

**YEAR END COLLEGE SECTOR  
LITERACY AND BASIC SKILLS  
and  
ACADEMIC UPGRADING  
*ACTIVITY ANALYSIS***

2011-2012



*Prepared by*  
**College Sector Committee for Adult Upgrading**

**November, 2011**

## **BACKGROUND**

In Ontario, a very responsive and inclusive delivery system has been developed over the past 26 years with the support of the Ministry of Training, Colleges and Universities (MTCU). This delivery system is focused on enabling adults who lack the academic, personal and study skills to reach their individual goals. These goals currently fall into five paths: Postsecondary, Apprenticeship, Credit (Secondary School), Employment and Independence. While students in college LBS/AU programs may pursue any of these pathways, the majority identify further education (Postsecondary or Apprenticeship) as their primary reason for enrolling in a college upgrading program.

The Ontario infrastructure recognizes four distinct cultural streams. These streams play a major role in the design and delivery of programming. The streams are Anglophone, Francophone, Aboriginal and Deaf. In addition, in order to reach and effectively meet the needs of the maximum number of learners, the resources of three delivery sectors have been engaged. These sectors are Community College, School Board and Community-based.

MTCU provides funding to programs in all sectors and streams. This funding enables participants to upgrade their academic, personal and computer skills with no charge for tuition or books. In addition, financial support called Training Supports (TS) is provided directly to qualifying participants to assist with Child Care and Transportation costs.

There are 24 community colleges in Ontario all of which provide academic preparation at both main college sites as well as satellite operations. Colleges also partner with deliverers in the other sectors and streams to deliver programming focused on meeting the prerequisites of admission to postsecondary and apprenticeship. In all there are more than college 75 sites where students can access college upgrading. Colleges deliver programming to students in all streams: Anglophone (22 colleges), Francophone (Boreal and La Cite) and Deaf (George Brown and Mohawk). Many college Academic Upgrading partnerships and satellite sites are focused on providing access to Aboriginal learners (e.g., George Brown, Northern, Georgian). There are also many Aboriginal learners in main stream Anglophone college upgrading programs.

## **COLLEGE PROGRAMMING**

The delivery of programming is broken down into two levels. The first level is Literacy and Basic Skills (LBS). LBS is defined as that level of training which is pre credit and roughly corresponds to Grades 1 to 9 in the traditional school system. LBS is further divided into five levels. Community Colleges, School Boards and Community-based programs all deliver LBS programming with funding from MTCU.

The second level of programming is Academic Upgrading (AU) delivered exclusively by Community Colleges. (A few Colleges have partnership agreements with deliverers in other sectors/streams to provide additional sites for the delivery of AU.) AU is described as that level of programming required for admission to postsecondary and apprenticeship training. It is also described as corresponding to grades 10 to 12 in the secondary school system. The curriculum delivered at this level is the Academic and Career Entrance (ACE) program. ACE courses in Communications, Mathematics and Sciences have been evaluated by the Ministry of Education and determined to be “highly comparable” to the equivalent courses delivered through Secondary School Credit programming. ACE is officially recognized by Colleges as meeting the prerequisite requirements for admission to postsecondary. It is also identified by the Apprenticeship Branch as OSSD equivalent for purposes of registering as an apprentice.

Ontario is currently undergoing a major redesign of the LBS/AU program. This redevelopment, Ontario Adult Literacy Curriculum Framework (OALCF), builds on current programming. The implementation of OALCF begins April 2012.

## REPORTING REQUIREMENTS

On a monthly basis all programs in all streams and sectors download information to MTCU's Information Management System (IMS). The downloaded information in 2010-2011 includes numbers of students enrolled, activity in terms of contact hours delivered, and student exit information. Currently the statistics which are provided in this report are compiled from the data which colleges provided to MTCU in 2010-11. In April 2012 the IMS will be replaced by a much more comprehensive reporting system called EOIS/CaMS. This will dramatically change the data which the CSC is able to collect and report on. It is important to remember that this report is for Ontario Community Colleges only and does not include School Board or Community-based program activity.

## GUIDE TO THE REPORT

This analysis divides the reporting into LBS and AU levels.

The graphs in this report compare results beginning with 2004-2005.

Colleges have significant concerns that the information captured and reflected by the IMS system lacks accuracy especially with regard to the delivery of Academic Upgrading. Of particular concern is the failure of the system to consistently and accurately capture student participation numbers and contact hours. This is particularly true of students who begin in LBS and move on to Academic Upgrading.

## TRENDS

The results of both the recent down turn in the economy as well as the increased government investment in preparatory programming in 2009-2010 are evident in the following graphs.

Student numbers at the LBS level remained constant for the past 2 years following slight declines from 2004 – 2008. (Chart 1) Student numbers at the AU level continue to grow dramatically. (Chart 7) Another significant difference between LBS and AU is the proportion of males to females. For some time it has been approximately 50/50 with slightly more females. **This year for the first time in AU males outnumber females.**

Analysis of the ages of LBS students (Chart 2) and AU (Chart 8) is interesting. The overall results remain constant with 25-44 year olds being the largest group for both groups followed by 19-24 year olds. At LBS level, participation by age has remained constant with a slight decline in the 45-64 and 16-18 groups. **It is the data which AU level presents which is most interesting. Participation for the 25-44 group in AU has increased 25 % and 19% for the 19-24 group.**

The goal of students in both LBS (Chart 3) and AU (Chart 9) is overwhelmingly *Further Education and Training* (Postsecondary and Apprenticeship).

*Source of Income* is the area where the impact of the 2008 downturn in the economy continues to be most evident. While a significant number of participants are on some form of income support (Ontario Works, Ontario Disability Support Program, Employment Insurance, Workers Compensation), individuals who are *Employed* or identify *Other* as their income source continue to be the dominant group in College-delivered programming. *Other* may include people with family income (parents, spouse), pensions, savings and economic support from other organizations. **The participation of people on EI**

at LBS level declined from 2009-2010 but increased significantly at AU level. The participation of OW clients rose slightly for both LBS and AU. Chart 4 tracks numbers for LBS and Chart 10 for AU. (Students self identify their source of income.)

The following chart summarizes Source of Income data:

Source of Income	LBS Level	AU Level
Ontario Works	25%	14%
Ontario Disability Support Program	6%	3%
WSIB	1%	2%
Employment Insurance	10%	19%
Employment	27%	33%
Other	30%	30%

LBS level 3 continues to be the LBS level where the largest number of students (Chart 5) enter as well as participate (Chart 6) in college programming. It is also the level which results in the greatest number of contact hours (Chart 11). It is worth noting that in terms of student numbers and activity, LBS levels 4 and 5 are increasing in relation to Level 3. Since 2004-2005, there has been a decline in college delivery of LBS levels 1 and 2 and a corresponding increase in LBS levels 4 and particularly 5. Particularly significant is the number of students entering college at the LBS 5 level. These charts would indicate colleges are increasingly focused on those levels of delivery which prepare people for Postsecondary and Apprenticeship Training.

Contact hours in the Academic Upgrading level of delivery (Chart 12) have increased 150% since 2004-2005 with a 6.5% increase during 2010-2011. The 20% increase in student numbers (Chart 7) during the same period confirms that increasing numbers of students are studying part time. This observation is consistent with the high number of students who are *Employed*.

Chart 13, which provides combined contact hour activity for LBS and AU levels, indicates an overall gradual and steady increase. The increase from 2009-2010 to 2010-2011 was 13%

In LBS (Chart 14), the number of LBS students who moved on to *Further Training and Education* immediately after upgrading while still a large number (2,410) was a decline of 21% from the previous year. Many exits at this level are identified as either *Employed* or *Seeking Employment*. In AU (Chart 15) movement to *Further Education and Training* is the overwhelming result and exhibited a significant increase (25%) in 2010-11. It must be noted that the month in which a student completes upgrading significantly impacts on this statistic. Many students must wait months for the next postsecondary intake and seek work in the interim.

In both LBS (Chart 16) and AU (Chart 17) it is clear that the largest percentage of students in College Upgrading programs achieve their goals. 75% of AU level students identify that they have achieved their goal. *Agency Terminations* may be the result of discontinuation by a referring agency like Ontario Works. Students may also be terminated by the college program because of poor attendance and lack of progress after repeated counselling sessions. Learners leave the program primarily because of economic reasons. As the job market in a community improves participation in educational programs tends to decline. These students are often referred to as “stop outs” because they return to educational programs when their economic or personal situations change.

## **CONCLUSIONS**

The delivery of programming in colleges is constantly evolving in response to student and community demands. There are complex realities which must be addressed. The increasing number of younger students with very different attitudes to education and employment, technology, and learning experiences participating alongside older learners with more traditional backgrounds impacts on the classroom environment. The diversity of student involvement in the workforce ranging from no recent attachment to currently employed must be considered in developing goal setting and self-management activities, provision of counselling supports and design of delivery. Perhaps the biggest challenge to colleges is the increasing number of students who are only able to participate part time because of employment and family situations. This has implications when designing programming and assisting students in reaching their goals in realistic timelines. Many colleges have expanded evening, weekend and swing shift options to accommodate student schedules. The rapid growth of ACE Distance Delivery is positively impacting on program accessibility for individuals who are unable to participate in classroom-based delivery because of geographic, employment and personal barriers. Despite challenges, it is clear from the statistics that Ontario's community colleges continue to effectively serve large numbers of Ontarians and assist them in moving on to employment, postsecondary and apprenticeship training.

