# Table 1. Expenditures, 2000/2001 to 2006/2007

Reporting Period:	From	_to
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Province/ Territory:	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006-2007	2007/2008 (budget)
SCHOOL BOARDS AND DISTRICTS								
Educator remuneration:								
row 1 Salaries/ wages and allowances								
row 2 Fringe benefits (except employer's contribution to pension plans)				)				
Educator pension plans:								
row 3 Employer's contributions to Canada and Quebec pension plans								
row 4 Other pension plans								
row 5 Periodic contributions to rectify actuarial deficiencies			<b>)</b>					
Other operating expenditures:			I					
row 6 Other operating expenditures	**			***				
row 7 Total: operating expenses (rows 1 to 6)	\$0	\$0	\$0	\$0	\$0	\$0		
Capital expenditures								
row 8 Capital expenditures								
row 9 Interest on debt services		<i>y</i>						
row 10 Total: capital expenditures (rows 8 and 9)	\$0	\$0	\$0	\$0	\$0	\$0		
row 11 Total expenditures: school boards and districts (rows 7 and 10)	\$0	\$0	\$0	\$0	\$0	\$0		
MINISTRY OF EDUCATION								
Educator remuneration:								
row 12 Salaries/ wages and allowances								
row 13 Fringe benefits (except employer's contribution to pension plans)								
Educator pension plans:								
row 14 Employer's contributions to Canada and Quebec pension plans								
row 15 Other pension plans								
row 16 Periodic contributions to rectify actuarial deficiencies								
Other operating expenditures:								
row 17 Other operating expenditures								
row 18 General administration								
row 19 Total: operating expenses (rows 12 to 18)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Capital expenditures								
row 20 Capital expenditures								
row 21 Interest on debt services								

row 22 Total: capital expenditures (rows 20 and 21)	\$0	\$0	\$0	\$0	\$0	\$0		
row 23 Total expenditures: Ministry of Education (rows 19 and 22)	\$0	\$0	\$0	\$0	\$0	\$0		

# Table 1. Expenditures, 2000-01 to 2006-07

Reporting Period: From \_\_\_\_\_\_to \_\_\_\_\_to

Province/ Territory:	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006-2007	2007/2008 (budget)
OTHER PROVINCIAL DEPARTMENTS OR AGENCIES				Y				
Educator remuneration:								
row 24 Salaries/ wages and allowances								
row 25 Fringe benefits (except employer's contribution to pension plans)								
Educator pension plans:		4	) /					
row 26 Employer's contributions to Canada and Quebec pension plans								
row 27 Other pension plans		<b>(</b> )						
row 28 Periodic contributions to rectify actuarial deficiencies								
Other operating expenditures:	<u> </u>							
row 29 Other operating expenditures								
row 30 <b>Total: operating expenses</b> (rows 24 to 29)	•	\$0	\$0	\$0	\$0	\$0		
Capital expenditures								
row 31 Capital expenditures								
row 32 Interest on debt services								
row 33 Total: capital expenditures (rows 31 and 32)	\$0	\$0	\$0	\$0	\$0	\$0		
row 34 Total expenditures: other provincial departments and agencies (rows 30 and 33)	\$0	\$0	\$0	\$0	\$0	\$0		
row 35 TOTAL EDUCATION EXPENDITURES (rows 11, 23 and 34)	\$0	\$0	\$0	\$0	\$0	\$0		

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

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

			2004/2	005					2005/2006	3			·		2006/20	07		•
		Educ	cators		Other than	T		Educ	cators		Other than	T-1-1		Educ	cators		Other than	Total
	Teachers	School Adminsitratiors	Pedagogical Support	Sub-Total	educators	Total	Teachers	School Adminsitratiors	Pedagogical Support	Sub-Total	educators	Total	Teachers	School Adminsitratiors	Pedagogical Support	Sub-Total	educators	Total
Remuneration - School boards and districts Salaries/ wages and allowances Fringe benefits (except employer's contribution to pension plans) Pension plans (including employer's contribution)						\$0				\\ \\		\$0						\$0
Remuneration - Ministry of Education Salaries/ wages and allowances Fringe benefits (except employer's contribution to pension plans) Pension plans (including employer's contribution)						\$0			70	<b>&gt;</b>		\$0						\$0
Remuneration - Other provincial governments and agencies Salaries/ wages and allowances Fringe benefits (except employer's contribution to pension plans) Pension plans (including employer's contribution)						\$0		(O)	>			\$0						\$
Total Remuneration:																		

