INDICATORS 2010/11

A REPORT ON SCHOOLS

Newfoundland Labrador

Indicators 2010/11 - A Report on Schools

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A GUIDE TO THE SCHOOL LEVEL INDICATORS

- School level indicators appear in a series of pull-out pages found at the end of the report.
- Each school is grouped based on the grades offered. The six different school types are defined in the following table.

School type	What grades are available at the school?
Kindergarten (K) -12	All grades.
Primary	Any combination of grades between Kindergarten and Grade 5.
Elementary	Kindergarten to Grades 6 or 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 and Level III.
Senior High	Grades 9 to Level III or Levels I to III.
Private, First Nations and other	Includes private schools, First Nations schools, and the NL Youth Center.

- Each pull-out page includes a core group of indicators for each school. Depending on the school type 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 2010/11 school year and is current as of December 2011, unless otherwise noted.
- Provincial results are presented as the last row in each pull-out page.
- 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.

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CHAPTER 1: INTRODUCTION

Public interest in school-level data, particularly student achievement, is very high and increasing all the time. People want to know how their children and their schools are performing. In an effort to make our education system open and accountable to the public it serves, the Department of Education is releasing the fifth installment of Indicators: *Indicators 2010/11 - A Report on Schools*. Part I explores student performance on two provincial assessments: public examinations and criterion-referenced tests (or CRTs). Part II focuses on the international and national assessments students took part in – the Programme for International Student Assessment (PISA) in 2009 and the Pan-Canadian Assessment Program (PCAP) in 2010. Finally, part III will examine two specific aspects of the educational system – graduation rates and student attitudes towards school.

Information on other educational indicators, such as, student enrolment, pupil-teacher ratios, etc., can be found in either the annual Education Statistics – Elementary-Secondary report (available at http://www.ed.gov.nl.ca/edu/publications/k12/stats) or through the Department of Education's K-12 School Profile System, accessible online at www.education.gov.nl.ca/sch_rep/pro_year.htm.

It is important to note that *Indicators 2010/11* does not rank schools. Rather, its purpose is to present selected 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 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.

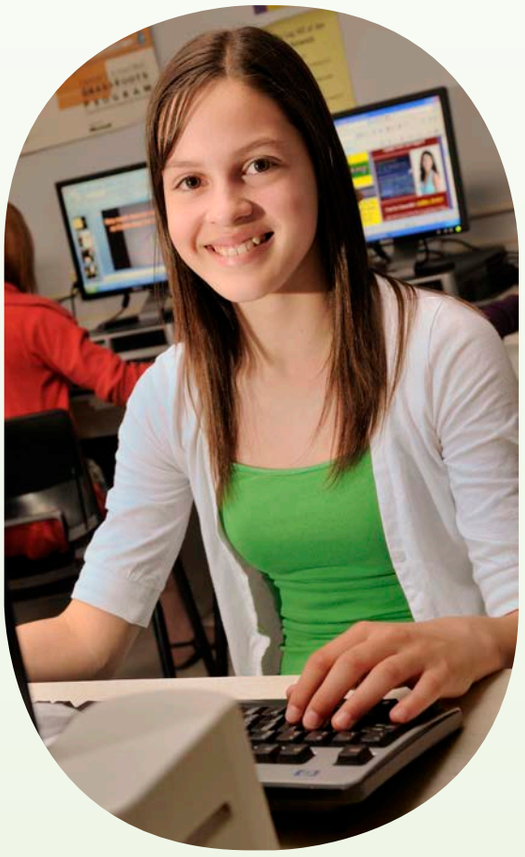
PART I: PROVINCIAL ASSESSMENTS

CHAPTER 2: PROVINCIAL ASSESSMENTS

There are two standardized assessments used in the province's schools to measure student performance - criterion referenced tests (CRTs) and public examinations. The following three chapters will explore student performance on each of these assessments in terms of provincial and district performance as well as gender differences.

Criterion-Referenced Tests (CRTs)

Students in Grades 3, 6 and 9 complete CRTs every spring. These results provide information to teachers, administrators, district personnel and the Department of Education which may be used to:



- determine student achievement in relation to curriculum outcomes;
- 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.

Chapters 3 and 4 will explore student performance in the two subject areas assessed in 2010/11 - English language arts and mathematics. Where possible, performance trends over the past five years (i.e. 2006/07 – 2010/11) will be provided. 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).

The information provided is based on student responses to constructed response and multiple choice questions. Constructed response questions are evaluated on a five level rubric[1] where five is the highest level a student can obtain. The percentages listed throughout these two chapters refer to 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.

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1 A rubric is a scoring tool that uses a set of criteria and standards linked to learning objectives to assess student performance.

The Mathematics CRT

During 2007, the Department of Education announced the *Excellence in Mathematics Strategy*. This new strategy was comprised of three main components:

- *Curriculum Development and Review* focused on the nature and amount of curriculum covered and a review of textbooks;
- *Excellence in Teaching and Learning* focused on professional development and resources for teachers; and,
- *Parent Support* focused on developing materials and providing sessions/ workshops to assist parents at home.

Under this strategy, an independent review of the provincial mathematics curriculum was undertaken. This review made a series of recommendations that centered around four key areas:

- New curriculum, adopted from the Western and Northern Canadian Protocol, which will follow a three-year implementation schedule;
- New textbooks for all grade levels;
- Significant initial and sustained professional development for teachers; and,
- Development of guidelines for the assignment of homework.

In March 2008, the Department of Education announced it accepted these recommendations which led to significant changes being made to the mathematics curriculum (Department of Education, 2008). Starting in September 2008, the new mathematics curriculum was phased in and by September 2013 all grade levels will have the new curriculum in place. For Grade 9 students, the new curriculum was introduced in September 2010. In response, the mathematics CRT was updated to assess the new outcomes defined in the curriculum. Due to this, trend data on student performance over the past five years is not reported. The 2010/11 results will serve as the starting point to chart future results.

Public Examinations

Chapter 5 explores the performance of high school students on provincial public examinations. At the senior high level, students are required to complete public examinations in selected academic or advanced Level III courses in mathematics, the sciences, social studies and languages. The results of these public examinations are used to determine a student's eligibility to graduate from high school.

Once students complete these public examinations, they are sealed and returned to the Department of Education for grading by a selected group of teachers. This helps to ensure that student performance on these examinations is graded in a consistent and reliable manner.

CHAPTER 3: THE ENGLISH LANGUAGE ARTS CRT

Annually, Grade 3, 6 and 9 students complete the English Language Arts (ELA) CRT. The information obtained provides a snapshot of how well students are performing in this area.

In Grades 3 and 6, the CRT assesses student performance in reading, writing, listening and speaking. To assess reading comprehension, students read a passage and answer questions to show their level of understanding. Listening skills are assessed in a similar fashion but students listen to a recording and then answer questions. In the writing and speaking components, students are given a topic and asked to both write about it and develop a short presentation discussing it. Grade 9 students are 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.

The CRT is administered to assess the degree primary students are able to demonstrate their ability in these tasks. To meet this goal, constructed response and multiple choice questions are used to assess the following strands of the ELA curriculum.

- Listening,
- Reading and viewing, and
- Writing and other ways of representing.

Constructed response questions require students to write a response or answer in the space provided in the CRT booklet. For the multiple choice section, students are provided with a question and a list of possible answers. From this, they try and choose the correct one.

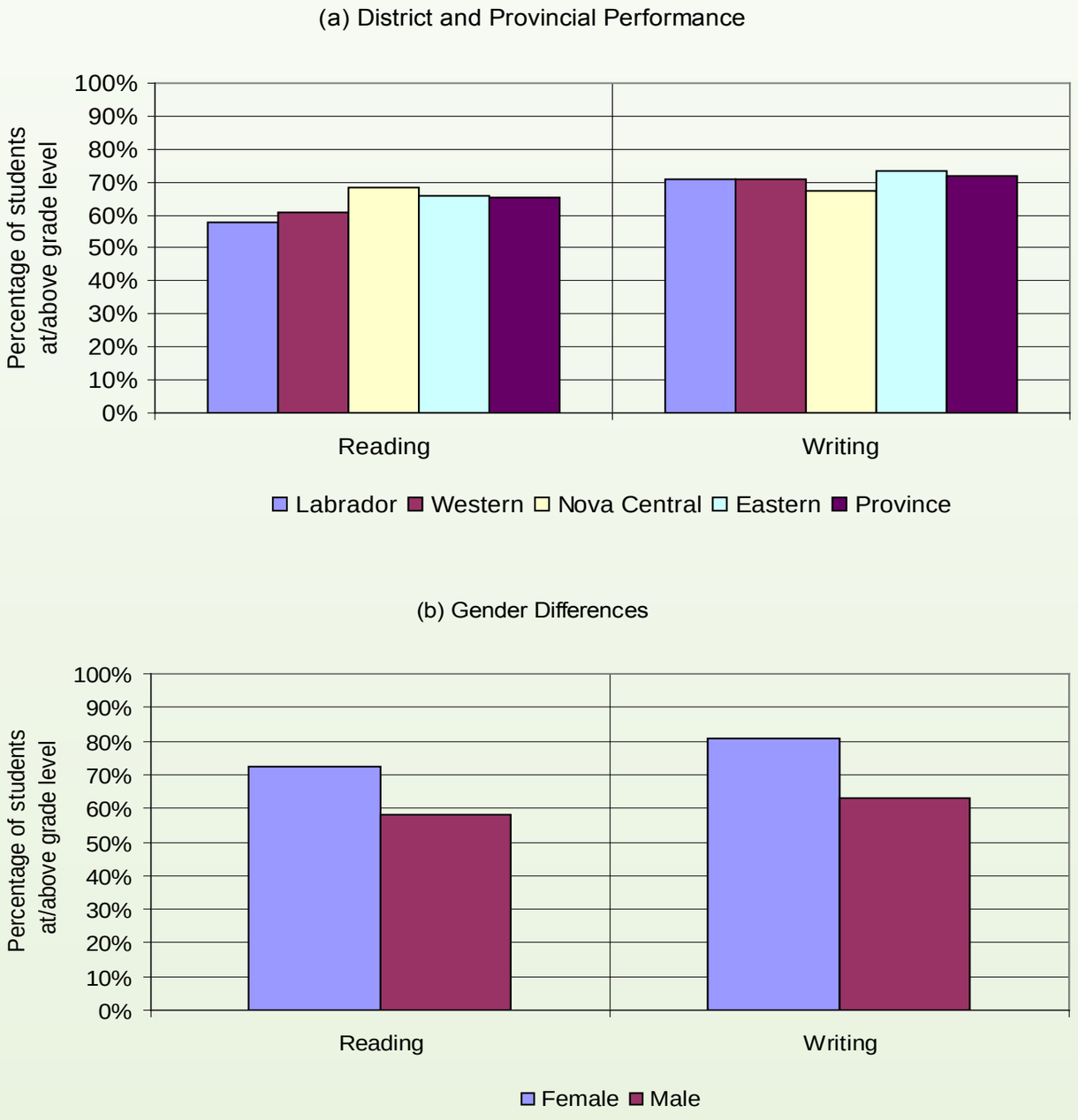
The constructed response section (2010/11)

Provincially, the majority of students were assessed at or above grade level (i.e., level 3 or above) on both the reading and writing components. Approximately two thirds of Grade 3 students were able to demonstrate at least an appropriate understanding of the content area assessed in each of the language learning strands (i.e., reading and writing).

At the district level, students in the Nova Central and Eastern School Districts performed at or above the provincial level while the other two districts were below on the reading component. The percentage of students at or above grade level ranged from a low of 57.6% in the Labrador School District to a high of 68.3% in Nova Central. On the writing component, the percentage of students at or above grade level was fairly consistent with 5.9 percentage points separating the highest and lowest percentages (see figure 3.1a).

Along gender lines, females demonstrated a greater proficiency in both the reading and writing components as compared to males (see figure 3.1b). The percentage of females at or above grade level was either 14.1 or 17.8 percentage points higher than the percentage of males.

Figure 3.1: Proficiency level - Primary ELA CRT (2010/11)



(Source: Table 3.1)

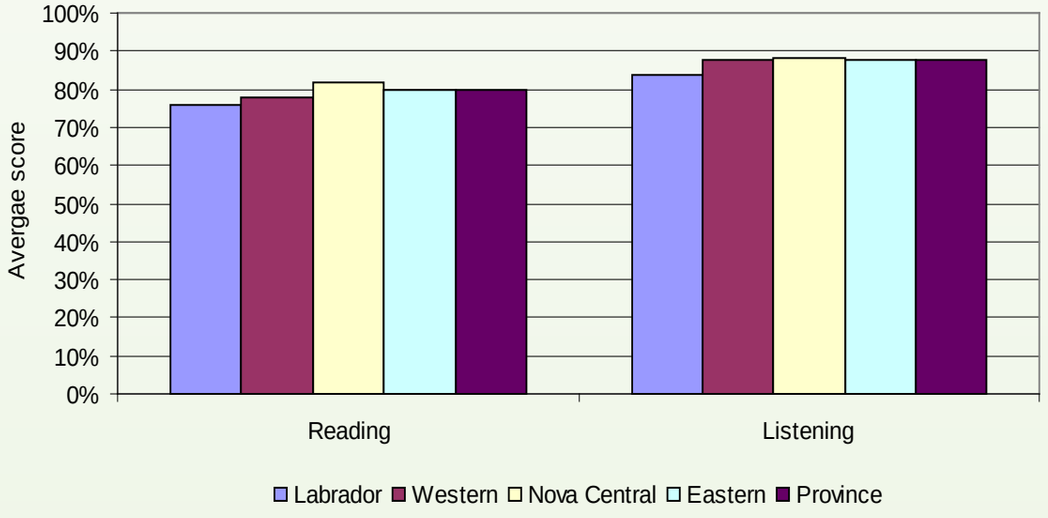
The multiple choice section (2010/11)

Reading and listening skills were assessed in the multiple choice section. Provincially, the majority of students answered these questions correctly. The average score on the listening component was higher than the reading component (87.9% and 79.7% respectively).

The average score in each district mirrored the provincial average on both the reading and listening components. It was fairly consistent across the four districts with approximately five percentage points separating the highest and lowest scores (see figure 3.2a). There was virtually no gender difference present on the multiple choice questions (see figure 3.2b).

Figure 3.2: Average score - Primary ELA CRT (2010/11)

(a) District and Provincial Performance



(b) Gender Differences

(Source: Table 3.2)

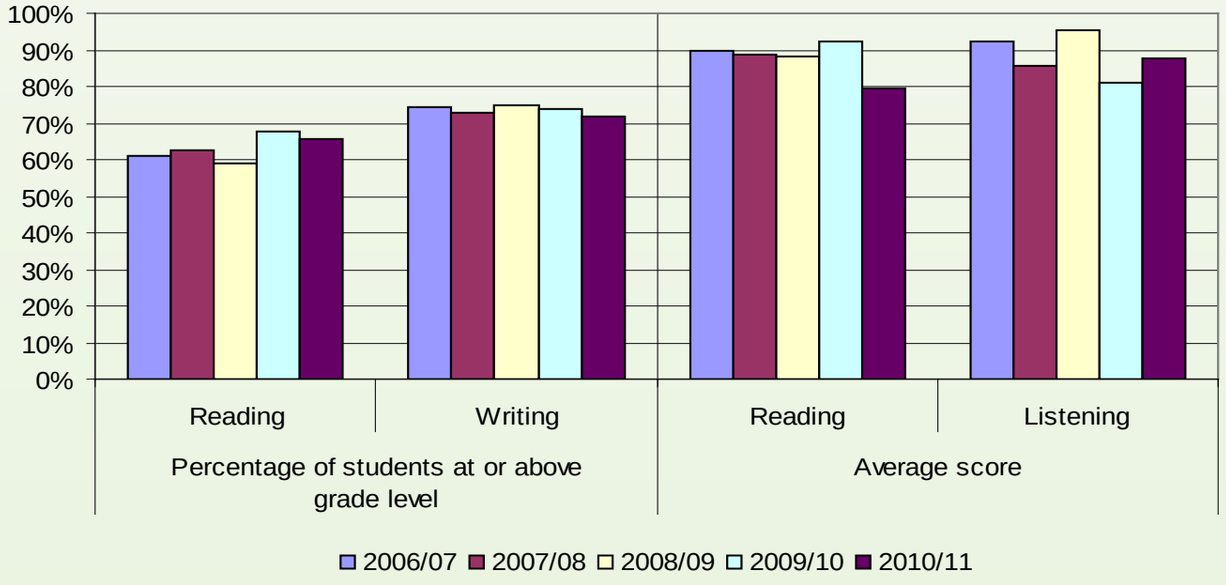
Provincial trends – Primary level ELA (2006/07-2010/11)

Figure 3.3 reports student performance over the previous five years for both the constructed response (i.e., the percentage of students at or above grade level) and multiple choice (i.e., average score) sections.

Based on the figure, several observations can be made:

- Students consistently demonstrated a higher level of writing proficiency as compared to reading.
- The percentage of students at or above grade level remained fairly stable during this time.
- The average score on the reading and listening components was more varied during this five year period.
  - On the reading component, the average score ranged from 88.3% in 2006/07 to 92.1% in 2009/10. The 2010/11 average score decreased by 12.4 percentage points from 2009/10.
  - The listening component had a high degree of variability present with 14.5 percentage points separating the highest (95.4% in 2008/09) and lowest (80.9% in 2009/10) average scores. The average score in 2010/11 increased by 7.0 percentage points from the previous year.

Figure 3.3: Provincial trends – Primary ELA CRT (2006/07-2010/11)



(Source: Table 3.3)

Elementary Level (Grade 6)

As students progress through the elementary years, they continue to build upon 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.

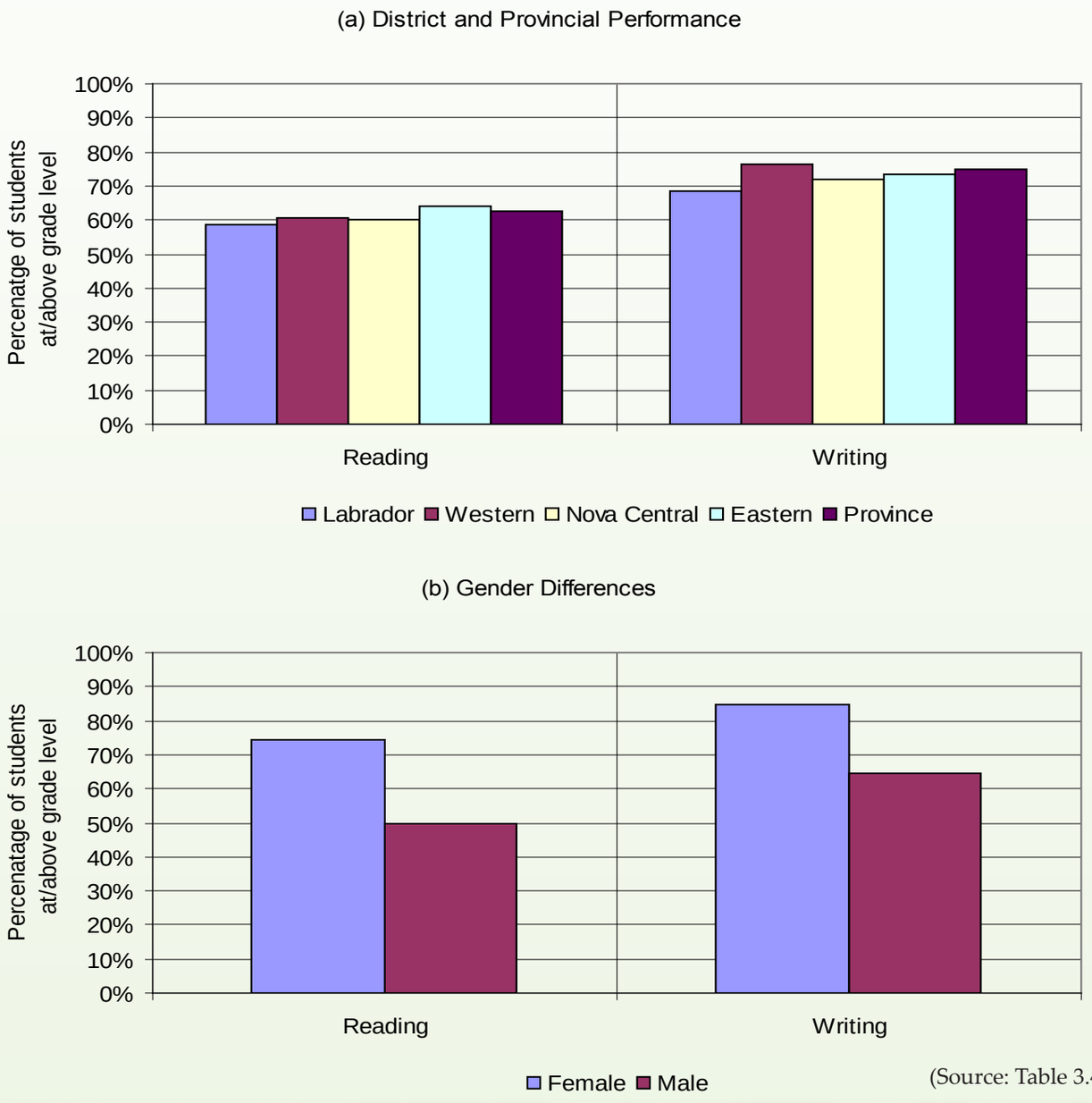
The constructed response section (2010/11)

Provincially, students experienced more success on the writing component as compared to reading. The percentage of students at or above grade level was 74.7% on writing compared to 62.5% in reading. This is a difference of 12.2 percentage points.

The percentage of students at or above grade level was similar across the four districts for both the reading and writing components with one exception. The percentage of students in the Western School District at or above grade level on the writing component was between 3.0 and 8.1 percentage points higher than the other districts (see figure 3.4a).

Along gender lines, a higher percentage of girls than boys was assessed at or above grade level on both the reading and writing components. As shown in figure 3.4b, this gender gap was at least 20.0 percentage points.

Figure 3.4: Proficiency level - Elementary ELA CRT (2010/11)



(Source: Table 3.4)

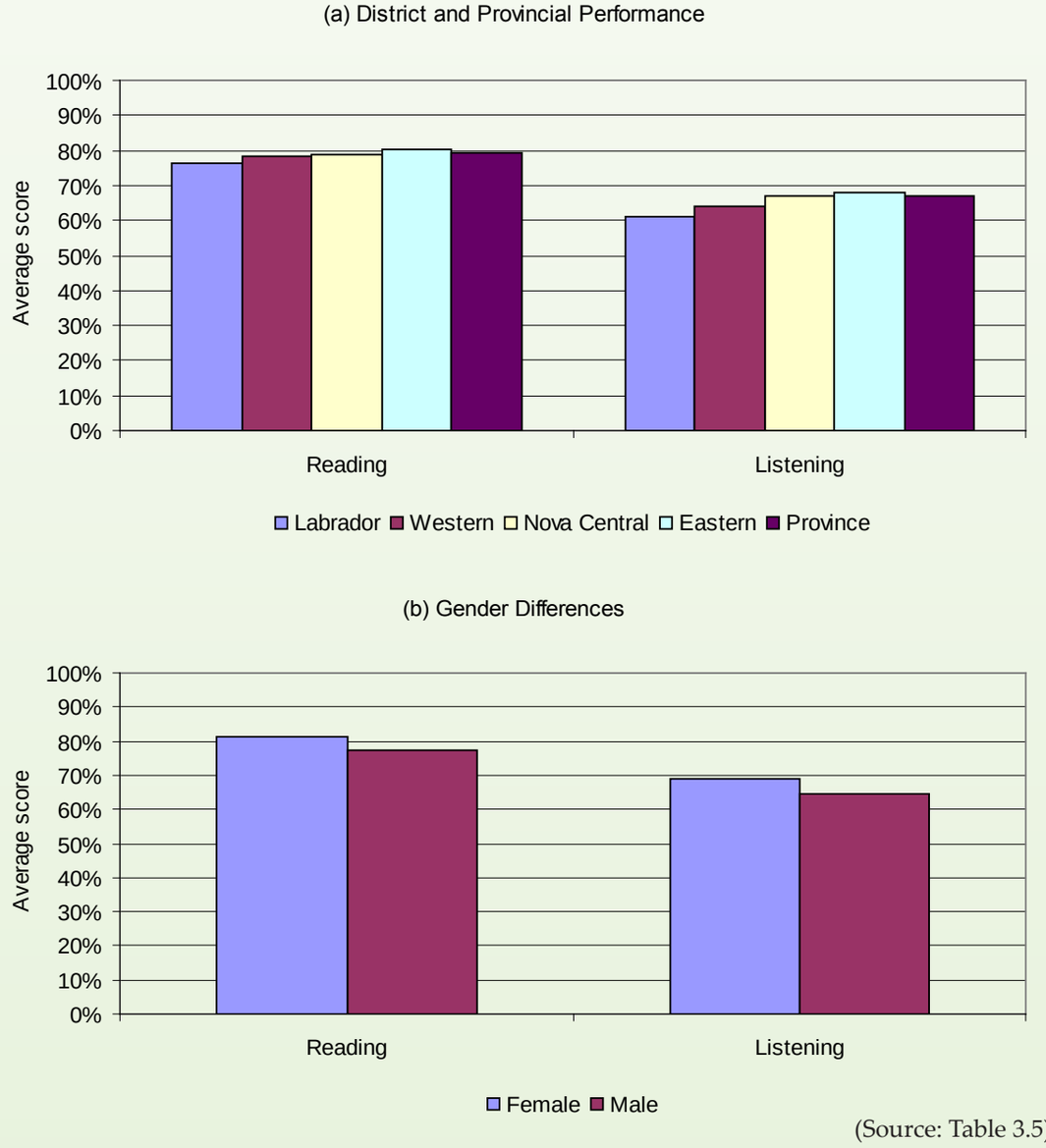
The multiple choice section (2010/11)

The multiple choice section assessed student ability in reading and listening. Overall, students performed better on the reading component, with an average score of 79.5%, as compared to 67.0% on the listening component.

The average score on the reading component was fairly consistent across the four districts with approximately 3.8 percentage points separating the highest and lowest score. On the listening component, the average score were slightly more varied with 6.9 percentage points separating the highest and lowest average score (see figure 3.5a).

Girls performed slightly better than boys in the multiple choice section. However, this gender gap was not as considerable as was seen in the constructed response section. The average score achieved by girls was approximately four percentage points higher than boys on the reading and listening components (see figure 3.5b).

Figure 3.5: Average score - Elementary ELA CRT (2010/11)



(Source: Table 3.5)

Provincial trends – Elementary level ELA (2006/07-2010/11)

Student performance over the past five years has been quite varied in the constructed response section. As shown in figure 3.6, the percentage of students at or above grade level has fluctuated from year to year.

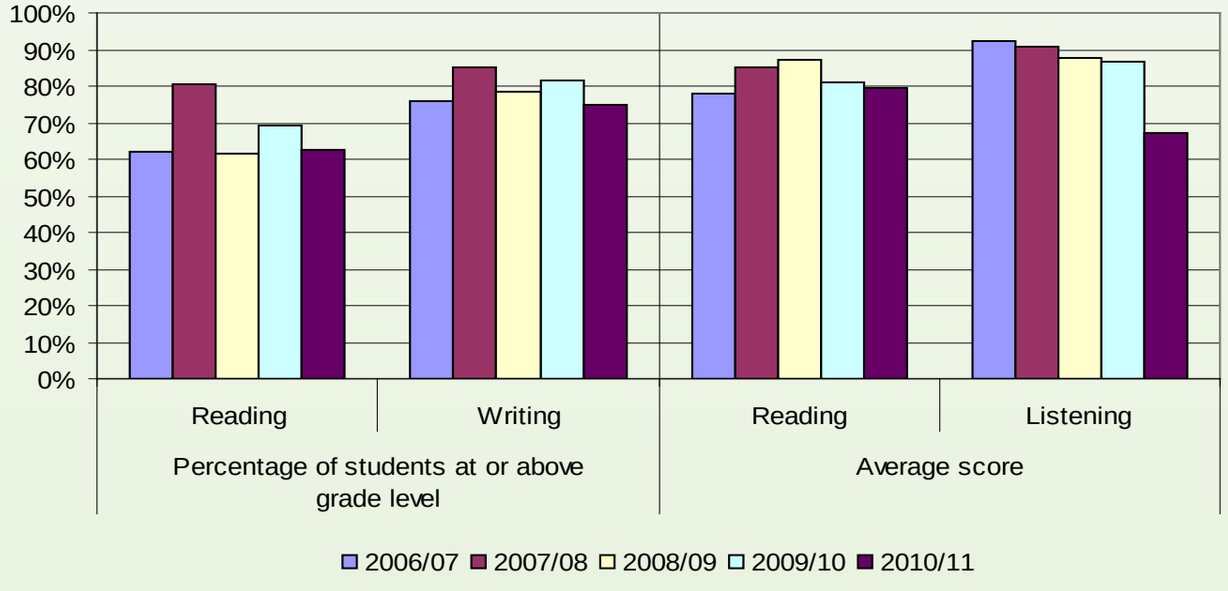
In both the reading and writing components:

- The percentage of students at or above grade level peaked in 2007/08, and
- Student performance in 2010/11 was 6.7 percentage points lower than the previous year (i.e., 2009/10) on both components.

On the multiple choice section:

- The average score in reading increased from 2006/07 to 2008/09 before declining over the next two years
- The average listening score steadily declined from its peak of 92.3% in 2006/07. The largest decline occurred between 2009/10 and 2010/11 when the average score dropped by 19.7 percentage points.

Figure 3.6: Provincial trends – Elementary ELA CRT (2006/07-2010/11)



(Source: Table 3.6)

Intermediate Level (Grade 9)

During the intermediate years, students continue to build upon and broaden their language arts skills. 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. By 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.

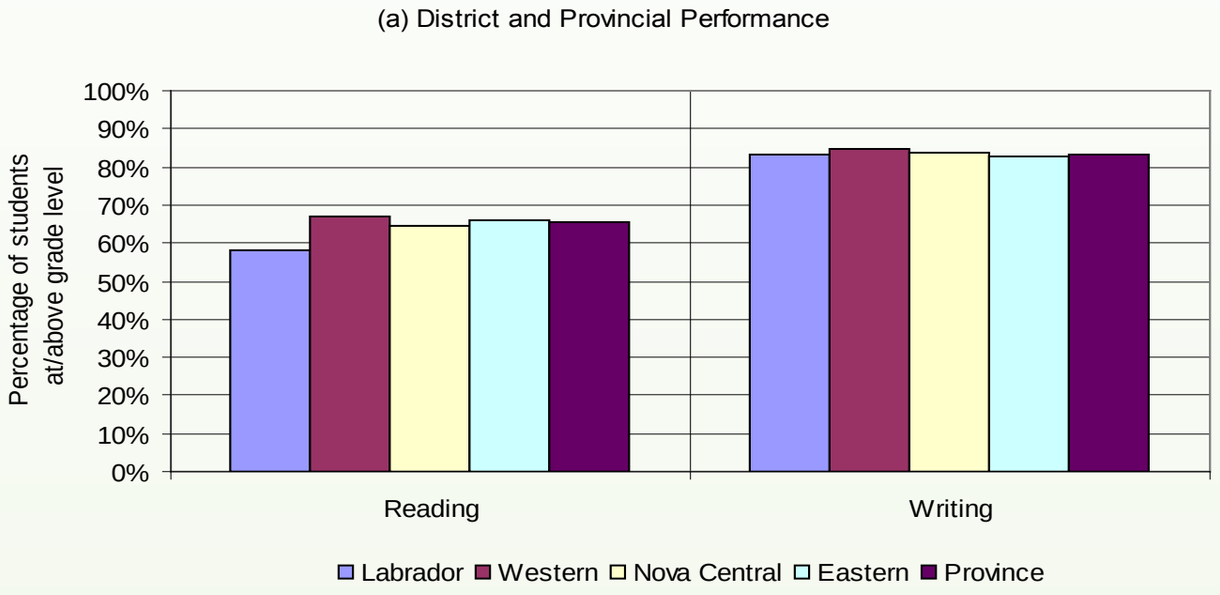
The constructed response section (2010/11)

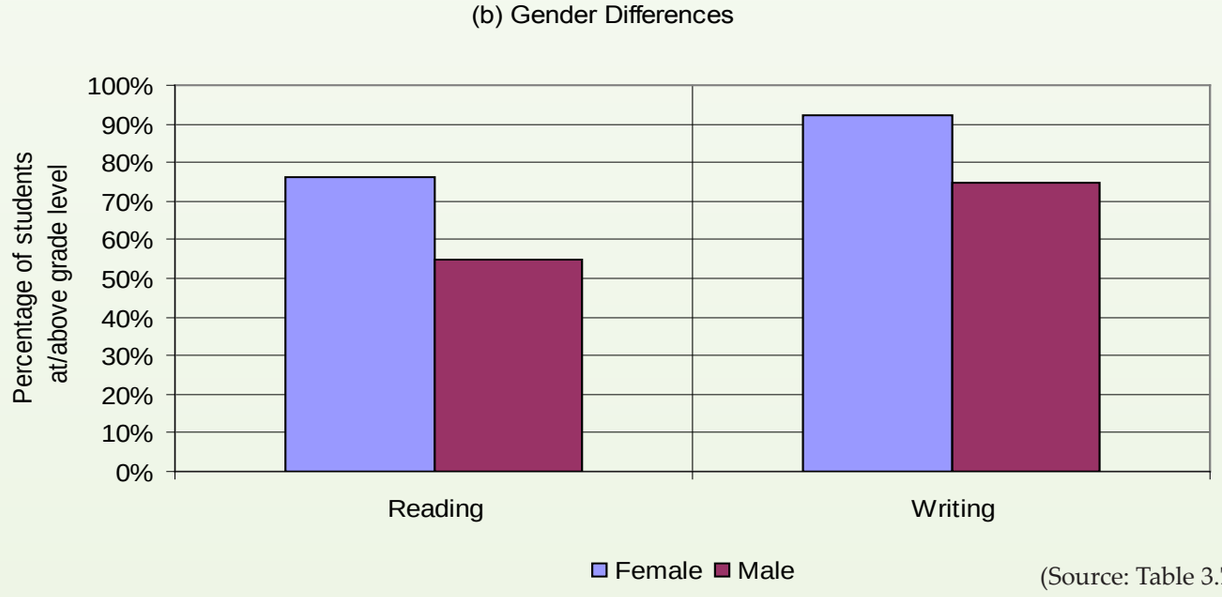
Provincially, students performed better on the writing component than the reading component. The percentage of students assessed at or above grade level was 83.3% for writing and 65.5% for reading.

Overall, there was little difference in the percentage of students at or above grade level among the districts. The only exception was in the Labrador School District on the reading component where the percentage of students at or above grade level was approximately 8.0 percentage points lower than the other three districts (see figure 3.7a).

As in previous grades, girls once again had the advantage over boys (see figure 3.7b), The largest difference occurred on the reading component where the percentage of girls at or above grade level was 21.2 percentage points higher than boys (76.0% and 54.8% respectively).

Figure 3.7: Proficiency level - Intermediate ELA CRT (2010/11)



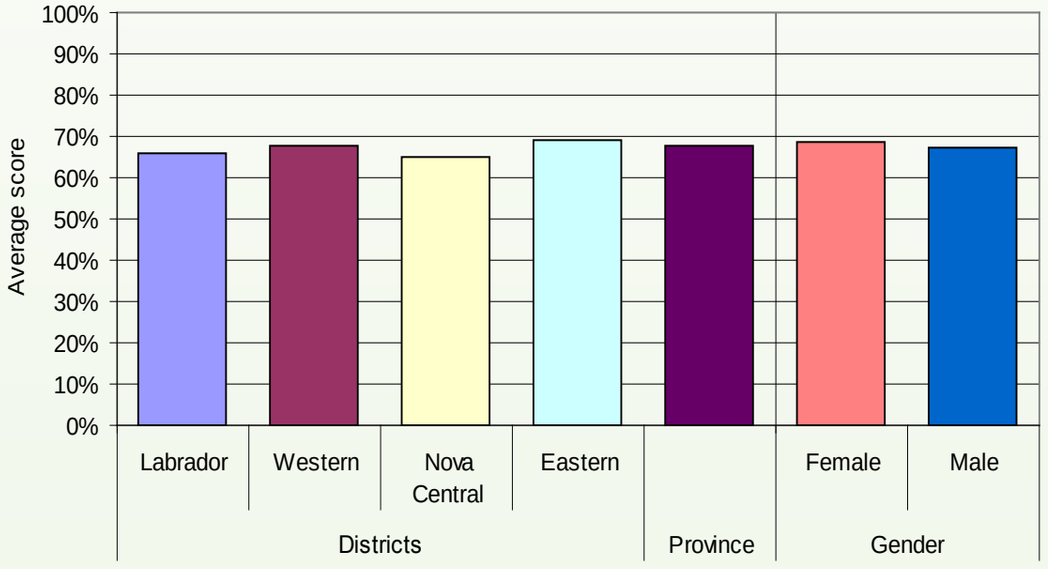


(Source: Table 3.7)

The multiple choice section (2010/11)

The multiple choice section assessed informational and poetic reading. These two scores were combined to give an overall reading score. Provincially, the combined average reading score was 67.9%. As shown in figure 3.8, there was little difference in the average reading score across the four districts and between females and males.

Figure 3.8: Average score - Intermediate ELA CRT (2010/11)



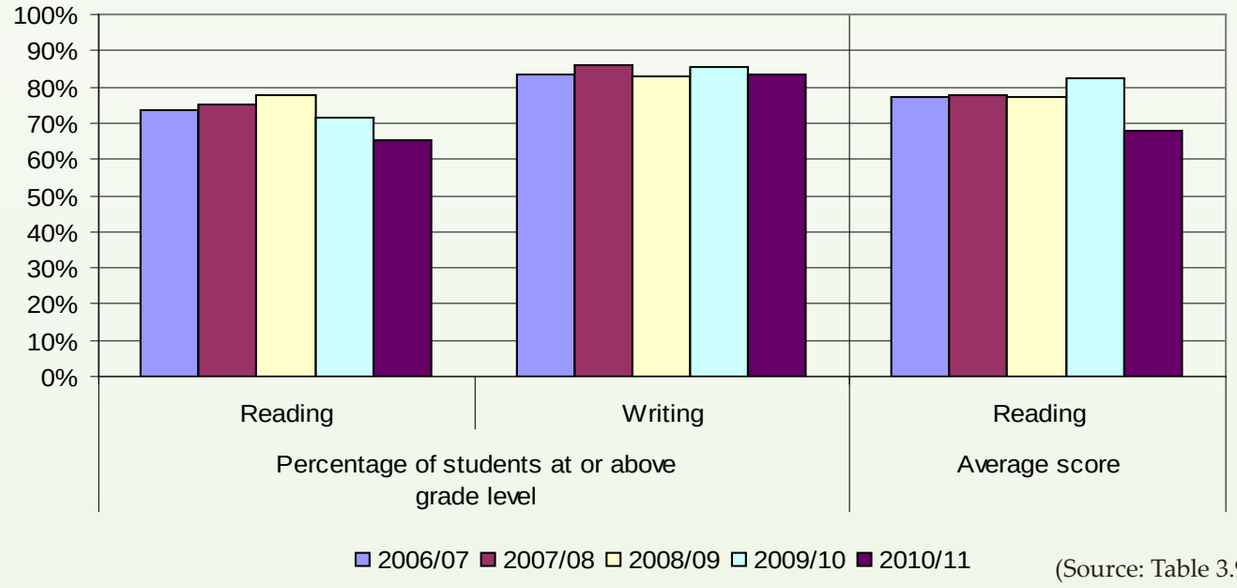
(Source: Table 3.8)

Provincial trends – Intermediate level (2006/07-2010/11)

Figure 3.9 presents student performance over the past five years on both the constructed response and multiple choice sections. Based on the figure, it appears:

- The percentage of students at or above grade level on the reading component has gradually declined since peaking in 2008/09.
- Proficiency levels on the writing component have remained stable with approximately 84.0% of students assessed at or above grade level.
- The reading average score was stable at approximately 77.0% between 2006/07 and 2008/09 before rising slightly in 2009/10. On the 2010/11 assessment, the average score dropped by 14.3 percentage points from the previous year.

Figure 3.9: Provincial trends - Intermediate ELA CRT (2006/07-2010/11)



(Source: Table 3.9)

CHAPTER 4: THE MATHEMATICS CRT

Primary Level (Grade 3)

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

The primary level mathematics CRT is made up of two sections. In the first section, students complete constructed response questions to assess their ability to reason, communicate and solve problems. The second section assesses four 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, estimate the size of numbers to the nearest ten or hundred, etc.,
- Shape and space – knowledge in measurement and geometry; and
- Mental math - the ability to perform mathematics mentally.

