

HIGH SCHOOL REPORT CARD #5

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Where do we go from here?

Five years ago, AIMS launched its annual High School Report Card for Atlantic Canada. By publishing it in partnership with *Progress*, the business community has received a clear and consistent message: schools need your help. The question is, what have you done about it?





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National and international test results continue to reinforce the findings of AIMS education and school-reform research, yet it is far too easy to look at those results in the abstract. It is easy to say, yes, the system is in trouble but my child's teacher is good. Or yes, Nova Scotia ranks 34 out of 71 regions tested in the world, but my child's school is excellent. Bottom line: All 1,175 schools in this region can do with more support, more focus on the challenges, and more celebration of successes.

For its part, the education establishment has responded to the AIMS report card. New measures of school performance and student success now exist across the region. Teachers' unions have begun to explore further what successful schools look like and how to measure and report such success. Objective testing methods are being reconsidered. More information is being made public. Parents, students, teachers, administrators, and taxpayers know far more about schools in Atlantic Canada today than they did just five short years ago. That openness provides an opportunity for real change to occur within our education systems. Here's how you can help:

Be open about your choices and your options. If you choose to live in certain neighborhoods because they are served by better public schools, talk about it. If your children attend private schools, talk about why. As an employer, what are you looking for in public schools and what things do you most often find lacking? If we don't highlight the problems, we can't find the solutions.

Put a face to the skills gap and the pressure for education reform. You are the leaders in your communities, so lead. Send a letter to the school in the area where your plant or office operates. Congratulate the school's staff on doing well in whatever area our report card shows them doing well. Focus on more than the overall rankings. Even the lowest-ranking schools in every province have strengths to build on.

If help is needed, offer resources. For example, if your local school is challenged in science and your business employs scientists, maybe they could encourage students to see the career opportunities.

Resist thinking that the skills gap emerges between post-secondary education and the job market. The skills gap starts the day your children enter the education system and gets wider as they move through it. Making the system better from day one will help society and your business in the long run.

Run for school board yourself, or even for higher elected office. If tough decisions based on facts must be made, then businesspeople are among the best-suited to get that done.

Do the work the provincial governments can't or won't do. Help build new alliances and create new influencer groups to counter the power of old entrenched ones. There are teachers, administrators, and academics who believe reform is not only necessary but also possible and imperative. Find them, work with them, and develop and support their ideas.

Don't abandon the public system. Even if you opt for private school, get on the school advisory council or the parent-teacher association or the home and school association of your local school too.

Send your employees back to school. Educators can use coaches, reading buddies, and experts in just about every field. Bring the kids to your businesses, especially at the middle and high school levels. Offer internships and job training; it's an investment in tomorrow.

Consider investing in scholarships and bursaries for at-risk or underperforming students to secure tutors after school or to go to a specialized school. Businesspeople know that it isn't how much you spend but rather how you spend it.

Another truism is equally applicable, and I will leave it with you as you review this year's report card and its accompanying feature stories: The most critical assets any organization has are its human resources. Get involved.

Charles Cirtwill is the acting president of the Atlantic Institute for Market Studies, as well as the head of the AIMS's Education and School Reform Project.

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Can **business** save education?

Increasingly worried about literacy levels, Atlantic Canadian business leaders are beginning to take action **BY MEREDITH DAULT**

If you want to get a job at one of Michelin's three factories in Nova Scotia, you'll have to do something you probably haven't done since leaving school: write a test. Since 1995 the tire giant has been giving an entrance exam to all of its prospective hires. Are they making the grade? Barely.

"We are losing about 50% of the people who take the test," says Jeff MacLean, Michelin Canada's manager of employee relations and recruitment. He says that while most of the people who take the test have graduated from Canadian high schools, barely half of them have the basic literacy and numeric skills needed to work in a modern factory. What's worse, he says the "base skills" are those that are theoretically being taught at the junior high level.

It's a concrete illustration of what many business leaders have been sensing for years: that Atlantic Canada's education system is not providing the skills that employees need for the modern workplace. "There's either a crisis or an impending crisis," says Nova Scotia business veteran Allan Shaw. "We're close to a serious problem."

Shaw is the recently retired CEO of the Shaw Group, the Nova Scotia building and real estate conglomerate. He's enthusiastic and passionate about education: For 16 years he served on Dalhousie University's board of governors, and he is currently executive in residence at the university's School of Management. More recently, he was named chair of the Halifax Chamber of Commerce's task force on education.

Shaw believes it's becoming clear that unless our recent graduates are better



ISTOCKPHOTO/CHRISTA BRUNT

educated, it's going to become increasingly difficult for Atlantic Canadian employers to find qualified workers. Couple that with a demographics problem—an aging population—and the fact that the brightest minds often flee the Atlantic region in search of more opportunity, and it's evident that the business sector has a problem. "There's an impending shortage of employees," says Shaw. "Maybe there's even one now."

Pollster Don Mills agrees. As president and CEO of Halifax-based Corporate Research Associates Inc., he has made it his business to know what's on the mind of Atlantic Canadians. He insists that education always emerges as one of the most important issues.

"What we're hearing anecdotally," he says, "is that the quality of public education is not rated very high throughout Atlantic Canada." According to Mills, the highest level of satisfaction is in Prince Edward Island, where 64% of residents rate the quality of education as excellent or good. In Nova Scotia that number drops to 48%, and it's dropping more and more each year. The unfortunate result? It all has a bearing on business.

"I think students coming out of school are not as well prepared as they used to be, especially in terms of communication and language skills," says Mills, who feels that even today's university graduates aren't up to standard. "From an employer's point of view, we see it all the



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time—they aren't as good as they need to be, and they still come out the other end lacking the necessary communication skills." Mills's company has had to implement an in-house writing-mentorship program to get literacy levels up to an acceptable standard, even among employees with MBAs.

The solution may be found in implementing a consistent school curriculum across the Atlantic region and measuring results with standardized testing, which Mills's research indicates most people support. "Parents want to know where their child stands," he says. "They want to know if they need help, if they're keeping up, if they're making progress." But, more importantly, standardized testing allows for comparisons between schools. Adds Mills: "It's the only way you're going to find out if some schools are below and some schools are exceeding the standard."

Shaw agrees that testing is a basic business principle—"If you don't measure something, you're indicating that it's not important"—but standardized testing is easier said than done. For years teachers and their unions have been arguing against them. Why? Because they believe the results will be used to compare teachers and schools. Some also think the tests examine for skills and knowledge that often aren't included in the curriculum.

