



SASKATCHEWAN
EDUCATION
INDICATORS

.....

Prekindergarten to Grade 12



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Message from the Minister

The Government of Saskatchewan believes that the learning success of young people is vital to securing the future of our province. An educated society provides the avenue for economic growth and prosperity for all; this ideal begins with educating our children.

Student achievement is a long-term challenge that requires innovative thinking and a concentrated focus from all education partners. Continuous improvement and public accountability on the other hand, depend on accurate and timely information for effective planning and efficient operations. The Ministry of Education has a responsibility to Saskatchewan people, and produces indicator reports to portray the complexity of challenges and progression toward goals.

The *2008 Saskatchewan Education Indicators Report* supports our commitment to data-guided decision making and measurable improvement by providing a comprehensive portrayal of the PreK-12 education system in Saskatchewan. This report displays relevant information that can be used by senior policy-makers, educators, and parents. The report contains facts and realities of the education system, and is intended to facilitate discussions and actions to enhance student learning in the future.

I encourage you to seek higher standards of performance for the education system, just as we do in the Ministry of Education. The information found in this report provides a foundation for future discussions; use it to improve learning in your own schools and communities. Continuous improvement is an attainable goal.

Honourable Ken Krawetz
Minister of Education

Introduction

The *2008 Saskatchewan Education Indicators Report* addresses the PreK-12 education system. The report provides a series of indicators organized around the four provincial priorities: Higher Literacy and Achievement; Equitable Opportunities; Smooth Transitions; and, System Accountability and Governance. New to the report is the addition of Provincial Core Indicators. Comparable information for these indicators is available for each school division and is part of school divisions' Continuous Improvement plans.

Examination of the indicators reveals a number of trends. There are changing demographics within the province demonstrated by lower overall student enrolment, increasing Aboriginal student enrolment, and lower student/educator ratios. The report also documents higher school completion rates overall, but low completion rates for Aboriginal students. Data on student achievement from national and international assessments indicate Saskatchewan students are performing well internationally, but below the performance of many other Canadian provinces.

The indicators report is designed to guide planning for improvement. Information within the report provides a picture of the accomplishments of our schools, as well as areas where continued attention and improvement are required. This information is useful for stimulating and informing dialogue about improving outcomes for all students and helps fulfill a promise to create a better future for our province.

Audrey Roadhouse
Deputy Minister of Education

About Indicators

The *Saskatchewan Education Indicators Report* presents data and information on the PreK-12 education system. To do so, it includes three types of indicators:

- Context indicators describe the social, economic, and demographic influences on the education system.
- Process indicators provide information about the operation of the education system, including descriptions of policies, resources, and activities.
- Outcome indicators provide information about results.

This report presents indicators showing trends over time, comparisons between Saskatchewan and other parts of Canada, comparisons among northern, rural, or urban settings, and comparisons with provincial standards.

For the most part, the indicators are presented without exploring the reasons behind any trends or comparisons. Nor are implications and recommendations drawn from those trends or comparisons. Instead, the indicators presented in the report are intended to inform discussion by readers as they contemplate the status and quality of the education system.

Please note that some statements in the report compare Saskatchewan data with Canadian data. The Canadian data refer to Canada as a whole, including Saskatchewan.

The *Saskatchewan Education Indicators Report* draws on many sources to create a comprehensive picture of the provincial education system. These sources include provincial learning assessments, databases maintained by the Ministry of Education, Statistics Canada studies, as well as national and international assessments and surveys.

Given the wide range of sources, differing definitions of terms are sometimes used. Rural, urban, and northern categories can refer to the primary residence of the student population, the location of the school, or the municipal characteristics in which the school division is located. Similarly, a student may be characterized as Aboriginal or non-Aboriginal by self-declaration, by treaty status, or by parental status. Definitions specific to any indicator are drawn from the related data source as noted under each figure.

In this report, data has been organized according to the *Continuous Improvement Framework (CIF)* designed by major stakeholders in Saskatchewan's education system. The framework introduces strategic planning at the school division level, joint assessment and financial data sharing between school divisions and the Ministry of Education, and the reporting of results according to the four priorities of Saskatchewan's education system: Higher Literacy and Achievement; Equitable Opportunities; Smooth Transitions; and, Accountability and Governance.

The first section of the report provides a provincial context and subsequent sections align with the four overarching provincial priorities for continuous improvement.

- **The Saskatchewan Scene** – describes demographic, economic, and social trends that influence the education system as a whole and the lives of families and children.
- **Higher Literacy and Achievement** – presents outcome measures on the literacy and achievement levels of Saskatchewan students. These indicators relate to student proficiency in selected subject areas, as shown by provincial, national, and international sources.
- **Equitable Opportunities** – provides input and process measures that indicate how well the education system is meeting the diverse needs of Saskatchewan students. Accessibility to schools and programs, the diversity of languages taught, and the range of supports provided to students within the province are described.
- **Smooth Transitions** – describes the progress of students through the education system, as they prepare for post-graduation. There are indicators on graduation rates, persistence to complete school, and student movement into and out of the PreK-12 education system.
- **Accountability and Governance** – focuses on the financial and administrative organization of the Saskatchewan education system. Input measures from this chapter support fiscal responsibility and the long-term stability of the system in providing a high quality education to all students.

A set of **Provincial Core Indicators** for continuous improvement is identified in this *Saskatchewan Education Indicators Report*. These core indicators provide a consistent, rich, and reliable means for describing school division progress. A provincial profile is presented in this report for all core indicators. School board offices will have comparable data on the performance of their school division. Provincial Core Indicators assist school divisions in their annual system-wide planning, reporting, and conferencing cycle.

The Saskatchewan Scene

Context indicators describe provincial and national trends that have an impact on Saskatchewan's education system. These trends can affect the needs of students, the nature of the education system, and the resources available for education. For example, age, geographical distribution, and labour market participation are all important considerations in planning for a high-quality education.

In this section, indicators are organized under these headings:

- Demographic Trends
- Economic and Labour Trends
- Social Trends

Demographic Trends

Trends in demographics of the population inform effective planning to meet the educational aspirations of all groups in Saskatchewan. Children and youth between the ages of 7 and 15 (inclusive) are legally required to attend school. The geographic and age distribution of children and youth in Saskatchewan are major factors in forecasting the future demand for educational activities and services to ensure that educational goals are achieved.

Of all the provinces, Saskatchewan has the second highest proportion of its population represented by Aboriginal people. Increased understanding of the educational experience of Aboriginal students and teachers is required. As well, it is important for all students to learn about the cultures and history of Aboriginal peoples. Students must have a learning environment in which they are comfortable, be taught in a manner that builds upon their backgrounds and learning styles, see their world reflected in subject matter and content, and feel part of a learning community.

What is the size of Saskatchewan's population?

Population size provides information on the resource requirements of the education system. Saskatchewan's estimated population was 1,015,985 on July 1, 2008. This was an increase of 19,116 from the same date in 2007, and was the first time this figure has been over a million since 2001. Following several years of gradual decline, Saskatchewan's estimated population increased in 2007 (Figure 1a).

Figure 1a: Saskatchewan's Total Estimated Population, 1972 to 2008

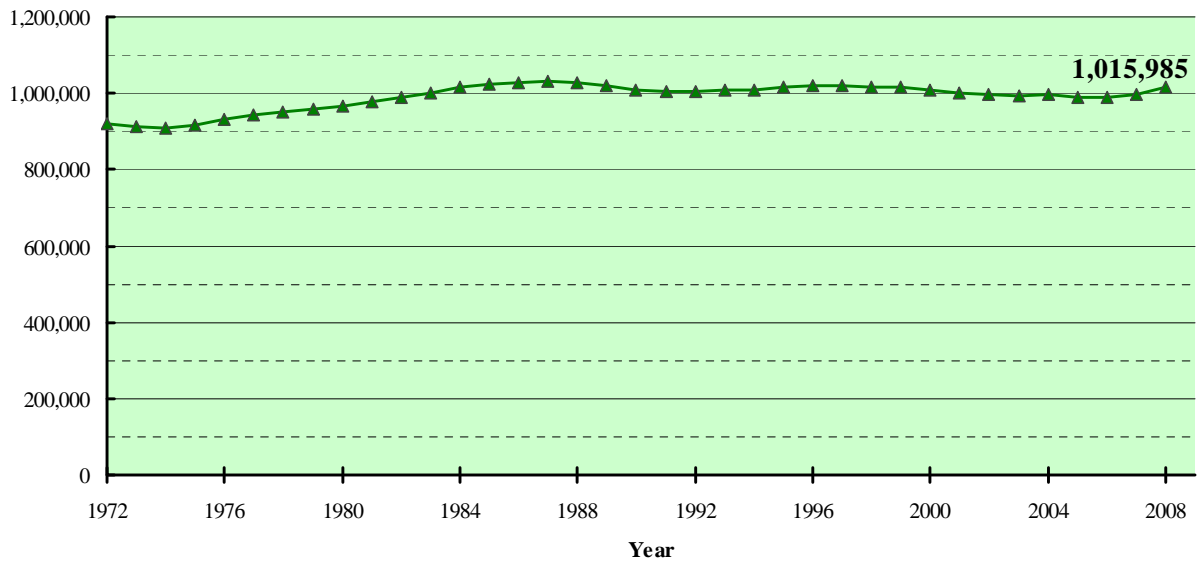
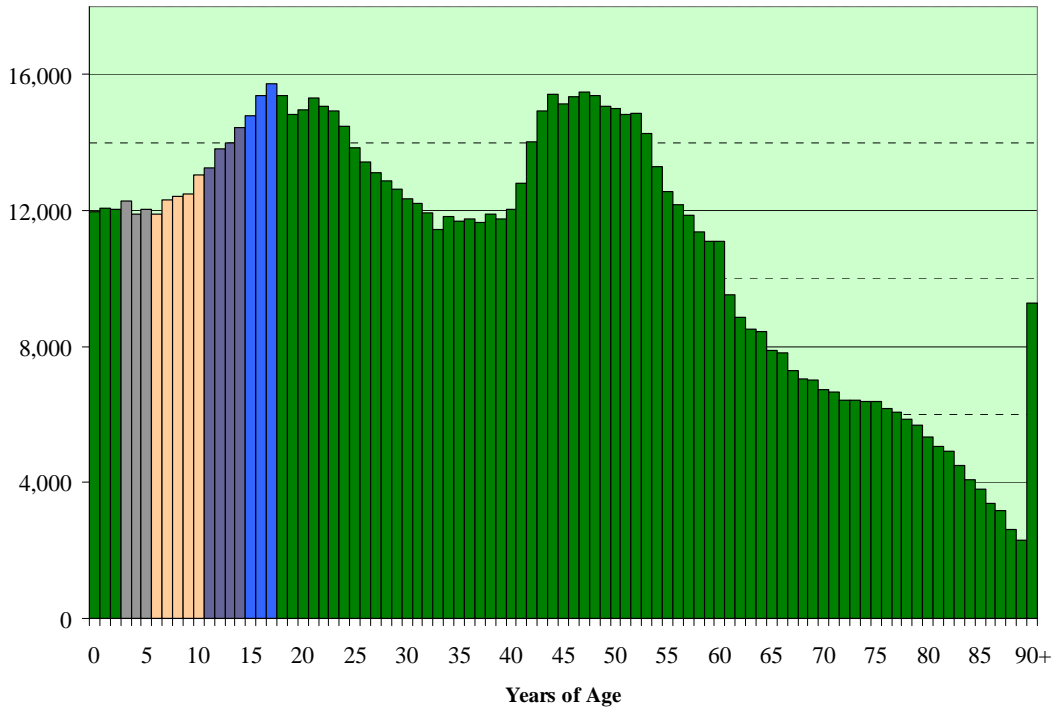


Figure 1b: Saskatchewan Age Profile and School-Aged Population, 2007



Note: Population estimates are as of July 1 each calendar year.

Source: Statistics Canada. (2008). Table 051-0001 - *Estimates of population, by age group and sex, Canada, provinces and territories, annual*. CANSIM (database).

What is the age distribution of Saskatchewan's population?

Saskatchewan's population as a whole is aging. In the past decade, the proportion of the population aged 45 and over has increased from about 33 percent to 40 percent of the total. During this same period, the school age population has shifted from the majority to the minority of the total population in Saskatchewan. The proportion of the population younger than age 20 has declined to just under 27 percent, well below the proportion experienced in the early 1970s, which exceeded 40 percent (Figure 2a).

Saskatchewan's proportion of children and youth remains among the highest in the country, even though youth populations have decreased in all provinces. The proportion of Saskatchewan's population under the age of 20 has decreased 13.8 percentage points between 1971 and 2007 (40.5 percent to 26.7 percent). This is consistent with the decline of 15.4 percentage points across Canada over the same time period (39.1 percent to 23.7 percent).

In 1986, the number of Saskatchewan pre-school age children (age 0-4) was almost 7,000 greater than the number of secondary school age youth (age 15-19). By 1996, this figure was reversed. There were almost 7,000 more youth between the ages of 15 and 19, than there were children between the ages of 0 and 4. In 2006, the number of pre-school-aged children in Saskatchewan was 59,442, well below the 75,875 youth aged 15-19. Enrolments have declined across all grades throughout the education system.

The Aboriginal population in Saskatchewan on average is younger than the non-Aboriginal population. Approximately one out of every two Aboriginal people is under the age of 20 compared to one out of every four non-Aboriginal people. Conversely, one out of six non-Aboriginal people is over the age of 65, as compared to one out of every twenty-five Aboriginal people.

Figure 2a: Age Distribution of Saskatchewan's Population, 1971 to 2007

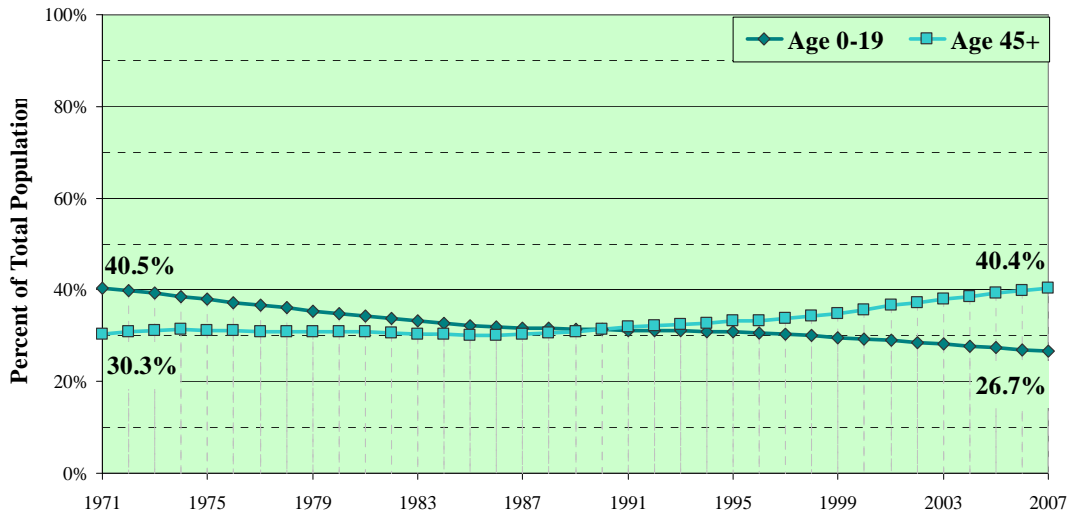
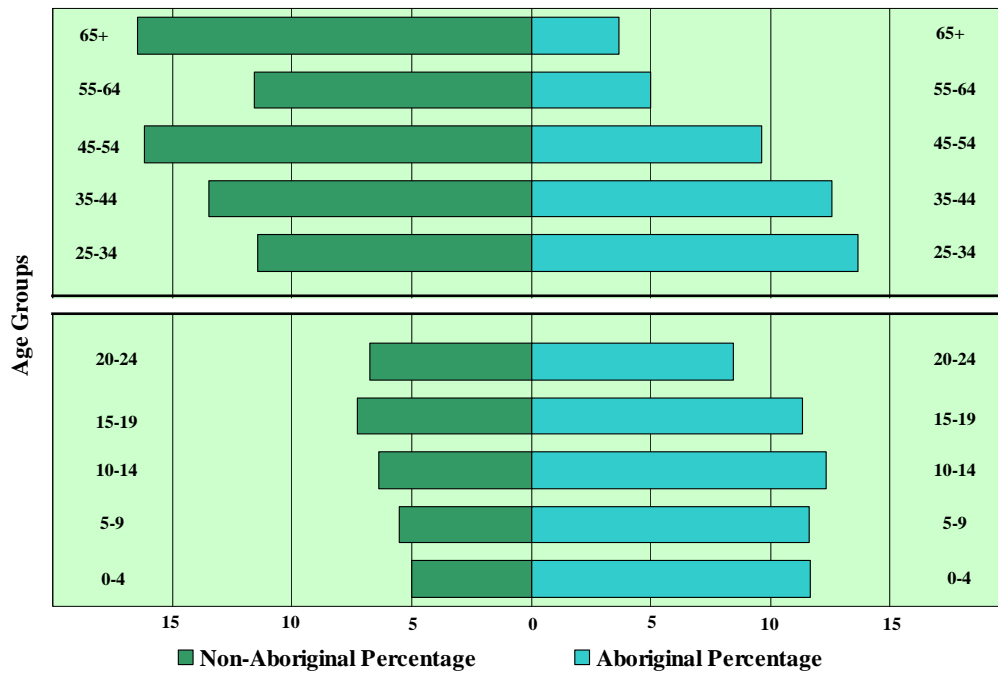


Figure 2b: Saskatchewan Aboriginal and Non-Aboriginal Population, by Age Group, as a Percentage of the Total Aboriginal or Non-Aboriginal Population, 2006



Note: The age cohorts are in 5-year-groups in the lower portion of the graph and in 10-year-groups in the upper portion.
 The Aboriginal population includes those persons who reported: 1) identifying with at least one Aboriginal group, that is, North American Indian, Métis, or Inuit, and/or 2) those who reported being a Treaty Indian or a Registered Indian, as defined by the Indian Act of Canada, and/or 3) those who reported they were members of an Indian band or First Nation.

Source: Statistics Canada. (2008). CANSIM II Data (Table 051-0001).
 Statistics Canada. (2008). *Aboriginal Identity, Sex and Age Groups, 2006 - Canada, Provinces and Territories*. Catalogue No. 97-558-X2006007.

How is the Aboriginal population changing in Saskatchewan?

In 2006, close to 15 percent of Saskatchewan's population was represented by Aboriginal people. This segment of the population has been growing proportionally over the last 10 years, up from 9.9 percent in 1991 and 13.3 percent in 2001. As shown in Figure 3a, among the other provinces, only Manitoba, at 15.5 percent, had a higher Aboriginal proportion of the population in 2006.

The Aboriginal population in Saskatchewan is young and growing in proportion to the total population, particularly in the Kindergarten to Grade 12 age cohort. In 2006, Aboriginal peoples represented 29 percent of the pre-school-aged population and about 25 percent of the school-aged population. Although growing in proportion, according to the 2006 Census, the number of Aboriginal children aged 0-4 years (16,590) is a smaller group than the number of Aboriginal children aged 10-14 years (17,495).

The age distribution of Aboriginal people and non-Aboriginal people in Saskatchewan indicates that the province may experience larger proportions of Aboriginal youth in the near future. Of all 15- to 19-year-olds in Saskatchewan, 21.5 percent were Aboriginal. The 0-4 age cohort has a larger subsection of Aboriginal people at 29 percent.

Canada's Aboriginal population is much younger than the non-Aboriginal population. About half of the Aboriginal population in Saskatchewan is under the age of 22, with a median age 21.7. This is the youngest median age among the provinces. In contrast, the median age for Saskatchewan's non-Aboriginal population is among the highest in Canada. Over half of the non-Aboriginal people in Saskatchewan are over the age of 41.

In 2006, over 60 percent of Saskatchewan children and youth aged 0-19 lived in urban areas of the province. About 30 percent lived in rural areas and almost 10 percent lived on First Nations reserves. In that year, almost 37 percent of Aboriginal youth under age 20 lived on First Nations reserves and about 46 percent lived in urban areas. Recently, urban reserves have emerged. As of 2008, there were 2 urban reserves in Saskatchewan (located in Regina and Saskatoon), with more being considered in the future.

The distribution of children and youth shown in Figure 4c indicates rural areas may experience smaller proportions of youth in the near future. For instance, in 2006, 33 percent of 15- to 19-year-olds lived in rural areas, whereas 29 percent of all 0- to 4-year-olds lived in rural areas.

Figure 3a: Aboriginal Population, as a Percentage of Total Population, Canada and the Provinces, 2006

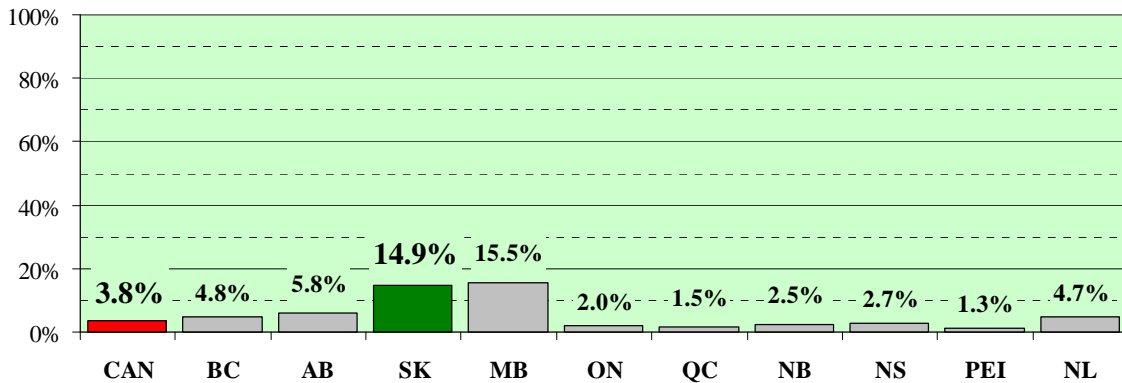


Figure 3b: Aboriginal Population, as a Percentage of Total Population, Saskatchewan, 1991 to 2006

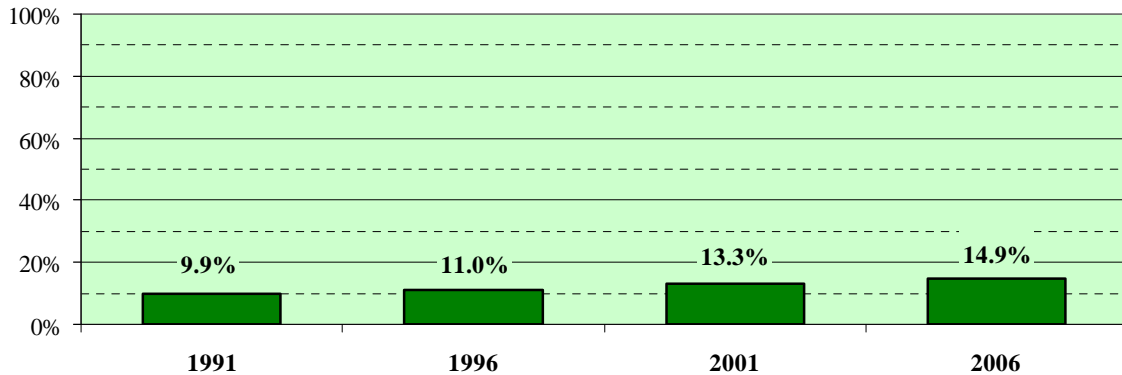
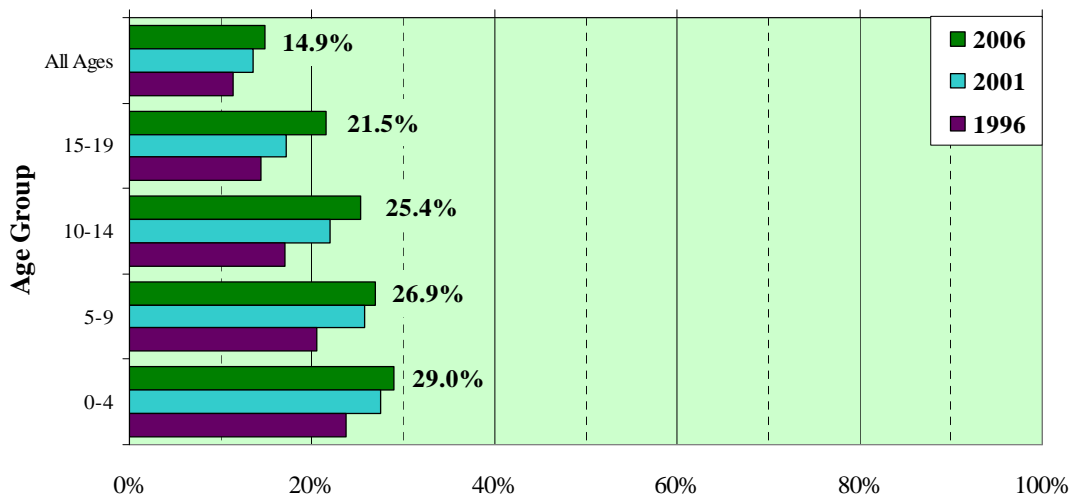


Figure 3c: Aboriginal Population, by Age Group, as a Percentage of Total Age-Group Population, Saskatchewan, 1996 to 2006



Note: The following concepts may have been used for defining the Aboriginal population: 1) Aboriginal identity, 2) Aboriginal origin, 3) Registered Indian status, and/or 4) First Nation or band membership

Source: Statistics Canada. (2008). Catalogue No. 97-558-XWE2006002, Catalogue No. 97-558-X2006007, CANSIM (Table 109-0012).

Figure 4a: Percentage of Youth Age 0-19 Total Population, by Location, 2006

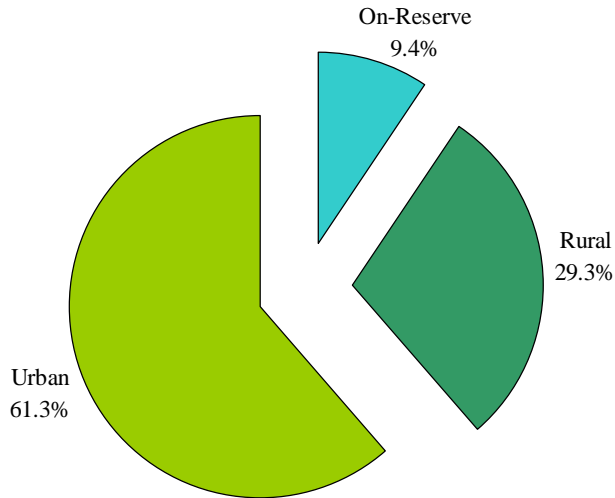


Figure 4b: Percentage of Youth Age 0-19 Aboriginal Population, by Location, 2006

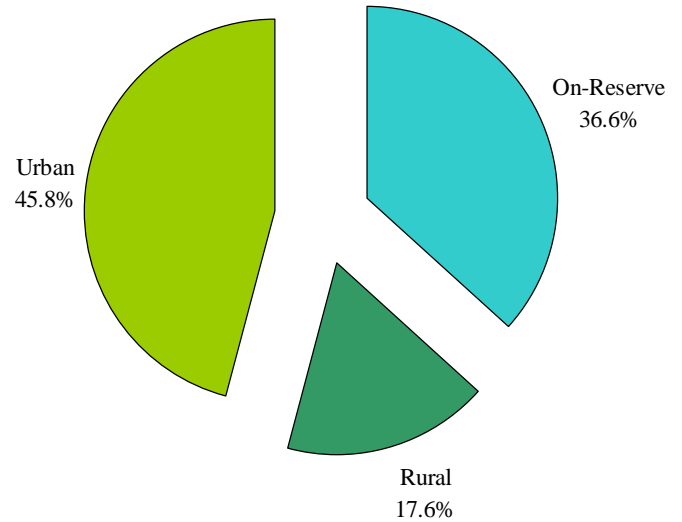


Figure 4c: Distribution of Aboriginal and Non-Aboriginal Youth, by Age Group and Location, 2006

	Age 0-4	Age 5-9	Age 10-14	Age 15-19
On-Reserve				
Aboriginal	6,210	5,910	6,340	5,945
Non-Aboriginal	45	55	65	45
Rural				
Aboriginal	2,510	2,835	3,325	3,075
Non-Aboriginal	12,395	15,345	17,975	19,455
Urban				
Aboriginal	7,865	7,765	7,830	7,095
Non-Aboriginal	28,102	29,565	33,460	39,310

Note: An urban area is defined as having a minimum population concentration of 1,000 persons and a population density of at least 400 persons per square kilometre. All territory outside urban areas is classified as rural. In 2006, a total of 22 First Nations reserves and settlements were incompletely enumerated across the country by the census, and therefore are not included in the census counts.

Source: Statistics Canada. (2008). *2006 Census Data*. Catalogue no. 97-558-XCB2006006.

Where do Saskatchewan children and youth live?

The education system is committed to providing a high-quality education to children and youth regardless of location. The proportion of the population that lives in rural areas is declining across the country (Figure 5a). Saskatchewan is becoming increasingly urban, yet consistently has one of the highest proportions of rural populations in the country. As the rural population in Saskatchewan continues to decrease, providing equity of access to services in the absence of economies of scale continues to be a challenge.

Figure 5a shows that in 2001, 36 percent of Saskatchewan's population was considered rural, down from over 47 percent in 1971; this decline has occurred in all provinces. However, the extent of the decrease is higher in Saskatchewan (an 11 percentage point decrease from 1971 to 2001) than it is for Canada as a whole (a 4 percentage point decrease over the same time frame).

Figure 5a: Rural Population as a Percentage of Total Population, Saskatchewan and Canada, 1956 to 2006

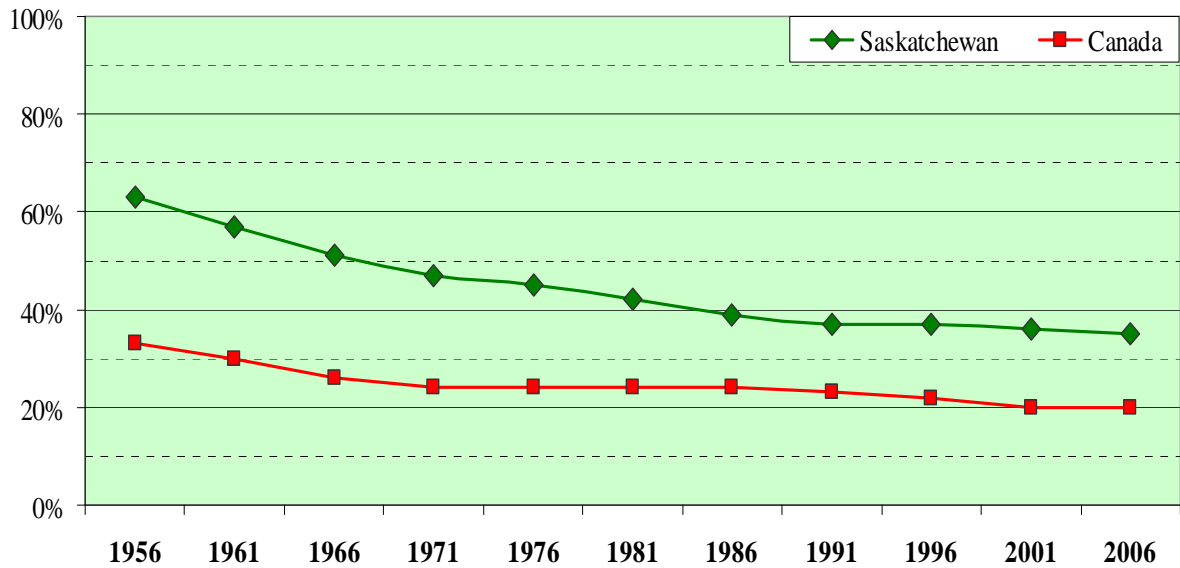
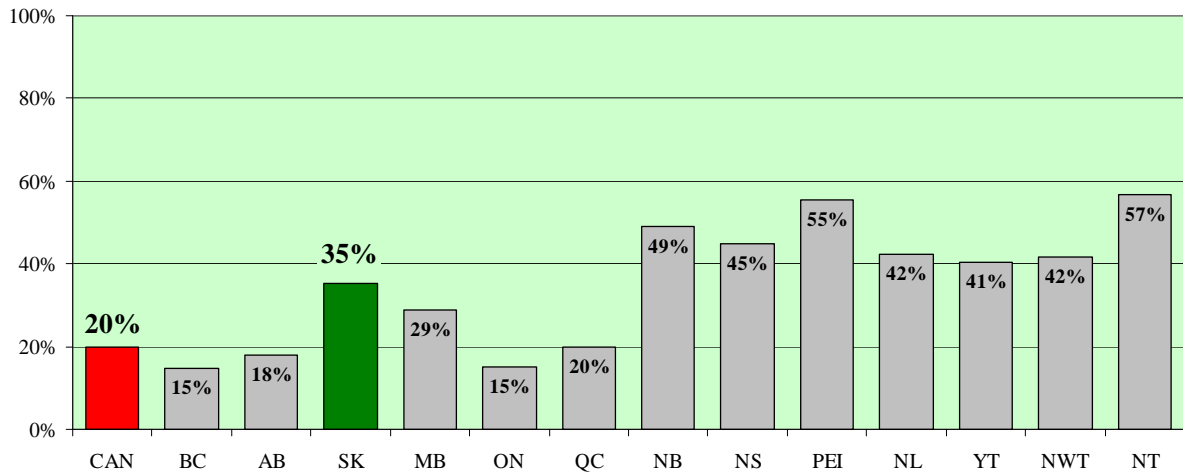


Figure 5b: Rural Population as a Percentage of Total Population, Canada, Provinces, and Territories, 2006



Note: A rural area is defined as having a population below 1,000 and a population density of fewer than 400 people per square kilometre.

Source: Statistics Canada. (2008). *Census Indicator Profile, Canada, provinces and territories, every 5 years.* (Table 153-0037 and 109-0300).

What are the birth trends in Saskatchewan?

Birth numbers are useful for forecasting future trends in the education system. Figure 6a shows that annual total birth numbers declined from 16,217 in 1989 to 12,815 in 2007, while during the same period Registered Indian births increased from 1,888 to 3,365. However, the trend in total births in the province may be starting to show signs of reversing; the number of births in 2007 was almost 8 percent higher than it was in 2006.

Viewed over the last ten years, total birth numbers have been relatively stable. This overall stability does not reflect the decline outside the Registered Indian population. While the number of births were higher in 2007 than 1997 in all areas of the province (rural, urban, and north), in each location the birth numbers outside of the Registered Indian population have declined. During this time, the decline in birth numbers outside the Registered Indian population was more evident in rural settings (10 percent) than in urban settings (1 percent) and in the North (4 percent).

In 2007, there were 8,850 child care spaces for 0- to 12-year-olds, as well as approximately 3,000 Prekindergarten spaces for 3- and 4-year-olds. By the end of 2009, 10,400 licensed child care spaces are anticipated to be available.

Figure 6a: Total Birth Numbers, Saskatchewan, 1989 to 2007

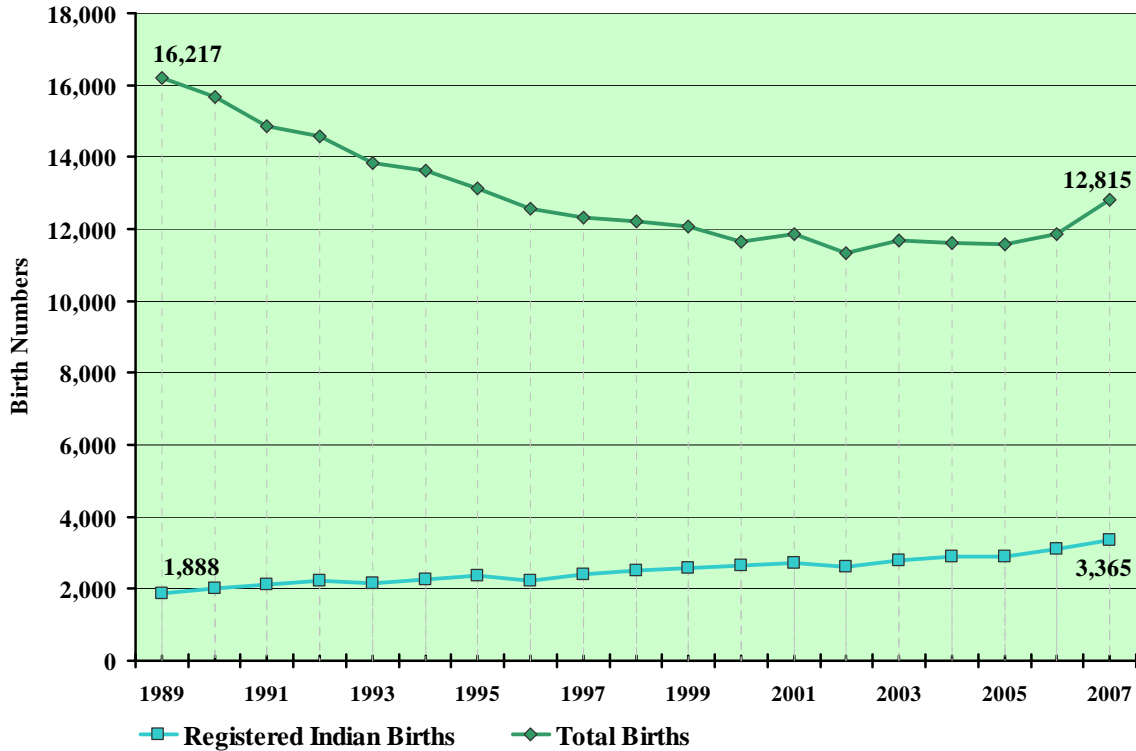


Figure 6b: Saskatchewan Births by Location, 1997 to 2007

Sub-Population	1997	2002	2007
Rural - Total births	4,735	4,414	4,786
- Registered Indian births	940	1,046	1,366
Urban - Total births	6,962	6,292	7,290
- Registered Indian births	1,045	1,131	1,441
North - Total births	612	610	739
- Registered Indian births	424	450	558

Note: A baby was counted as Registered Indian if either the mother or father self-identified as Registered Indian. "North" includes births in the Keewatin Yathe Health District, Mamawetan Churchill River Health District, and Athabasca Health Authority. Cities are grouped in the "Urban" category. All other places, including towns, are grouped in the "Rural" category.

Source: Ministry of Health. (2008). *Health Population Data – Vital Statistics*. Regina, SK

Economic and Labour Trends

Resources, educational innovation, technology, and employment opportunities influence the quality of life of children and youth, their ability to learn, and their potential for success in school and in life. Changes in the economy determine future demand for well-educated people, and allow individuals to become contributing members of society.

A Grade 12 diploma is an important statement of academic, personal, and social skills. Students can build on those skills through post-secondary education or training to obtain highly-paid employment. Saskatchewan's economic growth and opportunities depend on the level of skills of the workforce.

How well is Saskatchewan's economy doing?

Figure 7a shows Saskatchewan economic data as a ratio of Canadian economic data over the period 1990 to 2007. In 2007, the real gross domestic product (GDP) per capita ratio was 1.00, indicating Saskatchewan per capita real GDP was 100 percent of the corresponding Canadian figure, or at the same level. This ratio has increased since 2002 when it was 0.95; however, it is lower than the 2005 ratio of 1.02. The ratio of Saskatchewan per capita personal income to the corresponding Canadian figures reached its highest level in 2007 at 0.90, higher than the historical high of 0.89 in 1996 and up from 0.86 in 2006.

Flat lines for employment rates and the consumer price index reflect similar patterns in the economies of both Saskatchewan and Canada.

The Saskatchewan economy has continued to grow since 1990. Adjusted for inflation, Saskatchewan's GDP increased by over 14 percent between 2000 and 2007, and Saskatchewan's GDP per capita increased 16.7 percent over the same time period. The labour force has grown from 488,600 in 1990 to 523,800 in 2007, and 95.8 percent of the labour force was employed in Saskatchewan in 2007. Saskatchewan's employment rate has increased steadily from 1990 through to 2007, when it was almost 2 percentage points higher than the Canadian employment rate.

From 1990 to 2007, Saskatchewan citizens experienced increases in total personal income. The \$31,688 per person average income (in current dollars) represents an increase of 79.6 percent from 1990 to 2007, exceeding the 36.2 percent inflation during that same period.

Figure 7a: Ratios for Selected Economic Indicators, Saskatchewan to Canada, 1990 to 2007

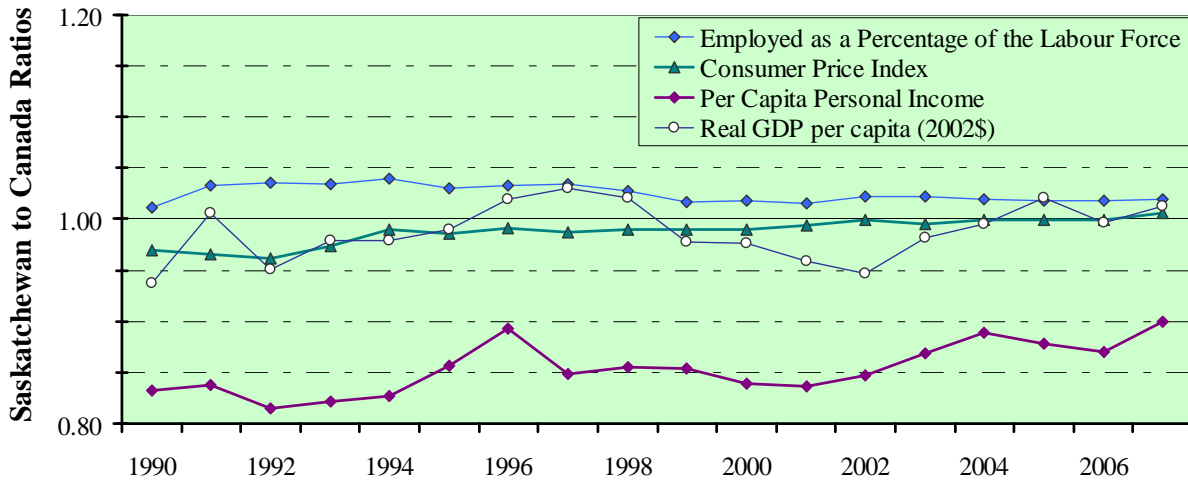


Figure 7b: Selected Saskatchewan and Canadian Economic Indicators, 1990 to 2007

	Saskatchewan					Canada
	1990	1995	2000	2005	2007	2007
Labour Force	488,600	491,100	499,200	509,400	523,800	17,945,800
Employed (as Percentage of the Labour Force)	93.0%	93.3%	94.9%	94.9%	95.8%	94.0%
Consumer Price Index (2002 year = 100)	76.0	86.4	94.4	106.9	112.2	111.5
Personal Income (Per Capita)						
- Wages, salaries, and supplementary labour income	\$9,513	\$10,932	\$13,494	\$17,661	\$20,226	\$23,723
- Net income received by farm operators from farm production	\$659	\$575	\$245	\$356	\$212	\$18
- Other income	\$7,469	\$8,140	\$9,241	\$10,044	\$11,250	\$11,480
- Total personal income	\$17,641	\$19,647	\$22,981	\$28,061	\$31,688	\$35,221
Real GDP (Millions 2002\$)	28,138	30,793	35,275	39,039	40,340	1,316,218
Real GDP Per Capita (2002\$)	27,939	30,364	35,003	39,432	40,850	40,314

Note: Values on the graph greater than 1.00 indicate Saskatchewan’s rate is higher than Canada’s rate. Historical numbers may have changed due to ongoing updates to the Statistics Canada database.