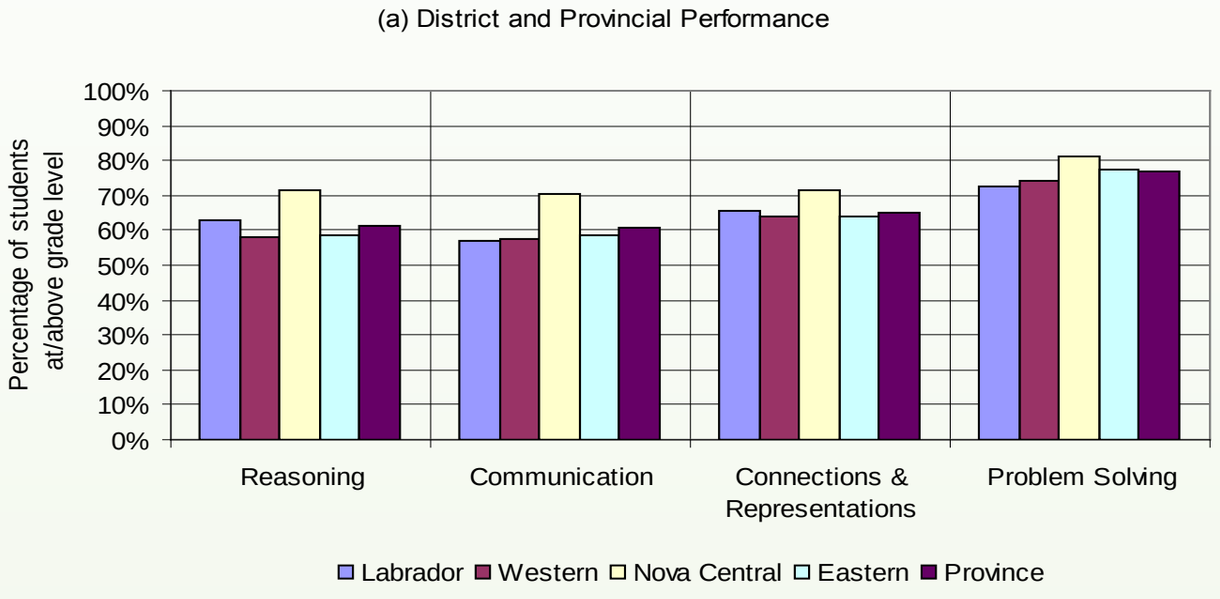
The constructed response section (2010/11)

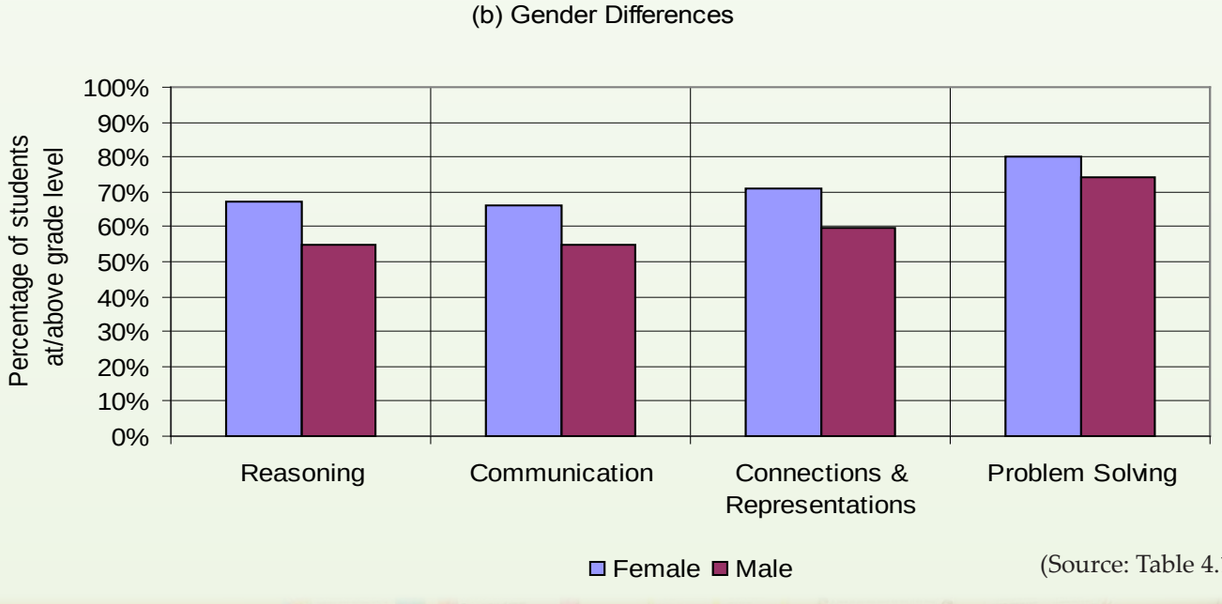
Grade 3 students completed a series of constructed response questions to assess their ability in number operations. These questions are grouped into four components – reasoning, communication, connections and representations, and problem solving. Provincially, students experienced the most success on the problem solving component where 77.1% of students were assessed at or above grade level. In the other three components, this percentage ranged from 60.5% in communication to 65.3% in connections and representations.

With the exception of the Nova Central School District, the percentage of students at or above grade level was fairly consistent across the four districts with between 2.0 and 5.0 percentage points separating the highest and lowest percentage. Nova Central had the highest percentage of students at or above grade level in each of the four components. The largest differences were found in the reasoning and communications components. The percentage of students at or above grade level in the Nova Central School District was 10.0 percentage points higher than the other districts (see figure 4.1a).

Girls typically outperformed boys on the constructed response section. In each of the four components, a higher percentage of girls was assessed at or above grade level than boys. This gender difference ranged from a low of 6.0 percentage points on the problem solving component to 12.6 percentage points on the reasoning component (see figure 4.1b).

Figure 4.1: Proficiency level - Primary mathematics CRT (2010/11)





(Source: Table 4.1)

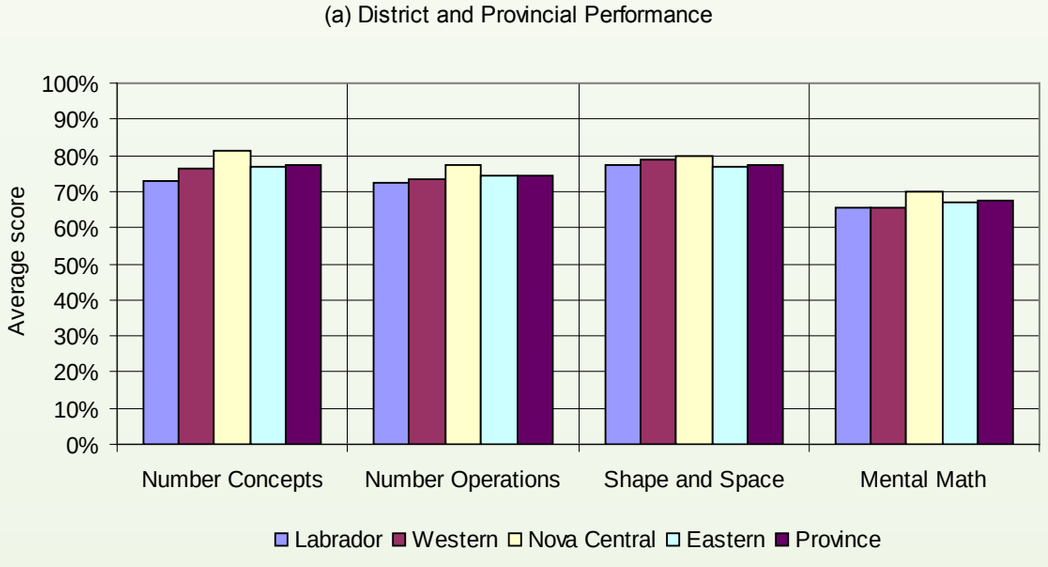
The multiple choice and written response sections (2010/11)

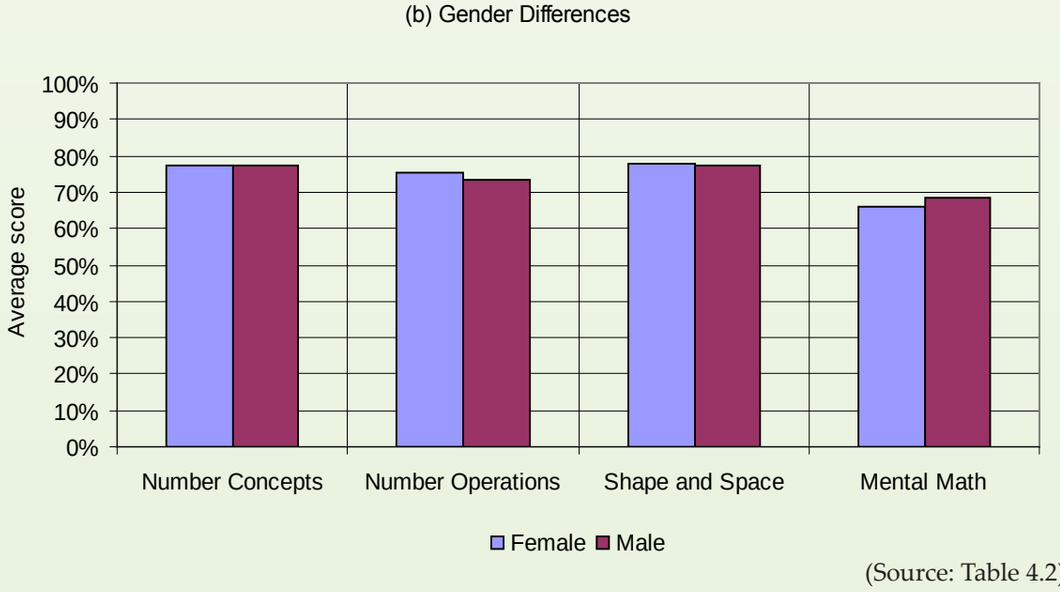
The multiple choice questions assessed student ability in number concepts, number operations, shape and space and mental math. Provincially, students experienced the most difficulty on the mental math component. The average score was approximately 10.0 percentage points lower than the other three components.

At the district level, a slightly higher average score was found in the Nova Central School District in each of the four components. With the exception of shape and space, the average score was at least 3.0 percentage points higher than the other districts (see figure 4.2a).

There was virtually no gender difference present between the female and male average score in each component (see figure 4.2b).

Figure 4.2: Average score - Primary mathematics CRT (2010/11)





(Source: Table 4.2)

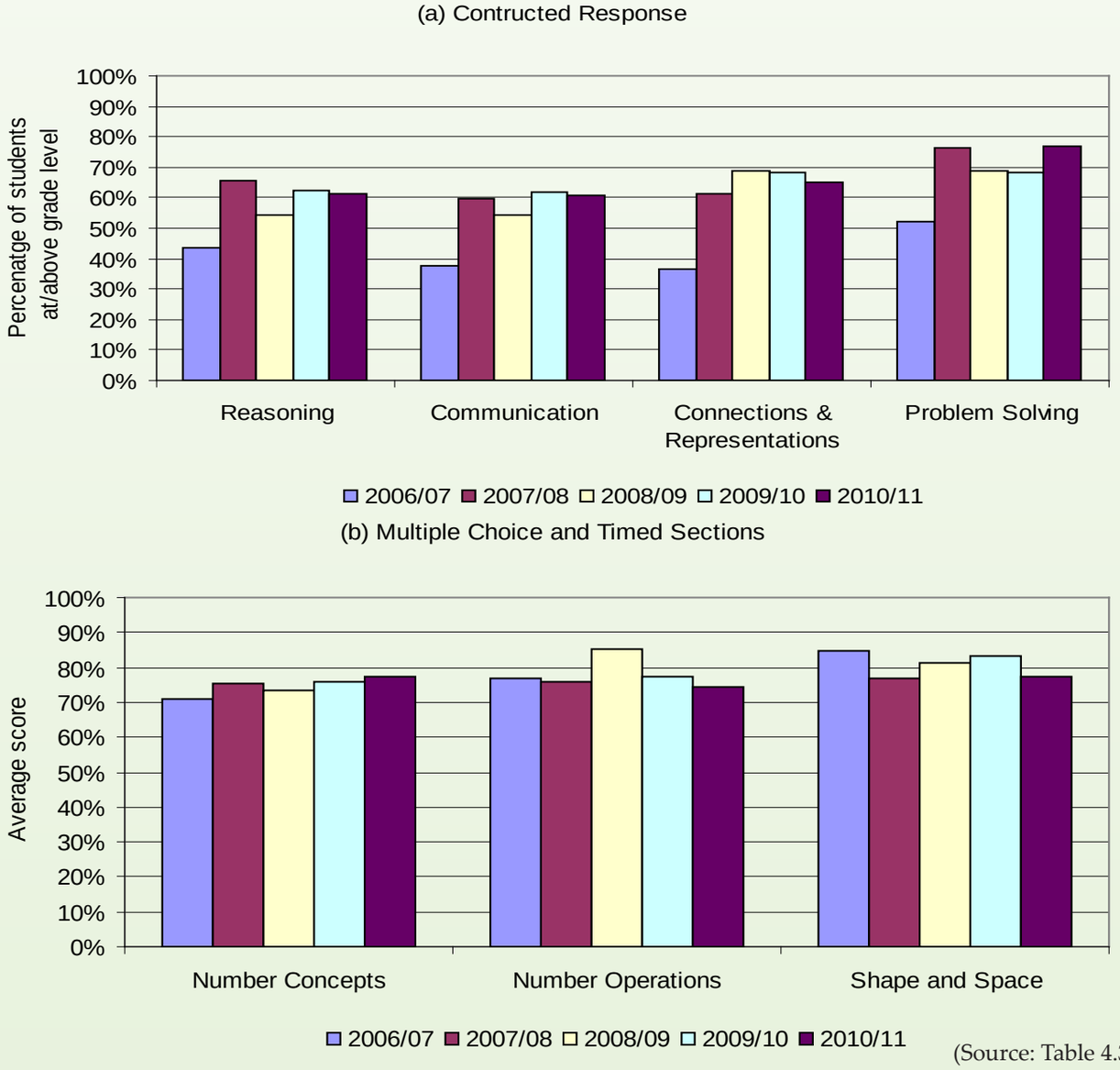
Provincial trends – Primary level mathematics (2006/07-2010/11)

Figure 4.3 presents the five year trends for the constructed response as well as the multiple choice and written sections. As shown, the percentage of students at or above grade level in each of the four components:

- Experienced a general upward trend since 2006/07;
- Increased dramatically (by at least 22 percentage points) between 2006/07 and 2007/08; and
- Was similar between 2009/10 and 2010/11 in all sections except problem solving where the percentage of students at or above grade level increased by 8.8 percentage points.

The average score on the multiple choice and timed sections was more stable over the past five years in both the number concepts and shape and space components with approximately 7.0 percentage points separating the highest and lowest scores. With the exception of 2008/09, only 2.7 percentage points separated the high and low scores on the number operations section (see figure 4.3b). The mental math section on the 2010/11 CRT was not present in the previous CRTs.

Figure 4.3: Provincial trends – Primary mathematics CRT (2006/07-2010/11)



(Source: Table 4.3)

Elementary Level (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. The elementary CRT assessment is composed of multiple-choice and constructed response questions in four strands of mathematics – number concepts, number operations, shape and space, and mental mathematics.

The constructed response section (2010/11)

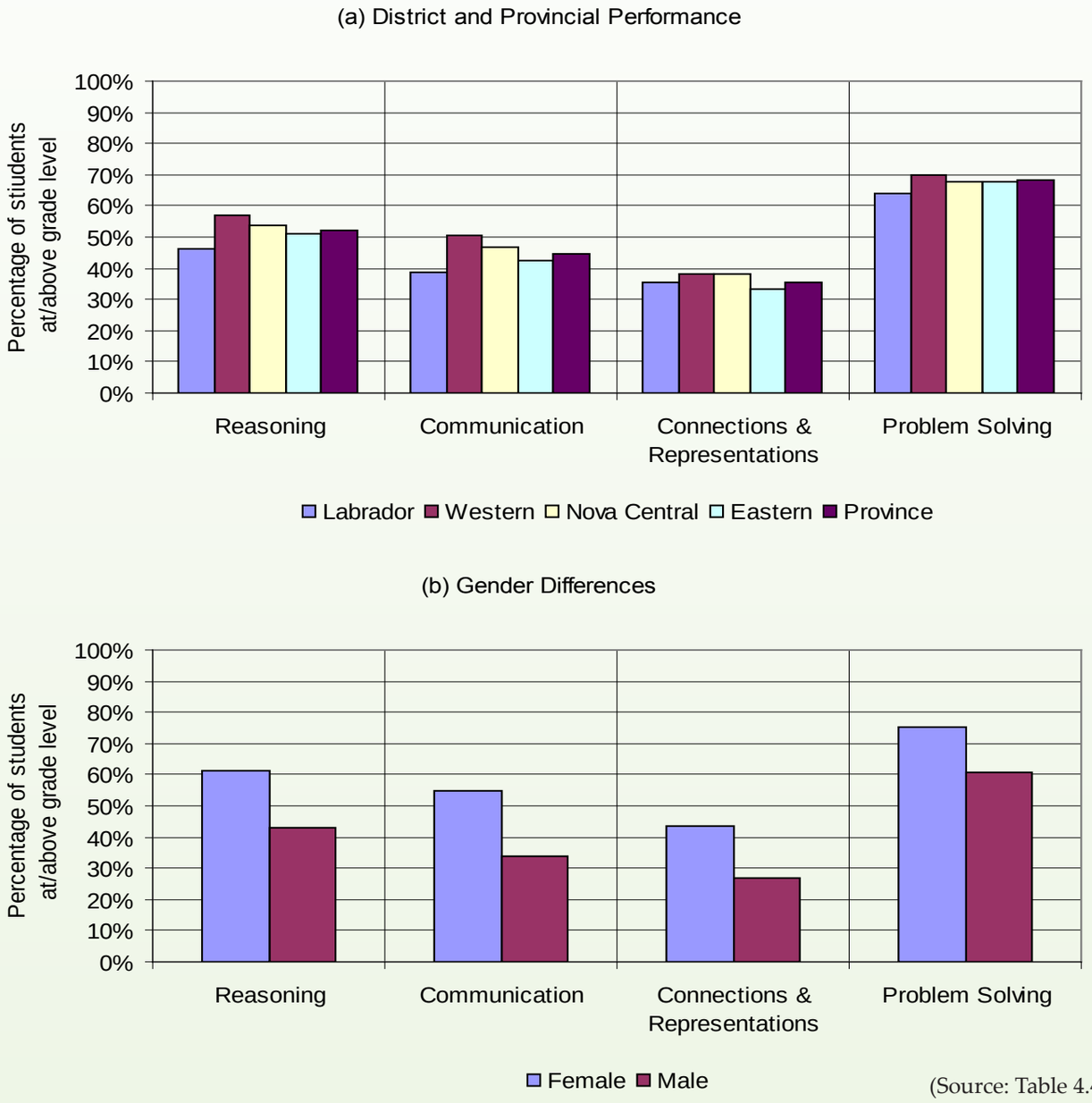
Grade 6 students completed a series of constructed response questions to assess proficiency in number operations. These questions can be grouped into four components – reasoning, communication, connections and representations, and problem solving.

Provincially, students experienced the most success on the problem solving component where 68.1% were assessed at or above grade level. Students experienced difficulty on both the communication and the connections and representations components. In each of these, less than half of the students were assessed at or above grade level.

At the district level, students experienced the most success on the problem solving component and the greatest difficulty on the connections and representations component (see figure 4.4a).

Females outperformed their male counterparts in each of the four components assessed. The difference between the percentage of female and male students at or above grade level ranged from 14.6 percentage points on the problem solving component to 20.6 percentage points on the communication component (see figure 4.4b).

Figure 4.4: Proficiency level – Elementary mathematics CRT (2010/11)



(Source: Table 4.4)

The multiple choice and written response sections (2010/11)

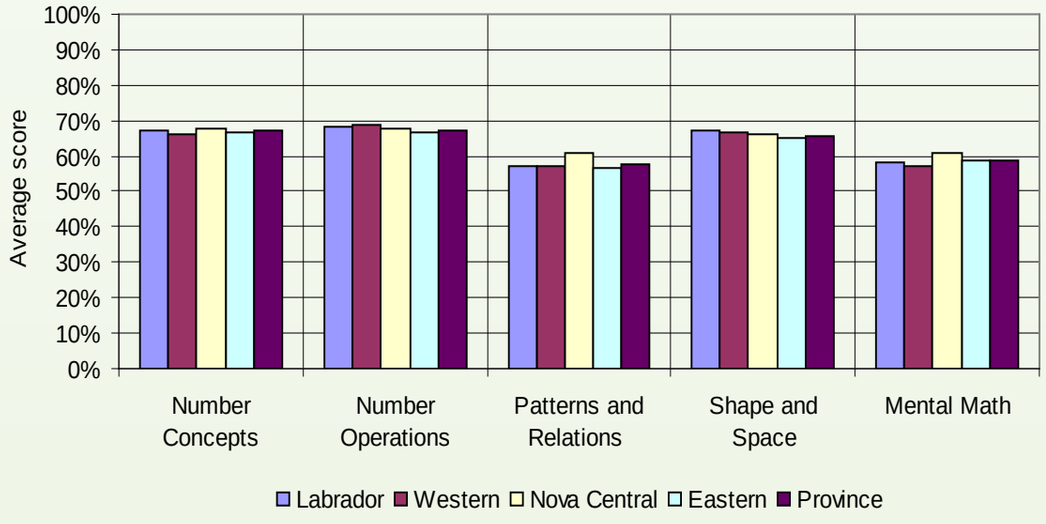
The multiple choice questions assessed student ability in number concepts, number operations, patterns and relations, shape and space and mental math. Provincially, higher average scores were seen on the number concepts, number operations and shape and space components as compared to the patterns and relations, and mental math components.

A consistent average score was seen in each component across the four districts with between 2.0 and 4.0 percentage points separating the highest and lowest score (see figure 4.5a).

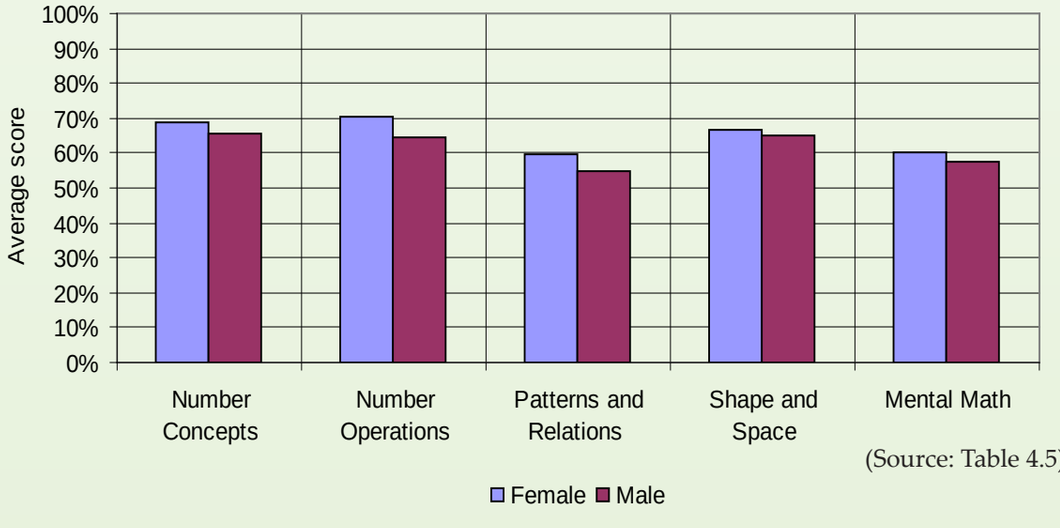
The average score of females on each of the components was higher than the males. This gender difference ranged from 1.7 percentage points in the shape and space component to 5.9 percentage points in number operations (see figure 4.5b).

Figure 4.5: Average score - Elementary mathematics CRT (2010/11)

(a) District and Provincial Performance



(b) Gender Differences

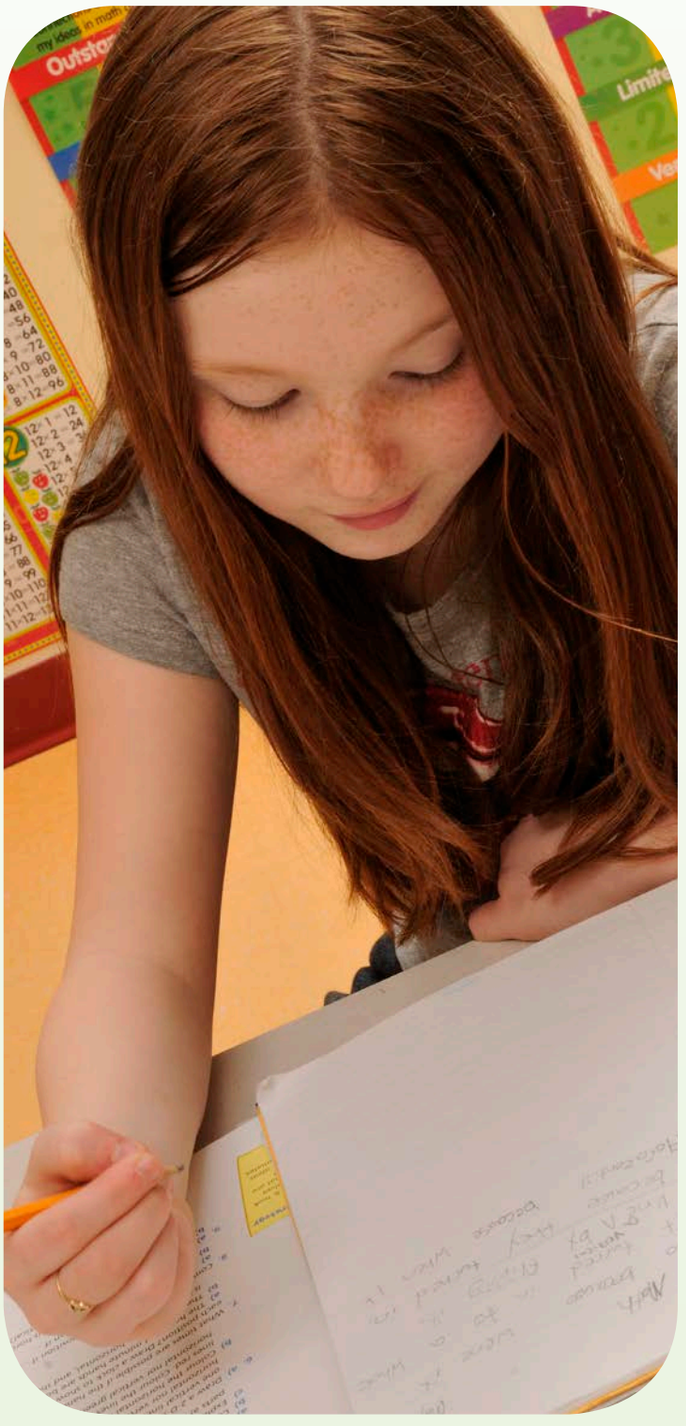


(Source: Table 4.5)

Provincial trends – Elementary level mathematics (2006/07-2010/11)

Figure 4.6 tracks student performance on both the constructed response and multiple choice/ written response sections over the past five years. On the constructed response section, the percentage of students at or above grade level:

- Was higher on the problem solving component as compared to the others. This was the only area where a general upward trend was seen.
- Followed a similar pattern in the reasoning and communication components, where the percentage of students at or above grade level was lowest during 2006/07 and 2008/09. The percentage for these two years was approximately 15.0 percentage points lower than the other years.



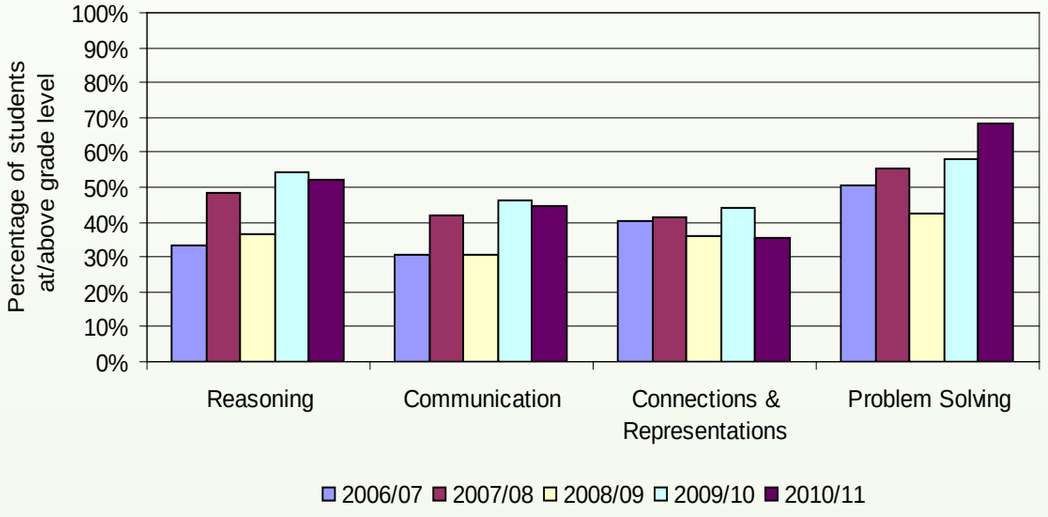
Between 2009/10 and 2010/11, the percentage of students at or above grade level declined in reasoning, communication and the connections and representations components. The only increase occurred in the problem solving component where the percentage increased by 10.3 points.

On the multiple choice and written response sections:

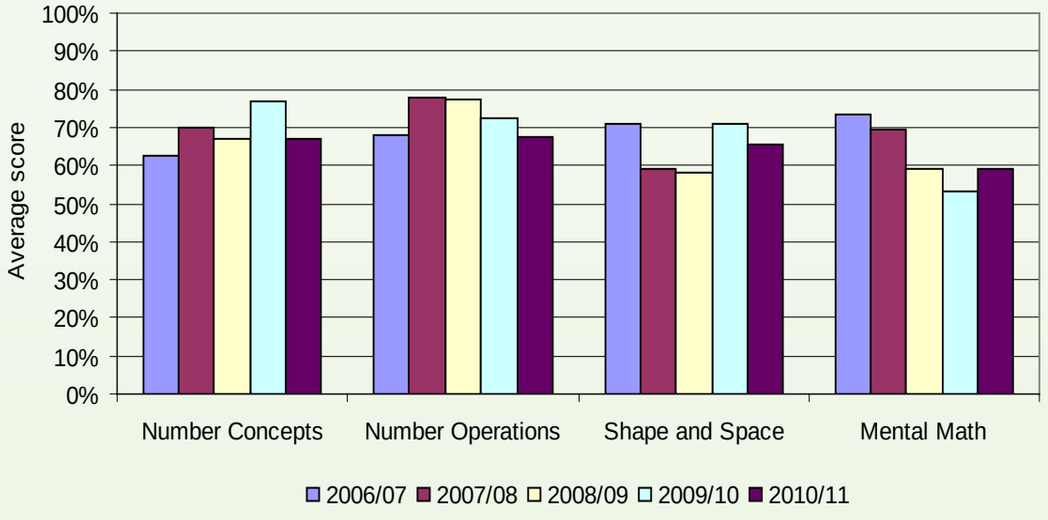
- The 2010/11 average score declined from 2009/10 in three of the four components. This decrease ranged from 5.0 percentage points on the number operations and shape and space components to 10.0 percentage points on the number concepts component. In the mental math section, the average score increased by 5.5 percentage points.
- A general decline occurred on the number operations component with the average scores decreasing each year between 2007/08 and 2010/11.

Figure 4.6: Provincial trends – Elementary mathematics CRT (2006/07-2010/11)

(a) Constructed Response



(b) Multiple Choice and Written Response



(Source: Table 4.6)

Intermediate Level (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.

The intermediate mathematics CRT assesses four strands of the curriculum: numbers, patterns and relations, shape and space, and statistics and probability. Specifically, it assesses each student's ability to:

- Demonstrate number sense and apply number-theory concepts,
- Use patterns to solve problems,
- Represent algebraic expressions in multiple ways,
- Use measurement to solve problems,
- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them,
- Describe and analyze position and motion of objects and shapes,
- Collect and analyze data to solve problems, and
- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

The CRT is made up of two sections. The first includes a series of selected response questions. These are multiple-choice questions where students are asked to select the correct response. The second section is composed of constructed response questions where students are expected to write or draw an answer to the question.

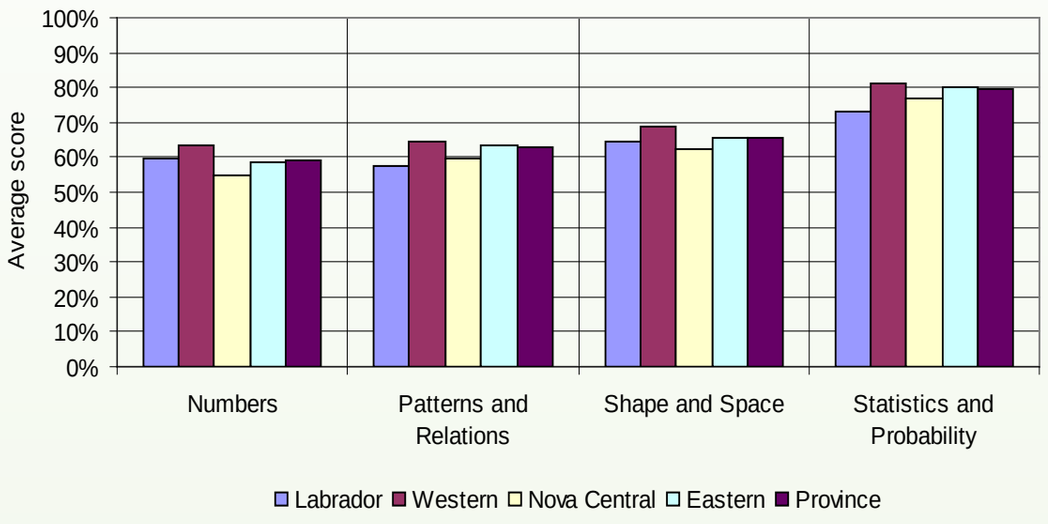
The multiple choice and constructed response sections (2010/11)

Provincially, students experienced the most success on the statistics and probability section where the average score was at least 13.0 percentage points higher than the other components. At the district level, between 6.0 and 8.0 percentage points separated the highest and lowest average scores in each component (see figure 4.7a).

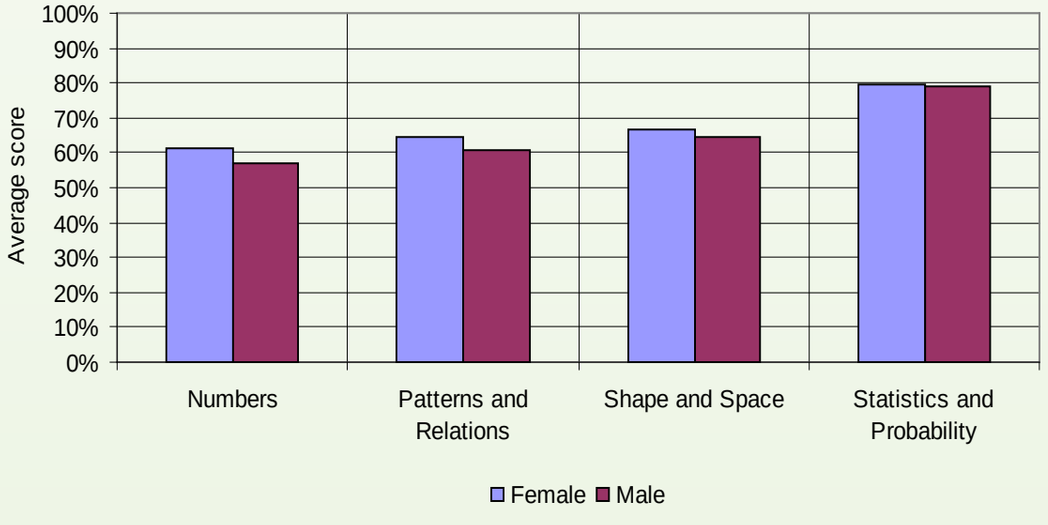
Females had slightly higher average scores than males in each of the four components. This gender difference ranged from 0.9 percentage points for statistics and probability to 4.6 percentage points for the numbers component (see figure 4.7b).

Figure 4.7: Average score - Intermediate mathematics CRT (2010/11)

(a) District and Provincial Performance



(b) Gender Differences



(Source: Table 4.7)

CHAPTER 5: PUBLIC EXAMINATIONS

At the end of the school year, students enrolled in select Level III courses complete public examinations. This chapter will explore student performance on the June 2011 final examinations. District and gender differences will be described as well as five year trends in student performance.

When exploring student performance at the district level and over time, the range will be used to assess the variability of the average final mark and success rate. The range is a simple statistical measure calculated by subtracting the lowest score from the highest score between 2006/07 and 2009/10. If the scores are close together, the range is low meaning student performance has been consistent. This is what would be expected.

Results from the CSF are not included in the chapter due to the low number of students enrolled in public examination courses. In June 2011, students were enrolled in only four public examination courses: Mathématiques 3231, Biologie 3231, Historie Mondiale 3231 and English 3201. Two of these courses (Mathématiques 3231 and Biologie 3231) were only offered in the CSF. The number of students in each of these courses ranged from 5 to 10. Student performance in these subjects is provided in the tables found in appendix A. The CSF results are included in the provincial totals in this chapter.

Student Performance (2010/11)

In the 2010/11 school year, 8,181 students across the province wrote 20,238 public examinations in 14 courses. For the purpose of this chapter, public examination courses are grouped into four subjects: mathematics, language, science and social studies.

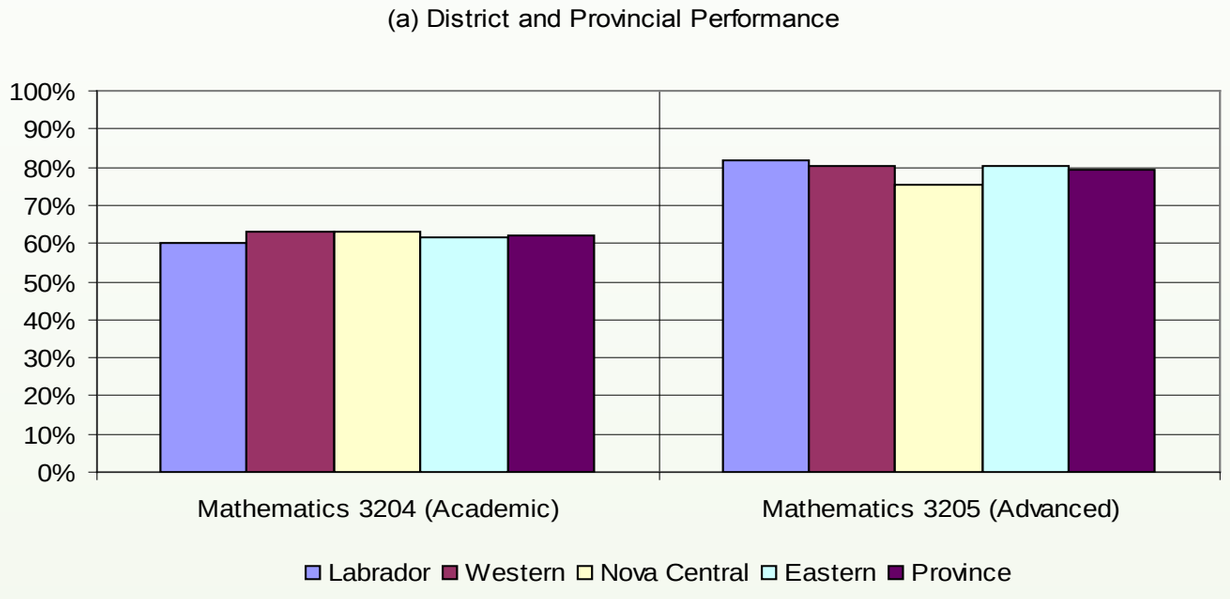
Mathematics

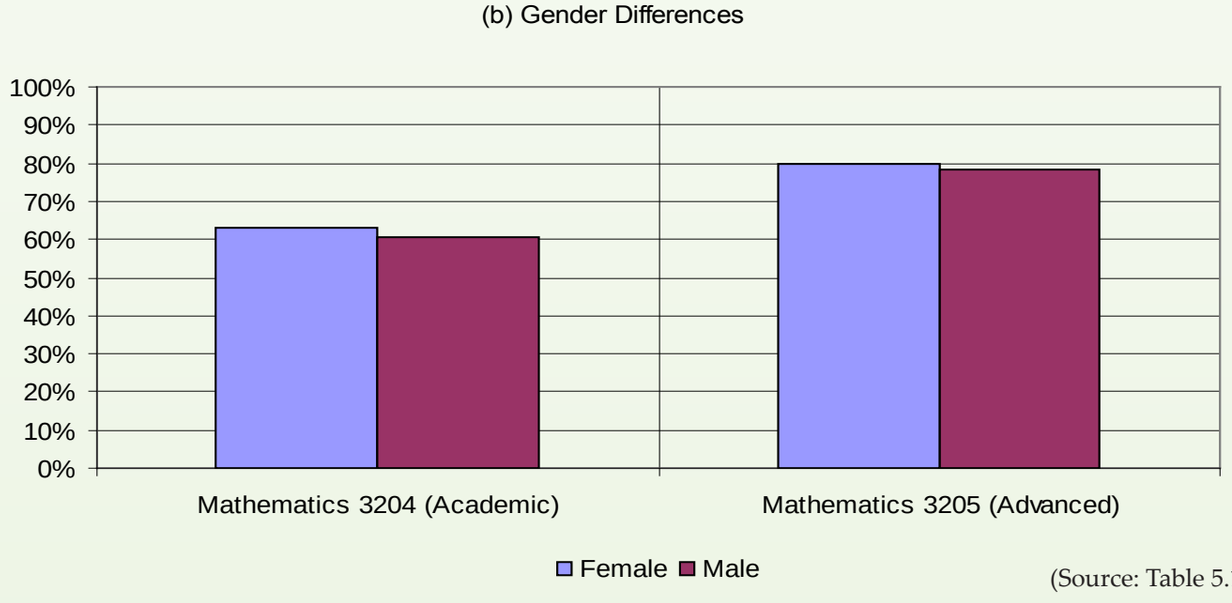
Two mathematics courses had public examinations - Mathematics 3204 (Academic) and Mathematics 3205 (Advanced). As shown in figure 5.1a, final average course grades were fairly consistent across the four districts.