## **CONTACT US**

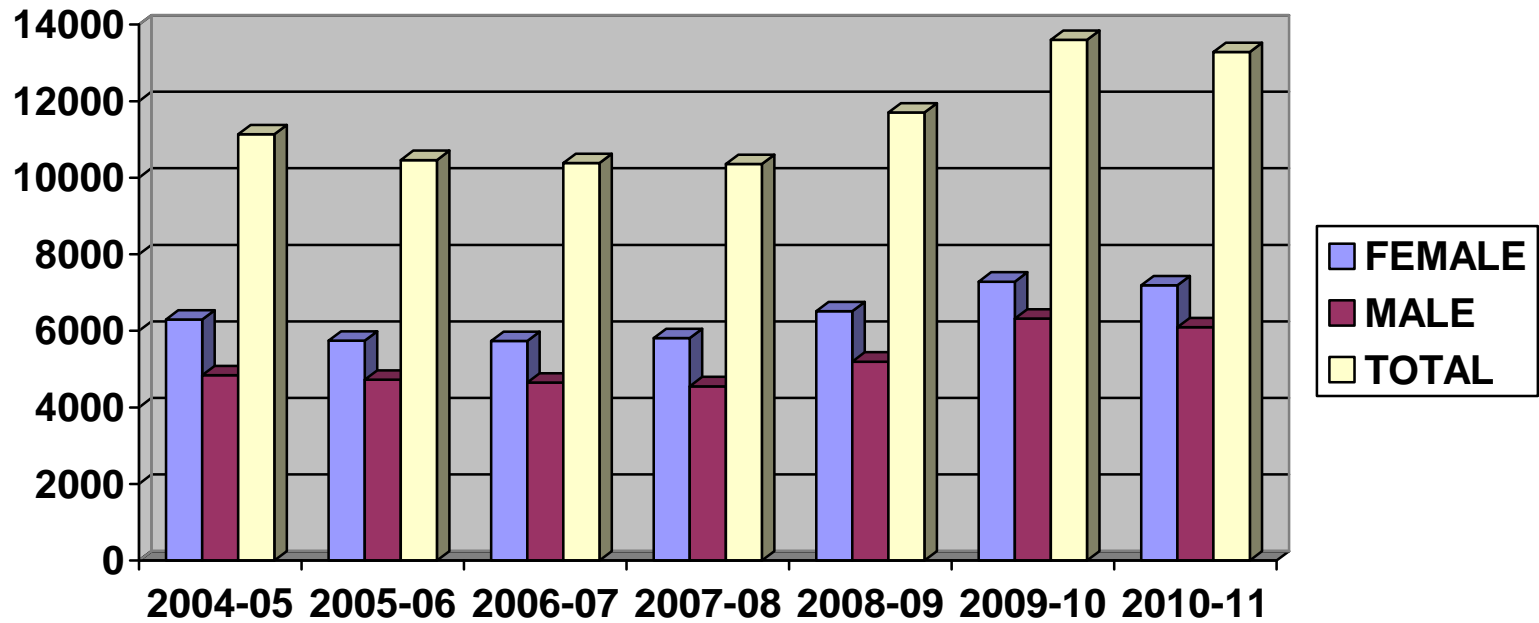
If you have questions about this report or would like to provide further comments, please contact the following:

Lynne Wallace Executive Director

[l.wallace@explornet.com](mailto:l.wallace@explornet.com)

Chart 1

**LITERACY & BASIC SKILLS LEVELS 1 – 5**  
**NUMBER OF STUDENTS**

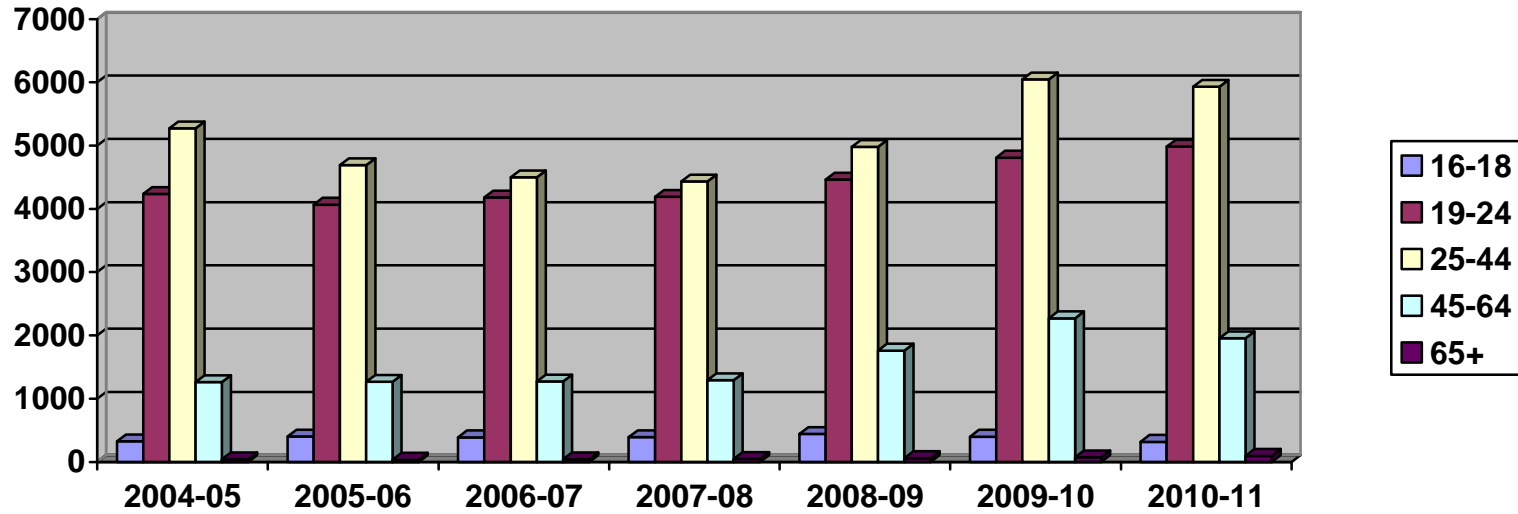


	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
<b>2004-2005</b>	<b>6296</b>	<b>4839</b>	<b>11135</b>
<b>2005-2006</b>	<b>5749</b>	<b>4717</b>	<b>10466</b>
<b>2006-2007</b>	<b>5733</b>	<b>4647</b>	<b>10380</b>
<b>2007-2008</b>	<b>5808</b>	<b>4550</b>	<b>10358</b>
<b>2008-2009</b>	<b>6509</b>	<b>5195</b>	<b>11704</b>
<b>2009-2010</b>	<b>7285</b>	<b>6317</b>	<b>13602</b>
<b>2010-2011</b>	<b>7187</b>	<b>6095</b>	<b>13282</b>

Chart 2

## LITERACY & BASIC SKILLS LEVELS 1 – 5

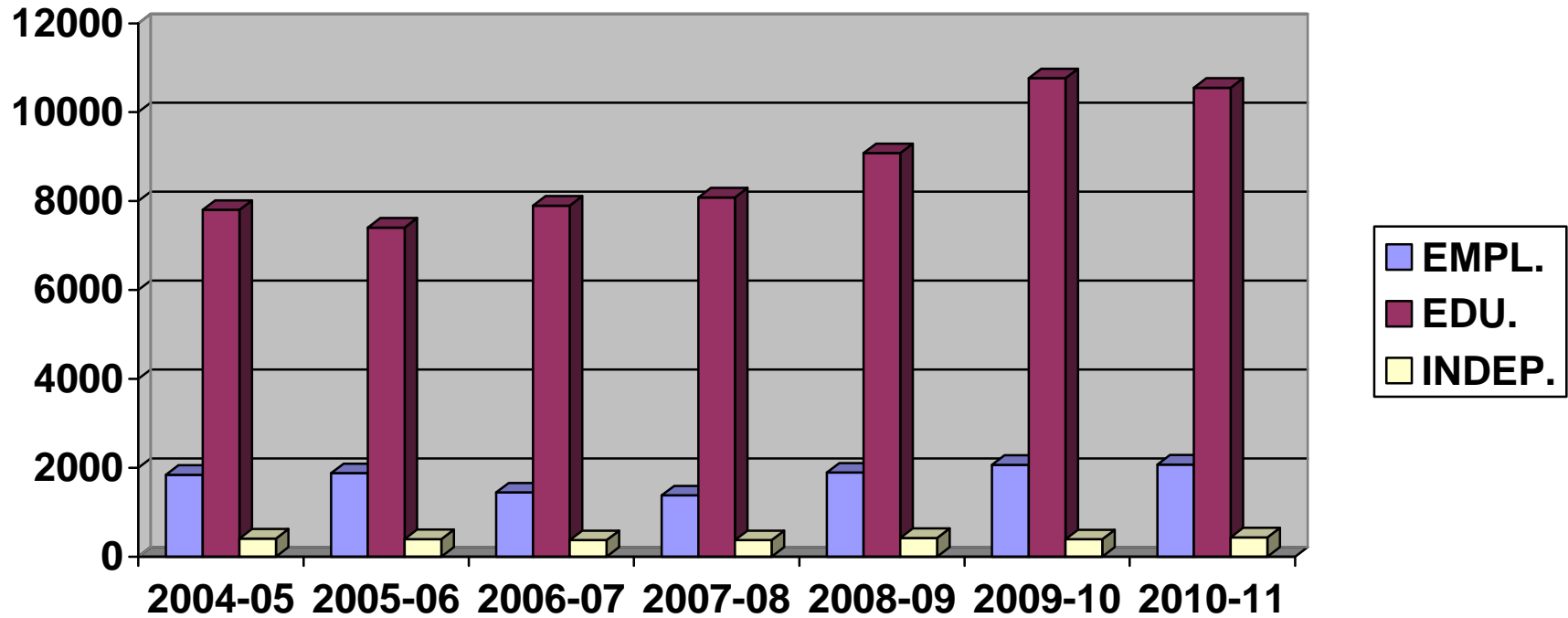
### AGE RANGES



	16-18	19-24	25-44	45-64	65+
<b>2004-2005</b>	<b>324</b>	<b>4235</b>	<b>5271</b>	<b>1261</b>	<b>44</b>
<b>2005-2006</b>	<b>400</b>	<b>4059</b>	<b>4701</b>	<b>1267</b>	<b>35</b>
<b>2006-2007</b>	<b>389</b>	<b>4179</b>	<b>4498</b>	<b>1272</b>	<b>42</b>
<b>2007-2008</b>	<b>392</b>	<b>4192</b>	<b>4433</b>	<b>1293</b>	<b>48</b>
<b>2008-2009</b>	<b>441</b>	<b>4463</b>	<b>4980</b>	<b>1760</b>	<b>60</b>
<b>2009-2010</b>	<b>399</b>	<b>4810</b>	<b>6049</b>	<b>2271</b>	<b>73</b>
<b>2010-2011</b>	<b>318</b>	<b>4983</b>	<b>5932</b>	<b>1953</b>	<b>96</b>