Source: Saskatchewan Bureau of Statistics. (2006). *Economic Review 2006*. Regina, SK
 Saskatchewan Bureau of Statistics. (2006). *Provincial Economic Accounts 2007*. Regina, SK
 Statistics Canada. (2006). *CANSIM II Data (Tables 282-0002, 384-0001 and 384-0012)*
 Statistics Canada. (2006). *CANSIM II Data (Table 051-0001)*
 Saskatchewan Bureau of Statistics. (2007). <http://www.gov.sk.ca/bureau.stats/cpi/hisindex.htm>. Regina, SK

What are the education levels of Saskatchewan people?

Educational attainment is historically seen as a measure of employability and economic potential. The education levels of Saskatchewan's population have steadily increased. From 1997 to 2007, the percentage of persons aged 25-54 with at least a high school certificate increased from 77.1 percent to 85.4 percent for males and from 82.5 percent to 90.7 percent for females. In this ten-year period, the percentage of females aged 25-54 with a post-secondary certificate, diploma, or degree increased from 50 percent to 59 percent, and the proportion of males increased from 45 percent to 51 percent (Figure 8a).

A higher proportion of people with Aboriginal ancestry have less than a Grade 12 education level when compared to non-Aboriginal people (Figure 8b). When compared to the Canadian average, Saskatchewan has a higher proportion of 25-54 year olds who have not completed high school for both the Aboriginal and non-Aboriginal groups. In 2006, about 85 percent of non-Aboriginal and about 57 percent of Aboriginal people in Saskatchewan had an education at the Grade 12 or higher level. The proportion of Aboriginal 25-54 year-olds without a high school diploma is almost three times the proportion of non-Aboriginal people in both Saskatchewan and Canada. Also, a lower proportion of the Aboriginal population finishes high school and continues on to post-secondary education. In Saskatchewan, 20.1 percent fewer Aboriginal people continue on to achieve a post-secondary certificate, diploma, or degree than non-Aboriginal people.

In 2007, about 62 percent of Canadians aged 25-54 had obtained a post-secondary certificate, degree, or diploma, as compared to 55 percent of the Saskatchewan population that had done the same. The Canadian percentage of those with a post-secondary certificate, degree, or diploma has exceeded the Saskatchewan percentage by 4-6 percentage points since 1990. Saskatchewan has consistently had a lower percentage of the population with education at the Grade 12 or higher level than the Canadian average.

Figure 8a: Highest Level of Educational Attainment of 25- to 54-Year-Olds, by Gender, Canada and Saskatchewan, 1997 and 2007

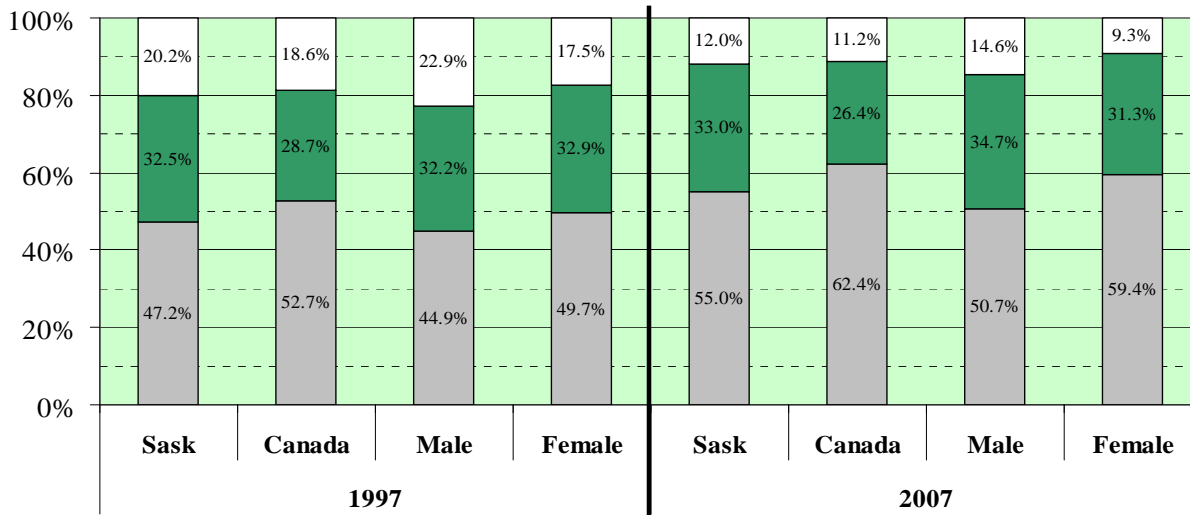
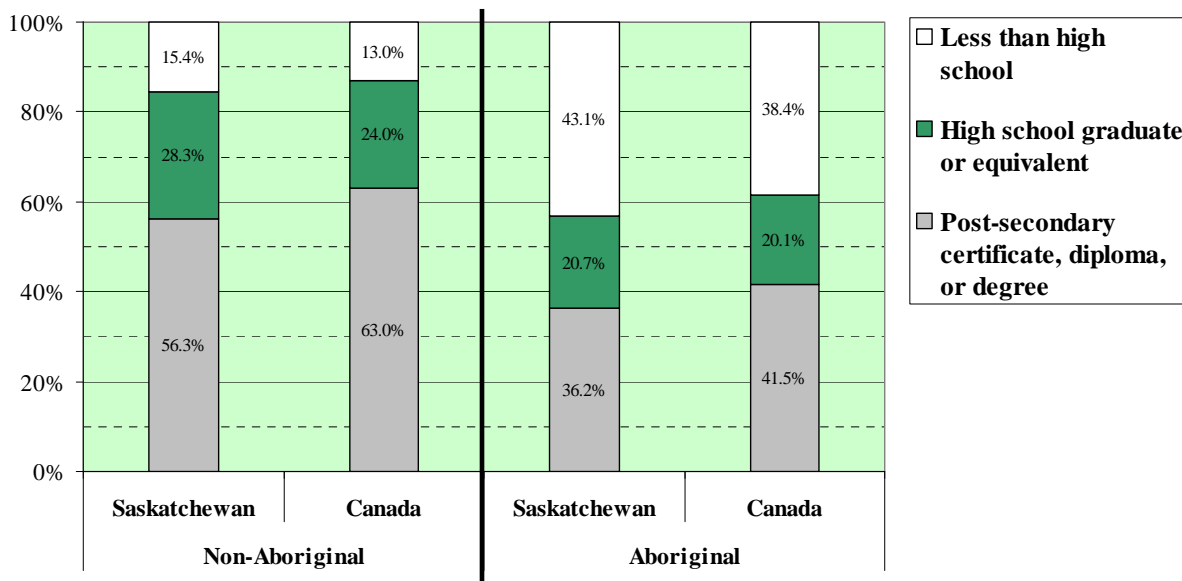


Figure 8b: Highest Level of Education Attainment of 25- to 54-Year-Olds, Aboriginal and Non-Aboriginal, Canada and Saskatchewan, 2006



Notes: The Aboriginal population includes those persons who reported they were registered under the *Indian Act* of Canada, and persons who are registered under the *Indian Act* and can prove descent from a band that signed a treaty. The Aboriginal counts in this table may differ from the administrative counts maintained by the Department of Indian Affairs and Northern Development (INAC). Incompletely enumerated Indian reserves and Indian settlements as well as methodological and conceptual differences explain discrepancies. “High school certificate or equivalent” includes persons who have graduated from a secondary school or equivalent, excludes persons with a post-secondary certificate, diploma or degree. Examples of post-secondary institutions include community colleges, institutes of technology, CEGEPs, private trade schools, private business colleges, schools of nursing, and universities.

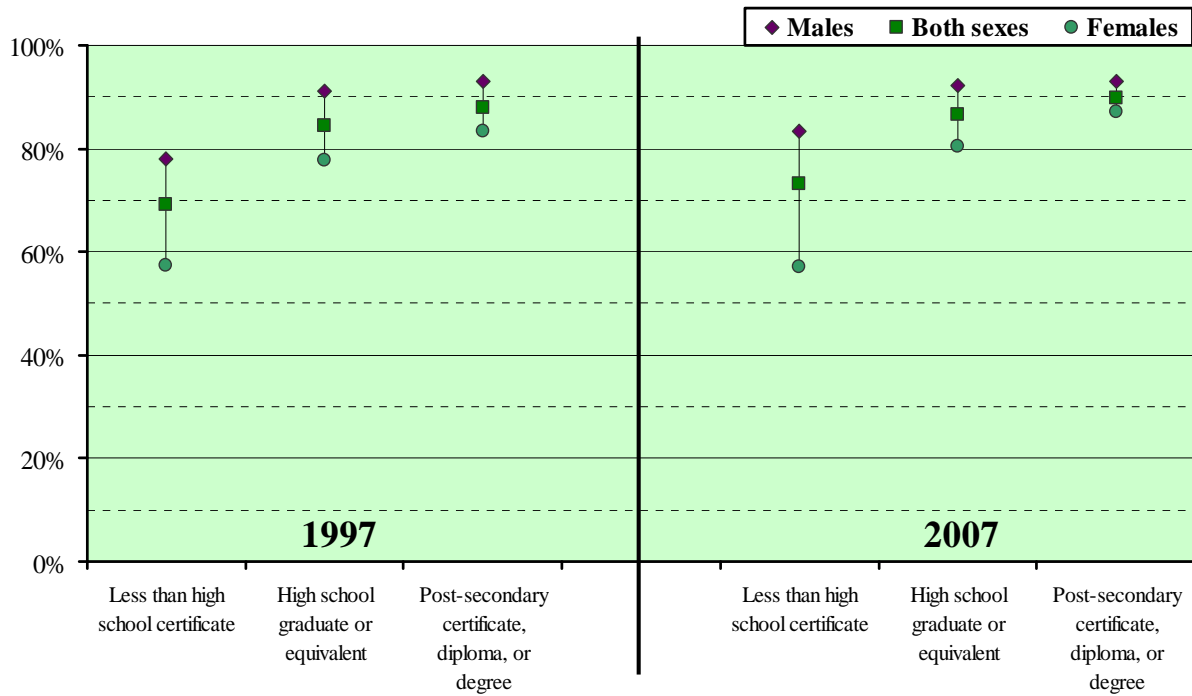
Source: Statistics Canada. (2006). *Labour Force Survey Data* (CANSIM II Table 282-0004).
 Statistics Canada. (2006) *Census of Population*. Catalogue no. 97-560-XCB2006029.

How does education level affect employment status?

Figure 9 shows the population aged 25-54 who were employed as a proportion of all 25- to 54-year-olds with the same education level, and indicates that employment status is linked to education level. Over 80 percent of the entire Saskatchewan population aged 25-54 with a high school certificate or higher were employed in both 1997 and 2007, significantly higher than the employment rate of those with less than a high school certificate. Employment rates for those with less than a high school certificate increased over the period (by about 4 percent), as well as for those with a post-secondary certificate, diploma, or degree (by about 1 percent).

Employment rates for males and females are different if they left high school, but the discrepancy is reduced as higher levels of education are attained. Between 1997 and 2007, the employment rate for females without a high school certificate remained constant at 57 percent. On the other hand, the rate for males increased from 78 percent to 83 percent, widening a gender gap in the labour market. In 2007, the employment rate for those with a post-secondary certificate, diploma, or degree was 5 percent higher for males than females.

Figure 9: Employed 25- to 54-Year-Olds, by Educational Achievement, as a Percentage of Total Education Level Population, Saskatchewan, 1997 and 2007



Note: Employment is expressed as a percentage of the population of each education level, not as a percentage of the labour force as shown in Figure 7.

Source: Statistics Canada. (2008). *Labour Force Survey Data*. CANSIM II (Table 282-0004).

How does education level affect employment income?

Having at least a Grade 12 certificate is a contributing factor to being employed, and having a post-secondary certificate, diploma, or degree is a contributing factor to income level. In 2005, the average employment income of those with a bachelor's degree (\$50,085 constant 2005 dollars) was 33 percent higher than that of individuals who have a certificate or degree below a bachelor level (\$33,601 constant 2005 dollars), which includes those with high school or lower education levels. The average employment income of those who have a university certificate, diploma, or degree above the bachelor level is 28 percent higher than for those with a bachelor's degree.

The average employment income for females is lower than for males; however, the relationship between educational attainment levels and income are similar for the female and male sub-populations. With the same education levels, the average male has employment income over 30 percent higher than the average female. In Figure 10b the lowest ratio is 0.63, which refers to the average female's income being 63 percent of the average male's income, at equivalent education levels. This ratio occurs for the older age group with the highest education level (45- to 54-year-olds with a university certificate or degree above the bachelor level) and for the younger age group with the lowest education level (25- to 34-year-olds with education below a bachelor level). The highest ratio (0.86) is for the younger 25-34 age group with a bachelor's degree or higher education. Income disparities between males and females with post-secondary education increase as people age and gain experience.

Figure 10a: Employment Income of 25- to 54-Year-Olds, by Education Level, by Gender, Saskatchewan, 2000 and 2005

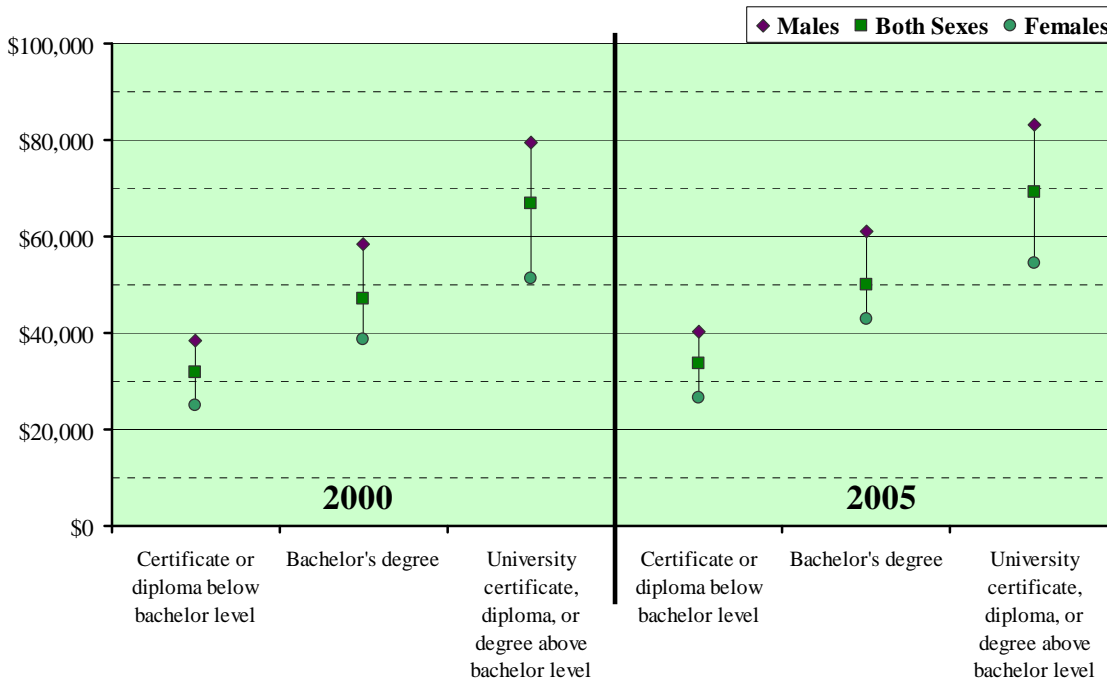


Figure 10b: Average Employment Income, by Education Level, by Gender and Age Group, Saskatchewan, 2005

		Certificate or diploma below bachelor level	Bachelor's degree	University certificate, diploma, or degree above bachelor level
Age 25-34	Female	\$21,449	\$35,631	\$40,098
	Male	\$33,831	\$41,209	\$46,583
	Ratio	0.63	0.86	0.86
Age 35-44	Female	\$27,750	\$45,981	\$57,258
	Male	\$41,208	\$68,806	\$84,566
	Ratio	0.67	0.67	0.68
Age 45-54	Female	\$29,466	\$48,877	\$63,673
	Male	\$44,368	\$76,477	\$101,792
	Ratio	0.66	0.64	0.63

Note: Income is reported in constant 2005 dollars. Canadian censuses were conducted in 2001 and 2006. Income data from these censuses relate to the calendar year prior to the census year (2000 and 2005 respectively). "Certificate or diploma below bachelor level" refers to the categories "No certificate, diploma or degree", "High school certificate or equivalent", "Apprenticeship or trades certificate or diploma", "College, CEGEP or other non-university certificate or diploma", and "University certificate or diploma below bachelor level". "University certificate, diploma or degree above bachelor level" refers to the categories "University certificate or diploma above bachelor level", "Degree in medicine, dentistry, veterinary medicine or optometry", "Master's degree", and "Earned doctorate".

Source: Statistics Canada. (2008). 2006 Census Data. Catalogue no. 97563XCB2006005.

What job opportunities are forecast?

Projected employment opportunities may influence decisions of youth to participate in post-secondary studies, and may help youth to understand the benefits of higher education levels. Occupations requiring post-secondary education continue to grow at a faster rate than those requiring high school graduation or lower education. Over 48,000 (or 55 percent) of the almost 88,000 job opportunities forecast for 2005-2010 in Saskatchewan are expected to require a university degree or other post-secondary education (Figure 11a).

About 54 percent of all job opportunities are projected to be in the service-producing sector of the economy, primarily in business, trades, and sales and service occupations. From 2005-2010 there is a forecasted negative growth rate in the processing, manufacturing, and utilities fields, signalling a reduction of employment possibilities in those fields. However, the Average Annual Growth Rate for New Opportunities (AAGR) for Canada is 0.8 percent over the five years. The highest concentration of growth is in health fields at 1.6 percent, double the Canadian average.

Figure 11a: Forecast Future Job Openings, by Education Level, Saskatchewan, 2005 to 2010

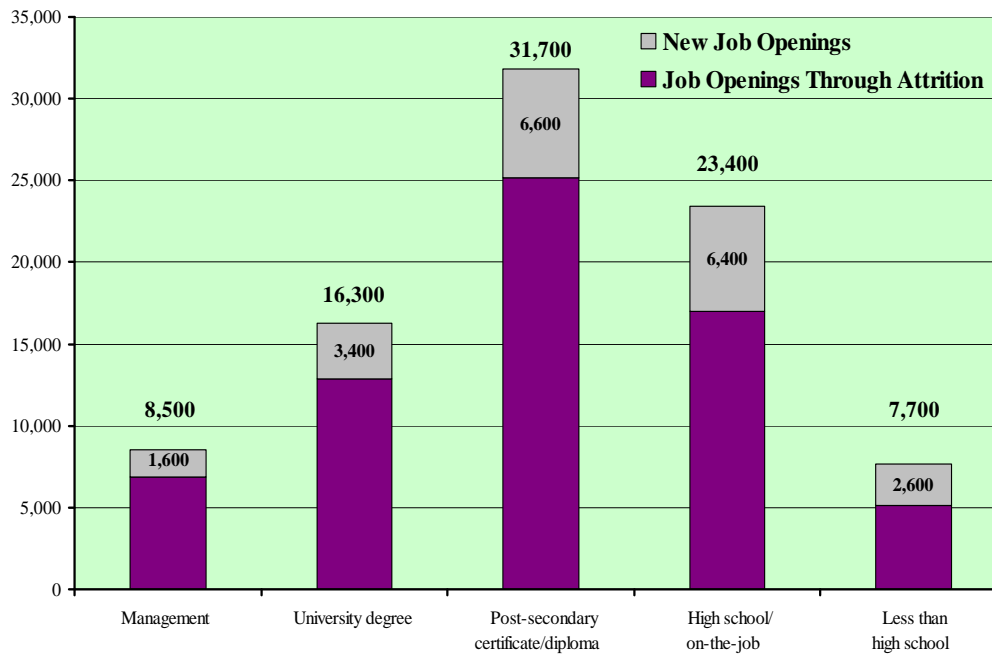


Figure 11b: Forecast Future Job Openings, by Industry, Saskatchewan, 2005 to 2010

	Total Openings	AAGR*
Management	8,500	0.8%
Business / Finance / Administration	15,500	0.8%
Natural / Applied sciences & related	3,600	1.1%
Health occupations	7,600	1.6%
Social Science / Education / Gov't service / Religion	8,200	0.3%
Art / Culture / Recreation / Sport	2,100	0.9%
Sales and service occupations	18,100	1.0%
Trades / Transport / Equipment operation	13,700	1.1%
Primary industry occupations	8,600	0.4%
Processing / Manufacturing / Utilities	1,700	-0.2%
All occupations	87,600	0.8%

Notes: *AAGR - Annual Average Growth Rate for new opportunities
Management occupations are not assigned an education level because other factors, such as previous experience, are often significant determinants for employment.

Source: Ministry of Advanced Education and Employment. (2007). *Occupational Employment Outlook 2007*. Regina, SK

Social Trends

An important goal of education is that all children and youth adapt to, benefit from, and contribute to a dynamic society. Environmental influences outside of the school impact learning and developmental opportunities of students. Community environment, family structure, and income level all affect the amount of support and resources available to provide education to children and youth. Health, physical, and social barriers affect the capacity of students to learn and progress through school. Accommodating for these barriers allows for more equitable treatment of children and youth and academic success in the future.

How are family structures changing?

Children and youth attending school come from a variety of family structures, including single parent, two-parent, blended, and extended families. The factors that contribute to the level of support provided to children and youth vary from one family to another; however, some challenges in providing that support may be similar for families with similar structures.

In 2006, almost one in four Saskatchewan families with a child under the age of 6 have a single parent; over twice the proportion in 1986, and about 7 percentage points higher than the Canadian proportion. About 23 percent of Saskatchewan families with a child aged 6 to 14 were single parent families in 2006, the first time in at least 20 years that this proportion was higher than the Canadian proportion (which was 21 percent in 2006) (Figure 12a).

Over the same 20 year period, the number of two-parent families with at least one child under the age of 18 has declined by almost 25,000 families or about 20 percent in Saskatchewan. This is in contrast to the almost 8 percent increase seen in the number of two-parent families overall in Canada. During that same time period, the number of single parent families with at least one child under the age of 18 has increased considerably in Saskatchewan, up 49.5 percent; the increase experienced on average in Canada was higher, at almost 58 percent.

Figure 12a: Single-Parent Families, by Age of Children, Canada and Saskatchewan, 1986 to 2006

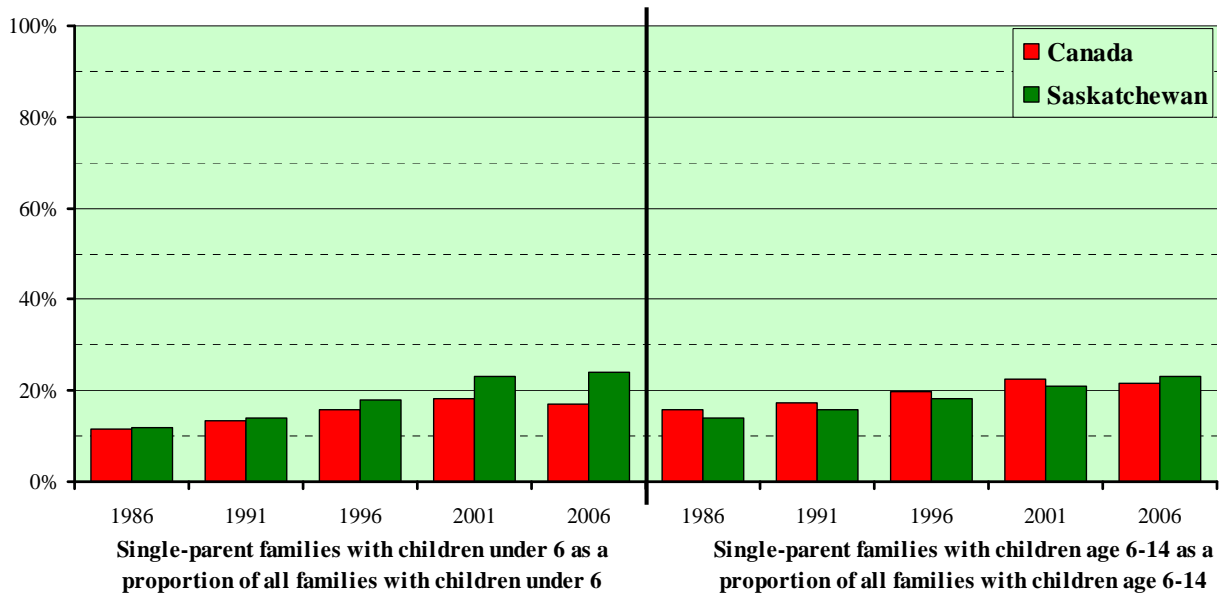


Figure 12b: Number of Families with at Least One Child under Age 18, by Family Type, Canada and Saskatchewan, 1986 to 2006

	1986	1996	2006	% Change from 1996 to 2006
Canada				
Two-parent families	2,987,472	3,111,892	3,213,511	3.3%
Single-parent families	550,685	745,787	868,131	16.4%
Saskatchewan				
Two-parent families	120,681	106,893	96,080	-10.1%
Single-parent families	19,962	25,049	29,852	19.2%

Note: Two-parent families include common-law and blended family relationships.

Source: Statistics Canada. (2008). *Annual Demographics Statistics, 2006 Census Data (Table 3)*. Catalogue no. 91-213-XPB. Ottawa, ON

What percentage of Saskatchewan children live in low income households?

Low income results in poverty-related barriers to education, culture, employment, health and nutrition, housing, and justice. There is no official poverty line in Canada, but many groups use Statistics Canada's pre-tax low income cut-offs (LICOs) to define and analyze poverty. The LICO is the income level below which most Canadians spend at least 20 percentage points more than average on food, shelter, and clothing. LICOs do not show the effects of government assistance programs in each jurisdiction on levels of income or poverty rates.

Figure 13a shows that in Canada, the proportion below the pre-tax LICO has remained relatively constant between 1980 and 2004 for children under 18 living in all family types; however, this proportion has increased by almost 9 percentage points in Saskatchewan. Saskatchewan's poverty rate for families with children under the age of 18 was 20.1 percent in 2004, up from 18.3 percent in the previous year, but below the historical high of 26.4 percent in 1993. Since 2000, Saskatchewan has had a higher poverty rate for families with children under 18 than Canada.

A larger proportion of children under the age of 18 in single-mother families in both Canada and Saskatchewan experience low income (Figure 13b). In 2006, over half (54 percent) of the single-mother families in Saskatchewan were below the low income cut off. This is a higher proportion than 6 out of the other 9 provinces, and was about 7 percentage points higher than the Canadian average. The poverty rate in Saskatchewan has also increased for those living in two-parent families over the past 5 years, and was equivalent to the Canadian rate of 10 percent in 2004. In each of the three family-type categories, Alberta, Nova Scotia, and Prince Edward Island had equal or lower poverty rates than Saskatchewan in 2004.

Figure 13a: Percentage of Children under 18 from All Family Types Living in Low Income Households, Canada and Saskatchewan, 1980 to 2004

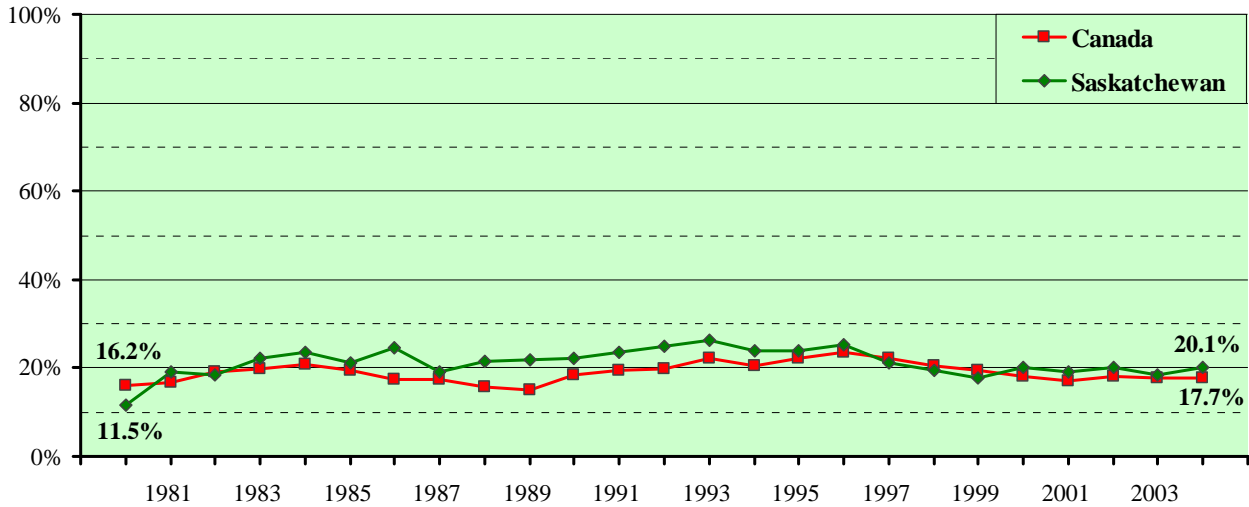


Figure 13b: Poverty Rates by Family Type, 1999 to 2004

Family Type		Poverty Rates (Percent below the pre-tax LICO)				Provinces with equal or lower rates than SK for 2004:
		1999	2001	2003	2004	
All family types	SK	11%	10%	11%	11%	AB, MB, NS, PEI
	Can	12%	11%	12%	12%	
Two-parent families with children	SK	8%	9%	11%	10%	AB, QC, NB, NS, PEI
	Can	10%	10%	10%	10%	
Single-mother families	SK	46%	43%	49%	54%	AB, MB, ON, QC, NS, PEI
	Can	52%	42%	49%	47%	

Note: Poverty is defined using Statistics Canada’s low income cut-offs (pre-tax LICOs) for the specified years. The sample on which the figures are based did not include those living on reserves or those living in institutions.

Source: National Council of Welfare. (2008). *Poverty Profile 2004 - Web-only Data*. Ottawa, ON

How healthy are Saskatchewan youth?

Health status of children and youth is closely linked to educational success. Monitoring the health-related attitudes and activities of the population indicate public response to lifestyle education (Figure 14).

Over the period 1994 to 2005, the percentage of those over the age of 12 reporting “very good” or “perfect” functional health declined about 5 percentage points in Saskatchewan and by 2 percent across Canada. Within Saskatchewan, in 2005, males aged 12-19 reported “very good” or “perfect” functional health more frequently than females. The percentage of females reporting “very good” or “perfect” functional health has declined by 5 percent since 2003 (Figure 14a).

About three-quarters of youth aged 12-17 report that they are neither overweight nor obese in both Saskatchewan and Canada. A higher proportion of youth aged 12-14 in Saskatchewan report that they are not overweight or obese, and a smaller proportion report that they are overweight, when compared to the Canadian average. This trend is reversed in the 15-17 age group, where a larger proportion report that they are overweight and obese (Figure 14b).

In 2005, less than 7 percent of Saskatchewan youth aged 12-19 described themselves as daily smokers, a decrease of 3 percentage points since 2003. Saskatchewan has a youth smoking rate similar to that reported by Canadian youth; youth represent just over a third of all Saskatchewan smokers. The smoking rate in Saskatchewan is about 2 percentage points higher than in Canada as a whole. In both 2003 and 2005, about 90 percent of Saskatchewan smokers aged 12 and over reported that they began smoking when they were 19-years-old or younger (Figure 14c).

In both 2003 and 2005, Saskatchewan youth aged 12-19 reported drinking alcohol “frequently” at a rate of 7-8 percentage points higher than the rate reported for all of Canada, and both the Canadian and Saskatchewan rates have been steady since 2003. The rate of Saskatchewan frequent drinkers aged 12 and over has increased to 25 percent in 2005 from 23 percent in 2003, and has been over 2 percentage points higher than the overall Canadian rate since 2003 (Figure 14d).

Figure 14a: Functional Health Status of Individuals Over 12, Proportion Reporting Very Good or Perfect Functional Health, 1994 to 2005

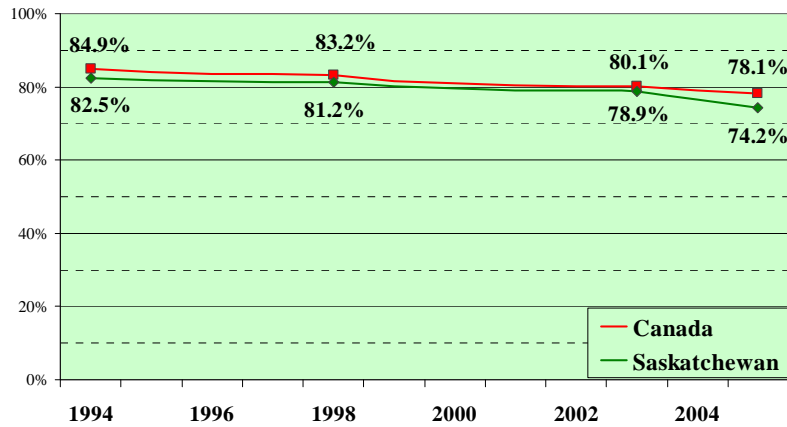


Figure 14b: Self-Reported Youth Body Mass Index, Age 12-17, Canada and Saskatchewan, 2005

		Canada	Saskatchewan
12-14	Neither overweight nor obese	71.0%	74.8%
	Overweight	14.6%	14.1%
	Obese	4.0%	-
15-17	Neither overweight nor obese	78.1%	74.5%
	Overweight	12.5%	14.0%
	Obese	4.8%	6.3%
12-17	Neither overweight nor obese	74.6%	74.6%
	Overweight	13.5%	14.1%
	Obese	4.4%	4.9%

Note: Functional health is based on a description and a valuation of health according to the Comprehensive Health Status Measurement System. The reporting measures of overall functional health are based on eight dimensions of functioning: vision, hearing, speech, mobility, dexterity, feelings, cognition, and pain. Body mass was calculated using self-reported height and weight, and excluded pregnant females.

Figure 14c: Percentage of Youth Who Smoke Daily, by Age Level, Canada and Saskatchewan, 1994 to 2005

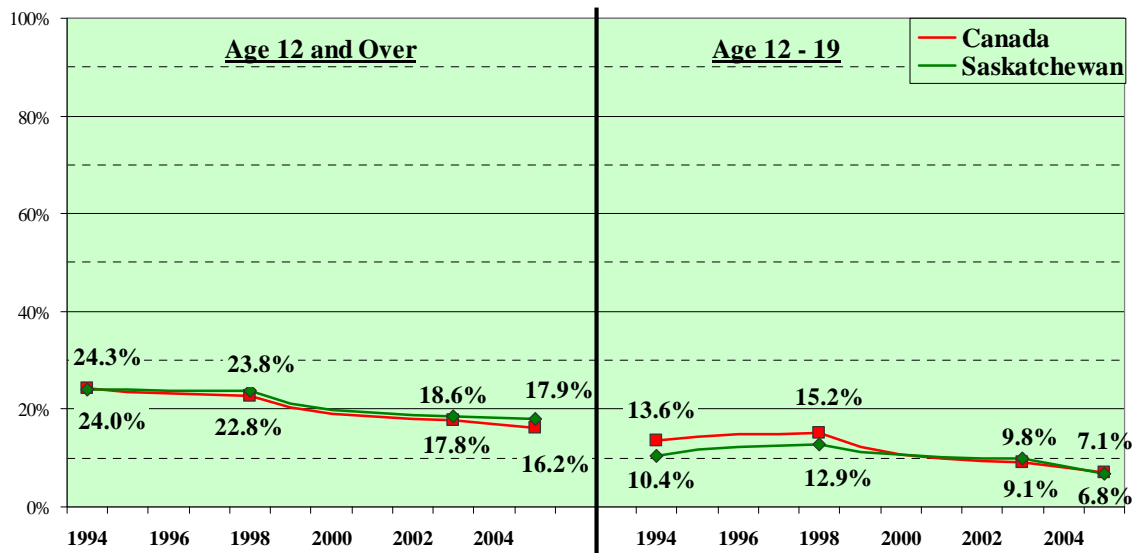
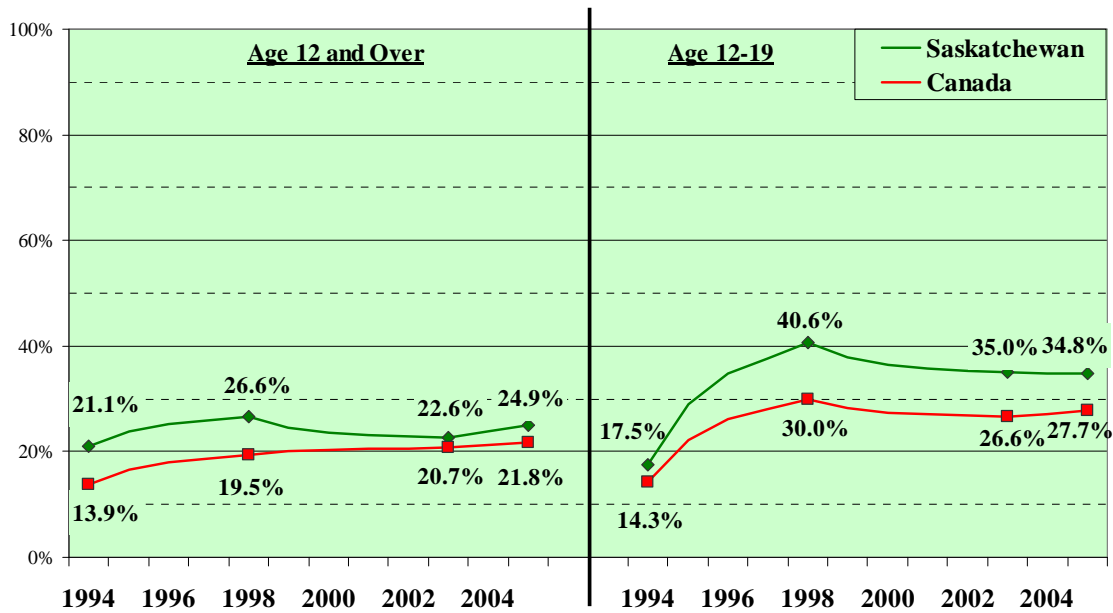


Figure 14d: Percentage of Youth Who Drink Alcohol Frequently, by Age Level, Canada and Saskatchewan, 1994 to 2005



Note: A daily smoker refers to an individual who reported smoking one or more cigarettes every day. Smoking initiation rates refer to current and former smokers.
 A "frequent" drinker is a current drinker who has had 5 or more drinks on 12 or more occasions in the previous 12 months.

Source: Statistics Canada. (2008). CANSIM II (Tables 105-0213, 105-0322, 105-0227, 105-0327, 105-0452, 105-0231, and 105-0431).

What are birth rates and pregnancy rates among teens?

Teen pregnancy influences the lives of both the young mother and her infant. A teen mother's chance of finishing school declines and her potential for living in poverty increases. Her child's chances of low birth weight, accompanied by subsequent developmental problems and a life of poverty, also increases.

In 2005, Saskatchewan's birth rate of 31.3 births per thousand 15- to 19-year-old females continued to decline from previous years. It is the highest among the provinces, over double the Canadian rate, although less than the 44.5 birth rate experienced in 1995 (Figure 15a). However, the teen pregnancy profile for 2003 (Figure 15b) shows teen pregnancy rates in Saskatchewan may not vary from other provinces as much as is indicated in the graph. Instead, Saskatchewan teens are more likely to choose to carry their child to term.

Figure 15a: Birth Rates, Mothers Aged 15- to 19-Years-Old, Canada and Provinces, 2001 to 2005

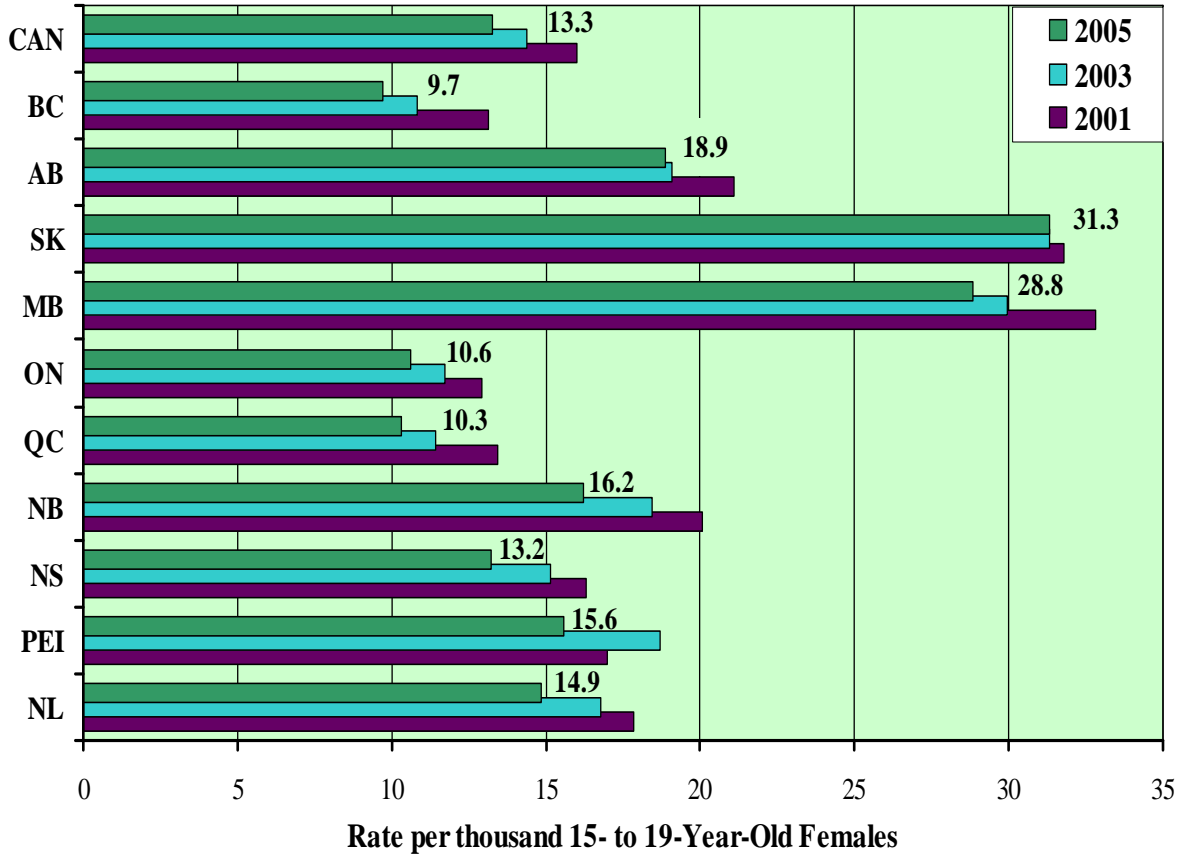


Figure 15b: Teen Pregnancy Profile, Rates per 1000 15- to 19-Year-Old Females, Canada and Prairie Provinces, 2003

	Canada	AB	SK	MB
Teen Pregnancies	32.1	35.7	42.6	53.4
Live Births	14.4	19.1	31.3	30.0
Induced Abortions	17.1	15.3	10.1	21.1
Fetal Loss	0.6	1.4	1.2	2.3

Source: Statistics Canada. (2008). *Annual Demographics Statistics, 2006 (Tables 1.16 through 1.29)*. Catalogue no. 91-213-XIB. Ottawa, ON
 Statistics Canada. (2008). CANSIM II (Table 102-4503).

Higher Literacy and Achievement

Student skill, knowledge, and understanding are foundations to success in education, the workplace, and daily life. Student learning is continuous, lifelong, and extends beyond the boundaries of school. Saskatchewan's education system helps students develop the knowledge, skills, and dispositions required for lifelong learning. It also helps students develop a strong sense of their own personal identity, and the skills to interact positively with others and the world around them. Schools help students become engaged members of society who are able to make informed life, career, and consumer choices. Student achievement involves recognition of progress in reaching these broad educational aims, supported by Saskatchewan curricula, and in meeting the expectations of the public for our students.