Final average grades in the advanced mathematics course tended to be higher than the academic mathematics course. The average grade in each of the districts ranged between 75.3% to 83.3% in Mathematics 3205 as compared to between 59.9% and 62.9% for Mathematics 3204. However, these differences 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 may attribute to the higher course average seen in Mathematics 3205.

There was little gender difference present in the mathematics courses with between 1.3 and 2.7 points separating the female and male average grade (see figure 5.1b).

Figure 5.1: Student performance in mathematics (2010/11)





(Source: Table 5.1)

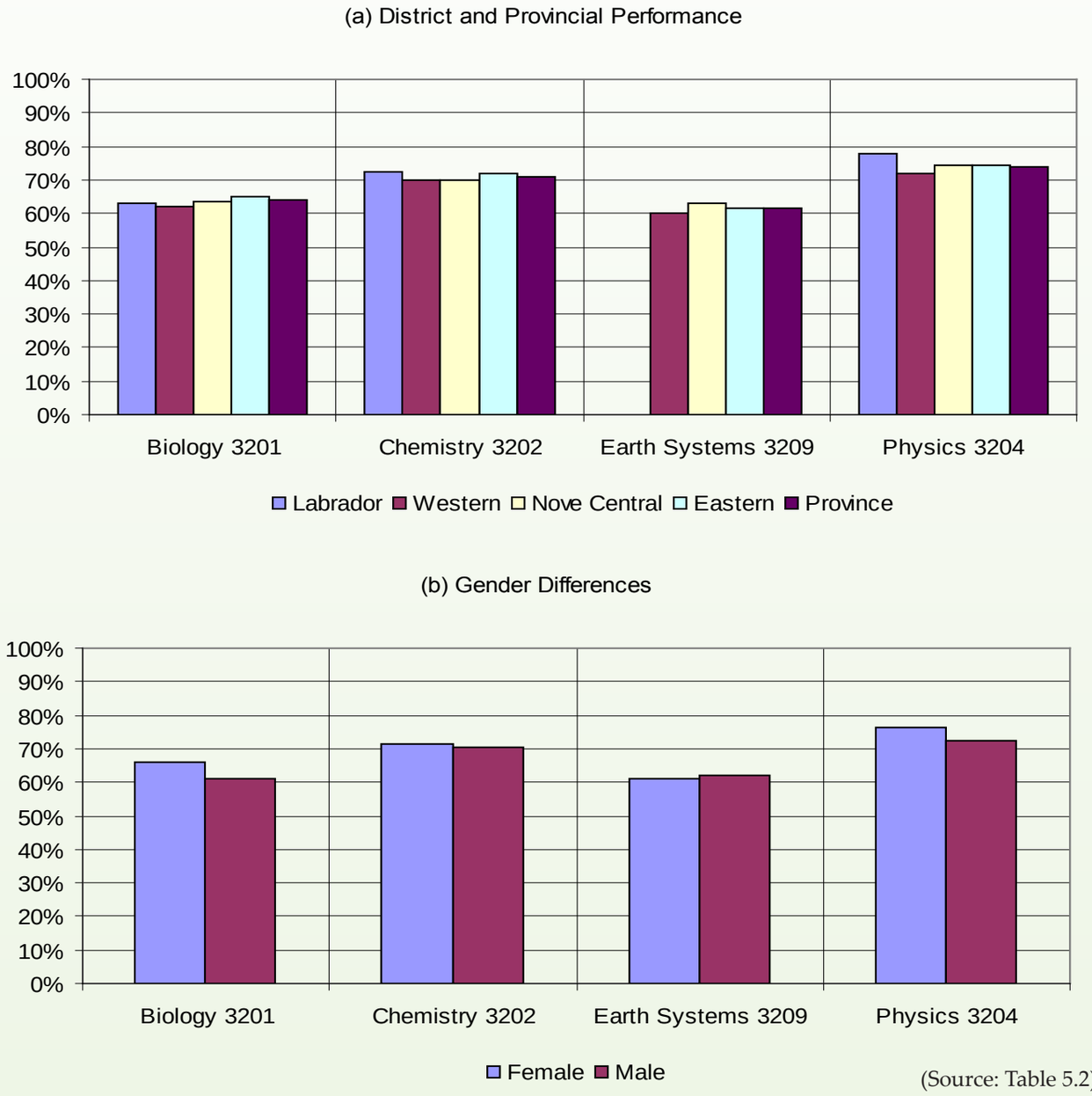
Science

In 2010/11, four science courses had public examinations - Biology 3201, Chemistry 3202, Earth Systems 3209 and Physics 3204. No students in the Labrador School District wrote a public examination in Earth Systems 3209. Among these courses, the lowest average grade was found in Biology 3201 and Earth Systems 3209. In both these courses, the average grade was in the low to mid 60's. In the other two courses, the average grade was in the low to mid 70's (see figure 5.2a).

Overall, there was little variation across the districts with approximately 3.0 percentage points separating the highest and lowest average grades. There was somewhat more variation in the Physics 3204 average grade where 6.0 percentage points separated the highest (77.8% in the Labrador School District) and the lowest average grade (71.7% in the Western School District).

There was virtually no gender difference present in the average grades of females and males in Chemistry 3202 and Earth Systems 3209. In the other two courses, Biology 3201 and Physics 3204, the female average grade was between 4.0 and 5.0 points higher (see figure 5.2b).

Figure 5.2: Student performance in science (2010/11)



(Source: Table 5.2)

Languages

Three language courses had public examinations in 2010/11 – English 3201, French 3200 (Core) and Français 3202 (Immersion). There were no students in the Labrador School District who wrote the French 3200 (Core) public examination.

Overall, students performed slightly better in Français 3202 (Immersion) as compared to the other courses. At the district level, the average grade in Français 3202 (Immersion) ranged from 72.5% to 77.6% (see figure 5.3a). There was little variation in student performance across the four districts with only three and five points separating the highest and lowest average grades in each course.

Along gender lines, the female average course grade was between 2.3 and 5.3 points higher than the male in each of the three language courses (see figure 5.3b).

Figure 5.3: Student performance in language (2010/11)

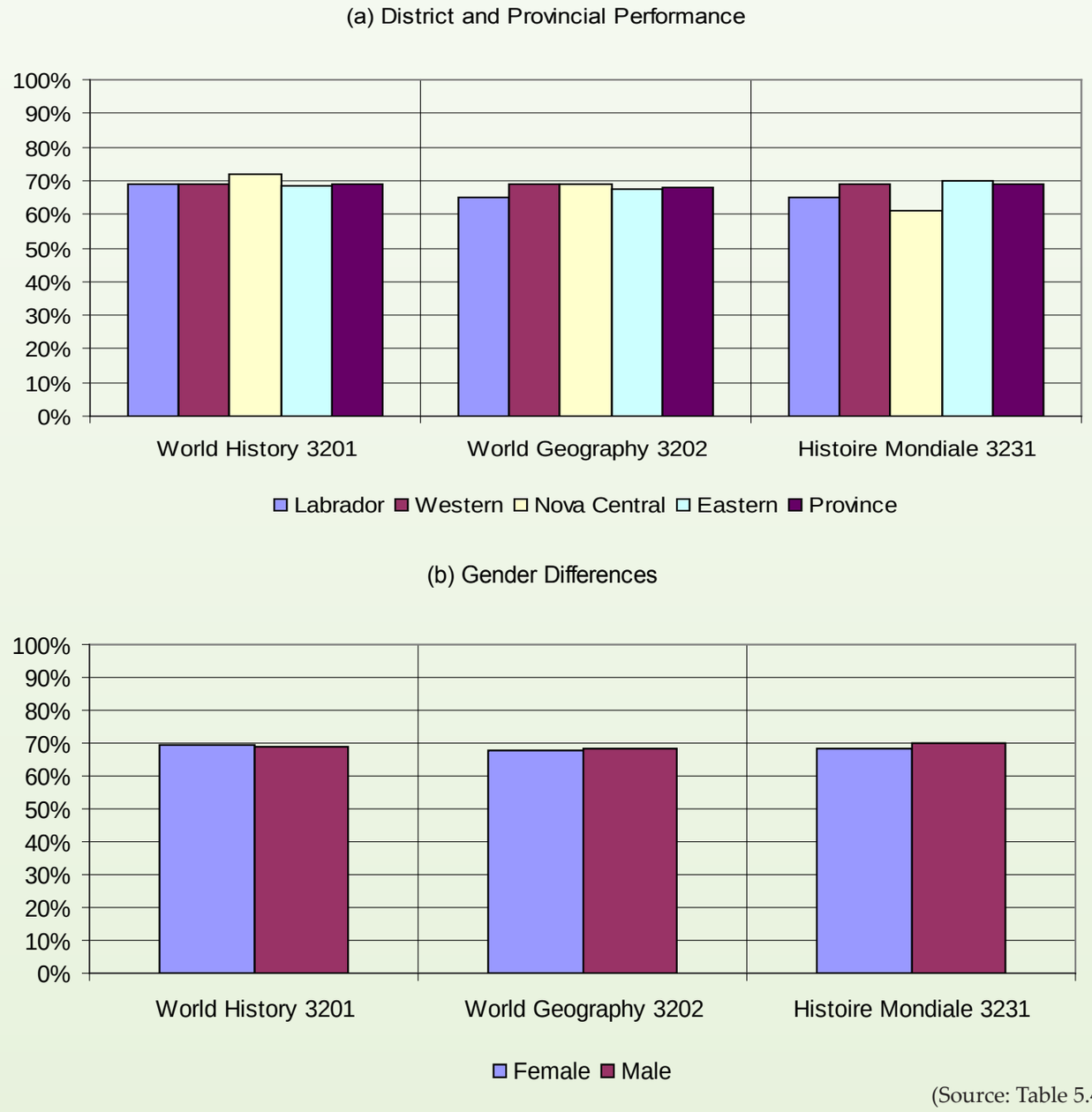
(Source: Table 5.3)

Social studies

Public examinations occur in the three social studies courses: World History 3201, World Geography 3202 and Histoire mondiale 3231. Average grades in these courses tended to fall in the high 60's. There was little variation in the average grades across the districts in World History 3201 and World Geography 3202 with only 3.0 or 4.0 percentage points separating the highest and lowest grades. The average grade in Historie mondiale 3231 was somewhat more varied with 8.9 points separating the highest (70.0% in the Eastern School District) and lowest (61.2% in the Nova Central School district) average grades (see figure 5.4a). However, this increased variability may be partially attributed to the low course enrolment in the districts. In the Eastern School District, 345 students wrote the public examination. In the other three school districts, the number of students enrolled ranged from 16 to 35.

The average final grade in the three social studies courses was similar for males and females with less than 2.0 percentage points separating them (see figure 5.4b).

Figure 5.4: Student performance in social studies courses (2010/11)

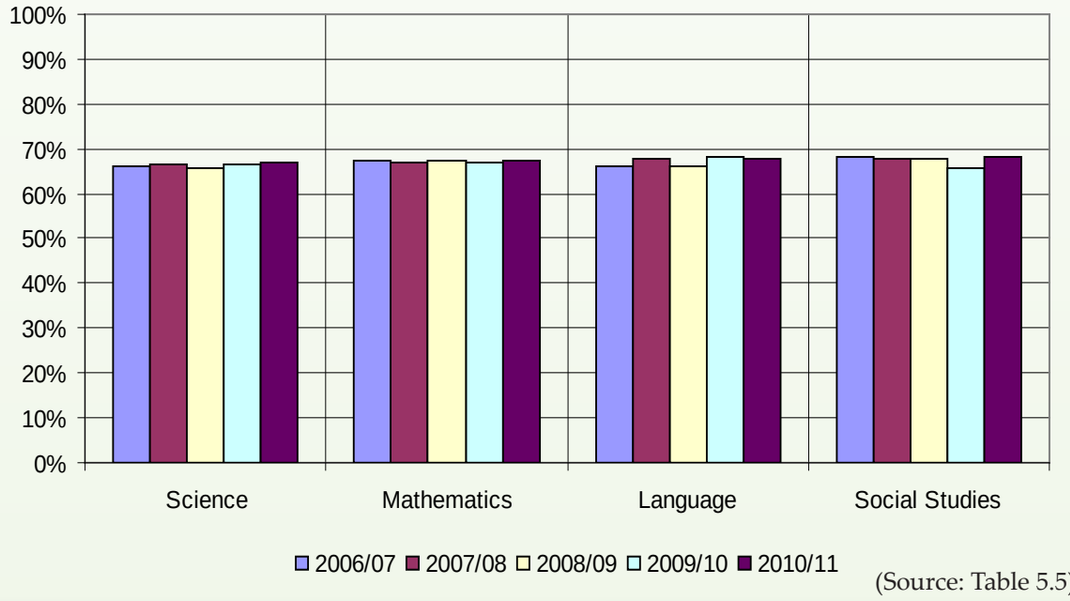


(Source: Table 5.4)

Five Year Trends (2006/07-2010/11)

The following section will explore provincial trends in student performance on public examinations. Rather than discussing the results of each individual course, they are combined into the same four subjects used throughout this chapter: science, mathematics, language and social studies. Figure 5.5 presents average course grade in each subject over the past five years (i.e., between 2006/07 and 2010/11). Student performance has been quite consistent in each subject with between 0.7 and 2.6 points separating the highest and lowest average grades.

Figure 5.5: Trends in student performance (2006/07-2010/11)



(Source: Table 5.5)

PART II:
INTERNATIONAL AND NATIONAL ASSESSMENTS

CHAPTER 6: PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

The Programme for International Student Assessment (PISA) measures student ability in reading literacy, mathematics literacy, and scientific literacy. It was started in 2000 by the Organisation for Economic Co-operation and Development (OECD) and occurs every three years.

During each testing cycle, one of the three subject areas assessed (i.e., reading, mathematics or science) 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, the main focus in 2009 testing was on reading literacy and included the following reading sub-domains: accessing and retrieving, integrating and interpreting, reflecting and evaluating, continuous texts and non-continuous texts.

Information in this chapter was obtained from *Measuring Up: Canadian Results of the OECD PISA Study* published by Statistics Canada. This report can be viewed at http://www.statcan.gc.ca/pub/81-590-x/81-590-x2010001-eng.pdf.

Test Administration

In 2009, approximately 470,000 15 year old students from 65 countries and economies around the world were assessed (OECD, 2010, p.3). In Canada, roughly 23,000 students from about 1,000 schools across ten provinces participated. This includes 1,412 students from Newfoundland and Labrador (Knighton, Brochu & Gluszynski, 2010, p8).

Students completed the 2009 PISA assessment during regular school hours between the months of April and May. This was a paper-and-pencil test that lasted two hours. Students also completed a 20-minute student background questionnaire providing information about themselves and their home and a 10-minute questionnaire on information technology and communications, while school principals completed a 20-minute questionnaire about their schools. Canadian students completed an additional 20-minute student questionnaire to collect more information on the school experiences of 15-year-olds, their work activities and their relationships with others.

Scoring

Two scores can be derived from the PISA assessment data: the mean (or average) score and the 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, 2009a, p.134). In other words, a student achieving a proficiency of five is more knowledgeable in a subject matter compared to a student achieving a level of two. In general, a proficiency level of one means a student demonstrates a limited knowledge of the subject and a level of five or six means a student can identify more complex concepts and knowledge. Based on 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. Scores are considered to be significantly different if the respective confidence intervals do not overlap. If the confidence intervals overlap, then the differences are not significant.

The remainder of this chapter will focus on the performance of students in Newfoundland and Labrador on each of the three domains. This will include exploring the two measures of student performance (i.e., average scores and proficiency levels). Trend data over the four test administrations will also be provided.

Assessing Reading Literacy

The reading 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, reflect on and engage with written texts to achieve one's goals, develop one's knowledge and potential and to participate in society (OECD, 2009b, p.23).

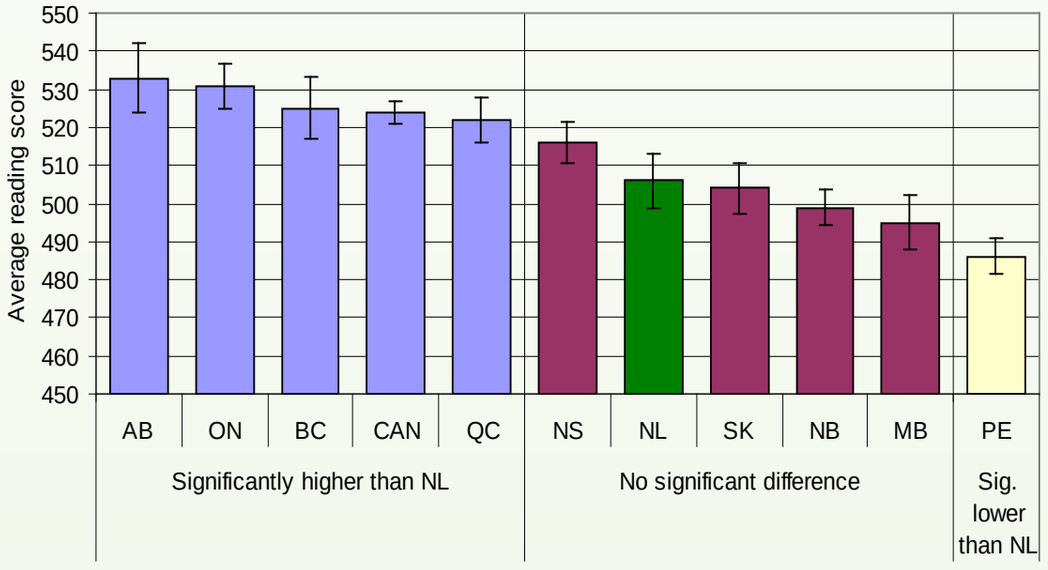
Since reading was the major domain, student performance was also assessed on five additional sub-domains. These include:

- **Accessing and retrieving**: Involves going to the information space provided and navigating in that space to locate and retrieve one or more distinct pieces of information.
- **Integrating and interpreting**: Involves processing what is read to make internal sense of a text.
- **Reflecting and evaluating**: Involves drawing upon knowledge, ideas or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference.
- **Continuous texts**: Are formed by sentences organized into paragraphs. These include newspaper articles, essays, short stories, reviews or letters.
- **Non-continuous texts**: Are documents that combine several text elements such as lists, tables, graphs, diagrams, advertisements, schedules, catalogues, indexes or forms.

Average reading scores

Students in Newfoundland and Labrador achieved an average combined reading score of 506 on the 2009 assessment. As shown in figure 6.1, students in four provinces achieved significantly higher average scores. Students in Prince Edward Island scored a significantly lower average score.

Figure 6.1: Average reading scores across Canada (PISA 2009)



(Source: Table 6.1)

Performance on the sub-domains

Table A presents student performance on the five sub-domains in relation to Newfoundland and Labrador. It reports the provinces where the average score was significantly higher, significantly lower, or similar to (i.e., no significant difference present) Newfoundland and Labrador. As shown, the province's students rank in the middle of the country. In each sub-domain, Alberta and Ontario achieved a significantly higher score than Newfoundland and Labrador and Prince Edward Island consistently achieved a significantly lower average score.

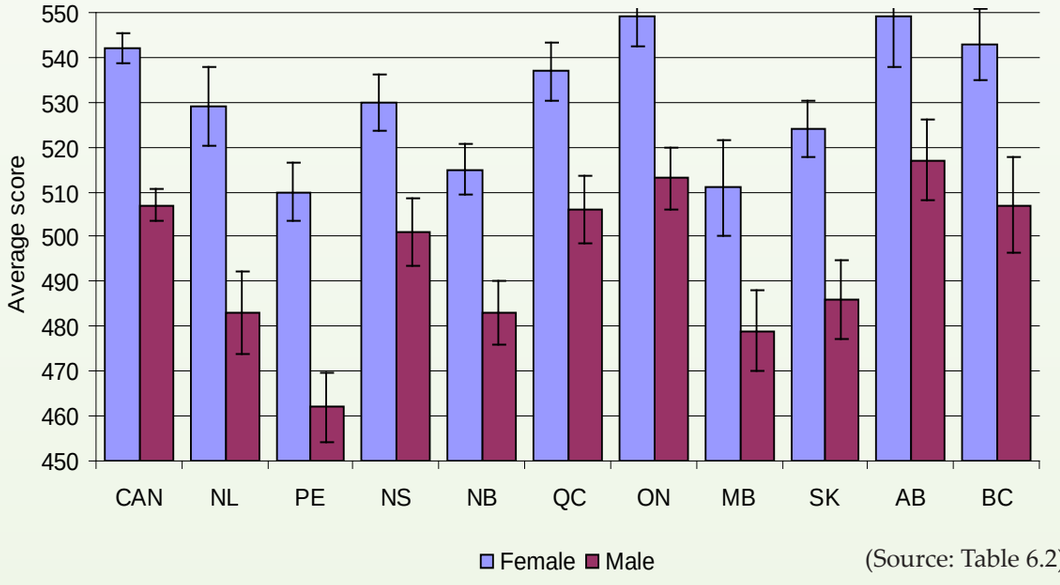
Table A: Significant differences in average scores

Reading sub-domain	List of provinces where the average score was:		
	Significantly higher than NL	**Not significantly different**	**Significantly lower than NL**
Accessing and Retrieving	Alberta Ontario	British Columbia Saskatchewan Manitoba Québec Nova Scotia New Brunswick	Prince Edward Island
Integrating and Integrating	British Columbia Alberta Ontario Québec	Saskatchewan Manitoba Nova Scotia New Brunswick	Prince Edward Island
Reflecting and Evaluating	British Columbia Alberta Ontario	Saskatchewan Québec Nova Scotia	Manitoba New Brunswick Prince Edward Island
Continuous Texts	Alberta Ontario	British Columbia Saskatchewan Manitoba Québec Nova Scotia New Brunswick	Prince Edward Island
Non-continuous Texts	British Columbia Alberta Ontario	Saskatchewan Manitoba Québec Nova Scotia	New Brunswick Prince Edward Island

Gender differences

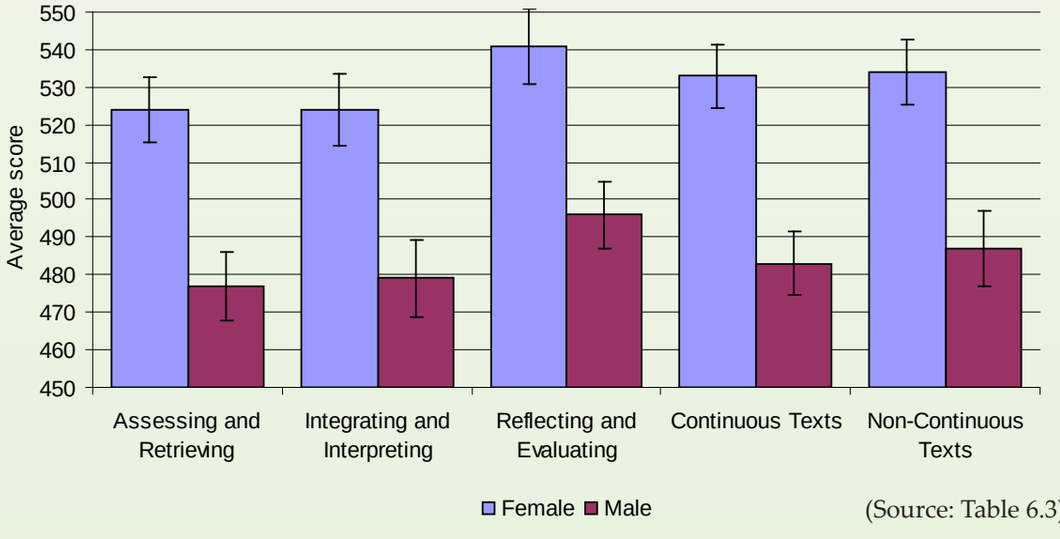
Girls consistently outperform boys on the reading assessment. Significant differences existed between the average combined reading scores of boys and girls in each of the ten provinces. This gender gap ranged from a low of 29 points in Nova Scotia to a high of 48 points in Prince Edward Island (see figure 6.2). As shown in table 6.2 in Appendix A, this significant gender gap was also seen in five reading sub-domains. This gap was wider in the average scores of Canadian students in accessing and retrieving and the reflecting and evaluating (38 points) sub-domains. This significant gender gap in student performance on the sub-domains was present in each province across Canada. In Newfoundland and Labrador, the female average score was between 5.0 and 10.0 percentage points higher than the male (see figure 6.3).

Figure 6.2: Gender differences in average combined reading scores across Canada (PISA 2009)



(Source: Table 6.2)

Figure 6.3: Gender differences in average reading scores of Newfoundland and Labrador students on the English sub-domains (PISA 2009)



(Source: Table 6.3)

Reading proficiency

Student reading performance can be divided into six proficiency levels. According to the OECD, level 2 can be considered a baseline level where students begin to demonstrate the reading literacy competencies that will enable them to participate effectively and productively in life. These students are able to determine the main idea in a text, understand relationships or infer meaning when the information is not prominent.

Students assessed with a proficiency level below 2 are considered low performers. While they can still accomplish some reading tasks successfully, they lack some of the fundamental skills needed to prepare them to either enter the workforce or pursue post-secondary education. On the higher end of the reading scale, students with a level 4 or above proficiency level have acquired the level of literacy required to participate effectively and productively in life. These students are capable of the moderately difficult reading tasks. Finally, students assessed at level 5 and above can be considered to be the top performers. These students have a full and detailed understanding of a text whose content or form is unfamiliar (Jakubowski, 2011, p.3; Knighton, Brochu, & Gluszynski, 2010, p.17).

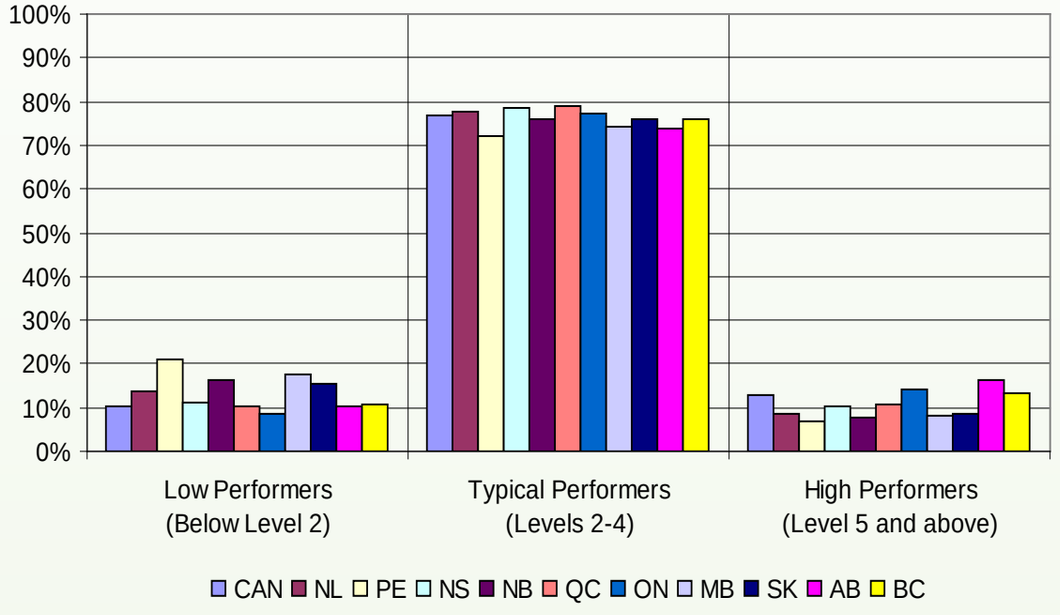
Figure 6.4 reports Canadian and provincial proficiency levels for combined reading. These levels are grouped into three categories:

(1) Low performers (students performing below the baseline measure of level 2),
(2) Typical performers (those with a proficiency level between 2 and 4), and
(3) High performers (students achieving a proficiency level of 5 or higher)

Overall, Alberta had the highest percentage (16.1%) of high performers and Ontario had the lowest percentage (8.5%) of low performers in the country. Students in Prince Edward Island did not fare very well in the reading assessment. They had the highest percentage of low performers (21.2%) and the lowest percentage of high performers (6.9%) in the country.

The proficiency levels of students in Newfoundland and Labrador were in the same range as the other ten Canadian provinces. There were four provinces with a higher percentage of low performers compared to Newfoundland and Labrador and six with a higher percentage of high performers. With the exception of Prince Edward Island, there was a difference of five percentage points separating the high and low percentages of students across Canada with a proficiency level between two and four (the typical performers).

Figure 6.4: Reading proficiency levels across Canada (PISA 2009)



(Source: Table 6.4)

Proficiency on the reading sub-domains

Table B compares two groups of students (low performers and high performers) from each province. It reports the provinces with a higher percentage of low performers and high performers in relation to Newfoundland and Labrador.

Newfoundland and Labrador consistently ranks in the middle of the country with four provinces consistently having a higher percentage of low performers and four or five provinces and the country as a whole having a higher percentage of high performers. British Columbia, Alberta, Ontario and Nova Scotia consistently had a higher percentage of high performers.

The percentage of typical performers (i.e., students with a proficiency level between 2 and 4) was fairly consistent across the country in each of the five sub-domains with the difference between the high and low percentages ranging between 5.0 and 10.0 percentage points. The data tables for each sub-domain are provided in table 6.4 in Appendix A.

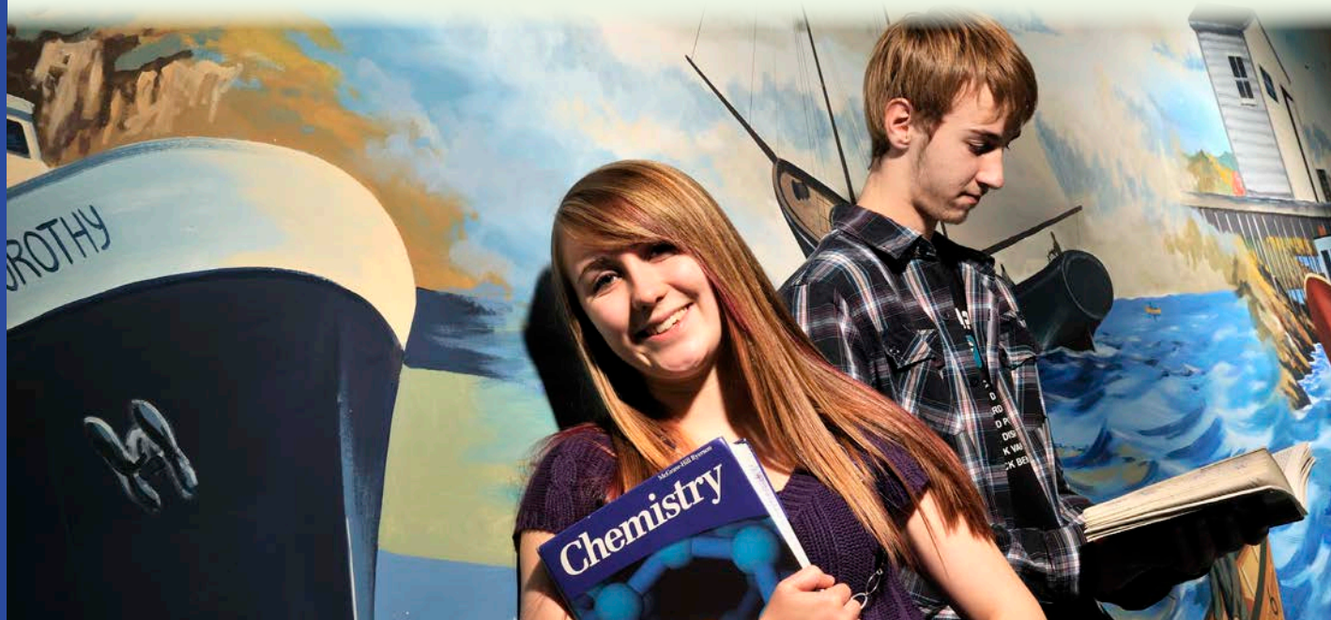
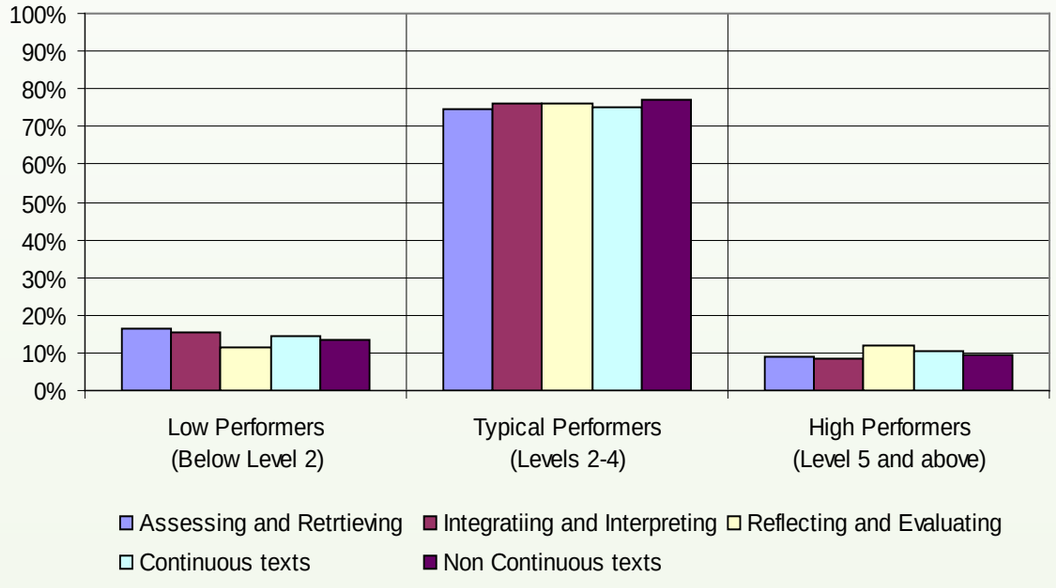


Table B: Comparison of provincial and jurisdictional proficiency levels on the reading sub-domains

Reading sub-domain	Provinces with a higher percentage of …	
	Low performers as compared to Newfoundland and Labrador	**High performers as compared to Newfoundland and Labrador**
Assessing and Retrieving	Saskatchewan Manitoba New Brunswick Prince Edward Island	British Columbia Alberta Saskatchewan Ontario Québec Nova Scotia
Integrating and Interpreting	Saskatchewan Manitoba New Brunswick Prince Edward Island	British Columbia Alberta Ontario Québec Nova Scotia
Reflecting and Evaluating	Saskatchewan Manitoba New Brunswick Prince Edward Island	British Columbia Alberta Ontario Nova Scotia
Continuous texts	Saskatchewan Manitoba New Brunswick Prince Edward Island	British Columbia Alberta Ontario Nova Scotia
Non Continuous texts	Saskatchewan Manitoba New Brunswick Prince Edward Island	British Columbia Alberta Ontario Québec Nova Scotia

In Newfoundland and Labrador, approximately three quarters of students were assessed as typical performers. As shown in figure 6.5, similar percentages of high and low performers were present across the five sub-domains.

Figure 6.5: Provincial student proficiency on the reading sub-domains (PISA 2009)



(Source: Table 6.5)

Mathematical and Scientific Literacy

In PISA 2009, mathematics and science were the minor domains. In other words, there was less time devoted to assessing student performance in these two areas. Due to this, only the average scores were calculated. The proficiency levels were not determined.

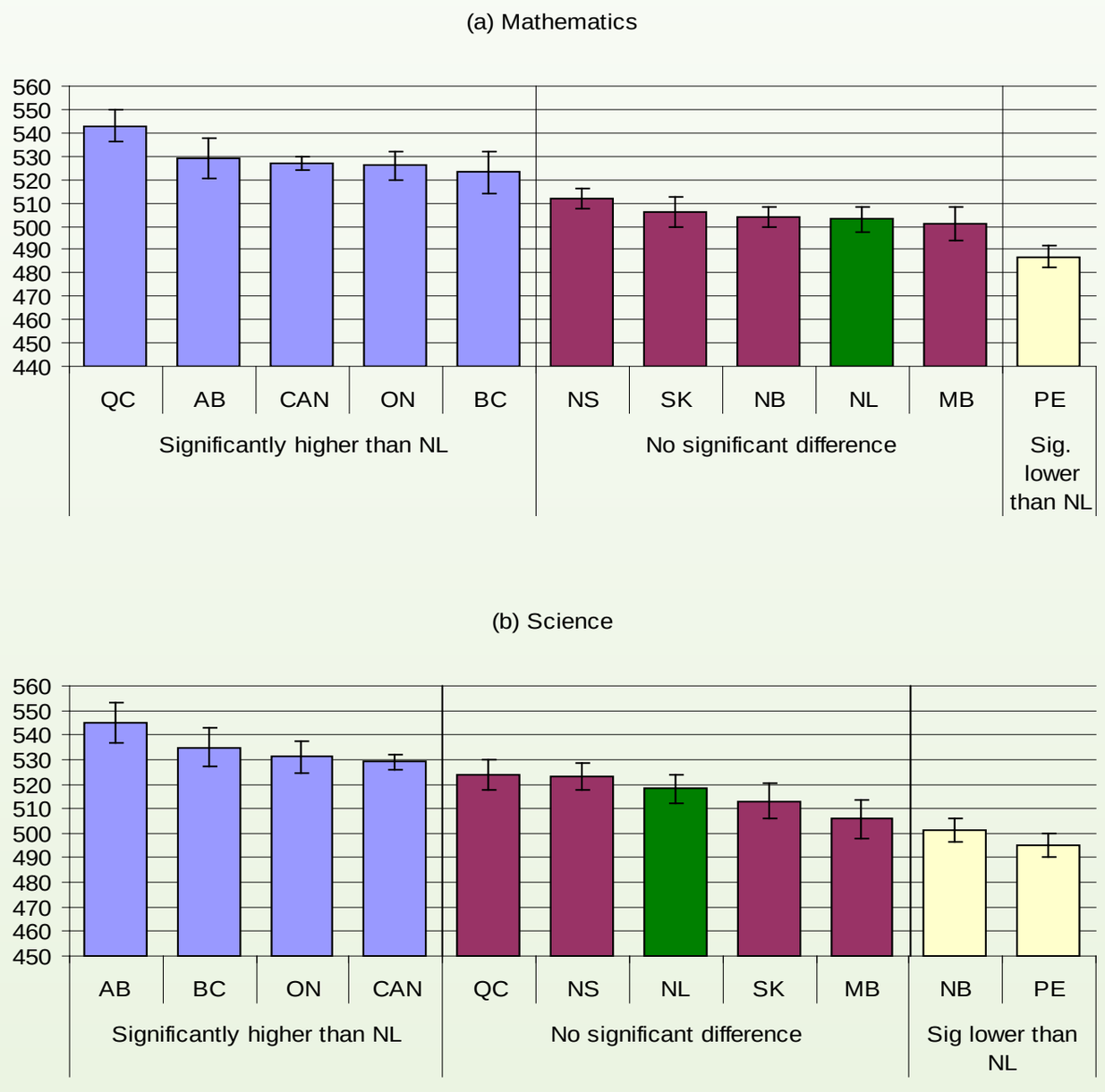
To assess proficiency in mathematics, PISA uses the concept of mathematical literacy. This is defined as the 'capacity to identify, understand and to engage in mathematics and make well-founded judgements about the role that mathematics plays, as needed for individuals' current and future private life, occupational life, social life with peers and relatives and as a constructive, concerned and reflective citizen' (OECD, 2009b, p.14).

