



Class Size Census 2014



February 25, 2015

Background

The 14th annual Edmonton Public Teachers Local No. 37 Class Size Census was conducted on Wednesday, December 3, 2014. Teachers were asked to report on the numbers of students in each class that day to get a “snapshot” of the maximum class size and make up of their classrooms. The first or second Wednesday in December has been the date used for the census in all 14 years because this is far enough into the school year for the class sizes to have stabilized. The census process was instituted because District information systems initially could not provide a simple, universally applicable tool to measure the size of the classes that were being taught. It has now evolved into a useful tool to provide us with real data to monitor whether the recommendations of the *Alberta Commission on Learning (ACOL)* are being met. We have chosen not to report average class size because averages do not reveal the fact that there are a great number of classes larger than those levels set out by the *ACOL* and also those classes over 30 students (a comparative benchmark that we have used since 2001). The census also provides unique data to allow comparisons between “straight” or “weighted” counts of students in classes. *Weighted students* refer to the funding levels for special needs students. For instance, a regular student is weighted 1.0 while a mild special needs student is weighted 1.20 times. Every effort is being made to maintain consistency in the methodology from year to year so as to ensure the integrity of the data.

Participation

The number of reported classes rose slightly this year to 8,194 classes taught that day, contributed by 2,811 different classroom teachers. Participation from Division III (7-9) increased by 10.9% and yet Division IV (10-12) had an 8.9% decrease in census submissions. Statistically, we continue to have a strong representative sample size and with such a large participation rate (78.2%) we can infer that teachers still consider class size to be a critical issue.

Historical Perspective, Results and Trends

- 2002 **LOW benchmark** (WHITE bar on graphs).
- 2003 **HIGH benchmark** (BLACK bar on graphs) a peak year after 457 teaching positions (temporary, probationary & retirements) were left unfilled because of extreme cutbacks in funding (It was believed this would be the year of highest class size and that funding would be restored.) THIS IS THE HI YEAR REFERRED TO IN THE REPORT.
- 2004-2009 **Despite having the benefit of specific provincial funding aimed at keeping Div. I & Div. II elementary classes smaller, they still had moderate growth in size over this period. Div. III & IV (junior and senior high school) classes had significant growth while we waited for the promised funding at those levels... it never came.** A greater number of multi-grade classes appeared due to attempts to “even” out class sizes and more inclusion of integrated special needs students.

2010-2013 **Classes over 30 students increased for Div. III & Div. IV** over these four years. The pressures of increasing enrolments, crowded schools and the failure to hire more teachers are evident, but it is also likely due to the fact that **the promised provincial funding intended for junior/senior high class size relief was diverted by the government to the lower grades.** Yet, increased numbers (67%, 74%, 76%, 81%, **now 80%**) of the K-3 classes were over the ACOL recommended level of 17 students, even for the “straight count”. Increased teacher load with weighted counts tended to be about 8% higher for K-3 and there was total overload in the Gr. 4-9 classes with **25%** extra weighted load. **Apparently class sizes were not being balanced or adjusted to accommodate the extra load due to integrated special needs students, as required by the ACOL report.**

- 2014
- **Continued “Class Size Creep” appears to be entrenched but this year shows that the enrollment increases are at least leveling off.** After last year’s large overall jump of 7.3% in reported class size, the trend of yearly increases has leveled off for this year. This is likely an “adjustment” to last year’s estimate of projected enrolment. The largest decrease is in Gr. 5, 9 and 10 and the greatest increase is in Gr. 6 and 7.
 - It’s been four years now that we have been considerably over our “HI benchmark” of 2003 when we had a spike in class size due to the reduction of 457 Edmonton Public School teaching positions (temporary, probationary & retirements) which were left unfilled. **It is significant for 2014 that this is the first year that ALL DIVISIONS ARE OVER THE “HI” BENCHMARK for the weighted count.** (See Table 2 and Table 3 for the perspective.) The high schools peaked again where 45% of the classes are over 30 students... even over the 2003 “high” benchmark for seven (7) years in a row. This is the third year the junior highs exceed their 2003 “high” with 26% of the classes having over 30 students.
 - The **funding ratios for special needs students are stable** but shifted from the lower levels to higher levels two years ago.
 - In the current seven-year period **we have accumulated a net “loss” of 9.9% in the yearly differential comparison** (i.e. the percentage of increase enrolment each year has EXCEEDED the percentage of increase in classroom-based FTEs by 9.9%).
 - **There were still 153 elementary classes surveyed that had over 30 students for the straight count... 750 elementary classes when the weighted count is used.**

Table 1 shows the Detailed Class Size Census 2014 results broken down by grade with comparisons to the Alberta Commission on Learning (ACOL) Guidelines. These are the number of classes surveyed that were OVER the ACOL guidelines, not the average class size as reported by the board to Alberta Education.

