

Studies in Education Policy



Report Card on British Columbia's Secondary Schools 2018

by Peter Cowley and Stephen Easton



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Contents

Introduction / 3

Key academic indicators of school performance / 5

Other indicators of school performance / 9

Detailed school reports / 10

How does your school stack up? / 32

Appendix: Calculating the *Overall rating out of 10* / 36

About the Authors / 38

Publishing information / 39

Supporting the Fraser Institute / 40

Purpose, funding, & independence / 40

About the Fraser Institute / 41

Editorial Board / 42

Introduction

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

The Report Card helps parents choose

Where parents can choose among several schools for their children, the *Report Card* provides a valuable tool for making a decision. Because it makes comparisons easy, the *Report Card* alerts parents to those nearby schools that appear to have more effective academic programs. Parents can also determine whether schools of interest are improving over time. By first studying the *Report Card*, parents will be better prepared to ask relevant questions when they interview the principal and teachers at the schools under consideration.

Of course, the choice of a school should not be made solely on the basis of any one source of information. Families choosing a school for their students should seek to confirm the *Report Card's* findings by visiting the school and interviewing teachers and school administrators. Parents who already have a child enrolled at the school can provide another point of view. Useful information may also be found on the

web sites of the ministry of education, local school boards, and individual schools. In addition, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*. Nevertheless, the *Report Card* provides a detailed picture of each school that is not easily available elsewhere.

The Report Card facilitates school improvement

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

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

Some schools do better than others

To improve a school, one must believe that improvement is achievable. This *Report Card* provides evidence about what can be accomplished. It demonstrates clearly that, even when we take into account students' characteristics, which some believe dictate the degree of academic success that students will have in school, some schools do better than others. This finding

confirms the results of research carried out in other countries.¹ Indeed, it will come as no great surprise to experienced parents and educators that the data consistently suggest that what goes on in the schools makes a difference to academic results and that some schools make more of a difference than others.

Comparisons are at the heart of the improvement process

Comparative and historical data enable parents and school administrators to gauge their school's effectiveness more accurately. By comparing a school's latest results with those of earlier years, they can see if the school is improving. By comparing a school's results with those of neighbouring schools and of schools with similar student characteristics, they can identify more successful schools and learn from them. Reference to overall provincial results places an individual school's level of achievement in a broader context.

There is great benefit in identifying schools that are particularly effective. By studying the techniques used in schools where students are successful, less effective schools may find ways to improve.

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

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

The *Report Card* program benefits from the input of interested parties. We welcome your suggestions, comments, and criticisms.

Please contact Peter Cowley, Director of School Performance Studies, at peter.cowley@fraserinstitute.org.

Notes

- 1 See, for instance, Michael Rutter et al., *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Harvard University Press, 1979); Peter Mortimore et al., *School Matters: The Junior Years* (Open Books, 1988).

Key academic indicators of school performance

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

- (1) the average exam mark in the grade-12 language arts courses that include a mandatory provincial exam;
- (2) the percentage of grade-12 language arts mandatory provincial examinations failed;
- (3) the average difference between the school mark and the examination mark in the courses considered in (1) and (2) above;
- (4) the average difference between male and female students in their exam mark in the school's most popular grade-12 language arts course;
- (5) the graduation rate;
- (6) the 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 mark achieved by a school's students on the grade-12 final examinations in language arts.² For each school, the indicator is the average of the mean scores achieved by the school's students in each of these mandatory 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. Such differences in outcomes cannot be wholly explained by the individual and family characteristics of the school's students. It seems reasonable, therefore, to include the average examination mark for each school as one indicator of effective teaching.

2 Percentage of provincial examinations failed

For each school, this indicator (in the tables *Percentage of exams failed*) provides the rate of failure (as a percentage) in the grade-12 language arts mandatory provincial examinations. It was derived by dividing the sum, for each school, of all the mandatory provincial examinations written where a failing grade was awarded by the total number of such examinations written by the students of that school.

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

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-12 language arts 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.³

Effective teaching includes regular testing so that students may be aware of their progress. For such assessment to be useful, it must accurately reflect the student’s understanding of the course. As a systematic policy, inflation of school-awarded grades will be counterproductive. Students who believe they are already successful when they are not will be less likely to invest the extra effort needed to master the course material. In the end, they will be poorer for not having achieved the level of understanding that they could have gained through additional study.

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

An indicator of consistency in teaching and assessment

The Gender gap indicators

Research⁴ has shown systematic sex-based differences

in academic results in British Columbia’s secondary schools. However, the same research found that “there appears to be no compelling evidence that girls and boys should, given effective teaching and counselling, experience differential rates of success.”⁵ Further, “[t]he differences described by each indicator vary from school to school over a considerable range of values.”⁶

The *Gender gap* indicator measures the difference, if any, in that grade-12 language arts exam most written at the school. The indicator reports the size of the difference and the more successful sex.

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

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

The final two indicators used in the calculation of the *Overall rating out of 10* assess the counsel given by the schools by measuring the quality of the decisions taken by the students about their education. Of course, wise students will seek guidance not only from the counsellors designated by the schools but also from teachers and administrators, parents, and other relatives. Where students have strong support from family and community, the school’s responsibility for counselling may be lighter; where

students do not have such strong support, the school's role may be more challenging. These indicators measure the school's success in using the tools at its disposal to help students make good decisions about their education.

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 students in school and progressing in a timely manner toward completion of their graduation program. It uses data that report the educational status of students one year after they have enrolled in a given grade at a school in British Columbia. For example, we can determine from these data how many of a school's grade-10 students re-enroll in the following year in grade 11; are enrolled in grade 10 for a second time; or fail to re-enroll. With these raw data, following a technique that we introduced to Canada in the *Report Card on Quebec's Secondary Schools, 2001 Edition*,⁸ we calculate a statistic that will answer the question, "Based on this single year's school results, what is the likelihood that a student entering grade 10 at the school will graduate in the normal three-year period?"

The indicator is calculated as follows. For each school, for each of grades 10, 11, and 12, a rate of successful transition is determined by first summing the number of students who either 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 grade-8 dropout rate at the school to produce a net dropout rate for each grade. We have adopted the grade-8 drop-out rate as an estimate of the "involuntary" drop-out rate caused by events such as emigration or death that lead to the disappearance of students

from the school system.

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

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

2 *Graduation rate*

This indicator, related to the *Delayed advancement rate*, compares the number of students eligible to graduate who were enrolled in the school on September 30 with the number of students who actually graduate by the end of the same school year. Only those enrollees who are capable of graduating with their class within the current school year are included in the count of eligible graduates.

Graduation from secondary school retains considerable value since it increases options for post-secondary education. Further, graduates from secondary school who decide to enter the work force immediately will likely 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, how is the school doing academically? The Overall rating out of 10

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

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

The standardized data were then combined as required to produce seven 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. For schools enrolling only one sex, there are, of course, no results for the *Gender gap* indicators. In these cases, the *Overall rating* is derived using the remaining five indicators. (See

the Appendix for an explanation of the calculation of the *Overall rating out of 10*.)

Finally, 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.

Notes

- 1 The data from which these indicators are derived is provided by British Columbia's Ministry of Education.
- 2 In the 2016/2017 school year, mandatory provincial examinations were administered in the following grade-12 subjects: Communications 12; English 12; English 12 First Peoples; and Français langue première 12.
- 3 A student's final mark for all courses that include a mandatory provincial examination is derived from both the mark received on the course's provincial examination and the mark provided by the school.
- 4 Peter Cowley and Stephen Easton, *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*, Public Policy Sources 22 (Fraser Institute, 1999).
- 5 Cowley and Easton, *Boys, Girls, and Grades*, p. 7.
- 6 Cowley and Easton, *Boys, Girls, and Grades*, p. 17.
- 7 See *School Act*, BC, Part II, Section 3, Sub-section 1b.
- 8 Richard Marceau and Peter Cowley, *Report Card on Quebec's Secondary Schools: 2001 Edition*, Studies in Education Policy (Fraser Institute, 2001), pages 8–9.

Other indicators of school performance

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

The *Trend* indicator

Is the school improving academically? For most schools, the Report Card includes five years of results. Unlike a simple snapshot of one year's results, this historical record provides evidence of change (or lack thereof) over time.

In order to detect trends in the performance indicators, we developed the Trend indicator. This indicator uses statistical analysis to identify those dimensions of school performance in which there has been real change rather than a fluctuation in results caused by random occurrences.

