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Report Card on New Brunswick's Anglophone High Schools 2004 Edition

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Introduction

The Report Card on New Brunswick's Anglophone High Schools collects a variety of relevant, objective indicators of school performance into one easily accessible, public document so that all interested parties—parents, school administrators, teachers, students, and taxpayers—can analyze and compare the performance of individual schools. Parents can 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 can use the results to identify areas of academic performance in which improvement can be made.

The Fraser Institute's report cards are now well established in Canada. In the United States, the departments of education in virtually all the states publish annual report cards on schools—for all school levels—many of which are not dissimilar to the Institute's series. In the United Kingdom, the national Department for Education and Skills publishes a wide variety of data on school performance.

Report cards on schools are becoming commonplace. But, are they effective? Certainly, anecdotal evidence provided to the authors by parents and school administrators confirm their usefulness. Further, research suggests that real gains in school performance can result from their introduction. In an article published in 2001, Caroline Hoxby, a Harvard professor of Economics well known for her work related to education, showed that students in American states that published report cards experienced faster improvement in their scores on the National Assessment of Educational Progress (NAEP) than did students in states that did not publish report cards. Hoxby concludes, "Statewide standardized tests and school report cards may be unpleas-

ant for ineffectual educators, but they should not be controversial with parents or policy makers who want to see higher achievement. Schools conduct themselves better when their constituents are informed."¹

We are also encouraged by recent research² suggesting that annual report cards on schools are particularly effective in reducing the gap in academic achievement between groups of students. The Fraser Institute began reporting achievement gaps in 2000 with the introduction of the gender-gap indicators. Early in 2004, the Institute published a *Report Card on Aboriginal Education in British Columbia*³ in order to draw public attention to the chronically poor academic achievement of that student group.

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 or not 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. In addition, a sound academic

program should be complemented by effective programs in areas of school activity not measured by the *Report Card*. Nevertheless, the *Report Card* provides a detailed picture of each school that is not easily available elsewhere.

The *Report Card* encourages schools to improve

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

However, the *Report Card* offers more than just incentive. It 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 use the *Report Card* as a source of information about opportunities for improving their schools.

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.⁴ 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 or of schools where the characteristics of the school and the student body are similar, 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 "Beacon Schools" program⁵ identifies schools across the country that have demonstrated expertise in a wide variety of challenging aspects of the management of schools and the teaching and counselling of their students. The administrators at these Beacon Schools are committed to helping other schools improve.

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.

You can contribute to the Report Card's development

This Report Card, like those for schools in other provinces will be regularly improved in content and design. Improvements are often suggested by the comments and criticism provided to us by readers. We welcome your suggestions, comments, and criticisms. Please such direct correspondence via e-mail to: reportcards@fraserinstitute.ca.

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 New Brunswick's Department of Education, we rate each school on a scale from zero to 10. We base our overall rating of each school's academic performance on six indicators:

- 1 average provincial examination mark in grade-11 English (all levels);
- 2 average provincial examination mark in grade-11 Mathematics (all levels);
- 3 percentage of provincial examinations (in grade-11 English and grade-11 Mathematics) failed:
- 4 difference between the school mark and provincial examination mark in these same courses:
- 5 difference between male and female students in the value of indicator (1) for grade-11 English only; and,
- difference between male and female students in the value of indicator (2) for grade-11 Mathematics only.

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 marks

These indicators (in the tables Average exam mark – English and Average exam mark – Math) is the average percentage achieved by a school's students on the uniform final examinations in all levels of grade-11 English and grade-11 Mathematics. For each school, the indicator is the average of the scores achieved by the school's students in all levels of the two courses at all sittings during the year.

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

2 Percentage of provincial examinations failed

For each school, this indicator (in the tables Percentage of exams failed) provides the rate of failure (as a percentage) in the provincial examinations in all levels of grade-11 English and grade-11 Mathematics. It was derived by dividing the sum, for each school, of all these examinations written where a failing grade was awarded by the total number of such examinations written by the students of that school.

In part, effective teaching can be measured by the ability of the students to pass any uniform examination that is a requirement for successful completion of a course. Schools have the responsibility of preparing their students to pass these final examinations. For this reason, it seems reasonable to use the percentage of examinations failed in these courses as an additional indicator of the effectiveness of the teaching in high schools.

3 Difference between school mark and examination mark

For each school, this indicator (in the tables *School vs exam mark difference*) gives the absolute value of the difference between the average mark obtained on the provincial examinations and the average "school" mark—the accumulation of all the results from tests, essays, quizzes, and so on given in class—for all levels of grade-11 English and grade-11 Mathematics.⁶

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 courses that include a provincial examination, the Department of Education, the same authority that designed the course, administers a uniform examination that will test the students' knowledge of the material contained in the course. If the marks assigned by the school are a reasonably accurate reflection of students' understanding, they should be roughly the same as the mark gained on the provincial examination. Thus, if a school has accurately assessed a student as consistently working at a C+ level, the student's examination result will be at a similar level. If, however, a school is consistently granting marks substantially different from those achieved by its students on the final examinations, then the school is not providing an accurate indicator of the extent to which students are learning the course material.

Two indicators of consistency in teaching and assessment

The Gender gap indicators

Research⁷ has shown systematic sex-based differences in academic results in Canadian secondary schools. These differences are particularly apparent where the local school rather than the ministry of education makes assessments. However, the same research found that "there appears to be no compelling evidence that girls and boys should, given effective teaching and counselling, experience differential rates of success." Further, "[t]he differences described by each indicator vary from school to school over a considerable range of values."

The *Gender gap* indicators measure the difference, if any, in the average examination marks for grade-11 English and grade-11 Mathematics achieved by boys and girls at the school. The indicators report the size of the difference and the more successful sex. Schools experiencing high gender gaps should investigate classroom practice to determine why one sex receives better grades than the other.

In general, how is the school doing academically? The *Overall rating out of 10*

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

To derive this rating, the results for each of the

indicators, for 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 six standardized scores—one for each indicator—for each school, for each year. The 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. (See the Appendix for a description of the calculation of the *Overall rating out of 10*.)

Notes

- 1 Caroline Hoxby, Testing Is about Openness and Openness Works (Hoover Institution, July 30, 2001), http://www-hoover.stanford.edu/ pubaffairs/we/current/hoxby_0701.html> (as of August 6, 2004).
- 2 Eric A. Hanushek and Margaret E. Raymond, The Effect of School Accountability Systems on the Level and Distribution of Student Achievement, http://edpro.stanford.edu/eah/papers/equity.jeea.nov03.pdf (as of August 6, 2004).
- 3 Peter Cowley and Stephen Easton, *Report Card* on *Aboriginal Education in British Columbia*, Studies in Education Policy (Vancouver, BC: The Fraser Institute, 2004).
- 4 See, for instance, Michael Rutter et al., Fifteen Thousand Hours: Secondary Schools and Their Effects on Children (Cambridge, MA: Harvard University Press, 1979); Peter Mortimore et al., School Matters: The Junior Years (Wells, Somerset: Open Books, 1988); and Laura Lein et al., Hope for Urban Education: A Study of Nine High-Performing, High-Poverty Urban Elementary Schools (STAR Center at the Charles A. Dana Center,

- University of Texas at Austin, 1999), http://www.ed.gov/pubs/urbanhope/ index.html> (as of August 6, 2004).
- 5 See the Beacon Schools program site at http://www.standards.dfee.gov.uk/ beaconschools/> (as of August 6, 2004).
- 6 A student's final mark for a 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 a weighted average of the examination mark and the school mark. Weightings vary from course to course.
- 7 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).
- 8 Cowley and Easton, Boys, Girls, and Grades: page 7.
- 9 Cowley and Easton, Boys, Girls, and Grades: page 17.

Detailed school reports

How to read these 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 Department of Education's web site at http://www.gnb.ca/0000/pub_alpha-e.asp.

	Kennebecasis Valley High Sch	ool	Gr 11 enro	Ilment: 264	– A
	Rothesay	200	2-2003	Last 3 yrs	
B –	Late Entry (%): 17.4	15	/ 46	19 / 40	
	Academic Performance	2001	2002	2003	
C –	Average exam mark - English	59.1	66.4	72.8	
D –	Average exam mark - Math	56.3	64.7	70.9	
E –	Percentage of exams failed	36.7	19.5	20.0	
F –	School vs exam mark difference	17.4	11.9	9.2	
G –	Grade 11 English gender gap	F 4.2	F 3.6	F 2.7	
H –	Grade 11 Math gender gap	M 2.2	M 7.4	F 2.9	
1-	Overall rating out of 10	6.1	6.0	7.2	

A (right)—Gr 11 Enrollment

The grade-11 enrollment on September 30, 2002. 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 (left)—Late Entry (%)

The proportion of students enrolled in grades 9 through 12 who are at least a year older than most of the students at their grade level. Late entry is an indication of the past academic achievement of the students. A high proportion of late-entry students may partially explain lower student performance at the school.

