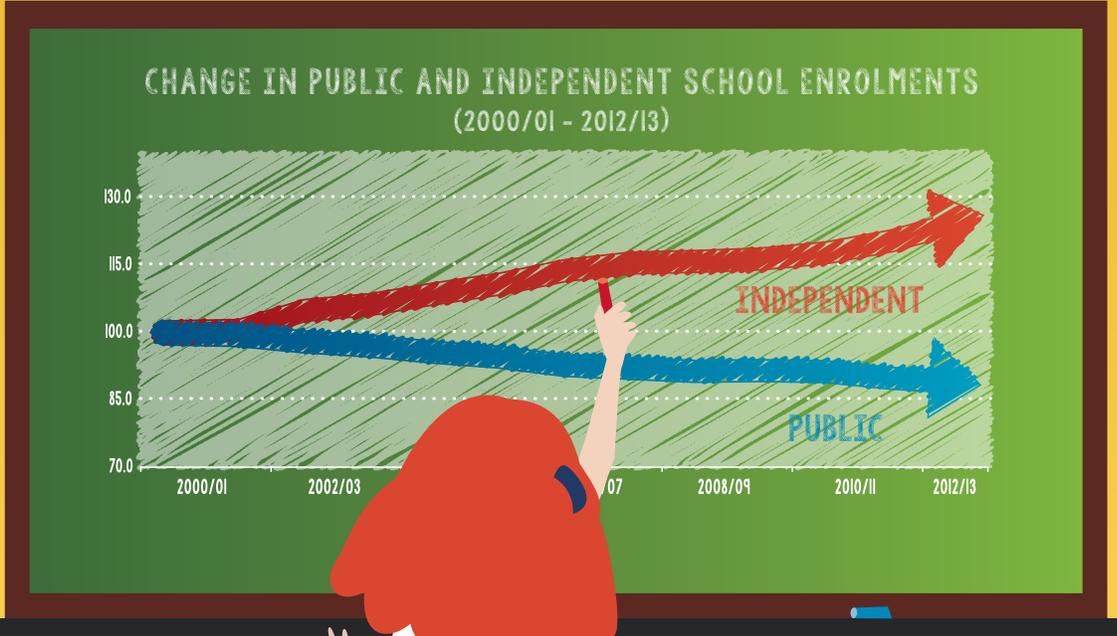


WHERE OUR STUDENTS ARE EDUCATED

Measuring Student Enrolment in Canada

Deani Neven Van Pelt, Jason Clemens, Brianna Brown, and Milagros Palacios



October 2015

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Executive summary

This study analyzes the three different types of institutions—public schools, independent schools, and home schooling—that provided education to students in Canada over the 2000/01 to 2012/13 period. Specifically, this study quantifies enrolment numbers by type of education institution in order to better understand how Canadian students are being educated.

It is important to understand enrolment numbers within the context of a declining school-aged population. The number of Canadians aged 5 to 17 declined by 6.4 percent between 2000 and 2013. Every province except Alberta recorded a decline in their school-aged population over this period, affecting enrolment rates.

Public schools

Education in public schools is the dominant form of education in all 10 provinces. In 2012/13, New Brunswick had the highest level of enrolment in public schools (98.7 percent). Quebec, on the other hand, had the lowest level of enrolment in public school amongst the 10 provinces (87.3 percent).

Every province except Alberta (which saw an increase of 7.2 percent) recorded an overall decline in enrolment in public schools (which include, where applicable, Anglophone public, Francophone public, Anglophone separate, Francophone separate, and charter schools) over the period 2000/01 to 2012/13. Newfoundland and Labrador recorded the largest decline in public school enrolment over the 2000/01 to 2012/13 period (-25.1 percent). It also, however, experienced the largest decline (-24.2 percent) in the school-aged population of any province. Every province including Alberta experienced a decline in the share of total students receiving their education from public schools over the period analyzed.

Each province provides both majority language instruction (English in nine provinces and French in Quebec) as well as official minority language instruction (French in nine provinces and English in Quebec) within its public school system. The highest rate of Anglophone, non-religious public school enrolment in 2012/13 was in Newfoundland and Labrador (98.0 percent). Not surprisingly, Quebec maintained the lowest level of enrolment in Anglophone public schools (8.9 percent). The lowest enrolment level outside of Quebec was Ontario (63.1 percent).

Every province except Alberta (2.8 percent increase) experienced an overall decline in enrolment in Anglophone public schools between 2000/01 and 2012/13. Every province except New Brunswick experienced a decline in the share of enrolment represented by Anglophone public schools over this period.

Quebec maintains the highest level of enrolment in public Francophone schools (78.4 percent). New Brunswick follows Quebec in terms of enrolment in public Francophone schools with 28.4 percent. Outside of these two provinces, Prince Edward Island maintains the highest level of enrolment in Francophone public schools at 4.0 percent. Four provinces have less than one percent of their students in Francophone public schools, with Newfoundland and Labrador registering the overall lowest rate of enrolment (0.5 percent).

Quebec and New Brunswick both recorded declines in enrolment in Francophone public schools between 2000/01 and 2012/13 (-14.5 and -24.1 percent, respectively). The eight remaining provinces all experienced increases in the enrolment levels in Francophone public schools. Indeed, if Quebec and New Brunswick are excluded, the total number of students in Canada receiving their education at a Francophone public school increased between 2000/01 and 2012/13. Similarly, only Quebec and New Brunswick experienced a proportional decline in the share of enrolment for Francophone public schools while the other eight provinces all recorded proportional increases.

Ontario, Saskatchewan, and Alberta also offer Anglophone religious schools within their respective public school systems, which are mainly Roman Catholic and referred to as separate schools. Over one in five students in 2012/13 in each of these provinces were educated in an Anglophone separate school: 26.5 percent in Ontario, 21.9 percent in Saskatchewan, and 23.1 percent in Alberta.

In addition, both Ontario and Alberta offer Francophone separate religious (Roman Catholic) schools in their public school systems, accounting for 3.3 percent of total enrolment in Ontario and 0.2 percent in Alberta.

Over the 2001/02 to 2012/13 period, enrolment in separate schools in Ontario, both in absolute numbers and as a share of total enrolment, declined, but at a slower rate (-5.0 percent) than for non-religious public schools (-5.3 percent). Enrolment at Anglophone separate schools declined at a faster rate (5.4 percent) than at Francophone separate schools (2.0 percent).

On the other hand, enrolment at separate schools in Alberta, both in terms of absolute numbers and as a share of total enrolment, is growing. Indeed, absolute enrolment in separate schools in Alberta is growing at more than double the rate of total public school enrolment: 15.3 percent versus 7.2 percent.

The final category of public schooling is charter schools. They are autonomous schools that enjoy a fair degree of flexibility with respect to pedagogy, curriculum, and management (including exception from union

contracts), but exist within the public school system. Only Alberta allows charter schools. In 2012/13, 1.3 percent of Alberta students attended a charter school, though substantial wait lists have been reported for the existing 13 charter schools. Enrolment at charter schools increased from 2,558 in 2000/01 to 8,418 in 2012/13, an increase of 229.1 percent.

Executive Summary Table

School choice by province, % of total enrolment, 2012/13

	PUBLIC SYSTEM					Total Public System	Independent	Home school	Total
	Public, Anglophone	Public, Francophone	Roman Catholic Separate, Anglophone	Roman Catholic Separate, Francophone	Charter				
BC	87.3%	0.7%				88.1%	11.6%	0.3%	100.0%
AB	69.2%	0.9%	23.1%	0.2%	1.3%	94.7%	3.9%	1.4%	100.0%
SK	73.7%	0.9%	21.9%			96.4%	2.4%	1.2%	100.0%
MB	88.6%	2.6%				91.2%	7.6%	1.2%	100.0%
ON	63.1%	1.2%	26.5%	3.3%		94.2%	5.6%	0.3%	100.0%
QC	8.9%	78.4%				87.3%	12.6%	0.1%	100.0%
NB	70.2%	28.4%				98.7%	0.7%	0.6%	100.0%
NS	93.2%	3.6%				96.8%	2.5%	0.7%	100.0%
PEI	94.6%	4.0%				98.6%	1.0%	0.4%	100.0%
NL	98.0%	0.5%				98.5%	1.3%	0.2%	100.0%

Notes and sources: see Appendix 1.

Independent schools

Five provinces—Quebec and the four western provinces—provide public financing for independent schools. Ontario and the four Atlantic provinces provide no financial support to independent schools.

Quebec maintains the highest level of enrolment in independent schools (12.6 percent) with British Columbia following closely (11.6 percent). New Brunswick maintains the lowest level of enrolment at independent schools (0.7 percent). Indeed, all the Atlantic provinces record comparatively low levels of independent school enrolment. Ontario has the fourth highest level of enrolment in independent schools (5.6 percent), even though it provides no financial support for such schooling.

Every province except Prince Edward Island and New Brunswick (-2.3 and -14.0 percent, respectively) recorded growth in the number of students enrolled in independent schools between 2000/01 and 2012/13. Saskatchewan recorded the strongest growth in independent school enrolment (plus 34.2 percent) over this period. The across-the-board growth in independent school enrolment, save for PEI and New Brunswick, should be noted within the context of a declining school-aged population. Put differently, the share of total enrolment represented by independent schools increased in every

province—including Prince Edward Island and New Brunswick—between 2000/01 and 2012/13.

Home schooling

The last category of schooling is home schooling wherein parents are the primary providers of education to students. Comprehensive data for all the provinces is only available from 2007/08 onwards. In 2012/13, Alberta recorded the highest rate of students enrolled in home schooling at 1.4 percent. Seven provinces recorded home schooling enrolment rates of less than 1 percent. Home schooling remains a fairly small, but nonetheless important, and growing part of the overall education system.

Every province except British Columbia recorded an increase in the numbers of students participating in home schooling and the share of total enrolment represented by home schooling.

Introduction

This study updates and extends the analysis contained in *Measuring Choice and Competition in Canadian Education* by Clemens, Palacios, Loyers, and Fathers (2014). The original study provided a general review of the existing research on school choice and competition, as well as data on current student enrolment by type of school by province. The latter was a first step in understanding the degree of choice enjoyed by parents across Canada, as well as the level of competition between schools. This report updates the enrolment numbers for 2012/13, the most recent year of available data, and provides historical information back to 2000/01. This report also draws on two recent studies examining the landscape of school choice in Canada (Allison and Van Pelt, 2012; Allison, 2015).

The paper is divided into three analytical sections along with supporting data appendices. The first section provides data and analysis regarding public school enrolment, the second examines independent (private) school enrolment, including separate (religious) and charter schools, and the third examines home schooling.¹ A series of data appendices then summarize the data both by province as well as by type of schooling. The remainder of this introduction gives some general background necessary to contextualize the analyses presented.

It is important to clarify several aspects of school choice. First, the nature of school choice analyzed in this study is distinct from the traditional and common mechanism used to achieve choice, which is the ability of

1. The data has been compiled using documents and data from on either the respective provincial Ministry or Department of Education website or through direct contact with representatives of the provincial governments. The figures presented in this paper show the number of students enrolled in various types of schools relative to total enrolment, which here includes students enrolled in fully-funded religious or non-religious public schools and independent schools as well as home schooled students attending K–12 education. Therefore, the total enrolment figures might be different in some cases from those reported by provincial departments of education. For example, Manitoba reported a total enrolment of 199,229 students in 2012/13. From this total, we excluded 3,381 students enrolled in First Nations band-operated schools, and 2,691 students enrolled in Nursery programs in public or independent schools, which resulted in an adjusted figure of 193,157 students. Similar adjustments have been done in other provinces. For more details please see Appendix 1.

parents to change residence in order to select different schools (Hoxby, 2003). This type of choice rests on the ability of parents to move their residence in order to gain access (and eligibility) to desired schools and is rooted in the catchment system, wherein only families residing within certain boundaries are eligible to attend schools within those boundaries.² This mechanism is active in many Canadian provinces, and should be differentiated from other mechanisms that provide parents with choice in their children’s education without having to move residence. It is this latter type of choice—here simply called “school choice”—that this paper analyzes.

While not exhaustive, this study measures several dimensions of school choice in Canada. In the public sector, measures of school choice include enrolments in language-based alternatives, religious-based separate schools, and specialized charter schools. In addition, the study also includes measurement of independent (private) school enrolment and home schooling.

There are several additional dimensions of school choice and competition in Canada that are not measured in this study. These include specialized programs within the public system (such as French Immersion and International Baccalaureate programs), distance or online education, and policies of open enrolment at the provincial or board level.

Second, it is worth reminding ourselves of the governance and accountability structure of K–12 education in Canada within which school choice occurs. Canada does not have a federal education system, but instead is composed of thirteen distinct provincial/territorial education systems. The federal government is only directly involved in K–12 education in relation to Aboriginal peoples, and families in the military or the foreign services.³ The absence of federal involvement provides the provinces with the authority and autonomy to implement their own unique systems. The decentralized nature of K–12 education has, not surprisingly, resulted in wide variations between the provinces regarding the funding and organization of K–12 education.

