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Report Card on British Columbia's Secondary Schools

2005 Edition

Peter Cowley and Stephen Easton

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The Fraser Institute, Fourth Floor, 1770 Burrard Street, Vancouver, BC, V6J 3G7

For information about membership, please contact the Development Department:

in **Vancouver**

- via telephone: 604.688.0221 ext. 586; via fax: 604.688.8539
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Introduction

The *Report Card on British Columbia's Secondary Schools* collects a variety of relevant, objective indicators of school performance into one easily accessible, public document so that all interested parties—parents, school administrators, teachers, students, and taxpayers—can analyze and compare the performance of individual schools. Parents use the *Report Card's* indicator values, ratings, and rankings to compare schools when they choose an education provider for their children. Parents and school administrators use the results to identify areas of academic performance in which improvement can be made.

The *Report Card* helps parents choose

Where parents can choose among several schools for their children, the *Report Card* provides a valuable tool for making a decision. Because it makes comparisons easy, the *Report Card* 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 interview the principal and teachers at the schools under consideration.

Of course, the choice of a school should not be made solely on the basis of any one source of information. 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. Useful information may also be found on the web sites of the

ministry of education, local school boards, and individual schools. In addition, 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.

The *Report Card* facilitates school improvement

Certainly, the act of publicly rating and ranking schools attracts attention. This attention can provide both a carrot and a stick. Schools that perform well or show consistent improvement are applauded. Poorly performing schools generate concern, as do those whose performance is deteriorating. 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 also offers opportunity. The *Report Card* 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 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* provides evidence about what can be accomplished. It demonstrates clearly that, even when we take into account factors such as the students' family backgrounds, which some believe dictate the degree of academic

success that students will have in school, some schools do better than others. This finding confirms the results of research carried out in other countries.¹ 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

Comparative and historical data enable parents and school administrators to gauge their school's effectiveness more accurately. By comparing a school's latest results with those of earlier years, they can see if the school is improving. By comparing a school's results with those of neighbouring schools and of schools with similar school and student characteristics, they 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" program² 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.

What is new in this edition?

Beyond academic results —the Sports participation rate

Until this edition, the *Report Card* has rated schools only on the basis of academic performance and progress. It has always been our desire to broaden

the focus of the *Report Card* and we now have access to data that offer the opportunity to do so.

Most schools provide their students with an opportunity to participate in a variety of extracurricular activities. Sports are a popular extracurricular activity enjoyed by a significant number of the province's secondary-school students and there is some evidence that participation in sports is beneficial in a variety of ways.³ Schools that encourage students to join interschool sports teams are encouraging them to participate in an active and healthy life style, to engage in positive competition, and to build teamwork and leadership skills. We, therefore, consider the *Sports participation rate* to be a reasonable indicator of the extent to which the school encourages its students to take advantage of beneficial extracurricular activities offered by the school.

The indicator reports the proportion of the students at each school who were registered members of at least one interschool sports team during the school year. For this edition, the *Sports participation rate* indicator has not been used in the calculation of the *Overall rating*. After considering feedback from interested individuals and groups, we plan to use the *Sports participation rate* indicator in calculating the *Overall rating* for the 2006 edition of the *Report Card*.

You can contribute to the *Report Card's* development

The *Report Card* program benefits from the input of interested parties. We welcome your suggestions, comments, and criticisms. Please call Peter Cowley, Director of School Performance Studies at 604.714.4556.

Notes

- 1 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), digital document: 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 March 9, 2005).

- 2 See the website of *Leading Edge*, <<http://www.standards.dfes.gov.uk/leadingedge/>>.
- 3 See for example, National Centre for Culture and Recreation Statistics, Australian Bureau of Statistics, *The Social Impacts of Sport and Physical Recreation—An Annotated Bibliography*. Prepared on behalf of the Recreation and Sport Industry Statistical Group (May, 2001). Digital document: <<http://www.sport.act.gov.au/docs/Socialimpacts.pdf>>(as of March 9, 2005).



Key academic indicators of school performance

The foundation of the *Report Card* is an overall rating of each school's academic performance. Building on data about student results provided by the Ministry of Education,¹ we rate each school on a scale from zero to 10. We base our overall rating of each school's academic performance on eight indicators:

- (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) difference between male and female students in the value of indicator (3) for English 12 only;
- (5) difference between male and female students in the value of indicator (3) for Mathematics 12 only;
- (6) provincially examinable courses taken per student;
- (7) graduation rate;
- (8) delayed advancement rate (previously, Composite dropout 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 students on the uniform, grade-12 final examinations in all of the provincially examinable courses.² For each school, the indicator is the average of the mean scores achieved by the school's 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 grade-12 provincial examinations. It was derived by dividing the sum, for each school, of all provincial examinations written where a failing grade was awarded by the total number of such examinations written by the 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 20 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 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.³

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. As a systematic policy, inflation of 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 higher or lower than 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.

An indicator of consistency in teaching and assessment

The Gender gap indicators

Research⁴ has shown systematic sex-based differences in academic results in British Columbia's secondary schools. These differences are particularly apparent where the local school rather than the Ministry of Education makes assessments. However, the same research found that “there appears to be no compelling evidence that girls and boys should, given effective teaching and counselling, experience differential rates of success.”⁵ Further, “[t]he differences described by each indicator vary from school to school over a considerable range of values.”⁶

The *Gender gap* indicators measure the difference, if any, in the average Mathematics 12 and English 12 school marks for boys and girls when their respective average examination marks in the same courses are taken into account. For each course, the indicator value is determined according to the formula:

$$\begin{aligned} & (\text{Female school mark} - \text{Female exam mark}) \\ & - (\text{Male school mark} - \text{Male exam mark}) \end{aligned}$$

The indicator reports the size of the difference and the more successful sex.

The *Gender gap* indicators are affected by at least two factors. If the components of the curriculum tested at the school level are different from those tested on the provincial examination, a large gender gap indicates that the favoured sex is, on average, more successful in acquiring the skills and knowledge embodied in those aspects of the curriculum tested at the school level. If the components of the curriculum tested at the school level are the same as those tested on the provincial examination, then a large gender gap indicates that the school-based assessment may be biased in favour of one sex or may include factors in the assessment other than an understanding of the curriculum. In either case, schools experiencing large gender gaps should investigate classroom practice to determine why one sex receives better grades than the other.

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 end their educational program.⁷ Before grade 10, they are required to choose between different streams in Mathematics. They will annually decide whether to begin or continue the study of a second language.

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 the calculation of 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 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 or not 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 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 grade 11; are enrolled 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*,⁸ 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 grades 10, 11, and 12, a rate of successful 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 drop-out rate as an estimate of the "involuntary" drop-out rate caused by events such as emigration or death that lead to the disappearance of students from the school system.

The *Delayed advancement rate* indicator can now be calculated. The complement of the net dropout rates ($1 - \text{net drop-out rate}$) for grades 10 through 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 students,

the net dropout rate is calculated using the three-year average grade-8 dropout rate for the school district in which the school is located. Where a school does not enroll grade-10 or grade-11 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 explained in the Appendix.

It is appropriate to include this indicator in the *Report Card* as it appears that the existing *Graduation rate* indicator will soon be of little use in differentiating among schools. The average value for all schools on this indicator has risen steadily from 84.5% in the 1992/1993 school year to 94.8% in 2003/2004. As a matter of simple mechanics, an indicator that is unvarying is not a useful one for determining differences in effectiveness among schools.

2 *Graduation rate*

This indicator, related to the *Delayed advancement rate*, compares the number of "potential" graduates enrolled in the school on September 30 with the number of students 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 prov-

ince. 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 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 immediate 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, how is the school doing academically? The *Overall rating out of 10*

While each of the indicators is important, it is almost always the case that a 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 school rating. The overall rating of school performance answers the question, "In general, how is the school doing, academically?"

To derive this rating, the results for each of the indicators—for this edition, the new *Sports participation rate* was not used in the calculation of the *Overall rating*—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 readily be combined and compared.

The standardized data were then combined as required to produce eight standardized scores—one for each indicator—for each school, for each year. The eight 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. For schools teaching only one sex, there are, of course, no results for the *Gender gap* indicators. In these cases, the *Overall rating* is derived using the remaining six indicators. The *Delayed advancement rate* indicator is included in the calculation of the overall rating beginning in the 2001/2002 year. (See the Appendix for an explanation of the calculation of the *Overall rating out of 10*.)

Notes

- 1 The data from which these indicators are derived is contained in publicly accessible databases maintained by 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 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 these data are indicated by the School Level Data Collection Manuals available at <http://www.bced.gov.bc.ca/datacollections/welcome.htm>. 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 provides values for the relevant statistics, for all public and independent secondary schools, for each of the 12 school years from September 1992 to August 2004.
- 2 The following provincially examinable courses were offered for at least some of the years between 1993/1994 and 2003/2004: Applications of Mathematics 12, Applications of Physics 12 (discontinued in 2001/2002), 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. Students enrolled in schools run by the Francophone Education Authority may write some of these examinations in French.
- 3 A student's final mark for a grade-12 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%.
- 4 Peter Cowley and Stephen Easton, *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*, Public Policy Sources 22 (Vancouver, BC: The Fraser Institute, 1999).
- 5 Cowley and Easton, *Boys, Girls, and Grades*, page 7.
- 6 Cowley and Easton, *Boys, Girls, and Grades*, page 17.
- 7 See *School Act*, BC, Part II, Section 3, Sub-section 1b.
- 8 Richard Marceau and Peter Cowley, *Report Card on Quebec's Secondary Schools: 2001 Edition*, Studies in Education Policy (Vancouver, BC: The Fraser Institute, 2001), pages 8–9.



Other indicators of school performance

Since the inception of the *Report Card*, we have added other indicators that, while they are not used to derive the *Overall rating out of 10*, add more information about a school's effectiveness.

The Socioeconomic indicator

When they design their lesson plans and deliver the curriculum, educators can and should take into account the abilities, interests, and backgrounds of their students. By doing so, educators can overcome disadvantages that their students may have. The socioeconomic indicator enables us to identify schools that are successful despite adverse conditions faced by their students at home. Similarly, it identifies schools where students with a relatively positive home situation appear not to be reaching their presumed potential.

The socioeconomic indicator was derived as follows. First, using enrolment data from the Ministry of Education sorted by Dissemination Area (a census geography) and 2001 census data provided by Statistics Canada, we established a profile of the student body's home characteristics for each of the schools in the *Report Card*. We then used multiple regression analysis to determine which of the home characteristics were associated with variations in school performance as measured by the *Overall rating out of 10*. Taking into account all of the socioeconomic variables simultaneously, we identified one characteristic that was significantly associated with the *Overall rating*: the average number of years of education of the most educated parent in a two-parent family (or of the lone parent in a single-parent family). When a school had more highly

educated parents, the *Overall rating* at the school was likely to be higher.¹

As a measure of the success with which each school took into account the socioeconomic characteristics of the student body, we used the formula derived from the regression analysis to predict the *Overall rating* for each school. We then reported the difference (in the tables *Actual rating vs predicted rating based on parents' avg. ed.*) between the actual *Overall rating* and this predicted value in each school's results table.

For example, during the 2003/2004 school year, Revelstoke Secondary, a public school in Revelstoke, achieved an *Overall rating* of 7.2 and yet, when the family characteristics of the student body are taken into account, the school was expected to achieve a rating of only about 5.0. The difference of 2.2 is reported in the tables. On the other hand, the actual *Overall rating* of Burnaby Mountain Secondary in Burnaby was 6.0, although its predicted rating was 7.2. The reported difference for Burnaby Mountain is -1.2. This measurement suggests that Revelstoke is more successful than Burnaby Mountain in enabling all of its students to reach their potential.

This measure of the effect of the socioeconomic background of a school's student body is presented with two important notes of caution. First, only about 30% of the variation among schools in the overall rating is associated with family characteristics like the level of parents' education. Clearly, many other factors—including good teaching, counselling, and school administration—contribute to the effectiveness of schools. Second, the statistical measures used describe past relationships between a socioeconomic characteristic and a measure of school effectiveness. These relationships may not remain static. The more

effectively the school enables all of its students to succeed, the weaker will be the relationship between the home characteristics of its students and their academic success. Thus, this socioeconomic indicator should not be used as an excuse or rationale for poor school performance. The effective school will produce good results, regardless of the family background of its students.

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.

New in this edition—the Sports participation rate indicator

A school's program is seldom restricted just to academic studies. Important teaching and learning may take place in a variety of non-academic areas such as the development among the school's students of citizenship, teamwork, and leadership skills; the development of an appreciation for the arts; and the provision of activities designed to aid in the physical development of the students.

The *Sports participation rate* is the first non-academic indicator to appear in any edition of the *Report Card*. It measures the proportion of a school's students, grade-8 through grade-12, who are registered on at least one interschool sports team that is sanctioned by the BC School Sports Association—the sanctioning body for most interschool sports in the province. The indicator provides a measure of the extent to which each school encourages its students to adopt and maintain a healthy and active lifestyle.

In this introductory year, the indicator has not been used in the calculation of the *Overall rating out of 10*. We plan to add it to the calculation in the 2006 edition of this *Report Card*.

Notes

- 1 Peter Cowley and Stephen Easton, *Third Annual Report Card on British Columbia's Secondary Schools*, Studies in Education Policy (Vancouver, BC: The Fraser Institute, 2000), pages 12, 119.



Detailed school reports

How to read the 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 interviewing teachers, school administrators, and other parents. And, of course, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*.

More information regarding schools may be found on the Ministry of Education's web site at <http://www.bced.gov.bc.ca/reporting/select/> and on the web sites of local school districts and individual schools.

A (right)—Gr 12 Enrollment

The grade-12 enrollment on September 30, 2003. Indicator results for small schools tend to be more variable than do those for larger schools and caution should be used in interpreting the results for smaller schools.