Chart 3

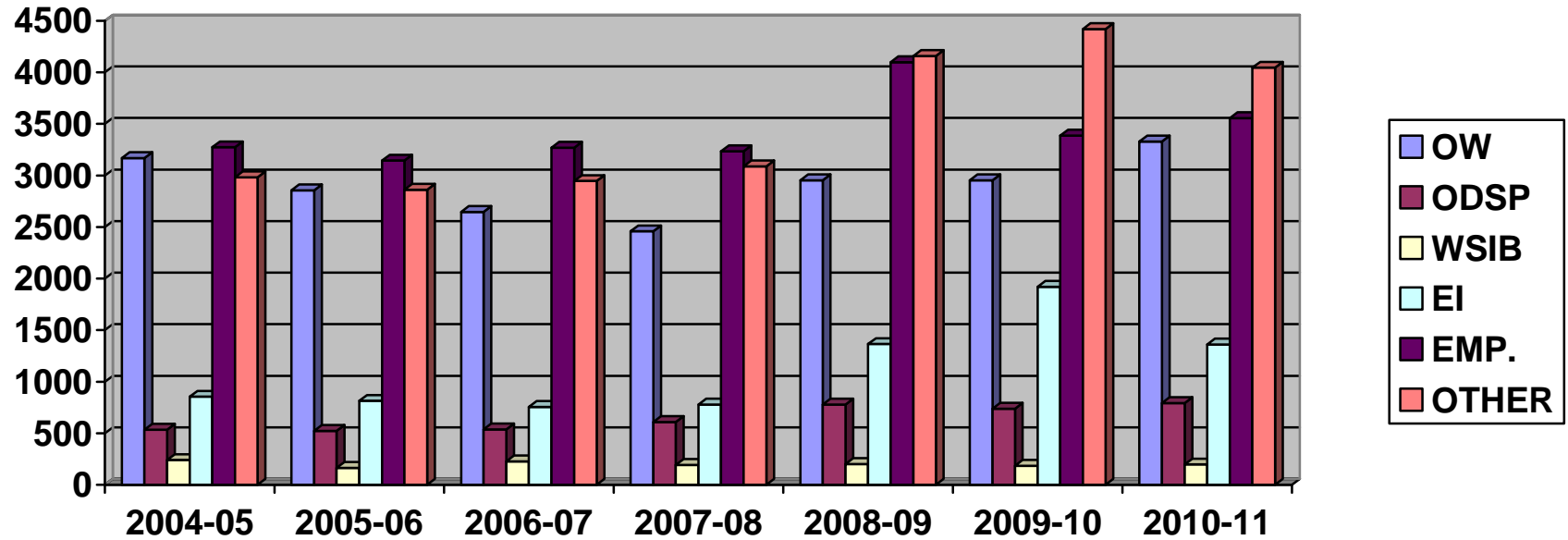
**LITERACY & BASIC SKILLS LEVELS 1 – 5  
GOALS**



	<b>EMPLOYMENT</b>	<b>EDUCATION</b>	<b>INDEPENDENCE</b>
<b>2004-2005</b>	<b>1843</b>	<b>7803</b>	<b>409</b>
<b>2005-2006</b>	<b>1873</b>	<b>7398</b>	<b>402</b>
<b>2006-2007</b>	<b>1445</b>	<b>7897</b>	<b>372</b>
<b>2007-2008</b>	<b>1381</b>	<b>8081</b>	<b>373</b>
<b>2008-2009</b>	<b>1894</b>	<b>9079</b>	<b>423</b>
<b>2009-2010</b>	<b>2068</b>	<b>10765</b>	<b>394</b>
<b>2010-2011</b>	<b>2075</b>	<b>10549</b>	<b>434</b>

Chart 4

**LITERACY & BASIC SKILLS LEVELS 1 - 5**  
**SOURCE OF INCOME**



	OW	ODSP	WSIB	EI	EMP	OTHER
<b>2004-2005</b>	<b>3169</b>	<b>535</b>	<b>240</b>	<b>854</b>	<b>3273</b>	<b>2982</b>
<b>2005-2006</b>	<b>2860</b>	<b>524</b>	<b>163</b>	<b>818</b>	<b>3138</b>	<b>2862</b>
<b>2006-2007</b>	<b>2647</b>	<b>537</b>	<b>226</b>	<b>756</b>	<b>3268</b>	<b>2946</b>
<b>2007-2008</b>	<b>2458</b>	<b>609</b>	<b>192</b>	<b>779</b>	<b>3235</b>	<b>3088</b>
<b>2008-2009</b>	<b>2953</b>	<b>779</b>	<b>201</b>	<b>1365</b>	<b>4099</b>	<b>4158</b>
<b>2009-2010</b>	<b>2954</b>	<b>737</b>	<b>184</b>	<b>1921</b>	<b>3387</b>	<b>4419</b>
<b>2010-2011</b>	<b>3330</b>	<b>793</b>	<b>197</b>	<b>1361</b>	<b>3556</b>	<b>4045</b>

**OW** – Ontario Works

**ODSP** – Ontario Disability Services Program

**WSIB** – Workers' Safety Insurance Board

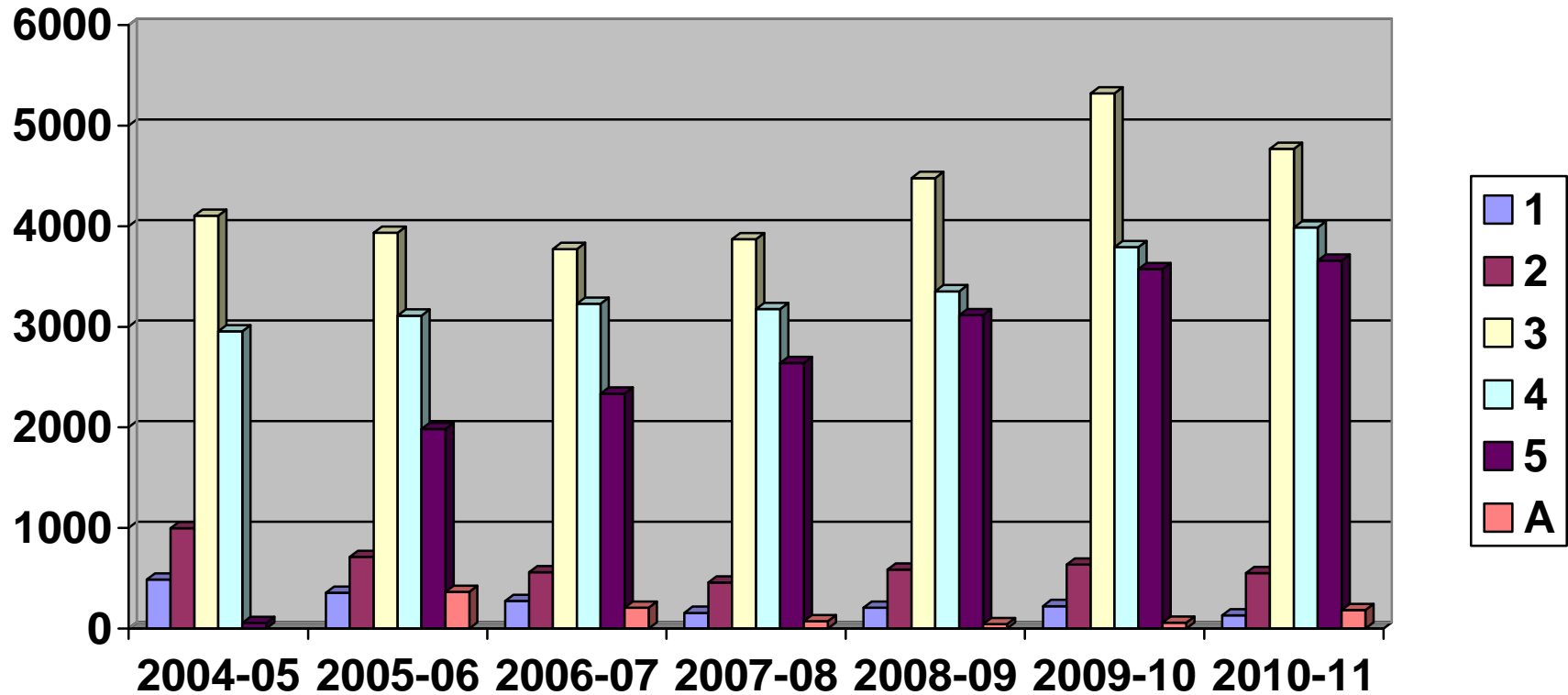
**EI** – Employment Insurance

**EMP** – Employed (fulltime or part time)

**Other** – May include individuals on insurance settlements, pension, severance, Family or spousal support, Aboriginal bands etc

