

**NOVA SCOTIA DEPARTMENT OF EDUCATION
ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2010–2011**



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ACCOUNTABILITY STATEMENT

The accountability report of the Department of Education for the year ending March 31, 2011, is prepared pursuant to the Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the Department of Education Statement of Mandate for the fiscal year 2010–11. The reporting of the Department of Education outcomes necessarily includes estimates, judgements, and opinions by the Department of Education management.

We acknowledge that this accountability report is the responsibility of the Department of Education management. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in the Department of Education 2010–11 Statement of Mandate.

Originally Signed by

Hon. Ramona Jennex
Minister

Originally Signed by

Rosalind Penfound
Deputy Minister

MESSAGE FROM THE MINISTER

It is my pleasure to present to you the Department of Education's eleventh accountability report. This document reports on the department's activities in the Department of Education 2010–11 Statement of Mandate.

In January 2011, the Department of Education underwent significant structural change. The Higher Education Branch became part of the new Department of Labour and Advanced Education, and the Provincial Library became part of the new Department of Communities, Culture and Heritage. The performance measures and financial results related to Higher Education and the Provincial Library are included in this report.

In 2010–11, the Department of Education worked closely with school boards and other partners to reduce government spending and to ensure we continue to have a high quality, affordable public education system that meets the needs of all Nova Scotians. As part of this process, the department contracted Dr. Ben Levin to conduct a review of the public education system and recommend ways in which public education in Nova Scotia can become more effective and more efficient, given the realities of social and fiscal pressures.

The Department of Education continues to work with partners to offer supports to children, youth, and families. In 2010–11, the SchoolsPlus model was expanded to sites in all eight school boards. The vision of SchoolsPlus is for schools to become centres of integrated service delivery, enabling enhanced collaboration among departments, agencies, and other service providers, by bringing professionals and programs together to help children, youth, and families.

In 2010–11, the department took a number of positive steps to improve public school programs and increase student engagement in their learning. The department is working to implement a number of the recommendations from the report of the Minister's Working Committee on Absenteeism and Classroom Climate, including supporting the development of school board policies for staged intervention to student absenteeism and developing guidelines for credit recovery programs. The department is also working in partnership with the Nova Scotia Educational Leadership Consortium to develop and deliver the Nova Scotia Instructional Leadership Program. The goal of the Instructional Leadership Program is to improve the capacity for school-based instructional leadership, aimed at increasing student learning and achievement in Nova Scotia public schools.

In September 2010, the Government of Nova Scotia released Dr. Tim O'Neill's *Report on the University System in Nova Scotia*. Dr. O'Neill's report made recommendations to improve the Nova Scotia university system. Following the release of Dr. O'Neill's report, the Department of Education began a series of public consultations to engage with stakeholders and identify options for improving the financial support system for students in Nova Scotia.

The department has also taken a number of steps to ensure that post-secondary education is more affordable. The average undergraduate tuition fees in Nova Scotia have steadily decreased since 2006–07. The average tuition fees for Nova Scotian students studying in Nova Scotia are now slightly below the national average. By making post-secondary education more affordable, the department is ensuring that it will continue to have a well-educated, highly trained workforce.

The 2010–11 accomplishments of the department reflect our continued focus on building a high quality education system. The work undertaken by the department and its partners in 2010–11 helped Nova Scotians to acquire the knowledge and skills needed to become lifelong learners and to fully participate at all levels of the education system.

1.0 INTRODUCTION AND STRUCTURE

The Department of Education Accountability Report for fiscal 2010–11 provides information on departmental performance measures and department finances identified in the Department of Education 2010–11 Statement of Mandate.

The accountability report is structured into three main sections. The first section (2.0) reviews the departmental performance measures for 2010–11 and provides commentary on departmental accomplishments over the course of the year. The second section (3.0) reviews the financial results.

2.0 DEPARTMENT PROGRESS AND ACCOMPLISHMENTS FOR 2010-11

The following is a summary of the progress and accomplishments of the Department of Education in addressing the performance measures outlined in the Department of Education 2010–11 Statement of Mandate.

NUMBER OF SCHOOLS INVOLVED IN SCHOOL IMPROVEMENT PLANNING / ACCREDITATION

One of the department's core business areas is primary–12 education. The number of schools involved in school improvement planning through the Nova Scotia School Accreditation Program (NSSAP) is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

Accreditation provides schools with a formal process to examine both the validity and the implementation of their school improvement plans. It also encourages schools to set clear, measurable goals for school and student improvement. As part of the accreditation process each school receives an independent judgment from an accreditation team from the Department of Education, on its accomplishments in relation to its goals.

REPORTING ON 2010–11 TARGETS

The target for this measure was to have all 432 schools involved in the accreditation process by 2010–11. In 2010–11, all 432 schools were involved in some stage of the accreditation process, meeting the target for this measure.

A number of schools that have successfully gone through the NSSAP, have entered their second round of accreditation.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The Department of Education will continue to support schools as they go through the accreditation process.

Number of Schools Involved in the Accreditation Process

Year	# of Schools
2005–06	49
2006–07	115
2007–08	210
2008–09	312
2009–10	408
2010–11	432

NUMBER OF SCHOOLS RECEIVING ACCREDITATION

One of the department's core business areas is primary–12 education. The number of schools officially accredited under the Nova Scotia School Accreditation Program (NSSAP) is one of the measures for a desired outcome that falls within this core business area.

The NSSAP is the government's quality assurance mechanism for schools. Accredited schools have demonstrated improved results in student achievement and school performance. Accrediting schools represents an opportunity for government to celebrate the good work happening in schools.

WHAT DOES THIS MEASURE TELL US?