B—ESL (%)

—Special needs (%)

These statistics report the percentage of students for whom English is a second-language and the percentage of students with special needs, two characteristics of the school's student body. These statistics can be used to find other schools where the student body has similar characteristics when you want to compare academic results.

C (left)—Actual rating vs predicted based on parents' average education

This statistic compares the school's actual *Overall rating out of 10* with the rating that we would predict based on the average number of years of education of the most educated parent in each student's family. A positive difference suggests that the school is effective in enabling its students to succeed regardless of their family's characteristics.

C (right)—Overall academic ranking

The school's overall academic rank in the province for 2003/2004 and for the most recent five years. The overall academic rank is based on the *Overall*

DISTRICT NAME									
School name (Public or Independent)		Gr 12 Enrollment: 264							
B	ESL (%): 5.9						Special needs (%): 13.1		- A
Actual rating vs predicted based on parents' avg. ed. of 16.9 yrs: -0.2							2003-04	Last 5 Years	
C		Overall academic ranking:					36/282	27/255	- C
Academic Performance		1998	1999	2000	2001	2002	2003	2004	Trends
D	Average exam mark	74.9	71.0	73.8	75.1	72.1	71.7	75.0	—
E	Percentage of exams failed	4.6	8.7	6.5	5.1	9.1	9.0	5.9	—
F	School vs exam mark difference	3.3	3.0	2.8	2.9	3.7	4.7	2.6	—
G	English 12 gender gap	M 1.6	F 0.8	M 0.7	F 1.0	F 0.4	M 0.9	F 2.5	—
H	Math 12 gender gap	F 5.1	F 3.2	F 2.4	M 1.2	F 3.1	F 3.4	F 2.1	—
I	Exams taken per student	3.6	3.5	3.7	3.7	4.1	3.9	3.7	—
J	Graduation rate	89.9	89.0	97.3	90.6	94.1	94.4	96.6	—
K	Delayed advancement rate	n/a	n/a	13.1	18.1	20.3	20.0	24.4	▼
L	Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	29.0	n/a
M	Overall rating out of 10	8.0	7.4	8.5	7.7	7.5	7.3	7.9	—

rating out of 10 for 2003/2004. The school's rank for the last five years is based on the average of the overall ratings achieved in the most recent five years. These rankings show how the school has done academically compared to the other schools in the province. A high ranking over five years indicates consistently strong results at the school.

D—Average exam mark

The average mark (%) achieved by the school's students on all the grade-12 provincial examinations.

E—Percentage of exams failed

The percentage of all the provincial examinations written by students at the school that received a failing grade.

F—School vs exam mark difference

The difference (in percentage points) between the marks received at the school and the provincial examination marks. A large difference usually indicates that the school has been "inflating" grades.

G—English 12 gender gap

H—Math 12 gender gap

The difference (in percentage points) between boys and girls in the extent to which their school marks in English 12 and Math 12 are different from their examination marks. Where the difference favours girls, the value is preceded by an **F**; where the difference favours boys, the value is preceded by an **M**. An **E** means that there is no difference between the girls and the boys on this measure. Most often, girls' school marks exceed the corresponding examination marks by more than do those of the boys. This may mean either that girls do better on work assigned at the school or that school-based marking favours female students. Small differences indicate that the school is doing a good job for all its students.

I—Exams taken per student

The number of provincial examinations taken in each school divided by the grade-12 enrollment. Taking more of these provincially examinable

courses may provide students with greater post-secondary opportunities.

J—Graduation rate

The percentage of potential graduates enrolled on 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.

K—Delayed advancement rate

The estimated percentage of the schools grade-10 students who will not complete grade 12 within three years. Low *Delayed advancement rates* indicate that the school's students are likely to complete the last three grades of secondary school in the normal time.

L—Sports participation rate

The *Sports participation rate* measures the proportion of each school's students who are registered on at least one interschool sports team that is sanctioned by the BC School Sports Association. A high *Sports participation rate* suggests that the school is doing a good job of encouraging its students to maintain an active and healthy life-style. For this year, this new indicator was not used in the calculation of the *Overall rating out of 10*.

M—Overall rating out of 10

The *Overall rating out of 10* takes into account the school's performance on all of these indicators. Schools may have different results in the eight indicators (*Average exam mark*, *Graduation rate*, etc.) but the same overall rating. Here is an example.

	George Elliot	Windsor
Average Gr 12 Enrollment:	186	180
Academic Performance	2003/2004	2003/2004
Average exam mark	70.5	72.3
Percentage of exams failed	4.3	7.5
School vs exam mark difference	4.1	4.9
English 12 gender gap	F 0.6	M 2.2
Math 12 gender gap	F 2.4	F 4.6
Exams taken per student	2.1	3.0
Graduation rate	94.6	92.2
Delayed advancement rate	35.1	21.4
Sports participation rate	22.4	34.6
Overall rating out of 10	6.5	6.5

N—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. The researchers had to be at least 90% sure that the changes were not just random before rating an indicator as improving or getting worse. 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 *Percentage of exams failed*, *School vs exam mark differences*, the two gender-gap indicators, and the *Delayed advancement rate*, a statistically significant downward trend in the data will lead to an upward pointing arrow in the *Trends* column. For example, a decreasing *Percentage of exams failed* indicates improvement and so an upward pointing arrow is displayed.

Other notes

Note 1

Due to continuing improvements in methodology, some historical values for indicators and overall ratings are different than those previously reported.

Note 2

Not all the province's secondary schools are included in the tables or the ranking. Of the approximately 500 schools for which any provincial examination results were received, this *Report Card* looked at 282. Excluded are schools at which fewer than 15 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 educa-

tion and continuing education; schools that cater largely to non-resident foreign students; 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 judgement of the school's effectiveness.

Note 3

The tables showing the detailed school results are organized according to four geographic regions of the province as follows: the Lower Mainland, Vancouver Island and the Coast, the Fraser Valley and Southern BC, and the Interior and Northern BC. Within each geographic region, school districts are grouped alphabetically. Finally, within each school district, both public and independent (private) schools are listed in order of their 2003/2004 provincial ranking. Where there are ties, the schools are listed in order of their provincial ranking for the last five years.

Note 4

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 5

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 6

You can compare a school's results with the all-schools results shown opposite.

Note 7

If you have questions about the *Report Card*, contact Peter Cowley at the Fraser Institute at 604.714.4556.

AVERAGE VALUES FOR ALL SCHOOLS 2003/2004

Average Gr 12 Enrollment: 166
 Average Parents' Education: 14.4

Average ESL (%): 4.1
 Average Special Needs (%): 9.8

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	—
English 12 gender gap*	2.9	2.6	2.5	3.0	2.9	2.9	2.6	—
Math 12 gender gap*	3.5	3.8	3.8	3.0	3.0	2.7	2.4	▲
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	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	32.0	n/a
Overall rating out of 10	6.2	6.2	6.3	6.2	6.2	6.2	6.2	—

* These results reflect the average size of the gender gaps. In 2003-2004, the English gender gap favoured females at 70.7% of schools, males at 28.2% of schools, and was even at 1.1% of schools. The Math gender gap favoured females at 70.5% of schools, males at 26.0% of schools, and was even at 3.5% schools.

List of cities and school districts

City	School district	City	School district
100 Mile House	Cariboo-Chilcotin	Lillooet	Gold Trail
Abbotsford	Abbotsford	Logan Lake	Kamloops/Thompson
Agassiz	Fraser-Cascade	Lumby	Vernon
Aldergrove	Langley	Mackenzie	Prince George
Armstrong	North Okanagan-Shuswap	Madeira Park	Sunshine Coast
Ashcroft	Gold Trail	Maple Ridge	Maple Ridge-Pitt Meadows
Barriere	Kamloops/Thompson	Masset	Haida Gwaii/Queen Charlotte
Burnaby	Burnaby	McBride	Prince George
Burns Lake	Nechako Lakes	Merritt	Nicola-Similkameen
Campbell River	Campbell River	Midway	Boundary
Castlegar	Kootenay-Columbia	Mill Bay	Cowichan Valley
Chase	Kamloops/Thompson	Mission	Mission
Chemainus	Cowichan Valley	Nakusp	Arrow Lakes
Chetwynd	Peace River South	Nanaimo	Nanaimo-Ladysmith
Chilliwack	Chilliwack	Nelson	Kootenay Lake
Clearwater	Kamloops/Thompson	New Aiyansh	Nisga'a
Comox	Comox Valley	New Denver	Arrow Lakes
Coquitlam	Coquitlam	New Westminster	New Westminster
Courtenay	Comox Valley	North Vancouver	North Vancouver
Cranbrook	Southeast Kootenay	Oliver	Okanagan Similkameen
Creston	Kootenay Lake	Osoyoos	Okanagan Similkameen
Dawson Creek	Peace River South	Parksville	Qualicum
Delta	Delta	Pemberton	Howe Sound
Duncan	Cowichan Valley	Penticton	Okanagan Skaha
Elkford	Southeast Kootenay	Pitt Meadows	Maple Ridge-Pitt Meadows
Enderby	North Okanagan-Shuswap	Port Alberni	Alberni
Fernie	Southeast Kootenay	Port Coquitlam	Coquitlam
Fort Langley	Langley	Port Hardy	Vancouver Island North
Fort Nelson	Fort Nelson	Port McNeill	Vancouver Island North
Fort St James	Nechako Lakes	Port Moody	Coquitlam
Fort St John	Peace River North	Powell River	Powell River
Fraser Lake	Nechako Lakes	Prespatou	Peace River North
Gibsons	Sunshine Coast	Prince George	Prince George
Gold River	Vancouver Island West	Prince Rupert	Prince Rupert
Golden	Rocky Mountain	Princeton	Nicola-Similkameen
Grand Forks	Boundary	Qualicum Beach	Qualicum
Hagensborg	Central Coast	Queen Charlotte	Haida Gwaii/Queen Charlotte
Hazelton	Coast Mountains	Quesnel	Quesnel
Hope	Fraser-Cascade	Revelstoke	Revelstoke
Houston	Bulkley Valley	Richmond	Richmond
Hudson's Hope	Peace River North	Rossland	Kootenay-Columbia
Invermere	Rocky Mountain	Saanichton	Saanich
Kamloops	Kamloops/Thompson	Salmon Arm	North Okanagan-Shuswap
Kaslo	Kootenay Lake	Salt Spring Island	Gulf Islands
Kelowna	Central Okanagan	Sechelt	Sunshine Coast
Keremeos	Okanagan Similkameen	Shawnigan Lake	Cowichan Valley
Kimberley	Rocky Mountain	Sicamous	North Okanagan-Shuswap
Kitimat	Coast Mountains	Sidney	Saanich
Ladysmith	Nanaimo-Ladysmith	Smithers	Bulkley Valley
Lake Cowichan	Cowichan Valley	Sooke	Sooke
Langley	Langley	South Slokan	Kootenay Lake

List of cities and school districts

City	School district
Sparwood	Southeast Kootenay
Squamish	Howe Sound
Summerland	Okanagan Skaha
Surrey	Surrey
Terrace	Coast Mountains
Trail	Kootenay-Columbia
Tumbler Ridge	Peace River South
Ucluelet	Alberni
Valemount	Prince George
Vancouver	Francophone Education Authority
Vancouver	Vancouver

City	School district
Vanderhoof	Nechako Lakes
Vernon	Vernon
Victoria	Francophone Education Authority
Victoria	Greater Victoria
Victoria	Saanich
Victoria	Sooke
Waglisla	Central Coast
West Vancouver	West Vancouver
Whistler	Howe Sound
Williams Lake	Cariboo-Chilcotin
Winfield	Central Okanagan

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Alberni	30	Mission	39
Arrow Lakes	36	Nanaimo - Ladysmith.	33
Boundary	37	Nechako Lakes	44
Bulkley Valley	42	New Westminster	23
Burnaby	21	Nicola - Similkameen.	40
Campbell River	30	Nisga'a.	34
Cariboo - Chilcotin	42	North Okanagan - Shuswap	44
Central Coast	30	North Vancouver.	23
Central Okanagan	37	Okanagan Similkameen.	40
Chilliwack	37	Okanagan Skaha	40
Coast Mountains	30	Peace River North.	44
Comox Valley	31	Peace River South.	44
Coquitlam	21	Powell River	34
Cowichan Valley	31	Prince George.	45
Delta	22	Prince Rupert	34
Fort Nelson	42	Qualicum	34
Francophone Education Authority		Quesnel	45
Lower Mainland	22	Revelstoke.	46
Francophone Education Authority		Richmond	24
Victoria	31	Rocky Mountain	46
Fraser-Cascade.	38	Saanich	34
Gold Trail	42	Sooke	34
Greater Victoria	31	Southeast Kootenay	40
Gulf Islands	32	Sunshine Coast	34
Haida Gwaii/Queen Charlotte.	33	Surrey	25
Howe Sound.	33	Vancouver	27
Kamloops/Thompson	43	Vancouver Island North	35
Kootenay-columbia	38	Vancouver Island West	35
Kootenay Lake.	38	Vernon.	41
Langley	38	West Vancouver	29

Sir Charles Tupper Secondary (Public) Gr 12 Enrollment: 183. ESL (%): 8.0. Actual rating vs predicted based on parents' avg. ed. of 13.5 yrs: -1.1. Overall academic ranking: 251/282. Special needs (%): 16.3. Last 5 Years: 234/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 3.5.

West Vancouver Secondary (Public) Gr 12 Enrollment: 311. ESL (%): 4.5. Actual rating vs predicted based on parents' avg. ed. of 17.1 yrs: 0.5. Overall academic ranking: 217/282. Special needs (%): 8.6. Last 5 Years: 19/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 7.7.

Fraser Academy (Independent) Gr 12 Enrollment: 16. ESL (%): n/a. Actual rating vs predicted based on parents' avg. ed. of 16.6 yrs: -3.5. Overall academic ranking: 251/282. Special needs (%): n/a. Last 5 Years: n/a. Academic Performance 1998-2004 Trends. Overall rating out of 10: 3.6.

