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Report Card on Aboriginal Education in British Columbia

2006 Edition

Peter Cowley and Stephen Easton

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Executive summary

In a statement published following the First Ministers' meeting in November 2005 with national Aboriginal leaders, the participants agreed to begin "a 10-year dedicated effort to improve the quality of life of the Aboriginal peoples of Canada."¹ With respect to K-12 education, a post-meeting press release from the Prime Minister's office noted that "[c]urrently, 44 percent of Aboriginal people aged 20 through 24 have less than high school education. The comparative figure for Canada as a whole is 19 percent."² The First Ministers have pledged to eliminate this difference by 2016.

While this is a worthwhile goal, can it be achieved? Its realization will be far more likely if Aboriginal students' academic achievement is regularly assessed and school-by-school results are publicly reported. Regrettably, many Aboriginal leaders and education authorities are not yet convinced that assessment and reporting of results are essential to improvement. In Alberta, First Nations officials have successfully blocked the public release of school performance data related to students in band-operated, federally funded, schools. Similarly, in Quebec, student results data generated at schools operated by the two Aboriginal education authorities—the Cree and Kativik school boards—are not released by that province's education ministry. In British Columbia and Ontario, band-operated schools generally do not participate in those provinces' annual testing programs and, as a result, there are few data available. Given that over \$1,000,000,000—88% of the funds committed so far to this 10-year race to parity in K-12—are earmarked for band-school improvement, this conspiracy of silence regarding their academic results will likely doom the First Ministers' initiative to failure.

Tracking the progress of Aboriginal students

within the provincial school systems is equally difficult. Only in British Columbia, Yukon, and Alberta is the education ministry able to isolate performance data related to Aboriginal students enrolled in provincial schools. Only British Columbia and the Yukon routinely report this information to the public.

The success of this new First Ministers' initiative depends in large part on the willingness of Aboriginal leaders to ensure that the children in their schools participate in provincial assessment programs where available—and in equivalent assessment programs where they are not—and that Aboriginal student results data are made publicly available. In the absence of such a monitoring process, it is unlikely that the target of graduation rate parity by 2016 will be met.

How are British Columbia's Aboriginal students doing academically?

Fortunately for the future of those British Columbia Aboriginal students enrolled in public and independent schools, a variety of school, district, and province-wide information on their performance have been publicly available for several years. As a result, recent improvements in several areas of academic achievement have come to light.

For example, Aboriginal test scores in reading and numeracy at both grades 4 and 7 have shown significant improvement since 1999/2000. However, the rate of improvement is not high enough to produce statistically significant reductions in the achievement gap between Aboriginal students and the general student population.

In addition, since the school year 1999/2000,

the gap between Aboriginal students and the general student population in their rate of successful transition from one grade to the next has narrowed among students in grades 9, 10, and 12.

However, although some improvements are being realized, on average, Aboriginal students' academic results remain poor both in absolute terms and relative to those of non-Aboriginal students. For example, in 2003/2004, the percentage of the grade 4 and grade 7 Foundation Skills Assessment tests written by Aboriginal students that were below provincial expectations was nearly two and one-half times greater than that of the general student population.

Further, while some rates of successful transition are improving, the extent to which Aboriginal students abandon their studies prior to graduation or repeat grades is still high. Of the 23,595 Aboriginal students who enrolled in grades 8 to 12 in the Fall of 2003 and who did not receive their secondary school diploma in the 2003/2004 school year, 5,533, or 24.4% either did not return to school in the following year or returned to school but enrolled in the

same grade in which they were enrolled previously. By comparison, only 11.4% of non-Aboriginal students failed to advance.

Finally, while the grade-12 level provincially examinable courses are often prerequisites for post-secondary study and training, taking all grade-12 provincially examinable courses into account, Aboriginal students took, on average, only one of these courses—the bare number required to graduate—whereas, on average, all students took nearly three.

Every improvement plan begins with measurement. The data offered in this *Report Card* can be used as a set of baseline measurements against which to compare school-by-school results in later years. By focusing public attention on the results of Aboriginal students we hope to encourage and to assist those parents, teachers, school administrators, and Aboriginal and ministry officials who are currently working to improve Aboriginal student outcomes. The *Report Card on British Columbia's Secondary Schools* and other annual report cards published by the Institute have proven their worth as tools for improvement. This *Report Card* will make a similar contribution.



Introduction

In a statement published following the First Ministers' meeting in November 2005 with national Aboriginal leaders, the participants agreed to begin "a 10-year dedicated effort to improve the quality of life of the Aboriginal peoples of Canada."¹ With respect to K-12 education, a post-meeting press release from the Prime Minister's office noted that "[c]urrently, 44 percent of Aboriginal people aged 20 through 24 have less than high school education. The comparative figure for Canada as a whole is 19 percent."² The First Ministers have pledged to eliminate this difference by 2016.

This is a worthwhile goal. However, its achievement will require regular monitoring of the gaps between Aboriginal students and the general student population in academic achievement, enrollment levels in core courses, and grade-to-grade transition rates to ensure that progress is being made as the target date approaches. To maintain focus on this objective over the next ten years and to ensure that plans for improvement stay on track, annually generated performance data at the school and provincial level must be made publicly available. In all the provinces and territories except Quebec, the class of 2016 is now more than half way through grade 2. To ensure that graduation parity is achieved by this class, its academic progress must be carefully followed. But are we able to do so?

Regrettably, many Aboriginal leaders and education authorities are not yet convinced that regular assessments and public reporting of student achievement levels and progress are essential to any improvement plan. In Alberta, First Nations officials have successfully blocked the public release of school-performance data related to students in band-operated, federally funded schools. Similarly, in Quebec, data

on student results generated at schools operated by the two Aboriginal education authorities—the Cree and Kativik school boards—are not released by that province's education ministry. In British Columbia and Ontario, band-operated schools generally do not participate in those provinces' annual testing programs and, as a result, there are few data available. Given that over \$1,000,000,000—88% of the funds committed to this ten-year race to parity in K-12—are earmarked for improving band schools, this conspiracy of silence regarding their academic results can no longer be tolerated.

Tracking the progress of Aboriginal students within the provincial school systems is equally difficult. Only in British Columbia, Yukon, and Alberta is the education ministry able to isolate performance data related to Aboriginal students enrolled in provincial or territorial schools. Only British Columbia and Yukon routinely report this information to the public.

The success of this initiative by the First Ministers depends in large part on the willingness of Aboriginal leaders to ensure, first, that the children in their schools participate in provincial assessment programs where available—and in equivalent assessment programs where they are not—and, second, that data on Aboriginal student results are made publicly available. In the absence of such a monitoring process, it is unlikely that the target of graduation rate parity by 2016 will be met.

Fortunately for the future of British Columbia's Aboriginal students, a variety of school, district, and province-wide information on their performance at public and independent schools have been publicly available for several years. It is upon these data, collected and maintained by the province's Ministry of

Education, that this report card is based. As noted below, the data provide encouraging evidence of recent improvement in some indicators.

Aboriginal leaders across the country should take note of this hopeful sign and reconsider their position on measuring student performance and reporting it publicly. The continued annual reporting of Aboriginal student performance will help maintain the focus on improvement that is needed to ensure that the Aboriginal children currently in grade 2 will be as likely to receive a high school diploma as are their non-Aboriginal classmates.

Who are British Columbia's Aboriginal children?

British Columbia's Ministry of Education requires that schools ask students voluntarily to identify themselves as students of Aboriginal origin when the annual Student Data Collection form³ is completed. On the basis of this volunteered information, the ministry counted 58,211 Aboriginal students⁴ among a total of 677,992⁵ students registered at British Columbia's schools at the beginning of the 2004/2005 school year. The Aboriginal total may include (i) Status First Nations students living on-reserve, (ii) Status or non-Status First Nations students living off-reserve, (iii) Métis, and (iv) Inuit. This study is concerned with these four self-identified groups of students.

As noted above, British Columbia is, at present, one of only three provinces and territories in Canada that identifies Aboriginal students in a way that allows their academic results to be identified for analysis.

In general, how are British Columbia's Aboriginal children doing in school?

Data available from the provincial ministry of education provide measures on at least three dimensions of academic performance that can be used to evaluate the success of students and schools: the likelihood that

students will annually progress from grade-to-grade until they receive their secondary school diploma; the level of achievement on uniform province-wide examinations at several grade levels; and, the rate of participation in the optional grade-12 level provincially examinable courses. The grade-to-grade transition rate measures the likelihood that students will make education a priority and complete their secondary program in a timely manner. Examination results are a measure of the extent to which students have acquired the skills and knowledge embodied in the curriculum. Finally, the participation rate is a measure of the extent to which high-school students equip themselves for the many post-secondary options available to them.

On all three measures, the province's Aboriginal students continue to lag behind their non-Aboriginal classmates considerably. However, as we now have at least five years of historical data in hand for all of the indicators used in this report card, we are able to determine with some confidence any real changes in average results over time and our analysis suggests that, although a great deal more improvement is required, on some dimensions of school performance, British Columbia's Aboriginal students appear to be making progress.

Aboriginal students lag behind

In British Columbia, most students are required to write the Foundation Skills Assessments (a set of uniform examinations in reading, writing, and numeracy hereafter referred to as FSA tests) during grades 4 and 7. In addition, they must write at least one grade-12 level provincial examination.⁶ On average, Aboriginal students' results on these examinations remain poor both in absolute terms and relative to those of non-Aboriginal students in all subject areas and at all grade levels.

Charts 1 to 6 track the average test scores of Aboriginal students and all students on reading, writing, and numeracy assessments administered at grades 4 and 7 over the five school years from 1999/2000 to 2003/2004.⁷ In all subject areas at both grade levels, there is a considerable and persistent gap in achievement between the two student groups.

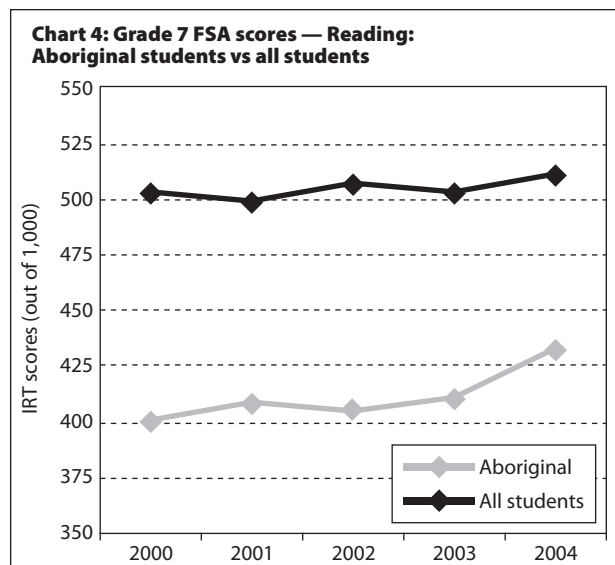
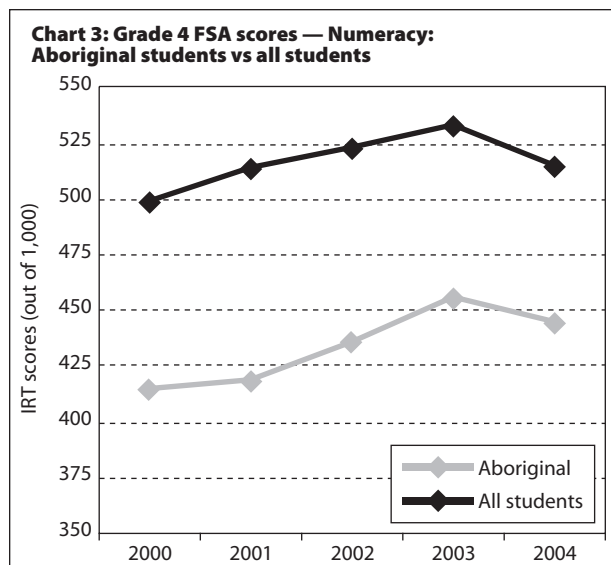
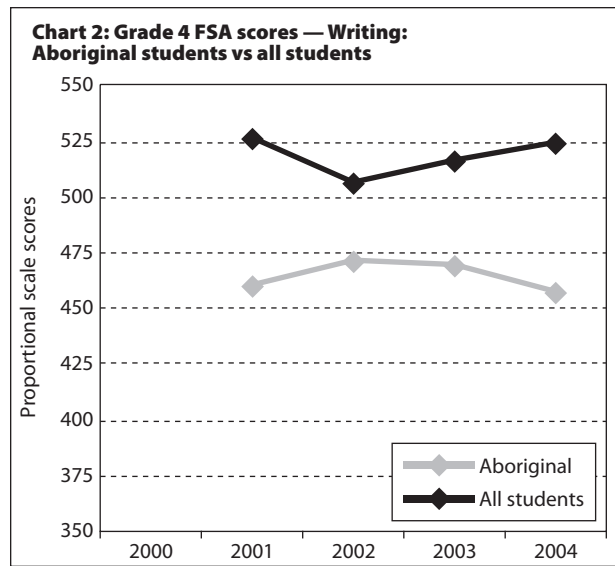
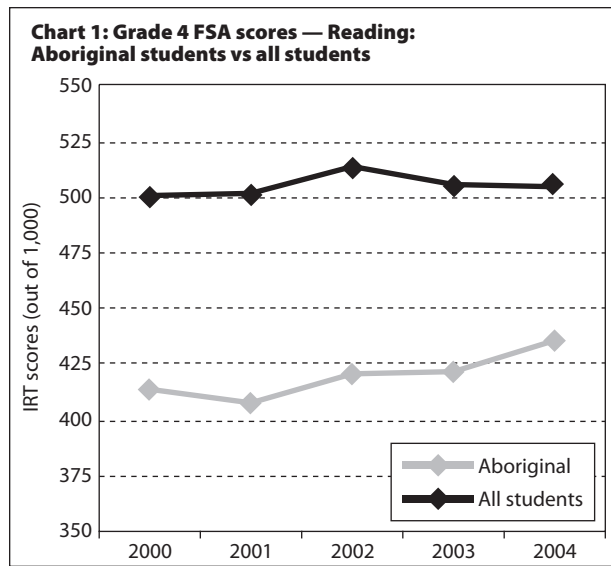


Chart 7 tracks the percentage of all six FSA tests written that were judged to be below provincial expectations. While there are just two years of data for this indicator, it is clear that Aboriginal students are, on average, experiencing a much higher degree of failure on these tests than is the general student population. For example, in 2003/2004, the percentage of all the tests written by Aboriginal students that were below expectations was nearly two and one-half times greater than that of the general student population.

Turning to academic results at the secondary school level, Charts 8 and 9 compare the average examination marks and failure rates on grade-12 provincial examinations of Aboriginal students with

those of the general student population. Although the gaps in these two indicators may appear much less alarming than those in the previous group of tests, as will become evident below, relatively few Aboriginal students enroll in grade 12. In addition, those who do enroll take relatively few of the key, provincially examinable courses. Thus, while the grade-12 Aboriginal student group, by dint of its perseverance in reaching the last year of secondary school, represents the highest achieving part of the Aboriginal student population, its results remain below average.

British Columbia's Aboriginal students are, as a group, still performing poorly compared to their non-Aboriginal classmates.

Chart 5: Grade 7 FSA scores — Writing: Aboriginal students vs all students

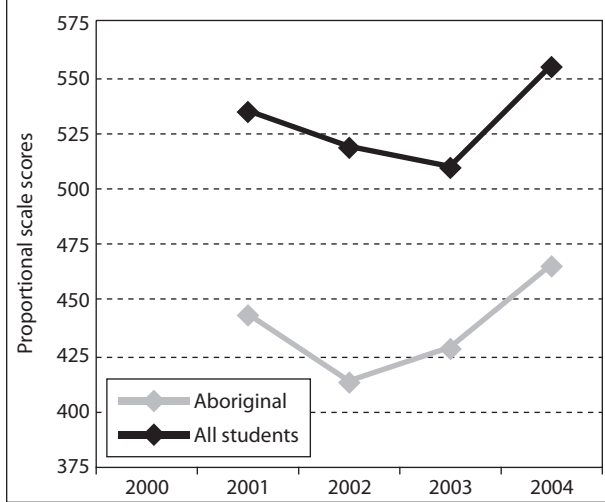


Chart 7: Percentage of all grades 4 & 7 FSA tests below expectations: Aboriginal students vs all students

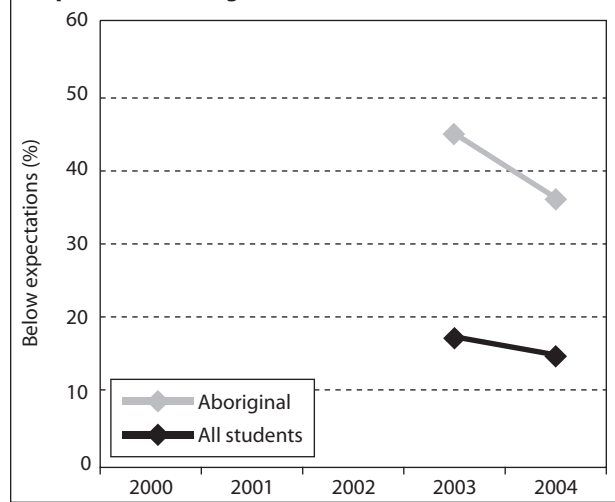


Chart 6: Grade 7 FSA scores — Numeracy: Aboriginal students vs all students

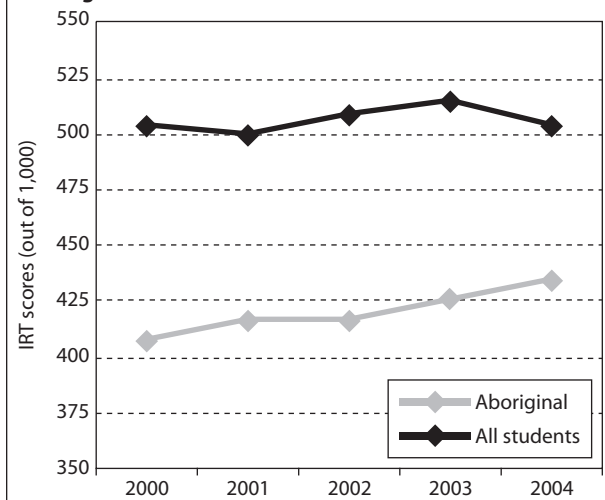
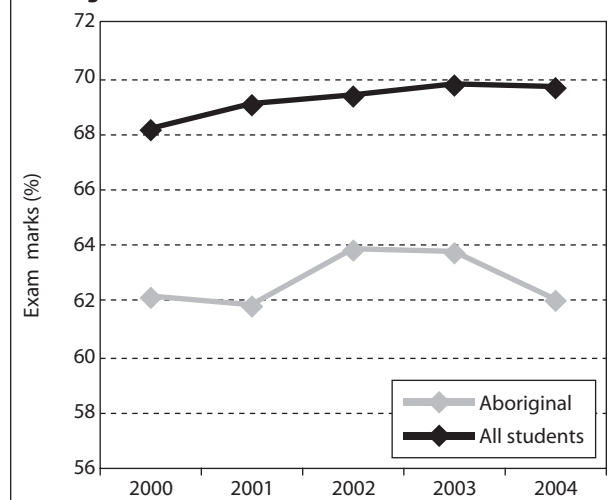


Chart 8: Average grade 12 provincial exam marks: Aboriginal students vs all students



