

Appendix C

TABLES & GLOSSARY



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Table 2.1: Population change (2002-2007)

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

(Source: Statistics Canada, 2007a)

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

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

(Source: Statistics Canada, 2007a)

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

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

(Source: Statistics Canada, 2007a)

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

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

(Source Statistics Canada, 2007b)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

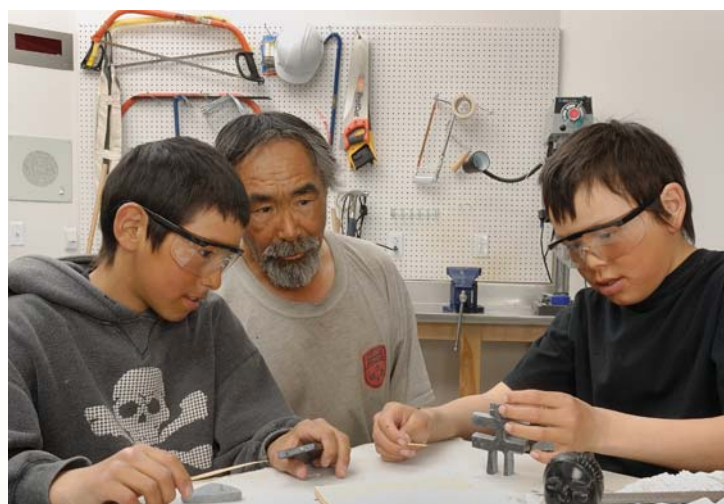
School year	Male	Female	Province
2002/03	53.0	52.8	52.6
2003/04	54.0	53.2	53.6
2004/05	54.7	53.6	54.1
2005/06	54.3	54.7	54.5
2006/07	56.2	55.7	56.0

Table 4.1: District profile (2007/08)

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

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

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

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

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

Table 4.4: School configurations (2007/08)

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



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Table 4.5: District school configurations (2007/08)