Each province has its own department or ministry of education, with certain responsibilities distributed to local school boards. Generally speaking, the provincial ministries determine the curriculum standards, funding levels, and related issues, while the school boards are responsible for implementing the provincial standards, administering local regulations, and managing day-to-day school operations. While recognizing the considerable scope for

2. According to an important study on the topic by Davies and Aurini (2011), roughly one third of Canadian families rely on residential location decisions to achieve school choice.

3. In this report, we examine student enrolment only within the 10 provinces. Federally administered programs, as well as education in the territories, are excluded. Information on federal Aboriginal education can be found at <<http://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605>>. Information on Canadian Forces Dependent Education can be found at <<http://www.forces.gc.ca/en/caf-community-support-services/children-education.page>>.

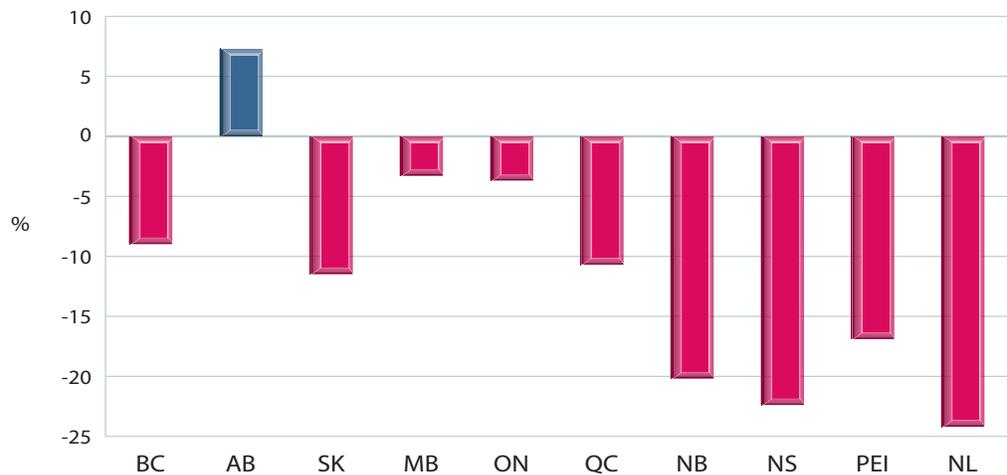
school choice policies at the district level, the analysis in this paper focuses on policies administered at the provincial level.

This report presents statistics for the most recent school year for which comparable data was available across all ten provinces, 2012/13. Enrolment statistics for this year are presented alongside data from 2000/01, the earliest year for which comparable data were consistently available.⁴ This comparison allows us to present general trends in K–12 student enrolment across the ten provinces. A profile of each province is provided in Appendix 2, with enrolment numbers reported for all years from 2000/01 to 2012/13.

It is important to understand the changes in school-age population that drive overall enrolment numbers. **Figure 1** illustrates the change in the school-aged population, specifically individuals aged 5–17, between 2000 and 2013. For Canada as a whole, there was a 6.4 percent decline in the number of school-aged children. Every province except Alberta experienced a decline, with the most severe reduction in the school-aged population recorded in Newfoundland and Labrador (-24.2 percent). The overall decline in the school-aged population as well as the variances between provinces are important to consider as enrolment analyses are presented in the following sections.

Figure 1

Change in school-aged population (ages 5–17), 2000–2013



Sources: Statistics Canada, 2014; calculations by authors.

Notes: (1) Postcensal estimates are based on the 2011 Census counts adjusted for census net undercoverage (CNU) (including adjustment for incompletely enumerated Indian reserves (IEIR)) and the components of demographic growth that occurred since that census. Intercensal estimates are produced using counts from two consecutive censuses adjusted for CNU (including (IEIR) and postcensal estimates. (2) Estimates are final intercensal up to 2010, final postcensal for 2011, updated postcensal for 2012 and preliminary postcensal for 2013. (3) Age at last birthday in years.

4. Home schooling data was not reported by all provinces as early as 2000/01. The earliest year for which we have data for all 10 provinces is 2007/08. The home schooling analysis therefore uses 2007/08 as the base year of comparison.

Public schools

This section measures enrolment in public schools in each of the provinces. Contrary to the popular perception of a monolithic public schooling system, and depending on the province of residence, there can be quite a bit of school choice and competition present in the public systems. School choice within the public school sector can include Anglophone public schools, Francophone public schools, Anglophone and Francophone religiously-defined separate schools (Roman Catholic, with a few minor exceptions), and charter schools. For clarity and comparability, each type of public school is assessed separately before the public school sector is treated in aggregate.

Anglophone public schools

Every province, with the exception of Quebec, has multiple Anglophone public school boards acting as its primary source of education. Schools within these boards are not religiously-defined.

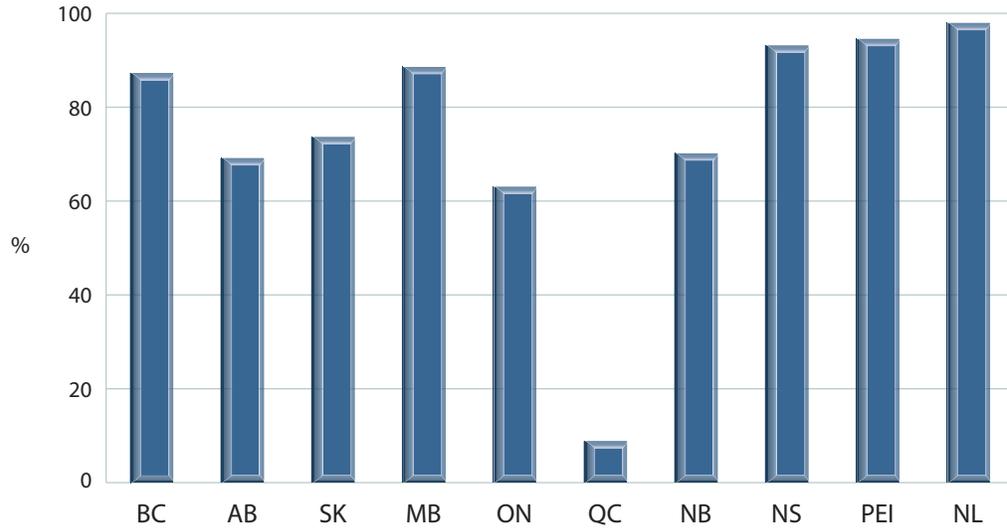
Newfoundland and Labrador maintains the highest rate of public Anglophone enrolment as a share of total school enrolment, at 98.0 percent (**figure 2**). In general, the Atlantic Provinces have the highest rates of public Anglophone enrolment, with bilingual New Brunswick being an exception.

Quebec's 8.9 percent enrolment in Anglophone schools is by far the lowest of any of the provinces. However, this is function of French being Quebec's official language and thus the language of school instruction in most schools. In addition, the Government of Quebec places restrictions on students attending Anglophone schools in the province.⁵ Other than Quebec, Ontario has the lowest rate of public Anglophone enrolment at 63.1 percent.

5. In Quebec, only students who are Anglophone Canadian citizens and whose parents or siblings were educated in Canada in English are entitled to English-language education, under the Charter provisions outlined in the footnote 8. All other students must attend Francophone schools, or enrol in a private English-language school for at least one year (Allison and Van Pelt, 2012: 85).

Figure 2

**Anglophone public school enrolment (non-religious)
as a share of total enrolment, 2012/13**



Notes and sources: See Appendix 1.

There has been an overall decline in enrolment between 2000/01 and 2012/13 (**table 1**; see also Appendix 2). Every province except for Alberta experienced a decline in the absolute number of students enrolled in public Anglophone schools. Newfoundland and Labrador experienced the largest decline over this period (25.3 percent), while Ontario experienced the smallest decline (5.9 percent).

Table 1

Anglophone enrolment, fully-funded, non-religious public schools, selected years

	2000/01 <i>Number</i>	2012/13	2000/01–2012/13 <i>Percentage change</i>	2000/01 <i>Percent of total enrolment</i>	2012/13
BC	629,516	559,729	-11.1%	90.4%	87.3%
AB	421,765	433,611	2.8%	72.7%	69.2%
SK	145,062	125,350	-13.6%	77.2%	73.7%
MB	184,066	171,056	-7.1%	90.5%	88.6%
ON	1,446,255	1,361,134	-5.9%	64.2%	63.1%
QC	105,575	87,850	-16.8%	9.5%	8.9%
NB	86,555	71,955	-16.9%	68.5%	70.2%
NS	151,445	117,606	-22.3%	95.4%	93.2%
PEI	23,089	19,577	-15.2%	96.6%	94.6%
NL	90,031	67,280	-25.3%	98.9%	98.0%

Notes and sources: see Appendix 1.

Nine of the 10 provinces experienced a decline in public non-religious Anglophone enrolment as a share of total student enrolment between 2000/01 and 2012/13 (**figure 3**). Alberta and Saskatchewan recorded the largest declines, from 72.7 to 69.2 percent in Alberta and from 77.2 to 73.7 percent in Saskatchewan (3.5 percentage points each). Quebec experienced the smallest decline from 9.5 to 8.9 percent (0.6 percentage points). Of the 10 provinces, only New Brunswick recorded an increase from 68.5 to 70.2 percent (1.8 percentage points) in the share of total student enrolment represented by public Anglophone schools.

Figure 3

Percentage point change in Anglophone public school enrolment as a share of total enrolment, 2000/01 to 2012/13



Notes and sources: See Appendix 1.

Francophone public schools

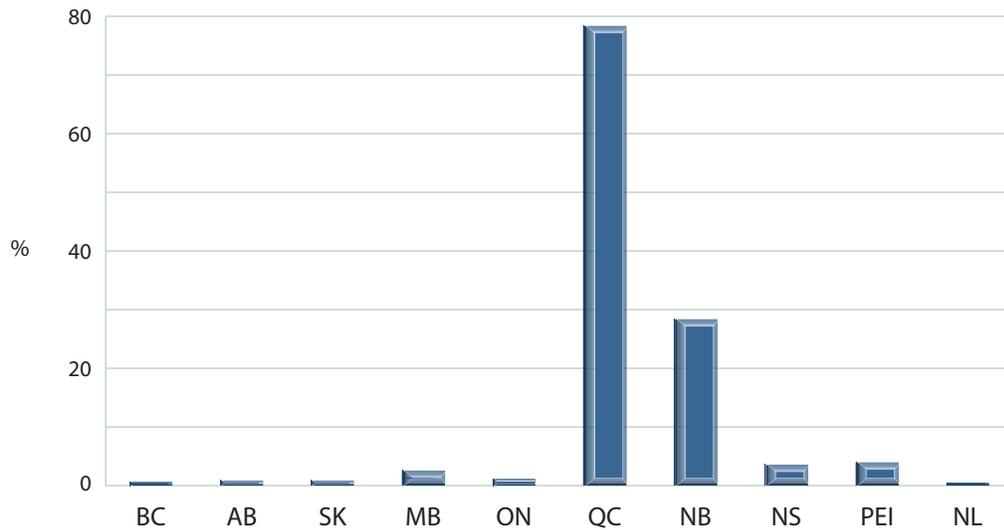
Quebec is the only province that has a public Francophone system as its main school system.⁶⁷ A total of 78.4 percent of Quebec students attended a Francophone public school in 2012/13 (**figure 4**). Enrolment in Francophone public schools in the other nine provinces ranges from a low of 0.5 percent in Newfoundland and Labrador to a high of 28.4 percent in New Brunswick, which is Canada's only officially bilingual province. Outside of Quebec and New Brunswick, the rate of enrolment (as a share of total enrolment) in Francophone public schools is less than 4.0 percent (2012/13).

Eight of the 10 provinces had moderate increases in the absolute number of students attending Francophone public schools between 2000/01 and 2012/13 (**table 2**; see also Appendix 2). Two provinces experienced an overall decline in Francophone public enrolment: Quebec (14.5 percent) and New

6. Section 23 of the Canadian Charter of Rights and Freedoms constitutionally guarantees the right to minority language education across the country. This theoretically guarantees public Francophone education for French-speaking families outside Quebec (and public Anglophone education for families in Quebec who meet the requirements imposed by the provincial government). In practice, this means that every province in Canada maintains at least one public Francophone school board. This does not, however, guarantee access to Francophone education as school boards, like all organizations, face constraints. For example, in 2010, the Francophone School Board in Saskatchewan sued the provincial government for failing to respond to rising enrolment with adequate schools and facilities (*Conseil scolaire fansaskois*, 28 April 2010). In a similar case, a British Columbia Supreme Court judge ruled that inadequate space in the Francophone elementary school in Vancouver qualified as a violation of the Section 23 guarantee for Francophone education that is 'equivalent' to the Anglophone system (CBCNews, 02 November 2012). Access to Francophone education rights has also been an issue in Toronto, where the Francophone public board threatened legal action in 2011 after the Ontario Ministry of Education allegedly blocked its attempted purchase of additional school space in downtown Toronto (*Globe and Mail*, 2011, 7 March). Grievances over access have also been raised in Prince Edward Island (*Guardian*, 2009, 4 February) and Manitoba (*Globe and Mail*, 2000, 14 January). Please see <http://www.francoaskatoon.ca/opFichier/conseil_scolaire_fansaskois_french_school_board_sues_provincial_government_over_facilities_deadlock_ovmmIC0KDf5I_10535.pdf>; <<http://www.cbc.ca/news/canada/british-columbia/vancouver-francophone-school-conditions-violate-minority-rights-1.1148403>>; <<http://www.theglobeandmail.com/news/toronto/ontario-francophone-board-says-it-is-being-blocked-from-buying-school/article569730/>>; and <<http://www.theglobeandmail.com/news/national/francophone-parents-in-manitoba-cheer-pei-ruling/article4159122/>>.

