

current to
2002/03

DISTRICT OPERATIONS TRENDS

**Trends in District
Operations for the**

Quesnel

District Education System



A new binder for tracking district operations

The underlying purpose of this binder is to serve the information requirements of school districts on trends in their operations. Since 1993, ADMINFO Resources Inc. has made two annual binders available for each school district: District Examination Trends and District Key Information. The former binder contained only provincial examination results, and the latter binder contained all other student achievement statistics plus many district and provincial operational statistics.

After the change in provincial government on June 5, 2001, each school district was asked to prepare an Accountability Contract or Performance Agreement with the Ministry of Education that contained commitments to specific goals and targets. Most goals and targets focused on student achievement. Since the key information for each district is now the information which supports the planning and monitoring requirements of each district's accountability contract, the two binders above have been restructured. The District Key Information binder is designed for accountability contracts, and now contains all student achievement statistics. The District Operational Trends binder contains all operational statistics previously found in the District Key Information binder.

The redesign of these binders will also allow more timely delivery of each binder to school districts.

What's in this binder?

This binder contains the operational statistics from the previous year's version of the District Key Information binder. The chart showing district enrolment in the Francophone Education Program has been removed, since these students are now enrolled with the Conseil Scolaire Francophone.

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

Using this binder

This binder is available 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.

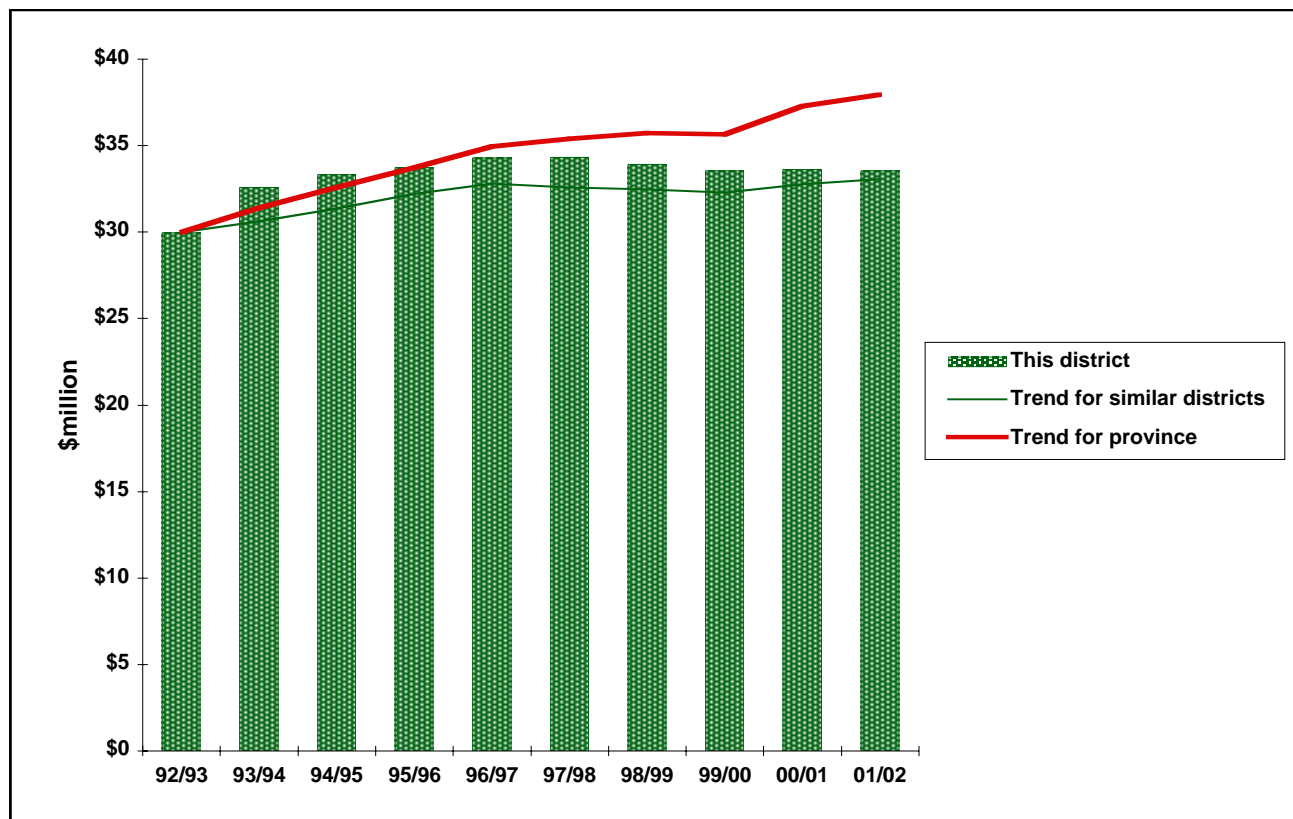
Similar districts

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 **Quesnel** are listed below.

Cariboo-Chilcotin	Prince Rupert	Prince George
Nicola-Similkameen	Peace River South	Peace River North
Coast Mountains	North Okanagan-Shuswap	

You may change the list used for your District Operations Trends binder by calling *ADMINFO Resources Inc.* in Victoria at (250) 658-0366.

DISTRICT OPERATING EXPENDITURE* 1992/93-2001/02



	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budgeted
<i>Operating expenditure (\$Million)</i>	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Quesnel	\$30.0	\$32.6	\$33.3	\$33.8	\$34.3	\$34.4	\$33.9	\$33.6	\$33.7	\$33.5
Similar districts	\$365	\$372	\$381	\$391	\$399	\$396	\$394	\$392	\$398	\$402
Province	\$3,046	\$3,185	\$3,309	\$3,423	\$3,548	\$3,592	\$3,626	\$3,621	\$3,787	\$3,854

* Budgeted District Operating Expenditure (shown above for the most recent year only) normally includes 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. EXCLUDED are, expenditures from the Provincial Collective Agreement, Current Year Trust Fund Deficit, Education Change/Implementation Training, Local Capital (plus Local Capital Deficit), Debt Services (Capital), Accreditation, Provincial Learning Network, and Learning Resources (see accompanying Definitions and Notes).

Source: Ministry of Education School Funding and Allocation Department.

DEFINITIONS AND NOTES

District Operating Expenditure

About 20 percent of the provincial budget is spent on K-12 education. 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.

Three sets of expenditures are developed each year. *Preliminary budgeted expenditures* are set by May 12th and are based on projected enrolment. They are a forecast of the expenditures the districts anticipate taking place during the coming school year. *Final budgets* are adopted by school districts by February 28th of the respective school year. They are based on actual enrolments. *Actual expenditures* are submitted to the Ministry by school districts in September following the end of the school year. All data reported here are actual expenditures, except for 2001/02, which is final budgeted expenditures.

The accompanying chart shows Actual (audited) District Operating Expenditure for all years except 2001/02, for which Final Budgeted District Operating Expenditure is shown. It should be noted that Budgeted District Operating Expenditure (see table below) normally includes several items which are not comparable with Actual District Operating Expenditure. To ensure comparability, Budgeted District Operating Expenditure for 2001/02 includes ONLY Budgeted District Operating Expenditures from Functions 1-9 (item 1 below), and Operating Deficit (item 3 below). EXCLUDED are, expenditures from the Provincial Collective Agreement, Current Year Trust Fund Deficit, Education Change/Implementation Training, Local Capital (plus Local Capital Deficit), and Debt Services (Capital) – Interim Financing.

The Final Budgeted District Operating Expenditure by B.C. school districts for 2000/01 was \$3,874,956,148. This has the following items:

1. Operating Expenditure (Functions 1-9)	\$3,846,244,551
2. Provincial Collective Agreement	\$75,195,776
3. Operating Deficit	\$7,998,281
4. Current Year Trust Fund Deficit	\$39,114
5. Education Change/Implementation Training	\$7,117,718
6. Local Capital (plus Local Capital deficit)	\$11,890,780
7. Debt Services (Capital) – Interim Financing	\$619,725

Final Budgeted District Operating Expenditure	\$3,949,105,945
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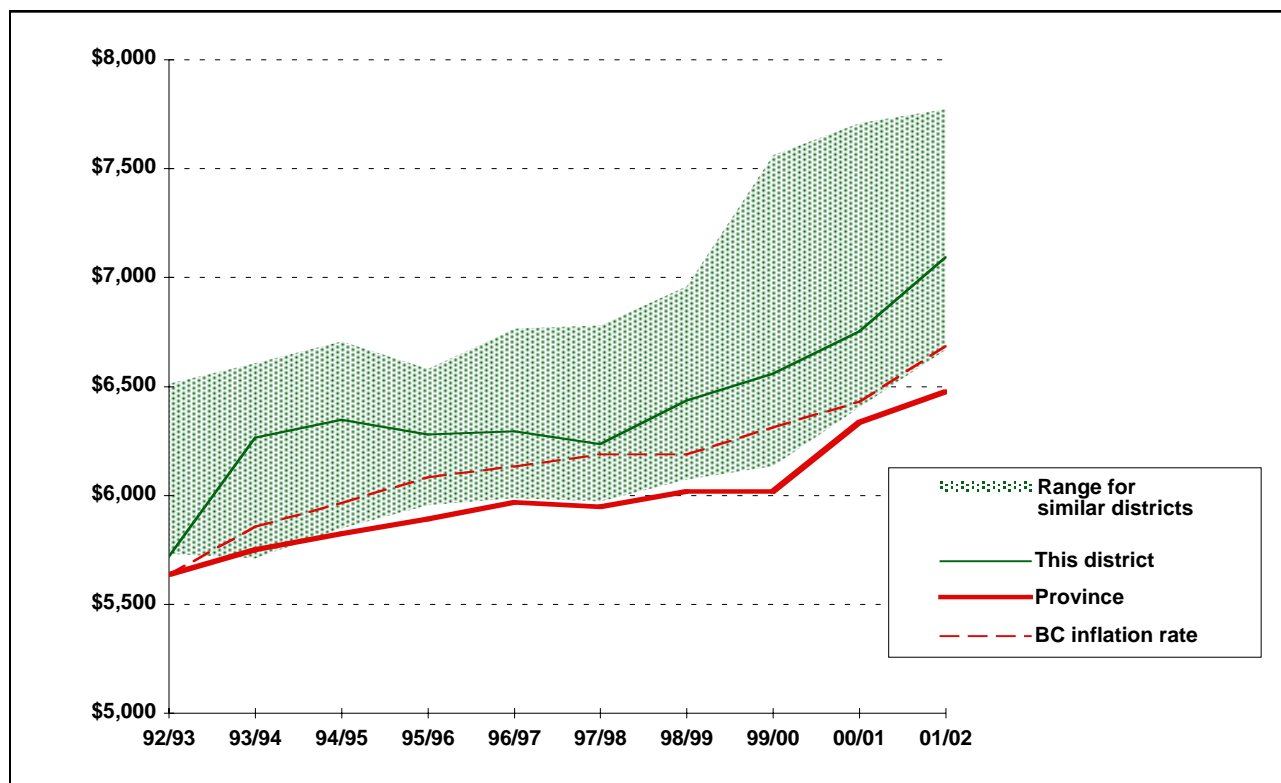
Note. Function 9 is Debt Services (Operating). It was reported separately before 1998/99.

The Budgeted District Operating Expenditure used in the accompanying chart is the sum of items 1 and 3 (\$3,854,242,832). In addition to the Total District Budgeted Expenditure above, the province has budgeted for an additional \$599,177,680 for Learning Resources, the Provincial Learning Network, and Debt Services (Capital). Total budgeted operating expenditures for 2001/02 (district plus provincial) is \$4,548,283,625.

Distribution Across School Districts

The sizes of school district budgeted expenditures are distributed mainly according to the size of the district (as measured by student enrolment), using the Ministry's Funding Allocation System.

DISTRICT OPERATING EXPENDITURE* PER FUNDED FTE STUDENT 1992/93-2001/02



	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budgeted
<i>Total Expenditure per Student</i>	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Similar districts - maximum	\$6,514	\$6,608	\$6,709	\$6,580	\$6,766	\$6,780	\$6,959	\$7,562	\$7,709	\$7,775
Similar districts - minimum	\$5,732	\$5,712	\$5,848	\$5,955	\$5,986	\$5,973	\$6,071	\$6,135	\$6,405	\$6,670
Quesnel	\$5,717	\$6,264	\$6,347	\$6,279	\$6,293	\$6,235	\$6,434	\$6,556	\$6,752	\$7,093
Province	\$5,636	\$5,748	\$5,822	\$5,889	\$5,966	\$5,947	\$6,017	\$6,016	\$6,333	\$6,476

* Budgeted District Operating Expenditure (shown above for the most recent year only) normally includes 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. EXCLUDED are, expenditures from the Provincial Collective Agreement, Current Year Trust Fund Deficit, Education Change/Implementation Training, Local Capital (plus Local Capital Deficit), Debt Services (Capital), Accreditation, Provincial Learning Network, and Learning Resources (see accompanying Definitions and Notes).
Funded FTE students are actual enrolments (not projections).

Source: Ministry of Education School Funding and Allocation Department.

DEFINITIONS AND NOTES

District Operating Expenditure per Funded FTE Student

Up to 2001/02, expenditures per student vary between districts because the equity provisions of the Funding Allocation System ensure that students are provided with equal educational opportunities. This means that (for example), the opportunity to attend school costs more in districts with colder climates or with a more widely dispersed population. This would affect heating and transportation costs respectively.

School districts vary in size, teacher salaries, and the costs of program delivery. Factors which affect funding allocations per student include:

- enrolment in specific programs, including ESL, Aboriginal Education and Special Education;
- level of experience of teachers; and
- heating and transportation costs.

It should be noted that Budgeted District Operating Expenditure (see Tab 2) normally includes several items which are not comparable with Actual District Operating Expenditure. To ensure comparability in the accompanying chart, Budgeted District Operating Expenditure for 2001/02 includes ONLY Budgeted District Operating Expenditures from Functions 1-9, and Operating Deficit. EXCLUDED are, expenditures from the Provincial Collective Agreement, Current Year Trust Fund Deficit, Education Change/Implementation Training, Local Capital (plus Local Capital Deficit), and Debt Services (Capital) – Interim Financing.

The number of funded FTE students used for the accompanying chart is the actual funded FTE for all years. The final number 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).

