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Report Card on Secondary Schools in British Columbia and Yukon 2006 Edition

Peter Cowley and Stephen Easton

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Introduction

The *Report Card on Secondary Schools in British Columbia and Yukon* 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 addi-

tion, 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; attention can provide motivation. 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 motivation; 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?

Secondary schools in Yukon included

Secondary schools in Yukon follow British Columbia's curriculum and their students participate in the provincially examinable courses administered by British Columbia's Ministry of Education. Successful secondary-school graduates are awarded a BC "Dogwood" graduation certificate. Beginning with this edition, the *Report Card* will include

those secondary schools in Yukon that meet the general criteria for inclusion. Four Yukon schools are included in this edition and they are rated and ranked in exactly the same manner as schools in British Columbia.

Beyond academic results—the Sports participation rate

The indicator provides a measure of the extent to which each school encourages its students to adopt and maintain a healthy and active lifestyle. It has been refined this year and now reports the average number of interschool sports teams sanctioned by the BC School Sports Association for which students at a school have registered. For this edition, the *Sports participation rate* has not been used in the calculation of the *Overall rating*. We shall consider feedback from interested individuals and groups prior to determining if the indicator will contribute to the *Overall rating* and, if so, with what weight.

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. and *School Matters: The Junior Years* (Wells, Somerset: Open Books, 1988).
- 2 See the website of *Leading Edge*, <<http://www.standards.dfes.gov.uk/leadingedge/>>.



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.

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 fail-

ing 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 assessment of each student's learning that is made by the school—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 compel-

ling 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 95.2% in 2004/2005. 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 eligible 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 eligible graduates.

Graduation from secondary school retains considerable value since it increases options for post-secondary education. Further, graduates from secondary school who decide to enter the work force immediately will, on average, find more job opportunities than those who have not graduated. By completing the 11 years of schooling in preparation for the final secondary school year, students have already demonstrated a reasonable ability to handle the basic courses offered by the school. Moreover, for the majority of students, the minimum requirements for graduation are not onerous. The chance that students will not graduate solely because they are unable to meet the intellectual demands of the curriculum is, therefore, relatively small.

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

3 Provincially examinable courses taken per student

This indicator (in the tables *Exams taken per student*) measures the average number of provincially examinable courses completed by the 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 participa-

tion 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 *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. Many of these data sets are available to the public on the Branch's web site (<http://www.bced.gov.bc.ca/reporting/>). 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 courses for grades 10, 11, and 12. 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 13 school years from September 1992 to August 2005.
- 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 2004/2005 school year, Chase Secondary, a public school in Chase, 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 3.8. The difference of 3.4 is reported in the tables. On the other hand, the actual *Overall rating* of South Delta Secondary in Delta was 6.2, although its predicted rating was 7.2. The reported difference for South Delta is -1.0. This measurement suggests that Chase is more successful than South Delta 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 BC 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.

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 examines participation by students in those sports teams sanctioned by the BC School Sports Association. This indicator measures the average number of interschool sports teams for which grade-8 to grade-12 students at a school have registered.² 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 edition, 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 future editions 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.
- 2 For further important limitations on this indicator, please see Appendix 2 on page 51.



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.

DISTRICT NAME										
School Name [Public or Independent]							Gr 12 Enrollment: 142			- A
B -	ESL (%): 0.0		Special needs (%): 8.6							
Actual rating vs predicted based							2004-05		Last 5 Years	
C -	on parents' avg. ed. of 14.6 yrs: 0.8			Overall academic ranking:			80/281	115/256		
Academic Performance										
	1999	2000	2001	2002	2003	2004	2005	Trends		
D -	Average exam mark	65.4	63.8	63.0	68.3	69.5	69.4	69.7	—	
E -	Percentage of exams failed	15.6	18.9	18.8	10.7	7.6	5.7	5.8	▲	
F -	School vs exam mark difference	7.8	9.7	8.8	6.6	7.2	6.1	4.8	▲	
G -	English 12 gender gap	F 0.3	M 0.2	F 1.0	F 1.4	F 0.4	F 4.3	F 3.5	—	
H -	Math 12 gender gap	M 0.7	F 6.9	M 2.4	F 8.6	F 0.9	F 0.8	F 1.1	—	
I -	Exams taken per student	2.3	2.9	2.8	2.6	2.4	2.8	2.4	—	
J -	Graduation rate	97.7	92.2	96.4	99.2	99.2	100.0	100.0	▲	
K -	Delayed advancement rate	n/a	17.6	15.7	24.5	34.2	11.6	5.2	—	
L -	Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.6	n/a	
M -	Overall rating out of 10	6.1	5.3	5.3	6.1	6.6	7.1	7.1	▲	

A (right) —Gr 12 Enrollment

The grade-12 enrollment on September 30, 2004. 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 2004/2005 and for the most recent five years. The overall academic rank is based on the *Overall rating out of 10* for 2004/2005. 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 eligible 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 average number of interschool sports teams sanctioned by BC School Sports for which each of the school's students have registered during the 2004/2005 school year. 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 edition, this indicator was not used in the calculation of the *Overall rating out of 10*.

Note: The data used to calculate this indicator only represent those students actually registered on school teams sanctioned by BC School Sports and regulated by its 18 Sports Commissions. There are other popular sports such as Hockey, Lacrosse, and Girl's Rugby, that are not sanctioned by BCSS and are, therefore, not included in these data. In addition, some schools may not have registered their grades 7, 8 or 9 teams, even though it is a requirement of BCSS. Further important information regarding the data upon which this indicator is based can be found in Appendix 2 on page 51 of the Report Card.

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.

	Richmond	Robert A. McMath
Gr 12 Enrollment:	279	212
Academic Performance	2004/2005	2004/2005
Average exam mark	70.7	72.7
Percentage of exams failed	12.9	6.4
School vs exam mark difference	5.8	5.1
English 12 gender gap	F 1.3	M 1.9
Math 12 gender gap	F 1.5	F 1.6
Exams taken per student	4.5	3.1
Graduation rate	93.3	95.5
Delayed advancement rate	25.7	17.9
Sports participation rate	0.4	0.5
Overall rating out of 10	6.8	6.8

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

The complete *Report Card on Secondary Schools in British Columbia and Yukon* may be downloaded from the Fraser Institute’s web site, <<http://www.fraserinstitute.ca/reportcards/index.asp?snav=rc>>.

Note 2

Due to continuing improvements in methodology, some historical values for indicators and overall rat-

ings are different than those previously reported.

Note 3

Not all the province’s secondary schools are included in the tables or the ranking. Of the 556 schools for which any provincial examination results were received, this *Report Card* looked at 281. 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 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.

Note 4

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 British Columbia, and the Interior, Northern British Columbia, and Yukon. 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 2004/2005 provincial ranking. Where there are ties, the schools are listed in order of their provincial ranking for the last five years.

