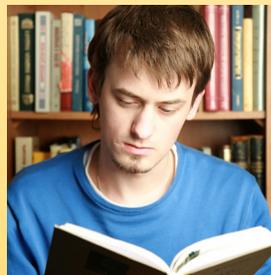


Studies in Education Policy



Report Card on British Columbia's Elementary Schools 2019

by Peter Cowley and Angela MacLeod



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Introduction

The *Report Card on British Columbia's Elementary Schools 2019* (hereafter, *Report Card*) collects a variety of relevant, objective indicators of school performance into one, easily accessible public document so that anyone can analyze and compare the performance of individual schools. By doing so, the *Report Card* assists parents when they choose a school for their children and encourages and assists all those seeking to improve their schools.

The *Report Card* helps parents choose

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

Of course, the choice of a school should not be made solely on the basis of any one source of information. A tour of each school of interest and an interview with the principal can be useful. Parents who already have a child enrolled at the school can provide another point of view. And, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*. Nevertheless, the *Report Card* provides a detailed picture of each school that is not easily available elsewhere.

The *Report Card* encourages schools to improve

The act of publicly rating and ranking schools attracts attention and can provide motivation. Schools that

perform well or show consistent improvement are applauded. Poorly performing schools generate concern, as do those whose performance is deteriorating. This inevitable attention provides one more incentive for all those connected with a school to focus on student results.

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

Some schools do better than others

To improve a school, one must believe that improvement is achievable. This *Report Card* provides evidence about what can be accomplished. It demonstrates clearly that, even when we take into account factors such as the students' family background, which some believe dictate the degree of academic success that students will have in school, some schools do better than others. This finding confirms the results of research carried out in other countries.¹ Indeed, it will come as no great surprise to experienced parents and educators that the data consistently suggest that what goes on in the schools makes a difference to academic results and that some schools make more of a difference than others.

Comparisons are the key to improvement

By comparing a school's latest results with those of earlier years, we can see if the school is improving. By comparing a school's results with those of neighbouring schools or of schools with similar school and student characteristics, we can identify more successful schools and learn from them. Reference to overall provincial results places an individual school's level of

achievement in a broader context.

Comparisons are the key to improvement: making comparisons among schools is made simpler and more meaningful by the *Report Card's* indicators, ratings, and rankings. Comparisons among schools can be made more easily by using the Institute's school rankings website, <<http://www.compareschoolrankings.org>>.

You can contribute to the development of the *Report Card*

The *Report Card* program benefits from the input of interested parties. We welcome your suggestions, comments, and criticisms. Please contact Angela MacLeod at angela.macleod@fraserinstitute.org.

Elementary schools included in this report

This edition of the *Report Card* includes two types of elementary schools. The majority of the schools (646 out of 955) enroll both grade-4 and grade-7 students. An additional 309 elementary schools that do not enroll grade-7 students (hereafter referred to as “Type-2 schools”) are also included. The students who attend these elementary schools generally move to a middle school or junior high school after completing the highest grade (usually grade 5 or grade 6) that the school offers. Type 2 schools are identified in the detailed school reports and in the ranking table with double daggers (††) immediately following each Type 2 school’s name.

The procedure for determining the indicator values, ratings, and rankings for the two types of schools is the same with one important exception. Because Type-2 schools have no grade-7 enrollment, they do not generate the grade-7 level provincewide test results that are used in seven of this *Report Card*’s academic indicators. However, students who were enrolled in Type-2 schools participate in the grade-7 test sittings—usually at a middle school—a year or two after they have left their elementary school. The Ministry of Education provides grade-7 level data required for the calculation of the indicators grouped by the school at which the students were enrolled in grade 4 rather than by the school at which the students had written the grade-7 tests. We are, therefore, able to attribute to each Type-2 school the grade-7 level test results of the students who attended grade 4 at the school.

We believe it is reasonable to make this attribution. In districts where Type-2 elementary schools operate, parents are able to compare academic performance at a

combination of two schools—grades 1 through 5 at the elementary school and grades 6 and 7 at the middle school—with academic performance at Type-1 schools in the same and other districts.

Of course, the staff at Type-2 schools could argue that, since they cannot influence the effectiveness of learning outside their own school, they cannot be held responsible for the grade-7 results of their former students now attending a middle school. To some extent, this may be true. However, in many cases the Type-2 school has been responsible for the child’s academic development for five years and it is reasonable to assume that effective teaching during that period would benefit students as they move through their studies at middle school. Further, it is likely that the administrators in districts where middle schools are established have developed liaison programs to ensure that student progress continues uninterrupted by the transition from elementary to middle schools.

Further, we cannot be certain that all the grade-4 students at a Type-2 school moved to the same school for grade 7. In some cases, students will have two or more middle schools from which to choose. Some students may move to private schools offering a greater grade range. Still others may choose to attend a Type-1 school in a neighbouring district. However, there is no reason to believe that the ability to choose from a variety of grade-7 schools will effect a particular Type-2 school’s results systematically.

Readers reviewing the results for Type-2 schools should bear in mind that they reflect the combined effect of both the elementary school and the middle schools that its students subsequently attend.

Key academic indicators of school performance

The foundation of the *Report Card* is an overall rating of each school's academic performance. We base our Overall rating on ten indicators:

1. average [Foundation Skills Assessment](#)² (FSA) score in grade-4 reading;
2. average FSA score in grade-4 writing;
3. average FSA score in grade-4 numeracy;
4. average FSA score in grade-7 reading;
5. average FSA score in grade-7 writing;
6. average FSA score in grade-7 numeracy;
7. the difference between male and female students in their average FSA scores in grade-7 reading;
8. the difference between male and female students in their average FSA scores in grade-7 numeracy;
9. the percentage of the above tests written by the school's students that were judged to reflect performance below expectations;
10. the percentage of the tests that could have been written by students who were absent, exempted from writing the test or, for any other reason, did not provide a meaningful response to the test.

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

Indicators of effective teaching

Average FSA scores

These indicators (in the tables, *avg score*) show how well each school's students performed compared to students in all other schools on the uniform FSA tests

in reading, writing, and numeracy at the grade-4 and grade-7 levels.

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

Percentage of FSA tests Below expectations

For each school, this indicator (in the tables, Below expectations (%)) measures the extent to which the school's students fail to meet the expected standard of performance on the FSA tests. It was derived by dividing the total number of all the tests in reading, writing and numeracy that were assigned the lowest proficiency level—emerging—by the total number of such tests that were assigned any of the three achievement levels: emerging, on track, and extending⁴

Since reading, writing, and mathematics are critical to students' further intellectual and personal development, students should, at the minimum, be able to demonstrate that they meet the expected level

of achievement for their grade in these subject areas. Schools have the responsibility of ensuring that their students are adequately prepared to do so.

How well do the teachers take student differences into account? The Gender gap indicators

The Gender gap indicators (in the tables, *gender gap*) use the grade-7 FSA results to determine how successful the school has been—compared to all the other schools—in narrowing the achievement gap between male and female students in reading and numeracy.³ They are calculated by determining the absolute value of the difference in the average scores achieved by girls and boys on the grade-7 reading and numeracy tests. The differences in score units are reported as well as the favoured sex.

Undoubtedly, some personal and family characteristics, left unmitigated, can have a deleterious effect on a student's academic development. However, the *Report Card* provides evidence that successful teachers overcome any such impediments. By comparing the results of male and female students in two subject areas—reading and numeracy—in which one group or the other has apparently enjoyed a historical advantage, we are able to gauge the extent to which schools provide effective teaching to all of their students.

The Tests not written indicator

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

Schools that administer the FSA assessments are expected to ensure that all their students write the tests. Higher participation rates provide the benefit of

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

In general, how is the school doing, academically? The Overall rating out of 10

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

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

The standardized data were then weighted and combined to produce an overall standardized score. Finally, this score was converted into an Overall rating out of 10. It is from this Overall rating out of 10 that the school's provincial rank is determined.

For schools where only boys or girls were enrolled, there are, of course, no results for the Gender gap indicators. In these cases the Overall rating out of 10 is derived using the remaining indicators. (See Appendix 1 for an explanation of the calculation of the Overall rating.)

Other indicators of school performance

The *Report Card* includes several other indicators that, while they are not used to derive the *Overall rating*, offer additional, useful information.

Is the school improving academically? The *Trend* indicator

For all the indicators, the *Report Card* provides a number of years of data. Unlike a simple snapshot of one year's results, this historical record provides evidence of change (or lack of change) over time. However, it is often difficult to determine whether a school's performance is improving or deteriorating simply by scanning several years of data. To detect trends in the performance indicators more easily, we developed the *Trend* indicator. It uses statistical analysis to identify those dimensions of school performance in which there has likely been real change rather than a fluctuation in results caused by random occurrences. Since standardizing makes historical data more comparable, the standardized scores rather than raw data are used to determine the trends. Because calculation of trends

is uncertain when only a small number of data points are available, a trend is indicated only in those circumstances where five years of data are available and where it is determined to be statistically significant. In this context, "statistically significant" means that, nine times out of 10, the trend that is noted is real; that is, it would not have happened just by chance.