Student achievement can be described from many vantage points. Often, achievement is expressed through teacher-assigned marks, which are communicated through report cards. Achievement is signified by the successful completion of high school, and the award of a high school diploma. Achievement is often indicated by student performance on large-scale assessments in key subject areas at various stages of schooling. Moreover, Saskatchewan students' achievement is gauged in relation provincial standards, and their performance on national and international assessments.

In this section, indicators are organized under these headings:

- Opportunity-to-learn
- High school course selection and completion
- Large-scale assessment results

Opportunity-To-Learn

Educational opportunity is created in a transaction among the home in support for learning, the school in instruction, and the student in demonstrating persistence. Differences in student learning experiences in these transactions contribute to differences in outcomes. Opportunity-to-learn (OTL) elements represent factors relevant to students becoming life-long learners. They do not necessarily predict student performance on one written or practical test. In order to maximize opportunity-to-learn:

- schools and teachers create a safe, non-discriminating environment to support learning. They have a responsibility to engage students in active learning, provide effective instruction guided by provincial curricula, and use a variety of high-quality resources.
- students support their own learning by showing a commitment and readiness to learn. They develop literacy as they choose to participate, reflect on how they might enhance their skills, and persist to do their best work.
- parents support their children as they learn. They facilitate discussions of academic progress and school experiences with their children, promote curiosity and a desire to learn, ensure necessary resources are available, and help and encourage their children.

The following figures indicate the proportion of students achieving “sufficient” and “excellent” opportunity-to-learn standards. Students achieving the “excellent” opportunity-to-learn standard also achieved the “sufficient” opportunity-to-learn standard. When referring to students in both categories, the term “sufficient and above” is used.

How committed are Saskatchewan students to their learning and what supports are available to them?

**PROVINCIAL CORE
INDICATOR**

Student outcomes are influenced not only by differences in student ability, but also by differences in student experiences. The classroom and school, the home and community, and the students themselves all influence the type, quality, and extent of learning.

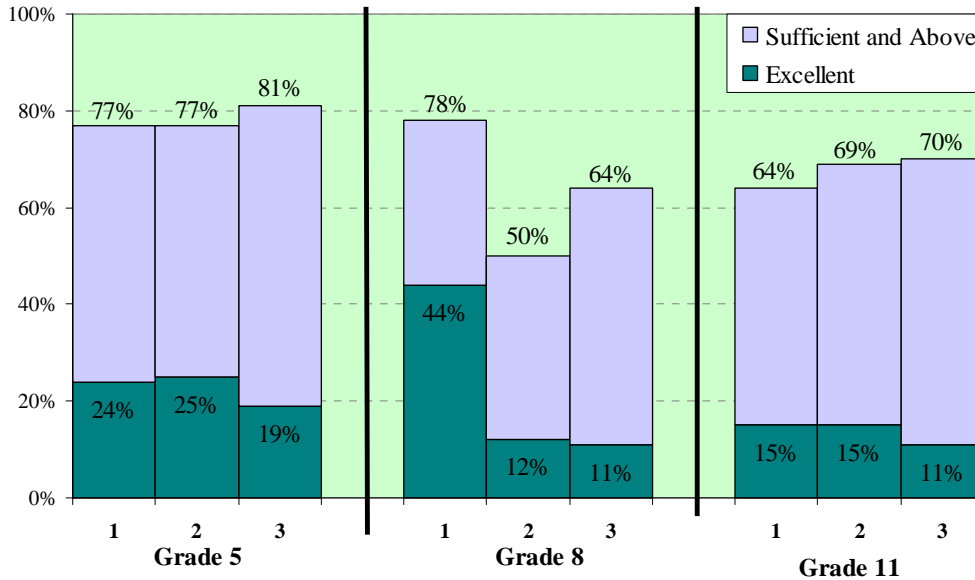
In general, the proportion of students who report “sufficient and above” opportunities to learn in readiness and support-related measures decrease as they progress through school. Elementary students (Grades 4 and 5 in the accompanying charts) have the highest proportion of students that report “sufficient and above” opportunities to learn. At least 70 percent of elementary students report “sufficient and above” opportunities to learn in all elements; this compares to secondary students (Grade 10 and 11), where most elements have less than 70 percent of students reporting at the “sufficient and above” level (Figure 16).

Home support consists of the home environment, amount of encouragement and involvement of parents, and the value placed on education. Home support for reading, writing, and mathematics decreases dramatically from elementary to high school. Where 88 percent of Grade 5 students report a “sufficient and above” level of home support in mathematics, the proportion drops to 54 percent of Grade 11 students who report the same opportunities. Home support for reading seems to persist longer than for mathematics; however, there still is a large decrease in the proportion of students reporting “sufficient and above” home support for reading from Grade 7 to Grade 10 (82.5 to 58.1 percent). Contrary to the other subjects, home support for writing increased from Grade 8 to Grade 11, but was still lower than the proportion of Grade 5 students reporting “sufficient and above” levels.

Knowledge and use of reading and writing strategies measures the sophistication of students’ strategies before, during, and after reading and writing. This measure decreases in reading as students progress through the grades. Where 71.2 percent of Grade 4 students demonstrate “sufficient and above” knowledge and use of reading strategies, about half (51.2 percent) of Grade 10 students report the same. Secondary students (Grades 10 and 11 in the accompanying charts) have a low proportion of students reporting “excellent” opportunities-to-learn in all elements of reading and writing.

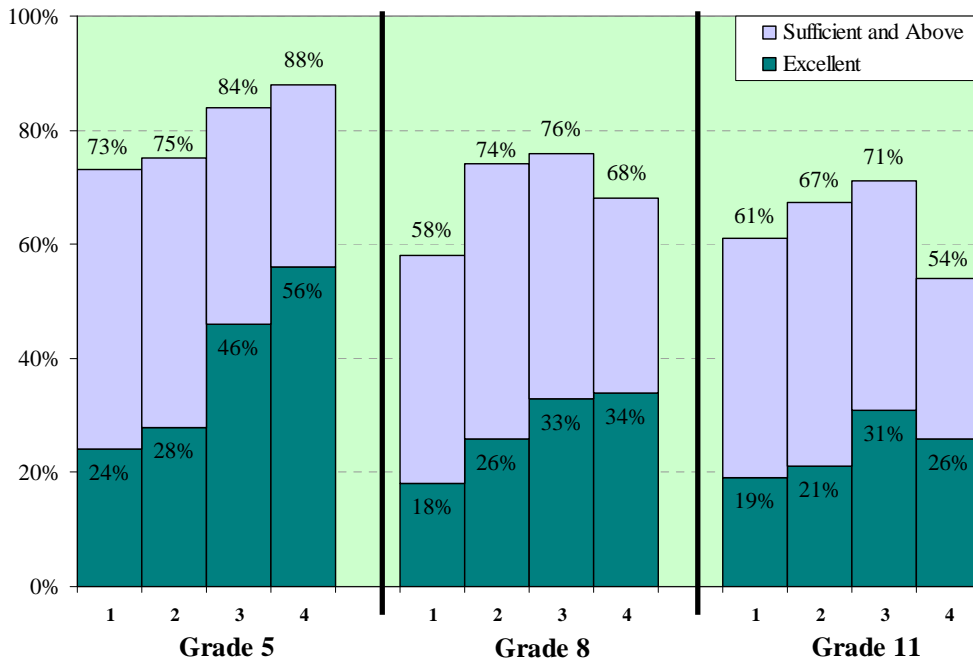
PROVINCIAL CORE INDICATOR

Figure 16a: Percentage of Students with “Sufficient and Above” Opportunity-to-Learn in Writing, AFL 2008



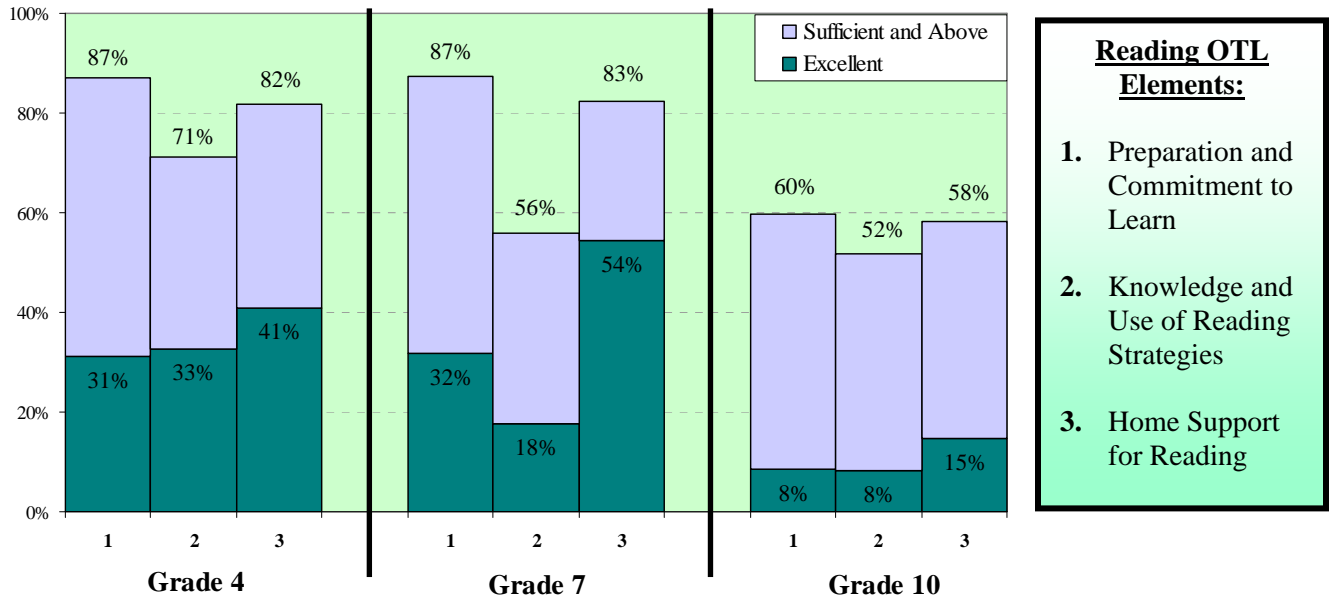
- Writing OTL Elements:**
1. Propensity to Learn
 2. Knowledge and Use of Writing Strategies
 3. Home Support for Writing and Learning

Figure 16b: Percentage of Students with “Sufficient and Above” Opportunity-to-Learn in Mathematics, AFL 2007



- Math OTL Elements:**
1. Preparation and Commitment to Learn
 2. Persistence When Solving Math Problems
 3. General Support for Learning
 4. Home Support for Math

Figure 16c: Percentage of Students with “Sufficient and Above” Opportunity-to-Learn in Reading, AFL 2008



Source: Ministry of Education. (2008). *2008 Provincial AFL Writing Assessment*. Regina, SK
 Ministry of Education. (2008). *2007 Provincial AFL Mathematics Assessment*. Regina, SK
 Ministry of Education. (2008). *2007 Provincial AFL Reading Assessment*. Regina, SK

*What classroom instruction and learning approaches are used in Saskatchewan?***PROVINCIAL CORE
INDICATOR**

What takes place in classrooms influences student learning and understanding of subject matter. Resource materials for instructional preparation and classroom learning can provide broader opportunity for improved student learning. The availability and skillful use of learning resources, manipulatives, print materials, and internet sources, along with sufficient instructional time and instructional practices, can enhance students' opportunities-to-learn.

A higher proportion of teachers in mathematics classrooms report "sufficient and above" opportunities-to-learn, when compared to levels reported by teachers in reading and writing classrooms. As well, the proportion of teachers reporting "sufficient and above" levels seems to decrease as the grades increase, with the exception of Grade 11 writing and mathematics classrooms who report relatively high opportunities-to-learn.

Figure 17a shows that about 74 percent of mathematics classrooms reported having "sufficient and above" resources available, as compared to 40 percent of reading, and 53 percent of writing classrooms. The proportion of teachers in reading classrooms who report having "sufficient and above" instructional time and practices declines from elementary to high school; while 62 percent of Grade 4 classrooms report receiving "sufficient and above" levels, only 41 percent of Grade 10 classrooms report "sufficient and above" levels. The proportion of teachers in writing classrooms who report having "sufficient and above" instructional time and practices remain relatively constant in all grades assessed.

More mathematics classrooms report having "excellent" opportunities-to-learn than writing classrooms; more writing classrooms report "excellent" opportunities-to-learn than reading classrooms. Less than 20 percent of reading and less than 30 percent of writing, classrooms report "excellent" opportunities-to-learn in every grade assessed. In comparison, an average of 34 percent of mathematics classrooms report "excellent" opportunities-to-learn.

PROVINCIAL CORE INDICATOR

Figure 17a: Percentage of Classrooms with “Sufficient and Above” Opportunity-to-Learn, Reading and Writing, by Grade, AFL 2007 and 2008

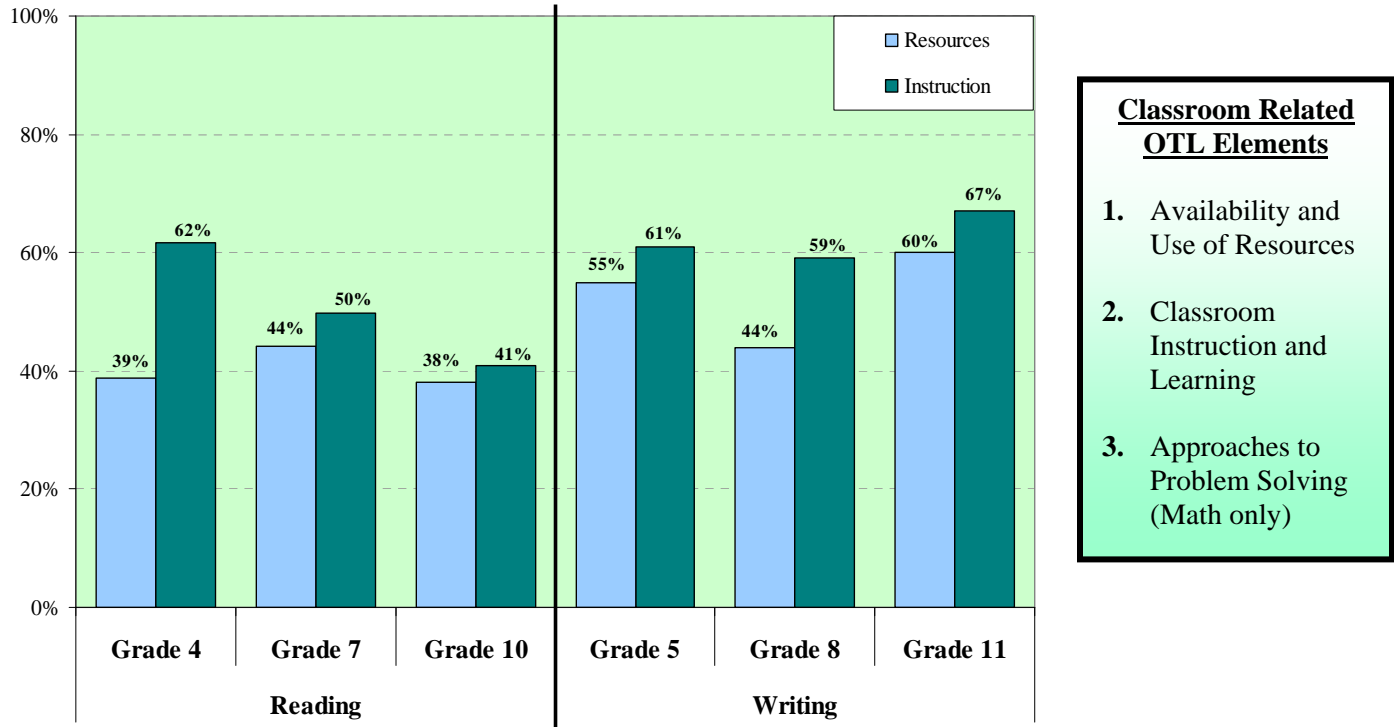


Figure 17b: Percentage of Classrooms with “Sufficient and Above” Opportunity-to-Learn, Mathematics, by Grade, AFL 2007

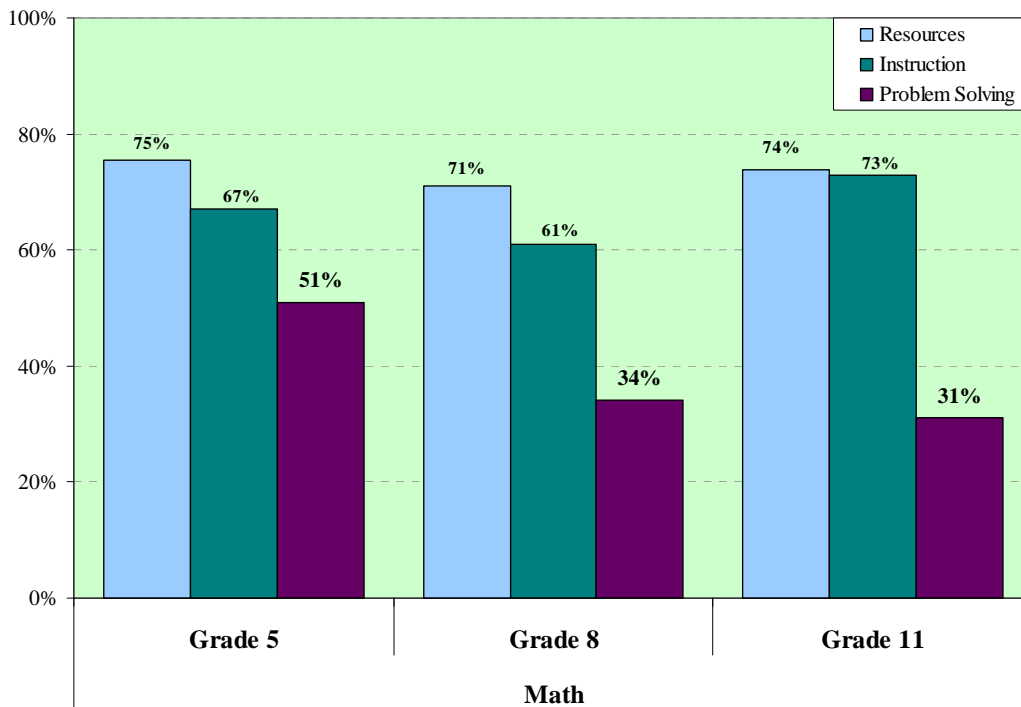


Figure 17c: Percentage of Math and Reading Classrooms with “Sufficient and Above” and “Excellent” Opportunity-to-Learn, by Grade, AFL 2007

Math						
	Grade 5		Grade 8		Grade 11	
	Sufficient and Above	Excellent	Sufficient and Above	Excellent	Sufficient and Above	Excellent
Resources	75%	38%	71%	56%	74%	40%
Instruction	67%	26%	61%	34%	73%	26%
Problem Solving	51%	29%	34%	20%	31%	10%

Reading						
	Grade 4		Grade 7		Grade 10	
	Sufficient and Above	Excellent	Sufficient and Above	Excellent	Sufficient and Above	Excellent
Resources	39%	6%	44%	12%	38%	10%
Instruction	62%	13%	50%	17%	41%	8%

Writing						
	Grade 5		Grade 8		Grade 11	
	Sufficient and Above	Excellent	Sufficient and Above	Excellent	Sufficient and Above	Excellent
Resources	55%	21%	44%	15%	60%	26%
Instruction	61%	19%	59%	21%	67%	28%

Source: Ministry of Education. (2008). 2008 *Provincial AFL Writing Assessment*. Regina, SK
 Ministry of Education. (2008). 2007 *Provincial AFL Mathematics Assessment*. Regina, SK
 Ministry of Education. (2008). 2007 *Provincial AFL Reading Assessment*. Regina, SK

High School Course Selection and Completion

To graduate, high school students must earn a minimum of 24 credits through Grades 10 to 12. At least 5 credits must be at the Grade 12 level. These requirements may be met in a variety of subjects, including a core set of compulsory courses as well as elective courses. The students' choices among subjects inform future planning for courses offered, reveal current student interests, may indicate changes in job market requirements, and reflect the education system's evolution to meet changing demands.

Students' final marks for Grade 12 are determined in one of two ways. Accredited teachers teaching Grade 12 courses are responsible for determining 100 percent of students' final marks. Non-accredited teachers teaching Grade 12 courses set 60 percent of students' marks on the basis of their work and examinations done in class, with the other 40 percent determined by a departmental exam set by the ministry.

What courses are high school students taking?

In 2007-08, high school students typically spent 20 percent of their course time on language arts (including Français), almost 17 percent of their course time on each of practical and applied arts and science, and about 15 percent of their course time on mathematics. Other subject areas, including health and physical education, arts education, social science, and other subjects, account for the remaining 32 percent of an average student's course time (Figure 18a).

The amount of time that students choose to allocate to different subject areas indicates a difference in preferences and aspirations for different job market outcomes. Females spend more time on arts education than males (7.0 versus 4.6 percent), whereas males spend more time than females on practical and applied arts (18.9 versus 14.5 percent). Students in northern areas spend more time on practical and applied arts than students in urban or rural areas (19.5 versus 15.8 and 17.9 percent respectively); however, northern students spend 2 to 3 percent less time on both mathematics and science. Rural students spend more time studying science (17.7 percent) than in other areas of Saskatchewan (16.1 percent for urban students and 14.3 percent for northern students). Urban students spend the lowest proportion of their time on health and physical education (6.0 percent), a lower proportion than in other areas of the province. Urban students spend a larger proportion of time on arts education than other students.

The proportions of time spent on mathematics, practical and applied arts, and arts education have remained fairly stable over the past 10 years, while the proportion of time spent on health and physical education and social science have increased by approximately one percentage point each. At the same time, language arts and science course time have decreased.

Figure 18a: Distribution of an Average High School Students' Timetable, by Subject Area, 2007-08

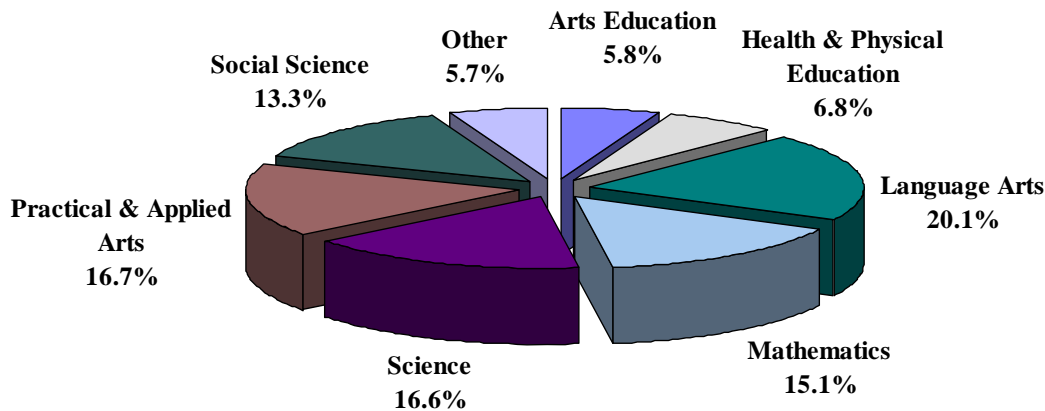


Figure 18b: Percentage of Course Time Spent on Selected Subjects at the High School Level, by Location, by Gender, 1997-98 and 2007-08

	1997-98	2007-08					
	Province	Province	Urban	Rural	North	Male	Female
Arts Education	5.3	5.8	6.7	4.3	4.7	4.6	7.0
Health & Physical Education	5.8	6.8	6.0	7.8	7.9	7.6	5.9
Language Arts	21.3	20.1	20.1	19.9	21.3	19.9	20.2
Mathematics	14.9	15.1	15.0	15.3	13.6	14.8	15.4
Science	17.4	16.6	16.1	17.7	14.3	16.2	17.1
Practical & Applied Arts	16.8	16.7	15.8	17.9	19.5	18.9	14.5
Social Science	12.0	13.3	13.2	13.3	14.4	12.9	13.7
Other	6.4	5.7	7.1	3.7	4.4	5.2	6.3

Note: Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division. Data includes publicly funded, independent, and First Nations schools. Education programs within custody facilities and youth care environments and post-secondary education institutions are not included. Credits received from special projects courses and transfer credits are not included.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

*How well are Grade 10 and Grade 11 students achieving?***PROVINCIAL CORE
INDICATOR**

Average marks in Grade 10 and 11 are indicators of student propensity to continue on to Grade 12, and ultimately to graduate. Figure 19a shows that females outperformed males (with exceptions in two subjects for northern students). Rural students outperform urban and northern students. In 2007-08, non-Aboriginal students outperformed self-declared Aboriginal students in all level 10 and 20 subjects displayed.

Females outperformed males by an average of about 5 percentage points; the exceptions are northern non-Aboriginal student marks in Science 10 and Biology 20. Females tend to achieve their highest average marks in English Language Arts, while males tend to achieve their highest average marks in the sciences and mathematics.

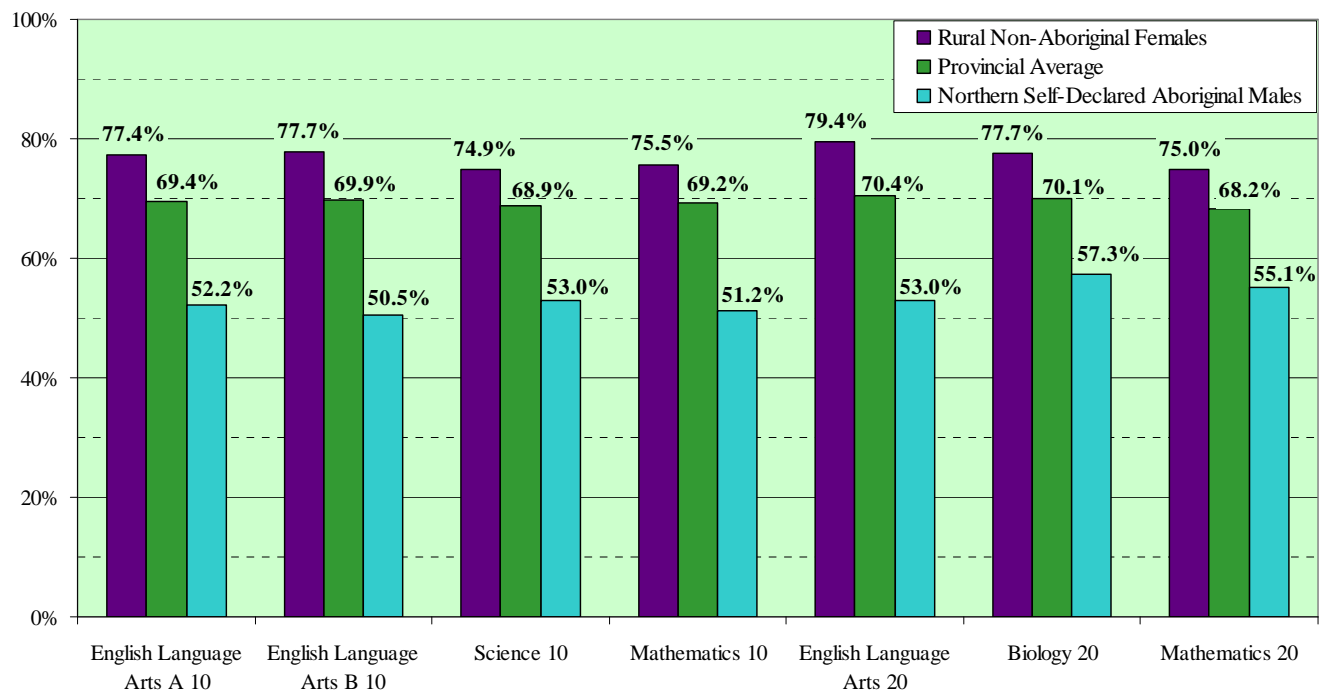
There is a larger gap between self-declared Aboriginal urban and rural students than between non-Aboriginal urban and rural students in all subjects shown. Also, in all subjects shown, urban non-Aboriginal students have higher average marks than northern non-Aboriginal students – an average of 6 percentage points higher for males and 9 percentage points higher for females. However, in some subjects northern self-declared Aboriginal students had higher average marks than urban self-declared Aboriginal students.

Non-Aboriginal females in rural schools perform 6 to 9 percentage points above the provincial average in all the subjects shown, and also have the highest average marks of all subgroups. In contrast, northern self-declared Aboriginal males have the lowest average marks of all subgroups, and perform 13 to 19 percentage points lower than the provincial average marks. The highest average mark was achieved by rural non-Aboriginal females in English Language Arts 20 (79.4 percent), and the lowest average mark was received by northern self-declared Aboriginal males in English Language Arts B10 (50.5 percent).

PROVINCIAL CORE INDICATOR
Figure 19a: Average Marks for Selected 10 and 20 Level Courses, by Student Characteristic, 2007-08

Non-Aboriginal	Urban		Rural		North	
	Male	Female	Male	Female	Male	Female
English Language Arts A 10	67.9%	74.7%	69.1%	77.4%	62.8%	66.0%
English Language Arts B 10	68.4%	75.4%	69.4%	77.7%	58.5%	61.9%
Science 10	68.7%	72.6%	69.7%	74.9%	68.3%	67.0%
Mathematics 10	69.1%	72.8%	70.7%	75.5%	59.9%	60.7%
English Language Arts 20	66.8%	75.3%	69.2%	79.4%	61.0%	71.0%
Biology 20	67.6%	73.0%	69.6%	77.7%	63.2%	61.3%
Mathematics 20	66.4%	70.6%	69.0%	75.0%	61.0%	61.6%

Self- Declared Aboriginal	Urban		Rural		North	
	Male	Female	Male	Female	Male	Female
English Language Arts A 10	52.8%	58.4%	55.9%	61.5%	52.2%	57.7%
English Language Arts B 10	53.1%	58.0%	55.5%	61.8%	50.5%	57.9%
Science 10	53.3%	56.2%	58.2%	60.8%	53.0%	57.1%
Mathematics 10	53.8%	56.4%	56.6%	59.6%	51.2%	53.9%
English Language Arts 20	54.5%	58.8%	56.5%	62.6%	53.0%	62.2%
Biology 20	55.4%	59.2%	57.2%	61.8%	57.3%	60.6%
Mathematics 20	54.8%	57.6%	57.4%	61.4%	55.1%	58.4%

Figure 19b: Range of Average Marks for Selected 10 and 20 Level Courses, by Student Characteristic, 2007-08


Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

*How well are Grade 12 students achieving?***PROVINCIAL CORE
INDICATOR**

Figure 20a shows enrolment proportions of the student population in their senior year and final marks of female and male students for selected Grade 12 subjects. In most subjects shown, the average marks of female students were higher than those of male students, consistent with findings from previous years. Overall, these differences were 2.5 to 4.0 percent in mathematics and the sciences, and 5.6 to 7.3 percent in English Language Arts and the social sciences. This result is consistent throughout urban and rural areas of Saskatchewan. The north is an exception, in that males had higher average marks than females in Social Studies and Math C30.

In the 2007-08 school year, about 53 percent of Grade 12 students were female and 47 percent were male. For most subjects, female and male student enrolments reflected this proportion within a few percentage points. Females were more likely than males to enroll in Native Studies 30, Biology 30, and Chemistry 30. Males were more likely than females to enroll in Physics 30.

In Saskatchewan, teachers may be either accredited or non-accredited. An accredited teacher has full responsibility for determining the final mark or standing of students in Grade 12 subjects. To become accredited, a teacher must hold a permanent Professional “A” teaching certificate, have taught for 2 full years, have attended the Saskatchewan Teachers’ Federation Accreditation Seminar. In addition, they must possess a minimum of 12 university credit hours in the subject area, with 9 more credit hours in that subject or a related area, and 3 credit hours in a secondary level methods class in the subject area. Figure 20b displays the difference in final marks determined by accredited and non-accredited teachers. Non-accredited teacher-submitted marks for students are higher than the marks those same students received on departmental exams. The difference is 4 or 5 percent in the subjects listed.

PROVINCIAL CORE INDICATOR

Figure 20a: Percentage Enrolment and Average Mark for Selected 30 Level Courses, by Gender and Location, 2007-08

Registrations			Urban		Rural		North		Province	
			Female	Male	Female	Male	Female	Male	Female	Male
English Language Arts A 30	12,858	% enrol avg. mark	50.8 73.9	49.2 66.0	52.0 76.6	48.0 69.3	65.6 62.7	34.4 59.9	51.8 74.3	48.2 67.0
English Language Arts B 30	12,616	% enrol avg. mark	50.8 73.7	49.2 67.2	51.0 76.9	49.0 69.6	62.9 62.9	37.1 59.0	51.3 74.4	48.7 67.9
History 30	7,464	% enrol avg. mark	49.0 73.5	51.0 68.2	50.6 76.0	49.4 70.2	45.9 61.5	54.1 55.8	49.7 74.6	50.3 69.0
Native Studies 30	2,306	% enrol avg. mark	62.9 66.3	37.1 59.7	58.1 73.2	41.9 63.4	62.1 63.5	37.9 58.3	61.8 67.9	38.2 60.6
Social Studies 30	3,513	% enrol avg. mark	48.2 74.0	51.8 67.1	49.7 77.0	50.3 71.8	57.5 61.6	42.5 64.7	48.9 74.1	51.1 68.1
Mathematics A 30	10,734	% enrol avg. mark	52.2 70.0	47.8 66.0	51.2 73.5	48.8 68.8	67.2 64.3	32.8 62.0	52.2 71.0	47.8 67.0
Mathematics B 30	8,106	% enrol avg. mark	52.3 73.3	47.7 70.8	54.1 75.6	45.9 71.9	66.0 68.2	34.0 64.9	53.2 74.0	46.8 71.1
Mathematics C 30	6,076	% enrol avg. mark	51.0 76.8	49.0 73.5	55.4 77.7	44.6 74.1	59.2 68.9	40.8 74.4	52.8 77.0	47.2 73.6
Calculus 30	2,352	% enrol avg. mark	48.1 80.9	51.9 77.4	52.3 81.7	47.7 78.7	72.4 75.8	27.6 69.3	50.2 81.2	49.8 77.9
Biology 30	9,410	% enrol avg. mark	61.8 72.6	38.1 70.3	58.1 74.8	41.9 69.5	66.8 63.5	33.2 57.2	60.7 73.0	39.3 69.5
Chemistry 30	6,242	% enrol avg. mark	57.2 76.2	42.8 73.5	59.1 76.5	40.9 74.0	66.0 66.0	34.0 56.8	58.1 76.1	41.9 73.4
Physics 30	4,917	% enrol avg. mark	43.9 77.8	56.1 74.7	50.0 77.3	50.0 75.3	64.6 70.3	35.4 68.9	46.7 77.4	53.3 74.9

Figure 20b: Average Final Accredited Teacher-Assigned and Composite Marks, Selected Subjects, 2007-08

	Accredited	Dept Exam ¹	Teacher - Submitted ²	Composite ³
English Language Arts A 30	70.8%	68.6%	72.9%	71.2%
English Language Arts B 30	71.2%	68.4%	73.8%	71.6%
Biology 30	71.8%	68.6%	72.7%	71.1%
Mathematics A 30	68.6%	68.7%	72.4%	70.9%

Note: Data includes all schools and all programs, except modified advanced (A, AP, IB) or modified basic (31) courses, and courses delivered in French. Registration plus a mark is required (excludes transfer credits). Includes all schools, including Technology Supported Learning, but not exams written for 100% of a student's marks (i.e. supplementals or adult challenges). Data is categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the location of the school division.

1. "Dept Exam" includes departmental examination marks, intended for blending with a teacher-submitted mark. Dept exam marks are scaled to reflect mark distribution of all marks submitted by teachers.
2. Teacher-Submitted includes marks submitted by non-accredited teachers for blending with the mark received on a departmental examination.
3. Composite is the final mark resulting from the blending of the teacher-submitted mark and the mark received on a departmental examination.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

Large-Scale Assessment Results

Large-scale assessments occur periodically as students progress through school. Information from these assessments not only reflects the learning during that school year, but also the learning that took place in previous years. Observed over time, these results can help determine areas for improving student achievement.

Saskatchewan participates in 3 large-scale assessment programs: the provincial Assessment for Learning program (AFL), the national Pan-Canadian Assessment Program (PCAP), and the Programme for International Student Assessment (PISA). These programs provide valuable information that informs policy and planning. National and international assessment data is most useful in informing policy-level decision making within the Ministry of Education, whereas provincial assessment data is best used to help inform school and school division improvement planning. Assessments are “snapshots” of student learning and should be considered by all educators when discussing potential improvements.

PCAP, formerly the School Achievement Indicators Program (SAIP), provides a national comparator to link between international and provincial assessments. Testing in 2007 was focused on reading and writing, with science and mathematics skills assessed as well. The assessments will continue to be administered every three years, with the major and minor domains rotating each cycle.

PISA assesses student knowledge and skill in reading, mathematics, and science, and also collects contextual information about the learning environment through questionnaires. PISA administers an assessment every three years and examined science most thoroughly in 2006.

*How well are Saskatchewan students doing in writing?***PROVINCIAL CORE
INDICATOR**

Effective writing is an integral aspect of literacy. Students use writing skills throughout their lives, and effective use of these skills allow for enhanced communication and opportunities for life-long learning.

The most recent AFL assessment was focused on expository and narrative writing skills, and was conducted in April 2008. The writing assessment captured data on students' use of the writing process (prewriting, drafting, and revising) and the quality of the writing product (with respect to message content or ideas, organization and coherence, and language choices).

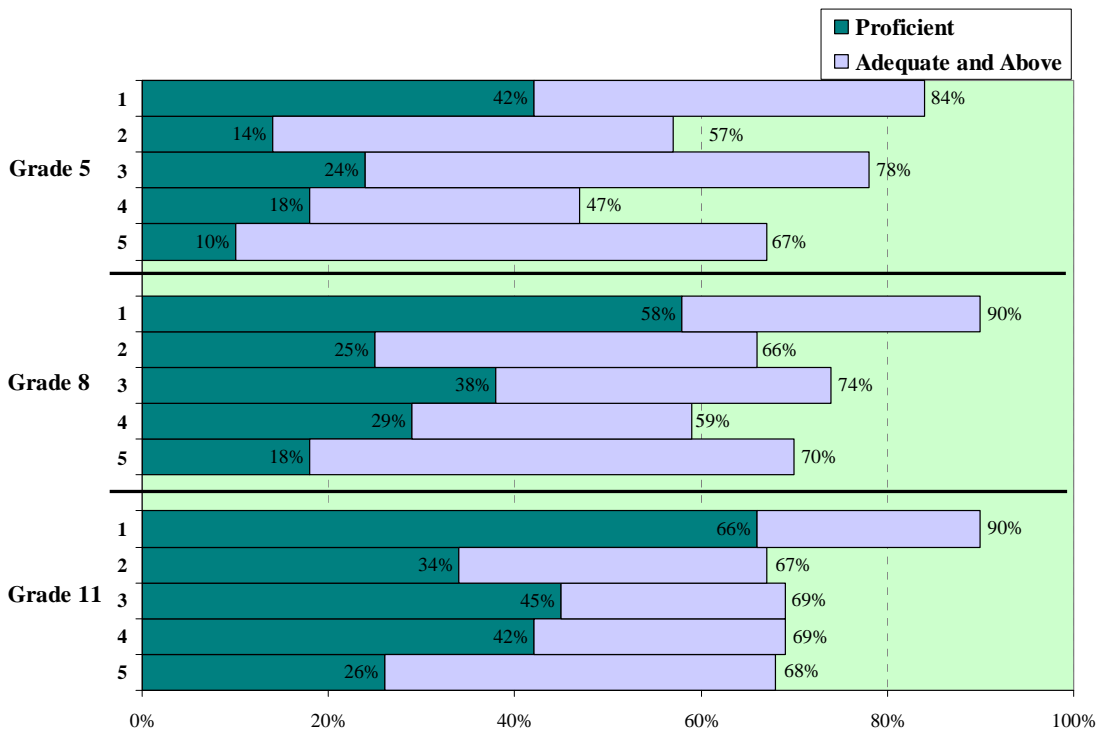
Overall writing achievement improved from Grade 5 to Grade 8 to Grade 11, both in terms of use of the writing process and overall quality of the writing product. The proportion of students performing "adequately and above" in organization and coherence increases as students advance through the grades (47 percent of Grade 5 students compared to 69 percent of Grade 11 students); whereas, performance in messaging and content decreased in higher grades. A smaller proportion of Aboriginal students performed "adequately and above" in all categories tested when compared to the provincial average. The difference is greater in writing product, messaging and content, and organization and coherence, and smaller for the writing process.

Greater percentages of students at all grade levels achieved an "adequate and above" standard related to demonstration of the writing process compared to other aspects of writing. Students struggled most in demonstrating "adequate and above" performance for organization, yet had the most difficulty attaining proficient standards in effective use of language and syntax (78 percent of Grade 5 students and 69 percent of Grade 11 students).

Female students performed better than male students in most achievement outcome measures. Females also had greater propensity to learn, knowledge and use of writing strategies, and home support for writing. In all grades assessed, between 10 and 14 percent more female students than male students performed "adequately and above" in product quality, organization and coherence, and language use and syntax.

Unlike results from the 2007 mathematics and reading assessments, the four large urban school divisions scored higher than or on par with provincial norms. Results for students in northern areas remain below provincial norms in most achievement areas.

Figure 21a: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Writing, AFL 2008



- Writing Skills**
1. Demonstration of Writing Process
 2. Quality of Writing Product
 3. Messaging and Content
 4. Organization and Coherence
 5. Language Use and Syntax

PROVINCIAL CORE INDICATOR

Figure 21b: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Writing, by Student Characteristic, AFL 2008

	Grade 5		Grade 8		Grade 11	
	Adequate and Above	Proficient	Adequate and Above	Proficient	Adequate and Above	Proficient
Writing Process						
Province	82.0%	42.0%	90.0%	58.0%	90.0%	66.0%
Aboriginal	75.0%	33.0%	83.0%	48.0%	84.0%	57.0%
Male	81.0%	37.0%	87.0%	52.0%	87.0%	59.0%
Female	88.0%	48.0%	94.0%	64.0%	95.0%	74.0%
Urban	84.7%	43.1%	91.4%	59.4%	90.9%	67.4%
Rural	85.2%	43.3%	90.0%	56.4%	90.2%	65.2%
North	66.3%	26.5%	78.9%	44.6%	80.9%	54.2%
Product Quality						
Province	57.0%	14.0%	66.0%	25.0%	67.0%	34.0%
Aboriginal	41.0%	7.0%	50.0%	13.0%	55.0%	22.0%
Male	52.0%	11.0%	61.0%	20.0%	62.0%	28.0%
Female	63.0%	17.0%	72.0%	30.0%	74.0%	42.0%
Urban	56.5%	14.3%	66.7%	25.8%	66.9%	34.4%
Rural	60.6%	15.0%	66.7%	24.6%	68.5%	35.0%
North	33.8%	4.5%	40.6%	10.7%	52.1%	20.6%
Messaging and Content						
Province	78.0%	24.0%	74.0%	38.0%	69.0%	45.0%
Aboriginal	59.0%	14.0%	61.0%	22.0%	58.0%	31.0%
Male	69.0%	21.0%	70.0%	33.0%	64.0%	38.0%
Female	76.0%	28.0%	78.0%	43.0%	75.0%	52.0%
Urban	72.3%	24.4%	74.6%	38.4%	68.7%	44.4%
Rural	74.7%	25.6%	74.2%	37.7%	70.3%	45.5%
North	56.4%	10.0%	54.3%	18.4%	53.3%	29.1%
Organization and Coherence						
Province	47.0%	18.0%	59.0%	29.0%	69.0%	42.0%
Aboriginal	33.0%	9.0%	42.0%	15.0%	56.0%	30.0%
Male	42.0%	14.0%	53.0%	23.0%	62.0%	35.0%
Female	52.0%	22.0%	65.0%	35.0%	76.0%	51.0%
Urban	47.2%	18.2%	60.7%	30.4%	68.6%	42.4%
Rural	48.6%	18.7%	58.2%	28.0%	69.7%	42.7%
North	24.4%	6.6%	34.9%	11.7%	54.8%	30.2%
Language Use and Syntax						
Province	67.0%	10.0%	70.0%	18.0%	68.0%	26.0%
Aboriginal	54.0%	5.0%	59.0%	9.0%	57.0%	16.0%
Male	62.0%	7.0%	66.0%	14.0%	63.0%	20.0%
Female	73.0%	13.0%	76.0%	23.0%	74.0%	33.0%
Urban	65.8%	9.8%	70.5%	19.3%	67.8%	26.7%
Rural	71.8%	10.7%	71.0%	18.1%	68.8%	25.8%
North	45.2%	2.2%	54.8%	8.0%	54.9%	12.0%

Note: Non-participation rates were 4.1% in Grade 5, 5.4% in Grade 8, and 14.2% in Grade 11. Possible reasons for non-participation include: absence from school, no permission from parents or guardians, or refusal to participate. These small proportions will not affect the overall accuracy of AFL results.

