

# SCHOOL DATA SUMMARY 2003/04 - 2007/08



## FRANK J MITCHELL ELEMENTARY

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School Telephone: (250) 425-7818

(005) SOUTHEAST KOOTENAY  
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Electronic version of report: [www.bced.gov.bc.ca/reporting/levels/perf-bas.php](http://www.bced.gov.bc.ca/reporting/levels/perf-bas.php)

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## INTRODUCTION

This report provides a summary of ministry-collected student achievement data for this school, intended to support discussions about student performance and school planning.

When interpreting student performance it is important to review multiple sources of information, including locally collected performance data. It is also important to consider the economic, cultural and social context of the learning environment.

**Please note:** The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication. Ministry Reports are available at: [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/)  
Contact the Information Department at:  
[EDUC.ReportingUnit@gov.bc.ca](mailto:EDUC.ReportingUnit@gov.bc.ca)

## GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To increase confidence in the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is also important to note if fewer, or if more students participating would have a bearing on the results.

- **Be cautious of data representing small numbers of students**

Notice the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data, see:

[www.bced.gov.bc.ca/reporting/privacy.php](http://www.bced.gov.bc.ca/reporting/privacy.php)

- **Review data trends**

Multiple years of results are more meaningful than results of a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

## POINTS OF INQUIRY

- Are the data relevant or appropriate for what is being assessed?
- Is the population of students captured by these data representative of student achievement at this school?
- What story do these data suggest about student achievement in this school?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

## STUDENT AND SCHOOL CONTEXT

Contextual information about the learning environment (e.g., social, economic or cultural factors; knowledge of student experiences) may provide insight and assist in a deeper understanding and interpretation of student achievement results.

### DATA SYMBOLS

- "EU" (Elementary Ungraded) Students taking K-7 courses but not considered to be in a specific grade  
 "SU" (Secondary Ungraded) Students taking Grade 8-12 courses but not considered to be in a specific grade  
 "GA" (Graduated Adult) Adult students who have already graduated
- "0" (Zero) There are no students in this category or the number as a percentage is less than 0.5%  
 "-" (Dash) There are no data for this category  
 "Msk" (Mask) Fewer than five students fall within the category described and cannot be identified to protect their privacy

### STUDENT ENROLMENT: Headcount (September of year indicated)

School Year	Elementary										Secondary							School Total	
	K	1	2	3	4	5	6	7	EU	Elem Total	8	9	10	11	12	SU	GA		Sec Total
03/04	24	23	14	29	25	21	35	36	0	207	0	0	0	0	0	0	0	0	207
04/05	25	23	21	14	32	24	24	33	0	196	0	0	0	0	0	0	0	0	196
05/06	20	21	20	23	18	26	25	25	0	178	0	0	0	0	0	0	0	0	178
06/07	22	21	20	19	21	18	27	22	0	170	0	0	0	0	0	0	0	0	170
07/08	38	24	26	19	21	20	19	34	0	201	0	0	0	0	0	0	0	0	201
08/09	36	56	43	42	42	61	47	0	0	327	0	0	0	0	0	0	0	0	327

### STUDENT DEMOGRAPHICS: Headcount (September 2007)

	School		District	Province *
	#	%	%	%
<b>Total students in this school</b>	<b>201</b>			
Female	101	50	48	49
Male	100	50	52	51
Aboriginal	20	10	12	10
Aboriginal Students with Special Needs	3	1	3	2
French Immersion	0	0	6	7
Special Needs	16	8	11	10
Physically Dependent (A)	0	0	0	0
Deafblind (B)	0	0	0	0
Moderate to Severe/Profound Intellectual Disability (C)	1	0	0	0
Physical Disability/Chronic Health Impairment (D)	1	0	1	1
Visual Impairment (E)	0	0	0	0
Deaf or Hard of Hearing (F)	0	0	0	0
Autism Spectrum Disorder (G)	1	0	1	1
Intensive Behaviour Interventions/Serious Mental Illness (H)	10	5	3	1
Mild Intellectual Disability (K)	0	0	1	0
Gifted (P)	0	0	0	2
Learning Disability (Q)	3	1	3	3
Moderate Behaviour Support/Mental Illness (R)	0	0	2	1
English as a Second Language (ESL)	1	0	0	10
Students Whose Home Language is Not English	0	0	0	22
Top 3: Non-English Home Languages in this school:				
Note: May be fewer than 3 Non-English home languages in the school.				

\* Data represent public schools only

**STUDENT AND SCHOOL CONTEXT**

**CLASSROOM DEMOGRAPHICS** (September 2008)

	School #	District #	Province *
<b>Average Class Size</b>			
Kindergarten	18.0	17.3	17.7
Grades 1-3	20.1	20.8	20.6
Grades 4-7	25.0	23.6	25.8
Grades 8-12	-	21.2	24.4
<b>Teachers (Source: Form 1601)</b>			
Headcount	18	416	38112
FTE	17.5	323.2	32528.2

**Note:** Headcount and FTE reported here may differ from reports based on Form 2003 as Form 1601 only collects data on teachers assigned to the particular schools.

**Education Assistants (EA)**

Number of Classes with Assigned EAs 15

**COMMUNITY DEMOGRAPHICS** (source: 2006 Canada Census)

	School %	District %	Province *
Families with annual income under \$30,000	14	16	16
Education attainment of population aged 25-64:			
High School Graduation Certificate	79	86	88
Bachelors Degree or higher	7	11	24
Lone-parent families	14	13	15

- MORE**
- **Student Statistics Report** includes student count by grade, program, student groups: [www.bced.gov.bc.ca/reporting/enrol/student.php](http://www.bced.gov.bc.ca/reporting/enrol/student.php)
  - **Class Size and Composition Report:** [www.bced.gov.bc.ca/reporting/enrol/class-size.php](http://www.bced.gov.bc.ca/reporting/enrol/class-size.php)
  - **District Data Summary Report** includes student statistics for the district as a whole: [www.bced.gov.bc.ca/reporting/levels/sd-bas.php](http://www.bced.gov.bc.ca/reporting/levels/sd-bas.php)
  - **BC STATS** includes social statistics, demographics, regional/community profiles [www.bcstats.gov.bc.ca/index.asp](http://www.bcstats.gov.bc.ca/index.asp)

**NOTES**

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\* Data represent public schools only

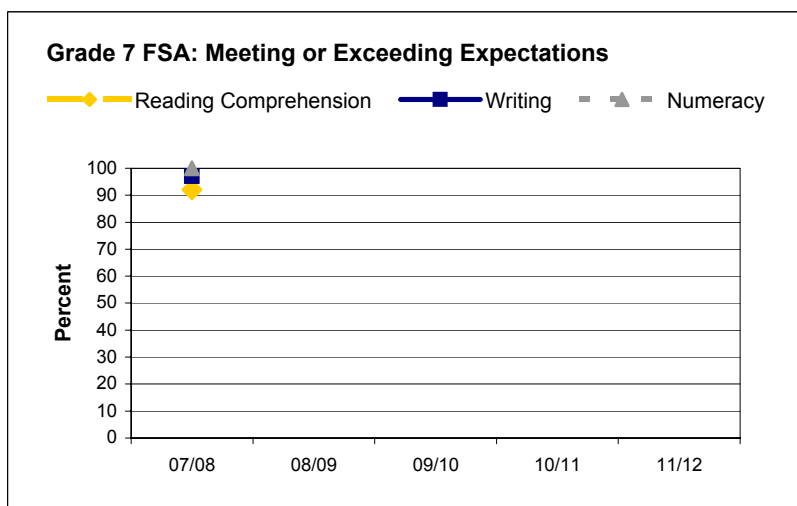
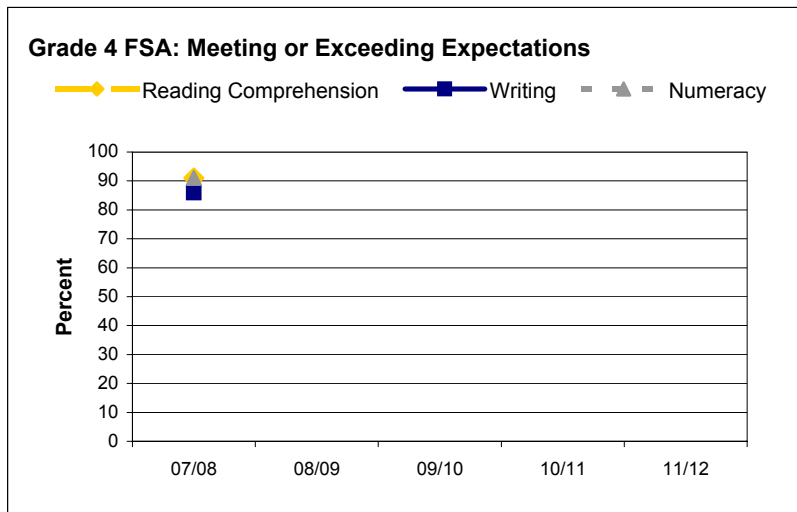
## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: OVERVIEW

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating reading comprehension, writing and numeracy skills.

Data and graphics given in this overview are school-level information only, and are designed to provide an easy means for comparing results in the three areas evaluated by FSA. More detailed information, including district and provincial data, are provided on the pages that follow.

### DATA SYMBOLS

"0" (Zero) There are no students in this category or the number as a percentage is less than 0.5%



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating reading.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

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### GRADE 4

### READING COMPREHENSION



School Year	Expected Count #	Meeting or Exceeding Expectations			
		School #	School %	District %	Province *
07/08	22	20	91	62	74
08/09	-	-	-	-	-
09/10	-	-	-	-	-
10/11	-	-	-	-	-
11/12	-	-	-	-	-

### GRADE 7

### READING COMPREHENSION



School Year	Expected Count #	Meeting or Exceeding Expectations			
		School #	School %	District %	Province *
07/08	38	35	92	59	69
08/09	-	-	-	-	-
09/10	-	-	-	-	-
10/11	-	-	-	-	-
11/12	-	-	-	-	-

- MORE**
- Results for specific groups of students - see sections later in this report.
    - [Aboriginal Student Results](#)
    - [Male/Female Results](#)
    - [Special Needs Results](#)
  - Foundation Skills Assessment Report** provides more detailed FSA data:
    - [www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

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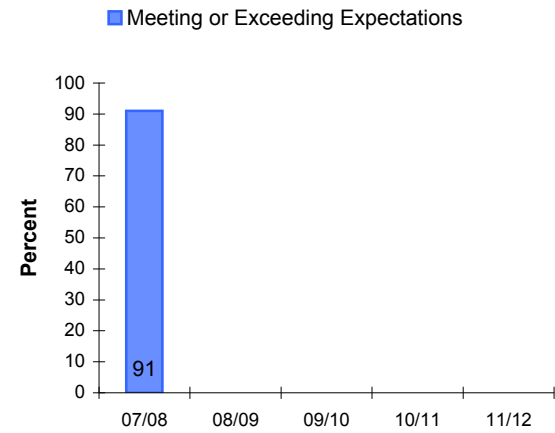
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\* Data represent Public and Independent schools combined.

## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION

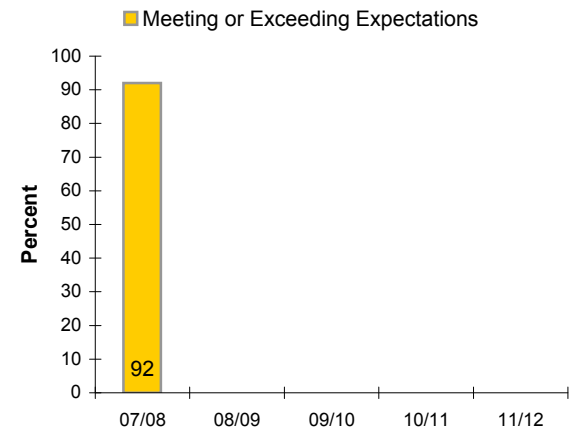
### School Data:

#### Grade 4 FSA Reading

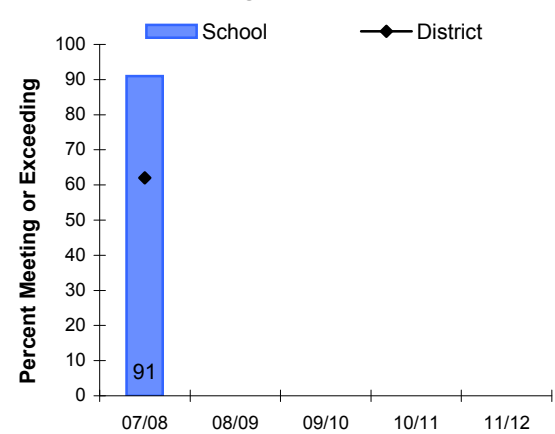


### School Data:

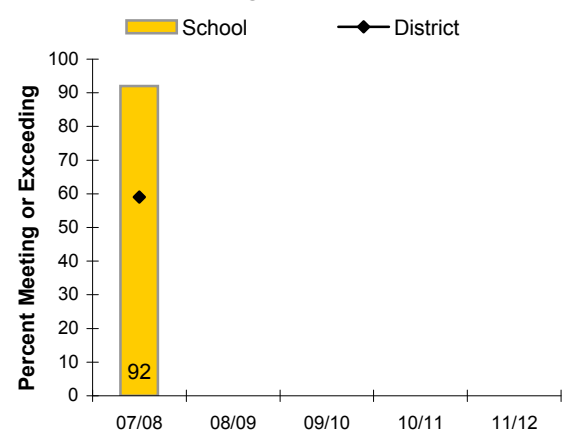
#### Grade 7 FSA Reading



### Comparison Results: Grade 4 FSA Reading



### Comparison Results: Grade 7 FSA Reading



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating writing.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

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### GRADE 4

### WRITING



School Year	Expected Count #	Meeting or Exceeding Expectations			
		School #	School %	District %	Province % *
07/08	22	19	86	59	71
08/09	-	-	-	-	-
09/10	-	-	-	-	-
10/11	-	-	-	-	-
11/12	-	-	-	-	-

### GRADE 7

### WRITING



School Year	Expected Count #	Meeting or Exceeding Expectations			
		School #	School %	District %	Province % *
07/08	38	37	97	66	75
08/09	-	-	-	-	-
09/10	-	-	-	-	-
10/11	-	-	-	-	-
11/12	-	-	-	-	-

- MORE** • Results for specific groups of students - see sections later in this report.  
[Aboriginal Student Results](#)      [Male/Female Results](#)      [Special Needs Results](#)
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### NOTES

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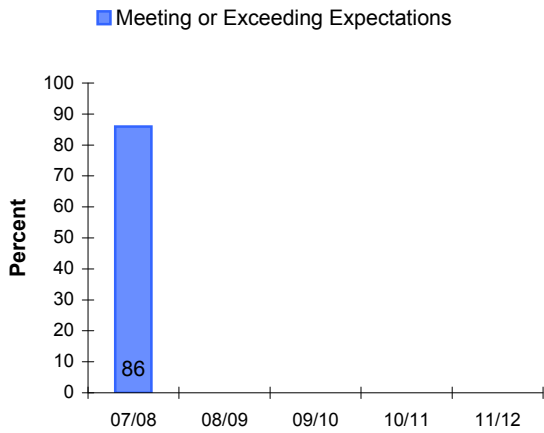


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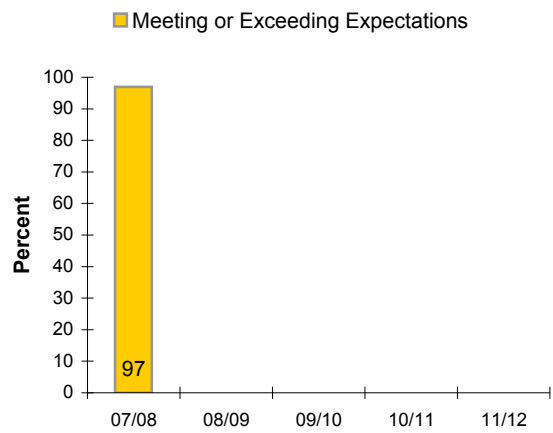
\* Data represent Public and Independent schools combined.

