Table 33. Language Arts Criterion Referenced Test Results¹ by School District, Subtest, Grade Three, May 2001 (Percent of Students by Assessment Level)²

<table>
<thead>
<tr>
<th>Sub-test</th>
<th>Labrador Assessment Level</th>
<th>Northern Peninsula/ Labrador South Assessment Level</th>
<th>Corner Brook/ Deer Lake/ St. Barbe Assessment Level</th>
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<tbody>
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<td></td>
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<td>4</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Content</td>
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<td>10.6</td>
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<td>Organization</td>
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<td>12.6</td>
<td>61.8</td>
</tr>
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<td>1.7</td>
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<td>62.5</td>
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<td>Voice</td>
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<td>57.3</td>
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<tr>
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<td>61.8</td>
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<tr>
<td>Narrative</td>
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<td>Visual (Average Mark out of 5)</td>
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<td>4.3</td>
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<td>Constructed Response</td>
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<tr>
<td>Multiple Choice</td>
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<tr>
<td>Poetic (Average Mark out of 5)</td>
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<td>Directions (Average Mark out of 9)</td>
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<td>60.0</td>
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---

¹ The levels of performance indicate how proficient students are at completing a variety of tasks in speaking, listening, reading and writing. Level 5 is the highest level a student can achieve.

² Source: The Division of Evaluation, Testing and Certification, Department of Education
Table 33 (cont’d). Language Arts Criterion Referenced Test Results\(^1\) by School District, Subtest, Grade Three, May 2001 (Percent of Students by Assessment Level\(^2\))

<table>
<thead>
<tr>
<th>Sub-test</th>
<th>Cormack Trail Assessment Level</th>
<th>Baie Verte/Central/ConnaiMgr Assessment Level</th>
<th>Lewisporte/Gander Assessment Level</th>
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</thead>
<tbody>
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<td>3</td>
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<tr>
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<td>Content</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Constructed Response</td>
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<td></td>
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<tr>
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<td>(Average Mark out of 4)</td>
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<tr>
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<tr>
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<tr>
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<td>2.5</td>
<td>17.5</td>
<td>65.0</td>
</tr>
</tbody>
</table>

\(^{1}\) The levels of performance indicate how proficient students are at completing a variety of tasks in speaking, listening, reading and writing. Level 5 is the highest level a student can achieve.

\(^{2}\) Source: The Division of Evaluation, Testing and Certification, Department of Education
<table>
<thead>
<tr>
<th>Sub-test</th>
<th>Burin Assessment Level</th>
<th>Vista Assessment Level</th>
<th>Avalon West Assessment Level</th>
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</thead>
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<td></td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
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<tr>
<td><strong>Process Writing</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>22.5 54.6 14.5 1.9 0.0</td>
<td>3.8 23.3 62.8 10.1 0.0</td>
<td>2.1 17.3 68.5 12.0 0.0</td>
</tr>
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<td>21.0 53.1 17.9 2.7 0.0</td>
<td>3.8 21.5 62.2 11.8 0.7</td>
<td>1.8 17.3 64.3 16.6 0.0</td>
</tr>
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<td>Sentence Fluency</td>
<td>17.9 58.8 14.9 4.2 0.5</td>
<td>4.9 16.3 62.5 16.0 0.3</td>
<td>1.7 14.5 68.5 14.9 0.5</td>
</tr>
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<td>6.6 16.7 59.4 16.7 0.7</td>
<td>2.0 16.1 66.3 15.2 0.5</td>
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<tr>
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<td>4.5 10.8 71.5 12.5 0.7</td>
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<td>5.6 21.9 56.6 13.9 2.1</td>
<td>1.8 17.9 63.4 16.0 0.9</td>
</tr>
<tr>
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<td>1.2 14.0 71.9 12.6 0.3</td>
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<td><strong>Reading</strong></td>
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<tr>
<td>Constructed Response</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
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<td>1.5 20.6 46.8 28.5 2.6</td>
<td>0.9 12.8 47.8 36.4 2.1</td>
</tr>
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<td>Informational</td>
<td>3.3 22.1 46.7 27.5 22.5</td>
<td>0.4 8.0 27.8 38.0 25.9</td>
<td>0.0 2.5 24.8 50.2 22.5</td>
</tr>
<tr>
<td>Poetic</td>
<td>16.8 37.3 37.3 6.6 11.0</td>
<td>1.1 15.5 43.4 29.4 10.6</td>
<td>0.0 2.7 45.4 40.9 11.0</td>
</tr>
<tr>
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<td>10.9 37.1 36.7 15.0 9.4</td>
<td>0.0 11.0 40.9 37.5 10.7</td>
<td>0.6 5.3 46.8 37.9 9.4</td>
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<tr>
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<td>0.4 5.0 42.3 39.8 12.4</td>
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<td>4.5 4.5 4.4</td>
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<td>Directions</td>
<td>(Average Mark out of 9)</td>
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<tr>
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<td>3.3 20.0 66.7 10.0 0.0</td>
<td>3.7 18.5 59.3 18.5 0.0</td>
<td>1.7 22.4 62.1 13.8 0.0</td>
</tr>
</tbody>
</table>