Table 1: DETAILED DATA - Classes Exceeding Alberta Commission on Learning (ACOL) Recommendations (Dec. 2014 with Dec. 2013 for comparison)

Grade	ACL Recs.	Straight Count (of 8,194 classes)					Weighted Count (of 8,194 classes)				
		2013		2014		%Diff	2013		2014		%Diff
		No. / Percent	No. / Percent	No. / Percent	No. / Percent						
K	17	301	83.4%	291	82.2%	-1.2%	328	90.9%	319	90.1%	-0.8%
1		572	75.5%	508	72.9%	-2.6%	662	87.3%	608	87.2%	-0.1%
2		497	82.8%	498	83.6%	0.8%	519	86.5%	519	87.1%	0.6%
3	23	448	83.6%	466	83.8%	0.2%	475	88.6%	504	90.6%	2.0%
4		341	52.1%	312	50.2%	-1.9%	501	76.5%	458	73.6%	-2.9%
5		376	61.2%	399	57.0%	-4.2%	505	82.2%	439	73.8%	-8.4%
6	25	272	59.0%	311	65.6%	6.6%	338	73.3%	373	78.7%	5.4%
7		493	52.4%	619	58.3%	5.9%	712	75.7%	801	75.4%	-0.3%
8		461	59.8%	529	60.9%	1.1%	590	76.5%	657	75.7%	-0.8%
9	27	491	60.8%	482	56.7%	-4.1%	626	77.5%	636	74.8%	-2.7%
10		392	55.8%	324	48.7%	-7.1%	531	75.6%	479	72.0%	-3.6%
11		295	59.4%	292	60.5%	1.1%	359	72.2%	344	71.2%	-1.0%
12		320	66.4%	234	62.9%	-3.5%	352	73.0%	262	70.4%	-2.6%
Total		5,259	64.3%	5,265	64.3%	0.0%	6,498	79.4%	6,399	78.1%	-1.3%

COMMENT: The values for K-3 remain high at over 1,763 of the 2,203 classes surveyed (80%) are still over the ACOL levels. The large spikes were in Gr. 6 & 7 with reductions in Gr. 5, 9 & 10. The percent of high school classes over 30 students is a very large 44.5% (straight count) and 61.4% (weighted count) which may affect our EPSB students competing for university and scholarships.

Tables 2 and 3 contain summarized data broken down by Division over the last five-year period with the 2002 “low” and 2003 “high” years for comparison. *Table 2* is our benchmark of OVER 30 STUDENTS. *Table 3* shows those classes OVER the ACOL recommended class sizes.

Table 2: SUMMARY DATA By Division For Classes Over 30 Students (2010 -- 2014 with LOW and HI years for comparison) - see Graphs 2a and 2b on page 3

3 yr Trend	Division	LOW		HI		Straight Count					LOW		HI		Weighted Count				
		2002	2003	2010	2011	2012	2013	2014	2002	2003	2010	2011	2012	2013	2014				
↘	Division I	1.4%	3.9%	>>>>	1.8%	1.6%	2.6%	2.8%	1.7%	9.0%	13.0%	>>>>	8.8%	8.6%	9.4%	13.6%	13.3%		
↘	Division II	3.4%	10.2%	>>>>	5.4%	6.2%	7.0%	8.1%	6.9%	15.6%	26.2%	>>>>	26.1%	26.3%	29.7%	30.8%	27.1%		
↔	Division III	9.2%	21.9%	>>>>	13.1%	18.0%	22.0%	26.6%	25.9%	27.7%	43.1%	>>>>	42.3%	45.2%	49.2%	50.2%	47.0%		
↔	Division IV	12.3%	26.9%	>>>>	31.5%	40.3%	37.8%	45.2%	44.5%	26.3%	40.4%	>>>>	53.3%	57.0%	56.8%	62.8%	61.4%		

