

Measuring progress

As an independent third-party assessment of the strengths and weaknesses of every high school in Atlantic Canada, the fourth AIMS Report Card (RC4) provides the community, and the business community in particular, with a practical guide for focusing and measuring improvement efforts over time

When *Progress* published our first Atlantic Canadian High School Report Card four years ago, it was as though AIMS had personally berated every high school student in the region. Many were keen to shoot the messenger and ignore the message. But there are a growing number who are looking at the grades and saying, "Our children and our communities deserve better."

There are signs that improvement efforts are underway. This past year, for example, P.E.I. Premier Pat Binns struck a Task Force on Student Achievement. Its report was released late in January and provides some recommendations on improving performance and accountability in its schools. There is more it could have recommended, in our opinion, but it is a start.

From the beginning, AIMS has had difficulty obtaining information about and from our public schools. Attendance and discipline statistics are collected sporadically. In Nova Scotia we have been forced to apply under the Freedom of Information legislation for such basic data as school and provincial marks. The Freedom of Information review officer has now ruled that AIMS should have access to such information, that schools and school boards should maintain such records, and that such statistics should be a matter of public information. It is progress,

one small step at a time.

For the past year AIMS has been working on a two-step plan to use the Report Card to deliver practical benefits to individual schools. Part one of that plan will be launched this coming spring, when schools that perform well on the annual Report Card receive prizes recognizing their achievement and rewarding their effort.

Part two involves a more difficult, yet potentially more significant, exercise. AIMS

is building a pool of resources with which to assist schools in developing practical plans to attack identified weaknesses and measure progress

over time. The pool was started through the corporate philanthropy of Clearwater Fine Foods and has since seen commitments from some of the largest philanthropic foundations in Canada—The Donner Canadian Foundation, the Max Bell Foundation, and the Marigold Foundation.

Companies seeking to use the AIMS Report Card to target their giving to their local school, or companies looking to help tackle the broader challenges facing our region's schools, should contact AIMS to discuss how we can help you make a difference. — **CHARLES CIRTWILL**



A model approach

Does Edmonton
have the answers for
improving Atlantic
Canada's public
education system?

From Honolulu to New York, educators are making regular treks to Edmonton to study how to bring about reform in public schools. Some of them are desperate to fix what's broken in their public education systems. Edmonton, it seems, has witnessed the future of education and wants to share this knowledge with the world. Is this trek one that Atlantic Canadian reformers should be making?

If they do, they won't be met on the tarmac of Edmonton International Airport by soothsayers or revolutionaries, although the individuals who have rebuilt Edmonton's public school system over the past three decades really have changed the face of education. Instead, visitors will get a warm welcome from educators proud to explain their successes. They also will receive a word of caution: in education, as in life, there are no magic solutions.

In an era of centralization in other places, Edmonton's reformers have built a system in which local schools make their own decisions about how the school should run, including budget, and parents are free to choose their child's school from among the district's 200-plus. There are no mandatory boundaries, meaning that students can travel across the city to attend their school of choice. Their choices are sweetened by a variety of options, from arts-based institutions to religious ones.

BY ALLAN CHAMBERS

The system has prospered, even taking away many students from private schools. Rigorous testing and active parent and community involvement ensure that the schools remain accountable to provincial standards. Student achievement, which is carefully measured by teachers, the district, and the province, has risen. It's typical for teachers to get positive feedback from parents such as James Irving, a partner in the oil and gas consulting firm of Techna-West Engineering Ltd. "I have two children in the public school system," he says, "and I'm impressed by the high level of education they are getting."

all credit Edmonton with guiding their own reforms.

Ouchi appealed both to weary bureaucrats and private sector critics with his assertion that public schools could thrive by becoming more efficient and entrepreneurial. His work is now cited by left- and right-wing reformers—even by New York justice officials who believe that corrupt school practices could be reined in with a school-based budgeting system such as Edmonton's. "Edmonton has experienced what I would say is a bit too much celebrity sometimes," says Angus McBeath, who recently retired as the city's public

Studies (AIMS), a Halifax-based non-profit think-tank, to act as a sort of travelling advocate for education reforms based on the Edmonton model. "Edmonton is not Cincinnati; it's not Halifax," acknowledges McBeath. "You can't just take the Edmonton idea and slam it down someplace else." He does believe that achievement testing should be performed in all schools because the tests are a way to measure student progress and to make the system accountable to national standards. "When you measure student achievement," he says, "you have some objective evidence to base instructional decisions on."

The novelty of Edmonton's successes, at a time when many other districts across North America were foundering in bureaucracy, drew a stream of curious observers. The stream became a flood in 2003, when California management specialist William Ouchi published *Making Schools Work*, a book that described Edmonton Public Schools as the best system in North America

Edmonton public schools offer more than 30 "programs of choice," including the Child Study Centre, which Irving's daughters, Susan, 8, and Grace, 6, attend. The centre, a partnership between the public school system and the University of Alberta, encourages children to pick study projects that emphasize creativity and independent thinking. "It's teaching them to think for themselves," says Irving. "It's a long way from Grade 3 to an entrepreneurial career, but what my children are getting is something more than an assembly-line education. My wife and I are delighted with this program."

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schools superintendent. Now he is restoring ties to Atlantic Canada, where he grew up (in New Brunswick), trained as a teacher (at Dalhousie University), and taught in the public school system (on Prince Edward Island) before moving to Alberta in the mid-1970s to teach.

McBeath is cautious because he knows the amount of work that goes into any educational change, let alone a revolution, yet he is eager for Edmonton practices to be implemented elsewhere. He believes that Atlantic Canada is a good place for workable reforms; its inherent conservatism saves it from fly-by-night experiments, but the region commits to changes after deciding they're worthwhile. "Atlantic Canada can be remarkably open," he says, "but people who want to change the system need to be ingenious in showing what work needs to be done and how to do it. Atlantic Canada doesn't buy just anything over the counter."

Partly because of his ties to the region, McBeath has accepted an offer from the Atlantic Institute for Market

Also, budget decisions should devolve from central offices to local schools to help principals be more innovative and schools be more accountable to communities. And as for budget controls? "Money is watched much more efficiently when it is being watched by 204 principals [the number in Edmonton] and by teachers and parents than when it is under central administration," says McBeath. "You can't fool Edmonton parents because they know precisely how many dollars their schools receive and the cost of operating the school and its programs."

The biggest obstacle to reform, in McBeath's opinion, is the educational "ruling class," which consists of school boards, administrators, principals, and teachers and their unions, all of whom see any changes in who has resources and authority as a potential threat to their position. Even when they recognize that changes are necessary, they resist because "they are the ruling class, and the ruling class never voluntarily reforms itself," says McBeath.