1 The levels of performance indicate how proficient students are at completing a variety of tasks in speaking, listening, reading and writing. Level 5 is the highest level a student can achieve.

2 Source: The Division of Evaluation, Testing and Certification, Department of Education
### Table 33 (cont’d). Language Arts Criterion Referenced Test Results’ by School District, Subtest, Grade Three, May 2001 (Percent of Students by Assessment Level)²

<table>
<thead>
<tr>
<th>Sub-test</th>
<th>Avalon East Assessment Level</th>
<th>Private Schools Assessment Level</th>
<th>Native Federal Schools Assessment Level</th>
<th>Provincial Assessment Level</th>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Process Writing</strong></td>
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<tr>
<td>Content</td>
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<td>20.2</td>
<td>56.7</td>
<td>16.6</td>
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<td>18.1</td>
<td>58.5</td>
<td>17.5</td>
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<td>Constructed Response</td>
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<td>4.6</td>
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<td>8.1</td>
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<td>7.5</td>
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<td>1.7</td>
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<td>62.1</td>
<td>13.8</td>
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</tbody>
</table>

1 The levels of performance indicate how proficient students are at completing a variety of tasks in speaking, listening, reading and writing. Level 5 is the highest level a student can achieve.

2 Source: The Division of Evaluation, Testing and Certification, Department of Education
Table 34. Mathematics Criterion Referenced Test Results\(^1\) by School District, Subtest, Grade Three, June 2001 (Percent Correct)

<table>
<thead>
<tr>
<th>School District</th>
<th>Students</th>
<th>Total</th>
<th>Numbers</th>
<th>Geometry</th>
<th>Measurement</th>
<th>Graphing</th>
<th>Problem Solving</th>
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<tbody>
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<td>75.0</td>
<td>69.5</td>
<td>63.0</td>
<td>50.2</td>
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<td>Northern Peninsula/Labrador South</td>
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<td>85.6</td>
<td>71.3</td>
<td>86.9</td>
<td>61.6</td>
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<td>73.7</td>
<td>78.7</td>
<td>80.7</td>
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<td>79.2</td>
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<td>82.4</td>
<td>72.0</td>
<td>85.9</td>
<td>58.4</td>
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<td>62.1</td>
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<td>62.8</td>
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<td>90.0</td>
<td>57.0</td>
</tr>
<tr>
<td>Private Schools</td>
<td>52</td>
<td>83.8</td>
<td>87.4</td>
<td>88.8</td>
<td>82.1</td>
<td>86.5</td>
<td>70.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,793</strong></td>
<td><strong>76.3</strong></td>
<td><strong>80.5</strong></td>
<td><strong>83.7</strong></td>
<td><strong>72.7</strong></td>
<td><strong>84.5</strong></td>
<td><strong>59.4</strong></td>
</tr>
</tbody>
</table>
### Table 35. Average Final Marks\(^1\) for Selected Level III Courses by Gender, June 2001