Note 5

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 6

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 7

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

Note 8

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

Average values for all schools 2004/2005				Average Gr 12 Enrollment: 170				
Average ESL (%): 4.2				Average Special Needs (%): 10.1				
Average Parents' Education: 14.5								
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trend
Average exam mark	67.3	68.1	69.0	69.3	69.7	69.6	70.1	▲
Percentage of exams failed	13.0	12.1	11.4	9.9	10.1	9.9	9.2	▲
School vs exam mark difference	6.4	6.4	5.8	5.5	6.2	6.4	6.0	—
English 12 gender gap*	2.6	2.5	3.0	2.9	2.9	2.6	2.5	▲
Math 12 gender gap*	3.8	3.8	3.0	3.0	2.7	2.4	2.2	▲
Exams taken per student	2.8	2.8	2.9	2.9	2.9	2.8	2.9	—
Graduation rate	92.8	93.0	94.0	94.3	95.0	95.0	95.2	▲
Delayed advancement rate	n/a	25.6	23.1	22.2	21.5	22.1	22.3	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.5	n/a
Overall rating out of 10	6.2	6.2	6.2	6.2	6.2	6.2	6.2	—

* These results reflect the average size of the gender gaps. In 2004-2005, the English gender gap favoured females at 71.6% of schools, males at 25.5% of schools, and was even at 2.9% of schools. The Math gender gap favoured females at 66.4% of schools, males at 32.3% of schools, and was even at 1.3% schools.

List of cities and school districts

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

List of cities and school districts

City	School district
Surrey	Surrey
Terrace	Coast Mountains
Trail	Kootenay-Columbia
Tumbler Ridge	Peace River South
Ucluelet	Alberni
Valemount	Prince George
Vancouver	Vancouver
Vanderhoof	Nechako Lakes
Vernon	Vernon

City	School district
Victoria	Greater Victoria
Victoria	Saanich
Victoria	Sooke
Watson Lake	Yukon
West Vancouver	West Vancouver
Whistler	Howe Sound
Whitehorse	Yukon
Williams Lake	Cariboo-Chilcotin
Winfield	Central Okanagan

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Coquitlam	20
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Fraser-Cascade	37
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Saanich	33
Sooke	33
Southeast Kootenay	39
Sunshine Coast	33
Surrey	24
Vancouver	25
Vancouver Island North	34
Vancouver Island West	34
Vernon	40
West Vancouver	28
Yukon	45

Pitt Meadows Secondary [Public]										
ESL (%): 1.2		Special needs (%): 8.7								
Actual rating vs predicted based on parents' avg. ed. of 14.4 yrs: 0.6		Overall academic ranking:							2004-05	Last 5 Years
									92/281	148/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Westview Secondary [Public]										
ESL (%): 1.0		Special needs (%): 9.8								
Actual rating vs predicted based on parents' avg. ed. of 14.2 yrs: -0.3		Overall academic ranking:							2004-05	Last 5 Years
									176/281	107/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Garibaldi Secondary [Public]										
ESL (%): 0.5		Special needs (%): 11.3								
Actual rating vs predicted based on parents' avg. ed. of 14.6 yrs: -0.5		Overall academic ranking:							2004-05	Last 5 Years
									176/281	176/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Maple Ridge Secondary [Public]										
ESL (%): 0.6		Special needs (%): 10.4								
Actual rating vs predicted based on parents' avg. ed. of 14.4 yrs: -0.8		Overall academic ranking:							2004-05	Last 5 Years
									201/281	133/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Thomas Haney Centre [Public]										
ESL (%): 1.4		Special needs (%): 8.0								
Actual rating vs predicted based on parents' avg. ed. of 14.5 yrs: -1.8		Overall academic ranking:							2004-05	Last 5 Years
									239/281	133/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

NEW WESTMINSTER

New Westminster Secondary [Public]										
ESL (%): 6.2		Special needs (%): 5.9								
Actual rating vs predicted based on parents' avg. ed. of 14.9 yrs: 1.1		Overall academic ranking:							2004-05	Last 5 Years
									41/281	46/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

NORTH VANCOUVER

St Thomas Aquinas [Independent]										
ESL (%): n/a		Special needs (%): n/a								
Actual rating vs predicted based on parents' avg. ed. of 16.0 yrs: 0.9		Overall academic ranking:							2004-05	Last 5 Years
									21/281	23/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Handsworth Secondary School [Public]										
ESL (%): 2.9		Special needs (%): 3.3								
Actual rating vs predicted based on parents' avg. ed. of 16.5 yrs: 0.0		Overall academic ranking:							2004-05	Last 5 Years
									41/281	51/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Seycove Secondary Community [Public]										
ESL (%): 1.0		Special needs (%): 5.9								
Actual rating vs predicted based on parents' avg. ed. of 16.9 yrs: -0.4		Overall academic ranking:							2004-05	Last 5 Years
									104/281	39/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Argyle Secondary [Public]										
ESL (%): 4.1		Special needs (%): 6.4								
Actual rating vs predicted based on parents' avg. ed. of 16.2 yrs: 0.1		Overall academic ranking:							2004-05	Last 5 Years
									51/281	39/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Sutherland Secondary [Public]										
ESL (%): 7.8		Special needs (%): 5.7								
Actual rating vs predicted based on parents' avg. ed. of 15.7 yrs: -0.4		Overall academic ranking:							2004-05	Last 5 Years
									104/281	94/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

Windsor Secondary [Public]										
ESL (%): 6.1		Special needs (%): 11.3								
Actual rating vs predicted based on parents' avg. ed. of 16.1 yrs: -1.4		Overall academic ranking:							2004-05	Last 5 Years
									158/281	94/256
Academic Performance		1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark										
Percentage of exams failed										
School vs exam mark difference										
English 12 gender gap										
Math 12 gender gap										
Exams taken per student										
Graduation rate										
Delayed advancement rate										
Sports participation rate										
Overall rating out of 10										

St Patrick's Regional Secondary [Independent] Gr 12 Enrollment: 97. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Templeton Secondary [Public] Gr 12 Enrollment: 191. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Notre Dame Regional Secondary [Independent] Gr 12 Enrollment: 128. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

David Thompson Secondary [Public] Gr 12 Enrollment: 364. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Killamey Secondary [Public] Gr 12 Enrollment: 414. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Britannia Community Secondary [Public] Gr 12 Enrollment: 133. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Eric Hamber Secondary [Public] Gr 12 Enrollment: 294. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Windermere Community Secondary [Public] Gr 12 Enrollment: 238. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

St John's [Independent] Gr 12 Enrollment: 18. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

King George Secondary [Public] Gr 12 Enrollment: 106. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Vancouver Technical Secondary [Public] Gr 12 Enrollment: 320. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Gladstone Secondary [Public] Gr 12 Enrollment: 257. Table with 12 columns (Year, Overall ranking, Trends) and 14 rows (ESL, Actual rating, Academic Performance, etc.).

Sir Charles Tupper Secondary [Public]										Gr 12 Enrollment: 167		
ESL (%): 7.2										Special needs (%): 16.3		
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: -1.9										2004-05	Last 5 Years	
	Overall academic ranking:									263/281	238/256	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	60.1	62.9	66.2	66.1	67.7	65.0	64.6	—				
Percentage of exams failed	27.5	22.1	19.6	16.4	15.0	16.9	19.8	—				
School vs exam mark difference	9.1	8.5	7.5	8.2	7.1	10.4	9.3	—				
English 12 gender gap	M 3.8	F 0.1	F 2.5	F 1.4	F 2.7	M 4.0	F 2.3	—				
Math 12 gender gap	F 2.9	F 8.2	F 2.5	M 2.0	F 5.4	M 1.1	F 5.4	—				
Exams taken per student	2.7	2.6	3.1	2.5	2.7	2.6	2.1	—				
Graduation rate	85.4	87.4	89.4	84.7	90.8	93.4	95.3	—				
Delayed advancement rate	n/a	41.2	32.4	42.7	32.0	35.6	33.6	—				
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.6	n/a				
Overall rating out of 10	3.7	4.3	4.9	4.0	4.9	4.3	3.5	—				

