



# District Operations Trends

Trends in District Operations for the  
**Boundary**

District Education System

**2011/12**

# DISTRICT OPERATIONS TRENDS

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## Tracking district operations

The underlying purpose of this binder is to serve the information requirements of school districts for trends in their operations. Districts can use this binder to anticipate long-term facility requirements through enrolment projections; monitor key cost indicators such as average educator salaries and average class sizes; and track the relationships between budget decisions and various program enrolments.

## What's in this binder?

Operational statistics in this binder include trends in operating expenditures, student enrolment (historical and projected), educator headcounts, salaries and ages, class sizes and composition, student/educator ratios, and program enrolments such as ESL, French, Aboriginal, Special Education and Career Preparation.

## Sources of the data

Most data in this binder originate from the Ministry's Education Data Warehouse. The exceptions are the expenditure data at Tabs 2, 3 and 4 (from the Ministry's Resource Management Division), and the BC inflation rate at Tabs 3 and 7 (from BC Stats).

The additional capabilities and complexity of the Data Warehouse allow for greater integrity of the data. For example, students registered in more than one education institution (such as in one Standard school and also in Distance Education) are now counted in only one institution for enrolment purposes, rather than in both. In addition, students with more than one Personal Education Number (PEN) have been assigned to only one PEN, and the other PENs have been removed.

In consequence of these and other ongoing changes in the Education Data Warehouse, some historical data will have changed slightly from numbers reported in this binder last year and in the 2011/12 Ministry reports.

## Using this binder

This binder is provided as both a three-ring binder in printed form, and in electronic form as a PDF (Portable Document Format) file. Three-ring binders are very convenient for searching, copying, and manual portability. PDF files have some advantages over binders on paper -

- ✓ they can easily be shared with district leadership teams.
- ✓ they can be used for slide shows for trustees and others.
- ✓ they can be posted on the district's website.

Both forms of this binder can be used to prepare key progress reports for the Board, and for cut-and-paste into district Annual Reports or some components of district Achievement Contracts.

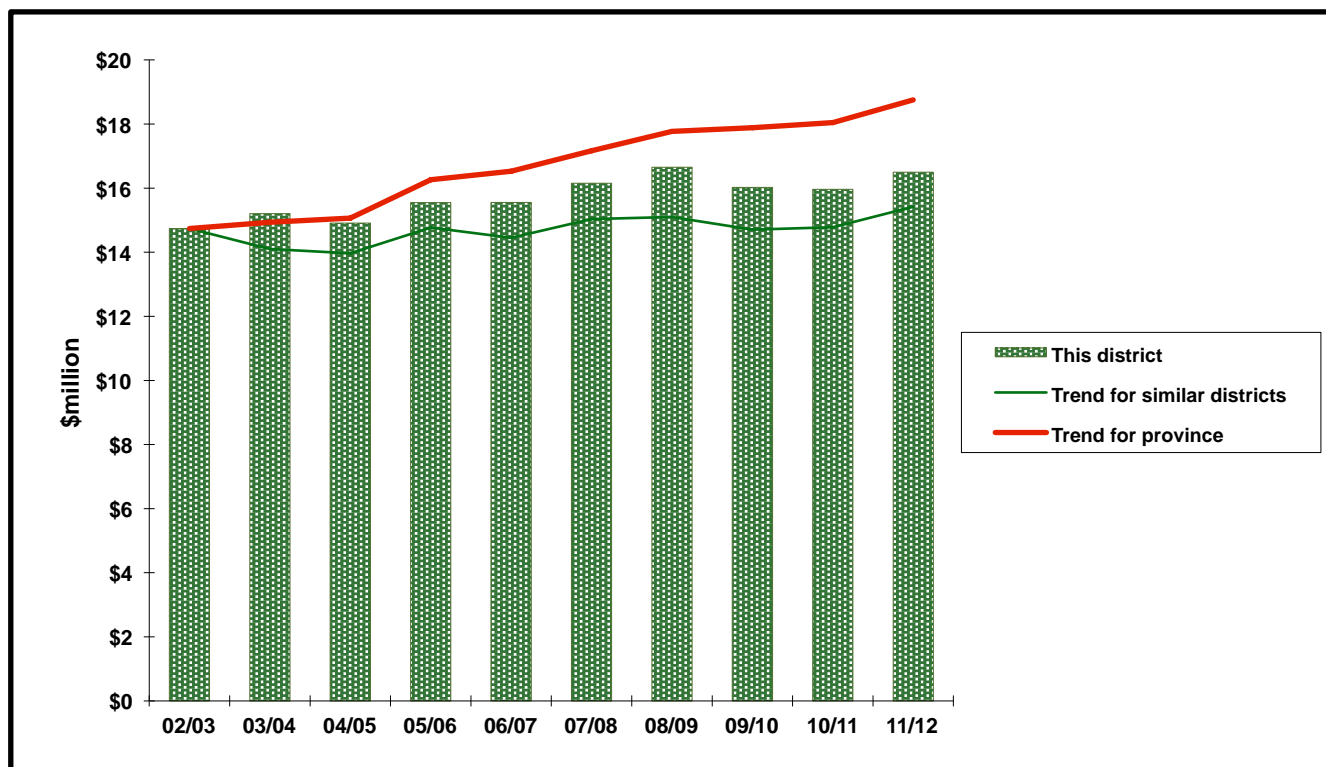
## Similar districts

For comparison purposes, most charts in this binder contain data on districts similar to your school district. The names of similar districts used in this binder for **Boundary** are listed below.

<b>Revelstoke</b>	<b>Gulf Islands</b>	<b>Gold Trail</b>
<b>Fort Nelson</b>	<b>Vancouver Island North</b>	

You may change the list used for your District Operations Trends binder by calling *ADMINFO Resources Inc.* in Victoria at (250) 658-0366, or emailing [adminfo@pacificcoast.net](mailto:adminfo@pacificcoast.net).

## DISTRICT OPERATING EXPENDITURE\* 2002/03 to 2011/12



	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Amended Budgeted
<b>Operating expenditure (\$Million)</b>	<b>02/03</b>	<b>03/04</b>	<b>04/05</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	
<b>Boundary</b>	\$14.7	\$15.2	\$14.9	\$15.6	\$15.6	\$16.2	\$16.7	\$16.0	\$16.0	\$16.5	
<b>Similar districts</b>	\$76	\$72	\$72	\$76	\$74	\$77	\$78	\$75	\$76	\$79	
<b>Province</b>	\$4,003	\$4,056	\$4,092	\$4,417	\$4,489	\$4,662	\$4,827	\$4,857	\$4,901	\$5,094	

\* Budgeted District Operating Expenditures (shown above for the last year only) normally include several items which are not comparable with Actual (audited) District Operating Expenditure (all previous years shown). To ensure compatibility, Budgeted District Operating Expenditure includes ONLY Budgeted District Operating Expenditures from Functions 1-9, and Operating Deficit Retirement. See accompanying Definitions and Notes for further details. The 2011/12 Amended Budget was set on or before April 30th, 2012. It is based on actual 2011/12 enrolments. Actual expenditures are obtained from Audited Financial Statements which are submitted in the September following each school year. They cover the period July 1st to June 30th.

Source: Ministry of Education Resource Management Division.

## District Operating Expenditure

District operating funds are distributed to each of the 59 school districts and the Conseil Scolaire Francophone (CSF) based on the relative cost of providing equitable levels of education programs in each district and the CSF. Each school board spends most of the money it receives to provide education programs in ways which reflect its own priorities and the obligations of current collective agreements.

Legislation changed the way budgets were prepared in 2003/04 compared with 2002/03. In 2002/03, B.C. School District Revenue and Expenditure tables contained information over a three-year period. School Districts adopted a *Preliminary Budget* for 2002/03 which was set by April 27, 2002, based on projected enrolment. They were also required to adopt a *Final Budget* for 2001/02 by February 28, 2002. It is based on actual enrolments. *Audited Financial Statements* for 2000/01 were submitted the September following the school year (July 1, 2000 to June 30, 2001).

In 2003/04, School Districts adopted an *Annual Budget* for 2003/04, which was set by June 30, 2003, based on projected enrolment. They were also required to adopt an *Amended Annual Budget* for 2002/03 within 60 days of the announcement of the final 2002/03 operating grants. It is based on actual enrolments. *Audited Financial Statements* for 2001/02 were submitted the September following the school year (July 1, 2001 to June 30, 2002). The same process has been followed from 2004/05 onward.

All data reported here are actual expenditures, except for 2011/12, which is Amended Annual Budgeted expenditures.

The Amended Annual Budgeted Expenditures submitted by B.C. school districts for 2011/12 was \$5,132,171,372. This has the following items:

1. Operating Expenditure (Functions 1-9)	\$5,090,610,698
2. Capital Asset Purchases from Operating	\$17,132,975
3. Reduction of Unfunded Liabilities	\$567,764
4. Other Interfund Transfers (net)	\$20,779,145
5. Operating Deficit Retirement	\$3,080,790
<b>Total Amended Annual Budgeted Expenditures</b>	<b>\$5,132,171,372</b>

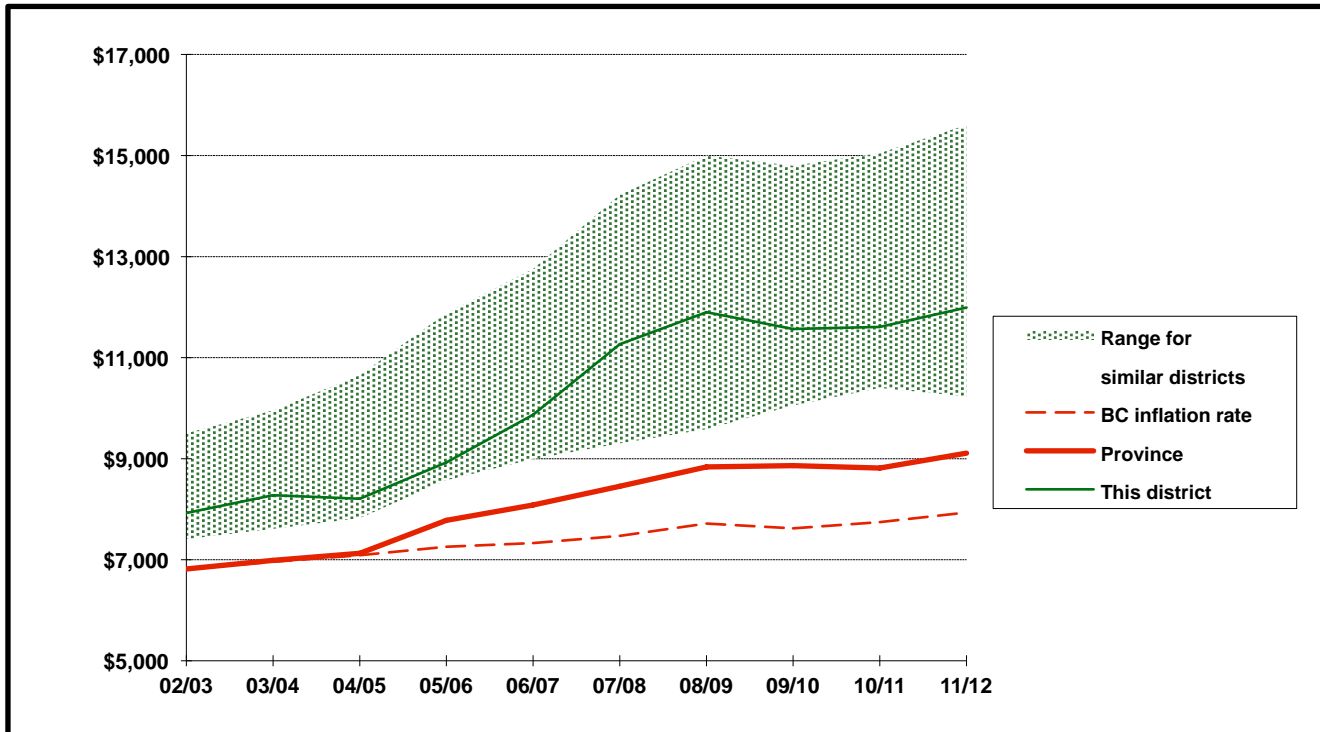
The 2011/12 Amended Annual Budgeted Expenditure for districts used in the accompanying chart is the sum of items 1 and 5 (\$5,093,691,488). This is to optimize comparability with previous years' Audited Financial Statements.

## Distribution Across School Districts

The sizes of school district actual and budgeted expenditures are distributed mainly according to the size of the district (as measured by student enrolment), using the Ministry's Funding Allocation System. The total Budgeted Expenditure for the province has been increasing despite fluctuations in provincial enrolments (see Tab 5).

A more meaningful comparison over time and between districts is the expenditure per student (see Tab 3 overleaf).

## DISTRICT OPERATING EXPENDITURE\* PER FUNDED FTE STUDENT 2002/03 to 2011/12



	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Amended Budgeted
<i>Total Expenditure per Student</i>	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Similar districts - maximum	\$9,502	\$9,956	\$10,654	\$11,881	\$12,756	\$14,223	\$14,999	\$14,797	\$15,047	\$15,604
Similar districts - minimum	\$7,408	\$7,610	\$7,823	\$8,573	\$8,991	\$9,303	\$9,585	\$10,054	\$10,401	\$10,229
Boundary	\$7,924	\$8,276	\$8,206	\$8,925	\$9,870	\$11,267	\$11,900	\$11,567	\$11,607	\$11,991
Province	\$6,817	\$6,988	\$7,126	\$7,779	\$8,082	\$8,455	\$8,837	\$8,861	\$8,816	\$9,109

\* Budgeted District Operating Expenditures (shown above for the last year only) normally include several items which are not comparable with Actual (audited) District Operating Expenditure (all previous years shown). To ensure compatibility, Budgeted District Operating Expenditure includes ONLY Budgeted District Operating Expenditures from Functions 1-9, and Operating Deficit Retirement. See accompanying Definitions and Notes for further details. The 2011/12 Amended Budget was set on or before April 30th, 2011. It is based on actual 2011/12 enrolments. Actual expenditures are obtained from Audited Financial Statements which are submitted in the September following each school year. They cover the period July 1st to June 30th. The BC Inflation Rate is based on the BC Consumer Price Index in September of each year.

Source: Ministry of Education Resource Management Division.

## **District Operating Expenditure per Funded FTE Student**

About 95 percent of district expenditures are contributed by the provincial government as a General Operating Grant. According to the Ministry's Operating Grant Manual, General Operating Grants to districts are divided into six sections:

1. The **Basic Allocation** allocates a standard amount of money per school age student.
2. The **Supplement for Enrolment Decline** provides additional support to districts with enrolments that are declining at a rate of more than 1% per year.
3. The **Supplement for Unique Student Needs** includes supplements for Aboriginal Education, English as a Second Language, Special Needs and Adult Education.
4. The **Supplement for Salary Differential** provides additional funding to districts with higher than average teacher salaries.
5. The **Supplement for Unique Geographic Factors** recognizes the varying physical and environmental conditions faced by districts. These factors include low district enrolment, remoteness, dispersion and climate.
6. The **Supplement for Transportation and Housing** provides funding to support the transportation of students to and from school on a regular basis and funds for approved housing arrangements.

Although the Basic Allocation per FTE student is the same for all districts, the unique characteristics of each district (described above) ensure the district operating expenditures per student differ between districts across the province.

To calculate District Operating Expenditure per Funded FTE Student, Operating Expenditures as defined at Tab 2 (see preceding documentation) are divided by the actual funded FTE for all available years. The actual funded FTE is not known until the end of December each school year. For more information on the definition of a funded FTE student, please refer to the Definitions and Notes for Student/Educator Ratio (Tab 10 in this binder).

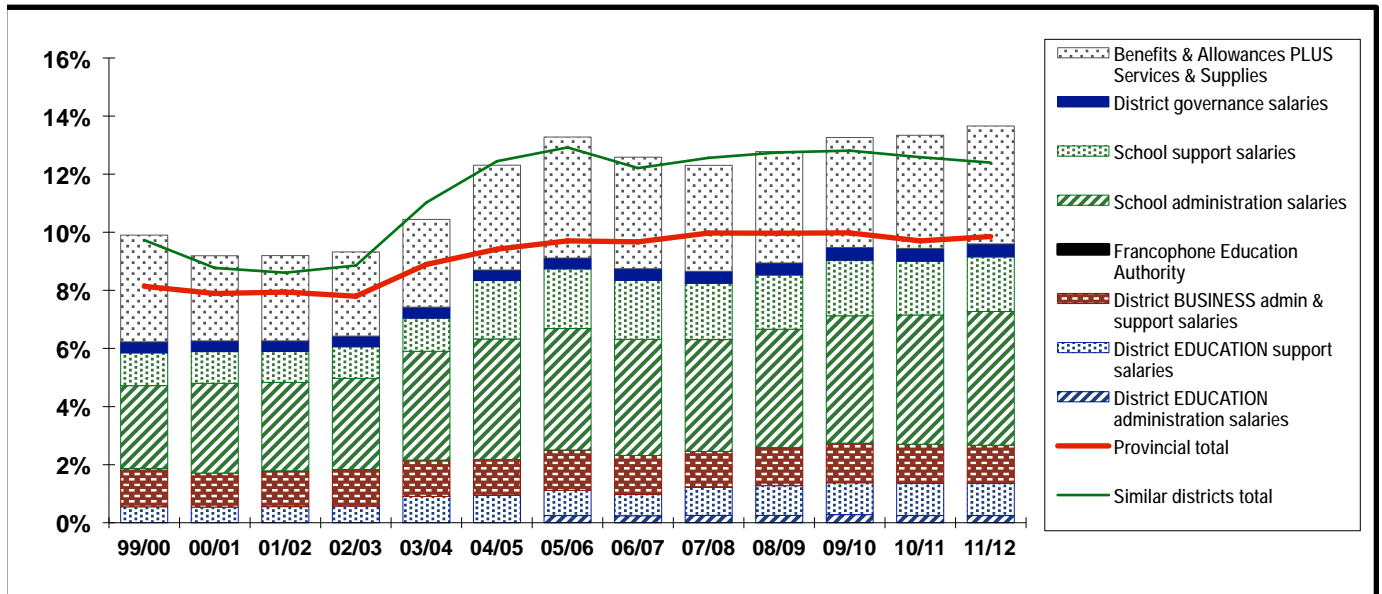
## ***Distribution Across School Districts***

School district budgeted operating expenditures per student are lowest in larger or lower mainland districts but may be affected by other factors such as degree of urbanization and the relative cost of services. In 2011/12, there were 16 districts below the provincial average and 44 districts above. The five districts with the lowest budgeted operating expenditure per student (as defined above) were Vancouver (\$8,072 per student), Central Okanagan, Coquitlam, Surrey and Burnaby. The five districts with the highest budgeted expenditure per student were Stikine (\$34,078 per student), Central Coast, Nisga'a, Vancouver Island West and Haida Gwaii.

