



# GRADING OUR FUTURE: ATLANTIC CANADA'S HIGH SCHOOLS' ACCOUNTABILITY AND PERFORMANCE IN CONTEXT



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## **Atlantic Institute for Market Studies**

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# EXECUTIVE SUMMARY

Parents and taxpayers in Atlantic Canada will be dismayed at how little is actually reported about the quality of the education provided in the region's high schools. Education is among the most expensive provincial responsibilities, yet we know far too little about what we get for that money. In every other corner of this continent not only is such information easily and widely available on a broad range of subjects, it is then used constructively. The result is improved school performance and therefore improved economic, social and cultural opportunities for children.

The broad aim of this report is to use publicly available data to evaluate the performance of secondary schools in the region — identifying those that are underperforming so that they can be improved, and those that are doing well so that their strategies can be emulated.

This study shows that, in spite of difficult circumstances, a number of schools in the region perform well and provide excellent education for their students. Identifying those schools is a first step toward understanding the factors that contribute to strong school performance and conversely which strategies are to be avoided.

## School Performance in Context

As a starting point it is recognized that students in Atlantic Canada lag behind the rest of the country in academic achievement. This trend, if not reversed, will reinforce Atlantic Canada's perennial position as a "have-not" region. In the absence of a clear and complete picture of what is happening on the ground, in the individual schools, it is highly unlikely we will ever know what needs to be done to overcome these persistent academic shortfalls.

At the core of this analysis is a recognition that every school's circumstances are unique. Holding each to the same standard is unfair and does not provide an accurate snapshot. To allow for this, it was necessary to develop a model of school performance that looks at a variety of outcomes (such as student performance on standardized tests, attendance and graduation rates) while controlling for the quality of the tools, or inputs, that each school had to work with (things like student-teacher ratios, and the income and education levels of the local community).

## General Trends

When this approach is applied to our region two things stand out:

First, and perhaps most intuitively, prior achievement is key. How students perform and the skills they have coming out of junior high/middle school are a significant predictor of how they will perform in high school. This is an example of how the report card can help target resources where they are needed most.

Second, while international and national tests like PISA and SAIP tend to show urban schools ahead of rural schools on most measures, we find that rural schools tend to do well when you account for their circumstances.

## Province by Province

Readers seeking a ranking of the academic achievement of schools one to another will not find it here. This report ranks schools relative to what can be reasonably expected of them given their unique challenges or opportunities. On each measure, a school is given a B or better for exceeding expectations and a C+ or worse for falling below expectations. These individual scores are then averaged to arrive at the final overall grade and rank for each school in each province.

In Nova Scotia, of seventy-five schools, only two merited an A (no school in any province achieved an A+), fourteen a B+, twenty-two a B, twenty-four a C+, ten a C, three a D and none an F. Schools that did well on the academic achievement measure often fared less well when you looked at their score on graduation rate or post-secondary participation. In turn, the score on graduation rate was often lower where employment opportunities were higher – students are being drawn out of school by work.

In Newfoundland and Labrador, of one hundred and twenty-four schools, three scored an A, twenty a B+, forty-three a B, thirty-three a C+, nineteen a C, four a D and two schools received failing grades. The connection between community SES and school performance was strongest in Newfoundland. Where a community was affluent, better educated, with low unemployment and higher incomes, expected school performance went up – raising the bar for those schools to fit their advantaged status.

Of the seventy-one schools in New Brunswick, one received an A, twelve a B+, twenty-five a B, nineteen a C+, thirteen a C, none received a D but one school did receive an F. Here again, we found that schools that scored well on achievement tended to do less well on participation. We also found that expected performance levels did not vary quite so much from school to school. The “bar” in New Brunswick was much closer, school to school, than was the case in Nova Scotia and Newfoundland and Labrador.

In Prince Edward Island, no grades were assigned due to the absence of any program of standardized student assessment (or public school level performance reporting of any kind) in that province, which



makes comparisons across schools difficult. Of all the challenges faced within the education system by parents, students, educators and taxpayers in Atlantic Canada, the challenge in PEI is the most daunting – starting from nothing to learn something of how their schools function and what they are able to achieve.

## A First Step

Few schools in this report card do badly across all expectations and few schools actually exceed them all. There is a little good news/bad news here for just about everyone. This is why it is critical to look not only at the overall ranking, but to consider the relative performance on each outcome measure as well. It is also important to compare like with like when seeking to learn from the experience of others. Mid-sized rural schools looking to do better graduating their students should look to other mid-sized rural schools doing well on that measure. Similarly, urban schools looking to do better on achievement tests should not look to urban schools with a lower achievement score.

Accounting for performance is not secondary to the objectives of an effective public education system, it is central to it. Without accountability there can be no targeted improvement and no emulation of success. This report card is just one small step along the road towards improving the reporting of school performance in Atlantic Canada. Fundamental improvements in data collection and reporting are needed in our region before our children fall so far behind we can never catch up. We must engage in a vigorous public debate about how we should measure school success and how we ensure that every student has access to a successful school.



# SECTION 1

## INTRODUCTION

One of the most important functions of Canadian provincial governments is educating its citizens. Every province spends a sizeable proportion of its budget on education and the quality of the education is critical for its long-term economic prospects.

Recent evidence from the Program of International Student Assessment (PISA)<sup>1</sup> and the Student Assessment Indicators Program (SAIP)<sup>2</sup> suggests that students in Atlantic Canada tend to lag behind those in the rest of the country in academic achievement. This trend, if not reversed, will reinforce Atlantic Canada's perennial position as a have-not region. The quality of education and the level of academic achievement have implications beyond economic performance, however; new evidence suggests that they also affect citizenship and participation in the community — in other words, “social capital”.<sup>3</sup> Thus, improving education should serve not only to make Atlantic Canadians more affluent; it should also improve the society in which we live.

The quality of the schools children attend plays an important role in their lives. Those who go to “good” schools have a much greater likelihood of realizing their potential, while those who attend “poor” schools must strive harder to achieve. This puts more pressure on already stretched parents and tends to increase the divisions between rich and poor in our society. In the longer term, poor-performing schools will produce a larger proportion of graduates who lack the skills to compete in the modern labour market, in which knowledge, intellect, and creative skill are in increasing demand. The results from PISA and SAIP should thus ring alarm bells. Atlantic Canada is faring badly, and if steps are not taken soon to improve the region's educational performance, its economic prospects will remain weak and its children's potential will go unrealized.

<sup>1</sup> PISA is an international examination of academic achievement by 15-year-olds coordinated by the Organisation for Economic Co-operation and Development (OECD). For a copy of the report, see the Statistics Canada Website [www.statcan.ca/english/freepub/81-590-XIE](http://www.statcan.ca/english/freepub/81-590-XIE).

<sup>2</sup> SAIP is an on-going program of measurement across reading, mathematics, and science. Each round of testing focuses on a different subject, and tests are administered to both 13- and 16-year-olds; this study presents results only for the older group. These data are collected and maintained by the Council of Ministers of Education Canada (CMEC); see Website [www.cmec.ca](http://www.cmec.ca).

<sup>3</sup> See Coleman (1990); Putnam (1993); and Woolcock (2000) for a discussion of social capital and how it is formed.



Any discussion of school performance should begin with a definition of what schools should aim to achieve. First, they should (and undoubtedly do) strive for academic excellence. This goal can be measured by student grades, but the subjective nature of most grading creates concerns related to comparability of standards and scores across and even within schools. A better means is standardized testing, with centralized or uniform marking that permitted an objective assessment of school performance on agreed criteria. Second, schools should strive to graduate a high proportion of their students. The consequences of dropping out are severe to both the individual and the community, and schools play an important role in keeping young people engaged in the learning process and as contributing members of society. Third, schools should aim to produce graduates who have the necessary problem-solving and critical analysis skills necessary to compete and succeed in post-secondary education.

The broad aim of this report is to use published data to evaluate the performance of secondary schools in the region. Unfortunately, the absence of a consistent data collection scheme in each province means that the data have had to be pulled together from a variety of sources, including some that are imperfect or dated. The study represents an important first step in evaluating Atlantic Canadian schools — identifying those that are underperforming so that they can be improved, and those that are doing well so that their strategies can be emulated. The study shows that, despite difficult circumstances, a number of schools in the region perform well and provide excellent education for their students. Identifying these schools is the first step toward understanding which factors contribute to a strong school performance and which strategies should be avoided.

The report is organized as follows: Section 2 provides an overview of how Atlantic Canada is doing as a whole on educating its children, and provides a review of recent PISA, SAIP, and International Adult Literacy Survey results. Section 3 outlines the study's methodological approach, and section 4 presents summary results for each high school in the region. Section 5 outlines some of the limitations of the analysis posed by the kinds of data that are currently collected. Finally, section 6 presents some conclusions and thoughts about future directions. The appendices provide more detailed information on the data used for each measure (Appendix A), the aggregate results for each province (Appendix B), how the study derives and calculates individual performance measures (Appendix C), and the performance of each individual school (Appendix D).

## SECTION 2

# ATLANTIC CANADIAN EDUCATIONAL ACHIEVEMENT IN THE NATIONAL CONTEXT

At the outset, it is important to note that the report cards presented in this study assess the relative performance of schools within each jurisdiction; they say little about the overall performance of the education system in each province. It is nevertheless clear from ongoing initiatives to assess academic performance in Canada — namely, PISA and SAIP — that the four Atlantic Canadian provinces consistently perform below the Canadian average. In fact, as Table 1 shows, the four Atlantic provinces trail all other provinces in the key areas of reading, mathematics, and science. This has significant long-term consequences for the region's economic prospects since, relative to those in other parts of Canada, the next generation of workers in Atlantic Canada may lack the skills to be competitive in an economy that increasingly rewards innovation, skill, and knowledge.

**Table 1: PISA Rankings of 15-Year-Olds in Atlantic Canada, by Province, 2001**

	Ranking (out of ten provinces)		
	Reading	Mathematics	Science
Nova Scotia	7	7	8
Newfoundland and Labrador	9	9	7
Prince Edward Island	8	8	9
New Brunswick	10	10	10

Source: Bussiere et al. 2001.

Nova Scotia has the strongest performance of the four Atlantic provinces, but still ranks no better than 7th in any of the three subject areas. Newfoundland and Labrador and Prince Edward Island have roughly comparable performances, but the situation is particularly dire in New Brunswick, which ranks last in each subject area. With a weaker natural resource base than either Newfoundland and Labrador or Nova Scotia, New Brunswick's future economic prospects are not encouraging.



**Table 2: SAIP Rankings of Mathematics Achievement by 16-Year-Olds in Atlantic Canada, by Jurisdiction, 2001<sup>4</sup>**

Jurisdiction	Ranking (out of 13 jurisdictions) <sup>5</sup>	
	Mathematics Content	Problem Solving
Nova Scotia (French)	3	4
Nova Scotia (English)	8	10
New Brunswick (French)	4	3
New Brunswick (English)	10	9
Newfoundland and Labrador	13	13
Prince Edward Island	9	11

As Table 2 shows, Atlantic Canada's overall rankings on the most recent SAIP mathematics examinations are consistent with the PISA results — a performance well below the Canadian average. A few important distinctions should, however, be made. Foremost among these is the strong performance of the French-language jurisdictions in New Brunswick and Nova Scotia, both of which perform above the Canadian average. The remaining four jurisdictions are at the bottom of the table, with Newfoundland and Labrador finishing last in both content and problem solving. The results are somewhat more encouraging for English-speaking students in New Brunswick, but their performance is still in the bottom half of the rankings. Students in Nova Scotia do moderately better than those in PEI, but the overall performance of the English-speaking jurisdictions in the region is a significant cause for concern.

<sup>4</sup> Rankings of mathematics achievement are determined by the proportion of students reaching Level 3. Content skills at this level include the use of length; angle measures; and area involving various line geometric figures and repetitions of the same geometric transformations. Level 3 problem-solving skills include the ability to choose between two algorithms to find a solution to a multi-step problem using a limited range of rational numbers.

<sup>5</sup> The 13 jurisdictions are the six Atlantic Canadian jurisdictions noted in the table, as well as Ontario (English), Ontario (French), Manitoba (English), Manitoba (French), Saskatchewan, Alberta, and British Columbia. Yukon, the Northwest Territories, and Nunavut also participate but are excluded from this analysis.

**Table 3: SAIP Rankings of Science Achievement by 16-Year-Olds in Atlantic Canada, by Jurisdiction, 1999<sup>6</sup>**

Jurisdiction	Ranking (out of 15 jurisdictions) <sup>7</sup>
Nova Scotia (French)	10
Nova Scotia (English)	9
New Brunswick (French)	14
New Brunswick (English)	12
Newfoundland and Labrador	11
Prince Edward Island	2

Table 3 shows that, in science achievement, with the notable exception of PEI's second-place ranking, Atlantic Canadian jurisdictions perform consistently below the Canadian average — indeed, they tend toward the bottom of the rankings. French-language jurisdictions in Nova Scotia and New Brunswick did not match their strong mathematics results with comparable performances in science and in fact fell below their English-language counterparts.

**Table 4: SAIP Rankings of Reading and Writing Achievement by 16-Year-Olds in Atlantic Canada, by Jurisdiction, 1998<sup>8</sup>**

Jurisdiction	Ranking (out of 15 jurisdictions) <sup>9</sup>	
	Reading	Writing
Nova Scotia (French)	14	15
Nova Scotia (English)	8	2
New Brunswick (French)	5	12
New Brunswick (English)	9	5
Newfoundland and Labrador	4	1
Prince Edward Island	13	8

<sup>6</sup> Rankings of science achievement are determined by the proportion of students reaching Level 3. To attain Level 3, students would be required to use chemical properties to compare and classify substances, analyze experiments, and evaluate their validity, and to identify patterns, trends, and simple relationships. Source: <http://www.cmec.ca/saip/science2/science2.highlights.en.stm>.

<sup>7</sup> This table shows the same 13 jurisdictions as in Table 2, with the addition of Quebec (English) and Quebec (French).

<sup>8</sup> Rankings of reading and writing achievement are determined by the proportion of students reaching Level 3. Reading at this level is achieved by responding to abstract language, details, and ideas; making informed judgments about purpose, content, or relationships among elements; and exploring and demonstrating personal understanding and appreciation. Level 3 writing is achieved through interpretation of complex texts and surface interpretation of some more sophisticated texts and/or questions by making informed and clearly supported judgments of a certain degree of complexity about the writer's purpose, audience, and choice of language, including figurative language; content (ideas, values, characters), organization, and structure; and relationships between and among these elements. Source: <http://www.cmec.ca/saip/rw98le/pages/AssessE.stm>.

<sup>9</sup> See Table 3.

The story for achievement in reading and writing is more encouraging, as Table 4 shows. Students in Newfoundland and Labrador, in fact, ranked first in Canada, while English-speaking students in Nova Scotia ranked second. English-speaking students in New Brunswick also turned in a strong performance. The results for reading were weaker, with Newfoundland and Labrador's fourth-place showing being the best in the region. French-speaking students in Nova Scotia performed very poorly in both reading and writing, as did students in PEI in reading. It should be noted that these more encouraging results for reading and writing in the SAIP rankings for 1998 are at odds with the more recent PISA results for reading. This suggests that, at best, the PISA results are an aberration from the still not particularly impressive level of performance established in the SAIP evaluation. At worst it suggests a steep deterioration in performance between the two test periods that requires immediate intervention.

Overall, the PISA and SAIP results show that the academic performance of Atlantic Canadian high schools ranges from below average to very poor and that there is considerable scope for improvement in every subject area, with the possible exception of writing skills.

**Table 5: International Adult Literacy Survey Rankings, by Province, 1994**

	Ranking (out of 10 provinces)		
	Prose	Document	Quantitative
Nova Scotia	3	6	5
Newfoundland and Labrador	9	10	10
Prince Edward Island	10	9	8
New Brunswick	7	7	7

Another way of assessing how well schools in Atlantic Canada are preparing their students for the increasingly competitive labour market is to look at the results from the International Adult Literacy Survey (IALS), an international comparison of the skills of adults aged 20 to 59 in the areas of prose, document, and quantitative literacy. Although the survey was undertaken in 1994 and is now somewhat dated, it remains the most recent measure of adult skill levels available. As Table 5 shows, with the exception of Nova Scotia, the Atlantic provinces again rank near the bottom among Canadian provinces in all three skill measures. Alarming, these results and those of the more recent PISA and SAIP surveys suggest that the gap between the Atlantic provinces and the rest of Canada is widening.



Armed with the results of these national and international surveys, this study seeks to go a step beyond and identify the Atlantic Canadian schools that are doing well and those that are doing poorly. It is to be hoped that the provincial results will inspire students, parents, teachers, and administrators to take remedial action no matter where their individual school falls. Schools that are performing poorly should be targeted for special attention to address concerns and raise performance. Schools that are performing well should be commended for their efforts, but there is no room for complacency. Given the state of the provincial systems, the good schools, too, should continually look for ways to improve.

## SECTION 3

# THE METHODOLOGY

In this study's attempt to assess the performance of schools in Atlantic Canada, it is important to use measures that will allow valid comparisons across schools. This precludes using final grades as a key component of the analysis since students with similar levels of achievement may not be graded similarly from one school to another. Accordingly, restricting the analysis to academic aspects of school performance allows one to identify four areas or performance indicators with which useful comparisons can be conducted:

- academic performance on standardized tests;
- student participation in advanced or university preparatory courses;
- the “hold” that schools have on their students — that is, their ability to get students to attend regularly and to graduate; and
- students' further education choices and subsequent performance.

A comprehensive set of data would permit the researcher to follow individuals through the education system and to determine how well each school succeeds according to the four broad criteria outlined above. Such a data set would also allow individuals to be linked to particular teachers, which would enable the researcher to gain some perspective on the kinds of teaching attributes that contribute to strong performance.<sup>10</sup> Unfortunately, no such database exists for Atlantic Canadian schools. Accordingly, one must work with the data that are available. Since data on individual students are not collected at the provincial level, this study focuses on the school itself as the unit of analysis with which to measure performance. Comparison across provinces — particularly in terms of academic achievement — is not possible due to the different kinds of data that are collected. As a result, a different tool of measurement is constructed and applied for each province, one that is appropriate for the available data.

A rich literature exists examining the roles of a variety of individual (see, for example, Flanagan 1993; Gilbert et al. 1993), school (see Purkey and Smith 1983; Wehlage and Rutter 1986), and community (see Datcher 1982; Jencks and Mayer 1990) effects on student performance. The combination of these

<sup>10</sup> According to one recent report on innovations in education, 18 US states have the ability to collect longitudinal student data and three more are constructing such systems. School districts in 21 states are attempting to measure school effects on learning through value-added assessment and large scale value-added assessment pilots involving more than one hundred districts are underway in Colorado, Pennsylvania, and Ohio. (See Raham 2003.)

factors will be very different for each individual school. School diversity can start with basic items like the size of the school and the classes within the school to more complex inputs including the knowledge and experience of the students coming into the school and the social and economic conditions of the communities the school serves. These differences may have important effects on how students perform on standardized tests, their likelihood of graduation and their propensity to participate in post-secondary education. Such effects also likely vary depending on the outcome being impacted.

The literature on just one such factor, school size, offers no clear prediction as to how well students are likely to perform (see Voekl 1995; 1995; Pittman and Haughwout 1987). Smaller schools are more likely to engage their students and make them feel part of a community; larger schools offer students more choice, providing them better opportunities to explore their interests and find courses (and perhaps extracurricular activities) that help them become and remain attached to their schools. Jepsen and Rivkin (2002) suggest that smaller schools are better, but the effect is not particularly strong, and the focus of research on school and class size tends to be concentrated on the long-term effects of small classes on students in the early years of their education.<sup>11</sup>

The approach this study uses is a statistical technique called a *multiple regression*. With this technique, it is possible to develop a model of school performance across a variety of outcomes (such as academic achievement, participation in advanced classes, and graduation rates) while controlling for “inputs” (such as differences in previous academic achievement in middle schools or junior high schools, the economic and social climate of the catchment area the school serves, the number of students per staff member, and the size of the school). The multiple regression technique permits a set of expectations to be developed for each school on each evaluative criterion based on the individual school’s inputs.

Each school can then be evaluated by how its actual performance compares with its predicted performance. This allows us to use what we know about the school and to “adjust the bar” for each school depending on its particular set of circumstances. To reiterate the critical point: Schools that have a number of advantages should be expected to do better than those that face a difficult situation. An affluent school with a regular intake of high-achieving students that performs only at the provincial average is not a success. In contrast, a school in a poor community with a regular intake of low achievers that nevertheless performs at the provincial average must be a success. Schools with identical “raw” output scores may have different final grades, reflecting the extent to which these schools faced different teaching and learning environments.

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<sup>11</sup> For a synopsis of this debate, see Website [www.naesp.org/comm/c1200.htm](http://www.naesp.org/comm/c1200.htm).

## SECTION 4

# SCHOOL RESULTS

This section presents the summary grades for each high school. At the core of this analysis is the idea that schools face very different circumstances and that holding each to the same standard is not really a fair measure. For instance, some schools in Labrador face among the most difficult social problems in the country, and expecting them to perform at the same level as a school in a more affluent location is unrealistic. We use the four input factors (school size, students-to-staff ratio, feeder school performance, and socio-economic status – SES)<sup>12</sup> to “predict” what each school should achieve, given its particular circumstances, on each of the output measures available in that province. This predicted score is then compared with the actual performance.

Schools are expected to achieve their predicted result in each assessment category — that is, they are expected to do at least as well as others have done in similar circumstances. Schools that exceed expectations get grades of B or better, depending on how far they exceed what was reasonably expected of them based on their circumstances. Schools that fall below expectations get grades of C+ or worse. The overall grade for the school is an average of all the grades assigned on each of the outputs.

The overall grade awarded each school is a composite of the individual grades reported. Detailed report cards for each school are presented in Appendix D, while Appendix C presents an example of how grades were calculated for each school.

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<sup>12</sup> A detailed description of the input measures is available in Appendix A.

## Nova Scotia

**Table 6: Summary Results for Nova Scotia High Schools<sup>13</sup>**

Rank	School	Academic Achievement	Graduation Rate	Participation in Post-Secondary Education	Overall Grade
1	Auburn Drive High	B	A+	A+	A
2	Pictou Academy (Dr. T. McCulloch)	A+	C+	B+	A
3	Holy Angels High	A+	B+	C+	B+
4	Annapolis West Education Centre	A+	C+	B	B+
5	Parrsboro Regional High	A+	B	D	B+
6	Rankin Memorial	B+	B	A	B+
7	Queen Elizabeth High	B+	B+	B+	B+
8	Cornwallis District High	B+	A+	B	B+
9	East Pictou Rural High	B	B+	A	B+
10	North Queens Rural High	A+	C	B	B+
11	Riverview High	B+	A	B	B+
12	Middleton Regional High	A+	C+	C+	B+
13	Dalbrae Academy	B	B+	A	B+
14	St. Mary's Academy	B+	B+	B	B+
15	MacDonald Complex (Dominion)	B	B	A	B+
16	E. Antigonish Academy/ Education Centre	B+	B	B+	B+
17	Eastern Shore District High	B	A	B+	B
18	Charles P. Allen High	B	B+	B+	B
19	Westville High	B	A+	C	B
20	Richmond Academy	B	B+	B+	B
21	Cape Breton Highlands Academy	B+	B+	C	B
22	St. Patrick's High	B+	D	B+	B
23	Forest Heights Community School	B	A	C	B
24	Lockeport Regional High	C+	A	C+	B
25	Strait Area Education-Recreation Centre	C+	B+	B+	B
26	Digby Regional High	A	C	C	B
27	Cabot High	C+	C+	A+	B
28	Guysborough Academy	C+	B	B+	B
29	Breton Education Centre	C+	B+	B+	B
30	Stellarton High	B	C+	B+	B
31	New Glasgow Junior-Senior High	B	B	C+	B
32	West Pictou District High	C+	B+	B	B
33	Sir John A. MacDonald High	B	B	C	B
34	Weymouth Consolidated	B	B	C+	B
35	Dr. John Hugh Gillis Regional	C+	B+	B	B
36	Sydney Academy	B+	D	B	B

<sup>13</sup> A detailed description of the outcome measures is available in Appendix A.

**Table 6: Summary Results for Nova Scotia High Schools (cont'd)**

Rank	School	Academic Achievement	Graduation Rate	Participation in Post-Secondary Education	Overall Grade
37	Horton High	A	B	F	B
38	Windsor Regional High	B+	D	B	B
39	Pugwash District High	B	B	C+	C+
40	Hants East Rural High	B+	C+	C	C+
41	Canso Academy	D	A	B+	C+
42	River Hebert District High	B	B	C	C+
43	Liverpool Regional High	B	C	B	C+
44	Sackville High	B+	F	B	C+
45	Prince Andrew High	C	B	A	C+
46	Cobequid Educational Centre	B+	B	F	C+
47	West Kings District High	B	C	C	C+
48	Yarmouth Consolidated Memorial High	B	F	B	C+
49	Baddeck Academy	C+	C	B	C+
50	Park View Education Centre	C	B	B+	C+
51	Dartmouth High	C+	C+	C	C+
52	Glace Bay High	D	A	C+	C+
53	Central Kings Rural High	C	C	B	C+
54	New Germany Rural High	C	B	C+	C+
55	Inverness Academy	D	B+	B	C+
56	Lunenburg Junior-Senior High	B	C	C	C+
57	Amherst High	C	B	C	C+
58	North Colchester High	B	F	B	C+
59	Duncan MacMillan High	C+	C+	D	C+
60	Bridgetown Regional High	B	F	C+	C+
61	Millwood High	C	B+	D	C+
62	Halifax West High	C	D	B+	C+
63	Trenton Middle High	C	D	B	C
64	South Colchester High	C	B	D	C
65	Hants West Rural High	C+	C+	F	C
66	Shelburne Regional High	C	C	C+	C
67	Springhill Junior-Senior High	C	D	C+	C
68	J.L. Ilsley High	C	C	C	C
69	Memorial High	C+	F	C+	C
70	Hants North Rural High	F	A	C	C
71	Cole Harbour District High	D	C+	C	C
72	Barrington Municipal High	F	B+	B	C
73	Bridgewater Junior-Senior High	F	C	B+	D
74	Clare District High	F	B	C+	D
75	Oxford Regional High	F	C	D	D

Nova Scotia high schools were evaluated on their academic achievement, graduation rate, and participation rate in post-secondary education. Academic achievement contributed 50 percent of the overall grade, with the other two criteria contributing 25 percent of the grade each. No school did so badly as to have been awarded an overall grade of F, although some schools rated a failing grade in academic achievement.

Only two schools merited an A. Schools that tended to do well in academic achievement fared less well in the other criteria. Parrsboro Academy is an excellent example, doing extremely well in terms of academic achievement — indeed, far exceeding expectations — and it also exceeded expectations on its graduation rate; however, it fell considerably short on the rate at which its students went on to post-secondary education (PSE). The reason for this poor grade in PSE participation is likely that Parrsboro Academy is located in a rural, poor, and isolated part of the province, and the relocation that PSE inevitably would require of the school's graduates might not be financially viable for their families.

By contrast, Auburn Drive, the school with the highest overall ranking, scored only slightly above expectations on academic achievement. It greatly exceeded expectations, however, on its graduation rate and PSE participation rate. The school's location in Halifax Regional Municipality in all likelihood affords its graduates a greater range of educational opportunities without requiring them to relocate. The draw of employment opportunities tends to reduce PSE participation and graduation rates in more prosperous communities,<sup>14</sup> but, it would seem that Auburn Drive does an excellent job of keeping its students engaged in school and ensuring that they go on to some form of higher education.

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<sup>14</sup> This is discussed in more detail in Appendix B.



## Newfoundland and Labrador

**Table 7: Summary Results for Newfoundland and Labrador High Schools**

Rank	School	English Achievement	Math Achievement	Graduation Rate	Honours Rate	Attendance Rate	Overall Grade
1	Swift Current Academy	A+	A	B+	A+	B+	A
2	Jakeman All-Grade	B+	C+	A	A+	A	A
3	Fatima Academy	B	B+	B	A+	A+	A
4	St. Joseph's Central High	B+	B+	A	A+	B	B+
5	Pasadena Academy	B	B+	B+	A	B+	B+
6	Mary Simms All-Grade	B+	B+	N/A	N/A	A	B+
7	Bishops College	A+	A+	C+	B+	C+	B+
8	Lakeside Academy	B+	A+	C+	B+	A	B+
9	Roncalli Central High	B+	B+	B+	A	B+	B+
10	Jens Haven Memorial	C	C	N/A	A+	C	B+
11	St. Mary's All-Grade	B+	A+	A	C+	B+	B+
12	James Cook Memorial	C	A	A	C+	A+	B+
13	Holy Name of Mary Academy	B+	B	B+	B+	B+	B+
14	Holy Cross All-Grade	B+	A	B+	C+	A	B+
15	Hampden Academy	C+	B	B+	A+	B+	B+
16	St. Gabriel's All-Grade	N/A	N/A	A	A+	C	B+
17	John Watkins Academy	A	B+	C+	B+	B+	B+
18	Eric G. Lambert All-Grade	B	B+	N/A	N/A	N/A	B+
19	Point Leamington Academy	B+	A	B	D	A	B+
20	Belanger Memorial	B+	B	B	A	B	B+
21	Prince of Wales Collegiate	A	B+	B	B	B+	B+
22	A. R. Scammell Academy	A+	B	A	B	C	B+
23	Canon Richards High	C+	C+	B+	B	A	B+
24	St. Catherine's Academy	B+	B+	C+	N/A	A	B
25	Regina High	B	C+	B+	B+	B+	B
26	St. Mark's All-Grade	A+	B	B+	C	B	B
27	St. Boniface All-Grade	A+	A	D	C	A	B
28	J.M. Olds Collegiate	A	B+	C+	A	C	B
29	Discovery Collegiate	B+	B	B	B+	C+	B
30	Stephenville High	B	B+	A	C+	B	B
31	Victoria All-Grade	N/A	N/A	A	D	A+	B
32	Holy Trinity Regional High	B	B	A	C+	B+	B
33	Sacred Heart All-Grade	C	C	A	B	A+	B
34	Laval High	B	C+	B+	B+	B	B
35	St. Augustine's Central High	C	C+	C+	A+	A	B
36	Gonzaga High	B	B+	B+	B	C+	B
37	Holy Cross All-Grade	N/A	N/A	A	D	A	B
38	St. James Regional High	A+	A	D	C	B+	B



**Table 7: Summary Results for Newfoundland and Labrador High Schools (cont'd)**

Rank	School	English Achievement	Math Achievement	Graduation Rate	Honours Rate	Attendance Rate	Overall Grade
39	St. Peter's All-Grade	C	C	B+	A	A+	B
40	Carbonear College	C+	C+	A+	B+	C+	B
41	St. Joseph's Central High	B	D	A	A	B	B
42	J.C. Erhardt Memorial	C	D	A	B+	B+	B
43	William Gillett Academy	C+	C	C	A	A+	B
44	Coaker Academy	B+	A	B+	B+	F	B
45	Indian River High	B	C+	B	B	B	B
46	Herdman Collegiate	C+	B	B	B	B	B
47	Templeton Collegiate	B	B	C+	B	B+	B
48	Marystown Central High	C+	C	B+	C+	B+	B
49	Bonne Bay Academy	C	B+	A	D	B+	B
50	Holland's Memorial	C+	B	C+	C+	B+	B
51	Bayview Regional Collegiate	B+	B+	B	F	B+	B
52	Christ the King All-Grade	B	C+	A	F	B+	B
53	Gander Collegiate	B	B+	C+	A	C	B
54	St. Lawrence Central High	C	C+	D	A+	B+	B
55	St. Michael's High	C+	B	A	B+	D	B
56	Cape John Collegiate	A	B+	B	F	B	B
57	Mountain Field Academy	B	C+	B	C	A	B
58	O'Donel High	B+	B	C	C+	B	B
59	King Academy	C+	C+	B	C	B+	B
60	Exploits Valley High-Greenwood	B	B	C	B+	B	B
61	Southwest Arm Academy	C+	B+	C	B	B	B
62	St. John Central High/A.J. Matthews All-Grade	C+	B+	B+	F	A	B
63	Elwood Regional High	C+	C+	C+	B	B	B
64	North Shore Collegiate	C+	B	D	B	A	B
65	Cow Head School Complex	C+	C+	N/A	B	B+	B
66	Ascension College	C+	C+	C+	C	B+	B
67	Basque Memorial	C+	C	N/A	N/A	A	C+
68	Lumsden School Complex	B	C+	A	F	B+	C+
69	Stella Maris Central High	B	B+	F	B+	B	C+
70	Northern Lights Academy	B	B	C	C+	B+	C+
71	Grandy's River/ St. George's All-Grade	C	B+	B+	F	A	C+
72	Henry Gordon Academy	C+	C+	F	B	A	C+
73	Dorset Collegiate	C+	C+	C+	C+	B	C+
74	Lester Pearson Memorial High	C+	B	A	C+	C	C+
75	Roncalli Central High	C+	C+	B+	F	A	C+
76	Random Island Academy	B	A	D	F	B+	C+
77	Baie Verte High	B+	B+	D	C	C+	C+
78	St. James All-Grade	C+	B+	C	D	B+	C+

**Table 7: Summary Results for Newfoundland and Labrador High Schools (cont'd)**

Rank	School	English Achievement	Math Achievement	Graduation Rate	Honours Rate	Attendance Rate	Overall Grade
79	Valmont Academy	C	C	A	D	B+	C+
80	Riverwood Academy	C+	C	A	B	D	C+
81	Harriot Curtis Collegiate	C	C	N/A	N/A	B+	C+
82	Conrad Fitzgerald Academy	D	C+	C+	C+	B+	C+
83	Holy Spirit High	D	F	B+	B	A	C+
84	Tricentia Academy	C+	C+	N/A	N/A	N/A	C+
85	Clareville High	B	B	C	C	C+	C+
86	St. Kevin's High	C	C	B+	C+	B	C+
87	Holy Heart of Mary Regional High	C+	C+	C	B	C	C+
88	Goose High	C+	C+	B+	B+	F	C+
89	E.A. Butler/ Cassidy Memorial	C	B	C+	D	B+	C+
90	Cottrell's Cove Academy	N/A	N/A	B+	F	A	C+
91	Gill Memorial Academy	B+	B	C+	D	C	C+
92	E.J. Pratt Central High	D	D	F	A	A+	C+
93	Leo Burke Academy	C+	C	D	B	B+	C+
94	Botwood Collegiate	C+	C+	C+	B+	D	C+
95	Lewisporte Collegiate	C+	B	B+	B+	F	C+
96	John Burke High	B	C+	F	C	A	C+
97	Glovertown Academy	C+	C+	C+	N/A	C	C+
98	MSB Regional Academy	B	C+	C	F	B	C+
99	Lake Melville School	C	D	N/A	N/A	B	C+
100	Smallwood Academy	C+	C+	B	F	C	C
101	Mount Pearl Senior High	B	B	C	C	D	C
102	Holy Trinity High	C	C	C	C	B	C
103	Dunne Memorial Academy	C+	C	C	F	A	C
104	St. Joseph's All-Grade	C+	C+	F	C+	A	C
105	St. Bernard's All-Grade	C	D	A	F	N/A	C
106	Sop's Arm Central High	C	C	F	C+	B+	C
107	Menihek High	C+	C+	B	C	D	C
108	Piccadilly Central High	C+	C+	C	F	C+	C
109	Mobile High	C+	C+	C+	F	D	C
110	Lakewood Academy	C	D	B	C+	C	C
111	St. John Bosco	D	D	C+	D	B+	C
112	Jane Collins Academy	C+	C+	C+	C	F	C
113	Bishop White All-Grade	C	C+	D	F	B	C
114	Queen Elizabeth Regional High	D	F	C	C	C+	C
115	Fogo Island Central Academy	C+	C	C+	D	D	C
116	École Ste-Anne	N/A	N/A	N/A	F	A	C
117	Carmanville School Complex	C+	F	B	D	D	C
118	St. Joseph's Academy	C+	C+	F	C	C+	C

**Table 7: Summary Results for Newfoundland and Labrador High Schools (cont'd)**

Rank	School	English Achievement	Math Achievement	Graduation Rate	Honours Rate	Attendance Rate	Overall Grade
119	Mountain View Collegiate	D	D	F	D	B	D
120	St. Peter's Academy	F	F	D	F	A	D
121	Booth Memorial High	C	D	C	D	F	D
122	Amos Comenius Memorial	C	C	F	F	C	D
123	D.C. Young	N/A	N/A	F	F	A	F
124	Holy Cross School Complex	D	D	F	C	C	F

For high schools in Newfoundland and Labrador, the overall grade is a simple average of the five scores that make up the individual grades for English achievement, mathematics achievement, the graduation rate, the honours rate, and the attendance rate. Three schools scored an A, but as in Nova Scotia none attained an A+. Two schools received failing grades, but in both cases these grades should be viewed with some caution. Holy Cross, which ranked last among schools in the province, actually failed only on the graduation rate criterion. It did, however, have a poor (but not failing) performance across the board, receiving a D in both achievement measures and a C in the rates of honours and attendance. For the other school with a failing grade, D.C. Young, the province does not report results from the Canadian Test of Basic Skills, so it could be evaluated on only three criteria. It received an F in both the graduation rate and the honours rate, but an A in attendance.

At the top of the table, Swift Current Academy showed an impressive performance across the board, attaining an A+ in English achievement and an A in mathematics. It also received an A+ in the honours rate and a B+ in both the graduation rate and the attendance rate. Jakeman All-Grade, which finished second, had only an average performance on the achievement measures, but did very well on the other three criteria. Fatima Academy, the third school receiving an overall grade of A, surpassed expectations in all five measures, showing particular strength in the honours and attendance rates, earning an A+ in both.



