

January 2004

Report Card on Aboriginal Education in British Columbia 2004 Edition

Peter Cowley and Stephen Easton

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Executive summary

British Columbia's education system is failing the province's Aboriginal students. Consider some evidence:

- In the last four school years, British Columbia's Aboriginal students failed more than 40% of the province-wide reading tests that they wrote. On every one of the grade 4 and grade 7 test sittings their failure rate was more than double that of their non-Aboriginal classmates.
- The likelihood that Aboriginal children enrolling in grade 8 will successfully complete their studies and receive their diploma in the usual time is only slightly better than one in five. In contrast, the non-Aboriginal success rate is more than three times higher.
- Aboriginal students take, on average, *less than one* of the senior level provincially examinable courses whereas their non-Aboriginal counterparts take nearly three. It is these courses that prepare students for a wide variety of post-secondary education programs.

The evidence shows that, when compared to the province's total student population, the performance of Aboriginal students at even the highest ranked schools in this Report Card is barely average. On every indicator of academic performance at both the elementary and secondary levels, the results are the same.

This state of affairs is neither new, nor is it a situation about which Aboriginal leaders, educators, and provincial and federal government officials are unaware. While the Ministry of Education, local school boards, and aboriginal education authorities

have entered into a variety of agreements intended to remedy this long-standing failure, their work will not likely bear fruit unless two necessary conditions for improvement are in place.

First, all Aboriginal parents should have the unfettered right to enroll their children in any school that they choose. This will enable parents to avoid those schools that have been unsuccessful in educating their students. While many of British Columbia's Aboriginal families currently enjoy this right, on-reserve, Status First Nations families face a unique potential obstacle to choice. The financial responsibility for the elementary and secondary education of their children falls not to the provincial government but to Indian and Northern Affairs Canada. Unfortunately, federal, per-student education funding does not directly follow the child to the local board or school in which he enrolls. Instead, it is transferred to each First Nations council or education authority. Should the family choose to enroll the child in a school of which the authority does not approve, the authority is not obligated to pay the tuition fees. The council could therefore interfere with parents' freedom to choose by refusing to pay tuition fees at any school other than one operated by the band. Parents' right to choose a school, whether it is band-operated, public, or private, should be guaranteed in any future education agreements between the federal, provincial, and First Nations authorities.

Second, all interested parties should have access to easy-to-understand, school-by-school reports of student achievement. *The Report Card on Aboriginal Education in British Columbia* collects a variety of relevant, objective indicators of school performance into one, easily accessible, public document so that anyone

can analyze and compare the performance of the Aboriginal student population in individual schools. By doing so, the *Report Card* assists parents when they choose a school for their children and encourages and assists all those seeking to improve their schools. The *Report Card* rates and ranks 38 British Columbia elementary schools and 49 secondary schools with significant Aboriginal student populations whose students have participated in provincial assessment programs.

Certainly, the act of publicly rating and ranking schools on their effectiveness regarding the education of students sharing a particular individual or family characteristic attracts attention and, from some quarters, might elicit criticism. A study of this kind might be seen by some as an attack on both a particular student group and the schools that its members attend. However, the intention of this *Report Card* is entirely different. It is our goal to produce this kind of report card wherever there appears to be an opportunity to dramatically improve the level of achievement of an identifiable group of students. We published a similar document in 1999 that focused on the relative performance levels of boys and girls.¹ In several report card editions, we have used value added measures to estimate the effectiveness of schools, taking into account student and family characteristics in an effort to bring attention to schools that are particularly effective with students from families that do not enjoy the advantages of high levels of parental education and income. With this edition, we have focused on the school-by-school performance of Aboriginal students—a group that consistently under-performs when compared to the majority non-Aboriginal population. This attention provides both a carrot and a stick. The results of poorly performing schools generate concern, as do those of schools where performance is deteriorating. Schools that per-

form well or show consistent improvement are applauded. This inevitable attention provides an incentive for all those connected with a school to focus on student results.

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

Unfortunately, British Columbia is the only province in which a *Report Card* of this kind can, at present, be produced. To our knowledge, no other jurisdiction in Canada identifies Aboriginal students in a way that allows their academic results to be segregated for analysis. Even so, there is compelling, although incomplete, evidence that it is not just in British Columbia that Aboriginal students lag far behind their classmates. Indeed, in every jurisdiction in which the Fraser Institute publishes a report card, it appears that Aboriginal students find themselves struggling in their academic work. First Nations and other Aboriginal authorities across Canada who wish to improve student achievement levels should recognize that successful improvement plans require regular measurement of performance and wide publication of results. Relevant performance data can only be gathered if students of Aboriginal origin are routinely identified. We encourage all interested parties to work with us to develop editions of this *Report Card* wherever there are significant numbers of Aboriginal students.



Introduction

In British Columbia, the failure rates for Aboriginal students² on the grades 4, 7, and 10 provincial reading tests during the last four school years have always exceeded 40% and reached a high—on the 2002 sitting of the grade 10 test—of 51%. Their failure rate on every one of the grade 4 and grade 7 exams was more than double that of their non-Aboriginal classmates. Their performance on the grade 10 tests was not appreciably better.

In Quebec, at the only school operated by a First Nation authority that presented sufficient student results to qualify for inclusion in the Fraser Institute's *Report Card on Quebec's Secondary Schools: 2003 Edition*,³ students failed nearly 40% of their Secondary IV and Secondary V level uniform, provincial examinations. Only 16 of the 455 schools included in the *Report Card* equaled or exceeded this failure rate.

In Alberta, a request under the province's Freedom of Information Act for test results data related to the students at band-operated, on-reserve schools was refused on the grounds that "disclosure [of the requested information would be] harmful to intergovernmental relations". An appeal of this decision was denied.

In Ontario, the vast majority of federally-funded First Nations schools have chosen not to participate in the annual testing of students in grades 3 and 6 in reading, writing, and mathematics. These tests, administered on behalf of the Education Quality and Accountability Office, are required of all students attending schools within the province's public and separate systems.⁴

From across the country comes compelling evidence that large numbers of on-reserve First Nations and other Aboriginal students are not acquiring the basic academic skills they will need to succeed in life. Canada's Aboriginal parents, their leaders, educators, and provincial and federal government officials are all very much aware of this deplorable state of affairs. Yet, with very few exceptions, the country's Aboriginal education authorities and responsible provincial and federal ministries are apparently unwilling to take the critical first step toward real and lasting change. The history of the Fraser Institute's *Report Cards* has shown that by making school-by-school average student academic results regularly and publicly available, all interested parties are assisted and encouraged to get on with the job of improvement. For Aboriginal students, such improvement will only begin when we are all regularly reminded of the painfully large gap in academic achievement between Canada's Aboriginal students and their non-Aboriginal classmates.

More and more, Canadian parents have come to rely on the *Report Cards* for easily obtained and easily understood information to explain how individual schools are doing academically. With this edition, we have focused on the school-by-school performance of Aboriginal students, a group that consistently under performs when compared to the majority non-Aboriginal population. It is our goal to produce this kind of report card wherever there appears to be an opportunity to dramatically improve the level of achievement of an identifiable group of students. We chose British Columbia to begin this series because, at present, only British Columbia makes the effort to identify Aboriginal students within the province's public and independent schools in such a way that their results can be isolated for analysis.

CHART 1: Grade 4 FSA failure rates: Aboriginal and non-Aboriginal, 2000/01 through 2002/03

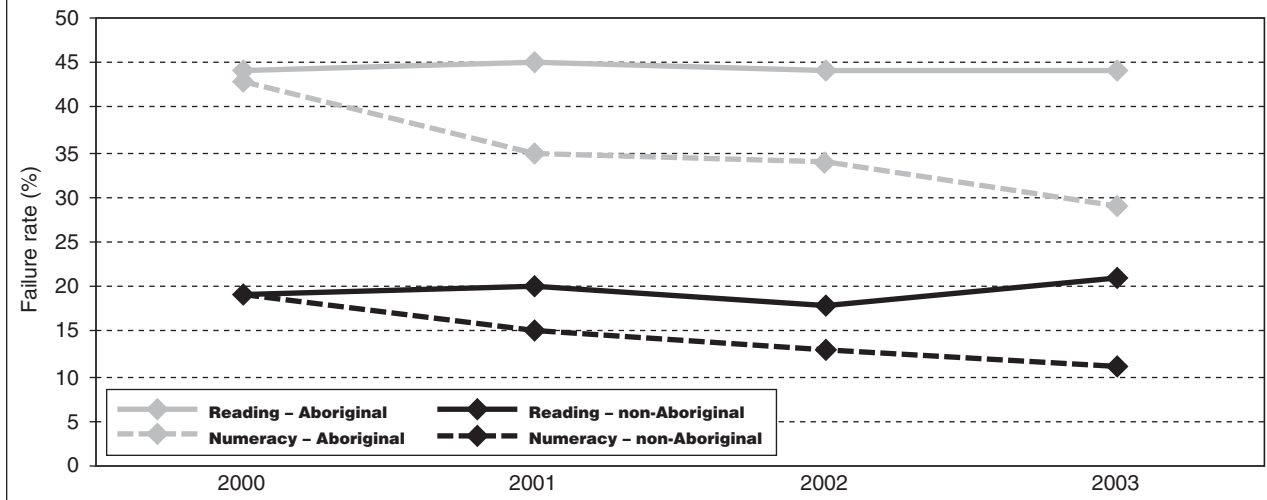


CHART 2: Grade 7 FSA failure rates: Aboriginal and non-Aboriginal, 2000/01 through 2002/03

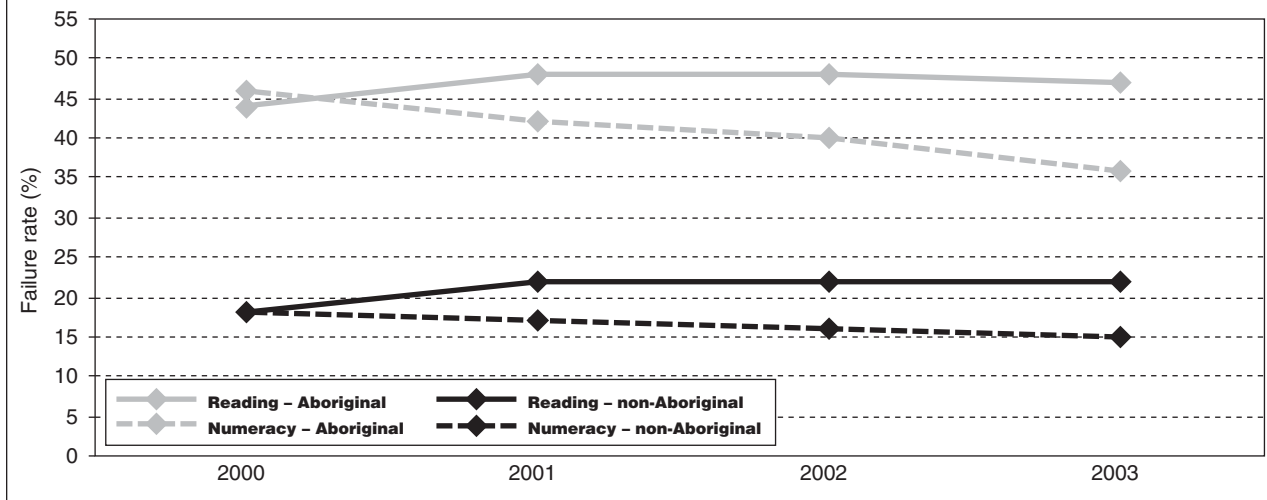
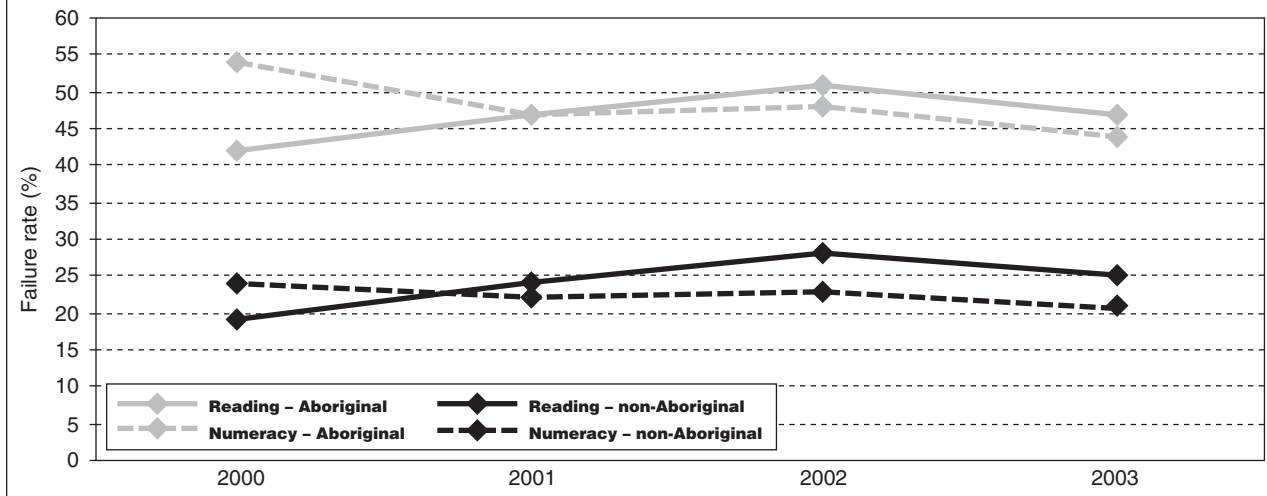


CHART 3: Grade 10 FSA failure rates: Aboriginal and non-Aboriginal, 2000/01 through 2002/03



Our belief is that the information documented in this *Report Card on Aboriginal Education in British Columbia: 2004 Edition* (hereafter *Report Card*) will create concern. It will draw attention to what is a lamentable failure in our school system's ability to engage Aboriginal students in the learning processes that most of us agree contribute to future success both financially and as fully functioning members of society. The failure of Aboriginal students to achieve performance levels comparable to non-Aboriginal students reflects decades of institutional failure and there are only scant signs that matters are improving. By giving quantitative measures of the successes and failures, we make it possible to measure improvement. The alternative, a continuation of things as they have been and as they are, is surely not acceptable.

This *Report Card* reports and compares the results of Aboriginal students at all schools—public or private—having a significant enrollment of Aboriginal students. For each school in the *Report Card*, we answer the question, “In general, how is the school doing in ensuring that its Aboriginal students succeed academically?”

Regrettably, of the approximately 100 band-operated schools in British Columbia that enroll students in grades beyond kindergarten, only ten have chosen to be certified by the provincial Ministry of Education as independent schools and, as a result, are able to administer the provincial tests. Of these, three have sufficient enrollment and results data to be included in the elementary schools' section of the *Report Card* and just one appears in the secondary schools section.

Who are British Columbia's Aboriginal children?

British Columbia's Ministry of Education requires that schools ask students voluntarily to identify themselves as students of Aboriginal origin when the annual Student Data Collection form⁵ is completed. On the basis of this volunteered information, the ministry counted 52,100 Aboriginal students⁶ among a total of

660,100 students registered at British Columbia's schools at the beginning of the 2002/2003 school year. The Aboriginal total may include (i) Status First Nations students living on-reserve, (ii) Status or non-Status First Nations students living off-reserve, (iii) Metis, and (iv) Inuit. This study is concerned with these four self-identified groups of students. In addition, there are roughly 4,900 students enrolled at uncertified, band-operated schools.

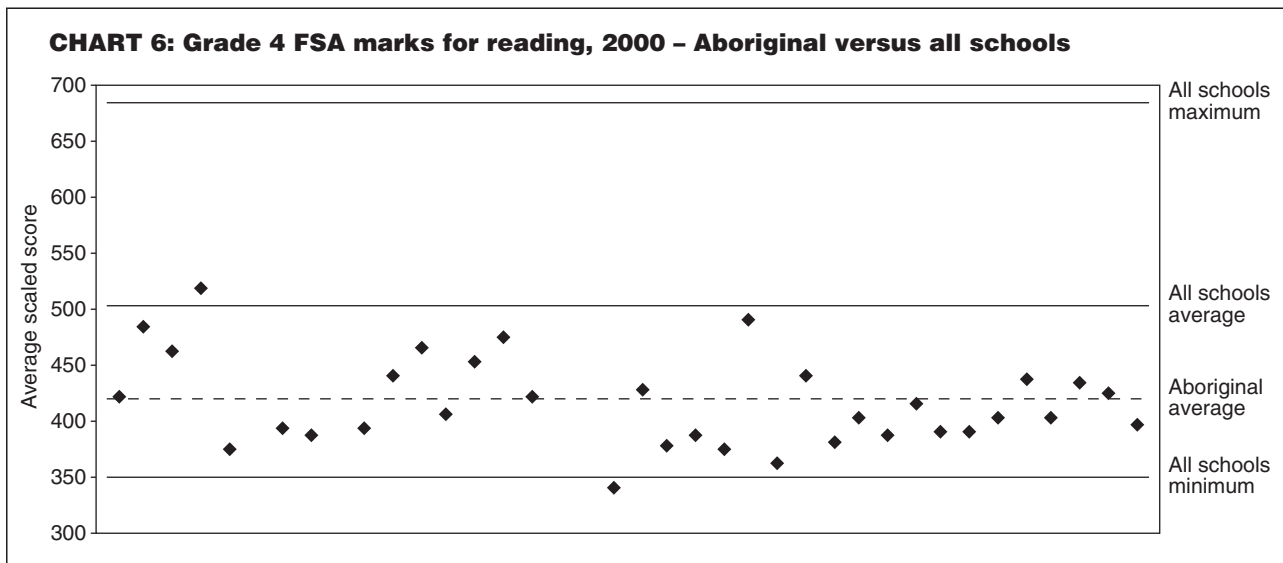
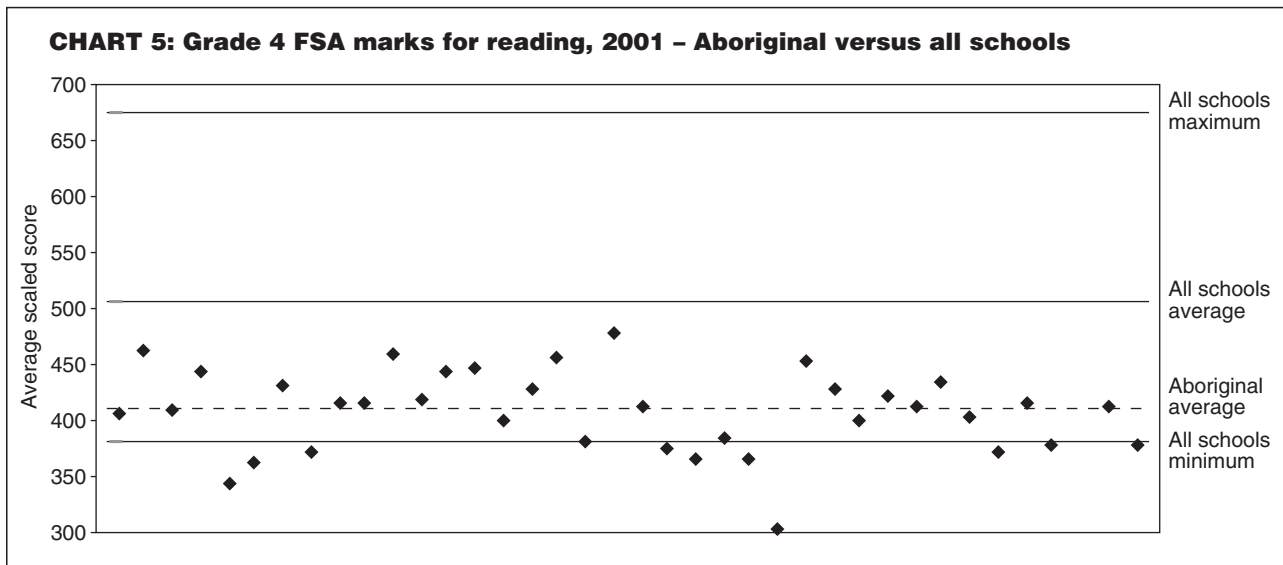
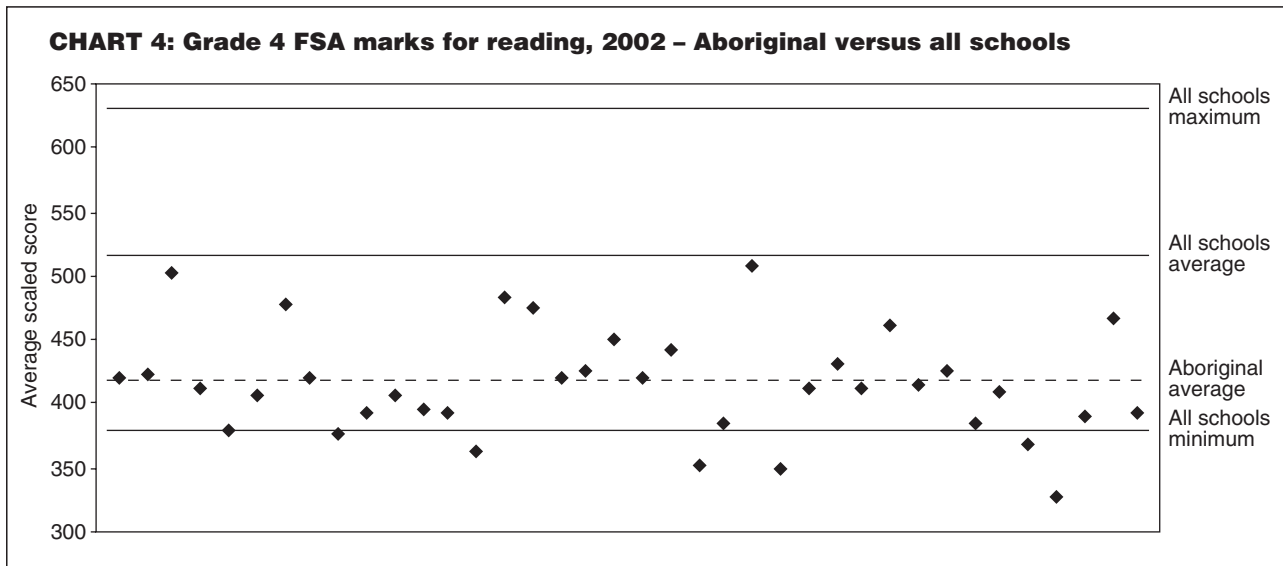
British Columbia is the only province in Canada that makes any attempt to identify Aboriginal students in a way that allows for their academic results to be segregated for analysis. Without identification, it is impossible to determine the current levels of Aboriginal student academic performance and to track changes in that performance over time. First Nations and other Aboriginal authorities across Canada who are interested in improving their children's learning results should recognize that planning for improvement requires data. The relevant data can only be gathered if students of Aboriginal origin are routinely identified.

The special case of on-reserve, Status First Nations children

Responsibility for the elementary and secondary education of on-reserve, Status First Nations students and Inuit students falls to the federal government represented by the Minister of Indian Affairs and Northern Development.⁷ The education of all other Aboriginal children falls under the jurisdiction of the governments of the provinces and territories in which they reside.