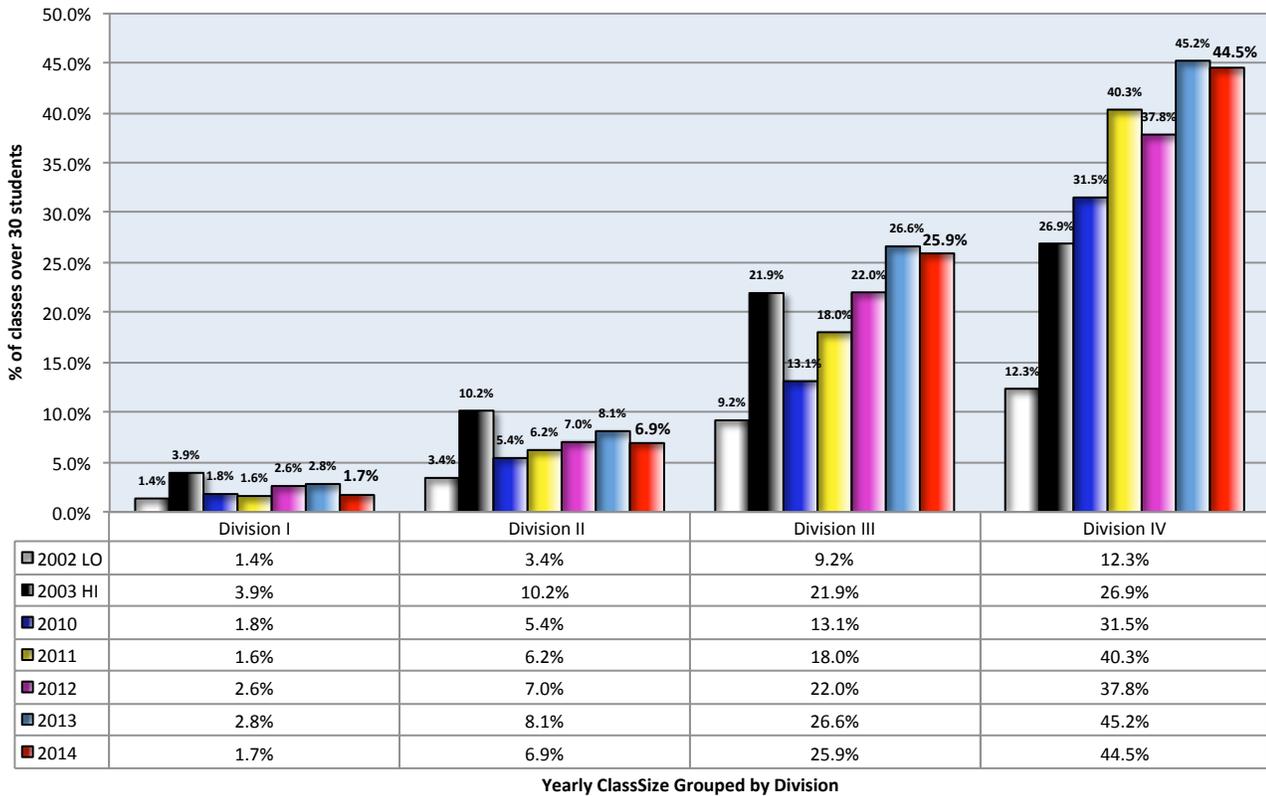
COMMENT: The next four charts compare the last five years of data. However it is important to maintain a perspective of the entire 14 years; therefore, data from 2002 LO (white) and 2003 HI (black) will be maintained as a benchmark of typical class sizes before and after the loss of 457 Edmonton Public Teachers positions in 2003. Note that ALL Grades are now exceeding the 2003 “HI” for the weighted count. The junior and senior high school class are still very large.

Table 3 - SUMMARY DATA By Division For Classes Exceeding Alberta Commission on Learning (ACOL) Recommendations (2010 – 2014 with LOW and HI years for comparison) – see Graphs 3a and 3b on page 4

3 yr Trend	Division	LOW		HI		Straight Count					LOW		HI		Weighted Count				
		2002	2003	2010	2011	2012	2013	2014	2002	2003	2010	2011	2012	2013	2014				
↔	Division I (17)	70.0%	74.8%	>>>>	67.3%	74.0%	75.5%	80.6%	80.0%	79.6%	83.6%	>>>>	78.2%	83.2%	82.1%	88.0%	88.5%		
↔	Division II (23)	50.6%	61.1%	>>>>	38.0%	46.4%	49.4%	57.2%	56.9%	71.3%	75.5%	>>>>	68.4%	70.6%	74.5%	77.7%	75.1%		
↔	Division III(25)	51.7%	62.1%	>>>>	45.4%	51.1%	54.4%	57.3%	56.8%	65.4%	75.2%	>>>>	73.8%	76.3%	77.5%	76.5%	74.2%		
↘	Division IV(27)	34.0%	45.2%	>>>>	49.3%	52.4%	51.6%	59.9%	55.9%	47.4%	57.9%	>>>>	66.8%	69.1%	68.7%	73.9%	71.4%		

NOTE #1: Data from 2002 LO (WHITE COLUMN) and 2003 HI (BLACK COLUMN) will be maintained as a benchmark of typical class sizes.

Chart 2a - Classes Over 30 students (straight count) 2014



NOTE #2: the vertical scale of the Graph 2b is about 1.5X larger than of Graph 2a.... look at the % VALUES!