To calculate the trends, the standardized scores rather than raw data are used. Standardizing makes historical data more comparable and the trend mea-

surement more reliable. 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 five years of data are available and where a trend is determined to be statistically significant. For this indicator we have defined the term "statistically significant" to mean that, nine times out of 10, the trend that is noted is real, that is, it did not happen just by chance.

The *Student characteristics* indicators

For each public school, the *Report Card* notes the percentage of its students who are enrolled in ESL programs, in French Immersion programs, or who have identified special needs. As was noted in the introduction, it is sometimes useful to compare a school's results to those of similar schools. These three indicators can be used to identify schools with similar student-body characteristics.

Detailed school reports

How to read the tables

Use the sample table and the explanation of each line below to help you interpret the detailed results for individual schools. Families choosing a school for their students should seek to confirm the *Report Card's* findings by visiting the school and interviewing teachers, school administrators, and other parents. And, of course, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*.

More information regarding schools may be found on the Ministry of Education's [web site](#) and on the web sites of local school districts and individual schools.

In order to get the most from the *Report Card*, readers should consult the complete table of results for each school of interest. By considering several years of results rather than just a school's rank in the most recent year readers can get a better idea of how the school is likely to perform in the future.

| SCHOOL DISTRICT | | | | | | | | |
|----------------------|--------------------------------------|-------------------------|-----------------------|------------|------------|--------------|----------|-----|
| School name | [Affiliation] | Location | Gr 12 Enrollment: 110 | | | | | — A |
| B— | ESL (%): 2.5 | Special needs (%): 19.3 | French Imm (%): 19.1 | | | | | |
| | Actual rating vs predicted based | | | | 2016-17 | Last 5 Years | | |
| C— | on parents' avg. inc. of \$ n/a: n/a | | Rank: 169/253 | | 209/246 | | | |
| Academic Performance | | 2013 | 2014 | 2015 | 2016 | 2017 | Trend | |
| D— | Average exam mark | 68.7 | 69.3 | 68.5 | 66.6 | 69.5 | — | } L |
| E— | Percentage of exams failed | 11.6 | 13.2 | 11.5 | 18.0 | 10.9 | — | |
| F— | School vs exam mark difference | 5.4 | 5.0 | 6.4 | 3.9 | 4.8 | ▲ | |
| G— | English gender gap | F 5.7 | F 9.6 | F 3.0 | F 6.6 | F 0.1 | — | |
| H— | Math gender gap | M 5.8 | F 5.8 | F 2.4 | F 4.5 | n/a | n/a | |
| I— | Graduation rate | 94.2 | 91.7 | 93.5 | 89.5 | 86.1 | ▼ | |
| J— | Delayed advancement rate | 34.0 | 39.1 | 29.3 | 41.8 | 35.4 | — | |
| K— | Overall rating out of 10 | 4.6 | 4.4 | 5.1 | 3.7 | 5.3 | — | |

A—Gr 12 Enrollment

The grade-12 enrollment in the fall of 2016. Indicator results for small schools tend to be more variable than do those for larger schools and caution should be used in interpreting the results for smaller schools.

B—ESL (%); Special needs (%); French Imm (%)

These statistics report the percentage of students for whom English is a second-language; the percentage of students with special needs; and the percentage of students registered in French Immersion programs at the school. When you want to compare academic results, these statistics can be used to find other schools where

the student body has similar characteristics.

Please note that the “special needs (%)” indicator in this edition includes the count of “gifted” students at the school.

C (left)—Actual rating vs predicted based on average parental employment income (This indicator could not be calculated for this edition.)

C (right)—Academic ranking

The school's overall academic rank in the province for 2016/2017 and for the most recent five years. These

rankings show how the school has done academically compared to the other schools in the *Report Card*. A high ranking over five years indicates consistently strong results at the school.

D—Average exam mark

The average provincial mark (%) achieved by the school's students in all the grade-12 language arts courses in which a provincial examination is mandatory.

E—Percentage of exams failed

The percentage of all the mandatory grade-12 provincial examinations written by students at the school that received a failing grade.

F—School vs exam mark difference

The average difference (in percentage points) between the mark awarded by the school and the provincial examination mark in all the courses in which a provincial exam is mandatory. A large difference usually indicates that the school has been “inflating” grades.

G—Grade-12 language arts gender gap

*H—Math gender gap**

The difference (in percentage points) between boys' and girls' average exam marks in the most written grade 12 language arts exam. Where the difference favours girls, the value is preceded by an **F**; where the difference favours boys, the value is preceded by an **M**. An **E** means that there is no difference between the girls and the boys on this measure. Small differences indicate that the school is doing a good job for all its students.

*Please note: The Math gender gap indicator could not be calculated this year.

I—Graduation rate

The percentage of eligible graduates enrolled in the fall 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.

J—Delayed advancement rate

The estimated percentage of the school's grade-10

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

K—Overall rating out of 10

The *Overall rating out of 10* takes into account the school's performance on all of these indicators and answers the question, “In general, how is the school doing in academics compared to other schools in the *Report Card*?”

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 at a greater rate than the average. If it improves, but at a rate less than the average, it will show a decline in its rating.

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. The researchers had to be at least 90% sure that the changes were not just random before indicating a trend. A dash indicates that there is no significant change. Where insufficient data were available, “n/a” appears in the column. Note that for the two Gender gap indicators, Percentage of exams failed, School vs exam mark difference and Delayed advancement rate a downward trend in the data will lead to an upward-pointing arrow in the trend column. For example, decreasing Percentage of exams failed indicates improvement and so an upward-pointing arrow is displayed.

Other notes

Note 1

The tables showing the detailed school results are organized by four geographic regions as follows: (1) Lower Mainland, (2) Vancouver Island and the Coast, (3) Fraser Valley and Southern British Columbia and (4) Interior and Northern British

Columbia. Within each geographic region, school districts are grouped alphabetically. Finally, within each school district, both public and independent schools are listed alphabetically.

Note 2

Not all the province's secondary schools are included in the tables or the ranking. Of all the schools for which any mandatory provincial examination results were reported, this *Report Card* rated 253. Excluded are schools at which fewer than 10 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: distributed 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 construed as a judgement of the school's effectiveness.

Note 3

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 4

The complete *Report Card on British Columbia's Secondary Schools* may be downloaded from the Fraser Institute's web site at <<http://www.compareschoolrankings.org/>>.

Note 5

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

| Average values for all schools 2016/2017 | | Gr 12 Enrollment: 185 | | | | |
|------------------------------------------|-------------------------|---------------------------|------------|------------|------------|------------|
| ESL (%): 3.2 | Special Needs (%): 12.1 | French Immersion (%): 5.2 | | | | |
| Average Parents' Income: \$n/a | | | | | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 70.1 | 69.5 | 69.0 | 69.0 | 67.6 | ▼ |
| Percentage of exams failed | 8.8 | 9.7 | 10.2 | 10.6 | 10.4 | ▼ |
| School vs exam mark difference | 4.6 | 5.3 | 6.0 | 6.4 | 9.1 | ▼ |
| English gender gap* | 5.0 | 5.0 | 4.9 | 4.9 | 3.2 | — |
| Math gender gap* | 2.9 | 2.9 | 2.8 | 2.9 | n/a | n/a |
| Graduation rate | 96.3 | 95.7 | 96.3 | 95.9 | 96.0 | — |
| Delayed advancement rate | 13.4 | 14.0 | 12.9 | 13.9 | 13.5 | — |
| Overall rating out of 10 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 | n/a |

* These results reflect the average size of the gender gaps. In 2016/2017, the Language arts gender gap favoured females at 85.7% of schools, males at 13.9% of schools, and was even at 0.4% schools.

Note 6

If you have questions about the *Report Card*, please contact Peter Cowley, co-author of the *Report Card*, at peter.cowley@fraserinstitute.org.