The teachers came around because the reformers moved slowly, and from the beginning they were involved as partners. For example, teachers accepted student achievement tests only after they became convinced the tests would help them improve their instructional methods and wouldn't be used inappropriately to judge them

From the start, Edmonton's reformers nurtured relations with the community, including the business sector. Michael Strembitsky, the former Edmonton public school board superintendent who began to experiment with changes in the early 1970s by establishing seven school pilot projects on site-based decision making, believed the schools had to satisfy their "customers" just like any business. Good relations were essential on other fronts, particularly with teachers. As those at the centre of things, they would have to adjust to dealing with individual schools and principals

rather than with head office through their unions. Later they had to get used to rigorous student achievement tests. Despite initial resistance, the teachers became active supporters of the reforms.

The teachers came around because the reformers moved slowly, and from the beginning they were involved as partners. "There has to be some piloting of the project," says Edgar Schmidt, who has handled the stream of out-of-town observers of Edmonton's system and who became acting superintendent when McBeath retired at the end of October. "There is a lot of learning that

goes on at each step. If people see that it's working, then it can be applied on a broader scale."

For example, teachers accepted student achievement tests only after they became convinced the tests would help them improve their instructional methods and wouldn't be used inappropriately to judge them. If the trust in the new system doesn't exist, says Schmidt, the teachers' worst fears about the tests will become a reality.

Karen Redhead, a school principal and the former president of Edmonton Public Teachers, believes that relation-

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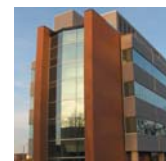
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Integrity



Teamwork



Commitment

ship building between the school reformers and the teachers is vital. "Over many years, we've built trust and good solid relationships," she says. As a result, Edmonton teachers don't feel threatened by achievement tests at both the district level (Grades K to 9) and provincial level (Grades 3, 6, 9, and 12).

If reformers in Atlantic Canada want to introduce achievement tests, Redhead says they should begin by having a conversation with the teachers' associations. "I'd reassure them that it's not a plot and it's not a way to make them work harder," she says. "It helps to involve teachers and principals in the decisions that are going to affect them." The schools' relationship with the private sector is equally complex, especially when issues such as accountability and the purpose of education arise. In the 1990s, the schools became a "football" for ideological causes, including some that viewed any public enterprise as inherently wasteful. For these combatants, Ouchi's work was a rallying cry.

At the heart of Ouchi's praise for Edmonton's system was his description of its entrepreneurial principals, one that was based on the observation that principals have assumed significant power, even though they must constantly justify their actions within their community of teachers, other staff, and parent councils. If there is any dissatisfaction, parents will respond by moving their children to another school, taking valuable education dollars with them.

"William Ouchi referred to them as entrepreneurial principals," says McBeath. "I'm not sure I'd use the same word. The term I'd use is 'empowered.'" In other words, principals have the power to respond to local demands and expectations; at the same time, the level of accountability is high.

As part of its efforts to develop community partnerships, the Edmonton system meets regularly with business-advisory groups. The relationship between the school district and the business community became more formal in the mid-1990s, when the superintendent started meeting regularly with business and community representatives to talk about public education. In the case of business, these meetings were called Business Leaders for Public Education and were meant to generate

Confessions of a straight shooter

Edmonton's former superintendent of schools, Angus McBeath, stays involved with education because it's in his bloodstream

In 1976 Angus McBeath and his wife, Janice, headed west from Prince Edward Island, wondering if life outside Atlantic Canada would offer more challenges. Then 27, McBeath, was a teacher and Janice, also 27, was a social worker; both had lived all of their lives on the East Coast. McBeath could trace his family on his father's side back 150 years in the picturesque village of Victoria, P.E.I.

"We wanted to go somewhere completely new," he says. "We wanted to see what the world was like. There was a perception at home that people who rose in the public service needed to be connected politically. We wondered how it would feel to go where we were not connected, where no one knew who your grandfather was. Nobody has ever asked me yet in Edmonton who my grandfather was."

Moving to Edmonton was an opportunity for McBeath and his wife to grow and develop both professionally and personally. He rose through the ranks from teaching to superintendent of Edmonton public schools in 2001, while Janice became a respected social worker. Her death in February of 2005 led McBeath to re-examine his own life, and he resigned as superintendent this past October. At 57, he has accepted a position as an "advocate on demand" for education reform. "I am going to stay involved with public education," he says, "because it is in my bloodstream."

McBeath also is strengthening the ties that bind him to Atlantic Canada. He stays connected to Victoria, a fishing-and-tourist village just a few minutes off the Confederation Bridge, through his property there that once belonged to his great-grandfather in the 1880s. If you mention the Atlantic region, he is quick to praise it. For example, he believes that Lunenburg County in Nova Scotia is in a class of its own. "I've seen Big Sur," he says, "and it doesn't compare to Lunenburg County in terms of the people and old architecture."

McBeath still thinks that Atlantic Canada "is unnecessarily cautious in terms of embracing new ideas," but he bristles at any criticism from outsiders. He may challenge that conservatism in his new role as an education reform advocate, which is sponsored by the Atlantic Institute for Market Studies. His Edmonton colleagues describe him as a straight shooter who was capable of holding the respect of teachers during a bitter 13-day strike in 2002 while he was superintendent and as an educator with a longstanding commitment to reform.

As superintendent, McBeath re-energized reforms by elevating district and provincial student achievement tests as a primary means to hold the system accountable. His trademarks were on developing Edmonton Public Schools as a learning system with the implementation of an eight-point framework for improving teaching and leading, with special attention on developing teacher, principal, and district knowledge to improve student achievement and high school-completion results.

McBeath also was committed to developing Edmonton schools' "programs of choice" and stricter accountability of the system through more emphasis on mandatory individual achievement of at-risk students. "He was very fair," says Edmonton school principal Karen Redhead, who worked with McBeath throughout his career and was on the opposite side of the table during the 2002 strike. "He's very much a teacher at heart, and he hopes that whatever he's doing will impact favourably on the classroom." — A.C.



Angus McBeath

education ideas and leadership.

As a result of the meetings, the school board decided to set up Centre High Campus, a central high school to which students who had left school early could return to complete their education. The discussions also led to the creation of a highly regarded school for aboriginal students called Amiskwaciy Academy.

Formal meetings with business leaders are held three times a year; they are supplemented by informal partnerships, a system of goodwill “ambassadors” for public education from among business leaders, and ongoing consultations on issues such as employment skills. It’s too simplistic to say that the schools exist only to turn out entrepreneurs or that their mission can be reduced to a question of markets, says Schmidt. At the same time, the schools can’t ignore the economy in which they operate or expectations that they will produce graduates who can make an economic contribution.