Chart 2b - Classes Over 30 students (weighted count) 2014

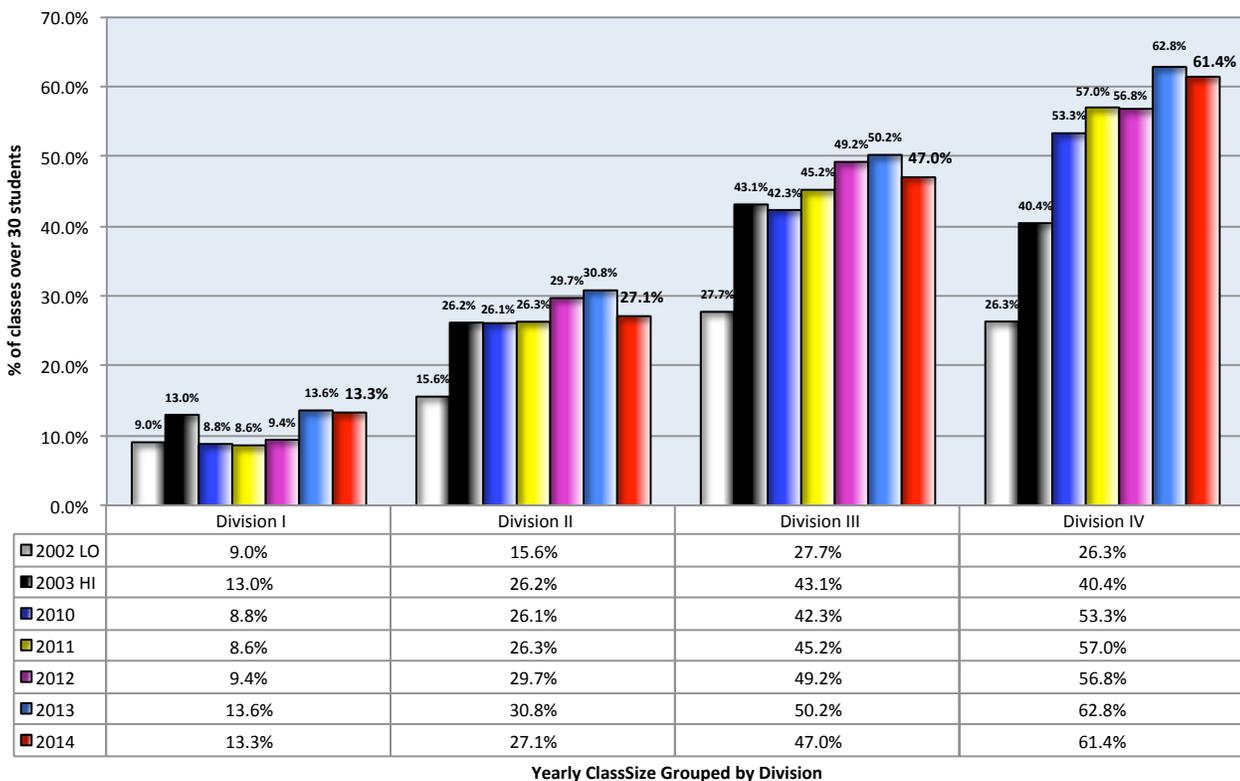
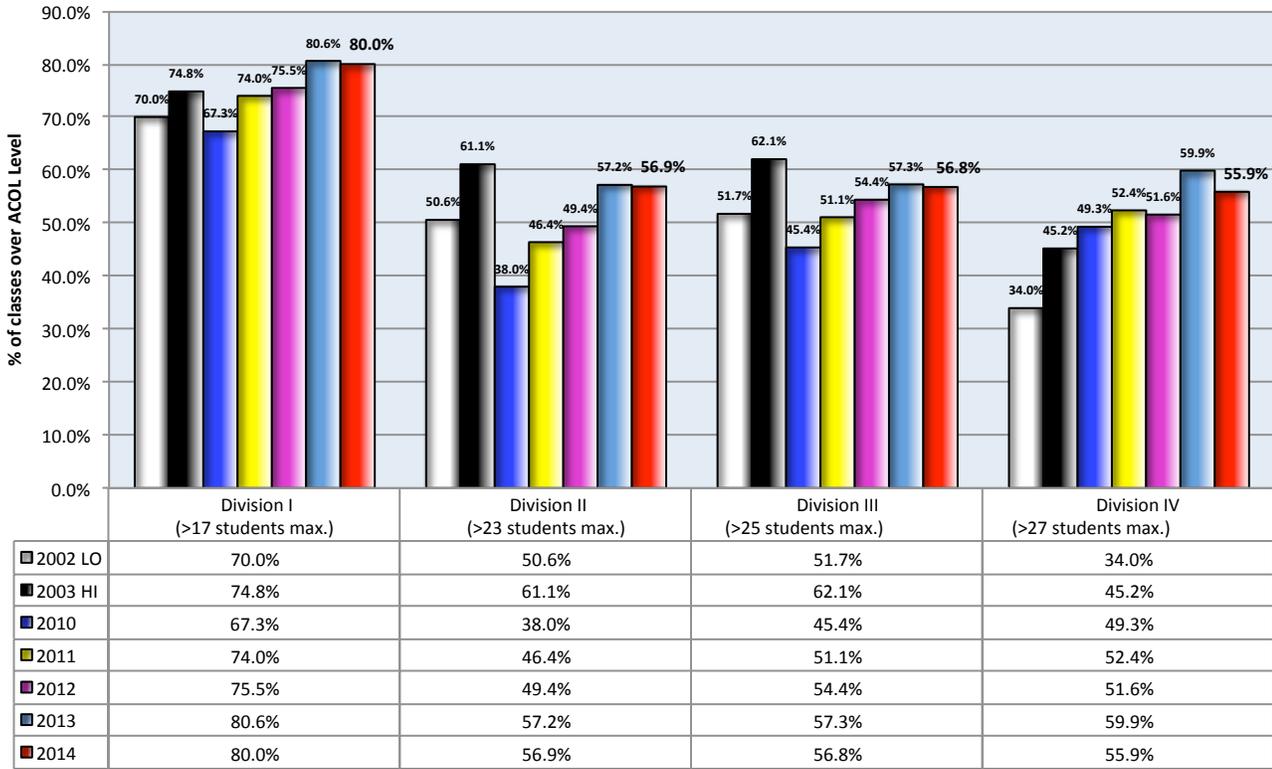