Sentinel Secondary [Public]										Gr 12 Enrollment: 152		
ESL (%): 7.7										Special needs (%): 3.7		
Actual rating vs predicted based on parents' avg. ed. of 17.1 yrs: 0.1										2004-05	Last 5 Years	
	Overall academic ranking:									17/281	29/256	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	70.4	73.6	72.1	71.6	75.0	73.9	74.5	—				
Percentage of exams failed	13.2	8.5	11.1	10.8	6.9	8.4	4.9	▲				
School vs exam mark difference	6.7	3.6	4.0	6.7	4.3	4.5	4.6	—				
English 12 gender gap	F 2.7	M 3.0	F 1.3	F 2.5	M 1.6	M 3.3	M 4.3	▼				
Math 12 gender gap	F 3.8	F 3.0	F 2.9	F 2.1	M 2.7	E	M 1.5	—				
Exams taken per student	5.1	4.7	4.6	4.7	4.6	4.6	4.6	—				
Graduation rate	93.9	95.3	90.4	95.6	96.7	96.7	99.3	▲				
Delayed advancement rate	n/a	15.4	29.5	26.3	20.4	6.4	8.4	▲				
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.5	n/a				
Overall rating out of 10	7.9	8.4	7.1	7.0	8.0	8.1	8.6	▲				

John Oliver Secondary [Public]										Gr 12 Enrollment: 232		
ESL (%): 7.3										Special needs (%): 13.6		
Actual rating vs predicted based on parents' avg. ed. of 17.0 yrs: -1.5										2004-05	Last 5 Years	
	Overall academic ranking:									264/281	250/256	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	60.5	60.6	61.1	63.8	63.8	62.4	62.4	—				
Percentage of exams failed	24.3	26.7	26.1	19.3	21.7	23.7	23.2	—				
School vs exam mark difference	5.5	9.2	6.0	4.7	8.1	8.7	10.6	▼				
English 12 gender gap	F 2.2	M 0.1	F 2.5	F 0.5	M 1.3	F 5.3	F 0.2	—				
Math 12 gender gap	M 0.1	F 2.0	M 2.2	F 4.5	M 1.3	F 5.5	F 0.7	—				
Exams taken per student	2.7	2.4	2.6	3.0	2.6	2.8	2.8	—				
Graduation rate	84.6	86.6	79.0	82.3	84.5	89.1	88.7	▲				
Delayed advancement rate	n/a	45.3	42.9	37.0	37.3	35.8	29.2	▲				
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.4	n/a				
Overall rating out of 10	4.4	3.5	2.7	4.3	3.2	3.1	3.4	—				

Rockridge Secondary [Public]										Gr 12 Enrollment: 165		
ESL (%): 1.4										Special needs (%): 7.3		
Actual rating vs predicted based on parents' avg. ed. of 16.8 yrs: 0.0										2004-05	Last 5 Years	
	Overall academic ranking:									17/281	n/a	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	75.8	76.2	n/a			
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	5.8	4.9	n/a			
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	5.9	4.1	n/a			
English 12 gender gap	n/a	n/a	n/a	n/a	n/a	n/a	M 2.2	M 1.2	n/a			
Math 12 gender gap	n/a	n/a	n/a	n/a	n/a	n/a	M 4.4	M 2.6	n/a			
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	4.6	3.8	n/a			
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	97.2	99.4	n/a			
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	6.5	6.7	n/a			
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.7	n/a			
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	8.4	8.6	n/a			

WEST VANCOUVER

Collingwood [Independent]										Gr 12 Enrollment: 105		
ESL (%): n/a										Special needs (%): n/a		
Actual rating vs predicted based on parents' avg. ed. of 17.0 yrs: 0.8										2004-05	Last 5 Years	
	Overall academic ranking:									13/281	14/256	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	74.4	73.6	74.1	74.2	76.6	74.7	76.7	—				
Percentage of exams failed	5.9	7.5	6.1	6.3	5.5	6.1	4.6	—				
School vs exam mark difference	6.4	4.5	6.0	6.3	5.4	7.4	6.1	—				
English 12 gender gap	M 2.4	F 3.6	F 4.2	F 2.2	F 0.8	M 0.7	F 2.0	—				
Math 12 gender gap	F 8.1	F 1.0	F 2.4	M 2.2	F 1.5	M 3.1	F 4.0	▼				
Exams taken per student	4.8	4.4	5.0	5.3	4.8	4.8	4.4	▼				
Graduation rate	100.0	100.0	98.7	98.9	98.9	100.0	98.1	—				
Delayed advancement rate	n/a	0.0	0.0	0.0	0.0	0.0	0.0	—				
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	1.2	n/a				
Overall rating out of 10	9.3	9.0	8.8	9.4	9.3	8.8	8.9	—				

Mulgrave [Independent]										Gr 12 Enrollment: 30		
ESL (%): n/a										Special needs (%): n/a		
Actual rating vs predicted based on parents' avg. ed. of 16.8 yrs: -0.2										2004-05	Last 5 Years	
	Overall academic ranking:									33/281	n/a	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	n/a	n/a	n/a	n/a	n/a	n/a	72.4	71.2	n/a			
Percentage of exams failed	n/a	n/a	n/a	n/a	n/a	n/a	10.3	10.3	n/a			
School vs exam mark difference	n/a	n/a	n/a	n/a	n/a	n/a	11.1	6.6	n/a			
English 12 gender gap	n/a	n/a	n/a	n/a	n/a	n/a	n/a	M 1.5	n/a			
Math 12 gender gap	n/a	n/a	n/a	n/a	n/a	n/a	n/a	M 2.1	n/a			
Exams taken per student	n/a	n/a	n/a	n/a	n/a	n/a	4.4	4.8	n/a			
Graduation rate	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	n/a			
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a	2.5	0.0	n/a			
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1.0	n/a			
Overall rating out of 10	n/a	n/a	n/a	n/a	n/a	n/a	7.2	8.0	n/a			

West Vancouver Secondary [Public]										Gr 12 Enrollment: 299		
ESL (%): 4.4										Special needs (%): 8.0		
Actual rating vs predicted based on parents' avg. ed. of 17.1 yrs: 0.3										2004-05	Last 5 Years	
	Overall academic ranking:									15/281	16/256	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends				
Average exam mark	69.8	70.5	73.7	73.7	76.0	76.0	75.7	▲				
Percentage of exams failed	10.0	9.4	5.8	5.4	3.4	4.8	4.2	—				
School vs exam mark difference	3.6	4.5	2.4	4.1	2.4	2.4	3.3	—				
English 12 gender gap	F 1.8	M 0.3	F 2.9	F 2.3	M 3.0	E	M 1.4	—				
Math 12 gender gap	F 5.8	M 1.6	F 0.2	M 0.4	F 2.0	F 2.9	M 0.5	—				
Exams taken per student	3.7	4.0	4.0	3.9	4.0	4.0	4.3	—				
Graduation rate	86.7	92.0	96.5	97.5	96.2	95.8	98.6	—				
Delayed advancement rate	n/a	19.4	13.4	13.7	13.0	15.9	12.9	—				
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.5	n/a				
Overall rating out of 10	7.0	7.5	8.3	8.2	8.4	8.4	8.8	—				

NISGA'A

Table for Nisga'a [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

POWELL RIVER

Table for Brooks Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

PRINCE RUPERT

Table for Prince Rupert Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

Charles Hays Secondary [Public]

Table for Charles Hays Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

QUALICUM

Table for Kwailikum Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

Ballenas Secondary [Public]

Table for Ballenas Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

SAANICH

Table for Claremont Secondary School [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

Parkland Secondary School [Public]

Table for Parkland Secondary School [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

Stelly's Secondary School [Public]

Table for Stelly's Secondary School [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

SOOKE

Table for Belmont Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

Edward Milne Community School [Public]

Table for Edward Milne Community School [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

SUNSHINE COAST

Table for Chatelech Secondary [Public] showing enrollment, academic performance (2019-2005), and trends for various metrics like exam marks, graduation, and participation.

