

PISA/YITS School Questionnaire

June 2, 2003

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Variable: **SchIDStc** Position: 1 Length: 5

School ID (STR + SCH) STATCAN Def. This is a STATCAN identifier that can be used to link to the student file.

	FREQ	WTD
01001 : 95008	1,117	1,117
	=====	=====
	1,117	1,117

Variable: **SC01Q01** Position: 6 Length: 1

Which of the following best describes the community in which your school is located?

	FREQ	WTD
1 A village or rural area (fewer than 3 000 people)	274	274
2 A small town (3 000 to about 15 000 people)	261	261
3 A town (15 000 to about 100 000 people)	216	216
4 A city (100 000 to about 1 000 000 people)	262	262
5 Close to the centre of a city with over 1000 000 people	52	52
6 Elsewhere in a city with over 1 000 000 people	32	32
N Missing value	20	20
	=====	=====
	1,117	1,117

Coverage: All respondents.

Variable: **SC02Q01** Position: 7 Length: 4

As of March 31, 2000, what was the total school enrolment (number of students)? ... Number of boys:

	FREQ	WTD
0000 : 1567	976	976
N Missing value	141	141
	=====	=====
	1,117	1,117

Coverage: All respondents.

**PISA/YITS School Questionnaire**

June 2, 2003

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*Variable:*                    **SC02Q02**                                    *Position:* 11                    *Length:* 4

As of March 31, 2000, what was the total school enrolment (number of students)? ... Number of girls:

		FREQ	WTD
0000 : 1484		974	974
N	Missing value	143	143
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Variable:*                    **SC03Q01**                                    *Position:* 15                    *Length:* 1

Is your school a public or a private school?

		FREQ	WTD
1	A public school	1,037	1,037
2	A private school	64	64
N	Missing value	16	16
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* A public school is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise. A private school is a school managed directly or indirectly by a non-government organization; e.g., a church, trade union, businesses, other private institutions.

*Variable:*                    **SC04Q01**                                    *Position:* 16                    *Length:* 3

About what percentage of your total funding for a typical school year comes from the following sources?  
... Government (includes, local, regional, provincial and federal).

		FREQ	WTD
000 : 100		1,064	1,064
M	Missing value	42	42
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

Variable: **SC04Q02** Position: 19 Length: 3

About what percentage of your total funding for a typical school year comes from the following sources? ... Student fees or school charges paid by parents.

		FREQ	WTD
000 : 100		725	725
M	Missing value	380	380
N	Missing value	12	12
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC04Q03** Position: 22 Length: 3

About what percentage of your total funding for a typical school year comes from the following sources? ... Benefactors, donations, bequests, sponsorships, parental fundraising.

		FREQ	WTD
000 : 085		601	601
M	Missing value	505	505
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC04Q04** Position: 25 Length: 3

About what percentage of your total funding for a typical school year comes from the following sources? ... Other.

		FREQ	WTD
000 : 100		333	333
M	Missing value	773	773
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q01** Position: 28 Length: 1

Are the following grade levels found in your school? ... Grade 1.

		FREQ	WTD
1	Yes	167	167
2	No	649	649
M	Missing value	290	290
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q02** Position: 29 Length: 1

Are the following grade levels found in your school? ... Grade 2.

		FREQ	WTD
1	Yes	169	169
2	No	646	646
M	Missing value	291	291
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q03** Position: 30 Length: 1

Are the following grade levels found in your school? ... Grade 3.

		FREQ	WTD
1	Yes	169	169
2	No	646	646
M	Missing value	291	291
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q04** Position: 31 Length: 1

Are the following grade levels found in your school? ... Grade 4.

		FREQ	WTD
1	Yes	175	175
2	No	640	640
M	Missing value	291	291
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q05** Position: 32 Length: 1

Are the following grade levels found in your school? ... Grade 5.

		FREQ	WTD
1	Yes	189	189
2	No	631	631
M	Missing value	286	286
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q06** Position: 33 Length: 1

Are the following grade levels found in your school? ... Grade 6.

		FREQ	WTD
1	Yes	221	221
2	No	613	613
M	Missing value	272	272
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q07** Position: 34 Length: 1

Are the following grade levels found in your school? ... Grade 7 (Québec: Secondary 1).

		FREQ	WTD
1	Yes	493	493
2	No	432	432
M	Missing value	181	181
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q08** Position: 35 Length: 1

Are the following grade levels found in your school? ... Grade 8 (Québec: Secondary 2).

		FREQ	WTD
1	Yes	616	616
2	No	342	342
I	Missing value	1	1
M	Missing value	147	147
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q09** Position: 36 Length: 1

Are the following grade levels found in your school? ... Grade 9 (Québec: Secondary 3; Manitoba: Senior 1).

		FREQ	WTD
1	Yes	961	961
2	No	93	93
I	Missing value	1	1
M	Missing value	51	51
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q10** Position: 37 Length: 1

Are the following grade levels found in your school? ... Grade 10 (Québec: Secondary 4; Manitoba: Senior 2; Newfoundland: Level I).

		FREQ	WTD
1	Yes	987	987
2	No	58	58
M	Missing value	61	61
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q11** Position: 38 Length: 1

Are the following grade levels found in your school? ... Grade 11 (Québec: Secondary 5; Manitoba: Senior 3; Newfoundland: Level II).

		FREQ	WTD
1	Yes	973	973
2	No	69	69
M	Missing value	64	64
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q12** Position: 39 Length: 1

Are the following grade levels found in your school? ... Grade 12 (Manitoba: Senior 4; Newfoundland: Level III).

		FREQ	WTD
1	Yes	824	824
2	No	61	61
M	Missing value	57	57
N	Missing value	175	175
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q13** Position: 40 Length: 1

Are the following grade levels found in your school? ... OAC.

		FREQ	WTD
1	Yes	174	174
2	No	2	2
M	Missing value	4	4
N	Missing value	937	937
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC05Q14** Position: 41 Length: 1

Are the following grade levels found in your school? ... Ungraded school.

		FREQ	WTD
1	Yes	51	51
2	No	402	402
M	Missing value	653	653
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC06Q01** Position: 42 Length: 3

The following question refers to different aspects of instructional time for 15-year-old students in your school.  
... How many instructional weeks are there in the school year?

		FREQ	WTD
019 : 052		1,049	1,049
M	Missing value	50	50
N	Missing value	18	18
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If 15-year-olds are in different programs or grades, principals chose the one where most of the 15-year olds are located.

Variable: **SC06Q02** Position: 45 Length: 3

The following question refers to different aspects of instructional time for 15-year-old students in your school.  
 ... How many class periods are there in the school week?

		FREQ	WTD
002 : 070		1,087	1,087
M	Missing value	17	17
N	Missing value	13	13
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If 15-year-olds are in different programs or grades, principals chose the one where most of the 15-year olds are located.

Variable: **SC06Q03** Position: 48 Length: 3

The following question refers to different aspects of instructional time for 15-year-old students in your school.  
 ... How many instructional minutes are there in the average single class period?

		FREQ	WTD
005 : 250		1,087	1,087
M	Missing value	14	14
N	Missing value	16	16
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If 15-year-olds are in different programs or grades, principals chose the one where most of the 15-year olds are located.

Variable: **SC07Q01** Position: 51 Length: 1

How often are the following factors considered when students are admitted to your school? ... Residence in a particular area.

		FREQ	WTD
1	Never	182	182
2	Sometimes	157	157
3	Always	754	754
I	Missing value	1	1
M	Missing value	12	12
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC07Q02** Position: 52 Length: 1

How often are the following factors considered when students are admitted to your school? ... Student's record of academic performance (including placement tests).

		FREQ	WTD
1	Never	526	526
2	Sometimes	388	388
3	Always	155	155
I	Missing value	1	1
M	Missing value	36	36
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC07Q03** Position: 53 Length: 1

How often are the following factors considered when students are admitted to your school? ... Recommendation of feeder schools.

		FREQ	WTD
1	Never	361	361
2	Sometimes	479	479
3	Always	228	228
M	Missing value	38	38
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC07Q04** Position: 54 Length: 1

How often are the following factors considered when students are admitted to your school? ... Parents' endorsement of the instructional or religious philosophy of the school.

		FREQ	WTD
1	Never	679	679
2	Sometimes	245	245
3	Always	141	141
M	Missing value	41	41
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC07Q05** Position: 55 Length: 1

How often are the following factors considered when students are admitted to your school? ... Whether the student requires or is interested in a special program.

		FREQ	WTD
1	Never	255	255
2	Sometimes	635	635
3	Always	184	184
M	Missing value	32	32
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC07Q06** Position: 56 Length: 1

How often are the following factors considered when students are admitted to your school? ... Preference given to family members of current or former students.

		FREQ	WTD
1	Never	691	691
2	Sometimes	286	286
3	Always	91	91
I	Missing value	1	1
M	Missing value	37	37
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC07Q07** Position: 57 Length: 1

How often are the following factors considered when students are admitted to your school? ... Other.