Chart 5

**LITERACY AND BASIC SKILLS LEVELS 1 - 5**  
**INTAKE ASSESSMENT PLACEMENT**

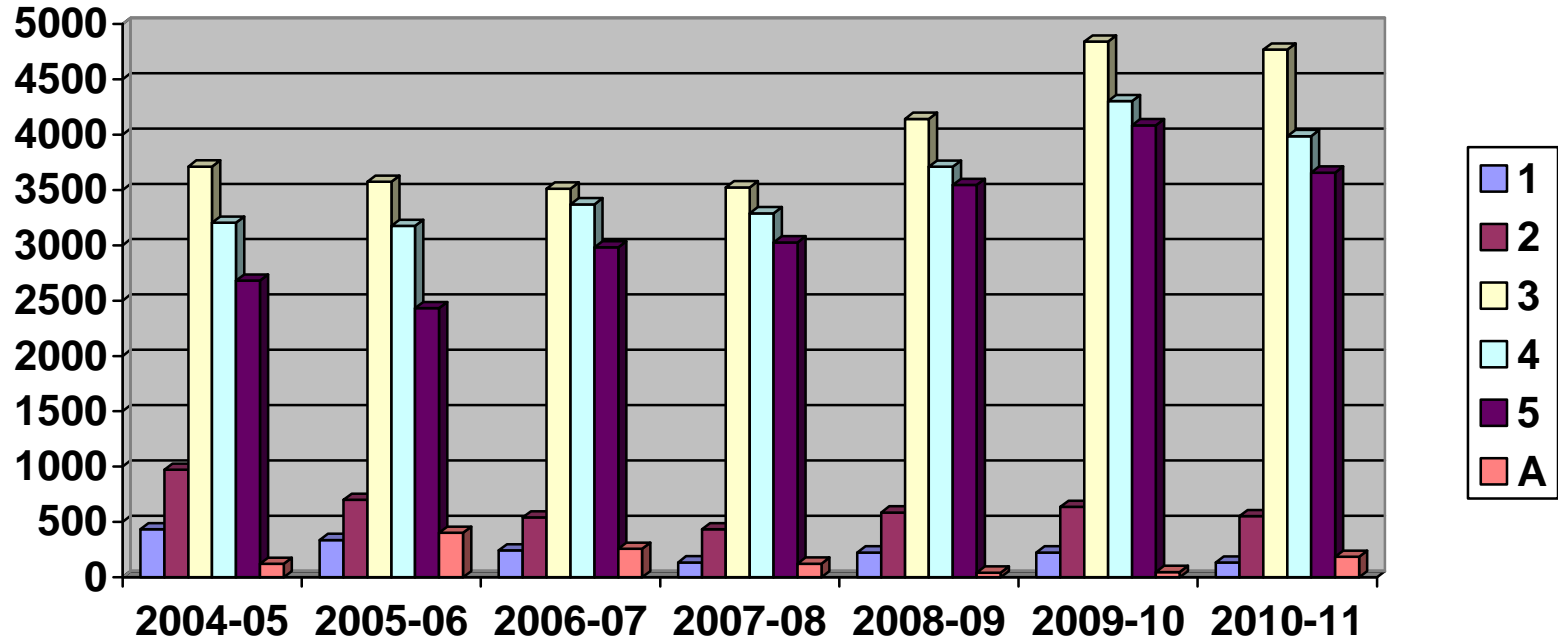


	1	2	3	4	5	A
2004-2005	486	998	4103	2955	2213	55
2005-2006	355	707	3951	3099	1989	365
2006-2007	274	560	3773	3230	2335	208
2007-2008	156	459	3872	3177	2639	74
2008-2009	207	587	4479	3353	3115	43
2009-2010	223	637	5320	3791	3573	58
2010-2011	132	552	4770	3987	3657	184

A delivery where LBS level has not been identified

Chart 6

**NUMBER OF STUDENTS BY LBS LEVEL**

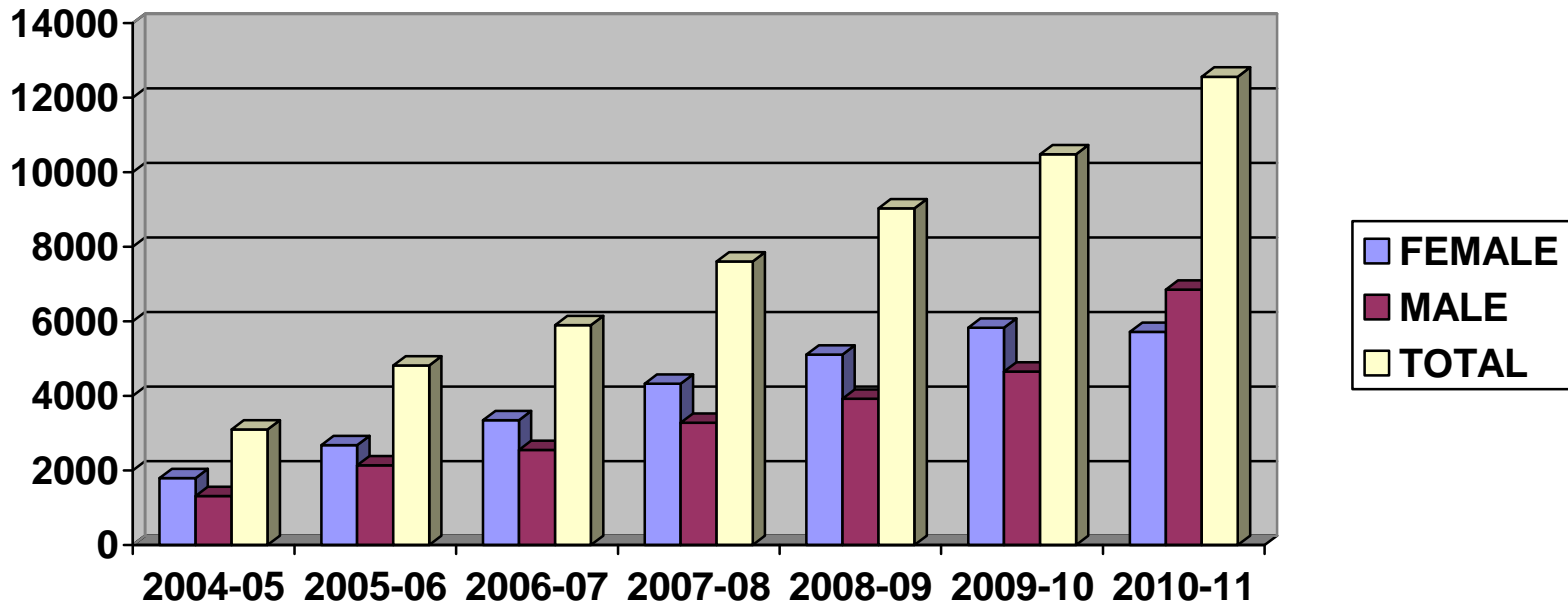


	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>
<b>2004-2005</b>	<b>434</b>	<b>972</b>	<b>3712</b>	<b>3205</b>	<b>2681</b>	<b>121</b>
<b>2005-2006</b>	<b>337</b>	<b>695</b>	<b>3595</b>	<b>3173</b>	<b>2432</b>	<b>401</b>
<b>2006-2007</b>	<b>243</b>	<b>541</b>	<b>3512</b>	<b>3371</b>	<b>2982</b>	<b>257</b>
<b>2007-2008</b>	<b>134</b>	<b>434</b>	<b>3524</b>	<b>3290</b>	<b>3027</b>	<b>122</b>
<b>2008-2009</b>	<b>224</b>	<b>585</b>	<b>4143</b>	<b>3711</b>	<b>3546</b>	<b>41</b>
<b>2009-2010</b>	<b>224</b>	<b>636</b>	<b>4841</b>	<b>4304</b>	<b>4085</b>	<b>47</b>
<b>2010-2011</b>	<b>132</b>	<b>552</b>	<b>4770</b>	<b>3987</b>	<b>3657</b>	<b>184</b>