So to truly reform the education system, some middle ground will have to be found. That groundwork is being laid in Prince Edward Island. "Tests can give us a sense of where our teachers need professional development," says Sandy MacDonald, the superintendent of education for the island's Eastern School District. "They give us a sense of where to spend money."


To make testing more palatable to teachers, MacDonald has struck upon a deceptively simple compromise: he has asked his own teachers to devise tests that would relate directly to what the students are being taught in class. The results of the new tests, which teachers, parents, and students have received favourably, are being used to improve the effectiveness of the board's professional development, which will in turn benefit teaching.

Eastern P.E.I.'s approach to testing will

improve the overall quality of education, a move that directly supports what the business community is seeking. "We should know," says MacDonald, "if we're spending our education dollars effectively." Still, Mills isn't totally satisfied. He feels that it's up to the business community to start asking questions about why the public education system isn't working, "because right now, nobody is asking those questions. There's a dialogue that needs to be created around this issue. We need business leaders to start saying things out loud."

When it comes to business and literacy, for example, there isn't going to be a single solution. However, education experts agree that the secret to building a strong, confident, and well-educated workforce is to start early. "We're learning that the primary years are crucial," says Shaw. "If there are going to be failures later on, it's because it starts early." And though he agrees there is a problem with the current public system, he says it's far too simple to suggest that education should be left solely to the school board. "Employers have a responsibility and are going to have to make more—and earlier—efforts to keep educating employees."

For Shaw, the experience has a personal basis. Twenty years ago he implemented an employee-education program in his factories, with the goal of bringing his workers—many of whom had little more than a Grade 8 education—up to a Grade 12 standard. Though he faced initial opposition, the program, which provided much support and allowed employees to take classes on the premises, graduated a few hundred people, most of whom remained loyal—and grateful—to the company. "The biggest thing it did was give people confidence," says Shaw. "For the first time, many of them could help their kids with their homework."

Both Mills and Shaw agree that the public school system is the place to start building a strong future workforce, and that business leaders have a role to play now. "If you demand the right things, like a standard of education that's consistent across the school boards, testing and evaluation of students, performance management for teachers, and management skills for the schools themselves," says Mills, "then issues of low literacy will disappear, because kids will be coming out with the right skills." 

In Moncton, educators and businesses are trying to forge closer links. Are they making progress?

One year ago, *Progress* featured Greater Moncton's District 2 Education Council as an innovative example of how the private and public sectors can work together for the sake of our education system. One year later, the school board superintendent's thick binder of improvement plans has thinned just a tad over the past year. "We still have a long way to go," says Karen Branscombe, "but we have been making significant progress."

In fact, finding ways to prepare the next generation of New Brunswickers for meaningful work has been an abiding preoccupation of the district's administrators and teachers ever since the Atlantic Institute for Market Studies (AIMS) concluded four years ago that they could be doing a better job. "Let's just say it was a wake-up call for us," says Branscombe.

In 2006 the work largely involved extensive outreach programs with the local business community and the members of the general public. "Leaders from private enterprise formed a committee and staged two comprehensive forums for high school guidance counsellors last spring and fall," says Branscombe. "These were designed to help educators who deal directly with career planning better understand the opportunities available in the aviation, transportation, and food-service industries." The forums also helped enable schools provide more accu-

rate information about professional-development preparation not necessarily linked to traditional university curricula.

District officials also participated in the New Brunswick Career Action Group's industry forum in November. The aim was to outline the current challenges facing teachers and administrators in providing relevant and useful direction to graduating students and to enlist greater participation of the private sector in these efforts. "We have been finding that the more we can get the non-academic world involved in future career preparation and development," says Branscombe, "the more successful many of our students become later."

The district's flagship event was its High School Showcase in late November, which highlighted some of the more innovative initiatives underway, such as the Construction Trades Program at Moncton's Harrison Trimble High School. "This program is a good example of the sort of things we are looking at," says Branscombe. "It addresses a specific need in the community and provides a

basis for future employment options for students who won't likely go on to university."

For Branscombe and her colleagues, there is still more work to be done. "There's not an end date for what we are doing," she says. "It's a process of continuous improvement, and that's what we are committed to." —**Alec Bruce**



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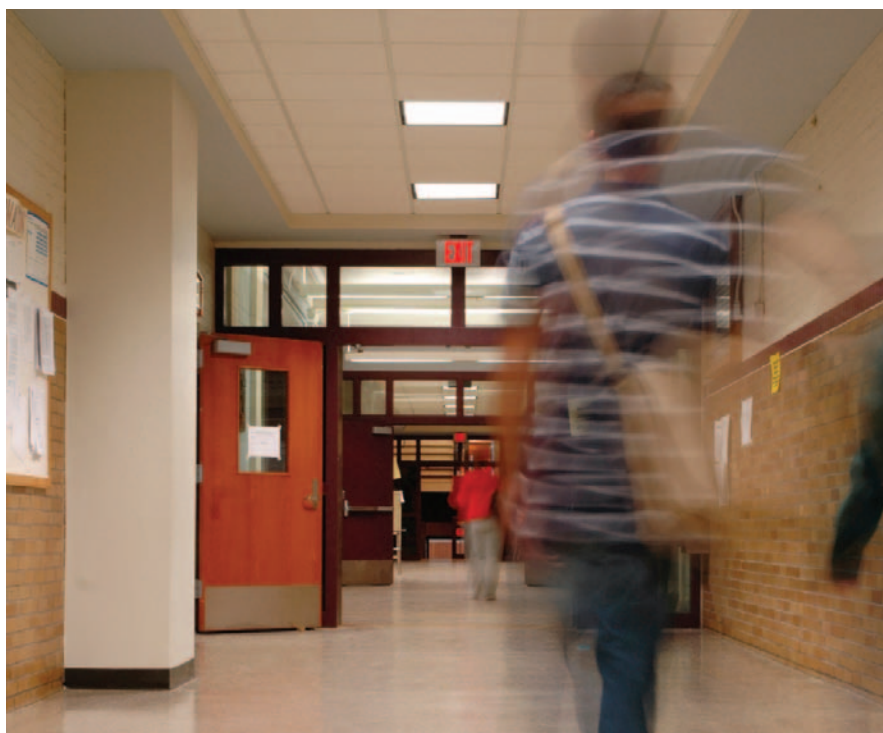
Business is booming for private schools and tutoring companies. Is that a reflection of an ailing public education system? **BY ALEC BRUCE**

Its purpose was always elementary: to help struggling students master their ABCs. Now SpellRead is achieving a level of international success that would have been unthinkable when the Charlottetown-based private-education company first opened its doors in 1994. Today the firm's specialized services frame literacy programs in 15 American school districts, including several in New York, Los Angeles, and Florida. And thanks to its recent sale to Kaplan Inc., a wholly owned subsidiary of the Washington Post Company, its pedagogical approach is set to sweep Texas, California, and New York.