B (right)—Overall academic ranking

The school's overall academic rank in the province for 2002/2003 and for the last three years. The overall academic rank is based on the Overall rating out of 10 for 2002/2003. The school's rank for the last three years is based on the average of the overall ratings achieved in the most recent three years. These rankings show how the school has done academically compared to the other schools in the province. A high ranking over three years indicates consistently strong results at the school.

C—Average exam mark – grade-11 English and

D—Average exam mark – grade-11 Mathematics

The average mark (%) achieved by the school's students on all the grade-11 provincial examinations in English and Mathematics.

E—Percentage of exams failed

The proportion of all the provincial examinations in grade-11 English and grade-11 Mathematics written by students at the school that received a failing grade.

F—School vs exam mark difference

The difference (in percentage points) between the average mark received at the school and the provincial examination mark in grade-11 English and grade-11 Mathematics. A large difference usually indicates that the school has been "inflating" grades.

G—grade-11 English gender gap and H—grade-11 Math gender gap

The difference (in percentage points) between boys and girls in their average examination marks in

grade-11 English and grade-11 Mathematics. 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. Small differences indicate that the school is doing a good job for all its students.

I—Overall rating out of 10

The Overall rating out of 10 takes into account the school's performance on all of these indicators to answer the question, "In general, how is the school doing academically?"

Other notes

Note 1

Not all the province's high schools are included in the tables or the ranking. Excluded are schools at which fewer than 15 students were enrolled in grade 11 and schools that did not generate a sufficiently large set of student data to enable the calculation of an *Overall rating out of 10*.

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

Note 2

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

Note 3

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

Average values for all schools 2002/2003						
Late Entry (%): 23.2						
Academic Performance	2001	2002	2003			
Average exam mark - English	53.5	63.2	67.3			
Average exam mark - Math	54.8	62.3	61.3			
Percentage of exams failed	41.8	21.1	33.0			
School vs exam mark difference	17.1	12.2	11.6			
Grade 11 English gender gap *	3.7	3.3	3.9			
Grade 11 Math gender gap *	3.6	4.0	3.7			
Overall rating out of 10	6.2	6.2	6.2			

• Note: These results reflect the average size of the gender gaps. In 2002/2003, the English gender gap favoured females at 91.5% of schools, males at 6.4% of schools, and was even at 2.1% of schools. The Math gender gap favoured males at 60.0% of schools, and females at 40.0% of schools.

Note 4

If you have questions about the *Report Card*, contact Peter Cowley at The Fraser Institute at 604.714.4556 or by e-mail at reportcards@fraserinstitute.ca.

McAdam High School			ollment: 27
McAdam		2002-2003	Last 3 yrs
Late Entry (%): 36.1 Academic Performance	2001	1 / 46 2002	4 / 40 2003
Average exam mark - English	48.6	68.2	70.4
Average exam mark - Math	56.7	74.8	72.1
Percentage of exams failed	46.0	6.7	17.9
School vs exam mark difference		7.3	6.5
Grade 11 English gender gap Grade 11 Math gender gap 🏽 🏴	M 4.9 VI 10.6	n/a n/a	F 4.4 F 9.5
Overall rating out of 10	4.8	10.0	10.0
Blackville School	4.0		ollment: 39
Blackville		2002-2003 2 / 46	Last 3 yrs 1 / 40
Late Entry (%): 22.3 Academic Performance	2001	2002	2003
Average exam mark - English	52.0	60.1	71.0
Average exam mark - Math	63.2	73.4	70.2
Percentage of exams failed	31.0	8.5	21.7
School vs exam mark difference		8.6	7.9
Grade 11 English gender gap	F 6.7	F 4.1	F 3. ⁻ F 4.6
Grade 11 Math gender gap Overall rating out of 10	M 0.4	M 6.7	9.5
Bathurst High School	0.0	Gr 11 enrol	
Bathurst		2002-2003	Last 3 yrs
Late Entry (%): 19.7 Academic Performance	2001	2 / 46 2002	2 / 40 200 3
Average exam mark - English	58.7	66.5	70.6
Average exam mark - Math	54.4	59.7	69.5
Percentage of exams failed	35.1	16.3	19.9
School vs exam mark difference	12.8	11.3	7.2
Grade 11 English gender gap	M 2.9	F 3.8	F 3.7
Grade 11 Math gender gap	M 4.2	M 6.3	M 2.
Overall rating out of 10	8.5	7.6	9.
Woodstock High School Woodstock		Gr 11 enrol 2002-2003	Last 3 yr
Late Entry (%): 13.1	2001	4 / 46	4 / 4
Academic Performance Average exam mark - English	58.9	2002 64.4	200 : 71.0
Average exam mark - Math	60.5	67.3	70.
Percentage of exams failed	24.7	17.2	16.1
School vs exam mark difference		11.0	9.1
Grade 11 English gender gap	F 3.7	F 2.7	F 5.5
Grade 11 Math gender gap Overall rating out of 10	M 1.1	M 2.5 7.0	F 1.8
Tobique Valley High School	0.7	Gr 11 enro	
Plaster Rock		2002-2003 5 / 46	Last 3 yrs
Late Entry (%): 20.2 Academic Performance			
	2001		
	2001 51.5	2002	200
Average exam mark - English	2001 51.5 47.2		200 3
Average exam mark - English Average exam mark - Math Percentage of exams failed	51.5 47.2 54.0	2002 62.5 64.4 21.1	200 3 69.9 64.0 15.0
Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference	51.5 47.2 54.0 21.7	2002 62.5 64.4 21.1 11.0	200 3 69.9 64.0 15.0 7.3
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Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Toverall rating out of 10 Upper Miramichi Regional Hig Boiestown Late Entry (%): 20.0 Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Torade 11 Math gender gap Overall rating out of 10 Chipman Forest Avenue Schoo Chipman Late Entry (%): 21.4 Average exam mark - Buglish Average exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math	51.5 47.2 54.0 8 9.1 M 9.1 M 12.7 5.1 in School 150.4 n/a 157.3 n/a 27.5 9 13.3	2002 62.5 64.4 21.1 11.0 M 2.6 M 9.1 7.5 0l Gr 11 enro 2002-2003 6/46 2002 57.1 n/a 23.3 21.9 M 4.0 n/a 17/46 2002-2003 7 / 46 2002 2002-2003 7 / 46 2002 65.2 n/a 9.6 9.2	200: 69.9 69.4 15.1 7.7 M 0.7 9.2 9.2 100 70.0 66.1 22.2 8.1 F 5.4 F 1.1 9.1 200: 65.6 65.27.1
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Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Upper Miramichi Regional Hig Boiestown Late Entry (%): 20.0 Late Entry (%): 20.0 Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Chipman Forest Avenue Schoo Chipman Late Entry (%): 21.4 Academic Performance Average exam mark - Buglish Average exam mark - Buglish Average exam mark - Grade 11 English gender gap Grade 11 English gender gap Grade 11 English gender gap Grade 11 Tating out of 10 Petitooliac exam mark difference Grade 11 Tating out of 10 Petitooliac Regional School Petitooliac Regional School Petitooliac Regional School Petitooliac Regionance Average exam mark - English	51.5 47.2 54.0 12.1 15.3 16.1 16.1 16.1 16.1 16.1 16.1 16.1 16	2002 62.5 64.4 21.1 11.0 M 2.6 M 9.1 7.5 ol Gr 11 enro 2002-2003 6 / 46 2002 57.1 n/a 23.3 21.9 M 4.0 n/a n/a Gr 11 enro 2002-2003 7 / 46 2002 65.2 n/a 9.6 9.2 F 0.5 n/a n/a 6 r 11 enro 2002-2003	2003 69.9 69.9 69.4 15.6 7.7 M.O., F.2 9.2 2003 70.3 8.6 62.2 8.6 F.1.6 2003 65.8 65.8 65.8 F.1.6 F.6.9 F.
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Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Upper Miramichi Regional Hig Boiestown Late Entry (%): 20.0 Late Entry (%): 20.0 Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Chipman Forest Avenue Schoo Chipman Late Entry (%): 21.4 Academic Performance Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Petitcodiac Regional School Petitcodiac Regional School Petitcodiac Regional School Petitcodiac Regionar School Petitcodiac Regionar School Petitcodiac Regionar School Petitcodiac Regionar School	51.5 47.2 54.0 12.7 54.0 12.7 5.1 in Scioo 12.7 5.1 13.3 F 9.7 n/a 7.4 12.5 12.5 12.5 12.5 12.5 12.5 12.5 12.5	2002 62.5 64.4 21.1 11.0 M 2.6 M 9.1 7.5 ol Gr 11 enro 2002-2003 6 / 46 2002 57.1 n/a 23.3 21.9 M 4.0 n/a n/a 6 r 11 enro 2002-2003 8 / 46 2002 65.2 n/a 9.6 9.2 F 0.5 n/a n/a 1 enro 2002-2003 8 / 46 2002 65.2 10.3	Last 3 yrs n/s 2003 70.3 66.6 65.8 F.5.4 F.1.6 9.1 2003 65.8 65.6 65.3 27.3 11.0 8.1 2003 8.1 2003 8.2 2.3 2.3 2.3 2.3 2.3 2.3
Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Upper Miramichi Regional Hig Boiestown Late Entry (%): 20.0 Academic Performance Average exam mark - English Average exam mark - English Percentage of exams failed School vs exam mark difference Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Chipman Forest Avenue School Chipman English Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Petitodiac Late Entry (%): 21.4 Academic Performance Average exam mark - English Percentage of exams failed Chipman Forest Avenue School Petitodiac Late Entry (%): 18.4 Academic Performance Average exam mark - English Average exam mark - Math Percentage exam mark - Math Percentage exam mark - Math Percentage of exams failed	51.5 47.2 54.0 9 21.7 M 9.1 1	2002 62.5 64.4 21.1 11.0 M 2.6 M 9.1 7.5 0I Gr 11 enre 2002-2003 6 / 46 2002 57.1 n/a 23.3 21.9 M 4.0 n/a 7 / 46 2002 65.2 n/a 9.6 9.2 F 0.5 n/a n/a n/a 1 enre 2002-2003 7 / 46 2002 65.2 65.2 65.2 65.2 65.2 65.2 65.2 65.	2003 69.9 69.9 69.4 15.6 7.7 M 0.7 F 2.7 9.2 8.6 2003 70.3 66.6 62.2 8.6 F 5.4 9.1 8.7 2003 65.6 65.7 65.7 65.7 65.7 65.7 65.7 65.7