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

2.1 Regular Programs for Youth

	2	000-2001		2	001-2002		2	002-2003		2	003-2004		2	004-2005		2	005-2006		2	006-2007	
	Male	Female	Total	Male	Female	Tota															
Junior Kindergarten Kindergarten 1 2 3 4 5																				7	<b>Y</b>
7 8 9 10 11 12																	_	C	)		
13 Ungraded Total																	Z				

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

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	∠∪05-2006	2006-2007
Kindergarten							
Kindergarten						7	

2.3 Upgrading programs<sup>1</sup> for adults

z.s opgrauling prog	i ai ii s	uuita																			
	2	2000-2001		2	001-2002		2	002-2003		2	2003-2004		2	00 -2005		2	005-2006		2	006-2007	-
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	F <sub>3</sub> , ale	Total	Male	Female	Total	Male	Female	Total
<8																					
8																					
9																					
10												,	<b>4</b> 7								
11																					
12																					
13																					
Ungraded																					
Total																					

2.4 Vocational Programs<sup>2</sup> for Youth and Adults

		2000-2001		2	001-2002		2	002-2003		20	03-2001		20	004-2005		2	005-2006		2	006-2007	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Youth																					
Adults											Y										
Total																					

#### Notes:

- 1. Include enrolments in General Education Development (GED), Adult Basic Education (ABE) and other equival ncy prog. ms. Exclude any enrolments ir upgrading programs offered at the postsecondary level.
- 2. Include enrolments in all professional and technical training programs offered in public schools operated by school wards or the province. Exclude any enrolments in vocational programs offered at the postsecondary level.

Use the following symbols if necessary:

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

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

3.1 Regular Second Language Programs<sup>1</sup>

The state of the s		000-2001		2	001-2002		2	002-2003		2	003-2004		2	004-2005		2	005-2006		2	006-2007	
	Male	Female	Total																		
Junior Kindergarten																					
Kindergarten																					
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					( \
11																					
12																				,	
13																					. 7
Ungraded																					
Total																					

3.2 Second Language Immersion Programs<sup>2</sup>

3.2 Second Langua	ge immersi	on Program	IS																		
	2	2000-2001		2	2001-2002		2	002-2003		2	003-2004		2	004-2005		2	005-2006			2006-2007	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Mak	F⊌male	Tota
Junior Kindergarten																					
Kindergarten																		4		/	
1																					
2																					
3																					
4																					
5																		Y			
6																		1			
7																					
8																					
9																					
10																1					
11																					
12															77						
13															∡ \ \						
Ungraded																					
Total																					

3.3 Minority language programs<sup>3</sup>

olo illinority idiligad		000-2001		2	001-2002		2	002-2003		2	003-2004		20	004-1005		2	005-2006		2	006-2007	
	Male		Total		Female	Total		Female	Total	Male		Total		Fe -ale	Total			Total		Female	Total
Junior Kindergarten																					
Kindergarten																					
1												J.		1							
2														/							
3													7								
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
Ungraded																					
Total										<b>.</b> 1											

### Notes

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

Use the following symbols if necessary:

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

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

4.1 Aboriginal as Language of Instruction<sup>1</sup>

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

4.2 Aboriginal Language as Language of Instruction<sup>2</sup>

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

### Notes

- 1- Aboriginal language instruction (a.k.a. Aboriginal second language program or Core Aboriginal): Enrolments in pagins where an Aboriginal language is taught as a subject as part of regular course offerings. One or more additional subject on a page to be taught in an Aboriginal language up to less than 25% of the week.
- 2- Aboriginal language as language of instruction (a.k.a. Aboriginal first language program): enrolmen's ir. 'chools v here all classroom instruction is in an Aboriginal language for Aboriginal children.

Use the following symbols if necessary:

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



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

5.1 Number of students identified and receiving	Type of	2	2000-2001		2	001-2002			2002-2003		2	003-2004			20	04-2005		2	005-2006		2	006-2007	
additional program and service supports :	class	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	4	lale	Female	Total	Male	Female	Total	Male	Female	Total
A. For sensory, physical and intellectual disabilities - Low	Regular													_	$\overline{}$								
incidence disabilities	Special																						
B. For learning disabilities and behavioural disabilities - High	Regular																						
incidence disabilities	Special																						
C. To compensate for SES or other disadvantages	Regular																						
	Special																						
Total	Regular													Γ									
	Special																						

#### Notes

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

Following the OECD and recommendations from the Special Education and Student Services Directors of the Western and Northern Canada Protocol, they are broken in this 2 successories:

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

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

Category C refers to students whose difficulties are considered to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which updated to arise primarily from socio-economic, and updated to arise primarily from socio-economic and updated to arise primarily fro

Use the following symbols if necessary:

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

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

C 1	Doc	 Programs	fa-	V

o.i Regulai																					
	20	000-2001		2	001-2002		2	002-2003		2	003-2004		2	004-2005		2	005-2006		2	006-2007	
	Male	Female	Total																		
Under 16																					
16																					
17																					
18																					
19																					
20 and over																					
Unknown																					
Total																					

6.2 Adult Up	grading Pr	ograms²																			
	20	000-2001		2	001-2002		2	002-2003		2	003-2004		2	004-2005		2	005-2006		2	006-2007	
		Female	Total	Male	Female	Tota															
Under 16																					
16																					
17																					
18																					
19																					
20																					
21																					
22 23 24																					
23																					
24																					
25-29																					
30-34																					
35-39																					
40-44																					
45-49																					
50 and over																					
Unknown																					
Total																					<b></b>

#### 6.3a Vocational Programs for Youth

0.3a VUCalit	mai i rogra	ilia ioi Tout																				
	20	000-2001		2	001-2002		2	002-2003		2	003-2004		2	004-2005		2	005-2006			2006-20	007	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Ma	le Fem	ale	Tota
Under 16																						$\nabla$
16																				- N		Α.
17																				1		- 1
18																					\ <b>~</b>	
19																					7 )	/
20 and over																				/ ~		
Unknown																						
Total																		- 4	. 7		/	

### 6.3b Vocational Programs for Adults

	2	000-2001		2	001-2002		2	002-2003		2	003-2004		2	004-2005		20	005-200	N	7 2	2006-2007	
		Female	Total	Male	Female	Total	Male	Fnale	Total	Male	Female	Total									
Under 16																			/		
16																					
17																<i>A</i>	V .				
18																. /					
19															Į.		. "	/			
20																					
21																					
22																					
23 24																					
24																					
25-29																					
30-34														$\mathbf{Z}$	)						
35-39																					
40-44																					
45-49														~ ~							
50 and over																					
Unknown												_	-	—	7						
Total																					

- Include first time graduates only: count late graduates but do not count the same graduate twice.
   Include graduates in General Education Development (GED), Adult Basic Education (ABE) and other equivalency programs. Exclude any graduates of upgrading programs offered at the postsecondary level
   Include graduates in all professional and technical training programs. Exclude any graduates of vocational programs offered at the postsecondary level.

  Use the following symbols if necessary:
   Not available for any reference period
   Not available for a specific reference period



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

Handa asseta Educator		2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006		2006-200	7
Headcounts Educator	Male	Female Unknown	Total	Male		Total	Male	Female Unkn	Male	Female Unk										
Full-time																- /				
Less than 25																4				
25-29 years																/ \				
30-34 years																				
35-39 years																				
40-44 years																				
45-49 years																/				
50-54 years																				
55-59 years																				
60-64 years																				
65 and over																Γ				
Unknown																				
Sub-Total																				
Part-time															,					
Less than 25																				
25-29 years																				
30-34 years																				
35-39 years																				
40-44 years																				
45-49 years																				
50-54 years																				
55-59 years																				
60-64 years																				
65 and over																				
Unknown																				
Sub-Total													_							
Unknown																				
Total																				

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

Full-Time Equivalent (FTE) Educators	2000-2001   2001-2002						2002-2	003			2003	-2004			2004	-2005			2005	-2006			2006-2	2007			
	Male	Male Female Unknown Total Male Female Unknown Total				Total	Male	Female U	nknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female L	Jnknown	Total	
Teachers													1														
School Administrators																											
Pedagogical Support												/															
Total										7																	

#### Notes

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

Headcount educators are defined as the number of educators on September the 30th (or as close as possible thereafter, of the sch. of year whoa re responsible for providing services to the HEADCOUNT ENROLMENT students.

It includes all educators in regular public schools, provincial reformatory or custodial schools, and other students recipies. and fun ed by a province or territory. Exclude correspondence or distance programs, private schools or independent school schools financed by federal departments (e.g. the Department of National Defense and the Department of Indian and Northern Affairs).

hool boards or the province in September (or as close as possible thereafter) of the school year. It includes all educal. s in all professional and technical training programs offered in public schools operated by scho1ol boards or the province. Exclude, vocational programs offered at the postsecondary level, distance education programs, private schools and schools financed by federal departments (e.g. the Department of Indian and Northern Affairs).

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