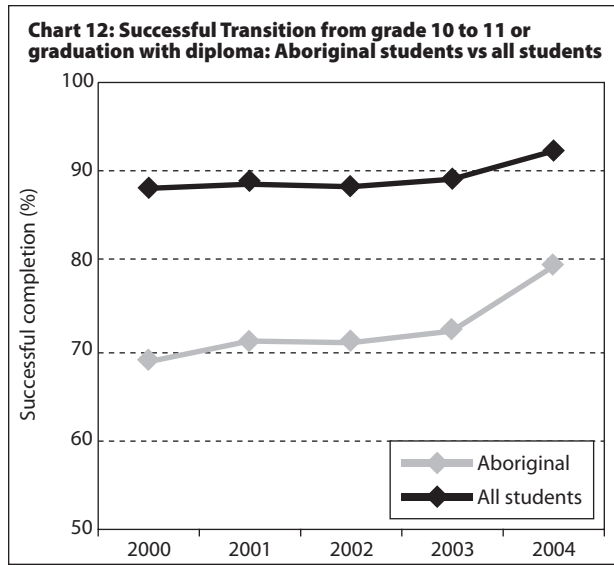
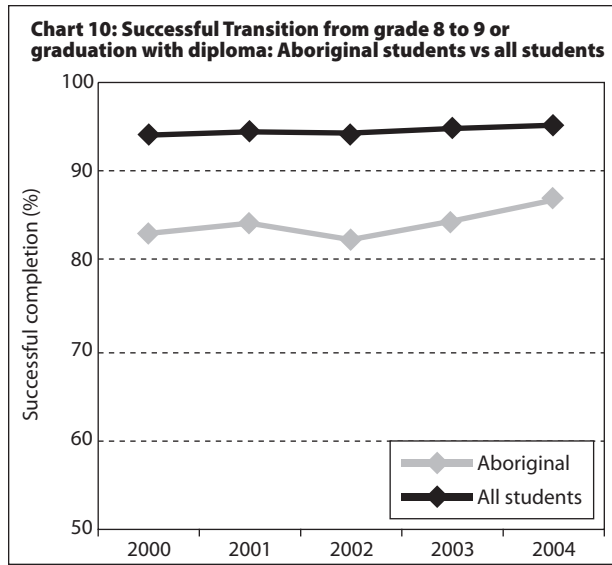
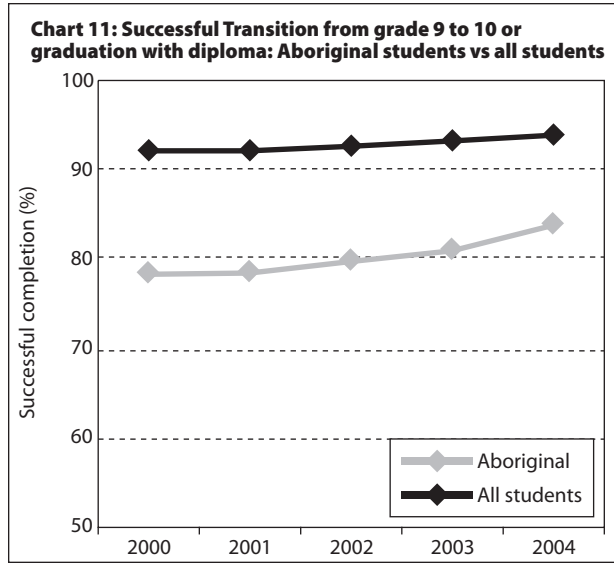
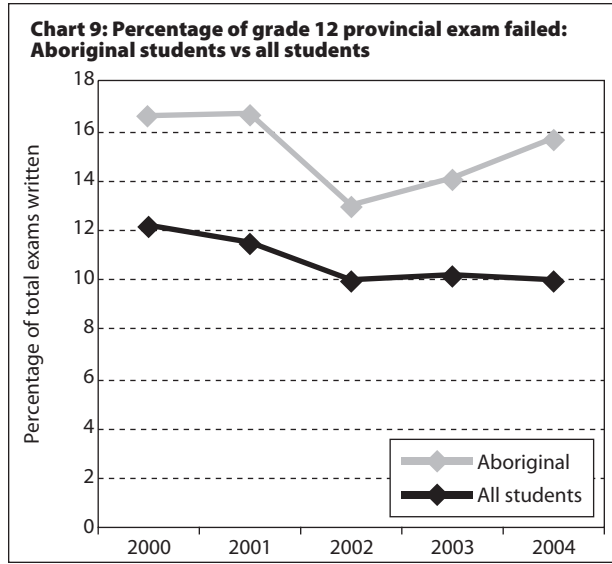
Aboriginal students are less likely to finish secondary school on time

Of equal concern is the extent to which Aboriginal students abandon their studies prior to graduation. Charts 10 to 14⁸ show the percentage of students enrolled in each grade in the five school years from 1999/2000 to 2003/2004 who neither received a graduation diploma by the end of the school year nor enrolled in a higher grade in the following September.⁹ Of the 23,595 Aboriginal students who enrolled in grades 8 to 12 who did not receive their secondary school diploma in the 2003/2004 school year, 5,533, or 24.4%, either did not return to school in the following year or returned to school but enrolled in the

same grade in which they were enrolled previously. By comparison, only 11.4% of non-Aboriginal students failed to advance.

There are a number of reasons unrelated to school performance that explain why students might appear in the enrollment lists in one year and disappear in the following year. The students and their families may leave the province; the student may have died or been unable to re-enroll for reasons of serious disability. However, there is no reason to believe that differences in these factors alone account for the size of the gaps in successful transition rate between Aboriginal and the general student population.

Reduction in the gap in successful transition rates



is, of course, critical to the achievement of the goal adopted by the First Ministers. While the gaps are still substantial, there is reason for some optimism. As is noted below, it is on this dimension of student performance that some gains have been made.

Participation rates in key senior secondary courses are low

While we have noted important differences between Aboriginal students and the general student population in their levels of academic success and in the likelihood that they will progress toward graduation from secondary school in a timely manner, it is also the case that Aboriginal students, on average, do not

complete as academically rigorous a program as does the general student population. In contrast to their non-Aboriginal classmates, Aboriginal students who are still in school and enrolled in grade 12 do not, on average, take full advantage of the academic opportunities available to them.

The provincially examinable courses are grade-12 level courses in key subject areas. These courses are often prerequisites for post-secondary study and training. Thus, a high rate of participation in these courses indicates that students are equipping themselves for a variety of post-secondary options. Taking all provincially examinable courses into account, Aboriginal students took, on average, *only one* of these

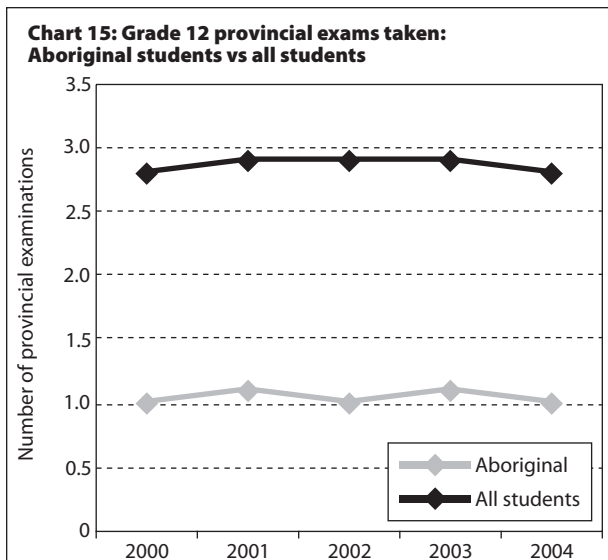
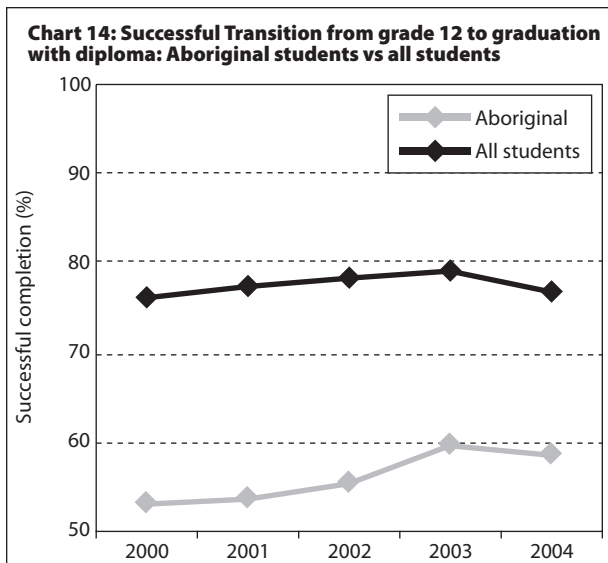
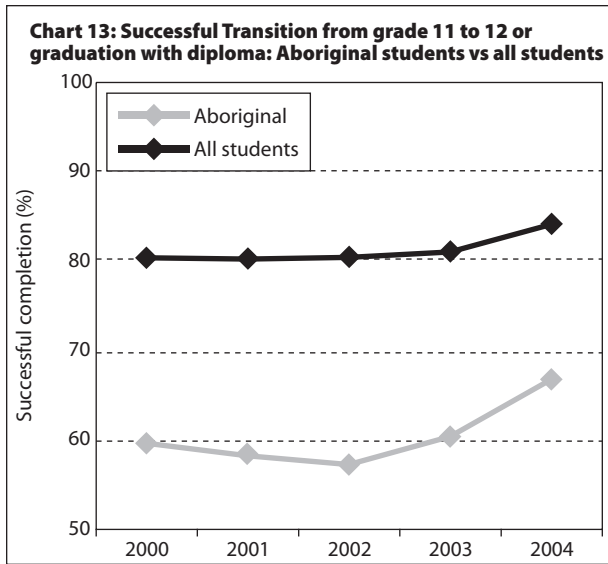


Table 1: Comparison of by-school average results Foundation Skills Assessments Results (proportional scale or IRT scores)

	2000	2001	2002	2003	2004	Trends	Trending to Equality by the year
Reading - Grade 4							
Aboriginal	413	407	420	421	435	▲*	
All students	500	501	513	505	504	—	
Aboriginal vs all students	87	94	93	84	69	—	n/s
Writing - Grade 4							
Aboriginal	n/a	460	471	469	457	n/a	
All students	n/a	526	506	516	524	n/a	
Aboriginal vs all students	n/a	66	35	47	67	n/a	n/a
Numeracy - Grade 4							
Aboriginal	414	418	435	455	444	▲**	
All students	498	513	522	532	514	—	
Aboriginal vs all students	84	95	83	77	70	—	n/s
Reading - Grade 7							
Aboriginal	400	408	404	410	432	▲*	
All students	502	498	506	502	510	—	
Aboriginal vs all students	102	90	102	92	78	—	n/s
Writing - Grade 7							
Aboriginal	n/a	443	413	428	465	n/a	
All students	n/a	534	518	509	554	n/a	
Aboriginal vs all students	n/a	91	105	81	89	n/a	n/a
Numeracy - Grade 7							
Aboriginal	407	416	416	425	434	▲**	
All students	503	499	508	514	503	—	
Aboriginal vs all students	96	83	92	89	69	—	n/s
Below expectations (%)							
Aboriginal	n/a	n/a	n/a	44.6	36	n/a	
All students	n/a	n/a	n/a	17.3	14.9	n/a	
Aboriginal vs all students	n/a	n/a	n/a	-27.3	-21.1	n/a	n/a

Note: * improvement at 90% confidence level
 ** improvement at 95% confidence level
 n/s: no estimate of year of parity can be made because the achievement gap has not shown statistically significant decline.
 n/a: insufficient data to calculate an indicator value or trend.

courses—the bare number required to graduate—whereas all students took, on average, nearly three. Chart 15 tracks average number of provincially examinable courses taken by the province’s Aboriginal students and by the general student population. Their low level of participation suggests disturbingly little interest in post-secondary education among Aboriginal students.

It would indeed be counterproductive if, in the effort to reach parity in the proportion of Aboriginal adults who hold a secondary school diploma, Aboriginal students were, at the same time, discouraged from taking a rigorous course of study in their senior years.

What evidence is there of improvement?

Tables 1 to 3 add several useful details to the results shown in the charts. First they quantify the size—for each school year from 1999/2000 to 2003/2004—of the achievement gaps between Aboriginal students and

**Table 2: Comparison of by-school average results
Grade 12 provincial exam and graduation results**

	2000	2001	2002	2003	2004	Trends	Trending to Equality by the year
Average exam mark (%)							
Aboriginal	62.1	61.8	63.8	63.7	62	—	
All students	68.1	69	69.3	69.7	69.6	▲**	
Aboriginal vs all students	6	7.2	5.5	6	7.6	—	n/s
Percentage of exams failed (%)							
Aboriginal	16.5	16.6	12.9	14	15.6	—	
All students	12.1	11.4	9.9	10.1	9.9	▲**	
Aboriginal vs all students	-4.4	-5.2	-3	-3.9	-5.7	—	n/s
Exams taken per student							
Aboriginal	1	1.1	1	1.1	1	—	
All students	2.8	2.9	2.9	2.9	2.8	—	
Aboriginal vs all students	1.8	1.8	1.9	1.8	1.8	—	n/s
Graduation rate (%)							
Aboriginal	80.7	81.7	83.2	83.6	85.6	▲**	
All students	92.2	92.8	92.6	93.8	94.1	▲**	
Aboriginal vs all students	11.5	11.1	9.4	10.2	8.5	▲**	2016

Note: * improvement at 90% confidence level
 ** improvement at 95% confidence level
 n/s: no estimate of year of parity can be made because the achievement gap has not shown statistically significant decline.
 n/a: insufficient data to calculate an indicator value or trend.

the general student population. Second, where there are sufficient data, any statistically significant change in the achievement gap over time is noted. Finally, where there is a statistically significant reduction in an achievement gap, we estimate the school year in which the average result for Aboriginal students will equal that of the general student population.

Although a great deal more improvement is required, on some dimensions of school performance, British Columbia's Aboriginal students appear to be making progress. Table 1 provides detail on FSA results at grades 4 and 7. Aboriginal test scores in reading and numeracy at both grade levels have shown statistically significant improvement (at the 90% confidence level or better) since 1999/2000. However, the rate of improvement is not high enough to produce statistically significant reductions in the achievement gap between Aboriginal students and the general student population. While the proportion of tests written that were judged to be below provincial expectations decreased markedly for both Aboriginal students and the general student population between 2002/2003 and 2003/2004, there were insufficient data to determine a trend.

Comparative results at the grade-12 level show less promise. Table 2 shows that while the *average exam mark* and the *percentage of exams failed* in the

**Table 3 Comparison of by-school average results
Grade-to-grade successful transition rates**

	2000	2001	2002	2003	2004	Trends	Trending to Equality by the year
Grade 8							
All students	94.2	94.5	94.4	94.9	95.3	▲**	
Aboriginal students	83.2	84.3	82.5	84.5	86.9	—	
All students vs Aboriginal difference	11.0	10.2	11.9	10.3	8.4	—	n/s
Grade 9							
All students	92.2	92.2	92.7	93.3	93.9	▲**	
Aboriginal students	78.3	78.5	79.8	81.0	83.9	▲**	
All students vs Aboriginal difference	13.8	13.7	12.9	12.3	10.1	▲**	2016
Grade 10							
All students	88.2	88.7	88.4	89.2	92.4	▲*	
Aboriginal students	68.8	71.1	70.9	72.2	79.4	▲*	
All students vs Aboriginal difference	19.4	17.6	17.4	17.0	12.9	▲**	2014
Grade 11							
All students	80.4	80.3	80.5	81.1	84.2	—	
Aboriginal students	59.7	58.3	57.3	60.4	66.8	—	
All students vs Aboriginal difference	20.7	22.0	23.2	20.6	17.3	—	2025
Grade 12							
All students	76.2	77.4	78.4	79.2	76.8	—	
Aboriginal students	53.1	53.6	55.4	59.6	58.5	▲**	
All students vs Aboriginal difference	23.1	23.8	23.0	19.6	18.3	▲**	2017

Note: * improvement at 90% confidence level
 ** improvement at 95% confidence level
 n/s: no estimate of year of parity can be made because the achievement gap has not shown statistically significant decline.
 n/a: insufficient data to calculate an indicator value or trend.

provincially examinable courses both showed statistically significant improvement over the period for the general student population, no corresponding improvement was made in Aboriginal student results. Participation rates in provincially examinable courses—shown in the table as *Exams taken per student*—remain constant for both student groups. Only on the graduation rate—a specific measure of the extent to which students enrolled in grade 12 who are eligible to graduate if they pass the courses in which they are enrolled actually do get their diploma in the same year—did Aboriginal students enjoy a statistically significant reduction in the achievement gap. Based on this trend, parity on this indicator will be achieved in 2016.

Finally, Table 3 provides more detail regarding the differences between Aboriginal students and the general student population in the extent to which they progress from grade to grade toward graduation. The data for the years 1999/2000 to 2003/2004 suggest that the gaps between these two student groups in grade 9, 10, and 12 are narrowing. This positive indication should be an encouragement to all interested

in the improvement of Aboriginal students' results. At the very least, it suggests that more Aboriginal students are staying in school longer.

The Report Card can help improve Aboriginal students' results

While a significant and sustained improvement on all dimensions of Aboriginal students' academic performance will undoubtedly only result with change on many fronts, the Fraser Institute's report cards provide an added incentive to improve. The *Report Card on Aboriginal Education in British Columbia* collects a variety of relevant, objective indicators of school performance into one, easily accessible, public document so that anyone can analyze and compare the performance of the Aboriginal student population in individual schools. By doing so, the *Report Card* assists parents when they choose a school for their children and encourages and assists all those seeking to improve their schools. The *Report Card* rates and ranks those elementary and secondary schools in British Columbia that have significant Aboriginal student populations.

The Report Card helps parents choose

Where families live close to more than one school, parents are usually free to choose the school they believe will best meet the needs of their children and are free to move their children to another school if their expectations are not met. Thus, they have the power to affect their children's chances of success. In British Columbia, most Aboriginal parents enjoy the same freedom in the education of their children as do non-Aboriginal parents. Where there is but a single school available to a student, the *Report Card* helps to highlight the areas in which improvements can be made and offers parents the opportunity to understand where progress is taking place.

The *Report Card* is a valuable tool for use when choosing a school. Because it makes comparisons easy, it alerts parents to those nearby schools that appear to have more effective academic programs. Parents can also determine whether schools of interest

are improving over time. By first studying the *Report Card*, parents will be better prepared to ask relevant questions when they visit schools under consideration and speak with the staff.

Of course, the choice of a school should not be made solely on the basis of any one source of information. Web sites maintained by the British Columbia Ministry of Education and local school boards can provide useful information.¹⁰ Parents who already have a child enrolled at the school can provide another point of view. Naturally, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*. Nevertheless, the *Report Card* provides a detailed picture of each school that is not easily available elsewhere.

