

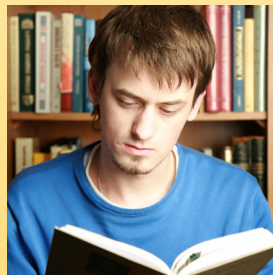
Studies in Education Policy



March 2011

Report Card on Aboriginal Education in British Columbia 2011

by Peter Cowley, Stephen Easton, and Michael Thomas



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Introduction

Who are British Columbia's Aboriginal children?

British Columbia's Ministry of Education requires that schools ask students to decide whether to identify themselves as students of Aboriginal origin when the annual Student Data Collection form¹ is completed. On the basis of this volunteered information, the ministry counted 68,176 Aboriginal students among a total of 648,624² students registered at British Columbia's public and private schools at the beginning of the 2008/2009 school year. The Aboriginal total may include (i) Status First Nations students living on-reserve, (ii) Status or non-Status First Nations students living off-reserve, (iii) Métis, and (iv) Inuit. This study is concerned with these four self-identified groups of students. British Columbia is, at present, one of only three provinces and territories in Canada that identify Aboriginal students in a way that allows their academic results to be segregated for analysis. This edition of the *Report Card on Aboriginal Education in British Columbia 2011* includes academic data from both public and independent schools.

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

Data available from the provincial ministry of education provide measures on at least two dimensions of academic performance³ that can be used to evaluate the success of students and schools: the likelihood that students will annually progress from grade-to-grade until they receive their secondary school

diploma, and the level of achievement on uniform province-wide examinations at several grade levels. The delayed advancement rate measures the likelihood that students will make education a priority and complete their secondary program in a timely manner. Examination results are a measure of the extent to which students have acquired the skills and knowledge embodied in the curriculum.

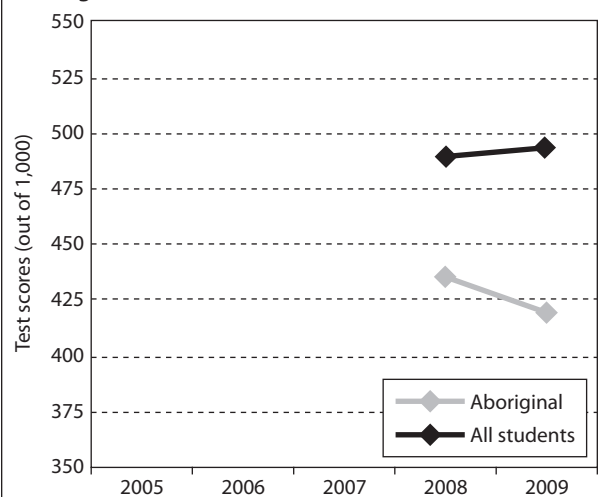
On both measures, the province's Aboriginal students continue to lag behind their non-Aboriginal classmates and there is little apparent improvement since 2005.

Aboriginal students lag behind in test results

In British Columbia, most students are required to write the Foundation Skills Assessments (a set of uniform examinations in reading, writing, and numeracy hereafter referred to as FSA tests) during grades 4 and 7. In addition, mandatory provincial examinations are administered in the following grade-10, grade-11, and grade-12 subjects: Applications of Mathematics 10; BC First Nations Studies 12; Civic Studies 11; Communications 12; English 10; English 12; Essentials of Mathematics 10; Français Langue Première 10; Français Langue Première 12; Principles of Mathematics 10; Science 10; Social Studies 11; and Technical Professional Communications 12. On average, Aboriginal students' results on these examinations remain poor both in absolute terms and relative to those of non-Aboriginal students in all subject areas and at all grade levels.

Charts 1 to 6 track the average test scores of Aboriginal students and all students (the general student population) on reading, writing, and numeracy assessments administered at grades 4 and 7 over the five school years from 2004/2005 to 2008/2009.⁴ In

**Chart 1: Grade 4 FSA scores — Reading:
Aboriginal students vs all students**

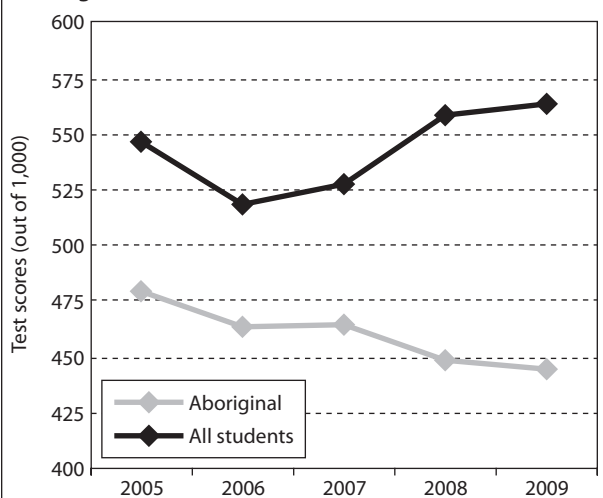


all subject areas at both grade levels, there is a considerable and persistent gap in achievement between the two student groups.⁵ Worse still, in grade 4 writing Aboriginal student results have declined, and in both grade 4 and 7 writing the achievement gap between Aboriginal and non-Aboriginal students appears to have widened.

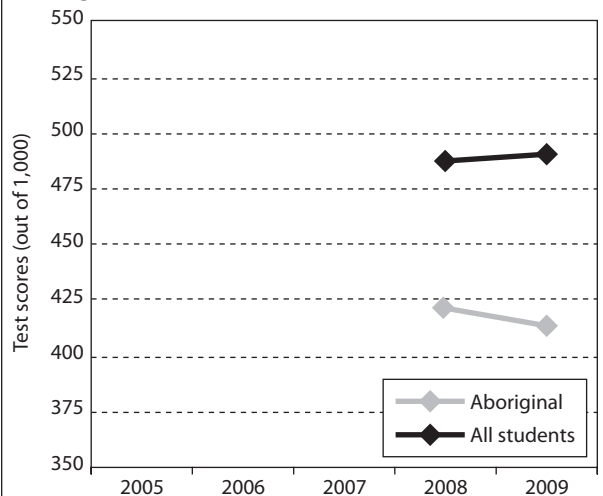
Chart 7 tracks the percentage of all six FSA tests written that were judged to be below provincial standard. It is clear that Aboriginal students are, on average, experiencing a much higher degree of failure on these tests than is the general student population. While both groups are experiencing a statistically significant increase in tests assessed as below the provincial standard, in 2008/2009 the rate among Aboriginal students was more than double that of the general student population.

Turning to academic results at the secondary school level, Charts 8 and 9 compare the average marks and failure rates on mandatory provincial examinations of Aboriginal students with those of the general student population. Again, results show an ongoing gap between the two student groups in their average performance. The 2008/2009 results, for example, show the average exam marks of all students to be 68.9%, while Aboriginal students lagged seven percentage points behind at just 61.9%. Of even greater concern, Aboriginal students continue to fail the provincial exams at a substantially higher

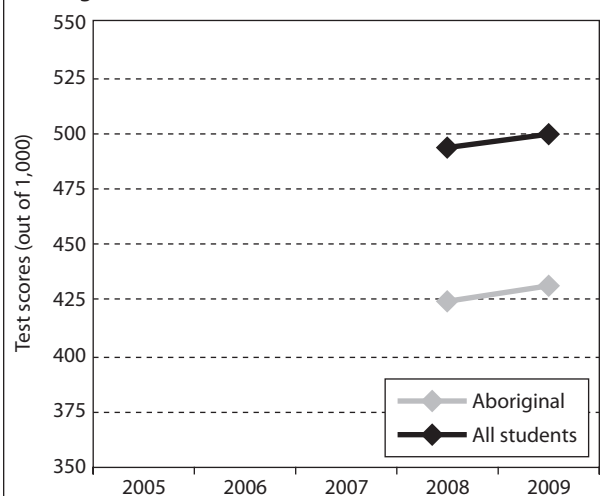
**Chart 2: Grade 4 FSA scores — Writing:
Aboriginal students vs all students**



**Chart 3: Grade 4 FSA scores — Numeracy:
Aboriginal students vs all students**



**Chart 4: Grade 7 FSA scores — Reading:
Aboriginal students vs all students**



rate than that experienced by the general student population.

Aboriginal students are less likely to finish secondary school on time

Of equal concern is the extent to which Aboriginal students abandon their studies prior to graduation. Chart 10 measures the graduation rate, the percentage of students enrolled in September whose course load is such that graduation in the same year is possible and who actually graduate the same year. In the five school years from 2004/2005 to 2008/2009, Aboriginal students have enjoyed no statistically significant improvement on this measure.

Finally, Chart 11 tracks the delayed advancement rate. This indicator estimates the likelihood that students enrolled at the school in grade 10 will not complete their graduation program in the normal three-year period. Here, Aboriginal students have shown promising improvement, cutting the rate from 51.1% in 2004/2005 to 39% in 2008/2009. Nevertheless, Aboriginal students are still more than twice as likely as the student population as a whole to require one or more additional years to complete the last three years of their secondary school program.

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

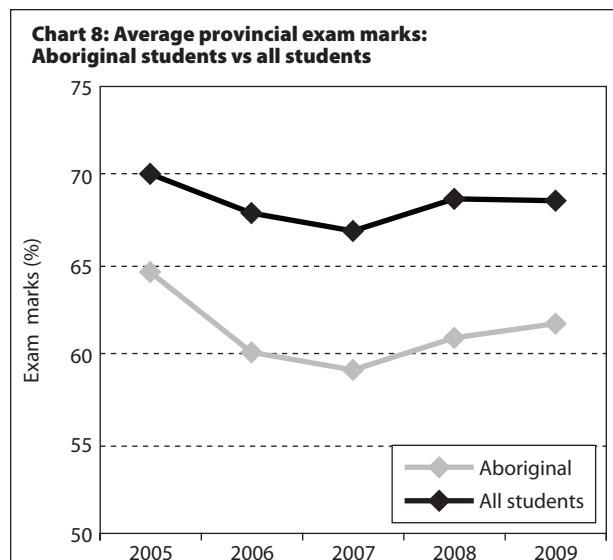
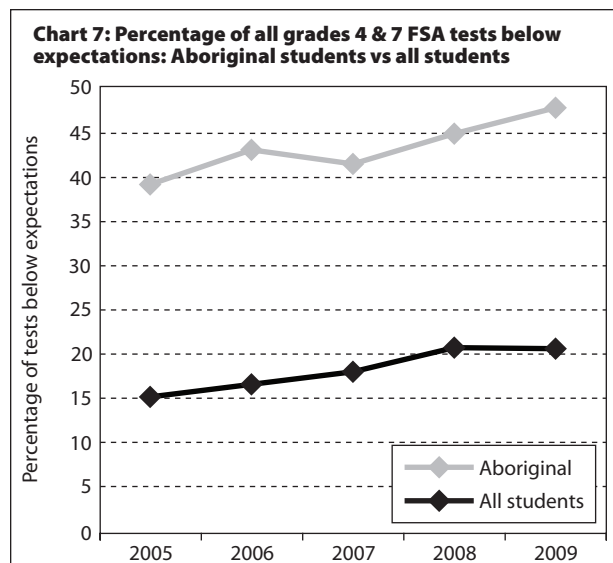
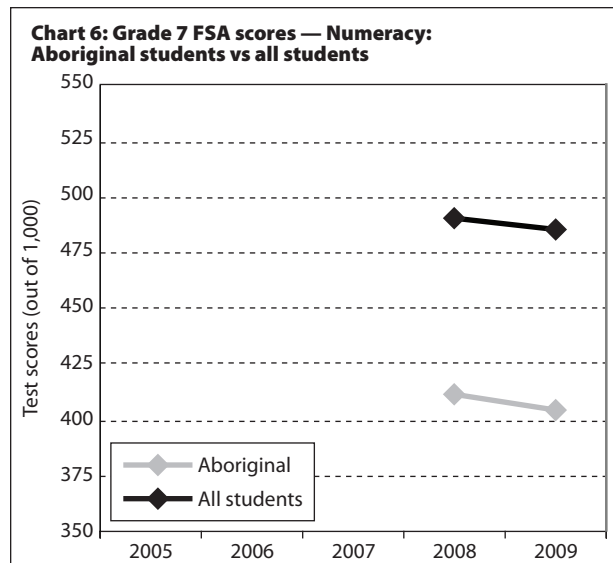
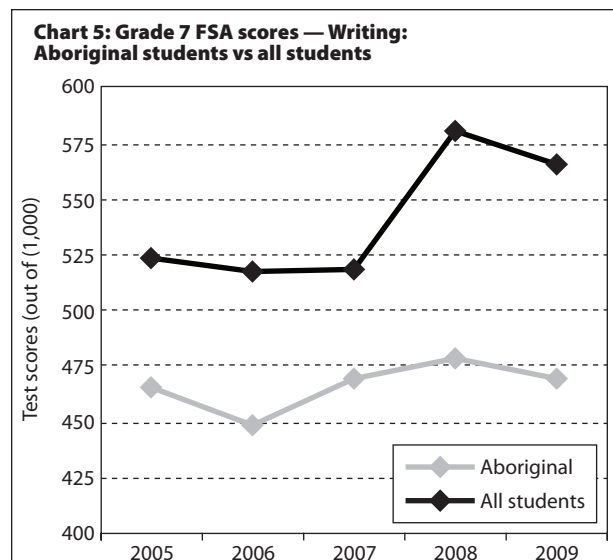


Chart 9: Percentage of provincial exams failed: Aboriginal students vs all students

