



# SCHOOL DATA SUMMARY 2002/03 - 2006/07

(formerly "School Performance Report")

## MOUNTAIN VIEW ELEMENTARY

School Code: 00501014

BOX 1030  
SPARWOOD, BC V0B2G0  
School Telephone: (250) 425-2207

(005) SOUTHEAST KOOTENAY  
District Telephone: 250 426-4201

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)

<b>Introduction</b> .....	<b>1</b>
<b>All Students</b>	
<b>Student and School Context</b>	
Student Enrolment .....	<a href="#">2</a>
Student Demographics .....	<a href="#">2</a>
Classroom Demographics .....	<a href="#">3</a>
Community Demographics .....	<a href="#">3</a>
<b>Foundation Skills Assessment (FSA) Grades 4 and 7</b>	
Overview .....	<a href="#">4</a>
Reading Comprehension .....	<a href="#">5</a>
Writing.....	<a href="#">7</a>
Numeracy.....	<a href="#">9</a>
<b>Transitions</b>	
Grade-to-Grade Transition Grades 6-11 .....	<a href="#">11</a>
<b>Survey Results</b> .....	<a href="#">14</a>
<b>Student Groups</b>	
<b>Aboriginal</b> .....	<a href="#">19</a>
<b>Male / Female</b> .....	<a href="#">29</a>
<b>Special Needs</b> .....	<a href="#">39</a>
<b>Glossary</b> .....	<a href="#">49</a>

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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 for 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 Analysis & Reporting Group, 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 Gr 8-12 courses but not considered to be in a specific grade
"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							Sec Total	School Total
	K	1	2	3	4	5	6	7	EU	Total	8	9	10	11	12	SU		
02/03	27	31	28	31	26	34	44	41	-	262	-	-	-	-	-	-	-	262
03/04	33	30	28	28	32	24	33	45	-	253	-	-	-	-	-	-	-	253
04/05	22	33	27	25	26	28	24	27	-	212	-	-	-	-	-	-	-	212
05/06	29	27	32	28	26	26	26	26	-	220	-	-	-	-	-	-	-	220
06/07	22	25	26	33	28	28	25	27	-	214	-	-	-	-	-	-	-	214
07/08	21	22	21	24	35	31	26	28	-	208	-	-	-	-	-	-	-	208

### STUDENT DEMOGRAPHICS: Headcount (September 2006)

	School		District		Province *	
	#	%	#	%	#	%
<b>Total students in this school</b>	<b>214</b>					
Female	95	44	48	49		
Male	119	56	52	51		
Aboriginal	24	11	12	10		
Aboriginal Students with Special Needs	3	1	3	2		
French Immersion	-	0	5	7		
Special Needs	20	9	11	10		
Physically Dependent (A)	-	0	0	0		
Deafblind (B)	-	0	0	0		
Moderate to Severe/Profound Intellectual Disability (C)	-	0	0	0		
Physical Disability/Chronic Health Impairment (D)	4	2	1	1		
Visual Impairment (E)	-	0	0	0		
Deaf or Hard of Hearing (F)	-	0	0	0		
Autism Spectrum Disorder (G)	-	0	1	1		
Intensive Behaviour Interventions/Serious Mental Illness (H)	4	2	3	1		
Mild Intellectual Disability (K)	2	1	1	0		
Gifted (P)	-	0	0	2		
Learning Disability (Q)	4	2	3	3		
Moderate Behaviour Support/Mental Illness (R)	6	3	2	1		
English as a Second Language (ESL)	-	0	0	10		
Students Whose Home Language is Not English	2	1	0	22		
Top 3: Non-English Home Languages in this school:						
	FRENCH	1	0			
	POLISH	1	0			

\* Data represent public schools only

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**STUDENT AND SCHOOL CONTEXT**
**CLASSROOM DEMOGRAPHICS** (September 2007)

	School #	District #	Province * #
<b>Average Class Size</b>			
Kindergarten	21.0	17.3	17.4
Grades 1-3	22.3	21.0	20.4
Grades 4-7	24.0	24.1	25.8
Grades 8-12	-	22.5	24.4
<b>Educators (Source: Form 1601)</b>			
Headcount	14	384	37790
FTE	11.1	324.4	32401.0

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

**Education Assistants (EA)**

Number of Classes with Assigned EAs 7

**COMMUNITY DEMOGRAPHICS** (source: 2001 Canada Census)

	School %	District %	Province * %
Families with annual income under \$30,000	19	21	23
Education attainment of population aged 20 or over:			
High School Graduation Certificate	70	73	76
Bachelors Degree or higher	6	9	18
Lone-parent families	16	14	16

- 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)
  - **Early Development Instrument (EDI)** gauges school readiness of children entering Kindergarten  
[ecdportal.help.ubc.ca/bc-atlas-child-development.htm](http://ecdportal.help.ubc.ca/bc-atlas-child-development.htm)

**NOTES**


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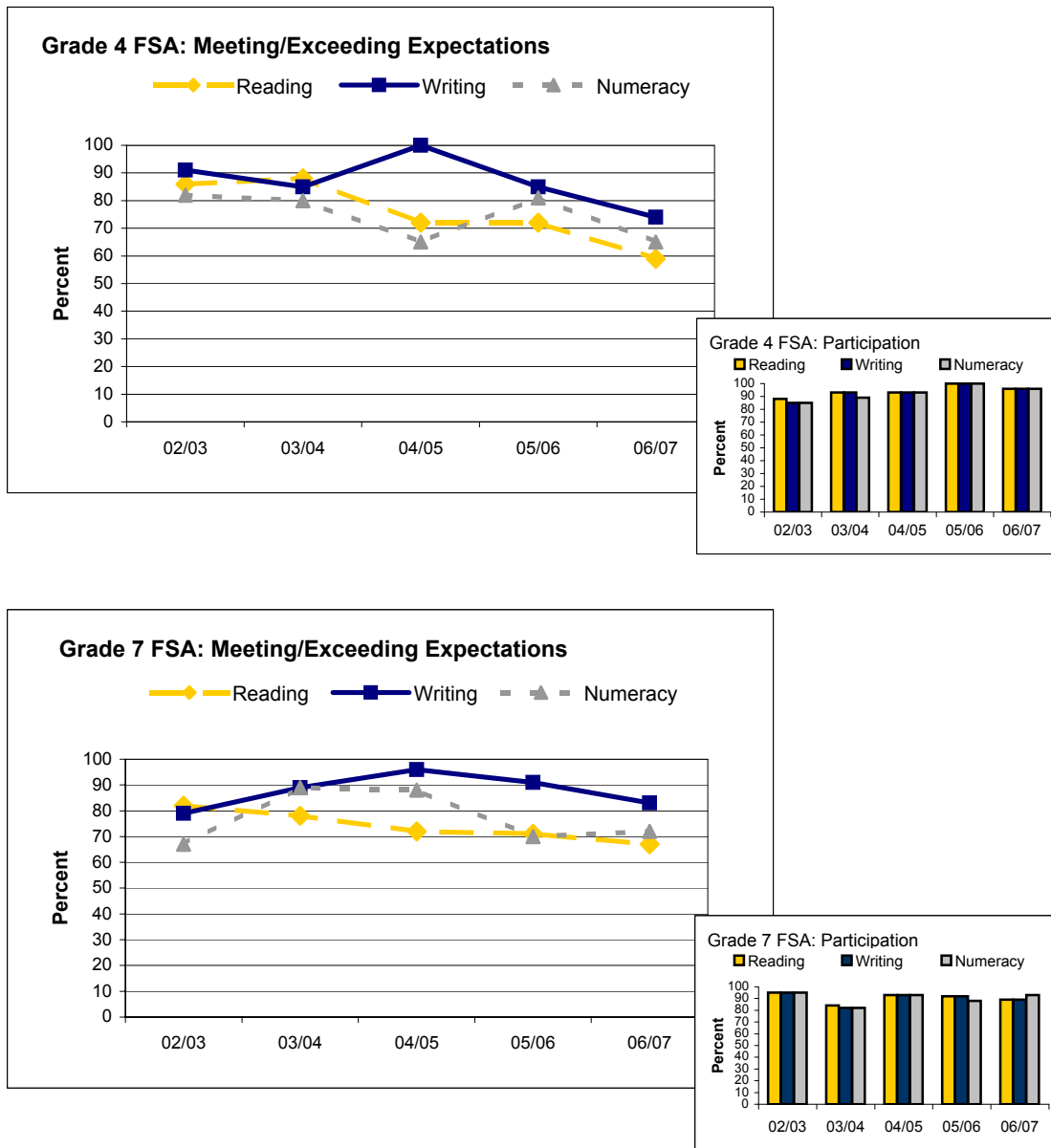
## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: OVERVIEW

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, participation rates, 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

### READING COMPREHENSION



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	26	19	86	72	77	23	88	91	93
03/04	28	23	88	76	80	26	93	91	91
04/05	28	18	72	72	79	26	93	94	92
05/06	26	18	72	70	80	26	100	94	90
06/07	28	16	59	71	77	27	96	89	89

### GRADE 7

### READING COMPREHENSION



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	41	32	82	71	77	39	95	95	92
03/04	44	28	78	78	80	37	84	95	92
04/05	27	18	72	72	77	25	93	94	92
05/06	26	17	71	64	73	24	92	83	90
06/07	27	16	67	61	72	24	89	86	89

- 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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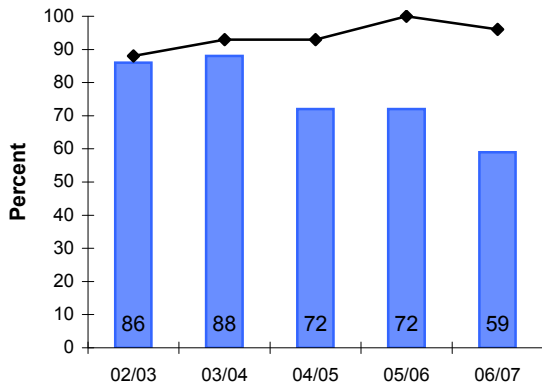
\* Data represent Public and Independent schools combined.

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

**School Data:**

**Grade 4 FSA Reading Comprehension**

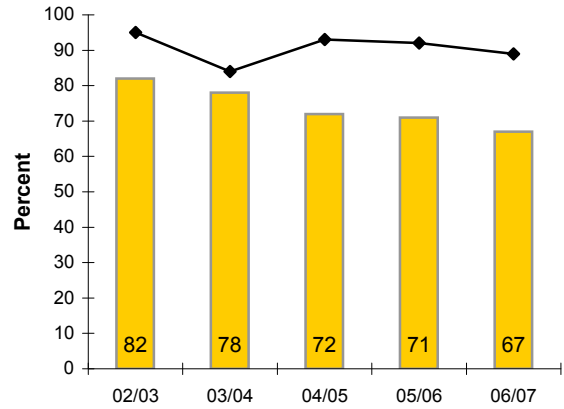
Meets/Exceeds Expectations Participation



**School Data:**

**Grade 7 FSA Reading Comprehension**

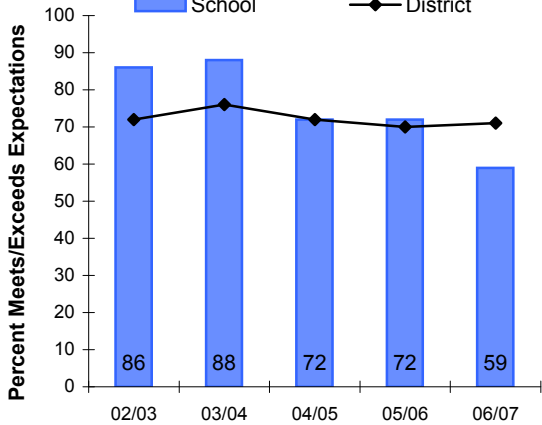
Meets/Exceeds Expectations Participation



**Comparison Results:**

**Grade 4 FSA Reading Comprehension**

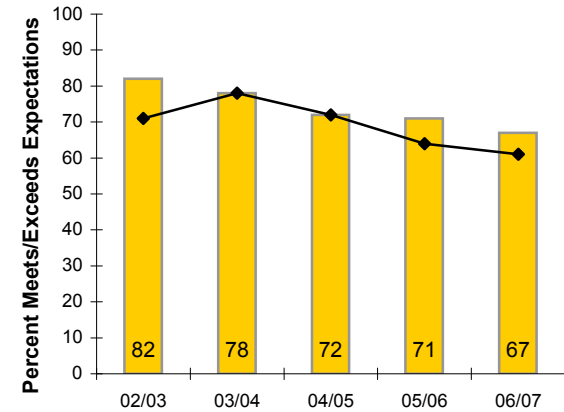
School District



**Comparison Results:**

**Grade 7 FSA Reading Comprehension**

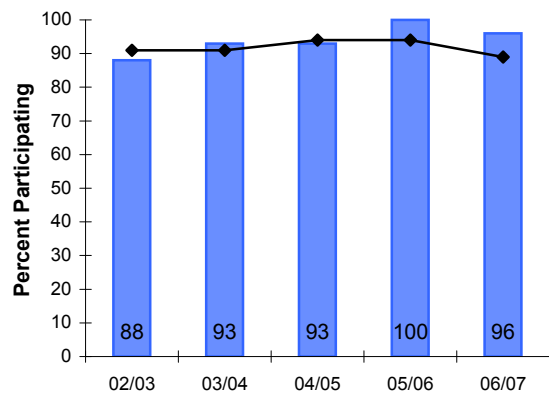
School District



**Comparison Participation:**

**Grade 4 FSA Reading Comprehension**

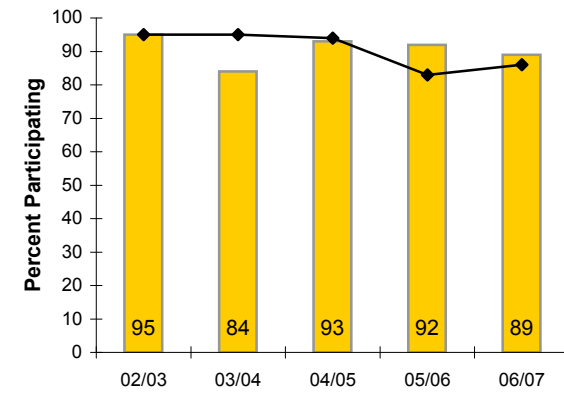
School District



**Comparison Participation:**

**Grade 7 FSA Reading Comprehension**

School District



## 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, participation rates, staff changes, local events, etc.

### DATA SYMBOLS

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

### GRADE 4

### WRITING



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	26	20	91	93	94	22	85	90	92
03/04	28	22	85	85	91	26	93	90	91
04/05	28	26	100	94	93	26	93	94	91
05/06	26	22	85	86	90	26	100	92	89
06/07	28	20	74	86	90	27	96	87	88

### GRADE 7

### WRITING



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	41	31	79	70	79	39	95	94	92
03/04	44	31	89	89	90	36	82	94	91
04/05	27	24	96	88	90	25	93	93	91
05/06	26	21	91	77	87	24	92	81	89
06/07	27	20	83	75	86	24	89	84	88

- MORE** • Results for specific groups of students - see sections later in this report.  
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### NOTES

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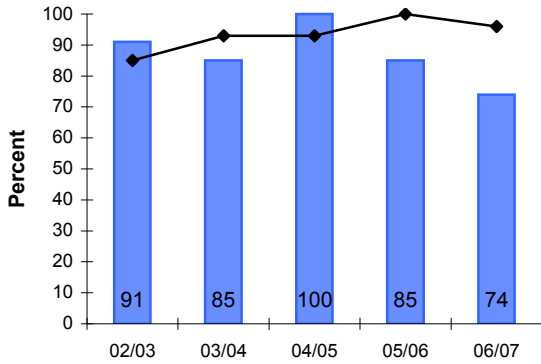
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\* Data represent Public and Independent schools combined.