## ***Interpretation of provincial trends***

The provincial growth rate of district operating expenditures per student in the period 2002/03 to 2004/05 approximated the B.C. inflation rate. From 2004/05 to 2008/09, expenditures per student exceeded the B.C. inflation rate. Since 2008/09, provincial growth in district operating expenditures per student has roughly kept pace with the B.C. inflation rate.

## ADMINISTRATIVE EXPENDITURE AS A PERCENTAGE OF BUDGETED OPERATING EXPENDITURES (Functions 1-9) 1999/00 to 2011/12



Boundary	Final 99/00	Final 00/01	Final 01/02	Prelim 02/03	Annual 03/04	Amended 04/05	Amended 05/06	Amended 06/07	Amended 07/08	Amended 08/09	Amended 09/10	Amended 10/11	Amended 11/12
Benefits & Allowances + Services & Supplies + Dist Gov Sal	4.1%	3.3%	3.3%	3.3%	3.4%	4.0%	4.5%	4.2%	4.1%	4.2%	4.2%	4.3%	4.5%
School administration salaries + School support salaries	4.0%	4.2%	4.1%	4.2%	4.9%	6.2%	6.2%	6.0%	5.8%	5.9%	6.3%	6.3%	6.5%
Francophone Education Authority	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District BUSINESS admin & support salaries	1.3%	1.2%	1.2%	1.3%	1.3%	1.2%	1.4%	1.3%	1.2%	1.3%	1.4%	1.4%	1.3%
District EDUCATION support salaries	0.5%	0.5%	0.6%	0.6%	0.9%	0.9%	0.9%	0.7%	1.0%	1.0%	1.1%	1.1%	1.1%
District EDUCATION administration salaries	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.3%	0.3%	0.3%	0.2%	0.2%
<b>Total Administrative Expenditure</b>	<b>9.9%</b>	<b>9.2%</b>	<b>9.2%</b>	<b>9.3%</b>	<b>10.4%</b>	<b>12.3%</b>	<b>13.3%</b>	<b>12.6%</b>	<b>12.3%</b>	<b>12.8%</b>	<b>13.3%</b>	<b>13.3%</b>	<b>13.7%</b>

Similar districts	Final 99/00	Final 00/01	Final 01/02	Prelim 02/03	Annual 03/04	Amended 04/05	Amended 05/06	Amended 06/07	Amended 07/08	Amended 08/09	Amended 09/10	Amended 10/11	Amended 11/12
Benefits & Allowances + Services & Supplies + Dist Gov Sal	3.2%	3.3%	3.2%	3.4%	3.6%	3.9%	4.2%	4.0%	4.3%	4.2%	4.1%	4.2%	4.1%
School administration salaries + School support salaries	4.0%	3.1%	3.0%	2.9%	4.6%	5.8%	5.7%	5.3%	5.5%	5.6%	5.7%	5.5%	5.3%
Francophone Education Authority	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District BUSINESS admin & support salaries	1.6%	1.6%	1.7%	1.8%	1.8%	1.7%	1.8%	1.8%	1.8%	1.9%	1.9%	1.9%	1.8%
District EDUCATION support salaries	0.8%	0.7%	0.7%	0.7%	0.8%	0.9%	0.9%	0.9%	0.8%	0.9%	0.9%	0.9%	1.1%
District EDUCATION administration salaries	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%
<b>Total Administrative Expenditure</b>	<b>9.7%</b>	<b>8.8%</b>	<b>8.6%</b>	<b>8.9%</b>	<b>11.0%</b>	<b>12.4%</b>	<b>12.9%</b>	<b>12.2%</b>	<b>12.6%</b>	<b>12.8%</b>	<b>12.8%</b>	<b>12.6%</b>	<b>12.4%</b>

Province	Final 99/00	Final 00/01	Final 01/02	Prelim 02/03	Annual 03/04	Amended 04/05	Amended 05/06	Amended 06/07	Amended 07/08	Amended 08/09	Amended 09/10	Amended 10/11	Amended 11/12
<b>Total Administrative Expenditure</b>	<b>8.1%</b>	<b>7.9%</b>	<b>7.9%</b>	<b>7.8%</b>	<b>8.9%</b>	<b>9.4%</b>	<b>9.7%</b>	<b>9.7%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>9.7%</b>	<b>9.9%</b>

Note. All percentages are based on the last type of Budgeted Expenditure available each year, before Audited (Actual) Expenditures become available.

Source: Ministry of Education Resource Management Division.



**ADMINISTRATIVE EXPENDITURES BY PROGRAM AND BY OBJECT  
AMENDED BUDGET  
2011/12**

<b>Boundary</b>	105 & 110 Principal, VP and Teachers Salaries	120 & 123 Support Staff & Educ Assistant Salaries	130 Other Professional Salaries	140 Substitute Salaries	200 Benefits and Allowances	300-500 Services and Supplies	<b>Total</b>
<b>Function 4 - District Administration</b>							
4.11 Education Administration	\$40,136	\$50,450	\$132,245	-	\$27,023	\$27,850	\$277,704
4.40 District Governance	-	-	\$74,042	-	\$2,800	\$73,140	\$149,982
4.41 Business Administration*	-	\$121,490	\$96,401	-	\$45,326	\$154,215	\$417,432
4.65 Francophone Education Authority	-	-	-	-	-	-	-
<b>Total Function 4 - District Administration</b>	<b>\$40,136</b>	<b>\$171,940</b>	<b>\$302,688</b>	<b>-</b>	<b>\$75,149</b>	<b>\$255,205</b>	<b>\$845,118</b>
<b>1.41 School Administration</b>	<b>\$753,408</b>	<b>\$310,213</b>	<b>-</b>	<b>\$6,000</b>	<b>\$244,123</b>	<b>\$94,690</b>	<b>\$1,408,434</b>
<b>Total Administrative Expenditure</b>	<b>\$793,544</b>	<b>\$482,153</b>	<b>\$302,688</b>	<b>\$6,000</b>	<b>\$319,272</b>	<b>\$349,895</b>	<b>\$2,253,552</b>

Amended Budgeted Operating Expenditure (Functions 1-9) \$16,500,042

<b>Similar Districts</b>	105 & 110 Principal, VP and Teachers Salaries	120 & 123 Support Staff & Educ Assistant Salaries	130 Other Professional Salaries	140 Substitute Salaries	200 Benefits and Allowances	300-500 Services and Supplies	<b>Total</b>
<b>Function 4 - District Administration</b>							
4.11 Education Administration	\$68,178	\$30,367	\$839,087	\$1,500	\$226,860	\$182,556	\$1,348,548
4.40 District Governance	-	-	\$347,847	-	\$14,300	\$300,295	\$662,442
4.41 Business Administration*	-	\$500,707	\$897,174	\$4,827	\$320,881	\$642,584	\$2,366,173
4.65 Francophone Education Authority	-	-	-	-	-	-	-
<b>Total Function 4 - District Administration</b>	<b>\$68,178</b>	<b>\$531,074</b>	<b>\$2,084,108</b>	<b>\$6,327</b>	<b>\$562,041</b>	<b>\$1,125,435</b>	<b>\$4,377,163</b>
<b>1.41 School Administration</b>	<b>\$2,898,997</b>	<b>\$1,208,834</b>	<b>-</b>	<b>\$111,963</b>	<b>\$972,383</b>	<b>\$241,629</b>	<b>\$5,433,806</b>
<b>Total Administrative Expenditure</b>	<b>\$2,967,175</b>	<b>\$1,739,908</b>	<b>\$2,084,108</b>	<b>\$118,290</b>	<b>\$1,534,424</b>	<b>\$1,367,064</b>	<b>\$9,810,969</b>

Amended Budgeted Operating Expenditure (Functions 1-9) \$79,139,142

<b>Province</b>	105 & 110 Principal, VP and Teachers Salaries	120 & 123 Support Staff & Educ Assistant Salaries	130 Other Professional Salaries	140 Substitute Salaries	200 Benefits and Allowances	300-500 Services and Supplies	<b>Total</b>
<b>Function 4 - District Administration</b>							
4.11 Education Administration	\$3,584,430	\$2,709,117	\$23,329,890	\$646,816	\$6,715,315	\$9,529,552	\$46,515,120
4.40 District Governance	-	\$286,090	\$6,636,355	\$7,246	\$457,800	\$8,263,606	\$15,651,097
4.41 Business Administration*	\$1,991,363	\$23,750,243	\$34,993,489	\$917,382	\$13,926,988	\$25,952,412	\$101,531,877
4.65 Francophone Education Authority	-	\$5,286	\$324,214	\$256	\$1,925	-	\$331,681
<b>Total Function 4 - District Administration</b>	<b>\$5,575,793</b>	<b>\$26,750,736</b>	<b>\$65,283,948</b>	<b>\$1,571,700</b>	<b>\$21,102,028</b>	<b>\$43,745,570</b>	<b>\$164,029,775</b>
<b>1.41 School Administration</b>	<b>\$172,817,022</b>	<b>\$83,678,249</b>	<b>\$1,489,690</b>	<b>\$4,165,340</b>	<b>\$61,347,118</b>	<b>\$14,134,280</b>	<b>\$337,631,699</b>
<b>Total Administrative Expenditure</b>	<b>\$178,392,815</b>	<b>\$110,428,985</b>	<b>\$66,773,638</b>	<b>\$5,737,040</b>	<b>\$82,449,146</b>	<b>\$57,879,850</b>	<b>\$501,661,474</b>

Amended Budgeted Operating Expenditure (Functions 1-9) \$5,090,610,698

\* Expenditures previously recorded in Programs 4.42 (Human Resources Admin) and 4.47 (Labour Relations) are now recorded in Program 4.41 (Business Administration)

Source: Ministry of Education Resource Management Division.

**ADMINISTRATIVE EXPENDITURES BY PROGRAM AND BY OBJECT  
AS A PERCENTAGE OF BUDGETED OPERATING EXPENDITURES  
AMENDED BUDGET 2011/12**

<b>Boundary</b>	105 & 110 Principal, VP and Teachers Salaries	120 & 123 Support Staff & Educ Assistant Salaries	130 Other Professional Salaries	140 Substitute Salaries	200 Benefits and Allowances	300-500 Services and Supplies	<b>Total</b>
<b>Function 4 - District Administration</b>							
4.11 Education Administration	0.24%	0.31%	0.80%	-	0.16%	0.17%	1.68%
4.40 District Governance	-	-	0.45%	-	0.02%	0.44%	0.91%
4.41 Business Administration*	-	0.74%	0.58%	-	0.27%	0.93%	2.53%
4.65 Francophone Education Authority	-	-	-	-	-	-	-
<b>Total Function 4 - District Administration</b>	0.24%	1.04%	1.83%	-	0.46%	1.55%	5.12%
<b>1.41 School Administration</b>	4.57%	1.88%	-	0.04%	1.48%	0.57%	8.54%
<b>Total Administrative Expenditure</b>	4.81%	2.92%	1.83%	0.04%	1.93%	2.12%	13.66%

Amended Budgeted Operating Expenditure (Functions 1-9) 100.00%

<b>Similar Districts</b>	105 & 110 Principal, VP and Teachers Salaries	120 & 123 Support Staff & Educ Assistant Salaries	130 Other Professional Salaries	140 Substitute Salaries	200 Benefits and Allowances	300-500 Services and Supplies	<b>Total</b>
<b>Function 4 - District Administration</b>							
4.11 Education Administration	0.09%	0.04%	1.06%	0.00%	0.29%	0.23%	1.70%
4.40 District Governance	-	-	0.44%	-	0.02%	0.38%	0.84%
4.41 Business Administration*	-	0.63%	1.13%	0.01%	0.41%	0.81%	2.99%
4.65 Francophone Education Authority	-	-	-	-	-	-	-
<b>Total Function 4 - District Administration</b>	0.09%	0.67%	2.63%	0.01%	0.71%	1.42%	5.53%
<b>1.41 School Administration</b>	3.66%	1.53%	-	0.14%	1.23%	0.31%	6.87%
<b>Total Administrative Expenditure</b>	3.75%	2.20%	2.63%	0.15%	1.94%	1.73%	12.40%

Amended Budgeted Operating Expenditure (Functions 1-9) 100.00%

<b>Province</b>	105 & 110 Principal, VP and Teachers Salaries	120 & 123 Support Staff & Educ Assistant Salaries	130 Other Professional Salaries	140 Substitute Salaries	200 Benefits and Allowances	300-500 Services and Supplies	<b>Total</b>
<b>Function 4 - District Administration</b>							
4.11 Education Administration	0.07%	0.05%	0.46%	0.01%	0.13%	0.19%	0.91%
4.40 District Governance	-	0.01%	0.13%	0.00%	0.01%	0.16%	0.31%
4.41 Business Administration*	0.04%	0.47%	0.69%	0.02%	0.27%	0.51%	1.99%
4.65 Francophone Education Authority	-	0.00%	0.01%	0.00%	0.00%	-	0.01%
<b>Total Function 4 - District Administration</b>	0.11%	0.53%	1.28%	0.03%	0.41%	0.86%	3.22%
<b>1.41 School Administration</b>	3.39%	1.64%	0.03%	0.08%	1.21%	0.28%	6.63%
<b>Total Administrative Expenditure</b>	3.50%	2.17%	1.31%	0.11%	1.62%	1.14%	9.85%

Amended Budgeted Operating Expenditure (Functions 1-9) 100.00%

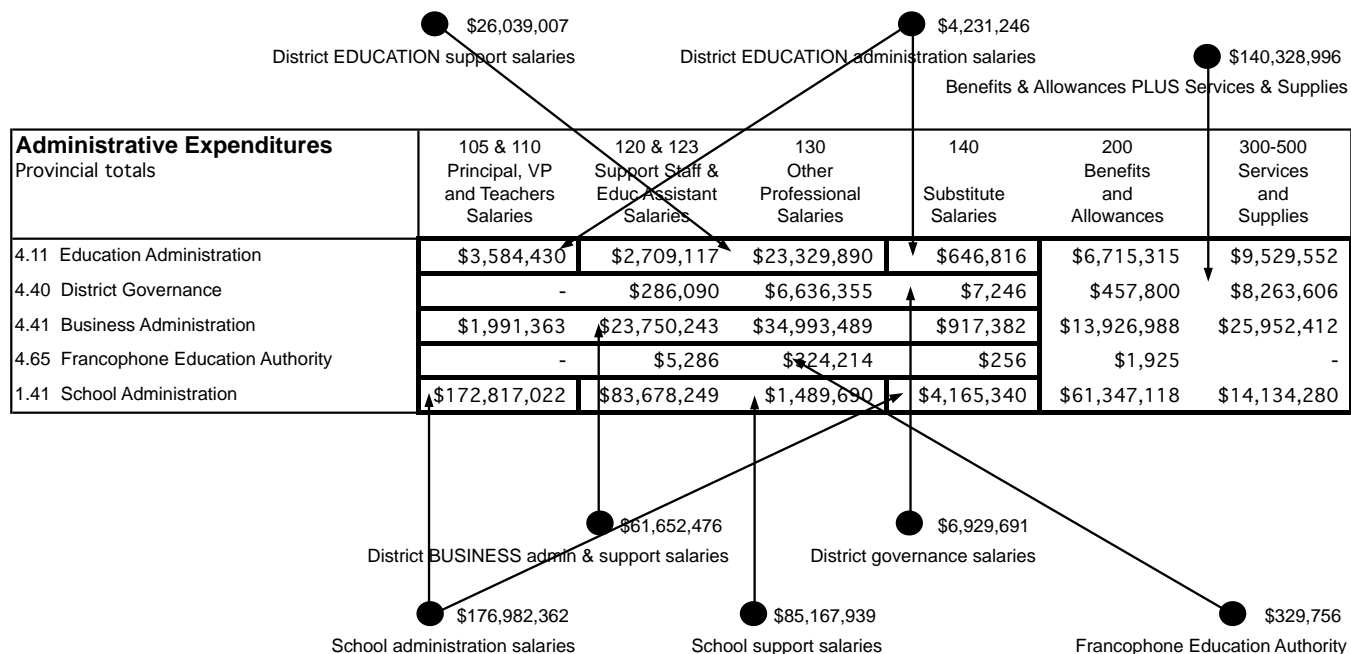
\* Expenditures previously recorded in Programs 4.42 (Human Resources Admin) and 4.47 (Labour Relations) are now recorded in Program 4.41 (Business Administration)

Source: Ministry of Education Resource Management Division.