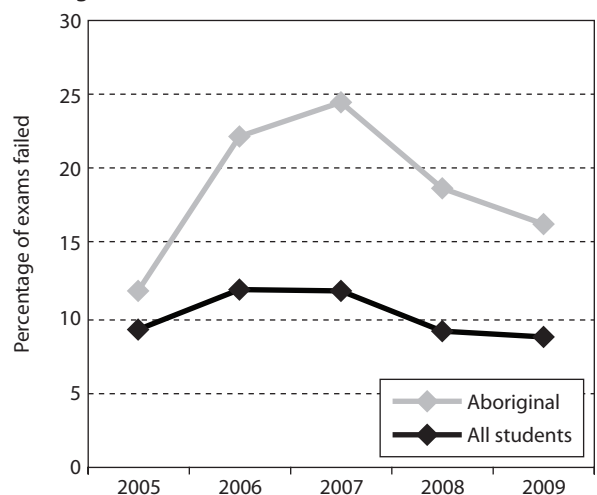


Chart 10: Graduation rate: Aboriginal students vs all students

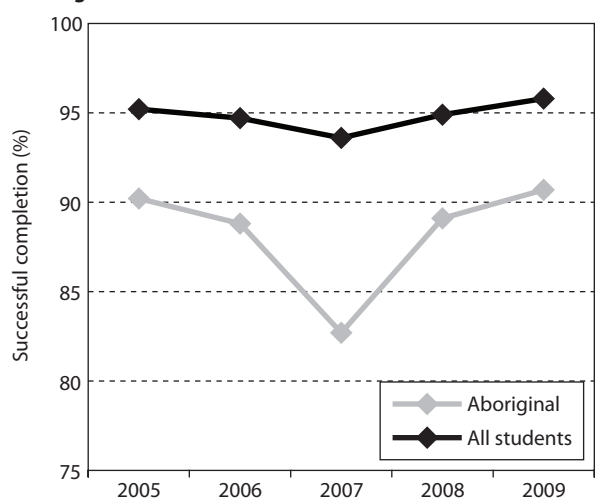
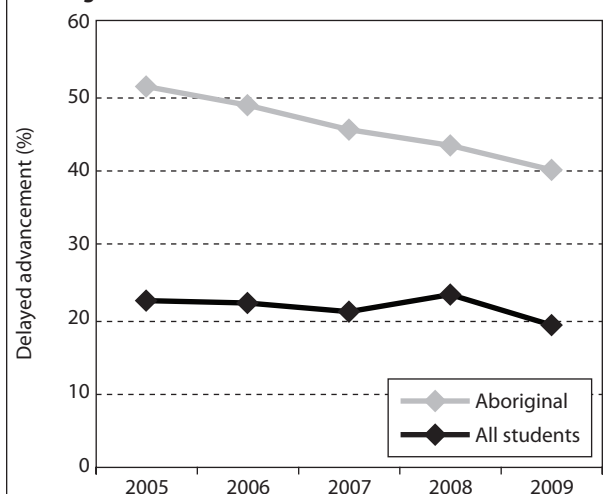


Chart 11: Delayed advancement rate: Aboriginal students vs all students



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, many Aboriginal parents enjoy the same freedom in the education of their children as do non-Aboriginal parents. Where there is but a single school available to a student, the *Report Card* helps to highlight the areas in which improvements can be made and offers parents the opportunity to understand where progress is taking place.

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

Of course, the choice of a school should not be made solely on the basis of any one source of information. Web sites maintained by the British Columbia Ministry of Education and local school boards can provide useful information.⁵ 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 Aboriginal parents to choose is supported in the 1972 policy paper delivered to the Minister of Indian Affairs and Northern Development by the National Indian Brotherhood/Assembly of First Nations:

If we are to avoid the conflict of values which in the past has led to withdrawal and failure, Indian parents must have control of education with the

responsibility of setting goals. What we want for our children can be summarized very briefly:

- to reinforce their Indian identity,
- to provide the training necessary for making a good living in modern society.⁶

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 education 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 Secondary Schools in British Columbia* and other annual report cards

published by the Institute have proven their worth as tools for improvement. There is no reason to believe that the *Report Card on Aboriginal Education in British Columbia* will be any less effective.

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

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

Some schools do better than others

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

This finding confirms the results of research involving other student populations in other countries.⁷ 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. Comparisons are at the heart of improvement: making comparisons among schools is made simpler and more meaningful by the *Report Card's* indicators, ratings, and rankings.

Key indicators of school performance

Secondary schools performance indicators

The foundation of the *Report Card's* evaluation of secondary schools is an overall rating of each school's academic performance. Building on data about student results provided by the Ministry of Education, 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:⁸

- 1 the average exam mark in the grade-10, grade-11, and grade-12 courses that include a mandatory provincial exam;
- 2 percentage of grade-10, grade-11, and grade-12 mandatory provincial exams failed;
- 3 average difference by which the school mark exceeds the examination mark in the courses considered in (1) and (2) above;
- 4 graduation rate;
- 5 delayed advancement rate.

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

Three indicators of effective teaching

1 Average mandatory examination marks

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 these mandatory examinable courses.⁹ For each

school, the indicator is the average of the mean scores achieved by the school's Aboriginal students in each of the provincial examinations at all sittings during the year, weighted by the relative number of students who wrote the examination.

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

2 Percentage of provincial examinations failed

For each school, this indicator (in the tables *Percentage of exams failed*) provides the rate of failure (as a percentage) in the grade-10, grade-11, and grade-12 final examinations in all of the courses that include a mandatory provincial exam 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.

3 *Difference between school mark and examination mark*

For each school, this indicator (in the tables School vs exam mark difference) gives the average amount (for all grade-10, grade-11, and grade-12 courses with a mandatory provincial exam) by which the “school” mark—the assessment of each student’s learning that is made by the school—exceeds the exam mark in that course, for the school’s Aboriginal students.¹²

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.

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.

Two 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.¹⁰ Before grade 10, they are required to choose between different streams in Mathematics. They will annually decide whether to begin or continue the study of a second language. Will these young people make good decisions? It is unrealistic to presume that they can do so without advice. What practical, well-informed counselling can they call upon? While parents, in the main, are willing to help, many lack the information they need to be able to provide good advice. It falls, therefore, to the schools to shoulder some responsibility for advising students and their parents about educational choices.

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

Of the decisions that senior students must make, perhaps the most important is the decision to remain in school, do the work, and graduate with their class. Effective counselling will encourage students to make appropriate choices.

1 *Delayed advancement rate*

This indicator measures the extent to which schools keep their Aboriginal students in school and progressing in a timely manner toward completion of their diploma program. It uses data that report the educational status of students one year after they have enrolled in a given grade at a school in British Columbia. For example, we can determine from these

data how many of a school's grade-10 students re-enroll in the following year in grade 11; are enrolled in grade 10 for a second time; or fail to re-enroll. With these raw data, following a technique that we introduced to Canada in the *Report Card on Quebec's Secondary Schools: 2001 Edition*,¹¹ 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 graduate 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 to produce a net dropout rate for each grade. We have adopted the grade-8 dropout rate as an estimate of the "involuntary" drop-out rate caused by events such as emigration or death that lead to the disappearance of students from the school system.¹²

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

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

2 Graduation rate

This indicator, related to the *Delayed advancement rate*, compares the number of Aboriginal students eligible to graduate 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.

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

While each of the indicators is important, it is almost always the case that any school does better on some indicators than on others. So, just as a teacher must make a decision about a student's overall performance, we need an overall indicator of a school's performance (in the tables *Overall rating out of 10*) in educating its Aboriginal students. Just as teachers combine test

scores, homework, and class participation to rate a student, we have combined all the indicators to produce an overall school rating. The overall rating of school performance answers the question, “In general, does the school ensure that its Aboriginal students succeed academically?” To derive this rating, the results for each of the indicators, for each school year were first standardized. Standardization is a statistical procedure whereby sets of raw data with different characteristics are converted into sets of values with “standard” statistical properties. Standardized values can more readily be combined and compared.

The standardized data were then combined as required to produce five standardized scores—one for each indicator—for each school, for each year. The standardized scores were weighted and combined to produce an overall standardized score. Finally, this score was converted into an overall rating out of 10. It is from this *Overall rating out of 10* that the school’s provincial rank is determined. (See Appendix 1 for explanatory notes on the calculation of the *Overall rating out of 10*.)

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*’s evaluation of elementary schools is an overall rating of each school’s academic performance. We base our *Overall school rating* on each school’s academic performance in educating its Aboriginal students on eight indicators:¹³

- 1 average Foundation Skills Assessment (FSA)¹⁴ score in grade-4 reading;
- 2 average FSA score in grade-4 writing;
- 3 average FSA score in grade-4 numeracy;
- 4 average FSA score in grade-7 reading;
- 5 average FSA score in grade-7 writing;
- 6 average FSA score in grade-7 numeracy;
- 7 the percentage of the above tests written by the school’s students that were judged to reflect performance below provincial expectations;
- 8 the percentage of the tests that could have been written by the students who were absent, exempted from writing the test or, for any other reason, did not provide a meaningful response to the test.

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

Indicators of effective teaching

1 Average FSA scores

These indicators (in the tables, *Average scores*) show how well each school’s Aboriginal students performed

compared to Aboriginal students in all other schools on the uniform FSA tests in reading, writing, and numeracy at the grade-4 and grade-7 levels.

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

2 Percentage of FSA tests below expectations

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

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

3 Tests not written

The student participation indicator (in the tables, Tests not written (%)) was determined by first summing, for each of the six test sittings, the total number of tests that could have been written by Aboriginal students at the school but which, for whatever reason, were either not written or did not include a meaningful response. The six sums were then totaled. This result was then divided by the total number of tests that could have been completed if all Aboriginal students had fully participated in all of the tests that were administered at the school.

Schools that administer the FSA assessments are expected to ensure that all their students write the tests. Higher participation rates provide the benefit of objective assessment of learning to more parents. They also provide a more accurate reflection of the level of achievement at the school. A reader can have more confidence that the test results are a true reflection of the school's average achievement level if more of its students write the tests. The principal of a school at which a relatively large percentage of Aboriginal students did not complete the tests should be able to provide good reasons for the students' failure to do so and a well-developed plan to increase participation in future test sittings.

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

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

To derive this rating, the results for each of the eight indicators, for each school year, were first stan-

dardized. 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*.)

Is the school improving academically?

The Trends indicator

For all the indicators, the *Report Card* provides a number of years of data. Unlike a simple snapshot of one year's results, this historical record provides evidence of change (or lack of change) over time. However, it can sometimes be difficult to deter-

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

Notes

- 1 K-12 Data Collection Form 1701. Ministry of Education, Province of British Columbia: <<http://www.bced.gov.bc.ca/datacollections/>>.
- 2 See, Student Statistics -2010/11 Province: Public and Independent School Combined, Ministry of Education, British Columbia at <http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf>.
- 3 The Aboriginal student values displayed in Charts 1 to 11 are the average of the school-level values for the 63 elementary and 52 secondary schools rated in this report card. The all-students values are the average of the school level values for the 876 elementary and 288 secondary schools that were rated in the 2010 editions of the *Report Card on British Columbia's Elementary Schools* and the *Report Card on Secondary Schools in British Columbia and Yukon*, respectively.
- 4 Between 2004/2005 and 2006/2007 the British Columbia ministry of education reported the grades 4 and 7 results for Reading and Numeracy using a scale that ranged from about -2.5 to about +2.5. As of 2007/2008, the average scaled test scores in reading and numeracy are again being reported on a scale from 0 to 1000. Due to the discontinuity in reporting, only results for the most recent two years are shown in the charts.
- 5 See, for instance, the Ministry of Education's web site at <<http://www.bced.gov.bc.ca/reporting/>> for a variety of by-school results at both elementary and secondary schools or the web site of School District #36 (Surrey) at: <<http://www.sd36.bc.ca/>>.
- 6 *Indian Control of Indian Education* (Ottawa: National Indian Brotherhood/Assembly of First Nations, 1972), page 3.
- 7 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* <<http://www.utdanacenter.org/downloads/products/successfulreport.pdf>> (as of February 20, 2011).
- 8 There are insufficient data available to include the gender gap indicators in this *Report Card*.
- 9 In 2008/2009 school year, mandatory provincial examinations were administered in the following grade-10, grade-11, and grade-12 subjects: Applications of Mathematics 10; BC First Nations Studies 12; Civic Studies 11; Communications 12; English 10; English 12; Essentials of Mathematics 10; Français Langue Première 10; Français Langue Première 12; Principles of Mathematics 10; Science 10; Social Studies 11; and Technical Professional Communications 12.
- 10 See British Columbia, *School Act*, Part II, Section 3, Sub-section 1b: <<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>>.
- 11 Richard Marceau and Peter Cowley, *Report Card on Quebec's Secondary Schools: 2001 Edition*,

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

12 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.

13 There are insufficient data available to include

the gender gap indicators in this *Report Card*.

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

Detailed results for secondary schools

How to read the tables

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

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

SCHOOL DISTRICT							
School name [Affiliation]							
A –	Gr 12 Aboriginal enrollment: 51 (13.6% of total enrollment)						
B –			2008-09		Last 5 Year		
			Rank:	9/63	5/34		
	Academic Performance	2005	2006	2007	2008	2009	Trend
C –	Average exam mark	65.6	60.8	60.9	61.6	63.6	—
D –	Percentage of exams failed	6.5	21.0	14.5	15.7	9.3	—
E –	School vs exam mark difference	7.3	5.0	5.1	2.6	1.9	▲
F –	Graduation rate	88.0	88.0	77.3	100.0	93.5	—
G –	Delayed advancement rate	n/a	24.2	33.5	7.4	28.1	n/a
H –	Overall rating out of 10	5.8	6.7	7.0	7.6	7.6	▲

A The grade-12 Aboriginal head-count and its percentage of total grade-12 enrollment in September 2008. Indicator results involving small numbers of students tend to be more variable than do those for larger student groups. Use the *Trends* indicator to interpret changes over time.

B The school's overall provincial rank with respect to Aboriginal student results for 2008/2009 and for the last five years. The rankings show how the school has performed in educating its 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-10, grade-11, and 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 Graduation rate The percentage of potential Aboriginal graduates enrolled at September 30 who actually graduate in the same school year. Higher rates of graduation indicate that the school is doing a good job of keeping students on track and focused on their work during their final year.

G Delayed advancement rate The estimated percentage of the school's grade-10 Aboriginal students who will not complete grade-12 within three years. A low *Delayed*

advancement rate indicates that the school's Aboriginal students are likely to complete the last three grades of secondary school in the normal time.

H 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.

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

Other notes

Note 1

These *Report Card* results are based on the same Ministry of Education data that were used in the *Report Card on Secondary Schools in British Columbia and Yukon 2010*.

Note 2

Not all the province's secondary schools that serve Aboriginal students are included in the tables or the ranking. Of all the schools at which Aboriginal students wrote any provincial examination results, 63 were eligible for inclusion in the *Report Card*. Excluded are schools at which fewer than 15 Aboriginal students were enrolled in grade 12 and schools that did not generate a sufficiently large set of Aboriginal student data to enable the calculation of an *Overall rating out*

of 10. Also excluded from the ratings and rankings are distance learning schools, centres for adult education and continuing education, and certain alternative schools that do not offer a full program of courses.