Institute Studies in	1 Educa	tional I
loncton High School		llment: 300
oncton	2002-2003 9 / 46	Last 3 yrs
ate Entry (%): 34.1 cademic Performance 200		n/a 2003
verage exam mark - English 54.		70.2
verage exam mark - Math 57.		73.9
ercentage of exams failed 38.		19.6
chool vs exam mark difference 16.		8.2
rade 11 English gender gap F 3. rade 11 Math gender gap F 1.		F 3.7 M 5.7
verall rating out of 10 6.		7.5
<u>-</u>		
ampton High School	2002-2003	Last 3 yrs
ate Entry (%): 21.6	10 / 46	7 / 40
cademic Performance 200		2003
/erage exam mark - English 57.		68.6
verage exam mark - Math 53.		64.7
ercentage of exams failed 35. chool vs exam mark difference 13.		28.5 8.5
rade 11 English gender gap F 3.		F 3.5
rade 11 Math gender gap F 0.		M 0.3
verall rating out of 10 7.	7.9	7.4
onar Law Memorial School	Gr 11 enr	ollment: 82
exton	2002-2003	Last 3 yrs
ate Entry (%): 40.1	10 / 46	12 / 40
cademic Performance 200		2003
/erage exam mark - English 57.		66.5
verage exam mark - Math 52. ercentage of exams failed 37.		64.3 28.7
chool vs exam mark difference 10.		12.0
rade 11 English gender gap M 0.		F 1.8
ade 11 Math gender gap F 1.		M 7.6
verall rating out of 10 7.	5.2	7.4
arleton North Senior High School	Gr 11 enro	llment: 204
ristol	2002-2003	Last 3 yrs
ate Entry (%): 20.4 cademic Performance 200	12 / 46 1 2002	3 / 40 2003
/erage exam mark - English 54.		66.2
verage exam mark - Math 63.		70.3
ercentage of exams failed 29.		25.0
chool vs exam mark difference 13.		9.0
rade 11 English gender gap F 2.		F 3.9
rade 11 Math gender gap M 4.		M 1.1
verall rating out of 10 8.		7.3
arrison Trimble High School	Gr 11 enro 2002-2003	Ilment: 224
te Entry (%): 36.0	12 / 46	Last 3 yrs 7 / 40
cademic Performance 200		2003
verage exam mark - English 56.	9 66.1	69.3
rerage exam mark - Math 58.		66.1
rcentage of exams failed 31.		25.6
chool vs exam mark difference 12. rade 11 English gender gap F 1.		9.9 F 4.2
ade 11 English gender gap = F 0.		Г 4.2 М 4.2
erall rating out of 10 8.		7.3
lhousie Regional High School		ollment: 99
housie		Last 3 yrs
e Entry (%): 26.5	12 / 46	21 / 40
ademic Performance 200		2003
erage exam mark - English 49.	62.9	65.9
orago ovam mark Math F4		
	66.0	64.9 35.9
rcentage of exams failed 49.	66.0 7 18.9	35.9
rcentage of exams failed 49. hool vs exam mark difference 19.	66.0 7 18.9 1 12.9	
centage of exams failed 49. nool vs exam mark difference 19. Ide 11 English gender gap F1. Ide 11 Math gender gap M1.	66.0 7 18.9 1 12.9 4 M 0.4	35.9 12.8
rcentage of exams failed 49. nool vs exam mark difference 19. nde 11 English gender gap F1. nde 11 Math gender gap M1.	6 66.0 7 18.9 1 12.9 4 M 0.4 4 M 3.6	35.9 12.8 F 7.7
rcentage of exams failed 49. hool vs exam mark difference 19. ade 11 English gender gap F 1. ade 11 Math gender gap M 1. erall rating out of 10 4.	6 66.0 7 18.9 1 12.9 4 M 0.4 4 M 3.6 7 6.6	35.9 12.8 F 7.7 M 5.7
rcentage of exams failed 49. hool vs exam mark difference 19. ade 11 English gender gap F1. ade 11 Math gender gap M 1. erall rating out of 10 4. ennebecasis Valley High School	6 66.0 7 18.9 1 12.9 4 M 0.4 4 M 3.6 7 6.6 Gr 11 enro 2002-2003	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs
49.	6 66.0 7 18.9 1 12.9 4 M 0.4 4 M 3.6 7 6.6 Gr 11 enro 2002-2003 15 / 46	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs 19 / 40
ercentage of exams failed 49. A special services 49.	6 66.0 7 18.9 1 12.9 1 M 0.4 4 M 3.6 7 6.6 Gr 11 enro 2002-2003 15 / 46 1 2002	35.9 12.8 F 7.7 M 5.7 7.3 Illment: 264 Last 3 yrs 19 / 40 2003
### 49. #### 49. #######################	66.0 7 18.9 1 12.9 4 M 0.4 4 M 3.6 7 6.6 Gr 11 enro 2002-2003 15/46 1 2002 1 66.4	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs 19 / 40 2003 72.8
49.	66.06.07 18.9 1 12.99 14 M 0.4 4 M 3.6 7 6.6 6 4 7 2002-2003 15 / 46 1 2002 1 66.4 3 64.7	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs 19 / 40 2003 72.8 70.9
vereintage of exams failed 49. Hool vs exam mark difference 19. Add 11 English gender gap ade 11 English gender gap ade 11 Math gender gap at 12 Math gap at 12 Mat	66.0 7 18.9 1 12.9 4 M 0.4 4 M 3.6 Gr11 enro 2002-2003 15 / 46 1 2002 1 66.4 3 64.7 7 19.5	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs 19 / 40 2003 72.8 70.9 20.0
49.	66.06.07 7 18.9 1 12.9 4 M 0.4 4 M 3.6 7 6.6 Gr 11 enro 2002-2003 1 5/46 1 2002 1 66.4 3 64.7 7 19.5 4 11.9	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs 19 / 40 2003 72.8 70.9 20.0 9.2
49.	66.06.0 71.19.9 71.12.9 74.4 M 0.4 74.4 M 3.6 66.4 60.4 C 11 enro 2002-2003 15 / 46 11.66.4 31.64.7 71.9.5	35.9 12.8 F 7.7 M 5.7 7.3 Ilment: 264 Last 3 yrs 19 / 40 2003 72.8 70.9 20.0

