

Understanding the Art in the Fraser Institute Report Card on Elementary Schools

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Prince George



This painting was given to me last year as a “piece of art”. To me this is no art. It is ugly looking and has no detail. Even the nose is out of place and the eyes do not match. My preference is to bury this painting in the garage. But it is a Picasso and valued at \$3000 - \$5000. Since I am not an artist I failed to see the beauty and value in this painting.

The Fraser Institute Report Card on Elementary Schools is a lot similar to this painting. Most people don't like what they see so they think it is useless and should be buried. That's because most people only look at the last table in this report. It is even stated in bold print on page 12 in this report not to look solely at this table.

“IMPORTANT: 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.”

If one looks solely at the last table the Fraser Institute report, the only table mentioned by most media, they will see the overall rating for both Spruceland and Vanway in Prince George were 4.2, ranking these schools at 715 out of a total 853 schools. But Vanway had a lot less students ‘below expectations’ and scored higher than Spruceland in reading, writing and numeracy for both grade 4 and 7 (Table 1). Additional data for other schools are provided in an attached appendix.

Table 1 Comparison between Spruceland and Vanway schools

| | | Spruceland | Vanway |
|------------|------------------------|------------|----------|
| | Rating | 4.2 | 4.2 |
| Rank | 2013 (853) | 715 | 715 |
| | 5yr(703) | 591 | 493 |
| | Gr 4 Enrollment | 43 | 36 |
| | ESL (%) | 29.3 | 7.6 |
| | Special needs (%) | 10.9 | 3.1 |
| | test not written | 18.8 | 3.8 |
| | parents’ avg. inc. | \$47,500 | \$68,900 |
| | Below expectations (%) | 31.3 | 19.3 |
| Grade 4 | Reading | 454 | 464 |
| | Writing | 459 | 563 |
| | Numeracy | 424 | 469 |
| Grade 7 | Reading | 470 | 491 |
| | Writing | 508 | 556 |
| | Numeracy | 429 | 463 |
| Gender gap | Reading | 13 | 75 |
| | Math | 19 | 126 |

The rating score in the Fraser Institute report is based on weighted average summary standardized score for each school. Each category is compared to the overall province average for that category. The weight used was:

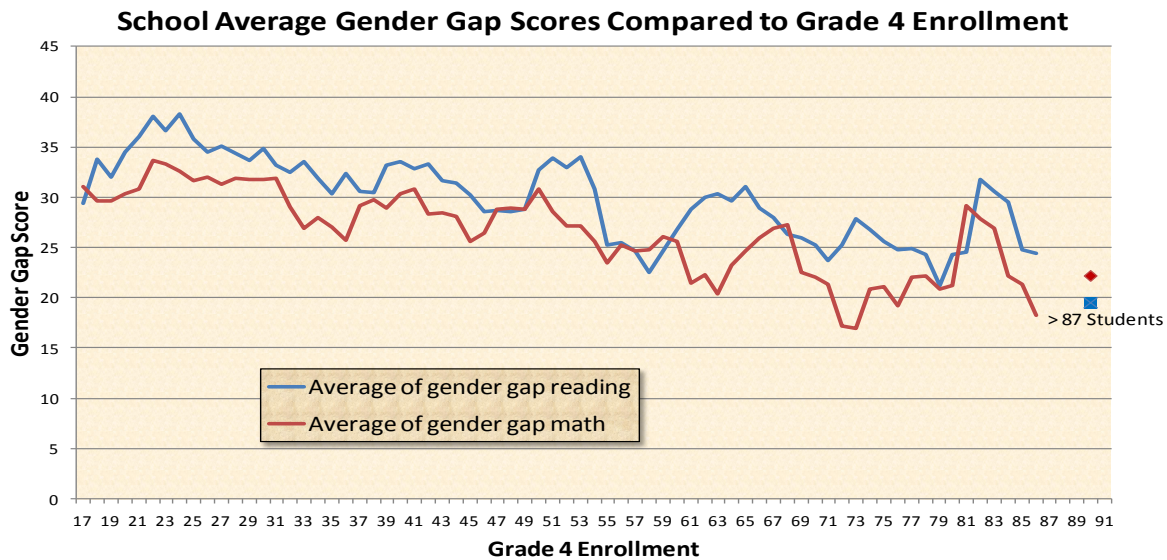
- average scores for the six tests combined—45%
- percentage of tests below expectations—25%
- gender-gap scores for grade-7 reading tests—10%
- gender-gap scores for grade-7 Numeracy tests—10%
- tests not written—10%

A standardized score means that trends can't be properly assessed unless the overall average trend is assessed. In order for a school to show improvement in its overall rating, it must improve more than the average. If the school improves, but to an extent less than the provincial average, that school will show a decline in its rating. Only schools with more than 15 students in each grade were included in the Fraser Institute report.

The gender gap score is the absolute difference in scores between the average female score and the average male score in each school. The gender gap score favours the larger schools because two smart female students in a small school would affect the female average more than it would in a large school. This would also favour schools in Greater Vancouver which are typically larger than schools in smaller communities. About 48% of the schools in B.C. are located in greater Vancouver, but about 67% of the schools with greater than 70 grade 4 students enrolled are located in greater Vancouver and 28% of the schools with less than 25 grade 4 enrollment are located in greater Vancouver. Figure 1 compares the gender gap with grade 4 enrollment. To reduce the noise on the graph and to show the trend clearly the scores for grades were grouped together within a range of five (i.e., 25 includes all schools with a grade 4 enrollment between 23 and 27 students). All schools with greater than 85 students were averaged together because of the low count of schools in that range. Figure 1 shows that schools with 23-27 students enrolled in grade 4 recorded an average score of 35 for reading and 32 for numeracy. Schools with 71-77 students enrolled

in grade 4 recorded an average gender gap score of 25 for reading and 22 for numeracy.

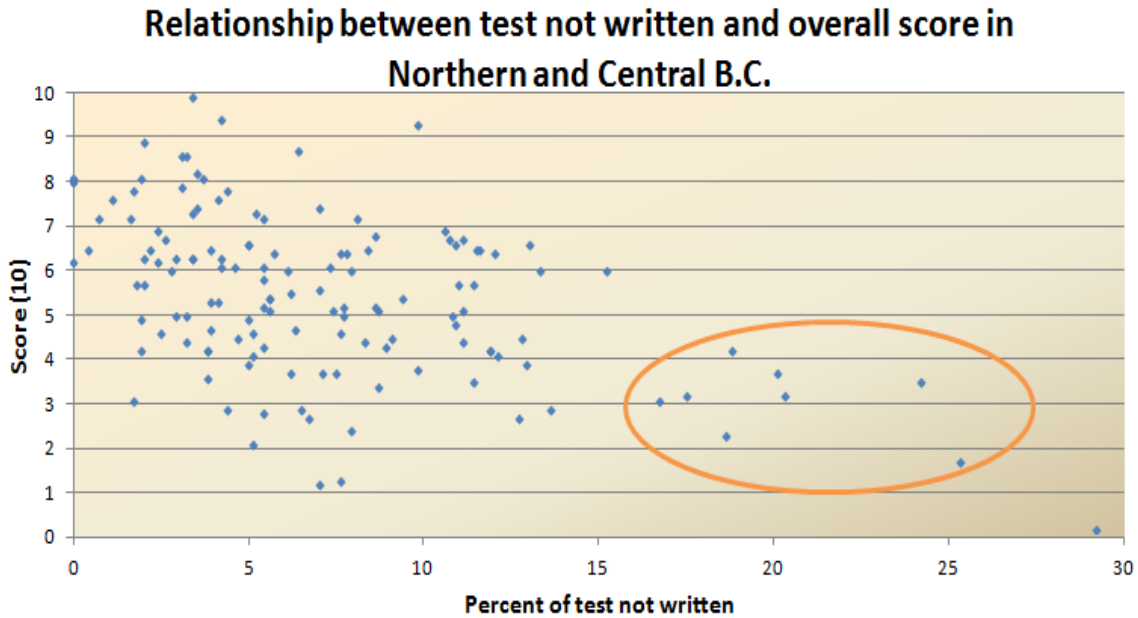
Figure 1



A difference of 10 points in the gender gap should not affect the overall rating much. But if large enough, the weight given to the gender gap can affect the overall rating considerably. Had Vanway School had no gap in the gender scores their rating would have been 6.5 ranking it 317 out of 853 schools. Almost all of the schools in B.C. that recorded a gender gap score greater than 80 in reading had less than 52 students enrolled in grade 4 in 2012. About 32% of the schools with a gender gap in reading of less than 30 scored higher than 7 compared to only 19% for schools with a gender gap higher than 30. For numeracy about 29% scored higher compared to 21% for a gender gap score higher than 30.

It appears to be typical for schools with a high percent of students not writing the FSA exams to have a low overall rating score (Figure 2). About 40% of the schools in the province that had less than 10% of the students not writing the FSA exams had a rating greater than 7 in 2012, about 21% had a rating greater than 8 and about 10% had a rating greater than 9. For schools that had greater than 10% of the students not writing the exams about 15% has a rating greater than 7, only 3% had a rating greater than 8 and only 0.5% had a rating greater than 9.

Figure 2



I have not done an assessment as to whether the 10% weight given to “tests not written” was the result of the low overall rating for those schools. Perhaps there were other reasons for low rating and the percent of students in those schools not writing the FSA exams (e.g., the percent of students not writing the FSA exams may be included in the percent of students below expectations). All possible reasons should be checked out by the school districts. If all students in Spruceland completed the FSA exams in 2012 the overall score would have been 4.6. Based on the Fraser Institute report, Spruceland had the highest percent of students not writing the FSA exams in School District 57 (SD57) in 2012. On a positive note: only three schools in SD57 recorded a higher percent of students not writing the exams than the provincial average.

The Fraser Institute report also includes the parent’s average income for each school followed by a value which is used to statistically compare the school’s actual rating out of 10 with the rating that is predicted by the average parental employment income in each student’s family. The example below shows that this school, at \$50,800 average family income, scored 2.1 above the expected rating for other schools with similar average family income.

SCHOOL DISTRICT

| School name [Affiliation] | Gr 4 Enrollment: 29 | | | | |
|---|-------------------------|---------------------|--------------|-------------|-------------------|
| ESL (%): 24.9 | Special needs (%): 13.8 | French Imm (%): 0.0 | | | |
| Actual rating vs predicted based on parents' avg. inc. of \$50,800: 2.1 | Rank: | 2010-11 | Last 5 Years | | |
| | | 158/860 | 109/725 | | |
| Academic Performance | 2007 | 2008 | 2009 | 2010 | 2011 Trend |

This is useful to a point, to compare schools from neighbourhoods with similar incomes. However, this can be misleading, for choice schools most students are not from that neighbourhood so this income may be higher or lower. Also it may not indicate how educated the parents are (e.g., a high school teacher with a 'stay at home' mom will have a total family income of \$75,000 compared to a husband and wife with high school education working for the city, cleaning facilities, with a total family income of \$100,000), or how involved parents are in their children's education. Both correlate with how well students typically (but not always) do in school.

The method used by the Fraser Institute to consider family incomes assumes that the rating should improve linearly with incomes. Based on this approach, a school with the average family income greater than \$200,000 needs to score higher than ten out of ten, which is not possible. Plus, I expect a bigger gap in overall rating for schools with an average family income of \$30,000 compared to \$50,000; than I would expect for schools with an average family income of \$60,000 compared to \$80,000. Both income gaps are \$20,000.

Figure 3

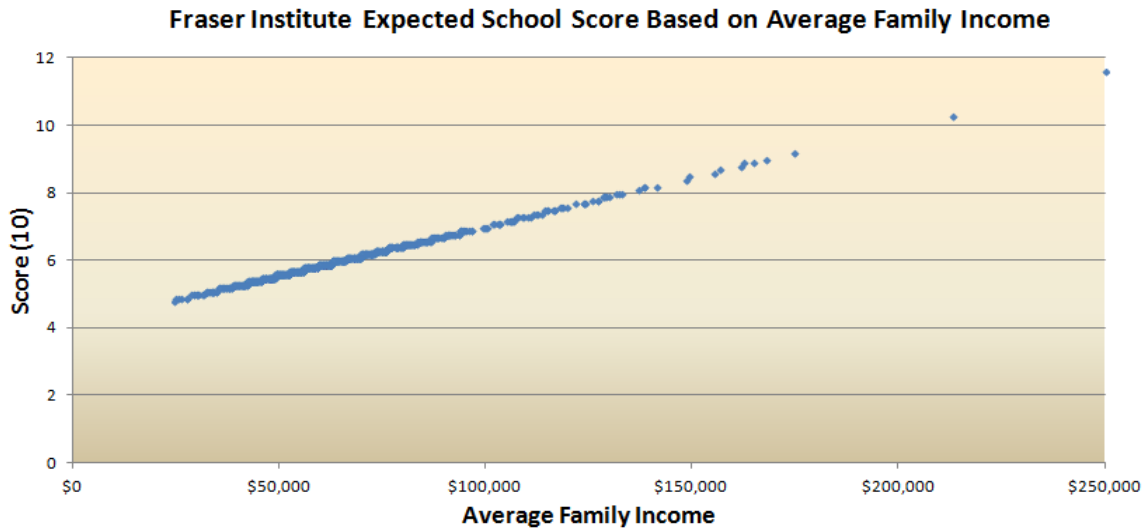


Figure 4 indicates that this curve should be a logarithmic curve rather than linear as what is shown in Figure 2. Plus, independent schools should be examined separately from the public schools because most parents sending students to independent schools are doing so because they are very interested in their child's education and they can afford to do so. It is quite obvious that students typically do better in school when parents are involved in children's education

Figure 4

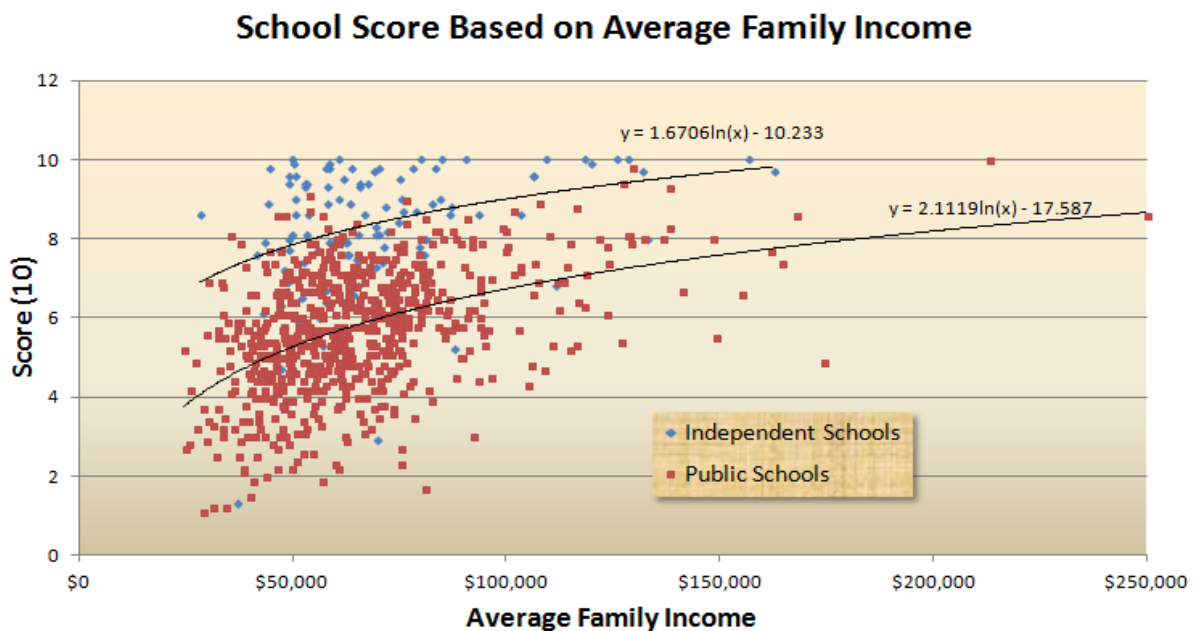
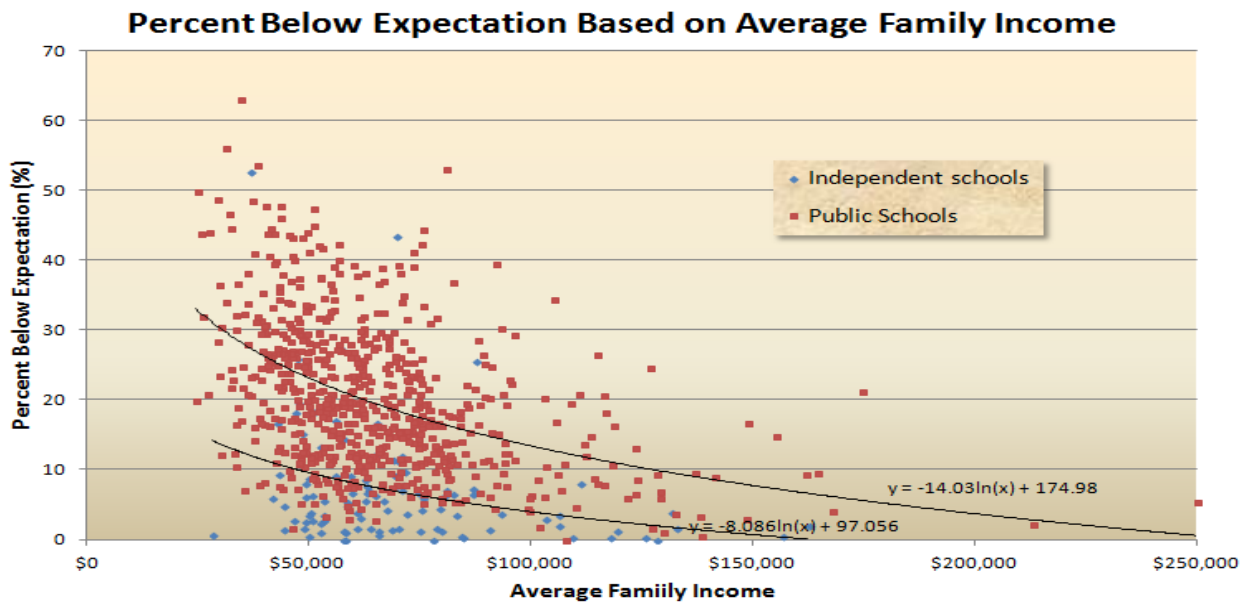


Figure 5 shows the percent of students below expectation based on the average family income for all schools in B.C. in 2012. This graph indicates that any public school with an average family income less than \$50,000, and less than 25% of the student below expectation is doing well. Whereas, an independent school with an average family income less than \$50,000 should have less than 10% of the student below expectations. Again the change in the percent below expectations based on family income occurs for the lower income family schools.