In 2002, the minister received the *Final Report of the Minister's National Working Group on Education*.⁸ Its message was blunt:

Right now, our future as First Nations represents a challenge. First Nations education is in a crisis. With some outstanding exceptions, there is no education system, no education accountability, no goals or objectives and First Nations parents, elders, and education leaders



lack the authority and the means to remedy the crisis as administered by the federal and provincial and territorial governments.

In understandable frustration over the continuing failure of federal and provincial governments successfully to educate generations of First Nations students, national First Nations leaders have taken the position that positive change can only be accomplished by vesting full authority for the education of their young in the First Nations communities themselves.⁹ The 27 recommendations of the *Final Report* all buttress this central theme:

We believe the jurisdiction that First Nations require to govern and manage the education of their learners should be exclusive and all encompassing. This translates into total and complete control over lifelong learning for all First Nations learners regardless of where they reside or where they attend school.¹⁰

The Federal government apparently does not object. Over the last 20 years, Indian and Northern Affairs Canada has almost entirely withdrawn from the operation of on-reserve schools—there are just seven remaining under its direct control. According to a recent report by the Auditor-General of Canada,¹¹ the Department now confines itself to providing funding to First Nations education authorities—with little regard for the effectiveness of the targeted on-reserve school operations.

In British Columbia, the Federal department's appetite to rid itself of responsibility for the education of on-reserve, Status First Nations students is served by a recent Memorandum of Understanding,¹² signed by the First Nations Education Steering Committee and the governments of Canada and British Columbia that states:

The Parties are engaged in discussions towards establishing a framework for the exercise of jurisdiction and authority, by First Nations that choose to participate, over the education of sta-

tus, on-reserve Indian students attending on-reserve First Nation schools.¹³

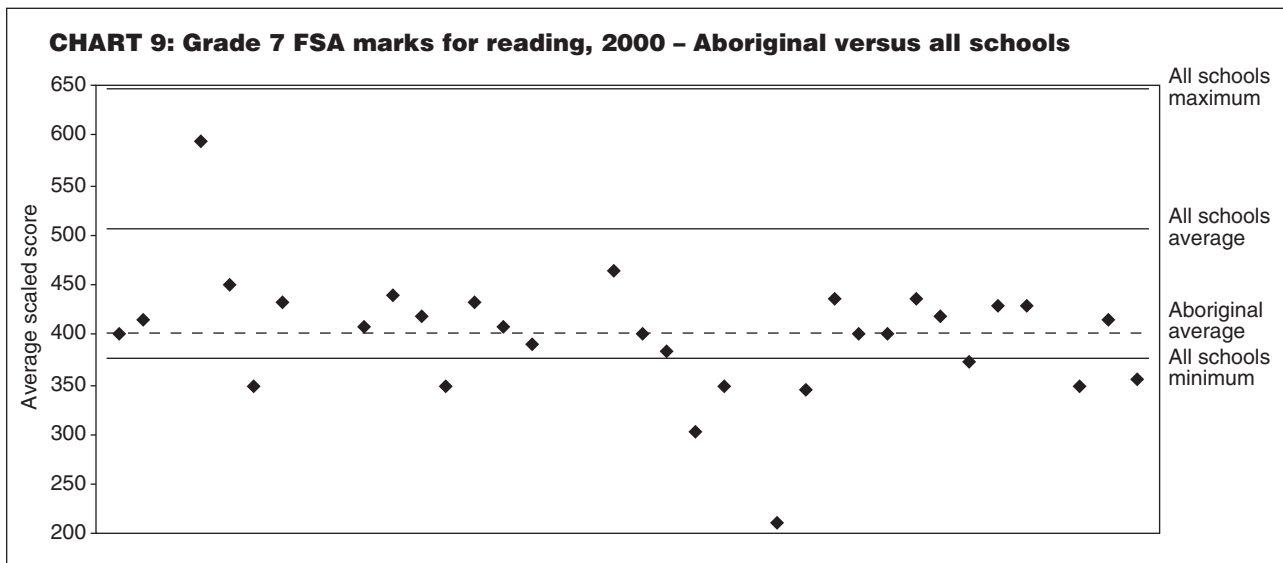
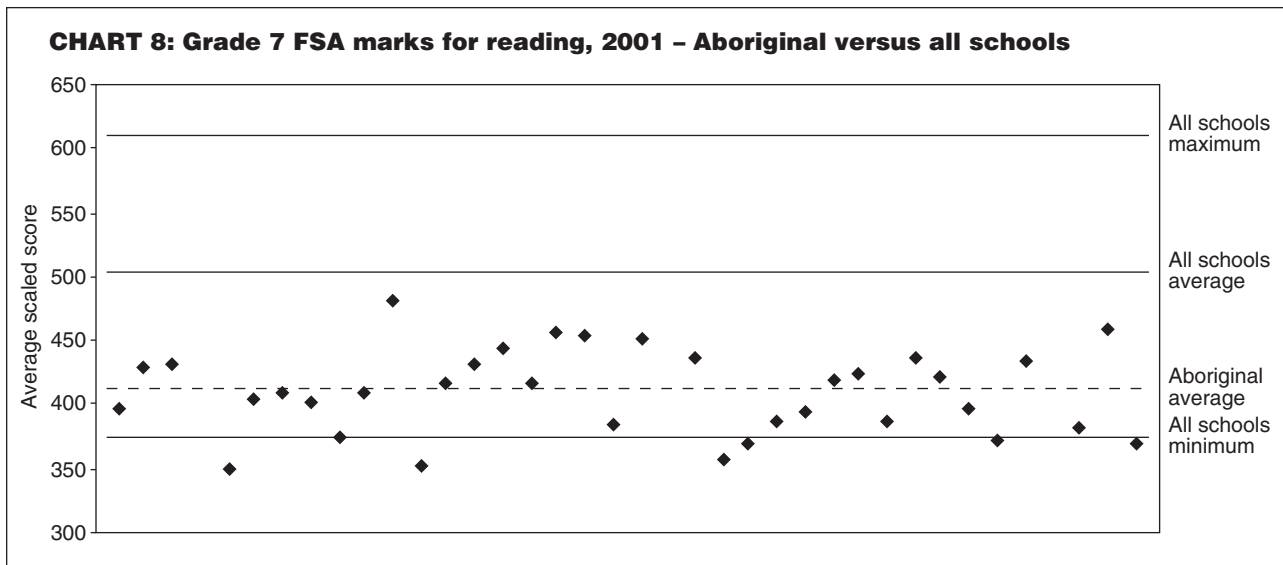
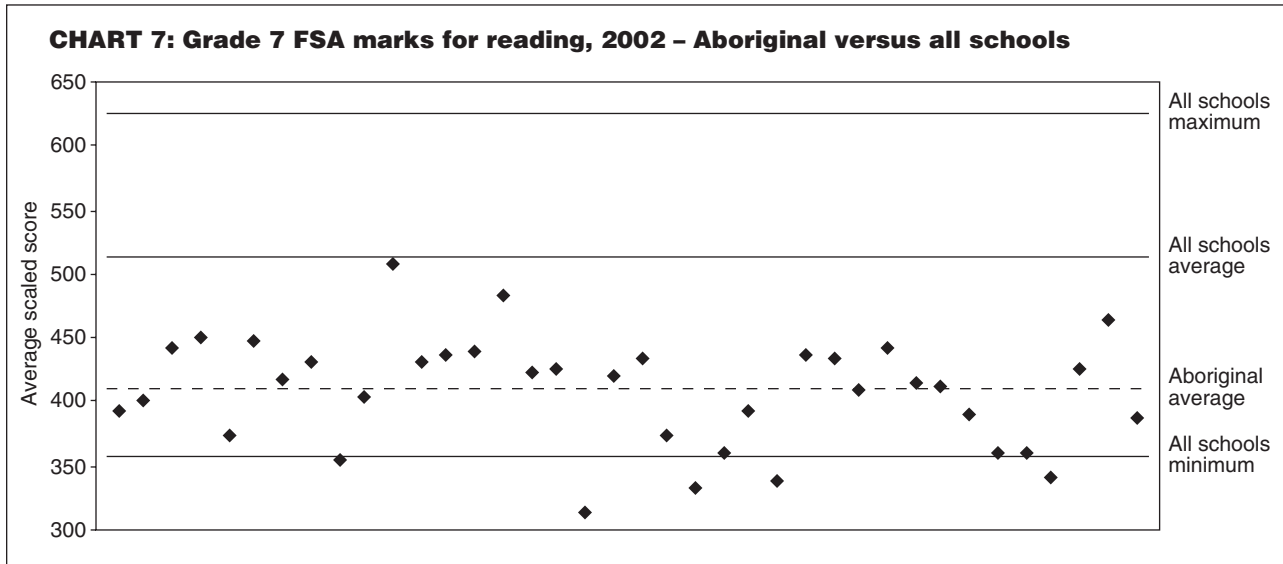
Yet, it is unlikely that the simple devolution of authority over on-reserve First Nations education to First Nations councils will result in the affected students being better served. Evidence provided at the beginning of this section from Alberta, Ontario, and Quebec, scant as it is, suggests otherwise.

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

The British Columbia Ministry of Education uses at least three dimensions of academic performance to evaluate the success of schools and students: the level of achievement on uniform province-wide examinations at grades 4, 7, 10, and 12; the rate of participation in grade 12 level provincially examinable courses, and the likelihood that students will progress from grade-to-grade. Exam results are a measure of the extent to which students have acquired the skills and knowledge embodied in the curriculum. The participation rate is a measure of the extent to which high school students equip themselves for the many post-secondary options available to them. Finally, the grade-to-grade transition rate measures the likelihood that students will complete their elementary or secondary program in a timely manner. On all three measures, the province's Aboriginal students are lagging considerably behind their non-Aboriginal classmates.

Aboriginal students lag far behind

In British Columbia, all students—other than those attending uncertified, band-operated schools—are required to write the Foundation Skills Assessments (a set of uniform exams in reading, writing, and numeracy hereafter referred to as FSA tests) during grades 4, 7, and 10. In addition, they must write at least one grade 12 level provincial examination. On average, Aboriginal students' results on these examinations are poor both in absolute terms and relative to those of



non-Aboriginal students in all subject areas, at all grade levels, and on all test sittings.

Charts 1, 2, and 3¹⁴ track the failure rates of Aboriginal and non-Aboriginal students on reading and numeracy assessments administered at grades 4, 7, and 10 during the last four school years. The failure rate for Aboriginal students on the reading tests always exceeded 40% and rose as high as 51% on the 2002 sitting of the grade 10 test. In comparison, the results at grades 4 and 7 show that for every exam in every year the failure rate for Aboriginal students was more than double that of their non-Aboriginal classmates. Aboriginal students' relative performance on the grade 10 tests was not appreciably better. While failure rates for Aboriginal students on numeracy tests have improved over the last four years, they are still more than double those of non-Aboriginal students.

The size and pervasiveness of the performance gap between the two student groups is clearly illustrated by analysis of school-by-school Aboriginal student results for the 38 elementary schools included in this *Report Card*. Charts 4 through 19 plot the schools' average scaled scores¹⁵ for Aboriginal students on all the FSA tests¹⁶ in reading, writing, and numeracy written during the school years 1999/2000, 2000/2001, and 2001/2002. In all, these 16 charts plot 567 Aboriginal student group results.

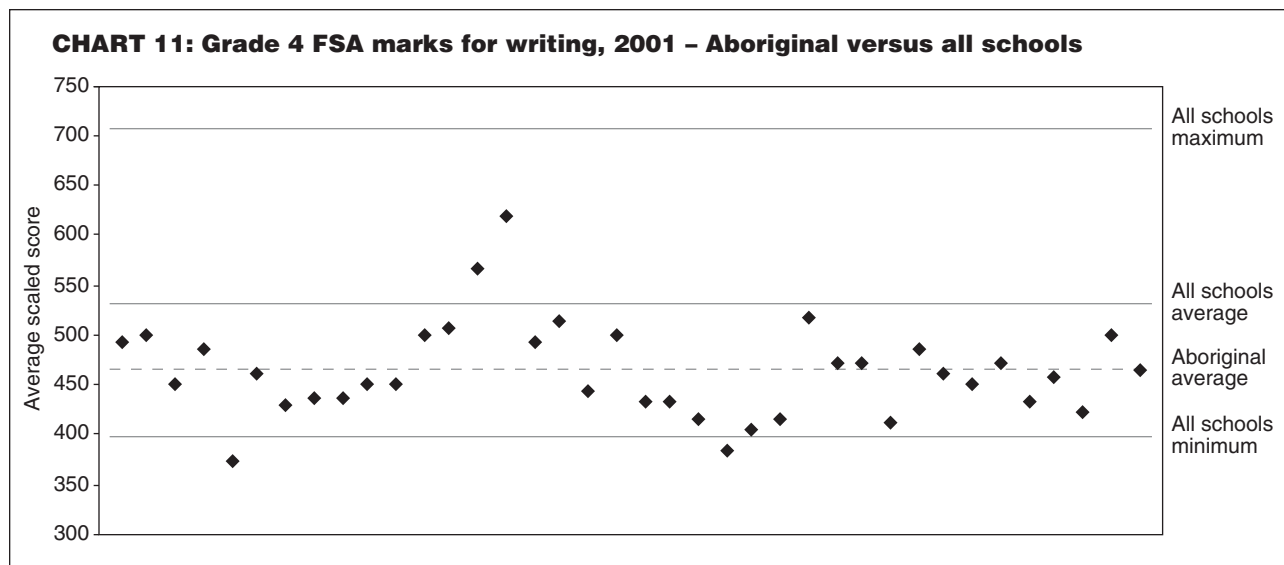
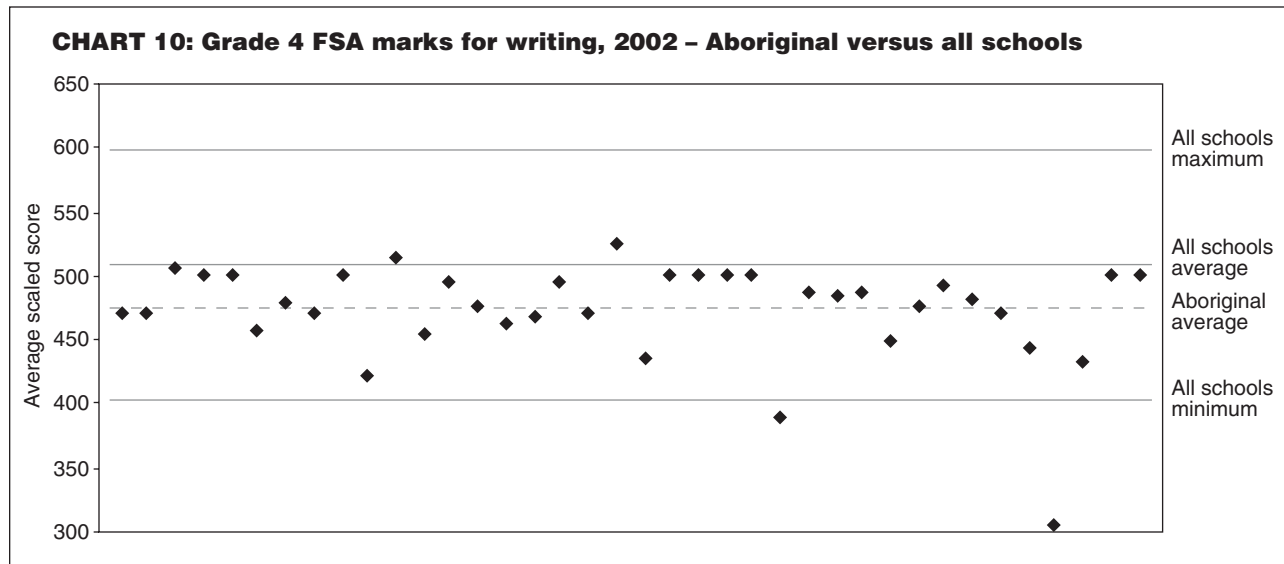
For comparison, on each chart, we have indicated (using a horizontal line) the maximum, average, and minimum school-wide average scores achieved at the 813 schools rated in the *Report Card on British Columbia's Elementary Schools: 2003 Edition*—the report card that includes the results of the total student population in each school.¹⁷ A dashed line indicates the average score achieved by the Aboriginal student groups in the 38 schools rated in this Report Card. For example, on Chart 4, the highest average score achieved by any of those 813 schools on this test was 629 as indicated by the line on the chart labeled "All schools maximum." The mean school-wide average score among the same 813 schools was 514 as indicat-

ed by the line labeled "All schools average." The lowest average score achieved by any of the 813 schools was 376 as indicated by the line labeled "All schools minimum." Finally, the average score achieved by the Aboriginal student groups was 415 as indicated by the dashed line labeled "Aboriginal average". Thus, Chart 4 shows that none of the Aboriginal student groups at the schools in this *Report Card* were able to match the mean school-wide average score for the 813 elementary schools. In fact, most of the average scores of the Aboriginal student groups are significantly below the average achieved by the schools in the *Report Card on British Columbia's Elementary Schools: 2003 Edition*.

Considering all 567 of the test results plotted in Charts 4 through 19, there are only 11 instances where the average score achieved by a school's Aboriginal student group exceeds the average result reported for the 813 schools in the *Report Card on British Columbia's Elementary Schools: 2003 Edition*. Further, in 82 instances, the average score for the Aboriginal student group was lower than the lowest average score recorded by any of the 813 schools.

Turning to secondary schools' performance, Chart 20 compares the average exam marks and failure rates on grade 12 provincial exams of the Aboriginal student groups in the 49 schools included in this *Report Card* and the all-schools averages published in the *Report Card on British Columbia's Secondary Schools: 2003 Edition*. Although the gaps in these two indicators may appear much less alarming than those in the previous group of tests, as will become evident below, relatively few Aboriginal students complete grade 12 and those who do enroll in relatively few provincially examinable subjects. Thus, while the grade 12 Aboriginal student group, by dint of its perseverance in reaching the last year of secondary school, represents the highest achieving part of the Aboriginal student population, it is manifestly obvious that substantial gaps still persist.

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

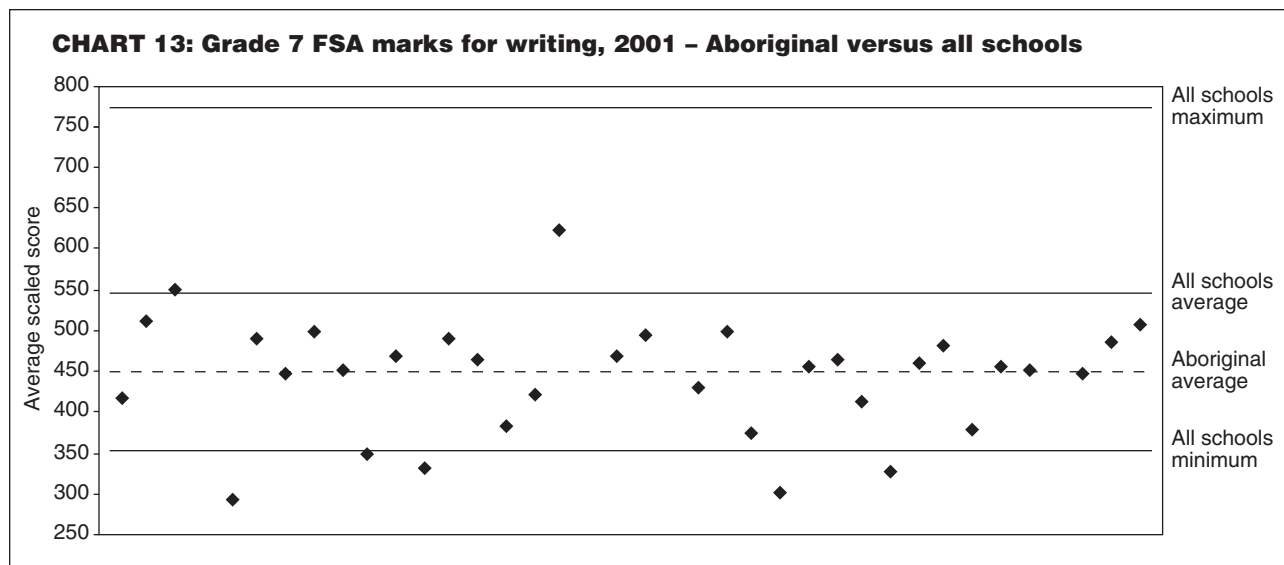
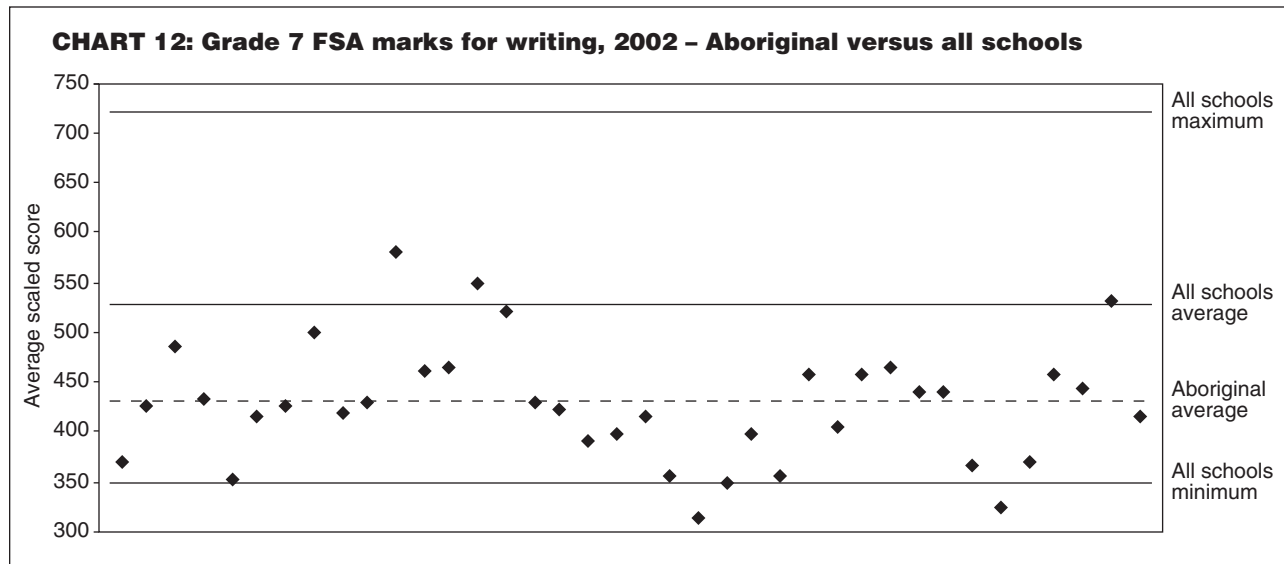


Aboriginal students are unlikely to finish

Of equal concern is the degree to which Aboriginal students abandon their studies prior to graduation. Chart 21 shows the percentage of students enrolled in each grade in the three school years 1999/2000, 2000/2001, and 2001-2002 who neither received a graduation diploma by the end of the school year nor enrolled in a higher grade in the following September.¹⁸

There are a number of reasons unrelated to school performance that explain why students might appear in the enrollment lists in one year and disappear in the