Pender Harbour Elementary/Secondary [Public]								Gr 12 Enrollment: 20	
ESL (%): 0.0								Special needs (%): 12.3	
Actual rating vs predicted based on parents' avg. ed. of 15.5 yrs: -0.9								2004-05 Last 5 Years	
								126/281	88/256
								Overall academic ranking:	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark	70.7	70.5	77.1	70.5	74.3	65.4	67.9	▼	
Percentage of exams failed	6.2	4.0	4.3	8.2	6.9	15.2	6.8	—	
School vs exam mark difference	7.8	6.5	4.8	4.5	6.3	9.0	7.3	▼	
English 12 gender gap	M 3.6	F 0.5	F 4.8	M 5.5	F 6.7	F 2.0	F 1.0	—	
Math 12 gender gap	F 9.0	n/a	F 1.5	n/a	F 0.5	n/a	n/a	n/a	
Exams taken per student	2.4	2.9	2.6	2.2	3.5	2.1	3.0	—	
Graduation rate	100.0	100.0	100.0	96.2	96.0	94.4	100.0	—	
Delayed advancement rate	n/a	0.0	0.0	0.0	27.7	25.7	0.0	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.2	n/a	
Overall rating out of 10	7.2	7.6	8.1	6.8	7.3	4.6	6.5	—	

Ephinstone Secondary [Public]								Gr 12 Enrollment: 139	
ESL (%): 0.7								Special needs (%): 16.8	
Actual rating vs predicted based on parents' avg. ed. of 14.0 yrs: n/a								2004-05 Last 5 Years	
								208/281	140/256
								Overall academic ranking:	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark	71.9	66.4	69.5	70.8	70.2	67.8	67.9	—	
Percentage of exams failed	7.0	10.4	9.7	7.1	10.9	13.6	9.9	—	
School vs exam mark difference	5.3	4.0	7.8	5.1	5.7	6.4	6.3	—	
English 12 gender gap	F 1.3	F 1.4	F 2.4	F 4.1	F 3.4	F 1.6	F 0.7	—	
Math 12 gender gap	F 7.6	F 4.4	F 2.0	F 7.5	M 0.4	M 1.6	M 6.9	—	
Exams taken per student	2.9	3.0	3.1	3.1	3.4	2.7	2.6	—	
Graduation rate	90.6	90.4	96.6	97.6	92.9	94.6	96.2	—	
Delayed advancement rate	n/a	33.1	21.7	25.2	27.4	25.1	29.4	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.3	n/a	
Overall rating out of 10	6.9	6.0	6.4	6.5	6.4	5.8	5.3	▼	

VANCOUVER ISLAND NORTH

North Island Secondary [Public]								Gr 12 Enrollment: 81	
ESL (%): 0.0								Special needs (%): 16.6	
Actual rating vs predicted based on parents' avg. ed. of 14.5 yrs: n/a								2004-05 Last 5 Years	
								234/281	212/256
								Overall academic ranking:	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark	64.3	60.5	65.6	65.1	66.0	64.4	67.0	—	
Percentage of exams failed	14.6	21.0	15.9	15.9	15.5	13.6	14.0	—	
School vs exam mark difference	8.1	11.2	5.7	6.5	6.3	9.2	5.8	—	
English 12 gender gap	F 3.5	M 2.2	M 1.2	F 3.6	F 4.9	F 0.6	M 0.7	—	
Math 12 gender gap	F 4.4	F 2.8	F 4.0	F 2.2	M 1.7	M 3.5	F 11.2	—	
Exams taken per student	2.0	2.3	2.3	2.7	2.6	2.1	2.1	—	
Graduation rate	91.9	92.0	96.0	94.7	93.0	96.9	97.4	—	
Delayed advancement rate	n/a	36.8	25.0	21.4	23.1	30.8	21.0	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.4	n/a	
Overall rating out of 10	4.9	4.4	5.5	5.1	5.2	4.7	4.8	▼	

Port Hardy Secondary [Public]								Gr 12 Enrollment: 92	
ESL (%): 5.7								Special needs (%): 19.8	
Actual rating vs predicted based on parents' avg. ed. of 12.5 yrs: -1.9								2004-05 Last 5 Years	
								271/281	238/256
								Overall academic ranking:	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark	62.7	63.4	62.9	71.6	69.9	70.1	62.7	—	
Percentage of exams failed	23.8	21.1	19.7	8.5	9.2	8.4	13.0	—	
School vs exam mark difference	8.9	10.8	8.0	5.1	6.2	4.2	8.5	—	
English 12 gender gap	F 2.2	M 0.9	F 4.5	M 4.0	F 3.2	M 0.4	F 0.5	▲	
Math 12 gender gap	F 11.3	F 5.6	F 10.0	F 2.1	M 15.5	n/a	n/a	n/a	
Exams taken per student	1.5	1.9	1.6	1.7	1.9	1.3	1.2	—	
Graduation rate	86.8	86.7	83.9	94.7	95.6	87.3	88.9	—	
Delayed advancement rate	n/a	54.2	58.3	37.4	29.3	49.3	58.7	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.2	n/a	
Overall rating out of 10	3.2	4.0	2.9	5.6	5.1	4.9	2.9	—	

VANCOUVER ISLAND WEST

Gold River Secondary [Public]								Gr 12 Enrollment: 37	
ESL (%): 0.0								Special needs (%): 31.5	
Actual rating vs predicted based on parents' avg. ed. of 14.3 yrs: -3.6								2004-05 Last 5 Years	
								275/281	253/256
								Overall academic ranking:	
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends	
Average exam mark	66.7	71.6	56.9	57.2	64.8	62.8	60.8	—	
Percentage of exams failed	15.0	0.0	36.8	32.1	11.1	23.1	16.7	—	
School vs exam mark difference	7.5	8.4	13.6	13.3	8.0	10.3	10.6	—	
English 12 gender gap	F 9.3	n/a	F 0.8	F 2.4	F 5.5	F 5.7	F 0.2	—	
Math 12 gender gap	F 2.1	n/a	n/a	M 1.1	n/a	n/a	n/a	n/a	
Exams taken per student	2.3	1.4	2.8	2.2	2.0	2.2	1.6	▼	
Graduation rate	100.0	100.0	89.5	81.0	100.0	82.4	93.8	—	
Delayed advancement rate	n/a	19.6	27.2	59.3	38.4	16.3	33.2	—	
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	1.6	n/a	
Overall rating out of 10	6.2	6.7	2.1	1.5	4.8	3.2	2.4	—	