Figure 5

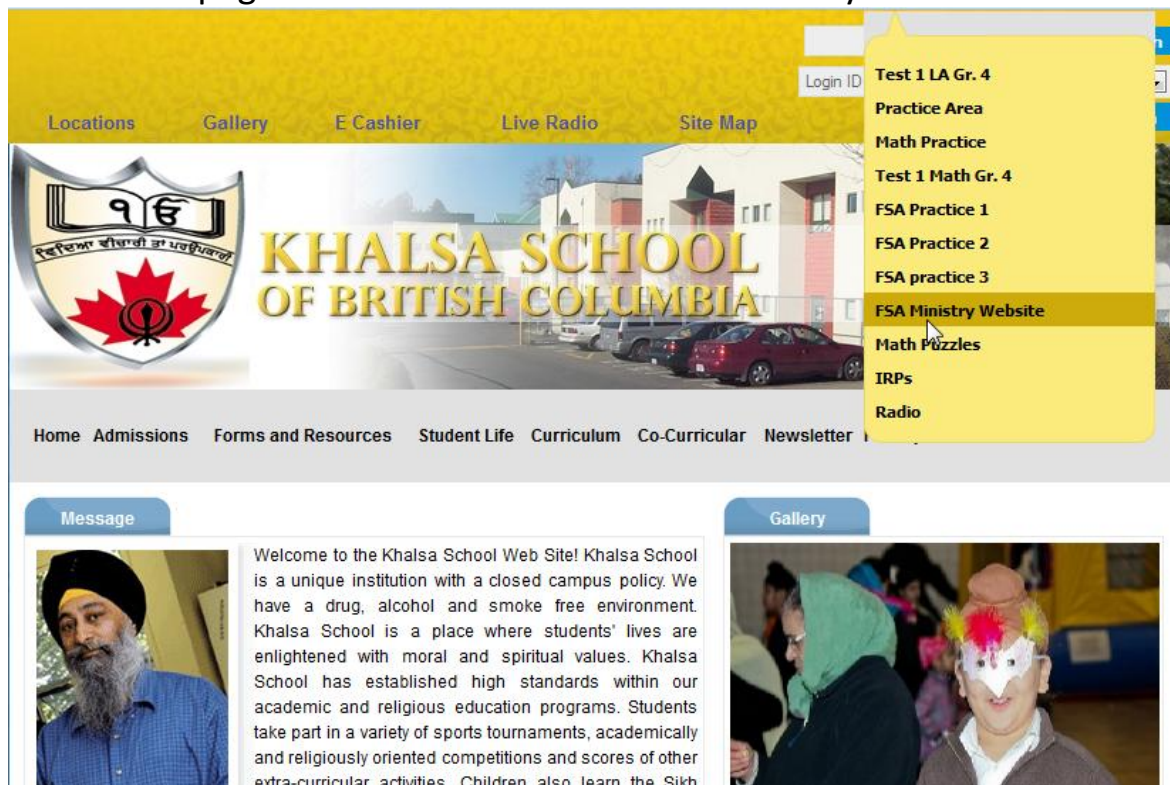


The Fraser Institute’s overall rating compares all schools regardless of family income, percent of special needs, or English as a second language. It is difficult to know whether you are comparing similar schools, especially if they are in different school districts. Even the independent schools should not be compared as similar schools. For example, the Fraser Institute rated the Skelep School of Excellence at 1.3 (Ranked 849 out of 853 schools) and 52.6% kids below expectations. Not what is expected for an independent school. However, this is an aboriginal school located in Kamloops with average family income of \$36,700. Therefore, it is unfair to compare this school to other independent schools or even to most public schools.

On the other hand, Bountiful School has an average family income of \$28,000 but the Fraser Institute rated it at 8.6 (Ranked 62 out of 853

schools) and only 0.8% kids were below expectation. Upon further investigation this school is located in a small community of 1000 people near the U.S. border. Residents follow a fundamentalist form of Mormonism. This school was closed in late 2012. The school came under scrutiny in late 2010 because few students in the community finished Grade 12.

It is unfair to compare schools without knowing the schools position on the FSA exams. Some independent schools are known to prepare their students for the FSA exams by having them write sample FSA exams. This could be a good strategy to increase enrollment if an independent school can score high in the Fraser Institute Report Card. Figure 5 shows the web page of a private school in Vancouver (Khalsa School, ranked 25 out of 859 schools). On the first page of this web site there is a link solely for FSA.



I did not examine web sites of other independent schools for similar links. Samples of FSA exams are available on the Ministry of Education's web site at: https://www.awinfosys.com/eassessment/fsa_sample.htm and all schools should be directing their students to this link especially if the students are nervous about writing these exams.

What does the Fraser Institute Report Card on Schools show for School District 57?

In an attempt to compare similar schools, I compared the public schools with 100% of the students in French Immersion. Table 2 compares these school based on the Fraser Institute rating (even though this is not recommended, yet all media seems to do it). The schools highlighted are those school located in Metro Vancouver. Out of the 15 schools listed Lac des Bois ranked sixth in the province, and second out of the nine schools located outside Metro Vancouver.

Table 2: Score Ranking for 100% French Immersion Schools in B.C.

| | Gr 4 Enrollment | ESL (%) | Special needs (%) | Below expectations (%) | Rating |
|------------------|--------------------|---------|----------------------|------------------------------|--------|
| Pauline Johnson | 42 | 0.7 | 0.4 | 1.1 | 9.8 |
| Cedardale | 26 | 0 | 2.4 | 7 | 8.1 |
| Lloyd George | 55 | 0 | 1.8 | 4.6 | 8.1 |
| L'École Bilingue | 58 | 0.4 | 1.6 | 5.3 | 7.7 |
| Laronde | 46 | 0 | 1.3 | 7.2 | 7.4 |
| Lac des Bois | 36 | 0 | 1.3 | 7.9 | 7.4 |
| Beairsto | 83 | 0 | 2.5 | 12.7 | 7.3 |
| South Sa-Hali | 48 | 0 | 2.2 | 8.8 | 6.9 |
| Hammond Bay | 43 | 3.2 | 0.9 | 8.7 | 6.6 |
| Jules Quesnel | 66 | 0.2 | 4.4 | 10.8 | 6.3 |
| Pauline Haarer | 40 | 4.5 | 0.4 | 12.9 | 5.7 |
| Duncan | 43 | 0 | 2.5 | 26.1 | 5.3 |
| Willow Point | 41 | 0 | 0 | 25.1 | 5.2 |
| Robb Road | 46 | 0 | 3.1 | 27.3 | 4.5 |
| Lord Tennyson | 51 | 1.4 | 1.9 | 23.7 | 4.1 |

Table 3 shows the change in scores from grade 4 to grade 7 for schools in School District 57, which is a better indicator of students' success than just the grade score. The Grade 4 and 7 scores are shown in Tables A-1 and A-2 in the Appendix. The yellow highlighted schools are the independent

schools. Lac Des Bois was included as an independent school even though it is a public choice school. On occasion, students who are having difficulty in a single track French Immersion School are recommended to drop the French program and attend another public school. This is solely in the best interest of the student. Therefore, a single track French program should not be compared to other public schools. The highlighted scores in Table 3 are those scores that were higher than the provincial average. In School District 57, about two thirds of the schools improved above the provincial average. One year of data may not mean much but if a school is consistently scoring higher every year, then that school is succeeding.

Table 3: Score Difference from Grade 4 to 7

| | Reading | | Writing | | Numeracy |
|--------------------------|---------|-----------------------|---------|-----------------------|----------|
| 1 Valemount | 72 | Peden Hill | 137 | Cedars Christian | 62 |
| 2 Quinson | 71 | Highglen Montessori | 111 | Van Bien | 47 |
| 3 Peden Hill | 70 | College Heights | 109 | Beverly | 36 |
| 4 Van Bien | 67 | Quinson | 59 | Valemount | 18 |
| 5 St Mary's | 59 | Lac des Bois | 53 | Heritage | 6 |
| 6 Cedars Christian | 49 | Valemount | 51 | Spruceland | 5 |
| 7 Highglen Montessori | 43 | St Mary's | 49 | Immaculate Conception | 3 |
| 8 Lac des Bois | 30 | Spruceland | 49 | Hart Highlands | 3 |
| 9 Vanway | 27 | Cedars Christian | 45 | Morfee | 3 |
| 10 College Heights | 25 | Heritage | 45 | St Mary's | 0 |
| 11 Foothills | 24 | Harwin | 44 | Quinson | 0 |
| 12 Glenview | 22 | Pinewood | 42 | College Heights | -1 |
| 13 Westwood | 21 | Beverly | 42 | Glenview | -3 |
| 14 Hart Highlands | 20 | Malaspina | 41 | Vanway | -6 |
| 15 Edgewood | 18 | Van Bien | 34 | Highglen Montessori | -8 |
| 16 Immaculate Conception | 16 | Immaculate Conception | 24 | Pinewood | -9 |
| 17 Spruceland | 16 | Morfee | 11 | Malaspina | -20 |
| 18 Malaspina | 7 | Edgewood | -1 | Lac des Bois | -23 |
| 19 Heritage | 2 | Vanway | -7 | Foothills | -25 |
| 20 Pinewood | 1 | Glenview | -7 | Edgewood | -28 |
| 21 Harwin | -1 | Hart Highlands | -18 | Peden Hill | -34 |
| 22 Morfee | -6 | Southridge | -26 | Ron Brent | -37 |
| 23 Heather Park | -20 | Foothills | -26 | Westwood | -40 |
| 24 Beverly | -21 | Ron Brent | -33 | Southridge | -43 |
| 25 Southridge | -25 | Heather Park | -41 | Harwin | -47 |
| 26 Ron Brent | -25 | Westwood | -63 | Heather Park | -50 |
| 27 Blackburn | -44 | Blackburn | -103 | Blackburn | -51 |

Figure 6 shows the five year trend in Grade 7 numeracy scores at select schools in Prince George compared to the provincial average. This figure shows that scores across the province have been gradually decreasing. Southridge School's grade 7 numeracy scores has been decreasing at a rate similar to the provincial average but Blackburn and Westwood has been decreasing at a faster rate. Vanway has shown an increase in trend especially in the past two years. Provincial trends for reading, writing and numeracy are provided in the appendix at the end of this report.

Figure 6

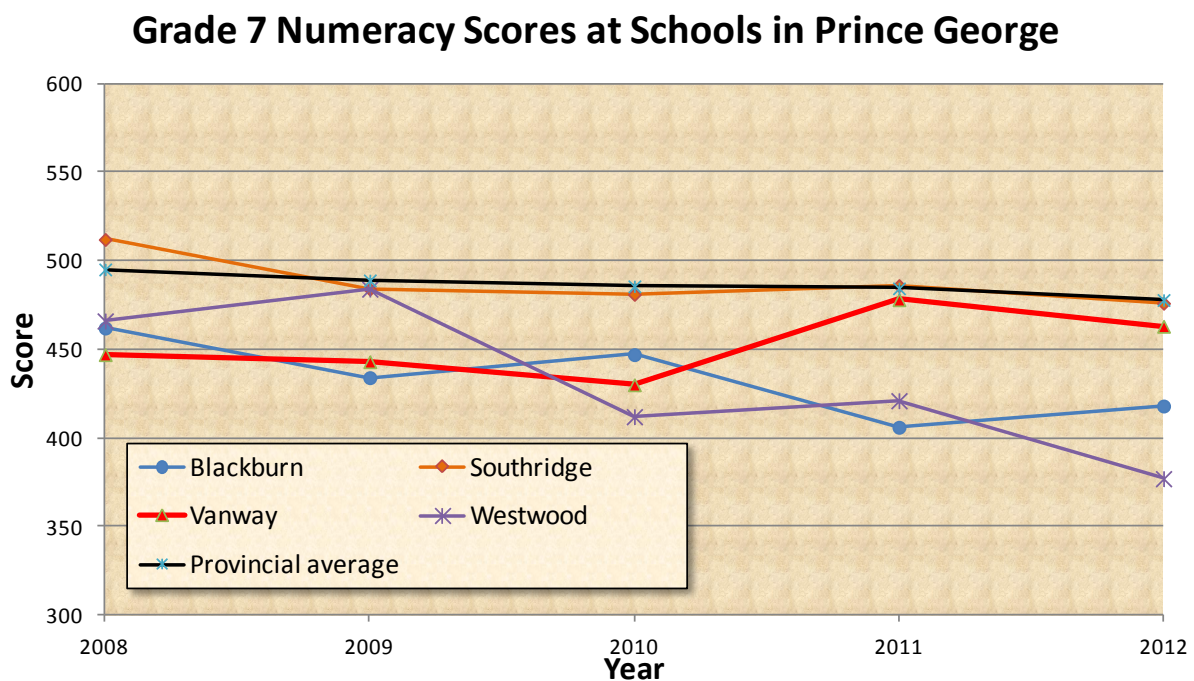
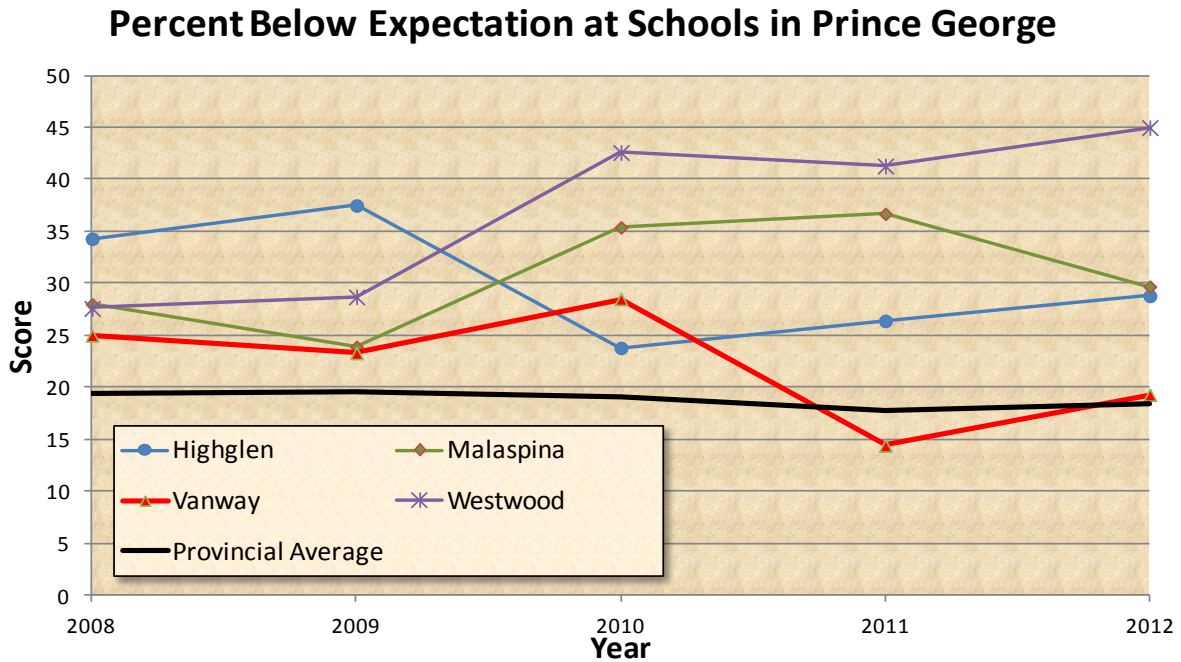


Figure 7 shows the five year trend in the percent of students below expectation at select schools in Prince George compared to the provincial average. The trend shows that the percent of students below expectation in the province has been improving. Both Vanway and Highglen have shown an improvement over the last five years but Westwood and Malaspina have shown increases in the percent of student's not meeting expectation. In fact, the percent of students not meeting expectation in Westwood has increased by as much as 60% over the past five years. Sometimes reasons for trends are uncontrollable (change in catchment areas) but all trends (especially sudden changes) should be examined.

Figure 7



Trends, comparing SD57 grade 4 and 7 scores in reading, writing and numeracy with the provincial averages are shown in Figures A-40, A-41, and A-42 in the Appendix. 2012 scores in numeracy and reading increased in SD57 from 2011 for both grade 4 and 7, whereas the provincial averages decreased slightly or remained the same.

Conclusion:

The Fraser Institute's "Report Card on British Columbia's Elementary Schools" is not a "Report Card on Schools". It is just a compilation of data showing how well students are doing in each school and it may not indicate how well students are being taught. For a proper report card on schools all factors (i.e., family income, percent of special needs or ESL, location and family education) need to be considered in the overall rating.

