Achievement Information
Table 26. Primary Language Arts Results, Percentage of Students at or Above Grade Level for Written Response by District-Region, June 2015

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Total Students</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>NLESD-Labrador</td>
<td>179</td>
<td>81.1</td>
<td>61.5</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>689</td>
<td>81.1</td>
<td>69.6</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>689</td>
<td>82.1</td>
<td>71.6</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>2,494</td>
<td>82.7</td>
<td>72.0</td>
</tr>
<tr>
<td>Private Schools</td>
<td>67</td>
<td>95.4</td>
<td>72.7</td>
</tr>
<tr>
<td>Province</td>
<td>4,129</td>
<td>82.5</td>
<td>71.0</td>
</tr>
</tbody>
</table>

Table 27. Primary Language Arts Results, Average Percent Correct for Selected Response by District-Region, June 2015

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Total Students</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLESD-Labrador</td>
<td>179</td>
<td>79.6</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>689</td>
<td>84.2</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>689</td>
<td>82.4</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>2,494</td>
<td>84.0</td>
</tr>
<tr>
<td>Private Schools</td>
<td>67</td>
<td>86.8</td>
</tr>
<tr>
<td>Province</td>
<td>4,129</td>
<td>83.6</td>
</tr>
</tbody>
</table>

1 The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.
Table 28. Primary Language Arts Provincial Assessment Results by District-Region and by Gender for Selected Subtests, June 2015 (Percentage of students at or above grade level)

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Gender</th>
<th>Total Students</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>NLESD-Labrador</td>
<td>Male</td>
<td>105</td>
<td>81.3</td>
<td>57.0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>74</td>
<td>81.0</td>
<td>67.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>179</td>
<td>81.1</td>
<td>61.5</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>Male</td>
<td>369</td>
<td>76.8</td>
<td>62.7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>320</td>
<td>85.5</td>
<td>76.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>689</td>
<td>81.1</td>
<td>69.6</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>Male</td>
<td>367</td>
<td>79.3</td>
<td>64.8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>322</td>
<td>84.9</td>
<td>78.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>689</td>
<td>82.1</td>
<td>71.6</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>Male</td>
<td>1,298</td>
<td>79.3</td>
<td>68.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,196</td>
<td>86.3</td>
<td>76.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,494</td>
<td>82.7</td>
<td>72.0</td>
</tr>
<tr>
<td>Private Schools</td>
<td>Male</td>
<td>24</td>
<td>95.5</td>
<td>83.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>43</td>
<td>95.3</td>
<td>66.7</td>
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<tr>
<td></td>
<td>Total</td>
<td>67</td>
<td>95.4</td>
<td>72.7</td>
</tr>
<tr>
<td>Province</td>
<td>Male</td>
<td>2,169</td>
<td>79.0</td>
<td>66.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,960</td>
<td>86.0</td>
<td>76.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4,129</td>
<td>82.5</td>
<td>71.0</td>
</tr>
</tbody>
</table>

1 The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.
Table 29. Elementary Language Arts Results, Percentage of Students at or Above Grade Level for Written Response by District-Region, June 2015

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Total Students</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>NLESD-Labrador</td>
<td>231</td>
<td>83.1</td>
<td>82.0</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>788</td>
<td>89.0</td>
<td>85.0</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>835</td>
<td>89.0</td>
<td>86.6</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>2,891</td>
<td>89.6</td>
<td>86.6</td>
</tr>
<tr>
<td>Private Schools</td>
<td>67</td>
<td>95.5</td>
<td>93.8</td>
</tr>
<tr>
<td>Province</td>
<td>4,820</td>
<td>89.2</td>
<td>86.3</td>
</tr>
</tbody>
</table>

The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.

Table 30. Elementary Language Arts Results, Average Percent Correct for Selected Response by District-Region, June 2015

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Total Students</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLESD-Labrador</td>
<td>231</td>
<td>76.7</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>788</td>
<td>79.7</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>835</td>
<td>81.0</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>2,891</td>
<td>81.5</td>
</tr>
<tr>
<td>Private Schools</td>
<td>67</td>
<td>87.0</td>
</tr>
<tr>
<td>Province</td>
<td>4,820</td>
<td>81.0</td>
</tr>
</tbody>
</table>

1 The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.
Table 31. Elementary Language Arts Provincial Assessment Results by District-Region and by Gender for Selected Subtests, June 2015 (Percentage of students at or above grade level)