## New Brunswick

**Table 8: Summary Results for New Brunswick High Schools**

Rank	School	Math Score	Language Arts Score	Participation in College Prep Math	Participation in College Prep Language Arts	Staying-On Rate	Overall Grade
1	Sir James Dunn Academy	C+	A+	A+	A+	B	A
2	École Sainte-Anne	B	B+	A+	A	A	B+
3	Canterbury High	A+	B+	C	C+	A	B+
4	Carleton North Senior	A+	B	B	D	A	B+
5	Hartland High	C+	B	A+	A	B+	B+
6	Cité-des-Jeunes	A	B+	C+	C+	A	B+
7	Chipman Junior/ Senior High	D	A+	B+	B	A	B+
8	Polyvalente A.J.-Savoie	B+	B+	C+	A+	B	B+
9	Upper Miramichi Regional	B	A+	B	C	B+	B+
10	École Marie-Gaetane	C+	B+	A+	B	B	B+
11	James M. Hill Memorial	A	C	B	B+	A	B+
12	North and South Esk Regional	A+	C+	B	C+	B+	B+
13	École Samuel-de-Champlain	B	A+	B+	B	C+	B+
14	Kennebecasis Valley High	C	B+	A	B+	B	B
15	Polyvalente W.A.-Losier	B+	B+	B	B+	C+	B
16	Doaktown Consolidated	B+	B	C+	A	B+	B
17	Saint John High	B	B	B+	A	B	B
18	Saint Mary's Academy	A+	F	A+	B	F	B
19	Polyvalente Marie-Esther	C	A+	B	B+	B	B
20	Tantramar High	A	B+	C	B	C+	B
21	École Secondaire Nepisiguit	C+	B+	B	B+	B	B
22	Hampton High	B+	B+	C	D	B+	B
23	Miramichi Valley High	A	C	B	B+	B	B
24	St. Malachy's High	B	A	B+	B	D	B
25	Polyvalente Mathieu-Martin	B+	B+	B	D	B	B
26	Riverview High	C+	B	B+	B	B	B
27	Blackville Rural High	A	B	C	F	B+	B
28	Mgr-Marcel-François-Richard	A	C+	B+	C+	C	B
29	Caledonia Regional High	B	B	D	B	B	B
30	Bathurst High	B+	A	F	D	B	B
31	Centre La-Fontaine	B	B+	B	C	C+	B
32	Polyvalente Roland-Pepin	B	C+	C+	A	C+	B
33	École Secondaire Assomption	A+	C	B	C	C	B
34	École Carrefour Beausoleil	C	C	A+	A+	C+	B
35	Oromocto Senior High	B+	C+	C+	C+	B+	B
36	Polyvalente Louis-J.-Robichaud	B+	D	B+	C+	B	B
37	Woodstock High	B	A	C	D	C+	B

**Table 8: Summary Results for New Brunswick High Schools (cont'd)**

Rank	School	Math Score	Language Arts Score	Participation in College Prep Math	Participation in College Prep Language Arts	Staying-On Rate	Overall Grade
38	Rothsay High	B+	C	B	B+	C+	B
39	Polyvalente Louis-Mailloux	D	B+	B	B+	C+	C+
40	Petitcodiac Regional High	B+	B	C	C	C+	C+
41	Minto Memorial High	B+	C	D	B	B	C+
42	Fredericton High	C+	B	C+	B	C+	C+
43	Moncton High	B	C+	C+	B	C	C+
44	Campobello Island	C	C	B+	C+	B+	C+
45	Sugarloaf Senior High	C	B+	A	A	F	C+
46	Harvey High	A	C	F	C	B+	C+
47	Cambridge-Narrows	C+	B+	C	B	C	C+
48	École Aux-Quatre-Vents	F	C	A+	B	B	C+
49	St. Stephen High	C+	C+	C+	C+	C+	C+
50	Tobique Valley High	D	D	C	B+	A	C+
51	École Régionale de Baie-Ste-Anne	D	C	A+	B+	C+	C+
52	Sussex Regional High	D	B	C+	D	B+	C+
53	Fundy High	D	C	C+	B+	B	C+
54	Polyvalente Thomas-Albert	C+	F	B	B	B	C+
55	Nackawic Senior	C+	D	C+	C+	B	C+
56	Stanley Regional High	D	B	D	C	B	C+
57	Dalhousie Regional High	B+	D	F	D	B	C+
58	Grand Manan Community	D	B+	B+	B	F	C
59	Harrison Trimble High	C+	B+	B	C	F	C
60	Harbour View High	C	C+	C+	C+	D	C
61	Leo Hayes High	C	F	B+	B+	B	C
62	Polyvalente Clément-Cormier	F	D	A+	A	C	C
63	École Grande-Rivière	C	C	D	B	C	C
64	Belleisle Regional High	F	D	C+	B+	C+	C
65	John Caldwell	C+	C+	F	F	B+	C
66	Southern Victoria	B	B	F	F	C+	C
67	J.M.A. Armstrong High	C	F	B	C+	C+	C
68	Simonds High	F	C	D	C	B+	C
69	McAdam High	C	D	F	F	A	C
70	St. Vincent's High	D	B	B	B	F	C
71	Bonar Law Memorial	F	D	D	F	F	F

For New Brunswick high schools, the overall grade is a weighted average of five output measures, with 25 percent coming from each of the scores for language arts achievement, mathematics achievement, and the staying-on rate, and the final 25 percent arising from the average of the participation rates in college preparatory mathematics and language arts (to avoid an overweighing of participation versus actual achievement).

The only New Brunswick school to earn an A was Sir James Dunn Academy, which attained an A+ in English achievement, an A+ in college preparatory mathematics participation, and a third A+ in college preparatory language arts participation. It earned a B for its performance at keeping students in school, and its only blemish was a C+ in mathematics achievement. Bonar Law Memorial earned the only F, failing on mathematics achievement, college preparatory language arts participation, and the staying-on rate. It also received a D in both language arts achievement and college preparatory mathematics participation.

One interesting observation is the clustering of District 14 schools in the upper Saint John River Valley near the top of the table, with the third through fifth spots occupied by Canterbury High, Carleton North Senior High, and Hartland High, respectively. The strong performance of this school district merits further investigation to determine whether any important lessons can be learned from it.

The top francophone high school in New Brunswick was École Sainte-Anne in Fredericton, which narrowly missed receiving an A by only marginally exceeding expectations in mathematics achievement and participation in college preparatory mathematics.

## Prince Edward Island

One important limitation of this study is its omission of Prince Edward Island from the analysis. This is due to the absence of any program of standardized student assessment in that province, which makes comparisons across schools difficult. Moreover, a request for summary data on enrolment in college preparatory courses and other possible indicators of performance received no response from the PEI Department of Education.

PEI has 13 high schools offering classes across the high school grades and approximately 6250 students were enrolled in grades 10, 11, and 12 in the 2000/01 academic year. Approximately 170 of these were enrolled in francophone schools and 40 in the province's only private school. In the absence of any objective data on the relative performance of these schools, however, it is impossible to conjecture which provide good services for their students and which fail to meet expectations.

The absence of data from individual schools in Prince Edward Island means that one can assess their performance only in general terms and on the basis of results from PISA, SAIP, and International Adult Literacy Survey (IALS) tests. Overall, the performance of PEI high schools is similar to those in the

other Atlantic Canadian provinces in that they are generally below the Canadian average (although they exhibit a strong showing on the SAIP science result). The IALS results show that the quantitative and literacy skill levels of Prince Edward Islanders tend to be lower than those of other Canadians, suggesting significant scope for improvement. Since a key objective of this report is to identify and thus target underperforming schools for remedial action, it is hoped that data for individual PEI schools will be made available in the future.

## Private Schools

Another part of Atlantic Canada's education system that has had to be largely excluded from the analysis is private schools. The PISA report notes, however, that almost all 15-year-olds in Atlantic Canada attend public schools. Given the small number of private schools in the region and their lack of participation in the kinds of assessments that are undertaken of public schools, excluding them from the analysis would not appear to skew the results unduly. One can surmise, however, that the paucity of private schools means that the socio-economic status of their students is high and that the academic performance of such schools is also relatively high.

## SECTION 5

# LIMITATIONS OF THE ANALYSIS

Although this study has attempted to take full advantage of the available data, significant shortcomings in the data limit one's ability to evaluate school performance. The most fundamental shortcoming is that the unit of analysis is the school, rather than the individual student.

Shortcomings in the available data also force the researcher to use a proxy for the relative socio-economic status of each school. Lacking data on the socio-economic background of individual students or even of the student body as a whole, the researcher must fall back on the broad indicator of census data relating to the socio-economic status of the catchment area from which the school draws its students. This data source may be a reasonable approximation of reality — and, in any case, it is the best one can do with the available data — but a much better indicator would be a direct link to the income, occupation, and educational attainment of parents. In fairness, a school's relative performance can be assessed objectively only by identifying those factors the institution itself can control and by avoiding confusing the school's performance with the context in which it operates.

Data limitations of various kinds also exist at the level of the individual province. For example, Nova Scotia sets provincial exams, but only a sample of these is marked centrally. Thus, to limit the possibility of sampling error, only schools that had a total of 25 or more exams centrally marked across the five different subjects were used. Nova Scotia expanded standardized testing in 2002, which will be of great value in compiling future annual school report cards.

Another limitation of the data is that, in both New Brunswick and Newfoundland and Labrador, no information exists on the fate of students after they complete high school.<sup>15</sup> Only Nova Scotia compiles information on the proportion of high school graduates that goes on to post-secondary education.

In many cases, the data used in this report are somewhat dated and lacking in scope. For instance, in Newfoundland and Labrador, academic achievement was measured using the Canadian Test of Basic Skills results from 1999 for grade 10 students. Clearly, one would have preferred to use more recent data and to analyze results for students in Grade 12, to better capture their high school learning experience.

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<sup>15</sup> Recently data on the destinations of high school graduates from Newfoundland and Labrador became available, but too late to incorporate into this report card.



A significant gap that occurs across all three provinces is that very little is known about the quality of teaching that students receive in different schools. Some measure indicating the number of teachers who have advanced qualifications or other forms of skill certification would be a good starting point. As well, little is known about the resources allocated to each school and how they are used within the school.

A further useful step toward a comprehensive analysis of school performance would be to track how well students perform in post-secondary institutions. Such knowledge would give some perspective on the success with which individual high schools are preparing their students for more advanced study.

This discussion of better measures and improved reporting is far from simple conjecture. Extensive work has been done around the world to identify not only the key indicators of academic success, but to also define the measures to demonstrate it. Jurisdictions in every corner of this continent have implemented broad quantitative and qualitative reporting structures that easily deliver critical information into the hands of the public. Consider just two examples, British Columbia and Alaska:

The British Columbia reporting system includes information comparing every public or independent school and reporting a wide range of indicators at the school, district and provincial level. British Columbia school reports include results on standardized exams, graduation rates, honours graduates, the number of scholarships earned by graduates in a given year, participation in provincial exams and enrolment in various courses. The reports also include comprehensive school-by-school results from parent, staff and student surveys that assess school environment, safety issues, access to computers, physical activity at school and more qualitative judgements about achievement and human and social development.

The Alaskan reporting system delivers input and outcome measures by school. This allows the public to get an immediate picture of the school and its inputs including volunteerism and community partnerships. Summary outcome measures like graduation rate and attendance are also readily apparent. Beyond the quick summary, the Alaskan system also opens up public access to information on key state benchmarks in reading, writing and mathematics by school and grade in a tabular format showing performance over time.<sup>16</sup>

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<sup>16</sup> The British Columbia report card system can be found at: <http://www.gov.bc.ca/bced/>. The Alaskan school reports are available at: <http://www.eed.state.ak.us/stats/>. AIMS has compiled a list of similar reporting regimes and other valuable education resources for parents, students and taxpayers at <http://www.aims.ca/School/links.htm>.

## SECTION 6

# CONCLUSIONS

This report has offered a collection and analysis of a wide range of data from high schools in Nova Scotia, Newfoundland and Labrador, and New Brunswick with the goal of assessing their relative performance. As noted above, the lack of data and the inconsistency of many that are available presented enormous challenges. This study has, however, tackled these challenges in a reasonable manner to produce an objective, fair, and valid assessment of performance across as wide a range of outcomes as possible.

At the core of these report cards is the fact that schools do not operate in a homogenous environment. Some schools have considerable advantages, including an intake of high-performing students and a strong economic and social environment. The approach presented here shows that these differences are important, and schools facing difficult circumstances should not be expected to perform as well as those facing less than ideal academic conditions. The approach this study has taken is to use measures such as catchment area socio-economic status and the performance of incoming students at the junior high or middle school level to adjust the bar for each high school, which seems fairer to schools than simply benchmarking them to a provincial average.

A final point that deserves emphasis is that the rankings presented in this study are relative within each of the provinces. The latest data from the Program of International Student Assessment suggest that students in Atlantic Canada are lagging behind those in other parts of Canada. Accordingly, a comparison of Atlantic Canadian schools with schools in other parts of the country undoubtedly would reveal that a far greater number of schools in this region are underperforming and even failing. These school report cards should be seen as the first step in an ongoing annual performance review. There are, moreover, a number of ways in which the review process can be improved. For example, more needs to be known about how each school operates, which should lead to a better understanding of why some schools do well and others do not. To that end, a number of questions should be answered:

- To what extent are parents engaged in school governance?
- What role do extracurricular activities play in the school?
- What financial resources are at the discretion of the school?
- How are discretionary financial resources allocated?
- How is discipline delivered in the school?

A key objective of any ongoing assessment will be to examine how stable these results are over time. Do some schools consistently outperform expectations while others consistently fail to measure up?

It is to be hoped that this report card exercise encourages low-performing schools to reflect on their practices and to consider how they could improve, perhaps by emulating more successful schools. At the same time, better-performing schools should strive to maintain their standing and seek to improve still further. At stake is nothing less than the future of Atlantic Canadians.



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## APPENDIX A: DATA SOURCES

This appendix details the data that were collected and manipulations that were undertaken to improve the quality of the analysis for each province. Schools that have closed since the data were collected have been excluded from the analysis, as have a number of recently opened schools for which the relevant data were not yet available. In addition, the data were either partially reported or not reported at all for some schools, so either a particular component of their performance or the entire school has been excluded from the analysis.

### Nova Scotia

For Nova Scotia, except where otherwise stated, the measures are those supplied to AIMS by the provincial department of education.

#### Note on Schools

Data challenges and changes in the school system resulted in the exclusion of some schools from this analysis and the inclusion of older schools that have now been closed or renamed. For Nova Scotia, the following schools are not included: adult high schools, private schools, First Nations' schools, schools in the Conseil Scolaire Acadien Provincial, Advocate District High, Drumlin Heights Consolidated, Islands Consolidated, Kings County Academy, and Musquodobit Rural High.

Schools included and now closed or renamed were: Cornwallis High and Riverview High (replaced by Northeast Kings High) and Clare District High (replaced by St. Marys Bay Academy).

### High School Achievement Results

Nova Scotia did not run province-wide standardized exams during the 1997–2001 period and the 2002 data were not yet available at the time of writing. However, the province administered a series of centrally prepared exams to students in 2001 across five subjects: English, communications, biology, chemistry, and physics.<sup>17</sup> Although the exams were graded locally, a sample of them was marked centrally to ensure consistency, and this study uses these centrally marked exams to construct the measure of academic achievement in Nova Scotia.<sup>18</sup> Doing so, however, required some fairly laborious calculations.

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<sup>17</sup> The province reports that their policy requires all students to write the provincial exams. AIMS has learned that some schools, nevertheless, exempt certain students. Exempting students will tend to disadvantage or advantage schools on this criteria, as it may overstate or understate their true level of performance.

<sup>18</sup> This information was provided by the Nova Scotia Department of Education.

To begin, each school's average grade on each test was used to create a standardized score by subtracting the provincial average from the school's mean score and dividing by the provincial standard deviation for this score. (One limitation was that a number of schools contributed very few exams to the sample. Thus, to ensure data quality, a school was excluded from the analysis unless it submitted at least 25 exams across the five subjects.)

Then, to develop a composite measure of achievement, a weighted score was created by taking the number of students in each school who were graded on a particular exam divided by the average number of exams written in that school. To illustrate, suppose 10 students wrote the biology exam, 20 chemistry, 15 physics, 50 English, and 5 communications, for a total of 100 students writing five exams. Dividing 5 exams into 100 results gives an average of 20 exams as the weighting denominator, and the scores for each exam would be weighted as follows:

biology:  $10/20 = 0.5$   
 chemistry:  $20/20 = 1$   
 physics:  $15/20 = 0.75$   
 English:  $50/20 = 2.5$   
 communications:  $5/20 = 0.25$

Using this example, the total score would then be calculated as:

$0.5 \times \text{biology score} + 1 \times \text{chemistry score} + 0.75 \times \text{physics score} + 2.5 \times \text{English score}$   
 $+ 0.25 \times \text{communications score}.$

Given the relatively large number of students who write the English exam in this example, this approach tends to put a lot of weight on the score for that subject. One could argue, however, that the subject that is the greatest proportion of the total exams written in that school ought to be weighted more heavily than the other subjects. Given the sampling scheme of the tests (where English is the most sampled), schools that do poorly in this subject tend to have difficulty recovering on other tests.

## The Graduation Rate

The graduation rate for Nova Scotia schools is a simple calculation of the number of actual graduates divided by the number of students enrolled in grade 12, averaged across the four academic years 1997/98 to 2000/01. Note that these four-year averages were transformed using what statisticians call a *standard normal transformation*.<sup>19</sup>

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<sup>19</sup> Standard normal transformations are used throughout this paper as a means of converting the data to a consistent scale. A standard normal transformation is computed by subtracting the mean from an observed value and dividing this by the standard deviation of that measure. This gives a new variable that has a mean of 0 so that values above 0 are above average and values below 0 are below average.

## **The Post-Secondary Participation Rate**

The post-secondary participation rate was determined by taking the proportion of graduates from each school that participates in post-secondary education (either university or community college) and averaging it across the three academic years 1998/99 to 2000/01. Again, these three-year averages were transformed using a standard normal transformation — that is, the provincial average was subtracted from the school average and divided by the standard deviation.

## **Middle School Results**

To determine the average performance for each middle school, Nova Scotia Achievement Tests (NSAT) scores from 1996 were averaged across four tests (English, science, and two mathematics exams). As noted above, Nova Scotia abandoned full province-wide standardized testing from 1997 to 2001. Expanded testing was reintroduced in 2002, but the data from that year were not available at time of writing.

Then, to determine a composite measure of the academic performance of students on entry into high school, the average performance of the middle schools from which each high school draws its students was taken, weighted by the number of students writing the test for each middle school.

## **School Size**

School size was determined simply by the total enrolment of students in grades 10, 11, and 12 in each school for 2001, as provided to AIMS by the Nova Scotia Department of Education. For schools that include grades beyond the high school level, the total number of students enrolled in the school was divided by the total number of grades covered, multiplied by the appropriate number of high school grades — three in the case of Nova Scotia.

## **The Students-to-Staff Ratio**

The ratio of students to staff was determined by dividing the total number of students enrolled in a school by the total number of teaching staff employed at that school for 2001, as provided to AIMS by the Nova Scotia Department of Education. For schools that include grades outside 10, 11, and 12, it was not possible to determine the number of full-time equivalent teaching staff allotted to students of high school age. In these cases, the total number of students in the school was divided by the total number of teachers, on the assumption that there was an equal distribution of teachers across grades.



## School Catchment Area Socio-Economic Status

The socio-economic status (SES) of a school's students is a crucial determinant of its overall academic performance. Accordingly, for each school, the boundaries of the catchment areas from which it draws its student body were determined, then converted to enumeration areas that allowed a link to be made to 1996 census data that can be used to derive a variety of socio-economic and demographic indicators. In all, 12 accepted indicators were used to compute a measure of SES for each school's enumeration areas:

1. the proportion of the labour force in high-status occupations;
2. the proportion of the population holding a university degree;
3. the proportion of the population having less than a high school diploma;
4. average income;
5. the proportion of 15-to-24-year-olds not participating in education;
6. average home value;
7. average rent;
8. the proportion of one-parent families;
9. the employment rate for adults;
10. the unemployment rate for adults;
11. the employment rate for youths aged 15 to 24; and
12. the unemployment rate for youths aged 15 to 24.

Each of these indicators was standardized using the provincial average and, for items 3, 5, 8, 10, and 12, multiplied by  $-1$ .<sup>20</sup> The 12 items were then summed to give a single indicator of SES for each enumeration area.

An average was then calculated for each catchment area, weighted by the population of the enumeration areas. This allowed enumeration areas with larger populations to have a greater weight than those with smaller populations in the overall SES indicator for each school's catchment area.

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<sup>20</sup> In the other seven items, a larger number tends to suggest a higher level of social affluence. For items 3, 5, 8, 10 and 12, a higher number suggests a lower level of social affluence; by multiplying them by  $-1$ , all 12 items move in the same direction.

## Newfoundland and Labrador

For Newfoundland and Labrador, with the exception of the SES measures (which were derived from census data) and the feeder information (which was provided by each school district), all the remaining data were collected and derived from the province's Department of Education K–12 Information System.

### Note on Schools

For Newfoundland and Labrador the following schools are not included: institutional schools, native federal schools, social service schools, Brother P.I. Murphy, First Baptist Academy, St. Bonaventure College, St. John's Adventist Academy, Baltimore School Complex, B.L. Mossison All-Grade, Nukum Mani Shan School, Peenamin McKenzie, Our Lady of Labrador, St. Joseph's All-Grade (D2), St. Lewis All-Grade, All Saints All-Grade, St. Simon & St. Jude, H.L. Strong Academy, Long Island Academy, St. Peter's All-Grade, St. Stephen All-Grade, Heritage Collegiate, Crescent Collegiate, École française de St-Jean, and Centre éducatif l'ENVOL – Labrador City.

Schools included and now closed or renamed were: Sops Arm Central High (replaced by Main River Academy), St. Bernard's All-Grade (renamed Fortune Bay Academy) and St. Joseph's Central High – district 4 (replaced by Appalachia High).

### Academic Achievement

Academic achievement was measured using the grade 10 Canadian Test of Basic Skills (CTBS) administered in 1999.<sup>21</sup> The Newfoundland and Labrador Department of Education provides two CTBS test results, one for English (where four criteria are reported) and the other for mathematics and science (where two criteria are reported). The results are presented as a percentile rank; the four English scores were averaged to constitute a measure of English Achievement and the Math and Science scores were averaged to constitute a measure of Math/Science Achievement. These average percentile scores were subsequently transformed through a standard normal transformation.

Ideally, one would have liked to have analyzed standardized test results for students in grade 12, but these data were not available at time of writing.

### The Graduation Rate

The graduation rate for Newfoundland and Labrador schools is the proportion of eligible students who

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<sup>21</sup> These data are available at [http://www.education.gov.nf.ca/sch\\_rep/1999/index.htm](http://www.education.gov.nf.ca/sch_rep/1999/index.htm).

graduated in the 1999/2000 academic year.<sup>22</sup> The Newfoundland and Labrador Department of Education states: “This particular graduation rate is calculated by dividing the number of graduates by the number of eligible graduates”.

### The Attendance Rate

The attendance rate for each school was computed by averaging the school’s monthly reported monthly attendance rates for the 1999/2000 academic year.<sup>23</sup> This is calculated by dividing the number of person days attended by the total number of person days (the number of students multiplied by the number of days of class in that month).

### The Honours Rate

The honours rate is the proportion of students in each school that achieved at least 80 percent in each of a variety of predetermined courses. It is taken from the same graduate report that provides graduation rates.

### Junior High School Results

Similar to the Nova Scotia case, in Newfoundland and Labrador a weighted average of standardized test results was calculated for all the junior high schools that feed into each high school. Students were administered a Criterion Reference Test in math and science, and the school average was reported for each subject. The results for all schools were then combined to derive a single measure of junior high school achievement by using a simple average of the two scores. For high schools having multiple feeder schools, a composite score was computed, with each junior high school contributing a share proportional to the relative size of its student body.<sup>24</sup>

### School Size<sup>25</sup>

School size was determined by the number of students enrolled in grades 10, 11, and 12 for each school. As with Nova Scotia, for schools that include grades beyond the high school level, the total number of students enrolled in the school was divided by the total number of grades covered, multiplied by three high school grades.

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<sup>22</sup> These data are also available at [http://www.education.gov.nf.ca/sch\\_rep/1999/index.htm](http://www.education.gov.nf.ca/sch_rep/1999/index.htm)

<sup>23</sup> *Ibid.*

<sup>24</sup> For instance, if a high school had two junior high schools feeding into it, the first with 200 students and the second with 400 students, the prior achievement measure for this school would be calculated as 1/3 of the first school’s score plus 2/3 of the second school’s score.

<sup>25</sup> School size and the students-to-staff ratio were both taken from the school description found at [http://www.education.gov.nf.ca/sch\\_rep/1999/index.htm](http://www.education.gov.nf.ca/sch_rep/1999/index.htm).

## **The Students-to-Staff Ratio**

The ratio of students to staff was determined by dividing the total number of students enrolled at a school by the total number of full-time equivalent teaching staff employed at that school.

## **School Catchment Area Socio-Economic Status**

The socio-economic status of the catchment area for each school in Newfoundland and Labrador was calculated exactly as described for Nova Scotia. As was the case for Nova Scotia, each school district was contacted and the geographic boundaries of each high school were determined. This information was converted to a list of enumeration areas, the 12-item scale was applied to each area, and a weighted score was computed for each school.

## **New Brunswick**

For New Brunswick, except where otherwise stated, the measures are those supplied to AIMS by the provincial department of education.

### **Note on Schools**

For New Brunswick, the following schools are not included: New Brunswick Learning Centres, private schools, and Bernice McNaughton High.

## **Academic Achievement**

New Brunswick has a more entrenched system of standardized testing than do the other Atlantic provinces, particularly in language arts and mathematics, the results of which are published in an annual report card by the province's Department of Education. An even wider range of examination results exists for francophone students, but for purposes of comparability with anglophone students, only the results for language arts and mathematics were included in the analysis. For anglophone students, school scores as reported by the province for 11.1 and 11.2 Math and Language Arts are used. For francophone students, school scores as reported by the province for 11e (regular level) Math and 12e (regular level) Language Arts are used. The 1999/2000 and 2000/2001 results are averaged to determine the actual score on that measure for each school. Where schools did not write in 2000/2001 the 1999/2000 score is used. Upper Miramichi Regional was the only school not to report data in either year for math achievement and enrolment and it was assigned the provincial average on these scores for comparative purposes.

## Participation in College Preparatory Subjects

A second element of the New Brunswick report card is the proportion of students in each grade taking college preparatory mathematics and language arts. Results for both achievement and participation in these advanced subjects were taken from the report card for the 2000/01 academic year.

## The “Staying-On” Rate

New Brunswick differs from Nova Scotia and Newfoundland and Labrador in that it reports a dropout rate, rather than a graduation rate, for each school. Accordingly, a “staying-on” rate was calculated by averaging the dropout rate in each school for the academic years 1998/99, 1999/2000, and 2000/01 and subtracting it from 1.

## Middle School Results

Grade 8 students in New Brunswick, both anglophone and francophone, are tested across a variety of subjects and pass rates are published in provincial report cards. These test results were combined into a single measure to capture the academic ability of the students who enter each high school. However, the data provided for anglophone and francophone students are somewhat different. For anglophone students a number of criteria for math and language arts are provided by percentage at each school that achieves an acceptable grade. These figures are standardized and summed to create a math scale and a language arts scale; these are subsequently summed to give an overall result for the middle school. For francophone students a larger number of items are provided, showing the proportions that achieve an acceptable grade, an almost acceptable grade, and a poor grade. To deal with this extra level of information, a point score was created for each criterion, with a school getting 2 points for each percentage point falling in the acceptable range and 1 point for each percentage point falling in the almost acceptable range. Each item was standardized and scales were created for math and language arts. These scales were subsequently summed to provide a single measure for the school.

As with Nova Scotia and Newfoundland and Labrador, for high schools having multiple feeder schools, the middle schools with larger student bodies were given relatively more weight in the overall figure.

## School Size

Unlike in Nova Scotia and Newfoundland and Labrador, where high school consists of grades 10, 11, and 12, high school in New Brunswick begins with grade 9. Accordingly, New Brunswick high schools tend to be somewhat larger than their counterparts in the other Atlantic provinces. Size was determined by the number of students enrolled in the four grades in the 2000/01 academic year.

## The Students-to-Staff Ratio

As with the other provinces, the ratio of students to staff in New Brunswick high schools was calculated by taking the total number of students in each school and dividing by the number of full-time equivalent (FTE) teaching staff, as reported in *Statistics for the 2000/01 Academic Year* published by the New Brunswick Department of Education. Some New Brunswick schools cover more grades than just high school, and it was not possible to distinguish how many FTEs are dedicated to high school grades and how many teach other grades. For such schools, the students-to-staff ratio was calculated in the same way as for those that cover only high school grades.

## School Catchment Area Socio-Economic Status

The socio-economic status of the catchment area for each school in New Brunswick was calculated exactly as described for the other two provinces. Again, it is important to note that each school district was contacted and boundaries for each school were defined and subsequently converted to enumeration areas, which allows for links to 1996 census data and the creation of a 12-point scale indicating the social and economic conditions in the community served by each school.

## APPENDIX B: REGRESSION RESULTS

In this section, the results of the statistical analysis are explained in some detail. The section begins with an overview of the general trends that are revealed in the analysis. This is followed by a presentation of statistical models for each province.

### General Trends

The statistical models presented below give some perspective on the factors that influence school performance. The most compelling and consistently strong predictor of high school performance is the performance of students at the junior high or middle school level, shown in the models as “Prior Achievement”. This makes a great deal of sense, since schools that draw high-achieving students have an immediate advantage over those that enroll low-achieving students. Although this finding is hardly surprising, its robustness suggests that it is difficult to assess the value added of high schools without some knowledge of the relative performance of the students when they enter the school. High schools that draw students from high-achieving junior high or middle schools should be expected to maintain this advantage. High schools that draw students from low-achieving junior high or middle schools will have a difficult time attaining “average” scores. Schools that show improvement, even if they still fall below the provincial mean, should be lauded, as they have taken a difficult situation and improved the fortunes of their students. Schools that show deterioration, even if they still perform above the provincial mean, should be challenged, as they have taken a good situation and impeded the progress of their students.

The effects of the socio-economic status of the communities from which high schools draw their students, shown in the models as “Catchment Area SES”, are mixed across the three provinces included in this study. They are, however, consistently positively associated with higher achievement scores. The effects are most pronounced in Newfoundland and Labrador, somewhat weaker in New Brunswick, and weaker still in Nova Scotia. Since equity is an important objective of any education system, community socio-economic status ideally should have limited or no impact on achievement. On this basis, Nova Scotia appears to have the most equitable system. When more reliable standardized testing data become available, it will be interesting to see if this result remains consistent. The effect of community socio-economic status on participation in education is particularly mixed. In Nova Scotia, it is negatively associated with both the graduation rate and the rate of participation in post-secondary education (PSE). Neither effect is statistically robust, but neither is it so weak as to be dismissed. In Newfoundland and Labrador, there is a stronger inverse relationship between community socio-economic status and the graduation rate. In New Brunswick, by contrast, there is a strong, positive relationship between com-

munity socio-economic status and the rate at which students stay on in high school, a result that might be due to the way in which the population is distributed in that province; this is, however, a speculative conclusion warranting further research.

The effects of both school size (that is, the number of students enrolled in a school) and the ratio of students to teaching staff tend to be mixed and fairly limited. In Nova Scotia, the correlations between these measures and both academic achievement and graduation rates are weak, although they do tend to exert quite a strong influence on subsequent participation in PSE, perhaps suggesting that students in larger schools are better able to find academic material that piques their interest and encourages them to undertake further study. The inverse relationship that exists in Nova Scotia between the ratio of students to staff and participation in PSE suggests that mentoring may help encourage students to continue with their education. Unfortunately, as PSE participation rates are unavailable for either New Brunswick or Newfoundland and Labrador, the degree to which these effects are consistent across the region is unknown.

The number of students in a school does not tend to have a significant effect on school performance in Newfoundland and Labrador. In New Brunswick, however, there is a strong tendency for smaller schools to have a higher “staying-on” rate. In both provinces, the effects of the ratio of students to staff, though statistically weak, tend to work in an opposite manner than one would expect. Evidence from the literature, though not compelling, suggests that smaller class sizes (which this measure should proxy) result in better academic performance. In New Brunswick and Newfoundland and Labrador, however, the opposite tends to be the case. This counterintuitive result could be a function of a compositional effect, whereby schools that have particular problems are more likely to have specialized teaching staff to deal with these issues.

## **The Statistical Models**

### **Nova Scotia**

For Nova Scotia, the performance of high schools was evaluated in terms of academic achievement, the graduation rate, and the PSE participation rate, using the explanatory factors of prior achievement in junior high school, catchment area socio-economic status, school size (or student enrolment), and the students-to-staff ratio. The results of the statistical analysis and their interpretation are summarized in Tables 9, 10, and 11.



**Table 9: Statistical Model of Academic Achievement, Nova Scotia**

	<b>Coefficient</b>	<b>t-value</b>	<b>Interpretation</b>
Prior Achievement 45.11 (4.08)	0.084	2.70	Junior high achievement is the most important predictor of high school achievement.
Catchment Area SES	0.027	0.82	A positive effect but not particularly robust.
School Size 463.32 (360.75)	0.0005	0.99	Bigger schools tend to perform somewhat better, but size is not a key predictor of achievement.
Students-to-Staff Ratio 19.08 (2.63)	0.046	0.83	Children in schools that have relatively more students per teacher tend to perform better, but the ratio is not a key predictor of achievement.
Constant	-5.12	-3.04	
R <sup>2</sup>	0.2525		This model explains 25.25% of the total variation in academic achievement.
Number of Observations	75		

**Table 10: Statistical Model of Graduation Rates, Nova Scotia**

	Coefficient	t-value	Interpretation
Prior Achievement	0.059	1.95	Narrowly misses significance at 5%, but the most important predictor of graduation rates.
Catchment Area SES	−0.048	−1.52	An inverse relationship, perhaps reflecting the greater availability of job opportunities for students.
School Size	−0.0005	−1.16	Bigger schools tend to do worse at graduating students, but the results are not statistically robust.
Students-to-Staff Ratio	−0.0252	−0.46	A higher ratio of students to teachers is associated with a lower graduation rate, but the results are statistically weak.
Constant	−1.78	−1.10	
R <sup>2</sup>	0.1573		This model explains 15.73% of the total variation in academic achievement.
Number of Observations	75		

**Table 11: Statistical Model of Post-Secondary Education Participation Rates, Nova Scotia**

	<b>Coefficient</b>	<b>t-value</b>	<b>Interpretation</b>
Prior Achievement	0.052	1.87	Schools with good achievers on entry tend to send more of their graduates to PSE.
Catchment Area SES	-0.0465	-1.58	Higher community SES is associated with lower PSE participation rates, perhaps reflecting superior employment opportunities.
School Size	0.0008	1.84	Bigger schools tend to send a larger proportion of their graduates to PSE.
Students-to-Staff Ratio	-0.107	-2.11	Schools with lower students-to-staff ratios send a larger proportion of their graduates to PSE.
Constant	-0.789	-0.52	
R <sup>2</sup>	0.1155		This model explains 11.55% of the total variation in academic achievement.
Number of Observations	75		

Note: Means of the independent variables are reported under the variable name and standard deviations are in parentheses. Note that no sample mean or standard deviation is reported for the Catchment area SES as this is a scale standardized to 0.

**Correlation Matrix – Nova Scotia**

	<b>Achievement</b>	<b>Grad. Rate</b>	<b>PSE Participation</b>	<b>Enrolment</b>	<b>SES</b>	<b>Prior Achievement</b>	<b>Student –Staff Ratio</b>
Achievement	1						
Grad. Rate	-0.0973	1					
PSE Participation	-0.0275	0.1361	1				
Enrolment	0.3486	-0.3134	0.0126	1			
SES	0.3745	-0.2844	-0.1136	0.6282	1		
Prior Achievement	0.4052	0.0911	0.1261	0.214	0.3794	1	
Student–Staff Ratio	0.325	-0.2244	-0.1843	0.5961	0.4764	0.245	1

The coefficient tells us the direction and the magnitude of the effect. In the model of academic achievement in Nova Scotia (Table 9) we see that the coefficient for prior achievement is 0.084, meaning that high schools with higher prior achievement will tend to have higher expected achievement.<sup>26</sup> The corresponding t-value is 2.70, suggesting that the relationship between junior high and high school achievement is strong.<sup>27</sup>

The coefficient for catchment area SES is positive, suggesting that schools in more affluent communities tend to perform better on standardized tests; however, the low t-value (0.82) suggests this is not a powerful result. This is something of a positive endorsement for the Nova Scotia education system as a whole in that it suggests that the affluence of the community in which the school operates does not have an adverse effect on student performance. In that sense, we can interpret this result as showing a high level of equity across social classes.

Table 9 also shows positive coefficients for both school size and the students-to-staff ratio, but in neither case is the t-value sufficiently large to suggest that these factors have a large influence on school performance in Nova Scotia. Large schools do roughly as well as small schools, and children in schools with larger classes do not seem to perform differently than those in small classes, after controlling for SES and prior achievement.

The model of graduation rates in Nova Scotia schools (Table 10) shows that the most important predictor is prior achievement — in other words, schools with students who have higher levels of performance on entry tend to have higher graduation rates, although the t-statistic suggests that this relationship is only of moderate importance in terms of understanding graduation rates.

Table 10 shows that catchment area SES is negative, suggesting that schools in more affluent communities tend to have lower graduation rates once one has controlled for prior achievement, school size, and the students-to staff ratio. At first glance, this may seem counterintuitive, but the reason may be that since jobs are harder to obtain in poor and rural communities, marginal students are less likely to be pulled out of school by the availability of job opportunities in such communities than in more affluent ones.

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<sup>26</sup> The precise interpretation of a regression coefficient is that a one-unit increase in the explanatory variable will result in an expected increase in the dependent variable equal to the value of the coefficient. Taking the example of the students-to-staff ratio, a one-unit increase (for example, changing from 15 to 16) would result in a 0.046 higher expected value for academic achievement. A negative coefficient would imply that a one-unit increase in this variable would lower expectations for academic achievement.

<sup>27</sup> The t-value is a test of the statistical importance of the effect that is being measured. As a general rule, values outside the range  $\pm 1.96$  are deemed to be statistically significant (that is, reliable) at the 5 percent level. Coefficients with t-values below this should be treated with caution. The t-statistic can be thought of as a measure of the importance of the relationship. The farther the t-statistic falls from 0, the more important the relationship between the variable of interest (for example, academic achievement) and the explanatory variable (for example, prior achievement, students-to-staff ratio).

Both school size and the students-to-staff ratio are negative with respect to their effects on graduation rates in Nova Scotia, although neither appears to be particularly profound — meaning that, although larger schools and schools with a relatively high ratio of students per teacher tend to have lower graduation rates, the effects are not particularly pronounced.

Table 11 indicates that the model of PSE participation rates is quite well defined, with all four explanatory variables approaching or exceeding statistical significance, and suggesting that each plays an important role. The most important predictor is the students-to-staff ratio: Nova Scotia schools with relatively fewer students per teacher have more success at getting their students to participate in PSE. Prior achievement is also positively related to PSE participation, with schools that draw better-performing children from junior high having greater success at getting their graduates to participate in PSE. Graduates of schools with larger student bodies are also more likely to participate in PSE.