Parents need to be aware that there is a difference between the FSA (Foundation Skills Assessment) exams and the Fraser Institute reports. The FSA exams are administered by the Ministry of Education, whereas the Fraser Institute reports are summaries of the exam results and have nothing to do with the purpose of the FSA exams.

Parents should not use the Fraser Institute report to determine which school to enroll their children. If comparing schools, one needs to have a good understanding of each school in order to know which schools should be compared.

The method used to determine how well students should be doing in each school based on average family income for that school needs to be reassessed. It may be better to base it on a logarithmic curve rather than a straight line.

The Fraser Institute report can be used to help determine strengths as well as what needs to be improved at each school. There is more to the Fraser Institute report than the ranking table at the end.

There appears to be many Master's theses that could be derived from the Fraser Institute report or the FSA exam scores. The SD57 should be working with education department at UNBC on this.

There are several options:

- 1) Schools can modify their education approach on the FSA exams to help students score better so the Fraser Institute “Report Card” makes their schools look prettier, or



- 2) Schools can continue to bury their head in the sand every year when this report is released, or



- 3) Review and interpret the Fraser Institute report in detail. Schools may start realizing the value of the report and that there is a lot more information in it than they realized. Schools may then see this report is more valuable than originally thought and they should start taking advantage of it.

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APPENDIX

Figures A-1 to A-6 show the Grade 4 and 7 scores for the province and SD47 schools based on average family income. These figures show a correlation between scores and average family income in all test results.

Figures A-7 to A-9 show the improvements in Grade 4 to 7 scores for the province and SD47 schools based on average family income. These figures show no correlation between student's rate of improvement and average family income in any test result.

Figures A-10 to A-13 show other factors (i.e., Percent of ESL, special needs or below expectations) for the province and SD47 schools based on average family income, showing a strong correlation in all figures.

Figures A-14 to A-16 show the improvements in Grade 4 to 7 scores for the province and SD47 schools based on classroom size. These figures show no correlation between student's rate of improvement and size of the classroom.

Figures A-17 and A-18 show the percent of special need students and below expectations, respectively, for the province and SD47 schools based on classroom size. Figure A-17 shows that smaller classrooms tend to have a higher percent of special needs students. Only a weak correlation was noted for those below expectations.

Figures A-19 to A-24 show Grade 4 and 7 scores for the province and SD47 schools based on the percent of special needs students. These figures show a correlation between scores and schools with a higher percent of special needs students.

Figure A-25 shows the percent below expectations for the province, northern BC and SD47 schools based on the percent of special needs students, showing a strong correlation.

Figures A-26 to A-31 shows the grade 4 and 7 scores for SD47 and schools in Northern Interior BC based on average family income. Again, these figures show a correlation between scores and average family income in all test results. Notice the increase in the number of schools in SD57 above the average, for grade 7 scores compared to grade 4 scores.

Figures A-32 to A-35 show other factors for SD47 and schools in Northern Interior BC based on average family income. There is a higher percent of ESL students in SD57 compared to other school districts in northern interior BC.

Figure A-36 shows the percent of students below expectations for SD47 and schools in Northern Interior BC based on percent of special needs students in each school.

Figures A-37 to A-39 show the Grade 7 scores for schools in Interior/coastal BC based on latitude. This was to check whether lack of sunlight affected student's ability in schools during the winter. Grade 4 scores show very little correlation and was not provided. The increase in scores for latitudes greater than 55 degrees could be due the Peace region having fewer clouds (hence more bright hours of sunlight) in winter than communities in valleys in central B.C.

Table A1- to A-3 summarizes the 2012 scores and other statistics for schools in SD57

Figures A-40 to A-42 show the five year trend in scores for the province compared to SD57.

Figure A-43 shows the percent of schools in B.C. with a high percent of special needs students based on classroom size. A higher percent of smaller schools have more special needs students.

Figure A-1

Grade 4 Reading Scores in BC Schools Based on Average Family Income

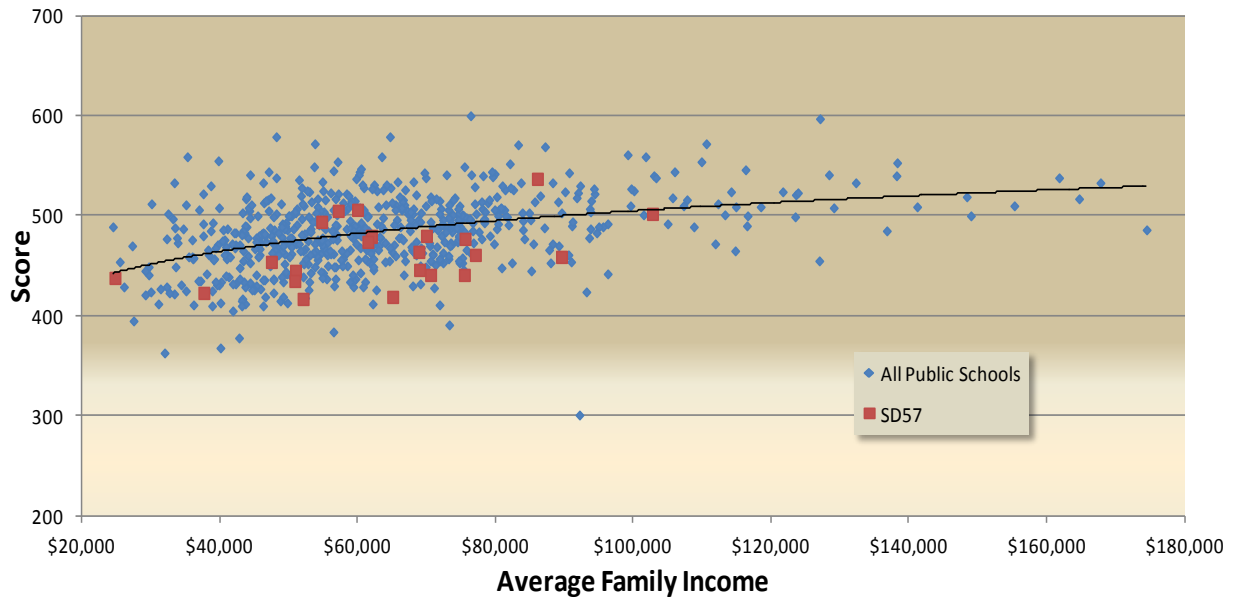


Figure A-2

Grade 7 Reading Scores in BC Schools Based on Average Family Income

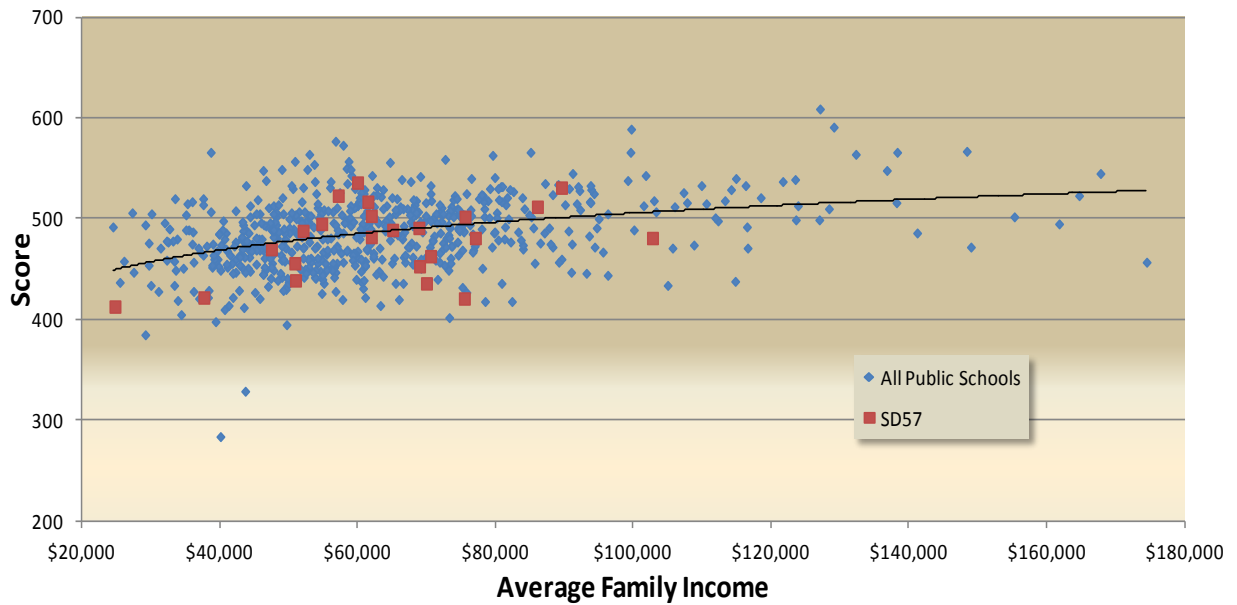


Figure A-3

Grade 4 Writing Scores in BC Schools Based on Average Family Income

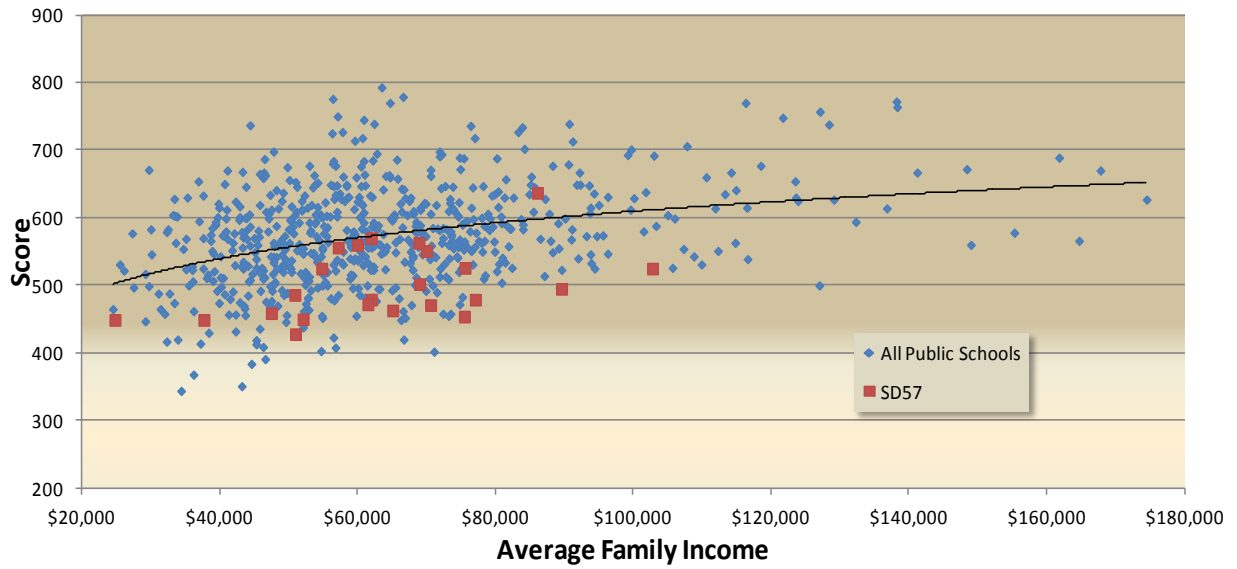


Figure A-4

Grade 7 Writing Scores in BC Schools Based on Average Family Income

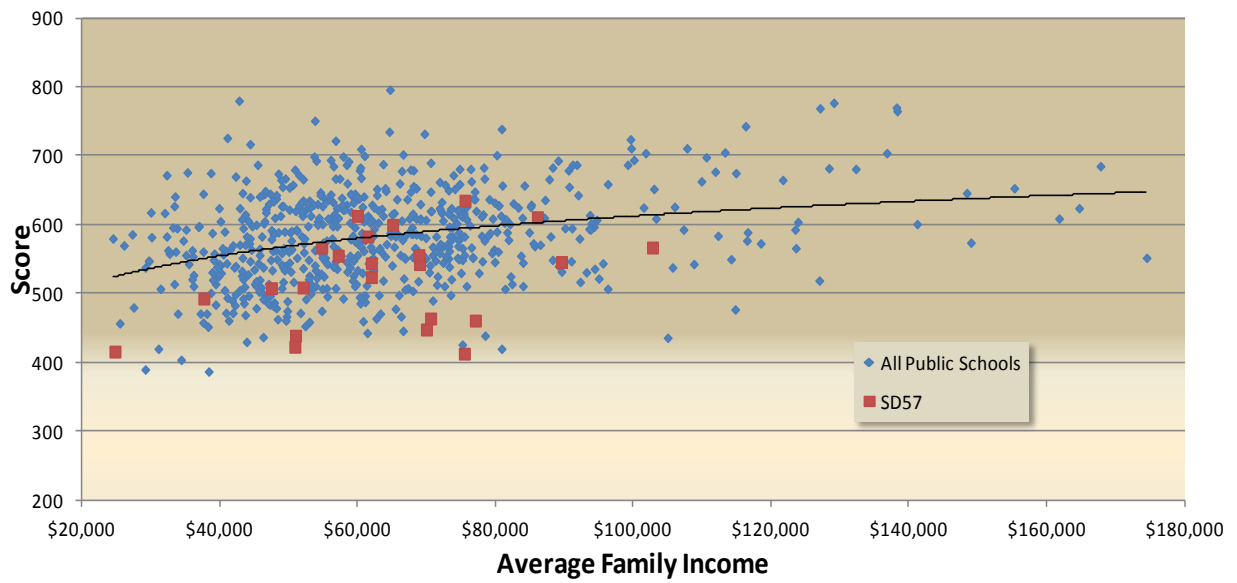


Figure A-5

Grade 4 Numeracy Scores in BC Schools Based on Average Family Income

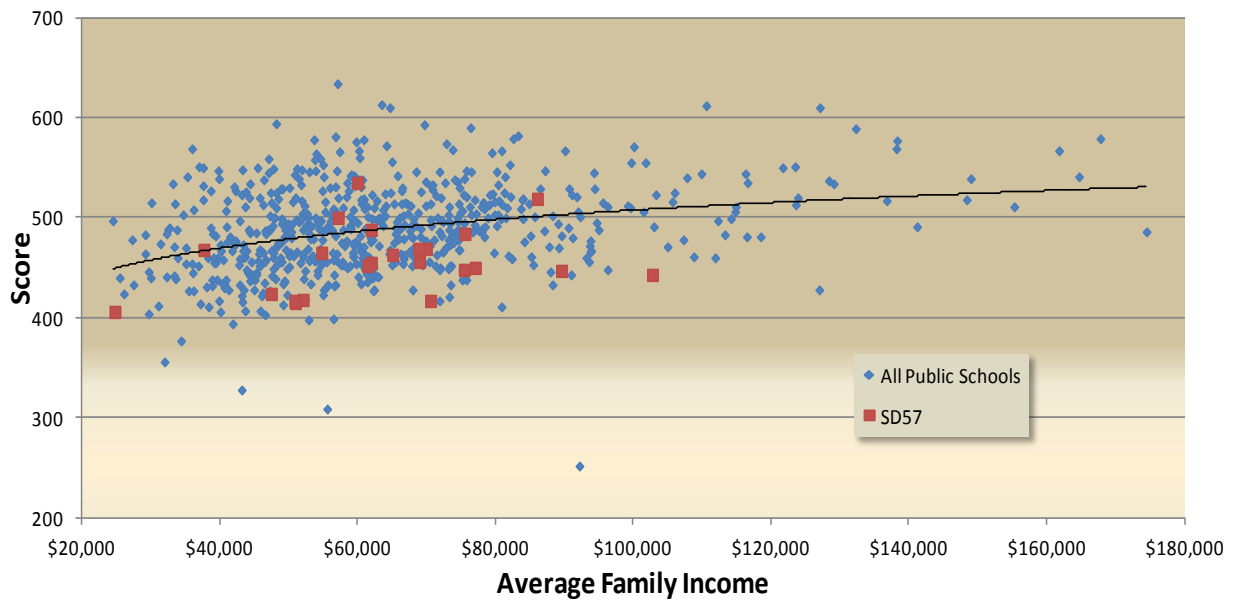
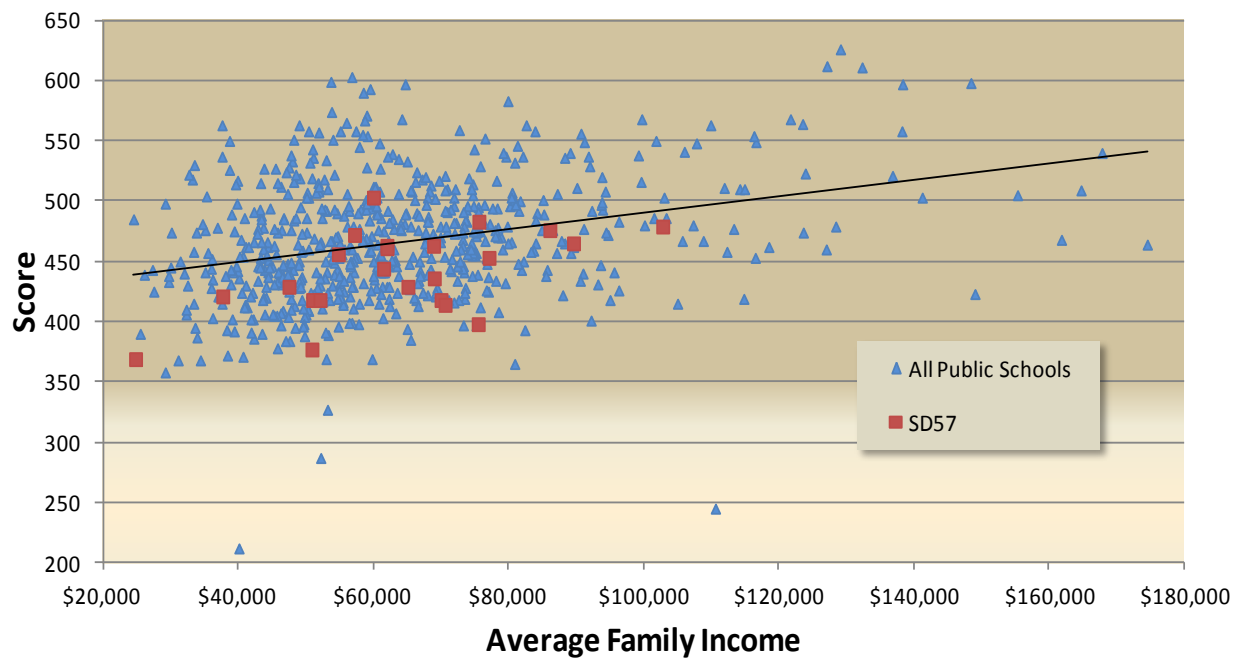