		FREQ	WTD
1	Never	249	249
2	Sometimes	174	174
3	Always	21	21
M	Missing value	662	662
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC08Q01** Position: 58 Length: 3

In your school, what percentage of 15-year-old students is studying each program? ... Grade 7 to 9 or equivalent:  
A program that prepares students for further academic education at a university, college or CEGEP.

		FREQ	WTD
000 : 100		855	855
N	Missing value	262	262
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: For students taking a program that would allow them to go on to more than one of these destinations, select the destination that has the highest entrance requirements.

Variable: **SC08Q02** Position: 61 Length: 3

In your school, what percentage of 15-year-old students is studying each program? ... Grade 7 to 9 or equivalent:  
A program that prepares students for further trade or technical education at a college or CEGEP.

		FREQ	WTD
000 : 100		683	683
N	Missing value	434	434
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: For students taking a program that would allow them to go on to more than one of these destinations, select the destination that has the highest entrance requirements.

Variable: **SC08Q03** Position: 64 Length: 3

In your school, what percentage of 15-year-old students is studying each program? ... Grade 7 to 9 or equivalent:  
A program designed to lead directly to the labour-market without further post-secondary education.

		FREQ	WTD
000 : 100		679	679
N	Missing value	438	438
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: For students taking a program that would allow them to go on to more than one of these destinations, select the destination that has the highest entrance requirements.

Variable: **SC08Q04** Position: 67 Length: 3

In your school, what percentage of 15-year-old students is studying each program? ... Grade 10 to 12 or equivalent:  
A program that prepares students for further academic education at a university, college or CEGEP.

		FREQ	WTD
000 : 100		923	923
N	Missing value	194	194
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: For students taking a program that would allow them to go on to more than one of these destinations, select the destination that has the highest entrance requirements.

Variable: **SC08Q05** Position: 70 Length: 3

In your school, what percentage of 15-year-old students is studying each program? ... Grade 10 to 12 or equivalent:  
A program that prepares students for further trade or technical education at a college or CEGEP.

		FREQ	WTD
000 : 100		778	778
N	Missing value	339	339
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: For students taking a program that would allow them to go on to more than one of these destinations, select the destination that has the highest entrance requirements.

Variable: **SC08Q06** Position: 73 Length: 3

In your school, what percentage of 15-year-old students is studying each program? ... Grade 10 to 12 or equivalent:  
A program designed to lead directly to the labour-market without further post-secondary education.

		FREQ	WTD
000 : 100		739	739
N	Missing value	378	378
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: For students taking a program that would allow them to go on to more than one of these destinations, select the destination that has the highest entrance requirements.

Variable: **SC09Q01** Position: 76 Length: 1

In your school, how important is each of the following factors in determining the study program of grade 10 (or equivalent) students? ... Students' choice.

		FREQ	WTD
1	Not Important	69	69
2	Important	426	426
3	Very Important	592	592
M	Missing value	19	19
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC09Q02** Position: 77 Length: 1

In your school, how important is each of the following factors in determining the study program of grade 10 (or equivalent) students? ... Students' previous academic record.

		FREQ	WTD
1	Not Important	53	53
2	Important	512	512
3	Very Important	517	517
I	Missing value	1	1
M	Missing value	23	23
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC09Q03** Position: 78 Length: 1

In your school, how important is each of the following factors in determining the study program of grade 10 (or equivalent) students? ... A placement examination.

		FREQ	WTD
1	Not Important	786	786
2	Important	201	201
3	Very Important	47	47
M	Missing value	72	72
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC09Q04** Position: 79 Length: 1

In your school, how important is each of the following factors in determining the study program of grade 10 (or equivalent) students? ... Teachers' recommendation.

		FREQ	WTD
1	Not Important	89	89
2	Important	757	757
3	Very Important	231	231
I	Missing value	1	1
M	Missing value	28	28
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC09Q05** Position: 80 Length: 1

In your school, how important is each of the following factors in determining the study program of grade 10 (or equivalent) students? ... Parents' or guardians' request.

		FREQ	WTD
1	Not Important	62	62
2	Important	642	642
3	Very Important	376	376
I	Missing value	1	1
M	Missing value	25	25
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC10Q01** Position: 81 Length: 1

In your school, how likely is it that a grade 10 (or equivalent) student would be transferred to another school because of: ... low academic achievement. If students are never transferred, go to SC11Q01.

		FREQ	WTD
1	Not likely	918	918
2	Likely	85	85
3	Very likely	12	12
M	Missing value	91	91
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC10Q02** Position: 82 Length: 1

In your school, how likely is it that a grade 10 (or equivalent) student would be transferred to another school because of: ... high academic achievement. If students are never transferred, go to SC11Q01.

		FREQ	WTD
1	Not likely	980	980
2	Likely	20	20
3	Very likely	6	6
M	Missing value	100	100
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC10Q03** Position: 83 Length: 1

In your school, how likely is it that a grade 10 (or equivalent) student would be transferred to another school because of: ... behavioural problems. If students are never transferred, go to SC11Q01.

		FREQ	WTD
1	Not likely	728	728
2	Likely	255	255
3	Very likely	29	29
I	Missing value	1	1
M	Missing value	93	93
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:*                    **SC10Q04**                    *Position:* 84                    *Length:* 1

In your school, how likely is it that a grade 10 (or equivalent) student would be transferred to another school because of: ... special learning needs. If students are never transferred, go to SC11Q01.

		FREQ	WTD
1	Not likely	746	746
2	Likely	220	220
3	Very likely	51	51
M	Missing value	89	89
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:*                    **SC10Q05**                    *Position:* 85                    *Length:* 1

In your school, how likely is it that a grade 10 (or equivalent) student would be transferred to another school because of: ... parent's or guardian's request. If students are never transferred, go to SC11Q01.

		FREQ	WTD
1	Not likely	426	426
2	Likely	469	469
3	Very likely	117	117
I	Missing value	2	2
M	Missing value	92	92
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC10Q06** Position: 86 Length: 1

In your school, how likely is it that a grade 10 (or equivalent) student would be transferred to another school because of: ... other. If students are never transferred, go to SC11Q01.

		FREQ	WTD
1	Not likely	371	371
2	Likely	68	68
3	Very likely	20	20
M	Missing value	647	647
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q01** Position: 87 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... poor condition of buildings?

		FREQ	WTD
1	Not at all	724	724
2	Very little	236	236
3	To some extent	118	118
4	A lot	15	15
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q02** Position: 88 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... poor heating, cooling and/or lighting systems?

		FREQ	WTD
1	Not at all	613	613
2	Very little	314	314
3	To some extent	147	147
4	A lot	21	21
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q03** Position: 89 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... lack of instructional space (e.g., classrooms)?

		FREQ	WTD
1	Not at all	613	613
2	Very little	293	293
3	To some extent	160	160
4	A lot	28	28
I	Missing value	1	1
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:*                    **SC11Q04**                    *Position:* 90                    *Length:* 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... lack of instructional material (e.g., textbooks)?

		FREQ	WTD
1	Not at all	457	457
2	Very little	424	424
3	To some extent	187	187
4	A lot	25	25
I	Missing value	1	1
M	Missing value	12	12
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:*                    **SC11Q05**                    *Position:* 91                    *Length:* 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... not enough computers for instruction?

		FREQ	WTD
1	Not at all	337	337
2	Very little	403	403
3	To some extent	303	303
4	A lot	53	53
M	Missing value	10	10
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q06** Position: 92 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... lack of instructional materials in the library?

		FREQ	WTD
1	Not at all	346	346
2	Very little	442	442
3	To some extent	258	258
4	A lot	49	49
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q07** Position: 93 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... lack of multi-media resources for instruction?

		FREQ	WTD
1	Not at all	271	271
2	Very little	480	480
3	To some extent	296	296
4	A lot	46	46
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q08** Position: 94 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... inadequate science laboratory equipment?

		FREQ	WTD
1	Not at all	394	394
2	Very little	391	391
3	To some extent	243	243
4	A lot	66	66
M	Missing value	12	12
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC11Q09** Position: 95 Length: 1

In your school, how much is the learning of grade 10 (or equivalent) students hindered by: ... inadequate facilities for the fine arts?

		FREQ	WTD
1	Not at all	347	347
2	Very little	338	338
3	To some extent	261	261
4	A lot	144	144
I	Missing value	1	1
M	Missing value	15	15
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC12Q01** Position: 96 Length: 1

For grade 10 (or equivalent) students, does your school provide the following resources? ... Extra courses on academic subjects for gifted students.

		FREQ	WTD
1	Yes	471	471
2	No	621	621
I	Missing value	1	1
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: English language and literature may be referred to as English language arts. It does not include English as a Second Language. If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC12Q02** Position: 97 Length: 1

For grade 10 (or equivalent) students, does your school provide the following resources? ... Special training in English language and literature for low achievers.

		FREQ	WTD
1	Yes	820	820
2	No	268	268
I	Missing value	1	1
M	Missing value	17	17
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: English language and literature may be referred to as English language arts. It does not include English as a Second Language. If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC12Q03** Position: 98 Length: 1

For grade 10 (or equivalent) students, does your school provide the following resources? ... Special courses in study skills for low achievers.