## Administrative Expenditures by Program and by Object

Amended budgeted expenditure  
2011/12

The diagram below shows how cells were grouped to construct the items shown on the accompanying colour chart. Cells have been regrouped in this way to assist with interpretation of budgeted expenditure for Administrative Expenditures. This process did not originate from the Ministry of Education.



Grouping cells in this way gives the following totals for the district, similar districts and the province. These totals are the basis for the percentages shown on the accompanying colour graphic for 2011/12.

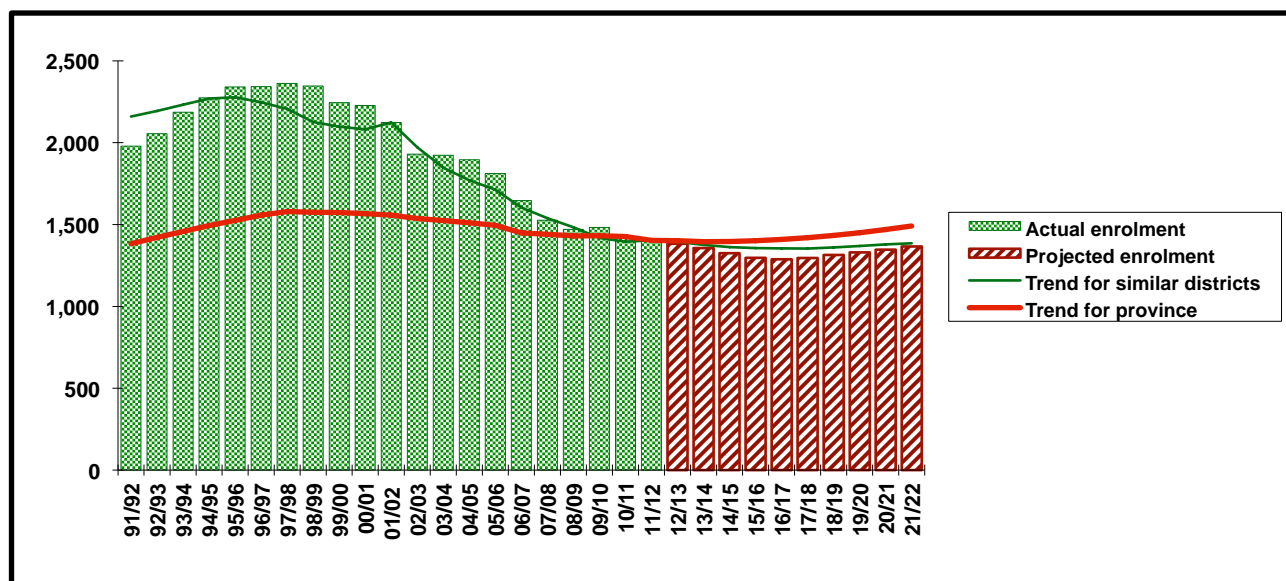
	Boundary	Similar districts	Province
Benefits & Allowances PLUS Services & Supplies	\$669,167	\$2,901,488	\$140,328,996
District governance salaries	\$74,042	\$347,847	\$6,929,691
School support salaries	\$310,213	\$1,208,834	\$85,167,939
School administration salaries	\$759,408	\$3,010,960	\$176,982,362
Francophone Education Authority	\$0	\$0	\$329,756
District BUSINESS admin & support salaries	\$217,891	\$1,402,708	\$61,652,476
District EDUCATION support salaries	\$182,695	\$869,454	\$26,039,007
District EDUCATION administration salaries	\$40,136	\$69,678	\$4,231,246
<b>Total Administrative Expenditure</b>	<b>\$2,253,552</b>	<b>\$9,810,969</b>	<b>\$501,661,474</b>

### Notes

- Before 1995/96, Object 105 (Principals and Vice Principals Salaries) was included in Object 110 (Teachers Salaries). They have been grouped together above.
- From 2003/04, Objects 125 (Clerical) and 127 (Other Staff) have been merged into new Object 120 (Support Staff).
- From 2003/04, Program 4.46 (School-Based Administration) has been deleted, and expenditures recorded in Program 1.41 (School Administration).
- From 2003/04, Programs 4.42 (Human Resources Administration) and 4.47 (Labour Relations) have been deleted and expenditures recorded in Program 4.41 (Business Administration).

Source: Ministry of Education Resource Management Division.

## STUDENT ENROLMENT (HISTORICAL AND PROJECTED HEADCOUNT) 1991/92 to 2021/22



	Actual 91/92	Actual 92/93	Actual 93/94	Actual 94/95	Actual 95/96	Actual 96/97	Actual 97/98	Actual 98/99
Boundary	1,979	2,055	2,186	2,274	2,341	2,343	2,362	2,346
Province	539,300	554,590	568,668	582,781	594,772	607,644	615,980	614,458

	Actual 99/00	Actual 00/01	Actual 01/02	Actual 02/03	Actual 03/04	Actual 04/05	Actual 05/06	Actual 06/07
Boundary	2,245	2,227	2,124	1,930	1,923	1,896	1,812	1,647
Province	613,607	610,851	607,437	599,514	594,553	589,106	583,256	565,104

	Actual 07/08	Actual 08/09	Actual 09/10	Actual 10/11	Actual 11/12	Projected 12/13	Projected 13/14	Projected 14/15
Boundary	1,526	1,471	1,482	1,421	1,403	1,383	1,356	1,325
Province	561,679	557,750	558,298	556,505	547,148	546,498	544,198	544,504

	Projected 15/16	Projected 16/17	Projected 17/18	Projected 18/19	Projected 19/20	Projected 20/21	Projected 21/22
Boundary	1,297	1,288	1,296	1,314	1,330	1,347	1,366
Province	546,455	549,489	553,584	559,127	565,670	573,191	581,482

*Note. Excludes Continuing Education and Distance Education.*

Source: Ministry of Education, Resource Management Division (projections from base year 2011/12).

# DEFINITIONS AND NOTES

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## **Student Enrolment (historical and projected)**

Student headcount enrolment is the main factor which determines total district revenues and expenditures. Other factors include educator salaries and enrolments in language and other programs (see page 3.2).

Projected enrolment is one of the most important factors in planning for the future. One-year projections are important because they provide a guide for budget planning, hiring of new teachers and allocating classes. Longer-term projections are used to plan for the re-allocation of facilities, building new schools, or extensions and upgrading for present schools.

Enrolments are collected at the end of September each year on Form 1701. They are entered into the Student Level Data Collection (SLDC) at the Ministry of Education. Projected enrolment is calculated after the current year's enrolments are finalized. In the past, they have been published in January or February by the Ministry in Standard Reports 1558A and 1558B. All projected enrolments are now prepared by BC Stats and are usually available late June or July each year.

The following enrolments are included on the accompanying chart:

- Standard Schools
- Alternate Programs/Schools
- Provincial School (Jericho Hill)
- Youth Custody/Residential Attendance Centres
- Short Term Provincial Resource Programs
- Long Term Provincial Resource Programs
- Students older than school age
- Electronic Bussing Schools

The following enrolments are excluded from the accompanying chart:

- Home school registrations
- Continuing Education Centres
- Distance Education
- Independent schools
- Non-open schools (closed or reserved)
- Students younger than school age

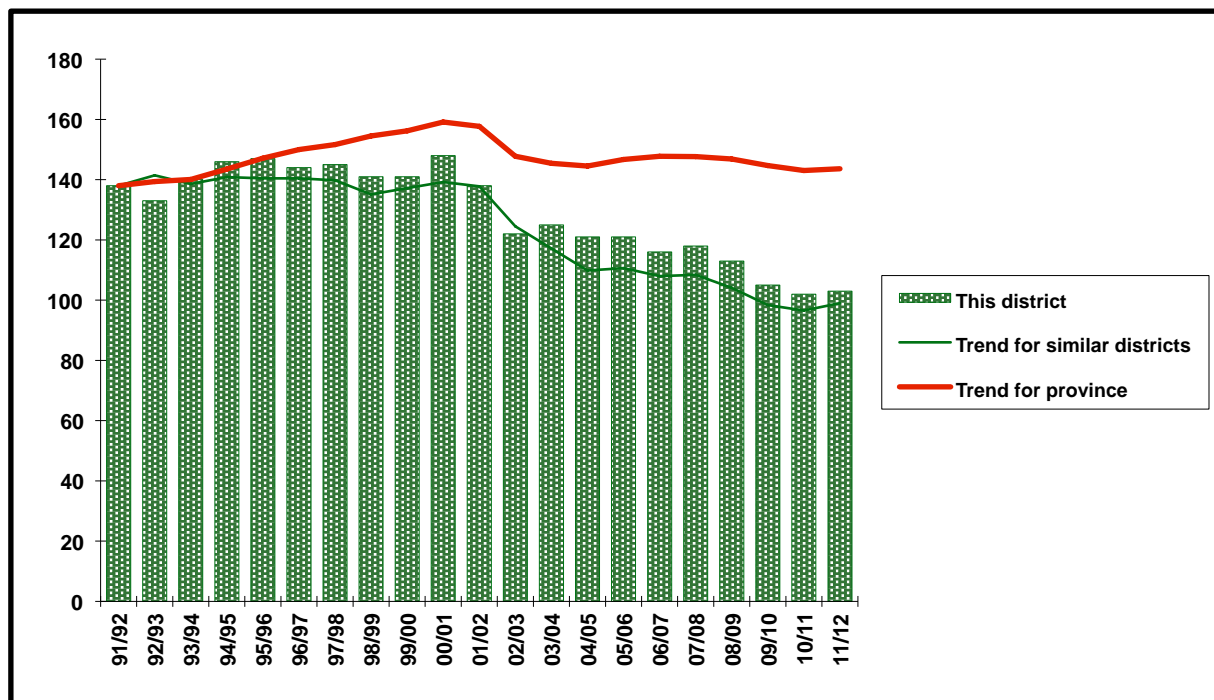
The following note on the face page of 2002/03 Standard Report 1558A is repeated here:

"Projections are based on current year enrolments projected forward using Provincial Population Projections (school aged only). The Conseil Scolaire Francophone enrolments are now treated as an additional district (93) and are not counted in other district's enrolments. Districts that previously held CSF enrolments will show a small decline in historical numbers beginning in 1996/97."

## ***Interpretation of provincial trends***

Since the previous peak of 542,688 in 1975/76, provincial enrolments decreased to 486,221 in 1986/87 as the 'baby-boomers' left the school system. From 1986/87 to 1997/98, enrolments increased due to children of the 'baby-boom' generation entering the system, and net migration into British Columbia. This increased enrolment by between 2 and 3 percent over these years. Provincial 1997/98 enrolments of 615,980 were the highest ever in B.C. schools at that time, but they began an unexpected decline in 1998/99. This has been attributed in part to an increase in interprovincial out-migration (particularly to Alberta) since that time. The downward trend in enrolments is expected to reverse in 2014/15.

## EDUCATORS (HEADCOUNT) 1991/92 to 2011/12



	91/92	92/93	93/94	94/95	95/96	96/97	97/98
<b>Boundary</b>	138	133	140	146	147	144	145
<b>Similar districts</b>	676	693	679	690	688	688	685
<b>Province</b>	34,690	35,042	35,212	36,079	36,990	37,706	38,126

	98/99	99/00	00/01	01/02	02/03	03/04	04/05
<b>Boundary</b>	141	141	148	138	122	125	121
<b>Similar districts</b>	662	672	682	675	610	574	538
<b>Province</b>	38,845	39,272	40,006	39,645	37,150	36,562	36,331

	05/06	06/07	07/08	08/09	09/10	10/11	11/12
<b>Boundary</b>	121	116	118	113	105	102	103
<b>Similar districts</b>	542	529	531	510	482	473	485
<b>Province</b>	36,886	37,149	37,118	36,921	36,372	35,960	36,107

Source: Ministry of Education Standard Reports 2052 and 2063, and data warehouse.

# DEFINITIONS AND NOTES

## Educators (headcount)

The number of educators and their salary levels are the main factors which determine how expenditures are distributed in each district. Educator numbers are determined mainly by student enrolment and the current provincial contract.

Information on educators is collected at the end of September each year on Forms 2001 and 2003. The number of educators is determined mainly from Form 2003, and cross-checked with data from Form 2001.

The term 'Educator' refers to a teacher or an administrative officer employed by a school board or independent school. Teachers hold a certificate of qualification and provide educational programs to students in a school. Administrative officers are people who serve in positions such as director of instruction, principal or vice-principal.

According to the Ministry's Education Data Warehouse (replacing Standard Report 2059), the total of 36,107 B.C. public school educators in 2011/12 was composed of the following people:

### School staff

Teachers (regular classroom teachers, department heads, teachers with administrative allowance)	33,022
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School-based administrators (principals and vice-principals)	2,522,
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<b>Total School Staff</b>	<b>35,544</b>
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### District Staff

(Directors of Instruction, Instructional Support, Testing and Assessment)	563
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<b>Total District Staff</b>	<b>563</b>
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<b>Total Provincial Public School Educators</b>	<b>36,107</b>
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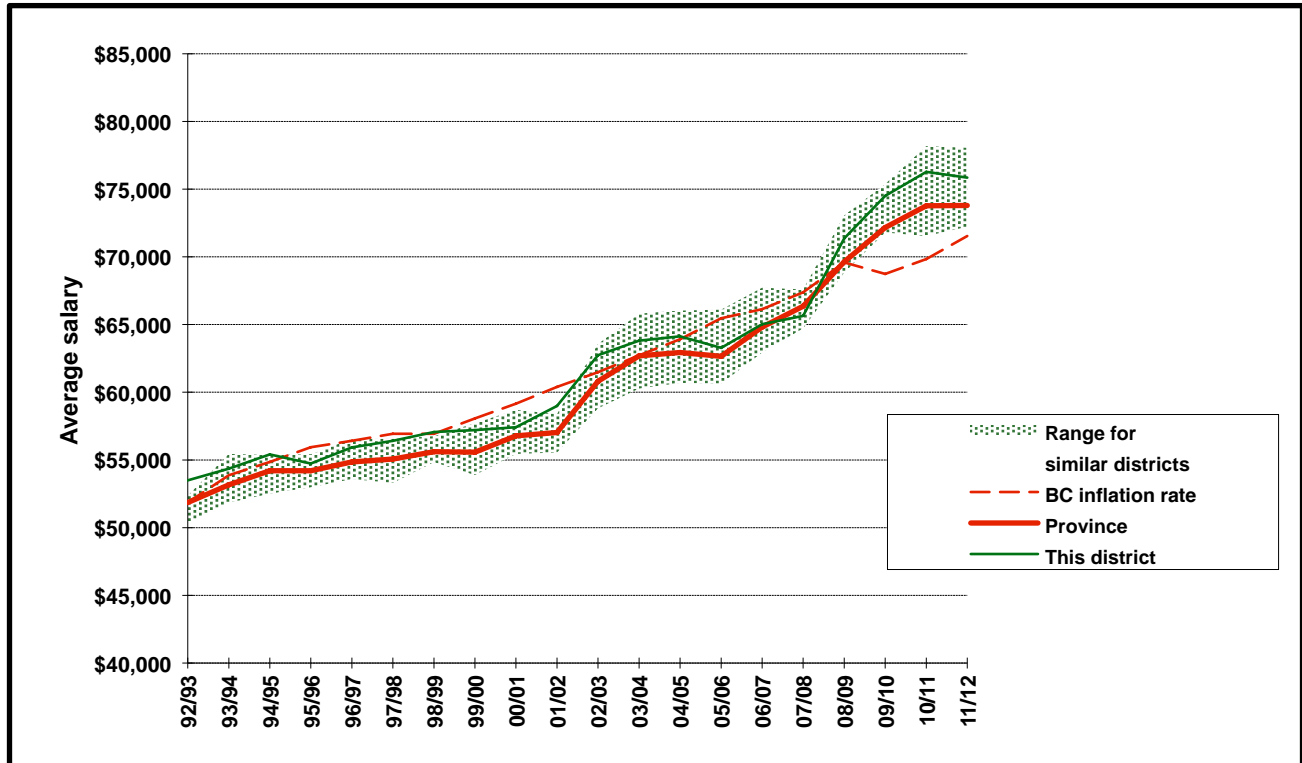
Most educators are employed full time, but an increasing number (particularly female teachers) are employed part time.

## *Interpretation of provincial trends*

From 1997/98 to 2001/02, student enrolment decreased by 1.4 percent, but the number of educators increased by 4.6 percent. This is probably attributable mainly to an increase in Primary teachers, as required by reduced maximum class sizes in the provincial collective agreement. From 2001/02 to 2004/05, student enrolment decreased by 3.7 percent, but the number of educators decreased by 8.9 percent. This may be attributable partly to a change in the provincial collective agreement, which placed limits on average class size rather than on maximum class size.

From 2004/05 to 2011/12, the number of students decreased by 7.1% while the number of educators decreased by 0.6%. This was probably attributable to new limits on both maximum class sizes and average class sizes.