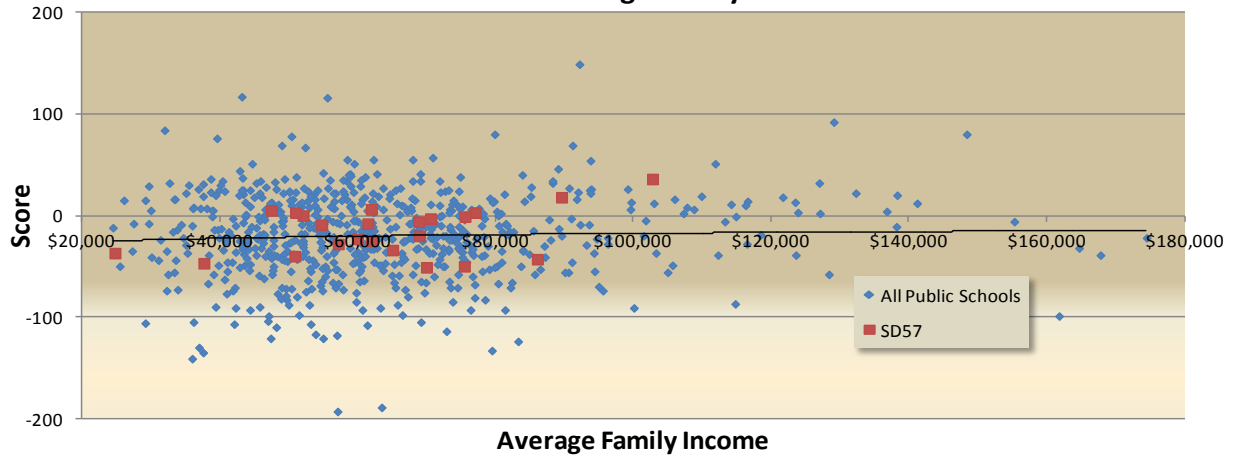
Figure A-6

Grade 7 Numeracy Scores in BC Schools Based on Average Family Income

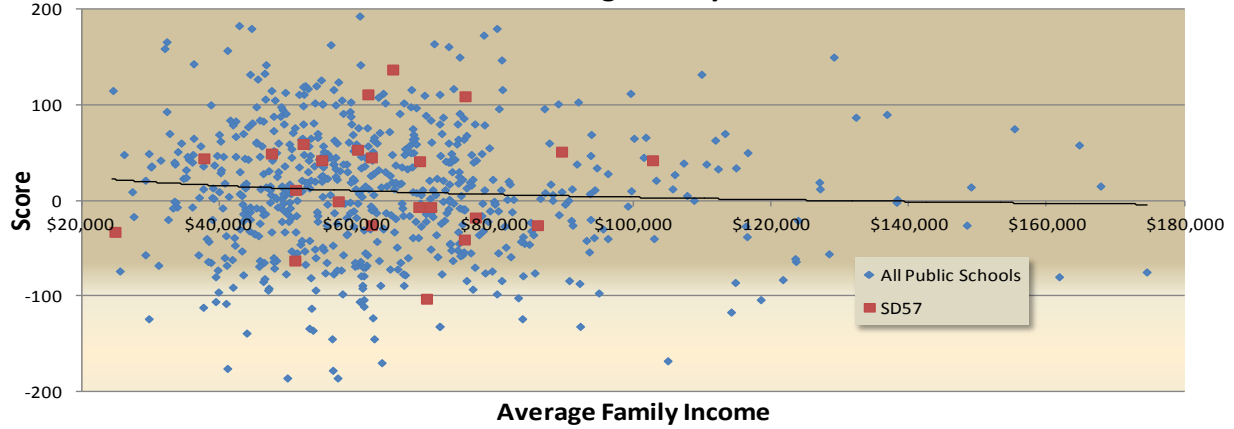


Figures A-7, A-8, A-9

Improvements in Grade 4 to Grade 7 Numeracy Scores in BC Schools Based on Average Family Income



Improvements in Grade 4 to Grade 7 Writing Scores in BC Schools Based on Average Family Income



Improvements in Grade 4 to Grade 7 Reading Scores in BC Schools Based on Average Family Income

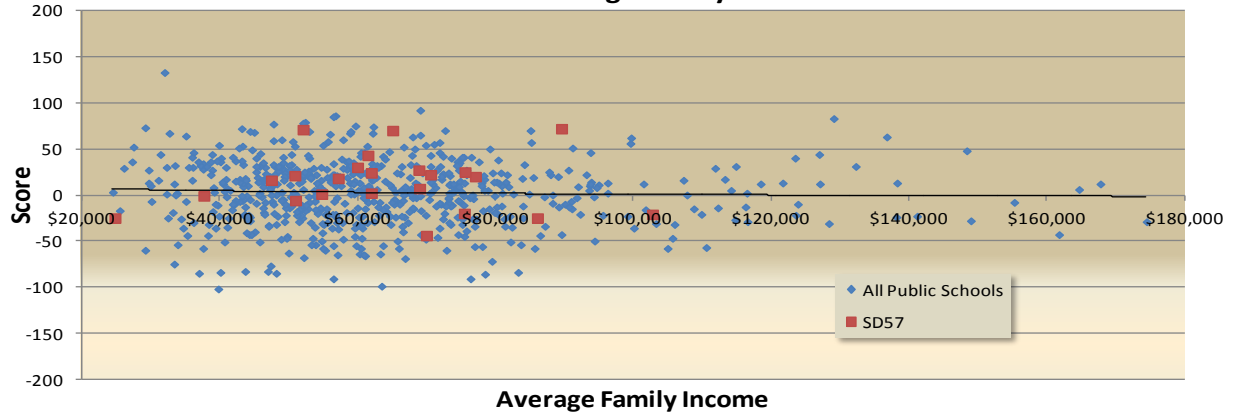


Figure A-10

Percent of ESL students in BC Schools Based on Average Family Income

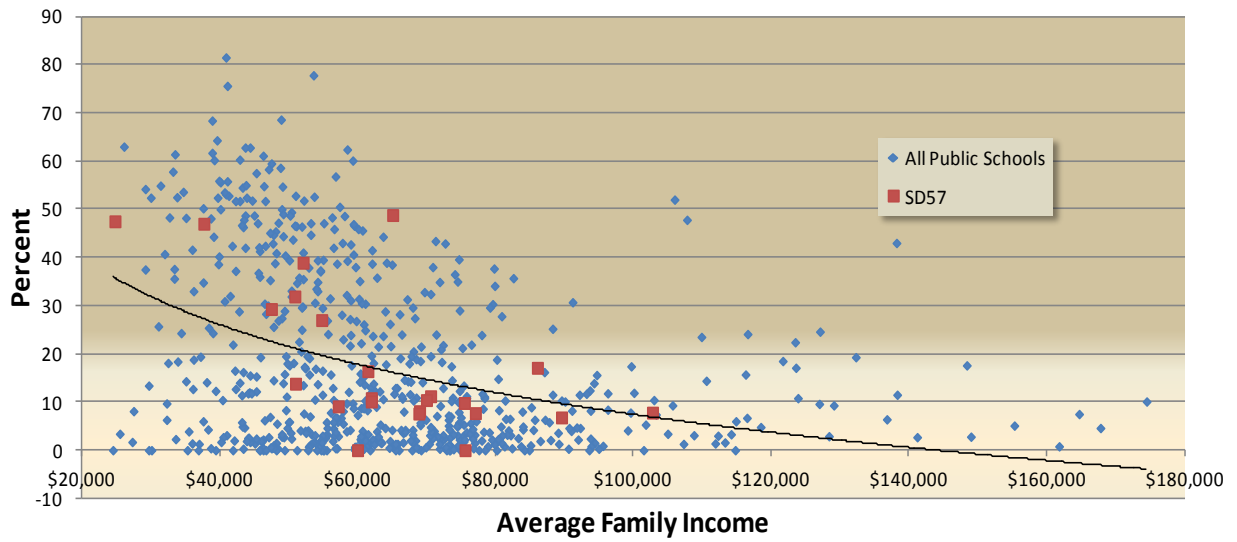


Figure A-11

Percent of Special Needs students in BC Schools Based on Average Family Income

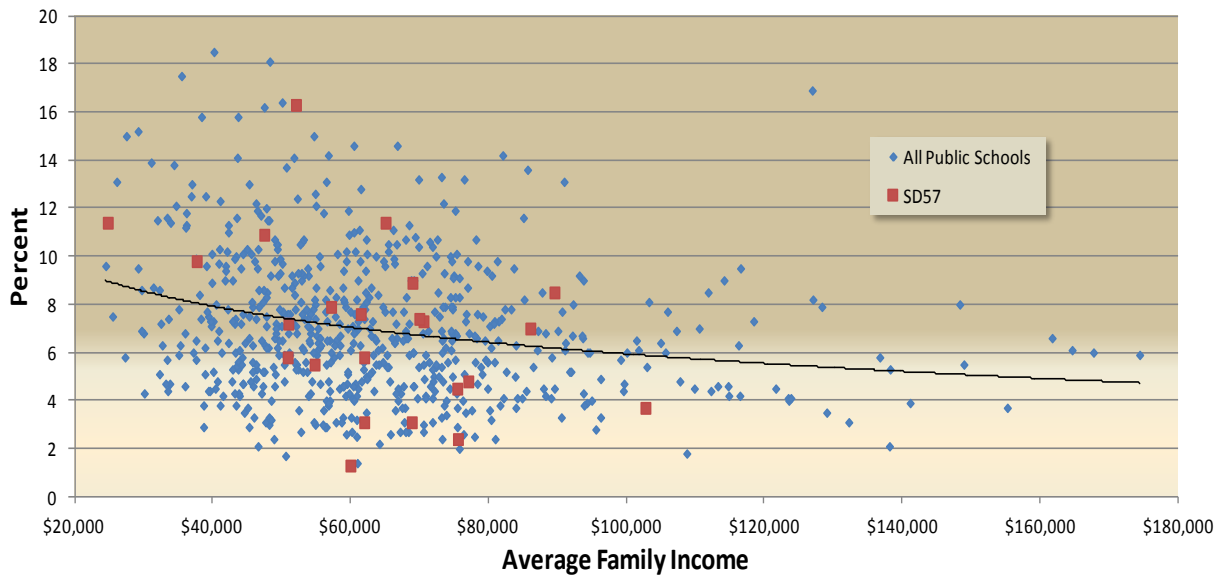


Figure A-12

Percent of Test not Written in each BC Schools Based on Average Family Income

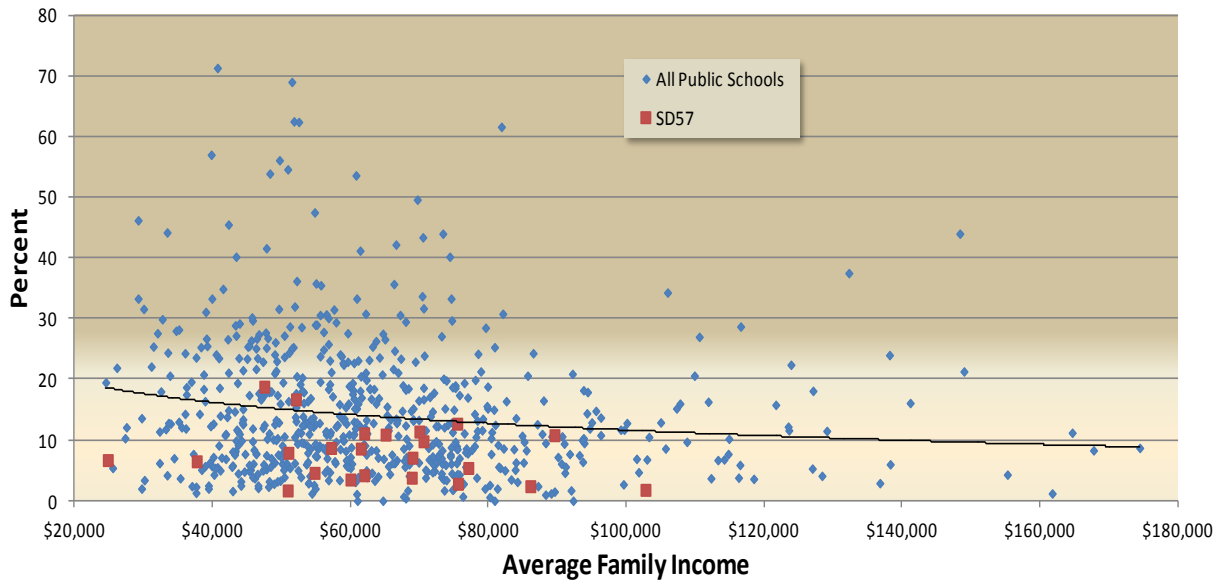
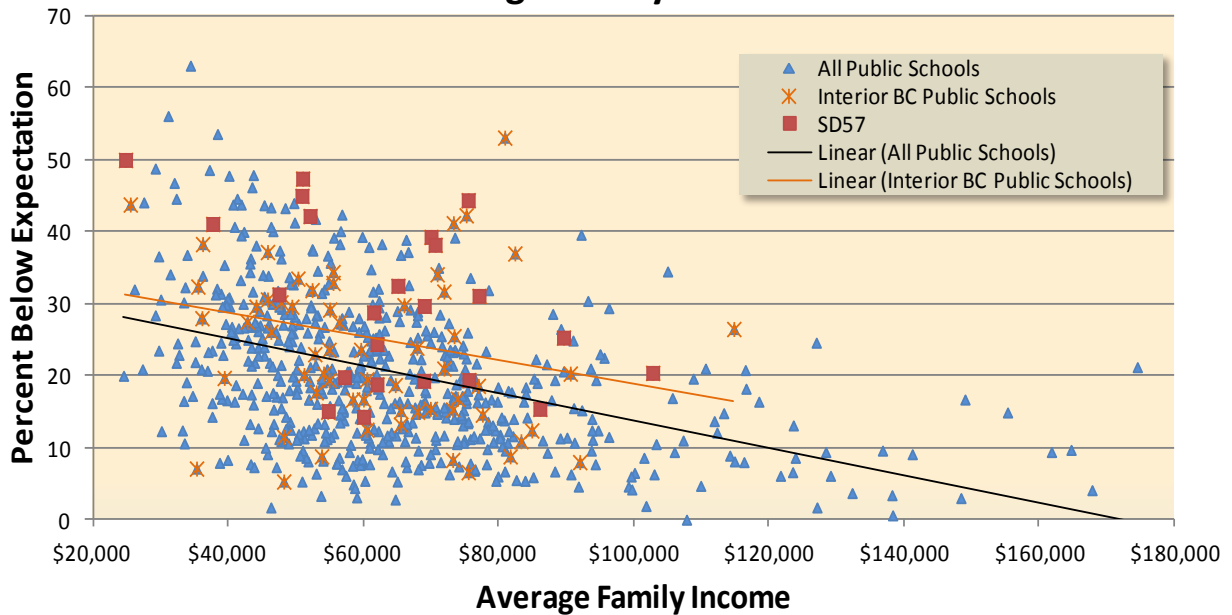