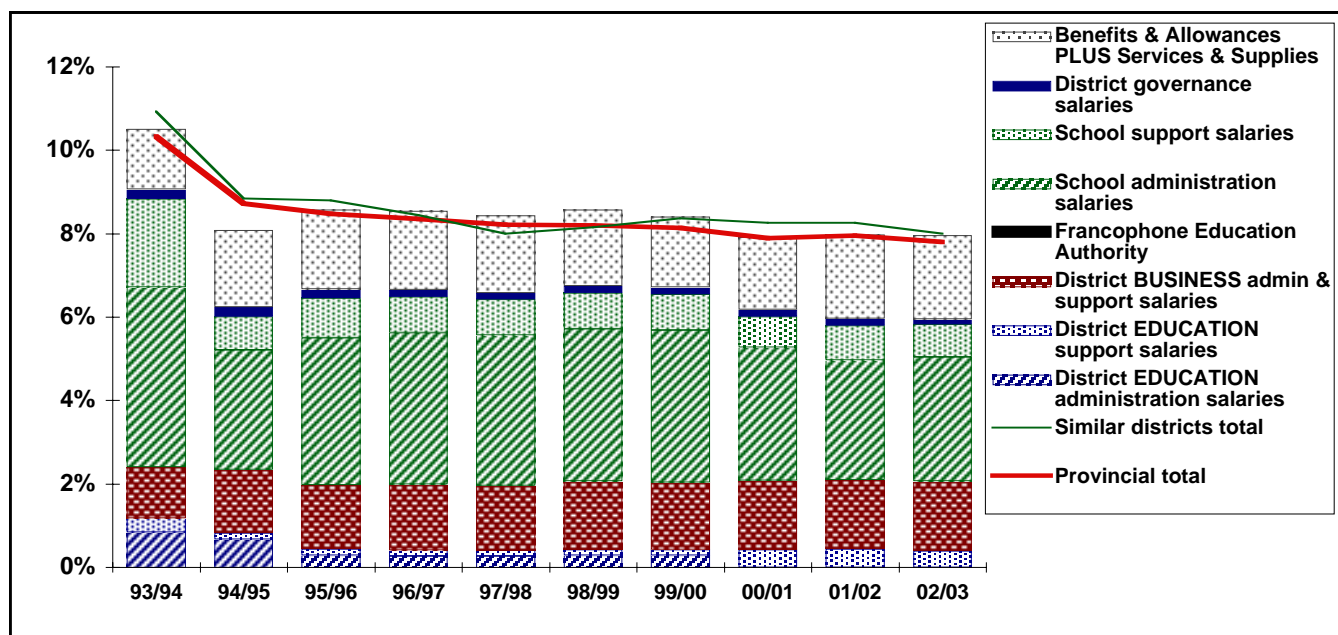
Distribution Across School Districts

School district budgeted operating expenditures per student are lowest in larger districts (reflecting economies of scale) but may be affected by other factors such as degree of urbanization, proximity of other large districts and the relative cost of services. In 2001/02, there were 27 districts below the provincial average and 33 districts above. The five districts with the lowest budgeted operating expenditure per student were Surrey, Central Okanagan, Abbotsford, Burnaby and Maple Ridge-Pitt Meadows. The five districts with the highest budgeted expenditure per student were Stikine, Nisga'a, Central Coast, Vancouver Island West and the Conseil Scolaire Francophone.

Interpretation of provincial trends

The growth rates of district operating expenditures per student in the years since 1992/93 shown here (which exclude items documented above) fell behind the B.C. inflation rate until 1999/2000. The overall weaker growth rate is probably partly due to the effects of weaker economic performance in B.C. during that period. Over the past two years, the growth of district operating expenditures per student has exceeded the inflation rate.

FUNCTION 4 AS A PERCENTAGE OF BUDGETED OPERATING EXPENDITURES (Functions 1-9) 1993/94-2002/03



	Final	Final	Final	Final	Final	Final	Final	Final	Final	Prelim
Quesnel	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Benefits & Allowances + Services & Supplies + Dist Gov Sal	1.7%	2.1%	2.1%	2.1%	2.0%	2.0%	1.9%	1.9%	2.2%	2.1%
School administration salaries + School support salaries	6.4%	3.7%	4.5%	4.5%	4.5%	4.5%	4.5%	3.9%	3.7%	3.8%
Francophone Education Authority	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	1.2%	1.5%	1.5%	1.6%	1.6%	1.6%	1.6%	1.6%	1.7%	1.7%
District EDUCATION support salaries	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.4%	0.4%	0.4%
District EDUCATION administration salaries	0.8%	0.7%	0.3%	0.3%	0.3%	0.3%	0.3%	0.0%	0.0%	0.0%
Total Function 4	10.5%	8.1%	8.6%	8.5%	8.4%	8.6%	8.4%	7.9%	8.0%	8.0%

	Final	Final	Final	Final	Final	Final	Final	Final	Final	Prelim
Similar districts	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Benefits & Allowances + Services & Supplies + Dist Gov Sal	1.7%	2.4%	2.5%	2.4%	2.2%	2.4%	2.4%	2.3%	2.4%	2.3%
School administration salaries + School support salaries	6.8%	4.4%	4.3%	4.1%	4.0%	4.0%	4.1%	4.1%	4.1%	3.9%
Francophone Education Authority	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	1.4%	1.2%	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%	1.2%	1.1%
District EDUCATION support salaries	0.9%	0.7%	0.6%	0.6%	0.6%	0.6%	0.7%	0.7%	0.7%	0.6%
District EDUCATION administration salaries	0.1%	0.1%	0.2%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Total Function 4	10.9%	8.8%	8.8%	8.4%	8.0%	8.1%	8.4%	8.3%	8.3%	8.0%

	Final	Final	Final	Final	Final	Final	Final	Final	Final	Prelim
Province	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Total Function 4	10.3%	8.7%	8.5%	8.4%	8.2%	8.2%	8.1%	7.9%	7.9%	7.8%

Note. All percentages are based on Final Budgeted Expenditure the except latest year, which is based on Preliminary Budgeted Expenditure.

Source: Ministry of Education School Funding and Allocation Department.

**FUNCTION 4 BY PROGRAM AND BY OBJECT
PRELIMINARY BUDGET
2002/03**

Quesnel	105 Administrative Officer Salaries	110 Teacher Salaries	120* Support Salaries	140 Substitute Salaries	200 Benefits and Allowances	300 Services and Supplies	Total
4.11 Education Administration	-	-	\$135,431	-	\$25,784	\$43,728	\$204,943
4.40 District Governance	-	-	\$43,355	-	\$350	\$56,971	\$100,676
4.41 Business Administration	-	-	\$298,997	-	\$52,325	\$56,356	\$407,678
4.42 Human Resource Administration	\$95,328	-	\$60,986	-	\$30,646	\$20,522	\$207,482
4.46 School-based Administration	\$1,004,248	-	\$264,514	-	\$252,320	\$58,303	\$1,579,385
4.47 Labour Relations	-	-	\$111,302	-	\$16,647	\$63,900	\$191,849
4.65 Francophone Education Authority	-	-	-	-	-	-	-
Total Function 4	\$1,099,576	-	\$914,585	-	\$378,072	\$299,780	\$2,692,013

Preliminary Budgeted Operating Expenditure (Functions 1-9) **\$33,809,900**

Similar Districts	105 Administrative Officer Salaries	110 Teacher Salaries	120* Support Salaries	140 Substitute Salaries	200 Benefits and Allowances	300 Services and Supplies	Total
4.11 Education Administration	\$34,311	-	\$2,454,774	\$15,000	\$546,072	\$589,964	\$3,640,121
4.40 District Governance	-	-	\$595,104	-	\$17,787	\$662,217	\$1,275,108
4.41 Business Administration	-	-	\$3,537,867	\$15,716	\$719,364	\$1,142,329	\$5,415,276
4.42 Human Resource Administration	\$87,969	-	\$738,459	\$2,004	\$162,116	\$443,055	\$1,433,603
4.46 School-based Administration	\$12,049,709	\$10,960	\$3,695,080	\$230,838	\$3,250,023	\$832,110	\$20,068,720
4.47 Labour Relations	\$25,736	-	\$194,771	\$12,167	\$38,148	\$418,174	\$688,996
4.65 Francophone Education Authority	-	-	-	-	-	-	-
Total Function 4	\$12,197,725	\$10,960	\$11,216,055	\$275,725	\$4,733,510	\$4,087,849	\$32,521,824

Preliminary Budgeted Operating Expenditure (Functions 1-9) **\$407,053,502**

Province	105 Administrative Officer Salaries	110 Teacher Salaries	120* Support Salaries	140 Substitute Salaries	200 Benefits and Allowances	300 Services and Supplies	Total
4.11 Education Administration	\$1,243,953	-	\$18,561,292	\$313,627	\$4,174,729	\$4,341,156	\$28,634,757
4.40 District Governance	-	-	\$5,033,778	\$2,575	\$330,508	\$5,441,707	\$10,808,568
4.41 Business Administration	\$46,900	-	\$31,573,354	\$332,047	\$6,719,185	\$9,397,742	\$48,069,228
4.42 Human Resource Administration	\$1,158,822	\$23,500	\$10,560,993	\$202,972	\$2,506,008	\$4,083,231	\$18,535,526
4.46 School-based Administration	\$112,446,828	\$919,751	\$40,654,199	\$2,253,242	\$31,496,116	\$7,029,000	\$194,799,136
4.47 Labour Relations	\$195,536	-	\$2,041,590	\$58,690	\$447,103	\$4,058,072	\$6,800,991
4.65 Francophone Education Authority	\$76,068	-	\$19,680	\$291	\$17,524	\$69,518	\$183,081
Total Function 4	\$115,168,107	\$943,251	\$108,444,886	\$3,163,444	\$45,691,173	\$34,420,426	\$307,831,287

Preliminary Budgeted Operating Expenditure (Functions 1-9) **\$3,947,815,476**

* Object 120 (Support Salaries) includes 121 (Other Professional Salaries), 123 (Educational Assistant Salaries), 125 (Clerical Salaries) and 127 (Other Staff Salaries).

Source: School Funding and Allocation Department, Ministry of Education

**FUNCTION 4 BY PROGRAM AND BY OBJECT
AS A PERCENTAGE OF BUDGETED OPERATING EXPENDITURES
PRELIMINARY BUDGET 2002/03**

Quesnel	105 Administrative Officer Salaries	110 Teacher Salaries	120* Support Salaries	140 Substitute Salaries	200 Benefits and Allowances	300 Services and Supplies	Total
4.11 Education Administration	-	-	0.40%	-	0.08%	0.13%	0.61%
4.40 District Governance	-	-	0.13%	-	0.00%	0.17%	0.30%
4.41 Business Administration	-	-	0.88%	-	0.15%	0.17%	1.21%
4.42 Human Resource Administration	0.28%	-	0.18%	-	0.09%	0.06%	0.61%
4.46 School-based Administration	2.97%	-	0.78%	-	0.75%	0.17%	4.67%
4.47 Labour Relations	-	-	0.33%	-	0.05%	0.19%	0.57%
4.65 Francophone Education Authority	-	-	-	-	-	-	-
Total Function 4	3.25%	-	2.71%	-	1.12%	0.89%	7.96%

Preliminary Budgeted Operating Expenditure (Functions 1-9)

100.00%

Similar Districts	105 Administrative Officer Salaries	110 Teacher Salaries	120* Support Salaries	140 Substitute Salaries	200 Benefits and Allowances	300 Services and Supplies	Total
4.11 Education Administration	0.01%	-	0.60%	0.00%	0.13%	0.14%	0.89%
4.40 District Governance	-	-	0.15%	-	0.00%	0.16%	0.31%
4.41 Business Administration	-	-	0.87%	0.00%	0.18%	0.28%	1.33%
4.42 Human Resource Administration	0.02%	-	0.18%	0.00%	0.04%	0.11%	0.35%
4.46 School-based Administration	2.96%	0.00%	0.91%	0.06%	0.80%	0.20%	4.93%
4.47 Labour Relations	0.01%	-	0.05%	0.00%	0.01%	0.10%	0.17%
4.65 Francophone Education Authority	-	-	-	-	-	-	-
Total Function 4	3.00%	0.00%	2.76%	0.07%	1.16%	1.00%	7.99%

Preliminary Budgeted Operating Expenditure (Functions 1-9)

100.00%

Province	105 Administrative Officer Salaries	110 Teacher Salaries	120* Support Salaries	140 Substitute Salaries	200 Benefits and Allowances	300 Services and Supplies	Total
4.11 Education Administration	0.03%	-	0.47%	0.01%	0.11%	0.11%	0.73%
4.40 District Governance	-	-	0.13%	0.00%	0.01%	0.14%	0.27%
4.41 Business Administration	0.00%	-	0.80%	0.01%	0.17%	0.24%	1.22%
4.42 Human Resource Administration	0.03%	0.00%	0.27%	0.01%	0.06%	0.10%	0.47%
4.46 School-based Administration	2.85%	0.02%	1.03%	0.06%	0.80%	0.18%	4.93%
4.47 Labour Relations	0.00%	-	0.05%	0.00%	0.01%	0.10%	0.17%
4.65 Francophone Education Authority	0.00%	-	0.00%	0.00%	0.00%	0.00%	0.00%
Total Function 4	2.92%	0.02%	2.75%	0.08%	1.16%	0.87%	7.80%

Preliminary Budgeted Operating Expenditure (Functions 1-9)

100.00%

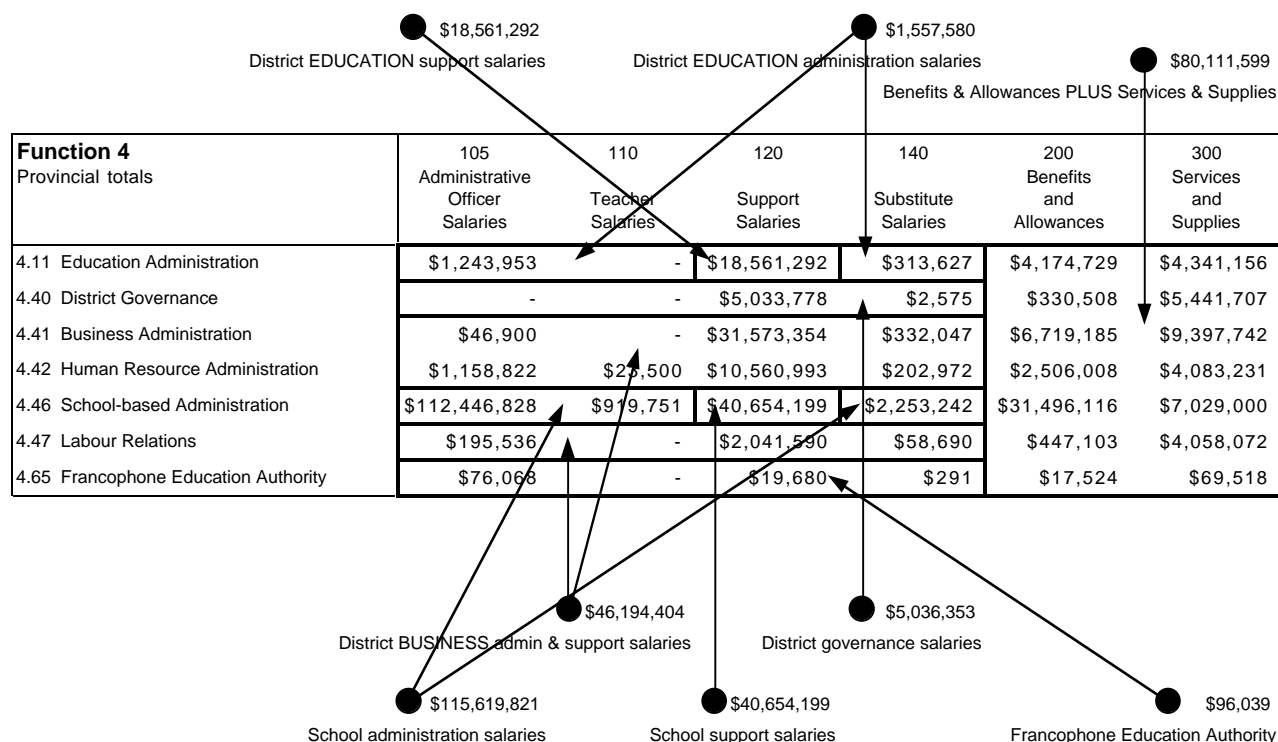
* Object 120 (Support Salaries) includes 121 (Other Professional Salaries), 123 (Educational Assistant Salaries), 125 (Clerical Salaries) and 127 (Other Staff Salaries).