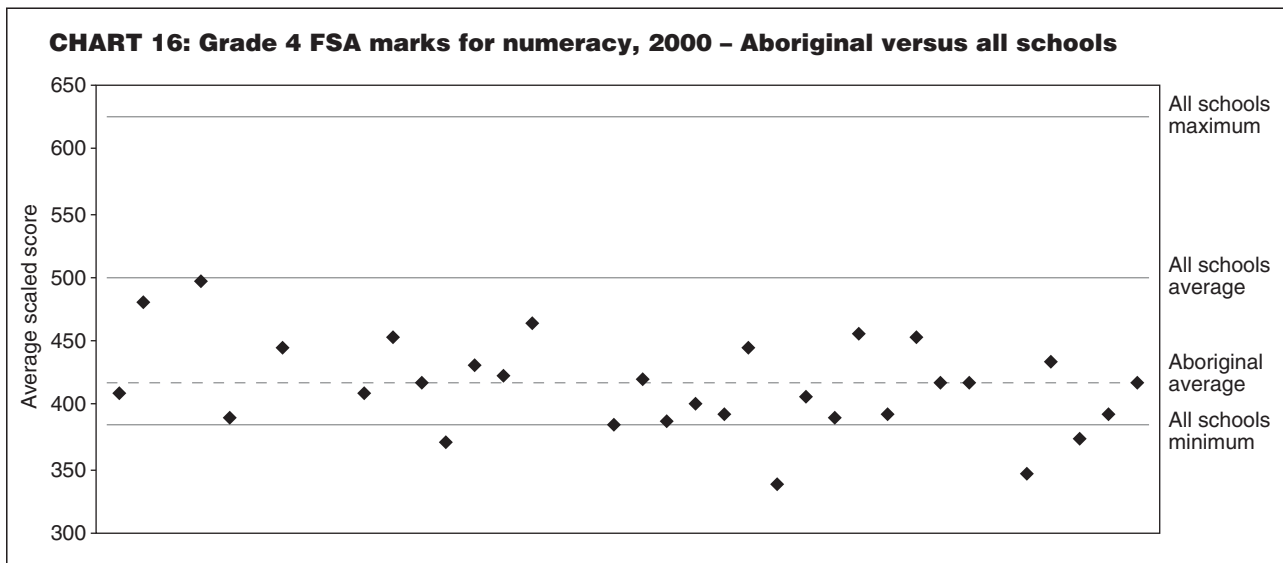
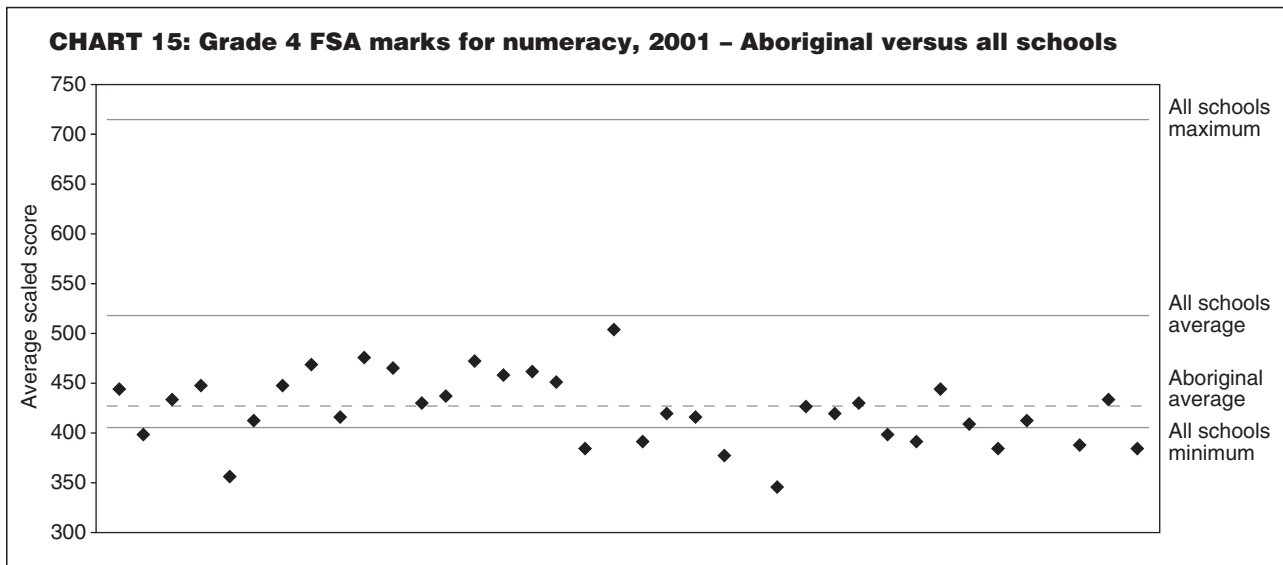
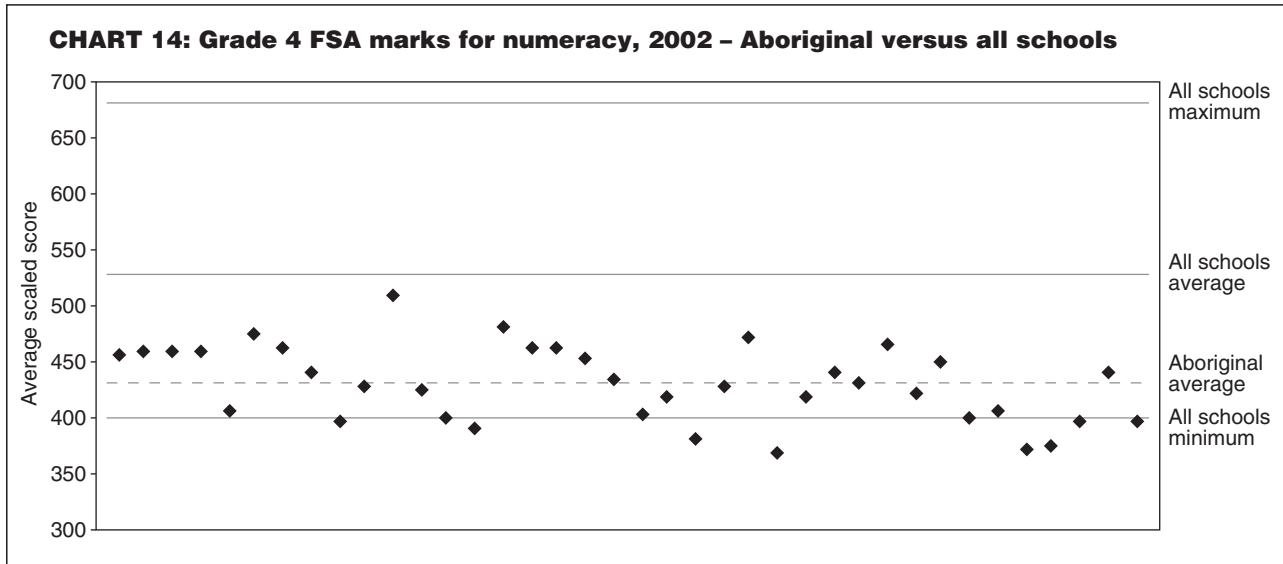
following year. The students and their families may leave the province; the student may have died or been unable to re-enroll for reasons of serious disability. However, Chart 21 effectively reflects this background dropout rate. School-aged children in British Columbia are required by law¹⁹ to be enrolled in an education program of some kind. Thus, as the chart confirms, both groups of students experience very low levels of transition failure in the early grades. We can attribute these low early dropout rates to factors unrelated to school such as those listed above. We have confidence in this attribution given the official reluctance²⁰ of schools to retain children, especially younger ones, in a grade.



The gap between the Aboriginal and non-Aboriginal student groups in their rate of failure to progress begins to widen quickly at grade eight. Of those who enrolled in grade 8 in the three years covered by Chart 21, almost 17% of Aboriginal students did not enroll in grade 9 or above in the following year, while, among non-Aboriginal students, less than 5% failed to make a successful transition. In the subsequent years of secondary school, the gap widens quickly. By grade 12, 54% of enrolling Aboriginal students failed to graduate whereas 22% of non-Aboriginal grade 12 enrollees failed to do so.

The implication of the results reported in Chart 21 is staggering. Using the data underlying the chart

and a variant of the “instant cohort” method of analysis used in the *Report Card on British Columbia’s Secondary Schools: 2003 edition*,²¹ we can estimate the likelihood that an Aboriginal student who enrolled in grade 8 during the three-year period studied will graduate with a diploma within five years. Taking into account the non-school, background dropout rate, calculated as the average of the dropout rates experienced in grades 5, 6, and 7, the likelihood that Aboriginal children enrolling in grade 8 will successfully complete their studies and receive their diploma in the usual time is just slightly better than one in five. In contrast, the non-aboriginal success rate is more than three times as high.



Participation rates in key senior secondary courses are low

While we have noted important differences between Aboriginal and non-Aboriginal students in their levels of academic success and in the likelihood that they will progress toward secondary school graduation in a timely manner, it is also the case that Aboriginal students, on average, do not complete a well-rounded academic program. In contrast to their non-Aboriginal classmates, Aboriginal students who are still in school and enrolled in grade 12 do not take full advantage of the academic opportunities available to them.

The provincially examinable courses are grade 12 level courses in key subject areas. These courses are often prerequisites for post-secondary study and training. Thus, a high rate of participation in these courses indicates that students are equipping themselves for a variety of post-secondary options. Taking all provincially examinable courses into account, Aboriginal students took, on average, *fewer than one* of these courses whereas their non-Aboriginal counterparts took nearly three. Chart 22 records the exam participation rates of the province's Aboriginal and non-Aboriginal students in seven of the most popular courses.²² Of these, only English 12 or Communications 12 must be successfully completed in order to satisfy minimum graduation requirements. On average, the Aboriginal participation rate clearly reflects little interest in post-secondary education.

The evidence clearly indicates that British Columbia's schools are, in large part, failing their Aboriginal students. Concrete action is needed to assure improvement. However, given the long-standing record of failure, what hope can we have?

The Report Card can help improve Aboriginal students' results

While a significant and sustained improvement by Aboriginal students on all dimensions of academic performance will undoubtedly only result with change on many fronts, the Fraser Institute's report cards provide an added incentive to improve. The

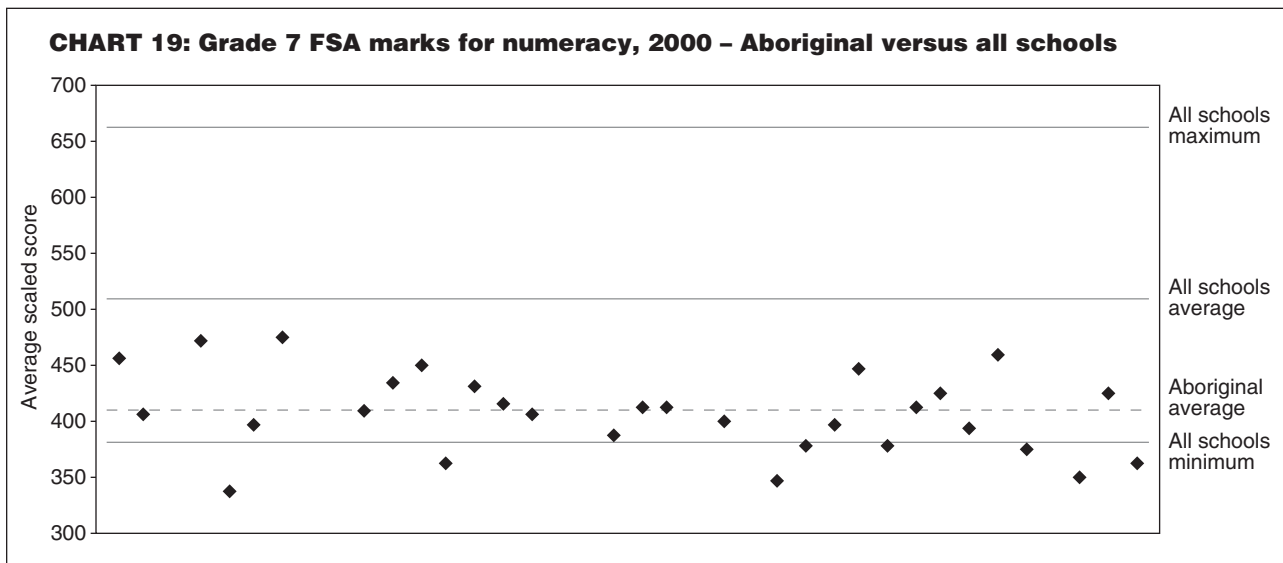
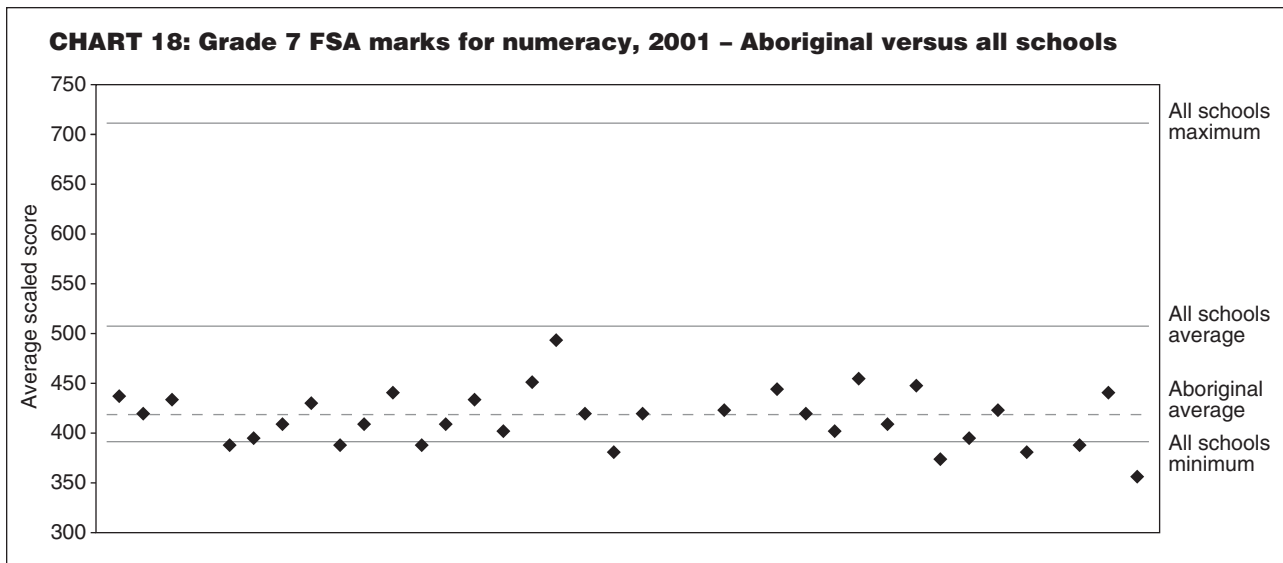
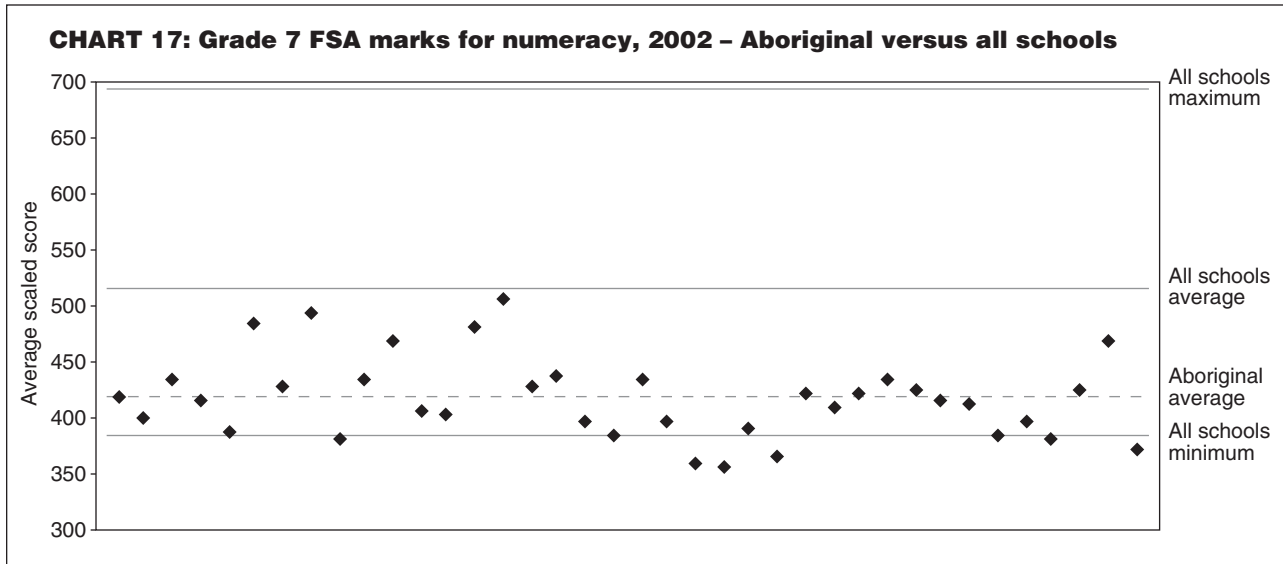
Report Card collects a variety of relevant, objective indicators of school performance into one, easily accessible, public document so that anyone can analyze and compare the performance of the Aboriginal student population in individual schools. By doing so, the *Report Card* assists parents when they choose a school for their children and encourages and assists all those seeking to improve their schools. The *Report Card* rates and ranks both British Columbia elementary and secondary schools with significant Aboriginal student populations.

The Report Card helps parents choose

Where families live close to more than one school, parents are usually free to choose the school they believe will best meet the needs of their children and are free to move their children to another school if their expectations are not met. Thus, they have the power to affect their children's chances of success. In British Columbia, most Aboriginal parents enjoy the same freedom in the education of their children as non-Aboriginal parents.

The *Report Card* is a valuable tool for use when choosing a school. Because it makes comparisons easy, it alerts parents to those nearby schools that appear to have more effective academic programs. Parents can also determine whether schools of interest are improving over time. By first studying the *Report Card*, parents will be better prepared to ask relevant questions when they visit schools under consideration and speak with the staff.

Of course, the choice of a school should not be made solely on the basis of any one source of information. Web sites maintained by the British Columbia Ministry of Education, local school boards, and individual schools can provide useful information.²³ Parents who already have a child enrolled at the school can provide another point of view. Naturally, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*. Nevertheless, the *Report Card* provides a detailed picture of each school that is not easily available elsewhere.



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

The Role of Parents in Setting Goals

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

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

Yet, for British Columbia's on-reserve, Status First Nations parents, the current mechanism by which the federal government distributes the funds designated to pay for elementary and secondary educations as well as the funding arrangements contemplated in the Memorandum of Understanding referred to above,²⁴ may actually inhibit parents' ability to exercise choice.

Federal education funding is not transferred directly to parents. It is transferred to First Nations councils or education authorities. These authorities are not obliged to provide a per-capita grant to families that they can use to pay tuition fees at the school of their choice. For example, the council could, if it wanted to encourage parents to patronize a band-operated school, withhold payments to the local school district, thereby interfering with the parents' ability to send the child to one of the district's schools.

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

the capacity to exert the power of choice in schooling for the benefit of their sons and daughters.

The Report Card facilitates school improvement

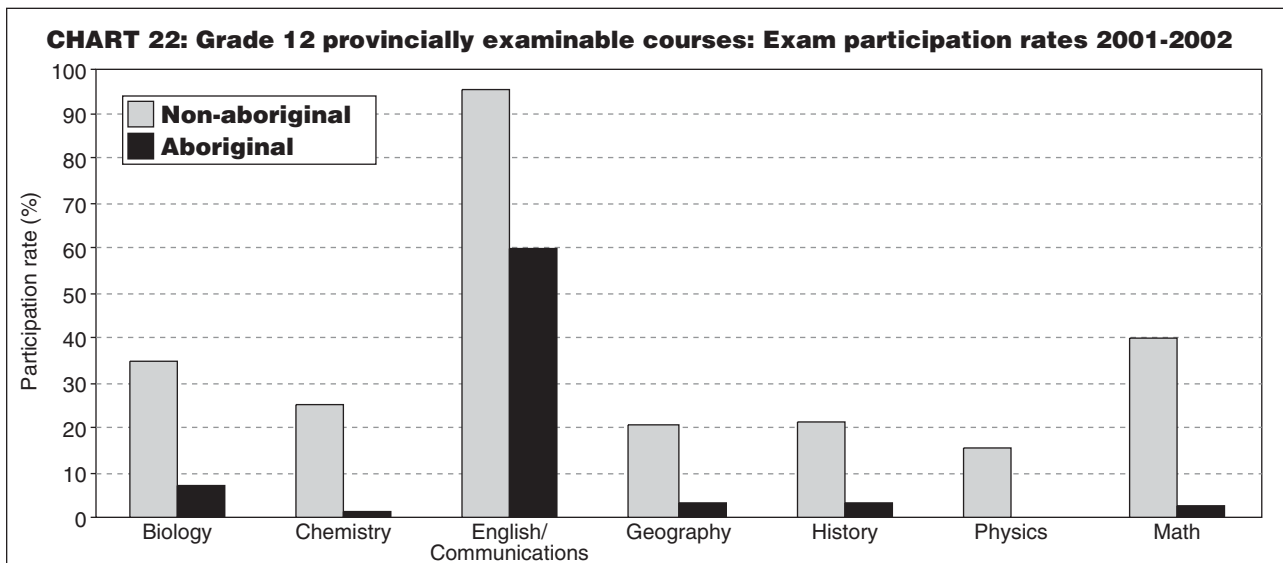
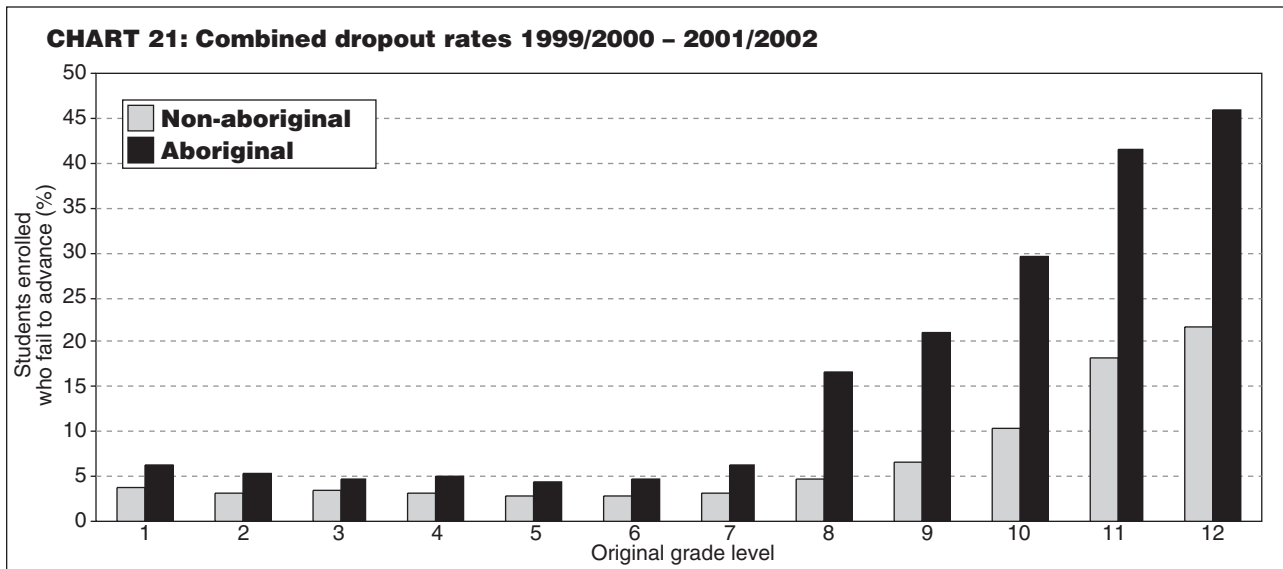
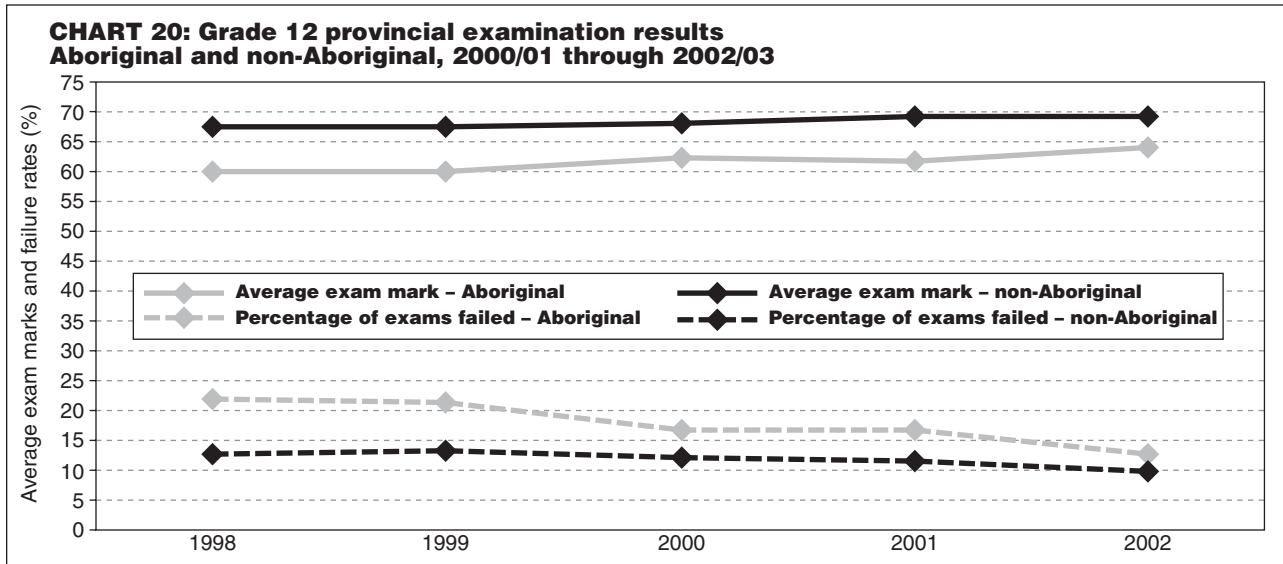
Every improvement plan begins with measurement. The data offered in this *Report Card* can be used as a set of baseline measurements against which to compare results in later years. By focusing public attention on the results of Aboriginal students we hope to encourage and to assist those parents, teachers,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