Source: Ministry of Education. (2008). 2008 *Provincial AFL Writing Assessment*. Regina, SK

*How well are Saskatchewan students doing in mathematics?***PROVINCIAL CORE
INDICATOR**

Mathematics learning is a cumulative process that involves the efforts of all educators from Kindergarten through Grade 12. The most recent mathematics assessment was administered in May and June of 2007 to 30,000 students in Grades 5, 8, and Mathematics 20 (a Grade 11 subject). It was designed to assess system performance across the mathematics strands at the participating grades.

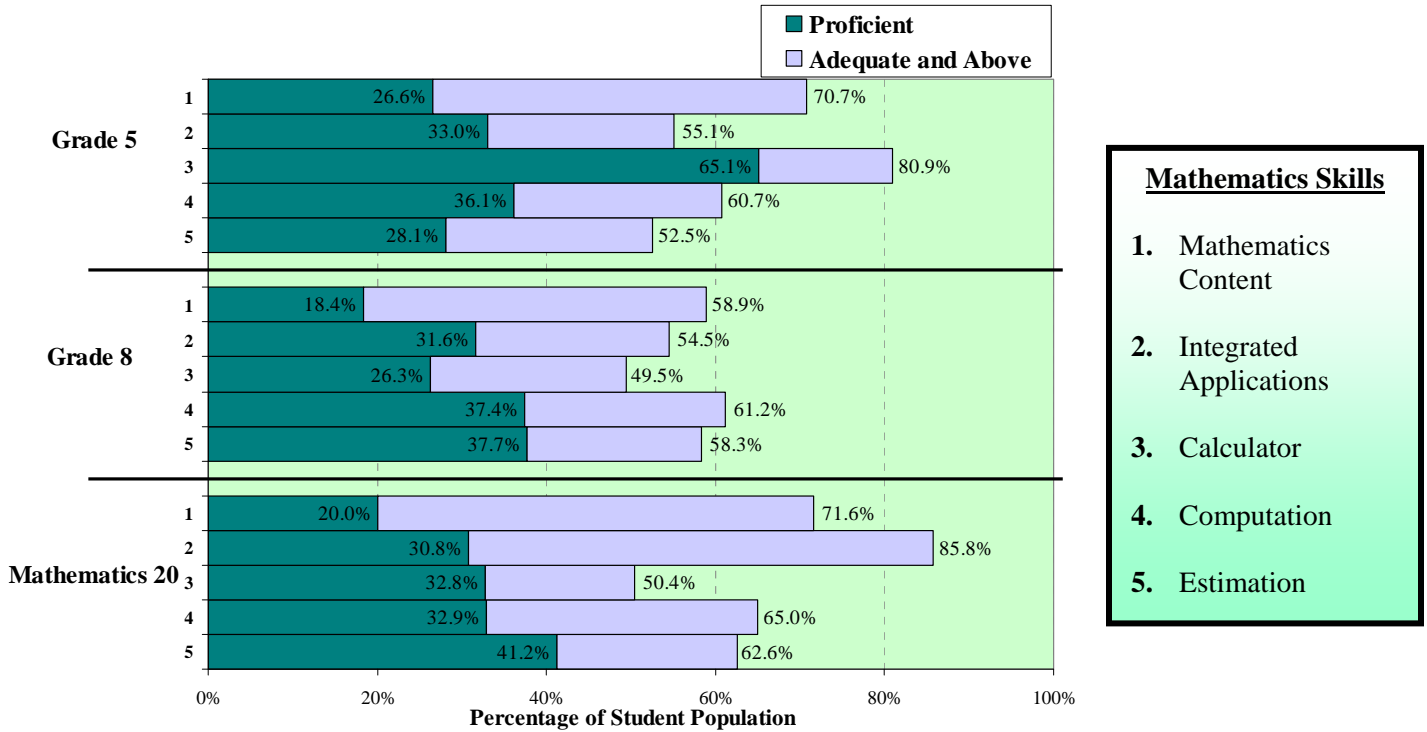
Figure 22a shows the proportion of students that demonstrated “adequate and above” and “proficient” levels of understanding in mathematics skills in 2007. The proportion of students performing “adequately or above” on mathematics content was higher for students in Grade 5 and Grade 11, than those in Grade 8. Provincially, student’s estimation skills increased and their calculator skills decreased as they advanced to higher grades.

Figure 22b displays how the outcomes of the mathematics assessment have changed over time, and Figure 22c presents more detailed results for the most recent (2007) math assessment. Increases in the proportion of students meeting standards and overall improvements in student outcomes are desired. Even though the assessment instruments change from year to year, longitudinal comparisons are possible through consistent development and standard-setting processes.

There was consistently a smaller proportion of Aboriginal students performing “adequately or above” in all categories tested. Male and female students performed relatively similarly on the assessment, without major differences in any category or grade. Rural students outperformed urban and northern students in Grades 5 and 8; however, urban students performed better in Grade 11. Northern areas had the lowest proportion of students who perform “adequately or above” in the province.

PROVINCIAL CORE INDICATOR

Figure 22a: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Mathematics, AFL 2007



- Mathematics Skills**
1. Mathematics Content
 2. Integrated Applications
 3. Calculator
 4. Computation
 5. Estimation

Figure 22b: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Mathematics, by Grade, AFL 2004 to 2007

Mathematics Skills		Grade 5		Grade 8		Mathematics 20	
		Adequate and Above	Proficient	Adequate and Above	Proficient	Adequate and Above	Proficient
Mathematics Content	2004	73.0%	29.5%	52.2%	12.1%	80.5%	23.6%
	2006	69.8%	21.8%	66.9%	15.8%	67.5%	20.2%
	2007	70.7%	26.6%	58.9%	18.4%	71.6%	20.0%
Integrated Applications	2004	46.4%	30.7%	53.9%	27.6%	80.2%	53.8%
	2006	76.6%	51.7%	72.0%	41.2%	83.9%	55.4%
	2007	55.1%	33.0%	54.5%	31.6%	85.8%	30.8%
Calculator	2004	78.0%	58.0%	34.0%	21.0%	45.0%	27.0%
	2006	79.0%	61.0%	66.0%	43.0%	55.0%	30.0%
	2007	80.9%	65.1%	49.5%	26.3%	50.4%	32.8%
Computation	2004	61.0%	37.0%	75.0%	48.0%	61.0%	36.0%
	2006	62.0%	38.0%	51.0%	29.0%	51.0%	32.0%
	2007	60.7%	36.1%	61.2%	37.4%	65.0%	32.9%
Estimation	2004	61.0%	41.0%	54.0%	33.0%	49.0%	26.0%
	2006	36.0%	22.0%	58.0%	32.0%	50.0%	36.0%
	2007	52.5%	28.1%	58.3%	37.7%	62.6%	41.2%

Figure 22c: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Mathematics, by Student Characteristic, by Grade, AFL 2007

Mathematics Skills	Grade 5		Grade 8		Mathematics 20	
	Adequate and Above	Proficient	Adequate and Above	Proficient	Adequate and Above	Proficient
Mathematics Content						
Province	70.7%	26.6%	58.9%	18.4%	71.6%	20.0%
Aboriginal	62.4%	20.3%	37.5%	8.1%	55.4%	10.7%
Male	72.1%	28.4%	60.3%	19.3%	71.9%	20.5%
Female	70.6%	26.0%	58.9%	18.5%	72.2%	19.9%
Urban	70.8%	26.0%	59.5%	19.3%	75.0%	22.1%
Rural	75.0%	30.2%	61.8%	18.9%	68.4%	16.7%
North	41.7%	7.4%	28.8%	3.2%	43.7%	7.5%
Integrated Applications						
Province	55.1%	33.0%	54.5%	31.6%	85.8%	30.8%
Aboriginal	50.0%	27.9%	41.2%	20.1%	74.2%	19.2%
Male	55.6%	33.6%	54.4%	31.3%	86.1%	32.9%
Female	56.2%	33.9%	55.5%	32.4%	85.9%	29.1%
Urban	54.3%	32.2%	54.9%	32.0%	87.2%	30.3%
Rural	59.3%	36.8%	56.6%	33.1%	84.7%	31.8%
North	35.5%	15.6%	33.8%	14.4%	68.5%	17.7%
Calculator						
Province	80.9%	65.1%	49.5%	26.3%	50.4%	32.8%
Aboriginal	77.1%	60.6%	35.8%	16.8%	40.7%	24.0%
Male	80.8%	65.0%	49.5%	26.3%	50.6%	33.3%
Female	81.9%	66.4%	50.7%	27.4%	50.6%	32.5%
Urban	80.5%	64.5%	48.0%	25.7%	49.7%	32.0%
Rural	84.5%	69.3%	53.6%	28.8%	52.1%	34.1%
North	62.4%	44.1%	36.6%	13.4%	47.0%	29.5%
Computation						
Province	60.7%	36.1%	61.2%	37.4%	65.0%	32.9%
Aboriginal	54.0%	30.8%	47.5%	24.8%	54.4%	22.7%
Male	61.2%	36.8%	60.7%	36.9%	63.8%	32.5%
Female	61.5%	36.4%	62.6%	38.8%	66.6%	33.7%
Urban	59.2%	35.2%	60.4%	36.6%	67.4%	35.2%
Rural	65.4%	39.5%	64.3%	39.9%	61.1%	29.0%
North	46.0%	23.1%	44.5%	24.4%	60.0%	22.3%
Estimation						
Province	52.5%	28.1%	58.3%	37.7%	62.6%	41.2%
Aboriginal	47.9%	24.6%	48.0%	27.5%	49.5%	28.2%
Male	54.6%	29.9%	57.7%	36.8%	65.4%	43.6%
Female	51.5%	27.0%	59.6%	39.4%	61.0%	39.9%
Urban	52.2%	27.8%	57.8%	36.8%	63.0%	41.4%
Rural	55.8%	30.3%	60.5%	40.3%	62.5%	41.4%
North	29.9%	13.4%	42.6%	24.8%	53.1%	27.6%

Note: Non-participation rates were 3.5% in Grade 5, 3.9% in Grade 8, and 2.3% in Mathematics 20 (Grade 11). Possible reasons for non-participation include: absence from school, no permission from parents or guardians, or refusal to participate. These small proportions will not affect the overall accuracy of AFL results.

Source: Ministry of Education. (2008). *2007 Provincial AFL Mathematics Assessment*. Regina, SK

How well are Saskatchewan students doing in reading?

**PROVINCIAL CORE
INDICATOR**

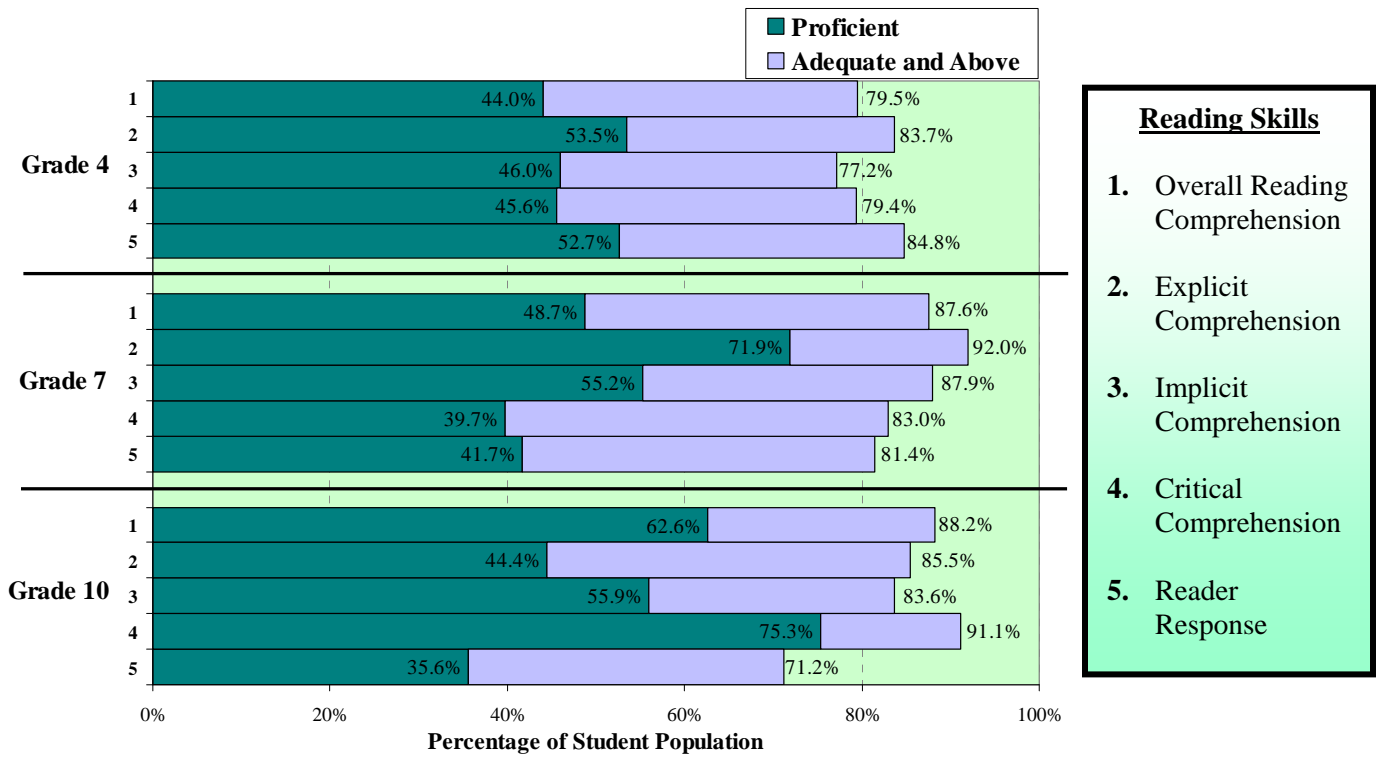
The most recent reading assessment was administered to Grade 4, 7, and 10 students in April of 2007. It was designed to assess the levels of reading comprehension and the reading strategies of students on 4-6 text passages. Overall, a higher proportion of students achieved “adequate” and “proficient” standards in reading than in mathematics in 2007.

In the province, in all grades assessed, and in all categories tested, at least 70 percent of students were performing “adequately and above.” The ability to read critically improves as students advance through the grades, with 79.4 percent of Grade 4 students performing “adequately and above,” compared to 91.1 percent of Grade 10 students. A student’s ability to respond to reading material decreases with age, as 84.8 percent of Grade 4 students, 81.4 percent of Grade 7, and 71.2 percent of Grade 10 students performed “adequately and above.”

Provincially, students’ overall comprehension skills increased with age. There is consistently a smaller proportion of Aboriginal students performing “adequately and above” in all categories tested. A significantly higher proportion of female students achieved “adequate” and “proficient” standards in the comprehension and reader response categories than male students. Rural students outperformed urban students in this assessment; the difference is larger in the comprehension category than the response category. Northern areas had the lowest proportion of students who perform “adequately and above” (Figure 23b).

PROVINCIAL CORE INDICATOR

Figure 23a: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Reading, AFL 2007



- Reading Skills**
1. Overall Reading Comprehension
 2. Explicit Comprehension
 3. Implicit Comprehension
 4. Critical Comprehension
 5. Reader Response

Figure 23b: Percentage of Students Achieving “Adequate and Above” and “Proficient” Standards in Reading, by Student Characteristic, by Grade, AFL 2007

	Grade 4		Grade 7		Grade 10	
	Adequate and Above	Proficient	Adequate and Above	Proficient	Adequate and Above	Proficient
Overall Reading Comprehension						
Province	79.5%	44.0%	87.6%	48.7%	88.2%	62.6%
Aboriginal	58.7%	22.8%	75.4%	28.6%	75.0%	40.0%
Male	78.4%	42.1%	85.7%	46.1%	86.5%	58.4%
Female	81.3%	46.6%	90.1%	51.9%	91.4%	68.6%
Urban	78.7%	41.3%	87.3%	48.5%	88.0%	62.6%
Rural	85.3%	51.4%	91.4%	52.9%	92.8%	67.4%
North	46.2%	18.3%	61.5%	18.0%	65.2%	31.2%
-Explicit Comprehension						
Province	83.7%	53.5%	92.0%	71.9%	85.5%	44.4%
Aboriginal	68.1%	33.3%	85.1%	56.1%	77.6%	32.7%
Male	82.7%	51.4%	90.6%	69.6%	83.7%	42.6%
Female	85.4%	56.4%	93.8%	74.9%	88.3%	47.0%
Urban	83.0%	51.6%	91.7%	71.1%	85.1%	43.4%
Rural	88.3%	59.9%	94.6%	76.6%	88.4%	48.4%
North	61.6%	26.0%	77.7%	44.0%	71.3%	28.9%
-Implicit Comprehension						
Province	77.2%	46.0%	87.9%	55.2%	83.6%	55.9%
Aboriginal	58.0%	25.6%	77.7%	37.7%	66.7%	34.9%
Male	76.1%	44.3%	86.3%	52.9%	81.3%	51.5%
Female	79.0%	48.4%	90.2%	58.1%	87.3%	61.9%
Urban	75.7%	43.0%	87.6%	54.4%	84.0%	56.4%
Rural	83.4%	53.9%	91.7%	60.1%	87.5%	59.5%
North	46.8%	20.5%	61.1%	25.9%	58.4%	22.8%
-Critical Comprehension						
Province	79.4%	45.6%	83.0%	39.7%	91.1%	75.3%
Aboriginal	58.6%	24.8%	66.8%	22.3%	81.4%	56.1%
Male	78.7%	44.5%	81.0%	37.2%	90.1%	72.3%
Female	81.0%	47.3%	85.6%	42.9%	93.6%	80.0%
Urban	79.3%	44.6%	83.3%	39.9%	90.7%	74.9%
Rural	84.2%	50.7%	86.5%	42.7%	95.2%	80.5%
North	47.2%	19.0%	51.4%	13.8%	73.3%	45.4%
Reader Response						
Province	84.8%	52.7%	81.4%	41.7%	71.2%	35.6%
Aboriginal	75.6%	41.5%	69.0%	28.7%	55.8%	21.6%
Male	83.0%	49.0%	75.1%	32.4%	63.5%	26.2%
Female	86.9%	56.8%	88.1%	51.4%	80.0%	46.0%
Urban	83.7%	51.1%	82.1%	43.0%	71.1%	35.7%
Rural	88.6%	57.5%	83.5%	42.6%	74.2%	37.8%
North	72.9%	37.4%	54.9%	17.9%	50.5%	18.7%

Note: Non-participation rates for 2007 were 3.6% in Grade 4, 4.0% in Grade 7, and 2.1% in Grade 10. Possible reasons include: absence from school, no permission from parents or guardians, or refusal to participate. These small proportions will not affect the overall accuracy of AFL results.

Source: Ministry of Education. (2008). *2007 Provincial AFL Reading Assessment*. Regina, SK

How do Saskatchewan students compare with other Canadian students in their achievement?

School programs differ from one part of the country to another. However, young Canadians in different provinces and territories learn many similar skills in reading, mathematics, and science. Designed to determine whether students across Canada reach similar levels of performance at the same age, the Pan-Canadian Assessment Program (PCAP) provides Canada-wide data on the achievement levels attained by 13-year-olds across the country.

Figure 24a depicts the average reading scores of each province and the Yukon, shown as a line in the center of the confidence interval on the graph.

Saskatchewan's average scores were consistently lower than the Canadian average, for both genders and for the total results. The difference between Saskatchewan and Canadian average was largest (39 point difference) in mathematics and smallest (20 point difference) in science. The average score in Saskatchewan for reading was almost 30 points lower than the Canadian average, and was the lowest average score in Western Canada. Overall, females had average scores 23 points higher than males in reading, and the same or similar scores in mathematics and science. Females had higher average scores than males in all areas of reading in both Saskatchewan and Canada.

Quebec significantly outperformed the rest of the Canadian provinces and the Yukon with an average score over 20 points higher than other provinces (Figure 24a).

Figure 24a: Average Reading Scores of 13-Year-Olds, by Subject, by Gender, Canada, Provinces, and the Yukon, Pan-Canadian Assessment Program 2007

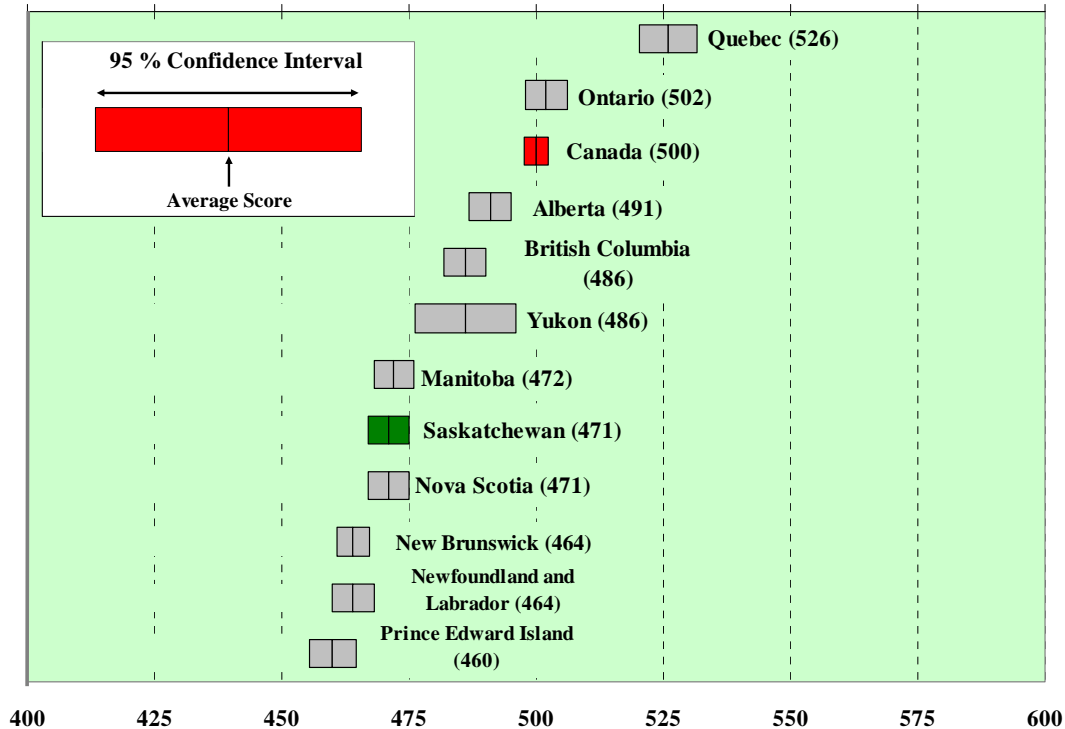


Figure 24b: Average Reading Scores of 13-Year-Olds, by Subject, by Gender, Canada and Saskatchewan, Pan-Canadian Assessment Program 2007

Overall Results	Male	Female	Canada	Saskatchewan
Reading	490	513	500	471
Mathematics	501	501	500	461
Science	500	502	500	480

	Canada		Saskatchewan	
	Male	Female	Male	Female
Reading				
Comprehension	498	506	477	485
Interpretation	488	514	462	478
Reaction to Text	488	513	462	483

Notes: Raw scores were converted to a scale on which the average for the pan-Canadian population was set at 500 with a standard deviation of 100.

Source: Council of Ministers of Education, Canada. (2008). *Pan-Canadian Assessment Program-13 2007, Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science*. Toronto, ON

How do Saskatchewan students compare internationally in their achievement?

The Programme for International Student Assessment (PISA) is an international assessment of the skills and knowledge of 15-year-olds, directed by the Organization for Economic Co-operation and Development (OECD). PISA covers three domains: reading, mathematics, and science, and indicates the preparedness of students as they continue in their studies and enter the workforce.

Figure 25a shows the average scores in science of all countries and provinces that performed above the OECD average. The average scores are shown as a line in the center of the confidence interval.

In science, every Canadian province performed above the OECD international average. However, each province also performed significantly lower than Finland, the highest performing country in the assessment. Canada ranked third of all the countries that participated.

Saskatchewan performed below the Canadian average, and had the lowest average score of the western provinces. Alberta had the best performance of all Canadian provinces. In the science assessment, Saskatchewan had 86.4 percent of students reach “baseline proficiency” (level 2 or above) in science. This was below the Canadian average of 90.1 percent, but above the international average of 80.8 percent.

Females have higher average scores than males in reading; males have higher average scores than females in mathematics. In Saskatchewan, females had higher scores than males in science, which is the inverse of the Canadian and international findings. In every subject, males and females in Saskatchewan performed higher than the international gender averages, but lower than the Canadian gender averages.

Student’s interest level in science is related to their level of achievement. In every category shown, when a Saskatchewan student indicated that their interest was “high”, they received a higher score. The largest range is seen in the “enjoyment of science” category, where almost 100 points separated the students who indicated “low” versus “high” enjoyment.

Figure 25a: Average Science Scores of 15-Year-Olds, Canada, the Provinces, and OECD Countries, Programme for International Student Assessment 2006

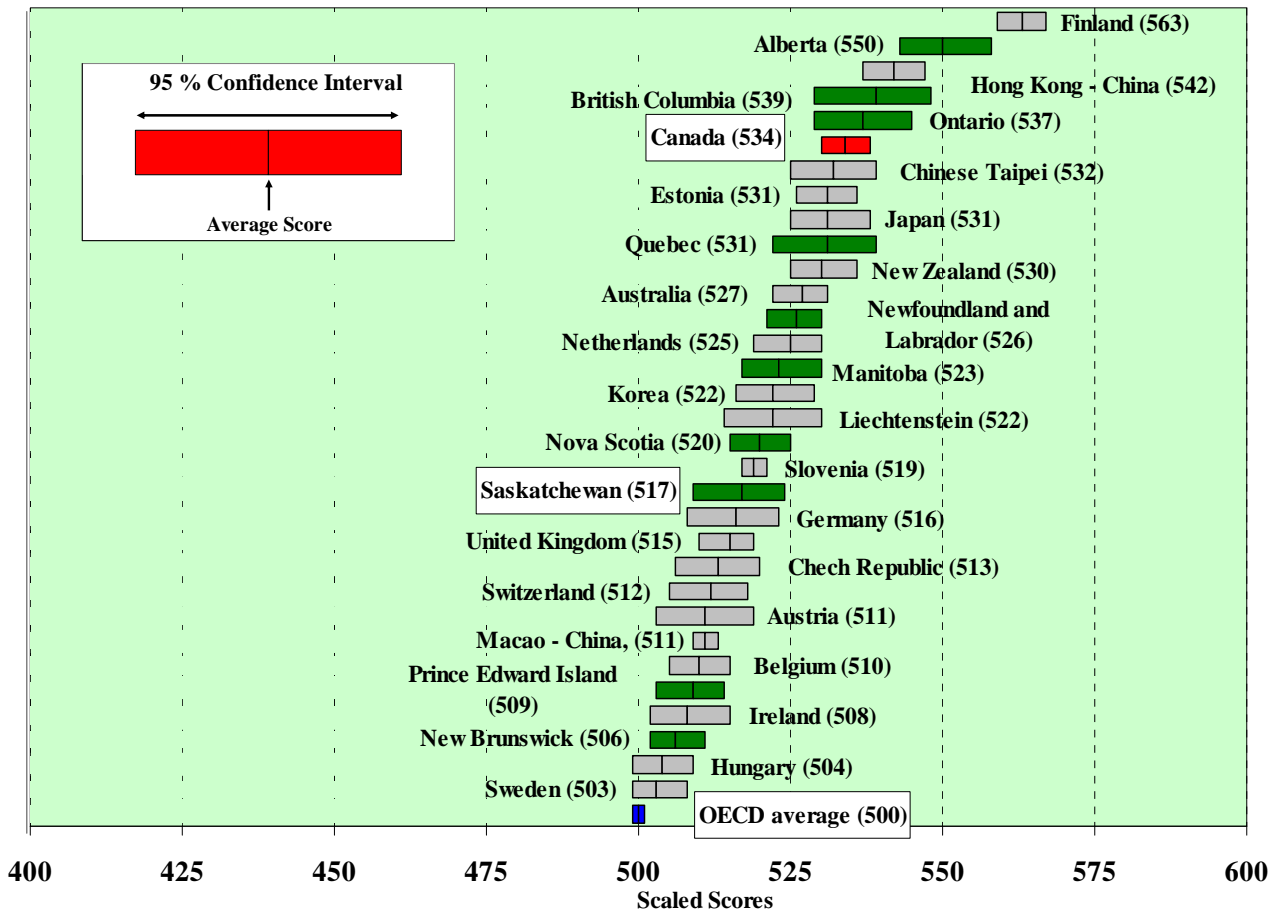


Figure 25b: Levels of Proficiency in Science, Canada, the Provinces, and OECD Average, PISA 2006

Percent of students above "Baseline Proficiency"

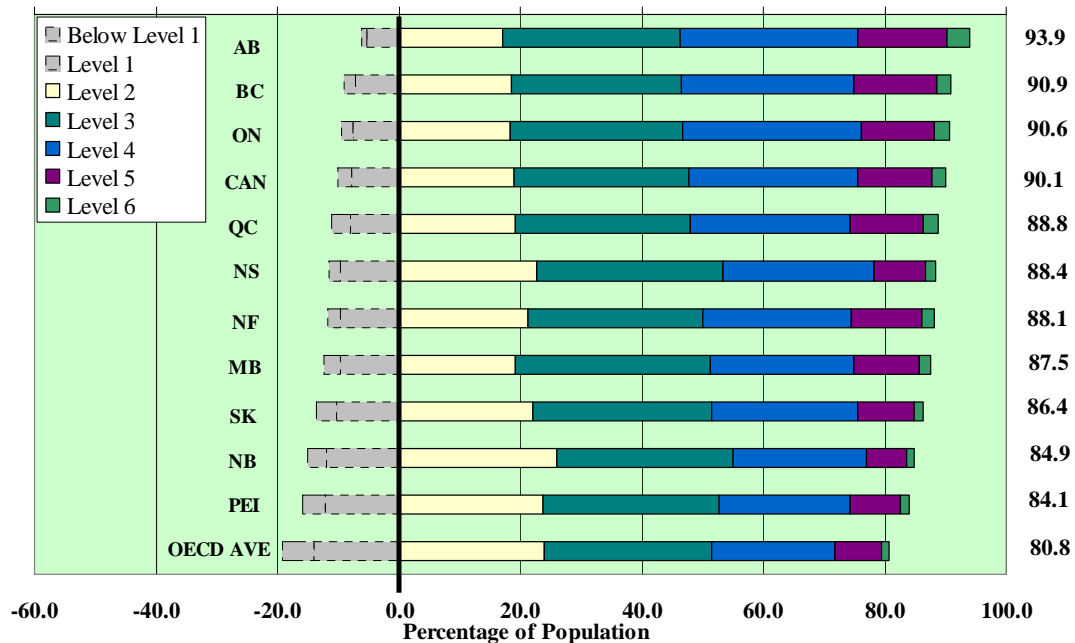


Figure 25c: Average Scores of 15-Year-Olds, by Subject, by Gender, Canada, Saskatchewan, and OECD Average, PISA 2006

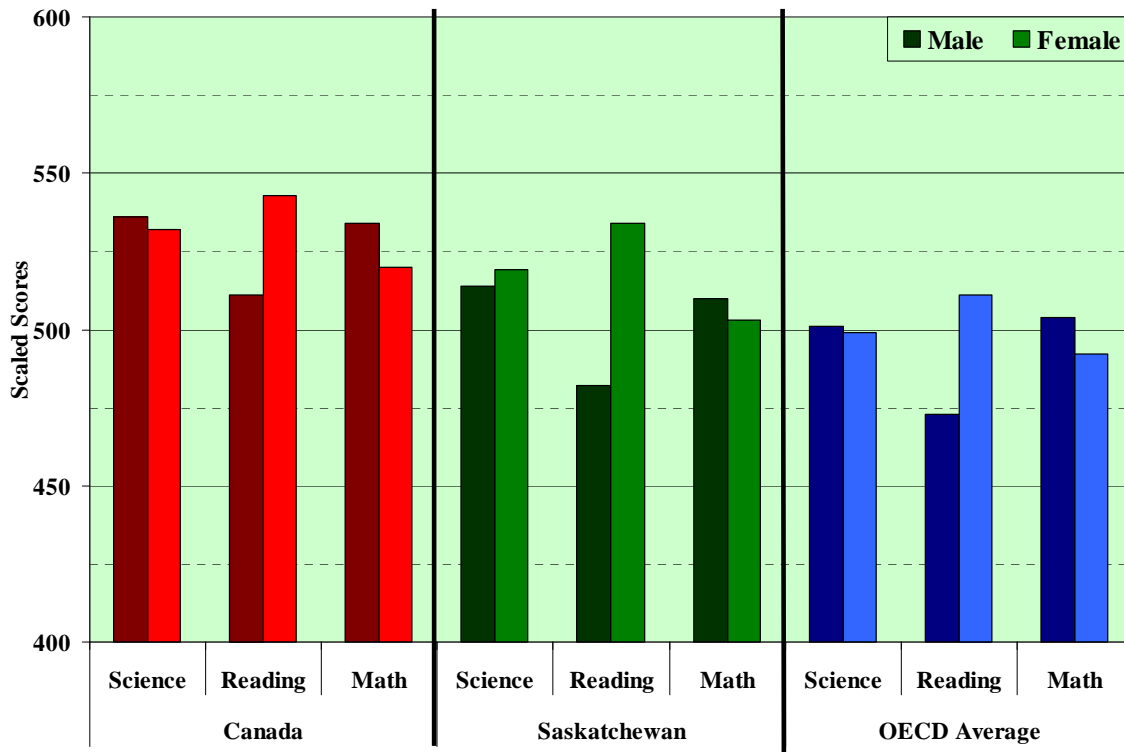
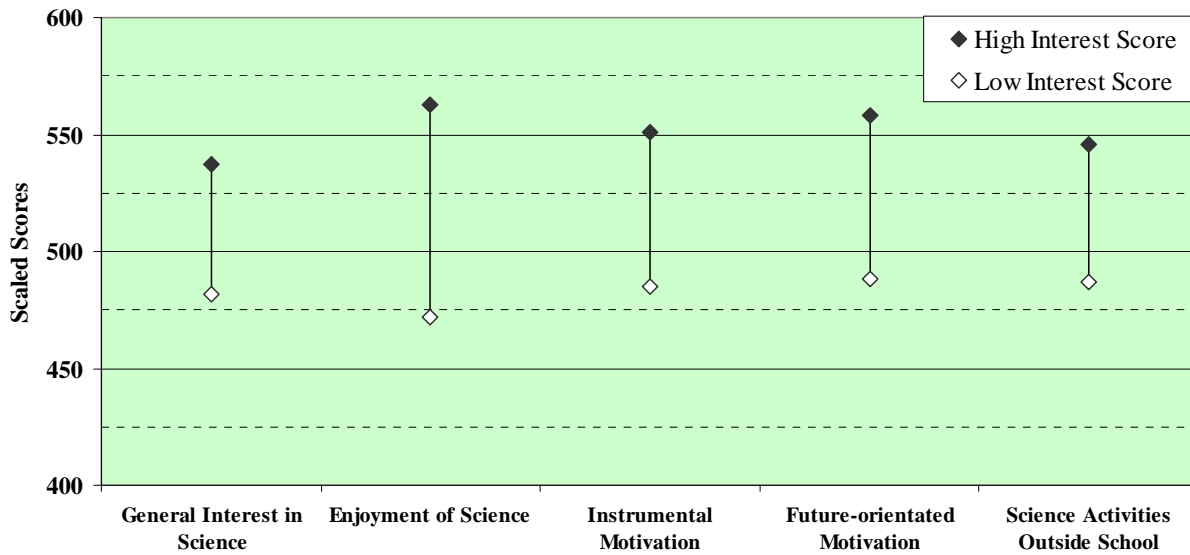


Figure 25d: Average Scores, by Different Interests in Science, Saskatchewan, PISA 2006



Notes: The average scores are computed from random samples of students from each country. In a 95% confidence interval, the population average would lie within this range in 95 out of 100 replications of the assessment.

Source: Council of Ministers of Education, Canada. (2008). *Measuring up: Canadian Results of the OECD PISA Study, Programme for International Student Assessment 2006*. Ottawa, ON

Equitable Opportunities

Cultural diversity in Saskatchewan schools is a reality. Societal change and the complexity of student experiences have increased the demands on schools. An expansive geography and dispersed population pose additional challenges. Nevertheless, Saskatchewan's education system is committed to closing gaps and ensuring every child, regardless of socio-economic status, cultural or linguistic background, geographic location, personal circumstances, or ability, enjoys a high quality education. Ensuring the best possible outcomes for all learners based on their own needs, interests, aptitudes, and abilities is of major importance to the Saskatchewan education system.

In this section, indicators are organized under these headings:

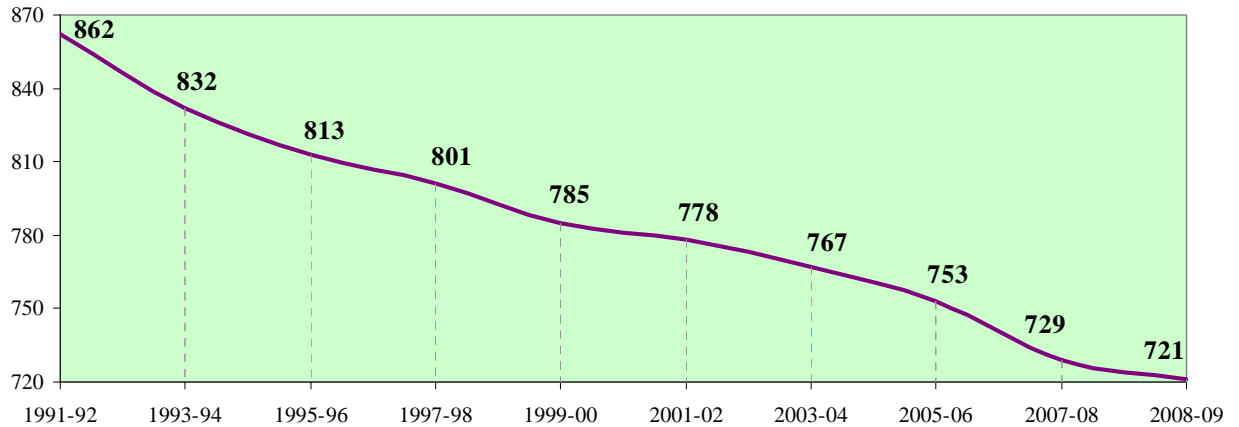
- Access by geographic location
- Participation by cultural background
- Access to language programs
- Accommodation of diverse needs

Access by Geographic Location

Equality of opportunity is closely linked to accessibility. Students living in urban, rural, and northern areas of the province have differing proximity to educational services, teachers, and facilities. However, a priority of the education system is to ensure that students are not disadvantaged due to their location.

How many Saskatchewan schools are there and where are they located?

In 2008-09, there were 721 schools in Saskatchewan, 8 fewer than the previous year, and 141 fewer schools than in 1991-92 (Figure 26a). The greatest decline in school numbers between 1991-92 and 2007-08 (152 schools) occurred in rural locations. This is due in part to the increasing urbanization of the province, as seen by an increase of 29 schools in urban locations over that same period. During this period, the separate school division and the Conseil des écoles fransaskoises (CEF) school division grew modestly in the number of schools, while the number of public schools decreased (Figure 26b).

Figure 26a: Number of Saskatchewan Schools, 1991-92 to 2008-09**Figure 26b: Total Number of Schools, by School Location and School Type, 1991-92 to 2007-08**

	Location			Type			Total
	Rural	Urban	North	Public	Separate	Conseils scolaires (CEF)	
1991-92	526	303	33	748	114	-	862
1993-94	503	297	32	718	114	-	832
1995-96	486	298	29	693	111	9	813
1997-98	477	295	29	678	111	12	801
1999-00	463	294	28	660	113	12	785
2001-02	449	302	27	648	118	12	778
2003-04	437	304	26	634	121	12	767
2005-06	400	328	25	622	119	12	753
2007-08	374	332	23	597	119	13	729

Note: The classification of a school as urban, rural, or north is determined by school address. If it has a city address (unless it is a Hutterite school, except for Barr Colony which is in Lloydminster), it is assumed that the school serves urban students. Addresses with site numbers are assumed to be rural.

Separate schools include those in Roman Catholic separate school divisions and one Protestant separate school division. The one francophone school division is called the Conseil des écoles francsaskoises (CEF).

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

What size are Saskatchewan schools?

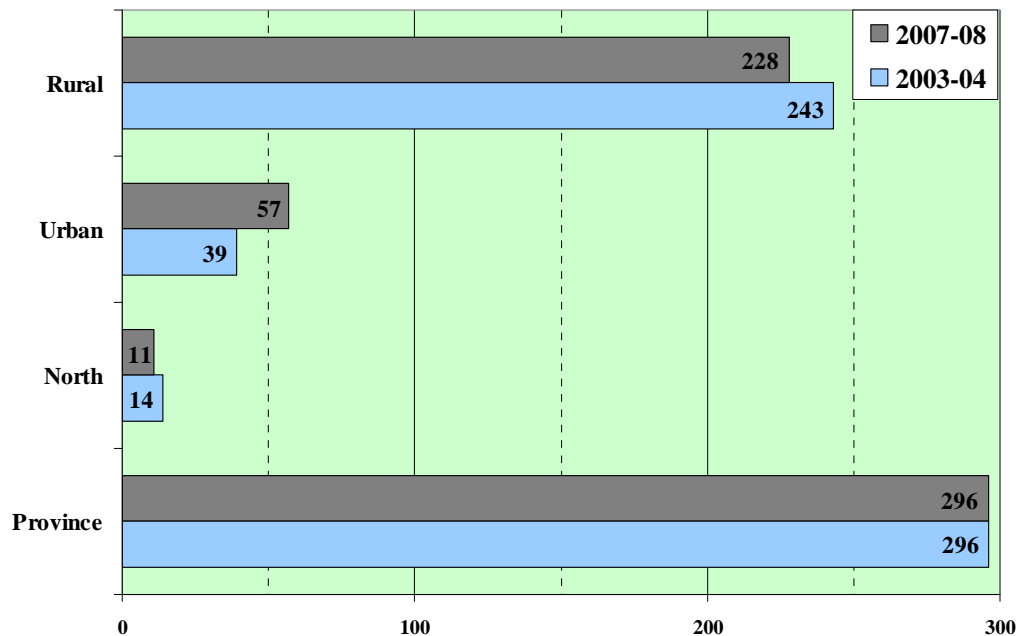
School size is associated with equitable opportunity through the range of courses and programs available. In 2007-08, there were 296 small schools in Saskatchewan (serving 150 or fewer students), exactly the same number as in 2003-04. The decrease by 18 small schools in rural and northern areas between 2003-04 and 2007-08 was matched by an increase of 18 small schools in urban areas. Rural areas experienced a reduction of 15 small schools. Small schools still represent over half the schools in rural areas, much as they have since 1991-92. Providing equitable opportunities to schools with a small number of students in the absence of economies of scale is a challenge.