West Vancouver Secondary (Public) Gr 12 Enrollment: 311. ESL (%): 4.5. Actual rating vs predicted based on parents' avg. ed. of 17.5 yrs: -0.1. Overall academic ranking: 217/282. Special needs (%): 8.6. Last 5 Years: 19/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 7.7.

Britannia Community Secondary (Public) Gr 12 Enrollment: 124. ESL (%): 6.1. Actual rating vs predicted based on parents' avg. ed. of 11.9 yrs: -0.1. Overall academic ranking: 255/282. Special needs (%): 13.3. Last 5 Years: 217/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 5.6.

Rockridge Secondary (Public) Gr 12 Enrollment: 108. ESL (%): 2.2. Actual rating vs predicted based on parents' avg. ed. of 17.5 yrs: -0.2. Overall academic ranking: 25/282. Special needs (%): n/a. Last 5 Years: n/a. Academic Performance 1998-2004 Trends. Overall rating out of 10: n/a.

King George Secondary (Public) Gr 12 Enrollment: 72. ESL (%): 18.2. Actual rating vs predicted based on parents' avg. ed. of 15.9 yrs: n/a. Overall academic ranking: 268/282. Special needs (%): 3.7. Last 5 Years: 224/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 5.7.

Sentinel Secondary (Public) Gr 12 Enrollment: 179. ESL (%): 7.5. Actual rating vs predicted based on parents' avg. ed. of 17.1 yrs: -0.2. Overall academic ranking: 30/282. Special needs (%): 4.1. Last 5 Years: 30/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 9.1.

John Oliver Secondary (Public) Gr 12 Enrollment: 224. ESL (%): 7.6. Actual rating vs predicted based on parents' avg. ed. of 13.0 yrs: -2.1. Overall academic ranking: 275/282. Special needs (%): 10.5. Last 5 Years: 249/255. Academic Performance 1998-2004 Trends. Overall rating out of 10: 3.9.

Mulgrave School (Independent) Gr 12 Enrollment: 20. ESL (%): n/a. Actual rating vs predicted based on parents' avg. ed. of 16.9 yrs: -1.0. Overall academic ranking: 80/282. Special needs (%): n/a. Last 5 Years: n/a. Academic Performance 1998-2004 Trends. Overall rating out of 10: n/a.

COMOX VALLEY

Table for Highland Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Cowichan Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Mark R. Isfeld Senior Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Chemainus Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Georges P Vanier Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Lake Cowichan Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

COWICHAN VALLEY

Table for Brentwood College (Independent) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Duncan Christian (Independent) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Shawnigan Lake (Independent) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

FRANCPHONE EDUCATION AUTHORITY

Table for L'École Victor Brodeur (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Table for Frances Kelsey Secondary (Public) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

GREATER VICTORIA

Table for St Michaels University School (Independent) with columns for Academic Performance (1998-2004) and Trends. Includes metrics like Average exam mark, Exams failed, and Sports participation rate.

Elphinstone Secondary [Public]		Gr 12 Enrollment: 111						
ESL (%): 0.1		Special needs (%): 17.7						
Actual rating vs predicted based on parents' avg. ed. of 13.9 yrs: n/a		Overall academic ranking: 173/282						
		2003-04					Last 5 Years	
		124/255						
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	69.9	71.9	66.4	69.5	70.8	70.2	67.8	—
Percentage of exams failed	8.2	7.0	10.4	9.7	7.1	10.9	13.6	—
School vs exam mark difference	5.0	5.3	4.0	7.8	5.1	5.7	6.4	—
English 12 gender gap	M 2.2	F 1.3	F 1.4	F 2.4	F 4.1	F 3.4	F 1.6	—
Math 12 gender gap	F 0.2	F 7.6	F 4.4	F 2.0	F 7.5	M 0.4	M 1.6	—
Exams taken per student	3.1	2.9	3.0	3.1	3.1	3.4	2.7	—
Graduation rate	94.2	90.6	90.4	97.3	97.5	92.8	94.1	—
Delayed advancement rate	n/a	n/a	33.1	21.7	25.2	27.4	25.1	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	21.2	n/a
Overall rating out of 10	7.4	6.9	6.1	6.5	6.5	6.4	5.8	—

North Island Secondary [Public]		Gr 12 Enrollment: 100						
ESL (%): 0.0		Special needs (%): 13.4						
Actual rating vs predicted based on parents' avg. ed. of 14.5 yrs: n/a		Overall academic ranking: 246/282						
		2003-04					Last 5 Years	
		217/255						
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	64.7	64.3	60.5	65.6	65.1	66.0	64.4	—
Percentage of exams failed	12.8	14.6	21.0	15.9	15.9	15.5	13.6	—
School vs exam mark difference	6.1	8.1	11.2	5.7	6.5	6.3	9.2	—
English 12 gender gap	F 3.1	F 3.5	M 2.2	M 1.2	F 3.6	F 4.9	F 0.6	—
Math 12 gender gap	M 3.9	F 4.4	F 2.8	F 4.0	F 2.2	M 1.7	M 3.5	—
Exams taken per student	2.1	2.0	2.3	2.3	2.7	2.6	2.1	—
Graduation rate	92.6	91.9	91.6	96.9	94.5	93.0	95.9	—
Delayed advancement rate	n/a	n/a	36.8	25.0	21.4	23.1	30.8	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	28.7	n/a
Overall rating out of 10	5.5	4.9	4.4	5.6	5.1	5.2	4.6	—

Pender Harbour Elementary/Secondary [Public]		Gr 12 Enrollment: 16						
ESL (%): 0.0		Special needs (%): 13.8						
Actual rating vs predicted based on parents' avg. ed. of 15.5 yrs: -2.3		Overall academic ranking: 241/282						
		2003-04					Last 5 Years	
		76/255						
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	70.1	70.7	70.5	77.1	70.5	74.3	65.4	—
Percentage of exams failed	6.6	6.2	4.0	4.3	8.2	6.9	15.2	▼
School vs exam mark difference	6.1	7.8	6.5	4.8	4.5	6.3	9.0	—
English 12 gender gap	F 2.0	M 3.6	F 0.5	F 4.8	M 5.5	F 6.7	F 2.0	—
Math 12 gender gap	n/a	F 9.0	n/a	F 1.5	n/a	F 0.5	n/a	n/a
Exams taken per student	2.2	2.4	2.9	2.6	2.2	3.5	2.1	—
Graduation rate	93.3	100.0	100.0	100.0	96.0	96.0	94.4	▼
Delayed advancement rate	n/a	n/a	0.0	0.0	0.0	27.7	25.7	▼
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall rating out of 10	6.9	7.2	7.6	8.2	6.8	7.3	4.7	—

VANCOUVER ISLAND WEST		Gr 12 Enrollment: 18						
Gold River Secondary [Public]		Special needs (%): 28.7						
ESL (%): 0.0		Special needs (%): 28.7						
Actual rating vs predicted based on parents' avg. ed. of 14.3 yrs: -2.9		Overall academic ranking: 272/282						
		2003-04					Last 5 Years	
		247/255						
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	67.5	66.7	71.6	56.9	57.2	64.8	62.8	—
Percentage of exams failed	12.3	15.0	0.0	36.8	32.1	11.1	23.1	—
School vs exam mark difference	5.8	7.5	8.4	13.6	13.3	8.0	10.3	—
English 12 gender gap	F 11.1	F 9.3	n/a	F 0.8	F 2.4	F 5.5	F 5.7	n/a
Math 12 gender gap	n/a	F 2.1	n/a	n/a	M 1.1	n/a	n/a	n/a
Exams taken per student	1.5	2.3	1.4	2.8	2.2	2.0	2.2	—
Graduation rate	86.4	100.0	100.0	89.5	81.0	100.0	82.4	—
Delayed advancement rate	n/a	n/a	19.6	27.2	59.3	38.4	16.3	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	27.9	n/a
Overall rating out of 10	5.2	6.2	6.7	2.1	1.5	4.8	3.2	—

VANCOUVER ISLAND NORTH

Port Hardy Secondary [Public]		Gr 12 Enrollment: 84						
ESL (%): 0.0		Special needs (%): 20.0						
Actual rating vs predicted based on parents' avg. ed. of 12.5 yrs: 0.1		Overall academic ranking: 235/282						
		2003-04					Last 5 Years	
		234/255						
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	67.4	62.7	63.4	62.9	71.6	69.9	70.1	—
Percentage of exams failed	12.1	23.8	21.1	19.7	8.5	9.2	8.4	▲
School vs exam mark difference	3.1	8.9	10.8	8.0	5.1	6.2	4.2	▲
English 12 gender gap	M 0.9	F 2.2	M 0.9	F 4.5	M 4.0	F 3.2	M 0.4	—
Math 12 gender gap	F 4.8	F 11.3	F 5.6	F 10.0	F 2.1	M 15.5	n/a	n/a
Exams taken per student	1.6	1.5	1.9	1.6	1.7	1.9	1.3	—
Graduation rate	91.9	86.8	85.9	83.3	94.6	95.4	87.3	—
Delayed advancement rate	n/a	n/a	54.2	58.3	37.4	29.3	49.3	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	18.2	n/a
Overall rating out of 10	5.8	3.2	4.0	2.8	5.6	5.2	4.9	—

Mount Baker Secondary [Public]		Gr 12 Enrollment: 335						
ESL (%): 0.0		Special needs (%): 8.8						
Actual rating vs predicted based on parents' avg. ed. of 14.4 yrs: -0.5		Overall academic ranking: 182/282			2003-04 Last 5 Years 159/255			
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	67.7	67.1	68.1	66.9	67.1	63.9	65.5	▼
Percentage of exams failed	8.5	11.0	10.6	11.5	12.9	15.6	13.8	▼
School vs exam mark difference	6.7	7.7	7.4	5.1	3.6	6.0	5.6	—
English 12 gender gap	F 1.3	M 1.5	F 1.5	F 1.0	F 1.6	F 0.8	F 2.0	—
Math 12 gender gap	M 0.8	F 0.6	F 2.5	F 2.8	M 2.2	F 1.9	F 1.0	—
Exams taken per student	2.4	2.4	2.5	2.7	2.4	2.4	2.2	▼
Graduation rate	94.8	96.6	95.6	95.4	93.0	93.6	95.5	—
Delayed advancement rate	n/a	n/a	18.4	24.2	26.2	n/a	n/a	n/a
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	16.3	n/a
Overall rating out of 10	6.9	6.5	6.6	6.3	5.7	5.2	5.7	▼

VERNON

Kalamalka Secondary [Public]		Gr 12 Enrollment: 143						
ESL (%): 0.0		Special needs (%): 6.7						
Actual rating vs predicted based on parents' avg. ed. of 15.0 yrs: 1.6		Overall academic ranking: 28/282			2003-04 Last 5 Years 37/255			
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	68.8	68.4	71.8	69.7	69.2	72.7	74.2	—
Percentage of exams failed	9.8	12.2	6.5	8.8	7.9	5.8	2.5	—
School vs exam mark difference	9.1	9.0	7.4	7.6	9.2	7.8	6.1	—
English 12 gender gap	F 0.8	F 4.0	F 1.7	M 0.6	F 2.0	F 5.2	F 0.8	—
Math 12 gender gap	F 5.2	M 1.5	F 5.1	F 3.3	M 1.2	M 1.1	F 4.0	—
Exams taken per student	3.0	2.7	3.2	3.3	3.4	3.2	3.3	—
Graduation rate	99.0	97.7	95.8	94.4	99.2	98.4	100.0	—
Delayed advancement rate	n/a	n/a	22.4	15.1	8.8	6.8	2.0	▲
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	35.3	n/a
Overall rating out of 10	7.4	6.8	7.5	6.9	7.4	7.4	8.2	—

W L Seaton Secondary [Public]		Gr 12 Enrollment: 187						
ESL (%): 1.3		Special needs (%): 5.4						
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: 0.3		Overall academic ranking: 165/282			2003-04 Last 5 Years 110/255			
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	67.1	70.0	71.7	72.7	73.5	71.6	70.7	—
Percentage of exams failed	13.1	8.0	6.6	5.5	4.8	7.3	10.4	—
School vs exam mark difference	3.9	4.7	7.1	9.2	6.6	6.6	7.7	—
English 12 gender gap	F 3.8	M 0.7	F 1.3	F 0.3	F 3.5	F 4.2	F 3.5	—
Math 12 gender gap	M 1.3	F 1.1	F 1.3	F 3.3	F 4.7	F 8.3	F 4.1	—
Exams taken per student	2.5	2.1	2.3	2.5	2.2	2.4	2.4	—
Graduation rate	87.3	94.7	92.8	96.1	95.8	96.9	93.9	—
Delayed advancement rate	n/a	n/a	28.2	11.6	18.7	18.5	27.4	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	22.1	n/a
Overall rating out of 10	5.7	6.9	6.8	7.0	6.7	6.2	5.9	▼

Clarence Fulton Secondary [Public]		Gr 12 Enrollment: 186						
ESL (%): 0.0		Special needs (%): 9.2						
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: 0.2		Overall academic ranking: 173/282			2003-04 Last 5 Years 110/255			
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	66.0	66.3	69.0	69.1	67.0	68.0	68.1	▼
Percentage of exams failed	14.2	14.8	8.3	9.3	12.5	7.7	8.9	—
School vs exam mark difference	7.4	9.5	5.7	7.7	8.1	7.1	5.8	—
English 12 gender gap	M 1.0	M 0.2	F 2.4	F 4.5	F 2.9	F 3.3	F 1.5	—
Math 12 gender gap	F 5.9	F 5.6	M 0.3	F 1.5	M 0.4	F 2.8	F 5.5	▼
Exams taken per student	2.6	2.8	2.9	2.8	2.9	2.7	2.3	▼
Graduation rate	91.8	97.7	95.7	99.4	98.4	98.1	95.8	—
Delayed advancement rate	n/a	n/a	14.2	8.3	11.6	14.2	18.9	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	22.5	n/a
Overall rating out of 10	5.7	6.3	7.2	6.8	6.3	6.5	5.8	▼