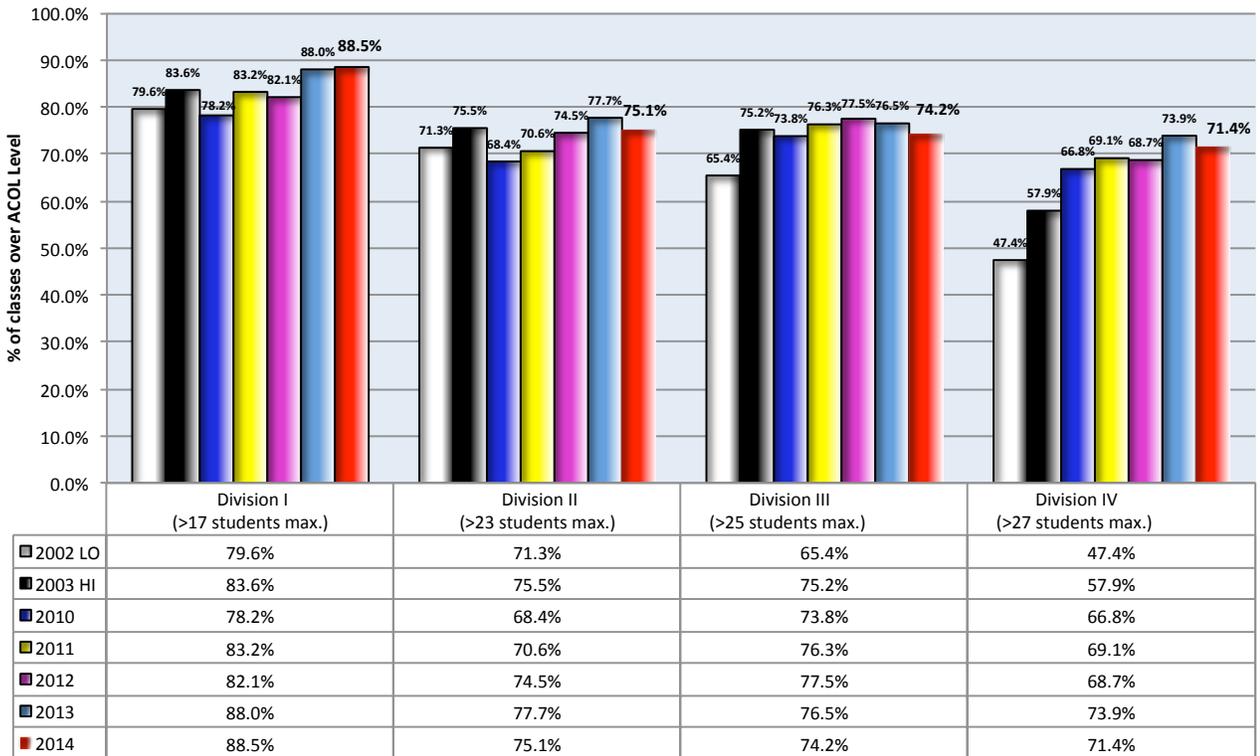
Chart 3a - Classes Over ACOL Levels (straight count) 2014



Yearly ClassSize Grouped by Division

NOTE #3: Data from 2002 LO (WHITE COLUMN) and 2003 HI (BLACK COLUMN) will be maintained as a benchmark of typical class sizes.

Chart 3b - Classes Over ACOL Levels (weighted count) 2014



Yearly ClassSize Grouped by Division

Multi-Grade Classes

Table 4 summarizes and compares by division the last two years of data for the number of multi-grade (“split”) classes in the District. A *multi-grade class* is one in which more than one grade level exists. Data for such classes was included with that of the lowest grade level of the group within the given class. While there may be exceptions, multi-grade classes may represent a learning environment where it is more challenging for a teacher to meet individual student needs.

Division	2013		2014		% Diff
Division I (Gr. K-3)	487	21.6%	415	18.8%	-2.8%
Division II (Gr. 4-6)	428	24.7%	357	21.1%	-3.6%
Division III (Gr. 7-9)	145	5.8%	213	7.7%	1.9%
Division IV (Gr. 10-12)	406	24.2%	417	27.4%	3.2%
<i>Total/Percent, all Classes</i>	<i>1,466</i>	<i>17.9%</i>	<i>1,402</i>	<i>17.1%</i>	<i>-0.8%</i>

COMMENT: *This year’s data indicates only a slight overall decrease in the percentage of split classes (Table 4) but still there are approximately 20% of the elementary classes that are “split” classes. While senior high classes often have mixed grades within a given class; it is becoming more common in high schools to have, for example, Spanish 10, 20 and 30 or Drafting 10, 20 and 30 being taught within one class with one teacher which is of concern. In the elementary grades, about one in every five classes has students at two or more grade levels.*