Source: School Funding and Allocation Department, Ministry of Education

Function 4 by Program and by Object

Preliminary budgeted expenditure
2002/03

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 Function 4. 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.

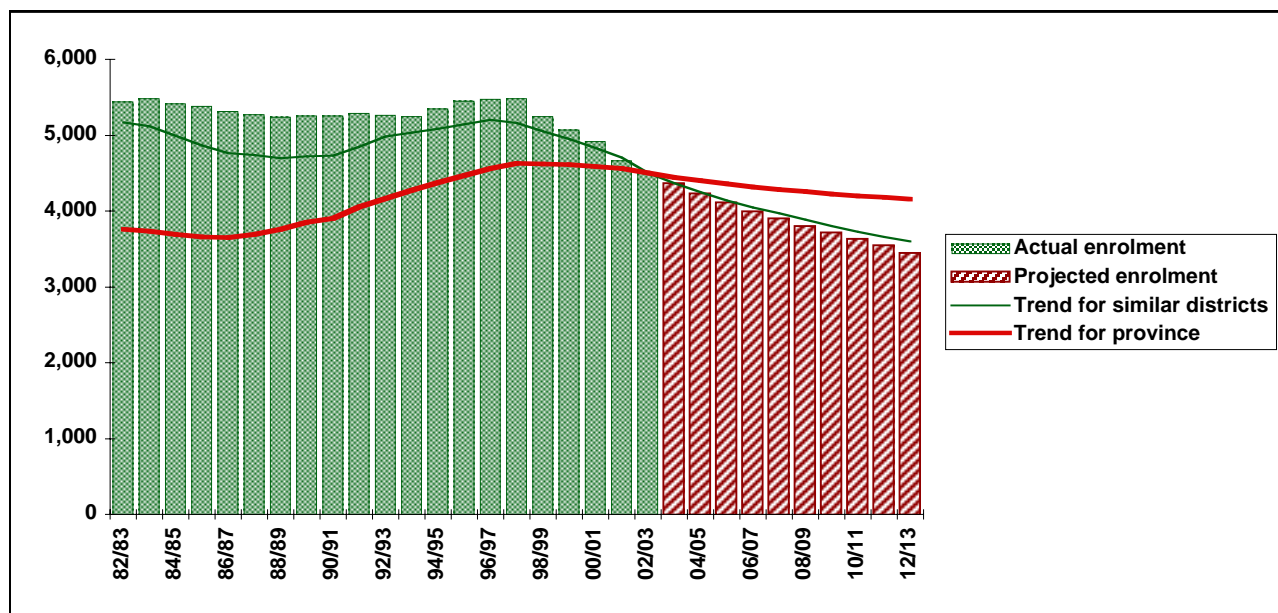
	Quesnel	Similar districts	Province
Benefits & Allowances PLUS Services & Supplies	\$677,852	\$8,821,359	\$80,111,599
District governance salaries	\$43,355	\$595,104	\$5,036,353
School support salaries	\$264,514	\$3,695,080	\$40,654,199
School administration salaries	\$1,004,248	\$12,291,507	\$115,619,821
Francophone Education Authority	\$0	\$0	\$96,039
District BUSINESS admin & support salaries	\$566,613	\$4,614,689	\$46,194,404
District EDUCATION support salaries	\$135,431	\$2,454,774	\$18,561,292
District EDUCATION administration salaries	\$0	\$49,311	\$1,557,580
Total Function 4	\$2,692,013	\$32,521,824	\$307,831,287

Notes

- Before 1995/96, Object 105 was included in Object 110.
- Before 1994/95, Program 4.46 was classified as Program 1.11. It is included in all years reported here.
- Before 1994/95, Program 4.47 was included in Program 4.41. They are grouped together here.
- Programs 4.48 and 4.65 are new from 1997/98.
- Object 120 (Support Salaries) includes 121 (Other Professional Salaries), 123 (Educational Assistant Salaries), 125 (Clerical Salaries) and 127 (Other Staff Salaries).

Source of data: School Funding and Allocation Department, Ministry of Education.

STUDENT ENROLMENT (HISTORICAL AND PROJECTED HEADCOUNT) 1982/83-2012/13



	Actual 82/83	Actual 83/84	Actual 84/85	Actual 85/86	Actual 86/87	Actual 87/88	Actual 88/89	Actual 89/90
Quesnel	5,445	5,482	5,415	5,386	5,318	5,271	5,244	5,255
Province	500,336	497,312	491,085	486,692	486,221	491,234	499,994	512,926

	Actual 90/91	Actual 91/92	Actual 92/93	Actual 93/94	Actual 94/95	Actual 95/96	Actual 96/97	Actual 97/98
Quesnel	5,260	5,288	5,270	5,253	5,352	5,454	5,477	5,483
Province	519,958	539,300	554,590	568,668	582,781	594,772	607,644	615,980

	Actual 98/99	Actual 99/00	Actual 00/01	Actual 01/02	Actual 02/03	Projected 03/04	Projected 04/05	Projected 05/06
Quesnel	5,253	5,071	4,917	4,665	4,500	4,362	4,232	4,106
Province	614,458	613,607	610,851	607,437	599,514	591,861	585,628	580,045

	Projected 06/07	Projected 07/08	Projected 08/09	Projected 09/10	Projected 10/11	Projected 11/12	Projected 12/13
Quesnel	3,994	3,898	3,796	3,710	3,628	3,541	3,446
Province	574,854	570,203	566,327	562,576	559,170	556,000	553,319

Source: Ministry historical data and Standard Report 1558A (projections from base year 2002/03).

DEFINITIONS AND NOTES

Student Enrolment (historical and projected)

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

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 to 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 as soon as the current year's enrolments are finalized - usually about the end of December each year. They are published in January by the Ministry in Standard Reports 1558A and 1558B.

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
- Correspondence school
- Independent schools
- Non-open schools (closed or reserved)
- Students younger than school age

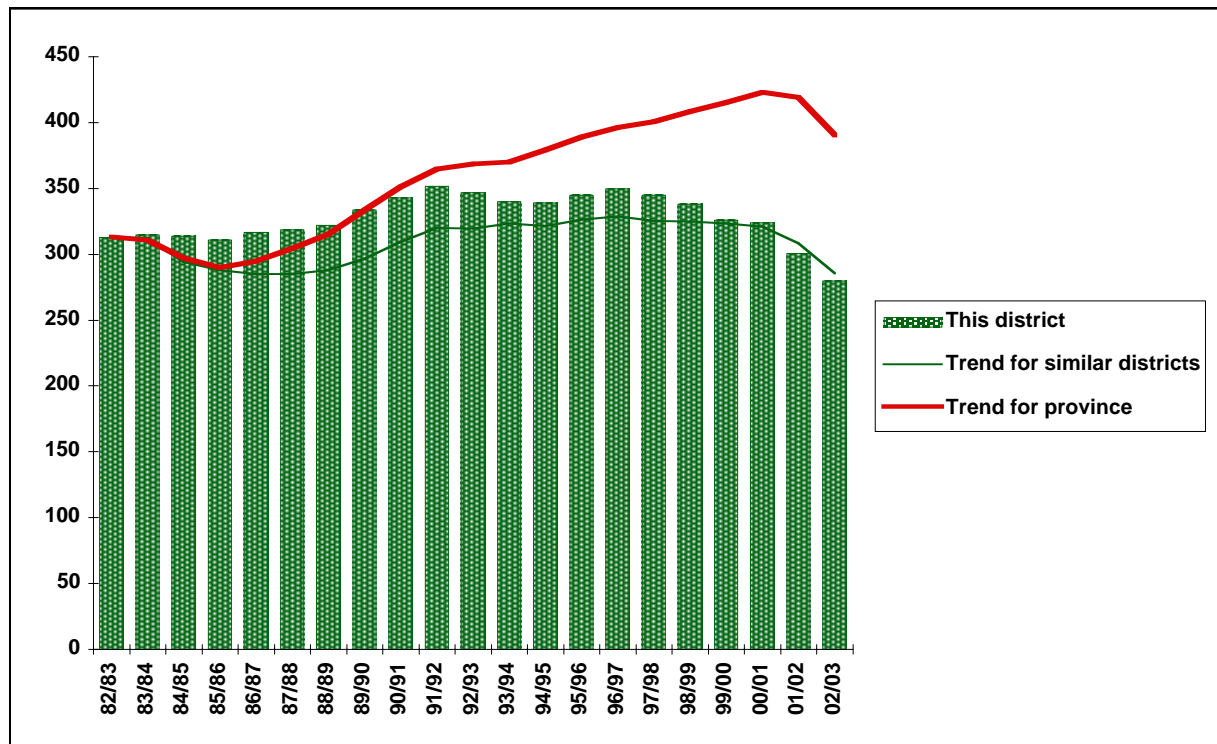
The following note on the face page of Standard Report 1558A is repeated here:

"Projections (2003 onward) are based on current year enrolments projected forward using Provincial Population Projections (school aged only, People 27). 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

Provincial 1997/98 enrolments were the highest ever in B.C. schools, but they unexpectedly declined in 1998/99. Since the previous peak in 1975/76, they decreased to 1986/87 as the 'baby-boomers' left the school system. Since 1986/87, enrolments have 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 the following years. However, an increase in interprovincial out-migration (particularly to Alberta) has contributed significantly to a decline in public school enrolments since 1997/98.

EDUCATORS (HEADCOUNT) 1982/83-2002/03



	82/83	83/84	84/85	85/86	86/87	87/88	88/89
Quesnel	313	315	314	311	317	319	322
Similar districts	3,905	3,895	3,666	3,588	3,552	3,552	3,587
Province	29,787	29,544	28,247	27,551	28,044	28,930	29,946

	89/90	90/91	91/92	92/93	93/94	94/95	95/96
Quesnel	334	343	352	347	340	339	345
Similar districts	3,697	3,858	3,989	3,981	4,029	4,007	4,067
Province	31,720	33,386	34,690	35,042	35,212	36,079	36,990

	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Quesnel	350	345	338	326	324	301	280
Similar districts	4,101	4,054	4,053	4,029	3,999	3,846	3,557
Province	37,706	38,126	38,845	39,506	40,228	39,879	37,150

Source: Ministry of Education historical data and Standard Reports 2052 and 2063

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. Form 2005 has been discontinued. 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 Ministry Standard Report 2059, the total of 37,150 B.C. public school educators in 2002/03 was composed of the following people:

School staff	
Teachers	31,502
Principals	1,584
Vice-Principals	1,019
Department Heads	2,573
Total School Staff	36,678
District Staff	
Directors of Instruction	81
Instructional Support	317
Testing and Assessment	74
Total District Staff	472
Total Provincial Public School Educators	37,150

Most educators are employed full time, but an increasing number (particularly females) are employed part time. For further information please refer to Standard Reports 2052 and 2059.

