

INDICATORS 2008

A REPORT ON SCHOOLS



Guide to Indicators and Pull-out Pages



- School level indicators appear in a series of pull-out pages found at the end of the report.
- Each school is grouped into a school type based on grades offered:

Kindergarten - 12 All grades

Primary Any combination of grades between Kindergarten to Grade 3, 4 or 5 with no higher grades present

Elementary K-6 to K-9 or any combination in this range

Intermediate Often includes Grades 7-9 but can include 1 or 2 grades above or below (e.g., Grades 6-9)

Secondary Any combination of grades between Grade 7 to Grade 10, 11 or 12

Senior High Grades 9-12 or 10-12

Private, First Nations and Other Includes private schools, First Nations schools as well as the NL School for the Deaf, and the NL Youth Center.

- Each pull-out contains a core group of indicators for each school. Depending on the grade configurations of each pull-out and space limitations, each pull-out may consist of different indicators. This document and the entire set of indicators can be viewed and/or downloaded at

www.gov.nl.ca/edu/publications

- All data are based on the 2007/08 school year, unless otherwise noted. In addition to school level indicators, the provincial level results are presented as the last row in each pull-out.
- Unless otherwise noted, provincial data are based on information provided in the annual Education Statistics report published by the Department of Education.
- Data are not reported in cases where scores are based on five or fewer students.
- For new schools, data are displayed only if the test or survey was administered after the school was opened.
- In the tables included at the end of the report, the percentages may not total 100% due to rounding error.

Foreword

Public interest in school-level data, particularly student achievement data, is very high and increasing all the time. People want to know how their children and their schools are performing - and where there is room for improvement.

In an effort to assist this school improvement process, and to make our education system open and accountable to the public it serves, the Department of Education is releasing the third installment of Indicators: *Indicators 2008 - A Report on Schools*. While this report does not contain every indicator which influences a school's success, it does provide a broad range of statistical information designed to inform administrators, educators, students and a school community where their schools are succeeding at this moment in time, and where they can work together to improve.

The report groups schools by type (e.g., K-12, primary, senior high). It shows, for example, how students at schools of a similar structure performed on public exams and other provincial assessments in 2007/08. Many factors contribute to the success of a school and its students. The report provides information on a variety of these factors, including pupil-teacher ratios, class sizes, and the average years' experience of the teaching staff.

It is important to note that *Indicators 2008* does not rank schools. Rather, this report presents indicators showing trends over time. These indicators are presented without any discussion of possible underlying reasons behind these trends and there are no implications or recommendations made based on the information provided. Instead, it is the purpose of this document to provide a wide range of information about the province's educational system.

While *Indicators 2008* provides information on a provincial and district level, school-level information and historical data is available through the Department of Education's K-12 School Profile System, accessible online at:

www.education.gov.nl.ca/sch_rep/pro_year.htm

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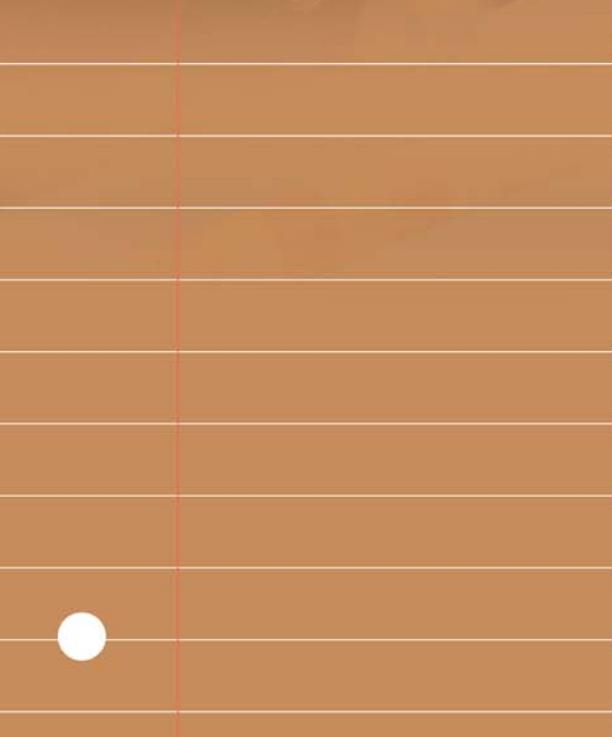
Chapter 1: Introduction

Change... If there was one word to describe the transformation of the educational system in Newfoundland and Labrador, this would be it. The profile of today's schools is quite different than just ten years ago with fewer students, teachers and schools in the province. However, the budget of the Department of Education has steadily grown in recent years. In 2007/08, it surpassed the one billion dollar mark for the first time in the province's history. This increased funding has allowed the department to develop and implement many new policies and initiatives, such as the expansion of the high school skills trade program and the implementation of class size maximums in Kindergarten to Grade 9.

However, focusing on the major changes occurring at the program and policy level only provides half the picture. To complete the picture, it is important to focus on the experiences and progress of the consumers and backbone of the educational system - the students and the teachers. It is the purpose of this report to do just that. It builds on the information provided in the previous reports, *Indicators 2004* and *Indicators 2005: A report on schools*, published by the department. This report has expanded the format created in these documents to provide a broader sense of how students in the province are faring. Its goal is to highlight trends and accomplishments made by students over the past six years.

To meet this goal, the report is divided into four separate sections. As a starting point, the first section will focus on describing the key players of the education system - the students, teachers and schools. Part II explores various aspects of the educational system including topics such as distance education in the province and school development. Part III focuses on the high school years and explores performance on public examination courses, graduation rates and drop-out rates. The final section examines student performance in a range of different subject areas based on information derived from the province's criterion referenced tests (CRTs), the Programme for International Student Assessment (PISA) and the Pan-Canadian Assessment Program (PCAP).





INDICATORS 2008



PART I: The Educational System



PART I: The Educational System

Chapter 2: The Province's Student Population

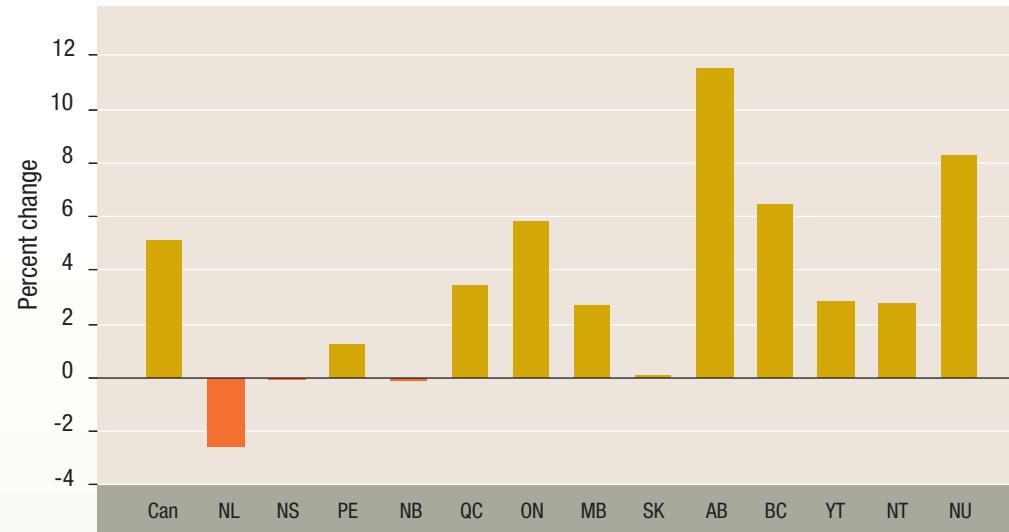
The province's school age population is declining. In fact, enrolment has steadily declined since peaking at 162,818 students in 1972/73. Looking back over the previous six years (i.e., between 2002/03 and 2007/08), the student population shrank by 14.5%, from 84,268 students in 2002/03 to 72,084 in 2007/08. Before focusing on characteristics of the province's student

population, it is important to explore the factors attributing to this decline.

Population dynamics

While the Canadian population increased between 2002 and 2007, this growth did not occur across the country. Newfoundland and Labrador was one of three provinces where the population declined. As shown in *figure 2.1*, Newfoundland and Labrador

Figure 2.1: Population change (2002-2007)

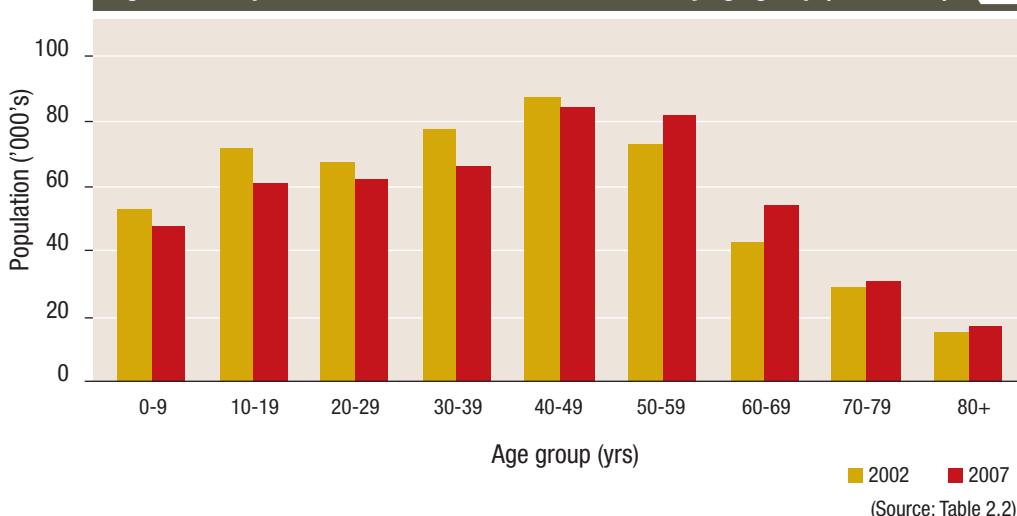


(Source: Table 2.1)



experienced the sharpest decline with a decrease of 2.5%. The other two provinces, New Brunswick and Nova Scotia, experienced declines of less than 0.1%. Alberta and Nunavut reported the greatest gains where the population grew by 11.5% and 8.3%, respectively.

Figure 2.2: Population of Newfoundland and Labrador by age group (2002-2007)



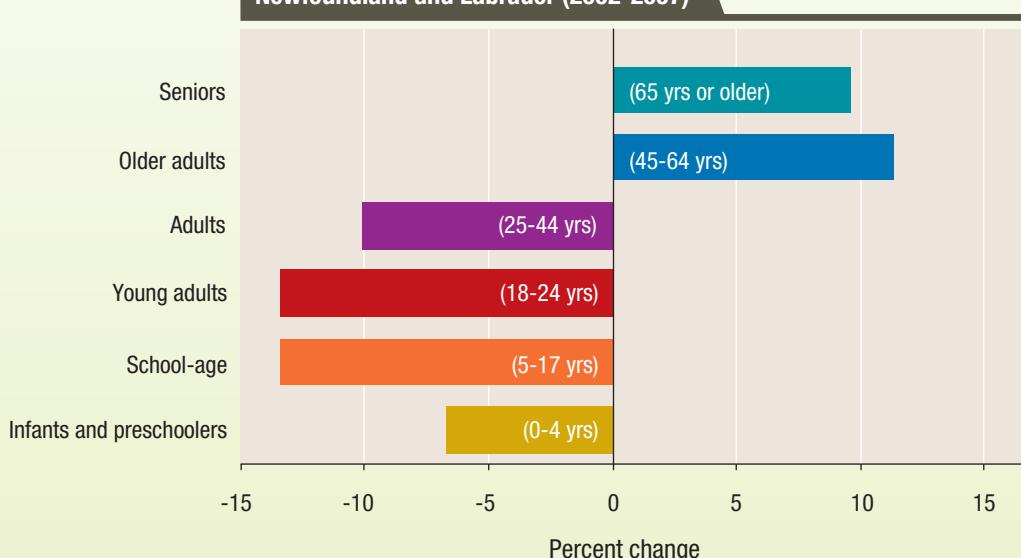
(Source: Table 2.2)

The age profile of the province's population has also changed during this time. During 2002, more of the province's population was younger than 40 years of age. By 2007, this had reversed with more people in the province over the age of 50 (see figure 2.2).

To examine which segments of the population experienced the greatest change, it is helpful to regroup the age categories reported in figure 2.2. As

shown in figure 2.3, the number of infants, school-aged children and adults under the age of 45 declined, with the largest decrease seen in the number of school aged children and young adults between the ages of 18 and 24. It was only the number of older adults living in the province where a positive change occurred. This aging trend is reflected in the change in the median age of residents from 38.8 years in 2002 to 42.0 years in 2007 (Statistics Canada, 2007a).

Figure 2.3: Demographic change in Newfoundland and Labrador (2002-2007)



(Source: Table 2.3)



Number of births

As one might expect in light of the decreasing number of young families living in the province, the number of births has been declining. In fact, between 2002/03 and 2006/07, there were 5.9% fewer births in the province (dropping from 4,596 in 2002/03 to 4,326 in 2006/07, see *figure 2.4*).

The province's declining population and birth rate has and will continue to impact the student population. The remainder of this chapter will explore enrolment trends and other student specific characteristics, such as class size and pupil-teacher ratios.

Figure 2.4: Number of births in Newfoundland and Labrador (2002/03-2006/07)



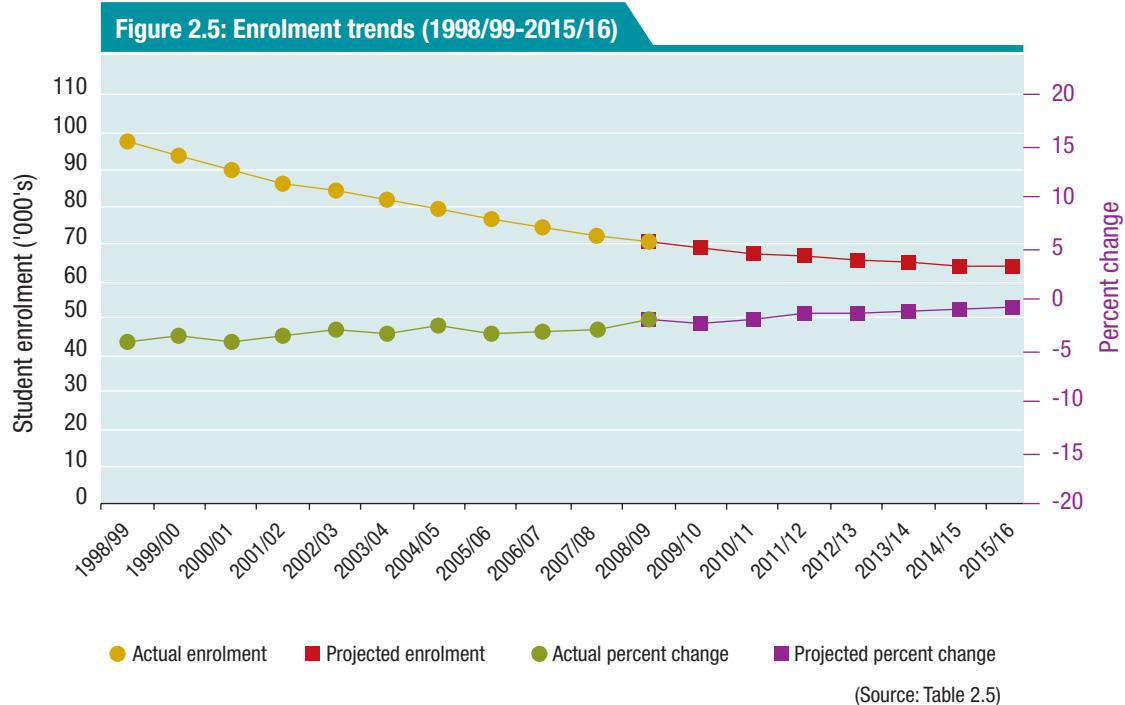
NOTE: A one year period runs from July 1st of one year to June 30th of the next year.

(Source: Table 2.4)

However, recent statistics released by the Newfoundland and Labrador Centre for Health Information show this declining trend has ended. There were more babies born in the province in 2008 than in any year since 1999. In 2008, there were 300 more babies born than the previous year (an increase of 3%) (Centre for Health Information, 2009).

Provincial enrolment

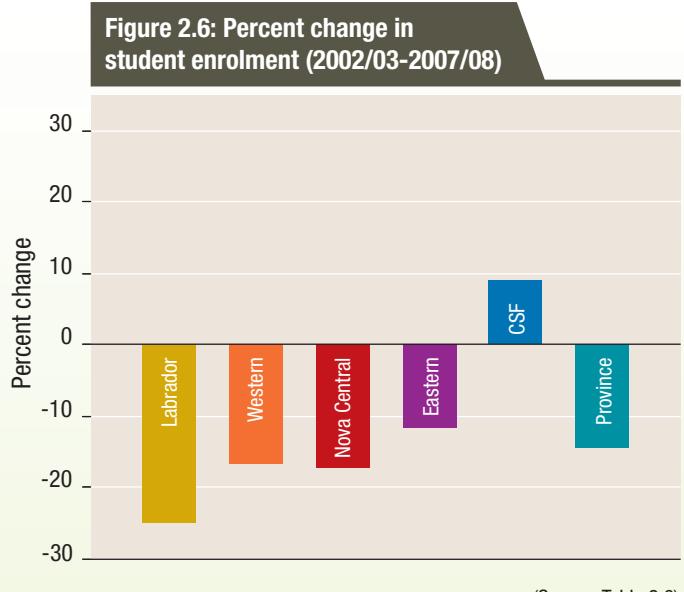
Over the past six years, provincial enrolment shrank by approximately 3.0% each year and this decline is projected to continue into the near future (see *figure 2.5*). However, with the provincial population appearing to be entering a period of growth and expansion, these enrolment projections may change.



At the district level, Labrador experienced the sharpest decline, with enrolment dropping by 25.2% between 2002/03 and 2007/08. The only increase seen in the province occurred in the Francophone school district, the Conseil scolaire francophone. During this time, enrolment grew by 9.1% (from 230 in 2002/03 to 251 in 2007/08, see *figure 2.6*).

Average class size

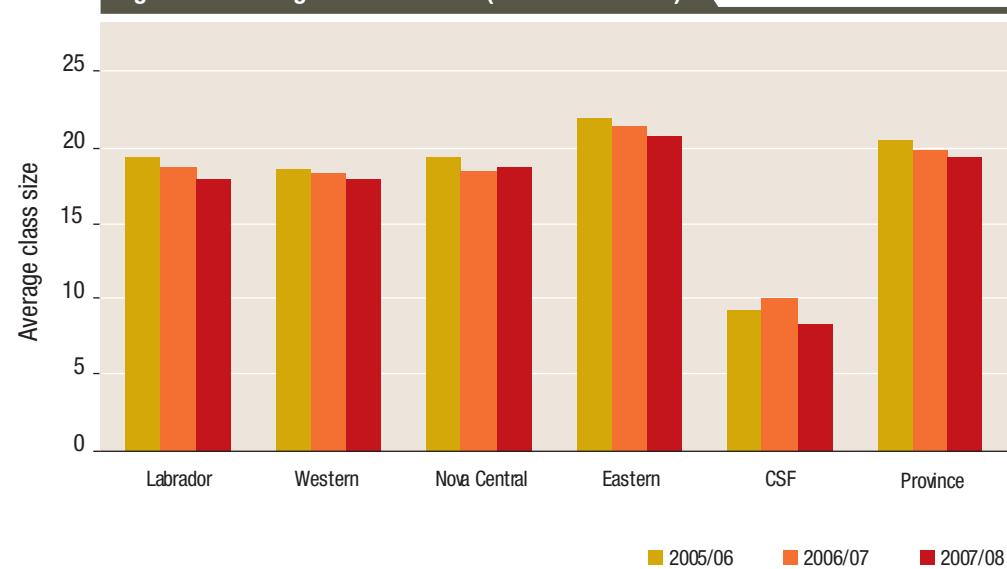
Provincially, the average K-9 class size has steadily declined since 2005/06 with the lowest average class size (19.5 students) seen in 2007/08. On a district level, the average K-9 class size decreased each year in three of the five school districts. It is only the largest school district in the province, the Eastern district, that consistently recorded average class sizes higher than the provincial average (see *figure 2.7*).



This decrease can be attributed to both the declining enrolment and government's investment of resources to set class size maximums in Kindergarten to Grade 9. Provincially, the maximum class size was limited to 20 students in Kindergarten, 25 for Grades 1 to 4 and 27 students in Grade 7 in 2008/09. These maximum limits will be



Figure 2.7: Average K-9 class size¹ (2005/06-2007/08)



¹Average K-9 class size for the 2002/03 and 2003/04 school year was unavailable

(Source: Table 2.7)

extended to 25 students in Grades 5 & 6, and 27 students in Grades 8 & 9 over the next two school years.

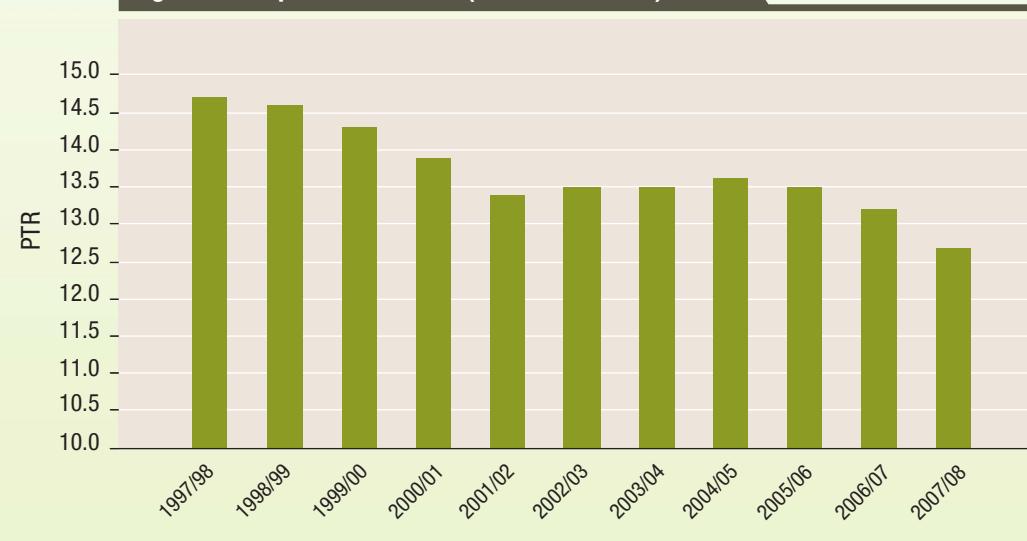
Pupil-teacher ratio

The pupil-teacher ratio (PTR) is a measure of human resources to the system. It is a national indicator developed by Statistics Canada to enable comparisons to be made across provincial jurisdictions. The PTR is calculated by dividing the total enrolment of all public school students

by all school-based educators, including principals, assistant principals and learning resource teachers (many of whom also teach in classrooms). However, this is not meant to represent an average or ideal class size.

Provincially, the PTR has been declining over the past ten years with the only exception occurring between 2001/02 and 2004/05. The ratio of students to teachers has decreased from one teacher for every 14.7 students (or 1:14.7) in 1997/98, to 1:12.7 in 2007/08 (see figure 2.8).

Figure 2.8: Pupil-Teacher Ratio (1997/98-2007/08)



(Source: Table 2.8)

Chapter 3: The Province's Teachers

As a result of declining student enrolment, fewer teachers are needed in the province. A gradual decline in the number of full-time equivalent² (FTE) teachers has continued over the past six years, decreasing from 6,065 in 2002/03, to 5,498³ in 2007/08 (see

The 2007/08 teaching workforce

During 2007/08, 5,498 full-time equivalent educators were working in the province's schools. The majority (62.2%) were classroom teachers with an additional 15.5% as special education teachers (see *figure 3.2a*). The

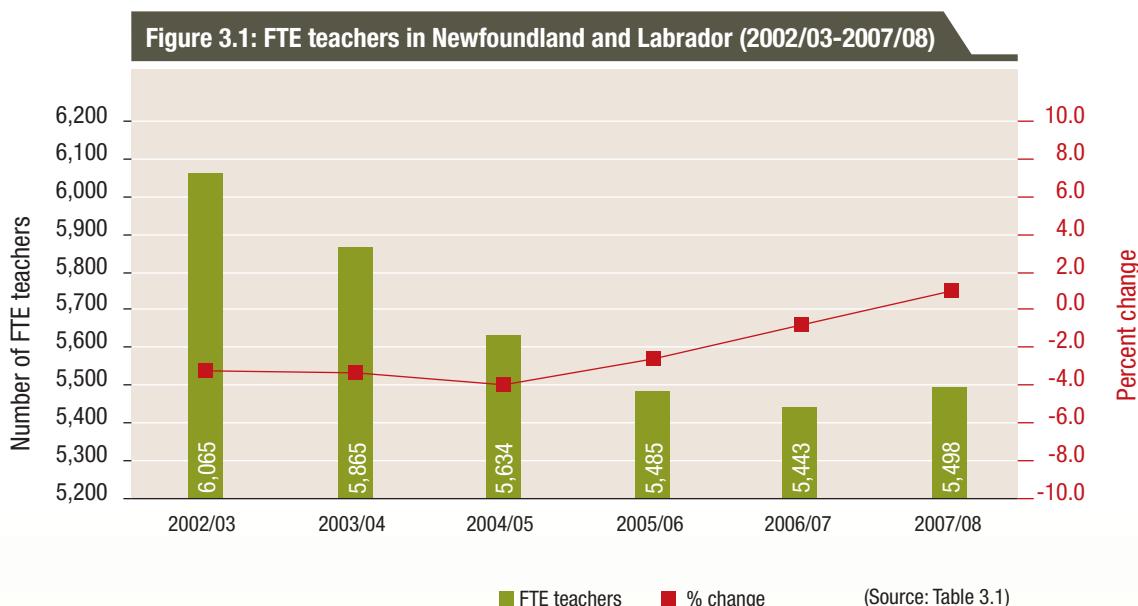
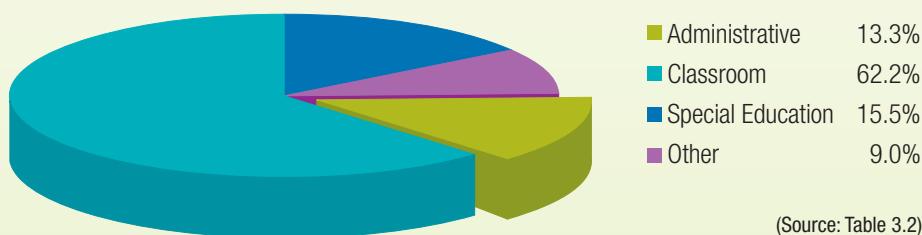


figure 3.1). In fact, this decline has been seen since 1983/84 when the number of FTE teachers peaked at 8,191. However, recent initiatives, such as setting class size maximums in the younger grades, have resulted in an increase in the number of teachers in the province.

'other' category in the following figure includes positions such as itinerant teachers, guidance counsellors and English as second language (ESL) teachers. These positions account for less than 10% of all teaching positions. Along gender lines, women make up a larger proportion of the province's teachers. For example, in 2007/08, over two-thirds (68.6%)

Figure 3.2: The 2007/08 teacher workforce

(a) Types of educators

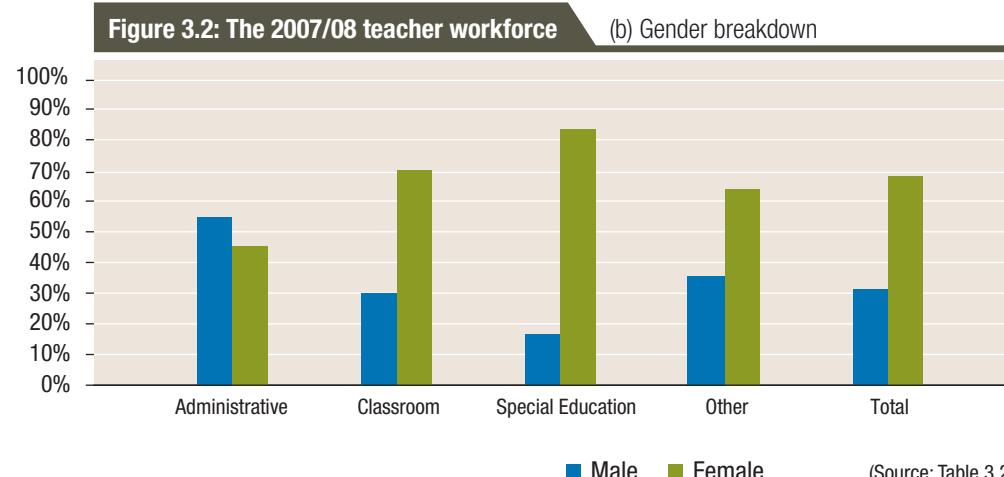


² This refers to the head count of full-time teachers, that is, those employed as 100% of an allocated unit, plus part-time teachers according to the percent of an allocated unit. Teachers who are employed less than full-time are counted in accordance with the percentage employed. In other words, a teacher who is employed in a 75% position is counted as 0.75 of a full-time equivalent teacher.

³ The number of FTE positions may differ from the number of allocated units due to such factors as teacher vacancies at the time of publication.



Figure 3.2: The 2007/08 teacher workforce



(Source: Table 3.2)

of the total number of teachers were women. It is only the administrative positions (i.e., principal, assistant principal and departmental head) where a higher percentage of males was present (see *figure 3.2b*).

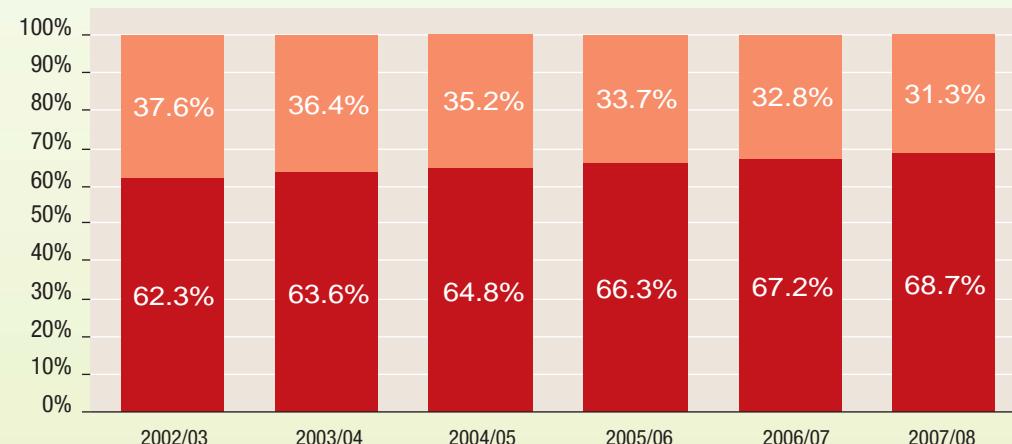
The changing profile of the province's teachers

Throughout the years, the composition of the teacher workforce has been changing. As shown in the following sections, increasing numbers of the province's teachers are younger and are more likely women.

Gender

The gender composition of the province's teachers has changed. The percentage of female teachers has steadily increased during the past six years. In 2002/03, 62.3% of the province's 6,065 teachers were women. By 2007/08, this percentage had increased to over two-thirds (68.7%) of the 5,498 teachers (see *figure 3.3*).

Figure 3.3: Gender composition of teachers (%) (2002/03-2007/08)



■ Female ■ Male (Source: Table 3.3)

Age

Since 2002/03, the majority of teachers have been between 40 and 49 years of age. During this time, only the percentage of teachers under 30 years of age steadily increased from 8.2% in 2002/03, to 12.1% in 2007/08. The other age groups have remained somewhat stable or declined during this time (see *figure 3.4*).

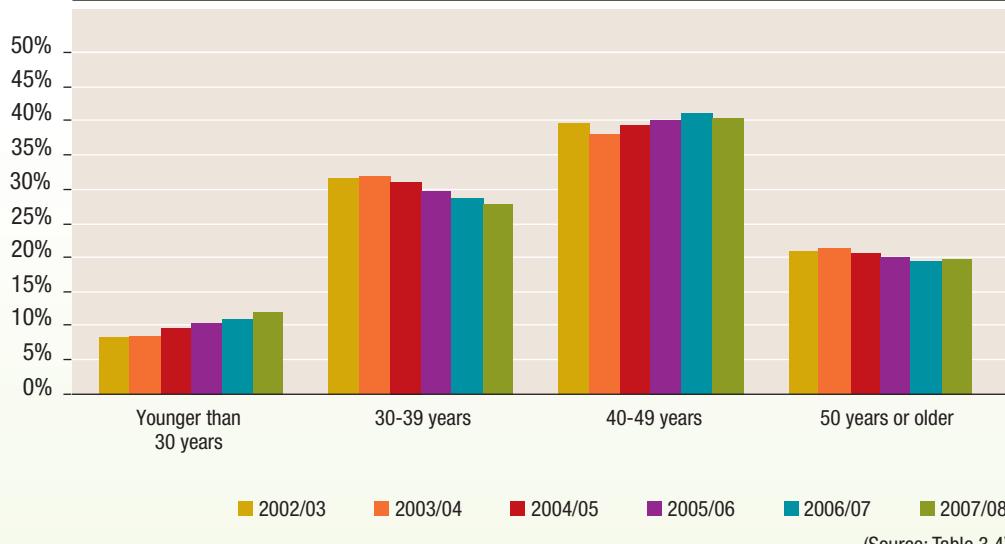
New teachers

With the increase in the number of younger teachers, there has been an increase in the number of first-time teachers (i.e., those

with less than one year of teaching experience). The number of new teachers has grown by 32.6% from 187 in 2002/03 to 248 in 2007/08. The percentage of new teachers has also steadily increased over the past six years growing from 3.1% in 2002/03, to 4.5% in 2007/08.

Along gender lines, the majority of new teachers are women. Overall, about three-quarters of the new teachers are female compared to approximately one quarter male. This gender difference is consistent over the past several years (see *figure 3.5*).

Figure 3.4: Teacher's age (2002/03-2007/08)



(Source: Table 3.4)

Figure 3.5: Gender composition of new teachers (2002/03-2007/08)



(n) number of new teachers ■ Female ■ Male (Source: Table 3.5)



Retirements

Between 2002/03 and 2006/07, 1,843 teachers retired from the teaching profession. During this time, fewer teachers had been retiring each year, dropping from 456 in 2002/03 to 280 in 2006/07. With the exception of 2005/06, the percentage of male and female teachers retiring each year was virtually equal (see *figure 3.6*).

During the same time frame, the average retirement age of teachers increased by over three years, from 52.6 years to 56.0 years. Along gender lines, male teachers are typically older than female teachers when they retire (see *figure 3.7*).

Figure 3.6: Gender composition of retirees (2002/03-2006/07)

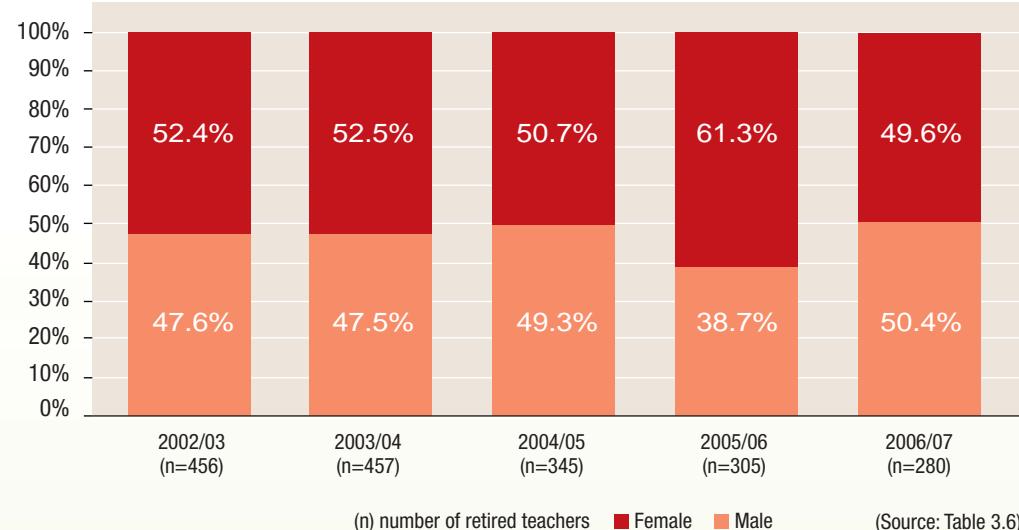
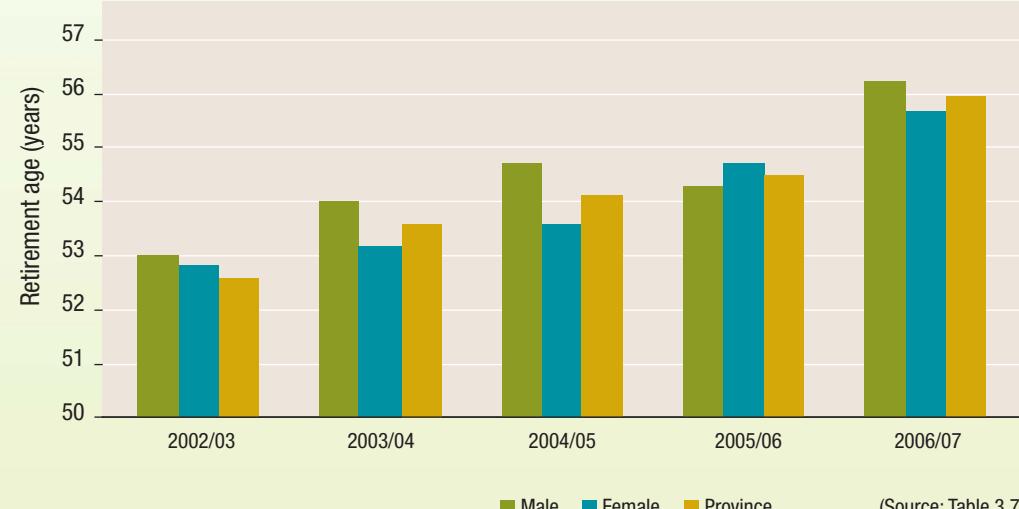


Figure 3.7: Gender difference in average retirement age (2002/03-2006/07)



Chapter 4: The Province's Schools

In 2007/08, 292 schools operated in Newfoundland and Labrador. Of these, virtually all (95.9%, or 280 of the 292 schools) were public schools. The remaining schools include the Newfoundland and Labrador School for the Deaf, the Newfoundland and Labrador Youth Centre, three First Nation schools, and seven private schools in the province. Unless otherwise noted, this report will focus on the 280 public schools.

School districts

The Department of Education is the foundation of the province's school system. It is charged with the responsibility of providing education to approximately 70,000 students living in the province. On a local level, five regional districts oversee the day-to-day operations of schools. Each district is managed by a regional school board responsible for a wide range of duties including staffing and distributing resources; evaluating, acquiring, distributing and maintaining technological resources and buildings; transporting students; and developing instructional policies and practices.

These five districts include four Anglophone (Labrador, Western, Nova Central and Eastern) and one Francophone district, the Conseil scolaire francophone (CSF). The CSF was created to meet the needs of students whose first language was French. It is responsible for five schools located in Happy Valley-Goose Bay, Labrador City, De Grau, La Grand'Terre and St. John's. The Eastern district is the largest in the province with the highest

percentage of students, teachers and schools situated within its boundaries. The profile of the Nova Central and Western districts is quite similar with both having virtually the same percentage of students, teachers and schools (see *figure 4.1*). The following map illustrates the geographic distribution of these districts.

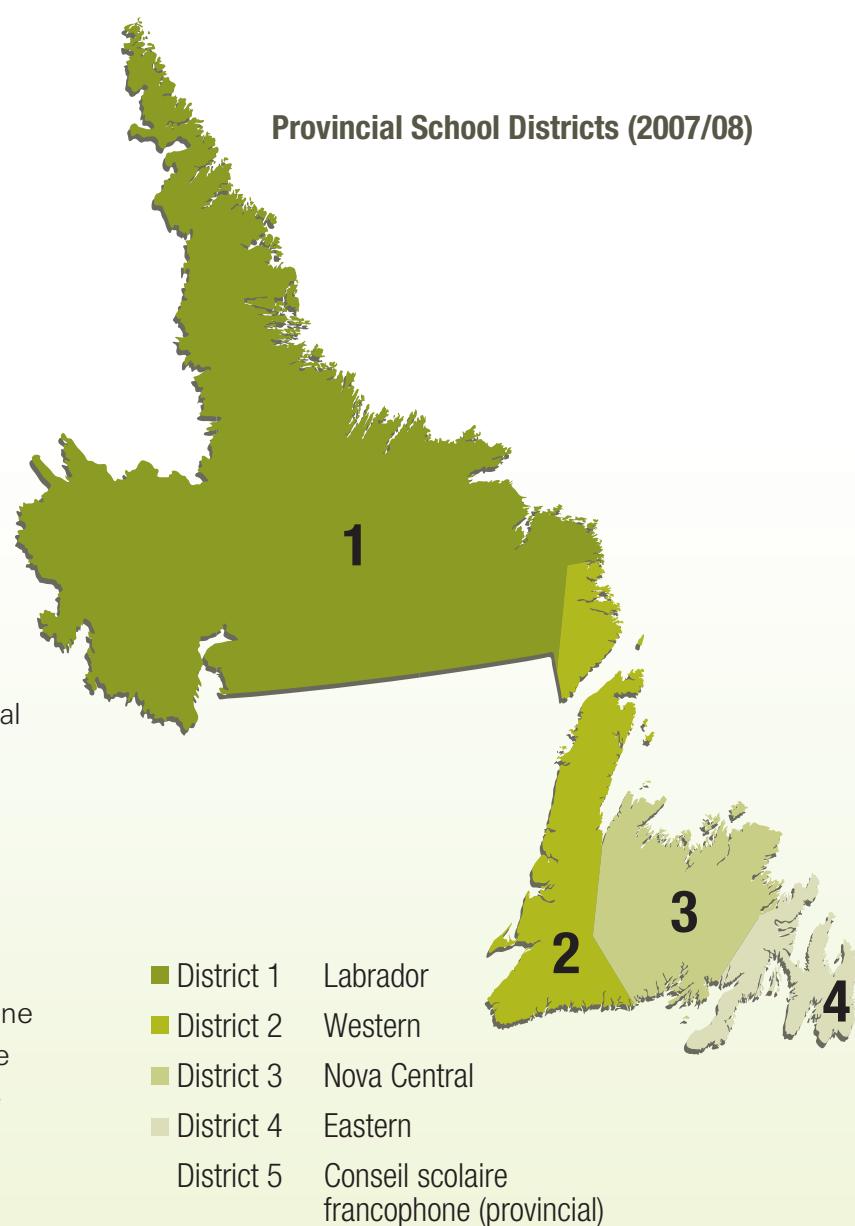
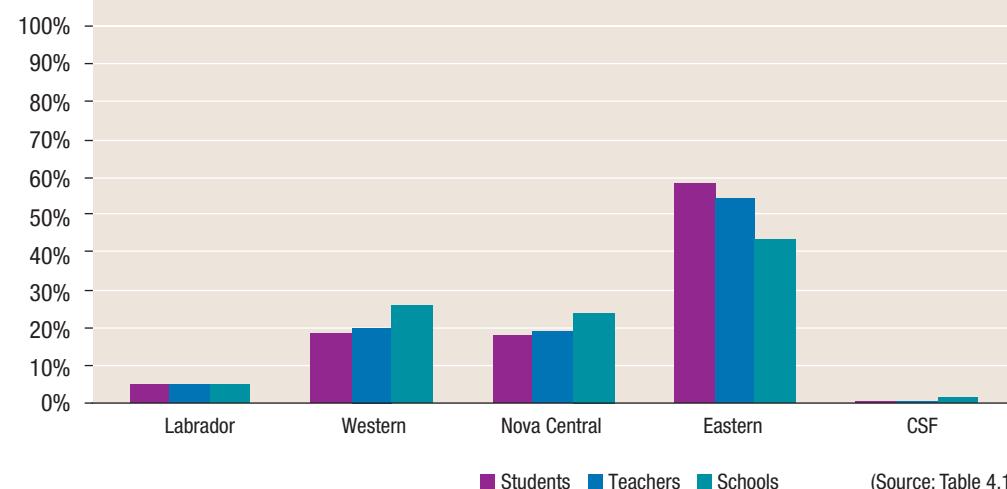




Figure 4.1 District profile (2007/08)



(Source: Table 4.1)

Public schools

The number of schools in the province has steadily declined since peaking at 1,253 in 1960. During the past six years, the number of schools declined by 11.7% from 317 in 2002/03, to 280 in 2007/08 (see *figure 4.2*). The most pronounced change occurred in the

Labrador district where 21.1% of the schools closed since 2002/03. The Eastern district experienced the smallest decline (a 6.2% reduction in the number of schools). There was no change within the CSF district (see *figure 4.3*).

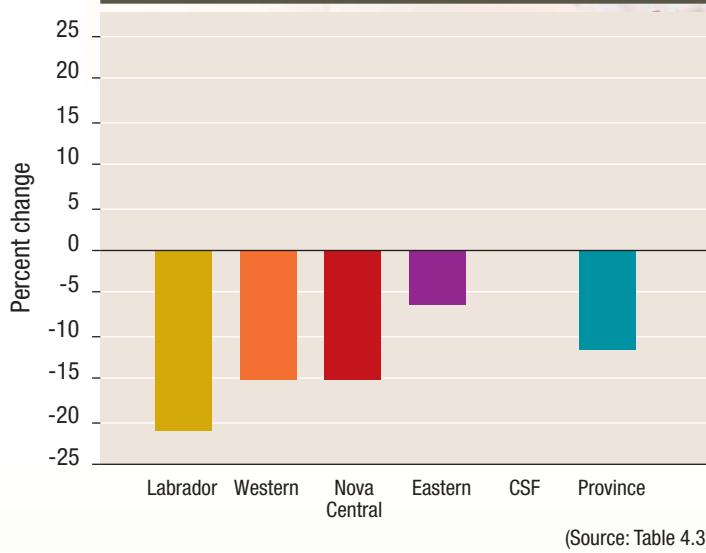
Figure 4.2: Number of public schools (2002/03-2007/08)



(Source: Table 4.2)



Figure 4.3 Percent change in the number of schools per district (2002/03-2007/08)



In 2007/08, the majority of the 280 schools in the province were either elementary or K-12. Combined these two school types accounted for over two-thirds of all schools. Primary schools made up 5.0% of the province's schools (see *figure 4.4*),

School configuration

Schools can be grouped based on the grade level configuration. There are six different school configurations in the province. They include:

Kindergarten - 12 All grades

Primary Any combination of grades between Kindergarten to Grade 3, 4 or 5 with no higher grades present

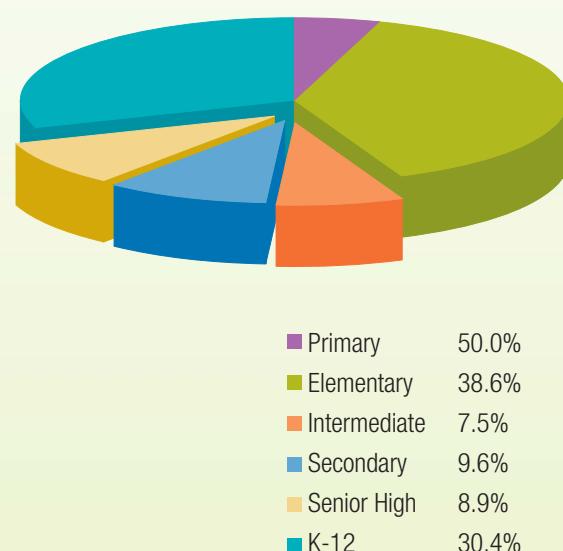
Elementary K-6 to K-9 or any combination in this range

Intermediate Often includes Grades 7-9 but can include 1 or 2 grades above or below (e.g., Grades 6-9)

Secondary Any combination of grades between Grade 7 to Grade 10, 11 or 12

Senior High Grades 9-12 or 10-12

Figure 4.4: School configurations (2007/08)



(Source: Table 4.4)

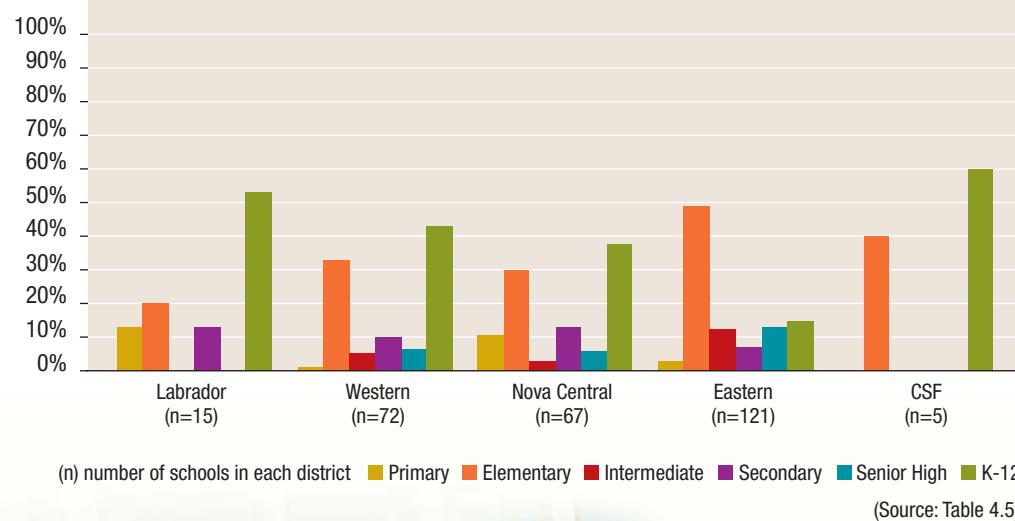


A district perspective

The composition of schools within each district varies. For example, in 2007/08, nearly half of the schools in the Eastern district were elementary. The Labrador district, on the other hand, was made

up of a higher percentage of K-12 schools. The composition of schools within the Western and Nova Central districts was quite similar with both having a majority of either K-12 or elementary schools (see *figure 4.5*).