Schools that are successfully accredited in the NSSAP have proven that they have the capacity to create meaningful, long-term, sustainable change, with improved outcomes in student achievement and school performance.

Accreditation is achieved when a school presents convincing evidence (data) indicating growth in relation to the goals identified in their school improvement plan. Accreditation is about the demonstration of improvement. Accreditation provides a means to address both the validity and the implementation of the school's improvement plan. Each school receives an independent judgment from an accreditation team from the Department of Education, on its accomplishments in relation to its goals.

REPORTING ON 2010–11 TARGETS

There were 76 schools, representing all school boards, who were officially accredited by the department in 2010–11, bringing the total number of accredited schools to date to 128, surpassing the target of 115 schools receiving accreditation by 2010–11.

Number of Schools Officially Accredited under the NSSAP

<u>Year</u>	<u># of Schools</u>
2007–08	11
2008–09	16
2009–10	52
2010–11	128

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The Department has set a new target to increase the number of accredited schools to 408 by 2013–14. We are on track to meet this target.

STUDENT ENROLMENT IN ONLINE PUBLIC SCHOOL COURSES

One of the department's core business areas is primary–12 education. Student enrolment in online public school courses is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure is an indication of level of access to current public school courses online. It indicates demand for alternative credits to achieve high school certification. Nova Scotians seek alternative opportunities to continue to study toward secondary and post-secondary goals. With a greater range and distribution of courses at the senior high grades, it is possible for students, particularly those in small high schools, to meet individual educational priorities.

REPORTING ON 2010–11 TARGETS

The target for this measure was to increase the number of provincially funded seats over the baseline of 2005–06 (77 seats). The department currently funds 200 seats annually for students to take online courses within their own board or from another boards, meeting its target. Priority for these seats is given to students in rural high schools with fewer than 300 students.

Enrolment in Online Courses

Year	Students Enrolled
2005–06	77
2006–07	94
2007–08	94
2008–09	194
2009–10	200
2010–11	200

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

In the 2011 provincial budget, support was given for the expansion of the Nova Scotia Virtual School (NSVS).

The vision for the NSVS is a provincially funded system where:

- courses are housed on synchronous and asynchronous platforms taught by certified Nova Scotia teachers;
- students are able to complete a Nova Scotia High School Graduation Diploma in a rigorous, supportive, online environment; and
- teachers are able to take advantage of resources and professional development opportunities.

In the 2011–12 school year, NSVS will fund at least 600 seats for students in online learning and will work to expand course offerings for 2012–13.

EARLY ELEMENTARY LITERACY ASSESSMENT (GRADE 3), LANGUAGE ARTS

One of the department's core business areas is primary–12 education. The percentage of Early Language Literacy Assessment (grade 3) students meeting provincial expectations in language arts is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Language Literacy Assessment was first administered to grade 3 students in the Fall of 2007. The assessment provides grade 3 English program teachers with information about student performance relative to the Early Stage outcomes in reading, writing, and listening. Students who do not meet the provincial expectations are supported.

Results aggregated at the school, school board, and provincial levels are published annually in the *Minister's Report to Parents and Guardians*. Schools receive a comprehensive report about each student.

REPORTING ON 2010–11 TARGETS

In 2010–11, 78 percent of students met expectations in reading. This result is slightly above the 2007–08 (the baseline year), at 75 percent meeting expectations, and a decrease from 82 percent meeting expectations in 2008–09.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The target for this measure is an increase over the baseline of 75 percent by 2011–12.

The Department of Education recently established a framework for the early identification of students experiencing difficulties in the earliest stages of literacy. This Early Literacy Support Framework is designed to provide increased, focused, and developmentally appropriate instruction for grades primary–1 students, while immersing them in rich oral and text language and literacy experiences. This framework is founded on an early literacy teacher working in collaboration with the classroom teacher to support students.

Percent of Grade 3 Students Meeting Reading Expectations

Year	% of students meeting reading expectations
2007–08	75%*
2008–09	82%
2009–10	76%
2010–11	78%

*baseline

ELEMENTARY LITERACY ASSESSMENT (GRADE 6)

One of the department's core business areas is primary–12 education. The percentage of students (grade 6) meeting provincial expectations in reading and writing is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Elementary Literacy Assessment has been administered to grade 6 (English and French) students in October of each year since 2003. This assessment provides data on how grade 6 students are performing in basic functional literacy through assessments in reading and writing.

Results aggregated to the school, school board, and provincial levels are published annually in the *Minister's Report to Parents and Guardians*. Schools also receive comprehensive individual student reports. Parents receive individual reports on their children's results.

REPORTING ON 2010–11 TARGETS

The target for this measure was to increase the percentage of students meeting expectations over the 2004–05 baseline of 81 percent. The overall percentage of students meeting expectations is below the 2004–05 baseline of 81 percent.

Reading results for 2007–08, 2008–09, 2009–10, and 2010–2011 were 86 percent, 86 percent, 85 percent, and 84 percent meeting expectations, respectively. Writing results for 2007–08, 2008–09, 2009–10 and 2010–2011 were 91 percent, 93 percent, 92 percent, and 90 percent meeting expectations, respectively. When examines separately, there is a modest downward trend in the reading and writing results at the grade six level since 2007–08.

Percent of Grade 6 Students Meeting Expectations

Year	% of students meeting expectations
2004–05	81%
2005–06	74%
2006–07	78%
2007–08	82%
2008–09	82%
2009–10	81%
2010–11	79%

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The decline in the reading performance over the last four years has affected the overall literacy results. The province has put in place various measures to support literacy development of students primary through grade six, including Active Readers and Succeeding in Reading.