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

Note 3

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

Note 4

If you have questions about the *Report Card*, call Michael Thomas, Associate Director of School Performance Studies, the Fraser Institute, at 416-363-6575.

Note 5

You can compare a school's results with the all-schools results in the following tables.

ABORIGINAL STUDENTS ONLY

Average values for all schools 2008/2009

Gr 12 Aboriginal enrollment: 35 (20.8% of total enrollment)

Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	64.6	60.1	59.1	60.9	61.7	—
Percentage of exams failed	11.8	22.2	24.5	18.7	16.3	—
School vs exam mark difference	4.2	4.5	5.5	4.4	4.1	—
Graduation rate	90.2	88.8	82.7	89.1	90.7	—
Delayed advancement rate	51.1	48.6	45.3	43.2	39.9	▲
Overall rating out of 10	6.0	6.0	6.0	6.0	6.0	—

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

ALL STUDENTS

Average values for all schools 2008/2009

Gr 12 Enrollment: 168

Academic Performance	2005	2006	2007	2008	2009
Average exam mark	70.1	67.9	66.9	68.7	68.6
Percentage of exams failed	9.2	11.9	11.8	9.1	8.7
School vs exam mark difference	6.0	6.2	5.8	4.1	4.4
Graduation rate	95.2	94.7	93.6	94.9	95.8
Delayed advancement rate	22.3	22.0	20.8	23.1	19.0
Overall rating out of 10	6.2	6.2	6.3	6.2	6.0

Note: This table displays the average results for all the schools in the *Report Card on Secondary Schools in British Columbia and Yukon 2010*.

ABBOTSFORD**Abbotsford Collegiate [Public] Abbotsford**

Gr 12 Aboriginal enrollment: 44 (14.5% of total enrollment)

			Rank: 2008-09 58/63		Last 5 Years 28/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	61.9	58.9	58.9	59.4	57.2	—
Percentage of exams failed	6.7	25.0	27.7	20.3	28.6	—
School vs exam mark difference	6.8	9.2	8.9	6.6	11.6	—
Graduation rate	94.4	87.5	91.7	87.5	93.3	—
Delayed advancement rate	56.3	44.4	21.0	54.0	32.9	—
Overall rating out of 10	5.0	4.2	5.8	4.9	3.1	—

Rick Hansen [Public] Abbotsford

Gr 12 Aboriginal enrollment: 16 (6.8% of total enrollment)

			2008-09 Rank: 10/63		Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	64.1	n/a	66.1	63.1	n/a
Percentage of exams failed	n/a	16.2	n/a	17.2	7.8	n/a
School vs exam mark difference/n/a	n/a	1.8	n/a	3.3	3.4	n/a
Graduation rate	n/a	100.0	n/a	100.0	100.0	n/a
Delayed advancement rate	n/a	35.0	n/a	36.7	n/a	n/a
Overall rating out of 10	n/a	8.5	n/a	7.5	7.5	n/a

Robert Bateman [Public] Abbotsford

Gr 12 Aboriginal enrollment: 22 (10.7% of total enrollment)

12 Additional enrolment: 22 (16.7% of total enrolment)				2008-09 Rank: 13/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	n/a	63.9	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	9.4	n/a
School vs exam mark difference/a	n/a	n/a	n/a	n/a	2.6	n/a
Graduation rate	n/a	n/a	n/a	n/a	94.4	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	29.1	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	7.4	n/a

W J Mouat [Public] Abbotsford

Gr 12 Aboriginal enrollment: 28 (7.6% of total enrollment)

			Rank: 3/63		2008-09 Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	65.6	68.2	67.7	n/a
Percentage of exams failed	n/a	n/a	12.5	9.5	7.2	n/a
School vs exam mark difference	n/a	n/a	1.9	2.5	2.4	n/a
Graduation rate	n/a	n/a	84.6	100.0	100.0	n/a
Delayed advancement rate	n/a	n/a	37.4	20.3	17.1	n/a
Overall rating out of 10	n/a	n/a	8.5	9.1	8.6	n/a

ALBERNI**Alberni District [Public] Port Alberni**

Gr 12 Aboriginal enrollment: 61 (20.6% of total enrollment)

12% Nonregular Enrollment (12.6% of total enrollment)			2008-09 Rank: 40/63		Last 5 Years 20/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	69.5	57.2	57.4	58.0	59.5	—
Percentage of exams failed	3.8	24.3	34.1	25.7	19.8	—
School vs exam mark difference	0.0	6.4	4.6	6.4	3.6	—
Graduation rate	84.0	88.5	75.8	73.9	90.3	—
Delayed advancement rate	13.7	23.8	24.3	27.3	26.4	▼
Overall rating out of 10	7.9	5.3	5.6	4.5	5.7	—

BULKLEY VALLEY**Smithers [Public] Smithers**

Gr 12 Aboriginal enrollment: 29 (17.6% of total enrollment)

2012 Additional enrollment: 29 (17.6% of total enrollment)						
	Rank:			2008-09 22/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	69.7	62.0	58.6	n/a	63.8	n/a
Percentage of exams failed	0.0	14.4	24.3	n/a	11.2	n/a
School vs exam mark difference	0.0	2.8	2.9	n/a	1.4	n/a
Graduation rate	76.5	88.2	73.9	n/a	84.6	n/a
Delayed advancement rate	51.5	54.3	43.0	n/a	47.4	n/a
Overall rating out of 10	7.1	7.3	6.3	n/a	6.9	n/a

CAMPBELL RIVER**Carihi [Public] Campbell River**

Gr 12 Aboriginal enrollment: 49 (20.4% of total enrollment)

			Rank: 2008-09 37/63		Last 5 Years 13/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	64.6	58.6	59.6	57.7	61.9	—
Percentage of exams failed	13.8	25.3	22.2	26.0	18.3	—
School vs exam mark difference	0.9	3.3	3.9	2.5	4.1	—
Graduation rate	100.0	94.4	92.0	96.6	93.3	—
Delayed advancement rate	n/a	n/a	n/a	56.2	62.6	n/a
Overall rating out of 10	6.9	6.5	6.9	5.5	5.8	▼

Timberline [Public] Campbell River

Gr 12 Aboriginal enrollment: 31 (11.9% of total enrollment)

			2008-09		Last 5 Years	
			Rank:	24/63	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	61.8	59.1	59.4	62.9	n/a
Percentage of exams failed	n/a	19.7	27.0	24.7	12.2	n/a
School vs exam mark difference	n/a	2.3	4.8	5.1	5.1	n/a
Graduation rate	n/a	100.0	94.1	88.9	100.0	n/a
Delayed advancement rate	n/a	n/a	n/a	48.6	44.7	n/a
Overall rating out of 10	n/a	7.6	6.5	5.2	6.7	n/a

CARIBOO-CHILCOTIN**Columnetza [Public] Williams Lake**

Gr 12 Aboriginal enrollment: 30 (20.0% of total enrollment)

				2008-09	Last 5 Years	
				Rank: 40/63	27/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	62.0	56.8	55.4	57.9	60.1	—
Percentage of exams failed	13.5	29.0	32.9	28.0	20.0	—
School vs exam mark difference	2.9	4.7	4.2	3.0	2.8	—
Graduation rate	85.0	70.8	91.7	72.7	88.2	—
Delayed advancement rate	53.0	55.6	48.6	70.5	43.3	—
Overall rating out of 10	5.7	4.8	5.4	4.1	5.7	—

Peter Skene Ogden [Public] 100 Mile House

Gr 12 Aboriginal enrollment: 26 (16.0% of total enrollment)

			2008-09 Rank: 22/63		Last 5 Years 21/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	55.3	61.6	58.4	59.5	61.5	—
Percentage of exams failed	20.0	19.4	26.0	22.2	14.9	—
School vs exam mark difference	12.9	4.5	6.1	1.5	3.0	▲
Graduation rate	94.1	71.4	84.0	92.9	94.7	—
Delayed advancement rate	35.4	39.3	17.5	29.5	17.7	—
Overall rating out of 10	3.0	5.8	6.3	6.4	6.9	▲

Williams Lake [Public] Williams Lake

Gr 12 Aboriginal enrollment: 31 (26.5% of total enrollment)

			2008-09		Last 5 Years	
			Rank:	51/63	31/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	44.3	56.1	59.7	59.9	59.2	—
Percentage of exams failed	73.3	25.5	17.8	20.7	18.1	—
School vs exam mark difference	10.2	4.9	3.9	2.5	2.9	▲
Graduation rate	78.6	33.3	69.6	56.5	70.0	—
Delayed advancement rate	29.5	83.8	70.5	63.9	64.1	—
Overall rating out of 10	0.0	3.4	5.9	4.7	4.8	—

CENTRAL OKANAGAN**Kelowna [Public] Kelowna**

Gr 12 Aboriginal enrollment: 38 (6.9% of total enrollment)

				2008-09 Rank: 7/63	Last 5 Years 1/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	69.6	62.7	62.0	66.2	65.1	—
Percentage of exams failed	5.3	18.4	17.3	7.7	11.7	—
School vs exam mark difference	1.8	4.2	3.0	1.6	1.9	—
Graduation rate	100.0	100.0	75.0	86.4	89.7	—
Delayed advancement rate	29.5	34.2	45.2	14.2	24.6	—
Overall rating out of 10	8.1	7.3	7.1	9.0	7.7	—

Mount Boucherie [Public] Kelowna

Gr 12 Aboriginal enrollment: 59 (12.1% of total enrollment)

			2008-09 Rank: 33/63		Last 5 Years 5/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	68.6	63.1	59.0	60.0	60.9	▼
Percentage of exams failed	7.4	16.7	23.7	25.5	20.2	▼
School vs exam mark difference	2.8	1.6	6.2	6.7	7.0	▼
Graduation rate	100.0	92.3	97.5	100.0	100.0	—
Delayed advancement rate	26.9	20.5	15.9	25.2	16.5	—
Overall rating out of 10	7.8	8.2	6.8	5.7	6.0	▼

Rutland [Public] Kelowna

Gr 12 Aboriginal enrollment: 38 (9.1% of total enrollment)

			2008-09		Last 5 Years	
			Rank:	31/63	9/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	68.2	60.4	60.8	61.7	61.9	—
Percentage of exams failed	0.0	15.8	14.5	13.5	14.6	—
School vs exam mark difference	0.0	4.2	4.6	4.1	6.1	▼
Graduation rate	75.0	96.8	93.1	87.1	100.0	—
Delayed advancement rate	55.2	32.1	57.2	52.3	34.9	—
Overall rating out of 10	6.8	7.0	6.9	6.4	6.3	—

CHILLIWACK**Chilliwack [Public] Chilliwack**

Gr 12 Aboriginal enrollment: 54 (17.1% of total enrollment)

Of 72 Additional Enrollment 54 (17.1% of total enrollment)				2008-09 Rank: 47/63	Last 5 Years 17/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	60.6	57.7	59.5	61.5	60.1	—
Percentage of exams failed	17.0	26.4	22.8	17.0	22.5	—
School vs exam mark difference	8.1	4.1	3.5	2.2	5.1	—
Graduation rate	96.4	75.0	100.0	100.0	83.8	—
Delayed advancement rate	n/a	n/a	n/a	37.5	30.0	n/a
Overall rating out of 10	5.0	4.9	7.2	7.3	5.2	—

Sardis [Public] Chilliwack

Gr 12 Aboriginal enrollment: 40 (9.3% of total enrollment)

			Rank:		2008-09 16/63	Last 5 Years 2/34
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	66.2	63.9	63.1	64.6	65.4	—
Percentage of exams failed	1.6	17.2	14.5	12.8	11.2	—
School vs exam mark difference	4.5	4.7	2.9	1.8	2.8	—
Graduation rate	80.7	94.7	94.7	95.1	88.9	—
Delayed advancement rate	n/a	n/a	n/a	35.3	27.2	n/a
Overall rating out of 10	6.0	7.2	7.9	8.0	7.3	—

COAST MOUNTAINS**Caledonia [Public] Terrace**

Gr 12 Aboriginal enrollment: 76 (27.0% of total enrollment)

Of 12 Additional enrollment: 70 (27.0% of total enrollment)				2008-09 Rank: 32/63	Last 5 Years 17/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	62.5	60.8	60.9	61.9	62.6	—
Percentage of exams failed	10.7	18.6	17.7	15.9	8.2	—
School vs exam mark difference	0.0	3.3	4.4	3.2	3.3	▼
Graduation rate	87.5	74.5	91.3	81.8	85.7	—
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a
Overall rating out of 10	6.1	4.9	6.6	5.8	6.2	—

Hazelton [Public] Hazelton

Gr 12 Aboriginal enrollment: 63 (76.8% of total enrollment)

Of 12 Additional Enrollment: 65 (6.6% of total enrollment)			2008-09 Rank: 58/63		Last 5 Years 32/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	63.6	52.2	54.4	52.8	56.2	—
Percentage of exams failed	17.7	39.4	36.2	37.6	30.3	—
School vs exam mark difference	3.1	10.3	9.9	9.5	7.1	—
Graduation rate	91.7	83.3	75.8	80.0	79.5	▼
Delayed advancement rate	55.9	54.1	35.3	19.2	50.4	—
Overall rating out of 10	5.6	1.7	3.9	2.5	3.1	—

COMOX VALLEY**Georges P Vanier [Public] Courtenay**

Gr 12 Aboriginal enrollment: 30 (10.1% of total enrollment)

			2008-09 Rank: 47/63		Last 5 Years 11/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	69.4	63.3	60.1	61.9	62.1	▼
Percentage of exams failed	2.8	19.8	20.7	14.3	15.0	—
School vs exam mark difference	4.6	4.3	6.6	6.8	6.4	▼
Graduation rate	91.3	95.7	100.0	82.4	82.4	—
Delayed advancement rate	n/a	n/a	n/a	38.9	48.6	n/a
Overall rating out of 10	7.2	6.9	6.7	6.1	5.2	

COWICHAN VALLEY**Cowichan [Public] Duncan**

Gr 12 Aboriginal enrollment: 25 (8.9% of total enrollment)

				2008-09 Rank: 44/63	Last 5 Years 24/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	63.2	57.0	55.9	59.0	58.4	—
Percentage of exams failed	10.0	28.6	33.8	20.2	20.7	—
School vs exam mark difference	4.2	6.3	6.5	5.7	5.8	—
Graduation rate	91.7	92.0	87.0	94.7	95.5	▲
Delayed advancement rate	23.6	47.7	55.5	51.8	18.3	—
Overall rating out of 10	6.5	4.5	4.7	5.6	5.5	—