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

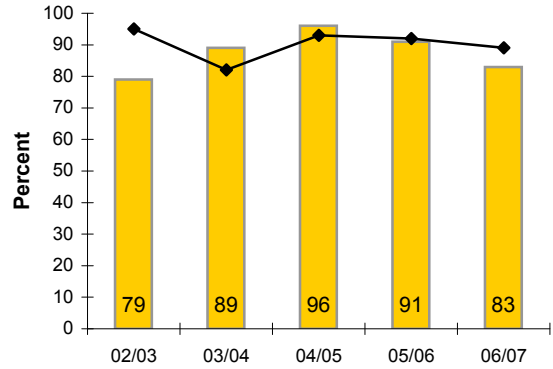
**School Data:  
Grade 4 FSA Writing**

Meets/Exceeds Expectations Participation



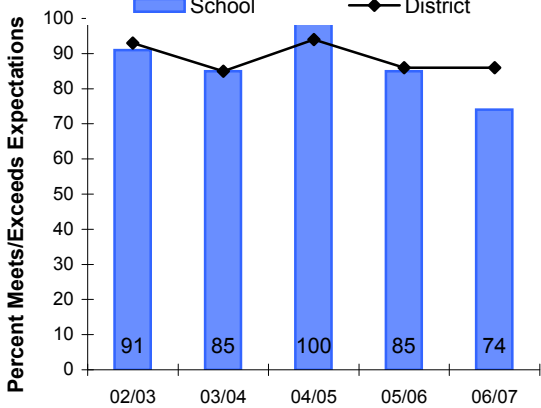
**School Data:  
Grade 7 FSA Writing**

Meets/Exceeds Expectations Participation



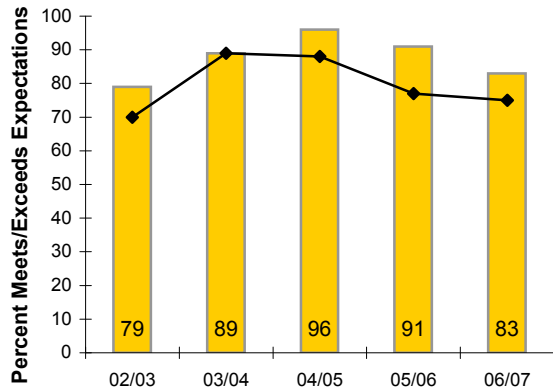
**Comparison Results:  
Grade 4 FSA Writing**

School District



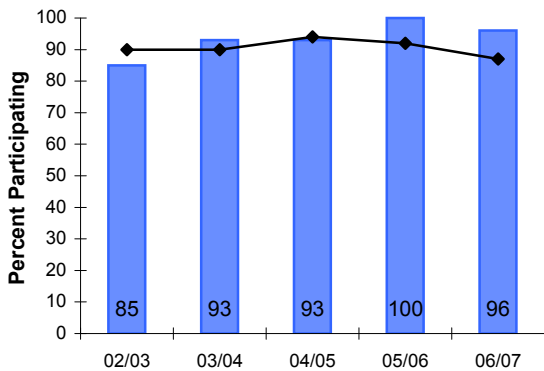
**Comparison Results:  
Grade 7 FSA Writing**

School District



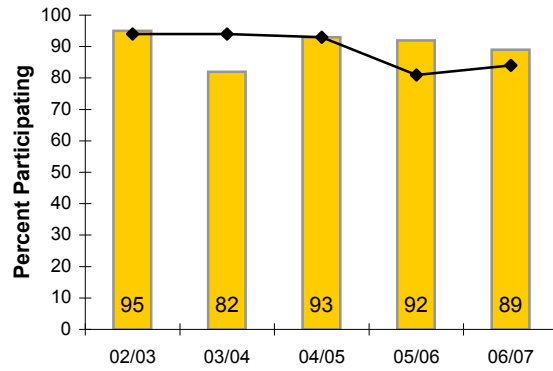
**Comparison Participation:  
Grade 4 FSA Writing**

School District



**Comparison Participation:  
Grade 7 FSA Writing**

School District



## 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, participation rates, staff changes, local events, etc.

### DATA SYMBOLS

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### GRADE 4

### NUMERACY



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	26	18	82	87	87	22	85	91	92
03/04	28	20	80	84	88	25	89	90	91
04/05	28	17	65	83	87	26	93	94	92
05/06	26	21	81	88	86	26	100	91	88
06/07	28	17	65	83	86	27	96	88	88

### GRADE 7

### NUMERACY



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	41	26	67	81	84	39	95	94	92
03/04	44	31	89	84	83	36	82	93	91
04/05	27	22	88	79	83	25	93	91	92
05/06	26	16	70	71	84	23	88	80	88
06/07	27	18	72	68	82	25	93	85	89

- MORE** • Results for specific groups of students - see sections later in this report.  
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### NOTES

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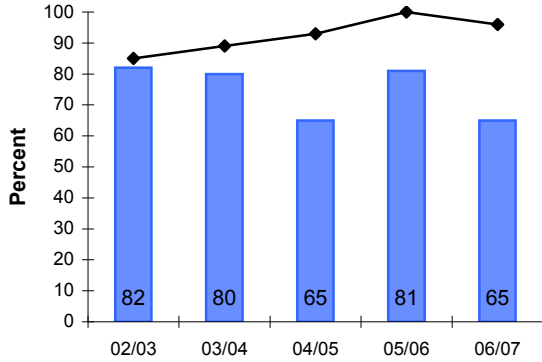
\* Data represent Public and Independent schools combined.

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

**School Data:**

**Grade 4 FSA Numeracy**

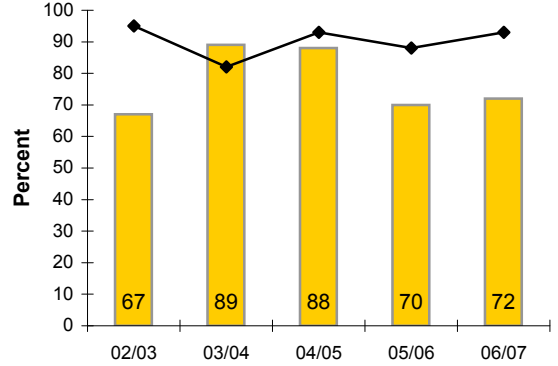
Meets/Exceeds Expectations Participation



**School Data:**

**Grade 7 FSA Numeracy**

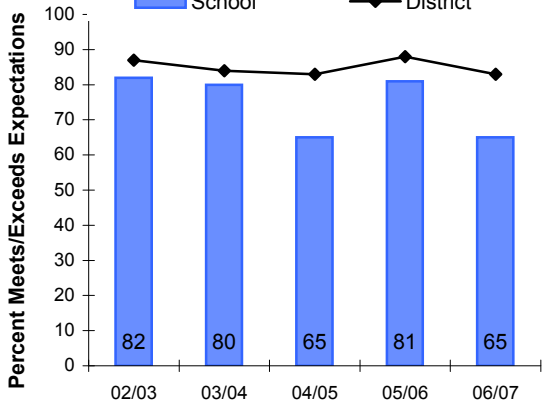
Meets/Exceeds Expectations Participation



**Comparison Results:**

**Grade 4 FSA Numeracy**

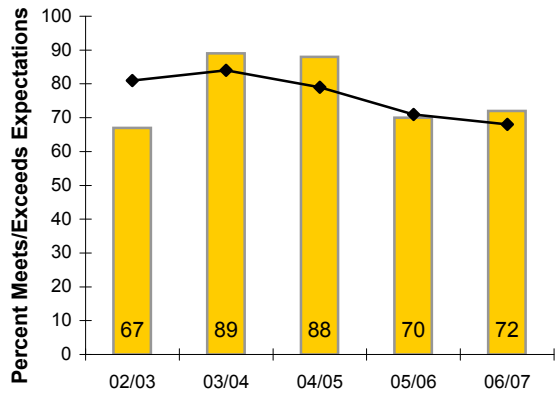
School District



**Comparison Results:**

**Grade 7 FSA Numeracy**

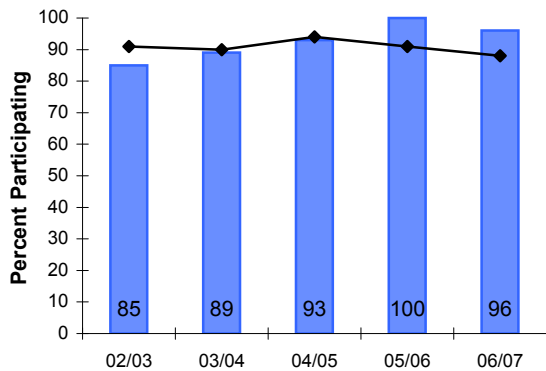
School District



**Comparison Participation:**

**Grade 4 FSA Numeracy**

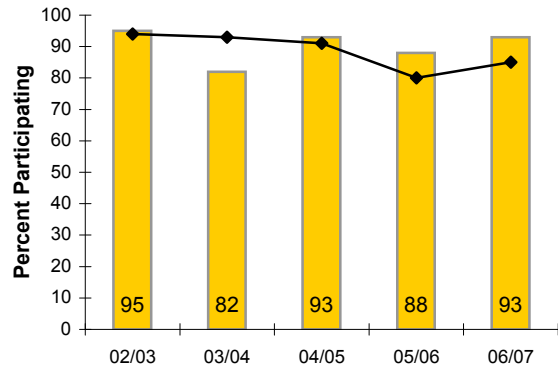
School District



**Comparison Participation:**

**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

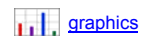
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"Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

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



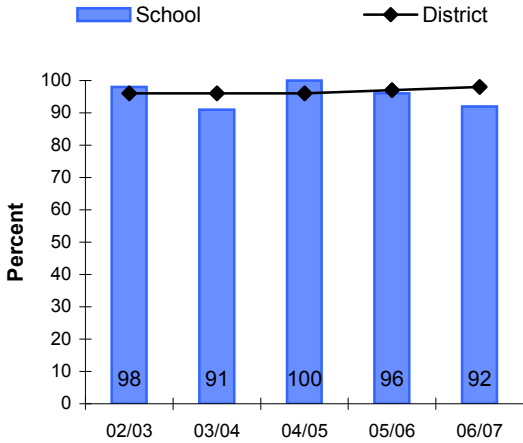
	Transition to a Higher Grade From:	School Year	Total Students In Grade #	Transition Rates			
				School #	School %	District %	Province * %
Current	Grade 6	06/07	25	23	92	98	97
	Grade 7	06/07	26	26	100	96	97
	Grade 8	06/07	-	-	-	93	95
	Grade 9	06/07	-	-	-	92	95
	Grade 10	06/07	-	-	-	90	90
	Grade 11	06/07	-	-	-	77	83
Historical	Grade 6	02/03	44	43	98	96	97
		03/04	33	30	91	96	97
		04/05	24	24	100	96	97
		05/06	26	25	96	97	97
		06/07	25	23	92	98	97
	Grade 7	02/03	40	37	93	96	97
		03/04	44	41	93	96	97
		04/05	27	26	96	97	97
		05/06	25	24	96	94	97
		06/07	26	26	100	96	97
	Grade 8	02/03	-	-	-	95	95
		03/04	-	-	-	92	95
		04/05	-	-	-	94	95
		05/06	-	-	-	92	95
		06/07	-	-	-	93	95
	Grade 9	02/03	-	-	-	91	94
		03/04	-	-	-	91	94
		04/05	-	-	-	90	94
		05/06	-	-	-	94	94
		06/07	-	-	-	92	95

\* Data represent public schools only

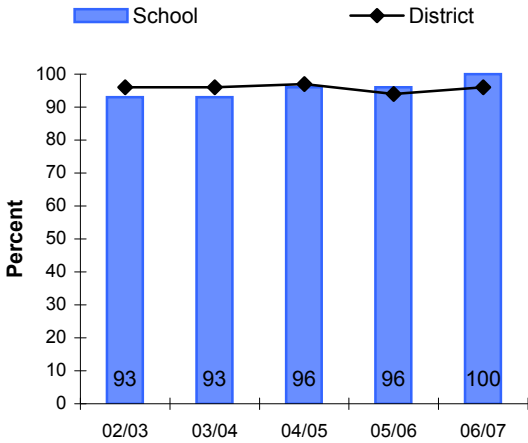


GRADE-TO-GRADE TRANSITION

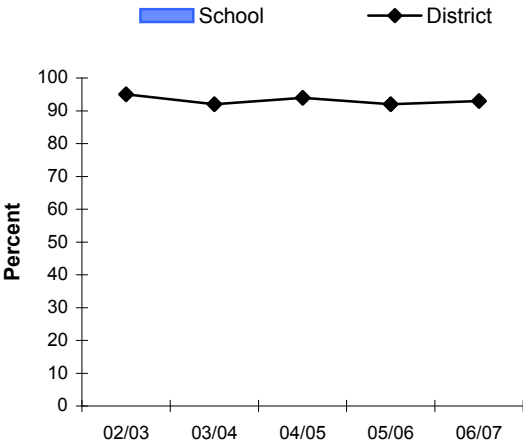
Transition: Grade 6 to Higher Grade



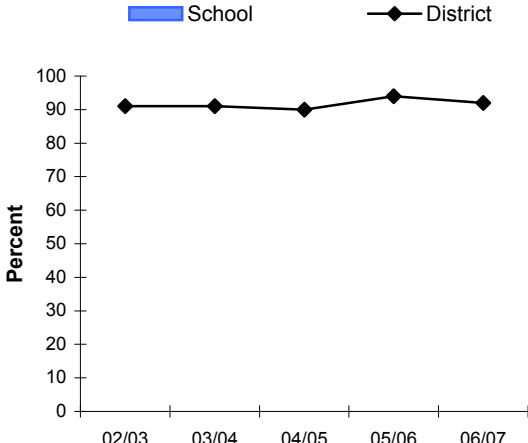
Transition: Grade 7 to Higher Grade



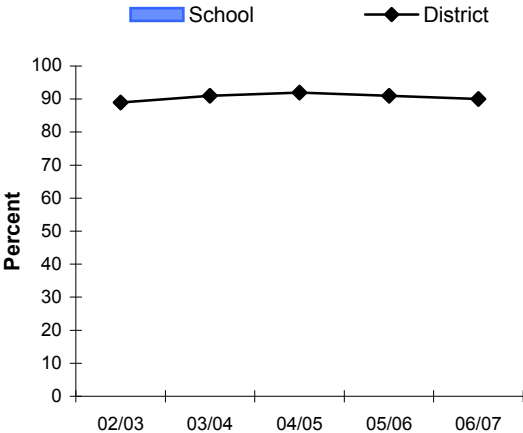
Transition: Grade 8 to Higher Grade



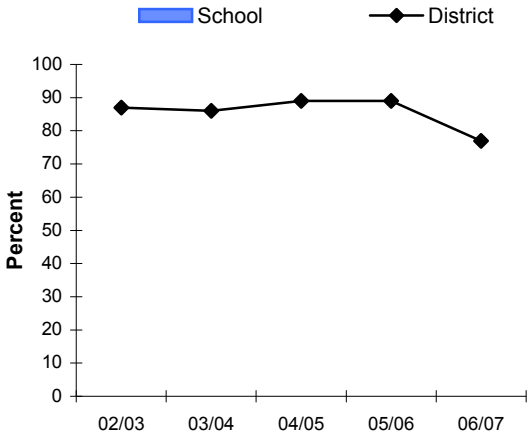
Transition: Grade 9 to Higher Grade



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.