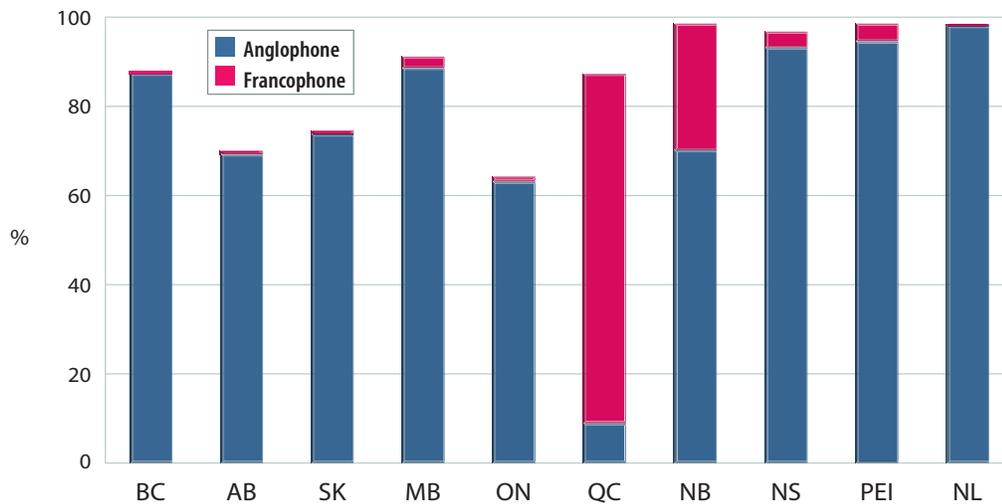
7. Although formally linguistically based since 1998, Quebec has a distinct approach to religious instruction for all of its education sectors. In 2008, all religious instruction was to be replaced by a compulsory (and quite controversial) "Ethics and Religious Culture" course (CBC News, 2012). The future of this course is unclear, as the Supreme Court of Canada ruled in March, 2015 that it infringed on the religious freedom of one independent Montreal Roman Catholic high school (CBC News, 2015).

Figure 4
Francophone public school enrolment (non-religious)
as a share of total enrolment, 2012/13



Notes and sources: See Appendix 1.

Figure 5
Anglophone and Francophone public school enrolment (non-religious)
as a share of total enrolment, 2012/13



Notes and sources: See Appendix 1.

Brunswick (24.1 percent), these being the two provinces with the highest levels of Francophone public school enrolment.

The combination of Anglophone and Francophone public schools constitutes the majority of public schools in every province, though several provinces (Alberta, Saskatchewan, and Ontario) also provide religious schools within their public school system, which will be addressed shortly.

Table 2
Anglophone and Francophone enrolment, fully-funded, non-religious public schools, selected years

		2000/01	2012/13	2000/01–2012/13	2000/01	2012/13
		<i>Number</i>		<i>Percentage change</i>	<i>Percent of total enrolment</i>	
BC	Anglophone	629,516	559,729	-11.1%	90.4%	87.3%
	Francophone	2,769	4,744	71.3%	0.4%	0.7%
	Anglophone and Francophone	632,285	564,473	-10.7%	90.8%	88.1%
AB	Anglophone	421,765	433,611	2.8%	72.7%	69.2%
	Francophone	2,544	5,325	109.3%	0.4%	0.9%
	Anglophone and Francophone	424,309	438,936	3.4%	73.2%	70.1%
SK	Anglophone	145,062	125,350	-13.6%	77.2%	73.7%
	Francophone	1,007	1,460	45.0%	0.5%	0.9%
	Anglophone and Francophone	146,069	126,810	-13.2%	77.7%	74.6%
MB	Anglophone	184,066	171,056	-7.1%	90.5%	88.6%
	Francophone	4,470	5,092	13.9%	2.2%	2.6%
	Anglophone and Francophone	188,536	176,148	-6.6%	92.7%	91.2%
ON	Anglophone	1,446,255	1,361,134	-5.9%	64.2%	63.1%
	Francophone	20,000	26,740	33.7%	0.9%	1.2%
	Anglophone and Francophone	1,466,255	1,387,874	-5.3%	65.1%	64.3%
QC	Anglophone	105,575	87,850	-16.8%	9.5%	8.9%
	Francophone	903,246	772,165	-14.5%	81.1%	78.4%
	Anglophone and Francophone	1,008,821	860,015	-14.8%	90.6%	87.3%
NB	Anglophone	86,555	71,955	-16.9%	68.5%	70.2%
	Francophone	38,387	29,124	-24.1%	30.4%	28.4%
	Anglophone and Francophone	124,942	101,079	-19.1%	98.8%	98.7%
NS	Anglophone	151,445	117,606	-22.3%	95.4%	93.2%
	Francophone	3,976	4,547	14.4%	2.5%	3.6%
	Anglophone and Francophone	155,420	122,153	-21.4%	97.9%	96.8%
PEI	Anglophone	23,089	19,577	-15.2%	96.6%	94.6%
	Francophone	603	829	37.5%	2.5%	4.0%
	Anglophone and Francophone	23,692	20,406	-13.9%	99.1%	98.6%
NL	Anglophone	90,031	67,280	-25.3%	98.9%	98.0%
	Francophone	256	348	35.9%	0.3%	0.5%
	Anglophone and Francophone	90,287	67,628	-25.1%	99.2%	98.5%

Notes and sources: see Appendix 1.

Figure 5 illustrates the share of total enrolment represented by both Anglophone and Francophone public enrolment by province for 2012/13. New Brunswick maintains the highest level of public school enrolment at 98.7 per cent compared to Ontario, which has the lowest level at 64.3 per cent.

Separate (Roman Catholic) public schools

Three provinces—Alberta, Saskatchewan, and Ontario—provide religious public schools.⁸ Most of these “separate” schools are Roman Catholic⁹, although there is also one Protestant separate board in each of Ontario and Saskatchewan.¹⁰ Although some exceptions exist, the vast majority of religiously-affiliated or religiously-defined schools in other provinces are considered independent schools.

Alberta and Ontario provide religious schooling, again mainly Roman Catholic, in both Anglophone and to a lesser extent Francophone public schools.

The enrolment requirements for separate schools differ somewhat between the three provinces. Alberta, for instance, admits non-Catholic students to all of its separate boards. Ontario and Saskatchewan both formally restrict enrolment in elementary schools to Catholic families but have accepted non-Catholic students to secondary schools since 1985 and 1995, respectively.¹¹ Thus, although access to Roman Catholic families and their children is prioritized, Catholic school administrators are usually authorized to admit non-Catholic students in conformity with their board’s policy.¹²

8. In addition to linguistically based choice, three provinces offer publicly funded denominational schools under section 93 of the British North America Act (1876). This section guaranteed the continuation of a pre-existing right in Ontario for members of the minority religion (here, Roman Catholic) to choose between majority common schools or Roman Catholic separate schools. The provision was extended to Alberta and Saskatchewan when they joined confederation (Allison and Van Pelt, 2012: 88, 91). Quebec and Newfoundland and Labrador historically also had denominationally defined public school boards, but these were replaced by linguistically- based public systems in each province in 1997 and 1998, respectively. In Quebec, this change was announced in 1987, but only took effect in 1997.

9. Two recent studies in the Canadian school choice literature have analysed the competitive effects of Roman Catholic separate schools in Ontario. Card, Dooley, and Payne found positive and significant effects of competition on student achievement in high competition school districts relative to low competition districts (2010: 171). In a focused analysis of Toronto secondary schools, Philip S. J. Leonard found a competitive interaction between secular public and Roman Catholic separate schools. When public schools are exposed to competition from separate schools, their quality tends to increase; in a parallel fashion, when the competition comes from public schools, separate schools improve in quality (2015: 451).

10. Alberta also historically had one Protestant separate board, the St. Albert Protestant Separate School District in Edmonton. In 2012, this school moved from a Separate board to a Public board (Tumilty, 2012).

11. There is anecdotal evidence that non-Catholic students are increasingly being admitted to Catholic separate schools in Ontario and Saskatchewan (Allison, 2015: 287).

12. Some have argued that such an arrangement makes these systems comparable to the open enrolment policy offered by some public school boards (see Davies, 2013).

Table 3 contains information regarding religious public school enrolment for both Anglophone and, where applicable, Francophone schools as a share of total enrolment for Alberta, Saskatchewan, and Ontario. In 2012/13, separate school enrolment accounts for a meaningful portion of the total student enrolment in each of the three provinces: 23.3 percent in Alberta, 21.9 percent in Saskatchewan, and 29.8 percent in Ontario.

Table 3
Anglophone and Francophone enrolment, fully-funded, religious public separate schools, selected years

		2000/01	2012/13	2000/01–2012/13	2000/01	2012/13
		<i>Number</i>		<i>Percentage change</i>	<i>Percent of total enrolment</i>	
AB	Anglophone	125,845	144,862	15.1%	21.7%	23.1%
	Francophone	590	952	61.4%	0.1%	0.2%
	Anglophone and Francophone	126,435	145,814	15.3%	21.8%	23.3%
SK	Anglophone	37,225	37,189	-0.1%	19.8%	21.9%
ON	Anglophone	603,902	571,364	-5.4%	26.8%	26.5%
	Francophone	73,442	71,957	-2.0%	3.3%	3.3%
	Anglophone and Francophone	677,344	643,321	-5.0%	30.1%	29.8%

Notes and sources: see Appendix 1.

In Alberta, separate school enrolment grew in both nominal terms and as a share of total enrolment between 2000/01 and 2012/13. Specifically, the number of students attending a religious public school in Alberta, including both Anglophone and Francophone schools, increased from 126,435 in 2000/01 to 145,814 in 2012/13, an increase of 15.3 percent. Over this period, the proportion of students attending a religious public school increased from 21.8 percent in 2000/01 to 23.3 percent in 2012/13.

The absolute number of students attending a religious public school in Saskatchewan declined between 2000/01 and 2012/13 from 37,225 to 37,189, a decline of 0.1 percent. Recall, though, that the student-age population in Saskatchewan declined by some 11.5 percent during this same period (figure 1). The proportion of students attending a religious public school (relative to total enrolment) in Saskatchewan increased over the time period from 19.8 percent in 2000/01 to 21.9 percent in 2012/13.

Finally, the absolute number of students attending a religious public school in Ontario declined by 5.0 percent between 2000/01 and 2012/13, falling from 677,344 in 2000/01 to 643,321 in 2012/13. The share of total enrolment represented by religious public schools in Ontario also fell over this time period, from 30.1 percent to 29.8 percent.

Charter schools

Charter schools offer an additional avenue for school choice within the public system. Despite popular perception, charter schools are not independent (private) schools. Rather, they are autonomous, not-for-profit schools within the public system that provide alternative education programs to complement the schooling offered by district school boards. They often have greater discretion in curriculum selection, teaching approaches, and focus on specific learning styles than do the public schools within the boards.¹³

While the United States has broadly experimented with charter schools, Canada's experience with charter schools is limited. Currently, Alberta¹⁴ is the only province to offer charter schools, with legislation allowing a total of 15 schools in the province, although only 13 are currently operating on at least 20 different school sites.¹⁵ Charter schools represent a fairly small proportion of total student enrolment in Alberta, at 1.3 percent or 8,418 students in 2012/13. This represents a substantial increase from 2000/01, when charter schools enrolled only 2,558 students, or 0.4 percent of total enrolment.

13. Perhaps the most attractive feature of charter schools is their autonomy. These schools can design their curriculum to address students whose needs are not met in the traditional public system (Bosetti, 2001: 103). In this respect, charter schools acknowledge that “students have different needs and that not all parents share the same values or educational goals” (p. 113). This autonomy is crucial to their ability to deliver a unique program to students not available in the traditional public school system.

14. In Alberta, charter schools must be authorized by the Ministry of Education after proving that the local school board currently does not provide the service that they desire and will not provide the service going forward (Alberta, 2011: 32). Should the local school board begin to provide the same services as the charter school, this is grounds for non-renewal of the school's charter. While charter schools do have more autonomy than traditional public schools, they are still accountable to the Ministry and must abide by its regulations. For a comprehensive summary of regulations for Charter Schools, see the Charter Schools Handbook 2011 (Alberta, 2011).