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**

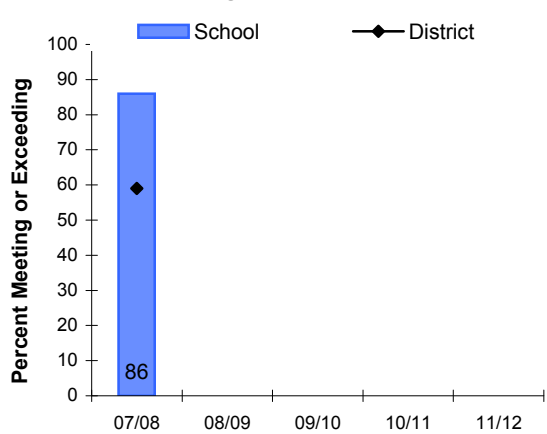
**School Data:  
Grade 4 FSA Writing**



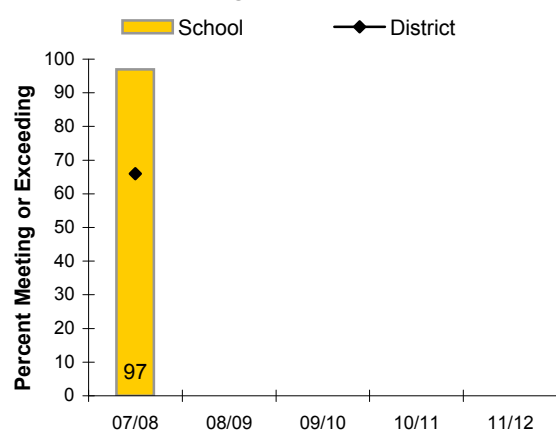
**School Data:  
Grade 7 FSA Writing**



**Comparison Results:  
Grade 4 FSA Writing**



**Comparison Results:  
Grade 7 FSA Writing**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating numeracy.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

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### GRADE 4

### NUMERACY



School Year	Expected Count #	Meeting or Exceeding Expectations			
		School #	School %	District %	Province % *
07/08	22	20	91	59	70
08/09	-	-	-	-	-
09/10	-	-	-	-	-
10/11	-	-	-	-	-
11/12	-	-	-	-	-

### GRADE 7

### NUMERACY



School Year	Expected Count #	Meeting or Exceeding Expectations			
		School #	School %	District %	Province % *
07/08	38	38	100	59	70
08/09	-	-	-	-	-
09/10	-	-	-	-	-
10/11	-	-	-	-	-
11/12	-	-	-	-	-

- MORE** • Results for specific groups of students - see sections later in this report.  
[Aboriginal Student Results](#)      [Male/Female Results](#)      [Special Needs Results](#)
- **Foundation Skills Assessment Report** provides more detailed FSA data:  
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### NOTES

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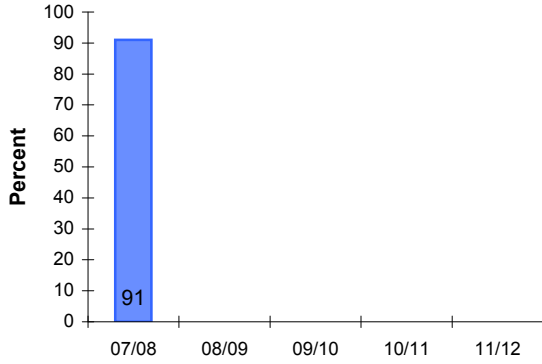
\* Data represent Public and Independent schools combined.

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

**School Data:**

**Grade 4 FSA Numeracy**

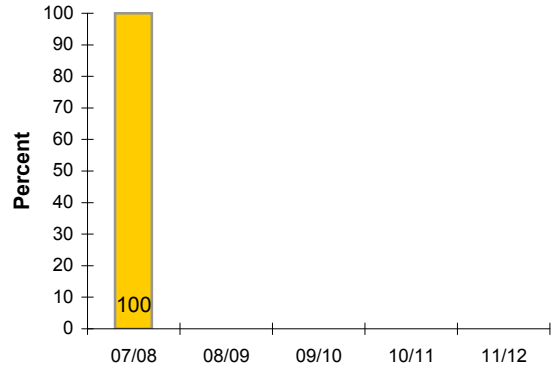
■ Meeting or Exceeding Expectations



**School Data:**

**Grade 7 FSA Numeracy**

■ Meeting or Exceeding Expectations

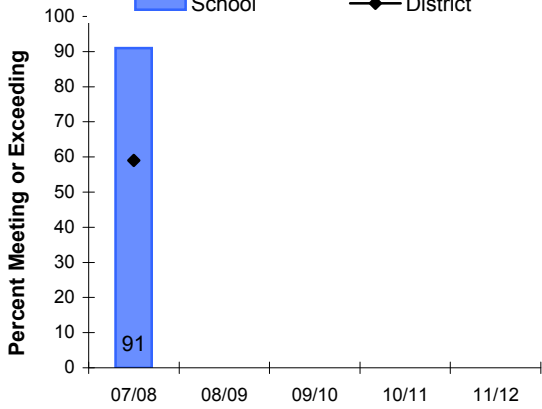


**Comparison Results:**

**Grade 4 FSA Numeracy**

■ School

◆ District

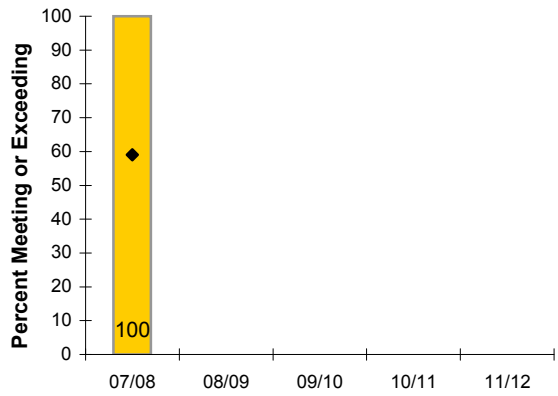


**Comparison Results:**

**Grade 7 FSA Numeracy**

■ School

◆ District



## GRADE-TO-GRADE TRANSITION

Transition rates describe the number of students from this school who made a transition to a higher grade anywhere in the BC school system.

When reviewing transitions, it may be valuable to examine and discuss achievement results with respect to prescribed learning outcomes, and the significance of the variety of factors that could affect transition, such as student experiences and attendance, curriculum relevance, instructional strategies, school policies and planning, etc.

### DATA SYMBOLS

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Note: Transition data represents all students registered in a grade for the first time, including all sub-populations of students (e.g. Special Needs, ESL, etc.).

### GRADE-TO-GRADE TRANSITION



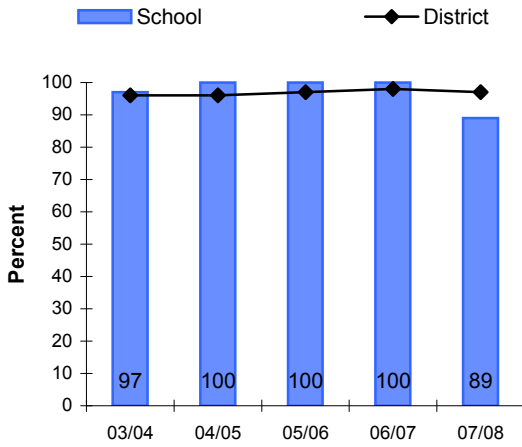
	Transition to a Higher Grade From:	School Year	Total Students In Grade #	Transition Rates			
				School #	School %	District %	Province *
Current	Grade 6	07/08	19	17	89	97	97
	Grade 7	07/08	34	33	97	97	97
	Grade 8	07/08	0	0	-	94	96
	Grade 9	07/08	0	0	-	93	95
	Grade 10	07/08	0	0	-	92	90
	Grade 11	07/08	0	0	-	86	83
Historical	Grade 6	03/04	35	34	97	96	97
		04/05	24	24	100	96	97
		05/06	25	25	100	97	97
		06/07	27	27	100	98	97
		07/08	19	17	89	97	97
	Grade 7	03/04	36	35	97	96	97
		04/05	33	33	100	97	97
		05/06	25	25	100	94	97
		06/07	22	22	100	96	97
		07/08	34	33	97	97	97
	Grade 8	03/04	0	0	-	92	95
		04/05	0	0	-	94	95
		05/06	0	0	-	92	95
		06/07	0	0	-	93	95
		07/08	0	0	-	94	96
	Grade 9	03/04	0	0	-	91	94
		04/05	0	0	-	90	94
		05/06	0	0	-	94	94
		06/07	0	0	-	92	95
		07/08	0	0	-	93	95

\* Data represent public schools only

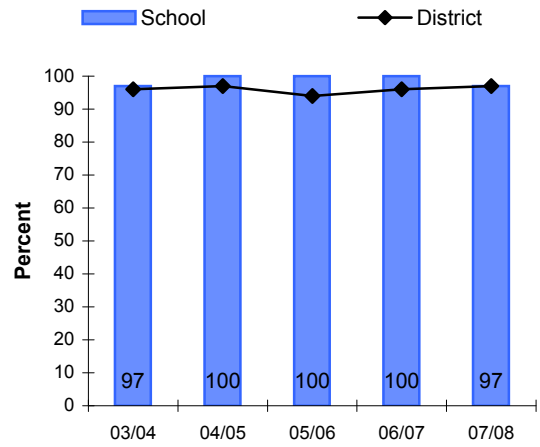


GRADE-TO-GRADE TRANSITION

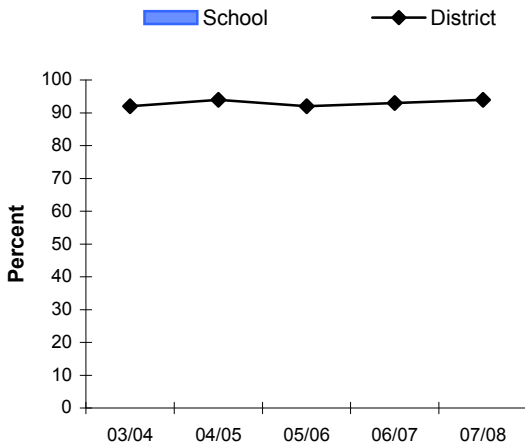
Transition: Grade 6 to Higher Grade



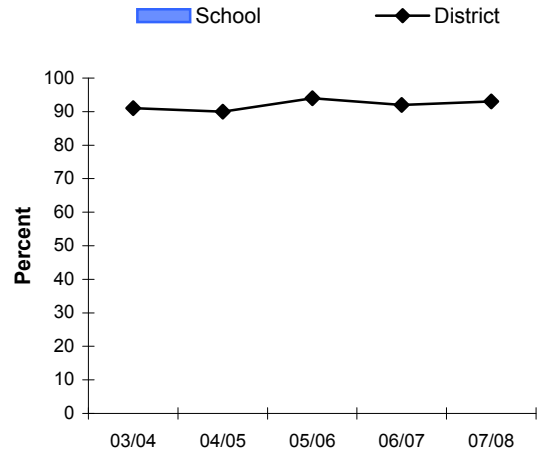
Transition: Grade 7 to Higher Grade



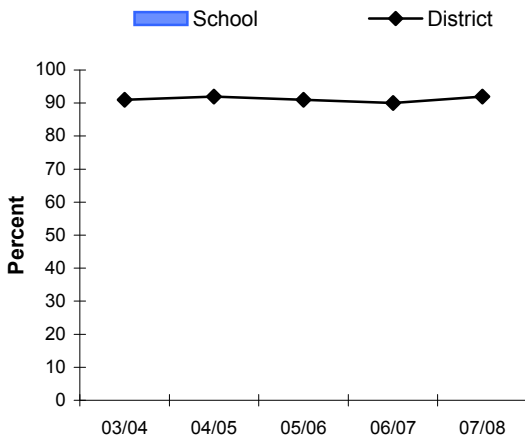
Transition: Grade 8 to Higher Grade



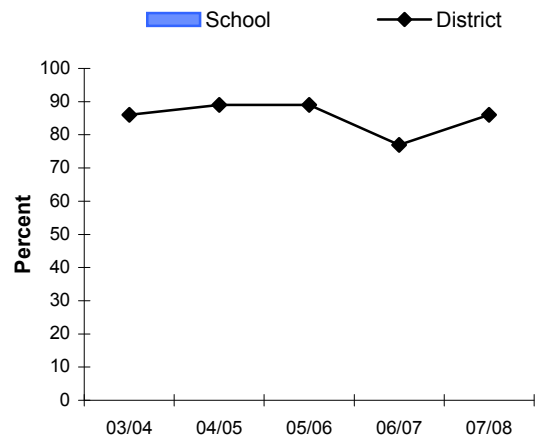
Transition: Grade 9 to Higher Grade



Transition: Grade 10 to Higher Grade



Transition: Grade 11 to Higher Grade



## SATISFACTION SURVEY

The Satisfaction Survey annually collects opinions from students, parents and school staff on achievement, human and social development and safety.