"It has been quite a journey," says Colin Deacon, a former SpellRead executive who is now the program's manager for Kaplan, whose revenues were \$1.4 billion (U.S.) in 2005. "For a small P.E.I. company to have come so far and to have achieved so much is nothing short of extraordinary. It really speaks volumes about the quality and effectiveness of this kind of learning tool."

It may also speak volumes about a larger, more pervasive trend in the industry. Private education—everything from basic tutoring services to comprehensive "supplemental learning" programs—is on the upswing everywhere in North America. According to a recent report by National Public Radio in the United States, "tutoring is a \$4 billion [U.S.] business, and that figure is rising. It has become a staple of the middle class, with millions of students in both public and private schools using one-on-one tutors as well as supplementary education centers like Kaplan."

The story is much the same in Canada. "Private education is expanding massively in a variety of forms," writes



ISTOCKPHOTO/MATTY SYMONS

Scott Davies of McMaster University's department of sociology in a recent paper. "The number of tutoring businesses grew 200% to 500% in major cities during the 1990s. Long a cottage industry of lone tutors, over the past decade franchises such as Kumon, Score, Sylvan Learning, and Oxford Learning have opened thousands of sites throughout the continent and continue to grow."

Certainly Louisa Horne, who owns and operates three Sylvan Learning centres in Nova Scotia and New Brunswick, does not dispute that business is good. "There's a lot of noise right now," she says. "There is an increase in inquiries about our services because the need for them is increasing, and because parents are so busy these days. And there is a lot

of stuff happening in the school systems. Supplemental education is becoming more important, more in demand, in direct response to the environment."

The question is whether the public school system is failing its charges and abrogating its responsibilities to private practitioners. It's not an easy question to answer, chiefly because the environment is both complex and varied. In the U.S., the No Child Left Behind Act of 2001 stipulates that, among other things, public schools across the country can be turned over to the private sector if they fail to demonstrate progressive improvement in student scores on regular standardized tests. In Canada the strictures are not as draconian, but the difficulties are just as persistent: not enough



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Pictured above, members of the former Black Learners Advisory Committee

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trained teachers, dwindling resources, rising class sizes, and mounting expectations on the part of policy-makers, administrators, and parents.

Robert Berard, the director of teacher education at Mount Saint Vincent University in Halifax, believes there are several ways to parse the problem: "When you think about it, we've never had it so good. The teachers we are graduating today are far superior, both academically and pedagogically, than they were at any other time in our history. At the same time, our schools are being forced to do much more now than ever before. Today we expect them to solve all of our non-academic problems—racism, poverty, health issues, inequality—as well as our academic ones."

Complicating matters is the fact that Canadian public schools are burdened with a preponderance of performance expectations from almost every quarter.

Supplemental education is becoming more in demand, in direct response to the environment



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"I call this the rise of the examination culture," says Berard. "There is a feeling on the part of many people that the most important thing is preparing students to pass the tests, as opposed to helping them love the subjects. And there are some other societal issues at work here. We generally have fewer children nowadays, so we tend to expect more personalized services. Yet any mass education system has to be pitched to an arbitrary average."

Berard also worries about the "lessons" that private education teaches. "The one real concern I have is that these types of services promise a panacea for all problems any child may have with learning," he says. "A number of parents instantly get panicky when their kids aren't keeping up with the norm, so they fall prey to every hopeful solution that comes along. And they feel better about things, even though this course of action

may not be the best one in the long run.”

Naturally, purveyors of private education beg to differ. Sylvan Learning’s Horne takes particular umbrage at the suggestion that programs of this type serve a factory model of learning. With seven full-time staff, four of whom are certified teachers, and about 30 part-timers, all of whom are teachers, she insists that Sylvan provides the finest instruction money can buy.

“There are a lot of misconceptions out there, but everything we do requires one-to-one, labour-intensive efforts,” says Horne. “Sometimes, it’s just about fixing a problem. Often, though, it’s about addressing a much more difficult, long-term problem where we have to work on issues of personal engagement and self-esteem. It’s not just about tutoring to succeed in the short-term.” Specifically, Sylvan works collaboratively, though not directly, with school districts in Atlantic Canada. “We get a lot of referrals from teachers who work in the system,” says Horne. “They understand the value we provide to them and to their students. There is no other firm that does exactly what we do.”

Enter Kaplan’s SpellRead. The foundation of its pedagogy is something called “phonological auditory training,” a reading-intervention program that tries to impart the meaning of words through spoken language. And it seems to work—at least according to the testimonials published on the company’s website. “I am extremely impressed with what this program can do in a short amount of time,” enthuses Meredith W. Schwartz, a reading specialist at the Mayfield Woods Middle School in Maryland.

The real break from the past is not what SpellRead provides, but rather how it provides it. “We teach the teacher in the public school, right there, on-site,” says Colin Deacon simply. “The teacher then uses our program to teach the student. In this regard, we don’t actually provide traditional, supplemental, private education anymore. We provide long-term partnerships for front-line professionals.”

Adds Andrew Orduvor, Kaplan’s California-based curriculum specialist: “It’s very difficult for a principal or a teacher to guarantee what’s going to happen in the classroom anymore. There are inequities of resources and preparedness. So what we’ve been asked to do is come in and develop new curriculum

materials that give teachers better information and guidance—to be there for them for however long we’re needed.”

This, according to many, is the brave new world of private education. Whether the model roots itself in Atlantic Canada today or tomorrow is almost irrelevant; eventually it will. Supplemental learning is coming in from the cold dark corners of solitary practice to play a central role in public schools from Halifax to Vancouver

and from Boston to Los Angeles.

“Clearly, tutoring is here to stay,” says Mount Saint Vincent’s Berard. “There will always be children who don’t respond. And now that we expect that no child will be left behind, to quote a phrase, a tutor may be the thing that will keep them from losing all interest and self-esteem. If this happens, it’s terrific. But what if it doesn’t?” It’s not an easy question to answer—not so elementary, after all. ●



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Newfoundland and Labrador high schools

Grade consistency was the most notable aspect of this year’s results—no school’s final grade changed by more than one grade level. Dorset Collegiate on Pilley’s Island is the top school in the province this year, improving to an A from a B+ in last year’s rankings, as well as earning the only A in the province for overall performance. Gonzaga High School was the highest-ranked school in St. John’s for the second year in a row, earning a B+, up from a B last year.