Figure 4.5: District school configurations (2007/08)



(n) number of schools in each district Primary Elementary Intermediate Secondary Senior High K-12

(Source: Table 4.5)

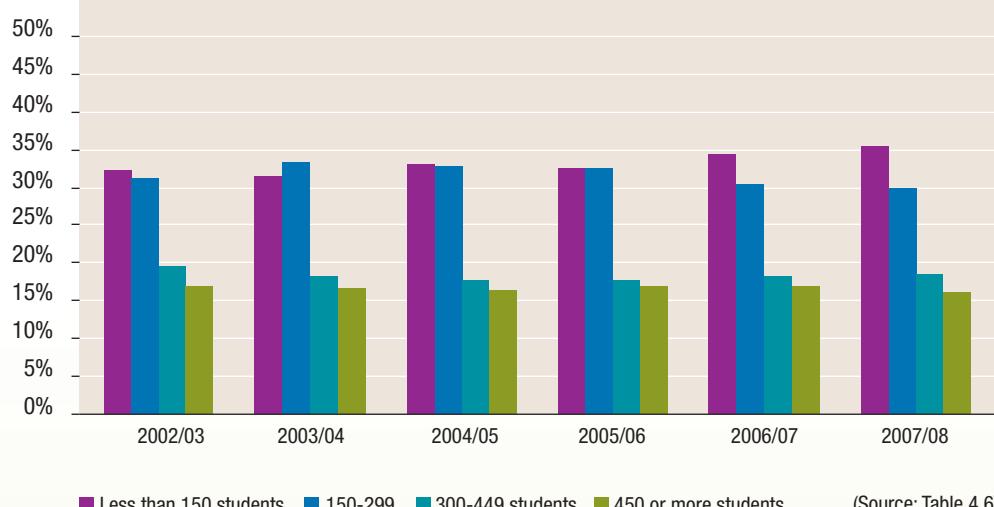


School size

The size of the province's schools has remained fairly consistent over the past six years with the majority having an enrolment of less than 300 students. Approximately 17% of schools have 450 or more students enrolled (see *figure 4.6*).

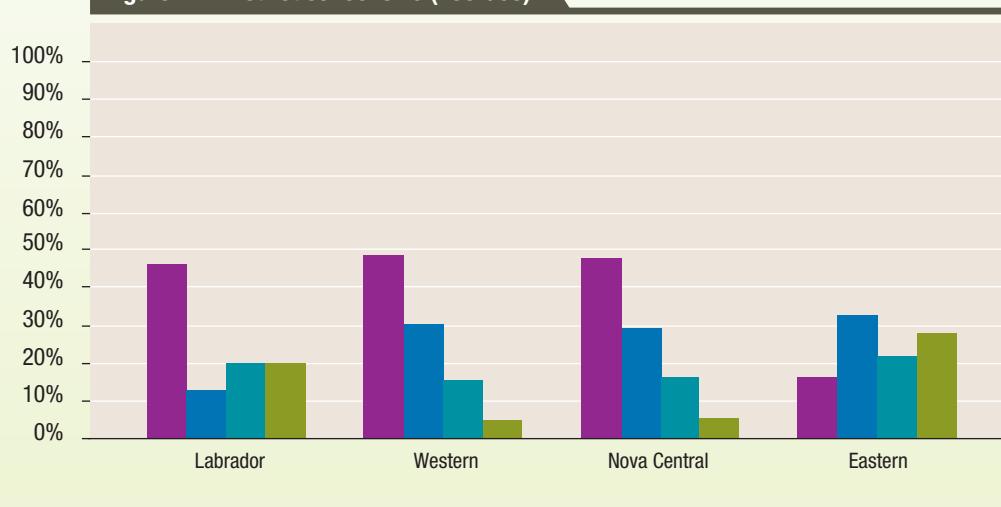
In 2007/08, the majority of schools in the Labrador, Western and Nova Central districts were smaller with enrolments of less than 150. The highest percentage of large schools (i.e., those with enrolments of 450 students or more) was found in the Eastern district (see *figure 4.7*). All five schools within the CSF district had less than 150 students enrolled.

Figure 4.6: Provincial school size (2002/03-2007/08)

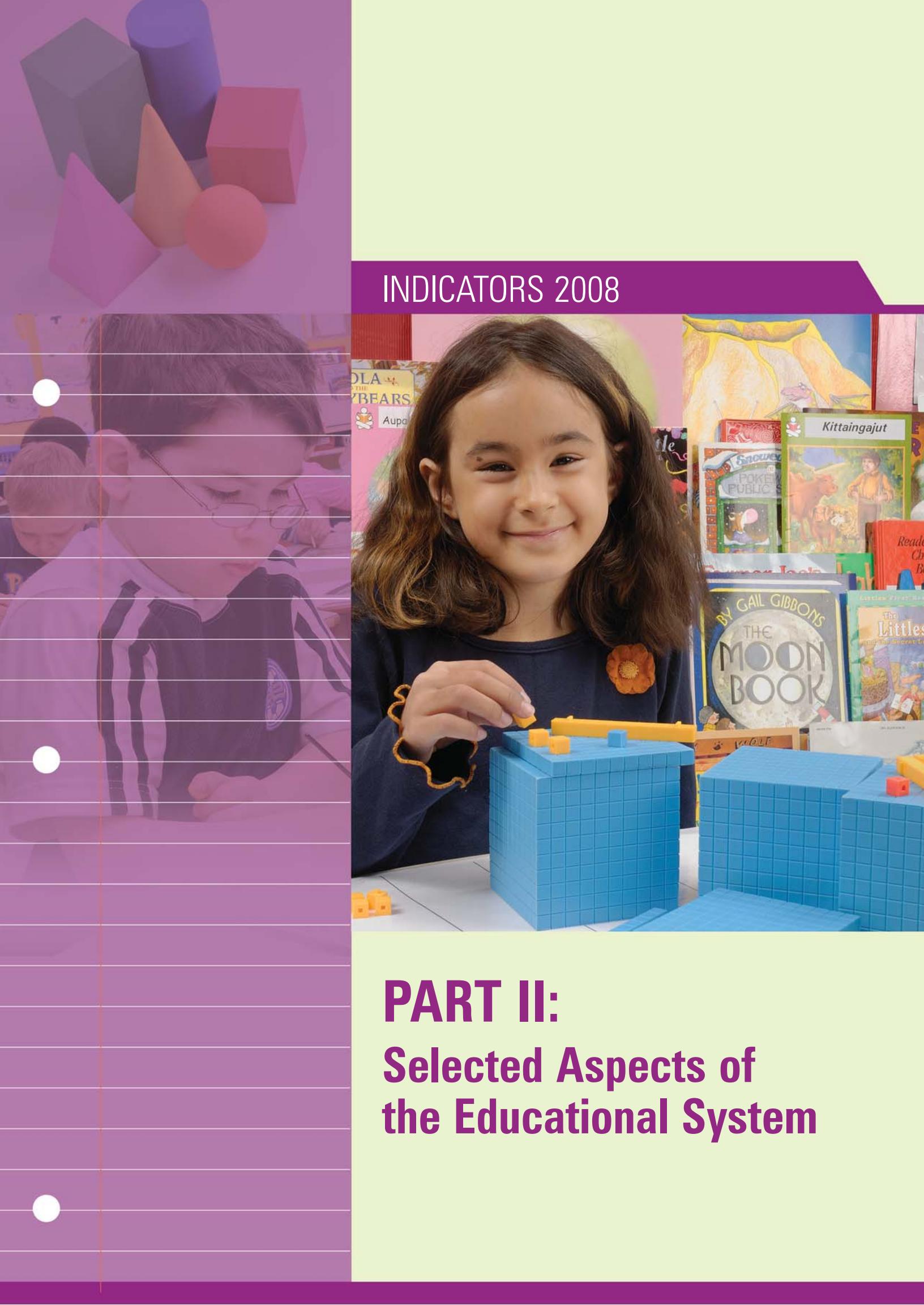


(Source: Table 4.6)

Figure 4.7: District school size (2007/08)



(Source: Table 4.7)



INDICATORS 2008



PART II: Selected Aspects of the Educational System



PART II: Selected Aspects of the Educational System

Chapter 5: Educational Opportunities in Rural Newfoundland and Labrador

The majority of schools are located in rural⁴ Newfoundland and Labrador. In 2007/08, close to two-thirds (63.9%) of the province's 280 schools were located in rural areas. While declines in the number of schools can be seen throughout the province, rural regions are experiencing the largest decrease. Since 2002/03, rural regions have experienced a 14.4% decrease in the number of schools, compared to a 6.5% decrease in urban regions (see figure 5.1).

Figure 5.1: Percent change in the number of urban and rural schools (2002/03-2007/08)



(Source: Table 5.1)

Small⁵ schools in Newfoundland and Labrador

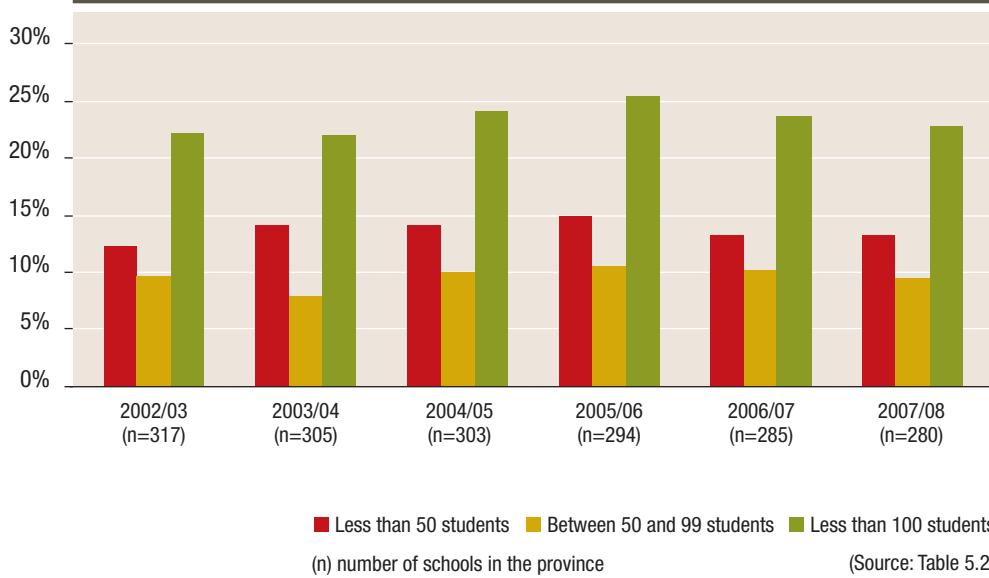
In 2007/08, 64 (or 22.9%) of the province's schools had less than 100 students enrolled. This includes 37 schools with less than 50 students attending. The majority (90.6%) of these 64 small schools were located in rural regions. The percentage of small schools in the province has remained fairly constant over the past six years (see figure 5.2). This reflects the fact that the enrolment in some medium sized schools has declined to make them small schools. The same trend can also be seen in some larger schools which have turned into medium sized schools because of the shrinking student population.

⁴ Includes communities with a population of less than 5,000 residents.

⁵ Refers to schools with an enrolment of less than 100 students.



Figure 5.2: Percentage of small schools in the province (2002/03-2007/08)



(Source: Table 5.2)

The multi-grade classroom, K-9

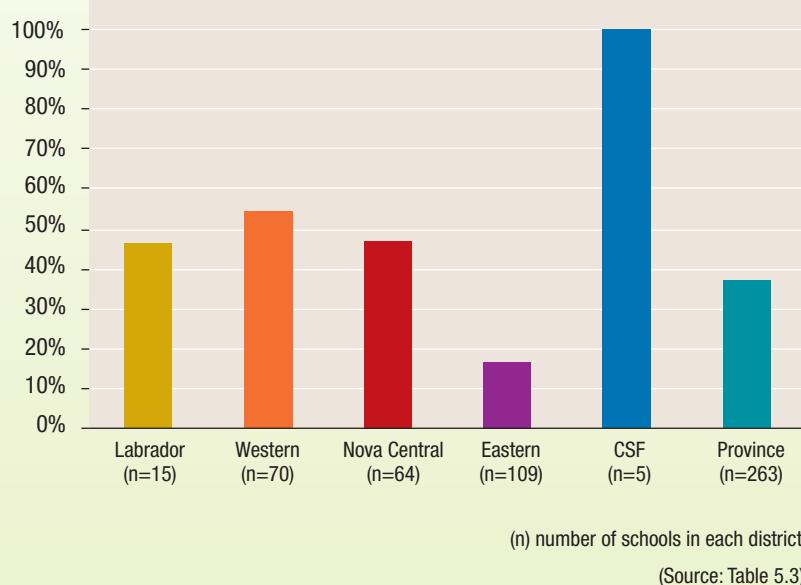
Multi-grade classrooms are still present in some schools in the province and are expected to continue into the future. The merging of different grades into one classroom only occurs as a last resort when there are no other viable options available. As the Minister of Education at the time stated, "There will be times when some schools, based on numbers, will not offer certain grades because there are no students coming in. There will be times when the numbers are to a point that there

will be an introduction of multi-grades." (Burke, 2008, May 7). More small schools in rural regions may be faced with the reality of merging several different grades in a single classroom. In 2007/08, 37.3% (or 98/263) of the schools in the province had multi-grade classrooms, with the Eastern district recording the lowest percentage (see *figure 5.3*).

Distance education in Newfoundland and Labrador

Distance education started in the province in 1988 with the intent to provide students the opportunity to enrol in courses important for post-secondary admission, but difficult to offer in rural schools due to low levels of student enrolment. Throughout the years, this program continued to expand by offering increasing numbers of courses to students. At the same time, advancements in computer technology and the telecommunications industry changed the face of distance education. These new technologies required a new way to oversee its continuing development and expansion.

Figure 5.3: Percentage of schools with multi-grade classrooms, K-9 (2007/08)



(Source: Table 5.3)



This led to the creation of the Centre for Distance Learning and Innovation (CDLI) during the 2001/02 school year, with the intent to expand the range of the distance education program and offer students in small schools a broader range of course options.

The expansion of distance education

After successfully field testing ten courses in 2001/02, CDLI expanded its course offerings so that students from across the province could access any course offered. *Figure 5.4* tracks the growth of the CDLI program since 2002/03 when courses were first offered.

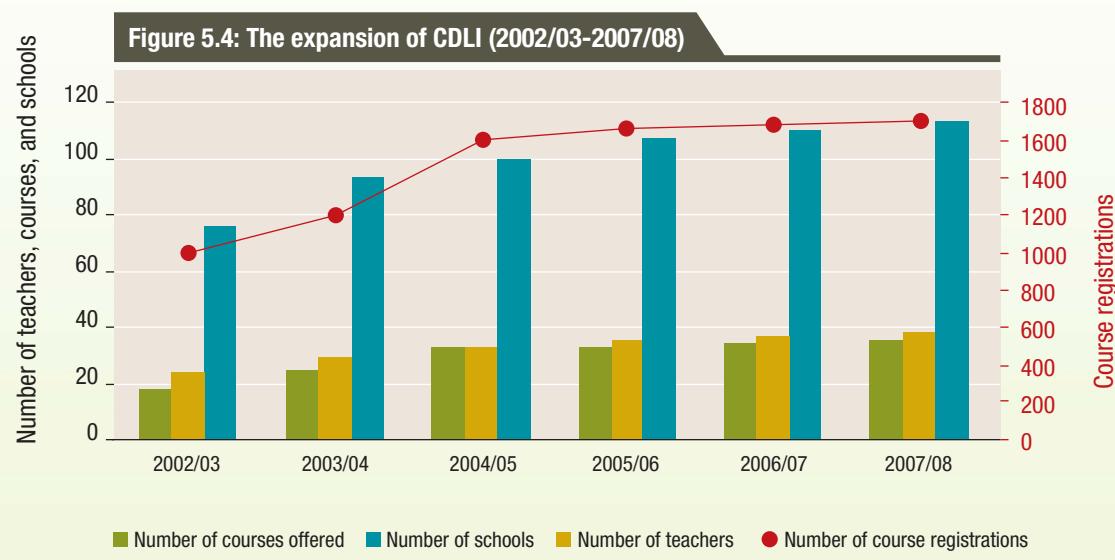
In summary, since 2002/03, CDLI has experienced a:

- 100% growth in the number of courses offered;
- 69% increase in course enrolments;
- 55% increase in the number of teachers; and,
- 49% increase in the number of schools providing distance education courses.

Future trends

In light of the current government's commitment to promote and expand the role of distance education in the province's schools, distance education can be expected to continue growing.

For example, in its 2007 policy



(Source: Table 5.4)



blueprint, the provincial government stated its intention to:

- Expand distance education opportunities, increase distance education support to schools and enhance broadband connectivity to rural and remote schools, and,
- Further expand the Information, Communication and Learning Technologies (ICT) project to enable more students to apply the internet to learning in the classroom.

(Government of Newfoundland and Labrador, 2007, p.36)

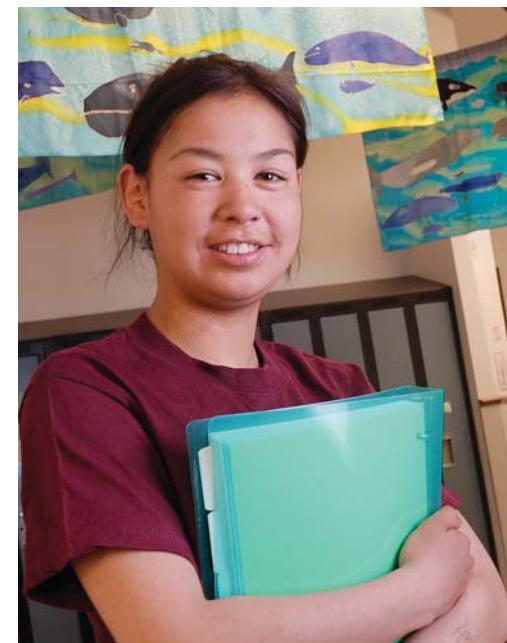
This commitment can be seen in recent government initiatives. For example, in January 2008, the provincial government announced \$1.3 million in funding to provide a common e-learning technology system in the public education system. Memorial University of Newfoundland, College of the North Atlantic and the public school system will provide the same learning management system for distance education courses. Previously, senior high school students familiar with e-learning would have to learn and adapt to a new learning system when taking post-secondary distance education courses. Other recent initiatives include an increase in the number of distance education courses at all levels of the education system (Department of Education, 2008, January 23).



Chapter 6: The School Development Process

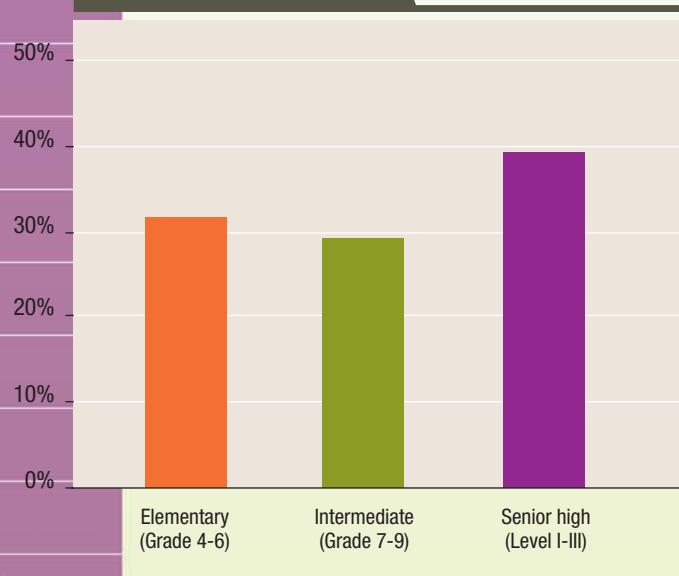
Schools in the province engage in a regular school-level planning process designed to guide and focus a school towards the achievement of its ultimate goal - to enhance student learning. The school development process is cyclical with schools repeating the process every three or four years. This process sets out to ensure students receive the best educational services possible.

An important component of this planning process is gathering the thoughts and opinions of parents, teachers and students. Each group completes a survey which covers a wide variety of topics including school safety, physical activity and dietary habits, and participation in school activities. For each statement, participants are asked to select one response on a five-point Likert scale: strongly disagree; disagree; don't know; agree; and strongly agree. As an example, the survey students in Grades 4 to 6 completed is provided in appendix A at the end of the report.



This chapter will explore student responses on selected questions from the school development surveys. Unless otherwise noted, the percentages reported are based on the number of participants who agreed or strongly agreed with a particular statement. A slightly different, although more age-appropriate response scale, was used in the primary grades, therefore their responses are not included in the analysis.

Figure 6.1: Percentage of respondents by grade level



Student participation

Between September 2006 and April 2008, 11,081 students in 86 schools across the province completed the school development survey. As shown in *figure 6.1*, the sample included similar percentages of students from the three grade groups. The percentage of male and female respondents was virtually identical. This was also true within each grade grouping.

Survey results

The statements within the surveys can be grouped along six themes: the school environment; healthy living; attitudes about school; opportunities for learning; available opportunities to reinforce learning; and teacher support. Each of these themes will be expanded in the following sections.

The school environment

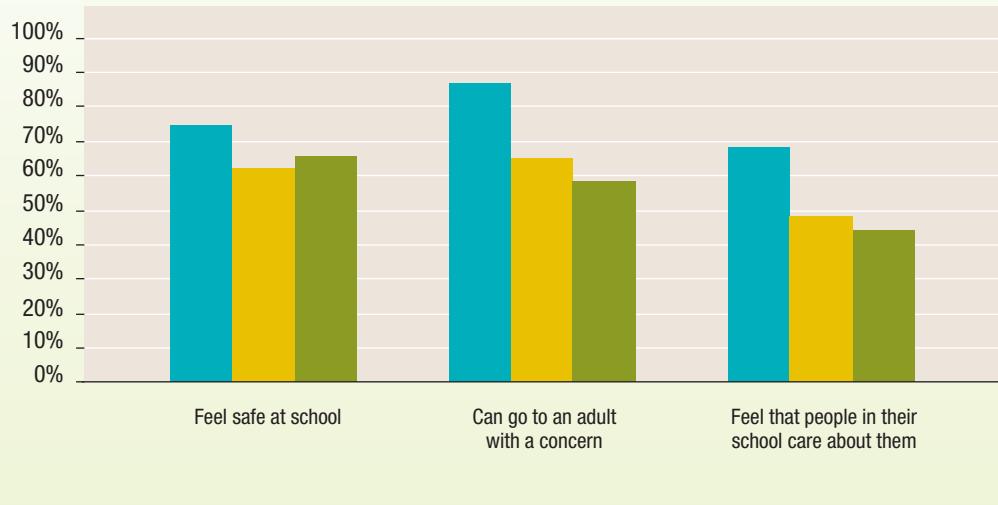
This theme deals with how students feel while they are at school. These factors all have a role to play in promoting a healthy, positive school environment that encourages student learning. Overall, more than two-thirds of respondents felt safe while at school and could go to an adult with a concern (67.7% and 69.4% respectively). Just over half (52.9%) of respondents felt people at school cared about them.

Grade level differences

Figure 6.2 summarizes the responses for each of the three grade levels. The percentage of respondents who feel safe at school drops from approximately three-quarters of the elementary students, to 62.3% of intermediate students. At the high school level, the percentage increases slightly to approximately two-thirds of the respondents.

Students were asked if they could approach an adult with a problem or concern. Over two-thirds of the students agreed with this statement. When focusing on the different grade levels, a dramatic drop is seen between elementary students and the other levels. For example, while 86.9% of elementary students reported they could go to an adult with a concern, only 58.6% of senior high students stated they could do this. A little more than half of the students felt that people at their school cared about them. Again, higher percentages of younger students (i.e., elementary level), felt this was the case.

Figure 6.2: Feelings of safety and security



(Source: Table 6.2)



Healthy living

This section deals with the two components of ensuring a healthy lifestyle: diet and physical activity. Overall, a little more than half (55.2%) of the students reported making healthy food choices every day. While over three-quarters (76.4%) of students reported having the opportunity to take part in activities promoting healthy living at school, only 61.4% actually engaged in some form of physical activity every day.

Grade level differences

The percentage of students making healthy food choices peaks during the elementary years, at 78.6%, and then steadily declines to 43.3% for senior high students. Also, as students progress through the grade levels, they become less physically active. For example, 79.0% of the elementary students reported engaging in some form of physical activity on a daily basis. This drops to 54.1% for senior high students. A similar trend is seen

in the percentage of students at each grade level who have the opportunity to take part in activities promoting active living while at school (see *figure 6.3*).

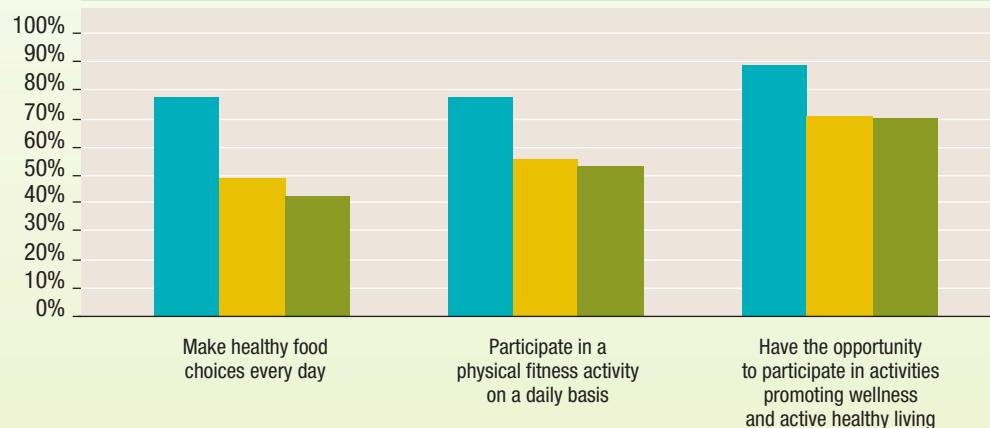
Attitudes about school

To succeed at school, students must feel motivated to learn and see the importance and value in learning. Overall, students have a positive attitude about school. The majority of students believed they were able to learn while at school (84.2%), saw the importance of completing assigned work on time (90.7%), and being prepared for class (89.4%). A little over three-quarters (77.5%) of students reported treating everyone at their school with respect. Less than half the students (47.2%) felt that their school provided them with opportunities to be a leader.

Grade level differences

The percentage of students in agreement with these statements declined as they grew older, however this change is not as evident as in previous sections. Higher percentages of elementary students felt they could

Figure 6.3: Healthy living



■ Elementary ■ Intermediate ■ High school

(Source: Table 6.3)

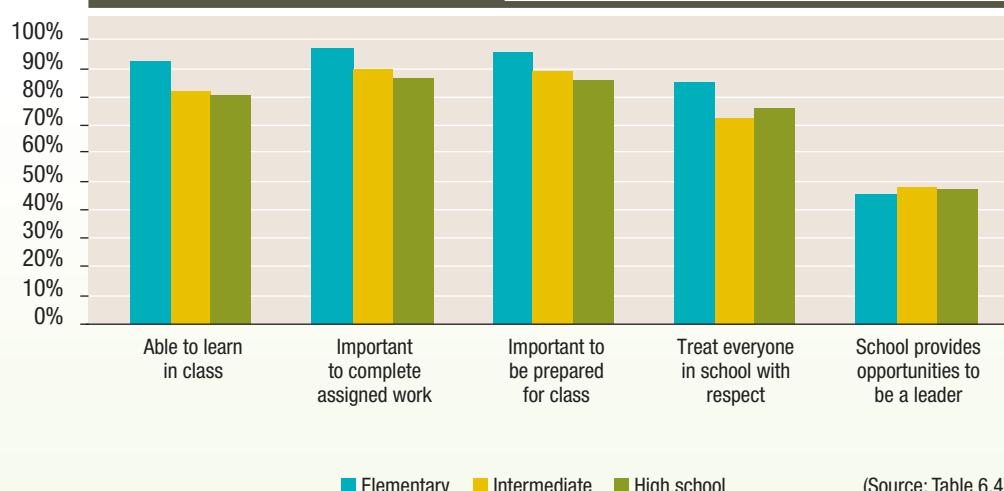
learn in class, saw the importance of being prepared for class and completing assigned work, and treating others with respect. With the exception of treating others with respect, the percentage declines as the grade level increases. The lowest percentage of students who treated their peers and teachers with respect was seen at the intermediate level. Approximately the same percentage of students in each grade level believed their school provided them with opportunities to be a leader (see *figure 6.4*).

counters and base ten blocks. Older students may complete experiments in the classroom or the science lab. A little more than half of the students reported going on field trips or having a guest speaker visit their classroom.

Grade level differences

As students progress through the grades, they are less likely to take part in these types of learning activities. As shown in *figure 6.5*, while 83.5% of elementary students take part in group activities, this drops to 67.0% for high school students. Similar trends are seen in the other activities. The most dramatic change is seen in the percentage of students who take part in field trips. There were 83.4% of

Figure 6.4: Attitudes about school



(Source: Table 6.4)

Opportunities for learning

Teachers may use a variety of methods to promote learning in the classroom. The school development survey highlighted two different ways to promote learning: engaging in group work; and using additional learning resources (e.g., inviting guest speakers to the class, taking part in field trips).

Over three-quarters of students reported taking part in group work and close to two-thirds reported engaging in hands-on activities to promote learning. In the younger grades this may involve using

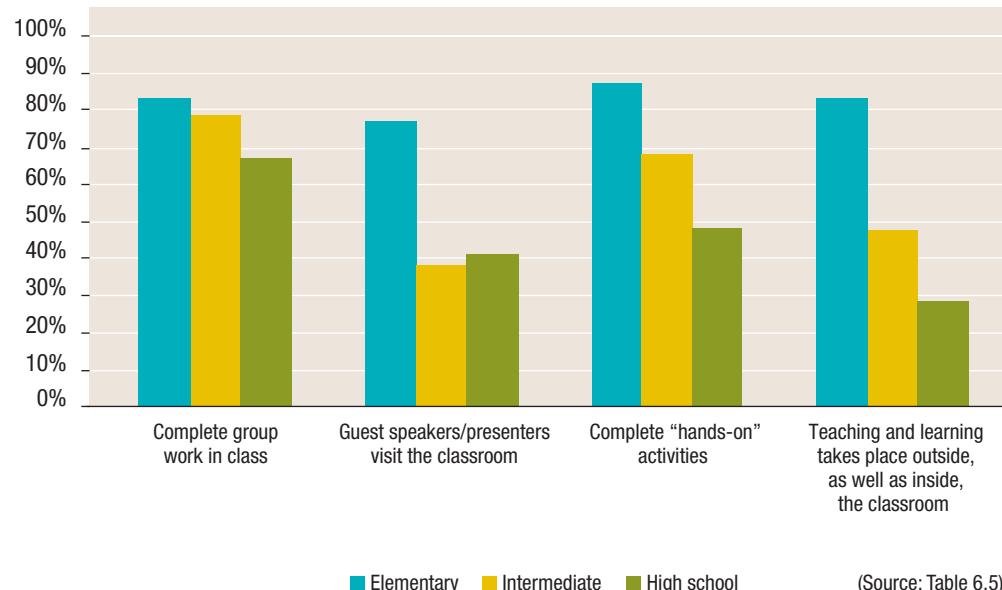
elementary students who agreed or strongly agreed with the statement, "Teaching and learning takes place outside, as well as inside the classroom". At high school, this percentage drops to 28.4%.

Opportunities to reinforce learning

An important way to encourage learning is to provide activities that reinforce classroom learning. These hands on activities provide students with the opportunity to apply the abstract skills and theories learned in the classroom in a real world setting. For example, some schools in the province have cultural



Figure 6.5: Opportunities for learning



(Source: Table 6.5)

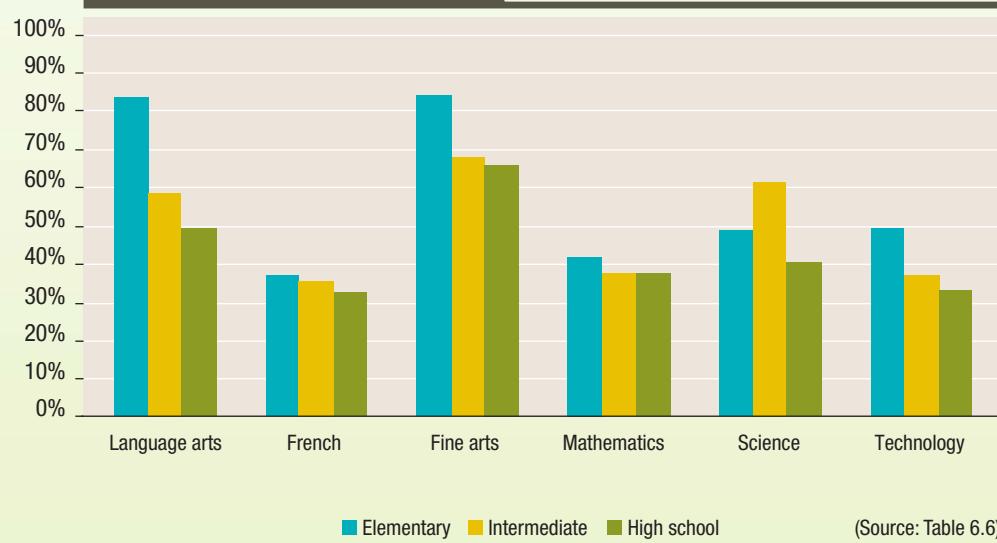
exchange trips with Saint-Pierre and Miquelon, or Quebec. This provides a great opportunity for students to practice their French language skills by becoming immersed within the French culture.

The survey results show that overall, higher percentages of students have the opportunity to take part in English language arts (62.8%) and fine arts programs and activities (72.5%) while at school, rather than science (49.2%), technology (39.4%) or mathematics (38.8%) activities.

Grade level differences

Senior high students are less likely to report having the opportunity to take part in these additional activities when compared to elementary students. The percentage of students with the opportunity to take part in French related activities remained low across all three grade levels. Intermediate students reported having the most opportunities to take part in science activities as compared to the other grade levels (see figure 6.6).

Figure 6.6: Extra learning activities



(Source: Table 6.6)

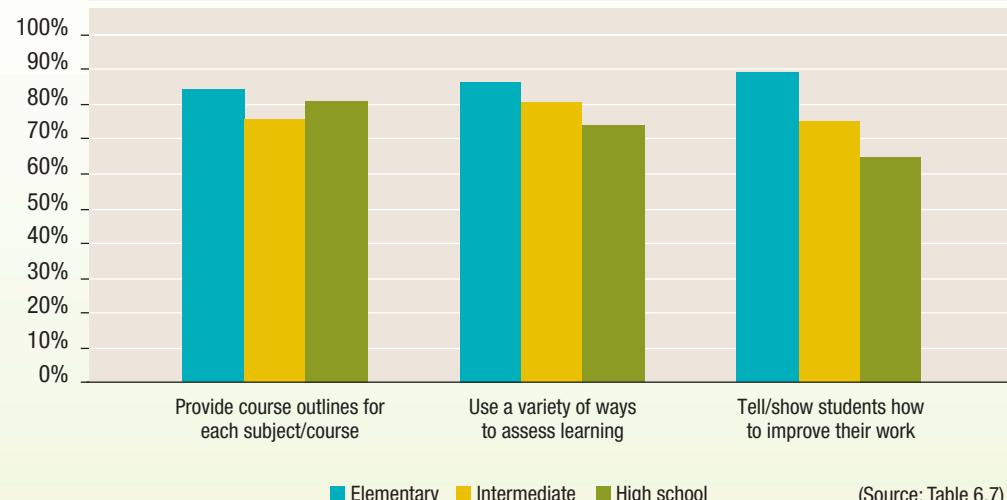
Teacher support

Students believe their teachers provided support in the classroom and helped them maximize their learning experience. For example, 80.6% of students reported their teachers provided them with course outlines for each subject. Also, approximately 80% of students reported their teacher used a variety of methods to assess their learning in the classroom. Finally, 75.4% of students felt their teacher was there to provide feedback on how they could improve their work either through written or verbal comments.

Grade level differences

As the grade level increased, the percentage of students who felt their teachers used a variety of assessment methods declined from 86.3% of elementary students to 74.0% of senior high students. The largest difference was seen in the percentage of students who felt their teacher showed them how to improve their work. There was a difference of approximately 25 percentage points between elementary (88.8%) and high school students (64.7%) who agreed or strongly agreed with this statement. There was little variability in the percentage of students who felt their teachers provided course outlines between the elementary and high school students. The percentage of intermediate students who agreed or strongly agreed with this was slightly lower than the other two levels (see *figure 6.7*).

Figure 6.7: Teacher support



(Source: Table 6.7)





Chapter 7: French as a Second Language

It is the school environment where the majority of English speaking children start learning French as a second language. In Newfoundland and Labrador, students will follow one of four French education programs: core French, expanded core French, intensive core French and French immersion. The following sections will provide a brief overview of each of these program options.

Core French

The majority of students studying French as a second language will take part in the core French program. It is compulsory during the elementary and intermediate grades (i.e., Grades 4-9) and optional at the high school level. The aim of core French is to provide students with the opportunity to develop basic communication skills, knowledge of the language and an appreciation of French culture in both Canada and the world (Turnbull, 2000).



Intensive and expanded core French

The intensive core French program is for Grade 6 students. Students receive up to four times the number of hours of instruction normally devoted to French, that is, they will experience French language training between 60% and 80% of the school day. This provides students with additional opportunities to meet and surpass the outcomes of elementary core French.

The expanded core French program is for senior high school students who want to build upon the learning outcomes achieved in the core French program. Students complete courses in accelerated French as well as courses taught in French from other subject areas.

French immersion

The French immersion program provides students an opportunity to be completely immersed within the French language. French is the language of instruction and, as much as possible, the means of communication in the classroom. This intensive exposure to French is important because it allows students to quickly reach the level of French-language ability required to study other subjects in French (Canadian Parents for French, 2006, p.85).

Currently, students have two options for French immersion: early and late immersion. As the names suggest, the difference between these two programs is when students start the program: Kindergarten for early French immersion; and Grade 7 for late French immersion. Once in senior high, students in both programs complete 3 two credit courses in Français and 3 other two credit courses in another subject area taught in French. Upon graduation, students who successfully complete the graduation requirements will receive a French immersion designation on their transcript and diploma.

Enrolment in French programs

In line with decreasing provincial enrolment, it is not surprising the number of students enrolled in the different French programs is declining. Between 2002/03 and 2007/08, enrolment in these programs declined from 49,420 to 43,868 (an 11.2% decrease). However, during the same time, overall student enrolment declined by 14.5% (from 84,268 in 2002/03, to 72,084 in 2007/08). Clearly, other factors are affecting enrolments in French programming besides the declining provincial enrolment. The following sections will explore the trends present for the past five years to provide some insight into why enrolment in French programs is not declining as fast as overall student enrolment.



The percentages reported in the following sections must be interpreted with caution. While the core French program is offered in virtually all schools across the province, the other programs are not. For example, in 2007/08:

- 262 schools provided core French,
- 64 offered French immersion,
- 38 offered intensive core French, and
- 3 schools provided expanded core French.



What French program are students choosing?

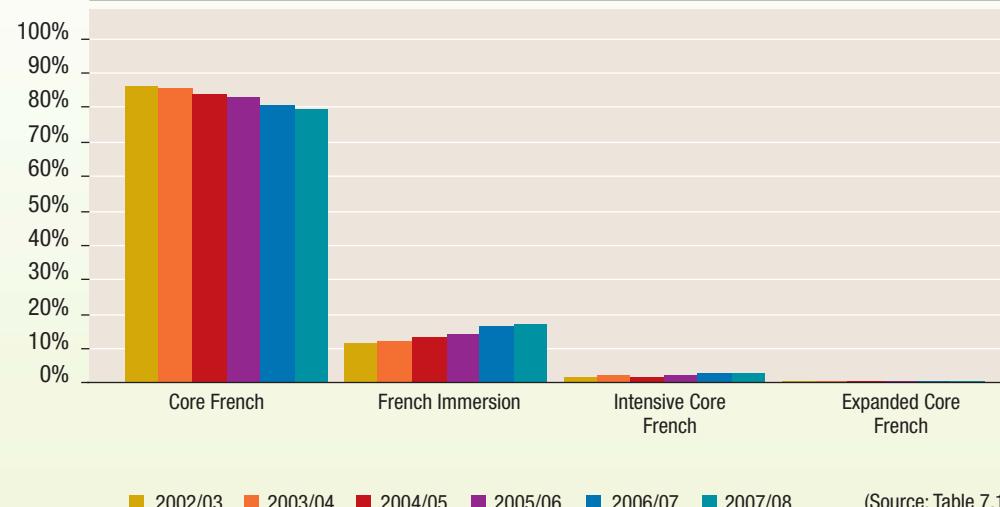
While the majority of students follow the core French program, enrolment in the other French programs has changed (see *figure 7.1*). Between 2002/03 and 2007/08, the percentage of students in:

- Core French declined from 86.3% in 2002/03, to 79.6% in 2007/08. A similar decline can be found in virtually all provinces across Canada (Canadian Parents for French, 2006, p.88).
- French immersion and intensive core French increased.
- Expanded core French remained essentially the same.

Early and late French immersion

As previously stated, there are two program options for students entering the French immersion program - early and late. While higher percentages of students enrolled in early French immersion rather than late French immersion, a gradual decline occurred between 2005/06 and 2007/08. With the exception of 2005/06, the percentage of students starting late French immersion has been increasing since 2002/03 (see *figure 7.2*). While the number of students enrolled in both French immersion programs has increased by 31.8%, the late French immersion program experienced the largest growth, with a 58.0% increase in the number of students between 2002/03 and 2007/08.

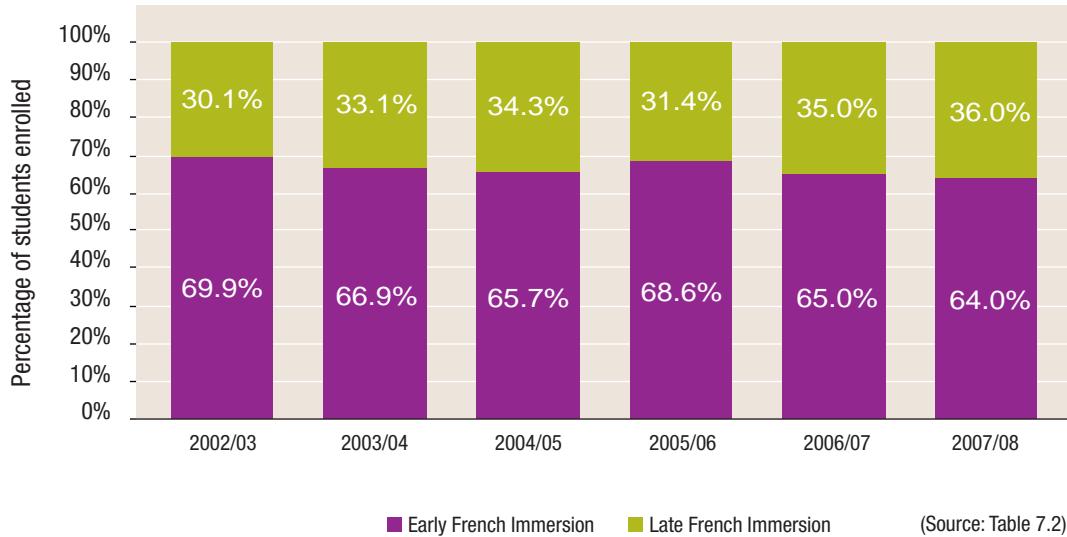
Figure 7.1: French program enrolment⁶ (2002/03-2007/08)



(Source: Table 7.1)

⁶ The percentages are based on the total number of students in a French program in a given year. For example, in 2002/03, 49,152 students were studying French. Of these, 86.3% were following the core French program, 11.6% were in French immersion (early or late), 1.5% in intensive core French and 0.6% in expanded core French.

Figure 7.2: Enrolment⁷ in Early and Late French Immersion (2002/03-2007/08)



■ Early French Immersion ■ Late French Immersion

(Source: Table 7.2)

⁷ The percentages are based on the total number of French immersion students in a given year. For example, in 2002/03, there were 5,690 French immersion students. Of these, approximately 70% were in the early French immersion program and 30% in late French immersion.





PART III: The End of the Journey



PART III: The End of the Journey

Chapter 8: Public Exams

This chapter will examine how students fared in public examination courses over the past six years. Public examinations are required in selected academic/advanced Level III courses in mathematics, sciences, social studies and languages. These public exams differ from school-based exams in that all students registered in the course write the same exam. Once completed, exams are returned to the Department of Education for grading by a panel of teachers.

Overall student performance

Provincially, both the average course mark and student success rate⁸ in all public examination courses gradually increased between 2002/03 and 2007/08 (see *figure 8.1*). Girls consistently demonstrate higher success rates and achieve higher average marks in public examination courses. While this difference is small, girls continually perform at a higher level (see *figure 8.2*).

⁸ The student success rate in provincial public examination is calculated by dividing the total number of public examinations written in a given year into the number of students who scored 50 or above in the course.

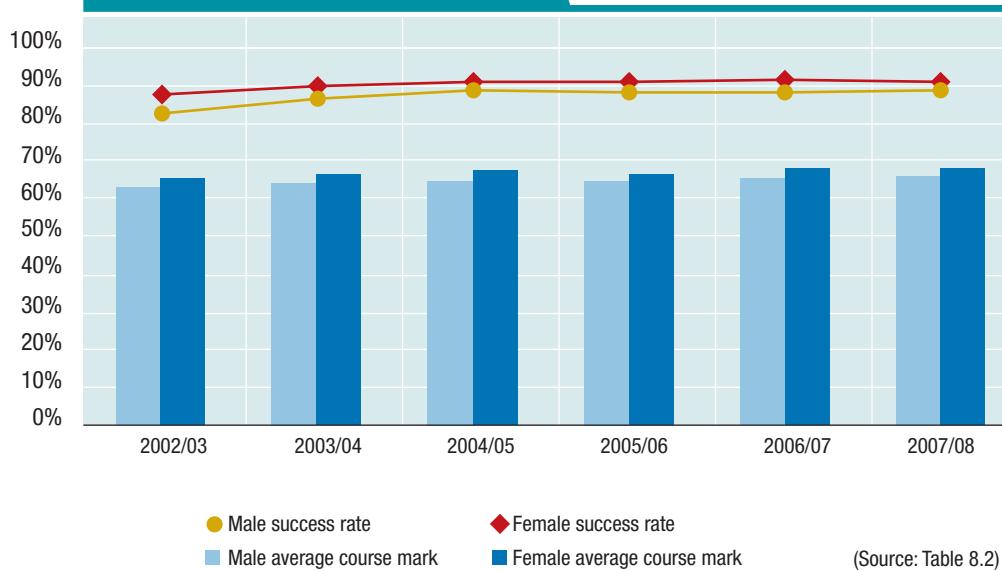
Figure 8.1: Public examinations (2002/03-2007/08)



(Source: Table 8.1)



Figure 8.2: Gender differences in public examination courses (2002/03-2007/08)



(Source: Table 8.2)

June 2008 public examinations in focus

In June 2008, 21,755 public examinations in 14 courses were written by senior high school students. These public exam courses can be grouped into four categories - languages, mathematics, sciences and social studies. There were two courses only offered in the province's Francophone school district - mathématiques 3231 and biologie 3231. The results of these two courses are not included in the following sections due to the small number of students (nine in each course) who completed these examinations.