FRASER-CASCADE**Agassiz [Public] Agassiz**

Gr 12 Aboriginal enrollment: 17 (30.4% of total enrollment)

				2008-09 Rank: 50/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	n/a	58.8	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	16.7	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	3.4	n/a
Graduation rate	n/a	n/a	n/a	n/a	82.4	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	n/a	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	5.1	n/a

Hope [Public] Hope

Gr 12 Aboriginal enrollment: 16 (21.1% of total enrollment)

				2008-09 Rank: 33/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	62.4	66.4	60.5	62.1	n/a
Percentage of exams failed	n/a	20.2	7.8	18.6	16.3	n/a
School vs exam mark difference	n/a	4.2	3.1	2.1	5.0	n/a
Graduation rate	n/a	100.0	80.0	75.0	90.9	n/a
Delayed advancement rate	n/a	53.9	38.1	54.2	n/a	n/a
Overall rating out of 10	n/a	7.0	8.2	5.7	6.0	n/a

GOLD TRAIL**Ashcroft [Public] Ashcroft**

Gr 12 Aboriginal enrollment: 19 (42.2% of total enrollment)

				2008-09 Rank: 37/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	70.2	n/a	n/a	n/a	59.7	n/a
Percentage of exams failed	0.0	n/a	n/a	n/a	11.9	n/a
School vs exam mark difference	0.0	n/a	n/a	n/a	5.9	n/a
Graduation rate	87.5	n/a	n/a	n/a	94.4	n/a
Delayed advancement rate	81.3	n/a	n/a	n/a	41.9	n/a
Overall rating out of 10	7.3	n/a	n/a	n/a	5.8	n/a

Lillooet [Public] Lillooet

Gr 12 Aboriginal enrollment: 43 (70.5% of total enrollment)

				2008-09 Rank: 55/63	Last 5 Years 30/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	59.5	55.7	54.2	58.0	59.2	—
Percentage of exams failed	25.8	30.7	33.9	23.7	22.8	—
School vs exam mark difference	5.9	3.6	4.6	4.6	4.7	—
Graduation rate	82.6	79.0	60.0	68.4	78.6	—
Delayed advancement rate	69.6	54.1	64.9	64.6	58.7	—
Overall rating out of 10	3.8	4.8	4.0	3.9	4.3	—

GREATER VICTORIA**Belmont [Public] Victoria**

Gr 12 Aboriginal enrollment: 26 (6.0% of total enrollment)

				2008-09 Rank: 30/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	64.8	65.0	n/a	62.3	61.1	n/a
Percentage of exams failed	11.1	12.9	n/a	12.6	13.1	n/a
School vs exam mark difference	7.0	2.5	n/a	1.1	2.1	n/a
Graduation rate	100.0	91.7	n/a	86.7	94.7	n/a
Delayed advancement rate	n/a	n/a	n/a	54.5	58.7	n/a
Overall rating out of 10	6.0	8.4	n/a	7.2	6.4	n/a

Spectrum [Public] Victoria

Gr 12 Aboriginal enrollment: 26 (7.4% of total enrollment)

				2008-09 Rank: 37/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	60.4	62.4	n/a
Percentage of exams failed	n/a	n/a	n/a	16.3	14.5	n/a
School vs exam mark difference	n/a	n/a	n/a	6.3	2.5	n/a
Graduation rate	n/a	n/a	n/a	100.0	84.2	n/a
Delayed advancement rate	n/a	n/a	n/a	33.0	47.9	n/a
Overall rating out of 10	n/a	n/a	n/a	6.6	5.8	n/a

HAIDA GWAIL/QUEEN CHARLOTTE**George M Dawson [Public] Masset**

Gr 12 Aboriginal enrollment: 22 (100.0% of total enrollment)

				2008-09 Rank: 62/63	Last 5 Years 34/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	47.7	49.8	51.2	49.9	53.6	—
Percentage of exams failed	51.9	46.0	43.5	45.8	32.9	—
School vs exam mark difference	14.0	9.5	14.7	18.1	12.5	—
Graduation rate	76.9	70.0	50.0	75.0	86.7	—
Delayed advancement rate	69.2	78.6	80.4	49.7	69.3	—
Overall rating out of 10	0.1	0.0	0.6	0.0	1.5	—

KAMLOOPS/THOMPSON**Norkam [Public] Kamloops**

Gr 12 Aboriginal enrollment: 29 (16.7% of total enrollment)

				2008-09 Rank: 28/63	Last 5 Years 4/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	70.4	62.2	58.0	60.4	61.5	▼
Percentage of exams failed	0.0	20.3	29.6	17.2	20.0	▼
School vs exam mark difference	0.0	3.0	3.1	3.1	2.6	▼
Graduation rate	87.5	100.0	76.9	84.6	92.6	—
Delayed advancement rate	33.4	31.2	21.4	43.4	9.5	—
Overall rating out of 10	8.0	7.8	6.6	6.0	6.5	▼

South Kamloops [Public] Kamloops

Gr 12 Aboriginal enrollment: 35 (11.9% of total enrollment)

				2008-09 Rank: 13/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	71.7	n/a	64.6	63.8	64.2	n/a
Percentage of exams failed	2.7	n/a	14.3	12.8	14.5	n/a
School vs exam mark difference	0.9	n/a	2.2	2.7	2.8	n/a
Graduation rate	85.7	n/a	95.8	90.0	90.0	n/a
Delayed advancement rate	37.1	n/a	33.4	42.1	6.0	n/a
Overall rating out of 10	7.8	n/a	8.4	7.5	7.4	n/a

KOOTENAY LAKE**L V Rogers [Public] Nelson**

Gr 12 Aboriginal enrollment: 20 (9.5% of total enrollment)

				2008-09 Rank: 4/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	n/a	67.6	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	8.6	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	1.5	n/a
Graduation rate	n/a	n/a	n/a	n/a	94.7	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	28.1	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	8.4	n/a

KOOTENAY-COLUMBIA**J Lloyd Crowe [Public] Trail**

Gr 12 Aboriginal enrollment: 17 (11.1% of total enrollment)

				2008-09 Rank: 5/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	66.3	n/a	n/a	66.8	n/a
Percentage of exams failed	n/a	12.5	n/a	n/a	8.0	n/a
School vs exam mark difference	n/a	4.5	n/a	n/a	2.8	n/a
Graduation rate	n/a	100.0	n/a	n/a	100.0	n/a
Delayed advancement rate	n/a	23.3	n/a	n/a	n/a	n/a
Overall rating out of 10	n/a	8.3	n/a	n/a	7.9	n/a

LANGLEY**Aldergrove Community [Public] Aldergrove**

Gr 12 Aboriginal enrollment: 15 (8.1% of total enrollment)

				2008-09 Rank: 57/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	59.1	59.7	56.9	n/a
Percentage of exams failed	n/a	n/a	20.3	18.9	23.1	n/a
School vs exam mark difference	n/a	n/a	6.8	6.6	13.3	n/a
Graduation rate	n/a	n/a	85.7	100.0	100.0	n/a
Delayed advancement rate	n/a	n/a	37.7	36.9	42.5	n/a
Overall rating out of 10	n/a	n/a	6.0	5.8	3.4	n/a

Brookwood [Public] Langley

Gr 12 Aboriginal enrollment: 21 (9.0% of total enrollment)

				2008-09 Rank: 7/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	n/a	66.3	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	7.4	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	1.1	n/a
Graduation rate	n/a	n/a	n/a	n/a	100.0	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	60.4	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	7.7	n/a

Langley [Public] Langley

Gr 12 Aboriginal enrollment: 32 (12.3% of total enrollment)

				2008-09 Rank: 21/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	70.0	65.5	n/a	n/a	64.5	n/a
Percentage of exams failed	11.1	5.8	n/a	n/a	8.5	n/a
School vs exam mark difference	2.4	1.7	n/a	n/a	2.9	n/a
Graduation rate	94.4	100.0	n/a	n/a	92.9	n/a
Delayed advancement rate	43.5	46.6	n/a	n/a	55.8	n/a
Overall rating out of 10	7.2	9.6	n/a	n/a	7.0	n/a

Walnut Grove [Public] Langley

Gr 12 Aboriginal enrollment: 19 (5.1% of total enrollment)

				2008-09 Rank: 2/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	65.9	n/a	n/a	68.4	n/a
Percentage of exams failed	n/a	16.1	n/a	n/a	3.6	n/a
School vs exam mark difference	n/a	3.9	n/a	n/a	0.9	n/a
Graduation rate	n/a	90.9	n/a	n/a	100.0	n/a
Delayed advancement rate	n/a	3.6	n/a	n/a	20.0	n/a
Overall rating out of 10	n/a	7.8	n/a	n/a	9.2	n/a

NANAIMO-LADYSMITH**Dover Bay [Public] Nanaimo**

Gr 12 Aboriginal enrollment: 19 (6.2% of total enrollment)

				2008-09 Rank: 16/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	n/a	66.9	n/a
Percentage of exams failed	n/a	n/a	n/a	n/a	8.5	n/a
School vs exam mark difference	n/a	n/a	n/a	n/a	5.1	n/a
Graduation rate	n/a	n/a	n/a	n/a	100.0	n/a
Delayed advancement rate	n/a	n/a	n/a	n/a	46.2	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	7.3	n/a

John Barsby [Public] Nanaimo

Gr 12 Aboriginal enrollment: 42 (29.4% of total enrollment)

				2008-09 Rank: 56/63	Last 5 Years 24/34	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	61.4	58.8	59.4	60.0	59.3	—
Percentage of exams failed	12.5	22.4	23.0	18.3	21.1	—
School vs exam mark difference	5.4	1.5	5.5	3.7	4.7	—
Graduation rate	77.8	94.4	53.3	87.5	78.3	—
Delayed advancement rate	63.5	52.8	52.5	49.0	66.4	—
Overall rating out of 10	4.9	6.5	5.4	5.8	4.2	—

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

Gr 12 Aboriginal enrollment: 22 (19.5% of total enrollment)

				2008-09 Rank: 61/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	55.9	57.0	57.6	54.8	n/a
Percentage of exams failed	n/a	34.2	25.5	17.5	32.5	n/a
School vs exam mark difference	n/a	5.6	4.1	4.9	13.1	n/a
Graduation rate	n/a	72.7	70.0	94.1	95.0	n/a
Delayed advancement rate	n/a	82.2	84.7	69.5	41.1	n/a
Overall rating out of 10	n/a	3.3	5.2	5.1	2.0	n/a

NEW WESTMINSTER**New Westminister [Public] New Westminister**

Gr 12 Aboriginal enrollment: 19 (4.2% of total enrollment)

				2008-09 Rank: 18/63	Last 5 Years n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Average exam mark	n/a	n/a	n/a	64.5	63.4	n/a
Percentage of exams failed	n/a	n/a	n/a	9.9	15.7	n/a
School vs exam mark difference/a	n/a	n/a	n/a	1.4	2.0	n/a
Graduation rate	n/a	n/a	n/a	100.0	91.7	n/a
Delayed advancement rate	n/a	n/a	n/a	36.2	22.8	n/a
Overall rating out of 10	n/a	n/a	n/a	8.5	7.2	n/a

NISGA'A**Nisga'a [Public] New Aiyansh**

Gr 12 Aboriginal enrollment: 46 (97.9% of total enrollment)

				2008-09	Last 5 Years
				Rank: 63/63	33/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	55.0	51.5	44.0	47.6	46.9
Percentage of exams failed	28.1	45.5	66.4	55.9	51.9
School vs exam mark difference	8.0	9.5	17.2	9.3	8.7
Graduation rate	95.5	100.0	52.9	90.0	61.9
Delayed advancement rate	54.2	54.1	81.1	67.0	69.6
Overall rating out of 10	3.6	1.9	0.0	0.0	0.0

NORTH OKANAGAN-SHUSWAP**Salmon Arm [Public] Salmon Arm**

Gr 12 Aboriginal enrollment: 51 (13.6% of total enrollment)

				2008-09	Last 5 Years
				Rank: 9/63	5/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	65.6	60.8	60.9	61.6	63.6
Percentage of exams failed	6.5	21.0	14.5	15.7	9.3
School vs exam mark difference	7.3	5.0	5.1	2.6	1.9
Graduation rate	88.0	88.0	77.3	100.0	93.5
Delayed advancement rate	n/a	24.2	33.5	7.4	28.1
Overall rating out of 10	5.8	6.7	7.0	7.6	7.6

NORTH VANCOUVER**Carson Graham [Public] North Vancouver**

Gr 12 Aboriginal enrollment: 32 (9.5% of total enrollment)

				2008-09	Last 5 Years
				Rank: 60/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	n/a	52.8	57.2	55.8
Percentage of exams failed	n/a	n/a	38.7	23.9	34.9
School vs exam mark difference	n/a	n/a	10.7	8.0	5.1
Graduation rate	n/a	n/a	72.2	80.0	77.8
Delayed advancement rate	n/a	n/a	46.6	43.9	43.8
Overall rating out of 10	n/a	n/a	3.0	3.7	2.9

PEACE RIVER NORTH**North Peace [Public] Fort St John**

Gr 12 Aboriginal enrollment: 105 (29.2% of total enrollment)

				2008-09	Last 5 Years
				Rank: 53/63	23/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	67.1	60.0	60.9	60.6	57.6
Percentage of exams failed	14.7	21.5	17.7	17.4	23.3
School vs exam mark difference	2.9	5.1	4.1	3.7	4.2
Graduation rate	90.7	89.7	84.5	87.5	92.2
Delayed advancement rate	n/a	63.8	54.6	57.6	56.3
Overall rating out of 10	6.5	5.1	6.4	5.4	4.5

PEACE RIVER SOUTH**South Peace [Public] Dawson Creek**

Gr 12 Aboriginal enrollment: 42 (20.6% of total enrollment)

				2008-09	Last 5 Years
				Rank: 44/63	15/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	65.7	62.8	60.5	61.4	60.8
Percentage of exams failed	10.6	17.4	21.9	14.9	19.5
School vs exam mark difference	7.5	5.1	4.4	4.9	5.9
Graduation rate	100.0	100.0	93.6	96.4	91.4
Delayed advancement rate	40.8	55.1	60.4	77.0	41.8
Overall rating out of 10	6.4	6.6	6.7	5.8	5.5