In some areas of the province it is unfeasible to transport students to neighboring schools due to distance and capacity constraints, necessitating very small schools to operate. The number of very small schools (serving 50 or fewer students) has decreased by 12 schools from 2006-07 to 2007-08, attributed in part to declining student enrolments. In 2007-08, there were 115 very small schools, of which three quarters (86 schools) were located in rural areas. Of the 23 northern schools in the province in 2007-08, a large proportion (9 schools) had enrolments of 50 or fewer students. At the same time, the 19 large schools, with 800 or more students enrolled, were predominately located in urban areas (Figure 27a).

Figure 27a: Number of Saskatchewan Schools, by Enrolment and Location, 2006-07 and 2007-08

Enrolment	Number of Schools				
	2006-07	2007-08			
		Urban	Rural	North	Total
0-50	127	20	86	9	115
51-100	84	10	59	2	71
101-150	100	27	83	0	110
151-200	117	48	56	0	104
201-250	87	59	41	4	104
251-300	72	49	17	0	66
301-400	77	48	22	3	73
401-800	63	53	10	4	67
Over 800	20	18	0	1	19
Total	747	332	374	23	729

Figure 27b: Number of Schools with 150 or Fewer Students, by Location, 2003-04 and 2007-08



Note: Classification of a school as urban, rural, or north was determined by school address. If it has a city address (unless it is a Hutterite school, except for Barr Colony which is in Lloydminster), it is assumed that the school serves urban students. Addresses with site numbers are assumed to be rural

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

How have enrolments changed in provincially-funded schools in recent years?

Early enrolments were introduced in 2006-07, and included 248 students in 2007-08. This program provides educational program support and services to children three years of age and older, who are deaf or hard of hearing, and/or with a visual impairment, intellectual disability, multiple disabilities, chronic illness, and/or orthopaedic disability (Figure 28a).

In 2007-08, 32.8 percent of students in provincially-funded schools lived in rural areas and 3.2 percent lived in the north. Over the past 3 years, enrolments in rural areas have declined by 4.5 percent, enrolments in northern areas have remained relatively constant, and enrolments in urban areas have decreased by 3.2 percent.

The rate of decrease in the student population has slowed in recent years. Saskatchewan's student population has declined since 1998-99 by more than 31,400 students, or about 16.5 percent, referring to the preliminary enrolment estimate of 159,445 students for the 2008-09 school year. In 2008-09, there were an estimated 1,816 fewer students than in 2007-08, a decrease of 1.13 percent. This is proportionally a smaller decrease than over the year before, 1.26 percent, and the previous two years, 2.28 percent. The decline in enrolments this year is the lowest since 1999-00 (Figure 28b).

Figure 28a: Provincially-Funded Student Enrolment, by Grade Level and Location, 2005-06 to 2007-08

		Urban	Rural	North
2005-06	Early Entrance	0	0	0
	Kindergarten	6,807	3,416	329
	Elementary (Grades 1-5)	36,595	19,725	1,970
	Middle (Grades 6-9)	32,636	17,945	1,675
	Secondary (Grades 10-12)	30,612	14,274	1,148
	Total	106,650	55,360	5,122
2006-07	Early Entrance	242	52	0
	Kindergarten	6,900	3,451	363
	Elementary (Grades 1-5)	35,584	19,027	1,952
	Middle (Grades 6-9)	31,803	17,373	1,589
	Secondary (Grades 10-12)	29,968	13,767	1,240
	Total	104,497	53,670	5,144
2007-08	Early Entrance	196	52	0
	Kindergarten	6,679	3,424	329
	Elementary (Grades 1-5)	35,165	19,422	1,937
	Middle (Grades 6-9)	31,414	17,097	1,610
	Secondary (Grades 10-12)	29,801	12,891	1,244
	Total	103,255	52,886	5,120

Figure 28b: Total Provincially-Funded Student Enrolment, Saskatchewan, 1998-99 to 2008-09

Total Student Enrolment	
1998-99	190,896
1999-00	188,619
2000-01	184,494
2001-02	181,103
2002-03	177,375
2003-04	174,263
2004-05	171,052
2005-06	167,132
2006-07	163,311
2007-08	161,261
2008-09*	159,445

Note: *Preliminary numbers as of September 2008

Enrolments in this figure include enrolments in other programs, which are ungraded or special education students, and early entrance enrolments.

Urban enrolments include students attending school in any of the 13 cities in Saskatchewan. North includes students attending school in the Northern Region of Saskatchewan; Rural includes enrolments in all other schools.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

What is the average class size in Saskatchewan?

**PROVINCIAL CORE
INDICATOR**

Average class size refers to the number of students in a regular classroom. In addition to the size of the class, other factors, such as having multi-grade classrooms and the number of students in the class with diverse needs, are important considerations when planning instruction.

In 2007-08, the provincial average of 20.7 students in a class was down from an average of 22.0 in 1996-97. The decrease in class size has occurred in both urban and rural schools, with the typical rural classroom having about 3 fewer students than the typical urban classroom. In all areas of the province, and in all grades except Kindergarten, class sizes in 2007-08 have increased over the previous school year (2006-07) by 1-2 students (Figure 29b).

The student-educator ratio includes all educators, and is lower than the average class size, which only includes classroom teachers. Educators include PreK-12 teachers, principals, teacher-librarians, directors, superintendents, and other certified professionals such as speech pathologists, educational psychologists, and guidance counsellors. Educators have contact with students and assist them throughout their education, though not necessarily in a regular classroom context. Over the past 37 years the provincial student-educator ratio has declined by over 3 students per educator.

In 2007-08, Saskatchewan's student-educator ratio was 14.5 students:1 educator. Student-educator ratios are highest in major urban areas, at 25.1:1, and rural schools have the lowest ratios, at 8.0 students:1 educator.

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Figure 29a: Average Class Sizes, by Location and Student-Educator Ratio, 1996-97 to 2007-08

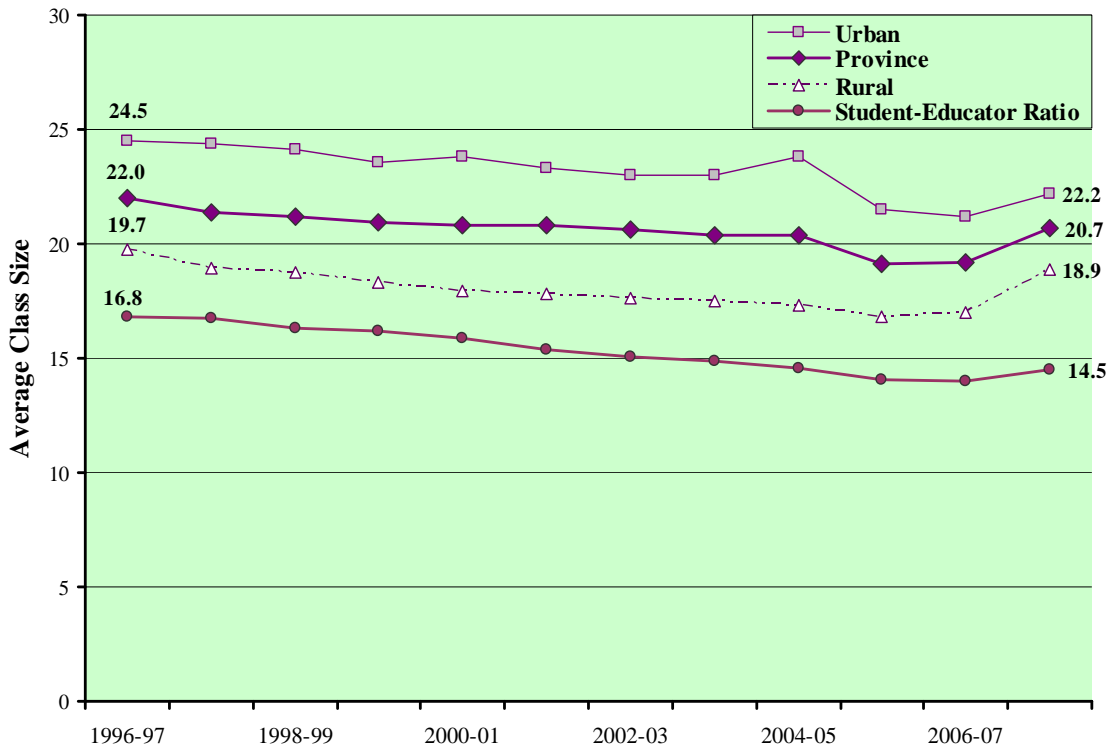


Figure 29b: Provincial Average Class Size, by Grade Level, 1996-97 to 2007-08

Average Class Size: Provincial			
	1996-97	2006-07	2007-08
Kindergarten	20.0	17.7	17.6
Elementary	21.1	18.4	20.8
Middle	22.6	19.7	21.0
All Grades	22.0	19.2	20.7

Note: Average class sizes are based on reports of educators coded as “regular classroom teachers” assigned to a specific school on September 30, and do not include Band or Choral classes with more than 44 students. Educators are counted as individuals rather than as full-time equivalents. Numbers include all provincially-funded schools with the exception of Independent and Historical schools. First Nations schools are also not included.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Ministry of Education. (2008). *Teacher Records Data*. Regina, SK
 Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

How many students are there per educator?

For some, student-educator ratios are an indication of the amount of professional attention that students may receive in instruction. For others, these ratios indicate educational efficiency. For yet others, they are measures of workload.

Figure 30 compares Saskatchewan's student-educator ratio with those in other provinces. The Saskatchewan and Canadian ratios have been similar since at least 1999-00. Saskatchewan's student-educator ratio has been decreasing since 2000-01 to 15.2 students per educator in 2005-06. Newfoundland had the lowest ratio (13.4:1), and British Columbia had the highest ratio (17.0:1) among all the provinces in that same year.

Figure 30: Student-Educator Ratio, Canada and Provinces, 1999-00 to 2005-06

	Canada	BC	AB ¹	SK	MB	ON	QC	NB	NS	PEI	NL
1999-00	16.0	17.1	17.1	16.5	15.7	16.1*	14.8	16.8	16.5	16.7	14.4
2000-01	15.9	16.8	18.2	16.8	15.0	16.0*	14.6	16.7	16.5	15.9	13.7
2001-02	15.9	16.8	17.7	16.1	15.0	16.2*	14.5	16.9	16.5	15.6	13.3
2002-03	15.9	17.6	17.9	15.8	14.9	16.2	14.2	16.6	16.2	15.3	13.3
2003-04	15.8	17.7	17.9	15.5	14.8	16.0	14.1	16.2	16.0	15.0	13.3
2004-05	15.1	17.5	14.4	15.5	14.6	15.6	13.7	15.9	15.7	15.1	13.5
2005-06	14.8	17.0	14.2	15.2	14.4	15.2	13.7	15.5	15.1	15.1	13.4

Note: * Estimate

1. Alberta data prior to 2004-05 is not comparable to recent data due to a change in methodology. Canada figures include only the ten provinces.

Source: Statistics Canada. (2008). *Summary of Public School Indicators for the Provinces and Territories, 1999-2000 to 2005-2006*. Catalogue no. 81-595-MIE2008067. Ottawa, ON

Participation by Cultural Background

The Ministry of Education is committed to improving the participation and success of First Nations and Métis people. Improvements in the academic performance of Aboriginal students are necessary for the province's social and economic well-being, for the province to benefit from Aboriginal perspectives and culture, and for Aboriginal peoples to benefit personally, economically, culturally, linguistically, and socially. Despite recent gains, the education level of the Aboriginal population is below that of the non-Aboriginal population. The province's growing young Aboriginal population is a major asset to offset the aging workforce population.

What percentage of Saskatchewan students self-declare as Aboriginal?

Figure 31 illustrates the proportion of Aboriginal students in the entire school system. Historically there have been between 15 and 18 percent self-declared Aboriginal students in the Saskatchewan education system; or in other words, about 1 in 6 students self-declared their Aboriginal ancestry. In 2007-08, there was a total of 20 percent self-declared Aboriginal students, or 1 in 5 students.

Figure 31: Self-Declared Aboriginal Students in Saskatchewan Schools, by Grade, 2007-08

	Total Students	Self-Declared Aboriginal Students	% of Population Self-Declared Aboriginal
Kindergarten	16,107	3,217	20.0%
Grade 1	13,267	2,316	17.5%
Grade 2	12,759	2,219	17.4%
Grade 3	13,021	2,371	18.2%
Grade 4	13,083	2,510	19.2%
Grade 5	13,216	2,583	19.5%
Elementary (Grades 1-5)	65,346	11,999	18.4%
Grade 6	13,748	2,716	19.8%
Grade 7	13,950	2,840	20.4%
Grade 8	14,519	3,027	20.8%
Grade 9	15,538	3,321	21.4%
Middle (Grades 6-9)	57,755	11,904	20.6%
Grade 10	17,984	4,650	25.9%
Grade 11	15,597	2,788	17.9%
Grade 12	21,514	4,365	20.3%
Secondary (Grades 10-12)	55,095	11,803	21.4%
Total - All Grades	194,303	38,923	20.0%

Note: Enrolments include students in all schools registered on the ministry's Student Data System: public, separate, independent, Fransaskois, First Nations, custody/care, post-secondary institutions offering secondary programs, and out-of-province, adult, and home-based students. This differs from enrolment data collected from the September PSSR.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

What is the ratio of students to Aboriginal teachers?

One challenge for the future will be to develop a culture of inclusion among all residents of the province. The Saskatchewan Human Rights Commission approves Equity Programs that are designed to promote the engagement, contribution, and success of marginalized groups. Equity Programs were initially limited to initiatives in employment and post-secondary education. In 1985, the Commission responded to concerns about the high drop-out rate of Aboriginal students by undertaking a public consultation and subsequently launching its K-12 Education Equity program. Since that time, equity programs have grown to encompass 39 employers with approximately 43,000 employees, school divisions serving more than 100,000 students in the provincial system, and 10 post-secondary institutions.

Provincially, the ratio of students to Aboriginal teachers in participating school divisions decreased from 283:1 in 2006-07 to 271:1 in 2007-08. This is the result of an increase in the proportion of Aboriginal teachers from 6.1 percent of the total teaching force in 2006-07 to 6.3 percent in 2007-08. This trend is reinforced by the growing percentage of Aboriginal school administration in Saskatchewan, as well as the decrease of 2 percent in the student population (Figure 32).

Figure 32: Percentage of Self-Declared Aboriginal Students and Staff in Saskatchewan Schools, 2006-07 and 2007-08

	2006-07	2007-08
Students		
Total	168,859	170,339
Self-Declared Aboriginal Students	28,183	28,338
Percent of Total	16.7%	16.6%
Teachers		
Total	9,803	9,903
Self-Declared Aboriginal Teachers	597	628
Percent of Total	6.1%	6.3%
Total Student to Aboriginal Teacher Ratio	283	271
School Administration		
Total	1,200	1,207
Self-Declared Aboriginal Administration	60	61
Percent of Total	5.0%	5.1%

Notes: Students include all students in provincially-funded schools.
 Teachers are those classified as Band Instructors, Regular Classroom Teachers, Special Education, and Teacher Librarians. School Administration includes Principals, Vice Principals, and Assistant Principals.

Source: Student information: Ministry of Education. (2008). *Student Data System*. Regina, SK
 Educator information: Ministry of Education. (2008). *Teacher Records*. Regina, SK

Access to Language Programs

Learning an additional language has educational, social, and economic benefits. There are five areas of measurable positive change in student achievement linked to learning an additional language:

- increased intellectual potential;
- higher overall academic achievement;
- higher achievement in first language competency;
- heightened respect for and valuing of cultural diversity; and,
- improved career opportunities and greater economic potential.

Many of Saskatchewan's earliest settlers and traders, as well as some Métis people, spoke French as their first language. Canadians celebrate and acknowledge this legacy as unique. The French language in Canada is nationally supported through the Office of the Official Languages Commissioner. Francophone, French Immersion, and Core French programs in every province and territory have enjoyed recognition, both at home and abroad, for their supportive approaches to fostering French language skills.

The preservation and enhancement of First Nations and Métis languages is a matter of national pride and honour. Language retention is critical to the ongoing existence of the distinct cultures of First Nations and Métis peoples. Unlike other languages, First Nations and Métis languages cannot be revitalized or supported in countries other than Canada.

Increasing numbers of immigrant students require support in English as an Additional Language education. There may be over 9,500 students in the Saskatchewan education system who have language learning needs related to immigration, according to provincial data sources.

Students in Saskatchewan come from diverse linguistic backgrounds. Some choose to study in their first language, be it in the Fransaskois schools or French, or Cree Immersion programs. Such students initially have the opportunity to learn to read and write in their first language, giving them a foundation in language development. This, in turn, can provide them with added linguistic skills needed for later study in English and other languages.

What languages, other than English and French, are Saskatchewan students studying?

International and Aboriginal languages are taught in many Saskatchewan schools. The ability of the education system to offer a variety of language courses provides students with personal and career opportunities. It also promotes cultural diversity and acceptance of other cultures in the school system.

Figure 33a shows that enrolments in languages other than French and English have been increasing since 1998 and were at a high in 2007-08 with 2,062 secondary level credit course registrations. The majority of the increase in language course registrations has resulted from large increases in students studying Spanish, increasing by 437 registrations (or about 260 percent) between 1996-97 and 2007-08.

Cree was the most popular language with 810 enrolments followed by Spanish and German, with 535 and 284 enrolments respectively. More than 85 percent of the students studying Aboriginal languages lived in rural or northern areas. Of the students studying Aboriginal languages, 90 percent were studying Cree.

Figure 33a: High School Student Registrations in Language Courses Other than English and French, 1996-97 to 2007-08

	1996-97	1998-99	2000-01	2002-03	2004-05	2006-07	2007-08
Cree	822	676	677	674	775	744	810
Dene	16	54	49	79	47	76	67
German	350	270	276	201	265	262	284
Japanese	244	232	217	229	164	183	204
Saulteaux	43	35	57	69	64	26	20
Spanish	148	210	264	307	468	585	535
Ukrainian	75	82	66	47	25	50	37
Other	52	42	49	64	71	101	105
Totals	1,750	1,601	1,655	1,670	1,879	2,027	2,062

Figure 33b: High School Student Registrations in Aboriginal Language Courses, by Location, 2007-08

	Urban	Rural	North
Cree	125	356	329
Dene	0	0	67
Nakoda	0	0	0
Saulteaux	0	20	0
Totals	125	376	396

Note: Enrolments include all schools (provincially-funded, First Nations, independent). Locally developed (10L, 20L, 30L) and advanced (A, AP, IB) courses are included. "Other" language courses include Chinese, Filipino, Hindi, Latin, Mandarin, Nakoda, Polish, and Russian. Some numbers may differ from those reported in earlier Indicators reports due to ongoing record maintenance.

Urban enrolments include students attending school in any of the 13 cities in Saskatchewan. North includes students attending school in the Northern Region of Saskatchewan. Rural includes enrolments in all other schools.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

What French language programs are available in Saskatchewan?

As an official language of Canada, French is taught in most Saskatchewan schools. Various French language education programs are offered to accommodate a culturally and linguistically diverse population.

French as a First Language

- *Fransaskois schools* – French is the language of instruction for the entire school day for francophone students. Students in these schools must have at least one parent whose first language is French, who had received their primary school education in French, has an understanding of French or whose parent’s linguistic heritage is French. There is not only a focus on the French language but also an aim to educate students with a francophone sense of identity and culture in all subjects as well as in school community programming. This is known as the development of French language, identity and culture, and in French, *La construction de langue, identité et culture*.

French as a Second Language

- *Core French* – French is taught as a subject as part of regular course offerings.
- *French Immersion* – French is the language of instruction for a minimum of 50 percent of the school day for students wanting to learn French as a second language.

In 2007-08, about 35 percent of the student population was enrolled in Core French programs, down from 55 percent in 1992-93. A greater proportion of students in Grades 4 through 8 studied Core French than the proportion in high school or in the early elementary years (Figure 34b).

Enrolments in French Immersion programs and Fransaskois schools have been relatively steady in recent years; despite declining overall enrolments, both programs have experienced an increase in the proportion of the student population they serve. In 2007-08, French Immersion enrolments were at an 8 year high, at 9,114 students, and served 5.7 percent of students. This was about 30 percent lower than the number of enrolments in 1992-93.

In 2007-08, 1,112 students were enrolled in Fransaskois schools, down slightly from the ten year average of 1,080. Francophone student registrations represent approximately 0.7 percent of all students (Figure 34d).

Figure 34a: Core French Enrolments as a Percentage of the Student Population, 1989-90 to 2007-08

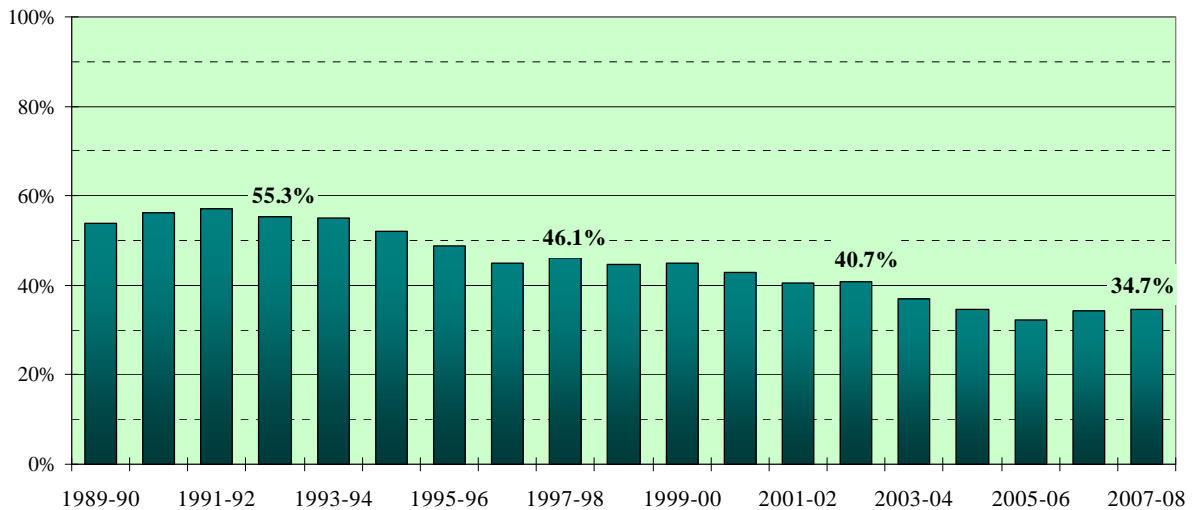


Figure 34b: Core French Enrolment by Grade, 2005-06 to 2007-08

	2005-06	2006-07	2007-08	
			Total	As a % of Student Population
Kindergarten	1,933	2,061	2,032	19.0%
Grade 1	3,758	3,965	4,003	35.3%
Grade 2	3,928	3,983	3,890	35.7%
Grade 3	4,258	4,605	4,640	41.3%
Grade 4	6,123	6,041	6,171	54.4%
Grade 5	6,419	6,826	6,614	57.6%
Grade 6	6,709	7,001	7,038	59.0%
Grade 7	6,921	7,165	7,224	59.8%
Grade 8	6,697	6,827	7,182	57.2%
Grade 9	2,725	3,277	3,060	22.8%
Grade 10	2,302	2,084	1,974	13.3%
Grade 11	1,507	1,375	1,198	8.9%
Grade 12	957	948	881	5.7%
Total	54,237	56,158	55,907	34.8%

Note: Figure 34b does not include students in "other programs," whereas Figure 34a includes the entire student population and, therefore, does include these students.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK
 Ministry of Education. (2008). *Teacher Records Data*. Regina, SK
 Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

Figure 34c: Enrolments in French Immersion Programs and Fransaskois Schools, Saskatchewan, 1989-90 to 2007-08

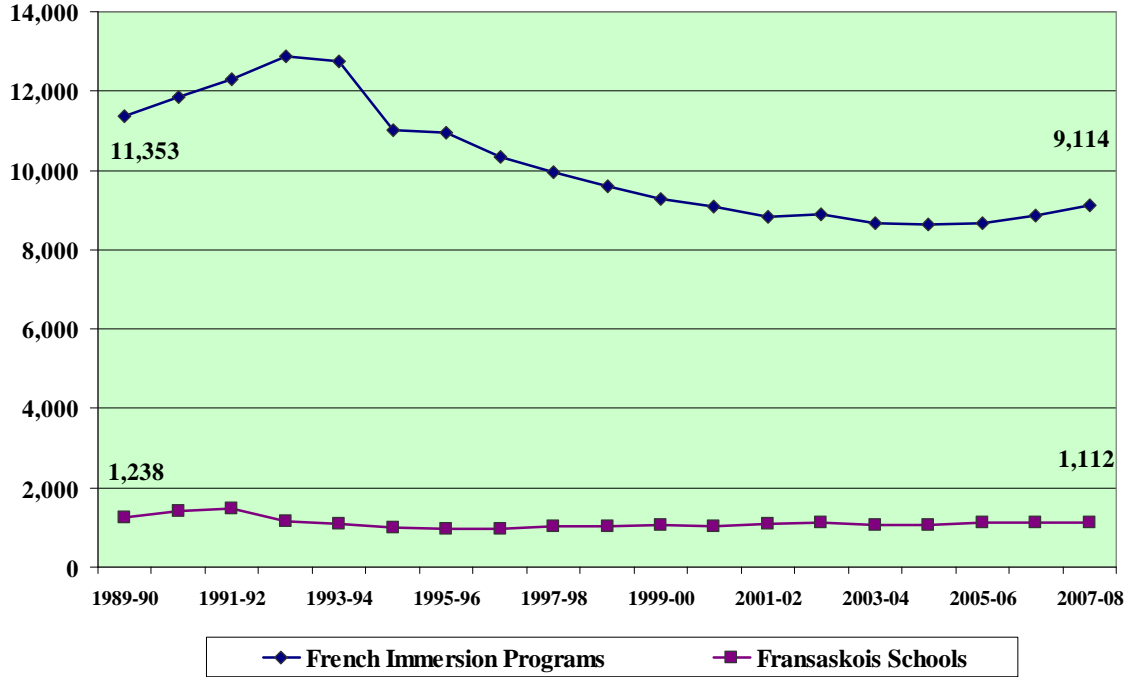


Figure 34d: Enrolments in French Immersion Programs and Fransaskois School, as a Percentage of Total Student Population, 1997-98 to 2007-08

	French Immersion Programs		Fransaskois Schools	
	Total	as % of Total Student Population	Total	as % of Total Student Population
1997-98	9,962	5.17%	1,036	0.54%
1998-99	9,615	5.04%	1,033	0.54%
1999-00	9,294	4.93%	1,048	0.56%
2000-01	9,076	4.92%	1,033	0.56%
2001-02	8,846	4.88%	1,079	0.60%
2002-03	8,907	5.02%	1,127	0.64%
2003-04	8,685	4.98%	1,070	0.61%
2004-05	8,650	5.06%	1,054	0.62%
2005-06	8,662	5.18%	1,110	0.66%
2006-07	8,858	5.42%	1,132	0.69%
2007-08	9,114	5.65%	1,112	0.69%

Note: Fransaskois school enrolments include College Mathieu in Gravelbourg. The student population in Figure 34d includes students enrolled in “other” programs.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK
 Ministry of Education. (2008). *Teacher Records Data*. Regina, SK
 Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

Accommodation of Diverse Needs

Large numbers of children and youth are coming to school with diverse and intensive needs. Children and youth require a broad range of social, health, cultural, and justice services to remove barriers to their learning. These factors can compromise their opportunities for success in school and in later life.

Historically, students with special needs or students who required intensive supports were provided with educational programming only if they had a medical diagnosis. This created inequity: some students with a medical diagnosis did not require specialized programming; others without a medical diagnosis did require specialized programming. The Ministry of Education changed its model between the 2005-06 and 2007-08 school years. Presently, school divisions provide educational programming based on the needs of the student that impact his or her ability to be successful in school.

The model benefits all students by providing programming that aligns with identified needs. An impact assessment profile reflects individual student needs and areas of development, with corresponding supports, in nine domains.

How many Saskatchewan students are classified with low-incidence disabilities?

PROVINCIAL CORE INDICATOR

In the 2005-06 school year, 4,986 students with low-incidence disabilities (as defined by the medical diagnosis model) were provided with supports and programs through designated disabled pupil funding. This included students with physical disabilities, chronic health impairment, intellectual disabilities, multiple disabilities, visual disabilities, or those who are deaf or hard of hearing (Figure 35a).

Students with intensive needs are divided into two different levels of supports: Level I and Level II. The difference between these levels relates to student's needs and the supports in place to meet the student's needs. With the transition from the medical diagnosis model to the needs-based model, the number of students in both levels increased. In the 2007-08 school year, a total of 6,742 students required intensive supports, representing an increase of 35 percent.

The most prevalent disabilities in 2007-08 were intellectual disabilities, affecting about 24 percent of the students with special needs. The proportion of all students requiring intensive supports increased to 4.2 percent in 2007-08 (Figure 35c).

PROVINCIAL CORE INDICATOR

Figure 35a: Number of Saskatchewan Students with Low-Incidence Disabilities, as a Proportion of the School Population, 1991-92 to 2005-06

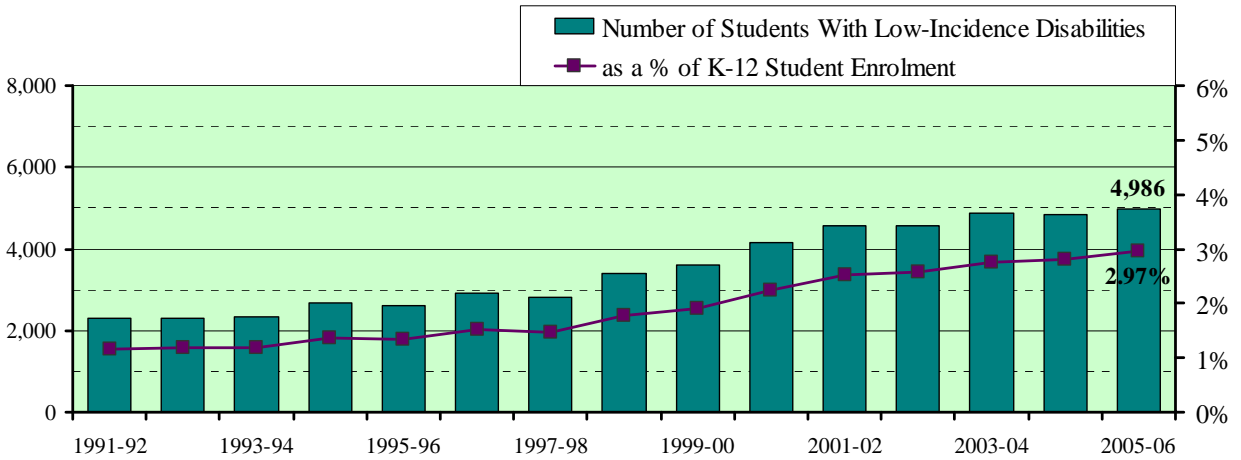


Figure 35b: Students Requiring Intensive Supports, Percentage Change, 2005-06 and 2007-08

	2005-06	2007-08	% Change
Level I	1,688	3,039	80.0%
Level II	3,298	3,703	12.3%
Total Requiring Intensive Supports	4,986	6,742	35.2%
Total Students	167,132	161,261	
Percent of Student Population Requiring Intensive Supports	3.0%	4.2%	

Figure 35c: Impact Assessment Prevalence Categories, by Level and as a Percentage of Students Requiring Intensive Supports, 2007-08

	Blind or Visual Impairment	Deaf or Hard of Hearing	Intellectual Disability	Mental Health Impairment	Orthopaedic Disability	Pervasive Development Disorder	
Level I	47	140	491	182	128	262	
Level II	141	161	1,370	262	416	697	
Sub Total	188	301	1,861	444	544	959	
Percentage of Total	2.43%	3.89%	24.06%	5.74%	7.03%	12.40%	

	Physical Health Impairment	Prenatal Substance Exposure	Substance-related Disorders	Other Diagnosed	Other Undiagnosed	Other Total	Total
Level I	241	177	14	585	895	1,480	3,162
Level II	494	201	13	353	466	819	4,574
Sub Total	735	378	27	938	1,361	2,299	
Percentage of Total	9.50%	4.89%	0.35%	12.13%	17.59%	29.72%	
					Total	2299	7,736

Note: Some students who require intensive supports related to multiple disabilities are included in two categories, bringing the total to 7,736. There were 6,742 unique students who required intensive supports in 2007-08.

Source: Ministry of Education. (2008). *Children's Services Data*. Regina, SK

What plans and supports are in place to help students with intensive needs?

PROVINCIAL CORE
INDICATOR

Many human service agencies and ministries assist school divisions in providing equitable opportunities to students with intensive needs. Administrators, classroom teachers, qualified special education teachers, and educational assistants work in schools with intensive needs students. Teams of speech-language pathologists, psychologists, consultants, occupational therapists, physical therapists, social workers, counsellors, nurses, English as a Second Language specialists, and others often work within a school division. The Ministries of Health; Social Services; Corrections, Public Safety & Policing; and Advanced Education, Employment, and Labour collaborate to help students with intensive needs.

Teachers and other professionals develop and implement programs for students with intensive needs through an impact assessment profile, and by diagnostic, formative, and summative assessments. Based on that information, a Personal Program Plan (PPP) is developed and supports are put in place.

A Personal Program Plan is developed and implemented by a collaborative team. A plan sets out student outcomes that have the highest priority during the year. It must include: student background information, strengths, weaknesses, and current levels of performance; short-term objectives and strategies; annual outcomes; and, plans for evaluation.

The Ministry of Education audits impact assessment profiles and Personal Program Plans based on collaborative standards. Figure 36 outlines the success rates of the intensive support monitoring checklist and Personal Program Plans in terms of their required criteria. Over 90 percent of students with intensive needs have complete documentation, while 50 percent of supports align with the area of impact in the Personal Program Plans (Figure 36a).

The majority of Personal Program Plans (over 90 percent) indicated strengths and needs of the students, and that effort was put into differentiating instruction. Only 62 percent of Personal Program Plans recorded the sources of support provided to the student, and 75 percent included a parental signature (or a documented attempt to obtain one).

PROVINCIAL CORE INDICATOR

Figure 36a: Intensive Supports, Success Rates, 2007-08

	Success Rate
Identification of students with intensive supports – Documentation is completed	91%
Areas of impact are priority areas with the Personal Program Plan and have annual outcomes	64%
Sources of support align with the areas of impact in the Personal Program Plan	50%

Figure 36b: Personal Program Plan Required Areas, Success Rates, 2007-08

	Success Rate
Strengths and impact areas (needs) are recorded	92%
Assessed level of educational performance is recorded	77%
Annual outcomes are consistent with impact areas	71%
Short term objectives are developed under each annual outcome	68%
Assessment procedures for monitoring and evaluating student progress are recorded	74%
Sources of supports are recorded	62%
Efforts towards differentiated instructional strategies	91%
Collaborative Team Approach	80%
Parental signature or documented attempt	75%

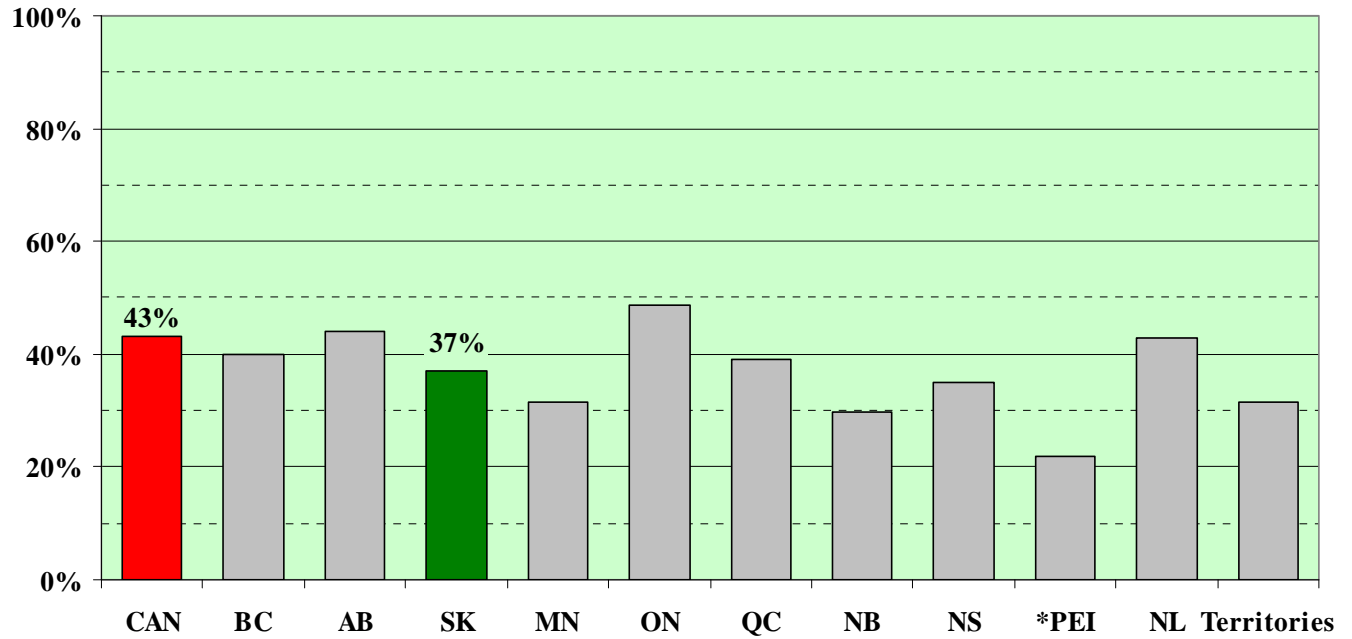
Note: The success rate refers to the percentage of students with special needs who have these categories incorporated into their Personal Program Plan.

Source: Ministry of Education. (2008). *Children's Services Data*. Regina, SK

What proportion of Saskatchewan children with disabilities receive special education?

In Canada, about 43 percent of disabled students between the ages of 5 and 14 are receiving special education services. Saskatchewan is below the Canadian average at 37 percent. Ontario had the largest proportion (49 percent) and Prince Edward Island had the lowest proportion (22 percent) of students with disabilities receiving special education (Figure 37).

Figure 37: Proportion of Children with Disabilities Receiving Special Education, Age 5-14, Canada, the Provinces, and Territories, 2005-06



Note: *Coefficient of variation of estimate between 16.6% and 33.3%

Source: Statistics Canada. (2008). *Participation and Activity Limitation Survey, 2006*. Catalogue no. 89-628-X2008004.

Smooth Transitions

All children and youth experience transitions that have an impact on their educational experience. Education is marked by a series of transitions into, through, and out of the PreK-12 education system. A key transition is experienced by young children entering the system and by students every year as they advance through the grades. To students, this transition means new teachers, new classes, and new opportunities. To teachers, this is an opportunity to work with a new group of students and to help them grow cognitively, emotionally, and socially. Grade 12 marks a major transition for students. This is an important step to either post-secondary education or entrance into the workforce. The rate at which students achieve this milestone is a key indicator in planning.

In this section, indicators are organized under these headings:

- Preparedness of children
- Persistence and completion
- Credit accumulation and graduation
- Career and post-secondary transitions

Preparedness of Children

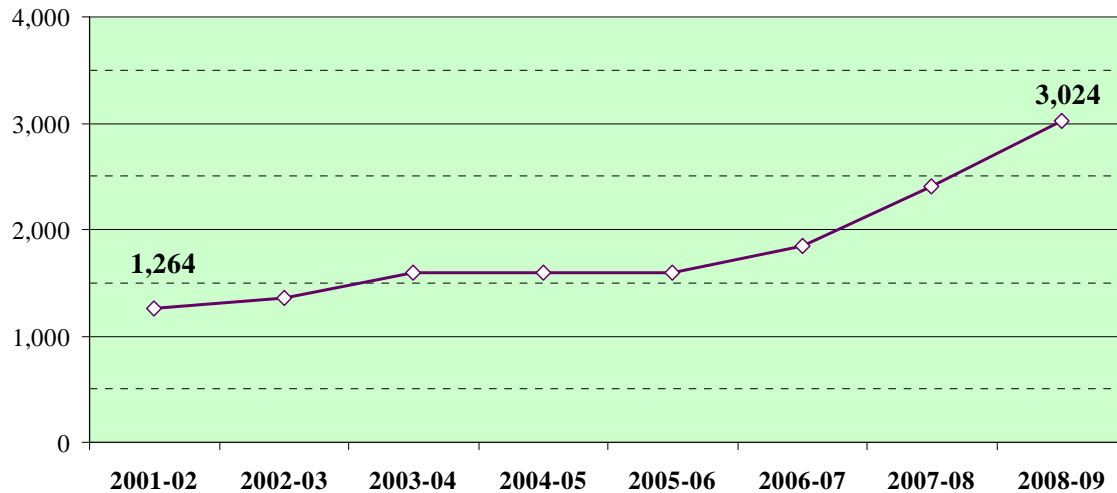
The focus in early childhood development is on the quality of experience and care in children's early years which influences outcomes in later years. Current research has demonstrated that there is a strong link between brain development and early environmental influence. Most of the development of the human brain that supports life-long learning, behaviour, and health is completed by the age of six.

Ultimately, the effects of early childhood experiences can be cumulative and become evident in cognitive, emotional, physical, and social development. Intervening early is the most effective means of addressing children's developmental needs and results in the most significant long-term benefit for children. Prevention and early intervention also have important benefits later in life – in improved educational attainment and performance, increased employment, improved social skills, reduced involvement in the criminal justice system, and better health.

How many Prekindergarten students are enrolled in early intervention programs?

Prevention and early intervention programs such as Prekindergarten have both short- and long-term benefits. Short-term benefits include improved intellectual performance, increased social skills, improved health, and higher self-esteem. Long-term benefits include lower rates of juvenile crime, fewer teen pregnancies, and fewer failed grades and school drop-outs.

The provincial government supports Prekindergarten development as a means of addressing the needs of vulnerable children. As resources become available, the policy direction has been to expand gradually Prekindergarten programs to all school divisions to support vulnerable preschool children and their families. With the addition of 38 programs in 2008-09, school divisions will serve over 3,000 Prekindergarten students or an estimated 50 percent of all vulnerable three- and four-year-old children (Figure 38b).

Figure 38a: Number of Prekindergarten Spaces, Saskatchewan, 2001-02 to 2008-09**Figure 38b: Prekindergarten Programs, Spaces, and Funding, 2001-02 to 2008-09**

	Prekindergarten Students (3-4 Year olds)		
	Programs	Spaces	Funding (millions)
2001-02	79	1,264	\$3.8
2002-03	85	1,360	\$4.1
2003-04	100	1,600	\$4.8
2004-05	100	1,600	\$4.8
2005-06	100	1,600	\$4.8
2006-07	115	1,840	\$5.5
2007-08	151	2,410	\$7.6
2008-09	189	3,024	\$9.6

Note: These numbers reflect the maximum of 16 children in a program. Not included in the table are spaces in eight additional Prekindergarten programs in the Northern Lights School Division. The school division is working in partnership with existing preschool initiatives in these communities to enhance services.

Source: Ministry of Education. (2008). *Early Learning and Childcare*. Regina, SK

Persistence and Completion

Graduation within a defined interval is influenced by the mobility of parents, students' motivation, and lifestyles. Staying in school or pursuing courses in order to successfully complete Grade 12 creates greater opportunities in the workforce and greater potential for success in life.