Social studies

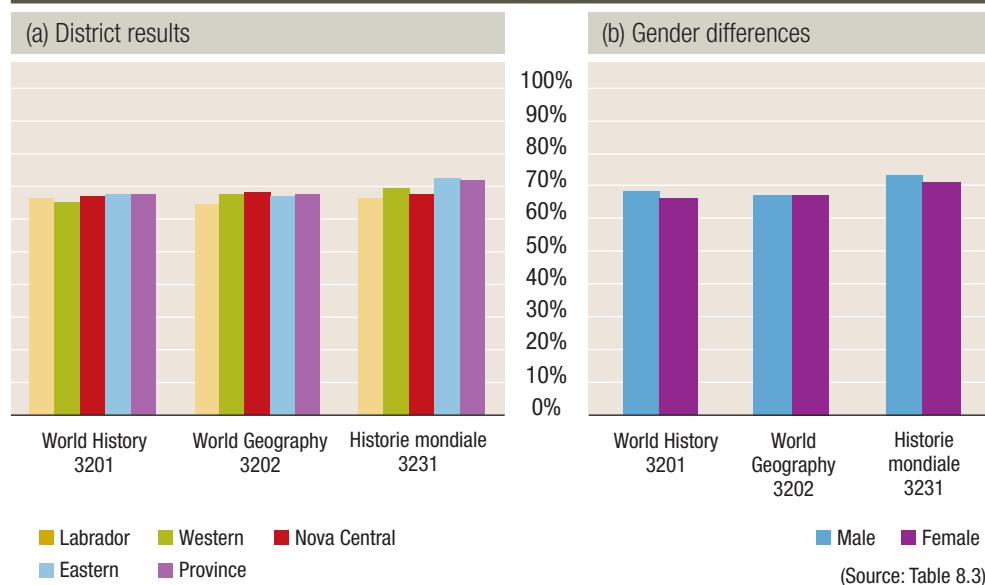
Student performance has remained fairly consistent in the three social studies courses during 2007/08 with very little variation occurring across the districts. Overall, students achieved slightly higher



grades in Histoire mondiale 3231 (see *figure 8.3a*). Along gender lines, boys achieved slightly higher grades in World History 3201 and Histoire mondiale 3231. There was virtually no difference in performance in World Geography 3202 (see *figure 8.3b*).



Figure 8.3: Student performance in social studies courses (2007/08)

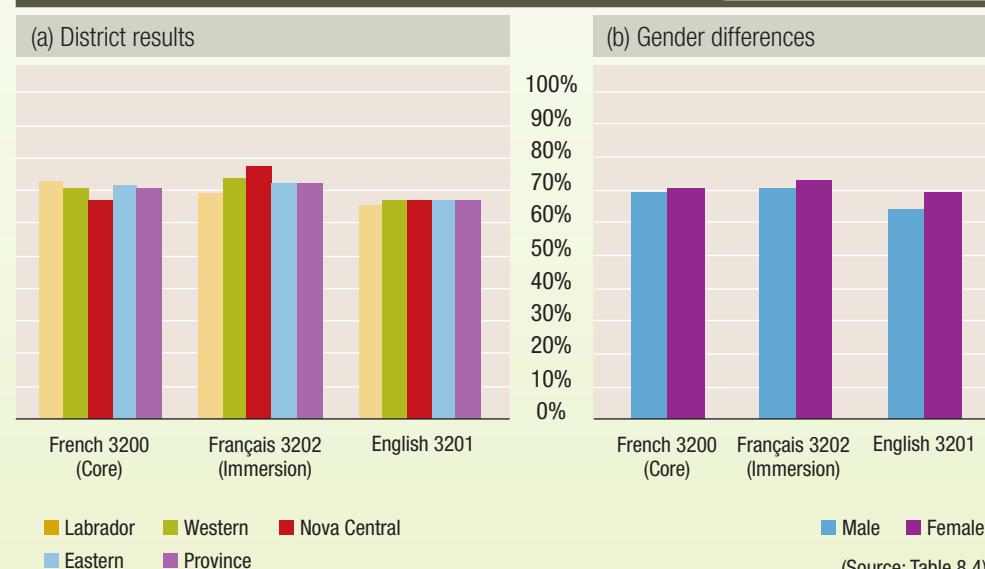


Languages

Three language courses have public examinations - French 3200 (Core), Français 3202 (Immersion) and English 3201. Provincially, student performance ranged between approximately 67% and 72%. On a district level, little variation was evident in the English 3201 average course mark, but the results in the two French courses were

somewhat more varied. The lowest average course mark in French 3200 (Core) and the highest in Français 3202 (Immersion) was found in the Nova Central district (see *figure 8.4a*). Girls achieved higher average course marks in each of the three language courses with the largest difference (4.9 percentage points) found in English 3201 (see *figure 8.4b*).

Figure 8.4: Student performance in language courses (2007/08)



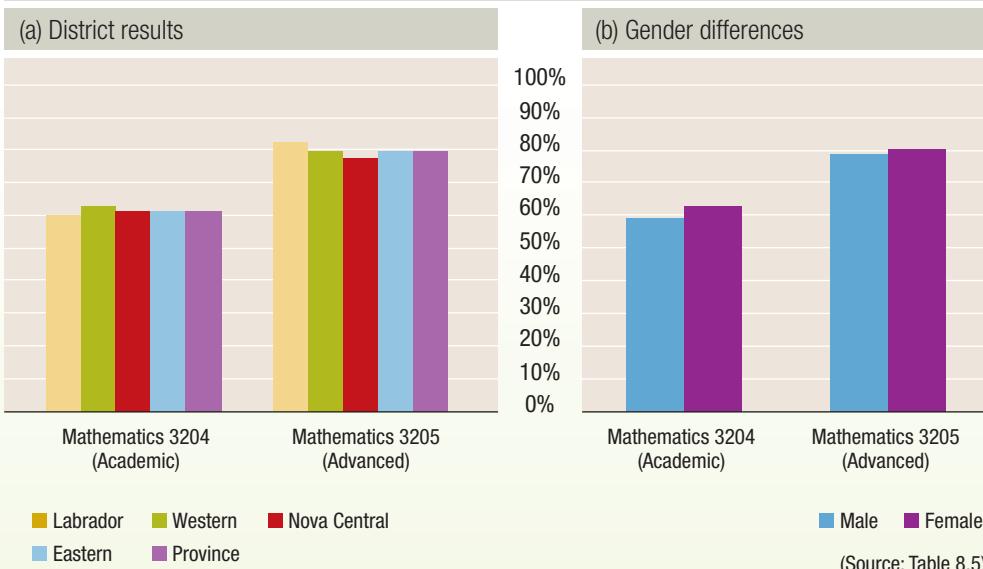
Mathematics

Two mathematics courses have public examinations - Mathematics 3204 (Academic) and Mathematics 3205 (Advanced). Provincially, the average course marks were 61.1% in Mathematics 3204 (Academic) and 79.6% in Mathematics 3205 (Advanced). The average course marks in the two mathematics courses were similar in the four districts (see *figure 8.5a*). Girls achieved slightly higher course marks in both mathematics courses scoring 3.2%

higher in Mathematics 3204 (Academic), and 1.6% higher in Mathematics 3205 (Advanced) (see *figure 8.5b*).

Differences in achievement for these two courses must be interpreted with caution. Students who excel in mathematics or who plan on studying mathematics at the post-secondary level are typically encouraged to select advanced mathematics courses in high school rather than the academic mathematics courses. This attributes to the higher course average seen in Mathematics 3205 (Advanced).

Figure 8.5: Student performance in mathematics courses (2007/08)



(Source: Table 8.5)

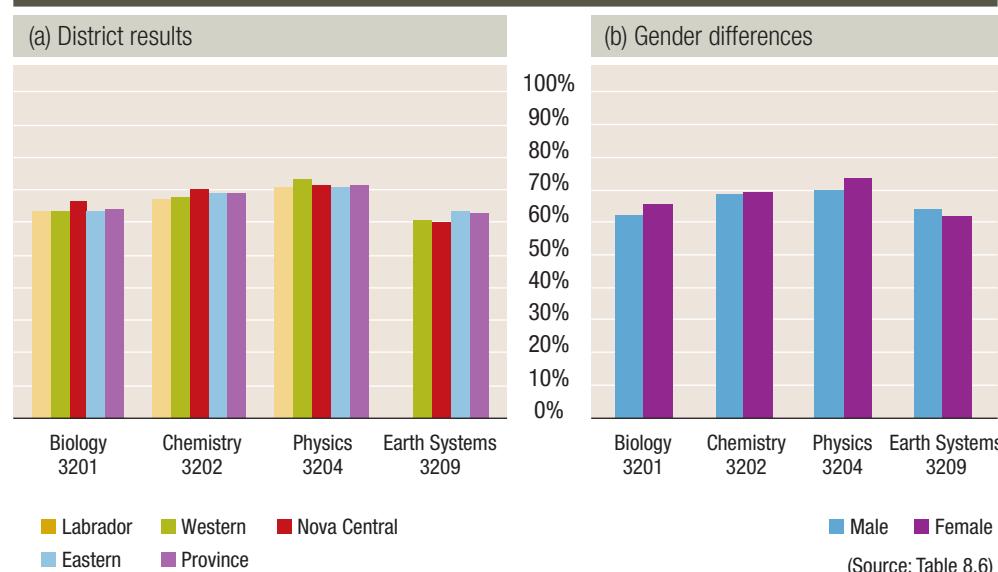
Sciences

There were four science courses with public examinations - Biology 3201, Chemistry 3202, Physics 3204 and Earth Systems 3209. Overall, student performance ranged from 62.8% to 71.3% with higher course averages seen

in chemistry and physics. This trend is also seen at the district level (see *figure 8.6a*). Along gender lines, it is only in Earth Systems 3209 where boys achieved a higher average course grade compared to girls. In the other three sciences, girls performed slightly better than boys (see *figure 8.6b*).



Figure 8.6: Student performance in science courses (2007/08)



Comparison to June 2007

There was little variation in student performance in public examination courses from the previous year. Seven courses experienced slight

gains (between 0.4 and 3.0 percentage points) and slight declines were seen in five courses (ranging from -0.3 and -2.8 percentage points, see *figure 8.7*).

Figure 8.7: Comparing student performance in public examination courses (2006/07-2007/08)



Chapter 9: Graduation

Each year, thousands of students begin their final year of studies. This chapter will examine this group of students by exploring the provincial pass and graduation rate, and the type of diploma earned. For a description of the regulations high school students must meet to graduate in the 2007/08 school year, refer to page 3 of the *Handbook for Grade 9 Students and Parents*. This document is available on the Department of Education's website, www.gov.nl.ca/edu/K12/handbook.htm.

Pass rate versus graduation rate

There are typically two ratios used to describe the number of students graduating from high school - the pass rate and the graduation rate. The pass rate is a provincial measure useful for exploring differences among the province's schools. It is calculated by dividing the actual number of graduates by the number of eligible graduates in a given school.

The graduation rate, as defined by Statistics Canada, is useful when drawing comparisons to other Canadian provinces. The annual Pan-Canadian Educational Indicators Program (PCEIP) report, published by the Canadian Education Statistics Council, provides the graduation rates across the country.

The graduation rate is calculated by dividing the number of graduates with the average of the 17 and 18 year old population (Blouin, 2008, p.56). This includes individuals who may not attend school. In other words:

$$\text{Graduation Rate} = \frac{\text{Total number of secondary graduates}}{[(17 \text{ year old population} + 18 \text{ year old population})/2]}$$

The following example is provided to illustrate the difference in how the pass rate and graduation rate is calculated. In a hypothetical school, there are 35 Level III students. Thirty students pass their courses and graduate from high school. The pass rate would be calculated by dividing 30 actual graduates by the 35 eligible graduates in the school. This gives a pass rate of 85.7% (or 30/35). Including eligible graduates, there are 40 young people living in Fog Bay who are the same age as the graduates. For one reason or another, these additional five young people do not attend school. The graduation rate would be calculated by dividing the 30 graduates by the 40 residents. This gives a graduation rate of 75% (30/40) in the community.

With the difference between these two rates clarified, the pass rates seen in the province's schools will be discussed. Comparisons of graduation rates will be further explored in a later section.





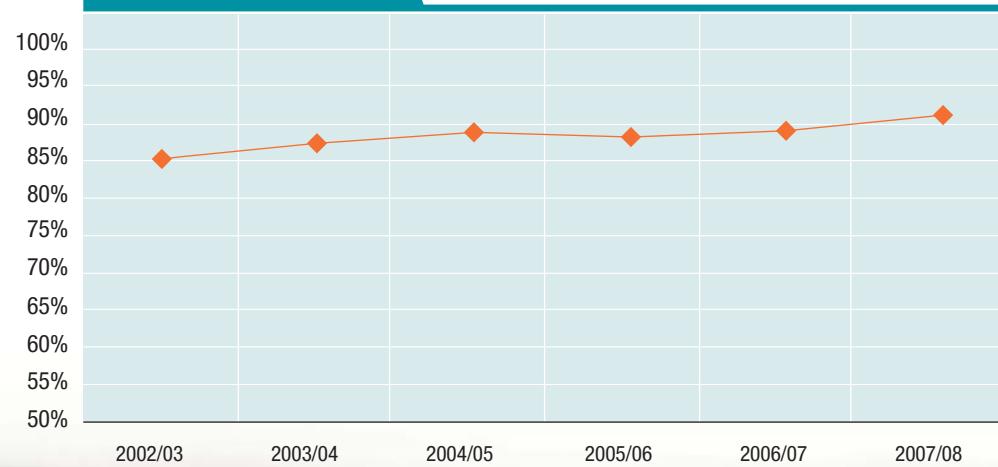
Pass rates

The vast majority of students graduate from high school. This is reflected in the increase in the provincial pass rate during the past six years from 85.1% in 2002/03, to 91.0% in 2007/08 (see figure 9.1).

Pass rates - A district perspective

Figure 9.2 presents the pass rate in each of the five school districts between 2002/03 and 2007/08. With the exception of the CSF in 2002/03, the pass rate has consistently remained over 80%. The Labrador district was the only region where the district pass rate was consistently lower than the provincial rate.

Figure 9.1: Provincial pass rate (2002/03-2007/08)



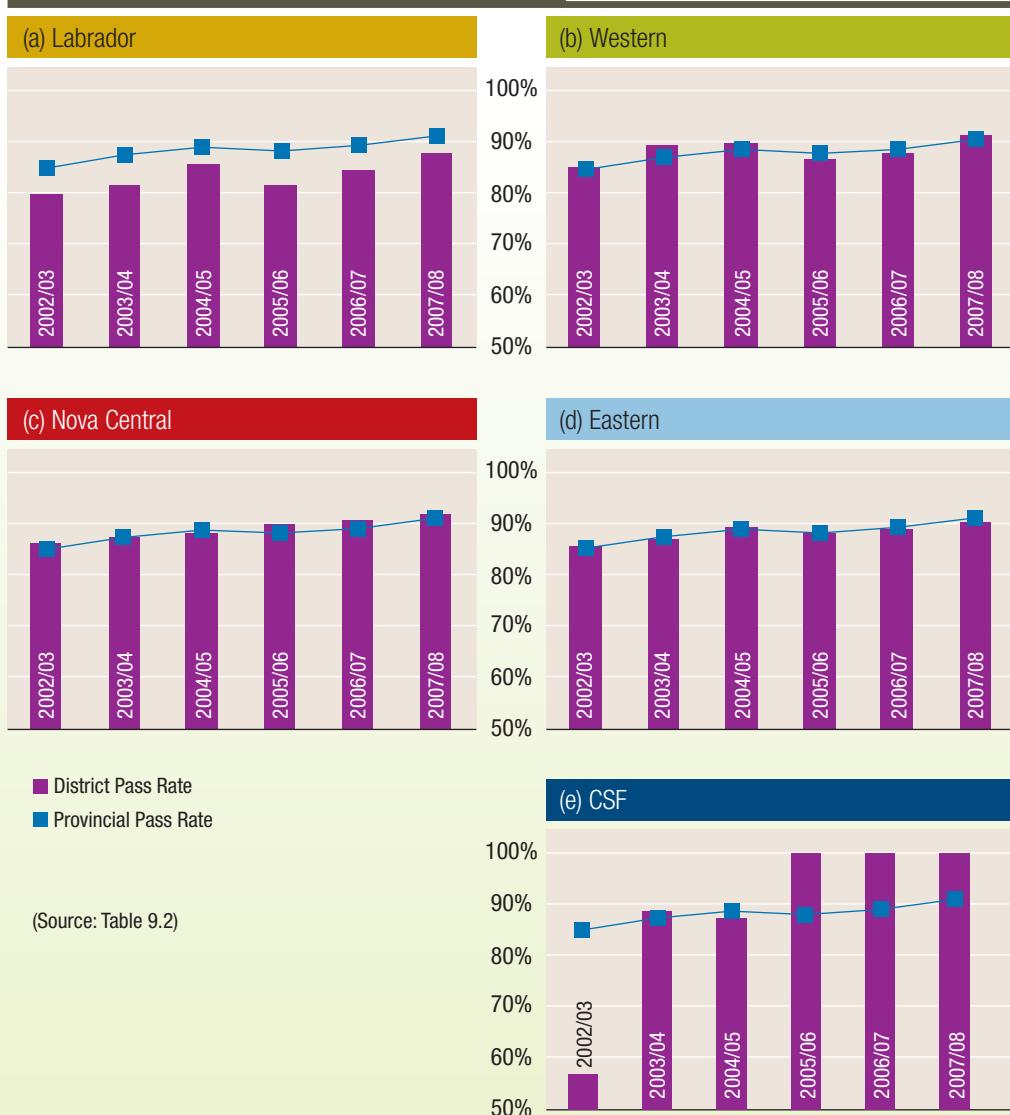
(Source: Table 9.1)



When viewing the pass rates in the CSF, it must be remembered that these schools have low enrolments. This results in only a small number of students who are eligible to graduate each year. For example, between 2002/03 and 2007/08, there were a total of 36 students who were eligible to graduate. Of these 36, 31 actually graduated. The low number of eligible graduates accounts for the 100% pass rate seen during the previous three years (from 2005/06 to 2007/08) when all 14 eligible students graduated.



Figure 9.2: District pass rate (2002/03-2007/08)





Gender and pass rates

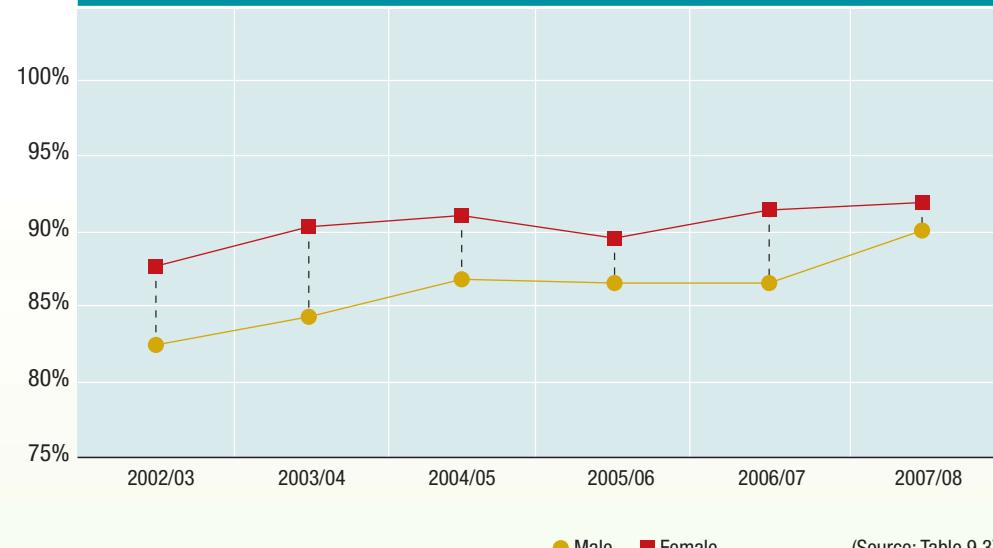
The pass rate of girls is consistently higher than boys. However, this gap is gradually closing from a difference of 6.0 percentage points in 2003/04, to 1.9 percentage points in 2007/08 (see *figure 9.3*).

Graduation rate

As previously stated, the graduation rate is a ratio used by Statistics Canada, that is useful when drawing

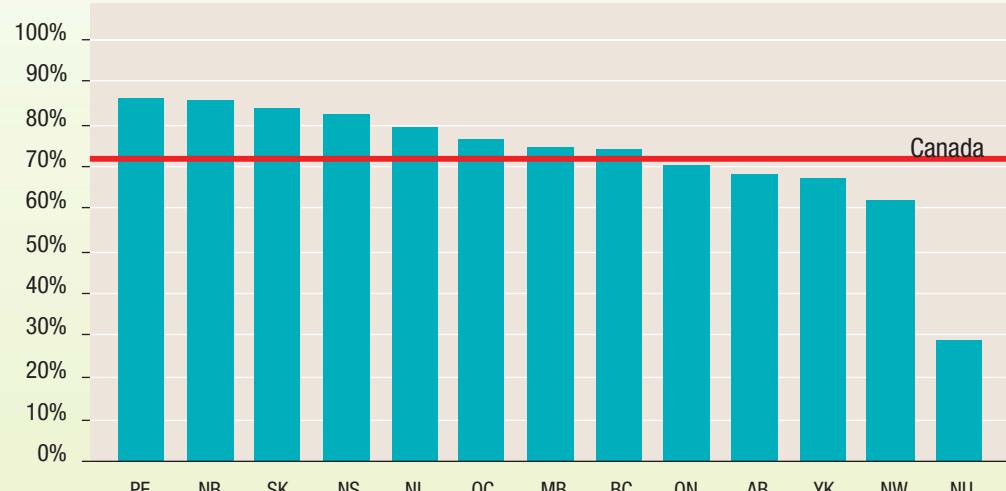
comparisons to other Canadian provinces. It is calculated by dividing the number of graduates by the average of all 17 and 18 year olds. This includes individuals who may not attend school. In 2005/06, Newfoundland and Labrador was among the top five provinces in terms of graduation rate and was above the Canadian rate. It was only in the Maritime Provinces and Saskatchewan where a higher graduation rate was found (see *figure 9.4*).

Figure 9.3: Gender and pass rate (2002/03-2007/08)



(Source: Table 9.3)

Figure 9.4: Graduation rates across Canada (2005/06⁹)



(Source: Table 9.4)

⁹ This is the most recent information released by Statistics Canada.

Gender and graduation rate

As expected, based on provincial pass rates, girls consistently have a higher graduation rate than boys. This trend is also seen both nationally and internationally in reports published by the Organization for Economic Cooperation and Development. The 2008 Education at a Glance report (based on information from 30 countries including Canada) states that with the exception of two countries, females consistently have higher graduation rates than males (Organization for Economic Cooperation and Development (OECD), 2008, p.52).

Graduation with honours

Students earn an honours diploma upon graduation if they achieve an overall average of 80% in five subject areas (English, mathematics, science, social studies and an elective). Provincially, the percentage of students earning an honours diploma has increased by approximately five percentage points between 2002/03 and 2007/08 with a continual increase between 2005/06 and 2007/08. In June 2008, the highest percentage of students (25.0% of the 5,284 graduates) during the past six years earned this type of diploma. With the exception of 2003/04, the

Figure 9.5: Gender difference in provincial graduation rates (2002/03-2006/07)



(Source: Table 9.5)

Provincially, the graduation rate of boys has gradually increased between 2002/03 and 2006/07 but has consistently remained below that of girls. During the same time, the increase in the female graduation rate was interrupted in 2005/06 with a drop of 3.3 percentage points. However, it rebounded the following year to reach the same level achieved in 2004/05. The female graduation rate was consistently above the provincial rate during these six years and the male rate was below (see figure 9.5).

Eastern district reported the highest percentage of students with an honours diploma (see figure 9.6).

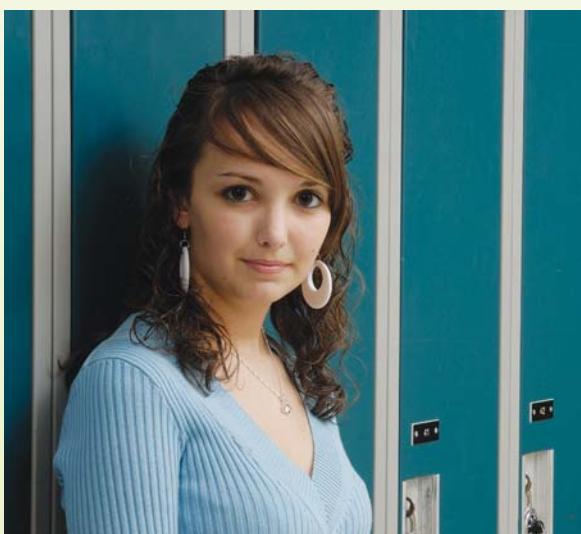
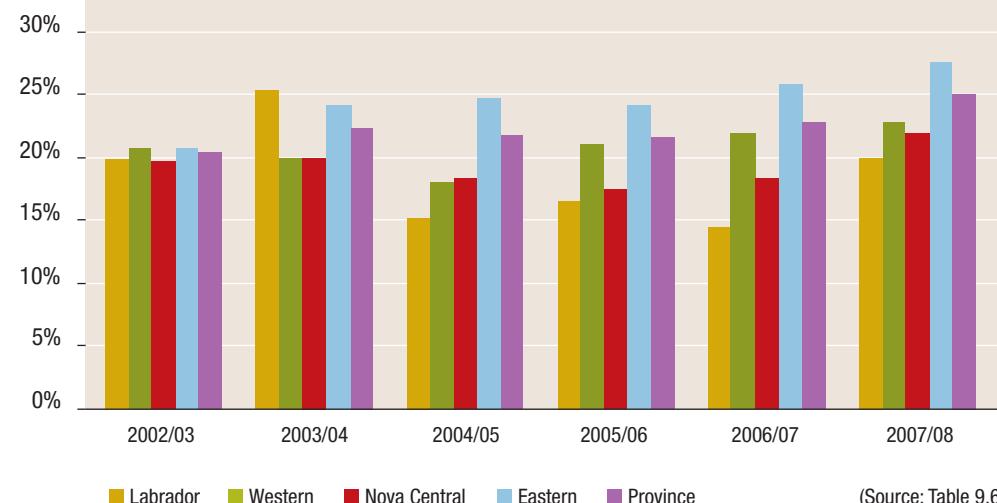




Figure 9.6: Percentage of students graduating with honours (2002/03-2007/08)



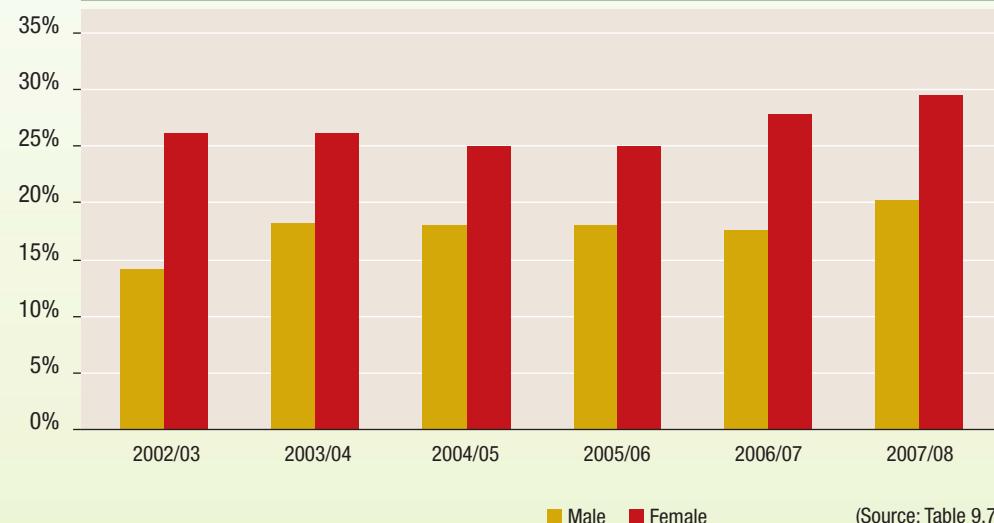
(Source: Table 9.6)

Gender differences

Higher percentages of girls than boys earn honours diplomas each year. In June 2008, 20.3% of the 2,579 diplomas earned by boys were honours compared to 29.6% of the 2,705 earned

by girls. The same trend is seen between 2002/03 and 2007/08 with the gender gap ranging from 6.9% to 12.0% (see figure 9.7).

Figure 9.7: Gender and diploma type (2002/03-2007/08)



(Source: Table 9.7)

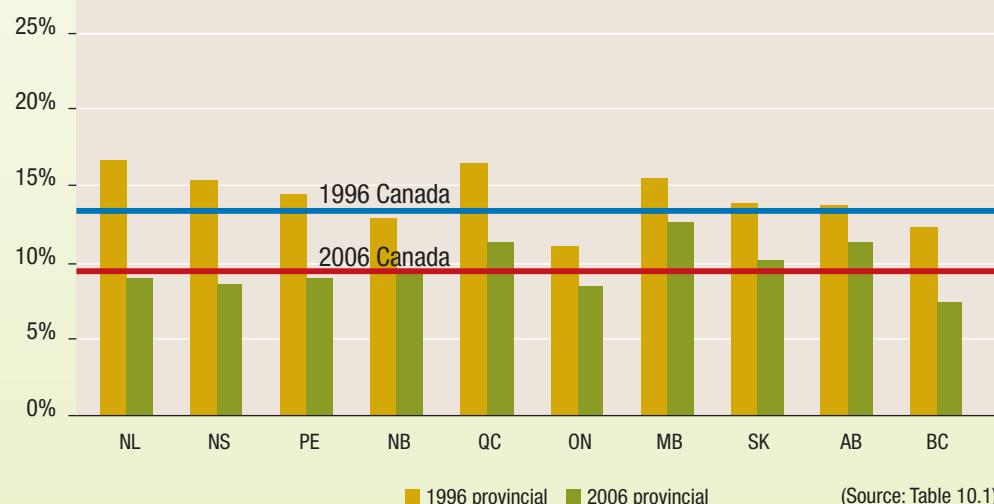
Chapter 10: Early School Leavers

While the majority of students who start school continue on to graduate, some do not. Without a high school diploma, a student's post-secondary options will be limited because universities and many college programs require a high school diploma to gain admission. Secondly, high school drop-outs tend to have a much higher unemployment rate, earn less and are more dissatisfied with their job compared to the rest of the population (Hango & de Broucker, 2007, pp. 12-13).

This chapter will look at this group of young people. The following sections will explore provincial drop-out rates in relation to the rest of Canada. Over the past ten years, dramatic changes have occurred in the number of Newfoundland and Labrador residents without a high school diploma.

It should be noted that many drop-outs return to school at a later date. A Canadian study reported that about 29% of high school dropouts between the ages of 20 and 24 later returned to school. Young women were more likely to return to school at a later date. This was the case for approximately 35% of women as compared to 26% of men (Raymond, 2008).

Figure 10.1: Difference in national and provincial drop out rates (1996 and 2006)



Drop out rates defined

Statistics Canada collects information about the high school drop-out rate through its monthly Labour Force Survey. The drop-out rate is calculated by dividing the number of young people between 20 and 24 years of age without a high school diploma and not attending school, by the total number of all 20 and 24 year olds. In other words:

$$\text{Drop-out rate} = \frac{\text{The number of young people (20-24 years old) without a high school diploma and are not attending school}}{\text{All young people between 20 and 24 years of age}}$$

The drop-out rates provided in the following section are primarily based upon data obtained by the 2006 Labour Force Survey and recorded in the *Indicators of Well-Being in Canada* report published by the Human Resources and Social Development Canada in 2008.

Canadian and provincial drop-out rates

Between 1996 and 2006, the drop-out rate has been declining in all provinces across the country. During this time, Newfoundland and Labrador experienced the largest decline in drop-out rates, from 16.7% (the highest in the country) in 1996, to 8.9% in 2006. This decrease of 7.8 percentage points is the largest decline in the country (see figure 10.1). Only British Columbia, Ontario and Nova Scotia had lower drop-out rates in 2006.



The steady decline in the provincial drop-out rate can be clearly seen with the largest decrease occurring between 2000 and 2002. During the late 1990s, the provincial drop-out rate was consistently higher than the Canadian rate. However, by the first few years of the new century, it had dipped below the Canadian rate. This continuing decline ended in 2005 with a one percent increase in 2006 (see *figure 10.2*).

Urban vs. rural

Higher percentages of students in rural regions are more likely to drop out of high school as compared to their urban counterparts. This trend is seen in all provinces across the country. Between 2002/03 and 2005/06, the Canadian drop-out rate for urban areas was 8.8% as compared to 16.8% in rural areas. Across the country, Newfoundland and Labrador had the lowest drop-out rate in urban areas and the third lowest in rural areas. Alberta, Manitoba and Quebec recorded the highest drop-out rates in Canada for both urban and rural students (see *figure 10.3*).

Figure 10.2: Drop out rate in Canada and Newfoundland and Labrador (1996-2006)

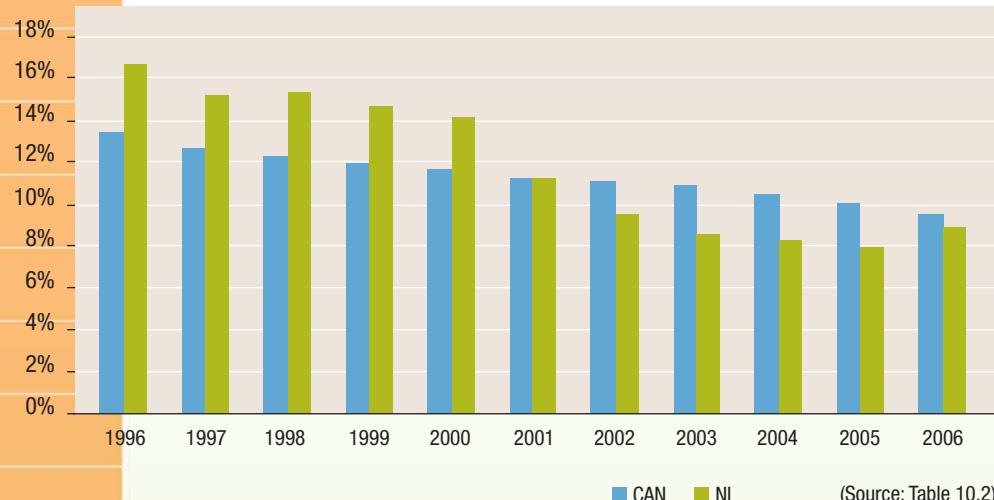
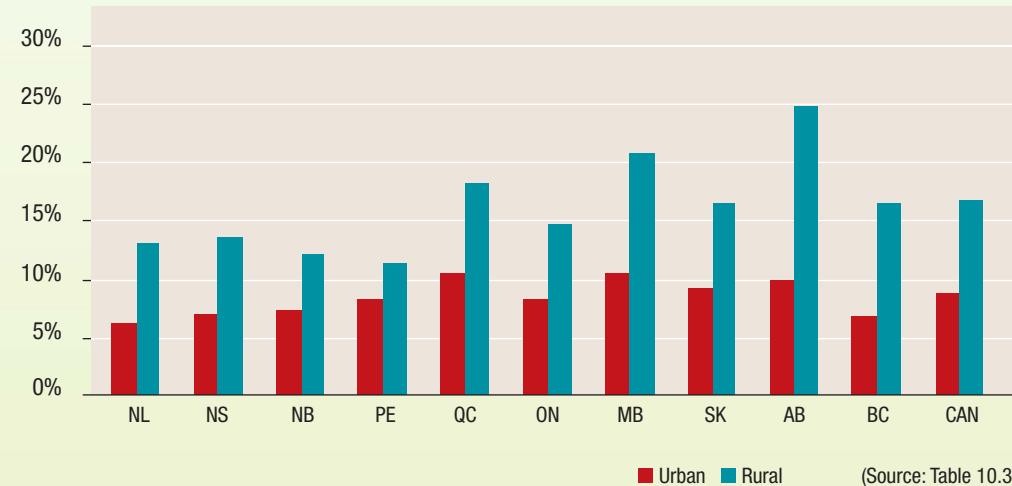


Figure 10.3: Urban and rural drop-out rates.¹⁰ (2005/06)

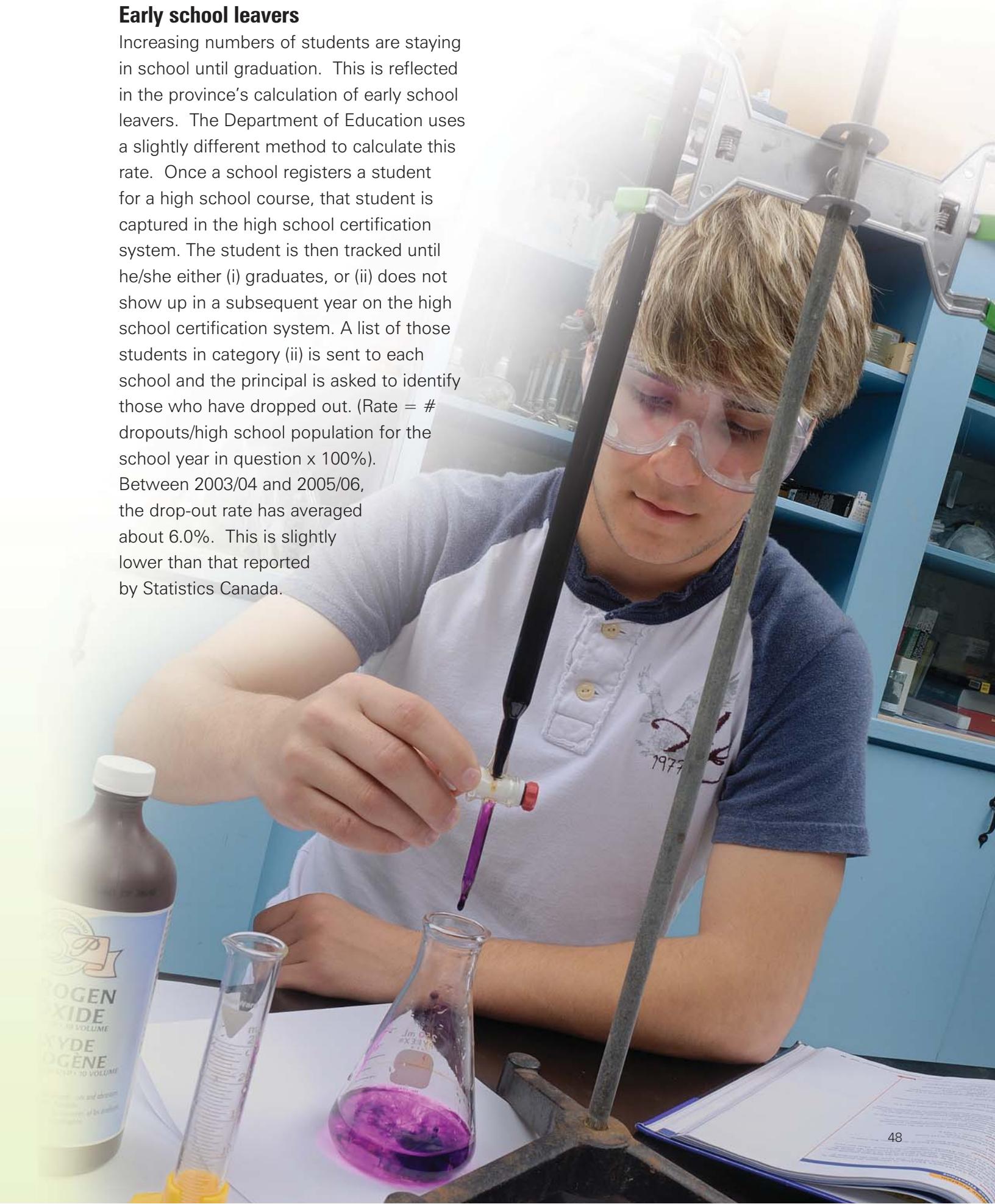


¹⁰ Data are based on a four-year average for the academic years 2002/03 to 2005/06

Early school leavers

Increasing numbers of students are staying in school until graduation. This is reflected in the province's calculation of early school leavers. The Department of Education uses a slightly different method to calculate this rate. Once a school registers a student for a high school course, that student is captured in the high school certification system. The student is then tracked until he/she either (i) graduates, or (ii) does not show up in a subsequent year on the high school certification system. A list of those students in category (ii) is sent to each school and the principal is asked to identify those who have dropped out. (Rate = # dropouts/high school population for the school year in question x 100%).

Between 2003/04 and 2005/06, the drop-out rate has averaged about 6.0%. This is slightly lower than that reported by Statistics Canada.





INDICATORS 2008



PART IV: Assessments



PART IV: Assessments

Chapter 11: Provincial Assessments

To what degree is the provincial curriculum meeting the needs of students? To what extent are students achieving the outcomes described in the curriculum guide in mathematics, English language arts and science? To answer these questions, students in Grades 3, 6 and 9 complete criterion-referenced tests (CRTs) every spring. These assessments are not used to determine a student's final grade. Rather, the results enable teachers, administrators, district personnel and the Department of Education to:

- determine student achievement in relation to curriculum outcomes;
- use the information gathered to improve both student learning and teaching effectiveness;
- chart student progress over time; and,
- offer a comprehensive data set and analysis supporting school development.

In other words, the ultimate goal of these assessments is to improve student achievement.

The following two chapters will examine student proficiency in the two subject areas assessed during 2006/07 and 2007/08 - English language arts and mathematics. The provincial assessment in science was not undertaken in 2007/08. The K-12 School Profile System website provides additional information on provincial assessments conducted during previous years (www.gov.nl.ca/sch_rep/pro_year.htm).

For each grade level assessed (i.e., primary, elementary and intermediate), a brief overview of the skills students are expected to know is provided. For a complete list of curriculum outcomes associated with English language arts and mathematics, readers can refer to the curriculum guides available on the Department of Education's web site (www.gov.nl.ca/edu/sp/main.htm). With a sense of what students are expected to know, the focus will shift to discuss student performance at both the provincial and district level. The information provided is based on student responses to both open constructed and multiple choice questions. The responses to the open constructed response questions are evaluated on a five-point scale where five is the highest level a student can obtain. The percentages listed throughout these two chapters are based on the number of students assessed at level 3 or above. In other words, it is the percentage of students possessing at least an appropriate understanding of the content area. The provincial standard for CRT assessments is that 85% of students be assessed at level 3 or above.

Chapter 12: The English Language Arts (ELA) Assessment

In Grades 3 and 6, the CRT assessed student performance in reading, writing, listening and speaking. To assess reading comprehension, students read a passage and answered questions to demonstrate their level of understanding. Listening skills were assessed in a similar fashion but students listened to a recording and then answered questions. In both the writing and speaking components, students were given a topic and asked to both write about it and develop a short presentation discussing it. Grade 9 students were assessed in two areas of English language arts - reading and writing.

Primary level (Grade 3)

By the end of Grade 3, students are expected to have developed the foundational skills needed for language arts. They should be able to demonstrate a basic proficiency in speaking, listening, reading and writing. In general, students should be able to:

- describe, share, and discuss their thoughts, feelings and experiences, and consider other people's ideas;
- choose reading material appropriate to their interests and learning needs; and,

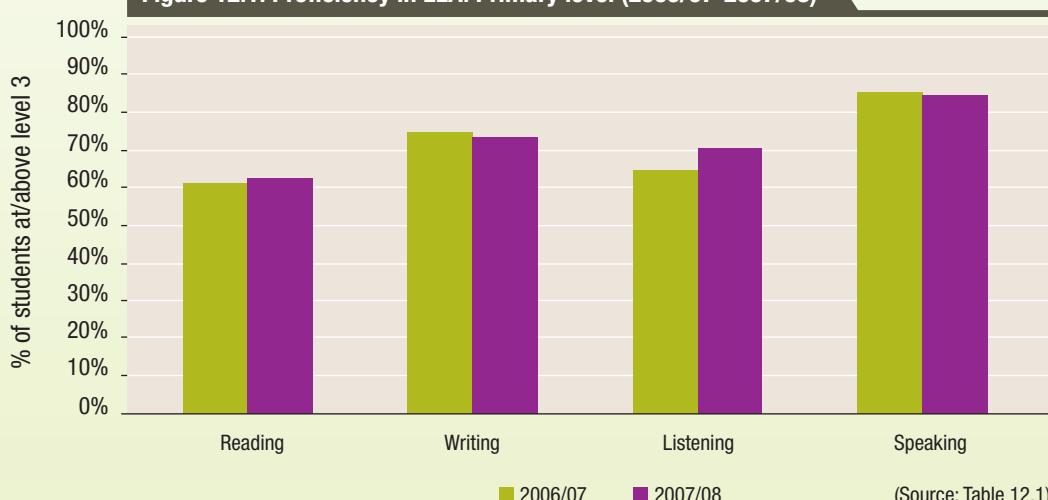
- experiment with a range of pre-writing, drafting, editing, proofreading and presentation strategies.

Student performance in 2006/07 and 2007/08: A provincial perspective

Provincially, the majority of students performed at level 3 or above. These students demonstrated at least an appropriate understanding of the content area assessed in each of the language learning strands (i.e., reading, writing, listening and speaking). Overall, little variation existed in student performance between 2006/07 and 2007/08 in three of the four areas assessed (see *figure 12.1*). The exception was in the listening subtest where the percentage of students at or above level 3 increased by 6.2 percentage points. This increase was primarily a result of the increase in the percentage of students assessed at level 3.

In the multiple choice sections, assessing reading and listening skills, student performance declined. The average scores in the 2007/08 assessment were 1.1 and 6.6 percentage points lower in the reading and listening sections respectively compared to the previous year (see *figure 12.2*).

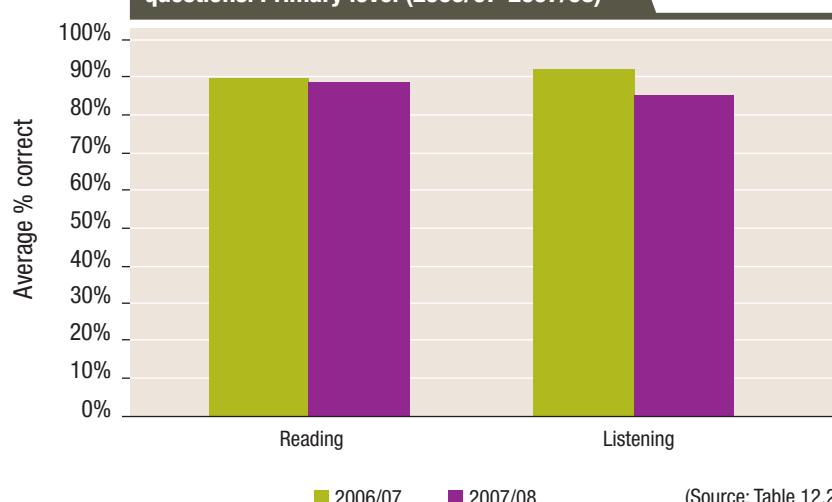
Figure 12.1: Proficiency in ELA: Primary level (2006/07-2007/08)



(Source: Table 12.1)



Figure 12.2: Performance on multiple choice questions: Primary level (2006/07-2007/08)



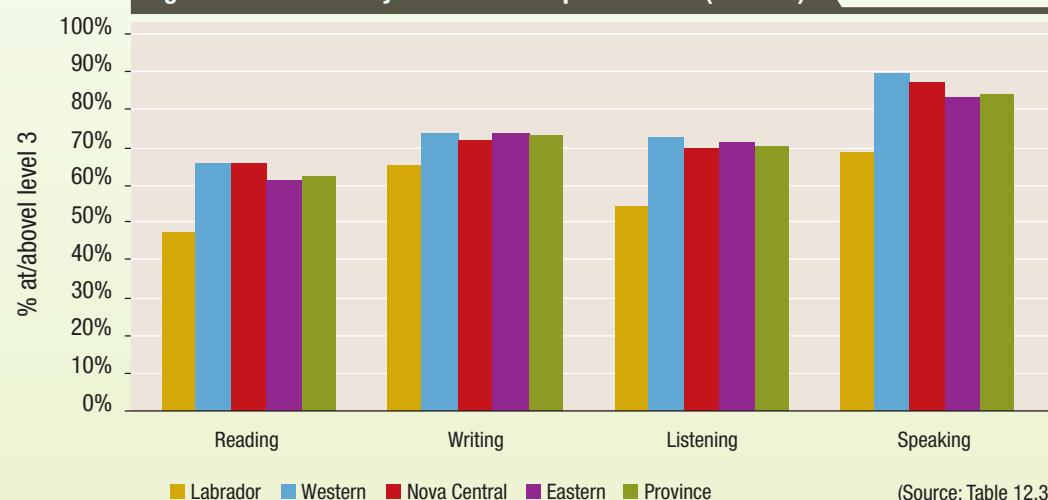
(Source: Table 12.2)

The 2007/08 ELA assessment: District results and gender differences

The percentage of students at or above level 3 was similar to the provincial percentage in three of the four districts. However, student performance in the Labrador district was below the provincial level in each of the four areas. The Western district achieved the greatest success with the percentage of students at or above level 3 equal to or slightly higher than the other districts and the province in each of the areas assessed (see figure 12.3).