JUNIOR HIGH LITERACY ASSESSMENT (GRADE 9)¹

One of the department's core business areas is primary–12 education. The percentage of students meeting provincial expectations in junior high literacy is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The purpose of the Junior High Literacy Assessment (French and English) is to monitor the progress of individual students in reading and writing, relative to a representative number of Atlantic Canada Language Arts curriculum outcomes or French first-language curriculum outcomes. Results aggregated to the school, school board, and provincial levels are published annually in the *Minister's Report to Parents and Guardians*. Schools also receive comprehensive individual student reports. Parents receive individual reports on their children's results.

This measure indicates how our students are performing in relation to provincial expectations in reading and writing.

REPORTING ON 2010–11 TARGETS²

In 2009–10, 78 percent of students met provincial expectations in junior high literacy, which includes results from both reading and writing. This is down from 2008–09 (81 percent) and 2007–08 (81 percent). The target for this measure is an increase over the baseline of 2006–07 (82 percent), by 2011–12. There are a number of strategies in place to help achieve this target.

Reading results for 2006–07, 2007–08, 2008–09, and 2009–10 were 87 percent, 85 percent, 82 percent, and 81 percent meeting expectations respectively. The downward trend in the reading results is being investigated. Writing results for 2006–07, 2007–08, 2008–09, and 2009–10 were 90 percent, 92 percent, 95 percent, and 94 percent meeting expectations respectively. A generally upward trend in writing results is observed.

Percent of Junior High Students Meeting Expectations

Year	% of students meeting expectations
2006–07	82%
2007–08	81%
2008–09	81%
2009–10	78%

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The department is committed to restoring the reading results to their previous levels. The target is to increase the percentage of students meeting expectations over the 2006–07 results.

Writing results continue to strengthen; these results must be sustained.

¹ Dates for the Junior High Literacy Assessment indicate the year in which the assessment was delivered, not the year the data was reported.

² Results for the February 2011 administration of the JHLA will not be determined until June, 2011.

EARLY ELEMENTARY MATHEMATICS ASSESSMENT (GRADE 3)³

One of the department's core business areas is primary–12 education. The percentage of students meeting provincial expectations on the Early Elementary Mathematics Literacy Assessment (grade 3) is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Elementary Mathematics Literacy Assessment in English, French, and French Immersion formats provides information about individual student achievement as well as system performance in relation to the English and French mathematics curricula. Information from the assessment is reported at the student, school, school board, and provincial levels. Detailed student reports are provided to schools so that teachers can use the information to support students in areas of need. The department also prepares a report for parents that is sent home from schools.

The measure will indicate the percentage of students who are meeting provincially established expectations for mathematics achievement.

REPORTING ON 2010–11 TARGETS⁴

The assessment was first administered in 2006–07. In this baseline year, 67 percent of students met the provincial expectations. In 2009–10, 75 percent of students met expectations. While more data is needed to determine a trend, the results indicate that more students are having success in mathematics at the grade 3 level.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The target is to increase the percentage of students meeting expectations over the 2006–07 baseline by 2011–12. We are on track to meet this target.

Percent of Grade 3 Students Meeting Math Expectations

Year	% of students meeting expectations
2006–07	67%
2007–08	72%
2008–09	71%
2009–10	75%

³ Dates for the Early Elementary Mathematical Literacy Assessment indicate the year in which the assessment was delivered, not the year the data was reported.

⁴ Results for the February 2011 administration of the Early Elementary Mathematics Literacy Assessment will not be determined until September, 2011.

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

One of the department's core business areas is primary–12 education. The results of the Programme for International Student Assessment (PISA) are included as the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

PISA is a well respected international instrument sponsored by the Organization for Economic Co-operation and Development (OECD). Every three years it provides reliable measures of student performance in reading, mathematics, and science.

The average score for the OECD countries participating in PISA is 500. The assessment allows us to compare the performance of 15-year-old students in Nova Scotia with the performance of students in other jurisdictions in reading, mathematics, and science. The first PISA was administered in the spring of 2000. Over 60 countries and all the Canadian provinces participated in PISA in 2009.

REPORTING ON 2010–11 TARGETS

The targets for this measure were to improve the estimated average scores of Nova Scotian students to 521 in reading, 515 in mathematics, and 520 in science. Results from the 2009 assessment were made available in December 2010. The 2009 PISA results indicate strong performance in reading, mathematics, and science in relation to the OECD average and the performance of most other Canadian provinces. The estimated average scores of Nova Scotian students in both reading and mathematics are below those of Canada as a whole. The estimated average score of Nova Scotian students in science is not statistically different from that of Canada as a whole. When confidence intervals are taken into account (as they must be when the performance is based on a sample of students), the estimated average score for each domain is not statistically different from the target score set in the Department of Education 2010–11 Statement of Mandate.

When confidence intervals are taken into account (as they must be when the performance is based on a sample of students), the attained average performance score is not statistically different from the target score set in the Department of Education 2010–11 Statement of Mandate.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The targeted performance for PISA 2012 is a statistically significant improvement over the baseline performance in mathematics from PISA 2003.

PISA Results 2009

Subject	Nova Scotia Average	Canadian Average	OECD Average
Reading	516	524	496
Math	512	527	497
Science	523	529	501

Source: 2009 Programme for International Student Assessment

Note: Averages are presented as scaled scores where 500 is set as the OECD average for the administration when the subject was first the major focus of the assessment. Both Nova Scotia and Canada performed above the OECD average.

NOVA SCOTIA EXAMINATIONS

One of the department's core business areas is primary–12 education. The results of the Nova Scotia Examinations (NSE) are some of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

NSE are administered in senior high school to students in grade twelve English language arts and mathematics courses. This measure informs us about the percentage of students who achieve a passing mark (50 percent) in English and in mathematics.