Survey responses provide another resource to complement locally collected information when discussing student results and school values. When reviewing survey data it is valuable to examine trends in the data and also discuss the significance of a variety of factors that could affect survey responses such as the number and characteristics of students represented, local events, school activities, curriculum relevance, etc.

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### TOTAL STUDENT RESPONDENTS (2007/08)

	Students Enrolled February #	Students Responded #	Student Participation %
Grade 3/4	22	21	95
Grade 7	38	36	95
Grade 10	0	0	-
Grade 12	0	0	-

### SAMPLE OF STUDENT RESPONSES (2007/08)

#### • Do you like school?



Student Responses	At No Time %	Few Times %	Some Times %	Many Times %	All of the Time %	Don't Know %
Grade 3/4	0	0	62	10	29	0
Grade 7	0	6	56	39	0	0
Grade 10	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-

#### • At school, do you get exercise (for example, physical activity or sports)?



Student Responses	At No Time %	Few Times %	Some Times %	Many Times %	All of the Time %	Don't Know %
Grade 3/4	0	0	0	10	90	0
Grade 7	0	3	0	39	58	0
Grade 10	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-

#### • Do you know how your school expects students to behave? (Gr 3/4, 7)

Do you know what your school's expectations are for student behaviour? (Gr 10, 12)

Student Responses	At No Time %	Few Times %	Some Times %	Many Times %	All of the Time %	Don't Know %
Grade 3/4	0	10	10	5	76	0
Grade 7	0	0	6	29	66	0
Grade 10	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-

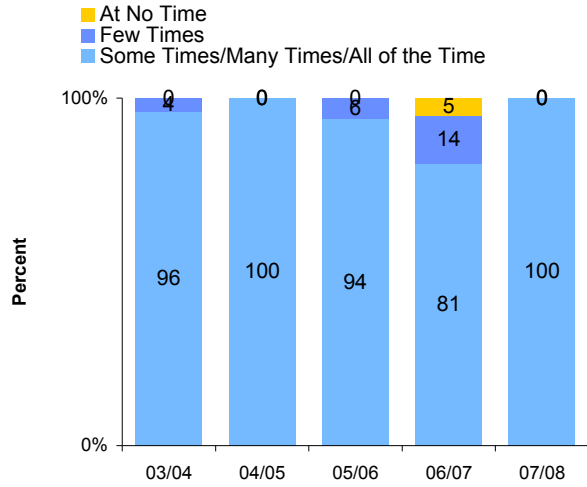


**SATISFACTION SURVEY**

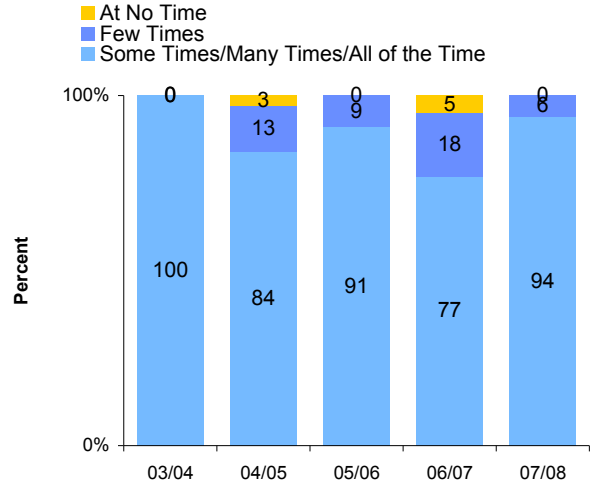
Note: "Don't know" is not included in the following charts so values may not add up to 100%

• Do you like school?

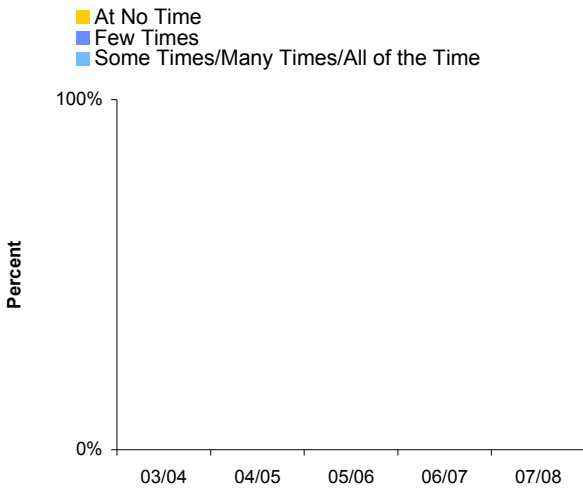
**Grade 3/4 Student Responses**



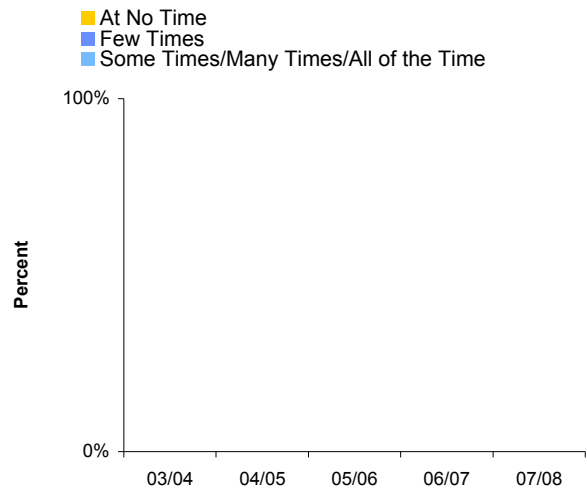
**Grade 7 Student Responses**



**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

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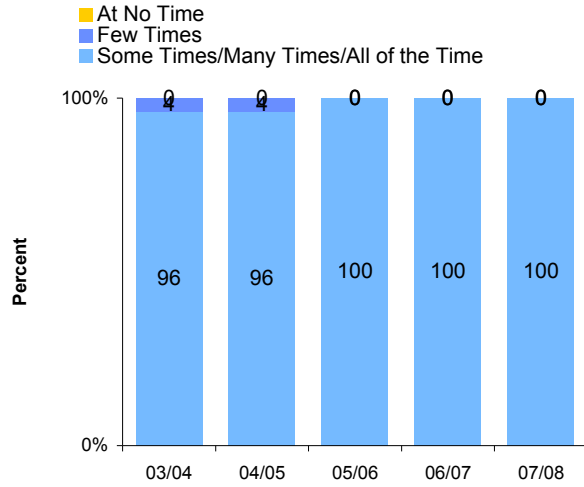
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**SATISFACTION SURVEY**

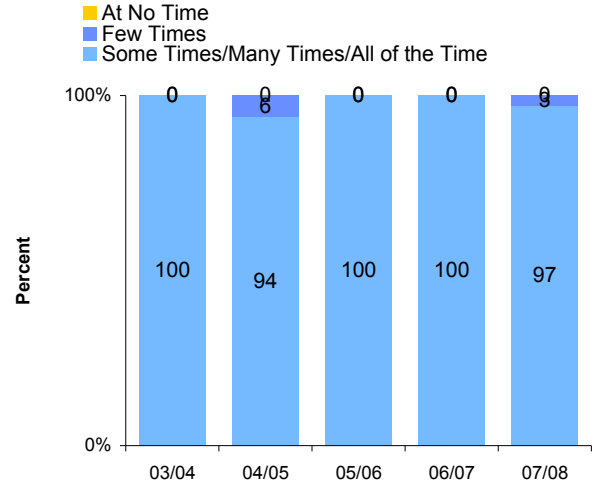
**Note: "Don't know" is not included in the following charts so values may not add up to 100%**

**• At school, do you get exercise (for example, physical activity or sports)?**

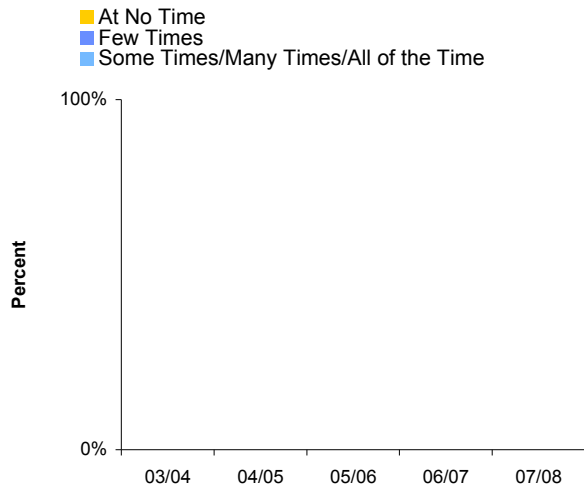
**Grade 3/4 Student Responses**



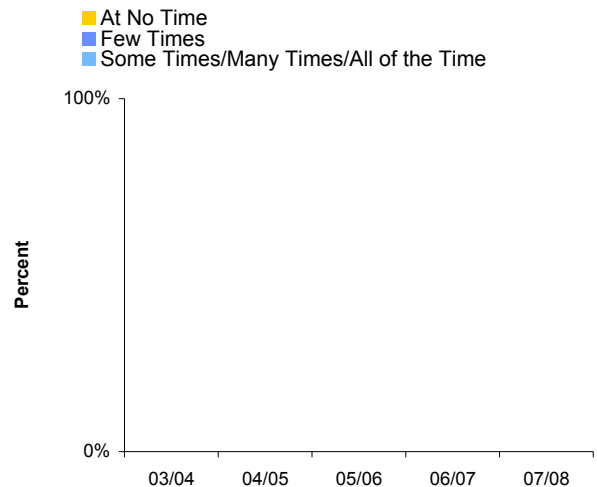
**Grade 7 Student Responses**



**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

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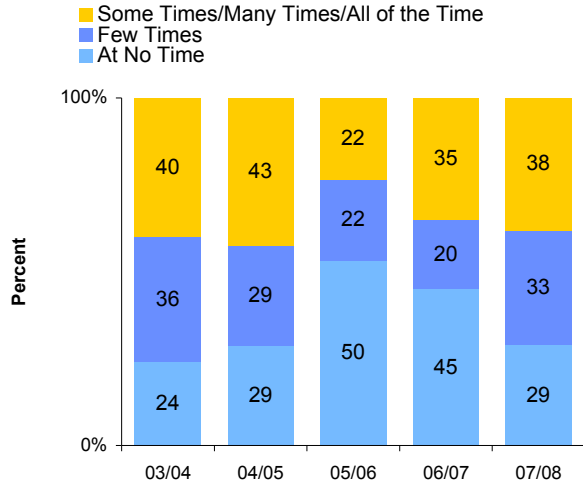
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**SATISFACTION SURVEY**

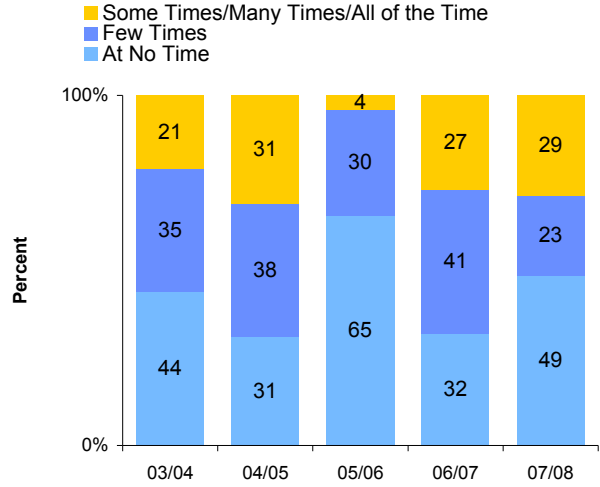
Note: "Don't know" is not included in the following charts so values may not add up to 100%

● At school, are you bullied, teased or picked on? \*

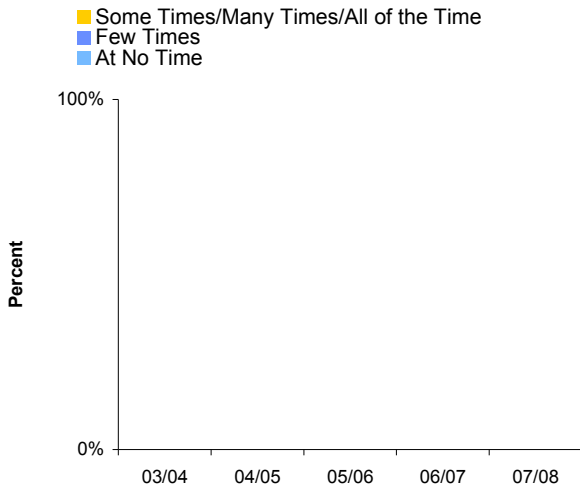
**Grade 3/4 Student Responses**



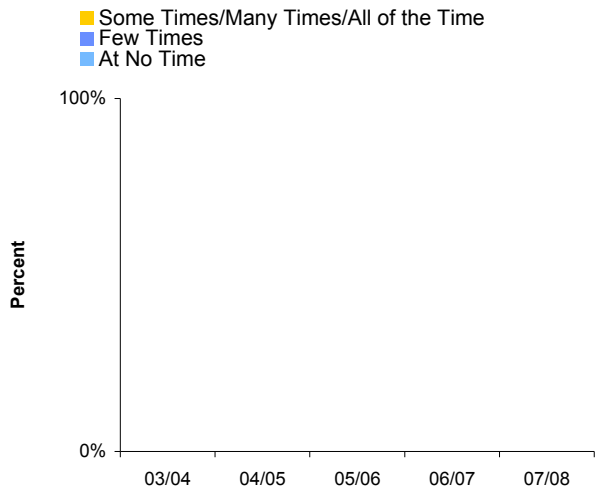
**Grade 7 Student Responses**



**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

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\* Particular attention should be drawn to top (gold) stack indicating students responding "Some Times/Many Times/All of the Time"

## **STUDENT GROUPS: ABORIGINAL RESULTS**

## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION ABORIGINAL

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating reading.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

### GRADE 4: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)



#### READING COMPREHENSION

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	Msk	19	Msk	Msk	18	95	48	64
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)



#### READING COMPREHENSION

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	Msk	34	Msk	Msk	31	91	45	61
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · FSA Report provides detailed data:

[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

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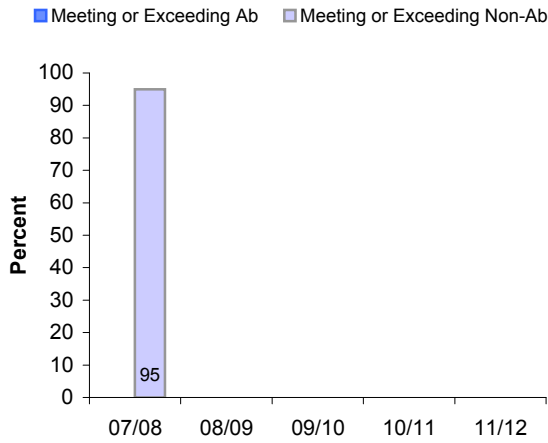


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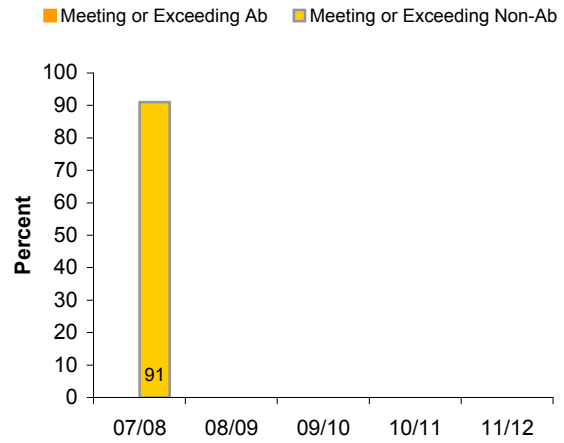
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

**ABORIGINAL (Ab) / NON-ABORIGINAL (Non-Ab)**

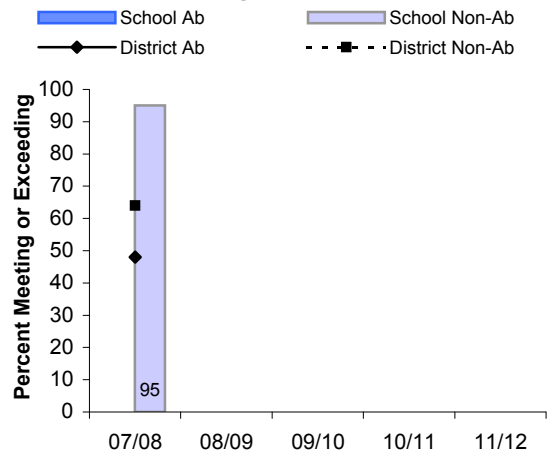
**School Data:  
Grade 4 FSA Reading**



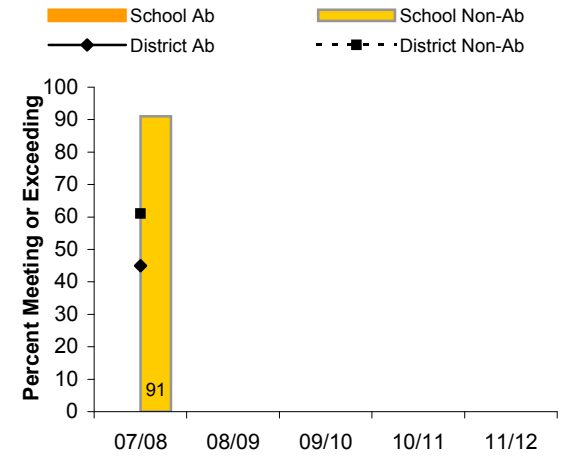
**School Data:  
Grade 7 FSA Reading**



**Comparison Results:  
Grade 4 FSA Reading**



**Comparison Results:  
Grade 7 FSA Reading**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING ABORIGINAL

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating writing.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

### GRADE 4: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)



#### WRITING

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	Msk	19	Msk	Msk	16	84	43	61
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)



#### WRITING

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	Msk	34	Msk	Msk	33	97	52	68
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · FSA Report provides detailed data:

[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

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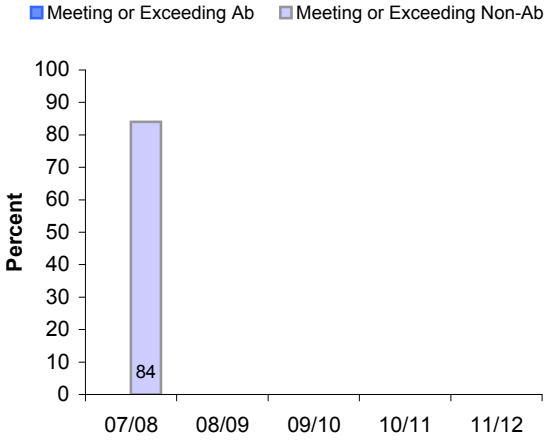


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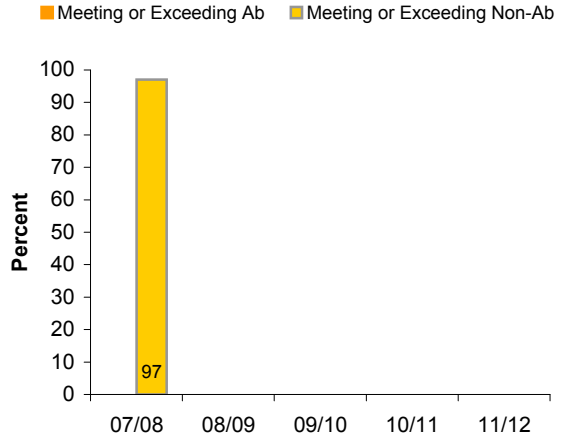
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**

**ABORIGINAL (Ab) / NON-ABORIGINAL (Non-Ab)**

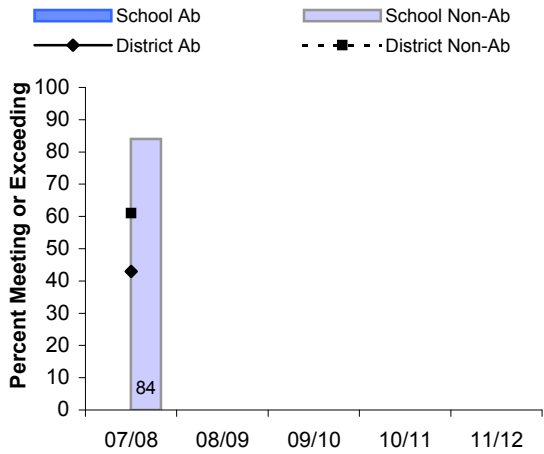
**School Data:  
Grade 4 FSA Writing**



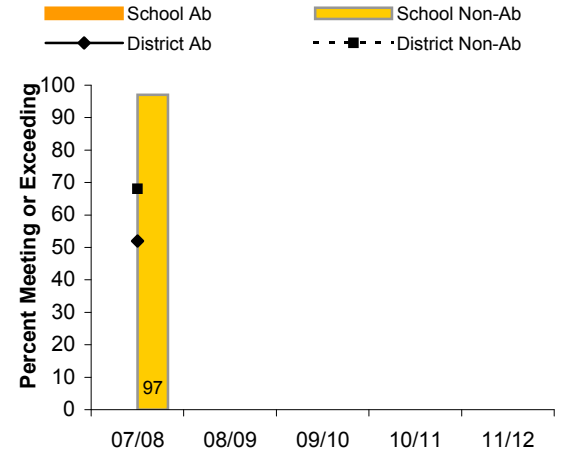
**School Data:  
Grade 7 FSA Writing**



**Comparison Results:  
Grade 4 FSA Writing**



**Comparison Results:  
Grade 7 FSA Writing**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY

### ABORIGINAL

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating numeracy.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

### GRADE 4: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

 [graphics](#)

#### NUMERACY

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	Msk	19	Msk	Msk	17	89	40	62
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

 [graphics](#)

#### NUMERACY

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	Msk	34	Msk	Msk	34	100	41	62
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** • FSA Report provides detailed data:

[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

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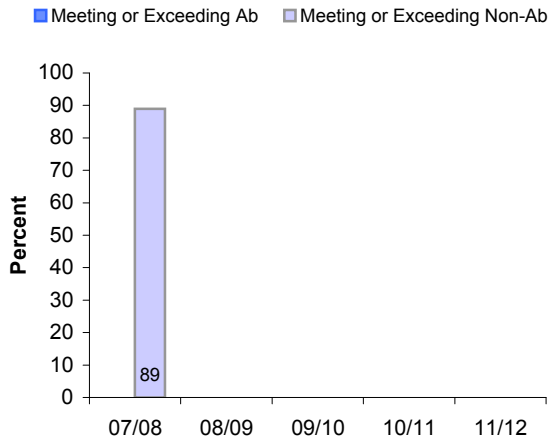


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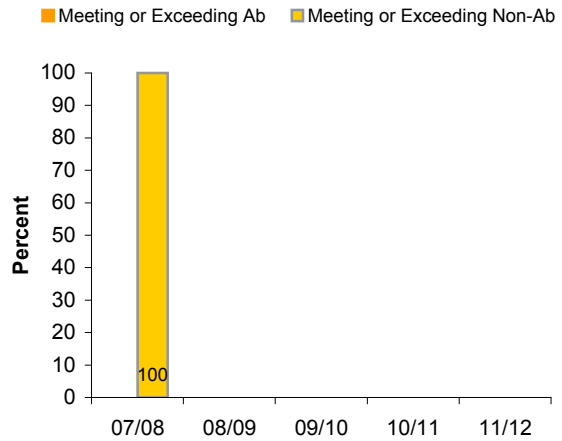
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

**ABORIGINAL (Ab) / NON-ABORIGINAL (Non-Ab)**

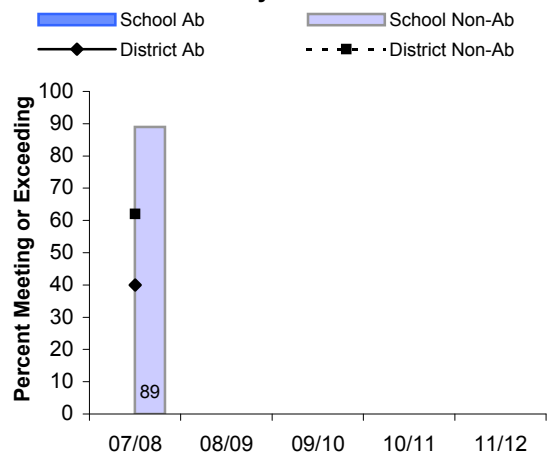
**School Data:  
Grade 4 FSA Numeracy**



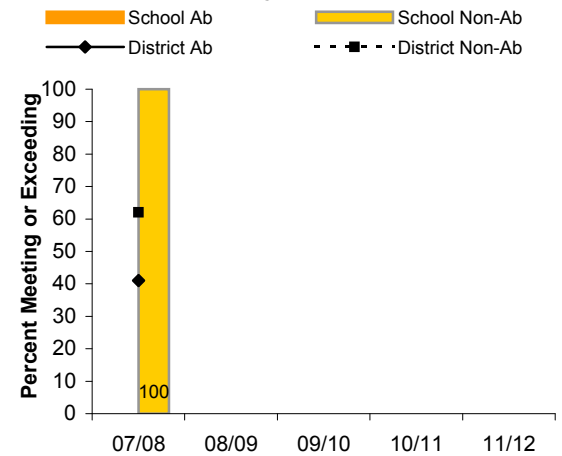
**School Data:  
Grade 7 FSA Numeracy**



**Comparison Results:  
Grade 4 FSA Numeracy**



**Comparison Results:  
Grade 7 FSA Numeracy**



## GRADE-TO-GRADE TRANSITION ABORIGINAL

Transition rates describe the number of students from this school who made a transition to a higher grade anywhere in the BC school system.

When reviewing transitions, it is valuable to examine and discuss achievement results with respect to prescribed learning outcomes, and the significance of the variety of factors that could affect transition, such as student experiences and attendance, curriculum relevance, instructional strategies, school policies and planning, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

Note: Transition data represents all students registered in a grade for the first time, including all sub-populations of students (e.g. Special Needs, ESL, etc.).

### GRADE-TO-GRADE TRANSITION ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

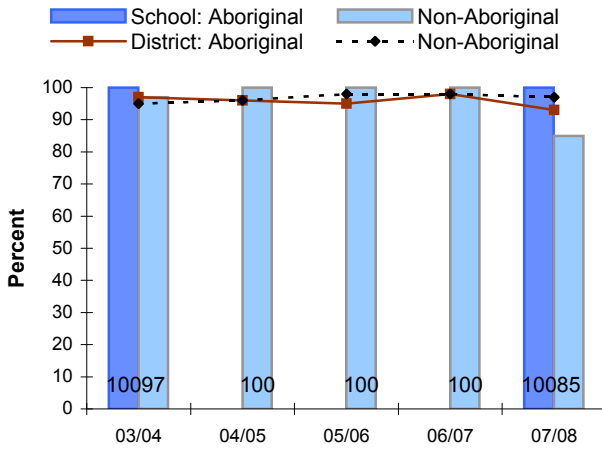


	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade Ab	In Grade N-Ab	Ab	School		N-Ab	Ab	N-Ab
			#	#	#	%	#	%	%	%
Current	Grade 6	07/08	6	13	6	100	11	85	93	97
	Grade 7	07/08	Msk	30	Msk	Msk	29	97	98	97
	Grade 8	07/08	0	0	0	-	0	-	86	96
	Grade 9	07/08	0	0	0	-	0	-	79	94
	Grade 10	07/08	0	0	0	-	0	-	84	93
	Grade 11	07/08	0	0	0	-	0	-	83	86
Historical	Grade 6	03/04	6	29	6	100	28	97	97	95
		04/05	Msk	22	Msk	Msk	22	100	96	96
		05/06	Msk	22	Msk	Msk	22	100	95	98
		06/07	Msk	26	Msk	Msk	26	100	98	98
		07/08	6	13	6	100	11	85	93	97
	Grade 7	03/04	Msk	34	Msk	Msk	33	97	97	96
		04/05	5	28	5	100	28	100	97	97
		05/06	Msk	24	Msk	Msk	24	100	91	95
		06/07	Msk	18	Msk	Msk	18	100	96	96
		07/08	Msk	30	Msk	Msk	29	97	98	97
	Grade 8	03/04	0	0	0	-	0	-	86	93
		04/05	0	0	0	-	0	-	88	95
		05/06	0	0	0	-	0	-	81	94
		06/07	0	0	0	-	0	-	86	94
		07/08	0	0	0	-	0	-	86	96
	Grade 9	03/04	0	0	0	-	0	-	87	92
		04/05	0	0	0	-	0	-	87	90
		05/06	0	0	0	-	0	-	91	94
		06/07	0	0	0	-	0	-	79	94
		07/08	0	0	0	-	0	-	79	94