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

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

Some schools do better than others

To improve a school, one must believe that improvement is achievable. This *Report Card*, like other Fraser Institute report cards, provides evidence about what can be accomplished. It demonstrates clearly that among the elementary and secondary schools upon which we report, there is considerable variation in the



levels of academic success enjoyed by their Aboriginal students. From this we take the message that if one school can find ways to improve the results of its Aboriginal population, so can others.

This finding confirms the results of research involving other student populations in other countries.²⁵ Indeed, it will come as no great surprise to experienced parents and educators that the data consistently suggest that what goes on in the schools makes a difference to academic results and that some schools make more of a difference than others.

Comparisons are at the heart of the improvement process

By comparing a school's latest results with those of earlier years, we can see if the school is improving. By comparing a school's results with those of neighbouring schools or of schools with similar school and student characteristics, we can identify more successful

schools and learn from them. Reference to overall provincial results places an individual school's level of achievement in a broader context.

There is great benefit in identifying schools that are particularly effective. By studying the techniques used in schools where students are successful, less effective schools may find ways to improve. This advantage is not lost on the United Kingdom's Department of Education and Skills. Its Beacon Schools program²⁶ 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.

Comparisons are at the heart of improvement: making comparisons among schools is made simpler and more meaningful by the *Report Card's* indicators, ratings, and rankings.



Key academic indicators of school performance

Secondary schools performance indicators

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

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

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

Three indicators of effective teaching

1 Average provincial examination mark

This indicator (in the tables *Average exam mark*) is the

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

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

2 Percentage of provincial examinations failed

For each school, this indicator (in the tables *Percentage of exams failed*) provides the rate of failure (as a percentage) in the provincial examinations by the school's Aboriginal students. It was derived by dividing the sum, for each school, of all provincial examinations written by its Aboriginal students where a failing grade was awarded by the total number of such examinations written by the Aboriginal students of that school. In part, effective teaching can be

measured by the ability of the students to pass any uniform examination that is a requirement for successful completion of a course. Schools have the responsibility of preparing their students to pass these final examinations.

There is good reason to have confidence in this indicator as a measure of effective teaching. A student need only successfully complete one provincially examinable course in order to graduate. Such a student's course of study may not include the prerequisites for all post-secondary educational options but it will be sufficient for graduation from secondary school. Thus, students enroll in the provincially examinable courses, in large measure, because they want to take them. Further, their success in grade 12 reflects to a certain extent how well they have been prepared in the lower grades. All of the 20 provincially examinable courses have prerequisite courses. Indeed, depending on the school, admission to the grade 12 course may require that the student have received a prescribed minimum grade in the prerequisite lower-level course. Since the decision to take provincially examinable courses is, for the most part, voluntary and requires demonstrated success in previous courses, it seems reasonable to use the percentage of examinations failed in these courses as an additional indicator of the effectiveness of the teaching in secondary schools.

3 Difference between school mark and examination mark

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

Effective teaching includes regular testing so that students may be aware of their progress. For such assessment to be useful, it must accurately reflect the student's understanding of the course and a systematic

policy of inflating school-awarded grades will be counterproductive. Students who believe they are already successful when they are not will be less likely to invest the extra effort needed to master the course material. In the end, they will be poorer for not having achieved the level of understanding that they could have gained through additional study. On the other hand, the systematic deflation of grades can work to the detriment of students in those situations where post-secondary admissions and scholarship awards are, in part, based on school assessments. Students may also lose interest in a subject when their actual understanding of the material is disparaged by inadequate recognition.

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

Three indicators of practical, well-informed counselling

While they are attending secondary school, students must make a number of decisions of considerable significance about their education. Once they have reached the age of 16, for instance, they are at liberty to continue or terminate their education program. On an annual basis they must choose courses in a variety of subject areas.

Will these young people make good decisions? It is unrealistic to presume that they can do so without advice. What practical, well-informed counselling can they call upon? While parents, in the main, are willing to help, many lack the information they need to be able to provide good advice. It falls, therefore, to the schools to shoulder some responsibility for advising students and their parents about educational choices.

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

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

1 Composite dropout rate

This indicator measures the extent to which schools keep their Aboriginal students in school and progressing in a timely manner toward completion of their diploma program. It uses data that report the educational status of students one year after they have enrolled in a given grade at a school in British Columbia. For example, we can determine from these data how many of a school's grade 10 students re-enroll in the following year in a higher grade; enroll in grade 10 for a second time; or fail to re-enroll. With

these raw data, following a technique that we introduced to Canada in the *Report Card on Quebec's Secondary Schools: 2001 Edition*, we calculate a statistic that will answer the question, "Based on this single year's school results, what is the likelihood that a student entering grade 10 at the school will graduate in the normal three year period?"

The indicator is calculated as follows. For each school for each of grade 10, 11, and 12, a rate of successful transition is determined by first summing the number of students who either receive a diploma in the current school year or re-enroll in a higher grade in the following year and then dividing that sum by the number of students enrolled in the grade in the current year. Then, for each grade, a dropout rate is determined by subtracting the rate of successful transition from 1. Each of the three dropout rates is then reduced by the average grade-8 dropout rate at the school during the last three years in order to produce a net dropout rate for each grade. We have adopted the grade-8 dropout rate as an estimate of the "involuntary" dropout rate caused by such events as emigration, death, or any other such occurrence unrelated to a student's independent decision to leave school.

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

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

2 Graduation rate

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

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

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

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

3 Provincially examinable courses taken per student

This indicator (in the tables *Exams taken per student*) measures the average number of provincially examinable courses completed by the Aboriginal students at a school. It is derived by summing the participation

rates for all the provincially examinable courses taken at that school. (The *participation rate* is the ratio, for a school, between the number of students writing the provincial examination in a particular subject and the number of students enrolled in grade 12.)

In their senior years, students have freedom to choose from a considerable variety of courses. Their choices will have an impact upon their literacy, numeracy, and analytical skills upon graduation. Their choices also affect the post-secondary options open to them.

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

With respect to its Aboriginal students, 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 any school does better on some indicators than on others. So, just as a teacher must make a decision about a student’s overall performance, we need an overall indicator of school performance (in the tables *Overall rating out of 10*) with respect to its Aboriginal students. Just as teachers combine test scores, homework, and class participation to rate a student, we have combined all the

indicators to produce an overall school rating. The overall rating of school performance answers the question, “With respect to its Aboriginal students, 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. These standardized scores were weighted and combined to produce an overall standardized score. Finally, this score was converted into an overall rating out of 10. It is from this *Overall rating out of 10* that the school’s provincial rank is determined. The Composite dropout rate indicator is included in the calculation of the *Overall rating* beginning in the 2001/2002 year. (See Appendix 1 for explanatory notes on the calculation of the *Overall rating out of 10*.)

For purposes of comparison, the detailed tables include each school’s *Overall rating out of 10* for the total student population as it appears in the *Report Card on British Columbia’s Secondary Schools: 2003 Edition*.

Is the school improving academically? The Trend indicator

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

In order to detect trends in the performance indicators more easily, we developed the *Trends* indicator. It uses statistical analysis to identify those

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

Elementary school performance indicators

The foundation of the *Report Card* for elementary schools is an overall rating of each school’s academic performance. We base our *Overall school rating* on each school’s academic performance with respect to its Aboriginal students on six indicators:

- (1) average Foundation Skills Assessment (FSA) score in grade-4 reading;
- (2) average FSA score in grade-4 writing;
- (3) average FSA score in grade-4 numeracy;
- (4) average FSA score in grade-7 reading;
- (5) average FSA score in grade-7 writing;
- (6) average FSA score in grade-7 numeracy.

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.

The Ministry provides the data for each of these indicators in the form of scaled scores. For each subject area and grade, the Ministry first scaled base year raw scores such that the distribution of scores had a mean value of 500 and a standard deviation of 50. The distributions of scores in subsequent years were adjusted

to ensure that the means and standard deviations reflected levels of student achievement equivalent to those experienced in the base year.

Indicators of effective teaching

Average FSA scores

These indicators (in the tables *Avg score*) show the average scaled score for Aboriginal students at the school on the uniform FSA tests in reading, writing, and numeracy at the grade 4 and grade 7 levels.

Fundamental to the mission of elementary schools is teaching its students sound basic skills in reading, writing, and numeracy. Basic literacy and numeracy are essential building blocks for life-long learning. The tests upon which the *Report Card* is based assess students on these dimensions. Examinations are designed to achieve a distribution of results reflecting the differences in students' levels of skill and knowledge. Differences among students in abilities, motivation, and work-habits will inevitably have some impact upon the final results. There are, however, recognizable differences from school to school within a district in the average results on the FSA tests. There is also variation within schools in the results obtained in different subject areas and at different grade levels. Such differences in outcomes cannot be wholly explained by the individual and family characteristics of the school's students. It seems reasonable, therefore, to include the average test marks in these three critical subject areas as indicators of effective teaching.

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

To derive this rating, the results for each of the six indicators, for each school year, were first standardized. Standardization is a statistical procedure whereby sets of raw data with different characteristics are converted into sets of values sharing certain statistical properties. Standardized values can readily be combined and compared.

The standardized data were then weighted and combined to produce an overall standardized score. Finally, this score was converted into an overall rating out of 10. It is from this *Overall rating* that the school's provincial rank is determined.

(See Appendix 1 for a detailed description of the calculation of the *Overall rating*.)



Notes

- 1 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).
- 2 In this Report Card, the adjective “Aboriginal” refers to “First Nations”, “Métis”, and “Inuit”.
- 3 Richard Marceau and Peter Cowley, *Report Card on Quebec's Secondary Schools: 2003 Edition*. Studies in Education Policy (Montreal, QC: The Montreal Economic Institute and Vancouver, BC: The Fraser Institute, 2003).
- 4 These schools, like private schools operated by other education authorities, are not required to administer the EQAO tests. If they wish to do so, they may participate in the examination program upon payment of fees.
- 5 K-12 Data Collection Form 1701. Ministry of Education, Province of British Columbia. See <http://www.bced.gov.bc.ca/datacollections/public/welcome.htm>.
- 6 The count results from calculations by the authors using by-school data provided by the Ministry of Education. This headcount includes school-aged students and kindergarten students registered at public and independent schools. Home-schooled and distance learning students are included; out-of-province, fee-paying students are not included.
- 7 Government of Canada, *Indian Act*, Section 116. <http://laws.justice.gc.ca/en/I-5/72967.html>. Updated to April 30, 2003.
- 8 *Minister's National Working Group on Education, Final Report*, page 2. December 2002. Digital document: http://www.ainc-inac.gc.ca/ps/edu/finre/intr_e.html. Last updated 2003/02/12.
- 9 The elementary and secondary education of Canada's on-reserve, Status First Nations and Inuit students who live on Crown land involves the federal and provincial governments as well as First Nations and Inuit authorities. The federal Department of Indian Affairs and Northern Development provides funding to band councils or other First Nation education authorities for the education of First Nations and Inuit students. The per-student funding totaled about \$8,300 for the school year 2002/2003. Ineligible aboriginal students have free access to elementary and secondary schools within the provincial education system to the same extent as do non-aboriginal students.

Band education authorities may choose to provide for education at band-operated schools or may contract for the provision of education services with local public or independent schools. Band-operated schools need not comply with provincial legislation regarding education.
- 10 *Minister's National Working Group on Education, Final Report*, page 10. December 2002. Digital document: http://www.ainc-inac.gc.ca/ps/edu/finre/vis_e.html. Last updated 2003/02/12.
- 11 *Report of the Auditor General of Canada*, April 2000. Chapter 4, Indian and Northern Affairs Canada, Elementary and Secondary Education. See for instance, paragraph 4.14, page 4-8.

- 12 A Memorandum of Understanding with Respect to First Nations Authority and Jurisdiction over Education, signed on behalf of First Nations Education Steering Committee by Chief Nathan Matthew and Grand Chief Edward John; on behalf of Her Majesty the Queen in Right of Canada by The Honorable Robert D. Nault; and on behalf of Her Majesty the Queen in Right of British Columbia by The Honorable Christy Clark. Vancouver. July 24, 2003 [unpublished]
- 13 A Memorandum of Understanding with Respect to First Nations Authority and Jurisdiction over Education, page 1.
- 14 The data used to produce these charts are taken from the 2003 edition of: *How Are We Doing? Demographics and Performance of Aboriginal Students in BC Public Schools*, a slide presentation produced by the Ministry of Education and accessible at: <http://www.bced.gov.bc.ca/abed/performance.htm>.
- 15 The average, by-school, by-subject area, by-grade scaled scores were provided to the authors by the Ministry of Education. For each subject area and grade, the Ministry first scaled base year scores such that the distribution of scores had a mean value of 500 and a standard deviation of 50. The distributions of scores in subsequent years were adjusted to ensure that the means and standard deviations reflected levels of student achievement equivalent to those experienced in the base year. These will be referred to in the text as the “scores” for which it is understood that they are scaled.
- 16 The ministry does not consider the writing tests administered in 1999/2000 to be comparable to those administered in other years. As a result, these tests have been excluded.
- 17 In this analysis, we are comparing the results of the Aboriginal student groups included in this *Report Card* with those of the total student populations (Aboriginal and non-Aboriginal) at the schools rated in the Institute’s *Report Card on British Columbia’s Elementary Schools: 2003 Edition* (June, 2003). We have chosen to make this comparison (rather than one between the results of Aboriginal and non-Aboriginal students) so that we can compare the Aboriginal results to those of a general student population included in an existing report card publication. We recognize that the result of this choice may be to overestimate Aboriginal achievement levels because the general population results are likely to be lower (due to the inclusion of Aboriginal results) than the results for the non-Aboriginal population. However, the proportion of Aboriginal students to total is small enough to cause no concern in this regard.
- 18 In our analysis of transition rate data, we have chosen to consider all students who were enrolled in a grade regardless of whether any of them had previously enrolled in that grade. While analysis of the transition of first-time enrollees in a grade may be a useful measure, the current analysis seeks to determine the effectiveness of schools in encouraging and enabling students to continue their progress regardless of their educational history.
- 19 See *British Columbia, School Act*, Section 3 at: <http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf> and for on-reserve, Status Indians, Canada, *Indian Act*, Section 116 and following at <http://laws.justice.gc.ca/en/I-5/73185.html#rid-73313>.
- 20 See, Ministry of Education, *Guidelines For Student Reporting, Promotion and Retention* at: http://www.bced.gov.bc.ca/classroom_assessment/reporting/chap4.htm.
- 21 Peter Cowley and Stephen Easton, *Report Card on British Columbia’s Secondary Schools: 2003 Edition*, Studies in Education Policy (Vancouver, BC: The Fraser Institute, 2003), pp.8–9.

- 22 The chart combines participation in English 12 and Communications 12 in recognition of the fact that the successful completion of one of these courses is a prerequisite to graduation.
- 23 See, for instance, the Ministry of Education's web site at <<http://www.bced.gov.bc.ca/reports/performance.htm>> for a variety of by-school results at both elementary and secondary schools or the web site of School District #36 (Surrey) at: <<http://www.sd36.bc.ca/>>.
- 24 A Memorandum of Understanding with Respect to First Nations Authority and Jurisdiction over Education, signed on behalf of First Nations Education Steering Committee by Chief Nathan Matthew and Grand Chief Edward John; on behalf of Her Majesty the Queen in Right of Canada by The Honorable Robert D. Nault; and on behalf of Her Majesty the Queen in Right of British Columbia by The Honorable Christy Clark. Vancouver. July 24, 2003 [unpublished]
- 25 See, for instance, Michael Rutter et al., *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Cambridge, MA: Harvard University Press, 1979); Peter Mortimore et al., *School Matters: The Junior Years* (Wells, Somerset: Open Books, 1988); and Laura Lein et al., *Successful Texas Schoolwide Programs: Research Study Results* (STAR Center at the Charles A. Dana Center, University of Texas at Austin). Digital document: <<http://www.starcenter.org/products/pdf/successfulreport.pdf>> (as of May 5, 2003).
- 26 See the Beacon Schools program site at <<http://www.standards.dfee.gov.uk/beaconschools/>> (as of May 5, 2003).
- 27 The data from which these indicators are derived is contained in publicly accessible databases maintained by British Columbia's Ministry of Education for two purposes. School-level statistics describing student enrolment, programs offered, and certain characteristics of the school district provide the basis for determining the annual per-student operating grant each district will receive. Analysis of this same material aids the Ministry's staff in the assessment and planning of proposed capital projects as well as general policy planning. The Data Management and Student Certification Branch collect this data and much of it is available to the public on the Branch's web site <<http://www.bced.gov.bc.ca/k12dataareports/>>. The nature and extent of the data is indicated by the School Level Data Collection Manuals also available on this web site. Statistics on individual student performance are captured so that the Ministry is able to produce a transcript of marks for each student upon graduation from grade 12. This transcript lists all the grade 11 and grade 12 courses that the student attempted and the results achieved. These results include the school mark for all such courses as well as the provincial examination mark for any provincially examinable grade 12 courses. Summary data files (at the school, district, and provincial levels) are available for public perusal on the Branch's web site <www.bced.gov.bc.ca/exams/standrep.htm>. The Ministry provided values for the relevant statistics, for all public and independent secondary schools, for various student population sub-groups, including Aboriginal students, for each of the five school years from September 1997 to August 2002.
- 28 There are insufficient data available to include the gender gap indicators in this *Aboriginal Report Card*.
- 29 The following provincially examinable courses were offered for at least some of the years between 1997/1998 and 2001/2002: Applications of Mathematics 12, Applications of Physics 12, Biology 12, Chemistry 12, Communications 12, English 12, English Literature 12, French 12, Français Langue 12, Geography 12, Geology 12,

- German 12, History 12, Japanese 12, Latin 12 (discontinued in 1997/1998), Mandarin 12, Principles of Mathematics 12, Physics 12, Punjabi 12, Spanish 12 and Technical and Professional Communications 12.
- 30 A student's final mark for a provincially examinable course is derived from both the mark received on the course's uniform provincial examination and a mark provided by the school. The final mark is the weighted average of the examination mark that accounts for 40% and the school mark that accounts for the remaining 60%.
- 31 See British Columbia, *School Act*, Part II, Section 3, Sub-section 1b at: <<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>>.
- 32 Richard Marceau and Peter Cowley, *Report Card on Quebec's Secondary Schools: 2001 Edition*. Studies in Education Policy (Montreal, QC: The Montreal Economic Institute and Vancouver, BC: The Fraser Institute, 2001), pp. 8–9.
- 33 It should be noted, however, that the composite dropout rate for Aboriginal students is very likely understated due to the relatively high number of these students who drop out in grade 8. The Aboriginal dropout rate at this grade level is more than three times higher than that for non-Aboriginal students. By adopting this
- very high dropout rate as the “background” rate, we understate the Aboriginal dropout rates in grades 10, 11, and 12. However, we decided to maintain the original calculations in the interests of continuity.
- 34 There are insufficient data available to include the gender gap indicators in this Aboriginal *Report Card*.
- 35 The Foundation Skills Assessments are an annual battery of tests administered by the Ministry of Education to most students enrolled in grades 4, 7, and 10 in three core subject areas—reading, writing, and numeracy. Further information on this test battery can be found at on the Ministry's web site at: <<http://www.bced.gov.bc.ca/assessment/fsa/>>.
- 36 The average, by-school, by-subject-area, by-grade scaled scores were provided to the authors by the Ministry of Education. For each subject area and grade, the Ministry first scaled base year scores such that the distribution of scores had a mean value of 500 and a standard deviation of 50. The distributions of scores in subsequent years were adjusted to ensure that the means and standard deviations reflected levels of student achievement equivalent to those experienced in the base year. These will be referred to in the text as the “scores” for which it is understood that they are scaled.