REPORTING ON 2010–11 TARGETS

Due to an anticipated labour dispute in January 2010, NSEs were cancelled. Therefore there are no results to report relative to the 2009–10 school year. The 2010–11 grade twelve English language arts and mathematics examinations were written in January and June 2011. There was no central marking session of the English language arts examinations for 2010–2011 school year, and therefore no results to report. The results from these grade twelve mathematics examinations indicates a return to the performance level of 2007–2008 with 52 percent of students passing the examination.

Science exams in chemistry and physics are on hold.

Year	Percent of Students Passing the Examination			
	English 12	Mathematics 12	Chemistry	Physics
2006–07	79%	26%	N/A	N/A
2007–08	N/A ⁵	51%	N/A	N/A
2008–09	76%	45%	N/A	N/A
2009–10	N/A	N/A	N/A	N/A
2010–11	N/A	52%	N/A	N/A

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The department will continue to support student achievement on Nova Scotia Examinations.

⁵In 2008 NSE English exams were not scored centrally and therefore a provincial average for percent passing is not available for 2007–08.

PERCENTAGE OF GRADES 10–12 CLASSROOMS WITH THREE OR MORE CURRENT COMPUTERS

One of the department’s core business areas is primary–12 education. Percentage of grades 10–12 classrooms with three or more current computers is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This is a measurement of access to information and communications technology (ICT) in primary–12 classrooms. Ready access to ICT is critical to aid in the support of student learning.

REPORTING ON 2010–11 TARGETS

A three year infusion cycle of support for grades 10–12 occurred between the 2007–08 and 2009–10 school years. In 2010–11, 82 percent of grade 10–12 classrooms had three or more current computers, surpassing the target of 65 percent for this measure.

Percentage of classrooms with three or more computers

Grade	% of classrooms
Grades 10–12	82.0%

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

In 2010–11 the focus of the Information Economy Initiative Extension (IEIE) was to support technology in grade 4. This year is the start of a three year cycle to support hardware refresh, software acquisition, professional development and technology infrastructure supports at grades 4–6.

The Department of Education will continue to ensure that students develop the information and digital literacies required of information-age learners, employers, and employees. It is the department’s target to ensure that all graduates have had access to learning experiences to support digital literacy by increasing the percentage of students who have access to three or more computers. To continue to improve the ratio of students to computers, and to continue to address the needs for refresh, more than 6,000 new computing devices will be purchased for classrooms in grade 4–6 over the next three years (2010–11 to 2012–13).

STUDENT ENROLMENT IN THE OPTIONS AND OPPORTUNITIES PROGRAM

One of the department's core business areas is primary–12 education. This measure reports the number of students enrolled in the Options and Opportunities (O₂) program falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This is a measurement of the extent to which students, families, employers, and educators see value of O₂ through high school. In particular, growing enrolment reflects not only initial interest in the program but also continuing commitment through the three years of high school. It also measures teachers' capacity to offer this demanding and highly effective program.

REPORTING ON 2010–11 TARGETS

The target for this measure, to increase enrolment over the 2008–09 baseline of 1,301. Enrolment in 2010–2011 school year is 1,813, an increase of 206 students from 2009–10 and 512 students over the 2008–09 baseline.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

O₂ is an exciting high school program that offers students the chance to re-engage in learning, with hands-on, career-related experiences both in the classroom and in the community.

The department intends, when resources are available, to expand this very successful program to additional schools. Our goal is an additional 10 schools. The department also intends to design a similar program for junior high students, beginning with an alternative program of the calibre of O₂ at the grade 9 level, as resources become available.

NUMBER OF CREDITS COMPLETED BY STUDENTS IN THE CO-OPERATIVE EDUCATION PROGRAM

One of the department's core business areas is primary–12 education. This measure that reports the number of credits completed by students in the co-operative education program falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This is a measurement of the extent to which students, families, employers, and educators see value in students' exploration of career interests and experience within the workplace. It also measures system capacity to offer such learning opportunities.

REPORTING ON 2010–11 TARGETS

The target for this performance measure was to increase the number of credits in the co-operative education program over baseline data of 1,283 credits completed in 2005–06. In 2010–11 six school boards increased the number of co-op credits earned by their students over credits earned in the previous year; school boards reported that a total of 3,835 co-op credits were earned by students, an increase of 2,552 credits over the baseline year of 2005–06.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The department wants to sustain funding to support the expansion of co-operative education and to see the number of credits earned continue to increase.

As we work with partners to create a culture of workplace safety in our province, the department is committed to increasing workplace health and safety awareness through the expansion of co-operative education and related experiences. The department will continue to support related safety certification programs. It is our intent that students will carry workplace health and safety knowledge with them throughout their careers, as we work to create a more safety-conscious Nova Scotia.

HIGH SCHOOL GRADUATION RATE

One of the department's core business areas is primary–12 education. The high school graduation rate is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The graduation rate is the percentage of students receiving a high school graduation diploma compared with the number of students in grade 9 three years earlier.