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 use of that knowledge to identify questions, to acquire new knowledge, to explain scientific phenomena, and to draw evidence based conclusions about science-related issues, understanding of the characteristic features of science as a form of human knowledge and enquiry, awareness of how science and technology shape our material, intellectual, and cultural environments, and willingness to engage in science-related issues, and with the ideas of science, as a reflective citizen' (OECD, 2009b, p.14).

Average mathematical and science scores

Across Canada, the average mathematics score ranged from 487 in Prince Edward Island to 543 in Québec As shown in figure 6.6a, four provinces and Canada scored significantly higher average scores and one province (Prince Edward Island) scored significantly lower. For science, average scores ranged from 495 in Prince Edward Island to 545 in Alberta. There were three provinces and Canada where the average score was significantly higher than Newfoundland and Labrador and two provinces where it was significantly lower (see figure 6.6b).

Figure 6.6: Average scores across Canada (PISA 2009)

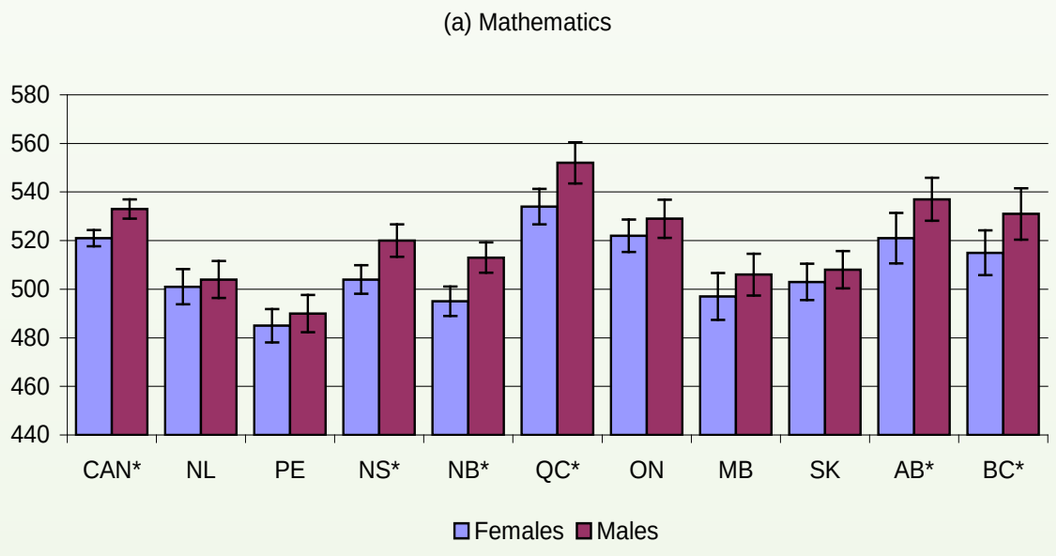


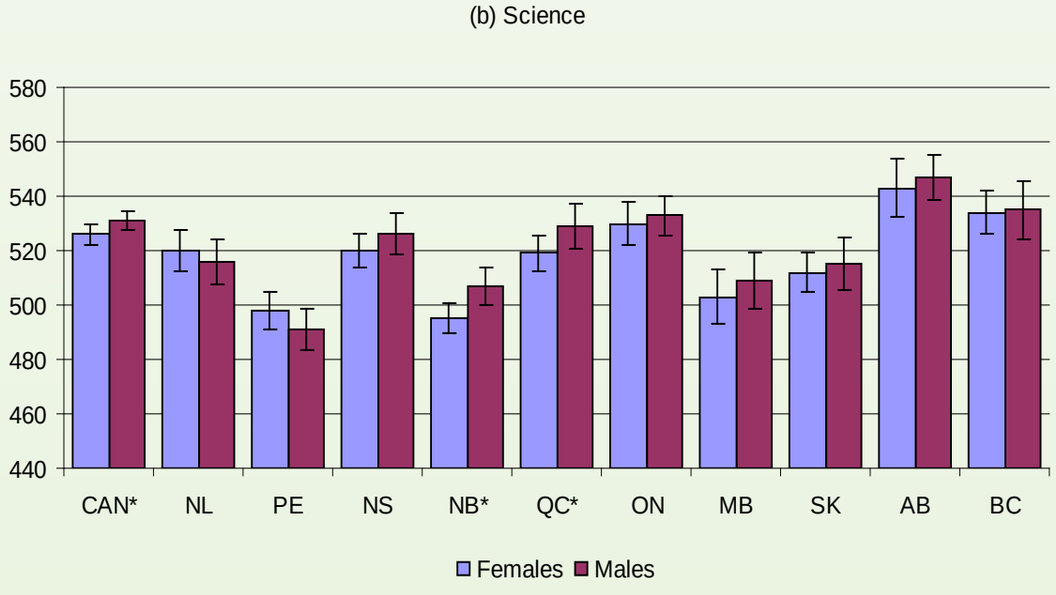
(Source: Table 6.6)

Gender differences in average scores

Overall, males performed better on both the mathematics and science assessments. In each of the provinces, males achieved a higher average score than females. As shown in figure 6.7a, there were five provinces where this gender difference in the average mathematics score was significantly different. For science, only two provinces (New Brunswick and Québec) had a significant gender difference (see figure 6.7b). In Newfoundland and Labrador, there was no significant gender difference present in either the mathematics or science assessments.

Figure 6.7: Gender differences in average scores (PISA 2009)





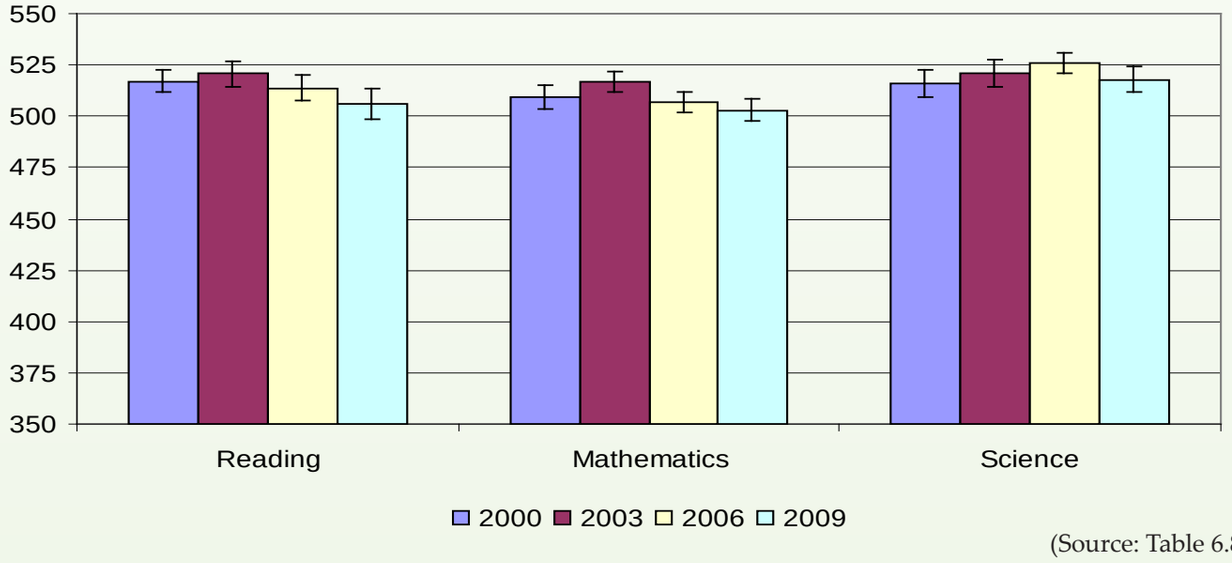
* Difference is significantly different (Source: Table 6.7)

Provincial Trends in Student Performance

Since PISA started in 2000, there have been four assessment cycles (i.e. in 2000, 2003, 2006 and 2009). Figure 6.8 reports the average scores of Newfoundland and Labrador students in each of the three subject areas assessed. When a subject is a major domain for that specific year, the combined score was used. For example, during the 2006 administration, science was the major domain. As a result, the average score in combined science was used.

While there has been some variation in the average scores during the four cycles, there was no significant difference present from year to year. In other words, students in Newfoundland and Labrador have consistently scored about the same during each of the four assessments conducted.

Figure 6.8: Trends in provincial average scores (2000-2009)



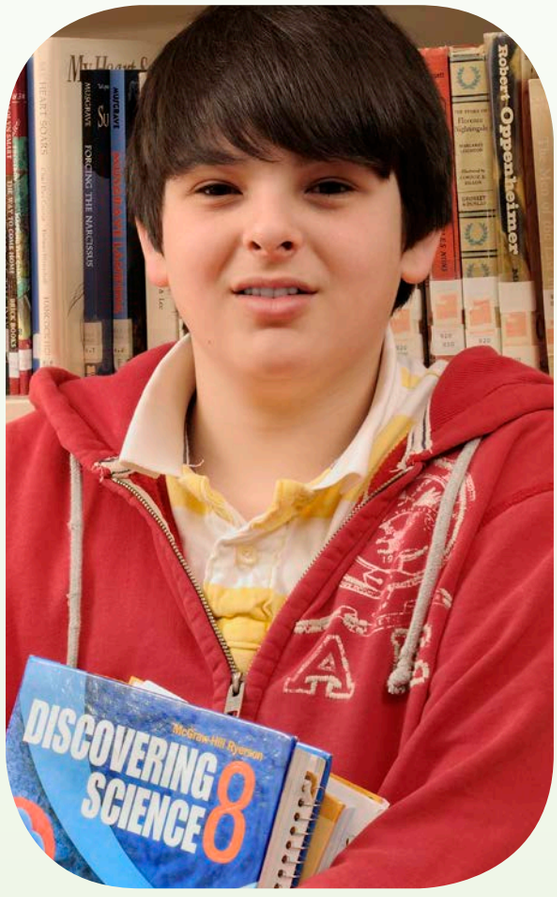
(Source: Table 6.8)

CHAPTER 7: PAN-CANADIAN ASSESSMENT PROGRAM

In 2010, over 32,000 Grade 8 students from across Canada took part in the Pan-Canadian Assessment Program (PCAP). This included 1,861 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. Information in this chapter was obtained from the PCAP-2010 report produced by the Council of Ministers of Education. This report can be viewed at http://www.cmec.ca/Publications/Lists/Publications/Attachments/270/pcap2010.pdf.

What is PCAP?

The Pan-Canadian Assessment Program (PCAP) was created by the Council of Ministers of Education, Canada (CMEC) to assess the performance of students in Grade 8 across three core subjects: reading, mathematics and science. Since the PCAP assessment is not tied to any specific provincial or territorial curriculum, it can be considered to be a fair measurement of a student's ability to use his/her learning skills to solve real-life situations.



Similar to PISA, PCAP is administered once every three years with each cycle assessing one major domain and two minor domains. In its first cycle in 2007, reading was the major domain and in 2010, it was mathematics.

Question types

The PCAP assessment is composed of two different question types. On selected response (or multiple choice) items, students are provided with a list of specific choices from which they must select a response. The second type is constructed response items where students must write a response to a question. This response can range from a single word or phrase to longer responses of two to three sentences. For the mathematics questions, responses can include symbols, numbers, graphs, diagrams, and calculations.

Performance measures

Two performance measures can be derived from the assessment results: mean (or average) score 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.

Significant differences among the jurisdictions were calculated in the same way as on the PISA assessment – based on confidence intervals. The reported average scores in this report provide an estimate of the achievement result students would have demonstrated if all students participated in the assessment. Since these were estimated (not exact) scores, there was some degree of error produced. To take into account this error, a range of scores is provided for each estimated average score. This range of scores is called a confidence interval. PCAP used a 95% confidence interval which means the actual mean score should fall between the low and high points of the range, 95% of the time. In the charts in this chapter, the confidence intervals are represented by the following symbol: I—I. If the confidence intervals overlap, then the differences among the average scores are defined as not statistically significant.

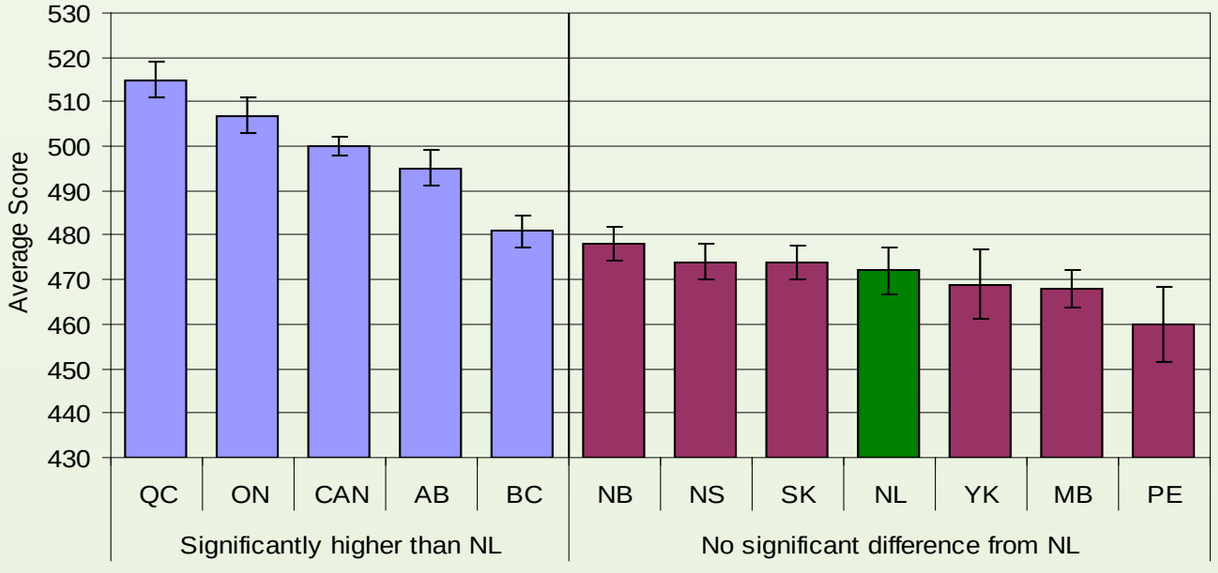
The second measure allows student performance to be ranked into four proficiency levels of increasing difficulty. A student assessed at a proficiency level of 4 would be able to demonstrate a greater depth of understanding as compared to a student assessed at level 1. Based on current curriculum expectations in mathematics across Canada, students in Grade 8 should demonstrate a proficiency of at least 2. Students who demonstrate a proficiency level of one are performing below what is expected in Grade 8.

Since reading and science were the minor domains in the 2010 assessment, proficiency levels were not reported. Also, gender differences at the provincial level were not available in these two subject areas.

The Mathematics Assessment

In Newfoundland and Labrador, the average score of the mathematics assessment was 472. As shown in figure 7.1, this was significantly lower than the Canadian average and the average in four provinces (Québec, Ontario, Alberta and British Columbia). There was no significant difference present between Newfoundland and Labrador and the remaining provinces where the average score ranged between 460 and 478.

Figure 7.1: Average scores in mathematics (PCAP-2010)

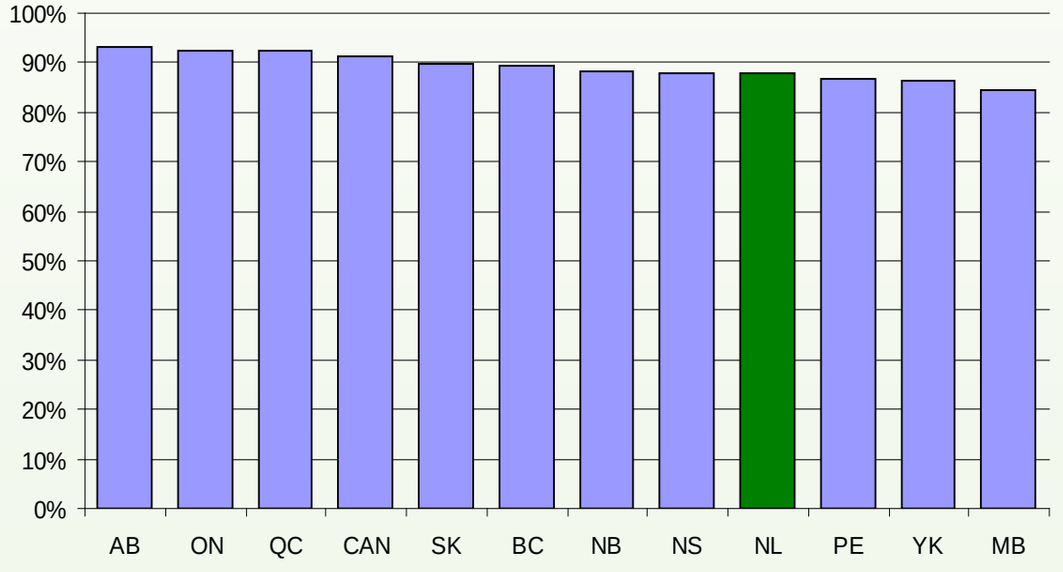


(Source: Table 7.1)

Proficiency levels

As previously stated, grade 8 students should be able to demonstrate a proficiency level of at least 2. As shown in figure 7.3, this was indeed the case. The percentage of students at or above level 2 ranged from 84% in Manitoba to 93% in Ontario. For Newfoundland and Labrador, this percentage was 89%.

Figure 7.2: Percentage of students with a proficiency of level 2 or higher (PCAP-2010)



(Source: Table 7.2)

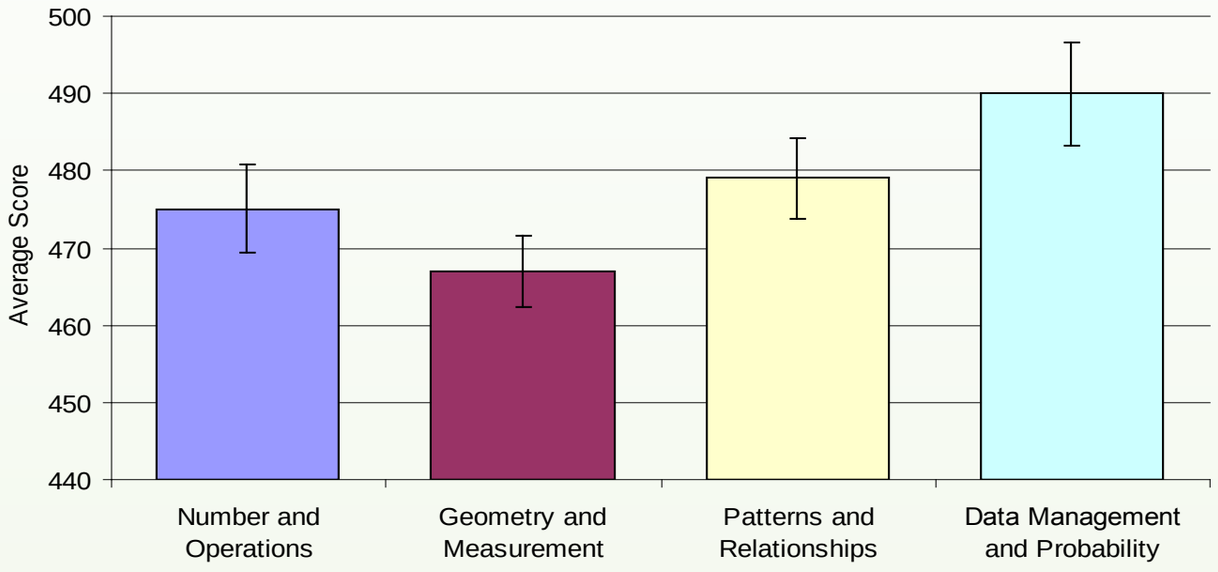
Mathematics sub-domains

PCAP assessed student ability in four sub-domains of mathematics: number and operations, geometry and measurement, patterns and relationships, and data management and probability.

In Newfoundland and Labrador, the average score ranged from a low of 467 on the geometry and measurement sub-domain to a high of 490 on the data management and probability sub-domain. The average score on the data management and probability sub-domain was significantly higher than the average score in both the number and operations, and the geometry and measurement sub-domains (see figure 7.3).

Table C compares the average score in Newfoundland and Labrador to the rest of Canada. As shown, the province performed the best on the data management and probability sub-domain where only two provinces (Ontario and Québec) had a significantly higher average score. On the other hand, on the number and operations sub-domain, six provinces had a significantly higher average score. Table 7.3 in Appendix A provides the actual average scores in each sub-domain.

Figure 7.3: Provincial average scores on the mathematics sub-domains (PCAP-2010)



(Source: Table 7.3)

Table C: Significant differences in average scores

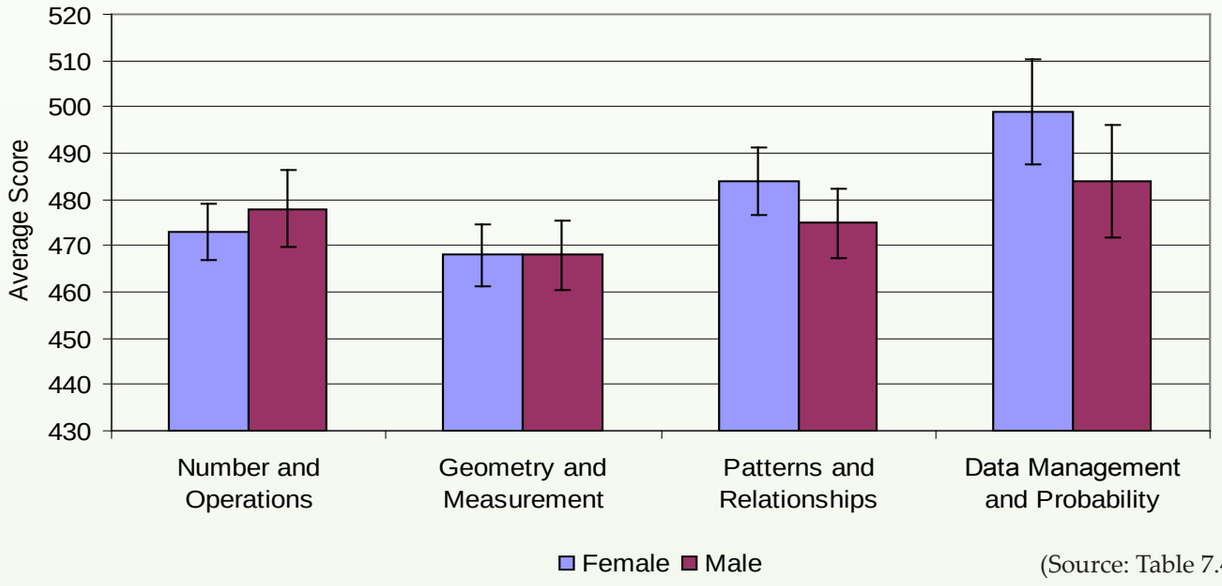
Mathematics sub-domain	List of provinces where the average score was:		
	Significantly higher than NL	Not significantly different	Significantly lower than NL
Number and Operations	British Columbia Alberta Saskatchewan Ontario Québec New Brunswick Canada	Manitoba Nova Scotia Prince Edward Island Yukon	--
Geometry and Measurement	Alberta Ontario Québec Nova Scotia Canada	British Columbia Saskatchewan New Brunswick Yukon	Manitoba Prince Edward Island
Patterns and Relationships	Alberta Ontario Québec Canada	British Columbia Saskatchewan Manitoba New Brunswick Nova Scotia Yukon	Prince Edward Island
Data Management and Probability	Ontario Québec Canada	British Columbia Alberta New Brunswick Nova Scotia	Saskatchewan Manitoba Prince Edward Island Yukon

Gender differences

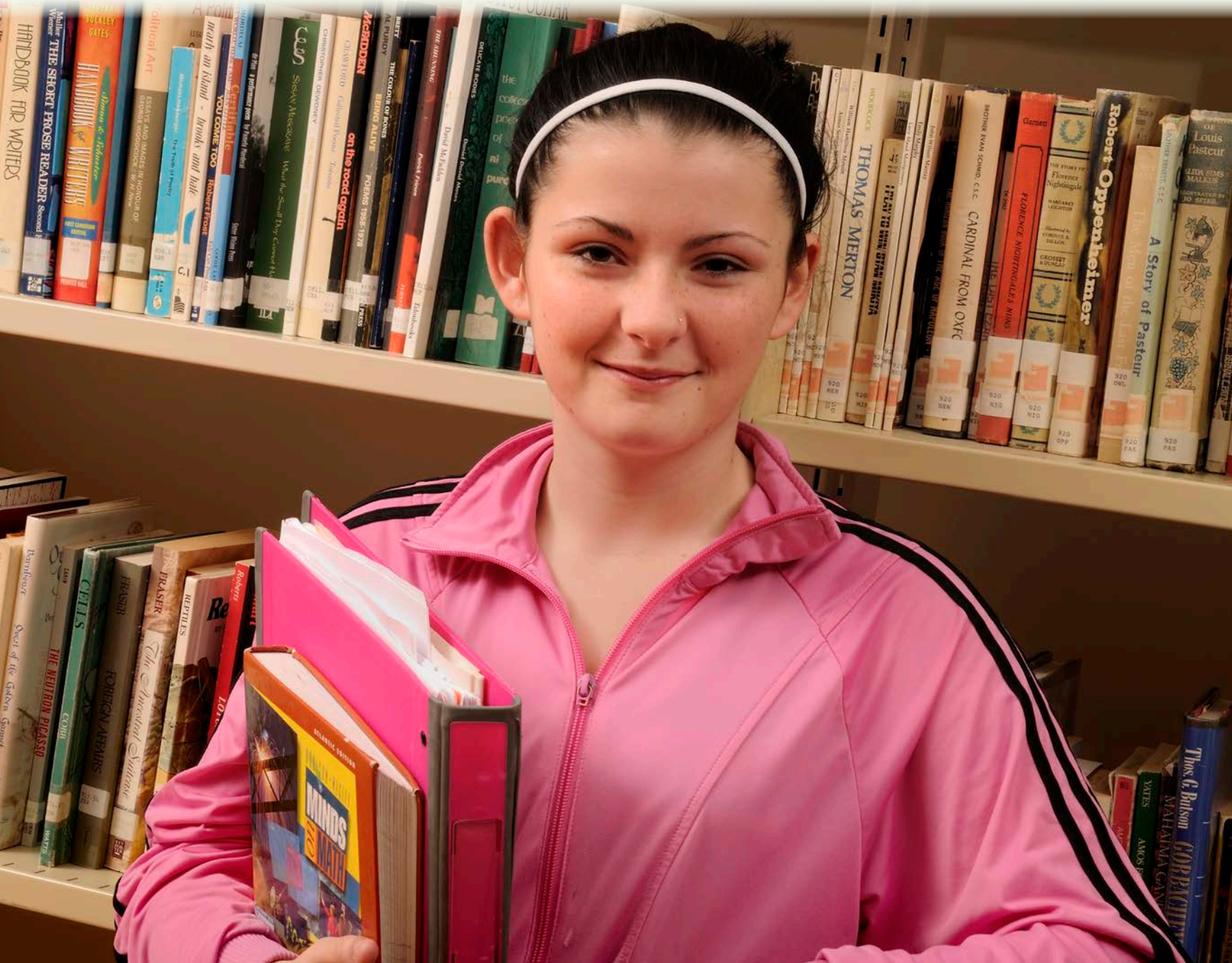
In general, there were typically no significant difference between the female and male average score across Canada. This was the case in Newfoundland and Labrador (see figure 7.4).

There was one exception to this. The male average score on the number and operations sub-domain in British Columbia, Alberta, Québec and Canada was significantly higher than the female average score.

Figure 7.4: Provincial gender differences in the average scores on the mathematics sub-domains (PCAP-2010)



(Source: Table 7.4)



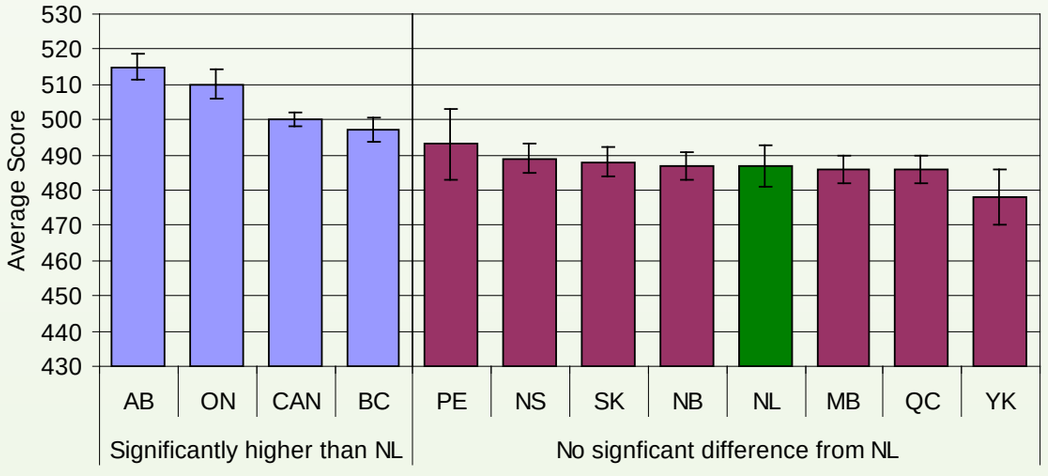
Across Canada, the average score on the science assessment ranged from a low of 478 in the Yukon Territory to 515 in Alberta. In Newfoundland and Labrador, the average score was 487. As shown in figure 7.5a, only three provinces (British Columbia, Alberta and Ontario) had a significantly higher score.

On the reading assessment, Canadian scores ranged from 465 in the Yukon Territory to 515 in Ontario. In this province, the average score was 486. Once again, only British Columbia, Alberta and Ontario achieved a significantly higher average score (see figure 7.5b).

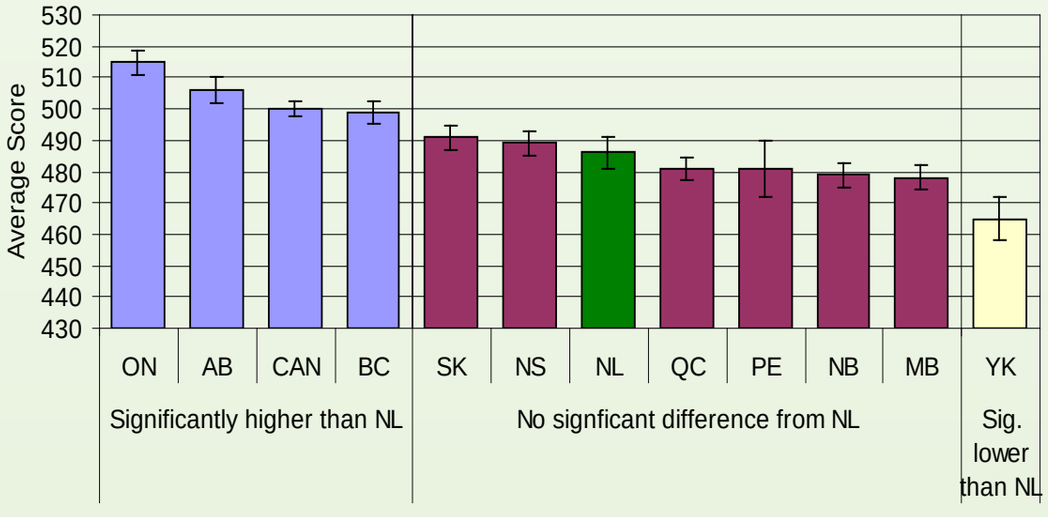
In Newfoundland and Labrador, the female average score was significantly higher than the male average score. As shown in table D, this significant gender difference was present in most of the provinces across Canada. Table 7.5 in Appendix A provides the actual average scores.

Figure 7.5: Average scores on the science and reading assessments (PCAP-2010)

(a) Science



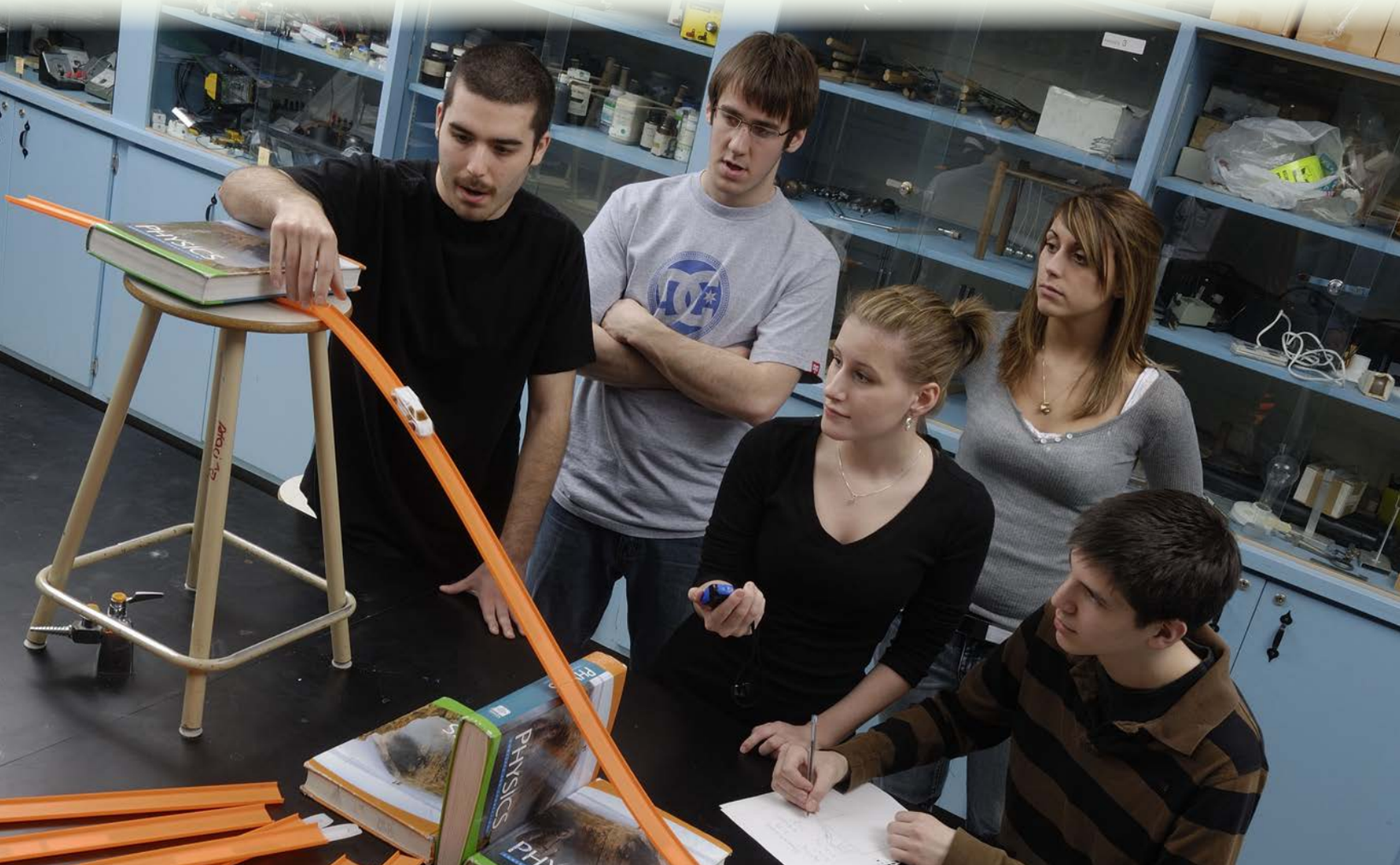
(b) Reading



(Source: Table 7.5)

Table D: Significant gender differences in the science and reading assessments

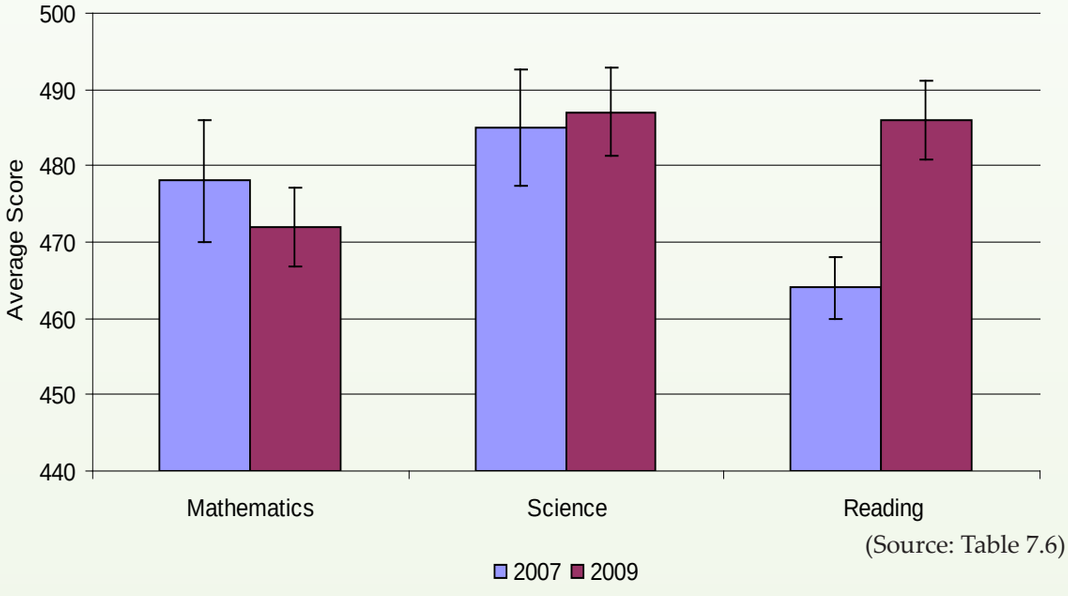
Subject area	Jurisdictions with a significant gender difference	Jurisdictions without a significant gender difference
Science	Saskatchewan Ontario Québec New Brunswick Nova Scotia Newfoundland and Labrador Canada	British Columbia Alberta Manitoba Prince Edward Island Yukon
Reading	British Columbia Alberta Saskatchewan Manitoba Ontario Québec New Brunswick Nova Scotia Newfoundland and Labrador Canada	Prince Edward Island Yukon



Provincial Trends

Average scores on the mathematics, science and reading assessments were available for the 2007 and 2009 administrations. In Newfoundland and Labrador, the average score on mathematics and science did not change significantly. The 2009 reading average score was significantly higher than 2007 with a difference of approximately 22 points (see figure 7.6).

Figure 7.6: Average scores (PCAP 2007 and 2010)



(Source: Table 7.6)

PART III: SELECTED TOPICS

CHAPTER 8: THE QUALITY OF SCHOOL LIFE SURVEY

In the spring of 2010, the Quality of School Life (QSL) survey was administered to Grade 9 and Level III students across the province. The survey was composed of 49 statements where respondents stated how much they agreed or disagreed with each item on a four point scale.