The approximately 20 percent of youth who do not graduate may:

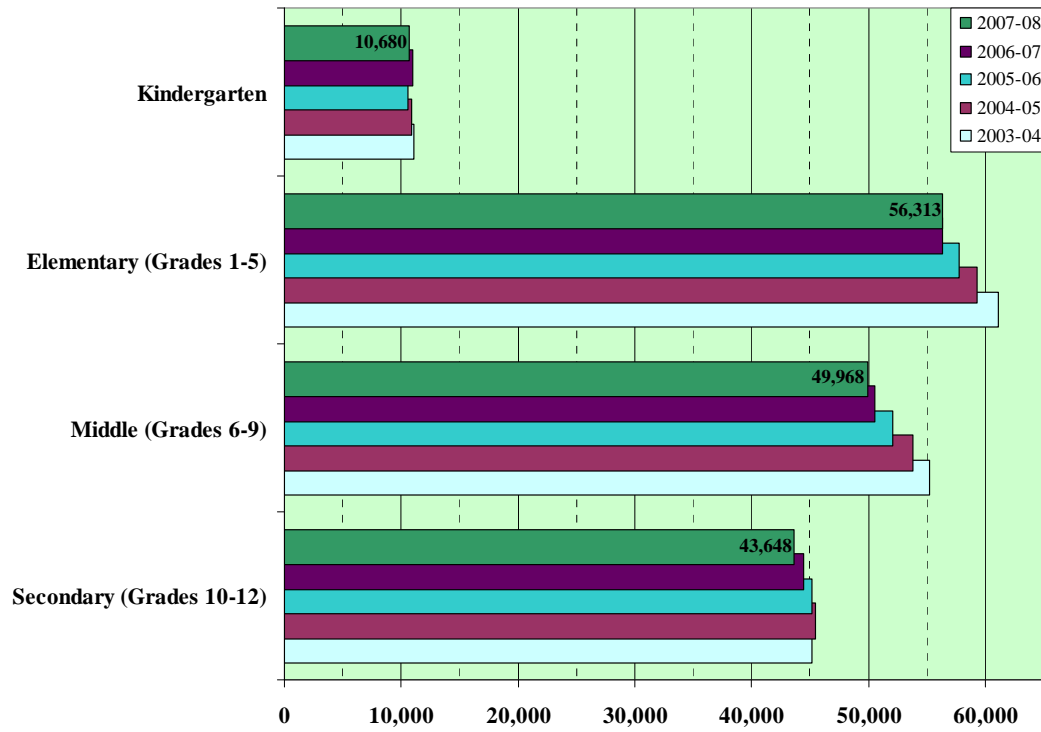
- enter the labour market without completing Grade 12;
- attain Grade 12 status through the General Educational Development (GED) Testing Service or Adult 12; or,
- transfer out of Saskatchewan to complete their studies.

How have enrolments changed in provincially-funded schools in recent years?

PROVINCIAL CORE **INDICATOR**

The number of students at any grade level is largely determined by overall population changes. Being attentive to the number and rate of change of student enrolments in any particular grade level allows for effective planning and long-range forecasting for the needs of the overall education system.

The total student population has been declining. Enrolments have continued to decline over the past five years, with decreases largest at the elementary and middle levels. In 2007-08, there were 10,098 fewer Grade 1-9 students than in 2003-04, and completion of high school by the children of the baby-boom generation accounts for most of the 1,555 student decrease at the secondary level. Enrolments have declined in every grade level over the past five years, with the largest drops occurring in Grades 5, 7, and 8 at 10.5 to 11.5 percent respectively (Figure 39a).

PROVINCIAL CORE INDICATOR
Figure 39a: Student Headcount in Provincially-Funded Schools by Grade Level, 2003-04 to 2007-08

Figure 39b: Student Headcount* in Provincially-Funded Schools, by Grade, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08
Kindergarten	11,045	10,920	10,552	11,008	10,680
1	11,987	11,780	11,510	11,063	11,337
2	11,943	11,395	11,242	11,079	10,911
3	11,994	11,856	11,298	11,184	11,236
4	12,389	11,921	11,786	11,269	11,343
5	12,830	12,383	11,923	11,740	11,486
Elementary (Grades 1-5)	61,143	59,335	57,759	56,335	56,313
6	13,138	12,814	12,351	11,848	11,929
7	13,512	13,152	12,848	12,421	12,086
8	14,183	13,468	13,093	12,773	12,551
9	14,403	14,390	13,767	13,504	13,402
Middle (Grades 6-9)	55,236	53,824	52,059	50,546	49,968
10	15,591	15,639	15,683	14,684	14,852
11	13,909	13,888	13,980	13,999	13,416
12	15,703	15,966	15,522	15,761	15,380
Secondary (Grades 10-12)	45,203	45,493	45,185	44,444	43,648
Total Enrolment	172,627	169,572	165,555	162,333	160,609

Note: *Enrolments include early entrance, but do not include "other programs", such as ungraded or special education. In 2007-08, "other" enrolments included 211 elementary, 153 middle, and 288 secondary students.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

What percentage of students advance from Grade 8 to 9 to 10?

PROVINCIAL CORE
INDICATOR

A critical period in many adolescents' journey through school is the transition from middle school to high school. In particular, attention must be paid to students whose engagement in school begins to lapse, as revealed by poor or irregular attendance. As they approach the end of the period of mandatory school attendance at age 16, some young adolescents begin to "fade out" as a prelude to dropping out or formally exiting the system.

Figure 40 follows the cohort of Saskatchewan students that were enrolled in Grade 8 in the 2005-06 school year. Of those students, 91.3 percent continued directly on through Grades 9 and 10, and 96.6 percent of those students were still attending school in 2007-08. Schools beginning Grade 8 in rural schools have the highest proportion of students who continue directly from Grade 8 to Grade 9 to Grade 10 at 92.6 percent; slightly higher than the urban proportion of 92.2 percent. The proportion of northern students who make a successful transition from Grade 8 to Grade 9 and from Grade 9 to Grade 10 is the lowest of all subgroups. Self-declared Aboriginal and northern students have the lowest proportion of students that continue to Grade 10 two years after Grade 8; however, these subgroups have the largest proportion of students that are still attending school but are not yet in Grade 10.

PROVINCIAL CORE INDICATOR

Figure 40a: Percent of Saskatchewan Grade 8 Students who Transition to Grade 9 and Grade 10

	School Year				
	2005-06	2006-07		2007-08	
		<u>Number</u>	<u>Percentage</u>	<u>Number</u>	<u>Percentage</u>
Grade 8	13,811	193	1.4%	30	0.2%
Grade 9	0	13,319	96.4%	701	5.1%
Grade 10	0	0	-	12,596	91.2%
Total	13,811	13,512	97.8%	13,327	96.5%

Figure 40b: Proportion of 2005-06 Grade 8 Students who Transition into Grade 9 in 2006-07, and Grade 10 in 2007-08

	One Year Later - 2006-07			Two Years Later - 2007-08		
	Continuing Previous Grade	Grade 9	Students not Re-enrolled	Continuing Previous Grade(s)	Grade 10	Students not Re-enrolled
Total	1.4%	96.4%	2.2%	5.3%	91.2%	3.5%
Self - Declared Aboriginal	4.6%	91.4%	4.0%	16.1%	77.8%	6.2%
Male	1.5%	96.6%	1.9%	5.6%	91.0%	3.4%
Female	1.3%	96.3%	2.4%	5.0%	91.5%	3.6%
Urban	0.9%	97.3%	1.8%	5.2%	92.2%	2.6%
Rural	1.1%	97.2%	1.7%	4.0%	92.6%	3.4%
North	8.9%	87.5%	3.6%	15.9%	75.8%	8.3%

Note: This figure follows the provincial 2005-06 Grade 8 cohort. The Grade 8 cohorts are defined by the location they entered Grade 8. For example, rural students remain in the rural cohort even if they move to an urban school. Enrolments include all students in all schools (provincially-funded, First Nations, and independent).

Urban enrolments include students attending school in any of the 13 cities in Saskatchewan. North includes students attending school in the Northern Region of Saskatchewan. Rural includes enrolments in all other schools.

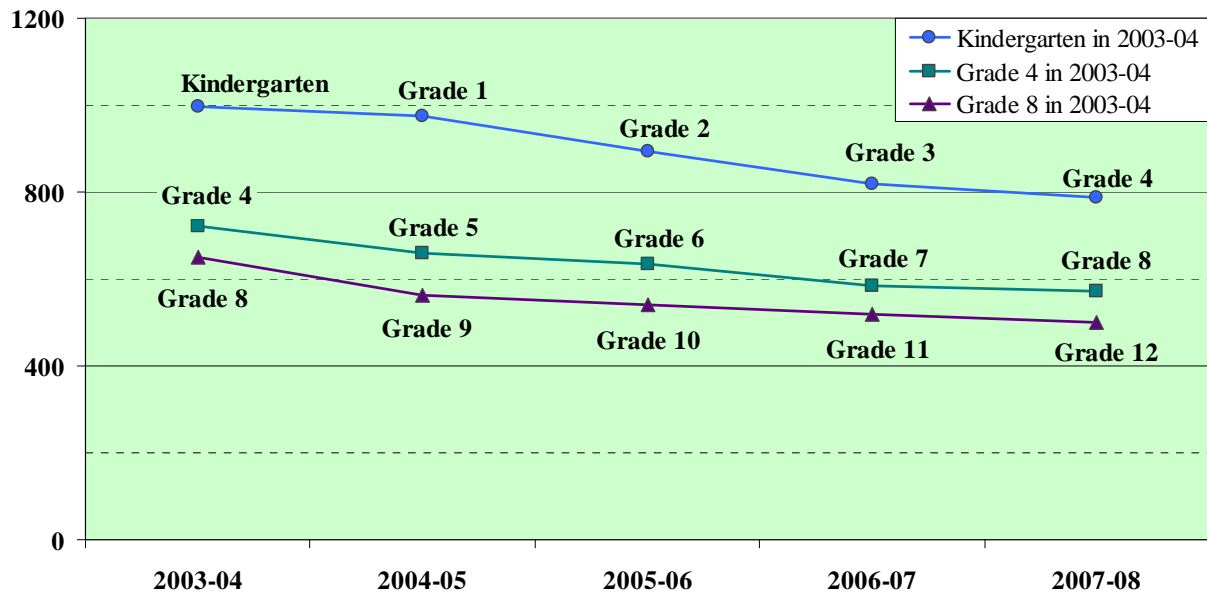
Source: Ministry of Education. (2008), *Student Data System*. Regina, SK

*How persistent are students in continuing French Immersion programs?***PROVINCIAL CORE**
INDICATOR

The total number of students enrolled in French Immersion in Saskatchewan has increased from 8,685 to 9,114 from 2003-04 to 2007-08. These French Immersion enrolment patterns, coupled with total Saskatchewan student population declines, accounts for a proportional growth in French Immersion in the province.

Viewed across grades, attrition rates for French Immersion students remain high. In 2007-08, 1,086 Kindergarten French Immersion enrolments represented 10.2 percent of the total Kindergarten population. In contrast, there were only 500 secondary French Immersion enrolments (Grade 10-12) representing 3.1 percent of the total secondary student population.

Figure 41a shows the lack of persistence of children to remain in the French Immersion program as they progress through school. Of those students attending Kindergarten in 2003-04, 998 or 9.04 percent of students were enrolled in a French Immersion program. Five years later, in 2007-08, only 787, or 6.94 percent, of the same student cohort (now in Grade 4) were still enrolled in French Immersion. The decline continues as the proportion of Grade 8 students enrolled in French Immersion in 2003-04 was 4.58 percent (650 students), whereas 5 years later only 3.25 percent (500 students) of Grade 12 students were enrolled in French Immersion.

PROVINCIAL CORE INDICATOR
Figure 41a: Number of Students continuing in French Immersion by Grade Level, 2003-04 to 2007-08

Figure 41b: Percentage of the Student Population in French Immersion Programs, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08
Kindergarten	9.04%	9.29%	9.41%	10.07%	10.17%
Grade 1	7.87%	8.27%	8.94%	8.80%	9.91%
Grade 2	6.87%	7.75%	7.95%	8.39%	8.54%
Grade 3	6.24%	6.41%	7.15%	7.31%	7.71%
Grade 4	5.84%	5.41%	6.46%	6.52%	6.94%
Grade 5	4.96%	5.33%	5.05%	6.13%	6.29%
Grade 6	4.73%	4.68%	5.13%	4.64%	5.77%
Grade 7	3.94%	4.57%	4.46%	4.69%	4.43%
Grade 8	4.58%	4.03%	4.18%	4.33%	4.57%
Grade 9	3.83%	3.92%	3.19%	3.88%	3.28%
Grade 10	3.06%	2.99%	3.45%	2.94%	3.20%
Grade 11	3.72%	3.20%	2.98%	3.70%	2.88%
Grade 12	2.96%	3.08%	2.74%	2.63%	3.25%
Total	5.03%	5.10%	5.23%	5.46%	5.67%

Note: The student population in Figure 41b does not include students enrolled in "other" programs.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK
 Ministry of Education. (2008). *Teacher Records*. Regina, SK

*How persistent are Saskatchewan students overall in completing Grade 12?***PROVINCIAL CORE
INDICATOR**

Saskatchewan students typically graduate within three years of starting Grade 10. However, many students graduate a few years beyond the typical three-year period by remaining in high school, taking distance education courses, or enrolling in programs at a post-secondary institution.

Figure 42a shows that 72.9 percent of students who entered Grade 10 in 2000-01 graduated 3 years later, in their typical graduating year (2002-03). However, some of the students who did not graduate in their typical graduating year continued their studies. By 2007-08, 81.4 percent of the students in the 2000-01 cohort had graduated from Grade 12 and 0.8 percent were still enrolled in classes.

Not only increasing is the percentage of students graduating each year, but also increasing is the percentage of students who graduate each year after their typical graduation year. This is perhaps due to a greater number of continuing education alternatives becoming available to those who have not completed Grade 12. Of those students who were in Grade 10 in 1997-98, 73.4 percent graduated three years later and 81.5 percent completed in 8 or more years, compared to 72.4 percent of those in Grade 10 in 1995-96 graduating in 3 years and 80.9 percent after 8 or more years.

The proportion of students that complete high school 3 years after entry into Grade 10 has averaged 73.4 percent over the past 10 years in Saskatchewan. Rural and female graduation rates, 3 years after Grade 10, are consistently higher than the provincial average, with 79.7 and 77.2 percent averages respectively over the same period. Of the students entering Grade 10 in 2005-06, 6.9 percent more females than males, and approximately 7.2 percent more rural than urban students graduated in 2007-08. Consistently, lower proportions of Aboriginal and northern students graduate high school 3 years after entering grade 10, when compared to other areas of the province and the provincial average (Figure 42c).

PROVINCIAL CORE INDICATOR

Figure 42a: Percentage of Saskatchewan Students Completing Grade 12 by Years after Starting Grade 10, 1996-97 to 2005-06 Grade 10 Cohorts

Grade 10 Year	Years from Start of Grade 10 to High School Completion						Not Enrolled	Still Enrolled	Total Students
	3 or less	4	5	6	7	8 or more			
1995-96	72.4%	77.0%	78.5%	79.2%	79.6%	80.9%	18.8%	0.3%	13,869
1996-97	71.8%	76.9%	78.2%	78.8%	79.3%	80.5%	19.2%	0.3%	14,391
1997-98	73.4%	77.8%	79.1%	80.0%	80.5%	81.5%	18.1%	0.4%	14,645
1998-99	73.8%	78.0%	79.2%	80.1%	80.8%	81.7%	17.9%	0.4%	14,490
1999-00	73.9%	78.2%	79.8%	80.8%	81.4%	82.0%	17.4%	0.6%	14,482
2000-01	72.9%	77.8%	79.6%	80.6%	81.1%	81.4%	17.8%	0.8%	14,631
2001-02	73.1%	77.7%	79.6%	80.4%	80.9%		17.6%	1.5%	13,857
2002-03	73.5%	78.2%	80.0%	80.7%			16.3%	3.0%	13,968
2003-04	74.2%	78.3%	79.6%				14.7%	5.6%	13,977
2004-05	75.0%	79.0%					10.5%	10.5%	13,969
2005-06	72.9%						5.1%	21.9%	14,138

Figure 42b: Percentage of Students Graduating Grade 12 by Years after Beginning Grade 10, 1995-96, 1997-98, and 1999-00 Grade 10 Cohorts

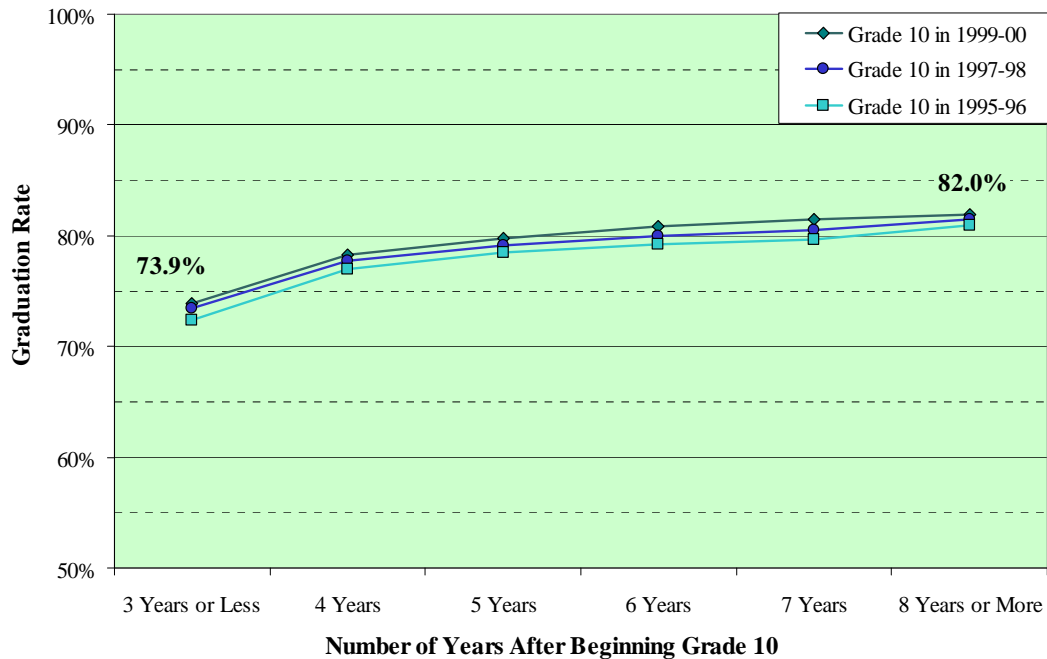
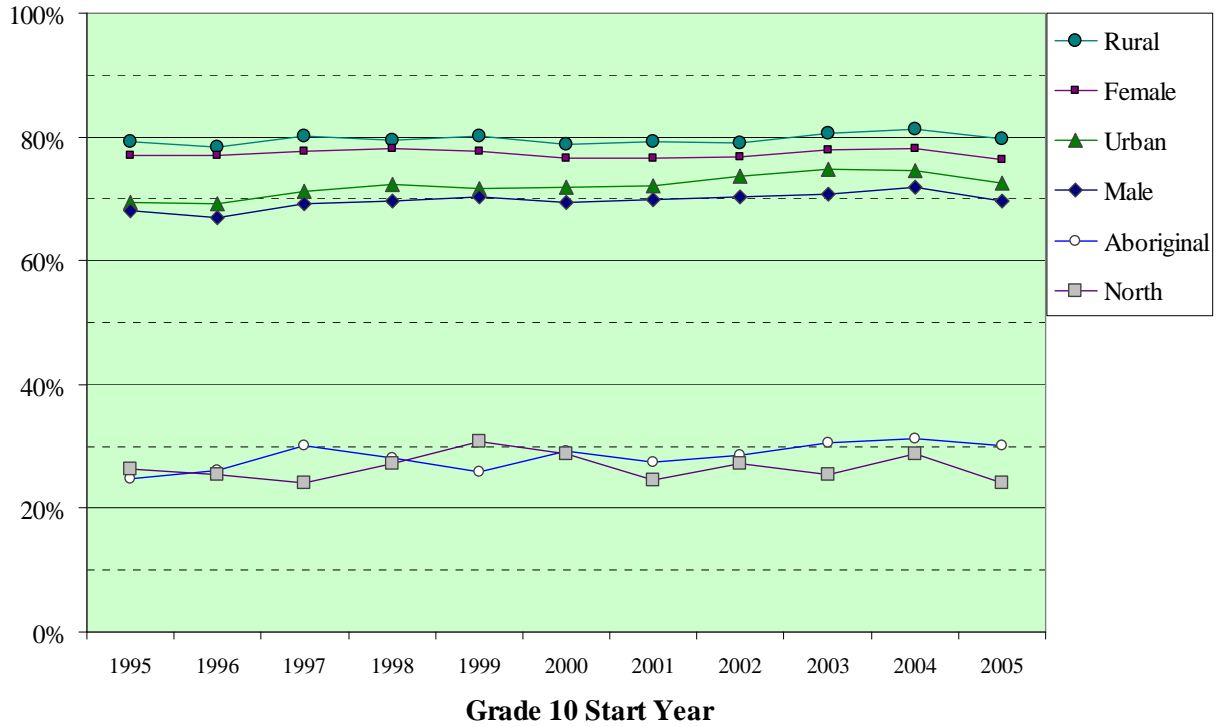


Figure 42c: Percentage of Saskatchewan Students Completing Grade 12 in 3 Years or less after Beginning Grade 10, by Student Category, 1995-96 to 2005-06 Grade 10 Cohorts



Note: Data includes enrolments in all schools (provincially-funded, First Nations, independent). Does not include students in the Functional Integrated program and students who transferred to another province/country. Students included in the Grade 10 cohort are those who are enrolled in Grade 10 for the first time and are registered in 2 or more courses. Completions are considered to be any student who graduates in a Saskatchewan school through the 24 credit, Adult Secondary, or Alternative Education programs.

Urban enrolments include students attending school in any of the 13 cities in Saskatchewan. North includes students attending school in the Northern Region of Saskatchewan. Rural includes enrolments in all other schools.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

*How persistent are Aboriginal students in completing Grade 12?***PROVINCIAL CORE
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Persistence is demonstrated when students remain in school, no matter which school system they attend. Students can pursue schooling in independent, provincially- or federally-funded school systems in Saskatchewan. In fact, many students will move between systems during their school years. When students enrol at any school in the province, they may self-declare their Aboriginal descent. An Aboriginal student may be Métis, treaty/registered (status) Indian, non-status Indian, or Inuit.

Figure 43 shows that of all self-declared Aboriginal students who entered Grade 10 in 2000-01, by 2008, 55 percent had completed Grade 12, while 4.4 percent were still working towards their high school completion. These percentages are well below those of the overall Grade 10-12 population; however, a larger proportion persists to complete Grade 12 after their typical graduation year than the provincial average. Of the self-declared Aboriginal students who entered Grade 10 in 2005-06, 58.3 percent of those students were still enrolled after the 2007-08 school year; a higher proportion than the Saskatchewan average of 21.9 percent.

While the rates fluctuate, there is an improvement in the percentages of Aboriginal students who complete within the typical 3-year period, from 25 to 30 percent, and the percentages that complete in additional years, from 49 to 55 percent.

PROVINCIAL CORE INDICATOR

Figure 43: Percentage of Saskatchewan Self-Declared Aboriginal Students Completing Grade 12 by Years after Starting Grade 10, 1995-96 to 2005-06 Grade 10 Cohorts

Grade 10 Year	Years from Start of Grade 10 to High School Completion						Not Enrolled	Still Enrolled	Total Students
	3 or less	4	5	6	7	8 or more			
1995-96	24.8%	31.8%	36.4%	40.1%	43.0%	49.5%	48.3%	2.1%	749
1996-97	26.2%	35.0%	38.3%	39.7%	42.1%	48.5%	48.7%	2.8%	866
1997-98	30.0%	37.6%	41.4%	44.4%	46.5%	53.3%	43.0%	3.7%	889
1998-99	28.1%	36.3%	40.4%	44.5%	48.3%	53.3%	44.2%	2.4%	947
1999-00	25.8%	34.6%	41.0%	45.9%	48.4%	51.4%	44.6%	4.1%	1,010
2000-01	29.3%	40.0%	46.8%	51.2%	53.6%	55.0%	40.6%	4.4%	1,241
2001-02	27.4%	38.2%	44.4%	48.4%	50.3%		42.6%	7.0%	1,447
2002-03	28.6%	38.6%	45.7%	48.9%			37.9%	13.2%	1,787
2003-04	30.5%	39.7%	44.2%				33.3%	22.5%	2,041
2004-05	31.4%	40.6%					22.5%	36.9%	1,910
2005-06	30.1%						11.4%	58.3%	2,146

Note: Data includes enrolments in all schools (provincially funded, First Nations, independent). A student's Aboriginal status is identified through self-declaration. Not all Aboriginal students choose to self-declare and some schools do not provide opportunity to self-declare. Data does not include students in the Functional Integrated program and students who transferred to another province/country. Students in the Grade 10 cohort include those who are enrolled in Grade 10 for the first time and are registered in 2 or more courses. Completions are considered to be any student who graduates in a Saskatchewan school through the 24 credit, Adult Secondary, or Alternative Education program.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

Credit Accumulation and Graduation Trends

In Saskatchewan high schools, the type, range, and overall number of high school credits that students accumulate are important indicators of effectiveness. Not all students go on to post-secondary education or training; however, it is desirable that Grade 12 standing be the minimal education achieved by Saskatchewan youth. Youth who do not achieve Grade 12 standing are disadvantaged in terms of personal and economic life success.

How many students graduate from high school each year and how many credits do they earn?

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The vast majority of Grade 12 graduates obtain their certificate through the 24-credit policy; students earn a credit upon the successful completion of a Grade 10, 11, or 12 course. To graduate, students must have at least 5 of those 24 credits at the 30, or Grade 12, level. Students must also satisfy a core set of requirements to ensure they have developed a well-rounded skill set across a defined set of subject areas. Most students accumulate more than this minimum number of credits, preparing them with more skills and background knowledge to succeed in the pursuit of post-secondary options, the workplace, and in life.

There were 11,451 Grade 12 graduates in 2007-08; about 820 fewer than in the previous five years, and 237 fewer than the previous year (Figure 44b). A Grade 12 graduate accumulated an average of 27.4 Grade 10-12 credits including 9.8 Grade 12 credits. Rural high school students accumulated an average of 27.6 high school credits, including 10.1 Grade 12 credits – more than urban and northern students.

PROVINCIAL CORE INDICATOR

Figure 44a: Grade 12 Graduates and Average Credits, 1997-98 to 2007-08

	Graduates	Average Number of:	
		Grade 10-12 Credits	Grade 12 Credits
1997-98	11,850	28.1	9.6
1998-99	12,051	28.0	9.8
1999-00	12,540	27.9	9.9
2000-01	12,439	27.8	9.9
2001-02	12,341	27.8	9.9
2002-03	12,271	27.7	9.9
2003-04	11,957	27.8	9.9
2004-05	11,903	27.7	9.9
2005-06	11,948	27.7	9.9
2006-07	11,688	27.6	9.9
2007-08	11,451	27.4	9.8

Figure 44b: Grade 12 Graduates and Average Credits by Location, 2007-08,

For 2007-08:	Graduates	Average Number of:	
		Grade 10-12 Credits	Grade 12 Credits
Rural	4,409	27.6	10.1
Urban	6,744	27.3	9.7
North	276	25.5	8.5
Province	11,451	27.4	9.8

Note: Numbers in this table may differ slightly from those reported previously due to ongoing maintenance and updating of the Student Data System. The total number of graduates for the province includes students arriving from or completing in schools outside the province whose programs meet the requirements of the Saskatchewan curriculum. The provincial total also corrects for “double counting” which may occur when a student takes courses from more than one school type (e.g. rural and urban). Distance learning graduates (15 in 2007-08) are included in the provincial average.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division. Urban enrolments include students attending school in any of the 13 cities in Saskatchewan. North includes students attending school in the Northern Region of Saskatchewan. Rural includes enrolments in all other schools.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

On average, how many high school credits does a Saskatchewan student earn in a year?

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High school credits represent successful completion of Grade 10-12 courses and mark important steps in fulfilling requirements toward Grade 12 graduation. Equally as important, the number and range of credits that a secondary student accumulates can signify both better use of the opportunities a high school provides, and wider choices after graduation. The 10-year provincial average of Grade 10-12 credits earned per student per school year is 7.9; however, in 2007-08 the average was 7.8. Average Grade 10-12 credits earned by females have declined from 8.3 in 1997-98 to 7.9 in 2007-08. Average Grade 10-12 credits earned by males has been consistently below average credits earned by females; credits earned by males have been 7.8 since 2003-04, and was 7.7 in 2007-08. (Figure 45a)

Consistently, average Grade 10-12 credits in any given year are higher in rural areas than in both urban and northern areas, and have decreased from 8.4 to 8.0 over the past 10 years. Average credits earned by students in urban areas have consistently been below the provincial average and have been 7.4 or 7.5 since 2001-02. Average credits earned by students in the north vary more year-over-year and are significantly below both urban and rural averages. In 2007-08, the average rural high school student attained almost 3 more credits per year than the average northern student.

PROVINCIAL CORE INDICATOR

Figure 45a: Provincial Average Grade 10-12 Credits per Year by Gender, 1997-98 to 2007-08

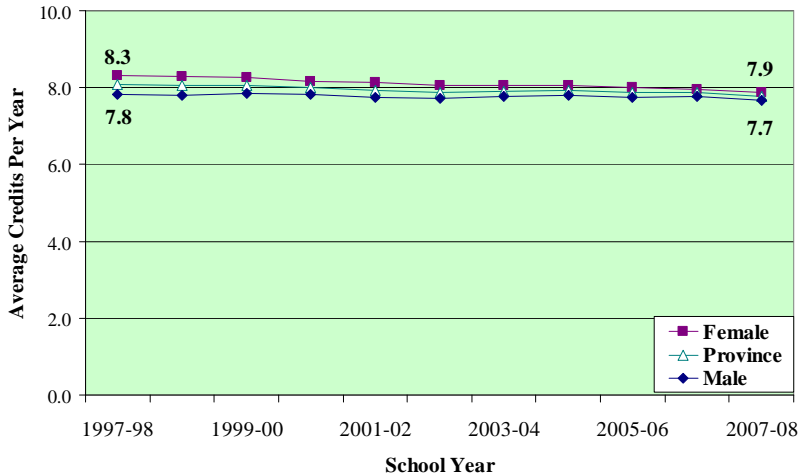


Figure 45b: Provincial Average Grade 10-12 Credits per Year by Location, 1997-98 to 2007-08

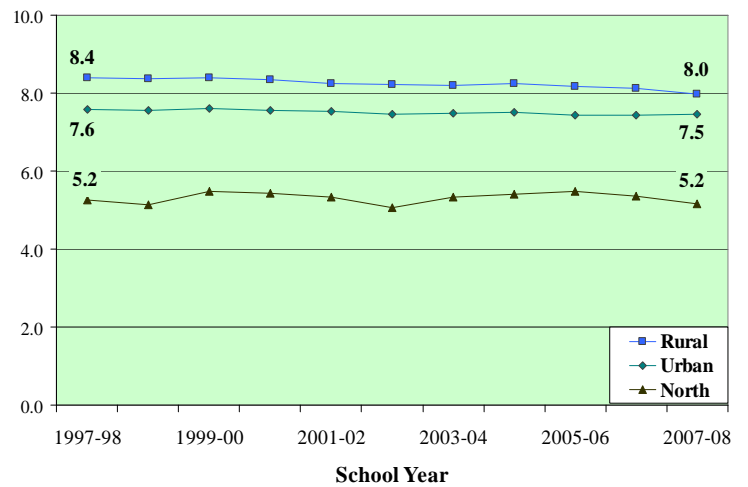
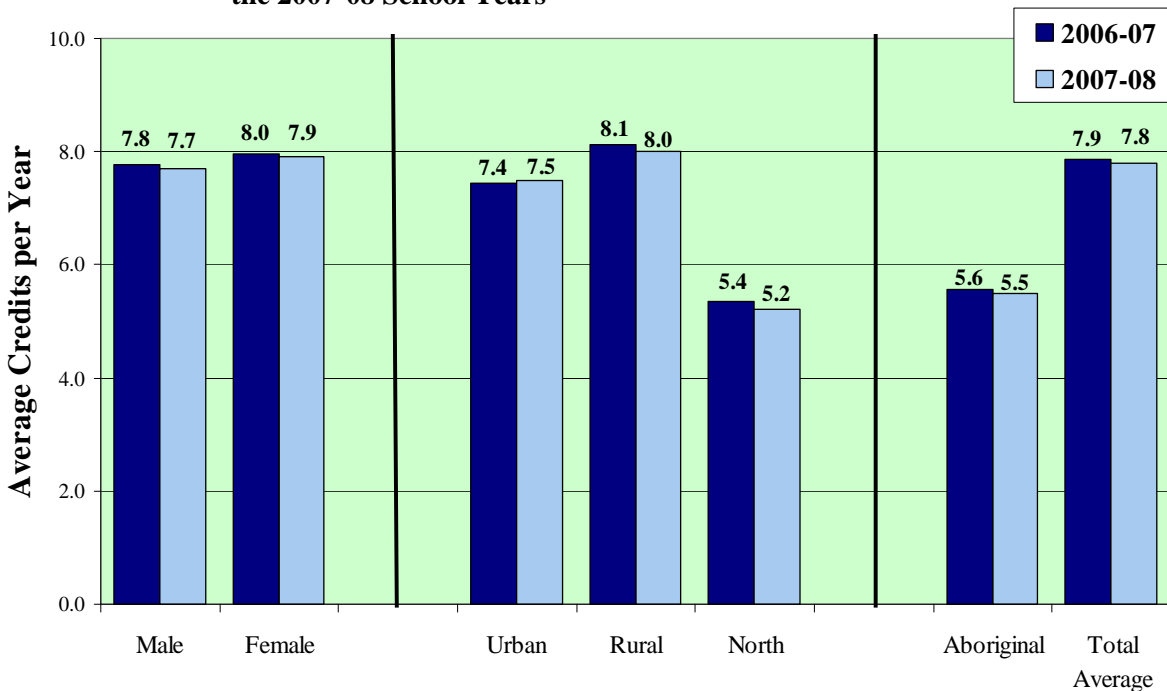


Figure 45c: Provincial Average Credits, by Student Characteristic, 2006-07 and the 2007-08 School Years



Note: This data includes all students taking Grade 10-12 credit classes, not only graduates. Average credits per year are calculated using data for all students registered on the Student Data System from all schools including distance learning, independent and First Nations schools, provides students have received a mark in two subjects. Numbers shown in these charts may differ slightly from those in previous Indicators reports due to ongoing updating of the Student Data System.

Urban enrolments include students attending school in any of the 13 cities in Saskatchewan. North includes students attending school in the Northern Region of Saskatchewan. Rural includes enrolments in all other schools.

Source: Ministry of Education. (2008). *Student Data System*. Regina, SK

What proportion of 19-year-olds has dropped out of high school?

Completing high school is essential to the future success of Saskatchewan's youth. Figure 46a shows the distribution of high school students who were 15-years-old in December 1999 and whether they had graduated, dropped out, or were continuing with school when they were 19-years-old, as of December 2003. The graduation rate in Saskatchewan for both genders is higher than the overall Canadian average. Females have lower dropout rates than males in both Canada and Saskatchewan; however, more 19-year-old males, who have not graduated or dropped out, persist to complete Grade 12. Females in Saskatchewan have a higher dropout rate than the Canadian average for females; this contrasts with Saskatchewan males who have a lower dropout rate than the Canadian average for males.

Males in all provinces across Canada have higher dropout rates than females. Saskatchewan has the smallest difference in dropout rates between genders at 0.2 percent. The highest male dropout rate is 14.4 percent in Quebec, and the highest dropout rate for females is 7.5 percent in Manitoba.

Figure 46a: High School Dropout Rates at Age 19, by Gender, Canada and the Provinces, 2003

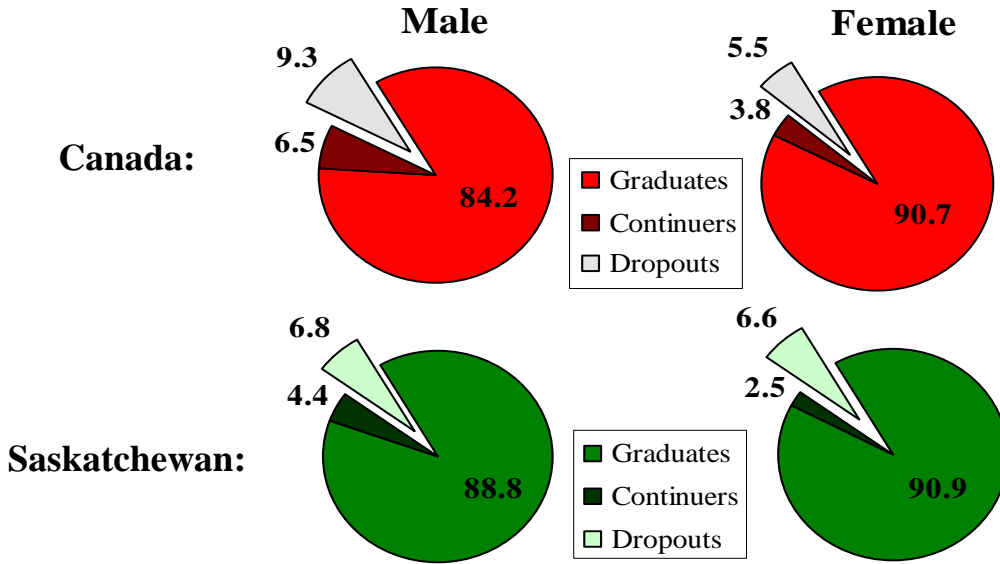
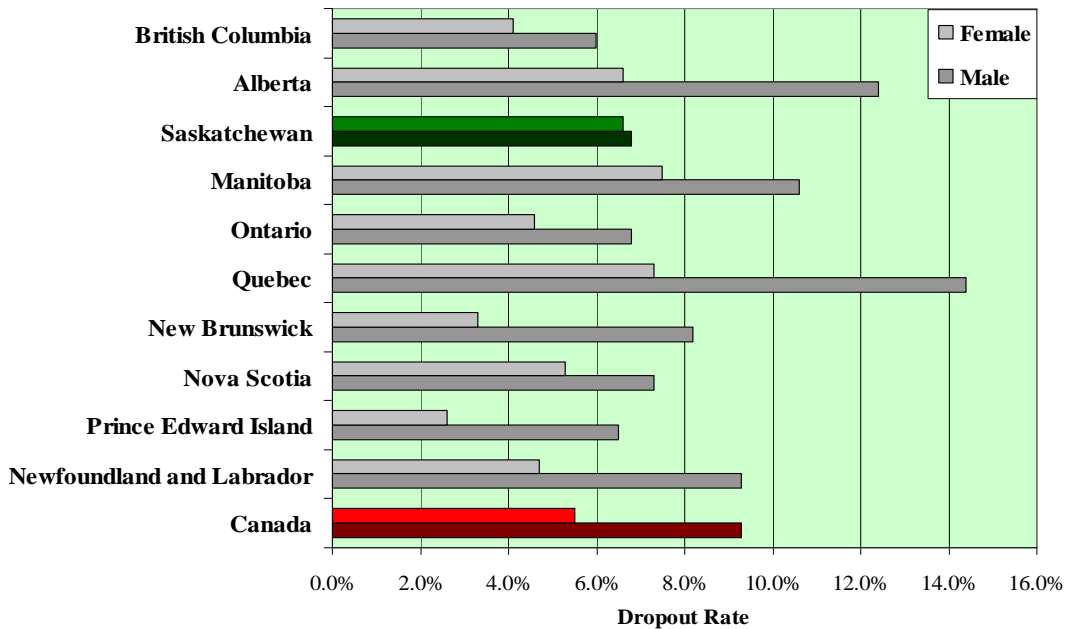


Figure 46b: Provincial Dropout Rates by Gender, 2003



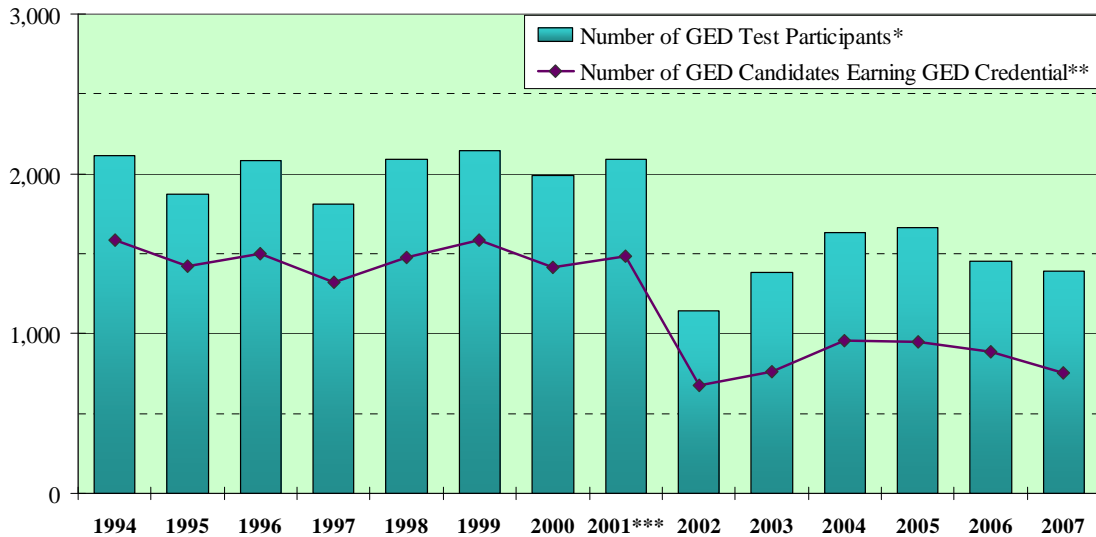
Note: Continuers refer to those who are still attending school but take longer than normally expected to graduate. The Youth in Transition Survey collected data from a cohort of 15-year-olds in 1999 and surveyed that same cohort biannually. The above information relates to the educational status of that cohort in December 2003, when they were 19 years old. The Youth in Transition Survey sampling methodology yields less reliable data for dropout rates in the Atlantic provinces.

Source: Statistics Canada. (2008). *A first look at provincial differences in educational pathways from high school to college and university, 2007 – (Table 1)*. Catalogue no. 81-004-XIE2007002.

How many Saskatchewan residents participate in the General Educational Development (GED) test and how do they perform?

Significant numbers of Saskatchewan residents who have not completed high school will participate in the General Educational Development (GED) Testing Program to obtain a Grade 12 equivalency credential. The number of those earning the GED credential averaged almost 1,500 annually over the period 1994-2001. This number has fallen by 49 percent over the period 2001-2007, and the total number of participants has fallen by an average of 33 percent over the same period. These two factors combined produce a decline in the overall GED success rate to 54 percent in 2007. Throughout the period 1994-2001, the annual success rates were consistently above 70 percent (Figure 47).

Figure 47: General Educational Development (GED) Test Participation in Saskatchewan, 1994 to 2007



Note: *Includes those who wrote at least one of the five GED tests during the year whether or not they passed, had completed all of five GED tests, or had test scores pending.
 **Includes those who met the passing score requirements and earned GED credential.
 ***Annual test results for the years 2001 and prior were reported on a year ending in August, while test results for 2002 and beyond are reported on a calendar year. The results for 2001 do not include the 1,181 who wrote and 769 who completed the GED during the period September to December 2001.

Source: Ministry of Education. (2008). *Advanced Education, Employment, and Labour*. Regina, SK

Career and Post-Secondary Transitions

After completing high school, Saskatchewan youth have several options in their transition to the labour force. Some youth obtain employment immediately, and others further their academic and technical skills in preparation for future opportunities. This section focuses on the transitions of students from high school into post-secondary studies and the workforce.