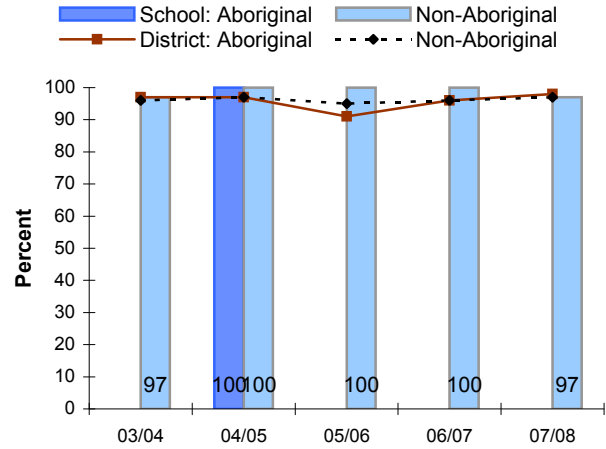


### GRADE-TO-GRADE TRANSITION: ABORIGINAL/NON-ABORIGINAL

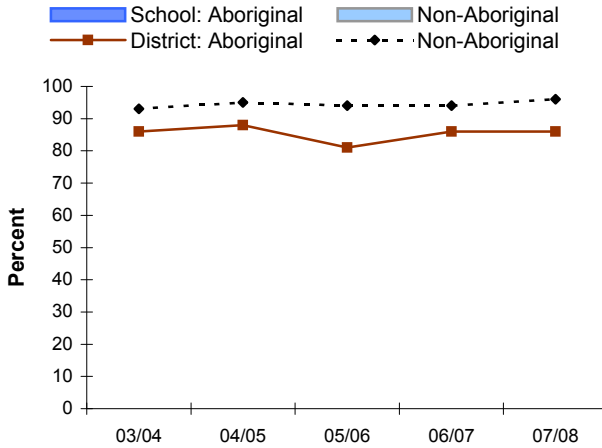
**Aboriginal Transitions:  
Grade 6 to Higher Grade**



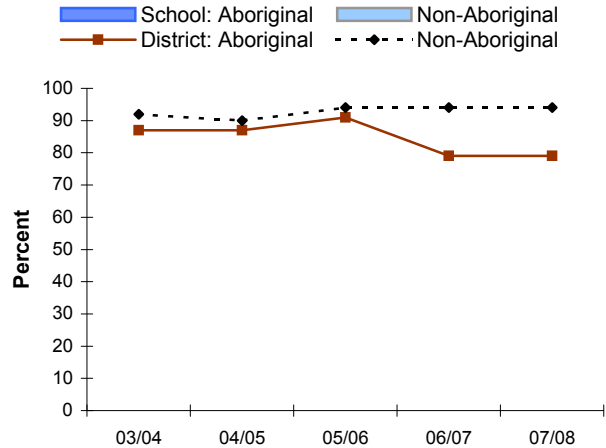
**Aboriginal Transitions:  
Grade 7 to Higher Grade**



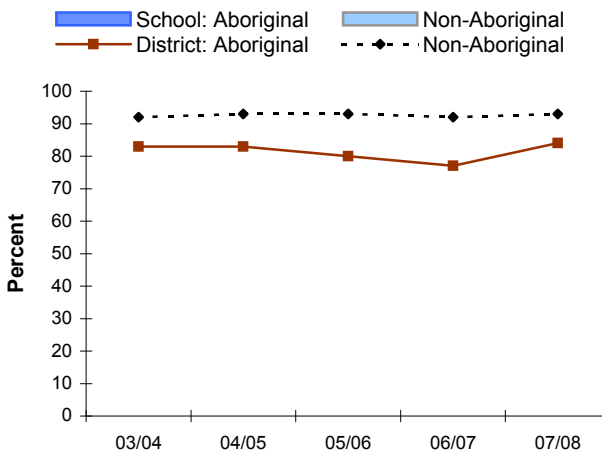
**Aboriginal Transitions:  
Grade 8 to Higher Grade**



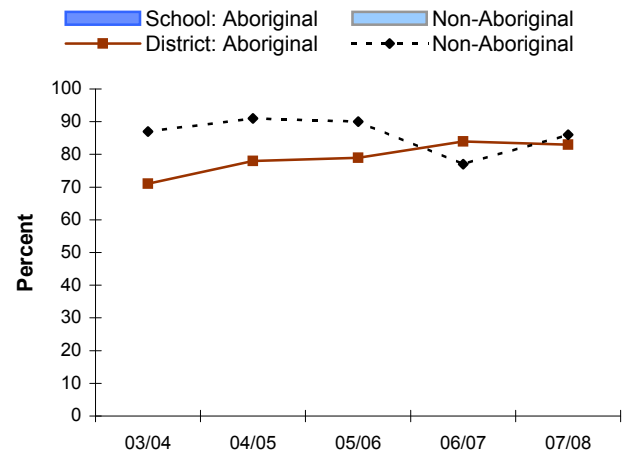
**Aboriginal Transitions:  
Grade 9 to Higher Grade**



**Aboriginal Transitions:  
Grade 10 to Higher Grade**



**Aboriginal Transitions:  
Grade 11 to Higher Grade**



**STUDENT GROUPS:  
MALE / FEMALE RESULTS**

## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION

### MALE / FEMALE

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating reading.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

### GRADE 4: MALE (M) / FEMALE (F)



#### READING COMPREHENSION

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			School				District	
			M #	M %	F #	F %	M %	F %
07/08	10	12	8	80	12	100	61	64
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: MALE (M) / FEMALE (F)



#### READING COMPREHENSION

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			School				District	
			M #	M %	F #	F %	M %	F %
07/08	19	19	19	100	16	84	57	61
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · FSA Report provides detailed data:

[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

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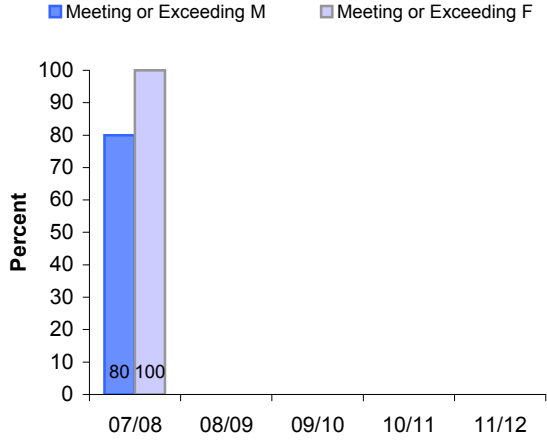


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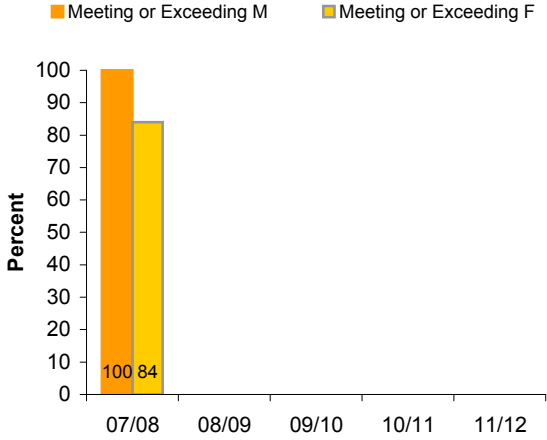
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

**MALE (M) / FEMALE (F)**

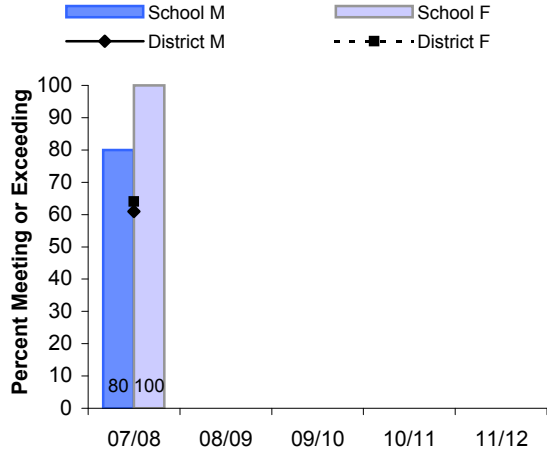
**School Data:  
Grade 4 FSA Reading**



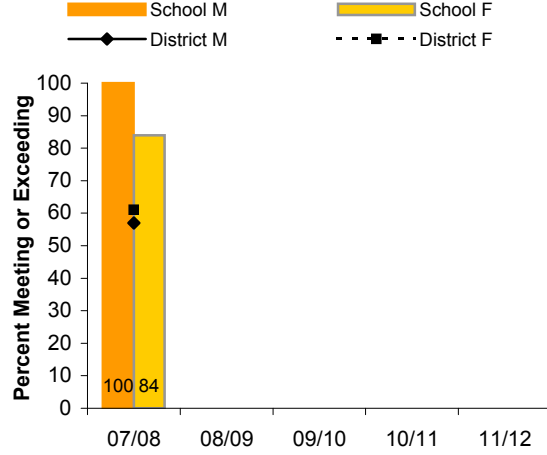
**School Data:  
Grade 7 FSA Reading**



**Comparison Results:  
Grade 4 FSA Reading**



**Comparison Results:  
Grade 7 FSA Reading**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING

### MALE / FEMALE

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating writing.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

### GRADE 4: MALE (M) / FEMALE (F)

 [graphics](#)

#### WRITING

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			School				District	
			M #	M %	F #	F %	M %	F %
07/08	10	12	8	80	11	92	50	68
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: MALE (M) / FEMALE (F)

 [graphics](#)

#### WRITING

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			School				District	
			M #	M %	F #	F %	M %	F %
07/08	19	19	19	100	18	95	56	76
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · **FSA Report** provides detailed data:

[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

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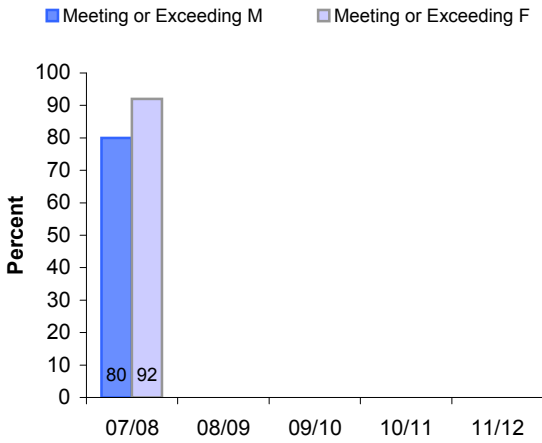


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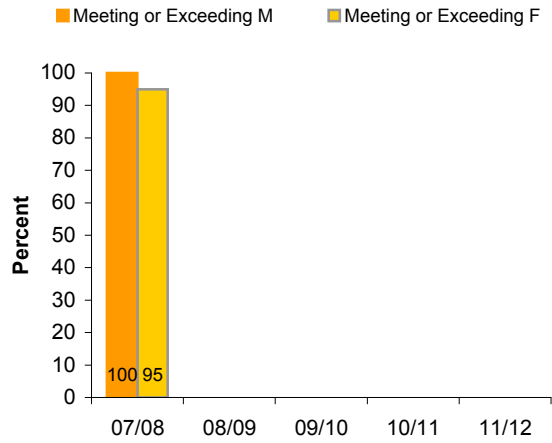
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**

**MALE (M) / FEMALE (F)**

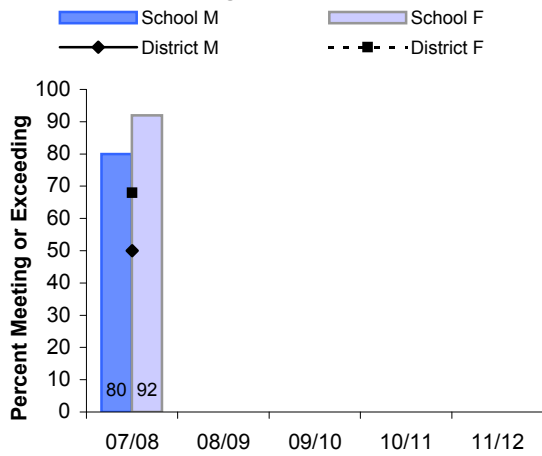
**School Data:  
Grade 4 FSA Writing**



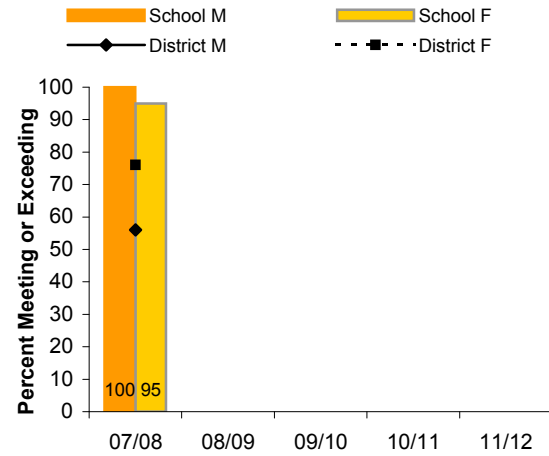
**School Data:  
Grade 7 FSA Writing**



**Comparison Results:  
Grade 4 FSA Writing**



**Comparison Results:  
Grade 7 FSA Writing**



**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

**MALE / FEMALE**

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating numeracy.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

**DATA SYMBOLS**

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- " - " (Dash) There are no data for this category
- "Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

**GRADE 4: MALE (M) / FEMALE (F)**



**NUMERACY**

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			School				District	
			M #	M %	F #	F %	M %	F %
07/08	10	12	9	90	11	92	56	63
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**GRADE 7: MALE (M) / FEMALE (F)**



**NUMERACY**

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			School				District	
			M #	M %	F #	F %	M %	F %
07/08	19	19	19	100	19	100	64	53
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · FSA Report provides detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES**