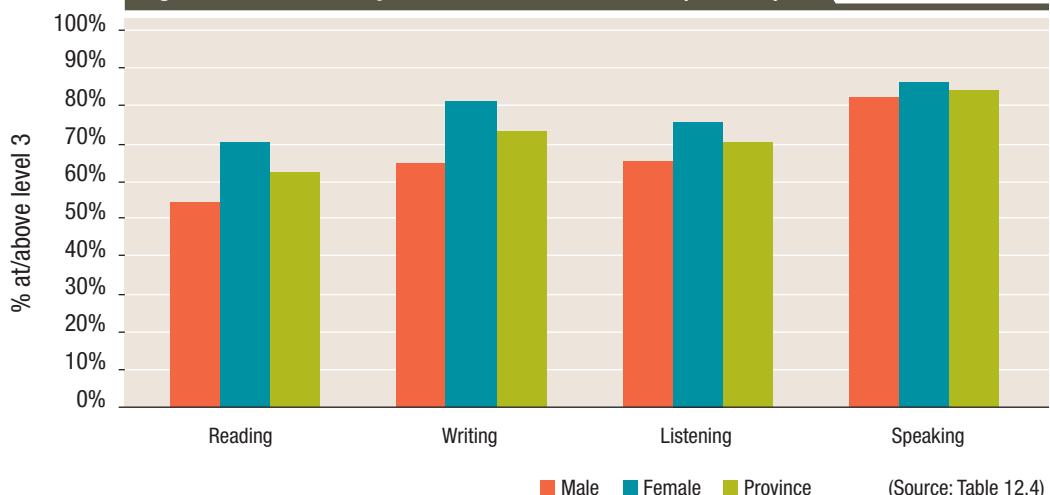
Girls performed better than boys in the English language arts assessment with higher percentages achieving a rating of level 3 or above. This gender gap was most evident in the reading and listening sections where the percentage of girls was approximately 16 percentage points higher. This gap was not as evident in the speaking section where only four percentage points separated girls and boys (see figure 12.4).

Figure 12.3: Proficiency in ELA: District performance (2007/08)



(Source: Table 12.3)

Figure 12.4: Proficiency in ELA: Gender differences (2007/08)



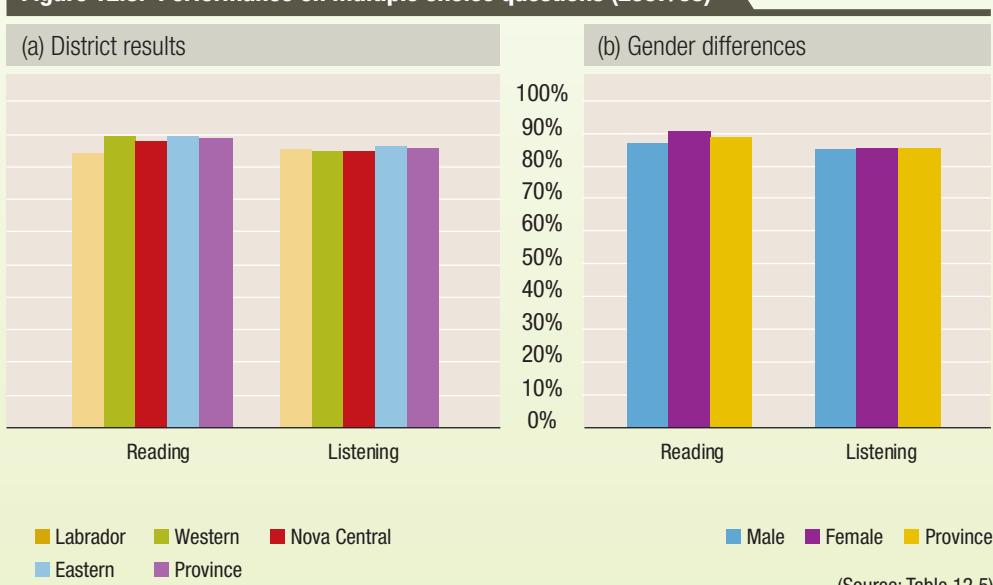
(Source: Table 12.4)

Multiple choice questions

Students performed well on both the reading and listening multiple choice questions, answering on average 85% correctly. Performance in the multiple choice section was somewhat consistent among the districts and between boys and girls. At the district level, the exception lies in the Labrador district where the average scores in the reading questions was slightly lower compared to the other districts and the province. Girls performed slightly better than boys on the reading multiple choice questions but remained virtually the same on the listening questions (see figure 12.5).



Figure 12.5: Performance on multiple choice questions (2007/08)



(Source: Table 12.5)



Elementary level (Grade 6)

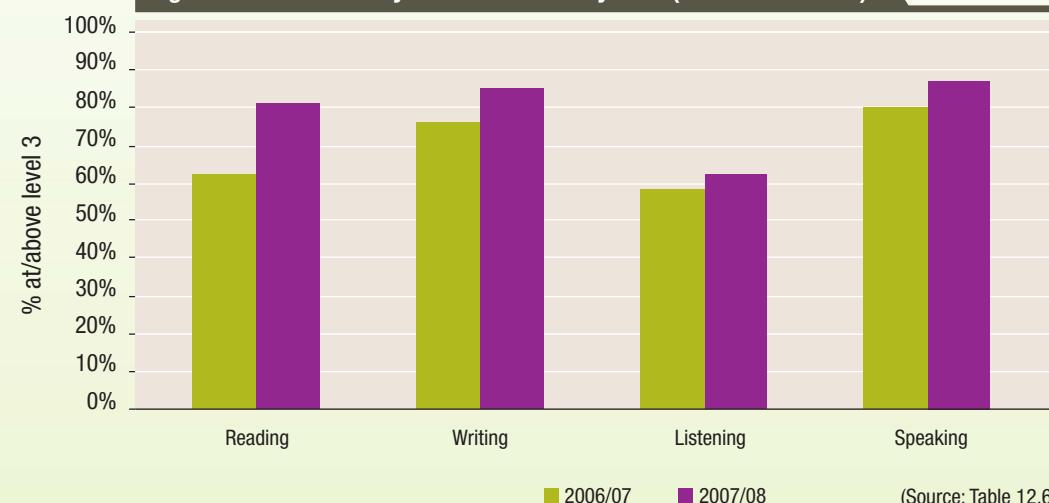
The elementary years are a time to build on and expand the foundational language skills learned during the primary years. By the end of Grade 6, students are expected to be able to:

- contribute thoughts, ideas, and questions to the group discussion and have the ability to support their opinions with evidence;
- independently choose books and reading material appropriate to their range of interests and learning needs;
- develop effective pieces of writing by using a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies; and,
- use technology with increasing proficiency to create, revise, edit and publish texts.

Student performance in 2006/07 and 2007/08: A provincial perspective

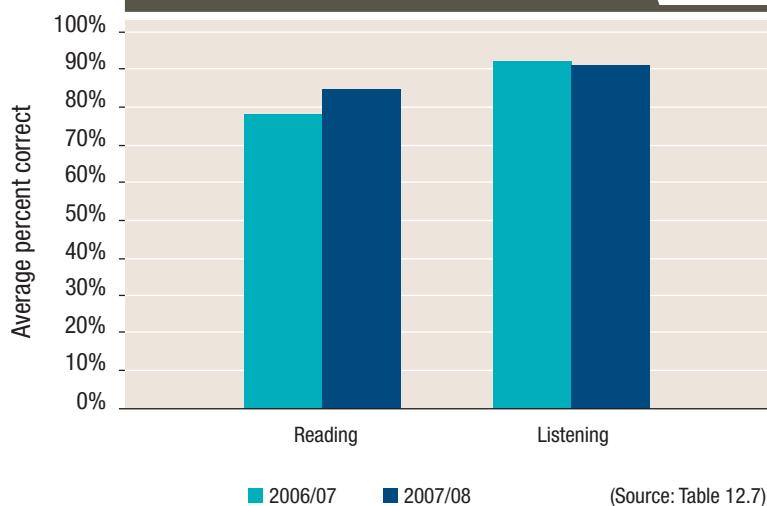
An improvement occurred in the language arts skills of elementary students from the 2006/07 assessment (see *figure 12.6*). The largest gain occurred in the reading subtest where the percentage of students at or above level 3 increased by 18.5 percentage points. This increase can be partially attributed to the increase in the percentage of students at level 3. In the other three subtests, increases in the percentage of students at or above level three were between four and nine percentage points. There were two areas assessed with multiple choice questions - reading and listening. Student performance improved (by 6.9 percentage points) on the reading section but declined slightly (by 1.3 percentage points) on the listening section from the previous year (see *figure 12.7*).

Figure 12.6: Proficiency in ELA: Elementary level (2006/07-2007/08)



(Source: Table 12.6)

Figure 12.7: Performance on multiple choice questions: Elementary level (2006/07-2007/08)



(Source: Table 12.7)



The 2007/08 ELA assessment: District results and gender differences

Focusing on the four districts, the percentage of students at or above level 3 in the Nova Central district was below the provincial percentage in each of the four areas. It was only students in the Eastern district where the percentages were slightly higher than the provincial percentage in each of the areas assessed (see *figure 12.8*).

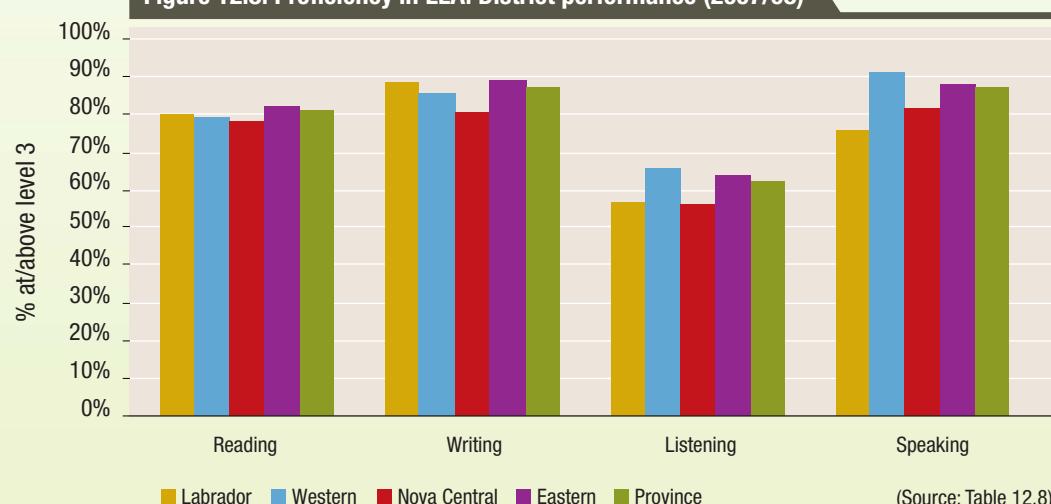
Along gender lines, higher percentages of girls were assessed at or above level 3 than boys. The gender gap ranged between approximately 12 and 14 percentage points

in the reading, writing and speaking subtests. The largest gender difference is found in the listening subtest where the percentage of girls at or above level three was 18.5 percentage points higher than the boys (see *figure 12.9*).

Multiple choice questions

There were two areas assessed in the multiple choice section - reading and listening. Little variation existed in the average scores among the districts and between genders. In both cases, students, on average, answered over 85% of the questions correctly. Along gender lines, girls recorded a slightly higher average score in both the reading and listening sections (see *figure 12.10*).

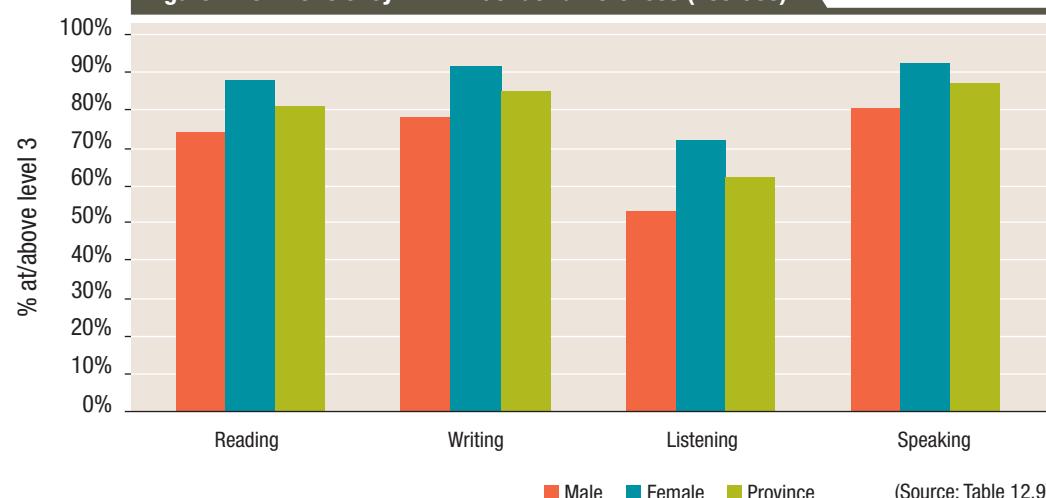
Figure 12.8: Proficiency in ELA: District performance (2007/08)



(Source: Table 12.8)

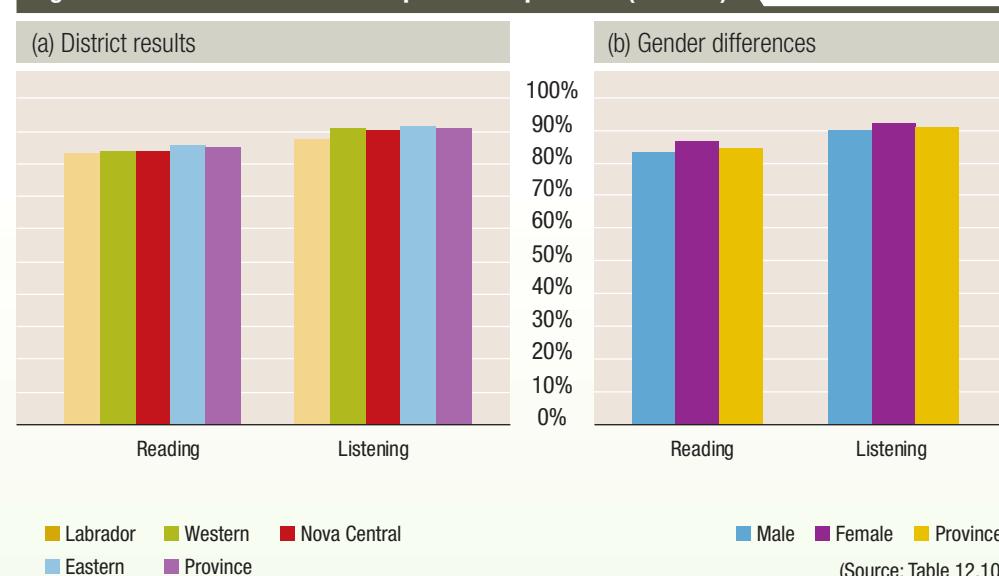


Figure 12.9: Proficiency in ELA: Gender differences (2007/08)



(Source: Table 12.9)

Figure 12.10: Performance on multiple choice questions (2007/08)



(Source: Table 12.10)

Intermediate students (Grade 9)

Students continue to build upon and deepen their skills in language arts as they progress through the intermediate grades (i.e., Grades 7 to 9). By this stage, students are expected to have developed a good understanding of the skills needed for effective communication in both the written word and verbally. At the end of Grade 9, students are expected to be able to:

- examine other peoples' ideas and actively take part in small and large group discussions and debate;

- demonstrate active listening and respect for the needs, rights, and feelings of others. In other words, students must be able to go beyond simply listening to the words that are being said, to actually hearing and understanding the message being presented;
- critically evaluate and question information;
- adapt their writing style to meet the needs of specific audiences; and,
- integrate information gathered from several sources to create and communicate meaning.

Student performance in 2006/07 and 2007/08: A provincial perspective

Provincially, the percentage of students at or above level 3 increased slightly in both reading and writing from the previous year (by 1.9 and 2.7 percentage points respectively, see *figure 12.11*). The largest gain was seen in the percentage of students assessed at level 3 where an increase of 2.6 and 4.9 percentage points occurred in the reading and writing sections respectively.

Students completed multiple choice questions in two aspects of reading - informational and poetic reading. There was only a small change in scores between the two years with a slight improvement (3.6 percentage points) in informational reading and a slight decline (2.2 percentage points) in poetic reading (see *figure 12.12*).

Results of the 2007/08 assessment

Intermediate students achieved the most success in the writing section where over 86% of the students were assessed at level 3 or above. This was approximately 11 percentage points higher than seen in the reading section, where 75.0% of students were assessed at or above level 3. On the multiple choice questions, students on average answered approximately 78% of the questions correctly in the informational and poetic reading sections.

District performance and gender differences

Student performance across the districts was somewhat varied, with the percentage of students at or above level 3 in the Labrador and Nova Central districts below the provincial percentage in both areas.

The percentage of students in the Eastern district was slightly above the provincial level in both the reading and writing sections (see *figure 12.13a*).

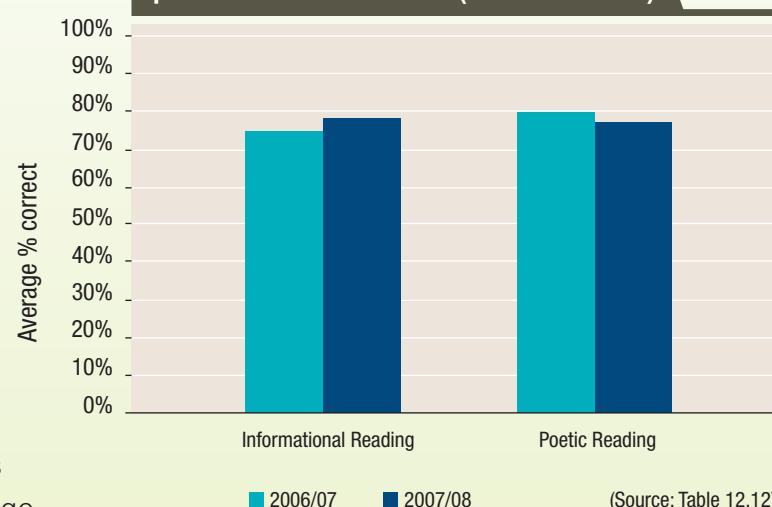
Girls outperformed boys with higher percentages assessed at or above level 3. This gap ranged from 14.3 to 16.3 percentage points in the reading and writing subtests respectively (see *figure 12.13b*).

**Figure 12.11: Proficiency in ELA:
Intermediate level (2006/07-2007/08)**



(Source: Table 12.11)

**Figure 12.12: Performance on multiple choice
questions: Intermediate level (2006/07-2007/08)**



(Source: Table 12.12)



Multiple choice questions

There was little variation in the performance of students across the districts in both the informational and poetic reading multiple choice questions. In both areas, average scores ranged between 74.1% and 79.8% (see *figure 12.14a*). Along

gender lines, the average scores for girls were virtually the same in the informational reading section but slightly higher (3.1 percentage points) than boys in the poetic reading section (see *figure 12.14b*).

Figure 12.13: Proficiency in ELA: District performance and gender differences (2007/08)

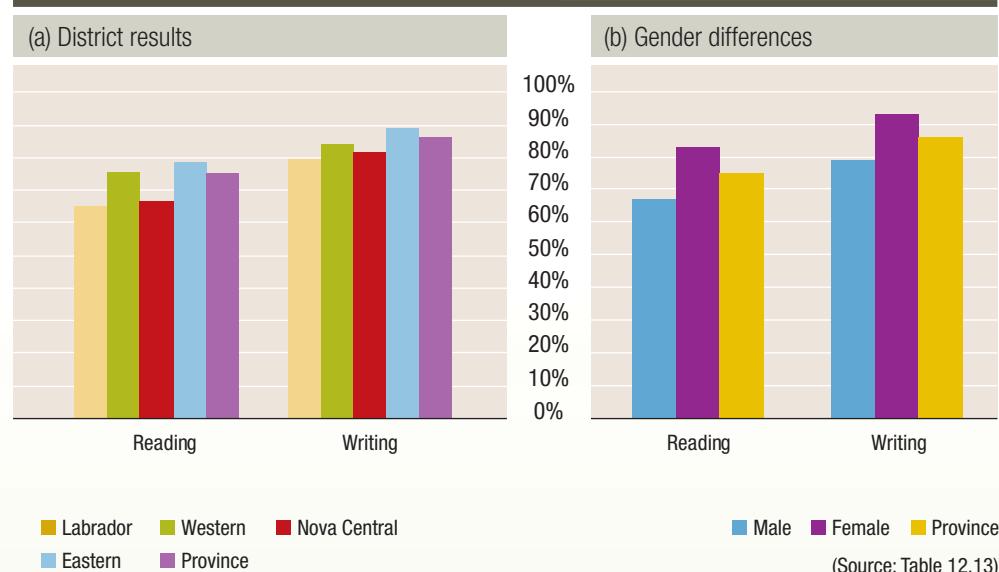
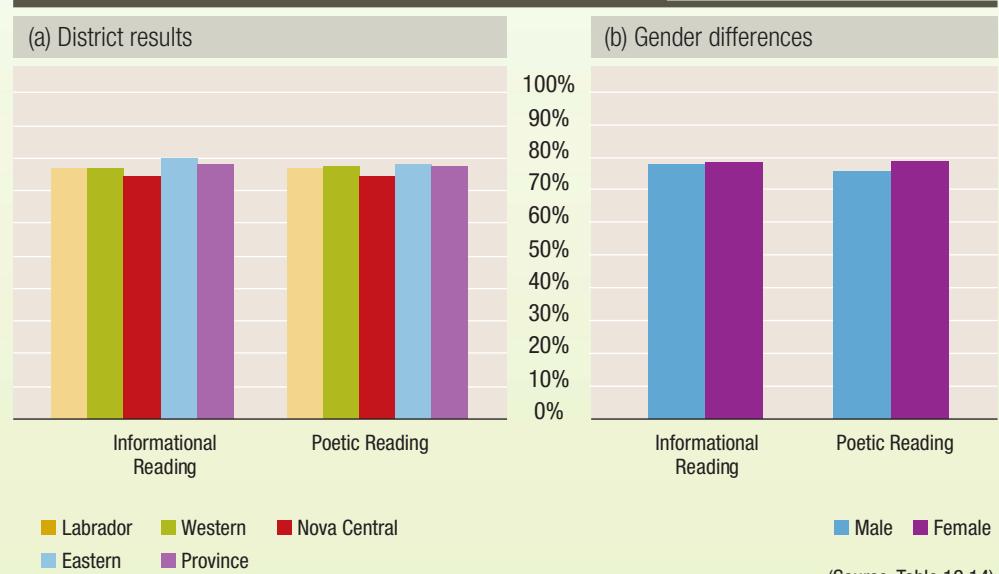


Figure 12.14: Performance on multiple choice questions: District performance and gender differences (2007/08)



Chapter 13: The Mathematics Assessment

This chapter will focus on the performance of Grade 3, 6 and 9 students on the provincial mathematics assessment.

Primary students (Grade 3)

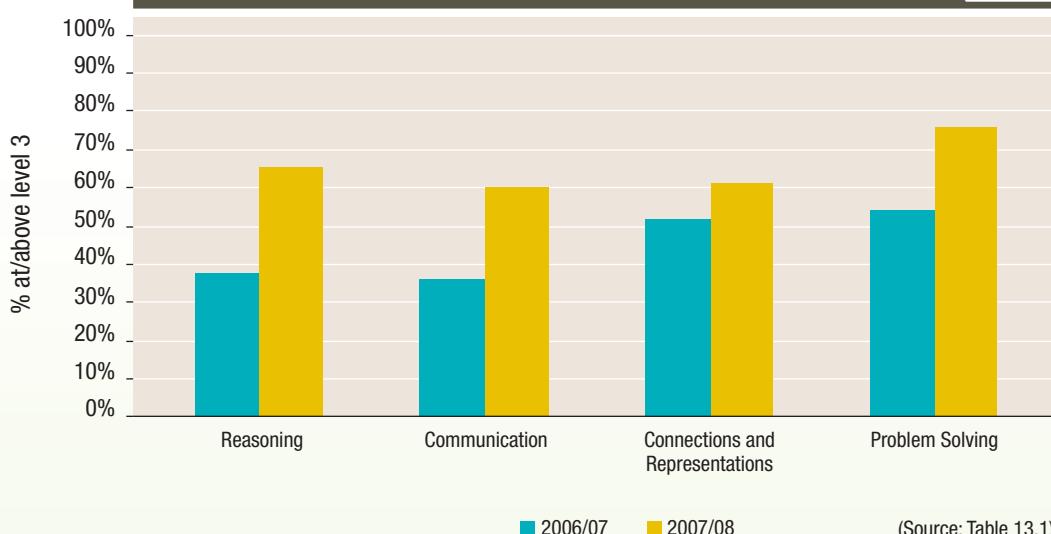
During the primary grades, children begin to develop specific skills and strategies necessary for mathematical problem solving. These skills form the foundation which older students build upon as they learn about numbers, mathematical operations, geometric concepts, spatial relations, measurement processes, and basic statistical techniques.

estimate the size of numbers to the nearest ten or hundred, etc.; and,

- Shape and space - knowledge in measurement and geometry.

The final section is timed and consists of a series of facts. Students have two minutes to complete a series of addition and subtraction facts and one minute to complete multiplication. The following sections will discuss how the province's primary students performed in the each of these areas.

Figure 13.1: Proficiency in mathematics: Primary level (2006/07-2007/08)



(Source: Table 13.1)

The primary level mathematics CRT is made up of three sections. In the first section, students complete open constructed response questions to assess their ability to reason, communicate and solve problems. The second section assesses three strands of mathematics:

- Number operations - the ability of students to add, subtract, multiply and divide, as well as create and solve problems with these four operations;
- Number concepts - knowledge of number sense and place value. For example, a student's ability to compare and order whole numbers to thousands,

Student performance in 2006/07 and 2007/08: A provincial perspective

Four categories of questions assessed student ability in number operations - reasoning, communication, connections and representations, and problem solving. Provincially, student performance improved in each of these areas from 2006/07 with increases in the percentage of students at or above level 3 ranging from a low of 9.5 points in the connections and representations section to a high of 28.1 percentage points in the reasoning section (see *figure 13.1*). These increases were primarily a result of more students performing at level 3 as opposed to level 2.



On the multiple choice questions, the average percent correct declined in both the number operations and shape and space sections (by 1.2 and 7.6 percentage points respectively) but improved in the number concepts section. The timed section assessed student ability in addition and subtraction.¹¹ In both areas, slight declines occurred in average scores between 2006/07 and 2007/08 (see figure 13.2).

Results of the 2007/08 assessment

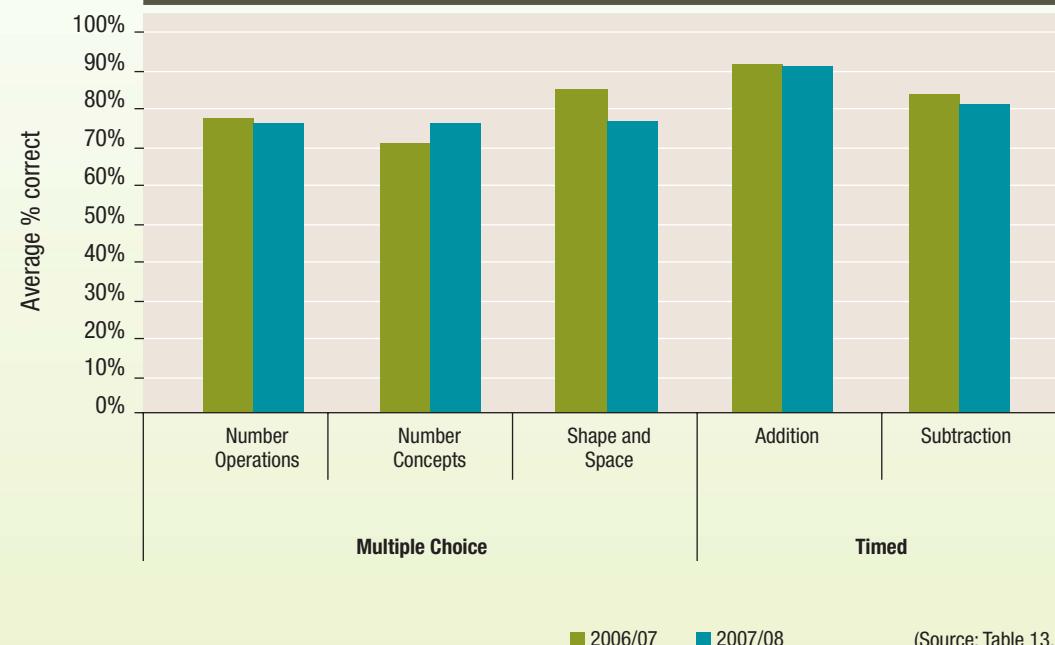
Provincially, students achieved the most success in the problem solving section, where over three-quarters of students were assessed at or above level 3. In the other three areas, this percentage ranged from between approximately 60% and 66%. In the multiple choice questions, students, on average, answered approximately three-quarters of the questions correctly. For the

timed questions, students performed better on the addition questions as compared to the subtraction and multiplication questions. Students, on average, answered approximately 91% of the addition questions correctly as compared to 81% of the subtraction and multiplication questions.

District performance and gender differences

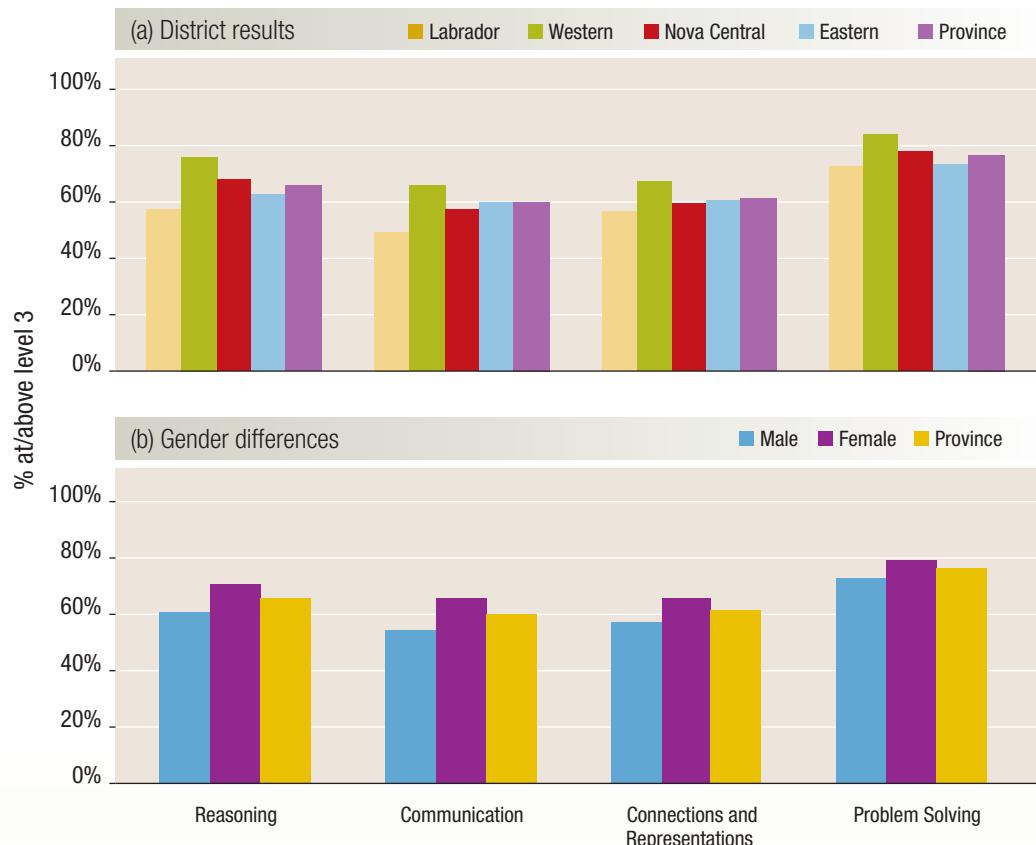
Student performance across the four districts was somewhat varied in the open constructed response questions. The percentage of students at or above level 3 in both the Labrador and Eastern districts was below the provincial average in each of the subtests. Students in the Western district were consistently above the provincial average, and achieved the highest percentage in the province, in each area (see figure 13.3a).

Figure 13.2: Performance on multiple choice and timed questions: Primary level (2006/07-2007/08)



¹¹ The 2007/08 CRT included a section assessing student ability in multiplication. However, this was not included in the 2006/07 CRT.

**Figure 13.3: Mathematical proficiency of primary students:
District performance and gender differences (2007/08)**



(Source: Table 13.3)

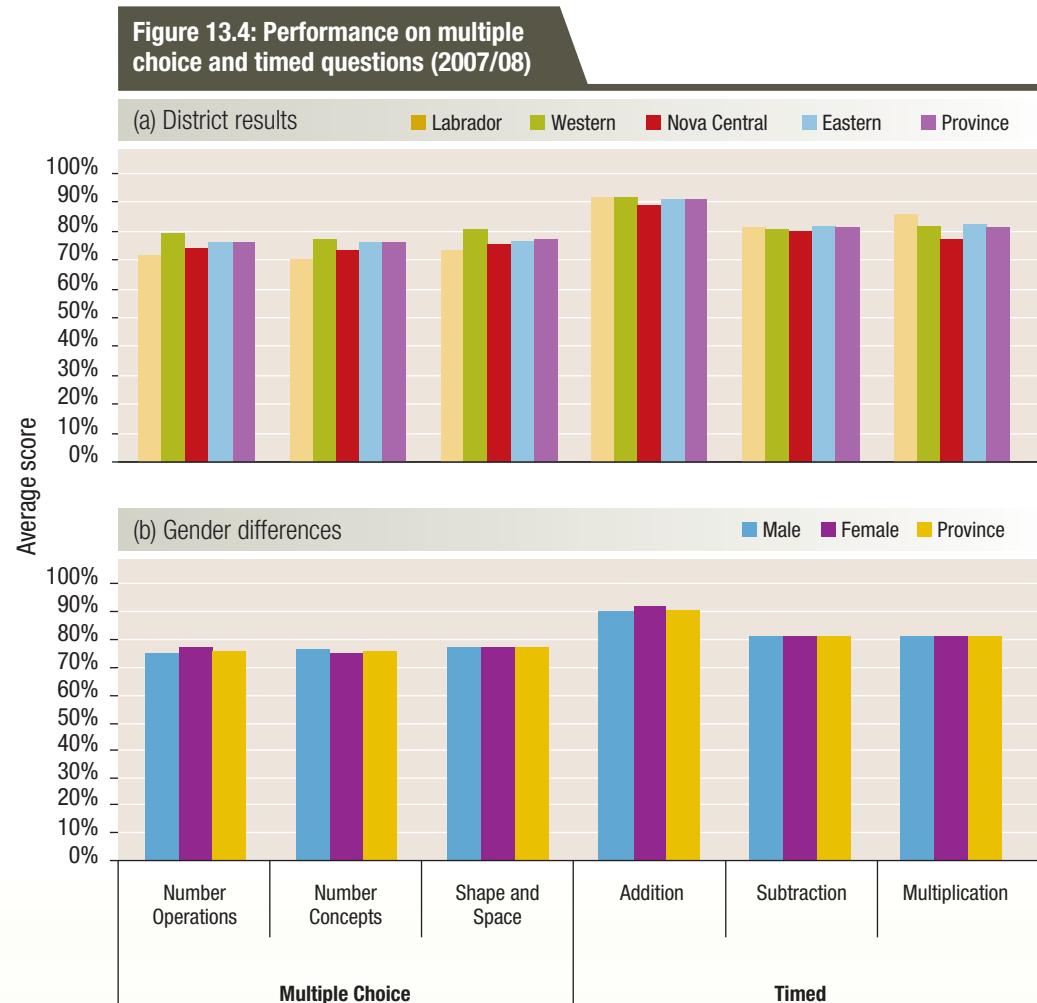
Girls outperformed boys in the open constructed response questions, with higher percentages of girls assessed at or above level 3 in each of the subtests. This difference ranged from a low of 6.8 percentage points on the problem solving section to a high of 11.1 percentage points in the communication section (see *figure 13.3b*).

The multiple choice and timed questions

The multiple choice questions assessed student ability in number operations, number concepts, and shape and space. A similar pattern to the open constructed response questions emerged with the average scores of students in Labrador lower than the other districts and the province. Students in the Western district

achieved the highest average scores in all three areas (see *figure 13.4a*). The gender differences were not as apparent in this section, with boys and girls achieving similar average scores (see *figure 13.4b*).

In the timed section, all students performed better on the addition questions compared to the subtraction and multiplication questions. Little variation existed across the districts in the average scores on the addition and subtraction questions. On the multiplication questions, students in the Labrador district performed slightly better compared to the other districts, and the students in Nova Central performed slightly lower (see *figure 13.4a*). The average scores of boys and girls were virtually the same in all three areas (see *figure 13.4b*).



(Source: Table 13.4)

Elementary students (Grade 6)

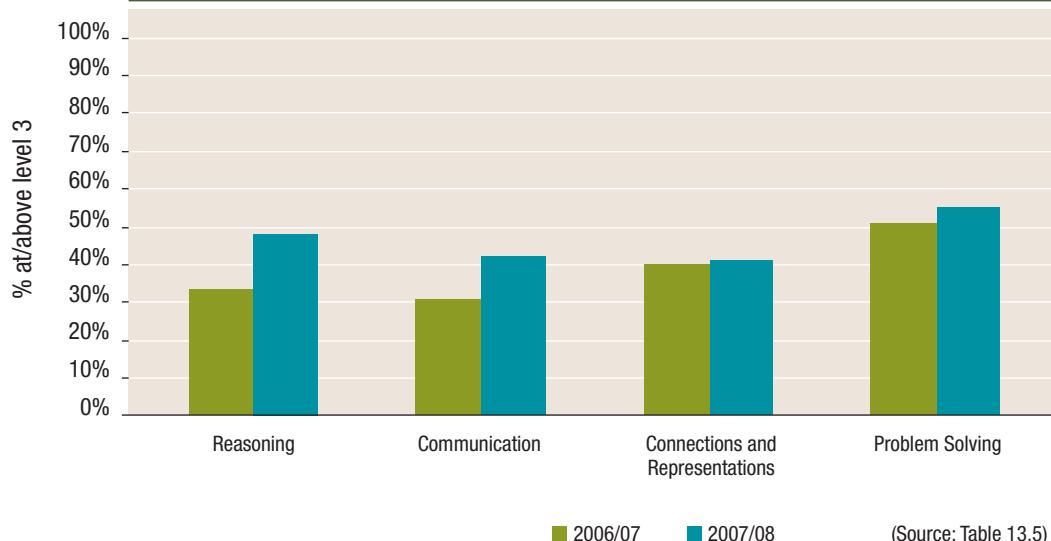
During the elementary years, the mathematics curriculum is designed to help students further develop and strengthen specific skills and strategies for mathematical problem solving. These skills and strategies are applied as part of the development of basic geometric concepts, spatial relations, measurement processes, and basic statistical techniques.

In the elementary CRT, students complete multiple-choice, and closed and open-constructed response questions in four strands of mathematics - number concepts, number operations, shape and space, and mental mathematics.

Student performance in 2006/07 and 2007/08: A provincial perspective

Between 2006/07 and 2007/08, an increase occurred in the percentage of students at or above level 3 in each of the four process strands assessed (i.e., reasoning, communication, connections and representations, and problem solving). The largest gains occurred in the reasoning and communication process strands where increases of 15.2 and 11.3 percentage points respectively were seen. In the remaining two process strands, smaller gains occurred (see figure 13.5). However, in all areas assessed the percentage of students at levels 4 and 5 increased from the 2006/07 assessment.

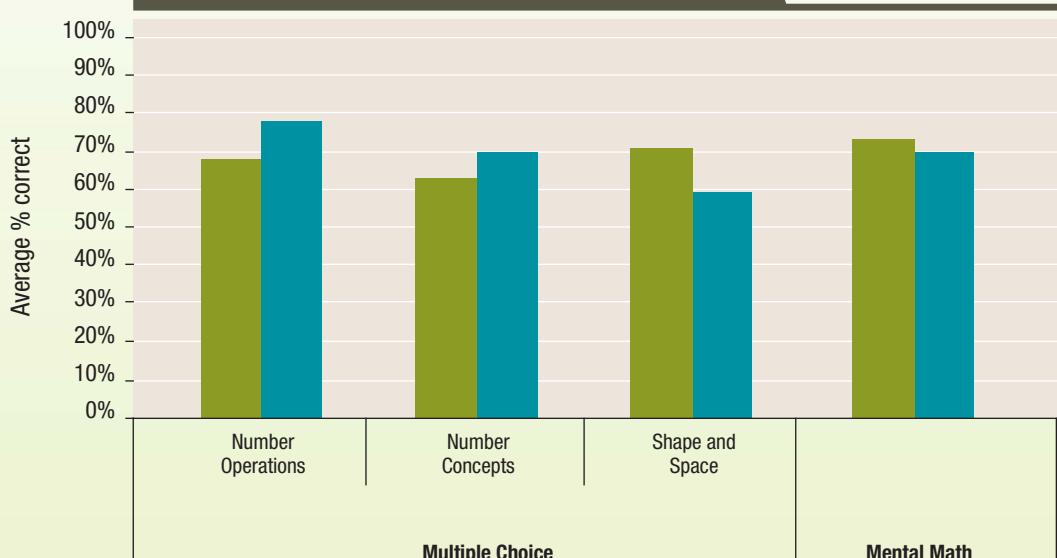
Figure 13.5: Proficiency in mathematics: Elementary level (2006/07-2007/08)



In the multiple choice sections, student ability was assessed in number operations, number concepts, and shape and space. Overall, student performance improved in both the number operations and number concepts process strands from the 2006/07 assessment but declined by 11.9 percentage points in shape and space. In the mental mathematics section, student performance also declined slightly, with the average score dropping by 3.8 percentage points from 73.3% in 2006/07 to 69.5% in 2007/08 (see *figure 13.6*).



Figure 13.6: Performance on multiple choice and mental mathematics: Elementary level (2006/07-2007/08)





Results of the 2007/08 assessment

In the open constructed responses, students experienced the greatest success in problem solving where the percentage of students with at least an adequate knowledge (i.e., at or above level 3) of mathematics was the highest. In the multiple choice section, average scores ranged from a low of 59% in the shape and space section, to a high of 78% in number operations. For the mental math questions, the average score was approximately 70%.

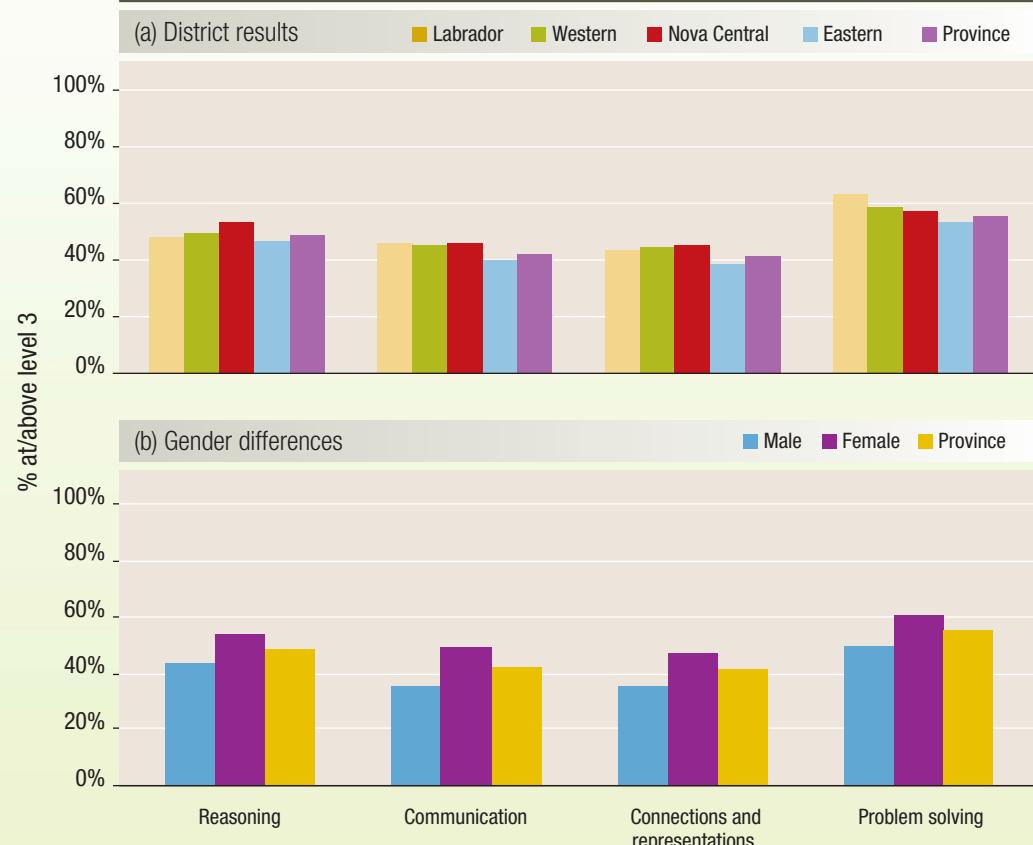
District performance and gender differences

Among the districts, the percentage of students at or above level 3 in the Labrador, Western and Nova Central districts was equal to or slightly above

the provincial percentage in each of the four process strands. Students in the Eastern district, however, were slightly below the provincial level in each of the four mathematical strands (see *figure 13.7a*).

The proportion of girls at or above level 3 once again surpassed both their male counterparts and the provincial percentage. The largest gender gap occurred in the communication strand, where the difference between the percentage of girls and boys at or above level 3 was 13.8 percentage points. In the other three areas, the difference ranged from between 9.9 and 11.9 percentage points (see *figure 13.7b*).