### 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

### TOTAL STUDENT RESPONDENTS (2006/07)

	Students Enrolled February #	Students Responded #	Student Participation %
Grade 3/4	28	27	96
Grade 7	27	27	100
Grade 10	-	-	-
Grade 12	-	-	-

### SAMPLE OF STUDENT RESPONSES (2006/07)

#### • 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	7	4	30	30	26	4
Grade 7	0	19	50	27	4	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	4	4	26	26	37	4
Grade 7	0	0	0	52	48	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	4	0	11	7	63	15
Grade 7	0	0	22	33	44	0
Grade 10	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-

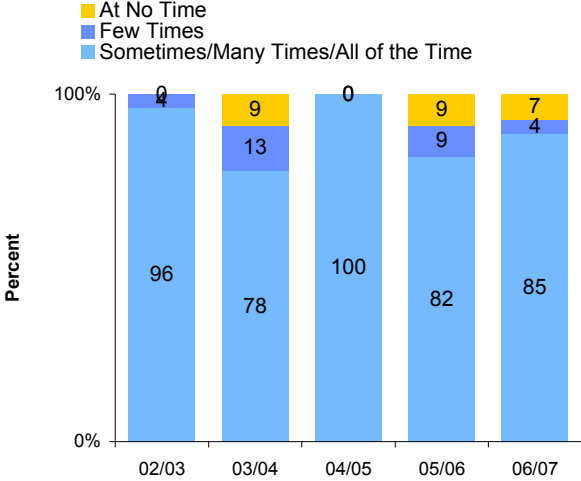


SATISFACTION SURVEY

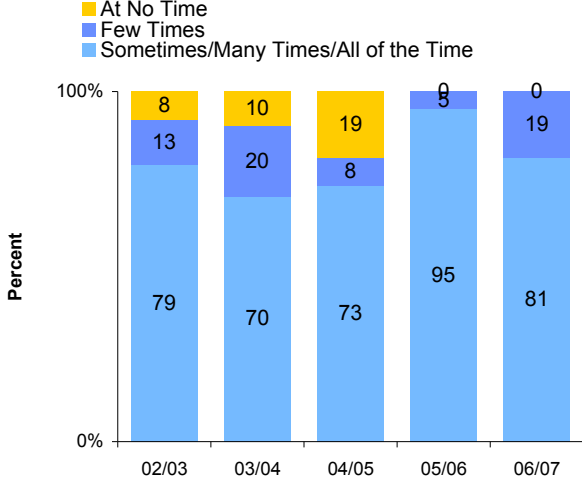
Note: "Don't know" is not included in the following charts so values may not add up to 100%

Do you like school?

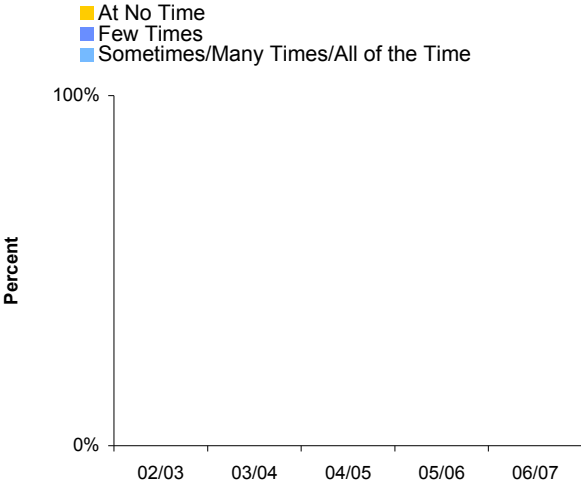
Grade 3/4 Student Responses



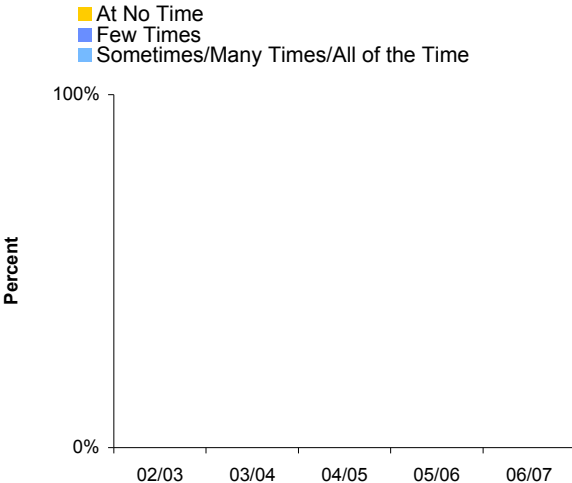
Grade 7 Student Responses



Grade 10 Student Responses



Grade 12 Student Responses



NOTES

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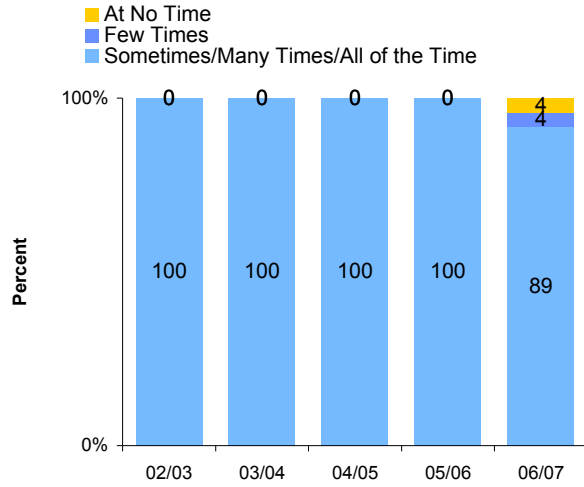
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**SATISFACTION SURVEY**

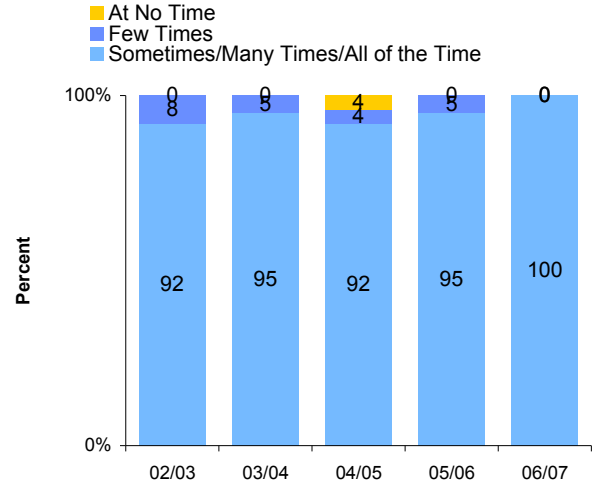
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

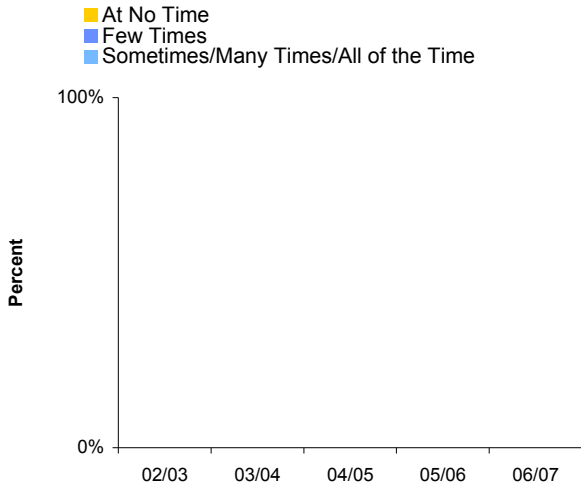
**Grade 3/4 Student Responses**



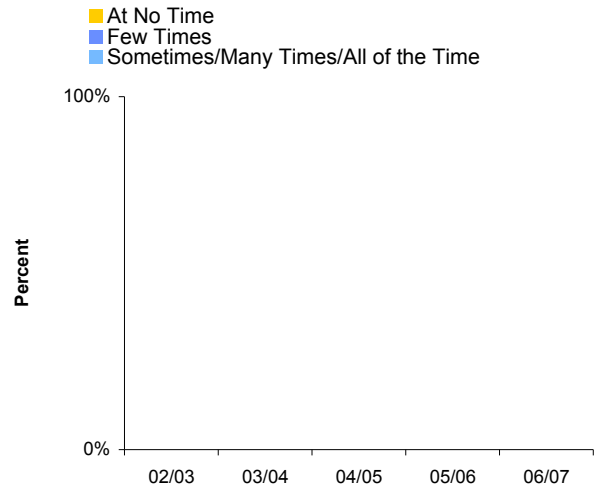
**Grade 7 Student Responses**



**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

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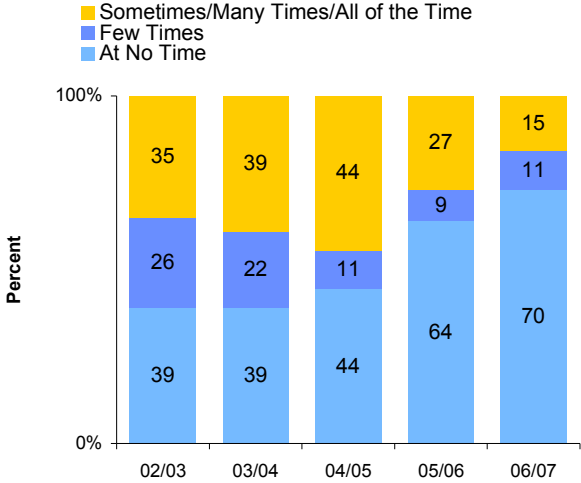
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SATISFACTION SURVEY

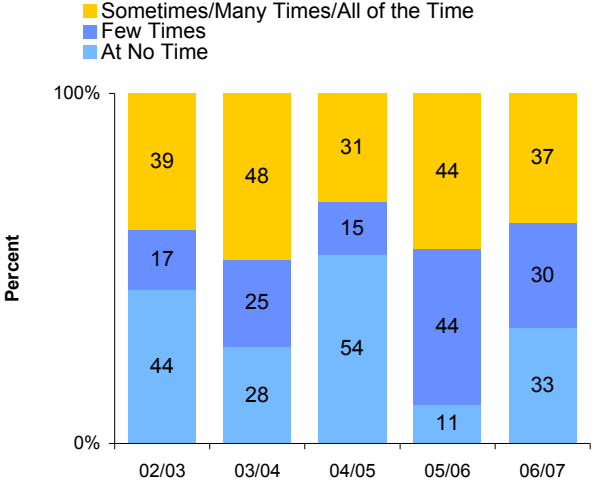
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

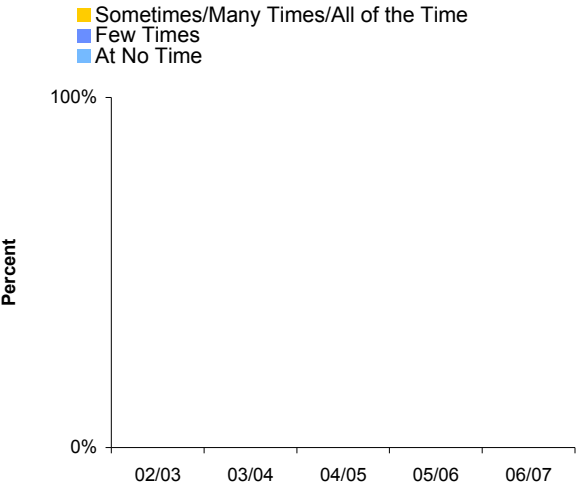
Grade 3/4 Student Responses



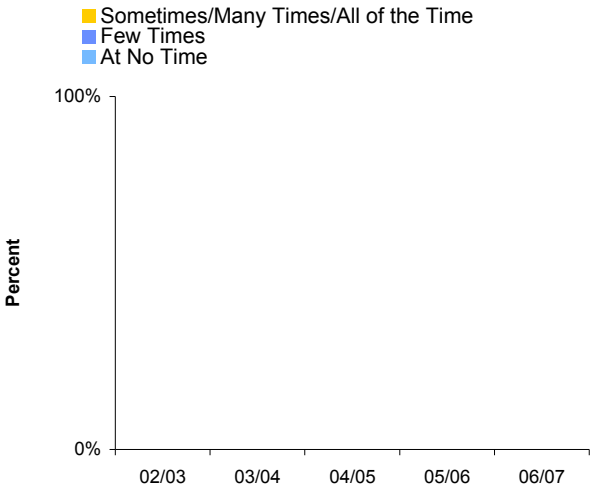
Grade 7 Student Responses



Grade 10 Student Responses



Grade 12 Student Responses



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\* Particular attention should be drawn to top (gold) stack indicating students responding "Sometimes/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, participation rates, 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](#)

##### READING COMPREHENSION

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	25	Msk	Msk	18	86	59	73	Msk	Msk	22	88	87	91
03/04	Msk	24	Msk	Msk	20	87	72	77	Msk	Msk	23	96	90	92
04/05	Msk	24	Msk	Msk	16	70	63	74	Msk	Msk	23	96	93	94
05/06	5	21	3	60	15	75	52	72	5	100	21	100	94	94
06/07	Msk	27	Msk	Msk	16	62	58	72	Msk	Msk	26	96	81	89