Detailed secondary school results

How to read the secondary schools tables

Use the sample table and the explanation of each line below to help you interpret the individual school results. Families choosing a school for their students should seek to confirm the Report Card's findings by visiting the school and interviewing teachers and school administrators, and other parents. More information regarding Aboriginal student results at individual schools can be found on the Ministry of Education web site at: <http://www.bced.gov.bc.ca/reports/performance.htm>.

Of course, a sound academic program should be complemented by effective programs in the areas of school activity not measured by the *Report Card*.

A: The grade 12 Aboriginal headcount and its percentage of total grade 12 enrollment in September 2001. Indicator results involving small numbers of students tend to be more variable than do those for larger student groups. Use the Trend indicator to interpret changes over time.

B: The school's overall provincial rank with respect to Aboriginal student results for 2001/2002 and for the last five years. The rankings show how the school has

done academically with respect to Aboriginal students compared to the other schools in the *Report Card*. A high ranking over five years indicates consistently strong results at the school.

C: Average exam mark. The average mark (%) achieved by the school's Aboriginal students on all the grade 12 provincial examinations.

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

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

F: Exams taken per student. The number of provincial examinations taken by Aboriginal students in each school divided by the grade 12 Aboriginal enrollment. Taking more of these courses provides students with greater post-secondary opportunities.

G: Graduation rate. The percentage of potential Aboriginal graduates enrolled at September 30 who

| SCHOOL DISTRICT | | | | | | | |
|-------------------------------------|--|-------------|-------------|-------------|-------------|--------------|---------------|
| School name (Public or Independent) | | | | | | | |
| A - | Gr 12 Aboriginal enrollment: 21 (9.9% of total enrollment) | | | | 2001-02 | Last 5 Years | |
| B - | | | | | 22 / 49 | 13 / 25 | |
| | Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| C - | Average exam mark | 61.1 | 61.6 | 56.9 | 63.2 | 62.4 | — |
| D - | Percentage of exams failed | 14.3 | 15.8 | 10.0 | 15.6 | 7.1 | — |
| E - | School vs exam mark difference | 9.4 | 7.3 | 9.1 | 8.1 | 3.6 | — |
| F - | Exams taken per student | 1.6 | 0.9 | 0.6 | 1.3 | 0.6 | — |
| G - | Graduation rate | 100.0 | 88.9 | 85.7 | 100.0 | 100.0 | — |
| H - | Composite dropout rate | n/a | n/a | 67.1 | 41.0 | 46.8 | n/a |
| I - | Overall rating out of 10 | 8.1 | 5.5 | 4.9 | 7.5 | 6.4 | — |
| J - | Full school overall rating | 5.8 | 3.8 | 5.0 | 5.8 | 5.2 | — |

actually graduate in the same school year. Higher rates of graduation indicate that the school is doing a good job of keeping students on track and focused on their work during their final year.

H: Composite dropout rate. The estimated percentage of the school's grade 10 Aboriginal students who will not complete grade 12 within three years. Low Composite dropout rates indicate that the school's Aboriginal students are likely to successfully complete the last three grades of secondary school in the normal time.

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

J: Full school Overall rating. For comparison purposes, this is the *Overall rating out of 10* that the school received in the *Report Card on British Columbia's Secondary Schools: 2003 Edition*. It reflects the results of all the students at the school. Note that for most schools, Gender gap indicator values are included in the Full school Overall rating calculation but there are not sufficient data to calculate Gender gap values for Aboriginal student groups.

K: Trend indicator. An upward pointing arrow (▲) at the end of an indicator row means that the school is probably improving on that indicator. A downward pointing arrow (▼) means that the school is probably getting worse. Trends are indicated only in those circumstances where it is at least 90% certain that the changes are not just random. A dash (—) indicates that there is no significant change. The trend measurement is based on the most recent five years of data. Note that for *Percentage of exams failed*, *School vs exam mark differences*, and the *Composite dropout rate*, a statistically significant downward trend in the data will lead to an *improving* trend. For example, a decreasing *Percentage of exams failed* indicates improvement and so an upward pointing arrow is displayed.

Other notes

Note 1

These *Report Card* results are based on the same Ministry of Education data that were used in the *Report Card on British Columbia's Secondary Schools: 2003 Edition*.

Note 2

Not all the province's secondary schools that serve Aboriginal students are included in the tables or the ranking. Of the 241 schools at which Aboriginal students wrote any provincial examination, 49 were eligible for inclusion in the *Report Card*. Excluded are schools at which fewer than 15 Aboriginal students were enrolled in grade 12 and schools that did not generate a sufficiently large set of Aboriginal student data to enable the calculation of an *Overall rating out of 10*.

Also excluded from the ratings and rankings are: distance learning schools, centres for adult education and continuing education; schools that cater largely to non-resident foreign students; and certain alternative schools that do not offer a full program of courses.

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

Note 3

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

Note 4

Where there was 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 5

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

ABORIGINAL STUDENTS ONLY

| Average values for all schools 2001/2002 | | | | | |
|--|------------|------------|------------|------------|------------|
| Avg Gr 12 Aboriginal Enrol: 27 (19% of total enrollment) | | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 |
| Average exam mark | 59.8 | 59.9 | 62.1 | 61.8 | 63.8 |
| Percentage of exams failed | 21.7 | 21.6 | 16.5 | 16.6 | 12.9 |
| School vs exam mark difference | 7.2 | 7.1 | 6.3 | 6.2 | 6.8 |
| Exams taken per student | 1.1 | 1.1 | 1.0 | 1.1 | 1.0 |
| Graduation rate | 80.7 | 81.7 | 83.2 | 83.6 | 85.6 |
| Composite dropout rate | n/a | n/a | 46.2 | 43.8 | 49.2 |
| Overall rating out of 10 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 |

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

ALL STUDENTS

| Average values for all schools 2001/2002 | | | | | |
|--|------------|------------|------------|------------|------------|
| Average Gr 12 Enrollment: 179 | | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 |
| Average exam mark | 67.3 | 67.3 | 68.1 | 69.0 | 69.3 |
| Percentage of exams failed | 12.5 | 13.1 | 12.1 | 11.4 | 9.9 |
| School vs exam mark difference | 6.3 | 6.5 | 6.4 | 5.8 | 5.5 |
| Exams taken per student | 2.8 | 2.9 | 2.8 | 2.9 | 2.9 |
| Graduation rate | 92.2 | 92.7 | 92.6 | 93.8 | 94.1 |
| Composite dropout rate | n/a | n/a | 25.8 | 23.1 | 22.4 |
| Overall rating out of 10 | 6.2 | 6.2 | 6.3 | 6.2 | 6.2 |

Note: This table displays the average results for all the schools in the Report Card on British Columbia's Secondary Schools 2003 Edition.

Note 6

If you have questions about the *Report Card*, contact the Fraser Institute by e-mail at reportcards@fraserinstitute.ca or call Peter Cowley at 604-714-4556.

ABBOTSFORD**Abbotsford Senior Secondary (Public)**

| | | Gr 12 Aboriginal enrollment: 22 (6.1% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|--|------------|------------|------------|------|---------------|--------------|
| | | | | | | | 13 / 49 | 8 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 69.5 | 59.8 | 65.1 | 58.5 | 66.0 | — | | |
| Percentage of exams failed | 0.0 | 23.3 | 9.4 | 23.5 | 0.0 | — | | |
| School vs exam mark difference | 4.7 | 6.5 | 5.0 | 7.7 | 3.8 | — | | |
| Exams taken per student | 1.1 | 1.4 | 1.3 | 0.8 | 0.8 | — | | |
| Graduation rate | 83.3 | 83.3 | 70.8 | 92.3 | 86.7 | — | | |
| Composite dropout rate | n/a | n/a | 38.4 | 32.2 | 41.5 | n/a | | |
| Overall rating out of 10 | 8.7 | 6.7 | 6.9 | 4.8 | 7.5 | — | | |
| Full school overall rating | 6.7 | 6.6 | 6.7 | 5.3 | 5.1 | ▼ | | |

ALBERNI**Alberni District Secondary (Public)**

| | | Gr 12 Aboriginal enrollment: 44 (10.8% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|------------|------|---------------|--------------|
| | | | | | | | 41 / 49 | 22 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 61.7 | 58.1 | 61.1 | 62.1 | 62.2 | — | | |
| Percentage of exams failed | 12.5 | 33.3 | 18.7 | 9.1 | 13.9 | — | | |
| School vs exam mark difference | 8.0 | 1.0 | 0.7 | 7.0 | 9.6 | — | | |
| Exams taken per student | 0.5 | 0.4 | 0.4 | 0.7 | 0.8 | ▲ | | |
| Graduation rate | 81.8 | 70.0 | 85.7 | 76.5 | 75.9 | — | | |
| Composite dropout rate | n/a | n/a | 63.4 | 44.3 | 31.4 | n/a | | |
| Overall rating out of 10 | 5.2 | 4.2 | 6.3 | 5.2 | 4.7 | — | | |
| Full school overall rating | 6.2 | 6.4 | 5.7 | 5.5 | 5.7 | — | | |

BOUNDARY**Grand Forks Secondary School (Public)**

| | | Gr 12 Aboriginal enrollment: 19 (14.1% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|-------------|------------|---------------|--------------|
| | | | | | | | 1 / 49 | n/a |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | n/a | n/a | 65.6 | 64.4 | 72.2 | n/a | | |
| Percentage of exams failed | n/a | n/a | 13.3 | 23.5 | 2.5 | n/a | | |
| School vs exam mark difference | n/a | n/a | 4.5 | 10.1 | 3.1 | n/a | | |
| Exams taken per student | n/a | n/a | 1.3 | 1.7 | 2.1 | n/a | | |
| Graduation rate | n/a | 50.0 | 88.9 | 88.9 | 100.0 | n/a | | |
| Composite dropout rate | n/a | n/a | 33.4 | 34.2 | 29.0 | n/a | | |
| Overall rating out of 10 | n/a | n/a | 8.0 | 6.3 | 10.0 | n/a | | |
| Full school overall rating | 7.5 | 6.8 | 6.4 | 7.3 | 7.2 | — | | |

BULKLEY VALLEY**Smithers Secondary (Public)**

| | | Gr 12 Aboriginal enrollment: 22 (12.7% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|------------|------|---------------|--------------|
| | | | | | | | 26 / 49 | 17 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 61.8 | 67.4 | 62.1 | 69.3 | 69.7 | — | | |
| Percentage of exams failed | 0.0 | 0.0 | 23.1 | 9.1 | 5.0 | — | | |
| School vs exam mark difference | 7.0 | 3.6 | 10.1 | 7.3 | 9.8 | — | | |
| Exams taken per student | 0.4 | 0.7 | 0.6 | 0.7 | 0.8 | ▲ | | |
| Graduation rate | 63.6 | 100.0 | 66.7 | 100.0 | 72.7 | — | | |
| Composite dropout rate | n/a | n/a | 81.4 | 78.1 | 83.5 | n/a | | |
| Overall rating out of 10 | 4.7 | 8.4 | 3.7 | 7.4 | 6.0 | — | | |
| Full school overall rating | 7.1 | 7.1 | 6.7 | 6.9 | 5.9 | ▼ | | |

CAMPBELL RIVER**Timberline Secondary School (Public)**

| | | Gr 12 Aboriginal enrollment: 15 (4.2% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|--|------------|------------|------------|------------|---------------|--------------|
| | | | | | | | 22 / 49 | n/a |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | n/a | n/a | n/a | 67.8 | 67.6 | n/a | | |
| Percentage of exams failed | n/a | n/a | n/a | 0.0 | 16.7 | n/a | | |
| School vs exam mark difference | n/a | n/a | n/a | 1.6 | 7.1 | n/a | | |
| Exams taken per student | n/a | n/a | n/a | 1.1 | 0.7 | n/a | | |
| Graduation rate | 80.0 | 77.8 | 75.0 | 93.3 | 100.0 | — | | |
| Composite dropout rate | n/a | n/a | 55.9 | 31.9 | 66.0 | n/a | | |
| Overall rating out of 10 | n/a | n/a | n/a | 8.7 | 6.4 | n/a | | |
| Full school overall rating | 6.6 | 7.1 | 6.2 | 6.1 | 6.2 | — | | |

Carhi Secondary (Public)

| | | Gr 12 Aboriginal enrollment: 48 (15.7% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|------------|------|---------------|--------------|
| | | | | | | | 43 / 49 | 20 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 60.5 | 63.2 | 59.1 | 61.1 | 63.0 | — | | |
| Percentage of exams failed | 11.5 | 8.6 | 14.7 | 20.7 | 13.8 | ▼ | | |
| School vs exam mark difference | 5.6 | 4.0 | 4.8 | 1.8 | 4.4 | — | | |
| Exams taken per student | 0.6 | 0.9 | 0.6 | 0.6 | 0.5 | — | | |
| Graduation rate | 94.1 | 68.8 | 68.4 | 54.2 | 77.8 | — | | |
| Composite dropout rate | n/a | n/a | 79.1 | 75.2 | 79.9 | n/a | | |
| Overall rating out of 10 | 5.9 | 7.1 | 4.9 | 5.0 | 4.4 | — | | |
| Full school overall rating | 6.2 | 6.4 | 5.2 | 4.8 | 5.5 | — | | |

CARIBOO-CHILCOTIN**Williams Lake Secondary School (Public)**

| | | Gr 12 Aboriginal enrollment: 28 (19.7% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|------------|------------|---------------|--------------|
| | | | | | | | 37 / 49 | n/a |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | n/a | n/a | 65.9 | 59.5 | 59.0 | n/a | | |
| Percentage of exams failed | n/a | n/a | 0.0 | 26.7 | 19.2 | n/a | | |
| School vs exam mark difference | n/a | n/a | 3.2 | 5.0 | 5.9 | n/a | | |
| Exams taken per student | n/a | n/a | 0.8 | 1.0 | 0.9 | n/a | | |
| Graduation rate | n/a | n/a | 85.7 | 100.0 | 84.2 | n/a | | |
| Composite dropout rate | n/a | n/a | 86.6 | 74.1 | 66.2 | n/a | | |
| Overall rating out of 10 | n/a | n/a | 7.4 | 5.9 | 4.9 | n/a | | |
| Full school overall rating | n/a | n/a | 5.8 | 5.6 | 5.3 | n/a | | |

Anne Stevenson Secondary (Public)

| | | Gr 12 Aboriginal enrollment: 15 (13.5% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|------------|------------|---------------|--------------|
| | | | | | | | 40 / 49 | n/a |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | n/a | n/a | 49.9 | n/a | 60.6 | n/a | | |
| Percentage of exams failed | n/a | n/a | 50.0 | n/a | 20.0 | n/a | | |
| School vs exam mark difference | n/a | n/a | 11.2 | n/a | 20.0 | n/a | | |
| Exams taken per student | n/a | n/a | 0.8 | n/a | 0.7 | n/a | | |
| Graduation rate | n/a | n/a | 72.7 | 100.0 | 100.0 | n/a | | |
| Composite dropout rate | n/a | n/a | 69.9 | 88.2 | 76.5 | n/a | | |
| Overall rating out of 10 | n/a | n/a | 1.3 | n/a | 4.8 | n/a | | |
| Full school overall rating | n/a | n/a | 1.2 | 2.4 | 2.8 | n/a | | |

Peter Skene Ogden Secondary (Public)

| | | Gr 12 Aboriginal enrollment: 25 (10.7% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|---|------------|------------|------------|------|---------------|--------------|
| | | | | | | | 41 / 49 | 8 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 66.8 | 63.7 | 72.1 | 73.6 | 63.1 | — | | |
| Percentage of exams failed | 0.0 | 21.4 | 0.0 | 6.2 | 13.3 | — | | |
| School vs exam mark difference | 0.9 | 4.4 | 2.9 | 6.9 | 3.0 | — | | |
| Exams taken per student | 0.8 | 1.0 | 0.8 | 0.7 | 0.6 | — | | |
| Graduation rate | 100.0 | 66.7 | 81.8 | 77.8 | 66.7 | — | | |
| Composite dropout rate | n/a | n/a | 29.1 | 66.4 | 68.6 | n/a | | |
| Overall rating out of 10 | 9.4 | 5.6 | 7.9 | 6.9 | 4.7 | — | | |
| Full school overall rating | 6.8 | 5.9 | 6.3 | 6.1 | 5.0 | ▼ | | |

CENTRAL COAST**Bella Bella Community School (Independent)**

| | | Gr 12 Aboriginal enrollment: 17 (100.0% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|--|------------|------------|------------|------------|---------------|--------------|
| | | | | | | | 29 / 49 | n/a |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | n/a | 37.2 | 53.8 | 52.7 | 49.0 | n/a | | |
| Percentage of exams failed | n/a | 69.6 | 31.6 | 44.4 | 50.0 | n/a | | |
| School vs exam mark difference | n/a | 18.5 | 19.3 | 12.7 | 17.4 | n/a | | |
| Exams taken per student | n/a | 2.6 | 1.3 | 2.4 | 1.6 | n/a | | |
| Graduation rate | 100.0 | 40.0 | 88.9 | 93.8 | 92.9 | — | | |
| Composite dropout rate | n/a | n/a | 39.3 | 41.6 | 56.2 | n/a | | |
| Overall rating out of 10 | n/a | 2.1 | 5.0 | 5.7 | 5.9 | n/a | | |
| Full school overall rating | n/a | 0.0 | 2.1 | 0.1 | 0.8 | n/a | | |

CENTRAL OKANAGAN**Rutland Secondary (Public)**

| | | Gr 12 Aboriginal enrollment: 35 (5.2% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|--|------------|------------|------------|------------|---------------|--------------|
| | | | | | | | 44 / 49 | n/a |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 63.4 | n/a | n/a | n/a | 61.6 | n/a | | |
| Percentage of exams failed | 18.8 | n/a | n/a | n/a | 21.1 | n/a | | |
| School vs exam mark difference | 5.5 | n/a | n/a | n/a | 3.2 | n/a | | |
| Exams taken per student | 0.7 | n/a | n/a | n/a | 0.5 | n/a | | |
| Graduation rate | 90.9 | 66.7 | 100.0 | 90.0 | 90.0 | — | | |
| Composite dropout rate | n/a | n/a | 59.2 | 49.7 | 64.9 | n/a | | |
| Overall rating out of 10 | 7.4 | n/a | n/a | n/a | 4.3 | n/a | | |
| Full school overall rating | 5.7 | 5.4 | 6.7 | 5.9 | 5.5 | — | | |

CHILLIWACK**Sardis Secondary (Public)**

| | | Gr 12 Aboriginal enrollment: 24 (6.0% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|--|------------|------------|-------------|------|---------------|--------------|
| | | | | | | | 1 / 49 | 1 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 65.3 | 61.4 | 61.6 | 59.5 | 68.3 | — | | |
| Percentage of exams failed | 14.1 | 17.2 | 19.5 | 8.3 | 3.6 | — | | |
| School vs exam mark difference | 6.2 | 5.3 | 4.6 | 5.1 | 3.6 | ▲ | | |
| Exams taken per student | 1.8 | 1.5 | 2.0 | 1.5 | 2.3 | — | | |
| Graduation rate | 75.7 | 83.3 | 84.2 | 87.5 | 92.9 | ▲ | | |
| Composite dropout rate | n/a | n/a | 43.2 | 34.0 | 30.0 | n/a | | |
| Overall rating out of 10 | 8.8 | 7.9 | 8.1 | 8.1 | 10.0 | — | | |
| Full school overall rating | 5.3 | 6.8 | 6.6 | 6.6 | 7.0 | — | | |

Chilliwack Secondary (Public)

| | | Gr 12 Aboriginal enrollment: 33 (9.8% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|---------------------------------|------------|--|------------|------------|------------|------|---------------|--------------|
| | | | | | | | 15 / 49 | 13 / 25 |
| Academic Performance | | 1998 | 1999 | 2000 | 2001 | 2002 | Trends | |
| Average exam mark | 62.6 | 65.5 | 64.2 | 60.0 | 65.2 | — | | |
| Percentage of exams failed | 14.6 | 25.0 | 11.1 | 10.5 | 5.6 | — | | |
| School vs exam mark difference | 9.0 | 4.4 | 6.4 | 9.4 | 3.3 | — | | |
| Exams taken per student | 1.3 | 0.6 | 1.2 | 0.9 | 1.1 | — | | |
| Graduation rate | 95.2 | 61.5 | 65.0 | 80.0 | 80.0 | — | | |
| Composite dropout rate | n/a | n/a | 57.3 | 58.6 | 53.7 | n/a | | |
| Overall rating out of 10 | 7.8 | 5.6 | 6.3 | 5.4 | 7.3 | — | | |
| Full school overall rating | 6.1 | 5.2 | 5.4 | 5.2 | 5.5 | — | | |

COAST MOUNTAINS**Hazleton Secondary (Public)**

| | | Gr 12 Aboriginal enrollment: 62 (71.3% of total enrollment) | | | | | 2001-02 | Last 5 Years |
|-----------------------------|--|---|--|--|--|--|---------|--------------|
| | | | | | | | 10 / 49 | 16 / 25 |
| Academic Performance | | 1998 | | | | | | |

| Mount Elizabeth Secondary [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 20 (10.1% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 32 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 54.5 | 55.4 | n/a | n/a | 58.0 | n/a |
| Percentage of exams failed | 36.8 | 45.5 | n/a | n/a | 33.3 | n/a |
| School vs exam mark difference | 8.1 | 3.8 | n/a | n/a | 6.1 | n/a |
| Exams taken per student | 1.0 | 0.7 | n/a | n/a | 1.0 | n/a |
| Graduation rate | 100.0 | 100.0 | 100.0 | 71.4 | 85.7 | — |
| Composite dropout rate | n/a | n/a | 43.8 | 48.4 | 37.2 | n/a |
| Overall rating out of 10 | 5.7 | 4.5 | n/a | n/a | 5.7 | n/a |
| Full school overall rating | 5.3 | 4.3 | 4.5 | 5.0 | 5.1 | — |

| Caledonia Sr Secondary [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 54 (16.6% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 37 / 49 | | 24 / 25 | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 60.0 | 59.0 | 53.5 | 59.9 | 62.0 | — |
| Percentage of exams failed | 11.5 | 18.6 | 33.3 | 14.3 | 11.1 | — |
| School vs exam mark difference | 6.6 | 4.9 | 1.9 | 7.0 | 11.5 | — |
| Exams taken per student | 0.7 | 1.1 | 0.3 | 0.3 | 0.6 | — |
| Graduation rate | 71.4 | 75.0 | 72.7 | 72.7 | 90.5 | — |
| Composite dropout rate | n/a | n/a | n/a | n/a | n/a | n/a |
| Overall rating out of 10 | 5.4 | 7.0 | 3.7 | 4.1 | 4.9 | — |
| Full school overall rating | 6.9 | 4.7 | 4.6 | 5.9 | 5.4 | — |