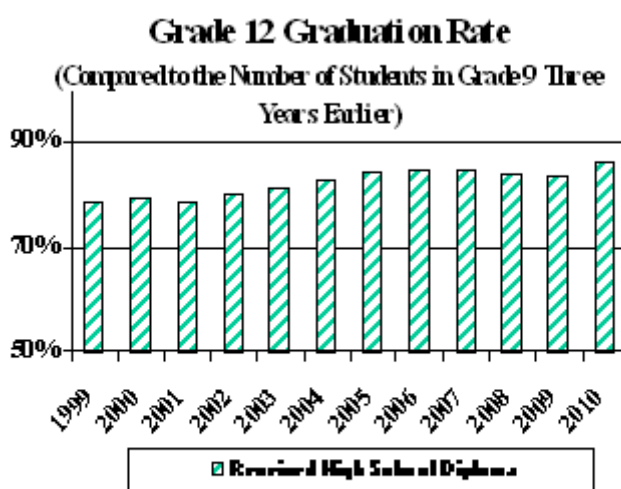
Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual's future success is built.

REPORTING ON 2010–11 TARGETS

The target for this measure is to increase the graduation rate over the 2006–07 baseline of 84.8 percent. The graduation rate from the 2009–10 school year was 86.1 percent, an increase over the 2008–09 graduation rate (83.8 percent) and over the 2006–07 baseline (84.8 percent).

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to continue to increase the graduation rate. The department has implemented a number of programs aimed at addressing student engagement and encouraging students to stay in school. Senior high students can choose course options that are consistent with their post-secondary plans, be they university, community college, skilled trades, or the job market. For example, the department's O₂: Options and Opportunities program offers Career Academies, with significant opportunities for co-operative education in the workplace. Opportunities for co-operative education beyond the O₂ program have also expanded. In addition, skilled trades education courses have been implemented in seven schools. It is expected that having enhanced and engaging opportunities to prepare for the various post-secondary pathways will help improve students' motivation to graduate from high school.



AVERAGE NOVA SCOTIA TUITION FEE

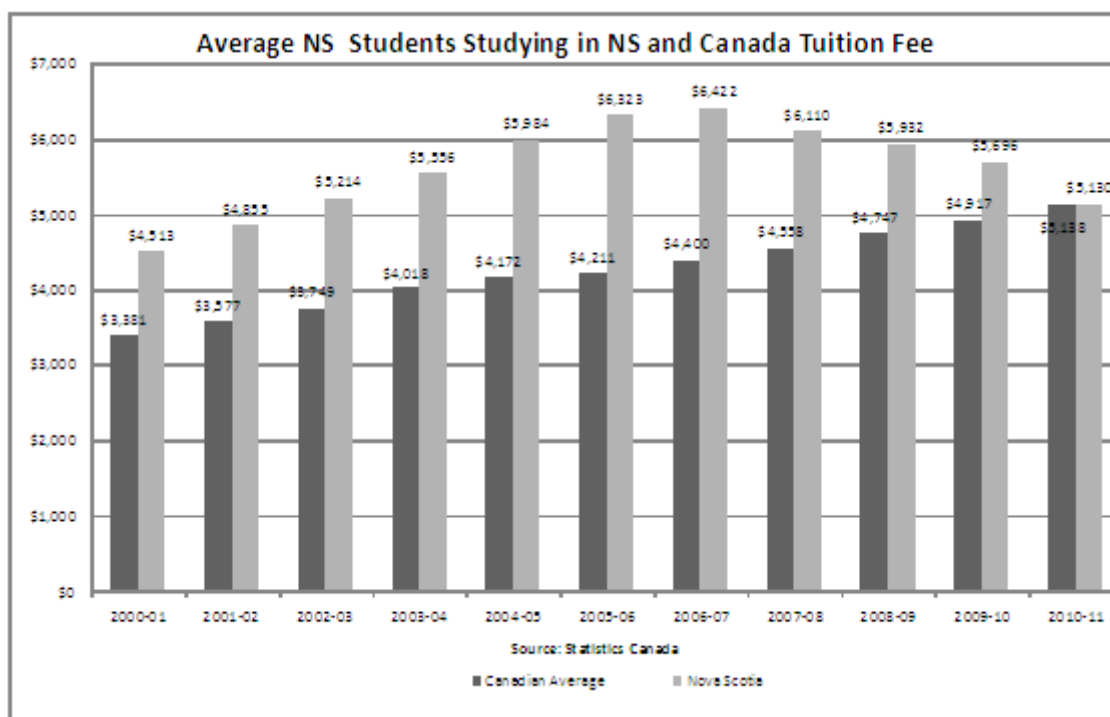
One of the department's core business areas for 2010–11 was Higher Education. Average Nova Scotia tuition fee is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the average undergraduate tuition at Nova Scotia universities, weighted by number of students enrolled by institution and field of study. This measure indicates the affordability, accessibility, and competitiveness of public post-secondary education in Nova Scotia.

REPORTING ON 2010–11 TARGETS

The target of this measure was to reduce the tuition fee for Nova Scotia students studying in Nova Scotia to the national average. In 2010–11, the average tuition fee for Nova Scotia students studying in Nova Scotia was \$5,130, 20.1 percent lower than the baseline of \$6,422 in 2006–07. In 2010–11, the average tuition fee for out of province students studying in Nova Scotia was \$6,152, 4.2 percent lower than the baseline of \$6,422 in 2006–07. The average undergraduate tuition fee for Canada in 2010–11 was \$5,138, which is slightly above the average for Nova Scotia students studying in Nova Scotia.



WHERE DO WE WANT TO GO/BE IN THE FUTURE?

On February 1, 2011 the province announced a university funding plan that will protect students by ensuring tuition remains at, or below, the national average and help universities remain competitive and sustainable for years to come. The plan will cap tuition increases annually at 3 percent. Another initiative being undertaken includes a continued Nova Scotia University Student Bursary Program, which provides \$30 million each year to reduce the cost of tuition.