## EDUCATOR SALARIES 1992/93 to 2011/12



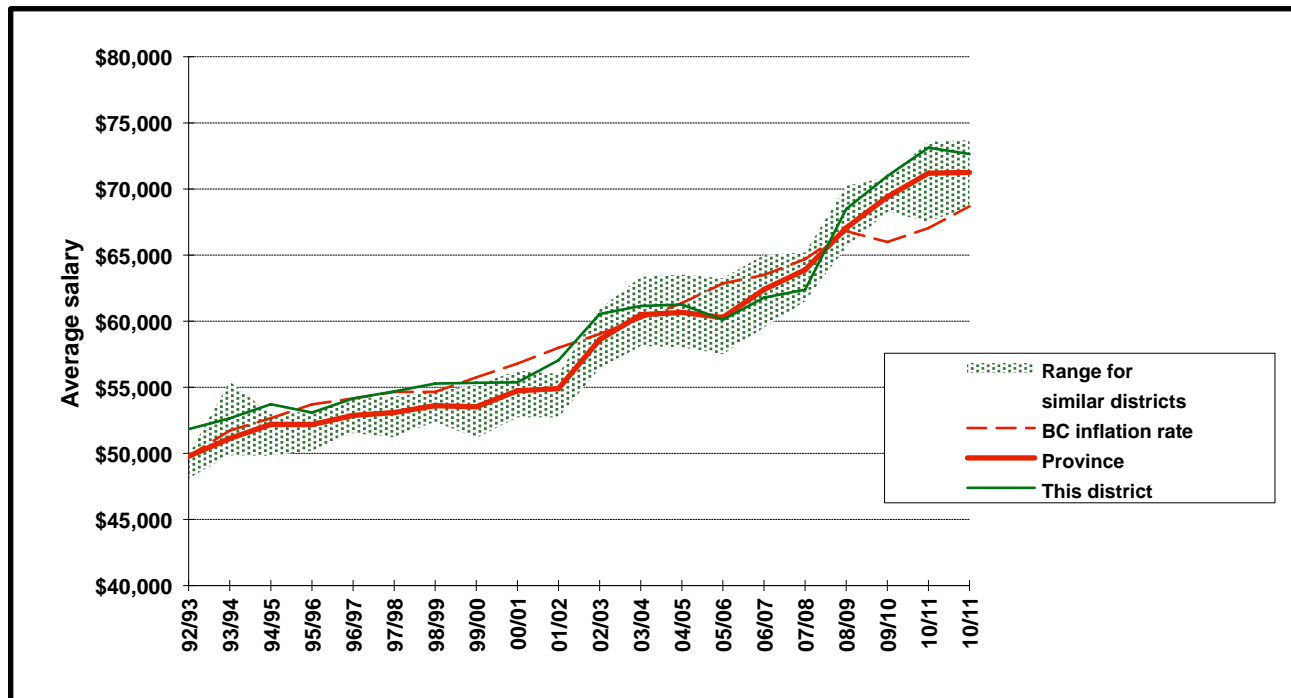
	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Similar districts - maximum	\$52,358	\$55,441	\$55,363	\$55,417	\$56,558	\$56,550	\$56,750	\$57,708	\$58,693	\$58,387
Similar districts - minimum	\$50,311	\$51,836	\$52,517	\$52,982	\$53,591	\$53,300	\$54,837	\$53,883	\$55,445	\$55,544
Boundary	\$53,488	\$54,357	\$55,403	\$54,736	\$55,928	\$56,414	\$57,058	\$57,204	\$57,414	\$58,988
Province	\$51,855	\$53,165	\$54,201	\$54,208	\$54,849	\$55,063	\$55,604	\$55,571	\$56,778	\$57,026

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Similar districts - maximum	\$63,562	\$65,804	\$66,035	\$66,098	\$67,722	\$67,590	\$73,062	\$75,381	\$78,184	\$78,046
Similar districts - minimum	\$58,809	\$60,277	\$60,688	\$60,647	\$62,939	\$64,723	\$68,826	\$71,798	\$71,533	\$72,220
Boundary	\$62,730	\$63,810	\$64,129	\$63,282	\$65,025	\$65,640	\$71,359	\$74,502	\$76,276	\$75,852
Province	\$60,806	\$62,681	\$62,935	\$62,655	\$64,819	\$66,354	\$69,631	\$72,166	\$73,773	\$73,791

Source: Education Data Warehouse and Standard Report 2063, and Ministry of Labour and Citizens' Services (B.C. inflation rate)



## SCHOOL TEACHER SALARIES 1992/93 to 2011/12



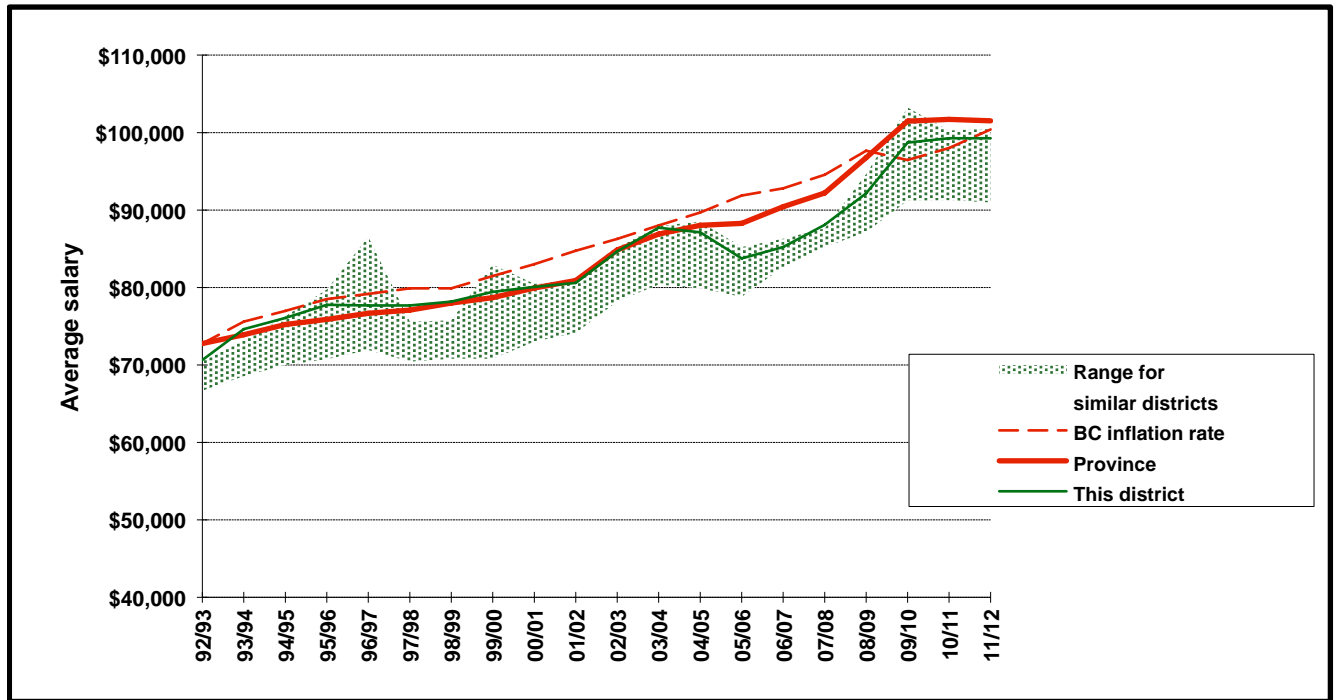
	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Similar districts - maximum	\$49,920	\$55,441	\$52,961	\$53,188	\$54,138	\$54,299	\$54,682	\$55,166	\$56,262	\$56,013
Similar districts - minimum	\$48,110	\$49,861	\$49,834	\$50,192	\$51,542	\$51,217	\$52,395	\$51,171	\$52,731	\$52,729
Boundary	\$51,836	\$52,659	\$53,725	\$53,094	\$54,154	\$54,683	\$55,285	\$55,339	\$55,381	\$57,045
Province	\$49,787	\$51,126	\$52,197	\$52,182	\$52,874	\$53,095	\$53,605	\$53,519	\$54,738	\$54,903

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	10/11
Similar districts - maximum	\$60,916	\$63,355	\$63,519	\$63,253	\$65,010	\$65,190	\$70,243	\$70,884	\$73,573	\$73,695
Similar districts - minimum	\$56,443	\$58,124	\$58,033	\$57,508	\$59,513	\$61,515	\$65,598	\$68,262	\$67,533	\$68,654
Boundary	\$60,539	\$61,152	\$61,256	\$60,105	\$61,781	\$62,382	\$68,485	\$70,982	\$73,122	\$72,646
Province	\$58,614	\$60,479	\$60,660	\$60,274	\$62,394	\$63,879	\$67,053	\$69,407	\$71,193	\$71,253

**Note.** Includes regular teachers, department heads and other school-based instructional staff.

Source: Education Data Warehouse and Standard Report 2063, and Ministry of Labour and Citizens' Services (B.C. inflation rate)

**SCHOOL ADMINISTRATOR SALARIES  
1991/92 to 2010/11**



	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Similar districts - maximum	\$70,489	\$73,187	\$76,279	\$79,738	\$86,549	\$75,594	\$75,754	\$82,943	\$80,461	\$81,010
Similar districts - minimum	\$66,677	\$68,559	\$69,996	\$70,747	\$71,931	\$70,429	\$70,796	\$70,806	\$73,003	\$74,120
Boundary	\$70,632	\$74,633	\$76,065	\$77,760	\$77,688	\$77,687	\$78,167	\$79,427	\$80,086	\$80,590
Province	\$72,767	\$73,897	\$75,223	\$75,875	\$76,671	\$77,077	\$77,988	\$78,684	\$79,928	\$80,894

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Similar districts - maximum	\$85,338	\$87,949	\$88,495	\$85,225	\$86,295	\$87,643	\$94,650	\$103,242	\$100,261	\$100,530
Similar districts - minimum	\$78,191	\$80,378	\$79,891	\$78,799	\$82,630	\$85,226	\$87,168	\$91,201	\$91,266	\$90,985
Boundary	\$84,669	\$87,719	\$87,120	\$83,756	\$85,220	\$88,083	\$92,166	\$98,712	\$99,269	\$99,269
Province	\$84,846	\$86,894	\$88,038	\$88,280	\$90,426	\$92,205	\$96,776	\$101,474	\$101,699	\$101,510

**Notes.** Includes school-based principals and vice-principals.

Source: Education Data Warehouse and Standard Report 2063, and Ministry of Labour and Citizens' Services (B.C. inflation rate)

# DEFINITIONS AND NOTES

## Educator, Teacher and Administrator Salaries

Educator remuneration is the largest single component of expenditures in each district. This is determined by the number of educators and their salaries. Information on educators is collected at the end of September each year on Forms 2001 and 2003. Their salaries are calculated from Form 2003.

The salaries of educators are determined by a salary grid. Categories on a salary grid are based on the academic qualifications of educators and their years of experience. Although qualifications required to earn a certain salary are not precisely set, educators in category 6, the highest category, would generally have a Master's degree.

The average gross salary of 2011/12 FTE B.C. public school educators (including all allowances) was \$73,791. According to the Ministry's Education Data Warehouse (replacing Standard Report 2063), average salaries for the different types of public school educators were as follows:

	2010/11	2010/11	Change
<b>School staff</b>			
Teachers (regular classroom teachers, department heads, teachers with administrative allowance)	\$71,193	\$71,253	+0.1%
School-based administrators (principals and vice-principals)	\$101,699	\$101,510	-0.2%
<b>Average School Staff Salary</b>	<b>\$73,557</b>	<b>\$73,590</b>	<b>0.0%</b>
<b>District Staff</b>			
(Directors of Instruction, Instructional Support, Testing and Assessment)	\$87,437	\$86,294	-1.3%
<b>Average District Staff Salary</b>	<b>\$87,437</b>	<b>\$86,294</b>	<b>-1.3%</b>
<b>Provincial average educator salary</b>	<b>\$73,773</b>	<b>\$73,791</b>	<b>0.0%</b>

This section contains three charts. One covers all educators shown above; one covers school teachers separately (regular classroom teachers, department heads, teachers with administrative allowance above), and the third covers school-based administrators (principals and vice-principals above).

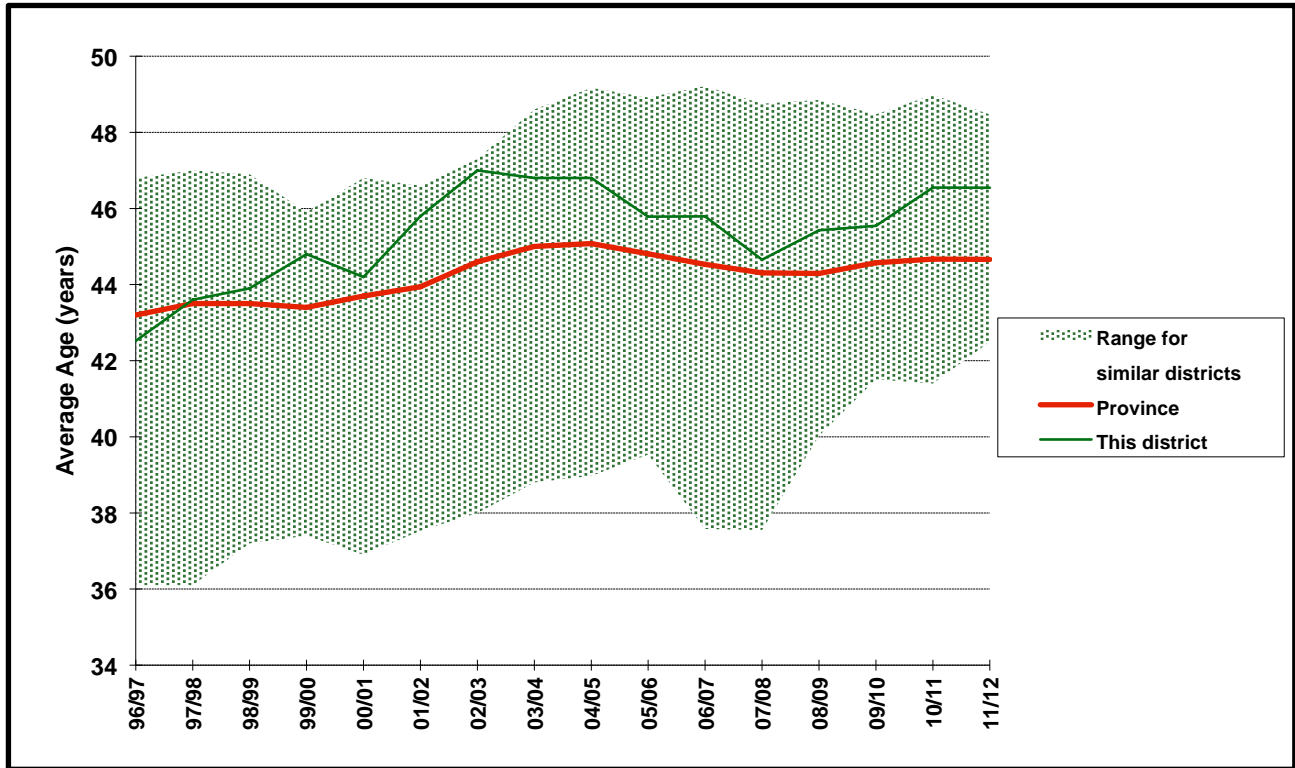
## Distribution Across School Districts

In 2011/12, 38 of B.C.'s school districts were above the provincial average educator salary and 22 were below. All districts were within \$5,000 of the provincial mean except Stikine (\$7,621 above the mean) and Nechako Lakes (\$5,940 above the mean). The five districts with the lowest average salaries in 2011/12 were the Conseil Scolaire Francophone, Alberni, Chilliwack, Surrey and Cariboo-Chilcotin. The five districts with the highest average salaries were Stikine, Nechako Lakes, Fort Nelson, Coast Mountains and Nisga'a.

## Interpretation of provincial trends

Significant increases from 1988/89 to 1993/94 may be attributed in part to the advent of district collective bargaining, and in part to an inflationary period preceding the recession during the early 1990s. From 1993/94 to 2001/02, educator average salary growth was slightly lower than the Consumer Price Index. An increase of 17.8% over the past six years (since 2005/06, and including the recession of 2009/10) may be attributable in part to an increase in teacher salaries as a part of a new collective agreement, an increase in the number of younger teachers moving through salary grids, and laying off some of the younger teachers due to budget pressures and declining student enrolments.

## EDUCATOR AGES 1996/97 to 2011/12



	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Similar districts - maximum	46.8	47.0	46.9	45.9	46.8	46.6	47.3	48.6
Similar districts - minimum	36.1	36.1	37.2	37.4	36.9	37.5	38.0	38.8
Boundary	42.5	43.6	43.9	44.8	44.2	45.8	47.0	46.8
Province	43.2	43.5	43.5	43.4	43.7	43.9	44.6	45.0

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Similar districts - maximum	49.2	48.9	49.2	48.8	48.9	48.5	49.0	48.5
Similar districts - minimum	39.0	39.5	37.6	37.6	40.0	41.5	41.4	42.5
Boundary	46.8	45.8	45.8	44.7	45.4	45.5	46.5	46.5
Province	45.1	44.8	44.5	44.3	44.3	44.6	44.7	44.7

Source: Education Data Warehouse and Standard Report 2059

# DEFINITIONS AND NOTES

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## **Educator Ages**

As individual educators grow older, their years of experience allow them to move up the salary grid which determines their salary.