		FREQ	WTD
1	Yes	715	715
2	No	375	375
M	Missing value	16	16
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: English language and literature may be referred to as English language arts. It does not include English as a Second Language. If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC12Q04** Position: 99 Length: 1

For grade 10 (or equivalent) students, does your school provide the following resources? ... Special tutoring by staff members.

		FREQ	WTD
1	Yes	888	888
2	No	201	201
I	Missing value	1	1
M	Missing value	16	16
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: English language and literature may be referred to as English language arts. It does not include English as a Second Language. If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC12Q05** Position: 100 Length: 1

For grade 10 (or equivalent) students, does your school provide the following resources? ...Room(s) where the students can do their homework with staff help.

		FREQ	WTD
1	Yes	624	624
2	No	456	456
M	Missing value	26	26
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: English language and literature may be referred to as English language arts. It does not include English as a Second Language. If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC13Q01** Position: 101 Length: 4

In your school, about how many computers are: ... in the school altogether?

		FREQ	WTD
0004 : 1000		1,070	1,070
M	Missing value	36	36
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC13Q02** Position: 105 Length: 4

In your school, about how many computers are: ... available to 15-year-old students?

		FREQ	WTD
0000 : 0450		1,054	1,054
M	Missing value	52	52
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC13Q03** Position: 109 Length: 4

In your school, about how many computers are: ... available only to teachers?

		FREQ	WTD
0000 : 0600		1,056	1,056
M	Missing value	50	50
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC13Q04** Position: 113 Length: 4

In your school, about how many computers are: ... available only to administrative staff?

		FREQ	WTD
0000 : 0270		1,068	1,068
M	Missing value	38	38
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC13Q05** Position: 117 Length: 4

In your school, about how many computers are: ... connected to the Internet/World Wide Web?

		FREQ	WTD
0000 : 0500		1,060	1,060
M	Missing value	46	46
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC13Q06** Position: 121 Length: 4

In your school, about how many computers are: ... connected to a local area network (LAN, Intranet)?

		FREQ	WTD
0000 : 0500		976	976
M	Missing value	130	130
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC14Q01** Position: 125 Length: 3

In your school, how many full-time and part-time teachers: ... are there in TOTAL? ... Full-time.

		FREQ	WTD
000 : 244		1,084	1,084
N	Missing value	33	33
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q02** Position: 128 Length: 3

In your school, how many full-time and part-time teachers: ... are there in TOTAL? ... Part-time.

		FREQ	WTD
000 : 103		916	916
N	Missing value	201	201
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q03** Position: 131 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree in education? ... Full-time.

		FREQ	WTD
000 : 181		1,012	1,012
N	Missing value	105	105
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.  
Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q04** Position: 134 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree in education? ... Part-time.

		FREQ	WTD
000 : 100		594	594
N	Missing value	523	523
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.  
Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q05** Position: 137 Length: 3

In your school, how many full-time and part-time teachers: ... are fully certified as teachers by the province?  
... Full-time.

		FREQ	WTD
000 : 181		1,048	1,048
N	Missing value	69	69
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.  
Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q06** Position: 140 Length: 3

In your school, how many full-time and part-time teachers: ... are fully certified as teachers by the province?  
... Part-time.

		FREQ	WTD
000 : 100		618	618
N	Missing value	499	499
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q07** Position: 143 Length: 3

In your school, how many full-time and part-time teachers: ... are teachers of English language and literature?  
... Full-time.

		FREQ	WTD
000 : 050		1,055	1,055
N	Missing value	62	62
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q08** Position: 146 Length: 3

In your school, how many full-time and part-time teachers: ... are teachers of English language and literature?  
... Part-time.

		FREQ	WTD
000 : 091		501	501
N	Missing value	616	616
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q09** Position: 149 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree with a major in English language and literature? ... Full-time.

		FREQ	WTD
000 : 076		979	979
N	Missing value	138	138
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.  
 Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q10** Position: 152 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree with a major in English language and literature? ... Part-time.

		FREQ	WTD
000 : 053		414	414
N	Missing value	703	703
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.  
 Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q11** Position: 155 Length: 3

In your school, how many full-time and part-time teachers: ... are teachers of mathematics? ... Full-time.

		FREQ	WTD
000 : 040		1,063	1,063
N	Missing value	54	54
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.  
 Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q12** Position: 158 Length: 3

In your school, how many full-time and part-time teachers: ... are teachers of mathematics? ... Part-time.

		FREQ	WTD
000 : 088		465	465
N	Missing value	652	652
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q13** Position: 161 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree with a major in mathematics?  
... Full-time.

		FREQ	WTD
000 : 076		984	984
N	Missing value	133	133
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q14** Position: 164 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree with a major in mathematics?  
... Part-time.

		FREQ	WTD
000 : 061		383	383
N	Missing value	734	734
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q15** Position: 167 Length: 3

In your school, how many full-time and part-time teachers: ... are teachers of science (e.g. chemistry, physics, biology or earth sciences)? ... Full-time.

		FREQ	WTD
000 : 040		1,064	1,064
N	Missing value	53	53
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q16** Position: 170 Length: 3

In your school, how many full-time and part-time teachers: ... are teachers of science (e.g. chemistry, physics, biology or earth sciences)? ... Part-time.

		FREQ	WTD
000 : 089		448	448
N	Missing value	669	669
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q17** Position: 173 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree with a major in science (e.g. chemistry, physics, biology or earth sciences)? ... Full-time.

		FREQ	WTD
000 : 076		995	995
N	Missing value	122	122
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC14Q18** Position: 176 Length: 3

In your school, how many full-time and part-time teachers: ... have a bachelor's degree with a major in science (e.g. chemistry, physics, biology or earth sciences)? ... Part-time.

		FREQ	WTD
000 : 053		383	383
N	Missing value	734	734
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A full-time teacher is employed at least 90% of the time as a classroom teacher. All other teachers should be considered part-time.

Note that categories b) to i) are not mutually exclusive, so the total in item a) may be less than the sum of items b) to i).

Variable: **SC15Q01** Position: 179 Length: 3

During the last three months, what percentage of teaching staff in your school have attended a program of professional development?

		FREQ	WTD
000 : 100		1,064	1,064
M	Missing value	42	42
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: Professional development is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognized qualification. The total length of the program must last for at least one day and have a focus on teaching and education.

Variable: **SC16Q01** Position: 182 Length: 1

Generally, in your school how often are grade 10 (or equivalent) students assessed using: ... standardized tests?

		FREQ	WTD
1	Never	522	522
2	Yearly	373	373
3	2 times a year	97	97
4	3 times a year	19	19
5	4 or more times a year	43	43
I	Missing value	2	2
M	Missing value	50	50
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC16Q02** Position: 183 Length: 1

Generally, in your school how often are grade 10 (or equivalent) students assessed using: ... teacher-developed tests?

		FREQ	WTD
1	Never	1	1
2	Yearly	16	16
3	2 times a year	27	27
4	3 times a year	28	28
5	4 or more times a year	1,022	1,022
I	Missing value	2	2
M	Missing value	10	10
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC16Q03** Position: 184 Length: 1

Generally, in your school how often are grade 10 (or equivalent) students assessed using: ... teachers' subjective ratings?

		FREQ	WTD
1	Never	92	92
2	Yearly	49	49
3	2 times a year	80	80
4	3 times a year	67	67
5	4 or more times a year	769	769
I	Missing value	2	2
M	Missing value	47	47
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC16Q04** Position: 185 Length: 1

Generally, in your school how often are grade 10 (or equivalent) students assessed using: ... student portfolios?

		FREQ	WTD
1	Never	292	292
2	Yearly	227	227
3	2 times a year	193	193
4	3 times a year	76	76
5	4 or more times a year	226	226
I	Missing value	3	3
M	Missing value	89	89
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:* **SC16Q05** *Position:* 186 *Length:* 1

Generally, in your school how often are grade 10 (or equivalent) students assessed using: ... student assignments/projects/homework?

		FREQ	WTD
1	Never	7	7
2	Yearly	15	15
3	2 times a year	12	12
4	3 times a year	13	13
5	4 or more times a year	1,046	1,046
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:* **SC17Q01** *Position:* 187 *Length:* 1

In your school, about how often is information on the performance of grade 10 (or equivalent) students formally communicated to: ... parents?

		FREQ	WTD
1	Never	1	1
2	Yearly	6	6
3	2 times a year	14	14
4	3 times a year	97	97
5	4 or more times a year	980	980
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC17Q02** Position: 188 Length: 1

In your school, about how often is information on the performance of grade 10 (or equivalent) students formally communicated to: ... school principal?

		FREQ	WTD
1	Never	10	10
2	Yearly	14	14
3	2 times a year	22	22
4	3 times a year	66	66
5	4 or more times a year	980	980
M	Missing value	14	14
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC17Q03** Position: 189 Length: 1

In your school, about how often is information on the performance of grade 10 (or equivalent) students formally communicated to: ... board/district/provincial administrators?