For example, Edmonton students often lead Alberta and the rest of Canada

in achievement-test results, but they also are taking the lead in a more dubious category: school-dropout rates. A sizzling economy means more students are leaving school for high-paying labourer jobs such as those on the oil rigs and in Fort McMurray, Alta. “The downside is that these jobs don’t always last,” says McBeath, “and many of these people face poor employment opportunity when they are older and no longer physically able to do them.”

Edmonton also is trying, with mixed success, to raise education levels among the city’s 7,000 aboriginal children. It’s a situation that Nova Scotia doesn’t face, at least on that scale, but the province has other issues and its own “underclass,” or underprivileged group of students. “Every place has its own underclass that deserves to get an education,” says McBeath. Edmonton has a tradition of flexibility, local control, and community responsiveness in its public school system that will help it deal with these kinds of challenges.

“I would love to have gone to

Edmonton schools,” says McBeath. “I would want to be a cadet at Vimy Ridge Academy [a city school that emphasizes Canadian studies, programs for cadets, and music], to play hockey at Donnan Elementary/Junior High School, to sing at Victoria School of Performing and Visual Arts, or to go through the Logos Program [Christian education]. I think our schools’ programs of choice would be a good idea for Halifax, but I want to be careful how much advice I give to Halifax. I think Halifax can think for itself.”

Parents such as Jamie Irving can’t sing enough praises for Edmonton’s public school system. “From a parent’s point of view, you’re very anxious about the education of your children because if you don’t get it right, it’s tough for them to go back and do it again,” he says. “So many of us look to the public school system, because not everyone can afford to send their kids to private school. Edmonton public schools are innovative and open to looking at different ways of doing things. It’s delightful.” 🇨🇦

TBA



SANDOR FIZLI

Karen Branscombe and Norval McConnell

Outreach

By working with the _____
local business _____
community, Moncton's _____
public school system _____
is improving the way _____
its students learn _____

Karen Branscombe brandishes a thick binder full of improvement plans for the eight high schools that comprise Greater Moncton's School District 2. "This ought to tell you just how serious we are about preparing the next generation for meaningful work," says Branscombe, the district's superintendent. "Make no mistake, we've taken the challenge to heart."

The challenge was laid at the district's door three years ago by the Atlantic Institute of Market Studies, when it cast the area's secondary institutes in a less than favourable light in the first of what has become its annual Report Card survey of high school achievement (the results start on page 45). Subsequent years' rankings have persistently reported only minor improvements to a decidedly mediocre record.

BY ALEC BRUCE



“The AIMS studies have certainly been a wake-up call for us. Our initial reactions—those by teachers, principals, administrators, parents, and council members—were predictably overwrought. I mean, nobody likes to be judged by outsiders, especially when they’ve found you wanting in important ways, but after the initial shock wore off we all got down to work”

— Karen Branscombe, superintendent, Greater Moncton School District 2

“The AIMS studies have certainly been a wake-up call for us,” says Branscombe. “Our initial reactions—those by teachers, principals, administrators, parents, and council members—were predictably overwrought. I mean, nobody likes to be judged by outsiders, especially when they’ve found you wanting in important ways, but after the initial shock wore off we all got down to work.”

Today, the district’s hale and hardy band of professionals and volunteers is working hard to improve its record by focusing on the task of producing a more work-ready labour force for southeastern New Brunswick. It is doing so by directly

enlisting members of the local business community in its planning process and by launching skills-based learning programs designed to meet the real needs of both students and employers. It also has been helped by AIMS.

“We’ve had several productive meetings with the AIMS people,” says Norval McConnell, District 2’s supervisor of high schools. “For example, we met with survey co-ordinator Charles Cirtwill last fall to discuss the 2005 report card. Each of our school principals had a chance to go through the data, ask questions about the research tools, and express concerns. It was a very

positive development.”

Of course, neither McConnell nor Branscombe suggest that the AIMS research provides them with the sole blueprint for improvement. “It doesn’t work that way,” says Branscombe. “This is one of several we are using in the planning process. It’s important and revealing, but it’s part of a number of things we look at, including provincial government data, StatsCan research, and information about returning students and drop-out rates from area universities, among others.” Adds McConnell: “This stuff is clearly assisting us in our ongoing efforts to enhance the educational experience for young people here. I am confident that we are moving forward in the right direction and in a variety of tangible ways.”

Indeed, the most significant change has been the degree to which the district and its individual high schools now involve the local private sector in crafting its policies and programs. “Over the past four years, we have organized three public forums, involving anywhere from 150 to 200 people per event,” says Branscombe. “The most recent one last fall was about core learning, and we were able to attract a significant number of businesspeople.”

As well, the district now hosts regular breakfast and luncheon meetings with commercial leaders across southeastern New Brunswick, through local Rotary clubs, entrepreneurship-development groups, chambers of commerce, and boards of trade. In turn, more and more educators and administrators have been invited to join or participate in business committees and municipal organizations. “The essence of all of this is our renewed commitment to outreach,” says McConnell. “Where before our schools and district administration sat back from the community at large, we are now much more engaged in obtaining feedback and advice from all stakeholders.”

One result of all of this activity has been the district’s move to expand its co-op

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education program, which offers high school seniors and some juniors the opportunity to earn academic credits in exchange for six-to-eight-week work terms hosted by local businesses and non-profit organizations. Provided twice a year, in each of the fall and winter semesters, the program already is one of the largest and most inclusive of its kind in Atlantic Canada. "We have 600 businesses ready to take, on average, more than 450 students a year," says McConnell. "Next year we're planning to extend the program to all Grade 11 pupils. The objective, naturally, is to give our kids hands-on practical experience in the world of work."

Another initiative is the Youth Apprenticeship Program, which also relies on the direct support and involvement of the local business community. "This is a non-credit program, but it does provide some valuable inroads for students who are not necessarily heading to university after graduation," says Branscombe. "It's a two-year effort that starts in Grade 11, and it is seen as a good way for students to enter the provincial community college system."

One of the more innovative enhancements is the Construction Trades Project, introduced last fall at Harrison Trimble High School in downtown Moncton. "This is a good example of just how active the business community is becoming in the education process," says McConnell. "It was actually proposed by various employers in the area as a way to produce the next generation of skilled tradespeople. Again, not every student will, or even should, head to the academic rigours of university. This provides the opportunity to acquire a set of work-ready skills that can readily be employed by area industries. The project is working so well that two more high schools in the district want to introduce similar programs of their own."

To principals, these initiatives and others represent an important step forward in restoring relevancy to the educational process. "Ours is not a site-based management system, by any stretch of the imagination," says Jack Powers, the principal of Moncton's McNaughton High School. "We don't have carte blanche with respect to our individual budgets, staffing, or programs, but I think we are developing the next best thing when it comes to understanding and providing for the needs of our students


and the broader community."