Mount Baker Secondary [Public]							Gr 12 Enrollment: 339	
ESL (%): 0.3							Special needs (%): 8.5	
Actual rating vs predicted based on parents' avg. ed. of 14.2 yrs: 0.3	Overall academic ranking:						2004-05	Last 5 Years
							144/281	167/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	67.1	68.1	66.9	67.1	63.9	65.5	68.5	—
Percentage of exams failed	11.0	10.6	11.5	12.9	15.6	13.8	10.9	—
School vs exam mark difference	7.7	7.4	5.1	3.6	6.0	5.6	5.7	—
English 12 gender gap	M 1.5	F 1.5	F 1.0	F 1.6	F 0.8	F 2.0	F 2.6	▼
Math 12 gender gap	F 0.6	F 2.5	F 2.8	M 2.2	F 1.9	F 1.0	M 0.7	▲
Exams taken per student	2.4	2.5	2.7	2.4	2.4	2.2	2.5	—
Graduation rate	96.6	96.3	95.6	93.7	93.5	95.9	96.6	—
Delayed advancement rate	n/a	18.4	24.2	26.2	n/a	n/a	15.4	n/a
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.2	n/a
Overall rating out of 10	6.5	6.6	6.3	5.7	5.1	5.7	6.3	—

Vernon Secondary [Public]							Gr 12 Enrollment: 196	
ESL (%): 0.0							Special needs (%): 9.3	
Actual rating vs predicted based on parents' avg. ed. of 14.0 yrs: -0.1	Overall academic ranking:						2004-05	Last 5 Years
							191/281	176/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	66.4	66.1	65.3	67.3	67.1	68.3	69.0	—
Percentage of exams failed	11.5	10.2	12.6	11.6	12.9	11.1	9.4	—
School vs exam mark difference	8.5	7.4	6.9	5.4	7.7	6.9	6.4	—
English 12 gender gap	M 2.3	F 3.1	M 0.4	F 1.5	F 2.2	F 2.6	F 4.6	▼
Math 12 gender gap	F 0.6	F 3.9	F 2.8	F 1.0	M 0.3	F 3.1	M 0.9	—
Exams taken per student	2.3	2.8	2.6	2.4	2.7	2.6	2.7	—
Graduation rate	87.7	93.1	94.5	94.7	96.7	96.3	95.5	—
Delayed advancement rate	n/a	46.0	34.7	30.8	27.3	30.9	37.1	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.2	n/a
Overall rating out of 10	5.5	6.1	5.7	5.8	5.7	5.7	5.6	—

Fernie Secondary School [Public]							Gr 12 Enrollment: 98	
ESL (%): 0.0							Special needs (%): 13.7	
Actual rating vs predicted based on parents' avg. ed. of 14.2 yrs: -1.8	Overall academic ranking:						2004-05	Last 5 Years
							235/281	167/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	66.7	69.0	70.8	66.8	68.6	66.7	66.2	▼
Percentage of exams failed	11.1	6.6	6.5	10.9	8.1	12.7	13.1	▼
School vs exam mark difference	5.4	4.8	3.1	3.4	4.0	4.8	6.7	—
English 12 gender gap	F 2.4	F 2.1	F 2.8	F 4.0	F 2.6	F 4.6	F 4.4	—
Math 12 gender gap	F 4.8	F 5.1	F 5.2	M 3.5	F 3.2	F 3.2	M 2.7	—
Exams taken per student	2.5	2.1	2.1	2.0	2.3	2.3	2.0	—
Graduation rate	90.2	87.4	93.9	94.2	94.9	96.8	88.2	—
Delayed advancement rate	n/a	26.3	21.0	19.0	10.9	14.6	10.9	▲
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.7	n/a
Overall rating out of 10	5.9	5.8	6.5	5.6	6.4	5.8	4.7	—

Charles Bloom Secondary [Public]							Gr 12 Enrollment: 96	
ESL (%): 0.0							Special needs (%): 10.6	
Actual rating vs predicted based on parents' avg. ed. of 13.1 yrs: 0.3	Overall academic ranking:						2004-05	Last 5 Years
							191/281	198/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	62.1	66.8	67.6	66.2	65.8	62.5	68.6	—
Percentage of exams failed	23.4	6.1	7.1	9.6	15.8	20.2	6.5	—
School vs exam mark difference	11.9	4.9	4.6	5.0	7.6	8.0	3.5	—
English 12 gender gap	M 2.1	F 2.5	M 1.1	F 2.5	F 5.5	F 7.0	M 3.3	—
Math 12 gender gap	M 4.2	M 2.5	M 0.6	F 1.4	F 0.5	F 2.9	F 5.5	▼
Exams taken per student	1.8	2.3	2.2	2.3	2.0	2.2	2.1	—
Graduation rate	91.3	96.6	98.8	96.7	91.4	96.2	94.4	—
Delayed advancement rate	n/a	8.3	19.2	22.3	27.6	13.3	26.0	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.5	n/a
Overall rating out of 10	3.0	6.6	6.8	5.8	4.4	4.6	5.6	—

VERNON

Kalamalka Secondary [Public]							Gr 12 Enrollment: 131	
ESL (%): 0.0							Special needs (%): 5.8	
Actual rating vs predicted based on parents' avg. ed. of 14.9 yrs: 1.2	Overall academic ranking:						2004-05	Last 5 Years
							51/281	39/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	68.4	71.8	69.7	69.2	72.7	74.2	71.2	—
Percentage of exams failed	12.2	6.5	8.8	7.9	5.8	2.5	5.9	—
School vs exam mark difference	9.0	7.4	7.6	9.2	7.8	6.1	6.7	—
English 12 gender gap	F 4.0	F 1.7	M 0.6	F 2.0	F 5.2	F 0.8	F 0.3	—
Math 12 gender gap	M 1.5	F 5.1	F 3.3	M 1.2	M 1.1	F 4.0	F 2.9	—
Exams taken per student	2.7	3.2	3.3	3.4	3.2	3.3	3.4	—
Graduation rate	97.7	95.9	94.7	99.2	98.5	100.0	100.0	▲
Delayed advancement rate	n/a	22.4	15.1	8.8	6.8	2.0	7.3	—
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.7	n/a
Overall rating out of 10	6.8	7.5	6.9	7.4	7.5	8.2	7.6	—

Clarence Fulton Secondary [Public]							Gr 12 Enrollment: 200	
ESL (%): 0.0							Special needs (%): 9.7	
Actual rating vs predicted based on parents' avg. ed. of 13.6 yrs: 0.0	Overall academic ranking:						2004-05	Last 5 Years
							208/281	140/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	66.3	69.0	69.1	67.0	68.0	68.1	67.5	—
Percentage of exams failed	14.8	8.3	9.3	12.5	7.7	8.9	11.7	—
School vs exam mark difference	9.5	5.7	7.7	8.1	7.1	5.8	9.6	—
English 12 gender gap	M 0.2	F 2.4	F 4.5	F 2.9	F 3.3	F 1.5	F 1.2	▲
Math 12 gender gap	F 5.6	M 0.3	F 1.5	M 0.4	F 2.8	F 5.5	F 4.5	▼
Exams taken per student	2.8	2.9	2.8	2.9	2.7	2.3	2.5	—
Graduation rate	97.7	96.3	99.5	98.5	98.1	95.8	97.1	▼
Delayed advancement rate	n/a	14.2	8.3	11.6	14.2	18.9	24.0	▼
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.3	n/a
Overall rating out of 10	6.3	7.2	6.8	6.3	6.5	5.7	5.3	▼

W L Seaton Secondary [Public]							Gr 12 Enrollment: 166	
ESL (%): 1.8							Special needs (%): 8.2	
Actual rating vs predicted based on parents' avg. ed. of 13.5 yrs: 0.5	Overall academic ranking:						2004-05	Last 5 Years
							165/281	125/256
Academic Performance	1999	2000	2001	2002	2003	2004	2005	Trends
Average exam mark	70.0	71.7	72.7	73.5	71.6	70.7	69.4	▼
Percentage of exams failed	8.0	6.6	5.5	4.8	7.3	10.4	10.1	▼
School vs exam mark difference	4.7	7.1	9.2	6.6	6.6	7.7	7.2	—
English 12 gender gap	M 0.7	F 1.3	F 0.3	F 3.5	F 4.2	F 3.5	F 4.0	—
Math 12 gender gap	F 1.1	F 1.3	F 3.3	F 4.7	F 8.3	F 4.1	F 0.5	—
Exams taken per student	2.1	2.3	2.5	2.2	2.4	2.4	2.5	—
Graduation rate	94.7	92.9	96.2	95.9	97.0	93.8	97.2	—
Delayed advancement rate	n/a	28.2	11.6	18.7	18.5	27.4	30.2	▼
Sports participation rate	n/a	n/a	n/a	n/a	n/a	n/a	0.3	n/a
Overall rating out of 10	6.9	6.8	6.9	6.7	6.2	5.9	6.0	▼



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 279) 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 2004/2005. 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 fewer than five years of data were 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.