Information on educators (including date of birth) is collected at the end of September each year on Forms 2001 and 2003. Form 2005 has been discontinued.

The average age of B.C. public school educators in 2004/05 was 45.1 years, 0.1 years above the previous year, and the highest in recorded history of educator ages. In the three years which followed, average age declined to 44.3 years in 2007/08 and increased slightly in 2010/11 and 2011/12 to 44.7 years. According to the Ministry's Education Data Warehouse (replacing Standard Report 2059), the average ages for the different types of public school educators were as follows:

### **School staff**

Teachers (regular classroom teachers, department heads, teachers with administrative allowance)	44.3
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School-based administrators (principals and vice-principals)	48.1
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<b>Total School Staff</b>	<b>44.6</b>
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### **District Staff**

(Directors of Instruction, Instructional Support, Testing and Assessment)	49.7
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<b>Total District Staff</b>	<b>49.7</b>
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<b>Total Provincial Public School Educators</b>	<b>44.7</b>
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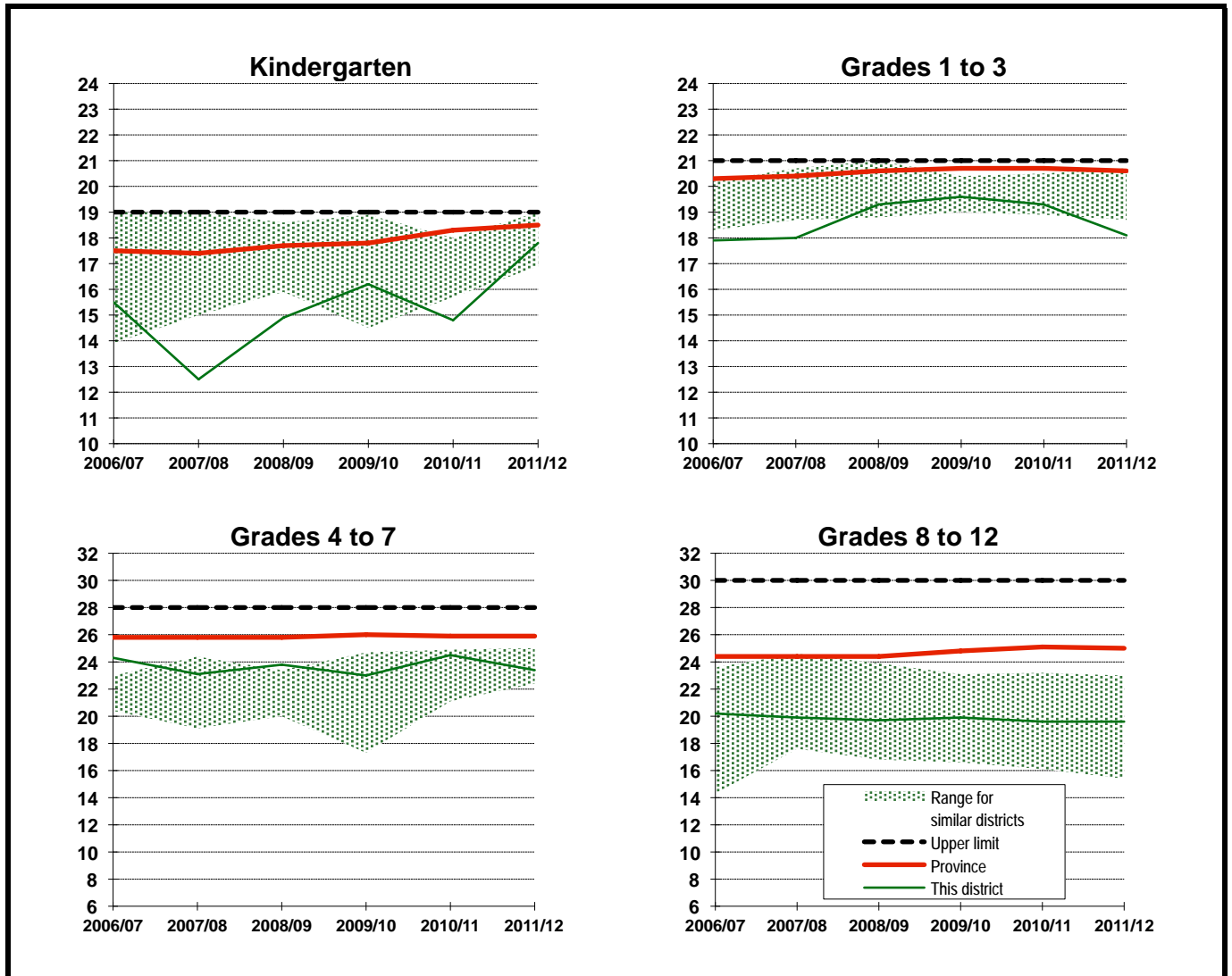
## ***Distribution Across School Districts***

Thirty-six of B.C.'s school 60 districts (including the CSF) are above the provincial average and 24 are below. There appears to be no relationship between geographical factors and average teacher ages. The five districts with the youngest teachers in 2011/12 were Stikine, Haida Gwaii, Peace River North, Fort Nelson and Burnaby. The five districts with the oldest teachers were Arrow Lakes, Sunshine Coast, Vancouver Island West, Gulf Islands and Qualicum.

## ***Interpretation of provincial trends***

A balanced flow of educators into and out of their profession would normally keep average ages relatively constant. However, many educators are from the 'baby boom' generation, and the dominance of their large numbers (not having yet reached retirement age) has contributed to a consistent increase in average educator ages for a number of years. Over the past four years, more teachers have been retiring, and this has contributed to a decrease in average educator age from 45.1 in 2004/05 to 44.3 in 2007/08 and 2008/09. This downward trend would normally continue for several years, but the current recession has led to decline in younger teacher numbers, temporarily increasing the average age to 44.7 years in 2010/11 and 2011/12.

**AVERAGE CLASS SIZE  
B.C. STANDARD PUBLIC SCHOOLS**



Students per class	Kindergarten						Grades 1 to 3					
	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
This district	15.5	12.5	14.9	16.2	14.8	17.8	17.9	18.0	19.3	19.6	19.3	18.1
Province	17.5	17.4	17.7	17.8	18.3	18.5	20.3	20.4	20.6	20.7	20.7	20.6

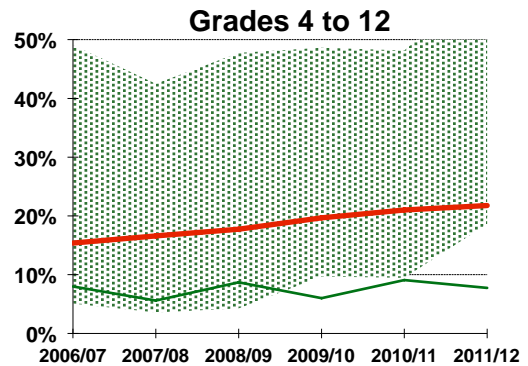
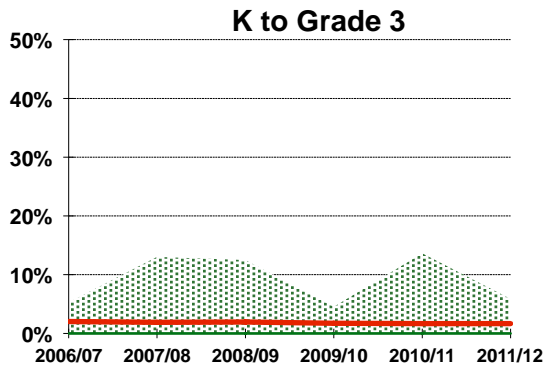
  

Students per class	Grades 4 to 7						Grades 8 to 12					
	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
This district	24.3	23.1	23.8	23.0	24.5	23.4	20.2	19.9	19.7	19.9	19.6	19.6
Province	25.8	25.8	25.8	26.0	25.9	25.9	24.4	24.4	24.4	24.8	25.1	25.0

Source: B.C. Ministry of Education Data Warehouse.

**CLASS COMPOSITION  
B.C. STANDARD PUBLIC SCHOOLS**

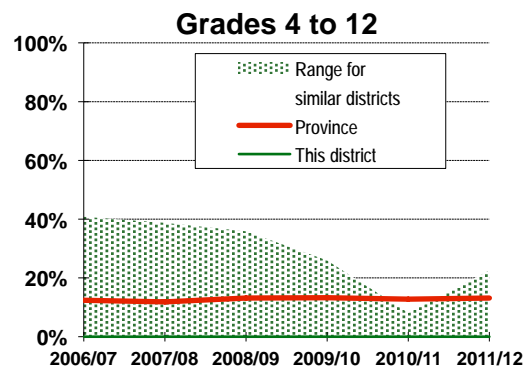
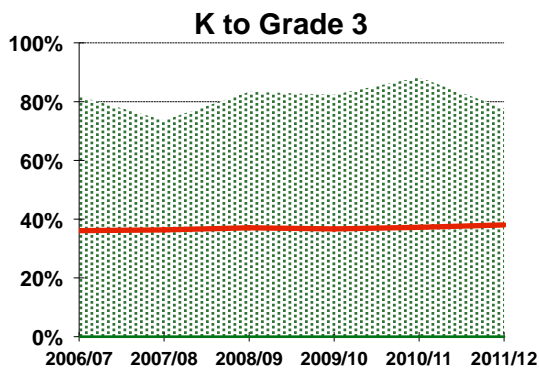
**Percentage of classes with 4 or more students entitled to an IEP**



		K to Grade 3						Grades 4 to 12					
		2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
District	No. classes 4+	0	0	0	0	0	0	12	8	12	8	11	9
	No. classes	24	23	22	23	23	22	150	143	138	133	121	116
	Percent 4+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.0%	5.6%	8.7%	6.0%	9.1%	7.8%
Province	Percent 4+	2.0%	1.9%	1.9%	1.7%	1.7%	1.7%	15.4%	16.6%	17.8%	19.7%	21.0%	21.8%

NOTE. Classes with 4 or more IEP students require that organization of the class is appropriate for student learning in the opinions of the superintendent and principal of the school, and the principal has consulted with the teacher.

**Percentage of classes with 4 or more students in ESL/ESD Program**



		K to Grade 3						Grades 4 to 12					
		2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
District	No. classes 4+	0	0	0	0	0	0	0	0	0	0	0	0
	No. classes	24	23	22	23	23	22	150	143	138	133	121	116
	Percent 4+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Province	Percent 4+	36.1%	36.3%	37.1%	36.7%	37.2%	38.1%	12.4%	11.8%	13.2%	13.2%	12.8%	13.2%

Source: B.C. Ministry of Education Data Warehouse.

# DEFINITIONS AND NOTES

## Average Class Size & Class Composition

In May, 2003, Bill 33 introduced changes to Section 76.1 of *The School Act* which controlled both average class size and maximum class size in BC schools. In September 2006, amendments to the *Class Size Regulation* (255/06) also specified how average class sizes at all grade levels were to be calculated and monitored through each school year.

### Average Class Size

In summary, the legislated upper limits for class sizes are as follows:

	Average	Maximum
Kindergarten	19	22
Grades 1 to 3	21	24
Grades 4 to 7	28	30*
Grades 8 to 12	30	30*

\* A class in excess of 30 students is allowed in a school provided that in the opinions of the superintendent and the principal of the school, the organization of the class is appropriate for student learning, and the principal has obtained the consent of the teacher of that class (for Grades 4-7), or has consulted with the teacher of that class (for Grades 8-12).

### Class Composition

Section 76.1 (2.3) of the *Class Size Regulation* also specifies the following limit on class composition:

A class at any grade level in a school may not include more than three students with an Individual Education Plan (IEP) unless in the opinions of the superintendent and the principal of the school, the organization of the class is appropriate for student learning, and the principal has consulted with the teacher of that class.

There are no legislated limits on class composition for ESL/ESD students.

## Distribution of Average Class Size Across School Districts

In 2011/12, the districts with the highest and lowest average class size for Kindergarten, Grades 1 to 3, Grades 4 to 7, and Grades 8 to 12 were as follows:

### Kindergarten (provincial average = 18.5)

Highest		Lowest	
19.0	Coquitlam	9.5	Stikine
19.0	Sea to Sky	13.2	Vancouver Island West
19.0	Fort Nelson	13.6	Nisga'a

### Grade 1 to 3 (provincial average = 20.6)

Highest		Lowest	
21.0	Kamloops/Thompson	10.0	Stikine
21.0	Sea to Sky	15.1	Arrow Lakes
21.0	Vernon	15.1	Central Coast

### Grade 4 to 7 (provincial average = 25.9)

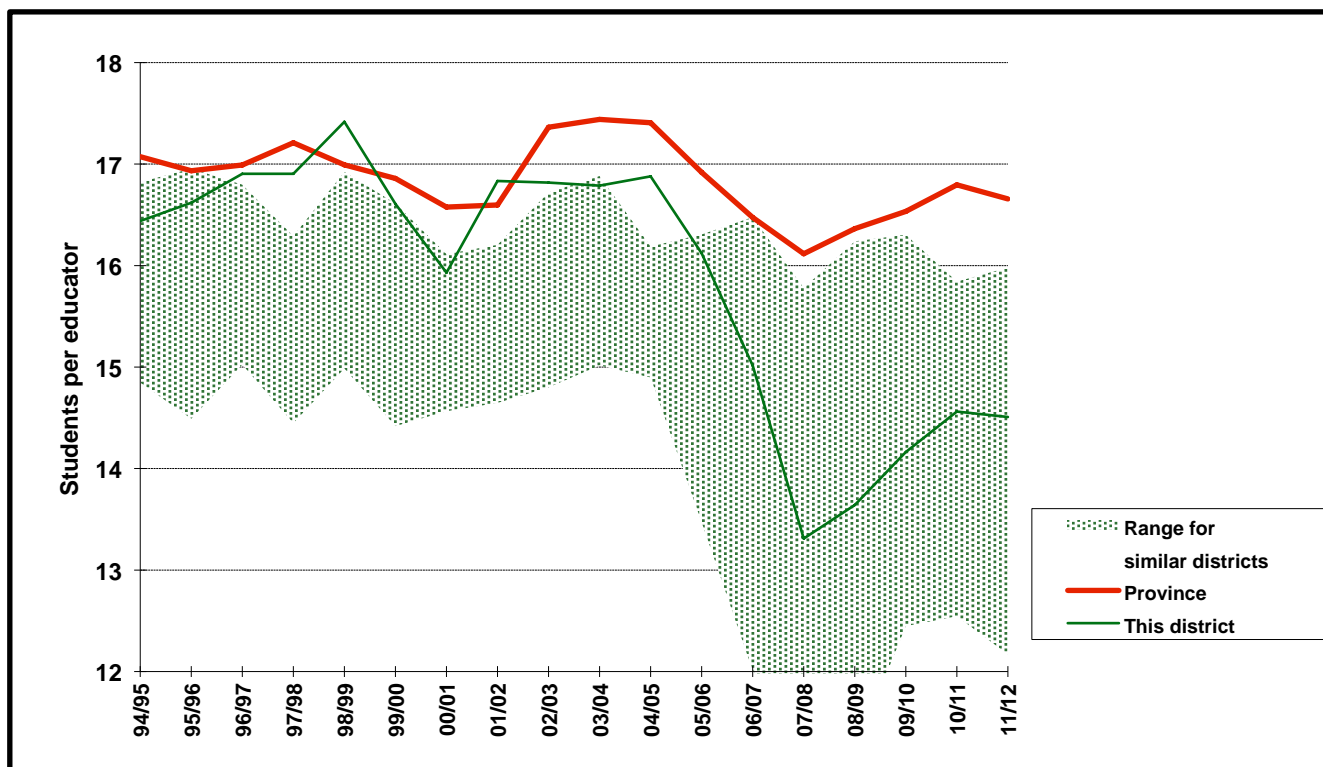
Highest		Lowest	
28.0	Coquitlam	11.2	Stikine
27.6	Langley	14.2	Central Coast
27.4	North Vancouver	14.6	Vancouver Island West

### Grade 8 to 12 (provincial average = 25.0)

Highest		Lowest	
27.3	Greater Victoria	12.5	Stikine
27.2	Nanaimo-Ladysmith	12.6	Nisga'a
26.5	Delta	12.9	Arrow Lakes



## STUDENT/EDUCATOR RATIO 1994/95 to 2011/12



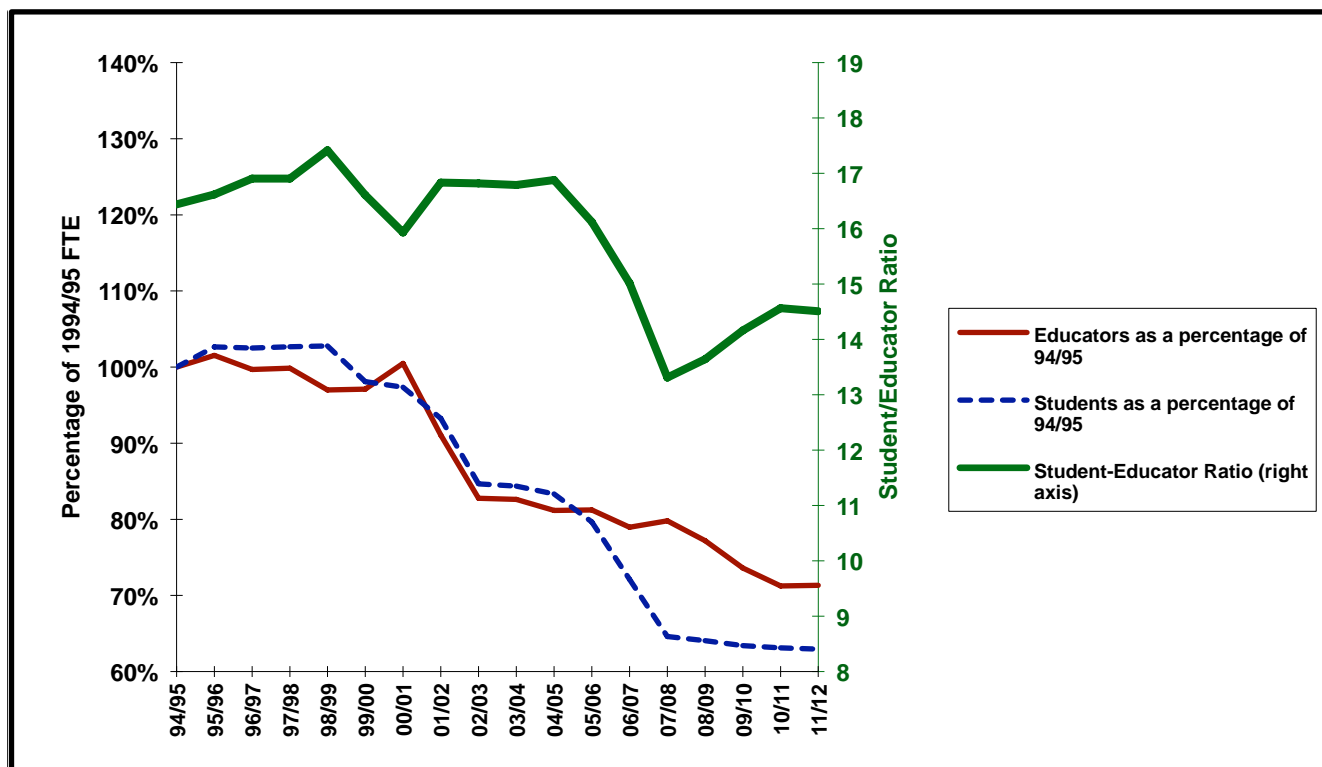
Note. All numbers include Continuing Education and Distance Education.