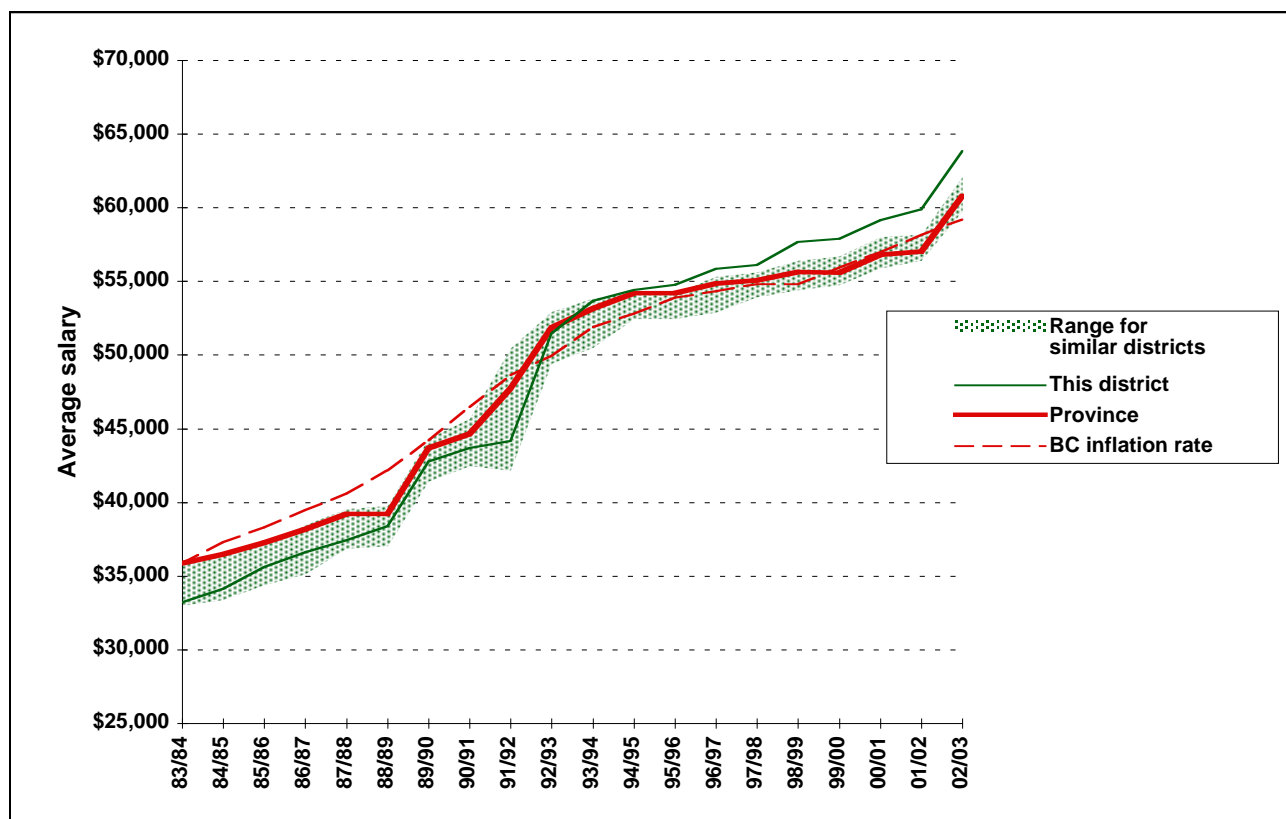
Interpretation of provincial trends

The number of educators showed a significant decline in the early 1980s. Over the next five years, the number of educators increased significantly faster than the corresponding increase in student enrolments. This may be attributed in part to increasing part-time positions, particularly for females.

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 the reduced maximum class sizes in the provincial collective agreement over that time period. However, from 2001/02 to 2002/03, student enrolment decreased by 1.3 percent, but the number of educators decreased by 6.8 percent. This may be attributable partly to a change in the provincial collective agreement which places limits on average class size rather than on maximum class size.

EDUCATOR SALARIES

1983/84-2002/03

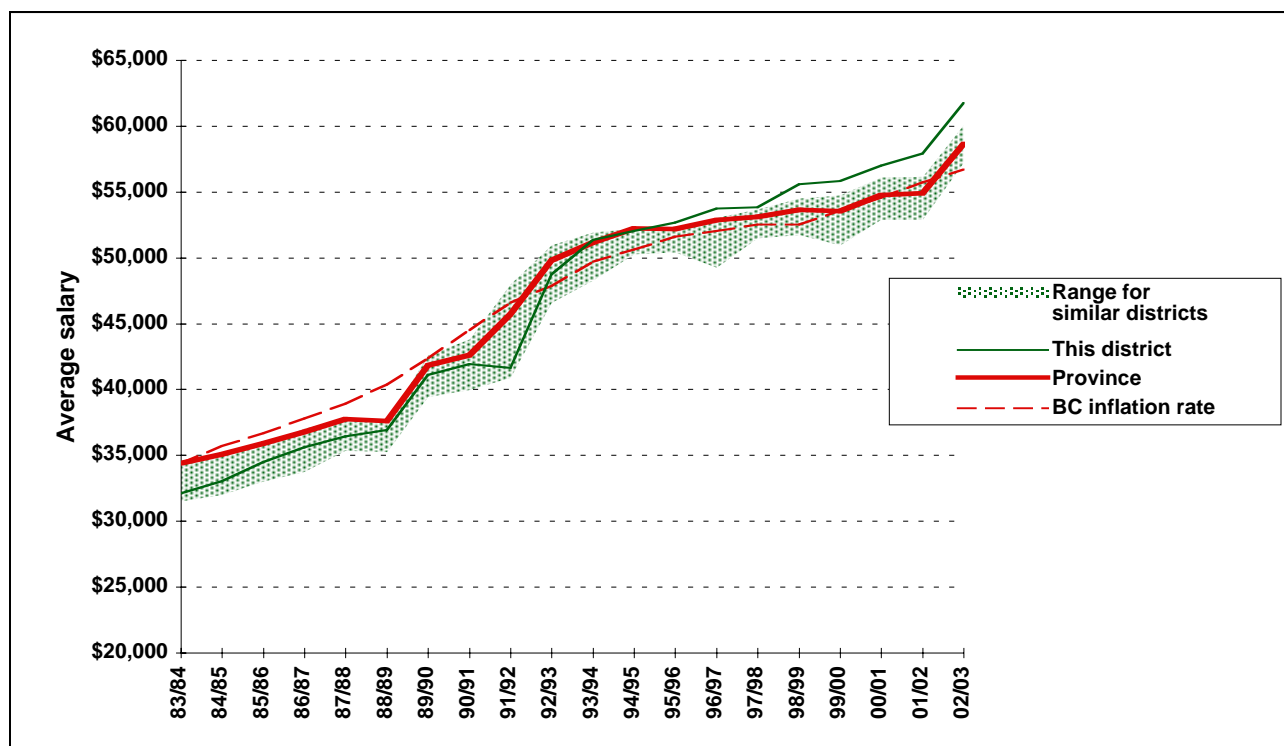


	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
Similar districts - maximum	\$35,938	\$36,562	\$37,246	\$38,463	\$39,553	\$39,752	\$44,335	\$45,663	\$50,433	\$52,913
Similar districts - minimum	\$32,995	\$33,390	\$34,368	\$35,141	\$36,875	\$37,048	\$41,418	\$42,452	\$42,171	\$49,391
Quesnel	\$33,214	\$34,139	\$35,592	\$36,597	\$37,436	\$38,380	\$42,779	\$43,664	\$44,159	\$51,458
Province	\$35,878	\$36,452	\$37,255	\$38,141	\$39,216	\$39,204	\$43,664	\$44,631	\$47,705	\$51,855

	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	\$53,856	\$54,227	\$54,134	\$55,320	\$55,611	\$56,391	\$56,699	\$58,033	\$58,190	\$62,079
Similar districts - minimum	\$50,486	\$52,471	\$52,455	\$52,893	\$53,935	\$54,402	\$54,755	\$55,903	\$56,422	\$59,755
Quesnel	\$53,670	\$54,404	\$54,762	\$55,828	\$56,102	\$57,670	\$57,871	\$59,161	\$59,864	\$63,831
Province	\$53,165	\$54,201	\$54,208	\$54,849	\$55,063	\$55,604	\$55,571	\$56,778	\$57,026	\$60,806

Source: Ministry Standard Report 2063 (salary data), and Ministry of Finance and Corporate Relations (B.C. inflation rate)

SCHOOL TEACHER SALARIES 1983/84-2002/03



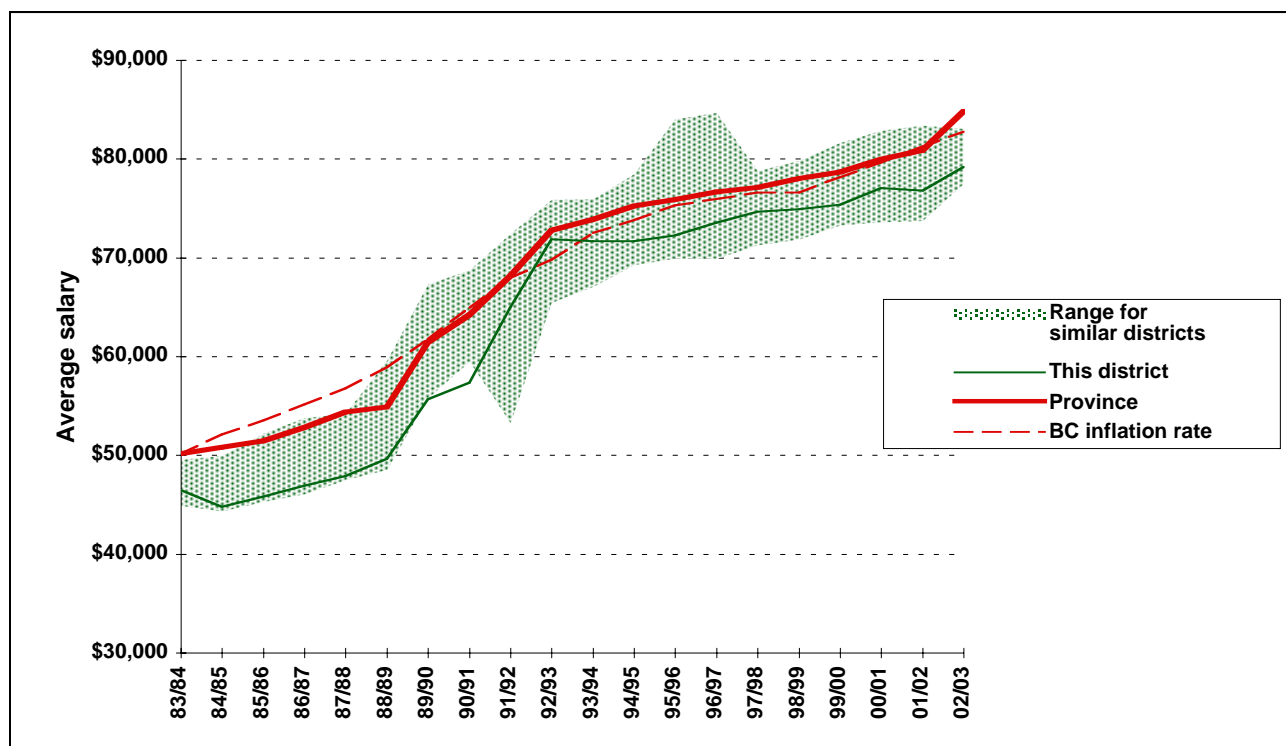
	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
Similar districts - maximum	\$34,571	\$35,110	\$35,809	\$37,041	\$37,759	\$37,604	\$42,602	\$43,827	\$47,986	\$50,957
Similar districts - minimum	\$31,502	\$31,997	\$33,008	\$33,757	\$35,369	\$35,246	\$39,460	\$39,969	\$40,902	\$46,593
Quesnel	\$32,123	\$33,013	\$34,491	\$35,586	\$36,408	\$36,918	\$41,086	\$41,893	\$41,645	\$48,696
Province	\$34,369	\$35,067	\$35,897	\$36,763	\$37,746	\$37,592	\$41,843	\$42,615	\$45,691	\$49,787

	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	\$51,934	\$52,227	\$52,080	\$53,029	\$53,669	\$54,479	\$54,756	\$56,106	\$56,143	\$60,074
Similar districts - minimum	\$48,277	\$50,273	\$50,437	\$49,236	\$51,513	\$51,757	\$50,960	\$52,876	\$52,922	\$57,219
Quesnel	\$51,343	\$52,037	\$52,674	\$53,722	\$53,811	\$55,587	\$55,813	\$56,981	\$57,884	\$61,753
Province	\$51,126	\$52,197	\$52,182	\$52,874	\$53,095	\$53,605	\$53,519	\$54,738	\$54,903	\$58,614

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

Source: Ministry of Education Standard Report 2063 (salary data), and Ministry of Finance and Corporate Relations (B.C. inflation rate)

SCHOOL ADMINISTRATOR SALARIES 1983/84-2002/03



	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
Similar districts - maximum	\$49,558	\$49,926	\$52,237	\$53,804	\$54,228	\$59,589	\$67,318	\$68,741	\$72,411	\$75,881
Similar districts - minimum	\$44,918	\$44,328	\$45,294	\$46,065	\$47,515	\$48,528	\$55,813	\$59,469	\$53,235	\$65,446
Quesnel	\$46,450	\$44,776	\$45,821	\$46,923	\$47,899	\$49,645	\$55,673	\$57,374	\$64,960	\$71,880
Province	\$50,149	\$50,771	\$51,431	\$52,783	\$54,394	\$54,877	\$61,416	\$64,222	\$68,147	\$72,767

	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	\$75,922	\$78,498	\$84,065	\$84,687	\$78,778	\$79,842	\$81,674	\$82,845	\$83,369	\$83,068
Similar districts - minimum	\$67,035	\$69,281	\$69,930	\$69,908	\$71,266	\$71,869	\$73,303	\$73,603	\$73,718	\$77,519
Quesnel	\$71,657	\$71,642	\$72,263	\$73,550	\$74,652	\$74,905	\$75,340	\$77,051	\$76,808	\$79,185
Province	\$73,897	\$75,223	\$75,875	\$76,671	\$77,077	\$77,988	\$78,684	\$79,928	\$80,894	\$84,846

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

Source: Ministry of Education Standard Report 2063 (salary data), and Ministry of Finance and Corporate Relations (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 2002/03 FTE B.C. public school educators (including all allowances) was \$60,806. According to Standard Report 2063, average salaries for the different types of public school educators were:

School staff	
Teachers	\$58,150
Principals	\$87,947
Vice-Principals	\$80,021
Department Heads	\$63,825
Average School Staff salary	\$60,646
District Staff	
Directors of Instruction	\$97,615
Instructional Support Services	\$67,251
Testing and Assessment	\$68,550
Average District Staff salary	\$72,986
Provincial average educator salary	\$60,806

This section contains three charts. One covers all educators shown above; one covers school teachers separately (Teachers and Department Heads above), and the third covers School Administrators (Principals and Vice-Principals above). The latter two charts provide data on the separate bargaining units.

For further information please refer to Standard Reports 2063 and 2087.