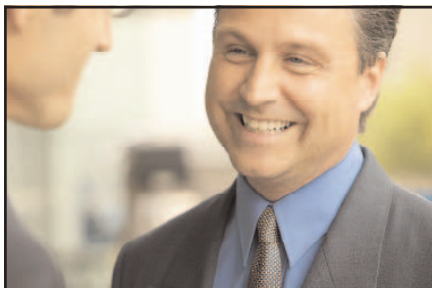
Although Newfoundland and Labrador continues to provide one of the widest set of measures in the region, gaps in available data for many of the province’s smaller schools only allowed us to provide overall grades for 71 schools this year, which is less than half the schools in the province offering high school grade levels. In fact, three of the top five schools from last year’s list were not awarded a final overall rank, but as we did last year,

AIMS will release whatever valid data we have been able to secure for every school on our website at www.aims.ca.

While some schools did miss out on a final overall grade, seven of them received a final overall grade this year that didn’t last year. The most notable return to the rankings is St. Joseph’s Academy in Lamaline, with its B+ ranking giving it the third-best overall score in the province.

A particularly strong system of provincial examinations and widespread reporting of school-assigned grades allow us to maintain a rich set of achievement measures. However, there is still room for improvement, as there is still insufficient data to measure the percentage of students entering post-secondary training or enrolled in university-preparatory courses while in high school.

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
1	A	B+	Dorset Collegiate, Pilley’s Island	B+	A
2	B+	B	Fogo Island Central Academy, Fogo Island	B+	B+
3	B+	*	St. Joseph’s Academy, Lamaline	B+	B+
4	B+	B	Dunne Memorial Academy, St. Mary’s	A	B
5	B+	B+	Templeton Academy, Meadows	B	B+
6	B+	B+	Smallwood Academy, Gambo	B+	B+
7	B+	B+	Pasadena Academy, Pasadena	B+	B
8	B+	B	Random Island Academy, Random Island	B+	B+
9	B+	B+	John Burke High School, Grand Bank	B+	B
10	B+	B	Gonzaga High School, St. John’s	B+	B
11	B	B+	St. James All Grade, Lark Harbour	B	B+
12	B	B	J.M. Olds Collegiate, Twillingate	B+	B
13	B	B	Elwood High School, Deer Lake	B+	B
14	B	B	Valmont Academy, King’s Point	B	B+
15	B	B+	Glovertown Academy, Glovertown	B	B
16	B	B	Roncalli Central High, Avondale	B	B
17	B	B	Holy Cross School Complex, Eastport	B	B
18	B	B	Indian River High School, Springdale	B	B
19	B	C+	Herdman Collegiate, Corner Brook	B	B
20	B	B	Harriot Curtis Collegiate, St. Anthony	B	B
21	B	B	St. James’ Regional High School, Channel–Port Aux Basques	B	B
22	B	B	Gander Collegiate, Gander	B	B
23	B	C+	Mount Pearl Senior High, Mount Pearl	B	B
24	B	B	Fatima Academy, St. Bride’s	B	B
25	B	B+	Roncalli Central High, Port Saunders	B	B
26	B	C+	Gros Morne Academy, Rocky Harbour	B	B
27	B	B+	Lester Pearson Memorial High, Wesleyville	B	B
28	B	B	Regina High School, Corner Brook	B	B
29	B	*	Christ the King School, Rushoon	B	B
30	B	C+	Botwood Collegiate, Botwood	B	B
31	B	B	Tricentia Academy, Arnold’s Cove	B	B
32	B	C+	Leo Burke Academy, Bishop’s Falls	B	B
33	B	B	Lewisporte Collegiate, Lewisporte	B	B
34	B	B	Clarenville High School, Clarenville	B	B
35	B	*	Fortune Bay Academy, St. Bernard’s–Jacques Fontaine	B	B
36	B	*	MSB Regional Academy, Middle Arm	C+	B
37	B	B	Ascension Collegiate, Bay Roberts	B	B
38	B	B	Holy Spirit High, Conception Bay South (Manuels)	B	B
39	B	B	St. Lawrence Academy, St. Lawrence	B	C+
40	B	B	Baltimore School, Ferryland	B	B
41	B	B	Crescent Collegiate, Blaketown	B	B



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HIGH SCHOOL REPORT CARD #5

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
42	B	C+	King Academy, Harbour Breton	C+	B
43	B	B	Viking Trail Academy, Plum Point	B	C+
44	C+	B	Prince of Wales Collegiate, St. John's	C+	B
45	C+	*	Cape John Collegiate, La Scie	C+	B
46	C+	B	Baccalieu Collegiate, Old Perlican	B	C+
47	C+	B	Carbonear Collegiate, Carbonear	B	C+
48	C+	C+	Mountain Field Academy, Forteau	B	C+
49	C+	C+	Piccadilly Central High, Piccadilly	C+	B
50	C+	B	Laval High, Placentia	B	C+
51	C+	B	Long Range Academy, Cow Head	C+	B
52	C+	C+	Menihok High School, Labrador City	C+	B
53	C+	B	Stephenville High, Stephenville	C+	C+
54	C+	B	Bishops College, St. John's	C+	B
55	C+	B	St. Catherine's Academy, Mount Carmel	B	C+
56	C+	C+	Holy Heart High School, St. John's	C+	C+
57	C+	C+	Baie Verte Collegiate, Baie Verte	C+	C+
58	C+	C+	O'Donel High, Mount Pearl	C+	C+
59	C+	C+	Bishop White School, Port Rexton	C+	C+
60	C+	*	Stella Maris Academy, Trepassey	C+	C+
61	C+	C+	Booth Memorial High School, St. John's	C+	C+
62	C+	C+	Holy Trinity High School, Torbay	C+	C+
63	C+	C+	St. Kevin's High, St. John's (Goulds)	C+	C
64	C+	C+	Marystown Central High, Marystown	C+	C+
65	C+	C	Mobile Central High School, Mobile	C+	C
66	C	C	Mealy Mountain Collegiate, Happy Valley-Goose Bay	C+	C
67	C	C+	Holy Name of Mary Academy, Lawn	C+	C
68	C	C	Queen Elizabeth Regional High School, Conception Bay South (Foxtrap)	C	C
69	C	*	Appalachia High School, St. George's	C	C
70	D	*	E. A. Butler, McKay's	D	C
71	D	C	Jane Collins Academy, Hare Bay	D	C
*	*	*	A. R. Scammell Academy, Change Islands	*	*
*	*	*	All Saints All-Grade, Grey River	*	*
*	*	*	Amos Comenius Memorial School, Hopedale	*	*
*	*	*	B.L. Morrison, Postville	*	*
*	*	*	Basque Memorial, Red Bay	*	*
*	*	*	Bay d'Espoir Academy, Milltown	*	*
*	*	C+	Bayview Regional Collegiate, St. Lunaire	*	*
*	*	C+	Belanger Memorial School, Upper Ferry	*	*
*	*	*	Bonne Bay Academy, Woody Point	*	*
*	*	*	Brother T. I. Murphy, St. John's	*	*
*	*	B+	Burgeo Academy, Burgeo	*	*
*	*	*	Canon Richards High School, Flower's Cove	*	*
*	*	*	Carmanville School Complex, Carmanville	*	*
*	*	*	Centre éducatif l'ENVOL, Labrador City	*	*
*	*	*	Centre scolaire et communautaire des Grand-Vents, St. John's	*	*
*	*	*	Cloud River Academy, Roddickton	*	*
*	*	*	Cottrell's Cove Academy, Cottrell's Cove	*	*
*	*	*	D.C. Young School, Port Hope Simpson	*	*
*	*	B	Discovery Collegiate, Bonavista	*	*
*	*	*	Douglas Academy, La Poile	*	*
*	*	*	École Boréale de Goose Bay, Happy Valley-Goose Bay	*	*
*	*	*	École Ste-Anne, La Grand Terre	*	*
*	*	*	Eric G. Lambert All-Grade, Churchill Falls	*	*