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Gender</th>
<th>Total Students</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>NLESD-Labrador</td>
<td>Male</td>
<td>110</td>
<td>81.7</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>121</td>
<td>84.1</td>
<td>82.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>231</td>
<td>83.1</td>
<td>82.0</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>Male</td>
<td>379</td>
<td>84.8</td>
<td>80.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>409</td>
<td>92.8</td>
<td>89.0</td>
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<tr>
<td></td>
<td>Total</td>
<td>788</td>
<td>89.0</td>
<td>85.0</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>Male</td>
<td>433</td>
<td>85.1</td>
<td>84.0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>402</td>
<td>92.9</td>
<td>89.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>835</td>
<td>89.0</td>
<td>86.9</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>Male</td>
<td>1,458</td>
<td>87.0</td>
<td>84.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,433</td>
<td>92.1</td>
<td>88.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,891</td>
<td>89.6</td>
<td>86.6</td>
</tr>
<tr>
<td>Private Schools</td>
<td>Male</td>
<td>38</td>
<td>97.3</td>
<td>91.9</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29</td>
<td>93.1</td>
<td>96.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>67</td>
<td>95.5</td>
<td>93.8</td>
</tr>
<tr>
<td>Province</td>
<td>Male</td>
<td>2,422</td>
<td>86.3</td>
<td>83.7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2,398</td>
<td>92.0</td>
<td>88.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4,820</td>
<td>89.2</td>
<td>86.3</td>
</tr>
</tbody>
</table>

The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.

Table 32. Intermediate Language Arts Results, Percentage of Students at or Above Grade Level for Written Response by District-Region, June 2015

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Total Students</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-Fiction</td>
<td>Creative</td>
</tr>
<tr>
<td>NLESD-Labrador</td>
<td>225</td>
<td>66.5</td>
<td>71.4</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>819</td>
<td>82.6</td>
<td>84.5</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>936</td>
<td>82.1</td>
<td>86.8</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>2930</td>
<td>80.7</td>
<td>86.1</td>
</tr>
<tr>
<td>Private Schools</td>
<td>43</td>
<td>86.0</td>
<td>90.5</td>
</tr>
<tr>
<td>Province</td>
<td>4,963</td>
<td>80.6</td>
<td>85.3</td>
</tr>
</tbody>
</table>

The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.
### Table 33. Intermediate Language Arts Results, Average Percent Correct for Selected Response by District-Region, June 2015

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Total Students</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLESD-Labrador</td>
<td>225</td>
<td>64.6</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>819</td>
<td>67.7</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>936</td>
<td>68.5</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>2,930</td>
<td>68.7</td>
</tr>
<tr>
<td>Private Schools</td>
<td>43</td>
<td>76.9</td>
</tr>
<tr>
<td>Province</td>
<td>4,963</td>
<td>68.4</td>
</tr>
</tbody>
</table>

### Table 34. Intermediate Language Arts Provincial Assessment Results by District-Region and by Gender for Selected Subtests, June 2015 (Percentage of students at or above grade level)

<table>
<thead>
<tr>
<th>District</th>
<th>Gender</th>
<th>Total Students</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-Fiction</td>
<td></td>
<td>Creative</td>
</tr>
<tr>
<td>NLESD-Labrador</td>
<td>Male</td>
<td>121</td>
<td>66.1</td>
<td>58.7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>104</td>
<td>67.0</td>
<td>86.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>225</td>
<td>66.5</td>
<td>71.4</td>
</tr>
<tr>
<td>NLESD-Western</td>
<td>Male</td>
<td>404</td>
<td>79.0</td>
<td>76.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>415</td>
<td>86.0</td>
<td>92.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>819</td>
<td>82.6</td>
<td>84.5</td>
</tr>
<tr>
<td>NLESD-Central</td>
<td>Male</td>
<td>479</td>
<td>78.2</td>
<td>79.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>457</td>
<td>85.9</td>
<td>94.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>936</td>
<td>82.1</td>
<td>86.8</td>
</tr>
<tr>
<td>NLESD-Eastern</td>
<td>Male</td>
<td>1557</td>
<td>78.0</td>
<td>80.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1373</td>
<td>83.6</td>
<td>92.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2930</td>
<td>80.7</td>
<td>86.1</td>
</tr>
<tr>
<td>Private Schools</td>
<td>Male</td>
<td>22</td>
<td>77.3</td>
<td>86.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>21</td>
<td>95.2</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>43</td>
<td>86.0</td>
<td>90.5</td>
</tr>
<tr>
<td>Province</td>
<td>Male</td>
<td>2,588</td>
<td>77.6</td>
<td>78.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2,375</td>
<td>83.8</td>
<td>92.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4963</td>
<td>80.6</td>
<td>85.3</td>
</tr>
</tbody>
</table>