For his part, Powers is particularly pleased with the way the co-op education program operates in his school. "It's really very strong," he says. "We run it throughout the year, every morning and afternoon of every semester. I have two teachers dedicated to administering the program right now. We can place any student anywhere. There has been a

tremendous amount of community business support."

And that's not all. "We maintain a second program," says Powers. "We call it the Transition-to-Work project, aimed at students who have an individual education plan—kids who will not be heading to post-secondary institutions. These individuals can be productive wage-earning members of society, so the program is

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designed to get them accustomed to life in the world, outside the relative cocoon of the institutional environment.”

Beyond this, says Power, “We offer several courses in the main curriculum that lend themselves to the business community. In particular, we have four sections committed to entrepreneurship, in which students and teachers involve local businesspeople at least three times a year. It’s very hands on. Students make a product, market it, merchandise it, and sell it, and if and when they make a profit, they keep the proceeds. I’ve had some people tell me that we shouldn’t be doing that, but my attitude has always been, why not?”

In fact, the “why not?” philosophy seems to be a growing consensus in Greater Moncton’s District 2. The mother of two high schoolers, Mary O’Donnell has spent her entire working life in the field of entrepreneurship development, with the private sector Enterprise Greater Moncton and more recently as an account manager in the entrepreneurship centre at the Business Development Bank of

“The private sector is really getting involved now, and that provides hope and encouragement”

— Mary O’Donnell

Canada. Having also spent the past decade as a parent in the local school system—in January, she was elected the district education council’s chair—she holds some strong opinions about the region’s educational progress.

“I think we are now heading back in the right direction,” says O’Donnell. “We deviated from the course for a while, but we’ve come to understand again that a healthy and relevant education system provides everybody—students and employers—with a wide variety of options. Let’s remember that [some]

teachers are also parents. Traditionally, businesspeople have expected the schools to train employees in a bubble. They have expected fully qualified workers to come out of the secondary school system and literally fall into their laps. That attitude is changing, and not a moment too soon. The private sector is really getting involved now, and that provides hope and encouragement. Real outreach is about all sides—parents, teachers, administrators, the public and private sectors working together to achieve common objectives. The challenge will always be deciding what those objectives are.”

Karen Branscombe couldn’t agree more. “You know, we have about 5,600 high school students in this district,” she says. “More than 1,300 of them graduate each year, so we have a big job, and it will probably take a few more years before we see the fruits of all of these efforts we’ve made in the last little while. But we’re in it for the long haul. Real improvement doesn’t happen overnight. If it did, then it wouldn’t actually be real improvement.” 🌍

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NEWFOUNDLAND AND LABRADOR HIGH SCHOOLS

Newfoundland and Labrador continued to provide the widest set of measures in the region of both achievement and engagement. A particularly strong system of standardized provincial examinations allowed us to calculate a rich set of achievement measures. In the current Report Card, we expanded our assessed measures to include school-assigned grades.

Overall, no school achieved an A, and, similarly, no school achieved a failing grade. Because of gaps in data availability, we only were able to provide overall rankings for 74 schools in the province; however, in keeping with past practice, AIMS will release whatever valid data we have been able to secure for every school at www.aims.ca.

The province's leading school was Lakeside Academy, which earned an overall grade of B+, following up on its strong A in the previous Report Card. Several schools made considerable improvements over the past year, with Point Leamington Academy, Roncalli Central High, and Smallwood Academy improving from C+ to B+. Gonzaga High School was the highest-ranked school in St. John's, earning a B, with a particularly strong absolute performance.

At the bottom of the table, several schools moved in opposite directions. Jane Collins High School improved from an F to a C. In contrast, St. Michael's Regional High fell from a C to a D, and Mobile Central High dropped from a B to a C.

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
1	B+	A	Lakeside Academy, Buchans	B+	A
2	B+	B	Dorset Collegiate, Pilley's Island	B+	A
3	B+	A	Pasadena Academy, Pasadena	B+	B+
4	B+	A	Burgeo Academy, Burgeo	A	B
5	B+	C+	Point Leamington Academy, Point Leamington	B+	B+
6	B+	B+	Glovertown Academy, Glovertown	B+	B+
7	B+	C+	Smallwood Academy, Gambo	B+	B+
8	B+	B	John Burke High School, Grand Bank	B+	B+
9	B+	B+	Lester Pearson Memorial High, Wesleyville	B+	B
10	B+	B	St. James All Grade, Lark Harbour	B	B+
11	B+	C+	Roncalli Central High, Port Saunders	B+	B+
12	B+	B	Templeton Collegiate, Corner Brook	B	B+
13	B	B	Valmont Academy, King's Point	B	B+
14	B	B	Grandy's River Collegiate, Burnt Islands	B+	B
15	B	B	Gonzaga High School, St. John's	B+	B
16	B	B+	St. Catherine's Academy, Mount Carmel	B+	B
17	B	B	Elwood Regional High School, Deer Lake	B	B
18	B	B	Crescent Collegiate, Blaketown	B	B
19	B	C+	Indian River High School, Springdale	B	B
20	B	C+	Random Island Academy, Random Island	B	B
21	B	C+	Tricentia Academy, Arnold's Cove	B	B
22	B	B	Viking Trail Academy, Plum Point	B	B
23	B	B	St. James Regional High School, Port Aux Basque	B	B
24	B	B+	Fatima Academy, St. Bride's	B	B
25	B	B	Dunne Memorial Academy, St. Mary's	B+	B
26	B	C+	Fogo Island Central Academy, Fogo Island	B	B
27	B	B	John Watkins Academy, Hermitage	B+	B
28	B	C+	Lewisporte Collegiate, Lewisporte	B	B
29	B	B	Gander Collegiate, Gander	B	B
30	B	B	St. Lawrence Academy, St. Lawrence	B	B
31	B	B	Roncalli Central High, Avondale	B	B
32	B	B	Holy Spirit High, Manuels	B	B
33	B	C+	Harriot Curtis Collegiate, St. Anthony	B	B
34	B	B	Prince of Wales Collegiate, St. John's	B	B
35	B	B+	J.M. Olds Collegiate, Twillingate	B	B
36	B	*	Baccalieu Collegiate, Old Perlican	B	B
37	B	C+	New World Island, Virgin Arm	B	B
38	B	B	Regina High School, Corner Brook	B	B
39	B	C+	Ascension Collegiate, Bay Roberts	C+	B
40	B	C+	Stephenville High, Stephenville	B	B
41	B	C+	Holy Cross School Complex, Eastport	B	B
42	B	B	Clarenville High School, Clarenville	B	C+
43	B	B	Cow Head School Complex, Cow Head	B	B