Chart 7

**INTAKE INFORMATION**  
**ACADEMIC UPGRADING**

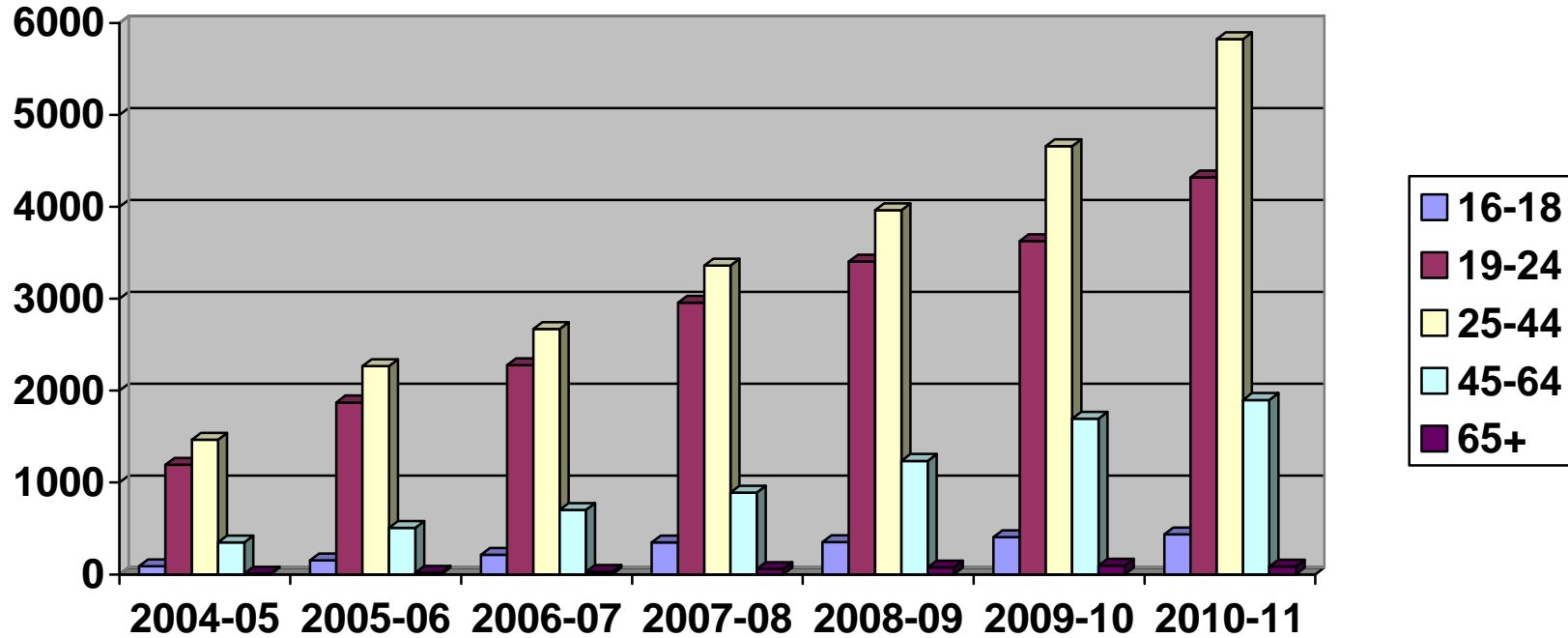
**NUMBER OF STUDENTS**



	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
<b>2004-2005</b>	<b>1792</b>	<b>1310</b>	<b>3102</b>
<b>2005-2006</b>	<b>2697</b>	<b>2140</b>	<b>4837</b>
<b>2006-2007</b>	<b>3346</b>	<b>2549</b>	<b>5895</b>
<b>2007-2008</b>	<b>4323</b>	<b>3279</b>	<b>7602</b>
<b>2008-2009</b>	<b>5108</b>	<b>3924</b>	<b>9032</b>
<b>2009-2010</b>	<b>5830</b>	<b>4651</b>	<b>10481</b>
<b>2010-2011</b>	<b>5716</b>	<b>6847</b>	<b>12563</b>

Chart 8

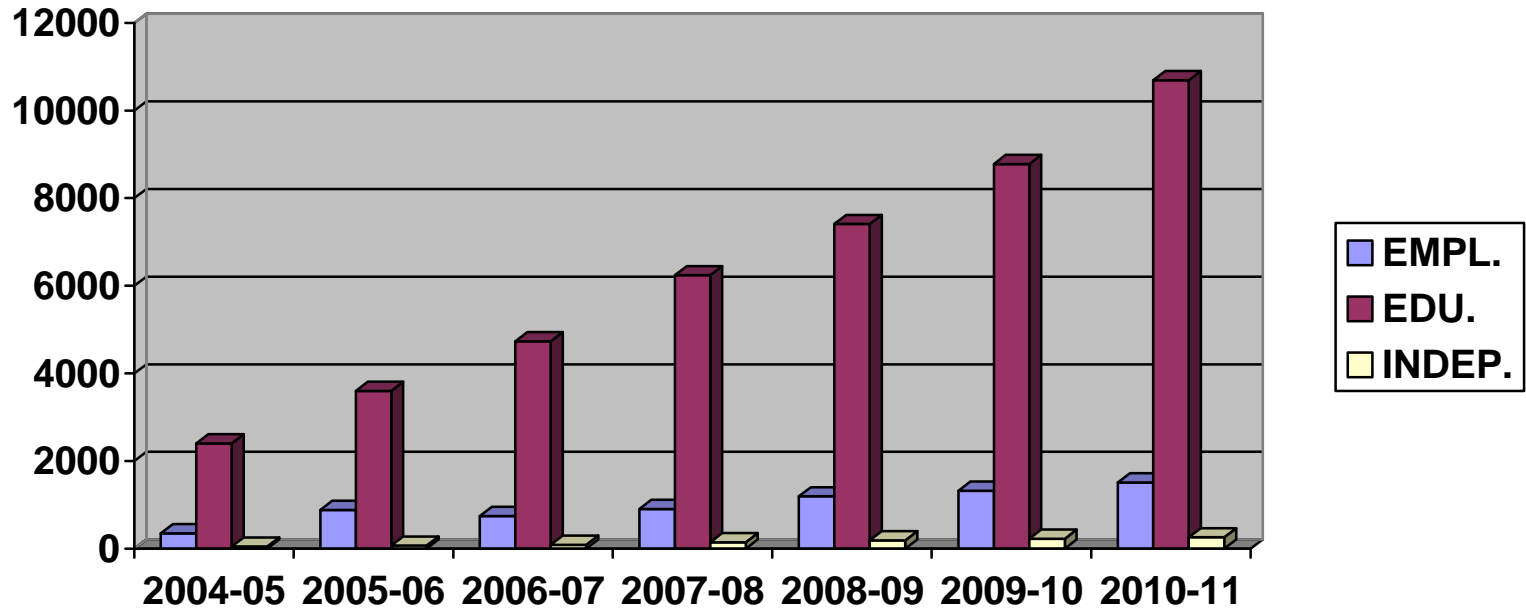
## ACADEMIC UPGRADING AGE RANGES



	16-18	19-24	25-44	45-64	65+
2004-2005	88	1194	1466	347	7
2005-2006	153	1877	2281	509	17
2006-2007	213	2278	2671	703	30
2007-2008	347	2956	3360	890	59
2008-2009	353	3405	3964	1235	75
2009-2010	405	3625	4660	1694	97
2010-2011	436	4319	5823	1898	87

Chart 9

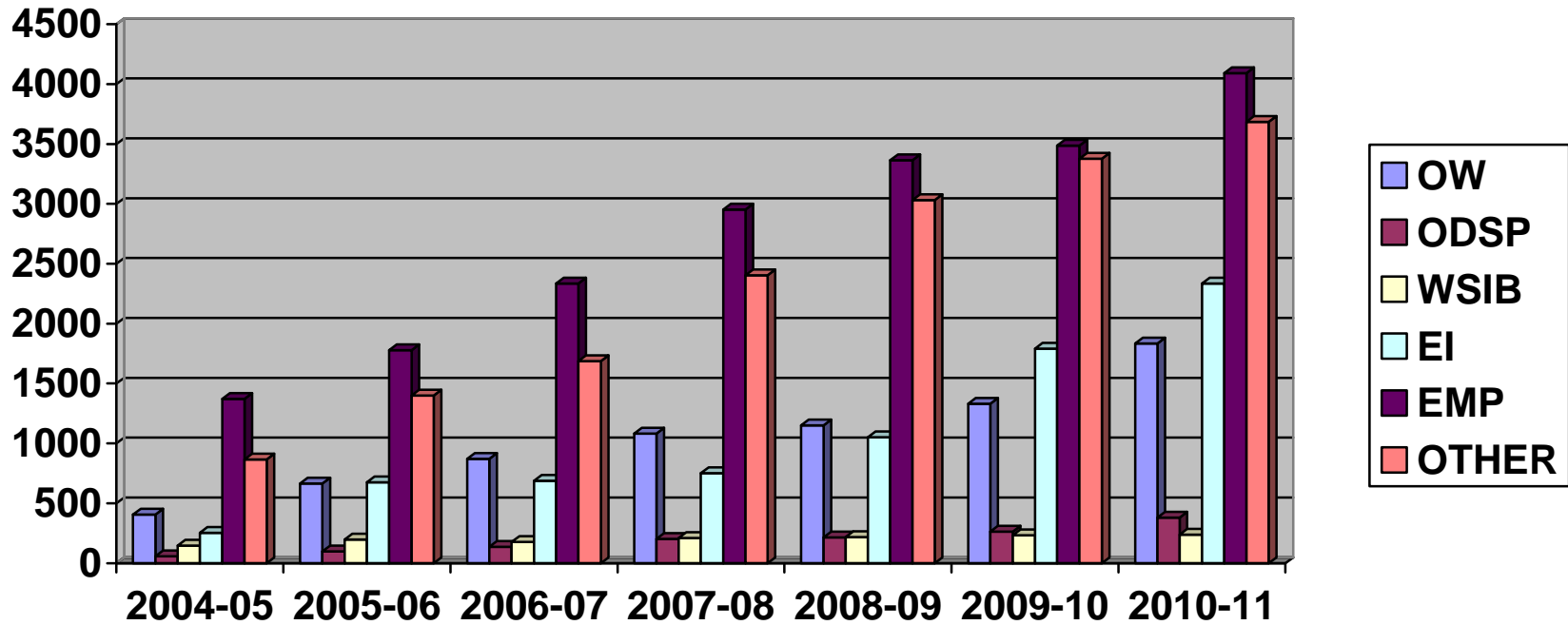
## ACADEMIC UPGRADING GOALS



	EMPLOYMENT	EDUCATION	INDEPENDENCE
2004-2005	354	2403	48
2005-2006	894	3613	71
2006-2007	745	4734	90
2007-2008	906	6241	148
2008-2009	1196	7409	192
2009-2010	1321	8780	229
2010-2011	1515	10694	260