		FREQ	WTD
1	Never	170	170
2	Yearly	469	469
3	2 times a year	174	174
4	3 times a year	21	21
5	4 or more times a year	230	230
I	Missing value	2	2
M	Missing value	40	40
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC18Q01** Position: 190 Length: 1

In your school, are evaluations of grade 10 (or equivalent) students used to: ... inform parents about their child's progress?

		FREQ	WTD
1	Yes	1,098	1,098
2	No	0	0
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC18Q02** Position: 191 Length: 1

In your school, are evaluations of grade 10 (or equivalent) students used to: ... make decisions about retention or promotion?

		FREQ	WTD
1	Yes	1,066	1,066
2	No	25	25
M	Missing value	15	15
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC18Q03** Position: 192 Length: 1

In your school, are evaluations of grade 10 (or equivalent) students used to: ... group students for instructional purposes?

		FREQ	WTD
1	Yes	742	742
2	No	345	345
I	Missing value	1	1
M	Missing value	18	18
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC18Q04** Position: 193 Length: 1

In your school, are evaluations of grade 10 (or equivalent) students used to: ... compare the school to district, provincial or national performance?

		FREQ	WTD
1	Yes	473	473
2	No	612	612
I	Missing value	1	1
M	Missing value	20	20
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC18Q05** Position: 194 Length: 1

In your school, are evaluations of grade 10 (or equivalent) students used to: ... monitor the school's progress from year to year?

		FREQ	WTD
1	Yes	726	726
2	No	356	356
I	Missing value	1	1
M	Missing value	23	23
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC18Q06** Position: 195 Length: 1

In your school, are evaluations of grade 10 (or equivalent) students used to: ... make judgements about teachers' effectiveness?

		FREQ	WTD
1	Yes	320	320
2	No	753	753
I	Missing value	4	4
M	Missing value	29	29
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q01** Position: 196 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... low expectations of teachers?

		FREQ	WTD
1	Not at all	523	523
2	Very little	431	431
3	To some extent	134	134
4	A lot	1	1
M	Missing value	17	17
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q02** Position: 197 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... student absenteeism?

		FREQ	WTD
1	Not at all	63	63
2	Very little	421	421
3	To some extent	531	531
4	A lot	83	83
I	Missing value	2	2
M	Missing value	6	6
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q03** Position: 198 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... poor student-teacher relations?

		FREQ	WTD
1	Not at all	277	277
2	Very little	723	723
3	To some extent	94	94
4	A lot	2	2
M	Missing value	10	10
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q04** Position: 199 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... teacher turnover?

		FREQ	WTD
1	Not at all	429	429
2	Very little	548	548
3	To some extent	110	110
4	A lot	9	9
M	Missing value	10	10
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q05** Position: 200 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... lack of parental support for student learning at home?

		FREQ	WTD
1	Not at all	64	64
2	Very little	363	363
3	To some extent	578	578
4	A lot	93	93
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q06** Position: 201 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... disruption of classes by students?

		FREQ	WTD
1	Not at all	97	97
2	Very little	646	646
3	To some extent	324	324
4	A lot	27	27
I	Missing value	1	1
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q07** Position: 202 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... teachers not meeting individual students' needs?

		FREQ	WTD
1	Not at all	136	136
2	Very little	677	677
3	To some extent	274	274
4	A lot	5	5
M	Missing value	14	14
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q08** Position: 203 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... teacher absenteeism?

		FREQ	WTD
1	Not at all	437	437
2	Very little	588	588
3	To some extent	68	68
4	A lot	3	3
M	Missing value	10	10
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q09** Position: 204 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... students skipping classes?

		FREQ	WTD
1	Not at all	132	132
2	Very little	542	542
3	To some extent	362	362
4	A lot	60	60
I	Missing value	2	2
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q10** Position: 205 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... students lacking respect for teachers?

		FREQ	WTD
1	Not at all	163	163
2	Very little	694	694
3	To some extent	212	212
4	A lot	25	25
I	Missing value	2	2
M	Missing value	10	10
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q11** Position: 206 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... staff resisting change?

		FREQ	WTD
1	Not at all	209	209
2	Very little	581	581
3	To some extent	281	281
4	A lot	24	24
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q12** Position: 207 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... not enough instructional time?

		FREQ	WTD
1	Not at all	401	401
2	Very little	487	487
3	To some extent	192	192
4	A lot	9	9
I	Missing value	2	2
M	Missing value	15	15
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q13** Position: 208 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... students' use of alcohol or illegal drugs?

		FREQ	WTD
1	Not at all	226	226
2	Very little	634	634
3	To some extent	210	210
4	A lot	20	20
I	Missing value	3	3
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q14** Position: 209 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... teachers being too strict with students?

		FREQ	WTD
1	Not at all	439	439
2	Very little	618	618
3	To some extent	35	35
4	A lot	2	2
I	Missing value	1	1
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:*                    **SC19Q15**                    *Position:* 210                    *Length:* 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... students intimidating or bullying other students?

		FREQ	WTD
1	Not at all	203	203
2	Very little	752	752
3	To some extent	133	133
4	A lot	9	9
M	Missing value	9	9
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:*                    **SC19Q16**                    *Position:* 211                    *Length:* 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... students not being encouraged to achieve their full potential?

		FREQ	WTD
1	Not at all	400	400
2	Very little	522	522
3	To some extent	165	165
4	A lot	6	6
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC19Q17** Position: 212 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by: ... students coming from poor home environments?

		FREQ	WTD
1	Not at all	107	107
2	Very little	472	472
3	To some extent	455	455
4	A lot	57	57
I	Missing value	2	2
M	Missing value	13	13
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC20Q01** Position: 213 Length: 1

Think about the teachers in your school. How much do you agree or disagree with the following statements?  
... The morale of teachers in this school is high.

		FREQ	WTD
1	Strongly disagree	32	32
2	Disagree	167	167
3	Agree	653	653
4	Strongly agree	244	244
I	Missing value	1	1
M	Missing value	9	9
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC20Q02** Position: 214 Length: 1

Think about the teachers in your school. How much do you agree or disagree with the following statements?  
 ... Teachers work with enthusiasm.

		FREQ	WTD
1	Strongly disagree	8	8
2	Disagree	72	72
3	Agree	776	776
4	Strongly agree	237	237
I	Missing value	2	2
M	Missing value	11	11
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC20Q03** Position: 215 Length: 1

Think about the teachers in your school. How much do you agree or disagree with the following statements?  
 ... Teachers take pride in this school.

		FREQ	WTD
1	Strongly disagree	6	6
2	Disagree	35	35
3	Agree	613	613
4	Strongly agree	441	441
I	Missing value	2	2
M	Missing value	9	9
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC20Q04** Position: 216 Length: 1

Think about the teachers in your school. How much do you agree or disagree with the following statements?  
 ... Teachers value academic achievement.

		FREQ	WTD
1	Strongly disagree	4	4
2	Disagree	7	7
3	Agree	433	433
4	Strongly agree	653	653
I	Missing value	3	3
M	Missing value	6	6
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC21Q01** Position: 217 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by a shortage/inadequacy of:  
 ... teachers?

		FREQ	WTD
1	Not at all	469	469
2	Very little	296	296
3	To some extent	287	287
4	A lot	47	47
I	Missing value	1	1
M	Missing value	6	6
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:* **SC21Q02** *Position:* 218 *Length:* 1

In your school, is the learning of grade 10 (or equivalent) students hindered by a shortage/inadequacy of: ... teachers of English language and literature?

		FREQ	WTD
1	Not at all	652	652
2	Very little	329	329
3	To some extent	98	98
4	A lot	18	18
I	Missing value	1	1
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

*Variable:* **SC21Q03** *Position:* 219 *Length:* 1

In your school, is the learning of grade 10 (or equivalent) students hindered by a shortage/inadequacy of: ... teachers of mathematics?

		FREQ	WTD
1	Not at all	592	592
2	Very little	322	322
3	To some extent	164	164
4	A lot	20	20
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

*Coverage:* All respondents.

*Note:* If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC21Q04** Position: 220 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by a shortage/inadequacy of: ... teachers of science (e.g. chemistry, physics, biology or earth sciences)?

		FREQ	WTD
1	Not at all	625	625
2	Very little	310	310
3	To some extent	136	136
4	A lot	29	29
M	Missing value	6	6
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC21Q05** Position: 221 Length: 1

In your school, is the learning of grade 10 (or equivalent) students hindered by a shortage/inadequacy of: ... support personnel for classroom teachers?

		FREQ	WTD
1	Not at all	247	247
2	Very little	325	325
3	To some extent	415	415
4	A lot	111	111
M	Missing value	8	8
N	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC22Q01** Position: 222 Length: 5

In your school, who has the main responsibility for: ... hiring teachers?

		FREQ	WTD
00010 : 11100		1,096	1,096
99997	Not applicable	11	11
99999	Missing value	10	10
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q02** Position: 227 Length: 5

In your school, who has the main responsibility for: ... firing teachers?