CURTIS AGENCIES

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
44	B	B+	Laval High, Placentia	B	C+
45	B	B	Discovery Collegiate, Bonavista	B	C+
46	B	B	Heritage Collegiate, Lethbridge	B	C+
47	B	C+	Baltimore School, Ferryland	C+	B
48	B	B	Carbonear Collegiate, Carbonear	B	B
49	B	B	Bishops College, St. John's	C+	B
50	C+	B	Leo Burke Academy, Bishop's Falls	C+	C+
51	C+	B	Herdman Collegiate, Corner Brook	B	C+
52	C+	C+	Mount Pearl Senior High, Mount Pearl	B	C+
53	C+	B	O'Donel High, Mount Pearl	C+	C+
54	C+	C+	Belanger Memorial School, Upper Ferry	C+	C+
55	C+	C+	Menihok High School, Labrador City	C+	C+
56	C+	C+	Mountain Field Academy, Forteau	C+	C+
57	C+	C+	Bayview Regional Collegiate, St. Lunaire	C+	C+
58	C+	C	King Academy, Harbour Breton	C+	B
59	C+	C+	Botwood Collegiate, Botwood	C+	C+
60	C+	*	Holy Heart of Mary High School, St. John's	C+	C+
61	C+	C+	Baie Verte High School, Baie Verte	C+	C+
62	C+	C+	Gros Morne Academy, Norris Point	C+	C+
63	C+	C	Bishop White School, Port Rexton	C+	C+
64	C+	C	Piccadilly Central High, Piccadilly	C+	C+
65	C+	B+	Marystown Central High, Marystown	C+	C+
66	C+	C+	Holy Trinity High School, Torbay	C+	C+
67	C+	C+	St. Kevin's High, Goulds	C+	C
68	C+	B+	Holy Name of Mary Academy, Lawn	C+	C
69	C+	C+	Booth Memorial High School, St. John's	C+	C+
70	C	C	Mealy Mountain Collegiate, Happy Valley-Goose Bay	C+	C
71	C	C	Queen Elizabeth Regional High School, Foxtrap	C	C
72	C	B	Mobile Central High School, Mobile	C	C
73	C	F	Jane Collins Academy, Hare Bay	D	C
74	D	C	St. Michael's Regional High, Bell Island	D	D
*	*	*	A.R. Scammell Academy, Change Islands	*	*
*	*	C	All Saints All-Grade, Grey River	*	*
*	*	F	Amos Comenius Memorial, Hopedale	*	*
*	*	*	Appalachia High School, St. George's	*	*
*	*	*	B.L. Morrison All Grade, Postville	*	*
*	*	C+	Basque Memorial, Red Bay	*	*
*	*	B+	Bay d'Espoir Academy, Milltown	*	*
*	*	C+	Bonne Bay Academy, Woody Point	*	*
*	*	*	Brother T. I. Murphy, St. John's	*	*
*	*	B	Canon Richards High School, Flower's Cove	*	*
*	*	C	Cape John Collegiate, LaScie	*	*
*	*	C	Carmanville School Complex, Carmanville	*	*
*	*	*	Centre éducatif l'ENVOL, Labrador City	*	*
*	*	*	Centre scolaire et communautaire des Grand-Vents, Saint-Jean	*	*
*	*	B+	Christ the King School, Rushoon	*	*
*	*	C	Cloud River Academy, Roddickton	*	*
*	*	A+	Cottrell's Cove Academy, Cottrell's Cove	*	*
*	*	C+	D.C. Young School, Port Hope Simpson	*	*
*	*	*	Douglas Academy, La Poile	*	*
*	*	C+	E.A. Butler, McKay's	*	*
*	*	*	École Boréale de Goose Bay, Happy Valley-Goose Bay	*	*
*	*	*	École Ste-Anne, La Grand'Terre	*	*

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
*	*	*	Eric G. Lambert All-Grade, Churchill Falls	*	*
*	*	B	Exploits Valley High-Maple, Grand Falls-Windsor	*	*
*	*	*	First Baptist Academy, Mount Pearl	*	*
*	*	C+	Fitzgerald Academy, English Harbour West	*	*
*	*	C	Fortune Bay Academy, St. Bernard's	*	*
*	*	C	Gill Memorial Academy, Musgrave Harbour	*	*
*	*	*	H.L. Strong Academy, Little Bay Islands	*	*
*	*	B+	Hampden Academy, Hampden	*	*
*	*	C+	Henry Gordon Academy, Cartwright	*	*
*	*	*	Holy Cross All Grade School, Daniel's Harbour	*	*
*	*	F	J.C. Erhardt Memorial, Makkovik	*	*
*	*	C	Jakeman All Grade, Trout River	*	*
*	*	C+	James Cook Memorial, Cook's Harbour	*	*
*	*	F	Jens Haven Memorial School, Nain	*	*
*	*	*	Lake Melville School, North West River	*	*
*	*	C	Lakewood Academy, Glenwood	*	*
*	*	*	Long Island Academy, Beaumont	*	*
*	*	B	Lumsden School Complex, Lumsden	*	*
*	*	C	Main River Academy, Sop's Arm	*	*
*	*	A+	Mary Simms All-Grade, Main Brook	*	*
*	*	C+	MSB Regional Academy, Middle Arm	*	*
*	*	*	Mushuau Nuinuu Natuashish, Natuashish	*	*
*	*	*	Northern Lights Academy, Rigolet	*	*
*	*	*	Our Lady of Labrador, West St. Modeste	*	*
*	*	*	Peenamin McKenzie, Sheshatshit	*	*
*	*	*	Pinsent's Arm School, Pinsent's Arm	*	*
*	*	*	Raymond Ward Memorial, Norman Bay	*	*
*	*	C	Riverwood Academy, Wing's Point	*	*
*	*	B	Sacred Heart AG, Conche	*	*
*	*	C	Southwest Arm Academy, Little Heart's Ease	*	*
*	*	*	St. Anne's School, South East Bright	*	*
*	*	*	St. Anneway Kegnamogwom, Conne River	*	*
*	*	*	St. Bonaventure's College, St. John's	*	*
*	*	B+	St. Boniface All-Grade, Ramea	*	*
*	*	*	St. Gabriel's All Grade, St. Brendan's	*	*
*	*	B	St. Joseph's Academy, Lamaline	*	*
*	*	*	St. Joseph's All Grade, Croque	*	*
*	*	C	St. Joseph's All Grade, Terrenceville	C+	*
*	*	C+	St. Lewis Academy, St. Lewis	*	*
*	*	B+	St. Mark's School, King's Cove	*	*
*	*	C+	St. Mary's All Grade, Mary's Harbour	*	*
*	*	F	St. Peter's Academy, Westport	*	*
*	*	*	St. Peter's All Grade, McCallum	*	*
*	*	C+	St. Peter's School, Black Tickle	*	*
*	*	*	St. Simon and St. Jude Academy, Francois	*	*
*	*	C+	St. Stephen's All Grade, Rencontre East	*	*
*	*	B	Stella Maris Academy, Trepassey	*	*
*	*	B	Swift Current Academy, Swift Current	*	*
*	*	B	Victoria Academy, Gaultois	*	*
*	*	B	William Gillett Academy, Charlottetown	*	*

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NEW BRUNSWICK ANGLOPHONE HIGH SCHOOLS

In our efforts to expand the comprehensiveness of the school report cards, we have an additional dimension in our framework this year: school-assigned grades in math and language arts. As New Brunswick (regrettably) has phased out the use of standardized testing for the anglophone high schools, future Report Cards will see this breadth of data decline.