Classes with Students with Special Needs/Weighted Ratios

For special needs students, diversity of needs, coupled with large class sizes, represents more challenges to their learning. **Table 5** shows the number of classes with special needs students. Most resources allocated to schools in the District are based on Student Resource Allocation Levels, Categories and Rates found in the Edmonton Public Schools document entitled *Budget Planning Manual*. There are eight levels for student allocations to schools. For the purposes of determining a “weighted count” the District’s funding ratios were used. These ratios change very little from year to year so there is only a slight effect on the calculated “weighted count” for comparisons from year to year. (See Appendix 1)

Division	2013		2014		% Diff
Division I (Gr. K-3)	1,069	47.4%	1,164	52.8%	5.4%
Division II (Gr. 4-6)	1,638	94.7%	1,530	90.5%	-4.2%
Division III (Gr. 7-9)	2,339	92.9%	2,331	83.8%	-9.1%
Division IV (Gr. 10-12)	1,510	89.9%	1,301	85.6%	-4.3%
<i>Total/Percent, all Classes</i>	<i>6,556</i>	<i>80.1%</i>	<i>6,326</i>	<i>77.3%</i>	<i>-2.8%</i>

COMMENT: *In 2014 it remains that three out of every four of the classes in the overall District have some students who are funded at a higher rate because of their special needs. The high “weighted” percentages in this table are due to increased numbers of integrated special needs students. The ACOL report states that these classes should be smaller and should be adjusted for the extra load. Our “weighted counts” put many more classes over the thresholds for the ACOL suggested class sizes; an increase of 8%, 25%, 24% and 16% respectively for each division. A reduction in class size could accommodate the needs of these students in the inclusive classrooms.*

Quick Facts...

- This year 18.9% of all classes that were reported (n=8,194) were over 30 students. In 2013 it was 17.4%. Although that's only an increase of 1.5% for this year, it's a **7.0% increase over the last 4 years. This subtle "Class Size Creep" is likely impacting our quality of education**, despite our teachers' diligent efforts to compensate.
- In 2014, the number of classes that were over 30 students (straight count) across the divisions has **increased 2.1 times** (from 1.6 to 2.4 times) **more from the 2002 LOW** (in parenthesis). The number of classes that are over 30 students broken down by division are:

Division I – 37 (23)	Division II – 116 (48)	Division III – 719 (312)	Division IV – 676 (306)
1.6 times 2002	2.4 times 2002	2.3 times 2002	2.2 times 2002

- 153 elementary classes reported are still over 30 students. While the upward trend has been broken when compared to 91, 128, 136, 174, and 204 respectively for 2009 to 2013, **the raw numbers of ELEMENTARY classes with over 30 students is an ongoing concern.**
- Currently, we estimate that 77.3% of the classes in the district contain students with special needs based on our survey.
- Currently one out of every five Division 1 (K-3) classes is a multi-grade or "split-grade" classes.
- There had been an upward trend for more Grade 1 classes exceeding the ACOL suggested class size of 17 students for optimal learning. **This year, 508 Grade 1 classes (straight count) were reported exceeding 17 students** (compared to 379, 424, 447, 487 and 572 for 2009 to 2013 respectively). Again, we see a leveling off of this steep increase. We should hope to see these increases balanced with an increase in teachers working with students in classes that more closely meet the ideals set out in the ACOL.

Observations...

The annual Class Size Census continues to closely track the emerging trends. The data continues to reinforce the anecdotal feedback from our members that:

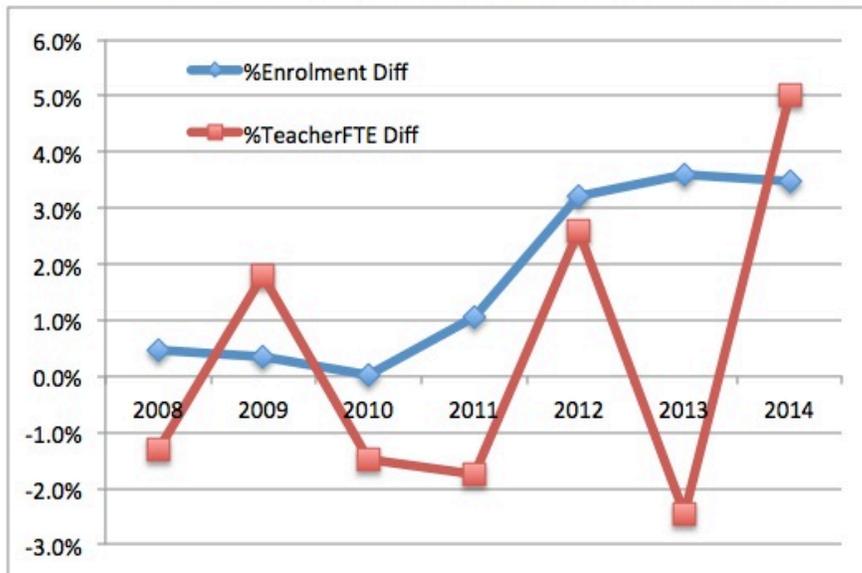
- class sizes are AGAIN exceptionally large for Divisions III and IV (junior/senior high school) but now are also creeping upwards for Divisions I and II (elementary) classes as well.
- classes with integrated special needs and ELL (English Language Learner) students either are not being adjusted downward in size or the adjustments are not sufficient, some "clusters" of high needs students in a single class are particularly challenging.
- Division I (K-3) class sizes are still well above the ACOL recommendation of 17 students.
- many teachers are being asked to teach multi-grades classes to try to balance class size. High school teachers are being asked to teach three different levels of a course within the same class.