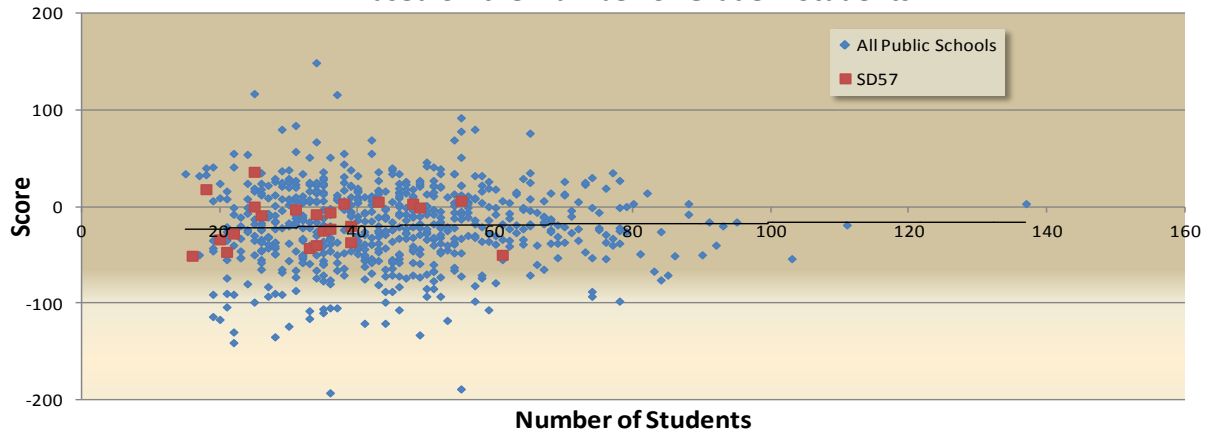
Figure A-13

Percent Below Expectation in BC Schools Based on Average Family Income

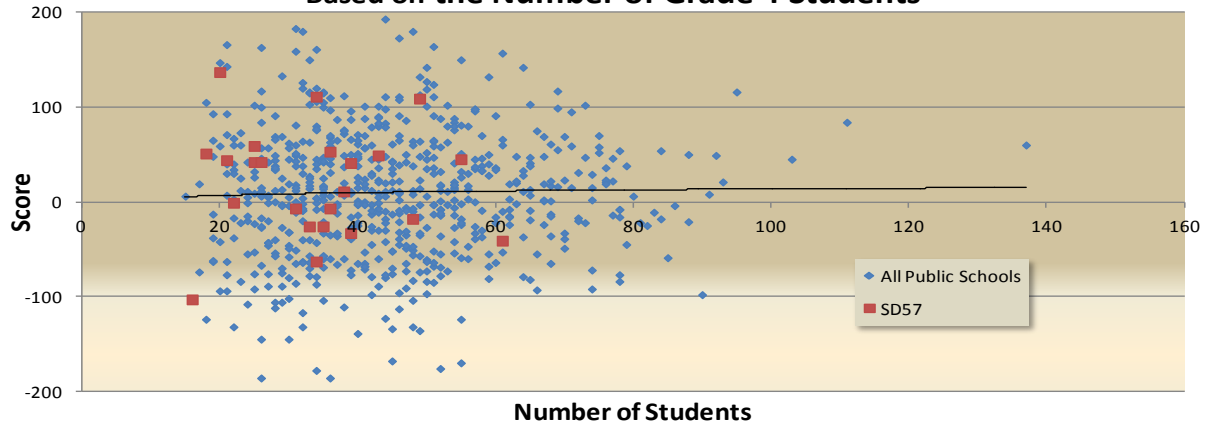


Figures A-14, A-15, A-16

Improvements in Grade 4 to Grade 7 Numeracy Scores in BC Schools Based on the Number of Grade 4 Students



Improvements in Grade 4 to Grade 7 Writing Scores in BC Schools Based on the Number of Grade 4 Students



Improvements in Grade 4 to Grade 7 Reading Scores in BC Schools Based on the Number of Grade 4 Students