POWELL RIVER**Brooks [Public] Powell River**

Gr 12 Aboriginal enrollment: 22 (9.5% of total enrollment)

				2008-09	Last 5 Years
				Rank: 53/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	61.9	n/a	62.4	60.5
Percentage of exams failed	n/a	18.0	n/a	17.5	20.7
School vs exam mark difference	n/a	1.3	n/a	2.2	4.5
Graduation rate	n/a	64.7	n/a	94.1	76.9
Delayed advancement rate	n/a	n/a	n/a	33.6	42.5
Overall rating out of 10	n/a	7.0	n/a	7.3	4.5

PRINCE GEORGE**College Heights [Public] Prince George**

Gr 12 Aboriginal enrollment: 21 (12.9% of total enrollment)

				2008-09	Last 5 Years
				Rank: 27/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	n/a	n/a	n/a	63.2
Percentage of exams failed	n/a	n/a	n/a	n/a	9.2
School vs exam mark difference	n/a	n/a	n/a	n/a	2.8
Graduation rate	n/a	n/a	n/a	n/a	91.7
Delayed advancement rate	n/a	n/a	n/a	n/a	57.6
Overall rating out of 10	n/a	n/a	n/a	n/a	6.6

Duchess Park [Public] Prince George

Gr 12 Aboriginal enrollment: 53 (30.8% of total enrollment)

				2008-09	Last 5 Years
				Rank: 19/63	3/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	72.3	61.9	60.1	63.7	65.5
Percentage of exams failed	5.6	17.5	23.1	11.2	14.5
School vs exam mark difference	1.6	4.8	5.4	1.9	1.7
Graduation rate	100.0	91.7	76.9	82.4	90.0
Delayed advancement rate	54.8	63.9	56.4	51.0	40.4
Overall rating out of 10	8.2	6.5	6.2	7.3	7.1

Kelly Road [Public] Prince George

Gr 12 Aboriginal enrollment: 57 (24.1% of total enrollment)

				2008-09	Last 5 Years
				Rank: 13/63	5/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	69.2	57.7	58.9	61.0	63.9
Percentage of exams failed	0.0	33.6	28.6	15.4	8.7
School vs exam mark difference	0.0	1.3	5.5	3.3	2.1
Graduation rate	100.0	88.9	88.5	92.3	90.5
Delayed advancement rate	52.8	43.0	32.6	26.4	30.6
Overall rating out of 10	8.0	6.0	6.3	6.9	7.4

Prince George [Public] Prince George

Gr 12 Aboriginal enrollment: 88 (23.1% of total enrollment)

				2008-09	Last 5 Years
				Rank: 40/63	17/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	62.8	57.8	60.5	62.5	61.5
Percentage of exams failed	13.6	23.9	21.7	15.0	14.1
School vs exam mark difference	4.7	5.6	5.2	4.7	4.9
Graduation rate	85.2	96.6	62.2	77.8	84.2
Delayed advancement rate	72.9	68.8	41.2	58.7	39.9
Overall rating out of 10	6.2	5.8	6.0	5.7	5.7

PRINCE RUPERT**Charles Hays [Public] Prince Rupert**

Gr 12 Aboriginal enrollment: 44 (53.0% of total enrollment)

				2008-09	Last 5 Years
				Rank: 47/63	24/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	63.1	59.1	55.6	59.8	58.6
Percentage of exams failed	16.7	20.9	31.2	21.4	23.0
School vs exam mark difference	2.4	4.3	7.5	3.1	4.2
Graduation rate	90.9	92.3	85.2	91.2	100.0
Delayed advancement rate	67.4	68.4	41.2	58.7	56.7
Overall rating out of 10	5.2	5.7	4.8	5.9	5.2

Prince Rupert [Public] Prince Rupert

Gr 12 Aboriginal enrollment: 49 (45.0% of total enrollment)

				2008-09	Last 5 Years
				Rank: 51/63	29/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	60.9	55.4	56.5	57.0	58.2
Percentage of exams failed	16.0	34.9	29.3	30.2	24.0
School vs exam mark difference	2.4	3.3	3.5	1.8	1.3
Graduation rate	73.7	64.4	68.6	71.4	84.6
Delayed advancement rate	67.4	73.4	73.0	55.4	69.0
Overall rating out of 10	5.0	3.0	5.0	4.2	4.8

QUALICUM**Ballenas [Public] Parksville**

Gr 12 Aboriginal enrollment: 20 (8.8% of total enrollment)

				2008-09	Last 5 Years
				Rank: 19/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	n/a	63.1	64.2	67.1
Percentage of exams failed	n/a	n/a	8.4	13.0	12.7
School vs exam mark difference	n/a	n/a	7.3	4.4	3.9
Graduation rate	n/a	n/a	81.8	93.8	87.5
Delayed advancement rate	n/a	n/a	n/a	24.7	21.0
Overall rating out of 10	n/a	n/a	7.0	7.5	7.1

QUESNEL**Correlieu [Public] Quesnel**

Gr 12 Aboriginal enrollment: 46 (28.6% of total enrollment)

				2008-09	Last 5 Years
				Rank: 33/63	13/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	59.4	60.9	59.5	60.0	62.8
Percentage of exams failed	15.2	20.0	20.3	16.9	14.5
School vs exam mark difference	5.1	3.5	3.8	3.8	4.3
Graduation rate	95.0	92.0	95.8	100.0	90.5
Delayed advancement rate	26.3	38.6	38.2	50.3	49.7
Overall rating out of 10	5.2	6.9	6.9	6.4	6.0

Quesnel [Public] Quesnel

Gr 12 Aboriginal enrollment: 40 (22.3% of total enrollment)

				2008-09	Last 5 Years
				Rank: 24/63	15/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	66.9	59.6	59.2	61.9	62.9
Percentage of exams failed	11.6	23.9	22.7	16.8	9.2
School vs exam mark difference	3.2	5.8	8.2	7.1	4.3
Graduation rate	100.0	100.0	81.5	95.8	100.0
Delayed advancement rate	64.3	38.2	47.9	42.6	52.7
Overall rating out of 10	6.7	6.3	5.4	5.8	6.7

SOOKE**Edward Milne [Public] Sooke**

Gr 12 Aboriginal enrollment: 17 (12.8% of total enrollment)

				2008-09	Last 5 Years
				Rank: 40/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	n/a	n/a	n/a	60.2
Percentage of exams failed	n/a	n/a	n/a	n/a	19.7
School vs exam mark difference	n/a	n/a	n/a	n/a	5.3
Graduation rate	n/a	n/a	n/a	n/a	95.0
Delayed advancement rate	n/a	n/a	n/a	n/a	27.9
Overall rating out of 10	n/a	n/a	n/a	n/a	5.7

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

Gr 12 Aboriginal enrollment: 33 (10.3% of total enrollment)

				2008-09	Last 5 Years
				Rank: 28/63	11/34
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	68.5	59.6	60.4	63.6	62.8
Percentage of exams failed	8.6	20.3	20.1	13.1	21.7
School vs exam mark difference	5.8	6.4	6.7	2.6	2.3
Graduation rate	90.9	90.3	93.1	94.4	92.3
Delayed advancement rate	60.1	64.5	42.9	31.8	30.4
Overall rating out of 10	6.4	5.0	6.4	7.7	6.5

SURREY**Kwantlen Park [Public] Surrey**

Gr 12 Aboriginal enrollment: 21 (6.8% of total enrollment)

				2008-09	Last 5 Years
				Rank: 10/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	60.4	n/a	n/a	61.6
Percentage of exams failed	n/a	22.9	n/a	n/a	12.5
School vs exam mark difference	n/a	2.6	n/a	n/a	0.6
Graduation rate	n/a	93.3	n/a	n/a	100.0
Delayed advancement rate	n/a	2.2	n/a	n/a	37.4
Overall rating out of 10	n/a	7.7	n/a	n/a	7.5

Lord Tweedsmuir [Public] Surrey

Gr 12 Aboriginal enrollment: 21 (8.0% of total enrollment)

				2008-09	Last 5 Years
				Rank: 10/63	n/a
Academic Performance	2005	2006	2007	2008	2009
Average exam mark	n/a	66.1	n/a	n/a	63.5
Percentage of exams failed	n/a	11.5	n/a	n/a	11.8
School vs exam mark difference	n/a	3.9	n/a	n/a	3.1
Graduation rate	n/a	94.1	n/a	n/a	100.0
Delayed advancement rate	n/a	42.1	n/a	n/a	18.6
Overall rating out of 10	n/a	7.2	n/a	n/a	7.5

VERNON**Clarence Fulton [Public] Vernon**

Gr 12 Aboriginal enrollment: 27 (17.3% of total enrollment)

				2008-09	Last 5 Years
				Rank: 6/63	5/34
Academic Performance	2005	2006	2007	2008	Trend
Average exam mark	65.7	62.7	61.9	61.6	63.7 —
Percentage of exams failed	7.7	16.4	20.6	12.8	4.6 —
School vs exam mark difference	9.7	5.3	4.7	4.5	2.4 ▲
Graduation rate	100.0	92.3	94.1	96.6	95.5 —
Delayed advancement rate	43.5	54.1	30.2	27.4	29.9 —
Overall rating out of 10	5.9	6.8	7.7	6.9	7.8 ▲

How does your school stack up?

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 63) 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 2008/2009. 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.

Rank		School name	City	Overall rating	
2008/2009	Last 5 years			2008/2009	Last 5 years
1	n/a	Highland	Comox	9.3	n/a
2	n/a	Walnut Grove	Langley	9.2	n/a
3	n/a	W J Mouat	Abbotsford	8.6	n/a
4	n/a	L V Rogers	Nelson	8.4	n/a
5	n/a	J Lloyd Crowe	Trail	7.9	n/a
6	5	Clarence Fulton	Vernon	7.8	6.9
7	1	Kelowna	Kelowna	7.7	7.8
7	n/a	Brookwood	Langley	7.7	n/a
9	5	Salmon Arm	Salmon Arm	7.6	6.9
10	n/a	Kwantlen Park	Surrey	7.5	n/a
10	n/a	Lord Tweedsmuir	Surrey	7.5	n/a
10	n/a	Rick Hansen	Abbotsford	7.5	n/a
13	5	Kelly Road	Prince George	7.4	6.9
13	n/a	Robert Bateman	Abbotsford	7.4	n/a
13	n/a	South Kamloops	Kamloops	7.4	n/a
16	2	Sardis	Chilliwack	7.3	7.3
16	n/a	Dover Bay	Nanaimo	7.3	n/a
18	n/a	New Westminster	New Westminster	7.2	n/a
19	3	Duchess Park	Prince George	7.1	7.1
19	n/a	Ballenas	Parksville	7.1	n/a
21	n/a	Langley	Langley	7.0	n/a
22	21	Peter Skene Ogden	100 Mile House	6.9	5.7
22	n/a	Smithers	Smithers	6.9	n/a
24	15	Quesnel	Quesnel	6.7	6.2
24	n/a	Terry Fox	Port Coquitlam	6.7	n/a
24	n/a	Timberline	Campbell River	6.7	n/a

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

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

Rank		School name	City	Overall rating	
2008/2009	Last 5 years			2008/2009	Last 5 years
27	n/a	College Heights	Prince George	6.6	n/a
28	4	Norkam	Kamloops	6.5	7.0
28	11	Mount Baker	Cranbrook	6.5	6.4
30	n/a	Belmont	Victoria	6.4	n/a
31	9	Rutland	Kelowna	6.3	6.7
32	17	Caledonia	Terrace	6.2	5.9
33	5	Mount Boucherie	Kelowna	6.0	6.9
33	13	Correlieu	Quesnel	6.0	6.3
33	n/a	Hope	Hope	6.0	n/a
36	10	W L Seaton	Vernon	5.9	6.6
37	13	Carihi	Campbell River	5.8	6.3
37	n/a	Ashcroft	Ashcroft	5.8	n/a
37	n/a	Spectrum	Victoria	5.8	n/a
40	17	Prince George	Prince George	5.7	5.9
40	20	Alberni District	Port Alberni	5.7	5.8
40	27	Columnetza	Williams Lake	5.7	5.1
40	n/a	Edward Milne	Sooke	5.7	n/a
44	15	South Peace	Dawson Creek	5.5	6.2
44	21	Merritt	Merritt	5.5	5.7
44	24	Cowichan	Duncan	5.5	5.4
47	11	Georges P Vanier	Courtenay	5.2	6.4
47	17	Chilliwack	Chilliwack	5.2	5.9
47	24	Charles Hays	Prince Rupert	5.2	5.4
50	n/a	Agassiz	Agassiz	5.1	n/a
51	29	Prince Rupert	Prince Rupert	4.8	4.4
51	31	Williams Lake	Williams Lake	4.8	3.8

Rank		School name	City	Overall rating	
2008/	Last 5			2008/	Last 5
2009	years			2009	years
53	23	North Peace	Fort St John	4.5	5.6
53	n/a	Brooks	Powell River	4.5	n/a
55	30	Lillooet	Lillooet	4.3	4.2
56	24	John Barsby	Nanaimo	4.2	5.4
57	n/a	Aldergrove Community	Aldergrove	3.4	n/a
58	28	Abbotsford Collegiate	Abbotsford	3.1	4.6

Rank		School name	City	Overall rating	
2008/	Last 5			2008/	Last 5
2009	years			2009	years
58	32	Hazelton	Hazelton	3.1	3.4
60	n/a	Carson Graham	North Vancouver	2.9	n/a
61	n/a	Nechako Valley	Vanderhoof	2.0	n/a
62	34	George M Dawson	Masset	1.5	0.4
63	33	Nisga'a	New Aiyansh	0.0	1.1

Detailed results for elementary schools

How to read the tables

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

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

SCHOOL DISTRICT							
School name [Affiliation]							
A –	Gr 4 Aboriginal enrollment: 29 (58.0% of total enrollment)						
B –				2008-09		Last 5 Years	
				Rank:	26/52	7/15	
	Academic Performance	2005	2006	2007	2008	2009	Trend
C –	Gr 4 avg score: Reading	-0.91	-0.77	-0.01	418	451	—
D –	Writing	441	459	519	580	516	112233
E –	Numeracy	-1.07	-0.71	-0.70	384	438	—
F –	Gr 7 avg score: Reading	-0.74	-1.15	-0.48	419	436	—
G –	Writing	391	450	462	494	514	112233
H –	Numeracy	-0.93	-0.98	-0.75	407	365	—
I –	Below expectations (%)	56.6	52.3	33.8	45.7	44.4	—
J –	Tests not written (%)	n/a	n/a	n/a	5.0	27.4	n/a
K –	Overall rating out of 10	3.5	4.8	7.3	6.3	6.0	—

A The number of Aboriginal students enrolled in grade 4 as of September 30, 2008. Indicator results involving small numbers of students tend to be more variable than do those for larger student groups. It is therefore important to consider all five years of results rather than just a single year.