List of cities and school districts

| City | School district | City | School district |
|----------------|--------------------------|--------------------|--------------------------|
| 100 Mile House | Cariboo-Chilcotin | Nanaimo | Nanaimo-Ladysmith |
| Abbotsford | Abbotsford | Nelson | Kootenay Lake |
| Agassiz | Fraser-Cascade | New Westminster | New Westminster |
| Aldergrove | Langley | North Saanich | Saanich |
| Armstrong | North Okanagan-Shuswap | North Vancouver | North Vancouver |
| Burnaby | Burnaby | Oliver | Okanagan Similkameen |
| Burns Lake | Nechako Lakes | Osoyoos | Okanagan Similkameen |
| Campbell River | Campbell River | Parksville | Qualicum |
| Castlegar | Kootenay-Columbia | Pemberton | Sea to Sky |
| Chemainus | Cowichan Valley | Penticton | Okanagan Skaha |
| Chetwynd | Peace River South | Pitt Meadows | Maple Ridge-Pitt Meadows |
| Chilliwack | Chilliwack | Port Alberni | Alberni |
| Comox | Comox Valley | Port Coquitlam | Coquitlam |
| Coquitlam | Coquitlam | Port Hardy | Vancouver Island North |
| Courtenay | Comox Valley | Port McNeill | Vancouver Island North |
| Cranbrook | Southeast Kootenay | Port Moody | Coquitlam |
| Creston | Kootenay Lake | Powell River | Powell River |
| Dawson Creek | Peace River South | Prince George | Prince George |
| Delta | Delta | Prince Rupert | Prince Rupert |
| Duncan | Cowichan Valley | Princeton | Nicola-Similkameen |
| Enderby | North Okanagan-Shuswap | Qualicum Beach | Qualicum |
| Fernie | Southeast Kootenay | Quesnel | Quesnel |
| Fort Langley | Langley | Revelstoke | Revelstoke |
| Fort Nelson | Fort Nelson | Richmond | Richmond |
| Fort St James | Nechako Lakes | Saanichton | Saanich |
| Fort St John | Peace River North | Salmon Arm | North Okanagan-Shuswap |
| Gibsons | Sunshine Coast | Salt Spring Island | Gulf Islands |
| Golden | Rocky Mountain | Sechelt | Sunshine Coast |
| Grand Forks | Boundary | Shawnigan Lake | Cowichan Valley |
| Hazelton | Coast Mountains | Smithers | Bulkley Valley |
| Hope | Fraser-Cascade | Sooke | Sooke |
| Houston | Bulkley Valley | South Slokan | Kootenay Lake |
| Invermere | Rocky Mountain | Sparwood | Southeast Kootenay |
| Kamloops | Kamloops/Thompson | Squamish | Sea to Sky |
| Kelowna | Central Okanagan | Summerland | Okanagan Skaha |
| Keremeos | Okanagan Similkameen | Surrey | Surrey |
| Kimberley | Rocky Mountain | Terrace | Coast Mountains |
| Kitimat | Coast Mountains | Trail | Kootenay-Columbia |
| Ladysmith | Nanaimo-Ladysmith | Vancouver | Vancouver |
| Lake Cowichan | Cowichan Valley | Vanderhoof | Nechako Lakes |
| Langley | Langley | Vernon | Vernon |
| Lillooet | Gold Trail | Victoria | Greater Victoria |
| Lumby | Vernon | West Kelowna | Central Okanagan |
| Maple Ridge | Maple Ridge-Pitt Meadows | West Vancouver | West Vancouver |
| Merritt | Nicola-Similkameen | Whistler | Sea to Sky |
| Mill Bay | Cowichan Valley | Williams Lake | Cariboo-Chilcotin |
| Mission | Mission | Winfield | Central Okanagan |
| Nakusp | Arrow Lakes | | |

Index of school districts

| School district | Page |
|------------------------------------|-------------|
| Abbotsford | 26 |
| Alberni | 22 |
| Arrow Lakes | 26 |
| Boundary | 26 |
| Bulkley Valley | 30 |
| Burnaby | 15 |
| Campbell River | 22 |
| Cariboo-Chilcotin | 30 |
| Central Okanagan | 26 |
| Chilliwack | 27 |
| Coast Mountains | 22 |
| Comox Valley | 22 |
| Coquitlam | 15 |
| Cowichan Valley | 22 |
| Delta | 16 |
| Fort Nelson | 30 |
| Fraser-Cascade | 27 |
| Gold Trail | 30 |
| Greater Victoria | 23 |
| Gulf Islands | 23 |
| Kamloops/Thompson | 30 |
| Kootenay-Columbia | 27 |
| Kootenay Lake | 27 |
| Langley | 27 |
| Maple Ridge-Pitt Meadows | 16 |
| Mission | 28 |
| Nanaimo-Ladysmith | 23 |

| School district | Page |
|----------------------------------|-------------|
| Nechako Lakes | 30 |
| New Westminster | 17 |
| Nicola-Similkameen | 28 |
| North Okanagan-Shuswap | 31 |
| North Vancouver | 17 |
| Okanagan Similkameen | 28 |
| Okanagan Skaha | 28 |
| Peace River North | 31 |
| Peace River South | 31 |
| Powell River | 24 |
| Prince George | 31 |
| Prince Rupert | 24 |
| Qualicum | 24 |
| Quesnel | 31 |
| Revelstoke | 31 |
| Richmond | 17 |
| Rocky Mountain | 31 |
| Saanich | 24 |
| Sea To Sky | 24 |
| Sooke | 24 |
| Southeast Kootenay | 28 |
| Sunshine Coast | 24 |
| Surrey | 18 |
| Vancouver | 19 |
| Vancouver Island North | 24 |
| Vernon | 29 |
| West Vancouver | 21 |

Westview [Public] Maple Ridge Gr 12 Enrollment: 133
ESL (%): 0.8 Special needs (%): 18.0 French Imm (%): 0.0
Actual rating vs predicted based 2016-17 Last 5 Years
Academic Performance 2013 2014 2015 2016 2017 Trend

St Thomas Aquinas [Independent] North Vancouver Gr 12 Enrollment: 122
ESL (%): 0.0 Special needs (%): 8.3 French Imm (%): 0.0
Actual rating vs predicted based 2016-17 Last 5 Years
Academic Performance 2013 2014 2015 2016 2017 Trend

Hugh McRoberts [Public] Richmond Gr 12 Enrollment: 185
ESL (%): 8.3 Special needs (%): 5.1 French Imm (%): 40.2
Actual rating vs predicted based 2016-17 Last 5 Years
Academic Performance 2013 2014 2015 2016 2017 Trend

NEW WESTMINSTER

New Westminister [Public] New Westminister Gr 12 Enrollment: 453
ESL (%): 4.8 Special needs (%): 7.5 French Imm (%): 14.3
Academic Performance 2013 2014 2015 2016 2017 Trend

Sutherland [Public] North Vancouver Gr 12 Enrollment: 210
ESL (%): 2.8 Special needs (%): 16.4 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

J N Burnett [Public] Richmond Gr 12 Enrollment: 232
ESL (%): 15.4 Special needs (%): 5.5 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

NORTH VANCOUVER

Argyle [Public] North Vancouver Gr 12 Enrollment: 282
ESL (%): 1.9 Special needs (%): 14.4 French Imm (%): 20.7
Academic Performance 2013 2014 2015 2016 2017 Trend

Windsor [Public] North Vancouver Gr 12 Enrollment: 186
ESL (%): 1.7 Special needs (%): 14.3 French Imm (%): 24.1
Academic Performance 2013 2014 2015 2016 2017 Trend

Matthew McNair [Public] Richmond Gr 12 Enrollment: 250
ESL (%): 5.5 Special needs (%): 11.8 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

Carson Graham [Public] North Vancouver Gr 12 Enrollment: 282
ESL (%): 2.2 Special needs (%): 15.4 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

RICHMOND
A.R. MacNeill [Public] Richmond Gr 12 Enrollment: 140
ESL (%): 12.5 Special needs (%): 8.1 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

R C Palmer [Public] Richmond Gr 12 Enrollment: 118
ESL (%): 12.1 Special needs (%): 7.0 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

Handsworth [Public] North Vancouver Gr 12 Enrollment: 292
ESL (%): 4.0 Special needs (%): 10.5 French Imm (%): 22.4
Academic Performance 2013 2014 2015 2016 2017 Trend

Cambie [Public] Richmond Gr 12 Enrollment: 139
ESL (%): 7.7 Special needs (%): 9.4 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

Richmond [Public] Richmond Gr 12 Enrollment: 276
ESL (%): 18.3 Special needs (%): 5.1 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

Seycove [Public] North Vancouver Gr 12 Enrollment: 145
ESL (%): 0.4 Special needs (%): 14.4 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

Hugh Boyd [Public] Richmond Gr 12 Enrollment: 157
ESL (%): 9.0 Special needs (%): 13.0 French Imm (%): 0.1
Academic Performance 2013 2014 2015 2016 2017 Trend