Rank		School name	City	Overall rating	
2004/2005	Last 5 years			2004/2005	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	5	Southridge Senior Secondary	Surrey	10.0	9.9
1	10	West Point Grey	Vancouver	10.0	9.4
7	9	Glenlyon Norfolk	Victoria	9.8	9.5
8	12	Vancouver College	Vancouver	9.6	9.1
9	7	St Michaels University School	Victoria	9.5	9.7
9	12	Shawnigan Lake	Shawnigan Lake	9.5	9.1
11	6	Brentwood College	Mill Bay	9.3	9.8
12	11	St Margaret's	Victoria	9.2	9.3
13	8	University Hill Secondary	Vancouver	8.9	9.6
13	14	Collingwood	West Vancouver	8.9	9.0
15	16	West Vancouver Secondary	West Vancouver	8.8	8.4
16	n/a	Haney-Pitt Meadows Christian	Maple Ridge	8.7	n/a
17	16	Lord Byng Secondary	Vancouver	8.6	8.4
17	16	Prince Of Wales Secondary	Vancouver	8.6	8.4
17	29	Sentinel Secondary	West Vancouver	8.6	7.8
17	n/a	Rockridge Secondary	West Vancouver	8.6	n/a
21	16	Kelowna Christian	Kelowna	8.5	8.4
21	24	Mount Douglas Sr. Secondary	Victoria	8.5	8.0
21	24	St Thomas Aquinas	North Vancouver	8.5	8.0
24	15	Pacific Academy	Surrey	8.4	8.8
24	24	Magee Secondary	Vancouver	8.4	8.0
26	29	Hugh McRoberts Secondary	Richmond	8.3	7.8

Rank		School name	City	Overall rating	
2004/2005	Last 5 years			2004/2005	Last 5 years
27	29	Elgin Park Secondary	Surrey	8.2	7.8
27	n/a	Meadowridge School	Maple Ridge	8.2	n/a
29	21	Archbishop Carney Secondary	Port Coquitlam	8.1	8.2
29	28	Semiahmoo Secondary	Surrey	8.1	7.9
29	29	Claremont Secondary School	Victoria	8.1	7.8
29	39	Pinetree Secondary School	Coquitlam	8.1	7.5
33	20	Point Grey Secondary	Vancouver	8.0	8.3
33	29	Mennonite Educational Institute	Abbotsford	8.0	7.8
33	39	Langley Fine Arts	Fort Langley	8.0	7.5
33	39	Sir Winston Churchill Secondary	Vancouver	8.0	7.5
33	57	Elkford Secondary	Elkford	8.0	7.2
33	67	Fraser Heights Secondary	Surrey	8.0	7.1
33	n/a	Mulgrave	West Vancouver	8.0	n/a
40	21	St Andrew's Regional High	Victoria	7.9	8.2
41	23	Handsworth Secondary School	North Vancouver	7.8	8.1
41	34	Kitsilano Secondary	Vancouver	7.8	7.7
41	35	Parkland Secondary School	Sidney	7.8	7.6
41	46	New Westminster Secondary	New Westminster	7.8	7.4
41	51	Seycove Secondary Community	North Vancouver	7.8	7.3
41	67	Burnaby North Secondary	Burnaby	7.8	7.1
47	46	Yale Secondary	Abbotsford	7.7	7.4
47	51	Richmond Christian	Richmond	7.7	7.3
47	75	South Kamloops Secondary	Kamloops	7.7	7.0
47	79	Steveston Secondary	Richmond	7.7	6.9
51	39	Argyle Secondary	North Vancouver	7.6	7.5
51	39	Kalamalka Secondary	Vernon	7.6	7.5