Freedom for parents to choose is supported in the 1972 policy paper delivered to the Minister of Indian Affairs and Northern Development by the National Indian Brotherhood/Assembly of First Nations:

If we are to avoid the conflict of values which in the past has led to withdrawal and failure, Indian parents must have control of education with the responsibility of setting goals. What we want for our children can be summarized very briefly:

- to reinforce their Indian identity,
- to provide the training necessary for making a good living in modern society.¹¹

Yet, for British Columbia's on-reserve, Status First Nations parents, the current mechanism by which the federal government distributes the funds designated to pay for elementary and secondary educations as well as the emphasis placed on funding improvements to the band-operated, on-reserve, schools that was reflected in the financial commitments made by the First Ministers may actually inhibit parents' ability to exercise choice. Federal education funding is not transferred directly to parents. It is transferred to First Nations councils or education authorities. These authorities are not obliged to provide a per-capita grant to families that they can use to pay tuition fees at the school of their choice. For example, the council could, if it wanted to encourage parents to patronize a band-operated school, withhold

payments to the local school district, thereby interfering with the parents' ability to send the child to one of the district's schools.

To ensure that on-reserve, Status First Nations families are able to enjoy the same freedom of school choice that other citizens both Aboriginal and non-Aboriginal now enjoy, the funding agency, Indian and Northern Affairs Canada, should provide education funding *not* to the First Nations authorities but to the *individual First Nations families*. By doing so, the federal government will ensure that all such families have the capacity to exert the power of choice in schooling for the benefit of their sons and daughters.

The Report Card facilitates school improvement

Every improvement plan begins with measurement. The data offered in this *Report Card* can be used as a set of baseline measurements against which to compare results in later years. By focusing public attention on the results of Aboriginal students we hope to encourage and to assist those parents, teachers, school administrators, and ministry officials who are currently working to improve Aboriginal student outcomes. The *Report Card on British Columbia's Secondary Schools* and other annual report cards published by the Institute have proven their worth as tools for improvement. There is no reason to believe that the *Report Card on Aboriginal Education in British Columbia* will be any less effective.

Certainly, the act of publicly rating and ranking schools attracts attention. This attention can provide both a carrot and a stick. The results of poorly performing schools generate concern as do those of schools where performance is deteriorating. Schools that perform well or show consistent improvement are applauded. This inevitable attention provides an incentive for all those connected with a school to focus on student results.

However, the *Report Card* offers more than just incentive. It includes a variety of indicators, each of which reports results for an aspect of school performance that might be improved. School administrators who are dedicated to improvement eagerly accept

the *Report Card* as another source of opportunities for improvement.

Some schools do better than others

To improve a school, one must believe that improvement is achievable. This *Report Card*, like other Fraser Institute report cards, provides evidence about what can be accomplished. It demonstrates clearly that among the elementary and secondary schools upon which we report, there is considerable variation in the levels of academic success enjoyed by their Aboriginal students. From this, we take the message that if one school can find ways to improve the results of its Aboriginal population, so can others.

This finding confirms the results of research involving other student populations in other countries.¹² Indeed, it will come as no great surprise to experienced parents and educators that the data consistently suggest that what goes on in the schools makes a difference to academic results and that some schools make more of a difference than others.

Comparisons are at the heart of the improvement process

By comparing a school's latest results with those of earlier years, we can see if the school is improving. By comparing a school's results with those of neighbouring schools or of schools with similar school and student characteristics, we can identify more successful schools and learn from them. Reference to overall provincial results places an individual school's level of achievement in a broader context.

There is great benefit in identifying schools that are particularly effective. By studying the techniques used in schools where students are successful, less effective schools may find ways to improve. This advantage is not lost on the United Kingdom's Department of Education and Skills. Its Leading Edge program¹³ helps educators connect with others who have expertise in particular areas of instruction and school administration. Comparisons are at the heart of improvement: making comparisons among schools is made simpler and more meaningful by the *Report Card's* indicators, ratings, and rankings.



Key indicators of school performance

Secondary schools performance indicators

The foundation of the *Report Card's* evaluation of secondary schools is an overall rating of each school's academic performance. Building on data about student results provided by the Ministry of Education,¹⁴ we rate each school on a scale from zero to 10. We base our overall rating of each school's academic performance with respect to its Aboriginal students on six indicators:¹⁵

- 1 average provincial examination mark;
- 2 percentage of provincial examinations failed;
- 3 difference between the school mark and examination mark in provincially examinable courses;
- 4 provincially examinable courses taken per student;
- 5 graduation rate;
- 6 delayed advancement rate.

We have selected this set of indicators because they provide systematic insight into a school's performance. Because they are based on annually generated data, we can assess not only each school's performance in a year but also its improvement or deterioration over time.

Three indicators of effective teaching

1 Average provincial examination mark

This indicator (in the tables *Average exam mark*) is the average percentage achieved by a school's Aboriginal

students on the uniform final examinations in all of the provincially examinable courses.¹⁶ For each school, the indicator is the average of the mean scores achieved by the school's Aboriginal students in each of the provincial examinations at all sittings during the year, weighted by the relative number of students who wrote the examination.

Examinations are designed to achieve a distribution of results reflecting the differences in students' mastery of the course work. Differences among students in interests, abilities, motivation, and work-habits will inevitably have some impact upon the final results. There are, however, recognizable differences from school to school within a district in the average results on the provincial examinations. There is also variation within schools in the results obtained in different subject areas. Such differences in outcomes cannot be wholly explained by the individual and family characteristics of the school's students. It seems reasonable, therefore, to include the average examination mark for each school as one indicator of effective teaching.

2 Percentage of provincial examinations failed

For each school, this indicator (in the tables *Percentage of exams failed*) provides the rate of failure (as a percentage) in the provincial examinations by the school's Aboriginal students. It was derived by dividing the sum, for each school, of all provincial examinations written by its Aboriginal students where a failing grade was awarded by the total number of such examinations written by the Aboriginal students of that school. In part, effective teaching can be measured by the ability of the students to pass any uniform examination that is a requirement for successful completion of a course. Schools have the

responsibility of preparing their students to pass these final examinations.

There is good reason to have confidence in this indicator as a measure of effective teaching. A student need only successfully complete one provincially examinable course in order to graduate. Such a student's course of study may not include the prerequisites for all post-secondary educational options but it will be sufficient for graduation from secondary school. Thus, students enroll in the provincially examinable courses, in large measure, because they want to take them. Further, their success in grade 12 reflects to a certain extent how well they have been prepared in the lower grades. All of the provincially examinable courses have prerequisite courses. Indeed, depending on the school, admission to the grade-12 course may require that the student have received a prescribed minimum grade in the prerequisite lower-level course. Since the decision to take provincially examinable courses is, for the most part, voluntary and requires demonstrated success in previous courses, it seems reasonable to use the percentage of examinations failed in these courses as an additional indicator of the effectiveness of the teaching in secondary schools.

3 *Difference between school mark and examination mark*

For each school, this indicator (in the tables *School vs exam mark difference*) gives the average of the absolute value of the difference between the average mark obtained by the school's Aboriginal students on the provincial examinations and the average "school" mark—the accumulation of all the results from tests, essays, quizzes, and so on given in class—for all the provincially examinable courses.¹⁷

Effective teaching includes regular testing so that students may be aware of their progress. For such assessment to be useful, it must accurately reflect the student's understanding of the course and a systematic policy of inflating school-awarded grades will be counterproductive. Students who believe they are already successful when they are not will be less likely to invest the extra effort needed to master the course material. In the end, they will be poorer for

not having achieved the level of understanding that they could have gained through additional study. On the other hand, the systematic deflation of grades can work to the detriment of students in those situations where post-secondary admissions and scholarship awards are, in part, based on school assessments. Students may also lose interest in a subject when their actual understanding of the material is disparaged by inadequate recognition.

The effectiveness of school-based assessments can be determined by a comparison to external assessments of the students. In each provincially examinable course, the Ministry of Education, the same authority that designed the course, administers a uniform examination. This examination will test the students' knowledge of the material contained in the course. If the marks assigned by the school are a reasonably accurate reflection of students' understanding, they should be roughly the same as the mark gained on the provincial examination. Thus, if a school has accurately assessed a student as consistently working at a C+ level, the student's examination result will be at a similar level. If, however, a school is consistently granting marks substantially different from those achieved by its students on the final examinations, then the school is not providing an accurate indicator of the extent to which knowledge of the course material is being acquired.

Three indicators of practical, well-informed counselling

While they are attending secondary school, students must make a number of decisions of considerable significance about their education. Once they have reached the age of 16, for instance, they are at liberty to continue or terminate their education program.¹⁸ On an annual basis, they must choose from many courses in a variety of subject areas. Will these young people make good decisions? It is unrealistic to presume that they can do so without advice. What practical, well-informed counselling can they call upon? While parents, in the main, are willing to help, many lack the information they need to be able to provide good advice. It falls, therefore, to the schools to

shoulder some responsibility for advising students and their parents about educational choices.

The final three indicators used in calculating the *Overall rating out of 10* assess the counsel given by the schools by measuring the quality of the decisions taken by the students about their education. Of course, wise students will seek guidance not only from the counsellors designated by the schools but also from teachers and administrators, parents, and other relatives. Where students have strong support from family and community, the school's responsibility for counselling may be lighter; where students do not have such strong support, the school's role may be more challenging. These indicators measure the school's success in using the tools at its disposal to help its Aboriginal students make good decisions about their education.

There are two very important decisions that senior students must make. First, they must decide whether or not to remain in school, do the work, and graduate with their class. Second, they must decide whether to take a number of academically challenging provincially examinable courses. Effective counselling will encourage students to make appropriate choices.

1 *Delayed advancement rate*

This indicator measures the extent to which schools keep their Aboriginal students in school and progressing in a timely manner toward completion of their diploma program. It uses data that report the educational status of students one year after they have enrolled in a given grade at a school in British Columbia. For example, we can determine from these data how many of a school's grade-10 students re-enroll in the following year in a higher grade; enroll in grade 10 for a second time; or fail to re-enroll. With these raw data, following a technique that we introduced to Canada in the *Report Card on Quebec's Secondary Schools: 2001 Edition*,¹⁹ we calculate a statistic that will answer the question, "Based on this single year's school results, what is the likelihood that a student entering grade 10 at the school will graduate in the normal three-year period?"

The indicator is calculated as follows. For each school for each of grade 10, 11, and 12, a rate of suc-

cessful transition is determined by first summing the number of students who either receive a diploma in the current school year or re-enroll in a higher grade in the following year and then dividing that sum by the number of students enrolled in the grade in the current year. Then, for each grade, a dropout rate is determined by subtracting the rate of successful transition from 1. Each of the three dropout rates is then reduced by the average grade-8 dropout rate at the school during the last three years in order to produce a net dropout rate for each grade. We have adopted the grade-8 dropout rate as an estimate of the rate of students' disappearance from the school system due to such events as emigration, serious illness, or death that make it impossible for the student to maintain enrollment in school.²⁰

The *Delayed advancement rate* indicator can now be calculated. The complement of the net dropout rates ($1 - \text{net dropout rate}$) for grades 10 to 12 is determined and their product is calculated. This three-year composite successful transition rate is then subtracted from 1 to produce the *Delayed advancement rate* indicator that appears in the detailed tables.

Where a school does not enroll grade-8 Aboriginal students, the net dropout rate is calculated using the three-year average grade-8 dropout rate for the Aboriginal students in the school district in which the school is located. Where a school does not enroll grade-10 or grade-11 Aboriginal students, no *Delayed advancement rate* can be calculated. The relative weighting in the calculation of the *Overall rating out of 10* that is given to this and the other indicators is described in Appendix 1.

2 *Graduation rate*

This indicator, related to the *Delayed advancement rate*, compares the number of "potential" Aboriginal graduates enrolled in the school on September 30 with the number of these who actually graduate by the end of the same school year. Only those enrollees who are capable of graduating with their class within the current school year are included in the count of potential graduates.

Graduation from secondary school retains considerable value since it increases options for post-secondary education. Further, graduates from secondary school who decide to enter the work force immediately will, on average, find more job opportunities than those who have not graduated.

By completing the 11 years of schooling in preparation for the final secondary school year, students have already demonstrated a reasonable ability to handle the basic courses offered by the school. Moreover, for the majority of students, the minimum requirements for graduation are not onerous. The chance that students will not graduate solely because they are unable to meet the intellectual demands of the curriculum is, therefore, relatively small.

Nevertheless, the graduation rate varies quite widely from school to school throughout the province. While there are factors not related to education—emigration from the province, sickness, death, and the like—that can affect the data, there is no reason to expect these factors to influence particular schools systematically. Accordingly, we take variations in the graduation rate to be an indicator of the extent to which students are being well coached in their educational choices.

3 Provincially examinable courses taken per student

This indicator (in the tables *Exams taken per student*) measures the average number of provincially examinable courses completed by the Aboriginal students at a school. It is derived by summing the participation rates for all the provincially examinable courses taken at that school. (The *participation rate* is the ratio, for a school, between the number of students writing the provincial examination in a particular subject and the number of students enrolled in grade 12.)

In their senior years, students have freedom to choose from a considerable variety of courses. Their choices will have an impact upon their literacy, numeracy, and analytical skills upon graduation. Their choices also affect the post-secondary options open to them. Provincially examinable courses offer study at the senior level in a variety of core disciplines: English, Mathematics, the sciences, the humanities,

and other languages. The Ministry has included courses in each discipline that reflect the post-secondary ambitions of different groups of students and, far from being courses only for a university-bound elite, these courses teach skills and knowledge that will benefit students no matter what they plan to do after graduation. Further, it is the marks obtained in these courses that are commonly used by post-secondary institutions—institutes of technology and community colleges as well as universities—to assess the applicant's readiness for further study and for admission to programs with limited enrolment. Thus, for most students a decision to take advantage of these courses is a good one and a school that is successful in encouraging students to take these courses shows that it offers practical, well-informed counselling.

In general, does the school ensure that its Aboriginal students succeed academically? The Overall rating out of 10

While each of the indicators is important, it is almost always the case that any school does better on some indicators than on others. So, just as a teacher must make a decision about a student's overall performance, we need an overall indicator of school performance (in the tables *Overall rating out of 10*) with respect to its Aboriginal students. Just as teachers combine test scores, homework, and class participation to rate a student, we have combined all the indicators to produce an overall school rating. The overall rating of school performance answers the question, "In general, does the school ensure that its Aboriginal students succeed academically?" To derive this rating, the results for each of the indicators, for each school year were first standardized. Standardization is a statistical procedure whereby sets of raw data with different characteristics are converted into sets of values with "standard" statistical properties. Standardized values can more readily be combined and compared.

The standardized data were then combined as required to produce six standardized scores—one for each indicator—for each school, for each year. These standardized scores were weighted and combined to produce an overall standardized score. Finally, this

score was converted into an overall rating out of 10. It is from this *Overall rating out of 10* that the school's provincial rank is determined. The *Delayed advancement rate* indicator is included in the calculation of the *Overall rating* beginning in the 2001/2002 year. (See Appendix 1 for explanatory notes on the calculation of the *Overall rating out of 10*.) For purposes of comparison, the detailed tables include each school's *Overall rating out of 10* for the general student population as it appears in the *Report Card on British Columbia's Secondary Schools: 2005 Edition*.

Is the school improving academically? *The Trend indicator*

For all the indicators, the *Report Card* provides a number of years of data. Unlike a simple snapshot of one year's results, this historical record provides evidence of change (or lack of change) over time. However, it can sometimes be difficult to determine whether a school's performance is improving or deteriorating simply by scanning several years of data.

In order to detect trends in the performance indicators more easily, we developed the *Trends* indicator. It uses statistical analysis to identify those dimensions of school performance in which there has likely been real change rather than a fluctuation in results caused by random occurrences. Since standardizing makes historical data more comparable, the standardized scores rather than raw data are used to determine the trends. Because calculation of trends is uncertain when only a small number of data points are available, a trend is indicated only in those circumstances where at least five years of data are available and where it is determined to be statistically significant. In this context, "statistically significant" means that, nine times out of 10, the trend that is noted is real; that is, it would not have happened just by chance.

Elementary school performance indicators

The foundation of the *Report Card's* evaluation of elementary schools is an overall rating of each school's

academic performance. We base our *Overall school rating* on each school's academic performance with respect to its Aboriginal students on seven indicators:²¹

- 1 average Foundation Skills Assessment (FSA)²² score in grade-4 reading;
- 2 average FSA score in grade-4 writing;
- 3 average FSA score in grade-4 numeracy;
- 4 average FSA score in grade-7 reading;
- 5 average FSA score in grade-7 writing;
- 6 average FSA score in grade-7 numeracy;
- 7 the percentage of the above tests written by the school's students that were judged to reflect performance below provincial expectations.

We have selected this set of indicators because they provide systematic insight into a school's performance. Because they are based on annually generated data, we can assess not only each school's performance in a year but also its improvement or deterioration over time.

Indicators of effective teaching

1 Average FSA scores

These indicators (in the tables, *Average scores*) show how well each school's Aboriginal students performed compared to Aboriginal students in all other schools on the uniform FSA tests in reading, writing, and numeracy at the grade-4 and grade-7 levels.

Fundamental to the mission of elementary schools is teaching its students the basic skills of reading, writing, and arithmetic. Basic literacy and numeracy are essential building blocks for life-long learning. The tests upon which the *Report Card* is based are designed to achieve a distribution of results reflecting the differences in students' mastery of this course work. Differences among students in abilities, motivation, and work-habits will inevitably have some impact upon the final results. There are, however, recognizable differences from school to school within a district in the average results on the FSA tests.

There is also variation within schools in the results obtained in different subject areas and at different grade levels. Such differences in outcomes cannot be wholly explained by the individual and family characteristics of the school's students. It seems reasonable, therefore, to include the average test marks in these three critical subject areas as indicators of effective teaching.

2 Percentage of FSA tests below expectations

For each school, this indicator (in the tables, *Below expectations (%)*) measures the extent to which the school's Aboriginal students fail to meet the expected standard of performance on the FSA tests. It was derived by dividing the total number of all the tests in reading, writing, and numeracy that were assigned the lowest achievement level—not yet meeting expectations—by the total number of such tests that were assigned any of the three achievement levels: not yet meeting expectations, meets expectations, and exceeds expectations.

Since reading, writing, and mathematics are critical to students' further intellectual and personal development, students should, at the minimum, be able to demonstrate that they meet the expected level of achievement for their grade in these subject areas. Schools have the responsibility of ensuring that their students are adequately prepared to do so.

In general, does the school ensure that its Aboriginal students succeed academically? The Overall rating out of 10

While each of the indicators is important, it is almost always the case that any school does better on some indicators than on others. So, just as a teacher must make a decision about a student's overall performance, we need an overall indicator of school performance (in the tables *Overall rating out of 10*). Just as teachers combine test scores, homework, and class participation to rate a student, we have combined all the indicators to produce an overall rating of school performance. It answers the question, "In general, does the school ensure that its Aboriginal students succeed academically?"

To derive this rating, the results for each of the seven indicators, for each school year, were first standardized. Standardization is a statistical procedure whereby sets of raw data with different characteristics are converted into sets of values sharing certain statistical properties. Standardized values can readily be combined and compared. The standardized data were then weighted and combined to produce an overall standardized score. Finally, this score was converted into an overall rating out of 10. It is from this *Overall rating* that the school's provincial rank is determined. (See Appendix 1 for a detailed description of the calculation of the *Overall rating*.)



Other indicators of school performance

The *Report Card* includes two other indicators that, while they are not used to derive the *Overall rating*, offer additional, useful information.

The *Tests not written* indicator

For schools that enroll both grade-4 and grade-7 students, the Aboriginal student participation indicator (in the tables, *Tests not written (%)*) was determined by first summing, for each of the six test sittings, the total number of Aboriginal students who were excused from the tests, were absent for some part of the tests, or did not complete the test to the extent necessary to score it. The six sums were then totaled. This result was then divided by the total number of tests that could have been completed if all Aboriginal students had fully participated in all of the tests that were administered at the school. For schools that do not enroll grade-7 students, the Aboriginal student participation indicator was calculated using only data from the three grade-4 tests. We hope to include grade-7 data for students at these schools in subsequent editions.

