

Elementary-Secondary Education Statistics Project (EESP)

1.1 Educator Remuneration by categories, 2004/2005 to 2006/2007

Please note that a consistency between table 1.1 (remuneration by categories) and table 7.2 (FTEs by categories) should be respected.

	2004/2005						2005/2006						2006/2007					
	Educators				Other than educators	Total	Educators				Other than educators	Total	Educators				Other than educators	Total
	Teachers	School Administrators	Pedagogical Support	Sub-Total			Teachers	School Administrators	Pedagogical Support	Sub-Total			Teachers	School Administrators	Pedagogical Support	Sub-Total		
Remuneration - School boards and districts																		
Salaries/ wages and allowances						\$0						\$0						\$0
Fringe benefits (except employer's contribution to pension plans)																		
Pension plans (including employer's contribution)																		
Remuneration - Ministry of Education																		
Salaries/ wages and allowances						\$0						\$0						\$0
Fringe benefits (except employer's contribution to pension plans)																		
Pension plans (including employer's contribution)																		
Remuneration - Other provincial governments and agencies																		
Salaries/ wages and allowances						\$0						\$0						\$0
Fringe benefits (except employer's contribution to pension plans)																		
Pension plans (including employer's contribution)																		
Total Remuneration:																		

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Table 2. Enrolments by Type of Program, Grade and Sex, School Boards and Districts (Headcount), 2000-01 to 2006-07

2.1 Regular Programs for Youth

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Junior Kindergarten																					
Kindergarten																					
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
Ungraded																					
Total																					

2.2 Full Time Equivalent (FTE) Rate - Regular Programs for Youth

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Kindergarten							
Kindergarten							

2.3 Upgrading programs¹ for adults

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<8																					
8																					
9																					
10																					
11																					
12																					
13																					
Ungraded																					
Total																					

2.4 Vocational Programs² for Youth and Adults

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Youth																					
Adults																					
Total																					

Notes:

1. Include enrolments in General Education Development (GED), Adult Basic Education (ABE) and other equivalency programs. Exclude any enrolments in upgrading programs offered at the postsecondary level.

2. Include enrolments in all professional and technical training programs offered in public schools operated by school boards or the province. Exclude any enrolments in vocational programs offered at the postsecondary level.

Use the following symbols if necessary:

- . : Not available for any reference period
- .. : Not available for a specific reference period
- ... : Not applicable

Table 3. Enrolments by Type of Minority and Second Language Programs, Youth Sector by Grade, School Boards and Districts (Headcount), 2000-01 to 2006-07

3.1 Regular Second Language Programs¹

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Junior Kindergarten																					
Kindergarten																					
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
Ungraded																					
Total																					

3.2 Second Language Immersion Programs²

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Junior Kindergarten																					
Kindergarten																					
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
Ungraded																					
Total																					

3.3 Minority language programs³

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Junior Kindergarten																					
Kindergarten																					
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
Ungraded																					
Total																					

Notes

- 1- Regular Second Language Programs (or Core Language programs) Enrolments in programs where French is taught to Anglophone students or English is taught to Francophone students as a "subject" in the regular course offerings. One or more additional subjects can also be taught in the student's second official language but second language instruction must total less than 25% of all instruction time.
- 2- Second Language Immersion Programs: Enrolments in programs where French is the language of instruction for Anglophone students or English is the language of instruction for Francophone students. Instruction time in the student's second official language is more than 25% of all instruction time.
- 3- Minority language as Language of Instruction: Enrolments in programs for students from the official language linguistic minority in the relevant province or territory (French outside Québec, English in Québec). These programs allow children in the linguistic minority to pursue their education in their first official language.