Similar to the influence it has on the graduation rate, catchment area SES is negatively associated with PSE participation, suggesting that schools with relatively affluent catchment areas are more likely to have lower PSE rates when controlling for the other inputs. Again, this probably reflects differences in employment opportunities after graduation from one area of the province to another. In more prosperous areas, job opportunities are more abundant and are a viable alternative to continuing education for some graduates. In less prosperous areas, the relatively fewer job opportunities may lead new graduates to pursue PSE instead.

## **Newfoundland and Labrador**

For Newfoundland and Labrador, the performance of high schools was evaluated in terms of achievement on the Canadian Test of Basic Skills administered to students in mathematics and English, as well as the graduation rate, again using the explanatory factors of prior achievement in junior high school, catchment area socio-economic status, school size, and the students-to-staff ratio. The analysis and interpretation of results are summarized in Tables 12, 13, and 14.

**Table 12: Statistical Model of Mathematics Achievement on the Canadian Test of Basic Skills, Newfoundland and Labrador**

	Coefficient	t-value	Interpretation
Prior Achievement 52.24 (8.05)	0.088	9.00	An extremely strong predictor of achievement: schools with high-achieving entrants tend to perform well.
Catchment Area SES	0.299	2.42	A significant positive relationship.
School Size 294.53 (198.78)	-0.0006	-0.77	Smaller schools tend to outperform larger schools, but the pattern is statistically weak.
Students-to-Staff Ratio 13.33 (3.04)	0.052	1.38	This result is counterintuitive, showing that a higher ratio of students to staff leads to better performance on the math test; however, the result is not statistically robust.
Constant	-5.226	-7.95	
R <sup>2</sup>	0.4956		This model explains 49.56% of the total variation in academic achievement.
Number of Observations	113		

**Table 13: Statistical Model of English Achievement on the Canadian Test of Basic Skills, Newfoundland and Labrador**

	Coefficient	t-value	Interpretation
Prior Achievement	0.070	7.76	An extremely strong predictor of achievement: schools with high-achieving entrants tend to perform well on the English exam.
Catchment Area SES	0.427	3.76	A significant positive relationship.
School Size	-0.00008	-0.12	Smaller schools tend to outperform larger schools, but the pattern is statistically weak.
Students-to-Staff Ratio	0.053	1.51	This result is counterintuitive but not statistically significant, and shows that a higher ratio of students to staff is associated with better performance on the English test.
Constant	-4.520	-7.47	
R <sup>2</sup>	0.5272		This model explains 52.72% of the total variation in academic achievement.
Number of Observations	113		

**Table 14: Statistical Model of Graduation Rates, Newfoundland and Labrador**

	<b>Coefficient</b>	<b>t-value</b>	<b>Interpretation</b>
Prior Achievement	0.016	1.11	Graduation rates tend to be higher in schools with higher-performing intakes, but the effect is not profound.
Catchment Area SES	-0.447	-2.58	A strong inverse relationship, suggesting that students in more affluent areas are pulled into the labour market by job availability.
School Size	-0.0003	-0.24	Children in smaller schools are more likely to graduate, but the effect is very weak.
Students-to-Staff Ratio	-0.001	0.03	An inverse but very weak relationship.
Constant	-0.730	-0.75	
R <sup>2</sup>	0.1185		This model explains 11.85% of the total variation in academic achievement.
Number of Observations	110		

**Correlation Matrix – Newfoundland and Labrador**

	<b>English Achievement</b>	<b>Math Achievement</b>	<b>Graduation Rate</b>	<b>Honours Rate</b>	<b>Attendance Rate</b>	<b>Enrolment</b>	<b>SES</b>	<b>Student –Staff Ratio</b>	<b>Prior Achievement</b>
English Achievement	1								
Math Achievement	0.8374	1							
Graduation Rate	-0.0038	0.0328	1						
Honours Rate	0.237	0.2327	0.2179	1					
Attendance Rate	-0.1007	0.0509	0.1473	0.0666	1				
Enrollment	0.4193	0.2319	-0.2574	-0.003	-0.2964	1			
SES	0.4982	0.3353	-0.3427	0.0384	-0.3161	0.6891	1		
Student–Staff Ratio	0.351	0.176	-0.1692	-0.017	-0.3239	0.7516	0.4552	1	
Prior Achievement	0.5646	0.631	0.0131	0.1629	0.0499	0.1393	0.202	0.0468	1

Table 12 shows that performance on the CTBS math exam in Newfoundland and Labrador is largely driven by prior achievement and catchment area SES. Indeed, the correlation is statistically very strong, particularly with respect to the performance of students in junior high school, and in both cases the effect is much stronger than is the case in Nova Scotia. The strength of the catchment area SES measure may be due to the very poor performance of some schools in Labrador, reflecting that region's extreme and well-documented social problems (particularly in the case of Inuit children). The predictive power of these coefficients emphasizes the importance of taking such factors, which are beyond the power of the local high school to influence, into account when assessing the school's performance.

School size appears to have little impact on math achievement. However, a higher students-to-staff ratio is moderately associated with achievement, suggesting that schools with more students per staff actually perform better. This is likely capturing a compositional effect, with schools with more problem students being relatively better staffed to address these issues, but in terms of actual impact for students writing the exams, there is likely limited extra interaction.

Table 13 shows that, as with the CTBS math test, prior achievement and catchment area SES are the most important predictors of performance on the English test in Newfoundland and Labrador, with the former being somewhat less important and the latter even more important. School size has a very weak negative effect, but the students-to-staff ratio is positive and of moderate strength. As in the case of math achievement, this is somewhat counterintuitive and is perhaps capturing a compositional effect, as described above.

Table 14 shows that the only strong predictor of graduation rates in Newfoundland and Labrador high schools is catchment area SES. As in Nova Scotia, proportionately more students from poorer communities are likely to complete high school than those from more affluent areas, again likely exhibiting the lack of job opportunities in poor and isolated communities that would otherwise draw students away from school.

Prior achievement is the next best predictor of graduation rates, with the relationship being positive, as expected, but the effect is not particularly significant. Other factors appear to be statistically insignificant.

It should also be noted that two other criteria, the proportion of students achieving honours in grade 12 and the student attendance rate, were used in the report cards for Newfoundland and Labrador schools. However, since none of the individual factors offered statistically significant explanations for the effects of these criteria, it was just as effective to compare each school's performance to the provincial average.

## New Brunswick

The performance of high schools in New Brunswick was evaluated in terms of achievement on standardized tests administered to students in mathematics and language arts, students' participation in college preparatory studies in these two subjects, and the "staying-on" rate (which, as explained earlier, is analogous to the graduation rates reported for schools in Nova Scotia and Newfoundland and Labrador). As with the other provinces, performance was evaluated using the explanatory factors of prior achievement in junior high school, catchment area socio-economic status, school size, and the students-to-staff ratio. The analysis and interpretation of results are summarized in Tables 15 through 19.

**Table 15: Statistical Model of Mathematics Achievement, New Brunswick**

	Coefficient	t-value	Interpretation
Prior Achievement	0.243	2.72	The strongest predictor of math achievement: schools that draw better-performing students tend to perform better than those that draw low-achieving students.
Catchment Area SES	0.032	1.13	A moderate positive relationship.
School Size 580.46 (494.75)	-0.0005	-1.13	A moderate inverse relationship.
Students-to-Staff Ratio 16.43 (1.87)	0.132	1.22	A moderate inverse relationship.
Constant	-1.880	-1.14	
R <sup>2</sup>	0.1498		This model explains 14.98% of the total variation in academic achievement.
Number of Observations	70		

**Table 16: Statistical Model of Participation in College Preparatory Mathematics, New Brunswick**

	Coefficient	t-value	Interpretation
Prior Achievement	0.095	0.93	Positive but weak relationship.
Catchment Area SES	0.016	0.48	Positive but very weak relationship.
School Size	0.0007 -0.045	1.46	The best predictor of participation in college preparatory math but only of moderate strength.
Students-to-Staff Ratio	-0.045	-0.37	Inverse but very weak relationship.
Constant	0.125	0.07	
R <sup>2</sup>	0.0787		This model explains 7.87% of the total variation in academic achievement.
Number of Observations	70		



**Table 17: Statistical Model of Language Arts Achievement, New Brunswick**

	<b>Coefficient</b>	<b>t-value</b>	<b>Interpretation</b>
Prior Achievement	0.086	1.05	Positive but not particularly strong relationship.
Catchment Area SES	0.030	1.15	Positive but not particularly strong relationship.
School Size	−0.003	−0.81	Statistically weak inverse relationship.
Students-to-Staff Ratio	0.197	2.00	Strong, counterintuitive result that might be capturing a compositional effect.
Constant	−3.176	−2.12	
R <sup>2</sup>	0.1343		This model explains 13.43% of the total variation in academic achievement.
Number of Observations	71		

**Table 18: Statistical Model of Participation in College Preparatory Language Arts, New Brunswick**

	<b>Coefficient</b>	<b>t-value</b>	<b>Interpretation</b>
Prior Achievement	0.013	0.15	Extremely weak relationship.
Catchment Area SES	0.021	0.73	Positive but weak relationship.
School Size	0.0006	1.44	The best predictor of participation in college preparatory language arts, but only of moderate importance.
Students-to-Staff Ratio	0.021	0.20	Positive but extremely weak relationship.
Constant	−0.962	−0.59	
R <sup>2</sup>	0.1146		This model explains 11.46% of the total variation in academic achievement.
Number of Observations	71		

**Table 19: Statistical Model of the “Staying-On” Rate, New Brunswick**

	<b>Coefficient</b>	<b>t-value</b>	<b>Interpretation</b>
Prior Achievement	0.124	1.66	Positive but relatively weak relationship.
Catchment Area SES	0.069	2.89	Strong positive correlation.
School Size	−0.001	−3.85	The strongest predictor of staying on, with larger schools tending to have a much higher dropout rate, perhaps suggesting that students in a large school are less likely to be academically engaged.
Students-to-Staff Ratio	−0.029	−0.32	Weak inverse relationship.
Constant	1.773	1.31	
R <sup>2</sup>	0.3448		This model explains 34.48% of the total variation in academic achievement.
Number of Observations	71		

**Correlation Matrix – New Brunswick**

	<b>Math Achievement</b>	<b>English Achievement</b>	<b>Math Enrolment</b>	<b>English Enrolment</b>	<b>Graduation Rate</b>	<b>Enrolment</b>	<b>SES</b>	<b>Prior Achievement</b>	<b>Student -Staff Ratio</b>
Math Achievement	1								
English Achievement	0.1503	1							
Math Enrolment	-0.0142	0.1164	1						
English Enrolment	-0.0531	0.1648	0.6527	1					
Graduation Rate	-0.2235	0.0072	-0.1934	-0.1426	1				
Enrolment	0.0272	0.206	0.2419	0.3141	-0.4562	1			
SES	0.1951	0.2765	0.1698	0.2253	0.0773	0.4553	1		
Prior Achievement	0.3219	0.1132	0.1245	0.0291	0.2152	-0.0046	0.1249	1	
Student-Staff Ratio	0.1137	0.3426	0.1469	0.2473	-0.3214	0.7331	0.4466	-0.0678	1

As shown in Table 15, in New Brunswick, prior achievement is the only factor that has a statistically meaningful effect on the standardized mathematics results. As in Nova Scotia and Newfoundland and Labrador, schools that draw high achievers from middle school tend to perform better than those that draw lower-achieving students.

As with Nova Scotia, catchment area SES is not a particularly strong predictor of achievement on the math test in New Brunswick, suggesting a high level of equity within the province's education system. Other factors suggest only a moderate relationship.

As Table 16 demonstrates, the statistical model of participation in college preparatory mathematics is quite weak, with none of the factors having anything approaching a strong effect on expected participation. The strongest effect is school size, with larger schools being better able to draw students into this academic stream. The next best predictor is prior achievement, where high schools that draw better-performing students from middle schools tend to do better at encouraging their students to participate in college preparatory math. The effects of other factors are very weak.

Table 17 shows that performance on the standardized language arts test is determined more by the ratio of students to staff than by any other factor. Surprisingly, schools with a higher students-to-staff ratio tend to be the better performers, even though most of the academic literature suggests that smaller class sizes tend to be associated with better academic performance. A possible explanation for the apparently anomalous performance of New Brunswick schools is that those with a relatively low ratio of students to staff might have a larger number of "problem" students or face other social problems that result in a relatively small number of particularly needy students getting most of the benefit of the extra staff members, yet still performing poorly on the standardized language arts test. If this explanation is valid, it would suggest that there is nothing per se about having a high ratio of students to staff that makes these schools perform better. Rather, the counterintuitive finding might be capturing a compositional effect such that schools with low ratios are those that historically have more problems. A similar effect is captured in Newfoundland and Labrador, although the relationship is more pronounced in New Brunswick.

Prior achievement and catchment area SES are both positively associated with performance on the language arts test, but neither factor is beyond moderate importance. Smaller schools tend to outperform larger ones but that effect, too, is weak.

Table 18 shows that the statistical model of participation rates in language arts is not well defined in that none of the factors included in the model is statistically significant. The best predictor of participation is school size, with larger schools having a higher proportion of their students participating.

Table 19 demonstrates the best-defined of the models of New Brunswick outcomes. The biggest predictor of staying on is the size of the school, with larger institutions tending to have a much weaker



hold on their students. As noted above, there are competing theories on the impact that school size should have on the propensity to stay on in school. In New Brunswick, there is clear evidence that the extra choices that may be available to students in larger schools are superseded by the lack of identity that children in such schools form with these institutions.

Catchment area SES is positive and strong, suggesting that, in contrast to schools in Nova Scotia and Newfoundland and Labrador, schools in New Brunswick's more affluent communities tend to have higher staying-on rates. This result could be explained by the fact that each of the other two provinces is dominated by a single large urban community (Halifax and St. John's, respectively), while New Brunswick's urban population is relatively more spread out among Saint John, Moncton, and Fredericton, as well as several other relatively large communities. It is possible, therefore, that there is not as strong an urban/rural divide in New Brunswick and that students in many centres outside the three largest cities have employment opportunities available to them. If employment opportunities are more equally distributed across the province, then the positive relationship between catchment area SES and the staying-on rate may be capturing some other effect, such as better-resourced schools or higher levels of parental participation. One would expect better-resourced schools and schools with engaged parents to have higher levels of engagement among students.

# APPENDIX C: HOW THE GRADES WERE DETERMINED

## Calculating Grades for Nova Scotia High Schools

To demonstrate how the grades were determined, let us examine Auburn Drive High in Halifax, as it is presented in Appendix D.

**School Name:** Auburn Drive High  
**District:** Halifax  
**Overall Grade:** A  
**Rank:** 1st

INPUTS	Enrolment	Student/Staff Ratio	SES	Feeder Achievement
	1161	22.42	90.04	67.79
<b>Provincial Rank</b>	3rd	71st	4th	19th

OUTPUTS	Academic Achievement	Graduation Rate	Post-Secondary Participation
Grade	B	A+	A+
<b>Provincial Rank</b>	41st	3rd	1st

The information in this table is used in conjunction with the three sets of regression results to determine the grade for each criterion. Starting with academic achievement, the model used to predict this indicator is:

$$-5.12 + 0.084(\text{Feeder Achievement}^{28}) + 0.027(\text{Catchment Area SES}^{29}) + 0.0005(\text{Enrolment}) + 0.046(\text{Students-to-Staff Ratio}).$$

<sup>28</sup> Feeder achievement is entered as the actual weighted average of the junior high or middle schools feeding into the high school, not the percentile figure reported here. In the case of Auburn Drive High, the score is 47.397, the 19th highest score in Nova Scotia.

<sup>29</sup> Catchment Area SES is entered as the sum of the 12 scale values of socio-economic status, not the percentile figure reported here. In the case of Auburn Drive High, the scale total for SES is 7.254, making it the fourth most affluent catchment area in Nova Scotia.

One can then substitute the values for Auburn Drive High into the equation:

$$-5.12 + 0.084(47.397) + 0.027(7.25) + 0.0005(1161) + 0.046(22.4) = 0.668.$$

That is, 0.668 is the expected score for Auburn Drive High's academic achievement. It should be noted that there is a small discrepancy between this expected score and that reported in the table (0.638). The result in the table has not been rounded off, and as such it is a more accurate number and the one used in subsequent calculations. This expected score is then subtracted from the actual standardized score (0.677) to yield a positive residual, suggesting that Auburn Drive High's academic achievement exceeds expectations, albeit by a small margin.

Turning to the graduation rate, the model to predict this indicator is:

$$\begin{aligned} &-1.78 + 0.059(\text{Feeder Achievement}) - 0.048(\text{Catchment Area SES}) - \\ &0.0005(\text{Enrolment}) \\ &- 0.0252 (\text{Students-to-Staff Ratio}). \end{aligned}$$

One can then substitute the values for Auburn Drive High into the equation:

$$-1.78 + 0.059(47.397) - 0.048(7.254) - 0.0005(1161) - 0.0252(22.4) = -0.468.$$

That is, Auburn Drive High's expected score is  $-0.468$ . Again, the difference between these calculations and that in the table is due to rounding, and the latter is more accurate. The negative sign on the value indicates that Auburn Drive High is expected to have a below-average graduation rate, largely due to the high socio-economic status of the community it serves, its large student body, and its high students-to-staff ratio. The actual score is 0.990, suggesting a performance that is not only well above average but much higher than expected. The difference between the actual score and the expected score is 1.51, which corresponds to an A+.

The model to predict the rate at which the school's graduates go on to post-secondary education is:

$$\begin{aligned} &-0.789 + 0.052(\text{Prior Achievement}) - 0.465(\text{Catchment SES}) + 0.0008(\text{Enrolment}) \\ &-0.107(\text{Students-to-Staff Ratio}). \end{aligned}$$

Substituting the values for Auburn Drive High into the equation, one obtains:

$$-0.789 + 0.052(47.397) - 0.465(7.254) + 0.0008(1161) - 0.107(22.4) = -0.147.$$

That is, Auburn Drive High's expected PSE participation score is  $-0.147$ . The actual PSE rate is 2.33 (keeping in mind that these scores are transformed using a standard normal transformation), suggest-

ing that the actual score is well above average, although its expected score is somewhat below average. The difference between the actual score and the expected score is 2.478, which is well into the A+ range and is, in fact, the highest score in Nova Scotia on this criterion.

The overall grade for the school is determined by the formula:

$$(2 \times \text{Academic Achievement Score} + \text{Graduation Rate Score} + \text{PSE Score}) \div 4.$$

In the case of Auburn Drive High, one obtains:

$$(2 \times 0.039 + 1.51 + 2.478) \div 4 = 1.092,$$

which corresponds to an overall grade of A.

## Calculating Grades for High Schools in New Brunswick and Newfoundland and Labrador

In New Brunswick and Newfoundland and Labrador, the basic procedures for calculating the scores for individual criteria are the same, but the weightings for the overall grades are different. For New Brunswick high schools, it is:

$$0.25(\text{Math Achievement}) + 0.25(\text{Language Arts Achievement}) + 0.25(\text{Staying-On Rate}) + 0.125(\text{Math Participation}) + 0.125(\text{Language Arts Participation}).$$

For Newfoundland and Labrador high schools, the overall grade is a simple average of the criteria where scores are reported.

## How the Difference between Actual and Expected Translates into a Grade

It is important to understand how the grades in this report card were derived. As shown above, for each of the criteria measured, a standardized score was determined and an expected score was computed based on the multivariate regression equations described earlier in the study. The difference (also known as the residual) between the actual (standardized) score and the predicted (standardized) score determined the grade awarded as follows:

- F, if the difference between “actual” and “expected” was  $-1.5$  or less;
- D, if the difference between “actual” and “expected” was between  $-1.4999$  and  $-1.0$ ;

C, if the difference between “actual” and “expected” was between  $-0.9999$  and  $-0.5$ ;  
C+, if the difference between “actual” and “expected” was between  $-0.4999$  and  $0$ ;  
B, if the difference between “actual” and “expected” was between  $0$  and  $0.4999$ ;  
B+, if the difference between “actual” and “expected” was between  $0.5$  and  $0.9999$ ;  
A, if the difference between “actual” and “expected” was between  $1.0$  and  $1.4999$ ;  
A+, if the difference between “actual” and “expected” was  $1.5$  or more.





## APPENDIX D: SCHOOL BY SCHOOL REPORT CARDS

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New Brunswick High Schools Ranked 1st – 8th

School Name: Sir James Dunn Academy  
District: 10 – St. Stephen  
Overall Grade: A  
Rank: 1st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	145	14.06	75.06	48.59
Provincial Rank	59th	11th	7th	32nd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.202	42	1.553	94	2.498	99	1.660	95	1.811	96
Expected Score	0.027	51	-0.356	36	0.328	37	-0.490	31	1.458	93
Differential	-0.229	-9	1.909	58	2.826	62	2.150	64	0.354	4
Grade	C+		A+		A+		A+		B	
Provincial Rank	39th		6th		1st		1st		26th	

Comments:

Sir James Dunn Academy holds the distinction of being the highest-ranked school in the province. It has a particularly strong showing in language arts achievement and enrolment, and also exhibits strong performance in mathematics enrolment. Its dropout rate is above expectations. Its mathematics achievement is somewhat below expectations, representing the only blemish on the strong performance of this school. Sir James Dunn serves a very affluent community and has average feeder achievement.

School Name: École Sainte-Anne  
District: 1 – Dieppe  
Overall Grade: B+  
Rank: 2nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	290	17.33	68.22	98.74
Provincial Rank	41st	45th	10th	8th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.214	89	1.386	92	1.032	85	0.903	82	2.665	99
Expected Score	0.907	82	-0.211	42	0.434	67	-0.330	37	1.380	92
Differential	0.306	7	1.596	50	0.599	18	1.233	45	1.285	8
Grade	B		A+		B+		A		A	
Provincial Rank	28th		9th		19th		8th		3rd	

Comments:

École Sainte-Anne is an advantaged school, serving an affluent community. As a K–12 school, it deserves some credit for its high feeder achievement. It takes full advantage of its position, finishing a strong second in the rankings. It misses an A grade only because of its modest performance in mathematics achievement, although it still exceeds expectations on this criterion. A very low dropout rate is a particular strength.

School Name: Canterbury High  
District: 14 – Woodstock  
Overall Grade: B+  
Rank: 3rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	73	14.00	4.38	80.00
Provincial Rank	67th	10th	69th	20th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.466	93	-1.398	9	0.205	58	-0.862	19	2.111	98
Expected Score	-0.175	43	-0.532	30	-0.656	26	-0.804	21	0.725	77
Differential	1.640	50	-0.866	-22	0.861	33	-0.058	-2	1.386	22
Grade	A+		C		B+		C+		A	
Provincial Rank	5th		56th		11th		42nd		2nd	

Comments:

Canterbury High is a very small school with a low students-to-staff ratio. It serves a community with low SES, but its students enter grade 9 demonstrating high ability. It has an overall strong performance, with some interesting contrasts to note. It performs extremely well on both achievement measures, but falls below expectations in terms of enrolment. Its overall ranking of third is largely driven by an extremely low dropout rate.

School Name: Carleton North Senior High  
District: 14 – Woodstock  
Overall Grade: B+  
Rank: 4th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	681	17.46	52.92	36.56
Provincial Rank	26th	49th	18th	43rd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	2.300	99	-0.117	45	0.205	58	-1.555	6	1.557	94
Expected Score	0.045	52	-0.236	41	0.049	52	-0.182	43	0.392	65
Differential	2.255	47	0.119	5	0.156	6	-1.373	-37	1.165	29
Grade	A+		B		B		D		A	
Provincial Rank	2nd		36th		34th		65th		5th	

Comments:

Other than serving a community with above-average SES, Carleton North is otherwise unremarkable in terms of its inputs. On the performance indicator side, its fourth-best ranking is the result of a very strong mathematics achievement score and much lower than expected dropout rate. It would have attained a higher ranking had it done better in enrolment in college preparatory language arts.

School Name: Hartland High  
District: 14 – Woodstock  
Overall Grade: B+  
Rank: 5th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	265	18.67	39.61	38.38
Provincial Rank	44th	65th	33rd	41st

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.329	63	1.386	92	0.635	74	0.840	80	1.650	95
Expected Score	0.342	63	-0.594	28	0.358	64	-0.436	33	0.770	78
Differential	-0.014	-1	1.980	64	0.276	10	1.276	47	0.880	17
Grade	C+		A+		B		A		B+	
Provincial Rank	36th		4th		30th		7th		9th	

Comments:

With the exception of a high students-to-staff ratio, Hartland High is otherwise average in terms of its inputs. Its strong performance is driven by very high participation rates in college preparatory mathematics and language arts. Its performance in the achievement measures is much less impressive, although still close to expectations. Its overall ranking is buttressed by a much lower than expected dropout rate.

School Name: Cité-des-Jeunes-A.-M.-Sormany  
District: 3 – Grand-Sault  
Overall Grade: B+  
Rank: 6th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1715	18.21	43.74	39.53
Provincial Rank	4th	61st	30th	38th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.900	82	-0.006	50	0.583	72	0.084	53	0.035	51
Expected Score	-0.350	36	0.407	66	-0.150	44	0.407	66	-1.048	15
Differential	1.250	45	-0.413	-16	0.733	28	-0.323	-12	1.082	37
Grade	A		C+		B+		C+		A	
Provincial Rank	8th		50th		17th		48th		7th	

Comments:

Cité-des-Jeunes is a large school with a high students-to-staff ratio. It is just below average in terms of SES and feeder achievement. Its overall strong performance is driven by its achievement results, with mathematics being a particular strength, and a much lower than expected dropout rate. This school could improve on its high overall ranking by encouraging participation in college preparatory subjects.

School Name: Chipman Junior/Senior High  
District: 17 – Oromocto  
Overall Grade: B+  
Rank: 7th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	183	14.55	11.67	0.28
Provincial Rank	54th	14th	57th	71st

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	Percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.097	2	-0.006	50	0.921	82	-0.231	41	1.788	96
Expected Score	-0.936	17	-0.779	22	-0.804	21	-0.714	24	0.323	63
Differential	-1.161	-16	0.773	28	1.726	61	0.483	17	1.465	34
Grade	D		B+		A+		B		A	
Provincial Rank	60th		14th		5th		25th		1st	

Comments:

Chipman has the lowest feeder achievement in the province, which serves to temper expectations on its performance. Since the school includes the junior high grades, however, this is a matter that it can address. Its seventh-place ranking rests largely on the strength of its language arts achievement and very low dropout rate. Enrolment in mathematics and language arts both exceed expectations. The school performs poorly on the standardized mathematics exam, suggesting an area where improvement is possible.

School Name: Polyvalente A.J.-Savoie  
District: 5 – Campbellton  
Overall Grade: B+  
Rank: 8th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	287	17.13	10.84	84.07
Provincial Rank	42nd	41st	59th	17th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.214	89	-0.841	20	0.583	72	1.029	85	1.050	85
Expected Score	0.266	60	-0.474	32	-0.008	50	-0.554	29	0.564	71
Differential	0.948	28	-0.367	-12	0.591	22	1.584	56	0.486	14
Grade	B+		C+		B+		A+		B	
Provincial Rank	13th		49th		20th		3rd		21st	

Comments:

A generally strong performance from Polyvalente A.J.-Savoie, with the only concern being its somewhat lower than expected mathematics enrolment. In contrast, its language arts participation rate is among the highest in New Brunswick. It serves a poor community, but has very strong feeder achievement.

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## New Brunswick High Schools Ranked 9th – 16th

**School Name:** Upper Miramichi Regional  
**District:** 18 – Fredericton  
**Overall Grade:** B+  
**Rank:** 9th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	125	13.63	17.34	67.59
<b>Provincial Rank</b>	63rd	7th	50th	26th

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>			0	50	1.208	89	-1.555	6	1.673	95
Expected Score	-0.199	N/A	-0.448	33	-0.646	26	-0.696	24	0.923	82
<b>Differential</b>			0.448	17	1.854	63	-0.859	-18	0.750	13
Grade	N/A		B		A+		C		B+	
<b>Provincial Rank</b>	N/A		22nd		3rd		58th		11th	

**Comments:**

Upper Miramichi Regional serves a poor community, but has strong feeder achievement. It is among the smallest schools in the province and has one of the most favourable students-to-staff ratios. It performs well on the criteria for which data are available, with a very strong result in language arts achievement and a much lower than expected dropout rate. Although achievement scores are not available for mathematics, the participation rate is higher than expected. The only blemish is a lower-than-expected language arts participation rate.

**School Name:** École Marie-Gaétane  
**District:** 5 – Campbellton  
**Overall Grade:** B+  
**Rank:** 10th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	148	14.34	4.90	8.61
<b>Provincial Rank</b>	57th	13th	68th	62nd

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	-1.090	14	2.555	99	-0.017	49	-0.483	31	0.565	71
Expected Score	-0.691	24	-0.702	24	-0.793	2	-0.775	22	0.366	64
<b>Differential</b>	-0.399	-11	3.257	75	0.776	28	0.292	10	0.199	7
Grade	C+		A+		B+		B		B	
<b>Provincial Rank</b>	46th		1st		15th		31st		36th	

**Comments:**

École Marie-Gaétane is a small school with a favourable students-to-staff ratio, but serves a very poor community and has poor feeder achievement. It nevertheless performs well on most criteria. Interestingly, the school has the highest participation score in mathematics in the province, but performs below expectations in achievement. This suggests that, although it is successful in getting lower-ability students to participate in college preparatory mathematics, these students are struggling on standardized tests.

**School Name:** James M. Hill Memorial  
**District:** 16 – Miramichi  
**Overall Grade:** B+  
**Rank:** 11th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	786	17.27	23.69	46.05
<b>Provincial Rank</b>	23rd	44th	43rd	34th

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	1.087	86	0.050	52	-0.655	26	0.399	66	1.211	89
Expected Score	-0.114	45	-0.205	42	-0.135	45	-0.215	41	-0.018	49
<b>Differential</b>	1.200	41	0.255	10	-0.520	-19	0.614	24	1.229	39
Grade	A		B		C		B+		A	
<b>Provincial Rank</b>	9th		29th		47th		20th		4th	

**Comments:**

James M. Hill is a large school with average feeder achievement serving a community with below-average SES. It performs particularly well in mathematics achievement and has a considerably lower dropout rate than expected. It exceeds expectations on both enrolment criteria, but performs below expectations in language arts achievement.

**School Name:** North and South Esk Regional  
**District:** 16 – Miramichi  
**Overall Grade:** B  
**Rank:** 12th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	219	16.87	25.37	87.35
<b>Provincial Rank</b>	50th	38th	41st	15th

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	2.375	99	-0.173	43	-0.225	41	-0.609	27	1.465	93
Expected Score	0.403	66	-0.442	33	0.073	53	-0.529	30	0.901	82
<b>Differential</b>	1.973	33	0.269	10	-0.298	-12	-0.080	-3	0.564	11
Grade	A+		B		C+		C+		B+	
<b>Provincial Rank</b>	4th		28th		44th		43rd		18th	

**Comments:**

North and South Esk Regional is a small school with high feeder achievement despite serving a poorer-than-average community. It has very strong mathematics results, with one of the best rankings in the province in terms of achievement and exceeding expectations in enrolment. In contrast, the school falls below expectations in both achievement and participation in language arts. The dropout rate is somewhat lower than expected.

**School Name:** École Samuel-de-Champlain  
**District:** 1 – Dieppe  
**Overall Grade:** B+  
**Rank:** 13th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	145	15.41	44.60	99.99
<b>Provincial Rank</b>	60th	20th	24th	1st

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	1.109	87	0.439	67	2.082	98	-0.483	31	1.373	92
Expected Score	0.973	83	-0.133	45	0.123	55	-0.508	31	1.568	94
<b>Differential</b>	0.136	3	0.572	22	1.959	43	0.025	1	-0.195	-3
Grade	B		B+		A+		B		C+	
<b>Provincial Rank</b>	34th		17th		2nd		40th		49th	

**Comments:**

Students entering grade 9 at Samuel-de-Champlain are the highest middle school achievers in the province. The school turns in a strong performance in both mathematics and language arts, with achievement in the latter subject a particular source of strength. Only a higher-than-expected dropout rate prevents this school from making the top ten.

**School Name:** Kennebecasis Valley High  
**District:** 6 – Rothesay  
**Overall Grade:** B  
**Rank:** 14th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	1021	18.36	91.63	90.31
<b>Provincial Rank</b>	13th	62nd	4th	12th

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	0.101	54	1.497	93	1.351	91	0.840	80	0.981	84
Expected Score	0.649	74	0.223	59	0.492	69	0.211	58	0.643	74
<b>Differential</b>	-0.548	-20	1.274	34	0.859	22	0.630	22	0.337	10
Grade	C		A		B+		B+		B	
<b>Provincial Rank</b>	48th		10th		12th		19th		29th	

**Comments:**

Kennebecasis Valley is a large school that serves an affluent community and has strong feeder achievement, suggesting a position of advantage. Its strong performance is marred only by a lower-than-expected score on mathematics achievement. This may be attributable to a very high participation rate in this subject, suggesting that weaker students are having trouble with the standardized test.

**School Name:** Polyvalente W.-Arthur-Losier  
**District:** 9 – Tracadie-Sheila  
**Overall Grade:** B  
**Rank:** 15th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	1120	16.87	8.95	9.49
<b>Provincial Rank</b>	10th	37th	66th	60th

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	0.167	57	0.050	52	-0.017	49	0.651	74	-1.142	13
Expected Score	-0.729	23	-0.135	45	-0.530	30	-0.121	45	-0.835	20
<b>Differential</b>	0.896	33	0.184	7	0.513	20	0.772	29	-0.307	-8
Grade	B+		B		B+		B+		C+	
<b>Provincial Rank</b>	14th		34th		25th		16th		53rd	

**Comments:**

W.A.-Losier faces significant obstacles with low community SES and poor feeder achievement. However, it demonstrates a strong performance across the board in terms of participation and achievement, with higher-than-expected scores on all criteria. Its overall ranking is brought down by a higher-than-expected dropout rate.

**School Name:** Doaktown Consolidated  
**District:** 18 – Fredericton  
**Overall Grade:** B  
**Rank:** 16th

<i>INPUTS</i>	<i>Enrolment</i>	<i>Students/Staff Ratio</i>	<i>SES</i>	<i>Feeder Achievement</i>
	93	12.65	3.97	72.20
<b>Provincial Rank</b>	66th	3rd	70th	24th

<i>OUTPUTS</i>	<i>Math Achievement</i>		<i>% Enrolled</i>		<i>Language Arts Achievement</i>		<i>% Enrolled</i>		<i>Graduation Rate</i>	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
<b>Actual Score</b>	0.177	57	-0.786	22	-0.942	17	0.273	61	1.234	89
Expected Score	-0.431	33	-0.485	31	-0.958	17	-0.830	20	0.688	75
<b>Differential</b>	0.608	24	-0.300	-10	0.016	1	1.103	40	0.546	14
Grade	B+		C+		B		A		B+	
<b>Provincial Rank</b>	20th		44th		38th		10th		19th	

**Comments:**

Doaktown Consolidated has a generally strong performance for a small school in one of the poorest parts of the province, although it does have well above average feeder achievement. It performs above expectations in both achievement indicators, with a particularly strong result in mathematics. In terms of enrolment, the converse is true, with very strong participation in language arts but somewhat lower than expected participation in mathematics. Its overall performance is buttressed by a lower-than-expected dropout rate.

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## New Brunswick High Schools Ranked 17th – 24th

School Name: Saint John High  
District: 8 – Saint John  
Overall Grade: B  
Rank: 17th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1008	18.16	44.04	32.94
Provincial Rank	14th	59th	25th	45th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.177	57	0.439	67	0.061	52	1.471	93	0.104	54
Expected Score	-0.077	47	-0.079	47	0.041	52	-0.005	50	-0.151	44
Differential	0.254	10	0.518	20	0.020	0	1.476	43	0.255	10
Grade	B		B+		B		A		B	
Provincial Rank	29th		21st		37th		4th		32nd	

**Comments:**

Saint John High is a large school with a high students-to-staff ratio. It has an especially strong showing in language arts participation. It also does well in mathematics participation, while its achievement and dropout indicators are above average, but not significantly so.

School Name: Saint Mary's Academy  
District: 14 – Woodstock  
Overall Grade: B  
Rank: 18th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	63	13.85	40.25	79.14
Provincial Rank	70th	9th	32nd	21st

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	3.361	99	2.555	99	-2.232	1	-0.168	43	-0.427	33
Expected Score	0.072	53	-0.404	34	-0.432	33	-0.640	26	1.312	91
Differential	3.289	47	2.959	65	-1.801	-32	0.472	17	-1.739	-57
Grade	A+		A+		F		B		F	
Provincial Rank	1st		2nd		69th		26th		67th	

**Comments:**

Saint Mary's Academy is one of New Brunswick's smallest high schools and has a low students-to-staff ratio. It also has above-average feeder achievement. Its performance in mathematics and language arts demonstrates a sharp contrast. It is the provincial leader in mathematics, but has one of the lowest levels of achievement in language arts. The school also has an alarmingly high dropout rate. While the overall result is quite strong, there are some areas of concern.

School Name: Polyvalente Marie-Esther  
District: 9 – Tracadie-Sheila  
Overall Grade: B  
Rank: 19th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	834	17.13	11.61	44.45
Provincial Rank	19th	40th	58th	35th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	-1.090	14	-0.006	50	1.482	93	0.525	70	-0.265	40
Expected Score	-0.253	40	-0.213	42	-0.266	40	-0.248	40	-0.269	39
Differential	-0.837	-26	0.207	8	1.748	54	0.773	30	0.003	1
Grade	C		B		A+		B+		B	
Provincial Rank	56th		31st		4th		15th		40th	

**Comments:**

Polyvalente Marie-Esther is a large school in a poor community with average feeder achievement. With the exception of mathematics achievement, this school exhibits a strong overall performance, with particularly strong results in language arts achievement. It does well in both enrolment indicators, and has a dropout rate in line with expectations.

School Name: Tantramar High  
District: 2 – Moncton  
Overall Grade: B  
Rank: 20th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	636	18.17	58.18	42.13
Provincial Rank	29th	60th	14th	37th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.238	89.22	-1.008	15.67	0.778	78.17	0.273	60.76	0.381	64.84
Expected Score	0.218	58.64	-0.273	39.26	0.238	59.40	-0.175	43.07	0.500	69.16
Differential	1.020	30.58	-0.736	-23.59	0.540	18.77	0.448	17.69	-0.120	-4.33
Grade	A		C		B+		B		C+	
Provincial Rank	12th		53rd		22nd		27th		45th	

**Comments:**

Tantramar High serves a relatively affluent community and has average feeder achievement. It performs well in both measures of achievement, with a particularly strong showing in mathematics. However, the school's overall performance is suppressed by lower-than-expected enrolment in mathematics and a higher-than-expected dropout rate.

