Table 1. Expenditures, 2001/2002 to 2007/2008

Reporting Period: From ______ to _____

| Province/ Territory: | 2001/2002 | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006-2007 | 2007/2008 | 2008/2009 (budget) |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------------------|
| SCHOOL BOARDS AND DISTRICTS | | | | | | | | (===g=:) |
| 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 | | | | | | | | |
| Other operating expenditures: | | | | | | | | |
| row 6 Other operating expenditures | | | | | | | | |
| row 7 Total: operating expenses (rows 1 to 6) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Capital expenditures | | | | | | | | |
| row 8 Capital expenditures | | | | | | | | |
| row 9 Interest on debt services | | | | | | | | |
| row 10 Total: capital expenditures (rows 8 and 9) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| row 11 Total expenditures: school boards and districts (rows 7 and 10) | \$0 | \$0 | \$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 | | | | | | | | 7 |
| 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 | 10.00 | \$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 | \$0 |
| row 23 Total expenditures: Ministry of Education (rows 19 and 22) | \$0 | \$0 | \$0 | \$0 | \$1 | \$0 | \$0 | \$0 |

Elementary-Secondary Education Statistics Project (ESESP)

Table 1. Expenditures, 2001-02 to 2007-08

Reporting Period: From _______ to ______

| Province/ Territory: | 2001/2002 | 2002/2003 | 2003/2004 | 2001/2005 | 2005/2006 | 2006-2007 | 2007/2008 | 2008/2009 (budget) |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------|
| OTHER PROVINCIAL DEPARTMENTS OR AGENCIES | | | | | | | | |
| Educator remuneration: | | | | | | | | |
| row 24 Salaries/ wages and allowances | | | | | | | | |
| row 25 Fringe benefits (except employer's contribution to pension plans) | | | | | | | | |
| Educator pension plans: | | | | | | | | |
| row 26 Employer's contributions to Canada and Quebec pension plans | | (| | | | | | |
| row 27 Other pension plans | | | | | | | | |
| row 28 Periodic contributions to rectify actuarial deficiencies | | | | | | | | |
| Other operating expenditures: | | | | | | | | |
| row 29 Other operating expenditures | | | | | | | | |
| row 30 Total: operating expenses (rows 24 to 29) | \$0 | \$0 | \$0 | \$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 | \$0 | \$0 |
| row 34 Total expenditures: other provincial departments and agencies (rows 30 and 33) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| row 35 TOTAL EDUCATION EXPENDITURES (rows 11, 23 and 34) | \$0 | \$0 | so so | \$0 | \$0 | \$0 | \$0 | \$0 |



1.1 Educator Remuneration by categories, 2005/2006 to 2007/2008

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

| | | | 2005/2 | 2006 | | | | | 2006/20 | 07 | | | | | 2007/20 | 08 | | |
|---|----------|---------------------------|------------------------|-----------|------------|-------|----------|---------------------------|------------------------|-------------|------------|-------|----------|---------------------------|------------------------|-----------|------------|-------|
| | | Edu | cators | | Other than | Total | | Educ | ators | | Other than | Total | | Educ | ators | | Other than | Total |
| | Teachers | School Adminsitratiors | Pedagogical Support | Sub-Total | educators | rotai | 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 | | A | 70 | > | | \$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 | | Ò | Y | | | \$0 | | | | | | \$0 |
| Total Remuneration: | | | | | | | 1 | 7 | | | | | | | | | | |

Table 2. Enrolments by Type of Program, Grade and Sex, School Boards and Districts (Headcount), 2001-02 to 2007-08

2.1 Regular Programs for Youth

| | 2 | 001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | 005-2006 | | 2 | 006-2007 | | 2 | 007-2008 | |
|---|-------|----------|-------|------|----------|-------|-------|----------|-------|-------|----------|-------|-------|----------|-------|-------|-----------|-------|------|-----------|----------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Fem ale | Tota |
| Junior Kindergarten Kindergarten 1 2 3 4 4 5 6 7 8 9 10 11 | indic | · Cimalo | 1014 | mue | · Cinac | 104 | indic | · Cintal | 1044 | indic | · Cintal | 10101 | indic | · Cintal | 10101 | indic | - Command | Ĉ | | , s, s, s | Y |
| 12 13 Ungraded | | | | | | | | | | | | | | | | | | | | | |