For the fifth straight year in a row, the most striking revelation the 2014 data was **the number of reported senior high classes over 30 students has reached 44.5%**. This means that for all seven of the last years these class sizes have exceeded what we thought would be the "peak" or "HI" 2003 levels of 26.9%, a far cry from the "LO" of 12.5% percent of classes with over 30 students in 2002, the year before the staff positions were left unfilled due to budgetary constraints.

Current Reality – A new perspective that supports the Class Size Census

We have a second independent source of corroborating evidence portrayed by the graph below. It compares the actual (not predicted) percentage increase in enrolment for EPSB (September)¹ with our estimated Local's Classroom-based teacher FTEs (December)².

EPSB Student Enrolment (%Change) vs. Teacher FTEs (%Change)



	2008	2009	2010	2011	2012	2013	2014	
%Enrolment I	0.5%	0.4%	0.0%	1.1%	3.2%	3.6%	3.5%	2008-2014 Net Gain/Loss
%TeacherFTE	-1.3%	1.8%	-1.5%	-1.7%	2.6%	-2.5%	5.0%	
Gain/Loss	-1.8%	1.4%	-1.5%	-2.8%	-0.6%	-6.1%	1.5%	-9.9%

COMMENTS: From 2008 to 2014 we had an increase in enrolment of 10,072 students yet only 124 extra classroom teachers FTE (that's 81 students per FTE added). For five of the last seven years the percent increase in enrolment (diamond points) exceeded the increase in teacher FTEs (square points). Over the seven-year period we have accumulated a "loss" of 9.9% in the yearly differential gain/loss %comparison. (i.e. the percentage of increase enrolment each year has exceeded the percentage of increase in classroom-based FTEs by 9.9%.

- In 2013-14 there were 3,112 MORE students in EPSB but 86 FEWER teachers.
- In 2014-15 there are 3,106 MORE students in EPSB and 197 EXTRA teachers.

Over the last two years there were 6,218 more students in EPSB and 86 extra teachers (or about 72 new students per new teacher). These teachers may be out there in very crowded schools with large classes and while their presence is welcomed, the numbers don't nearly match the overall accumulated need. This is likely why we have only seen a leveling out of the upward Class Size Creep.

ASSUMPTIONS: Part-time FTE have always been estimated at 0.5 FTE and then 1,000 subtracted from the total to get the more realistic "classroom-based" FTEs. Since this seven-year stretch of data compares the PERCENTAGE increase/decrease with relatively large values for "n", then I consider this to be a valid relationship for comparing and inferring TRENDS.

¹ The enrolment for EPSB (September) is posted on the Edmonton Public School Board's website: <http://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2014-15/november25/04-FallUpdatetotheRevised2014-2015Budget.pdf>

² The Local's Classroom-based teacher FTEs (December) is based on information provided to the Local by the provincial Alberta Teachers' Association.

Excerpts From the Alberta Commission On Learning

- Establish and implement province-wide guidelines for average class sizes across school jurisdictions.
- Rather than set legislated limits or hard and fast rules, there should be flexibility in the size of classes. School jurisdictions should be expected to meet the guidelines on average class sizes across their school jurisdiction. That means the guidelines would not necessarily be met in each and every classroom but should be met on average across the school jurisdiction.
- The suggested provincial guidelines are:

- K to grade 3	17 students
- Grades 4 to 6	23 students
- Grades 7 to 9	25 students
- Grades 10 to 12	27 students
- Class composition should be considered by schools in setting class size. **Generally, classes with special needs students, students whose first language is not English, and vulnerable and at-risk students should be smaller than the suggested guideline.** Classes should also be smaller in cases where there are safety considerations such as vocational classes.
- School jurisdictions and the province should **be required to report annually on average class sizes** and should be accountable for explaining whether or not the guidelines have been met.
- **The province should provide adequate funding to enable school jurisdictions to meet the class size guidelines.** Information on average class sizes should be included in school jurisdiction profiles and used to determine provincial funding levels.
- To better address student needs, Class Size Initiative funding is being refocused. The distribution of funds will change to a per student grant with a focus on setting a good foundation in the early years. **The adjusted Class Size Initiative funding formula will focus on reducing class sizes in K-3.** - *Alberta Education* (<http://www.education.alberta.ca/departments/ipr/classsize.aspx>)