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2004/2005	Last 5 years			2004/2005	Last 5 years	2004/2005	Last 5 years			2004/2005	Last 5 years
51	46	Highroad Academy	Chilliwack	7.6	7.4	104	148	Robert Alexander McMath Secondary	Richmond	6.8	6.0
51	67	Summerland Secondary	Summerland	7.6	7.1	104	n/a	Richmond Secondary	Richmond	6.8	n/a
51	75	Okanagan Mission Secondary	Kelowna	7.6	7.0	113	57	Notre Dame Regional Secondary	Vancouver	6.7	7.2
56	24	St Patrick's Regional Secondary	Vancouver	7.5	8.0	113	79	Campbell River Christian	Campbell River	6.7	6.9
56	57	Credo Christian High School	Langley	7.5	7.2	113	88	Grand Forks Secondary	Grand Forks	6.7	6.7
56	57	Robert Bateman Secondary	Abbotsford	7.5	7.2	113	88	Moscrop Secondary	Burnaby	6.7	6.7
59	35	Rossland Secondary	Rossland	7.4	7.6	113	88	Stanley Humphries Secondary	Castlegar	6.7	6.7
59	35	Timothy Christian	Chilliwack	7.4	7.6	118	107	Killamey Secondary	Vancouver	6.6	6.5
59	46	St Thomas More Collegiate	Burnaby	7.4	7.4	118	115	Cowichan Secondary	Duncan	6.6	6.4
59	67	Penticton Secondary	Penticton	7.4	7.1	118	115	J Lloyd Crowe Secondary	Trail	6.6	6.4
59	n/a	Sullivan Heights Secondary	Surrey	7.4	n/a	118	125	David Thompson Secondary	Invermere	6.6	6.3
64	51	Seaquam Secondary	Delta	7.3	7.3	118	125	Kwalikum Secondary	Qualicum Beach	6.6	6.3
64	51	W J Mouat Secondary	Abbotsford	7.3	7.3	118	140	Cambie Secondary	Richmond	6.6	6.1
64	84	Lord Tweedsmuir Secondary	Surrey	7.3	6.8	118	157	Mission Secondary	Mission	6.6	5.9
64	107	Princess Margaret Secondary	Surrey	7.3	6.5	118	n/a	Burnaby Mountain Secondary	Burnaby	6.6	n/a
64	133	Valleyview Secondary	Kamloops	7.3	6.2	126	57	Stelly's Secondary School	Saanichton	6.5	7.2
64	n/a	Kelowna Secondary	Kelowna	7.3	n/a	126	75	Eric Hamber Secondary	Vancouver	6.5	7.0
64	n/a	Maxwell International Baha'i School	Shawnigan Lake	7.3	n/a	126	88	Pender Harbour Elementary/Secondary	Madeira Park	6.5	6.7
71	39	Langley Christian	Langley	7.2	7.5	126	94	Revelstoke Secondary	Revelstoke	6.5	6.6
71	57	Oak Bay Secondary	Victoria	7.2	7.2	126	115	Lambick Park Secondary	Victoria	6.5	6.4
71	67	Port Moody Secondary	Port Moody	7.2	7.1	126	157	Georges P Vanier Secondary	Courtenay	6.5	5.9
71	75	Delta Secondary	Delta	7.2	7.0	126	157	Matthew McNair Secondary	Richmond	6.5	5.9
71	84	Fraser Valley Christian High	Surrey	7.2	6.8	126	n/a	Mark R. Isfeld Senior Secondary	Courtenay	6.5	n/a
71	88	Houston Secondary	Houston	7.2	6.7	126	n/a	St John's	Vancouver	6.5	n/a
71	94	Fleetwood Park Secondary	Surrey	7.2	6.6	135	57	L V Rogers Secondary	Nelson	6.4	7.2
71	133	Bulkley Valley Christian	Smithers	7.2	6.2	135	79	Holy Cross Regional High School	Surrey	6.4	6.9
71	192	Chase Secondary	Chase	7.2	5.5	135	94	D W Poppy Secondary	Langley	6.4	6.6
80	35	Frances Kelsey Secondary	Mill Bay	7.1	7.6	135	94	J N Burnett Secondary	Richmond	6.4	6.6
80	39	Sparwood Secondary	Sparwood	7.1	7.5	135	94	Johnston Heights Secondary	Surrey	6.4	6.6
80	46	Gulf Islands Secondary	Salt Spring Island	7.1	7.4	135	140	Terry Fox Secondary	Port Coquitlam	6.4	6.1
80	51	Dover Bay Secondary	Nanaimo	7.1	7.3	135	148	Vancouver Technical Secondary	Vancouver	6.4	6.0
80	51	Sa-Hali Secondary	Kamloops	7.1	7.3	135	216	Guildford Park Secondary	Surrey	6.4	5.0
80	57	Highland Secondary	Comox	7.1	7.2	135	n/a	Kwantlen Park Secondary	Surrey	6.4	n/a
80	57	Pacific Christian	Victoria	7.1	7.2	144	57	Whistler Secondary	Whistler	6.3	7.2
80	79	Gleneagle Secondary School	Coquitlam	7.1	6.9	144	79	Immaculata Regional High School	Kelowna	6.3	6.9
80	84	Chatelech Secondary	Sechelt	7.1	6.8	144	115	Chemainus Secondary	Chemainus	6.3	6.4
80	94	Abbotsford Christian	Abbotsford	7.1	6.6	144	125	Duchess Park Secondary	Prince George	6.3	6.3
80	107	Clayton Heights Secondary	Surrey	7.1	6.5	144	140	Southern Okanagan Secondary	Oliver	6.3	6.1
80	115	Prince Charles Secondary	Creston	7.1	6.4	144	157	Esquimalt Community School	Victoria	6.3	5.9
92	67	Brookwood Secondary	Langley	7.0	7.1	144	167	Mount Baker Secondary	Cranbrook	6.3	5.8
92	107	Mountain Secondary	Langley	7.0	6.5	151	84	Mount Sentinel Secondary	South Slokan	6.2	6.8
92	107	Walnut Grove Secondary	Langley	7.0	6.5	151	115	South Delta Secondary	Delta	6.2	6.4
92	107	Wellington Secondary	Nanaimo	7.0	6.5	151	125	Smithers Secondary	Smithers	6.2	6.3
92	148	Pitt Meadows Secondary	Pitt Meadows	7.0	6.0	151	140	Rick Hansen Secondary	Abbotsford	6.2	6.1
92	148	St John Brebeuf Regional High	Abbotsford	7.0	6.0	151	167	Howe Sound Secondary	Squamish	6.2	5.8
92	200	Nakusp Secondary	Nakusp	7.0	5.3	151	167	North Peace Secondary	Fort St John	6.2	5.8
99	67	Centennial Secondary	Coquitlam	6.9	7.1	151	198	Belmont Secondary	Victoria	6.2	5.4
99	94	Mount Boucherie Secondary	Kelowna	6.9	6.6	158	94	Windsor Secondary	North Vancouver	6.1	6.6
99	107	Dr. Charles Best Secondary School	Coquitlam	6.9	6.5	158	115	Ballenas Secondary	Parksville	6.1	6.4
99	125	Burnaby Central Secondary	Burnaby	6.9	6.3	158	157	Ladysmith Secondary	Ladysmith	6.1	5.9
99	133	Charles E London Secondary	Richmond	6.9	6.2	158	167	Carihi Secondary	Campbell River	6.1	5.8
104	67	Earl Marriott Secondary	Surrey	6.8	7.1	158	167	Templeton Secondary	Vancouver	6.1	5.8
104	94	Enver Creek Secondary	Surrey	6.8	6.6	158	192	Chetwynd Secondary	Chetwynd	6.1	5.5
104	94	Sardis Secondary	Chilliwack	6.8	6.6	158	192	Langley Secondary	Langley	6.1	5.5
104	94	Sutherland Secondary	North Vancouver	6.8	6.6	165	94	J V Humphries	Kaslo	6.0	6.6
104	133	Riverside Secondary	Port Coquitlam	6.8	6.2	165	115	George Elliot Secondary	Winfield	6.0	6.4
104	148	Duncan Christian	Duncan	6.8	6.0	165	125	W L Seaton Secondary	Vernon	6.0	6.3
104	148	North Surrey Secondary	Surrey	6.8	6.0						