That change already is having an impact in this Report Card, as insufficient data is available for several schools on the last round of examinations, forcing us to leave them out of the final overall rankings for the first time; Moncton High School and Sir James Dunn Academy are just two examples.

Harvey High School earned the highest grade (B+) among New Brunswick anglophone schools. Harvey High did particularly well on

the contextually adjusted scores, earning an A. Fredericton High School had the province's second-highest ranking, earning a B. Several schools made considerable improvements over the past year, including Dalhousie Regional High School, Sussex Regional High School, Oromocto High School, John Caldwell School, and J.M.A. Armstrong/Salisbury Middle School, which all improved from a C+ to a B, and Southern Victoria High School, which improved from a D to a C.

Several schools declined in performance over the past year. Notably, Saint John High School fell from a B+ to a B; Cambridge-Narrows School fell from a B+ to a C+; and Sugarloaf Senior High School fell from a B to C+, as did Tantramar Regional High School, Riverview High School, and North & South Esk Regional High School.

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
1	B+	B+	Harvey High School, Harvey Station	B+	A
2	B	B	Fredericton High School, Fredericton	B+	B
3	B	B+	Kennebecasis Valley High School, Rothesay	B+	C+
4	B	B	Rothesay High School, Rothesay	B+	C+
5	B	B	Leo Hayes High School, Fredericton	B	B
6	B	B	Hartland High School, Hartland	B+	C+
7	B	C+	Dalhousie Regional High School, Dalhousie	C+	B+
8	B	B	Hampton High School, Hampton	B	B
9	B	C+	Sussex Regional High School, Sussex	C+	B+
10	B	B	Woodstock High School, Woodstock	B	B
11	B	B	James M. Hill Memorial High School, Miramichi	B	B
12	B	B	Carleton North Senior High School, Bristol	B	B
13	B	C+	Oromocto High School, Oromocto	C+	B
14	B	C+	John Caldwell School, Grand Falls	C+	B
15	B	C+	J.M.A. Armstrong/Salisbury Middle School, Salisbury	B	B
16	B	B+	Saint John High School, Saint John	B	C+
17	C+	C	Tobique Valley High School, Plaster Rock	C	B
18	C+	C	McAdam High School, McAdam	C+	B
19	C+	C+	St. Stephen High School, Old Ridge	C+	B
20	C+	B	North & South Esk Regional High School, Sunny Corner	C+	B
21	C+	C+	Blackville School, Blackville	C+	B
22	C+	C+	Belleisle Regional High School, Springfield	C+	B
23	C+	C+	Nackawic Senior High School, Nackawic	C+	B
24	C+	B	Riverview High School, Riverview	B	C+
25	C+	C+	Fundy High School, St. George	C+	C+
26	C+	B+	Cambridge-Narrows School, Cambridge-Narrows	C+	C+
27	C+	B	Tantramar Regional High School, Sackville	C+	C+
28	C+	B	Sugarloaf Senior High School, Campbellton	C+	C+
29	C+	C+	Harrison Trimble High School, Moncton	C+	C+
30	C+	C+	Miramichi Valley High School, Miramichi	C+	C+
31	C+	C+	Petitcodiac Regional School, Petitcodiac	C+	C+
32	C+	*	St. Malachy's Memorial High School, Saint John	C+	C+
33	C+	C+	Minto Memorial High School, Minto	C	C+
34	C+	C	Bonar Law Memorial School, Rexton	C	C+
35	C+	C	Caledonia Regional High School, Hillsborough	C	C+
36	C	C	Simonds High School, Saint John	C	C+
37	C	C	Harbour View High School, Saint John	C	C
38	C	D	Southern Victoria High School, Perth-Andover	D	C+
39	C	C	Grand Manan Community School, Grand Manan	C	C
*	*	B	Bathurst High School, Bathurst	*	*
*	*	*	Bernice MacNaughton High School, Moncton	*	*

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
*	*	C	Campobello Island Consolidated School, Wilson's Beach	*	*
*	*	B	Canterbury High School, Canterbury	*	*
*	*	C+	Chipman Forest Avenue School, Chipman	*	*
*	*	C+	Doaktown Consolidated High School, Doaktown	*	*
*	*	B	Moncton High School, Moncton	*	*
*	*	A	Saint Mary's Academy, Edmundston	*	*
*	*	A	Sir James Dunn Academy, St. Andrews	*	*
*	*	C+	Stanley Regional High School, Stanley	*	*
*	*	C+	Upper Miramichi Regional High School, Boiestown	*	*

* Grades are based on a three-year rolling average. If a school does not have at least two years of data for a particular measure, it will not receive a grade for that measure. RC4 is based on data from the school years 2001-02, 2002-03, and 2003-04. Any partial valid results for all available schools will be posted online at www.aims.ca.

NEW BRUNSWICK FRANCOPHONE HIGH SCHOOLS

The New Brunswick francophone system has historically maintained a strong standardized testing regime and, as such, allows us to examine a rich set of achievement measures. In addition to the standardized test results, we have expanded the analysis to incorporate school-assigned grades across the same subject areas (mathematics, science, language arts, and humanities). Similar to New Brunswick anglophone schools, we are unable to assess the proportion of graduates who move on to post-secondary education. However, we do have a rich set of measures of retention and participation in post-secondary preparation courses.

As with all jurisdictions this year, AIMS hasn't assigned a final overall grade and rank for any school that doesn't have a valid score in every compared measure. As a result, several schools dropped out of our rankings this year, including École Marie-Gaétane. This approach is not an easy way out for schools that didn't like their grade from the year before, because the absence of a final grade will likely lead to as many questions

as would a bad grade. In fact, many of the schools that fell out of our ranking this year had very good marks in the categories for which we could secure valid comparable results.