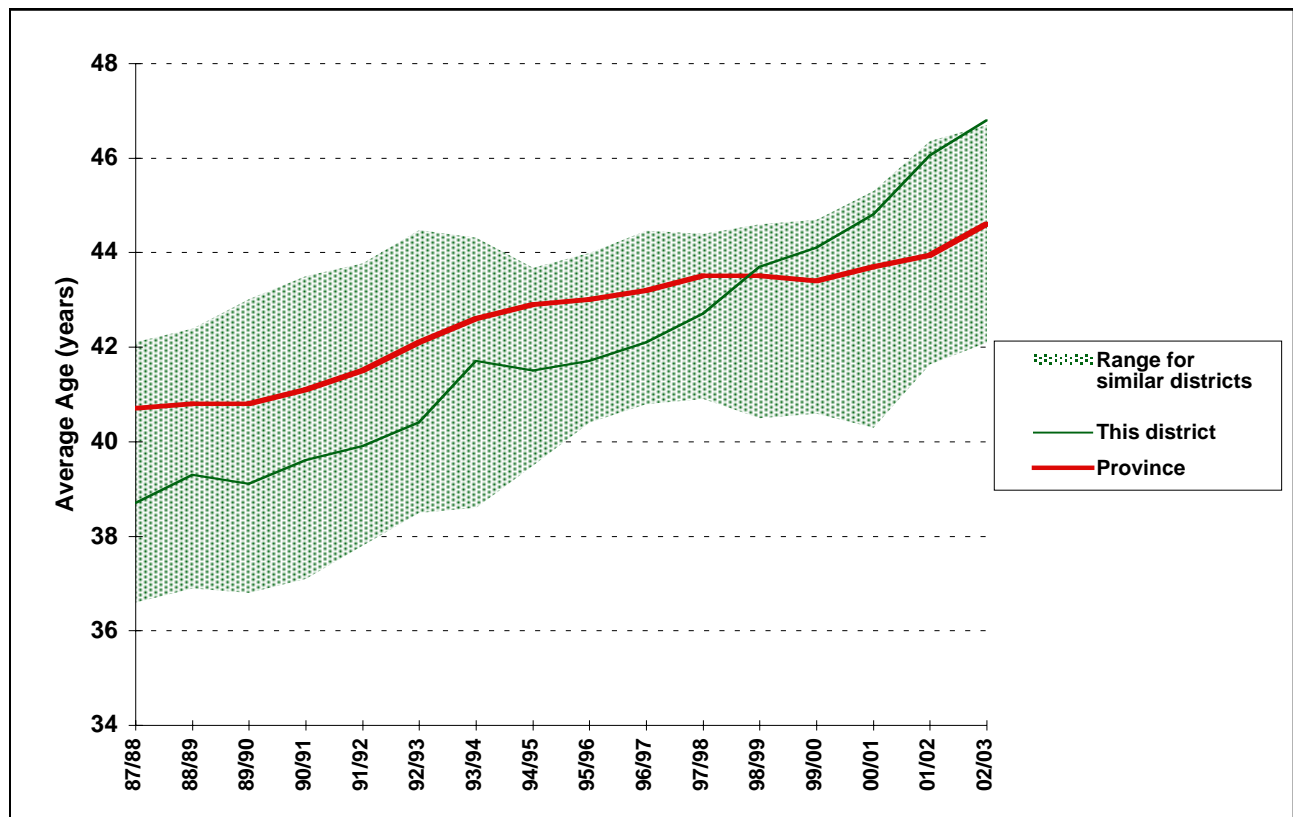
Distribution Across School Districts

In 2002/03, 35 of B.C.'s school districts were above the provincial average and 25 were below. All districts were within \$3,100 of the provincial mean except the Conseil Scolaire Francophone (\$5,662 below the mean) and Stikine (\$8,977 above the mean). The five districts with the lowest salaries in 2002/03 were the Conseil Scolaire Francophone, New Westminster, Coquitlam, Gold Trail and West Vancouver. The five districts with the highest salaries were Stikine, Nechako Lakes, Quesnel, Southeast Kootenay and Vancouver Island North.

Interpretation of provincial trends

The increases from 1988/89 onwards 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 1983/84 to 2001/02, educator average salary growth has been roughly comparable with the Consumer Price Index. An increase of 6.6% over the past year may be attributable to both an increase in teacher salaries as a part of a new collective agreement, and to a 6.8% reduction in the number of educators during that period (see Tab 6), at the expense of a number of younger, lower-paid employees.

EDUCATOR AGES 1987/88-2002/03



	87/88	88/89	89/90	90/91	91/92	92/93	93/94	94/95
Similar districts - maximum	42.1	42.4	43.0	43.5	43.8	44.5	44.3	43.7
Similar districts - minimum	36.6	36.9	36.8	37.1	37.8	38.5	38.6	39.5
Quesnel	38.7	39.3	39.1	39.6	39.9	40.4	41.7	41.5
Province	40.7	40.8	40.8	41.1	41.5	42.1	42.6	42.9

	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	44.0	44.5	44.4	44.6	44.7	45.3	46.4	46.7
Similar districts - minimum	40.4	40.8	40.9	40.5	40.6	40.3	41.6	42.1
Quesnel	41.7	42.1	42.7	43.7	44.1	44.8	46.0	46.8
Province	43.0	43.2	43.5	43.5	43.4	43.7	43.9	44.6

Source: Ministry of Education Standard Report 2059

DEFINITIONS AND NOTES

Educator Ages

As individual educators grow older, their years of experience allow them to move up the salary grid which determines their salary. If average educator age increases, total educator salaries may increase at a rate above the increases in the salary grid. The reverse is also the case.

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 2002/03 was 44.6 years, 0.7 years above the previous year. According to Standard Report 2059, the average ages for the different types of public school educators were as follows:

School staff	
Teachers	44.2
Principals	50.2
Vice-Principals	46.4
Department Heads	45.2
Average School Staff age	44.6
District Staff	
Directors of Instruction	52.1
Instructional Support	48.9
Testing and Assessment	49.2
Average District Staff age	49.5
Provincial average educator age	44.6

For further information please refer to Standard Report 2059.

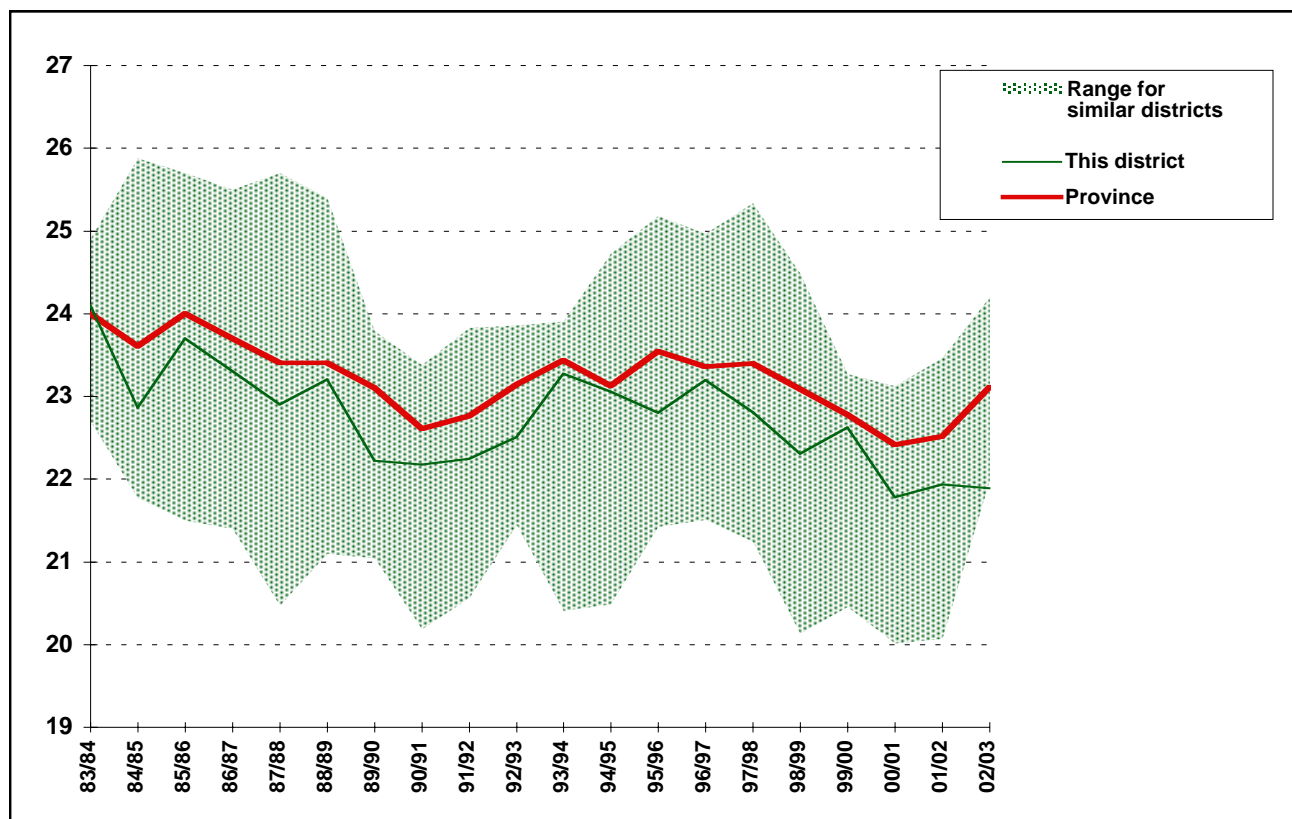
Distribution Across School Districts

Thirty-seven of B.C.'s school 60 districts (including the CSF) are above the provincial average and 23 are below. Rural districts (for which a high teacher turnover would be expected) tend to have younger teachers, and urban districts tend to have older teachers. This relationship is fairly weak. The five districts with the youngest teachers in 2000/01 are Fort Nelson, the Conseil Scolaire Francophone, Central Coast, Haida Gwaii/Queen Charlotte and New Westminster. The five districts with the oldest teachers are Vancouver Island West, Greater Victoria, Alberni, Arrow Lakes and Gulf Islands.

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. This effect has been exacerbated over the past year with the loss of 6.8% of educators (see Tab 6). Many of these would be younger, lower-paid employees, the loss of whom would increase both the average educator salary (Tab 7) and average educator age (Tab 8).

ELEMENTARY CLASS SIZE 1983/84-2002/03



	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
Similar districts - maximum	24.9	25.9	25.7	25.5	25.7	25.4	23.8	23.4	23.8	23.9
Similar districts - minimum	22.7	21.8	21.5	21.4	20.5	21.1	21.0	20.2	20.6	21.4
Quesnel	24.1	22.9	23.7	23.3	22.9	23.2	22.2	22.2	22.2	22.5
Province	24.0	23.6	24.0	23.7	23.4	23.4	23.1	22.6	22.8	23.1

	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	23.9	24.7	25.2	25.0	25.3	24.5	23.3	23.1	23.5	24.2
Similar districts - minimum	20.4	20.5	21.4	21.5	21.2	20.1	20.5	20.0	20.1	22.0
Quesnel	23.3	23.1	22.8	23.2	22.8	22.3	22.6	21.8	21.9	21.9
Province	23.4	23.1	23.5	23.4	23.4	23.1	22.8	22.4	22.5	23.1

Source: Ministry of Education historical data and Standard Report 2040.

DEFINITIONS AND NOTES

Elementary Class Size

Average Elementary Class Size is a direct consequence of collective agreements regarding maximum and average class sizes between teacher union representatives and employers or the provincial government. It is a measure of both the average elementary teacher's workload and the average teaching service levels offered to elementary students in schools.

The Ministry of Education calculates average elementary class sizes by dividing total elementary school headcount enrolments (Kindergarten to Grade 7) by the number of elementary divisions. They are reported in Standard Report 2040 for all elementary grade levels together, but not by separate grades. Average elementary class sizes are not available by grade level.

Elementary 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. The number of elementary divisions is collected on Form 1601.

Secondary class sizes have been available until 1996/97, but the Ministry of Education has discontinued collecting data on Form 2005, so secondary class sizes are no longer available from the Ministry.

For further information please refer to Standard Report 2040.

Distribution Across School Districts

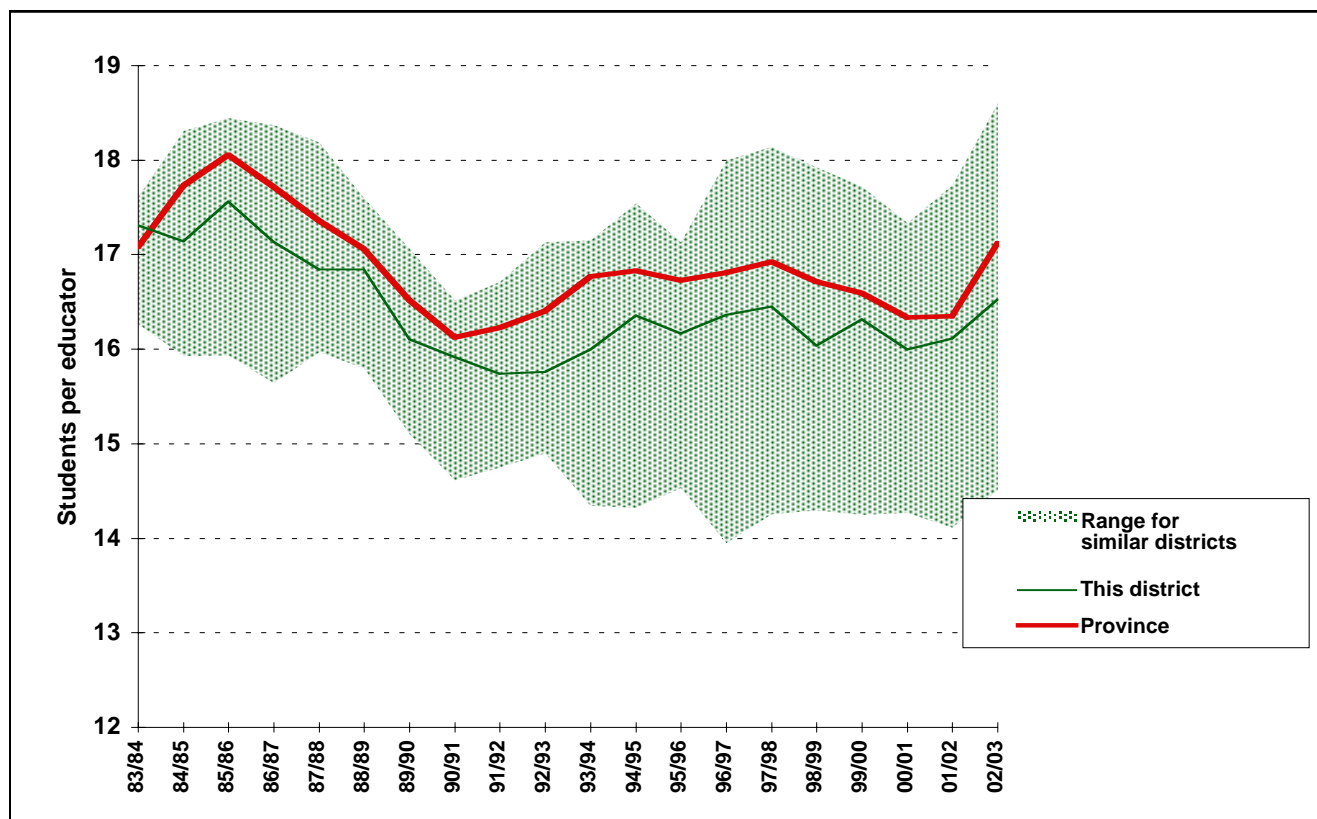
Thirty-one of B.C.'s 60 school districts are above the provincial average and twenty-nine are below. There seems to be a weak socioeconomic or geographic relationship to the distribution of elementary class size. The five districts with the lowest elementary class size in 2002/03 are Nisga'a, Stikine, Central Coast, Vancouver Island West and Haida Gwaii/Queen Charlotte. The five districts with the highest elementary class size are Nechako Lakes, Qualicum, Howe Sound, North Okanagan-Shuswap and Powell River.