PERCENT OF NOVA SCOTIANS AGED 25–54 WITH POST-SECONDARY EDUCATION

One of the department’s core business areas for 2010–11 was Higher Education. The percentage of Nova Scotians with post-secondary education is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the percentage of Nova Scotians aged 25–54 who have a post-secondary certificate, diploma, or degree. Education is a key variable in improved employment prospects, higher earnings, and social engagement. The attainment of post-secondary education better prepares Nova Scotians for the labour market. Research conducted by the federal government suggests that 70 percent of new jobs will require some form of post-secondary education.

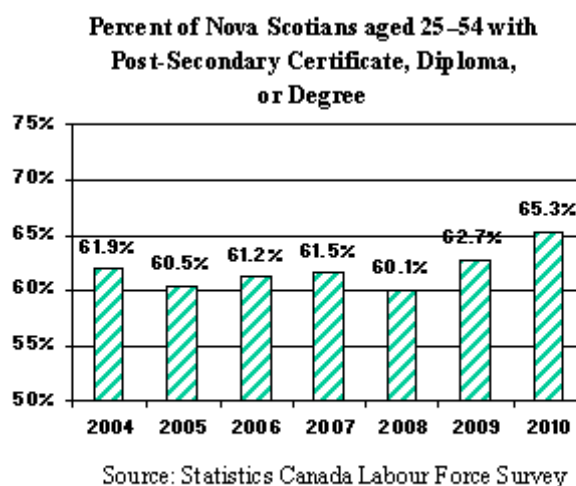
REPORTING ON 2010–11 TARGETS

In 2010–11, 65.3 percent of Nova Scotians aged 25–54 had a post-secondary certificate, diploma, or degree. The graph shows that in 2010–11, the percentage of Nova Scotians with post-secondary education was greater than the 2004–05 baseline of 61.9 percent.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Nova Scotia’s target is to have the percentage of Nova Scotians aged 25–54 who have a post-secondary certificate, diploma, or degree increase. Several initiatives are being undertaken to help with access to post-secondary education including a continued

Nova Scotia University Student Bursary Program, which provides \$30 million each year to reduce the cost of tuition. Further, the province will focus efforts on capping the amount of student debt, improving the loan-to-grant ratio so students have to pay back less money, and providing financial assistance to those students who need it most.



NUMBER OF DIPLOMAS, CERTIFICATES, AND DEGREES ISSUED BY NOVA SCOTIA INSTITUTIONS

One of the department's core business areas for 2010–11 was Higher Education. The number of degrees, diplomas, and certificates issued by Nova Scotian institutions is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure reports the number of degrees, diplomas, and certificates issued by Nova Scotian institutions. It includes community college diplomas and certificates, undergraduate level diplomas and certificates, graduate level diplomas and certificates, bachelor's and first professional degrees, master's degrees, and earned doctorates. This measure indicates the capacity and ability of Nova Scotian institutions to provide post-secondary education.

REPORTING ON 2010–11 TARGETS

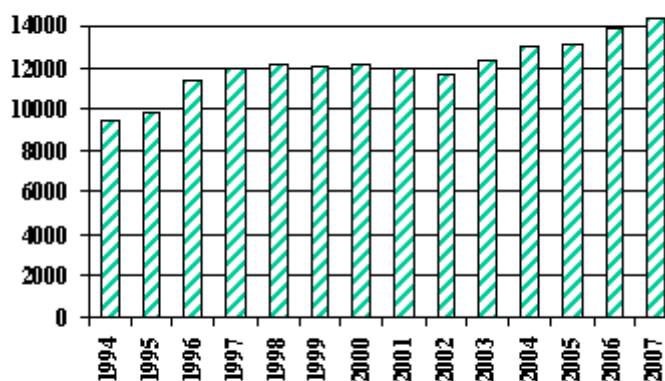
The target for this measure was to increase the number of degrees, diplomas, and certificates issued by Nova Scotian institutions over the 2003–04 baseline of 12,398. The most recent data available from 2007–08 shows that Nova Scotia institutions issued 14,642 degrees, diplomas, and certificates, an increase of 18.1 percent over the baseline.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Nova Scotia's target is to have this number continue to increase. Several initiatives are being undertaken to help with access to post-secondary education including a continued Nova Scotia University Student Bursary Program, which provides \$30 million each year to reduce the cost of tuition. Further, the province will focus efforts on capping the amount of student debt, improving the loan-to-grant ratio so students have to pay back less money, and providing financial assistance to those students who need it most.

In 2011–12, the baseline and subsequent data for this performance measure will be amended to reflect changes in the available data. Calculations will be based on data from Statistics Canada for universities and the community college, as well as data from the Department of Labour and Advanced Education for private career colleges.

of Diplomas, Certificates, and Degrees Issued by Nova Scotia Institutions



Source: Statistics Canada Table 31 (Education in Canada Format). Data from 2003-07 have been obtained from MPHEC Credentials Granted and NSCC Count of Graduates

NOVA SCOTIANS ENROLLED IN CANADIAN UNIVERSITIES

One of the department's core business areas for 2010–11 was Higher Education. The enrolment of Nova Scotians in universities at any location in Canada is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the number of Nova Scotians studying full-time in public post-secondary education in a Canadian university. This measure indicates the accessibility to public post-secondary education for Nova Scotians.

REPORTING ON 2010–11 TARGETS

The target of this measure was to increase the number of Nova Scotians in universities over the 2002–03 baseline data of 32,230. In 2003–04, 33,175 students were enrolled, exceeding the 2002–03 target; however in subsequent years the number of students enrolled has declined slightly. The most recent data available from 2007 shows enrolment over the past three years at over 31,000 students, but below the target.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Nova Scotia's target is to have this number continue to increase. Several initiatives are being undertaken to help with access to post-secondary education including a continued Nova Scotia University Student Bursary Program, which provides \$30 million each year to reduce the cost of tuition. Further, the province will focus our efforts on capping the amount of student debt, improving the loan-to-grant ratio so students have to pay back less money, and providing financial assistance to those students who need it most.