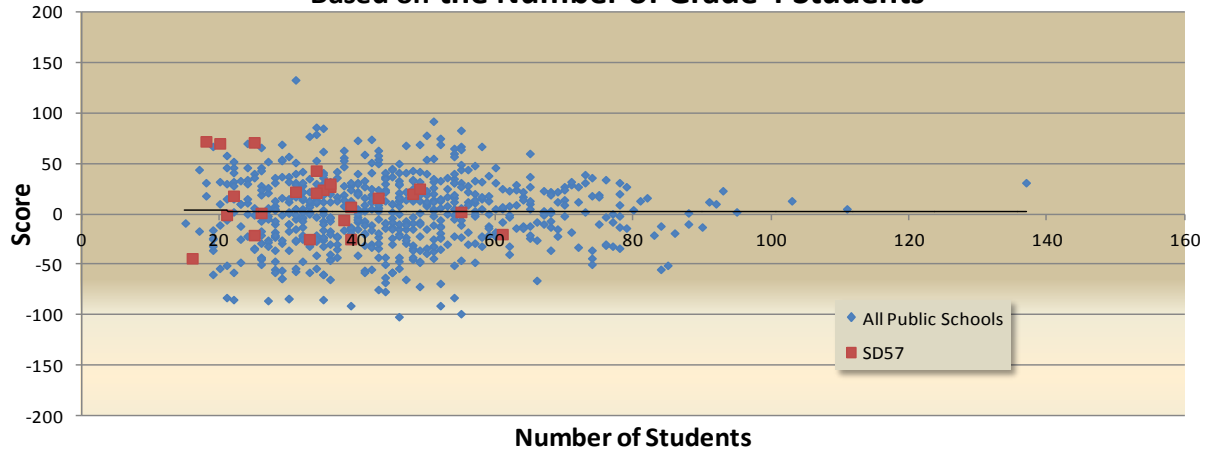


Figure A-17

Percent of Special Needs students in BC Schools Based on Classroom Size

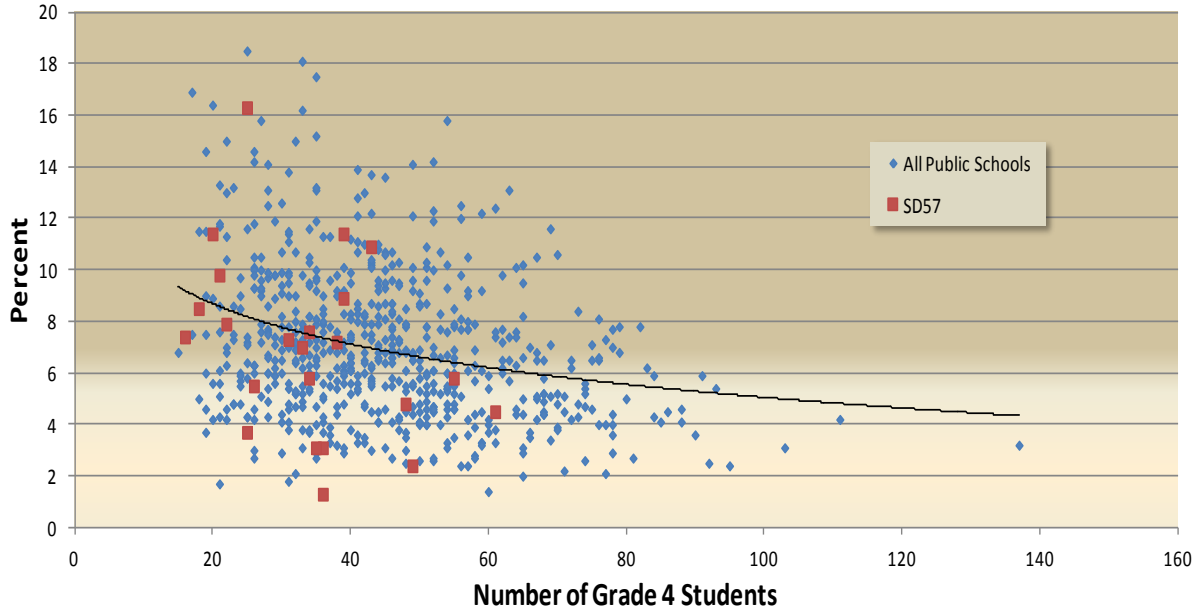


Figure A-18

Percent Below Expectations in each BC School Based on Grade 4 Enrollment

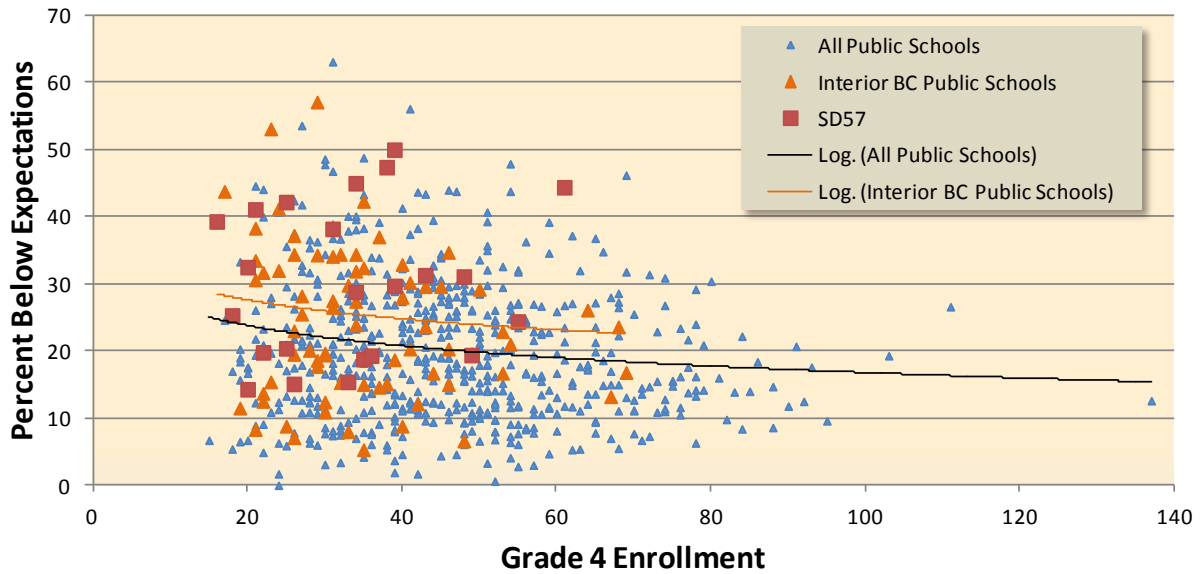


Figure A-19

Grade 4 Reading in each BC School Based on Percent of Special Needs Students

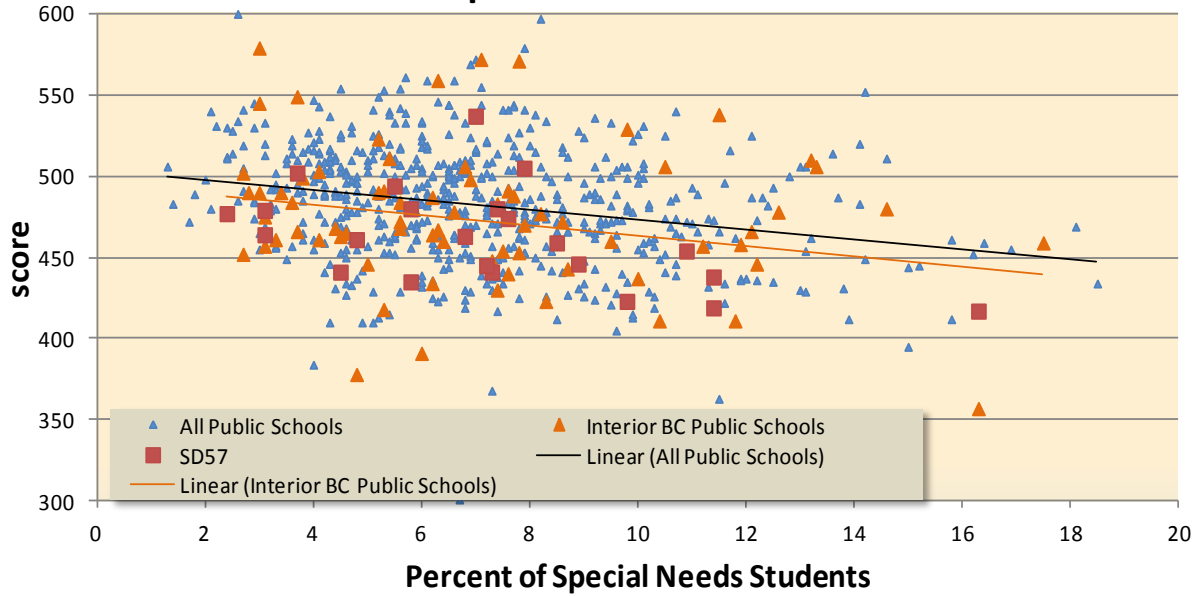


Figure A-20

Grade 7 Reading in each BC School Based on Percent of Special Needs Students

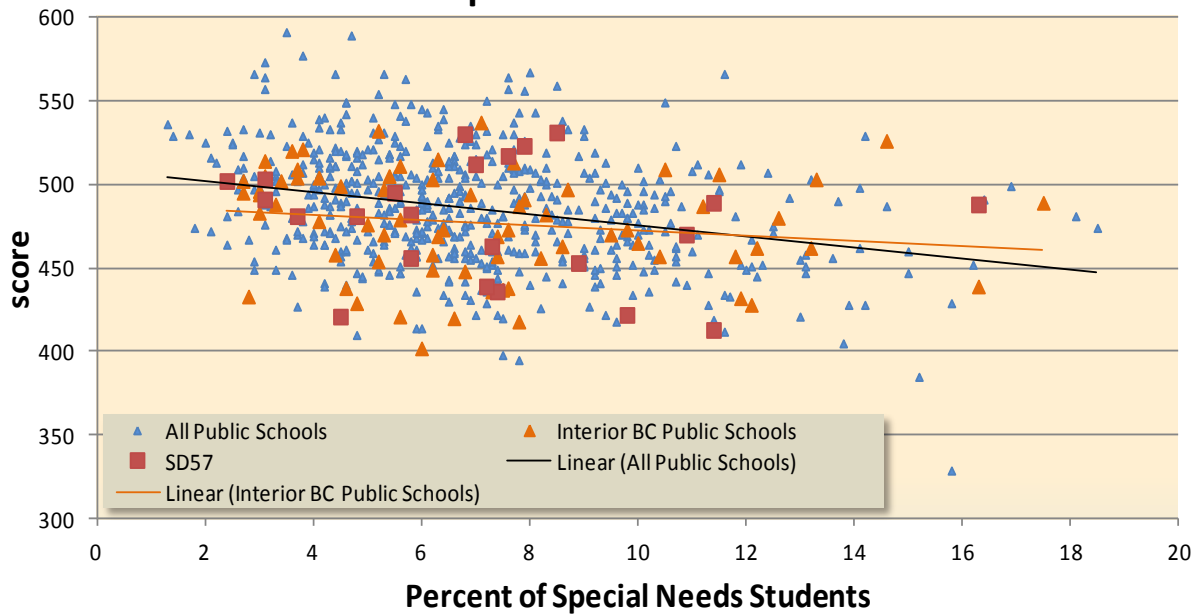


Figure A-21

Grade 4 Writing in each BC School Based on Percent of Special Needs Students

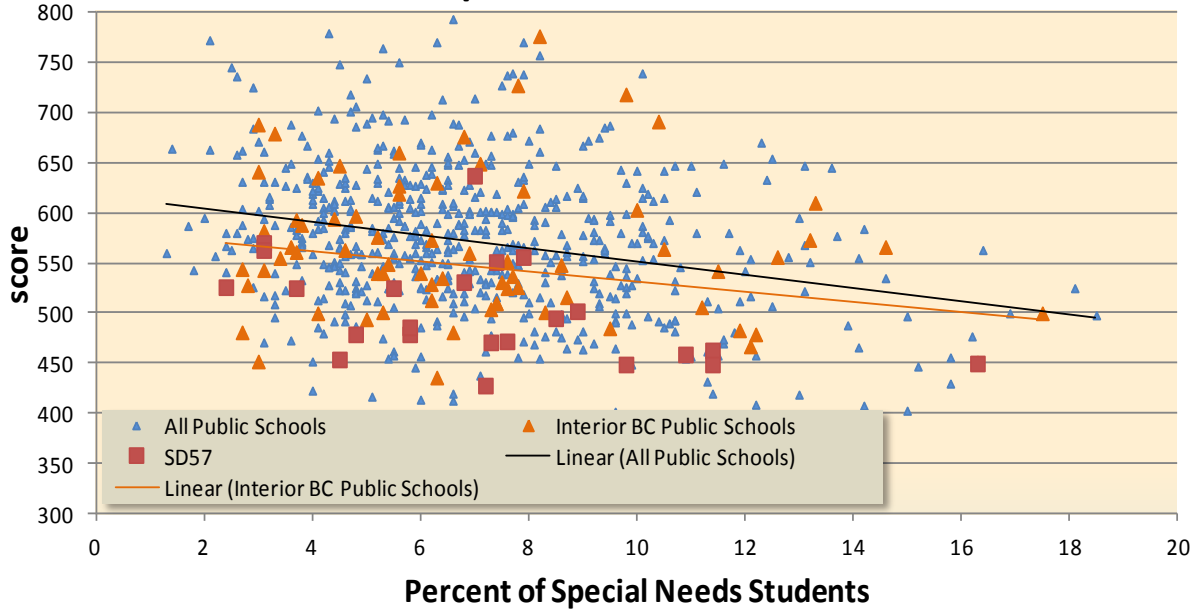


Figure A-22

Grade 7 Writing in each BC School Based on Percent of Special Needs Students

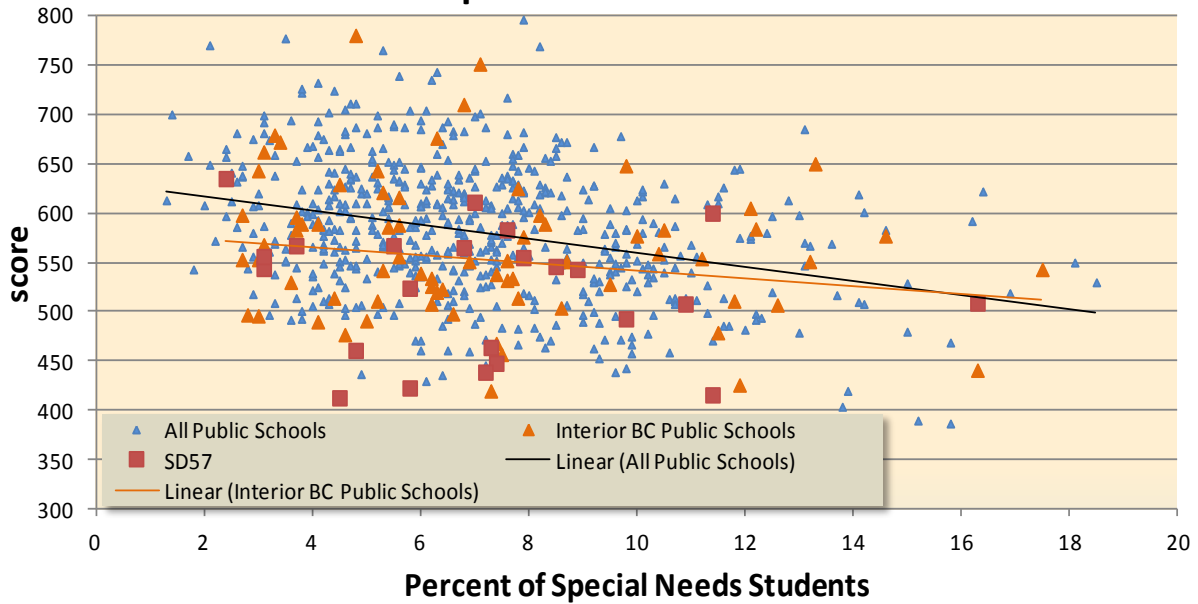


Figure A-23

Grade 4 Numeracy in each BC School Based on Percent of Special Needs Students

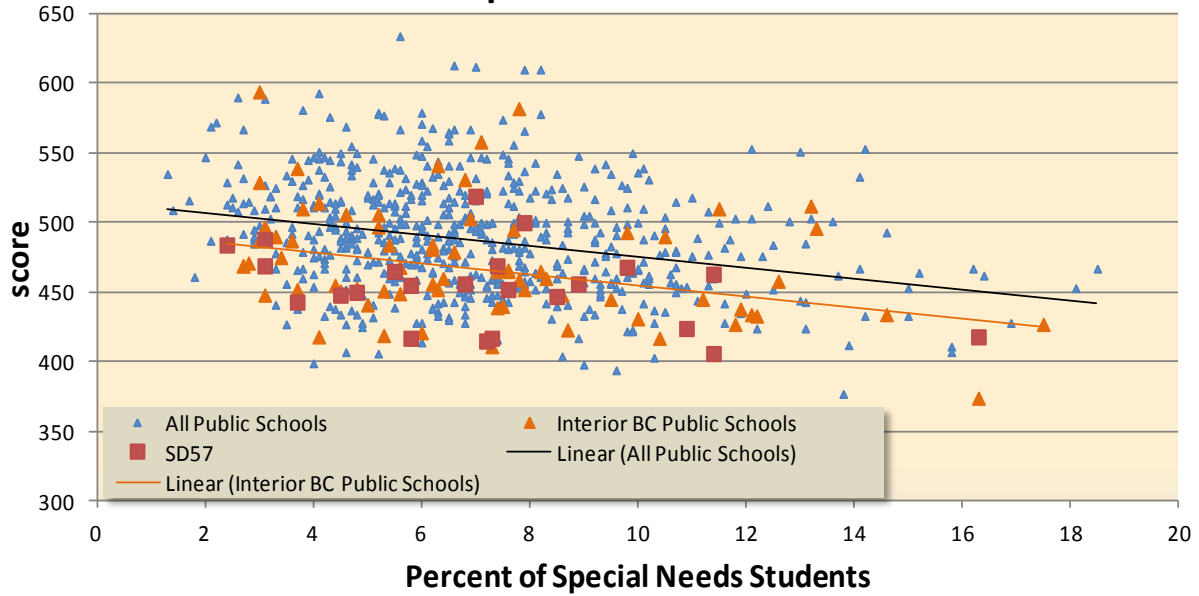


Figure A-24

Grade 7 Numeracy in each BC School Based on Percent of Special Needs Students

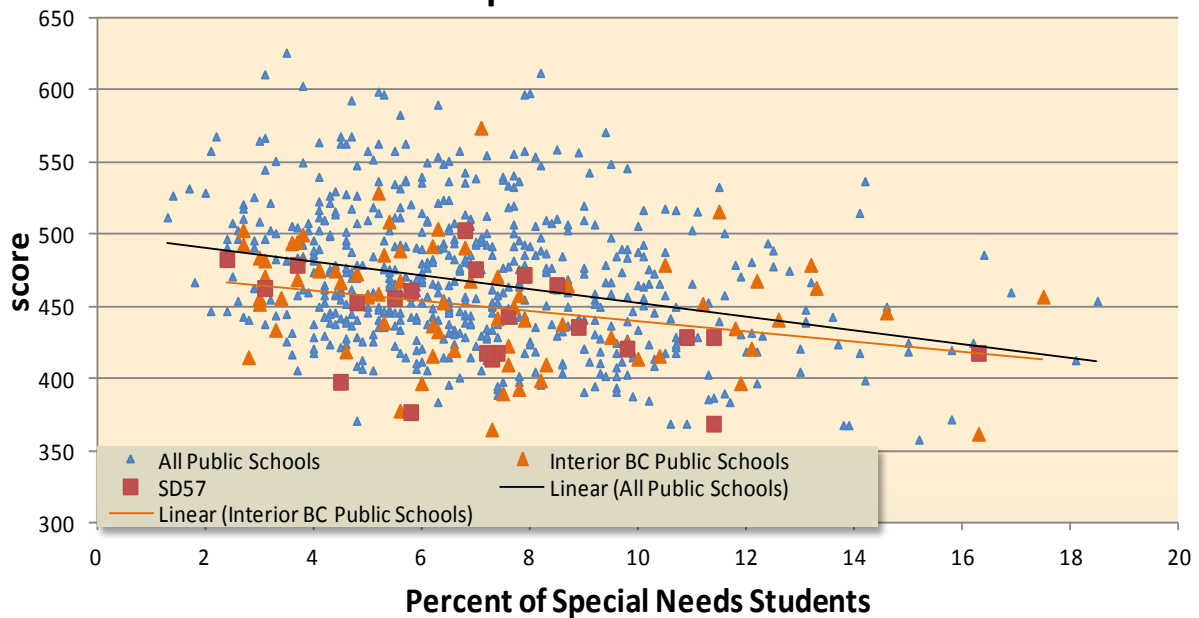


Figure A-25

Percent Below Expectation in each BC School Based on the Percent of Special Needs Students

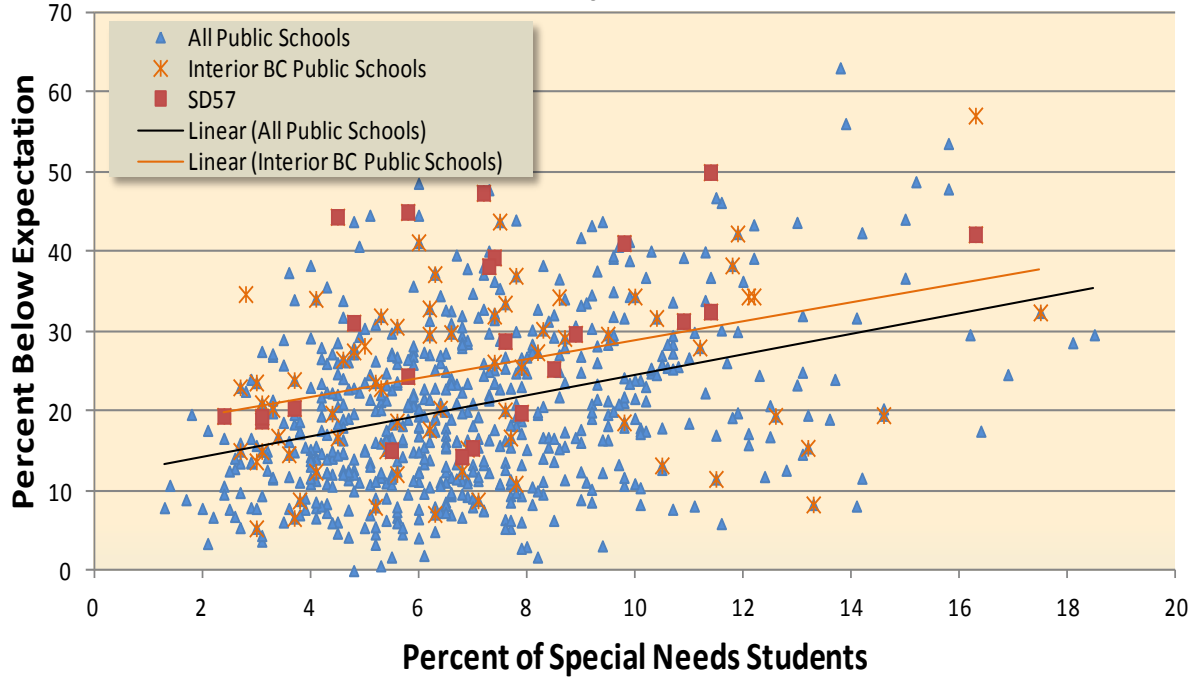


Figure A-26

Grade 4 Numeracy Score in Northern Interior BC Schools Based on Average Family Income

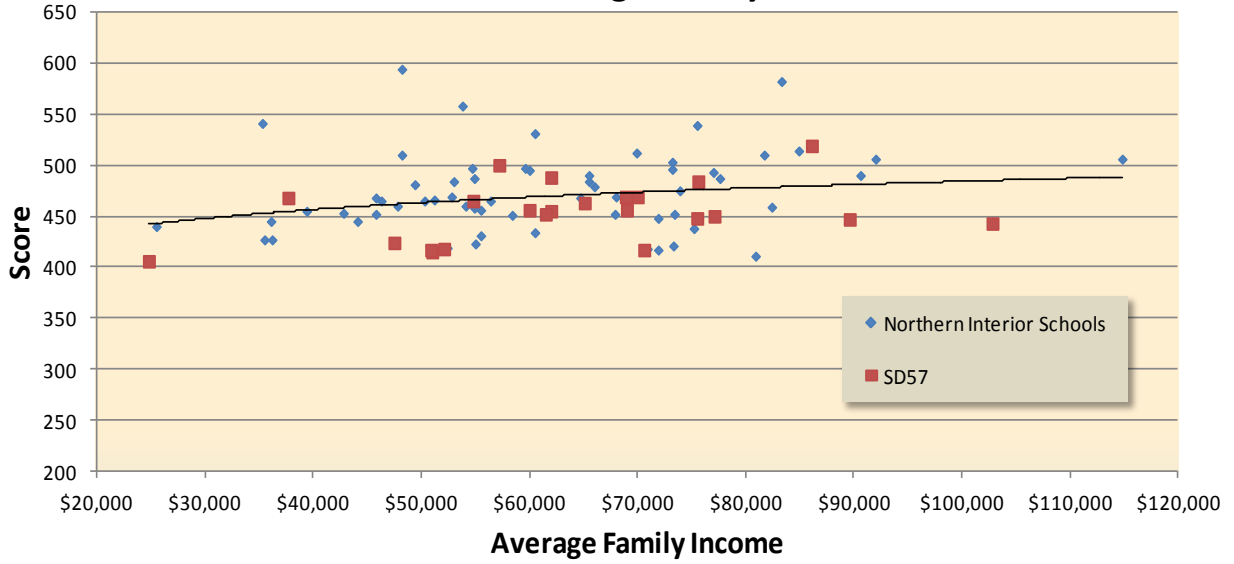


Figure A-27

Grade 7 Numeracy Score in Northern Interior BC Schools Based on Average Family Income

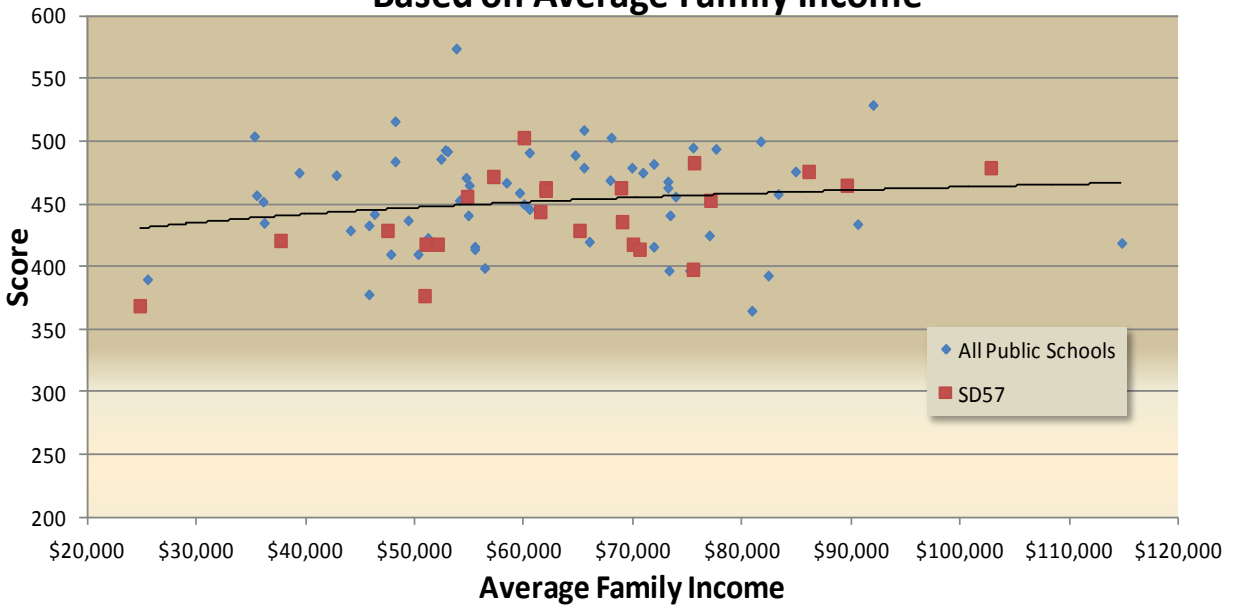


Figure A-28

Grade 4 Writing Score in Northern Interior BC Schools Based on Average Family Income

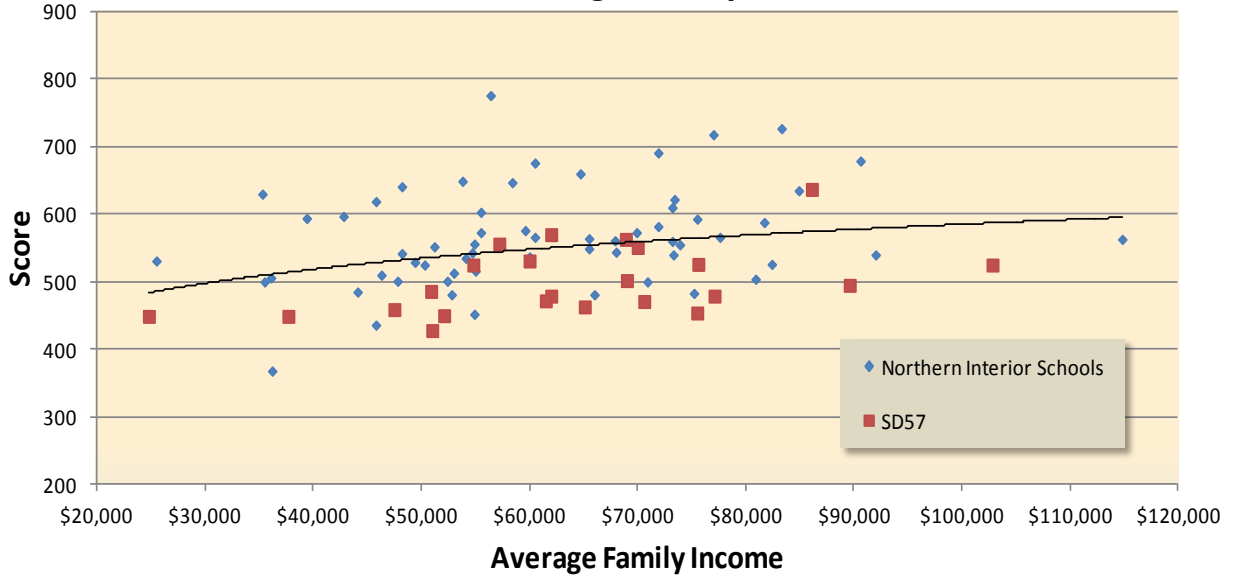


Figure A-29

Grade 7 Writing Score in Northern Interior BC Schools Based on Average Family Income