COMOX VALLEY

| Georges P Vanier Secondary [Public] | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 35 (6.6% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 6 / 49 | | 4 / 25 | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 59.8 | 62.6 | 63.3 | 66.1 | 63.0 | — |
| Percentage of exams failed | 20.0 | 11.1 | 14.3 | 8.7 | 12.8 | — |
| School vs exam mark difference | 10.1 | 2.6 | 7.1 | 3.4 | 1.6 | — |
| Exams taken per student | 0.8 | 1.3 | 1.1 | 1.6 | 1.2 | ▲ |
| Graduation rate | 100.0 | 93.8 | 84.2 | 97.1 | 87.5 | — |
| Composite dropout rate | n/a | n/a | 60.6 | 35.5 | 55.6 | n/a |
| Overall rating out of 10 | 5.4 | 9.0 | 6.5 | 9.0 | 7.8 | — |
| Full school overall rating | 6.7 | 7.1 | 6.7 | 6.3 | 5.8 | ▼ |

| Highland Secondary [Public] | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 16 (6.0% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 29 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | n/a | 65.3 | 67.5 | n/a |
| Percentage of exams failed | n/a | n/a | n/a | 14.3 | 0.0 | n/a |
| School vs exam mark difference | n/a | n/a | n/a | 5.4 | 8.7 | n/a |
| Exams taken per student | n/a | n/a | n/a | 1.2 | 0.6 | n/a |
| Graduation rate | 100.0 | 87.5 | 77.8 | 86.7 | 91.7 | — |
| Composite dropout rate | n/a | n/a | 19.7 | 24.8 | 44.7 | n/a |
| Overall rating out of 10 | n/a | n/a | n/a | 7.5 | 5.9 | n/a |
| Full school overall rating | 7.8 | 7.2 | 6.9 | 7.3 | 7.0 | — |

COQUITLAM

| Terry Fox Secondary [Public] | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 17 (3.9% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 33 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | n/a | 61.5 | 66.4 | n/a |
| Percentage of exams failed | n/a | n/a | n/a | 5.6 | 8.3 | n/a |
| School vs exam mark difference | n/a | n/a | n/a | 6.8 | 8.8 | n/a |
| Exams taken per student | n/a | n/a | n/a | 1.1 | 0.6 | n/a |
| Graduation rate | 100.0 | 0.0 | 100.0 | 83.3 | 100.0 | — |
| Composite dropout rate | n/a | n/a | 31.7 | 13.9 | 41.0 | n/a |
| Overall rating out of 10 | n/a | n/a | n/a | 6.3 | 5.6 | n/a |
| Full school overall rating | 5.6 | 5.3 | 5.1 | 5.5 | 5.2 | — |

| Riverside Secondary [Public] | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 16 (4.3% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 34 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | n/a | n/a | 63.0 | n/a |
| Percentage of exams failed | n/a | n/a | n/a | n/a | 8.3 | n/a |
| School vs exam mark difference | n/a | n/a | n/a | n/a | 5.1 | n/a |
| Exams taken per student | n/a | n/a | n/a | n/a | 0.8 | n/a |
| Graduation rate | 87.5 | 80.0 | 87.5 | 100.0 | 90.0 | — |
| Composite dropout rate | n/a | n/a | 47.9 | 26.4 | 54.4 | n/a |
| Overall rating out of 10 | n/a | n/a | n/a | n/a | 5.5 | n/a |
| Full school overall rating | 6.9 | 4.8 | 6.4 | 6.1 | 5.7 | — |

COWICHAN VALLEY

| Cowichan Secondary [Public] | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 26 (8.1% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 10 / 49 | | 19 / 25 | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 58.1 | 47.3 | 59.7 | 61.2 | 66.0 | — |
| Percentage of exams failed | 42.9 | 55.0 | 25.8 | 10.5 | 14.7 | — |
| School vs exam mark difference | 3.3 | 12.3 | 5.5 | 6.3 | 5.9 | — |
| Exams taken per student | 1.4 | 0.8 | 1.3 | 0.9 | 1.3 | — |
| Graduation rate | 66.7 | 76.9 | 88.2 | 91.7 | 86.4 | — |
| Composite dropout rate | n/a | n/a | 32.4 | 25.7 | 10.1 | n/a |
| Overall rating out of 10 | 6.1 | 0.8 | 6.2 | 7.1 | 7.6 | — |
| Full school overall rating | 5.6 | 4.7 | 6.2 | 6.5 | 6.2 | — |

FORT NELSON

| Fort Nelson Secondary [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 26 (29.2% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 25 / 49 | | 3 / 25 | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 69.8 | 64.4 | 66.0 | 70.2 | 72.3 | — |
| Percentage of exams failed | 5.7 | 12.1 | 8.3 | 0.0 | 0.0 | — |
| School vs exam mark difference | 5.5 | 6.4 | 3.8 | 11.5 | 15.5 | ▼ |
| Exams taken per student | 1.3 | 1.2 | 1.3 | 0.7 | 0.7 | — |
| Graduation rate | 100.0 | 94.7 | 100.0 | 92.9 | 88.2 | — |
| Composite dropout rate | n/a | n/a | 48.5 | 55.9 | 54.9 | n/a |
| Overall rating out of 10 | 9.6 | 7.4 | 8.8 | 6.8 | 6.1 | ▼ |
| Full school overall rating | 7.3 | 5.9 | 5.1 | 5.5 | 5.4 | — |

FRASER-CASCADE

| Hope Secondary [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 20 (18.9% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 8 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 62.1 | n/a | 63.6 | 58.8 | 66.8 | n/a |
| Percentage of exams failed | 16.7 | n/a | 7.7 | 23.8 | 5.0 | n/a |
| School vs exam mark difference | 7.1 | n/a | 2.5 | 6.1 | 6.0 | n/a |
| Exams taken per student | 1.1 | n/a | 0.8 | 1.0 | 1.0 | n/a |
| Graduation rate | 75.0 | 88.9 | 90.9 | 83.3 | 84.6 | — |
| Composite dropout rate | n/a | n/a | 0.0 | 25.1 | 22.1 | n/a |
| Overall rating out of 10 | 6.3 | n/a | 7.2 | 4.9 | 7.7 | n/a |
| Full school overall rating | 4.0 | 4.4 | 5.7 | 5.6 | 6.0 | ▲ |

GOLD TRAIL

| Lillooet Secondary [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 39 (50.6% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 26 / 49 | | 21 / 25 | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 56.8 | 58.7 | 54.5 | 57.0 | 63.2 | — |
| Percentage of exams failed | 27.9 | 14.3 | 27.3 | 26.7 | 16.2 | — |
| School vs exam mark difference | 8.7 | 5.1 | 6.3 | 4.5 | 5.4 | ▲ |
| Exams taken per student | 1.3 | 1.1 | 1.1 | 1.1 | 0.9 | — |
| Graduation rate | 92.6 | 96.4 | 83.3 | 68.2 | 86.7 | — |
| Composite dropout rate | n/a | n/a | 65.7 | 46.2 | 24.3 | n/a |
| Overall rating out of 10 | 5.1 | 6.5 | 5.0 | 4.5 | 6.0 | — |
| Full school overall rating | 6.0 | 5.4 | 5.1 | 4.1 | 4.6 | ▼ |

GREATER VICTORIA

| Esquimalt Community School [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 33 (16.4% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 36 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | 62.1 | 58.3 | 62.9 | n/a |
| Percentage of exams failed | n/a | n/a | 16.7 | 30.8 | 9.4 | n/a |
| School vs exam mark difference | n/a | n/a | 4.9 | 6.6 | 12.4 | n/a |
| Exams taken per student | n/a | n/a | 0.8 | 0.6 | 0.9 | n/a |
| Graduation rate | 66.7 | 100.0 | 62.5 | 62.5 | 75.0 | n/a |
| Composite dropout rate | n/a | n/a | 57.2 | 37.9 | 65.0 | n/a |
| Overall rating out of 10 | n/a | n/a | 5.2 | 4.0 | 5.0 | n/a |
| Full school overall rating | 5.7 | 5.3 | 5.3 | 6.1 | 5.8 | — |

| Victoria High School [Public] | | | | | | |
|--|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 23 (5.6% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 48 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | 61.4 | 59.7 | 58.9 | 59.2 | n/a |
| Percentage of exams failed | n/a | 21.9 | 25.0 | 27.3 | 25.0 | n/a |
| School vs exam mark difference | n/a | 6.5 | 7.0 | 2.6 | 11.4 | n/a |
| Exams taken per student | n/a | 1.5 | 0.7 | 1.0 | 0.7 | n/a |
| Graduation rate | 66.7 | 66.7 | 90.9 | 77.8 | 72.7 | — |
| Composite dropout rate | n/a | n/a | n/a | n/a | n/a | n/a |
| Overall rating out of 10 | n/a | 6.2 | 5.3 | 5.5 | 2.4 | n/a |
| Full school overall rating | 6.3 | 5.8 | 5.1 | 4.7 | 4.6 | ▼ |

HAIDA GWAI/QUEEN CHARLOTTE

| George M Dawson Secondary [Public] | | | | | | |
|---|-------------|-------------|-------------|-------------|--------------|---------------|
| Gr 12 Aboriginal enrollment: 24 (68.6% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 49 / 49 | | n/a | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 53.0 | 55.1 | n/a | 47.5 | 49.1 | n/a |
| Percentage of exams failed | 46.2 | 36.4 | n/a | 42.9 | 43.7 | n/a |
| School vs exam mark difference | 7.8 | 15.8 | n/a | 7.4 | 5.9 | n/a |
| Exams taken per student | 1.0 | 0.7 | n/a | 0.6 | 0.6 | n/a |
| Graduation rate | 88.9 | 87.5 | 85.7 | 36.4 | 80.0 | — |
| Composite dropout rate | n/a | n/a | 64.1 | 77.8 | 76.9 | n/a |
| Overall rating out of 10 | 3.0 | 2.9 | n/a | 0.7 | 0.6 | n/a |
| Full school overall rating | 0.0 | 1.1 | 2.5 | 0.0 | 0.0 | — |

KAMLOOPS/THOMPSON

| Kamloops Secondary [Public] | | | | | | |
|--|--|--|---------|------|--------------|--|
| Gr 12 Aboriginal enrollment: 16 (8.5% of total enrollment) | | | | | | |
| | | | 2001-02 | 2002 | Last 5 Years | |
| | | | 4 / | | | |

Norkam Secondary [Public]

Gr 12 Aboriginal enrollment: 22 (10.9% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|------------|
| | 8 / 49 | n/a | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | 59.3 | 59.5 | 65.8 | 65.9 | n/a |
| Percentage of exams failed | n/a | 18.2 | 15.8 | 0.0 | 8.0 | n/a |
| School vs exam mark difference | n/a | 2.4 | 7.2 | 5.6 | 3.3 | n/a |
| Exams taken per student | n/a | 0.6 | 0.6 | 0.5 | 1.0 | n/a |
| Graduation rate | 80.0 | 90.0 | 76.2 | 81.8 | 94.1 | — |
| Composite dropout rate | n/a | n/a | 20.0 | 31.6 | 34.4 | n/a |
| Overall rating out of 10 | n/a | 6.1 | 4.9 | 6.6 | 7.7 | n/a |
| Full school overall rating | 4.4 | 4.3 | 5.4 | 5.9 | 5.9 | ▲ |

MAPLE RIDGE-PITT MEADOWS**Garibaldi Secondary [Public]**

Gr 12 Aboriginal enrollment: 19 (8.1% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|------------|
| | 5 / 49 | n/a | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | 65.8 | 66.6 | 66.1 | n/a |
| Percentage of exams failed | n/a | n/a | 21.4 | 7.1 | 0.0 | n/a |
| School vs exam mark difference | n/a | n/a | 3.6 | 4.0 | 4.0 | n/a |
| Exams taken per student | n/a | n/a | 1.3 | 1.0 | 0.8 | n/a |
| Graduation rate | 75.0 | 85.7 | 70.0 | 70.0 | 94.1 | — |
| Composite dropout rate | n/a | n/a | 49.2 | 0.0 | 8.2 | n/a |
| Overall rating out of 10 | n/a | n/a | 6.3 | 6.7 | 7.9 | n/a |
| Full school overall rating | 6.4 | 5.3 | 6.3 | 5.0 | 6.2 | — |

Pitt Meadows Secondary [Public]

Gr 12 Aboriginal enrollment: 18 (8.1% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|------------|
| | 35 / 49 | n/a | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | n/a | n/a | 59.8 | n/a |
| Percentage of exams failed | n/a | n/a | n/a | n/a | 29.4 | n/a |
| School vs exam mark difference | n/a | n/a | n/a | n/a | 5.1 | n/a |
| Exams taken per student | n/a | n/a | n/a | n/a | 0.9 | n/a |
| Graduation rate | 75.0 | 100.0 | 83.3 | 85.7 | 100.0 | — |
| Composite dropout rate | n/a | n/a | 56.5 | 46.0 | 44.5 | n/a |
| Overall rating out of 10 | n/a | n/a | n/a | n/a | 5.2 | n/a |
| Full school overall rating | 5.8 | 6.3 | 5.9 | 6.2 | 4.4 | — |

NANAIMO-LADYSMITH**Nanaimo District Secondary [Public]**

Gr 12 Aboriginal enrollment: 17 (5.7% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|------------|
| | 20 / 49 | n/a | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | 66.8 | 43.6 | 67.2 | n/a |
| Percentage of exams failed | n/a | n/a | 0.0 | 57.1 | 0.0 | n/a |
| School vs exam mark difference | n/a | n/a | 1.6 | 14.9 | 4.1 | n/a |
| Exams taken per student | n/a | n/a | 1.4 | 1.2 | 0.8 | n/a |
| Graduation rate | 0.0 | 100.0 | 100.0 | 75.0 | 83.3 | — |
| Composite dropout rate | n/a | n/a | 45.6 | 41.6 | 42.9 | n/a |
| Overall rating out of 10 | n/a | n/a | 9.8 | 3.0 | 6.8 | n/a |
| Full school overall rating | 5.4 | 5.1 | 6.3 | 4.2 | 5.3 | — |

John Barshy Community School [Public]

Gr 12 Aboriginal enrollment: 22 (14.6% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|------------|
| | 46 / 49 | n/a | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | 60.3 | 59.8 | 63.0 | 58.8 | n/a |
| Percentage of exams failed | n/a | 6.7 | 17.6 | 8.0 | 15.4 | n/a |
| School vs exam mark difference | n/a | 2.2 | 4.2 | 2.7 | 2.9 | n/a |
| Exams taken per student | n/a | 0.7 | 0.6 | 0.8 | 0.5 | n/a |
| Graduation rate | 87.5 | 88.9 | 88.9 | 100.0 | 81.8 | — |
| Composite dropout rate | n/a | n/a | 65.9 | 75.4 | 62.9 | n/a |
| Overall rating out of 10 | n/a | 8.3 | 5.8 | 8.5 | 4.0 | n/a |
| Full school overall rating | 3.6 | 4.9 | 4.4 | 4.2 | 4.3 | — |

NECHAKO LAKES**Nechako Valley Secondary [Public]**

Gr 12 Aboriginal enrollment: 34 (17.6% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 18 / 49 | 7 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 57.4 | 59.2 | 65.5 | 57.5 | 63.2 | — |
| Percentage of exams failed | 23.5 | 24.1 | 5.6 | 23.5 | 15.2 | — |
| School vs exam mark difference | 11.1 | 13.8 | 4.1 | 7.1 | 5.7 | ▲ |
| Exams taken per student | 1.6 | 1.4 | 1.0 | 1.5 | 1.0 | — |
| Graduation rate | 87.5 | 92.9 | 100.0 | 87.5 | 87.5 | — |
| Composite dropout rate | n/a | n/a | 0.0 | 0.0 | 21.5 | n/a |
| Overall rating out of 10 | 6.4 | 7.2 | 8.2 | 6.6 | 7.1 | ▼ |
| Full school overall rating | 5.2 | 4.7 | 4.6 | 4.2 | 4.0 | — |

Fort St James Secondary [Public]

Gr 12 Aboriginal enrollment: 33 (41.3% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|------------|
| | 37 / 49 | n/a | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 52.4 | 62.7 | n/a | 51.5 | 59.0 | n/a |
| Percentage of exams failed | 42.9 | 25.0 | n/a | 35.3 | 19.4 | n/a |
| School vs exam mark difference | 11.3 | 11.5 | n/a | 7.3 | 3.6 | n/a |
| Exams taken per student | 0.7 | 1.4 | n/a | 0.8 | 1.0 | n/a |
| Graduation rate | 50.0 | 90.9 | 85.7 | 80.0 | 80.0 | — |
| Composite dropout rate | n/a | n/a | 41.4 | 74.4 | 72.6 | n/a |
| Overall rating out of 10 | 1.5 | 6.7 | n/a | 3.6 | 4.9 | n/a |
| Full school overall rating | 1.2 | 5.0 | 2.4 | 1.4 | 3.2 | — |

NICOLA-SIMILKAMEEN**Merritt Secondary [Public]**

Gr 12 Aboriginal enrollment: 45 (30.0% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 14 / 49 | 10 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 64.3 | 56.1 | 62.2 | 58.6 | 66.1 | — |
| Percentage of exams failed | 20.9 | 29.1 | 18.1 | 28.9 | 6.2 | — |
| School vs exam mark difference | 5.2 | 7.0 | 4.1 | 2.3 | 8.6 | — |
| Exams taken per student | 1.5 | 1.5 | 1.6 | 1.0 | 1.4 | — |
| Graduation rate | 100.0 | 74.2 | 76.3 | 75.0 | 80.0 | — |
| Composite dropout rate | n/a | n/a | 11.7 | 3.0 | 24.8 | n/a |
| Overall rating out of 10 | 8.8 | 5.2 | 7.3 | 5.5 | 7.4 | — |
| Full school overall rating | 6.3 | 5.3 | 5.4 | 6.5 | 6.7 | — |

NISGA'A**Nisga'a Elem/Secondary [Public]**

Gr 12 Aboriginal enrollment: 42 (97.7% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 44 / 49 | 25 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 46.8 | 50.1 | 47.0 | 55.5 | 58.0 | — |
| Percentage of exams failed | 53.8 | 46.0 | 56.8 | 27.3 | 23.9 | — |
| School vs exam mark difference | 15.2 | 13.3 | 18.5 | 9.0 | 9.9 | — |
| Exams taken per student | 1.8 | 1.6 | 1.0 | 0.8 | 1.1 | — |
| Graduation rate | 87.1 | 80.0 | 61.3 | 57.7 | 89.5 | — |
| Composite dropout rate | n/a | n/a | 42.2 | 52.5 | 77.6 | n/a |
| Overall rating out of 10 | 4.3 | 4.0 | 0.6 | 2.1 | 4.3 | — |
| Full school overall rating | 0.0 | 0.0 | 0.0 | 0.0 | 0.7 | — |

PEACE RIVER NORTH**North Peace Secondary [Public]**

Gr 12 Aboriginal enrollment: 41 (11.8% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 10 / 49 | 5 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 56.1 | 60.5 | 65.4 | 61.3 | 63.5 | — |
| Percentage of exams failed | 21.1 | 22.2 | 15.2 | 25.3 | 13.1 | — |
| School vs exam mark difference | 2.8 | 9.2 | 6.4 | 9.4 | 6.4 | — |
| Exams taken per student | 0.7 | 2.2 | 1.9 | 1.7 | 1.4 | — |
| Graduation rate | 88.9 | 82.8 | 97.8 | 81.6 | 90.6 | — |
| Composite dropout rate | n/a | n/a | 19.8 | 46.9 | 40.1 | n/a |
| Overall rating out of 10 | 6.1 | 8.0 | 9.1 | 6.4 | 7.6 | — |
| Full school overall rating | 4.8 | 5.2 | 6.2 | 5.2 | 5.4 | — |

PEACE RIVER SOUTH**South Peace Secondary [Public]**

Gr 12 Aboriginal enrollment: 20 (9.1% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 26 / 49 | 15 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 58.1 | 59.1 | 61.7 | 62.4 | 61.7 | — |
| Percentage of exams failed | 18.2 | 20.0 | 20.0 | 9.1 | 19.2 | — |
| School vs exam mark difference | 6.8 | 8.0 | 6.4 | 2.7 | 6.1 | — |
| Exams taken per student | 1.5 | 1.2 | 0.8 | 0.6 | 1.3 | — |
| Graduation rate | 66.7 | 92.3 | 100.0 | 85.7 | 80.0 | — |
| Composite dropout rate | n/a | n/a | 66.4 | 65.8 | 67.0 | n/a |
| Overall rating out of 10 | 6.7 | 6.7 | 5.9 | 6.2 | 6.0 | — |
| Full school overall rating | 5.5 | 6.1 | 5.9 | 5.9 | 4.8 | — |

PRINCE GEORGE**Duchess Park Secondary [Public]**

Gr 12 Aboriginal enrollment: 25 (13.0% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 15 / 49 | 2 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 64.0 | 65.6 | 67.6 | 70.1 | 71.0 | ▲ |
| Percentage of exams failed | 15.0 | 12.5 | 8.0 | 0.0 | 4.0 | — |
| School vs exam mark difference | 2.2 | 4.7 | 4.7 | 5.5 | 5.7 | — |
| Exams taken per student | 1.5 | 0.8 | 1.3 | 1.7 | 0.9 | — |
| Graduation rate | 92.3 | 100.0 | 77.8 | 87.5 | 78.6 | — |
| Composite dropout rate | n/a | n/a | 42.9 | 30.0 | 61.1 | n/a |
| Overall rating out of 10 | 9.5 | 7.6 | 7.4 | 9.0 | 7.3 | ▼ |
| Full school overall rating | 7.4 | 7.0 | 6.3 | 6.7 | 6.3 | — |

Prince George Secondary School [Public]

Gr 12 Aboriginal enrollment: 35 (8.4% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|---------------------------------|------------|--------------|------------|------------|------------|----------|
| | 21 / 49 | 11 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 51.3 | 63.1 | 62.8 | 63.1 | 62.1 | — |
| Percentage of exams failed | 42.9 | 7.1 | 16.9 | 15.3 | 14.8 | — |
| School vs exam mark difference | 8.4 | 3.5 | 7.9 | 2.5 | 6.7 | — |
| Exams taken per student | 1.1 | 0.5 | 0.9 | 2.4 | 1.5 | — |
| Graduation rate | 70.0 | 87.5 | 86.5 | 90.3 | 89.3 | — |
| Composite dropout rate | n/a | n/a | 62.2 | 36.5 | 30.9 | n/a |
| Overall rating out of 10 | 3.7 | 7.0 | 6.5 | 9.5 | 6.6 | — |
| Full school overall rating | 4.7 | 5.6 | 5.7 | 5.4 | 5.6 | — |