Schools that administer the FSA assessments are expected to ensure that all their students write the tests. Higher participation rates provide the benefit of objective assessment of learning to more students and parents. They also provide a more accurate reflection of the level of achievement at the school. A reader can have more confidence that the test results are a true reflection of the school's average achievement level if all, or almost all, of its students write the tests. The

principal of a school at which a relatively large percentage of Aboriginal students did not complete the tests should be able to provide good reasons for the students' failure to do so and a well-developed plan to increase participation in future test sittings.

Is the school improving academically? The *Trends* indicator

For all the indicators, the *Report Card* provides a number of years of data. Unlike a simple snapshot of one year's results, this historical record provides evidence of change (or lack of change) over time. However, it can sometimes be difficult to determine whether a school's performance is improving or deteriorating simply by scanning several years of data. To detect trends in the performance indicators more easily, we developed the *Trends* indicator. It uses statistical analysis to identify those dimensions of school performance in which there has likely been real change rather than a fluctuation in results caused by random occurrences. Since standardizing makes historical data more comparable, the standardized scores rather than raw data are used to determine the trends. Because calculation of trends is uncertain when only a small number of data points are available, a trend is indicated only in those circumstances where at least five years of data are available and where it is determined to be statistically significant. In this context, "statistically significant" means that, nine times out of 10, the trend that is noted is real; that is, it would not have happened just by chance.



Notes

- 1 *First Ministers and National Aboriginal Leaders: Strengthening Relationships and Closing The Gap*, Kelowna, British Columbia (November 24-25, 2005), page 19. <http://www.pm.gc.ca/grfx/docs/final_e.pdf> (as of January 6, 2006).
- 2 *Government of Canada Invests in Immediate Action to Improve Lives of Aboriginal Peoples in Canada*. News release (November 25, 2005). <<http://www.pm.gc.ca/eng/news.asp?id=661>> (as of January 6, 2006).
- 3 K-12 Data Collection Form 1701. Ministry of Education, Province of British Columbia: <<http://www.bced.gov.bc.ca/datacollections/>>.
- 4 The number of Aboriginal students enrolled in British Columbia public and independent schools in the school year 2004/2005 was provided to the authors by the Ministry of Education. This number includes school-aged students and kindergarten students registered at public and independent schools.
- 5 Digital document, Ministry of Education, Victoria, December 10, 2004: <<http://www.bced.gov.bc.ca/reporting/enrol/results/enrol/prov.pdf>> (as of December 8, 2005).
- 6 Beginning in the 2004/2005 school year, additional examinations in language arts, mathematics, science, and social studies were administered at the grade-10 and grade-11 levels. Results on these newer examinations will be reported in the next edition of this *Report Card*.
- 7 The Aboriginal student values displayed in Charts 1 to 10 are the average of the school-level values for the 65 elementary and 50 secondary schools rated in this report card. The all-students values are the average of the school level values for the 1,013 elementary and 282 secondary schools that were rated in the 2005 editions of the *Report Card on British Columbia's Elementary Schools* and the *Report Card on British Columbia's Secondary Schools*, respectively.
- 8 In order to use all available data, Charts 11 to 15 are based on aggregated student population data including those related to schools that do not appear in relevant report cards.
- 9 In our analysis of transition-rate data, we have chosen to consider all students who were enrolled in a grade regardless of whether any of them had previously enrolled in that grade. While analysis of the transition of first-time enrollees in a grade may be a useful measure, the current analysis seeks to determine the effectiveness of schools in encouraging and enabling students to continue their progress regardless of their educational history.
- 10 See, for instance, the Ministry of Education's web site at <<http://www.bced.gov.bc.ca/reporting/>> for a variety of by-school results at both elementary and secondary schools or the web site of School District #36 (Surrey) at: <<http://www.sd36.bc.ca/>>.
- 11 *Indian Control of Indian Education* (Ottawa: National Indian Brotherhood/Assembly of First Nations, 1972), page 3.

- 12 See, for instance, Michael Rutter et al., *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Cambridge, MA: Harvard University Press, 1979); Peter Mortimore et al., *School Matters: The Junior Years* (Wells, Somerset: Open Books, 1988); and Laura Lein et al., *Successful Texas Schoolwide Programs: Research Study Results* (STAR Center at the Charles A. Dana Center, University of Texas at Austin): <https://utdirect.utexas.edu/txshop/item_details.WBX?cart_id=0MHDANACT&dept_prefix=MH&item_id=260&cat_seq_chosen=04&subcategory_seq_chosen=000&r_cust_service_url=http://www.utdanacenter.org/customerservice/index.html> (as of December 30, 2005).
- 13 See the web site of the Leading Edge program: <<http://www.standards.dfes.gov.uk/leadingedge/>> (as of December 29, 2005).
- 14 The data from which these indicators are derived are contained in databases maintained by or for British Columbia's Ministry of Education for two purposes. School-level statistics describing student enrolment, programs offered, and certain characteristics of the school district provide the basis for determining the annual per-student operating grant each district will receive. Analysis of this same material aids the Ministry's staff in the assessment and planning of proposed capital projects as well as in general policy planning. The Data Management Unit collects these data and much of it is available to the public on the Branch's web site, <<http://www.bced.gov.bc.ca/reporting/enrol/>>. The nature and extent of the data is indicated by the School Level Data Collection Manuals also available on this web site. Statistics on individual student performance are captured so that the Ministry is able to produce a transcript of marks for each student upon graduation from grade 12. This transcript lists all the grade-11 and grade-12 courses that the student attempted and the results achieved. These results include the school mark for all such courses as well as the provincial examination mark for any provincially examinable grade-12 courses. Summary data files (at the school, district, and provincial levels) are available for public perusal on the Branch's web site, <<http://www.bced.gov.bc.ca/reporting/>>. The Ministry provided values for the relevant statistics, for all public and independent secondary schools, for various student population sub-groups, including Aboriginal students, for each of the five school years from September 1997 to August 2004.
- 15 There are insufficient data available to include the gender gap indicators in this *Report Card*.
- 16 The following provincially examinable courses were offered for at least some of the years between 1997/1998 and 2003/2004: Applications of Mathematics 12, Applications of Physics 12, Biology 12, Chemistry 12, Communications 12, English 12, English Literature 12, French 12, Français Langue 12, Geography 12, Geology 12, German 12, History 12, Japanese 12, Latin 12 (discontinued in 1997/1998), Mandarin 12, Principles of Mathematics 12, Physics 12, Punjabi 12, Spanish 12 and Technical and Professional Communications 12.
- 17 A student's final mark for a provincially examinable course is derived from both the mark received on the course's uniform provincial examination and a mark provided by the school. The final mark is the weighted average of the examination mark that accounts for 40% and the school mark that accounts for the remaining 60%.
- 18 See British Columbia, *School Act*, Part II, Section 3, Sub-section 1b: <<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>>.
- 19 Richard Marceau and Peter Cowley, *Report Card on Quebec's Secondary Schools: 2001 Edition*,

Studies in Education Policy (Montreal, QC: The Montreal Economic Institute and Vancouver, BC: The Fraser Institute, 2001), pages 8–9.

20 It should be noted, however, that the composite dropout rate for Aboriginal students is very likely understated due to the relatively high number of these students who drop out in grade 8. The Aboriginal dropout rate at this grade level is nearly three times higher than that for non-Aboriginal students. By adopting this very high dropout rate as the “background” rate, we understate the Aboriginal dropout rates in grades 10,

11, and 12. However, we decided to maintain the original calculations in the interests of continuity.

21 There are insufficient data available to include the gender gap indicators in this *Report Card*.

22 The Foundation Skills Assessments are an annual battery of tests administered by the Ministry of Education to most students enrolled in grades 4 and 7 in three core subject areas—reading, writing, and numeracy. Further information on this test battery can be found at on the Ministry’s web site, <<http://www.bced.gov.bc.ca/assessment/fsa/>>.



Detailed results for secondary schools

How to read the secondary schools tables

Use the sample table and the explanation of each line below to help you interpret the individual school results. Families choosing a school for their students should seek to confirm the Report Card's findings by visiting the school and interviewing teachers

and school administrators and other parents. More information regarding Aboriginal student results at individual schools can be found on the Ministry of Education web site, <<http://www.bced.gov.bc.ca/reporting/select/>>. Of course, a sound academic program should be complemented by effective programs in the areas of school activity not measured by the *Report Card*.

DISTRICT NAME									
School name [Public or Independent]									
A –	Gr 12 Aboriginal enrollment: 25 (6.9 of total enrollment)						2003-04 Last 5 Years		
B –	Overall academic ranking:						11 / 50	1 / 26	
	Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
C –	Average exam mark	65.3	61.4	61.6	59.5	68.3	68.1	61.0	—
D –	Percentage of exams failed	14.1	17.2	19.5	8.3	3.6	6.1	22.9	—
E –	School vs exam mark difference	6.2	5.3	4.6	5.1	3.6	7.8	7.8	—
F –	Exams taken per student	1.8	1.5	2.0	1.5	2.3	3.0	1.9	—
G –	Graduation rate	75.7	83.3	84.2	87.5	92.9	96.3	93.3	—
H –	Delayed advancement rate	n/a	n/a	43.2	34.0	30.0	15.2	4.7	▲
I –	Overall rating out of 10	8.8	7.9	8.1	8.1	10.0	9.8	7.8	—
J –	<i>Full school overall rating</i>	5.3	6.6	6.6	6.6	7.0	6.9	6.0	—

A The grade-12 Aboriginal head-count and its percentage of total grade-12 enrollment in September 2003. Indicator results involving small numbers of students tend to be more variable than do those for larger student groups. Use the *Trends* indicator to interpret changes over time.

B The school's overall provincial rank with respect to Aboriginal student results for 2003/2004 and for the last five years. The rankings show how the school has done academically with respect to Aboriginal students compared to the other schools in the *Report Card*. A high ranking over five years indicates consistently strong results at the school.

C **Average exam mark** The average mark (%) achieved by the school's Aboriginal students on all

the grade-12 provincial examinations.

D **Percentage of exams failed** The percentage of all the provincial examinations written by Aboriginal students at the school that received a failing grade.

E **School vs exam mark difference** The difference (in percentage points) between the marks received by Aboriginal students at the school and the provincial examination marks that they received. Large differences usually indicate *grade inflation* by the school.

F **Exams taken per student** The number of provincial examinations taken by Aboriginal students in each school divided by the grade-

12 Aboriginal enrollment. Taking more of these courses provides students with greater post-secondary opportunities.

G Graduation rate The percentage of potential Aboriginal graduates enrolled at September 30 who actually graduate in the same school year. Higher rates of graduation indicate that the school is doing a good job of keeping students on track and focused on their work during their final year.

H Delayed advancement rate The estimated percentage of the school's grade-10 Aboriginal students who will not complete grade-12 within three years. A low *Delayed advancement rate* indicates that the school's Aboriginal students are likely to complete the last three grades of secondary school in the normal time.

I Overall rating out of 10 The *Overall rating out of 10* takes into account the school's performance with respect only to Aboriginal students on all of these indicators.

J Full school Overall rating For comparison, this is the *Overall rating out of 10* that the school received in the *Report Card on British Columbia's Secondary Schools 2005 Edition*. It reflects the results of all the students at the school. Note that for most schools, Gender gap indicator values are included when calculating the full school Overall rating but there are not sufficient data to calculate Gender gap values for Aboriginal student groups.

K Trends An upward pointing arrow at the end of an indicator row means that the school is probably improving on that indicator. A downward pointing arrow means that the school is probably getting worse. Trends are indicated only in those circumstances where it is at least 90% certain that the changes are not just random. A dash (—) indicates that there is no significant change. The trend measurement is based on the most recent five years of data. Note that for *Percentage*

of exams failed, *School vs exam mark differences*, and the *Delayed advancement rate*, a statistically significant downward trend in the data will lead to an *improving* trend. For example, a decreasing *Percentage of exams failed* indicates improvement and so an upward pointing arrow is displayed.

Other notes

Note 1

These *Report Card* results are based on the same Ministry of Education data that were used in the *Report Card on British Columbia's Secondary Schools 2005 Edition*.

Note 2

Not all the province's secondary schools that serve Aboriginal students are included in the tables or the ranking. Of all the schools at which Aboriginal students wrote any provincial examination results, 50 were eligible for inclusion in the *Report Card*. Excluded are schools at which fewer than 15 Aboriginal students were enrolled in grade 12 and schools that did not generate a sufficiently large set of Aboriginal student data to enable the calculation of an *Overall rating out of 10*. Also excluded from the ratings and rankings are distance learning schools, centres for adult education and continuing education, and certain alternative schools that do not offer a full program of courses.

The exclusion of a school from the *Report Card* should in no way be construed as a judgment of the school's effectiveness.

Note 3

Some students may write a provincial examination more than once. In this study, students are counted only once in the *Exams taken per student* indicator.

Note 4

Where insufficient data were available to calculate an indicator or where a school was not in operation during a specific year, **n/a** appears in the tables.

Note 6

You can compare a school's results with these all-schools results.

Note 7

If you have questions about the *Report Card*, call Peter Cowley, Director of School Performance Studies, The Fraser Institute, at 604-714-4556.

ABORIGINAL STUDENTS ONLY

Average values for all schools 2003/2004

Gr 12 Aboriginal enrollment: 26.8 (20.6% of total enrollment)

Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trend
Average exam mark	59.8	59.9	62.1	61.8	63.8	63.7	62.0	—
Percentage of exams failed	21.7	21.6	16.5	16.6	12.9	14.0	15.6	—
School vs exam mark difference	7.2	7.1	6.3	6.2	6.8	7.4	6.5	—
Exams taken per student	1.1	1.1	1.0	1.1	1.0	1.1	1.0	—
Graduation rate	80.7	81.7	83.2	83.6	85.6	86.6	87.1	▲
Delayed advancement rate	n/a	n/a	46.2	43.8	49.2	46.3	43.7	—
Overall rating out of 10	6.2	6.2	6.2	6.2	6.2	6.2	6.2	—

Note: This table displays the average results for all the schools in this report card results.

ALL STUDENTS

Average values for all schools 2003/2004

Average Gr 12 Enrollment: 166

Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trend
Average exam mark	67.3	67.3	68.1	69.0	69.3	69.7	69.6	▲
Percentage of exams failed	12.4	13.0	12.1	11.4	9.9	10.1	9.9	▲
School vs exam mark difference	6.3	6.4	6.4	5.8	5.5	6.2	6.4	—
Exams taken per student	2.7	2.8	2.8	2.9	2.9	2.9	2.8	—
Graduation rate	92.2	92.8	92.6	93.8	94.1	94.7	94.8	▲
Delayed advancement rate	n/a	n/a	25.6	23.1	22.2	21.5	22.5	—
Overall rating out of 10	6.2	6.2	6.3	6.2	6.2	6.2	6.2	—

Note: This table displays the average results for all the schools in the Report Card on British Columbia's Secondary Schools 2005 Edition.

ABBOTSFORD

Abbotsford Sr. Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 26 (8.4 of total enrollment)								
Overall academic ranking: 34 / 50								
2003-04 Last 5 Years								
11 / 26								
Average exam mark	69.5	59.8	65.1	58.5	66.0	71.6	62.0	—
Percentage of exams failed	0.0	23.3	9.4	23.5	0.0	0.0	13.0	—
School vs exam mark difference	4.7	6.5	5.0	7.7	3.8	6.1	9.1	—
Exams taken per student	1.1	1.4	1.3	0.8	0.8	1.7	0.9	—
Graduation rate	83.3	83.3	70.8	92.3	86.7	100.0	100.0	▲
Delayed advancement rate	n/a	n/a	38.4	32.2	41.5	24.4	14.6	▲
Overall rating out of 10	8.7	6.7	6.9	4.8	7.5	9.0	5.6	—
Full school overall rating	6.6	6.4	6.7	5.3	5.1	4.9	4.7	▼

ALBERNI

Alberni District Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 42 (13.0 of total enrollment)								
Overall academic ranking: 19 / 50								
2003-04 Last 5 Years								
19 / 26								
Average exam mark	61.7	58.1	61.1	62.1	62.2	62.2	65.7	—
Percentage of exams failed	12.5	33.3	18.7	9.1	13.9	8.1	6.5	—
School vs exam mark difference	8.0	1.0	0.7	7.0	9.6	1.8	3.1	—
Exams taken per student	0.5	0.4	0.4	0.7	0.8	1.1	0.7	—
Graduation rate	81.8	70.0	85.7	76.5	75.9	66.7	90.9	—
Delayed advancement rate	n/a	n/a	63.4	44.3	31.4	27.7	41.4	—
Overall rating out of 10	5.2	4.2	6.3	5.2	4.7	6.7	7.0	—
Full school overall rating	6.1	6.2	5.7	5.5	5.7	5.5	6.4	—

BULKLEY VALLEY

Houston Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 15 (23.4 of total enrollment)								
Overall academic ranking: 7 / 50								
2003-04 Last 5 Years								
n/a								
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	71.5	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	0.0	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	5.3	n/a
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	0.9	n/a
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	100.0	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	36.9	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	8.2	n/a
Full school overall rating	5.1	6.1	5.9	5.1	7.2	6.9	7.3	—

CAMPBELL RIVER

Carihi Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 39 (14.0 of total enrollment)								
Overall academic ranking: 41 / 50								
2003-04 Last 5 Years								
23 / 26								
Average exam mark	60.5	63.2	59.1	61.1	63.0	65.1	59.7	—
Percentage of exams failed	11.5	8.6	14.7	20.7	13.8	7.1	26.1	—
School vs exam mark difference	5.6	4.0	4.8	1.8	4.4	9.8	2.3	—
Exams taken per student	0.6	0.9	0.6	0.6	0.5	0.8	0.6	—
Graduation rate	94.1	68.8	68.4	54.2	77.8	88.0	95.2	▲
Delayed advancement rate	n/a	n/a	79.1	75.2	79.9	57.2	66.5	—
Overall rating out of 10	5.9	7.1	4.9	5.0	4.4	5.2	4.7	—
Full school overall rating	6.0	6.2	5.2	4.8	5.5	6.5	6.2	▲

CARIBOO-CHILCOTIN

Williams Lake Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 31 (23.0 of total enrollment)								
Overall academic ranking: 43 / 50								
2003-04 Last 5 Years								
22 / 26								
Average exam mark	n/a	n/a	65.9	59.5	59.0	55.8	60.5	—
Percentage of exams failed	n/a	n/a	0.0	26.7	19.2	20.0	13.0	—
School vs exam mark difference	n/a	n/a	3.2	5.0	5.9	9.6	8.7	▼
Exams taken per student	n/a	n/a	0.8	1.0	0.9	0.7	0.7	—
Graduation rate	n/a	n/a	85.7	100.0	84.2	57.1	66.7	—
Delayed advancement rate	n/a	n/a	86.6	74.1	66.2	77.4	70.7	—
Overall rating out of 10	n/a	n/a	7.4	5.9	4.9	3.2	4.3	▼
Full school overall rating	n/a	n/a	5.8	5.6	5.3	4.9	3.1	▼

Columneetza Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 25 (12.3 of total enrollment)								
Overall academic ranking: 45 / 50								
2003-04 Last 5 Years								
n/a								
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	56.2	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	22.2	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	9.2	n/a
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	0.7	n/a
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	40.0	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	70.0	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	4.0	n/a
Full school overall rating	5.1	5.3	4.7	6.6	4.5	4.1	3.9	—