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Candidates</th>
<th>June 2001</th>
<th>Final Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>English (Language)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business English 3102</td>
<td>782</td>
<td>424</td>
<td>1,206</td>
</tr>
<tr>
<td>Language 3101</td>
<td>2,726</td>
<td>3,160</td>
<td>5,886</td>
</tr>
<tr>
<td><strong>English (Literature)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folk Literature 3203</td>
<td>424</td>
<td>270</td>
<td>694</td>
</tr>
<tr>
<td>Literary Heritage 3202</td>
<td>390</td>
<td>588</td>
<td>978</td>
</tr>
<tr>
<td>Thematic Literature 3201</td>
<td>2,579</td>
<td>2,903</td>
<td>5,482</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French 3200</td>
<td>464</td>
<td>1,057</td>
<td>1,521</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Math 3201</td>
<td>837</td>
<td>918</td>
<td>1,755</td>
</tr>
<tr>
<td>Mathematics 3200</td>
<td>1,783</td>
<td>2,086</td>
<td>3,849</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 3201</td>
<td>2,169</td>
<td>2,906</td>
<td>5,075</td>
</tr>
<tr>
<td>Chemistry 3202</td>
<td>1,087</td>
<td>1,432</td>
<td>2,519</td>
</tr>
<tr>
<td>Earth Systems 3209</td>
<td>492</td>
<td>417</td>
<td>909</td>
</tr>
<tr>
<td>Environmental Science 3205</td>
<td>1,606</td>
<td>1,393</td>
<td>2,999</td>
</tr>
<tr>
<td>Physics 3204</td>
<td>1,176</td>
<td>850</td>
<td>2,026</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Geography 3202</td>
<td>2,508</td>
<td>2,275</td>
<td>4,783</td>
</tr>
<tr>
<td>World History 3201</td>
<td>794</td>
<td>843</td>
<td>1,637</td>
</tr>
</tbody>
</table>

---

\(^1\) Source: The Division of Evaluation, Testing and Certification, Department of Education
**Table 36.** Number of Students Eligible to Graduate, High School Graduates and Pass Rate by School District and Gender, 2000-01

<table>
<thead>
<tr>
<th>School District</th>
<th>Eligible to Graduate</th>
<th>Graduates</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>Labrador</td>
<td>148</td>
<td>148</td>
<td>296</td>
</tr>
<tr>
<td>Northern Peninsula/Labrador South</td>
<td>145</td>
<td>136</td>
<td>281</td>
</tr>
<tr>
<td>Corner Brook/Deer Lake/St. Barbe</td>
<td>277</td>
<td>298</td>
<td>575</td>
</tr>
<tr>
<td>Cormack Trail</td>
<td>245</td>
<td>237</td>
<td>482</td>
</tr>
<tr>
<td>Baie Verte/Central/Connaigre</td>
<td>368</td>
<td>360</td>
<td>728</td>
</tr>
<tr>
<td>Lewisporte/Gander</td>
<td>337</td>
<td>350</td>
<td>687</td>
</tr>
<tr>
<td>Burin</td>
<td>203</td>
<td>253</td>
<td>456</td>
</tr>
<tr>
<td>Vista</td>
<td>182</td>
<td>191</td>
<td>373</td>
</tr>
<tr>
<td>Avalon West</td>
<td>430</td>
<td>477</td>
<td>907</td>
</tr>
<tr>
<td>Avalon East</td>
<td>1,053</td>
<td>1,132</td>
<td>2,185</td>
</tr>
<tr>
<td>Conseil scolaire francophone provincial</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>28</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,421</td>
<td>3,615</td>
<td>7,036</td>
</tr>
</tbody>
</table>