The student characteristics indicators

For each school, the *Report Card* notes the percentage of its students who are enrolled in English as a second language (ESL) programs or French Immersion programs or who have certain identified special needs. As was noted in the Introduction, it is sometimes useful to compare a school's results to those of similar schools. These three indicators can be used to identify schools with similar student body characteristics. The Institute's school ranking website, <<http://www.compareschoolrankings.org>> makes identifying and comparing these similar schools easier.

Notes

- 1 See, for instance, Michael Rutter et al., *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Harvard University Press, 1979); Peter Mortimore et al., *School Matters: The Junior Years* (Open Books, 1988).
- 2 The Ministry of Education provides the average score received by the students at each school on tests in each subject, at each grade level, for each year. The Ministry also assigns ranges of these scores to three levels of achievement. The levels are described as: not yet meeting expectations, meeting expectations, and exceeding expectations. The expectations reflect the skills that each student is expected to acquire in the subject area and by the grade level when testing occurs.

All of the *Report Card's* indicators except Below expectations (%) and Tests not written (%) are calculated using these average scores. Below expectations (%) is calculated using the three levels of achievement.
- 3 For a discussion of gender-based differentials in academic achievement, see Peter Cowley and Stephen Easton, *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*, Public Policy Sources 22 (Vancouver, BC: The Fraser Institute, 1999).
- 4 Further information on the Ministry's proficiency levels is included on page 14 of "Foundation Skills Assessment Description and Specifications 2017". <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf>

Detailed school reports

How to read the tables

Use the sample table and the explanation of each line below to help you interpret the detailed results for individual schools. Families choosing a school for their students should seek to confirm the *Report Card's* findings by visiting the school and interviewing teachers, school administrators, and other parents. More information regarding schools may be found at <<http://www.compareschoolrankings.org>>; on the British Columbia Ministry of Education's web site at <<http://www.bced.gov.bc.ca/reporting/systemperformance/>> and on the

web sites of local school districts and schools.

Of course, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*.

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

DISTRICT NAME							
School	[Affiliation]	Gr 4 Enrollment: 43					— A
B –	ESL (%): 0.0	Special needs (%): 11.5			French Imm (%): 0.0		
	Actual rating vs predicted based		2017-18		Last 5 Years		
C –	on parents' avg. inc. of \$ n/a: n/a		Rank: 482/955		468/805		
Academic Performance		2014	2015	2016	2017	2018	Trend
D –	Gr 4 avg score: Reading	491	456	451	462	481	—
E –	Writing	576	586	493	517	474	—
F –	Numeracy	464	438	416	475	461	—
G –	Gr 7 avg score: Reading	501	465	515	469	474	—
H –	Writing	586	473	599	577	599	—
I –	Numeracy	454	443	513	469	488	—
J –	Gr 7 gender gap: Reading	M 1	M 17	F 1	F 29	F 51	▼
K –	Numeracy	M 10	M 41	F 11	E	F 10	—
L –	Below expectations (%)	28.7	30.6	26.9	25.3	24.7	▲
M –	Tests not written (%)	8.1	3.9	5.9	12.2	2.1	—
N –	Overall rating out of 10	6.0	4.8	6.0	5.8	5.9	—

A — Grade-4 enrollment

The number of students enrolled in grade 4 as of September 30, 2017. Indicator results for small schools tend to be more variable than do those for larger schools and caution should be used in interpreting the results for smaller schools.

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

These statistics report the percentage of the students who are registered in English as a second language (ESL) programs; the percentage of students registered in French Immersion programs; and the percentage of

students with special needs. When you want to compare academic results, these statistics can be used to find other schools where the student body has similar characteristics.

C (left) — Actual rating vs predicted based on parents' average employment income

This statistic is not available this year.

C (right) — Rank

The school's overall academic rank in the province for 2017/2018 and for the most recent five years. The rankings show how the school has done academically compared to the other schools in the *Report Card*.

D through I — Gr 4 avg score and Gr 7 avg score

The Average score indicators show how well each school's students performed on the uniform FSA tests in reading, writing, and numeracy at the grade-4 and grade-7 levels. The value for each of these indicators is the average scaled score awarded to students from the school who wrote the test.

J and K — Gr 7 gender gap

The gender gap scores report the difference (in the average scaled scores) between girls and boys on the grade-7 reading and numeracy tests. Where the difference favours the girls the value is preceded by an *F*. Where boys are favoured, the value is preceded by an *M*. An *E* means that there is no difference between the girls and the boys on this measure. Smaller differences indicate that the school is doing a good job for all its students.

L — Below expectations (%)

The percentage of all the completed tests written by the school's students that did not meet provincial expectations. A low value for Below expectations indicates that the school ensures that most of its students are meeting or exceeding the expected level of performance for the grade.

M — Tests not written (%)

The percentage of the tests that could have been written by students but, for whatever reason, were not.

Participation in the [Foundation Skills Assessment](#) is a valuable part of the province's grade-4 and grade-7 instructional program. A low Tests not written percentage shows that the school community understands the benefits of full participation in the Foundation Skills Assessment.

N—Overall rating out of 10

The Overall rating out of 10 takes into account the ten indicators described in rows D through M above to answer the question, "In general, compared to other schools in the *Report Card*, how is the school doing academically?"

O—Trends

An upward pointing arrow at the end of an indicator row means that the school is probably improving on that indicator; a downward pointing arrow means that the school is probably getting worse. The researchers had to be at least 90% sure that the changes were not just random before rating an indicator as improving or getting worse. A dash (—) indicates that there is no significant change; "n/a" indicates that there was insufficient data available with which to calculate a trend. The measurement of trends is based on the most recent five years of data.

Other notes

Note 1

The tables showing the detailed school results are organized according to four geographic regions of the province as follows: the Lower Mainland, Vancouver Island and the Coast, the Fraser Valley and Southern British Columbia, and the Interior and Northern British Columbia. Within each geographic region, school districts are grouped alphabetically. Finally, within each school district, both public and independent (private) schools are listed alphabetically. To find a school's results, find its city or town in the *List of cities and school districts* and note the school district in which the city is

located. Find that page upon which each school district's results begin by referring to the *Index of school districts*.

Note 2

Not all the province's elementary schools are included in the tables or the ranking. Of all the schools in the province reporting FSA results, 955 are included in this *Report Card*. Excluded are schools at which fewer than 10 students were enrolled in grade 4. Also excluded are Type-1 schools at which fewer than 10 students were enrolled in grade 7 and Type-2 schools for which insufficient grade-7 data were available. (A description of Type-1 and Type-2 schools is provided in the section, "Elementary schools included in this report.") Type 2 schools are identified in the detailed school reports and in the ranking table with double daggers (††) immediately following each Type 2 school's name. Finally, schools of both types that did not generate a sufficiently large set of student results data to enable the calculation of an Overall rating out of 10 for the school year 2017/2018 were excluded.

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

Note 3

Due to continuing improvements in methodology, some historical values for indicators and overall ratings may differ from those previously reported.

Note 4

For more information on these schools and to easily compare their results, please visit the Fraser Institute's [school rankings web site](#).

Note 5

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

Note 6

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

Note 7

If you have questions about the *Report Card*, contact Angela MacLeod at angela.macleod@fraserinstitute.org.

Average values for all schools 2017/2018		Gr 4 enrollment: 44				
ESL (%):	14.5	Special Needs (%):	8.0	French Immersion (%):	8.4	
Parents' avg income:	\$ n/a					
Academic Performance	2014	2015	2016	2017	2018	Trend
Gr 4 avg score:						
Reading	491	491	492	490	487	—
Writing	569	582	565	568	526	—
Numeracy	489	487	495	486	481	—
Gr 7 avg score:						
Reading	495	494	490	486	487	▼
Writing	578	590	583	580	593	—
Numeracy	479	476	476	476	480	—
Gender gap score: Reading*	30.3	26.8	31.0	30.0	32.6	—
Numeracy*	28.7	28.8	28.0	26.9	27.7	—
Below expectations (%)	20.0	19.8	20.2	21.6	22.6	▼
Tests not written (%)	13.0	15.7	16.8	18.5	18.7	▼
Overall rating out of 10	6.0	6.0	6.0	6.0	6.0	n/a

* These results reflect the average size of the grade 7 gender gaps in 2017/2018. The Reading gender gap favoured females at 78.3% of schools, males at 21.1% of schools, and was even at 0.6% of schools. The Math gender gap favoured females at 36.2% of schools, males at 62.2% of schools, and was even at 1.6% schools.