		FREQ	WTD
00010 : 11110		1,092	1,092
99997	Not applicable	11	11
99999	Missing value	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q03** Position: 232 Length: 5

In your school, who has the main responsibility for: ... establishing teachers' starting salaries?

		FREQ	WTD
00010 : 11001		1,093	1,093
99997	Not applicable	11	11
99999	Missing value	13	13
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q04** Position: 237 Length: 5

In your school, who has the main responsibility for: ... determining teachers' salary increases?

		FREQ	WTD
00010 : 11100		1,095	1,095
99997	Not applicable	11	11
99999	Missing value	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q05** Position: 242 Length: 5

In your school, who has the main responsibility for: ... formulating the school budget?

		FREQ	WTD
00001 : 11100		1,092	1,092
99997	Not applicable	11	11
99999	Missing value	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q06** Position: 247 Length: 5

In your school, who has the main responsibility for: ... deciding on budget allocation within the school?

		FREQ	WTD
00001 : 11000		1,100	1,100
99997	Not applicable	11	11
99999	Missing value	6	6
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q07** Position: 252 Length: 5

In your school, who has the main responsibility for: ... establishing student disciplinary policies?

		FREQ	WTD
00001 : 11111		1,100	1,100
99997	Not applicable	11	11
99999	Missing value	6	6
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q08** Position: 257 Length: 5

In your school, who has the main responsibility for: ... establishing student assessment policies?

		FREQ	WTD
00001 : 11111		1,098	1,098
99997	Not applicable	11	11
99999	Missing value	8	8
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q09** Position: 262 Length: 5

In your school, who has the main responsibility for: ... approving students for admittance to school?

		FREQ	WTD
00001 : 11110		1,093	1,093
99997	Not applicable	11	11
99999	Missing value	13	13
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q10** Position: 267 Length: 5

In your school, who has the main responsibility for: ... choosing which textbooks are used?

		FREQ	WTD
00001 : 11111		1,097	1,097
99997	Not applicable	11	11
99999	Missing value	9	9
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q11** Position: 272 Length: 5

In your school, who has the main responsibility for: ... determining course content?

		FREQ	WTD
00001 : 11111		1,084	1,084
99997	Not applicable	11	11
99999	Missing value	22	22
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC22Q12** Position: 277 Length: 5

In your school, who has the main responsibility for: ... deciding which courses are offered?

		FREQ	WTD
00001 : 11111		1,093	1,093
99997	Not applicable	11	11
99999	Missing value	13	13
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: The responses to the question items are represented by a 5-digit character field (XXXXX) that represents responsibility for these functions as follows: Position 1 = Not a school responsibility Position 2 = Appointed or elected board Position 3 = Principal Position 4 = Vice Principal/Department heads Position 5 = Teachers A value of <1> signifies 'yes' and a value of <0> signifies 'no'.

Variable: **SC23Q01** Position: 282 Length: 1

What type of school is your institution?

		FREQ	WTD
1	Non-sectarian (no religious affiliation)	854	854
2	Sectarian/separate (with religious affiliation, for example Anglican, Catholic, Mennonite, etc.)	243	243
9	Not stated	20	20
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC24Q01** Position: 283 Length: 1

Does your school offer a semestered program to grade 10 (or equivalent) students?

		FREQ	WTD
1	Yes	656	656
2	No	437	437
9	Not stated	24	24
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A semestered program is a program where students take a new schedule of courses part way through the school year. If no students in grade 10 (or equivalent) in the school, principals were asked to respond for the grade level in which the majority of 15-year-olds were enrolled.

Variable: **SC25AQ01** Position: 284 Length: 3

This school year, about what percentage of students at your school have been enrolled in a course or program requiring them to spend time in a workplace (for example, Co-op, work education)?

		FREQ	WTD
000 : 100		684	684
996	Valid skip	372	372
999	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: "Valid skip" includes "No such programs available".

Variable: **SC25BQ01** Position: 287 Length: 1

How are students selected to participate in this program? ... Open to anyone who applies.

		FREQ	WTD
1	Yes	347	347
2	No	337	337
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ02** Position: 288 Length: 1

How are students selected to participate in this program? ... On a first come, first serve basis or by random selection.

		FREQ	WTD
1	Yes	72	72
2	No	612	612
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ03** Position: 289 Length: 1

How are students selected to participate in this program? ... Staff recommend or select individuals.

		FREQ	WTD
1	Yes	391	391
2	No	293	293
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ04** Position: 290 Length: 1

How are students selected to participate in this program? ... According to year of study.

		FREQ	WTD
1	Yes	417	417
2	No	267	267
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ05** Position: 291 Length: 1

How are students selected to participate in this program? ... According to identification of higher dropout risk.

		FREQ	WTD
1	Yes	235	235
2	No	449	449
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ06** Position: 292 Length: 1

How are students selected to participate in this program? ... According to marks and grades.

		FREQ	WTD
1	Yes	221	221
2	No	463	463
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ07** Position: 293 Length: 1

How are students selected to participate in this program? ... By acceptable attendance records.

		FREQ	WTD
1	Yes	230	230
2	No	454	454
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ08** Position: 294 Length: 1

How are students selected to participate in this program? ... Participation is mandatory.

		FREQ	WTD
1	Yes	94	94
2	No	590	590
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC25BQ09** Position: 295 Length: 1

How are students selected to participate in this program? ... By a school interview.

		FREQ	WTD
1	Yes	335	335
2	No	349	349
6	Valid skip	372	372
9	Not stated	61	61
		=====	=====
		1,117	1,117

Coverage: All respondents who have students enrolled in a course or program requiring them to spend time in a workplace.

Variable: **SC26Q01a** Position: 296 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... French language immersion program - Program is offered.

		FREQ	WTD
1	Yes	342	342
2	No	764	764
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q01b** Position: 297 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... French language immersion program - Program is the main focus of this school.

		FREQ	WTD
1	Yes	38	38
2	No	304	304
6	Valid skip	764	764
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q02a** Position: 298 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... English language immersion program - Program is offered.

		FREQ	WTD
1	Yes	220	220
2	No	886	886
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q02b** Position: 299 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... English language immersion program - Program is the main focus of this school.

		FREQ	WTD
1	Yes	139	139
2	No	81	81
6	Valid skip	886	886
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q03a** Position: 300 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Other language immersion program - Program is offered.

		FREQ	WTD
1	Yes	45	45
2	No	1,061	1,061
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q03b** Position: 301 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Other language immersion program - Program is the main focus of this school.

		FREQ	WTD
1	Yes	9	9
2	No	36	36
6	Valid skip	1,061	1,061
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q04a** Position: 302 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... English as a second language (ESL) program - Program is offered.

		FREQ	WTD
1	Yes	392	392
2	No	714	714
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q04b** Position: 303 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... English as a second language (ESL) program - Program is the main focus of this school.

		FREQ	WTD
1	Yes	26	26
2	No	366	366
6	Valid skip	714	714
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q05a** Position: 304 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... French as a second language program (FSL) - Program is offered.

		FREQ	WTD
1	Yes	509	509
2	No	597	597
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q05b** Position: 305 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... French as a second language program (FSL) - Program is the main focus of this school.

		FREQ	WTD
1	Yes	15	15
2	No	494	494
6	Valid skip	597	597
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q06a** Position: 306 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program targeting the arts (for example, dance, theatre, visual arts, etc.) - Program is offered.

		FREQ	WTD
1	Yes	718	718
2	No	388	388
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q06b** Position: 307 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program targeting the arts (for example, dance, theatre, visual arts, etc.) - Program is the main focus of this school.

		FREQ	WTD
1	Yes	47	47
2	No	671	671
6	Valid skip	388	388
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q07a** Position: 308 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program targeting sports - Program is offered.

		FREQ	WTD
1	Yes	614	614
2	No	492	492
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q07b** Position: 309 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program targeting sports - Program is the main focus of this school.

		FREQ	WTD
1	Yes	33	33
2	No	581	581
6	Valid skip	492	492
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q08a** Position: 310 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Trade/vocational program - Program is offered.

		FREQ	WTD
1	Yes	423	423
2	No	683	683
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q08b** Position: 311 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Trade/vocational program - Program is the main focus of this school.

		FREQ	WTD
1	Yes	23	23
2	No	400	400
6	Valid skip	683	683
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q09a** Position: 312 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program for special needs (for example, special education or program for students with learning difficulties) - Program is offered.

		FREQ	WTD
1	Yes	889	889
2	No	217	217
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q09b** Position: 313 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program for special needs (for example, special education or program for students with learning difficulties) - Program is the main focus of this school.

		FREQ	WTD
1	Yes	41	41
2	No	848	848
6	Valid skip	217	217
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q10a** Position: 314 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program targeting gifted students (for example, enriched program) - Program is offered.

		FREQ	WTD
1	Yes	489	489
2	No	617	617
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q10b** Position: 315 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Program targeting gifted students (for example, enriched program) - Program is the main focus of this school.