CENTRAL COAST

Bella Bella [Independent]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 16 (100.0 of total enrollment)								
Overall academic ranking: 48 / 50								
2003-04 Last 5 Years								
24 / 26								
Average exam mark	n/a	37.2	53.8	52.7	49.0	40.3	44.5	▼
Percentage of exams failed	n/a	69.6	31.6	44.4	50.0	62.5	47.6	—
School vs exam mark difference	n/a	18.5	19.3	12.7	17.4	24.3	19.8	—
Exams taken per student	n/a	2.6	1.3	2.4	1.6	2.1	1.3	—
Graduation rate	100.0	40.0	88.9	93.8	92.9	73.3	85.7	—
Delayed advancement rate	n/a	n/a	39.3	41.6	56.2	14.8	56.2	—
Overall rating out of 10	n/a	2.1	5.0	5.7	5.9	3.7	3.4	—
Full school overall rating	n/a	0.0	2.1	0.1	0.8	0.0	0.0	▼

CENTRAL OKANAGAN

Kelowna Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 17 (4.0 of total enrollment)								
Overall academic ranking: 1 / 50								
2003-04 Last 5 Years								
n/a								
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	69.4	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	3.0	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	4.5	n/a
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	1.9	n/a
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	100.0	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	31.4	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	9.4	n/a
Full school overall rating	8.0	7.7	7.6	7.0	n/a	6.7	6.8	n/a

Mount Boucherie Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 29 (6.1 of total enrollment)								
Overall academic ranking: 16 / 50								
2003-04 Last 5 Years								
n/a								
Average exam mark	n/a	n/a	n/a	n/a	n/a	66.4	68.3	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	7.7	4.3	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	5.6	4.6	n/a
Exams taken per student	n/a	n/a	n/a	n/a	n/a	1.2	0.8	n/a
Graduation rate	n/a	n/a	n/a	n/a	n/a	81.3	87.5	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	54.2	32.8	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	7.1	7.4	n/a
Full school overall rating	7.4	6.2	6.2	6.2	6.2	6.8	6.6	—

Rutland Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 34 (5.4 of total enrollment)								
Overall academic ranking: 35 / 50								
2003-04 Last 5 Years								
n/a								
Average exam mark	63.4	n/a	n/a	n/a	61.6	67.3	60.4	n/a
Percentage of exams failed	18.8	n/a	n/a	n/a	21.1	0.0	6.3	n/a
School vs exam mark difference	5.5	n/a	n/a	n/a	3.2	3.4	5.5	n/a
Exams taken per student	0.7	n/a	n/a	n/a	0.5	0.5	0.5	n/a
Graduation rate	90.9	66.7	100.0	90.0	90.0	85.0	81.3	▼
Delayed advancement rate	n/a	n/a	59.2	49.7	64.9	58.4	61.6	—
Overall rating out of 10	7.4	n/a	n/a	n/a	4.3	6.8	5.5	n/a
Full school overall rating	5.5	5.1	6.6	5.9	5.5	4.9	4.7	▼

CHILLIWACK

Sardis Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 25 (6.9 of total enrollment)								
Overall academic ranking: 11 / 50								
2003-04 Last 5 Years								
1 / 26								
Average exam mark	65.3	61.4	61.6	59.5	68.3	68.1	61.0	—
Percentage of exams failed	14.1	17.2	19.5	8.3	3.6	6.1	22.9	—
School vs exam mark difference	6.2	5.3	4.6	5.1	3.6	7.8	7.8	—
Exams taken per student	1.8	1.5	2.0	1.5	2.3	3.0	1.9	—
Graduation rate	75.7	83.3	84.2	87.5	92.9	96.3	93.3	—
Delayed advancement rate	n/a	n/a	43.2	34.0	30.0	15.2	4.7	▲
Overall rating out of 10	8.8	7.9	8.1	8.1	10.0	9.8	7.8	—
Full school overall rating	5.3	6.6	6.6	6.6	7.0	6.9	6.0	—

Chilliwack Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 30 (10.9 of total enrollment)								
Overall academic ranking: 14 / 50								
2003-04 Last 5 Years								
7 / 26								
Average exam mark	62.6	65.5	64.2	60.0	65.2	69.6	58.7	—
Percentage of exams failed	14.6	25.0	11.1	10.5	5.6	8.1	28.8	—
School vs exam mark difference</								

NANAIMO-LADYSMITH

Nanaimo District Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									8 / 50	6 / 26
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 18 (6.0 of total enrollment)										
Average exam mark	n/a	n/a	66.8	43.6	67.2	65.3	68.8	—		
Percentage of exams failed	n/a	n/a	0.0	57.1	0.0	18.2	6.3	—		
School vs exam mark difference	n/a	n/a	1.6	14.9	4.1	6.6	4.6	—		
Exams taken per student	n/a	n/a	1.4	1.2	0.8	1.3	0.9	—		
Graduation rate	0.0	100.0	100.0	75.0	83.3	100.0	87.5	—		
Delayed advancement rate	n/a	n/a	45.6	41.6	42.9	27.3	68.9	—		
Overall rating out of 10	n/a	n/a	9.8	3.0	6.8	7.7	8.0	—		
Full school overall rating	5.4	5.1	6.3	4.2	5.3	4.8	4.6	—		

John Barsby Community School [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									27 / 50	17 / 26
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 22 (21.4 of total enrollment)										
Average exam mark	n/a	60.3	59.8	63.0	58.8	67.8	56.8	—		
Percentage of exams failed	n/a	6.7	17.6	8.0	15.4	8.7	25.0	—		
School vs exam mark difference	n/a	2.2	4.2	2.7	2.9	11.6	7.5	—		
Exams taken per student	n/a	0.7	0.6	0.8	0.5	1.2	1.3	▲		
Graduation rate	87.5	88.9	88.9	100.0	81.8	93.8	100.0	—		
Delayed advancement rate	n/a	n/a	65.9	75.4	62.9	34.4	28.6	▲		
Overall rating out of 10	n/a	8.3	5.8	8.5	4.0	6.0	6.2	—		
Full school overall rating	3.5	4.7	4.4	4.2	4.3	4.8	4.0	—		

Woodlands Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									28 / 50	n/a
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 17 (11.9 of total enrollment)										
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	51.5	n/a		
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	40.7	n/a		
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	12.1	n/a		
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	1.6	n/a		
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	84.6	n/a		
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	17.1	n/a		
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	6.1	n/a		
Full school overall rating	5.9	5.5	6.1	5.7	5.7	5.2	4.1	▼		

NECHAKO LAKES

Nechako Valley Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									38 / 50	13 / 26
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 21 (15.9 of total enrollment)										
Average exam mark	57.4	59.2	65.5	57.5	63.2	70.3	61.5	—		
Percentage of exams failed	23.5	24.1	5.6	23.5	15.2	0.0	25.0	—		
School vs exam mark difference	11.1	13.8	4.1	7.1	5.7	9.5	4.5	—		
Exams taken per student	1.6	1.4	1.0	1.5	1.0	1.0	0.6	—		
Graduation rate	87.5	92.9	100.0	87.5	87.5	85.7	91.7	—		
Delayed advancement rate	n/a	n/a	0.0	0.0	21.5	61.4	53.6	▼		
Overall rating out of 10	6.4	7.2	8.2	6.6	7.1	6.3	4.9	▼		
Full school overall rating	5.2	4.8	4.6	4.2	4.0	4.3	4.1	—		

Fort St James Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									47 / 50	n/a
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 28 (50.0 of total enrollment)										
Average exam mark	52.4	62.7	n/a	51.5	59.0	60.7	60.7	n/a		
Percentage of exams failed	42.9	25.0	n/a	35.3	19.4	18.2	26.7	n/a		
School vs exam mark difference	11.3	11.5	n/a	7.3	3.6	5.4	12.3	n/a		
Exams taken per student	0.7	1.4	n/a	0.8	1.0	1.7	0.5	n/a		
Graduation rate	50.0	90.9	85.7	80.0	80.0	93.3	92.3	—		
Delayed advancement rate	n/a	n/a	41.4	74.4	72.6	25.2	40.4	—		
Overall rating out of 10	1.5	6.7	n/a	3.6	4.9	7.4	3.5	n/a		
Full school overall rating	1.3	5.1	2.4	1.4	3.2	3.0	2.6	—		

NICOLA-SIMILKAMEEN

Merritt Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									5 / 50	5 / 26
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 51 (34.5 of total enrollment)										
Average exam mark	64.3	56.1	62.2	58.6	66.1	63.2	64.6	—		
Percentage of exams failed	20.9	29.1	18.1	28.9	6.2	14.0	9.0	—		
School vs exam mark difference	5.2	7.0	4.1	2.3	8.6	6.3	3.7	—		
Exams taken per student	1.5	1.5	1.6	1.0	1.4	1.7	1.3	—		
Graduation rate	100.0	74.2	76.3	75.0	80.0	83.8	84.2	▲		
Delayed advancement rate	n/a	n/a	11.7	3.0	24.8	23.3	31.1	▼		
Overall rating out of 10	8.8	5.2	7.3	5.5	7.4	7.5	8.4	—		
Full school overall rating	6.3	5.2	5.4	6.5	6.7	4.9	6.5	—		

NISGA'A

Nisga'a [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									44 / 50	26 / 26
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 24 (96.0 of total enrollment)										
Average exam mark	46.8	50.1	47.0	55.5	58.0	58.6	48.3	—		
Percentage of exams failed	53.8	46.0	56.8	27.3	23.9	23.1	43.8	—		
School vs exam mark difference	15.2	13.3	18.5	9.0	9.9	3.5	13.9	—		
Exams taken per student	1.8	1.6	1.0	0.8	1.1	1.4	1.3	—		
Graduation rate	87.1	80.0	61.3	57.7	89.5	94.7	81.0	—		
Delayed advancement rate	n/a	n/a	42.2	52.5	77.6	7.9	43.9	—		
Overall rating out of 10	4.3	4.0	0.6	2.1	4.3	6.0	4.1	▲		
Full school overall rating	0.0	0.0	0.0	0.0	0.7	2.1	0.0	—		

NORTH OKANAGAN-SHUSWAP

Salmon Arm Sr. Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									13 / 50	n/a
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 28 (7.1 of total enrollment)										
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	64.9	64.4	n/a	
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	21.6	6.7	n/a	
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	5.3	9.5	n/a	
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	1.6	1.1	n/a	
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	94.1	100.0	n/a	
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	7.8	7.7	n/a	
Full school overall rating	5.9	6.5	6.2	5.7	6.3	5.8	5.9	—		

NORTH VANCOUVER

Carson Graham Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									49 / 50	n/a
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 29 (8.4 of total enrollment)										
Average exam mark	n/a	n/a	n/a	69.6	n/a	63.6	57.2	n/a		
Percentage of exams failed	n/a	n/a	n/a	0.0	n/a	0.0	28.6	n/a		
School vs exam mark difference	n/a	n/a	n/a	7.4	n/a	4.0	15.4	n/a		
Exams taken per student	n/a	n/a	n/a	0.6	n/a	0.5	0.7	n/a		
Graduation rate	75.0	85.7	50.0	72.7	50.0	75.0	100.0	—		
Delayed advancement rate	n/a	n/a	51.1	49.3	43.5	59.5	28.6	—		
Overall rating out of 10	n/a	n/a	n/a	6.6	n/a	6.1	3.2	n/a		
Full school overall rating	6.5	6.2	6.1	6.4	6.0	6.2	5.3	—		

OKANAGAN SIMILKAMEEN

Southern Okanagan Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									30 / 50	n/a
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 18 (10.7 of total enrollment)										
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	65.6	n/a		
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	11.1	n/a		
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	4.4	n/a		
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	1.0	n/a		
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	100.0	n/a		
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	75.8	n/a		
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	6.0	n/a		
Full school overall rating	6.7	7.0	6.0	6.4	6.2	6.1	5.7	—		

PEACE RIVER NORTH

North Peace Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									4 / 50	2 / 26
		1998	1999	2000	2001	2002	2003	2004	Trends	
Gr 12 Aboriginal enrollment: 45 (13.5 of total enrollment)										
Average exam mark	56.1	60.5	65.4	61.3	63.5	64.0	64.8	—		
Percentage of exams failed	21.1	22.2	15.2	25.3	13.1	15.9	9.1	—		
School vs exam mark difference	2.8	9.2	6.4	9.4	6.4	4.4	4.2	—		
Exams taken per student	0.7	2.2	1.9	1.7	1.4	1.6	1.0	▼		
Graduation rate	88.9	82.8	97.8	81.6	90.6	93.0	97.1	—		
Delayed advancement rate	n/a	n/a	19.8	46.9	40.1	48.5	0.4	—		
Overall rating out of 10	6.1	8.0	9.1	6.4	7.6	7.6	8.5	—		
Full school overall rating	4.8	5.2	6.2	5.2	5.4	5.8	6.4	—		

PEACE RIVER SOUTH

South Peace Secondary [Public]

		Overall academic ranking:							2003-04	Last 5 Years
									6 / 50	13 / 26
		1998	1999	2000	2001	2002	2003			

PRINCE RUPERT**Charles Hays Secondary [Public]**

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 31 (29.8 of total enrollment)	2003-04 25 / 50							Last 5 Years 15 / 26
Average exam mark	59.5	59.2	65.4	60.5	61.6	60.5	61.3	—
Percentage of exams failed	16.7	20.0	5.0	17.6	9.1	20.0	11.1	—
School vs exam mark difference	2.4	3.0	5.0	3.4	2.6	11.0	5.2	—
Exams taken per student	0.6	0.6	0.5	1.1	0.6	0.9	0.9	—
Graduation rate	92.9	90.9	88.9	94.7	100.0	96.7	100.0	—
Delayed advancement rate	n/a	n/a	67.6	52.0	52.8	51.2	73.1	—
Overall rating out of 10	6.5	6.7	6.6	7.4	6.3	5.5	6.5	—
Full school overall rating	6.0	5.8	5.9	6.0	4.8	3.7	5.2	—

Prince Rupert Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 32 (32.0 of total enrollment)	2003-04 32 / 50							Last 5 Years 21 / 26
Average exam mark	49.2	57.7	67.0	62.0	66.5	67.7	61.0	—
Percentage of exams failed	56.2	32.3	13.6	13.0	4.8	10.7	22.6	—
School vs exam mark difference	8.1	10.3	14.5	9.6	11.0	17.0	4.2	—
Exams taken per student	1.1	1.8	0.9	0.7	1.1	0.8	1.0	—
Graduation rate	78.6	52.2	81.3	90.5	84.6	84.2	84.6	—
Delayed advancement rate	n/a	n/a	72.0	61.2	66.4	72.0	39.7	—
Overall rating out of 10	4.3	5.1	5.1	5.3	5.9	4.1	5.7	—
Full school overall rating	5.6	5.1	7.0	5.3	6.6	5.9	5.7	—

QUESNEL**Quesnel Secondary [Public]**

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 24 (11.4 of total enrollment)	2003-04 21 / 50							Last 5 Years 15 / 26
Average exam mark	61.1	61.6	56.9	63.2	62.4	64.9	59.1	—
Percentage of exams failed	14.3	15.8	10.0	15.6	7.1	11.3	16.7	—
School vs exam mark difference	9.4	7.3	9.1	8.1	3.6	8.4	7.1	—
Exams taken per student	1.6	0.9	0.6	1.3	0.6	1.6	1.0	—
Graduation rate	100.0	88.9	85.7	100.0	100.0	89.5	92.9	—
Delayed advancement rate	n/a	n/a	67.1	41.0	46.8	66.2	43.0	—
Overall rating out of 10	8.1	5.5	4.9	7.5	6.4	6.7	6.8	—
Full school overall rating	5.8	3.8	5.0	5.8	5.2	4.1	4.4	—

SOUTHEAST KOOTENAY**Mount Baker Secondary [Public]**

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 22 (6.6 of total enrollment)	2003-04 14 / 50							Last 5 Years n/a
Average exam mark	64.6	65.8	61.7	65.0	n/a	64.1	62.7	n/a
Percentage of exams failed	0.0	9.5	8.3	13.3	n/a	11.1	0.0	n/a
School vs exam mark difference	8.7	5.4	5.4	2.4	n/a	1.8	1.7	n/a
Exams taken per student	1.0	1.3	0.8	0.9	n/a	1.1	0.8	n/a
Graduation rate	75.0	90.9	80.0	100.0	62.5	100.0	93.3	—
Delayed advancement rate	n/a	n/a	48.7	59.8	66.4	n/a	n/a	n/a
Overall rating out of 10	7.1	8.4	6.1	7.9	n/a	7.7	7.6	n/a
Full school overall rating	6.9	6.5	6.6	6.3	5.7	5.2	5.7	▼

SURREY**Kwantlen Park Secondary [Public]**

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 16 (8.0 of total enrollment)	2003-04 10 / 50							Last 5 Years n/a
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	66.8	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	0.0	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	3.0	n/a
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	0.8	n/a
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	90.9	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	22.3	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	7.9	n/a
Full school overall rating	n/a	n/a	n/a	n/a	n/a	8.9	5.6	n/a

Guildford Park Secondary [Public]

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 18 (7.0 of total enrollment)	2003-04 11 / 50							Last 5 Years n/a
Average exam mark	n/a	n/a	n/a	61.4	64.2	62.9	68.2	n/a
Percentage of exams failed	n/a	n/a	n/a	21.4	8.7	15.8	6.7	n/a
School vs exam mark difference	n/a	n/a	n/a	4.7	6.3	5.2	3.3	n/a
Exams taken per student	n/a	n/a	n/a	0.9	1.2	0.9	0.8	n/a
Graduation rate	75.0	100.0	75.0	71.4	86.7	71.4	94.1	—
Delayed advancement rate	n/a	n/a	29.4	38.2	23.0	17.7	12.1	—
Overall rating out of 10	n/a	n/a	n/a	5.1	7.1	5.7	7.8	n/a
Full school overall rating	5.4	4.7	4.9	4.0	4.3	4.9	5.3	—

VANCOUVER ISLAND NORTH**Port Hardy Secondary [Public]**

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 27 (32.1 of total enrollment)	2003-04 38 / 50							Last 5 Years n/a
Average exam mark	n/a	n/a	n/a	n/a	n/a	67.3	60.0	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	11.5	10.0	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	4.2	0.7	n/a
Exams taken per student	n/a	n/a	n/a	n/a	n/a	1.1	0.4	n/a
Graduation rate	n/a	n/a	n/a	n/a	n/a	100.0	75.0	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	53.7	74.3	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	7.2	4.9	n/a
Full school overall rating	5.8	3.2	4.0	2.8	5.6	5.2	4.9	—

VERNON**W L Seaton Secondary [Public]**

	Overall academic ranking:							Trends
	1998	1999	2000	2001	2002	2003	2004	
Gr 12 Aboriginal enrollment: 23 (12.3 of total enrollment)	2003-04 8 / 50							Last 5 Years n/a
Average exam mark	61.8	70.9	69.9	73.3	70.0	n/a	75.5	n/a
Percentage of exams failed	20.0	0.0	0.0	0.0	9.1	n/a	0.0	n/a
School vs exam mark difference	7.3	6.3	7.8	12.2	9.9	n/a	8.9	n/a
Exams taken per student	1.1	0.6	0.7	0.9	1.0	n/a	1.1	n/a
Graduation rate	71.4	100.0	91.7	92.9	94.7	n/a	90.5	n/a
Delayed advancement rate	n/a	n/a	38.4	10.0	41.9	n/a	39.8	n/a
Overall rating out of 10	5.7	8.3	7.2	7.3	7.8	n/a	8.0	n/a
Full school overall rating	5.7	6.9	6.8	7.0	6.7	6.2	5.9	▼



Ranking the secondary schools

In this table, schools are ranked (on the left hand side of the page) in descending order (from 1 to 50) according to their academic performance as measured by the *Overall rating out of 10* (shown on the right-hand side of the table) for the school year 2003/2004. Each school's five-year average ranking and *Overall rating out of 10* are also listed. The higher the overall rating (out of 10), the higher the rank awarded to the school. Where schools tied in the overall rating, they were awarded the same rank. Where less than five years of data was available "n/a" appears in the table.