List of cities and school districts

City	School district
100 Mile House	Cariboo-Chilcotin
108 Mile Ranch	Cariboo-Chilcotin
150 Mile House	Cariboo-Chilcotin
Abbotsford	Abbotsford
Agassiz	Fraser-Cascade
Aldergrove	Langley
Anmore	Coquitlam
Armstrong	North Okanagan-Shuswap
Ashcroft	Gold Trail
Baldonnel	Peace River North
Barriere	Kamloops/Thompson
Black Creek	Comox Valley
Bowen Island	West Vancouver
Bowser	Qualicum
Brackendale	Sea to Sky
Brentwood Bay	Saanich
Burnaby	Burnaby
Burns Lake	Nechako Lakes
Campbell River	Campbell River
Canyon	Kootenay Lake
Castlegar	Kootenay-Columbia
Cawston	Okanagan Similkameen
Charlie Lake	Peace River North
Chase	Kamloops/Thompson
Chemainus	Cowichan Valley
Cherryville	Vernon
Chetwynd	Peace River South
Chilliwack	Chilliwack
Clearwater	Kamloops/Thompson
Cobble Hill	Cowichan Valley
Coldstream	Vernon
Comox	Comox Valley
Coquitlam	Coquitlam
Courtenay	Comox Valley
Cowichan Bay	Cowichan Valley
Cranbrook	Southeast Kootenay
Crescent Valley	Kootenay Lake
Creston	Kootenay Lake
Cultus Lake	Chilliwack
Cumberland	Comox Valley

City	School district
Dawson Creek	Peace River South
Delta	Delta
Duncan	Cowichan Valley
Edgewater	Rocky Mountain
Elkford	Southeast Kootenay
Enderby	North Okanagan-Shuswap
Erickson	Kootenay Lake
Errington	Qualicum
Fernie	Southeast Kootenay
Fort Langley	Langley
Fort Nelson	Fort Nelson
Fort St James	Nechako Lakes
Fort St John	Peace River North
Francois Lake	Nechako Lakes
Fraser Lake	Nechako Lakes
Fruitvale	Kootenay-Columbia
Garibaldi Highlands	Sea to Sky
Gibsons	Sunshine Coast
Gold River	Vancouver Island West
Golden	Rocky Mountain
Grand Forks	Boundary
Halfmoon Bay	Sunshine Coast
Harrison Hot Springs	Fraser-Cascade
Hazelton	Coast Mountains
Hope	Fraser-Cascade
Houston	Bulkley Valley
Invermere	Rocky Mountain
Jaffray	Southeast Kootenay
Kaleden	Okanagan Skaha
Kamloops	Kamloops/Thompson
Kaslo	Kootenay Lake
Kelowna	Central Okanagan
Kimberley	Rocky Mountain
Kitimat	Coast Mountains
Kitwanga	Coast Mountains
Ladysmith	Nanaimo-Ladysmith
Langley	Langley
Lantzville	Nanaimo-Ladysmith
Lax Kw'alaams	Prince Rupert
Lazo	Comox Valley

List of cities and school districts

City	School district
Lillooet	Gold Trail
Lister	Kootenay Lake
Lone Butte	Cariboo-Chilcotin
Lower Nicola	Nicola-Similkameen
Lumby	Vernon
Mackenzie	Prince George
Madeira Park	Sunshine Coast
Maple Ridge	Maple Ridge-Pitt Meadows
McBride	Prince George
Merritt	Nicola-Similkameen
Mission	Mission
Nakusp	Arrow Lakes
Nanaimo	Nanaimo-Ladysmith
Nanoose Bay	Qualicum
Naramata	Okanagan Skaha
Nelson	Kootenay Lake
New Hazelton	Coast Mountains
New Westminster	New Westminster
North Saanich	Saanich
North Vancouver	North Vancouver
Oliver	Okanagan Similkameen
Osoyoos	Okanagan Similkameen
Parksville	Qualicum
Peachland	Central Okanagan
Pemberton	Sea to Sky
Penticton	Okanagan Skaha
Pitt Meadows	Maple Ridge-Pitt Meadows
Port Alberni	Alberni
Port Coquitlam	Coquitlam
Port Hardy	Vancouver Island North
Port McNeill	Vancouver Island North
Port Moody	Coquitlam
Powell River	Powell River
Prespatou	Peace River North
Prince George	Prince George
Prince Rupert	Prince Rupert
Princeton	Nicola-Similkameen
Qualicum Beach	Qualicum
Quathiaski Cove	Campbell River
Quesnel	Quesnel

City	School district
Revelstoke	Revelstoke
Richmond	Richmond
Roberts Creek	Sunshine Coast
Rosedale	Chilliwack
Rossland	Kootenay-Columbia
Royston	Comox Valley
Salmo	Kootenay Lake
Salmon Arm	North Okanagan-Shuswap
Salt Spring Island	Gulf Islands
Sechelt	Sunshine Coast
Shawnigan Lake	Cowichan Valley
Sicamous	North Okanagan-Shuswap
Sidney	Saanich
Skidegate	Haida Gwaii/Queen Charlotte
Smithers	Bulkley Valley
Sorrento	North Okanagan-Shuswap
Sparwood	Southeast Kootenay
Squamish	Sea to Sky
Summerland	Okanagan Skaha
Surrey	Surrey
Tappen	North Okanagan-Shuswap
Taylor	Peace River North
Terrace	Coast Mountains
Tofino	Alberni
Trail	Kootenay-Columbia
Tumbler Ridge	Peace River South
Ucluelet	Alberni
Valemount	Prince George
Vancouver	Vancouver
Vanderhoof	Nechako Lakes
Vernon	Vernon
Victoria	Greater Victoria
West Vancouver	West Vancouver
Westbank	Central Okanagan
Whistler	Sea to Sky
White Rock	Surrey
Williams Lake	Cariboo-Chilcotin
Windermere	Rocky Mountain
Winfield	Central Okanagan

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Burnaby	16	Okanagan Similkameen	68
Campbell River	45	Okanagan Skaha	68
Cariboo-Chilcotin	72	Peace River North	77
Central Coast	46	Peace River South	78
Central Okanagan	59	Powell River	53
Chilliwack	62	Prince George	79
Coast Mountains	46	Prince Rupert	54
Comox Valley	46	Qualicum	54
Coquitlam	18	Quesnel	81
Cowichan Valley	47	Revelstoke	81
Delta	73	Richmond	27
Greater Victoria	48	Rocky Mountain	81
Gulf Islands	52	Saanich	55
Haida Gwaii/Queen Charlotte	52	Sea To Sky	55
Kamloops/Thompson	73	Sooke	55
Kootenay-Columbia	64	Southeast Kootenay	69
Kootenay Lake	64	Sunshine Coast	56
Langley	65	Surrey	30
Maple Ridge-Pitt Meadows	24	Vancouver	38
Mission	67	Vancouver Island North	56
Nanaimo-Ladysmith	52	Vancouver Island West	56
Nechako Lakes	75	Vernon	70
New Westminster	24	West Vancouver	43

Lower Mainland

BURNABY

Armstrong [Public]		Gr 4 Enrollment: 53					
ESL (%): 19.8	Special needs (%): 9.3	French Imm (%): 9.8					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 789/955	598/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	493	444	522	481	455	—
	Writing	522	528	552	526	361	—
	Numeracy	496	502	554	485	418	—
Gr 7 avg score:	Reading	457	478	477	448	480	—
	Writing	544	579	527	464	533	—
	Numeracy	444	458	491	439	495	—
Gr 7 gender gap:	Reading	M 23	F 40	F 35	M 47	F 15	—
	Numeracy	M 52	M 13	M 19	M 40	M 51	—
Below expectations (%)		25.3	22.2	14.4	34.1	38.3	—
Tests not written (%)		14.1	16.2	26.4	17.6	29.9	—
Overall rating out of 10		5.0	5.5	6.3	4.5	4.4	—

Buckingham [Public]		Gr 4 Enrollment: 30					
ESL (%): 32.7	Special needs (%): 3.2	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 143/955	106/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	508	506	555	574	504	—
	Writing	535	613	663	601	587	—
	Numeracy	562	532	585	617	535	—
Gr 7 avg score:	Reading	511	553	525	527	486	—
	Writing	624	624	618	608	609	▼
	Numeracy	531	599	521	546	507	—
Gr 7 gender gap:	Reading	M 7	M 12	M 13	n/a	M 1	n/a
	Numeracy	M 68	M 30	M 29	n/a	F 7	n/a
Below expectations (%)		9.8	6.8	2.7	7.7	12.0	—
Tests not written (%)		3.9	5.8	6.3	40.0	12.3	—
Overall rating out of 10		7.1	8.1	8.4	7.7	7.6	—