Vernon Secondary [Public]		Gr 12 Enrollment: 173						
ESL (%): 0.0		Special needs (%): 11.9						
Actual rating vs predicted based on parents' avg. ed. of 14.0 yrs: -0.2		Overall academic ranking: 182/282			2003-04 Last 5 Years 168/255			
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	67.4	66.4	66.1	65.3	67.3	67.1	68.3	—
Percentage of exams failed	12.3	11.5	10.2	12.6	11.6	12.9	11.1	—
School vs exam mark difference	7.9	8.5	7.4	6.9	5.4	7.7	6.9	—
English 12 gender gap	F 4.8	M 2.3	F 3.1	M 0.4	F 1.5	F 2.2	F 2.6	—
Math 12 gender gap	F 5.2	F 0.6	F 3.9	F 2.8	F 1.0	M 0.3	F 3.1	—
Exams taken per student	2.2	2.3	2.8	2.6	2.4	2.7	2.6	—
Graduation rate	90.6	87.7	91.9	94.5	94.6	96.1	96.3	▲
Delayed advancement rate	n/a	n/a	46.0	34.7	30.8	27.3	30.9	▲
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	18.4	n/a
Overall rating out of 10	5.7	5.5	6.0	5.7	5.8	5.7	5.7	—

Charles Bloom Secondary [Public]		Gr 12 Enrollment: 84						
ESL (%): 0.0		Special needs (%): 11.3						
Actual rating vs predicted based on parents' avg. ed. of 13.1 yrs: -0.6		Overall academic ranking: 246/282			2003-04 Last 5 Years 176/255			
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	65.9	62.1	66.8	67.6	66.2	65.8	62.5	▼
Percentage of exams failed	9.6	23.4	6.1	7.1	9.6	15.8	20.2	▼
School vs exam mark difference	4.0	11.9	4.9	4.6	5.0	7.6	8.0	—
English 12 gender gap	F 2.8	M 2.1	F 2.5	M 1.1	F 2.5	F 5.5	F 7.0	▼
Math 12 gender gap	F 4.7	M 4.2	M 2.5	M 0.6	F 1.4	F 0.5	F 2.9	—
Exams taken per student	2.2	1.8	2.3	2.2	2.3	2.0	2.2	—
Graduation rate	92.1	91.3	96.6	98.8	96.7	91.4	96.2	—
Delayed advancement rate	n/a	n/a	8.3	19.2	22.3	27.6	13.3	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	24.6	n/a
Overall rating out of 10	5.8	3.0	6.7	6.8	5.8	4.4	4.6	▼

Interior & Northern British Columbia

BULKLEY VALLEY

Houston Secondary [Public]		Gr 12 Enrollment: 64								
ESL (%): 0.7		Special needs (%): 10.9						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 12.8 yrs: 2.3		Overall academic ranking: 61/282						Last 5 Years		110/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	61.8	65.3	66.6	66.0	70.9	73.6	71.2	—		
Percentage of exams failed	16.7	12.4	12.5	9.5	2.4	3.4	4.0	▲		
School vs exam mark difference	7.0	6.3	7.6	2.8	1.8	3.5	2.5	—		
English 12 gender gap	F 0.2	F 4.0	F 3.2	M 1.0	M 4.1	F 2.9	F 3.6	—		
Math 12 gender gap	n/a	F 7.4	F 4.6	M 4.2	F 2.8	F 3.8	n/a	n/a		
Exams taken per student	1.9	2.2	2.1	1.8	2.2	2.1	2.0	—		
Graduation rate	98.4	100.0	97.2	89.3	95.6	93.0	100.0	—		
Delayed advancement rate	n/a	n/a	32.7	30.9	10.3	16.5	23.8	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	46.8	n/a		
Overall rating out of 10	5.1	6.1	5.9	5.1	7.2	6.9	7.3	—		

Houston Christian [Independent]		Gr 12 Enrollment: 20								
ESL (%): n/a		Special needs (%): n/a						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 12.8 yrs: 2.3		Overall academic ranking: 69/282						Last 5 Years		n/a
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	n/a	n/a	70.5	n/a	71.2	n/a	72.3	n/a		
Percentage of exams failed	n/a	n/a	3.9	n/a	4.2	n/a	3.2	n/a		
School vs exam mark difference	n/a	n/a	6.1	n/a	2.3	n/a	6.4	n/a		
English 12 gender gap	n/a	n/a	F 8.5	n/a	F 1.6	n/a	F 2.0	n/a		
Math 12 gender gap	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Exams taken per student	n/a	n/a	3.1	n/a	3.5	n/a	3.2	n/a		
Graduation rate	n/a	n/a	80.0	n/a	85.7	n/a	95.0	n/a		
Delayed advancement rate	n/a	n/a	25.0	n/a	22.1	n/a	5.0	n/a		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	90.1	n/a		
Overall rating out of 10	n/a	n/a	5.8	n/a	7.6	n/a	7.2	n/a		

Bulkley Valley Christian [Independent]		Gr 12 Enrollment: 40								
ESL (%): n/a		Special needs (%): n/a						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 14.1 yrs: 0.0		Overall academic ranking: 159/282						Last 5 Years		149/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	62.1	59.8	67.0	66.6	65.8	66.4	68.3	—		
Percentage of exams failed	20.0	33.7	14.1	11.8	17.9	22.8	11.4	—		
School vs exam mark difference	15.8	16.2	13.0	12.5	12.3	12.0	10.6	—		
English 12 gender gap	F 3.6	M 0.1	F 7.1	F 2.8	F 2.6	F 3.9	F 1.6	—		
Math 12 gender gap	F 10.0	n/a	M 5.6	F 2.2	n/a	F 0.1	n/a	n/a		
Exams taken per student	3.8	3.0	3.4	4.6	3.3	3.2	2.9	—		
Graduation rate	94.1	100.0	93.8	100.0	96.2	94.7	92.5	—		
Delayed advancement rate	n/a	n/a	14.8	3.6	18.3	8.2	4.4	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	66.9	n/a		
Overall rating out of 10	5.6	4.0	6.1	7.5	5.0	5.5	6.0	—		

Smithers Secondary [Public]		Gr 12 Enrollment: 175								
ESL (%): 0.0		Special needs (%): 12.3						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 14.2 yrs: -0.4		Overall academic ranking: 182/282						Last 5 Years		149/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	69.9	70.1	69.1	70.1	69.7	67.8	69.9	—		
Percentage of exams failed	7.3	8.7	9.3	7.6	8.4	10.5	8.7	—		
School vs exam mark difference	5.0	5.8	4.3	4.4	4.5	5.9	4.7	—		
English 12 gender gap	M 2.1	F 5.3	M 1.8	M 0.6	F 0.6	M 0.5	M 2.6	—		
Math 12 gender gap	F 5.5	M 1.3	F 5.0	M 3.6	F 3.1	F 2.1	F 6.2	—		
Exams taken per student	2.4	2.3	2.6	2.2	2.3	3.2	2.4	—		
Graduation rate	94.0	97.2	94.8	96.6	95.3	97.4	94.2	—		
Delayed advancement rate	n/a	n/a	42.4	53.8	56.6	31.8	50.4	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	23.7	n/a		
Overall rating out of 10	7.0	6.9	6.7	6.9	5.9	6.5	5.7	—		

CARIBOO-CHILCOTIN

Peter Skene Ogden Secondary [Public]		Gr 12 Enrollment: 199								
ESL (%): 0.0		Special needs (%): 12.3						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 12.4 yrs: 1.7		Overall academic ranking: 132/282						Last 5 Years		149/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	69.7	68.6	67.4	67.6	66.0	68.8	69.4	—		
Percentage of exams failed	8.8	13.1	13.7	12.0	11.2	10.6	7.7	—		
School vs exam mark difference	3.9	6.5	4.9	6.0	3.0	5.4	5.7	—		
English 12 gender gap	F 2.5	F 2.4	M 0.9	F 3.3	F 4.1	F 0.9	F 3.2	—		
Math 12 gender gap	F 1.8	M 4.7	M 0.4	M 1.2	M 0.4	M 1.4	F 3.7	▼		
Exams taken per student	2.1	2.2	1.8	1.9	1.7	2.1	2.0	—		
Graduation rate	91.2	90.1	92.6	96.4	92.3	94.6	96.8	—		
Delayed advancement rate	n/a	n/a	34.3	38.7	33.1	0.0	0.0	▲		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	20.9	n/a		
Overall rating out of 10	6.7	5.8	6.3	6.1	5.0	6.2	6.4	—		

Columnneetza Secondary [Public]		Gr 12 Enrollment: 203								
ESL (%): 0.5		Special needs (%): 8.1						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: -1.7		Overall academic ranking: 263/282						Last 5 Years		227/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	64.5	62.5	64.8	67.7	66.2	64.6	64.3	—		
Percentage of exams failed	15.9	17.4	15.7	11.6	12.4	17.1	16.2	—		
School vs exam mark difference	5.5	6.0	7.2	4.1	6.7	8.3	7.5	—		
English 12 gender gap	F 4.8	F 3.4	F 2.7	M 0.2	M 4.4	F 3.6	F 3.6	—		
Math 12 gender gap	F 7.5	M 0.5	F 6.9	F 5.8	M 5.9	F 5.0	F 5.0	—		
Exams taken per student	2.4	2.5	2.6	2.8	2.5	3.2	2.5	—		
Graduation rate	89.7	91.4	84.7	95.9	88.6	83.3	81.8	—		
Delayed advancement rate	n/a	n/a	49.2	41.7	44.7	42.1	47.0	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	14.8	n/a		
Overall rating out of 10	5.1	5.3	4.7	6.6	4.5	4.1	3.9	—		

Williams Lake Secondary [Public]		Gr 12 Enrollment: 135								
ESL (%): 0.0		Special needs (%): 7.4						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: -2.4		Overall academic ranking: 274/282						Last 5 Years		227/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	n/a	n/a	66.5	66.6	67.8	65.8	62.4	—		
Percentage of exams failed	n/a	n/a	12.0	11.0	12.4	14.4	18.2	▼		
School vs exam mark difference	n/a	n/a	8.2	8.2	6.9	5.7	9.1	—		
English 12 gender gap	n/a	n/a	M 4.6	F 3.7	F 3.7	M 0.6	F 6.1	—		
Math 12 gender gap	n/a	n/a	F 3.5	M 0.3	M 1.6	M 2.5	F 2.7	—		
Exams taken per student	n/a	n/a	2.7	2.6	2.3	2.4	2.2	▼		
Graduation rate	n/a	n/a	91.4	92.9	94.8	90.0	83.3	▼		
Delayed advancement rate	n/a	n/a	46.1	39.2	41.2	46.2	48.5	▼		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	13.4	n/a		
Overall rating out of 10	n/a	n/a	5.8	5.6	5.3	4.9	3.1	▼		

FORT NELSON

Fort Nelson Secondary [Public]		Gr 12 Enrollment: 76								
ESL (%): 0.0		Special needs (%): 15.9						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 15.9 yrs: -3.4		Overall academic ranking: 263/282						Last 5 Years		227/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	67.2	65.9	62.3	65.6	67.7	64.4	62.2	—		
Percentage of exams failed	11.9	9.8	20.1	14.2	9.5	15.8	18.5	—		
School vs exam mark difference	2.9	7.0	8.4	6.5	5.1	4.9	6.2	—		
English 12 gender gap	F 2.2	M 2.0	F 2.2	M 2.6	F 0.8	F 7.5	F 3.9	—		
Math 12 gender gap	M 1.7	F 10.3	F 10.5	F 1.7	n/a	F 3.8	F 5.4	n/a		
Exams taken per student	2.0	2.2	2.5	1.9	1.8	2.2	1.9	—		
Graduation rate	98.2	95.2	94.4	95.0	97.1	86.7	96.7	—		
Delayed advancement rate	n/a	n/a	33.8	43.5	42.0	49.7	43.9	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	28.2	n/a		
Overall rating out of 10	7.1	5.8	5.1	5.5	5.4	4.0	3.9	—		

GOLD TRAIL

Lillooet Secondary [Public]		Gr 12 Enrollment: 51								
ESL (%): 0.0		Special needs (%): 18.8						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 13.9 yrs: -1.1		Overall academic ranking: 241/282						Last 5 Years		234/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	66.3	64.3	63.4	67.1	65.2	64.0	62.8	—		
Percentage of exams failed	10.2	12.3	14.2	12.1	14.2	14.4	13.4	—		
School vs exam mark difference	6.8	5.9	6.0	4.4	4.4	7.5	7.9	—		
English 12 gender gap	F 0.6	M 4.4	M 0.5	F 0.3	M 1.7	F 5.1	F 5.0	▼		
Math 12 gender gap	F 6.2	F 9.4	M 6.3	M 4.2	F 1.4	n/a	n/a	n/a		
Exams taken per student	2.2	2.3	1.9	2.2	1.6	1.8	1.9	—		
Graduation rate	97.2	95.7	94.8	79.2	92.3	94.0	97.6	—		
Delayed advancement rate	n/a	n/a	46.7	35.9	18.9	10.9	11.0	▲		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	23.8	n/a		
Overall rating out of 10	6.0	5.4	5.1	4.1	4.6	3.9	4.7	—		

Ashcroft Secondary [Public]		Gr 12 Enrollment: 26								
ESL (%): 0.0		Special needs (%): 19.5						2003-04		2004
Actual rating vs predicted based on parents' avg. ed. of 14.1 yrs: -2.8		Overall academic ranking: 272/282						Last 5 Years		251/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	59.7	53.2	55.3	56.5	64.2	59.1	67.4	—		
Percentage of exams failed	24.0	36.6	31.6	33.7	13.9	24.7				