Richmond Christian [Independent] Richmond Gr 12 Enrollment: 61
ESL (%): 0.0 Special needs (%): 7.3 French Imm (%): 0.0
Academic Performance 2013 2014 2015 2016 2017 Trend

| York House [Independent] Vancouver | | Gr 12 Enrollment: 63 | | | | |
|-----------------------------------------------------------------------|-------------------------|----------------------|-------------|--------------|-------------|----------|
| ESL (%): 0.0 | Special needs (%): 13.0 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | | 2016-17 | | Last 5 Years | | |
| | | Rank: 1/253 | | 1/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 87.8 | 86.1 | 86.6 | 86.2 | 87.2 | — |
| Percentage of exams failed | 0.3 | 0.0 | 0.0 | 0.6 | 0.0 | ▲ |
| School vs exam mark difference | 0.6 | 1.8 | 2.8 | 2.0 | 3.1 | — |
| English gender gap | n/a | n/a | n/a | n/a | n/a | n/a |
| Math gender gap | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduation rate | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | — |
| Delayed advancement rate | 2.3 | 0.0 | 3.1 | 1.5 | 0.6 | — |
| Overall rating out of 10 | 10.0 | 10.0 | 10.0 | 10.0 | 10.0 | — |

WEST VANCOUVER

| Collingwood [Independent] West Vancouver | | Gr 12 Enrollment: 120 | | | | |
|-----------------------------------------------------------------------|------------------------|-----------------------|------------|--------------|-------------|----------|
| ESL (%): 0.0 | Special needs (%): 2.8 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | | 2016-17 | | Last 5 Years | | |
| | | Rank: 1/253 | | 6/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 81.8 | 82.4 | 82.4 | 83.3 | 81.6 | ▲ |
| Percentage of exams failed | 2.1 | 1.1 | 1.0 | 0.2 | 0.0 | ▲ |
| School vs exam mark difference | 1.4 | 1.6 | 1.5 | 1.8 | 4.9 | — |
| English gender gap | F 2.4 | F 0.7 | M 1.1 | F 5.3 | F 0.2 | — |
| Math gender gap | M 1.5 | M 0.4 | M 0.9 | F 0.2 | n/a | n/a |
| Graduation rate | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | — |
| Delayed advancement rate | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | — |
| Overall rating out of 10 | 9.3 | 9.6 | 9.8 | 9.8 | 10.0 | ▲ |

| Mulgrave [Independent] West Vancouver | | Gr 12 Enrollment: 70 | | | | |
|-----------------------------------------------------------------------|------------------------|----------------------|------------|--------------|------------|----------|
| ESL (%): 0.0 | Special needs (%): 0.3 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | | 2016-17 | | Last 5 Years | | |
| | | Rank: 10/253 | | 12/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 80.2 | 80.1 | 79.1 | 78.3 | 78.2 | — |
| Percentage of exams failed | 0.4 | 1.0 | 1.7 | 2.5 | 0.0 | — |
| School vs exam mark difference | 4.8 | 3.9 | 4.2 | 4.9 | 4.6 | ▲ |
| English gender gap | F 2.0 | F 3.3 | M 0.1 | n/a | F 1.6 | n/a |
| Math gender gap | F 4.9 | M 1.7 | M 1.3 | n/a | n/a | n/a |
| Graduation rate | 100.0 | 98.6 | 100.0 | 100.0 | 100.0 | — |
| Delayed advancement rate | 0.0 | 0.5 | 0.0 | 2.1 | 0.0 | — |
| Overall rating out of 10 | 8.7 | 8.7 | 9.1 | 8.7 | 9.7 | — |

| Rockridge [Public] West Vancouver | | Gr 12 Enrollment: 172 | | | | |
|-----------------------------------------------------------------------|-------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 2.0 | Special needs (%): 12.2 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | | 2016-17 | | Last 5 Years | | |
| | | Rank: 37/253 | | 34/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 75.1 | 75.7 | 73.2 | 73.5 | 70.1 | — |
| Percentage of exams failed | 5.4 | 4.1 | 5.2 | 5.0 | 6.3 | — |
| School vs exam mark difference | 3.6 | 3.2 | 2.7 | 2.2 | 3.2 | ▲ |
| English gender gap | F 5.0 | F 6.9 | F 4.7 | F 4.5 | F 3.5 | — |
| Math gender gap | F 1.8 | F 2.7 | M 0.1 | F 1.2 | n/a | n/a |
| Graduation rate | 100.0 | 98.4 | 99.4 | 97.3 | 97.6 | ▼ |
| Delayed advancement rate | 2.9 | 7.4 | 4.4 | 7.4 | 6.9 | — |
| Overall rating out of 10 | 7.5 | 7.6 | 7.8 | 7.7 | 7.5 | — |

| Sentinel [Public] West Vancouver | | Gr 12 Enrollment: 267 | | | | |
|-----------------------------------------------------------------------|------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 7.8 | Special needs (%): 5.3 | French Imm (%): 29.7 | | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | | 2016-17 | | Last 5 Years | | |
| | | Rank: 46/253 | | 26/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 76.2 | 76.5 | 76.3 | 76.2 | 70.9 | — |
| Percentage of exams failed | 4.4 | 4.0 | 3.6 | 3.6 | 9.2 | — |
| School vs exam mark difference | 1.9 | 2.8 | 2.7 | 2.7 | 8.8 | — |
| English gender gap | F 3.1 | F 2.7 | F 3.4 | F 3.2 | E | — |
| Math gender gap | F 2.2 | M 1.4 | F 1.4 | F 4.5 | n/a | n/a |
| Graduation rate | 96.6 | 99.0 | 98.6 | 97.3 | 96.9 | — |
| Delayed advancement rate | 3.0 | 3.8 | 6.0 | 5.5 | 4.8 | — |
| Overall rating out of 10 | 7.9 | 8.1 | 8.2 | 8.0 | 7.3 | — |

| West Vancouver [Public] West Vancouver | | Gr 12 Enrollment: 272 | | | | |
|-----------------------------------------------------------------------|------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 7.8 | Special needs (%): 9.4 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | | 2016-17 | | Last 5 Years | | |
| | | Rank: 113/253 | | 76/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 74.5 | 73.0 | 70.8 | 71.3 | 67.2 | ▼ |
| Percentage of exams failed | 7.1 | 7.1 | 9.9 | 8.4 | 12.1 | — |
| School vs exam mark difference | 3.4 | 3.6 | 4.7 | 5.4 | 13.0 | — |
| English gender gap | F 5.9 | F 4.8 | F 4.7 | F 1.5 | F 1.8 | — |
| Math gender gap | F 1.5 | F 5.7 | F 2.1 | M 4.3 | n/a | n/a |
| Graduation rate | 98.9 | 97.5 | 97.3 | 98.2 | 99.2 | — |
| Delayed advancement rate | 7.2 | 3.5 | 8.5 | 8.9 | 3.2 | — |
| Overall rating out of 10 | 7.0 | 6.9 | 6.4 | 6.8 | 6.2 | — |

| Port Hardy [Public] Port Hardy | | Gr 12 Enrollment: 43 | | | | |
|-----------------------------------------------------------------------|-------------------------|-----------------------------|-------------|--------------|-------------|--------------|
| ESL (%): 15.9 | Special needs (%): 23.9 | 2016-17 | | Last 5 Years | | |
| Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a | Rank: 244/253 | 240/246 | | | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 59.4 | 61.6 | 60.2 | 60.2 | 59.0 | — |
| Percentage of exams failed | 23.9 | 16.5 | 21.3 | 23.9 | 21.9 | — |
| School vs exam mark difference | 5.7 | 3.2 | 4.8 | 7.7 | 8.5 | — |
| English gender gap | M 1.2 | n/a | F 16.8 | n/a | F 9.5 | n/a |
| Math gender gap | F 10.1 | n/a | F 1.9 | n/a | n/a | n/a |
| Graduation rate | 100.0 | 92.5 | 81.1 | 90.5 | 100.0 | — |
| Delayed advancement rate | 26.2 | 12.1 | 42.4 | 32.2 | 39.0 | — |
| Overall rating out of 10 | 3.5 | 5.0 | 1.7 | 2.7 | 2.5 | — |