Chaffey-Burke [Public]		Gr 4 Enrollment: 74					
ESL (%): 49.9	Special needs (%): 5.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 376/955	211/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	503	512	513	489	491	—
	Writing	569	605	579	607	508	—
	Numeracy	524	507	521	508	508	—
Gr 7 avg score:	Reading	503	504	490	491	501	—
	Writing	594	658	590	603	582	—
	Numeracy	499	547	524	522	513	—
Gr 7 gender gap:	Reading	M 30	F 46	F 21	M 14	F 69	—
	Numeracy	M 34	M 13	M 9	F 16	F 12	—
Below expectations (%)		12.7	9.1	12.0	13.2	15.9	—
Tests not written (%)		14.5	19.1	10.0	17.2	13.7	—
Overall rating out of 10		6.6	7.1	7.2	7.0	6.4	—

Aubrey [Public]		Gr 4 Enrollment: 48					
ESL (%): 20.3	Special needs (%): 6.2	French Imm (%): 47.6					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 426/955	211/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	490	486	491	498	481	—
	Writing	524	517	483	578	463	—
	Numeracy	507	526	498	522	489	—
Gr 7 avg score:	Reading	541	507	528	497	511	—
	Writing	672	596	629	610	545	—
	Numeracy	554	505	517	532	534	—
Gr 7 gender gap:	Reading	F 5	F 36	F 1	F 64	F 7	—
	Numeracy	M 1	F 4	F 48	M 5	M 69	—
Below expectations (%)		8.9	12.1	12.1	10.7	16.9	—
Tests not written (%)		11.4	17.9	18.1	11.8	18.0	—
Overall rating out of 10		7.8	6.7	6.8	7.0	6.1	—

Cameron [Public]		Gr 4 Enrollment: 45					
ESL (%): 40.9	Special needs (%): 11.1	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 396/955	316/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	509	513	495	505	475	—
	Writing	569	554	473	502	544	—
	Numeracy	547	487	513	494	484	—
Gr 7 avg score:	Reading	488	522	490	488	504	—
	Writing	570	626	576	583	667	—
	Numeracy	529	546	527	480	519	—
Gr 7 gender gap:	Reading	M 13	F 31	F 27	F 12	F 41	—
	Numeracy	M 85	F 19	F 15	M 42	M 51	—
Below expectations (%)		10.8	15.6	17.5	20.2	15.0	—
Tests not written (%)		13.6	11.1	16.3	17.4	23.3	—
Overall rating out of 10		6.4	6.9	6.3	6.1	6.3	—

Clinton [Public]		Gr 4 Enrollment: 39					
ESL (%): 40.7	Special needs (%): 6.2	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 261/955	257/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	498	492	408	498	534	—
	Writing	563	547	543	516	643	—
	Numeracy	498	507	528	507	540	▲
Gr 7 avg score:	Reading	502	516	481	486	484	—
	Writing	590	642	609	647	553	—
	Numeracy	506	576	483	519	532	—
Gr 7 gender gap:	Reading	F 20	F 60	M 10	F 6	F 54	—
	Numeracy	M 40	F 57	M 1	M 16	M 33	—
Below expectations (%)		12.0	8.4	16.9	15.1	11.9	—
Tests not written (%)		12.3	9.8	16.7	28.3	14.9	—
Overall rating out of 10		6.6	6.6	6.5	6.8	6.9	—

Brantford [Public]		Gr 4 Enrollment: 48					
ESL (%): 20.9	Special needs (%): 4.6	French Imm (%): 43.1					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 195/955	177/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	493	501	511	500	526	▲
	Writing	545	576	547	569	494	—
	Numeracy	539	513	547	542	538	—
Gr 7 avg score:	Reading	503	515	516	489	505	—
	Writing	586	653	667	586	609	—
	Numeracy	514	575	525	524	491	—
Gr 7 gender gap:	Reading	n/a	n/a	n/a	F 10	F 37	n/a
	Numeracy	n/a	n/a	n/a	M 39	M 18	n/a
Below expectations (%)		11.8	6.6	12.3	12.8	10.6	—
Tests not written (%)		17.2	14.5	10.0	12.0	6.7	▲
Overall rating out of 10		6.7	7.3	7.3	7.0	7.2	—

Capitol Hill [Public]		Gr 4 Enrollment: 50					
ESL (%): 24.1	Special needs (%): 7.9	French Imm (%): 9.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 181/955	153/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	474	524	535	516	512	—
	Writing	515	636	598	599	616	—
	Numeracy	524	536	568	545	584	▲
Gr 7 avg score:	Reading	520	534	549	551	495	—
	Writing	597	694	628	683	643	—
	Numeracy	512	530	537	571	538	—
Gr 7 gender gap:	Reading	F 26	M 25	M 35	F 8	F 13	—
	Numeracy	M 35	M 61	M 29	M 10	M 19	—
Below expectations (%)		13.9	10.0	6.8	10.3	13.5	—
Tests not written (%)		25.8	16.4	28.8	28.9	40.2	—
Overall rating out of 10		6.3	7.3	7.6	8.1	7.3	—

Deer Lake SDA [Independent]		Gr 4 Enrollment: 15					
ESL (%): 3.5	Special needs (%): 2.5	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 181/955	116/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	477	555	562	516	494	—
	Writing	632	731	771	601	617	—
	Numeracy	516	559	577	560	526	—
Gr 7 avg score:	Reading	483	509	497	462	469	—
	Writing	651	762	763	614	656	—
	Numeracy	491	517	511	472	526	—
Gr 7 gender gap:	Reading	M 19	M 17	n/a	n/a	F 26	n/a
	Numeracy	M 57	M 65	n/a	n/a	F 11	n/a
Below expectations (%)		14.0	8.8	6.1	10.4	14.5	—
Tests not written (%)		5.0	5.8	0.0	0.0	0.0	▲
Overall rating out of 10		6.6	7.9	9.2	7.6	7.3	—

Brentwood Park [Public]		Gr 4 Enrollment: 62					
ESL (%): 28.6	Special needs (%): 8.4	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 376/955	196/805				
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	510	506	481	502	478	—
	Writing	538	605	591	585	564	—
	Numeracy	518	511	492	513	475	—
Gr 7 avg score:	Reading	512	503	525	539	514	—
	Writing	667	659	606	674	657	—
	Numeracy	526	544	552	580	514	—
Gr 7 gender gap:	Reading	M 45	M 3	F 43	M 3	M 27	—
	Numeracy	M 49	M 51	F 11	M 2	M 68	—
Below expectations (%)		10.0	7.8	11.4	7.4	14.8	—
Tests not written (%)		14.3	7.9	16.1	29.5	15.3	—
Overall rating out of 10		6.7	7.3	6.8	7.9	6.4	—

Cascade Heights [Public]		Gr 4 Enrollment: 87				
ESL (%): 30.1	Special needs (%): 10.0	French Imm (%): 19.6				
Actual rating vs predicted based		2017-18	Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 376/955	211/805			
Academic Performance	2014	2015	2016	2017	2018	Trend
Gr 4 avg score:						

Gilmore [Public]		Gr 4 Enrollment: 54					
ESL (%): 15.4	Special needs (%): 5.5	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 353/955		290/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	487	511	529	502	528	—
	Writing	539	598	554	628	640	▲
	Numeracy	535	502	505	461	494	—
Gr 7 avg score:	Reading	508	459	494	523	496	—
	Writing	554	555	552	606	611	—
	Numeracy	485	423	476	570	497	—
Gr 7 gender gap:	Reading	F 11	F 16	F 2	n/a	n/a	n/a
	Numeracy	M 37	F 38	F 12	n/a	n/a	n/a
Below expectations (%)		16.5	18.5	8.6	10.8	13.4	—
Tests not written (%)		8.0	32.0	27.1	36.7	44.9	—
Overall rating out of 10		6.5	5.6	7.0	6.8	6.5	—

Kitchener [Public]		Gr 4 Enrollment: 28					
ESL (%): 30.0	Special needs (%): 8.3	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 237/955		267/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	493	504	463	468	521	—
	Writing	476	583	532	623	636	▲
	Numeracy	495	525	487	515	537	—
Gr 7 avg score:	Reading	480	493	510	492	473	—
	Writing	575	583	611	610	655	▲
	Numeracy	508	508	513	538	542	▲
Gr 7 gender gap:	Reading	F 23	M 16	F 17	F 44	F 61	▼
	Numeracy	M 19	M 39	M 3	F 25	F 24	—
Below expectations (%)		22.8	11.8	15.9	11.5	11.5	—
Tests not written (%)		5.9	16.1	8.0	20.6	24.7	—
Overall rating out of 10		6.0	6.7	6.7	6.7	7.0	▲

Montecito [Public]		Gr 4 Enrollment: 34					
ESL (%): 28.1	Special needs (%): 11.1	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 353/955		402/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	524	477	483	534	484	—
	Writing	540	535	421	547	446	—
	Numeracy	556	521	502	558	517	—
Gr 7 avg score:	Reading	507	484	460	518	520	—
	Writing	588	522	540	589	583	—
	Numeracy	545	490	506	544	539	—
Gr 7 gender gap:	Reading	F 50	F 19	F 74	M 51	F 50	—
	Numeracy	M 33	M 22	F 87	M 106	F 21	—
Below expectations (%)		11.1	17.8	19.5	10.9	15.8	—
Tests not written (%)		7.0	14.4	18.4	16.9	15.3	—
Overall rating out of 10		6.9	6.0	4.6	6.2	6.5	—