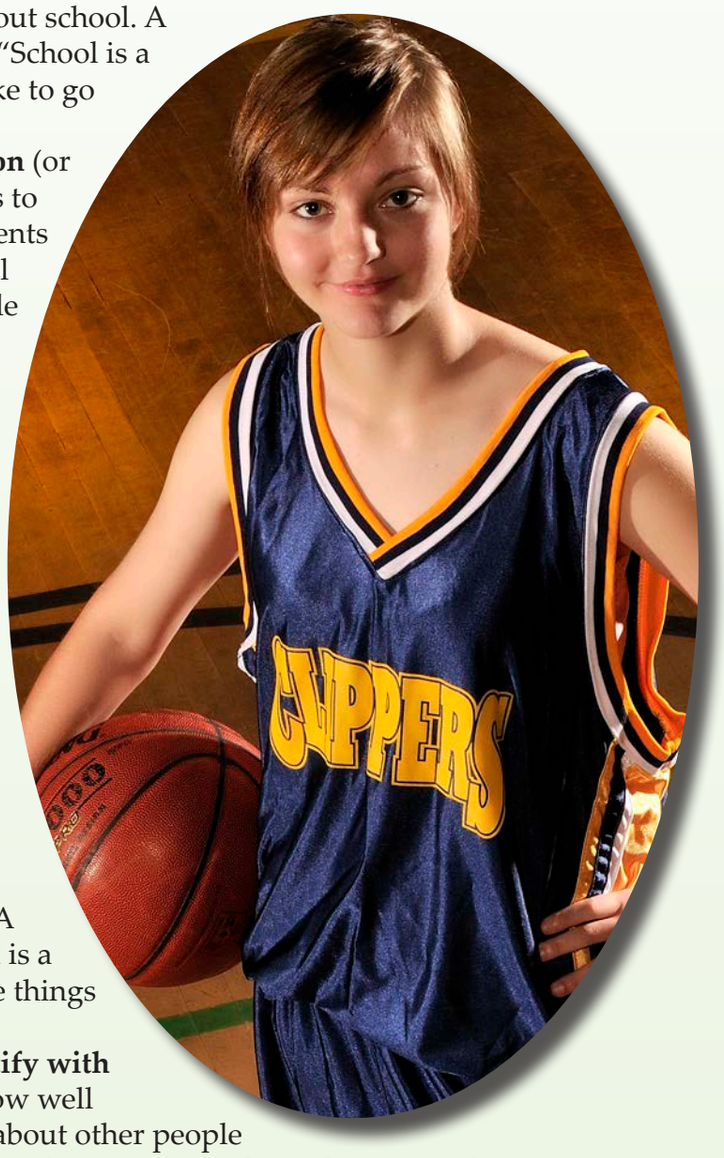
This survey gathered information across eight dimensions:

(1) **Student Satisfaction** (or Positive Affect) reflects the favourable feelings students may have about school. A typical survey item is "School is a place where I really like to go each day".

(2) **Student Dissatisfaction** (or Negative Affect) refers to negative feelings students may have about school in general. An example of item on the survey is "School is a place where I feel lonely".

(3) **Opportunity to Learn** refers to the sense of confidence in ones ability to be successful in school work. A typical item is "School is a place where I am happy with how well I do".

(4) **Extent to Which School is Useful** assesses how relevant students feel their schooling is to them. A typical item is "School is a place where I learn the things I need to know".



(5) **Extent Students Identify with the School** assesses how well students are learning about other people and getting along with a diverse range of people. A sample item is "School is a place where I learn to get along with other people".

(6) **Student Perception of their own Status within the School** refers to the relative degree of prestige accorded to the individual by others within the school. A typical item is "School is a place where I feel important."

(7) **Student Perception of Teachers** refers to how students feel about their teachers. "School is place teachers treat me fairly in class" is a sample item.

(8) **Safety and Security** assesses the degree students feel safe in their school environment. A sample item from the survey is "School is a place where I'm afraid I might get hurt".

Respondent Information

A total of 7,780 Grade 9 and Level III students from 160 schools across the province completed the QSL survey. With the exception of the Labrador School District, approximately half the students were in Grade 9 and the remaining in Level III. In the Labrador School District, 71.8% of the respondents were in Grade 9 and the remaining 28.2% in Level III.

Along gender lines, the overall group was composed of a similar percentage of males and females (47.9% and 50.4% respectively). This information was not available for the remaining 1.6% of the students.

The rest of this chapter will explore each of these eight dimensions. The average percentage in agreement is used to summarize the responses for each dimension. For example, there were seven statements that assessed student satisfaction. If the percentage of students agreeing with each of these seven statements was 80.8, 75.4, 90.5, 78.5, 68.7, 87.4 and 95.6, the average percentage in agreement would be 82.4% ([80.8+75.4+90.5+78.5+68.7+87.4+95.6]/7). In other words, on average, 82.4% of students felt satisfied with their school

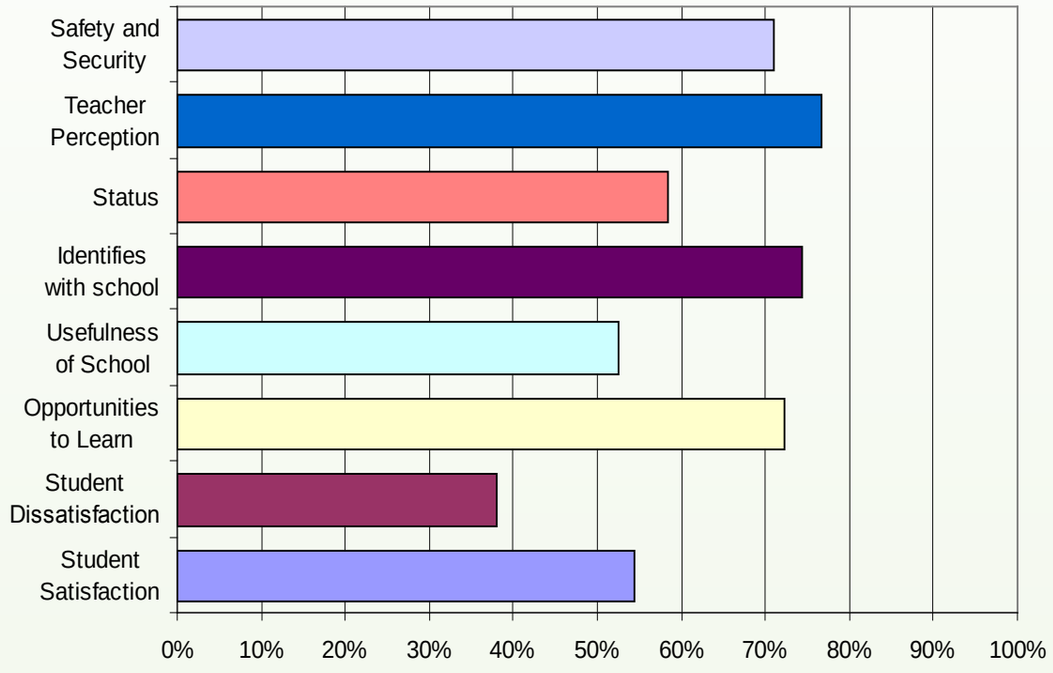
Total Responses

In the following four dimensions, the average percentage of agreement was at least 70% (see figure 8.1). These include:

- 76.7% held a favourable perception of their teachers,
- 74.3% identified with their school,
- 72.3% felt they had sufficient opportunities to learn, and
- 71.1% felt safe and secure at school

At least half of the students were satisfied with their school, believed school was useful, and had a positive view of their status within their school.

Figure 8.1: Percentage of students in agreement across the eight dimensions



(Source: Table 8.1)

Significant Differences

An independent t-test and one way ANOVA was used to identify significant differences among the various groups. The following figures highlight these differences. As shown in figure 8.2a, there were four categories where significant differences were present at the district level. In general,

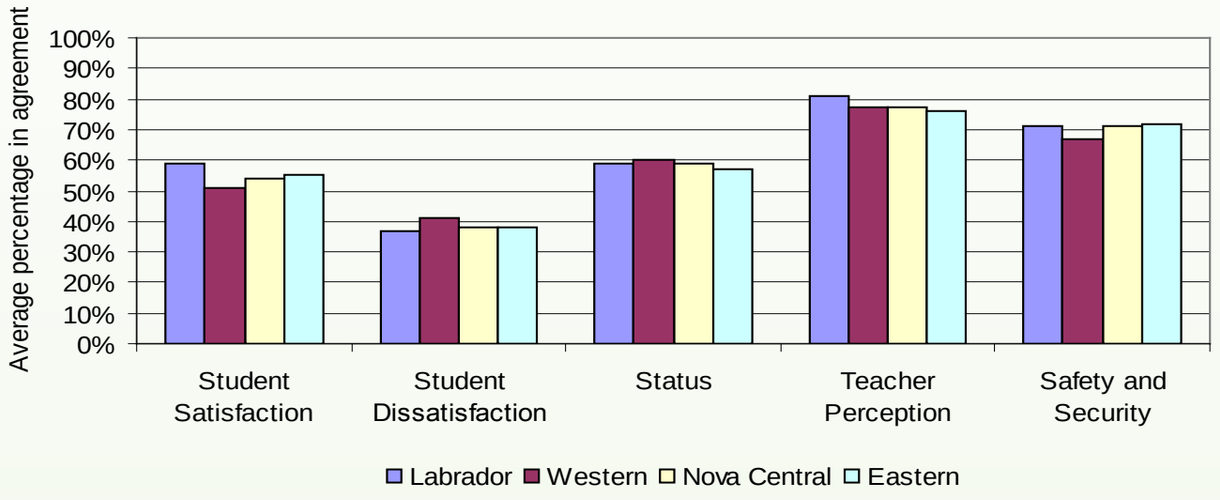
- The Labrador School District had the highest percentage of students who were satisfied with school and had a positive perception of their teachers.
- The Western School District had the highest percentage of students dissatisfied with school and the lowest percentage who felt safe and secure at school.
- The Eastern School District had the lowest percentage of students with a positive status at school.

There were two categories where a significant difference was present between the average percentage in agreement of Grade 9 and Level III students. As shown in figure 8.2b, Level III students typically held a more positive perception of their teachers and felt safe and secure while at school as compared to the Grade 9 students.

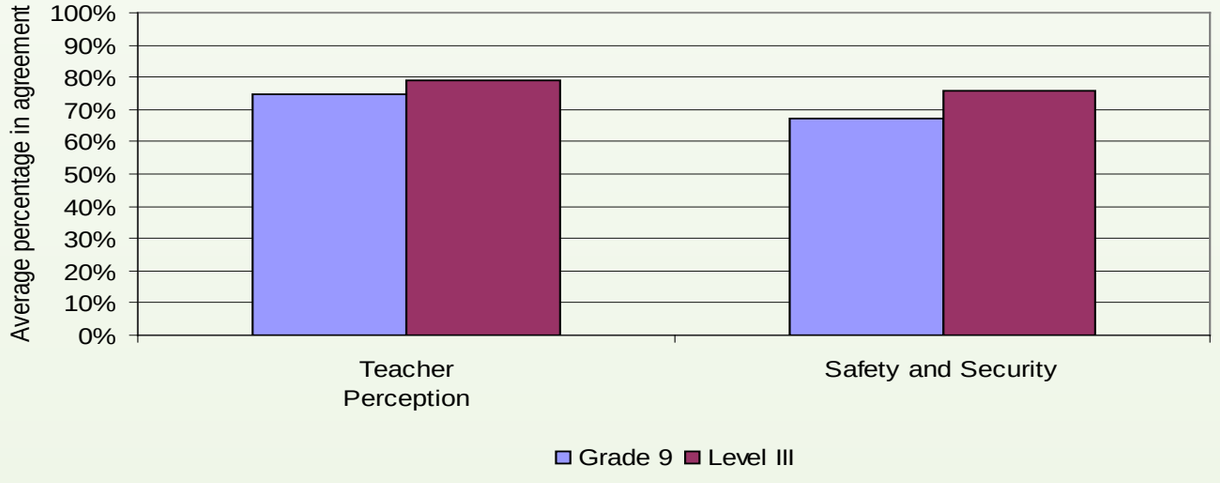
In terms of gender differences, girls were typically more satisfied with school, felt they had more opportunities to learn and had a more positive perception of their teachers as compared to boys. Boys on the other hand, tended to be more dissatisfied with school than girls (see figure 8.2c).

Figure 8.2: Significant differences in average percent in agreement

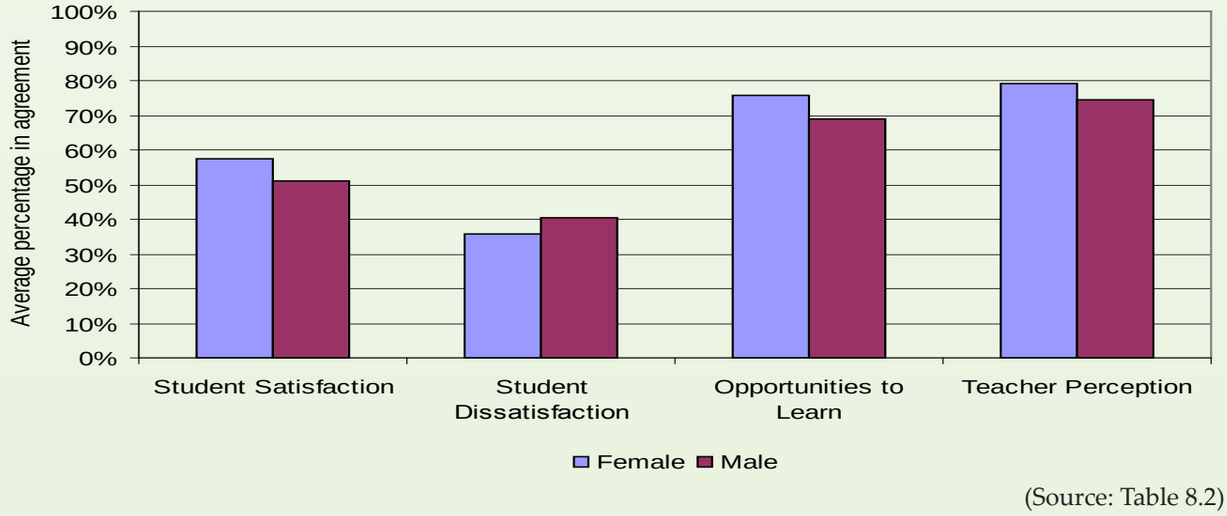
(a) District



(b) Grade level



(c) Gender



(Source: Table 8.2)

Focusing on Safety and Security

While 71.1% of students felt safe and secure at school, close to one third (28.9%) of students did not. To further explore this dimension, responses to each of the four statements will be examined. Students were asked how much they agreed or disagreed with the following:

School is a place where:

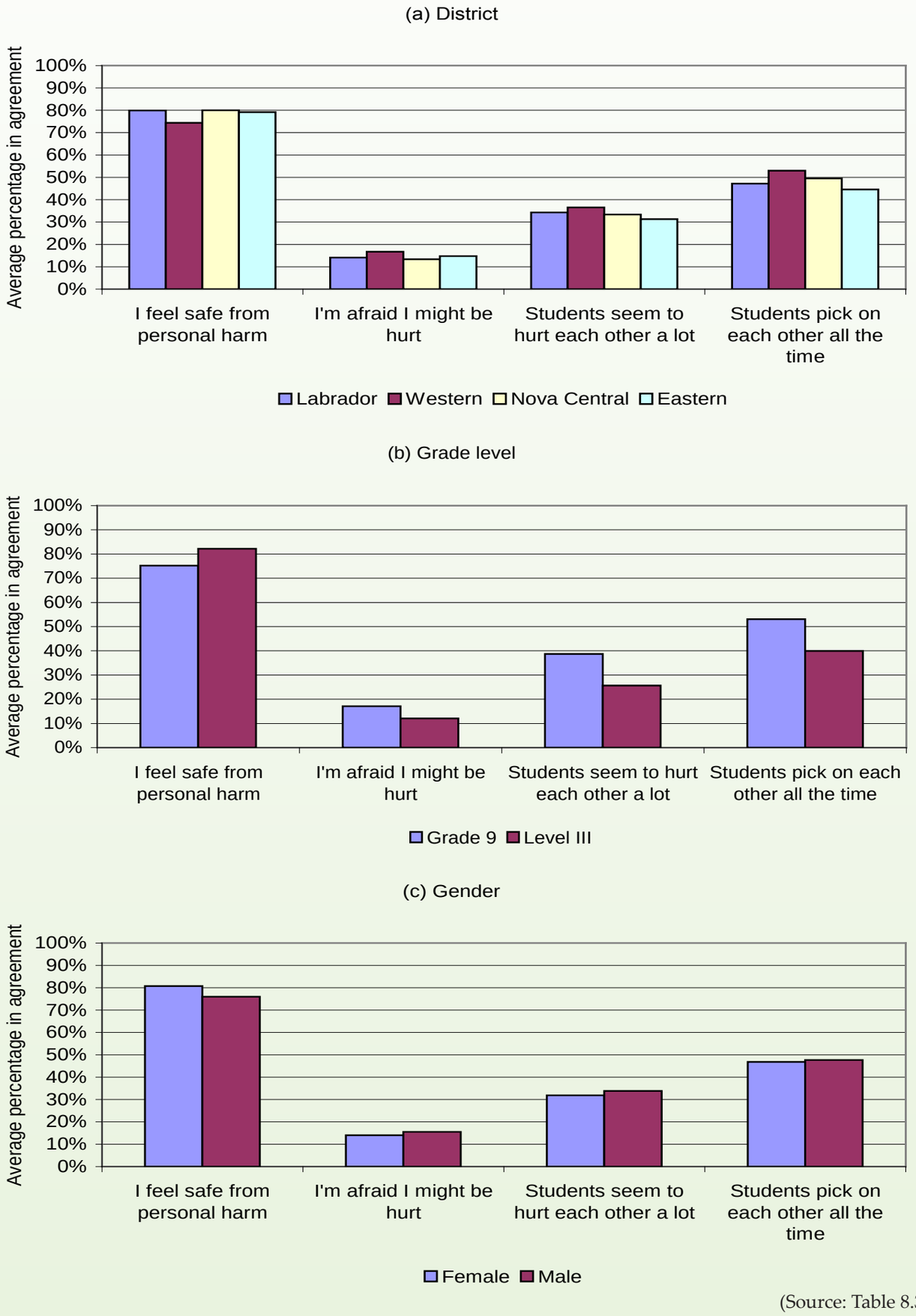
- I feel safe from personal harm
- I'm afraid I might be hurt
- Students seem to hurt each other a lot
- Students pick on each other all the time

While the majority of students feel safe from personal harm at school, there is a high percentage who feel students either frequently hurt or pick on other students.

At the district level, significant differences were present in the responses to each of the three statements. In the Western School District, a lower percentage of students reported feeling safe as compared to the other districts. This district also had a higher percentage who agreed with 'students seem to hurt each other a lot' and 'Students pick on each other all the time' (see figure 8.3a).

Significant differences existed between the percentage of Grade 9 and Level III students in agreement with each of these statements. Grade 9 students appear to feel more at risk of harm and more exposed to situations where their peers frequently pick on or hurt one another (see figure 8.3b). Along gender lines, a significantly higher percentage of females reported feeling safe in school compared to males (80.7% vs. 76.0%, p=0.000). There were no other significant gender differences present (see figure 8.3c).

Figure 8.3: Percentage of students in agreement with the following safety statements



(Source: Table 8.3)

CHAPTER 9: GRADUATION

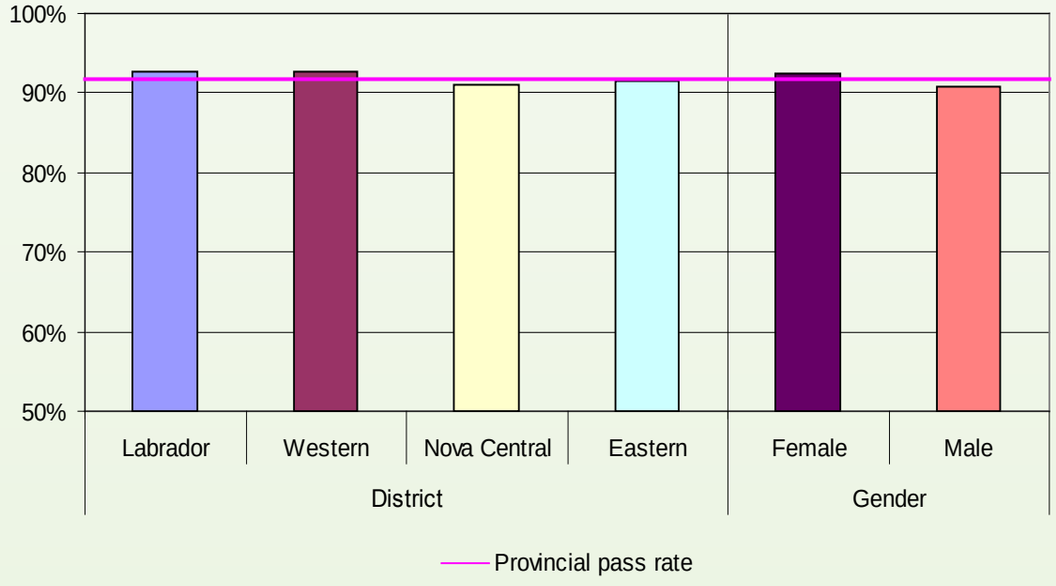
This chapter will focus on describing the province's high school graduates. It is important to note that the provincial and gender percentages are based on the performance of all students in the province. When results are reported at the district level, the figures in this chapter only report four districts (the Labrador, Western, Nova Central and Eastern School Districts). The pass rate and graduation status of students in the CSF, private, First Nations and other schools are not included in the figures because of the low number of students. For example, in 2010/11, there were nine students eligible to graduate in the CSF. These percentages are included in the tables located in the appendix.

Pass Rate (2010/11)

The pass rate is a provincial measure used to describe the number of students graduating from high school. It is calculated by dividing the actual number of graduates by the number of eligible[1] graduates in a given school.

As shown in figure 9.1, the vast majority of students who were eligible to graduate in 2010/11 did. In 2010/11, the provincial pass rate was 91.7%. At the district level, the pass rate ranged from a low of 91.1% in Nova Central to 92.8% in the Labrador School District. Along gender lines, the female pass rate was slightly higher than the male (92.4% vs. 90.9%).

Figure 9.1: Provincial and district pass rates (2010/11)



(Source: Table 9.1)

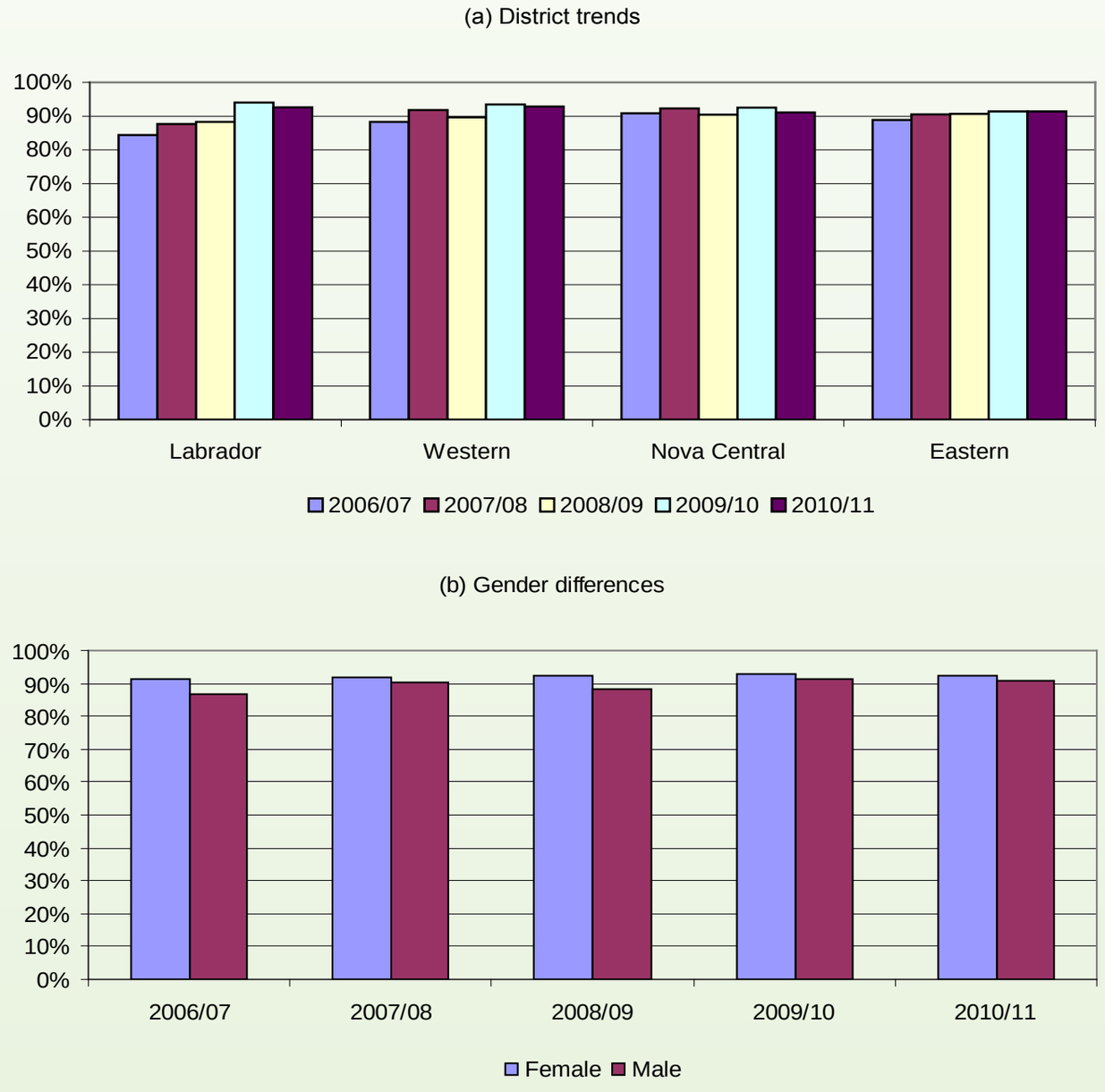
1 Eligible graduates include students who have completed a minimum of 22 credits and are attempting sufficient and appropriate credits to graduate.

Trends in provincial and district pass rate (2005/06-2010/11)

The provincial pass rate has remained stable at approximately 91.0% over the past five years. At the district level, the pass rate has also remained fairly stable. The only exception was in the Labrador School District where the pass rate increased every year between 2005/06 to 2009/10 before declining slightly in 2010/11 (see figure 9.2a).

Along gender lines, girls consistently had a higher pass rate than boys. Each year, the female pass rate was between 1.7 and 4.7 percentage points higher than the male pass rate (see 9.2b). This gender gap, however, is closing. In 2006/07, the female pass rate was 4.7 percentage points higher than the male but by 2010/11 this gap narrowed to only 1.5 points.

Figure 9.2: Pass rate trends (2006/07-2010/11)



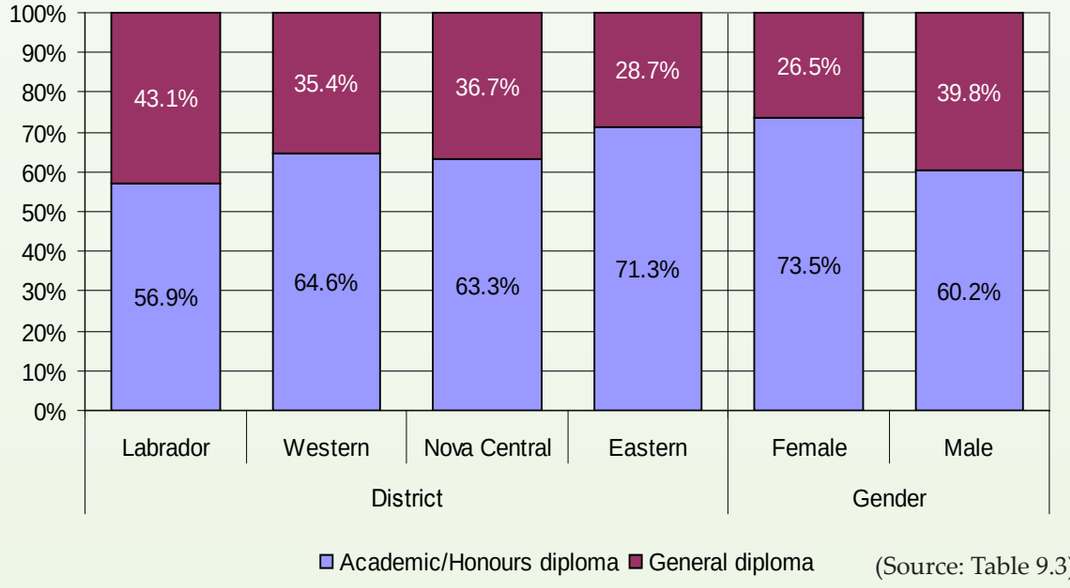
(Source: Table 9.2)

Graduation Status

There are three types of diploma students can earn upon graduation. Students receive 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). If students meet the same criteria as the honours diploma but have a minimum mark of 50%, they will graduate with an academic diploma. Finally, a student is awarded a general high school diploma if they meet the minimum graduation requirements but do not meet the additional requirements for an academic or honours diploma.

In 2010/11, the majority (61.5%) of students graduated from school with either an academic or honours diploma. At the district level, the percentage of students who graduated with an academic or honours diploma ranged from 56.9% in Labrador to 71.3% in the Eastern district (see figure 9.3). A higher percentage of girls graduated with an academic or honours diploma than boys (73.5% vs. 60.2%).

Figure 9.3: Graduation status (2010/11)



(Source: Table 9.3)

APPENDICES


green
help
hot
house
jump
Mm
made
man
me
my
Kk
kick
not
off
old
on
one
orange
out
Who Will Haunt My House on Halloween?
The Silly Scarecrow
ROAD TO READING
Road Hog

APPENDIX A: LIST OF TABLES

Chapter 3: The English Language Arts CRT

Note: In chapters 3 and 4, the number of students in the province (reported as the n-value in the following tables) is based on all students in the province. This includes students in the CSF, private schools, First Nation and other school types not included in the other five districts. However, the Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Table 3.1: Proficiency level - Primary ELA CRT (2010/11)

(a) District and provincial performance on the constructed response section

District	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
Labrador	179	57.6	71.0
Western	782	60.8	71.1
Nova Central	792	68.3	67.5
Eastern	2,481	66.0	73.2
Province	4,315	65.4	71.9

(b) Gender difference on the constructed response section

Gender	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
Female	2,132	72.2	80.9
Male	2,183	58.1	63.1
Gender difference	--	14.1	17.8

Table 3.2: Average score - Primary ELA CRT (2010/11)

(a) District and provincial average scores

District	Number of students assessed	Average score	
		Reading	Listening
Labrador	179	75.7	83.6
Western	782	78.0	87.9
Nova Central	792	81.6	88.2
Eastern	2,481	79.8	87.9
Province	4,315	79.7	87.9

(b) Gender difference

Gender	Number of students assessed	Percentage of students at or above grade level	
		Reading	Listening
Female	2,132	80.3	87.9
Male	2,183	79.0	87.9
Gender difference	--	1.3	0.0

Table 3.3: Provincial trends – Primary ELA CRT (2006/07-2010/11)

(a) Constructed response section

Year	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
2006/07	4,975	60.9	74.5
2007/08	4,509	62.5	72.8
2008/09	4,506	59.2	74.8
2009/10	4,317	67.5	73.9
2010/11	4,315	65.4	71.9

(b) Multiple choice section

Year	Number of students assessed	Percentage of students at or above grade level	
		Reading	Listening
2006/07	4,975	89.7	92.1
2007/08	4,509	88.6	85.5
2008/09	4,506	88.3	95.4
2009/10	4,317	92.1	80.9
2010/11	4,315	79.7	80.9

Table 3.4: Proficiency level - Elementary ELA CRT (2010/11)

(a) District and provincial performance on the constructed response section

District	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
Labrador	278	58.5	68.3
Western	864	60.8	76.4
Nova Central	951	60.2	72.1
Eastern	2,997	63.8	73.4
Province	5,157	62.5	74.7

(b) Gender difference on the constructed response section

Gender	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
Female	2,604	74.4	84.6
Male	2,553	49.9	64.4
Gender difference	--	24.5	20.2

Table 3.5: Average score - Elementary ELA CRT (2010/11)

(a) District and provincial average scores

District	Number of students assessed	Average score	
		Reading	Listening
Labrador	278	76.5	61.3
Western	864	78.4	64.0
Nova Central	951	78.8	66.9
Eastern	2,997	80.3	68.2
Province	5,157	79.5	67.0

(b) Gender difference

Gender	Number of students assessed	Average score	
		Reading	Listening
Female	2,604	81.5	69.2
Male	2,553	77.4	64.7
Gender difference	--	4.1	4.5

Table 3.6: Provincial trends – Elementary ELA CRT (2006/07-2010/11)

(a) Constructed response section

Year	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
2006/07	5,327	62.2	76.1
2007/08	5,273	80.7	85.1
2008/09	5,221	61.7	78.7
2009/10	5,179	69.2	81.4
2010/11	5,157	62.5	74.7

(b) Multiple choice section

Year	Number of students assessed	Average score	
		Reading	Listening
2006/07	5,327	78.0	92.3
2007/08	5,273	84.9	91.0
2008/09	5,221	87.1	87.7
2009/10	5,179	81.0	86.7
2010/11	5,157	79.5	67.0

Table 3.7: Proficiency level - Intermediate ELA CRT (2010/11)

(a) District and provincial performance on the constructed response section

District	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
Labrador	259	58.1	83.3
Western	957	66.8	84.8
Nova Central	931	64.3	83.5
Eastern	3,083	66.2	82.8
Province	5,297	65.3	83.3

(b) Gender difference on the constructed response section

Gender	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
Female	2,590	76.0	92.3
Male	2,707	54.8	74.6
Gender difference	--	**21.2**	**17.7**

Table 3.8: Average score - Intermediate ELA CRT (2010/11)

(a) District and provincial average scores

District	Number of students assessed	Average reading score
Labrador	259	66.0
Western	957	67.6
Nova Central	931	65.2
Eastern	3,083	68.9
Province	5,297	67.9

(b) Gender difference

Gender	Number of students assessed	Average reading score
Female	2,590	68.6
Male	2,707	67.2
Gender difference	--	1.4

Table 3.9: Provincial trends – Intermediate ELA CRT (2006/07-2010/11)

(a) Constructed response section

Year	Number of students assessed	Percentage of students at or above grade level	
		Reading	Writing
2006/07	5,879	73.4	83.5
2007/08	5,352	75.3	86.1
2008/09	5,268	77.5	83.0
2009/10	5,306	71.6	85.5
2010/11	5,297	65.3	83.3

(b) Multiple choice section

Year	Number of students assessed	Average reading score
2006/07	5,327	77.0
2007/08	5,273	77.7
2008/09	5,221	77.1
2009/10	5,179	82.2
2010/11	5,297	67.9

Table 4.1: Proficiency level - Primary mathematics CRT (2010/11)

(a) District and provincial performance on the constructed response section

District	Number of students assessed	Percentage of students at or above grade level			
		Reasoning	Communication	Connections & Representations	Problem Solving
Labrador	230	62.7	56.8	65.8	72.4
Western	834	58.2	57.4	64.0	74.3
Nova Central	843	71.3	70.6	71.4	81.0
Eastern	2,833	58.8	58.8	63.8	77.4
Province	4,839	61.2	60.5	65.3	77.1

(b) Gender difference on the constructed response section

Gender	Number of students assessed	Percentage of students at or above grade level			
		Reasoning	Communication	Connections & Representations	Problem Solving
Female	2,455	67.3	66.0	70.7	80.1
Male	2,384	54.7	54.7	59.6	74.1
Gender difference	--	12.6	11.3	11.1	6.0

Table 4.2: Average score - Primary mathematics CRT (2010/11)

(a) District and provincial average scores

District	Number of students assessed	Average score			
		Number Concepts	Number Operations	Shape and Space	Mental Math
Labrador	230	73.1	72.4	77.3	65.3
Western	834	76.3	73.3	78.6	65.4
Nova Central	843	81.3	77.4	79.7	70.0
Eastern	2,833	76.9	74.2	76.7	67.1
Province	4,839	77.5	74.6	77.5	67.3

(b) Gender difference

Gender	Number of students assessed	Average score			
		Number Concepts	Number Operations	Shape and Space	Mental Math
Female	2,455	77.4	75.6	77.9	66.0
Male	2,384	77.4	73.6	77.1	68.7
Gender difference	--	0.0	2.0	0.8	-2.7

Table 4.3: Provincial trends – Primary mathematics CRT (2006/07-2010/11)

(a) Constructed response section

Year	Number of students assessed	Percentage of students at or above grade level			
		Reasoning	Communication	Connections & Representations	Problem Solving
2006/07	4,975	43.6	37.5	36.3	51.9
2007/08	4,987	65.7	59.9	61.3	76.2
2008/09	4,900	54.3	54.2	69.0	68.9
2009/10	4,809	62.1	61.6	68.1	68.3
2010/11	4,839	61.2	60.5	65.3	77.1

(b) Multiple choice and written response section

Year	Number of students assessed	Average score		
		Number Concepts	Number Operations	Shape and Space
2006/07	4,975	70.7	76.9	84.5
2007/08	4,987	75.6	75.8	76.9
2008/09	4,900	73.5	85.0	81.4
2009/10	4,809	76.0	77.3	83.4
2010/11	4,839	77.5	74.6	77.5

Table 4.4: Proficiency level - Elementary mathematics CRT (2010/11)

(a) District and provincial performance on the constructed response section

District	Number of students assessed	Percentage of students at or above grade level			
		Reasoning	Communication	Connections & Representations	Problem Solving
Labrador	264	46.2	38.9	35.5	64.1
Western	841	56.9	50.3	38.1	70.0
Nova Central	912	53.9	46.7	38.3	67.7
Eastern	2,943	51.2	42.5	33.2	67.9
Province	5,054	52.3	44.4	35.3	68.1

(b) Gender difference on the constructed response section

Gender	Number of students assessed	Percentage of students at or above grade level			
		Reasoning	Communication	Connections & Representations	Problem Solving
Female	2,553	61.3	54.6	43.3	75.2
Male	2,501	42.9	34.0	27.0	60.6
Gender difference	--	18.4	20.6	16.3	14.6

Table 4.5: Average score - Elementary mathematics CRT (2010/11)

(a) District and provincial average scores

District	Number of students assessed	Average score				
		Number Concepts	Number Operations	Patterns and Relations	Shape and Space	Mental Math
Labrador	264	67.2	68.1	56.9	67.1	58.4
Western	841	66.4	69.0	57.0	66.8	56.9
Nova Central	912	67.9	67.8	60.7	66.3	60.9
Eastern	2,943	66.9	66.6	56.6	65.0	58.7
Province	5,054	67.1	67.4	57.5	65.7	58.9

(b) Gender difference

Gender	Number of students assessed	Average score				
		Number Concepts	Number Operations	Patterns and Relations	Shape and Space	Mental Math
Female	2,553	68.7	70.3	59.9	66.5	60.4
Male	2,501	65.5	64.4	55.0	64.8	57.3
Gender difference	--	3.2	5.9	4.9	1.7	3.1

Table 4.6: Provincial trends – Elementary mathematics CRT (2006/07-2010/11)

(a) Constructed response section

Year	Number of students assessed	Percentage of students at or above grade level			
		Reasoning	Communication	Connections & Representations	Problem Solving
2006/07	5,327	33.2	30.7	40.2	50.6
2007/08	5,197	48.4	42	41.3	55.4
2008/09	5,147	36.5	30.6	36.2	42.5
2009/10	5,083	54.5	46.5	43.9	57.8
2010/11	5,054	52.3	44.4	35.3	68.1

(b) Multiple choice and written response section

Year	Number of students assessed	Average score			
		Number Concepts	Number Operations	Shape and Space	Mental Math
2006/07	5,327	62.7	67.9	71.1	73.3
2007/08	5,197	69.8	77.8	59.2	69.5
2008/09	5,147	67.1	77.1	57.9	58.9
2009/10	5,083	76.9	72.3	71.0	53.4
2010/11	5,054	67.1	67.4	65.7	58.9

Table 4.7: Average score - Intermediate mathematics CRT (2010/11)

(a) District and provincial average scores

District	Number of students assessed	Average score			
		Numbers	Patterns and Relations	Shape and Space	Statistics and Probability
Labrador	251	59.5	57.4	64.4	73.3
Western	918	63.4	64.5	69.0	81.2
Nova Central	897	54.9	59.7	62.2	76.7
Eastern	2,999	58.5	63.5	65.6	80.0
Province	5,132	59.0	62.8	65.7	79.4

(b) Gender difference

Gender	Number of students assessed	Average score			
		Numbers	Patterns and Relations	Shape and Space	Statistics and Probability
Female	2,507	61.4	64.7	66.9	79.8
Male	2,625	56.8	61.0	64.5	78.9
Gender difference	--	4.6	3.7	2.4	0.9

Chapter 5: Public Examinations

Table 5.1: Student performance in mathematics courses (2010/11)