Notes and Assumptions of This Report

- **Teacher participation** was calculated with the following assumptions: This year we have 4,159 full-time and 873 part-time positions within our Local. Part-time was estimated to be 0.5 for purposes of arriving at the number of about 4,596 FTE equivalents (172 more than last year). Of these, there are about 1,000 advertised non-teaching positions giving about 3,596 “classroom teacher” positions. The survey indicates that we had 2,811 different classroom teachers submit responses and based on the assumptions, yields **78.2% teacher participation**.
- A **Class/Block/Session** was considered to be a regularly scheduled class. Most elementary teachers filled out the survey for one class because generally they teach one group of children all day. However, if a regularly scheduled class had other students enter it, a separate **Class/Block/Session** was recorded. For example, a Grade 2 class that had some students come from another class every day for a math session constituted a new **Class/Block/Session**. However, if students left for a music class and then returned to their regular class, another **Class/Block/Session** was not recorded. Also, if a teaching assistant came into the class for the afternoon only, that would be considered a “new” class with that person recorded as “Other staff”. **The general rule was that if the class dynamic significantly changed, it was considered a “new” class.**

- **In-School Outreach Programs** (in senior high schools) are becoming common-place and are being treated as non-conventional “classes” (class “type 11”) in the same way as are music classes, physical education classes, team-taught classes, etc. These have large numbers of students but there were only nine of these classes reported out of 676 classes over 30 students for high school, which is insignificant (<1.3%). The large numbers of students do not skew results of this report since we don’t report average class size. Many teachers do not even report online classes, band classes, etc., as the census is focused on a more conventional classroom.
- **Weighted students** refer to the funding levels for special needs students. It has been assumed that the funding ratios in the budget documents each year are somewhat indicative of the “load” on teachers and have been used to calculate the *weighted class size*. The table from the *Student Resource Allocation Levels, Categories, and Rates* shows the ratios for this report. **Funding levels for coded students were reduced significantly in 2008 (in parenthesis) but figures for 2014 only differ or are the same as for 2013... low levels being reduced / high levels slightly increased in ratio.**

Level 0 or 1 - 1.000x (1.00x)	Level 2 - 1.000x (1.00x)	Level 3 - 1.075x (1.105x)	Level 4 - 1.200x (1.200x)
Level 5 - 1.857x (1.857x)	Level 6 - 2.074x (2.074x)	Level 7 - 3.700x (3.614x)	Level 8 - 5.200x (5.065x)

NUMBER of Classes Compared to the Total Surveyed (n=8,194) That Are Over The Various Recommended Levels.

The tables below are for those of you who prefer to know the actual numbers rather than percentages; e.g., there are 37 “straight count” Kindergarten to Grade 3 classes out of the 2,203 surveyed that are still over 30 students; and 1,763 classes over the recommended class size of 17 students maximum.

Class Size Census 2013	#	%	%	%
	2014	2014	2013	Diff.
TOTAL Division I Classes Surveyed	2,203			
Division I Classes over 30 (Straight Count)	37	1.7%	2.8%	-1.2%
Division I Classes over 30 (Weighted Count)	292	13.3%	13.6%	-0.4%
Combined Division I Classes	415	18.8%	21.6%	-2.8%
Division I Classes over 17 (Straight Count)	1,763	80.0%	80.6%	-0.6%
Division I Classes over 17 (Weighted Count)	1,950	88.5%	88.0%	0.5%
Class Size Census 2013	#	%	%	%
	2014	2014	2013	Diff.
TOTAL Division II Classes Surveyed	1,691			
Division II Classes over 30 (Straight Count)	116	6.9%	8.1%	-1.2%
Division II Classes over 30 (Weighted Count)	458	27.1%	30.8%	-3.7%
Combined Division II Classes	357	21.1%	24.7%	-3.6%
Division II Classes over 23 (Straight Count)	962	56.9%	57.2%	-0.3%
Division II Classes over 23 (Weighted Count)	1,270	75.1%	77.7%	-2.6%
Class Size Census 2013	#	%	%	%
	2014	2014	2013	Diff.
TOTAL Junior High Classes Surveyed	2,780			
Junior High Classes over 30 (Straight Count)	719	25.9%	26.6%	-0.7%
Junior High classes over 30 (Weighted Count)	1,306	47.0%	50.2%	-3.3%
Combined Junior High Classes	213	7.7%	5.8%	1.9%
Junior High Classes over 25 (Straight Count)	1,630	58.6%	57.3%	1.3%
Junior High classes over 25 (Weighted Count)	2,062	74.2%	76.5%	-2.4%
Class Size Census 2013	#	%	%	%
	2013	2013	2012	Diff.
TOTAL Senior High Classes Surveyed	1,520			
Senior High Classes over 30 (Straight Count)	676	44.5%	45.2%	-0.7%
Senior High classes over 30 (Weighted Count)	933	61.4%	62.8%	-1.4%
Combined Senior High Classes	417	27.4%	24.2%	3.3%
Senior High Classes over 27 (Straight Count)	850	55.9%	59.9%	-4.0%
Senior High classes over 27 (Weighted Count)	1,085	71.4%	73.9%	-2.5%