	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	16.8	17.0	16.8	16.3	16.9	16.6	16.1	16.2	16.7
Similar districts - minimum	14.8	14.5	15.0	14.4	15.0	14.4	14.6	14.6	14.8
Boundary	16.4	16.6	16.9	16.9	17.4	16.6	15.9	16.8	16.8
Province	17.1	16.9	17.0	17.2	17.0	16.9	16.6	16.6	17.4

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Similar districts - maximum	16.9	16.2	16.3	16.5	15.8	16.2	16.3	15.8	16.0
Similar districts - minimum	15.0	14.9	13.5	12.0	11.3	11.2	12.4	12.5	12.2
Boundary	16.8	16.9	16.1	15.0	13.3	13.6	14.2	14.6	14.5
Province	17.4	17.4	16.9	16.5	16.1	16.4	16.5	16.8	16.7

Source: Education Data Warehouse

## STUDENT AND EDUCATOR FTEs COMPARED AS A PERCENTAGE OF 1994/95 FTEs



Note. All numbers include Continuing Education and Distance Education.

	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
FTE educators ..	133.1	135.1	132.6	132.9	129.1	129.2	133.7	121.2	110.1
.. as a percentage of 1994/95	100.0%	101.5%	99.7%	99.8%	97.0%	97.1%	100.5%	91.1%	82.8%
FTE student enrolment ..	2187.6	2245.5	2242.3	2246.0	2248.1	2145.9	2129.9	2039.8	1852.1
.. as a percentage of 1994/95	100.0%	102.6%	102.5%	102.7%	102.8%	98.1%	97.4%	93.2%	84.7%

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
FTE educators ..	109.9	108.0	108.1	105.1	106.2	102.7	97.9	94.8	94.9
.. as a percentage of 1994/95	82.6%	81.2%	81.2%	79.0%	79.8%	77.2%	73.6%	71.2%	71.3%
FTE student enrolment ..	1845.6	1823.1	1742.4	1577.6	1413.4	1401.3	1387.1	1380.6	1377.0
.. as a percentage of 1994/95	84.4%	83.3%	79.7%	72.1%	64.6%	64.1%	63.4%	63.1%	62.9%

Source: Education Data Warehouse

# DEFINITIONS AND NOTES

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## Student/Educator Ratio

The Student/Educator Ratio is similar to elementary and secondary class size in that it is strongly influenced by legislation and contractual agreements. It serves as a measure of both the average teacher's workload and the average teaching service level offered to students in schools.

It is calculated by dividing the student FTE enrolment (described below) by the number of FTE educators. The number of FTE educators includes school staff such as Classroom Teachers, Principals and Vice-Principals, and district staff such as Directors of Instruction, Coordinators and Helping Teachers. A teacher is defined as a person who is appointed or employed by a school board to provide an educational program to students in a school. S/he must hold a valid Certificate of Qualification issued by the College of Teachers, or the Board must hold a letter of Permission for the person, which is also issued by the College of Teachers.

Student/Educator Ratio is not the same as class size because the number of educators includes staff who have a non-instructional component in their workloads (principals, vice-principals and district level teaching staff). Generally, the Student/Educator Ratio is about 6 to 7 students less than average class size.

A school-based Student/Educator Ratio has also published by the Ministry of Education in the past, in Standard Report 2089. It allows school-by-school comparisons but excludes district-based educators and so is not comparable with the Student/Educator Ratio reported here.

The more important aspect of Student/Educator Ratio is not its actual value, so much as how its value changes over time. The relative changes of its two components are presented on page 10.2.

## Student FTE Enrolment

All enrolments are collected at the end of September each year on Form 1701. In 2011/12, all FTE enrolments were calculated as follows:

- **Students turning five in the calendar year of enrolment.** Allocated 0.5 FTE except those who were eligible for full funding (1.0 FTE) by virtue of their status as English as a Second Language, Aboriginal Education, or type of Special Needs student.
- **Home school students.** Allocated 0.0625 (1/16) FTE.
- **Secondary students and elementary ungraded adults.** FTE allocated by dividing the number of reported courses (including a base of 4 courses for every school-aged non-graduate) in which the student is enrolled (to a maximum of 8) by 8.
- **All other students.** 1.0 FTE for each student.

Student FTE enrolments are used to calculate the Student/Educator Ratio. They are not the same as Funded FTE enrolments, which refer to students funded through the Ministry's Funding Allocation System.

The main difference between Student FTE Enrolment and Funded FTE Enrolment is not explained by differences in the FTE allocations (see above), but by who is included and who is excluded. These are shown in the table below.

.../continued

# DEFINITIONS AND NOTES

<b>Student FTE Enrolment (continued)</b>		<b>Student FTE</b>	<b>Funded FTE</b>
Out-of-province students (enrolled in a B.C. school but attending a different school outside B.C., with permission)		Included	Included
Off-shore students (normally resident outside the province but attending school in B.C.)		Included	Excluded
Standard schools		Included	Included
Alternate programs/ schools		Included	Included
Youth Custody/ Residential Attendance Centres		Included	Excluded
Long Term Provincial Resource Programs		Included	Excluded
Home school registrations		Excluded	Included
Continuing Education Centres*		Included	Included
Distance Education		Included	Excluded
Independent schools		Excluded	Excluded
Students younger than school age		Excluded	Excluded
Students older than school age**		Included	Included

\* The FTE value allocated depends on the greater of the September 30 enrolment and the previous year's full-year enrolment.

\*\* If working towards a Dogwood Diploma.

Note that students in Continuing Education and Distance Education are included in the count of student FTEs for all years reported. They were previously excluded in Standard Report 2077.

## *Interpretation of provincial trends for student FTE enrolment*

Provincial student FTE enrolments have followed much the same trends as provincial headcount enrolments at Tab 5. The main difference occurred in 1990 and 1991, when the 'dual entry' policy changed the enrolment patterns and FTE allocations of about 7,000 Kindergarten students.

## *Distribution of Student/Educator Ratio Across School Districts*

The distribution of Student/Educator Ratio is fairly well balanced across districts. Thirty-six of B.C.'s 60 school districts are below the provincial average and 24 are above. There is a tendency for small rural districts to have low Student/Educator Ratio, particularly if they have a significant First Nations population. The five districts with the lowest Student/Educator Ratio in 2011/12 were Nisga'a (at 8.8), Stikine, Central Coast, Vancouver Island West and Haida Gwaii. The five districts with the highest Student/Educator Ratio were Langley (at 17.9), Central Okanagan, Abbotsford, Vernon and North Vancouver.

## *Interpretation of provincial trends for Student/Educator Ratio*

Over the last hundred years, the provincial Student/Educator Ratio has decreased from about 45 students per educator to its present level of 16.7 students per educator.

Student/Educator Ratios increased slightly to 1997/98, due to fiscal restraint, and declined from 1997/98 to 2000/01, due to contractual class size limits. A new provincial government in June 2001 changed the provincial contract, allowing school boards to control class sizes through average class sizes rather than maximum class sizes. This allowed a number of classes to exceed previous limits and contributed to the increase ending in 2002/03. The result was a significant increase in Student/Educator Ratio from 16.6 in 2001/02 to 17.4 in 2002/03. Legislation reducing both average class size and maximum class size reduced the Student/Educator Ratio from 17.4 in 2004/05 to 16.1 in 2007/08. Continued fiscal restraint has led to a loss of teachers relative to a somewhat stable number of students, and to an increase in Student/Educator Ratio to 16.8 in 2010/11 and 16.7 in 2011/12.

# DEFINITIONS AND NOTES

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## **Student and Educator FTEs Compared as a Percentage of 1994/95 FTEs**

This page refers to the graphic presentation on page 10.2.

The Student/Educator Ratio, as well as being a measure of both the average teacher's workload and the average teaching service levels offered to students in schools, also influences the impact that rising teachers' salaries have on district and provincial budgets. As it changes over time, its movement can be traced to relative changes in its two components - student FTE enrolment and the number of FTE educators.

The more important aspect of Student/Educator Ratio is not its actual value, so much as how its value changes over time, and the extent to which the number of educators keeps pace with (or exceeds) the number of students. These relative changes are presented in the accompanying chart.

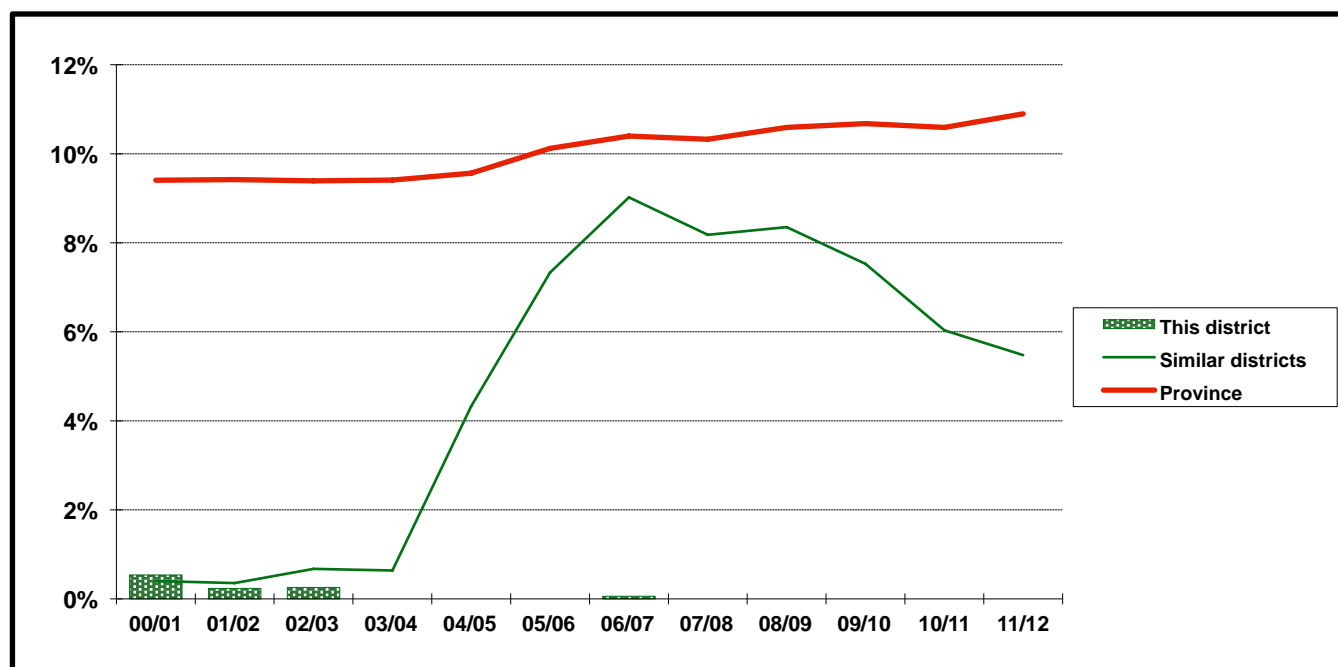
Three lines are shown on the chart. The top (green) line represents the Student/Educator Ratio for the district. Its scale is shown by the axis at the right of the chart. The trend lines for the numbers of educators and students are represented by the red and blue lines respectively. Their scale is shown by the axis at the left of the chart. Each line shows these numbers as a percentage of 1994/95 numbers. They begin with 100% in 1994/95 and continue to 2011/12. If the red line is below the blue line, the number of educators has not kept pace with student enrolments. If the red line is above the blue line, the number of educators has out-paced student enrolments since 1994/95.

## *Interpretation of provincial trends*

From 1994/95 to 1998/99, the number of FTE educators kept pace with increasing FTE student enrolments. This had the effect of keeping the Student/Educator ratio fairly stable at about 17.0. Over the next two years to 2000/01, numbers of FTE educators increased while student enrolments began to decline. This brought the Student/Educator ratio back close to 16.6.

From 2001/02 to 2002/03, the number of FTE educators declined by 5.6 percent, while student FTE enrolment declined by only 1.3 percent. This was likely influenced by a new provincial contract, allowing school boards to control many class sizes through average class sizes rather than maximum class sizes. It allowed a number of classes to exceed previous limits and contributed to the increase ending in 2002/03. The result was a significant increase in Student/Educator Ratio from 16.6 in 2001/02 to 17.4 in 2003/04. Legislation reducing both average class size and maximum class size reduced the Student/Educator Ratio from 17.4 in 2004/05 to 16.1 in 2007/08. Continued fiscal restraint has led to a loss of teachers relative to a somewhat stable number of students, and to an increase in Student/Educator Ratio to 16.8 in 2010/11 and 16.7 in 2011/12.

## ENGLISH AS A SECOND LANGUAGE (ESL) AS A PERCENTAGE OF TOTAL ENROLMENT 2000/01 to 2011/12



Boundary	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
ESL enrolment	12	5	5	0	0	0	1	0	0	0	0	0
Total enrolment	2,227	2,124	1,930	1,923	1,896	1,812	1,649	1,529	1,473	1,484	1,424	1,404
Percentage of enrolment	0.5%	0.2%	0.3%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%

Similar districts	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
ESL enrolment	39	35	61	54	349	573	664	583	572	490	386	352
Total enrolment	9,740	9,850	9,029	8,444	8,069	7,815	7,361	7,126	6,848	6,510	6,399	6,429
Percentage of enrolment	0.4%	0.4%	0.7%	0.6%	4.3%	7.3%	9.0%	8.2%	8.4%	7.5%	6.0%	5.5%

Province	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
ESL enrolment	59,485	59,343	58,338	57,883	57,991	60,675	61,116	60,266	61,372	61,976	61,344	62,080
Total enrolment	632,503	630,049	621,200	615,185	606,384	599,492	587,816	583,620	579,486	580,484	579,115	569,728
Percentage of enrolment	9.4%	9.4%	9.4%	9.4%	9.6%	10.1%	10.4%	10.3%	10.6%	10.7%	10.6%	10.9%

Note. All enrolments include Continuing Education, Distance Education and adult students in September each year.

Source: Education Data Warehouse.

## **English as a Second Language (ESL)**

English as a Second Language (ESL) is a program designed for students whose primary language is not English. Students taking ESL are eligible for extra funding. ESL enrolments are collected at the end of September each year on Form 1701. They are entered into the Student Level Data Collection (SLDC) at the Ministry of Education.

According to the *English as a Second Language Policy, Guidelines and Resources for Teachers* document, for a student to be designated in the English as a Second Language program, three conditions must be met:

1. Through an annual assessment of English language proficiency, it is determined that the student's use of English is sufficiently different from standard English that she or he is identified as requiring specialized services to develop intellectually and as citizens to enable them to achieve the expected learning outcomes of the curriculum;
2. There must be documentation consisting of:
  - a record of current English language proficiency, with at least an annual assessment;
  - an annual instructional plan designed to meet the needs of the student. An annual instructional plan can be written specifically for the individual student or for groups of students;
  - a schedule or list of the specialized services being provided to each student;
  - evidence of reported progress in the acquisition of English; and
3. Additional services must be provided. These services may include reception classes, pull-out services, and /or additional services provided within the regular classroom environment. Where the only additional services provided to the student are adaptations within the regular classroom, there must be documentation of support provided that is specifically designed to address needs of each student identified in the assessment referenced above.

For further information please refer to the *English as a Second Language Policy, Guidelines and Resources for Teachers* document.