(a) District and provincial results

Course name	District	Number of students	Average final grade (%)
Mathematics 3204 (Academic)	Labrador	83	59.9
	Western	543	62.9
	Nova Central	439	62.8
	Eastern	1,601	61.4
	Other	48	62.8
	Province	2,714	61.9
Mathematics 3205 (Advanced)	Labrador	49	81.7
	Western	235	80.4
	Nova Central	263	75.3
	Eastern	749	80.2
	Other	12	83.3
	Province	1,308	79.3
Mathématiques 3231	CSF	6	54.8
	Province	6	54.8

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(b) Gender difference

Course name	Female		Male		Gender difference
	Number of students	Average final grade (%)	Number of students	Average final grade (%)	
Mathematics 3204 (Academic)	1,466	63.2	1,248	60.5	2.7
Mathematics 3205 (Advanced)	726	79.9	582	78.6	1.3
Mathématiques 3231	4	51.0	2	62.5	-11.5

Table 5.2: Student performance in science courses (2010/11)

(a) District and provincial results

Course name	District	Number of students	Average final grade (%)
Biologie 3231	CSF	7	48.1
	Province		
Biology 3201	Labrador	111	63.0
	Western	507	62.1
	Nova Central	572	63.7
	Eastern	1,589	64.9
	Other	70	64.1
	Province	2,849	64.1
Chemistry 3202	Labrador	50	72.6
	Western	359	69.9
	Nova Central	346	70.0
	Eastern	1,065	71.7
	Other	17	76.7
	Province	1,837	71.1
Earth Systems 3209	Labrador	0	--
	Western	79	60.1
	Nova Central	51	63.2
	Eastern	749	61.8
	Province	879	61.7
Physics 3204	Labrador	33	77.8
	Western	152	71.7
	Nova Central	151	74.2
	Eastern	616	74.3
	Other	8	61.0
	Province	960	73.9

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(b) Gender difference

Course name	Female		Male		Gender difference
	Number of students	Average final grade (%)	Number of students	Average final grade (%)	
Biologie 3231	6	50.7	1	33.0	17.7
Biology 3201	1,793	65.8	1,056	61.1	4.7
Chemistry 3202	1,122	71.4	715	70.7	0.7
Earth Systems 3209	388	60.9	491	62.3	-1.4
Physics 3204	362	76.6	598	72.3	4.3

Table 5.3: Student performance in language courses (2010/11)

(a) District and provincial results

Course name	District	Number of students	Average final grade (%)
English 3201	Labrador	144	63.5
	Western	774	66.4
	Nova Central	664	66.6
	Eastern	2,373	66.3
	CSF	5	63.8
	Other	61	62.7
	Province	4,021	66.2
French 3200 (Core)	Labrador	0	--
	Western	131	73.9
	Nova Central	219	70.0
	Eastern	287	73.9
	Other	23	77.0
	Province	660	72.7
Français 3202 (Immersion)	Labrador	24	77.6
	Western	28	75.6
	Nova Central	35	72.5
	Eastern	417	73.5
	Other	0	--
	Province	504	73.7

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(b) Gender difference

Course name	Female		Male		Gender difference
	Number of students	Average final grade (%)	Number of students	Average final grade (%)	
English 3201	2,212	68.6	1,809	63.3	5.3
French 3200	457	73.6	203	70.7	2.9
Français 3202	328	74.5	176	72.2	2.3

Table 5.4: Student performance in social studies courses (2010/11)

(a) District and provincial results

Course name	District	Number of students	Average final grade (%)
World History 3201	Labrador	38	69.1
	Western	111	68.8
	Nova Central	100	71.8
	Eastern	867	68.7
	Other	46	75.2
	Province	1,162	69.2
World Geography 3202	Labrador	108	65.1
	Western	714	68.9
	Nova Central	618	69.1
	Eastern	1,453	67.3
	Other	13	64.2
	Province	2,906	68.0
Histoire mondiale 3231	Labrador	35	64.9
	Western	19	68.9
	Nova Central	16	61.2
	Eastern	345	70.0
	Other	10	60.4
	Province	425	69.0

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(b) Gender difference

Course name	Female		Male		Gender difference
	Number of students	Average final grade (%)	Number of students	Average final grade (%)	
World History 3201	598	69.5	564	69.0	0.5
World Geography 3202	1,511	67.7	1,395	68.3	-0.6
Histoire mondiale 3231	288	68.5	137	70.2	-1.7

Table 5.5: Trends in student performance (2006/07-2010/11)

Subject area	Average course grade				
	2006/07	2007/08	2008/09	2009/10	2010/11
Science	66.2	66.4	65.5	66.6	67.2
Mathematics	67.4	66.8	67.2	66.8	67.6
Language	66.0	67.7	66.0	68.0	67.8
Social Studies	68.0	67.7	67.8	65.8	68.4

Chapter 6: Programme for International Student Assessment (PISA)

Table 6.1: Significant differences in reading scores across Canada (PISA 2009)

(a) Combined reading

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	533	4.6	524.0	542.0
	Ontario	531	3.0	525.1	536.9
	British Columbia	525	4.2	516.8	533.2
	Canada	524	1.5	521.1	526.9
	Québec	522	3.1	515.9	528.1
No significant difference	Nova Scotia	516	2.7	510.7	521.3
	Newfoundland and Labrador	***506***	***3.7***	***498.7***	***513.3***
	Saskatchewan	504	3.3	497.5	510.5
	New Brunswick	499	2.5	494.1	503.9
	Manitoba	495	3.6	487.9	502.1
Significantly lower than NL	Prince Edward Island	486	2.4	481.3	490.7

(b) Assessing and retrieving

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	523	3.1	516.9	529.1
	Ontario	522	4.5	513.2	530.8
	Canada	517	1.5	514.1	519.9
No significant difference	British Columbia	516	4.5	507.2	524.8
	Québec	515	3.6	507.9	522.1
	Nova Scotia	506	3.3	499.5	512.5
	Newfoundland and Labrador	***501***	***3.8***	***493.6***	***508.4***
	Saskatchewan	501	3.7	493.7	508.3
	Manitoba	496	3.8	488.6	503.4
	New Brunswick	487	3.1	480.9	493.1
Significantly lower than NL	Prince Edward Island	481	2.5	476.1	485.9

(c) Integrating and interpreting

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	532	4.8	522.6	541.4
	Ontario	528	3.0	522.1	533.9
	Canada	522	1.5	519.1	524.9
	British Columbia	522	4.6	513.0	531.0
	Québec	521	3.3	514.5	527.5
No significant difference	Nova Scotia	514	2.9	508.3	519.7
	Newfoundland and Labrador	***502***	***3.7***	***494.7***	***509.3***
	Saskatchewan	502	3.5	495.1	508.9
	New Brunswick	499	2.6	493.9	504.1
	Manitoba	493	4.0	485.2	500.8
Significantly lower than NL	Prince Edward Island	482	2.3	477.5	486.5

(d) Reflecting and evaluating

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	546	3.2	539.7	552.3
	Ontario	546	4.4	537.4	554.6
	British Columbia	536	4.2	527.8	544.2
	Canada	535	1.6	531.9	538.1
No significant difference	Nova Scotia	527	3.0	521.1	532.9
	Québec	525	3.3	518.5	531.5
	Newfoundland and Labrador	***519***	***3.3***	***512.5***	***525.5***
	Saskatchewan	517	3.5	510.1	523.9
Significantly lower than NL	New Brunswick	505	2.3	500.5	509.5
	Manitoba	504	4.0	496.2	511.8
	Prince Edward Island	497	2.3	492.5	501.5

(e) Continuous texts

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	533	4.7	523.8	542.2
	Ontario	532	3.1	525.9	538.1
	Canada	524	1.5	521.1	526.9
No significant difference	British Columbia	524	4.5	515.2	532.8
	Québec	519	3.2	512.7	525.3
	Nova Scotia	516	2.9	510.3	521.7
	Newfoundland and Labrador	***508***	***3.8***	***500.6***	***515.4***
	Saskatchewan	506	3.2	499.7	512.3
	New Brunswick	500	2.5	495.1	504.9
	Manitoba	497	4.0	489.2	504.8
Significantly lower than NL	Prince Edward Island	486	2.4	481.3	490.7

(f) Non-continuous texts

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	539	4.7	529.8	548.2
	Ontario	534	3.3	527.5	540.5
	British Columbia	531	4.0	523.2	538.8
	Canada	527	1.6	523.9	530.1
No significant difference	Québec	523	3.5	516.1	529.9
	Nova Scotia	518	2.8	512.5	523.5
	Newfoundland and Labrador	***511***	***3.8***	***503.6***	***518.4***
	Saskatchewan	506	3.5	499.1	512.9
	Manitoba	498	3.5	491.1	504.9
Significantly lower than NL	Prince Edward Island	492	2.4	487.3	496.7
	New Brunswick	490	2.4	485.3	494.7

Table 6.2: Gender difference in reading performance

(a) Combined reading

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	542	1.7	507	1.8	34*	1.9*
Newfoundland and Labrador	***529***	***4.5***	***483***	***4.7***	***45****	***5.3****
Prince Edward Island	510	3.3	462	4.0	48*	5.5*
Nova Scotia	530	3.2	501	3.9	29*	4.7*
New Brunswick	515	2.9	483	3.6	32*	4.4*
Québec	537	3.3	506	3.9	31*	3.9*
Ontario	549	3.3	513	3.6	36*	3.9*
Manitoba	511	5.4	479	4.6	32*	7.2*
Saskatchewan	524	3.2	486	4.5	37*	4.6*
Alberta	549	5.7	517	4.6	32*	4.9*
British Columbia	543	4.1	507	5.4	36*	4.5*

* Significant gender difference present

(b) Assessing and retrieving

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	536	1.6	498	1.9	38*	2.0*
Newfoundland and Labrador	***524***	***4.9***	***477***	***5.3***	***47****	***6.4****
Prince Edward Island	506	3.4	457	4.1	49*	5.7*
Nova Scotia	522	3.8	491	4.9	31*	5.6*
New Brunswick	504	3.4	470	4.3	34*	5.0*
Québec	532	3.8	499	4.3	33*	4.0*
Ontario	542	3.2	504	4.0	38*	4.0*
Manitoba	517	5.2	476	5.6	41*	7.7*
Saskatchewan	528	3.2	478	5.1	50*	5.0*
Alberta	540	5.3	504	4.9	37*	5.0*
British Columbia	537	4.3	496	5.9	42*	5.0*

* Significant gender difference present

(c) Integrating and interpreting

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	537	1.8	507	1.9	30*	2.2*
Newfoundland and Labrador	***524***	***5.1***	***479***	***4.6***	***45****	***6.0****
Prince Edward Island	505	3.3	459	4.0	46*	5.6*
Nova Scotia	529	3.8	500	3.8	29*	5.0*
New Brunswick	513	2.9	485	4.2	28*	5.0*
Québec	535	3.7	507	4.2	27*	4.5*
Ontario	542	3.5	513	3.6	30*	4.2*
Manitoba	506	5.9	479	4.9	28*	7.5*
Saskatchewan	519	3.5	486	4.7	33*	4.8*
Alberta	547	6.0	517	4.7	30*	5.0*
British Columbia	539	4.6	506	5.8	32*	4.7*

* Significant gender difference present

(d) Reflecting and evaluating

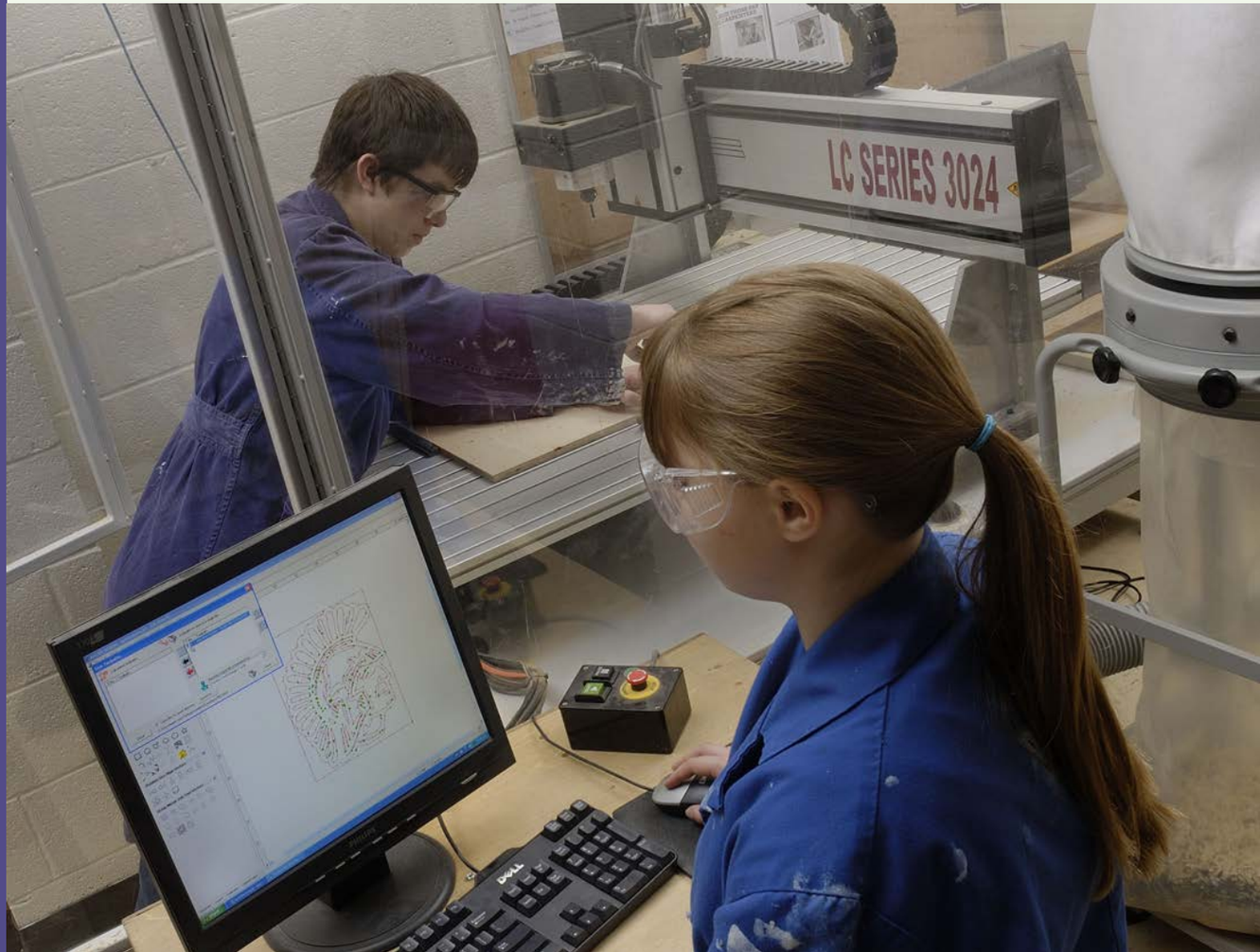
Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	555	1.9	516	1.9	38*	2.0*
Newfoundland and Labrador	***541***	***4.3***	***496***	***4.3***	***44****	***5.3****
Prince Edward Island	520	3.1	474	3.8	46*	5.3*
Nova Scotia	541	3.6	513	4.2	28*	5.1*
New Brunswick	524	2.6	486	3.8	37*	4.6*
Québec	543	3.4	506	4.0	37*	3.5*
Ontario	567	3.6	525	3.8	43*	4.1*
Manitoba	520	5.9	487	5.1	34*	7.8*
Saskatchewan	537	3.5	498	4.6	39*	4.7*
Alberta	563	5.9	529	4.2	33*	5.5*
British Columbia	554	4.1	519	5.4	35*	4.7*

* Significant gender difference present

(e) Continuous texts

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	543	1.7	506	1.9	37*	2.1*
Newfoundland and Labrador	***533***	***4.5***	***483***	***5.1***	***50****	***5.6****
Prince Edward Island	512	3.3	461	4.0	51*	5.5*
Nova Scotia	531	3.7	502	4.1	30*	5.3*
New Brunswick	517	3.0	482	3.6	35*	4.4*
Québec	536	3.4	501	3.9	35*	3.8*
Ontario	551	3.4	513	3.9	38*	4.3*
Manitoba	514	6.0	479	5.0	35*	7.6*
Saskatchewan	527	3.2	488	4.5	39*	5.0*
Alberta	550	5.7	516	4.7	34*	4.8*
British Columbia	543	4.6	505	5.8	38*	5.3*

* Significant gender difference present



(f) Non-continuous texts

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	544	1.9	511	1.8	33*	2.0*
Newfoundland and Labrador	***534***	***4.8***	***487***	***4.7***	***47****	***5.4****
Prince Edward Island	512	3.1	468	4.0	44*	5.3*
Nova Scotia	532	3.7	505	4.3	27*	5.6*
New Brunswick	505	2.8	479	3.7	27*	4.6*
Québec	536	3.7	509	4.1	28*	3.9*
Ontario	552	3.7	516	3.8	36*	4.1*
Manitoba	513	4.9	481	4.8	32*	6.7*
Saskatchewan	526	3.5	489	4.6	38*	4.9*
Alberta	553	5.7	524	4.8	30*	4.9*
British Columbia	549	4.1	513	5.1	36*	4.5*

* Significant gender difference present

Table 6.3: Gender differences in Newfoundland and Labrador (PISA 2009)

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Combined Reading	529	4.5	483	4.7	45*	5.3*
Assessing and Retrieving	524	4.9	477	5.3	47*	6.4*
Integrating and Interpreting	524	5.1	479	4.6	45*	6.0*
Reflecting and Evaluating	541	4.3	496	4.3	44*	5.3*
Continuous texts	533	4.5	483	5.1	50*	5.6*
Non-Continuous texts	534	4.8	487	4.7	47*	5.4*

* Significant gender difference present

Table 6.4: Reading proficiency levels across Canada (PISA 2009)

(a) Combined reading

Jurisdiction	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Canada	10.3	77.0	12.8
Newfoundland and Labrador	***13.8***	***77.8***	***8.5***
Prince Edward Island	21.2	71.9	6.9
Nova Scotia	11.1	78.7	10.2
New Brunswick	16.2	76.1	7.7
Québec	10.4	78.9	10.8
Ontario	8.5	77.4	14.2
Manitoba	17.6	74.3	8.1
Saskatchewan	15.5	75.8	8.7
Alberta	10.1	73.8	16.1
British Columbia	10.8	75.9	13.3

(b) Assessing and retrieving

Jurisdiction	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Canada	12.7	75.4	11.9
Newfoundland and Labrador	***16.3***	***74.8***	***8.9***
Prince Edward Island	23.6	69.5	6.9
Nova Scotia	14.6	75.5	9.8
New Brunswick	20.2	73.0	6.8
Québec	12.9	76.0	11.1
Ontario	10.5	77.2	12.4
Manitoba	19.6	70.7	9.9
Saskatchewan	17.1	72.6	10.3
Alberta	13.2	71.8	14.8
British Columbia	13.0	74.8	12.3

(c) Integrating and interpreting

Jurisdiction	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Canada	11.8	74.5	13.7
Newfoundland and Labrador	***15.2***	***76.1***	***8.7***
Prince Edward Island	22.7	70.5	6.8
Nova Scotia	11.9	77.8	10.5
New Brunswick	16.9	74.3	8.7
Québec	11.9	75.5	12.7
Ontario	10.3	74.8	15.0
Manitoba	19.4	72.2	8.4
Saskatchewan	16.6	74.7	8.7
Alberta	10.8	72.1	17.1
British Columbia	12.1	74.0	13.9

d) Reflecting and evaluating

Jurisdiction	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Canada	8.6	75.5	15.9
Newfoundland and Labrador	***11.6***	***76.3***	***12.1***
Prince Edward Island	17.8	74.0	8.2
Nova Scotia	8.7	78.9	12.4
New Brunswick	13.4	79.3	7.4
Québec	8.7	80.9	10.3
Ontario	6.7	74.1	19.1
Manitoba	16.3	72.8	10.9
Saskatchewan	13.5	74.2	12.3
Alberta	8.7	70.5	20.8
British Columbia	9.4	73.7	16.9

(e) Continuous texts

Jurisdiction	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Canada	11.1	75.0	13.9
Newfoundland and Labrador	***14.2***	***75.3***	***10.6***
Prince Edward Island	21.9	70.6	7.5
Nova Scotia	11.2	77.7	11.0
New Brunswick	16.4	74.9	8.7
Québec	11.2	78.4	10.5
Ontario	9.3	74.8	15.9
Manitoba	18.6	71.8	9.6
Saskatchewan	15.6	74.6	9.8
Alberta	11.0	71.2	17.8
British Columbia	11.8	73.6	14.7

(f) Non-continuous texts

Jurisdiction	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Canada	10.1	76.1	13.9
Newfoundland and Labrador	***13.2***	***77.2***	***9.7***
Prince Edward Island	19.3	73.9	6.9
Nova Scotia	10.5	79.0	10.6
New Brunswick	18.4	74.0	7.6
Québec	11.6	75.7	12.8
Ontario	8.4	76.7	14.9
Manitoba	16.6	75.6	7.8
Saskatchewan	14.3	76.9	8.8
Alberta	8.6	73.8	17.5
British Columbia	9.2	76.0	14.8

Table 6.5: NL student proficiency on the reading sub-domains

Sub-domain	Low achievers (Below level 2)	Typical achievers (Levels 2-4)	High achievers (Level 5 and above)
Assessing and Retrieving	16.3	74.8	8.9
Integrating and Interpreting	15.2	76.1	8.7
Reflecting and Evaluating	11.6	76.3	12.1
Continuous texts	14.2	75.3	10.6
Non-Continuous texts	13.2	77.2	9.7

Table 6.6: Average scores across Canada (PISA 2009)

(a) Mathematics

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Québec	543	3.4	536.3	549.7
	Alberta	529	4.4	520.4	537.6
	Canada	527	1.6	523.9	530.1
	Ontario	526	3.2	519.7	532.3
	British Columbia	523	4.6	514.0	532.0
No significant difference	Nova Scotia	512	2.3	507.5	516.5
	Saskatchewan	506	3.2	499.7	512.3
	New Brunswick	504	2.2	499.7	508.3
	Newfoundland and Labrador	***503***	***2.8***	***497.5***	***508.5***
	Manitoba	501	3.6	493.9	508.1
Significantly lower than NL	Prince Edward Island	487	2.3	482.5	491.5

(b) Science

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	545	4.2	536.8	553.2
	British Columbia	535	4.1	527.0	543.0
	Ontario	531	3.3	524.5	537.5
	Canada	529	1.6	525.9	532.1
No significant difference	Québec	524	3.2	517.7	530.3
	Nova Scotia	523	2.7	517.7	528.3
	Newfoundland and Labrador	***518***	***3.0***	***512.1***	***523.9***
	Saskatchewan	513	3.7	505.7	520.3
	Manitoba	506	4.0	498.2	513.8
Significantly lower than NL	New Brunswick	501	2.4	496.3	505.7
	Prince Edward Island	495	2.4	490.3	499.7

Table 6.7: Gender differences in average scores across Canada (PISA 2009)

(a) Mathematics

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	521	1.7	533	2.0	-12*	1.8*
Newfoundland and Labrador	***501***	***3.7***	***504***	***3.9***	***-4***	***4.9***
Prince Edward Island	485	3.5	490	3.9	-4	5.8
Nova Scotia	504	3.0	520	3.4	-17*	4.5*
New Brunswick	495	3.1	513	3.2	-18*	4.4*
Québec	534	3.7	552	4.3	-17*	3.8*
Ontario	522	3.4	529	4.0	-7	3.7
Manitoba	497	4.9	506	4.4	-9	6.0
Saskatchewan	503	3.8	508	3.9	-5	4.1
Alberta	521	5.3	537	4.5	-17*	4.5*
British Columbia	515	4.7	531	5.4	-16*	4.5*

* Significant gender difference present

(b) Science

Jurisdiction	Female		Male		Gender difference	
	Average score	Standard error	Average score	Standard error	Score difference	Standard error
Canada	526	1.9	531	1.9	-5*	1.9*
Newfoundland and Labrador	***520***	***4.0***	***516***	***4.2***	***3***	***5.5***
Prince Edward Island	498	3.5	491	3.9	6	5.7
Nova Scotia	520	3.2	526	3.9	-6	4.7
New Brunswick	495	2.9	507	3.4	-12*	4.1*
Québec	519	3.5	529	4.1	-10*	3.9*
Ontario	530	3.9	533	3.7	-3	3.9
Manitoba	503	5.2	509	5.2	-6	6.9
Saskatchewan	512	3.7	515	4.9	-3	4.9
Alberta	543	5.4	547	4.2	-4	4.8
British Columbia	534	4.0	535	5.4	-1	5.0

*Significant gender difference present

Table 6.8: Trends in provincial average scores (2000-2009)

Subject area		2000	2003	2006	2009
Reading	Average score	517	521	514	506
	Standard error	2.8	3.2	3.2	3.7
Mathematics	Average score	509	517	507	503
	Standard error	3.0	2.5	2.5	2.8
Science	Average score	516	521	526	518
	Standard error	3.4	3.2	2.5	3.0

Table 7.1: Average scores on the mathematics assessment (PCAP-2010)

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Québec	515	2.0	511.1	518.9
	Ontario	507	2.0	503.0	511.0
	Canada	500	1.1	497.8	502.2
	Alberta	495	2.0	491.0	499.0
	British Columbia	481	1.8	477.4	484.6
No significant difference	New Brunswick	478	2.0	474.1	481.9
	Nova Scotia	474	2.0	470.1	477.9
	Saskatchewan	474	1.9	470.2	477.8
	Newfoundland and Labrador	***472***	***2.7***	***466.8***	***477.2***
	Yukon	469	3.9	461.3	476.7
	Manitoba	468	2.1	463.8	472.2
	Prince Edward Island	460	4.2	451.7	468.3

Table 7.2: Proficiency levels in mathematics across Canada (PCAP-2010)

Jurisdiction	Percentage of students at each proficiency level				
	Level 1	Level 2	Level 3	Level 4	Levels 2-4 combined
British Columbia	11	50	37	2	89
Alberta	7	50	40	3	93
Saskatchewan	10	55	33	1	89
Manitoba	16	50	33	1	84
Ontario	8	43	45	5	93
Quebec	8	38	50	4	92
New Brunswick	11	52	35	2	89
Nova Scotia	12	53	32	2	87
Prince Edward Island	13	58	29	0	87
Newfoundland and Labrador	***12***	***52***	***35***	***2***	***89***
Yukon	14	53	30	3	86
Canada	9	45	43	4	92

Table 7.3: Average scores on the mathematics sub-domains (PCAP-2010)

(a) Numbers and operations

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Québec	520	1.9	516.2	523.8
	Alberta	501	2.2	496.7	505.3
	Canada	500	1.1	497.9	502.1
	Ontario	498	2.0	494.1	501.9
	British Columbia	488	1.9	484.3	491.7
	Saskatchewan	488	1.9	484.3	491.7
	New Brunswick	487	1.9	483.3	490.7
No significant difference	Yukon	482	4.0	474.2	489.8
	Nova Scotia	477	1.9	473.2	480.8
	Manitoba	476	2.3	471.5	480.5
	Newfoundland and Labrador	***475***	***2.9***	***469.3***	***480.7***
	Prince Edward Island	472	4.2	463.7	480.3

(b) Geometry and measurement

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Québec	517	2.0	513.1	520.9
	Ontario	513	2.0	509.0	517.0
	Canada	500	1.0	498.0	502.0
	Alberta	485	2.0	481.1	488.9
	Nova Scotia	477	1.9	473.2	480.8
No significant difference	British Columbia	472	1.7	468.7	475.3
	New Brunswick	472	2.0	468.1	475.9
	Newfoundland and Labrador	***467***	***2.3***	***462.4***	***471.6***
	Yukon	466	3.5	459.2	472.8
	Saskatchewan	464	1.9	460.2	467.8
Significantly lower than NL	Manitoba	459	1.7	455.7	462.3
	Prince Edward Island	449	4.1	440.9	457.1

(c) Patterns and relationships

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Ontario	511	2.2	506.7	515.3
	Québec	504	2.0	500.1	507.9
	Canada	500	1.1	497.9	502.1
	Alberta	495	2.0	491.0	499.0
No significant difference	British Columbia	487	1.9	483.2	490.8
	Newfoundland and Labrador	***479***	***2.7***	***473.8***	***484.2***
	Manitoba	478	2.1	473.8	482.2
	New Brunswick	476	2.2	471.7	480.3
	Nova Scotia	475	1.9	471.2	478.8
	Saskatchewan	473	2.0	469.0	477.0
	Yukon	473	3.9	465.3	480.7
Significantly lower than NL	Prince Edward Island	463	4.4	454.4	471.6

(d) Data management and probability

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Québec	510	2.7	504.7	515.3
	Ontario	505	3.1	499.0	511.0
	Canada	500	1.6	496.9	503.1
No significant difference	Alberta	496	2.8	490.6	501.4
	Newfoundland and Labrador	***490***	***3.4***	***483.3***	***496.7***
	British Columbia	489	2.3	484.4	493.6
	New Brunswick	489	2.8	483.6	494.4
	Nova Scotia	488	2.6	482.9	493.1
	Prince Edward Island	469	5.1	459.0	479.0
	Yukon	466	5.3	455.6	476.4
Significantly lower than NL	Saskatchewan	477	2.6	472.0	482.0
	Manitoba	473	2.9	467.3	478.7

Table 7.4: Gender differences in average scores on the mathematics sub-domains (PCAP-2010)

(a) Numbers and operations

Jurisdiction	Average score		95% Confidence Interval		Gender difference
	Female	Male	Female	Male	
British Columbia*	481	498	5.1	5.5	-17
Alberta*	493	509	5.2	5.3	-16
Saskatchewan	484	495	5.6	5.2	-11
Manitoba	472	482	5.0	6.0	-10
Ontario	496	502	6.1	5.4	-6
Québec*	514	529	4.5	5.7	-15
New Brunswick	489	486	6.2	5.1	3
Nova Scotia	477	479	4.8	6.1	-2
Prince Edward Island	461	481	11.6	12.6	-20
Newfoundland and Labrador	***473***	***478***	***6.0***	***8.4***	***-5***
Yukon	477	498	12.4	12.1	-21
Canada*	496	507	2.8	2.6	-11

*Significant gender difference present

(b) Geometry and measurement

Jurisdiction	Average score		95% Confidence Interval		Gender difference
	Female	Male	Female	Male	
British Columbia*	466	482	4.5	4.8	-16
Alberta	483	487	4.6	4.9	-4
Saskatchewan	464	466	5.0	4.7	-2
Manitoba	461	459	4.1	5.4	2
Ontario	516	513	5.3	5.7	3
Québec	514	524	5.0	5.1	-10
New Brunswick	477	470	5.2	5.5	7
Nova Scotia	480	476	4.8	5.4	4
Prince Edward Island	441	456	10.4	12.5	-15
Newfoundland and Labrador	***468***	***468***	***6.6***	***7.4***	***0***
Yukon	468	473	11.1	10.7	-5
Canada	499	503	3.3	3.1	-4

*Significant gender difference present

(c) Patterns and relationships

Jurisdiction	Average score		95% Confidence Interval		Gender difference
	Female	Male	Female	Male	
British Columbia	485	491	5.0	5.6	-6
Alberta	493	497	5.6	5.1	-4
Saskatchewan	476	473	5.7	5.6	3
Manitoba	481	477	5.8	5.9	4
Ontario	516	510	6.1	6.1	6
Québec	505	507	4.7	4.9	-2
New Brunswick*	487	468	6.1	5.2	19
Nova Scotia	481	472	4.5	5.7	9
Prince Edward Island	463	466	14.2	11.2	-3
Newfoundland and Labrador	***484***	***475***	***7.2***	***7.5***	***9***
Yukon	474	484	11.5	11.9	-10
Canada	502	501	2.8	2.9	1

*Significant gender difference present

(d) Data management and probability

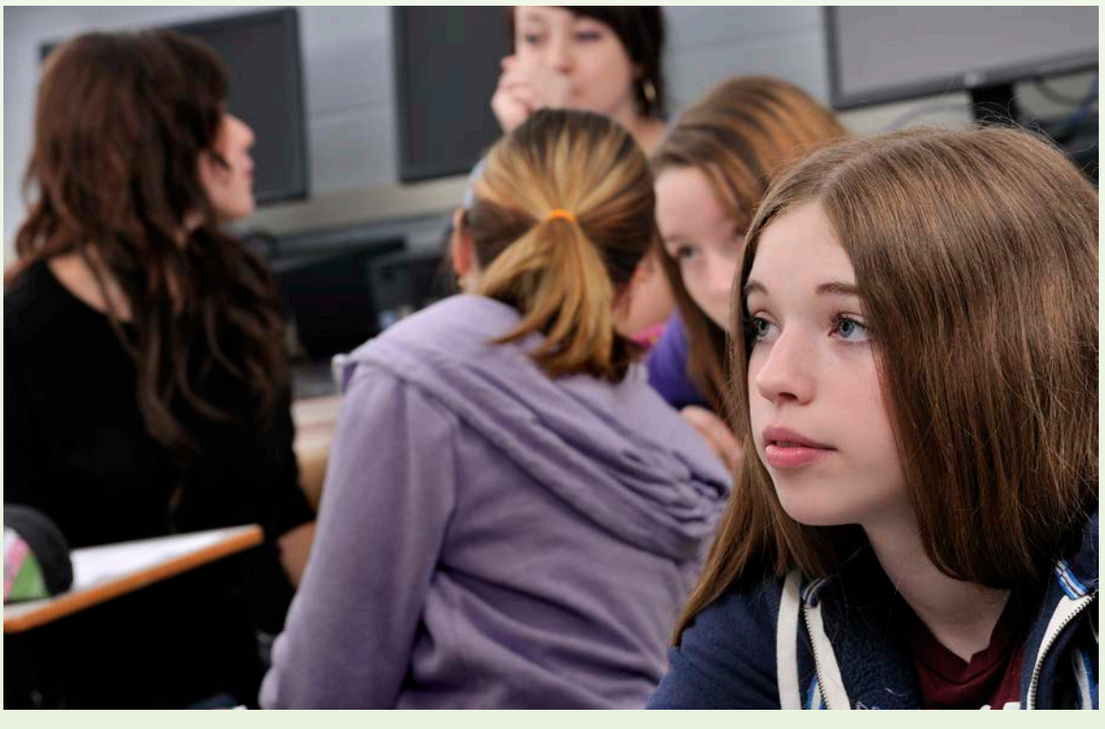
Jurisdiction	Average score		95% Confidence Interval		Gender difference
	Female	Male	Female	Male	
British Columbia	485	496	7.9	8.3	-11
Alberta	498	495	7.5	7.2	3
Saskatchewan	480	476	8.3	7.7	4
Manitoba	476	472	7.8	8.2	4
Ontario	509	502	7.2	8.1	7
Québec	512	513	6.5	8.3	-1
New Brunswick	496	483	9.6	7.7	13
Nova Scotia*	498	480	8.4	8	18
Prince Edward Island	464	474	20.7	14.6	-10
Newfoundland and Labrador	***499***	***484***	***11.4***	***12.1***	***15***
Yukon	475	469	19.8	22.7	6
Canada	502	500	4.7	4.1	2

*Significant gender difference present

Table 7.5: Average scores in science and reading (PCAP-2010)

(a) Science

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Alberta	515	1.9	511.3	518.7
	Ontario	510	2.1	505.9	514.1
	Canada	500	1.0	498.0	502.0
	British Columbia	497	1.7	493.6	500.4
No significant difference	Prince Edward Island	493	5.2	482.8	503.2
	Nova Scotia	489	2.0	485.0	493.0
	Saskatchewan	488	2.1	483.8	492.2
	New Brunswick	487	2.0	483.1	490.9
	Newfoundland and Labrador	***487***	***3.0***	***481.2***	***492.8***
	Manitoba	486	2.0	482.1	489.9
	Québec	486	1.9	482.2	489.8
	Yukon	478	4.0	470.2	485.8



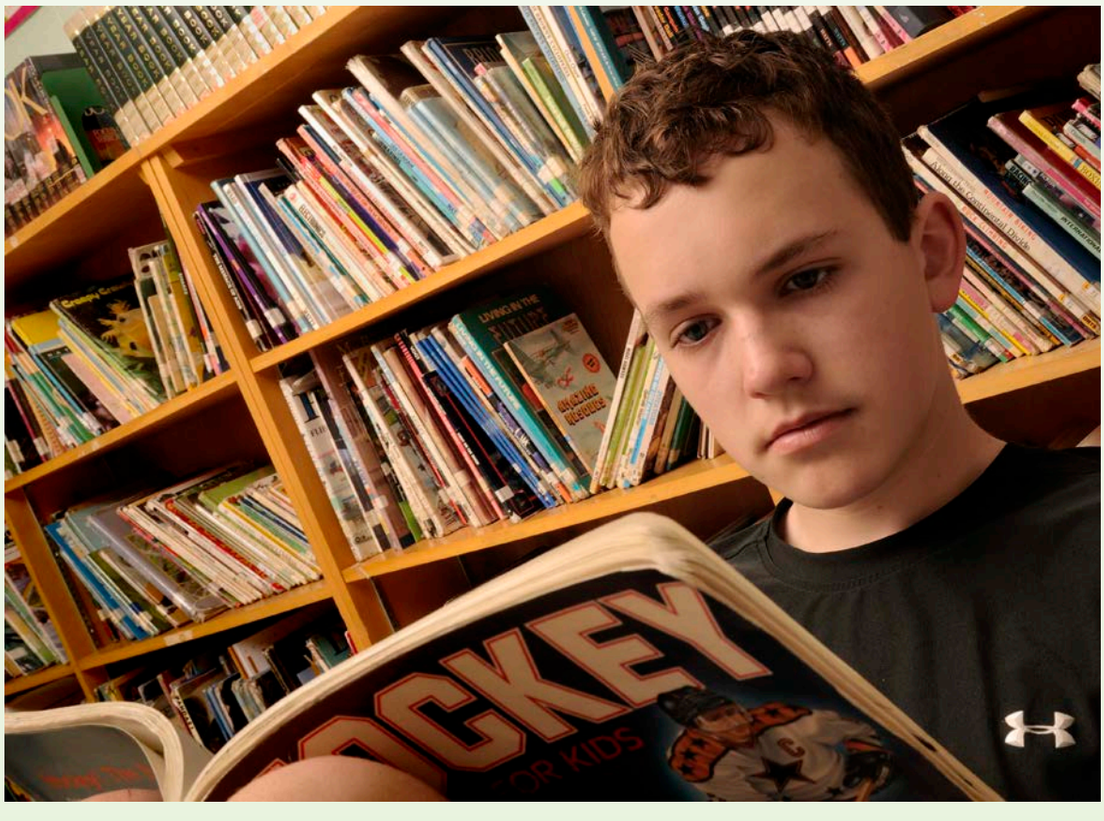
(b) Gender differences in average science scores

Jurisdiction	Average score		95% Confidence Interval		Gender difference
	Female	Male	Female	Male	
British Columbia	501	497	5.1	4.6	4
Alberta	520	511	5.2	5.3	9
Saskatchewan*	497	483	6.6	5.5	14
Manitoba	490	485	7.0	6.5	5
Ontario*	517	505	5.5	5.6	12
Québec*	494	483	5.0	5.4	11
New Brunswick*	500	478	6.1	5.2	22
Nova Scotia*	499	482	5.1	5.8	17
Prince Edward Island	497	491	13.6	14.2	6
Newfoundland and Labrador*	***497***	***481***	***7.3***	***7.3***	***16***
Yukon	477	492	12.0	12.0	-15
Canada*	507	496	2.7	3.1	11

*Significant gender difference present

(c) Reading

Jurisdiction		Average score	Standard error	95% Confidence Interval	
				Lower limit	Upper limit
Significantly higher than NL	Ontario	515	2.0	511.1	518.9
	Alberta	506	2.0	502.0	510.0
	Canada	500	1.1	497.8	502.2
	British Columbia	499	1.9	495.3	502.7
No significant difference	Saskatchewan	491	2.0	487.1	494.9
	Nova Scotia	489	2.0	485.0	493.0
	Newfoundland and Labrador	***486***	***2.7***	***480.8***	***491.2***
	Québec	481	1.8	477.4	484.6
	Prince Edward Island	481	4.6	472.0	490.0
	New Brunswick	479	2.0	475.1	482.9
	Manitoba	478	1.9	474.2	481.8
Significantly lower than NL	Yukon	465	3.6	457.9	472.1