Table for Kelowna [Public] Kelowna, Gr 12 Enrollment: 595. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for GW Graham [Public] Chilliwack, Gr 12 Enrollment: 176. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Mount Sentinel [Public] South Slokan, Gr 12 Enrollment: 56. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Kelowna Christian [Independent] Kelowna, Gr 12 Enrollment: 57. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Highroad [Independent] Chilliwack, Gr 12 Enrollment: 35. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Prince Charles [Public] Creston, Gr 12 Enrollment: 107. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Mount Boucherie [Public] West Kelowna, Gr 12 Enrollment: 402. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Sardis [Public] Chilliwack, Gr 12 Enrollment: 428. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for KOOTENAY-COLUMBIA J Lloyd Crowe [Public] Trail, Gr 12 Enrollment: 189. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Okanagan Mission [Public] Kelowna, Gr 12 Enrollment: 225. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for FRASER-CASCADE Agassiz [Public] Agassiz, Gr 12 Enrollment: 52. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Stanley Humphries [Public] Castlegar, Gr 12 Enrollment: 92. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Rutland [Public] Kelowna, Gr 12 Enrollment: 341. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Hope [Public] Hope, Gr 12 Enrollment: 56. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for LANGLEY Aldergrove Community [Public] Aldergrove, Gr 12 Enrollment: 162. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for CHILLIWACK Chilliwack [Public] Chilliwack, Gr 12 Enrollment: 344. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for KOOTENAY LAKE LV Rogers [Public] Nelson, Gr 12 Enrollment: 177. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

Table for Brookwood [Public] Langley, Gr 12 Enrollment: 212. Includes metrics like ESL (%), Special needs (%), French Imm (%), and Academic Performance (2013-2017).

| Mount Baker [Public] Cranbrook | | Gr 12 Enrollment: 292 | | | | |
|--------------------------------------|-------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 0.2 | Special needs (%): 16.4 | French Imm (%): 4.9 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 93/253 | | 112/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 66.7 | 66.1 | 66.9 | 66.4 | 66.2 | ▲ |
| Percentage of exams failed | 10.3 | 11.3 | 8.9 | 10.6 | 9.6 | — |
| School vs exam mark difference | 4.2 | 4.5 | 4.4 | 5.1 | 8.0 | — |
| English gender gap | F 5.5 | F 3.8 | F 4.2 | F 7.0 | F 3.8 | — |
| Math gender gap | F 2.1 | F 1.3 | M 1.1 | F 0.1 | n/a | n/a |
| Graduation rate | 98.4 | 95.3 | 99.2 | 96.8 | 99.2 | — |
| Delayed advancement rate | 17.4 | 13.6 | 8.2 | 16.9 | 5.1 | — |
| Overall rating out of 10 | 5.8 | 5.8 | 6.8 | 6.1 | 6.6 | — |

| Sparwood [Public] Sparwood | | Gr 12 Enrollment: 49 | | | | |
|--------------------------------------|-------------------------|----------------------|------------|--------------|------------|----------|
| ESL (%): 0.8 | Special needs (%): 15.3 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 248/253 | | 220/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 63.3 | 61.1 | 61.6 | 66.0 | 57.0 | — |
| Percentage of exams failed | 13.9 | 16.8 | 16.8 | 9.1 | 29.7 | — |
| School vs exam mark difference | 5.9 | 8.8 | 8.4 | 4.4 | 18.5 | — |
| English gender gap | n/a | F 1.1 | F 0.4 | F 2.8 | F 6.4 | n/a |
| Math gender gap | n/a | M 7.6 | F 2.5 | M 2.4 | n/a | n/a |
| Graduation rate | 93.2 | 96.3 | 97.0 | 97.4 | 100.0 | ▲ |
| Delayed advancement rate | 35.8 | 16.1 | 10.3 | 0.7 | 4.7 | ▲ |
| Overall rating out of 10 | 3.4 | 4.0 | 4.7 | 6.7 | 2.1 | — |

VERNON

| Charles Bloom [Public] Lumby | | Gr 12 Enrollment: 55 | | | | |
|--------------------------------------|-------------------------|----------------------|------------|--------------|------------|----------|
| ESL (%): 0.0 | Special needs (%): 15.7 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 233/253 | | 235/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 63.9 | 62.3 | 60.4 | 59.7 | 60.3 | — |
| Percentage of exams failed | 12.5 | 18.8 | 22.4 | 24.5 | 18.4 | — |
| School vs exam mark difference | 7.0 | 7.8 | 5.7 | 10.1 | 13.1 | — |
| English gender gap | F 7.7 | F 7.7 | M 2.1 | F 4.3 | M 0.6 | ▲ |
| Math gender gap | F 1.1 | F 1.8 | M 2.8 | M 3.4 | n/a | n/a |
| Graduation rate | 98.1 | 83.7 | 94.9 | 93.8 | 91.5 | — |
| Delayed advancement rate | 8.6 | 23.2 | 26.9 | 21.4 | 34.5 | ▼ |
| Overall rating out of 10 | 5.1 | 2.9 | 3.7 | 3.2 | 3.1 | — |

| Clarence Fulton [Public] Vernon | | Gr 12 Enrollment: 153 | | | | |
|--------------------------------------|-------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 0.0 | Special needs (%): 10.5 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 164/253 | | 144/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 67.0 | 65.4 | 65.3 | 65.0 | 64.2 | — |
| Percentage of exams failed | 8.6 | 11.8 | 14.0 | 10.6 | 11.5 | — |
| School vs exam mark difference | 6.0 | 7.3 | 5.8 | 6.7 | 7.6 | ▲ |
| English gender gap | F 0.4 | F 5.6 | F 9.2 | F 2.7 | F 5.9 | — |
| Math gender gap | M 4.7 | M 3.2 | F 3.5 | F 3.3 | n/a | n/a |
| Graduation rate | 100.0 | 99.3 | 98.4 | 97.3 | 98.5 | — |
| Delayed advancement rate | 2.2 | 2.9 | 6.4 | 10.0 | 14.6 | ▼ |
| Overall rating out of 10 | 6.4 | 5.7 | 5.2 | 5.8 | 5.4 | — |

| Kalamalka [Public] Vernon | | Gr 12 Enrollment: 122 | | | | |
|--------------------------------------|-------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 0.0 | Special needs (%): 11.2 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 65/253 | | 65/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 74.1 | 70.8 | 71.2 | 71.2 | 69.4 | — |
| Percentage of exams failed | 3.3 | 8.5 | 6.8 | 8.1 | 7.7 | — |
| School vs exam mark difference | 2.2 | 5.8 | 5.7 | 5.2 | 8.9 | — |
| English gender gap | F 8.5 | F 8.3 | F 2.9 | F 3.1 | M 1.2 | ▲ |
| Math gender gap | F 7.0 | F 2.3 | M 4.3 | F 0.9 | n/a | n/a |
| Graduation rate | 100.0 | 98.0 | 96.5 | 95.1 | 98.2 | — |
| Delayed advancement rate | 2.4 | 7.7 | 5.0 | 8.9 | 9.7 | ▼ |
| Overall rating out of 10 | 7.5 | 6.4 | 6.8 | 6.7 | 7.0 | — |

| Vernon [Public] Vernon | | Gr 12 Enrollment: 205 | | | | |
|--------------------------------------|------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 0.7 | Special needs (%): 9.0 | French Imm (%): 0.0 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 71/253 | | 103/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 68.8 | 68.5 | 67.5 | 69.2 | 69.6 | ▲ |
| Percentage of exams failed | 9.9 | 9.8 | 10.8 | 8.7 | 5.3 | ▲ |
| School vs exam mark difference | 5.2 | 6.8 | 7.7 | 5.6 | 8.0 | — |
| English gender gap | F 4.7 | F 5.2 | F 6.6 | F 6.5 | F 3.8 | — |
| Math gender gap | M 2.9 | M 2.7 | F 3.8 | F 1.1 | n/a | n/a |
| Graduation rate | 97.8 | 97.1 | 98.8 | 97.8 | 97.8 | — |
| Delayed advancement rate | 3.2 | 5.7 | 4.3 | 10.1 | 15.0 | ▼ |
| Overall rating out of 10 | 6.2 | 6.0 | 5.9 | 6.5 | 6.9 | — |

| W L Seaton [Public] Vernon | | Gr 12 Enrollment: 145 | | | | |
|--------------------------------------|------------------------|-----------------------|------------|--------------|------------|----------|
| ESL (%): 1.2 | Special needs (%): 8.6 | French Imm (%): 45.7 | | | | |
| Actual rating vs predicted based | | 2016-17 | | Last 5 Years | | |
| on parents' avg. inc. of \$ n/a: n/a | | Rank: 177/253 | | 167/246 | | |
| Academic Performance | 2013 | 2014 | 2015 | 2016 | 2017 | Trend |
| Average exam mark | 67.1 | 67.3 | 66.6 | 67.1 | 67.9 | — |
| Percentage of exams failed | 13.1 | 12.1 | 12.8 | 12.2 | 11.5 | ▲ |
| School vs exam mark difference | 4.7 | 6.5 | 6.9 | 6.7 | 6.6 | — |
| English gender gap | F 5.8 | F 5.2 | F 7.2 | F 5.1 | F 7.2 | — |
| Math gender gap | F 1.5 | M 3.0 | M 4.5 | F 4.3 | n/a | n/a |
| Graduation rate | 98.6 | 99.2 | 98.4 | 96.6 | 94.8 | ▼ |
| Delayed advancement rate | 19.5 | 23.6 | 16.2 | 14.0 | 23.4 | — |
| Overall rating out of 10 | 5.4 | 5.5 | 5.2 | 5.6 | 5.2 | — |

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 253) according to their academic performance as measured by the Overall rating out of ten (shown on the right hand side of the table) for the school year 2016/2017. Each school's five-year average ranking and Overall rating out of ten are also listed. The higher the overall rating (out of 10), the higher the rank awarded to the school. Where schools tied in the overall rating, they were awarded the same rank. Where less than five years of data was available "n/a" appears in the table.