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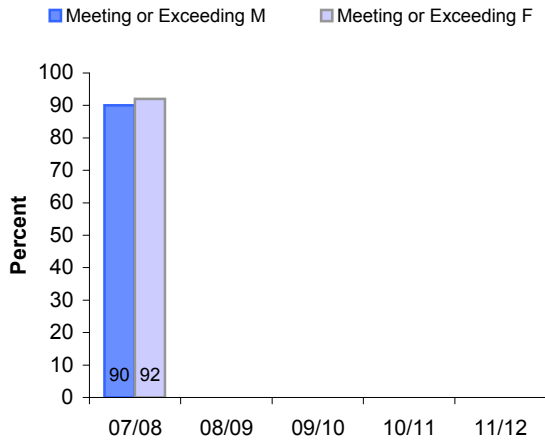


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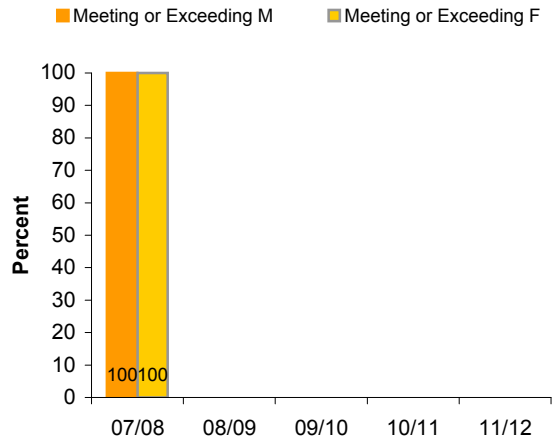
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

**MALE (M) / FEMALE (F)**

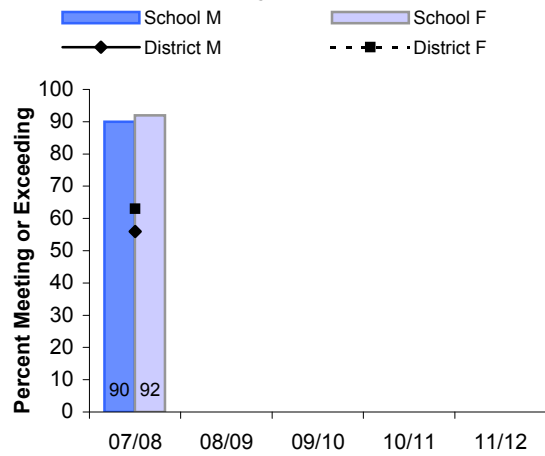
**School Data:  
Grade 4 FSA Numeracy**



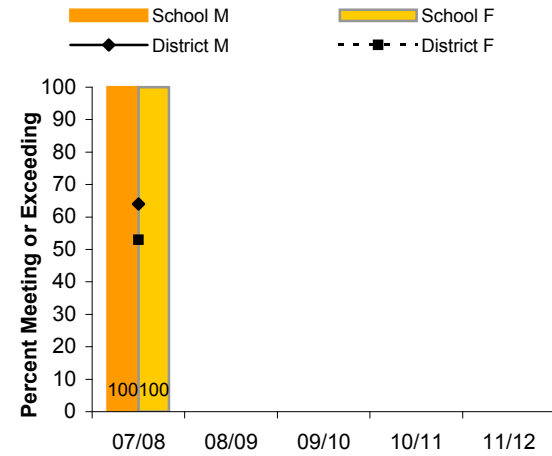
**School Data:  
Grade 7 FSA Numeracy**



**Comparison Results:  
Grade 4 FSA Numeracy**



**Comparison Results:  
Grade 7 FSA Numeracy**



## GRADE-TO-GRADE TRANSITION MALE / FEMALE

Transition rates describe the number of students from this school who made a transition to a higher grade anywhere in the BC school system.

When reviewing transitions, it is valuable to examine and discuss achievement results with respect to prescribed learning outcomes, and the significance of the variety of factors that could affect transition, such as student experiences and attendance, curriculum relevance, instructional strategies, school policies and planning, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

Note: Transition data represents all students registered in a grade for the first time, including all sub-populations of students (e.g. Special Needs, ESL, etc.).

### GRADE-TO-GRADE TRANSITION MALE (M) / FEMALE (F)

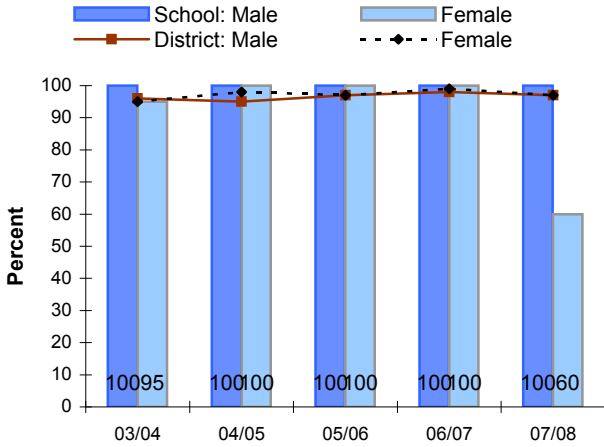


	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade	In Grade	School				M	F
			M #	F #	M %	F %	#	%	%	%
Current	Grade 6	07/08	14	5	14	100	3	60	97	97
	Grade 7	07/08	17	17	16	94	17	100	97	97
	Grade 8	07/08	0	0	0	-	0	-	94	95
	Grade 9	07/08	0	0	0	-	0	-	96	90
	Grade 10	07/08	0	0	0	-	0	-	92	91
	Grade 11	07/08	0	0	0	-	0	-	85	86
Historical	Grade 6	03/04	16	19	16	100	18	95	96	95
		04/05	15	9	15	100	9	100	95	98
		05/06	12	13	12	100	13	100	97	97
		06/07	12	15	12	100	15	100	98	99
		07/08	14	5	14	100	3	60	97	97
	Grade 7	03/04	19	17	18	95	17	100	95	97
		04/05	15	18	15	100	18	100	97	98
		05/06	13	12	13	100	12	100	95	94
		06/07	10	12	10	100	12	100	96	97
		07/08	17	17	16	94	17	100	97	97
	Grade 8	03/04	0	0	0	-	0	-	91	94
		04/05	0	0	0	-	0	-	92	96
		05/06	0	0	0	-	0	-	93	91
		06/07	0	0	0	-	0	-	92	94
		07/08	0	0	0	-	0	-	94	95
	Grade 9	03/04	0	0	0	-	0	-	93	90
		04/05	0	0	0	-	0	-	86	93
		05/06	0	0	0	-	0	-	92	95
		06/07	0	0	0	-	0	-	91	93
		07/08	0	0	0	-	0	-	96	90

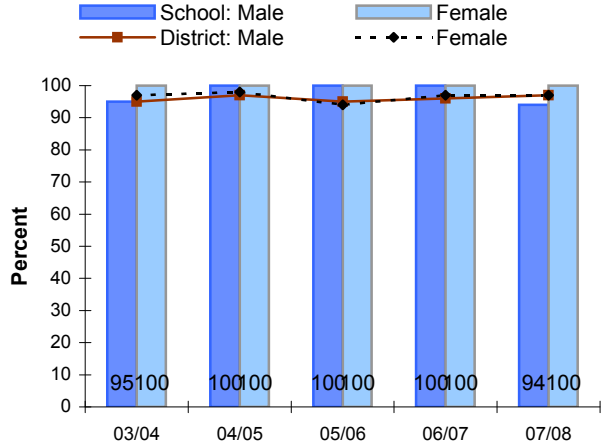


**GRADE-TO-GRADE TRANSITION:  
MALE / FEMALE**

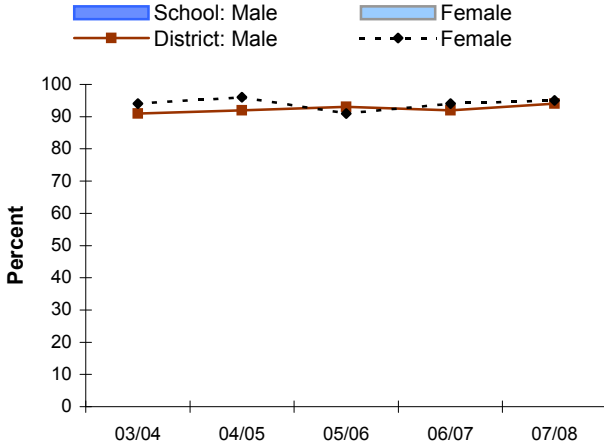
**Male/Female Transition:  
Grade 6 to Higher Grade**



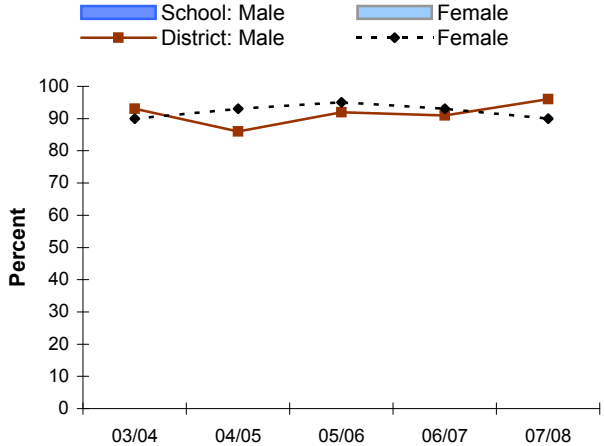
**Male/Female Transition:  
Grade 7 to Higher Grade**



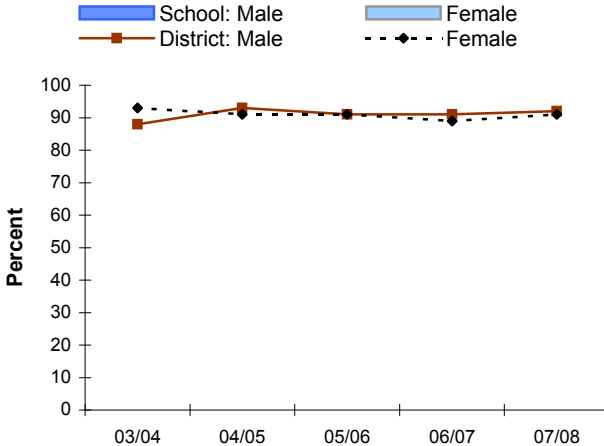
**Male/Female Transition:  
Grade 8 to Higher Grade**



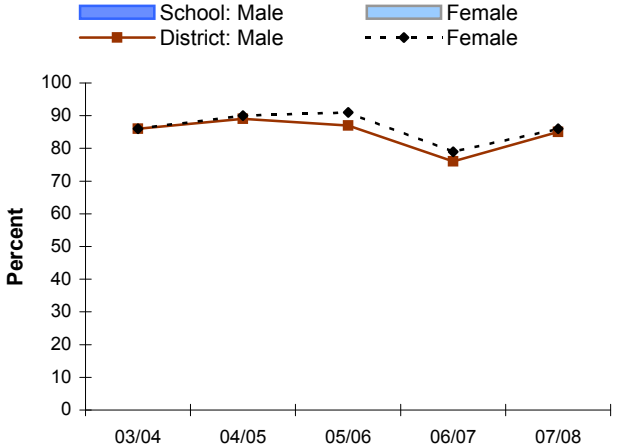
**Male/Female Transition:  
Grade 9 to Higher Grade**



**Male/Female Transition:  
Grade 10 to Higher Grade**



**Male/Female Transition:  
Grade 11 to Higher Grade**



## **STUDENT GROUPS: SPECIAL NEEDS RESULTS**

## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION SPECIAL NEEDS

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating reading.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

SN (Special Needs) includes students identified in the following Special Needs Categories:  
Learning Disability(Q); Sensory Disability (E,F); Behaviour Disability (H,R)

N-SN (Non-Special Needs) All students except those identified in any Special Need Category (A-R), see Glossary.

### GRADE 4: SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



#### READING COMPREHENSION

School Year	Expected Count	Expected Count	Meeting or Exceeding Expectations					
			School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	0	21	0	-	20	95	45	66
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



#### READING COMPREHENSION

School Year	Expected Count	Expected Count	Meeting or Exceeding Expectations					
			School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	Msk	34	Msk	Msk	31	91	38	61
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · FSA Report provides detailed data:

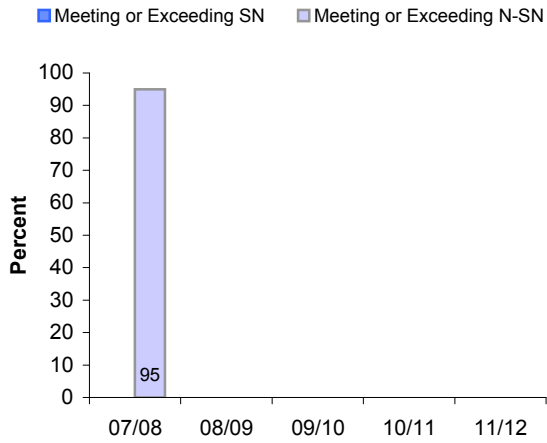
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

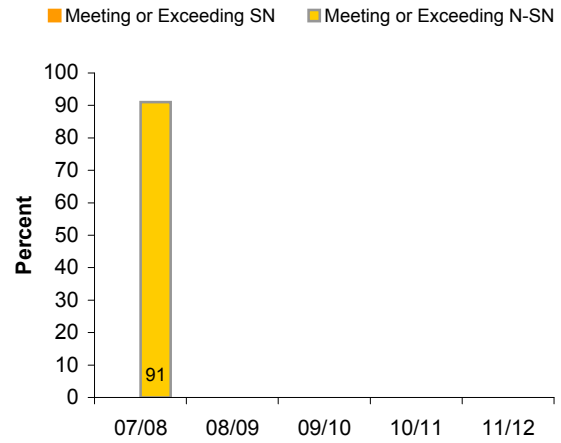
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

**SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**

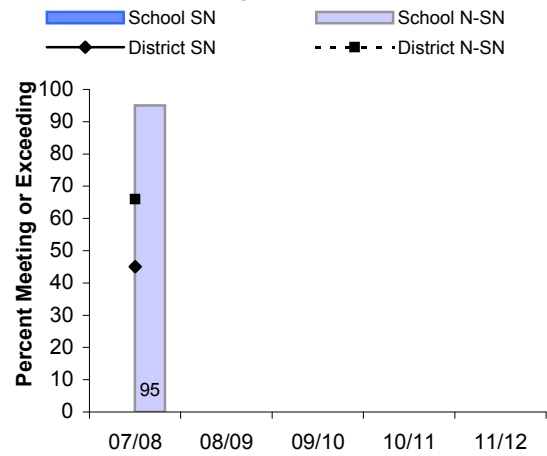
**School Data:  
Grade 4 FSA Reading**



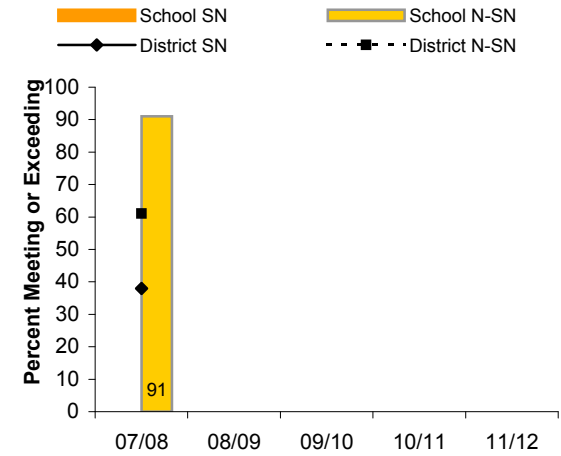
**School Data:  
Grade 7 FSA Reading**



**Comparison Results:  
Grade 4 FSA Reading**



**Comparison Results:  
Grade 7 FSA Reading**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING SPECIAL NEEDS

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating writing skills.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

### DATA SYMBOLS

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- " - " (Dash) There are no data for this category
- "Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy
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Learning Disability(Q); Sensory Disability (E,F); Behaviour Disability (H,R)
- N-SN (Non-Special Needs) All students except those identified in any Special Need Category (A-R), see Glossary.