Gilpin [Public]		Gr 4 Enrollment: 37					
ESL (%): 13.5	Special needs (%): 6.8	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 596/955		232/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	495	530	512	522	482	—
	Writing	534	606	553	661	555	—
	Numeracy	488	511	523	510	488	—
Gr 7 avg score:	Reading	521	536	504	514	397	—
	Writing	567	633	640	664	450	—
	Numeracy	521	523	498	510	473	▼
Gr 7 gender gap:	Reading	F 44	n/a	F 2	F 31	n/a	n/a
	Numeracy	M 7	n/a	M 65	F 42	n/a	n/a
Below expectations (%)		10.9	11.1	10.9	7.7	24.6	—
Tests not written (%)		6.8	16.0	8.7	14.6	23.6	—
Overall rating out of 10		6.8	7.4	6.9	7.4	5.5	—

Lakeview [Public]		Gr 4 Enrollment: 33					
ESL (%): 28.0	Special needs (%): 4.7	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 596/955		316/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	483	461	473	474	477	—
	Writing	572	506	491	556	481	—
	Numeracy	480	475	487	493	406	—
Gr 7 avg score:	Reading	505	577	499	497	460	—
	Writing	640	733	629	671	598	—
	Numeracy	529	589	504	530	494	—
Gr 7 gender gap:	Reading	M 24	F 43	F 33	F 25	F 60	—
	Numeracy	M 40	F 19	F 18	M 23	M 2	▲
Below expectations (%)		7.3	14.9	19.0	16.2	25.8	▼
Tests not written (%)		15.2	11.8	14.8	15.7	17.7	—
Overall rating out of 10		6.8	6.9	6.2	6.7	5.5	—

Nelson [Public]		Gr 4 Enrollment: 45					
ESL (%): 42.6	Special needs (%): 6.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 333/955		267/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	531	465	522	466	515	—
	Writing	535	560	625	633	639	▲
	Numeracy	541	531	564	519	506	—
Gr 7 avg score:	Reading	532	481	498	514	485	—
	Writing	614	610	572	557	641	—
	Numeracy	551	516	473	555	550	—
Gr 7 gender gap:	Reading	F 3	M 2	F 71	F 34	n/a	n/a
	Numeracy	M 24	M 51	F 25	M 11	n/a	n/a
Below expectations (%)		6.6	14.8	16.1	10.7	10.6	—
Tests not written (%)		25.2	27.2	56.6	40.7	50.6	—
Overall rating out of 10		7.6	6.2	5.7	6.8	6.6	—

Holy Cross [Independent]		Gr 4 Enrollment: 31					
ESL (%): 0.0	Special needs (%): 3.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 1/955		1/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	642	691	602	645	715	—
	Writing	736	868	808	823	766	—
	Numeracy	642	681	641	640	671	—
Gr 7 avg score:	Reading	622	601	652	633	673	—
	Writing	804	851	839	892	781	—
	Numeracy	643	636	655	671	664	—
Gr 7 gender gap:	Reading	F 51	M 15	F 49	F 35	F 52	—
	Numeracy	F 7	M 6	F 33	F 27	F 1	—
Below expectations (%)		0.0	0.0	0.0	0.0	0.0	—
Tests not written (%)		0.0	3.2	1.6	0.0	0.0	—
Overall rating out of 10		10.0	10.0	10.0	10.0	10.0	—

Lochdale [Public]		Gr 4 Enrollment: 38					
ESL (%): 23.4	Special needs (%): 9.3	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 482/955		385/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	500	490	491	473	472	▼
	Writing	552	602	500	515	427	—
	Numeracy	502	474	528	488	442	—
Gr 7 avg score:	Reading	473	483	517	503	490	—
	Writing	572	577	596	531	625	—
	Numeracy	462	472	534	496	494	—
Gr 7 gender gap:	Reading	M 40	F 6	F 10	M 24	F 32	—
	Numeracy	M 42	M 12	M 68	M 4	M 1	—
Below expectations (%)		16.0	15.6	11.4	20.6	25.4	—
Tests not written (%)		15.5	21.6	19.6	24.1	21.9	—
Overall rating out of 10		5.8	6.4	6.5	6.1	5.9	—

Our Lady Of Mercy [Independent]		Gr 4 Enrollment: 30					
ESL (%): 0.0	Special needs (%): 0.0	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 1/955		1/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	673	678	696	688	689	—
	Writing	843	881	839	874	825	—
	Numeracy	622	649	684	655	676	▲
Gr 7 avg score:	Reading	578	583	563	605	609	—
	Writing	832	796	696	723	782	—
	Numeracy	587	619	588	618	669	—
Gr 7 gender gap:	Reading	F 56	M 24	M 11	F 30	F 54	—
	Numeracy	F 40	F 19	M 30	F 28	M 11	—
Below expectations (%)		0.6	0.0	0.5	1.1	0.0	—
Tests not written (%)		0.0	0.0	0.0	0.0	0.0	—
Overall rating out of 10		10.0	10.0	10.0	10.0	10.0	—

Inman [Public]		Gr 4 Enrollment: 32					
ESL (%): 28.5	Special needs (%): 6.7	French Imm (%): 41.6					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 633/955		359/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	481	525	501	510	470	—
	Writing	520	596	577	544	592	—
	Numeracy	488	525	520	500	442	—
Gr 7 avg score:	Reading	516	494	511	522	491	—
	Writing	576	583	644	604	593	—
	Numeracy	551	548	530	531	462	▼
Gr 7 gender gap:	Reading	F 49	F 7	n/a	n/a	M 20	n/a
	Numeracy	F 66	M 32	n/a	n/a	M 60	n/a
Below expectations (%)		12.5	8.0	16.3	11.5	27.7	—
Tests not written (%)		17.2	20.1	43.8	48.2	35.6	—
Overall rating out of 10		6.0	7.2	6.1	6.2	5.3	—

Marlborough [Public]		Gr 4 Enrollment: 110					
ESL (%): 29.9	Special needs (%): 3.0	French Imm (%): 40.5					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 215/955		116/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	514	508	521	520	502	—
	Writing	569	586	542	596	563	—
	Numeracy	553	530	560	554	522	—
Gr 7 avg score:	Reading						

Second Street [Public]		Gr 4 Enrollment: 48					
ESL (%): 34.7	Special needs (%): 12.5	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 512/955 541/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 512/955 541/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	454	466	468	461	506	—
	Writing	466	518	497	583	543	▲
	Numeracy	467	448	504	418	480	—
Gr 7 avg score:	Reading	483	459	495	455	448	—
	Writing	581	604	540	567	625	—
	Numeracy	497	482	469	474	452	▼
Gr 7 gender gap:	Reading	F 68	F 19	F 58	F 39	F 33	—
	Numeracy	F 66	F 47	M 5	F 54	M 11	—
Below expectations (%)		22.3	22.4	17.2	25.9	20.3	—
Tests not written (%)		7.4	16.2	16.7	11.9	44.6	—
Overall rating out of 10		4.8	5.3	5.8	5.1	5.8	—

St Michaels [Independent]		Gr 4 Enrollment: 30					
ESL (%): 0.0	Special needs (%): 6.5	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 1/955 18/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 1/955 18/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	606	587	660	593	598	—
	Writing	695	830	842	852	808	—
	Numeracy	603	606	671	624	665	—
Gr 7 avg score:	Reading	583	565	596	573	635	—
	Writing	720	766	705	738	827	—
	Numeracy	633	609	643	607	657	—
Gr 7 gender gap:	Reading	M 13	M 53	M 5	M 36	n/a	n/a
	Numeracy	F 11	M 50	M 35	M 76	n/a	n/a
Below expectations (%)		0.6	1.7	0.0	0.6	0.0	—
Tests not written (%)		1.1	0.0	4.9	4.8	0.0	—
Overall rating out of 10		10.0	9.2	10.0	9.3	10.0	—

University Highlands [Public]		Gr 4 Enrollment: 38					
ESL (%): 28.1	Special needs (%): 9.1	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 215/955 n/a			
on parents' avg. inc. of \$ n/a: n/a		Rank: 215/955 n/a					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	n/a	n/a	511	509	554	n/a
	Writing	n/a	n/a	589	595	557	n/a
	Numeracy	n/a	n/a	513	514	588	n/a
Gr 7 avg score:	Reading	n/a	n/a	532	563	501	n/a
	Writing	n/a	n/a	568	692	482	n/a
	Numeracy	n/a	n/a	575	626	545	n/a
Gr 7 gender gap:	Reading	n/a	n/a	n/a	n/a	n/a	n/a
	Numeracy	n/a	n/a	n/a	n/a	n/a	n/a
Below expectations (%)		n/a	n/a	9.0	12.0	8.3	n/a
Tests not written (%)		n/a	n/a	5.9	26.4	41.9	n/a
Overall rating out of 10		n/a	n/a	7.7	7.3	7.1	n/a