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

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | ∠∪06-2007 | 2007-2008 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Kindergarten | | | | | | | |
| Kindergarten | | | | | | 7 | |

2.3 Upgrading programs¹ for adults

| 2.5 opgrading prog | iums ioi t | uduito | | | | | | | | | | | | | | | | | | | |
|--------------------|------------|-----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------------|-----------------------|-------|------|----------|-------|------|----------|-------|
| | | 2001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | 00 ^r -2006 | | 2 | 006-2007 | | 2 | 007-2008 | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Fa ale | Total | Male | Female | Total | Male | Female | Total |
| <8 | | | | | | | | | | | | | | | , | | | | | | |
| 8 | | | | | | | | | | | | | | | · | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | 4 7 | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | |
| Ungraded | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | |

2.4 Vocational Programs² for Youth and Adults

| | | 2001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 20 | 04-2005 | | 20 | 005-2006 | | 2 | 006-2007 | | 2 | 007-2008 | |
|--------|------|-----------|-------|------|----------|-------|------|----------|-------|------|---------|-------|------|----------|-------|------|----------|-------|------|----------|-------|
| | 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 programs. Exclude any enrolments in upgrading programs offered at the postsecondary level.

2. Include enrolments in all professional and technical training programs offered in public schools operate 'by' choo-

boards or the province. Exclude any enrolments in vocational programs offered at the postsecondary level. Use the following symbols if necessary:

. : Not available for any reference period

.. : Not available for a specific reference period

... : Not applicable

Table 3. Enrolments by Type of Minority and Second Language Programs, Youth Sector by Grade, School Boards and Districts (Headcount), 2001-02 to 2007-08

3.1 Regular Second Language Programs¹

| Triogular Coccii | | 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 | | | | | | | | | | | | | | | | | | |
| Ungraded | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | |

3.2 Second Language Immersion Programs²

| | 2 | 001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | 005-2006 | | 2 | 006-2007 | |
|---------------------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|----------|----------|-------|
| | Male | Female | Total | Male | Female | Total |
| Junior Kindergarten | | | | | | | | | | | | | | | | | | |
| Kindergarten | | | | | | | | | | | | | | | | | | A |
| 1 | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | Y |
| 6 | | | | | | | | | | | | | | | | | |) |
| 7 | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | , , | . / | |
| 11 | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | |
| Ungraded | | | | | | | | | | | | | | | | <u> </u> | | |
| Total | | | | | | | | | | | | | | | | | | |

3.3 Minority language programs³

| 5.5 Willionty langua | | 001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | J05- 1006 | | 2 | 006-2007 | |
|----------------------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|--------|------|-----------|-------|------|----------|-------|
| | Male | Female | Total | Male | Fe hale | Total | Male | Female | Total |
| Junior Kindergarten | | | | | | | | | | | | | | | | | | |
| Kindergarten | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | J | | 1 | | | | |
| 2 | | | | | | | | | | | | | | , | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | \sim | K | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | |
| Ungraded | | | | | | | | | | | 7 | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | |

Notes

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

Use the following symbols if necessary:

Table 4. Enrolments by type of Aboriginal Language Programs by Grade, School Boards and Districts (Headcount), 2001-02 to 2007-08

4.1 Aboriginal as Language of Instruction¹

| T. I Aboriginal as L | | | | | | | |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
| Junior Kindergarten | | | | | | | |
| Kindergarten | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| Ungraded | | | | | | | |
| Total | | | | | | | |

4.2 Aboriginal Language as Language of Instruction²

| 4.2 Aboriginal Lang | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Junior Kindergarten | | ==== | | | | | |
| Kindergarten | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| Ungraded | | | | | | | |
| Total | | | | | | | |