Use the following symbols if necessary:

- . : Not available for any reference period
- .. : Not available for a specific reference period
- ... : Not applicable

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Table 4. Enrolments by type of Aboriginal Language Programs by Grade, School Boards and Districts (Headcount), 2000-01 to 2006-07

4.1 Aboriginal as Language of Instruction¹

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Junior Kindergarten							
Kindergarten							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
Ungraded							
Total							

4.2 Aboriginal Language as Language of Instruction²

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Junior Kindergarten							
Kindergarten							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
Ungraded							
Total							

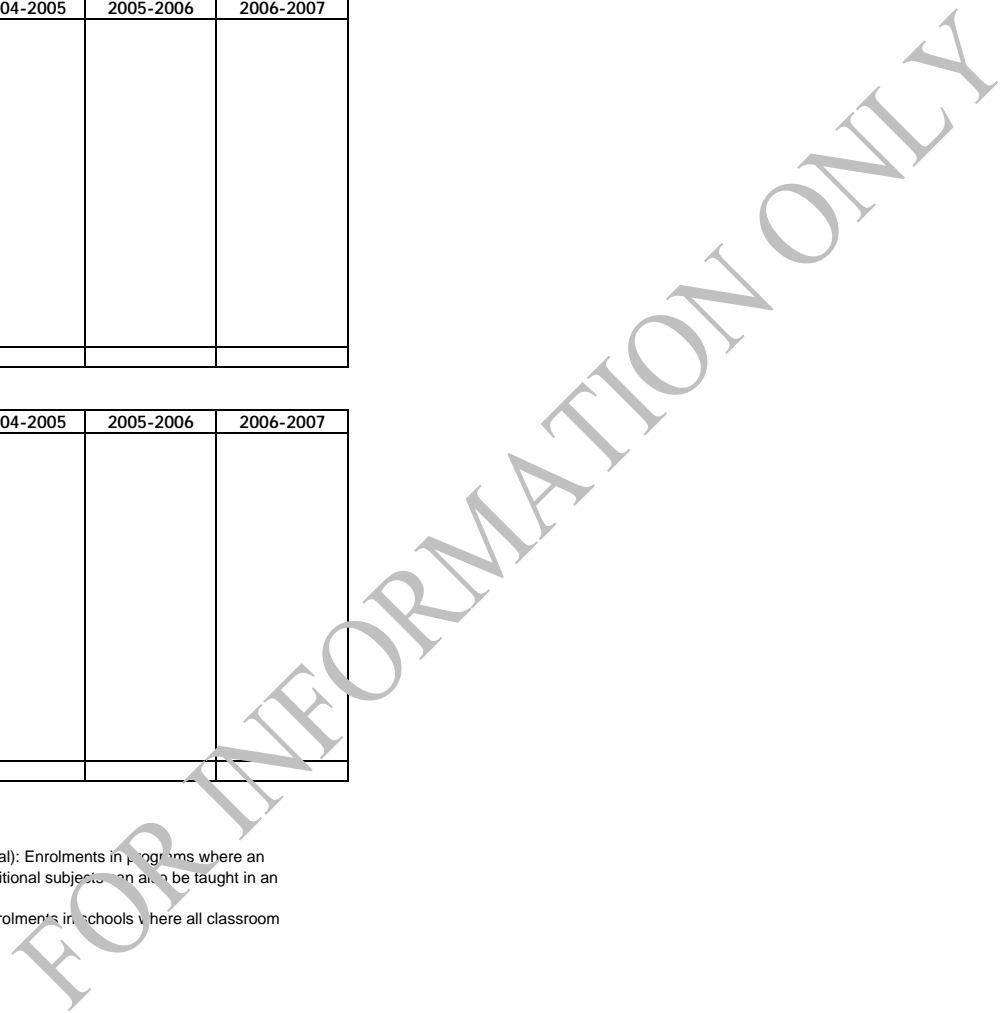
Notes

1- Aboriginal language instruction (a.k.a. Aboriginal second language program or Core Aboriginal): Enrolments in programs where an Aboriginal language is taught as a subject as part of regular course offerings. One or more additional subjects can also be taught in an Aboriginal language up to less than 25% of the week.

2- Aboriginal language as language of instruction (a.k.a. Aboriginal first language program): enrolments in schools where all classroom instruction is in an Aboriginal language for Aboriginal children.