KAMLOOPS/THOMPSON

Sa-Hali Secondary [Public]									Gr 12 Enrollment: 138
ESL (%): 0.5									Special needs (%): 6.2
Actual rating vs predicted based on parents' avg. ed. of 15.1 yrs: 1.1									2003-04 Last 5 Years
Overall academic ranking: 40/282									49/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	65.8	66.6	70.0	72.0	70.2	72.1	72.7	—	
Percentage of exams failed	12.0	9.9	6.8	6.6	6.1	6.1	5.2	—	
School vs exam mark difference	8.2	4.7	4.1	6.4	4.3	4.5	5.0	—	
English 12 gender gap	F 6.9	F 1.7	F 0.8	F 2.5	E	F 5.4	F 1.6	—	
Math 12 gender gap	F 1.7	M 4.5	M 2.4	F 1.8	M 0.3	F 1.5	M 0.2	—	
Exams taken per student	2.5	2.1	2.2	2.6	2.3	2.7	2.7	—	
Graduation rate	91.7	100.0	95.4	98.8	96.4	95.0	99.3	—	
Delayed advancement rate	n/a	n/a	15.7	14.1	11.3	10.6	2.4	▲	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	38.5	n/a	
Overall rating out of 10	5.9	6.7	7.1	7.4	7.1	7.0	7.8	—	

Valleyview Secondary [Public]									Gr 12 Enrollment: 134
ESL (%): 0.0									Special needs (%): 9.5
Actual rating vs predicted based on parents' avg. ed. of 15.0 yrs: -1.5									2003-04 Last 5 Years
Overall academic ranking: 219/282									135/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	61.8	68.1	71.1	67.3	68.9	68.8	66.3	—	
Percentage of exams failed	17.3	11.6	4.0	10.0	7.4	8.0	16.1	—	
School vs exam mark difference	8.1	6.7	3.5	7.0	5.7	4.6	7.6	—	
English 12 gender gap	F 5.9	F 2.9	F 2.9	F 3.1	F 0.4	F 3.6	M 2.4	—	
Math 12 gender gap	F 1.1	F 5.6	F 3.0	F 1.5	F 1.2	F 2.9	F 0.7	—	
Exams taken per student	2.7	2.5	2.6	2.4	2.5	2.5	2.5	—	
Graduation rate	82.0	92.0	93.1	93.8	96.4	92.5	92.1	—	
Delayed advancement rate	n/a	n/a	18.1	13.8	12.3	18.4	20.2	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	35.1	n/a	
Overall rating out of 10	4.1	6.3	7.1	5.8	6.4	6.1	5.2	—	

St Ann's [Independent]									Gr 12 Enrollment: 52
ESL (%): n/a									Special needs (%): n/a
Actual rating vs predicted based on parents' avg. ed. of 14.6 yrs: 0.9									2003-04 Last 5 Years
Overall academic ranking: 69/282									61/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	64.0	71.1	70.5	66.6	72.6	66.3	67.0	—	
Percentage of exams failed	10.2	1.6	6.6	11.0	8.3	16.3	9.7	—	
School vs exam mark difference	7.0	5.6	5.4	5.8	3.6	8.3	6.9	—	
English 12 gender gap	F 3.4	F 0.5	F 0.7	F 0.9	F 0.7	F 0.9	F 0.8	—	
Math 12 gender gap	F 6.9	F 6.1	n/a	F 4.4	n/a	F 0.3	F 1.2	n/a	
Exams taken per student	3.7	2.7	2.8	3.5	3.1	3.7	3.4	—	
Graduation rate	91.5	88.6	100.0	90.2	91.3	98.2	98.2	—	
Delayed advancement rate	n/a	n/a	0.0	14.7	19.1	14.1	0.0	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	52.9	n/a	
Overall rating out of 10	6.3	7.1	7.8	6.5	7.6	6.6	7.2	—	

Logan Lake Elementary/Secondary [Public]									Gr 12 Enrollment: 38
ESL (%): 0.0									Special needs (%): 10.3
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: -0.6									2003-04 Last 5 Years
Overall academic ranking: 229/282									110/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	63.0	64.7	67.7	70.8	68.9	64.7	63.2	—	
Percentage of exams failed	13.3	7.5	8.7	8.9	4.5	11.4	22.1	—	
School vs exam mark difference	8.8	7.9	7.9	3.7	7.0	8.7	10.1	—	
English 12 gender gap	F 1.1	F 8.0	M 0.2	F 5.7	F 5.1	F 2.8	M 1.8	—	
Math 12 gender gap	n/a	F 9.2	n/a	M 4.7	n/a	M 2.8	M 8.8	n/a	
Exams taken per student	2.4	3.2	2.7	2.9	2.8	3.7	2.3	—	
Graduation rate	100.0	93.9	100.0	100.0	100.0	95.5	100.0	—	
Delayed advancement rate	n/a	n/a	7.2	2.9	5.3	0.0	0.0	▲	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	29.9	n/a	
Overall rating out of 10	5.5	6.0	6.9	7.3	7.1	6.4	5.0	—	

South Kamloops Secondary [Public]									Gr 12 Enrollment: 273
ESL (%): 0.0									Special needs (%): 7.6
Actual rating vs predicted based on parents' avg. ed. of 14.9 yrs: 0.5									2003-04 Last 5 Years
Overall academic ranking: 80/282									76/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	72.4	73.1	69.8	70.2	69.6	71.3	71.0	—	
Percentage of exams failed	5.4	6.4	6.1	7.5	4.8	6.1	6.6	▼	
School vs exam mark difference	3.4	2.5	6.5	4.0	5.2	6.3	3.9	—	
English 12 gender gap	F 0.1	M 0.5	M 1.0	F 3.0	F 5.7	F 4.3	F 3.4	—	
Math 12 gender gap	F 2.3	F 3.2	F 6.6	M 3.1	F 2.3	F 0.8	F 2.8	—	
Exams taken per student	3.1	2.6	2.6	2.6	2.4	2.8	2.9	—	
Graduation rate	92.0	94.4	96.9	97.3	96.4	95.7	98.0	—	
Delayed advancement rate	n/a	n/a	17.7	9.0	27.0	19.9	18.6	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	29.4	n/a	
Overall rating out of 10	8.0	7.9	7.0	7.2	6.3	6.8	7.1	—	

Chase Secondary [Public]									Gr 12 Enrollment: 52
ESL (%): 0.7									Special needs (%): 11.5
Actual rating vs predicted based on parents' avg. ed. of 11.4 yrs: 1.1									2003-04 Last 5 Years
Overall academic ranking: 229/282									202/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	58.5	62.9	68.3	62.9	65.5	68.3	65.4	—	
Percentage of exams failed	24.5	18.3	6.4	15.3	13.9	10.6	8.3	—	
School vs exam mark difference	7.1	4.8	4.6	5.5	7.1	5.8	6.3	—	
English 12 gender gap	F 10.1	F 2.5	F 3.4	M 0.2	M 1.6	F 4.2	F 4.0	—	
Math 12 gender gap	F 2.4	F 1.8	F 1.2	F 0.6	M 5.4	F 1.2	n/a	n/a	
Exams taken per student	2.1	1.8	1.7	1.9	1.6	1.8	1.2	—	
Graduation rate	88.6	90.6	94.5	94.7	95.8	83.1	97.4	—	
Delayed advancement rate	n/a	n/a	32.8	26.9	20.6	17.0	37.4	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	14.8	n/a	
Overall rating out of 10	3.0	4.8	6.4	5.3	4.8	4.9	5.0	—	

Kamloops Christian [Independent]									Gr 12 Enrollment: 16
ESL (%): n/a									Special needs (%): n/a
Actual rating vs predicted based on parents' avg. ed. of 14.0 yrs: 0.7									2003-04 Last 5 Years
Overall academic ranking: 116/282									n/a
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	70.3	67.0	64.2	69.0	n/a	66.6	67.7	n/a	
Percentage of exams failed	5.1	4.6	12.6	8.3	n/a	6.3	0.0	n/a	
School vs exam mark difference	5.2	8.4	6.3	7.1	n/a	4.8	5.8	n/a	
English 12 gender gap	F 4.9	F 5.3	F 6.5	n/a	n/a	F 10.7	F 6.4	n/a	
Math 12 gender gap	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Exams taken per student	2.8	2.4	2.7	2.4	n/a	1.6	2.2	n/a	
Graduation rate	94.4	92.9	84.6	92.9	n/a	100.0	100.0	n/a	
Delayed advancement rate	n/a	n/a	29.9	20.9	n/a	8.1	12.5	n/a	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	56.3	n/a	
Overall rating out of 10	7.7	6.4	4.8	6.3	n/a	6.0	6.6	n/a	

Westside Secondary [Public]									Gr 12 Enrollment: 110
ESL (%): 0.0									Special needs (%): 6.0
Actual rating vs predicted based on parents' avg. ed. of 13.8 yrs: -1.0									2003-04 Last 5 Years
Overall academic ranking: 241/282									221/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	61.5	63.4	65.9	64.5	65.3	63.8	63.1	▼	
Percentage of exams failed	16.9	15.6	13.3	14.6	11.9	15.9	14.2	—	
School vs exam mark difference	10.7	5.1	7.8	6.1	6.5	8.1	7.5	—	
English 12 gender gap	F 2.0	F 1.6	F 1.2	F 5.8	F 9.1	F 2.9	F 1.0	—	
Math 12 gender gap	F 1.9	F 5.0	F 1.3	F 8.2	M 0.3	F 4.5	F 6.5	—	
Exams taken per student	2.3	2.6	2.6	2.2	2.4	2.2	2.3	—	
Graduation rate	90.8	94.6	92.4	89.1	95.2	93.3	96.9	—	
Delayed advancement rate	n/a	n/a	0.0	15.4	22.9	17.0	10.0	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	32.3	n/a	
Overall rating out of 10	3.9	5.8	5.9	4.1	5.3	4.6	4.7	—	

Norkam Secondary [Public]									Gr 12 Enrollment: 174
ESL (%): 0.0									Special needs (%): 10.4
Actual rating vs predicted based on parents' avg. ed. of 13.4 yrs: 0.3									2003-04 Last 5 Years
Overall academic ranking: 182/282									185/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	62.9	60.2	64.4	66.6	66.9	66.8	67.3	▲	
Percentage of exams failed	15.3	23.1	13.0	11.6	12.8	9.0	8.9	▲	
School vs exam mark difference	6.5	9.2	5.1	4.2	6.7	6.6	7.0	—	
English 12 gender gap	F 9.4	M 0.2	F 3.2	F 2.0	F 2.0	F 6.7	F 1.9	—	
Math 12 gender gap	F 2.3	F 3.9	F 2.0	F 5.7	F 3.6	F 8.6	F 5.8	—	
Exams taken per student	1.9	2.1	2.0	2.3	2.5	2.0	2.2	—	
Graduation rate	89.6	92.6	92.6	96.3	94.1	92.3	95.4	—	
Delayed advancement rate	n/a	n/a	14.3	19.8	12.4	29.4	25.7	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	27.7	n/a	
Overall rating out of 10	4.3	4.3	5.4	5.9	6.0	4.8	5.7	—	

Clearwater Secondary [Public]									Gr 12 Enrollment: 57
ESL (%): 0.0									Special needs (%): 14.9
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: -1.0									2003-04 Last 5 Years
Overall academic ranking: 246/282									196/255
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends	
Average exam mark	59.6	61.6	66.4	67.7	65.7	67.0	65.1	—	
Percentage of exams failed	24.0	17.4	12.7	9.6	9.1	9.1	11.2	—	
School vs exam mark difference	8.2	6.4	6.8	3.9	7.2	10.0	6.3	—	
English 12 gender gap	F 7.3	F 9.3	M 0.9	F 1.5	E	F 6.3	M 3.7	—	
Math 12 gender gap	n/a	n/a	n/a	F 10.2	M 4.1	n/a	F 0.8	n/a	n/a
Exams taken per student	2.3	2.5	2.5	2.4	2.2	2.4	1.7	▼	
Graduation rate	8								

NECHAKO LAKES

Lakes District Secondary (Public)										
Gr 12 Enrollment: 80										
ESL (%): 0.0	Special needs (%): 21.4									
Actual rating vs predicted based										
on parents' avg. ed. of 12.6 yrs: 0.2										
Overall academic ranking: 229/282										
2003-04 Last 5 Years 246/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	65.8	57.9	64.4	62.3	56.7	61.4	66.8	—		
Percentage of exams failed	12.3	29.3	17.2	21.6	29.5	20.4	13.9	—		
School vs exam mark difference	6.2	10.6	8.3	10.6	11.9	8.6	5.9	—		
English 12 gender gap	F 3.0	F 7.7	M 2.6	F 6.0	F 1.7	F 4.2	M 0.2	—		
Math 12 gender gap	F 0.7	M 2.8	M 0.4	F 0.3	F 2.0	M 8.6	M 2.9	—		
Exams taken per student	2.2	2.4	2.2	2.4	2.3	2.7	2.0	—		
Graduation rate	92.3	90.3	91.1	83.6	90.9	96.0	90.2	—		
Delayed advancement rate	n/a	n/a	23.6	20.7	27.3	15.0	26.3	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	30.5	n/a		
Overall rating out of 10	5.8	3.3	5.1	3.4	2.4	3.9	5.0	—		

Fraser Lake (Public)										
Gr 12 Enrollment: 39										
ESL (%): 0.0	Special needs (%): 21.9									
Actual rating vs predicted based										
on parents' avg. ed. of 13.8 yrs: -1.6										
Overall academic ranking: 256/282										
2003-04 Last 5 Years 244/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	57.2	58.9	62.5	63.8	66.2	66.4	61.4	—		
Percentage of exams failed	34.7	20.7	19.3	15.6	11.6	14.1	20.0	—		
School vs exam mark difference	14.7	13.8	8.6	5.9	4.1	3.1	5.7	▲		
English 12 gender gap	F 2.8	F 1.0	M 8.2	F 8.2	F 8.2	F 3.6	F 10.4	—		
Math 12 gender gap	F 5.5	F 10.7	F 1.0	F 6.7	F 6.5	n/a	n/a	n/a		
Exams taken per student	2.2	2.1	2.1	1.7	2.0	1.2	1.7	—		
Graduation rate	87.5	97.8	95.6	97.9	91.8	97.6	100.0	—		
Delayed advancement rate	n/a	n/a	32.3	47.1	48.2	49.2	35.5	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	39.1	n/a		
Overall rating out of 10	1.6	3.8	4.9	4.5	3.9	5.0	4.1	—		