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

 [graphics](#)

##### READING COMPREHENSION

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	37	Msk	Msk	29	83	66	71	Msk	Msk	35	95	90	96
03/04	8	36	6	100	22	73	68	79	6	75	31	86	88	95
04/05	Msk	24	Msk	Msk	17	77	59	74	Msk	Msk	22	92	86	95
05/06	Msk	23	Msk	Msk	15	71	40	67	Msk	Msk	21	91	77	83
06/07	Msk	24	Msk	Msk	15	68	54	62	Msk	Msk	22	92	83	86

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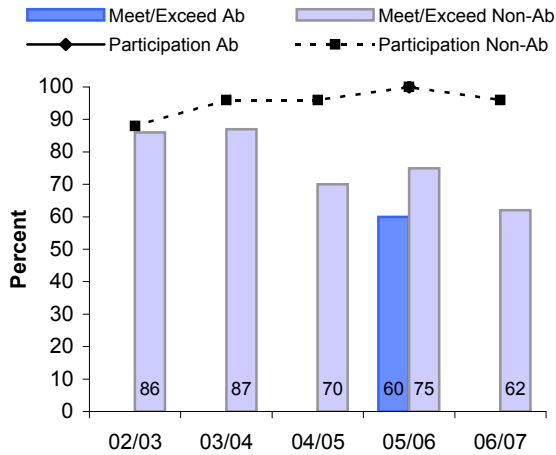
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**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

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

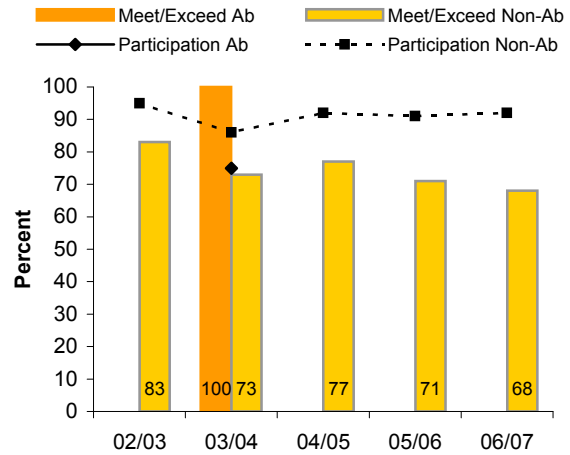
**School Data:**

**Grade 4 FSA Reading**

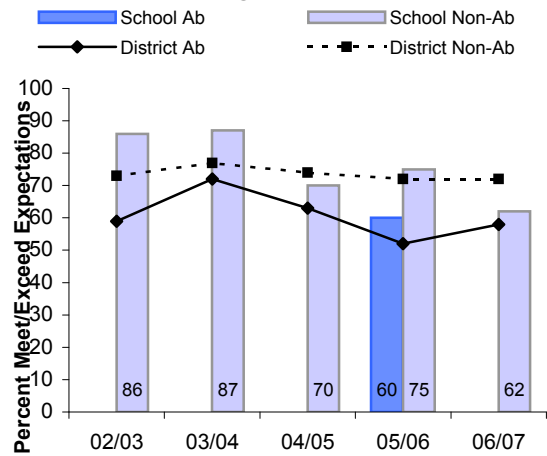


**School Data:**

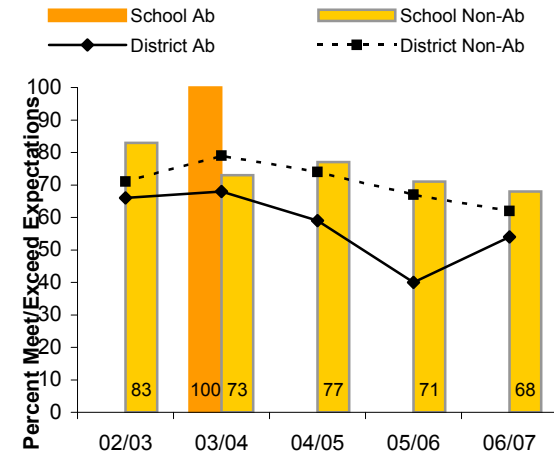
**Grade 7 FSA Reading**



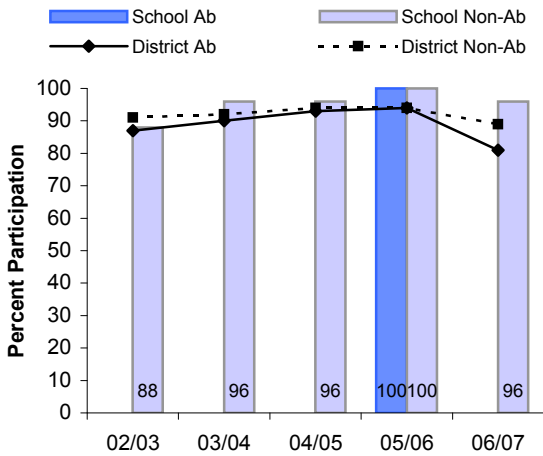
**Comparison Results:**  
**Grade 4 FSA Reading**



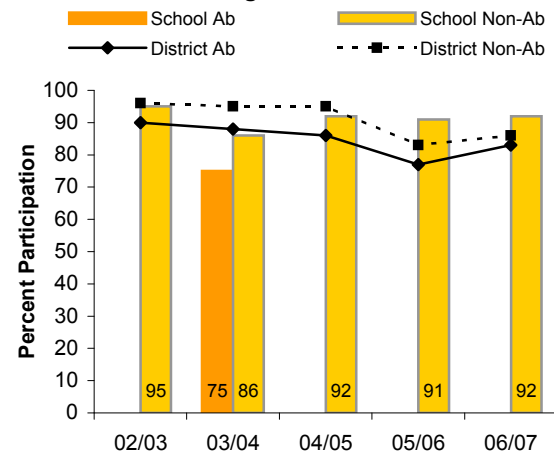
**Comparison Results:**  
**Grade 7 FSA Reading**



**Comparison Participation:**  
**Grade 4 FSA Reading**



**Comparison Participation:**  
**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, participation rates, 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	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	25	Msk	Msk	19	90	92	93	Msk	Msk	21	84	84	90
03/04	Msk	24	Msk	Msk	19	83	74	86	Msk	Msk	23	96	89	90
04/05	Msk	24	Msk	Msk	23	100	92	94	Msk	Msk	23	96	93	94
05/06	5	21	4	80	18	86	82	86	5	100	21	100	90	93
06/07	Msk	27	Msk	Msk	19	73	91	85	Msk	Msk	26	96	69	89

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



#### WRITING

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	37	Msk	Msk	28	80	68	71	Msk	Msk	35	95	88	94
03/04	8	36	4	67	27	93	82	90	6	75	30	83	86	95
04/05	Msk	24	Msk	Msk	21	95	83	88	Msk	Msk	22	92	85	95
05/06	Msk	23	Msk	Msk	18	90	68	78	Msk	Msk	21	91	70	82
06/07	Msk	24	Msk	Msk	19	86	61	77	Msk	Msk	22	92	80	85

**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

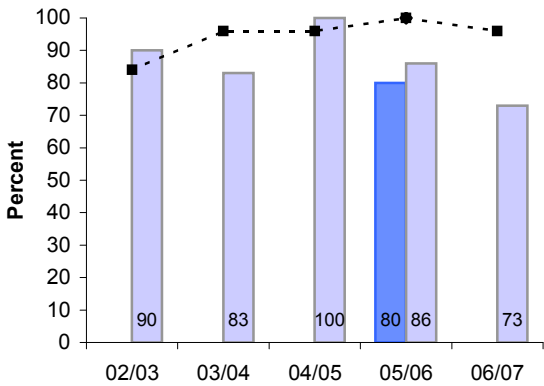
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**

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

**School Data:**

**Grade 4 FSA Writing**

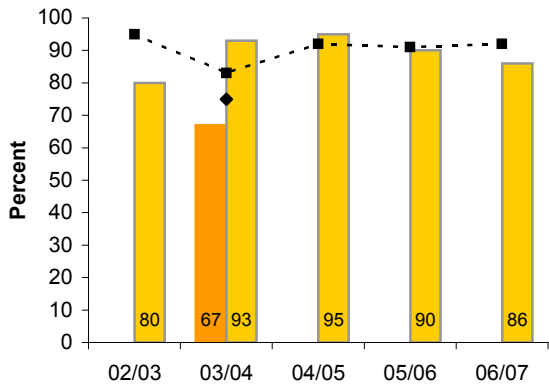
■ Meet/Exceed Ab      ■ Meet/Exceed Non-Ab  
◆ Participation Ab      ◆ Participation Non-Ab



**School Data:**

**Grade 7 FSA Writing**

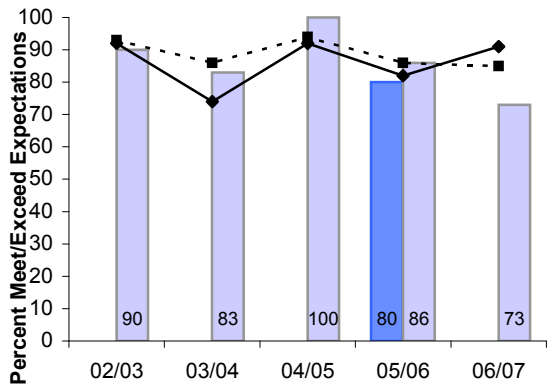
■ Meet/Exceed Ab      ■ Meet/Exceed Non-Ab  
◆ Participation Ab      ◆ Participation Non-Ab



**Comparison Results:**

**Grade 4 FSA Writing**

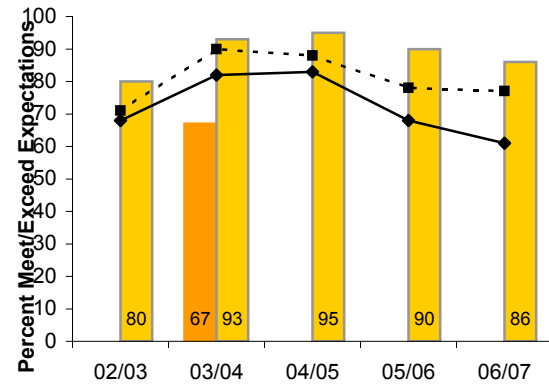
■ School Ab      ■ School Non-Ab  
◆ District Ab      ◆ District Non-Ab



**Comparison Results:**

**Grade 7 FSA Writing**

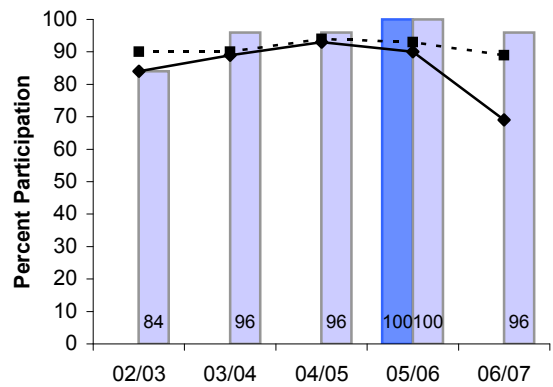
■ School Ab      ■ School Non-Ab  
◆ District Ab      ◆ District Non-Ab



**Comparison Participation:**

**Grade 4 FSA Writing**

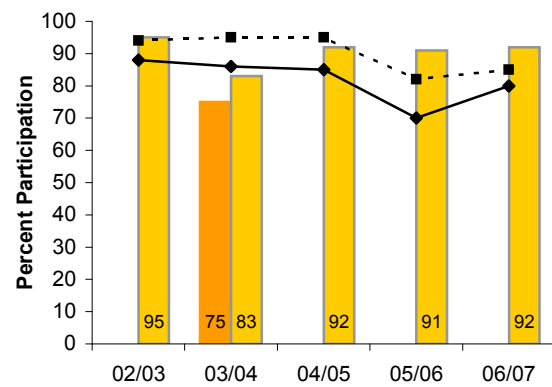
■ School Ab      ■ School Non-Ab  
◆ District Ab      ◆ District Non-Ab



**Comparison Participation:**

**Grade 7 FSA Writing**

■ School Ab      ■ School Non-Ab  
◆ District Ab      ◆ District Non-Ab



## 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, participation rates, 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	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	25	Msk	Msk	18	86	63	90	Msk	Msk	21	84	87	92
03/04	Msk	24	Msk	Msk	17	77	84	84	Msk	Msk	22	92	90	90
04/05	Msk	24	Msk	Msk	17	74	61	86	Msk	Msk	23	96	90	94
05/06	5	21	4	80	17	81	74	90	5	100	21	100	92	91
06/07	Msk	27	Msk	Msk	17	68	76	84	Msk	Msk	26	96	69	89

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

 [graphics](#)

##### NUMERACY

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	37	Msk	Msk	23	66	81	80	Msk	Msk	35	95	92	94
03/04	8	36	5	100	26	87	76	85	6	75	30	83	86	94
04/05	Msk	24	Msk	Msk	20	91	71	80	Msk	Msk	22	92	83	93
05/06	Msk	23	Msk	Msk	14	70	59	72	Msk	Msk	20	87	70	81
06/07	Msk	24	Msk	Msk	16	70	64	69	Msk	Msk	23	96	83	86

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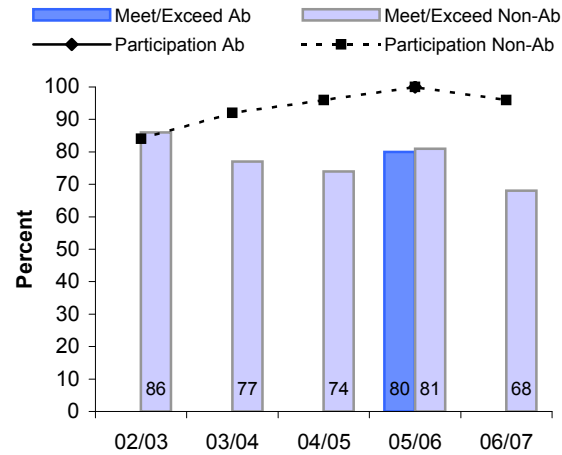
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**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