School Name: École Secondaire Népisguit  
District: 5 – Campbellton  
Overall Grade: B  
Rank: 21st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1368	17.65	37.40	50.96
Provincial Rank	6th	51st	35th	31st

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.252	40	0.741	65	0.583	72	0.714	76	-0.473	32
Expected Score	-0.225	41	0.213	58	-0.158	44	0.178	57	-0.611	27
Differential	-0.027	-1	28.056	6	0.741	28	0.536	19	0.139	5
Grade	C+		B		B+		B+		B	
Provincial Rank	37th		35th		16th		22nd		37th	

**Comments:**

École Secondaire Népisguit is one of New Brunswick's largest high schools, but its inputs are otherwise unremarkable. It has a strong overall performance, with language arts being a particular strength. Performance in mathematics is somewhat weaker, with enrolment narrowly exceeding expectations and achievement falling narrowly short of expectations.

School Name: Hampton High  
District: 6 – Rothesay  
Overall Grade: B  
Rank: 22nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	831	18.07	93.47	23.39
Provincial Rank	20th	58th	3rd	52nd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.783	78	-0.841	20	1.208	89	-0.925	18	1.327	91
Expected Score	0.228	59	-0.071	47	0.339	63	0.084	53	0.699	76
Differential	0.556	19	-0.771	-27	0.869	25	-1.008	-36	0.628	15
Grade	B+		C		B+		D		B+	
Provincial Rank	22nd		55th		10th		60th		15th	

**Comments:**

Hampton High serves a very affluent rural community, but has low feeder achievement. It does well in both measures of achievement, with a particularly strong performance in language arts. Participation in both subjects falls well short of expectations, with language arts being the greatest cause for concern. Its overall grade and ranking are brought up with a much lower than expected dropout rate.

School Name: Miramichi Valley High  
District: 16 – Miramichi  
Overall Grade: B  
Rank: 23rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	944	17.98	15.52	88.90
Provincial Rank	15th	56th	51st	14th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.314	91	0.272	61	-0.512	30	0.399	66	-0.196	42
Expected Score	0.174	57	-0.033	49	0.018	51	-0.127	45	-0.196	4
Differential	1.140	34	0.305	12	-0.531	-20	0.526	21	0.001	1
Grade	A		B		C		B+		B	
Provincial Rank	10th		26th		48th		24th		41st	

**Comments:**

Miramichi Valley is a large school serving a poor community and has strong feeder achievement. Its performance is good in most aspects, particularly in mathematics achievement. In contrast, language arts achievement is a source of concern. Miramichi Valley exceeds expectations on both participation criteria, and has a dropout rate in line with expectations.

School Name: St. Malachy's High  
District: 8 – Saint John  
Overall Grade: B  
Rank: 24th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	803	15.96	44.04	32.94
Provincial Rank	22nd	25th	25th	45th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.101	54	0.439	67	0.778	78	0.273	61	-0.842	20
Expected Score	-0.273	39	-0.116	45	-0.330	37	-0.171	43	0.178	57
Differential	0.374	15	0.555	22	1.108	41	0.444	18	-1.019	-37
Grade	B		B+		A		B		D	
Provincial Rank	26th		18th		8th		28th		64th	

**Comments:**

St. Malachy's High is a larger-than-average school with a favourable students-to-staff ratio. It performs well in the achievement and participation measures, with a particularly strong performance in language arts standardized tests. The more worrying aspect is the school's dropout rate, which is among the worst in the province.

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New Brunswick High Schools Ranked 25th – 32nd

School Name: Polyvalente Mathieu-Martin  
District: 1 – Dieppe  
Overall Grade: B  
Rank: 25th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1762	17.87	79.49	86.94
Provincial Rank	2nd	55th	6th	16th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.795	79	0.885	81	0.583	72	-0.861	19	-0.404	34
Expected Score	0.103	54	0.673	75	0.059	52	0.561	71	-0.542	29
Differential	0.692	25	0.212	6	0.523	20	-1.422	-52	0.138	5
Grade	B+		B		B+		D		B	
Provincial Rank	16th		30th		24th		66th		38th	

Comments:

Mathieu-Martin is one of the largest high schools in New Brunswick and serves one of the province’s most affluent communities. Its performance exceeds expectations on most criteria. The only major cause for concern is a relatively poor result in language arts enrolment.

School Name: Riverview High  
District: 2 – Moncton  
Overall Grade: B  
Rank: 26th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1120	19.08	87.12	81.66
Provincial Rank	11th	68th	5th	18th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	Percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.101	54	0.718	76	0.778	78	0.651	74	0.750	77
Expected Score	0.556	71	0.196	58	0.526	70	0.249	60	0.348	64
Differential	-0.455	-17	0.521	19	0.252	8	0.402	14	0.402	14
Grade	C+		B+		B		B		B	
Provincial Rank	47th		20th		32nd		30th		24th	

Comments:

Riverview High is a large school with a high students-to-staff ratio. It serves an affluent community and has strong feeder achievement. It has a good performance across the board. In mathematics, however, the school falls below expectations in achievement, but well above expectations in enrolment.

School Name: Blackville Rural High  
District: 16 – Miramichi  
Overall Grade: B  
Rank: 27th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	173	16.75	9.58	98.89
Provincial Rank	55th	35th	62nd	7th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.617	95	-1.398	8	0.348	64	-2.879	1	1.557	94
Expected Score	0.568	71	-0.417	34	0.050	52	-0.620	27	0.855	80
Differential	1.050	23	-0.981	-26	0.298	12	-2.258	-27	0.703	14
Grade	A		C		B		F		B+	
Provincial Rank	11th		59th		28th		68th		13th	

Comments:

Blackville Rural High serves a very poor community, but has extremely strong feeder achievement. It does well in both mathematics and language arts achievement, with a particularly strong showing in the former. In contrast, its performance in enrolment is very poor, particularly in language arts, which is one of the lowest in the province. A relatively low dropout rate keeps this school in the top half of the rankings.

School Name: Polyvalente Mgr-Marcel-François-Richard  
District: 11 – Richibucto  
Overall Grade: B  
Rank: 28th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	486	15.68	9.54	1.10
Provincial Rank	32nd	23rd	64th	67th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.585	72	0.050	52	-0.917	18	-0.736	23	-1.026	15
Expected Score	-0.830	20	-0.593	28	-0.652	26	-0.522	30	-0.088	47
Differential	1.415	52	0.643	24	-0.265	-8	-0.214	-7	-0.939	-31
Grade	A		B+		C+		C+		C	
Provincial Rank	7th		15th		42nd		45th		63rd	

Comments:

MMFR serves a poor community and has low feeder achievement, suggesting the school faces significant challenges. Its performance is highlighted by a strong showing in mathematics achievement and somewhat above expected participation in this subject. Of concern is its performance in language arts, with lower-than-expected achievement and participation. The dropout rate is considerably higher than expected.

School Name: Caledonia Regional High  
District: 2 – Moncton  
Overall Grade: B  
Rank: 29th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	238	15.07	14.75	9.10
Provincial Rank	46th	19th	53rd	61st

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.278	39	-2.010	2	-0.225	41	-0.357	36	0.865	81
Expected Score	-0.516	30	-0.617	27	-0.568	29	-0.635	26	0.472	68
Differential	0.238	9	-1.393	-25	0.342	13	0.278	10	0.394	13
Grade	B		D		B		B		B	
Provincial Rank	30th		64th		27th		34th		25th	

Comments:

Caledonia Regional High is a small school serving a poor community and has well below average feeder achievement. It performs just above expectations on all criteria with the exception of enrolment in mathematics.

School Name: Bathurst High  
District: 15 – Dalhousie  
Overall Grade: B  
Rank: 30th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	831	16.79	19.16	95.19
Provincial Rank	20th	36th	49th	11th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.783	78	-1.899	3	1.065	86	-1.555	6	0.335	63
Expected Score	0.202	58	0.001	50	-0.120	45	-0.195	42	0.095	54
Differential	0.581	20	-1.899	-47	1.184	40	-1.360	-36	0.240	9
Grade	B+		F		A		D		B	
Provincial Rank	21st		68th		6th		64th		33rd	

Comments:

Students entering Bathurst High are among the ablest in the province, despite living in a poorer-than-average community. The school does very well in the achievement measures but falls somewhat short in the enrolment indicators, suggesting an obvious course for improvement. If this could be achieved without sacrificing commendable scores on the standardized tests, Bathurst High could move into the upper echelon of New Brunswick schools.

School Name: Centre-La-Fontaine  
District: 9 – Tracadie-Sheila  
Overall Grade: B  
Rank: 31st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	193	14.69	2.48	0.49
Provincial Rank	51st	16th	71st	69th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.880	19	-0.451	33	-0.167	43	-1.555	6	-0.288	39
Expected Score	-1.018	15	-0.831	20	-0.895	19	-0.794	21	0.027	51
Differential	0.137	3	0.379	12	0.728	25	-0.761	-15	-0.315	-12
Grade	B		B		B+		C		C+	
Provincial Rank	33rd		24th		18th		56th		54th	

Comments:

Centre-La-Fontaine serves an extremely poor community and has very poor feeder achievement, providing a significant challenge for this school. It comes in quite close to expectations on all criteria, with no particular strengths and no severe problems. Its strongest performance is in language arts achievement, but its weakest domain is language arts enrolment, suggesting that weaker students may be avoiding this course and thus inflating the school’s overall performance.

School Name: Polyvalente Roland-Pépin  
District: 5 – Campbellton  
Overall Grade: B  
Rank: 32nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	431	17.55	24.54	99.71
Provincial Rank	35th	50th	42nd	5th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.214	89	-0.396	35	-0.017	49	1.029	85	0.381	65
Expected Score	0.784	78	-0.182	43	0.278	61	-0.375	35	0.798	79
Differential	0.430	10	-0.214	-8	-0.295	-12	1.404	49	-0.417	-14
Grade	B		C+		C+		A		C+	
Provincial Rank	25th		43rd		43rd		5th		56th	

Comments:

Polyvalente Roland-Pépin serves a poor community, but has strong students at entry into high school. It performs particularly well in language arts enrolment and its mathematics achievement score also exceeds expectations. However, mathematics enrolment, language arts achievement, and the dropout rate are all below average.

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New Brunswick High Schools Ranked 33rd – 40th

School Name: École Secondaire Assomption  
District: 11 – Richibucto  
Overall Grade: B  
Rank: 33rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	185	12.93	4.92	81.55
Provincial Rank	53rd	4th	67th	19th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.632	95	-0.117	45	-1.667	5	-1.303	10	-0.127	45
Expected Score	-0.342	37	-0.398	35	-0.886	19	-0.755	23	0.640	74
Differential	1.975	58	0.281	11	-0.780	-14	-0.548	-13	-0.766	-29
Grade	A+		B		C		C		C	
Provincial Rank	3rd		27th		56th		53rd		60th	

Comments:

École Secondaire Assomption serves a poor community, but has strong feeder achievement and a favourable students-to-staff ratio. Its performance is highlighted by a strong showing in mathematics achievement and somewhat above expected participation in this subject. Of concern is the school’s performance in language arts, with lower-than-expected achievement and participation. The dropout rate is considerably higher than expected.

School Name: École Carrefour-Beausoleil  
District: 11 – Richibucto  
Overall Grade: B  
Rank: 34th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	68	12.01	39.49	1.58
Provincial Rank	68th	1st	34th	66th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.613	5	1.163	88	-1.817	3	1.282	90	0.842	80
Expected Score	-0.896	19	-0.599	27	-1.055	15	-0.718	24	0.985	84
Differential	-0.717	-13	1.763	60	-0.761	-11	2.000	66	-0.142	-4
Grade	C		A+		C		A+		C+	
Provincial Rank	52nd		7th		55th		2nd		46th	

Comments:

École Carrefour-Beausoleil is one of the smallest high schools in the province and has the lowest students-to-staff ratio. It also has very low feeder achievement, suggesting that the school may face a number of challenges. It demonstrates very high levels of participation in mathematics and language arts, but achievement is well below expectations in both subjects. The dropout rate is somewhat higher than expected, but not significantly so.

School Name: Oromocto Senior High  
District: 17 – Oromocto  
Overall Grade: B  
Rank: 35th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1277	19.23	55.09	15.33
Provincial Rank	8th	69th	15th	55th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.404	66	-0.451	33	-0.225	41	-0.231	41	0.012	50
Expected Score	-0.148	44	0.022	51	0.168	57	0.199	58	-0.492	31
Differential	0.552	22	-0.474	-18	-0.394	-16	-0.430	-17	0.504	19
Grade	B+		C+		C+		C+		B+	
Provincial Rank	23rd		51st		45th		51st		20th	

Comments:

Oromocto High is one of New Brunswick’s largest schools and has a high students-to-staff ratio. The community it serves has higher-than-average SES, but incoming students are well below average. It turns in a strong performance in mathematics achievement and has a much lower than expected dropout rate. Language arts is a cause of some concern, with lower-than-expected achievement and participation.

School Name: Polyvalente Louis-J.-Robichaud  
District: 11 – Richibucto  
Overall Grade: B  
Rank: 36th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	895	17.41	51.06	37.36
Provincial Rank	17th	47th	19th	42nd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.481	68	0.718	76	-1.067	14	-0.484	31	0.542	71
Expected Score	-0.062	48	-0.093	46	-0.032	49	-0.064	47	0.101	54
Differential	0.543	21	0.811	30	-1.035	-34	-0.419	-16	0.441	17
Grade	B+		B+		D		C+		B	
Provincial Rank	24th		13th		62nd		50th		22nd	

Comments:

Louis-J.-Robichaud serves a relatively affluent community, but it has below average feeder achievement. It does relatively well in both mathematics indicators, exceeding expectations by a wide margin. The language arts results are worrying, with a poor showing in the achievement indicator and enrolment falling short of expectations. Its overall performance is aided by a lower-than-expected dropout rate.

School Name: Woodstock High  
District: 14 – Woodstock  
Overall Grade: B  
Rank: 37th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	711	17.78	61.03	10.42
Provincial Rank	25th	53rd	13th	58th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.051	48	-1.064	14	1.208	89	-1.240	11	0.127	55
Expected Score	-0.112	46	-0.298	38	0.058	52	-0.145	44	0.313	62
Differential	0.062	2	-0.766	-24	1.150	36	-1.095	-33	-0.186	-7
Grade	B		C		A		D		C+	
Provincial Rank	35th		54th		7th		63rd		48th	

Comments:

Woodstock High is a large school serving a community with above-average SES, but it has low feeder achievement. It performs well in both measures of achievement, particularly language arts. However, enrolment in college preparatory courses is well below expectations, with language arts being a particular cause for concern. Its overall ranking is brought down by a somewhat higher than expected dropout rate.

School Name: Rothesay High  
District: 6 – Rothesay  
Overall Grade: B  
Rank: 38th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	570	17.70	99.98	89.42
Provincial Rank	30th	52nd	1st	13th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.769	96	0.328	63	0.061	52	0.714	76	1.996	97.70
Expected Score	1.148	87	0.138	56	0.864	81	0.188	57.44	2.078	98.12
Differential	0.621	9	0.190	7	-0.803	-28	0.527	18.81	-0.083	-0.41
Grade	B+		B		C		B+		C+	
Provincial Rank	19th		33rd		57th		23rd		44th	

Comments:

Rothesay High serves New Brunswick’s most affluent community and has very strong feeder achievement, suggesting this is an advantaged school with high expectations. Its performance in mathematics achievement is strong, language arts is somewhat weaker. Enrolment in both mathematics and language arts is higher than expected.

School Name: Polyvalente Louis-Mailloux  
District: 9 – Tracadie-Sheila  
Overall Grade: C+  
Rank: 39th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	852	17.14	10.51	51.63
Provincial Rank	18th	42nd	60th	30th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.404	8	0.161	56	0.283	61	0.588	72	-0.357	36
Expected Score	-0.226	41	-0.190	42	-0.262	40	-0.242	40	-0.293	38
Differential	-1.178	-33	0.351	14	0.545	21	0.830	32	-0.064	-2
Grade	D		B		B+		B+		C+	
Provincial Rank	61st		25th		21st		14th		43rd	

Comments:

Polyvalente Louis-Mailloux is a large school serving a community with low SES and has somewhat above average feeder achievement. It performs well in the participation indicators and in language arts achievement, but does poorly in mathematics achievement.

School Name: Petitcodiac Regional High  
District: 2 – Moncton  
Overall Grade: C+  
Rank: 40th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	235	16.59	34.73	1.90
Provincial Rank	47th	31st	36th	65th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.329	63	-1.621	5	0.205	58	-1.492	7	0.242	60
Expected Score	-0.375	36	-0.700	24	-0.219	41	-0.536	30	0.597	72
Differential	0.704	27	-0.921	-19	0.424	17	-0.956	-23	-0.355	-13
Grade	B+		C		B		C		C+	
Provincial Rank	15th		57th		26th		59th		55th	

Comments:

Petitcodiac Regional High is small school with very low feeder achievement and serves a community with below-average SES. It performs well on both achievement criteria, with a particularly good showing in mathematics. It has a somewhat higher than expected dropout rate. The school’s overall performance is hurt by poor participation rates in both mathematics and language arts.

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New Brunswick High Schools Ranked 41st – 48th

School Name: Minto Memorial High  
District: 17 – Oromocto  
Overall Grade: C+  
Rank: 41st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	266	14.78	13.91	62.21
Provincial Rank	43rd	18th	54th	27th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.480	68	-1.454	7	-1.086	14	-0.546	29	0.842	80
Expected Score	-0.174	43	-0.433	33	-0.499	31	-0.608	27	0.633	74
Differential	0.654	25	-1.021	-26	-0.587	-17	0.062	2	0.210	6
Grade	B+		D		C		B		B	
Provincial Rank	17th		60th		50th		38th		35th	

Comments:

Minto Memorial High serves a poor community but has above-average feeder achievement. Its performance in mathematics achievement is strong, despite a low participation rate in this subject. Its dropout rate is below expectations and language arts enrolment exceeds expectations. Enrolment in mathematics is well below expectations and is a particular cause for concern.

School Name: Fredericton High  
District: 18 – Fredericton  
Overall Grade: C+  
Rank: 42nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	2191	18.49	98.31	96.84
Provincial Rank	1st	63rd	2nd	10th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.177	57	0.996	84	0.491	69	1.156	88	-0.773	22
Expected Score	0.407	66	1.117	87	0.340	63	0.986	84	-0.514	30
Differential	-0.230	-9	-0.121	-3	0.151	6	0.170	4	-0.259	-9
Grade	C+		C+		B		B		C+	
Provincial Rank	40th		40th		35th		36th		51st	

Comments:

Fredericton High is the largest school in the province and serves one of the most affluent communities. It also has very strong feeder achievement, which means this is a truly advantaged school. Its performance suggests no glaring weaknesses, but neither does it show any real strengths. Mathematics shows lower-than-expected performance and enrolment. In contrast, language arts exceeds expectations on both criteria.

School Name: Moncton High  
District: 2 – Moncton  
Overall Grade: C+  
Rank: 43rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1435	20.07	71.88	24.35
Provincial Rank	5th	71st	9th	51st

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.404	66	-0.006	50	0.348	64	0.651	74	-1.257	10
Expected Score	0.053	52	0.161	56	0.392	65	0.366	64	-0.503	31
Differential	0.351	14	-0.167	-7	-0.044	-2	0.285	10	0.503	-20
Grade	B		C+		C+		B		C	
Provincial Rank	27th		41st		39th		32nd		59th	

Comments:

Moncton High is a large school serving an affluent community. However, its feeder achievement is low and it also has the highest students-to-staff ratio in the province. Its performance is generally close to expectations, with higher-than-expected mathematics achievement and language arts enrolment, and marginally lower than expected mathematics enrolment and language arts achievement. Its overall grade is reduced by a higher-than-expected dropout rate.

School Name: Campobello Island  
District: 10 – St. Stephen  
Overall Grade: C+  
Rank: 44th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	57	12.33	13.45	99.98
Provincial Rank	71st	2nd	55th	3rd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.430	33	0.773	78	-1.372	9	-0.925	18	2.065	98
Expected Score	0.375	65	-0.159	44	-0.644	26	-0.743	23	1.361	91
Differential	-0.805	-31	0.933	34	-0.728	-17	-0.182	-5	0.704	7
Grade	C		B+		C		C+		B+	
Provincial Rank	54th		12th		54th		44th		12th	

Comments:

Campobello Island is the province's smallest high school and serves a poor community, but its feeder achievement is among the highest in the province. It does particularly well at keeping its students in school, although it falls well below expectations in both mathematics and language arts achievement. It does quite well in terms of enrolment in these subjects, far exceeding expectations in mathematics and narrowly falling below expectations in language arts.

School Name: Sugarloaf Senior High  
District: 14 – Woodstock  
Overall Grade: C+  
Rank: 45th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	466	16.64	23.39	11.09
Provincial Rank	33rd	34th	44th	56th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.960	17	0.606	73	0.635	74	0.903	82	-1.765	4
Expected Score	-0.326	37	-0.497	31	-0.262	40	-0.430	33	0.271	61
Differential	-0.634	-20	1.104	42	0.897	34	1.333	48	-2.036	-57
Grade			A		B+		A		F	
Provincial Rank	50th		11th		9th		6th		68th	

Comments:

Sugarloaf Senior High serves a community with low SES and has below-average feeder achievement, suggesting a disadvantaged environment. It has a very strong language arts result, with both achievement and enrolment well above expectations. Mathematics enrolment is also well above expectations, although achievement in this subject falls below expectations. The real area of concern for this school is its very high dropout rate, which results in a moderately below average performance.

School Name: Harvey High  
District: 18 – Fredericton  
Overall Grade: C+  
Rank: 46th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	186	15.48	53.57	26.94
Provincial Rank	52nd	21st	17th	50th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.390	92	-3.235	1	-1.086	14	-1.303	10	1.696	96
Expected Score	-0.055	48	-0.501	31	-0.213	42	-0.513	30	1.063	86
Differential	1.445	44	-2.735	-31	-0.872	-28	-0.790	-21	0.633	10
Grade	A		F		C		C		B+	
Provincial Rank	6th		70th		58th		57th		14th	

Comments:

Harvey High serves a wealthier-than-average community, but has lower-than-average feeder achievement. It does well in mathematics achievement, albeit with an extremely low participation rate, suggesting that only the ablest students enrol in this subject at the college preparatory level. Enrolment and achievement in language arts are both well below expectations. However, the dropout rate is much lower than expected.

School Name: Cambridge-Narrows High  
District: 17 – Oromocto  
Overall Grade: C+  
Rank: 47th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	66	13.46	43.52	38.82
Provincial Rank	69th	5th	31st	39th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.581	28	-1.454	7	0.205	58	-0.231	41	0.289	61
Expected Score	-0.232	41	-0.480	32	-0.590	28	-0.651	26	1.217	89
Differential	-0.349	-13	-0.973	-24	0.794	30	0.420	15	-0.929	-27
Grade	C+		C		B+		B		C	
Provincial Rank	44th		58th		14th		29th		62nd	

Comments:

Cambridge-Narrows High is one of the province's smallest schools and has one of the most favourable students-to-staff ratios. Both feeder achievement and community SES are below average, but in neither case by a wide margin. It does well on the language arts criteria, with a particular strong performance in achievement. Its performance is lower in mathematics, with enrolment being a particular weak point. The school's overall performance is brought down by a dropout rate that is much higher than expected.

School Name: École Aux-Quatre-Vents  
District: 5 – Campbellton  
Overall Grade: C+  
Rank: 48th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	494	16.47	15.50	99.73
Provincial Rank	31st	29th	52nd	4th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.195	12	1.609	95	-0.617	27	0.588	72	0.842	80
Expected Score	0.559	71	-0.117	45	-0.009	50	-0.400	34	0.622	73
Differential	-1.754	-60	1.725	49	-0.608	-23	0.988	38	0.220	7
Grade	F		A+				B+		B	
Provincial Rank	69th		8th		51st		11th		34th	

Comments:

École Aux-Quatre-Vents has among the ablest students in the province on entry into high school. It does very well on the participation criteria but very poorly on the achievement criteria, with the contrast being most pronounced in mathematics. Its overall grade is pushed up by a lower-than-expected dropout rate.

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New Brunswick High Schools Ranked 49th – 56th

School Name: St. Stephen High  
District: 10 – St. Stephen  
Overall Grade: C+  
Rank: 49th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	652	17.86	29.15	19.50
Provincial Rank	27th	54th	40th	53rd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.430	33	-0.563	29	-0.225	41	-0.609	27	0.081	53
Expected Score	-0.130	45	-0.378	35	-0.016	49	-0.270	39	0.110	54
Differential	-0.300	-11	-0.185	-7	-0.210	-8	-0.339	-12	-0.029	-1
Grade										
Provincial Rank	43rd		42nd		41st		49th		42nd	

Comments:

St. Stephen High serves a poorer-than-average community and has weak feeder achievement. Its performance is remarkably consistent, but falls somewhat below expectations on all criteria. Its dropout rate is just higher than expected; the remainder of the criteria suggest room for improvement, but no glaring deficiencies.

School Name: Tobique Valley High  
District: 14 – Woodstock  
Overall Grade: C+  
Rank: 50th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	223	16.39	10.45	33.91
Provincial Rank	49th	28th	61st	44th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.188	12	-1.342	9	-1.372	9	0.021	51	1.650	95
Expected Score	-0.151	44	-0.619	27	-0.261	40	-0.628	26	0.485	69
Differential	-1.037	-32	-0.724	-18	-1.111	-31	0.649	24	1.165	26
Grade										
Provincial Rank	58th		52nd		64th		18th		6th	

Comments:

Tobique Valley is a small school serving a poor community. Its performance is particularly hampered by a poor performance in both achievement measures. Its overall rank is kept from falling further by a very low dropout rate.

School Name: École Régionale de Baie-Sainte-Anne  
District: 11- Richibucto  
Overall Grade: C+  
Rank: 51st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	98	15.98	9.16	10.66
Provincial Rank	65th	26th	65th	57th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.404	8	1.163	88	-1.367	9	0.210	58	0.035	51
Expected Score	-0.364	36	-0.769	22	-0.388	35	-0.729	23	0.526	70
Differential	-1.040	-28	1.932	66	-0.979	-26	0.939	35	-0.491	-19
Grade										
Provincial Rank	59th		5th		59th		12th		57th	

Comments:

École Régionale de Baie-Sainte-Anne is a small school with low feeder achievement and serves a community with low SES, suggesting it faces a number of challenges. This school is another case of a contrast between good enrolment and poor achievement scores, particularly in mathematics. The dropout rate is somewhat lower than expected.

School Name: Sussex Regional High  
District: 6 – Rothesay  
Overall Grade: C+  
Rank: 52nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	940	18.91	50.47	58.71
Provincial Rank	16th	67th	21st	28th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.112	13	-0.396	35	0.491	69	-1.051	15	0.681	75
Expected Score	0.244	60	-0.081	47	0.295	62	-0.001	50	0.061	52
Differential	-1.356	-46	-0.315	-12	0.197	7	-1.050	-35	0.619	23
Grade										
Provincial Rank	65th		45th		33rd		62nd		16th	

Comments:

Sussex Regional High is a large school with above-average feeder achievement and a high students-to-staff ratio. The community it serves has above-average SES. It does a good job of keeping its students in school, with a dropout rate much lower than expected. However, it has a poor showing in mathematics achievement and language arts enrolment.

School Name: Fundy High  
District: 10 – St. Stephen  
Overall Grade: C+  
Rank: 53rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	435	17.16	12.60	7.49
Provincial Rank	34th	43rd	56th	63rd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.567	6	-0.953	17	-0.799	21	0.210	58	0.450	67
Expected Score	-0.375	35	-0.600	27	-0.243	40	-0.489	31	0.105	54
Differential	-1.192	-30	-0.353	-10	-0.556	-19	0.699	27	0.345	13
Grade										
Provincial Rank	62nd		47th		49th		17th		27th	

Comments:

Fundy High faces some disadvantages with weak feeder achievement and a community that is poorer than average. Its strong showing in language arts enrolment and a lower-than-expected dropout rate are counterbalanced by its poor performance in the achievement indicators, particularly in mathematics.

School Name: Polyvalente Thomas-Albert  
District: 3 – Grand-Sault  
Overall Grade: C+  
Rank: 54th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	649	16.60	48.11	0.74
Provincial Rank	28th	33rd	22nd	68th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.671	25	-0.006	50	-2.266	1	0.021	51	0.496	69
Expected Score	-0.586	28	-0.427	33	-0.313	38	-0.260	40	0.152	56
Differential	-0.085	-3	0.421	16	-1.953	-37	0.281	11	0.344	13
Grade										
Provincial Rank	38th		23rd		70th		33rd		28th	

Comments:

Thomas-Albert's inputs are unremarkable with the exception of having very low feeder achievement, which depresses expectations. Its performance is in line with expectations, but a very poor performance in language arts achievement tends to mar an otherwise steady effort.

School Name: Nackawic Senior High  
District: 14 – Woodstock  
Overall Grade: C+  
Rank: 55th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	426	17.39	33.29	9.87
Provincial Rank	36th	46th	37th	59th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.430	33	-0.897	18	-1.086	14	-0.420	34	0.496	69
Expected Score	-0.172	43	-0.538	30	-0.058	48	-0.403	34	0.409	66
Differential	-0.257	-10	-0.359	-11	-1.028	-34	-0.017	-1	0.087	3
Grade										
Provincial Rank	41st		48th		61st		41st		39th	

Comments:

Nackawic Senior High has low feeder achievement and lower-than-average community SES. A language arts score that falls well below expectations drags down the school's overall performance. Mathematics achievement and enrolment are both below expectations, but the problem does not appear to be severe. The dropout rate is below expectations, but not significantly.

School Name: Stanley Regional High  
District: 18 – Fredericton  
Overall Grade: C+  
Rank: 56th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	138	13.69	66.40	99.26
Provincial Rank	62nd	8th	11th	6th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.809	21	-1.509	7	0.061	52	-1.240	11	2.111	98
Expected Score	0.537	70	-0.133	45	-0.229	41	-0.500	31	1.685	95
Differential	-1.345	-49	-1.377	-38	0.290	11	-0.740	-20	0.426	3
Grade										
Provincial Rank	64th		63rd		29th		55th		23rd	

Comments:

Stanley Regional High serves an affluent rural community and has strong feeder achievement. It does poorly in both mathematics indicators. Its performance in language arts achievement, in contrast, exceeds expectations, although enrolment is lower than expected. The dropout rate is lower than expected.



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New Brunswick High Schools Ranked 57th – 64th

School Name: Dalhousie Regional High  
District: 14 – Woodstock  
Overall Grade: C+  
Rank: 57th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	413	15.58	22.26	73.49
Provincial Rank	37th	22nd	46th	23rd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.632	74	-1.843	3	-1.659	5	-1.492	7	0.842	80
Expected Score	0.002	50	-0.313	38	-0.301	38	-0.464	32	0.584	72
Differential	0.630	24	-1.531	-34	-1.358	-33	-1.028	-25	0.258	8
Grade	B+		F		D		D		B	
Provincial Rank	18th		66th		66th		61st		31st	

Comments:  
Dalhousie Regional High has higher-than-average feeder achievement and a low students-to-staff ratio. However, it serves a poorer-than-average community. Its grade is depressed by very poor results in mathematics enrolment, language arts enrolment, and language arts achievement. Although its overall performance is well below average, it does well in mathematics achievement and has a lower-than-expected dropout rate.

School Name: Grand Manan High  
District: 10 – St. Stephen  
Overall Grade: C  
Rank: 58th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	146	15.83	19.53	15.56
Provincial Rank	58th	24th	48th	54th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.718	4	-0.117	45	0.205	58	-0.609	27	-0.819	21
Expected Score	-0.261	40	-0.666	25	-0.330	37	-0.645	26	0.682	75
Differential	-1.457	-35	0.549	20	0.534	21	0.036	1	-1.501	-55
Grade	D		B+		B+		B		F	
Provincial Rank	66th		19th		23rd		39th		66th	

Comments:  
Grand Manan serves a community with below-average SES and has below-average feeder achievement. On the performance indicators, it shows a sharp set of contrasts, with a strong score in both mathematics enrolment and language arts achievement but mathematics achievement that is well below expectations. More worrying is a dropout rate that is much higher than expected, perhaps capturing the lure of employment in the fishery.

School Name: Harrison Trimble High  
District: 2 – Moncton  
Overall Grade: C  
Rank: 59th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1105	19.28	64.91	71.85
Provincial Rank	12th	70th	12th	25th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.101	54	0.161	56	1.208	89	-0.357	36	-2.434	1
Expected Score	0.373	65	0.079	53	0.413	66	0.152	56	0.027	51
Differential	-0.272	-11	0.082	3	0.795	23	-0.509	-20	-2.461	-50
Grade	C+		B		B+		C		F	
Provincial Rank	42nd		38th		13th		52nd		70th	

Comments:  
Harrison Trimble serves an affluent community and has above-average feeder achievement. It also has one of the highest students-to-staff ratios in the province. Its relatively poor showing is largely the result of a much higher than expected dropout rate, suggesting the school has a weak hold on at-risk students. Its achievement indicators suggest no severe problems, with higher-than-expected language arts achievement and with math achievement only marginally lower than expected.

School Name: Harbour View High  
District: 8 – Saint John  
Overall Grade: C  
Rank: 60th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1232	18.90	44.04	32.94
Provincial Rank	9th	66th	25th	45th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.733	23	-0.284	39	-0.082	47	-0.105	46	-1.534	6
Expected Score	-0.082	47	0.037	51	0.118	55	0.141	56	-0.461	32
Differential	-0.651	-24	-0.322	-13	-0.200	-8	-0.246	-10	-1.073	-26
Grade	C		C+		C+		C+		D	
Provincial Rank	51st		46th		40th		46th		65th	

Comments:  
Harbour View High is a large school with a high students-to-staff ratio. It falls below expectations across the board, with a worryingly high dropout rate and poor mathematics achievement. It does better in language arts, narrowly falling below expectations.

School Name: Leo Hayes High  
District: 18 – Fredericton  
Overall Grade: C  
Rank: 61st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1739	18.50	74.40	42.17
Provincial Rank	3rd	64th	8th	36th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.036	15	1.108	87	-2.376	1	1.408	92	-0.450	33
Expected Score	-0.157	44	0.489	69	0.047	52	0.524	70	-0.759	22
Differential	-0.879	-29	0.619	18	-2.422	-51	0.884	22	0.309	10
Grade	C		B+		F		B+		B	
Provincial Rank	57th		16th		71st		13th		30th	

Comments:  
Leo Hayes is a very large school with a high students-to-staff ratio. It serves an affluent community but has average feeder achievement. Poor achievement in mathematics and, in particular, language arts pushes results in a low overall grade. However, the school exceeds expectations in both participation rates. The dropout rate is lower than expected, which prevents the overall ranking from falling even further.

School Name: Polyvalente Clément-Cormier  
District: 11 – Richibucto  
Overall Grade: C  
Rank: 62nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	747	17.41	22.79	47.74
Provincial Rank	24th	48th	45th	33rd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.927	3	1.887	97	-1.517	6	0.966	83	-0.819	21
Expected Score	-0.073	47	-0.236	41	-0.098	46	-0.238	41	0.022	51
Differential	-1.855	-44	2.123	56	-1.419	-40	1.204	43	-0.841	-30
Grade	F		A+		D		A		C	
Provincial Rank	70th		3rd		67th		9th		61st	

Comments:  
Clément-Cormier serves a poorer-than-average community but has average feeder achievement. In both mathematics and language arts, participation rates are well above expectations, but students perform very poorly on the standardized tests. Its overall ranking is reduced further by a higher-than-expected dropout rate.

School Name: École Grande-Rivière  
District: 3 – Grand-Sault  
Overall Grade: C  
Rank: 63rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	143	14.77	21.25	97.74
Provincial Rank	61st	17th	47th	9th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.252	40	-1.788	4	-0.917	18	-0.546	29	0.589	72
Expected Score	0.345	63	-0.329	37	-0.268	39	-0.624	27	1.114	87
Differential	-0.597	-23	-1.459	-33	-0.649	-21	0.078	3	-0.526	-15
Grade	C		D		C		B		C	
Provincial Rank	49th		65th		52nd		37th		58th	

Comments:  
École Grande-Rivière is a small school with a low students-to-staff ratio. It serves a community with low SES, but its students are strong on entry into grade 9. Its performance across four of the five criteria is lower than expected; language arts enrolment is higher than expected. Mathematics is a particular concern, with both poor performance and a low participation rate. Its overall position is further depressed by a higher-than-expected dropout rate.

School Name: Belleisle Regional High  
District: 6 – Rothesay  
Overall Grade: C  
Rank: 64th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	169	14.11	55.07	76.42
Provincial Rank	56th	12th	16th	22nd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.415	8	-0.396	35	-1.372	9	0.084	53	1.073	86
Expected Score	0.106	54	-0.320	37	-0.355	36	-0.530	30	1.304	90
Differential	-1.521	-46	-0.075	-3	-1.018	-28	0.614	24	-0.231	-5
Grade	F		C+		D		B+		C+	
Provincial Rank	67th		39th		60th		21st		50th	

Comments:  
Belleisle Regional High is small school with a low students-to-staff ratio. It serves an affluent community and has strong feeder achievement. Its ranking is lowered by a poor performance on both achievement indicators, with mathematics being a particular cause for concern. The dropout rate is somewhat higher than expected. On the positive side, language arts enrolment is well above expectations.

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# New Brunswick High Schools Ranked 65th – 71st

School Name: John Caldwell High  
District: 14 – Woodstock  
Overall Grade: C  
Rank: 65th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	225	16.59	48.11	5.26
Provincial Rank	48th	32nd	23rd	64th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.581	28	-2.456	1	-0.512	30	-3.887	1	1.673	95
Expected Score	-0.196	42	-0.633	26	-0.116	45	-0.495	31	0.802	79
Differential	-0.386	-14	-1.823	-26	-0.396	-15	-3.392	-31	0.870	16
Grade	C+		F		C+		F		B+	
Provincial Rank	45th		67th		46th		71st		10th	

Comments:  
John Caldwell is a small school with low feeder achievement. It earns a failing grade on both enrolment criteria. The achievement measures are somewhat more encouraging, although still below expectations. Although the school's overall performance is poor, it would be considerably worse if the dropout rate were not much lower than expected.