Nechako Valley Secondary (Public)										
Gr 12 Enrollment: 132										
ESL (%): 0.4	Special needs (%): 11.9									
Actual rating vs predicted based										
on parents' avg. ed. of 12.8 yrs: -0.9										
Overall academic ranking: 256/282										
2003-04 Last 5 Years 244/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	62.5	61.9	59.5	63.5	64.3	65.8	65.4	—		
Percentage of exams failed	19.7	20.7	25.3	17.5	18.9	13.6	14.0	▲		
School vs exam mark difference	8.5	10.8	9.0	9.9	9.9	8.7	10.1	—		
English 12 gender gap	F 4.1	F 1.7	F 3.4	M 2.9	F 1.4	M 0.2	F 1.8	—		
Math 12 gender gap	M 5.7	F 4.3	M 3.7	F 3.8	F 4.3	F 8.1	M 8.4	▼		
Exams taken per student	2.6	2.4	2.3	2.2	1.8	2.1	2.1	—		
Graduation rate	94.8	94.5	95.8	89.2	93.3	90.7	95.6	—		
Delayed advancement rate	n/a	n/a	21.6	22.1	37.1	47.2	50.0	▼		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	37.0	n/a		
Overall rating out of 10	5.2	4.8	4.6	4.2	4.0	4.3	4.1	—		

Fort St James Secondary (Public)										
Gr 12 Enrollment: 56										
ESL (%): 0.0	Special needs (%): 21.7									
Actual rating vs predicted based										
on parents' avg. ed. of 12.4 yrs: -2.1										
Overall academic ranking: 277/282										
2003-04 Last 5 Years 252/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	57.9	62.7	57.5	58.3	61.0	59.5	63.1	—		
Percentage of exams failed	28.7	27.7	29.9	24.6	23.4	23.9	22.9	—		
School vs exam mark difference	14.1	7.6	16.3	13.4	8.9	12.0	12.4	—		
English 12 gender gap	F 10.2	F 6.7	M 4.2	F 6.3	F 2.7	F 11.8	F 9.1	—		
Math 12 gender gap	F 4.8	n/a	M 6.2	F 16.9	M 1.5	E	F 11.7	—		
Exams taken per student	1.8	2.8	2.2	1.9	2.3	2.4	1.9	—		
Graduation rate	82.5	90.0	87.1	90.2	93.1	96.2	97.2	▲		
Delayed advancement rate	n/a	n/a	34.2	56.3	51.4	18.6	33.7	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	31.3	n/a		
Overall rating out of 10	1.3	5.1	2.4	1.4	3.2	3.0	2.6	—		

NORTH OKANAGAN-SHUSWAP

Salmon Arm Sr. Secondary (Public)										
Gr 12 Enrollment: 393										
ESL (%): 0.6	Special needs (%): 9.0									
Actual rating vs predicted based										
on parents' avg. ed. of 14.6 yrs: -0.5										
Overall academic ranking: 165/282										
2003-04 Last 5 Years 149/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	67.4	67.7	67.5	67.3	68.8	68.0	66.9	—		
Percentage of exams failed	13.5	11.0	13.2	12.0	8.0	10.6	11.2	—		
School vs exam mark difference	5.5	5.7	6.7	6.0	6.6	7.1	7.5	—		
English 12 gender gap	F 4.4	F 2.2	M 1.5	F 5.5	F 2.8	F 3.9	F 0.6	—		
Math 12 gender gap	F 4.5	F 6.2	M 0.4	F 4.6	F 0.3	F 1.6	F 4.8	—		
Exams taken per student	2.3	2.6	2.3	2.4	2.6	2.5	2.5	—		
Graduation rate	90.0	92.7	92.8	94.1	94.2	93.7	94.2	—		
Delayed advancement rate	n/a	n/a	52.6	60.3	26.2	n/a	n/a	n/a		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	21.4	n/a		
Overall rating out of 10	5.9	6.5	6.2	5.7	6.3	5.8	5.9	—		

Pleasant Valley Secondary (Public)										
Gr 12 Enrollment: 133										
ESL (%): 0.4	Special needs (%): 11.1									
Actual rating vs predicted based										
on parents' avg. ed. of 13.7 yrs: -0.1										
Overall academic ranking: 192/282										
2003-04 Last 5 Years 135/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	64.1	66.0	64.9	69.5	68.0	71.2	68.4	—		
Percentage of exams failed	16.6	14.5	12.1	6.9	8.2	5.7	6.3	—		
School vs exam mark difference	7.6	8.6	6.8	4.9	5.6	4.7	7.6	—		
English 12 gender gap	M 1.9	F 6.0	F 2.8	M 0.8	F 3.5	F 3.0	E	—		
Math 12 gender gap	M 1.2	F 1.9	F 3.8	F 8.0	M 4.6	F 5.1	F 2.6	—		
Exams taken per student	2.2	3.0	2.4	2.3	2.2	2.4	2.3	—		
Graduation rate	92.6	98.5	92.1	91.2	93.2	96.6	89.8	—		
Delayed advancement rate	n/a	n/a	23.0	14.1	15.8	11.3	37.7	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	31.0	n/a		
Overall rating out of 10	5.0	5.9	5.6	6.2	5.9	7.0	5.6	—		

Eagle River Secondary (Public)										
Gr 12 Enrollment: 62										
ESL (%): 0.0	Special needs (%): 20.3									
Actual rating vs predicted based										
on parents' avg. ed. of 12.5 yrs: n/a										
Overall academic ranking: 209/282										
2003-04 Last 5 Years 241/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	66.9	65.6	67.2	60.4	60.0	61.4	67.0	—		
Percentage of exams failed	16.2	13.8	8.0	20.6	21.6	17.2	12.4	—		
School vs exam mark difference	5.8	7.7	5.6	9.5	7.8	8.1	6.7	—		
English 12 gender gap	M 1.4	F 2.5	F 2.0	F 4.5	M 2.3	M 0.7	M 5.0	—		
Math 12 gender gap	F 3.4	M 0.2	n/a	F 5.6	n/a	F 9.1	n/a	n/a		
Exams taken per student	2.1	2.2	2.2	2.5	2.5	2.6	2.0	—		
Graduation rate	95.2	97.6	88.9	93.8	83.0	87.8	93.5	—		
Delayed advancement rate	n/a	n/a	26.4	17.0	30.8	15.0	21.4	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	10.0	n/a		
Overall rating out of 10	5.1	5.8	5.7	3.9	2.9	4.2	5.3	—		

A.L. Fortune Secondary (Public)										
Gr 12 Enrollment: 80										
ESL (%): 0.0	Special needs (%): 15.6									
Actual rating vs predicted based										
on parents' avg. ed. of 13.2 yrs: -2.0										
Overall academic ranking: 271/282										
2003-04 Last 5 Years 208/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	66.7	62.4	65.8	66.2	67.1	67.1	59.6	—		
Percentage of exams failed	9.0	22.4	9.9	13.2	12.8	11.4	23.4	▼		
School vs exam mark difference	4.7	10.4	8.1	5.5	2.8	5.5	8.2	—		
English 12 gender gap	F 5.8	M 1.2	M 1.7	M 0.2	F 8.2	F 4.5	F 8.9	—		
Math 12 gender gap	F 4.7	F 7.0	M 2.1	F 3.4	F 10.4	M 1.1	F 1.5	—		
Exams taken per student	1.9	1.8	1.9	1.9	2.0	2.1	1.8	—		
Graduation rate	95.7	98.8	98.9	93.1	97.6	95.5	93.4	—		
Delayed advancement rate	n/a	n/a	14.3	30.2	26.7	9.1	29.2	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	40.7	n/a		
Overall rating out of 10	6.3	4.9	6.3	5.8	4.9	5.8	3.3	—		

PEACE RIVER NORTH

North Peace Secondary (Public)										
Gr 12 Enrollment: 333										
ESL (%): 1.0	Special needs (%): 10.6									
Actual rating vs predicted based										
on parents' avg. ed. of 13.6 yrs: 0.8										
Overall academic ranking: 132/282										
2003-04 Last 5 Years 168/255										
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends		
Average exam mark	62.0	63.1	65.3	63.6	64.4	66.6	67.2	—		
Percentage of exams failed	21.8	16.8	15.7	16.8	13.5	11.7	9.0	—		
School vs exam mark difference	9.5	8.6	7.7	8.9	4.9	4.8	5.5	—		
English 12 gender gap	F 2.8	F 3.8	F 0.3	F 3.0	F 6.4	F 1.8	M 1.3	—		
Math 12 gender gap	F 2.6	F 3.7	F 4.4	E	F 1.5	F 1.8	F 0.6	—		
Exams taken per student	2.2	2.6	2.5	2.5	2.4	2.3	2.1	▼		
Graduation rate	91.3	91.2	95.9	94.4	93.7	95.1	95.7	—		
Delayed advancement rate	n/a	n/a	10.3	17.5	25.3	29.3	8.5	—		
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	11.1	n/a		
Overall rating out of 10	4.8	5.2	6.2	5.2	5.4	5.8	6.4	—		

Hudson's Hope School (Public)									
Gr 12 Enrollment:									

South Peace Secondary [Public] Gr 12 Enrollment: 226
ESL (%): 0.8
Actual rating vs predicted based on parents' avg. ed. of 14.0 yrs: -1.0
Overall academic ranking: 235/282

College Heights Secondary [Public] Gr 12 Enrollment: 188
ESL (%): 0.0
Actual rating vs predicted based on parents' avg. ed. of 14.6 yrs: -0.7
Overall academic ranking: 182/282

Chetwynd Secondary [Public] Gr 12 Enrollment: 82
ESL (%): 1.5
Actual rating vs predicted based on parents' avg. ed. of 14.7 yrs: -2.5
Overall academic ranking: 263/282

Prince George Secondary [Public] Gr 12 Enrollment: 313
ESL (%): 1.3
Actual rating vs predicted based on parents' avg. ed. of 13.7 yrs: -0.2
Overall academic ranking: 199/282

PRINCE GEORGE

D P Todd Secondary [Public] Gr 12 Enrollment: 145
ESL (%): 0.1
Actual rating vs predicted based on parents' avg. ed. of 14.7 yrs: 0.8
Overall academic ranking: 100/282

Kelly Road Secondary [Public] Gr 12 Enrollment: 224
ESL (%): 2.5
Actual rating vs predicted based on parents' avg. ed. of 13.9 yrs: -0.6
Overall academic ranking: 219/282

MacKenzie Secondary [Public] Gr 12 Enrollment: 73
ESL (%): 0.7
Actual rating vs predicted based on parents' avg. ed. of 13.1 yrs: 1.0
Overall academic ranking: 148/282

McBride Secondary [Public] Gr 12 Enrollment: 24
ESL (%): 3.1
Actual rating vs predicted based on parents' avg. ed. of 13.7 yrs: -2.1
Overall academic ranking: 269/282

Duchess Park Secondary [Public] Gr 12 Enrollment: 149
ESL (%): 3.5
Actual rating vs predicted based on parents' avg. ed. of 14.4 yrs: -0.2
Overall academic ranking: 159/282

QUESNEL

Correliou Secondary [Public] Gr 12 Enrollment: 162
ESL (%): 0.0
Actual rating vs predicted based on parents' avg. ed. of 12.6 yrs: 0.2
Overall academic ranking: 229/282

Valemount Secondary [Public] Gr 12 Enrollment: 30
ESL (%): 2.8
Actual rating vs predicted based on parents' avg. ed. of 11.8 yrs: n/a
Overall academic ranking: 165/282

Quesnel Secondary [Public] Gr 12 Enrollment: 211
ESL (%): 2.4
Actual rating vs predicted based on parents' avg. ed. of 13.7 yrs: -1.3
Overall academic ranking: 251/282

REVELSTOKE

Revelstoke Secondary (Public)		Gr 12 Enrollment: 113						
ESL (%): 0.8		Special needs (%): 13.7						
Actual rating vs predicted based on parents' avg. ed. of 12.9 yrs: 2.2		Overall academic ranking: 69/282						
				2003-04		Last 5 Years		
				90/255				
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	64.6	64.5	72.1	68.1	67.1	67.2	73.4	—
Percentage of exams failed	15.0	17.8	6.5	8.8	9.5	9.8	3.2	—
School vs exam mark difference	7.1	6.6	4.6	4.6	5.0	5.0	4.2	—
English 12 gender gap	F 5.6	F 3.6	F 1.9	F 7.6	M 0.8	M 1.6	F 4.0	—
Math 12 gender gap	F 8.6	F 7.4	F 2.3	F 2.1	F 3.6	F 4.3	F 3.9	▼
Exams taken per student	2.7	2.1	2.6	2.7	3.2	2.5	2.8	—
Graduation rate	96.0	92.8	92.5	97.2	97.0	98.0	98.9	▲
Delayed advancement rate	n/a	n/a	28.9	33.8	39.5	34.7	31.8	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	27.6	n/a
Overall rating out of 10	5.9	5.1	7.2	6.5	6.4	6.1	7.2	—