		FREQ	WTD
1	Yes	47	47
2	No	442	442
6	Valid skip	617	617
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q11a** Position: 316 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Alternative program (for example, programs flexible enough to accommodate students returning to school, pregnant teens, adults etc.) - Program is offered.

		FREQ	WTD
1	Yes	428	428
2	No	678	678
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC26Q11b** Position: 317 Length: 1

Which of the following programs are offered through this school and which programs, if any, are considered the main focus of this school? ... Alternative program (for example, programs flexible enough to accommodate students returning to school, pregnant teens, adults etc.) - Program is the main focus of this school.

		FREQ	WTD
1	Yes	20	20
2	No	408	408
6	Valid skip	678	678
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: A program is a specially designed curriculum. A language immersion program is a program where 25% or more of instruction time is spent in the immersion language.

Variable: **SC27Q01** Position: 318 Length: 1

At this school, is unpaid community service (volunteer work) mandatory for graduation?

		FREQ	WTD
1	Yes	260	260
2	No	826	826
9	Not stated	31	31
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC28AQ01** Position: 319 Length: 1

Does your school have an ongoing partnership with a business or company?

		FREQ	WTD
1	Yes	428	428
2	No	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SC28BQ01** Position: 320 Length: 1

Through this partnership, does the business or company provide any of the following? ... Learning materials (books, charts, etc.).

		FREQ	WTD
1	Yes	69	69
2	No	359	359
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ02** Position: 321 Length: 1

Through this partnership, does the business or company provide any of the following? ... Technology (or computers).

		FREQ	WTD
1	Yes	168	168
2	No	260	260
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ03** Position: 322 Length: 1

Through this partnership, does the business or company provide any of the following? ... Work experience opportunities for students.

		FREQ	WTD
1	Yes	331	331
2	No	97	97
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ04** Position: 323 Length: 1

Through this partnership, does the business or company provide any of the following? ... Contribution to course content or development.

		FREQ	WTD
1	Yes	102	102
2	No	326	326
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ05** Position: 324 Length: 1

Through this partnership, does the business or company provide any of the following? ... Information on career opportunities.

		FREQ	WTD
1	Yes	251	251
2	No	177	177
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ06** Position: 325 Length: 1

Through this partnership, does the business or company provide any of the following? ... Funding.

		FREQ	WTD
1	Yes	124	124
2	No	304	304
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ07** Position: 326 Length: 1

Through this partnership, does the business or company provide any of the following? ... Scholarships or rewards.

		FREQ	WTD
1	Yes	275	275
2	No	153	153
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC28BQ08** Position: 327 Length: 1

Through this partnership, does the business or company provide any of the following? ... Other.

		FREQ	WTD
1	Yes	407	407
2	No	21	21
6	Valid skip	674	674
9	Not stated	15	15
		=====	=====
		1,117	1,117

Coverage: All respondents whose school has an ongoing partnership with a business or company.

Variable: **SC29Q02** Position: 328 Length: 3

Approximately what percentage of last year's high school graduates went on to ... University?

		FREQ	WTD
000 : 099		778	778
996	Valid skip	104	104
997	Don't know	224	224
999	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: "Valid skip" indicates the school does not have senior high school students.

Variable: **SC29Q03** Position: 331 Length: 3

Approximately what percentage of last year's high school graduates went on to ... College, CEGEP or other post-secondary?

		FREQ	WTD
000 : 100		778	778
996	Valid skip	104	104
997	Don't know	224	224
999	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: "Valid skip" indicates the school does not have senior high school students.

Variable: **SC29Q04** Position: 334 Length: 3

Approximately what percentage of last year's high school graduates went on to ... Other (for example, work or travel)?

		FREQ	WTD
000 : 100		778	778
996	Valid skip	104	104
997	Don't know	224	224
999	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: "Valid skip" indicates the school does not have senior high school students.

Variable: **SC29Q05** Position: 337 Length: 1

Approximately what percentage of last year's high school graduates went on to ... Destination of graduates is not known.

		FREQ	WTD
1	Yes	224	224
2	No	778	778
6	Valid skip	104	104
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Note: "Valid skip" indicates the school does not have senior high school students.

Variable: **S30AQ01** Position: 338 Length: 1

Does this school ... have programs or practices in place to help at risk students stay in school?

		FREQ	WTD
1	Yes	1,085	1,085
2	No	21	21
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30AQ02** Position: 339 Length: 1

Does this school ... have programs or practices in place to encourage students who have dropped out to return to school?

		FREQ	WTD
1	Yes	617	617
2	No	489	489
9	Not stated	11	11
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ01a** Position: 340 Length: 1

What does this school do for or offer to these students? ... Contact parents - To help at risk students stay in school.

		FREQ	WTD
1	Yes	1,056	1,056
2	No	47	47
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ01b** Position: 341 Length: 1

What does this school do for or offer to these students? ... Contact parents - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	321	321
2	No	664	664
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ02a** Position: 342 Length: 1

What does this school do for or offer to these students? ... Close monitoring of student attendance or classroom performance - To help at risk students stay in school.

		FREQ	WTD
1	Yes	1,047	1,047
2	No	56	56
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ02b** Position: 343 Length: 1

What does this school do for or offer to these students? ... Close monitoring of student attendance or classroom performance - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	164	164
2	No	821	821
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ03a** Position: 344 Length: 1

What does this school do for or offer to these students? ... Incentives for better classroom attendance or classroom performance - To help at risk students stay in school.

		FREQ	WTD
1	Yes	536	536
2	No	567	567
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ03b** Position: 345 Length: 1

What does this school do for or offer to these students? ... Incentives for better classroom attendance or classroom performance - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	92	92
2	No	893	893
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ04a** Position: 346 Length: 1

What does this school do for or offer to these students? ... Tutoring by teachers - To help at risk students stay in school.

		FREQ	WTD
1	Yes	838	838
2	No	265	265
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ04b** Position: 347 Length: 1

What does this school do for or offer to these students? ... Tutoring by teachers - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	148	148
2	No	837	837
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ05a** Position: 348 Length: 1

What does this school do for or offer to these students? ... Peer tutoring - To help at risk students stay in school.

		FREQ	WTD
1	Yes	669	669
2	No	434	434
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ05b** Position: 349 Length: 1

What does this school do for or offer to these students? ... Peer tutoring - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	103	103
2	No	882	882
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ06a** Position: 350 Length: 1

What does this school do for or offer to these students? ... Alternative or flexible program - To help at risk students stay in school.

		FREQ	WTD
1	Yes	689	689
2	No	414	414
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ06b** Position: 351 Length: 1

What does this school do for or offer to these students? ... Alternative or flexible program - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	287	287
2	No	698	698
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ07a** Position: 352 Length: 1

What does this school do for or offer to these students? ... Program where youth spend time with an employer (for example, co-op or work education) - To help at risk students stay in school.

		FREQ	WTD
1	Yes	614	614
2	No	489	489
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ07b** Position: 353 Length: 1

What does this school do for or offer to these students? ... Program where youth spend time with an employer (for example, co-op or work education) - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	151	151
2	No	834	834
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ08a** Position: 354 Length: 1

What does this school do for or offer to these students? ... Individual or group counselling for personal issues - To help at risk students stay in school.

		FREQ	WTD
1	Yes	954	954
2	No	149	149
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ08b** Position: 355 Length: 1

What does this school do for or offer to these students? ... Individual or group counselling for personal issues - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	279	279
2	No	706	706
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ09a** Position: 356 Length: 1

What does this school do for or offer to these students? ... Academic counselling - To help at risk students stay in school.

		FREQ	WTD
1	Yes	970	970
2	No	133	133
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ09b** Position: 357 Length: 1

What does this school do for or offer to these students? ... Academic counselling - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	292	292
2	No	693	693
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ10a** Position: 358 Length: 1

What does this school do for or offer to these students? ... Career counselling - To help at risk students stay in school.

		FREQ	WTD
1	Yes	961	961
2	No	142	142
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ10b** Position: 359 Length: 1

What does this school do for or offer to these students? ... Career counselling - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	287	287
2	No	698	698
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ11a** Position: 360 Length: 1

What does this school do for or offer to these students? ... Recommend another school - To help at risk students stay in school.

		FREQ	WTD
1	Yes	494	494
2	No	609	609
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ11b** Position: 361 Length: 1

What does this school do for or offer to these students? ... Recommend another school - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	238	238
2	No	747	747
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ12a** Position: 362 Length: 1

What does this school do for or offer to these students? ... Referral to health-care providers outside the school - To help at risk students stay in school.

		FREQ	WTD
1	Yes	818	818
2	No	285	285
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ12b** Position: 363 Length: 1

What does this school do for or offer to these students? ... Referral to health-care providers outside the school - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	229	229
2	No	756	756
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ13a** Position: 364 Length: 1

What does this school do for or offer to these students? ... Childcare for children of students - To help at risk students stay in school.

		FREQ	WTD
1	Yes	99	99
2	No	1,004	1,004
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ13b** Position: 365 Length: 1

What does this school do for or offer to these students? ... Childcare for children of students - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	63	63
2	No	922	922
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ14a** Position: 366 Length: 1

What does this school do for or offer to these students? ... Other - To help at risk students stay in school.