Figure 13.7: Proficiency in mathematics: District performance and gender differences (2007/08)



(Source: Table 13.7)

The multiple choice and mental math questions

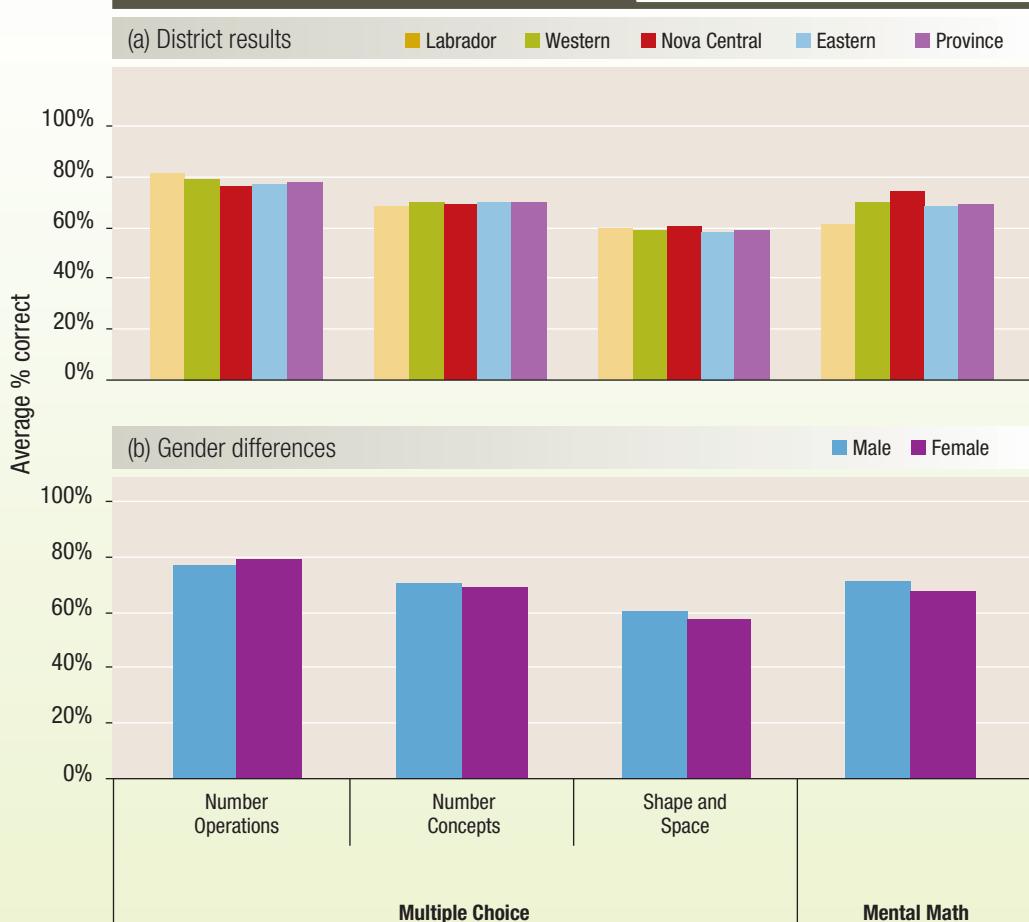
Students experienced the most success in number operations where the average score ranged between 76.5% and 81.6% correct. With the exception of the mental math questions, little variation existed among average scores seen in the four districts (see *figure 13.8a*). Along gender lines, boys generally performed slightly higher in the multiple choice questions and the mental math section. The only exception was seen in the number operations questions (see *figure 13.8b*).

Intermediate students (Grade 9)

During the intermediate years, students continue to develop and practice the specific skills and strategies necessary for mathematical problem solving. These skills and strategies are applied as part of the consolidation of the concepts and skills of the real number system and measurement, and the development of introductory algebra, informal geometry and basic descriptive statistics.

During the intermediate CRT, students complete a series of multiple choice and close constructed response questions assessing their proficiency in number operations and concepts, patterns and relationships, shape and space as well as in data management and probability.

Figure 13.8: Performance on multiple choice and mental math questions (2007/08)



(Source: Table 13.8)



Comparison to 2006/07:

A provincial perspective

Overall, the performance of intermediate students improved between the 2006/07 and 2007/08 assessments. The only exception was found in shape and space where the average score decreased by 7.9 percentage points (from 63.0% in 2006/07 to 55.1% in 2007/08). The largest increase occurred in number concepts where the average score increased by approximately 22 percentage points. In the other three areas, increases ranging between 7.2 and 14.6 percentage points occurred (see *figure 13.9*).

Results of the 2007/08 assessment

Provincially, students experienced the most success with the questions assessing their skill in number concepts. The average score of students on these questions was approximately 70%. In the other four areas, average scores ranged between 55% and 63%.

District results and gender differences

A similar pattern was seen in student performance in the four districts. In the five areas assessed, the average scores of students in the Labrador and Western districts were above the other districts and the province. In the Eastern district, average scores were similar to the provincial average score. Finally, average scores of students in Nova Central were below the other districts and the province (see *figure 13.10a*)

Along gender lines, there was little variation between the average scores of boys and girls. Girls earned slightly higher average scores in number operations, patterns and relations, and number concepts (see *figure 13.10b*).

Figure 13.9: Proficiency in mathematics: Intermediate level (2006/07-2007/08)

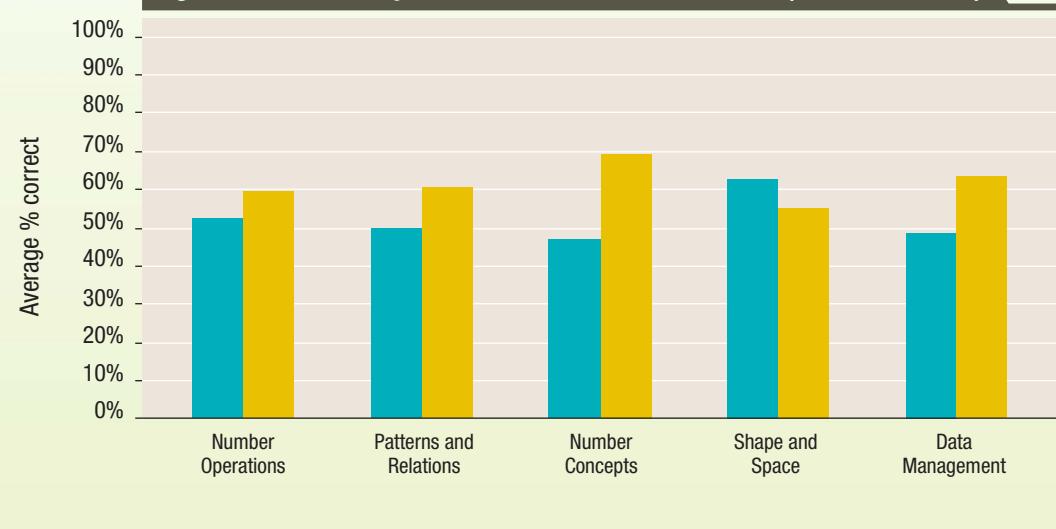
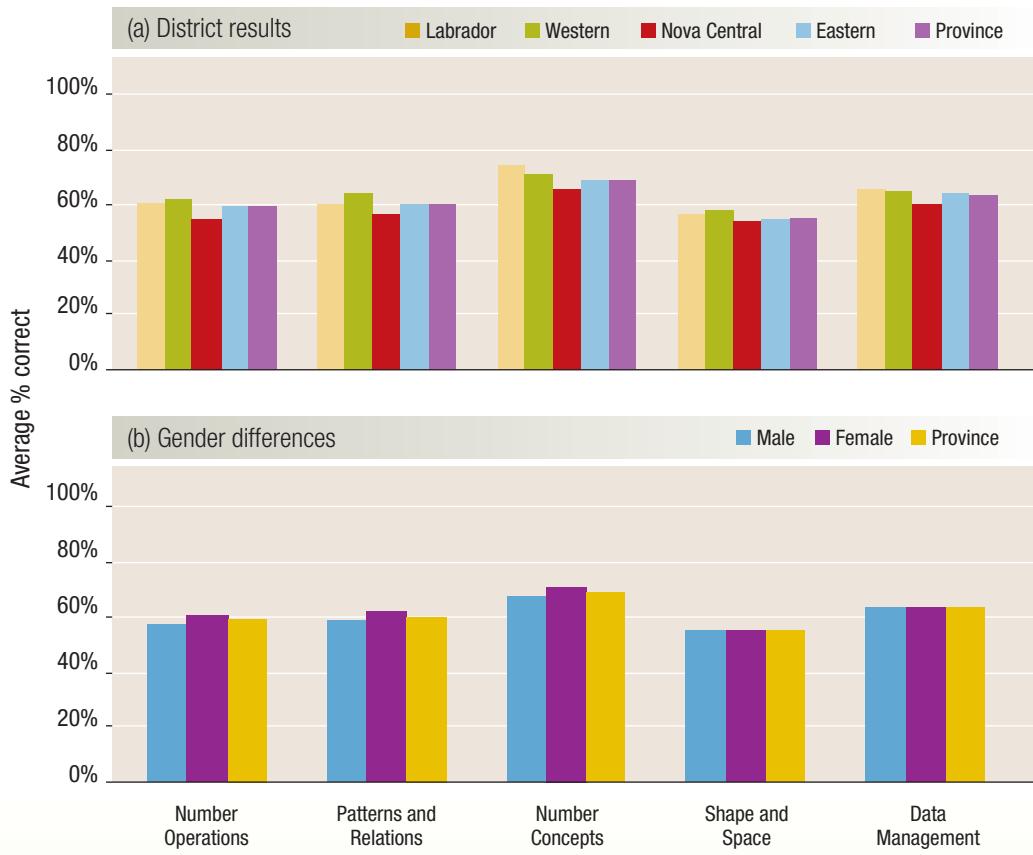


Figure 13.10: Performance on the intermediate mathematics assessment (2007/08)



(Source: Table 13.10)





Chapter 14: The Programme for International Student Assessment (PISA)

In 2006, approximately 400,000 15-year old students from 57 countries and economies around the world took part in the triennial (i.e., occurring once every three years) PISA assessment to determine their proficiency in reading, mathematics and science. This included approximately 22,000 Canadian students from about 1,000 schools spread across the ten provinces. In Newfoundland and Labrador, 1,741 students from 75 schools participated. This chapter will highlight the performance of this province's students.

What is PISA?

In 2000, the Organization for Economic Cooperation and Development (OECD) initiated PISA with the intent to answer the following questions:

- How well are young adults prepared to meet the challenges of the future?
- Are they able to analyse, reason and communicate their ideas effectively?
- Do they have the capacity to continue learning throughout life?
- Are some kinds of teaching and school organization more effective than others?

(Council of Ministers of Education, 2008a)



This international assessment occurs every three years to measure student ability in reading literacy, mathematics literacy, and scientific literacy. During each testing cycle, one of the three subject areas is considered a main domain and the other two are minor domains. The subject area identified as the major domain for that year involves a more intensive assessment. This allows information to be provided on several sub-domains. For example, in the last assessment conducted in 2006, science was the major domain. This produced results describing overall (or combined) scientific literacy and three scientific sub-domains (identifying scientific issues, explaining phenomena scientifically, and using scientific evidence).

There are two scores that can be derived from the PISA data - mean (or average) score and proficiency level. Since the assessment scales were developed according to levels of difficulty, student performance can be ranked according to proficiency. Each successive level is associated with tasks of increased difficulty (OECD, 2005, p.112). In other words, a student achieving a proficiency of 5 is more knowledgeable in a subject matter compared to a student achieving a level of 2. In general, a proficiency level of 1 means a student demonstrates a limited knowledge of the subject and a level of 5 or 6 means a student can identify more complex concepts and knowledge. Based on their performance, each student is assigned to the highest proficiency level for which s/he would be expected to answer the majority of the assessment questions correctly.



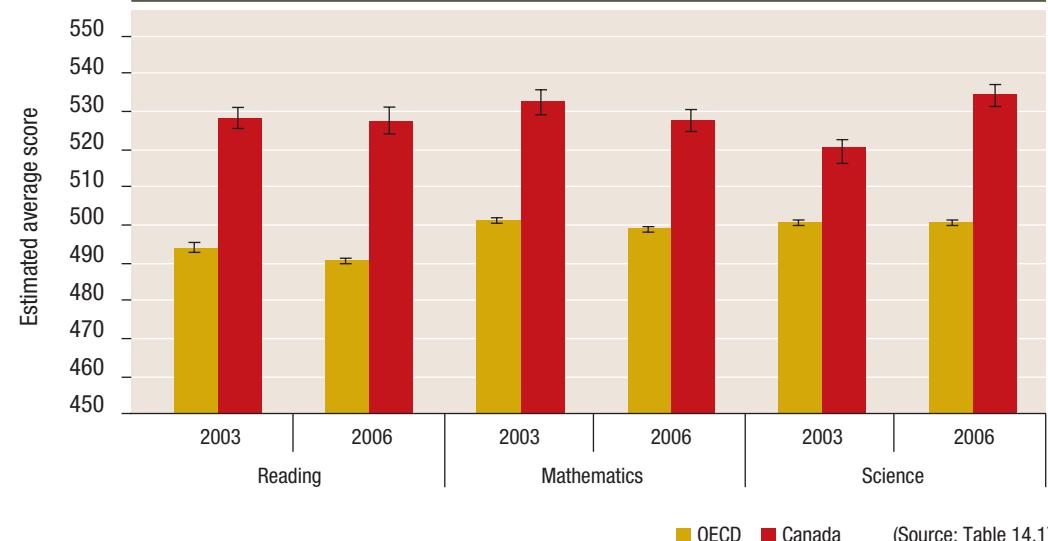
Confidence intervals were used to determine if differences among the provinces were significantly different. PISA uses a 95% confidence interval to represent the actual high and low end points where the actual mean score should fall 95% of the time. Differences were determined to be significantly different if the respective confidence intervals do not overlap. If the confidence intervals overlap then the differences are not considered to be significant.

How do Canadian students fare?

Canadian students are among the best in the world in reading, mathematics and science ranking within the top four countries during the 2003 and 2006 assessments. Only countries such as Korea, Finland and Hong Kong-China achieved significantly higher scores. Canadian students consistently achieved significantly higher average scores than other OECD countries in each of the subjects assessed. While some variation was present between the average scores of Canadian students between the two assessments, these differences were not statistically significant (see *figure 14.1*).



Figure 14.1: Performance of Canadian students in PISA (2003-2006)



(Source: Table 14.1)

Student performance in Newfoundland and Labrador on PISA (2003-2006)

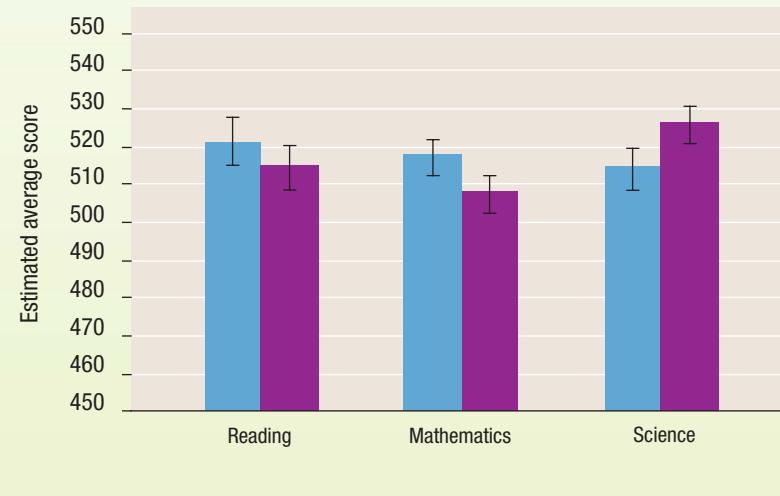
In Newfoundland and Labrador, slight decreases (i.e., less than ten points) occurred in the average scores on the reading and mathematics assessments. There was a slight improvement in performance on the science assessment. The average score increased by 11.7 points from 513.8 in 2007 to 525.5 in 2008.

These changes were not significantly different (see *figure 14.2*).

PISA 2006 in focus

The remainder of the chapter will focus on the performance of students in Newfoundland and Labrador on the 2006 PISA assessment. For each of the areas assessed, the two measures of student performance (i.e., average scores and proficiency levels) will be provided and comparisons made to other Canadian jurisdictions.

Figure 14.2: Performance of Newfoundland and Labrador students in PISA (2003-2006)



(Source: Table 14.2)

Reading

The reading section of the assessment focuses on determining the ability of students to use written information in situations they will encounter in life. Specifically, PISA defines reading literacy as the ability to, "understand, use and reflect on written texts to achieve one's goals, develop one's knowledge and potential and to participate in society," (OECD, 2007, p.284).

Mean reading scores

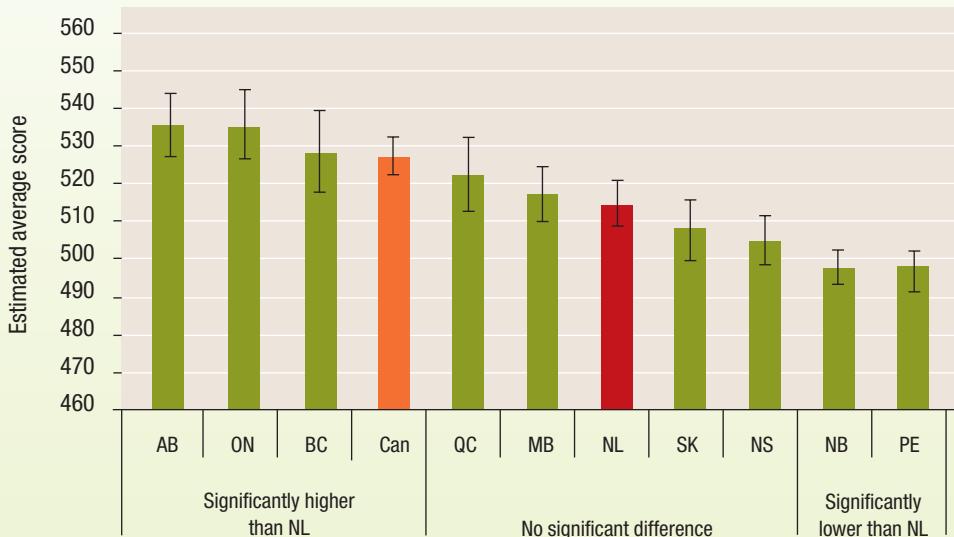
In the 2006 assessment, the average score of this province's students was 513.7 with only students in Alberta, British Columbia, and Ontario achieving significantly higher scores. Students in New Brunswick and Prince Edward Island scored significantly lower average scores (see *figure 14.3*).

Proficiency levels

The performance of students in reading can be divided into five proficiency levels ranging from one to five. A student assessed with a proficiency level of 1 will have a limited understanding of reading comprehension. The highest level is 5 where students can read and understand a very complex reading passage.

Overall, 15.3% of the province's students achieved the lowest level of proficiency (i.e., level 1 or below) in reading. There were three provinces where this percentage was higher. This included Prince Edward Island (18.7%), Saskatchewan (16.5%) and New Brunswick (16.4%). However, 13.5% demonstrated the highest level of proficiency (i.e., level 5) with only Ontario, Quebec, Alberta and British Columbia having a higher percentage of students at this level. The majority of the province's students (51.6%) were assessed at level 3 or 4. Similar percentages of students within these levels can be found across Canada (see *figure 14.4*).

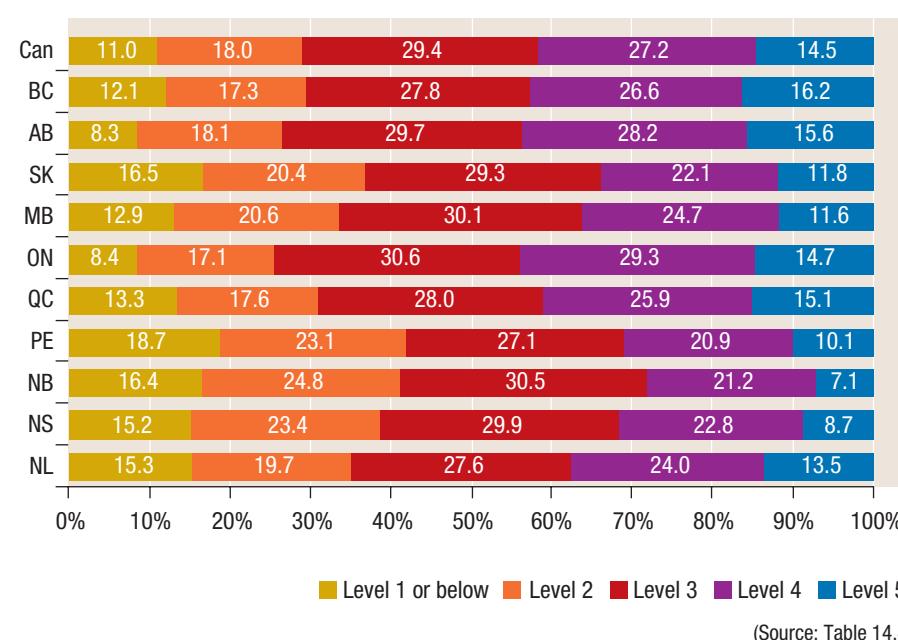
Figure 14.3: Mean reading scores across Canada (PISA 2006)



(Source: Table 14.3)



Figure 14.4: Reading proficiency levels (PISA 2006)



(Source: Table 14.4)

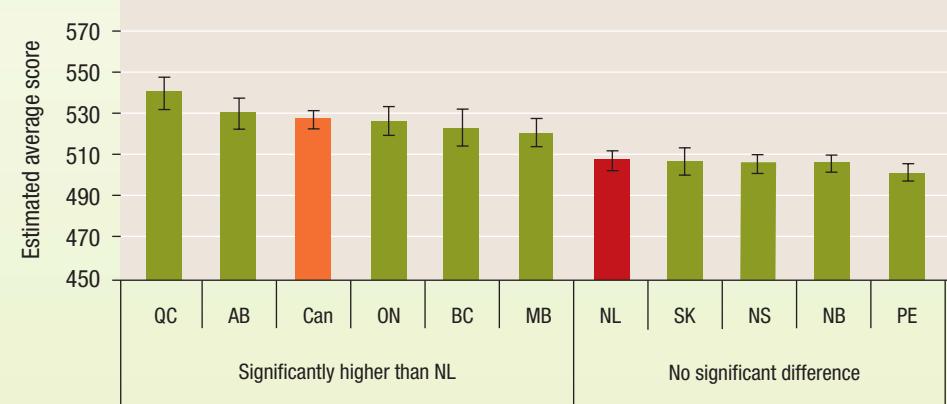
Mathematics

To assess proficiency in mathematics, PISA uses the concept of mathematical literacy. This is defined as, "the capacity of students to analyse, reason and communicate effectively as they pose, solve and interpret mathematical problems in a variety of situations involving quantitative, spatial, probabilistic or other mathematical concepts," (OECD, 2007, p.304).

Mean mathematical scores

Across Canada, students in the province achieved the sixth highest average score in mathematics. There was a significant difference between the Canadian and provincial average scores (527.0 and 507.0 points respectively). There were no significant differences among Newfoundland and Labrador and the other Atlantic Canadian provinces and Saskatchewan (see figure 14.5).

Figure 14.5: Mean mathematics scores across Canada (PISA 2006)



(Source: Table 14.5)

Proficiency levels

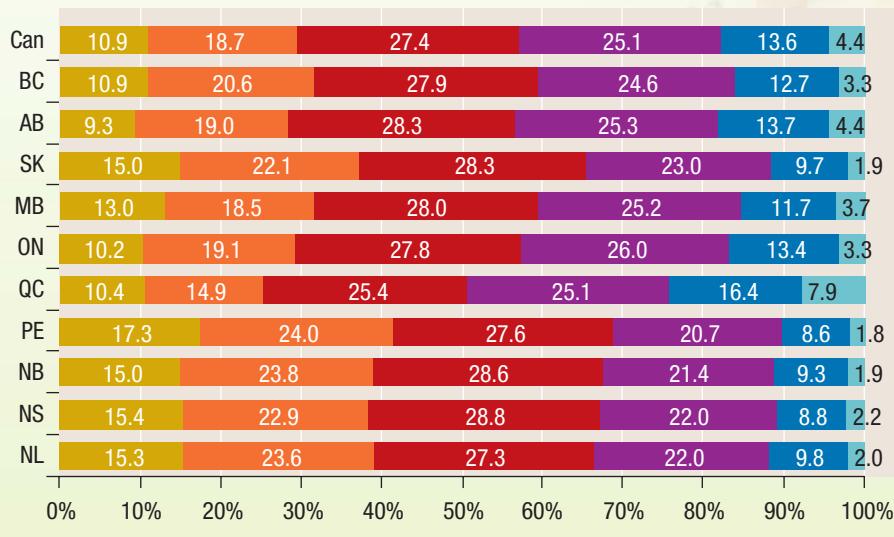
There are six proficiency levels in the mathematics assessment with level 1 the lowest and 6 the highest. At level 1, students are able to answer clearly defined questions involving familiar concepts with all the relevant information provided. A student with a proficiency level of 6 can solve mathematically complex problems.

The majority of students in Newfoundland and Labrador were assessed at a proficiency level of between 2 and 4.

With the exception of Quebec, a similar trend is seen across the country. Quebec led the country with the highest percentage (24.2%) of students assessed at levels 5 and 6. There were 15.3% of this province's students assessed at the lowest level (i.e., level 1 or below) and 11.8% at the highest level. Both Nova Scotia and New Brunswick recorded similar percentages of students at these levels (see *figure 14.6*).



Figure 14.6: Mathematical proficiency levels (PISA 2006)



(Source: Table 14.6)



Science

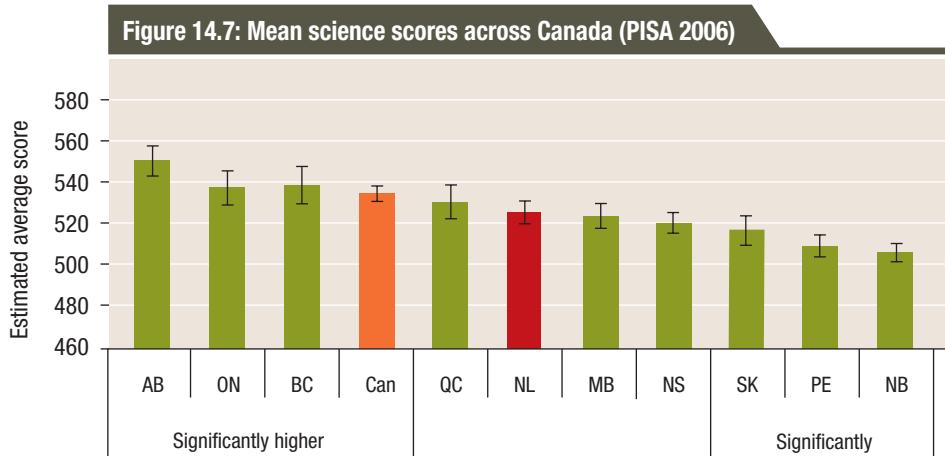
The science assessment was designed to determine how well students have learned fundamental scientific concepts and theories and apply this information in life's experiences. To accomplish this, PISA measures scientific literacy or "an individual's scientific knowledge and the ability to use that knowledge to identify questions, acquire new knowledge, explain scientific phenomena and draw evidence-based conclusions about science related issues," (OECD, 2007, p.34). In the 2006 assessment, science was the main domain assessed. This allowed results to be reported for student ability to find support for scientific inquiry, explain phenomena scientifically, identify scientific issues and use scientific evidence.

In each of the areas, student scores were grouped into six proficiency levels with level 1 representing the lowest scores (and easiest tasks) and level 6, the highest scores (with the most difficult questions). At level 1 a student would only demonstrate a limited scientific knowledge, whereas a student at level 6 would be able to consistently identify, explain and apply scientific knowledge and knowledge about science in a variety of complex life situations (OECD, 2007, p.43).

Combined science: Mean scores

Overall, average scores in the combined science assessment ranged from a high of 550.3 in Alberta to a low of 506.1 in New Brunswick. Only three provinces and Canada as a whole recorded significantly higher average scores on the combined science assessment than Newfoundland and Labrador. Saskatchewan, New Brunswick and Prince Edward Island were significantly lower (see *figure 14.7*).





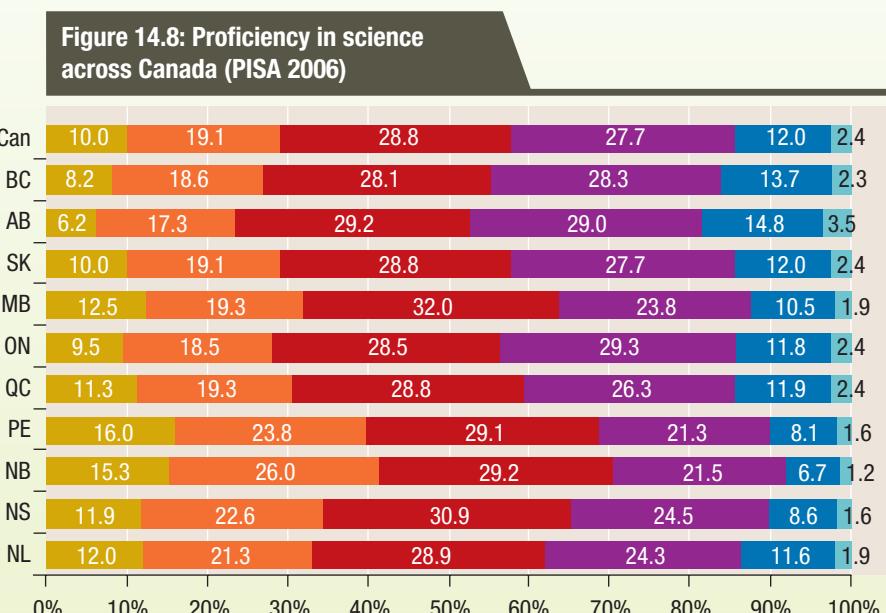
(Source: Table 14.7)

Combined science proficiency levels

The majority (74.5%) of students in Newfoundland and Labrador had a proficiency level of between 2 and 4 in combined science. An additional 13.5% demonstrated the highest level of proficiency (i.e., level 5 or 6). This was the highest percentage among the four Atlantic Canadian provinces and close to the Canadian percentage. Only Alberta recorded a significantly higher percentage of students at this level. The remaining 12.0% of students were assessed at level 1 or below. This was at the Canadian average and only significantly behind the percentages of students in Alberta, British Columbia and Ontario (see figure 14.8).

Sub-domains

The province's students performed quite well in the three science sub-domains assessed. Newfoundland and Labrador was on par with the Canadian average on the identifying scientific issues sub-domain but was significantly below in the explaining phenomena scientifically and the using scientific evidence sub-domains (see figure 14.9). Table 14.9, found at the end of the document, provides the average scores for the other provinces in each of the sub-domains.

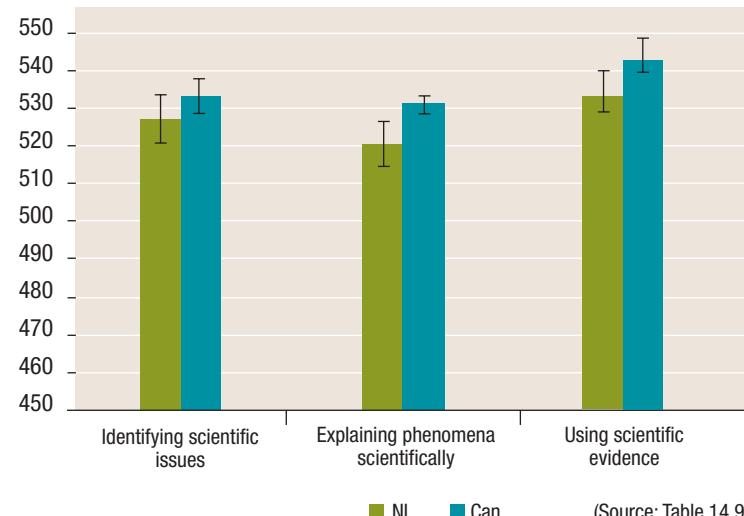


■ Level 1 or below ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5 ■ Level 6

(Source: Table 14.8)



Figure 14.9: Mean scores on the science sub-domains (PISA 2006)



(Source: Table 14.9)

Gender differences: A provincial perspective

Girls, once again, appear to hold an advantage over boys. In the reading and science assessments, girls achieved significantly higher scores with the largest gap occurring in the reading section. There was no significant difference between boys and girls in their performance in mathematics (see *figure 14.10a*).

In the science sub-domains, girls outperformed boys in the identifying scientific issues and using scientific evidence sections. No significant difference existed in the exploring phenomena scientifically sub-domain (see *figure 14.10b*). There was no area where boys significantly outperformed girls.

These gender differences were not uniformly seen in other Canadian jurisdictions. In several areas Newfoundland and Labrador was the exception to the trend. For example, in the combined science assessment, Newfoundland and Labrador was the only province where girls significantly outperformed boys. In the rest of the country, no gender difference was present. In mathematics, the province was one of the only three where no gender differences were present. In the other provinces, boys significantly outperformed girls. *Table 14.11* at the end of the report outlines the gender differences seen across Canada.

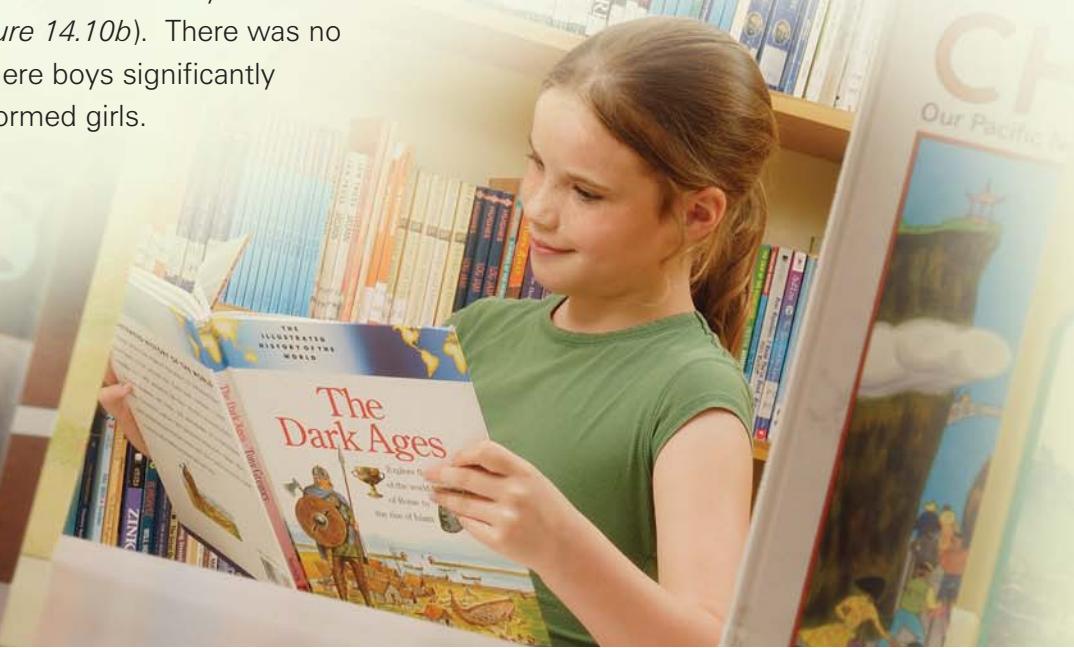
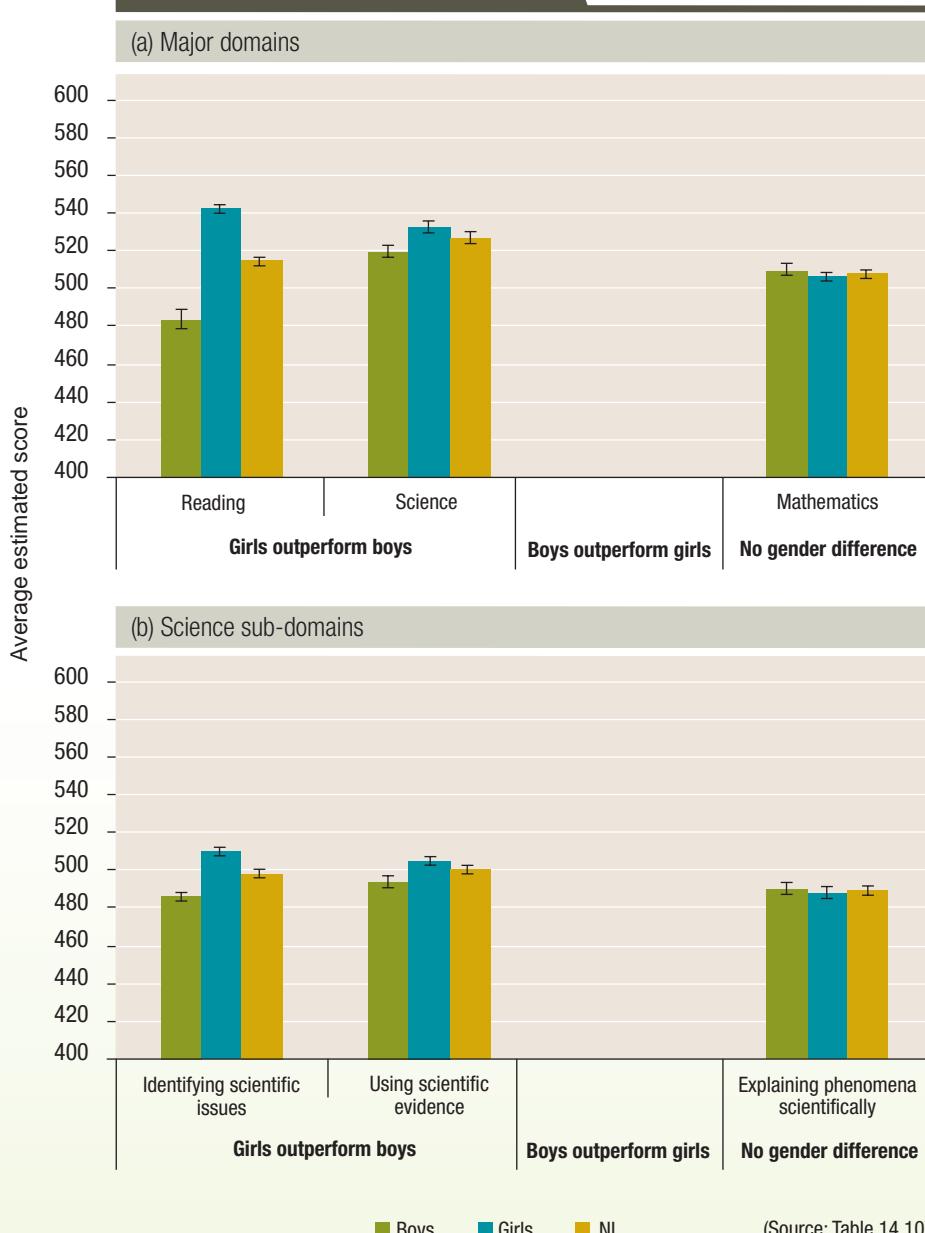


Figure 14.10: Gender differences in Newfoundland and Labrador (PISA 2006)



Summary

The province's adolescent students are consistently doing well in the areas of reading, mathematics and science with no significant changes from the previous assessment in 2003. Within Canada, Newfoundland and Labrador is leading

the way in Atlantic Canada achieving significantly higher scores than New Brunswick and Prince Edward Island and similar average scores to Nova Scotia. Alberta, Ontario and British Columbia continue to obtain the highest average scores in Canada (see *Table A*).

Table A: Performance of Newfoundland and Labrador students in relation to Canada (PISA 2006)

	Significantly lower	No significant difference	Significantly higher
Reading	New Brunswick Prince Edward Island	Nova Scotia Quebec Manitoba Saskatchewan	Ontario Alberta British Columbia Canada
Mathematics		Nova Scotia New Brunswick Prince Edward Island Saskatchewan	Quebec Ontario Manitoba Alberta British Columbia Canada
Science	New Brunswick Prince Edward Island Saskatchewan	Nova Scotia Quebec Manitoba	Ontario Alberta British Columbia Canada
Sub-domains			
Identifying scientific issues	New Brunswick Prince Edward Island	Nova Scotia Quebec Ontario Manitoba Saskatchewan British Columbia Canada	Alberta
Explaining phenomena scientifically	New Brunswick Prince Edward Island	Nova Scotia Quebec Manitoba Saskatchewan	Ontario Manitoba British Columbia Canada
Using scientific evidence	Nova Scotia New Brunswick Prince Edward Island Saskatchewan	Quebec Manitoba British Columbia	Ontario Alberta Canada

Chapter 15: The Pan-Canadian Assessment Program (PCAP)

In 2007, over 30,000 students took part in the Pan-Canadian Assessment Program. This included 1,971 students from Newfoundland and Labrador. This chapter will provide an overview of how this province's students are performing in the three areas assessed - reading, mathematics and science.

What is PCAP?

PCAP was created by the Council of Ministers of Education, Canada (CMEC) to assess the performance of 13 year old students in three core subjects - reading, mathematics and science. This new assessment tool replaced the previous School Achievement Indicators Program. Similar to PISA, PCAP is administered once every three years with each cycle testing one major domain and two minor domains. In its first cycle in 2007, reading was the major domain. In the next two assessments in 2010 and 2013, mathematics and science, respectively, will be the major domains assessed.

The difference between the major and minor domains involves the number of students assessed with a larger number of students assessed for the major domain. For example, in 2007, the PCAP was administered to approximately 30,000 13 year old students. Of these, approximately 20,000 students wrote the reading segment (the major domain) while 10,000 wrote the mathematics and science section (the minor domains) (CMEC, 2008b, p.4).

Two performance measures can be derived from the assessment results - mean (or average) scores and proficiency level. In PCAP, the Canadian average score was set at 500 points with a standard deviation of 100. In other words, about two-thirds of all the Canadian students scored between 400 and 600 points in the assessments. This standardization of the Canadian mean allows comparisons to be made across provincial jurisdictions. The second measure allows student performance to be ranked into three proficiency levels of increasing difficulty. A student with a proficiency level of 3 would demonstrate a greater depth of understanding of the subject than a student at level 1. Level 2 is set as the acceptable level of performance for 13-year old students. Since mathematics and science were the minor domains in the 2007 assessment proficiency levels were not reported. Also, gender differences at the provincial level were not available in the mathematics and science assessments.





The reading assessment

In the reading assessment, the province's student's scored significantly lower than the Canadian average. This trend was also seen in the three reading sub-domains assessed (i.e., comprehension, interpretation and response to text) (see *figure 15.1*). Information for the other provinces is provided in *Table 15.1* at the end of the report.

Scores on the reading assessment were grouped into three proficiency levels ranging from level 1 (ability to demonstrate a partial understanding of a text) to level 3 (ability to understand more complex texts). In the province, 81% of the students achieved a proficiency level of 2 or 3. Similar percentages were seen in many of the provinces across the country (see *figure 15.2*).

Figure 15.1: Average scores in the reading assessment (PCAP 2007)

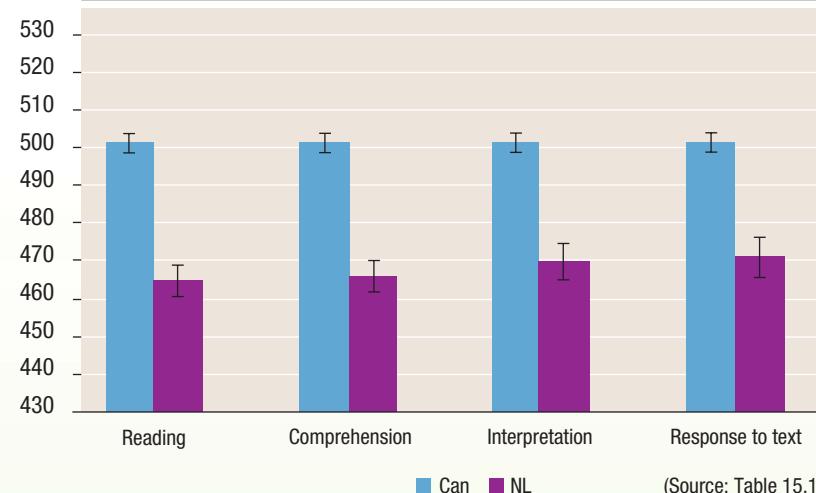


Figure 15.2: Reading proficiency levels across Canada (PCAP 2007)

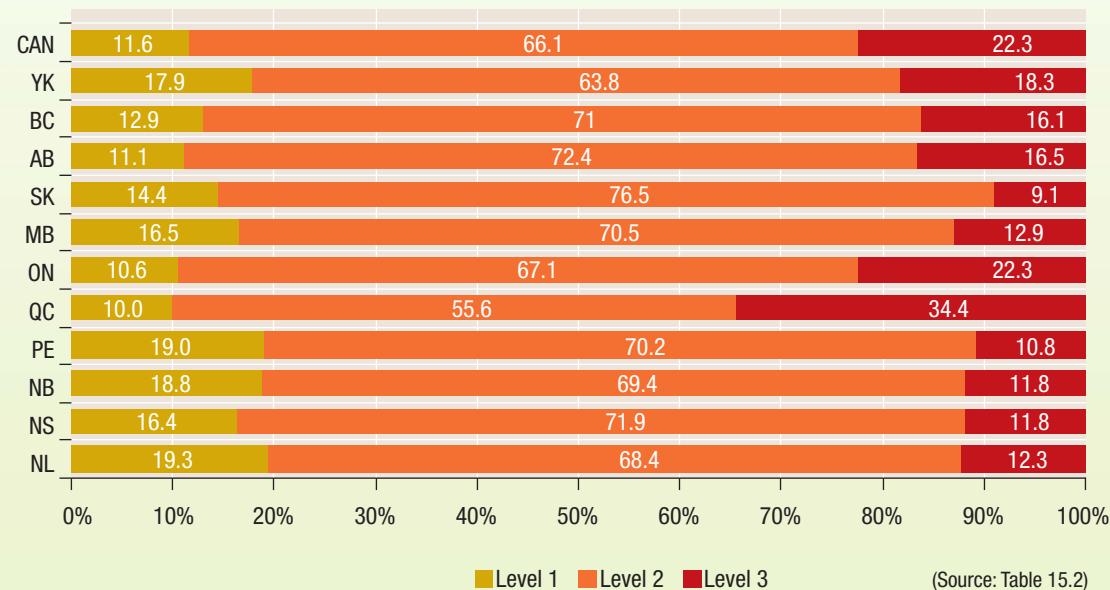
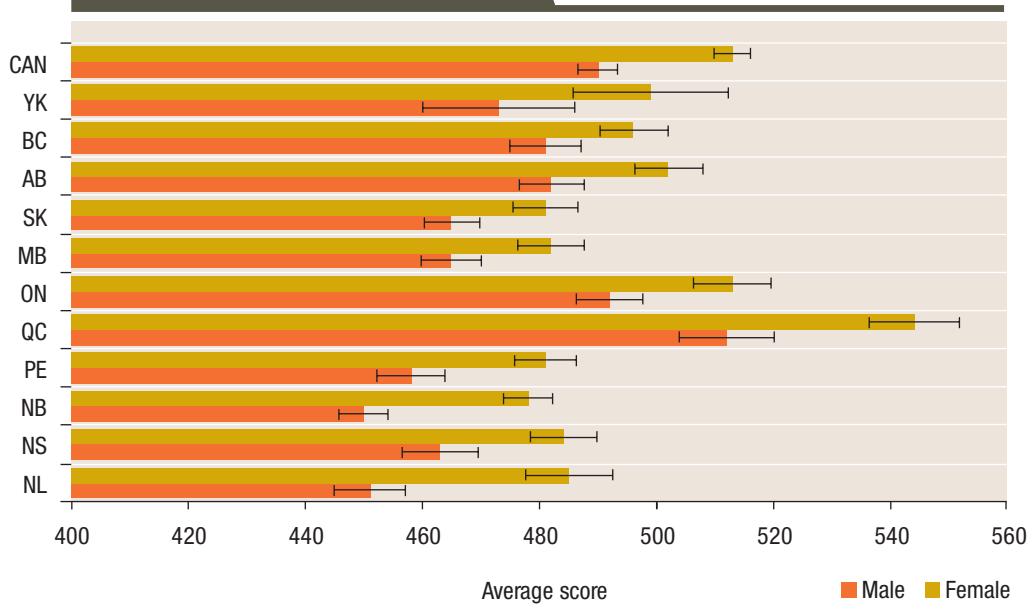


Figure 15.3: Gender difference in the reading assessment (PCAP 2007)



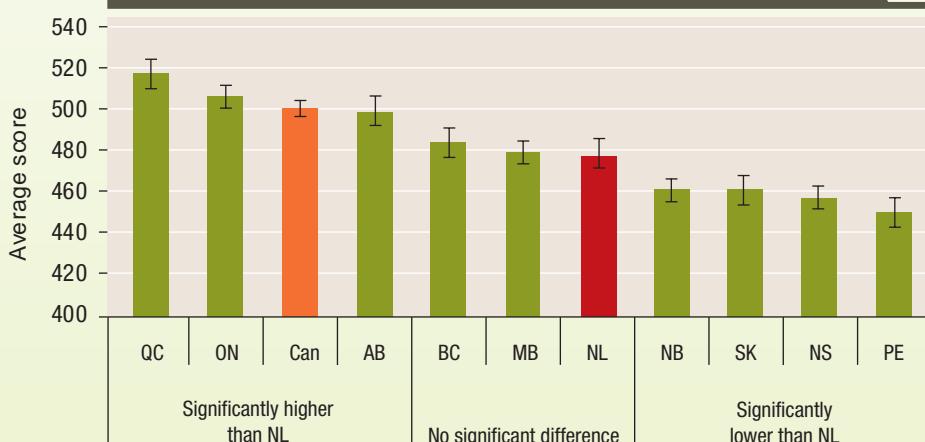
(Source: Table 15.3)

Along gender lines, girls performed better than boys. In Newfoundland and Labrador, girls achieved significantly higher scores in reading compared to boys. This trend is seen across Canada. However, the scores of girls and boys in the province were significantly lower than their Canadian counterparts (see *figure 15.3*).