The top-ranked school in the New Brunswick francophone system was École Samuel-de-Champlain in Saint John, which earned the only B+ in the jurisdiction. École secondaire Népissiguit in Bathurst ranked second, earning a B overall with a particularly strong performance in context. The results were quite stable over the past year, although there is one improvement worth noting: Polyvalente Marie-Esther, which improved from a C+ to a B.

While no school in this jurisdiction earned a failing or a D grade, three schools earned Cs, suggesting some weaknesses that need to be addressed. These were École Régionale-de-Baie-Sainte-Anne, Polyvalente Clément-Cormier, and Centre La fontaine. The only schools to drop were Polyvalente Louis-J.-Robichaud, which fell from a B to a C+, and Centre La fontaine, which fell from a C+ to a C.

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
1	B+	B+	École Samuel-de-Champlain, Saint John	B+	B
2	B	B	École secondaire Népissiguit, Bathurst	B+	B
3	B	B	École Sainte-Anne, Fredericton	B+	B
4	B	B	Polyvalente Roland-Pépin, Campbellton	B	B
5	B	B	Polyvalente Marie-Esther, Shippagan	B	B
6	B	C+	École Secondaire Assomption, Village de Rogersville	B	B
7	B	B	École Mathieu-Martin, Dieppe	B	C+
8	B	B	Cité-des-Jeunes-A.-M. Sormany, Edmundston	B	B
9	C+	C+	Polyvalente Mgr-Marcel-François-Richard, Saint-Louis de Kent	B	C+
10	C+	C+	École Aux quatre vents, Dalhousie	C+	B
11	C+	C+	Polyvalente Louis-Mailloux, Caraquet	C+	B
12	C+	C+	Polyvalente Thomas-Albert, Grand-Sault	C	B
13	C+	B	Polyvalente Louis-J.-Robichaud, Shediac	C+	C+
14	C+	C+	Polyvalente W.-Arthur-Losier, Tracadie-Sheila	C+	C+
15	C	C+	Centre La fontaine, Néguaç	C	C+
16	C	C	Polyvalente Clément-Cormier, Bouctouche	C	C
17	C	C	École Régionale-de-Baie-Sainte-Anne, Baie Sainte-Anne	D	C+
*	*	B	École Carrefour Beausoleil, Miramichi	*	*
*	*	C+	École Grande-Rivière, Saint-Léonard	*	*
*	*	*	École L'Odyssee, Moncton	*	*
*	*	B+	École Marie-Gaétane, Kedgwick	*	*
*	*	B	Polyvalente A.-J.-Savoie, Saint-Quentin	*	*

* Grades are based on a three-year rolling average. If a school does not have at least two years of data for a particular measure, it will not receive a grade for that measure. RC4 is based on data from the school years 2001-02, 2002-03, and 2003-04. Any partial valid results for all available schools will be posted online at www.aims.ca.



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NOVA SCOTIA HIGH SCHOOLS

A set of requests under the Freedom of Information and Protection of Privacy Act have yet to result in the release in Nova Scotia of several measures that are readily available in other Atlantic Canadian jurisdictions: complete standardized test results, comparable teacher-assigned grades, attendance figures, or the postal code data for students.

Despite this, we continue to have access to the sample of exams that are centrally marked to assess high school achievement. We also use post-secondary achievement, grade retention, and post-secondary participation, and for the first time we are able to compute post-secondary preparation measures for math and language arts.

Once again, Islands Consolidated was the top-ranked school in Nova Scotia, earning the province's only A. This school continues to excel in both our absolute measures and measures in

context. While above average in most measures, it continues to do particularly well in both standardized testing and in post-secondary performance. Several schools made considerable improvements in performance over the past year, in particular Cape Breton Highlands Academy, which improved from a C+ to a B+.

While no school earned a failing grade, three schools got Ds: Hants North Rural High School, Lunenburg Junior-Senior High School, and River Hebert District High School. Hants North continues to struggle, having earned a D in the previous Report Card, while the latter two schools fell from C+ and C grades, respectively. In addition, several schools exhibited declines in their grades over the past year, including Rankin Memorial School, falling from an A to a C+; Pictou Academy-Dr. T. McCulloch School, falling from a B+ to a C+; and Musquodoboit Rural High School, falling from a B to a C.

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
1	A	A	Islands Consolidated School, Freeport	A	A
2	B+	B+	Charles P. Allen High School, Bedford	A	B+
3	B+	C+	Cape Breton Highlands Academy, Terre Noire	B+	B+
4	B+	B+	Dalbrae Academy, Southwest Mabou	B+	B+
5	B+	B+	Dr. John Hugh Gillis Regional School, Antigonish	B+	B+
6	B+	B+	Queen Elizabeth High School, Halifax	B+	B
7	B+	B	St. Patrick's High School, Halifax	B+	B
8	B+	B	Richmond Academy, Louisdale	B	B+
9	B+	B	Horton High School, Wolfville	B+	B
10	B	B	Baddeck Academy, Baddeck	B	B+
11	B	B	Prince Andrew High School, Dartmouth	B+	B
12	B	B	Riverview High School, Coxheath	B	B
13	B	B	Sydney Academy, Sydney	B	B
14	B	B	New Germany Rural High School, New Germany	B	B
15	B	B+	St. Mary's Academy, Sherbrooke	B	B
16	B	B+	Auburn Drive High School, Cole Harbour	B	B
17	B	C+	West Kings District High School, Auburn	B	B
18	B	C+	Barrington Municipal High School, Barrington Passage	B	B
19	B	B	Middleton Regional High School, Middleton	B	B
20	B	B	Sackville High School, Lower Sackville	B	B
21	B	C+	Shelburne Regional High School, Shelburne	C+	B
22	B	B	Sir John A. Macdonald High School, Hubble	B	C+
23	B	C+	Memorial High School, Sydney Mines	C+	B
24	B	B+	Parrsboro Regional High School, Parrsboro	C+	B
25	C+	C+	Pugwash District High School, Pugwash	C+	B
26	C+	B	Annapolis West Education Centre, Annapolis Royal	C+	B
27	C+	C+	Bridgewater Junior-Senior High School, Bridgewater	C+	B
28	C+	C+	Yarmouth Consolidated Memorial High School, Yarmouth	C+	B
29	C+	C+	Eastern Shore District High School, Musquodoboit Harbour	C+	C+
30	C+	B	Forest Heights Community School, Chester Basin	C+	B
31	C+	B	Halifax West High School, Halifax	B	C+
32	C+	B	Breton Education Centre, New Waterford	C+	B
33	C+	C+	Inverness Academy, Inverness	C+	B

