

To illustrate the concept of coefficients of variation, a table of CVs produced for a variety of ICTSS estimates is presented below.

Table 2

Estimates of the coefficient of variation for several key characteristics by type of school, 2003/04

	All schools	Instructional level of school		Location of school	
		Elementary	Secondary	Urban	Rural
Proportion of computers by Internet-connectivity					
<i>Internet-connected</i>	0.18%	0.25%	0.30%	0.21%	0.34%
<i>Non Internet-connected</i>	2.35%	2.55%	5.97%	2.80%	3.86%
Proportion of computers by processor speed¹					
<i>Low speed</i>	1.25%	1.36%	2.60%	1.47%	2.18%
<i>Medium speed</i>	0.74%	0.95%	1.26%	0.84%	1.47%
<i>High speed</i>	2.12%	2.56%	3.52%	2.45%	3.93%
<i>Other speed</i>	9.53%	10.00%	22.90%	10.78%	18.36%
Proportion of schools by methods to access the Internet					
<i>Dial-up² access</i>	3.43%	4.43%	11.59%	6.12%	4.08%
<i>Always on³ connections</i>	0.46%	0.61%	0.67%	0.48%	1.20%
Student-to-computer ratio (median)					
<i>Canada</i>	0.66%	0.73%	1.17%	0.68%	1.34%

Notes:

1. Processor speeds were measured in Megahertz (MHz), with each MHz representing one million cycles per second (the number of times the computer processor is able to perform a task). Processor speeds were categorized as either low (66 to 233 MHz), medium (233 MHz to 1.4 GHz (GigaHertz)), or high (1.4 to 3.8 GHz).

2. Dial-up access is defined as "Regular dial-up telephone line with a modem".

3. The method to access the internet is said to be "Always on" when the method used by the school is one of the following: cable modem, high-speed line (e.g. ISDN, DSL) or Frame relay, T1 line, optical fibre, fixed wireless (terrestrial) devices or Satellite connection.

Source: *Information and Communications Technologies in Schools Survey 2003/04, Centre for Education Statistics, Statistics Canada*