Notes

- 1- Aboriginal language instruction (a.k.a. Aboriginal second language program or Core Aboriginal): Enrolments in programs where an Aboriginal language is taught as a subject as part of regular course offerings. One or more additional right is can also be taught in an Aboriginal language up to less than 25% of the week.
- 2- Aboriginal language as language of instruction (a.k.a. Aboriginal first language program): enrolmen's in schools viere 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), 2001-02 to 2007-08

| 5.1 Number of students identified and receiving | Type of | 2 | 2001-2002 | | 2 | 002-2003 | | - 2 | 2003-2004 | | 2 | 004-2005 | | | 200 | 05-2006 | | 2 | 006-2007 | | 2 | 007-2008 | |
|--|---------|------|-----------|-------|------|----------|-------|------|-----------|-------|------|----------|-------|---|------|---------|-------|------|----------|-------|------|----------|-------|
| 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 | | | | | | | | | | | | | | | | | | | | | | |
| incidence disabilities | Special | | | | | | | | | | | | | | | | | | | | | | |
| B. For learning disabilities and behavioural disabilities - High | Regular | | | | | | | | | | | | - / | | | | | | | | | | |
| incidence disabilities | Special | | | | | | | | | | | | | \ | | | | | | | | | |
| C. To compensate for SES or other disadvantages | Regular | | | | | | | | | | | | 7 | | | | | | | | | | |
| • | Special | | | | | | | | | | | | | | | | | | | | | | |
| Total | Regular | | | | | | | | | | | | | | | | | | | | | | |
| | Special | | | | | | | | | | | | | | | | | | | | | | |

Notes

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

Following the OECD and recommendations from the Special Education and Student Services Directors of the Western and Northern Canada Protocol, the are broken in three sub-categories:

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

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

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

Use the following symbols if necessary:

· Not available for any reference period

Table 6. Number of Graduates¹ by Type of Programs, Age and Sex, School Boards and Districts, 2001-02 to 2007-0

| ~ 4 | DI | Programs | 4 | v |
|-----|----|----------|---|---|
| | | | | |

| 0.1 Regular | i rograma i | or routii | | | | | | | | | | | | | | | | | | | |
|-------------|-------------|-----------|-------|----------|--------|-------|----------|--------|-------|----------|--------|-------|----------|--------|-------|----------|--------|-------|----------|--------|-------|
| | 2001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | 005-2006 | | 2 | 006-2007 | | 2 | 007-2008 | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Under 16 | | | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | | | | |
| 20 and over | | | | | | | | | | | | | | | | | | | | | |
| Unknown | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | |

| 6.2 Adult U | grading Pro | ograms² | | | | | | | | | | | | | | | | | | | |
|----------------|-------------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|------|
| | 20 | 001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | 005-2006 | | 2 | 006-2007 | | 2 | 007-2008 | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Tota |
| Under 16 | | | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | |
| 22 23 24 | | | | | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| 25-29 | | | | | | | | | | | | | | | | | | | | | |
| 30-34 | | | | | | | | | | | | | | | | | | | | | |
| 35-39 | | | | | | | | | | | | | | | | | | | | | |
| 40-44 | | | | | | | | | | | | | | | | | | | | | |
| 45-49 | | | | | | | | | | | | | | | | | | | | | |
| 50 and over | | | | | | | | | | | | | | | | | | | | | |
| Unknown | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | 1 | | | | | | | | | | | |

6.3a Vocational Programs for Youth

| 0.3a VUCalit | mai i rogra | | | | | | | | | | | | | | | | | | | | | |
|--------------|-------------|--------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|----|---------|------|----------|
| | 2001-2002 | | | 2 | 002-2003 | | 2 | 003-2004 | | 2 | 004-2005 | | 2 | 005-2006 | | 2 | 006-2007 | | | 2007-20 | 800 | |
| | 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 | | | | | | | | | | | | | | | | | | | | | | ∇ |
| 16 | | | | | | | | | | | | | | | | | | | | V | | Α. |
| 17 | | | | | | | | | | | | | | | | | | | | 1 | | - 1 |
| 18 | | | | | | | | | | | | | | | | | | | | | 1 3 | |
| 19 | | | | | | | | | | | | | | | | | | | | | .\) | |
| 20 and over | | | | | | | | | | | | | | | | | | | | / ~ | | |
| Unknown | | | | | | | | | | | | | | | | | | | | | - | |
| Total | | | | | | | | | | | | | | | | | | | | | / | |