Gr 11 enrol

2002-2003 16 / 46 **2002** 66.6

64.2 18.7 10.3 F 3.5 F 0.1

6.5

6.5

Grade 11 English gender gap
Grade 11 Math gender gap
Overall rating out of 10

al Po	olicy			1
: 300	Harvey High School		Gr 11 enr	ollment: 4
3 yrs	Harvey Station		2002-2003	Last 3 yr
n/a	Late Entry (%): 22.4 Academic Performance 2	2001	17 / 46	10 / 4
2003 70.2		50.4	2002 69.9	200 :
73.9	3	58.5	71.9	56.
19.6		48.2	11.8	41.
8.2 F 3.7	School vs exam mark difference 2	3.1	12.2 F 4.1	13. F 9.
/I 5.7		2.1	M 1.5	F 5.
7.5	Overall rating out of 10	5.6	9.0	6.
172	Leo Hayes High School		Gr 11 enro	liment: 40
3 yrs	Fredericton		2002-2003	Last 3 yr
/ 40	Late Entry (%): 18.4		17 / 46	34 / 4
2 003 68.6		2 001 49.0	2002 63.2	200 70.
64.7		47.0	65.9	66.
28.5		56.6	21.1	23.
3.5	School vs exam mark difference		11.5	9.
1.5		5.5	F 0.9	F 4.
.3	Grade 11 Math gender gap F Overall rating out of 10	2.4 2.4	M 0.9 5.4	F 0.
_				
32	North & South Esk Regional High	ı Sch	oolGr 11 enr 2002-2003	
/rs 40	Sunny Corner Late Entry (%): 20.3		19 / 46	Last 3 yr 11 / 4
03		2001	2002	200
3.5		51.8	64.4	68.
4.3		63.9	64.5	64.
8.7		36.6	21.1	28.
2.0 1.8		15.4	12.6 F 5.0	11. F 0.
7.6		1.2	F 3.8	F 2.
.4	Overall rating out of 10	7.6	6.6	6.
4	Oromocto High School		Gr 11 enro	llment: 27
rs	Oromocto		2002-2003	Last 3 yr
0	Late Entry (%): 23.1		19 / 46	16/4
3		2001	2002	200
.2	0	54.0	64.7	66.
3 0		58.8 34.9	69.7 13.3	69. 28.
.0		13.9	9.7	8.
	School vs exam mark unierence			
		0.8	F 1.3	
9	Grade 11 English gender gap F			F 3.
9 1_	Grade 11 English gender gap F	8.0	F 1.3	F 3. M 3.
.9 .1 .3	Grade 11 English gender gap F Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School	0.8	F 1.3 M 2.5 7.0 Gr 11 enr	F 3. M 3. 6. ollment: 4
3.9 1.1 7.3 24 /rs	Grade 11 English gender gap F Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield	0.8	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003	F 3. M 3. 6. ollment: 4 Last 3 yr
3.9 1.1 7.3 24 yrs 40	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9	0.8 11.6 6.4	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46	F 3. M 3. 6. ollment: 4 Last 3 yr 21 / 4
3.9 1.1 7.3 24 /rs	Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance	0.8	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003	F 3. M 3. 6. ollment: 4 Last 3 yr 21 / 4 200
3.9 .1 .3 24 7rs 40 03 3.3	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math	0.8 11.6 6.4 2001 49.4 43.0	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9	F 3. M 3. 6. ollment: 4 Last 3 yr 21 / 4 200 65. 56.
.9 .1 .3 rs 40 03 .3 .1 .6	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed	0.8 11.6 6.4 2001 49.4 43.0 60.9	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 16.9	F 3. M 3. 6. ollment: 4 Last 3 yr 21 / 4 200 65. 56. 45.
.9 .1 .3 24 rs 40 03 .3 .1 .6	Grade 11 English gender gap Grade 11 Math gender gap M	0.8 11.6 6.4 6.4 2001 49.4 43.0 60.9 22.3	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7	F 3. M 3. 6. ollment: 4 Last 3 yr 21 / 4 200 65. 56. 45.
9 1 3 4 8 0 3 1 6 9 2	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap	2001 49.4 43.0 60.9 22.3	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7 F 6.6	F 3. M 3. 6. collment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5.
9 1 3 3 3 3 1 1 3 3 3 3 1 3 3 2 2 2	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap	0.8 11.6 6.4 6.4 2001 49.4 43.0 60.9 22.3	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7	F 3. M 3. 6. collment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1.
9 11 3 3 4 8 8 9 9 9 22 22 3	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10	2001 49.4 43.0 60.9 22.3 3.3 16.6	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7 F 6.6 M 9.1	F 3. M 3. 6. coliment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1.
9 11 3 3 4 8 8 0 0 3 3 3 1 1 6 6 9 9 2 2 2 2 3 3 9 9 9 9 9 9 9 9 9 9 9 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap	2001 49.4 43.0 60.9 22.3 3.3 16.6	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7 F 6.6 M 9.1	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. Ilment: 27
9 1 3 4 3 3 3 1 6 9 2 2 2 3 8 9 8 8 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview Late Entry (%): 17.8	2001 49.4 43.0 60.9 22.3 16.6 3.8	F 1.3 M 2.5 7.0 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enr 2002-2003 19 / 46	F 3. M 3. 6. Ollment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. Illment: 27 Last 3 yr 21 / 4
9 1 3 4 3 3 3 3 3 3 1 6 9 9 2 2 2 2 3 3 3 3 3	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance	2001 6.4 2001 49.4 43.0 60.9 22.3 3.3 16.6 3.8	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enr 2002-2003 19 / 46 2002-2003 19 / 46 2002-2003	F 3. M 3. 6. Ollment: 4 Last 3 yr 21 / 4 200 65. 56. 45. M 1. 6. Illment: 27 Last 3 yr 21 / 4 200 21 / 4 200
9 1 3 3 4 4 5 8 0 3 3 3 3 1 6 6 9 9 2 2 2 2 3 3 9 9 9 9 9 9 9 9 9 9 9 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Biverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English	2001 49.4 43.0 60.9 22.3 16.6 3.8	F 1.3 M 2.5 7.0 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Cr 11 enr 2002-2003 19 / 46 2002 2003 65.2	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 200 71.
9 1 1 3 3 4 4 5 5 5 9 9 9 9 9 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math	2001 6.4 2001 49.4 43.0 60.9 22.3 3.3 16.6 3.8	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enr 2002-2003 19 / 46 2002-2003 19 / 46 2002-2003	F 3. M 3. 6. 0 liment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. liment 27 Last 3 yr 21 / 4 200 7 1. 55.
9 1 3 3 4 4 8 8 9 9 9 9 9 9 9 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - Math Percentage of exams failed	2001 49.4 43.0 60.9 22.3 16.6 3.8 2001 54.7 553.5	F 1.3 M 2.5 2012-2003 19 / 46 2002-2003 19 / 46 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enro 2002-2003 19 / 46 2002 65.6 2002 65.6 59.0	F 3. M 3. 6. Oliment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. Hilment 27 Last 3 yr 21 / 4 200 71. 55. 32.
9 1 3 3 4 8 8 9 9 9 9 9 9 9 9 8 7	Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Moverall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap M	2001 6.4 2001 49.4 43.0 60.9 22.3 3.8 2001 54.7 55.5 41.5 14.9	F 1.3 M 2.5 2.5 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 2002-2003 19 / 46 2002 65.2 59.0 22.8 10.9 10.9 10.9 10.9 10.9 10.9 10.9 10.9	F 3. M 3. 6. oliment 4 Last 3 yr 21 / 4 2000 65. 56. 45. M 1. 6. lilment 27 Last 3 yr 21 / 4 2000 71. 1. 55. 32. 11. F 2.
9 11 3 3 4 4 5 5 9 9 9 9 9 9 9 9 7 7	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Grade 11 Math gender gap	2001 6.4 2001 49.4 43.0 60.9 22.3 3.8 2001 54.7 55.5 41.5 11.9 10.4 13.5	F 1.3 M 2.5 7.0 Cr 11 em 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7 F 6.6 M 9.1 8.2 Cr 11 enro 2002-2003 19 / 46 2002 65.2 65.0 22.8 10.9 F 0.3 M 3.8	F 3. M 3. 6. 0 liment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F5. M 1. 6. liment 27 Last 3 yr 21 / 4 200 71. 55. 32. 11. F2. F1.
1	Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Moverall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap M	2001 6.4 2001 49.4 43.0 60.9 22.3 3.8 2001 54.7 55.5 41.5 14.9	F 1.3 M 2.5 7.0 Cr 11 em 2002-2003 19 / 46 2002 63.6 61.9 16.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enro 2002-2003 19 / 46 2002 65.2 65.0 22.8 10.9 F 0.3 M 3.8 6.3	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 200 71. 55. 32. 11. F 2. F 1. 6.
	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap M Overall rating out of 10 Sugarloaf Senior High School	2001 6.4 2001 49.4 43.0 60.9 22.3 3.8 2001 54.7 55.5 41.5 11.9 10.4 13.5	F 1.3 M 2.5 7.0 Gr 11 entr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 entr 2002-2003 19 / 46 2002 65.2 59.0 22.8 10.9 F 0.3 M 3.8 G.3 Gr 11 entr	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 2000 65. 56. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 2000 71. 55. 32. 11. F 2. F 1. 6. oliment: 9
9 11 3 4 4 5 5 9 9 9 9 9 9 9 9 9 8 8 7 7 7 7 3	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Balled School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - Balled School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap	2001 6.4 2001 49.4 43.0 60.9 22.3 3.8 2001 54.7 55.5 41.5 11.9 10.4 13.5	F 1.3 M 2.5 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 2002-2003 19 / 46 2002 205.2 59.0 22.8 10.9 F 0.3 M 3.8 6.3 Cr 11 enr 2002-2003	F 3. M 3. 6. oliment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. liment 27 Last 3 yr 21 / 4 200 71. 55. 32. 11. F 2. F 1. 6. oliment 9 Last 3 yr Last 3 yr 21 / 4 200 73. 74. 75. 75. 75. 75. 75. 75. 75. 75. 75. 75
3 3 3 3 3 3 3 3 3 3 3 3 4 3 3 3 4 4 4 4	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleisle Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Sugarloal Senior High School Campbellton Late Entry (%): 41.5	- 0.8 11.6 6.4 - 2001 49.4 43.0 22.3 - 3.3 16.6 3.8 - 2001 54.7 54.7 54.5 41.5 41.5 5.8	F 1.3 M 2.5 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enr 2002-2003 19 / 46 2002 63.2 59.0 22.8 10.9 F 0.3 M 3.8 6.3 Gr 11 enr 2002-2003 23 / 46	F 3. M 3. 6. oliment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 200 71. 15. 32. 11. 55. 32. 11. 6. oliment 9 Last 3 yr 25 / 4
9 11 3 4 4 8 9 9 9 9 9 9 9 8 7 7 7 3 3 4 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance 2	2001 6.4 2001 49.4 43.0 60.9 22.3 3.8 2001 54.7 55.5 41.5 11.9 10.4 13.5	F 1.3 M 2.5 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 2002-2003 19 / 46 2002 205.2 59.0 22.8 10.9 F 0.3 M 3.8 6.3 Cr 11 enr 2002-2003	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 2000 65. 56. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 2000 71. 55. 32. 11. F 2. F 1. 6. oliment: 9 Last 3 yr 25 / 4
9 1 3 4 5 0 3 3 3 1 6 9 2 2 2 3 3 9 9 9 9 9 9 8 7 7 7 7 7 7 7 7 7 7 7 7 7	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Academic Performance Average exam mark - English	2001 6.4 2001 6.4 2001 6.9 22.3 6.9 22.3 6.6 3.8 2001 6.9 21.5 6.9 22.3 6.9 6.9 6.9 6.9 6.9 6.9 6.9 6.9	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 1 8.2 Gr 11 enr 2002-2003 19 / 46 2002 65.2 59.0 22.8 10.9 F 0.3 M 3.8 6.3 Gr 11 enr 2002-2003 23 / 46 2002 2003 23 / 46 2002	F 3. M 3. 6. oliment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. illment 27 Last 3 yr 21 / 4 200 71. 55. 32. 11. F 2. F 1. 6. oliment 3 Last 3 yr 25 / 4 200 69.
9 1 3 3 4 5 0 3 3 3 1 6 9 9 2 2 2 3 3 9 9 9 9 9 9 9 9 9 9 9 9 9	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Signish gender gap Grade 11 English gender gap Grade 11 Math gender gap Foreal 11 Math gender gap Grade 11 Math gender gap Wate Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - Fore Math Average exam mark - English Average exam mark - Math Percentage of exams failed	2001 49.4 43.0 60.9 22.3 3.1 6.6 3.8 2001 54.7 55.5 41.5 5.8 2001 10.4 47.9 47.9	F 1.3 M 2.5 7.0 Cr 11 enr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 M 9.1 1 8.2 Cr 11 enr 2002-2003 19 / 46 2002 65.2 59.0 22.8 10.9 F 0.3 M 3.8 6.3 Cr 11 enr 2002-2003 23 / 46 2002 64.0 54.4 27.9	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 2000 65. 56. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 2000 71. 55. 32. 11. F 2. F 1. 6. oliment: 9 Last 3 yr 25 / 4 200 69. 54. 37.