**Table 37.** Number and Percentage of High School Graduates by School District and Graduation Status, 2000-01

<table>
<thead>
<tr>
<th>School District</th>
<th>Honours</th>
<th>Distinction</th>
<th>Graduation</th>
<th>Academic Graduation</th>
<th>General Graduation</th>
<th>Total Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Labrador</td>
<td>65</td>
<td>24.7</td>
<td>0</td>
<td>0.0</td>
<td>26</td>
<td>9.9</td>
</tr>
<tr>
<td>Northern Peninsula/Labrador South</td>
<td>49</td>
<td>22.2</td>
<td>2</td>
<td>0.9</td>
<td>17</td>
<td>7.7</td>
</tr>
<tr>
<td>Corner Brook/Deer Lake/St. Barbe</td>
<td>181</td>
<td>36.3</td>
<td>2</td>
<td>0.4</td>
<td>19</td>
<td>3.8</td>
</tr>
<tr>
<td>Cormack Trail</td>
<td>106</td>
<td>25.1</td>
<td>3</td>
<td>0.7</td>
<td>33</td>
<td>7.8</td>
</tr>
<tr>
<td>Baie Verte/Central/Connaigre</td>
<td>166</td>
<td>26.9</td>
<td>1</td>
<td>0.2</td>
<td>64</td>
<td>10.4</td>
</tr>
<tr>
<td>Lewisporte/Gander</td>
<td>154</td>
<td>26.6</td>
<td>2</td>
<td>0.3</td>
<td>72</td>
<td>12.4</td>
</tr>
<tr>
<td>Burin</td>
<td>118</td>
<td>29.1</td>
<td>10</td>
<td>2.5</td>
<td>23</td>
<td>5.7</td>
</tr>
<tr>
<td>Vista</td>
<td>74</td>
<td>22.3</td>
<td>3</td>
<td>0.9</td>
<td>20</td>
<td>6.0</td>
</tr>
<tr>
<td>Avalon West</td>
<td>200</td>
<td>24.2</td>
<td>9</td>
<td>1.1</td>
<td>51</td>
<td>6.2</td>
</tr>
<tr>
<td>Avalon East</td>
<td>532</td>
<td>29.0</td>
<td>34</td>
<td>1.9</td>
<td>225</td>
<td>12.3</td>
</tr>
<tr>
<td>Conseil scolaire francophone provincial</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>7.1</td>
<td>1</td>
<td>2.4</td>
<td>27</td>
<td>64.3</td>
</tr>
</tbody>
</table>

**Total** | 1,648   | 27.2 | 67 | 1.1 | 577 | 9.5 | 2,465 | 40.8 | 1,292 | 21.4 | 6,049 |

1 Eligible graduates are students who attempted appropriate courses in the term to satisfy all outstanding graduation requirements.
2 See the Senior High School Certification Handbook for the conditions and regulations governing the awarding of credits to meet graduation requirements.
3 Includes private, First Nation, and other schools.
4 Graduation requirements implemented in 1998
   Honours: attains an average of 80% in 7 Level III courses; at least one must be selected from each of English Language, English Literature, Mathematics, Science, and Social Studies or French.
   Academic: attains credit in Academic or Honours courses at Level III in English Language, English Literature, Mathematics, Science, Social Studies or French, but does not meet the requirements for Honours.
   General: meets the minimum graduation requirements but does not meet the additional requirements for Academic or Honours.
   Graduation requirements prior to 1998
   Honours: attained 550 or more marks in 7 Level III and/or Level IV Honours courses, including at least one course in each of English Language, English Literature, Mathematics, Science, and Social Studies or French.
   Distinction: attained 550 or more marks in any 7 Level III and/or Level IV courses.
   Graduated: has satisfied graduation requirements.
Table 38. Number and Percentage of High School Graduates\(^1\) by Gender, Term, Economic Zone, and Graduation Status, 2000-01