Interpretation of provincial trends

During the last half of the 1980s, class sizes decreased until 1990. This was probably due to movement of some district personnel back to classrooms – a result of pressure to limit administrative costs, and partly due to the provincial contract at the time, which placed lower limits on maximum Primary class sizes.

Average elementary class sizes increased slightly to 1997, due to fiscal restraint, and declined rapidly from 1997 to 2000, due to further 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 current increase over the past two years.

STUDENT/EDUCATOR RATIO 1983/84-2002/03

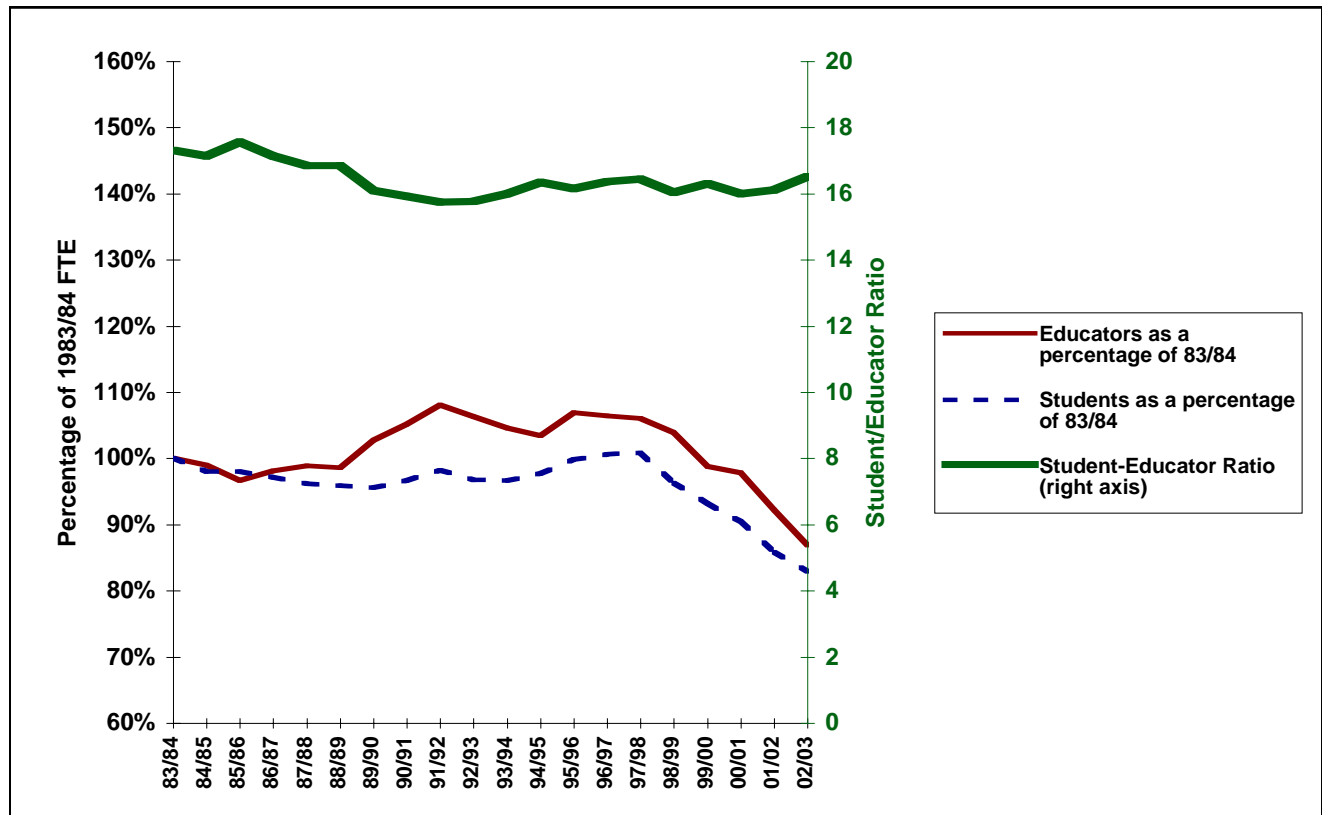


	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
Similar districts - maximum	17.6	18.3	18.4	18.4	18.2	17.6	17.1	16.5	16.7	17.1
Similar districts - minimum	16.3	15.9	15.9	15.6	16.0	15.8	15.1	14.6	14.8	14.9
Quesnel	17.3	17.1	17.6	17.1	16.8	16.8	16.1	15.9	15.7	15.8
Province	17.1	17.7	18.0	17.7	17.4	17.1	16.5	16.1	16.2	16.4

	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Similar districts - maximum	17.2	17.5	17.1	18.0	18.1	17.9	17.7	17.3	17.7	18.6
Similar districts - minimum	14.3	14.3	14.5	13.9	14.3	14.3	14.3	14.3	14.1	14.5
Quesnel	16.0	16.4	16.2	16.4	16.4	16.0	16.3	16.0	16.1	16.5
Province	16.8	16.8	16.7	16.8	16.9	16.7	16.6	16.3	16.3	17.1

Source: Ministry of Education historical data and Standard Report 2077

STUDENT AND EDUCATOR FTEs COMPARED AS A PERCENTAGE OF 1983/84 FTEs



	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
FTE educators ..	304.0	301.0	293.8	298.3	300.5	299.7	312.5	319.5	328.4	323.2
.. as a percentage of 1983/84	100.0%	99.0%	96.7%	98.1%	98.9%	98.6%	102.8%	105.1%	108.0%	106.3%
FTE student enrolment ..	5261.5	5157.3	5158.3	5110.8	5060.0	5046.5	5030.4	5085.5	5168.3	5092.0
.. as a percentage of 1983/84	100.0%	98.0%	98.0%	97.1%	96.2%	95.9%	95.6%	96.7%	98.2%	96.8%

	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
FTE educators ..	317.8	314.5	325.1	323.5	322.4	316.0	300.4	297.5	280.2	264.3
.. as a percentage of 1983/84	104.6%	103.5%	106.9%	106.4%	106.0%	103.9%	98.8%	97.9%	92.2%	86.9%
FTE student enrolment ..	5084.3	5143.0	5253.3	5293.0	5302.6	5066.6	4900.4	4757.5	4515.1	4365.4
.. as a percentage of 1983/84	96.6%	97.7%	99.8%	100.6%	100.8%	96.3%	93.1%	90.4%	85.8%	83.0%

Source: Ministry of Education historical data and Standard Report 2077

DEFINITIONS AND NOTES

Student/Educator Ratio

The Student/Educator Ratio is similar to elementary class size in that it is a direct result of contractual requirements in each district. 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 classroom teachers, principals, vice-principals and Directors of Instruction. 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 8 students less than average class size.

A school-based Student/Educator Ratio is also published by the Ministry of Education 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 in Standard Report 2077 (as 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.

For further information please refer to Standard Report 2077.

Student FTE Enrolment

All enrolments are collected at the end of September each year on Form 1701. In 2002/03, 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 Low Incidence/High Cost Special Needs students.
- **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 from the provincial block of funds.

The 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 below.

.../continued

DEFINITIONS AND NOTES

Student FTE Enrolment (continued)		Student FTE	Funded FTE
	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*	Excluded	Included
	Correspondence school	Excluded	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.

For further information please refer to Standard Reports 1581 and 2077.

Interpretation of provincial trends for student FTE enrolment

Provincial student FTE enrolments have followed much the same trends as provincial headcount enrolments. 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-five of B.C.'s 60 school districts are below the provincial average and twenty-five are above. There is a tendency for small rural districts to have small Student/Educator Ratio, particularly if they have a significant First Nations population. The five districts with the lowest Student/Educator Ratio in 2002/03 are Nisga'a (at 9.1), Stikine, Central Coast, Vancouver Island West and the Conseil Scolaire Francophone. The five districts with the highest Student/Educator Ratio are Peace River South (at 18.6), Mission, Central Okanagan, Qualicum and Howe Sound.

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 just over 17 students per educator. Data reported here show that in more recent years, it has followed a trend much in line with elementary class size (see Tab 9).

Student/Educator Ratios increased slightly to 1997, due to fiscal restraint, and declined rapidly from 1997 to 2000, due to further 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 current increase over the past two years. The end result was a significant increase in Student/Educator Ratio from 16.3 in 2001/02 to 17.1 in 2002/03.

Student and Educator FTEs Compared as a Percentage of 1983/84 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 indicates 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.

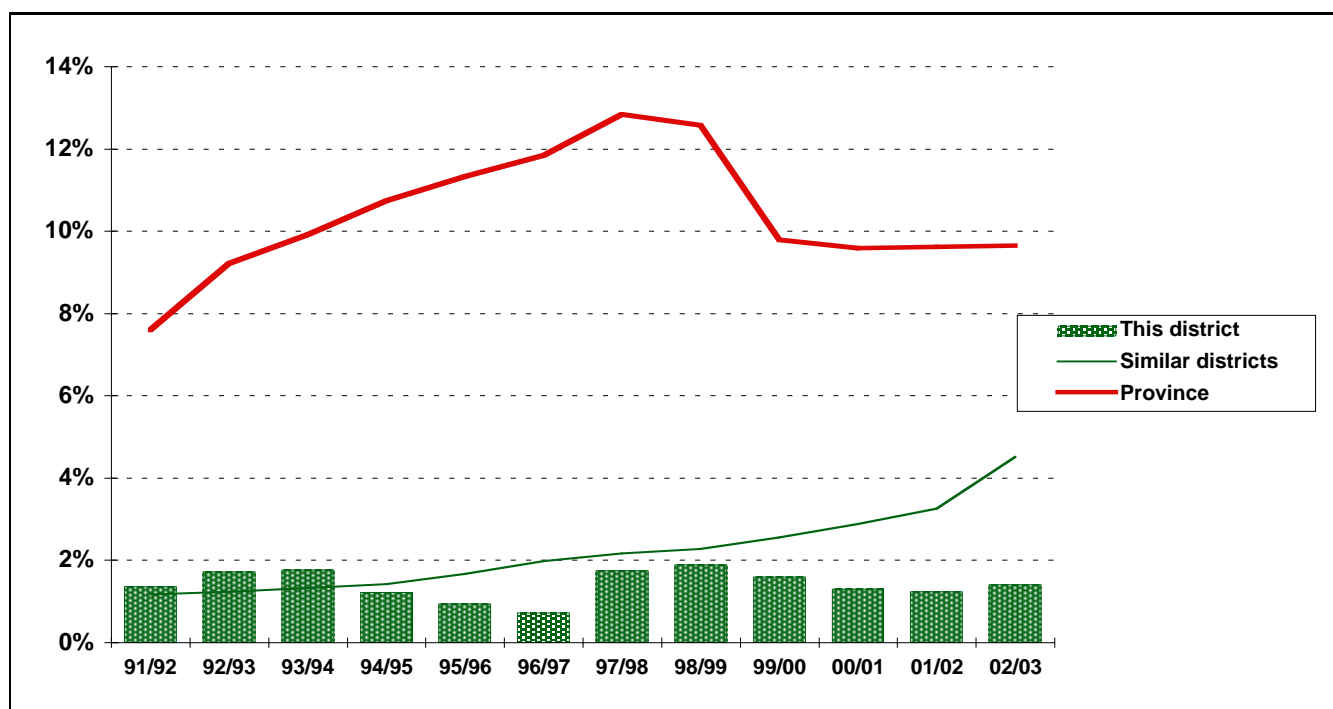
Three lines are shown on the chart. The top (green) line represents the Student/Educator Ratio for the district. Its scale is shown by the axis at the right of the chart. The trend lines for the numbers of educators and students are represented by the red and blue lines respectively. Their scale is shown by the axis at the left of the chart. Each line shows these numbers as a percentage of 1983/84 numbers. They begin with 100% in 1983/84 and continue to 2002/03. 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.

Interpretation of provincial trends

Relative to provincial student FTE enrolments, the number of FTE educators showed a decline from 1983 to 1985. Over the next six years, numbers of FTE educators increased faster than the corresponding increase in provincial student enrolments, reducing the ratio to its lowest in the past 20 years. From 1992, this trend disappeared, as tight fiscal policy stabilized the Student/Educator ratio. However, since 1998/99 there has been a further increase in teacher FTEs without a corresponding increase in student FTEs. This was likely an effect of the provincial contract which placed lower limits on maximum Primary class sizes.

From 2001/02 to 2002/03, the number of FTE educators declined significantly, relative to the decline in student FTEs. 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. This allowed a number of classes to exceed previous limits and contributed to the current decline in educator FTEs.

ENGLISH AS A SECOND LANGUAGE (ESL) AS A PERCENTAGE OF TOTAL ENROLMENT 1991/92-2002/03



Quesnel	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
ESL enrolment	72	91	93	66	52	40	96	100	81	64	58	64
Total enrolment	5,288	5,270	5,253	5,352	5,454	5,477	5,483	5,253	5,071	4,917	4,665	4,500
Percentage of enrolment	1.4%	1.7%	1.8%	1.2%	1.0%	0.7%	1.8%	1.9%	1.6%	1.3%	1.2%	1.4%

Similar districts	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
ESL enrolment	716	769	833	905	1,072	1,289	1,400	1,446	1,591	1,744	1,922	2,552
Total enrolment	60,984	62,610	63,281	63,922	64,626	65,395	64,885	63,526	62,255	60,708	59,138	56,633
Percentage of enrolment	1.2%	1.2%	1.3%	1.4%	1.7%	2.0%	2.2%	2.3%	2.6%	2.9%	3.3%	4.5%

Province	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
ESL enrolment	40,905	51,055	56,315	62,570	67,349	71,930	79,079	77,251	60,023	58,577	58,441	57,812
Total enrolment	539,300	554,590	568,668	582,781	594,773	607,644	615,980	614,458	613,607	610,851	607,437	599,514
Percentage of enrolment	7.6%	9.2%	9.9%	10.7%	11.3%	11.8%	12.8%	12.6%	9.8%	9.6%	9.6%	9.6%

Note. All enrolments include adults.