Chart 10

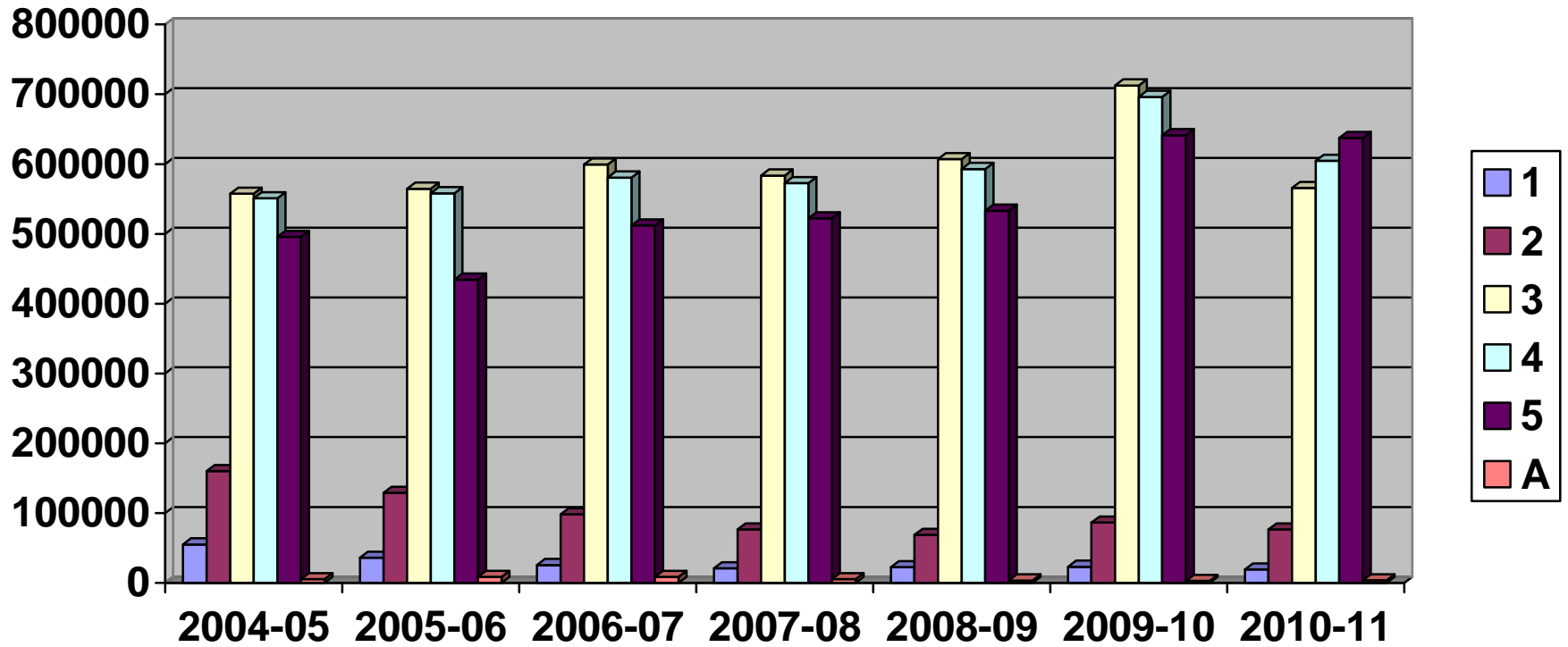
**ACADEMIC UPGRADING**  
**SOURCE OF INCOME**



	<b>OW</b>	<b>ODSP</b>	<b>WSIB</b>	<b>EI</b>	<b>EMP</b>	<b>OTHER</b>
<b>2004-2005</b>	<b>406</b>	<b>57</b>	<b>146</b>	<b>254</b>	<b>1372</b>	<b>867</b>
<b>2005-2006</b>	<b>666</b>	<b>99</b>	<b>197</b>	<b>675</b>	<b>1802</b>	<b>1398</b>
<b>2006-2007</b>	<b>872</b>	<b>136</b>	<b>176</b>	<b>688</b>	<b>2336</b>	<b>1687</b>
<b>2007-2008</b>	<b>1082</b>	<b>201</b>	<b>211</b>	<b>752</b>	<b>2953</b>	<b>2403</b>
<b>2008-2009</b>	<b>1151</b>	<b>216</b>	<b>217</b>	<b>1052</b>	<b>3364</b>	<b>3032</b>
<b>2009-2010</b>	<b>1332</b>	<b>263</b>	<b>232</b>	<b>1791</b>	<b>3486</b>	<b>3377</b>
<b>2010-2011</b>	<b>1834</b>	<b>380</b>	<b>237</b>	<b>2335</b>	<b>4093</b>	<b>3684</b>

Chart 11

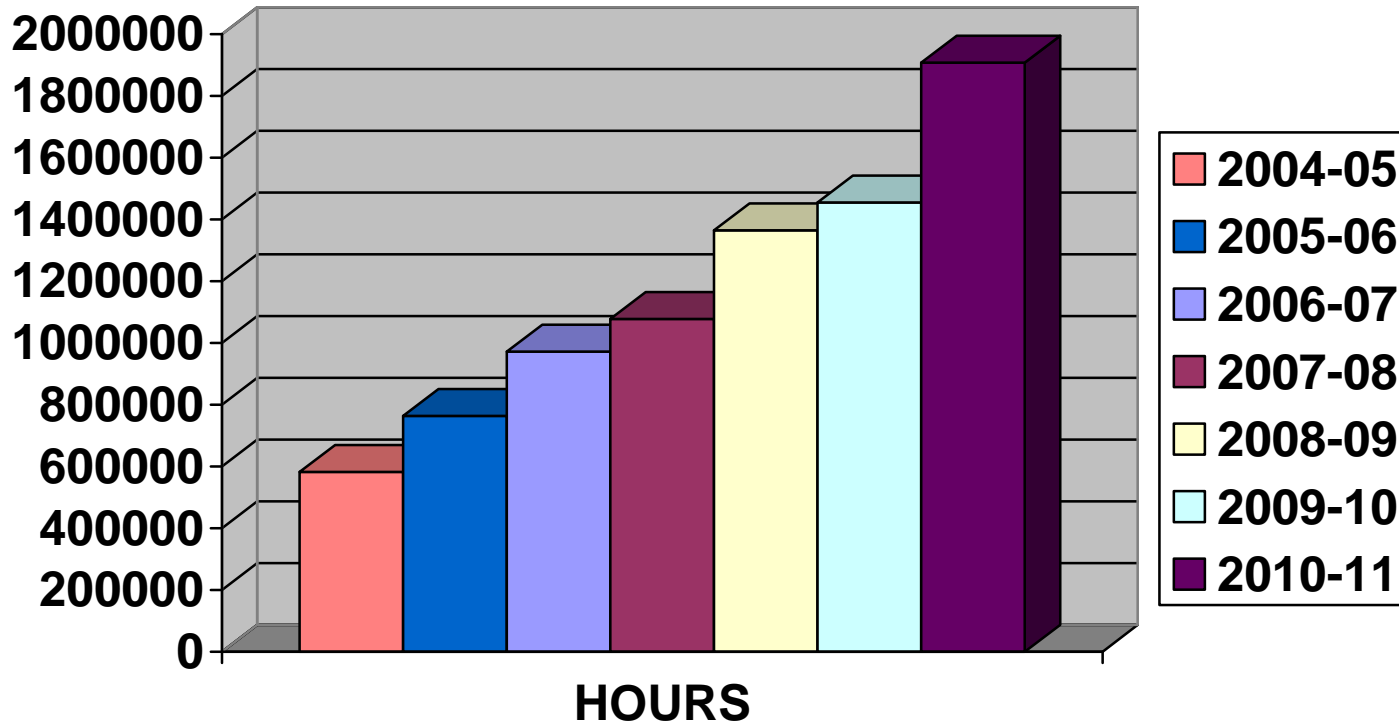
### CONTACT HOURS BY LBS LEVEL



	1	2	3	4	5	A
<b>2004-2005</b>	<b>55085</b>	<b>160187</b>	<b>557485</b>	<b>550921</b>	<b>495545</b>	<b>5328</b>
<b>2005-2006</b>	<b>36079</b>	<b>128610</b>	<b>564744</b>	<b>557143</b>	<b>434025</b>	<b>8644</b>
<b>2006-2007</b>	<b>25459</b>	<b>98328</b>	<b>599335</b>	<b>580658</b>	<b>511976</b>	<b>8443</b>
<b>2007-2008</b>	<b>20802</b>	<b>76521</b>	<b>583511</b>	<b>572780</b>	<b>522184</b>	<b>5278</b>
<b>2008-2009</b>	<b>22530</b>	<b>68781</b>	<b>607111</b>	<b>593048</b>	<b>533234</b>	<b>3327</b>
<b>2009-2010</b>	<b>23091</b>	<b>86453</b>	<b>712669</b>	<b>696223</b>	<b>641364</b>	<b>2896</b>
<b>2010-2011</b>	<b>19162</b>	<b>76552</b>	<b>565799</b>	<b>604729</b>	<b>637469</b>	<b>3619</b>