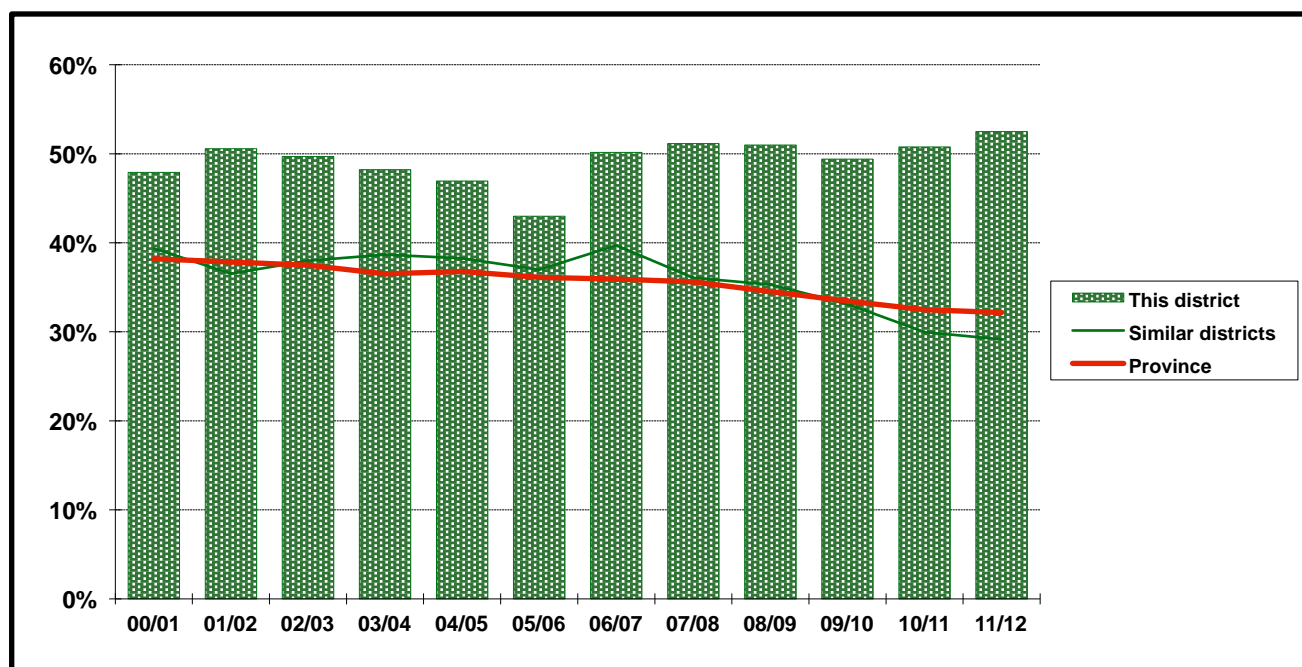
## ***Distribution of ESL Across School Districts***

Only ten of B.C.'s 60 school districts are above the provincial mean and fifty are below. In 2011/12, the five districts with the lowest relative enrolment in ESL were Arrow Lakes, Central Coast and Boundary (each with no ESL), Powell River and Bulkley Valley. The five districts with the highest relative enrolment in ESL were Nisga'a (57%), Conseil Scolaire Francophone (31%), Richmond (28%), Stikine (25%), and Surrey (22%).

## ***Interpretation of provincial trends***

Provincial ESL enrolments increased significantly until 1997/98. This was caused mainly by an increase in international immigration to B.C. combined with an increase in the proportion of immigrants from Asian countries. In 1999/00, the proportion of ESL students declined from 12.3% the previous year to 9.6% of enrolment. This decline was due partly to tighter controls on ESL eligibility, and partly to a cap of five years placed on ESL service for students. The proportion of students enrolled in ESL has slowly increased since that time, reaching 10.9% of enrolment 2011/12.

## CORE FRENCH AS A PERCENTAGE OF TOTAL ENROLMENT 2000/01 to 2011/12



Boundary	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Core French enrolment	1,067	1,074	959	927	890	779	827	782	751	733	723	737
Total enrolment	2,227	2,124	1,930	1,923	1,896	1,812	1,649	1,529	1,473	1,484	1,424	1,404
Percentage of enrolment	47.9%	50.6%	49.7%	48.2%	46.9%	43.0%	50.2%	51.1%	51.0%	49.4%	50.8%	52.5%

Similar districts	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Core French enrolment	3,834	3,598	3,430	3,266	3,087	2,890	2,923	2,570	2,418	2,156	1,918	1,874
Total enrolment	9,740	9,850	9,029	8,444	8,069	7,815	7,361	7,126	6,848	6,510	6,399	6,429
Percentage of enrolment	39.4%	36.5%	38.0%	38.7%	38.3%	37.0%	39.7%	36.1%	35.3%	33.1%	30.0%	29.1%

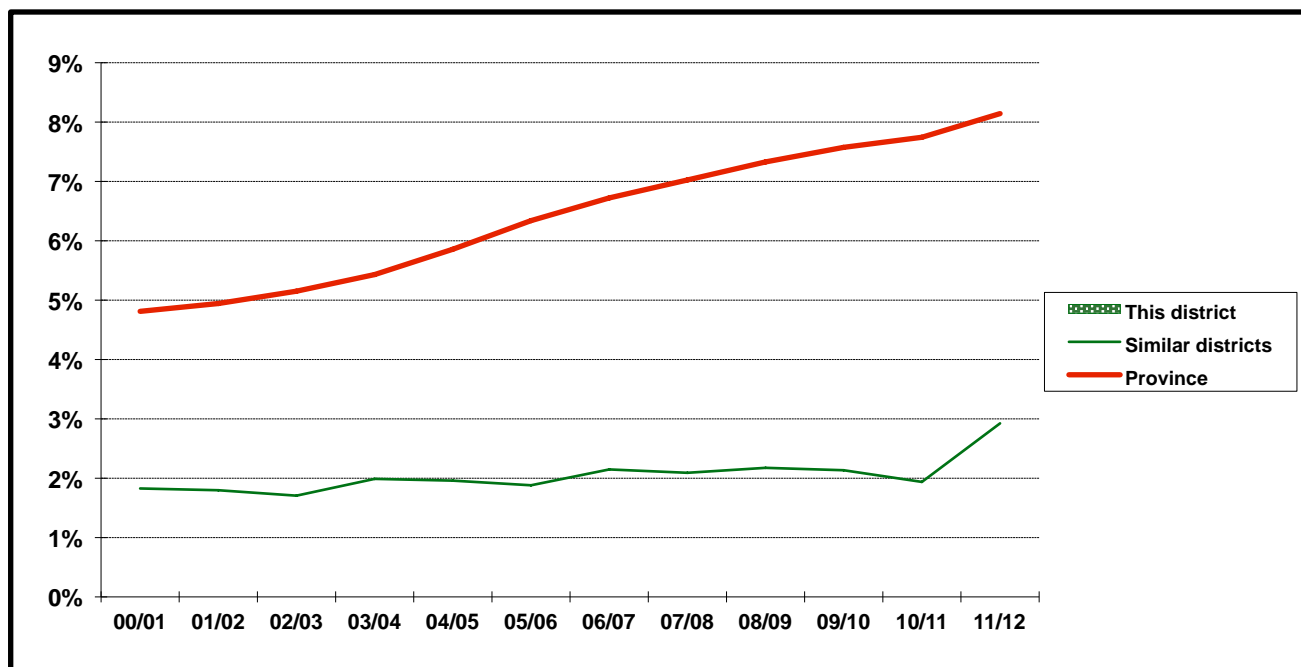
Province	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Core French enrolment	241,624	238,426	232,813	224,677	223,066	216,511	211,101	207,900	199,998	194,268	188,174	183,260
Total enrolment	632,503	630,049	621,200	615,185	606,384	599,492	587,816	583,620	579,486	580,484	579,115	569,728
Percentage of enrolment	38.2%	37.8%	37.5%	36.5%	36.8%	36.1%	35.9%	35.6%	34.5%	33.5%	32.5%	32.2%

Note. All enrolments include Continuing Education, Distance Education and adult students in September each year.

Source: Education Data Warehouse.



## FRENCH IMMERSION AS A PERCENTAGE OF TOTAL ENROLMENT 2000/01 to 2011/12



Boundary	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
French Immersion	0	0	0	0	0	0	0	0	0	0	0	0
Total enrolment	2,227	2,124	1,930	1,923	1,896	1,812	1,649	1,529	1,473	1,484	1,424	1,404
Percentage of enrolment	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Similar districts	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
French Immersion	178	177	154	168	158	147	158	149	149	139	124	188
Total enrolment	9,740	9,850	9,029	8,444	8,069	7,815	7,361	7,126	6,848	6,510	6,399	6,429
Percentage of enrolment	1.8%	1.8%	1.7%	2.0%	2.0%	1.9%	2.1%	2.1%	2.2%	2.1%	1.9%	2.9%

Province	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
French Immersion	30,422	31,136	31,990	33,407	35,519	38,008	39,510	41,002	42,474	43,964	44,851	46,392
Total enrolment	632,503	630,049	621,200	615,185	606,384	599,492	587,816	583,620	579,486	580,484	579,115	569,728
Percentage of enrolment	4.8%	4.9%	5.1%	5.4%	5.9%	6.3%	6.7%	7.0%	7.3%	7.6%	7.7%	8.1%

Note. All enrolments include Continuing Education, Distance Education and adult students in September each year.

Source: Education Data Warehouse.

# DEFINITIONS AND NOTES

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## **Core French (formerly French as a Second Language)**

The Ministry of Education Languages Policy, Grades 5-8, specifies that all students, except those with special needs, must take a second language as part of the required curriculum in grades 5-8. The language taught will be chosen by the school district. If an alternative is not selected by the school district, French will be the language taught.

School districts will base their selection of alternative second languages on community demand, student enrolment, availability of quality curriculum and teaching resources.

Core French (formerly French as a Second Language, or FSL) is one of three programs offered to help students learn French language and culture. The other two are French Immersion and Francophone Program (formerly Programme Cadre de Français). Students enrolled in any of these courses qualify for extra funding.

According to the Ministry's *Definitions of French Programs in British Columbia*, Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone cultures. Core French will meet the requirements of the Languages Policy, Grade 5-8, and is the chosen language of study by most districts. In Grades 9-12, Core French is an optional course under Selected Studies.

Core French enrolments are collected at the end of September each year on Form 1701. They are entered into the Student Level Data Collection (SLDC) at the Ministry of Education.

According to *Form 1701: Student Data Collection Complete Instructions for Public Schools*, the following minimum time allotments are required for Core French:

	Pct. of timetable
Primary Program (K-3)	4.0%
Grades 4-7	5.3%
Grades 8-12	12.5%

## ***Distribution Across School Districts***

There seems to be no socioeconomic or geographic relationship to the distribution of Core French across school districts. Thirty-three of B.C.'s school districts are above the provincial mean and twenty-seven are below. In 2011/12, the five districts with the lowest relative enrolment in Core French were the Conseil Scolaire Francophone, Nisga'a (both with none), Stikine, Central Coast and Haida Gwaii. The five districts with the highest relative enrolment were Boundary (with 52%), Arrow Lakes, Nechako Lakes, Okanagan Similkameen and Saanich.

## ***Interpretation of provincial trends***

Since 1994/95, Core French has not been compulsory in British Columbia, but all districts are required to choose a second language for Grades 5 to 8, and most districts choose French. Total Core French enrolments as a percentage of provincial public school enrolments have increased slowly since 1985/86, and appear to have peaked at 41.8 percent in 1992/93. Since then, they have shown a slow downward trend, to 32.2 percent in 2011/12.

# DEFINITIONS AND NOTES

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## **French Immersion**

The Ministry of Education Languages Policy, Grades 5-8, specifies that all students, except those with special needs, must take a second language as part of the required curriculum in grades 5-8. The language taught will be chosen by the school district. If an alternative is not selected by the school district, French will be the language taught.

School districts will base their selection of alternative second languages on community demand, student enrolment, availability of quality curriculum and teaching resources.

French Immersion is one of three programs offered to help students learn French language and culture. The other two are Core French (formerly French as a Second Language, or FSL) and Francophone Program (formerly Programme Cadre de Français). Students enrolled in any of these courses qualify for extra funding.

According to the Ministry's *Definitions of French Programs in British Columbia*, French Immersion is a more ambitious French program for non-Francophones designed to produce functionally bilingual students by using French as the language of instruction. This program aims to enhance intellectual growth and career opportunities, as well as to strengthen links and increase understanding among French and English-speaking communities in Canada. Upon graduation, students have the option of pursuing post-secondary studies or working in either official language. The program generally begins in Kindergarten or grade six, starting with 100 percent French instruction during the beginning years, gradually diminishing to a minimum of 3 or 4 courses in grades 11 and 12.

The required time allotments for French Immersion vary from 100% in grades K-3 to 25% in grades 11-12 for Early French Immersion. For Late French Immersion, 100% for grade 6 and 80% for grade 7 are required.

French Immersion enrolments are collected at the end of September each year on Form 1701. They are entered into the Student Level Data Collection (SLDC) at the Ministry of Education.

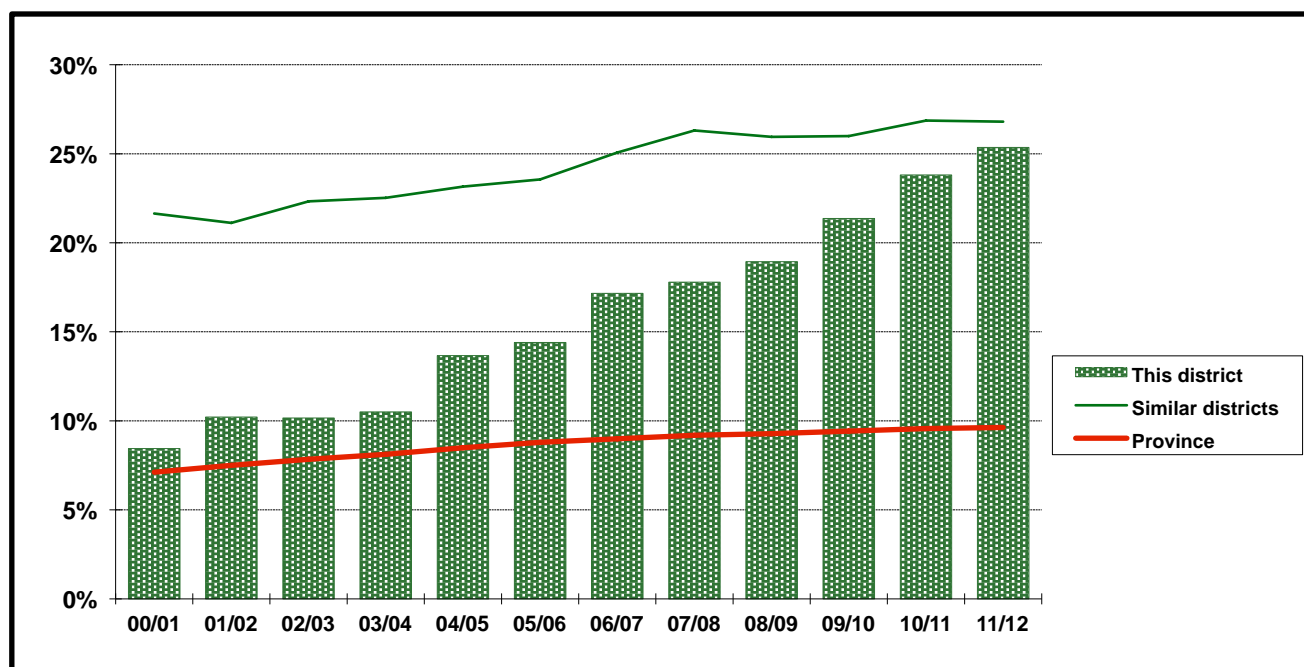
## ***Distribution Across School Districts***

There seems to be a weak relationship between district size and relative enrolment in French Immersion across school districts. Twenty-four of B.C.'s 60 school districts are above the provincial mean and thirty-six are below (with fourteen having no French Immersion at all). In 2011/12, the five districts with the lowest non-zero relative enrolment were Powell River, Chilliwack, Nechako Lakes, Kootenay-Columbia and Surrey. The five districts with the highest relative enrolment were Greater Victoria (with 16.6%), Campbell River, North Vancouver, West Vancouver and New Westminster.

## ***Interpretation of provincial trends***

Total French Immersion enrolments as a percentage of provincial public school enrolments increased slowly and steadily from 1985/86, and appeared to have reached a peak of 5.1 percent in 1990/91. Since then, they have declined slightly to 4.6 percent in 1997/98, and have slowly increased since then to its current peak of 8.1 percent in 2011/12.

## ABORIGINAL EDUCATION PROGRAMS AS A PERCENTAGE OF TOTAL ENROLMENT 2000/01 to 2011/12



Boundary	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Aboriginal Education	188	217	196	202	259	261	283	272	279	317	339	356
Total enrolment	2,227	2,124	1,930	1,923	1,896	1,812	1,649	1,529	1,473	1,484	1,424	1,404
Percentage of enrolment	8.4%	10.2%	10.2%	10.5%	13.7%	14.4%	17.2%	17.8%	18.9%	21.4%	23.8%	25.4%

Similar districts	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Aboriginal Education	2,108	2,080	2,016	1,902	1,868	1,841	1,845	1,875	1,777	1,692	1,719	1,723
Total enrolment	9,740	9,850	9,029	8,444	8,069	7,815	7,361	7,126	6,848	6,510	6,399	6,429
Percentage of enrolment	21.6%	21.1%	22.3%	22.5%	23.2%	23.6%	25.1%	26.3%	25.9%	26.0%	26.9%	26.8%

Province	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Aboriginal Education	45,011	47,247	48,708	49,960	51,455	52,743	52,867	53,610	53,794	54,686	55,394	54,876
Total enrolment	632,503	630,049	621,200	615,185	606,384	599,492	587,816	583,620	579,486	580,484	579,115	569,728
Percentage of enrolment	7.1%	7.5%	7.8%	8.1%	8.5%	8.8%	9.0%	9.2%	9.3%	9.4%	9.6%	9.6%

Note. All enrolments include Continuing Education, Distance Education and adult students.