Source: Ministry of Education Standard Reports 1585, 1586, 1586A, 1586B and 1586C.

DEFINITIONS AND NOTES

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 Standard Reports 1585A, 1586A, and the *English as a Second Language Policy, Guidelines and Resources for Teachers* document.

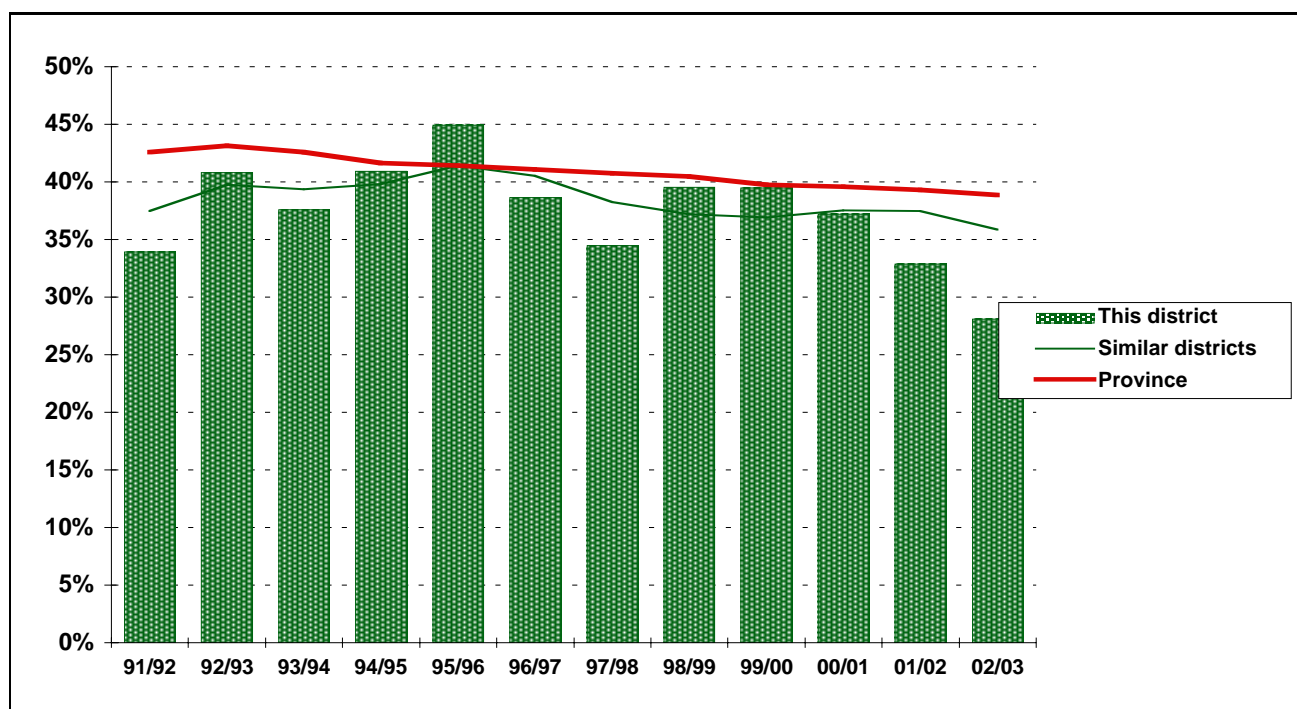
Distribution of ESL Across School Districts

Only nine of B.C.'s school districts are above the provincial mean and fifty-one are below. In 2002/03, the five districts with the lowest relative enrolment in ESL were Central Coast, Fort Nelson, Vancouver Island West, Stikine (all with no ESL), and Vancouver Island North. The districts above the provincial mean are Nisga'a (new in 2002/03, at 62%), Vancouver (28%), Richmond (28%), Burnaby, Surrey, Prince Rupert, New Westminster, Coquitlam and North Vancouver.

Interpretation of provincial trends

Provincial ESL enrolments increased significantly until 1998/99. 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 12.6% to 9.8% 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.

CORE FRENCH (formerly FSL) AS A PERCENTAGE OF TOTAL ENROLMENT 1991/92-2002/03



Quesnel	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Core French enrolment	1,796	2,151	1,977	2,191	2,451	2,119	1,891	2,079	2,003	1,830	1,534	1,264
Total enrolment	5,288	5,270	5,253	5,352	5,454	5,477	5,483	5,253	5,071	4,917	4,665	4,500
Percentage of enrolment	34.0%	40.8%	37.6%	40.9%	44.9%	38.7%	34.5%	39.6%	39.5%	37.2%	32.9%	28.1%

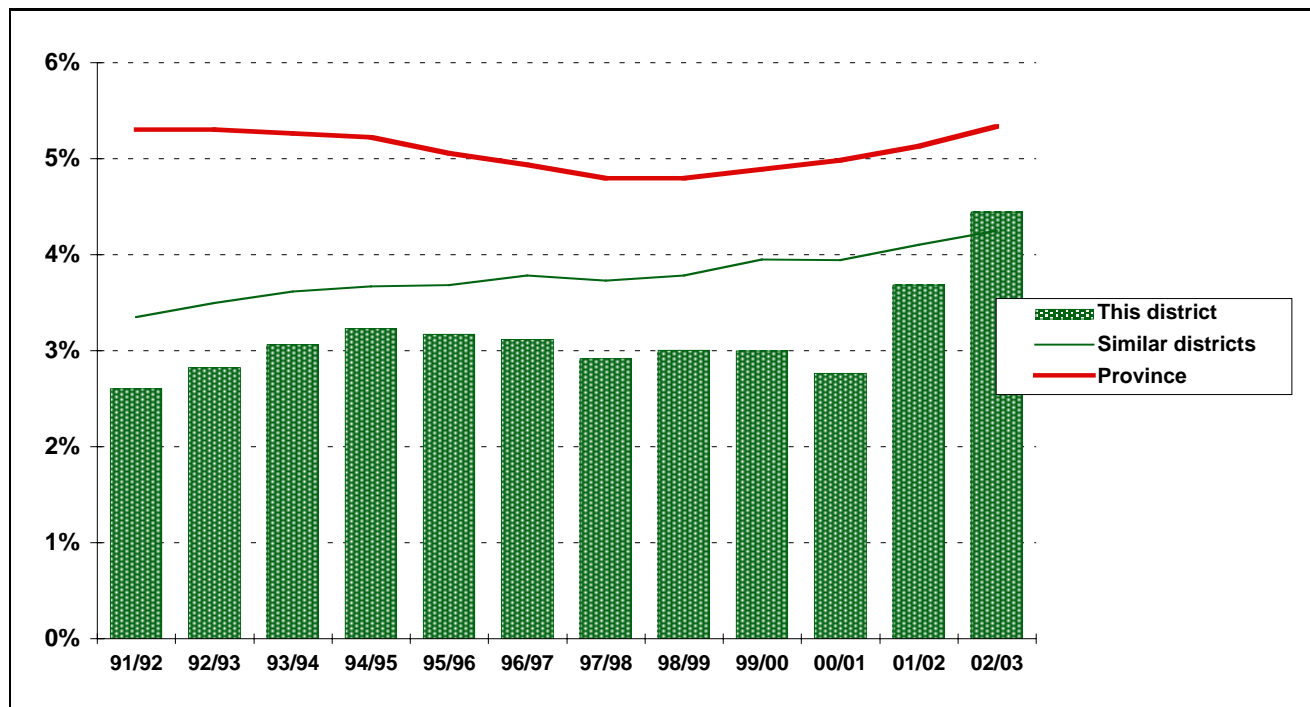
Similar districts	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Core French enrolment	22,829	24,873	24,883	25,430	26,736	26,490	24,807	23,602	22,973	22,752	22,138	20,297
Total enrolment	60,984	62,610	63,281	63,922	64,626	65,395	64,885	63,526	62,255	60,708	59,138	56,633
Percentage of enrolment	37.4%	39.7%	39.3%	39.8%	41.4%	40.5%	38.2%	37.2%	36.9%	37.5%	37.4%	35.8%

Province	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Core French enrolment	229,621	238,939	242,105	242,360	246,207	249,358	250,864	248,498	243,726	241,621	238,422	232,815
Total enrolment	539,300	554,590	568,668	582,781	594,773	607,644	615,980	614,458	613,607	610,851	607,437	599,514
Percentage of enrolment	42.6%	43.1%	42.6%	41.6%	41.4%	41.0%	40.7%	40.4%	39.7%	39.6%	39.3%	38.8%

Note. All enrolments include adults.

Source: Ministry of Education Standard Report 1574A.

FRENCH IMMERSION AS A PERCENTAGE OF TOTAL ENROLMENT 1991/92-2002/03



Quesnel	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
French Immersion	138	149	161	173	173	171	160	158	152	136	172	200
Total enrolment	5,288	5,270	5,253	5,352	5,454	5,477	5,483	5,253	5,071	4,917	4,665	4,500
Percentage of enrolment	2.6%	2.8%	3.1%	3.2%	3.2%	3.1%	2.9%	3.0%	3.0%	2.8%	3.7%	4.4%

Similar districts	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
French Immersion	2,042	2,186	2,287	2,345	2,378	2,472	2,417	2,400	2,456	2,393	2,423	2,404
Total enrolment	60,984	62,610	63,281	63,922	64,626	65,395	64,885	63,526	62,255	60,708	59,138	56,633
Percentage of enrolment	3.3%	3.5%	3.6%	3.7%	3.7%	3.8%	3.7%	3.8%	3.9%	3.9%	4.1%	4.2%

Province	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
French Immersion	28,598	29,386	29,904	30,408	30,065	29,996	29,521	29,434	29,979	30,423	31,136	31,990
Total enrolment	539,300	554,590	568,668	582,781	594,773	607,644	615,980	614,458	613,607	610,851	607,437	599,514
Percentage of enrolment	5.3%	5.3%	5.3%	5.2%	5.1%	4.9%	4.8%	4.8%	4.9%	5.0%	5.1%	5.3%

Note. All enrolments include adults.

Source: Ministry of Education Standard Report 1574A.

DEFINITIONS AND NOTES

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 recommended for Core French:

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

For further information please refer to Standard Report 1573A.

Distribution Across School Districts

There seems to be no socioeconomic or geographic relationship to the distribution of Core French across school districts. Twenty-five of B.C.'s school districts are above the provincial mean and thirty-five are below. In 2002/03, the five districts with the lowest relative enrolment in Core French were the Conseil Scolaire Francophone, Nisga'a, Haida Gwaii/Queen Charlotte, Stikine and Prince Rupert. The five districts with the highest relative enrolment were Saanich, Kootenay-Columbia, Sooke, Vancouver Island West and Okanagan Similkameen.

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 43.1 percent in 1992/93. Since then, they have shown a slow downward trend, to 38.8 percent in 2002/03.

DEFINITIONS AND NOTES

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 recommended 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 75% for grade 7 are recommended.

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.

For further information please refer to Standard Report 1573A.

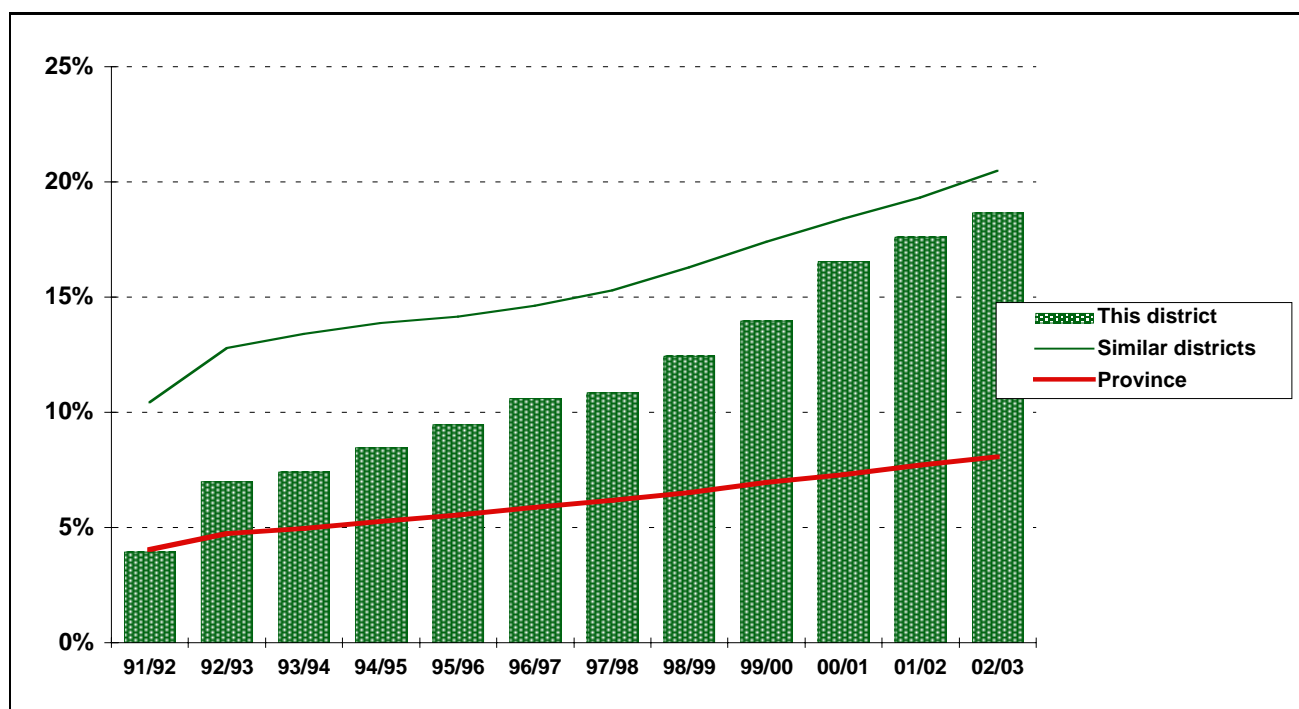
Distribution Across School Districts

There seems to be a weak relationship between district size and relative enrolment in French Immersion across school districts. Twenty-three of B.C.'s 60 school districts are above the provincial mean and thirty-seven are below (with sixteen having no French Immersion at all). In 2002/03, the five districts with the lowest non-zero relative enrolment were North Okanagan-Shuswap, Kootenay-Columbia, Chilliwack, Southeast Kootenay and Surrey. The five districts with the highest relative enrolment were North Vancouver, Campbell River, Greater Victoria, Maple Ridge-Pitt Meadows and Gulf Islands.