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RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
34	C+	C+	Dartmouth High School, Dartmouth	C+	C+
35	C+	C+	Hants East Rural High School, Milford Station	C+	C+
36	C+	C+	Cobequid Educational Centre, Truro	B	C+
37	C+	B	East Antigonish Academy, Monastery	C+	B
38	C+	C+	Chedabucto Education Centre-Guysborough Academy, Guysborough	C+	C+
39	C+	C+	St. Mary's Bay Academy, Weymouth	C+	B
40	C+	C+	North Colchester High School, Tatamagouche	C+	C+
41	C+	B+	Pictou Academy-Dr. T. McCulloch School, Pictou	C+	C+
42	C+	C+	J.L. Ilsley High School, Halifax	C+	C+
43	C+	C+	Bridgetown Regional High School, Bridgetown	C+	C+
44	C+	B	North Queens Rural High School, Caledonia	C+	C+
45	C+	C+	Digby Regional High School, Digby	C+	C+
46	C+	C+	Springhill Junior-Senior High School, Springhill	C+	C+
47	C+	C+	Amherst Regional High School, Amherst	C+	C+
48	C+	C+	Liverpool Regional High School, Liverpool	C	C+
49	C+	C+	Lockeport Regional High School, Lockeport	C	C+
50	C+	C+	Park View Education Centre, Bridgewater	C+	C+
51	C+	C+	South Colchester Academy, Brookfield	C+	C+
52	C+	A	Rankin Memorial School, Iona	C+	C+
53	C+	C+	Cabot High School, Neil's Harbour	C	C+
54	C+	C	Central Kings Rural High School, Cambridge Station	C	C+
55	C+	C+	Strait Area Education-Recreation Centre, Port Hawkesbury	C	C+
56	C+	C	Northeast Kings Education Centre, Canning	C	C+
57	C	*	Lockview High School, Fall River	C+	C
58	C	C	Duncan MacMillan High School, Sheet Harbour	C	C
59	C	C	Millwood High School, Lower Sackville	C	C
60	C	B	Musquodoboit Rural High School, Middle Musquodoboit	C	C
61	C	C+	Holy Angels High School, Sydney	C	C
62	C	C	Drumlin Heights Consolidated School, Glenwood	C	C
63	C	C+	Canso Academy, Canso	D	C
64	C	C+	Oxford Regional High School, Oxford	C	C
65	C	C	Cole Harbour District High School, Dartmouth	C	C
66	D	C	River Hebert District High School, River Hebert	D	C
67	D	C+	Lunenburg Junior-Senior High School, Lunenburg	D	D
68	D	D	Hants North Rural High School, Kennetcook	D	D
*	*	B+	Advocate District School, Advocate Harbour	*	*
*	*	*	Avon View High School, Windsor	*	*
*	*	*	Centre scolaire Étoile de l'Acadie, Sydney	*	*
*	*	*	École acadienne de Pomquet, Pomquet	*	*
*	*	*	École acadienne de Truro, Truro	*	*
*	*	*	École Beau-Port, Arichat	*	*
*	*	*	École de la Rive Sud, Blockhouse	*	*
*	*	*	École du Carrefour, Dartmouth	*	*
*	*	*	École NDA, Cheticamp	*	*
*	*	*	École Rose-des-Vents, Greenwood	*	*
*	*	*	École secondaire de Clare, Meteghan River	*	*
*	*	*	École secondaire de Par-en-Bas, Tusket	*	*
*	*	*	Glace Bay High School, Glace Bay	*	*
*	*	*	North Nova Education Centre, New Glasgow	*	*
*	*	*	Northumberland Regional High School, Alma	*	*

* Grades are based on a three-year rolling average. If a school does not have at least two years of data for a particular measure, it will not receive a grade for that measure. RC4 is based on data from the school years 2001-02, 2002-03, and 2003-04. Any partial valid results for all available schools will be posted online at www.aims.ca.

PRINCE EDWARD ISLAND HIGH SCHOOLS

Despite the withdrawal of UPEI from our data set this year, we continue to have a valid post-secondary indicator for P.E.I. high schools. Fortunately, UPEI and Holland College are the only major regional post-secondary institutions that don't supply data for the Report Card, and many P.E.I. graduates go to post-secondary schools off the Island, so the province is well represented elsewhere.

To this post-secondary measure, we now add to the achievement side the average teacher-assigned grades in four areas: math, science, language arts, and humanities. The absence of any standardized examinations on P.E.I. does, however, continue to leave a substantial gap in our capacity to understand school performance there.

On the input side, we have an improved measure of socio-economic status based on the postal codes of students actually attending the various high schools, as opposed to a geographic definition of the wider community served. On the engagement side, we have added an assessment of the enrolment in university-preparatory courses versus general courses, a measure similar to that used by the province of New Brunswick for several years.

On all measures, we of course continue to only report valid scores for schools based on at least two years of data and a minimum population of five students over the three-year period covered by this Report Card (2001-02, 2002-03, and 2003-04).

We are able to report full results for 10 high schools on P.E.I. Given the number of new criteria we have been able to secure, it isn't surprising that the results have changed somewhat since the last Report Card. The top-performing school in the province was Souris Regional High School, which jumped from a C to a B. Colonel Gray Senior High School, Charlottetown Regional High School, Morell Regional High School, and Bluefield High School also achieved B grades.

At the other end of the spectrum, we observed a considerable decline in performance from Kinkora Regional High School. The addition of four new achievement measures appears to reveal some weaknesses in the school's performance, and this is consistent across both measures of absolute performance and performance in context. Kensington Intermediate Senior High, Three Oaks Senior High, Westisle Composite High School, and Montague Regional High School also earned C+ grades.

RC4 FINAL RANK	RC4 FINAL GRADE	RC3 FINAL GRADE	SCHOOL NAME AND LOCATION	RC4 ABSOLUTE OVERALL PERFORMANCE	RC4 OVERALL PERFORMANCE IN CONTEXT
1	B	C	Souris Regional High School, Souris	B	B
2	B	B	Colonel Gray Senior High School, Charlottetown	B	B
3	B	B	Charlottetown Rural High School, Charlottetown	B	B
4	B	C+	Morell Regional High School, Morell	C+	B
5	B	B	Bluefield High School, North Wiltshire	B	C+
6	C+	C+	Montague Regional High School, Montague	C+	B
7	C+	C+	Westisle Composite High School, Rosebank	C+	B
8	C+	C+	Three Oaks Senior High School, Summerside	C+	C+
9	C+	A+	Kinkora Regional High School, Kinkora	C	C+
10	C+	C+	Kensington Intermediate Senior High, Kensington	C+	C+
*	*	C+	École Évangéline, Abram-Village	*	*
*	*	B+	École François-Buote, Charlottetown	*	*
*	*	*	École française Prince-Ouest, DeBlois	*	*
*	*	*	Full Circle Co-operative School, Charlottetown	*	*
*	*	*	Grace Christian School, Charlottetown	*	*

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