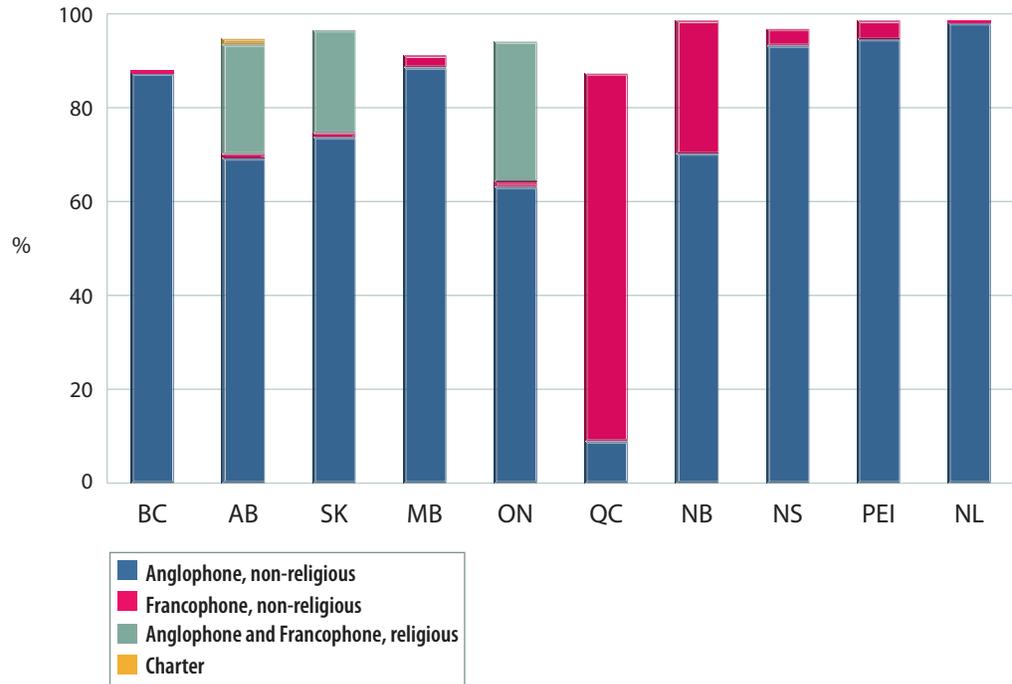
15. According to the 2012/13 enrolment data published by Alberta's Department of Education, there are currently only 13 charter school authorities. Out of these 13 schools, 6 are located in the Calgary region, 3 in the Edmonton region and the remaining 4 elsewhere in the province. At the time of writing, two outstanding charter schools that are allowed under current legislation have yet to be established.

Public school enrolment summary

Figure 6 illustrates the share of total student enrolment represented by all the different types of public school enrolment by province for 2012/13.

Figure 6

Public school enrolment as a share of total enrolment, by type of school, 2012/13



Notes and sources: See Appendix 1.

Table 4 contains comprehensive public school enrolment data for each of the provinces. The vast majority of students in Canada attends a public school. The range of enrolment varies from a low of 87.3 percent in Quebec to a high of 98.7 percent in New Brunswick.

The share of Canadian students enrolled in a public school—Anglophone, Francophone, religiously-oriented separate, or charter—has declined between 2000/01 and 2012/13 in each of the 10 provinces. Quebec has seen the largest decline in public enrolment over this period, from 90.6 to 87.3 percent (-3.3 percentage points), while New Brunswick experienced the smallest decline from 98.8 to 98.7 percent (-0.1 percentage points).

Public school enrolment has also decreased in absolute terms in nine of the 10 provinces between 2000/01 and 2012/13, ranging from a decrease of 5.2 percent in Ontario to 25.1 percent in Newfoundland and Labrador. Alberta experienced an increase of 7.2 percent in the absolute number of students attending public schools between 2000/01 and 2012/13. See Appendix 2 for further details on provincial enrolments.

Table 4
Public Anglophone, public Francophone, religious Anglophone and Francophone, and Charter, selected years

		2000/01	2012/13	2000/01–2012/13	2000/01	2012/13
		<i>Number</i>		<i>Percentage change</i>	<i>Percent of total enrolment</i>	
BC	Anglophone	629,516	559,729	-11.1%	90.4%	87.3%
	Francophone	2,769	4,744	71.3%	0.4%	0.7%
	Total Public	632,285	564,473	-10.7%	90.8%	88.1%
AB	Anglophone	421,765	433,611	2.8%	72.7%	69.2%
	Francophone	2,544	5,325	109.3%	0.4%	0.9%
	<i>Non-Religious (both)</i>	424,309	438,936	3.4%	73.2%	70.1%
	Separate (both)	126,435	145,814	15.3%	21.7%	23.3%
	Charter	2,558	8,418	229.1%	0.4%	1.3%
	Total Public	553,302	593,168	7.2%	95.3%	94.7%
SK	Anglophone	145,062	125,350	-13.6%	77.2%	73.7%
	Francophone	1,007	1,460	45.0%	0.5%	0.9%
	<i>Non-Religious (both)</i>	146,069	126,810	-13.2%	77.7%	74.6%
	Separate (both)	37,225	37,189	-0.1%	19.8%	21.9%
	Total Public	183,294	163,999	-10.5%	97.5%	96.4%
MB	Anglophone	184,066	171,056	-7.1%	90.5%	88.6%
	Francophone	4,470	5,092	13.9%	2.2%	2.6%
	Total Public	188,536	176,148	-6.6%	92.7%	91.2%
ON	Anglophone	1,446,255	1,361,134	-5.9%	64.2%	63.1%
	Francophone	20,000	26,740	33.7%	0.9%	1.2%
	<i>Non-Religious (both)</i>	1,466,255	1,387,874	-5.3%	65.1%	64.3%
	Separate (both)	677,344	643,321	-5.0%	30.1%	29.8%
	Total Public	2,143,599	2,031,195	-5.2%	95.1%	94.2%
QC	Anglophone	105,575	87,850	-16.8%	9.5%	8.9%
	Francophone	903,246	772,165	-14.5%	81.1%	78.4%
	Total Public	1,008,821	860,015	-14.8%	90.6%	87.3%
NB	Anglophone	86,555	71,955	-16.9%	68.5%	70.2%
	Francophone	38,387	29,124	-24.1%	30.4%	28.4%
	Total Public	124,942	101,079	-19.1%	98.8%	98.7%
NS	Anglophone	151,445	117,606	-22.3%	95.4%	93.2%
	Francophone	3,976	4,547	14.4%	2.5%	3.6%
	Total Public	155,420	122,153	-21.4%	97.9%	96.8%
PEI	Anglophone	23,089	19,577	-15.2%	96.6%	94.6%
	Francophone	603	829	37.5%	2.5%	4.0%
	Total Public	23,692	20,406	-13.9%	99.1%	98.6%
NL	Anglophone	90,031	67,280	-25.3%	98.9%	98.0%
	Francophone	256	348	35.9%	0.3%	0.5%
	Total Public	90,287	67,628	-25.1%	99.2%	98.5%

Notes and sources: see Appendix 1.

Independent (private) schools

All provinces in Canada have independent—or private—schools.¹⁶ Independent schools are characterized by alternative approaches to teaching, usually with a distinct academic focus, or religious orientation.¹⁷ Alternative academic schools include Waldorf and Montessori schools. Most religiously-defined independent schools in Canada are Roman Catholic (in provinces without a fully-funded, public separate school board) or schools that are often broadly classified as Christian, although Islamic, Jewish, Mennonite, Seventh Day Adventists, Amish, and other specifically denominational schools are also offered.¹⁸

Independent schools can be categorized by whether or not they receive funds from the provincial government.¹⁹ Government formulas for determining independent school funding differ by province, but are generally linked to the average per-student operating funding for the public school district in which the independent school is located (Teyssier, 2011: 831). This section reviews the funding regulations across all relevant provinces before reporting the enrolment statistics for independent schools across the country.

16. Non-public schools in Canada are alternatively called private or independent, depending on the province. For the purpose of this paper, we refer to both private and independent schools as ‘independent’ to avoid joint-term confusion.

17. Van Pelt, Allison, and Allison (2007) discuss different types of private school in Ontario. While Ontario-specific, its three main categories (academically-defined, religiously-defined, and special) are reflective of many independent schools in Canada.

18. For example, Clemens (2012) found that Catholic schools represent 33.6 percent of all independent schools in the Lower Mainland of British Columbia (p. 21).

19. Notably, funding provisions reduce financial barriers to attend these schools, thus increasing access. In this way, funded independent schools can be seen as comparable to voucher programs in other countries, where a proportion of per-student funds follows the student when they move into the independent sector. However, the funding provided to eligible independent schools is conditional to their adherence to certain regulations set by the provincial department or ministry of education. Typically, these regulations require that funded schools must use or meet the provincially-approved curriculum, hire certified teachers, and meet and maintain other qualification criteria. An apparent trade-off therefore exists between financial access to independent schools and autonomy of operations. A thorough review of the funding regulations and accountability measures applied to these independent schools can be found in Allison and Van Pelt’s review (2012: 93–105).

Government funding for independent schools

Currently, British Columbia, Alberta, Saskatchewan, Manitoba, and Quebec offer partial funding for independent schools, while Ontario and the Atlantic Provinces do not. **Table 5** summarizes the available funding by province for independent schools, as a percentage of the base per-student funding allocated to the public school district in which the independent school is located.

Table 5
Independent school funding in Canada

Province	Eligible Funding: Percent of per-pupil operation funding	
BC	50%	Group 1 Independent Schools
	35%	Group 2 Independent Schools
AB	70%	Level 2 Accredited Schools
	60%	Level 1 Accredited Schools
SK	80%	Associate Independent Schools
	70%	Historical High Schools*
	50%	Qualified Independent Schools
	Various service arrangements	Alternative Independent Schools
MB	50%	Funded Independent Schools
QC	60%	Funded Private Schools

Note: Historical High Schools are also eligible for capital funding.

Sources: Alberta, no date; British Columbia, no date; Manitoba, no date; Quebec, no date; Saskatchewan, 2015.

In British Columbia, independent schools are categorized into four funding groups. Group 1 schools receive a per-student allocation equal to 50 percent of the base allocation. Group 1 schools are non-profit, and must meet provincial regulations in terms of curriculum, provincial testing, and teacher certification. Group 2 schools receive a per student allocation equal to 35 percent of the base allocation, and must meet similar requirements as Group 1 schools. Group 3 schools are unfunded and are not subject to the same curriculum or instruction requirements. Group 4 schools are also unfunded and are primarily designed for “off-shore” non-Canadian students seeking graduation certificates from the British Columbia Ministry of Education (British Columbia, no date).

Independent schools in Alberta are classified as either registered (unfunded) or registered and accredited (funded). Accredited schools must meet provincially mandated requirements, including use of the provincial curriculum, participation in provincial tests, and employment of certified teachers. This group is further subdivided into two levels. Level 1 schools

receive a per-student allocation equal to 60 percent of the base allocation. Level 2 schools receive a per-student allocation equal to 70 percent of the base allocation but must adhere to additional accountability requirements (Alberta, no date.).

Saskatchewan has the most diverse landscape of arrangements for independent schools. Associate Schools are independent schools that are associated with a provincial school division that is responsible for certain administrative services. Associate Schools are funded at 80 percent of the operating level of local public schools. Historical High Schools are funded at 70 percent of the level of local public schools, and unlike other independent schools, capital funding is available to them. Their distinction lies in their historical contribution as faith-based schools in a time where public education was not widely available in all parts of the province.²⁰ Saskatchewan also has Alternative Independent Schools that have individual service agreements. The province recently established, in 2012, the new category, Qualified Independent Schools (QIS), which provides schools meeting certain requirements with per-student grants equivalent to 50 percent of the base allocation to public schools (Saskatchewan, 2015). Finally, the province also has Registered Independent Schools that receive no funding.

Manitoba provides a per-student grant equal to 50 percent of the base allocation to its funded independent schools (Manitoba, no date). Funded schools must adhere to the criteria in Section 60(5) of the Public Schools Act. Non-funded independent schools are subject to less regulation, and are often small faith-based schools.

The majority of Quebec's independent schools are granted public funds, equivalent to approximately 60 percent of the base allocation (Quebec, no date), but are subject to the most restrictive regulation in the country.²¹ Quebec also has several unfunded independent schools, though these consist of a very small proportion of total enrolment (Marois, 2005: 12).

20. Full funding is given only to Saskatchewan residents. Out-of-province students, who compose a large proportion of enrolment in these schools, do not receive equivalent public funding.

21. According to Quebec's Act Respecting Private Education, private schools must adhere to seven provincial standards, including "compatibility between the institution's objectives and the policies of the Minister or Government." They must also adhere to standards set in the Charter of the French Language, limiting the ability of parents to choose non-French schools.

Enrolment statistics for independent schools

Quebec has the highest proportion of students enrolled in independent schools, at 12.6 percent (**table 6, figure 7**).²² British Columbia has the second highest proportion of enrolment in independent schools, at 11.6 percent.

Interestingly, in 2012/13, Ontario had a higher percentage (5.6 percent) of students enrolled in independent schools than two of the five provinces (Alberta and Saskatchewan) that provide financial support for independent schools. While Ontario does not provide financial support for its private schools, it is the province with the fewest regulations for independent schools (Allison, 2015).²³

New Brunswick maintains the lowest rate of independent school enrolment as a share of total enrolment at 0.7 percent. In general, the Atlantic Provinces have quite low rates of independent school enrolment, with Prince Edward Island at 1.0 percent, Newfoundland and Labrador at 1.3 percent, and Nova Scotia at 2.5 percent.