6.3b Vocational Programs for Adults

| | 20 | 001-2002 | | 2 | 002-2003 | | 2 | 003-2004 | | 20 | 004-2005 | | 2 | 005-2006 | | 20 | 006-200 1 | 1 | | 2007-2008 | |
|-------------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|----------|-------|------|-----------|-------|------|-----------|-------|
| | Male | Female | Total | Male | Fnale | Total | Male | Female | Total |
| Under 16 | | | | | | | | | | | | | | | | | | | / | | |
| 16 | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | - A | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | L | | . " | / | | | |
| 20 | | | | | | | | | | | | | | | | | 7 / | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | | | | | | |
| 23 24 | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| 25-29 | | | | | | | | | | | | | | | | | | | | | |
| 30-34 | | | | | | | | | | | | | | | | | | | | | |
| 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), Add Basic Education (ABE) and other equivalency programs. Exclude any graduates of upgrading programs direct at the postsecondary.



Table 7.1 Number of Headcounts reported as Full-time or Part-time Educators by Age Group and Sex, 2001-02 to 2007-08

| Useds souts Educates | | 2001-2002 | | | 2002-2003 | | | 2003-2004 | | | 2004-2005 | | | 2005-2006 | | | 2006-2007 | | | 2007-200 | 18 |
|----------------------|------|----------------|-------|------|----------------|-------|------|----------------|-------|------|----------------|-------|------|-----------|-------|------|---------------|---------|------|------------|----|
| Headcounts Educator | Male | Female Unknown | Total | Male | | Total | Male | Female Unknow | n Total | 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 | | | | | | | | | | | | | | Y | | | | | | | |
| 50-54 years | | | | | | | | | | | | | | | | | | | | | |
| 55-59 years | | | | | | | | | | | | | | | | | | | | | |
| 60-64 years | | | | | | | | | | | | | | | | | | | | | |
| 65 and over | | | | | | | | | | | | | | | | | | | | | |
| Unknown | | | | | | | | | | | | | | | | | | | | | |
| Sub-Total | | | | | | | | | | | | | 7 | | | | | | | | |
| Unknown | - | | | | | | | | - | | | | | | | | | | | | |
| Total | | | | | | | | | | | N Y | | | | | | | | | | |

Table 7.2 Number of Educators in Full-time Equivalent (FTE) by Categories, 2001-02 to 2007-08

| Full-Time Equivalent (FTE) Educators | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|--------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | Male Female Unknown Total |
| Teachers | | | | | | | |
| School Administrators | | | | | | | |
| Pedagogical Support | | | | / | | | |
| Total | | | | | | | |

Notes

Educators include all employees in the public school system who belong to one of the three following categories: teachers, schoo, "dm oistrators 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 loave, instead of the public school system who belong to one of the three following categories: teachers, school, "dm oistrators 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 loave, in vitable to the public school system who belong to one of the three following categories: teachers, school, "dm oistrators 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 loave, in vitable to the public school system who belong to one of the three following categories: teachers, school system who belong to one of the three following categories: teachers, school system who belong to one of the three following categories: teachers are the public school system who belong to one of the three following categories: teachers are the public school system who belong to one of the three following categories: teachers are the public school system who belong to one of the three following categories: teachers are three following

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 re-guinate. and fune dby 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 Nor 'ern Affaire,

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 finance of the postsecondary level, distance education programs, private schools and schools finance of the postsecondary level, distance education programs, private schools and schools finance of the postsecondary level, distance education programs, private schools and schools finance of the postsecondary level, distance education programs offered at the postsecondary level, distance education programs of the postsecondary level education programs of the postsecondary level education programs of the postsecondary level education progra

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).