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

Gr 12 Aboriginal enrollment: 34 (29.8% of total enrollment)

| | 2001-02 | Last 5 Years | | | | |
|----------------------------|---------|--------------|------|------|------|--------|
| | 24 / 49 | 11 / 25 | | | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 59.5 | 59.2 | 65.4 | 60.5 | 61.6 | — |
| Percentage of exams failed | 16. | | | | | |

| Prince Rupert Secondary [Public] | | | | | | |
|---|------------|------------|------------|--------------|------------|----------|
| Gr 12 Aboriginal enrollment: 19 (25.0% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 29 / 49 | 22 / 25 | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 49.2 | 57.7 | 67.0 | 62.0 | 66.5 | — |
| Percentage of exams failed | 56.2 | 32.3 | 13.6 | 13.0 | 4.8 | ▲ |
| School vs exam mark difference | 8.1 | 10.3 | 14.5 | 9.6 | 11.0 | — |
| Exams taken per student | 1.1 | 1.8 | 0.9 | 0.7 | 1.1 | — |
| Graduation rate | 78.6 | 52.2 | 81.3 | 90.5 | 84.6 | — |
| Composite dropout rate | n/a | n/a | 72.0 | 61.2 | 66.4 | n/a |
| Overall rating out of 10 | 4.3 | 5.1 | 5.1 | 5.3 | 5.9 | ▲ |
| Full school overall rating | 5.5 | 5.0 | 7.0 | 5.3 | 6.6 | — |

QUALICUM

| Ballenas Secondary [Public] | | | | | | |
|--|------------|------------|------------|--------------|------------|------------|
| Gr 12 Aboriginal enrollment: 16 (6.7% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 3 / 49 | n/a | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | 61.8 | 71.2 | 67.7 | 73.1 | n/a |
| Percentage of exams failed | n/a | 14.3 | 3.6 | 7.1 | 0.0 | n/a |
| School vs exam mark difference | n/a | 12.9 | 2.6 | 5.3 | 2.2 | n/a |
| Exams taken per student | n/a | 0.9 | 1.0 | 1.6 | 0.6 | n/a |
| Graduation rate | 100.0 | 60.0 | 100.0 | 88.9 | 100.0 | — |
| Composite dropout rate | n/a | n/a | 44.7 | 45.5 | 59.6 | n/a |
| Overall rating out of 10 | n/a | 4.9 | 8.9 | 8.6 | 8.7 | n/a |
| Full school overall rating | 7.1 | 6.0 | 6.8 | 7.1 | 6.0 | — |

QUESNEL

| Quesnel Secondary School [Public] | | | | | | |
|--|------------|------------|------------|--------------|------------|----------|
| Gr 12 Aboriginal enrollment: 21 (9.9% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 22 / 49 | 13 / 25 | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 61.1 | 61.6 | 56.9 | 63.2 | 62.4 | — |
| Percentage of exams failed | 14.3 | 15.8 | 10.0 | 15.6 | 7.1 | — |
| School vs exam mark difference | 9.4 | 7.3 | 9.1 | 8.1 | 3.6 | — |
| Exams taken per student | 1.6 | 0.9 | 0.6 | 1.3 | 0.6 | — |
| Graduation rate | 100.0 | 88.9 | 85.7 | 100.0 | 100.0 | — |
| Composite dropout rate | n/a | n/a | 67.1 | 41.0 | 46.8 | n/a |
| Overall rating out of 10 | 8.1 | 5.5 | 4.9 | 7.5 | 6.4 | — |
| Full school overall rating | 5.8 | 3.8 | 5.0 | 5.8 | 5.2 | — |

SAANICH

| Stelly's Secondary School [Public] | | | | | | |
|--|------------|------------|------------|--------------|------------|----------|
| Gr 12 Aboriginal enrollment: 16 (6.3% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 47 / 49 | 18 / 25 | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 64.5 | 63.1 | 61.6 | 62.1 | 65.2 | — |
| Percentage of exams failed | 0.0 | 7.7 | 17.2 | 0.0 | 25.0 | — |
| School vs exam mark difference | 1.7 | 10.7 | 8.7 | 2.9 | 9.8 | — |
| Exams taken per student | 0.5 | 0.7 | 1.1 | 0.5 | 0.6 | — |
| Graduation rate | 66.7 | 83.3 | 86.7 | 100.0 | 54.5 | — |
| Composite dropout rate | n/a | n/a | 50.8 | 75.8 | 56.6 | n/a |
| Overall rating out of 10 | 6.9 | 5.3 | 6.1 | 7.7 | 2.5 | — |
| Full school overall rating | 7.3 | 7.5 | 7.3 | 7.4 | 7.7 | — |

SURREY

| Guildford Park Secondary [Public] | | | | | | |
|--|------------|------------|------------|--------------|------------|------------|
| Gr 12 Aboriginal enrollment: 17 (7.4% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 18 / 49 | n/a | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | n/a | n/a | n/a | 61.4 | 64.2 | n/a |
| Percentage of exams failed | n/a | n/a | n/a | 21.4 | 8.7 | n/a |
| School vs exam mark difference | n/a | n/a | n/a | 4.7 | 6.3 | n/a |
| Exams taken per student | n/a | n/a | n/a | 0.9 | 1.2 | n/a |
| Graduation rate | 75.0 | 100.0 | 75.0 | 71.4 | 86.7 | — |
| Composite dropout rate | n/a | n/a | 29.4 | 38.2 | 23.0 | n/a |
| Overall rating out of 10 | n/a | n/a | n/a | 5.1 | 7.1 | n/a |
| Full school overall rating | 5.6 | 4.8 | 4.9 | 4.0 | 4.3 | ▼ |

VERNON

| W L Seaton Secondary [Public] | | | | | | |
|---|------------|------------|------------|--------------|------------|----------|
| Gr 12 Aboriginal enrollment: 22 (11.1% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 6 / 49 | 6 / 25 | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 61.8 | 70.9 | 69.9 | 73.3 | 70.0 | — |
| Percentage of exams failed | 20.0 | 0.0 | 0.0 | 0.0 | 9.1 | — |
| School vs exam mark difference | 7.3 | 6.3 | 7.8 | 12.2 | 9.9 | — |
| Exams taken per student | 1.1 | 0.6 | 0.7 | 0.9 | 1.0 | — |
| Graduation rate | 71.4 | 100.0 | 91.7 | 92.9 | 94.7 | — |
| Composite dropout rate | n/a | n/a | 38.4 | 10.0 | 41.9 | n/a |
| Overall rating out of 10 | 5.7 | 8.3 | 7.2 | 7.3 | 7.8 | — |
| Full school overall rating | 5.7 | 7.1 | 6.8 | 7.0 | 6.7 | — |

Clarence Fulton Secondary [Public]

| Clarence Fulton Secondary [Public] | | | | | | |
|--|------------|------------|------------|--------------|------------|------------|
| Gr 12 Aboriginal enrollment: 15 (7.5% of total enrollment) | | | | | | |
| | | | 2001-02 | Last 5 Years | | |
| | | | 15 / 49 | n/a | | |
| Academic Performance | 1998 | 1999 | 2000 | 2001 | 2002 | Trends |
| Average exam mark | 54.7 | 65.7 | n/a | 66.6 | 66.1 | n/a |
| Percentage of exams failed | 42.9 | 0.0 | n/a | 4.3 | 0.0 | n/a |
| School vs exam mark difference | 10.8 | 5.8 | n/a | 3.6 | 8.1 | n/a |
| Exams taken per student | 1.5 | 1.7 | n/a | 1.4 | 0.9 | n/a |
| Graduation rate | 63.6 | 93.3 | 87.5 | 100.0 | 100.0 | ▲ |
| Composite dropout rate | n/a | n/a | 47.2 | 38.9 | 49.0 | n/a |
| Overall rating out of 10 | 5.4 | 9.4 | n/a | 8.8 | 7.3 | n/a |
| Full school overall rating | 5.7 | 6.2 | 7.2 | 6.8 | 6.3 | — |



Ranking the secondary 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 49) 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 2001/2002. Each school's five-year average ranking and *Overall rating out of 10* are also listed. The higher the overall rating (out of 10), the higher the rank awarded to the school. Where schools tied in the overall rating, they were awarded the same rank. Where less than five years of data was available "n/a" appears in the table.

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

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

| Rank | | School Name | City | Overall Rating | |
|----------|------------|------------------------------|---------------|----------------|------------|
| 2001-'02 | Last 5 yrs | | | 2001-'02 | Last 5 yrs |
| 1 | 1 | Sardis Secondary | Chilliwack | 10.0 | 8.6 |
| 1 | n/a | Grand Forks Secondary School | Grand Forks | 10.0 | n/a |
| 3 | n/a | Ballenas Secondary | Parksville | 8.7 | n/a |
| 4 | n/a | Kamloops Secondary | Kamloops | 8.6 | n/a |
| 5 | n/a | Garibaldi Secondary | Maple Ridge | 7.9 | n/a |
| 6 | 4 | Georges P Vanier Secondary | Courtenay | 7.8 | 7.5 |
| 6 | 6 | W L Seaton Secondary | Vernon | 7.8 | 7.3 |
| 8 | n/a | Hope Secondary | Hope | 7.7 | n/a |
| 8 | n/a | Norkam Secondary | Kamloops | 7.7 | n/a |
| 10 | 5 | North Peace Secondary | Fort St John | 7.6 | 7.4 |
| 10 | 16 | Hazelton Secondary | Hazelton | 7.6 | 6.2 |
| 10 | 19 | Cowichan Secondary | Duncan | 7.6 | 5.6 |
| 13 | 8 | Abbotsford Senior Secondary | Abbotsford | 7.5 | 6.9 |
| 14 | 10 | Merritt Secondary | Merritt | 7.4 | 6.8 |
| 15 | 2 | Duchess Park Secondary | Prince George | 7.3 | 8.2 |
| 15 | 13 | Chilliwack Secondary | Chilliwack | 7.3 | 6.5 |
| 15 | n/a | Clarence Fulton Secondary | Vernon | 7.3 | n/a |
| 18 | 7 | Nechako Valley Secondary | Vanderhoof | 7.1 | 7.1 |
| 18 | n/a | Guildford Park Secondary | Surrey | 7.1 | n/a |
| 20 | n/a | Nanaimo District Secondary | Nanaimo | 6.8 | n/a |

| Rank | | School Name | City | Overall Rating | |
|----------|------------|--------------------------------|----------------|----------------|------------|
| 2001-'02 | Last 5 yrs | | | 2001-'02 | Last 5 yrs |
| 21 | 11 | Prince George Secondary School | Prince George | 6.6 | 6.7 |
| 22 | 13 | Quesnel Secondary School | Quesnel | 6.4 | 6.5 |
| 22 | n/a | Timberline Secondary School | Campbell River | 6.4 | n/a |
| 24 | 11 | Charles Hays Secondary | Prince Rupert | 6.3 | 6.7 |
| 25 | 3 | Fort Nelson Secondary | Fort Nelson | 6.1 | 7.7 |
| 26 | 15 | South Peace Secondary | Dawson Creek | 6.0 | 6.3 |
| 26 | 17 | Smithers Secondary | Smithers | 6.0 | 6.0 |
| 26 | 21 | Lillooet Secondary | Lillooet | 6.0 | 5.4 |
| 29 | 22 | Prince Rupert Secondary | Prince Rupert | 5.9 | 5.1 |
| 29 | n/a | Bella Bella Community School | Waglisla | 5.9 | n/a |
| 29 | n/a | Highland Secondary | Comox | 5.9 | n/a |
| 32 | n/a | Mount Elizabeth Secondary | Kitimat | 5.7 | n/a |
| 33 | n/a | Terry Fox Secondary | Port Coquitlam | 5.6 | n/a |
| 34 | n/a | Riverside Secondary | Port Coquitlam | 5.5 | n/a |
| 35 | n/a | Pitt Meadows Secondary | Pitt Meadows | 5.2 | n/a |
| 36 | n/a | Esquimalt Community School | Victoria | 5.0 | n/a |
| 37 | 24 | Caledonia Sr Secondary | Terrace | 4.9 | 5.0 |
| 37 | n/a | Fort St James Secondary | Fort St James | 4.9 | n/a |
| 37 | n/a | Williams Lake Secondary School | Williams Lake | 4.9 | n/a |
| 40 | n/a | Anne Stevenson Secondary | Williams Lake | 4.8 | n/a |
| 41 | 8 | Peter Skene Ogden Secondary | 100 Mile House | 4.7 | 6.9 |
| 41 | 22 | Alberni District Secondary | Port Alberni | 4.7 | 5.1 |
| 43 | 20 | Carihi Secondary | Campbell River | 4.4 | 5.5 |
| 44 | 25 | Nisga'a Elem/Secondary | New Aiyansh | 4.3 | 3.1 |
| 44 | n/a | Rutland Secondary | Kelowna | 4.3 | n/a |
| 46 | n/a | John Barsby Community School | Nanaimo | 4.0 | n/a |
| 47 | 18 | Stelly's Secondary School | Saanichton | 2.5 | 5.7 |
| 48 | n/a | Victoria High School | Victoria | 2.4 | n/a |
| 49 | n/a | George M Dawson Secondary | Masset | 0.6 | n/a |



Detailed Elementary School Results

How to read the elementary school tables

Use the sample table and the explanation of each line below to help you interpret the detailed results for individual schools. Families choosing a school for their students should seek to confirm the *Report Card's* findings by visiting the school and interviewing teachers, school administrators, and other parents. More information regarding schools may be found on the British Columbia Ministry of Education web site at: <http://www.bced.gov.bc.ca/reports/performance.htm> and on the web sites of local school districts.

Of course, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*.

A: The number of Aboriginal students enrolled in grade 7 as of September 2001. Indicator results involving small numbers of students tend to be more variable than do those for larger student groups. It is therefore important to consider all three years of results rather than just a single year.

B: The percentage of the tests that could have been completed by the school's Aboriginal students but which were not assigned a score. The *Exams not writ-*

ten percentage takes into account students who were excused from the tests, were absent for some part of the tests, or did not complete the test to the extent necessary to score it. NOTE: Schools that administer these tests are expected to ensure that all their students participate. For this reason, you should take note of the *Exams not written* percentage when you consider each school's *Report Card* results. The principal of a school with a high *Exams not written* percentage should be able to provide good reasons for the students' failure to complete the tests.

C: The school's overall academic rank in the province for 2001/2002 and for the last three years. The rankings show how the school has done academically with respect to Aboriginal students compared to the other schools in the *Report Card*.

D through I: The *Average score* indicators show how well each school's Aboriginal students performed on the uniform Foundation Skills Assessment tests in reading, writing, and numeracy at the grade 4 and grade 7 levels. They were calculated using Ministry of Education test results expressed as scaled scores.

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

| DISTRICT NAME | | | | |
|-------------------------------------|--|---------------|-------------|-------------|
| School name (Public or independent) | | | | |
| A | Gr 7 Aboriginal enrollment: 31 (57.4% of total enrollment) | | | |
| | | 2001-02 | Last 3 yrs | |
| B | Exams not written (%): 27.6 | Rank: 16 / 38 | 8 / 25 | - C |
| Academic Performance | | 2000 | 2001 | 2002 |
| D | Gr 4 avg score: Reading | 403 | 400 | 413 |
| E | Writing | n/a | 472 | 487 |
| F | Numeracy | 457 | 430 | 431 |
| G | Gr 7 avg score: Reading | 399 | 425 | 410 |
| H | Writing | n/a | 413 | 458 |
| I | Numeracy | 445 | 456 | 422 |
| J | Overall rating out of 10 | 7.3 | 6.9 | 6.7 |
| K | Full school overall rating | 3.7 | 3.5 | 3.4 |

K: For comparison purposes, this is the *Overall rating out of 10* that the school received in the *Report Card on British Columbia's Elementary Schools: 2003 Edition*. It reflects the results of all the students at the school. Note that for most schools, *Gender gap* indicator values are included in the Full school Overall rating calculation but there are not sufficient data to calculate *Gender gap* values for Aboriginal student groups.

Other notes

Note 1

Not all the province's elementary schools that enroll Aboriginal students are included in the tables or the ranking. Of all the schools in the province reporting FSA results, 38 were eligible for inclusion in this *Report Card*. Excluded are schools at which fewer than 10 Aboriginal students were enrolled in each of grades 4 and 7 and schools that did not generate a sufficiently large set of Aboriginal student data to enable the calculation of an Overall rating out of 10.

Also excluded from the ratings and rankings are: distance learning schools, centres for adult education and continuing education; schools that cater largely to non-resident foreign students; and certain alternative schools that do not offer a full program of courses.

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

Note 2

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

Note 3

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

ABORIGINAL STUDENTS ONLY

Average values for all schools 2001/2002

Gr 7 Aboriginal enrollment: 16 (48.0% of total enrollment)

Exams not written (%): 10.1

| Academic Performance | | 2000 | 2001 | 2002 |
|------------------------------|----------|------------|------------|------------|
| Gr 4 avg score: | Reading | 417 | 408 | 415 |
| | Writing | n/a | 464 | 473 |
| | Numeracy | 416 | 422 | 429 |
| Gr 7 avg score: | Reading | 399 | 410 | 408 |
| | Writing | n/a | 444 | 428 |
| | Numeracy | 407 | 416 | 417 |
| Overall school rating | | 6.2 | 6.4 | 6.2 |

Note: This table displays the average results for all the schools in this Report Card

ALL STUDENTS

Average values for all schools 2001/2002

Gr 7 enrollment: 43

Exams not written (%): 3.9

| Academic Performance | | 2000 | 2001 | 2002 |
|------------------------------|----------|------------|------------|------------|
| Gr 4 avg score: | Reading | 501 | 503 | 514 |
| | Writing | n/a | 529 | 507 |
| | Numeracy | 499 | 514 | 522 |
| Gr 7 avg score: | Reading | 502 | 501 | 510 |
| | Writing | n/a | 542 | 525 |
| | Numeracy | 504 | 506 | 514 |
| Overall school rating | | 6.2 | 6.2 | 6.2 |

Note: This table displays the average results for all the schools in the Report Card on British Columbia's Elementary Schools 2003 Edition.

Note 4

If you have questions about the *Report Card*, contact the Fraser Institute by e-mail at reportcards@fraserinstitute.ca or Peter Cowley, Director of School Performance Studies at 604-714-4556.

ALBERNI**Ucluelet [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 14 (48.3% of total enrollment) | | 10 / 38 | n/a | n/a |
| Exams not written (%): 15.2 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 490 | 366 | 507 |
| | Writing | n/a | 405 | 500 |
| | Numeracy | 446 | n/a | 469 |
| Gr 7 avg score: | Reading | n/a | 370 | 394 |
| | Writing | n/a | 375 | 398 |
| | Numeracy | n/a | n/a | 390 |
| Overall rating out of 10 | n/a | n/a | 7.3 | |
| Full school overall rating | 4.3 | 3.1 | 5.2 | |

Wickaninnish [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 16 (61.5% of total enrollment) | | 33 / 38 | 23 / 25 | |
| Exams not written (%): 2.1 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 376 | 384 | 385 |
| | Writing | n/a | 385 | 500 |
| | Numeracy | 394 | 378 | 427 |
| Gr 7 avg score: | Reading | 346 | 356 | 360 |
| | Writing | n/a | 500 | 348 |
| | Numeracy | 398 | 424 | 357 |
| Overall rating out of 10 | 4.8 | 4.5 | 4.4 | |
| Full school overall rating | 3.1 | 2.2 | 1.7 | |

Maaqtusiis School [Independent]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 11 (91.7% of total enrollment) | | 37 / 38 | 25 / 25 | |
| Exams not written (%): 0.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 361 | 303 | 349 |
| | Writing | n/a | 417 | 389 |
| | Numeracy | 338 | 347 | 369 |
| Gr 7 avg score: | Reading | 212 | 387 | 337 |
| | Writing | n/a | 300 | 358 |
| | Numeracy | 345 | 445 | 366 |
| Overall rating out of 10 | 1.6 | 2.9 | 2.0 | |
| Full school overall rating | n/a | n/a | n/a | |

CARIBOO-CHILCOTIN**Mountview [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 16 (44.4% of total enrollment) | | 19 / 38 | 5 / 25 | |
| Exams not written (%): 3.8 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 484 | 464 | 424 |
| | Writing | n/a | 500 | 472 |
| | Numeracy | 482 | 399 | 457 |
| Gr 7 avg score: | Reading | 414 | 428 | 400 |
| | Writing | n/a | 512 | 428 |
| | Numeracy | 406 | 419 | 401 |
| Overall rating out of 10 | 8.3 | 7.7 | 6.4 | |
| Full school overall rating | 4.2 | 5.3 | 3.2 | |

CENTRAL COAST**Bella Bella [Independent]**

| | | 2001-02 | | Last 3 yrs |
|---|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 32 (100% of total enrollment) | | 31 / 38 | n/a | |
| Exams not written (%): 22.6 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | n/a | 416 | 376 |
| | Writing | n/a | 438 | 500 |
| | Numeracy | n/a | 416 | 396 |
| Gr 7 avg score: | Reading | n/a | 375 | 356 |
| | Writing | n/a | 450 | 421 |
| | Numeracy | n/a | 389 | 381 |
| Overall rating out of 10 | n/a | 5.2 | 4.7 | |
| Full school overall rating | n/a | n/a | 0.8 | |

COAST MOUNTAINS**New Hazelton [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 14 (50.0% of total enrollment) | | 6 / 38 | 19 / 25 | |
| Exams not written (%): 0.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 387 | 422 | 462 |
| | Writing | n/a | 412 | 448 |
| | Numeracy | 395 | 399 | 464 |
| Gr 7 avg score: | Reading | 400 | 386 | 441 |
| | Writing | n/a | 326 | 464 |
| | Numeracy | 379 | 411 | 435 |
| Overall rating out of 10 | 5.1 | 4.5 | 7.7 | |
| Full school overall rating | 2.4 | 1.5 | 2.9 | |

Thornhill [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 16 (21.6% of total enrollment) | | 14 / 38 | 10 / 25 | |
| Exams not written (%): 2.5 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 391 | 434 | 427 |
| | Writing | n/a | 462 | 492 |
| | Numeracy | 419 | 444 | 448 |
| Gr 7 avg score: | Reading | 418 | 422 | 413 |
| | Writing | n/a | 481 | 441 |
| | Numeracy | 425 | 375 | 415 |
| Overall rating out of 10 | 6.5 | 6.6 | 6.9 | |
| Full school overall rating | 3.7 | 3.7 | 3.6 | |

Cassie Hall [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 20 (34.5% of total enrollment) | | 19 / 38 | 9 / 25 | |
| Exams not written (%): 2.9 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 416 | 414 | 415 |
| | Writing | n/a | 488 | 477 |
| | Numeracy | 454 | 389 | 420 |
| Gr 7 avg score: | Reading | 436 | 436 | 414 |
| | Writing | n/a | 461 | 440 |
| | Numeracy | 412 | 450 | 425 |
| Overall rating out of 10 | 7.3 | 7.1 | 6.4 | |
| Full school overall rating | 3.9 | 4.0 | 2.8 | |

Clarence Michiel [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 36 (43.4% of total enrollment) | | 29 / 38 | 20 / 25 | |
| Exams not written (%): 7.6 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 390 | 403 | 386 |
| | Writing | n/a | 450 | 483 |
| | Numeracy | 418 | 408 | 400 |
| Gr 7 avg score: | Reading | 371 | 396 | 389 |
| | Writing | n/a | 377 | 368 |
| | Numeracy | 394 | 397 | 414 |
| Overall rating out of 10 | 5.5 | 5.0 | 5.0 | |
| Full school overall rating | 3.9 | 3.4 | 2.6 | |