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
*	*	*	Exploits Valley High, Grand Falls–Windsor	*	*
*	*	*	First Baptist Academy, Mount Pearl	*	*
*	*	*	Fitzgerald Academy, English Harbour West	*	*
*	*	*	Gill Memorial Academy, Musgrave Harbour	*	*
*	*	B	Grandy's River Collegiate, Burnt Islands	*	*
*	*	*	H. L. Strong Academy, Little Bay Islands	*	*
*	*	*	Hampden Academy, Hampden	*	*
*	*	*	Henry Gordon Academy, Cartwright	*	*
*	*	B	Heritage Collegiate, Lethbridge	*	*
*	*	*	Holy Cross All Grade School, Daniel's Harbour	*	*
*	*	*	J. C. Erhardt Memorial School, Makkovik	*	*
*	*	*	Jakeman All Grade, Trout River	*	*
*	*	*	James Cook Memorial, Cook's Harbour	*	*
*	*	*	Jens Haven Memorial, Nain	*	*
*	*	B	John Watkins Academy, Hermitage	*	*
*	*	*	Lake Melville School, North West River	*	*
*	*	B+	Lakeside Academy, Buchans	*	*
*	*	*	Lakewood Academy, Glenwood	*	*
*	*	*	Long Island Academy, Beaumont	*	*
*	*	*	Lumsden School Complex, Lumsden	*	*
*	*	*	Main River Academy, Pollard's Point	*	*
*	*	*	Mary Simms All-Grade, Main Brook	*	*
*	*	*	Mushuau Innu Natuashish School, Natuashish	*	*
*	*	B	New World Island Academy, Summerford	*	*
*	*	*	Northern Lights Academy, Rigolet	*	*
*	*	*	Our Lady of Labrador, West St. Modeste	*	*
*	*	*	Peenamin McKenzie School, Sheshatshiu	*	*
*	*	B+	Point Leamington Academy, Point Leamington	*	*
*	*	*	Raymond Ward Memorial, Norman Bay	*	*
*	*	*	Riverwood Academy, Wing's Point	*	*
*	*	*	Sacred Heart AG, Conche	*	*
*	*	*	Southwest Arm Academy, Little Heart's Ease	*	*
*	*	*	St. Anne's School, South East Bight	*	*
*	*	*	St. Anneway Kegnamogwom, Conne River	*	*
*	*	*	St. Bonaventure's College, St. John's	*	*
*	*	*	St. Boniface All Grade, Ramea	*	*
*	*	*	St. Gabriel's AG, St. Brendan's	*	*
*	*	*	St. Joseph's All Grade, Croque	*	*
*	*	*	St. Joseph's All Grade, Terrenceville	*	*
*	*	*	St. Lewis Academy, St. Lewis	*	*
*	*	*	St. Mark's School, King's Cove	*	*
*	*	*	St. Mary's AG, Mary's Harbour	*	*
*	*	D	St. Michael's Regional High, Bell Island	*	*
*	*	*	St. Peter's Academy, Westport	*	*
*	*	*	St. Peter's AG, McCallum	*	*
*	*	*	St. Peter's School, Black Tickle	*	*
*	*	*	St. Simon and St. Jude Academy, Francois	*	*
*	*	*	St. Stephen's AG, Rencontre East	*	*
*	*	*	Swift Current Academy, Swift Current	*	*
*	*	*	Victoria Academy, Gaultois	*	*
*	*	*	William Gillett Academy, Charlottetown (Labrador)	*	*



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* Grades are based on a three-year rolling average. If a school doesn't have at least two years of data for a particular measure, it will not receive a grade for that measure. RC5 is based on data from the school years 2002/03, 2003/04, and 2004/2005.

New Brunswick anglophone high schools

Last year we pointed out that New Brunswick had abandoned its leading-edge approach to testing for anglophone high schools, and that future Report Cards would see the breadth of data decline for New Brunswick's anglophone schools as a result. The future has arrived.

AIMS has again been able to secure a rich post-secondary achievement indicator to measure the academic performance of New Brunswick's anglophone students after graduation. However, with objective provincial exam results no longer available, the rankings have changed significantly.

Upper Miramichi Regional High School in Boiestown earned top marks among New Brunswick's anglophone schools, with one of the few As awarded in all jurisdictions. Upper Miramichi did particularly well on the contextually adjusted scores, earning an A+. Grand Manan Commu-

nity School made a notable improvement, to an A from a C, to earn second place in the rankings. Last year's second-place school, Fredericton High School, fell to third place this year, despite moving up a grade level from a B to a B+. Several schools made considerable improvements over the past year, including Miramichi Valley High School, Blackville School, Petitcodiac Regional School, North & South Esk Regional High School, and Riverview High School, which all improved from a C+ to a B+.

Over the past year, the performance of three schools declined to a D: Cambridge-Narrows School and Bonar Law Memorial School fell from a C+ to a D, while Simonds High School dropped from a C to a 'D'. Hartland High School also dropped in its ranking, declining from a B to a C.