South Slope [Public]		Gr 4 Enrollment: 27					
ESL (%): 36.4	Special needs (%): 13.6	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 353/955 232/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 353/955 232/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	509	479	490	540	457	—
	Writing	547	500	503	588	470	—
	Numeracy	522	467	495	490	503	—
Gr 7 avg score:	Reading	509	509	498	542	483	—
	Writing	583	630	616	577	576	—
	Numeracy	492	532	525	524	506	—
Gr 7 gender gap:	Reading	F 9	n/a	F 45	n/a	F 33	n/a
	Numeracy	M 20	n/a	M 6	n/a	F 6	n/a
Below expectations (%)		13.8	14.2	13.4	7.1	16.6	—
Tests not written (%)		13.2	11.7	9.0	32.7	7.1	—
Overall rating out of 10		6.9	6.5	6.8	7.2	6.5	—

Stoney Creek [Public]		Gr 4 Enrollment: 28					
ESL (%): 17.9	Special needs (%): 11.2	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 482/955 385/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 482/955 385/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	531	522	486	504	482	▼
	Writing	477	594	567	591	477	—
	Numeracy	516	534	518	518	542	—
Gr 7 avg score:	Reading	481	469	485	493	520	▲
	Writing	558	593	535	600	583	—
	Numeracy	546	456	443	533	557	—
Gr 7 gender gap:	Reading	F 7	n/a	n/a	n/a	n/a	n/a
	Numeracy	M 38	n/a	n/a	n/a	n/a	n/a
Below expectations (%)		11.3	12.8	19.6	11.1	12.9	—
Tests not written (%)		36.1	22.4	9.4	60.9	61.1	—
Overall rating out of 10		6.2	6.4	6.2	6.0	5.9	▼

Westridge [Public]		Gr 4 Enrollment: 40					
ESL (%): 16.7	Special needs (%): 9.0	French Imm (%): 48.2		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 311/955 n/a			
on parents' avg. inc. of \$ n/a: n/a		Rank: 311/955 n/a					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	n/a	497	494	536	492	n/a
	Writing	n/a	587	531	608	593	n/a
	Numeracy	n/a	525	537	516	529	n/a
Gr 7 avg score:	Reading	n/a	544	488	537	502	n/a
	Writing	n/a	632	575	730	650	n/a
	Numeracy	n/a	533	446	589	531	n/a
Gr 7 gender gap:	Reading	n/a	n/a	n/a	n/a	M 43	n/a
	Numeracy	n/a	n/a	n/a	n/a	M 53	n/a
Below expectations (%)		n/a	6.1	16.8	7.3	10.0	n/a
Tests not written (%)		n/a	24.1	26.1	14.6	30.7	n/a
Overall rating out of 10		n/a	7.3	6.0	8.2	6.7	n/a

Sperling [Public]		Gr 4 Enrollment: 63					
ESL (%): 10.9	Special needs (%): 5.4	French Imm (%): 55.9		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 311/955 164/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 311/955 164/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	538	522	519	502	517	—
	Writing	599	571	556	603	489	—
	Numeracy	527	544	556	546	524	—
Gr 7 avg score:	Reading	559	552	547	534	497	▼
	Writing	691	649	626	651	619	▼
	Numeracy	583	582	568	561	532	▼
Gr 7 gender gap:	Reading	M 51	M 1	F 49	F 34	M 13	—
	Numeracy	M 72	M 81	F 58	M 59	M 54	—
Below expectations (%)		4.9	7.7	6.7	8.1	13.5	—
Tests not written (%)		5.5	12.6	17.3	12.0	26.7	—
Overall rating out of 10		7.6	7.4	7.1	7.3	6.7	▼

Suncrest [Public]		Gr 4 Enrollment: 29					
ESL (%): 11.9	Special needs (%): 7.4	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 143/955 211/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 143/955 211/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	492	493	516	572	595	▲
	Writing	561	539	589	640	729	▲
	Numeracy	511	540	546	586	624	▲
Gr 7 avg score:	Reading	502	482	543	573	533	—
	Writing	590	567	629	708	656	—
	Numeracy	497	448	538	566	539	—
Gr 7 gender gap:	Reading	n/a	n/a	n/a	M 18	M 8	n/a
	Numeracy	n/a	n/a	n/a	M 87	M 90	n/a
Below expectations (%)		16.0	15.5	9.6	6.5	8.2	▲
Tests not written (%)		31.9	15.9	26.8	43.2	35.7	—
Overall rating out of 10		5.7	6.2	7.3	7.7	7.6	▲

Windsor [Public]		Gr 4 Enrollment: 26					
ESL (%): 50.2	Special needs (%): 6.7	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 694/955 487/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 694/955 487/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	469	442	454	493	436	—
	Writing	495	492	519	560	357	—
	Numeracy	502	462	419	495	477	—
Gr 7 avg score:	Reading	511	481	490	485	465	—
	Writing	592	636	604	537	536	▼
	Numeracy	483	471	510	517	484	—
Gr 7 gender gap:	Reading	F 7	n/a	n/a	M 1	n/a	n/a
	Numeracy	M 33	n/a	n/a	M 41	n/a	n/a
Below expectations (%)		12.8	23.8	19.0	15.8	28.0	—
Tests not written (%)		27.3	20.6	30.0	20.2	16.7	▲
Overall rating out of 10		6.2	5.1	5.3	6.5	5.0	—

COQUITLAM

St Francis de Sales [Independent]		Gr 4 Enrollment: 29					
ESL (%): 0.0	Special needs (%): 10.0	French Imm (%): 0.0		2017-18 Last 5 Years			
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 78/955 47/805			
on parents' avg. inc. of \$ n/a: n/a		Rank: 78/955 47/805					
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	555	574	562	582	549	—
	Writing	667	598	628	605	589	—
	Numeracy	576	572	567	574	568	—
Gr 7 avg score:	Reading	549	617	571	566	533	—
	Writing	616	601	649	619	708	—
	Numeracy	617	619	593	624	595	—
Gr 7 gender gap:	Reading	M 15	F 30	F 33	F 31	F 29	—
	Numeracy	M 31	F 28	F 29	F 26	F 27	—
Below expectations (%)		0.6	1.8	0.0	2.4	4.5	—
Tests not written (%)		0.0	0.0	2.9	4.1	2.2	—
Overall rating out of 10		9.0	9.1	8.8	8.8	8.6	▼

Taylor Park [Public]		Gr 4 Enrollment: 90				
ESL (%): 41.7	Special needs (%): 7.4	French Imm (%): 0.0		2017-18 Last 5 Years		
Actual rating vs predicted based		2017-18 Last 5 Years		Rank: 261/955 116/805		
on parents' avg. inc. of \$ n/a						

Aspenwood [Public] ††		Gr 4 Enrollment: 89					
ESL (%): 24.6	Special needs (%): 4.0	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 237/955		267/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	515	480	493	463	513	—
	Writing	629	561	554	597	636	—
	Numeracy	494	489	489	484	500	—
Gr 7 avg score:	Reading	494	487	499	500	491	—
	Writing	612	603	638	625	628	—
	Numeracy	477	497	495	499	523	▲
Gr 7 gender gap:	Reading	F 8	F 16	F 13	F 83	F 57	—
	Numeracy	M 32	M 42	F 4	F 20	F 9	—
Below expectations (%)		13.6	15.0	14.6	17.5	9.1	—
Tests not written (%)		15.7	15.1	10.5	32.6	27.7	—
Overall rating out of 10		6.8	6.2	7.0	5.8	7.0	—

British Columbia Christian [Independent]		Gr 4 Enrollment: 23					
ESL (%): 21.4	Special needs (%): 9.1	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 237/955		177/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	456	497	518	448	492	—
	Writing	622	706	645	513	614	—
	Numeracy	510	535	526	457	474	—
Gr 7 avg score:	Reading	533	506	460	492	521	—
	Writing	744	758	771	685	684	—
	Numeracy	519	465	452	507	474	—
Gr 7 gender gap:	Reading	F 49	n/a	n/a	M 9	n/a	n/a
	Numeracy	M 66	n/a	n/a	M 1	n/a	n/a
Below expectations (%)		11.4	10.4	15.2	23.8	18.4	—
Tests not written (%)		11.3	15.9	0.0	5.1	11.3	—
Overall rating out of 10		6.7	7.6	7.5	6.6	7.0	—