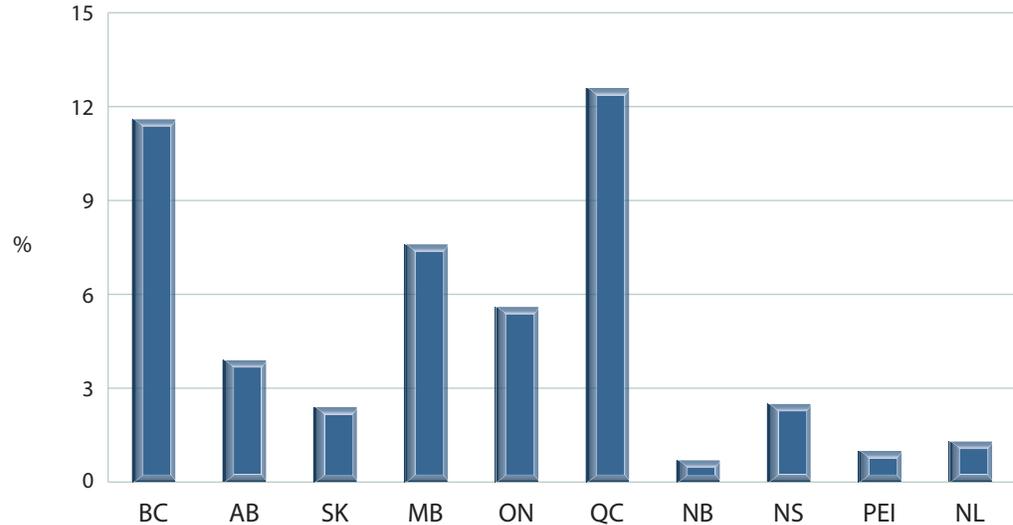
Table 6
Independent school enrolment, selected years

	2000/01 <i>Number</i>	2012/13	2000/01–2012/13 <i>Percentage change</i>	2000/01 <i>Percent of total enrolment</i>	2012/13
BC	59,734	74,307	24.4%	8.6%	11.6%
AB	18,491	24,149	30.6%	3.2%	3.9%
SK	3,052	4,096	34.2%	1.6%	2.4%
MB	13,855	14,622	5.5%	6.8%	7.6%
ON	109,904	120,198	9.4%	4.9%	5.6%
QC	105,245	124,281	18.1%	9.4%	12.6%
NB	874	752	-14.0%	0.7%	0.7%
NS	2,608	3,110	19.3%	1.6%	2.5%
PEI	216	211	-2.3%	0.9%	1.0%
NL	734	910	24.0%	0.8%	1.3%

Notes and sources: see Appendix 1.

22. While the high percentage of Quebec students enrolled in independent schools can be partially attributed to the relatively high level of funding in that province, it is also likely attributable to historical factors. Secondary education in Quebec was largely private until the sweeping structural reforms of the 1960s. Despite the emergence of a universal public school system, strong demand remains for the (private) classical colleges founded by religious (Roman Catholic) orders, which are seen as a part of Quebec’s cultural and social patrimony (Marois, 2005: 3).

23. This provides independent schools in Ontario with a high degree of autonomy to create their own programs, to hire teachers based on their school mission, and to respond directly to the needs of parents and students. This autonomy is distinctly different from other independent schools in much of the country (Aurini and Quirk, 2011: 179).

Figure 7**Independent school enrolment as a share of total enrolment, 2012/13**

Notes and sources: See Appendix 1.

The share of independent school enrolment relative to total enrolment has increased between 2000/01 and 2012/13 in nine of the 10 provinces. Quebec saw the largest increase in the share of independent school enrolment, from 9.4 to 12.6 percent, while Prince Edward Island experienced the lowest increase, from 0.9 to 1.0 percent. New Brunswick recorded no change in the share of total enrolment represented by independent schools.

Eight provinces recorded increases in the absolute number of students attending independent schools between 2000/01 and 2012/13, ranging from a 5.5 percent increase in Manitoba to a 34.2 percent in Saskatchewan. Only New Brunswick (-14.0 percent) and Prince Edward Island (-2.3 percent) recorded a fall in the absolute number of students attending independent schools over this period. Overall, there was an increase in absolute terms of 16.5 percent in independent school enrolments, aggregated for all of Canada, for the period 2000/01 to 2012/13.

Home schooling

The final type of education examined in this report is home schooling, the choice of parents to select, manage, provide, and supervise their children's education themselves.²⁴ Parents in every Canadian province are legally entitled to educate their children at home. Some provinces allow parents more discretion in their choice to home educate, solely requiring a notification to the local school board, while others require approval of education plans prior to beginning home schooling as well as periodic reports on student progress.

In general, home education is not funded by provincial governments. However, three provinces—British Columbia, Alberta, and Saskatchewan—offer limited funding towards the direct costs of home schooling. British Columbia's funding is the most limited: up to \$600 per student, with eligibility restricted to students who are enrolled in at least one distributed learning (DL) course through a public or independent school. Moreover, the funds are paid directly to the education provider rather than to the parent (Van Pelt, 2015: 23).

In Alberta, boards receive up to \$1,641 in funding for each registered home educated student. Fifty percent of this amount is directed to the school board in which the student is registered, in order to pay for instructional and supporting materials, and the remaining 50 percent is directed to the parent. This is the most generous policy of all the provinces towards home education funding. Nevertheless, this sum represents only about 1/8 of the per-student funding in the public system, only half of which is directly received by the parents (Van Pelt, 2015: 23).

Saskatchewan offers some financial assistance for parents choosing to home educate their children. Up to \$1,000 per student may be allocated directly to parents, though this depends on the school board with which the student is registered, as each local board has its own policy towards home education funding, and funding amounts are not universal across the province.

While the other provinces do not provide any specific funding to home schooled students, they may allow home educated students to enrol in specific school courses, participate in school extracurricular activities such as sports teams and field trips, and offer curriculum material and resources without any fees.

24. Van Pelt's recent (2015) study on the current state of Canadian home schooling includes an extensive review of the latest literature.

In general, home education represents a very modest share of total student enrolment. Alberta has the highest level of home schooling in the country, though it accounts for only 1.4 percent of total enrolment in 2012/13 (**table 7, figure 8**). This nonetheless exceeds independent school enrolments (as a share of total enrolment) in three other provinces (New Brunswick, Prince Edward Island, and Newfoundland and Labrador). The other two prairie provinces, Manitoba and Saskatchewan, have the next highest proportion of students being home schooled, at 1.2 percent each relative to total enrolment. Quebec and Newfoundland and Labrador have the lowest percentage shares of home school enrolment at, 0.1 percent and 0.2 percent, respectively.

Despite overall low shares of student enrolment, home schooling has experienced strong growth in the past five years. Consistent data across all ten provinces for home schooling is available for 2007/08 forward.²⁵ Between 2007/08 and 2012/13, the number of students being home schooled in Canada increased in both proportional and absolute terms in nine of the 10 provinces. The magnitude of the absolute increase in enrolment ranges from 8.1 percent in Saskatchewan to 93.3 percent in Manitoba. British Columbia recorded a 26.1 percent decline in absolute enrolment in this sector.²⁶

Table 7
Home school enrolment, selected years

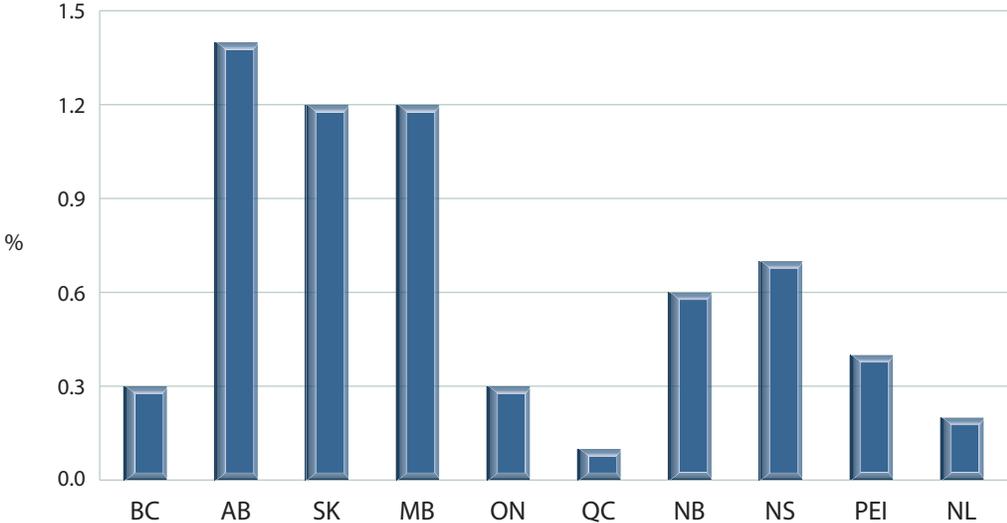
	2000/01	2007/08	2012/13	2000–2012	2007–2012	2000/01	2007/08	2012/13
	<i>Number</i>			<i>Percentage change</i>		<i>Percent of total enrolment</i>		
BC	4,134	2,789	2,062	-50.1%	-26.1%	0.6%	0.4%	0.3%
AB	7,994	7,752	9,028	12.9%	16.5%	1.4%	1.3%	1.4%
SK	1,595	1,838	1,986	24.5%	8.1%	0.8%	1.1%	1.2%
MB	1,047	1,235	2,387	128.0%	93.3%	0.5%	0.6%	1.2%
ON	N/A	3,711	5,680	N/A	53.1%	N/A	0.2%	0.3%
QC	N/A	774	1,114	N/A	43.9%	N/A	0.1%	0.1%
NB	608	561	631	3.8%	12.5%	0.5%	0.5%	0.6%
NS	708	683	895	26.4%	31.0%	0.4%	0.5%	0.7%
PEI	N/A	54	83	N/A	53.7%	N/A	0.3%	0.4%
NL	N/A	107	126	N/A	17.8%	N/A	0.1%	0.2%

Notes and sources: see Appendix 1.

25. Data was unavailable for Ontario, Quebec, Prince Edward Island and Newfoundland and Labrador until the mid-2000s, as these provinces did not report home school data in their provincial statistics.

26. In her recent report on the state of home education across the country, Van Pelt attributes this decline in part to the tremendous growth of distributed learning (DL) programs in British Columbia over this same period of time, which may act as both a substitute and complement for traditional home-based learning (2015: 25-26).

Figure 8
Home education enrolment as a share of total enrolment, 2012/13



Notes and sources: See Appendix 1.

Conclusion

Building from the previous edition of this report, released in February 2014, this study expanded and updated the measurement of choice and competition across Canada's 10 provinces, by focusing in particular on student enrolments in the various education sectors. As one might expect, given the decentralized nature of K–12 education in Canada, the mix of public, independent, and home-based education varies by province, as does the funding and regulation of these sectors. Some provinces rely more heavily on choice and competition within the public systems, while others rely more heavily on independent schools to provide choice and competition.

Across Canada, the public school systems remain by far the largest providers of education. In 2012/13, between 87.3 percent (Quebec) and 98.7 percent (New Brunswick) of K–12 students are enrolled in public schools. However, there is a great deal of misunderstanding about school choice and competition within public school systems. Frequently, the large share of enrolment in public schools is equated with a lack of school choice and competition. The reality is more complicated. It is the case that the majority-language public schools—Anglophone in all provinces except Quebec, where it is Francophone—dominate enrolment, educating between 63.1 percent (Ontario) and 98.0 percent (Newfoundland and Labrador) of students. However, depending on the province, there are several opportunities for school choice within the public system.

One limited form of choice and competition afforded to students across the country is education in a second language—French in all provinces except Quebec, where it is English. Enrolment in these public schools ranges from 0.5 percent in Newfoundland and Labrador to 28.4 percent in New Brunswick. Put simply, depending on the province, particular city (and school district), and student and family eligibility, there is the possibility of selecting a public school based on linguistic preferences that provides parents with choice between schools.

In addition to Francophone schools outside Quebec and Anglophone schools in Quebec, although this paper did not specifically isolate these enrolments, there are language immersion programs provided by the principal language school boards that provide some choice and competition within the public education system.

Religiously-oriented separate schools within the public education system provide yet another limited source of school choice. Alberta, Saskatchewan, and Ontario provide full funding for religious (principally Roman Catholic) schools. In 2012/13, between 21.9 percent (Saskatchewan) and 29.8 percent (Ontario) of students in these provinces were enrolled in separate schools. The changing approaches to the admittance of students heightens the degree of parental choice and competition, since such schools are no longer exclusively open to Roman Catholic families.

Finally, charter schools are another method by which to inject parental choice and competition into the public education system. At this time, the only province to provide charter schools is Alberta. Thirteen charters are currently granted, with a provision in the legislation for an additional two.