### GRADE 4: SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



#### WRITING

School Year	Expected Count	Expected Count	Meeting or Exceeding Expectations					
			School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	0	21	0	-	19	90	32	63
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

### GRADE 7: SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



#### WRITING

School Year	Expected Count	Expected Count	Meeting or Exceeding Expectations					
			School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	Msk	34	Msk	Msk	33	97	33	70
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

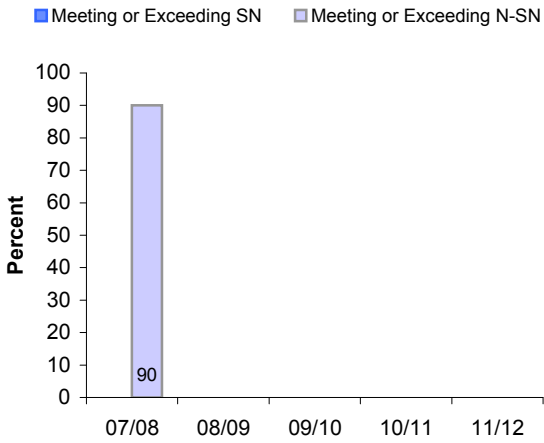
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[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

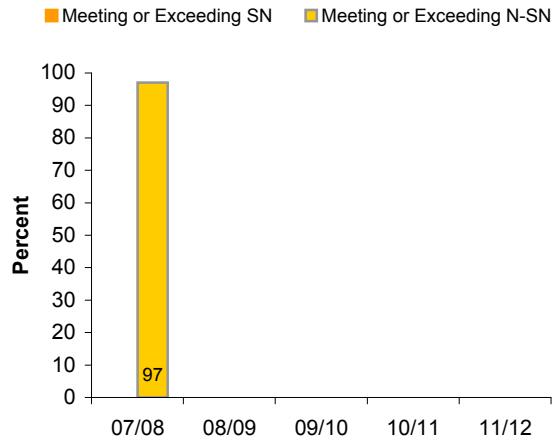
**FOUNDATION SKILLS ASSNSMENT (FSA) RESULTS: WRITING**

**SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**

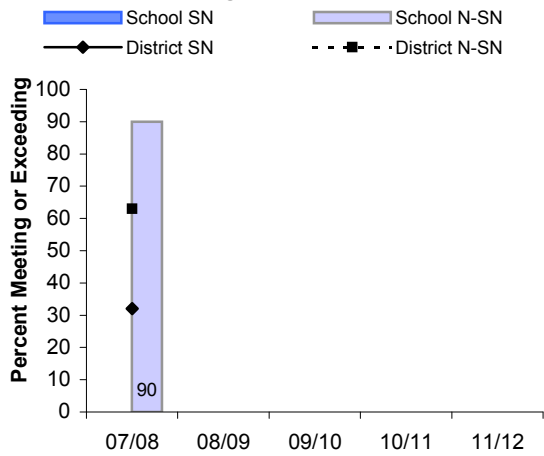
**School Data:  
Grade 4 FSA Writing**



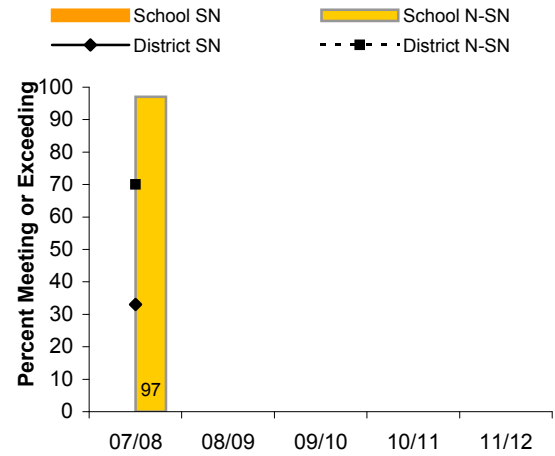
**School Data:  
Grade 7 FSA Writing**



**Comparison Results:  
Grade 4 FSA Writing**



**Comparison Results:  
Grade 7 FSA Writing**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY

### SPECIAL NEEDS

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating numeracy skills.

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When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, staff changes, local events, etc.

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N-SN (Non-Special Needs) All students except those identified in any Special Need Category (A-R), see Glossary.

#### GRADE 4: SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



##### NUMERACY

School Year	Expected Count # SN	Expected Count # N-SN	Meeting or Exceeding Expectations					
			School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	0	21	0	-	20	95	32	64
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

#### GRADE 7: SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



##### NUMERACY

School Year	Expected Count # SN	Expected Count # N-SN	Meeting or Exceeding Expectations					
			School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	Msk	34	Msk	Msk	34	100	31	63
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**MORE** · FSA Report provides detailed data:

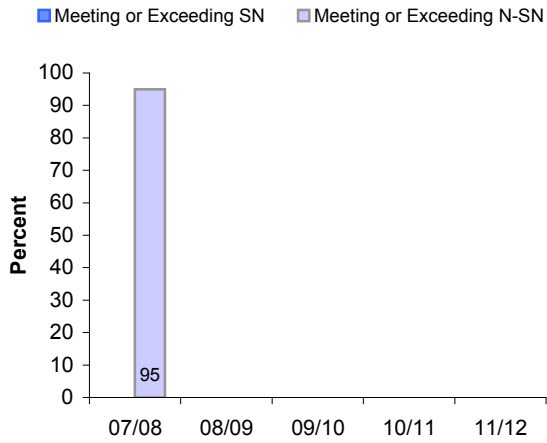
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

#### NOTES

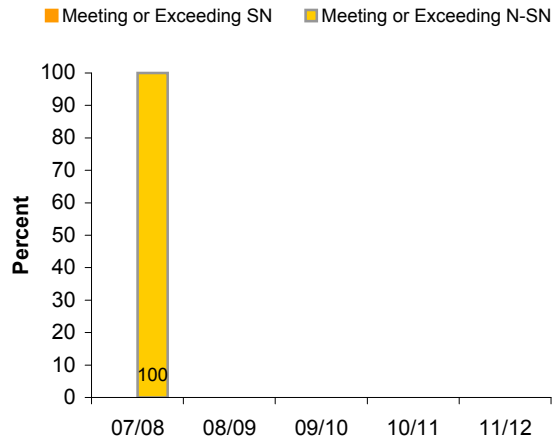
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

**SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**

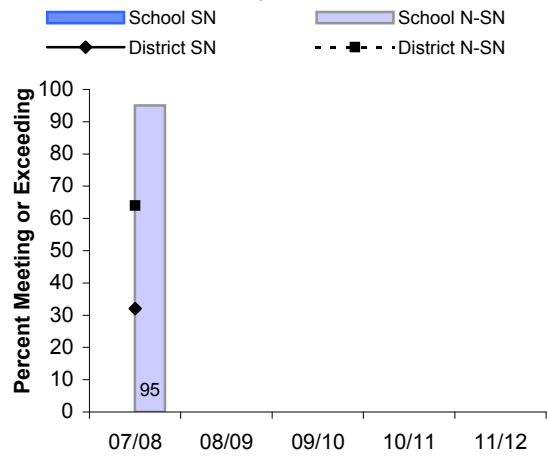
**School Data:  
Grade 4 FSA Numeracy**



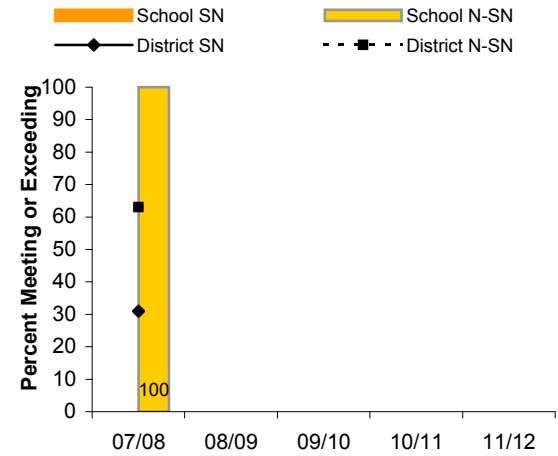
**School Data:  
Grade 7 FSA Numeracy**



**Comparison Results:  
Grade 4 FSA Numeracy**



**Comparison Results:  
Grade 7 FSA Numeracy**



## GRADE-TO-GRADE TRANSITION SPECIAL NEEDS

Transition rates describe the number of students from this school who made a transition to a higher grade anywhere in the BC school system.

When reviewing transitions, it may be valuable to examine and discuss achievement results with respect to prescribed learning outcomes, and the significance of the variety of factors that could affect transition, such as student experiences and attendance, curriculum relevance, instructional strategies, school policies and planning, etc.

### DATA SYMBOLS

" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (Dash) There are no data for this category

"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

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Learning Disability(Q); Sensory Disability (E,F); Behaviour Disability (H,R)

N-SN (Non-Special Needs) All students except those identified in any Special Need Category (A-R), see Glossary.

Note: Transition data represents all students registered in a grade for the first time.

### GRADE-TO-GRADE TRANSITION SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade SN	In Grade N-SN	SN	School		SN	N-SN	
			#	#	#	%	#	%	%	%
Current	Grade 6	07/08	Msk	16	Msk	Msk	15	94	98	97
	Grade 7	07/08	Msk	30	Msk	Msk	29	97	100	97
	Grade 8	07/08	0	0	0	-	0	-	80	96
	Grade 9	07/08	0	0	0	-	0	-	74	94
	Grade 10	07/08	0	0	0	-	0	-	74	93
	Grade 11	07/08	0	0	0	-	0	-	76	86
Historical	Grade 6	03/04	Msk	31	Msk	Msk	30	97	96	95
		04/05	Msk	21	Msk	Msk	21	100	94	96
		05/06	Msk	23	Msk	Msk	23	100	94	98
		06/07	Msk	26	Msk	Msk	26	100	96	99
		07/08	Msk	16	Msk	Msk	15	94	98	97
	Grade 7	03/04	5	30	4	80	30	100	90	98
		04/05	Msk	30	Msk	Msk	30	100	95	98
		05/06	Msk	21	Msk	Msk	21	100	93	95
		06/07	Msk	19	Msk	Msk	19	100	91	97
		07/08	Msk	30	Msk	Msk	29	97	100	97
	Grade 8	03/04	0	0	0	-	0	-	83	93
		04/05	0	0	0	-	0	-	76	96
		05/06	0	0	0	-	0	-	83	93
		06/07	0	0	0	-	0	-	79	94
		07/08	0	0	0	-	0	-	80	96
	Grade 9	03/04	0	0	0	-	0	-	70	95
		04/05	0	0	0	-	0	-	67	93
		05/06	0	0	0	-	0	-	84	94
		06/07	0	0	0	-	0	-	80	93
		07/08	0	0	0	0	0	0	74	94

## GRADE-TO-GRADE TRANSITION SPECIAL NEEDS

### GRADE-TO-GRADE TRANSITION SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
		In Grade	In Grade	School		SN	N-SN	SN	N-SN
		#	#	#	%	#	%	%	%
Grade 10	03/04	0	0	0	-	0	-	82	92
	04/05	0	0	0	-	0	-	74	94
	05/06	0	0	0	-	0	-	77	92
	06/07	0	0	0	-	0	-	67	92
	07/08	0	0	0	-	0	-	74	93
Grade 11	03/04	0	0	0	-	0	-	57	89
	04/05	0	0	0	-	0	-	76	90
	05/06	0	0	0	-	0	-	63	91
	06/07	0	0	0	-	0	-	58	79
	07/08	0	0	0	-	0	-	76	86

#### MORE

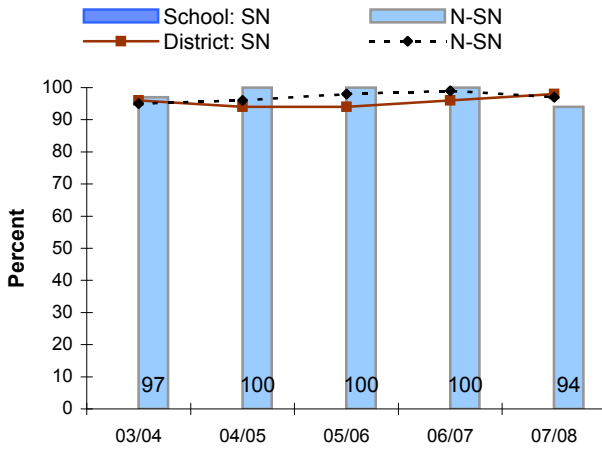
- Results for specific groups of students - see other sections in this report.  
[Aboriginal Results](#)      [Male/Female Results](#)
- **Grade-to-Grade Transition Report** provides detailed student transition information:  
[www.bced.gov.bc.ca/reporting/achieve/trans.php](http://www.bced.gov.bc.ca/reporting/achieve/trans.php)