(d) Gender differences in average reading scores

Jurisdiction	Average score		95% Confidence Interval		Gender difference
	Female	Male	Female	Male	
British Columbia*	511	491	5.7	5.4	20
Alberta*	516	497	5.4	4.5	19
Saskatchewan*	504	482	5.9	5.1	22
Manitoba*	494	466	5.5	5.9	28
Ontario*	530	503	6.1	5.6	27
Québec*	498	471	4.5	5.4	27
New Brunswick*	501	462	4.9	5.9	39
Nova Scotia*	501	480	5.0	5.8	21
Prince Edward Island	491	474	13.5	13.6	17
Newfoundland and Labrador*	***506***	***468***	***7.4***	***7.3***	***38***
Yukon	474	467	11.9	10.8	7
Canada*	515	489	2.6	3.3	26

*Significant gender difference present

Table 7.6: Differences in provincial average scores (PCAP-2007 and PCAP-2010)

Jurisdiction	Average score		95% Confidence Interval		Difference
	2007	2010	2007	2010	
Mathematics	478	472	7.9	5.2	-6
Science	485	487	7.6	5.8	2
Reading*	464	486	4.1	5.2	22

*Significant difference present

Chapter 8: The Quality of School Life Survey

Table 8.1: Average percentage in agreement

Dimension	Total (n=7,780)
Student satisfaction	54.3
Student dissatisfaction	38.1
Opportunity to learn	72.3
Extent school is useful	52.5
Extent student identifies with their school	74.3
Student perception of their status within the school	58.4
Student perception of teachers	76.7
Safety and security	71.1

Table 8.2: Differences in average percentage in agreement

(a) District results

Dimension	Labrador (n=309)	Western (n=1,569)	Nova Central (n=1,384)	Eastern (n=4,390)
Student satisfaction*	59.0	51.0	54.0	55.0
Student dissatisfaction**	37.0	41.0	38.0	38.0
Opportunity to learn	73.0	73.0	72.0	72.0
Extent school is useful	55.0	51.0	53.0	52.0
Extent student identifies with their school	74.0	74.0	75.0	74.0
Student perception of their status within the school***	59.0	60.0	59.0	57.0
Student perception of teachers****	81.0	77.0	77.0	76.0
Safety and security*	71.0	67.0	71.0	72.0

* p=0.000
** p=0.003
*** p=0.021
**** p=0.023

(b) Grade level and gender differences

Dimension	Grade level		Gender		Total (n=7,780)
	Grade 9 (n=4,302)	Level III (n=3,478)	Females (n=3,923)	Males (n= 3,729)	
Student satisfaction	54.0	55.0	57.5*	51.0*	54.3
Student dissatisfaction	39.0	37.0	35.9**	40.3**	38.1
Opportunity to learn	73.0	72.0	75.6**	68.9**	72.3
Extent school is useful	52.0	53.0	55.1	49.7	52.5
Extent student identifies with their school	74.0	75.0	74.9	73.8	74.3
Student perception of their status within the school	58.0	59.0	58.6	58.2	58.4
Student perception of teachers	75.0**	79.0**	79.1**	74.4**	76.7
Safety and security	67.0**	76.0**	27.6	30.0	71.1

* p=0.018
** p=0.000

Table 8.3: Percentage of students agreeing with the following statements

(a) District results

Safety and security statements	Labrador (n=309)	Western (n=1,569)	Nova Central (n=1,384)	Eastern (n=4,390)	Total (n=7,652)
I feel safe from personal harm*	79.9	74.4	80.0	79.1	78.3
I'm afraid I might be hurt	14.1	16.8	13.4	14.7	14.9
Students seem to hurt each other a lot**	34.3	36.6	33.4	31.3	32.9
Students pick on each other all the time*	47.2	53.0	49.5	44.6	47.3

* p=0.000
** p=0.002

(b) Grade level and gender differences

Safety and security statements	Grade level		Gender		Total (n=7,780)
	Grade 9 (n=4,302)	Level III (n=3,478)	Females (n=3,923)	Males (n= 3,729)	
I feel safe from personal harm	75.3*	82.2*	80.7*	76.0*	78.4
I'm afraid I might be hurt	17.1*	12.1*	14.0	15.5	14.7
Students seem to hurt each other a lot	38.7*	25.6*	31.9	33.8	32.8
Students pick on each other all the time	53.1*	39.9*	46.8	47.6	47.2

* p=0.000

Chapter 9: Graduation

Table 9.1: Pass rates (2010/11)

(a) Provincial and district results

District	Number of students who were		Pass rate (%)
	Eligible to graduate	An actual graduate	
Labrador	203	188	92.6
Western	992	921	92.8
Nova Central	909	828	91.1
Eastern	2,774	2,536	91.4
CSF	9	7	77.8
Other	137	126	92.0
Province	5,024	4,606	91.7

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(b) Gender differences

Gender	Number of students who were		Pass rate (%)
	Eligible to graduate	An actual graduate	
Female	2,568	2,373	92.4
Male	2,456	2,233	90.9
Province	5,024	4,606	91.7

Table 9.2: Trends in pass rates (2006/07-2010/11)

(a) Provincial trends

School year	Number of students who were		Pass rate (%)
	Eligible to graduate	An actual graduate	
2006/07	6,013	5,357	89.1
2007/08	5,809	5,287	91.0
2008/09	5,516	4,982	90.3
2009/10	5,450	5,025	92.2
2010/11	5,024	4,606	91.7

(b) District trends

School year	Labrador	Western	Nova Central	Eastern	CSF	Other
2006/07	84.4	88.3	90.8	88.8	100.0	95.0
2007/08	87.6	91.8	92.0	90.5	100.0	93.5
2008/09	88.3	89.6	90.4	90.6	100.0	90.4
2009/10	94.0	93.5	92.5	91.4	100.0	93.2
2010/11	92.6	92.8	91.1	91.4	77.8	92.0

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(c) Gender trends

School year	Female	Male	Gender difference
2006/07	91.4	86.7	4.7
2007/08	91.9	90.0	1.9
2008/09	92.4	88.2	4.2
2009/10	93.1	91.4	1.7
2010/11	92.4	90.9	1.5

Table 9.3: Graduation status (2010/11)

(a) District and province

District	Total number of graduates	Percentage of students who graduated with a/an:		
		General diploma	Academic diploma	Honours diploma
Labrador	188	43.1	35.1	21.8
Western	921	35.4	42.1	22.5
Nova Central	828	36.7	39.0	24.3
Eastern	2,536	28.7	41.8	29.5
CSF	7	57.1	42.9	0.0
Other	126	58.7	31.7	9.5
Province	4,606	32.9	40.8	26.2

Note: Other includes private schools, First Nation and other school types not included in the other five districts.

(b) Gender

Gender	Total number of graduates	Percentage of students who graduated with a/an:		
		General diploma	Academic diploma	Honours diploma
Female	2,373	26.5	41.8	31.7
Male	2,233	39.8	39.8	20.4
Province	4,606	32.9	40.8	26.2

Candace
I learned how to skate
Jacob Michelin
I can read!
I learned to count to 10.
Colby Cull
I can count to 100!
Alex Allingham
I am more confident!

APPENDIX B: SCHOOL LEVEL INDICATORS


GUITAR HEROS
PAST
CLIFF BURTON

PRIMARY SCHOOLS

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS							
														Language Arts		Mathematics					
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Multiple Choice[2]	Rubrics[1]	Reasoning[1]	Communications[1]	Connections & Representations[1]	Problem Solving[1]
1	008		A. P. Low Primary - Labrador City	K-3	399	300-399	20	Y	99.8	27.0	12.9	15.0	70.4	73.4	77.4	78.4	75.2	72.9	69.8	76.0	82.1
3	160	Y	Bayview Primary - Nipper's Harbour	K-1,3	5	< 50	5		1.7	1.0	4.0	-	-	-	-	89.0	100.0	100.0	100.0	100.0	100.0
3	172	Y	Brian Peckford Primary - Triton	K-3	52	50-99	13		13.0	5.0	8.9	17.1	80.0	95.0	81.8	81.1	100.0	100.0	100.0	100.0	100.0
3	182	Y	Charlottetown Primary - Charlottetown, B.B.	1-3	15	< 50	5		5.0	2.0	7.5	11.2	0.0	70.2	85.7	93.6	85.7	85.7	85.7	85.7	85.7
4	429		Clarenville Primary School - Clarenville	K-3	208	200-299	18.9		52.0	14.8	12.6	18.4	73.3	69.8	87.1	80.8	81.0	74.2	79.0	83.9	87.1
4	259	Y	Coley's Point Primary - Coley's Point	K-3	324	300-399	19.1		81.0	22.5	12.6	19.1	73.9	72.7	67.1	77.4	80.0	75.7	78.6	80.0	85.7
3	186	Y	Heritage Academy - Greenspond	K-3	6	< 50	6		1.5	1.0	5.5	-	-	-	-	91.7	100.0	100.0	100.0	100.0	100.0
3	155	Y	Leading Tickles Primary - Leading Tickles	K-3	10	< 50	5		2.5	2.0	4.5	2.3	50.0	-	-	86.1	50.0	0.0	0.0	100.0	100.0
4	309		Morris Academy - Mount Pearl	K-4	285	200-299	19		57.0	21.4	12.1	14.9	77.3	71.9	70.6	80.6	68.9	65.3	65.3	65.3	79.6
1	005		Peacock Primary School - Happy Valley-Goose Bay	K-3	344	300-399	18.1	Y	86.0	25.5	11.9	19.2	34.6	48.5	68.5	74.4	61.6	64.3	52.4	60.7	69.0
2	120		Stephenville Primary - Stephenville	K-3	334	300-399	18.6	Y	83.5	26.0	11.2	17.3	61.5	56.8	71.7	85.5	75.0	72.5	72.5	71.0	84.0
4	366		Topsail Elementary - Conception Bay South (Topsail)	K-4	463	400+	18.5	Y	92.6	30.4	13.9	16.2	87.1	86.3	90.8	82.1	87.3	87.1	81.2	87.1	93.9
3	142		Woodland Primary - Grand Falls-Windsor	K-3	435	400+	19.8	Y	108.8	28.8	13.4	13.7	55.2	76.9	70.3	85.2	74.9	74.2	76.3	69.1	80.2
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**76.8**	**66.0**	**61.2**	**60.5**	**65.3**	**77.1**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score


A told B,
and B told C,
I'll meet you at the top
of the coconut tree.
But when all the letters of the
alphabet race up the tree
Oh, no! Chicka chicka BOOM! BOOM!

ELEMENTARY SCHOOLS (continued)

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS							
														Primary Language Arts		Elementary Language Arts		Primary Mathematics		Elementary Mathematics	
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]
4	265	Y	Acreman Elementary - Green's Harbour	K-6	81	50-99	11.6		11.6	9.1	8.3	14.0	50.0	71.4	100.0	94.4	100.0	90.1	92.9	79.6	95.0
4	278	Y	All Hallows Elementary - North River	K-6	422	400+	19.2		60.3	29.3	13.5	15.6	73.3	59.4	51.8	48.2	63.3	68.5	62.3	59.9	45.5
4	237	Y	Anthony Paddon Elementary - Musgravetown	K-6	197	100-199	15.2		28.1	15.5	11.8	16.0	62.5	69.7	60.0	73.4	89.3	68.9	71.4	68.7	65.5
3	398		Avoca Collegiate - Badger	K-9	79	50-99	8.8		7.9	10.8	7.2	9.7	36.4	93.8	100.0	65.0	70.0	92.6	100.0	79.1	80.6
3	399	Y	Baie Verte Academy - Baie Verte	K-6	157	100-199	22.4		22.4	11.0	13.4	21.4	72.7	77.6	72.7	69.3	80.0	83.9	90.8	60.9	47.0
4	243		Balbo Elementary School - Shoal Harbour	K-8	377	300-399	19.8		41.9	26.5	13.3	18.4	70.4	53.0	58.8	60.3	70.0	81.5	69.8	58.9	35.4
4	320		Beachy Cove Elementary - Portugal Cove - St. Philip's	K-6	661	400+	20.0	Y	94.4	43.4	14.0	11.7	75.6	65.5	74.1	61.6	71.3	75.7	63.0	72.9	40.7
4	325		Bishop Abraham Elementary - St. John's	K-6	144	100-199	20.6		20.6	13.6	9.6	18.6	78.6	44.7	62.5	45.8	59.1	72.7	35.9	48.6	10.0
4	326		Bishop Feild Elementary - St. John's	K-6	245	200-299	18.8	Y	35.0	23.0	9.8	12.4	78.3	73.3	87.5	92.1	77.4	70.9	58.8	78.9	75.9
2	060		C.C. Loughlin Elementary - Corner Brook	K-6	499	400+	17.2	Y	71.3	36.9	12.6	15.7	59.5	50.0	50.0	73.9	74.3	80.2	80.5	68.6	59.6
4	444	Y	Cabot Academy - Western Bay	K-6	96	50-99	13.7		13.7	9.0	9.9	18.4	77.8	95.5	90.9	71.4	85.7	90.1	76.7	85.7	80.8
4	473		Cape St. Francis Elementary - Pouch Cove	K-6	273	200-299	19.5		39.0	19.2	13.2	17.5	80.0	77.0	88.1	81.0	85.7	78.2	63.8	62.2	48.9
4	234	Y	Catalina Elementary School - Catalina	K-8	165	100-199	18.3		18.3	13.7	11.6	10.8	78.6	66.3	50.0	82.8	68.2	75.7	59.8	65.9	40.0
5	459		Centre éducatif l'ENVOL - Labrador City	K-8	32	< 50	8.0		3.6	4.0	8.0	5.4	20.0	-	-	-	-	66.7	25.0	-	-
3	179	Y	Centreville Academy - Centreville-Wareham	K-9	117	100-199	16.7		11.7	11.5	9.8	6.1	50.0	53.3	46.2	16.7	42.9	63.3	42.3	68.6	46.4
4	331		Cowan Heights Elementary - St. John's	K-6	356	300-399	18.7	Y	50.9	27.0	12.3	13.4	81.5	76.1	75.0	73.3	82.3	77.1	57.9	70.6	47.9
4	254	Y	Davis Elementary - Carbonear	K-5	285	200-299	21.9		47.5	19.0	13.7	17.6	78.9	64.0	64.5	-	-	71.3	60.3	-	-
4	224	Y	Donald C. Jamieson Academy - Burin Bay Arm	K-7	400	400+	21.1		50.0	28.0	13.3	16.1	60.7	63.2	83.0	82.8	91.8	79.9	79.9	71.0	62.0
2	104	Y	Douglas Academy - La Poile	K,6,8	7	< 50	7.0		2.3	1.0	6.5	-	-	-	-	-	-	-	-	-	-
4	952		Elizabeth Park Elementary School - Paradise	K-6	383	300-399	16.7	Y	54.7	30.3	11.8	9.0	65.6	73.8	90.7	57.5	88.6	72.9	55.4	66.7	52.4
2	389	Y	Elwood Elementary - Deer Lake	K-5	397	300-399	21.0		66.2	26.3	13.9	19.3	77.8	47.3	67.1	-	-	69.3	41.0	-	-
4	438	Y	Epiphany Elementary - Heart's Delight	K-6	49	< 50	9.8		7.0	6.4	7.3	11.3	85.7	-	-	71.4	100.0	71.7	75.0	72.2	53.6
3	417		Gander Academy - Gander	K-6	920	400+	20.0	Y	131.4	64.3	13.3	15.2	86.2	84.6	77.4	73.7	72.4	81.0	82.5	74.4	64.9
4	337		Goulds Elementary - St. John's (Goulds)	K-6	631	400+	20.4	Y	90.1	40.6	14.5	14.4	75.6	72.7	61.3	67.6	69.2	80.5	71.0	74.3	56.8
3	167	Y	Green Bay South Academy - Robert's Arm	K-6	140	100-199	14.0		20.0	13.0	10.4	13.3	46.2	70.0	44.4	58.6	72.4	83.0	72.2	67.8	60.2
3	177	Y	Greenwood Academy - Campbellton	K-9	164	100-199	16.4		16.4	13.5	11.6	18.8	57.1	95.0	100.0	68.8	100.0	90.6	97.5	76.7	90.4
2	026	Y	H.G. Fillier Academy - Englee	K-9	55	50-99	11.0		5.5	6.0	8.2	8.1	50.0	-	-	41.7	58.3	68.8	43.8	40.1	8.3
4	268	Y	Harbour Grace Primary - Harbour Grace	K-5	209	200-299	17.4		34.8	16.3	11.8	15.7	76.5	76.8	63.2	-	-	73.6	69.9	-	-
4	468		Hazelwood Elementary - St. John's	K-6	540	400+	19.3		77.1	38.0	13.1	15.9	89.5	73.6	73.3	60.0	65.9	76.4	66.8	59.8	45.4
3	400	Y	Helen Tulk Elementary - Bishop's Falls	K-6	238	200-299	17.0		34.0	19.0	11.6	17.2	73.7	92.0	92.6	53.8	70.5	88.9	98.1	66.4	39.3
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**76.8**	**66.0**	**68.4**	**50.0**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score


FRACTION

ELEMENTARY SCHOOLS (continued)

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS							
														Primary Language Arts		Elementary Language Arts		Primary Mathematics		Elementary Mathematics	
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]
3	154	Y	Hillside Elementary - La Scie	K-6	104	100-199	14.9		14.9	9.8	10.2	13.1	70.0	20.8	33.3	55.4	94.5	72.9	72.9	70.6	55.9
3	426	Y	Hillview Academy - Norris Arm	K-9	116	100-199	11.6		11.6	12.5	9.0	15.8	69.2	33.3	58.3	70.8	100.0	77.6	70.8	81.7	81.2
4	272	Y	Holy Cross Elementary - Holyrood	K-6	202	200-299	15.5		28.9	16.6	11.1	11.4	58.8	87.9	89.7	59.4	90.5	86.4	84.7	68.8	76.2
4	339		Holy Cross Elementary - St. John's	K-6	159	100-199	19.9		22.7	14.6	10.2	13.6	80.0	23.9	73.9	48.4	67.6	55.2	23.1	65.9	39.1
4	258	Y	Holy Family Elementary - Chapel Arm	K-6	119	100-199	17.0		17.0	10.0	11.6	16.2	30.0	71.8	81.8	46.2	76.9	76.6	66.3	79.4	67.3
4	318		Holy Family Elementary - Paradise	K-6	601	400+	20.0	Y	85.9	39.6	13.9	16.6	77.5	66.4	85.9	66.2	83.6	84.2	71.0	69.8	54.6
4	285	Y	Holy Redeemer Elementary - Spaniard's Bay	K-9	307	300-399	17.1		30.7	25.0	11.7	17.8	84.0	79.8	86.7	70.0	100.0	80.6	85.3	58.6	21.7
4	367		Holy Trinity Elementary - Torbay	K-6	627	400+	19.6	Y	89.6	43.1	13.4	15.4	82.2	62.7	64.6	75.0	84.7	68.0	52.5	66.2	43.2
2	065		Humber Elementary - Corner Brook	K-6	391	300-399	20.6		55.9	29.0	12.8	15.8	82.8	69.2	84.1	55.0	72.6	79.6	71.8	65.2	38.1
4	260	Y	Immaculate Conception Elementary - Colliers	K-6	142	100-199	20.3		20.3	11.4	11.7	14.0	91.7	95.8	92.9	77.8	90.0	87.8	86.7	82.0	65.8
3	409	Y	Indian River Academy - Springdale	K-6	255	200-299	18.2		36.4	20.5	11.7	16.8	76.2	74.6	68.0	67.7	90.9	80.2	81.4	71.7	49.1
2	066		J.J. Curling Elementary - Corner Brook	K-6	302	300-399	21.6		43.1	22.0	13.0	16.1	86.4	71.1	85.1	78.0	86.9	84.3	83.0	84.2	80.1
1	381		J.R. Smallwood Middle School - Wabush	4-7	434	400+	20.7	Y	108.5	31.5	13.8	11.3	53.1	-	-	54.3	70.9	-	-	68.5	45.3
4	213	Y	Lake Academy - Fortune	K-7	286	200-299	19.1		35.8	21.9	12.3	10.7	50.0	66.9	82.8	50.7	75.0	77.2	55.0	62.4	38.9
4	334		Larkhall Academy - St. John's	K-6	313	300-399	18.4		44.7	25.6	11.5	14.3	70.4	56.4	59.1	66.6	64.0	73.7	68.3	61.4	43.6
2	103	Y	LeGallais Memorial - Isle aux Morts	K-9	67	50-99	11.2		6.7	7.0	9.4	9.7	100.0	81.8	100.0	87.5	87.5	83.3	93.2	60.9	68.8
3	189	Y	Lewisporte Academy - Lewisporte	K-6	345	300-399	20.3		49.3	24.5	13.0	13.2	56.0	51.8	69.6	70.2	52.6	77.0	60.9	65.4	40.6
2	106	Y	Lourdes Elementary - Lourdes	K-8	180	100-199	20.0		20.0	15.0	11.6	12.9	26.7	69.2	80.0	55.3	88.0	81.6	86.5	58.1	23.9
3	192	Y	Lumsden Academy - Lumsden	K-9	76	50-99	10.9		7.6	10.0	7.4	14.0	70.0	50.0	50.0	59.0	88.9	61.5	43.7	60.9	50.0
4	342		MacDonald Drive Elementary - St. John's	K-6	386	300-399	18.5	Y	55.1	27.3	13.2	15.1	60.7	75.1	90.7	73.7	76.3	76.8	67.7	69.0	59.9
4	466		Macpherson Elementary - St. John's	K-6	132	100-199	18.9		18.9	14.2	8.7	15.8	73.3	23.1	30.0	63.1	66.7	58.4	36.4	56.3	25.0
4	345		Mary Queen of Peace Elementary - St. John's	K-6	746	400+	20.7	Y	106.6	47.5	14.6	15.6	79.2	71.4	72.2	80.1	85.9	77.8	69.8	76.0	62.5
4	308		Mary Queen of the World Elementary - Mount Pearl	K-6	406	400+	18.5		58.0	29.0	12.9	16.2	82.8	73.8	71.7	53.5	76.3	75.0	57.7	66.4	52.2
4	232	Y	Matthew Elementary School - Bonavista	K-8	328	300-399	18.2		36.4	27.0	11.6	9.6	51.9	46.6	43.9	68.8	64.9	74.0	66.7	69.9	66.7
3	133		Memorial Academy - Botwood	K-6	338	300-399	18.8		48.3	25.8	12.2	14.8	46.2	53.3	61.1	64.3	55.1	73.7	64.4	67.6	43.9
3	143		Millcrest Academy - Grand Falls-Windsor	4-6	327	300-399	20.4	Y	109.0	25.0	13.1	13.1	80.0	-	-	68.6	94.4	-	-	70.6	58.9
1	013	Y	Mud Lake School - Mud Lake	1,8-9	3	< 50	3.0		1.0	1.0	3.0	-	-	-	-	-	-	-	-	-	-
4	312		Newtown Elementary - Mount Pearl	K-6	411	400+	21.6		58.7	27.6	14.0	17.8	92.9	70.3	81.6	65.3	80.3	74.5	51.9	72.8	47.0
2	115	Y	Our Lady of Mercy Elementary - St. George's	K-8	133	100-199	14.8		14.8	14.8	8.6	15.0	60.0	46.4	83.3	76.0	84.2	66.7	50.0	60.5	40.8
2	096	Y	Our Lady of the Cape School - Cape St. George	K-8	68	50-99	13.6		7.6	8.0	8.1	15.2	50.0	90.0	100.0	94.4	80.0	88.9	100.0	77.2	83.3
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,287**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**76.8**	**66.0**	**68.4**	**50.0**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score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ELEMENTARY SCHOOLS (continued)

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS							
														Primary Language Arts		Elementary Language Arts		Primary Mathematics		Elementary Mathematics	
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]
4	951		Paradise Elementary - Paradise	K-6	601	400+	20.0	Y	85.9	41.6	13.1	16.5	64.3	60.6	83.9	65.8	75.9	72.1	52.1	73.7	56.3
2	082	Y	Pasadena Elementary School - Pasadena	K-6	245	200-299	17.5		35.0	19.0	11.8	15.3	95.0	64.7	64.5	62.3	82.5	82.7	83.3	68.5	48.6
4	291	Y	Perlwin Elementary - Winterton	K-6	79	50-99	11.3		11.3	10.0	7.3	13.2	70.0	70.0	100.0	57.1	57.1	71.9	38.6	59.0	75.0
4	442	Y	Persalvic Elementary - Victoria	K-9	315	300-399	19.7		31.5	22.6	13.2	13.4	78.3	79.6	84.6	44.6	50.0	76.3	88.5	61.7	60.9
1	004		Queen of Peace Middle School - Happy Valley-Goose Bay	4-7	396	300-399	20.8	Y	99.0	29.0	13.7	16.8	51.7	-	-	63.9	67.0	-	-	72.6	50.5
2	041	Y	Raymond Ward Memorial - Norman Bay	5-6,8-9, 11-12	11	< 50	8.0		1.8	1.0	11.0	26.4	0.0	-	-	-	-	-	-	-	-
4	360		Rennie's River Elementary School - St. John's	K-6	284	200-299	20.3		40.6	21.5	12.4	14.3	86.4	49.2	61.4	61.3	70.0	74.0	45.7	65.5	35.9
4	348		Roncalli Elementary - St. John's	K-6	337	300-399	18.7		48.1	23.0	13.1	12.8	91.3	65.6	75.0	72.7	80.0	77.0	65.7	63.4	54.7
4	220		Sacred Heart Academy - Marystown	K-7	521	400+	18.6	Y	65.1	37.7	13.0	18.7	68.4	72.4	65.1	64.5	82.5	76.9	71.0	65.0	51.3
2	069		Sacred Heart Elementary - Corner Brook	K-6	228	200-299	16.3		32.6	18.0	11.9	14.5	88.9	52.2	66.7	67.4	75.7	72.3	68.5	72.8	67.1
3	188	Y	Sandstone Academy - Ladle Cove	K-6	18	< 50	9.0		2.6	2.5	6.8	7.0	66.7	-	-	-	-	-	-	-	-
3	144		Sprucewood Academy - Grand Falls-Windsor	K-6	276	200-299	19.7		39.4	21.3	12.1	16.2	68.2	38.0	43.9	63.1	76.6	75.3	34.9	69.1	46.0
4	349		St. Andrew's Elementary - St. John's	K-6	194	100-199	17.6		27.7	19.4	9.4	15.7	75.0	56.4	68.8	22.5	29.2	64.8	51.5	48.5	13.1
4	435	Y	St. Anne's Academy - Dunville	K-6	237	200-299	16.9		33.9	20.0	11.1	16.2	60.0	66.7	96.2	63.1	80.0	73.0	57.7	75.8	50.7
2	053	Y	St. Anthony Elementary - St. Anthony	K-7	225	200-299	16.1		28.1	20.5	10.6	14.2	52.4	62.5	80.0	48.4	70.0	75.0	55.6	72.0	35.7
4	294	Y	St. Augustine's Elementary - Bell Island	K-6	160	100-199	17.9		22.9	13.8	11.1	17.9	42.9	52.5	84.0	29.0	57.9	75.3	55.2	48.8	19.1
4	372		St. Bernard's Elementary - Witless Bay	K-6	254	200-299	16.9		36.3	21.1	11.2	11.8	72.7	64.3	63.0	62.6	78.1	79.1	76.8	73.3	44.9
4	303		St. Edward's Elementary - Conception Bay South (Kelligrews)	K-6	632	400+	20.4	Y	90.3	40.9	14.3	14.5	82.9	74.0	68.4	46.1	54.4	79.6	74.3	59.2	35.7
4	317		St. Francis of Assisi Elementary - Logy Bay/Middle Cove/Outer Cove	K-6	182	100-199	16.5		26.0	13.2	12.9	18.2	80.0	49.4	70.8	84.9	81.3	67.7	38.5	82.7	72.6
4	306		St. George's Elementary - Conception Bay South (Manuels)	K-6	300	300-399	20.0		42.9	21.6	12.8	14.1	81.8	61.4	59.6	58.1	79.4	73.1	65.0	72.9	71.3
2	070		St. Gerard's Elementary - Corner Brook	K-6	96	50-99	13.7		13.7	12.5	7.1	11.2	76.9	82.1	78.6	-	-	79.5	73.2	-	-
2	097	Y	St. James' Elementary - Channel-Port Aux Basques	K-6	332	300-399	20.8		47.4	25.0	12.4	13.4	52.0	47.6	56.1	61.0	79.1	73.0	45.3	66.9	50.6
4	350		St. John Bosco School - St. John's	K-9	210	200-299	19.1		21.0	18.8	10.4	15.3	68.4	57.2	83.3	36.4	80.0	67.3	43.4	55.9	24.0
3	150	Y	St. Joseph's Elementary - Harbour Breton	K-6	132	100-199	18.9		18.9	11.0	11.0	13.5	63.6	88.9	75.0	63.6	65.2	78.0	83.3	74.8	51.1
4	355		St. Mary's Elementary - St. John's	K-6	162	100-199	23.1		23.1	12.4	12.1	12.8	69.2	64.2	76.2	69.6	82.6	83.7	83.3	78.2	64.8
4	356		St. Matthews Elementary - St. John's	K-6	433	400+	18.8	Y	61.9	33.6	12.1	12.4	73.5	65.3	65.9	61.5	71.4	71.8	61.2	63.1	44.8
2	123	Y	St. Michael's Elementary - Stephenville Crossing	K-8	181	100-199	18.1		20.1	15.5	10.9	16.4	81.3	55.0	64.0	36.9	55.6	61.7	50.0	61.3	51.5
2	057	Y	St. Peter's Academy - Benoit's Cove	K-9	179	100-199	17.9		17.9	17.0	10.0	10.4	72.2	76.5	68.4	89.4	100.0	74.7	68.8	80.9	88.6
4	316		St. Peter's Elementary - Mount Pearl	K-6	717	400+	21.1	Y	102.4	48.0	13.9	16.1	89.6	81.3	74.3	44.7	66.1	80.4	57.6	67.4	35.8
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**76.8**	**66.0**	**68.4**	**50.0**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score

ELEMENTARY SCHOOLS (continued)

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS							
														Primary Language Arts		Elementary Language Arts		Primary Mathematics		Elementary Mathematics	
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]
4	289	Y	St. Peter's Elementary - Upper Island Cove	K-9	214	200-299	17.8		21.4	16.9	12.3	12.8	72.2	84.9	81.8	73.5	73.7	78.5	84.1	71.7	65.5
4	362		St. Teresa's School/Ecole Ste-Thérès - St. John's	K-6	429	400+	18.7	Y	61.3	30.9	12.9	17.9	78.1	33.9	56.8	45.6	68.3	67.9	46.8	60.9	25.0
2	111	Y	St. Thomas Aquinas - Port au Port East	K-8	125	100-199	13.9		13.9	11.8	10.2	15.2	50.0	55.0	72.7	50.0	88.2	70.7	67.5	58.4	0.0
2	118		Stephenville Elementary - Stephenville	4-5	181	100-199	20.1	Y	90.5	13.8	13.2	17.8	57.1	-	-	-	-	-	-	-	-
4	433	Y	Tricon Elementary - Bay de Verde	K-6	104	100-199	14.9		14.9	10.0	9.7	11.1	70.0	77.7	83.3	70.0	66.7	87.9	95.8	72.3	0.0
2	032	Y	Truman Eddison Memorial - Griquet	K-6	40	< 50	8.0		5.7	5.0	7.8	14.9	40.0	48.6	75.0	38.1	71.4	66.4	33.3	64.7	39.3
3	202	Y	Twillingate Island Elementary - Twillingate	K-6	130	100-199	16.3		18.6	11.5	10.6	12.7	58.3	75.0	100.0	44.7	51.9	78.9	75.0	58.4	36.5
4	371		Upper Gullies Elementary - Conception Bay South (Upper Gullies)	K-6	408	400+	19.4		58.3	28.0	13.6	14.4	89.3	66.3	87.7	67.4	68.9	71.7	59.2	65.9	48.2
4	363		Vanier Elementary - St. John's	K-6	328	300-399	18.2	Y	46.9	23.2	13.3	14.6	83.3	70.6	100.0	76.7	86.4	76.0	66.1	68.9	50.4
4	305		Villanova Junior High - Conception Bay South (Manuels)	5-8	602	400+	21.5	Y	150.5	41.3	14.6	10.6	76.2	-	-	71.2	83.6	-	-	70.4	42.0
4	364		Virginia Park Elementary - St. John's	K-6	187	100-199	15.6		26.7	20.0	8.8	12.4	76.2	30.4	58.6	45.0	60.9	62.1	30.0	55.2	28.0
4	446	Y	Whitbourne Elementary - Whitbourne	K-6	85	50-99	14.2		12.1	8.5	9.7	8.7	66.7	23.2	63.6	41.3	55.6	61.2	22.9	62.1	36.1
3	183	Y	William Mercer Academy - Dover	K-9	174	100-199	17.4		17.4	15.0	10.9	11.4	46.7	57.3	68.8	25.0	50.0	76.2	60.9	53.8	17.5
4	262	Y	Woodland Elementary - Dildo	K-6	192	100-199	19.2		27.4	16.0	11.4	14.9	68.8	57.3	84.0	76.8	97.1	77.6	69.0	66.9	52.1
5	095	Y	École Notre-Dame du Cap - Cap Saint-Georges	K-8	49	< 50	8.2		5.4	6.0	8.2	7.9	12.5	-	-	-	-	76.9	33.3	58.5	41.7
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**76.8**	**66.0**	**68.4**	**50.0**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score


Alike and Different
1. Choose one picture from each group that is different from the others. Drag that picture into the empty SuperDraguer box to the right.
2. Add two new pictures from the symbol libraries that are similar to the picture you dragged out.
3. Go to Writing View to explain why the pictures belong together.
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INTERMEDIATE SCHOOLS

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS									CRITERION REFERENCED TESTS		
													Intermediate Language Arts		Intermediate Mathematics
District ID	School ID	Rural	School/Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Total Score[2]
4	248		Amalgamated Academy - Bay Roberts	4-9	718	400+	Y	119.7	47.9	15.0	12.3	77.1	58.5	81.7	59.8
4	324		Beaconsfield Junior High - St. John's	7-9	422	400+	Y	140.7	32.5	13.0	13.0	78.8	70.0	88.7	59.4
4	330		Brother Rice Junior High - St. John's	7-9	340	300-399	Y	113.3	26.7	12.8	16.1	85.2	48.9	78.0	60.2
4	428		Clarenville Middle School - Clarenville	4-8	311	300-399	Y	62.2	23.0	13.5	16.6	91.3	-	-	-
3	481		Exploits Valley Intermediate - Grand Falls-Windsor	7-9	443	400+	Y	147.7	30.0	14.8	18.1	71.0	67.8	89.6	59.3
4	300		Frank Roberts Junior High - Conception Bay South (Foxtrap)	7-9	548	400+	Y	182.7	40.3	13.6	12.5	75.6	70.5	76.6	67.5
2	062		G.C. Rowe Junior High - Corner Brook	7-9	378	300-399		126.0	28.5	13.3	17.1	69.0	69.5	87.6	66.9
4	465		Holy Cross Junior High - St. John's	7-9	154	100-199		51.3	15.8	9.7	14.9	87.5	44.5	54.7	38.9
4	341		I.J. Samson Junior High - St. John's	7-9	302	300-399	Y	100.7	24.3	12.5	12.3	88.0	75.0	87.5	67.2
4	335		Leary's Brook Junior High - St. John's	7-9	501	400+	Y	167.0	34.3	14.6	12.7	80.0	57.5	75.8	57.9
3	486	Y	Lewisporte Intermediate - Lewisporte	7-9	164	100-199		54.7	11.3	14.6	11.7	58.3	75.0	92.5	61.0
4	343		MacDonald Drive Junior High - St. John's	7-9	688	400+	Y	229.3	45.9	15.0	14.4	76.6	64.5	83.0	66.3
4	310		Mount Pearl Intermediate - Mount Pearl	5-9	780	400+	Y	156.0	56.5	13.8	11.6	78.0	72.6	90.9	67.4
4	209	Y	Pearce Junior High School - Salt Pond	8-9	269	200-299	Y	134.5	20.0	13.5	13.5	60.0	74.4	83.2	62.4
2	067		Presentation Junior High - Corner Brook	7-9	438	400+	Y	146.0	30.0	14.6	11.3	73.3	77.6	94.4	71.7
4	269	Y	St. Francis School - Harbour Grace	6-9	349	300-399	Y	87.3	27.6	12.7	14.3	71.4	50.0	77.8	73.0
4	353		St. Kevin's Junior High - St. John's (Goulds)	7-9	284	200-299	Y	94.7	21.5	13.2	15.2	81.8	59.9	84.6	66.4
3	420		St. Paul's Intermediate School - Gander	7-9	407	400+	Y	135.7	27.5	14.8	15.3	71.4	72.9	89.5	72.5
4	359		St. Paul's Junior High - St. John's	7-9	373	300-399	Y	124.3	30.0	12.4	16.2	90.3	79.8	92.1	67.9
4	315		St. Peter's Junior High - Mount Pearl	7-9	640	400+	Y	213.3	41.6	15.4	12.3	71.4	68.1	80.2	64.6
2	396		Stephenville Middle School - Stephenville	6-8	291	200-299	Y	97.0	23.8	12.3	16.5	60.0	-	-	-
2	391	Y	Xavier Junior High - Deer Lake	6-9	286	200-299		71.5	20.0	14.3	14.9	95.2	45.0	80.8	56.1
			Province	**-**	**68,729**	**-**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.3**	**83.3**	**67.6**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score