School Name: Southern Victoria High  
District: 14 – Woodstock  
Overall Grade: C  
Rank: 66th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	399	16.15	32.95	0.42
Provincial Rank	38th	27th	38th	70th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.430	33	-3.291	1	-0.369	36	-3.068	1	0.150	56
Expected Score	-0.652	26	-0.627	27	-0.412	34	-0.464	32	0.309	62
Differential	0.222	8	-2.664	-26	0.043	2	-2.604	-32	-0.159	-6
Grade	B		F		B		F		C+	
Provincial Rank	31st		69th		36th		70th		47th	

Comments:  
Southern Victoria students enter grade 9 with among the lowest feeder achievement in the province. The school performs well in both measures of achievement, but does so with a much lower than expected participation rate in college preparatory subjects.

School Name: J.M.A. Armstrong High  
District: 2 – Moncton  
Overall Grade: C  
Rank: 67th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	369	17.02	50.63	38.51
Provincial Rank	39th	39th	20th	40th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.657	26	-0.229	41	-1.516	6	-0.673	25	0.496	69
Expected Score	0.130	55	-0.425	34	0.051	52	-0.378	35	0.793	79
Differential	-0.787	-30	0.196	7	-1.566	-46	-0.294	-10	-0.297	-10
Grade	C		B		F		C+		C+	
Provincial Rank	53rd		32nd		68th		47th		52nd	

Comments:  
J.M.A. Armstrong is an average-sized school with below-average feeder achievement in a community with above-average SES. Its performance is generally poor across all measures, with a particular problem in language arts achievement, with one of the lowest scores in the province. Mathematics achievement is also well below expectations. Language arts enrolment is lower than expected, while the dropout rate is higher than expected. The school does exceed expectations in mathematics enrolment.

School Name: Simonds High  
District: 8 – Saint John  
Overall Grade: C  
Rank: 68th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1316	18.03	44.04	32.94
Provincial Rank	7th	57th	25th	45th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.946	3	-1.175	12	-0.799	21	-0.483	31	0.058	52
Expected Score	-0.234	41	0.133	55	-0.079	47	0.170	57	-0.545	29
Differential	-1.716	-38	-1.308	-43	-0.720	-26	-0.654	-25	0.603	23
Grade	F		D		C		C		B+	
Provincial Rank	29th		21st		37th		4th		32nd	

Comments:  
Simonds High is a large school with a high students-to-staff ratio. It falls below expectations on each of the enrolment and achievement criteria, with a particularly poor performance in mathematics. The language arts indicators are somewhat better, but still below expectations. The dropout rate is lower than expected.

School Name: McAdam High  
District: 18 – Fredericton  
Overall Grade: C  
Rank: 69th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	104	13.58	29.85	53.35
Provincial Rank	64th	6th	39th	29th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.036	15	-3.458	1	-1.802	4	-2.375	1	2.088	98
Expected Score	-0.211	42	-0.458	32	-0.609	27	-0.665	25	1.066	86
Differential	-0.825	-27	-3.000	-32	-1.194	-24	-1.709	-24	1.022	12
Grade	C		F		D		F		A	
Provincial Rank	55th		71st		65th		67th		8th	

Comments:  
McAdam High is a small school with a low students-to-staff ratio. It serves a poorer-than-average community, but its students are about average on entry into grade 9. Its performance, in terms of participation and achievement in both mathematics and language arts, is very poor, with extremely low enrolment rates being a particular cause for concern. On the positive side, its dropout rate is much lower than expected, which keeps this school from the bottom position in the rankings.

School Name: St. Vincent's High  
District: 8 – Saint John  
Overall Grade: C  
Rank: 70th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	256	16.52	44.04	32.94
Provincial Rank	45th	30th	25th	45th

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.264	10	-0.396	35	0.205	58	-0.231	41	-2.065	2
Expected Score	0.048	52	-0.506	31	-0.056	48	-0.476	32	0.869	81
Differential	-1.312	-42	0.110	4	0.261	10	0.245	9	-2.934	-79
Grade	D		B		B		B		F	
Provincial Rank	63rd		37th		31st		35th		71st	

Comments:  
St. Vincent's High is small school with a favourable students-to-staff ratio. However, it faces a rather severe dropout problem, with its rank on this criterion being the lowest in the province. Also of concern is a poor result in the mathematics achievement indicator. On a positive note, it does better than expected in both language arts indicators in mathematics enrolment.

School Name: Bonar Law Memorial  
District: 16 – Miramichi  
Overall Grade: F  
Rank: 71st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	323	14.68	9.58	99.98
Provincial Rank	40th	15th	63rd	2nd

OUTPUTS	Math Achievement		% Enrolled		Language Arts Achievement		% Enrolled		Graduation Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.415	8	-1.342	9	-1.372	9	-3.005	1	-1.349	9
Expected Score	0.528	70	-0.106	46	-0.296	38	-0.562	29	0.872	81
Differential	-1.943	-62	-1.236	-37	-1.076	-30	-2.443	-29	-2.221	-72
Grade	F		D		D		F		F	
Provincial Rank	71st		61st		63rd		69th		69th	

Comments:  
Bonar Law Memorial displays severe problems by all criteria. Achievement and participation in both mathematics and language arts are extremely poor. Given this school's poor learning experiences, it is not surprising that it has a much higher than expected dropout rate. It serves a poor community, but has very high student achievement on entry into high school, suggesting an opportunity lost.

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Newfoundland and Labrador High Schools

Ranked 1st – 8th

School Name: Swift Current Academy  
District: 8 – Vista  
Overall Grade: A  
Rank: 1st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	94	8.55	5.26	45.56
Provincial Rank	107th	10th	115th	52nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.846	80	0.657	74	1.808	96	2.157	98	0.795	77
Expected Score	-1.085	14	-0.676	25	0.830	80	0	50	0	50
Differential	1.931	66	1.333	49	0.977	17	2.157	48	0.795	27
Grade	A+		A		B+		A+		B+	
Provincial Rank	2nd		5th		24th		4th		51st	

Comments:

Swift Current Academy serves a poor community, has a small enrolment, and a low students-to-staff ratio. Its overall performance is the best in the province. It graduates an impressive proportion of its students, easily exceeding the high expectations set for this criterion, and it has a better-than-average attendance rate.

School Name: Jakeman All-Grade  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: A  
Rank: 2nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	144	10.29	17.41	18.23
Provincial Rank	96th	27th	63rd	84th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.327	37	-1.140	13	1.808	96	2.907	100	1.302	90
Expected Score	-1.069	14	-0.868	19	0.431	67	0	50	0	50
Differential	0.742	23	-0.272	-6	1.377	29	2.907	50	1.302	40
Grade	B+		C+		A		A+		A	
Provincial Rank	17th		76th		5th		2nd		13th	

Comments:

Jakeman All-Grade has below-average feeder achievement and serves a poor community, suggesting that it operates in a challenging learning environment. However, it manages to exceed expectations across four of the five criteria. The only cause for concern is lower-than-expected performance in math/science achievement.

School Name: Fatima Academy  
District: 9 – Avalon West  
Overall Grade: A  
Rank: 3rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	246	12.95	5.93	34.10
Provincial Rank	61st	56th	112th	64th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	Percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.665	25	0.131	55	1.119	87	2.791	100	1.524	94
Expected Score	-0.976	16	-0.686	25	0.740	77	0	50	0	50
Differential	0.310	9	0.817	31	0.379	10	2.791	50	1.524	44
Grade	B		B+		B		A+		A+	
Provincial Rank	31st		17th		49th		3rd		5th	

Comments:

Fatima Academy serves a poor community, which reduces expectations in the achievement measures. It nevertheless has a strong performance across the board.

School Name: St. Joseph's Central High  
District: 4 – Cormack Trail  
Overall Grade: B+  
Rank: 4th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	192	19.20	9.87	29.47
Provincial Rank	82nd	123rd	90th	74th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.282	61	0.394	65	1.808	96	1.903	97	0.228	59
Expected Score	-0.585	28	-0.324	37	0.627	73	0	50	0	50
Differential	0.867	33	0.718	28	1.181	23	1.903	47	0.228	9
Grade	B+		B+		A		A+		B	
Provincial Rank	12th		24th		14th		6th		80th	

Comments:

St. Joseph's Central High is a small school with a high students-to-staff ratio. It serves a poor community and has low feeder achievement, suggesting that it faces considerable challenges. Its performance is strong across the board. A lower absence rate would propel this school even farther up the rankings.

School Name: Pasadena Academy  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B+  
Rank: 5th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	337	14.65	48.04	91.00
Provincial Rank	34th	77th	21st	8th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.981	84	1.796	96	1.153	88	1.459	93	0.856	80
Expected Score	0.554	71	0.813	79	0.227	59	0	50	0	50
Differential	0.427	13	0.983	17	0.926	29	1.459	43	0.856	30
Grade	B		B+		B+		A		B+	
Provincial Rank	29th		12th		30th		10th		42nd	

Comments:

Pasadena Academy serves a community with average SES, but it has very strong feeder achievement, which raises expectations for this school. It nevertheless exceeds expectations on all criteria, with a particularly high honours rate.

School Name: Mary Simms All-Grade  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B+  
Rank: 6th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	63	9.00	4.52	42.54
Provincial Rank	115th	11th	118th	56th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	Percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	Percentile
Actual Score	-0.395	35	-0.088	46	N/A	N/A	N/A	N/A	1.443	93
Expected Score	-1.124	13	-0.700	24	N/A	N/A	N/A	N/A	0	50
Differential	0.729	22	0.612	22	N/A	N/A	N/A	N/A	1.443	43
Grade	B+		B+		N/A		N/A		A	
Provincial Rank	19th		28th		N/A		N/A		8th	

Comments:

Mary Simms All-Grade serves a very poor community, with average feeder achievement. It performs well above expectations on the available criteria, with a particularly strong showing in attendance. It also scores above average in both achievement measures.

School Name: Bishops College  
District: 10 – Avalon East  
Overall Grade: B+  
Rank: 7th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	701	17.53	88.05	32.53
Provincial Rank	7th	117th	5th	69th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	2.403	99	2.103	98	-0.947	17	0.994	84	-0.055	48
Expected Score	0.379	65	0.090	54	-0.598	27	0	50	0	50
Differential	2.024	34	2.013	45	-0.349	-10	0.994	34	-0.055	-2
Grade	A+		A+		C+		B+		C+	
Provincial Rank	1st		1st		73rd		19th		91st	

Comments:

Bishops College is a large school with a high students-to-staff ratio. It serves a community with high SES, but has below-average feeder achievement. Its performance includes top ranking in the province in both achievement measures. Only a lower-than-expected graduation rate and a slightly higher than average absence rate keep this school from being in the top five.

School Name: Lakeside Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B+  
Rank: 8th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	158	9.88	16.54	30.80
Provincial Rank	91st	18th	67th	70th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	Percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.214	42	1.270	90	0.172	57	0.899	82	1.059	86
Expected Score	-0.921	18	-0.673	25	0.485	69	0	50	0	50
Differential	0.707	24	1.944	65	-0.313	-12	0.899	32	1.059	36
Grade	B+		A+		C+		B+		A	
Provincial Rank	20th		3rd		70th		25th		27th	

Comments:

Lakeside Academy is a small school with a low students-to-staff ratio serving a community with low SES. Its overall performance is strong, with an excellent math/science achievement score being the single biggest contributor to this result. It also has well above average attendance and exceeds expectations in English achievement. Only a lower-than-expected graduation rate keeps this school out of the top five.

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Newfoundland and Labrador High Schools

Ranked 9th – 16th

School Name: Roncalli Central High  
District: 9 – Avalon West  
Overall Grade: B+  
Rank: 9th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	573	16.37	42.67	81.53
Provincial Rank	13th	106th	23rd	20th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.027	85	1.139	87	1.153	88	1.142	87	0.856	80
Expected Score	0.365	64	0.473	68	0.184	57	0	50	0	50
Differential	0.665	21	0.666	19	0.969	30	1.142	37	0.856	30
Grade	B+		B+		B+		A		B+	
Provincial Rank	26th		25th		25th		14th		42nd	

Comments:  
Roncalli Central High is a large school with a high students-to-staff ratio and strong feeder achievement. Its performance is solid and consistent across the board.

School Name: Jens Haven Memorial  
District: 1 – Labrador  
Overall Grade: B+  
Rank: 10th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	405	11.57	42.40	0.01
Provincial Rank	26th	35th	24th	123rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.651	0	-2.936	0	N/A	N/A	5.327	100	-0.643	26
Expected Score	-1.977	2	-2.330	1	N/A	N/A	0	50	0	50
Differential	-0.674	-2	-0.607	-1	N/A	N/A	5.327	50	-0.643	-24
Grade	C		C		N/A		A+		C	
Provincial Rank	96th		92nd		N/A		1st		98th	

Comments:  
Jens Haven Memorial has very low feeder achievement, which lowers expectations. Its overall performance ranks high, driven largely by an outstanding honours rate. It nevertheless falls below expectations in both achievement measures and has a high absence rate. Accordingly, the top ten ranking of this school should be treated with some scepticism.

School Name: St. Mary's All-Grade  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B+  
Rank: 11th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	95	10.56	8.98	73.56
Provincial Rank	106th	28th	93rd	27th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	Percentile
Actual Score	0.147	56	1.884	97	1.808	96	-0.485	31	0.816	79
Expected Score	-0.520	30	-0.060	48	0.786	78	0	50	0	50
Differential	0.667	26	1.944	49	1.021	18	-0.485	-19	0.816	29
Grade	B+		A+		A		C+		B+	
Provincial Rank	24th		2nd		20th		65th		48th	

Comments:  
St. Mary's All-Grade is a small school serving a poor community, although it has well-above-average feeder achievement. Its overall performance is generally strong across the board, with the most noteworthy result being its second-best math/science achievement in the province.

School Name: James Cook Memorial  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B+  
Rank: 12th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	50	7.14	23.28	32.71
Provincial Rank	119th	1st	48th	68th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.523	6	0.657	74	1.808	96	-0.105	46	1.707	96
Expected Score	-0.928	18	-0.651	26	0.406	66	0	50	0	50
Differential	-0.594	-12	1.308	48	1.402	30	-0.105	-4	1.707	46
Grade	C		A		A		C+		A+	
Provincial Rank	92nd		6th		4th		57th		1st	

Comments:  
James Cook Memorial is a small school with a very favourable students-to-staff ratio. Its overall performance is well above expectations, with several criteria worthy of note. It does particularly well in math/science achievement and has the province's lowest absence rate and fourth-best graduation rate. Only an average score in English achievement keeps this school out of the top ten.

School Name: Holy Name of Mary Academy  
District: 7 – Burin  
Overall Grade: B+  
Rank: 13th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	210	13.13	7.56	89.00
Provincial Rank	75th	59th	101st	10th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.575	72	0.482	68	1.808	96	0.984	84	0.856	80
Expected Score	-0.161	44	0.324	63	0.865	81	0	50	0	50
Differential	0.736	28	0.157	6	0.942	16	0.984	34	0.856	30
Grade	B+		B		B+		B+		B+	
Provincial Rank	18th		44th		28th		21st		42nd	

Comments:  
Holy Name of Mary Academy serves a community with low SES, but it has higher-than-average feeder achievement. Its overall performance is strong, exceeding expectations in all measures.

School Name: Holy Cross All-Grade  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B+  
Rank: 14th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	245	12.89	14.98	58.60
Provincial Rank	62nd	55th	71st	38th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.350	64	0.876	81	1.085	86	-0.041	48	1.160	88
Expected Score	-0.468	32	-0.170	43	0.572	72	0	50	0	50
Differential	0.817	32	1.046	38	0.513	14	-0.041	-2	1.160	38
Grade	B+		A		B+		C+		A	
Provincial Rank	15th		9th		44th		54th		23rd	

Comments:  
Holy Cross All-Grade serves a community with low SES, but it has above-average feeder achievement. Its overall performance is strong. It graduates its students at a higher rate than expected and has a better-than-average attendance rate. The honours rate is just below average.

School Name: Hampden Academy  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B+  
Rank: 15th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	149	9.93	7.01	81.93
Provincial Rank	94th	20th	107th	19th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.733	23	0.044	52	1.808	96	1.808	96	0.816	79
Expected Score	-0.485	31	0.000	50	0.861	81	0	50	0	50
Differential	-0.248	-8	0.044	2	0.946	15	1.808	46	0.816	29
Grade	C+		B		B+		A+		B+	
Provincial Rank	71st		51st		27th		7th		48th	

Comments:  
Hampden Academy serves a poor community, but has strong feeder achievement. Its overall performance is strong, driven by the province's seventh-best honours rate. It falls just below expectations in English achievement, but is otherwise a consistent performer.

School Name: St. Gabriel's All-Grade  
District: 6 – Lewisporte/Gander  
Overall Grade: B+  
Rank: 16th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	64	8.00	21.63	92.62
Provincial Rank	114th	8th	52nd	7th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	N/A	N/A	N/A	N/A	1.808	96	1.681	95	-0.906	18
Expected Score	N/A	N/A	N/A	N/A	0.628	73	0	50	0	50
Differential	N/A	N/A	N/A	N/A	1.180	23	1.681	45	-0.906	-32
Grade	N/A		N/A		A		A+		C	
Provincial Rank	N/A		N/A		15th		9th		108th	

Comments:  
St. Gabriel's All-Grade is a small school with a low students-to-staff ratio and strong feeder achievement, suggesting that it is a school of some advantage. It does very well on two of the three criteria available, with a very high honours rate being a particular strength. Its absence rate is well above average, which prevents this school from entering the top ten.

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Newfoundland and Labrador High Schools

Ranked 17th – 24th

School Name: John Watkins Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B+  
Rank: 17th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	152	10.13	7.46	85.50
Provincial Rank	93rd	23rd	104th	15th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.643	74	0.832	80	0.792	79	0.603	73	0.856	80
Expected Score	-0.394	35	0.102	54	0.861	81	0	50	0	50
Differential	1.037	39	0.730	26	-0.070	-2	0.603	23	0.856	30
Grade	A		B+		C+		B+		B+	
Provincial Rank	10th		22nd		61st		32nd		42nd	

Comments:

John Watkins Academy serves a poor community, but has strong feeder achievement. Its overall performance is strong, with a particularly good result in English achievement. A lower-than-expected graduation rate is the only blemish on this strong performance.

School Name: Eric G. Lambert All-Grade  
District: 9 – Avalon West  
Overall Grade: B+  
Rank: 18th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	102	9.27	N/A	N/A
Provincial Rank	105th	13th	N/A	N/A

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.372	65	0.372	78	N/A	N/A	N/A	N/A	N/A	N/A
Expected Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Differential	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade	B		B+		N/A		N/A		N/A	
Provincial Rank	30th		18th		N/A		N/A		N/A	

Comments:

Very little is known about this school, but it does perform above average on both achievement measures.

School Name: Point Leamington Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B+  
Rank: 19th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	197	14.07	17.65	11.56
Provincial Rank	78th	68th	62nd	98th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.011	50	0.438	67	0.689	75	-1.077	14	1.322	91
Expected Score	-1.003	16	-0.865	19	0.388	65	0	50	0	50
Differential	0.992	34	1.303	48	0.300	10	-1.077	36	1.322	41
Grade	B+		A		B		D		A	
Provincial Rank	11th		7th		50th		85th		12th	

Comments:

Point Leamington Academy serves a poor community and has weak feeder achievement. Its overall performance is strong, with math/science achievement and English achievement being particular sources of strength. A low honours rate is the only area of concern.

School Name: Belanger Memorial  
District: 4 – Cormack Trail  
Overall Grade: B+  
Rank: 20th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	297	13.50	12.05	34.38
Provincial Rank	42nd	62nd	79th	62nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.079	47	-0.439	33	0.981	84	1.406	92	0.167	57
Expected Score	-0.781	22	-0.566	29	0.555	71	0	50	0	50
Differential	0.702	25	0.127	4	0.426	13	1.406	42	0.167	7
Grade	B+		B		B		A		B	
Provincial Rank	22nd		47th		47th		11th		83rd	

Comments:

With the exception of serving a community with low SES, Belanger Memorial's inputs are unremarkable. Its performance exceeds expectations in all areas, and has a particularly high honours rate.

School Name: Prince of Wales Collegiate  
District: 10 – Avalon East  
Overall Grade: B+  
Rank: 21st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	876	18.64	67.37	54.08
Provincial Rank	2nd	122nd	16th	42nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.500	93	0.876	81	-0.190	42	0.233	59	0.633	74
Expected Score	0.367	64	0.152	56	-0.257	40	0	50	0	50
Differential	1.133	29	0.725	25	0.067	3	0.233	9	0.633	24
Grade	A		B+		B		B		B+	
Provincial Rank	9th		23rd		57th		45th		62nd	

Comments:

Prince of Wales Collegiate is a large school with a high students-to-staff ratio. It serves an affluent community and has above-average feeder achievement. Its performance exceeds expectations in all areas, with a particularly strong showing in English achievement.

School Name: A.R. Scammell Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: B+  
Rank: 22nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	57	8.14	36.87	99.71
Provincial Rank	117th	9th	32nd	2nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	2.313	99	1.709	96	1.808	96	0.392	65	-0.886	19
Expected Score	0.762	78	1.367	91	0.567	71	0	50	0	50
Differential	1.551	21	0.342	5	1.241	25	0.392	15	-0.886	31
Grade	A+		B		A		B		C	
Provincial Rank	5th		39th		12th		38th		106th	

Comments:

A.R. Scammell Academy is one of the province's smallest schools. It has a low students-to-staff ratio and the second-best feeder achievement. Its overall performance is solid, with excellent English achievement and a high graduation rate. Only a well below average attendance rate keeps this school from breaking into the top 20.

School Name: Canon Richards High  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B+  
Rank: 23rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	166	12.77	11.91	7.05
Provincial Rank	90th	49th	81st	104th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.342	9	-1.183	12	1.412	92	0.476	68	1.241	89
Expected Score	-1.302	10	-1.149	13	0.477	68	0	50	0	50
Differential	-0.040	-1	-0.034	-1	0.934	24	0.476	18	1.241	39
Grade	C+		C+		B+		B		A	
Provincial Rank	56th		59th		29th		35th		16th	

Comments:

Canon Richards High serves a poor community and has low feeder achievement. Its overall performance is strong, highlighted by its high graduation rate and low absence rate. It falls narrowly below expectations in both achievement measures.

School Name: St. Catherine's Academy  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 24th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	309	14.71	25.73	65.85
Provincial Rank	39th	78th	44th	34th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.463	68	0.657	74		N/A		N/A	1.221	89
Expected Score	-0.125	45	0.114	54		N/A		N/A	0	50
Differential	0.587	23	0.543	20		N/A		N/A	1.221	39
Grade	B+		B+		N/A		N/A		A	
Provincial Rank	27th		31st		N/A		N/A		19th	

Comments:

St. Catherine's Academy has a relatively high feeder achievement, but is otherwise unremarkable in terms of its inputs. It has a low absence rate and good grades in both achievement measures.

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Newfoundland and Labrador High Schools  
Ranked 25th – 32nd

School Name: Regina High  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 25th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	517	15.67	59.27	44.43
Provincial Rank	18th	91st	19th	54th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.305	62	-0.088	46	0.654	74	0.783	78	0.674	74
Expected Score	0.036	51	-0.005	50	-0.099	46	0	50	0	50
Differential	0.268	11	-0.083	-4	0.754	28	0.783	28	0.674	25
Grade	B		C+		B+		B+		B+	
Provincial Rank	32nd		66th		36th		29th		60th	

Comments:  
Regina High serves a community with above-average SES and has average feeder achievement. Its overall performance is strong, particularly with respect to its graduation and absence rates.

School Name: St. Mark's All-Grade  
District: 8 – Vista  
Overall Grade: B  
Rank: 26th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	192	10.67	3.90	73.56
Provincial Rank	83rd	29th	119th	27th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.846	80	0.219	59	1.808	96	-0.866	19	0.390	65
Expected Score	-0.702	24	-0.235	41	0.950	83	0	50	0	50
Differential	1.548	56	0.454	18	0.857	16	-0.866	-31	0.390	15
Grade	A+		B		B+		C		B	
Provincial Rank	6th		35th		32nd		80th		73rd	

Comments:  
St. Mark's All-Grade is a small school serving a community with low SES, but it does have strong feeder achievement. Its overall performance is strong, with the sixth-best English achievement ranking in the province. The only exception to this otherwise strong showing is a lower-than-average honours rate.

School Name: St. Boniface All-Grade  
District: 4 – Cormack Trail  
Overall Grade: B  
Rank: 27th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	122	9.38	13.68	8.97
Provincial Rank	98th	14th	74th	102nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.350	64	-0.088	46	-0.844	20	-0.686	25	1.443	93
Expected Score	-1.381	8	-1.200	12	0.460	68	0	50	0	50
Differential	1.731	56	1.112	34	-1.304	-48	-0.686	-25	1.443	43
Grade	A+		A		D		C		A	
Provincial Rank	4th		8th		100th		75th		8th	

Comments:  
St. Boniface All-Grade has low feeder achievement and serves a poor community. Its overall performance is nevertheless strong and exceeds expectations by far in both achievement measures. It also has a low absence rate. The biggest concern is its low graduation rate.

School Name: J.M. Olds Collegiate  
District: 6 – Lewisporte/Gander  
Overall Grade: B  
Rank: 28th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	263	14.61	26.07	18.03
Provincial Rank	55th	75th	42nd	86th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.417	66	0.219	59	0.086	53	1.100	86	-0.622	27
Expected Score	-0.727	23	-0.625	27	0.273	61	0	50	0	50
Differential	1.145	43	0.844	32	-0.187	-7	1.100	36	-0.622	-23
Grade	A		B+		C+		A		C	
Provincial Rank	8th		16th		66th		15th		97th	

Comments:  
J.M. Olds Collegiate's inputs suggest weak feeder achievement and low community SES. It fares well according to three of the five performance criteria. A lower-than-expected graduation rate and lower-than-average absence rate keep this school from ranking higher.

School Name: Discovery Collegiate  
District: 8 – Vista  
Overall Grade: B  
Rank: 29th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	635	17.16	13.25	13.95
Provincial Rank	10th	115th	77th	94th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.237	41	-0.482	31	0.654	74	0.994	84	-0.157	44
Expected Score	-0.902	18	-0.941	17	0.377	65	0	50	0	50
Differential	0.665	22	0.459	14	0.277	10	0.994	34	-0.157	-6
Grade	B+		B		B		B+		C+	
Provincial Rank	25th		34th		52nd		19th		95th	

Comments:  
Discovery Collegiate is a large school with a high students-to-staff ratio and weak feeder achievement. Its overall performance is strong, with better-than-expected performance across four of the five criteria. The only blemish is a higher-than-average absence rate.

School Name: Stephenville High  
District: 4 – Cormack Trail  
Overall Grade: B  
Rank: 30th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	752	17.90	44.29	18.23
Provincial Rank	5th	119th	22nd	84th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.147	44	0.044	52	1.033	85	-0.200	42	0.451	67
Expected Score	-0.377	35	-0.576	28	-0.067	47	0	50	0	50
Differential	0.231	9	0.620	24	1.100	38	-0.200	-8	0.451	17
Grade	B		B+		A		C+		B	
Provincial Rank	36th		26th		18th		59th		69th	

Comments:  
Stephenville High is a large school with a high students-to-staff ratio. It also has low feeder achievement. Its performance exceeds expectations on four of the five criteria, falling below average only in its honours rate. Its strongest suit is its graduation rate.

School Name: Victoria All-Grade  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B  
Rank: 31st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	71	7.89	8.42	25.35
Provincial Rank	112th	7th	96th	78th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	N/A	N/A	N/A	N/A	1.808	96	-1.362	8	1.504	93
Expected Score	N/A	N/A	N/A	N/A	0.668	75	0	50	0	50
Differential	N/A	N/A	N/A	N/A	1.139	21	-1.362	-42	1.504	43
Grade	N/A		N/A		A		D		A+	
Provincial Rank	N/A		N/A		17th		94th		7th	

Comments:  
Victoria All-Grade is a small school with a low students-to-staff ratio. It serves a community with low SES and has lower-than-average feeder achievement. It does well according to most of the available criteria, with a higher-than-expected graduation rate and lower-than-average absence rate. Its honours rate is, however, well below average.

School Name: Holy Trinity Regional High  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 32nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	177	11.80	6.04	36.66
Provincial Rank	88th	39th	111th	60th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.756	22	-0.351	36	1.808	96	-0.020	47	0.512	70
Expected Score	-0.995	16	-0.664	25	0.759	78	0	50	0	50
Differential	0.239	7	0.314	11	1.049	19	-0.020	-3	0.512	20
Grade	B		B		A		C+		B+	
Provincial Rank	35th		42nd		19th		52nd		64th	

Comments:  
Holy Trinity serves a community with below-average SES, although its inputs are otherwise unremarkable. Its performance is above expectations on four of the five criteria, with a high graduation rate being the strongest result. Its honours rate is below average, but not by a wide margin.

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Newfoundland and Labrador High Schools  
Ranked 33rd – 40th

School Name: Sacred Heart All-Grade  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B  
Rank: 33rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	77	11.00	16.65	33.26
Provincial Rank	111th	31st	66th	66th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.500	7	-1.140	13	1.808	97	0.392	65	1.646	95
Expected Score	-0.822	21	-0.528	30	0.512	70	0	50	0	50
Differential Grade	-0.678	-14	-0.612	-17	1.295	27	0.392	15	1.646	45
					A		B		A+	
Provincial Rank	98th		93rd		10th		38th		2nd	

Comments:  
Sacred Heart All-Grade is a small school serving a poor community. It performs well in both “engagement” measures, with a low absence rate and a high graduation rate. It falls below expectations on both achievement criteria.

School Name: Laval High  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 34th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	321	15.29	32.52	54.36
Provincial Rank	36th	87th	37th	41st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.011	50	0.000	50	1.188	88	0.688	75	0.228	59
Expected Score	-0.148	44	0.024	51	0.283	61	0	50	0	50
Differential Grade	0.136	6	-0.024	-1	0.905	27	0.688	25	0.228	9
					B+		B+		B	
Provincial Rank	42nd		57th		31st		30th		80th	

Comments:  
Laval High is unremarkable in terms of its inputs, although the higher-than-average feeder achievement would suggest an able student body. Its overall performance exceeds expectations on all criteria except math/science achievement, in which it falls just short.

School Name: St. Augustine's Central High  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B  
Rank: 35th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	223	14.87	8.43	34.38
Provincial Rank	69th	80th	95th	62nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.433	8	-0.964	17	0.189	58	2.157	98	1.241	89
Expected Score	-0.790	21	-0.514	30	0.667	75	0	50	0	50
Differential Grade	-0.642	-13	-0.451	-13	-0.477	-17	2.157	48	1.241	39
					C+		A+		A	
Provincial Rank	95th		88th		80th		4th		16th	

Comments:  
St. Augustine's serves a poor community with lower-than-average feeder achievement. Its overall performance exceeds expectations, but this is largely driven by a high attendance rate and very high honours rate. It performs below expectations elsewhere, with low English achievement being the biggest source of concern.

School Name: Gonzaga High  
District: 10 – Avalon East  
Overall Grade: B  
Rank: 36th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	808	16.83	98.50	70.63
Provincial Rank	3rd	112th	1st	31st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.455	93	1.709	96	-0.362	36	0.138	56	-0.076	47
Expected Score	1.214	89	0.864	81	-0.965	17	0	50	0	50
Differential Grade	0.242	4	0.844	15	0.603	19	0.138	6	-0.076	-3
					B+		B		C+	
Provincial Rank	34th		15th		41st		46th		92nd	

Comments:  
Gonzaga High serves the province's most affluent community and has strong feeder achievement, both of which raise expectations. Its overall performance is strong, exceeding the lofty expectations in both achievement measures and graduates a higher-than-expected proportion of its students. Its absence rate is slightly below average and is the only measure by which the school fails to meet expectations.

School Name: Holy Cross All-Grade  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 37th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	80	7.27	15.11	20.36
Provincial Rank	110th	3rd	70th	81st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	N/A	N/A	N/A	N/A	1.808	96	-1.362	9	1.099	86
Expected Score	N/A	N/A	N/A	N/A	0.493	69	0	50	0	50
Differential Grade	N/A	N/A	N/A	N/A	1.314	27	-1.362	-41	1.099	36
					A		D		A	
Provincial Rank	N/A		N/A		8th		94th		26th	

Comments:  
Holy Cross All-Grade serves a poor community and has low feeder achievement. No achievement measures are available for this school, but its graduation rate is high and its absence rate is relatively low. It has a lower-than-average honours rate.

School Name: St. James Regional High  
District: 4 – Cormack Trail  
Overall Grade: B  
Rank: 38th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	263	14.61	23.80	2.23
Provincial Rank	54th	74th	46th	113th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.530	70	0.219	59	-1.257	10	-0.781	22	0.694	76
Expected Score	-1.258	10	-1.277	10	0.190	58	0	50	0	50
Differential Grade	1.789	60	1.496	49	-1.447	-48	-0.781	-28	0.694	26
					D		C		B+	
Provincial Rank	3rd		4th		103rd		77th		59th	

Comments:  
St. James Regional serves a community with below-average SES and its feeder achievement is poor. Its overall performance is above average, the result being driven by high scores in English and math/science achievement. A poor graduation rate keeps this school from faring better.

School Name: St. Peter's All-Grade  
District: 1 – Labrador  
Overall Grade: B  
Rank: 39th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1316	18.03	44.04	32.94
Provincial Rank	7th	57th	25th	45th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.786	0.3	-2.542	1	1.808	96	1.100	86	1.54	94
Expected Score	-1.929	3	-1.563	6	0.986	84	0	50	0	50
Differential Grade	-0.857	-2	0.979	-5	0.822	13	1.100	36	1.54	44
					B+		A		A+	
Provincial Rank	105th		104th		35th		15th		3rd	

Comments:  
St. Peter's All-Grade serves one of the poorest communities in Newfoundland and Labrador, and as such can be expected to handle significant social problems. Its feeder achievement is also well below average. Overall, it exceeds expectations, although this is largely driven by high honours and attendance rates. The school falls below its very low expectations in the achievement measures.

School Name: Carbonear College  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 40th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	548	16.12	34.55	47.75
Provincial Rank	14th	98th	36th	49th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.643	26	-0.482	31	1.808	96	0.825	80	-0.035	49
Expected Score	-0.174	43	-0.140	44	0.185	57	0	50	0	50
Differential Grade	-0.469	-17	-0.342	-13	1.623	39	0.825	30	-0.035	-1
					A+		B+		C+	
Provincial Rank	88th		83rd		1st		28th		90th	

Comments:  
Carbonear College is a large school with a high students-to-staff ratio. Its overall performance exceeds expectations, a result largely driven by the school's top-ranked graduation rate.

70  
Newfoundland and Labrador High Schools  
Ranked 41st – 48th

School Name: St. Joseph's Central High  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 41st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	85	12.14	10.19	85.67
Provincial Rank	109th	41st	87th	14th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.192	42	-0.701	24	1.808	96	1.227	89	0.350	64
Expected Score	-0.206	42	0.300	62	0.805	79	0	50	0	50
Differential	0.014	1	-1.002	-38	1.003	18	1.227	39	0.350	14
Grade	B		D		A		A		B	
Provincial Rank	48th		105th		22nd		13th		76th	

Comments:

St. Joseph's is a small school with high feeder achievement serving a community with low SES. Its overall performance is above expectations, with high honours and graduation rates. The biggest concern is its much lower than expected math/science achievement.

School Name: J.C. Erhardt Memorial  
District: 1 – Labrador  
Overall Grade: B  
Rank: 42nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	117	9.75	21.42	11.86
Provincial Rank	100th	16th	53rd	97th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.794	4	-2.016	2	1.808	96	0.836	80	0.775	78
Expected Score	-1.159	12	-0.995	16	0.343	63	0	50	0	50
Differential	-0.635	-8	-1.021	-14	1.465	33	0.836	30	0.775	28
Grade	C		D		A		B+		B+	
Provincial Rank	93rd		106th		2nd		27th		53rd	

Comments:

J.C. Erhardt Memorial serves a poorer-than-average community and has low feeder achievement. Its overall performance exceeds expectations, but the results are unbalanced. Its excellent graduation rate, strong honours rate, and good attendance rate are offset by poor achievement results.

School Name: William Gillett Academy  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B  
Rank: 43rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	70	10.00	41.54	15.65
Provincial Rank	113th	21st	25th	91st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.914	18	-1.403	8	-0.654	26	1.406	92	1.545	94
Expected Score	-0.816	21	-0.683	25	0.114	55	0	50	0	50
Differential	-0.098	-3	-0.720	-17	-0.769	-29	1.406	42	1.545	44
Grade	C+		C		C		A		A+	
Provincial Rank	62nd		96th		89th		11th		3rd	

Comments:

William Gillett Academy is a small school with a favourable students-to-staff ratio. It also has low feeder achievement. Its overall performance is above expectations, with a strong showing in its honours and absence rates. Its performance elsewhere falls below expectations.

School Name: Coaker Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: B  
Rank: 44th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	272	16.00	7.50	61.25
Provincial Rank	52nd	96th	103rd	37th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.260	60	0.920	82	1.274	90	0.508	69	-1.736	4
Expected Score	-0.447	33	-0.104	46	0.757	78	0	50	0	50
Differential	0.706	27	1.024	36	0.517	12	0.508	19	-1.736	-46
Grade	B+		A		B+		B+		F	
Provincial Rank	21st		10th		43rd		33rd		118th	

Comments:

Coaker Academy has low community SES and a high students-to-staff ratio, but also above-average feeder achievement, which serves to temper expectations. Its overall performance is above average, with strong showings on four of five criteria. A very poor attendance rate blemishes an otherwise strong performance.

School Name: Indian River High  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B  
Rank: 45th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	277	15.39	29.81	46.47
Provincial Rank	50th	90th	41st	51st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.079	47	-0.132	45	0.585	72	0.455	68	0.147	56
Expected Score	-0.262	40	-0.083	47	0.308	62	0	50	0	50
Differential	0.183	7	-0.049	-2	0.277	10	0.455	18	0.147	6
Grade	B		C+		B		B		B	
Provincial Rank	40th		62nd		51st		37th		84th	

Comments:

Indian River's inputs are unremarkable with the exception of its high students-to-staff ratio. Its overall performance is consistent and exceeds expectations on four of the five criteria.