Chart 12

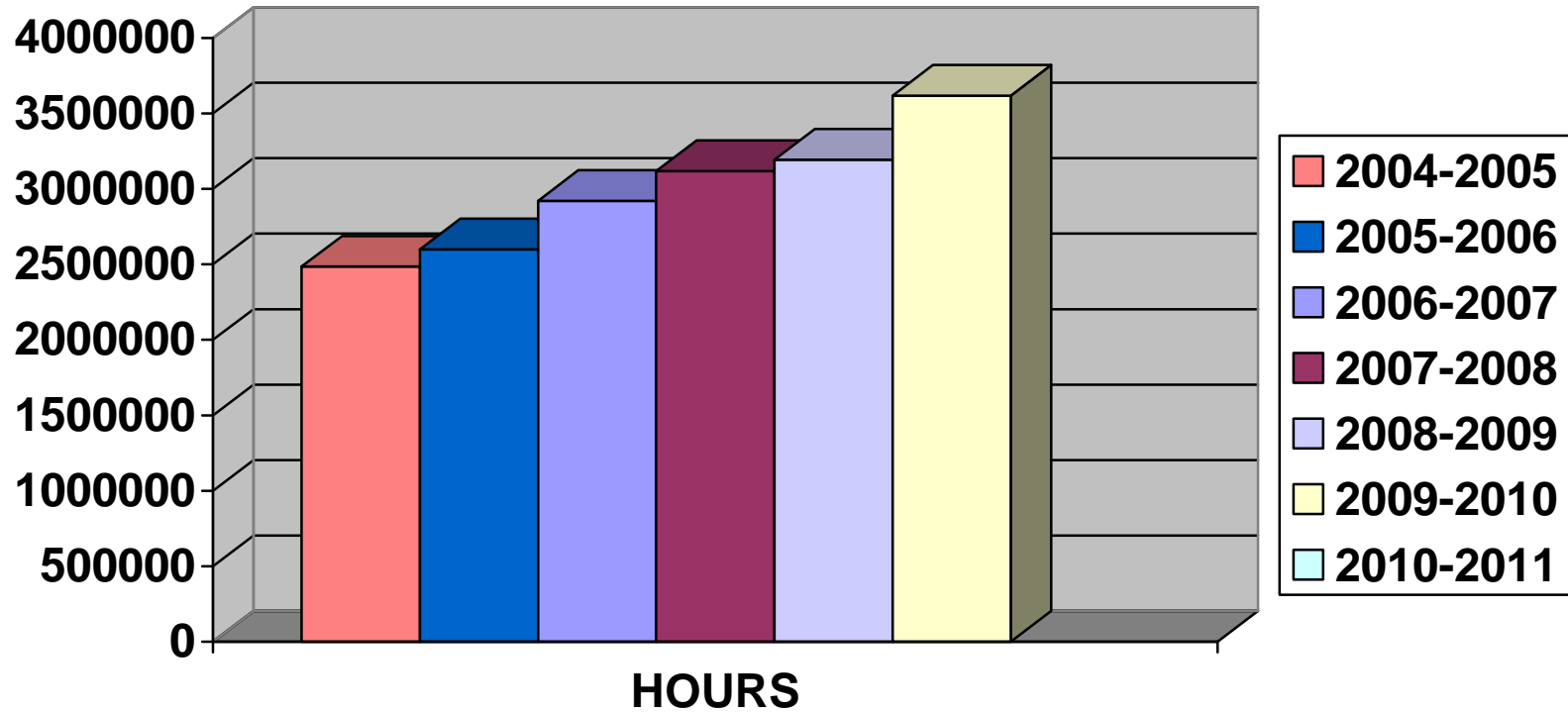
**ACADEMIC UPGRADING  
CONTACT HOURS DELIVERED**



	<b>HOURS</b>
<b>2004 - 2005</b>	<b>582,822</b>
<b>2005 - 2006</b>	<b>764,029</b>
<b>2006 - 2007</b>	<b>972,342</b>
<b>2007 - 2008</b>	<b>1,077,967</b>
<b>2008 - 2009</b>	<b>1,364,580</b>
<b>2009 - 2010</b>	<b>1,454,338</b>
<b>2010 - 2011</b>	<b>1,907,330</b>

Chart 13

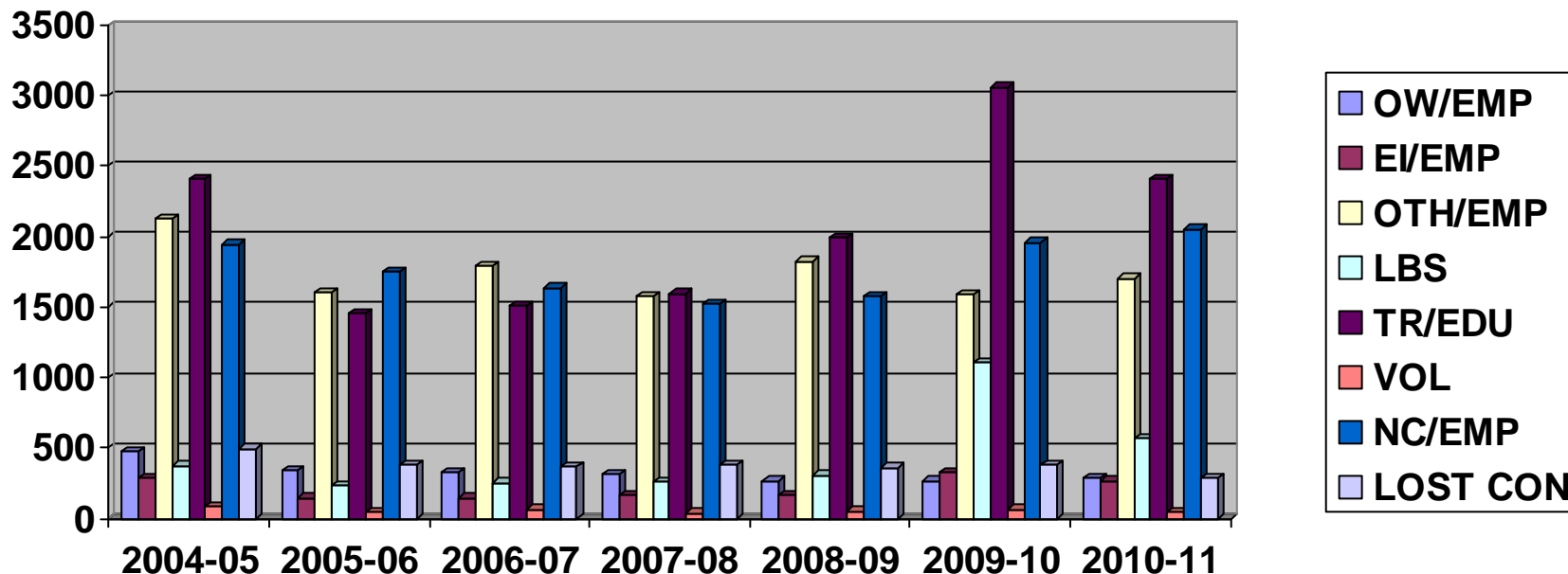
**TOTAL CONTACT HOURS DELIVERED**  
**LITERACY AND BASIC SKILLS & ACADEMIC UPGRADING**



	HOURS
2004 - 2005	2,484,865
2005 - 2006	2,598,971
2006 - 2007	2,920,862
2007 - 2008	3,117,109
2008 - 2009	3,192,611
2009 - 2010	3,617,034

Chart 14

## EXIT STATS LITERACY AND BASIC SKILLS STATUS AT EXIT



	OW	EI	OTH	LBS	TR/EDU	VOL	NC/EMP	LOST
2004-2005	477	288	2128	374	2407	83	1946	493
2005-2006	340	147	1599	235	1453	48	1749	379
2006-2007	325	144	1792	253	1506	65	1635	367
2007-2008	311	170	1571	259	1595	39	1526	376
2008-2009	268	168	1824	307	1993	50	1578	359
2009-2010	266	329	1589	1108	3059	67	1957	385
2010-2011	282	267	1702	571	2410	47	2052	286