9 1 3 4 5 0 3 3 3 1 6 9 2 2 2 3 3 9 9 9 9 8 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Biverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Average exam mark - Hath	2001 49.4 43.0 60.9 60.9 60.9 3.8 2001 54.7 54.7 54.7 54.7 54.7 94.9 10.4 15.8	F 1.3 M 2.5 2002-2003 19 / 46 2002-2003 19 / 46 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 enro 2002-2003 19 / 46 2002-2003 20 / 46 2002-2003 23 / 46 2002-2003 23 / 46 2002-2003 23 / 46 2002-2003 19 / 40 2002-2003 19 / 40 2002-2003 10 / 40 2002-2003 10 / 40 2002-2003 10 / 40 2002-2002 10 / 40 2002-2002 10 / 40	F 3. M 3. 6. oliment 4 Last 3 yr 21 / 4 200 65. 56. 45. 13. F 5. M 1. 6. illment 27 Last 3 yr 21 / 4 200 71. 55. 32. 11. F 2. F 1. 6. oliment 9 Last 3 yr 25 / 4 200 69. 54. 37. 12.
9 1 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math Percentage of exams failed School vs exam mark - Math	2001 49.4 43.0 6.4 2001 49.4 43.0 922.3 16.6 3.8 2001 54.7 53.5 541.5 541.5 541.5 54.1 47.9 47.9 47.9 47.9 47.9 47.9	F 1.3 M 2.5 2002-2003 19 / 46 2002-2003 19 / 46 61.9 10.7 F 6.6 M 9.1 2002-2003 19 / 46 2002-2003 19 / 46 2002-2003 3 / 46 2002-2003 23 / 46 2002-2003 23 / 46 2002-2003 23 / 46 2002-2003 25 / 40 26 / 40 27 / 9 27	F 3. M 3. 6. oliment 4 Last 3 yr 21 / 4 2000 65. 66. 45. 13. F 5. M 1. 6. Ilment 27 Last 3 yr 21 / 4 2000 71. 55. 32. 11. F 2. F 1. 6. oliment 9 Last 3 yr 25 / 4 2000 69. 54. 37. 12. F 4.
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913 4 s 0 3 3 1 6 9 2 2 3 9 s 0 3 9 9 9 8 7 7 7 3 4 s 0 3 8 9 0 2 2 7 9 2 6 s 0	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark affiference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - English Average exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Average exam entre - English	- 0.8 11.6 6.4 43.0 60.9 22.3 16.6 3.8 2001 13.5 541.5 541.5 541.5 541.5 541.5 55.8 2001 47.9 47.9 47.9 47.9 47.9 47.9 47.9 5.7 5.	F 1.3 M 2.5 7.0 Gr 11 enr 2002-2003 19 / 46 2002-2003 19 / 46 10.7 F 6.6 6 19 10.7 F 6.6 6 M 9.1 1 8.2 Gr 11 enr 2002-2003 19 / 46 2002-2003 19 / 46 2002-2003 22.8 10.9 F 0.3 M 3.8 6.3 Gr 11 enr 2002-2003 23 / 46 M 0.7 5.4 Gr 11 enr 2002-2003 23 / 46	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 2000. 65. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 2000 71. 55. 32. 11. F 2. F 1. 6. oliment: 9 Last 3 yr 25 / 4 200 69. 54. 37. 12. F 4. F 12. 6. liment: 13 Last 3 yr 26 / 4
913 4 s 0 3 3 1 6 9 2 2 2 3 9 s 0 3 9 9 9 8 7 7 7 3 4 s 0 3 8 9 0 2 7 9 2 6 s 0 3	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark - English Average exam mark difference Grade 11 English gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Average exam mark - High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Rothesay Late Entry (%): 16.8 Academic Performance	- 0.8 11.6 6.4 49.4 43.0 60.9 22.3 - 3.3 16.6 3.8 2001 154.1 54.7 55.8 2001 10.8 10.8 10.8 10.8	F 1.3 M 2.5 M 2.5 Cr 11 enr 2002-2003 19 / 46 2002 603.6 61.9 10.7 F 6.6 M 9.1 2002-2003 19 / 46 2002 205.9 F 0.3 M 3.8 G 11 enr 2002-2003 23 / 46 2002 64.0 54.4 27.9 13.2 F 2.6 M 0.7 5.4 G 11 enr 2002-2003	F 3. M 3. 6. oliment: 42 Last 3 yr 21 / 4 2000 65. 56. 45. 13. F 5. M 1. 6. ilment: 27 Last 3 yr 21 / 4 2000 71. 55. 32. 11. F 2. F 1. 6. oliment: 9 Last 3 yr 25 / 4 200 Ilment: 13 Last 3 yr 26 / 4 200
9.9 1.3 2.4 1.3 2.4 1.3 2.4 1.3 2.4 1.3 3.3 3.1 3.3 3.1 3.3 3.1 3.3 3.1 3.3 3.3	Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Gender Grade Grademic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Grade 11 Math gender gap Grade 11 Fallish gender gap Grade 11 Math gender gap Grade 11 Fallish gender gap Grade 11 Math gender gap Grade 11 Fallish gender gap Grade 11 Math gender gap Grade 11	- 0.8	F 1.3 M 2.5 7.0 Gr 11 entr 2002-2003 19 / 46 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 entr 2002-2003 19 / 46 2002 63.6 61.9 10.7 F 6.6 5.2 59.0 22.8 8.6 63.3 Gr 11 entr 2002-2003 23 / 46 2002 64.0 54.4 27.9 13.2 F 2.6 M 0.7 5.4 Gr 11 entr 2002-2003 23 / 46 64.0 54.4 27.9 13.2 F 2.6 M 0.7 5.4 Gr 11 entr 2002-2003 23 / 46 64.0 54.4 27.9 13.2 F 2.6 M 0.7 5.4 Gr 11 entr 2002-2003 23 / 46 64.0 54.4 27.9 13.2 F 2.6 M 0.7 5.4 Gr 11 entr 2002-2003 23 / 46 64.0 2002	F 3. M 3. 6. oliment: 4 Last 3 yr 21 / 4 2000 65. 56. 45. 13. F 5. M 1. 6. liment: 27 Last 3 yr 21 / 4 2000 65. 32. 11. F 2. F 1. 6. oliment: 9 Last 3 yr 25 / 4 200 69. 14. Last 3 yr 26 / 4 200 69. 69. 69.
9.9 1.3 24 1.3 24 1.3 24 1.3 24 1.3 24 1.3 25 26 27 28 29 29 20 20 20 20 20 20 20 20 20 20	Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Belleiste Regional High School Springfield Late Entry (%): 26.9 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap M Overall rating out of 10 Riverview High School Riverview Late Entry (%): 17.8 Academic Performance Average exam mark - English Average exam mark difference Grade 11 English gender gap M Overall rating out of 10 Sugarloaf Senior High School Campbellton Late Entry (%): 41.5 Academic Performance Average exam mark - English Average exam mark - English Average exam mark - Brolish Average exam mark difference Grade 11 English gender gap Grade 11 Math gender gap M Overall rating out of 10 Rothesay Late Entry (%): 16.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed	- 0.8	F 1.3 M 2.5 7.0 Gr 11 entr 2002-2003 19 / 46 61.9 10.7 F 6.6 M 9.1 8.2 Gr 11 entr 2002-2003 19 / 46 2002 65.2 65.2 65.2 65.2 65.4 65.4 27.9 13.2 F 2.6 M 0.7 5.4 Gr 11 entr 2002-2003 23 / 46 9.0 Gr 11 entr 2002-2003 23 / 46 65.1 65.1 65.1 65.1 65.1 65.1 65.1 65.	F 3. M 3. 6. oliment: 42 Last 3 yr 21 / 4 2000 65. 56. 45. 13. F 5. M 1. 6. iliment: 27 Last 3 yr 21 / 4 2000 69. 54. 37. 12. F 4. F 4. F 6. iliment: 13 Last 3 yr 26 / 4 200 69. 70. 20. 20. 20. 20. 20. 20. 20. 20. 20. 2
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John Caldwell School		Gr 11 enr	ollment: 74
Grand Falls		2002-2003	Last 3 yrs
Late Entry (%): 10.3		25 / 46	20 / 40
Academic Performance Average exam mark - English	2001 53.0	2002 61.2	2003 61.8
Average exam mark - Math	54.5	55.6	63.7
Percentage of exams failed	43.2	30.4	37.1
School vs exam mark difference	14.5	14.6	13.8
Grade 11 English gender gap	F 0.3	F 5.8	F 5.5
Grade 11 Math gender gap	F 1.6	F 2.5	M 1.4
Overall rating out of 10	7.0	5.7	6.3
Stanley Regional High School			ollment: 36
Stanley Late Entry (%): 18.0		2002-2003	Last 3 yrs 12 / 40
Academic Performance	2001	2002	2003
Average exam mark - English	56.0	59.9	62.3
Average exam mark - Math	54.6	63.6	62.8
Percentage of exams failed	42.4	23.3	33.3
School vs exam mark difference Grade 11 English gender gap	17.4 F 6.4	15.4 F 10.3	11.6 F 0.6
Grade 11 Math gender gap	F 1.9	M 1.8	M 0.4
Overall rating out of 10	7.3	6.5	6.2
Grand Manan Community Scho	nnl	Gr 11 enr	ollment: 33
Grand Manan	,,,,	2002-2003	Last 3 yrs
Late Entry (%): 25.4		27 / 46	17 / 40
Academic Performance	2001	2002	2003
Average exam mark - English Average exam mark - Math	53.0 46.5	63.2 58.3	67.0 47.2
Percentage of exams failed	49.0	17.7	40.0
School vs exam mark difference		11.3	12.4
Grade 11 English gender gap	8.8 M	F 4.6	M 1.6
	VI 11.6	M 4.4	n/a
Overall rating out of 10	6.1	7.5	5.9
St. Malachy's High School			llment: 231
Saint John Late Entry (%): 40.9		2002-2003 28 / 46	Last 3 yrs 12 / 40
Academic Performance	2001	2002	2003
Average exam mark - English	56.4	66.1	69.3
Average exam mark - Math	62.2	60.6	63.2
Percentage of exams failed			
	29.3	21.3	31.5
School vs exam mark difference	12.0	9.8	10.5
School vs exam mark difference Grade 11 English gender gap	12.0 F 2.4	9.8 F 3.8	10.5 F 0.8
School vs exam mark difference	12.0	9.8	10.5
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10	12.0 F 2.4 M 3.8	9.8 F 3.8 F 0.5 6.6	10.5 F 0.8 M 8.0 5.8
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews	12.0 F 2.4 M 3.8	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003	10.5 F 0.8 M 8.0
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1	12.0 F 2.4 M 3.8 7.8	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46	10.5 F 0.8 M 8.0 5.8 Ollment: 38 Last 3 yrs n/a
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance	12.0 F 2.4 M 3.8 7.8	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002	10.5 F 0.8 M 8.0 5.8 ollment: 38 Last 3 yrs n/a 2003
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English	12.0 F 2.4 M 3.8 7.8	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002 65.9	10.5 F 0.8 M 8.0 5.8 ollment: 38 Last 3 yrs n/a 2003 69.9
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance	e 12.0 F 2.4 M 3.8 7.8 2001 60.7	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002	10.5 F 0.8 M 8.0 5.8 ollment: 38 Last 3 yrs n/a 2003
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference	2001 60.7 49.3 43.2 23.5	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7	10.5 F 0.8 M 8.0 5.8 oliment: 38 Last 3 yrs n/a 2003 69.9 59.3 40.3 14.4
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap	2001 60.7 49.3 43.2 23.5 F 2.8	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8	10.5 F 0.8 M 8.0 5.8 ollment: 38 Last 3 yrs n/a 2003 69.9 59.3 40.3 14.4 M 1.4
School vs exam mark difference Grade 11 English gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap	2001 60.7 49.3 43.2 23.5 F 2.8 M 13.7	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8 n/a	10.5 F 0.8 M 8.0 5.8 Oliment: 38 Last 3 yrs n/a 2003 69.9 59.3 40.3 14.4 M 1.4 F 1.2
School vs exam mark difference Grade 11 English gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap	2001 60.7 49.3 43.2 23.5 F 2.8	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8 n/a n/a	10.5 F 0.8 M 8.0 5.8 oliment: 38 Last 3 yrs n/a 2003 69.9 59.3 40.3 14.4 M 1.4 F 1.2
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sussex Regional High School	2001 60.7 49.3 43.2 23.5 F 2.8 M 13.7	9.8 F 3.8 F 0.5 6.6 Cr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8 n/a Cr 11 enr	10.5 F 0.8 M 8.0 5.8 oliment: 38 Last 3 yrs n/a 2003 69.9 59.3 40.3 14.4 M 1.4 F 1.2 5.8
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Sussex Regional High School Sussex	2001 60.7 49.3 43.2 23.5 F 2.8 M 13.7	9.8 F 3.8 F 0.5 6.6 Gr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8 n/a n/a	10.5 F 0.8 M 8.0 5.8 oliment: 38 Last 3 yrs n/a 2003 69.9 59.3 40.3 14.4 M 1.4 F 1.2
School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sussex Regional High School	2001 60.7 49.3 43.2 23.5 F 2.8 M 13.7	9.8 F 3.8 F 0.5 6.6 Cr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8 n/a Cr 11 enr 2002-2003	10.5 F0.8 M 8.0 5.8 oliment: 33 Last 3 yrs n/a 2003 14.4 M 11.4 F1.2 5.8 liment: 234 Last 3 yrs 33 / 40 2003
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School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sir James Dunn Academy St. Andrews Late Entry (%): 10.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Sussex Late Entry (%): 20.8 Academic Performance Average exam mark - English Average exam mark - English Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Finglish gender gap Grade 11 Finglish gender gap Grade 11 Finglish gender gap Grade 11 Math gender gap	2001 60.7 49.3 43.2 2021 60.7 49.3 43.2 2 23.5 F 2.8 47.7 7.7 2001 55.9 44.8 47.1 2 17.8 4 F 5.2 4.8 2 201 54.8 4 7.8 4 7.8 4 7.8 4 7.8 4 8 7.8 4 8 7.8 4 8 8 7.8 4 8 8 7.8 4 8 8 7.8 4 8 8 7.8 8 7.8	9.8 F 3.8 F 0.5 6.6 G Cr 11 enr 2002-2003 28 / 46 2002 65.9 n/a 5.6 14.7 F 5.8 n/a 7 F 5.8 12002-2003 30 / 46 2002 64.2 51.5 31.4 14.2 F 4.9 4.5 Cr 11 enr 2002-2003 31 / 46 64.9 202 61.8 64.9 202 10.1 F 0.9 F 1.3 5.5 Cr 11 enr 2002-2003 31 / 46	10.5 F0.8 M 8.0 5.8 0Ilment: 33 Last 3 yrs 69.9 59.3 40.3 40.3 41.4 M 1.4 F1.2 5.8 Ilment: 234 Last 3 yrs 33 / 40 2003 67.5 56.1 39.8 15.2 F7.0 M 0.1 5.7 Ilment: 225 Last 3 yrs 17 / 40 2003 64.5 65.3 34.0 9.0 F 3.9 M 0.9 5.4 0Ilment: 71 Last 3 yrs 30 / 40