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

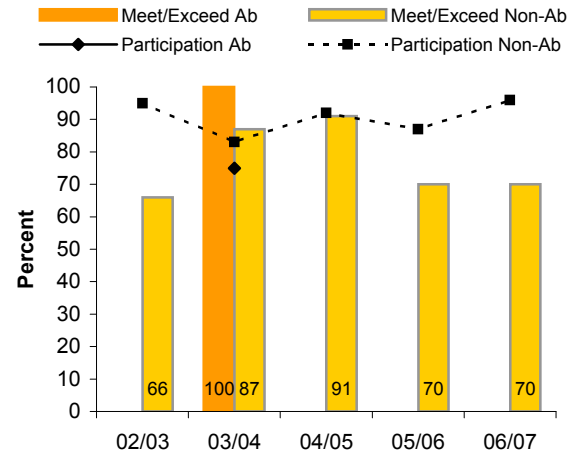
**School Data:**

**Grade 4 FSA Numeracy**



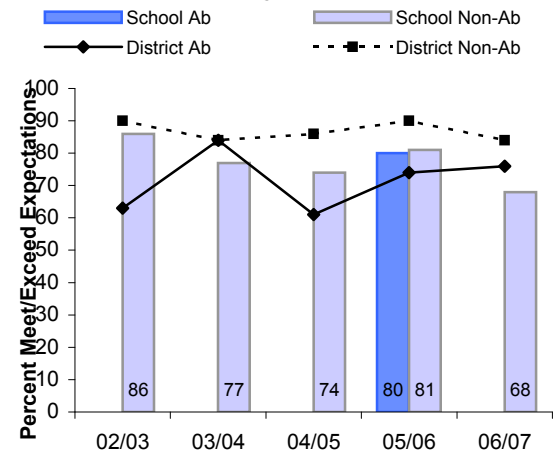
**School Data:**

**Grade 7 FSA Numeracy**



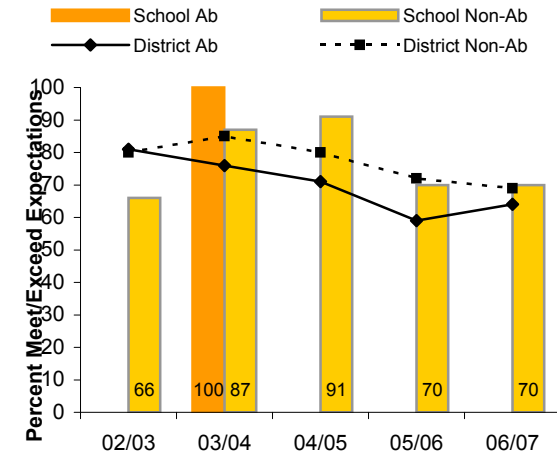
**Comparison Results:**

**Grade 4 FSA Numeracy**



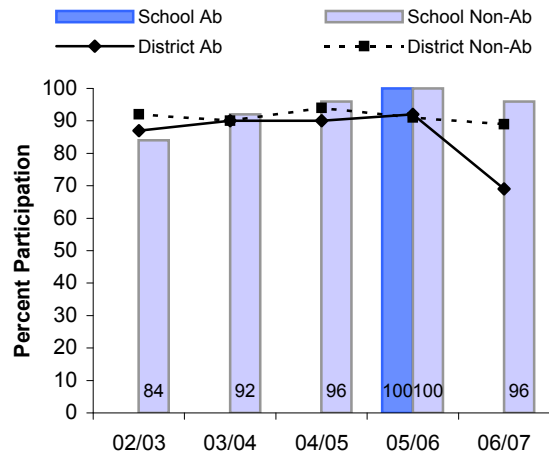
**Comparison Results:**

**Grade 7 FSA Numeracy**



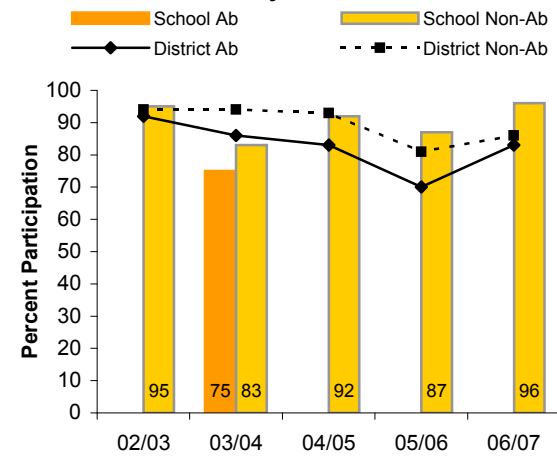
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**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)

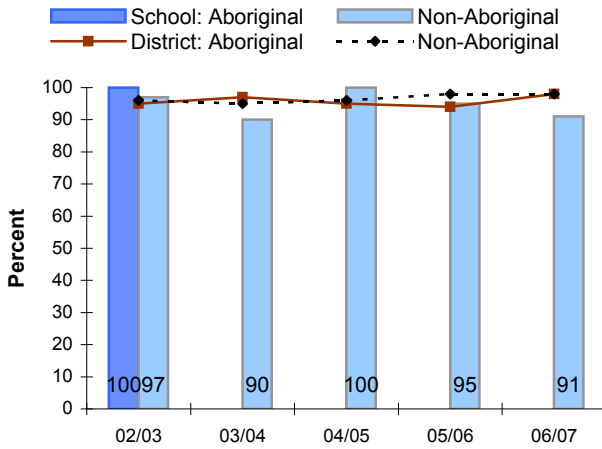


	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade Ab	In Grade N-Ab	School		District			
			#	#	Ab #	N-Ab #	Ab %	N-Ab %	Ab %	N-Ab %
Current	Grade 6	06/07	Msk	23	Msk	Msk	21	91	98	98
	Grade 7	06/07	Msk	23	Msk	Msk	23	100	96	96
	Grade 8	06/07	-	-	-	-	-	-	87	94
	Grade 9	06/07	-	-	-	-	-	-	84	94
	Grade 10	06/07	-	-	-	-	-	-	76	92
	Grade 11	06/07	-	-	-	-	-	-	84	77
Historical	Grade 6	02/03	5	39	5	100	38	97	95	96
		03/04	Msk	30	Msk	Msk	27	90	97	95
		04/05	Msk	21	Msk	Msk	21	100	95	96
		05/06	Msk	22	Msk	Msk	21	95	94	98
		06/07	Msk	23	Msk	Msk	21	91	98	98
	Grade 7	02/03	Msk	36	Msk	Msk	34	94	96	96
		03/04	8	36	8	100	33	92	96	96
		04/05	Msk	24	Msk	Msk	23	96	97	98
		05/06	Msk	22	Msk	Msk	21	95	90	95
		06/07	Msk	23	Msk	Msk	23	100	96	96
	Grade 8	02/03	-	-	-	-	-	-	90	95
		03/04	-	-	-	-	-	-	86	93
		04/05	-	-	-	-	-	-	90	94
		05/06	-	-	-	-	-	-	83	93
		06/07	-	-	-	-	-	-	87	94
	Grade 9	02/03	-	-	-	-	-	-	79	92
		03/04	-	-	-	-	-	-	87	92
		04/05	-	-	-	-	-	-	88	90
		05/06	-	-	-	-	-	-	91	94
		06/07	-	-	-	-	-	-	84	94

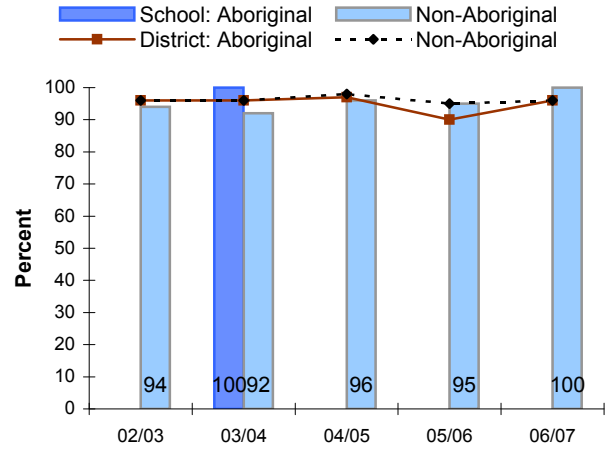


**GRADE-TO-GRADE TRANSITION:  
ABORIGINAL/NON-ABORIGINAL**

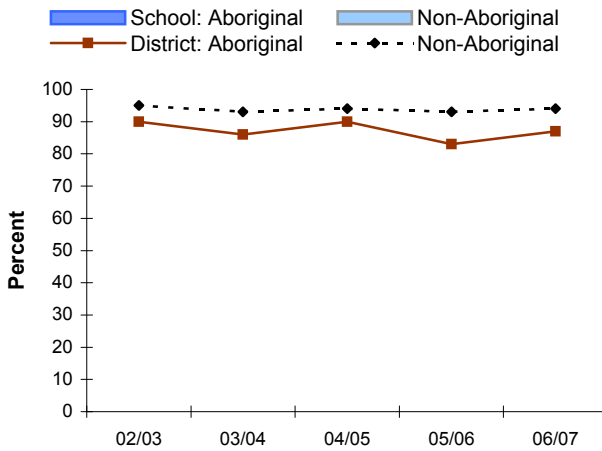
**Aboriginal Transitions:  
Grade 6 to Higher Grade**



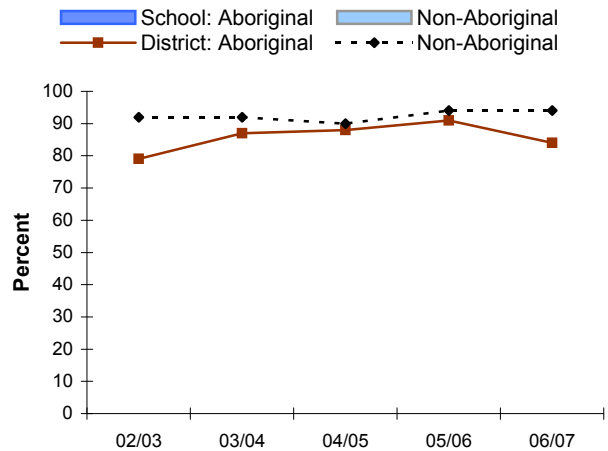
**Aboriginal Transitions:  
Grade 7 to Higher Grade**



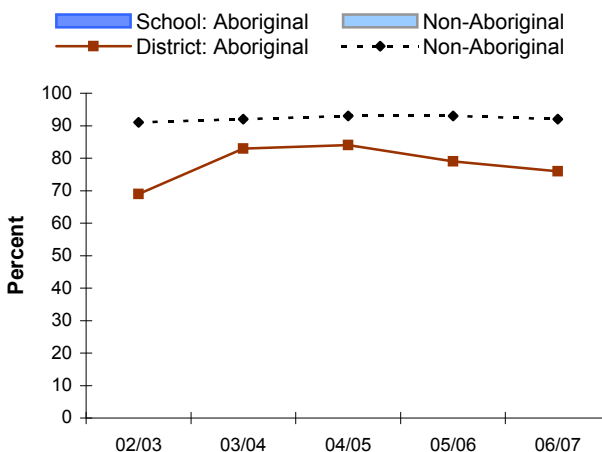
**Aboriginal Transitions:  
Grade 8 to Higher Grade**



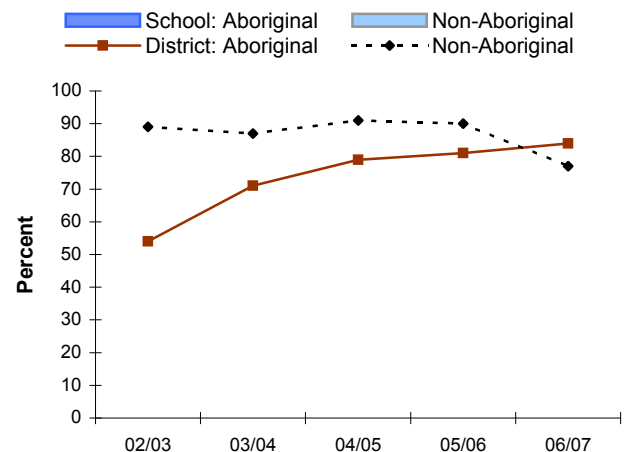
**Aboriginal Transitions:  
Grade 9 to Higher Grade**



**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, participation rates, 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](#)

#### READING COMPREHENSION

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			M #	M %	F #	F %	M %	F %	M #	M %	F #	F %	M %	F %
02/03	8	18	8	100	11	79	68	76	8	100	15	83	91	91
03/04	12	16	9	82	14	93	72	81	11	92	15	94	88	95
04/05	16	12	9	64	9	82	71	74	14	88	12	100	93	95
05/06	12	14	9	75	9	69	67	72	12	100	14	100	91	97
06/07	16	12	9	60	7	58	67	76	15	94	12	100	88	90

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

 [graphics](#)

#### READING COMPREHENSION

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			M #	M %	F #	F %	M %	F %	M #	M %	F #	F %	M %	F %
02/03	19	22	17	94	15	71	71	71	18	95	21	95	96	95
03/04	22	22	16	84	12	71	71	86	19	86	18	82	94	95
04/05	17	10	10	67	8	80	69	75	15	88	10	100	93	95
05/06	10	16	6	75	11	69	57	72	8	80	16	100	84	81
06/07	13	14	7	64	9	69	52	69	11	85	13	93	84	88

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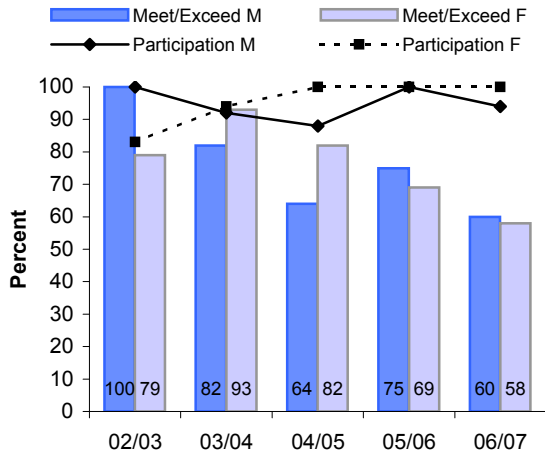
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**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