Use the following symbols if necessary:

- . : Not available for any reference period
- .. : Not available for a specific reference period
- ... : Not applicable



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Table 5. Enrolments in Special Needs Education¹ by Type of Disability, Type of Class, School Boards and Districts (Headcount), 2000-01 to 2006-07

5.1 Number of students identified and receiving additional program and service supports :	Type of class	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
A. For sensory, physical and intellectual disabilities - Low incidence disabilities	Regular																					
	Special																					
B. For learning disabilities and behavioural disabilities - High incidence disabilities	Regular																					
	Special																					
C. To compensate for SES or other disadvantages	Regular																					
	Special																					
Total	Regular																					
	Special																					

Notes

1. Students with special educational needs are those for whom additional public and/or private resources are provided to support their education. Additional resources are resources made available over and above those generally available to regular students. They are resources provided to support students who have difficulties following the regular curriculum. They can be personnel resources (a more favourable teacher/student ratio, additional teachers, assistants or other personnel), material resources (aids or supports of various types, modification of adaptation to classroom, specialised teaching materials) or financial resources (modified funding formulae, money set aside within the regular budget allocation or additional payments).

Following the OECD and recommendations from the Special Education and Student Services Directors of the Western and Northern Canada Protocol, they are broken into the following categories:

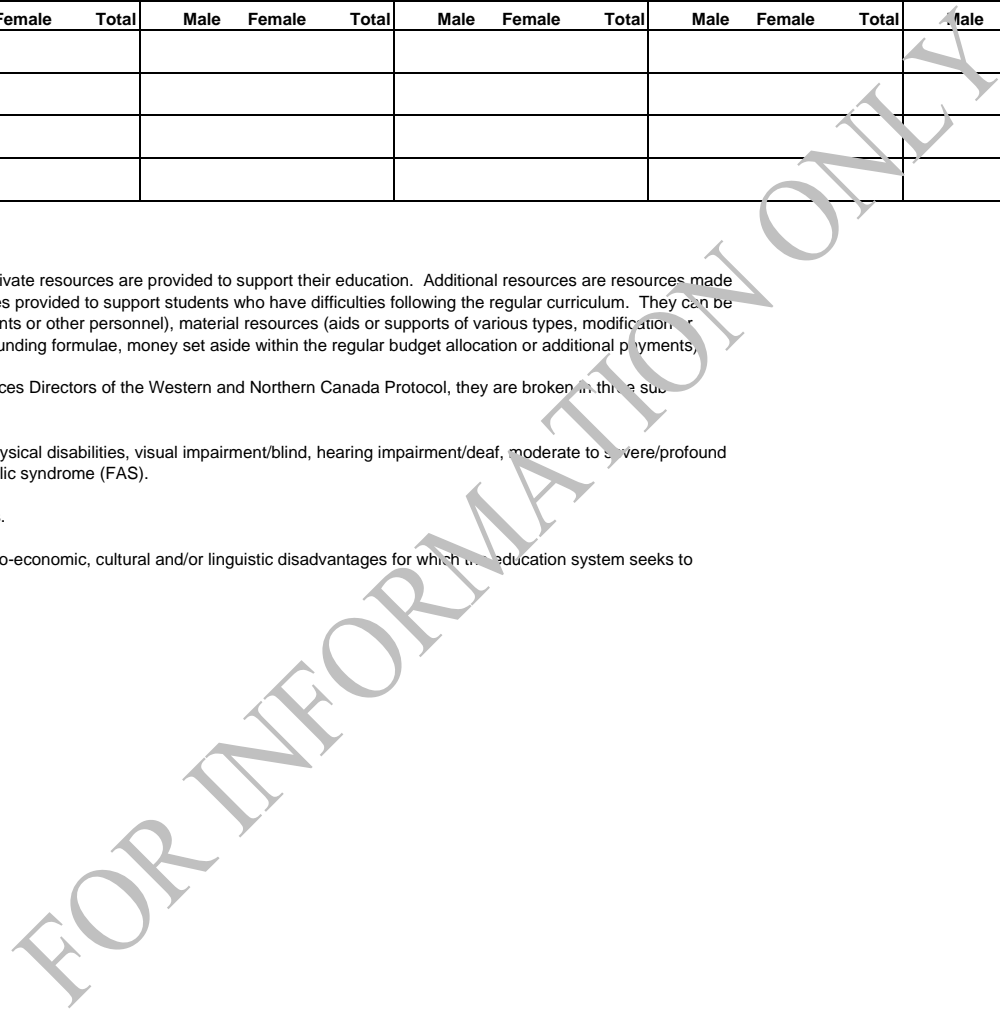
Category A refers to students whose disabilities have clear biological causes – such as physical disabilities, visual impairment/blind, hearing impairment/deaf, moderate to severe/profound intellectual disability, chronic health problem, multiple disabilities, autism and foetal alcoholic syndrome (FAS).