<table>
<thead>
<tr>
<th>Graduation Status(^2)</th>
<th>Honours</th>
<th>Distinction</th>
<th>Graduation</th>
<th>Academic Graduation</th>
<th>General Graduation</th>
<th>Total Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours</td>
<td>598</td>
<td>21.4%</td>
<td>22</td>
<td>0.8%</td>
<td>1,147</td>
<td>41.0%</td>
</tr>
<tr>
<td>Distinction</td>
<td>1,050</td>
<td>32.3%</td>
<td>45</td>
<td>1.4%</td>
<td>1,318</td>
<td>40.5%</td>
</tr>
<tr>
<td>Graduation</td>
<td>1,647</td>
<td>27.9%</td>
<td>64</td>
<td>1.1%</td>
<td>2,429</td>
<td>41.2%</td>
</tr>
<tr>
<td>Academic</td>
<td>1</td>
<td>0.6%</td>
<td>0</td>
<td>0.0%</td>
<td>12</td>
<td>24.0%</td>
</tr>
<tr>
<td>General</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>2.9%</td>
<td>24</td>
<td>23.3%</td>
</tr>
<tr>
<td>Economic Zone(^5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nanuk Development Corporation</td>
<td>7</td>
<td>25.0%</td>
<td>0</td>
<td>0.0%</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>Hyron Regional Economic Development Corporation</td>
<td>37</td>
<td>24.7%</td>
<td>0</td>
<td>0.0%</td>
<td>14</td>
<td>9.3%</td>
</tr>
<tr>
<td>Central Labrador Economic Development Corporation</td>
<td>18</td>
<td>20.7%</td>
<td>0</td>
<td>0.0%</td>
<td>9</td>
<td>10.3%</td>
</tr>
<tr>
<td>Southeast Aurora Development Corporation</td>
<td>6</td>
<td>26.1%</td>
<td>1</td>
<td>4.3%</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Labrador Straits Development Corporation</td>
<td>7</td>
<td>31.8%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nordic Economic Development Corporation</td>
<td>27</td>
<td>23.1%</td>
<td>0</td>
<td>0.0%</td>
<td>7</td>
<td>6.0%</td>
</tr>
<tr>
<td>Red Ochre Regional Board Inc.</td>
<td>24</td>
<td>21.4%</td>
<td>2</td>
<td>1.8%</td>
<td>11</td>
<td>9.8%</td>
</tr>
<tr>
<td>Humber Economic Development Board Inc.</td>
<td>170</td>
<td>37.5%</td>
<td>1</td>
<td>0.2%</td>
<td>17</td>
<td>3.8%</td>
</tr>
<tr>
<td>Long Range Regional Economic Development Board</td>
<td>72</td>
<td>24.7%</td>
<td>3</td>
<td>1.0%</td>
<td>21</td>
<td>7.2%</td>
</tr>
<tr>
<td>South Western Marine and Mountain Zone Corporation</td>
<td>34</td>
<td>24.5%</td>
<td>0</td>
<td>0.0%</td>
<td>12</td>
<td>8.6%</td>
</tr>
<tr>
<td>Emerald Zone Corporation</td>
<td>40</td>
<td>19.3%</td>
<td>0</td>
<td>0.0%</td>
<td>28</td>
<td>13.5%</td>
</tr>
<tr>
<td>Exploits Valley Economic Development Corporation</td>
<td>100</td>
<td>32.8%</td>
<td>0</td>
<td>0.0%</td>
<td>30</td>
<td>9.8%</td>
</tr>
<tr>
<td>Coast of Bays Corporation</td>
<td>27</td>
<td>24.3%</td>
<td>1</td>
<td>0.9%</td>
<td>8</td>
<td>7.2%</td>
</tr>
<tr>
<td>Kittiwake Regional Economic Development Corporation</td>
<td>154</td>
<td>26.6%</td>
<td>2</td>
<td>0.3%</td>
<td>72</td>
<td>12.4%</td>
</tr>
<tr>
<td>Discovery Regional Development Board</td>
<td>74</td>
<td>22.3%</td>
<td>3</td>
<td>0.9%</td>
<td>20</td>
<td>6.0%</td>
</tr>
<tr>
<td>Schooner Regional Development Corporation</td>
<td>118</td>
<td>29.1%</td>
<td>10</td>
<td>2.5%</td>
<td>23</td>
<td>5.7%</td>
</tr>
<tr>
<td>Baccalieu Board of Economic Development Corporation</td>
<td>132</td>
<td>23.5%</td>
<td>7</td>
<td>1.2%</td>
<td>39</td>
<td>6.9%</td>
</tr>
<tr>
<td>Avalon Gateway Regional Economic Development Inc.</td>
<td>38</td>
<td>28.8%</td>
<td>1</td>
<td>0.8%</td>
<td>11</td>
<td>8.3%</td>
</tr>
<tr>
<td>Capital Coast Development Alliance</td>
<td>525</td>
<td>28.5%</td>
<td>36</td>
<td>2.0%</td>
<td>242</td>
<td>13.1%</td>
</tr>
<tr>
<td>Irish Loop Regional Economic Development Board</td>
<td>38</td>
<td>25.3%</td>
<td>0</td>
<td>0.0%</td>
<td>8</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

| Total                  | 1,648   | 27.2%       | 67         | 1.1%                | 577               | 9.5%            | 2,465           | 40.8%           | 1,292           | 21.4%           | 6,049          |

\(^1\) See the Senior High School Certification Handbook for the conditions and regulations governing the awarding of credits to meet graduation requirements. Includes private, First Nation, and other schools.