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SECONDARY SCHOOLS

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS			HIGH SCHOOL PERFORMANCE						GRADUATES			
														Intermediate Language Arts		Intermediate Mathematics										
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Total Score[2]	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
4	476	Y	Baccalieu Collegiate - Old Perlican	7-12	205	200-299	Y		34.2	18.5	11.1	15.1	84.2	80.0	73.9	70.5	51.0	74.4	72.7	69.6	23.8	82.4	97.1	38.2	26.5	35.3
3	125	Y	Baie Verte Collegiate - Baie Verte	7-12	203	200-299	Y		33.8	15.8	12.9	13.9	68.8	78.9	92.3	65.0	49.0	67.9	62.9	60.0	17.2	-	87.9	10.3	31.0	58.6
2	387	Y	Bayview Regional Collegiate - St. Lunaire	7-12	53	50-99	Y		8.8	7.0	7.6	12.4	28.6	67.9	75.0	75.2	37.0	72.0	68.5	66.3	30.0	-	100.0	10.0	40.0	50.0
3	132		Botwood Collegiate - Botwood	7-12	347	300-399	Y		57.8	26.0	13.4	13.9	73.1	58.2	65.3	54.8	60.0	69.5	61.4	61.3	30.6	76.1	92.0	10.9	37.0	52.2
3	153	Y	Cape John Collegiate - La Scie	7-12	121	100-199	Y		20.2	10.0	12.1	12.0	60.0	45.0	80.0	46.6	45.0	68.2	53.2	62.7	0.0	-	96.0	8.3	12.5	79.2
4	464	Y	Crescent Collegiate - Blaketown	7-12	575	400+		Y	95.8	42.0	13.7	14.2	73.8	50.7	81.1	60.5	62.0	69.3	62.2	68.1	26.0	76.9	94.4	21.2	37.6	41.2
4	452		District School - St. John's	7-11	28	< 50			5.6	40.5	0.7	17.6	87.8	-	-	-	-	-	-	-	-	-	-	-	-	-
3	162	Y	Dorset Collegiate - Pilley's Island	7-12	184	100-199	Y		30.7	15.0	12.3	14.4	66.7	69.6	92.9	58.0	45.0	66.9	52.5	59.7	4.9	-	80.8	9.5	47.6	42.9
2	052	Y	Harriot Curtis Collegiate - St. Anthony	8-12	171	100-199	Y		34.2	13.9	12.4	10.1	50.0	81.1	97.0	81.3	46.0	75.1	67.9	66.6	42.4	79.8	91.9	29.4	35.3	35.3
4	471	Y	Heritage Collegiate - Lethbridge	7-12	205	200-299			34.2	14.5	14.1	18.2	66.7	82.4	87.5	68.8	46.0	66.6	65.4	70.3	52.9	75.9	92.6	20.0	32.0	48.0
4	368		Holy Trinity High - Torbay	7-12	718	400+		Y	119.7	44.8	16.0	14.8	86.7	74.9	85.0	64.5	67.0	69.4	64.1	63.5	21.9	79.9	85.7	30.2	45.8	24.0
3	171	Y	Indian River High School - Springdale	7-12	266	200-299			44.3	20.8	12.8	17.6	77.3	48.0	71.1	46.5	54.0	72.4	64.0	63.9	26.8	66.5	92.5	27.0	32.4	40.5
3	201	Y	J.M. Olds Collegiate - Twillingate	7-12	168	100-199	Y		28.0	13.0	12.9	15.2	23.1	84.2	100.0	74.9	46.0	78.4	72.6	72.9	22.6	82.3	96.6	39.3	32.1	28.6
4	214	Y	John Burke High School - Grand Bank	8-12	198	100-199	Y		39.6	13.5	14.7	12.8	50.0	56.6	77.8	58.5	50.0	63.6	55.3	65.0	4.2	-	93.8	20.0	33.3	46.7
3	149	Y	King Academy - Harbour Breton	7-12	147	100-199	Y		24.5	12.0	12.3	18.8	58.3	45.0	85.0	60.1	44.0	74.9	70.5	68.6	29.6	90.4	96.3	30.8	34.6	34.6
4	280	Y	Laval High School - Placentia	7-12	305	300-399	Y		50.8	24.5	12.5	12.0	72.0	76.4	84.9	74.9	51.0	70.7	59.0	55.9	32.7	71.8	88.5	17.4	43.5	39.1
3	402	Y	Leo Burke Academy - Bishop's Falls	7-12	219	200-299	Y		36.5	17.8	12.3	16.7	72.2	68.6	100.0	53.2	50.0	70.2	66.3	67.4	14.3	-	92.6	32.0	36.0	32.0
1	477		Mealy Mountain Collegiate - Happy Valley-Goose Bay	8-12	509	400+		Y	101.8	31.0	16.4	13.0	54.8	62.1	88.9	59.2	72.0	68.9	67.5	66.1	32.1	79.5	92.9	26.6	39.2	34.2
1	010		Menihek High School - Labrador City	8-12	591	400+		Y	118.2	37.0	16.0	16.1	64.9	56.4	81.4	62.5	69.0	69.2	65.7	63.4	25.8	84.2	93.6	27.4	32.9	39.7
4	307	Y	Mobile Central High - Mobile	7-12	218	200-299	Y		36.3	18.5	11.8	15.6	68.4	67.2	78.6	72.9	48.0	73.2	68.5	71.6	37.0	83.6	97.6	36.6	31.7	31.7
2	083	Y	Pasadena Academy - Pasadena	7-12	226	200-299	Y		37.7	18.0	12.6	17.1	50.0	66.0	87.2	63.4	51.0	79.1	72.1	72.6	28.3	83.5	94.1	43.8	37.5	18.8
4	247	Y	Roncalli Central High - Avondale	7-12	298	200-299			49.7	21.7	13.7	15.5	72.7	62.3	73.6	68.4	52.0	68.4	64.0	63.7	23.2	80.1	89.4	31.0	42.9	26.2
2	099	Y	St. James' Regional High School - Channel-Port Aux Basques	7-12	338	300-399			56.3	23.0	14.7	13.4	60.9	41.8	81.4	49.8	60.0	71.5	62.3	65.2	23.5	80.3	100.0	16.3	55.1	28.6
4	296	Y	St. Michael's High - Bell Island	7-12	197	100-199	Y		32.8	19.9	9.9	8.5	50.0	55.6	68.4	45.7	54.0	70.0	54.8	64.5	24.2	63.6	91.4	6.3	25.0	68.8
			Province	**-**	**68,729**	**-**	**-**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.3**	**83.3**	**67.6**	**147.0**	**63.8**	**63.4**	**66.5**	**31.4**	**77.9**	**92.2**	**24.7**	**39.2**	**36.0**

Note:
[1] Percentage of students achieving at or above the provincial stanadard
[2] Average score

SENIOR HIGH SCHOOLS

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS			HIGH SCHOOL PERFORMANCE						GRADUATES			
														Intermediate Language Arts		Intermediate Mathematics										
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Total Score[2]	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
2	116	Y	Appalachia High School - St. George's	9-12	214	200-299			53.5	15.0	14.3	14.9	73.3	57.3	75.0	58.3	50.0	62.9	59.0	67.2	30.6	79.3	95.5	14.3	50.0	35.7
4	249		Ascension Collegiate - Bay Roberts	10-12	626	400+	Y	Y	208.7	38.0	16.5	16.6	86.8	-	-	-	73.0	73.2	65.8	68.3	23.1	80.5	95.8	27.0	45.3	27.7
4	327		Bishops College High - St. John's	10-12	566	400+		Y	188.7	35.3	16.1	13.1	86.1	-	-	-	68.0	69.2	62.0	64.7	31.2	76.8	83.4	30.6	41.3	28.1
4	328		Booth Memorial High School - St. John's	10-12	461	400+		Y	153.7	29.8	15.5	15.8	86.7	-	-	-	71.0	71.3	63.5	66.8	13.7	81.2	86.3	30.7	36.6	32.7
4	253	Y	Carbonear Collegiate - Carbonear	10-12	435	400+	Y	Y	145.0	29.5	14.8	14.8	83.3	-	-	-	69.0	70.6	62.2	65.9	30.8	78.5	91.7	21.0	56.0	23.0
4	235		Clarenville High School - Clarenville	9-12	398	300-399		Y	99.5	25.5	15.6	17.0	76.9	69.8	93.0	67.3	71.0	74.9	74.0	69.0	20.8	85.9	95.7	42.4	28.8	28.8
2	485		Corner Brook High School - Corner Brook	10-12	882	400+		Y	294.0	55.8	15.8	15.8	83.9	-	-	-	82.0	70.5	65.5	68.9	29.2	79.7	91.3	27.5	43.8	28.7
4	231	Y	Discovery Collegiate - Bonavista	9-12	245	200-299			61.3	18.8	13.1	13.7	84.2	57.0	84.6	57.0	46.0	76.2	73.9	67.6	35.7	83.6	96.4	35.8	39.6	24.5
2	390	Y	Elwood High School - Deer Lake	10-12	294	200-299	Y		98.0	20.5	14.3	15.6	85.7	-	-	-	56.0	67.3	61.3	65.6	23.0	74.1	87.7	16.9	38.0	45.1
3	480		Exploits Valley High - Grand Falls-Windsor	10-12	494	400+	Y	Y	164.7	30.5	16.2	16.4	83.9	-	-	-	79.0	70.7	66.5	69.7	45.8	76.5	84.3	30.4	51.0	18.6
3	418		Gander Collegiate - Gander	10-12	336	300-399	Y	Y	112.0	23.0	14.6	17.4	73.9	-	-	-	69.0	72.9	68.1	70.1	47.3	73.0	94.7	28.1	49.4	22.5
4	336		Gonzaga Regional High - St. John's	10-12	672	400+		Y	224.0	44.0	15.3	20.0	93.3	-	-	-	76.0	73.0	71.7	70.6	43.0	81.3	94.5	51.6	40.4	8.0
4	340		Holy Heart of Mary Regional High - St. John's	10-12	917	400+	Y	Y	305.7	60.0	15.3	15.3	78.3	-	-	-	83.0	68.3	63.9	63.9	24.6	81.5	88.4	32.3	49.7	18.0
4	304		Holy Spirit High - Conception Bay South (Manuels)	9-12	789	400+	Y	Y	197.3	45.8	17.2	13.0	78.3	75.7	92.5	63.1	72.0	69.5	65.6	69.6	24.7	83.0	93.6	29.4	40.0	30.6
3	187	Y	Jane Collins Academy - Hare Bay	10-12	86	50-99	Y		28.7	8.5	10.1	13.2	55.6	-	-	-	48.0	72.1	67.6	65.8	28.0	73.9	96.2	16.0	32.0	52.0
3	190	Y	Lewisporte Collegiate - Lewisporte	10-12	261	200-299			87.0	20.0	13.1	18.0	85.0	-	-	-	66.0	69.7	71.0	69.7	29.4	83.0	92.4	37.7	39.3	23.0
4	219		Marystown Central High School - Marystown	10-12	438	400+		Y	146.0	27.8	15.8	16.5	71.4	-	-	-	66.0	68.2	64.2	65.4	18.3	81.5	96.3	19.4	38.8	41.7
4	311		Mount Pearl Senior High - Mount Pearl	10-12	635	400+	Y	Y	211.7	37.0	17.2	16.3	83.8	-	-	-	78.0	69.6	69.1	69.1	30.2	81.7	94.1	39.6	35.4	25.0
4	313		O'Donel High School - Mount Pearl	10-12	671	400+		Y	223.7	40.4	16.6	14.8	75.6	-	-	-	78.0	71.6	66.4	66.3	22.4	85.6	94.0	34.9	48.8	16.3
2	463		Pathfinder/Directions Alternative School - Stephenville	10-12	13	< 50			4.3	3.0	4.3	23.9	100.0	-	-	-	18.0	-	-	-	-	-	-	-	-	-
2	110	Y	Piccadilly Central High - Piccadilly	9-12	178	100-199	Y		44.5	15.0	11.9	14.7	86.7	54.8	70.6	61.1	42.0	74.3	67.8	64.6	0.0	-	100.0	12.5	47.5	40.0
4	347		Prince of Wales Collegiate - St. John's	10-12	700	400+	Y	Y	233.3	46.0	15.2	12.9	80.9	-	-	-	83.0	67.6	63.8	62.6	25.1	76.7	77.8	34.5	42.0	23.5
4	302		Queen Elizabeth Regional High - Conception Bay South (Foxtrap)	10-12	600	400+		Y	200.0	36.4	16.5	14.9	78.4	-	-	-	77.0	69.4	62.9	64.8	14.1	75.6	91.0	18.3	44.4	37.3
4	354		St. Kevin's High - St. John's (Goulds)	10-12	353	300-399		Y	117.7	23.1	15.3	15.8	83.3	-	-	-	70.0	67.7	60.9	64.3	20.4	78.1	86.3	24.4	37.8	37.8
2	119		Stephenville High - Stephenville	9-12	488	400+		Y	122.0	35.0	13.9	16.0	77.1	76.6	81.5	62.9	76.0	70.9	62.8	64.6	25.0	81.9	91.7	24.0	39.0	37.0
			Province	**-**	**68,729**	**-**	**-**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.3**	**83.3**	**67.6**	**147.0**	**63.8**	**63.4**	**66.5**	**31.4**	**77.9**	**92.2**	**24.7**	**39.2**	**36.0**

Note:
[1] Percentage of students achieving at or above the provincial stanadard
[2] Average score

K–12 SCHOOLS

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS										HIGH SCHOOL PERFORMANCE				GRADUATES			
														Primary Language Arts		Elementary Language Arts		Intermediate Language Arts		Primary Mathematics		Elementary Mathematics		Intermediate Mathematics							
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Total Score[2]	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
3	180	Y	A. R. Scammell Academy - Change Islands	K-12	24	< 50	6.0	Y	1.8	5.0	4.6	7.2	20.0	-	-	-	-	-	-	31.9	25.0	-	-	-	24.0	58.9	48.1	-	-	-	-	-
2	102	Y	All Saints All-Grade - Grey River	K-1,3,6-8,11-12	16	< 50	6.5	Y	2.0	2.0	7.3	5.8	50.0	-	-	-	-	-	-	-	-	-	-	-	18.0	70.1	55.4	-	-	-	-	-
1	007	Y	Amos Comenius Memorial School - Hopedale	K-12	132	100-199	9.2	Y	10.2	19.0	6.8	9.5	31.6	23.6	44.4	42.7	63.6	10.0	57.1	59.9	38.9	74.0	52.3	-	33.0	-	-	0.0	100.0	0.0	16.7	83.3
1	016	Y	B.L. Morrison - Postville	K-12	43	< 50	5.6	Y	3.3	7.0	6.1	11.3	14.3	-	-	-	-	-	-	77.7	75.0	-	-	-	30.0	-	-	0.0	-	-	-	-
4	447	Y	Baltimore School Complex - Ferryland	K-12	268	200-299	18.0	Y	20.6	21.3	12.4	13.7	81.8	77.8	78.9	88.9	83.3	82.1	92.9	87.4	85.3	77.1	76.4	67.1	51.0	72.7	63.7	6.5	96.6	3.6	46.4	50.0
2	050	Y	Basque Memorial - Red Bay	K,3-4,6-12	23	< 50	5.0	Y	2.3	5.0	4.4	14.3	33.3	-	-	-	-	-	-	97.2	100.0	-	-	-	26.0	69.2	60.2	-	-	-	-	-
3	407	Y	Bay d'Espoir Academy - Milltown	K-12	277	200-299	20.4		21.3	22.5	11.9	10.3	65.2	69.4	63.6	79.8	84.6	71.7	83.3	75.4	75.0	73.1	67.3	60.7	41.0	78.2	67.5	72.7	100.0	42.9	28.6	28.6
2	397	Y	Belanger Memorial School - Upper Ferry	K-12	207	200-299	15.7	Y	15.9	17.5	11.5	14.5	55.6	44.1	61.5	65.6	92.9	69.0	100.0	67.4	26.7	68.4	51.9	81.2	36.0	68.9	63.5	0.0	93.8	13.3	60.0	26.7
4	240	Y	Bishop White School - Port Rexton	K-12	113	100-199	10.9	Y	8.7	14.5	7.7	10.4	80.0	87.5	50.0	90.0	100.0	75.0	100.0	81.9	75.0	79.2	92.5	61.4	27.0	67.2	58.9	12.5	100.0	12.5	37.5	50.0
2	393	Y	Bonne Bay Academy - Woody Point	K-12	66	50-99	15.3	Y	5.1	9.0	7.3	10.4	44.4	91.7	83.3	-	-	-	-	85.2	75.0	-	-	-	27.0	71.8	63.0	0.0	83.3	-	-	-
2	091	Y	Burgeo Academy - Burgeo	K-12	139	100-199	11.9	Y	10.7	16.5	8.2	10.5	47.1	89.4	70.0	42.9	71.4	60.2	100.0	82.4	83.3	75.2	35.7	61.1	30.0	76.1	63.0	27.3	100.0	5.6	44.4	50.0
2	027	Y	Canon Richards Memorial Academy - Flower's Cove	K-12	238	200-299	18.2	Y	18.3	19.5	11.7	8.9	50.0	58.9	81.3	58.3	82.6	65.3	100.0	75.5	57.4	66.5	55.7	64.7	38.0	76.1	63.5	11.1	100.0	26.1	43.5	30.4
4	223	Y	Christ the King School - Rushoon	K-12	127	100-199	9.0	Y	9.8	16.0	7.7	15.0	62.5	75.0	87.5	28.6	35.7	62.5	88.9	81.5	78.6	55.8	44.6	70.1	36.0	72.9	62.1	0.0	100.0	20.0	50.0	30.0
2	474	Y	Cloud River Academy - Roddickton	K-12	181	100-199	11.7	Y	13.9	19.0	9.3	10.5	31.6	8.3	0.0	29.9	35.7	39.5	83.3	74.0	15.6	71.2	41.1	67.3	46.0	73.9	57.0	5.6	88.0	9.1	50.0	40.9
3	405	Y	Cottrell's Cove Academy - Cottrell's Cove	K-2,4-5,7-12	28	< 50	5.7	Y	2.5	5.0	5.3	6.1	20.0	-	-	-	-	-	-	94.4	25.0	-	-	-	21.0	-	-	-	-	-	-	-
2	046	Y	D.C. Young School - Port Hope Simpson	K-12	72	50-99	9.0	Y	5.5	10.0	6.9	13.3	40.0	-	-	-	-	-	-	80.6	75.0	-	-	-	27.0	58.7	43.5	-	83.3	-	-	-
4	287	Y	Dunne Memorial Academy - St. Mary's	K-12	135	100-199	12.7	Y	10.4	15.4	8.5	17.7	56.3	31.8	81.8	68.2	81.8	40.6	87.5	65.6	40.9	80.5	85.0	70.1	35.0	74.3	74.2	5.3	100.0	38.5	38.5	23.1
2	394	Y	E.A. Butler All Grade - McKay's	K-12	132	100-199	12.0	Y	10.2	16.0	8.1	13.6	56.3	67.0	50.0	37.5	50.0	55.6	72.7	63.4	40.9	63.5	50.0	59.9	38.0	71.9	60.8	0.0	87.5	42.9	0.0	57.1
5	472		École Boréale - Happy Valley - Goose Bay	K-5,7,10	15	< 50	4.7	Y	1.9	3.0	5.0	2.5	40.0	-	-	-	-	-	-	84.3	41.7	-	-	-	-	-	-	-	-	-	-	-
5	107	Y	École Ste-Anne - La Grand'Terre (Mainland)	K-12	75	50-99	10.0	Y	5.8	8.3	9.1	6.4	45.5	-	-	-	-	-	-	49.1	25.0	79.4	54.2	-	29.0	65.5	47.4	-	77.8	0.0	42.9	57.1
5	460		École des Grands-Vents - St. John's	K-12	95	50-99	13.1		7.3	12.0	7.9	6.2	41.7	-	-	-	-	-	-	87.2	78.1	78.6	75.0	-	17.0	-	-	-	-	-	-	-
4	286	Y	Fatima Academy - St. Bride's	K-12	93	50-99	9.7	Y	7.2	12.0	7.5	10.1	50.0	50.0	83.3	70.0	90.0	90.9	75.0	77.8	87.5	71.4	77.8	67.5	27.0	75.7	63.0	14.3	100.0	9.1	54.5	36.4
3	406	Y	Fitzgerald Academy - English Harbour West	K-12	188	100-199	13.6	Y	14.5	19.0	9.5	13.9	52.6	78.6	28.6	31.0	50.0	30.9	66.7	77.8	75.0	-	-	60.1	42.0	67.8	63.5	11.8	100.0	11.1	44.4	44.4
3	414	Y	Fogo Island Central Academy - Fogo Island	K-12	284	200-299	20.8	Y	21.8	21.5	12.8	9.7	68.2	79.7	68.2	30.0	86.4	43.8	84.2	82.6	91.7	67.5	45.8	61.1	50.0	73.8	68.0	17.2	89.7	26.9	42.3	30.8
4	226	Y	Fortune Bay Academy - St. Bernard's - Jacques Fontaine	K-12	134	100-199	10.0	Y	10.3	15.0	8.9	12.8	73.3	20.0	60.0	38.9	66.7	71.4	57.1	73.0	39.3	47.1	18.8	60.1	33.0	75.2	63.5	15.4	92.3	16.7	41.7	41.7
2	488	Y	French Shore Academy - Port Saunders	K-12	263	200-299	19.6		20.2	24.0	10.7	14.8	58.3	56.3	56.3	45.7	83.3	78.6	95.0	67.0	32.8	62.2	38.0	67.2	41.0	76.3	69.0	14.8	96.0	29.2	45.8	25.0
3	194	Y	Gill Memorial Academy - Musgrave Harbour	K-12	128	100-199	13.7	Y	9.8	13.8	9.1	15.8	71.4	61.7	83.3	31.1	41.7	78.6	85.7	84.7	100.0	78.4	42.5	52.3	32.0	63.3	54.9	0.0	100.0	14.3	35.7	50.0
3	422	Y	Glovertown Academy - Glovertown	K-12	368	300-399	15.9	Y	28.3	30.3	11.7	14.4	64.5	61.8	65.0	65.9	69.6	53.7	79.3	81.0	75.0	70.7	60.0	49.1	50.0	68.2	59.2	23.1	93.9	12.9	45.2	41.9
2	092	Y	Grandy's River Collegiate - Burnt Islands	K-12	131	100-199	17.4	Y	10.1	17.5	7.4	12.4	44.4	64.3	71.4	66.7	66.7	68.8	100.0	71.4	53.6	78.9	46.9	77.9	40.0	68.9	64.1	11.1	100.0	12.5	31.3	56.3
2	086	Y	Gros Morne Academy - Rocky Harbour	K-12	240	200-299	18.9	Y	18.5	20.8	11.3	14.8	38.1	72.5	82.6	56.4	78.9	70.8	79.2	78.3	64.1	60.8	55.9	74.4	44.0	75.4	69.3	9.1	100.0	38.5	46.2	15.4
3	156	Y	H.L. Strong Academy - Little Bay Islands	5,8,12	4	< 50	2.0	Y	1.3	2.0	2.0	15.0	50.0	-	-	-	-	-	-	-	-	-	-	-	15.0	88.0	84.8	-	-	-	-	-
2	075	Y	Hampden Academy - Hampden	K-12	70	50-99	9.2	Y	5.4	10.0	6.8	12.9	50.0	-	-	-	-	75.0	100.0	86.1	33.3	-	-	90.5	27.0	74.7	63.0	0.0	-	-	-	-
1	002	Y	Henry Gordon Academy - Cartwright	K-12	81	50-99	8.3	Y	6.2	10.0	7.8	12.9	30.0	50.0	66.7	61.1	77.8	-	-	67.1	50.0	71.6	63.9	-	36.0	64.4	58.7	0.0	100.0	0.0	55.6	44.4
2	072	Y	Holy Cross All Grade School - Daniel's Harbour	K-12	35	< 50	8.0	Y	2.7	6.0	5.8	14.8	66.7	-	-	-	-	-	-	97.2	87.5	-	-	-	21.0	65.4	62.1	-	-	-	-	-
3	413	Y	Holy Cross School Complex - Eastport	K-12	112	100-199	11.0	Y	8.6	12.0	9.0	8.4	58.3	66.7	66.7	-	-	-	-	87.6	85.0	-	-	-	34.0	65.3	57.8	5.6	87.5	21.4	28.6	50.0
4	427	Y	Holy Name of Mary Academy - Lawn	K-12	119	100-199	9.5	Y	9.2	15.0	7.8	11.4	46.7	50.0	85.7	-	-	94.4	77.8	73.5	28.6	-	-	67.0	39.0	66.6	60.2	28.6	100.0	9.5	52.4	38.1
1	012	Y	J.C. Erhardt Memorial School - Makkovik	K-12	68	50-99	9.4	Y	5.2	10.0	6.6	12.5	10.0	35.7	57.1	-	-	-	-	61.1	53.6	-	-	-	36.0	62.0	54.1	-	85.7	0.0	16.7	83.3
2	089	Y	Jakeman All Grade - Trout River	K-12	84	50-99	11.6	Y	6.5	11.5	6.9	12.4	58.3	16.7	50.0	-	-	-	-	75.8	83.3	-	-	-	36.0	82.5	73.5	0.0	100.0	14.3	0.0	85.7
2	024	Y	James Cook Memorial - Cook's Harbour	K,4-12	25	< 50	5.7	Y	2.5	5.0	4.8	17.3	40.0	-	-	-	-	-	-	-	-	-	-	-	26.0	74.9	67.9	-	-	-	-	-
1	014	Y	Jens Haven Memorial - Nain	K-12	233	200-299	17.6	Y	17.9	26.0	8.7	11.7	30.8	72.7	72.7	40.9	52.9	73.9	61.5	58.1	38.5	61.7	19.5	60.4	40.0	61.5	55.7	0.0	85.7	0.0	33.3	66.7
3	151	Y	John Watkins Academy - Hermitage	K-12	74	50-99	9.8	Y	5.7	10.8	6.6	14.6	81.8	-	-	-	-	87.5	100.0	87.2	85.0	-	-	81.8	28.0	79.2	69.7	25.0	100.0	50.0	37.5	12.5
2	487	Y	Labrador Straits Academy - L'Anse au Loup	K-12	209	200-299	15.7	Y	16.1	20.5	9.8	20.3	61.9	83.3	88.9	95.5	100.0	66.3	61.9	80.5	84.4	71.3	84.1	73.7	40.0	78.5	72.4	6.7	100.0	30.4	17.4	52.2
1	015	Y	Lake Melville School - North West River	K-12	98	50-99	12.7	Y	7.5	11.0	8.6	18.4	36.4	-	-	70.0	100.0	41.7	83.3	60.2	41.7	63.7	30.0	65.5	40.0	64.2	55.5	-	-	-	-	-
3	403	Y	Lakeside Academy - Buchans	K-12	95	50-99	14.0	Y	7.3	11.5	8.0	6.3	25.0	-	-	34.1	54.6	28.6	57.1	75.6	30.0	67.7	43.2	42.7	28.0	62.9	55.6	-	83.3	-	-	-
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**65.3**	**83.3**	**76.8**	**66.0**	**68.4**	**50.0**	**67.6**	**147.0**	**63.8**	**63.4**	**31.4**	**92.2**	**24.7**	**39.2**	**36.0**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score

K - 12 (continued)

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS										HIGH SCHOOL PERFORMANCE				GRADUATES			
														Primary Language Arts		Elementary Language Arts		Intermediate Language Arts		Primary Mathematics		Elementary Mathematics		Intermediate Mathematics								
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Total Score[2]	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
3	421		Lakewood Academy - Glenwood	K-12	206	200-299	16.0	Y	15.8	18.0	11.1	18.2	72.2	72.3	72.2	91.7	83.3	60.7	92.9	75.8	75.0	76.8	100.0	73.6	43.0	68.2	63.1	11.8	92.3	16.7	58.3	25.0
3	128	Y	Long Island Academy - Beaumont	6,8,10-11	6	< 50	2.0	Y	1.5	2.0	3.0	11.9	50.0	-	-	-	-	-	-	-	-	-	-	-	17.0	-	-	-	-	-	-	-
2	388	Y	Long Range Academy - Cow Head	K-12	162	100-199	13.3	Y	12.5	17.0	9.2	13.9	47.1	41.7	83.3	58.6	70.0	40.0	70.0	70.3	58.3	65.5	66.2	65.6	44.0	64.2	54.1	16.7	80.0	0.0	50.0	50.0
3	158	Y	MSB Regional Academy - Middle Arm	K-12	160	100-199	12.3	Y	12.3	18.0	8.8	13.0	50.0	66.7	55.6	34.6	53.9	57.7	68.8	77.5	72.2	73.2	47.7	58.9	35.0	74.2	67.7	16.7	100.0	37.5	25.0	37.5
2	088	Y	Main River Academy - Pollard's Point	K,2-12	94	50-99	11.4	Y	7.8	13.0	7.1	16.9	76.9	-	-	73.2	87.5	60.0	66.7	75.0	37.5	77.3	84.4	-	36.0	77.0	64.2	45.5	93.8	20.0	33.3	46.7
2	039	Y	Mary Simms All-Grade - Main Brook	K-12	30	< 50	10.5	Y	2.3	5.0	5.8	12.6	60.0	-	-	-	-	-	-	72.2	25.0	-	-	84.0	26.0	68.9	65.7	-	-	-	-	-
3	478	Y	New World Island Academy - Summerford	K-12	399	300-399	15.4	Y	30.7	34.0	11.4	14.7	61.8	70.4	57.7	51.7	54.6	41.2	94.1	71.2	57.7	58.0	20.7	62.8	45.0	72.3	66.6	2.9	94.3	27.3	36.4	36.4
1	017	Y	Northern Lights Academy - Rigolet	K-12	49	< 50	9.8	Y	3.8	6.0	7.7	15.3	33.3	-	-	100.0	71.4	-	-	80.6	50.0	57.5	50.0	-	15.0	-	-	-	-	-	-	-
3	204	Y	Pearson Academy - Wesleyville	K-12	313	300-399	20.1	Y	24.1	25.0	12.0	10.8	48.0	81.9	57.1	30.4	66.7	47.4	72.2	71.8	62.5	59.9	39.4	57.9	48.0	68.8	65.3	36.1	91.2	16.1	41.9	41.9
3	178	Y	Phoenix Academy - Carmanville	K-12	251	200-299	16.1	Y	19.3	21.8	11.3	12.9	59.1	53.6	85.7	60.6	81.8	20.2	53.3	89.3	66.1	69.0	77.3	43.3	49.0	64.6	54.2	0.0	87.0	10.0	35.0	55.0
3	163	Y	Point Leamington Academy - Point Leamington	K-12	108	100-199	11.1	Y	8.3	12.5	8.4	11.7	46.2	50.0	16.7	45.0	66.7	91.7	92.3	56.0	54.2	63.3	45.5	66.0	35.0	70.2	71.2	36.4	92.9	38.5	23.1	38.5
4	242	Y	Random Island Academy - Hickman's Harbour	K-12	181	100-199	12.1	Y	13.9	19.0	9.4	10.5	73.7	79.5	60.0	43.2	78.6	34.6	61.5	88.9	63.6	74.9	65.4	40.8	44.0	69.5	61.9	15.8	100.0	16.7	25.0	58.3
3	206	Y	Riverwood Academy - Wing's Point	K-12	305	300-399	19.5	Y	23.5	24.5	12.2	8.9	72.0	60.0	55.6	45.5	56.5	41.9	60.0	82.4	75.0	72.4	50.0	47.4	40.0	64.1	50.6	0.0	78.9	0.0	40.0	60.0
2	023	Y	Sacred Heart AG - Conche	K,2-4,6-9,11-12	16	< 50	4.0	Y	1.6	3.0	5.3	20.3	66.7	-	-	-	-	-	-	94.4	0.0	-	-	-	26.0	78.0	72.8	-	-	-	-	-
3	416	Y	Smallwood Academy - Gambo	K-12	285	200-299	18.1	Y	21.9	24.5	11.3	15.0	76.0	82.1	85.7	67.5	82.4	60.9	96.3	84.2	96.7	69.7	40.6	53.6	49.0	72.1	65.0	24.1	96.7	17.2	31.0	51.7
4	431	Y	Southwest Arm Academy - Little Heart's Ease	K-12	94	50-99	11.7	Y	7.2	11.4	8.0	13.8	75.0	61.1	45.5	-	-	36.1	77.8	81.8	61.4	-	-	59.3	38.0	68.6	70.1	25.0	100.0	28.6	14.3	57.1
4	225	Y	St. Anne's School - South East Bight	1-10	13	< 50	3.3	Y	1.3	3.0	4.3	7.3	33.3	-	-	-	-	-	-	83.3	100.0	-	-	-	1.0	-	-	-	-	-	-	-
2	113	Y	St. Boniface All Grade - Ramea	K-11	52	50-99	8.2	Y	4.3	7.0	7.1	6.5	57.1	-	-	66.7	85.7	-	-	80.6	62.5	69.2	50.0	-	24.0	-	-	-	-	-	-	-
4	274	Y	St. Catherine's Academy - Mount Carmel	K-12	134	100-199	10.9	Y	10.3	17.0	7.8	7.8	70.6	74.4	100.0	-	-	19.9	5.6	80.1	86.4	-	-	54.2	46.0	78.7	74.7	20.0	100.0	35.7	35.7	28.6
3	196	Y	St. Gabriel's AG - St. Brendan's	K,3-6,8-12	15	< 50	5.0	Y	1.5	3.0	4.8	7.7	66.7	-	-	-	-	-	-	-	-	-	-	-	13.0	72.6	64.9	-	-	-	-	-
2	079	Y	St. James All Grade - Lark Harbour	K-12	124	100-199	11.6	Y	9.5	16.5	7.3	12.8	52.9	88.9	88.9	64.6	75.0	62.5	77.8	90.2	100.0	68.1	81.3	77.1	27.0	75.6	59.0	0.0	81.8	11.1	66.7	22.2
4	218	Y	St. Joseph's Academy - Lamaline	K-12	111	100-199	10.3	Y	8.5	14.0	7.7	11.3	64.3	-	-	-	-	38.1	85.7	74.1	75.0	-	-	42.8	33.0	69.0	63.2	0.0	80.0	37.5	12.5	50.0
4	229	Y	St. Joseph's All Grade - Terrenceville	K-12	128	100-199	9.9	Y	9.8	16.0	7.9	7.4	43.8	-	-	14.1	33.3	40.0	66.7	66.7	66.7	52.7	18.7	46.0	34.0	75.1	62.6	0.0	100.0	10.0	80.0	10.0
4	228	Y	St. Lawrence Academy - St. Lawrence	K-12	209	200-299	14.7	Y	16.1	20.0	10.1	11.3	60.0	47.4	53.3	50.0	46.7	44.5	52.6	69.2	57.1	74.1	55.8	66.2	50.0	77.3	63.3	24.1	91.7	13.6	54.5	31.8
2	054	Y	St. Lewis Academy - St. Lewis	K-1,3-6,8-12	30	< 50	6.7	Y	2.7	6.0	4.8	17.4	66.7	-	-	-	-	83.3	100.0	90.3	75.0	-	-	72.0	35.0	63.8	63.3	-	83.3	-	-	-
4	430	Y	St. Mark's School - King's Cove	K-12	119	100-199	11.3	Y	9.2	13.0	9.0	12.5	69.2	-	-	100.0	62.5	83.3	72.7	78.7	58.3	77.0	59.4	71.2	33.0	73.3	68.4	26.3	94.1	25.0	43.8	31.3
2	040	Y	St. Mary's AG - Mary's Harbour	K-12	86	50-99	11.8	Y	6.6	12.0	7.1	13.0	50.0	71.4	100.0	-	-	88.9	88.9	81.8	67.9	-	-	69.8	26.0	80.9	73.1	-	-	-	-	-
3	157	Y	St. Peter's AG - McCallum	1,4-5,7-11	9	< 50	3.0	Y	1.1	2.8	3.3	10.4	33.3	-	-	-	-	-	-	-	-	-	-	-	13.0	-	-	-	-	-	-	-
3	174	Y	St. Peter's Academy - Westport	K,3-12	37	< 50	8.3	Y	3.4	5.8	5.9	3.3	16.7	-	-	-	-	-	-	44.4	0.0	-	-	-	15.0	76.6	72.3	-	-	-	-	-
1	001	Y	St. Peter's School - Black Tickle	K-2,4-12	33	< 50	8.3	Y	2.8	5.0	6.1	11.2	20.0	-	-	-	-	-	-	-	-	-	-	-	19.0	-	-	-	-	-	-	-
2	137	Y	St. Simon and St. Jude Academy - Francois	2,4-9,11-12	15	< 50	5.5	Y	1.7	3.0	5.0	4.6	33.3	-	-	-	-	-	-	-	-	-	-	-	23.0	-	-	-	-	-	-	-
3	165	Y	St. Stephen's AG - Rencontre East	K-1,3,5-6,8-11	17	< 50	3.7	Y	1.9	4.0	4.1	9.9	25.0	-	-	-	-	-	-	94.4	100.0	-	-	-	14.0	-	-	-	-	-	-	-
4	370	Y	Stella Maris Academy - Trepassey	K-12	85	50-99	11.3	Y	6.5	12.0	7.1	11.2	41.7	-	-	-	-	-	-	79.6	66.7	-	-	-	36.0	73.3	65.0	0.0	100.0	10.0	90.0	0.0
4	246	Y	Swift Current Academy - Swift Current	K-12	57	50-99	7.2	Y	4.4	9.0	6.2	9.9	66.7	-	-	-	-	-	-	98.6	62.5	-	-	78.2	21.0	71.4	55.6	0.0	-	-	-	-
2	080		Templeton Academy - Meadows	K-12	520	400+	19.8	Y	40.0	36.8	13.8	14.1	51.4	47.4	46.3	40.2	77.2	72.2	83.3	65.6	47.4	66.1	44.5	62.0	50.0	76.2	71.5	28.1	97.5	28.2	43.6	28.2
4	924	Y	Tricentia Academy - Arnold's Cove	K-12	295	200-299	21.7	Y	22.7	24.0	12.0	15.3	72.0	68.3	62.5	37.6	65.2	78.8	100.0	70.3	53.6	63.6	30.2	59.2	48.0	64.5	62.9	5.7	96.9	12.9	38.7	48.4
3	152	Y	Valmont Academy - King's Point	K-12	136	100-199	11.3	Y	10.5	13.8	9.9	10.2	64.3	67.9	71.4	62.5	62.5	42.3	46.2	84.5	100.0	77.3	59.4	63.8	34.0	67.0	56.3	0.0	60.0	22.2	33.3	44.4
3	138	Y	Victoria Academy - Gaultois	1-4,6-9,11	27	< 50	8.7	Y	3.0	5.0	5.4	11.9	40.0	-	-	-	-	-	-	89.6	100.0	-	-	-	13.0	-	-	-	-	-	-	-
2	475	Y	Viking Trail Academy - Plum Point	K-12	195	100-199	14.7	Y	15.0	19.0	9.9	18.6	63.2	78.6	100.0	92.3	92.3	83.3	73.7	65.0	55.0	77.1	84.6	75.8	36.0	73.3	60.2	25.0	91.7	27.3	54.5	18.2
2	022	Y	William Gillett Academy - Charlottetown, LAB	K-12	65	50-99	9.0	Y	5.0	9.0	7.1	15.9	66.7	92.9	100.0	-	-	-	-	84.9	85.7	-	-	-	25.0	60.1	56.7	33.3	83.3	-	-	-
			Province	-	**68,729**	-	**18.2**	-	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**65.3**	**83.3**	**76.8**	**66.0**	**68.4**	**50.0**	**67.6**	**147.0**	**63.8**	**63.4**	**31.4**	**92.2**	**24.7**	**39.2**	**36.0**

Note: [1] Percentage of students achieving at or above the provincial stanadard
[2] Average score

PRIVATE, FIRST NATIONS & OTHER SCHOOLS

SCHOOL INFORMATION				SCHOOL DEMOGRAPHICS										CRITERION REFERENCED TESTS										HIGH SCHOOL PERFORMANCE				GRADUATES
														Primary Language Arts		Elementary Language Arts		Intermediate Language Arts		Primary Mathematics		Elementary Mathematics		Intermediate Mathematics					
District ID	School ID	Rural	School/ Community	Grades Offered	Enrol.	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	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Reading[1]	Writing[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Multiple Choice[2]	Number Operations (Rubrics)[1]	Total Score[2]	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
803	374		Brother T. I. Murphy - St. John's	10-12	116	100-199	-		38.7	8.0	14.5	21.0	63.0	-	-	-	-	-	-	-	-	-	-	-	43.0	60.3	57.2	-	94.6
803	453	Y	Eric G. Lambert All-Grade - Churchill Falls	K-12	137	100-199	9.0	Y	10.5	18.5	7.1	16.9	57.9	91.7	100.0	91.3	91.7	83.3	100.0	91.3	100.0	87.3	77.1	78.4	37.0	70.7	63.8	-	100.0
803	373		First Baptist Academy - Mount Pearl	K-7, 10-12	26	< 50	7.7		2.4	2.0	12.5	14.0	0.0	-	-	-	-	-	-	44.4	0.0	-	-	-	-	-	-	-	-
803	469		Immaculate Heart of Mary School - Corner Brook	K-9	88	50-99	8.0		8.8	0.0				59.0	66.7	81.7	83.3	-	-	87.0	80.6	75.4	50.0	-	-	-	-	-	-
803	375		Lakecrest -St. John's Independent School - St. John's	K-9	146	100-199	18.3		14.6	12.5	11.0	8.1	24.0	94.5	100.0	100.0	83.3	87.5	91.7	91.4	100.0	90.2	75.0	91.6	-	-	-	-	-
804	019	Y	Mushuau Innu Natuashish School - Natuashish	K-12	246	200-299	-		18.9	27.0	8.7	3.0	14.8	0.0	0.0	12.5	22.2	-	-	38.8	0.0	32.4	0.0	-	8.0	-	-	-	-
903	378	Y	NF & Lab Youth Centre - Whitbourne	10-12	0	< 50	-			6.0	0.0	15.2	66.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
804	376	Y	Se't Anneway Kegnamogwom - Conne River	K-12	173	100-199	12.5	Y	13.3	23.0	7.3	16.4	21.7	55.3	70.6	11.9	42.9	24.0	33.3	54.5	19.6	33.6	3.8	41.2	38.0	66.1	56.0	-	83.3
804	018	Y	Sheshatshiu Innu School - Sheshatshiu	K-12	384	300-399	-		29.5	33.0	11.1	3.9	18.2	10.0	38.5	-	-	14.5	16.7	47.8	9.6	-	-	44.8	23.0	-	-	-	-
803	450		St. Bonaventure's College - St. John's	K-12	359	300-399	18.8		27.6	30.0	11.5	11.5	67.0	74.1	89.3	84.9	96.0	98.4	100.0	78.4	60.7	78.6	56.0	80.0	42.0	79.6	76.5	-	100.0
			Province	**-**	**68,729**	**-**	**18.2**	**-**	**5,286.8**	**5,544.0**	**12.0**	**14.4**	**70.2**	**65.4**	**71.9**	**62.5**	**74.7**	**65.3**	**83.3**	**76.8**	**66.0**	**68.4**	**50.0**	**67.6**	**147.0**	**63.8**	**63.4**	**31.4**	**92.2**

Note: [1] Percentage of students achieving at or above the provincial stanadard

[2] Average score

APPENDIX C: 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
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 head count 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, 300-300 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 head count 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 scored by a rubric.

Elementary Mathematics is the average score achieved by grade 6 students in the mathematics assessment on the multiple choice questions and those scored by a rubric.

Intermediate Mathematics is the overall average score for grade 9 students on the mathematics assessment.

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 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 2011..

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 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 2011. 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: BIBLIOGRAPHY

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