The mathematical assessment

Students in Newfoundland and Labrador performed significantly higher than those in other Atlantic Canadian provinces. In the 2007 assessment, students achieved an average score of 478. There were three provinces (Quebec, Ontario and Alberta) and Canada as a whole where a significantly higher score was achieved (see *figure 15.4*).

Figure 15.4: Average scores in the mathematics assessment (PCAP 2007)



(Source: Table 15.4)

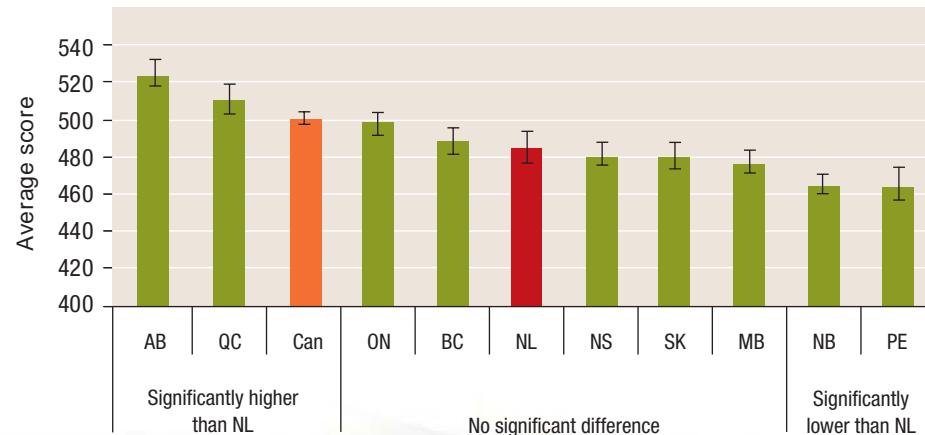


The science assessment

The average score of the province's students on the science assessment was 485 points. There were only two provinces (Alberta and Quebec) and

Canada as a whole where a significantly higher score was found. Students in New Brunswick and Prince Edward Island performed significantly lower than the province (see *figure 15.5*).

Figure 15.5: Average scores in the science assessment (PCAP 2007)



(Source: Table 15.5)



Summary

Overall, the province's students scored significantly lower than their Canadian peers in the areas assessed by PCAP. However, the province performed at the

same level, or significantly better than the other provinces in Atlantic Canada. Students in Ontario, Quebec and Alberta achieved the highest scores in Canada (see *Table B*).

Table B: Performance of Newfoundland and Labrador students in relation to Canada (PCAP 2007)

		Average score in relation to Newfoundland and Labrador		
		Significantly lower	No significant difference	Significantly higher
Reading overall			Nova Scotia New Brunswick Prince Edward Island Manitoba Saskatchewan	Quebec Ontario Alberta British Columbia Canada
Comprehension			New Brunswick Prince Edward Island	Nova Scotia Quebec Ontario Manitoba Saskatchewan Alberta British Columbia Canada
Interpretation	Prince Edward Island		Nova Scotia New Brunswick Manitoba Saskatchewan	Quebec Ontario Alberta British Columbia Canada
Response to text	Prince Edward Island		Nova Scotia New Brunswick Manitoba Saskatchewan	Quebec Ontario Alberta British Columbia Canada
Mathematics	Nova Scotia New Brunswick Prince Edward Island Saskatchewan		Manitoba British Columbia	Quebec Ontario Alberta Canada
Science	New Brunswick Prince Edward Island		Nova Scotia Ontario Manitoba Saskatchewan British Columbia	Quebec Alberta Canada



INDICATORS 2008



PART V: Final Thoughts



PART V: Final Thoughts

Chapter 16: Summary

It was the intention of this document to highlight trends and provide a snapshot of the province's K-12 educational system. Over the past six years, several historical milestones have been reached. For example in 2007/08:

- the Department of Education's budget surpassed the \$1 billion mark
- the average K-9 class size reached its lowest point ever at 19.5 students
- the pupil-teacher ratio reached its lowest point at 12.7 or one educator for every 12.7 students.

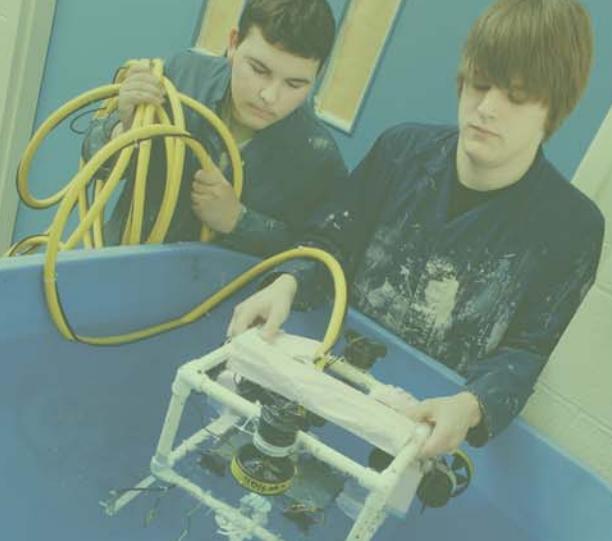
This report presented several indicators of student performance demonstrating the progress of the province's students. The results of provincial assessments conducted in Grades 3, 6 and 9 shows an overall improvement from the previous year. In the provincial English language arts assessment, the greatest gains were seen in the performance of elementary students on the open constructed response items, where the percentage of students at or above grade level increased by between 4.1 and 18.5 percentage points. Similarly, students performed better in many areas of mathematics as assessed by the CRTs. Some of the largest gains in the mathematics assessments can be found in the performance of primary and elementary students. The percentage of students with at least an adequate understanding of the material increased by over 16 percentage points in their ability to communicate mathematical ideas, demonstrate mathematical reasoning and problem solve. On international and national assessments (i.e., PISA and PCAP), the

province's students are performing quite well, at either the same level or significantly better than the other Atlantic Canadian provinces.

At the high school level, students achieved greater success in public examination courses, as demonstrated through the increases seen in the overall success rate and average course grade since 2002/03. Along with this, the percentage of students graduating from high school and those earning an honours diploma upon graduation also increased during this time.

However, there are some concerning trends that continue to be present in the province. The most notable is the gender gap in student performance. Overall, girls clearly have an educational advantage. They continually outperform boys in public exam courses, have higher pass and graduation rates, as well as graduation status. Higher percentages of boys, on the other hand, have been identified as having special needs and in receipt of student support services. Boys also have higher drop-out rates and have a greater tendency to receive a general diploma upon graduation.

Returning to the theme of change mentioned in the opening pages of this report, the system has changed and continues to evolve. While fewer children and young people are living in the province and enrolling in the schools, they are faring much better than in previous generations. This is the good news story captured within this report.



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Appendices



School Development Student Survey (Grades 4-6)

Likert Scale: (DL) disagree a lot (D) disagree (U) unsure/don't know (A) agree (AL) agree a lot

1. I feel I am able to learn in my class.

DL D U A AL

2. At school, I go to different rooms to learn (for example: learning resource center, gym, music room).

DL D U A AL

3. At school, I feel people listen to what I say.

DL D U A AL

4. At school, I know the rules.

DL D U A AL

5. At school, I have very few opportunities to be a leader (for example: class helper, school teams and clubs, bus monitor).

DL D U A AL

6. At school, my teacher tells us at the beginning of each lesson what we will be learning.

DL D U A AL

7. At school the principal/assistant principal visits my classroom to see what we are learning.

DL D U A AL

8. At school, we do "hands-on" activities (for example: base ten blocks, tangram puzzles, science experiments).

DL D U A AL

9. At school, we don't work in groups.

DL D U A AL

10. At school, we have guest presenters/speakers.

DL D U A AL

11. At school, we learn when we go on field trips (for example: environmental centers, parks, grocery stores).

DL D U A AL

12. At school, my teacher uses different ways to check what I have learned (for example: written tests, journals, projects, assignments).

DL D U A AL

13. At school, my teacher shows me how to improve my work.

DL D U A AL

14. I am able to show my parents what I have learned (for example: parent/teacher/student conferences, homework assignments).

DL D U A AL

15. At school, I can take part in Mathematics activities (for example: fairs, contests, and clubs).

DL D U A AL

16. At school, I can take part in Science activities (for example: fairs, contests, and clubs).

DL D U A AL

17. At school, I don't take part in activities that help me learn about my community and the world (for example: heritage fairs, recycling, and disaster relief).

DL D U A AL

18. At school, we learn to respect other cultures and religious beliefs.

DL D U A AL

19. At school, we have English Language Arts-related activities (for example: assemblies, public speaking, contests).

DL D U A AL

20. At school, we have French-related activities (for example: French trips, French public speaking, French Clubs).

DL D U A AL

21. At school, my teacher uses Music and Art to help me learn.

DL D U A AL

22. At school, I can take part in Music and Art activities/programs (choir, band).

DL D U A AL

23. At school, I participate actively in my gym classes.

DL D U A AL

24. At school, I have the opportunity to take part in activities that help me be active and healthy (for example: intramural sports, clubs).

DL D U A AL

25. I participate in a physical fitness activity every day (for example: sports, biking, etc.).

DL D U A AL



26. I regularly participate in an activity, hobby or club (for example: Beavers, Brownies, playing games).

DL D U A AL

27. I eat healthy foods every day.

DL D U A AL

28. At school, I don't have the opportunity to participate in technology-related activities (for example: e-pals, computer club, fairs).

DL D U A AL

29. At school, my teachers use a variety of technologies to help me learn (for example: internet, electronic presentations, and video).

DL D U A AL

30. At school, I use a variety of technologies to learn (for example: internet, art tools, video).

DL D U A AL

31. At school, my teachers expect me to do my best.

DL D U A AL

32. At school, it is important to complete my assigned work.

DL D U A AL

33. At school, it is important to be prepared for class.

DL D U A AL

34. At school, I feel safe.

DL D U A AL

35. At school, I am treated unfairly.

DL D U A AL

36. At school, I treat everyone with respect.

DL D U A AL

37. At school, people care about me.

DL D U A AL

38. My school is clean.

DL D U A AL

39. At school, I can go to an adult for help when I have a problem.

DL D U A AL

Appendix B

SCHOOL LEVEL INDICATORS



Primary Schools

Primary Schools have any combination of K-3 to K-5 with no higher grades.

Primary Schools '07-'08				School Demographics '07-'08								Criterion Referenced Tests '07-'08											
												Primary Language Arts		Primary Language Arts (2006-07)		Primary Math							
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	K-9 Average Class Size	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	% of Students Achieving at or Above the Provincial Standard				Multiple Choice	Number Operations	Reasoning	Communications	Connections & Representations	Problem Solving
														Reading	Writing	Reading	Writing						
1	008		A. P. Low Primary - <i>Labrador City</i>	K-3	401	400+	20.1	Y	100.3	24.0	14.7	16.4	64.0	44.3	55.7	45.1	54.6	78.1	64.9	63.7	57.8	63.7	74.5
3	160	Y	Bayview Primary - <i>Nipper's Harbour</i>	K-3	8	< 50	8.0		2.0	0.0	8.0	-	-	-	-	-	-	-	-	-	-	-	-
3	172	Y	Brian Peckford Primary - <i>Triton</i>	K-3	50	50-99	16.7		12.5	4.0	11.3	17.8	75.0	63.7	76.9	12.5	62.5	84.0	82.7	92.3	69.2	76.9	92.3
3	182	Y	Charlottetown Primary - <i>Charlottetown, B.B.</i>	K-3	17	< 50	8.5		4.3	2.0	6.5	8.9	50.0	-	-	-	-	-	-	-	-	-	-
4	429		Clarenville Primary School - <i>Clarenville</i>	K-3	206	200-299	20.9		51.5	13.5	13.2	20.9	85.7	54.4	64.9	55.8	59.6	69.6	69.8	75.5	56.6	67.9	79.3
4	259	Y	Coley's Point Primary - <i>Coley's Point</i>	K-3	331	300-399	20.7		82.8	22.0	13.2	16.2	59.1	71.1	83.6	74.3	77.3	79.2	77.8	80.6	70.8	73.6	86.1
3	408	Y	Deckwood Primary - <i>Woodstock</i>	K-3	5	< 50	5.0		1.3	1.0	4.5	-	-	-	-	-	-	-	-	-	-	-	-
3	186	Y	Heritage Academy - <i>Greenspond</i>	K-3	10	< 50	10.0		2.5	1.0	9.5	-	-	-	-	-	-	-	-	-	-	-	-
3	155	Y	Leading Tickles Primary - <i>Leading Tickles</i>	K-3	12	< 50	6.0		3.0	1.6	7.2	2.0	50.0	-	-	11.1	66.7	-	-	-	-	-	-
4	309		Morris Academy - <i>Mount Pearl</i>	K-4	306	300-399	20.4		61.2	20.9	13.4	13.3	68.2	67.1	72.1	80.4	85.2	78.5	81.5	82.6	78.3	75.4	89.9
1	005		Peacock Primary School - <i>Happy Valley-Goose Bay</i>	K-3	362	300-399	18.1	Y	90.5	25.5	12.7	17.7	38.5	59.3	69.1	43.6	61.2	71.4	62.9	58.3	55.6	61.1	76.6
2	120		Stephenville Primary - <i>Stephenville</i>	K-3	334	300-399	18.6	Y	83.5	24.0	12.3	18.1	52.0	63.5	67.3	45.2	69.6	86.5	77.6	80.9	60.3	75.0	94.1
4	366		Topsail Elementary - <i>Conception Bay South (Topsail)</i>	K-4	515	400+	19.8	Y	103.0	32.0	14.5	14.0	72.7	68.5	83.3	53.6	81.5	79.8	59.1	48.5	52.0	60.2	75.5
3	142		Woodland Primary - <i>Grand Falls-Windsor</i>	K-3	402	400+	21.2	Y	100.5	29.0	12.1	15.2	55.2	76.8	74.7	58.9	77.4	82.3	79.9	82.3	68.2	77.6	91.5
			Province	-	72,084	-	19.5	-	5,544.9	5,498.0	12.7	14.2	65.5	62.5	72.8	60.9	74.5	76.1	65.8	65.7	59.9	61.3	76.1

Elementary Schools

Elementary Schools
are K-6 to K-9 or any
combination in this range.

Elementary Schools '07-'08				School Demographics '07-'08										Criterion Referenced Tests '07-'08									
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	K-9 Average Class Size	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Primary Language Arts		Elementary Language Arts		Primary Math		Elementary Math			
														% of Students Achieving at or Above the Provincial Standard				Reading	Writing	Reading	Writing	Multiple Choice	Number Operations (Rubrics)
4	265	Y	Aceman Elementary - Green's Harbour	K-6	83	50-99	11.9		11.9	9.1	8.7	16.1	60.0	97.0	90.9	83.3	88.9	77.6	81.8	80.4	77.5		
4	278	Y	All Hallows Elementary - North River	K-6	428	400+	20.4		61.1	27.0	14.9	16.2	66.7	52.5	62.7	85.4	92.9	66.5	62.9	71.1	55.0		
4	237	Y	Anthony Paddon Elementary - Musgravetown	K-6	201	200-299	18.3		28.7	16.5	11.7	18.0	64.7	68.0	69.2	87.0	85.4	74.3	54.0	68.8	50.6		
3	398		Avoca Collegiate - Badger	K-6,8-9	67	50-99	13.4		7.4	8.0	7.7	10.5	62.5	93.3	90.0	-	-	80.6	86.1	-	-		
3	399	Y	Baie Verte Academy - Baie Verte	K-6	174	100-199	19.2		24.9	16.3	10.0	14.5	52.9	92.2	100.0	96.2	96.0	91.7	97.1	83.3	80.8		
4	243		Balbo Elementary School - Shoal Harbour	K-8	363	300-399	19.1		40.3	25.3	13.4	16.1	65.4	67.0	75.0	91.0	100.0	80.6	66.2	69.8	37.8		
4	320		Beachy Cove Elementary - Portugal Cove - St. Philip's	K-6	559	400+	21.5	Y	79.9	32.8	15.8	13.1	64.7	55.5	78.3	79.4	88.1	73.2	61.0	64.9	30.9		
4	325		Bishop Abraham Elementary - St. John's	K-6	177	100-199	17.7		25.3	17.4	9.6	15.5	83.3	29.5	41.7	69.5	63.9	63.7	33.3	60.1	-		
4	326		Bishop Feild Elementary - St. John's	K-6	252	200-299	18.1	Y	36.0	23.2	10.1	10.9	70.8	69.2	66.7	75.2	93.9	77.0	57.5	67.0	30.2		
2	060		C.C. Loughlin Elementary - Corner Brook	K-6	535	400+	19.1	Y	76.4	36.0	13.8	15.7	56.8	70.7	77.8	89.3	86.0	88.1	88.4	75.3	67.6		
4	444	Y	Cabot Academy - Western Bay	K-9	151	100-199	15.1		15.1	13.5	10.7	12.5	64.3	92.9	100.0	77.6	100.0	86.9	96.4	69.0	68.1		
4	473		Cape St. Francis Elementary - Pouch Cove	K-6	238	200-299	18.3		34.0	18.7	11.9	15.8	75.0	64.8	78.3	85.7	91.2	70.6	76.7	72.3	59.5		
4	234	Y	Catalina Elementary School - Catalina	K-8	162	100-199	18.0		18.0	12.5	12.2	9.6	46.2	80.0	61.9	95.8	93.8	73.1	68.8	64.4	25.0		
3	179	Y	Centreville Academy - Centreville-Wareham	K-8	100	100-199	16.7		11.1	9.0	10.5	6.9	66.7	72.2	50.0	52.7	23.1	90.3	62.5	69.9	32.7		
4	331		Cowan Heights Elementary - St. John's	K-6	416	400+	20.8	Y	59.4	29.0	13.5	13.6	80.0	45.3	53.9	90.2	93.4	69.6	49.6	75.9	50.7		
4	254	Y	Davis Elementary - Carbonear	K-5	297	200-299	19.8		49.5	21.4	12.8	14.8	68.2	54.6	60.0	-	-	72.0	54.9	-	-		
4	224	Y	Donald C. Jamieson Academy - Burin Bay Arm	K-7	406	400+	22.6		50.8	26.0	14.7	17.0	57.7	61.7	73.9	95.5	98.0	77.0	67.2	69.7	70.6		
2	104	Y	Douglas Academy - La Poile	3-5,8	9	< 50	9.0		2.3	1.0	9.0	2.8	0.0	-	-	-	-	-	-	-	-		
2	389	Y	Elwood Elementary - Deer Lake	K-5	389	300-399	20.5		64.8	26.0	13.6	21.7	73.1	58.9	62.7	-	-	74.0	66.5	-	-		
4	438	Y	Epiphany Elementary - Heart's Delight	K-6	60	50-99	15.0		8.6	6.3	9.1	9.1	57.1	70.4	88.9	83.3	85.7	77.3	83.3	89.9	91.7		
3	417		Gander Academy - Gander	K-6	879	400+	20.4	Y	125.6	57.8	14.1	17.7	78.0	53.5	65.4	89.1	87.7	74.6	59.4	78.7	61.7		
4	337		Goulds Elementary - St. John's (Goulds)	K-6	609	400+	22.6	Y	87.0	36.3	15.7	11.3	71.1	53.6	74.6	88.6	93.9	80.8	57.7	75.3	41.0		
3	167	Y	Green Bay South Academy - Robert's Arm	K-6	159	100-199	23.1		22.7	13.5	11.3	15.5	50.0	72.7	62.5	70.7	86.7	67.4	64.1	66.4	29.2		
3	177	Y	Greenwood Academy - Campbellton	K-9	184	100-199	18.4		18.4	15.5	11.6	16.2	56.3	90.5	100.0	93.3	93.3	91.4	96.7	86.4	76.9		
2	026	Y	H.G. Filier Academy - Englee	K-9	53	50-99	10.6		5.3	6.8	7.7	8.9	14.3	16.7	37.5	-	-	45.3	21.9	-	-		
4	268	Y	Harbour Grace Primary - Harbour Grace	K-5	173	100-199	17.3		28.8	13.0	11.9	16.9	92.3	70.2	91.7	-	-	64.4	61.3	-	-		
4	468		Hazelwood Elementary - St. John's	K-6	551	400+	22.0		78.7	33.0	15.7	17.7	88.2	70.7	75.0	88.3	89.0	79.2	69.7	71.7	51.2		
3	400	Y	Helen Tulk Elementary - Bishop's Falls	K-6	242	200-299	17.3		34.6	18.5	12.3	15.7	57.9	52.4	83.3	90.1	97.4	78.0	68.8	65.3	51.9		
3	154	Y	Hillside Elementary - La Scie	K-6	113	100-199	16.1		16.1	9.5	11.2	12.7	60.0	68.5	83.3	73.0	66.7	69.8	69.4	66.0	54.8		
3	426	Y	Hillview Academy - Norris Arm	K-9	103	100-199	17.2		10.3	10.8	9.1	13.1	45.5	92.6	100.0	97.0	88.9	84.7	91.7	69.9	45.8		
4	272	Y	Holy Cross Elementary - Holyrood	K-6	179	100-199	19.9		25.6	13.2	12.2	13.9	64.3	50.0	66.7	83.6	80.5	80.4	58.3	73.2	62.2		
4	339		Holy Cross Elementary - St. John's	K-6																			

Elementary Schools cont'd

Elementary Schools '07-'08			School Demographics '07-'08											Criterion Referenced Tests '07-'08							
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	K-9 Average Class Size	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Primary Language Arts		Elementary Language Arts		Primary Math		Elementary Math	
														% of Students Achieving at or Above the Provincial Standard				Multiple Choice	Number Operations (Rubrics)	Multiple Choice	Number Operations (Rubrics)
														Reading	Writing	Reading	Writing				
2	066		J.J. Curling Elementary - Corner Brook	K-6	360	300-399	24.0		51.4	23.8	14.1	15.0	76.0	66.5	71.4	92.8	88.5	82.8	86.3	72.5	45.8
1	381		J.R. Smallwood Middle School - Wabush	4-7	470	400+	22.4	Y	117.5	30.8	15.3	13.2	51.6	-	-	80.8	80.3	-	-	69.6	45.2
4	213	Y	Lake Academy - Fortune	K-7	298	200-299	19.9		37.3	20.5	13.9	11.5	42.9	61.1	67.6	76.8	87.0	79.7	61.1	74.7	57.6
4	334		Larkhall Academy - St. John's	K-6	339	300-399	21.5		48.4	22.8	13.7	15.2	68.0	37.8	58.7	62.3	83.0	73.0	50.6	63.1	28.1
2	103	Y	LeGallais Memorial - Isle aux Morts	K-9	75	50-99	12.5		7.5	7.5	9.2	17.6	50.0	48.2	62.5	85.7	85.7	64.6	53.1	75.8	71.4
3	189	Y	Lewisporte Academy - Lewisporte	K-9	504	400+	22.9		50.4	34.3	14.0	12.5	60.0	63.4	62.1	79.2	64.0	74.6	67.4	72.2	56.3
2	106	Y	Lourdes Elementary - Lourdes	K-8	229	200-299	25.4		25.4	18.0	12.3	11.4	27.8	63.6	91.3	68.3	85.7	70.5	68.0	66.9	43.2
3	192	Y	Lumsden Academy - Lumsden	K-9	87	50-99	17.4		8.7	7.8	10.5	17.6	75.0	71.4	75.0	88.9	66.7	61.5	31.3	60.1	12.5
4	342		MacDonald Drive Elementary - St. John's	K-6	350	300-399	21.9		50.0	22.3	14.8	12.4	65.2	59.2	80.0	63.5	92.7	74.1	69.8	76.7	49.5
4	466		Macpherson Elementary - St. John's	K-6	136	100-199	15.1		19.4	16.9	7.5	18.2	82.4	41.3	80.0	72.4	90.0	62.3	37.0	59.6	27.5
4	345		Mary Queen of Peace Elementary - St. John's	K-6	735	400+	21.6	Y	105.0	42.5	16.0	13.2	60.5	79.8	91.7	89.8	91.3	80.2	82.6	72.4	52.1
4	308		Mary Queen of the World Elementary - Mount Pearl	K-6	424	400+	21.4		60.6	28.0	14.1	17.4	71.4	59.6	87.5	77.8	80.3	67.4	52.3	64.4	34.7
4	232	Y	Matthew Elementary School - Bonavista	K-8	360	300-399	20.0		40.0	24.0	14.0	10.8	58.3	43.8	88.9	82.6	90.6	81.9	73.5	71.7	40.3
3	133		Memorial Academy - Botwood	K-6	356	300-399	21.1		50.9	25.0	13.3	15.5	48.0	41.4	44.2	53.6	73.1	56.5	31.8	64.4	43.3
3	205	Y	Memorial Academy - Wesleyville	K-6	129	100-199	18.4		18.4	10.0	12.2	18.0	90.0	44.9	59.1	64.0	69.2	66.7	44.8	74.7	50.0
3	143		Millcrest Academy - Grand Falls-Windsor	K-6	291	200-299	22.4	Y	97.0	22.0	13.2	13.5	77.3	-	-	87.4	87.2	-	-	77.8	73.6
1	013	Y	Mud Lake School - Mud Lake	5-6,8	4	< 50	4.0		1.3	1.0	4.0	-	-	-	-	-	-	-	-	-	-
4	312		Newtown Elementary - Mount Pearl	K-6	446	400+	22.3		63.7	28.5	15.0	15.5	89.7	74.7	83.3	98.1	93.0	83.6	72.5	77.3	62.9
2	115	Y	Our Lady of Mercy Elementary - St. George's	K-8	160	100-199	17.8		17.8	14.8	10.4	18.6	46.7	49.0	70.6	87.7	61.9	62.8	39.1	62.1	14.3
2	096	Y	Our Lady of the Cape School - Cape St. George	K-8	65	50-99	13.0		7.2	7.8	8.1	12.0	62.5	-	-	66.7	80.0	-	-	-	-
4	319		Paradise Elementary - Paradise	K-6	631	400+	21.0	Y	90.1	39.8	14.5	14.7	65.9	58.6	73.5	80.4	84.4	70.9	59.1	69.2	42.8
2	082	Y	Pasadena Elementary School - Pasadena	K-6	227	200-299	20.6		32.4	15.6	13.4	12.8	81.3	75.2	84.6	57.9	51.1	78.6	79.3	64.2	37.8
4	291	Y	Perwin Elementary - Winterton	K-9	118	100-199	13.1		11.8	11.5	9.9	12.8	66.7	42.9	57.1	79.1	100.0	70.2	21.4	72.2	67.3
4	442	Y	Persalvic Elementary - Victoria	K-9	279	200-299	19.9		27.9	20.9	12.7	14.8	81.0	56.4	68.4	90.3	96.8	77.0	54.4	68.7	40.7
1	004		Queen of Peace Middle School - Happy Valley-Goose Bay	4-7	427	400+	21.4	Y	106.8	28.8	14.9	17.2	65.5	-	-	89.0	84.6	-	-	80.2	63.3
4	360		Rennie's River Elementary School - St. John's	K-6	295	200-299	19.7		42.1	20.5	13.4	12.6	66.7	62.8	73.1	78.3	81.8	72.4	61.2	67.5	46.2
4	348		Roncalli Elementary - St. John's	K-6	244	200-299	-		34.9	14.8	15.0	8.1	56.3	49.0	65.6	75.4	95.6	67.9	53.0	63.3	36.3
4	220		Sacred Heart Academy - Marystown	K-7	542	400+	20.8	Y	67.8	36.8	14.0	16.8	64.9	57.7	68.8	75.7	75.4	83.9	69.0	68.1	33.8
2	069		Sacred Heart Elementary - Corner Brook	K-6	244	200-299	18.8		34.9	17.0	13.7	14.2	70.6	72.1	73.0	86.3	84.1	77.1	91.2	71.8	54.4
3	188	Y	Sandstone Academy - Ladle Cove	K-6	19	< 50	9.5		2.7	2.0	9.3	15.5	50.0	-	-	-	-	-	-	-	-
3	144		Sprucewood Academy - Grand Falls-Windsor	K-6	316	300-399	21.1		45.1	24.0	12.4	16.3	58.3	80.3	64.1	76.4	73.9	68.8	64.2	73.9	64.7
4	349		St. Andrew's Elementary - St. John's	K-6	238	200-299	18.3		34.0	21.4	10.4	16.0	63.6	56.7	40.0	72.5	55.8	79.0	66.3	57.4	18.0
4	435	Y	St. Anne's Academy - Dunville	K-9	211	200-299	21.1		21.1	16.9	12.2	18.1	70.6</td								

Elementary Schools cont'd

Elementary Schools '07-'08				School Demographics '07-'08										Criterion Referenced Tests '07-'08							
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	K-9 Average Class Size	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Primary Language Arts		Elementary Language Arts		Primary Math		Elementary Math	
														% of Students Achieving at or Above the Provincial Standard				Multiple Choice	Number Operations (Rubrics)	Multiple Choice	Number Operations (Rubrics)
														Reading	Writing	Reading	Writing				
4	306		St. George's Elementary - CBS (Manuels)	K-6	311	300-399	20.7		44.4	21.8	13.2	14.8	77.3	77.6	73.5	82.9	72.7	78.3	74.3	69.5	51.0
2	070		St. Gerard's Elementary - Corner Brook	K-6	131	100-199	18.7		18.7	12.0	10.3	15.4	91.7	50.0	50.0	97.9	100.0	67.0	52.1	77.2	50.0
2	097	Y	St. James' Elementary - Channel-Port Aux Basques	K-6	339	300-399	22.6		48.4	23.8	13.0	16.9	50.0	58.6	67.4	61.2	76.7	72.9	62.5	67.0	33.8
4	350		St. John Bosco School - St. John's	K-9	230	200-299	17.7		23.0	21.0	10.5	12.1	61.9	41.0	52.2	36.2	87.0	60.2	50.0	58.9	25.0
3	150	Y	St. Joseph's Elementary - Harbour Breton	K-6	138	100-199	19.7		19.7	11.5	11.4	9.4	58.3	68.3	90.9	55.6	80.0	71.8	62.0	61.1	34.5
4	355		St. Mary's Elementary - St. John's	K-6	181	100-199	26.0		25.9	13.3	12.9	14.1	71.4	71.6	79.2	89.3	100.0	80.4	69.3	73.4	38.0
4	356		St. Matthews Elementary - St. John's	K-6	424	400+	20.2	Y	60.6	29.3	13.5	14.4	70.0	58.5	65.2	78.7	84.2	76.7	59.2	62.3	26.0
2	123	Y	St. Michael's Elementary - Stephenville Crossing	K-8	187	100-199	18.7		20.8	17.3	10.2	12.3	66.7	75.9	70.6	57.6	62.5	79.7	87.5	57.2	25.0
2	036	Y	St. Paul's Elementary - L'Anse au Loup	K-6	50	50-99	12.5		7.1	5.8	8.2	16.2	66.7	-	-	-	-	-	-	-	-
2	057	Y	St. Peter's Academy - Benoit's Cove	K-9	176	100-199	16.0		17.6	15.5	11.4	10.9	62.5	94.9	100.0	66.7	100.0	93.1	100.0	81.3	87.5
4	316		St. Peter's Elementary - Mount Pearl	K-6	745	400+	21.9	Y	106.4	47.4	14.6	13.3	79.6	84.4	80.6	81.2	87.4	82.3	75.0	72.1	43.9
4	289	Y	St. Peter's Elementary - Upper Island Cove	K-9	234	200-299	21.3		23.4	16.5	13.6	11.7	58.8	62.2	68.4	91.0	100.0	62.7	48.9	77.9	55.6
4	362		St. Teresa's School/Ecole Ste-Thérèse - St. John's	K-6	477	400+	19.1	Y	68.1	32.2	13.6	15.9	69.7	41.8	58.7	86.3	92.6	79.4	64.9	68.6	37.5
2	048	Y	St. Theresa's Elementary - Port au Choix	K-6	107	100-199	15.3		15.3	11.0	9.1	17.4	63.6	87.7	94.7	93.0	89.5	82.0	86.8	68.0	56.6
2	111	Y	St. Thomas Aquinas - Port au Port East	K-8	123	100-199	13.7		13.7	13.0	9.0	13.6	46.2	70.2	68.4	72.7	63.6	79.4	77.6	64.1	29.2
2	118		Stephenville Elementary - Stephenville	4-5	190	100-199	21.1	Y	95.0	14.0	13.6	18.2	71.4	-	-	-	-	-	-	-	-
2	028	Y	Straits Elementary - Flower's Cove	K-6	124	100-199	17.7		17.7	8.5	13.4	10.2	33.3	50.0	72.7	40.7	77.8	70.6	47.8	87.9	5.6
2	034	Y	Torrent River Academy - Hawke's Bay	K-6	31	< 50	10.3		4.4	4.0	7.4	17.1	50.0	-	-	-	-	-	-	-	-
4	433	Y	Tricon Elementary - Bay de Verde	K-6	96	50-99	13.7		13.7	8.3	10.7	8.8	66.7	82.2	75.0	100.0	100.0	85.9	98.4	82.2	48.6
2	032	Y	Truman Eddison Memorial - Griquet	K-6	60	50-99	10.0		8.6	7.0	7.9	17.4	57.1	91.7	80.0	74.1	100.0	77.1	50.0	82.6	62.5
3	202	Y	Twillingate Island Elementary - Twillingate	K-6	156	100-199	19.5		22.3	13.0	11.3	12.8	30.8	70.2	92.6	86.7	88.9	76.3	56.7	67.6	46.3
4	371		Upper Gullies Elementary - CBS (Upper Gullies)	K-6	411	400+	22.8		58.7	23.5	16.4	15.5	66.7	58.8	68.9	90.1	91.5	73.1	56.4	64.8	25.0
4	363		Vanier Elementary - St. John's	K-6	336	300-399	18.8	Y	48.0	23.3	13.4	13.2	70.8	67.4	80.0	85.7	97.1	78.2	65.9	72.9	42.9
4	305		Villanova Junior High - CBS (Manuels)	5-8	570	400+	25.9	Y	142.5	37.0	15.4	10.8	68.4	-	-	93.7	98.3	-	-	78.4	60.4
4	364		Virginia Park Elementary - St. John's	K-6	220	200-299	15.7		31.4	19.6	10.3	13.0	65.0	38.0	68.4	58.0	67.6	67.9	44.3	56.0	41.9
4	446	Y	Whitbourne Elementary - Whitbourne	K-6	90	50-99	15.0		12.9	7.0	12.1	10.4	57.1	41.7	56.3	-	-	68.2	60.9	-	-
3	183	Y	William Mercer Academy - Dover	K-8	155	100-199	17.2		17.2	15.0	9.7	11.7	62.5	60.3	85.0	45.5	77.8	78.6	75.0	59.3	25.0
4	262	Y	Woodland Elementary - Dildo	K-6	197	100-199	19.7		28.1	15.9	11.6	15.0	75.0	61.3	65.4	93.3	93.5	73.6	51.0	69.1	29.8
5	472		École Boréale de Goose Bay - Happy Valley - Goose Bay	K-3,7-8	22	< 50	7.3		3.7	1.0	19.5	-	-	-	-	-	-	-	-	-	-
5	095	Y	École Notre-Dame du Cap - De Grau	K-8	54	50-99	9.0		6.0	5.0	10.2	11.4	14.3	-	-	-	-	-	-	-	-
			Province			72,084		19.5	5,544.9	5,498.0	12.7	14.2	65.5	62.5	72.8	80.7	85.1	76.1	65.8	70.9	46.8

Intermediate Schools

Intermediate Schools are usually grades 7-9, but can vary 1-2 grades above or below (eg. 6-9, 8-10).

Intermediate Schools '07-'08			School Demographics '07-'08									Criterion Referenced Tests '07-'08						
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Intermediate Language Arts		Intermediate Math	Intermediate Language Arts (2006-07)		Intermediate Math (2006-07)
													% of Students Achieving at or Above the Provincial Standard			Reading	Writing	
4	248		Amalgamated Academy - Bay Roberts	4-9	670	400+	Y	111.7	42.0	16.0	12.5	66.7	63.3	87.9	69.3	62.1	71.7	50.7
4	324		Beaconsfield Junior High - St. John's	7-9	515	400+	Y	171.7	33.3	15.5	12.2	70.6	83.3	84.0	60.4	73.2	84.0	58.5
4	330		Brother Rice Junior High - St. John's	7-9	455	400+	Y	151.7	35.0	13.0	12.0	75.0	71.3	92.5	-	66.0	81.0	51.5
4	428		Clarenville Middle School - Clarenville	4-8	303	300-399		60.6	19.5	15.5	18.2	95.0	-	-	-	-	-	-
4	452		District School - St. John's	8-10	20	< 50		6.7	29.5	0.7	17.2	96.7	-	-	-	-	-	-
3	481		Exploits Valley Intermediate - Grand Falls-Windsor	7-9	446	400+	Y	148.7	31.3	14.3	17.2	81.3	71.4	80.2	58.8	76.2	89.5	60.2
4	300		Frank Roberts Junior High - Conception Bay South (Foxtrap)	7-9	553	400+	Y	184.3	32.8	16.9	11.2	69.7	82.4	81.5	54.8	74.5	70.9	52.6
2	062		G.C. Rowe Junior High - Corner Brook	7-9	395	300-399		131.7	24.8	16.0	17.4	76.0	86.2	93.4	67.0	83.4	90.9	62.4
4	465		Holy Cross Junior High - St. John's	7-9	169	100-199		56.3	16.5	10.2	16.7	76.5	68.4	80.0	46.0	54.5	73.2	48.1
4	341		I.J. Samson Junior High - St. John's	7-9	257	200-299	Y	85.7	20.5	12.5	14.2	66.7	83.5	95.3	71.5	73.6	78.2	60.8
4	335		Leary's Brook Junior High - St. John's	7-9	423	400+	Y	141.0	27.0	15.7	13.5	63.0	71.3	81.6	55.7	81.3	89.1	53.2
4	343		MacDonald Drive Junior High - St. John's	7-9	545	400+	Y	181.7	34.8	15.7	15.0	77.8	85.7	92.4	64.5	86.6	90.2	61.3
4	310		Mount Pearl Intermediate - Mount Pearl	5-9	754	400+	Y	150.8	46.3	16.3	12.6	63.8	81.8	92.5	62.2	89.3	93.3	58.6
4	209	Y	Pearce Junior High School - Salt Pond	8-9	277	200-299	Y	138.5	17.0	16.3	13.7	52.9	78.4	80.7	56.0	83.5	83.9	55.5
2	067		Presentation Junior High - Corner Brook	7-9	393	300-399	Y	131.0	24.7	15.9	13.0	80.0	84.9	87.8	71.9	84.5	97.3	71.3
4	269	Y	St. Francis School - Harbour Grace	6-9	362	300-399	Y	90.5	25.0	14.5	16.7	72.0	76.7	90.5	64.9	61.5	62.9	60.7
4	353		St. Kevin's Junior High - St. John's (Goulds)	7-9	338	300-399	Y	112.7	21.8	15.5	15.3	72.7	80.5	90.1	52.4	72.0	77.3	50.6
3	420		St. Paul's Intermediate School - Gander	7-9	324	300-399	Y	108.0	22.0	14.7	20.0	81.8	71.9	84.2	65.5	72.9	89.6	63.1
4	359		St. Paul's Junior High - St. John's	7-9	473	400+	Y	157.7	29.3	16.2	15.0	73.3	77.3	92.1	61.8	84.5	94.5	58.8
4	315		St. Peter's Junior High - Mount Pearl	7-9	640	400+	Y	213.3	37.6	17.0	13.8	64.1	82.5	89.1	62.9	80.2	92.4	56.6
2	396		Stephenville Middle School - Stephenville	6-8	317	300-399	Y	105.7	23.0	13.8	17.9	56.5	-	-	-	-	-	-
2	391	Y	Xavier Junior High - Deer Lake	6-9	341	300-399		85.3	22.5	15.2	12.4	82.6	78.5	86.1	61.4	78.6	78.1	65.2
			Province	-	72,084	-	-	5,544.9	5,498.0	12.7	14.2	65.5	75.3	86.2	60.9	73.4	83.5	57.6

Secondary Schools

Secondary Schools
have any combination
of grades between 7
to grade 10, 11 or 12.

Secondary Schools '07-'08				School Demographics '07-'08										Criterion Referenced Tests '07-'08			High School Performance '07-'08					Graduates '07-'08				
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	Distance Education	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Intermediate Language Arts		Intermediate Math	Number of HS Courses Offered	Average School Mark on Public Exam Courses	Average Public Exam Mark on Public Exam Courses	Average Final Mark English 3201	Percent Taking Advanced Math 3205	Average Final Mark Advanced Math 3205	Pass Rate	Graduates - Honours	Graduates - Academic	Graduates - General
														% of Students Achieving at or Above the Provincial Standard		Reading	Writing	Total Score								
4	476	Y	Baccaieu Collegiate - Old Perlican	7-12	247	200-299	Y		41.2	20.8	11.9	13.3	61.9	70.0	87.9	55.8	51	68.8	63.9	69.1	29.6	71.6	89.1	22.0	19.5	58.5
3	125	Y	Baie Verte Collegiate - Baie Verte	7-12	230	200-299	Y		38.3	16.5	13.9	17.7	76.5	75.8	84.9	52.4	46	73.0	66.1	68.5	25.0	84.6	87.2	17.1	39.0	43.9
2	387	Y	Bayview Regional Collegiate - St. Lunaire	7-12	73	50-99	Y		12.2	8.5	8.6	10.5	33.3	65.4	90.9	60.0	31	64.4	54.4	61.6	8.3	-	64.3	0.0	66.7	33.3
3	132		Botwood Collegiate - Botwood	7-12	337	300-399	Y		56.2	22.8	14.8	13.6	69.6	51.6	81.6	46.3	55	66.1	55.9	60.2	35.3	77.3	87.8	19.4	41.7	38.9
2	027	Y	Canon Richards High School - Flower's Cove	7-12	103	100-199	Y		17.2	9.0	11.4	12.5	44.4	78.3	95.8	61.7	28	74.2	60.5	67.1	0.0	-	100.0	13.3	33.3	53.3
3	153	Y	Cape John Collegiate - La Scie	7-12	137	100-199	Y		22.8	12.0	11.4	18.0	75.0	78.8	80.8	57.1	38	70.1	62.7	70.0	23.1	-	100.0	15.0	30.0	55.0
4	464	Y	Crescent Collegiate - Blaketown	7-12	635	400+	Y	Y	105.8	42.5	14.9	13.9	72.1	75.0	91.1	59.7	64	68.9	59.1	69.5	45.5	64.1	84.6	10.4	27.3	62.3
3	162	Y	Dorset Collegiate - Piley's Island	7-12	175	100-199	Y		29.2	15.0	11.7	18.2	80.0	48.0	95.8	54.0	50	69.3	62.2	66.0	47.8	78.1	93.9	25.8	32.3	41.9
2	052	Y	Harriot Curtis Collegiate - St. Anthony	8-12	210	200-299	Y		42.0	17.8	11.8	9.9	44.4	66.7	69.5	58.0	54	70.8	68.1	67.7	44.4	79.7	95.1	27.6	34.5	37.9
4	471	Y	Heritage Collegiate - Lethbridge	7-12	226	200-299	Y		37.7	17.0	13.3	16.6	70.6	89.7	90.0	64.3	47	65.6	63.9	66.0	71.4	69.5	97.3	22.2	41.7	36.1
4	368		Holy Trinity High - Torbay	7-12	730	400+		Y	121.7	43.3	16.9	12.9	75.0	68.3	88.7	62.5	60	66.8	61.3	64.8	24.2	77.3	79.2	28.8	43.8	27.5
3	171	Y	Indian River High School - Springdale	7-12	290	200-299			48.3	20.5	14.2	17.2	61.9	49.8	83.0	48.7	54	73.1	66.5	68.7	50.0	68.4	84.8	25.6	20.5	53.8
3	201	Y	J.M. Olds Collegiate - Twillingate	7-12	185	100-199	Y		30.8	13.0	14.2	13.3	38.5	54.7	85.2	57.3	44	74.6	64.7	65.0	37.5	75.6	100.0	17.6	23.5	58.8
4	214	Y	John Burke High School - Grand Bank	8-12	213	200-299	Y		42.6	17.5	12.2	11.9	66.7	92.4	93.9	60.9	45	70.5	67.8	65.9	46.4	73.6	89.2	21.2	30.3	48.5
3	149	Y	King Academy - Harbour Breton	7-12	142	100-199	Y		23.7	13.0	10.9	18.5	69.2	69.6	71.4	67.3	42	73.1	59.4	65.2	0.0	-	88.9	18.8	37.5	43.8
3	402	Y	Leo Burke Academy - Bishop's Falls	7-12	266	200-299	Y		44.3	18.0	14.8	14.9	61.1	80.6	91.7	55.3	60	69.9	66.6	69.1	11.8	-	95.3	17.1	46.3	36.6
3	204	Y	Lester Pearson Memorial High - Wesleyville	7-12	228	200-299	Y		38.0	18.5	12.3	9.0	57.9	64.5	61.3	53.0	50	69.5	67.4	65.0	34.5	83.5	100.0	19.0	31.0	50.0
1	477		Mealy Mountain Collegiate - Happy Valley-Goose Bay	8-12	582	400+	Y	Y	116.4	34.0	17.1	9.6	41.2	72.3	90.0	68.7	71	69.0	63.4	64.7	26.2	84.5	90.7	16.5	22.7	60.8
1	010		Menihek High School - Labrador City	8-12	608	400+		Y	121.6	35.5	17.1	14.9	61.1	67.3	78.6	63.5	62	69.0	65.3	65.4	43.5	81.4	85.3	29.0	38.7	32.3
4	307	Y	Mobile Central High - Mobile	7-12	261	200-299			43.5	21.6	12.1	13.8	77.3	83.7	88.4	67.5	47	68.4	64.7	67.0	55.9	77.4	97.9	19.1	40.4	40.4
2	083	Y	Pasadena Academy - Pasadena	7-12	236	200-299	Y		39.3	18.0	13.1	17.0	50.0	86.8	88.2	67.9	46	75.5	68.6	65.5	37.1	82.5	95.5	35.7	33.3	31.0
2	463		Pathfinder/Directions Alternative School - Stephenville	7,9-12	21	< 50	Y		4.2	4.0	5.3	17.6	100.0	-	-	-	30	-	-	-	-	-	-	-	-	-
4	247	Y	Roncalli Central High - Avondale	7-12	361	300-399	Y		60.2	24.5	14.7	16.5	72.0	80.0	93.3	56.1	54	68.6	62.9	58.7	33.9	75.1	91.3	23.8	50.8	25.4
2	047	Y	Roncalli Central High - Port Saunders	7-12	164	100-199	Y		27.3	14.0	11.7	15.4	64.3	64.5	83.9	58.9	46	70.5	64.3	66.6	20.8	-	91.9	23.5	26.5	50.0
2	099	Y	St. James' Regional High School - Channel-Port Aux Basques	7-12	367	300-399			61.2	26.0	14.1	12.4	57.7	68.6	84.1	63.3	61	66.2	58.2	66.3	30.0	71.5	89.4	11.9	35.6	52.5
4	296	Y	St. Michael's High - Bell Island	7-12	241	200-299			40.2	20.0	12.1	10.5	65.0	68.5	90.0	53.5	61	70.3	56.5	65.2</						

Senior High Schools

Senior High Schools have
grades 9-12 or 10-12.