How is the PreK-12 education system in Saskatchewan preparing children and youth for post-graduation?

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An important function for the Saskatchewan education system is to ensure that graduates are prepared to meet the challenges of the labour market, and are able to use the skills and knowledge that they have acquired. One way of accomplishing this goal is to offer career education classes to all middle-years students (Grades 6-9).

Career education classes teach students the real-world significance of the subjects they learn, enabling them to make informed choices about high school and post-secondary education classes. Figure 48 shows the proportion of middle-years students who receive career education classes in the province.

In the 2007-08 school year, 28.9 percent or 16,709 middle-year students received career education instruction. This is lower, both in proportion of the population and number of students, when compared to the previous school year. About 20 percent fewer students received career education instruction in 2007-08 than in 2006-07. In 2007-08, the highest proportion of students receiving career education instruction was in Grade 7 at 37.8 percent and the lowest was in Grade 9 at 15.4 percent.

PROVINCIAL CORE INDICATOR

Figure 48: Middle-Years Students Receiving Career Development Instruction, 2006-07 and 2007-08

	2006-07		2007-08	
	Number	Percentage	Number	Percentage
Grade 6	6,209	46.5%	3,809	27.7%
Grade 7	8,041	57.4%	5,278	37.8%
Grade 8	8,457	58.4%	5,228	36.0%
Grade 9	5,091	33.0%	2,394	15.4%
Total	27,798	48.5%	16,709	28.9%

Note: Data was collected from individual Educator Profiles, with adjustments to enhance uniformity of comparison.

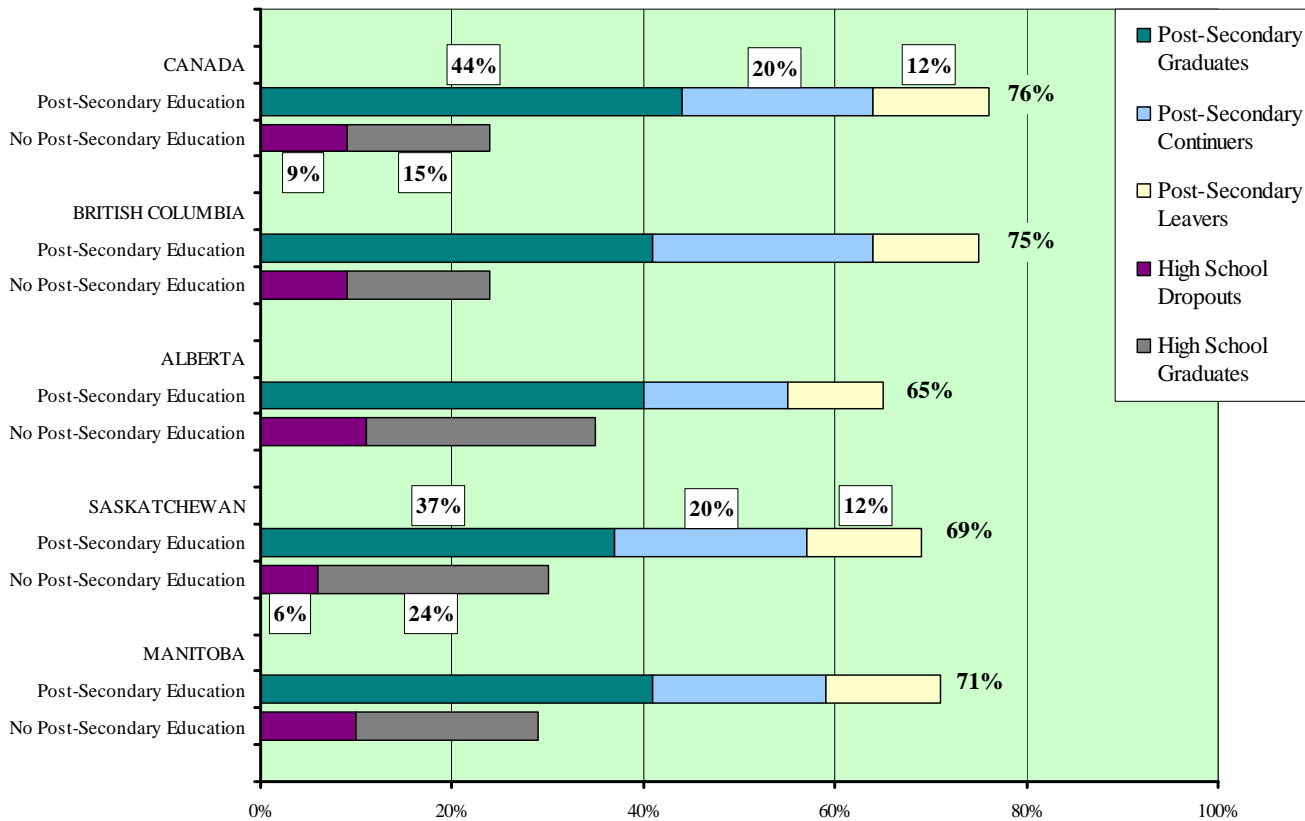
Source: Ministry of Education. (2008). *Teacher Records Data*. Regina, SK

What do Saskatchewan students do after high school?

Although the majority of students intend to continue their education after high school, not all do so within the first few years after graduating from Grade 12. Youth have many options in terms of their education: they can finish their Grade 12 or dropout of high school. They could enter the workforce, or they may choose to further their education by enrolling in post-secondary studies, and either complete a degree or dropout.

Figure 49 shows the proportion of students between the ages of 18 and 20 who had not graduated from high school in December 1999, and their educational status 4 years later. In December 2003, 69 percent of the 22- to 24-year-olds in Saskatchewan were currently attending, or had once attended a post-secondary education institution, whether they had graduated or discontinued. In Saskatchewan, 37 percent had graduated from their post-secondary education program, which is below the Canadian average of 44 percent. About 24 percent of all 22- to 24-year-olds had graduated from high school, but had not begun a post-secondary education program, while only 6 percent had dropped out of high school, the lowest rate of the western provinces.

Figure 49: Education Status of Non-Graduated Aged 18 to 20 Students in December 1999, Education Status as of December 2003, now aged 22-24, Canada and Western Provinces



Note: Province refers to the location where the individual was last in high school. Canadian data includes data from all provinces but not from the territories. Collège d'enseignement général et professionnel (CEGEP) in Quebec is included in post-secondary statistics, which influences the Canadian results.

Source: Human Resources and Skills Development Canada and Statistics Canada. (2008). *Follow-up on Education and Labour Market Pathways of Young Canadians Aged 18 to 20 – Results from YITS Cycle 3*. Ottawa, ON

Accountability and Governance

Accountability is an ongoing and transparent cycle of planning, monitoring, and reporting to advance priorities and improve outcomes. Here in Saskatchewan, school divisions develop multi-year strategic plans that outline goals, actions, and outcome measures used to advance provincial priorities in education. This cycle allows for operational alignment among the province, school divisions, and schools. The ongoing monitoring of actions and outcome measures helps provide direction and gives school divisions the ability to openly inform the public of progress and accomplishments made in relation to the strategic plan.

In this section, indicators are organized under these headings:

- Educational budgets and expenditures
- Enrolments and governance structures
- Professional and administrative profiles

Educational Budgets and Expenditures

A key role for the Ministry of Education in a responsive and accountable education system is developing and maintaining an equitable, transparent, and understandable financing system. The ministry also supports system-wide public accountability practices through the Continuous Improvement Framework.

Gauging and comparing funding support for education requires the consideration of multiple measures. Some of these include the growth of the economy, demographic changes that necessitate the building of new facilities, remuneration of educators, commitment of resources to implement curricular and technological initiatives, and competing demands for public funds. In this section, expenditure figures are shown using a variety of ratios and comparators to gauge public financial commitment to education.

How much of the provincial budget is spent on education?

Each year the provincial government allocates a certain percentage of its budget toward education in Saskatchewan. Figure 50 reflects fiscal changes of provincial government ministries and corresponding changes in financial reporting.

The percentage of the actual provincial budget spent on the PreK-12 education was 11.86 percent in 2006-07 and 11.21 percent in 2007-08. In 2007-08, the provincial commitment to education was about \$960 million, and was over budget by almost \$15 million, or 1.56 percent. From 2006-07 to 2007-08, the amount spent on education decreased by just under \$19 million.

Figure 50: Provincial Budget Expenditures, by Category, 2007 and 2008 Fiscal Years

Category	2006-07 Actual		2007-08 Budget	2007-08 Actual	
	\$1000's	% of Total		\$1000's	% of Total
Agriculture and Environment	564,146	6.84%	480,833	477,118	5.57%
Debt Service	538,303	6.53%	560,000	528,185	6.17%
*Learning/Education	978,090	11.86%	944,987	959,951	11.21%
Finance	258,964	3.14%	287,348	284,463	3.32%
Health	3,202,965	38.85%	3,446,123	3,504,333	40.92%
Highways and Infrastructure	311,508	3.78%	348,664	360,226	4.21%
Justice and Attorney General	237,622	2.88%	126,745	129,189	1.51%
Corrections, Public Safety and Policing	163,078	1.98%	261,068	305,417	3.57%
Municipal and Northern Affairs, and First Nation and Metis Relations	272,727	3.31%	291,342	285,829	3.34%
Advanced Education, Employment and Labour	704,783	8.55%	686,181	685,163	8.00%
Other	1,013,066	12.29%	916,439	1,044,402	12.19%
Total	8,245,252	100.00%	8,349,730	8,564,276	100.00%

Note: *In 2008, the name Saskatchewan Learning was changed to the Ministry of Education. Columns may not total properly due to rounding. Numbers are for the fiscal year (April 1 to March 31).

Source: Ministry of Finance. (2008). *Public Accounts, Volume 1: Main Financial Statements*. Regina, SK

What is the status of Saskatchewan's school infrastructure?

There were 654 provincially-funded schools in 2007-08, of which 69 percent were almost 40 years old (built before 1970). These schools were built without consideration of energy or environmental costs. To replace all the schools built before 1970 would cost an estimated \$6.2 billion; however, new buildings would have a 25-30 percent energy savings. New designs and building layouts would allow facilities for new programs, such as prekindergarten, daycare, and special education, to be incorporated into Saskatchewan schools (Figure 51).

Figure 51: Estimated Age of Provincially-Funded School Facilities, 2008

Year of School Construction	Number of Schools	Percent of School Facilities	Cumulative Percent
Before 1950	99	15.1%	15.1%
1950-59	136	20.8%	35.9%
1960-69	217	33.2%	69.1%
1970-79	121	18.5%	87.6%
1980-92	45	6.9%	94.5%
1993-99	12	1.8%	96.3%
2000-05	24	3.7%	100.0%
Total	654	100.0%	

Note: Data includes school facilities that provide instruction to provincially-funded students. This is not comparable to Figure 27 which includes all schools in Saskatchewan.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

What are Saskatchewan school division expenditures?

School divisions in Saskatchewan are responsible for funds received from the government and taxpayers. Changes in the spending patterns of school divisions show the evolving needs of the system and allow for more accurate future planning.

Beginning in 2006, financial reporting for school divisions changed from a calendar year to a fiscal year running September 1st to August 31st. In the 2006-07 fiscal year, Saskatchewan school divisions spent over \$1.4 billion in operating and capital costs, about \$59 million more than in the 2005 calendar year. About 75 percent of these costs were allocated to instruction. Instruction includes teacher salaries, and books and supplies, such as science and physical education equipment. The second largest category of expenditure was plant operations at 11.5 percent, which includes maintenance and operation of school buildings. The third largest expense, representing 6 percent of the total expenditure, was student transportation.

In the past 30 years, the percentage of division expenditures dedicated to instruction has seen a gradual overall increase, accompanied by decreased proportional allocations to student transportation (Figure 52a).

Figure 52a: Selected Educational Expenditures as a Percentage of Total School Division Expenditures, 1970 to 2007

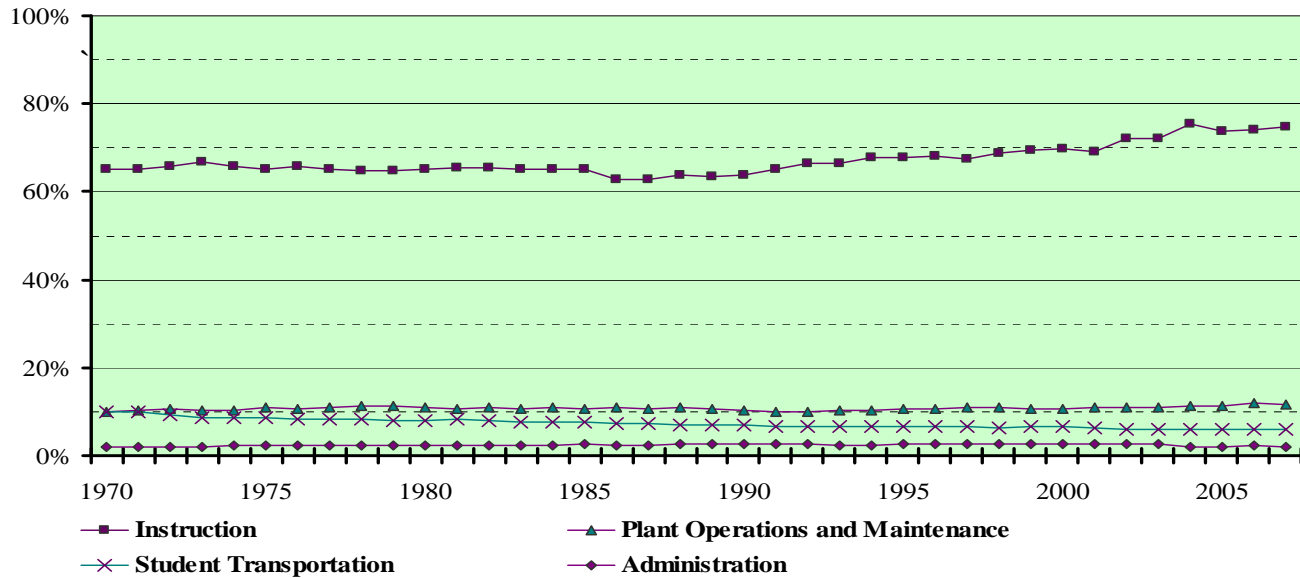


Figure 52b: School Division Expenditures, as a Percentage of Total Expenditure, 2005 and 2006-07

Operational Expenditures*	12 Months beginning January 2005		12 Months beginning September 2006	
	\$	%	\$	%
Instruction	993,351,042	73.8	1,052,672,310	74.9
Plant Operation and Maintenance	150,666,043	11.2	161,690,717	11.5
Student Transportation	80,092,446	6.0	84,057,535	6.0
Administration	27,383,143	2.0	27,022,504	1.9
Complementary Services **	21,147,807	1.6	23,916,214	1.7
External Services ***	22,196,680	1.6	24,421,932	1.7
Tuition and Related Fees	37,383,618	2.8	18,427,646	1.3
Governance	10,950,757	0.8	9,954,081	0.7
Interest and Banking Charges	2,620,600	0.2	2,982,377	0.2
Total	1,345,792,137	100.0	1,405,145,316	100.0

Note: Please note that the 2005 expenditures were for the calendar year and the 2006-07 expenditures were for the school (fiscal) year, running September 1st, 2006 to August 31st, 2007. Reporting changed from an annual to fiscal year basis in 2006. Columns may not total exactly due to rounding.

* These expenditures represent the total expenses incurred by the school divisions in the Operating Fund.

** In the 2004 school year, the Saskatchewan Association of School Business Officials Handbook included a group of accounts identified as "supplementary services"; however, effective 2005, this group of accounts was no longer used. For comparative purposes, the 2004 supplementary services were included in the complementary services category.

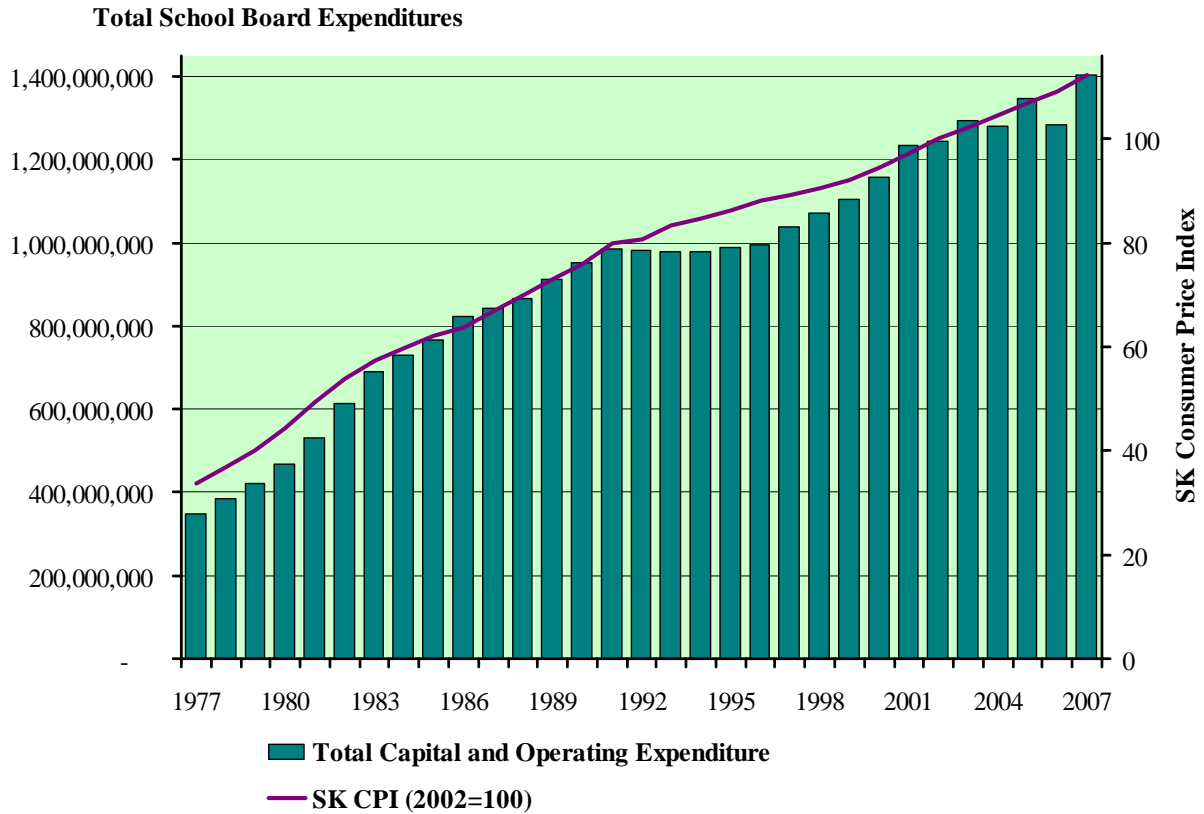
*** In the 2005 school year, the SASBO handbook introduced this group of accounts. In 2004, these expenditures were included in other categories.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

How have education expenditures changed over time?

The education system requires annual funding from the provincial government and local taxation to continue its activities. Figure 53 shows how school division expenditures have increased over the past 30 years, relative to the Saskatchewan Consumer Price Index (CPI). The base year for the CPI shown is 2002; therefore, the CPI line demonstrates the annual expenditures relative to the amount spent in 2002. During the mid-1980s to the early 1990s, education expenditures were roughly equivalent to the amount spent in 2002 when adjusted for inflation, and expenditures were lower during the mid to late 1990s. The 2002 CPI benchmark also shows that school division expenditures in 2007 exceed those in 1997, when adjusted for inflation.

Figure 53: Total Education Expenditures by Saskatchewan School Divisions, 1977 to 2007



Note: In 2006 reporting changed from calendar to fiscal year. The 2006 expenditure was grossed up to estimate a full 12 months; however, this amount may be underestimated due to lower spending of school divisions early in the calendar year.
 School Board Operating expenditures are calculated by taking total expenditures and subtracting Supplementary Revenue, Other Revenue, Contributions to Long Term Debt, Contributions to Capital, Provision for Reserves, and Tuition Revenues.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK
 Saskatchewan Bureau of Statistics. (2008). *Consumer Price Index: Annual Averages and Percent Changes*.

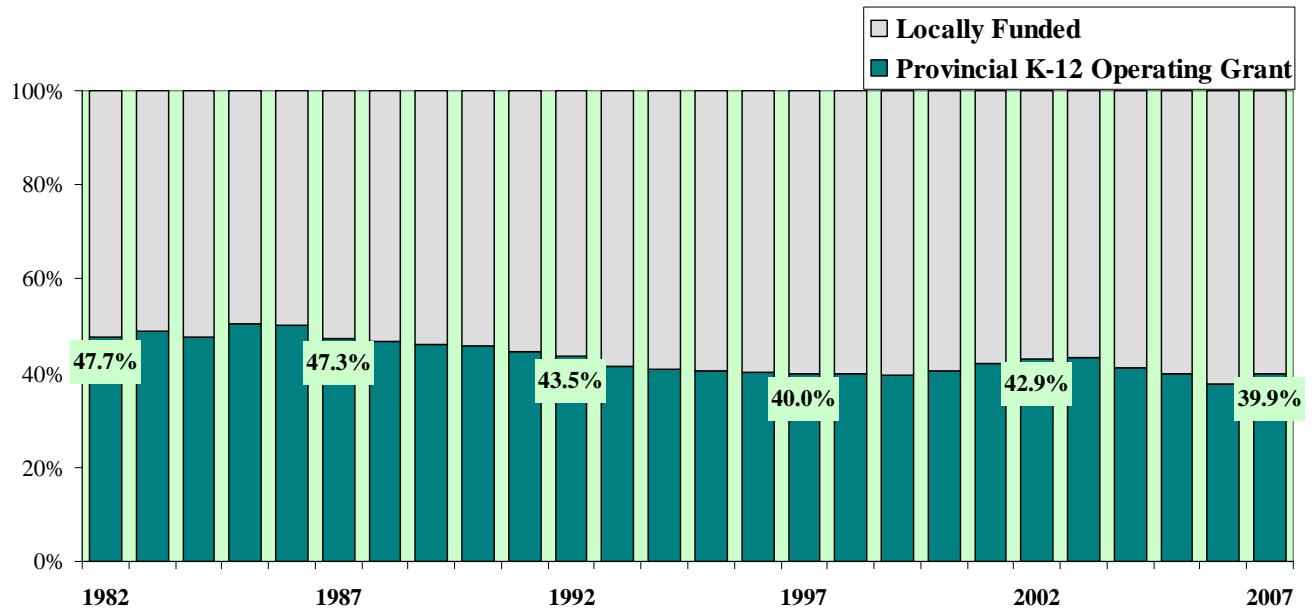
What percentage of school board expenditures comes from the provincial K-12 Operating Grant?

School board expenditures are funded either locally, from sources such as property taxes, or provincially, from the K-12 Operating Grant. Figure 54 shows the proportion of school board expenditures that was funded by each source since 1982.

In the 2006-07 school fiscal year, \$542 million was distributed to school divisions through the provincial K-12 Operating Grant. Considering inflation, this amount is almost 5 percent higher than the \$255 million granted in 1982.

Since 1985, when the K-12 Operating Grant represented a high of 50.4 percent of total school division operating expenditures, the grant has increased by \$206 million, but only represented 39.9 percent of expenditures in 2006-07.

Figure 54: Provincial K-12 Operating Grant as a Percentage of School Division Expenditures, 1982 to 2007



Notes: The K-12 Operating Grant is calculated on a calendar year basis.
 Does not include funding for the provincially-funded Education Property Tax Credit.
 The 2003 K-12 Operating Grant amount is based on Budget Day estimates and includes Special Warrants of \$6.9 million for teachers' salaries.
 The 2002 K-12 Operating Grant amount includes Special Warrants of \$9.2 million for teachers' salaries.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK
 Saskatchewan Bureau of Statistics. (2008). *Consumer Price Index: Annual Averages and Percent Changes*.

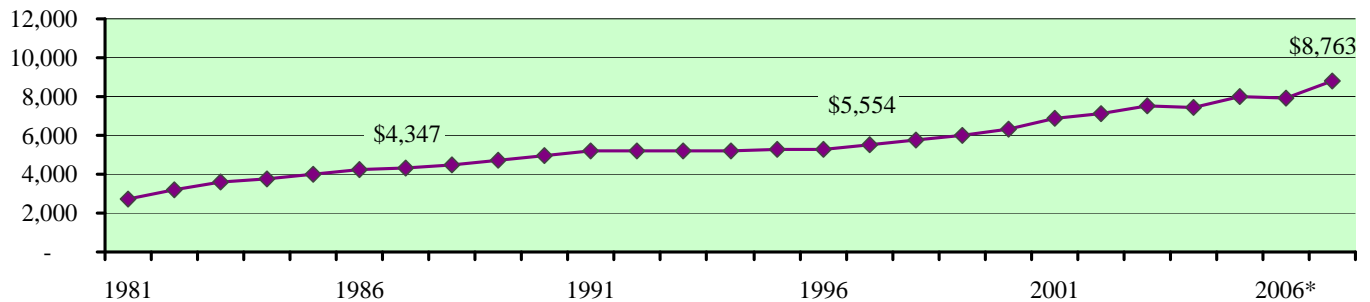
What are Saskatchewan's per student expenditures on education?

PROVINCIAL CORE
INDICATOR

The per student expenditure by school divisions shows the average cost of the resources required to educate a student for one school year. The cost of education is influenced by many factors including inflation, public sector bargaining, negotiated wage settlements for teachers, transportation of students, capital costs, increasing diversity and depth of student needs, and difficulties in achieving economies of scale in small schools serving small, dispersed populations.

Historically, Saskatchewan has had lower total expenditures per student than the Canadian average per student expenditure. The average Saskatchewan per student expenditure on education for 2007 year was \$8,763. After remaining fairly constant during the first half of the 1990s, the amount spent per full-time-equivalent student has increased about 58 percent since 1997, higher than the 26 percent inflation during these 10 years.

Per student expenditures on education were higher in northern and rural/urban areas than in the two major urban areas (Saskatoon and Regina) over the 2004-2007 period. The great distances in the north, the harsh climate, and the widely dispersed student population increases the cost of education. Education expenditure in rural areas is affected by the need to transport students. Similarly, the costs to operate a number of small schools and to transport both rural and urban Fransaskois students to these schools increase per student expenditures. Saskatoon and Regina school divisions, in comparison, can realize economies of scale, which tend to reduce costs (Figure 55b).

PROVINCIAL CORE INDICATOR
Figure 55a: Per Student Expenditure on Education, Saskatchewan, 1981 to 2007

Figure 55b: Per Student Expenditure on Education, by School Division Classification, 2004 to 2007

	2004	2005	2006-06*	2006-07
Saskatoon/Regina	\$6,550	\$6,960	\$7,067	\$7,959
North	\$10,678	\$11,088	\$10,354	\$10,792
Francophone	\$14,133	\$14,243	\$13,344	\$16,055
Rural/Urban	\$7,797	\$8,495	\$8,347	\$9,122
Province	\$7,433	\$8,002	\$7,934	\$8,763

Figure 55c: Administrative and Instructional Costs per Student, 2004 to 2007

	Administration	Instruction	FTE Students	Administration costs per student	Instruction costs per student
2004	\$24,253,450	\$963,773,468	164,716	\$147.24	\$5,851.12
2005	\$26,287,009	\$993,351,042	160,984	\$163.29	\$6,170.50
2006*	\$28,522,957	\$953,509,345	157,105	\$181.55	\$6,069.25
2006-07	\$26,408,146	\$1,052,672,310	159,109	\$165.98	\$6,616.05

Note: These numbers are calculated by dividing the calendar year school board expenditures by the school year's full-time-equivalent student enrolment (e.g., the 2004 numbers represent the 2005 calendar year expenditures divided by the full-time equivalent student enrolment for September 30, 2004).

Data in this figure are derived from information reported for the entire school division. Urban and rural classifications are based on the categorization of the school divisions.

*In 2006, the reporting structure was changed from calendar to fiscal year. The 2006-06 year ran from Jan-Aug 2006, and expenditures have been grossed up to estimate a full year; however, they may be underestimated due to a lower amount of spending occurring during these months.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

Enrolments and Governance Structures

Saskatchewan's education system is large and complex. It is comprised of students, teachers, administrative and support staff, locally-elected boards, professional associations, communities, families, and the provincial government. All share the common goal of ensuring the highest quality of education possible for the province's youth.

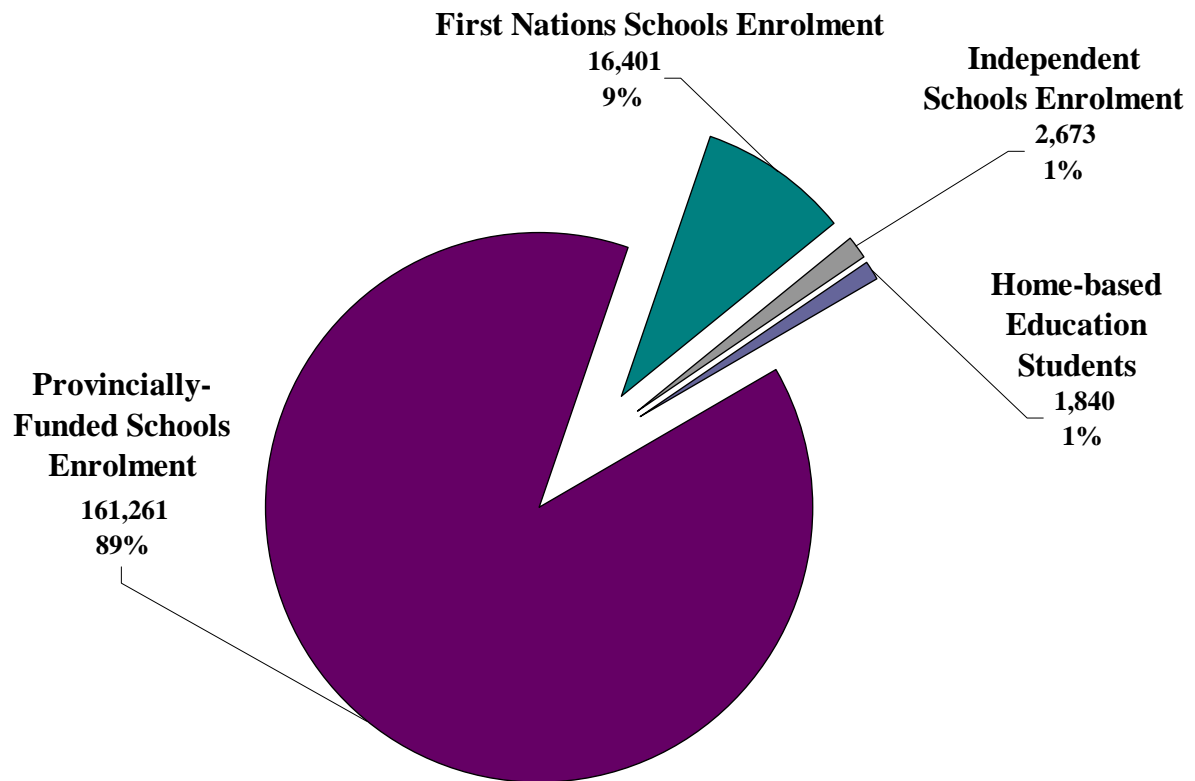
The Saskatchewan PreK-12 school system refers to all provincially-funded schools, First Nations schools, independent schools, home-based education, and any other institutions that provide education to Saskatchewan students.

Where do Saskatchewan students receive their elementary and secondary education?

Although the large majority of children and youth attend provincially-funded schools, there are many other avenues in which to educate children. Some parents and guardians may register their child in a First Nations school, or an independent school, or may facilitate their child's learning through home-based education.

In the 2007-08 school year, there were 182,179 children and youth aged 5-17 attending school in Saskatchewan. Figure 56 provides an overview of numbers of children and youth pursuing their education at different institutions. About 89 percent of elementary/secondary students attended provincially-funded schools in 2007-08.

Figure 56: Number of Saskatchewan Children and Youth Receiving Education, by School Type, 2007-08



Note: Double counts may occur as student counts may occur at different times for different institutions. Student counts would include some children younger than five and some youth older than seventeen. Not all children and youth aged 5-17 may be included in the totals.

Sources: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK
 Ministry of Education. (2008). *Independent Schools Data*. Regina, SK
 Department of Indian and Northern Affairs Canada. (2008). *Unpublished Data*. Regina, SK

How have provincially-funded school enrolments changed in recent years?

During the 2007-08 school year, there were 161,261 Prekindergarten to Grade 12 students in Saskatchewan's provincially-funded education system. This is a decrease of 2,050 students or 1.3 percent from the previous school year. There are now over 31,000 fewer students since the 1997-98 school year, a decrease of 16.3 percent. The number of students in most areas of the province, the number attending separate schools, and the number attending public schools has declined during the last 10 years.

Since 1997, enrolments have declined almost 19 percent in public school divisions to 125,695, and by over 7.5 percent in separate school divisions to 34,454. Since inception in 1994-95, the Conseil des écoles fransaskoises (CEF) has increased student enrolments from 854 to 1,112.

Since 2004-05, overall enrolments have fallen over 8 percent in rural settings to 52,886, as classified by the school location. Enrolments have decreased by over 4 percent in urban settings to 103,255 over the same period, while enrolments remained relatively constant in the north (Figure 57b).

Figure 57a: Numbers of Students in Provincially-Funded Schools, by Type, by Location, 1991-92 to 2007-08

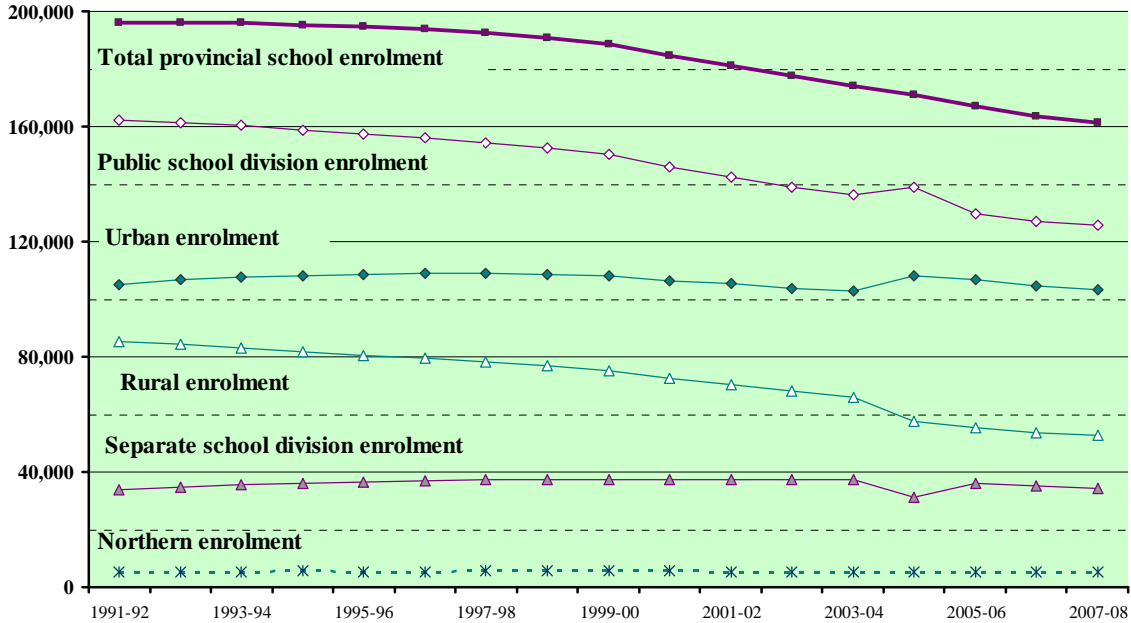


Figure 57b: Number of Students in Provincially-Funded Schools, by School Division Classification, by Location, 2004-05 to 2007-08

	School Year			
	2004-05	2005-06*	2006-07	2007-08
	Division Location			
Saskatoon/Regina	107,833	105,951	103,839	102,519
Rural/Urban	56,950	54,964	53,215	52,510
Northern	5,235	5,122	5,144	5,120
Francophone	1,034	1,095	1,113	1,112
Total	171,052	167,132	163,311	161,261
	School Location**			
Urban ***	108,065	106,650	104,497	103,255
Rural	57,752	55,360	53,670	52,886
North	5,235	5,122	5,144	5,120

Note: *The 2005-06 school year began with 79 school divisions. As of January 1st, 2006, amalgamations occurred, resulting in 28 school divisions.
 ** Data is categorized as rural or urban based on the predominant location of the school, rather than the classification of the school division.
 *** Urban schools are centers with populations over 4,000, including Battleford, Estevan, Humboldt, Kindersley, Lloydminster, Martensville, Meadow Lake, Melfort, Melville, Saskatoon, Regina, Prince Albert, North Battleford, Nipawin, Moose Jaw, Swift Current, Weyburn, and Yorkton.
 Some numbers are slightly different from those reported in previous indicators reports, because of late reporting, ongoing record maintenance, the inclusion of independent schools formally associated with provincially-funded school divisions, and school division restructuring.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK
 Ministry of Health. (2008). *Covered Population Report*. Regina, SK

How many students attend First Nations schools?

All students need a high quality education. Students who live on a reserve have the option to attend provincially-funded schools, private schools, or First Nations-controlled schools. Enrolments in First Nations schools are consistently increasing; this may be because of the unique programming available to students in these schools, or due to the increased school-aged population on reserves.

The number of K-12 students living on reserves increased from 17,336 in 1997-98 to 19,785 (including 95 attending private schools) in 2007-08 (Figure 58a). The percentage of on-reserve students attending First Nations schools has risen from 79 percent to 83 percent over the same 10-year time period. These increases have occurred most notably at the Grade 6 to Grade 12 levels, with an increase in Grade 12 students of 78 percent over the 10-year period. There have been no federally-controlled (residential) schools in Saskatchewan since 1997.

Figure 58a: Saskatchewan On-Reserve Student Population, by Type of School Attended, 1986-87 to 2007-08

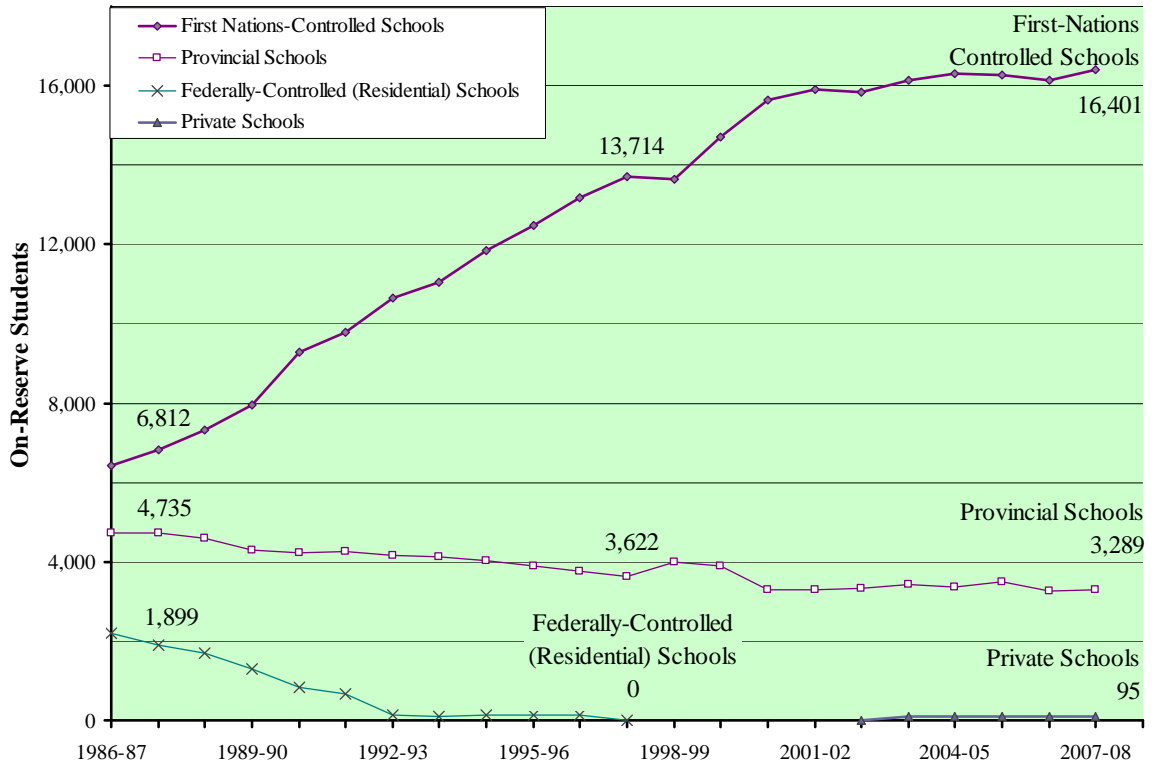


Figure 58b: Distribution of Saskatchewan On-Reserve Student Population, by Type of School Attended, 2002-03 to 2007-08

Year	First Nations-Controlled Schools	Provincially-Funded Schools	Private Schools
2002-03	82.6%	17.3%	0.1%
2003-04	82.1%	17.4%	0.6%
2004-05	82.5%	17.0%	0.6%
2005-06	81.9%	17.6%	0.5%
2006-07	82.7%	16.8%	0.5%
2007-08	82.9%	16.6%	0.5%

Source: Department of Indian and Northern Affairs Canada. (2008). *Unpublished Data*. Regina, SK

How have enrolments in First-Nations schools changed in recent years?

Enrolments in First Nations schools have become increasingly common, yet students' choices of school change as they progress through the grade levels. In 2007-08, the proportion of students living on-reserve who attended First Nations schools decreased from Kindergarten to elementary to middle to secondary levels. While the vast majority (95 percent) of Kindergarten students living on reserves attended First Nations schools, only 70 percent of high school students living on reserves attended First Nations schools.

The total on-reserve school enrolment in First Nation schools has been around 83 percent since 2000-01. Since the mid-1990s, the percentage of students living on reserves and enrolled in special or non-graded situations in a First Nations schools increased dramatically to 100 percent in 2006-07, and dropped to 96 percent in 2007-08 (Figure 59b).

