

**Table IV-4: CLI Scores for Canada, Provinces and Vital Signs Communities, 2006, 2007 and 2008 <sup>1</sup>**

	2006	2007	2008	Absolute Change, 2006-2008*	Per Cent Change, 2006-2008*
<b>Canada</b>	73	76	77	4	5.5
<b>New Brunswick</b>	60	61	68	8	13.0
Saint John	60	65	73	13	21.7
Fredericton	67	65	78	11	16.4
<b>Quebec</b>	66	67	69	3	5.2
Montréal	67	69	71	4	6.0
<b>Ontario</b>	76	80	80	4	5.5
Ottawa	90	91	93	3	3.3
Greater Sudbury	71	70	75	4	5.6
Toronto	74	79	79	5	6.8
Guelph	77	88	87	10	13.0
Kitchener	77	85	89	12	15.6
London	75	80	81	6	8.0
Oakville	74	79	79	5	6.8
<b>Saskatchewan</b>	76	79	76	1	0.7
Saskatoon	81	89	83	2	2.5
<b>Alberta</b>	83	86	85	2	2.8
Calgary	91	93	92	1	1.1
Lethbridge	81	76	75	-6	-7.4
Medicine Hat	81	78	77	-4	-4.9
Red Deer	79	89	93	14	17.7
<b>British Columbia</b>	75	82	80	5	6.7
Vancouver	75	81	80	5	6.7
Victoria	80	84	93	13	16.3

Source: Canadian Council on Learning (CCL), CMA and CA data are by special request. Data for Oakville are from the CCL website.

<http://www.ccl-cca.ca/CLI>

1. The CLI scores data are based on data for the most recent year available. The data are not for the year of publication of the CLI scores. For example, the data for the 2008 CLI are not for 2008.

\* The CLI Score should be used for comparative purposes to measure progress at the local and at the national level. The mean value for 2008 at the national level is 77. For simplicity we report the absolute change and per cent change instead of the Estimated Point Per Year (EPPY) change provided by the CCL (calculated using a trendline fitted to the three years for which data are available). In general, differences between the measures are only minor, with the EPPY for Canada for the 2006-2008 period averaging 1.9 points, compared to a simple average absolute change of 2.0 points per year.

Note: The CLI score is derived at using the various indicators with a regression equation, factor analysis and structural equation modelling. The regression equation matched seventeen indicators with six socio-economic outcomes to determine a correlation of 0.87. These indicators were then clustered into pillars using factor analysis. Indicators that help to explain a similar trend are grouped together and receive a pillar score. Learning to Know, Learning to Do, Learning to Live Together, Learning to Be are marked on a relative scale with an average of approximately 5 and a standard deviation of 1.

Note: The Census definitions of educational attainment were changed between the 2001 and 2006 Census so changes should be interpreted with caution. For more details, see <http://www12.statcan.ca/english/census06/reference/infocensus/education.cfm>