Senior High Schools '07-'08				School Demographics '07-'08										Criterion Referenced Tests '07-'08			High School Performance '07-'08				Graduates '07-'08					
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	Distance Education	French Immersion	Average Students Per Grade	Full-time Equivalent Teachers	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Intermediate Language Arts		Intermediate Math		Number of HS Courses Offered	Average School Mark on Public Exam Courses	Average Public Exam Mark on Public Exam Courses	Average Final Mark English 3201	Percent Taking Advanced Math 3205	Average Final Mark Advanced Math 3205	Pass Rate	Graduates - Honours	Graduates - Academic	Graduates - General
													Reading	Writing	Total Score											
2	116	Y	Appalachia High School - St. George's	9-12	260	200-299			65.0	18.0	14.4	13.7	72.2	59.7	68.4	63.0	58	65.0	60.4	64.5	34.3	83.0	90.7	10.3	46.2	43.6
4	249		Ascension Collegiate - Bay Roberts	10-12	681	400+		Y	227.0	42.5	16.0	16.2	79.1	-	-	-	78	71.3	65.8	69.0	29.3	85.1	91.1	26.5	36.3	37.3
4	327		Bishops College High - St. John's	10-12	582	400+		Y	194.0	34.3	17.0	14.8	82.9	-	-	-	77	68.6	61.0	66.8	22.8	76.1	85.2	24.6	42.8	32.6
4	328		Booth Memorial High School - St. John's	10-12	545	400+		Y	181.7	32.0	17.0	14.8	78.8	-	-	-	82	70.2	63.5	66.2	25.7	79.4	85.7	31.4	38.2	30.4
4	253	Y	Carbonear Collegiate - Carbonear	10-12	499	400+		Y	166.3	31.0	16.1	17.2	80.6	-	-	-	64	69.6	66.7	67.9	38.0	85.1	88.2	35.0	36.7	28.3
4	235		Clarenville High School - Clarenville	9-12	384	300-399	Y		96.0	24.5	15.7	17.3	76.0	70.9	81.7	57.6	61	68.7	67.2	66.8	30.2	80.8	92.9	32.3	38.5	29.2
2	485		Corner Brook Regional High - Corner Brook	10-12	989	400+		Y	329.7	59.5	16.6	14.6	71.7	-	-	-	87	70.8	68.7	70.7	44.2	81.8	89.8	33.8	31.6	34.6
4	231	Y	Discovery Collegiate - Bonavista	9-12	323	300-399			80.8	23.5	13.7	13.6	70.8	76.7	91.8	57.5	55	66.8	63.8	60.3	37.5	77.4	91.5	20.4	27.8	51.9
2	390	Y	Elwood High School - Deer Lake	10-12	309	300-399	Y		103.0	20.0	15.5	15.4	90.0	-	-	-	56	70.9	66.7	67.4	32.8	80.9	87.5	32.5	29.9	37.7
3	480		Exploits Valley High - Grand Falls-Windsor	10-12	574	400+	Y	Y	191.3	37.0	15.5	15.2	78.4	-	-	-	79	69.0	64.6	68.1	37.7	76.4	92.5	28.6	36.1	35.4
3	418		Gander Collegiate - Gander	10-12	383	300-399		Y	127.7	24.5	15.6	17.1	80.0	-	-	-	65	71.9	64.4	67.3	26.7	79.9	90.2	38.2	37.3	24.5
4	336		Gonzaga Regional High - St. John's	10-12	772	400+		Y	257.3	43.5	17.8	16.9	88.6	-	-	-	80	72.7	70.3	70.0	45.4	83.8	93.3	41.4	45.5	13.1
4	340		Holy Heart of Mary Regional High - St. John's	10-12	967	400+	Y	Y	322.3	59.0	16.4	14.0	75.0	-	-	-	110	69.2	65.8	65.8	27.7	84.4	91.1	42.1	38.7	19.1
4	304		Holy Spirit High - Conception Bay South (Manuels)	9-12	704	400+	Y	Y	176.0	43.5	16.2	13.9	81.8	85.7	91.0	62.0	72	69.0	62.2	65.2	21.3	82.2	97.5	25.0	34.6	40.4
3	187	Y	Jane Collins Academy - Hare Bay	9-12	148	100-199	Y		37.0	12.8	11.6	11.8	38.5	100.0	80.0	55.6	50	70.7	59.2	65.7	13.6	-	86.8	15.2	33.3	51.5
4	280	Y	Laval High School - Placentia	9-12	220	200-299	Y		55.0	17.5	12.6	10.6	72.2	82.2	91.3	55.5	52	74.1	66.6	69.2	51.2	79.7	95.0	36.8	28.1	35.1
3	190	Y	Lewisporte Collegiate - Lewisporte	10-12	308	300-399			102.7	21.0	14.7	17.5	81.0	-	-	-	66	71.5	68.3	67.1	28.8	81.6	93.3	21.7	39.8	38.6
4	219		Marystown Central High School - Marystown	10-12	433	400+		Y	144.3	31.5	13.8	15.6	62.5	-	-	-	65	70.6	64.4	67.6	24.4	76.2	90.5	27.2	28.1	44.7
4	311		Mount Pearl Senior High - Mount Pearl	10-12	700	400+	Y	Y	233.3	38.3	18.3	13.3	84.6	-	-	-	81	67.7	64.4	67.9	21.1	86.3	84.5	28.1	43.1	28.8
4	313		O'Donel High School - Mount Pearl	10-12	684	400+	Y	Y	228.0	38.5	17.8	13.9	74.4	-	-	-	80	71.1	67.8	67.7	18.2	87.9	93.6	27.2	45.0	27.7
2	110	Y	Piccadilly Central High - Piccadilly	9-12	213	200-299			53.3	17.0	12.5	9.7	58.8	75.2	77.5	55.2	43	73.0	66.4	67.2	0.0	-	96.2	18.0	12.0	70.0
4	347		Prince of Wales Collegiate - St. John's	10-12	822	400+	Y	Y	274.0	44.5	18.5	14.4	77.8	-	-	-	81	69.3	61.8	67.7	34.0	71.0	91.4	21.6	41.2	37.2
4	302		Queen Elizabeth Regional High - CBS (Foxtrap)	10-12	610	400+	Y	Y	203.3	36.8	16.6	15.2	83.8	-	-	-	77	64.8	62.3	60.7	31.9	78.4	82.5	18.1	40.2	41.7
4	354		St. Kevin's High - St. John's (Goulds)	10-12	379	300-399	Y	Y	126.3	24.0	15.8	17.3	83.3	-	-	-	72	70.2	63.7	69.0	26.8	83.8	89.5	30.6	40.5	28.8
2	119		Stephenville High - Stephenville	9-12	616	400+		Y	154.0	37.8	16.3	16.5	73.7	69.0	74.3	62.5	68	67.4	61.0	63.4	30.1	79.0	91.8	17.1	41.5	41.5
			Province	-	72,084	-	-	-	5,544.9	5,498.0	12.7	14.2	65.5	75.3	86.2	60.9	174	69.9	64.6	66.8	31.1	79.6	91.0	25.0	35.7	39.3



K-12 Schools

K-12 Schools have all
grades or combination of
grades across the primary,
elementary, intermediate
and high school range.

K-12 Schools '07-'08			School Demographics '07-'08											Criterion Referenced Tests '07-'08										High School Performance '07-'08									
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	K-9 Average Class Size	Distance Education	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Primary Language Arts		Elementary Language Arts		Intermediate Language Arts		Primary Math		Elementary Math		Intermediate Math		Number of HS Courses Offered	Average School Mark on Public Exam Courses	Average Public Exam Mark on Public Exam Courses	Percent Taking Advanced Math 3205	Pass Rate	Graduates - Honours	Graduates - Academic	Graduates - General
														Reading	Writing	Reading	Writing	Reading	Writing	Multiple Choice	Number Operations	Multiple Choice	Number Operations	Total Score									
3	180	Y	A. R. Scammell Academy - Change Islands	K-2,4-12	31	< 50	6.3	Y	2.6	5.0	6.0	12.0	40.0	-	-	-	-	-	-	-	-	-	-	27	67.5	54.6	0.0	-	-	-	-		
2	102	Y	All Saints All-Grade - Grey River	3-5,7-11	13	< 50	5.5	Y	1.6	2.0	6.5	11.7	100.0	-	-	-	-	-	-	-	-	-	-	-	11	-	-	-	-	-	-		
1	007	Y	Amos Comenius Memorial School - Hopedale	K-12	171	100-199	12.3		13.2	19.0	8.6	7.0	15.0	26.8	75.0	11.9	30.8	31.3	37.5	63.5	62.5	47.8	9.6	37.9	27	-	-	-	-	-	-		
1	016	Y	B.L. Morrison - Postville	K-12	57	50-99	10.3	Y	4.4	7.5	7.3	9.4	25.0	-	-	-	-	-	-	-	-	-	-	-	-	20	72.2	64.2	-	-	-	-	
4	447	Y	Baltimore School Complex - Ferryland	K-12	313	300-399	21.2	Y	24.1	26.0	11.7	11.6	73.1	88.9	88.9	87.2	92.9	80.2	85.7	87.5	90.3	91.3	32.7	54.7	51	71.2	63.8	9.7	95.0	18.4	44.7	36.8	
2	050	Y	Basque Memorial - Red Bay	K-1,3-12	31	< 50	6.7	Y	2.6	4.0	7.5	10.3	0.0	-	-	-	-	-	-	-	-	-	-	-	21	76.3	66.7	-	-	-	-		
3	407	Y	Bay d'Espoir Academy - Milltown	K-12	280	200-299	20.0	Y	21.5	22.8	11.9	14.1	69.6	63.6	58.3	80.0	79.2	94.2	96.2	68.1	63.6	63.7	29.0	68.1	41	74.0	63.8	29.4	100.0	16.7	37.5	45.8	
2	397	Y	Belanger Memorial School - Upper Ferry	K-12	208	200-299	15.1	Y	16.0	20.0	10.0	14.6	60.0	70.4	88.9	82.1	73.7	76.9	100.0	71.7	77.5	74.8	52.6	57.0	43	72.9	68.0	7.7	100.0	13.6	27.3	59.1	
4	240	Y	Bishop White School - Port Rexton	K-12	113	100-199	12.7	Y	8.7	14.5	7.6	9.5	46.7	85.2	88.9	82.0	100.0	94.4	100.0	85.2	83.3	75.8	53.6	63.8	28	55.5	46.5	16.7	100.0	0.0	22.2	77.8	
2	393	Y	Bonne Bay Academy - Woody Point	K-12	75	50-99	13.3	Y	5.8	9.5	7.6	9.8	40.0	-	-	-	-	92.9	100.0	-	-	-	-	69.1	20	62.6	55.0	0.0	100.0	18.2	27.3	54.5	
2	091	Y	Burgeo Academy - Burgeo	K-12	162	100-199	17.7	Y	12.5	15.5	10.1	11.0	50.0	95.8	100.0	86.7	100.0	66.7	94.5	82.8	71.9	71.3	50.0	53.1	31	68.7	64.8	33.3	92.9	15.4	46.2	38.5	
5	459		Centre éducatif l'ENVOI - Labrador City	K-11	31	< 50	7.0		2.6	4.0	7.8	6.3	0.0	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-			
4	223	Y	Christ the King School - Rushoon	K-12	154	100-199	9.3	Y	11.8	17.5	8.5	13.8	61.1	35.9	76.9	74.1	77.8	83.3	91.7	64.7	71.2	65.2	41.7	61.6	42	73.3	66.3	16.7	96.0	8.3	16.7	75.0	
2	474	Y	Cloud River Academy - Roddickton	K-12	207	200-299	13.0	Y	15.9	20.0	10.2	14.1	40.0	41.7	52.9	81.0	78.6	62.5	88.2	91.1	73.4	68.9	32.1	57.4	43	71.6	58.2	7.7	84.0	4.8	47.6	47.6	
3	405	Y	Cottrell's Cove Academy - Cottrell's Cove	K-12	30	< 50	7.7	Y	2.3	5.5	5.4	11.6	16.7	-	-	-	-	-	-	-	-	-	-	18	79.4	64.3	-	-	-	-			
2	046	Y	D.C. Young School - Port Hope Simpson	K-12	93	50-99	12.6	Y	7.2	9.0	10.1	13.1	66.7	-	-	-	-	64.3	85.7	-	-	-	-	52.5	26	57.3	46.6	-	83.3	-	-	-	
4	287	Y	Dunne Memorial Academy - St. Mary's	K-12	162	100-199	15.6	Y	12.5	18.0	8.7	14.6	44.4	45.5	54.5	76.2	71.4	82.0	88.0	70.1	68.2	72.5	64.6	76.4	38	71.8	69.0	22.2	100.0	26.1	43.5	30.4	
2	394	Y	E.A. Butler All Grade - McKay's	K-12	153	100-199	15.0	Y	11.8	15.5	9.6	14.5	43.8	75.6	66.7	69.7	81.8	66.7	100.0	64.4	40.6	62.1	25.0	54.8	36	58.3	54.9	0.0	70.0	14.3	28.6	57.1	
4	286	Y	Fatima Academy - St. Bride's	K-12	120	100-199	13.0	Y	9.2	14.0	8.3	10.2	64.3	63.3	80.0	100.0	100.0	86.4	100.0	70.5	47.7	74.4	22.5	66.3	33	72.2	69.5	25.0	100.0	20.0	60.0	20.0	
3	406	Y	Fitzgerald Academy - English Harbour West	K-12	227	200-299	16.8	Y	17.5	20.0	11.2	14.9	50.0	38.1	37.5	75.4	68.4	26.5	47.1	55.7	56.3	48.6	23.5	69.1	43	69.1	66.1	28.6	91.7	13.6	22.7	63.6	
3	414	Y	Fogo Island Central Academy - Fogo Island	K-12	299	200-299	17.5	Y	23.0	24.0	12.1	12.4	58.3	69.4	57.2	88.9	91.7	88.9	92.6	65.5	90.5	78.9	57.8	61.2	44	73.1	72.7	50.0	94.6	25.7	22.9	51.4	
4	226	Y	Fortune Bay Academy - St. Bernard's - Jacques Fontaine	K-12	146	100-199	11.3	Y	11.2	17.0	8.4	10.2	35.3	62.5	66.7	-	-	83.3	91.7	75.9	52.8	-	-	53.5	31								

K-12 Schools

K-12 Schools '07-'08			School Demographics '07-'08											Criterion Referenced Tests '07-'08											High School Performance '07-'08				Graduates '07-'08							
District ID	School ID	Rural	School Name - Community				Grades Offered	Enrolment	School Size	K-9 Average Class Size	Distance Education	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Primary Language Arts		Elementary Language Arts		Intermediate Language Arts		Primary Math		Elementary Math		Intermediate Math		Number of HS Courses Offered	Average School Mark on Public Exam Courses	Average Public Exam Mark on Public Exam Courses	Percent Taking Advanced Math 3205	Pass Rate	Graduates - Honours	Graduates - Academic	Graduates - General
																	% of Students Achieving at or Above the Provincial Standard						Reading	Writing	Reading	Writing	Reading	Writing	Multiple Choice	Number Operations	Multiple Choice	Number Operations	Total Score			
																					Reading	Writing	Reading	Writing	Reading	Writing	Multiple Choice	Number Operations	Multiple Choice	Number Operations	Total Score					
2	039	Y	Mary Simms All-Grade - Main Brook				K-4,6-12	34	< 50	7.0	Y	2.8	5.0	6.5	11.4	40.0	-	-	-	-	-	-	-	-	-	-	-	-	21	66.1	48.3	-	-	-	-	
2	030	Y	Mountain Feild Academy - Forteau				K-12	160	100-199	16.7	Y	12.3	16.0	9.9	12.7	50.0	100.0	100.0	63.6	81.8	90.6	93.8	95.2	92.9	73.5	36.4	65.3	41	77.0	63.6	0.0	100.0	26.3	31.6	42.1	
3	478	Y	New World Island Academy - Summerford				K-12	454	400+	17.0	Y	34.9	35.8	12.3	14.3	55.6	48.0	53.6	78.5	93.8	55.4	93.8	62.1	42.2	67.2	45.2	59.8	47	71.0	65.2	30.8	95.7	13.3	35.6	51.1	
1	017	Y	Northern Lights Academy - Rigolet				K-12	46	< 50	7.5	Y	3.5	7.0	6.3	14.7	25.0	16.7	100.0	-	-	-	-	57.6	12.5	-	-	-	30	-	-	-	-	-	-	-	
2	055	Y	Our Lady of Labrador - West St. Modeste				1-6,8-12	49	< 50	10.3	Y	4.5	7.0	7.0	14.7	28.6	-	-	-	-	81.3	75.0	-	-	-	-	65.0	27	65.2	60.0	-	100.0	0.0	28.6	71.4	
3	178	Y	Phoenix Academy - Carmanville				K-12	268	200-299	18.8	Y	20.6	20.5	12.7	13.0	66.7	44.4	28.6	64.4	53.3	41.5	88.9	86.3	67.9	75.6	33.3	49.0	43	64.8	61.4	-	95.5	9.5	57.1	33.3	
3	163	Y	Point Leamington Academy - Point Leamington				K-12	119	100-199	13.7	Y	9.2	12.0	9.7	12.4	50.0	61.9	28.6	80.0	80.0	91.7	100.0	59.9	59.4	65.6	35.4	61.0	34	66.4	59.3	-	85.7	8.3	33.3	58.3	
4	242	Y	Random Island Academy - Random Island				K-12	194	100-199	15.7	Y	14.9	17.8	10.6	13.5	50.0	69.2	84.6	49.7	72.7	79.2	83.3	93.1	80.0	56.2	31.8	61.3	40	70.1	66.2	-	92.9	7.7	61.5	30.8	
2	041	Y	Raymond Ward Memorial - Norman Bay				2-3,5-6,9-10,12	14	< 50	5.5	Y	2.0	2.0	7.0	14.5	0.0	-	-	88.9	100.0	-	-	-	-	89.9	58.3	-	14	-	-	-	-	-	-		
3	206	Y	Riverwood Academy - Wing's Point				K-12	316	300-399	22.6	Y	24.3	25.0	12.4	11.0	61.5	63.2	52.6	47.2	61.5	54.8	64.7	70.8	47.9	38.7	1.4	44.0	40	70.8	55.5	9.1	88.5	4.3	21.7	73.9	
2	023	Y	Sacred Heart AG - Conche				K-1,3-6,8-12	25	< 50	7.5	Y	2.3	4.0	6.3	20.5	50.0	-	-	-	-	-	-	-	-	-	-	-	23	79.2	74.6	-	-	-	-		
3	416	Y	Smallwood Academy - Gambo				K-12	320	300-399	20.9	Y	24.6	27.0	11.5	14.0	63.0	54.8	85.7	73.5	84.0	78.3	90.0	78.9	44.6	60.6	31.0	51.1	51	69.1	61.9	43.8	90.9	30.0	25.0	45.0	
4	431	Y	Southwest Arm Academy - Little Heart's Ease				K-12	102	100-199	9.6	Y	7.8	12.0	8.1	13.0	50.0	-	-	66.7	42.9	-	-	-	-	63.0	8.3	41.4	34	70.9	65.9	-	100.0	22.2	22.2	55.6	
4	225	Y	St. Anne's School - South East Bight				K-8,10	15	< 50	4.0	Y	1.5	3.0	5.0	13.5	66.7	-	-	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	
2	113	Y	St. Boniface All Grade - Ramea				K-8,10-12	72	50-99	9.2	Y	6.0	8.5	8.2	13.1	44.4	62.5	100.0	-	-	-	-	96.4	81.3	-	-	-	-	29	73.4	59.5	-	-	-	-	
4	274	Y	St. Catherine's Academy - Mount Carmel				K-12	171	100-199	12.6	Y	13.2	18.0	9.3	9.8	55.6	88.9	100.0	85.7	78.6	75.0	85.7	80.6	83.3	66.8	33.9	62.9	45	75.8	66.8	-	100.0	19.0	42.9	38.1	
3	196	Y	St. Gabriel's AG - St. Brendan's				1-3,5-9,11-12	21	< 50	4.0	Y	2.1	4.0	5.3	14.2	0.0	-	-	-	-	-	-	-	-	-	-	-	21	73.5	70.3	-	-	-	-		
2	079	Y	St. James All Grade - Lark Harbour				K-12	142	100-199	14.6	Y	10.9	15.8	8.6	11.2	43.8	85.7	85.7	56.7	60.0	66.7	83.3	76.8	89.3	60.0	12.5	64.5	34	69.6	57.6	0.0	100.0	7.1	28.6	64.3	
4	218	Y	St. Joseph's Academy - Lamaline				K-12	131	100-199	12.6	Y	10.1	15.0	8.6	7.9	46.7	-	-	61.1	83.3	80.0	90.0	-	-	69.6	0.0	48.7	37	66.6	59.6	0.0	94.4	0.0	41.2	58.8	
2	025	Y	St. Joseph's All Grade - Croque				K,3-7,10-12	11	< 50	3.5	Y	1.2	2.0	5.3	12.6	50.0	-	-</																		

Private, First Nations & Other Schools

Includes Private and First Nations schools as well as the NL School for the Deaf and the NL Youth Centre.

Private, First Nations & Other Schools '07-'08				School Demographics '07-'08										Criterion Referenced Tests '07-'08										High School Performance '07-'08						
District ID	School ID	Rural	School Name - Community	Grades Offered	Enrolment	School Size	K-9 Average Class Size	Distance	Average Students Per Grade	Full-time Equivalent Teachers	Average Students Per Teacher	Average Years Teacher Experience	Percentage of Teachers Above Level 5 Certificate	Primary Language Arts		Elementary Language Arts		Intermediate Language Arts		Primary Math		Elementary Math		Intermediate Math		Number of HS Courses Offered	Average School Mark on Public Exam Courses	Average Public Exam Mark on Public Exam Courses	Percent Taking Advanced Math	Pass Rate
														% of Students Achieving at or Above the Provincial Standard						Multiple Choice		Number Operations (Rubrics)		Multiple Choice		Number Operations (Rubrics)				
				Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Multiple Choice	Number Operations (Rubrics)	Multiple Choice	Number Operations (Rubrics)	Total Score	Number of HS Courses Offered	Average School Mark on Public Exam Courses	Average Public Exam Mark on Public Exam Courses	Percent Taking Advanced Math	Pass Rate							
803	374		Brother T. I. Murphy - St. John's	10-12	72	50-99	-	-	24.0	9.0	8.0	15.0	89.0	-	-	-	-	-	32	57.9	57.3	0.0	90.3							
803	453	Y	Eric G. Lambert All-Grade - Churchill Falls	K-12	143	100-199	10.9	Y	11.0	18.8	7.4	19.0	67.0	86.1	100.0	100.0	100.0	100.0	92.7	100.0	79.6	85.0	66.0	36	74.0	74.6	55.6	100.0		
803	373		First Baptist Academy - Mount Pearl	K-5,7-12	34	< 50	15.0	-	2.8	2.0	16.3	15.0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
803	479	Y	Holy Cross Community School Inc. - St. Alban's	K-5	15	< 50	5.0	-	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
803	469		Immaculate Heart of Mary School - Corner Brook	K-9	99	50-99	9.9	-	9.9	10.8	8.3	11.7	25.0	81.0	87.5	88.9	100.0	-	-	85.6	72.2	91.8	91.7	-	-	-	-	-	-	
803	375		Lakecrest -St. John's Independent School - St. John's	K-9	114	100-199	12.7	-	11.4	12.0	9.0	15.0	50.0	87.5	87.5	95.8	100.0	95.0	100.0	89.1	90.6	85.6	0.0	64.2	-	-	-	-	-	
804	019	Y	Mushuau Innu Natuashish School - Natuashish	K-12	216	200-299	17.2	-	16.6	26.0	7.7	-	11.5	0.0	0.0	12.5	0.0	-	-	51.7	25.0	52.9	3.6	-	3	-	-	-	-	
903	378	Y	NL & Lab Youth Centre - Whitbourne	9-12	13	< 50	1.0	-	3.3	6.0	2.2	18.6	33.3	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	
902	377		NL School for the Deaf - St. John's	K-12	25	< 50	2.6	-	2.8	12.0	2.0	22.0	100.0	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	
804	018	Y	Peenamin McKenzie School - Sheshatshiu	K-12	371	300-399	15.2	-	28.5	32.0	11.0	9.4	28.1	-	-	0.0	0.0	0.0	-	-	28.0	0.0	-	-	-	-	-	-	-	-
804	376	Y	St. Annaway Kegnamogwom - Conne River	K-12	189	100-199	14.8	Y	14.5	25.0	7.3	15.0	100.0	19.4	25.0	80.5	100.0	57.7	46.2	57.7	33.9	56.9	6.3	62.5	28	79.5	67.6	16.7	90.9	
803	450		St. Bonaventure's College - St. John's	K-12	346	300-399	24.5	-	26.6	30.0	11.0	12.3	73.0	84.1	95.2	95.8	100.0	100.0	100.0	86.7	67.9	78.8	53.0	63.7	46	78.4	74.5	61.5	94.7	
Province				-	72,084	-	19.5	-	5,544.9	5,498.0	12.7	14.2	65.5	62.5	72.8	80.7	85.1	75.3	86.2	76.1	65.8	70.9	46.8	60.9	174	69.9	64.6	31.1	91.0	



Appendix C

TABLES & GLOSSARY



Tables

Table 2.1: Population change (2002-2007)

Province/Territory	Population Count		% change
	2002	2007	
Canada	31,372,587	32,976,026	5.11
Newfoundland and Labrador	519,449	506,275	-2.54
Prince Edward Island	136,934	138,627	1.24
Nova Scotia	934,507	934,147	-0.04
New Brunswick	750,327	749,782	-0.07
Quebec	7,445,745	7,700,807	3.43
Ontario	12,102,045	12,803,861	5.80
Manitoba	1,155,584	1,186,679	2.69
Saskatchewan	995,886	996,869	0.10
Alberta	3,116,332	3,473,984	11.48
British Columbia	4,115,413	4,380,256	6.44
Yukon Territory	30,137	30,989	2.83
Northwest Territories	41,489	42,637	2.77
Nunavut	28,739	31,113	8.26

(Source: Statistics Canada, 2007a)

Table 2.2: Population of Newfoundland and Labrador by age group (2002-2007)

Age group (yrs)	Population Count		% change
	2002	2007	
0-9	52,846	47,910	-9.3
10-19	72,523	61,301	-15.5
20-29	66,992	62,120	-7.3
30-39	77,962	66,160	-15.1
40-49	87,581	84,611	-3.4
50-59	73,374	81,799	11.5
60-69	43,314	54,087	24.9
70-79	29,224	31,034	6.2
80+	15,633	17,253	10.4

(Source: Statistics Canada, 2007a)

Table 2.3: Demographic change in Newfoundland and Labrador (2002-2007)

Category	Population Count		% change
	2002	2007	
Infants and preschoolers (0-4 yrs)	24,530	22,882	-6.7
School-age (5-17 yrs)	84,861	73,515	-13.4
Young adults (18-24 yrs)	51,609	44,711	-13.4
Adults (25-44 yrs)	153,319	137,783	-10.1
Older adults (45-64 yrs)	140,769	156,815	11.4
Seniors (65 yrs or older)	64,361	70,569	9.6

(Source: Statistics Canada, 2007a)



Table 2.4: Number of births in Newfoundland and Labrador (2002/03-2006/07)

Year	Number of births
2002/03	4,596
2003/04	4,598
2004/05	4,543
2005/06	4,526
2006/07	4,486

(Source Statistics Canada, 2007b)

Note: A one year period runs from July 1st of one year to June 30th of the next year.

Table 2.5: Enrolment trend (1998/99-2015/16)

School year	Enrolment	% change from previous year
1998/99	97,401	-4.1
1999/00	93,957	-3.5
2000/01	90,167	-4.0
2001/02	86,898	-3.6
2002/03	84,268	-3.0
2003/04	81,458	-3.3
2004/05	79,439	-2.5
2005/06	76,763	-3.4
2006/07	74,304	-3.2
2007/08	72,084	-3.0
2008/09	70,631	-2.0
Projected		
2009/10	68,951	-2.4
2010/11	67,560	-2.0
2011/12	66,609	-1.4
2012/13	65,729	-1.3
2013/14	65,034	-1.1
2014/15	64,416	-1.0
2015/16	63,925	-0.8



Tables

**Table 2.6: Percent change in student enrolment
(2002/03-2007/08)**

District	Enrolment		% change
	2002/03	2007/08	
Labrador	4,970	3,720	-25.2
Western	15,951	13,285	-16.7
Nova Central	15,763	12,998	-17.5
Eastern	47,354	41,830	-11.7
CSF	230	251	9.1
Province	84,268	72,084	-14.5

**Table 2.7: Average K-9 class size
(2004/05-2007/08)**

District	2004/05	2005/06	2006/07	2007/08
Labrador	18.5	19.4	18.6	17.8
Western	18.4	18.5	18.3	17.8
Nova Central	19.2	19.4	18.4	18.7
Eastern	22.7	22.0	21.4	20.8
CSF	8.9	9.2	10.1	8.3
Province	20.7	20.5	19.9	19.5

Note: Average K-9 class size unavailable for 2002/03 and 2003/04

**Table 2.8: Pupil-Teacher Ratio
(1997/98-2007/08)**

School year	FTE pupils (a)	FTE teachers (b)	PTR (a/b)
1997/98	98,379	6,705	14.7
1998/99	94,493	6,453	14.6
1999/00	91,053	6,372	14.3
2000/01	87,438	6,283	13.9
2001/02	84,173	6,264	13.4
2002/03	81,651	6,065	13.5
2003/04	78,920	5,865	13.5
2004/05	76,871	5,634	13.6
2005/06	74,315	5,485	13.5
2006/07	71,933	5,443	13.2
2007/08	69,741	5,498	12.7

(Source: Education Statistics 2007-2008, p.5)

Table 3.1: FTE¹ teachers in Newfoundland and Labrador (2002/03-2007/08)

School year	Number of FTE teachers	% change from previous year
2002/03	6,065	-3.2%
2003/04	5,865	-3.3%
2004/05	5,634	-3.9%
2005/06	5,485	-2.6%
2006/07	5,443	-0.8%
2007/08	5,498	1.0%

¹ The number of FTE teachers may differ from the actual number of allocated teaching units due to such factors as teacher vacancies at the time of publication.

**Table 3.2: The 2007/08 teacher workforce
(a) Teaching positions**

Position	Number of FTE teachers	% of teaching workforce
Administrative ¹	728	13.2
Classroom teacher	3,421	62.2
Special Education teacher ²	853	15.5
Other ³	496	9.0
Total	5,498	100.0

**Table 3.2: The 2007/08 teacher workforce
(b) Gender breakdown (%)**

Gender	Administrative ¹ (n=728)	Classroom (n=3,421)	Special Education ² (n=853)	Other ³ (n=496)	Total (n=5,498)
Male	54.8	29.5	16.6	35.5	31.4
Female	45.2	70.5	83.4	64.5	68.6
Total	100.0	100.0	100.0	100.0	100.0

¹ Includes principals, assistant principals and department heads. In many cases, these positions include classroom teaching.

² Includes special education teachers devoted to working with students with mental and/or physical disabilities.

³ Includes itinerant teachers, guidance counsellors, English as a Second Language (ESL) teachers, etc.

**Table 3.3: Gender composition of teachers (%)
(2002/03-2007/08)**

Gender	2002/03 (n=6,065)	2003/04 (n=5,865)	2004/05 (n=5,634)	2005/06 (n=5,485)	2006/07 (n=5,443)	2007/08 (n=5,498)
Male	37.6	36.4	35.2	33.7	32.8	31.3
Female	62.3	63.6	64.8	66.3	67.2	68.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

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**Table 3.4: Teacher's age (%)
(2002/03-2007/08)**

Age group	2002/03 (n=6,065)	2003/04 (n=5,865)	2004/05 (n=5,633)	2005/06 (n=5,486)	2006/07 (n=5,443)	2007/08 (n=5,498)
Younger than 30	8.2	8.6	9.6	10.2	10.9	12.1
30-39	31.4	31.8	30.9	29.8	28.6	27.8
40-49	39.6	38.1	39.0	40.1	41.0	40.3
50 years or older	20.8	21.4	20.5	19.9	19.5	19.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

**Table 3.5: Gender composition of new teachers (%)
(2002/03-2007/08)**

Gender	2002/03 (n=187)	2003/04 (n=210)	2004/05 (n=201)	2005/06 (n=195)	2006/07 (n=252)	2007/08 (n=248)
Male	22.5	28.6	23.9	20.0	23.8	18.5
Female	77.5	71.4	76.1	80.0	76.2	81.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

**Table 3.6: Gender composition of retirees (%)
(2002/03-2007/08)**

Gender	2002/03 (n=456)	2003/04 (n=457)	2004/05 (n=345)	2005/06 (n=305)	2006/07 (n=280)
Male	47.6	47.5	49.3	38.7	50.4
Female	52.4	52.5	50.7	61.3	49.6
Total	100.0	100.0	100.0	100.0	100.0

**Table 3.7: Gender difference in average
retirement age (2002/03-2006/07)**

School year	Male	Female	Province
2002/03	53.0	52.8	52.6
2003/04	54.0	53.2	53.6
2004/05	54.7	53.6	54.1
2005/06	54.3	54.7	54.5
2006/07	56.2	55.7	56.0

Table 4.1: District profile (2007/08)

District	Percentage of		
	Students (n=72,084)	Teachers (n=5,498)	Schools (n=280)
Labrador	5.2	5.5	5.4
Western	18.4	20.1	25.7
Nova Central	18.0	19.3	23.9
Eastern	58.0	54.5	43.2
CSF	0.4	0.6	1.8

Table 4.2: Number of public schools (2002/03-2007/08)

School year	Number of schools
2002/03	317
2003/04	305
2004/05	303
2005/06	294
2006/07	285
2007/08	280

**Table 4.3: Percent change in the number of schools per district (2002/03-2007/08)**

District	2002/03	2007/08	% change
Labrador	19	15	-21.1
Western	85	72	-15.3
Nova Central	79	67	-15.2
Eastern	129	121	-6.2
CSF	5	5	0.0
Province	317	280	-11.7

Table 4.4: School configurations (2007/08)

Configuration	Number of schools	%
Primary	14	5.0
Elementary	108	38.6
Intermediate	21	7.5
Secondary	27	9.6
Senior High	25	8.9
K-12	85	30.4
Total	280	100.0

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Table 4.5: District school configurations (2007/08)

Configuration	Percentage of schools in each district with the following configurations				
	Labrador (n=15)	Western (n=72)	Nova Central (n=67)	Eastern (n=121)	CSF (n=5)
Primary	13.3	1.4	10.4	3.3	0.0
Elementary	20.0	33.3	29.9	48.8	40.0
Intermediate	0.0	5.6	3.0	12.4	0.0
Secondary	13.3	9.7	13.4	7.4	0.0
Senior High	0.0	6.9	6.0	13.2	0.0
K-12	53.3	43.1	37.3	14.9	60.0
Total	100.0	100.0	100.0	100.0	100.0

Table 4.6: Provincial school size (%) (2002/03-2007/08)

Enrolment	2002/03 (n=317)	2003/04 (n=305)	2004/05 (n=303)	2005/06 (n=294)	2006/07 (n=285)	2007/08 (n=280)
Less than 150 students	32.2	31.5	33.0	32.7	34.4	35.4
150-299 students	31.2	33.4	32.7	32.7	30.5	30.0
300-449 students	19.6	18.4	17.8	17.7	18.2	18.6
450 or more students	17.0	16.7	16.5	17.0	16.8	16.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.7: District school size (%) (2007/08)

Enrolment	Labrador (n=15)	Western (n=72)	Nova Central (n=67)	Eastern (n=121)	CSF (n=5)	Province (n=280)
Less than 150 students	46.7	48.6	47.8	16.5	100.0	35.4
150-299 students	13.3	30.6	29.9	33.1	0.0	30.0
300-449 students	20.0	15.3	16.4	22.3	0.0	18.6
450 or more students	20.0	5.6	6.0	28.1	0.0	16.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

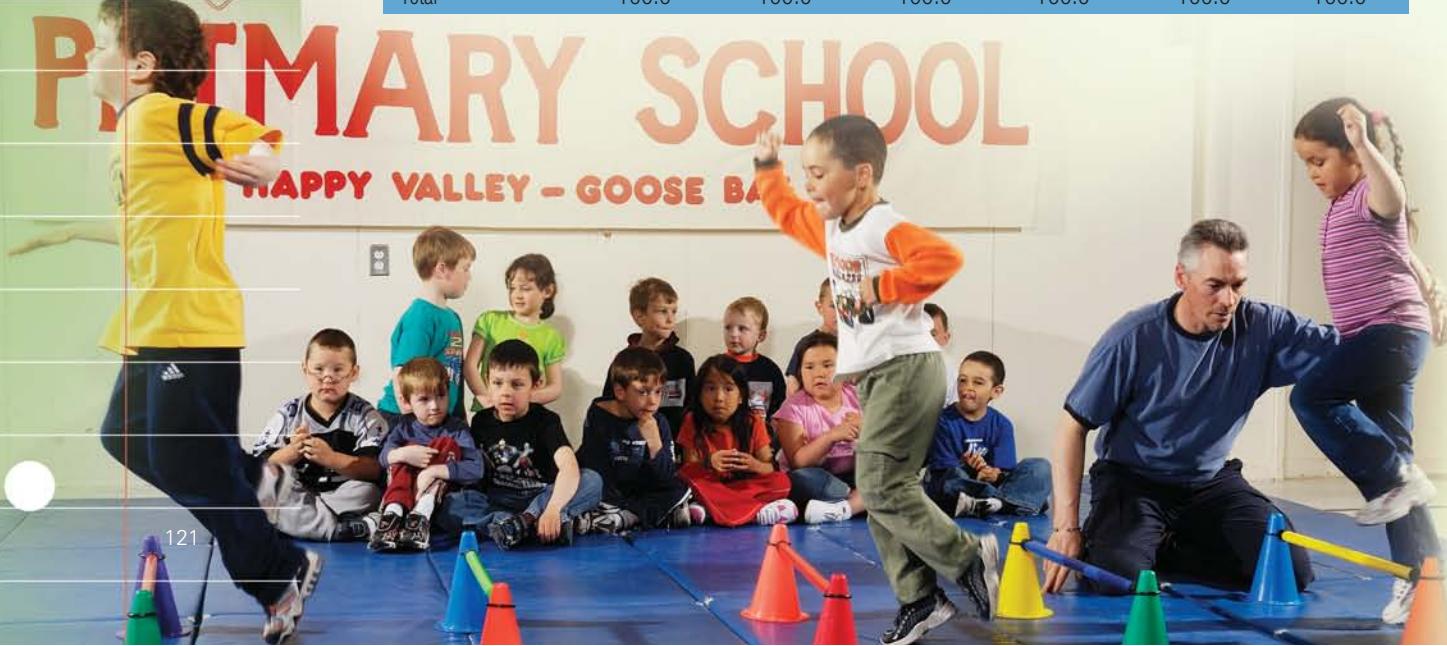


Table 5.1: Percent change in the number of urban and rural schools (2002/03-2007/08)

Region	Number of schools		% change
	2002/03	2007/08	
Urban	108	101	-6.5
Rural	209	179	-14.4
Total	317	280	-11.7

Table 5.2: Percentage of small schools in the province (2002/03-2007/08)

School size	2002/03 (n=317)	2003/04 (n=305)	2004/05 (n=303)	2005/06 (n=294)	2006/07 (n=285)	2007/08 (n=280)
Less than 50 students	12.3	14.1	14.2	15.0	13.3	13.2
50 - 99 students	9.8	7.9	9.9	10.5	10.2	9.6
Less than 100 students	22.1	22.0	24.1	25.5	23.5	22.9

Table 5.3: Percentage of schools with multi-grade classrooms, K-9 (2007/08)

District	Number of schools with multi-grade classrooms	Total number of schools	% of schools with multi-grade classrooms
Labrador	7	15	46.7
Western	38	70	54.3
Nova Central	30	64	46.9
Eastern	18	109	16.5
CSF	5	5	100.0
Total	98	263	37.3

Table 5.4: The expansion of CDLI (2002/03-2007/08)

School year	Number of			
	Teachers	Schools offering CDLI courses	CDLI courses offered	CDLI course registrations
2002/03	24.5	76	18	1,000
2003/04	29.5	93	25	1,200
2004/05	33.0	100	33	1,600
2005/06	36.0	107	33	1,665
2006/07	37.5	110	34	1,685
2007/08	38.0	113	36	1,690



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Table 6.1: Respondents by grade level

Grade Level	Number of respondents	%
Elementary level (Grades 4-6)	3,501	31.6
Intermediate level (Grades 7-9)	3,238	29.2
Senior high (Levels I - III)	4,342	39.2
Total sample	11,081	100.0

Table 6.2: Feelings of safety and security

Percentage of students who:	Elementary (n=3,501)	Intermediate (n=3,238)	High school (n=4,342)	Total (n=11,081)
Feel safe at school	75.2	62.3	65.6	67.7
Can go to an adult with a concern	86.9	65.1	58.6	69.4
Feel that people in their school care about them	68.0	48.1	44.4	52.9

Table 6.3: Healthy living

Percentage of students who:	Elementary (n=3,501)	Intermediate (n=3,238)	High school (n=4,342)	Total (n=11,081)
Make healthy food choices every day	77.2	49.1	42.1	55.2
Participate in a physical fitness activity on a daily basis	77.7	55.5	52.8	61.4
Have the opportunity to participate in activities that promote wellness and active healthy living while at school	88.6	71.4	70.2	76.4

Table 6.4: Attitudes about school

Percentage of students who:	Elementary (n=3,501)	Intermediate (n=3,238)	High school (n=4,342)	Total (n=11,081)
Feel they are able to learn in class	91.7	81.3	80.3	84.2
Believe it is important to complete assigned work	96.5	90.0	86.5	90.7
Believe it is important to be prepared for class	95.5	88.9	85.3	89.6
Treat everyone in school with respect	84.7	72.2	75.6	77.5
Feel that school provides them with opportunities to be a leader	45.5	48.6	47.6	47.2

Table 6.5: Opportunities for learning

Percentage of students who:	Elementary (n=3,501)	Intermediate (n=3,238)	High school (n=4,342)	Total (n=11,081)
Complete group work in class	83.5	78.5	67.0	75.6
Have guest speakers/presenters visit the classroom	77.3	37.7	41.2	51.6
Complete "hands-on" activities (e.g., use manipulative materials in mathematics, scientific experiments)	87.1	67.9	48.2	66.3
Feel teaching and learning takes place outside, as well as inside, the classroom (e.g., science outings, visits to community sites, field trips)	83.4	47.8	28.4	51.4

Table 6.6: Extra learning activities

Percentage of students with the opportunity to take part in:	Elementary (n=3,501)	Intermediate (n=3,238)	High school (n=4,342)	Total (n=11,081)
Language arts activities	83.8	58.4	49.2	62.8
French-related activities	37.4	35.5	32.6	35.0
Fine arts activities	84.5	68.3	66.0	72.5
Mathematics activities	41.7	37.5	37.5	38.8
Science activities	48.6	61.7	40.3	49.2
Technology activities	49.4	37.1	33.0	39.4

Table 6.7: Teacher support

Percentage of students whose teachers:	Elementary (n=3,501)	Intermediate (n=3,238)	High school (n=4,342)	Total (n=11,081)
Provide them with course outlines for each subject/course	84.4	76.0	81.0	80.6
Use a variety of ways to assess learning (e.g., projects, tests, portfolios, rubrics, self and peer assessment)	86.3	80.5	74.0	79.8
Tells/shows them how to improve their work	88.8	75.2	64.7	75.4

Table 7.1: French program enrolment (2002/03-2007/08)

School year	Total enrolment in French programs	Percentage of students enrolled in			
		Core French	Intensive Core French	Expanded Core French	French Immersion
2002/03	49,152	86.3	1.5	0.6	11.6
2003/04	49,420	85.3	2.1	0.3	12.3
2004/05	48,394	84.3	2.0	0.3	13.4
2005/06	47,274	83.0	2.3	0.3	14.4
2006/07	44,639	80.7	2.8	0.3	16.2
2007/08	43,868	79.6	3.0	0.3	17.1



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Table 7.2: Enrolment in Early and Late French Immersion (2002/03-2007/08)

School year	Total enrolment in French Immersion	Early French Immersion		Late French Immersion	
		n	%	n	%
2002/03	5,690	3,980	69.9	1,710	30.1
2003/04	6,068	4,060	66.9	2,008	33.1
2004/05	6,477	4,258	65.7	2,219	34.3
2005/06	6,823	4,683	68.6	2,140	31.4
2006/07	7,222	4,697	65.0	2,525	35.0
2007/08	7,501	4,800	64.0	2,701	36.0
% change in enrolment (2002/03-2007/08)	31.8		20.6		58.0

Table 8.1: Public examinations (2002/03-2007/08)

School year	Subjects with public exams	Success rate ¹ (%)	Average course grade (%)
2002/03	12	85.4	64.2
2003/04	13	88.2	65.6
2004/05	13	90.2	66.1
2005/06	14	89.7	65.9
2006/07	13	90.2	66.8
2007/08	14	90.3	67.1

¹ Percentage of students achieving at least 50% in public exam courses.

Table 8.2: Gender differences in public exam courses (2002/03-2007/08)

School year	Success rate ¹ (%)		Average course grade (%)	
	Male	Female	Male	Female
2002/03	83.0	87.4	63.0	65.3
2003/04	86.1	89.9	64.1	66.8
2004/05	88.9	91.3	65.0	67.0
2005/06	87.9	91.3	64.6	66.9
2006/07	88.1	91.9	65.3	68.1
2007/08	88.9	91.4	66.1	68.0

¹ Percentage of students achieving at least 50% in public exam courses.

Table 8.3: Student performance in social studies courses (2007/08) – (a) District results

District	Average course grade (%)		
	World History 3201 (n=1,273)	World Geography 3202 (n=2,998)	Histoire mondiale 3231 (n=397)
Labrador	66.1	64.3	66.6
Western	65.2	67.8	69.1
Nova Central	66.8	68.1	67.3
Eastern	67.6	67.0	72.5
Province	67.3	67.3	72.1

Table 8.3: Student performance in social studies courses (2007/08) – (b) Gender differences

Gender	Average course grade (%)		
	World History 3201 (n=1,273)	World Geography 3202 (n=2,998)	Histoire mondiale 3231 (n=397)
Male	68.4	67.4	73.4
Female	66.2	67.2	71.3

Table 8.4: Student performance in language courses (2007/08) – (a) District results

District	Average course grade (%)		
	French 3200 (Core) (n=852)	Français 3202 (Immersion) (n=448)	English 3201 (n=4,454)
Labrador	72.3	68.8	64.8
Western	70.5	72.9	66.7
Nova Central	66.5	76.7	67.0
Eastern	70.8	71.8	66.9
Province	70.1	72.1	66.8

Table 8.4: Student performance in language courses (2007/08) – (b) Gender differences

Gender	Average course grade (%)		
	French 3200 (Core) (n=852)	Français 3202 (Immersion) (n=448)	English 3201 (n=4,454)
Male	69.2	70.5	64.2
Female	70.5	73.0	69.1

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Table 8.5: Student performance in mathematics courses (2007/08) – (a) District results

District	Average course grade (%)	
	Mathematics 3204 (Academic) (n=2,916)	Mathematics 3205 (Advanced) (n=1,314)
Labrador	59.8	82.3
Western	62.5	79.5
Nova Central	61.2	77.4
Eastern	60.9	79.8
Province	61.1	79.6

Table 8.5: Student performance in mathematics courses (2007/08) – (b) Gender differences

Gender	Average course grade (%)	
	Mathematics 3204 (Academic) (n=2,916)	Mathematics 3205 (Advanced) (n=1,314)
Male	59.4	78.7
Female	62.6	80.3

Table 8.6: Student performance in science courses (2007/08) – (a) District results

District	Average course grade (%)			
	Biology 3201 (n=3,248)	Chemistry 3202 (n=1,959)	Physics 3204 (n=1,023)	Earth Systems 3209 (n=873)
Labrador	63.9	67.2	70.7	—
Western	63.4	67.6	73.0	60.9
Nova Central	66.4	70.1	71.4	60.1
Eastern	63.9	69.2	70.7	63.4
Province	64.3	69.0	71.3	62.8

Table 8.6: Student performance in science courses (2007/08) – (b) Gender differences

Gender	Average course grade (%)			
	Biology 3201 (n=3,248)	Chemistry 3202 (n=1,959)	Physics 3204 (n=1,023)	Earth Systems 3209 (n=873)
Male	62.3	68.7	70.0	63.7
Female	65.4	69.3	73.7	61.9

Table 8.7: Comparing student performance in public examination courses (2006/07-2007/08)

Course	2006/07		2007/08	
	n	%	n	%
World History 3201	1,338	70.1	1,273	67.3
World Geography 3202	3,147	66.9	2,998	67.3
Histoire mondiale 3231	398	70.5	397	72.1
French 3200 (Core)	974	72.4	852	70.1
Français 3202 (Immersion)	443	70.6	448	72.1
English 3201	4,544	64.2	4,454	66.8
Mathematics 3204 (Academic)	3,254	63.9	2,916	61.1
Mathematics 3205 (Advanced)	1,290	76.6	1,314	79.6
Biology 3201	3,425	64.6	3,248	64.3
Chemistry 3202	2,084	67.4	1,959	69.0
Physics 3204	1,156	70.3	1,023	71.3
Earth Systems 3209	797	63.5	873	62.8

Table 9.1: Provincial pass rate (2002/03-2006/07)

School year	Pass Rate (%)
2002/03	85.1
2003/04	87.4
2004/05	88.9
2005/06	88.1
2006/07	89.1
2007/08	91.0



Table 9.2: District pass rate (2002/03-2007/08)

School year	Labrador (%)	Western (%)	Nova Central (%)	Eastern (%)	CSF (%)
2002/03	79.6	85.6	86.3	85.4	57.1
2003/04	81.5	89.8	87.3	87.2	88.9
2004/05	85.7	90.1	88.3	89.3	87.5
2005/06	81.6	87.1	89.9	88.3	100.0
2006/07	84.4	88.3	90.8	88.8	100.0
2007/08	87.6	91.8	92.0	90.5	100.0



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**Table 9.3: Gender and pass rate
(2002/03-2007/08)**

School year	Male (%)	Female (%)	Difference (%)
2002/03	82.6	87.7	-5.1
2003/04	84.4	90.4	-6.0
2004/05	86.8	91.0	-4.2
2005/06	86.7	89.6	-2.9
2006/07	86.7	91.4	-4.7
2007/08	90.0	91.9	-1.9

**Table 9.4: Graduation rates across
Canada (2005/06)**

Province	Graduation rate ¹ (%)
Prince Edward Island	86.0
New Brunswick	85.7
Saskatchewan	83.9
Nova Scotia	82.3
Newfoundland and Labrador	79.4
Quebec	76.4
Manitoba ²	74.6
British Columbia ³	73.9
Canada	72.1
Ontario ⁴	70.4
Alberta	67.9
Yukon	66.8
Northwest Territories	62.2
Nunavut	28.4

(Source: Blouin, 2008, p.27)

¹ The number of graduates is as of the end of a school year while the population estimates are as of July 1 of the corresponding school year. Late graduates are included in the calculations while graduates from private schools, are not.