Not all the province's secondary schools are included in the tables or the ranking. Excluded are schools at which fewer than 10 regular day students were enrolled in grade 12 and schools that did not

generate a sufficiently large set of student data to enable the calculation of an Overall rating out of ten. Also excluded from the ratings and rankings are: centres for adult education and continuing education; schools that cater largely to non-resident foreign students; and certain alternative schools that do not offer a full program of courses.

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

In order to get the most from the *Report Card*, readers should consult the complete table of results for each school of interest. By considering several years of results rather than just a school's rank in the most recent year readers can get a better idea of how the school is likely to perform in the future.

| ---Rank--- | | | School name | City | -Overall rating- | |
|------------|------------|-------|--------------------|----------------|------------------|------------|
| 2016/2017 | Last 5 yrs | Trend | | | 2016/2017 | Last 5 yrs |
| 1 | 1 | — | York House | Vancouver | 10 | 10 |
| 1 | 2 | ▲ | Crofton House | Vancouver | 10 | 9.9 |
| 1 | 2 | ▲ | Little Flower | Vancouver | 10 | 9.9 |
| 1 | 4 | — | Southridge | Surrey | 10 | 9.8 |
| 1 | 4 | ▲ | St George's | Vancouver | 10 | 9.8 |
| 1 | 6 | ▲ | Collingwood | West Vancouver | 10 | 9.7 |
| 7 | 6 | — | West Point Grey | Vancouver | 9.9 | 9.7 |
| 7 | 8 | — | Richmond Christian | Richmond | 9.9 | 9.1 |
| 9 | 8 | — | Brentwood College | Mill Bay | 9.8 | 9.1 |
| 10 | 12 | — | Mulgrave | West Vancouver | 9.7 | 9 |
| 11 | 8 | — | Shawnigan Lake | Shawnigan Lake | 9.3 | 9.1 |
| 11 | 12 | — | St John's | Vancouver | 9.3 | 9 |
| 11 | 21 | ▲ | Stratford Hall | Vancouver | 9.3 | 8.3 |
| 14 | 8 | — | Glenlyon Norfolk | Victoria | 9.2 | 9.1 |
| 15 | 17 | ▲ | King David | Vancouver | 9.1 | 8.5 |
| 16 | 15 | — | Meadowridge | Maple Ridge | 8.8 | 8.7 |
| 17 | 22 | — | Pacific Academy | Surrey | 8.7 | 8.2 |

| ---Rank--- | | | School name | City | -Overall rating- | |
|------------|------------|-------|-------------------|-----------------|------------------|------------|
| 2016/2017 | Last 5 yrs | Trend | | | 2016/2017 | Last 5 yrs |
| 18 | 17 | — | St Thomas More | Burnaby | 8.6 | 8.5 |
| 19 | 14 | — | St Michaels | Victoria | 8.4 | 8.9 |
| 19 | 65 | ▲ | Seaquam | Delta | 8.4 | 6.9 |
| 21 | 16 | ▼ | Vancouver College | Vancouver | 8.2 | 8.6 |
| 21 | 163 | — | Pitt Meadows | Pitt Meadows | 8.2 | 5.5 |
| 23 | 17 | — | Lord Byng | Vancouver | 8.1 | 8.5 |
| 24 | 23 | — | Okanagan Mission | Kelowna | 8 | 8.1 |
| 24 | 27 | — | Handsworth | North Vancouver | 8 | 7.8 |
| 24 | 28 | — | St Ann's | Kamloops | 8 | 7.7 |
| 24 | 133 | ▲ | GW Graham | Chilliwack | 8 | 5.9 |
| 28 | 59 | ▲ | Summerland | Summerland | 7.9 | 7 |
| 28 | 103 | — | Chemainus | Chemainus | 7.9 | 6.3 |
| 30 | 28 | — | MEI | Abbotsford | 7.7 | 7.7 |
| 30 | 34 | — | Holy Cross | Surrey | 7.7 | 7.6 |
| 30 | 38 | — | Carver Christian | Burnaby | 7.7 | 7.5 |
| 33 | 28 | — | Mark R. Isfeld | Courtenay | 7.6 | 7.7 |
| 33 | 38 | — | Revelstoke | Revelstoke | 7.6 | 7.5 |