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

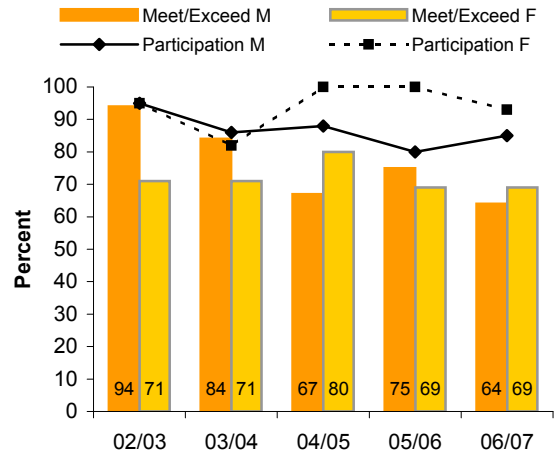
**School Data:**

**Grade 4 FSA Reading**



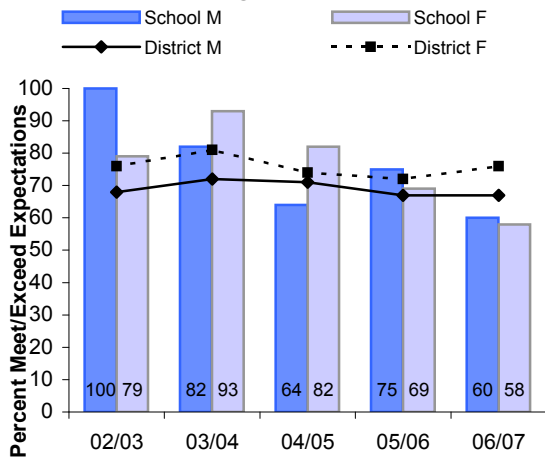
**School Data:**

**Grade 7 FSA Reading**



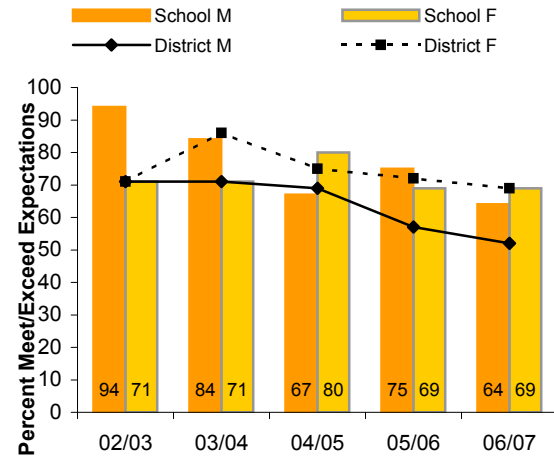
**Comparison Results:**

**Grade 4 FSA Reading**



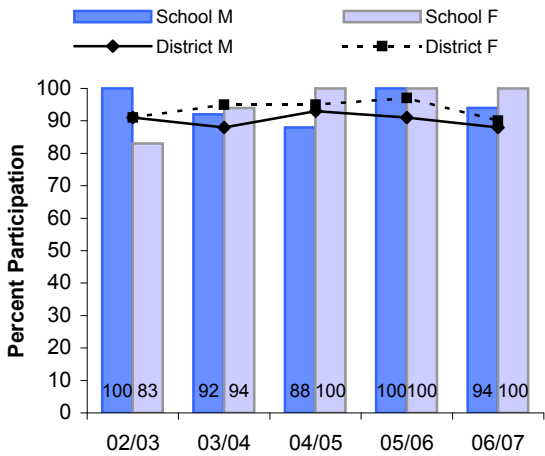
**Comparison Results:**

**Grade 7 FSA Reading**



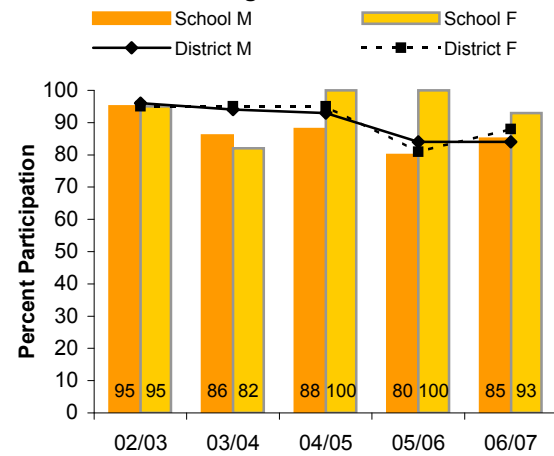
**Comparison Participation:**

**Grade 4 FSA Reading**



**Comparison Participation:**

**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, participation rates, 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	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations						Participation					
			School			District			School			District		
			M #	M %	F #	F %	M %	F %	M #	M %	F #	F %	M %	F %
02/03	8	18	7	88	13	93	89	97	8	100	14	78	89	90
03/04	12	16	8	73	14	93	76	94	11	92	15	94	87	94
04/05	16	12	14	100	12	100	90	97	14	88	12	100	92	95
05/06	12	14	11	92	11	79	80	92	12	100	14	100	88	97
06/07	16	12	10	67	10	83	77	94	15	94	12	100	85	89

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

 [graphics](#)

#### WRITING

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations						Participation					
			School			District			School			District		
			M #	M %	F #	F %	M %	F %	M #	M %	F #	F %	M %	F %
02/03	19	22	15	83	16	76	62	78	18	95	21	95	93	94
03/04	22	22	14	82	17	94	82	96	18	82	18	82	93	95
04/05	17	10	14	93	10	100	82	94	15	88	10	100	93	93
05/06	10	16	7	88	14	93	61	92	8	80	16	100	83	79
06/07	13	14	7	64	13	100	59	91	11	85	13	93	82	87

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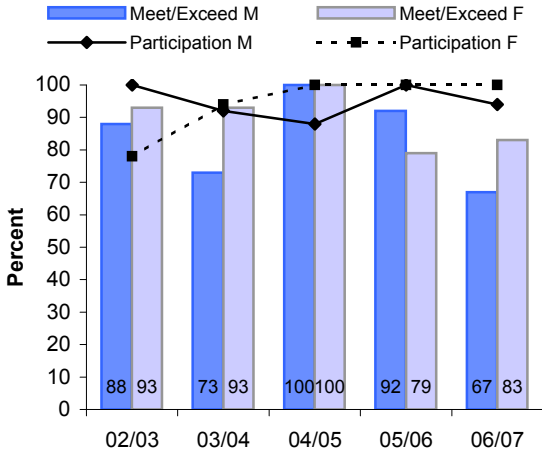
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**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**

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

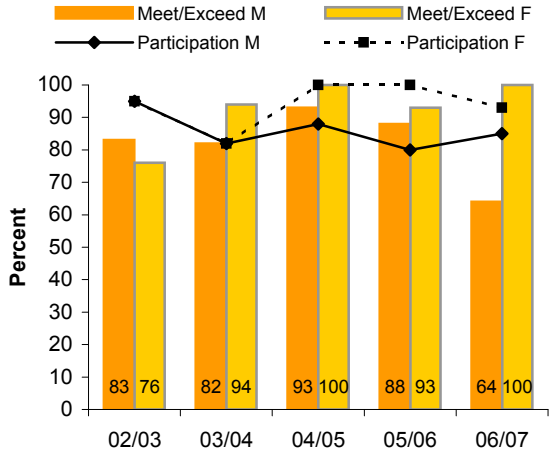
**School Data:**

**Grade 4 FSA Writing**



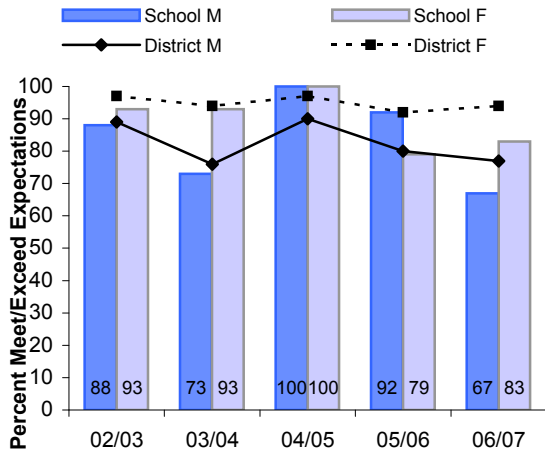
**School Data:**

**Grade 7 FSA Writing**



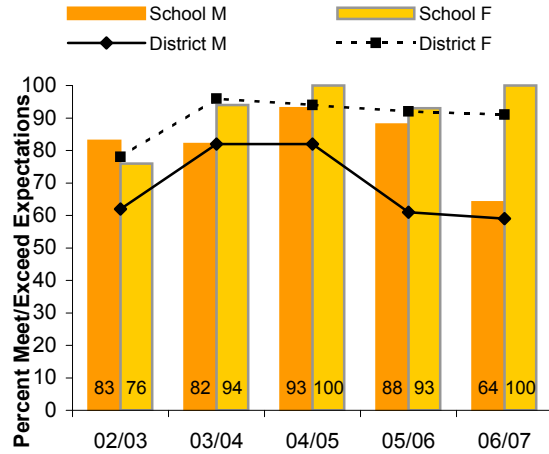
**Comparison Results:**

**Grade 4 FSA Writing**



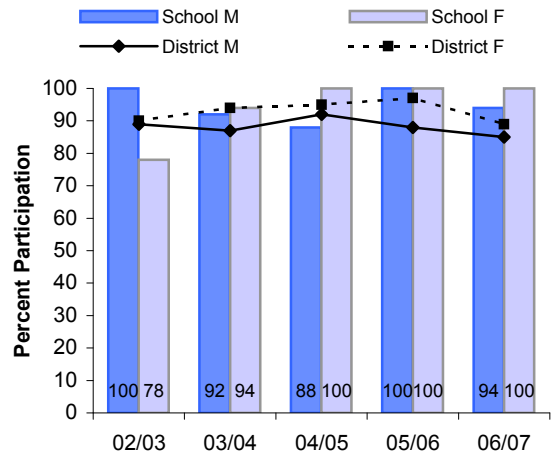
**Comparison Results:**

**Grade 7 FSA Writing**



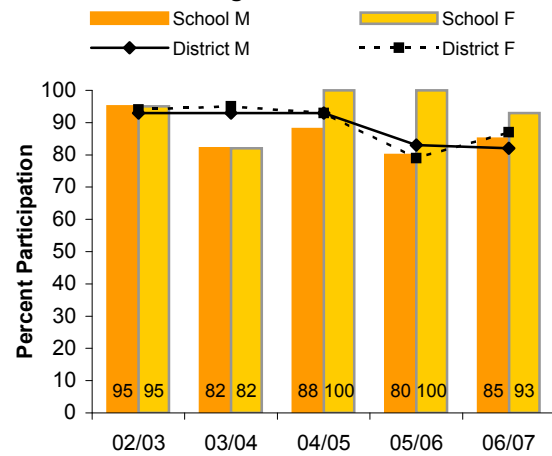
**Comparison Participation:**

**Grade 4 FSA Writing**



**Comparison Participation:**

**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, participation rates, 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](#)

#### NUMERACY

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			M #	M %	F #	F %	M %	F %	M #	M %	F #	F %	M %	F %
02/03	8	18	6	75	12	86	90	85	8	100	14	78	92	90
03/04	12	16	9	82	11	79	87	81	11	92	14	88	88	92
04/05	16	12	10	71	7	58	87	79	14	88	12	100	93	95
05/06	12	14	11	92	10	71	91	86	12	100	14	100	87	96
06/07	16	12	10	71	7	58	84	82	15	94	12	100	86	89

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

 [graphics](#)

#### NUMERACY

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			M #	M %	F #	F %	M %	F %	M #	M %	F #	F %	M %	F %
02/03	19	22	17	94	9	43	85	76	18	95	21	95	95	93
03/04	22	22	15	83	16	94	82	86	18	82	18	82	93	94
04/05	17	10	14	93	8	80	82	76	15	88	10	100	90	92
05/06	10	16	4	50	12	80	72	70	8	80	15	94	84	76
06/07	13	14	9	75	9	69	73	63	12	92	13	93	84	87

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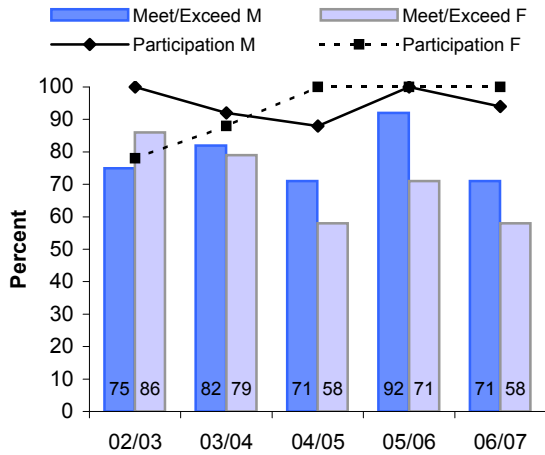
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**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

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

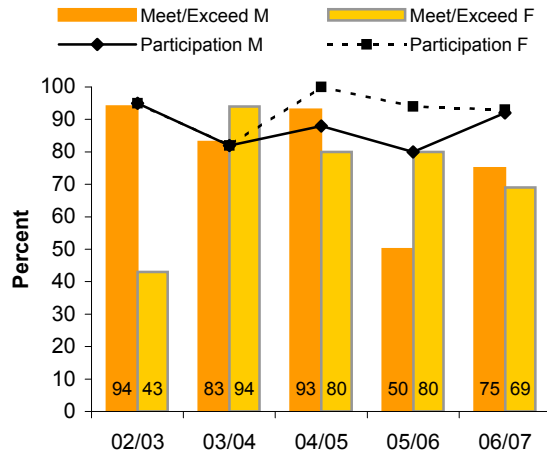
**School Data:**

**Grade 4 FSA Numeracy**



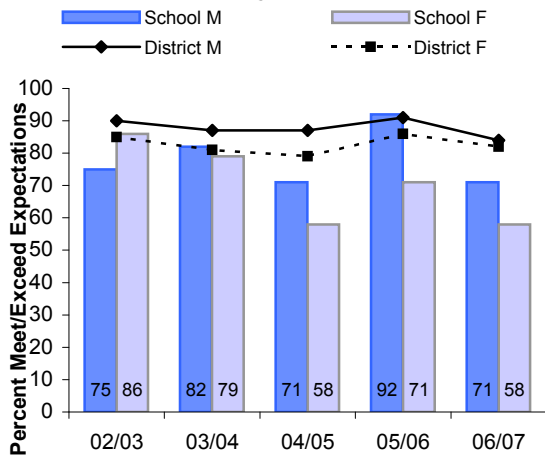
**School Data:**

**Grade 7 FSA Numeracy**



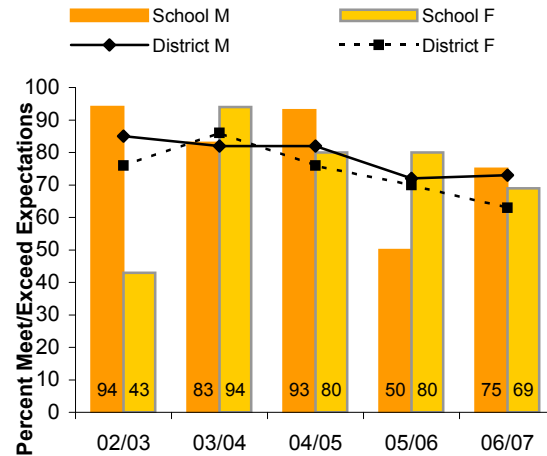
**Comparison Results:**

**Grade 4 FSA Numeracy**



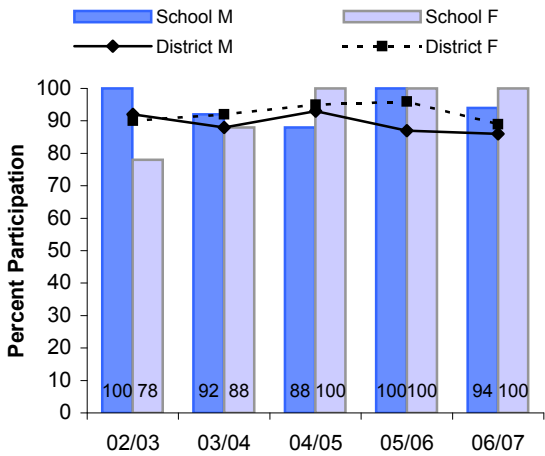
**Comparison Results:**

**Grade 7 FSA Numeracy**



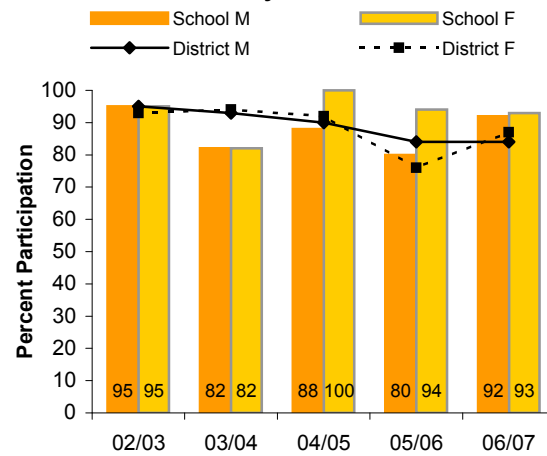
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**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)