Not all the province's secondary schools are

included in the tables or the ranking. Excluded are schools at which fewer than 15 Aboriginal students were enrolled in grade 12 and schools that did not generate a sufficiently large set of student data to enable the calculation of an Overall rating out of 10. Also excluded from the ratings and rankings are centres for adult education and continuing education as well as certain alternative schools that do not offer a full program of courses.

The exclusion of a school from the Report Card should not be construed in any way as a judgement upon the school's effectiveness.

Rank 2003 2004	Last 5 years	School name	City	Overall rating	
				2003/ 2004	Last 5 years
1	n/a	Kelowna Secondary	Kelowna	9.4	n/a
2	3	Prince George Secondary	Prince George	8.9	7.6
3	n/a	Walnut Grove Secondary	Langley	8.6	n/a
4	2	North Peace Secondary	Fort St John	8.5	7.8
5	5	Merritt Secondary	Merritt	8.4	7.2
6	13	South Peace Secondary	Dawson Creek	8.3	6.6
7	n/a	Houston Secondary	Houston	8.2	n/a
8	6	Nanaimo District Secondary	Nanaimo	8.0	7.1
8	n/a	W L Seaton Secondary	Vernon	8.0	n/a
10	n/a	Kwantlen Park Secondary	Surrey	7.9	n/a
11	1	Sardis Secondary	Chilliwack	7.8	8.8
11	n/a	Guildford Park Secondary	Surrey	7.8	n/a
13	n/a	Salmon Arm Sr. Secondary	Salmon Arm	7.7	n/a
14	7	Chilliwack Secondary	Chilliwack	7.6	7.0
14	n/a	Mount Baker Secondary	Cranbrook	7.6	n/a
16	n/a	Mount Boucherie Secondary	Kelowna	7.4	n/a
17	7	Fort Nelson Secondary	Fort Nelson	7.2	7.0
18	9	Garibaldi Secondary	Maple Ridge	7.1	6.9
19	19	Alberni District Secondary	Port Alberni	7.0	6.0
20	n/a	Mount Elizabeth Secondary	Kitimat	6.9	n/a
21	15	Quesnel Secondary	Quesnel	6.8	6.5
22	9	Hazelton Secondary	Hazelton	6.7	6.9
22	n/a	Highland Secondary	Comox	6.7	n/a
24	n/a	Brocklehurst Secondary	Kamloops	6.6	n/a
25	15	Charles Hays Secondary	Prince Rupert	6.5	6.5

Rank 2003 2004	Last 5 years	School name	City	Overall rating	
				2003/ 2004	Last 5 years
26	4	Georges P Vanier Secondary	Courtenay	6.4	7.4
27	17	John Barsby Community School	Nanaimo	6.2	6.1
28	n/a	Mark R. Isfeld Senior Secondary	Courtenay	6.1	n/a
28	n/a	Woodlands Secondary	Nanaimo	6.1	n/a
30	n/a	Southern Okanagan Secondary	Oliver	6.0	n/a
31	17	Norkam Secondary	Kamloops	5.9	6.1
32	11	Cowichan Secondary	Duncan	5.7	6.8
32	21	Prince Rupert Secondary	Prince Rupert	5.7	5.2
34	11	Abbotsford Sr. Secondary	Abbotsford	5.6	6.8
35	20	Lillooet Secondary	Lillooet	5.5	5.5
35	n/a	Rutland Secondary	Kelowna	5.5	n/a
37	25	Caledonia Sr. Secondary	Terrace	5.4	4.5
38	13	Nechako Valley Secondary	Vanderhoof	4.9	6.6
38	n/a	Port Hardy Secondary	Port Hardy	4.9	n/a
40	n/a	North Delta Senior Secondary	Delta	4.8	n/a
41	23	Carihi Secondary	Campbell River	4.7	4.8
41	n/a	Chetwynd Secondary	Chetwynd	4.7	n/a
43	22	Williams Lake Secondary	Williams Lake	4.3	5.1
44	26	Nisga'a	New Aiyansh	4.1	3.4
45	n/a	Columneetza Secondary	Williams Lake	4.0	n/a
46	n/a	Port Moody Secondary	Port Moody	3.7	n/a
47	n/a	Fort St James Secondary	Fort St James	3.5	n/a
48	24	Bella Bella	Waglisla	3.4	4.7
49	n/a	Carson Graham Secondary	North Vancouver	3.2	n/a
50	n/a	George M Dawson Secondary	Masset	0.0	n/a



Detailed results for elementary schools

How to read the elementary school tables

Use the sample table and the explanation of each line below to help you interpret the detailed results for individual schools. Families choosing a school for their students should seek to confirm the Report Card's findings by visiting the school and interview-

ing teachers, school administrators, and other parents. More information regarding schools may be found on the British Columbia Ministry of Education web site at: < <http://www.bced.gov.bc.ca/reporting/select/> > and on the web sites of local school districts. Of course, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*.

SCHOOL DISTRICT							
School name [Public on Independent]							
A –	Gr 4 Aboriginal enrollment: 29 (70.7 % of total enrollment)						
B –	Tests not written (%): 9.3			Rank:	2003-04 24 / 65	Last 5 yrs 8 / 15	– C
	Academic Performance	2000	2001	2002	2003	2004	Trends
D –	Gr 4 avg score: Reading	403	400	413	479	486	▲
E –	Writing	n/a	472	487	473	494	n/a
F –	Numeracy	457	430	431	454	499	—
G –	Gr 7 avg score: Reading	399	425	410	354	410	—
H –	Writing	n/a	413	458	380	474	n/a
I –	Numeracy	445	456	422	414	460	—
J –	Below expectations (%)	n/a	n/a	n/a	62.9	35.4	n/a
K –	Overall rating out of 10	7.3	6.9	6.7	5.2	7.1	—
L –	<i>Full School Overall rating</i>	3.7	3.6	3.5	1.9	4.0	—

A The number of Aboriginal students enrolled in grade 4 in the spring of 2004. Indicator results involving small numbers of students tend to be more variable than do those for larger student groups. It is therefore important to consider all five years of results rather than just a single year.

B The percentage of the tests that could have been completed by the school's Aboriginal students but which were not assigned a score. The *Tests not written* percentage takes into account students who were excused from the tests, were absent for some part of the tests, or did not complete the test

to the extent necessary to score it. **Important note:** Schools that administer these tests are expected to ensure that all their students participate. For this reason, you should take note of the *Tests not written* percentage when you consider each school's *Report Card* results. The principal of a school with a high *Tests not written* percentage should be able to provide good reasons for the students' failure to complete the tests.

C The school's overall academic rank in the province for 2003/2004 and for the last five years. The rankings show how the school has done

academically with respect to Aboriginal students compared to the other schools in the *Report Card*.

- D to I *Average score*** These indicators show how well each school's Aboriginal students performed on the uniform Foundation Skills Assessment tests in reading, writing, and numeracy at the grade-4 and grade-7 levels. The value for each of these indicators is the average score awarded to students at the school who wrote the test.
- J *Below expectations (%)*** The percentage of all the completed tests written by the school's students that were judged to be below expectations. A low value for *Below expectations (%)* indicates that the school ensures that most of its students are meeting or exceeding the expected level of performance for the grade.
- K *Overall rating out of 10*** The *Overall rating out of 10* takes into account the school's performance with respect only to Aboriginal students on all of these indicators.
- L *Full school Overall rating*** For comparison, this is the *Overall rating out of 10* that the school received in the *Report Card on British Columbia's Elementary Schools: 2005 Edition*. It reflects the results of all the students at the school. Note that for most schools, *Gender gap* indicator values are included when calculating the Full school overall rating but there are not sufficient data to calculate *Gender gap* values for Aboriginal student groups.
- M *Trends*** An upward pointing arrow at the end of an indicator row means that the school is probably improving on that indicator; a downward pointing arrow means that the school is probably getting worse. Trends are indicated only in those circumstances where it is at least 90% certain that the changes are not just random. A dash (—) indicates that there is no significant change; "n/a" indicates that there was insufficient data available with which to calculate a trend. The measurement

of trends is based on the most recent five years of data. Note that for *Below expectations* indicator a statistically significant downward trend in the data will lead to an upward pointing arrow in the *Trends* column because a decreasing percentage of tests below expectations indicates improvement.

Other notes

Note 1

Not all the province's elementary schools that enroll Aboriginal students are included in the tables or the ranking. Of all the schools in the province reporting Aboriginal FSA results, 49 were eligible for inclusion in this *Report Card*. Excluded are schools at which fewer than 10 Aboriginal students were enrolled in each of grades 4 and 7 and schools that did not generate a sufficiently large set of Aboriginal student data to enable the calculation of an *Overall rating out of 10*. Also excluded from the ratings and rankings are distance learning schools, centres for adult education and continuing education, and certain alternative schools that do not offer a full program of courses.

The exclusion of a school from the *Report Card* should not be considered a judgement of the school's effectiveness.

Note 2

Where there were insufficient data available with which to calculate an indicator or where a school was not in operation during a specific year, "n/a" appears in the tables.

Note 3

You can compare a school's results with the all-schools average results on the facing page.

Note 4

If you have questions about the *Report Card*, call Peter Cowley, Director of School Performance Studies, The Fraser Institute, at 604-714-4556.

ABORIGINAL STUDENTS ONLY

Average values for all schools 2003/2004

Gr 4 Aboriginal enrollment: 16 (49.1% of total enrollment)

Exams not written (%): 18.7

Academic Performance	2000	2001	2002	2003	2004	Trend
Gr 4 avg score: Reading	413	407	420	421	435	▲
Writing	0	460	471	469	457	n/a
Numeracy	414	418	435	455	444	▲
Gr 7 avg score: Reading	400	408	404	410	432	▲
Writing	0	443	413	428	465	n/a
Numeracy	407	416	416	425	434	▲
<i>Below expectations (%)</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	44.6	36.0	<i>n/a</i>
Overall rating out of 10	6.2	6.2	6.2	6.2	6.2	—

Elementary schools included in this report

This edition of the *Report Card* includes two distinct types of elementary schools. The majority of the schools (49 out of 65), hereafter referred to as “Type-1 schools,” enroll both grade-4 and grade-7 students. An additional 16 elementary schools that do not enroll grade-7 students, hereafter referred to as “Type-2 schools,” are also included. The students who attend these elementary schools generally move to a middle school or junior high school after completing the highest grade (usually grade 5 or grade 6) that the elementary school offers.

The procedure for determining the indicator values, ratings, and rankings for the two types of schools is the same with one important exception. Because Type-2 schools have no grade-7 enrollment, they do not generate the grade-7 level FSA results that are used in four of this *Report Card*'s seven academic indicators. However, students who were enrolled in Type-2 schools participate in the grade-7 test sittings—usually at a middle school—a year or two after they have left their elementary school. The Ministry of Education provides grade-7 level average standard scores as well as data required for the calculation of the *Below expectations* indicator, grouped by the school at which the students had enrolled in grade 4 rather than by the school at which the students had written the grade-7 tests. We are, therefore, able to attribute to each Type-2 school the grade-7 level test results of the students who attended grade 4 at the school. We believe it is reasonable to make this attribution. In districts like Campbell River, where Type-2 elementary schools predominate,

ALL STUDENTS

Average values for all schools 2003/2004

Gr 4 enrollment: 43

Tests not written (%): 8.2

Academic Performance	2000	2001	2002	2003	2004	Trend
Gr 4 avg score: Reading	500	501	513	505	504	—
Writing	n/a	526	506	516	524	n/a
Numeracy	498	513	522	532	514	—
Gr 7 avg score: Reading	502	498	506	502	510	—
Writing	n/a	534	518	509	554	n/a
Numeracy	503	499	508	514	503	—
<i>Below expectations (%)</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	17.3	14.9	<i>n/a</i>
Overall rating out of 10	6.2	6.2	6.2	6.2	6.2	—

parents are now able to compare academic performance at a combination of two schools— grades 1 through 5 at the elementary school and grades 6 and 7 at the middle school—with academic performance at Type-1 schools in the same and other districts. Of course, the staff at Type-2 schools could argue that, since they cannot influence the effectiveness of learning outside their own school, they cannot be held responsible for the grade-7 results of their former students now attending a middle school. To some extent, this may be true. However, in many cases the Type-2 school has been responsible for the child's academic development for five years and it is reasonable to assume that effective teaching during that period would benefit students as they move through their studies at middle school. Further, it is likely that the administrators in districts where middle schools are established have developed strong liaison programs to ensure that student progress continues uninterrupted by the transition from elementary to middle schools.

Further, we cannot be certain that all the grade-4 students at a Type-2 school moved to the same school for grade 7. In some cases, students will have two or more middle schools from which to choose. Some students may move to private schools offering a greater grade range. Still others may choose to attend a Type-1 school in a neighbouring district. However, there is no reason to believe that the ability to choose from a variety of grade-7 schools will affect a particular Type-2 school's results systematically.

Readers reviewing the results for Type-2 schools should bear in mind that they reflect the combined effect of both the elementary school and the middle schools that its students subsequently attend.

ALBERNI

Gill [Public]**

Gr 4 Aboriginal enrollment: 11 (18.6% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 13.2		Rank: 16 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	436	n/a
Writing	n/a	n/a	n/a	n/a	469	n/a
Numeracy	n/a	n/a	n/a	n/a	474	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	517	n/a
Writing	n/a	n/a	n/a	n/a	500	n/a
Numeracy	n/a	n/a	n/a	n/a	514	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	24.2	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	7.5	n/a
Full School Overall rating	n/a	3.5	5.0	4.5	5.3	n/a

Haahuupayak School [Independent]**

Gr 4 Aboriginal enrollment: 11 (91.7% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 17.8		Rank: 52 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	445	n/a	367	n/a
Writing	n/a	n/a	500	n/a	438	n/a
Numeracy	n/a	n/a	469	n/a	387	n/a
Gr 7 avg score: Reading	n/a	n/a	399	n/a	383	n/a
Writing	n/a	n/a	375	n/a	417	n/a
Numeracy	n/a	n/a	420	n/a	431	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	56.7	n/a
Overall rating out of 10	n/a	n/a	7.0	n/a	4.9	n/a
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a

Wickaninnish [Public]

Gr 4 Aboriginal enrollment: 14 (50.0% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 28.6		Rank: 52 / 65		13 / 15		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	376	384	385	396	409	—
Writing	n/a	385	500	369	448	n/a
Numeracy	394	378	427	391	420	—
Gr 7 avg score: Reading	346	356	360	334	381	—
Writing	n/a	500	348	371	453	n/a
Numeracy	398	424	357	401	392	—
Below expectations (%)	n/a	n/a	n/a	68.0	40.0	n/a
Overall rating out of 10	4.8	4.5	4.4	3.4	4.7	—
Full School Overall rating	3.1	2.3	1.8	1.2	3.8	—

Eighth Avenue [Public]**

Gr 4 Aboriginal enrollment: 17 (48.6% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 5.4		Rank: 60 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	442	389	392	n/a
Writing	n/a	n/a	398	500	416	n/a
Numeracy	n/a	n/a	439	426	376	n/a
Gr 7 avg score: Reading	n/a	n/a	425	483	400	n/a
Writing	n/a	n/a	383	431	417	n/a
Numeracy	n/a	n/a	421	446	412	n/a
Below expectations (%)	n/a	n/a	n/a	37.8	50.9	n/a
Overall rating out of 10	n/a	n/a	5.6	7.0	3.6	n/a
Full School Overall rating	n/a	2.6	3.0	4.4	0.9	n/a

Maqtusis [Independent]

Gr 4 Aboriginal enrollment: 20 (100.0% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 13.3		Rank: 65 / 65		15 / 15		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	361	303	349	367	375	—
Writing	n/a	417	389	453	356	n/a
Numeracy	338	347	369	406	382	—
Gr 7 avg score: Reading	212	387	337	329	318	—
Writing	n/a	300	358	416	299	n/a
Numeracy	345	445	366	382	381	—
Below expectations (%)	n/a	n/a	n/a	69.9	73.1	n/a
Overall rating out of 10	1.6	2.9	1.8	3.8	0.6	—
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a

BULKLEY VALLEY

Muheim Memorial [Public]**

Gr 4 Aboriginal enrollment: 13 (37.1% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 8.3		Rank: 27 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	464	n/a
Writing	n/a	n/a	n/a	n/a	470	n/a
Numeracy	n/a	n/a	n/a	n/a	472	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	425	n/a
Writing	n/a	n/a	n/a	n/a	406	n/a
Numeracy	n/a	n/a	n/a	n/a	421	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	41.6	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	6.7	n/a
Full School Overall rating	n/a	6.1	5.1	7.7	5.8	n/a

CAMPBELL RIVER

Campbellton [Public]**

Gr 4 Aboriginal enrollment: 16 (64.0% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 15.2		Rank: 45 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	419	n/a	405	n/a
Writing	n/a	n/a	474	n/a	436	n/a
Numeracy	n/a	n/a	451	n/a	411	n/a
Gr 7 avg score: Reading	n/a	n/a	333	n/a	449	n/a
Writing	n/a	n/a	269	n/a	473	n/a
Numeracy	n/a	n/a	258	n/a	467	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	38.1	n/a
Overall rating out of 10	n/a	n/a	3.9	n/a	5.5	n/a
Full School Overall rating	n/a	4.0	1.5	3.7	2.4	n/a

CENTRAL COAST

Bella Bella [Independent]

Gr 4 Aboriginal enrollment: 12 (100.0% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 15.4		Rank: 55 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	416	376	370	327	n/a
Writing	n/a	438	500	287	342	n/a
Numeracy	n/a	416	396	406	364	n/a
Gr 7 avg score: Reading	n/a	375	356	393	424	n/a
Writing	n/a	450	421	507	465	n/a
Numeracy	n/a	389	381	412	410	n/a
Below expectations (%)	n/a	n/a	n/a	62.2	45.5	n/a
Overall rating out of 10	n/a	5.2	4.7	4.2	4.0	n/a
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a

CENTRAL OKANAGAN

Chief Tomat [Public]**

Gr 4 Aboriginal enrollment: 10 (20.4% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 3.8		Rank: 12 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	455	507	n/a
Writing	n/a	n/a	n/a	507	551	n/a
Numeracy	n/a	n/a	n/a	484	458	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	503	452	n/a
Writing	n/a	n/a	n/a	367	495	n/a
Numeracy	n/a	n/a	n/a	464	415	n/a
Below expectations (%)	n/a	n/a	n/a	24.5	36.0	n/a
Overall rating out of 10	n/a	n/a	n/a	8.3	7.8	n/a
Full School Overall rating	4.3	6.6	5.0	5.1	5.7	—