ROCKY MOUNTAIN

Selkirk Secondary (Public)		Gr 12 Enrollment: 90						
ESL (%): 1.1		Special needs (%): 7.5						
Actual rating vs predicted based on parents' avg. ed. of 14.2 yrs: 0.5		Overall academic ranking: 116/282						
				2003-04		Last 5 Years		
				84/255				
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	66.2	67.5	67.4	68.6	68.7	68.5	67.1	▼
Percentage of exams failed	10.9	12.9	8.9	10.0	9.3	7.6	8.6	—
School vs exam mark difference	5.7	6.7	5.9	4.6	4.3	6.1	7.9	—
English 12 gender gap	F 4.1	F 0.5	F 2.5	F 0.1	F 0.5	M 0.9	F 0.6	—
Math 12 gender gap	F 4.1	F 4.5	F 3.5	F 3.7	F 3.9	F 3.8	F 2.6	—
Exams taken per student	2.5	2.6	2.8	2.6	2.8	2.3	2.8	—
Graduation rate	89.3	96.8	94.9	98.2	96.6	99.0	96.7	—
Delayed advancement rate	n/a	n/a	12.0	7.6	14.9	12.6	11.4	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	47.1	n/a
Overall rating out of 10	5.8	6.7	6.9	7.1	6.8	6.7	6.6	▼

David Thompson Secondary (Public)		Gr 12 Enrollment: 104						
ESL (%): 0.5		Special needs (%): 9.5						
Actual rating vs predicted based on parents' avg. ed. of 13.7 yrs: 0.6		Overall academic ranking: 139/282						
				2003-04		Last 5 Years		
				130/255				
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	69.8	67.1	65.5	67.5	68.3	67.7	67.7	—
Percentage of exams failed	8.4	10.3	13.2	12.4	11.9	10.4	7.9	▲
School vs exam mark difference	6.3	5.9	6.6	7.8	4.6	5.9	4.9	—
English 12 gender gap	F 1.5	M 2.5	F 2.2	M 1.2	F 7.7	F 0.7	F 1.5	—
Math 12 gender gap	F 0.1	F 5.8	F 8.0	F 6.0	F 1.8	F 1.0	M 2.0	▲
Exams taken per student	3.0	2.7	2.8	2.8	2.8	2.5	2.4	▼
Graduation rate	97.4	95.7	94.4	97.0	98.1	96.1	94.0	—
Delayed advancement rate	n/a	n/a	52.1	35.9	17.3	27.6	36.0	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	41.3	n/a
Overall rating out of 10	8.0	6.6	6.0	6.1	6.3	6.2	6.3	—

Golden Secondary (Public)		Gr 12 Enrollment: 96						
ESL (%): 1.0		Special needs (%): 13.8						
Actual rating vs predicted based on parents' avg. ed. of 13.3 yrs: 0.4		Overall academic ranking: 182/282						
				2003-04		Last 5 Years		
				149/255				
Academic Performance	1998	1999	2000	2001	2002	2003	2004	Trends
Average exam mark	63.7	62.5	64.7	63.5	68.0	65.8	66.1	—
Percentage of exams failed	18.6	18.7	13.7	16.2	10.0	12.8	12.1	—
School vs exam mark difference	8.5	8.5	7.0	8.6	7.2	6.4	9.7	—
English 12 gender gap	M 1.7	M 3.6	M 0.7	F 3.0	F 3.2	F 4.5	M 1.6	—
Math 12 gender gap	F 3.1	F 1.7	M 1.5	F 6.3	F 2.5	F 1.4	F 5.7	—
Exams taken per student	2.7	2.5	2.5	2.5	2.7	2.6	2.6	—
Graduation rate	90.8	98.9	97.2	97.8	97.7	98.9	98.1	—
Delayed advancement rate	n/a	n/a	15.8	22.2	13.9	19.3	0.0	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	44.2	n/a
Overall rating out of 10	5.3	5.9	6.6	5.4	6.2	5.9	5.7	—



Ranking the schools

Important notes to the rankings

In this table, schools are ranked (on the left side of the page) in descending order (from 1 to 278) according to their academic performance as measured by the *Overall rating out of 10* (shown on the right 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 regular day 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; schools that cater largely to non-resident foreign students; 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 judgement of the school's effectiveness.

Provincial rank		School name	City	Overall Rating	
2003/2004	Last 5 years			2003/2004	Last 5 years
1	1	Crofton House	Vancouver	10.0	10.0
1	1	Little Flower Academy	Vancouver	10.0	10.0
1	1	St George's	Vancouver	10.0	10.0
1	1	York House	Vancouver	10.0	10.0
1	6	Southridge Senior Secondary	Surrey	10.0	9.8
1	13	Vancouver College	Vancouver	10.0	8.9
1	n/a	West Point Grey	Vancouver	10.0	n/a
8	6	University Hill Secondary	Vancouver	9.8	9.8
9	5	Brentwood College	Mill Bay	9.7	9.9
10	8	St Michaels University School	Victoria	9.6	9.7
11	n/a	Meadowridge School	Maple Ridge	9.5	n/a
12	11	Shawnigan Lake	Shawnigan Lake	9.4	9.1
13	10	Glenlyon-Norfolk Senior School	Victoria	9.2	9.4
14	22	Kelowna Christian	Kelowna	9.0	8.0
15	9	St Margaret's	Victoria	8.9	9.5
16	15	Prince Of Wales Secondary	Vancouver	8.8	8.4
17	11	Collingwood	West Vancouver	8.7	9.1
18	14	Pacific Academy	Surrey	8.6	8.7
18	15	Point Grey Secondary	Vancouver	8.6	8.4
20	15	Lord Byng Secondary	Vancouver	8.5	8.4
21	19	St Andrew's Regional High	Victoria	8.4	8.2
21	19	West Vancouver Secondary	West Vancouver	8.4	8.2

Provincial rank		School name	City	Overall Rating	
2003/ 2004	Last 5 years			2003/ 2004	Last 5 years
21	34	Hugh McRoberts Secondary	Richmond	8.4	7.6
21	34	Sparwood Secondary	Sparwood	8.4	7.6
25	18	Archbishop Carney Secondary	Port Coquitlam	8.3	8.3
25	27	Mount Douglas Sr. Secondary	Victoria	8.3	7.8
25	n/a	Rockridge Secondary	West Vancouver	8.3	n/a
28	24	Semiahmoo Secondary	Surrey	8.2	7.9
28	37	Kalamalka Secondary	Vernon	8.2	7.5
30	19	Handsworth Secondary School	North Vancouver	8.1	8.2
30	24	St Thomas Aquinas	North Vancouver	8.1	7.9
30	30	Sentinel Secondary	West Vancouver	8.1	7.7
30	117	White Rock Christian	Surrey	8.1	6.4
30	n/a	Regent Christian	Surrey	8.1	n/a
35	61	Kitsilano Secondary	Vancouver	8.0	7.1
36	27	Kitsilano Secondary	Vancouver	7.9	7.8
36	30	Elgin Park Secondary	Surrey	7.9	7.7
36	37	Claremont Secondary School	Victoria	7.9	7.5
36	90	Highroad Academy	Chilliwack	7.9	6.7
40	37	Pacific Christian	Victoria	7.8	7.5
40	49	Langley Christian	Langley	7.8	7.3
40	49	Sa-Hali Secondary	Kamloops	7.8	7.3
43	22	St Patrick's Regional Secondary	Vancouver	7.7	8.0
43	61	Pinetree Secondary School	Coquitlam	7.7	7.1
43	70	Immaculata Regional High School	Kelowna	7.7	7.0
46	44	Whistler Secondary	Whistler	7.6	7.4
46	54	Richmond Christian	Richmond	7.6	7.2
46	54	W J Mouat Secondary	Abbotsford	7.6	7.2
46	84	Okanagan Mission Secondary	Kelowna	7.6	6.8
46	168	Similkameen Elementary/Secondary	Keremeos	7.6	5.8
46	n/a	Chilliwack Christian	Chilliwack	7.6	n/a
52	30	Timothy Christian	Chilliwack	7.5	7.7
52	54	Notre Dame Regional Secondary	Vancouver	7.5	7.2
52	n/a	Haney-Pitt Meadows Christian	Maple Ridge	7.5	n/a
55	30	Mennonite Educational Institute	Abbotsford	7.4	7.7
55	44	Stelly's Secondary School	Saanichton	7.4	7.4
55	49	New Westminster Secondary	New Westminster	7.4	7.3
55	124	J Lloyd Crowe Secondary	Trail	7.4	6.3
55	n/a	Fraser Heights Secondary	Surrey	7.4	n/a
55	n/a	L'Ecole Victor Brodeur	Victoria	7.4	n/a
61	37	L V Rogers Secondary	Nelson	7.3	7.5
61	37	Sir Winston Churchill Secondary	Vancouver	7.3	7.5
61	44	Parkland Secondary School	Sidney	7.3	7.4
61	49	Yale Secondary	Abbotsford	7.3	7.3
61	54	Oak Bay Secondary	Victoria	7.3	7.2
61	61	Brookwood Secondary	Langley	7.3	7.1
61	90	Johnston Heights Secondary	Surrey	7.3	6.7
61	110	Houston Secondary	Houston	7.3	6.5
69	24	Frances Kelsey Secondary	Mill Bay	7.2	7.9
69	27	Magee Secondary	Vancouver	7.2	7.8
69	34	Rossland Secondary	Rossland	7.2	7.6
69	37	Langley Fine Arts	Fort Langley	7.2	7.5
69	44	St Thomas More Collegiate	Burnaby	7.2	7.4
69	61	St Ann's	Kamloops	7.2	7.1
69	90	Revelstoke Secondary	Revelstoke	7.2	6.7
69	90	Stanley Humphries Secondary	Castlegar	7.2	6.7
69	117	Fleetwood Park Secondary	Surrey	7.2	6.4
69	n/a	Dr. Charles Best Secondary School	Coquitlam	7.2	n/a

Provincial rank		School name	City	Overall Rating	
2003/ 2004	Last 5 years			2003/ 2004	Last 5 years
69	n/a	Houston Christian	Houston	7.2	n/a
80	37	Dover Bay Secondary	Nanaimo	7.1	7.5
80	44	Argyle Secondary	North Vancouver	7.1	7.4
80	54	Seaquam Secondary	Delta	7.1	7.2
80	61	Centennial Secondary	Coquitlam	7.1	7.1
80	61	Highland Secondary	Comox	7.1	7.1
80	70	Seycove Secondary Community	North Vancouver	7.1	7.0
80	70	Summerland Secondary	Summerland	7.1	7.0
80	76	Chatelech Secondary	Sechelt	7.1	6.9
80	76	Gleneagle Secondary School	Coquitlam	7.1	6.9
80	76	South Kamloops Secondary	Kamloops	7.1	6.9
80	99	J N Burnett Secondary	Richmond	7.1	6.6
80	135	Prince Charles Secondary	Creston	7.1	6.1
80	n/a	Mulgrave School	West Vancouver	7.1	n/a
93	54	Earl Marriott Secondary	Surrey	7.0	7.2
93	61	Robert Bateman Secondary	Abbotsford	7.0	7.1
93	70	Mount Sentinel Secondary	South Slokan	7.0	7.0
93	70	Penticton Secondary	Penticton	7.0	7.0
93	84	Agassiz Elementary/Secondary	Agassiz	7.0	6.8
93	84	Delta Secondary	Delta	7.0	6.8
93	135	Princess Margaret Secondary	Surrey	7.0	6.1
100	76	Port Moody Secondary	Port Moody	6.9	6.9
100	117	D P Todd Secondary	Prince George	6.9	6.4
102	76	Moscrop Secondary	Burnaby	6.8	6.9
102	90	Steveston Secondary	Richmond	6.8	6.7
102	110	D W Poppy Secondary	Langley	6.8	6.5
102	110	David Thompson Secondary	Vancouver	6.8	6.5
102	n/a	Clayton Heights Secondary	Surrey	6.8	n/a
102	n/a	Kelowna Secondary	Kelowna	6.8	n/a
108	54	Holy Cross Regional High School	Surrey	6.7	7.2
108	61	Eric Hamber Secondary	Vancouver	6.7	7.1
108	70	Burnaby North Secondary	Burnaby	6.7	7.0
108	76	Elkford Secondary	Elkford	6.7	6.9
108	99	Sutherland Secondary	North Vancouver	6.7	6.6
108	135	R C Palmer Secondary	Richmond	6.7	6.1
108	168	Cambie Secondary	Richmond	6.7	5.8
108	176	Brooks Secondary	Powell River	6.7	5.7
116	49	Credo Christian High School	Langley	6.6	7.3
116	84	Boundary Central Secondary	Midway	6.6	6.8
116	84	Selkirk Secondary	Kimberley	6.6	6.8
116	90	Abbotsford Christian	Abbotsford	6.6	6.7
116	99	Lord Tweedsmuir Secondary	Surrey	6.6	6.6
116	117	Mount Boucherie Secondary	Kelowna	6.6	6.4
116	130	Kwalikum Secondary	Qualicum Beach	6.6	6.2
116	185	North Surrey Secondary	Surrey	6.6	5.6
116	n/a	Kamloops Christian	Kamloops	6.6	n/a
116	n/a	Sullivan Heights Secondary	Surrey	6.6	n/a
126	90	Windsor Secondary	North Vancouver	6.5	6.7
126	99	Enver Creek Secondary	Surrey	6.5	6.6
126	99	George Elliot Secondary	Winfield	6.5	6.6
126	99	Grand Forks Secondary	Grand Forks	6.5	6.6
126	149	Merritt Secondary	Merritt	6.5	6.0
126	168	Terry Fox Secondary	Port Coquitlam	6.5	5.8
132	61	Gulf Islands Secondary	Salt Spring Island	6.4	7.1
132	130	Hugh Boyd Secondary	Richmond	6.4	6.2
132	149	Peter Skene Ogden Secondary	100 Mile House	6.4	6.0