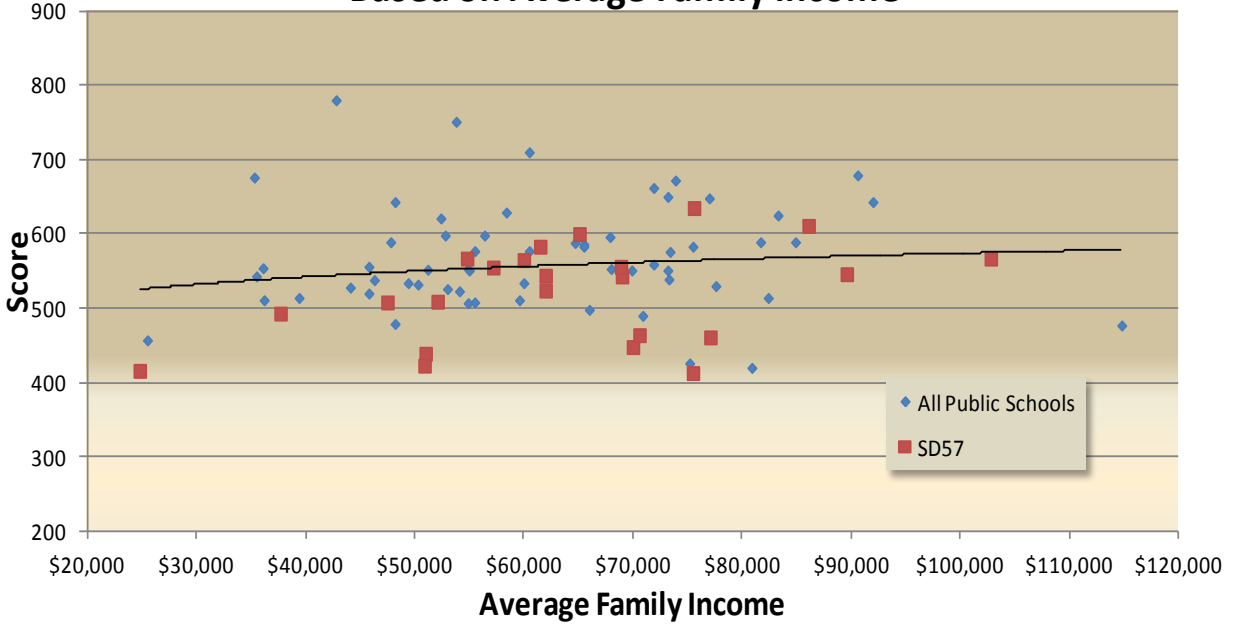


Figure A-30

Grade 4 Reading Score in Northern Interior BC Schools Based on Average Family Income

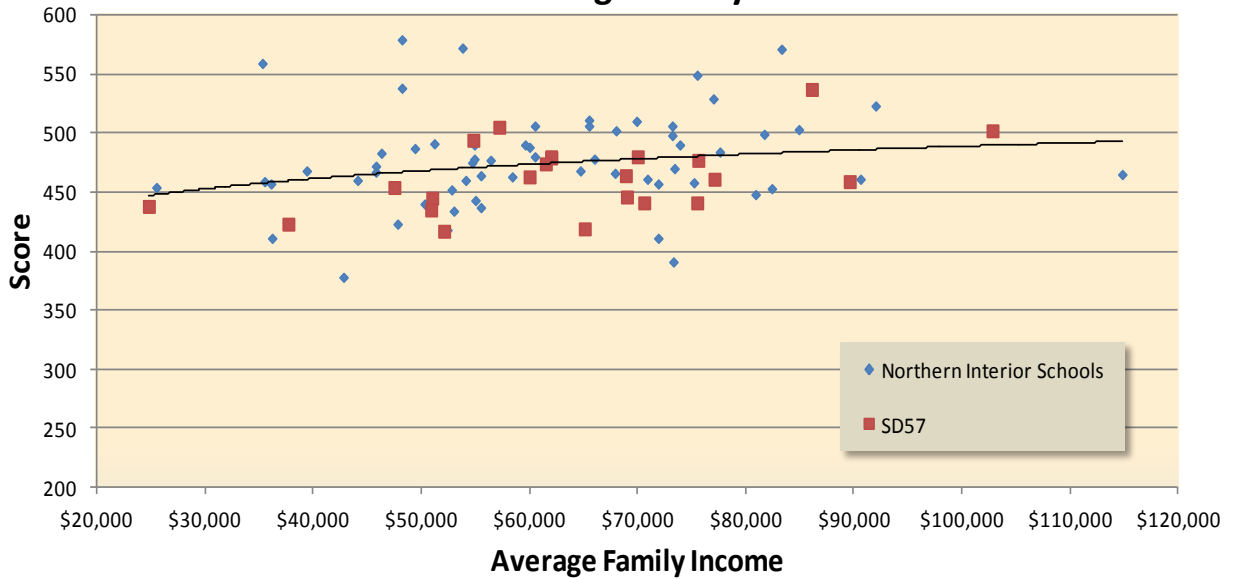


Figure A-31

Grade 7 Reading Score in Northern Interior BC Schools Based on Average Family Income

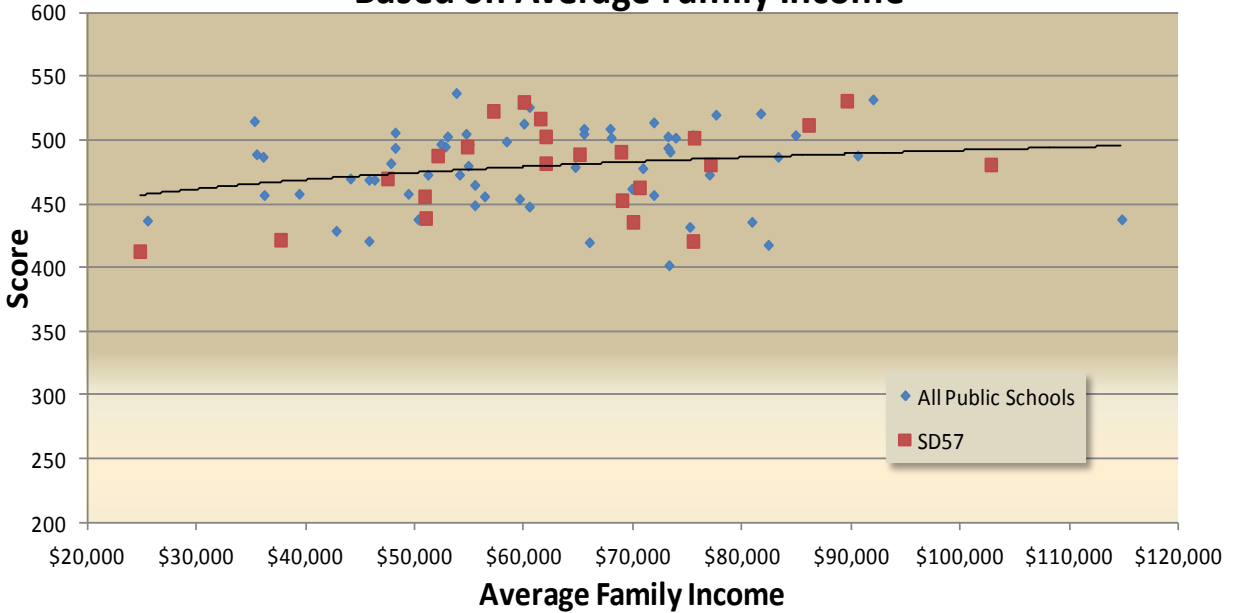


Figure A-32

Percent of ESL Students in Northern Interior BC Schools Based on Average Family Income

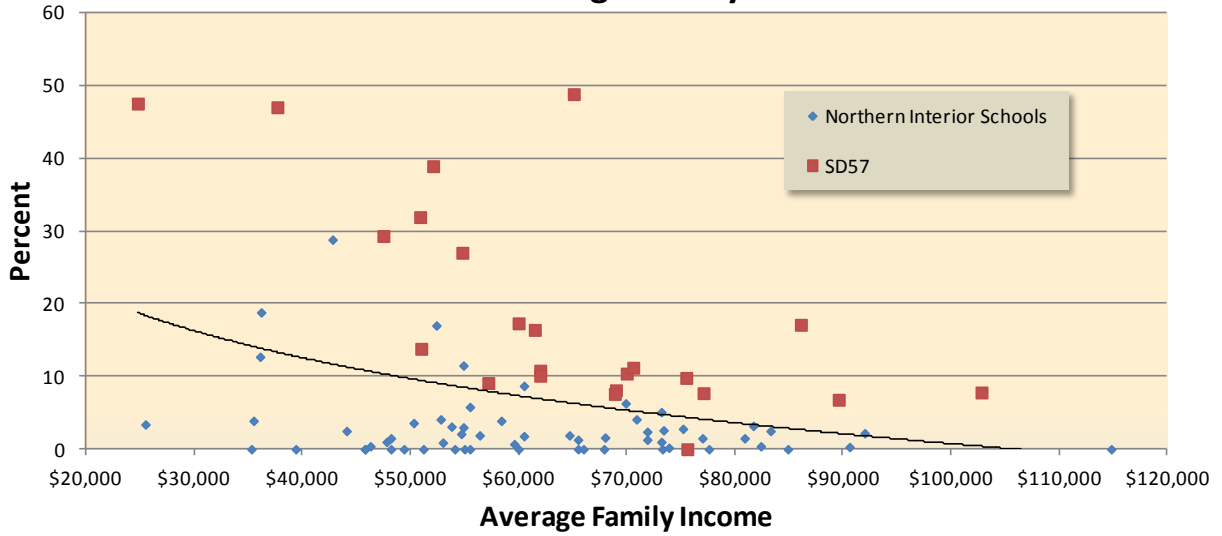


Figure A-33

Percent of Special Needs Students in Northern Interior BC Schools Based on Average Family Income

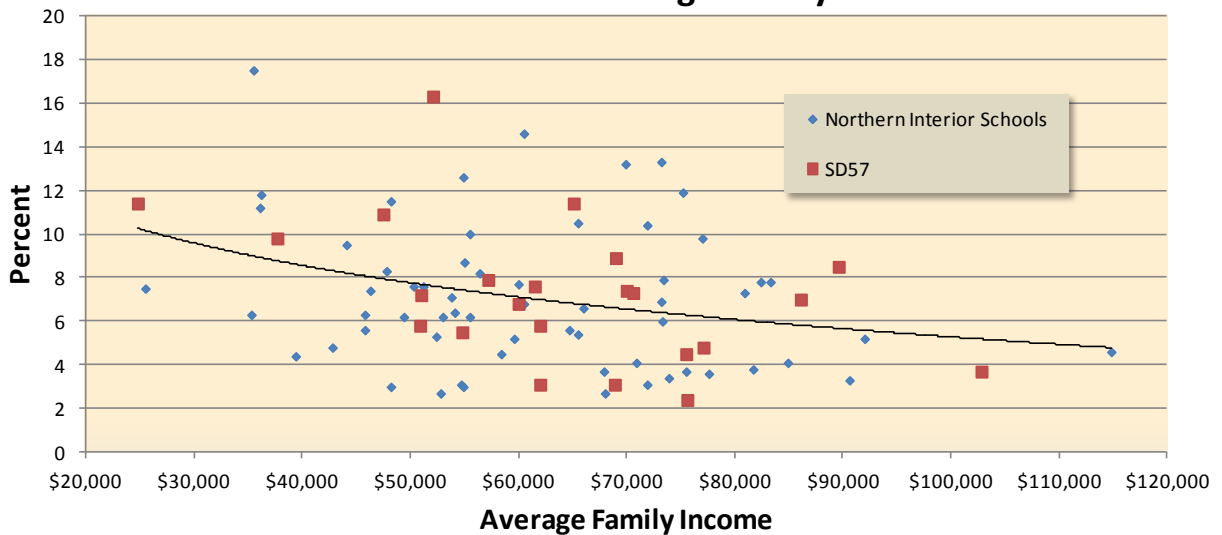
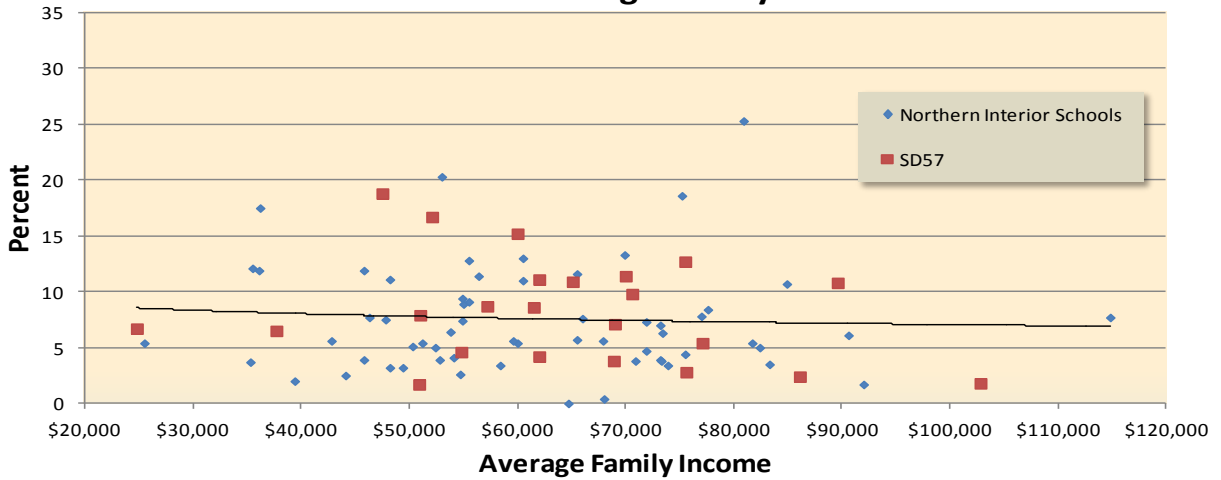
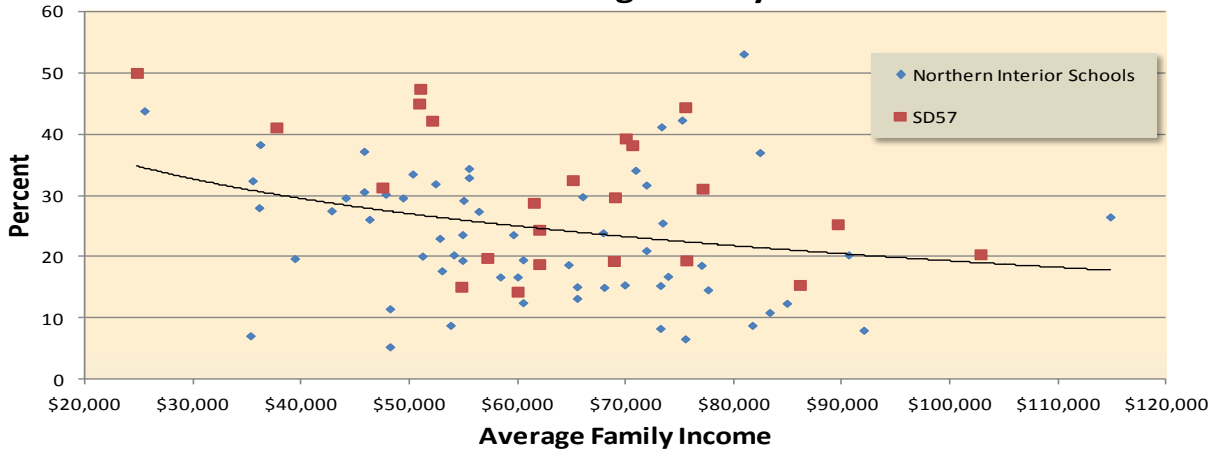


Figure A-34, A-35, A-36

Percent of Test Not Written in Northern Interior BC Schools Based on Average Family Income



Percent Below Expectation in Northern Interior BC Schools Based on Average Family Income



Percent Below Expectation in Northern Interior BC Schools Based on Percent of Special Needs Students