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
1	A	*	Upper Miramichi Regional High School, Boiestown	B+	A+
2	A	C	Grand Manan Community School, Grand Manan	A	A
3	B+	B	Fredericton High School, Fredericton	A	B+
4	B+	C+	Miramichi Valley High School, Miramichi	B+	B+
5	B+	C+	Blackville School, Blackville	B	B+
6	B+	C+	Petitcodiac Regional School, Petitcodiac	B	B+
7	B+	C+	North & South Esk Regional High School, Sunny Corner	B	B+
8	B+	C+	Riverview High School, Riverview	B+	B
9	B	B	J. M. A. Armstrong/Salisbury Middle School, Salisbury	B	B+
10	B	C+	Belleisle Regional High School, Springfield	B	B+
11	B	B	Kennebecasis Valley High School, Rothesay	B+	B
12	B	*	Saint Mary's Academy, Edmundston	B	B
13	B	B	James M. Hill Memorial High School, Miramichi	B	B
14	B	B	Carleton North Senior High School, Bristol	B	B
15	B	C+	Tobique Valley High School, Plaster Rock	C+	B+
16	B	B	Hampton High School, Hampton	B	B
17	B	B	Leo Hayes High School, Fredericton	B	B
18	B	B	Saint John High School, Saint John	B	B
19	B	B	Oromocto High School, Oromocto	B	B
20	B	B+	Harvey High School, Harvey Station	B	C+
21	B	B	Sussex Regional High School, Sussex	C+	B
22	C+	B	Woodstock High School, Woodstock	C+	C+
23	C+	C+	St. Malachy's Memorial High School, Saint John	C+	C+
24	C+	C+	St. Stephen High School, Old Ridge	C+	C+
25	C+	C+	Fundy High School, St. George	C+	B
26	C+	B	Rothesay High School, Rothesay	B	C
27	C+	C	Southern Victoria High School, Perth-Andover	C+	B
28	C+	C+	Tantramar Regional High School, Sackville	C+	C+
29	C+	B	Dalhousie Regional High School, Dalhousie	C+	C+
30	C+	*	Bathurst High School, Bathurst	C+	C+
31	C+	C	Harbour View High School, Saint John	C+	C+
32	C+	*	Moncton High School, Moncton	C+	C+
33	C+	*	Bernice MacNaughton High School, Moncton	C+	C
34	C+	*	Stanley Regional High School, Stanley	C+	C
35	C+	C+	Sugarloaf Senior High School, Campbellton	C	C+
36	C	*	Doaktown Consolidated High School, Doaktown	C	C+
37	C	C+	Harrison Trimble High School, Moncton	C	C
38	C	*	Sir James Dunn Academy, St. Andrews	C+	D
39	C	B	Hartland High School, Hartland	C	C
40	C	*	Chipman Forest Avenue School, Chipman	D	C
41	C	C+	Caledonia Regional High School, Hillsborough	D	C

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
42	D	C+	Bonar Law Memorial School, Rexton	D	C
43	D	C+	Cambridge–Narrows School, Cambridge–Narrows	D	D
44	D	C	Simonds High School, Saint John	D	D
*	*	*	Campobello Island Consolidated School, Wilson’s Beach	*	*
*	*	*	Canterbury High School, Canterbury	*	*
*	*	B	John Caldwell School, Grand Falls	*	*
*	*	C+	McAdam High School, McAdam	*	*
*	*	C+	Minto Memorial High School, Minto	*	*
*	*	C+	Nackawic Senior High School, Nackawic	*	*

* Grades are based on a three-year rolling average. If a school doesn’t have at least two years of data for a particular measure, it will not receive a grade for that measure. RC5 is based on data from the school years 2002/03, 2003/04, and 2004/2005.

New Brunswick francophone high schools

AIMS does not assign a final overall grade and rank for any school that doesn’t have a valid score in every compared measure. Last year this meant that several New Brunswick francophone schools did not receive an overall grade. Fortunately, this year the data gaps have been filled, and four schools that did not qualify for a final grade last year have returned. Coincidentally, those schools happened to take the top four spots.

The New Brunswick francophone system’s historically strong testing regime has been reduced in the past few years, meaning that for the first time in three years, we have test results and school-assigned grades for only two of the four subject areas the Report Card assesses: mathematics and language arts. Like for New Brunswick’s anglophone schools, we are still unable to assess the proportion of graduates intending to move on to post-secondary education, but we maintain a rich set of data for participation in post-secondary preparation courses and grade-to-grade moving-on measures.

The top-ranked school in the New Brunswick francophone system is École Marie-Gaétane in Kedgwick, which earned the only A+, not only in this jurisdiction but also in all of Atlantic Canada. École Grande-Rivière in Saint-Léonard ranked second, with a B+ overall.

While the rankings shifted as a result of the additional ranked schools, grades were quite stable over the past year. Two schools showed improvements worth noting: Centre La Fontaine in Négouac reversed last year’s decline to a C and returned to an overall grade of C+, and Polyvalente Clément-Cormier in Bouctouche also improved from a C to C+.

Several schools experienced a drop of a single grade level, including: École Samuel-de-Champlain, from B+ to B; Polyvalente Marie-Esther, from B to C+; École Mathieu-Martin, from a B to C+; and École Régionale de Baie-Sainte-Anne, which fell to a D from a C. École Régionale de Baie-Sainte-Anne was the only school in the New Brunswick francophone system that earned a D.

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
1	A+	*	École Marie-Gaétane, Kedgwick	A+	A+
2	B+	*	École Grande-Rivière, Saint-Léonard	B+	B
3	B+	*	Polyvalente A.-J.-Savoie, Saint-Quentin	B+	B
4	B+	*	École Carrefour Beausoleil, Miramichi	B+	B
5	B	B	École Sainte-Anne, Fredericton	B+	B
6	B	B	École secondaire Népisguit, Bathurst	B+	B
7	B	B+	École Samuel-de-Champlain, Saint John	B+	C+
8	B	B	Cité-des-Jeunes-A.-M. Sormany, Edmundston	B	B
9	B	B	École Secondaire Assomption, Village de Rogersville	B	B
10	B	B	Polyvalente Roland-Pépin, Campbellton	B	C+
11	C+	B	Polyvalente Marie-Esther, Shippagan	C+	C+
12	C+	C+	Polyvalente Louis-Mailloux, Caraquet	C+	C+
13	C+	C+	Polyvalente Louis-J.-Robichaud, Shédiac	C+	B
14	C+	B	École Mathieu-Martin, Dieppe	C+	C+
15	C+	C	Centre La Fontaine, Négouac	C+	C+
16	C+	C+	Polyvalente Thomas-Albert, Grand-Sault	C+	C+
17	C+	C+	École Aux quatre vents, Dalhousie	C+	C+
18	C+	C+	Polyvalente Mgr-Marcel-François-Richard, Saint-Louis de Kent	C+	C+
19	C+	C	Polyvalente Clément-Cormier, Bouctouche	C+	C+
20	C+	C+	Polyvalente W.-Arthur-Losier, Tracadie-Sheila	C+	C+
21	D	C	École Régionale de Baie-Sainte-Anne, Baie Sainte-Anne	C	D
*	*	*	École L’Odyssée, Moncton	*	*

* Grades are based on a three-year rolling average. If a school doesn’t have at least two years of data for a particular measure, it will not receive a grade for that measure. RC5 is based on data from the school years 2002/03, 2003/04, and 2004/2005.