The large proportion of students enrolled in the public systems includes those in majority language schools (usually English), minority language schools (usually French), separate religious schools (usually Roman Catholic), and charter schools (only in Alberta). These schools also offer further layers of choice through specialized programs such as French Immersion and International Baccalaureate, and, especially in Alberta, some additional pedagogical and religious options.

Nevertheless, the proportion of students enrolled in public schools has declined over time. Every province has seen a decline in the proportion of students enrolled in the public system from 2000/01 to 2012/13. Quebec and British Columbia have seen the largest declines in public enrolment as a proportion of total enrolment in this period, from 90.6 to 87.3 percent in Quebec and from 90.8 to 88.1 percent in British Columbia.

The general reduction in public school enrolment has been met both with increased enrolment in independent schools and with a larger share of families choosing to home school their children. Quebec and British Columbia saw the largest increases in the share of independent school enrolment, from 9.4 to 12.6 percent in Quebec and from 8.6 to 11.6 percent in British Columbia from 2000/01 to 2012/13.

The nature of the independent school sectors, their funding, and their regulation varies greatly by province, as does enrolment. In 2012/13, student enrolment in independent schools as a proportion of total enrolment ranged from 0.7 percent in New Brunswick to 12.6 percent in Quebec. British Columbia (11.6 percent), Manitoba (7.6 percent), and Ontario (5.6 percent) also recorded comparatively high levels of independent school enrolment.

As already discussed, Alberta, Saskatchewan, and Ontario provide some degree of religious schooling (mainly Roman Catholic) within their public education systems. The remaining provinces, however, provide almost all other religious education outside the public school systems through independent schools. This in part explains some of the variation in both

public school enrolment and independent school enrolment in provinces like British Columbia, Alberta, Ontario, and Quebec.

In addition to the differences in the treatment of religious schools, there is also a fairly wide disparity in the funding and regulation of independent schools. British Columbia, Alberta, Saskatchewan, Manitoba, and Quebec all provide public funding for independent schools ranging between 35 percent (British Columbia, Group 2 Independent Schools) and 80 percent (Saskatchewan, Associate Independent Schools) of public school per-student operating allocations. Ontario and the Atlantic Provinces, on the other hand, provide no funding for independent schools. However, independent schools in these provinces, particularly Ontario, enjoy much more autonomy with respect to provincial guidelines on curriculum and other regulations.

The home schooling sector saw the largest recent proportional change. Over the five-year period between 2007/08 and 2012/13, there was an increase in the number of home educated students in every province except British Columbia. While this sector of education is experiencing solid growth, total enrolment in home schooling remains quite modest. Alberta, for example, which is the most generous in its funding for home schooling, only has 1.4 percent of its total student enrolment in this sector.

Critically, there is a range of parental choice and competition provided in the public education system depending on one's province (and city). Generally speaking, Alberta currently offers the greatest degree of school choice in Canada. Apart from having five fully-funded public school choices,²⁷ although not all are equally accessible, it also provides substantial funding for students wishing to attend independent schools and for parents wishing to educate their children at home. The presence of charter schools provides parents with additional options outside traditional linguistic and religious alternatives offered by public school boards.

At the other end of the spectrum, the Atlantic Provinces tend to offer comparatively less parental choice and competition between schools. None of the Atlantic Provinces provide parallel public religious school systems, nor do they offer funding for parents who choose independent schools.

The remaining provinces range between Alberta and the Atlantic Provinces with respect to the level and depth of parental choice and competition for schools. Appendix 3 gives enrolment details by sector and by province.

27. Anglophone secular, Francophone secular, Anglophone Roman Catholic separate, Francophone Roman Catholic separate, and charter schools.

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Appendix 1

Notes and sources for tables and figures

General notes

- 1 Enrolment statistics are based on total head count enrolment, not full-time equivalent.
- 2 Total enrolment includes students enrolled in fully-funded religious and non-religious public schools and independent schools as well as homeschooled students attending K–12 education, unless otherwise mentioned.
- 3 Aboriginal students in federal or band-operated schools and students in federal schools for the military and foreign services are not included.
- 4 Enrolment numbers include adults who are registered in public, independent, or home school programs. Adults registered in Adult Education Centres are not included. For Quebec, adult education is managed separately from the general education program, so all adults are excluded from the counts.
- 5 Data includes students enrolled in French Immersion programs.
- 6 Home school education can be included within the public school count or a separate count depending on the province.
- 7 Home school counts include students who have been reported to the ministry. Numbers for unreported home schoolers is unknown, and therefore cannot be included in our analysis.
- 8 Numbers either taken directly from Ministry of Education documents or calculated using multiple documents.

Province-specific notes

BC The previous edition of this report excluded all Aboriginal students enrolled in Aboriginal programs from the enrolment counts. This edition includes all Aboriginal students who are enrolled in regular schools. For this reason, the numbers presented here do not match up with the numbers presented in the 2014 edition. Federally operated First Nations schools are excluded from the analysis.

Enrolment numbers include students enrolled in Standard, Alternate, Distance, and Long-Term Provincial Resource Program facility types. They exclude students enrolled in Youth Custody schools. Adults enrolled in these programs are included in the counts; adults enrolled in Continuing Education are not.

AB Total public enrolment includes Charter Schools enrolment.

Early child services (ECS) include pre-kindergarten and kindergarten students and cannot be disaggregated. For this reason, enrolment numbers includes pre-kindergarten students.

Alberta counts its home schooled students under the supervising authority (either public or independent school boards). The previous edition of this report did not have data to exclude these students from the total public or independent counts, so home schooled students were double-counted and the percentage of students in each sector summed up to more than 100 percent. In this edition, we were able to obtain a breakdown of home schooled students by supervising authority, and count exclude home schooled students from the total public and independent counts. For this reason, the numbers presented in the previous edition of the report do not align with the numbers presented here.

The previous edition of this report included students enrolled in 'blended' programs (where some courses are taken with a regular school and others are taken at home) in the home school count. This edition counts only students who are educated completely at home. For this reason, the home school numbers presented here do not match up with the previous report.

SK The data presented in this edition is not strictly comparable to the data used in the 2014 edition of this report. This report used the most recent numbers provided by the Saskatchewan Ministry of

Education. The Ministry of Education changed their methodology for the reporting of enrolment statistics in 2010/11, leading to some discrepancies in the numbers. Enrolment statistics prior to this year included students aged 22+ and excluded students who were not residents of Saskatchewan, among other changes. All efforts were made to adjust the data to exclude adult students aged 22+ from all years of data. Nevertheless there remains a methodological discrepancy between the two sets of numbers.

In the previous edition of this report, Associate School numbers were included in the public school count. In this edition, these are reported with independent schools, to reflect their differential funding and regulation.

Enrolment data for Registered Independent schools was missing for the 2000/01 school year. This number was estimated as an average of the 1999–2000 data point and the 2001–2002 data point.

MB Enrolment statistics reported by the Department of Education and Advanced Learning include students enrolled in Nursery programs in addition to K–12 enrolment; Nursery students have been excluded.

Federally operated First Nations schools are excluded from analysis. Public enrolment counts exclude band-operated First Nations schools managed by the Park West and Frontier School Divisions under educational agreements.

Francophone enrolment includes only students enrolled with the Francophone school division (Division Scolaire Franco-Manitobaine). There are several schools offering a Francophone program that are listed within the Anglophone divisions; these schools are included in the Anglophone count.

ON In the enrolment statistics set by the Ministry of Education, data for school which enrolled less than ten students were compressed to a “<10” value. In our counts, we gave these schools a median enrolment value of “5”.

Private school data includes private schools, First Nations schools, overseas schools, and combined schools.

QC Federally operated First Nations schools are excluded from analysis. Students enrolled in indigenous language school boards are also not included in this analysis.

Quebec's education system includes two years of kindergarten (Maternelle 4 ans and Maternelle 5 ans). Both years are included.

Quebec's education system goes from kindergarten to grade 11. Following grade 11, most students enroll in a CÉGEP college for two years, equivalent to grade 12 and first-year university. Due to this system, enrolment statistics for Quebec are for K–11 enrolment rather than K–12.

The previous edition of this report included students enrolled in vocational high school programs. This edition includes only students enrolled in the formation générale des jeunes, which excludes vocational programs. This change is for two reasons. We were unable to collect enrolment numbers for school-age students in vocational programs (counts included both school-age students and adults). Moreover, in other provinces, vocational programs are not included in the K–12 education counts, so this methodology is more comparable.

NB Home school numbers do not align with the numbers reported in the 2014 edition of this report. In the previous edition, the numbers received from the Department of Education and Early Childhood Development included numbers only for Anglophone home schoolers. This edition includes numbers for both Anglophone and Francophone home schoolers.

NS Enrolment numbers have been adjusted to exclude pre-kindergarten students from the public and independent school counts.

PEI Kindergarten was not part of the provincial education system in Prince Edward Island until 2010/11. Prior to this year, all Kindergarten and Early Childhood Education facilities were private, and not comparable to the post-2010 Kindergarten program. Because of this change in provincial policy, prior to 2010/11, Kindergarten students are not included in the K–12 enrolment statistics. Calculations were done to ensure that this change did not have a significant effect on our results.

NL N/A

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NL Information provided by e-mail the Department of Education and Early Childhood Development on May 26, 2015.

Appendix 2

Provincial profiles, enrolment by type of school, 2000/01 to 2012/13

Table A2.1: British Columbia

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	629,516	626,990	618,110	611,966	602,840	595,767	583,911	579,576	575,163	576,031	574,566	565,079	559,729	-11.1%	90.4%	87.3%
Public Francophone	2,769	2,873	2,930	3,146	3,455	3,631	3,816	3,964	4,222	4,369	4,469	4,602	4,744	71.3%	0.4%	0.7%
<i>Total Public</i>	<i>632,285</i>	<i>629,863</i>	<i>621,040</i>	<i>615,112</i>	<i>606,295</i>	<i>599,398</i>	<i>587,727</i>	<i>583,540</i>	<i>579,385</i>	<i>580,400</i>	<i>579,035</i>	<i>569,681</i>	<i>564,473</i>	<i>-10.7%</i>	<i>90.8%</i>	<i>88.1%</i>
Independent	59,734	59,947	62,599	63,377	64,833	66,131	67,916	68,928	69,138	69,467	70,273	71,866	74,307	24.4%	8.6%	11.6%
Home School	4,134	3,649	3,686	3,329	3,068	2,710	2,811	2,789	2,722	2,463	2,228	2,084	2,062	-50.1%	0.6%	0.3%
Total Enrolment	696,153	693,459	687,325	681,818	674,196	668,239	658,454	655,257	651,245	652,330	651,536	643,631	640,842	-7.9%		

Table A2.2: Alberta

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	421,765	419,424	421,108	418,155	413,524	411,236	416,819	415,098	416,422	418,550	421,456	422,909	433,611	2.8%	72.7%	69.2%
Public Francophone	2,544	2,731	2,864	2,994	3,198	3,424	4,111	4,526	4,716	4,686	4,769	5,036	5,325	109.3%	0.4%	0.9%
Separate Anglophone	125,845	127,018	127,882	128,517	130,323	131,990	133,459	132,814	133,919	134,959	136,763	140,049	144,862	15.1%	21.7%	23.1%
Roman Catholic	119,335	120,416	121,373	121,923	123,665	125,312	126,818	126,219	127,331	128,339	130,168	140,049	144,862	21.4%	20.6%	23.1%
Protestant	6,510	6,602	6,509	6,594	6,658	6,678	6,641	6,595	6,588	6,620	6,595	N/A	N/A	N/A	1.1%	N/A
Separate Francophone	590	551	599	610	665	707	802	870	884	871	854	906	952	61.4%	0.1%	0.2%
Charter	2,558	2,868	3,889	4,955	5,547	6,122	6,632	6,782	7,160	7,554	7,852	7,847	8,418	229.1%	0.4%	1.3%
<i>Total Public</i>	<i>553,302</i>	<i>552,592</i>	<i>556,342</i>	<i>555,231</i>	<i>553,257</i>	<i>553,479</i>	<i>561,823</i>	<i>560,090</i>	<i>563,101</i>	<i>566,620</i>	<i>571,694</i>	<i>576,747</i>	<i>593,168</i>	<i>7.2%</i>	<i>95.4%</i>	<i>94.7%</i>
Independent	18,491	18,938	19,610	18,730	19,204	19,620	20,181	20,679	21,125	20,969	21,145	22,331	24,149	30.6%	3.2%	3.9%
Home School	7,994	8,278	7,656	7,108	6,732	6,769	7,356	7,752	7,774	7,912	8,091	8,644	9,028	12.9%	1.4%	1.4%
Total Enrolment	579,787	579,808	583,608	581,069	579,193	579,868	589,360	588,521	592,000	595,501	600,930	607,722	626,345	8.0%		