Figure 59a: First Nations School Enrolments as a Percentage of the On-Reserve School-Age Population, by Grade Level, 1989-90 to 2007-08

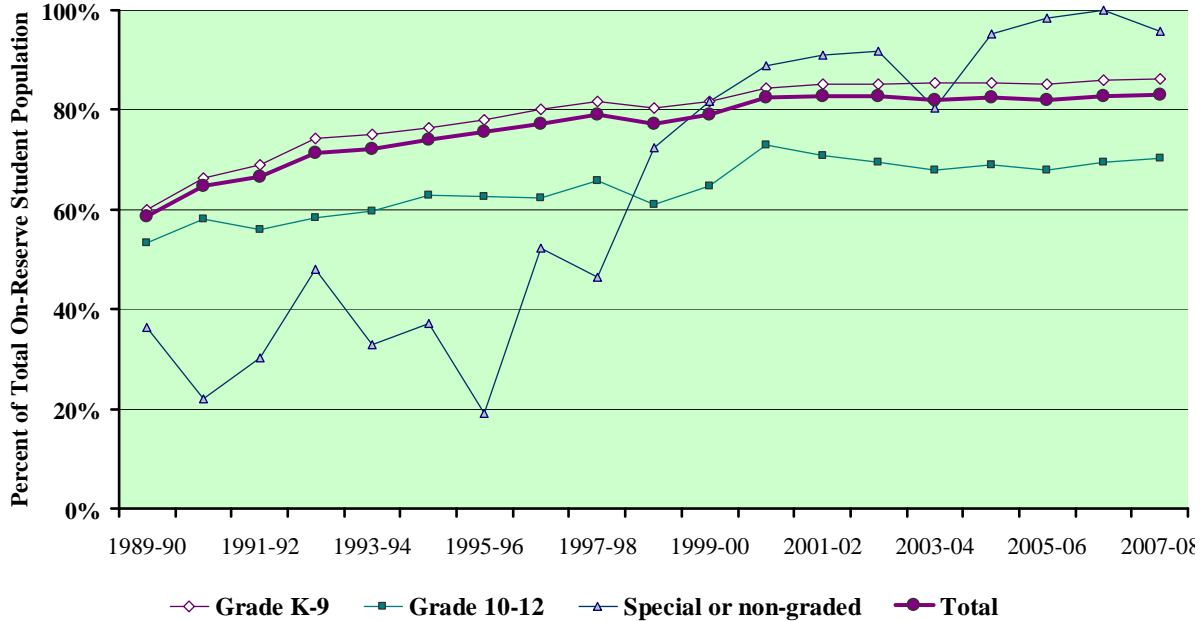


Figure 59b: First Nations School Enrolment, as a Percentage of On-Reserve School-Age Population, by Grade, 2007-08

	Total	Proportion in First Nations Schools
Kindergarten	2,514	95%
Elementary	7,320	87%
Grade 1	1,613	89%
Grade 2	1,443	89%
Grade 3	1,488	89%
Grade 4	1,406	85%
Grade 5	1,370	85%
Middle	5,858	81%
Grade 6	1,415	85%
Grade 7	1,452	83%
Grade 8	1,558	81%
Grade 9	1,433	74%
Secondary	4,069	70%
Grade 10	1,851	72%
Grade 11	1,137	68%
Grade 12	1,081	69%
Special or Non-Graded Situations	24	96%
Total	19,785	83%

Source: Department of Indian and Northern Affairs Canada. (2008). *Unpublished Data*. Regina, SK

What are the characteristics of the school divisions in Saskatchewan?

Figure 60a shows that the reduction in the number of school divisions from 79 in 2004-05 to 28 in 2007-08, was accompanied by a reduction in the proportion of divisions with small numbers of schools and in the proportion of the entire student population serviced by them.

Saskatchewan school divisions that have four or fewer schools make up 11 percent of the total number of school divisions and serve 1 percent of the student population. At the same time, 82 percent of the divisions have 8 or more schools, they serve almost all (98 percent) of the student population.

Figure 60a: School Divisions, by Number of Schools and Students, 2004-05 and 2007-08

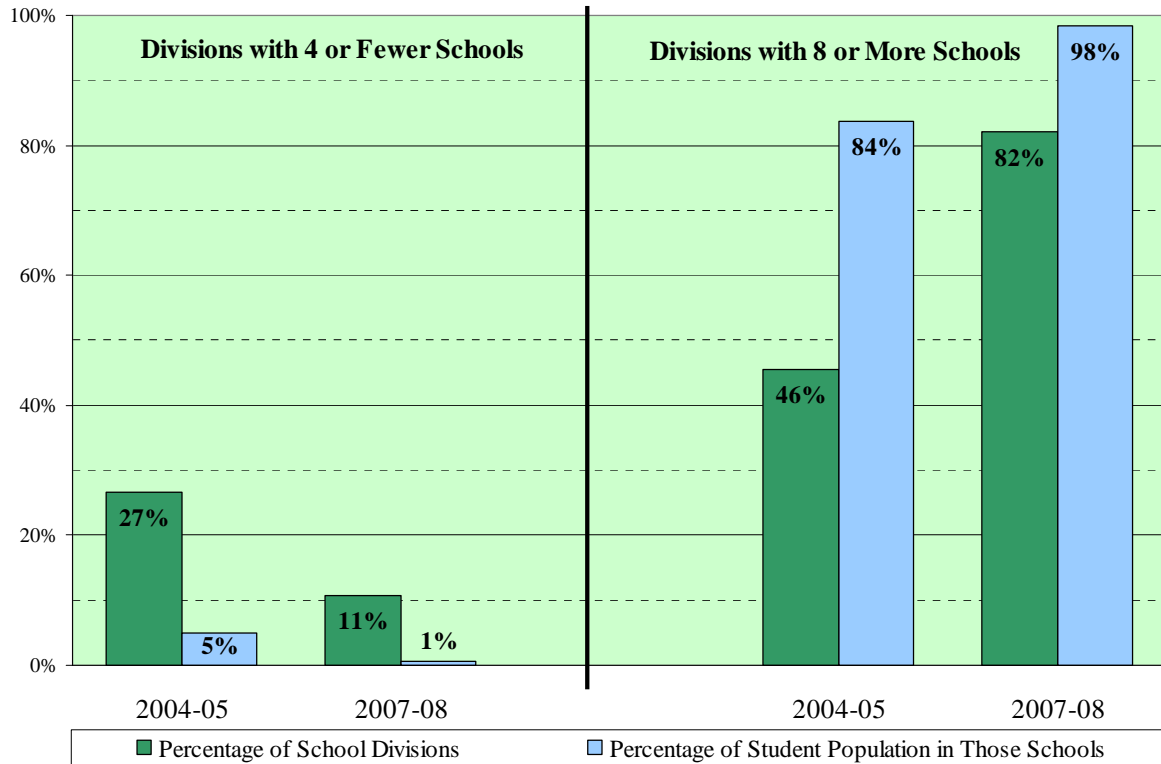


Figure 60b: School Divisions by Number of Schools and Student Enrolment

Category	2004-05		2007-08	
	Number of School Divisions	Total Student Enrolment in These School Divisions	Number of School Divisions	Total Student Enrolment in These School Divisions
0-1 Schools	11	2,295	2	568
2-4 Schools	10	6,182	1	430
5-7 Schools	22	19,537	2	1,584
8-10 Schools	15	25,346	5	10,082
11-15 Schools	11	22,303	1	1,112
More than 15 Schools	10	95,389	17	147,485
Total	79	171,052	28	161,261

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK

How does actual instructional time compare with scheduled time?

**PROVINCIAL CORE
INDICATOR**

There are multiple ways to consider time as an indicator of educational efficiency and effectiveness. *Policy time* as specified in core curriculum documents requires dedicated amounts of time for each subject and at each grade. Administrators usually determine the amount of *scheduled time* through the school timetable. However, teachers often find that the amount of *actual instructional time* is less, because of out-of-school experiences, school assemblies, professional development days, announcements, and special events. *Student-engaged time* refers to the amount of time that a student is directly on-task while learning. Figure 61 shows the amount of scheduled and actual instructional time in mathematics classrooms, as reported by teachers.

By policy, students in lower grades must dedicate more time (210 minutes per week minimum in Grade 5) than students in middle grades (200 minutes per week in Grade 8), and students in higher grades (100 hours per Math 20 course in Grade 11) to mathematics. However, only 75 percent of Grade 5 classrooms, 90.3 percent of Grade 8 classrooms, and 45.5 percent of Grade 11 mathematics classrooms have timetables that schedule this minimal amount of time.

From the point of view of teachers when calculating the actual instructional time available, only 46 percent of Grade 5, 63 percent of Grade 8, and 4.3% of Grade 11 mathematics classrooms are able to meet the ministry's policy requirements.

Large proportions of classrooms do not have sufficient instructional time available to meet even three quarters of the policy time requirement.

PROVINCIAL CORE INDICATOR

Figure 61a: Number and Proportion of Mathematics Classrooms, Scheduled Time, 2007

	Total Number of Classrooms	Classrooms that Schedule at least the Policy-Required Time	
		Number	Percentage
Grade 5	2568	1943	75.3%
Grade 8	1402	1266	90.3%
Math 20	633	288	45.5%

At the Grade 5 level, core curriculum policy requires a minimum of **210 minutes** of mathematics instruction per week.

Figure 61b: Number and Proportion of Mathematics Classrooms, Actual Instructional Time, 2007

*Percentage of Classrooms . . .		
Grade 5	Receiving Policy Time Requirements	46.0%
	Not Receiving at least 75% of Policy Time Requirement (160 minutes/week)	24.7%
Grade 8	Receiving Policy Time Requirements	63.0%
	Not Receiving at least 75% of Policy Time Requirement (150 minutes/week)	23.0%
Math 20	Receiving Policy Time Requirements	4.3%
	Not Receiving at least 75% of Policy Time Requirement (75 hours)	34.8%

At the Grade 8 level, core curriculum policy requires a minimum of **200 minutes** of mathematics instruction per week.

At the Math 20 level, core curriculum policy requires a total of **100 hours** of mathematics instruction during the course.

Note: The figures above were calculated assuming that teacher reports on actual instructional time were accurate in their school situation. If the amount of scheduled time is not stated, and the amount of realized time is over the requirement, then it is assumed that sufficient time had been scheduled. If the amount of actual instructional time is not stated, it is assumed that the classroom did not realize the requirement.

Source: Ministry of Education. (2008). *2007 Provincial Learning Assessment in Mathematics – Teacher Questionnaire*. Regina, SK

Professional and Administrative Profiles

Educators are role models to students and are charged with providing learning opportunities and instruction to ensure all students receive the necessary education to grow into competent adults. To fulfill this role, educators must be provided with high quality curriculum and resources, and professional development opportunities. They must also work effectively with parents, community members, teachers, vice principals, principals, human services professionals, and others involved in the school to achieve excellence in the learning program and to meet the varied needs of students.

Educators are people with teaching certificates who are employed by the school division to work in a professional capacity in a school or school division. They include classroom teachers, principals and vice-principals, teacher-librarians and other instructional staff, as well as superintendents and directors of education.

How many educators are there in Saskatchewan and where are they located?

In 2007-08, there were 11,060 full-time-equivalent educators in Saskatchewan. This represents a decrease of 146 from the previous year and a decrease of 436 from 1991-92. Numbers of educators in rural Saskatchewan have decreased as a consequence of the shift in student population from rural to urban settings (Figure 62b). To assist students with intensive needs, there were over 950 full-time-equivalent special education teachers, over 3,600 teaching assistants, and a small number of occupational and physical therapists employed in 2007-08.

Figure 62a: Number of Full-Time Equivalent Elementary and Secondary Educators, 1987-88 to 2007-08

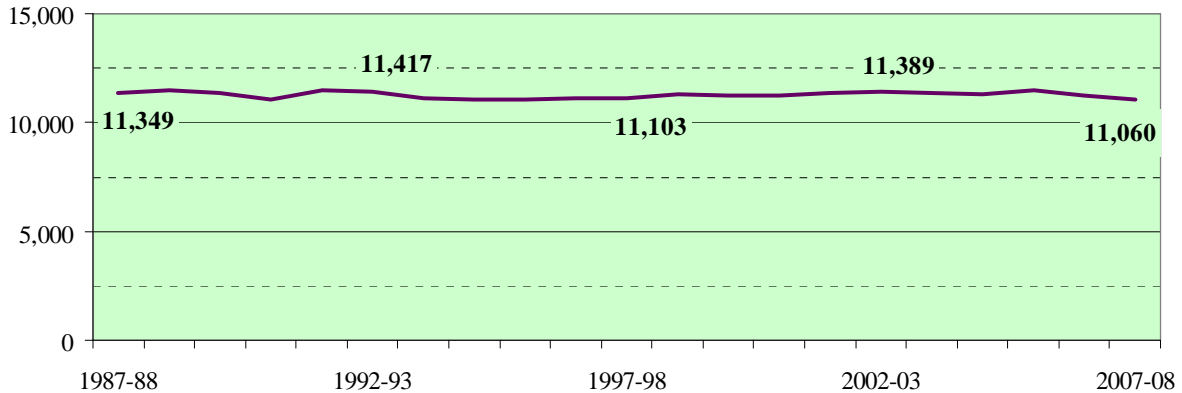


Figure 62b: Number of Full-Time Equivalent Elementary and Secondary Educators, by School Division Classification, 2004-05 to 2007-08

	2004-05	2005-06	2006-07	2007-08
Rural/Urban	6,765	6,770	6,565	6,509
Saskatoon/Regina	4,058	4,172	4,155	4,076
Northern	373	394	374	362
Francophone	104	116	112	113
Total	11,300	11,452	11,206	11,060

Figure 62c: Full-Time Equivalent Staffing Profile, by Specialization, Saskatchewan, 2006-07 and 2007-08

	2006-07 FTE	2007-08 FTE
Classroom Teachers	9,699	9,637
Special Education Teachers	894	952
Education/Teacher Assistants	3,583	3,603
Psychologists	62	65
Physical Therapists	1	1
Occupational Therapists	14	18
Speech Language Pathologists	92	98
Counsellors	130	135
Social Workers	67	72

Note: Number of educators in this figure are full-time equivalent. Educators include teachers, principals, teacher-librarians, consultants, directors and superintendents, as well as other professionals. The staffing profile includes some positions that are not classified as educators.

Source: Ministry of Education. (2008). *Education Finance and Facilities*. Regina, SK
Ministry of Education. (2008). *Children's Services*. Regina, SK

How many years of teaching experience do Saskatchewan teachers have?

The years of experience of Saskatchewan teachers informs post-secondary institutions' decisions so that an adequate number of teachers in the province can be maintained. A balance between long-time, experienced teachers and those who have been recently trained is evident. About 19 percent of teachers will be able to retire in the next 5 years, which is about equal to the percentage of new teachers who have been teaching for four years or less.

The average number of years of teaching experience in 2007-08 was 14.7, equivalent to the previous year and up marginally from 14.0 in 1997-98. About 53 percent of Saskatchewan teachers (approximately 6,200) have fewer than 15 years of teaching experience, down from 55 percent five years earlier. At the same time, 19 percent of teachers had 25 or more years teaching experience, up from 15.8 percent in 1997-98.

In 2007-08, there were 11,713 teachers, about 70 percent of whom were female. A larger proportion of teachers in northern areas, 36 percent, had fewer than five years experience, compared to 19 and 20 percent in urban and rural locations (Figure 63b).

Figure 63a: Years of Teaching Experience of Saskatchewan Teachers¹, 1997-98, 2002-03, and 2007-08

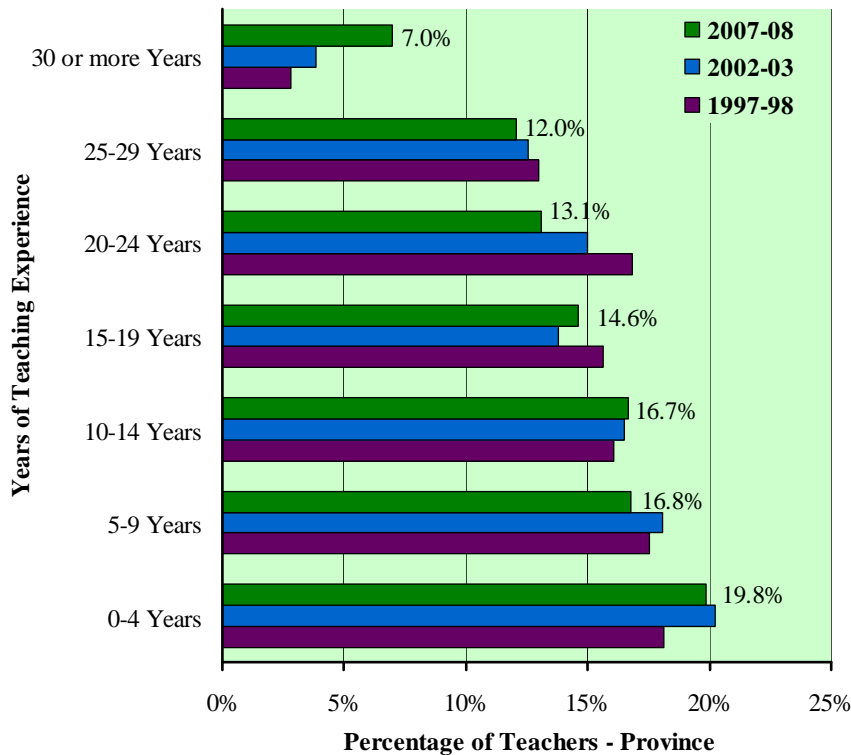


Figure 63b: Teacher Employment Profile, by Gender, by Location, and by Level of Experience, 2007-08

	Urban	Rural	North
Teachers ¹	6,947	4,405	361
Female	70%	71%	66%
Male	30%	29%	34%
Experience			
Average years	14.7	14.9	13.0
Under 5 years	19%	20%	36%
25 or more years	19%	19%	19%

Note: 1. Figures include all teachers who were assigned to a specific school of a provincially-funded school division as of September 30, 2007. Teachers are counted as individuals rather than as full-time equivalents. Thus, a teacher employed 50% and one employed 100% are counted equally. Teachers in independent and historical schools are not included in these averages.

Total teacher figures differ from the numbers in *Educator Supply and Demand in Saskatchewan to 2011* report as the numbers in this figure exclude educators employed at a board office.

Urban schools are schools serving students located within any of the thirteen major centers in Saskatchewan.

Comprehensive schools are all considered to be urban schools. Northern schools are found in Creighton #111, Ile a la Crosse #112, and Northern Lights #113 school divisions. All other schools are considered to be rural.

Source: Ministry of Education. (2008). *Teacher Records*. Regina, SK

What are the credentials of Saskatchewan's teachers?

Teachers in Saskatchewan provincially-funded schools regulated by *The Education Act, 1995* are classified based on the type and extent of post-secondary studies they have received.

Classifications:

Class C, 1, 2 or 3: A teacher is classified as C, 1, 2, or 3 if he or she has 3 or less years of post-secondary education and holds a Standard, Technical, or Vocational Teacher's Certificate, or, if the teacher has completed a minimum of 4 years of post-secondary education, has been granted a bachelor's degree, or holds a probationary teacher's certificate.

Class 4: This classification applies to the majority of teachers in Saskatchewan. A teacher in this category has 4 years of post-secondary education and holds a Professional Teacher's Certificate.

Class 5: A teacher with this classification has completed a minimum of five years of post-secondary education, holds a Professional Teacher's Certificate, and has two bachelor degrees or is pursuing graduate studies (at least one year).

Class 6: A teacher with this classification has a minimum of 6 years of post-secondary education, holds a Professional Teacher's Certificate, and has a higher level of education, perhaps two bachelor degrees and at least one year of graduate study or a bachelor degree and a masters in any discipline.

In 2006-07, there were 10,623 teachers in Saskatchewan. About 62 percent of those teachers were Class 4 and almost all teachers (98.5 percent) held a Professional Teacher's Certificate. Over the past 5 years, the number of class 4 teachers has decreased by 287, while over the same time period, the number of class 5 teachers increased by 292, roughly the same amount (Figure 64a). Over the fifteen year period from 1991-92 to 2006-07, the number of teachers in Saskatchewan has decreased by 3.31 percent, while there are 133 fewer schools and 16.7 percent (32,625) fewer students in the education system.

Figure 64a: Education Level of Saskatchewan Teachers, by Classification, 1991-92 to 2006-07

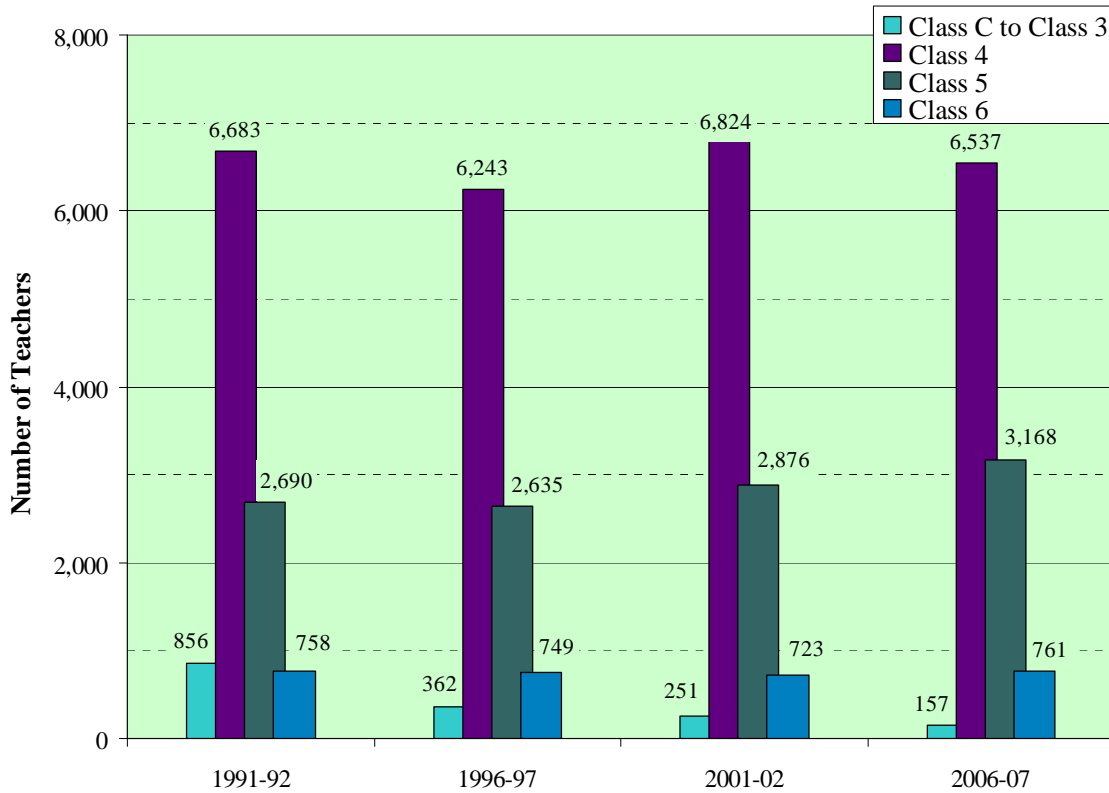


Figure 64b: Number of Teachers, by Classification, by Location, 1991-92 and 2006-07

	1991-92				2006-07				% Change in Total Number 1991-2006
	C-3	4	5	6	C-3	4	5	6	
Urban	336	3,485	1,615	550	66	3,592	1,957	557	3.11%
Rural	484	3,033	1,036	202	82	2,716	1,121	179	-13.82%
North	36	165	39	6	9	229	90	25	43.50%
Province	856	6,683	2,690	758	157	6,537	3,168	761	-3.31%

Note: The data refers to teacher headcounts, not full-time equivalents as in Figure 62.

Source: Ministry of Education. (2008). *Teachers Records*. Regina, SK

What are prospective Saskatchewan teachers studying?

Specializations are indicators of trends in the education system and interests that pre-service teachers have. The classes that prospective teachers choose show their perceptions of future areas of importance in the education system.

Since 1994-95, the percentage of students enrolled in the College of Education at the University of Saskatchewan who are specializing in language arts has dropped from 23 percent to 19 percent (Figure 65c). The proportion of prospective teachers specializing in native studies has increased from 6 percent to 26 percent, and those specializing in practical and applied arts have increased from 1 percent to 8 percent. In recent years, native studies has become the most popular area of specialization, replacing language arts in 2003-04.

Since 2000-01, students specializing in mathematics have accounted for 4 percent or less of University of Saskatchewan education students. Mathematics specialists increased in 2004-05 to 5.5 percent, but are still down from 8 percent in 1992-93. This decrease, combined with lower enrolments in the College of Education, has resulted in the number of mathematics majors declining from 100 in 1992-93 to 42 in 2004-05. Together, mathematics and science specialists totaled just over 16 percent of those studying to become teachers. Mathematics and science subjects represent a relatively small proportion of teacher specializations.

Figure 65a: Percentage of Student Specializing in Mathematics or Science, University of Saskatchewan, Third and Fourth Year Students, 1992-93 to 2004-05

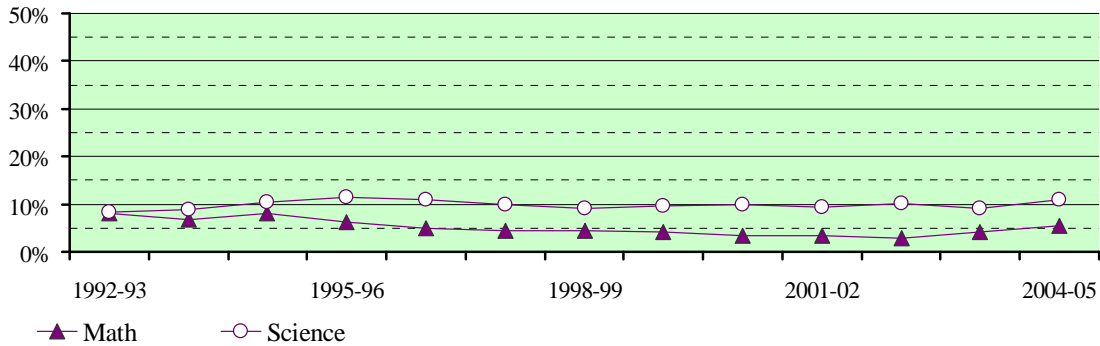


Figure 65b: Percentage of Students Specializing in Language Arts, Social Studies, or Native Studies, University of Saskatchewan, Third and Fourth Year Students, 1992-93 to 2004-05

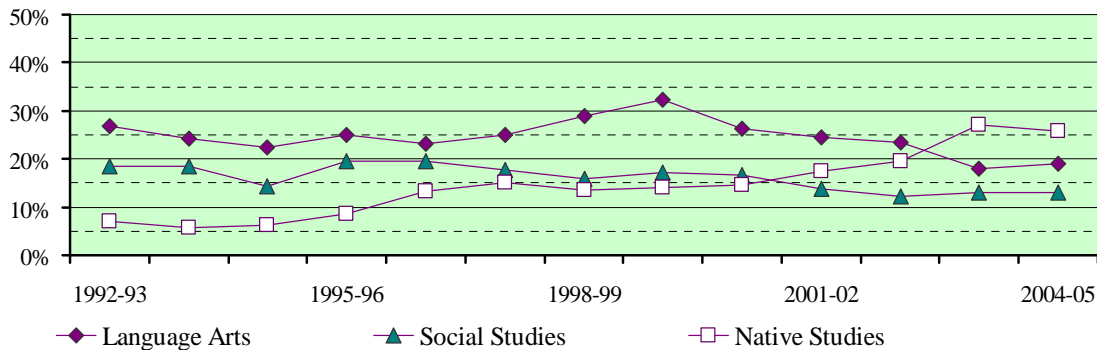


Figure 65c: Distribution of Student Specializations, by Subject, 1994-95 to 2004-05

	1994-95	2004-05
Language Arts	23%	19%
Social Sciences	14%	13%
Native Studies	6%	26%
Mathematics	8%	5%
Science	10%	11%
Arts Education	10%	9%
Practical and Applied Arts	1%	8%
Physical Education	6%	9%
Other ¹	3%	1%

Note: The statistics above are for the University of Saskatchewan in Saskatoon and are student reported.
¹This category includes special education (in 1994-95) and non-specified specialization. Specialization in special education at the U of S ceased at the undergraduate level in 1996-97 because students must enroll in a graduate program to achieve recognized specialization in special education. Undergraduate students can enroll in special education courses, but will not receive recognition for specialization in special education.

Source: University of Saskatchewan. (2008). *Statistics 2006*. Saskatoon, SK

How many Bachelor of Education degrees are granted every year?

The number of education degrees awarded provides insight to the university system and how Saskatchewan's teachers are educated. It also shows the supply of new Saskatchewan educated teachers that will be available for short-term planning and the number of new teachers who may be able to replace retiring teachers.

In 2007, there were 667 Bachelor of Education degrees awarded by Saskatchewan's universities. This is a decrease of 53 from five years previous and a decrease of 469 since 1992 (Figure 66a).

The number of females who receive Bachelor of Education degrees was more than triple the number of males in 2007; this difference is higher at the University of Regina than at the University of Saskatchewan. About 80 percent of the degrees awarded by the University of Regina were awarded to females in 2007; this is down from a high of 82.5 percent in 2004. The University of Saskatchewan awarded 72.4 percent of the degrees to females in 2007; their highest proportion was 76 percent in 2003 (Figure 66b).

Figure 66a: Number of Bachelor of Education Degrees, by Gender, 1992 to 2007

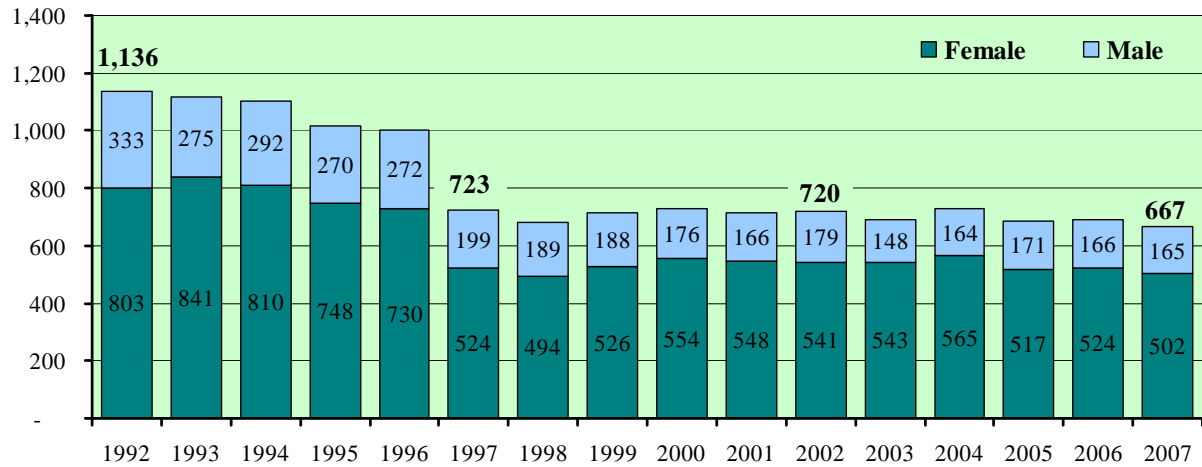


Figure 66b: Gender Distribution of Bachelor of Education Degrees, by University, 2002 to 2007

	2002	2003	2004	2005	2006	2007
University of Saskatchewan						
Female	73.5%	76.3%	73.8%	71.3%	72.4%	72.4%
Male	26.5%	23.7%	26.2%	28.7%	27.6%	27.6%
University of Regina						
Female	77.6%	81.7%	82.5%	80.0%	80.5%	79.8%
Male	22.4%	18.3%	17.5%	20.0%	19.5%	20.2%
Total Number	720	691	729	688	690	667

Note: Figures include Bachelor of Music Education degrees and Aboriginal teacher education programs.

Source: University of Saskatchewan. (2008). *University of Saskatchewan Statistics 2003-2008*. Saskatoon, SK
 University of Regina. (2008). *U of R Statistics*. Regina, SK

What is the gender profile of Saskatchewan's educational organizations?

Students should have role models and authority figures of both genders. Figure 67 illustrates gender profiles in Saskatchewan's major educational organizations.

More females than males occupy teaching positions, staff positions at the Saskatchewan Teachers' Federation, and the Saskatchewan School Boards Association. More males than females hold higher level positions, such as principals, trustees, directors of education, or superintendents. At the University level, although there are only a few senior management positions in the College or Faculty of Education, they are all held by males at the University of Regina, whereas the majority are female at the University of Saskatchewan.

The percentages of females and males are approximately equal (or the numbers are too small for meaningful comparison) for other Saskatchewan educational organizations, or positions within those organizations. Increasing gender parity has occurred in the proportion of vice principals, Saskatchewan School Boards Association staff, and the faculty tenure-track at the University of Saskatchewan.

Figure 67: Gender Profile of Saskatchewan Educational Organizations, by Position, 2008

Organization	Total #	% Female	% Male
Ministry of Education			
• Executive	24	71%	29%
• Out of Scope Staff	67	73%	27%
Saskatchewan Association of School Business Officials (SASBO)	78	50%	50%
Saskatchewan Teachers' Federation Members (STF)			
• Teachers	8,507	72%	28%
• Special Education Teachers	847	93%	7%
• Specialist Staff	146	66%	34%
• Vice-Principals	429	48%	52%
• Principals	973	33%	67%
Saskatchewan School Boards (formerly Trustees) Association (SSBA formerly SSTA)			
• Trustees*	267	39%	60%
• SSBA Staff	22	68%	32%
University of Regina, Faculty of Education			
• Senior Management	4	0%	100%
• Faculty Tenure-Track	15	67%	33%
University of Saskatchewan, College of Education			
• Senior Management	5	80%	20%
• Faculty Tenured or Tenure-Track	45	53%	47%
League of Educational Administrators, Directors and Superintendents (LEADS)			
• Directors of Education	29	24%	76%
• Superintendents	104	36%	64%

Note: Principals in the Saskatchewan Teachers' Federation include assistant principals. Specialist staff includes guidance counsellors, speech pathologists, educational consultants, and educational psychologists. Senior management at the Faculty/College of Education at the Universities of Regina and Saskatchewan includes Deans, Associate Deans, and Assistant Deans. Faculty tenured or tenure-track staff at the University of Saskatchewan includes the senior management. Total numbers of members and positions should be considered when interpreting the results.

*Includes 2 vacant positions.

Source: Public Service Commission. (2007). *Workplace Diversity: Statistical Reporting*. Regina, SK
 SASBO. (2008). *Unpublished data*. North Battleford, SK
 Ministry of Education. (2008). *Teachers Records*. Regina SK
 SSBA. (2008). *Unpublished data*. Regina, SK
 SASC. (2008). *Unpublished data*. Saskatoon, SK
 University of Regina. (2008). Regina, SK
 University of Saskatchewan. (2008). Regina, SK
 LEADS. (2008). *Unpublished data*. Saskatoon, SK

Selected Educational Statistics for Saskatchewan, 1998 to 2008

		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Saskatchewan Context												
1	Population (1,000s)	1,018	1,015	1,008	1,000	996	995	995	990	988	997	1016
2	Age 0-19 population (1,000s)	305	301	295	290	285	280	276	271	266	266	-
3	Percentage of age 0-4 population that is Aboriginal	-	-	-	27.4%	-	-	-	-	29.0%	-	-
4	Percentage of population living in urban Saskatchewan	54.5%	55.5%	54.9%	55.2%	55.4%	55.3%	55.7%	56.0%	56.0%	56.3%	-
5	Percentage of population with Grade 12 or higher ... (age 15-24)	55.6%	54.5%	55.5%	55.3%	55.8%	59.0%	58.1%	58.4%	58.7%	57.9%	-
6	... (age 25 and over)	68.6%	68.7%	70.3%	71.4%	72.7%	74.2%	75.0%	76.2%	76.3%	77.4%	-
7	Inflation - CPI (2002=100) - SK figures	90.4	92.0	94.4	97.2	100.0	102.3	104.6	106.9	109.1	112.2	-
8	Labour force participation rate (age 15+)	66.5%	66.9%	66.8%	65.6%	66.8%	67.8%	67.9%	68.1%	69.1%	69.7%	-
9	Percentage of children under 18 living in low income families	19.4%	17.8%	20.0%	19.1%	20.3%	18.3%	20.1%	-	-	-	-
Education Input and Process Indicators												
10	Number of students in provincially-funded schools	190,896	188,619	184,494	181,103	177,375	174,263	171,052	167,132	163,311	161,261	159,445
11	Number of FTE educators in provincially-funded schools	11,319	11,249	11,222	11,383	11,389	11,339	11,300	11,452	11,206	11,060	-
12	Average years of teaching experience	13.8	13.8	13.7	13.7	14.0	13.9	13.9	14.5	14.7	14.7	-
13	Student to educator ratios	16.3	16.2	15.9	15.4	15.1	14.9	14.6	14.1	14.0	14.5	-
14	Number of provincially-funded schools	793	785	779	778	777	767	757	753	747	729	721
15	School board expenditure per FTE student	\$5,771	\$5,998	\$6,358	\$6,915	\$7,115	\$7,534	\$7,433	\$8,002	\$7,934	\$8,763	-
16	Total school board expenditures per student as a percent of GDP per capita	20.9%	20.1%	21.6%	21.1%	21.8%	22.2%	21.9%	21.1%	-	-	-
17	Number of students in PreK programs	416	496	704	1,264	1,360	1,600	1,600	1,600	1,840	2,410	3,024
18	Students with low impact disabilities	3,387	3,591	4,143	4,553	4,573	4,880	4,841	4,986	-	-	-
19	Students requiring intensive supports	-	-	-	-	-	-	-	-	-	6,742	-
20	Core French enrolments as a percent of the total school population	44.7%	44.8%	43.0%	40.5%	40.7%	37.1%	34.5%	32.4%	34.4%	34.8%	-
Education System Output/Outcome Indicators												
21	Number of Grade 12 graduates	12,051	12,540	12,439	12,341	12,271	11,957	11,903	11,948	11,688	11,451	-
22	Average number of Grade 12 credits attained by Grade 12 graduates	28.0	27.9	27.8	27.8	27.7	27.8	27.7	27.7	27.6	27.4	-
23	Average number of 30-level credits attained by Grade 12 graduates	9.8	9.9	9.9	9.9	9.9	9.9	9.9	9.9	9.9	9.8	-
24	Average marks for ... English A30	68.7%	69.0%	69.5%	69.7%	70.0%	70.2%	70.3%	70.5%	70.2%	70.8%	-
25	Math B30	70.7%	70.9%	70.8%	71.1%	71.1%	71.2%	72.4%	72.1%	72.3%	72.6%	-
26	Biology 30	69.3%	69.6%	69.6%	70.4%	70.0%	70.9%	71.1%	71.3%	71.4%	71.6%	-
PCAP/SAIP - 13- and 16-year-old student results												
27	Reading	76%=	-	-	-	-	-	-	-	-	471<	-
28	Math content	-	-	-	52%<	-	-	-	-	-	461<	-
29	Science	-	76%=	-	-	-	-	-	-	-	480<	-
PISA - 15-year-old student results												
30	Reading	-	-	524=	-	-	512<	-	-	508<	-	-
31	Math content	-	-	525=	-	-	516<	-	-	507<	-	-
32	Science	-	-	522=	-	-	506=	-	-	517<	-	-

Note: Data above refer to measures that occur in either the school, calendar, or fiscal year. The year on the top row refers to the year in which the school, calendar, or fiscal year begins.
For national and international test outcomes: the symbol < means that Saskatchewan's results were significantly lower than Canadian results, and the = symbol means that Saskatchewan's results were statistically similar to Canadian results.

Source: Indicators 10-15 and 17-26: Ministry of Education. (2008).
Statistics Canada. (2008). *Census Data*.
Ministry of Health. (2008). *Health Covered Population*.
Saskatchewan Bureau of Statistics. (2008).
National Council of Welfare. (2008).

Selected Interprovincial Education Indicators, 1999-00 to 2005-06

Student Enrolment											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	5,372,733	628,269	546,402	192,885	197,067	2,131,626	1,247,757	127,003	158,205	24,089	94,118
2001-02	5,365,150	622,839	548,122	186,518	188,907	2,163,108	1,244,689	122,792	153,450	22,843	87,019
2003-04	5,286,949	605,545	549,533	178,932	186,287	2,129,742	1,241,143	118,869	148,514	22,239	81,545
2005-06	5,212,533	589,388	551,740	174,206	182,371	2,118,544	1,216,293	114,820	142,304	21,948	76,827
Operating Expenditures Per Student											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	\$6,571	\$6,371	\$6,435	\$6,182	\$6,878	\$6,730	\$6,685	\$5,874	\$6,274	\$5,409	\$5,913
2001-02	\$7,075	\$6,916	\$7,365	\$6,982	\$7,693	\$7,002	\$7,196	\$5,943	\$6,807	\$6,361	\$6,780
2003-04	\$7,833	\$7,641	\$8,297	\$8,051	\$8,499	\$7,772	\$7,789	\$7,022	\$7,160	\$7,033	\$7,808
2005-06	\$8,759	\$8,799	\$9,683	\$9,043**	\$9,374	\$8,704	\$8,321	\$7,949	\$8,319	\$7,585	\$8,361
Annual Capital Expenditures Per Student											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	\$552	\$820	\$339	\$59	\$345	\$704	\$408	\$358	\$402	\$428	\$217
2001-02	\$577	\$593	\$595	\$79	\$352	\$693	\$458	\$385	\$742	\$298	\$257
2003-04	\$573	\$352	\$569	\$428	\$405	\$765	\$430	\$350	\$594	\$499	\$101
2005-06	\$701	\$441	\$529	\$501	\$458	\$997	\$518	\$430	\$490	\$70	\$298
Total School Expenditures Per Capita (adjusted for inflation, 1992 dollars)											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	\$1,106	\$1,052	\$1,097	\$1,031	\$1,071	\$1,186	\$1,035	\$1,091	\$1,052	\$961	\$961
2001-02	\$1,100	\$1,036	\$1,169	\$1,072	\$1,079	\$1,141	\$1,039	\$1,020	\$1,077	\$971	\$971
2003-04	\$1,108	\$1,007	\$1,162	\$1,183	\$1,128	\$1,161	\$1,036	\$1,056	\$999	\$1,001	\$1,001
2005-06	\$1,153	\$1,054	\$1,245	\$1,224**	\$1,150	\$1,229	\$1,027	\$1,103	\$1,036	\$946	\$946
Total School Expenditures Per Student as a Percent of GDP Per Capita											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	21.7%	24.5%	15.7%	20.1%	25.7%	20.4%	25.0%	27.0%	26.8%	24.4%	25.1%
2001-02	21.6%	24.2%	16.4%	21.2%	26.5%	19.9%	25.0%	25.6%	26.8%	25.5%	24.0%
2003-04	21.9%	23.4%	15.8%	22.2%	27.4%	21.1%	24.9%	26.8%	24.8%	26.5%	21.9%
2005-06	22.2%	23.9%	14.6%	21.1%	27.3%	22.7%	25.0%	27.9%	26.0%	25.1%	18.9%
Average Remuneration Per Educator (in current dollars)											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	\$53,696	\$54,794	\$52,743	\$45,924	\$54,577	\$58,878	\$47,457	\$50,117	\$50,975	\$46,537	\$47,640
2001-02	\$57,146	\$57,211	\$61,105	\$49,558	\$57,420	\$61,235	\$50,414	\$52,870	\$56,239	\$53,238	\$50,814
2003-04	\$61,963	\$63,732	\$68,656	\$55,208	\$61,982	\$66,302	\$52,717	\$54,783	\$64,087	\$55,758	\$58,220
2005-06	\$64,015	\$65,924	\$59,838	\$58,964**	\$65,804	\$70,523	\$55,130	\$56,890	\$63,979*	\$58,483	\$59,350
Educator Remuneration as a Percent of Operating Expenditures											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	51.1%	50.4%	47.8%	44.9%	50.7%	54.2%	48.0%	50.9%	49.4%	51.6%	57.0%
2001-02	50.7%	49.1%	46.9%	44.2%	49.7%	54.0%	48.2%	52.6%	50.1%	53.8%	56.5%
2003-04	50.1%	47.2%	46.2%	44.1%	49.3%	53.3%	47.9%	48.1%	56.1%	52.9%	56.2%
2005-06	49.2%	44.0%	43.6%	43.0%**	48.9%	53.3%	48.5%	46.0%	50.8%	51.2%	53.0%
Student to Educator Ratios											
	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF
1999-00	16.0	17.1	17.1	16.5	15.7	16.1***	14.8	16.8	16.5	16.7	14.1
2001-02	15.9	16.8	17.7	16.1	15.0	16.2***	14.5	16.9	16.5	15.6	13.3
2003-04	15.8	17.7	17.9	15.5	14.8	16.0	14.1	16.2	16.0	15.0	13.3
2005-06	14.8	17.0	14.2*	15.2	14.4	15.2	13.7	15.5	15.1	15.1	13.4

Note: * Cannot be compared to previous years due to a change in methodology
 ** Adjusted to account for change in reporting period
 *** Estimates

Source: Statistics Canada. (2008). *Summary of Public School Indicators for the Provinces and Territories, 1999-2000 to 2005-2006* Catalogue no. 81-595-MIE2008067. Ottawa, ON

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