Coquitlam River [Public] ††		Gr 4 Enrollment: 34					
ESL (%): 30.5	Special needs (%): 6.4	French Imm (%): 22.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 311/955		429/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	478	469	449	429	485	—
	Writing	614	414	552	500	630	—
	Numeracy	464	462	485	429	469	—
Gr 7 avg score:	Reading	499	484	481	442	499	—
	Writing	588	570	625	504	565	—
	Numeracy	474	488	443	446	497	—
Gr 7 gender gap:	Reading	F 34	F 31	M 12	F 7	F 20	—
	Numeracy	F 26	E	M 5	M 30	F 13	—
Below expectations (%)		18.2	22.8	19.6	29.5	15.8	—
Tests not written (%)		20.4	3.3	28.5	16.7	22.5	—
Overall rating out of 10		5.9	5.8	6.1	4.8	6.7	—

Baker Drive [Public] ††		Gr 4 Enrollment: 37					
ESL (%): 19.7	Special needs (%): 7.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 633/955		468/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	479	471	470	471	454	▼
	Writing	523	597	566	564	559	—
	Numeracy	485	473	478	442	462	—
Gr 7 avg score:	Reading	481	475	485	469	472	—
	Writing	553	536	560	570	533	—
	Numeracy	470	470	457	461	449	▼
Gr 7 gender gap:	Reading	n/a	n/a	F 15	F 40	M 26	n/a
	Numeracy	n/a	n/a	M 50	M 23	M 78	n/a
Below expectations (%)		17.5	18.2	24.9	19.9	24.0	—
Tests not written (%)		3.3	12.0	13.2	8.2	9.0	—
Overall rating out of 10		6.2	5.9	5.4	5.7	5.3	▼

Cape Horn [Public] ††		Gr 4 Enrollment: 40					
ESL (%): 25.8	Special needs (%): 9.1	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 655/955		645/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	433	452	396	461	455	—
	Writing	570	586	479	510	532	—
	Numeracy	466	472	404	411	428	—
Gr 7 avg score:	Reading	490	448	467	404	449	—
	Writing	592	515	617	501	576	—
	Numeracy	476	444	424	407	474	—
Gr 7 gender gap:	Reading	F 67	F 34	F 44	M 1	F 20	▲
	Numeracy	F 39	F 22	M 26	F 10	M 31	—
Below expectations (%)		24.5	24.4	33.9	39.9	32.5	—
Tests not written (%)		5.8	4.1	11.3	14.0	13.1	—
Overall rating out of 10		5.2	5.2	4.2	4.5	5.2	—

Eagle Ridge [Public] ††		Gr 4 Enrollment: 76					
ESL (%): 25.4	Special needs (%): 6.1	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 333/955		290/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	496	507	499	495	477	—
	Writing	539	611	603	543	583	—
	Numeracy	499	524	536	487	481	—
Gr 7 avg score:	Reading	503	486	505	473	477	—
	Writing	581	567	588	610	595	—
	Numeracy	502	462	467	451	489	—
Gr 7 gender gap:	Reading	F 41	M 14	F 51	M 18	M 4	—
	Numeracy	F 3	M 41	F 10	M 52	M 30	—
Below expectations (%)		15.6	14.5	13.4	14.5	20.6	—
Tests not written (%)		5.0	10.9	12.3	10.7	7.4	—
Overall rating out of 10		6.6	6.5	6.8	6.2	6.6	—

Birchland [Public] ††		Gr 4 Enrollment: 30					
ESL (%): 19.7	Special needs (%): 13.1	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 853/955		726/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	426	384	438	455	458	—
	Writing	494	437	545	528	607	▲
	Numeracy	423	400	435	447	470	▲
Gr 7 avg score:	Reading	485	480	466	465	430	▲
	Writing	551	480	564	416	500	—
	Numeracy	438	437	461	437	405	—
Gr 7 gender gap:	Reading	n/a	n/a	M 25	M 39	F 84	n/a
	Numeracy	n/a	n/a	F 3	M 45	F 33	n/a
Below expectations (%)		32.5	36.7	24.4	28.4	33.9	—
Tests not written (%)		12.5	9.2	11.8	14.5	34.5	—
Overall rating out of 10		4.2	3.4	5.6	4.6	3.8	—

Castle Park [Public] ††		Gr 4 Enrollment: 60					
ESL (%): 19.1	Special needs (%): 5.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 353/955		385/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	504	526	507	493	482	—
	Writing	590	651	622	586	621	—
	Numeracy	530	506	521	491	505	—
Gr 7 avg score:	Reading	499	451	476	450	510	—
	Writing	559	577	615	502	625	—
	Numeracy	483	444	440	432	486	—
Gr 7 gender gap:	Reading	F 21	F 45	F 26	F 47	F 68	—
	Numeracy	F 13	F 59	F 17	F 5	F 25	—
Below expectations (%)		13.9	20.3	17.3	25.1	11.5	—
Tests not written (%)		11.1	20.3	34.0	20.7	26.7	—
Overall rating out of 10		6.9	5.4	6.2	5.4	6.5	—

Glen [Public] ††		Gr 4 Enrollment: 85					
ESL (%): 40.4	Special needs (%): 3.1	French Imm (%): 28.1					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 285/955		402/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	443	507	497	494	488	—
	Writing	586	589	552	651	660	—
	Numeracy	480	486	479	502	522	▲
Gr 7 avg score:	Reading	490	484	477	451	489	—
	Writing	607	545	588	567	570	—
	Numeracy	464	478	470	458	462	—
Gr 7 gender gap:	Reading	F 18	M 1	F 37	F 45	F 27	—
	Numeracy	M 24	M 62	M 28	M 11	E	—
Below expectations (%)		21.5	16.8	20.4	23.0	16.1	—
Tests not written (%)		18.8	22.4	32.9	27.0	36.2	—
Overall rating out of 10		5.7	5.9	5.6	5.9	6.8	—

Blakeburn [Public] ††		Gr 4 Enrollment: 65					
ESL (%): 23.8	Special needs (%): 7.8	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 452/955		267/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	485	499	489	503	453	—
	Writing	555	599	581	696	582	—
	Numeracy	503	507	513	525	474	—
Gr 7 avg score:	Reading	492	495	487	479	487	—
	Writing	601	563	573	580	560	—
	Numeracy	483	492	475	477	471	—
Gr 7 gender gap:	Reading	F 44	F 22	F 39	M 16	F 23	—
	Numeracy	M 16	M 7	F 20	M 18	M 38	—
Below expectations (%)		15.5	12.5	14.9	12.7	22.2	—
Tests not written (%)		7.8	6.2	4.2	5.5	11.3	—
Overall rating out of 10		6.4	6.9	6.5	7.3	6.0	—

Cedar Drive [Public] ††		Gr 4 Enrollment: 49					
ESL (%): 14.2	Special needs (%): 7.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18		Last 5 Years			
on parents' avg. inc. of \$ n/a: n/a		Rank: 726/955		563/805			
Academic Performance	2014	2015	2016	2017	2018	Trend	
Gr 4 avg score:	Reading	463	483	421	480	456	—
	Writing	525	493	538	580	527	

West Bay [Public]		Gr 4 Enrollment: 60					
ESL (%): 20.6		Special needs (%): 7.0			French Imm (%): 0.0		
Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a		Rank: 1/955		Last 5 Years 15/805			
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	585	599	610	614	641	▲
	Writing	786	773	797	797	815	—
	Numeracy	612	619	641	606	672	—
Gr 7 avg score:	Reading	559	568	560	599	560	—
	Writing	735	795	733	784	820	—
	Numeracy	559	588	598	621	611	▲
Gr 7 gender gap:	Reading	F 6	F 44	F 2	F 39	F 35	—
	Numeracy	M 16	F 33	M 17	M 10	M 12	—
Below expectations (%)		0.9	0.9	0.0	0.0	0.3	—
Tests not written (%)		4.5	5.4	5.2	4.4	4.9	—
Overall rating out of 10		9.8	9.4	10.0	10.0	10.0	—

Westcot [Public]		Gr 4 Enrollment: 48					
ESL (%): 29.6		Special needs (%): 5.6			French Imm (%): 0.0		
Actual rating vs predicted based on parents' avg. inc. of \$ n/a: n/a		Rank: 1/955		Last 5 Years 22/805			
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	584	534	605	579	652	—
	Writing	822	687	788	784	814	—
	Numeracy	585	528	637	611	639	—
Gr 7 avg score:	Reading	537	547	588	561	578	—
	Writing	756	780	771	760	815	—
	Numeracy	546	563	579	605	588	▲
Gr 7 gender gap:	Reading	F 49	F 17	F 10	F 4	F 33	—
	Numeracy	M 46	M 5	F 12	F 7	M 6	—
Below expectations (%)		4.4	3.8	0.4	0.9	0.3	▲
Tests not written (%)		6.8	13.9	4.8	13.1	7.9	—
Overall rating out of 10		8.7	8.7	10.0	9.9	10.0	▲