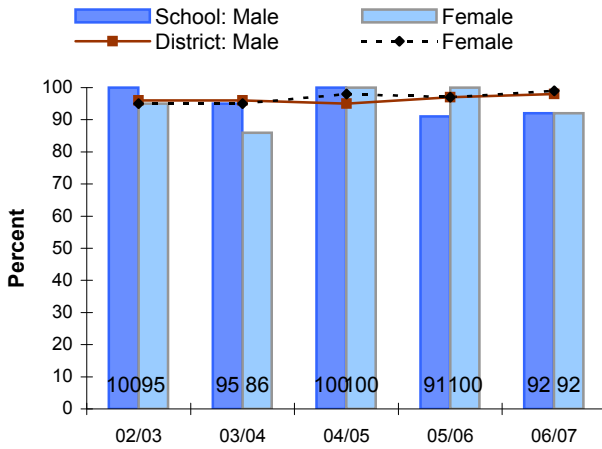


	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade	In Grade	School				M	F
			#	#	M	F	%	%	%	%
Current	Grade 6	06/07	13	12	12	92	11	92	98	99
	Grade 7	06/07	12	14	12	100	14	100	96	97
	Grade 8	06/07	-	-	-	-	-	-	92	94
	Grade 9	06/07	-	-	-	-	-	-	91	93
	Grade 10	06/07	-	-	-	-	-	-	91	89
	Grade 11	06/07	-	-	-	-	-	-	76	79
Historical	Grade 6	02/03	22	22	22	100	21	95	96	95
		03/04	19	14	18	95	12	86	96	95
		04/05	6	18	6	100	18	100	95	98
		05/06	11	15	10	91	15	100	97	97
		06/07	13	12	12	92	11	92	98	99
	Grade 7	02/03	19	21	18	95	19	90	96	95
		03/04	22	22	20	91	21	95	95	97
		04/05	17	10	16	94	10	100	97	98
		05/06	9	16	8	89	16	100	95	94
		06/07	12	14	12	100	14	100	96	97
	Grade 8	02/03	-	-	-	-	-	-	95	95
		03/04	-	-	-	-	-	-	91	94
		04/05	-	-	-	-	-	-	92	96
		05/06	-	-	-	-	-	-	93	91
		06/07	-	-	-	-	-	-	92	94
	Grade 9	02/03	-	-	-	-	-	-	91	91
		03/04	-	-	-	-	-	-	93	90
		04/05	-	-	-	-	-	-	86	93
		05/06	-	-	-	-	-	-	92	95
		06/07	-	-	-	-	-	-	91	93

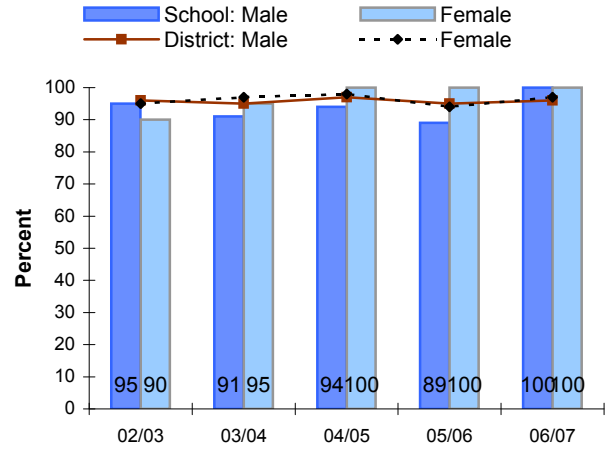


**GRADE-TO-GRADE TRANSITION:  
MALE / FEMALE**

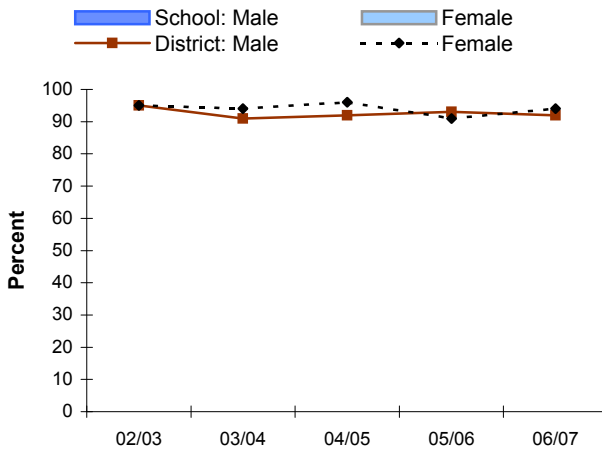
**Male/Female Transition:  
Grade 6 to Higher Grade**



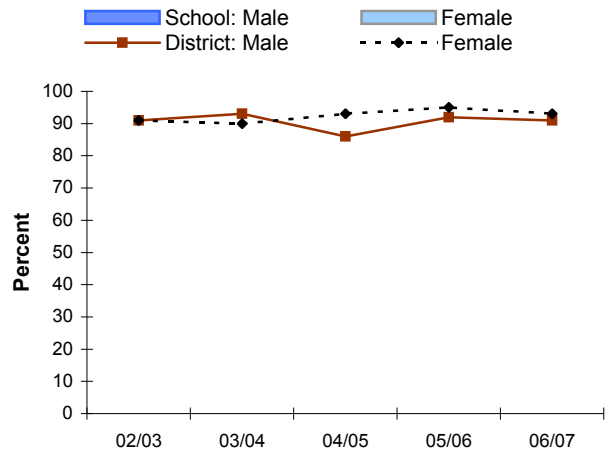
**Male/Female Transition:  
Grade 7 to Higher Grade**



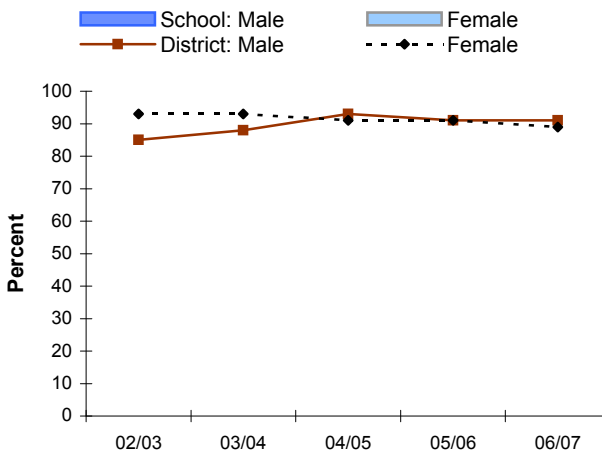
**Male/Female Transition:  
Grade 8 to Higher Grade**



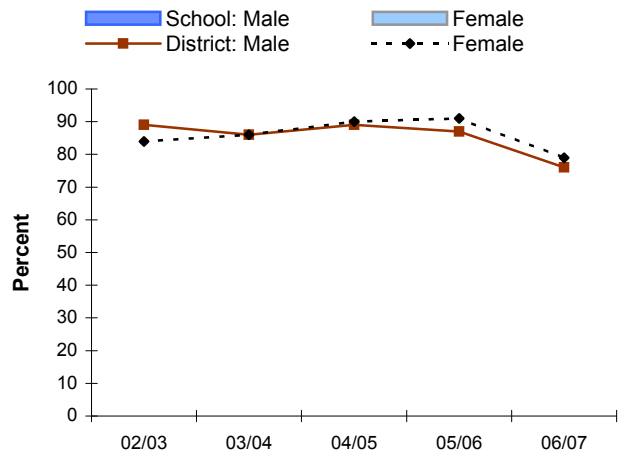
**Male/Female Transition:  
Grade 9 to Higher Grade**



**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, participation rates, 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	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	SN %	N-SN #	N-SN %	SN #	SN %	N-SN #	N-SN %				
02/03	Msk	24	Msk	Msk	18	86	46	73	Msk	Msk	21	88	70	93
03/04	Msk	26	Msk	Msk	23	92	47	79	Msk	Msk	25	96	78	94
04/05	Msk	25	Msk	Msk	18	75	46	74	Msk	Msk	25	100	73	98
05/06	-	26	-	-	18	72	55	72	-	-	26	100	78	98
06/07	Msk	26	Msk	Msk	15	58	56	72	Msk	Msk	26	100	64	93

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



##### READING COMPREHENSION

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	SN %	N-SN #	N-SN %	SN #	SN %	N-SN #	N-SN %				
02/03	Msk	38	Msk	Msk	31	84	37	74	Msk	Msk	37	97	83	98
03/04	9	32	4	67	24	80	50	82	6	67	31	97	81	98
04/05	Msk	22	Msk	Msk	18	82	37	75	Msk	Msk	22	100	72	99
05/06	Msk	22	Msk	Msk	15	71	29	67	Msk	Msk	21	95	77	85
06/07	Msk	22	Msk	Msk	15	71	26	64	Msk	Msk	21	95	73	89

**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)

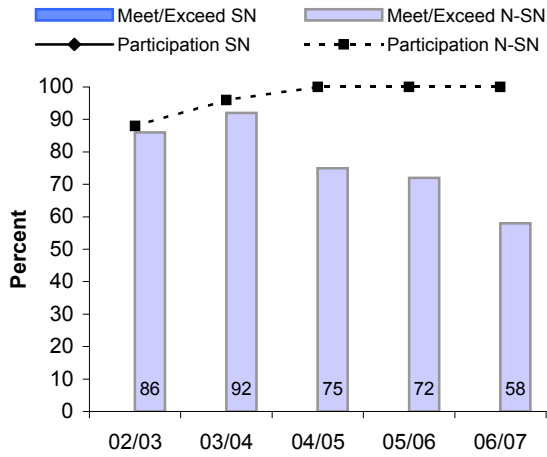
#### NOTES

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

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

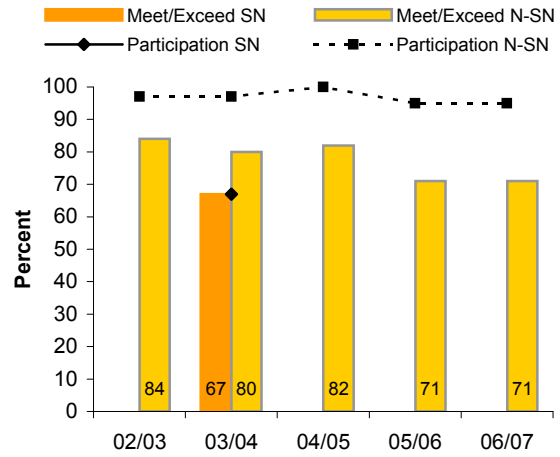
**School Data:**

**Grade 4 FSA Reading**



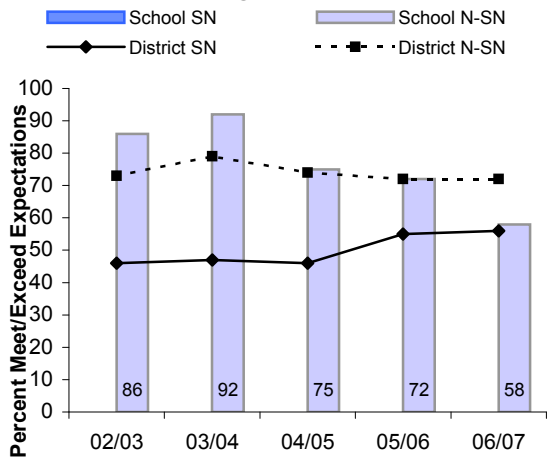
**School Data:**

**Grade 7 FSA Reading**



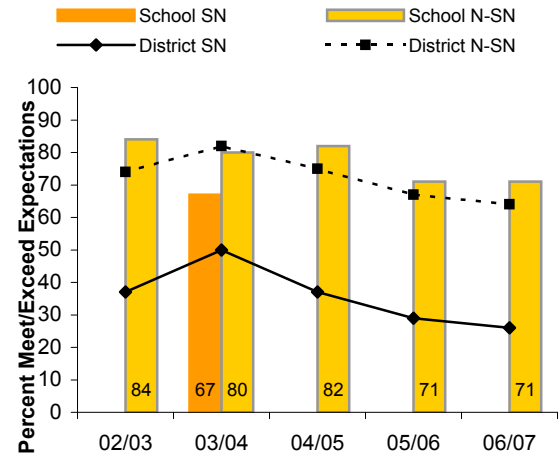
**Comparison Results:**

**Grade 4 FSA Reading**



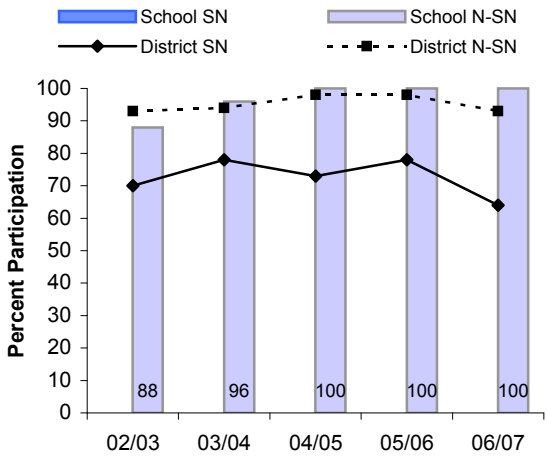
**Comparison Results:**

**Grade 7 FSA Reading**



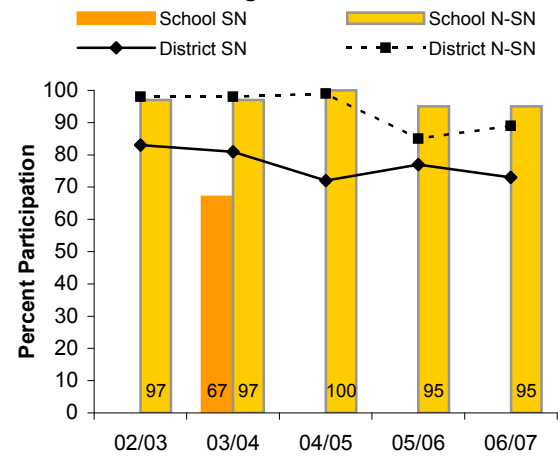
**Comparison Participation:**

**Grade 4 FSA Reading**



**Comparison Participation:**

**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, participation rates, 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)