#### NOTES

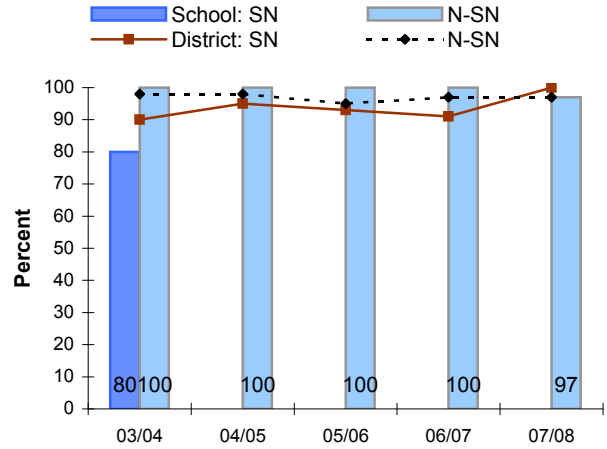
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**GRADE-TO-GRADE TRANSITION:  
SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**

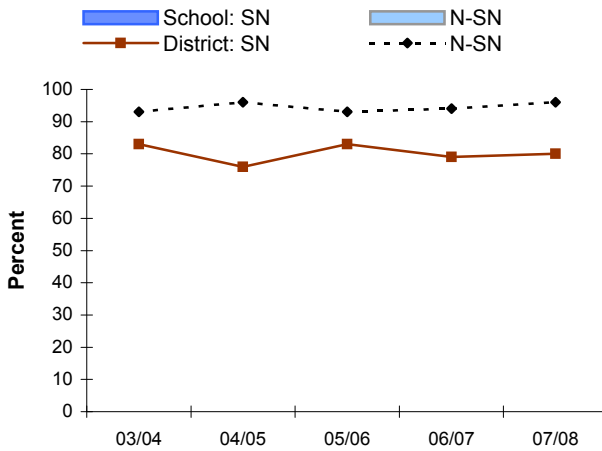
**Special Needs Transition:  
Grade 6 to Higher Grade**



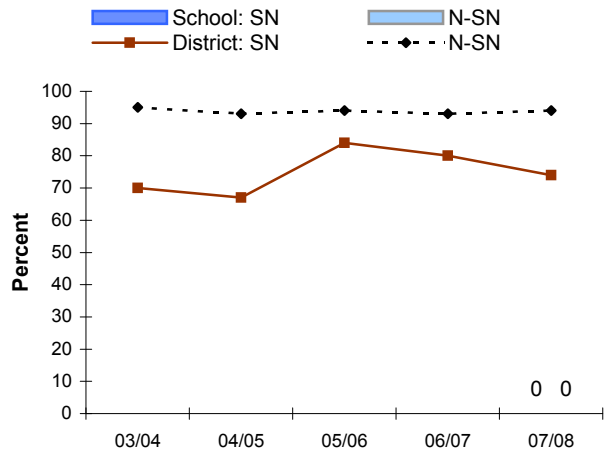
**Special Needs Transition:  
Grade 7 to Higher Grade**



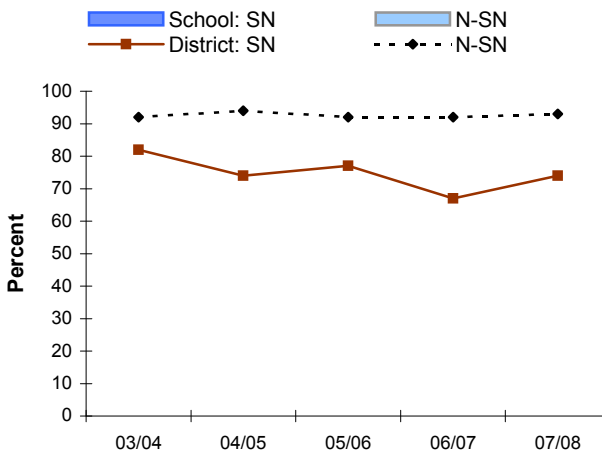
**Special Needs Transition:  
Grade 8 to Higher Grade**



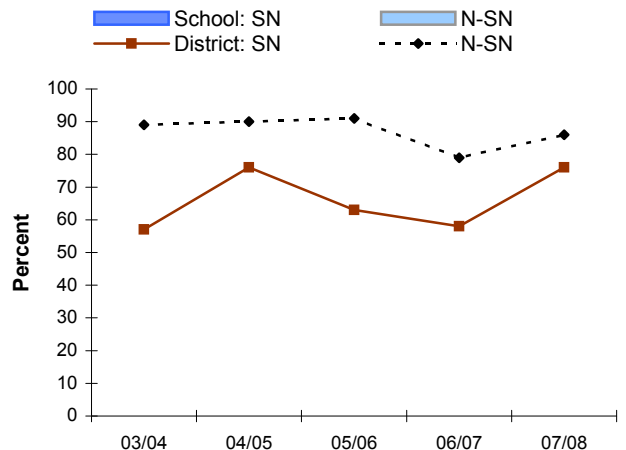
**Special Needs Transition:  
Grade 9 to Higher Grade**



**Special Needs Transition:  
Grade 10 to Higher Grade**



**Special Needs Transition:  
Grade 11 to Higher Grade**



## Glossary of Terms

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**GLOSSARY OF TERMS**

<b>ITEM</b>	<b>DEFINITION</b>
<b>Aboriginal Student</b>	A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
<b>Aegrotat</b>	A pass standing based on proof that the student was unable to write the examination owing to illness or special circumstances. The student's school mark is then considered to be the final mark for the course. Not included in data in this report, as no exam mark is available.
<b>Blended Final Mark</b>	Blended Final mark for a particular year is based on the combined value of a student's best course mark and best exam mark observed from all previous exam and course marks up to the end of that year. These best marks may have been earned in different school years than the reported blended final mark.
<b>Challenge</b>	A process that allows secondary schools to award credit to students who can demonstrate prior learning. Not included in data in this report.
<b>Course Mark</b>	Best mark of a student up to the point in time when a blended final mark is calculated, assigned by a teacher as a result of the student's course work. The best course mark is a component of the blended final mark. New blended final marks may be reported in later years (up to one best-in-year final mark), as a result of further course marks which increase the calculated blended final marks.
<b>Class Size</b>	The number of students taking the same course at the same time with the same instructor.
<b>Class Size, Average</b>	Total number of students divided by the number of classes.
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b>
<b>Deferral</b>	A process whereby a principal grants a student permission to write a Provincial Examination at a future examination session. These are included in the data in this report.
<b>Disqualification</b>	A score of 0 is given for an examination as a result of student cheating.
<b>District</b>	See <b>School District</b>
<b>District Scholarship</b>	Awarded by the District to qualifying Grade 12 students who are Canadian citizens or permanent residents.
<b>Dogwood Completion</b>	See <b>Six-year Completion Rate</b>
<b>Educator</b>	A person holding a valid British Columbia Teaching Certificate or Letter of Permission who is providing an educational program to students in a school. This includes principals and vice-principals; school staff who instruct specific classes; and any other professional whose position requires that they hold valid teaching certification such as librarians, councillors, and learning assistance teachers.
<b>Enrolment</b>	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Registered homeschooled children are not included.
<b>Equivalency ("Q Course")</b>	Courses taught outside the British Columbia school system that substantially match the learning outcomes of Ministry-Authorized or Board/Authority Authorized Grade 10, 11 or 12 courses eligible for credit through Equivalency. Final marks derived through equivalency are not included in data in this report, as credit does not require a provincial examination.
<b>EU Elementary Ungraded</b>	Students who are taking courses at the Kindergarten to Grade 7 level and the school personnel do not consider the student to be in a specific Grade.

<b>ESL English as a Second Language Program</b>	A program provided to students whose primary languages are other than English, and who may require additional services.
<b>Exam Results</b>	Provincial exam scores are combined with school results to provide the final mark/letter grade for a course. Exam results contribute 20% of the final mark in Grades 10 and 11 and 40% of the final mark in Grade 12.
<b>Exam Mark</b>	Best mark of a student on a provincial examination up to the point in time when a blended final mark is calculated, based on one or more writes of a particular Provincial Examination subject in any school year. The best exam mark is a component of the blended final mark. New blended final marks may be reported in later years (up to one best-in-year final mark), as a result of further exam marks which increase the calculated blended final marks.
<b>Families with Children at Home (Census)</b>	Comprised of a census family that has one or more children living in the census family household. Children refer to blood, step- or adopted sons and daughters (regardless of age or marital status) who are living in the same dwelling as their parent(s), as well as grandchildren in households where there are no parents present.
<b>Family Structure (Census)</b>	A married or common-law couple living together, with or without never-married sons or daughters; or a lone parent living with at least one never-married son or daughter". Children in a census family include grandchildren living with their grandparent(s) but with no parents present.
<b>First-Time Grade 12 Graduation Rate</b>	A measure of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
<b>French Immersion Program</b>	A separate second language program where instructions to students (in some areas) is offered in the French language.
<b>Full-Time Equivalent (FTE) Student</b>	A measure indicating the proportion of full time participation (full day, full week) in an educational program, calculated by adding the FTE values of the enrolments. A half-day Kindergarten enrolment is considered a 0.5 FTE; full-day Kindergarten enrolments are recognized as full FTEs. A school-age enrolment in Grades 1-12, enrolled full-time, is considered one FTE. One FTE for an adult enrolment is equal to eight courses. One FTE for a secondary school-age enrolment is equal to four courses.
<b>Full-Time Equivalent (FTE) Teacher</b>	A measure equivalent to the number of teachers who work full time in a school.
<b>Grade to Grade Transition Rate</b>	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
<b>GA (Graduated Adult)</b>	An adult Student who has either met the general requirements for graduation in British Columbia or has completed the requirements for graduation from a secondary school or high school in another jurisdiction.
<b>Headcount</b>	A count of unique individuals.
<b>Letter Grades</b>	Equivalent to the following ranges of percent scores: <b>"A"</b> - 86% to 100% <b>"B"</b> - 73% to 85% <b>"C+"</b> - 67% to 72% <b>"C"</b> - 60% to 66% <b>"C-"</b> - 50% to 59% <b>"F"</b> - below 50%  See also <b>Pass Rate</b>

<b>Msk</b>	Abbreviation for Mask. When reporting, numbers or percentages must be suppressed if they are elements of a population that is one through four. For more information refer to <a href="http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm">http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm</a>
<b>N/A</b>	Not Applicable
<b>Optional Examination</b>	For students in the 2004 Graduation Program, all Grade 12 exams are optional, except for the Language Arts 12 and BC First Nations Studies 12 exams. Students, not their school, make the choice to write Optional exams. If students choose to write these exams, results will count for 40 percent of the blended final mark. Students opting out of these exams will receive a Final mark based only on their course work.
<b>Participation Foundation Skills Assessment (FSA)</b>	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
<b>Participation Satisfaction Survey</b>	The number of submitted surveys divided by the number of surveys distributed to each school. The number of surveys distributed is based on the enrolment in the grade(s) of interest.
<b>Pass Rate</b>	Students who receive a passing letter grade of A, B, C+, C, or C- as their mark in a particular year divided by students who receive a letter grade of A through F as their mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This report contains the Pass Rate on final marks only.
<b>Passport to Education</b>	Recognizes and rewards student achievement in Grades 10 to 12 in a broad range of academic and non-academic areas according to guidelines set out by the Ministry of Education. Passport awards are used to further education through post-secondary education or job training.
<b>Post-Secondary Institution</b>	A public college, university college, institute or university in British Columbia.
<b>Provincial Scholarship</b>	Awarded by the Ministry of Education to qualifying Grade 12 students who are Canadian citizens or permanent residents, and have fulfilled graduation requirements.
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board.
<b>Required Examination</b>	Some courses in Grades 10, 11 or 12 have a mandatory provincial examination component used to calculate the blended final mark. The provincial examination is required to meet graduation requirements. This report provides final mark data for these courses.
<b>Rewrite</b>	A student may write a Provincial Examination more than once in attempt to improve the Blended Final Mark recorded on the student's transcript. A rewrite in a later year may result in a higher blended final mark calculated in that year, and both the original and revised blended final marks are provided in this report, for the respective years when those were available.
<b>Satisfaction Survey</b>	Annual Satisfaction Survey gathers opinions on achievement, human and social development and safety. Parents, students in Grades 4, 7, 10, 12 and all public school staff (teachers, principals, vice-principals, support staff, teacher assistants and non-enrolling professionals such as First Nations support workers and school psychologists) participate in the survey. Grade 3 parents and students participate in schools where there are no Grade 4 students.
<b>School</b>	An organization having at least one teacher and administrator, which provides educational programs to students.
<b>School District</b>	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The twelve month period commencing on July 1 and ending the following June 30.

<b>Special Needs Performance Reporting Groups</b>	<p>Constructed from Special Needs categories for the purpose of identifying students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful:</p> <p>Sensory Disabilities (Categories E and F)  Learning Disabilities (Category Q)  Behaviour Disabilities (Categories H and R)</p>
<b>Special Needs Program</b>	<p>A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a Certificate of Graduation and/or other outcomes as specified in the student's Individual Education Plan (IEP).</p>
<b>Special Needs Categories</b>	<p>Category A – Physically Dependent  Category B – Deafblind  Category C – Moderate to Profound Intellectual Disability  Category D – Physical Disability / Chronic Health Impairment  Category E – Visual Impairment  Category F – Deaf or Hard of Hearing  Category G – Autism Spectrum Disorder  Category H – Intensive Behaviour Interventions / Serious Mental Illness  Category K – Mild Intellectual Disability  Category P – Gifted  Category Q – Learning Disability (formerly Category J)  Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p> <p>For more information refer to</p> <p><a href="http://www.bced.gov.bc.ca/specialed/ppandg/toc.htm">www.bced.gov.bc.ca/specialed/ppandg/toc.htm</a></p>
<b>Student</b>	<p>A person enrolled in a British Columbia educational program provided by a Board/Authority.</p>
<b>SU Secondary Ungraded</b>	<p>Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific Grade level.</p>
<b>Subject</b>	<p>Includes both French and English variants of equivalent curricula, in combination - (eg. Chemistry 12 contains English and French variants of the curriculum - Chemistry 12 and Chemie 12).</p>
<b>Students Assigned Blended Final Mark</b>	<p>Number of students who were assigned a new or revised Blended Final Mark in the school year. Includes students from all grades who obtained a blended final mark in the subject.</p>