Brunswick's Ang	lopi	hone Hi	gh Sch
Fundy High School		Gr 11 enro	llment: 106
St. George		2002-2003	Last 3 yrs
Late Entry (%): 21.7	2001	33 / 46 2002	35 / 40 2003
Academic Performance Average exam mark - English	51.2	60.5	64.9
Average exam mark - Math	45.8	51.1	49.4
Percentage of exams failed	54.6	38.8	42.6
School vs exam mark difference	21.1	16.9	14.7
Grade 11 English gender gap	F 5.2	F 2.2	F 3.3
Grade 11 Math gender gap	F 0.3	M 2.8	M 13.2
Overall rating out of 10	4.8	3.6	5.1
Nackawic Senior High School		Gr 11 enro	llment: 103
Nackawic		2002-2003	Last 3 yrs
Late Entry (%): 26.1		34 / 46	27 / 40
Academic Performance	2001	2002	2003
Average exam mark - English	46.7	62.3	63.8
Average exam mark - Math	50.9	66.2	60.6
Percentage of exams failed	56.4	19.9	43.5
School vs exam mark difference Grade 11 English gender gap	20.5 F 3.3	10.8 F 7.5	11.4 F 2.1
Grade 11 Math gender gap	F 6.1	F 1.7	M 3.9
Overall rating out of 10	4.4	7.1	5.0
	4.4		
St. Stephen High School		2002-2003	Ilment: 166
Old Ridge Late Entry (%): 27.4		34 / 46	Last 3 yrs 32 / 40
Academic Performance	2001	2002	2003
Average exam mark - English	54.9	62.5	67.0
Average exam mark - Math	55.8	54.9	59.3
Percentage of exams failed	37.1	25.9	37.5
School vs exam mark difference		15.6	13.8
Grade 11 English gender gap	F 2.9	F 3.5	F 2.9
Grade 11 Math gender gap	Е	M 2.4	M 3.5
Overall rating out of 10	5.7	4.6	5.0
Bernice MacNaughton High Scl	hool	Gr 11 enro	llment: 169
Moncton		2002-2003	Last 3 yrs
Late Entry (%): 18.3		36 / 46	n/a
Academic Performance	2001	2002	2003
Average exam mark - English	n/a	64.9	69.2
Average exam mark - Math	n/a	n/a	58.6
Percentage of exams failed	n/a	13.5	34.0
School vs exam mark difference		12.1	13.9
Grade 11 English gender gap	n/a	F 3.6	F 4.7
Grade 11 Math gender gap	n/a	n/a	F 2.6
Overall rating out of 10	n/a	n/a	4.9
Doaktown Consolidated High S	chool		ollment: 24
Doaktown Late Entry (%): 21.4		2002-2003 36 / 46	Last 3 yrs n/a
Academic Performance	2001	2002	2003
Average exam mark - English	49.3	62.3	64.1
Average exam mark - Math	n/a	n/a	48.0
Percentage of exams failed	65.2	24.0	43.9
School vs exam mark difference		17.5	17.1
Grade 11 English gender gap	M 2.2	F 2.3	F 4.7
Grade 11 Math gender gap	n/a	n/a	F 15.4
Overall rating out of 10	n/a	n/a	4.9
Minto Memorial High School		Gr 11 enr	ollment: 51
Minto		2002-2003	Last 3 yrs
Late Entry (%): 17.1		38 / 46	21 / 40
Academic Performance	2001	2002	2003
Average exam mark - English	48.4	60.7	62.9
Average exam mark - Math	58.4	71.3	59.2
Percentage of exams failed	45.0	12.4	47.4
School vs exam mark difference		10.4	10.8
	M 0.2	F 2.4	F 3.3
Grade 11 Math gender gap	F 0.4	M 7.7	F 0.4
Overall rating out of 10	6.4	7.6	4.5
Tantramar Regional High Scho	ol		llment: 145
Sackville		2002-2003	Last 3 yrs
Late Entry (%): 21.7	2004	39 / 46	27 / 40
Academic Performance	2001 55.3	2002	2003
Average exam mark - English	55.3	64.0 64.2	66.5
Average exam mark - Math	61.9	04.2	55.2