B The school's overall academic rank in the province for 2008/2009 and for the last five years. The rankings show how the school has performed in educating its Aboriginal students compared to the other schools in the *Report Card*.

C to H Average score These indicators show how well each school's Aboriginal students performed on the uniform Foundation Skills Assessment tests in reading, writing, and numeracy at the grade-4 and grade-7 levels. The

value for each of these indicators is the average score awarded to students at the school who wrote the test.

I Below expectations (%) The percentage of all the completed tests written by the school's students that were judged to be below expectations. A low value for *Below expectations (%)* indicates that the school ensures that most of its students are meeting or exceeding the expected level of performance for the grade.

J The percentage of the tests that could have been completed by the school's Aboriginal students but which were not assigned a score. The *Tests not written* indicator takes into account students who were excused from the tests, were absent for some part of the tests, or did not complete the test to the extent necessary to score it. Important note: Schools that administer these tests are expected to

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

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

L Trends An upward pointing arrow (▲) at the end of an indicator row means that the school is probably improving on that indicator; a downward pointing arrow (▼) means that the school is probably getting worse. Trends are indicated only in those circumstances where it is at least 90% certain that the changes are not just random. A dash (—) indicates that there is no significant change; "n/a" indicates that there was insufficient data available with which to calculate a trend. The measurement of trends is based on the most recent five years of data. Note that for *Below expectations* indicator a statistically significant downward trend in the data will lead to an upward pointing arrow in the *Trends* column because a decreasing percentage of tests below expectations indicates improvement.

Other notes

Note 1

Not all the province's elementary schools that enroll Aboriginal students are included in the tables or the ranking. Of all the schools in the province reporting Aboriginal FSA results, 52 were eligible for inclusion in this *Report Card*. Excluded are schools at which fewer than 10 Aboriginal students were enrolled in each of grades 4 and 7 and schools that did not generate a sufficiently large set of Aboriginal student data to enable the calculation of an *Overall rating out of 10*. Also excluded from the ratings and rankings are distance learning schools, centres for adult education and continuing education, and certain alternative

schools that do not offer a full program of courses.

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

Note 2

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

Note 3

If you have questions about the *Report Card*, call Michael Thomas, Associate Director of School Performance Studies, the Fraser Institute, at 416-363-6575.

Note 4

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

ABORIGINAL STUDENTS ONLY

Average values for all schools 2008/2009

Gr 4 Aboriginal enrollment: 16 (38.1% of total enrollment)

Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.67	-0.68	-0.73	435	419	n/a
Writing	479	463	464	448	444	▼
Numeracy	-0.62	-0.65	-0.67	421	413	n/a
Gr 7 avg score: Reading	-0.73	-0.88	-0.76	424	431	n/a
Writing	465	448	469	478	469	—
Numeracy	-0.65	-0.62	-0.55	411	404	n/a
Below expectations (%)	39.0	42.9	41.3	44.7	47.6	▼
Tests not written-unexcused (%)	n/a	n/a	n/a	11.7	14.5	n/a
Overall school rating	6.0	6.0	6.0	6.0	6.0	—

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

ALL STUDENTS

Average values for all schools 2008/2009

Gr 4 enrollment: 42

Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	0.07	0.08	-0.08	489	493	n/a
Writing	546	518	527	558	563	-
Numeracy	0.08	0.05	0.06	487	490	n/a
Gr 7 avg score: Reading	0.03	-0.04	-0.10	493	499	n/a
Writing	523	517	518	580	565	-
Numeracy	0.09	0.03	0.03	490	485	n/a
Below expectations (%)	15.2	16.6	18.0	20.7	20.6	▼
Tests not written-unexcused (%)	n/a	3.8	5.1	8.5	12.8	n/a
Overall rating out of 10	6.2	6.2	6.2	6.0	6.0	n/a

Note: This table displays the average results for all the schools in the Report Card on Secondary Schools in British Columbia and Yukon 2010.

Elementary schools included in this report

This edition of the *Report Card* includes two distinct types of elementary schools. The majority of the schools (42 out of 52), hereafter referred to as “Type-1 schools,” enroll both grade-4 and grade-7 students. An additional 10 elementary schools that do not enroll grade-7 students, (hereafter referred to as “Type-2

schools” and indicated in the tables by †† following the school’s name) are also included. The students who attend these elementary schools generally move to a middle school or junior high school after completing the highest grade (usually grade 5 or grade 6) that the elementary school offers. For further information on the methodology used in the analysis of Type-2 schools, please refer to the Fraser Institute’s *Report Card on British Columbia Elementary Schools 2011*, page 5.

ALBERNI**Alberni [Public] Port Alberni ††**

Gr 4 Aboriginal enrollment: 16 (25.8% of total enrollment)

				2008-09	Last 5 Years
			Rank:	20/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	435	392
Writing	n/a	n/a	n/a	522	459
Numeracy	n/a	n/a	n/a	428	390
Gr 7 avg score: Reading	n/a	n/a	n/a	408	456
Writing	n/a	n/a	n/a	466	447
Numeracy	n/a	n/a	n/a	378	431
Below expectations (%)	n/a	n/a	n/a	42.9	47.6
Tests not written (%)	n/a	n/a	n/a	12.5	3.4
Overall rating out of 10	n/a	n/a	n/a	5.9	6.4

Eighth Avenue [Public] Port Alberni ††

Gr 4 Aboriginal enrollment: 11 (39.3% of total enrollment)

				2008-09	Last 5 Years
			Rank:	26/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	435	441
Writing	n/a	n/a	n/a	397	407
Numeracy	n/a	n/a	n/a	388	448
Gr 7 avg score: Reading	n/a	n/a	n/a	346	432
Writing	n/a	n/a	n/a	284	423
Numeracy	n/a	n/a	n/a	356	359
Below expectations (%)	n/a	n/a	n/a	68.1	49.3
Tests not written (%)	n/a	n/a	n/a	14.3	7.4
Overall rating out of 10	n/a	n/a	n/a	3.3	6.0

BULKLEY VALLEY**Muheim Memorial [Public] Smithers**

Gr 4 Aboriginal enrollment: 11 (28.2% of total enrollment)

				2008-09	Last 5 Years
			Rank:	3/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	-0.77	-0.66	n/a	n/a	406
Writing	386	443	n/a	n/a	605
Numeracy	-0.82	-0.83	n/a	n/a	438
Gr 7 avg score: Reading	-0.54	-1.00	n/a	n/a	501
Writing	470	438	n/a	n/a	591
Numeracy	-0.41	-0.74	n/a	n/a	477
Below expectations (%)	42.0	43.5	n/a	n/a	20.6
Tests not written (%)	n/a	n/a	n/a	n/a	12.5
Overall rating out of 10	4.7	5.4	n/a	n/a	8.9

CAMPBELL RIVER**Pinecrest [Public] Campbell River ††**

Gr 4 Aboriginal enrollment: 13 (20.0% of total enrollment)

				2008-09	Last 5 Years
			Rank:	22/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	390
Writing	n/a	n/a	n/a	n/a	491
Numeracy	n/a	n/a	n/a	n/a	407
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	427
Writing	n/a	n/a	n/a	n/a	509
Numeracy	n/a	n/a	n/a	n/a	420
Below expectations (%)	n/a	n/a	n/a	n/a	40.0
Tests not written (%)	n/a	n/a	n/a	n/a	16.7
Overall rating out of 10	n/a	n/a	n/a	n/a	6.3

CARIBOO-CHILCOTIN**Marie Sharpe [Public] Williams Lake**

Gr 4 Aboriginal enrollment: 13 (44.8% of total enrollment)

				2008-09	Last 5 Years
			Rank:	40/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	-0.79	340	379
Writing	n/a	n/a	482	292	362
Numeracy	n/a	n/a	-1.20	366	355
Gr 7 avg score: Reading	n/a	n/a	-1.48	431	372
Writing	n/a	n/a	393	455	425
Numeracy	n/a	n/a	-1.34	388	511
Below expectations (%)	n/a	n/a	67.3	69.7	50.0
Tests not written (%)	n/a	n/a	n/a	9.5	40.0
Overall rating out of 10	n/a	n/a	3.1	4.0	4.4

CENTRAL OKANAGAN**Chief Tomat [Public] Westbank ††**

Gr 4 Aboriginal enrollment: 11 (20.4% of total enrollment)

				2008-09	Last 5 Years
			Rank:	8/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	482
Writing	n/a	n/a	n/a	n/a	521
Numeracy	n/a	n/a	n/a	n/a	418
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	461
Writing	n/a	n/a	n/a	n/a	568
Numeracy	n/a	n/a	n/a	n/a	401
Below expectations (%)	n/a	n/a	n/a	n/a	27.1
Tests not written (%)	n/a	n/a	n/a	n/a	18.1
Overall rating out of 10	n/a	n/a	n/a	n/a	7.8

George Pringle [Public] Westbank ††

Gr 4 Aboriginal enrollment: 16 (21.9% of total enrollment)

				2008-09	Last 5 Years
			Rank:	11/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	449
Writing	n/a	n/a	n/a	n/a	530
Numeracy	n/a	n/a	n/a	n/a	460
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	456
Writing	n/a	n/a	n/a	n/a	513
Numeracy	n/a	n/a	n/a	n/a	391
Below expectations (%)	n/a	n/a	n/a	n/a	36.1
Tests not written (%)	n/a	n/a	n/a	n/a	7.8
Overall rating out of 10	n/a	n/a	n/a	n/a	7.6

COAST MOUNTAINS**Cassie Hall [Public] Terrace**

Gr 4 Aboriginal enrollment: 29 (58.0% of total enrollment)

				2008-09	Last 5 Years
			Rank:	26/52	7/15
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	-0.91	-0.77	-0.01	418	451
Writing	441	459	519	580	516
Numeracy	-1.07	-0.71	-0.70	384	438
Gr 7 avg score: Reading	-0.74	-1.15	-0.48	419	436
Writing	391	450	462	494	514
Numeracy	-0.93	-0.98	-0.75	407	365
Below expectations (%)	56.6	52.3	33.8	45.7	44.4
Tests not written (%)	n/a	n/a	n/a	5.0	27.4
Overall rating out of 10	3.5	4.8	7.3	6.3	6.0

Clarence Michiel [Public] Terrace

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

				2008-09	Last 5 Years
			Rank:	43/52	12/15
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	-1.17	-0.70	-0.70	414	362
Writing	465	421	434	410	471
Numeracy	-1.02	-0.60	-1.09	393	402
Gr 7 avg score: Reading	-1.03	-1.16	-0.87	410	386
Writing	446	431	467	417	423
Numeracy	-0.88	-1.00	-0.82	367	397
Below expectations (%)	57.4	49.1	48.7	55.6	56.3
Tests not written (%)	n/a	n/a	n/a	4.9	28.5
Overall rating out of 10	3.8	4.7	4.9	5.1	4.3

John Field [Public] Hazelton

Gr 4 Aboriginal enrollment: 13 (81.3% of total enrollment)

				2008-09	Last 5 Years
			Rank:	40/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	0.06	n/a	-1.13	384	426
Writing	478	n/a	477	377	453
Numeracy	0.69	n/a	-1.10	392	248
Gr 7 avg score: Reading	-0.80	n/a	-1.17	379	422
Writing	405	n/a	410	421	562
Numeracy	-0.18	n/a	-1.28	372	383
Below expectations (%)	30.1	n/a	59.2	68.6	57.4
Tests not written (%)	n/a	n/a	n/a	4.1	30.8
Overall rating out of 10	7.7	n/a	3.3	4.0	4.4

New Hazelton [Public] New Hazelton

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

				2008-09	Last 5 Years
			Rank:	14/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	-0.84	n/a	n/a	463
Writing	n/a	423	n/a	n/a	469
Numeracy	n/a	-1.05	n/a	n/a	391
Gr 7 avg score: Reading	n/a	-0.78	n/a	n/a	447
Writing	n/a	417	n/a	n/a	545
Numeracy	n/a	-0.74	n/a	n/a	390
Below expectations (%)	n/a	47.3	n/a	n/a	47.6
Tests not written (%)	n/a	n/a	n/a	n/a	3.4
Overall rating out of 10	n/a	4.8	n/a	n/a	6.9

Thornhill [Public] Terrace

Gr 4 Aboriginal enrollment: 21 (43.8% of total enrollment)

				2008-09	Last 5 Years
			Rank:	25/52	3/15
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	-0.31	-0.34	-0.53	423	431
Writing	500	479	492	488	409
Numeracy	-0.40	-0.50	-0.63	406	374
Gr 7 avg score: Reading	-0.63	-0.51	-0.64	476	442
Writing	433	473	497	456	567
Numeracy	-1.03	-0.63	-0.73	441	401
Below expectations (%)	34.3	36.0	37.3	38.4	49.6
Tests not written (%)	n/a	n/a	n/a	13.2	12.6
Overall rating out of 10	6.6	7.4	6.7	6.7	6.1

COWICHAN VALLEY**Khowhemun [Public] Duncan ††**

Gr 4 Aboriginal enrollment: 34 (70.8% of total enrollment)

				2008-09	Last 5 Years
			Rank:	52/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	425	414
Writing	n/a	n/a	n/a	437	293
Numeracy	n/a	n/a	n/a	440	414
Gr 7 avg score: Reading	n/a	n/a	n/a	377	371
Writing	n/a	n/a	n/a	391	431
Numeracy	n/a	n/a	n/a	359	371
Below expectations (%)	n/a	n/a	n/a	50.4	70.3
Tests not written (%)	n/a	n/a	n/a	13.2	42.9
Overall rating out of 10	n/a	n/a	n/a	4.9	2.7

FRASER-CASCADE**Kent [Public] Agassiz ††**

Gr 4 Aboriginal enrollment: 26 (52.0% of total enrollment)