Category B refers to students who are experiencing learning and/or behavioural difficulties.

Category C refers to students whose difficulties are considered to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which the education system seeks to compensate.

Use the following symbols if necessary:

- . : Not available for any reference period
- .. : Not available for a specific reference period
- : Not applicable



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Table 6. Number of Graduates¹ by Type of Programs, Age and Sex, School Boards and Districts, 2000-01 to 2006-0

6.1 Regular Programs for Youth

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20 and over																					
Unknown																					
Total																					

6.2 Adult Upgrading Programs²

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20																					
21																					
22																					
23																					
24																					
25-29																					
30-34																					
35-39																					
40-44																					
45-49																					
50 and over																					
Unknown																					
Total																					

6.3a Vocational³ Programs for Youth

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20 and over																					
Unknown																					
Total																					

6.3b Vocational³ Programs for Adults

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20																					
21																					
22																					
23																					
24																					
25-29																					
30-34																					
35-39																					
40-44																					
45-49																					
50 and over																					
Unknown																					
Total																					

Notes

1. Include first time graduates only; count late graduates but do not count the same graduate twice.
 2. Include graduates in General Education Development (GED), Adult Basic Education (ABE) and other equivalency programs. Exclude any graduates of upgrading programs offered at the postsecondary level.
 3. Include graduates in all professional and technical training programs. Exclude any graduates of vocational programs offered at the postsecondary level.
- Use the following symbols if necessary:
 . : Not available for any reference period
 .. : Not available for a specific reference period

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Table 7.1 Number of Headcounts reported as Full-time or Part-time Educators by Age Group and Sex, 2000-01 to 2006-07

Headcounts Educator	2000-2001				2001-2002				2002-2003				2003-2004				2004-2005				2005-2006				2006-2007			
	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total
Full-time																												
Less than 25																												
25-29 years																												
30-34 years																												
35-39 years																												
40-44 years																												
45-49 years																												
50-54 years																												
55-59 years																												
60-64 years																												
65 and over																												
Unknown																												
Sub-Total																												
Part-time																												
Less than 25																												
25-29 years																												
30-34 years																												
35-39 years																												
40-44 years																												
45-49 years																												
50-54 years																												
55-59 years																												
60-64 years																												
65 and over																												
Unknown																												
Sub-Total																												
Unknown																												
Total																												

Table 7.2 Number of Educators in Full-time Equivalent (FTE) by Categories, 1999-00 to 2005-06

Full-Time Equivalent (FTE) Educators	2000-2001				2001-2002				2002-2003				2003-2004				2004-2005				2005-2006				2006-2007			
	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total
Teachers																												
School Administrators																												
Pedagogical Support																												
Total																												

Notes

Educators include all employees in the public school system who belong to one of the three following categories: **teachers, school administrators and pedagogical support**. This definition excludes teacher aides, student teachers and other personnel who do not get paid for their employment. Personnel temporarily not at work (e.g. for reasons of illness or injury, maternity or parental leave, holiday or vacation) should be included.

Headcount educators are defined as the number of educators on September the 30th (or as close as possible thereafter) of the school year who are responsible for providing services to the HEADCOUNT ENROLMENT students. It includes all educators in regular public schools, provincial reformatory or custodial schools, and other students recognized and funded by a province or territory. Exclude correspondence or distance programs, private schools or independent school schools financed by federal departments (e.g. the Department of National Defence and the Department of Indian and Northern Affairs).

school boards or the province in September (or as close as possible thereafter) of the school year. It includes all educators in all professional and technical training programs offered in public schools operated by school boards or the province. Exclude, vocational programs offered at the postsecondary level, distance education programs, private schools and schools financed by federal departments (e.g. the Department of National Defence and the Department of Indian and Northern Affairs).

Full Time Equivalent (FTE) Educator is defined as the number of full-time educators on September the 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).