1The levels of performance indicate how proficient students are at completing a variety of tasks in Language Arts.
### Table 35. Average Final Marks for Public Exam Courses by Gender, June 2014 and June 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>June 2014</th>
<th></th>
<th></th>
<th>June 2015</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Candidates</td>
<td>Final Marks</td>
<td></td>
<td>Number of Candidates</td>
<td>Final Marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 3201</td>
<td>1,915</td>
<td>2,125</td>
<td>4,040</td>
<td></td>
<td>67</td>
<td>73</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francais 3202 (FI)</td>
<td>231</td>
<td>388</td>
<td>619</td>
<td></td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics 3201</td>
<td>1,336</td>
<td>1,498</td>
<td>2,834</td>
<td></td>
<td>62</td>
<td>65</td>
</tr>
<tr>
<td>Mathématiques 3231</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics 3200</td>
<td>546</td>
<td>561</td>
<td>1,107</td>
<td></td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 3201</td>
<td>1,088</td>
<td>1,775</td>
<td>2,863</td>
<td></td>
<td>63</td>
<td>67</td>
</tr>
<tr>
<td>Biologie 3231</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Chemistry 3202</td>
<td>866</td>
<td>1,077</td>
<td>1,943</td>
<td></td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Earth Systems 3209</td>
<td>434</td>
<td>411</td>
<td>845</td>
<td></td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td>Physics 3204</td>
<td>770</td>
<td>388</td>
<td>1,158</td>
<td></td>
<td>71</td>
<td>78</td>
</tr>
<tr>
<td>Chimie 3239</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histoire mondiale 3231</td>
<td>167</td>
<td>282</td>
<td>449</td>
<td></td>
<td>70</td>
<td>71</td>
</tr>
<tr>
<td>World Geography 3202</td>
<td>1,230</td>
<td>1,302</td>
<td>2,532</td>
<td></td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>World History 3201</td>
<td>489</td>
<td>464</td>
<td>953</td>
<td></td>
<td>70</td>
<td>71</td>
</tr>
</tbody>
</table>
Table 36. Average Final Marks and Percent of Passes for Public Exam Courses, June 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students</th>
<th>School Final</th>
<th>Public Exam Final</th>
<th>Average Marks</th>
<th>Percentage of Passes Male</th>
<th>Percentage of Passes Female</th>
<th>Percentage of Passes All</th>
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<td>70</td>
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<td>83</td>
<td>93</td>
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48 Achievement Information  Education Statistics - Elementary-Secondary, 2015-16
### Table 37. Number of Students Eligible to Graduate, High School Graduates, and Pass Rate by District-Region and Gender, 2014-15

<table>
<thead>
<tr>
<th>District-Region</th>
<th>Eligible to Graduate</th>
<th>Graduates</th>
<th>Pass Rate</th>
</tr>
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<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>
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<td>NLESD-Labrador</td>
<td>122</td>
<td>99</td>
<td>221</td>
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<tr>
<td>NLESD-Western</td>
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<td>882</td>
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<td>NLESD-Central</td>
<td>427</td>
<td>465</td>
<td>892</td>
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<td>2,795</td>
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<td>2</td>
<td>4</td>
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<td>Other</td>
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<td>125</td>
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### Table 38. Number and Percentage of High School Graduates by District-Region and Graduation Status, 2014-15

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<td>Other</td>
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1 Eligible graduates are students who have a minimum of 22 credits and are attempting sufficient and appropriate credits to graduate.
2 Graduation requirements: See appendix.
3 Includes private, First Nations and other schools.
Table 39. Number and Percentage of High School Graduates by Gender, Economic Zone, and Graduation Status, 2014-15

<table>
<thead>
<tr>
<th>Gender²</th>
<th>Honours No.</th>
<th>Honours %</th>
<th>Academic No.</th>
<th>Academic %</th>
<th>General No.</th>
<th>General %</th>
<th>Total Graduates</th>
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<tbody>
<tr>
<td>Male</td>
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<td>939</td>
<td>40.2</td>
<td>832</td>
<td>35.6</td>
<td>2,337</td>
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<td>36.3</td>
<td>972</td>
<td>41.3</td>
<td>529</td>
<td>22.5</td>
<td>2,356</td>
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</table>

<table>
<thead>
<tr>
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<th>Honours No.</th>
<th>Honours %</th>
<th>Academic No.</th>
<th>Academic %</th>
<th>General No.</th>
<th>General %</th>
<th>Total Graduates</th>
</tr>
</thead>
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<td>4</td>
<td>10.5</td>
<td>32</td>
<td>84.2</td>
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<td>57</td>
<td>47.5</td>
<td>43</td>
<td>35.8</td>
<td>120</td>
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<td>34.5</td>
<td>39</td>
<td>46.4</td>
<td>84</td>
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<td>59.1</td>
<td>5</td>
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<td>22</td>
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<td>47.9</td>
<td>22</td>
<td>31.0</td>
<td>71</td>
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<td>58.6</td>
<td>17</td>
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<td>154</td>
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<td>45.1</td>
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<th>Province²</th>
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<th>Academic %</th>
<th>General No.</th>
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<th>Total Graduates</th>
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¹ Graduation Requirements by Graduation Status: See Appendix
² Includes private, First Nations and other schools.
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<th>Year</th>
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<th>17</th>
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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 reflect annual population revisions from Statistics Canada.
Table 41. High School Leaving Certificates\textsuperscript{1} Awarded by Gender and Age, 2004-05 to 2014-15

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\textsuperscript{1} Districts may award a school leaving certificate to special needs students upon completion of the program.