				2008-09	Last 5 Years
			Rank:	37/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	-0.15	n/a	n/a	458	412
Writing	525	n/a	n/a	589	392
Numeracy	0.19	n/a	n/a	439	405
Gr 7 avg score: Reading	-0.98	n/a	n/a	461	436
Writing	402	n/a	n/a	623	420
Numeracy	-0.42	n/a	n/a	493	412
Below expectations (%)	25.3	n/a	n/a	22.9	50.0
Tests not written (%)	n/a	n/a	n/a	8.6	34.6
Overall rating out of 10	7.7	n/a	n/a	8.7	4.8

Seabird Island Community [Independent] Agassiz

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

				2008-09	Last 5 Years
			Rank:	51/52	n/a
Academic Performance	2005	2006	2007	2008	2009
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	343
Writing	n/a	n/a	n/a	n/a	218
Numeracy	n/a	n/a	n/a	n/a	322
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	463
Writing	n/a	n/a	n/a	n/a	278
Numeracy	n/a	n/a	n/a	n/a	391
Below expectations (%)	n/a	n/a	n/a	n/a	70.6
Tests not written (%)	n/a	n/a	n/a	n/a	15.0
Overall rating out of 10	n/a	n/a	n/a	n/a	3.0

GOLD TRAIL**Cayoosh [Public] Lillooet**

Gr 4 Aboriginal enrollment: 13 (52.0% of total enrollment)

			Rank:	2008-09 6/52	Last 5 Years n/a		
Academic Performance		2005	2006	2007	2008	2009	Trend
Gr 4 avg score:	Reading	0.09	-0.38	n/a	405	442	n/a
	Writing	510	473	n/a	379	469	n/a
	Numeracy	0.20	-0.73	n/a	411	462	n/a
Gr 7 avg score:	Reading	-0.44	-0.29	n/a	452	478	n/a
	Writing	517	442	n/a	533	589	n/a
	Numeracy	-0.47	-0.21	n/a	445	466	n/a
Below expectations (%)		23.5	40.3	n/a	41.0	28.0	n/a
Tests not written (%)		n/a	n/a	n/a	0.0	10.7	n/a
Overall rating out of 10		8.8	7.0	n/a	7.1	8.4	n/a

KAMLOOPS/THOMPSON**Haldane [Public] Chase**

Gr 4 Aboriginal enrollment: 15 (42.9% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	15/52	2/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.42	-0.63	-0.32	470	426	—
Writing	492	516	462	451	471	—
Numeracy	-0.38	-0.67	-0.21	408	430	—
Gr 7 avg score: Reading	-0.54	-0.89	-0.92	446	438	—
Writing	485	461	500	466	436	—
Numeracy	-0.81	-0.66	-0.19	413	408	—
Below expectations (%)	31.5	37.8	26.3	37.5	41.7	—
Tests not written (%)	n/a	n/a	n/a	13.3	5.9	n/a
Overall rating out of 10	7.0	6.7	7.7	6.4	6.8	—

KOOTENAY LAKE**Adam Robertson [Public] Creston**

Gr 4 Aboriginal enrollment: 15 (31.3% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	13/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.51	n/a	n/a	n/a	422	n/a
Writing	559	n/a	n/a	n/a	407	n/a
Numeracy	-0.71	n/a	n/a	n/a	465	n/a
Gr 7 avg score: Reading	0.22	n/a	n/a	n/a	467	n/a
Writing	573	n/a	n/a	n/a	477	n/a
Numeracy	0.42	n/a	n/a	n/a	449	n/a
Below expectations (%)	20.9	n/a	n/a	n/a	34.3	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	6.7	n/a
Overall rating out of 10	10.0	n/a	n/a	n/a	7.5	n/a

LANGLEY**Langley Meadows [Public] Langley**

Gr 4 Aboriginal enrollment: 10 (14.1% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	1/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	554	n/a
Writing	n/a	n/a	n/a	n/a	605	n/a
Numeracy	n/a	n/a	n/a	n/a	550	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	558	n/a
Writing	n/a	n/a	n/a	n/a	593	n/a
Numeracy	n/a	n/a	n/a	n/a	542	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	6.0	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	16.7	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	10.0	n/a

MISSION**Mission Central [Public] Mission**

Gr 4 Aboriginal enrollment: 14 (30.4% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	46/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	334	n/a
Writing	n/a	n/a	n/a	n/a	410	n/a
Numeracy	n/a	n/a	n/a	n/a	380	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	431	n/a
Writing	n/a	n/a	n/a	n/a	458	n/a
Numeracy	n/a	n/a	n/a	n/a	428	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	68.8	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	28.9	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	3.7	n/a

NANAIMO-LADYSMITH**Bayview [Public] Nanaimo**

Gr 4 Aboriginal enrollment: 20 (71.4% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	30/52	14/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-1.31	-0.99	-1.01	387	408	▲
Writing	391	468	411	323	479	—
Numeracy	-1.39	-0.91	-1.14	378	442	▲
Gr 7 avg score: Reading	-0.85	-0.88	-1.13	385	397	—
Writing	456	417	439	465	462	—
Numeracy	-0.78	-0.46	-1.15	384	406	—
Below expectations (%)	57.8	43.1	63.6	61.1	51.7	—
Tests not written (%)	n/a	n/a	n/a	33.3	23.9	n/a
Overall rating out of 10	2.8	5.3	2.5	3.3	5.4	—

Georgia Avenue [Public] Nanaimo

Gr 4 Aboriginal enrollment: 17 (41.5% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	23/52	4/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.61	-1.21	-0.30	416	430	—
Writing	519	500	442	468	452	—
Numeracy	-0.55	-1.18	-0.39	417	466	—
Gr 7 avg score: Reading	-0.58	-0.97	-0.66	457	431	—
Writing	469	479	481	589	479	—
Numeracy	-0.85	-0.73	-0.81	446	357	—
Below expectations (%)	31.7	43.9	39.2	23.8	43.6	—
Tests not written (%)	n/a	n/a	n/a	22.2	18.8	n/a
Overall rating out of 10	6.9	5.5	6.4	7.2	6.2	—

NECHAKO LAKES**David Hoy [Public] Fort St James**

Gr 4 Aboriginal enrollment: 15 (40.5% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	43/52	9/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.96	-1.02	-0.82	387	391	—
Writing	494	466	467	381	326	▼
Numeracy	-0.74	-0.77	-0.63	383	371	—
Gr 7 avg score: Reading	-0.63	-1.06	-0.77	394	410	—
Writing	435	442	458	404	429	—
Numeracy	-0.79	-0.78	-0.27	378	413	—
Below expectations (%)	42.3	48.2	39.7	62.3	56.3	—
Tests not written (%)	n/a	n/a	n/a	15.9	28.3	n/a
Overall rating out of 10	5.5	5.1	6.1	3.9	4.3	—

W L McLeod [Public] Vanderhoof

Gr 4 Aboriginal enrollment: 12 (41.4% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	31/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	406	n/a
Writing	n/a	n/a	n/a	n/a	379	n/a
Numeracy	n/a	n/a	n/a	n/a	383	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	423	n/a
Writing	n/a	n/a	n/a	n/a	454	n/a
Numeracy	n/a	n/a	n/a	n/a	376	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	61.8	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	1.1	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	5.3	n/a

William Konklin [Public] Burns Lake

Gr 4 Aboriginal enrollment: 13 (48.1% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	46/52	15/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-1.01	-0.90	-1.30	382	405	—
Writing	417	414	382	394	466	▲
Numeracy	-1.21	-0.99	-1.06	391	433	▲
Gr 7 avg score: Reading	-1.00	-1.30	-1.63	383	378	—
Writing	476	439	368	338	382	—
Numeracy	-0.72	-0.95	-1.06	356	355	—
Below expectations (%)	54.1	58.1	71.0	70.8	74.3	—
Tests not written (%)	n/a	n/a	n/a	23.1	9.2	n/a
Overall rating out of 10	3.7	3.7	1.5	2.9	3.7	—

NICOLA-SIMILKAMEEN**Merritt Central [Public] Merritt ††**

Gr 4 Aboriginal enrollment: 20 (55.6% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	16/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.92	n/a	-0.73	383	458	n/a
Writing	479	n/a	536	539	515	n/a
Numeracy	-0.88	n/a	-0.60	387	443	n/a
Gr 7 avg score: Reading	-0.85	n/a	-1.07	392	436	n/a
Writing	444	n/a	445	531	421	n/a
Numeracy	-0.65	n/a	-1.02	415	390	n/a
Below expectations (%)	40.0	n/a	48.1	48.3	47.9	n/a
Tests not written (%)	n/a	n/a	n/a	12.1	4.9	n/a
Overall rating out of 10	5.3	n/a	5.8	5.6	6.7	n/a

Nicola Canford [Public] Lower Nicola ††

Gr 4 Aboriginal enrollment: 12 (48.0% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	29/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.83	n/a	n/a	412	418	n/a
Writing	481	n/a	n/a	489	425	n/a
Numeracy	-0.89	n/a	n/a	395	420	n/a
Gr 7 avg score: Reading	-0.63	n/a	n/a	407	429	n/a
Writing	458	n/a	n/a	527	442	n/a
Numeracy	-0.80	n/a	n/a	433	366	n/a
Below expectations (%)	39.2	n/a	n/a	46.3	53.6	n/a
Tests not written (%)	n/a	n/a	n/a	4.8	9.7	n/a
Overall rating out of 10	5.6	n/a	n/a	6.3	5.6	n/a

PEACE RIVER NORTH**Duncan Cran [Public] Fort St John**

Gr 4 Aboriginal enrollment: 10 (28.6% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	3/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.10	n/a	n/a	487	465	n/a
Writing	518	n/a	n/a	611	530	n/a
Numeracy	-0.30	n/a	n/a	539	466	n/a
Gr 7 avg score: Reading	-0.81	n/a	n/a	460	463	n/a
Writing	440	n/a	n/a	636	702	n/a
Numeracy	-0.43	n/a	n/a	398	400	n/a
Below expectations (%)	25.5	n/a	n/a	18.6	24.2	n/a
Tests not written (%)	n/a	n/a	n/a	16.7	8.3	n/a
Overall rating out of 10	7.7	n/a	n/a	8.6	8.9	n/a

Robert Ogilvie [Public] Fort St John

Gr 4 Aboriginal enrollment: 10 (25.0% of total enrollment)						
			2008-09	2008-09	Last 5 Years	
			Rank:	20/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.68	-0.76	n/a	n/a	470	n/a
Writing	513	390	n/a	n/a	567	n/a
Numeracy	-0.40	-0.19	n/a	n/a	445	n/a
Gr 7 avg score: Reading	-0.35	-0.64	n/a	n/a	391	n/a
Writing	524	455	n/a	n/a	492	n/a
Numeracy	-0.45	-0.77	n/a	n/a	363	n/a
Below expectations (%)	32.8	46.3	n/a	n/a	40.0	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	23.6	n/a
Overall rating out of 10	7.4	5.9	n/a	n/a	6.4	n/a

PEACE RIVER SOUTH**Little Prairie [Public] Chetwynd**

Heritage [Public] Prince George

Gr 4 Aboriginal enrollment: 14 (22.2% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				8/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	n/a	407	456	n/a
Writing	n/a	n/a	n/a	361	452	n/a
Numeracy	n/a	n/a	n/a	359	463	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	445	441	n/a
Writing	n/a	n/a	n/a	506	474	n/a
Numeracy	n/a	n/a	n/a	425	409	n/a
Below expectations (%)	n/a	n/a	n/a	47.9	33.3	n/a
Tests not written (%)	n/a	n/a	n/a	2.7	0.0	n/a
Overall rating out of 10	n/a	n/a	n/a	6.2	7.8	n/a

Quinson [Public] Prince George

Gr 4 Aboriginal enrollment: 16 (47.1% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				31/52	9/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.70	-1.01	-0.73	430	411	—
Writing	480	395	402	417	488	—
Numeracy	-0.86	-1.11	-0.85	397	404	—
Gr 7 avg score: Reading	-0.79	-0.87	-0.93	425	408	—
Writing	455	481	455	523	429	—
Numeracy	-1.00	-0.90	-0.79	395	400	▲
Below expectations (%)	45.7	50.0	50.8	47.6	50.5	—
Tests not written (%)	n/a	n/a	n/a	11.8	22.8	n/a
Overall rating out of 10	5.1	4.5	4.5	5.7	5.3	—

Ron Brent [Public] Prince George

Gr 4 Aboriginal enrollment: 18 (78.3% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				33/52	5/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.34	-0.76	-0.85	421	366	▼
Writing	529	442	478	501	387	—
Numeracy	-0.41	-0.61	-0.43	440	401	—
Gr 7 avg score: Reading	0.17	-1.07	-1.10	387	450	—
Writing	500	433	462	530	504	—
Numeracy	-0.10	-0.71	-0.85	401	384	—
Below expectations (%)	13.8	44.6	47.1	43.0	53.5	—
Tests not written (%)	n/a	n/a	n/a	20.4	19.8	n/a
Overall rating out of 10	9.7	5.4	5.4	5.6	5.2	—

Spruceland [Public] Prince George

Gr 4 Aboriginal enrollment: 13 (35.1% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				19/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.64	-0.57	n/a	486	452	n/a
Writing	491	448	n/a	568	486	n/a
Numeracy	-0.56	-0.72	n/a	476	390	n/a
Gr 7 avg score: Reading	-0.31	-0.75	n/a	492	446	n/a
Writing	499	417	n/a	528	470	n/a
Numeracy	-0.01	-0.23	n/a	474	396	n/a
Below expectations (%)	32.2	50.0	n/a	27.5	45.7	n/a
Tests not written (%)	n/a	n/a	n/a	4.2	9.8	n/a
Overall rating out of 10	7.5	5.7	n/a	8.7	6.5	n/a

PRINCE RUPERT**Conrad Street [Public] Prince Rupert**

Gr 4 Aboriginal enrollment: 26 (70.3% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				23/52	6/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.25	-0.37	-0.74	392	431	—
Writing	447	521	484	448	460	—
Numeracy	-0.06	-0.03	-0.42	391	417	▼
Gr 7 avg score: Reading	-0.97	-1.22	-0.87	420	434	▲
Writing	426	421	455	451	453	▲
Numeracy	-0.78	-0.88	-0.63	396	411	—
Below expectations (%)	33.8	42.3	38.7	52.2	45.3	—
Tests not written (%)	n/a	n/a	n/a	6.3	15.2	n/a
Overall rating out of 10	6.1	6.4	6.1	5.4	6.2	—