Source: Education Data Warehouse.

## **Aboriginal Education**

Aboriginal Education includes three types of programs designed for students who wish to develop greater awareness and knowledge of aboriginal language and culture, or who wish to take advantage of support services offered specifically to Aboriginal students. Students of Aboriginal ancestry (as reported on Form 1701) enrolling in Aboriginal Education programs are eligible for extra funding. Non-Aboriginal students are not eligible for funding even if they are enrolled in an Aboriginal Education program. The numbers reported here represent only students of Aboriginal ancestry.

Until 1993/94, there were four types of Aboriginal Education programs. In 1994/95, the Aboriginal Alternative Program was discontinued, and in 1995/96, the Aboriginal Culture Program and the Aboriginal Language Program were merged into the Aboriginal Language and Culture Program. The three current types of programs are as follows:

**Aboriginal Language and Culture Program** will lead to knowledge, understanding and fluency in a student's heritage language and/or culture. This program could involve an overview of the aboriginal cultural mosaic, but should primarily deal with the language and culture of the students served.

**Aboriginal Support Services Program** is intended to assist Aboriginal students achieve greater success in school by providing personnel who are familiar with and sensitive to the values, beliefs and needs of the aboriginal community from which the student comes. Services such as aboriginal tutorial support, elder, peer or community counselling, and home-school coordination could be provided in this program.

**Other Approved Aboriginal Programs.** With the documented approval of the aboriginal community served, other programs may be provided which improve the demonstrated success of Aboriginal students: improved performance in reading, writing and mathematics; increased retention, attendance and graduation rates; or other results agreed upon in writing with the aboriginal community.

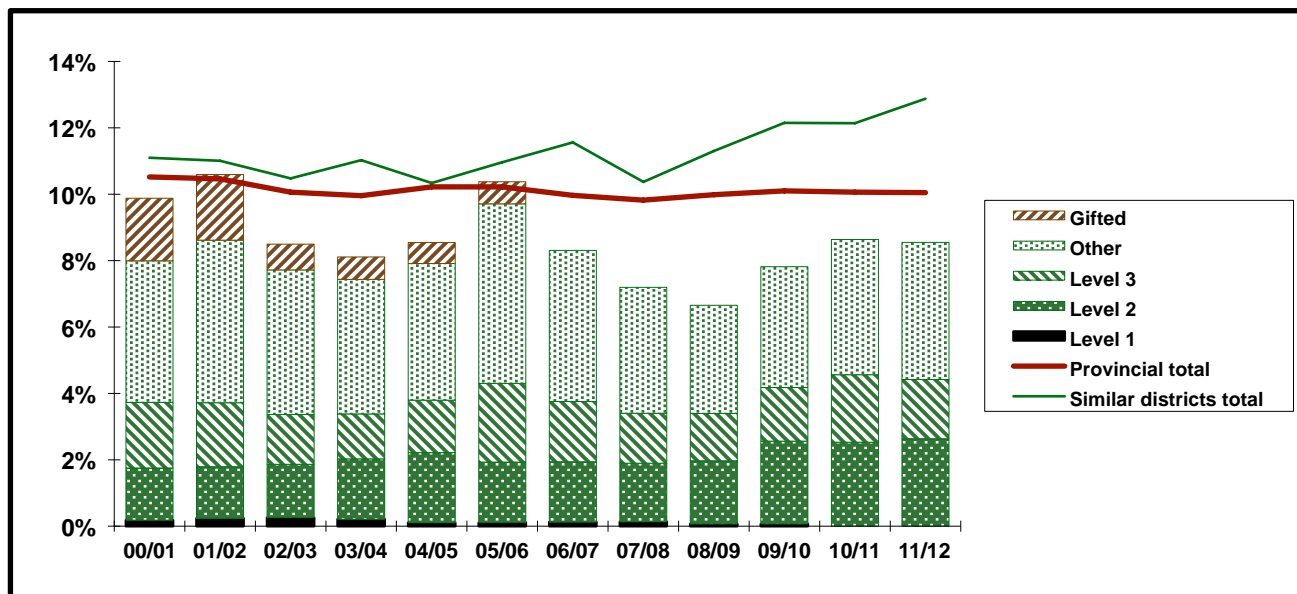
## ***Distribution Across School Districts***

There seems to be a moderate relationship between district remoteness and relative enrolment in Aboriginal Education across school districts. Forty-four of B.C.'s school districts are above the provincial mean and sixteen districts (mostly lower mainland) are below. In 2011/12, the five districts with the lowest relative enrolment were West Vancouver (with 0.6%), Richmond, Saanich, Burnaby and Delta. The five districts with the highest relative enrolment were Nisga'a (99%), Stikine (79%), Haida Gwaii (61%), Prince Rupert (60%) and Gold Trail (55%).

## ***Interpretation of provincial trends***

Provincial enrolments in Aboriginal Education have shown a slow but steady increase of about 0.3% annually until 2005/06, which slowed to an annual increase of 0.1% from 2008/09 and 2011/12. The increase in Aboriginal Education enrolments may be attributed to a greater awareness of, and sensitivity to Aboriginal issues. Part of the increase may be attributed to a modified definition of Aboriginal status, where students who ever identify themselves as Aboriginal remain defined as Aboriginal regardless of whether they identify themselves as such in future years. This modified definition slowly removes previous undercounting of Aboriginal students.

## SPECIAL EDUCATION AS A PERCENTAGE OF TOTAL ENROLMENT 2000/01 to 2011/12



Boundary	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
<b>Gifted</b>	1.9%	2.0%	0.8%	0.7%	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Other*</b>	4.3%	4.9%	4.4%	4.1%	4.1%	5.4%	4.5%	3.8%	3.3%	3.6%	4.1%	4.1%
<b>Level 3*</b>	2.0%	1.9%	1.5%	1.4%	1.6%	2.4%	1.8%	1.5%	1.4%	1.6%	2.0%	1.8%
<b>Level 2*</b>	1.6%	1.6%	1.6%	1.8%	2.1%	1.8%	1.8%	1.8%	1.9%	2.5%	2.5%	2.6%
<b>Level 1*</b>	0.2%	0.2%	0.3%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
<b>Total Special Education</b>	9.9%	10.6%	8.5%	8.1%	8.5%	10.4%	8.3%	7.2%	6.7%	7.8%	8.6%	8.5%

Similar districts	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
<b>Gifted</b>	1.7%	1.8%	1.4%	1.2%	0.6%	0.5%	0.4%	0.4%	0.3%	0.5%	0.5%	0.7%
<b>Other*</b>	5.8%	5.5%	5.2%	5.8%	5.6%	5.9%	6.5%	6.1%	6.4%	6.5%	6.3%	6.6%
<b>Level 3*</b>	1.4%	1.4%	1.4%	1.5%	1.4%	1.6%	1.4%	0.8%	1.2%	1.4%	1.5%	1.7%
<b>Level 2*</b>	2.2%	2.2%	2.3%	2.4%	2.6%	3.0%	3.2%	3.0%	3.3%	3.6%	3.7%	3.7%
<b>Level 1*</b>	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%
<b>Total Special Education</b>	11.1%	11.0%	10.5%	11.0%	10.3%	11.0%	11.6%	10.4%	11.3%	12.2%	12.1%	12.9%

Province	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
<b>Total Special Education</b>	10.5%	10.5%	10.1%	10.0%	10.2%	10.2%	10.0%	9.8%	10.0%	10.1%	10.1%	10.0%

Note. All enrolments include Continuing Education and Distance Education in September each year.

\* See accompanying Definitions and Notes for a description of the Levels shown above.

Source: Ministry of Education Data Warehouse

# DEFINITIONS AND NOTES

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## Special Education

Enrolments of special needs students who are gifted or who have a disability have been collected at the end of September each year on Form 1701 (from 2006). According to *Form 1701: Student Data Collection Complete Instructions for Public Schools*, the following criteria must be met for these students to be reported:

1. There must be documentation to support that the student has been appropriately assessed and identified by the school district as meeting the criteria of the special education category;
2. A current IEP must be in place dated after October 1, 2005;
3. The goals of the IEP must correspond to the category in which the student is identified;
4. Support services must be outlined in the IEP and must be related to the student's identified need(s);
5. There must be evidence that a parent has been offered the opportunity to be consulted about the preparation of the IEP;
6. There must be evidence that the student is being offered learning activities in accordance with the IEP developed for the student; and
7. The IEP must outline methods for measuring the student's progress in relation to the IEP goals.

For students in categories A, B, C, D, E, F, G and H, the student must be receiving **additional** special education services on a regular basis, other than:

- Learning Assistance
- Speech/Language Pathology
- Counseling
- Physiotherapy
- Occupational Therapy
- Psychology
- Hospital/Homebound Instruction

Special needs students are funded under three different levels:

**Level 1** (Dependent Handicapped; Deaf/Blind);

**Level 2** (Moderate to Profound Intellectual Disability; Physical Disability or Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism Spectrum Disorder); and

**Level 3** (Intensive Behaviour Interventions/Serious Mental Illness).

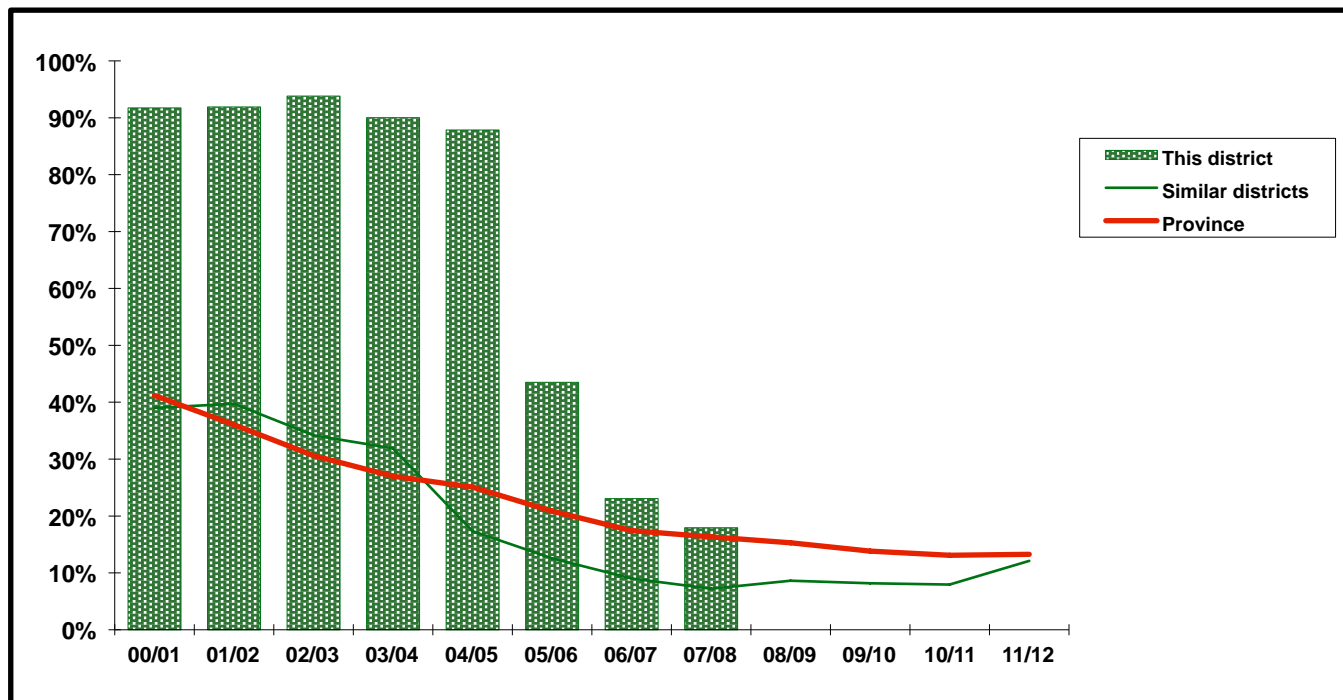
Other Special Education categories (Mild Intellectual Disability, Learning Disability, Moderate Behaviour Support/Mental Illness; and Gifted) are funded in the student base allocation. The prevalence of other Special Education programs, such as learning assistance, special health services, job training, identification and planning are not reported here.

For further information please refer to the document *Special Education Services: A Manual of Policies, Procedures and Guidelines (February 2011)*.

## ***Distribution Across School Districts***

Thirty of B.C.'s school districts are above the provincial mean of 10.0 percent, and thirty are below. In 2011/12, the five districts with the lowest prevalence of Special Education students were Central Coast (5.7%), Cariboo-Chilcotin, West Vancouver, Richmond and Kootenay Lake. The five districts with the highest prevalence were Sunshine Coast (17.9%), Vancouver Island West, Coast Mountains, Okanagan Skaha and Revelstoke.

## CAREER PREPARATION AS A PERCENTAGE OF GRADE 11 AND 12 ENROLMENT 2000/01 to 2011/12



Boundary	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Career Preparation*	333	329	304	280	275	134	74	54	0	0	0	0
Grade 11 & 12 enrolment	363	358	324	311	313	308	321	301	270	288	260	240
Percentage of enrolment	91.7%	91.9%	93.8%	90.0%	87.9%	43.5%	23.1%	17.9%	0.0%	0.0%	0.0%	0.0%

Similar districts	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Career Preparation*	742	660	528	467	251	184	134	104	120	99	91	141
Grade 11 & 12 enrolment	1,903	1,661	1,544	1,465	1,447	1,465	1,488	1,443	1,391	1,211	1,144	1,165
Percentage of enrolment	39.0%	39.7%	34.2%	31.9%	17.3%	12.6%	9.0%	7.2%	8.6%	8.2%	8.0%	12.1%

Province	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Career Preparation*	48,665	43,154	35,908	31,049	29,161	23,891	19,325	18,649	17,369	15,995	15,358	15,013
Grade 11 & 12 enrolment	118,173	119,746	117,232	115,019	116,265	114,527	110,855	114,177	113,526	115,660	117,317	113,190
Percentage of enrolment	41.2%	36.0%	30.6%	27.0%	25.1%	20.9%	17.4%	16.3%	15.3%	13.8%	13.1%	13.3%

\* Only Grades 11 and 12 included

Note. All enrolments include Continuing Education, Distance Education and adult students in September each year.

Source: Ministry of Education Data Warehouse. This replaces Standard Reports 1590 and 1590A for all years shown.



# DEFINITIONS AND NOTES

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## Career Preparation

Funding for Career Preparation programs changed significantly in 2002. By way of explanation, the following text is included in a document on the Ministry's website at [www.bced.gov.bc.ca/careers](http://www.bced.gov.bc.ca/careers) entitled *Changes to Career Programs for September 2002*.

"Beginning with the 2002/03 school year, funding for Career Programs has been rolled into the general operating grants as part of the student-based allocation provided to school boards. The decision to use funds for Career Programs is now made by school boards.

"Consistent with the principle of local autonomy, school boards also have complete control over the design of their own Career Programs. The number and type of courses for a specific Career Program are a district decision. Grade levels in which Career Programs are offered are also a district decision. Work experience is a logical component of all Career Programs. Work experience must still follow the guidelines found in the Career Programs and Work Experience Order.

"Career development is one of the three major goals of the BC education system. The aim of career development is to prepare students to attain their career and occupational objectives. In the new Ministry Service Plan, one key objective is to improve student achievement in the area of career development. School Boards are encouraged to build career development objectives, with performance measures, into their school and district plans and into their Accountability Contracts.

"In many districts Career Programs have been an effective tool to help students focus on, and prepare, for their career objectives. Ministry data also shows that students who participate in a Career Program have significantly higher graduation rates than students who do not participate. Districts are encouraged to continue offering students their existing successful Career Programs and to design innovative new ones that meet the needs of their students."

Career Preparation includes programs such as Autobody, Aviation Technology, Computer Assisted Design, Entrepreneurship, Horticulture, Media, Office Management, Plastics Technology, Sports and Recreation, Video Arts, and many others.

## *Interpretation of provincial trends*

One of the major themes of the 1988 Sullivan Royal Commission was the distinction between students bound for post-secondary institutions and those not academically inclined. As a result, the Ministry of Education began explicit funding of these programs in 1990 and the education community responded to this challenge, multiplying enrolments in provincial Career Preparation programs by a factor of seven from 1990/91 to 43.6% of Grade 11 and 12 students in 1998/99. However, enrolments have declined by over two-thirds since that time to 13.3% in 2011/12. The number of districts not offering Career Preparation courses in Grades 11 and 12 increased from 12 in 2007/08 to 19 in 2010/11 and 18 in 2011/12.

It appears that the education community continues to be less able to support Career Preparation as a way of helping students make the transition to destinations other than post-secondary institutions.

Despite the apparent demise of Career Preparation, one district has retained Career Preparation courses for over two-thirds of its Grade 11 and 12 students for all of the past 14 years.