20.2 11.4 F 1.6

M 5.5

2002-2003 40 / 46

2002

64.3 67.6

16.6 11.4 F 2.8

M 5.7 6.6

5.7

6.5

2001

52.1 59.5

F 2.3 M 0.6

5.1

41.7 14.1

F 8.4

F 2.5

4.4

t: 194 Last 3 yrs 29 / 40 **2003**

67.8 56.9

36.8 14.4 F 7.2 M 0.5

Percentage of exams failed 32.8 School vs exam mark difference 15.3

James M. Hill Memorial High School Gr 11 enro Miramichi 2002-2003

Grade 11 English gender gap

Grade 11 Math gender gap

Overall rating out of 10

Late Entry (%): 24.7

Academic Performance

Average exam mark - English

Average exam mark - Math

Grade 11 English gender gap
Grade 11 Math gender gap
Overall rating out of 10

Percentage of exams failed 37.9 School vs exam mark difference 15.7

68.3 16.1 13.7 F 2.4

F 0.2

35.3 13.3

F 9.5

M 1.1

M 10.5

Average exam mark - Math Percentage of exams failed 49.4 School vs exam mark difference 20.0

Grade 11 English gender gap
Grade 11 Math gender gap
Overall rating out of 10

Caledonia Regional High Scho	ol	Gr 11 enr	ollment:
Hillsborough		2002-2003	Last 3 y
Late Entry (%): 16.6	0004	41 / 46	30 /
Academic Performance Average exam mark - English	2001 48.5	2002 58.6	20
Average exam mark - Math	54.5	61.4	52
Percentage of exams failed	48.0	21.5	54
School vs exam mark difference	16.5	10.2	14
Grade 11 English gender gap	F 4.7	F 2.0	F 2
Grade 11 Math gender gap Overall rating out of 10	M 5.7	F 4.3	M 2
Harbour View High School	3.7	Gr 11 enro	
Saint John		2002-2003	Last 3 y
Late Entry (%): 41.7	0004	41 / 46	36 /
Academic Performance	2001	2002	20
Average exam mark - English Average exam mark - Math	52.9 53.3	62.0 58.7	66 57
Percentage of exams failed	44.0	21.7	36
School vs exam mark difference		10.9	10
Grade 11 English gender gap	F 4.8	F 4.5	
Grade 11 Math gender gap	Е	M 0.7	M S
Overall rating out of 10	4.6	4.5	3
J.M.A. Armstrong/Salisbury Salisbury		Gr 11 enr	ollment: Last 3 y
Late Entry (%): 23.9		43 / 46	37 /
Academic Performance	2001	2002	20
Average exam mark - English	49.1	60.6	63
Average exam mark - Math	49.1 55.8	48.2	5
Percentage of exams failed School vs exam mark difference		38.8 18.5	54 14
Grade 11 English gender gap	F 3.6	F 2.5	F3
Grade 11 Math gender gap	F 0.4	M 0.9	F.S
Overall rating out of 10	4.9	3.7	3
			,
Saint John High School		Gr 11 enro	llment: 2
Saint John		Gr 11 enro 2002-2003 44 / 46	Ilment: 2 Last 3 y
Saint John High School Saint John Late Entry (%): 21.8 Academic Performance	2001	2002-2003 44 / 46 2002	lment: 2 Last 3 y 38 / 20
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English	53.2	2002-2003 44 / 46 2002 65.4	lment: 2 Last 3 y 38 / 20
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math	53.2 56.0	2002-2003 44 / 46 2002 65.4 63.7	Last 3 y 38 / 20 68
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed	53.2 56.0 40.4	2002-2003 44 / 46 2002 65.4 63.7 21.9	Last 3 y 38 / 20 68 53
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference	53.2 56.0 40.4 15.2	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5	Last 3 y 38 / 20 68 53 35
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap	53.2 56.0 40.4 15.2 F 8.9	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2	Last 3 y 38 / 20 68 53 38 11
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap	53.2 56.0 40.4 15.2	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5	
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School	53.2 56.0 40.4 15.2 F 8.9 M 2.4	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7	Last 3 y 38 / 20 68 53 35 11 F 3 M 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover	53.2 56.0 40.4 15.2 F 8.9 M 2.4	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7 Gr 11 enr 2002-2003	Last 3 y 38 / 20 68 53 35 11 F 3 M 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1	53.2 56.0 40.4 15.2 F 8.9 M 2.4	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7	Last 3 y 38 / 1 5 5 5 5 5 5 5 5 5
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance	53.2 56.0 40.4 15.2 F 8.9 M 2.4 3.7	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7 Gr 11 enr 2002-2003 45 / 46	Last 3 y 38 / 20 66 53 38 11 F 3 M 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance Average exam mark - English Average exam mark - Math	53.2 56.0 40.4 15.2 F 8.9 M 2.4 3.7 2001 54.1 44.9	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7 Gr 11 enr 2002-2003 45 / 46 2002 57.7 53.4	Last 3 y 38 / 20 68 53 38 / 38 / 38 54 55 38 55 38 55 38 55 55
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed	53.2 56.0 40.4 15.2 F 8.9 M 2.4 3.7 2001 54.1 44.9 48.8	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7 Gr 11 enr 2002-2003 45 / 46 2002 57.7 53.4 37.7	Last 3 y 38 / 20 66 53 35 11 15 15 15 15 15
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference	53.2 56.0 40.4 15.2 F 8.9 M 2.4 3.7 2001 54.1 44.9 48.8 23.9	2002-2003 44/46 2002 65.4 63.7 21.9 9.5 F3.2 M.6.3 4.7 Cr 11 enr 2002-2003 45/46 2002 57.7 53.4 37.7 16.2	Last 3 y 38 / 20 68 55 55 68 11 F 5 20 11 M 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap	53.2 56.0 40.4 15.2 F 8.9 M 2.4 3.7 2001 54.1 44.9 48.8 2.3.9 M 0.7	2002-2003 44 / 46 2002 65.4 63.7 21.9 9.5 F 3.2 M 6.3 4.7 Cr 11 enr 2002-2003 45 / 46 2002 57.7 53.4 37.7 16.2 F 1.7	Last 3 y 38 / 20 68 53 34 / 20 68 54 54 54 54 54 54 54 5
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Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Simonds High School Saint John Late Entry (%): 35.5 Academic Performance Average exam mark - English	53.2 56.0 40.4 40.4 3.7 2001 54.1 44.9 48.8 23.9 M 0.7 F 1.3 4.5	2002-2003 44/46 2002 65.4 63.7 21.9 9.5 F3.2 M.63 4.7 Cr11 enr 2002-2003 45/46 2002 57.7 53.4 37.7 16.2 F1.7 M.4.7 3.7 Gr11 enro 2002-2003 46/46 2002	Last 3 38 / 1 20 1 1 1 1 1 1 1 1 1
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Saint John Late Entry (%): 21.8 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Overall rating out of 10 Southern Victoria High School Perth-Andover Late Entry (%): 18.1 Academic Performance Average exam mark - English Average exam mark - Math Percentage of exams failed School vs exam mark difference Grade 11 English gender gap Grade 11 Math gender gap Grade 11 Math gender gap Grade 11 Math gender gap Overall rating out of 10 Simonds High School Saint John Late Entry (%): 35.5 Academic Performance Average exam mark - English	53.2 56.0 40.4 20.2 F 8.9 M 2.4 3.7 2001 54.1 44.9 44.9 M 0.7 F 1.3 4.5 2001 51.1 44.3 55.9	2002-2003 44/46 2002 65.4 63.7 21.9 9.5 F3.2 M.63 4.7 Cr11 enr 2002-2003 45/46 2002 57.7 53.4 37.7 16.2 F1.7 M.4.7 3.7 Gr11 enro 2002-2003 46/46 2002	Last 3 38 / 20 20 3 3 3 3 3 3 3 3 3
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Ranking the schools