		FREQ	WTD
1	Yes	34	34
2	No	1,069	1,069
9	Not stated	14	14
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **S30BQ14b** Position: 367 Length: 1

What does this school do for or offer to these students? ... Other - To encourage students who have dropped out to return to school.

		FREQ	WTD
1	Yes	14	14
2	No	971	971
9	Not stated	132	132
		=====	=====
		1,117	1,117

Coverage: All respondents.

Variable: **SchoolID** Position: 368 Length: 5

School ID (unique)

	FREQ	WTD
00001 : 01281	1,117	1,117
	=====	=====
	1,117	1,117

Variable: **pcgirls** Position: 373 Length: 8.4

Percentage of girls (PCGIRLS). This index is the ratio between the number of girls and the total enrolment - number of boys (SC02Q01) plus number of girls (SC02Q02) - i.e., the number of girls in the school divided by the total enrolment.

	FREQ	WTD
000.0000 : 001.0000	978	978
N Missing value	139	139
	=====	=====
	1,117	1,117

Variable: **percomp1** Position: 381 Length: 8.4

Proportion of computers available to 15-year-olds (PERCOMP1). This index is the number of computers available to 15-year-old students (SC13Q02), divided by the total number of computers in the school (SC13Q01).

	FREQ	WTD
000.0000 : 001.0000	1,026	1,026
N Missing value	91	91
	=====	=====
	1,117	1,117

Variable: **percomp2** Position: 389 Length: 8.4

Proportion of computers available to teachers only (PERCOMP2). This index is the number of computers available only to teachers (SC13Q03), divided by the total number of computers in the school (SC13Q01).

	FREQ	WTD
000.0000 : 001.0400	1,048	1,048
N Missing value	69	69
	=====	=====
	1,117	1,117

Variable: **percomp3** Position: 397 Length: 8.4

Proportion of computers available to the administrative staff (PERCOMP3). This index is the total number of computers available only to the administrative staff (SC13Q04), divided by the total number of computers in the school (SC13Q01).

		FREQ	WTD
000.0000 : 001.0000		1,056	1,056
N	Missing value	61	61
		=====	=====
		1,117	1,117

Variable: **percomp4** Position: 405 Length: 8.4

Proportion of computers with Internet access (PERCOMP4). This index is the number of computers connected to the Internet/World Wide Web (SC13Q05), divided by the total number of computers in the school (SC13Q01).

		FREQ	WTD
000.0000 : 001.7100		1,053	1,053
N	Missing value	64	64
		=====	=====
		1,117	1,117

Variable: **percomp5** Position: 413 Length: 8.4

Proportion of computers on a local network (PERCOMP5). This index is the number of computers connected to a local area network (LAN, Intranet) (SC13Q06), divided by the total number of computers in the school (SC13Q01).

		FREQ	WTD
000.0000 : 001.3300		971	971
N	Missing value	146	146
		=====	=====
		1,117	1,117

Variable: **propcert** Position: 421 Length: 8.4

Proportion of teachers who are certified by the appropriate authority (PROPCERT). This index is the total number of teachers fully certified as teachers by <the appropriate authority> (SC14Q05+(0.5\*SC14Q06)) divided by the total number of teachers (SC14Q01+(0.5\*SC14Q02)).

		FREQ	WTD
000.0000 : 001.0000		821	821
N	Missing value	296	296
		=====	=====
		1,117	1,117

Variable: **propmath** Position: 429 Length: 8.4

Proportion of mathematics teachers who have a third level qualification (ISCED 5A) (PROPMATH). This index is the total number of mathematics teachers who have a third level qualification (SC14Q13+(0.5\*SC14Q14)) divided by the total number of teachers (SC14Q01 + (0.5\*SC14Q02)).

		FREQ	WTD
000.0000 : 001.0000		941	941
N	Missing value	176	176
		=====	=====
		1,117	1,117

Variable: **propqual** Position: 437 Length: 8.4

Proportion of teachers with a third level qualification [ISCED 5A] (PROPQUAL). This index is the total number of teachers who have an <ISCED 5A> qualification in <pedagogy> (SC14Q03+(0.5\*SC14Q04)) divided by the total number of teachers (SC14Q01+(0.5\*SC14Q02)).

		FREQ	WTD
000.0000 : 001.0000		828	828
N	Missing value	289	289
		=====	=====
		1,117	1,117

Variable: **propread** Position: 445 Length: 8.4

Proportion of <language of assessment> teachers who have a third level qualification (ISCED 5A) (PROPREAD). This index is the total number of <language of assessment> teachers who have a third level qualification (SC14Q09+(0.5\*SC14Q10)) divided by the total number of teachers (SC14Q01 + (0.5\*SC14Q02)).

		FREQ	WTD
000.0000 : 001.0000		887	887
N	Missing value	230	230
		=====	=====
		1,117	1,117

Variable: **propscie** Position: 453 Length: 8.4

Proportion of science teachers who have a third level qualification (ISCED 5A) (PROPSCIE). This index is the total number of science teachers who have a third level qualification (SC14Q17+(0.5\*SC14Q18)) divided by the total number of teachers (SC14Q01 + (0.5\*SC14Q02)).

		FREQ	WTD
000.0000 : 001.0000		917	917
N	Missing value	200	200
		=====	=====
		1,117	1,117

Variable: **ratcomp** Position: 461 Length: 8.4

Number of computers per student per school (RATCOMP). This index is the total number of computers in the school (SC13Q01), divided by the school size (SCHLSIZE).

		FREQ	WTD
000.0200 : 005.2600		948	948
N	Missing value	169	169
		=====	=====
		1,117	1,117

*Variable:*                    **schauton**                    *Position:* 469                    *Length:* 8.4

Index of school autonomy (SCHAUTON). School principals were asked to report whether teachers, department heads, the school principal, an appointed or elected board or an education authority at a higher level had the main responsibility for: appointing teachers; dismissing teachers; establishing teachers' starting salaries; determining teachers' salary increases; formulating school budgets; allocating budgets within the school; establishing student disciplinary policies; establishing student assessment policies; approving students for admittance to school; choosing which textbooks to use; determining course content; and deciding which courses were offered. The PISA index of school autonomy was derived from the number of categories that principals classified as not being a school responsibility. It was based on questions SC22Q01 to SC22Q12. This index was inverted during reporting so that high values indicate a high degree of autonomy.

		FREQ	WTD
-03.2200 : 001.7200		1,103	1,103
N	Missing value	14	14
		=====	=====
		1,117	1,117

*Variable:*                    **schlsize**                    *Position:* 477                    *Length:* 5

School size (SCHLSIZE). This index represents the total enrolment in the school and is the sum of the number of boys (SC02Q01) and the number of girls (SC02Q02) enrolled in the school.

		FREQ	WTD
00019 : 02921		978	978
N	Missing value	139	139
		=====	=====
		1,117	1,117

Variable: **schltype** Position: 482 Length: 1

School type (SCHLTYPE). A school was classified as either public or private according to whether a public agency or a private entity had the ultimate power to make decisions concerning its affairs. It was based on SC03Q01 and SC04Q01 to SC04Q04. It was further divided into three categories :

- Government-independent private schools were coded as 1, if the school principal reported that the school was controlled and managed by a non-governmental organisation (e.g., a church, a trade union or a business enterprise) or if its governing board consisted mostly of members not selected by a public agency, where it received less than 50 per cent of its core funding from government agencies.

- Government-dependent private schools were coded as 2, if the school principal reported that the school was controlled and managed by a non-governmental organisation (e.g., a church, a trade union or a business enterprise) or if its governing board consisted mostly of members not selected by a public agency, where it received 50 per cent or more of its core funding from government agencies.

- Government or public schools were coded as 3, if the school principal reported that the school was: controlled and managed directly by a public education authority or agency; or controlled and managed either by a government agency directly or by a governing body (council, committee, etc.), most of whose members were either appointed by a public authority or elected by public franchise.

		FREQ	WTD
1	Government-independent private schools	27	27
2	Government-dependent private schools	32	32
3	Government or public schools	997	997
N	Missing value	61	61
		=====	=====
		1,117	1,117

Variable: **scmatbui** Position: 483 Length: 8.4

Index of the quality of schools' physical infrastructure (SCMATBUI). This index was derived from principals' reports on the extent to which learning by 15-year-olds in their school was hindered by: poor condition of buildings; poor heating and cooling and/or lighting systems; and, lack of instructional space (e.g., in classrooms). It was based on questions SC11Q01 to SC11Q03. This index was inverted during reporting so that low values indicate a low quality of physical infrastructure (OECD, 2001).

		FREQ	WTD
-01.1200 : 003.3800		1,095	1,095
N	Missing value	22	22
		=====	=====
		1,117	1,117

Variable: **scmatedu** Position: 491 Length: 8.4

Index of the quality of schools' educational resources (SCMATEDU). This index was derived from school principals' reports on the extent to which learning by 15-year-olds in their school was hindered by: lack of instructional material; not enough computers for instruction; lack of instructional materials in the library; lack of multi-media resources for instruction; inadequate science laboratory equipment; and, inadequate facilities for the fine arts. It was based on questions SC11Q04 to SC11Q09. This index was inverted during reporting so that low values indicate a low quality of educational resources (OECD, 2001).