² Historical revisions have been made to this table to exclude students that graduated from adult learning centres registered under the Adult Learning Centres Act, effective July 2001.

³ The graduation rate in the final year is slightly understated because some schools have not submitted course information before the data collection cutoff for this report.

⁴ Data exclude publicly funded hospital and provincial schools, care, treatment and correctional facilities.

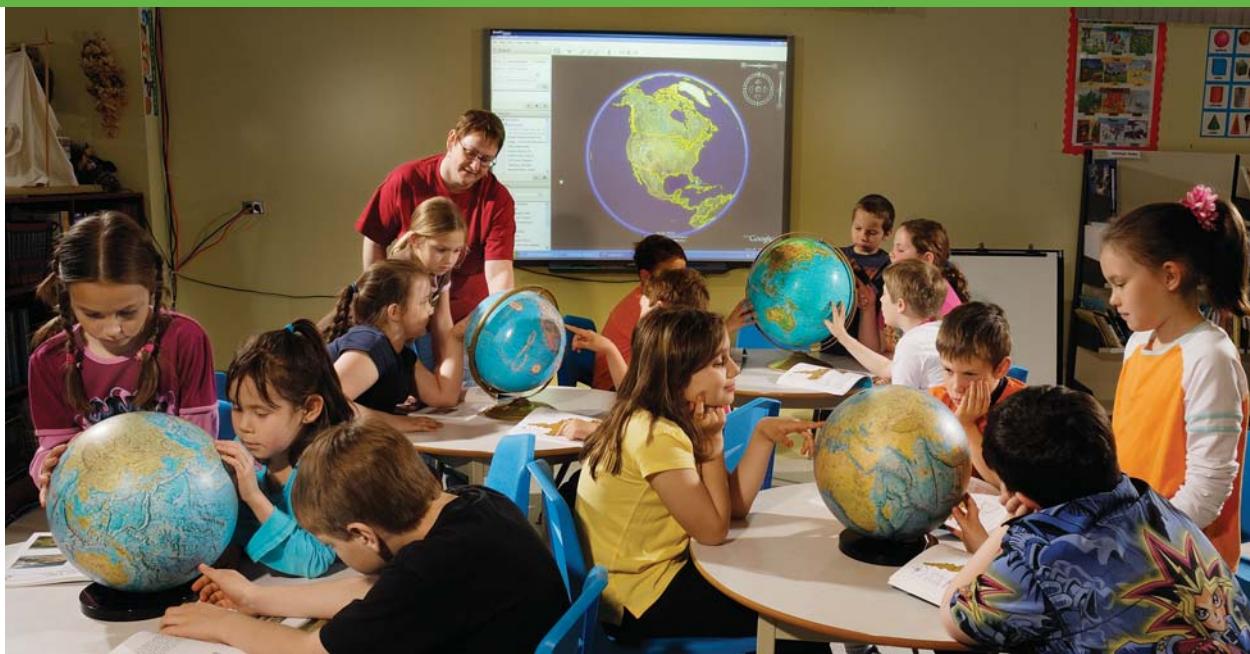


Table 9.5: Gender difference in provincial graduation rate (2002/03-2006/07)

School year	Male (%)	Female (%)	Province (%)
2002/03	72.6	81.0	76.7
2003/04	72.7	82.7	77.6
2004/05	74.0	84.6	79.2
2005/06	75.3	81.3	78.2
2006/07	76.7	84.4	80.5

Table 9.6: Percentage of students graduating with honours (2002/03-2007/08)

District	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Labrador	19.9	25.5	15.2	16.5	14.5	20.0
Western	20.7	20.0	18.1	21.1	21.9	22.9
Nova Central	19.7	20.1	18.4	17.4	18.4	21.9
Eastern	20.8	24.1	24.8	24.0	25.9	27.6
Province	20.4	22.4	21.8	21.6	22.9	25.0

Table 9.7: Gender and diploma type (2002/03-2007/08)

School year	Boys		Girls	
	Number of diplomas	Honours (%)	Number of diplomas	Honours (%)
2002/03	2,837	14.2	3,027	26.2
2003/04	2,655	18.2	2,905	26.2
2004/05	2,578	18.1	2,845	25.1
2005/06	2,531	18.1	2,637	25.0
2006/07	2,586	17.6	2,771	27.9
2007/08	2,579	20.3	2,705	29.6

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Table 10.1: Difference in national and provincial drop out rates (1996 and 2006)

Province	Drop out rate (%)		Difference between 2006 and 1996
	1996	2006	
Canada	13.4	9.5	-3.9
Newfoundland and Labrador	16.7	8.9	-7.8
Prince Edward Island	14.4	8.9	-5.5
Nova Scotia	15.4	8.5	-6.9
New Brunswick	12.9	9.5	-3.4
Quebec	16.5	11.4	-5.1
Ontario	11.1	8.4	-2.7
Manitoba	15.6	12.6	-3.0
Saskatchewan	13.9	10.2	-3.7
Alberta	13.8	11.3	-2.5
British Columbia	12.2	7.4	-4.8

(Source: Human Resources and Social Development Canada, 2008)

Note: Figures are based on a three-year moving average. Academic years are from September to April and are recorded to reflect the end of the academic period under examination (e.g., the average for 1993-1994 to 1995-1996 is recorded under 1996).

Table 10.2: Drop out rate in Canada and Newfoundland and Labrador (1996-2006)

Year	Canada (%)	Newfoundland & Labrador (%)
1996	13.4	16.7
1997	12.7	15.2
1998	12.3	15.4
1999	11.9	14.6
2000	11.7	14.2
2001	11.3	11.3
2002	11.1	9.5
2003	10.9	8.6
2004	10.4	8.3
2005	10.1	7.9
2006	9.5	8.9

(Source: Human Resources and Social Development Canada, 2008)

Note: Figures are based on a three-year moving average. Academic years are from September to April and are recorded to reflect the end of the academic period under examination (e.g., the average for 1993-1994 to 1995-1996 is recorded under 1996).

Table 10.3: Urban and rural drop-out rates (2005/06)

Province	Urban (%)	Rural (%)
Canada	8.8	16.8
Newfoundland and Labrador	6.2	13.1
Prince Edward Island	8.2	11.4
Nova Scotia	7.0	13.6
New Brunswick	7.3	12.1
Quebec	10.5	18.2
Ontario	8.3	14.7
Manitoba	10.4	20.8
Saskatchewan	9.2	16.4
Alberta	10.0	24.8
British Columbia	6.9	16.4

(Source: Human Resources and Social Development Canada, 2008)

Note: Data are based on a four-year average for the academic years 2002/03 to 2005/06.

Table 12.1: Proficiency in ELA: Primary level (2006/07¹-2007/08²)

Proficiency level	Reading		Writing		Listening		Speaking	
	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08
Level 1	10.1	6.8	2.5	2.3	5.9	5.8	1.8	0.8
Level 2	29.1	30.9	22.9	25.0	30.1	23.9	12.6	14.9
Level 3	47.6	48.5	56.3	56.5	40.6	53.7	56.5	55.4
Level 4	12.0	12.3	15.6	14.1	20.5	14.3	23.7	22.7
Level 5	1.3	1.7	2.6	2.2	3.0	2.3	5.5	6.2
Levels 3-5	60.9	62.5	74.5	72.8	64.1	70.3	85.7	84.3

¹ n=4,975 ² n=4,509

Table 12.2: Performance on multiple choice questions: Primary level (2006/07-2007/08)

Subtest	Average percent correct	
	2006/07 (n=4,975)	2007/08 (n=4,509)
Reading	89.7	88.6
Listening	92.1	85.5

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Table 12.3: Proficiency in ELA: District performance (2007/08)

Subtest	Percentage of students at or above level 3 proficiency				
	Labrador (n=224)	Western (n=778)	Nova Central (n=857)	Eastern (n=2,583)	Province (n=4,509)
Reading	47.3	65.4	65.5	61.5	62.4
Writing	65.1	73.7	71.4	73.5	72.8
Listening	54.7	72.5	69.8	70.8	70.3
Speaking	69.0	89.2	86.5	83.0	84.3

Table 12.4: Proficiency in ELA: Gender differences (2007/08)

Subtest	Percentage of students at or above level 3 proficiency		
	Male (n=2,291)	Female (n=2,218)	Province (n=4,509)
Reading	54.6	70.2	62.4
Writing	64.5	81.2	72.8
Listening	65.1	75.7	70.3
Speaking	82.0	86.2	84.3

Table 12.5: Performance on multiple choice questions (2007/08) – (a) District results

Subtest	Average percent correct				
	Labrador (n=224)	Western (n=778)	Nova Central (n=857)	Eastern (n=2,583)	Province (n=4,509)
Reading	84.1	88.9	87.5	89.1	88.6
Writing	85.1	84.3	84.5	86.1	85.5

Table 12.5: Performance on multiple choice questions (2007/08) – (b) Gender differences

Subtest	Average percent correct		
	Male (n=2,291)	Female (n=2,218)	Province (n=4,509)
Reading	86.7	90.4	88.6
Listening	85.2	85.7	85.5

**Table 12.6: Proficiency in ELA: Elementary level
(2006/07¹-2007/08²)**

Proficiency level	Reading		Writing		Listening		Speaking	
	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08
Level 1	6.2	2.3	1.8	0.8	12.4	7.5	1.5	1.2
Level 2	31.6	17.0	22.1	14.2	29.1	29.9	18.6	12.2
Level 3	52.1	66.3	64.8	70.2	49.3	53.8	52.0	58.4
Level 4	9.0	13.4	10.6	13.6	8.2	8.2	22.6	24.4
Level 5	1.1	1.0	0.7	1.3	0.9	0.6	5.4	3.8
Levels 3-5	62.2	80.7	76.1	85.1	58.4	62.6	79.9	86.6

¹ n=5,326 ² n=5,274

Table 12.7: Performance on multiple choice questions: Elementary level (2006/07-2007/08)

Subtest	Average percent correct	
	2006/07 (n=5,326)	2007/08 (n=5,274)
Reading	78.0	84.9
Listening	92.3	91.0

**Table 12.8: Proficiency in ELA: District performance
(2007/08)**

Subtest	Percentage of students at or above level 3 proficiency				
	Labrador (n=272)	Western (n=935)	Nova Central (n=929)	Eastern (n=3,067)	Province (n=5,274)
Reading	79.8	78.9	78.1	81.9	80.7
Writing	78.6	80.5	80.5	88.1	85.1
Listening	56.8	65.7	56.1	63.7	62.6
Speaking	75.9	91.2	81.3	87.6	86.6

**Table 12.9: Proficiency in ELA: Gender differences
(2007/08)**

Subtest	Percentage of students at or above level 3 proficiency		
	Male (n=2,701)	Female (n=2,572)	Province (n=5,273)
Reading	73.9	87.7	80.7
Writing	78.5	91.7	85.1
Listening	53.5	72.0	62.6
Speaking	80.6	92.7	86.6

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Table 12.10: Performance on multiple choice questions (2007/08) – (a) District results

Subtest	Average percent correct				
	Labrador (n=272)	Western (n=935)	Nova Central (n=929)	Eastern (n=3,067)	Province (n=5,274)
Reading	83.2	83.9	84.1	85.4	84.9
Listening	87.3	90.7	90.0	91.6	91.0

Table 12.10: Performance on multiple choice questions (2007/08) – (b) Gender differences

Subtest	Average percent correct		
	Male (n=2,701)	Female (n=2,572)	Province (n=5,273)
Reading	83.2	86.5	84.9
Listening	90.1	91.9	91.0

Table 12.11: Proficiency in ELA: Intermediate level (2006/07¹-2007/08²)

Proficiency level	Reading		Writing	
	2006/07	2007/08	2006/07	2007/08
Level 1	4.3	2.9	1.7	0.4
Level 2	22.2	21.8	14.8	13.4
Level 3	54.6	57.2	61.5	66.4
Level 4	16.4	16.1	19.1	17.7
Level 5	2.4	2.0	2.9	2.0
Levels 3-5	73.4	75.3	83.5	86.2

¹ n=5,879 ² n=5,352



Table 12.12: Performance on multiple choice questions: Intermediate level (2006/07-2007/08)

Subtest	Average percent correct	
	2006/07 (n=5,879)	2007/08 (n=5,352)
Informational reading	74.5	78.1
Poetic reading	79.4	77.2

Table 12.13: Proficiency in ELA: District performance and gender differences (2007/08) – (a) District results

Subtest	Percentage of students at or above level 3 proficiency				
	Labrador (n=236)	Western (n=1,072)	Nova Central (n=972)	Eastern (n=3,002)	Province (n=5,352)
Reading	64.8	75.5	66.5	78.5	75.3
Listening	79.6	84.0	81.9	88.8	86.2

Table 12.13: Proficiency in ELA: District performance and gender differences (2007/08) – (b) Gender differences

Subtest	Percentage of students at or above level 3 proficiency		
	Male (n=2,637)	Female (n=2,715)	Province (n=5,352)
Reading	67.0	83.3	75.3
Listening	78.9	93.2	86.2

Table 12.14: Performance on multiple choice questions: District performance and gender differences (2007/08) – (a) District results

Subtest	Average percent correct				
	Labrador (n=236)	Western (n=1,072)	Nova Central (n=972)	Eastern (n=3,002)	Province (n=5,352)
Informational reading	76.5	76.7	74.2	79.8	78.1
Poetic reading	76.6	77.4	74.1	78.0	77.2

Table 12.14: Performance on multiple choice questions: District performance and gender differences (2007/08) – (b) Gender differences

Subtest	Average percent correct		
	Male (n=2,637)	Female (n=2,715)	Province (n=5,352)
Informational reading	78.0	78.2	78.1
Poetic reading	75.6	78.7	77.2



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Table 13.1: Proficiency in mathematics: Primary level (2006/07¹-2007/08²)

Proficiency level	Reasoning		Communication		Connections & Representations		Problem Solving	
	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08
Level 1	23.4	10.2	24.5	10.9	15.9	9.8	15.3	6.7
Level 2	39.0	24.1	39.2	29.2	33.3	28.9	30.7	17.2
Level 3	28.5	58.6	27.4	53.1	37.2	55.0	39.3	67.7
Level 4	7.8	6.5	7.4	6.1	12.1	5.7	12.5	7.7
Level 5	1.3	0.6	1.5	0.7	2.6	0.6	2.1	0.8
Levels 3-5	37.6	65.7	36.3	59.9	51.8	61.3	54.0	76.1

¹ n=4,975 ² n=4,987

Table 13.2: Performance on multiple choice and timed questions: Primary level (2006/07-2007/08)

Type	Subtest	Average percent correct	
		2006/07 (n=4,975)	2007/08 (n=4,987)
Multiple Choice	Number Operations	76.9	75.8
	Number Concepts	70.8	75.6
	Shape and Space	84.4	76.8
Timed	Addition	91.8	91.0
	Subtraction	83.6	81.4

Table 13.3: Proficiency in mathematics: District performance and gender differences (2007/08) – (a) District performance

Subtest	Percentage of students at or above level 3 proficiency				
	Labrador (n=273)	Western (n=827)	Nova Central (n=928)	Eastern (n=2,893)	Province (n=4,987)
Reasoning	57.4	75.4	67.6	63.2	65.7
Communication	49.1	66.0	57.4	59.7	59.9
Connections & Representations	56.4	67.2	59.3	60.8	61.3
Problem Solving	73.2	84.3	77.6	73.3	76.1

Table 13.3: Proficiency in mathematics: District performance and gender differences (2007/08) – (b) Gender differences

Subtest	Percentage of students at or above level 3 proficiency		
	Male (n=2,475)	Female (n=2,512)	Province (n=4,987)
Reasoning	60.8	70.4	65.7
Communication	54.3	65.4	59.9
Connections & Representations	57.1	65.5	61.3
Problem Solving	72.7	79.5	76.1

Table 13.4: Performance on multiple choice and timed questions (2007/08) – (a) District results

Type	Subtest	Average percent correct				
		Labrador (n=273)	Western (n=827)	Nova Central (n=928)	Eastern (n=2,893)	Province (n=4,987)
Multiple Choice	Number Operations	71.7	79.3	74.2	75.5	75.8
	Number Concepts	70.4	77.1	73.9	76.0	75.6
	Shape and Space	73.9	80.4	75.1	76.6	76.9
Timed	Addition	91.3	91.9	89.2	91.2	90.9
	Subtraction	81.2	80.5	79.6	81.6	81.1
	Multiplication	85.7	81.8	76.8	82.4	81.4

Table 13.4: Performance on multiple choice and timed questions (2007/08) – (b) Gender differences

Type	Subtest	Average percent correct		
		Male (n=2,475)	Female (n=2,512)	Province (n=4,987)
Multiple Choice	Number Operations	74.8	76.7	75.8
	Number Concepts	76.5	74.7	75.6
	Shape and Space	77.0	76.8	76.9
Timed	Addition	89.7	92.1	90.9
	Subtraction	81.2	81.0	81.1
	Multiplication	81.3	81.5	81.4

Table 13.5: Proficiency in mathematics: Elementary level (2006/07¹-2007/08²)

Proficiency level	Reasoning		Communication		Connections & Representations		Problem Solving	
	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08
% of students at each level	Level 1	25.0	20.8	27.6	25.7	19.1	26.5	16.3
	Level 2	41.8	30.8	41.7	32.3	40.7	32.3	33.1
	Level 3	25.2	31.8	23.7	27.6	31.0	26.6	36.5
	Level 4	6.7	13.6	5.6	10.5	7.6	10.7	12.0
	Level 5	1.3	3.0	1.4	3.9	1.6	4.1	2.1
	Levels 3-5	33.2	48.4	30.7	42.0	40.2	41.4	50.6

¹ n=5,327 ² n=5,197



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Table 13.6: Performance on multiple choice and mental math questions: Elementary level (2006/07-2007/08)

Subtest	Average percent correct	
	2006/07 (n=5,327)	2007/08 (n=5,197)
Number Operations	67.9	77.8
Number Concepts	62.7	69.8
Shape and Space	71.1	59.2
Mental Math	73.3	69.5

Table 13.7: Proficiency in mathematics: District performance and gender differences (2007/08) – (a) District results

Subtest	Percentage of students at or above level 3 proficiency				
	Labrador (n=267)	Western (n=911)	Nova Central (n=923)	Eastern (n=3,024)	Province (n=5,197)
Reasoning	47.9	48.9	53.3	46.5	48.4
Communication	46.0	45.3	45.8	39.4	42.0
Connections & Representations	43.0	44.8	45.3	38.7	41.4
Problem Solving	63.4	58.4	56.8	52.9	55.4

Table 13.7: Proficiency in mathematics: District performance and gender differences (2007/08) – (b) Gender differences

Subtest	Percentage of students at or above level 3 proficiency		
	Male (n=2,662)	Female (n=2,535)	Province (n=5,197)
Reasoning	43.6	53.5	48.4
Communication	35.2	49.0	42.0
Connections & Representations	35.5	47.4	41.4
Problem Solving	50.0	60.8	55.4

Table 13.8: Performance on multiple choice and mental math questions (2007/08) – (a) District results

Subtest	Average percent correct				
	Labrador (n=267)	Western (n=267)	Nova Central (n=923)	Eastern (n=3,024)	Province (n=5,197)
Number Operations	81.6	79.6	76.5	77.2	77.8
Number Concepts	68.5	70.0	69.3	69.8	69.8
Shape and Space	60.0	59.6	61.0	58.3	59.2
Mental Math	61.7	70.2	73.7	68.1	69.5

Table 13.8: Performance on multiple choice and mental math questions (2007/08) – (b) Gender differences

Subtest	Average percent correct		
	Male (n=2,662)	Female (n=2,535)	Province (n=5,197)
Number Operations	76.7	79.0	77.8
Number Concepts	70.4	69.3	69.8
Shape and Space	60.4	58.0	59.2
Mental Math	71.3	67.7	69.5

Table 13.9: Proficiency in mathematics: Intermediate level (2006/07-2007/08)

Subtest	Average percent correct	
	2006/07 (n=5,705)	2007/08 (n=5,055)
Number Operations	52.2	59.4
Patterns and Relations	49.8	60.3
Number Concepts	47.1	68.9
Shape and Space	63.0	55.1
Data Management	48.6	63.2

Table 13.10: Performance on the intermediate mathematics assessment (2007/08) – (a) District results

Subtest	Average percent correct				
	Labrador (n=228)	Western (n=994)	Nova Central (n=940)	Eastern (n=2,822)	Province (n=5,055)
Number Operations	60.8	62.3	54.6	59.7	59.4
Patterns and Relations	59.9	63.4	56.6	60.3	60.3
Number Concepts	73.6	70.8	64.9	69.1	68.9
Shape and Space	56.8	57.7	53.5	54.6	55.1
Data Management	65.5	64.3	60.0	63.8	63.2

Table 13.10: Performance on the intermediate mathematics assessment (2007/08) – (b) Gender differences

Subtest	Average percent correct		
	Male (n=2,505)	Female (n=2,550)	Province (n=5,055)
Number Operations	57.6	61.2	59.4
Patterns and Relations	58.5	62.1	60.3
Number Concepts	67.1	70.7	68.9
Shape and Space	54.9	55.4	55.1
Data Management	63.3	63.1	63.2

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Table 14.1: Performance of Canadian students in PISA (2003-2006)

	Reading		Mathematics		Science	
	2003	2006	2003	2006	2003	2006
Canadian average score	528	527	532	527	519	534
OECD average score	494	491	500	498	500	500
	Finland	Korea	Hong Kong-China	Chinese Taipei	Finland	Finland
Countries performing significantly higher than Canada	Korea	Finland	Finland	Finland	Japan	Hong Kong-China
	Hong Kong-China		Hong Kong-China	Hong Kong-China		
	Korea	Korea				

Table 14.2: Performance of Newfoundland and Labrador students in PISA (2003-2006)

Subject	Assessment year	Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Reading	2003	520.9	3.2	514.6	527.2
	2006	513.7	3.2	507.4	520.0
Mathematics	2003	516.6	2.5	511.7	521.5
	2006	507.0	2.5	502.1	511.9
Science	2003	513.8	2.9	508.1	519.5
	2006	525.5	2.5	520.6	530.4

Table 14.3: Mean reading scores across Canada (PISA 2006)

		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	534.9	4.2	526.7	543.1
	Ontario	534.3	4.6	525.3	543.3
	British Columbia	527.9	5.7	516.7	539.1
No significant difference	Canada	527.0	2.4	522.3	531.7
	Quebec	522.0	5.0	512.2	531.8
	Manitoba	516.4	3.5	509.5	523.3
	Newfoundland and Labrador	513.7	3.2	507.4	520.0
	Saskatchewan	506.8	4.2	498.6	515.0
Significantly lower than NL	Nova Scotia	504.9	3.5	498.0	511.8
	New Brunswick	497.2	2.3	492.7	501.7
	Prince Edward Island	497.0	2.8	491.5	502.5

Table 14.4: Reading proficiency levels (PISA 2006)

Province	Proficiency Level					
	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
Newfoundland and Labrador	5.1	10.2	19.7	27.6	24.0	13.5
Nova Scotia	3.3	11.9	23.4	29.9	22.8	8.7
New Brunswick	5.1	11.3	24.8	30.5	21.2	7.1
Prince Edward Island	7.0	11.7	23.1	27.1	20.9	10.1
Quebec	4.7	8.6	17.6	28.0	25.9	15.1
Ontario	2.3	6.1	17.1	30.6	29.3	14.7
Manitoba	3.7	9.2	20.6	30.1	24.7	11.6
Saskatchewan	5.8	10.7	20.4	29.3	22.1	11.8
Alberta	1.7	6.6	18.1	29.7	28.2	15.6
British Columbia	4.1	8.0	17.3	27.8	26.6	16.2
Canada	3.4	7.6	18.0	29.4	27.2	14.5

Table 14.5: Mean mathematics scores across Canada (PISA 2006)

	Average score	Standard error	95% Confidence Interval		
			Lower limit	Upper limit	
Significantly higher than NL	Quebec	540.0	4.2	531.7	548.2
	Alberta	529.9	3.8	522.5	537.4
	Canada	527.0	2.0	523.1	530.9
	Ontario	526.0	3.7	518.7	533.2
	British Columbia	522.8	4.4	514.2	531.4
	Manitoba	520.6	3.3	514.1	527.1
No significant difference	Newfoundland and Labrador	507.0	2.5	502.1	511.9
	Saskatchewan	506.8	3.3	500.3	513.2
	Nova Scotia	506.1	2.3	501.6	510.6
	New Brunswick	505.9	2.1	501.8	510.0
	Prince Edward Island	500.9	2.3	496.4	505.4





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Table 14.6: Mathematical proficiency levels (PISA 2006)

Province	Proficiency Level						
	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Newfoundland and Labrador	3.4	11.9	23.6	27.3	22.0	9.8	2.0
Nova Scotia	3.4	12.0	22.9	28.8	22.0	8.8	2.2
New Brunswick	3.8	11.2	23.8	28.6	21.4	9.3	1.9
Prince Edward Island	4.5	12.8	24.0	27.6	20.7	8.6	1.8
Quebec	3.4	7.0	14.9	25.4	25.1	16.4	7.9
Ontario	2.3	7.9	19.1	27.8	26.0	13.4	3.3
Manitoba	3.5	9.5	18.5	28.0	25.2	11.7	3.7
Saskatchewan	4.9	10.1	22.1	28.3	23.0	9.7	1.9
Alberta	2.3	7.0	19.0	28.3	25.3	13.7	4.4
British Columbia	2.3	8.6	20.6	27.9	24.6	12.7	3.3
Canada	2.8	8.1	18.7	27.4	25.1	13.6	4.4

Table 14.7: Mean science scores across Canada (PISA 2006)

		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	550.3	3.8	542.9	557.7
	Ontario	537.0	4.2	528.8	545.2
	British Columbia	538.6	4.7	529.4	547.8
	Canada	534.5	2.0	530.6	538.4
No significant difference	Quebec	530.6	4.2	522.4	538.8
	Newfoundland and Labrador	525.5	2.5	520.6	530.4
	Manitoba	523.4	3.2	517.1	529.7
	Nova Scotia	520.1	2.5	515.2	525.0
Significantly lower than NL	Saskatchewan	516.5	3.6	509.4	523.6
	Prince Edward Island	508.8	2.7	503.5	514.1
	New Brunswick	506.1	2.3	501.6	510.6

Table 14.8: Proficiency in science across Canada (PISA 2006)

Province	Proficiency Level						
	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Newfoundland and Labrador	2.2	9.8	21.3	28.9	24.3	11.6	1.9
Nova Scotia	2.0	9.9	22.6	30.9	24.5	8.6	1.6
New Brunswick	3.3	12.0	26.0	29.2	21.5	6.7	1.2
Prince Edward Island	3.9	12.1	23.8	29.1	21.3	8.1	1.6
Quebec	3.2	8.1	19.3	28.8	26.3	11.9	2.4
Ontario	1.9	7.6	18.5	28.5	29.3	11.8	2.4
Manitoba	2.8	9.7	19.3	32.0	23.8	10.5	1.9
Saskatchewan	2.2	7.8	19.1	28.8	27.7	12.0	2.4
Alberta	0.8	5.4	17.3	29.2	29.0	14.8	3.5
British Columbia	1.0	7.2	18.6	28.1	28.3	13.7	2.3
Canada	2.2	7.8	19.1	28.8	27.7	12.0	2.4

Table 14.9: Mean scores on the science sub-domains (PISA 2006) – (a) Identifying scientific issues

		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	546.0	3.9	538.4	553.6
	British Columbia	536.1	5.2	525.9	546.3
	Ontario	533.0	4.9	523.4	542.6
	Canada	531.9	2.3	527.4	536.4
	Quebec	530.5	4.6	521.5	539.5
No significant difference	Newfoundland and Labrador	525.1	3.2	518.8	531.4
	Manitoba	518.9	3.3	512.4	525.4
	Nova Scotia	515.9	3.5	509.0	522.8
	Saskatchewan	514.9	4.1	506.9	522.9
Significantly lower than NL	New Brunswick	512.3	2.3	507.8	516.8
	Prince Edward Island	505.1	2.5	500.2	510.0



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Table 14.9: Mean scores on the science sub-domains (PISA 2006) – (b) Explaining phenomena scientifically

		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	553.0	4.1	545.0	561.0
	British Columbia	538.0	4.9	528.4	547.6
	Ontario	533.0	4.4	524.4	541.6
	Canada	530.9	2.1	526.8	535.0
No significant difference	Quebec	522.9	4.0	515.1	530.7
	Manitoba	522.3	3.5	515.4	529.2
	Nova Scotia	519.6	3.4	512.9	526.3
	Newfoundland and Labrador	518.7	3.0	512.8	524.6
	Saskatchewan	515.9	4.4	507.3	524.5
Significantly lower than NL	Prince Edward Island	509.4	2.7	504.1	514.7
	New Brunswick	500.9	2.6	495.8	506.0



Table 14.9: Mean scores on the science sub-domains (PISA 2006) – (c) Using scientific evidence

		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	552.3	4.1	544.3	560.3
	Ontario	545.6	4.4	537.0	554.2
	Canada	541.5	2.2	537.2	545.8
No significant difference	Quebec	541.6	4.7	532.4	550.8
	British Columbia	540.7	5.1	530.7	550.7
	Newfoundland and Labrador	532.5	2.9	526.8	538.2
	Manitoba	530.0	3.4	523.3	536.7
Significantly lower than NL	Nova Scotia	524.0	2.4	519.3	528.7
	Saskatchewan	517.0	3.7	509.7	524.3
	New Brunswick	511.1	2.4	506.4	515.8
	Prince Edward Island	508.8	2.7	503.5	514.1

Table 14.10: Gender differences in Newfoundland and Labrador (PISA 2006) – (a) Major domains

		Gender	Average score	Standard error	95% Confidence Interval	
					Lower limit	Upper limit
Girls outperformed boys	Reading	Boys	482.8	4.4	474.2	491.4
		Girls	541.6	3.6	534.5	548.7
	Science	Boys	519.1	3.8	511.7	526.5
		Girls	531.3	3.1	525.2	537.4
Boys outperformed girls	—	—	—	—	—	—
No gender difference	Mathematics	Boys	508.9	3.8	501.5	516.3
		Girls	505.3	3.1	499.2	511.4



Tables

Table 14.10: Gender differences in Newfoundland and Labrador (PISA 2006) – (b) Science sub-domains

		Gender	Average score	Standard error	95% Confidence Interval	
					Lower limit	Upper limit
Girls outperformed boys	Identifying scientific issues	Boys	508.0	4.0	500.2	515.8
		Girls	541.0	3.8	533.6	548.4
	Using scientific evidence	Boys	524.0	4.4	515.4	532.6
		Girls	540.0	3.5	533.1	546.9
Boys outperformed girls	—	—	—	—	—	—
No gender difference	Explaining phenomena scientifically	Boys	520.0	4.4	511.4	528.6
		Girls	517.0	3.7	509.7	524.3

Table 14.11: Gender differences across Canada (PISA 2006) – (a) Major domains

	Girls outperformed boys	Boys outperformed girls	No gender difference
Reading	Canada and all other provinces		
Science	Newfoundland and Labrador		Canada and all other provinces
Mathematics		Nova Scotia New Brunswick Quebec Ontario Manitoba Alberta British Columbia Canada	Newfoundland and Labrador Prince Edward Island Saskatchewan

Table 14.11: Gender differences across Canada (PISA 2006) – (b) Science sub-domains

	Girls outperformed boys	Boys outperformed girls	No gender difference
Identifying scientific issues	Newfoundland and Labrador Saskatchewan		Canada and all other provinces
Using scientific evidence	Canada and all other provinces		
Explaining phenomena scientifically		Prince Edward Island Nova Scotia New Brunswick Quebec Ontario Manitoba Alberta British Columbia Canada	Newfoundland and Labrador Saskatchewan

Table 15.1: Average scores in the reading assessment (PCAP 2007) – (a) Reading

		Average score	95% Confidence Interval	
			Lower limit	Upper limit
Significantly higher than NL	Quebec	526.0	520.3	531.7
	Ontario	502.0	497.8	506.2
	Canada	500.0	497.7	502.3
	Alberta	491.0	486.9	495.1
	British Columbia	486.0	481.9	490.1
No significant difference	Manitoba	472.0	468.1	475.9
	Nova Scotia	471.0	466.9	475.1
	Saskatchewan	471.0	466.9	475.1
	Newfoundland and Labrador	464.0	459.9	468.1
	New Brunswick	464.0	460.8	467.2
	Prince Edward Island	460.0	455.4	464.6



Tables

**Table 15.1: Average scores in the reading assessment
(PCAP 2007) – (b) Comprehension**

		Average score	95% Confidence Interval	
			Lower limit	Upper limit
Significantly higher than NL	Quebec	525.0	519.4	530.6
	Canada	500.0	497.7	502.3
	Ontario	498.0	493.4	502.6
	Alberta	493.0	489.0	497.0
	British Columbia	489.0	484.4	493.6
	Nova Scotia	481.0	476.6	485.4
	Manitoba	480.0	475.7	484.3
	Saskatchewan	480.0	475.6	484.4
No significant difference	New Brunswick	474.0	470.8	477.2
	Prince Edward Island	474.0	469.8	478.2
	Newfoundland and Labrador	465.0	460.8	469.2

**Table 15.1: Average scores in the reading assessment
(PCAP 2007) – (c) Interpretation**

		Average score	95% Confidence Interval	
			Lower limit	Upper limit
Significantly higher than NL	Quebec	526.0	520.6	531.4
	Ontario	503.0	498.3	507.7
	Canada	500.0	497.7	502.3
	Alberta	491.0	486.9	495.1
	British Columbia	486.0	481.0	491.0
No significant difference	Manitoba	472.0	467.8	476.2
	Newfoundland and Labrador	469.0	464.4	473.6
	Saskatchewan	469.0	465.0	473.0
	Nova Scotia	468.0	463.9	472.1
	New Brunswick	462.0	459.0	465.0
Significantly lower than NL	Prince Edward Island	458.0	454.0	462.0

**Table 15.1: Average scores in the reading assessment
(PCAP 2007) – (d) Response to text**

		Average score	95% Confidence Interval	
			Lower limit	Upper limit
Significantly higher than NL	Quebec	517.0	511.6	522.4
	Ontario	505.0	500.5	509.5
	Canada	500.0	497.7	502.3
	Alberta	494.0	489.7	498.3
	British Columbia	489.0	484.1	493.9
No significant difference	Manitoba	473.0	468.4	477.6
	Saskatchewan	471.0	467.3	474.7
	Newfoundland and Labrador	470.0	464.8	475.2
	Nova Scotia	470.0	466.0	474.0
	New Brunswick	466.0	463.0	469.0
Significantly lower than NL	Prince Edward Island	459.0	455.1	462.9

**Table 15.2: Reading proficiency levels across Canada
(PCAP 2007)**

Province/Territory	% of students at each proficiency level		
	Level 1	Level 2	Level 3
British Columbia	12.9	71.0	16.1
Alberta	11.1	72.4	16.5
Saskatchewan	14.4	76.5	9.1
Manitoba	16.5	70.5	12.9
Ontario	10.6	67.1	22.3
Quebec	10.0	55.6	34.4
New Brunswick	18.8	69.4	11.8
Nova Scotia	16.4	71.9	11.8
Prince Edward Island	19.0	70.2	10.8
Newfoundland and Labrador	19.3	68.4	12.3
Yukon	17.9	63.8	18.3
Canada	11.6	66.1	22.3



Tables

Table 15.3: Gender difference in the reading assessment (PCAP 2007)

Province/Territory	Gender	Average score	95% Confidence Interval	
			Lower limit	Upper limit
Newfoundland and Labrador	Male	451.0	445.0	457.0
	Female	485.0	477.6	492.4
Nova Scotia	Male	463.0	456.4	469.6
	Female	484.0	478.3	489.7
New Brunswick	Male	450.0	445.8	454.2
	Female	478.0	473.7	482.3
Prince Edward Island	Male	458.0	452.3	463.7
	Female	481.0	475.8	486.2
Quebec	Male	512.0	503.9	520.1
	Female	544.0	536.3	551.7
Ontario	Male	492.0	486.3	497.7
	Female	513.0	506.4	519.6
Manitoba	Male	465.0	459.9	470.1
	Female	482.0	476.3	487.7
Saskatchewan	Male	465.0	460.3	469.7
	Female	481.0	475.5	486.5
Alberta	Male	482.0	476.4	487.6
	Female	502.0	496.2	507.8
British Columbia	Male	481.0	481.0	487.1
	Female	496.0	496.0	501.8
Yukon	Male	473.0	473.0	486.0
	Female	499.0	499.0	512.2
Canada	Male	490.0	490.0	490.0
	Female	513.0	513.0	516.1

Table 15.4: Average scores in the mathematics assessment (PCAP 2007)

		Average score	95% Confidence Interval	
			Lower limit	Upper limit
Significantly higher than NL	Quebec	517.0	509.7	524.3
	Ontario	506.0	500.3	511.7
	Canada	500.0	496.6	503.4
	Alberta	499.0	492.3	505.7
No significant difference	British Columbia	484.0	477.5	490.5
	Manitoba	479.0	472.8	485.2
Significantly lower than NL	Newfoundland and Labrador	478.0	470.1	485.9
	New Brunswick	461.0	455.7	466.3
	Saskatchewan	461.0	454.6	467.4
	Nova Scotia	457.0	450.8	463.2
	Prince Edward Island	450.0	443.4	456.6

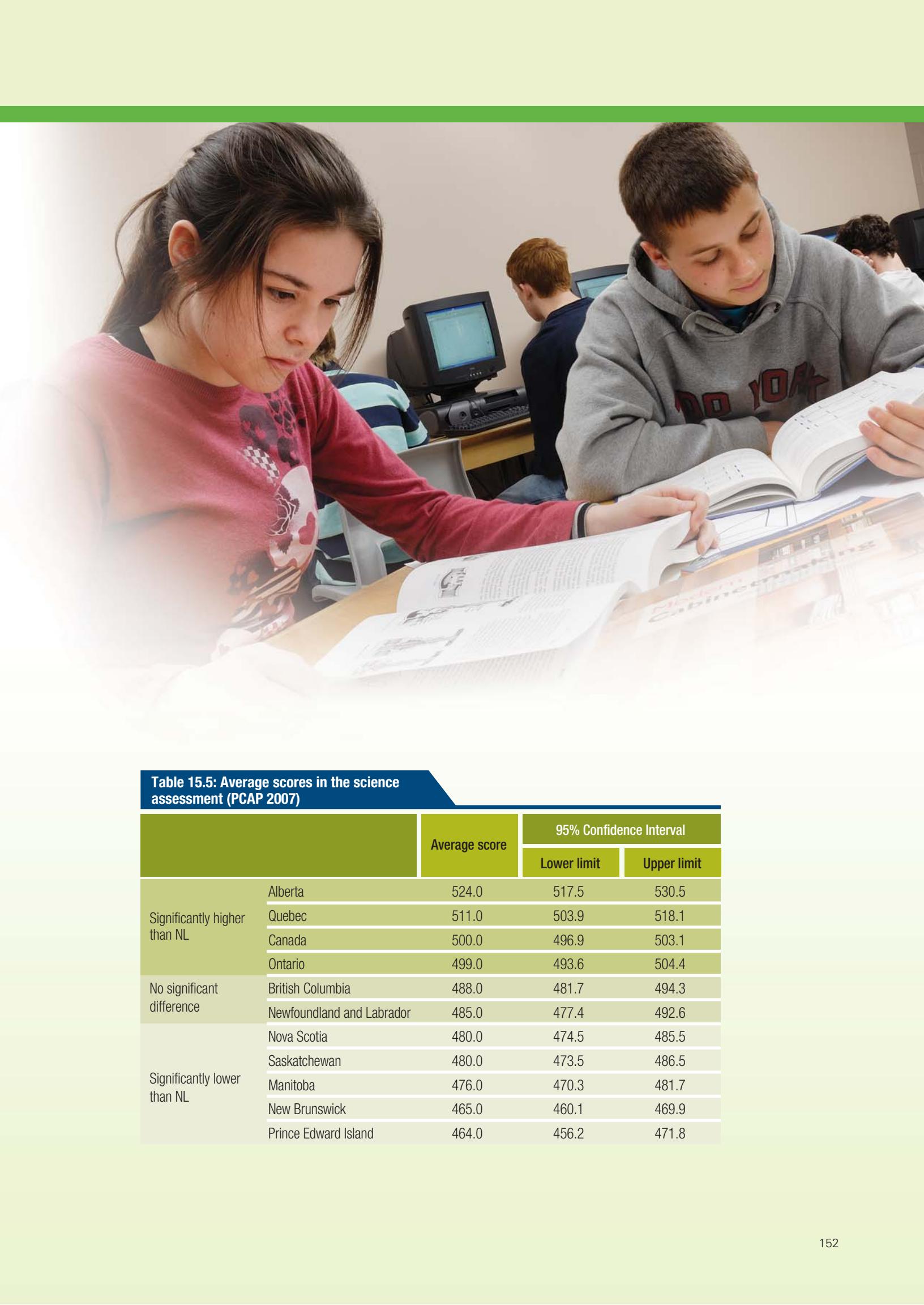


Table 15.5: Average scores in the science assessment (PCAP 2007)

		Average score	95% Confidence Interval	
			Lower limit	Upper limit
Significantly higher than NL	Alberta	524.0	517.5	530.5
	Quebec	511.0	503.9	518.1
	Canada	500.0	496.9	503.1
	Ontario	499.0	493.6	504.4
No significant difference	British Columbia	488.0	481.7	494.3
	Newfoundland and Labrador	485.0	477.4	492.6
Significantly lower than NL	Nova Scotia	480.0	474.5	485.5
	Saskatchewan	480.0	473.5	486.5
	Manitoba	476.0	470.3	481.7
	New Brunswick	465.0	460.1	469.9
	Prince Edward Island	464.0	456.2	471.8



Glossary

Description of Indicators

District ID identifies the school district.

- 1 Labrador
- 2 Western
- 3 Nova Central
- 4 Eastern
- 5 Conseil scolaire francophone provincial

- 803 Private schools
- 804 First Nations schools
- 902 NL School for the Deaf
- 903 NL Youth Centre

School ID is a 3-digit unique identifier for each school.

Rural identifies schools located in rural communities (i.e., those with a population of less than 5,000 residents).

School/community is the name of the school and the community in which it is located.

Grades offered is the grades in which students are enrolled in the school.

Enrolment is the headcount enrolment in the school.

School size groups schools based on total school enrolment. Schools are grouped into one of six categories (less than 50 students, 50-99, 100-199, 200-299, 300-399 or 400 or more students).

K-9 average class size is the average size of all homeroom classes in K-6 and the Language Arts classes in Grades 7-9.

Distance education indicates whether a school offers high school courses using distance education.

French Immersion indicates if a school offers a French immersion program, either early or late immersion.

Average students per grade is the enrolment divided by the number of grades. This indicator is one measure of school size.

Full-time equivalent (FTE) teachers is the headcount of full-time teachers, plus part-time teachers according to the percent of allocated unit. Teacher is a generic term used in this document to refer to regular classroom teachers, principals, vice-principals, guidance counsellors, special services personnel, itinerant teachers, and other school-based educators.

Average years teaching experience is the average number of years that teachers have been teaching in the school system.

Percentage of teachers above Level 5 certificate is the percentage of teachers that have Level 6 or more on a 7 level scale.

Primary Language Arts is the percentage of grade 3 students achieving at or above the provincial standard in the reading and writing assessment.

Elementary Language Arts is the percentage of grade 6 students achieving at or above the provincial standard in the reading and writing assessment.

Intermediate Language Arts is the percentage of grade 9 students achieving at or above the provincial standard in the reading and writing assessment.

Primary Mathematics is the average score achieved by grade 3 students in the mathematics assessment on the multiple choice questions and those achieving at or above the provincial standard (rubric).

- Multiple choice includes Number Operations (10 items), Number Concepts (8 items), and Shape & Space (6 items)
- Rubric includes Reasoning, Communication, Connections & Representations, and Problem Solving

Elementary Mathematics is the average score achieved by grade 6 students in the mathematics assessment on the multiple choice questions and those achieving at or above the provincial standard (rubric).

- Multiple choice includes Number Operations (10 items), Number Concepts (7 items), and Shape & Space (6 items)
- Rubric includes Reasoning, Communication, Connections & Representations, and Problem Solving

Intermediate Mathematics is the overall multiple choice average score for grade 9 students on the mathematics assessment. This includes Number Concepts (4 items), Number Operations (9 items), Patterns & Relations (4 items), Shape & Space (10 items), and Data Management & Probability (4 items).

Number of high school (HS) courses offered is the total number of high school courses (i.e., Levels I-IV) offered by each school.

Average school mark on public exam courses is the average mark awarded by the school before adjustment, on all public examination courses.

Average public exam mark on public examinations is the public examination average mark on all public examination courses.

Average final mark in English 3201 is the final mark average where the final mark is a 50-50 blend between the school mark (after adjustment) and the public exam mark.

Percent taking Mathematics 3205 (Advanced) is the ratio of students taking Level III advanced mathematics to the total students taking all Level III mathematics courses in June 2008.

Average final mark in Mathematics 3205 (Advanced) is the final mark average where the final mark is a 50-50 blend between the school mark (after adjustment) and the public exam mark.

Pass rate is defined by the ratio of total graduates to the total of students who are eligible to graduate in June 2008. A graduate is a student who has satisfied the graduation requirements, and includes those who passed supplementary examinations. An eligible graduate is defined as a student who is attempting sufficient and appropriate credits to graduate.

Graduates - Honours is the percentage of students attaining the minimum average of 80% using 10 credits in Level III academic and/or advanced courses. At least two credits must be selected from each of English, mathematics, science, and social studies or French.

Graduates - Academic is the percentage of students attaining the same course criteria as for honours status but with a minimum of 50% in each of the required courses.

Graduates - General is the percentage of students attaining the minimum graduation requirements, but did not meet the requirements for either honours or academic status.

Appendix D

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