Poirier [Public] ††		Gr 4 Enrollment: 58					
ESL (%): 3.2	Special needs (%): 6.1	French Imm (%): 58.6					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 941/955	n/a				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	504	n/a	450	n/a	505	n/a
	Writing	574	n/a	431	n/a	317	n/a
	Numeracy	482	n/a	462	n/a	466	n/a
Gr 7 avg score:	Reading	500	n/a	428	n/a	405	n/a
	Writing	460	n/a	396	n/a	400	n/a
	Numeracy	454	n/a	411	n/a	409	n/a
Gr 7 gender gap:	Reading	F 9	n/a	M 52	n/a	n/a	n/a
	Numeracy	F 2	n/a	M 86	n/a	n/a	n/a
Below expectations (%)	21.7	n/a	46.4	n/a	45.7	n/a	
Tests not written (%)	54.5	n/a	72.7	n/a	78.7	n/a	
Overall rating out of 10	5.3	n/a	1.5	n/a	1.6	n/a	

SUNSHINE COAST

Cedar Grove [Public]		Gr 4 Enrollment: 27					
ESL (%): 1.6	Special needs (%): 15.2	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 482/955	451/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	509	468	506	490	465	—
	Writing	593	520	617	527	476	—
	Numeracy	494	440	544	470	488	—
Gr 7 avg score:	Reading	528	484	452	534	467	—
	Writing	586	540	578	586	576	—
	Numeracy	515	439	418	470	489	—
Gr 7 gender gap:	Reading	M 2	F 64	n/a	F 44	F 11	n/a
	Numeracy	M 46	F 57	n/a	M 6	M 62	n/a
Below expectations (%)	10.5	24.7	21.0	19.9	17.8	—	
Tests not written (%)	25.0	6.9	23.7	13.8	12.1	—	
Overall rating out of 10	6.7	4.5	5.8	6.3	5.9	—	

Gibsons [Public]		Gr 4 Enrollment: 51					
ESL (%): 4.2	Special needs (%): 14.2	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 181/955	177/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	528	506	489	472	490	—
	Writing	676	625	669	548	610	—
	Numeracy	544	494	513	455	473	▼
Gr 7 avg score:	Reading	556	488	489	511	508	—
	Writing	673	647	649	704	767	—
	Numeracy	535	482	473	466	501	—
Gr 7 gender gap:	Reading	n/a	F 15	F 3	F 15	M 14	n/a
	Numeracy	n/a	M 47	M 10	F 45	M 15	n/a
Below expectations (%)	4.8	18.4	14.8	26.5	19.7	—	
Tests not written (%)	14.0	0.4	5.4	0.5	3.4	—	
Overall rating out of 10	8.3	6.6	7.3	6.0	7.3	—	

Halfmoon Bay [Public]		Gr 4 Enrollment: 30					
ESL (%): 0.0	Special needs (%): 12.4	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 215/955	92/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	529	562	530	584	531	—
	Writing	659	858	704	802	583	—
	Numeracy	537	578	473	573	487	—
Gr 7 avg score:	Reading	527	580	510	516	519	—
	Writing	718	607	590	691	726	—
	Numeracy	467	459	480	490	525	▲
Gr 7 gender gap:	Reading	F 15	n/a	n/a	n/a	F 81	n/a
	Numeracy	M 30	n/a	n/a	n/a	F 24	n/a
Below expectations (%)	10.3	3.7	14.6	6.7	14.6	—	
Tests not written (%)	12.5	1.4	6.5	9.1	2.1	—	
Overall rating out of 10	7.6	9.5	7.2	8.7	7.1	—	

Kinnikinnick [Public]		Gr 4 Enrollment: 29					
ESL (%): 30.3	Special needs (%): 18.8	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 675/955	402/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	508	525	511	465	440	▼
	Writing	649	608	503	446	417	▼
	Numeracy	523	521	485	456	441	▼
Gr 7 avg score:	Reading	458	526	482	541	494	—
	Writing	563	687	577	632	625	—
	Numeracy	460	547	464	495	486	—
Gr 7 gender gap:	Reading	n/a	n/a	n/a	n/a	F 57	n/a
	Numeracy	n/a	n/a	n/a	n/a	F 43	n/a
Below expectations (%)	19.8	7.3	24.0	24.2	25.4	—	
Tests not written (%)	21.5	12.8	16.7	18.4	20.3	—	
Overall rating out of 10	5.8	7.9	5.6	5.7	5.1	—	

Roberts Creek [Public]		Gr 4 Enrollment: 32					
ESL (%): 0.8	Special needs (%): 11.6	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 195/955	257/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	519	539	458	494	517	—
	Writing	567	608	597	624	638	▲
	Numeracy	486	561	486	488	547	—
Gr 7 avg score:	Reading	486	476	507	539	455	—
	Writing	627	530	619	733	552	—
	Numeracy	537	461	477	487	515	—
Gr 7 gender gap:	Reading	M 13	F 26	F 21	F 21	n/a	n/a
	Numeracy	M 26	M 22	F 14	F 63	n/a	n/a
Below expectations (%)	13.8	20.5	18.3	13.6	11.3	—	
Tests not written (%)	25.8	15.6	10.3	6.7	15.2	—	
Overall rating out of 10	6.6	6.0	6.6	6.9	7.2	—	

West Sechelt [Public]		Gr 4 Enrollment: 32					
ESL (%): 4.4	Special needs (%): 16.9	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 452/955	196/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	488	511	422	496	467	—
	Writing	607	663	583	643	442	—
	Numeracy	482	485	468	495	470	—
Gr 7 avg score:	Reading	508	526	512	519	514	—
	Writing	645	648	671	587	692	—
	Numeracy	554	531	518	495	510	▼
Gr 7 gender gap:	Reading	n/a	F 10	n/a	n/a	F 62	n/a
	Numeracy	n/a	F 20	n/a	n/a	F 32	n/a
Below expectations (%)	10.5	6.9	18.3	10.2	23.5	—	
Tests not written (%)	4.7	12.7	2.3	9.2	2.3	—	
Overall rating out of 10	7.5	7.7	6.5	7.4	6.0	—	

VANCOUVER ISLAND NORTH

Eagle View [Public]		Gr 4 Enrollment: 43					
ESL (%): 12.3	Special needs (%): 13.4	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 482/955	750/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	459	486	444	384	468	—
	Writing	437	539	513	451	470	—
	Numeracy	409	469	455	411	512	—
Gr 7 avg score:	Reading	452	447	434	448	477	—
	Writing	512	525	488	465	638	—
	Numeracy	407	434	439	396	493	—
Gr 7 gender gap:	Reading	M 3	F 73	F 76	M 74	F 64	—
	Numeracy	F 41	F 49	F 48	M 21	M 30	—
Below expectations (%)	43.3	29.3	35.5	49.7	20.2	—	
Tests not written (%)	6.1	2.1	8.8	10.6	6.6	—	
Overall rating out of 10	3.8	4.4	3.7	2.9	5.9	—	

Sunset [Public]		Gr 4 Enrollment: 31					
ESL (%): 0.0	Special needs (%): 9.8	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 789/955	508/805				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	427	474	497	482	438	—
	Writing	426	536	633	573	530	—
	Numeracy	415	483	515	475	409	—
Gr 7 avg score:	Reading	478	469	509	476	422	—
	Writing	528	564	552	576	543	—
	Numeracy	424	454	474	439	402	—
Gr 7 gender gap:	Reading	M 20	F 18	n/a	F 14	M 9	n/a
	Numeracy	F 15	M 6	n/a	F 25	M 29	n/a
Below expectations (%)	39.9	24.1	18.2	16.8	38.6	—	
Tests not written (%)	4.7	5.8	1.3	3.4	16.2	—	
Overall rating out of 10	4.2	5.8	6.9	6.4	4.4	—	

VANCOUVER ISLAND WEST

Ray Watkins [Public]		Gr 4 Enrollment: 24					
ESL (%): 9.0	Special needs (%): 15.5	French Imm (%): 0.0					
Actual rating vs predicted based		2017-18	Last 5 Years				
on parents' avg. inc. of \$ n/a: n/a		Rank: 927/955	n/a				
Academic Performance		2014	2015	2016	2017	2018	Trend
Gr 4 avg score:	Reading	487	n/a	492	379	429	n/a
	Writing	474	n/a	539	354	422	n/a
	Numeracy	453	n/a	483	427	399	n/a
Gr 7 avg score:	Reading	465	n/a	418	402	399	n/a
	Writing	476	n/a	471	396	479	n/a
	Numeracy	433	n/a	364	369	404	n/a
Gr 7 gender gap:	Reading	n/a	n/a	n/a	n/a	n/a	n/a
	Numeracy	n/a	n/a	n/a	n/a	n/a	n/a
Below expectations (%)	37.6	n/a	37.2	61.3	51.1	n/a	
Tests not written (%)	11.4	n/a	17.5	16.7	28.6	n/a	
Overall rating out of 10	4.0	n/a	3.8	1.4	2.5	n/a	