\(^2\) Graduation requirements implemented in 1998

- **Honours**: attains an average of 80% in 7 Level III courses; at least one must be selected from each of English Language, English Literature, Mathematics, Science, and Social Studies or French.
- **Academic**: attains credit in Academic or Honours courses at Level III in English Language, English Literature, Mathematics, Science, Social Studies or French, but does not meet the requirements for Honours.
- **General**: meets the minimum graduation requirements but does not meet the additional requirements for Academic or Honours.

Graduation requirements prior to 1998

- **Honours**: attained 550 or more marks in 7 Level III and/or Level IV honours courses, including at least one course in each of English Language, English Literature, Mathematics, Science, and Social Studies or French.
- **Distinction**: attained 550 or more marks in any 7 Level III and/or Level IV courses.
- **Graduated**: has satisfied graduation requirements.
<table>
<thead>
<tr>
<th>Year</th>
<th>15 and under</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20 and over</th>
<th>Total Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>M</td>
<td>0</td>
<td>9</td>
<td>1,421</td>
<td>1,474</td>
<td>324</td>
<td>3,353</td>
<td>59.1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1</td>
<td>13</td>
<td>1,919</td>
<td>1,706</td>
<td>259</td>
<td>3,974</td>
<td>74.7</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>1</td>
<td>22</td>
<td>3,340</td>
<td>3,180</td>
<td>583</td>
<td>7,327</td>
<td>66.6</td>
</tr>
<tr>
<td>1991-92</td>
<td>M</td>
<td>0</td>
<td>3</td>
<td>1,613</td>
<td>1,524</td>
<td>361</td>
<td>3,669</td>
<td>65.9</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0</td>
<td>6</td>
<td>1,898</td>
<td>1,678</td>
<td>239</td>
<td>3,923</td>
<td>76.8</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>0</td>
<td>9</td>
<td>3,511</td>
<td>3,202</td>
<td>600</td>
<td>7,592</td>
<td>71.1</td>
</tr>
<tr>
<td>1992-93</td>
<td>M</td>
<td>1</td>
<td>15</td>
<td>1,566</td>
<td>1,477</td>
<td>373</td>
<td>3,590</td>
<td>65.4</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2</td>
<td>8</td>
<td>1,903</td>
<td>1,734</td>
<td>214</td>
<td>3,959</td>
<td>79.5</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>3</td>
<td>23</td>
<td>3,469</td>
<td>3,211</td>
<td>587</td>
<td>7,549</td>
<td>72.1</td>
</tr>
<tr>
<td>1993-94</td>
<td>M</td>
<td>2</td>
<td>3</td>
<td>1,562</td>
<td>1,674</td>
<td>417</td>
<td>3,846</td>
<td>73.6</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1</td>
<td>9</td>
<td>1,987</td>
<td>1,775</td>
<td>236</td>
<td>4,115</td>
<td>84.8</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>3</td>
<td>12</td>
<td>3,549</td>
<td>3,449</td>
<td>653</td>
<td>7,961</td>
<td>79.1</td>
</tr>
<tr>
<td>1994-95</td>
<td>M</td>
<td>6</td>
<td>5</td>
<td>1,514</td>
<td>1,499</td>
<td>296</td>
<td>3,447</td>
<td>69.8</td>
</tr>
<tr>
<td></td>
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1 Includes public, private, First Nation, and other schools.
2 Does not include students who received a high school leaving certificate.
3 Age as of June 1.
4 Revised in 2002 to accommodate annual population revisions from Statistics Canada.
5 Refer to the Glossary of Terms for the definition of graduation rate.
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1 Districts may award a provincial school leaving certificate to special needs students upon completion of their programs.