

Elementary-Secondary Education Statistics Project (ESESP)

Table 1. Expenditures, 1998-99 to 2004-05

Reporting Period: From _____ to _____

Contact: _____

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Comments
School Boards and Districts - Operating Expenditures									
row 1 Educator Salaries/ Wages and Allowances									
row 2 Educator Fringe Benefits (except employer's contribution to pension plans)									
row 3 Educator Fringe Benefits (ONLY employer's contribution to pension plans)									
row 4 Total Fringe Benefits (row 2 and 3)									
row 5 Other Operating Expenditures (salary and non-salary costs)									
row 6 Total School Board and District Operating Expenditures (rows 1, 4 and 5)									
School Boards and Districts - Capital Expenditures									
row 7 Debt Services (include interest/ exclude principal)									
row 8 Annual Capital Expenditures									
row 9 Total School Board and District Capital Expenditures (rows 7 and 8)									
row 10 Total School Board and District Expenditures (rows 6 and 9)									
Teachers' Superannuation Pension Funds									
row 11 Teachers' Superannuation Pension Funds - Current services									
row 12 Teachers' Superannuation Pension Funds - Others									
row 13 Total: Teachers' Superannuation Pension Funds (rows 11 and 12)									
Other Provincial Government Ministries or Agencies - Operating Expenditures									
row 14 Other Operating Expenditures									
row 15 Total : Provincial Government Ministries or Agencies Operating Expenditures (row 14)									
Other Provincial Government Ministries or Agencies - Capital Expenditures									
row 16 Debt Services (include interest/ exclude principal)									
row 17 Annual Capital Expenditures									
row 18 Total : Other Provincial Government Ministries or Agencies Capital Expenditures (rows 16 and 17)									
row 19 Total: Other Provincial Government Ministries or Agencies Expenditures (rows 15 and 18)									
Other adjustments not elsewhere specified									
row 20 Other Adjustments Not Specified Elsewhere									
row 21 Total Education Expenditures (rows 10, 13, 19 and 20)									

The purpose of this form is to ensure that education expenditures are reported such that Educator Salaries/Wages and Allowances are separated from Educator Fringe Benefits and that Operating Expenditures are reported separately from Capital Expenditures.

The expenditures claimed here are the funds used to provide services to the students claimed on the GRADE AND SEX form. Educator Remuneration is the total salary expenditures for the educators claimed on the EDUCATORS form.

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Table 2. Enrolments by Type of Program, Grade and Sex, School Boards and Districts (Headcount), 1998-99 to 2004-05

2.1 Regular Programs for Youth

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Junior Kindergarten																						
Kindergarten																						
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
Ungraded																						
Total																						

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

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Junior Kindergarten							
Kindergarten							

2.3 Upgrading programs¹ for adults

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<8																						
8																						
9																						
10																						
11																						
12																						
13																						
Ungraded																						
Total																						

2.4 Vocational Programs² for Youth and Adults

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Youth																						
Adults																						
Total																						

Notes:

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

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

Use the following symbols if necessary:

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

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Table 3. Enrolments by Type of Minority and Second Language Programs, Youth Sector by Grade, School Boards and Districts (Headcount), 1998-99 to 2004-05

3.1 Regular Second Language Programs¹

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Junior Kindergarten																						
Kindergarten																						
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
Ungraded																						
Total																						

3.2 Second Language Immersion Programs²

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Junior Kindergarten																						
Kindergarten																						
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
Ungraded																						
Total																						

3.3 Minority language programs³

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Junior Kindergarten																						
Kindergarten																						
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
Ungraded																						
Total																						

Notes

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

Use the following symbols if necessary:

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4. Enrolments by type of Aboriginal Language Programs by Grade, School Boards and Districts (Headcount), 1998-99 to 2004-05

4.1 Aboriginal as Language of Instruction¹

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
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

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Junior Kindergarten							
Kindergarten							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
Ungraded							
Total							