**OW/EMP** Employed and on Ontario Works

**EI/EMP** Employed formerly on Employment Insurance

**OTH/EMP** Working

**NC/EMP** Not currently employed i.e. looking for work

**LBS**

**TR/EDU**

**VOL**

**Lost**

**Literacy and Basic Skills**

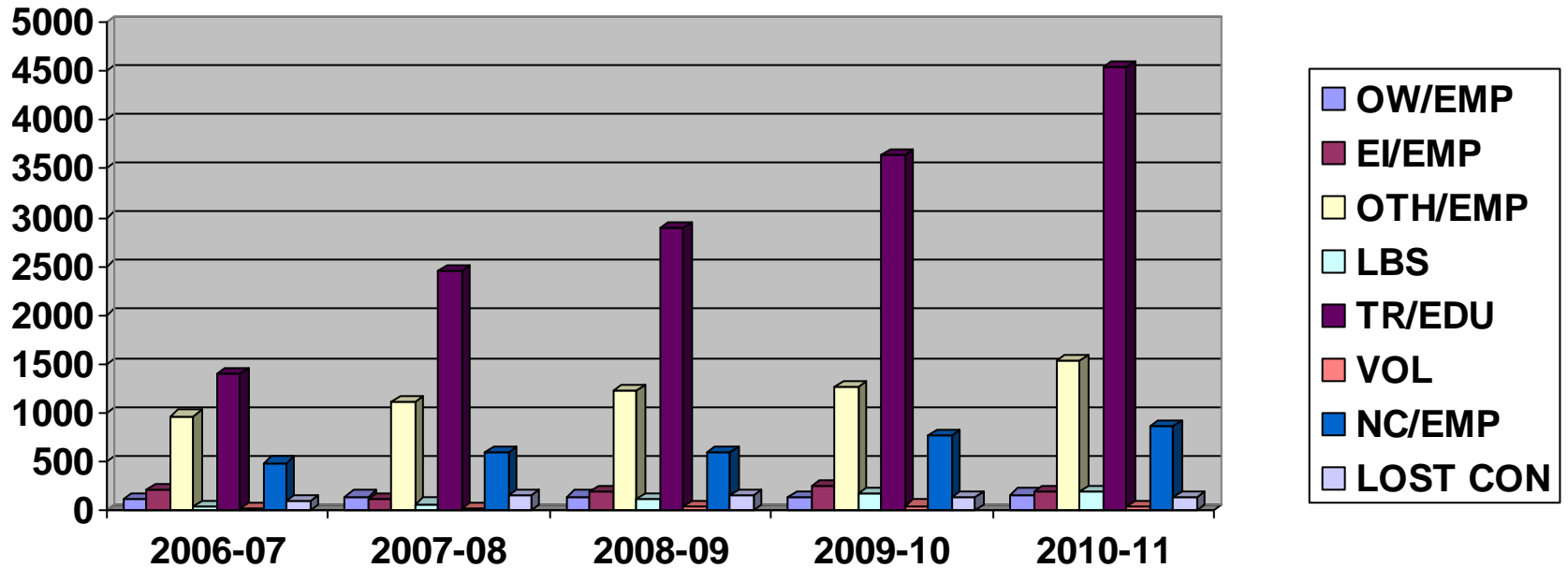
**Training and Education**

**Volunteer**

**Lost contact – program unable to contact**

Chart 15

**EXIT STATS**  
**ACADEMIC UPGRADING**  
**STATUS AT EXIT**



	<b>OW</b>	<b>EI</b>	<b>OTH</b>	<b>LBS</b>	<b>TR/EDU</b>	<b>VOL</b>	<b>NC/EMP</b>	<b>LOST</b>
<b>2006-2007</b>	<b>108</b>	<b>215</b>	<b>968</b>	<b>43</b>	<b>1401</b>	<b>23</b>	<b>486</b>	<b>90</b>
<b>2007-2008</b>	<b>140</b>	<b>108</b>	<b>1115</b>	<b>65</b>	<b>2455</b>	<b>20</b>	<b>598</b>	<b>146</b>
<b>2008-2009</b>	<b>142</b>	<b>191</b>	<b>1226</b>	<b>120</b>	<b>2895</b>	<b>29</b>	<b>595</b>	<b>145</b>
<b>2009-2010</b>	<b>129</b>	<b>240</b>	<b>1258</b>	<b>172</b>	<b>3638</b>	<b>45</b>	<b>769</b>	<b>139</b>
<b>2010-2011</b>	<b>159</b>	<b>194</b>	<b>1531</b>	<b>194</b>	<b>4549</b>	<b>32</b>	<b>860</b>	<b>129</b>

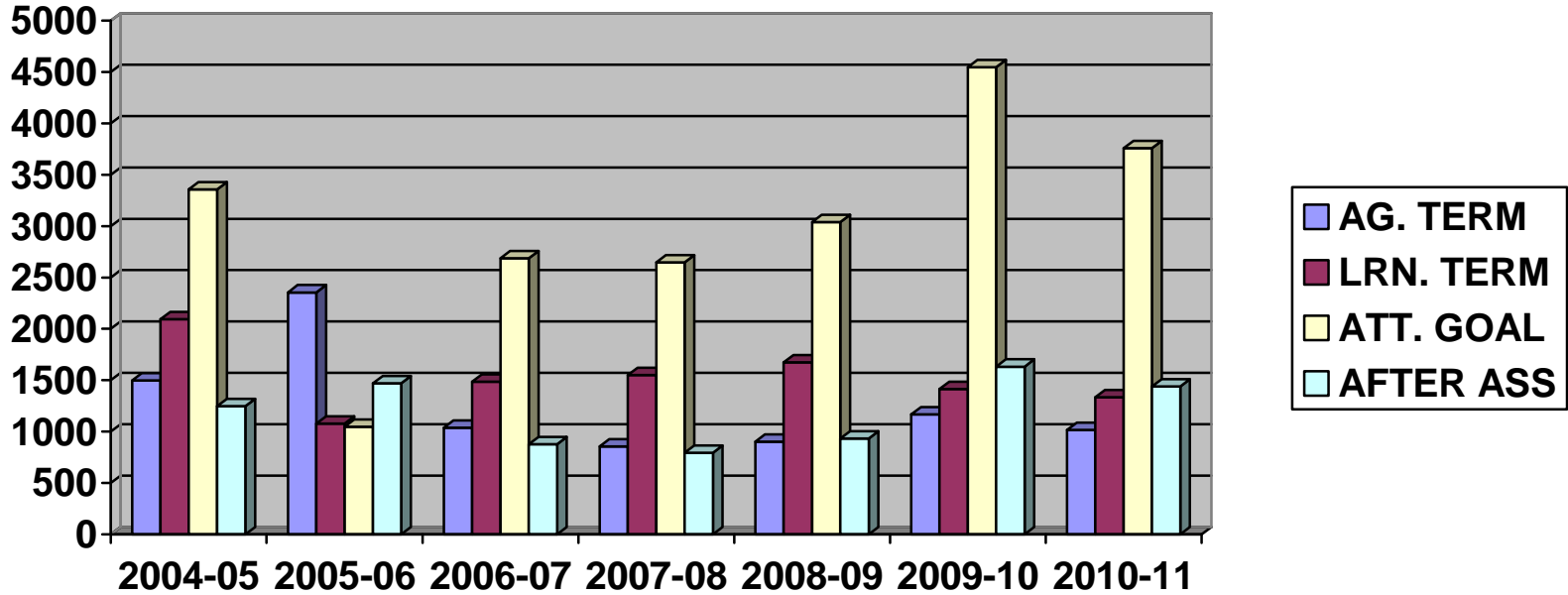
**OW/EMP**      **Employed and on Ontario Works**  
**EI/EMP**      **Employed formerly on Employment Insurance**  
**OTH/EMP**    **Working**  
**NC/EMP**      **Not currently employed i.e. looking for work**

**LBS**            **Literacy and Basic Skills**  
**TR/EDU**      **Training and Education**  
**VOL**            **Volunteer**  
**Lost**            **Lost contact – program unable to contact**

Chart 16

## LITERACY AND BASIC SKILLS

### REASON FOR LEAVING

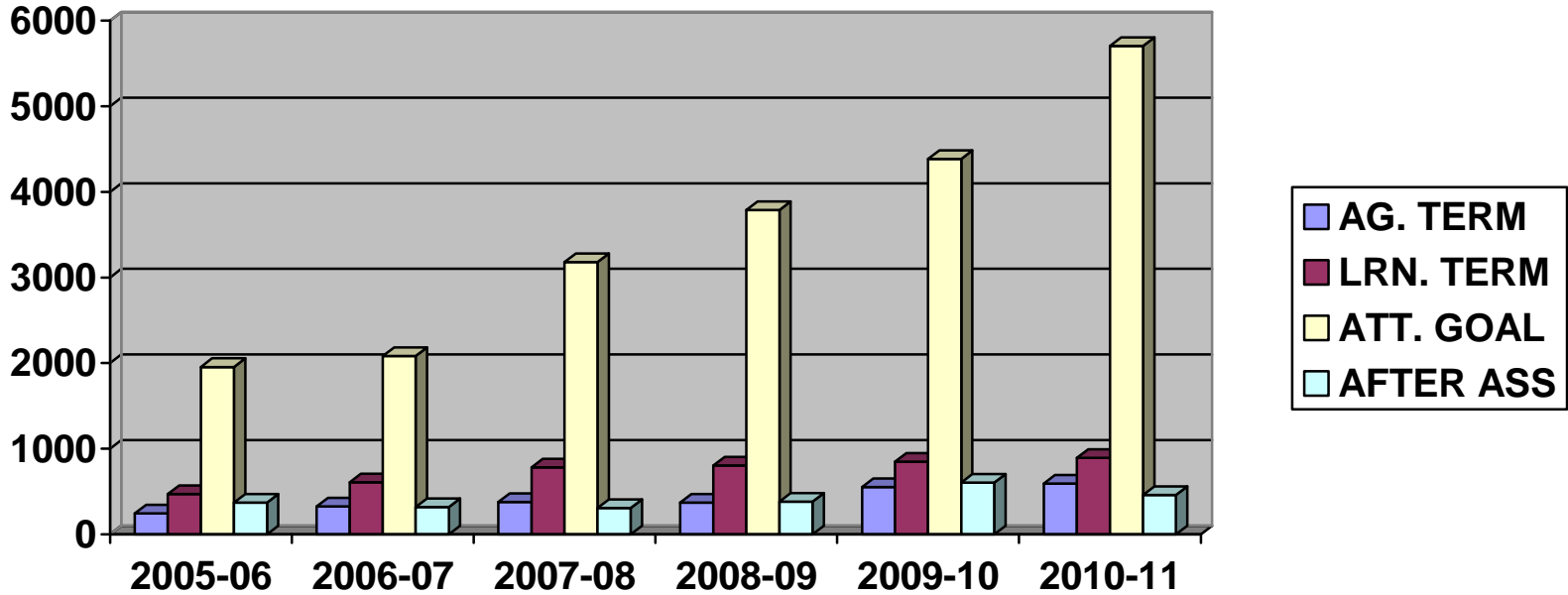


	AGENCY TERMINATION.	LEARNER TERMINATION	ATTAINED GOAL	LEFT AFTER ASSESSMENT
2004-2005	1499	2093	3357	1247
2005-2006	2353	1086	1035	1476
2006-2007	1037	1485	2687	878
2007-2008	855	1551	2647	794
2008-2009	903	1673	3038	933
2009-2010	1167	1415	4546	1632
2010-2011	1015	1335	3759	1439

Chart 17

## ACADEMIC UPGRADING

### REASON FOR LEAVING



	AGENCY TERMINATION.	LEARNER TERMINATION	ATTAINED GOAL	LEFT AFTER ASSESSMENT
<b>2005-2006</b>	<b>246</b>	<b>470</b>	<b>1955</b>	<b>371</b>
<b>2006-2007</b>	<b>327</b>	<b>608</b>	<b>2082</b>	<b>317</b>
<b>2007-2008</b>	<b>377</b>	<b>781</b>	<b>3180</b>	<b>309</b>
<b>2008-2009</b>	<b>371</b>	<b>803</b>	<b>3787</b>	<b>382</b>
<b>2009-2010</b>	<b>554</b>	<b>848</b>	<b>4384</b>	<b>604</b>
<b>2010-2011</b>	<b>592</b>	<b>893</b>	<b>5705</b>	<b>458</b>