Provincial rank		School name	City	Overall Rating	
2003/ 2004	Last 5 years			2003/ 2004	Last 5 years
132	159	Tamanawis Secondary	Surrey	6.4	5.9
132	168	Alberni District Secondary	Port Alberni	6.4	5.8
132	168	North Peace Secondary	Fort St John	6.4	5.8
132	168	Pitt Meadows Secondary	Pitt Meadows	6.4	5.8
139	76	Campbell River Christian	Campbell River	6.3	6.9
139	90	J V Humphries	Kaslo	6.3	6.7
139	110	Ballenas Secondary	Parksville	6.3	6.5
139	117	Burnaby South Secondary	Burnaby	6.3	6.4
139	117	Westview Secondary	Maple Ridge	6.3	6.4
139	130	David Thompson Secondary	Invermere	6.3	6.2
139	135	Mountain Secondary	Langley	6.3	6.1
139	135	Richmond Secondary	Richmond	6.3	6.1
139	135	Riverside Secondary	Port Coquitlam	6.3	6.1
148	99	Killarney Secondary	Vancouver	6.2	6.6
148	99	Wellington Secondary	Nanaimo	6.2	6.6
148	185	Carihi Secondary	Campbell River	6.2	5.6
148	208	Mission Secondary	Mission	6.2	5.2
148	230	MacKenzie Secondary	Mackenzie	6.2	4.7
148	n/a	Mark R. Isfeld Senior Secondary	Courtenay	6.2	n/a
154	90	Thomas Haney Centre	Maple Ridge	6.1	6.7
154	130	Burnaby Central Secondary	Burnaby	6.1	6.2
154	168	Howe Sound Secondary	Squamish	6.1	5.8
154	196	Aldergrove Community Secondary	Aldergrove	6.1	5.4
154	n/a	Cedar Community Secondary	Nanaimo	6.1	n/a
159	99	Sardis Secondary	Chilliwack	6.0	6.6
159	124	Duchess Park Secondary	Prince George	6.0	6.3
159	149	Bulkley Valley Christian	Smithers	6.0	6.0
159	159	Ladysmith Secondary	Ladysmith	6.0	5.9
159	159	St John Brebeuf Regional High	Abbotsford	6.0	5.9
159	n/a	Burnaby Mountain Secondary	Burnaby	6.0	n/a
165	110	W L Seaton Secondary	Vernon	5.9	6.5
165	124	Walnut Grove Secondary	Langley	5.9	6.3
165	149	Salmon Arm Sr. Secondary	Salmon Arm	5.9	6.0
165	159	Valemount Secondary	Valemount	5.9	5.9
165	159	Vancouver Technical Secondary	Vancouver	5.9	5.9
165	176	Esquimalt Community School	Victoria	5.9	5.7
165	176	Templeton Secondary	Vancouver	5.9	5.7
165	202	North Delta Senior Secondary	Delta	5.9	5.3
173	110	Clarence Fulton Secondary	Vernon	5.8	6.5
173	124	Cowichan Secondary	Duncan	5.8	6.3
173	124	Elphinstone Secondary	Gibsons	5.8	6.3
173	135	Alpha Secondary	Burnaby	5.8	6.1
173	135	Rick Hansen Secondary	Abbotsford	5.8	6.1
173	135	Timberline Secondary School	Campbell River	5.8	6.1
173	149	Fernie Secondary School	Fernie	5.8	6.0
173	190	Gladstone Secondary	Vancouver	5.8	5.5
173	214	Reynolds Secondary	Victoria	5.8	5.1
182	124	Smithers Secondary	Smithers	5.7	6.3
182	135	Prince Rupert Secondary	Prince Rupert	5.7	6.1
182	135	Southern Okanagan Secondary	Oliver	5.7	6.1
182	149	College Heights Secondary	Prince George	5.7	6.0
182	149	Golden Secondary	Golden	5.7	6.0
182	159	Mount Baker Secondary	Cranbrook	5.7	5.9
182	168	Vernon Secondary	Vernon	5.7	5.8
182	185	Norkam Secondary	Kamloops	5.7	5.6
182	190	L A Matheson Secondary	Surrey	5.7	5.5

Provincial rank		School name	City	Overall Rating	
2003/ 2004	Last 5 years			2003/ 2004	Last 5 years
182	n/a	Princess Margaret Secondary	Penticton	5.7	n/a
192	99	Chemainus Secondary	Chemainus	5.6	6.6
192	117	South Delta Secondary	Delta	5.6	6.4
192	135	Pleasant Valley Secondary	Armstrong	5.6	6.1
192	190	Matthew McNair Secondary	Richmond	5.6	5.5
192	196	Tumbler Ridge Secondary	Tumbler Ridge	5.6	5.4
192	n/a	Kwantlen Park Secondary	Surrey	5.6	n/a
192	n/a	St John's	Vancouver	5.6	n/a
199	99	Lambrick Park Secondary	Victoria	5.5	6.6
199	130	Maple Ridge Secondary	Maple Ridge	5.5	6.2
199	149	Georges P Vanier Secondary	Courtenay	5.5	6.0
199	176	Brocklehurst Secondary	Kamloops	5.5	5.7
199	176	Garibaldi Secondary	Maple Ridge	5.5	5.7
199	176	H D Stafford Secondary	Langley	5.5	5.7
199	190	Prince George Secondary	Prince George	5.5	5.5
199	196	Caledonia Sr. Secondary	Terrace	5.5	5.4
199	250	Princeton Secondary	Princeton	5.5	3.0
208	234	Nakusp Secondary	Nakusp	5.4	4.5
209	84	Fraser Valley Christian High	Surrey	5.3	6.8
209	149	Carson Graham Secondary	North Vancouver	5.3	6.0
209	149	Charles E London Secondary	Richmond	5.3	6.0
209	159	Osoyoos Secondary	Osoyoos	5.3	5.9
209	176	Ucluelet Secondary	Ucluelet	5.3	5.7
209	221	Victoria High School	Victoria	5.3	4.9
209	230	Guildford Park Secondary	Surrey	5.3	4.7
209	241	Eagle River Secondary	Sicamous	5.3	4.4
209	244	Sir Alexander MacKenzie Secondary	Hagensborg	5.3	4.2
209	n/a	Robert Alexander McMath Secondary	Richmond	5.3	n/a
219	135	Valleyview Secondary	Kamloops	5.2	6.1
219	159	Cariboo Hill Secondary	Burnaby	5.2	5.9
219	159	Kelly Road Secondary	Prince George	5.2	5.9
219	202	Langley Secondary	Langley	5.2	5.3
219	208	Queen Elizabeth Secondary	Surrey	5.2	5.2
219	214	Charles Hays Secondary	Prince Rupert	5.2	5.1
219	230	Edward Milne Community School	Sooke	5.2	4.7
226	190	Heritage Park Secondary	Mission	5.1	5.5
226	221	Mount Elizabeth Secondary	Kitimat	5.1	4.9
226	n/a	Lucerne Elementary/Secondary	New Denver	5.1	n/a
229	110	Logan Lake Elementary/Secondary	Logan Lake	5.0	6.5
229	176	Hope Secondary	Hope	5.0	5.7
229	185	Spectrum Community School	Victoria	5.0	5.6
229	196	Correliou Secondary	Quesnel	5.0	5.4
229	202	Chase Secondary	Chase	5.0	5.3
229	246	Lakes District Secondary	Burns Lake	5.0	4.0
235	202	South Peace Secondary	Dawson Creek	4.9	5.3
235	208	Windermere Community Secondary	Vancouver	4.9	5.2
235	234	Port Hardy Secondary	Port Hardy	4.9	4.5
238	202	Belmont Secondary	Victoria	4.8	5.3
238	214	Fraser Valley Adventist	Aldergrove	4.8	5.1
238	227	Frank Hurt Secondary	Surrey	4.8	4.8
241	76	Pender Harbour Elementary/Secondary	Madeira Park	4.7	6.9
241	190	Rutland Secondary	Kelowna	4.7	5.5
241	202	Abbotsford Sr. Secondary	Abbotsford	4.7	5.3
241	221	Westsyde Secondary	Kamloops	4.7	4.9
241	234	Lillooet Secondary	Lillooet	4.7	4.5
246	176	Charles Bloom Secondary	Lumby	4.6	5.7

Provincial rank		School name	City	Overall Rating	
2003/ 2004	Last 5 years			2003/ 2004	Last 5 years
246	196	Clearwater Secondary	Clearwater	4.6	5.4
246	208	Chilliwack Secondary	Chilliwack	4.6	5.2
246	217	Nanaimo District Secondary	Nanaimo	4.6	5.0
246	217	North Island Secondary	Port McNeill	4.6	5.0
251	185	Hatzic Secondary School	Mission	4.4	5.6
251	221	Quesnel Secondary	Quesnel	4.4	4.9
251	234	Sir Charles Tupper Secondary	Vancouver	4.4	4.5
251	n/a	Fraser Academy	Vancouver	4.4	n/a
255	217	Britannia Community Secondary	Vancouver	4.2	5.0
256	196	Woodlands Secondary	Nanaimo	4.1	5.4
256	234	Fraser Lake	Fraser Lake	4.1	4.5
256	244	Nechako Valley Secondary	Vanderhoof	4.1	4.2
259	233	Queen Charlotte Secondary	Queen Charlotte	4.0	4.6
259	234	Hazelton Secondary	Hazelton	4.0	4.5
259	242	John Barsby Community School	Nanaimo	4.0	4.3
259	248	Pemberton Secondary School	Pemberton	4.0	3.4
263	208	Chetwynd Secondary	Chetwynd	3.9	5.2
263	227	Columnetza Secondary	Williams Lake	3.9	4.8
263	227	Fort Nelson Secondary	Fort Nelson	3.9	4.8
263	234	Lake Cowichan Secondary	Lake Cowichan	3.9	4.5
263	n/a	Hudson's Hope School	Hudson's Hope	3.9	n/a
268	221	King George Secondary	Vancouver	3.8	4.9
269	217	Barriere Secondary	Barriere	3.5	5.0
269	242	McBride Secondary	McBride	3.5	4.3
271	208	A L Fortune Secondary	Enderby	3.3	5.2
272	247	Gold River Secondary	Gold River	3.2	3.7
272	251	Ashcroft Secondary	Ashcroft	3.2	2.6
274	221	Williams Lake Secondary	Williams Lake	3.1	4.9
275	249	John Oliver Secondary	Vancouver	3.0	3.3
276	135	Duncan Christian	Duncan	2.8	6.1
277	252	Fort St James Secondary	Fort St James	2.6	2.5
278	253	Bella Bella	Waglisla	0.0	0.6
278	253	Nisga'a	New Aiyansh	0.0	0.6
278	255	George M Dawson Secondary	Masset	0.0	0.5
278	n/a	Prespatou Elementary/Secondary	Prespatou	0.0	n/a



Appendix 1: Calculating the Overall rating out of 10

The *Overall rating out of 10* is intended to answer the question, “In general, how is the school doing, 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 each course and the English 12 and Mathematics 12 *Gender gap* indicators 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 With the exception of the *Gender gap* indicators (these use the results from a single course), 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 eight 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*—10%, *English 12 gender gap*—5%, *Math 12 gender gap*—5%, *Exams taken per student*—20%, *Graduation rate*—10%, and *Delayed advancement rate*—10%. For schools for which there were no gender-gap results because only boys or girls were enrolled, the *School vs exam mark difference* was weighted at 20%. Where no *Delayed advancement rate* could be calculated, the *Graduation rate* was weighted at 20%.

6 This summary standardized score was then standardized.

(Note: In this edition of the *Report Card*, the *Sports participation rate* indicator was not used in the calculation of the *Overall rating*. It will contribute to the *Overall rating* in subsequent editions.)

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 2.2 and -3.29 respectively. Scores equal to, or greater than 2.2 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 2.2.

9 Finally, the derived *Overall rating* is rounded to one decimal place 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.



About the authors and Acknowledgments

Peter Cowley

Peter Cowley is the Director of School Performance Studies at The Fraser Institute. Upon graduation from the University of British Columbia (B.Comm. 1974), Mr Cowley accepted a marketing post with Proctor and Gamble in Toronto. Shortly thereafter, he returned to Vancouver to begin a long career in marketing and general management in the furniture-manufacturing sector. During his assignments in general management, process improvement was a special focus and interest. In 1994, Mr Cowley 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 1999 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*. Editions published in 2004 included *Report Cards* on secondary schools in British Columbia, Alberta, Quebec, and New Brunswick and *Report Cards* on elementary schools in British Columbia, Alberta, and Ontario. The *Report Card on Aboriginal Education in British Columbia* was also introduced in 2004. He continues his research on education and related issues for The Fraser Institute.

Stephen T. Easton

Stephen T. Easton is a professor of Economics at Simon Fraser University and a Senior Scholar at The Fraser Institute. He received his A.B. from Oberlin College and his Ph.D. from the University of Chicago. Recent works published by The Fraser Institute include *Privatizing Prisons* (editor, 1998), *The Costs of Crime: Who Pays and How Much? 1998 Update* (with Paul Brantingham, 1998), and *Rating Global Economic Freedom* (editor, 1992). A co-author of *A Secondary Schools Report Card for British Columbia* (1998), *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools* (1999) and the *Report Card on Aboriginal Education in British Columbia* (2004), he has continued to co-author the *Report Cards* of British Columbia, Alberta, New Brunswick and, most recently, Ontario. Other publications about education include "Do We Have a Problem Yet? Women and Men in Higher Education," in David Laidler (ed.), *Renovating the Ivory Tower: Canadian Universities and the Knowledge Economy* (Toronto: C.D. Howe Institute, 2002), pp. 60–79; "Plus ça change, plus c'est la même chose" in Stephen B. Lawton, Rodney Reed, and Fons van Wieringen, *Restructuring Public Schooling* (Berlin: Springer-Verlag, 1997) and *Education in Canada: An Analysis of Elementary, Secondary and Vocational Schooling* (Vancouver: The Fraser Institute, 1988). His editorials have been carried by the *Vancouver Sun*, the *Globe and Mail*, the *National Post*, the *Ottawa Citizen*, the *Stirling chain* and many other newspapers around the country.

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