School Name: Herdman Collegiate  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 46th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	541	15.91	82.58	39.28
Provincial Rank	15th	95th	9th	59th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.124	55	0.526	70	-0.258	40	0.107	54	0.471	68
Expected Score	0.287	61	0.129	55	-0.434	33	0	50	0	50
Differential	-0.163	-6	0.397	15	0.175	7	0.107	4	0.471	18
Grade	C+		B		B		B		B	
Provincial Rank	68th		37th		53rd		47th		66th	

Comments:

Herdman Collegiate is a large school serving an above-average SES community. Its overall performance exceeds expectations, with a remarkably consistent performance across all criteria.

School Name: Templeton Collegiate  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 47th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	379	16.48	14.59	0.53
Provincial Rank	29th	108th	73rd	120th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.455	7	-1.315	9	-0.069	47	0.011	50	0.755	77
Expected Score	-1.567	6	-1.665	5	0.258	60	0	50	0	50
Differential	0.112	1	0.350	4	-0.327	-13	0.011	0	0.755	27
Grade	B		B		C+		B		B+	
Provincial Rank	43rd		38th		72nd		50th		55th	

Comments:

Templeton Collegiate serves a poor community and has very low feeder achievement, which limits expectations across the board. Its overall performance is better than predicted. It exceeds the low achievement expectations and has a low absence rate. It graduates a lower-than-expected proportion of its students.

School Name: Marystown Central High  
District: 7 – Burin  
Overall Grade: B  
Rank: 48th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	524	14.97	36.36	81.12
Provincial Rank	17th	82nd	34th	22nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.147	44	-0.219	41	1.257	90	-0.063	48	0.917	82
Expected Score	0.218	59	0.370	64	0.267	61	0	50	0	50
Differential	-0.364	-14	-0.589	-23	0.990	29	-0.063	-2	0.917	32
Grade	C+		C		B+		C+		B+	
Provincial Rank	79th		90th		23rd		56th		39th	

Comments:

Marystown Central is a large school with high feeder achievement. Its overall performance exceeds expectations, with a high graduation rate and a low absence rate offset by lower-than-expected achievements results.



71  
Newfoundland and Labrador High Schools  
Ranked 49th – 56th

School Name: Bonne Bay Academy  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 49th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	113	10.27	10.27	7.36
Provincial Rank	103rd	26th	86th	103rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.132	2	-0.526	30	1.808	96	-1.014	16	0.552	71
Expected Score	-1.456	7	-1.262	10	0.529	70	0	50	0	50
Differential	-0.676	-6	0.736	20	1.279	26	-1.014	-34	0.552	21
Grade	C		B+		A		D		B+	
Provincial Rank	97th		21st		11th		84th		63rd	

Comments:  
Bonne Bay Academy is a small school with low community SES and very weak feeder achievement. It nonetheless exceeds expectations in math/science achievement. It also has a higher-than-expected graduation rate and an above-average attendance rate. It fares less well in English achievement and has a low honours rate.

School Name: Holland's Memorial  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 50th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	183	16.64	19.98	51.04
Provincial Rank	85th	111th	57th	44th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.350	36	0.438	67	0.379	65	-0.041	48	0.654	74
Expected Score	-0.270	40	0.008	50	0.485	69	0	50	0	50
Differential	-0.080	-4	0.430	17	-0.107	4	-0.041	-2	0.654	24
Grade	C+		B		C+		C+		B+	
Provincial Rank	59th		36th		62nd		54th		61st	

Comments:  
Holland's Memorial serves a poor community and has a high students-to-staff ratio. Its overall performance exceeds expectations.

School Name: Bayview Regional Collegiate  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B  
Rank: 51st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	148	13.45	5.65	2.72
Provincial Rank	95th	60th	114th	109th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.823	21	-0.745	23	0.620	73	-1.669	5	0.937	83
Expected Score	-1.644	5	-1.485	7	0.617	73	0	50	0	50
Differential	0.821	16	0.739	16	0.003	0	-1.669	-45	0.937	33
Grade	B+		B+		B		F		B+	
Provincial Rank	14th		20th		59th		99th		37th	

Comments:  
Bayview Regional serves a community with very low SES and has weak feeder achievement, indicating a difficult learning environment. Its overall performance nonetheless exceeds expectations, with good grades in both achievement measures and an above-average attendance rate. The only blemish is a very low honours rate.

School Name: Christ the King All-Grade  
District: 7 – Burin  
Overall Grade: B  
Rank: 52nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	268	12.76	18.19	9.22
Provincial Rank	53rd	48th	61st	101st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.959	17	-1.183	12	1.808	96	-1.669	5	0.998	84
Expected Score	-1.128	13	-1.042	15	0.346	64	0	50	0	50
Differential	0.170	4	-0.141	-3	1.462	33	-1.669	-45	0.998	34
Grade	B		C+		A		F		B+	
Provincial Rank	41st		70th		3rd		99th		33rd	

Comments:  
Christ the King has lower-than-average feeder achievement and serves a poor community. Its overall performance exceeds expectations, but a number of contrasts are worth mentioning. It has an impressive graduation rate and a lower-than-average absence rate. Its English achievement is better than expected, but its math/science achievement fares less well. Its honours rate is poor.

School Name: Gander Collegiate  
District: 6 – Lewisporte/Gander  
Overall Grade: B  
Rank: 53rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	462	17.11	86.66	72.55
Provincial Rank	23rd	114th	7th	30th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.049	85	1.314	91	-0.758	22	1.089	86	-0.744	23
Expected Score	0.830	80	0.790	79	-0.398	35	0	50	0	50
Differential	0.219	6	0.524	12	-0.360	-12	1.089	36	-0.744	-27
Grade	B		B+		C+		A		C	
Provincial Rank	38th		33rd		75th		18th		101st	

Comments:  
Gander Collegiate serves one of the province's more affluent communities and has strong feeder achievement. It also has a very high students-to-staff ratio. It exceeds expectations on both achievement criteria and has a much higher than average honours rate. However, its absence rate is higher than average and it graduates fewer of its students than expected.

School Name: St. Lawrence Central High  
District: 7 – Burin  
Overall Grade: B  
Rank: 54th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	178	16.18	20.60	95.89
Provincial Rank	87th	102nd	55th	4th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.259	40	0.964	83	-0.654	26	1.776	96	0.978	84
Expected Score	0.500	69	0.981	84	0.656	74	0	50	0	50
Differential	-0.759	-29	-0.017	0	-1.311	-49	1.776	46	0.978	34
Grade	C		C+		D		A+		B+	
Provincial Rank	101st		55th		101st		8th		35th	

Comments:  
St. Lawrence Central High has very high feeder achievement and a high students-to-staff ratio. Its performance exceeds expectations, although this is largely driven by a high honours rate and low absence rate. Both its graduation rate and English achievement score are below expectations.

School Name: St. Michael's High  
District: 10 – Avalon East  
Overall Grade: B  
Rank: 55th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	257	12.24	11.88	13.62
Provincial Rank	58th	44th	82nd	95th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.433	8	-0.877	19	1.808	96	0.899	82	-1.432	8
Expected Score	-1.167	12	-1.013	16	0.494	69	0	50	0	50
Differential	-0.266	-5	0.136	3	1.314	28	0.899	32	-1.432	-42
Grade	C+		B		A		B+		D	
Provincial Rank	73rd		46th		9th		25th		114th	

Comments:  
St. Michael's High serves a community with low SES and has low feeder achievement. Its overall performance is above expectations, with a particularly high graduation rate. Its absence rate, however, is much higher than average.

School Name: Cape John Collegiate  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B  
Rank: 56th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	228	16.29	17.28	27.58
Provincial Rank	68th	104th	65th	76th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.824	79	0.350	64	0.602	73	-1.901	3	0.127	55
Expected Score	-0.619	27	-0.425	34	0.453	68	0	50	0	50
Differential	1.443	52	0.775	30	0.149	5	-1.901	-47	0.127	5
Grade	A		B+		B		F		B	
Provincial Rank	7th		19th		55th		105th		85th	

Comments:  
Cape John Collegiate's results are unremarkable apart from a high students-to-staff ratio. It does very well in the achievement measures, but has a poor honours rate.

72  
Newfoundland and Labrador High Schools  
Ranked 57th – 64th

School Name: Mountain Field Academy  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: B  
Rank: 57th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	208	13.00	24.78	57.70
Provincial Rank	76th	57th	45th	39th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.214	42	-0.351	36	0.895	81	-0.897	18	1.119	87
Expected Score	-0.318	38	-0.051	48	0.420	66	0	50	0	50
Differential	0.103	4	-0.300	-12	0.475	15	-0.897	-32	1.119	37
Grade	B		C+		B		C		A	
Provincial Rank	44th		77th		45th		81st		25th	

Comments:  
Mountain Field Academy serves a poorer-than-average community, but has above-average feeder achievement. Its performance is above expectations, with a low absence rate being a particular strength. It also scores above expectations in English achievement.

School Name: O'Donel High  
District: 10 – Avalon East  
Overall Grade: B  
Rank: 58th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	704	18.05	89.26	82.34
Provincial Rank	6th	121st	4th	18th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.981	84	0.482	68	-0.844	20	-0.263	40	0.370	64
Expected Score	0.180	57	0.394	65	-0.329	37	0	50	0	50
Differential	0.802	27	0.088	3	-0.514	-17	-0.263	-10	0.370	14
Grade	B+		B		C		C+		B	
Provincial Rank	16th		49th		81st		61st		74th	

Comments:  
O'Donel High is a large school with a high students-to-staff ratio. It serves a community with high SES and has strong feeder achievement. Its overall performance is above expectations, largely driven by a strong English achievement score. It has a lower-than-expected graduation rate and a better-than-average attendance rate.

School Name: King Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B  
Rank: 59th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	202	12.63	14.67	74.55
Provincial Rank	77th	47th	72nd	26th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.305	38	0.044	52	1.050	85	-0.781	22	0.836	80
Expected Score	-0.281	39	0.092	54	0.635	74	0	50	0	50
Differential	-0.023	-1	-0.048	-2	0.415	11	-0.781	28	0.836	30
Grade	C+		C+		B		C		B+	
Provincial Rank	55th		61st		48th		77th		46th	

Comments:  
King Academy serves a community with low SES, but has higher-than-expected feeder achievement. Its overall performance exceeds expectations, with a low absence rate being the school's greatest strength. It falls just below expectations in both English and math/science achievement.

School Name: Exploits Valley High  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: B  
Rank: 60th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	485	17.96	62.63	41.05
Provincial Rank	21st	120th	17th	57th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.169	57	0.263	60	-0.758	22	0.614	73	0.228	59
Expected Score	0.158	56	0.109	54	-0.137	45	0	50	0	50
Differential	0.011	1	0.153	6	-0.621	-23	0.614	23	0.228	9
Grade	B		B		C		B+		B	
Provincial Rank	49th		45th		86th		31st		80th	

Comments:  
Exploits Valley is a large school with a high students-to-staff ratio. It serves an above-average SES community and has average feeder achievement. Its performance generally exceeds expectations, with a lower-than-expected graduation rate being the only blemish on an otherwise consistent report card.

School Name: Southwest Arm Academy  
District: 8 – Vista  
Overall Grade: B  
Rank: 61st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	197	11.59	11.18	73.56
Provincial Rank	79th	36th	84th	27th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.869	19	0.832	80	0.086	53	0.043	52	0.471	68
Expected Score	-0.421	34	-0.027	49	0.706	76	0	50	0	50
Differential	-0.448	-14	0.859	31	-0.620	-23	0.043	2	0.471	18
Grade	C+		B+		C		B		B	
Provincial Rank	86th		14th		85th		49th		66th	

Comments:  
Southwest Arm serves a community with low SES, but has higher-than-average feeder achievement. Its overall results are above expectations, with its performance much better than expected in math/science achievement. It also has above-average honours and attendance rates. It falls below expectations in English achievement and the graduation rate.

School Name: St. John Central High/A.J. Matthews All-Grade  
District: 4 – Cormack Trail  
Overall Grade: B  
Rank: 62nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	278	12.09	25.79	95.83
Provincial Rank	49th	40th	43rd	5th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.327	63	1.314	91	1.240	89	-2.419	1	1.443	93
Expected Score	0.345	64	0.758	76	0.549	71	0	50	0	50
Differential	-0.018	-1	0.556	15	0.691	18	-2.419	-49	1.443	43
Grade	C+		B+		B+		F		A	
Provincial Rank	54th		30th		38th		112th		8th	

Comments:  
This school serves a community with low SES, but it has very high feeder achievement; as an all-grade school, it deserves some credit for this accomplishment. Its overall performance is above expectations, the only blemish being a very low honours rate.

School Name: Elwood Regional High  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 63rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	366	15.25	30.72	19.47
Provincial Rank	31st	86th	39th	82nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.688	25	-0.658	26	-0.017	49	0.318	62	0.289	61
Expected Score	-0.619	27	-0.578	28	0.192	58	0	50	0	50
Differential	-0.069	-2	-0.080	-3	-0.210	-8	0.318	12	0.289	11
Grade	C+		C+		C+		B		B	
Provincial Rank	58th		64th		68th		44th		77th	

Comments:  
With the exception of weak feeder achievement, Elwood Regional High's inputs are otherwise unremarkable. Its performance falls in line with expectations, earning C+ grades on the achievement measures and the graduation rate, but its overall grade is bolstered by better-than-average honours and attendance rates.

School Name: North Shore Collegiate  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 64th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	258	13.58	11.99	80.28
Provincial Rank	56th	64th	80th	25th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.350	36	0.219	59	-0.586	28	0.392	65	1.180	88
Expected Score	-0.201	42	0.183	57	0.698	76	0	50	0	50
Differential	-0.148	-6	0.036	1	-1.284	-48	0.392	15	1.180	38
Grade	C+		B		D		B		A	
Provincial Rank	67th		53rd		98th		38th		21st	

Comments:  
North Shore Collegiate serves a community with low SES, but it has higher-than-expected feeder achievement. Its performance is inconsistent, with a high attendance rate, but a poor graduation rate. The remaining criteria come in near expectations.

73  
Newfoundland and Labrador High Schools  
Ranked 65th – 72nd

School Name: Cow Head School Complex  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: B  
Rank: 65th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	230	12.78	12.42	19.26
Provincial Rank	67th	51st	78th	83rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.433	8	-1.183	12	N/A	N/A	0.392	65	0.512	70
Expected Score	-1.020	15	-0.829	20	N/A	N/A	0	50	0	50
Differential	-0.413	-8	-0.354	-9	N/A	N/A	0.392	15	0.512	20
Grade	C+		C+		N/A	N/A	B		B+	
Provincial Rank	84th		84th		N/A		38th		64th	

Comments:  
Cow Head School serves a community with low SES and has weak feeder achievement. Its overall performance is above expectations.

School Name: Ascension College  
District: 9 – Avalon West  
Overall Grade: B  
Rank: 66th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	786	17.47	37.81	87.89
Provincial Rank	4th	116th	31st	11th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.463	68	0.438	67	0.103	54	-0.517	30	0.795	79
Expected Score	0.476	68	0.529	70	0.217	59	0	50	0	50
Differential	-0.013	0	-0.091	-3	-0.114	-4	-0.517	-20	0.795	29
Grade	C+		C+		C+		C		B+	
Provincial Rank	53rd		67th		63rd		68th		51st	

Comments:  
Ascension College is a large school with a high students-to-staff ratio and strong feeder achievement. Expectations for this school are high, but it falls short across four of the five criteria. Its much better than average attendance rate pulls the overall grade up to a B.

School Name: Basque Memorial  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: C+  
Rank: 67th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	50	7.14	7.10	3.18
Provincial Rank	118th	2nd	106th	108th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.200	1	-2.586	0	N/A	N/A	N/A	N/A	1.200	88
Expected Score	-1.888	3	-1.684	5	N/A	N/A	N/A	N/A	0	50
Differential	-0.312	-2	-0.902	-5	N/A	N/A	N/A	N/A	1.200	38
Grade	C+		C		N/A	N/A	N/A	N/A	A	
Provincial Rank	76th		100th		N/A		N/A		20th	

Comments:  
Basque Memorial is a small school serving a poor community and has weak feeder achievement. It falls below expectations in both achievement measures, but it has a low absence rate.

School Name: Lumsden School Complex  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 68th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	212	16.31	8.31	18.03
Provincial Rank	72nd	106th	98th	86th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.508	31	-0.964	17	1.808	96	-2.419	1	0.998	84
Expected Score	-0.951	17	-0.730	23	0.621	73	0	50	0	50
Differential	0.444	14	-0.234	-6	1.187	23	-2.419	-49	0.998	34
Grade	B		C+		A		F		B+	
Provincial Rank	28th		74th		13th		112th		33rd	

Comments:  
Like many schools outside the Avalon Peninsula, Lumsden is small, serves a poor community, and has weak feeder achievement. Its overall performance is just below expectations, a result largely driven by a low honours rate. It exceeds expectations in English achievement and has an impressive graduation rate. A higher honours rate would propel this school to a much higher ranking.

School Name: Stella Maris Central High  
District: 10 – Avalon East  
Overall Grade: C+  
Rank: 69th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	184	10.22	13.60	86.52
Provincial Rank	84th	25th	75th	12th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.169	43	0.745	77	-1.274	10	0.941	83	0.431	67
Expected Score	-0.224	41	0.218	59	0.705	76	0	50	0	50
Differential	0.055	2	0.527	19	-1.979	-66	0.941	33	0.431	17
Grade	B		B+		F		B+		B	
Provincial Rank	47th		32nd		108th		22nd		71st	

Comments:  
Stella Maris serves a community with low SES, but it has high feeder achievement. Its overall performance falls just below expectations, largely due to a very poor graduation rate. Elsewhere, it exceeds expectations, with a high math/science achievement result and high honours rate being particular sources of strength.

School Name: Northern Lights Academy  
District: 1 – Labrador  
Overall Grade: C+  
Rank: 70th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	85	7.73	19.22	2.57
Provincial Rank	108th	6th	59th	110th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.636	5	-1.315	9	-0.345	37	-0.485	31	0.816	79
Expected Score	-1.647	5	-1.548	6	0.302	62	0	50	0	50
Differential	0.011	0	0.233	3	-0.647	-25	-0.485	-19	0.816	29
Grade	B		B		C		C+		B+	
Provincial Rank	50th		43rd		87th		65th		48th	

Comments:  
The challenges Northern Lights Academy faces, although not as severe as those with which other schools in this district must contend, are still difficult, and include low feeder achievement and below-average community SES. Its overall performance is just below expectations, with a lower-than-expected graduation rate being the most pressing concern.

School Name: Grandy's River/St. George's All-Grade  
District: 4 – Cormack Trail  
Overall Grade: C+  
Rank: 71st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	231	12.16	11.59	30.80
Provincial Rank	66th	43rd	83rd	70th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.478	7	-0.044	48	1.308	90	-2.197	1	1.281	90
Expected Score	-0.902	18	-0.663	25	0.570	72	0	50	0	50
Differential	-0.576	-11	0.618	23	0.739	18	-2.197	-49	1.281	40
Grade	C		B+		B+		F		A	
Provincial Rank	91st		27th		37th		110th		14th	

Comments:  
This school serves a poor community and has below-average feeder achievement. Its overall performance is below expectations, largely the result of a low honours rate. It fares well in math/science achievement, and has a very high graduation rate and a low absence rate.

School Name: Henry Gordon Academy, Cartwright  
District: 1 – Labrador  
Overall Grade: C+  
Rank: 72nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	122	10.17	8.87	2.57
Provincial Rank	97th	24th	94th	110th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.726	4	-1.665	5.0	-1.068	14	0.392	85	1.018	65
Expected Score	-1.726	4	-1.585	6.0	0.511	70	0	50	0	50
Differential	0	0	-0.081	-1	-1.578	-56	0.392	35	1.018	15
Grade	C+		C+		F		B		B	
Provincial Rank	51st		65th		106th		38th		30th	

Comments:  
Henry Gordon Academy serves a very poor community and its students tend to be weak performers on entry into high school. Its overall performance falls below expectations, with a graduation rate well below expectations being a source of concern. The school's honours rate is quite good.

74  
Newfoundland and Labrador High Schools  
Ranked 73rd – 80th

School Name: Dorset Collegiate  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 73rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	215	14.33	15.97	3.83
Provincial Rank	71st	71st	68th	107th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.342	9	-1.271	10	0.189	58	-0.137	45	0.127	55
Expected Score	-1.281	10	-1.212	11	0.353	64	0	50	0	50
Differential	-0.061	-1	-0.059	-1	-0.164	-6	-0.137	-5	0.127	5
Grade	C+		C+		C+		C+		B	
Provincial Rank	57th		63rd		65th		58th		85th	

Comments:  
Dorset Collegiate serves a community with low SES and has poor feeder achievement. Its performance falls below expectations across four of the five criteria, although it receives no grade lower than a C+. It has a lower-than-average absence rate.

School Name: Lester Pearson Memorial High  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 74th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	291	15.32	19.73	54.08
Provincial Rank	44th	88th	58th	42nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.665	25	-0.044	48	1.481	93	-0.284	39	-0.744	23
Expected Score	-0.317	38	-0.081	47	0.468	68	0	50	0	50
Differential	-0.349	-12	0.036	1	1.012	25	-0.284	-11	-0.744	-27
Grade	C+		B		A		C+		C	
Provincial Rank	78th		52nd		21st		62nd		101st	

Comments:  
Lester Pearson's inputs reveal nothing remarkable and its overall achievement falls just below expectations. It does well in terms of graduating its students and has higher-than-expected math/science achievement. However, it falls below expectations on the remaining criteria, with a high absence rate being the biggest cause for concern.

School Name: Roncalli Central High  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: C+  
Rank: 75th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	286	15.89	15.88	50.12
Provincial Rank	46th	93rd	69th	47th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.508	31	-0.395	35	1.360	91	-2.018	2	1.180	88
Expected Score	-0.395	35	-0.150	44	0.526	70	0	50	0	50
Differential	-0.113	-4	-0.245	-9	0.834	21	-2.018	-48	1.180	38
Grade	C+		C+		B+		F		A	
Provincial Rank	63rd		75th		34th		107th		21st	

Comments:  
Roncalli Central High serves a poor community but has average feeder achievement. Its overall performance is below expectations, a result largely driven by a very poor honours rate. It does well on the engagement criteria, earning an A for its low absence rate and a B+ for its graduation rate.

School Name: Random Island Academy  
District: 8 – Vista  
Overall Grade: C+  
Rank: 76th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	257	13.53	37.82	80.49
Provincial Rank	57th	63rd	30th	23rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.372	65	1.446	93	-0.741	23	-1.563	6	0.957	83
Expected Score	0.169	57	0.444	67	0.312	62	0	50	0	50
Differential	0.203	8	1.002	25	-1.053	-39	-1.563	-44	0.957	33
Grade	B		A		D		F		B+	
Provincial Rank	39th		11th		96th		98th		36th	

Comments:  
Random Island Academy has strong feeder achievement, which raises expectations for the school. Overall, it falls below these expectations, with strong showings in math/science offset by a considerably lower than average honours rate and a lower-than-expected graduation rate.

School Name: Baie Verte High  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 77th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	293	14.65	38.68	36.66
Provincial Rank	43rd	76th	29th	60th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.372	65	0.657	74	-1.119	13	-0.654	26	-0.157	44
Expected Score	-0.314	38	-0.203	42	0.168	57	0	50	0	50
Differential	0.687	27	0.860	32	-1.287	-44	-0.654	-24	-0.157	-6
Grade	B+		B+		D		C		C+	
Provincial Rank	23rd		13th		99th		73rd		95th	

Comments:  
Baie Verte High is not particularly remarkable in terms of its inputs. Its overall performance falls below expectations, with a low graduation rate and a lower-than-average honours rate being particular causes for concern. It performs well in both achievement measures.

School Name: St. James All-Grade  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: C+  
Rank: 78th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	182	10.11	18.92	1.24
Provincial Rank	86th	22nd	60th	117th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.794	4	-1.052	15	-0.654	26	-1.119	13	0.897	82
Expected Score	-1.669	5	-1.653	5	0.255	60	0	50	0	50
Differential	-0.124	-1	0.601	10	-0.909	-34	-1.119	-37	0.897	32
Grade	C+		B+		C		D		B+	
Provincial Rank	65th		29th		94th		86th		41st	

Comments:  
St. James All-Grade serves a community with low SES and has very low feeder achievement. Its overall performance falls below expectations, but there are some interesting contrasts to note. Its absence rate is low and it does well in math/science achievement. However, it falls below expectations elsewhere, particularly with its low graduation and honours rates.

School Name: Valmont Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 79th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	213	11.21	17.34	29.21
Provincial Rank	72nd	33rd	64th	75th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.748	4	-1.490	7	1.808	96	-1.141	13	0.836	80
Expected Score	-0.863	19	-0.652	26	0.454	68	0	50	0	50
Differential	-0.886	-15	-0.838	-19	1.354	28	-0.141	-37	0.836	30
Grade	C		C		A		D		B+	
Provincial Rank	106th		98th		6th		87th		46th	

Comments:  
Valmont Academy is unremarkable in terms of its inputs, ranking in the middle of the pack on all criteria. Its performance is below expectations, however, with a strong graduation rate being offset by weak achievement and a low honours rate.

School Name: Riverwood Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 80th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	319	13.87	8.36	1.40
Provincial Rank	38th	67th	97th	115th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.839	3	-2.323	1	1.808	96	0.085	53	-1.392	8
Expected Score	-1.675	5	-1.658	5	0.454	68	0	50	0	50
Differential	-0.163	-1	-0.665	-4	1.353	29	0.085	3	-1.392	-42
Grade	C+		C		A		B		D	
Provincial Rank	69th		95th		7th		48th		112th	

Comments:  
Riverwood Academy serves a community with low SES and has very weak feeder achievement, which results in low expectations. Its overall performance nevertheless falls below those expectations, with a higher-than-average absence rate and weak math/science achievement being the most significant areas of concern. It does graduate an impressive proportion of its students.

75  
Newfoundland and Labrador High Schools  
Ranked 81st – 88th

School Name: Harriot Curtis Collegiate  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: C+  
Rank: 81st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	288	15.16	41.07	83.27
Provincial Rank	45th	84th	26th	17th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.553	29	0.087	53	N/A	N/A	N/A	N/A	0.917	82
Expected Score	0.337	63	0.597	72	N/A	N/A	N/A	N/A	0	50
Differential	-0.890	-34	-0.510	-19	N/A	N/A	N/A	N/A	0.917	32
Grade	C		C		N/A		N/A		B+	
Provincial Rank	107th		89th		N/A		N/A		39th	

Comments:  
Harriot Curtis has approximately average community SES and strong feeder achievement. It falls below expectations overall, with weak achievement being offset by a lower-than-average absence rate.

School Name: Conrad Fitzgerald Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 82nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	301	13.09	22.01	30.53
Provincial Rank	41st	58th	50th	72nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.771	4	-0.658	26	0.241	60	-0.242	40	0.735	77
Expected Score	-0.681	25	-0.531	30	0.363	64	0	50	0	50
Differential	-1.090	-21	-0.126	-4	-0.122	-5	-0.242	-10	0.735	27
Grade	D		C+		C+		C+		B+	
Provincial Rank	112th		68th		64th		60th		57th	

Comments:  
Conrad Fitzgerald Academy's inputs indicate some disadvantage, with lower-than-average community SES and feeder achievement. Its overall performance falls below expectations, with weak English achievement being the biggest cause for concern. It also falls below expectations in math/science achievement, and in its graduation and honours rates. It has a better-than-average attendance rate.

School Name: Holy Spirit High  
District: 10 – Avalon East  
Overall Grade: C+  
Rank: 83rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	609	16.46	90.21	90.37
Provincial Rank	11th	107th	2nd	9th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.034	51	-1.052	15	0.396	65	0.466	68	1.018	85
Expected Score	1.183	88	1.133	87	-0.443	33	0	50	0	50
Differential	-1.150	-37	-2.185	-73	0.839	33	0.466	18	1.018	35
Grade	D		F		B+		B		A	
Provincial Rank	114th		118th		33rd		36th		30th	

Comments:  
Holy Spirit is a large school with a high students-to-staff ratio. It serves one of the province's most affluent communities and has strong feeder achievement. Its overall performance is below expectations, however, with a sharp contrast between its poor achievement scores and its very good scores in the engagement measures.

School Name: Tricentia Academy  
District: 8 – Vista  
Overall Grade: C+  
Rank: 84th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	N/A	12.87	36.57	50.09
Provincial Rank	N/A	53rd	33rd	48th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.665	26	-0.132	45	N/A	N/A	N/A	N/A	N/A	N/A
Expected Score	-0.273	39	-0.099	46	N/A	N/A	N/A	N/A	N/A	N/A
Differential	-0.393	-14	-0.033	-1	N/A	N/A	N/A	N/A	N/A	N/A
Grade	C+		C+		N/A		N/A		N/A	
Provincial Rank	81st		58th		N/A		N/A		N/A	

Comments:  
Tricentia Academy has roughly average input criteria. It performs just below expectations in the two achievement measures; no information is available on the remaining criteria.

School Name: Clarenville High  
District: 8 – Vista  
Overall Grade: C+  
Rank: 85th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	488	16.27	72.18	80.28
Provincial Rank	20th	103rd	15th	24th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.936	83	1.051	85	-1.085	14	-0.823	21	-0.015	49
Expected Score	0.675	75	0.721	76	-0.145	44	0	50	0	50
Differential	0.261	8	0.331	9	-0.940	-30	-0.823	-29	-0.015	-1
Grade	B		B		C		C		C+	
Provincial Rank	33rd		40th		95th		79th		88th	

Comments:  
Clarenville High is a large school with a high students-to-staff ratio. It serves a community with above-average SES and has strong feeder achievement. Its overall performance is below expectations.

School Name: St. Kevin's High  
District: 10 – Avalon East  
Overall Grade: C+  
Rank: 86th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	440	16.92	76.03	51.04
Provincial Rank	24th	113th	13th	44th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	Percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.508	31	-0.570	28	0.379	65	-0.358	36	0.269	61
Expected Score	0.387	65	0.341	63	-0.272	39	0	50	0	50
Differential	-0.894	-34	-0.911	-35	0.651	25	-0.358	-14	0.269	11
Grade	C		C		B+		C+		B	
Provincial Rank	108th		102nd		39th		64th		78th	

Comments:  
St. Kevin's serves an affluent community and has a high students-to-staff ratio. Its overall performance is below expectations, faring poorly in both the achievement measures. However, it has a better-than-expected graduation rate and a lower-than-average absence rate.

School Name: Holy Heart of Mary Regional High  
District: 10 – Avalon East  
Overall Grade: C+  
Rank: 87th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1112	20.22	85.05	68.78
Provincial Rank	1st	124th	8th	32nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.733	77	0.482	68	-1.395	8	0.328	63	-0.643	26
Expected Score	0.860	81	0.500	69	-0.536	30	0	50	0	50
Differential	-0.127	-4	-0.018	-1	-0.858	-21	0.328	13	-0.643	-24
Grade	C+		C+		C		B		C	
Provincial Rank	66th		56th		93rd		43rd		98th	

Comments:  
Holy Heart of Mary is the province's largest school and has the highest students-to-staff ratio. It serves an affluent community and has strong feeder achievement. It generally falls just short of the high achievement expectations and well short in its expected graduation rate. Its absence rate is also higher than the provincial average.

School Name: Goose High  
District: 1 – Labrador  
Overall Grade: C+  
Rank: 88th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	366	14.08	75.07	54.93
Provincial Rank	30th	70th	14th	40th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.124	45	0.087	53	0.310	62	0.941	83	-2.263	1
Expected Score	0.274	61	0.282	61	-0.234	41	0	50	0	50
Differential	-0.398	-16	-0.195	-8	0.543	21	0.941	33	-2.263	-49
Grade	C+		C+		B+		B+		F	
Provincial Rank	83rd		73rd		42nd		22nd		120th	

Comments:  
Goose High serves an affluent community and has above-average feeder achievement. Its overall performance is below expectations, with a very high absence rate as cause for some concern. Its achievement scores are below expectations, its graduation and honours rates are much better than expected.

76  
Newfoundland and Labrador High Schools  
Ranked 89th – 96th

School Name: E.A. Butler/Cassidy Memorial  
District: 4 – Cormack Trail  
Overall Grade: C+  
Rank: 89th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	302	15.89	6.12	2.32
Provincial Rank	40th	94th	110th	112th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.358	1	-1.359	9	0.241	60	-1.204	11	0.775	78
Expected Score	-1.542	6	-1.472	7	0.556	71	0	50	0	50
Differential	-0.815	-5	0.114	2	-0.315	-12	-1.204	-39	0.775	28
Grade	C		B		C+		D		B+	
Provincial Rank	103rd		48th		71st		89th		53rd	

Comments:  
E.A. Butler serves a community with low SES and has very weak feeder achievement. Its overall performance falls below expectations, with low grades in English achievement and a low honours rate. It fares better in math/science achievement and has an above-average attendance rate.

School Name: Cottrell's Cove Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 90th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	46	7.67	3.81	25.35
Provincial Rank	120th	5th	120th	78th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	N/A	N/A	N/A	N/A	1.808	96	-3.127	1	1.261	90
Expected Score	N/A	N/A	N/A	N/A	0.852	80	0	50	0	50
Differential	N/A	N/A	N/A	N/A	0.956	16	-3.127	-50	1.261	40
Grade	N/A		N/A		B+		F		A	
Provincial Rank	N/A		N/A		26th		114th		15th	

Comments:  
Cottrell's Cove is a very small school with a very low students-to-staff ratio. It serves a very poor community and has lower-than-average feeder achievement. Its achievement scores are unavailable, but it does have a very strong graduation rate and a low absence rate, suggesting a high level of engagement. However, its very low honours rate drags down the school's overall performance.

School Name: Gill Memorial Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 91st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	222	12.33	6.99	17.04
Provincial Rank	70th	46th	108th	89th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.372	35	-0.921	18	0.241	60	-1.204	11	-0.886	19
Expected Score	-1.218	11	-0.992	16	0.650	74	0	50	0	50
Differential	0.846	24	0.072	2	-0.409	-15	-1.204	-39	-0.886	-31
Grade	B+		B		C+		D		C	
Provincial Rank	13th		50th		79th		89th		106th	

Comments:  
Gill Memorial serves a community with low SES and has weak feeder achievement, suggesting a difficult learning environment. While its performance falls below expectations, it displays an interesting contrast. It does better than expected on the achievement measures, although expectations are low, and it does worse than expected on the engagement criteria.

School Name: E. J. Pratt Central High  
District: 9 – Avalon West  
Overall Grade: C+  
Rank: 92nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	116	11.60	5.84	86.02
Provincial Rank	102nd	37th	113th	13th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.523	6	-0.877	19	-1.068	14	1.100	86	1.524	94
Expected Score	-0.357	36	0.175	57	0.931	82	0	50	0	50
Differential	-1.166	-30	-1.051	-38	-1.999	-68	1.100	36	1.524	44
Grade	D		D		F		A		A+	
Provincial Rank	115th		107th		109th		15th		5th	

Comments:  
E. J. Pratt Central High is a small school serving a poor community, but it has high feeder achievement. Overall, its performance falls below expectations, but there are some striking contrasts to note. It performs poorly in both academic achievement measures. Its graduation rate is very poor and well below expectations, resulting in a failing grade on this criterion. However, the school has a high honours rate and one of the best attendance rates in the province, which keep the overall ranking from falling out of the top 100.

School Name: Leo Burke Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 93rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	N/A	12.83	34.91	43.14
Provincial Rank	N/A	52nd	35th	55th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.665	25	-1.096	14	-1.154	12	0.011	50	0.937	83
Expected Score	-0.370	36	-0.189	43	0.247	60	0	50	0	50
Differential	-0.295	-10	-0.907	-29	-1.401	-47	0.011	0	0.937	33
Grade	C+		C		D		B		B+	
Provincial Rank	74th		101st		102nd		50th		37th	

Comments:  
Leo Burke's inputs do not reveal any of the potential opportunities or challenges that other schools in the province face. Its overall performance is below expectations, with weak math/science achievement and a very low graduation rate as the biggest causes for concern. The school has an above-average honours rate and low absence rate.

School Name: Botwood Collegiate  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 94th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	319	15.19	31.14	5.63
Provincial Rank	37th	85th	38th	105th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.184	12	-1.271	10	-0.069	47	0.508	69	-1.432	8
Expected Score	-0.945	17	-0.970	17	0.122	55	0	50	0	50
Differential	-0.239	-5	-0.301	-7	-0.191	-8	0.508	19	-1.432	42
Grade	C+		C+		C+		B+		D	
Provincial Rank	70th		78th		67th		33rd		114th	

Comments:  
Botwood Collegiate's inputs are dominated by poor feeder achievement, which depresses expectations for this school. Its overall performance is weak across the board — only a higher-than-expected honours rate keeps it from falling out of the top 100. Its very high absence rate is a particular cause for concern.

School Name: Lewisporte Collegiate  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 95th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	431	16.58	22.41	16.89
Provincial Rank	25th	110th	49th	90th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.823	21	-0.658	26	0.930	82	0.941	83	-3.174	0
Expected Score	-0.708	24	-0.678	25	0.281	61	0	50	0	50
Differential	-0.116	-3	0.020	1	0.648	21	0.941	33	-3.174	-50
Grade	C+		B		B+		B+		F	
Provincial Rank	64th		54th		40th		22nd		121st	

Comments:  
Lewisporte Collegiate is a large school with a high students-to-staff ratio and low feeder achievement. Its overall performance is weak, with an extremely high absence rate being a particular cause for concern. It also has lower-than-expected English achievement, but it exceeds expectations on the remaining criteria. The reasons for the school's high absence rate need to be examined.

School Name: John Burke High  
District: 7 – Burin  
Overall Grade: C+  
Rank: 96th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	332	12.77	20.17	61.47
Provincial Rank	35th	50th	56th	36th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.259	40	-0.439	33	-1.688	5	-0.528	30	1.059	85
Expected Score	-0.361	36	-0.123	45	0.468	68	0	50	0	50
Differential	0.102	4	-0.316	-12	-2.155	-63	-0.528	-20	1.059	36
Grade	B		C+		F		C		A	
Provincial Rank	46th		81st		111th		69th		27th	

Comments:  
John Burke has higher-than-average feeder achievement and serves a community with lower-than-average SES, which serves to balance expectations. Its overall performance falls short of expectations and its grades are inconsistent. It does very well in terms of its attendance rate, but graduates a far lower than expected proportion of its students. It exceeds expectations in English achievement, but falls short in math/science achievement. A lower-than-average honours rate serves to depress further this school's overall performance.