Table A2.3: Saskatchewan

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	145,062	141,389	137,694	134,747	131,554	128,236	125,420	123,975	122,589	122,687	124,206	123,977	125,350	-13.6%	77.2%	73.7%
Public Francophone	1,007	1,023	1,014	1,039	1,034	1,095	1,113	1,112	1,162	1,226	1,272	1,312	1,460	45.0%	0.5%	0.9%
Separate Anglophone	37,225	37,335	37,158	36,970	36,545	35,772	34,993	34,280	33,812	33,885	35,366	36,111	37,189	-0.1%	19.8%	21.9%
Roman Catholic	37,117	37,208	37,027	36,857	36,432	35,665	34,892	34,175	33,706	33,786	35,267	36,022	37,099	0.0%	19.7%	21.8%
Protestant	108	127	131	113	113	107	101	105	106	99	99	89	90	-16.7%	0.1%	0.1%
<i>Total Public</i>	<i>183,294</i>	<i>179,747</i>	<i>175,866</i>	<i>172,756</i>	<i>169,133</i>	<i>165,103</i>	<i>161,526</i>	<i>159,367</i>	<i>157,563</i>	<i>157,798</i>	<i>160,844</i>	<i>161,400</i>	<i>163,999</i>	<i>-10.5%</i>	<i>97.5%</i>	<i>96.4%</i>
Independent	3,052	2,928	3,260	3,356	3,247	3,608	3,773	3,744	3,766	3,793	3,818	3,764	4,096	34.2%	1.6%	2.4%
Home School	1,595	1,792	1,826	1,798	1,741	1,723	1,679	1,838	1,749	1,647	1,951	1,996	1,986	24.5%	0.8%	1.2%
Total Enrolment	187,941	184,467	180,952	177,910	174,121	170,434	166,978	164,949	163,078	163,238	166,613	167,160	170,081	-9.5%		

Table A2.4: Manitoba

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	184,066	184,109	181,120	180,468	177,295	175,138	172,659	171,938	170,451	169,911	169,976	170,880	171,056	-7.1%	90.5%	88.6%
Public Francophone	4,470	4,435	4,457	4,467	4,495	4,569	4,681	4,775	4,804	4,870	4,903	4,952	5,092	13.9%	2.2%	2.6%
<i>Total Public</i>	<i>188,536</i>	<i>188,544</i>	<i>185,577</i>	<i>184,935</i>	<i>181,790</i>	<i>179,707</i>	<i>177,340</i>	<i>176,713</i>	<i>175,255</i>	<i>174,781</i>	<i>174,879</i>	<i>175,832</i>	<i>176,148</i>	<i>-6.6%</i>	<i>92.7%</i>	<i>91.2%</i>
Independent	13,855	14,082	14,104	13,847	13,929	13,699	13,699	13,754	13,872	14,172	14,518	14,478	14,622	5.5%	6.8%	7.6%
Home School	1,047	1,100	1,050	1,242	1,167	1,133	1,175	1,235	1,289	1,677	1,635	1,814	2,387	128.0%	0.5%	1.2%
Total Enrolment	203,438	203,726	200,731	200,024	196,886	194,539	192,214	191,702	190,416	190,630	191,032	192,124	193,157	-5.1%		

Table A2.5: Ontario

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	1,446,255	1,459,870	1,459,412	1,434,968	1,428,598	1,420,997	1,409,566	1,397,059	1,385,410	1,378,218	1,373,131	1,368,611	1,361,134	-5.9%	64.2%	63.1%
Public Francophone	20,000	19,963	20,684	20,653	20,866	21,860	21,972	22,313	22,767	23,555	24,571	25,748	26,740	33.7%	0.9%	1.2%
Separate Anglophone	603,902	610,479	613,264	604,712	605,508	607,510	603,704	599,480	593,513	590,196	583,885	577,826	571,364	-5.4%	26.8%	26.5%
Roman Catholic	603,625	610,219	612,998	604,451	605,244	607,257	603,455	599,233	593,277	589,971	583,662	577,600	571,132	-5.4%	26.8%	26.5%
Protestant	277	260	266	261	264	253	249	247	236	225	223	226	232	-16.2%	0.01%	0.01%
Separate Francophone	73,442	72,796	71,580	69,409	68,932	68,177	68,222	68,736	69,046	69,421	70,278	70,932	71,957	-2.0%	3.3%	3.3%
<i>Total Public</i>	<i>2,143,599</i>	<i>2,163,108</i>	<i>2,164,940</i>	<i>2,129,742</i>	<i>2,123,904</i>	<i>2,118,544</i>	<i>2,103,464</i>	<i>2,087,588</i>	<i>2,070,736</i>	<i>2,061,390</i>	<i>2,051,865</i>	<i>2,043,117</i>	<i>2,031,195</i>	<i>-5.2%</i>	<i>95.1%</i>	<i>94.2%</i>
Independent	109,904	112,653	121,447	118,231	117,936	119,584	114,328	117,394	119,091	112,672	111,433	114,498	120,198	9.4%	4.9%	5.6%
Home School	N/A	N/A	N/A	N/A	N/A	N/A	3,584	3,711	3,502	3,584	4,745	4,948	5,680	N/A	N/A	0.3%
Total Enrolment	2,253,503	2,275,761	2,286,387	2,247,973	2,241,840	2,238,128	2,221,376	2,208,693	2,193,329	2,177,646	2,168,043	2,162,563	2,157,073	-4.3%		

Table A2.6: Quebec

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	105,575	106,898	107,928	108,161	107,715	106,361	104,129	101,282	98,810	94,971	92,171	90,220	87,850	-16.8%	9.5%	8.9%
Public Francophone	903,246	893,821	884,865	873,466	862,215	849,260	834,245	814,900	796,377	780,793	772,801	770,032	772,165	-14.5%	81.1%	78.4%
<i>Total Public</i>	<i>1,008,821</i>	<i>1,000,719</i>	<i>992,793</i>	<i>981,627</i>	<i>969,930</i>	<i>955,621</i>	<i>938,374</i>	<i>916,182</i>	<i>895,187</i>	<i>875,764</i>	<i>864,972</i>	<i>860,252</i>	<i>860,015</i>	<i>-14.8%</i>	<i>90.6%</i>	<i>87.3%</i>
Independent	105,245	108,360	111,725	115,210	118,446	121,681	124,121	125,264	125,539	125,909	126,280	125,839	124,281	18.1%	9.4%	12.6%
Home School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	774	937	1,012	1,057	1,037	1,114	N/A	N/A	0.1%
Total Enrolment	1,114,066	1,109,079	1,104,518	1,096,837	1,088,376	1,077,302	1,062,495	1,042,220	1,021,663	1,002,685	992,309	987,128	985,410	-11.5%		

Table A2.7: New Brunswick

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	86,555	85,689	84,575	83,799	82,819	81,360	79,660	78,563	77,288	75,974	74,579	73,124	71,955	-16.9%	68.5%	70.2%
Public Francophone	38,387	37,103	36,025	35,070	34,326	33,460	32,353	31,725	31,119	30,420	29,842	29,455	29,124	-24.1%	30.4%	28.4%
<i>Total Public</i>	<i>124,942</i>	<i>122,792</i>	<i>120,600</i>	<i>118,869</i>	<i>117,145</i>	<i>114,820</i>	<i>112,013</i>	<i>110,288</i>	<i>108,407</i>	<i>106,394</i>	<i>104,421</i>	<i>102,579</i>	<i>101,079</i>	<i>-19.1%</i>	<i>98.8%</i>	<i>98.7%</i>
Independent	874	994	1,069	1,094	750	730	741	816	819	794	753	767	752	-14.0%	0.7%	0.7%
Home School	608	623	524	447	506	553	520	561	525	560	577	664	631	3.8%	0.5%	0.6%
Total Enrolment	126,424	124,409	122,193	120,410	118,401	116,103	113,274	111,665	109,751	107,748	105,751	104,010	102,462	-19.0%		

Table A2.8: Nova Scotia

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	151,445	149,107	146,232	144,057	140,978	137,860	134,178	130,671	128,675	126,008	123,395	120,663	117,606	-22.3%	95.4%	93.2%
Public Francophone	3,976	3,898	3,927	4,018	3,987	4,018	4,071	4,106	4,145	4,214	4,303	4,412	4,547	14.4%	2.5%	3.6%
<i>Total Public</i>	<i>155,420</i>	<i>153,005</i>	<i>150,159</i>	<i>148,076</i>	<i>144,965</i>	<i>141,879</i>	<i>138,249</i>	<i>134,777</i>	<i>132,820</i>	<i>130,222</i>	<i>127,698</i>	<i>125,075</i>	<i>122,153</i>	<i>-21.4%</i>	<i>97.9%</i>	<i>96.8%</i>
Independent	2,608	2,685	2,966	3,031	3,010	3,039	3,070	3,108	2,989	2,949	3,093	3,095	3,110	19.3%	1.6%	2.5%
Home School	708	730	724	683	680	673	665	683	707	732	873	807	895	26.4%	0.4%	0.7%
Total Enrolment	158,736	156,420	153,849	151,790	148,655	145,590	141,984	138,568	136,516	133,903	131,664	128,977	126,158	-20.5%		

Table A2.9: Prince Edward Island

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	23,089	22,843	22,616	22,239	21,710	21,251	20,660	20,119	19,607	19,240	20,342	19,977	19,577	-15.2%	96.6%	94.6%
Public Francophone	603	606	626	666	673	697	705	694	707	715	820	854	829	37.5%	2.5%	4.0%
<i>Total Public</i>	23,692	23,449	23,242	22,905	22,383	21,948	21,365	20,813	20,314	19,955	21,162	20,831	20,406	-13.9%	99.1%	98.6%
Independent	216	212	191	178	168	190	197	194	212	193	203	206	211	-2.3%	0.9%	1.0%
Home School	N/A	N/A	N/A	N/A	N/A	N/A	46	54	59	55	68	81	83	N/A	N/A	0.4%
Total Enrolment	23,908	23,661	23,433	23,083	22,551	22,138	21,608	21,061	20,585	20,203	21,433	21,118	20,700	-13.4%		

Table A2.10: Newfoundland and Labrador

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2000–2012	2000/01	2012/13
	Raw enrolment data													Percent Change	% of total enrolment	
Public Anglophone	90,031	86,771	84,167	81,335	79,318	76,581	74,145	71,871	70,384	69,423	68,463	67,617	67,280	-25.3%	98.9%	98.0%
Public Francophone	256	248	230	210	193	203	223	251	269	256	266	306	348	35.9%	0.3%	0.5%
<i>Total Public</i>	90,287	87,019	84,397	81,545	79,511	76,784	74,368	72,122	70,653	69,679	68,729	67,923	67,628	-25.1%	99.2%	98.5%
Independent	734	781	807	807	845	877	834	823	852	830	872	874	910	24.0%	0.8%	1.3%
Home School	N/A	N/A	N/A	N/A	N/A	75	74	107	107	112	124	135	126	N/A	N/A	0.2%
Total Enrolment	91,021	87,800	85,204	82,352	80,356	77,736	75,276	73,052	71,612	70,621	69,725	68,932	68,664	-24.6%		

Appendix 3

Enrolment by type of school, 2000/01 to 2012/13

Table A3.1: Anglophone (public, secular) enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Anglophone enrolment, raw number													
BC	629,516	626,990	618,110	611,966	602,840	595,767	583,911	579,576	575,163	576,031	574,566	565,079	559,729
AB	421,765	419,424	421,108	418,155	413,524	411,236	416,819	415,098	416,422	418,550	421,456	422,909	433,611
SK	145,062	141,389	137,694	134,747	131,554	128,236	125,420	123,975	122,589	122,687	124,206	123,977	125,350
MB	184,066	184,109	181,120	180,468	177,295	175,138	172,659	171,938	170,451	169,911	169,976	170,880	171,056
ON	1,446,255	1,459,870	1,459,412	1,434,968	1,428,598	1,420,997	1,409,566	1,397,059	1,385,410	1,378,218	1,373,131	1,368,611	1,361,134
QC	105,575	106,898	107,928	108,161	107,715	106,361	104,129	101,282	98,810	94,971	92,171	90,220	87,850
NB	86,555	85,689	84,575	83,799	82,819	81,360	79,660	78,563	77,288	75,974	74,579	73,124	71,955
NS	151,445	149,107	146,232	144,057	140,978	137,860	134,178	130,671	128,675	126,008	123,395	120,663	117,606
PEI	23,089	22,843	22,616	22,239	21,710	21,251	20,660	20,119	19,607	19,240	20,342	19,977	19,577
NL	90,031	86,771	84,167	81,335	79,318	76,581	74,145	71,871	70,384	69,423	68,463	67,617	67,280
Anglophone enrolment, as percent of total enrolment													
BC	90.4%	90.4%	89.9%	89.8%	89.4%	89.2%	88.7%	88.5%	88.3%	88.3%	88.2%	87.8%	87.3%
AB	72.7%	72.3%	72.2%	72.0%	71.4%	70.9%	70.7%	70.5%	70.3%	70.3%	70.1%	69.6%	69.2%
SK	77.2%	76.6%	76.1%	75.7%	75.6%	75.2%	75.1%	75.2%	75.2%	75.2%	74.5%	74.2%	73.7%
MB	90.5%	90.4%	90.2%	90.2%	90.0%	90.0%	89.8%	89.7%	89.5%	89.1%	89.0%	88.9%	88.6%
ON	64.2%	64.1%	63.8%	63.8%	63.7%	63.5%	63.5%	63.3%	63.2%	63.3%	63.3%	63.3%	63.1%
QC	9.5%	9.6%	9.8%	9.9%	9.9%	9.9%	9.8%	9.7%	9.7%	9.5%	9.3%	9.1%	8.9%
NB	68.5%	68.9%	69.2%	69.6%	69.9%	70.1%	70.3%	70.4%	70.4%	70.5%	70.5%	70.3%	70.2%
NS	95.4%	95.3%	95.0%	94.9%	94.8%	94.7%	94.5%	94.3%	94.3%	94.1%	93.7%	93.6%	93.2%
PEI	96.6%	96.5%	96.5%	96.3%	96.3%	96.0%	95.6%	95.5%	95.2%	95.2%	94.9%	94.6%	94.6%
NL	98.9%	98.8%	98.8%	98.8%	98.7%	98.5%	98.5%	98.4%	98.3%	98.3%	98.2%	98.1%	98.0%