Interpretation of provincial trends

Total French Immersion enrolments as a percentage of provincial public school enrolments increased slowly and steadily since 1985/86, and appear to have reached a peak of 5.3 percent in 1990/91. Since then, they have declined slightly to 4.8 percent in 1997/98, and have slowly increased again to 5.3 percent. The slow downward trend to 1997/98 has clearly ended.

ABORIGINAL EDUCATION PROGRAMS AS A PERCENTAGE OF TOTAL ENROLMENT 1991/92-2002/03



Quesnel	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Aboriginal Education	208	369	390	453	516	581	595	654	709	814	822	840
Total enrolment	5,288	5,270	5,253	5,352	5,454	5,477	5,483	5,253	5,071	4,917	4,665	4,500
Percentage of enrolment	3.9%	7.0%	7.4%	8.5%	9.5%	10.6%	10.9%	12.5%	14.0%	16.6%	17.6%	18.7%

Similar districts	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Aboriginal Education	6,351	8,006	8,466	8,862	9,129	9,564	9,916	10,344	10,826	11,164	11,421	11,587
Total enrolment	60,984	62,610	63,281	63,922	64,626	65,395	64,885	63,526	62,255	60,708	59,138	56,633
Percentage of enrolment	10.4%	12.8%	13.4%	13.9%	14.1%	14.6%	15.3%	16.3%	17.4%	18.4%	19.3%	20.5%

Province	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Aboriginal Education	21,777	26,182	28,131	30,603	32,920	35,691	37,983	39,931	42,565	44,499	46,694	48,284
Total enrolment	539,300	554,590	568,668	582,781	594,773	607,644	615,980	614,458	613,607	610,851	607,437	599,514
Percentage of enrolment	4.0%	4.7%	4.9%	5.3%	5.5%	5.9%	6.2%	6.5%	6.9%	7.3%	7.7%	8.1%

Note. All enrolments include adults.

Source: Ministry of Education Standard Report 1587A.

DEFINITIONS AND NOTES

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.

Aboriginal Education 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.

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.

For further information please refer to Standard Reports 1587 and 1587A.

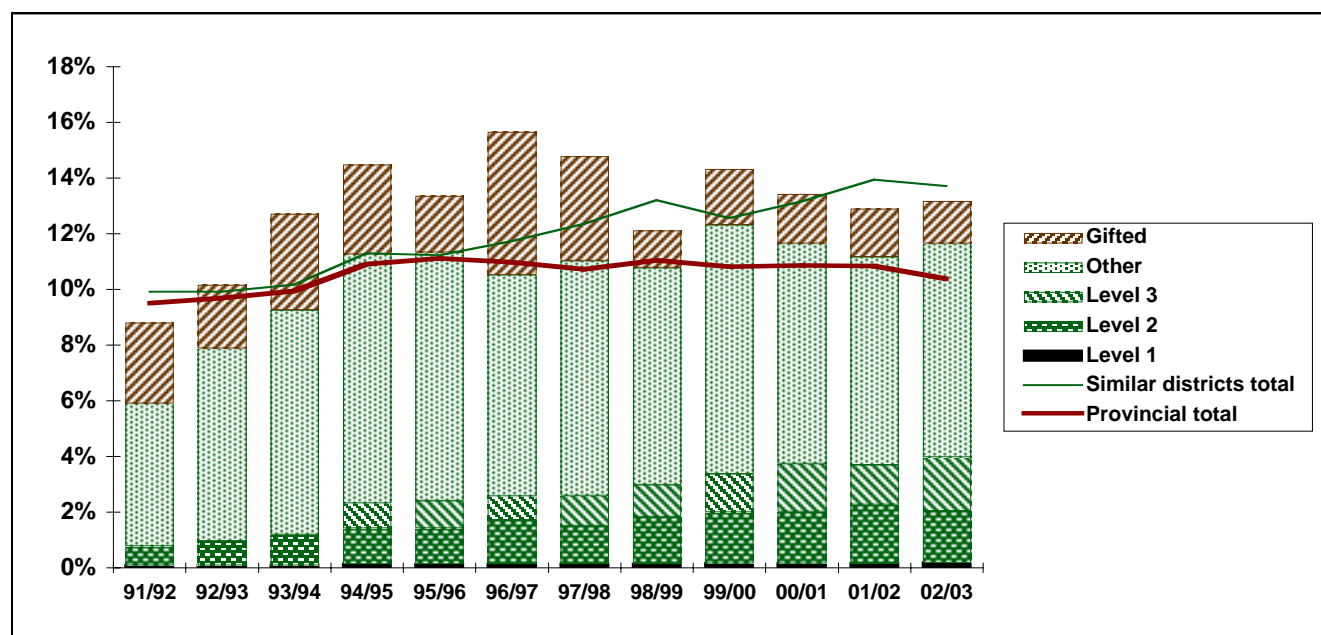
Distribution Across School Districts

There seems to be a weak relationship between district remoteness and relative enrolment in Aboriginal Education across school districts. Thirty-three of B.C.'s school districts are above the provincial mean and twenty-seven are below. In 2002/03, the five districts with the lowest relative enrolment were Arrow Lakes, West Vancouver (each having no Aboriginal Education at all), Richmond, Gulf Islands and Delta. The five districts with the highest relative enrolment were Nisga'a (97%), Haida Gwaii/ Queen Charlotte (55%), Central Coast (53%), Stikine (51%) and Prince Rupert (50%).

Interpretation of provincial trends

Provincial enrolments in Aboriginal Education have shown a slow but steady increase for all years reported here. The increase in Aboriginal Education enrolments may be attributed to a greater awareness of, and sensitivity to Aboriginal issues.

SPECIAL EDUCATION AS A PERCENTAGE OF TOTAL ENROLMENT 1991/92-2002/03



Quesnel	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Gifted	2.9%	2.3%	3.4%	3.2%	2.0%	5.1%	3.8%	1.3%	2.0%	1.8%	1.7%	1.5%
Other	5.1%	6.9%	8.1%	8.9%	8.9%	8.0%	8.4%	7.8%	9.0%	7.9%	7.5%	7.7%
Level 3	0.0%	0.0%	0.0%	0.9%	1.0%	0.9%	1.1%	1.1%	1.4%	1.7%	1.4%	1.9%
Level 2	0.7%	0.9%	1.1%	1.3%	1.3%	1.6%	1.4%	1.7%	1.8%	1.9%	2.1%	1.9%
Level 1	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Total Special Education	8.8%	10.2%	12.7%	14.5%	13.4%	15.7%	14.8%	12.1%	14.3%	13.4%	12.9%	13.2%

Similar districts	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Gifted	3.7%	3.5%	3.4%	3.5%	3.3%	3.3%	3.0%	3.6%	3.5%	3.6%	4.0%	3.5%
Other	5.3%	5.5%	5.7%	5.7%	5.8%	6.2%	6.9%	6.8%	6.2%	6.4%	6.6%	6.6%
Level 3	0.0%	0.0%	0.0%	0.8%	0.8%	0.8%	0.9%	1.2%	1.2%	1.1%	1.1%	1.3%
Level 2	0.8%	0.9%	1.0%	1.1%	1.2%	1.3%	1.4%	1.5%	1.6%	1.8%	2.0%	2.2%
Level 1	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Total Special Education	9.9%	9.9%	10.2%	11.3%	11.2%	11.7%	12.4%	13.2%	12.6%	13.2%	13.9%	13.7%

Province	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Total Special Education	9.5%	9.7%	9.9%	10.9%	11.1%	11.0%	10.7%	11.0%	10.8%	10.8%	10.8%	10.4%

Note. All enrolments include adults.

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

Source: Ministry of Education Standard Report 1585

DEFINITIONS AND NOTES

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 1996). 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, 2001;
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 and/or Hospital/Homebound Instruction

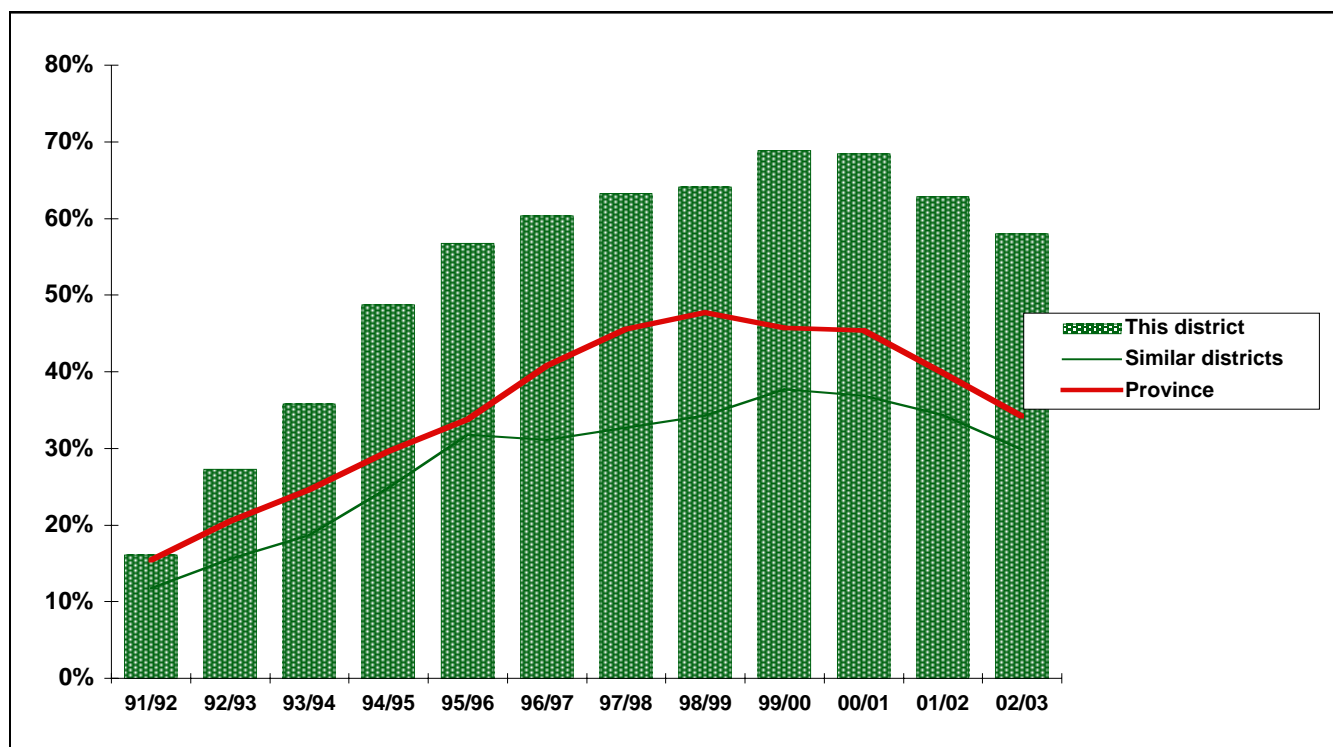
Special needs students are funded under Level 1 (Dependent Handicapped; Deaf/Blind), Level 2 (Moderate to Profound Intellectual Disability; Physical Disability or Chronic Health Impairment; Visual Impairment; Deaf or Hearing Impaired; Autism) or Level 3 (Intensive Behaviour Interventions/Serious Mental Illness). Other Special Education categories (Mild Intellectual Disability, Learning Disability, Moderate Behaviour Supports/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 Standard Report 1585 and the document *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

Distribution Across School Districts

The prevalence of special needs students varies from 5.2 percent (Conseil Scolaire Francophone) to 21.6 percent (Stikine). Thirty-one of B.C.'s school districts are above the provincial mean of 10.4 percent, and twenty-nine are below. In 2002/03, the five districts with the lowest prevalence were the Conseil Scolaire Francophone, West Vancouver, Mission, Kootenay Lake and Langley. The five districts with the highest prevalence were Stikine, Vancouver Island West, Prince George, Sunshine Coast and Nisga'a.

CAREER PREPARATION AS A PERCENTAGE OF GRADE 11 AND 12 ENROLMENT 1991/92-2002/03



Quesnel	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Career Preparation	108	199	277	367	482	538	558	552	587	595	534	471
Grade 11 & 12 enrolment	670	729	774	752	849	891	882	861	852	869	849	811
Percentage of enrolment	16.1%	27.3%	35.8%	48.8%	56.8%	60.4%	63.3%	64.1%	68.9%	68.5%	62.9%	58.1%

Similar districts	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Career Preparation	961	1,358	1,690	2,370	3,108	3,123	3,410	3,657	4,100	3,994	3,787	3,089
Grade 11 & 12 enrolment	8,194	8,743	9,065	9,543	9,803	10,045	10,447	10,690	10,884	10,837	11,030	10,374
Percentage of enrolment	11.7%	15.5%	18.6%	24.8%	31.7%	31.1%	32.6%	34.2%	37.7%	36.9%	34.3%	29.8%

Province	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Career Preparation	11,742	16,571	20,703	25,731	30,368	38,820	45,159	48,699	47,940	48,575	43,061	35,844
Grade 11 & 12 enrolment	76,236	80,951	84,210	87,019	90,029	95,249	99,261	102,167	104,857	107,160	108,025	104,863
Percentage of enrolment	15.4%	20.5%	24.6%	29.6%	33.7%	40.8%	45.5%	47.7%	45.7%	45.3%	39.9%	34.2%

Note. All enrolments include adults.

Source: Ministry of Education Standard Reports 1590, 1590a

DEFINITIONS AND NOTES

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 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 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.

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. In all, there were 246 different Career Preparation Programs in 2002/03, an increase from 46 in 1990/91.

For further information please refer to Standard Reports 1590, 1590A, 1591 and 1591A.

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 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 2000/01. However, enrolments have declined by 26 percent since that time, and it remains to be seen whether school boards will support Career Preparation as a way of helping students make the transition to the workforce.