77  
Newfoundland and Labrador High Schools  
Ranked 97th – 104th

School Name: Glovertown Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C+  
Rank: 97th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	505	14.85	30.14	47.08
Provincial Rank	19th	79th	40th	50th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.620	27	-0.570	28	N/A	N/A	N/A	N/A	-0.764	22
Expected Score	-0.298	38	-0.228	41	N/A	N/A	0	50	0	50
Differential	-0.323	-12	-0.342	-13	N/A	N/A	N/A	N/A	-0.764	-28
Grade	C+		C+		N/A		N/A		C	
Provincial Rank	77th		82nd		N/A		N/A		103rd	

Comments:  
Glovertown Academy is a large school with a high students-to-staff ratio. Its performance is below expectations on all available criteria.

School Name: MSB Regional Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: C+  
Rank: 98th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	195	15.00	3.62	1.29
Provincial Rank	80th	83rd	122nd	116th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.568	6	-1.972	2	-0.103	46	-1.954	3	0.471	68
Expected Score	-1.797	4	-1.670	5	0.669	75	0	50	0	50
Differential	0.229	2	-0.302	-3	-0.773	-29	-1.954	-47	0.471	18
Grade	B		C+		C		F		B	
Provincial Rank	37th		79th		90th		106th		66th	

Comments:  
MSB Regional Academy operates in a difficult environment, serving community with low SES and having poor feeder achievement. Its overall performance is well below expectations, with low graduation and honours rates of particular concern. It does exceed (albeit low) expectations in English achievement and has above-average attendance.

School Name: Lake Melville School  
District: 1 – Labrador  
Overall Grade: C+  
Rank: 99th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	117	11.70	8.12	0.76
Provincial Rank	101st	38th	99th	119th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.606	0	-2.936	0	N/A	N/A	N/A	N/A	0.431	67
Expected Score	-1.885	3	-1.793	4	N/A	N/A	N/A	N/A	0	50
Differential	-0.721	-3	-1.143	-4	N/A	N/A	N/A	N/A	0.431	17
Grade	C		D		N/A		N/A		B	
Provincial Rank	99th		108th		N/A		N/A		71st	

Comments:  
Typical of many Labrador schools, Lake Melville faces severe social challenges. Its feeder achievement is very low and it serves a very poor community. Its overall performance on the available criteria is well below expectations, with both achievement scores coming in well below extremely low expectations. It stays in the top 100 rankings with a lower-than-average absence rate.

School Name: Smallwood Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C  
Rank: 100th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	394	14.07	38.88	4.89
Provincial Rank	27th	69th	28th	106th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.049	15	-1.183	12	0.430	67	-1.859	3	-0.906	18
Expected Score	-0.953	17	-1.047	15	0.001	50	0	50	0	50
Differential	-0.096	-2	-0.136	-3	0.429	17	-1.859	-47	-0.906	-32
Grade	C+		C+		B		F		C	
Provincial Rank	61st		69th		46th		103rd		108th	

Comments:  
Apart from low feeder achievement, Smallwood Academy's inputs are unremarkable. Its performance falls short of expectations on all criteria except the graduation rate. Of particular concern are low attendance and honours rates.

School Name: Mount Pearl Senior High  
District: 10 – Avalon East  
Overall Grade: C  
Rank: 101st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	693	16.12	89.26	81.32
Provincial Rank	8th	97th	3rd	21st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.049	85	1.139	87	-1.292	10	-0.728	23	-1.473	7
Expected Score	0.947	83	0.814	79	-0.485	31	0	50	0	50
Differential	0.102	2	0.325	8	-0.807	-22	-0.728	-27	-1.473	-43
Grade	B		B		C		C		D	
Provincial Rank	45th		41st		91st		76th		116th	

Comments:  
Mount Pearl Senior High is a large school with a high students-to-staff ratio. It serves a community with high SES and has strong feeder achievement. Its overall performance is below expectations, with a sharp contrast that warrants mention. It exceeds (high) expectations in both achievement measures, but its graduation rate is lower than expected and it has one of the highest absence rates in the province.

School Name: Holy Trinity High  
District: 10 – Avalon East  
Overall Grade: C  
Rank: 102nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	469	16.17	80.98	33.26
Provincial Rank	22nd	101st	10th	66th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.327	37	-0.789	22	-0.947	17	-0.908	18	0.248	60
Expected Score	0.207	58	0.072	53	-0.405	34	0	50	0	50
Differential	-0.535	-21	-0.861	-31	-0.542	-17	-0.908	-32	0.248	10
Grade	C		C		C		C		B	
Provincial Rank	90th		99th		82nd		82nd		79th	

Comments:  
Holy Trinity serves an affluent community, but has lower-than-average feeder achievement. Its overall performance is weak, falling well below expectations on all criteria except the absence rate.

School Name: Dunne Memorial Academy  
District: 9 – Avalon West  
Overall Grade: C  
Rank: 103rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	384	15.36	9.33	50.73
Provincial Rank	28th	89th	91st	46th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.026	15	-1.140	13	-0.052	48	-1.701	4	1.038	85
Expected Score	-0.561	29	-0.320	37	0.646	74	0	50	0	50
Differential	-0.465	-14	-0.820	-25	-0.698	-26	-1.701	-46	1.038	35
Grade	C+		C		C		F		A	
Provincial Rank	87th		97th		88th		101st		29th	

Comments:  
Dunne Memorial Academy serves a community with low SES and has average feeder achievement. Its overall performance consistently falls below expectations, with the notable exception of a lower-than-expected absence rate. The proportion of its students earning honours is very poor.

School Name: St. Joseph's All-Grade  
District: 7 – Burin  
Overall Grade: C  
Rank: 104th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	172	10.75	5.15	17.71
Provincial Rank	89th	30th	117th	88th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.748	4	-1.490	7	-1.825	3	-0.348	36	1.018	85
Expected Score	-1.352	9	-1.078	14	0.733	77	0	50	0	50
Differential	-0.396	-5	-0.412	-7.24	-2.558	-73	-0.348	-14	1.018	35
Grade	C+		C+		F		C+		A	
Provincial Rank	82nd		86th		112th		63rd		30th	

Comments:  
St. Joseph's All-Grade serves a poor community and has weak feeder achievement. Its overall performance is weak. Despite a very low absence rate, it earns a failing grade in its graduation rate.

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Newfoundland and Labrador High Schools  
Ranked 105th –112th

School Name: St. Bernard's All-Grade  
District: 7 – Burin  
Overall Grade: C  
Rank: 105th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	234	13.76	9.99	40.43
Provincial Rank	64th	66th	89th	58th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.658	5	-1.709	4	1.808	96	-1.753	4	N/A	50
Expected Score	-0.736	23	-0.457	32	0.637	74	0	50	N/A	50
Differential	-0.922	-18	-1.252	-28	1.171	23	-1.753	-46	N/A	0
Grade	C		D		A		F		N/A	
Provincial Rank	109th		110th		16th		102nd		N/A	

Comments:  
St. Bernard's All-Grade serves a poor community, but is otherwise unremarkable in terms of its inputs. Its performance is very weak in math/science and English achievement and it has a very low honours rate. However, it does have an impressive graduation rate.

School Name: Sop's Arm Central High  
District: 3 – Corner Brook/Deer Lake/St. Barbe  
Overall Grade: C  
Rank: 106th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	155	11.07	6.35	1.63
Provincial Rank	92nd	32nd	109th	114th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.651	0	-2.323	1	-1.068	14	-0.485	31	0.755	77
Expected Score	-1.843	3	-1.719	4	0.563	71	0	50	0	50
Differential	-0.808	-3	-0.604	-3	-1.631	-57	-0.485	-19	0.755	27
Grade	C		C		F		C+		B+	
Provincial Rank	102nd		91st		107th		65th		55th	

Comments:  
Sop's Arm Central High serves a very poor community and has very weak feeder achievement. Its overall performance is well below expectations, with its low graduation rate being a particular source of concern. It also falls well below already low expectations in both achievement measures.

School Name: Menihiek High  
District: 1 – Labrador  
Overall Grade: C  
Rank: 107th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	580	16.57	62.31	68.61
Provincial Rank	12th	109th	18th	33rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.034	51	0.087	53	0.069	53	-0.940	17	-1.473	7
Expected Score	0.399	66	0.391	65	-0.084	47	0	50	0	50
Differential	-0.365	-15	-0.303	-12	0.152	6	-0.940	-33	-1.473	43
Grade	C+		C+		B		C		D	
Provincial Rank	80th		80th		54th		83rd		116th	

Comments:  
Menihiek High serves a community with above-average SES and has above-average feeder achievement. It does, however, have a high students-to-staff ratio. Its overall performance is well below expectations, driven in large part by a high absence rate. Its achievement measures are above average, but still fall short of expectations. On the positive side, it graduates a higher-than-expected proportion of its students.

School Name: Piccadilly Central High  
District: 4 – Cormack Trail  
Overall Grade: C  
Rank: 108th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	283	14.89	5.21	1.06
Provincial Rank	48th	81st	116th	118th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.861	3	-1.753	4	-0.035	49	-2.282	1	-0.076	47
Expected Score	-1.771	4	-1.718	4	0.562	71	0	50	0	50
Differential	-0.090	-1	-0.035	0	-0.597	-22	-2.282	-49	-0.076	-3
Grade	C+		C+		C		F		C+	
Provincial Rank	60th		60th		83rd		111th		92nd	

Comments:  
Piccadilly Central High serves a very poor community and has very low feeder achievement. Its overall performance is well below expectations across the board, with a very low honours rate being a significant drag on its ranking.

School Name: Mobile High  
District: 10 – Avalon East  
Overall Grade: C  
Rank: 109th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	275	13.75	55.72	33.82
Provincial Rank	51st	65th	20th	65th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.214	42	-0.307	38	-0.431	33	-1.521	7	-1.108	13
Expected Score	-0.211	42	-0.155	44	-0.030	49	0	50	0	50
Differential	-0.003	0	-0.152	-6	-0.401	-15	-1.521	-43	-1.108	-37
Grade	C+		C+		C+		F		D	
Provincial Rank	52nd		72nd		76th		97th		110th	

Comments:  
Mobile High serves an above-average SES community, but has weak feeder achievement. Its performance is below expectations on all criteria, with the most worrying aspects being a low honours rate and high absence rate.

School Name: Lakewood Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C  
Rank: 110th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	243	12.15	77.80	15.36
Provincial Rank	63rd	42nd	11th	93rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.297	10	-1.841	3	-0.224	41	-0.020	49	-0.865	19
Expected Score	-0.304	38	-0.383	35	-0.366	36	0	50	0	50
Differential	-0.994	-28	-1.458	-32	0.142	6	-0.020	-1	-0.865	-31
Grade	C		D		B		C+		C	
Provincial Rank	110th		114th		56th		52nd		105th	

Comments:  
Lakewood Academy serves an above-average SES community, but has well below average feeder achievement. Its overall performance is weak, falling well below expectations in both English and math/science achievement. Its graduation rate is better than expected, but it has lower-than-average honours and attendance rates.

School Name: St. John Bosco  
District: 10 – Avalon East  
Overall Grade: C  
Rank: 111th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	532	14.38	23.29	11.41
Provincial Rank	16th	73rd	47th	99th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.042	2	-2.323	1	-0.190	42	-1.162	12	0.735	77
Expected Score	-0.932	18	-0.983	16	0.214	58	0	50	0	50
Differential	-1.110	-16	-1.340	-15	-0.404	-16	-1.162	-38	0.735	27
Grade	D		D		C+		D		B+	
Provincial Rank	113th		113th		77th		88th		57th	

Comments:  
St. John Bosco serves a community with low SES and has weak feeder achievement. Its overall performance is poor, falling well short of already-low expectations on both achievement criteria. It also has a lower-than-average honours rate.

School Name: Jane Collins Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C  
Rank: 112th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	210	16.15	7.90	12.96
Provincial Rank	74th	100th	100th	96th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.365	9	-1.315	9	0.602	73	-0.665	25	-1.878	3
Expected Score	-1.069	14	-0.869	19	0.611	73	0	50	0	25
Differential	-0.296	-5	-0.446	-10	-0.009	0	-0.665	-25	-1.878	-22
Grade	C+		C+		C+		C		F	
Provincial Rank	75th		87th		60th		74th		119th	

Comments:  
Jane Collins Academy faces a difficult environment with low community SES, weak feeder achievement, and a high students-to-staff ratio. Its performance is below expectations on all criteria, with a high absence rate being the biggest concern. Its achievement measures are both below already-depressed expectations.



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Newfoundland and Labrador High Schools

Ranked 113th –120th

School Name: Bishop White All-Grade  
District: 8 – Vista  
Overall Grade: C  
Rank: 113th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	246	12.30	10.11	84.61
Provincial Rank	60th	45th	88th	16th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.869	19	0.044	52	-0.723	23	-1.880	3	0.451	67
Expected Score	-0.233	41	0.190	58	0.762	78	0	50	0	50
Differential Grade	-0.635	-22	-0.146	-6	-1.485	-54	-1.880	-47	0.451	17
	C		C+		D		F		B	
Provincial Rank	94th		71st		104th		104th		69th	

Comments:

Bishop White All-Grade serves a community with low SES, but it has very strong feeder achievement. Its overall performance is poor, with a failing grade for its honours rate. It has an above-average attendance rate.

School Name: Queen Elizabeth Regional High  
District: 10 – Avalon East  
Overall Grade: C  
Rank: 114th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	N/A	14.37	76.64	94.61
Provincial Rank	N/A	72nd	12th	6th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.417	34	-0.526	30	-0.758	22	-0.633	26	-0.015	49
Expected Score	0.978	84	1.081	86	-0.139	44	0	50	0	50
Differential Grade	-1.396	-50	-1.607	-56	-0.619	-22	-0.633	-24	-0.015	-1
	D		F		C		C		C+	
Provincial Rank	116th		116th		84th		71st		88th	

Comments:

Queen Elizabeth is an advantaged school, serving a community with high SES and having high feeder achievement. Its performance is nonetheless weak across the board, falling well below expectations in both math/science and English achievement. Its graduation rate is much lower than expected and it also has a low honours rate.

School Name: Fogo Island Central Academy  
District: 6 – Lewisporte/Gander  
Overall Grade: C  
Rank: 115th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	646	16.15	21.79	25.89
Provincial Rank	9th	99th	51st	77th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.094	14	-1.622	5	-0.086	47	-1.246	11	-1.331	9
Expected Score	-0.614	27	-0.648	26	0.269	61	0	50	0	50
Differential Grade	-0.480	-13	-0.973	-21	-0.355	-14	-1.246	-39	-1.331	-41
	C+		C		C+		D		D	
Provincial Rank	89th		103rd		74th		93rd		111th	

Comments:

Fogo Island is a large school with a high students-to-staff ratio. Its overall performance is poor, falling below expectations on all criteria.

School Name: École Ste-Anne  
District: 11 – Conseil scolaire francophone provincial de Terre-Neuve et du Labrador  
Overall Grade: C  
Rank: 116th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	N/A	9.27	7.41	0.09
Provincial Rank	N/A	12th	105th	121st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	N/A	N/A	N/A	N/A	N/A	N/A	-3.127	1	1.362	91
Expected Score	N/A	N/A	N/A	N/A	N/A	N/A	0	50	0	50
Differential Grade	N/A	N/A	N/A	N/A	N/A	N/A	-3.127	-49	1.362	41
	N/A		N/A		N/A		F		A	
Provincial Rank	N/A		N/A		N/A		114th		11th	

Comments:

École Ste-Anne serves a poor community and has very low feeder achievement. Only two criteria are available for evaluation: the absence rate and the honours rate, both of which are very low. In the absence of data for this school, it is difficult to evaluate its overall performance.

School Name: Carmanville School Complex  
District: 6 – Lewisporte/Gander  
Overall Grade: C  
Rank: 117th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	357	17.85	13.35	44.95
Provincial Rank	32nd	118th	76th	53rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.823	21	-1.709	4	0.585	72	-1.236	11	-1.392	8
Expected Score	-0.404	34	-0.195	42	0.547	71	0	50	0	50
Differential Grade	-0.419	-14	-1.514	-38	0.039	1	-1.236	-39	-1.392	-42
	C+		F		B		D		D	
Provincial Rank	85th		115th		58th		91st		112th	

Comments:

Carmanville School is larger than average, has a high students-to-staff ratio, and serves a poor community. Its overall performance is weak, with poor math/science achievement and a high absence rate. It also fares poorly on the honours rate and English achievement criteria.

School Name: St. Joseph's Academy  
District: 7 – Burin  
Overall Grade: C  
Rank: 118th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	250	13.48	7.53	29.73
Provincial Rank	59th	61st	102nd	73rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.207	11	-1.052	15	-2.944	1	-0.580	28	-0.076	47
Expected Score	-0.951	17	-0.695	24	0.671	75	0	50	0	50
Differential Grade	-0.256	-6	-0.357	-10	-3.616	-75	-0.580	-22	-0.076	-3
	C+		C+		F		C		C+	
Provincial Rank	72nd		85th		113th		70th		92nd	

Comments:

St. Joseph's Academy serves a poor community and has lower-than-average feeder achievement. Its overall performance is very weak, falling below expectations on all criteria. Its graduation rate, in particular, is very low.

School Name: Mountain View Collegiate  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: D  
Rank: 119th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	286	15.89	20.73	23.43
Provincial Rank	47th	92nd	54th	80th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.681	5	-1.841	3	-1.636	5	-1.436	8	0.370	64
Expected Score	-0.650	26	-0.514	30	0.367	64	0	50	0	50
Differential Grade	-1.031	-21	-1.326	-27	-2.003	-59	-1.436	-42	0.370	14
	D		D		F		D		B	
Provincial Rank	111th		112th		110th		96th		74th	

Comments:

Mountain View Collegiate serves a community with low SES and has weak feeder achievement, both of which serve to lower expectations. Its overall performance is very poor, with a failing grade in its graduation rate. Its attendance rate, however, is above average.

School Name: St. Peter's Academy  
District: 5 – Baie Verte/Central/Connaigre  
Overall Grade: D  
Rank: 120th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	108	9.82	3.71	99.996
Provincial Rank	104th	17th	121st	1st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.823	21	-0.219	41	0.241	60	-2.166	2	1.140	87
Expected Score	0.762	78	1.666	95	1.328	91	0	50	0	50
Differential Grade	-1.586	-57	-1.885	-54	-1.088	-31	-2.166	-48	1.140	37
	F		F		D		F		A	
Provincial Rank	118th		117th		97th		109th		24th	

Comments:

St. Peter's Academy is an interesting contrast. It is a small school with a low students-to-staff ratio and it serves a poor community. However, it has the highest feeder achievement in the province, which results in high expectations for the school. Unfortunately, it falls well below expectations on all criteria, earning failing grades in both achievement measures. It is saved from an even lower ranking only by a better-than-average attendance rate.

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Newfoundland and Labrador High Schools

Ranked 121st – 124th

School Name: Booth Memorial High  
District: 10 – Avalon East  
Overall Grade: D  
Rank: 121st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	347	11.57	88.05	62.42
Provincial Rank	33rd	34th	5th	35th

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.395	35	-0.833	20	-1.274	10	-1.236	11	-2.546	1
Expected Score	0.446	67	0.423	66	-0.436	33	0	50	0	50
Differential	-0.840	-33	-1.256	-46	-0.838	-23	-1.236	-39	-2.546	-49
Grade	C		D		C		D		F	
Provincial Rank	104th		111th		92nd		91st		121st	

Comments:

Booth Memorial serves an affluent community and has a higher-than-average feeder achievement. Its performance is nonetheless poor across the board. Its attendance rate is one of the poorest in the province.

School Name: Amos Comenius Memorial  
District: 1 – Labrador  
Overall Grade: D  
Rank: 122nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	193	9.65	39.36	0.06
Provincial Rank	81st	15th	27th	122nd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.628	0	-2.717	0	-1.636	5	-3.127	0	-0.724	23
Expected Score	-1.895	3	-2.082	2	-0.128	45	0	50	0	50
Differential	-0.733	-3	-0.635	-2	-1.508	-40	-3.127	-50	-0.724	-27
Grade	C		C		F		F		C	
Provincial Rank	100th		94th		105th		114th		100th	

Comments:

Amos Comenius Memorial has very low feeder achievement, suggesting that its students arrive unprepared for high school. It falls well below expectations on all criteria. Its achievement results are very poor even allowing for extremely low expectations, and it has very low graduation, honours, and attendance rates.

School Name: D.C. Young  
District: 2 – Northern Peninsula/Labrador South  
Overall Grade: F  
Rank: 123rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	119	9.92	9.02	15.65
Provincial Rank	99th	19th	92nd	91st

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	N/A	N/A	N/A	N/A	-3.358	0	-2.071	2	1.241	89
Expected Score	N/A	N/A	N/A	N/A	0.606	73	0	50	0	50
Differential	N/A	N/A	N/A	N/A	-3.964	-73	-2.071	-48	1.241	39
Grade	N/A	N/A	N/A	N/A	F		F		A	
Provincial Rank	N/A		N/A		114th		108th		16th	

Comments:

D.C. Young serves a poor community and has weak feeder achievement. It performs very poorly on the available criteria, earning an F for both its graduation and honours rates. Only a strong attendance rate keeps this school from the bottom ranking in the province.

School Name: Holy Cross School Complex  
District: 6 – Lewisporte/Gander  
Overall Grade: F  
Rank: 124th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	232	12.89	10.38	98.49
Provincial Rank	65th	54th	85th	3rd

OUTPUTS	English Achievement		Math/Science Achievement		Graduation Rate		Honours Rate		Absence Rate	
	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.117	13	-0.351	36	-3.254	1	-0.644	26	-0.825	20
Expected Score	0.330	63	0.894	84	0.880	81	0	50	0	50
Differential	-1.447	-50	-1.245	-45	-4.135	-81	-0.644	-24	-0.825	-30
Grade	D		D		F		C		C	
Provincial Rank	117th		109th		115th		72nd		104th	

Comments:

Holy Cross serves a community with low SES, but it has very strong feeder achievement, which serves to raise expectations. Unfortunately, these expectations go unmet, with the school finishing last in the rankings. Its achievement scores are very poor, and it has an extremely low graduation rate. It fares better on the honours and absence rate criteria, but still falls below average.

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Nova Scotia High Schools Ranked 1st – 6th

School Name: Auburn Drive High  
District: Halifax  
Overall Grade: A  
Rank: 1st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1161	22.42	90.04	67.79
Provincial Rank	3rd	71st	4th	19th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.677	75	0.990	84	2.330	99
Expected Score	0.638	74	-0.520	30	-0.148	44
Differential	0.039	1	1.51	54	2.478	55
Grade	B		A+		A+	
Provincial Rank	41st		3rd		1st	

Comments

Auburn Drive High is among the largest schools in Nova Scotia and serves one of the province’s most affluent communities. It also has well above average middle school achievement. It leads the province in terms of post-secondary participation. Academic achievement just exceeds expectations, but the overall performance is commendable.

School Name: Pictou Academy (Dr. T. McCulloch)  
District: Chignecto-Central  
Overall Grade: A  
Rank: 2nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	152	20.05	31.96	60.46
Provincial Rank	58th	48th	34th	25th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.678	95	0.133	55	0.294	62
Expected Score	-0.257	40	0.489	69	-0.250	40
Differential	1.935	55	-0.356	-13	0.544	21
Grade	A+		C		B+	
Provincial Rank	2nd		50th		22nd	

Comments

Pictou Academy serves a poorer-than-average community with strong feeder achievement. Its overall performance is strong. Its academic scores are well above average, which is the key contributor to the school’s overall strength.

School Name: Holy Angels High  
District: Cape Breton Victoria  
Overall Grade: B+  
Rank: 3rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	385	19.05	16.83	6.47
Provincial Rank	34th	31st	56th	68th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.899	82	0.908	82	-0.478	32
Expected Score	-0.810	21	0.150	56	-0.173	43
Differential	1.708	61	0.758	26	-0.305	-12
Grade	A+		B+		C+	
Provincial Rank	4th		15th		49th	

Comments

Holy Angels High serves a community with low SES and has poor feeder achievement. Its overall performance far exceeds expectations, with a strong showing in academic achievement and a higher-than-expected graduation rate.

School Name: Annapolis West Education Centre  
District: Annapolis Valley  
Overall Grade: B+  
Rank: 4th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	311	19.52	22.18	23.70
Provincial Rank	42nd	41st	47th	50th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	1.369	91	0.241	60	-0.144	44
Expected Score	-0.550	29	0.293	62	-0.180	43
Differential	1.919	62	-0.051	-2	0.036	1
Grade	A+		C+		B	
Provincial Rank	3rd		46th		39th	

Comments

Annapolis West serves a community with below-average SES and also has below-average feeder achievement. Its overall performance is commendable, with a very strong showing in academic achievement that far exceeds expectations. It fares less well in terms of its graduation rate and post-secondary participation.

School Name: Parrsboro Regional High  
District: Chignecto-Central  
Overall Grade: B+  
Rank: 5th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	120	17.07	8.18	80.74
Provincial Rank	67th	14th	65th	11th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	1.944	98	1.320	91	-0.984	16
Expected Score	-0.366	36	0.955	83	0.398	65
Differential	2.309	62	0.365	8	-1.382	-49
Grade	A+		B		D	
Provincial Rank	1st		28th		71st	

Comments

Parrsboro Regional High is a small school serving a poor community, but it has strong feeder achievement. Its result in academic achievement is the best in the province. Its graduation rate is better than expected. A poor post-secondary participation rate, which may reflect a lack of local opportunity, is all that keeps this school from being at the very top of the province’s overall rankings.

School Name: Rankin Memorial  
District: Cape Breton-Victoria  
Overall Grade: B+  
Rank: 6th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	53	13.81	26.28	98.75
Provincial Rank	75th	4th	39th	2nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.871	80	1.455	93	2.00	98
Expected Score	-0.019	49	1.158	88	0.757	78
Differential	0.890	32	0.297	5	1.243	20
Grade	B+		B		A	
Provincial Rank	11th		29th		5th	

Comments

Rankin Memorial is the smallest high school in the province and has one of the most favourable students-to-staff ratios. It also has very strong feeder achievement, which serves to raise expectations. Overall, the school exceeds these high expectations on all criteria. It has a very high post-secondary participation rate and strong academic achievement. It also has a higher-than-expected graduation rate, although the grade is tempered by very high expectations on this criterion.

## Nova Scotia High Schools Ranked 7th – 12th

School Name: Queen Elizabeth High  
 District: Halifax  
 Overall Grade: B+  
 Rank: 7th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1008	21.11	97.75	90.34
Provincial Rank	9th	61st	1st	9th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.808	96	0.213	58	0.610	73
Expected Score	0.869	81	-0.423	34	-0.153	44
Differential	0.939	16	0.637	25	0.764	29
Grade	B+		B+		B+	
Provincial Rank	10th		18th		13th	

**Comments**

Queen Elizabeth High is an advantaged school, serving the province's most affluent community and having strong feeder achievement. It makes the most of this opportunity, with a strong showing across the board. Particularly impressive is its B+ in academic achievement. To attain this score, it had to exceed high expectations and did so by a wide margin.

School Name: Cornwallis District High  
 District: Annapolis Valley  
 Overall Grade: B+  
 Rank: 8th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	265	18.91	54.47	34.29
Provincial Rank	45th	30th	19th	43rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.382	65	1.769	96	-0.226	41
Expected Score	-0.374	35	0.163	56	-0.318	38
Differential	0.756	29	1.606	40	0.093	4
Grade	B+		A+		B	
Provincial Rank	12th		2nd		37th	

**Comments**

Cornwallis District High serves a community with somewhat higher than average SES. Its overall performance is strong, driven by a very high graduation rate and strong academic achievement. Post-secondary participation is marginally above expectations.

School Name: East Pictou Rural High  
 District: Chignecto-Central  
 Overall Grade: B+  
 Rank: 9th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	392	21.10	18.02	38.92
Provincial Rank	33rd	60th	52nd	42nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.045	48	1.212	89	1.210	89
Expected Score	-0.330	37	0.342	63	-0.166	43
Differential	0.285	11	0.869	25	1.376	45
Grade	B		B+		A	
Provincial Rank	29th		14th		4th	

**Comments**

East Pictou serves a poor community and has below-average feeder achievement. It also has a high students-to-staff ratio. Its performance is strong across the board, but particularly in post-secondary participation and a higher-than-expected graduation rate.

School Name: North Queens Rural High  
 District: Southwest-South Shore  
 Overall Grade: B+  
 Rank: 10th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	93	13.52	19.48	29.63
Provincial Rank	71st	2nd	50th	46th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.657	74	0.067	53	0.526	70
Expected Score	-0.888	19	0.620	73	0.353	64
Differential	1.546	56	-0.553	-21	0.173	66
Grade	A+		C		B	
Provincial Rank	6th		55th		32nd	

**Comments**

North Queens Rural High is a small school with a favourable students-to-staff ratio. It serves a poor community and has below-average feeder achievement. Its overall performance is strong, with a very good showing in academic achievement. It also has higher-than-expected post-secondary participation. Its graduation rate falls below expectations, but is still above the unadjusted provincial average on this criteria.

School Name: Riverview High  
 District: Cape Breton-Victoria  
 Overall Grade: B+  
 Rank: 11th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1018	20.52	40.78	73.99
Provincial Rank	6th	52nd	27th	16th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.878	81	1.311	91	0.618	73
Expected Score	0.312	62	0.046	52	0.373	65
Differential	0.566	19	1.265	39	0.245	9
Grade	B+		A		B	
Provincial Rank	19th		7th		29th	

**Comments**

Riverview High is a large school with above-average feeder achievement. Its overall performance exceeds expectations on all criteria. Its graduation rate is a particular strength.

School Name: Middleton Regional High  
 District: Annapolis Valley  
 Overall Grade: B+  
 Rank: 12th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	378	19.46	30.68	51.60
Provincial Rank	35th	39th	36th	37th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.367	91	0.118	55	-0.457	32
Expected Score	-0.254	40	0.349	64	-0.047	48
Differential	1.621	51	-0.231	-9	-0.410	-16
Grade	A+		C+		C+	
Provincial Rank	5th		49th		53rd	

**Comments**

Middleton Regional High is close to average in terms of its inputs. Its overall performance is above expectations, driven by a very strong showing in academic achievement. Its graduation and post-secondary participation rates are both below expectations, but not by much in either case.

## Nova Scotia High Schools Ranked 13th – 18th

School Name: Dalbrae Academy  
 District: Strait  
 Overall Grade: B+  
 Rank: 13th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	421	16.65	7.08	0.64
Provincial Rank	29th	12th	67th	74th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.005	16	1.292	75	1.623	76
Expected Score	-0.330	11	0.655	55	0.382	52
Differential	0.325	6	0.637	20	1.241	23
Grade	B		B+		B+	
Provincial Rank	31st		21st		21st	

**Comments**

Dalbrae Academy faces significant challenges, with very poor feeder achievement and serving a community with very low SES. Its overall performance is strong across the board, exceeding expectations on all criteria.

School Name: St. Mary's Academy  
 District: Strait  
 Overall Grade: B+  
 Rank: 14th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	153	17.53	5.23	58.20
Provincial Rank	57th	20th	70th	28th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.124	55	1.771	96	0.534	70
Expected Score	-0.564	29	0.848	80	0.308	62
Differential	0.688	26	0.922	16	0.226	8
Grade	B+		B+		B	
Provincial Rank	13th		11th		30th	

**Comments**

St. Mary's Academy serves a poor community, although it does have above-average feeder achievement. Its performance is strong across the board, exceeding expectations on all criteria, with academic achievement and a high graduation rate being the main contributors to this good showing.

School Name: MacDonald Complex  
 District: Cape Breton-Victoria  
 Overall Grade: B+  
 Rank: 15th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	117	15.59	8.26	3.20
Provincial Rank	68th	8th	64th	72nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	-0.784	22	0.625	73	1.208	89
Expected Score	-1.259	10	0.420	66	0.039	52
Differential	0.475	11	0.206	7	1.169	37
Grade	B		B		A	
Provincial Rank	23rd		35th		7th	

**Comments**

MacDonald Complex operates in a difficult environment, serving a poor community and having low feeder achievement. Its overall performance is nonetheless strong, exceeding expectations on all criteria. Its post-secondary participation rate is particularly strong.

School Name: East Antigonish Academy  
 District: Strait  
 Overall Grade: B+  
 Rank: 16th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	186	17.73	25.58	26.22
Provincial Rank	52nd	22nd	40th	49th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.056	48	0.496	69	0.664	75
Expected Score	-0.650	26	0.390	65	-0.097	46
Differential	0.594	22	0.106	4	0.761	29
Grade	B+		B		B+	
Provincial Rank	16th		40th		14th	

**Comments**

East Antigonish Academy is smaller-than-average school with lower-than-average feeder achievement and serves a community with low SES. Its performance is solid across the board, with a high post-secondary participation rate and higher-than-expected academic achievement.

School Name: Eastern Shore District High  
 District: Halifax  
 Overall Grade: B  
 Rank: 17th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	581	19.43	57.97	8.42
Provincial Rank	24th	37th	16th	66th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.387	35	0.799	79	0.371	64
Expected Score	-0.486	31	-0.242	40	-0.339	37
Differential	0.099	4	1.041	38	0.710	28
Grade	B		A		B+	
Provincial Rank	38th		8th		17th	

**Comments**

Eastern Shore District High serves a community with above-average SES but has quite low feeder achievement. Its overall performance exceeds expectations on all criteria. A highlight is its high graduation rate; it also does well on post-secondary participation.

School Name: Charles P. Allen High  
 District: Halifax  
 Overall Grade: B  
 Rank: 18th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1001	20.46	97.75	80.20
Provincial Rank	10th	51st	2nd	12th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.746	77	0.376	65	0.725	77
Expected Score	0.699	76	-0.499	31	-0.174	43
Differential	0.047	1	0.875	34	0.900	34
Grade	B		B+		B+	
Provincial Rank	40th		13th		9th	

**Comments**

Charles P. Allen is a large school serving one of the most affluent communities in the province. It also has strong feeder achievement, suggesting that this is an advantaged school. Overall performance is strong across the board, with particularly good results in its post-secondary participation and graduation rates.

Nova Scotia High Schools Ranked 19th – 24th

School Name: Westville High  
District: Chignecto-Central  
Overall Grade: B  
Rank: 19th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	362	19.93	24.20	83.57
Provincial Rank	36th	47th	43rd	10th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.176	57	2.622	99	-0.491	31
Expected Score	0.015	51	0.595	72	0.118	55
Differential	0.161	6	2.027	27	-0.609	-24
Grade	B		A+		C	
Provincial Rank	35th		1st		56th	

**Comments**  
Westville High serves a below-average SES community, but it has strong feeder achievement. Its overall performance is above expectations, with the province’s best graduation rate, although it underperforms on post-secondary participation.

School Name: Richmond Academy  
District: Strait  
Overall Grade: B  
Rank: 20th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	421	16.65	7.08	0.64
Provincial Rank	29th	12th	67th	74th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.998	16	0.667	75	0.688	75
Expected Score	-1.276	10	0.123	55	0.059	52
Differential	0.278	6	0.544	20	0.629	23
Grade	B		B+		B+	
Provincial Rank	31st		21st		21st	

**Comments**  
Richmond Academy faces significant challenges with very low feeder achievement and low community SES. Its overall performance exceeds expectations across the board.

School Name: Cape Breton Highlands Academy  
District: Strait  
Overall Grade: B  
Rank: 21st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	133	17.10	8.82	12.86
Provincial Rank	63rd	15th	63rd	59th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.285	39	1.425	92	-0.789	22
Expected Score	-0.958	17	0.515	70	0.016	51
Differential	0.674	22	0.910	23	-0.805	-29
Grade	B+		B+		C	
Provincial Rank	14th		12th		62nd	

**Comments**  
Cape Breton Highlands Academy is a small school serving a poor community and has low feeder achievement. Its overall performance is above expectations, with a strong showing in academic achievement and a higher-than-expected graduation rate. A low post-secondary participation rate is all that keeps this school out of the top 20.

School Name: St. Patrick’s High  
District: Halifax  
Overall Grade: B  
Rank: 22nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	769	22.04	74.41	58.08
Provincial Rank	19th	67th	8th	31st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.232	89	-1.551	6	0.437	67
Expected Score	0.268	61	-0.194	42	-0.29	38
Differential	0.963	29	-1.357	-36	0.730	28
Grade	B+		D		B+	
Provincial Rank	9th		70th		16th	

**Comments**  
St. Patrick’s High serves an above-average SES community and has above-average feeder achievement. Its overall performance exceeds expectations, but this masks a striking contrast. It does very well in both education achievement and post-secondary participation. However, its graduation rate is poor, suggesting that employment opportunities are luring young people out of school and into work.

School Name: Forest Heights Community  
District: Southwest-South Shore  
Overall Grade: B  
Rank: 23rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	401	20.56	35.78	93.64
Provincial Rank	31st	54th	31st	6th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.536	70	1.958	97	-0.542	29
Expected Score	0.278	61	0.585	72	0.097	54
Differential	0.258	9	1.374	25	-0.640	-24
Grade	B		A		C	
Provincial Rank	33rd		6th		57th	

**Comments**  
Forest Heights has well above average feeder achievement, but is otherwise roughly average in terms of size, staffing, and community affluence. Its overall performance is strong, with a very high graduation rate and somewhat higher than expected academic achievement. The low rate of post-secondary participation is a concern, and may reflect a lack of education opportunities in the community following graduation.

School Name: Lockeport Regional High  
District: Southwest-Tri County  
Overall Grade: B  
Rank: 24th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	72	17.68	20.42	4.62
Provincial Rank	74th	21st	49th	70th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.080	14	1.720	96	-0.604	27
Expected Score	-1.047	15	0.276	61	-0.333	37
Differential	-0.033	-1	1.445	35	-0.272	-10
Grade	C+		A		C+	
Provincial Rank	43rd		4th		48th	

**Comments**  
Lockeport Regional High is a very small school with poor feeder achievement. Its overall performance is above expectations, largely driven by the province’s fourth-best graduation rate. It falls below expectations in post-secondary participation and academic achievement, but in neither case by a wide margin.

## Nova Scotia High Schools Ranked 25th – 30th

School Name: Strait Area Education Centre  
 District: Strait  
 Overall Grade: B  
 Rank: 25th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	326	17.15	41.42	28.77
Provincial Rank	41st	16th	24th	47th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.719	24	0.906	82	0.729	77
Expected Score	-0.524	30	0.231	59	-0.028	49
Differential	-0.195	-6	0.675	23	0.757	28
Grade	C+		B+		B+	
Provincial Rank	50th		16th		15th	

**Comments**

Strait Area Education Centre has weak feeder achievement and serves a poorer-than-average community. Its overall performance exceeds expectations, with higher-than-expected graduation and post-secondary participation rates, and academic achievement that falls just short of expectations.