		FREQ	WTD
-01.9000 : 003.2200		1,096	1,096
N	Missing value	21	21
		=====	=====
		1,117	1,117

Variable: **stratio** Position: 499 Length: 8.4

Student-teaching staff ratio (STRATIO). This index is the school size (SCHLSIZE) divided by the total number of teachers (SC14Q01+(0.5\*SC14Q02), that is, part-time teachers contribute 0.5 and full-time teachers 1.0 to the total number of teachers). This rule applies to all indices based on question SC14.

		FREQ	WTD
000.5800 : 047.0000		958	958
N	Missing value	159	159
		=====	=====
		1,117	1,117

Variable: **studbeha** Position: 507 Length: 8.4

Index of principals' perceptions of student-related factors affecting school climate (STUDBEHA). This index was derived from principals' reports on the extent to which learning by 15-year-olds in their school was hindered by: student absenteeism; disruption of classes by students; students skipping classes; students lacking respect for teachers; the use of alcohol or illegal drugs; and students intimidating or bullying other students. It was based on questions SC19Q02, SC19Q06, SC19Q09, SC19Q10, SC19Q13 and SC19Q15. This index was inverted during reporting so that low values indicate a poorer disciplinary climate (OECD, 2001).

		FREQ	WTD
-02.6100 : 003.7100		1,100	1,100
N	Missing value	17	17
		=====	=====
		1,117	1,117

Variable: **subnatio** Position: 515 Length: 2

Subnational entities (SUBNATIO) - A variable has been included to differentiate sub-national entities within countries.

	FREQ	WTD
00 : 00	1,117	1,117
	=====	=====
	1,117	1,117

Variable: **tchparti** Position: 517 Length: 8.4

Index of teacher autonomy (TCHPARTI). School principals were asked to report whether teachers, department heads, the school principal, an appointed or elected board or an education authority at a higher level had the main responsibility for: appointing teachers; dismissing teachers; establishing teachers' starting salaries; determining teachers' salary increases; formulating school budgets; allocating budgets within the school; establishing student disciplinary policies; establishing student assessment policies; approving students for admittance to school; choosing which textbooks to use; determining course content; and deciding which courses were offered. The PISA index of teacher autonomy was derived from the number of categories that principals classified as being mainly the responsibility of teachers. It was based on questions SC22Q01 to SC22Q12.

	FREQ	WTD
-01.5700 : 003.7000	1,103	1,103
N Missing value	14	14
	=====	=====
	1,117	1,117

Variable: **tcmorale** Position: 525 Length: 8.4

Index of principals' perceptions of teachers' morale and commitment (TCMORALE). This index was derived from the extent to which school principals agreed with the following statements: the morale of the teachers in this school is high; teachers work with enthusiasm; teachers take pride in this school; and teachers value academic achievement. It was based on questions SC20Q01 to SC20Q04.

	FREQ	WTD
-03.4000 : 001.7800	1,102	1,102
N Missing value	15	15
	=====	=====
	1,117	1,117

Variable: **tshort** Position: 533 Length: 8.4

Index of teacher shortage (TCSHORT). This index was derived from principals' views on how much learning by 15-year-old students was hindered by: shortage or inadequacy of teachers in general and shortage of teachers in the <language of assessment>, mathematics or science. It was based on questions SC21Q01 TO SC21Q04. This index was inverted during reporting so that low values indicate problems with teacher shortage (OECD, 2001).

		FREQ	WTD
-00.9500 : 003.4700		1,100	1,100
N	Missing value	17	17
		=====	=====
		1,117	1,117

Variable: **teacbeha** Position: 541 Length: 8.4

Index of principals' perceptions of teacher-related factors affecting school climate (TEACBEHA). This index was derived from principals' reports on the extent to which the learning by 15-year-olds was hindered by: low expectations of teachers; poor student-teacher relations; teachers not meeting individual students' needs; teacher absenteeism; staff resisting change; teachers being too strict with students; and students not being encouraged to achieve their full potential. It was based on questions SC19Q01, SC19Q03, SC19Q07, SC19Q08, SC19Q11, SC19Q14 and SC19Q16. This index was inverted during reporting so that lower values indicate a poorer disciplinary climate (OECD, 2001).

		FREQ	WTD
-02.4100 : 002.3400		1,098	1,098
N	Missing value	19	19
		=====	=====
		1,117	1,117

Variable: **tothrs** Position: 549 Length: 9.4

Hours of schooling per year (TOTHR). This index was derived from the information which principals provided on: the number of weeks in the school year for which the school operates; the number of <class periods> in the school week; and the number of teaching minutes in a single <class period>. It consists of the total number of 60-minute hours of schooling per year. It was based on the product of the three factors, SC06Q01, SC06Q02, SC06Q03, divided by 60.

		FREQ	WTD
0100.0000 : 1625.0000			1,023
N	Missing value	24	24
M	Missing value	70	70
		=====	=====
		1,117	1,117

*Variable:*                      **wnrschbw**                      *Position:* 558                      *Length:* 8.4

The school base weight, which has been adjusted for school non-response, is provided at the end of the school file. PISA uses an age sample instead of a grade sample. Additionally, the PISA sample of school in some countries included primary schools, lower secondary schools, upper secondary schools, or even special education schools.

For these two reasons, it is difficult to conceptually define the school population, except this it is the population of schools with at least one 15 year old student. While in some countries, the population of schools with 15-year-olds is similar to the population of secondary schools, in other countries, these two populations of schools are very different.

A recommendation is to analyse the school data at the student level. From a practical point of view, it means that the school data should to be imported into the student data file. From a theoretical point of view, while it is possible to estimate the percentages of schools following a specific school characteristic, it is not meaningful. Instead, the recommendation is to estimate the percentages of students following the same school characteristic. For instance, the percentages of private schools versus public schools will not be estimated, but the percentages of students attending a private school versus the percentage of students attending public schools will.

As school data will be imported in the student data file, the final weight and the 80 Fay's replicates will be used in a similar what to how they are used for the student data.

001.0000 : 030.1000	FREQ 1,117 =====	WTD 1,117 =====
	1,117	1,117

*Variable:*                      **Country**                      *Position:* 566                      *Length:* 4

The country identification variable labelled COUNTRY. The country codes used in PISA are the ISO 3166 country codes.

0392 : 0392	FREQ 1,117 =====	WTD 1,117 =====
	1,117	1,117

Variable: EAURBRUR Position: 679 Length: 1

Indicates the urban/rural status of EAs inside and outside census metropolitan areas/census agglomerations (CMAs/CAs) as defined by Statistics Canada. This definition of urban/rural may not correspond to the criteria used by Canada Post Corporation to determine the urban or rural status of a postal code.

		FREQ	WTD
1	Urban Core	604	604
2	Urban Fringe	35	35
3	Rural Fringe	53	53
4	Urban Area outside CMAs/CAs	209	209
5	Rural area outside CMAs/CAs	216	216
		=====	=====
		1,117	1,117

Variable: LANGSCH Position: 680 Length: 1

Language of the school system within the province.

		FREQ	WTD
1	English School System	441	441
2	French School System	190	190
3	English and French School System combined	486	486
		=====	=====
		1,117	1,117

Variable: PROV DV Position: 689 Length: 2

Province code.

		FREQ	WTD
10	Newfoundland	99	99
11	Prince Edward Island	27	27
12	Nova Scotia	111	111
13	New Brunswick	67	67
24	Quebec	165	165
35	Ontario	182	182
46	Manitoba	106	106
47	Saskatchewan	117	117
48	Alberta	120	120
59	British Columbia	123	123
		=====	=====
		1,117	1,117

Variable: **PROVLANG** Position: 691 Length: 2

Stratum Variable - Province and School Language System when applicable.

		FREQ	WTD
03	Newfoundland	99	99
13	Prince Edward Island	27	27
21	Nova Scotia - English School System	104	104
22	Nova Scotia - French School System	7	7
31	New Brunswick - English School System	46	46
32	New Brunswick - French School System	21	21
41	Quebec - English School System	54	54
42	Quebec - French School System	111	111
51	Ontario - English School System	140	140
52	Ontario - French School System	42	42
61	Manitoba - English School System	97	97
62	Manitoba - French School System	9	9
73	Saskatchewan	117	117
83	Alberta	120	120
93	British Columbia	123	123
		=====	=====
		1,117	1,117
		1,117	1,117

Variable: **URBRURMZ** Position: 743 Length: 1

An indicator of the rural or urban geography, based on the MIZ coding of the census subdivision. A MIZ is Metropolitan Influence Zone - based on the percentage of people who commute to an urban core.

		FREQ	WTD
0	Urban	692	692
1	Rural	425	425
		=====	=====
		1,117	1,117