| ---Rank--- | | | | -Overall rating- | | | | ---Rank--- | | | | -Overall rating- | |
|------------|------|-------|-----------------------|------------------|------|-------|-----------------|------------|------|-------|-------------------------|------------------|------|
| 2016/ | Last | | | 2016/ | Last | | | 2016/ | Last | | | 2016/ | Last |
| 2017 | 5 | Trend | School name | 2017 | 5 | Trend | City | 2017 | 5 | Trend | School name | 2017 | 5 |
| 33 | 42 | ▲ | Sir Winston Churchill | 33 | 42 | ▲ | Vancouver | 77 | 127 | ▲ | Valleyview | 6.8 | 6 |
| 33 | 87 | — | Lord Tweedsmuir | 33 | 87 | — | Surrey | 87 | 42 | — | Robert Alexander McMath | 6.7 | 7.4 |
| 37 | 24 | — | St Thomas Aquinas | 37 | 24 | — | North Vancouver | 87 | 92 | — | Fraser Heights | 6.7 | 6.5 |
| 37 | 34 | — | Dr. Charles Best | 37 | 34 | — | Coquitlam | 87 | 127 | ▲ | Chatelech | 6.7 | 6 |
| 37 | 34 | — | Rockridge | 37 | 34 | — | West Vancouver | 87 | 155 | ▲ | College Heights | 6.7 | 5.6 |
| 37 | 34 | — | Semiahmoo | 37 | 34 | — | Surrey | 87 | 167 | — | Alberni District | 6.7 | 5.4 |
| 37 | 59 | ▲ | Elphinstone | 37 | 59 | ▲ | Gibsons | 87 | n/a | n/a | St Margaret's | 6.7 | n/a |
| 37 | 92 | ▲ | J Lloyd Crowe | 37 | 92 | ▲ | Trail | 93 | 46 | — | Point Grey | 6.6 | 7.3 |
| 43 | 50 | — | Immaculata | 43 | 50 | — | Kelowna | 93 | 50 | — | Hugh McRoberts | 6.6 | 7.2 |
| 43 | 76 | — | George Elliot | 43 | 76 | — | Winfield | 93 | 59 | — | Notre Dame | 6.6 | 7 |
| 43 | 121 | ▲ | Johnston Heights | 43 | 121 | ▲ | Surrey | 93 | 92 | — | L V Rogers | 6.6 | 6.5 |
| 46 | 26 | — | Sentinel | 46 | 26 | — | West Vancouver | 93 | 112 | — | Abbotsford Traditional | 6.6 | 6.2 |
| 46 | 28 | — | Credo Christian | 46 | 28 | — | Langley | 93 | 112 | — | Mount Baker | 6.6 | 6.2 |
| 46 | 70 | — | Burnsview | 46 | 70 | — | Delta | 93 | 121 | — | Panorama Ridge | 6.6 | 6.1 |
| 46 | 92 | — | Delta | 46 | 92 | — | Delta | 93 | 133 | — | Robert Bateman | 6.6 | 5.9 |
| 46 | 112 | ▲ | Carihi | 46 | 112 | ▲ | Campbell River | 93 | 144 | — | Golden | 6.6 | 5.7 |
| 46 | 121 | — | David Thompson | 46 | 121 | — | Invermere | 102 | 112 | — | Brookswood | 6.5 | 6.2 |
| 52 | 50 | — | Langley Fundamental | 52 | 50 | — | Langley | 102 | 155 | ▲ | Mount Boucherie | 6.5 | 5.6 |
| 52 | 50 | — | New Westminster | 52 | 50 | — | New Westminster | 104 | 70 | ▼ | Mount Douglas | 6.4 | 6.8 |
| 52 | 56 | — | Kelowna | 52 | 56 | — | Kelowna | 104 | 70 | — | Walnut Grove | 6.4 | 6.8 |
| 52 | 76 | ▲ | R C Palmer | 52 | 76 | ▲ | Richmond | 104 | 76 | — | Yale | 6.4 | 6.7 |
| 52 | 87 | ▲ | Earl Marriott | 52 | 87 | ▲ | Surrey | 104 | 87 | — | North Surrey | 6.4 | 6.6 |
| 57 | 17 | — | Southpointe | 57 | 17 | — | Delta | 104 | 144 | — | Nechako Valley | 6.4 | 5.7 |
| 57 | 24 | ▼ | Kelowna Christian | 57 | 24 | ▼ | Kelowna | 109 | 59 | — | J N Burnett | 6.3 | 7 |
| 57 | 42 | — | Elgin Park | 57 | 42 | — | Surrey | 109 | 70 | ▼ | Dover Bay | 6.3 | 6.8 |
| 57 | 46 | — | Abbotsford Christian | 57 | 46 | — | Abbotsford | 109 | 103 | — | Princess Margaret | 6.3 | 6.3 |
| 57 | 50 | — | Langley Christian | 57 | 50 | — | Langley | 109 | 127 | ▲ | Tamanawis | 6.3 | 6 |
| 57 | 76 | ▲ | Grand Forks | 57 | 76 | ▲ | Grand Forks | 113 | 46 | ▼ | Steveston-London | 6.2 | 7.3 |
| 57 | 112 | — | Maple Ridge | 57 | 112 | — | Maple Ridge | 113 | 65 | — | Eric Hamber | 6.2 | 6.9 |
| 57 | 133 | ▲ | Stanley Humphries | 57 | 133 | ▲ | Castlegar | 113 | 76 | — | West Vancouver | 6.2 | 6.7 |
| 65 | 38 | ▼ | Heritage Woods | 65 | 38 | ▼ | Port Moody | 113 | 140 | — | Salmon Arm | 6.2 | 5.8 |
| 65 | 65 | — | Kalamalka | 65 | 65 | — | Vernon | 113 | 155 | — | Agassiz | 6.2 | 5.6 |
| 65 | 103 | — | Sardis | 65 | 103 | — | Chilliwack | 113 | 155 | — | Clayton Heights | 6.2 | 5.6 |
| 65 | 127 | ▲ | South Kamloops | 65 | 127 | ▲ | Kamloops | 113 | 188 | ▲ | Frank Hurt | 6.2 | 5.1 |
| 65 | 144 | — | Delview | 65 | 144 | — | Delta | 120 | 28 | — | University Hill | 6.1 | 7.7 |
| 65 | n/a | n/a | Aberdeen Hall | 65 | n/a | n/a | Kelowna | 120 | 46 | — | Prince Of Wales | 6.1 | 7.3 |
| 71 | 42 | ▼ | Richmond | 71 | 42 | ▼ | Richmond | 120 | 56 | — | Langley Fine Arts | 6.1 | 7.1 |
| 71 | 50 | — | Windsor | 71 | 50 | — | North Vancouver | 120 | 98 | — | South Delta | 6.1 | 6.4 |
| 71 | 103 | — | Vernon | 71 | 103 | — | Vernon | 120 | 98 | — | Southern Okanagan | 6.1 | 6.4 |
| 71 | 112 | — | Highland | 71 | 112 | — | Comox | 120 | 103 | — | Vancouver Technical | 6.1 | 6.3 |
| 71 | 127 | ▲ | Fernie | 71 | 127 | ▲ | Fernie | 120 | 133 | — | Thomas Haney | 6.1 | 5.9 |
| 71 | 140 | ▲ | North Delta | 71 | 140 | ▲ | Delta | 120 | 167 | — | Ladysmith | 6.1 | 5.4 |
| 77 | 28 | — | Archbishop Carney | 77 | 28 | — | Port Coquitlam | 120 | 188 | — | Cambie | 6.1 | 5.1 |
| 77 | 59 | ▼ | Fleetwood Park | 77 | 59 | ▼ | Surrey | 120 | 194 | — | King George | 6.1 | 5 |
| 77 | 59 | — | Kitsilano | 77 | 59 | — | Vancouver | 120 | n/a | n/a | Fountainview | 6.1 | n/a |
| 77 | 65 | — | Seycove | 77 | 65 | — | North Vancouver | 131 | 56 | — | Magee | 6 | 7.1 |
| 77 | 76 | — | Moscrop | 77 | 76 | — | Burnaby | 131 | 70 | ▼ | Gleneagle | 6 | 6.8 |
| 77 | 76 | — | St Patrick's | 77 | 76 | — | Vancouver | 131 | 92 | — | Claremont | 6 | 6.5 |
| 77 | 92 | — | W J Mouat | 77 | 92 | — | Abbotsford | 131 | 144 | — | Reynolds | 6 | 5.7 |
| 77 | 98 | — | Penticton | 77 | 98 | — | Penticton | 131 | 155 | — | Rutland | 6 | 5.6 |
| 77 | 112 | — | Burnaby Mountain | 77 | 112 | — | Burnaby | 131 | 217 | ▲ | Charles Hays | 6 | 4.3 |