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2004/2005	Last 5 years			2004/2005	Last 5 years	2004/2005	Last 5 years			2004/2005	Last 5 years
165	140	Burnaby South Secondary	Burnaby	6.0	6.1	224	176	Golden Secondary	Golden	5.0	5.7
165	167	Similkameen Elementary/Secondary	Keremeos	6.0	5.8	224	206	Windermere Community Secondary	Vancouver	5.0	5.2
170	115	Boundary Central Secondary	Midway	5.9	6.4	224	216	King George Secondary	Vancouver	5.0	5.0
170	157	Peter Skene Ogden Secondary	100 Mile House	5.9	5.9	224	216	Victoria High School	Victoria	5.0	5.0
170	167	College Heights Secondary	Prince George	5.9	5.8	224	n/a	Porter Creek Secondary	Whitehorse	5.0	n/a
170	188	Hatzic Secondary School	Mission	5.9	5.6	230	192	Gladstone Secondary	Vancouver	4.9	5.5
170	n/a	Centennial Christian	Terrace	5.9	n/a	230	216	Abbotsford Sr. Secondary	Abbotsford	4.9	5.0
170	n/a	Vanier Catholic Secondary	Whitehorse	5.9	n/a	230	223	Columnetza Secondary	Williams Lake	4.9	4.8
176	107	Westview Secondary	Maple Ridge	5.8	6.5	230	234	Edward Milne Community School	Sooke	4.9	4.6
176	115	White Rock Christian	Surrey	5.8	6.4	234	212	North Island Secondary	Port McNeill	4.8	5.1
176	148	Timberline Secondary School	Campbell River	5.8	6.0	235	167	Alpha Secondary	Burnaby	4.7	5.8
176	176	Caledonia Sr. Secondary	Terrace	5.8	5.7	235	167	Fernie Secondary School	Fernie	4.7	5.8
176	176	Garibaldi Secondary	Maple Ridge	5.8	5.7	235	212	Aldergrove Community Secondary	Aldergrove	4.7	5.1
176	n/a	Chilliwack Christian	Chilliwack	5.8	n/a	235	234	Hazelton Secondary	Hazelton	4.7	4.6
182	88	St Ann's	Kamloops	5.7	6.7	239	133	Thomas Haney Centre	Maple Ridge	4.6	6.2
182	94	Selkirk Secondary	Kimberley	5.7	6.6	239	140	Logan Lake Elementary/Secondary	Logan Lake	4.6	6.1
182	125	David Thompson Secondary	Vancouver	5.7	6.3	239	176	Hugh Boyd Secondary	Richmond	4.6	5.7
182	157	Salmon Arm Sr. Secondary	Salmon Arm	5.7	5.9	239	176	Prince Rupert Secondary	Prince Rupert	4.6	5.7
182	157	Tamanawis Secondary	Surrey	5.7	5.9	239	200	Prince George Secondary	Prince George	4.6	5.3
182	176	Brocklehurst Secondary	Kamloops	5.7	5.7	239	212	Correliou Secondary	Quesnel	4.6	5.1
182	176	Hope Secondary	Hope	5.7	5.7	239	228	Nanaimo District Secondary	Nanaimo	4.6	4.7
182	200	Fraser Valley Adventist	Aldergrove	5.7	5.3	239	247	Lakes District Secondary	Burns Lake	4.6	3.8
182	216	Reynolds Secondary	Victoria	5.7	5.0	247	234	Williams Lake Secondary	Williams Lake	4.5	4.6
191	157	Carson Graham Secondary	North Vancouver	5.6	5.9	247	251	Princeton Secondary	Princeton	4.5	3.2
191	176	Vernon Secondary	Vernon	5.6	5.7	249	200	Spectrum Community School	Victoria	4.4	5.3
191	188	H D Stafford Secondary	Langley	5.6	5.6	249	228	MacKenzie Secondary	Mackenzie	4.4	4.7
191	192	Valemount Secondary	Valemount	5.6	5.5	251	206	Ucluelet Secondary	Ucluelet	4.3	5.2
191	198	Charles Bloom Secondary	Lumby	5.6	5.4	251	234	Fort Nelson Secondary	Fort Nelson	4.3	4.6
191	200	Heritage Park Secondary	Mission	5.6	5.3	253	176	Osoyoos Secondary	Osoyoos	4.2	5.7
191	216	Quesnel Secondary	Quesnel	5.6	5.0	254	125	Agassiz Elementary/Secondary	Agassiz	4.1	6.3
198	206	South Peace Secondary	Dawson Creek	5.5	5.2	254	223	A L Fortune Secondary	Enderby	4.1	4.8
198	223	Westsyde Secondary	Kamloops	5.5	4.8	254	223	Mount Elizabeth Secondary	Kitimat	4.1	4.8
198	n/a	Kamloops Christian	Kamloops	5.5	n/a	254	n/a	Salmo Secondary	Salmo	4.1	n/a
201	133	D P Todd Secondary	Prince George	5.4	6.2	258	n/a	Queen Charlotte Secondary	Queen Charlotte	4.0	n/a
201	133	Maple Ridge Secondary	Maple Ridge	5.4	6.2	259	228	Charles Hays Secondary	Prince Rupert	3.8	4.7
201	188	Norkam Secondary	Kamloops	5.4	5.6	259	n/a	Cedars Christian	Prince George	3.8	n/a
201	192	L A Matheson Secondary	Surrey	5.4	5.5	261	241	Fraser Lake	Fraser Lake	3.7	4.2
201	200	North Delta Senior Secondary	Delta	5.4	5.3	262	241	Lilloet Secondary	Lilloet	3.6	4.2
201	206	Woodlands Secondary	Nanaimo	5.4	5.2	263	238	Sir Charles Tupper Secondary	Vancouver	3.5	4.3
201	n/a	Cedar Community Secondary	Nanaimo	5.4	n/a	264	245	Eagle River Secondary	Sicamous	3.4	3.9
208	140	Clarence Fulton Secondary	Vernon	5.3	6.1	264	250	John Oliver Secondary	Vancouver	3.4	3.3
208	140	Elphinstone Secondary	Gibsons	5.3	6.1	266	243	Nechako Valley Secondary	Vanderhoof	3.3	4.0
208	148	Merritt Secondary	Merritt	5.3	6.0	266	251	Pemberton Secondary School	Pemberton	3.3	3.2
208	148	Pleasant Valley Secondary	Armstrong	5.3	6.0	268	228	Queen Elizabeth Secondary	Surrey	3.2	4.7
208	176	Kelly Road Secondary	Prince George	5.3	5.7	268	238	Lake Cowichan Secondary	Lake Cowichan	3.2	4.3
208	206	Rutland Secondary	Kelowna	5.3	5.2	268	254	Fort St James Secondary	Fort St James	3.2	2.7
208	216	Frank Hurt Secondary	Surrey	5.3	5.0	271	238	Port Hardy Secondary	Port Hardy	2.9	4.3
208	228	Sir Alexander MacKenzie Secondary	Hagensborg	5.3	4.7	271	248	McBride Secondary	McBride	2.9	3.7
208	n/a	Princess Margaret Secondary	Penticton	5.3	n/a	273	223	Tumbler Ridge Secondary	Tumbler Ridge	2.7	4.8
217	176	Alberni District Secondary	Port Alberni	5.2	5.7	273	243	John Barsby Community School	Nanaimo	2.7	4.0
217	206	Chilliwack Secondary	Chilliwack	5.2	5.2	275	228	Clearwater Secondary	Clearwater	2.4	4.7
217	249	Ashcroft Secondary	Ashcroft	5.2	3.4	275	253	Gold River Secondary	Gold River	2.4	2.8
217	n/a	F.H. Collins Secondary	Whitehorse	5.2	n/a	277	245	Barriere Secondary	Barriere	0.5	3.9
221	176	Brooks Secondary	Powell River	5.1	5.7	278	n/a	Lucerne Elementary/Secondary	New Denver	0.2	n/a
221	188	Cariboo Hill Secondary	Burnaby	5.1	5.6	279	255	Nisga'a	New Aiyansh	0.0	0.5
221	212	Britannia Community Secondary	Vancouver	5.1	5.1	279	256	George M Dawson Secondary	Masset	0.0	0.0
224	157	R C Palmer Secondary	Richmond	5.0	5.9	279	n/a	Watson Lake High School	Watson Lake	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 *Composite dropout 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 future 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.



Appendix 2: Limitations of data provided by BC School Sports

The data used to calculate the *Sports Participation rate* was provided by BC School Sports (BCSS).

1. Data presented only represents the following 18 Sport Commissions that BCSS Sanctions:

Aquatics,	Football—Boys,	Soccer—Girls,
Badminton,	Golf,	Tennis,
Basketball—Boys,	Gymnastics,	Track and Field/Cross Country,
Basketball – Girls,	Mountain Biking,	Volleyball—Boys,
Curling,	Skiing and Snowboarding,	Volleyball—Girls,
Field Hockey—Girls,	Soccer—Boys,	Wrestling.

2. There are additional, high-profile, sports not sanctioned by BCSS in which a large number of student athletes participate at schools across the province. Those sports include hockey, lacrosse, rugby (girls), rowing, and ultimate. Data presented only represent those students actually registered on the school team and does not provide statistics on those students who may participate in additional non-sanctioned teams at a school.

3. Data presented only represent the 400 schools that were members of BCSS during 2004/2005. No elementary school is a member and some middle schools have chosen not to be members.

4. Some schools may not have registered their grades 7, 8, or 9 teams even though it is a requirement of BCSS.

5. Data is for the school year 2004/2005.



About the authors

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

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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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