ENROLMENT AT THE NOVA SCOTIA COMMUNITY COLLEGE

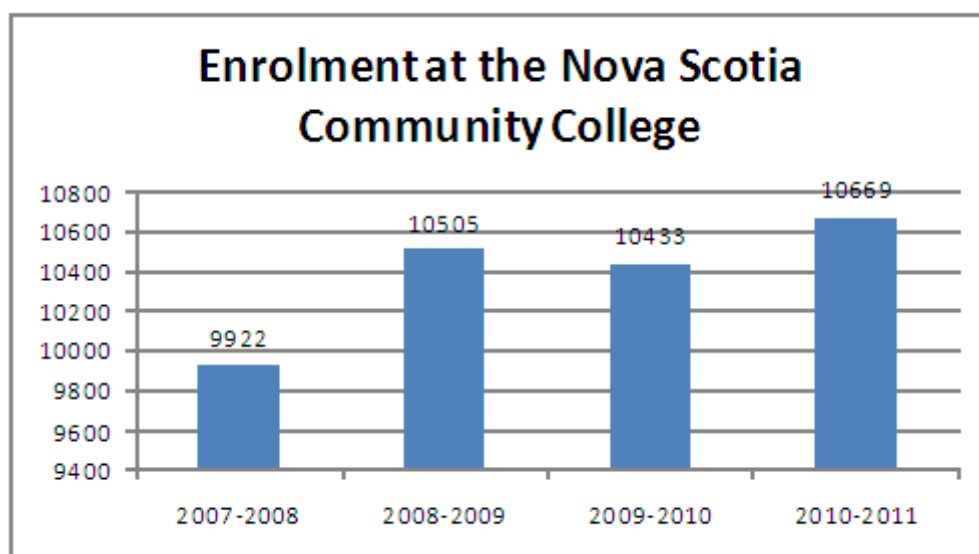
One of the department's core business areas for 2010–11 was Higher Education. Enrolment at the Nova Scotia Community College is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the number of students enrolled in Nova Scotia Community College (NSCC) programs. This measure indicates the accessibility to NSCC.

REPORTING ON 2010–11 TARGETS

The Department of Education 2010–11 Statement of Mandate reported that the target for this measure was to increase enrolment to 10,725 by 2010–11. However, the enrolment target is more accurately 10,650 reflecting a 250 seat increase in 2010–11 from the 2009–10 base of 10,400. In 2010–11 enrolments were at 10,669, 18.9 percent higher than the 2005–06 baseline (8,978).



WHERE DO WE WANT TO GO/BE IN THE FUTURE?

In 2010–11, the province created an additional 250 seats at the community college to ensure access to post-secondary education. Future enrolment targets at the Nova Scotia Community College have yet to be determined.

NUMBER OF GRANTS ISSUED TO UNDER-REPRESENTED GROUPS

One of the department's core business areas for 2010–11 was Higher Education. The number of grants issued to under-represented groups is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The number of grants issued to under-represented groups is an indication of increased opportunities for under-represented groups to participate in post-secondary education.

REPORTING ON 2010–11 TARGETS

The target for this measure was to increase the number of grants issued by 10 percent over the 2004–05 baseline of 1,548. The total number of grants issued to under-represented groups in 2010–11 was 10,641, up 687 percent from the 2004–05 baseline. This increase is largely due to the number of federal grants available to students across Canada; however, Nova Scotia has introduced three new grants since 2004–05.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Nova Scotia will continue to improve grants to under-represented groups as a critical instrument in promoting equity of access to post-secondary education. These grants will increase opportunities for under-represented groups to participate in post-secondary education.

VALUE OF GRANTS ISSUED TO UNDER-REPRESENTED GROUPS

One of the department's core business areas is Higher Education. The value of grants issued to under-represented groups is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure is different from the measure reporting on the Number of Grants Issued to Under-Represented Groups, in that it reports on the funding that is being provided to students who historically have not tended to pursue post-secondary education.

In 2005–06, a number of new grants were issued, all of which are administered through the Nova Scotia Student Assistance Office. These grants target student populations generally under-represented in post-secondary education specifically, students from low-income families and students with disabilities. Grants are seen to be the most effective instrument in improving access and achieving equity of access to post-secondary education.