Lax Kw'alaams [Independent] Lax Kw'alaams

Gr 4 Aboriginal enrollment: 10 (100.0% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				35/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	-0.87	n/a	n/a	399	n/a
Writing	n/a	500	n/a	n/a	301	n/a
Numeracy	n/a	-0.88	n/a	n/a	364	n/a
Gr 7 avg score: Reading	n/a	-1.07	n/a	n/a	423	n/a
Writing	n/a	489	n/a	n/a	449	n/a
Numeracy	n/a	-0.83	n/a	n/a	429	n/a
Below expectations (%)	n/a	37.2	n/a	n/a	60.0	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	7.4	n/a
Overall rating out of 10	n/a	6.2	n/a	n/a	5.0	n/a

Lax Kween [Public] Prince Rupert

Gr 4 Aboriginal enrollment: 18 (58.1% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				40/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.72	-0.80	n/a	420	409	n/a
Writing	479	493	n/a	535	428	n/a
Numeracy	-1.07	-1.13	n/a	447	388	n/a
Gr 7 avg score: Reading	-0.81	-0.44	n/a	421	365	n/a
Writing	464	500	n/a	506	426	n/a
Numeracy	-0.24	-0.15	n/a	408	343	n/a
Below expectations (%)	40.0	38.7	n/a	34.7	65.5	n/a
Tests not written (%)	n/a	n/a	n/a	7.7	5.7	n/a
Overall rating out of 10	6.0	6.9	n/a	6.8	4.4	n/a

Pineridge [Public] Prince Rupert

Gr 4 Aboriginal enrollment: 22 (73.3% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				11/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	-0.74	461	434	n/a
Writing	n/a	n/a	481	383	456	n/a
Numeracy	n/a	n/a	-0.72	398	426	n/a
Gr 7 avg score: Reading	n/a	n/a	-0.58	434	456	n/a
Writing	n/a	n/a	459	472	532	n/a
Numeracy	n/a	n/a	-0.53	441	431	n/a
Below expectations (%)	n/a	n/a	40.9	50.9	29.0	n/a
Tests not written (%)	n/a	n/a	n/a	5.0	11.4	n/a
Overall rating out of 10	n/a	n/a	6.1	6.1	7.6	n/a

Roosevelt Park [Public] Prince Rupert

Gr 4 Aboriginal enrollment: 21 (100.0% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				43/52	12/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-1.15	-0.72	-1.22	415	366	—
Writing	433	493	442	347	390	—
Numeracy	-1.10	-0.55	-1.10	374	363	—
Gr 7 avg score: Reading	-0.66	-0.84	-0.35	407	418	—
Writing	472	355	475	456	428	—
Numeracy	-0.86	-0.64	-0.29	362	400	—
Below expectations (%)	52.3	44.3	45.1	59.6	65.5	—
Tests not written (%)	n/a	n/a	n/a	22.4	12.7	n/a
Overall rating out of 10	4.3	5.5	5.1	3.9	4.3	—

QUESNEL**Baker [Public] Quesnel**

Gr 4 Aboriginal enrollment: 10 (22.2% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				48/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	-0.72	n/a	453	373	n/a
Writing	n/a	476	n/a	394	251	n/a
Numeracy	n/a	-0.17	n/a	389	386	n/a
Gr 7 avg score: Reading	n/a	-0.46	n/a	401	428	n/a
Writing	n/a	436	n/a	403	359	n/a
Numeracy	n/a	-0.75	n/a	394	355	n/a
Below expectations (%)	n/a	31.8	n/a	60.3	73.7	n/a
Tests not written (%)	n/a	n/a	n/a	7.1	13.6	n/a
Overall rating out of 10	n/a	7.3	n/a	4.9	3.5	n/a

Voyageur [Public] Quesnel

Gr 4 Aboriginal enrollment: 14 (38.9% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				34/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	-0.67	n/a	446	428	n/a
Writing	n/a	436	n/a	473	416	n/a
Numeracy	n/a	-0.82	n/a	409	399	n/a
Gr 7 avg score: Reading	n/a	-0.61	n/a	417	415	n/a
Writing	n/a	479	n/a	352	408	n/a
Numeracy	n/a	-0.70	n/a	401	372	n/a
Below expectations (%)	n/a	41.8	n/a	50.8	58.4	n/a
Tests not written (%)	n/a	n/a	n/a	4.5	11.4	n/a
Overall rating out of 10	n/a	6.0	n/a	5.7	5.1	n/a

ROCKY MOUNTAIN**J Alfred Laird [Public] Invermere**

Gr 4 Aboriginal enrollment: 13 (25.5% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				17/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	451	n/a
Writing	n/a	n/a	n/a	n/a	482	n/a
Numeracy	n/a	n/a	n/a	n/a	415	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	446	n/a
Writing	n/a	n/a	n/a	n/a	333	n/a
Numeracy	n/a	n/a	n/a	n/a	442	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	50.8	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	5.8	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	6.6	n/a

McKim [Public] Kimberley

Gr 4 Aboriginal enrollment: 17 (27.9% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				7/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	n/a	n/a	n/a	n/a	459	n/a
Writing	n/a	n/a	n/a	n/a	477	n/a
Numeracy	n/a	n/a	n/a	n/a	497	n/a
Gr 7 avg score: Reading	n/a	n/a	n/a	n/a	454	n/a
Writing	n/a	n/a	n/a	n/a	543	n/a
Numeracy	n/a	n/a	n/a	n/a	430	n/a
Below expectations (%)	n/a	n/a	n/a	n/a	26.5	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	12.8	n/a
Overall rating out of 10	n/a	n/a	n/a	n/a	8.3	n/a

SEA TO SKY**Signal Hill [Public] Pemberton**

Gr 4 Aboriginal enrollment: 22 (37.3% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				37/52	11/15	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.84	-0.63	-1.26	455	406	—
Writing	461	494	400	405	475	—
Numeracy	-0.92	-0.71	-1.19	416	393	—
Gr 7 avg score: Reading	-1.11	-0.99	-0.88	411	420	—
Writing	473	417	500	487	379	—
Numeracy	-1.07	-0.89	-0.57	409	372	—
Below expectations (%)	53.7	50.0	59.4	42.9	53.0	—
Tests not written (%)	n/a	n/a	n/a	17.6	24.2	n/a
Overall rating out of 10	4.1	5.3	4.1	5.7	4.8	—

SUNSHINE COAST**Kinnikinnick [Public] Sechelt**

Gr 4 Aboriginal enrollment: 11 (50.0% of total enrollment)						
			Rank:	2008-09	Last 5 Years	
				17/52	n/a	
Academic Performance	2005	2006	2007	2008	2009	Trend
Gr 4 avg score: Reading	-0.67	n/a	n/a	n/a	411	n/a
Writing	4.07	n/a	n/a	n/a	500	n/a
Numeracy	0.88	n/a	n/a	n/a	421	n/a
Gr 7 avg score: Reading	-0.78	n/a	n/a	n/a	433	n/a
Writing	4.27	n/a	n/a	n/a	506	n/a
Numeracy	-0.84	n/a	n/a	n/a	387	n/a
Below expectations (%)	33.9	n/a	n/a	n/a	43.5	n/a
Tests not written (%)	n/a	n/a	n/a	n/a	8.0	n/a
Overall rating out of 10	6.2	n/a	n/a	n/a	6.6	n/a

How does your school stack up?

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 52) 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 2008/2009. 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 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, are included in this *Report Card*. Included are schools that enrolled at least 10 students in both grade 4 and grade 7. Also included are eligible schools (noted in this table with a double dagger) whose students advanced to a middle school after grade 5 or grade 6. Excluded are those schools that did not generate a sufficiently large set of student data to enable the calculation of an *Overall school rating* for the school year 2008/2009.

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	
2008/	Last 5			2008/	Last 5
2009	years			2009	years
1	n/a	Langley Meadows	Langley	10.0	n/a
2	1	Sk'aadgaa Naay	Skidegate	9.5	1/15
3	n/a	Duncan Cran	Fort St John	8.9	n/a
3	n/a	Muheim Memorial	Smithers	8.9	n/a
5	n/a	Austin Road ††	Prince George	8.7	n/a
6	n/a	Cayoosh	Lillooet	8.4	n/a
7	n/a	McKim	Kimberley	8.3	n/a
8	n/a	Chief Tomat ††	Westbank	7.8	n/a
8	n/a	Heritage	Prince George	7.8	n/a
10	n/a	Windrem	Chetwynd	7.7	n/a
11	n/a	George Pringle ††	Westbank	7.6	n/a
11	n/a	Pineridge	Prince Rupert	7.6	n/a
13	n/a	Adam Robertson	Creston	7.5	n/a
14	n/a	New Hazelton	New Hazelton	6.9	n/a
15	2	Haldane	Chase	6.8	2/15
16	n/a	Merritt Central ††	Merritt	6.7	n/a
17	n/a	J Alfred Laird	Invermere	6.6	n/a
17	n/a	Kinnikinnick	Sechelt	6.6	n/a
19	n/a	Spruceland	Prince George	6.5	n/a
20	n/a	Alberni ††	Port Alberni	6.4	n/a
20	n/a	Robert Ogilvie	Fort St John	6.4	n/a
22	n/a	Pinecrest ††	Campbell River	6.3	n/a
23	4	Georgia Avenue	Nanaimo	6.2	4/15
23	6	Conrad Street	Prince Rupert	6.2	6/15
25	3	Thornhill	Terrace	6.1	3/15
26	7	Cassie Hall	Terrace	6.0	7/15

Rank		School name	City	Overall rating	
2008/	Last 5			2008/	Last 5
2009	years			2009	years
26	n/a	Eighth Avenue ††	Port Alberni	6.0	n/a
26	n/a	George M Murray	Lillooet	6.0	n/a
29	n/a	Nicola Canford ††	Lower Nicola	5.6	n/a
30	14	Bayview	Nanaimo	5.4	14/15
31	9	Quinson	Prince George	5.3	9/15
31	n/a	W L McLeod	Vanderhoof	5.3	n/a
33	5	Ron Brent	Prince George	5.2	5/15
34	n/a	Voyageur	Quesnel	5.1	n/a
35	n/a	Lax Kw'alaams	Lax Kw'alaams	5.0	n/a
35	n/a	Little Prairie	Chetwynd	5.0	n/a
37	8	Harwin	Prince George	4.8	8/15
37	11	Signal Hill	Pemberton	4.8	11/15
37	n/a	Kent ††	Agassiz	4.8	n/a
40	n/a	John Field	Hazelton	4.4	n/a
40	n/a	Lax Kxeen	Prince Rupert	4.4	n/a
40	n/a	Marie Sharpe	Williams Lake	4.4	n/a
43	9	David Hoy	Fort St James	4.3	9/15
43	12	Clarence Michiel	Terrace	4.3	12/15
43	12	Roosevelt Park	Prince Rupert	4.3	12/15
46	15	William Konkin	Burns Lake	3.7	15/15
46	n/a	Mission Central	Mission	3.7	n/a
48	n/a	Alexis Park	Vernon	3.5	n/a
48	n/a	Baker	Quesnel	3.5	n/a
50	n/a	Carney Hill	Prince George	3.3	n/a
51	n/a	Seabird Island Community	Agassiz	3.0	n/a
52	n/a	Khowhemun ††	Duncan	2.7	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 five 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*—25%, *Percentage of exams failed*—25%, *School vs exam mark difference*—25%, *Graduation rate*—12.5%, and *Delayed advancement rate*—12.5%. Where no *Delayed advancement rate* could be calculated, the *Graduation rate* was weighted at 25%.
- 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 standardized score was set at 2.2, the minimum at –3.29. Scores equal to or greater than 2.2 receive the highest *Overall rating* of 10. This cut-off was chosen because it allows more than one school in a given year to be awarded 10 out of 10. Scores of equal to or less than –3.29 receive the lowest *Overall rating* of 0. Schools with scores below –3.29 are likely to be outliers, a statistical term used to denote members of a population that appear to have characteristics substantially different from the rest of the population. We chose, therefore, to set the minimum score so as to disregard such extreme differences.

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

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

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

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

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

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

and StanScore is the standardized score calculated in (6) above and adjusted as required for minimum and maximum values as noted in (7) above. As noted in (7) above, OR_{\min} equals zero, Z_{\min} equals -3.29 ; and Z_{\max} equals 2.2 .

- 9 Finally, the derived *Overall rating* is rounded to one 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 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 data received from the ministry of education into the *Overall rating out of 10*.

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

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

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

- 2 The *Below expectations* (%) value for each school was standardized.
- 3 The eight 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 the six tests combined—45%; Tests not written—20%; *Below expectations* (%)—35%.
- 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 standardized score was set at 2.2, the minimum at -3.29. Scores equal to, or greater than, 2.2 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 ratings out of 10* according to the formula:

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

where *OR* is the resulting *Overall rating out of 10*, 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 (3) above and adjusted as required for minimum and maximum values as noted in (4) above. As noted in (4) above, OR_{\min} equals zero, Z_{\min} equals -3.29; and Z_{\max} equals 2.2.

6 Finally, the derived *Overall rating out of 10* 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 out of 10*, 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 Senior Vice-President, Operations and Director of School Performance Studies at the Fraser Institute. He graduated from the University of British Columbia with a B.Comm. in 1974. Shortly thereafter, he began a long career in marketing and general management in several sectors. During his assignments in general management, process improvement was a special focus and interest. In 1994, Mr Cowley independently wrote and published *The Parent's Guide*, a popular handbook for parents of British Columbia's secondary-school students. *The Parent's Guide* web site replaced the handbook in 1995. In 1998, Mr Cowley was co-author of the Fraser Institute's *A Secondary Schools Report Card for British Columbia*, the first of the Institute's continuing series of annual reports on school performance. This was followed by *The 1999 Report Card on British Columbia's Secondary Schools*, *The 1999 Report Card on Alberta's High Schools*, and *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*. Since then, Mr Cowley has co-authored all of the Institute's annual report cards on Canadian schools. Annual editions now include report cards on secondary schools in British Columbia, Yukon, Alberta, Ontario, and Quebec and on elementary schools in British Columbia, Alberta, and Ontario as well as the occasional *Report Card on Aboriginal Education in British Columbia*.

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