CHILLIWACK

Strathcona [Public]**

Gr 4 Aboriginal enrollment: 10 (14.3% of total enrollment)

		2003-04		Last 5 yrs			
Tests not written (%): 6.7		Rank: 4 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	423	399	452	n/a
Writing	n/a	n/a	n/a	509	515	n/a	
Numeracy	n/a	n/a	n/a	504	515	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	485	n/a	n/a	
Writing	n/a	n/a	n/a	550	n/a	n/a	
Numeracy	n/a	n/a	n/a	454	n/a	n/a	
Below expectations (%)	n/a	n/a	n/a	11.9	n/a	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	9.3	n/a	
Full School Overall rating	n/a	4.5	4.7	5.3	5.4	n/a	

McCammon [Public]**

Gr 4 Aboriginal enrollment: 12 (22.2% of total enrollment)

		2003-04		Last 5 yrs			
Tests not written (%): 17.2		Rank: 14 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	423	399	452	n/a
Writing	n/a	n/a	n/a	458	416	500	n/a
Numeracy	n/a	n/a	n/a	440	502	441	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	460	380	441	n/a
Writing	n/a	n/a	n/a	440	375	489	n/a
Numeracy	n/a	n/a	n/a	461	354	466	n/a
Below expectations (%)	n/a	n/a	n/a	44.4	29.2	n/a	
Overall rating out of 10	n/a	n/a	7.4	5.6	7.6	n/a	
Full School Overall rating	n/a	4.9	4.3	4.9	5.5	n/a	

Chilliwack Central [Public]**

Gr 4 Aboriginal enrollment: 10 (22.2% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 15.5		Rank: 38 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	433	439	n/a
Writing	n/a	n/a	n/a	485	433	n/a
Numeracy	n/a	n/a	n/a	473	413	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	408	450	n/a
Writing	n/a	n/a	n/a	476	517	n/a
Numeracy	n/a	n/a	n/a	474	421	n/a
Below expectations (%)	n/a	n/a	n/a	34.0	33.3	n/a
Overall rating out of 10	n/a	n/a	n/a	7.6	5.9	n/a
Full School Overall rating	n/a	2.7	2.4	4.4	4.9	n/a

COAST MOUNTAINS

Thornhill [Public]

Gr 4 Aboriginal enrollment: 26 (33.8% of total enrollment)

		2003-04		Last 5 yrs		
Tests not written (%): 14.9		Rank: 22 / 65		n/a		
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	391	434	427	n/a	468	n/a
Writing	n/a	462	492	n/a	469	n/a
Numeracy	419	444	448	n/a	471	n/a
Gr 7 avg score: Reading	418	422	413	n/a	441	n/a
Writing	n/a	481	441	n/a	505	n/a
Numeracy	425	375	415	n/a	439	n/a
Below expectations (%)	n/a	n/a	n/a			

COMOX VALLEY**Puntledge Park [Public]****

Gr 4 Aboriginal enrollment: 10 (14.3% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 7 / 65		n/a		
Tests not written (%): 13.5						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	436	480	n/a
Writing	n/a	n/a	n/a	473	487	n/a
Numeracy	n/a	n/a	n/a	487	497	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	456	471	n/a
Writing	n/a	n/a	n/a	426	510	n/a
Numeracy	n/a	n/a	n/a	461	447	n/a
Below expectations (%)	n/a	n/a	n/a	31.6	22.2	n/a
Overall rating out of 10	n/a	n/a	n/a	7.7	8.5	n/a
Full School Overall rating	n/a	6.6	4.9	4.0	6.0	n/a

COWICHAN VALLEY**Khowhemun [Public]****

Gr 4 Aboriginal enrollment: 18 (38.3% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 38 / 65		n/a		
Tests not written (%): 27.8						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	416	403	430	n/a
Writing	n/a	n/a	500	472	455	n/a
Numeracy	n/a	n/a	421	411	482	n/a
Gr 7 avg score: Reading	n/a	n/a	354	398	392	n/a
Writing	n/a	n/a	440	389	417	n/a
Numeracy	n/a	n/a	349	350	386	n/a
Below expectations (%)	n/a	n/a	n/a	59.3	43.1	n/a
Overall rating out of 10	n/a	n/a	5.3	4.7	5.9	n/a
Full School Overall rating	n/a	4.0	3.6	3.3	4.2	n/a

FORT NELSON**G W Carlson [Public]****

Gr 4 Aboriginal enrollment: 17 (23.9% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 12 / 65		n/a		
Tests not written (%): 8.7						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	408	474	479	n/a
Writing	n/a	n/a	492	500	495	n/a
Numeracy	n/a	n/a	405	528	493	n/a
Gr 7 avg score: Reading	n/a	n/a	459	416	476	n/a
Writing	n/a	n/a	444	560	472	n/a
Numeracy	n/a	n/a	460	440	429	n/a
Below expectations (%)	n/a	n/a	n/a	26.7	27.0	n/a
Overall rating out of 10	n/a	n/a	7.2	8.7	7.8	n/a
Full School Overall rating	n/a	4.0	4.9	5.4	5.6	n/a

Chalo School [Independent]

Gr 4 Aboriginal enrollment: 13 (92.9% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 56 / 65		n/a		
Tests not written (%): 13.6						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	373	n/a
Writing	n/a	n/a	n/a	n/a	366	n/a
Numeracy	n/a	n/a	n/a	n/a	383	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	397	n/a
Writing	n/a	n/a	n/a	n/a	416	n/a
Numeracy	n/a	n/a	n/a	n/a	419	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	47.4	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	3.9	n/a
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a

FRASER-CASCADE**Coquihalla [Public]****

Gr 4 Aboriginal enrollment: 13 (18.6% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 16 / 65		n/a		
Tests not written (%): 8.2						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	473	464	440	n/a
Writing	n/a	n/a	485	500	500	n/a
Numeracy	n/a	n/a	501	522	461	n/a
Gr 7 avg score: Reading	n/a	n/a	476	465	450	n/a
Writing	n/a	n/a	402	496	476	n/a
Numeracy	n/a	n/a	489	507	487	n/a
Below expectations (%)	n/a	n/a	n/a	24.2	26.9	n/a
Overall rating out of 10	n/a	n/a	9.3	9.1	7.5	n/a
Full School Overall rating	n/a	6.3	6.3	7.3	5.5	n/a

Kent [Public]**

Gr 4 Aboriginal enrollment: 20 (34.5% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 34 / 65		n/a		
Tests not written (%): 16.8						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	399	n/a	454	n/a
Writing	n/a	n/a	396	n/a	427	n/a
Numeracy	n/a	n/a	432	n/a	431	n/a
Gr 7 avg score: Reading	n/a	n/a	415	n/a	462	n/a
Writing	n/a	n/a	405	n/a	458	n/a
Numeracy	n/a	n/a	470	n/a	511	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	32.9	n/a
Overall rating out of 10	n/a	n/a	5.6	6.3	n/a	n/a
Full School Overall rating	n/a	5.5	4.8	5.0	4.8	n/a

Seabird Island Community [Independent]

Gr 4 Aboriginal enrollment: 15 (100.0% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 64 / 65		n/a		
Tests not written (%): 36.0						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	369	n/a
Writing	n/a	n/a	n/a	n/a	462	n/a
Numeracy	n/a	n/a	n/a	n/a	348	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	337	n/a
Writing	n/a	n/a	n/a	n/a	384	n/a
Numeracy	n/a	n/a	n/a	n/a	365	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	68.8	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	1.9	n/a
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a

GOLD TRAIL**Cayosh [Public]**

Gr 4 Aboriginal enrollment: 29 (70.7% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 24 / 65		8 / 15		
Tests not written (%): 9.3						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	403	400	413	479	486	▲
Writing	n/a	472	487	473	494	n/a
Numeracy	457	430	431	454	499	—
Gr 7 avg score: Reading	399	425	410	354	410	—
Writing	n/a	413	458	380	474	n/a
Numeracy	445	456	422	414	460	—
Below expectations (%)	n/a	n/a	n/a	62.9	35.4	n/a
Overall rating out of 10	7.3	6.9	6.7	5.2	7.1	—
Full School Overall rating	3.7	3.6	3.5	1.9	4.0	—

George M Murray [Public]

Gr 4 Aboriginal enrollment: 13 (68.4% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 46 / 65		n/a		
Tests not written (%): 13.3						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	417	n/a
Writing	n/a	n/a	n/a	n/a	462	n/a
Numeracy	n/a	n/a	n/a	n/a	430	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	424	n/a
Writing	n/a	n/a	n/a	n/a	468	n/a
Numeracy	n/a	n/a	n/a	n/a	428	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	44.4	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	5.4	n/a
Full School Overall rating	n/a	n/a	n/a	4.2	2.2	n/a

Lytton [Public]**

Gr 4 Aboriginal enrollment: 22 (91.7% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 61 / 65		n/a		
Tests not written (%): 15.2						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	435	437	394	n/a
Writing	n/a	n/a	482	500	389	n/a
Numeracy	n/a	n/a	483	485	409	n/a
Gr 7 avg score: Reading	n/a	n/a	467	451	360	n/a
Writing	n/a	n/a	444	483	444	n/a
Numeracy	n/a	n/a	497	450	408	n/a
Below expectations (%)	n/a	n/a	n/a	30.0	56.0	n/a
Overall rating out of 10	n/a	n/a	8.9	8.1	3.2	n/a
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a

HAIDA GWAII/QUEEN CHARLOTTE**Sk'aadga Naay [Public]**

Gr 4 Aboriginal enrollment: 17 (58.6% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 16 / 65		1 / 15		
Tests not written (%): 26.5						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	442	459	406	486	441	—
Writing	n/a	452	514	465	485	n/a
Numeracy	455	463	507	501	468	—
Gr 7 avg score: Reading	438	482	508	452	435	—
Writing	n/a	470	583	483	569	n/a
Numeracy	433	440	470	461	442	—
Below expectations (%)	n/a	n/a	n/a	27.8	28.9	n/a
Overall rating out of 10	8.1	8.7	10.0	8.4	7.5	—
Full School Overall rating	4.3	4.4	6.7	6.0	5.7	—

HOWE SOUND**Signal Hill [Public]**

Gr 4 Aboriginal enrollment: 22 (38.6% of total enrollment)

		2003-04		Last 5 yrs		
		Rank: 42 / 65		n/a		
Tests not written (%): 22.9						
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	364	372	430	n/a
Writing	n/a	n/a	475	456	476	n/a
Numeracy	n/a	n/a	378	422	434	n/a
Gr 7 avg score: Reading	n/a	n/a	391	394	414	n/a
Writing	n/a	n/a	446	491	461	n/a
Numeracy	n/a	n/a	393	395	435	n/a
Below expectations (%)	n/a	n/a	n/a	53.6	41.6	n/a
Overall rating out of 10	n/a	n/a	4.7	5.4	5.7	n/a
Full School Overall rating	n/a	4.5	4.5	5.1	5.4	n/a

KAMLOOPS/THOMPSON**A E Perry [Public]**

Gr 4 Aboriginal enrollment: 21 (35.6% of total enrollment)

		2003-04		Last 5 yrs	
		Rank: 16 / 65		5 / 15	

W L McLeod [Public]							
Gr 4 Aboriginal enrollment: 11 (33.3 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 17.0		Rank: 50 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	426	n/a	
Writing	n/a	n/a	n/a	n/a	492	n/a	
Numeracy	n/a	n/a	n/a	n/a	389	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	375	n/a	
Writing	n/a	n/a	n/a	n/a	430	n/a	
Numeracy	n/a	n/a	n/a	n/a	386	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	38.6	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	4.9	n/a	
Full School Overall rating	3.4	4.7	3.5	1.5	2.6	—	

William Konklin [Public]							
Gr 4 Aboriginal enrollment: 25 (47.2 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 45.9		Rank: 62 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	434	n/a	391	340	363	n/a	
Writing	n/a	424	434	475	363	n/a	
Numeracy	375	388	396	395	403	—	
Gr 7 avg score: Reading	347	383	425	414	403	—	
Writing	n/a	448	444	421	458	n/a	
Numeracy	351	388	424	438	397	—	
Below expectations (%)	n/a	n/a	n/a	53.9	52.5	n/a	
Overall rating out of 10	4.6	n/a	5.4	5.2	3.1	n/a	
Full School Overall rating	2.5	4.2	3.2	3.2	0.7	—	

NICOLA-SIMILKAMEEN							
Diamond Vale [Public]**							
Gr 4 Aboriginal enrollment: 13 (35.1 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 33.3		Rank: 11 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	424	400	527	n/a	
Writing	n/a	n/a	500	481	425	n/a	
Numeracy	n/a	n/a	473	435	536	n/a	
Gr 7 avg score: Reading	n/a	n/a	404	n/a	471	n/a	
Writing	n/a	n/a	417	n/a	483	n/a	
Numeracy	n/a	n/a	444	n/a	412	n/a	
Below expectations (%)	n/a	n/a	n/a	45.5	29.3	n/a	
Overall rating out of 10	n/a	n/a	7.4	n/a	7.9	n/a	
Full School Overall rating	n/a	3.8	3.0	3.8	4.3	n/a	

Merritt Central [Public]**							
Gr 4 Aboriginal enrollment: 27 (58.7 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 28.1		Rank: 46 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	378	441	416	n/a	
Writing	n/a	n/a	439	493	474	n/a	
Numeracy	n/a	n/a	409	522	393	n/a	
Gr 7 avg score: Reading	n/a	n/a	423	402	457	n/a	
Writing	n/a	n/a	458	449	433	n/a	
Numeracy	n/a	n/a	430	411	435	n/a	
Below expectations (%)	n/a	n/a	n/a	40.9	40.2	n/a	
Overall rating out of 10	n/a	n/a	5.6	7.1	5.4	n/a	
Full School Overall rating	n/a	3.2	2.1	3.7	2.8	n/a	

NISGA'a							
Lakazap Elementary [Public]							
Gr 4 Aboriginal enrollment: 11 (100.0 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 17.1		Rank: 28 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	398	378	392	n/a	462	n/a	
Writing	n/a	464	500	n/a	489	n/a	
Numeracy	419	383	396	n/a	443	n/a	
Gr 7 avg score: Reading	355	370	388	n/a	365	n/a	
Writing	n/a	506	417	n/a	491	n/a	
Numeracy	363	357	372	n/a	379	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	20.6	n/a	
Overall rating out of 10	4.9	4.4	5.1	n/a	6.6	n/a	
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a	

Nisga'a [Public]							
Gr 4 Aboriginal enrollment: 13 (100.0 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 17.7		Rank: 42 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	416	400	n/a	
Writing	n/a	n/a	n/a	472	489	n/a	
Numeracy	n/a	n/a	n/a	495	413	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	456	435	n/a	
Writing	n/a	n/a	n/a	465	433	n/a	
Numeracy	n/a	n/a	n/a	486	407	n/a	
Below expectations (%)	n/a	n/a	n/a	28.7	37.3	n/a	
Overall rating out of 10	n/a	n/a	n/a	8.0	5.7	n/a	
Full School Overall rating	n/a	n/a	n/a	n/a	n/a	n/a	

NORTH OKANAGAN-SHUSWAP							
M.V. Beattie [Public]							
Gr 4 Aboriginal enrollment: 12 (27.9 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 4.7		Rank: 8 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	456	n/a	
Writing	n/a	n/a	n/a	n/a	507	n/a	
Numeracy	n/a	n/a	n/a	n/a	458	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	463	n/a	
Writing	n/a	n/a	n/a	n/a	531	n/a	
Numeracy	n/a	n/a	n/a	n/a	439	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	17.1	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	8.1	n/a	
Full School Overall rating	3.5	2.9	4.1	5.5	5.2	▲	

OKANAGAN SIMILKAMEEN							
Tuc-El-Nuit [Public]							
Gr 4 Aboriginal enrollment: 10 (23.3 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 16.1		Rank: 28 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	404	n/a	
Writing	n/a	n/a	n/a	n/a	482	n/a	
Numeracy	n/a	n/a	n/a	n/a	441	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	487	n/a	
Writing	n/a	n/a	n/a	n/a	433	n/a	
Numeracy	n/a	n/a	n/a	n/a	460	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	31.9	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	6.6	n/a	
Full School Overall rating	5.4	6.1	5.2	6.5	6.3	—	

PEACE RIVER NORTH							
Central Elementary - Arts [Public]							
Gr 4 Aboriginal enrollment: 12 (26.7 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 15.4		Rank: 2 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	480	n/a	
Writing	n/a	n/a	n/a	n/a	508	n/a	
Numeracy	n/a	n/a	n/a	n/a	454	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	511	n/a	
Writing	n/a	n/a	n/a	n/a	609	n/a	
Numeracy	n/a	n/a	n/a	n/a	490	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	13.6	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	9.5	n/a	
Full School Overall rating	5.7	5.3	4.8	6.0	6.7	—	

Robert Ogilvie [Public]							
Gr 4 Aboriginal enrollment: 12 (23.1 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 25.3		Rank: 16 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	434	n/a	
Writing	n/a	n/a	n/a	n/a	483	n/a	
Numeracy	n/a	n/a	n/a	n/a	489	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	458	n/a	
Writing	n/a	n/a	n/a	n/a	531	n/a	
Numeracy	n/a	n/a	n/a	n/a	488	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	33.8	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	7.5	n/a	
Full School Overall rating	5.3	6.5	6.5	5.5	4.1	—	

Duncan Cran [Public]							
Gr 4 Aboriginal enrollment: 11 (23.9 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 17.7		Rank: 35 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	470	n/a	
Writing	n/a	n/a	n/a	n/a	510	n/a	
Numeracy	n/a	n/a	n/a	n/a	452	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	427	n/a	
Writing	n/a	n/a	n/a	n/a	471	n/a	
Numeracy	n/a	n/a	n/a	n/a	412	n/a	
Below expectations (%)	n/a	n/a	n/a	n/a	43.0	n/a	
Overall rating out of 10	n/a	n/a	n/a	n/a	6.2	n/a	
Full School Overall rating	5.1	3.6	4.5	7.7	4.8	—	

PEACE RIVER SOUTH							
Little Prairie [Public]							
Gr 4 Aboriginal enrollment: 13 (31.7 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 11.9		Rank: 1 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	437	482	n/a	
Writing	n/a	n/a	n/a	516	525	n/a	
Numeracy	n/a	n/a	n/a	472	538	n/a	
Gr 7 avg score: Reading	n/a	n/a	n/a	396	518	n/a	
Writing	n/a	n/a	n/a	490	567	n/a	
Numeracy	n/a	n/a	n/a	507	481	n/a	
Below expectations (%)	n/a	n/a	n/a	32.7	12.2	n/a	
Overall rating out of 10	n/a	n/a	n/a	7.9	10.0	n/a	
Full School Overall rating	4.9	4.9	5.6	5.1	5.5	—	

PRINCE GEORGE							
Ron Brent [Public]							
Gr 4 Aboriginal enrollment: 12 (57.1 % of total enrollment)							
		2003-04		Last 5 yrs			
Tests not written (%): 18.5		Rank: 8 / 65		n/a			
Academic Performance	2000	2001	2002	2003	2004	Trends	
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	418	482	n/a

Quinson [Public]