Nova Scotia high schools

For the first time in four years, Islands Consolidated has relinquished its place as the top-ranked school in Nova Scotia, falling from an A to a B+ and putting it in second place. Queen Elizabeth High School in Halifax maintained its B+ grade from last year and took over the top spot. Also notable is the performance of schools from the Strait Regional School Board, with three in the top five and four in the top 10.

Like in last year's rankings, no school earned a failing grade, but three received Ds: Hants North Rural High School and River Hebert District High School both received a Ds for the second year, while Lockport Regional High School fell from a C+ to a D. Lunenburg Junior-Senior High School, the third school that received a D last year, showed a marked improvement to a C+ in this year's Report Card.

Several of Nova Scotia's school boards have released new information as a result of a set of requests by AIMS under the Freedom of Information and Protection of Privacy Act (information that was already publicly available in other Atlantic Canadian jurisdictions). Unfortunately, that data isn't yet included in the Report Card because Halifax, Annapolis Valley, and Tri-County Regional School Boards have been unable to supply the results of provincial exams or comparable teacher-assigned grades, or they were unable to supply the data in time for this report card. As a result, we

continue to use in Nova Scotia the sample of exams that are centrally marked to assess high school achievement. Halifax and Annapolis Valley Regional School Boards have indicated that this data, along with Grade 9 average marks and attendance, is neither useful nor relevant to the evaluation of schools at the board level.

Additionally, middle school assessments and grading are inconsistent among boards, which prevents us from using feeder achievement as an input variable in Nova Scotia schools. For example, Halifax Regional School Board grades its students using a letter-grade system that does not correspond with the average marks used by the majority of other boards.

We have been able to produce a more accurate picture of the socio-economic status of each school's population through access to postal code data for students across the province. Access to this information is thanks to the provincial Department of Education's decision to collect this information from school boards, make use of it in education policy decision-making, and make it readily available to the public starting with the 2005-06 school year. This is in addition to data the department already collects on enrollment in post-secondary preparatory courses, participation in post-secondary training by graduates, and grade-to-grade moving-on measures.



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RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
1	B+	B+	Queen Elizabeth High School, Halifax	B+	B+
2	B+	A	Islands Consolidated School, Freeport	A	B+
3	B+	B+	Cape Breton Highlands Academy, Terre Noire	B+	A
4	B+	B+	Dalbrae Academy, Southwest Mabou	B+	B+
5	B+	B+	Dr. John Hugh Gillis Regional School, Antigonish	B+	B+
6	B+	B	Baddeck Academy, Baddeck	B+	B+
7	B+	B+	Charles P. Allen High School, Bedford	B+	B
8	B+	B+	St. Patrick's High School, Halifax	B+	B+
9	B+	B	Barrington Municipal High School, Barrington Passage	B	B+
10	B+	B+	Richmond Academy, Louisdale	B+	B+
11	B+	B	Riverview High School, Coxheath	B+	B
12	B	B	Prince Andrew High School, Dartmouth	B	B
13	B	C+	Eastern Shore District High School, Musquodoboit Harbour	B	B
14	B	B+	Horton High School, Wolfville	B	B
15	B	C+	Halifax West High School, Halifax	B	B
16	B	C+	Pugwash District High School, Pugwash	B	B
17	B	B	St. Mary's Academy, Sherbrooke	B	B
18	B	B	Middleton Regional High School, Middleton	B	B
19	B	C+	North Queens Rural High School, Caledonia	B	C+
20	B	B	Auburn Drive High School, Cole Harbour	B	C+
21	B	B	New Germany Rural High School, New Germany	C+	B
22	B	B	Sackville High School, Lower Sackville	B	B
23	B	B	Sydney Academy, Sydney	C+	B
24	B	*	North Nova Education Centre, New Glasgow	B	B
25	B	C+	Dartmouth High School, Dartmouth	C+	B
26	B	B	Memorial High School, Sydney Mines	C+	B
27	B	B	Sir John A. Macdonald High School, Hubley	B	C+
28	B	B	Shelburne Regional High School, Shelburne	C+	B