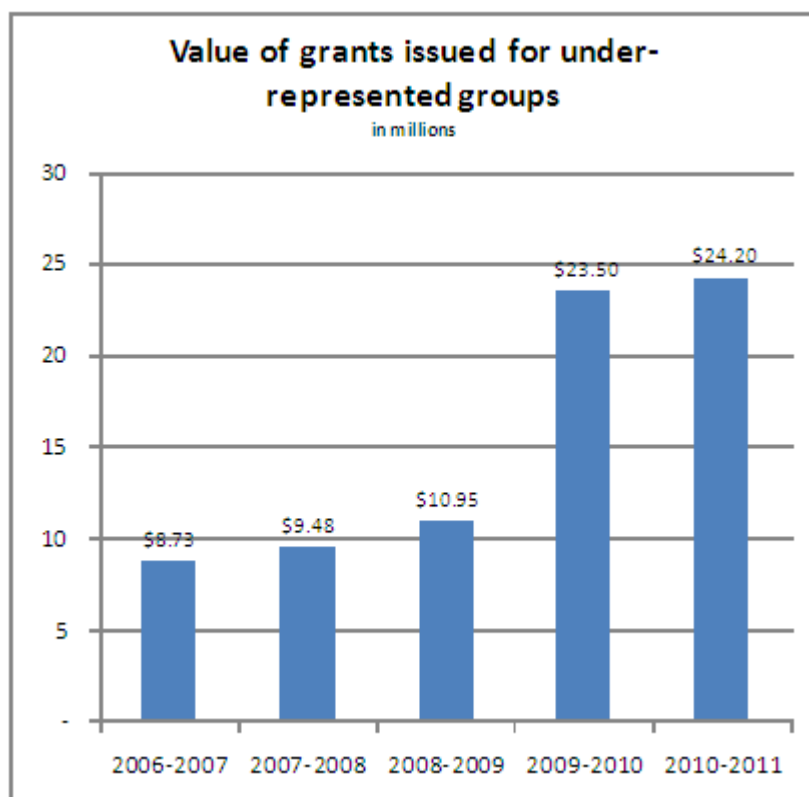
In addition to the grants previously introduced in 2005–06, in 2008–09, the Nova Scotia grant for High-need Students with Dependents was introduced. Eligible students receive an additional \$20 per week of study in the form of a non-repayable grant, on top of their Nova Scotia Student Loan. This grant complements the existing Canada Study Grant for Students with Dependents. The Canada-Nova Scotia Access grant is available to dependent students whose parental contribution is less than \$1,000. The grant is available in their second, third, and fourth year of studies and may be up to \$2,500 to address assessed costs that are not covered through student loans and other sources of funding. All applicants to the Nova Scotia Student Assistance Office are automatically considered for the grant upon applying for assistance.

REPORTING ON 2010–2011 TARGETS

The target for this performance measure was to increase the value of grants issued to under represented groups by 10 percent over the 2004–05 baseline of \$3,036,462. In 2010–11, the value of grants issued to under-represented groups was \$24,200,000, a 797 percent increase over the 2004–05 baseline.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The department will continue to improve grants to under-represented groups as a critical instrument in promoting equity of access to post-secondary education.



NUMBER OF STUDENTS WITH DISABILITIES GRADUATING WITH A POST-SECONDARY CERTIFICATE, DIPLOMA, OR DEGREE WHO RECEIVE ASSISTANCE FROM THE PROVINCE OF NOVA SCOTIA

One of the department's core business areas for 2010–11 was Higher Education. The number of students with disabilities graduating with a post-secondary certificate, diploma, or degree who receive assistance from the Province of Nova Scotia is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the number of Nova Scotians with disabilities graduating with a certificate, diploma, or degree from post-secondary institutions. When compared to the participation numbers, it can inform what effects the provision of disability supports during post-secondary education have on retention and graduation.

REPORTING ON 2010–11 TARGETS

There has been a steady increase in the number of students with disabilities graduating from post-secondary education. The increase is comparable to the percentage increase in enrolments.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The target for this measure is to increase the number of students with disabilities graduating with post-secondary certificates, diplomas, or degrees to 740 students by 2010–11.

of Students with Disabilities Graduating with a Post-secondary Certificate, Diploma, or Degree

Year	# of Students with Disabilities Graduating
2004–05	358
2005–06	478
2006–07	537
2007–08	578
2008–09	614
2009–10	683

Data from 2010–11 is not yet available

PERCENT OF TOTAL STUDENT ENROLMENT AT COLLEGES AND UNIVERSITIES IN NOVA SCOTIA RECEIVING ASSISTANCE FROM ONE OR MORE OF THE PROVINCIAL PROGRAMS FOR STUDENTS WITH DISABILITIES

One of the department’s core business areas for 2010–11 was Higher Education. This measure that reports the percent of Nova Scotians enrolled in colleges and universities receiving assistance from one or more of the provincial programs for students with disabilities falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the percent of Nova Scotians attending a college or university that are receiving assistance from one or more of the provincial programs for students with disabilities. Post-secondary education makes a profound difference in obtaining employment for persons with disabilities. Statistics show that 6 percent of students who enroll at university are students with disabilities, yet historically only 3 percent of students enrolled in university access Nova Scotia programs for students with disabilities.

Percent of Post-Secondary Students receiving assistance from provincial programs for students with disabilities

Year	Percent of Students
2005–06	4.1%
2006–07	4.2%
2007–08	4.8%
2008–09	5.2%
2009–10	5.4%

Data from 2010–11 is not yet available

REPORTING ON 2010–2011

TARGETS

There has been a steady increase in the percent of students enrolled in post-secondary institutions in Nova Scotia that are receiving assistance from provincial programs for students with disabilities.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The target for this measure is to increase the percent of students in colleges and universities that are receiving assistance from provincial programs for students with disabilities to 6 percent by 2010–11.

3.0 FINANCIAL RESULTS

Education and Assistance to Universities		
	2010–11 Estimate	2010–11 Actual
Program & Service Area	(\$ thousands)	(\$ thousands)
Senior Management	750	809
Corporate Policy	1,678	1,547
Corporate Services	14,843	14,776
Public Schools	33,707	31,930
Higher Education	36,721	35,491
Acadian & French Language Services	1,536	1,672
Public Education Funding	945,562	946,844
Other Grants	19,063	19,761
Learning Resources Credit Allocation	8,813	7,872
Teachers' Pension	59,631	60,058
School Capital Amortization	66,757	64,780
Community College Grants	126,304	126,950
Total Education Program Expenses	1,315,365	1,312,490
Total Assistance to Universities	60,643	93,545
Total DOE & Assistance to Universities	1,376,008	1,406,035
TCA Purchase Requirements	146,460	127,198
Provincial Funded Staff (FTEs)	296.2	218.6