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

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

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

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

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

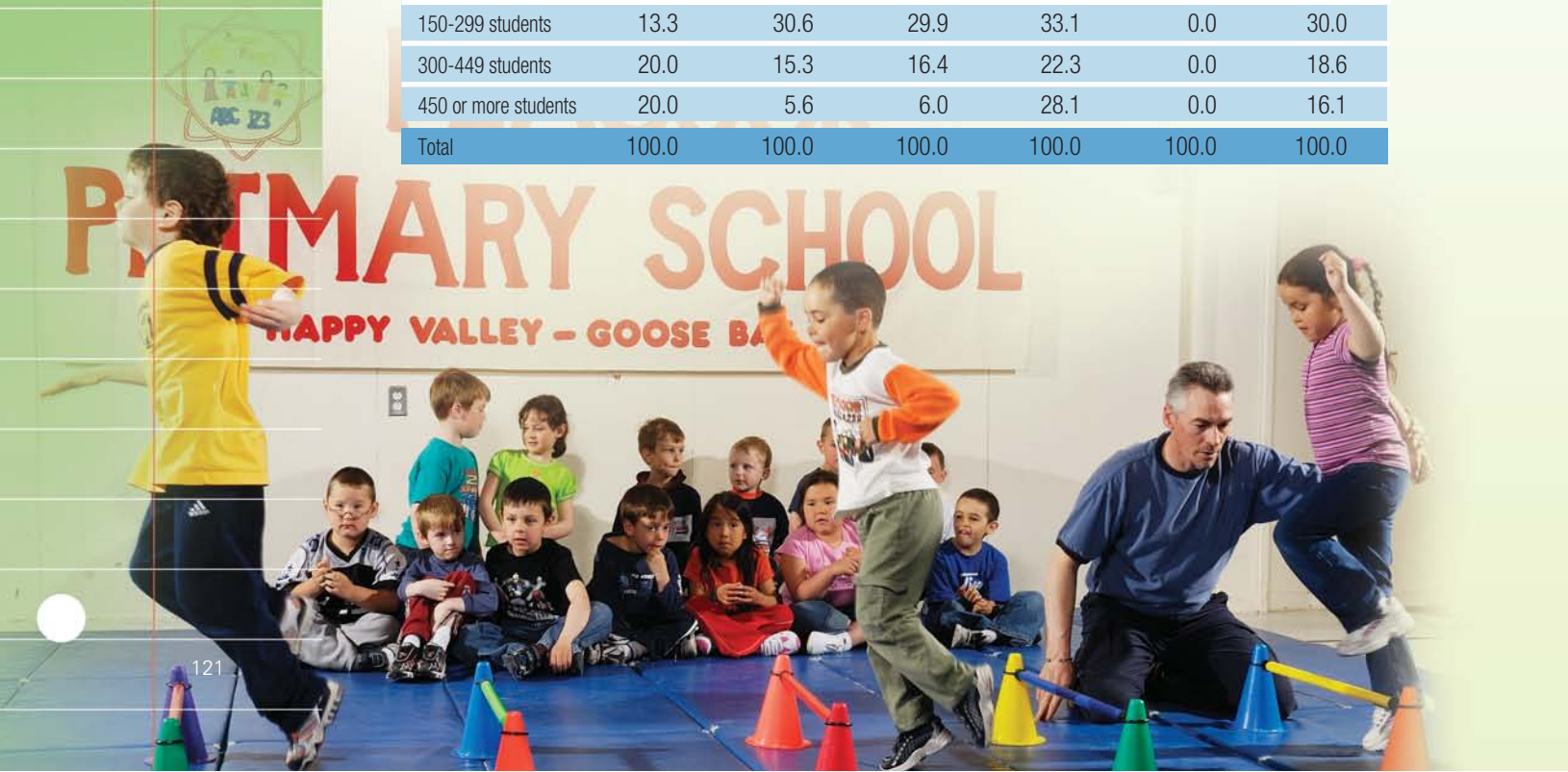


Table 5.1: Percent change in the number of urban and rural schools (2002/03-2007/08)

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

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

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

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

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

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

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

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Table 6.1: Respondents by grade level

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

Table 6.2: Feelings of safety and security

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

Table 6.3: Healthy living

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

Table 6.4: Attitudes about school

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

Table 6.5: Opportunities for learning

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

Table 6.6: Extra learning activities

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

Table 6.7: Teacher support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

(Source: Blouin, 2008, p.27)

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

¹ n=4,975 ² n=4,509

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

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

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

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

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

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

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

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

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

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

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

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

¹ n=5,326 ² n=5,274

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

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

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

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

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

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

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

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

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

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

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

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

¹ n=5,879 ² n=5,352



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

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

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

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

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

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

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

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

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

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

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

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

¹ n=4,975 ² n=4,987

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

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

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

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

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

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

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

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

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

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

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

Proficiency level		Reasoning		Communication		Connections & Representations		Problem Solving	
		2006/07	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08
% of students at each level	Level 1	25.0	20.8	27.6	25.7	19.1	26.5	16.3	19.5
	Level 2	41.8	30.8	41.7	32.3	40.7	32.3	33.1	25.2
	Level 3	25.2	31.8	23.7	27.6	31.0	26.6	36.5	32.2
	Level 4	6.7	13.6	5.6	10.5	7.6	10.7	12.0	15.5
	Level 5	1.3	3.0	1.4	3.9	1.6	4.1	2.1	7.7
	Levels 3-5	33.2	48.4	30.7	42.0	40.2	41.4	50.6	55.4

¹ n=5,327 ² n=5,197

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 14.4: Reading proficiency levels (PISA 2006)

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

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

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



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Table 14.6: Mathematical proficiency levels (PISA 2006)

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

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

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

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

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

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

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



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

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



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

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

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

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



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

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

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

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

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

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

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

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



Tables

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

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

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

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

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

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

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

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



Tables

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

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

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

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



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

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



Glossary

Description of Indicators

District ID identifies the school district.

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

803 Private schools

804 First Nations schools

902 NL School for the Deaf

903 NL Youth Centre

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

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

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

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

Enrolment is the headcount enrolment in the school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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