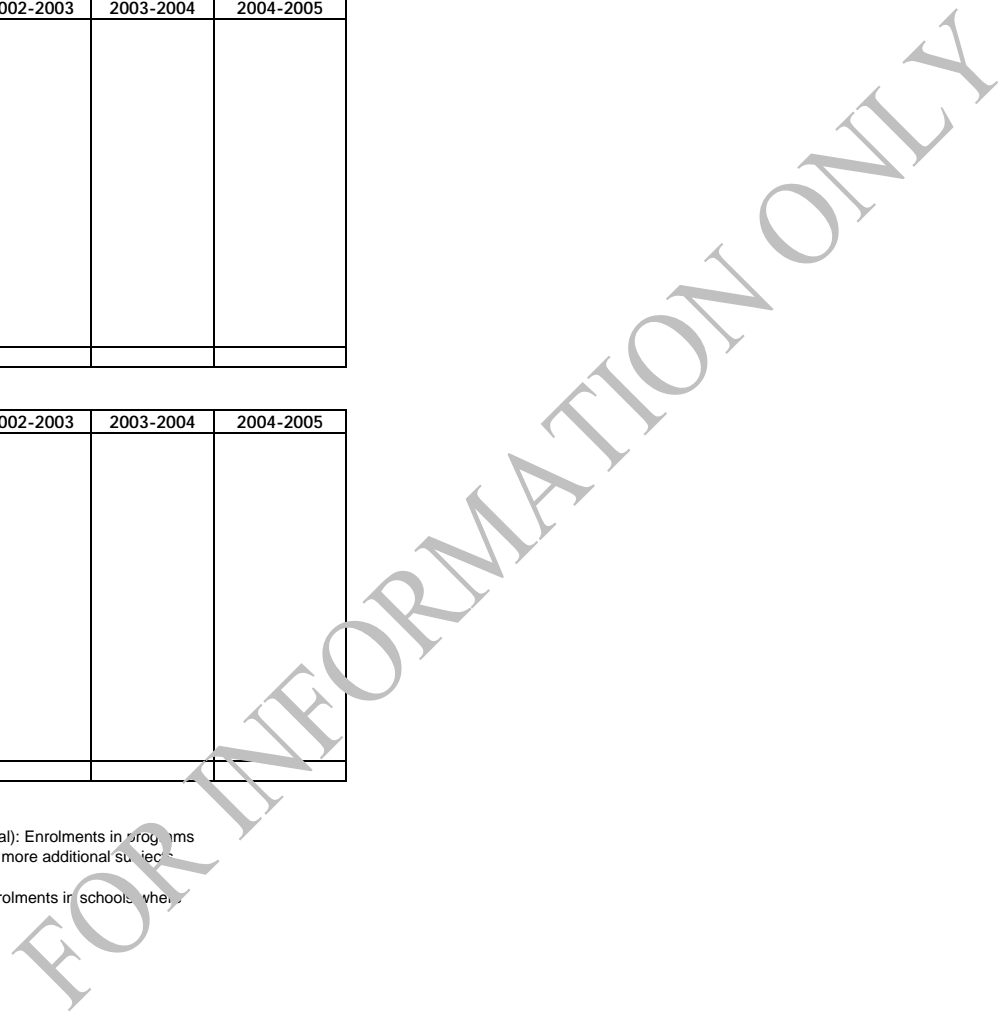
Notes

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

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

Use the following symbols if necessary:

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



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5. Enrolments in Special Needs Education¹ by Type of Disability, Type of Class, School Boards and Districts (Headcount), 1998-99 to 2004-05

5.1 Number of students identified and receiving additional program and service supports :	Type of class	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
A. For sensory, physical and intellectual disabilities - Low incidence disabilities	Regular																					
	Special																					
B. For learning disabilities and behavioural disabilities - High incidence disabilities	Regular																					
	Special																					
C. To compensate for SES or other disadvantages	Regular																					
	Special																					
Total	Regular																					
	Special																					

Notes

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

Following the OECD and recommendations from the Special Education and Student Services Directors of the Western and Northern Canada Protocol, they are broken 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 disadvantages for which the education system seeks to compensate.

Use the following symbols if necessary:

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

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Elementary-Secondary Education Statistics Project (ESESP)

Table 6. Number of Graduates¹ by Type of Programs, Age and Sex, School Boards and Districts, 1998-99 to 2004-0

6.1 Regular Programs for Youth

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20 and over																					
Unknown																					
Total																					

6.2 Adult Upgrading Programs²

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20																					
21																					
22																					
23																					
24																					
25-29																					
30-34																					
35-39																					
40-44																					
45-49																					
50 and over																					
Unknown																					
Total																					

6.3a Vocational³ Programs for Youth

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20 and over																					
Unknown																					
Total																					

6.3b Vocational³ Programs for Adults

	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under 16																					
16																					
17																					
18																					
19																					
20																					
21																					
22																					
23																					
24																					
25-29																					
30-34																					
35-39																					
40-44																					
45-49																					
50 and over																					
Unknown																					
Total																					

Notes

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

Elementary-Secondary Education Statistics Project (EESP)

Table 7.1 Number of Headcounts reported as Full-time or Part-time Educators by Age Group and Sex, 1998-99 to 2004-05

Headcounts Educator	1997-1998				1998-1999				1999-2000				2000-2001				2001-2002				2002-2003				2003-2004				2004-2005			
	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total				
Full-time																																
Under 20																																
20-29																																
30-39																																
40-49																																
50-59																																
60-69																																
70+																																
Unknown																																
Sub-Total																																
Part-time																																
Under 20																																
20-29																																
30-39																																
40-49																																
50-59																																
60-69																																
70+																																
Unknown																																
Sub-Total																																
Unknown																																
Total																																

Table 7.2 Number of Full-time Equivalent (FTE) by School Boards or Districts, 1997-98 to 2004-05

Full-Time Equivalent (FTE) Educators	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
School-based educators								
District-based educators								
Total								

Educator includes all employees in the public school system (either school-based or school district-based) who are required to have teaching certification as a condition of their employment. Exclude substitute/supply teachers, temporary replacement teachers, teachers on leave, student assistants, teaching assistants and consultants.

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

Full Time Equivalent (FTE) Educator is defined as the number of full-time educators in September (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).

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