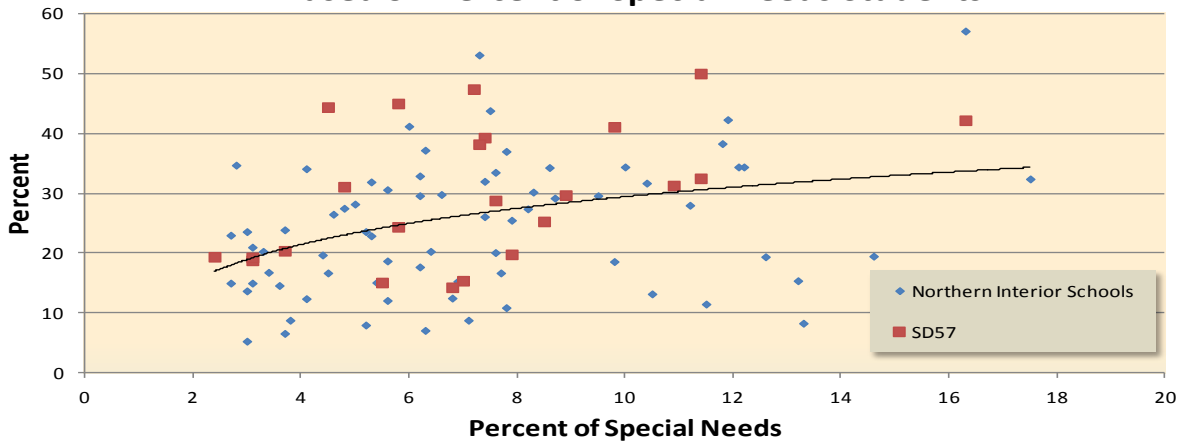


Figure A-37, A-38, A39

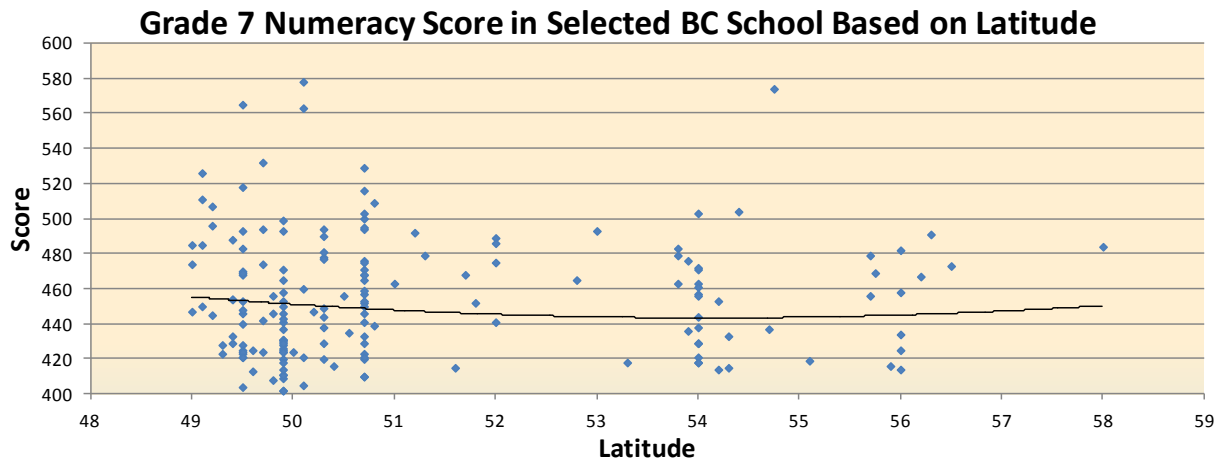
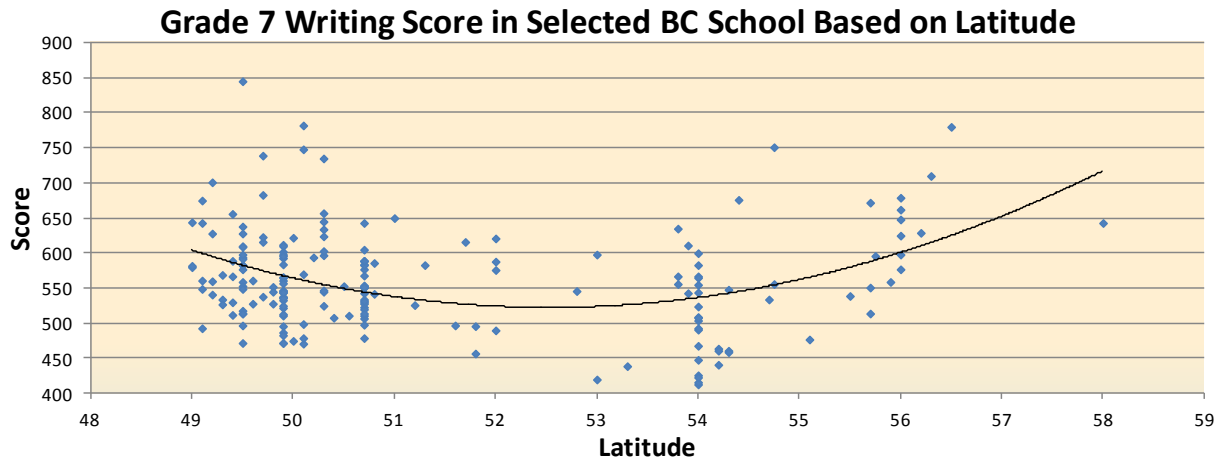
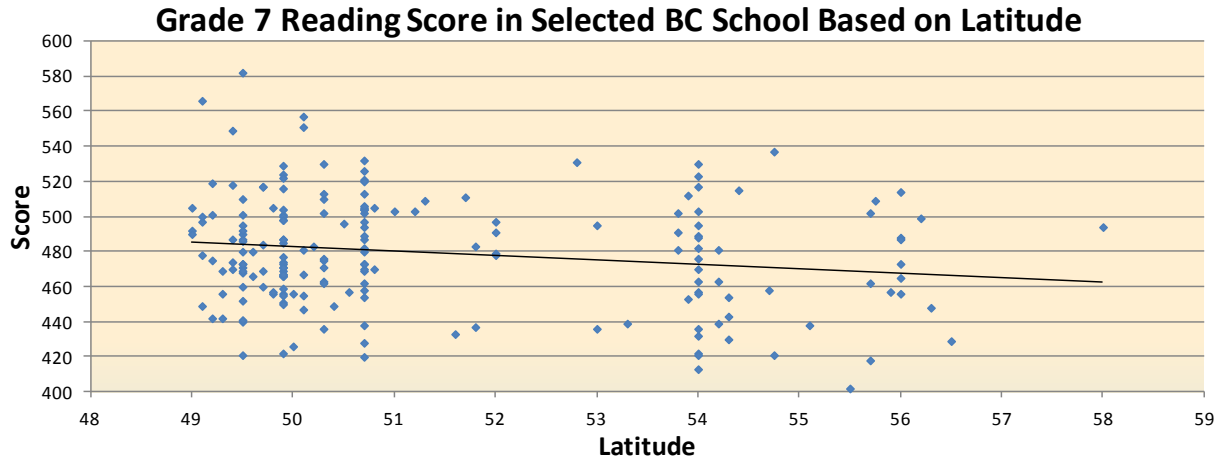


Table A-1: Grade 4 scores for schools in SD57

| | | Reading | | Writing | | Numeracy |
|----|------------------|---------|------------------|---------|------------------|----------|
| 1 | Southridge | 537 | Cedars Christian | 653 | Immaculate Conc | 536 |
| 2 | Immaculate Conc | 526 | Southridge | 637 | Lac des Bois | 535 |
| 3 | Lac des Bois | 506 | Immaculate Conc | 585 | St Mary's | 520 |
| 4 | Cedars Christian | 505 | Foothills | 570 | Southridge | 519 |
| 5 | Edgewood | 505 | Vanway | 563 | Edgewood | 500 |
| 6 | Beverly | 502 | Lac des Bois | 560 | Foothills | 488 |
| 7 | St Mary's | 500 | Edgewood | 556 | College Heights | 484 |
| 8 | Pinewood | 494 | Blackburn | 551 | Vanway | 469 |
| 9 | Heritage | 480 | Van Bien | 531 | Blackburn | 469 |
| 10 | Blackburn | 480 | College Heights | 526 | Harwin | 468 |
| 11 | Foothills | 479 | Pinewood | 525 | Cedars Christian | 467 |
| 12 | College Heights | 477 | Beverly | 525 | Pinewood | 465 |
| 13 | Highglen Montes | 474 | St Mary's | 518 | Peden Hill | 463 |
| 14 | Vanway | 464 | Malaspina | 502 | Malaspina | 456 |
| 15 | Van Bien | 463 | Valemount | 495 | Van Bien | 456 |
| 16 | Hart Highlands | 461 | Westwood | 486 | Heritage | 455 |
| 17 | Valemount | 459 | Hart Highlands | 479 | Highglen Montes | 452 |
| 18 | Spruceland | 454 | Heritage | 479 | Hart Highlands | 450 |
| 19 | Malaspina | 446 | Highglen Montes | 472 | Heather Park | 448 |
| 20 | Morfee | 445 | Glenview | 471 | Valemount | 447 |
| 21 | Glenview | 441 | Peden Hill | 463 | Beverly | 443 |
| 22 | Heather Park | 441 | Spruceland | 459 | Spruceland | 424 |
| 23 | Ron Brent | 438 | Heather Park | 454 | Quinson | 418 |
| 24 | Westwood | 435 | Quinson | 450 | Glenview | 417 |
| 25 | Harwin | 423 | Harwin | 449 | Westwood | 417 |
| 26 | Peden Hill | 419 | Ron Brent | 449 | Morfee | 415 |
| 27 | Quinson | 417 | Morfee | 428 | Ron Brent | 406 |

Independent/specialty schools

Above Provincial Average

Table A-2: Grade 7 scores for schools in SD57

| | | Reading | | Writing | | Numeracy |
|----|---------------------|---------|---------------------|---------|---------------------|----------|
| 1 | St Mary's | 559 | Cedars Christian | 698 | Immaculate Concept | 539 |
| 2 | Cedars Christian | 554 | College Heights | 635 | Cedars Christian | 529 |
| 3 | Immaculate Concept | 542 | Lac des Bois | 613 | St Mary's | 520 |
| 4 | Lac des Bois | 536 | Southridge | 611 | Lac des Bois | 512 |
| 5 | Valemount | 531 | Immaculate Concept | 609 | Van Bien | 503 |
| 6 | Van Bien | 530 | Peden Hill | 600 | College Heights | 483 |
| 7 | Edgewood | 523 | Highglen Montessori | 583 | Beaverly | 479 |
| 8 | Highglen Montessori | 517 | Pinewood | 567 | Southridge | 476 |
| 9 | Southridge | 512 | Beaverly | 567 | Edgewood | 472 |
| 10 | Foothills | 503 | St Mary's | 567 | Valemount | 465 |
| 11 | College Heights | 502 | Van Bien | 565 | Foothills | 463 |
| 12 | Pinewood | 495 | Vanway | 556 | Vanway | 463 |
| 13 | Vanway | 491 | Edgewood | 555 | Heritage | 461 |
| 14 | Peden Hill | 489 | Valemount | 546 | Pinewood | 456 |
| 15 | Quinson | 488 | Foothills | 544 | Hart Highlands | 453 |
| 16 | Heritage | 482 | Malaspina | 543 | Highglen Montessori | 444 |
| 17 | Beaverly | 481 | Heritage | 524 | Malaspina | 436 |
| 18 | Hart Highlands | 481 | Quinson | 509 | Peden Hill | 429 |
| 19 | Spruceland | 470 | Spruceland | 508 | Spruceland | 429 |
| 20 | Glenview | 463 | Harwin | 493 | Harwin | 421 |
| 21 | Westwood | 456 | Glenview | 464 | Blackburn | 418 |
| 22 | Malaspina | 453 | Hart Highlands | 461 | Quinson | 418 |
| 23 | Morfee | 439 | Blackburn | 448 | Morfee | 418 |
| 24 | Blackburn | 436 | Morfee | 439 | Glenview | 414 |
| 25 | Harwin | 422 | Westwood | 423 | Heather Park | 398 |
| 26 | Heather Park | 421 | Ron Brent | 416 | Westwood | 377 |
| 27 | Ron Brent | 413 | Heather Park | 413 | Ron Brent | 369 |

Independent/specialty schools

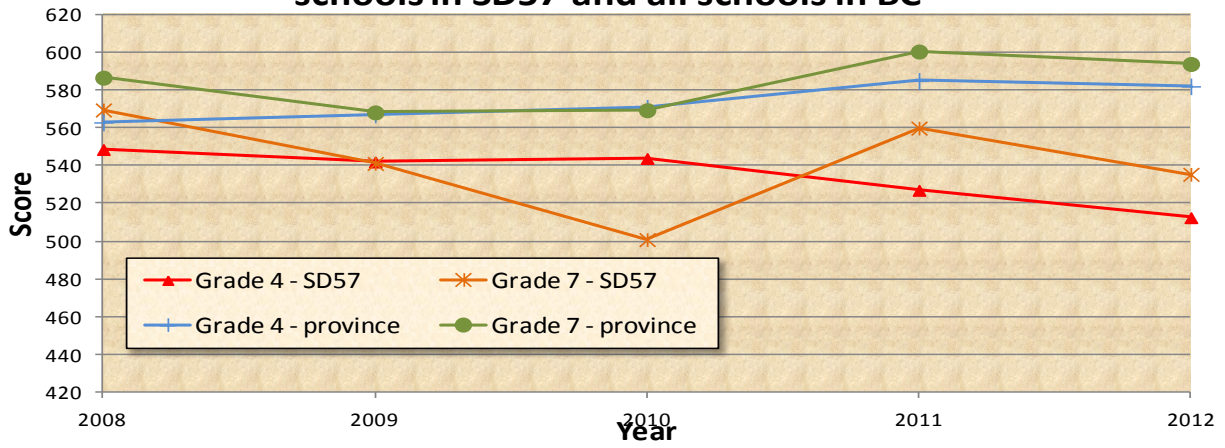
Above Provincial Average

Table A-3: % Below Expectation and Test on written for schools in SD57

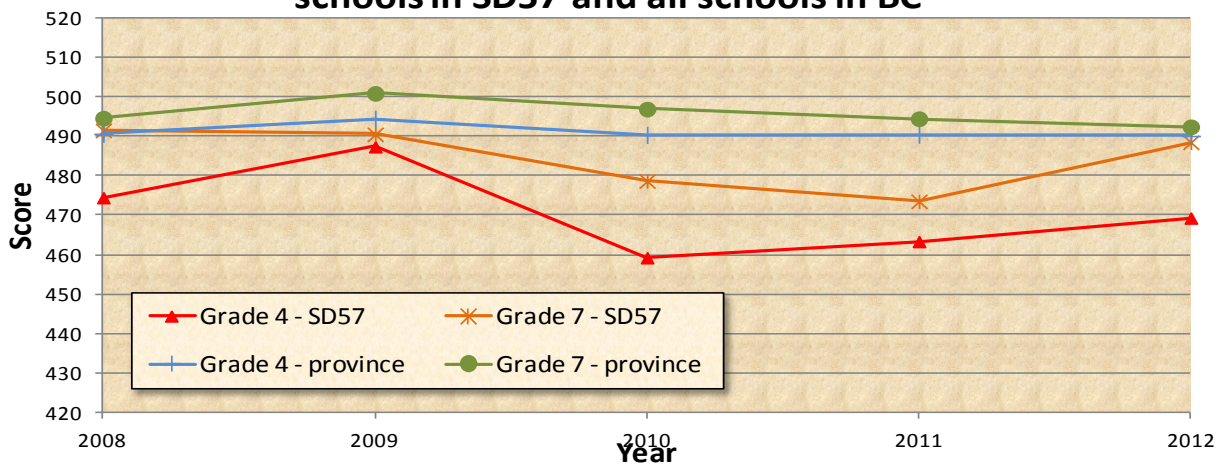
| | Below expectations (%) | | test not written | |
|----|------------------------|------|-----------------------|------|
| 1 | Immaculate Conception | 6.4 | Cedars Christian | 0 |
| 2 | St Mary's | 6.8 | Westwood | 1.7 |
| 3 | Cedars Christian | 7.6 | Beaverly | 1.8 |
| 4 | Lac des Bois | 7.9 | St Mary's | 2.2 |
| 5 | Van Bien | 14.3 | Southridge | 2.4 |
| 6 | Pinewood | 15.1 | College Heights | 2.8 |
| 7 | Southridge | 15.4 | Lac des Bois | 3.5 |
| 8 | Foothills | 18.8 | Vanway | 3.8 |
| 9 | Vanway | 19.3 | Immaculate Conception | 4.1 |
| 10 | College Heights | 19.4 | Foothills | 4.2 |
| 11 | Edgewood | 19.8 | Pinewood | 4.6 |
| 12 | Beaverly | 20.4 | Hart Highlands | 5.4 |
| 13 | Heritage | 24.4 | Harwin | 6.5 |
| 14 | Valemount | 25.3 | Ron Brent | 6.7 |
| 15 | Highglen Montessori | 28.8 | Malaspina | 7.1 |
| 16 | Malaspina | 29.7 | Morfee | 7.9 |
| 17 | Hart Highlands | 31.1 | Highglen Montessori | 8.6 |
| 18 | Spruceland | 31.3 | Edgewood | 8.7 |
| 19 | Peden Hill | 32.5 | Glenview | 9.8 |
| 20 | Glenview | 38.2 | Valemount | 10.8 |
| 21 | Blackburn | 39.3 | Peden Hill | 10.9 |
| 22 | Harwin | 41.1 | Heritage | 11.1 |
| 23 | Quinson | 42.2 | Blackburn | 11.4 |
| 24 | Heather Park | 44.4 | Heather Park | 12.7 |
| 25 | Westwood | 45 | Van Bien | 15.2 |
| 26 | Morfee | 47.4 | Quinson | 16.7 |
| 27 | Ron Brent | 50 | Spruceland | 18.8 |

Figure A-40, A-41, A-42

Five year trend in Writing Scores for schools in SD57 and all schools in BC



Five year trend in Reading Scores for schools in SD57 and all schools in BC



Five year trend in Numeracy Scores for schools in SD57 and all schools in BC

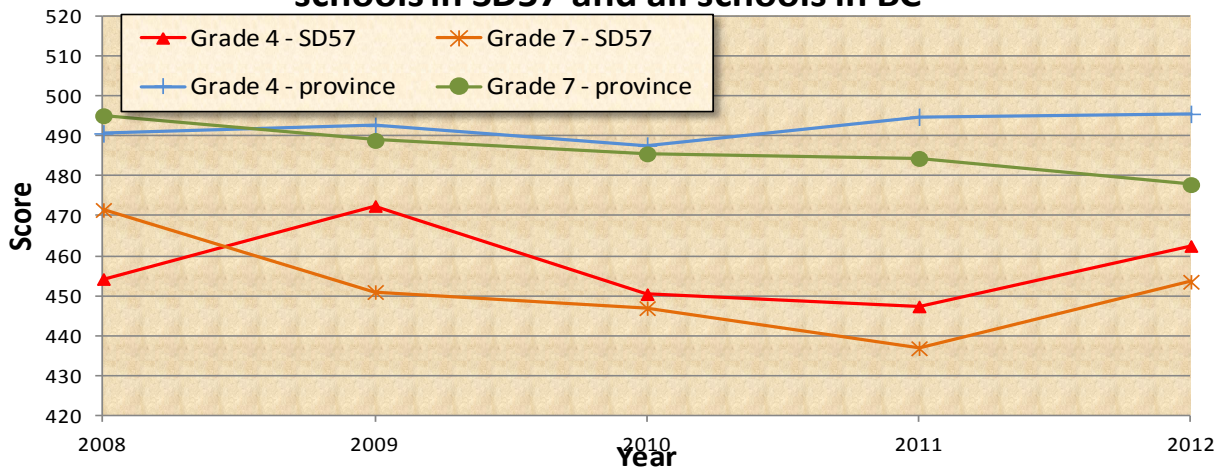


Figure A-43

Percent of School in BC with High Percent of Special Needs Student Based on Grade 4 Enrollment