Table A3.2: Francophone (public, secular) enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Francophone enrolment, raw number													
BC	2,769	2,873	2,930	3,146	3,455	3,631	3,816	3,964	4,222	4,369	4,469	4,602	4,744
AB	2,544	2,731	2,864	2,994	3,198	3,424	4,111	4,526	4,716	4,686	4,769	5,036	5,325
SK	1,007	1,023	1,014	1,039	1,034	1,095	1,113	1,112	1,162	1,226	1,272	1,312	1,460
MB	4,470	4,435	4,457	4,467	4,495	4,569	4,681	4,775	4,804	4,870	4,903	4,952	5,092
ON	20,000	19,963	20,684	20,653	20,866	21,860	21,972	22,313	22,767	23,555	24,571	25,748	26,740
QC	903,246	893,821	884,865	873,466	862,215	849,260	834,245	814,900	796,377	780,793	772,801	770,032	772,165
NB	38,387	37,103	36,025	35,070	34,326	33,460	32,353	31,725	31,119	30,420	29,842	29,455	29,124
NS	3,976	3,898	3,927	4,018	3,987	4,018	4,071	4,106	4,145	4,214	4,303	4,412	4,547
PEI	603	606	626	666	673	697	705	694	707	715	820	854	829
NL	256	248	230	210	193	203	223	251	269	256	266	306	348
Francophone enrolment, as percent of total enrolment													
BC	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%	0.6%	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%
AB	0.4%	0.5%	0.5%	0.5%	0.6%	0.6%	0.7%	0.8%	0.8%	0.8%	0.8%	0.8%	0.9%
SK	0.5%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.7%	0.7%	0.8%	0.8%	0.8%	0.9%
MB	2.2%	2.2%	2.2%	2.2%	2.3%	2.3%	2.4%	2.5%	2.5%	2.6%	2.6%	2.6%	2.6%
ON	0.9%	0.9%	0.9%	0.9%	0.9%	1.0%	1.0%	1.0%	1.0%	1.1%	1.1%	1.2%	1.2%
QC	81.1%	80.6%	80.1%	79.6%	79.2%	78.8%	78.5%	78.2%	77.9%	77.9%	77.9%	78.0%	78.4%
NB	30.4%	29.8%	29.5%	29.1%	29.0%	28.8%	28.6%	28.4%	28.4%	28.2%	28.2%	28.3%	28.4%
NS	2.5%	2.5%	2.6%	2.6%	2.7%	2.8%	2.9%	3.0%	3.0%	3.1%	3.3%	3.4%	3.6%
PEI	2.5%	2.6%	2.7%	2.9%	3.0%	3.1%	3.3%	3.3%	3.4%	3.5%	3.8%	4.0%	4.0%
NL	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.4%	0.5%

Table A3.3: Anglophone separate enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Anglophone separate enrolment, raw number													
AB	125,845	127,018	127,882	128,517	130,323	131,990	133,459	132,814	133,919	134,959	136,763	140,049	144,862
SK	37,225	37,335	37,158	36,970	36,545	35,772	34,993	34,280	33,812	33,885	35,366	36,111	37,189
ON	603,902	610,479	613,264	604,712	605,508	607,510	603,704	599,480	593,513	590,196	583,885	577,826	571,364
Anglophone separate enrolment, as percent of total enrolment													
AB	21.7%	21.9%	21.9%	22.1%	22.5%	22.8%	22.6%	22.6%	22.6%	22.7%	22.8%	23.0%	23.1%
SK	19.8%	20.2%	20.5%	20.8%	21.0%	21.0%	21.0%	20.8%	20.7%	20.8%	21.2%	21.6%	21.9%
ON	26.8%	26.8%	26.8%	26.9%	27.0%	27.1%	27.2%	27.1%	27.1%	27.1%	26.9%	26.7%	26.5%

Table A3.4: Francophone separate enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Francophone separate enrolment, raw number													
AB	590	551	599	610	665	707	802	870	884	871	854	906	952
ON	73,442	72,796	71,580	69,409	68,932	68,177	68,222	68,736	69,046	69,421	70,278	70,932	71,957
Francophone separate enrolment, as percent of total enrolment													
AB	0.1%	N/A	N/A	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
ON	3.3%	3.2%	3.1%	3.1%	3.1%	3.0%	3.1%	3.1%	3.1%	3.2%	3.2%	3.3%	3.3%

Table A3.5: Total public enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Total public enrolment, raw number													
BC	632,285	629,863	621,040	615,112	606,295	599,398	587,727	583,540	579,385	580,400	579,035	569,681	564,473
AB	553,302	552,592	556,342	555,231	553,257	553,479	561,823	560,090	563,101	566,620	571,694	576,747	593,168
SK	183,294	179,747	175,866	172,756	169,133	165,103	161,526	159,367	157,563	157,798	160,844	161,400	163,999
MB	188,536	188,544	185,577	184,935	181,790	179,707	177,340	176,713	175,255	174,781	174,879	175,832	176,148
ON	2,143,599	2,163,108	2,164,940	2,129,742	2,123,904	2,118,544	2,103,464	2,087,588	2,070,736	2,061,390	2,051,865	2,043,117	2,031,195
QC	1,008,821	1,000,719	992,793	981,627	969,930	955,621	938,374	916,182	895,187	875,764	864,972	860,252	860,015
NB	124,942	122,792	120,600	118,869	117,145	114,820	112,013	110,288	108,407	106,394	104,421	102,579	101,079
NS	155,420	153,005	150,159	148,076	144,965	141,879	138,249	134,777	132,820	130,222	127,698	125,075	122,153
PEI	23,692	23,449	23,242	22,905	22,383	21,948	21,365	20,813	20,314	19,955	21,162	20,831	20,406
NL	90,287	87,019	84,397	81,545	79,511	76,784	74,368	72,122	70,653	69,679	68,729	67,923	67,628
Total public enrolment, as percent of total enrolment													
BC	90.8%	90.8%	90.4%	90.2%	89.9%	89.7%	89.3%	89.1%	89.0%	89.0%	88.9%	88.5%	88.1%
AB	95.4%	95.3%	95.3%	95.6%	95.5%	95.4%	95.3%	95.2%	95.1%	95.2%	95.1%	94.9%	94.7%
SK	97.5%	97.4%	97.2%	97.1%	97.1%	96.9%	96.7%	96.6%	96.6%	96.7%	96.5%	96.6%	96.4%
MB	92.7%	92.5%	92.5%	92.5%	92.3%	92.4%	92.3%	92.2%	92.0%	91.7%	91.5%	91.5%	91.2%
ON	95.1%	95.0%	94.7%	94.7%	94.7%	94.7%	94.7%	94.5%	94.4%	94.7%	94.6%	94.5%	94.2%
QC	90.6%	90.2%	89.9%	89.5%	89.1%	88.7%	88.3%	87.9%	87.6%	87.3%	87.2%	87.1%	87.3%
NB	98.8%	98.7%	98.7%	98.7%	98.9%	98.9%	98.9%	98.8%	98.8%	98.7%	98.7%	98.6%	98.7%
NS	97.9%	97.8%	97.6%	97.6%	97.5%	97.5%	97.4%	97.3%	97.3%	97.3%	97.0%	97.0%	96.8%
PEI	99.1%	99.1%	99.2%	99.2%	99.3%	99.1%	98.9%	98.8%	98.7%	98.8%	98.7%	98.6%	98.6%
NL	99.2%	99.1%	99.1%	99.0%	98.9%	98.8%	98.8%	98.7%	98.7%	98.7%	98.6%	98.5%	98.5%

Table A3.6: Total independent enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Total independent enrolment, raw number													
BC	59,734	59,947	62,599	63,377	64,833	66,131	67,916	68,928	69,138	69,467	70,273	71,866	74,307
AB	18,491	18,938	19,610	18,730	19,204	19,620	20,181	20,679	21,125	20,969	21,145	22,331	24,149
SK	3,052	2,928	3,260	3,356	3,247	3,608	3,773	3,744	3,766	3,793	3,818	3,764	4,096
MB	13,855	14,082	14,104	13,847	13,929	13,699	13,699	13,754	13,872	14,172	14,518	14,478	14,622
ON	109,904	112,653	121,447	118,231	117,936	119,584	114,328	117,394	119,091	112,672	111,433	114,498	120,198
QC	105,245	108,360	111,725	115,210	118,446	121,681	124,121	125,264	125,539	125,909	126,280	125,839	124,281
NB	874	994	1,069	1,094	750	730	741	816	819	794	753	767	752
NS	2,608	2,685	2,966	3,031	3,010	3,039	3,070	3,108	2,989	2,949	3,093	3,095	3,110
PEI	216	212	191	178	168	190	197	194	212	193	203	206	211
NL	734	781	807	807	845	877	834	823	852	830	872	874	910
Total independent enrolment, as percent of total enrolment													
BC	8.6%	8.6%	9.1%	9.3%	9.6%	9.9%	10.3%	10.5%	10.6%	10.6%	10.8%	11.2%	11.6%
AB	3.2%	3.3%	3.4%	3.2%	3.3%	3.4%	3.4%	3.5%	3.6%	3.5%	3.5%	3.7%	3.9%
SK	1.6%	1.6%	1.8%	1.9%	1.9%	2.1%	2.3%	2.3%	2.3%	2.3%	2.3%	2.3%	2.4%
MB	6.8%	6.9%	7.0%	6.9%	7.1%	7.0%	7.1%	7.2%	7.3%	7.4%	7.6%	7.5%	7.6%
ON	4.9%	5.0%	5.3%	5.3%	5.3%	5.3%	5.1%	5.3%	5.4%	5.2%	5.1%	5.3%	5.6%
QC	9.4%	9.8%	10.1%	10.5%	10.9%	11.3%	11.7%	12.0%	12.3%	12.6%	12.7%	12.7%	12.6%
NB	0.7%	0.8%	0.9%	0.9%	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%
NS	1.6%	1.7%	1.9%	2.0%	2.0%	2.1%	2.2%	2.2%	2.2%	2.2%	2.3%	2.4%	2.5%
PEI	0.9%	0.9%	0.8%	0.8%	0.7%	0.9%	0.9%	0.9%	1.0%	1.0%	0.9%	1.0%	1.0%
NL	0.8%	0.9%	0.9%	1.0%	1.1%	1.1%	1.1%	1.1%	1.2%	1.2%	1.3%	1.3%	1.3%

Table A3.7: Total home school enrolment

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Total home school enrolment, raw number													
BC	4,134	3,649	3,686	3,329	3,068	2,710	2,811	2,789	2,722	2,463	2,228	2,084	2,062
AB	7,994	8,278	7,656	7,108	6,732	6,769	7,356	7,752	7,774	7,912	8,091	8,644	9,028
SK	1,595	1,792	1,826	1,798	1,741	1,723	1,679	1,838	1,749	1,647	1,951	1,996	1,986
MB	1,047	1,100	1,050	1,242	1,167	1,133	1,175	1,235	1,289	1,677	1,635	1,814	2,387
ON	N/A	N/A	N/A	N/A	N/A	N/A	3,584	3,711	3,502	3,584	4,745	4,948	5,680
QC	N/A	774	937	1,012	1,057	1,037	1,114						
NB	608	623	524	447	506	553	520	561	525	560	577	664	631
NS	708	730	724	683	680	673	665	683	707	732	873	807	895
PEI	N/A	N/A	N/A	N/A	N/A	N/A	46	54	59	55	68	81	83
NL	N/A	N/A	N/A	N/A	N/A	75	74	107	107	112	124	135	126
Total home school enrolment, as percent of total enrolment													
BC	0.6%	0.5%	0.5%	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%
AB	1.4%	1.4%	1.3%	1.2%	1.2%	1.2%	1.2%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%
SK	0.8%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.1%	1.1%	1.0%	1.2%	1.2%	1.2%
MB	0.5%	0.5%	0.5%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.9%	0.9%	0.9%	1.2%
ON	N/A	N/A	N/A	N/A	N/A	N/A	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%
QC	N/A	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%						
NB	0.5%	0.5%	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.6%	0.6%
NS	0.4%	0.5%	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.7%	0.6%	0.7%
PEI	N/A	N/A	N/A	N/A	N/A	N/A	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%	0.4%
NL	N/A	N/A	N/A	N/A	N/A	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%

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