School Name: Digby Regional High  
 District: Southwest-Tri County  
 Overall Grade: B  
 Rank: 26th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	256	18.23	17.27	15.15
Provincial Rank	46th	26th	54th	56th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.568	72	-0.429	33	-0.957	17
Expected Score	-0.757	22	0.336	63	-0.097	46
Differential	1.326	49	-0.765	-30	-0.860	-29
Grade	A		C		C	
Provincial Rank	7th		61st		64th	

**Comments**

Digby Regional High operates in a challenging environment, serving a community with low SES and having low feeder achievement. Its overall performance is above expectations, a result largely driven by stronger-than-expected academic achievement. It fares poorly in terms of its graduation and post-secondary participation rates.

School Name: Cabot High  
 District: Cape Breton-Victoria  
 Overall Grade: B  
 Rank: 27th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	128	17.75	0.76	17.62
Provincial Rank	64th	23rd	75th	53rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.435	8	0.762	78	2.161	98
Expected Score	-1.03	15	0.831	80	0.260	60
Differential	-0.406	-8	-0.07	-2	1.902	38
Grade	C+		C+		A+	
Provincial Rank	53rd		47th		2nd	

**Comments**

Cabot High serves the poorest community in Nova Scotia and also has well below average feeder achievement. However, its post-secondary participation rate is second overall in the province. By contrast, it is unable to reach its very low expectations in terms of academic achievement.

School Name: Guysborough Academy  
 District: Strait  
 Overall Grade: B  
 Rank: 28th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	166	15.71	15.92	52.38
Provincial Rank	53rd	9th	59th	36th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.699	24	1.105	87	1.118	87
Expected Score	-0.593	28	0.689	75	0.323	63
Differential	-0.105	-3	0.416	11	0.795	24
Grade	C+		B		B+	
Provincial Rank	45th		27th		11th	

**Comments**

Guysborough Academy serves a very poor community in a rural part of the province. The school is small and has a favourable students-to-staff ratio. Its overall performance exceeds expectations somewhat, with strong performances in graduation and post-secondary participation rates offset by lower-than-expected academic performance.

School Name: Breton Education Centre  
 District: Cape Breton-Victoria  
 Overall Grade: B  
 Rank: 29th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	549	20.59	4.29	9.68
Provincial Rank	26th	56th	72nd	62nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.851	20	0.821	79	0.678	75
Expected Score	-0.710	24	0.275	61	0.025	51
Differential	-0.140	-4	0.546	19	0.653	24
Grade	C+		B+		B+	
Provincial Rank	47th		20th		20th	

**Comments**

Breton Education Centre operates in a challenging environment, with low community SES and weak feeder achievement. Its performance is above expectations overall, with particularly strong graduation and post-secondary participation rates.

School Name: Stellarton High  
 District: Chignecto-Central  
 Overall Grade: B  
 Rank: 30th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	250	22.37	17.16	61.84
Provincial Rank	47th	70th	55th	22nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.035	49	0.335	63	0.525	70
Expected Score	-0.165	43	0.515	70	-0.291	39
Differential	0.130	5	-0.180	-7	0.816	31
Grade	B		C+		B+	
Provincial Rank	36th		48th		10th	

**Comments**

Stellarton High has strong feeder achievement, although it serves a poorer-than-average community and has a higher-than-average students-to-staff ratio. Its overall performance is unremarkable, although its post-secondary participation rate is good.

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Nova Scotia High Schools Ranked 31st – 36th

School Name: New Glasgow Junior-Senior High  
District: Chignecto-Central  
Overall Grade: B  
Rank: 31st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	411	20.64	40.95	61.42
Provincial Rank	30th	57th	26th	23rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.330	63	0.488	69	-0.298	38
Expected Score	-0.067	47	0.281	61	-0.171	43
Differential	0.397	16	0.207	8	-0.127	-5
Grade	B		B		C+	
Provincial Rank	25th		34th		44th	

Comments

New Glasgow Junior-Senior High is near the average across most input criteria. Its overall performance exceeds expectations, with better-than-expected academic achievement and graduation rate.

School Name: West Pictou District High  
District: Chignecto-Central  
Overall Grade: B  
Rank: 32nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	401	19.44	3.78	58.84
Provincial Rank	31st	38th	74th	26th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.477	32	1.237	89	0.508	69
Expected Score	-0.379	35	0.717	76	0.338	63
Differential	-0.097	-4	0.520	13	0.171	6
Grade	C+		B+		B	
Provincial Rank	44th		24th		33rd	

Comments

West Pictou serves one of the poorest communities in Nova Scotia, although the schools feeding into it tend to produce good students. Its performance is above expectations, with a strong showing in the graduation and post-secondary participation rates. It falls slightly below expectations in academic achievement.

School Name: Sir John A. MacDonald High  
District: Halifax  
Overall Grade: B  
Rank: 33rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1135	21.42	85.05	64.30
Provincial Rank	5th	63rd	6th	21st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.972	83	-0.149	44	-0.751	23
Expected Score	0.514	70	-0.435	33	-0.014	49
Differential	0.459	14	0.286	11	-0.737	-27
Grade	B		B		C	
Provincial Rank	24th		31st		60th	

Comments

Sir John A. MacDonald is a large, affluent school with above-average feeder achievement and an unfavourable students-to-staff ratio. Its overall performance exceeds expectations, with a particularly strong performance in academic achievement. Of particular concern is a low post-secondary participation rate.

School Name: Weymouth Consolidated  
District: Southwest-Tri-County  
Overall Grade: B  
Rank: 34th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	112	14.48	25.37	8.00
Provincial Rank	69th	5th	41st	67th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.953	17	0.518	70	-0.076	47
Expected Score	-1.069	14	0.351	64	0.050	52
Differential	0.116	3	0.167	6	-0.126	-5
Grade	B		B		C+	
Provincial Rank	37th		37th		43rd	

Comments

Weymouth Consolidated is one of the smallest schools in the province and has a very favourable students-to-staff ratio. Its feeder achievement is well below average, diminishing some of the expectations of the school. It does, however, exceed expectations in both its academic achievement and graduation rate. It falls just below expectations in post-secondary participation.

School Name: Dr. John Hugh Gillis Regional  
District: Strait  
Overall Grade: B  
Rank: 35th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	819	18.23	67.45	91.36
Provincial Rank	15th	25th	10th	8th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	0.118	55	0.704	76	0.755	77
Expected Score	0.435	67	0.175	57	0.424	66
Differential	-0.317	-12	0.529	19	0.331	11
Grade	C+		B+		B	
Provincial Rank	51st		23rd		27th	

Comments

Dr. John Hugh Gillis Regional High is a relatively advantaged school, serving a community with above-average SES and having particularly strong feeder achievement. Its performance exceeds expectations, with high graduation and post-secondary participation rates. It falls below expectations in academic achievement, although its unadjusted performance is above the provincial average.

School Name: Sydney Academy  
District: Cape Breton-Victoria  
Overall Grade: B  
Rank: 36th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	803	20.58	16.83	5.38
Provincial Rank	18th	55th	57th	69th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.002	50	-1.179	12	0.073	12
Expected Score	-0.575	28	-0.124	45	-0.033	45
Differential	0.573	22	-1.056	-33	0.106	-33
Grade	B+		D		B	
Provincial Rank	18th		65th		36th	

Comments

Sydney Academy serves a poor community and has poor feeder achievement. Its overall performance exceeds expectations, but not by a wide margin, and reveals two areas of concern: its poor grades in the graduation rate and post-secondary participation rate.



## Nova Scotia High Schools Ranked 37th – 42nd

School Name: **Horton High**  
 District: **Annapolis Valley**  
 Overall Grade: **B**  
 Rank: **37th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	837	22.14	63.63	58.22
Provincial Rank	14th	68th	11th	27th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.485	93	0.073	53	-2.727	1
Expected Score	0.259	60	-0.148	44	-0.171	43
Differential	1.226	33	0.221	9	-2.557	-43
Grade	A		B		F	
Provincial Rank	8th		32nd		75th	

**Comments**

Horton High has the advantage of representing a moderately affluent community and has above-average feeder achievement. Its overall performance marginally exceeds expectations, but this masks some important contrasts. Its academic performance is among the strongest in the province. It has high expectations and easily exceeds them. It also graduates a somewhat higher than expected proportion of its students. However, the school falls well below expectations in terms of participation in post-secondary education.

School Name: **Windsor Regional High**  
 District: **Annapolis Valley**  
 Overall Grade: **B**  
 Rank: **38th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	543	19.26	41.19	13.11
Provincial Rank	27th	35th	25th	58th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	0.047	52	-1.125	13	-0.172	43
Expected Score	-0.497	31	-0.051	48	-0.191	42
Differential	0.544	21	-1.07	-35	0.019	1
Grade	B+		D		B	
Provincial Rank	20th		66th		40th	

**Comments**

Windsor Regional High faces the challenge of incoming students with well below average achievement. The school's overall performance is above expectations, however, with a strong showing in both its academic achievement and post-secondary participation rate. A low graduation rate is cause for some concern.

School Name: **Pugwash District High**  
 District: **Chignecto-Central**  
 Overall Grade: **C+**  
 Rank: **39th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	160	19.65	22.45	55.79
Provincial Rank	55th	43rd	45th	33rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.321	37	0.768	78	-0.526	30
Expected Score	-0.351	36	0.547	71	-0.148	44
Differential	0.031	1	0.221	7	-0.378	-14
Grade	B		B		C+	
Provincial Rank	42nd		33rd		51st	

**Comments**

Pugwash District High is a small school with somewhat above average feeder achievement and somewhat below average community SES. Its overall performance falls just below expectations, with a higher-than-expected graduation rate and academic achievement being offset by a lower-than-expected post-secondary participation rate.

School Name: **Hants East Rural High**  
 District: **Chignecto-Central**  
 Overall Grade: **C+**  
 Rank: **40th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	516	19.78	58.42	92.36
Provincial Rank	28th	46th	15th	7th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.414	8	0.997	84	0.038	52
Expected Score	-0.291	39	-0.003	50	0.221	59
Differential	-1.123	-31	1.000	34	-0.184	-7
Grade	D		A		C+	
Provincial Rank	67th		10th		46th	

**Comments**

Hants East is an advantaged rural school, with high feeder achievement and relatively high community SES. It does poorly in terms of its academic achievement, but graduates more of its students than expected.

School Name: **Canso Academy**  
 District: **Strait**  
 Overall Grade: **C+**  
 Rank: **41st**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	106	15.78	5.84	0.24
Provincial Rank	70th	11th	69th	75th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.881	1	1.647	95	0.797	79
Expected Score	-1.574	6	0.266	61	-0.124	45
Differential	-1.308	-6	1.381	35	0.921	34
Grade	D		A		B+	
Provincial Rank	69th		5th		8th	

**Comments**

Canso Academy is a small school with a favourable students-to-staff ratio. However, it faces a difficult learning challenge, with low community SES and the worst feeder achievement in the province. Its overall performance falls just below expectations, but this masks a severe contrast. It does very poorly on academic achievement, falling well below already-low expectations, but its graduation and post-secondary participation rates are very high.

School Name: **River Hebert District High**  
 District: **Chignecto-Central**  
 Overall Grade: **C+**  
 Rank: **42nd**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	76	17.28	4.08	2.28
Provincial Rank	73rd	18th	73rd	73rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.996	16	0.484	69	-1.055	15
Expected Score	-1.297	10	0.462	68	-0.109	46
Differential	0.301	6	0.023	1	-0.945	-31
Grade	B		B		C	
Provincial Rank	28th		42nd		67th	

**Comments**

River Hebert District High faces one of the more adverse situations in the province. It serves a very poor community and has well below average feeder achievement. Its overall performance is just below expectations, with a very low post-secondary participation rate being the biggest concern.

Nova Scotia High Schools Ranked 43rd – 48th

School Name: Liverpool Regional High  
District: Southwest-South Shore  
Overall Grade: C+  
Rank: 43rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	350	23.73	24.42	9.55
Provincial Rank	38th	73rd	42nd	64th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.285	39	-0.910	18	-0.585	28
Expected Score	-0.505	31	0.022	51	-0.730	23
Differential	0.219	8	-0.933	-33	0.145	5
Grade	B		C		B	
Provincial Rank	34th		64th		34th	

Comments  
Liverpool Regional High faces two main challenges: low feeder achievement and one of the highest students-to-staff ratios in the province. Its overall performance is just below expectations. Its academic achievement and post-secondary participation rate are better than expected, but its graduation rate falls well below expectations.

School Name: Sackville High  
District: Halifax  
Overall Grade: C+  
Rank: 44

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1014	20.54	73.83	55.54
Provincial Rank	7th	53rd	9th	34th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.934	82	-2.038	2	0.138	55
Expected Score	0.289	61	-0.291	39	0.047	52
Differential	0.645	21	-1.747	-36	0.090	4
Grade	B+		F		B	
Provincial Rank	15th		72nd		38th	

Comments  
Sackville High is a large school serving an affluent community. It also has somewhat above average feeder achievement. Overall, it performs just below expectations. Its graduation rate is extremely poor, despite low expectations on this criterion, but it does well in academic achievement, exceeding already-high expectations by a wide margin.

School Name: Prince Andrew High  
District: Halifax  
Overall Grade: C+  
Rank: 45th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1179	25.10	87.52	94.69
Provincial Rank	2nd	75th	5th	4th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.109	54	-0.225	41	1.280	90
Expected Score	1.100	86	-0.318	38	-0.167	43
Differential	-0.991	-32	0.093	4	1.447	47
Grade	C		B		A	
Provincial Rank	66th		41st		3rd	

Comments  
Prince Andrew High is a large school that serves an affluent community and has strong feeder achievement. The only factor that blemishes this advantage is its students-to-staff ratio, which is the highest in the province. Its overall performance is below expectations, with lower-than-predicted academic achievement being a cause for concern. Given the strength of its students on arrival, the school’s academic performance should be much better. Its graduation and post-secondary participation rates are better than expected.

School Name: Cobequid Educational Centre  
District: Chignecto-Central  
Overall Grade: C+  
Rank: 46th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1616	19.60	60.08	77.94
Provincial Rank	1st	42nd	14th	14th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	1.191	88	-0.330	37	-0.708	24
Expected Score	0.655	74	-0.344	37	0.826	80
Differential	0.536	14	0.014	1	-1.534	-56
Grade	B+		B		F	
Provincial Rank	21st		43rd		73rd	

Comments  
Cobequid Education Centre is the largest high school in Nova Scotia. It has strong feeder achievement and serves an affluent community. Its overall performance is somewhat weak, with a very low level of post-secondary participation. However, it exceeds high expectations in academic achievement.

School Name: West Kings District High  
District: Annapolis Valley  
Overall Grade: C+  
Rank: 47th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	600	23.20	53.92	29.97
Provincial Rank	23rd	72nd	20th	45th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.268	61	-0.827	20	-1.136	13
Expected Score	-0.060	48	-0.140	44	-0.539	30
Differential	0.327	13	-0.687	-24	-0.598	-17
Grade	B		C		C	
Provincial Rank	26th		59th		55th	

Comments  
West Kings serves a community with above-average affluence, but this is offset by lower-than-average feeder achievement. Its performance is below expectations, with lower-than-expected graduation and post secondary participation rates. However, its academic achievement is better than expected.

School Name: Yarmouth Consolidated Memorial  
District: Southwest-Tri County  
Overall Grade: C+  
Rank: 48th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	808	20.33	28.87	40.45
Provincial Rank	17th	50th	37th	40th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.175	57	-1.619	5	0.582	72
Expected Score	-0.110	46	0.060	52	0.150	56
Differential	0.285	11	-1.679	-47	0.432	16
Grade	B		F		B	
Provincial Rank	30th		71st		23rd	

Comments  
Yarmouth Consolidated is a large school with a high students-to-staff ratio. Its overall performance is below expectations, largely driven by a very poor graduation rate. The school exceeds expectations for its post-secondary participation rate and academic achievement.

## Nova Scotia High Schools Ranked 49th – 54th

School Name: **Baddeck Academy**  
 District: **Cape Breton-Victoria**  
 Overall Grade: **C+**  
 Rank: **49th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	161	15.27	6.98	98.27
Provincial Rank	54th	6th	68th	3rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.412	34	0.672	75	1.168	88
Expected Score	-0.066	47	1.264	90	0.878	81
Differential	-0.346	-13	-0.591	-15	0.290	7
Grade	C+		C		B	
Provincial Rank	52nd		57th		28th	

**Comments**

Students entering Baddeck Academy are among the most accomplished in the province and the school serves one of its poorest communities. These conditions create high expectations for post-secondary participation, which it exceeds. It does not fare as well on the other criteria, however, falling below expectations in both academic achievement and its graduation rate.

School Name: **Park View Education Centre**  
 District: **Southwest-South Shore**  
 Overall Grade: **C+**  
 Rank: **50th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	931	21.47	31.13	65.80
Provincial Rank	12th	64th	35th	20th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.726	23	0.241	60	0.892	81
Expected Score	0.206	58	0.087	53	0.227	59
Differential	-0.932	-35	0.154	6	0.665	22
Grade	C		B		B+	
Provincial Rank	64th		38th		19th	

**Comments**

Park View Education Centre is a large school with above-average feeder achievement. It serves a below-average SES community. Its overall performance is below expectations, driven by poor academic achievement. Its graduation and post-secondary participation rates are better than expected.

School Name: **Dartmouth High**  
 District: **Halifax**  
 Overall Grade: **C+**  
 Rank: **51st**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1146	21.38	54.88	56.77
Provincial Rank	4th	62nd	17th	32nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	0.164	57	-0.258	40	-0.648	26
Expected Score	0.321	63	-0.236	41	0.198	58
Differential	-0.156	-6	-0.022	-1	-0.846	-32
Grade	C+		C+		C	
Provincial Rank	49th		44th		63rd	

**Comments**

Dartmouth High is a large school with a high students-to-staff ratio. It serves a community with above-average SES and has above-average feeder achievement. Its performance falls below expectations on all criteria, with a poor post-secondary participation rate being a significant concern. Given the availability of post-secondary opportunities in the Halifax area, this is somewhat surprising.

School Name: **Glace Bay High**  
 District: **Cape Breton-Victoria**  
 Overall Grade: **C+**  
 Rank: **52nd**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	992	21.67	8.88	17.50
Provincial Rank	11th	65th	62nd	54th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.414	8	0.997	84	0.038	52
Expected Score	-0.291	39	-0.003	50	0.221	59
Differential	-1.123	-31	1.000	34	-0.184	-7
Grade	D		A		C+	
Provincial Rank	67th		10th		46th	

**Comments**

Glace Bay High is a large school with a number of disadvantages. It has below-average feeder achievement and a very high students-to-staff ratio. It also serves a community with low SES. Its overall performance falls moderately below expectations, with academic achievement being a particular blemish. On a positive note, the school has a very good record of retaining its students, although somewhat fewer than expected go on to post-secondary education.

School Name: **Central Kings Rural High**  
 District: **Annapolis Valley**  
 Overall Grade: **C+**  
 Rank: **53rd**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	574	19.30	54.47	9.67
Provincial Rank	25th	36th	18th	63rd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.031	15	-0.948	17	0.108	54
Expected Score	-0.485	31	-0.195	42	-0.292	39
Differential	-0.546	-16	-0.753	-25	0.400	16
Grade	C		C		B	
Provincial Rank	56th		60th		25th	

**Comments**

Central Kings is a somewhat larger than average school that serves an affluent community but has quite low feeder achievement. Its overall performance falls below expectations, with a low graduation rate and lower-than-expected academic achievement being weak areas. Its post-secondary participation rate exceeds expectations, perhaps reflecting the local availability of post-secondary opportunities.

School Name: **New Germany Rural High**  
 District: **Southwest-South Shore**  
 Overall Grade: **C+**  
 Rank: **54th**

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	203	20.77	36.42	58.09
Provincial Rank	51st	58th	30th	30th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.116	13	0.850	80	-0.449	33
Expected Score	-0.200	42	0.399	66	-0.330	37
Differential	-0.916	-29	0.451	15	-0.120	-4
Grade	C		B		C+	
Provincial Rank	63rd		26th		42nd	

**Comments**

New Germany Rural High serves a community with slightly below average SES and has slightly above average feeder achievement. Its overall performance falls below expectations, with low academic achievement being the biggest cause for concern. Its post-secondary participation rate is also lower than expected, but its graduation rate is good.

## Nova Scotia High Schools Ranked 55th – 60th

School Name: Inverness Academy  
 District: Strait  
 Overall Grade: C+  
 Rank: 55th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	136	18.30	7.81	74.27
Provincial Rank	61st	27th	66th	15th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.609	5	1.418	92	0.611	73
Expected Score	-0.371	36	0.876	81	0.244	60
Differential	-1.239	-30	0.541	11	0.366	13
Grade	D		B+		B	
Provincial Rank	68th		22nd		26th	

**Comments**

Inverness Academy displays a sharp contrast between its feeder achievement, which is well above average, and its community SES, which is well below average. Its overall performance is somewhat lower than expected, with poor academic achievement being the main concern. Its graduation and post-secondary participation rates exceed expectations.

School Name: North Colchester High  
 District: Chignecto-Central  
 Overall Grade: C+  
 Rank: 58th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	127	15.42	16.12	30.59
Provincial Rank	65th	7th	58th	44th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.315	38	-2.298	1	0.429	67
Expected Score	-0.795	21	0.595	72	0.215	59
Differential	0.481	16	-2.893	-71	0.214	8
Grade	B		F		B	
Provincial Rank	22nd		75th		31st	

**Comments**

North Colchester High is among the smallest high schools in Nova Scotia and has one of the most favourable students-to-staff ratios. By contrast, it has below-average feeder achievement and serves a community with well below average affluence. The school exceeds expectations in terms of academic achievement and post-secondary participation, but its overall grade is reduced by a very poor graduation rate.

School Name: Lunenburg Junior-Senior High  
 District: Southwest-South Shore  
 Overall Grade: C+  
 Rank: 56th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	156	19.06	43.25	55.24
Provincial Rank	56th	32nd	23rd	35th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.226	41	-0.446	33	-1.110	13
Expected Score	-0.297	38	0.404	66	-0.243	40
Differential	0.070	3	-0.850	-33	-0.867	-27
Grade	B		C		C	
Provincial Rank	39th		62nd		65th	

**Comments**

Lunenburg Junior-Senior High's inputs are about average. Its overall performance is weak, with low graduation and post-secondary participation rates dragging down performance.

School Name: Duncan MacMillan High  
 District: Halifax  
 Overall Grade: C+  
 Rank: 59th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	124	11.03	11.83	13.70
Provincial Rank	66th	1st	61st	57th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.349	9	0.248	60	-0.440	33
Expected Score	-1.208	11	0.636	74	0.621	73
Differential	-0.141	-2	-0.388	-14	-1.062	-40
Grade	C+		C+		D	
Provincial Rank	48th		52nd		68th	

**Comments**

Duncan MacMillan is a small high school with the smallest students-to-staff ratio in the province. It serves a community with well below average SES and has poor feeder achievement. It is a weak performer on all criteria, particularly post-secondary participation. It also falls short of its low academic achievement expectations.

School Name: Amherst High  
 District: Chignecto-Central  
 Overall Grade: C+  
 Rank: 57th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	604	20.82	39.07	48.39
Provincial Rank	22nd	59th	28th	39th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.763	22	0.308	62	-0.602	27
Expected Score	-0.078	47	0.120	55	-0.093	46
Differential	-0.685	-25	0.187	7	-0.508	-19
Grade	C		B		C	
Provincial Rank	60th		36th		54th	

**Comments**

With the exception of a high students-to-staff ratio, Amherst High's inputs are unremarkable. The school performs below expectations in both academic achievement and its post-secondary participation rate, but graduates a higher-than-expected proportion of its students.

School Name: Bridgetown Regional High  
 District: Annapolis Valley  
 Overall Grade: C+  
 Rank: 60th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	220	18.13	33.17	49.05
Provincial Rank	49th	24th	32nd	38th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.130	45	-1.789	4	-0.130	45
Expected Score	-0.398	35	0.433	67	-0.055	48
Differential	0.268	10	-2.221	-63	-0.075	-3
Grade	B		F		C+	
Provincial Rank	32nd		74th		41st	

**Comments**

Bridgetown Regional High is a small school serving a community with below-average SES. Its overall performance is below expectations, largely because of a very poor graduation rate. Its post-secondary participation rate falls just short of expectations and its academic achievement is better than expected.

## Nova Scotia High Schools Ranked 61st – 66th

School Name: Millwood High  
 District: Halifax  
 Overall Grade: C+  
 Rank: 61st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	639	19.26	77.32	39.00
Provincial Rank	21st	34th	7th	41st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.569	28	0.411	66	-1.686	5
Expected Score	-0.053	48	-0.183	43	-0.210	42
Differential	-0.517	-19	0.594	23	-1.475	-37
Grade	C		B+		D	
Provincial Rank	55th		19th		72nd	

**Comments**

Millwood High serves an affluent community, but has below-average feeder achievement, which serves to temper expectations. Its overall performance falls short of these expectations, with a very low post-secondary participation rate and lower-than-expected graduation rate. A higher-than-expected graduation rate keeps this school out of the bottom ten.

School Name: Halifax West High  
 District: Halifax  
 Overall Grade: C+  
 Rank: 62nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	810	20.33	90.99	71.98
Provincial Rank	16th of 75	49th	3rd	17th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.406	34	-1.360	9	0.604	73
Expected Score	0.424	66	-0.275	39	-0.184	43
Differential	-0.830	-32	-1.08	-30	0.788	30
Grade	C		D		B+	
Provincial Rank	61st		67th		12th	

**Comments**

Halifax West serves an affluent community and has strong feeder achievement. Its overall performance is weak, with a graduation rate and academic achievement that are well below expectations. Only a strong post-secondary participation rate prevents this school from falling into the bottom ten.

School Name: Trenton Middle High  
 District: Chignecto-Central  
 Overall Grade: C  
 Rank: 63rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	135	17.36	32.42	11.57
Provincial Rank	62nd	19th	33rd	61st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.439	8	-0.968	17	0.176	57
Expected Score	-0.830	20	0.255	60	-0.254	40
Differential	-0.609	-13	-1.222	-43	0.430	17
Grade	C		D		B	
Provincial Rank	58th		68th		24th	

**Comments**

Trenton Middle High serves a below-average SES community and has very low feeder achievement. Its overall performance is well below expectations, with a low graduation rate and poor academic achievement. It does better than expected on post-secondary participation.

School Name: South Colchester High  
 District: Chignecto-Central  
 Overall Grade: C  
 Rank: 64th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	362	24.60	52.36	78.62
Provincial Rank	36th	74th	21st	13th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.308	38	0.533	70	-1.744	4
Expected Score	0.290	61	0.236	59	-0.612	27
Differential	-0.598	-23	0.297	11	-1.132	-23
Grade	C		B		D	
Provincial Rank	57th		30th		69th	

**Comments**

South Colchester High serves a relatively affluent community and has high feeder achievement. In contrast to these advantages, it has the second-highest ratio of students to staff in the province. Its performance is somewhat disappointing, with academic achievement and, especially, post-secondary participation falling below expectations. The graduation rate is somewhat higher than expected.

School Name: Hants West Rural High  
 District: Annapolis Valley  
 Overall Grade: C  
 Rank: 65th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	342	19.75	23.44	15.35
Provincial Rank	39th	45th	44th	55th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.738	23	-0.163	44	-2.080	2
Expected Score	-0.612	27	0.196	58	-0.248	40
Differential	-0.127	-4	-0.359	-14	-1.831	-38
Grade	C+		C+		F	
Provincial Rank	46th		51st		74th	

**Comments**

Hants West serves a community with below-average SES and has below-average feeder achievement. Its overall performance is weak across the board, with a very low post-secondary participation rate being the biggest concern.

School Name: Shelburne Regional High  
 District: Southwest-Tri County  
 Overall Grade: C  
 Rank: 66th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	224	19.47	20.74	61.31
Provincial Rank	48th	40th	48th	24th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.242	11	-0.070	47	-0.245	40
Expected Score	-0.296	38	0.566	71	-0.039	48
Differential	-0.946	-28	-0.634	-24	-0.207	-8
Grade	C		C		C+	
Provincial Rank	65th		58th		47th	

**Comments**

Shelburne Regional High serves a poorer-than-average community, but it does have strong feeder achievement. Its performance falls below expectations on all criteria, with academic achievement a particular cause for concern.

## Nova Scotia High Schools Ranked 67th – 72nd

School Name: Springhill Junior-Senior High  
 District: Chignecto-Central  
 Overall Grade: C  
 Rank: 67th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	216	18.52	17.69	11.68
Provincial Rank	50th	28th	53rd	60th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.482	7	-0.965	17	-0.542	29
Expected Score	-0.808	21	0.310	62	-0.193	42
Differential	-0.674	-14	-1.28	-45	-0.349	-13
Grade	C		D		C+	
Provincial Rank	59th		69th		50th	

**Comments**

Springhill Junior-Senior High serves a poor community and has lower-than-average feeder achievement. Its performance is below expectations across the board, with a very low graduation rate being the most worrying result.

School Name: J.L. Ilsley High  
 District: Halifax  
 Overall Grade: C  
 Rank: 68th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	759	21.81	60.61	20.49
Provincial Rank	20th	66th	13th	51st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.983	16	-0.864	19	-1.100	14
Expected Score	-0.116	45	-0.296	38	-0.369	36
Differential	-0.866	-29	-0.569	-19	-0.730	-22
Grade	C		C		C	
Provincial Rank	62nd		56th		59th	

**Comments**

J.L. Ilsley High serves an above-average SES community, but has low feeder achievement and a high students-to-staff ratio. Its overall performance is poor, falling well below expectations on all three criteria.

School Name: Memorial High  
 District: Cape Breton-Victoria  
 Overall Grade: C  
 Rank: 69th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	870	19.20	4.95	58.19
Provincial Rank	13th	33rd	71st	29th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-0.647	26	-1.595	6	0.544	71
Expected Score	-0.161	44	0.443	67	0.686	75
Differential	-0.485	-18	-2.038	-62	-0.142	-5
Grade	C+		F		C+	
Provincial Rank	54th		73rd		45th	

**Comments**

Memorial High serves one of the poorest communities in the province. This disadvantage is offset somewhat by above-average feeder achievement. Its overall performance is weak, with a very poor graduation rate being a particular problem.

School Name: Hants North Rural High  
 District: Chignecto-Central  
 Overall Grade: C  
 Rank: 70th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	148	15.77	27.68	19.10
Provincial Rank	59th	10th	38th	52nd

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.676	1	1.394	92	-0.760	22
Expected Score	-0.821	21	0.392	65	0.021	51
Differential	-1.85	-20	1.00	27	-0.782	-29
Grade	F		A		C	
Provincial Rank	71st		9th		61st	

**Comments**

Hants North High is a small school with a low students-to-staff ratio. It serves a community with below-average SES and has low feeder achievement. Its performance measures provide an interesting contrast. It fares poorly in terms of both academic achievement and post-secondary participation. In contrast, its graduation rate is among the best in the province.

School Name: Cole Harbour District High  
 District: Halifax  
 Overall Grade: C  
 Rank: 71st

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	1012	19.66	62.59	8.80
Provincial Rank	8th	44th	12th	65th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.647	5	-0.525	30	-0.754	23
Expected Score	-0.253	40	-0.497	31	-0.059	48
Differential	-1.395	-35	-0.028	-1	-0.695	-25
Grade	D		C+		C	
Provincial Rank	70th		45th		58th	

**Comments**

Cole Harbour District High is a large school that serves an affluent community, but it also has low feeder achievement. Its well-documented problems may be at the core of its overall poor performance, with a particularly low result in academic achievement. Its post-secondary participation rate is also below expectations. The relatively high overall SES of the community it serves may be masking sharp contrasts between students from wealthy and poor families.

School Name: Barrington Municipal High  
 District: Southwest-Tri-County  
 Overall Grade: C  
 Rank: 72nd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	330	18.87	13.59	26.54
Provincial Rank	40th	29th	60th	48th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-2.696	1	0.912	82	0.117	55
Expected Score	-0.595	28	0.408	66	0.008	50
Differential	-2.102	-27	0.504	16	0.108	4
Grade	F		B+		B	
Provincial Rank	74th		25th		35th	

**Comments**

Barrington Municipal High serves a poor community and has below-average feeder achievement. Its overall performance is very poor, largely driven by the second lowest academic achievement ranking in the province. The school actually does better than expected in terms of its graduation and post-secondary participation rates.

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Nova Scotia High Schools Ranked 73rd – 75th

School Name: Bridgewater Junior-Senior High  
District: Southwest-South Shore  
Overall Grade: D  
Rank: 73rd

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	307	22.16	52.31	94.59
Provincial Rank	44th	69th	22nd	5th

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.640	5	-0.411	34	0.462	68
Expected Score	0.397	65	0.497	69	-0.240	41
Differential Grade	-2.038	-60	-0.908	-35	0.701	27
	F		C		B+	
Provincial Rank	72nd		63rd		18th	

Comments

Bridgewater Junior-Senior High has an odd set of results. It has very strong feeder achievement and, since the school includes both junior and senior high grades, it deserves credit for this input. However, as these students move through high school, their academic performance falls far below expectations. Its graduation rate is also much lower than expected. Only a strong post-secondary participation rate keeps this school from the lowest ranking in the province.

School Name: Clare District High  
District: Southwest Regional School Board  
Overall Grade: D  
Rank: 74th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	80	13.76	22.30	3.82
Provincial Rank	72nd	3rd	46th	71st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	Percentile	z-score	percentile	z-score	percentile
Actual Score	-4.068	1	0.444	67	-0.320	37
Expected Score	-1.243	11	0.334	63	0.059	52
Differential Grade	-2.825	-11	0.109	4	-0.379	-15
	F		B		C+	
Provincial Rank	75th		39th		52nd	

Comments

Clare District High serves a poor community and has poor feeder achievement, suggesting a difficult learning environment. Its overall performance is poor, particularly in academic achievement, despite low expectations on this criterion. It also falls below expectations in post-secondary participation, but graduates a high proportion of its students.

School Name: Oxford Regional High  
District: Chignecto-Central  
Overall Grade: D  
Rank: 75th

INPUTS	Enrolment	Students/Staff Ratio	SES	Feeder Achievement
	138	17.23	37.37	99.94
Provincial Rank	60th	17th	29th	1st

OUTPUTS	Academic Achievement		Graduation Rate		Post-Secondary Participation	
	z-score	percentile	z-score	percentile	z-score	percentile
Actual Score	-1.525	6	0.644	74	-0.746	23
Expected Score	0.527	70	1.153	88	0.563	71
Differential Grade	-2.053	-64	-0.509	-14	-1.310	-49
	F		C		D	
Provincial Rank	73rd		54th		70th	

Comments

Oxford Regional High is a case of opportunity lost. It has the highest feeder achievement in the province, but falls below expectations on all criteria, with a particularly poor performance in academic achievement and a much lower than expected post-secondary participation rate. Its overall performance is the worst in the province, and it escapes a failing grade only by virtue of a high graduation rate.

## Selected Publications from the AIMS Library

### Other AIMS Work on Education

*Testing & Accountability: The Keys to Educational Excellence in Atlantic Canada*, by Charles Cirtwill, Rod Clifton, and John D'Orsay, February 2002

*Choosing Better Schools*, Conference binder including video and booklet (*The Charter School Idea: Breaking Educational Gridlock*), and *Charter Schools in Atlantic Canada*, by Joe Freedman (with Fred McMahon), The May 1997 AIMS Charter Schools Conference in Fredericton, New Brunswick

### Books

*Retreat from Growth: Atlantic Canada and the Negative-Sum Economy*, by Fred McMahon, 2000

*Road to Growth: How Lagging Economies Become Prosperous*, by Fred McMahon, 2000

*Looking the Gift Horse in the Mouth: The Impact of Federal Transfers on Atlantic Canada*, by Fred McMahon (photocopies only), 1996

*Taking Ownership: Property Rights and Fishery Management on the Atlantic Coast*, Edited by Brian Lee Crowley, September 1996

### Research Reports

*Definitely NOT the Romanow Report: Achieving Equity, Sustainability, Accountability and Consumer Empowerment in Canadian Health Care*, by Brian Lee Crowley, Brian Ferguson, David Zitner and Brett Skinner, December 2002.

*Canadian Aquaculture: Drowning in Regulation*, by Robin Neil & Brian Rogers, June 2002

*Taxing Incentives: How Equalization Distorts tax Policy in Recipient Provinces*, by Kenneth J. Boessenkool, June 2002

*Having Our Gas and Selling it Too: Natural Gas Distribution in Atlantic Canada*, by Thomas L. Tucker, February 2002

*Fiscal Equalization Revisited*, by Professor James M. Buchanan, Nobel Laureate, April 2002

*Public Health, State Secret*, by Dr. David Zitner and Brian Lee Crowley, January 2002

*Atlantic Petroleum Royalties: Fair Deal or Raw Deal?* by G.C. Watkins, June 2001

*Equalization: Milestone or Millstone?* by Roland T. Martin, May 2001

*Taking Off the Shackles: Equalization and the Development of Nonrenewable Resources in Atlantic Canada*, by Kenneth J. Boessenkool, May 2001

*Beyond a Hard Place: The Effects of Employment Insurance Reform on Atlantic Canada's Economic Dependency*, by Rick Audas and David Murrell, October 2000

*Taking A Road Less Taxing: The National Child Benefit and the Atlantic Provinces*, by Ken Boessenkool, 1999

*Population Change in Atlantic Canada: Looking at the Past, Thinking about the Future*, by Frank T. Denton, Christine H. Feaver & Byron G. Spencer, August 1998

### Commentary Series

*Following the Money Trail: Figuring out Just How Large Subsidies to Business Are in Atlantic Canada*, by David Murrell, March 2001

*First, Do No Harm: What Role for ACOA in Atlantic Canada?* by Brian Lee Crowley, March 2000

### Conference Proceedings

*How to Farm the Seas II: The Science, Economics & Politics of Aquaculture on the West Coast* February 15-17, 2001, Vancouver, British Columbia

*Plugging in Atlantic Canada: How will Competition, Deregulation and Privatization in the Continental Electricity Market Affect Us?* October 27, 2000, Halifax, Nova Scotia

*These publications are available at AIMS, 2000 Barrington St., Suite 1006, Halifax, NS B3J 3K1  
Telephone: (902) 429-1143 Facsimile: (902) 425-1393 E-mail: [aims@aims.ca](mailto:aims@aims.ca)  
They can also be found on our website at [www.aims.ca](http://www.aims.ca)*