Important notes to the rankings

In this table, schools are ranked (on the left hand side of the page) in descending order (from 1 to 46) according to their academic performance as measured by the Overall rating out of 10 (shown on the right hand side of the table) for the school year 2002/2003. Each school's three-year average ranking and Overall rating out of 10 are also listed. The higher the overall rating (out of 10), the higher the rank awarded to the school. Where schools tied in the overall rating, they were awarded

the same rank. Where less than three years of data were available "n/a" appears in the table.

Not all the province's high schools are included in the tables or the ranking. Excluded are schools at which fewer than 15 students were enrolled in grade 11 and schools that did not generate a sufficiently large set of student data to enable the calculation of an Overall rating out of 10.

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

Provincia	al rank			Overal	I Rating
2002/	Last 3	Cabaal nama	O:b.	2002/	Last 3
2003	years	School name	City	2003	years
1	4	McAdam High School	McAdam	10.0	8.3
2	1	Blackville School	Blackville	9.5	8.6
2	2	Bathurst High School	Bathurst	9.5	8.5
4	4	Woodstock High School	Woodstock	9.3	8.3
5	9	Tobique Valley High School	Plaster Rock	9.2	7.3
6	n/a	Upper Miramichi Regional High School	Boiestown	9.0	n/a
7	n/a	Chipman Forest Avenue School	Chipman	8.1	n/a
8	6	Petitcodiac Regional School	Petitcodiac	7.9	8.0
9	n/a	Moncton High School	Moncton	7.5	n/a
10	7	Hampton High School	Hampton	7.4	7.6
10	12	Bonar Law Memorial School	Rexton	7.4	6.7
12	3	Carleton North Senior High School	Bristol	7.3	8.4
12	7	Harrison Trimble High School	Moncton	7.3	7.6
12	21	Dalhousie Regional High School	Dalhousie	7.3	6.2
15	19	Kennebecasis Valley High School	Rothesay	7.2	6.4
16	12	Fredericton High School	Fredericton	7.0	6.7
17	10	Harvey High School	Harvey Station	6.9	7.2
17	34	Leo Hayes High School	Fredericton	6.9	4.9
19	11	North & South Esk Regional High School	Sunny Corner	6.5	6.9
19	16	Oromocto High School	Oromocto	6.5	6.6
19	21	Belleisle Regional High School	Springfield	6.5	6.2
19	21	Riverview High School	Riverview	6.5	6.2
23	25	Sugarloaf Senior High School	Campbellton	6.4	5.8
23	26	Rothesay High School	Rothesay	6.4	5.7

Provincia					Rating
2002/ 2003	Last 3 years	School name	City	2002/ 2003	Last 3 years
25	20	John Caldwell School	Grand Falls	6.3	6.3
26	12	Stanley Regional High School	Stanley	6.2	6.7
27	17	Grand Manan Community School	Grand Manan	5.9	6.5
28	12	St. Malachy's High School	Saint John	5.8	6.7
28	n/a	Sir James Dunn Academy	St. Andrews	5.8	n/a
30	33	Sussex Regional High School	Sussex	5.7	5.0
31	17	Miramichi Valley High School	Miramichi	5.4	6.5
31	30	Hartland High School	Hartland	5.4	5.2
33	35	Fundy High School	St. George	5.1	4.5
34	27	Nackawic Senior High School	Nackawic	5.0	5.5
34	32	St. Stephen High School	Old Ridge	5.0	5.1
36	n/a	Bernice MacNaughton High School	Moncton	4.9	n/a
36	n/a	Doaktown Consolidated High School	Doaktown	4.9	n/a
38	21	Minto Memorial High School	Minto	4.5	6.2
39	27	Tantramar Regional High School	Sackville	4.4	5.5
40	29	James M. Hill Memorial High School	Miramichi	4.3	5.3
41	30	Caledonia Regional High School	Hillsborough	3.9	5.2
41	36	Harbour View High School	Saint John	3.9	4.3
43	37	J.M.A. Armstrong/Salisbury Middle School	Salisbury	3.4	4.0
44	38	Saint John High School	Saint John	2.6	3.7
45	39	Southern Victoria High School	Perth-Andover	2.3	3.5
46	40	Simonds High School	Saint John	2.0	2.8

Appendix: 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 For each indicator, for each school, for each year, the by-subject area, by-subject level results were 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.

- 2 For each indicator, these standardized data were then aggregated to produce weighted average indicator values. The weighting used was the number of examinations written in each subject area at each level at the school relative to the total number of examinations written at the school.
- 3 For each indicator, these weighted average results were then re-standardized.
- 4 The six standardized indicator results were then combined to produce a weighted average summary standardized score for the school. The weightings used in this calculation were Average exam mark-grade-11 English—16.7%, Average exam mark-grade-11 Math—16.7%, Percentage of exams failed—33.3%, School vs exam mark difference—16.7%, grade-11 English gender gap—8.3%, and grade-11 Math gender gap—8.3%. For schools for which there were no gender-gap results, the School vs exam mark difference was weighted at 33.3%.
- 5 This summary standardized score was then standardized.

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

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

7 The resulting standardized scores were converted into Overall ratings according to the formula:

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

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:

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

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

8 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.

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Peter Cowley is the Director of School Performance Studies at The Fraser Institute. Upon graduation from the University of British Columbia (B.Comm. 1974), Mr Cowley accepted a marketing post with Procter & Gamble in Toronto. Shortly thereafter he returned to Vancouver to begin a long career in marketing and general management in the furniture-manufacturing sector. During his assignments in general management, process improvement was a special focus and interest. In 1994, Mr Cowley wrote and published *The Parent's Guide*, a popular handbook for parents of British Columbia's secondary-school students. The Parent's Guide web site replaced the handbook in 1995. In 1998, Mr Cowley was co-author of The Fraser Institute's A Secondary Schools Report Card for British Columbia, the first of the Institute's continuing series of annual reports on school performance. This was followed in 1999 by The 1999 Report Card on British Columbia's Secondary Schools, Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools, and The 1999 Report Card on Alberta's High Schools. Since then, Mr Cowley has co-authored all of the Institute's annual Report Cards. Editions published in 2003 included Report Cards on secondary schools in British Columbia, Alberta, and Quebec as well as Report Cards on elementary schools in British Columbia, Alberta, and Ontario. He continues his research on education and related issues for The Fraser Institute.

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