| ---Rank--- | | | | | -Overall rating- | | ---Rank--- | | | | | -Overall rating- | |
|------------|------|-------|-----------------------|-----------------|------------------|------|------------|------|-------------|----------------------|-----------------|------------------|-----|
| 2016/ | Last | | School name | | 2016/ | Last | 2016/ | Last | School name | | 2016/ | Last | |
| 2017 | 5 | Trend | City | 2017 | 5 | 2017 | 5 | 2017 | 5 | City | 2017 | 5 | |
| 131 | 217 | — | North Island | Port McNeill | 6 | 4.3 | 187 | 144 | — | Smithers | Smithers | 5 | 5.7 |
| 131 | 235 | — | Dawson Creek | Dawson Creek | 6 | 3.6 | 187 | 155 | — | Terry Fox | Port Coquitlam | 5 | 5.6 |
| 139 | 87 | — | Princess Margaret | Penticton | 5.9 | 6.6 | 187 | 174 | — | Sir Charles Tupper | Vancouver | 5 | 5.3 |
| 139 | 133 | — | Howe Sound | Squamish | 5.9 | 5.9 | 187 | 201 | — | Ballenas | Parksville | 5 | 4.8 |
| 139 | 133 | — | Sullivan Heights | Surrey | 5.9 | 5.9 | 192 | 103 | — | Surrey Christian | Surrey | 4.9 | 6.3 |
| 139 | 144 | — | ASIA - Sumas Mountain | Abbotsford | 5.9 | 5.7 | 192 | 167 | — | Templeton | Vancouver | 4.9 | 5.4 |
| 139 | 167 | — | Kwantlen Park | Surrey | 5.9 | 5.4 | 192 | 174 | — | Pemberton | Pemberton | 4.9 | 5.3 |
| 139 | 181 | ▲ | Caledonia | Terrace | 5.9 | 5.2 | 192 | 188 | — | D W Poppy | Langley | 4.9 | 5.1 |
| 145 | 98 | — | David Thompson | Vancouver | 5.8 | 6.4 | 192 | 201 | — | Aldergrove Community | Aldergrove | 4.9 | 4.8 |
| 145 | 121 | — | Timberline | Campbell River | 5.8 | 6.1 | 192 | 229 | — | Wellington | Nanaimo | 4.9 | 4 |
| 145 | 163 | — | A L Fortune | Enderby | 5.8 | 5.5 | 198 | 181 | — | Lambrick Park | Victoria | 4.8 | 5.2 |
| 145 | 196 | — | Hope | Hope | 5.8 | 4.9 | 199 | 140 | — | Burnaby Central | Burnaby | 4.7 | 5.8 |
| 149 | 70 | — | Pinetree | Coquitlam | 5.7 | 6.8 | 199 | 163 | — | Gladstone | Vancouver | 4.7 | 5.5 |
| 149 | 76 | — | Whistler | Whistler | 5.7 | 6.7 | 199 | 174 | — | Hugh Boyd | Richmond | 4.7 | 5.3 |
| 149 | 144 | — | Kwalikum | Qualicum Beach | 5.7 | 5.7 | 199 | 188 | ▼ | Georges P Vanier | Courtenay | 4.7 | 5.1 |
| 149 | 174 | — | Guildford Park | Surrey | 5.7 | 5.3 | 199 | 209 | — | Prince Charles | Creston | 4.7 | 4.6 |
| 149 | 181 | ▲ | Peter Skene Ogden | 100 Mile House | 5.7 | 5.2 | 204 | 76 | ▼ | St Andrew's | Victoria | 4.6 | 6.7 |
| 149 | 212 | ▲ | Mount Elizabeth | Kitimat | 5.7 | 4.5 | 204 | 174 | — | Rick Hansen | Abbotsford | 4.6 | 5.3 |
| 155 | 76 | ▼ | Oak Bay | Victoria | 5.6 | 6.7 | 204 | 174 | — | Sutherland | North Vancouver | 4.6 | 5.3 |
| 155 | 103 | — | Kamloops Arts | Kamloops | 5.6 | 6.3 | 204 | 181 | — | Centennial | Coquitlam | 4.6 | 5.2 |
| 155 | 127 | — | Lake Cowichan | Lake Cowichan | 5.6 | 6 | 204 | 209 | — | Lakes District | Burns Lake | 4.6 | 4.6 |
| 155 | 144 | — | Houston | Houston | 5.6 | 5.7 | 204 | 234 | — | Nakusp | Nakusp | 4.6 | 3.7 |
| 159 | 65 | ▼ | Selkirk | Kimberley | 5.5 | 6.9 | 210 | 196 | ▼ | Burnaby South | Burnaby | 4.4 | 4.9 |
| 159 | 103 | — | Osoyoos | Osoyoos | 5.5 | 6.3 | 210 | 235 | — | Garibaldi | Maple Ridge | 4.4 | 3.6 |
| 159 | 121 | — | Sands | Delta | 5.5 | 6.1 | 210 | n/a | n/a | Mission | Mission | 4.4 | n/a |
| 159 | 181 | — | Cariboo Hill | Burnaby | 5.5 | 5.2 | 213 | 220 | — | Victoria High | Victoria | 4.2 | 4.2 |
| 159 | 206 | ▲ | Princeton | Princeton | 5.5 | 4.7 | 214 | 174 | ▼ | Cowichan | Duncan | 4.1 | 5.3 |
| 164 | 121 | — | Port Moody | Port Moody | 5.4 | 6.1 | 214 | 201 | ▼ | Pleasant Valley | Armstrong | 4.1 | 4.8 |
| 164 | 144 | — | Clarence Fulton | Vernon | 5.4 | 5.7 | 214 | 226 | — | Brooks | Powell River | 4.1 | 4.1 |
| 164 | 144 | — | Duchess Park | Prince George | 5.4 | 5.7 | 217 | 196 | — | A.R. MacNeill | Richmond | 4 | 4.9 |
| 164 | 144 | — | Windermere | Vancouver | 5.4 | 5.7 | 217 | 238 | — | L A Matheson | Surrey | 4 | 3.4 |
| 164 | 155 | — | Nanaimo District | Nanaimo | 5.4 | 5.6 | 219 | 140 | — | Burnaby North | Burnaby | 3.9 | 5.8 |
| 169 | 38 | ▼ | Queen Margaret's | Duncan | 5.3 | 7.5 | 219 | 188 | ▼ | Parkland | North Saanich | 3.9 | 5.1 |
| 169 | 87 | ▼ | Pacific Christian | Victoria | 5.3 | 6.6 | 219 | 201 | — | Norkam | Kamloops | 3.9 | 4.8 |
| 169 | 112 | — | Argyle | North Vancouver | 5.3 | 6.2 | 219 | 206 | ▼ | Westview | Maple Ridge | 3.9 | 4.7 |
| 169 | 155 | ▼ | Stelly's | Saanichton | 5.3 | 5.6 | 219 | 220 | — | Correlieu | Quesnel | 3.9 | 4.2 |
| 169 | 181 | ▲ | Abbotsford Collegiate | Abbotsford | 5.3 | 5.2 | 224 | 103 | ▼ | Regent Christian | Surrey | 3.8 | 6.3 |
| 169 | 181 | — | D P Todd | Prince George | 5.3 | 5.2 | 224 | 167 | — | Similkameen | Keremeos | 3.8 | 5.4 |
| 169 | 209 | — | Esquimalt | Victoria | 5.3 | 4.6 | 226 | 212 | ▼ | Matthew McNair | Richmond | 3.7 | 4.5 |
| 169 | 217 | — | Samuel Robertson Tech | Maple Ridge | 5.3 | 4.3 | 227 | 196 | — | Prince George | Prince George | 3.6 | 4.9 |
| 177 | 163 | — | Killarney | Vancouver | 5.2 | 5.5 | 227 | 206 | — | Alpha | Burnaby | 3.6 | 4.7 |
| 177 | 167 | — | Spectrum | Victoria | 5.2 | 5.4 | 227 | 220 | — | Queen Elizabeth | Surrey | 3.6 | 4.2 |
| 177 | 167 | — | W L Seaton | Vernon | 5.2 | 5.4 | 227 | 240 | ▲ | North Peace | Fort St John | 3.6 | 3.1 |
| 177 | 201 | — | Carson Graham | North Vancouver | 5.2 | 4.8 | 231 | 194 | ▼ | St John Brebeuf | Abbotsford | 3.5 | 5 |
| 177 | 216 | — | Chilliwack | Chilliwack | 5.2 | 4.4 | 232 | 196 | ▼ | Sa-Hali | Kamloops | 3.3 | 4.9 |
| 182 | 98 | — | R. E. Mountain | Langley | 5.1 | 6.4 | 233 | 232 | — | Westsyde | Kamloops | 3.1 | 3.9 |
| 182 | 133 | — | Enver Creek | Surrey | 5.1 | 5.9 | 233 | 235 | — | Charles Bloom | Lumby | 3.1 | 3.6 |
| 182 | 188 | — | Frances Kelsey | Mill Bay | 5.1 | 5.1 | 235 | 220 | — | Edward Milne | Sooke | 3 | 4.2 |
| 182 | 220 | — | Kelly Road | Prince George | 5.1 | 4.2 | 235 | 226 | ▼ | Langley | Langley | 3 | 4.1 |
| 182 | n/a | n/a | Lake City | Williams Lake | 5.1 | n/a | 237 | 238 | ▼ | Byrne Creek | Burnaby | 2.9 | 3.4 |
| 187 | 112 | ▼ | Riverside | Port Coquitlam | 5 | 6.2 | 238 | n/a | n/a | Royal Bay | Victoria | 2.8 | n/a |

Appendix: Calculating the Overall rating out of 10

The *Overall rating out of 10* is intended to answer the question, “In general, how is the school doing, academically compared to other schools in the *Report Card*?” The following is a simplified description of the procedure used to convert the raw indicator data into the *Overall rating out of 10*.

1 The *School vs exam mark difference* for each course and the language arts *Gender gap* indicators were calculated using the raw data.

2 Course by course, all the results were then converted into standardized or “Z” scores by solving the equation

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

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

3 With the exception of the *Gender gap* indicator (which uses the results from a single course), the course-by-course standardized data were then aggregated to produce weighted average indicator values. The weighting used was the number of examinations written in each course at the school relative to the total number of examinations written at the school.

4 These weighted average results were then re-standardized.

5 The seven 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*—13%, *Language arts gender gap*—12%, *Graduation rate*—12.5%, and *Delayed advancement rate*—12.5%. For schools for which there were no gender-gap results because only boys or girls were enrolled, the *School vs exam mark difference* was weighted at 25%. 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 and minimum standardized scores were set at 2.2 and -3.29 respectively. Scores equal to, or greater than 2.2 receive the highest overall rating of 10. This cut-off was chosen because it allows more than one school in a given year to be awarded 10 out of 10. Scores of equal to, or less than, -3.29 receive the lowest overall rating of 0. Schools with scores below -3.29 are likely to be outliers—a statistical term used to denote members of a population that appear to have characteristics substantially different from the rest of the

population. We chose, therefore, to set the minimum score so as to disregard such extreme differences.

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

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

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

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

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

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

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

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

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

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

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The review process is overseen by the directors of the Institute's research departments who are responsible for ensuring all research published by the Institute passes through the appropriate peer review. If a dispute about the recommendations of the reviewers should arise during the Institute's peer review process, the Institute has an Editorial Advisory Board, a panel of scholars from Canada, the United States, and Europe to whom it can turn for help in resolving the dispute.

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