Gr 4 Aboriginal enrollment: 15 (33.3 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 56 / 65		n/a		
Tests not written (%):	10.9					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	429	389	n/a
Writing	n/a	n/a	n/a	408	422	n/a
Numeracy	n/a	n/a	n/a	411	416	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	372	421	n/a
Writing	n/a	n/a	n/a	462	425	n/a
Numeracy	n/a	n/a	n/a	467	432	n/a
Below expectations (%)	n/a	n/a	n/a	51.6	55.1	n/a
Overall rating out of 10	n/a	n/a	n/a	5.6	3.9	n/a
Full School Overall rating	4.8	4.5	5.0	2.5	2.3	▼

PRINCE RUPERT**Conrad Street [Public]**

Gr 4 Aboriginal enrollment: 18 (60.0 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 8 / 65		n/a		
Tests not written (%):	12.5					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	465	420	397	448	460	—
Writing	n/a	500	455	500	484	n/a
Numeracy	418	429	423	494	476	—
Gr 7 avg score: Reading	419	352	431	n/a	554	n/a
Writing	n/a	333	461	n/a	484	n/a
Numeracy	448	387	406	n/a	427	n/a
Below expectations (%)	n/a	n/a	n/a	15.2	23.2	n/a
Overall rating out of 10	7.9	4.8	6.1	n/a	8.1	n/a
Full School Overall rating	3.5	0.5	2.6	5.1	4.9	—

Seal Cove [Public]

Gr 4 Aboriginal enrollment: 12 (80.0 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 14 / 65		2 / 15		
Tests not written (%):	9.1					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	453	448	363	459	454	—
Writing	n/a	568	477	500	500	n/a
Numeracy	431	471	390	455	453	—
Gr 7 avg score: Reading	433	432	440	407	458	—
Writing	n/a	465	550	489	496	n/a
Numeracy	430	435	482	426	457	—
Below expectations (%)	n/a	n/a	n/a	34.5	26.7	n/a
Overall rating out of 10	7.8	8.9	7.2	7.5	7.6	—
Full School Overall rating	3.6	5.6	3.6	3.4	3.8	—

Pineridge [Public]

Gr 4 Aboriginal enrollment: 13 (50.0 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 26 / 65		4 / 15		
Tests not written (%):	17.9					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	421	429	476	446	450	—
Writing	n/a	494	467	508	466	n/a
Numeracy	464	460	461	453	417	▼
Gr 7 avg score: Reading	391	416	424	457	461	▲
Writing	n/a	424	431	434	499	n/a
Numeracy	404	453	429	470	461	—
Below expectations (%)	n/a	n/a	n/a	34.4	31.9	n/a
Overall rating out of 10	6.9	7.7	7.6	7.7	6.9	—
Full School Overall rating	4.8	4.7	4.8	5.6	3.9	—

Lax Kreen [Public]

Gr 4 Aboriginal enrollment: 19 (51.4 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 32 / 65		n/a		
Tests not written (%):	19.2					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	455	420	448	417	n/a
Writing	n/a	514	494	485	448	n/a
Numeracy	n/a	450	461	478	423	n/a
Gr 7 avg score: Reading	n/a	457	427	450	445	n/a
Writing	n/a	622	424	514	455	n/a
Numeracy	n/a	496	438	440	484	n/a
Below expectations (%)	n/a	n/a	n/a	25.7	32.5	n/a
Overall rating out of 10	n/a	10.0	7.4	8.3	6.4	n/a
Full School Overall rating	n/a	7.2	5.2	6.4	3.9	n/a

Roosevelt Park [Public]

Gr 4 Aboriginal enrollment: 27 (77.1 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 44 / 65		7 / 15		
Tests not written (%):	40.1					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	406	444	394	429	426	—
Writing	n/a	508	496	472	490	n/a
Numeracy	373	437	400	537	431	—
Gr 7 avg score: Reading	349	416	437	405	432	—
Writing	n/a	490	466	450	446	n/a
Numeracy	361	410	404	450	407	—
Below expectations (%)	n/a	n/a	n/a	40.0	41.5	n/a
Overall rating out of 10	4.3	7.5	6.3	7.3	5.6	—
Full School Overall rating	0.9	3.2	2.3	3.9	2.5	—

SURREY**Lena Shaw [Public]**

Gr 4 Aboriginal enrollment: 10 (14.1 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 36 / 65		n/a		
Tests not written (%):	10.2					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	462	410	501	n/a	473	n/a
Writing	n/a	452	507	n/a	404	n/a
Numeracy	n/a	434	457	n/a	476	n/a
Gr 7 avg score: Reading	n/a	432	441	n/a	424	n/a
Writing	n/a	550	488	n/a	423	n/a
Numeracy	n/a	436	434	n/a	430	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	39.6	n/a
Overall rating out of 10	n/a	7.6	9.1	n/a	6.0	n/a
Full School Overall rating	3.3	4.1	4.9	4.3	4.3	—

Forsyth Road [Public]

Gr 4 Aboriginal enrollment: 12 (28.6 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 41 / 65		n/a		
Tests not written (%):	26.1					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	413	n/a
Writing	n/a	n/a	n/a	n/a	500	n/a
Numeracy	n/a	n/a	n/a	n/a	442	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	375	n/a
Writing	n/a	n/a	n/a	n/a	450	n/a
Numeracy	n/a	n/a	n/a	n/a	400	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	32.4	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	5.8	n/a
Full School Overall rating	n/a	3.2	1.6	5.2	1.3	n/a

VANCOUVER**Britannia [Public]**

Gr 4 Aboriginal enrollment: 13 (56.5 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 6 / 65		n/a		
Tests not written (%):	52.8					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	393	430	477	n/a	486	n/a
Writing	n/a	429	479	n/a	458	n/a
Numeracy	446	445	461	n/a	490	n/a
Gr 7 avg score: Reading	431	408	417	n/a	456	n/a
Writing	n/a	448	426	n/a	454	n/a
Numeracy	474	409	427	n/a	508	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	11.8	n/a
Overall rating out of 10	7.8	6.3	7.7	n/a	8.9	n/a
Full School Overall rating	2.8	3.2	4.4	3.3	4.2	—

Grandview [Public]

Gr 4 Aboriginal enrollment: 14 (48.3 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 23 / 65		n/a		
Tests not written (%):	48.8					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	364	408	n/a	489	n/a
Writing	n/a	462	458	n/a	451	n/a
Numeracy	n/a	413	473	n/a	508	n/a
Gr 7 avg score: Reading	346	405	449	n/a	472	n/a
Writing	n/a	489	417	n/a	404	n/a
Numeracy	396	397	484	n/a	425	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	23.8	n/a
Overall rating out of 10	n/a	5.5	7.6	n/a	7.2	n/a
Full School Overall rating	n/a	1.6	5.6	n/a	4.3	n/a

VERNON**Mission Hill [Public]**

Gr 4 Aboriginal enrollment: 10 (18.2 % of total enrollment)		2003-04		Last 5 yrs		
		Rank: 2 / 65		n/a		
Tests not written (%):	16.7					
Academic Performance	2000	2001	2002	2003	2004	Trends
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	499	n/a
Writing	n/a	n/a	n/a	n/a	509	n/a
Numeracy	n/a	n/a	n/a	n/a	492	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	477	n/a
Writing	n/a	n/a	n/a	n/a	481	n/a
Numeracy	n/a	n/a	n/a	n/a	540	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	12.7	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	9.5	n/a
Full School Overall rating	6.2	6.5	7.5	6.8	6.9	—



Ranking the elementary schools

In this table, schools are ranked (on the left hand side of the page) in descending order (from 1 to 65) according to their academic performance as measured by the Overall school rating (shown on the right hand side of the table) for the school year 2003/2004. Each school's five-year average ranking and Overall school rating are also listed. The higher the Overall school rating (out of 10), the higher the rank awarded to the school. Where schools tied in the Overall school rating, they were awarded the same rank. Where less than five years of data was available "n/a" appears in the table.

Not all the province's elementary schools that have Aboriginal student populations are included in the tables or the ranking. Of all the schools in the

province reporting FSA results for Aboriginal students, 65 are included in this *Report Card*. Included are schools that enrolled at least 10 students in both grade 4 and grade 7. Also included are eligible schools (noted in this table with a double asterisk) whose students advanced to a middle school after grade 5 or grade 6 (see the section, Elementary schools included in this report, above). Excluded are those schools that did not generate a sufficiently large set of student data to enable the calculation of an Overall school rating for the school year 2003/2004.

The exclusion of a school from the *Report Card* should not be construed in any way as a judgement upon the school's effectiveness.

Rank		School name	City	Overall rating	
2003	Last 5			2003/	Last 5
2004	years			2004	years
1	n/a	Little Prairie	Chetwynd	10.0	n/a
2	n/a	Central Elementary - Arts	Fort St John	9.5	n/a
2	n/a	Mission Hill	Vernon	9.5	n/a
4	n/a	Strathcona **	Chilliwack	9.3	n/a
5	n/a	Bayview	Nanaimo	9.1	n/a
6	n/a	Britannia	Vancouver	8.9	n/a
7	n/a	Puntledge Park **	Courtenay	8.5	n/a
8	n/a	Conrad Street	Prince Rupert	8.1	n/a
8	n/a	M.V. Beattie	Enderby	8.1	n/a
8	n/a	Ron Brent	Prince George	8.1	n/a
11	n/a	Diamond Vale **	Merritt	7.9	n/a
12	n/a	Chief Tomat **	Westbank	7.8	n/a
12	n/a	G W Carlson **	Fort Nelson	7.8	n/a
14	2	Seal Cove	Prince Rupert	7.6	7.8
14	n/a	McCammon **	Chilliwack	7.6	n/a
16	1	Sk'aadga Naay	Skidegate	7.5	8.7
16	5	A E Perry	Kamloops	7.5	7.2
16	n/a	Coquihalla **	Hope	7.5	n/a
16	n/a	Gill **	Port Alberni	7.5	n/a
16	n/a	Robert Ogilvie	Fort St John	7.5	n/a
21	2	David Hoy	Fort St James	7.4	7.8
22	n/a	Thornhill	Terrace	7.3	n/a
23	n/a	Grandview	Vancouver	7.2	n/a

Rank		School name	City	Overall rating	
2003	Last 5			2003/	Last 5
2004	years			2004	years
24	8	Cayoosh	Lillooet	7.1	6.5
25	6	Haldane	Chase	7.0	7.0
26	4	Pineridge	Prince Rupert	6.9	7.5
27	n/a	Muheim Memorial **	Smithers	6.7	n/a
28	n/a	Blackburn	Prince George	6.6	n/a
28	n/a	Lakalzap Elementary	Greenville	6.6	n/a
28	n/a	Tuc-El-Nuit	Oliver	6.6	n/a
31	n/a	Harwin	Prince George	6.5	n/a
32	n/a	John Field	Hazelton	6.4	n/a
32	n/a	Lax Kxeen	Prince Rupert	6.4	n/a
34	n/a	Kent **	Agassiz	6.3	n/a
35	n/a	Duncan Cran	Fort St John	6.2	n/a
36	n/a	Lena Shaw	Surrey	6.0	n/a
36	n/a	Spruceland	Prince George	6.0	n/a
38	n/a	Chilliwack Central **	Chilliwack	5.9	n/a
38	n/a	Khowhemun **	Duncan	5.9	n/a
38	n/a	Westwood	Prince George	5.9	n/a
41	n/a	Forsyth Road	Surrey	5.8	n/a
42	n/a	Nisga'a	New Aiyansh	5.7	n/a
42	n/a	Signal Hill	Pemberton	5.7	n/a
44	7	Roosevelt Park	Prince Rupert	5.6	6.7
45	n/a	Campbellton **	Campbell River	5.5	n/a
46	n/a	George M Murray	Lillooet	5.4	n/a

Rank		School name	City	Overall rating	
2003	Last 5			2003/	Last 5
2004	years			2004	years
46	n/a	Merritt Central **	Merritt	5.4	n/a
48	10	New Hazelton	New Hazelton	5.3	5.8
49	11	Georgia Avenue	Nanaimo	5.2	5.5
50	n/a	Haahuupayak School **	Port Alberni	4.9	n/a
50	n/a	W L McLeod	Vanderhoof	4.9	n/a
52	13	Wickaninnish	Tofino	4.7	4.3
53	9	Cassie Hall	Terrace	4.5	6.1
53	12	Clarence Michiel	Terrace	4.5	5.0
55	n/a	Bella Bella	Waglisla	4.0	n/a
56	n/a	Carney Hill	Prince George	3.9	n/a

Rank		School name	City	Overall rating	
2003	Last 5			2003/	Last 5
2004	years			2004	years
56	n/a	Chalo School	Fort Nelson	3.9	n/a
56	n/a	Quinson	Prince George	3.9	n/a
59	n/a	North Oyster	Ladysmith	3.7	n/a
60	n/a	Eighth Avenue **	Port Alberni	3.6	n/a
61	n/a	Lytton **	Lytton	3.2	n/a
62	13	Kitwanga	Kitwanga	3.1	4.3
62	n/a	William Konkin	Burns Lake	3.1	n/a
64	n/a	Seabird Island Community	Agassiz	1.9	n/a
65	15	Maaqtusiis	Ahousat	0.6	2.3



Appendix 1: Calculating the Overall rating out of 10

Secondary Schools

The *Overall rating out of 10* is intended to answer the question, “In general, does the school ensure that its Aboriginal students succeed academically?” The following is a simplified description of the procedure used to convert the raw indicator data into the *Overall rating out of 10*.

- 1 The *School vs exam mark difference* for all courses were calculated using the raw data.
- 2 Course by course, all the results were then converted into standardized or “Z” scores by solving the equation

$$Z = (X - \mu) / \sigma$$

where X is the individual school’s result, μ is the mean of the all-schools distribution of results, and σ is the standard deviation of the same all-schools distribution.

- 3 The course-by-course standardized data were then aggregated to produce weighted average indicator values. The weighting used was the number of examinations written in each course at the school relative to the total number of examinations written at the school.
- 4 These weighted average results were then re-standardized.
- 5 The six standardized indicator results were then combined to produce a weighted average summary standardized score for the school. The weightings used in this calculation were *Average exam mark*—20%, *Percentage of exams failed*—20%, *School vs exam mark difference*—20%, *Exams taken per student*—20%, *Graduation rate*—10%, and *Delayed advancement rate*—10%. Where no *Delayed advancement rate* could be calculated, the *Graduation rate* was weighted at 20%.
- 6 This summary standardized score was then standardized.

This standardized score was converted into an *Overall rating* between 0 and 10 as follows.

- 7 The maximum and minimum standardized scores were set at 2.0 and -3.29 respectively. Scores equal to or greater than 2.0 receive the highest *Overall rating of 10*. This cut-off was chosen because it allows more than one school in a given year to be awarded 10 out of 10. Scores of equal to or less than -3.29 receive the lowest *Overall rating of 0*. Schools with scores below -3.29 are likely to be outliers, a statistical term used to denote members of a population that appear to have characteristics substantially different from the rest of the population. We chose, therefore, to set the minimum score so as to disregard such extreme differences.

- 8 The resulting standardized scores were converted into *Overall ratings* according to the formula:

$$OR = \mu + (\sigma * \text{StanScore}),$$

where *OR* is the resulting *Overall rating*, μ is the average calculated according to the formula:

$$\mu = (OR_{\min} - 10 (Z_{\min} / Z_{\max})) / (1 - (Z_{\min} / Z_{\max})),$$

where σ is the standard deviation calculated according to the formula:

$$\sigma = (10 - \mu) / Z_{\max},$$

and StanScore is the standardized score calculated in (6) above and adjusted as required for minimum and maximum values as noted in (7) above. As noted in (7) above, OR_{\min} equals zero, Z_{\min} equals -3.29 ; and Z_{\max} equals 2.0 .

- 9 Finally, the derived *Overall rating* is rounded to one place of the decimal to reflect the significant number of places of the decimal in the original raw data.

Note that the *Overall rating out of 10*, based as it is on standardized scores, is a relative rating. That is, in order for a school to show improvement in its overall rating, it must improve more than the average. If it improves but at a rate less than the average, it will show a decline in its rating.

Elementary schools

The *Overall school rating* is intended to answer the question, “In general, does the school ensure that its Aboriginal students succeed academically?” The following is a simplified description of the procedure used to convert the data received from the ministry of education into the *Overall school rating*.

- 1 Subject by subject, the average scaled FSA test scores for each school were standardized by calculating Z , which is defined by:

$$Z = (X - \mu) / \sigma$$

where X is the individual school’s result, μ is the mean of the all-schools distribution of results, and σ is the standard deviation of the same all-schools distribution.

- 2 The *Below expectations* (%) value for each school was standardized.
- 3 The seven standardized indicator results were then combined to produce a weighted average summary standardized score for the school. The weightings used in these calculations were: *Average scores* for each of the six tests—10.4%; *Below expectations* (%)—37.5%. For the year 2000 only, the weightings used were: *Average scores* for each of the four tests—25%.
- 3 This summary standardized score was re-standardized.

This standardized score was converted into an overall rating between 0 and 10 as follows.

4 The allowable maximum and minimum standardized scores were set at 2.0 and -3.29 respectively. Scores equal to or greater than, 2.0 receive an overall rating of 10. This cut-off was chosen because it allows more than one school in a given year to be awarded 10 out of 10. Scores of equal to or less than, -3.29 receive the lowest overall rating of 0. Schools with scores below -3.29 are likely to be outliers, a statistical term used to denote members of a population that appear to have characteristics substantially different from the rest of the population. We chose, therefore, to set the minimum score so as to disregard such extreme differences.

5 The resulting standardized scores were converted into *Overall school ratings* according to the formula:

$$OR = \mu + (\sigma * \text{StanScore})$$

where OR is the resulting *Overall school rating*, μ is the average calculated according to the formula:

$$\mu = (OR_{\min} - 10 (Z_{\min} / Z_{\max})) / (1 - (Z_{\min} / Z_{\max}))$$

where σ is the standard deviation calculated according to the formula:

$$\sigma = (10 - \mu) / Z_{\max}$$

and StanScore is the standardized score calculated in (6) above and adjusted as required for minimum and maximum values as noted in (7) above. As noted in (7) above, OR_{\min} equals zero, Z_{\min} equals -3.29 ; and Z_{\max} equals 2.0.

6 Finally, the derived *Overall school rating* is rounded to one place of the decimal to reflect the significant number of places of the decimal in the original raw data.

Note that the *Overall school rating*, based as it is on standardized scores, is a relative rating. That is, in order for a school to show improvement in its *Overall school rating*, it must improve more than the average. If it improves, but at a rate less than the average, it will show a decline in its rating.



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Peter Cowley is the Director of School Performance Studies at The Fraser Institute. He graduated from the University of British Columbia with a B.Comm. in 1974. Shortly thereafter, he began a long career in marketing and general management in several sectors. During his assignments in general management, process improvement was a special focus and interest. In 1994, Mr Cowley independently wrote and published *The Parent's Guide*, a popular handbook for parents of British Columbia's secondary-school students. The Parent's Guide web site replaced the handbook in 1995. In 1998, Mr Cowley was co-author of The Fraser Institute's *A Secondary Schools Report Card for British Columbia*, the first of the Institute's continuing series of annual reports on school performance. This was followed in by *The 1999 Report Card on British Columbia's Secondary Schools, Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*, and *The 1999 Report Card on Alberta's High Schools*. Since then, Mr Cowley has co-authored all of the Institute's annual *Report Cards*. Annual editions now include *Report Cards* on secondary schools in British Columbia, Alberta, and Quebec; *Report Cards* on elementary schools in British Columbia, Alberta, and Ontario; and, the *Report Card on Aboriginal Education in British Columbia*. He continues his research on education and related issues for The Fraser Institute.

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