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29	B	B	Parrsboro Regional High School, Parrsboro	C+	B
30	C+	C+	Chedabucto Education Centre-Guysborough Academy, Guysborough	C+	B
31	C+	C+	Forest Heights Community School, Chester Basin	C+	B
32	C+	C+	North Colchester High School, Tatamagouche	B	C+
33	C+	B	West Kings District High School, Auburn	C+	C+
34	C+	C+	Park View Education Centre, Bridgewater	C+	C+
35	C+	C+	Bridgetown Regional High School, Bridgetown	C+	B
36	C+	C+	Springhill Junior-Senior High School, Springhill	C+	B
37	C+	C+	Bridgewater Junior-Senior High School, Bridgewater	C+	C+
38	C+	C+	J. L. Ilsley High School, Halifax	C+	C+
39	C+	C+	Yarmouth Consolidated Memorial High School, Yarmouth	C+	C+
40	C+	C+	Liverpool Regional High School, Liverpool	C+	C+
41	C+	C+	East Antigonish Academy, Monastery	C+	C+
42	C+	C+	Breton Education Centre, New Waterford	C+	C+
43	C+	C+	Cobequid Educational Centre, Truro	C+	C+
44	C+	C	Holy Angels High School, Sydney	C+	C+
45	C+	C+	Central Kings Rural High School, Cambridge Station	C+	C+
46	C+	C+	Digby Regional High School, Digby	C+	C+
47	C+	C+	Inverness Academy, Inverness	C+	C+
48	C+	C+	Rankin Memorial School, Iona	C+	C+
49	C+	C	Drumlin Heights Consolidated School, Glenwood	C+	C+
50	C+	C	Lockview High School, Fall River	C+	C+
51	C+	C+	Hants East Rural High School, Milford Station	C+	C+
52	C+	C+	Amherst Regional High School, Amherst	C+	C+
53	C+	C+	Pictou Academy-Dr. T. McCulloch School, Pictou	C+	C+
54	C+	C+	St. Mary's Bay Academy, Weymouth	C	C+
55	C+	C+	Strait Area Education-Recreation Centre, Port Hawkesbury	C+	C+
56	C+	*	Avon View High School, Windsor	C+	C+
57	C+	C	Cole Harbour District High School, Dartmouth	C+	C+
58	C+	C+	South Colchester Academy, Brookfield	C+	C+
59	C+	D	Lunenburg Junior-Senior High School, Lunenburg	C+	C
60	C+	*	Glace Bay High School, Glace Bay	C	C+
61	C	C+	Northeast Kings Education Centre, Canning	C	C+
62	C	C	Duncan MacMillan High School, Sheet Harbour	C+	C
63	C	C	Oxford Regional High School, Oxford	C	C+
64	C	C	Canso Academy, Canso	C	C
65	C	C	Musquodoboit Rural High School, Middle Musquodoboit	C	C
66	C	C+	Annapolis West Education Centre, Annapolis Royal	C	C
67	C	*	Northumberland Regional High School, Alma	C	C
68	C	C+	Cabot High School, Neil's Harbour	C	C
69	C	C	Millwood High School, Lower Sackville	C	C
70	D	C+	Lockeport Regional High School, Lockeport	D	C
71	D	D	River Hebert District High School, River Hebert	D	D
72	D	D	Hants North Rural High School, Kennetcook	D	D
*	*	*	Advocate District School, Advocate Harbour	*	*
*	*	*	Centre scolaire Étoile de l'Acadie, Sydney	*	*
*	*	*	École acadienne de Pomquet, Pomquet	*	*
*	*	*	École acadienne de Truro, Truro	*	*
*	*	*	Ecole Beau-Port, Arichat	*	*
*	*	*	École de la Rive Sud, Blockhouse	*	*
*	*	*	École du Carrefour, Dartmouth	*	*
*	*	*	École NDA, Cheticamp	*	*
*	*	*	École Rose-des-Vents, Greenwood	*	*
*	*	*	École secondaire de Clare, Meteghan River	*	*
*	*	*	École secondaire de Par-en-Bas, Tusket	*	*

* Grades are based on a three-year rolling average. If a school doesn't have at least two years of data for a particular measure, it will not receive a grade for that measure. RC5 is based on data from the school years 2002/03, 2003/04, and 2004/2005.

Prince Edward Island high schools

The absence of any provincial examinations on P.E.I. continues to leave a substantial gap in the capacity of anyone to understand school performance there. However, AIMS has collected one of the most extensive sets of average teacher-assigned grades for P.E.I. in four subject areas: math, science, language arts, and humanities. Additionally, AIMS has collected data for all engagement measures except attendance.

Although UPEI and Holland College didn't provide data on the performance of their first-year students in the region, our post-secondary indicator for P.E.I. high schools remains valid, thanks to the fact that many P.E.I. graduates go to post-secondary schools off the island.

Souris Regional High School maintains its standing as the top school in the province. Souris also improved its overall grade, from a B to a B+. Unfortunately, the only other schools changing grades this year experienced a decline in performance: Bluefield High School dropped from a B to a C+, and Kensington Intermediate/Senior High fell from a C+ to a C.

RC5 FINAL RANK	RC5 FINAL GRADE	RC4 FINAL GRADE	SCHOOL NAME AND COMMUNITY	RC5 ABSOLUTE OVERALL PERFORMANCE	RC5 OVERALL PERFORMANCE IN CONTEXT
1	B+	B	Souris Regional High School, Souris	A	B+
2	B	B	Morell Regional High School, Morell	B	B
3	B	B	Colonel Gray Senior High School, Charlottetown	B	B
4	B	B	Charlottetown Rural High School, Charlottetown	B	B
5	C+	C+	Westisle Composite High School, Rosebank	C+	B
6	C+	C+	Three Oaks Senior High School, Summerside	C+	C+
7	C+	C+	Kinkora Regional High School, Kinkora	B	C+
8	C+	C+	Montague Regional High School, Montague	C+	C+
9	C+	B	Bluefield High School, North Wiltshire	C+	C+
10	C	C+	Kensington Intermediate Senior High, Kensington	C+	C
*	*	*	École Évangéline, Abram-Village	*	*
*	*	*	École française Prince-Ouest, DeBlois	*	*
*	*	*	École François-Buote, Charlottetown	*	*
*	*	*	École la Belle Cloche, Souris	*	*
*	*	*	Full Circle Co-operative School, Charlottetown	*	*
*	*	*	Grace Christian School, Charlottetown	*	*

* Grades are based on a three-year rolling average. If a school doesn't have at least two years of data for a particular measure, it will not receive a grade for that measure. RC5 is based on data from the school years 2002/03, 2003/04, and 2004/2005.

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Going Global Staying Local...

For centuries, exports have been the lifeblood of Nova Scotia's economy. Since the days when wooden sailing ships lumbered out of the province's ports, Nova Scotian businesses have been selling their products around the world in such places as the United States, the Caribbean, and Europe. While modes of transportation and the products being sold have changed over the years, export markets are still vital to the economy.

Examples of Nova Scotia firms who are succeeding internationally:

- 1 Advanced Glazings
- 2 Geoprojects
- 3 Artifacts in Clay
- 4 Azura
- 5 MacLeod Resources
- 6 Northern Lights
- 7 Rainbow Farms
- 8 Van Dyk's Health Foods
- 9 MacCaig's Kiltmakers
- 10 Protocase
- 11 Naturally Nova Scotia
- 12 Trihedral
- 13 Settler's

Making sure that export business stays healthy is one of the objectives of Trade Team Nova Scotia (TTNS), a partnership of government and private sector organizations. TTNS provides exporters, as well as businesses thinking about getting into exporting, with the tools, skills, and resources they need to succeed.

TTNS has a number of programs and services to help exporters expand their markets and increase their profits. They can help exporters find ways to increase productivity, sales, and profits; attract foreign direct investment by promoting Nova Scotia around the world; and, encourage non-exporting businesses to think about expanding their markets beyond national borders.

So, if you're looking to start exporting or looking to increase your export market, look no further than TTNS. We can help open the door to a whole new world.