John Field [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 34 (94.4% of total enrollment) | | 34 / 38 | n/a | |
| Exams not written (%): 15.4 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 402 | 373 | 409 |
| | Writing | n/a | 472 | 471 |
| | Numeracy | n/a | 385 | 404 |
| Gr 7 avg score: | Reading | 429 | 372 | 360 |
| | Writing | n/a | 458 | 325 |
| | Numeracy | 457 | 424 | 383 |
| Overall rating out of 10 | n/a | 5.1 | 4.2 | |
| Full school overall rating | n/a | n/a | 0.0 | |

Kitwanga Elem-Jr Sec [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 15 (75.0% of total enrollment) | | 35 / 38 | 21 / 25 | |
| Exams not written (%): 32.9 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 438 | 417 | 367 |
| | Writing | n/a | 433 | 444 |
| | Numeracy | 347 | 410 | 371 |
| Gr 7 avg score: | Reading | 430 | 433 | 359 |
| | Writing | n/a | 451 | 369 |
| | Numeracy | 375 | 380 | 398 |
| Overall rating out of 10 | 5.4 | 5.8 | 3.5 | |
| Full school overall rating | n/a | n/a | n/a | |

GOLD TRAIL**Cayoosh [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 31 (57.4% of total enrollment) | | 16 / 38 | 8 / 25 | |
| Exams not written (%): 27.6 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 403 | 400 | 413 |
| | Writing | n/a | 472 | 487 |
| | Numeracy | 457 | 430 | 431 |
| Gr 7 avg score: | Reading | 399 | 425 | 410 |
| | Writing | n/a | 413 | 458 |
| | Numeracy | 445 | 456 | 422 |
| Overall rating out of 10 | 7.3 | 6.9 | 6.7 | |
| Full school overall rating | 3.7 | 3.5 | 3.4 | |

Haida Gwaii/Queen Charlotte**Sk'aadga Naay [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 19 (79.2% of total enrollment) | | 1 / 38 | 1 / 25 | |
| Exams not written (%): 23.4 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 442 | 459 | 406 |
| | Writing | n/a | 452 | 514 |
| | Numeracy | 455 | 463 | 507 |
| Gr 7 avg score: | Reading | 438 | 482 | 508 |
| | Writing | n/a | 470 | 583 |
| | Numeracy | 433 | 440 | 470 |
| Overall rating out of 10 | 8.1 | 8.7 | 10.0 | |
| Full school overall rating | 4.3 | 4.3 | 6.6 | |

Tahayghen [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 27 (84.4% of total enrollment) | | 25 / 38 | 18 / 25 | |
| Exams not written (%): 15.9 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 395 | 417 | 394 |
| | Writing | n/a | 451 | 423 |
| | Numeracy | 410 | 474 | 426 |
| Gr 7 avg score: | Reading | 406 | 409 | 405 |
| | Writing | n/a | 349 | 431 |
| | Numeracy | 409 | 409 | 434 |
| Overall rating out of 10 | 6 | 6.1 | 5.6 | |
| Full school overall rating | 1.1 | 2.2 | 0.7 | |

KAMLOOPS/THOMPSON**Haldane [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 16 (22.5% of total enrollment) | | 16 / 38 | 12 / 25 | |
| Exams not written (%): 1.7 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 440 | 453 | 411 |
| | Writing | n/a | 517 | 486 |
| | Numeracy | 408 | 427 | 419 |
| Gr 7 avg score: | Reading | 344 | 394 | 438 |
| | Writing | n/a | 458 | 458 |
| | Numeracy | 379 | 419 | 422 |
| Overall rating out of 10 | 5.5 | 7.2 | 6.7 | |
| Full school overall rating | 3.4 | 4.3 | 5.2 | |

A E Perry [Public]

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 11 (20.8% of total enrollment) | | 16 / 38 | 15 / 25 | |
| Exams not written (%): 2.3 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 380 | 427 | 431 |
| | Writing | n/a | 472 | 485 |
| | Numeracy | 392 | 420 | 440 |
| Gr 7 avg score: | Reading | 436 | 419 | 435 |
| | Writing | n/a | 463 | 407 |
| | Numeracy | 397 | 403 | 408 |
| Overall rating out of 10 | 5.6 | 6.6 | 6.7 | |
| Full school overall rating | 3.5 | 3.2 | 4.7 | |

NANAIMO-LADYSMITH**Bayview [Public]**

| | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| Gr 7 Aboriginal enrollment: 10 (33.3% of total enrollment) | | 15 / 38 | 12 / 25 | |
| Exams not written (%): 3.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 340 | 477 | 451 |
| | Writing | n/a | 500 | 525 |
| | Numeracy | 386 | 501 | 433 |
| Gr 7 avg score: | Reading | 463 | 384 | 421 |
| | Writing | n/a | 469 | 400 |
| | Numeracy | 387 | 383 | 385 |
| Overall rating out of 10 | 5.1 | < | | |

Ladysmith Intermediate [Public]

| Gr 7 Aboriginal enrollment: 10 (9.3% of total enrollment) | | 2001-02 | | Last 3 yrs |
|---|-------------|-------------|-------------|------------|
| | | 25 / 38 | | n/a |
| Exams not written (%): 1.8 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 377 | 374 | 441 |
| | Writing | n/a | 432 | 500 |
| | Numeracy | 388 | 417 | 417 |
| Gr 7 avg score: | Reading | 382 | n/a | 374 |
| | Writing | n/a | n/a | 357 |
| | Numeracy | 413 | n/a | 397 |
| Overall rating out of 10 | 5.3 | n/a | 5.6 | 5.3 |
| Full school overall rating | 4.2 | 5.6 | | 5.3 |

North Cedar [Public]

| Gr 7 Aboriginal enrollment: 13 (15.7% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 28 / 38 | | n/a |
| Exams not written (%): 1.7 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | n/a | 382 | 427 |
| | Writing | n/a | 444 | 470 |
| | Numeracy | n/a | 384 | 452 |
| Gr 7 avg score: | Reading | n/a | 455 | 314 |
| | Writing | n/a | n/a | 393 |
| | Numeracy | n/a | 422 | 396 |
| Overall rating out of 10 | n/a | n/a | 5.2 | 4.2 |
| Full school overall rating | n/a | n/a | 4.1 | 4.2 |

North Oyster [Public]

| Gr 7 Aboriginal enrollment: 13 (39.4% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 36 / 38 | | n/a |
| Exams not written (%): 26.2 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 389 | 367 | 351 |
| | Writing | n/a | 417 | 500 |
| | Numeracy | 403 | 415 | 381 |
| Gr 7 avg score: | Reading | 302 | 437 | 332 |
| | Writing | n/a | 431 | 315 |
| | Numeracy | n/a | n/a | 358 |
| Overall rating out of 10 | n/a | n/a | 3.0 | 2.5 |
| Full school overall rating | 1.9 | 2.6 | | 2.5 |

NECHAKO LAKES**David Hoy [Public]**

| Gr 7 Aboriginal enrollment: 14 (43.8% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 3 / 38 | | 3 / 25 |
| Exams not written (%): 27.1 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 426 | 414 | 467 |
| | Writing | n/a | 500 | 500 |
| | Numeracy | 394 | 431 | 438 |
| Gr 7 avg score: | Reading | 413 | 458 | 463 |
| | Writing | n/a | 485 | 533 |
| | Numeracy | 425 | 443 | 469 |
| Overall rating out of 10 | 6.6 | 8.1 | 9.1 | 5.0 |
| Full school overall rating | 2.9 | 3.4 | | 5.0 |

William Konkin [Public]

| Gr 7 Aboriginal enrollment: 16 (25.8% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 27 / 38 | | n/a |
| Exams not written (%): 29.5 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 434 | n/a | 391 |
| | Writing | n/a | 424 | 434 |
| | Numeracy | 375 | 388 | 396 |
| Gr 7 avg score: | Reading | 347 | 383 | 425 |
| | Writing | n/a | 448 | 444 |
| | Numeracy | 351 | 388 | 424 |
| Overall rating out of 10 | 4.6 | n/a | 5.4 | 3.1 |
| Full school overall rating | 2.5 | 4.1 | | 3.1 |

NISGA'A**Lakalzap Elementary [Public]**

| Gr 7 Aboriginal enrollment: 13 (100% of total enrollment) | | 2001-02 | | Last 3 yrs |
|---|-------------|-------------|-------------|------------|
| | | 29 / 38 | | 22 / 25 |
| Exams not written (%): 11.4 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 398 | 378 | 392 |
| | Writing | n/a | 464 | 500 |
| | Numeracy | 419 | 383 | 396 |
| Gr 7 avg score: | Reading | 355 | 370 | 388 |
| | Writing | n/a | 506 | 417 |
| | Numeracy | 363 | 357 | 372 |
| Overall rating out of 10 | 4.9 | 4.4 | 5.0 | n/a |
| Full school overall rating | n/a | n/a | | n/a |

PRINCE RUPERT**Kanata [Public]**

| Gr 7 Aboriginal enrollment: 11 (32.4% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 2 / 38 | | 2 / 25 |
| Exams not written (%): 2.5 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 476 | 399 | 484 |
| | Writing | n/a | 619 | 464 |
| | Numeracy | 423 | 456 | 480 |
| Gr 7 avg score: | Reading | 408 | 444 | 482 |
| | Writing | n/a | 383 | 521 |
| | Numeracy | 414 | 404 | 506 |
| Overall rating out of 10 | 7.5 | 7.8 | 9.9 | 4.2 |
| Full school overall rating | 3.5 | 5.2 | | 4.2 |

Pineridge [Public]

| Gr 7 Aboriginal enrollment: 14 (46.7% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 8 / 38 | | 6 / 25 |
| Exams not written (%): 3.3 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 421 | 429 | 476 |
| | Writing | n/a | 494 | 467 |
| | Numeracy | 464 | 460 | 461 |
| Gr 7 avg score: | Reading | 391 | 416 | 424 |
| | Writing | n/a | 424 | 431 |
| | Numeracy | 404 | 453 | 429 |
| Overall rating out of 10 | 6.9 | 7.7 | 7.5 | 4.7 |
| Full school overall rating | 4.8 | 4.6 | | 4.7 |

Lax Kxeen [Public]

| Gr 7 Aboriginal enrollment: 13 (34.2% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 10 / 38 | | n/a |
| Exams not written (%): 18.3 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | n/a | 455 | 420 |
| | Writing | n/a | 514 | 494 |
| | Numeracy | n/a | 450 | 461 |
| Gr 7 avg score: | Reading | n/a | 457 | 427 |
| | Writing | n/a | 622 | 424 |
| | Numeracy | n/a | 496 | 438 |
| Overall rating out of 10 | n/a | 10.0 | 7.3 | 5.0 |
| Full school overall rating | n/a | 7.1 | | 5.0 |

Seal Cove [Public]

| Gr 7 Aboriginal enrollment: 15 (62.5% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 13 / 38 | | 3 / 25 |
| Exams not written (%): 0.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 453 | 448 | 363 |
| | Writing | n/a | 568 | 477 |
| | Numeracy | 431 | 471 | 390 |
| Gr 7 avg score: | Reading | 433 | 432 | 440 |
| | Writing | n/a | 465 | 550 |
| | Numeracy | 430 | 435 | 482 |
| Overall rating out of 10 | 7.8 | 8.9 | 7.1 | 3.4 |
| Full school overall rating | 3.6 | 5.5 | | 3.4 |

Roosevelt Park [Public]

| Gr 7 Aboriginal enrollment: 22 (62.9% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 21 / 38 | | 17 / 25 |
| Exams not written (%): 24.8 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 406 | 444 | 394 |
| | Writing | n/a | 508 | 496 |
| | Numeracy | 373 | 437 | 400 |
| Gr 7 avg score: | Reading | 349 | 416 | 437 |
| | Writing | n/a | 490 | 466 |
| | Numeracy | 361 | 410 | 404 |
| Overall rating out of 10 | 4.3 | 7.5 | 6.3 | 2.2 |
| Full school overall rating | 0.9 | 3.1 | | 2.2 |

Conrad Street [Public]

| Gr 7 Aboriginal enrollment: 19 (57.6% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 22 / 38 | | 15 / 25 |
| Exams not written (%): 19.8 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 465 | 420 | 397 |
| | Writing | n/a | 500 | 455 |
| | Numeracy | 418 | 429 | 423 |
| Gr 7 avg score: | Reading | 419 | 352 | 431 |
| | Writing | n/a | 333 | 461 |
| | Numeracy | 448 | 387 | 406 |
| Overall rating out of 10 | 7.9 | 4.8 | 6.1 | 2.5 |
| Full school overall rating | 3.5 | 0.4 | | 2.5 |

STIKINE**Aatse Davie School [Independent]**

| Gr 7 Aboriginal enrollment: 15 (100% of total enrollment) | | 2001-02 | | Last 3 yrs |
|---|-------------|-------------|-------------|------------|
| | | 38 / 38 | | n/a |
| Exams not written (%): 27.1 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 402 | 377 | 328 |
| | Writing | n/a | 458 | 306 |
| | Numeracy | 436 | n/a | 375 |
| Gr 7 avg score: | Reading | n/a | n/a | 341 |
| | Writing | n/a | n/a | 458 |
| | Numeracy | n/a | n/a | 380 |
| Overall rating out of 10 | n/a | n/a | 1.8 | n/a |
| Full school overall rating | n/a | n/a | | n/a |

SUNSHINE COAST**Kinnikinnick [Public]**

| Gr 7 Aboriginal enrollment: 10 (30.3% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 5 / 38 | | n/a |
| Exams not written (%): 0.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 387 | 373 | 421 |
| | Writing | n/a | 438 | 472 |
| | Numeracy | n/a | 469 | 439 |
| Gr 7 avg score: | Reading | n/a | 401 | 431 |
| | Writing | n/a | 500 | 500 |
| | Numeracy | n/a | 432 | 494 |
| Overall rating out of 10 | n/a | 6.6 | 8.0 | 5.7 |
| Full school overall rating | 5.1 | 3.9 | | 5.7 |

SURREY**Lena Shaw [Public]**

| Gr 7 Aboriginal enrollment: 11 (14.9% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 4 / 38 | | n/a |
| Exams not written (%): 0.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 462 | 410 | 501 |
| | Writing | n/a | 452 | 507 |
| | Numeracy | n/a | 434 | 457 |
| Gr 7 avg score: | Reading | n/a | 432 | 441 |
| | Writing | n/a | 550 | 488 |
| | Numeracy | n/a | 436 | 434 |
| Overall rating out of 10 | n/a | 7.6 | 8.8 | 4.7 |
| Full school overall rating | 3.3 | 4.0 | | 4.7 |

Bear Creek [Public]

| Gr 7 Aboriginal enrollment: 13 (14.1% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 10 / 38 | | n/a |
| Exams not written (%): 2.7 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | 519 | 443 | 413 |
| | Writing | n/a | 488 | 500 |
| | Numeracy | 499 | 445 | 457 |
| Gr 7 avg score: | Reading | 595 | n/a | 450 |
| | Writing | n/a | n/a | 432 |
| | Numeracy | 472 | n/a | 417 |
| Overall rating out of 10 | 10 | n/a | 7.3 | 3.6 |
| Full school overall rating | 5.1 | 4.3 | | 3.6 |

VANCOUVER**Grandview [Public]**

| Gr 7 Aboriginal enrollment: 13 (59.1% of total enrollment) | | 2001-02 | | Last 3 yrs |
|--|-------------|-------------|-------------|------------|
| | | 7 / 38 | | n/a |
| Exams not written (%): 0.0 | Rank: | | | |
| Academic Performance | 2000 | 2001 | 2002 | |
| Gr 4 avg score: | Reading | n/a | 364 | 408 |
| | Writing | n/a | 462 | 458 |
| | Numeracy | n/a | 413 | 473 |
| Gr 7 avg score: | Reading | 346 | 405 | 449 |
| | Writing | n/a | 489 | 417 |
| | Numeracy | 396 | 397 | 484 |
| Overall rating out of 10 | n/a | 5.5 | 7.6 | < |

Sir William MacDonald [Public]

Gr 7 Aboriginal enrollment: 11 (37.9% of total enrollment)

| | | 2001-02 | | Last 3 yrs |
|---------------------------------|----------|---------------|-------------|-------------|
| Exams not written (%): 2.0 | | Rank: 32 / 38 | | 24 / 25 |
| Academic Performance | | 2000 | 2001 | 2002 |
| Gr 4 avg score: | Reading | 375 | 343 | 379 |
| | Writing | n/a | 375 | 500 |
| | Numeracy | 390 | 356 | 405 |
| Gr 7 avg score: | Reading | 451 | 349 | 375 |
| | Writing | n/a | 292 | 354 |
| | Numeracy | 338 | 388 | 387 |
| Overall rating out of 10 | | 4.7 | 1.7 | 4.6 |
| Full school overall rating | | 1 | 0.6 | 1.4 |

VERNON**Alexis Park [Public]**

Gr 7 Aboriginal enrollment: 13 (28.3% of total enrollment)

| | | 2001-02 | | Last 3 yrs |
|---------------------------------|----------|---------------|-------------|-------------|
| Exams not written (%): 4.1 | | Rank: 23 / 38 | | 11 / 25 |
| Academic Performance | | 2000 | 2001 | 2002 |
| Gr 4 avg score: | Reading | 421 | 407 | 420 |
| | Writing | n/a | 492 | 472 |
| | Numeracy | 409 | 443 | 454 |
| Gr 7 avg score: | Reading | 400 | 396 | 392 |
| | Writing | n/a | 417 | 372 |
| | Numeracy | 456 | 439 | 418 |
| Overall rating out of 10 | | 7.1 | 6.7 | 6.0 |
| Full school overall rating | | 4.1 | 4.0 | 2.3 |



Ranking the elementary 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 38) according to their academic performance as measured by the Overall school rating (shown on the right hand side of the table) for the school year 2001/2002. Each school's three-year average ranking and Overall school rating are also listed. The higher the Overall school rating (out of 10), the higher the rank awarded to the school. Where schools tied in the Overall school rating, they were awarded the same rank. Where less than three years of data was available "n/a" appears in the table.

Not all the province's elementary schools that have aboriginal student populations are included in the tables or the ranking. Of all the schools in the province reporting FSA results for Aboriginal students, 38 are included in this Report Card. Excluded are schools at which fewer than 10 Aboriginal students were enrolled in either grade 4 or grade 7. Also excluded are schools that did not generate a sufficiently large set of student data to enable the calculation of an Overall school rating for the school year 2001/2002.

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

| Rank | | School Name | City | Overall Rating | |
|----------|------------|----------------|---------------|----------------|------------|
| 2001-'02 | Last 3 yrs | | | 2001-'02 | Last 3 yrs |
| 1 | 1 | Sk'aadgaa Naay | Skidegate | 10.0 | 8.9 |
| 2 | 2 | Kanata | Prince Rupert | 9.9 | 8.4 |
| 3 | 3 | David Hoy | Fort St James | 9.1 | 7.9 |
| 4 | n/a | Lena Shaw | Surrey | 8.8 | n/a |
| 5 | n/a | Kinnikinnick | Sechelt | 8.0 | n/a |
| 6 | 19 | New Hazelton | New Hazelton | 7.7 | 5.8 |
| 7 | n/a | Grandview | Vancouver | 7.6 | n/a |
| 8 | 6 | Pineridge | Prince Rupert | 7.5 | 7.4 |
| 8 | 7 | Britannia | Vancouver | 7.5 | 7.2 |
| 10 | n/a | Bear Creek | Surrey | 7.3 | n/a |
| 10 | n/a | Lax Kxeen | Prince Rupert | 7.3 | n/a |
| 10 | n/a | Ucluelet | Ucluelet | 7.3 | n/a |
| 13 | 3 | Seal Cove | Prince Rupert | 7.1 | 7.9 |
| 14 | 10 | Thornhill | Terrace | 6.9 | 6.7 |
| 15 | 12 | Bayview | Nanaimo | 6.8 | 6.5 |
| 16 | 8 | Cayoosh | Lillooet | 6.7 | 7.0 |
| 16 | 12 | Haldane | Chase | 6.7 | 6.5 |
| 16 | 15 | A E Perry | Kamloops | 6.7 | 6.3 |
| 19 | 5 | Mountview | Williams Lake | 6.4 | 7.5 |
| 19 | 9 | Cassie Hall | Terrace | 6.4 | 6.9 |

| | | | | | |
|----|-----|------------------------|---------------|-----|-----|
| 21 | 17 | Roosevelt Park | Prince Rupert | 6.3 | 6.0 |
| 22 | 15 | Conrad Street | Prince Rupert | 6.1 | 6.3 |
| 23 | 11 | Alexis Park | Vernon | 6.0 | 6.6 |
| 24 | 14 | Georgia Avenue | Nanaimo | 5.9 | 6.4 |
| 25 | 18 | Tahayghen | Masset | 5.6 | 5.9 |
| 25 | n/a | Ladysmith Intermediate | Ladysmith | 5.6 | n/a |
| 27 | n/a | William Konkin | Burns Lake | 5.4 | n/a |
| 28 | n/a | North Cedar | Nanaimo | 5.2 | n/a |
| 29 | 20 | Clarence Michiel | Terrace | 5.0 | 5.2 |
| 29 | 22 | Lakalzap Elementary | Greenville | 5.0 | 4.8 |
| 31 | n/a | Bella Bella | Waglisla | 4.7 | n/a |
| 32 | 24 | Sir William MacDonald | Vancouver | 4.6 | 3.7 |
| 33 | 23 | Wickaninnish | Tofino | 4.4 | 4.6 |
| 34 | n/a | John Field | Hazelton | 4.2 | n/a |
| 35 | 21 | Kitwanga Elem-Jr Sec | Kitwanga | 3.5 | 4.9 |
| 36 | n/a | North Oyster | Ladysmith | 3.0 | n/a |
| 37 | 25 | Maaqtusiis School | Ahousat | 2.0 | 2.2 |
| 38 | n/a | Aatse Davie School | Fort Ware | 1.8 | n/a |



Appendix 1: Calculating the Overall rating out of 10

Secondary Schools

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

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

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

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

- 3 The course-by-course standardized data were then aggregated to produce weighted average indicator values. The weighting used was the number of examinations written in each course at the school relative to the total number of examinations written at the school.
- 4 These weighted average results were then re-standardized.
- 5 The six standardized indicator results were then combined to produce a weighted average summary standardized score for the school. The weightings

used in this calculation were *Average exam mark*—20%, *Percentage of exams failed*—20%, *School vs exam mark difference*—20%, *Exams taken per student*—20%, *Graduation rate*—10%, and *Composite dropout rate*—10%. Where no *Composite dropout rate* could be calculated, the *Graduation rate* was weighted at 20%.

- 6 This summary standardized score was then standardized.

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

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

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

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:

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

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

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

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

Elementary schools

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

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

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

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

- 2 The six standardized indicator results were then combined to produce a weighted average summary standardized score for the school. The weightings used in these calculations were: *Average scores* for each of the six tests—16.67%. For the year 2000 only, the weightings used were: *Average scores* for each of the four tests—25%.
- 3 This summary standardized score was re-standardized.

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

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

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

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

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

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

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

and StanScore is the standardized score calculated

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

- 6 Finally, the derived *Overall school rating* is rounded to one place of the decimal to reflect the significant number of places of the decimal

in the original raw data.

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



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