#### WRITING

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %	SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
02/03	Msk	24	Msk	Msk	19	90	71	94	Msk	Msk	21	88	65	92
03/04	Msk	26	Msk	Msk	22	88	45	88	Msk	Msk	25	96	80	93
04/05	Msk	25	Msk	Msk	25	100	64	96	Msk	Msk	25	100	75	98
05/06	-	26	-	-	22	85	54	90	-	-	26	100	78	97
06/07	Msk	26	Msk	Msk	20	77	65	87	Msk	Msk	26	100	61	92

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



#### WRITING

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %	SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
02/03	Msk	38	Msk	Msk	31	84	39	73	Msk	Msk	37	97	81	97
03/04	9	32	4	80	27	90	65	92	5	56	31	97	77	98
04/05	Msk	22	Msk	Msk	21	95	73	89	Msk	Msk	22	100	72	98
05/06	Msk	22	Msk	Msk	19	90	38	79	Msk	Msk	21	95	74	83
06/07	Msk	22	Msk	Msk	19	90	33	79	Msk	Msk	21	95	66	88

**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)

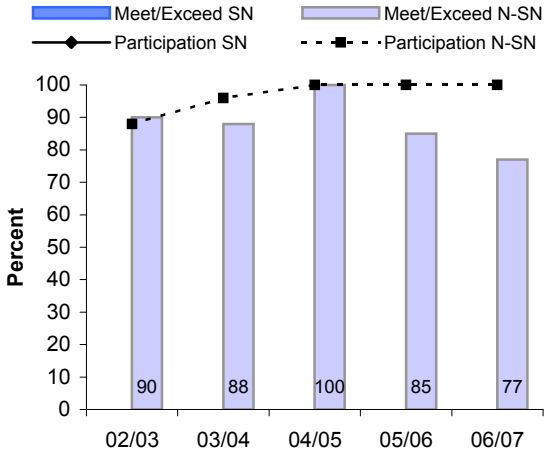
### NOTES

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

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

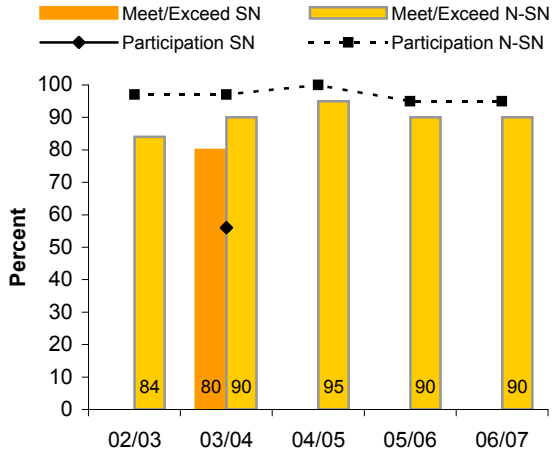
**School Data:**

**Grade 4 FSA Writing**



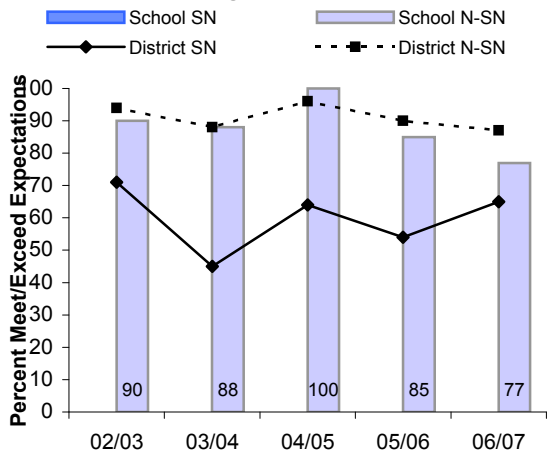
**School Data:**

**Grade 7 FSA Writing**



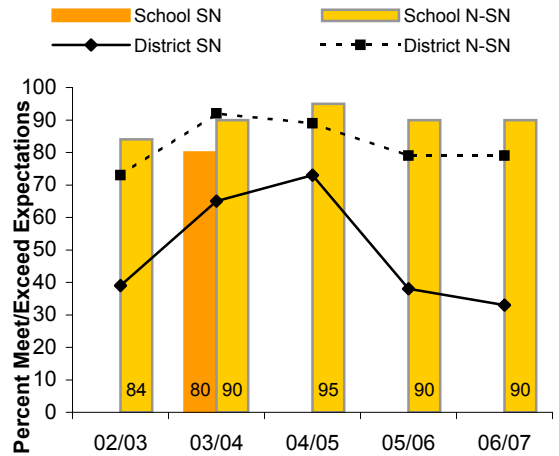
**Comparison Results:**

**Grade 4 FSA Writing**



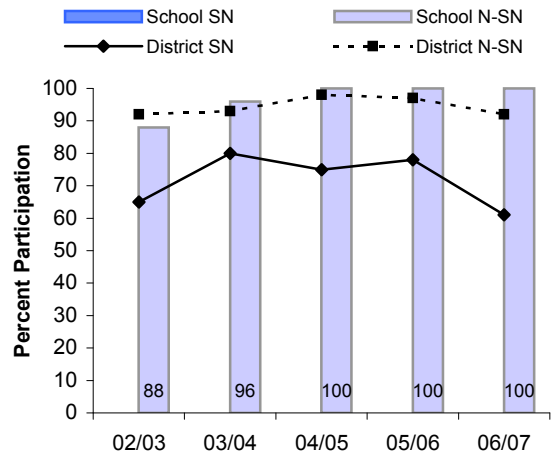
**Comparison Results:**

**Grade 7 FSA Writing**



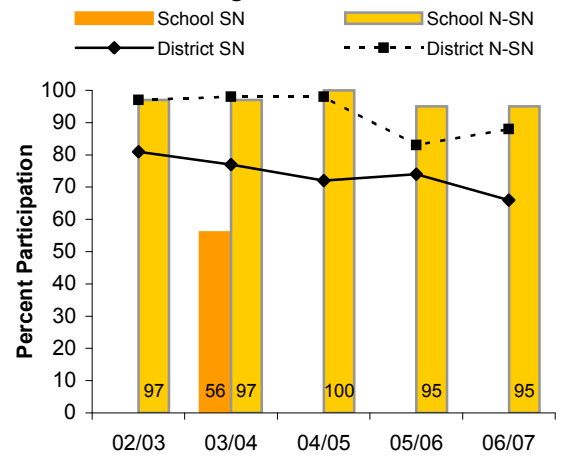
**Comparison Participation:**

**Grade 4 FSA Writing**



**Comparison Participation:**

**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.

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, participation rates, 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)



##### NUMERACY

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %	SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
02/03	Msk	24	Msk	Msk	18	86	79	88	Msk	Msk	21	88	83	93
03/04	Msk	26	Msk	Msk	20	83	76	85	Msk	Msk	24	92	78	93
04/05	Msk	25	Msk	Msk	17	68	69	84	Msk	Msk	25	100	75	97
05/06	-	26	-	-	21	81	82	90	-	-	26	100	76	96
06/07	Msk	26	-	-	17	65	67	84	Msk	Msk	26	100	61	92

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



##### NUMERACY

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations						Participation					
			School				District		School				District	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %	SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
02/03	Msk	38	Msk	Msk	26	70	56	83	Msk	Msk	37	97	81	97
03/04	9	32	4	80	27	90	61	87	5	56	31	97	77	98
04/05	Msk	22	Msk	Msk	19	86	65	80	Msk	Msk	22	100	60	98
05/06	Msk	22	Msk	Msk	15	71	45	73	Msk	Msk	21	95	65	83
06/07	Msk	22	Msk	Msk	16	76	50	70	Msk	Msk	21	95	69	89

**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)

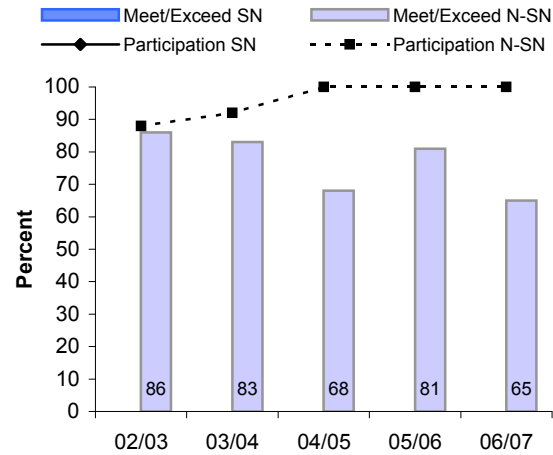
#### NOTES

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

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

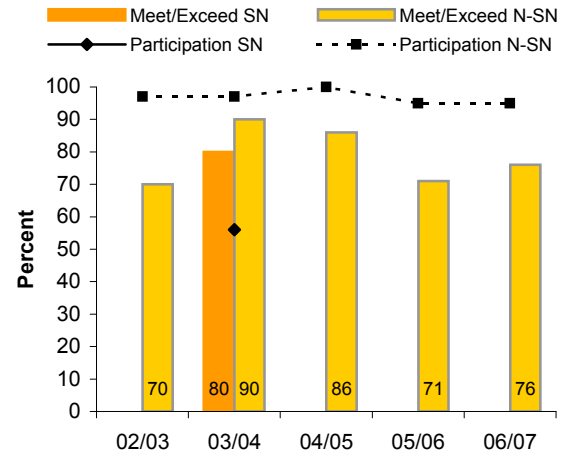
**School Data:**

**Grade 4 FSA Numeracy**



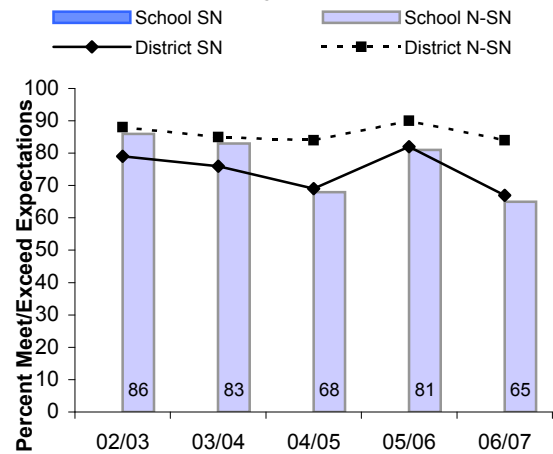
**School Data:**

**Grade 7 FSA Numeracy**



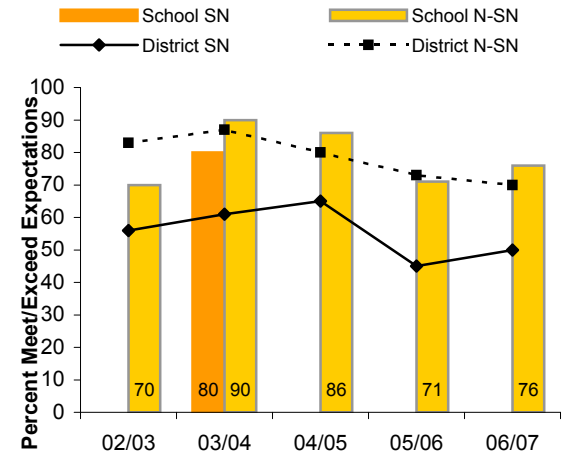
**Comparison Results:**

**Grade 4 FSA Numeracy**



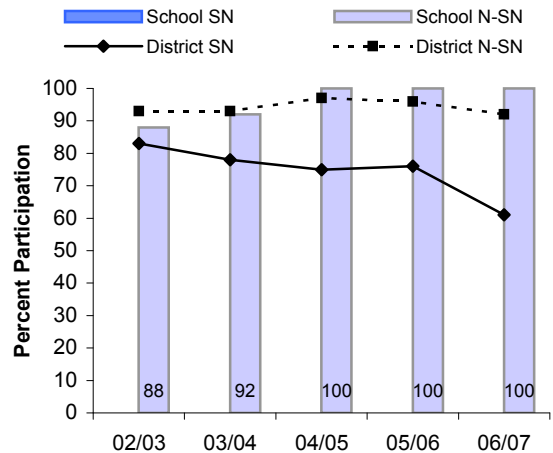
**Comparison Results:**

**Grade 7 FSA Numeracy**



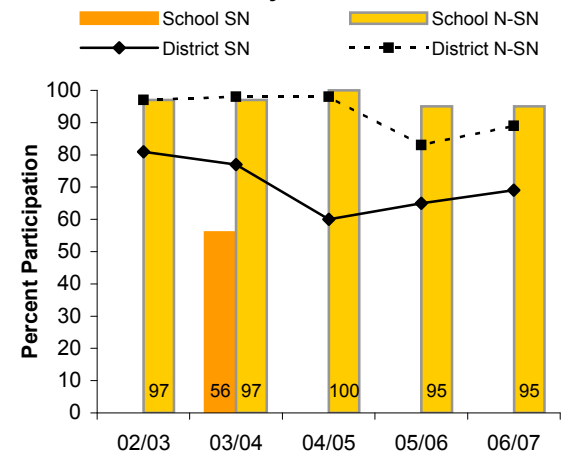
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**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

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.

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	Total Students	Transition Rates				District	
			In Grade SN #	In Grade N-SN #	SN #	School SN %	N-SN #	N-SN %	SN %	N-SN %
Current	Grade 6	06/07	Msk	21	Msk	Msk	19	90	96	99
	Grade 7	06/07	Msk	22	Msk	Msk	22	100	91	97
	Grade 8	06/07	-	-	-	-	-	-	79	94
	Grade 9	06/07	-	-	-	-	-	-	80	93
	Grade 10	06/07	-	-	-	-	-	-	67	92
	Grade 11	06/07	-	-	-	-	-	-	58	79
Historical	Grade 6	02/03	8	35	8	100	34	97	98	95
		03/04	Msk	30	Msk	Msk	27	90	96	95
		04/05	Msk	22	Msk	Msk	22	100	94	96
		05/06	Msk	22	Msk	Msk	21	95	94	98
		06/07	Msk	21	Msk	Msk	19	90	96	99
	Grade 7	02/03	Msk	37	Msk	Msk	36	97	89	96
		03/04	9	33	9	100	31	94	90	98
		04/05	Msk	22	Msk	Msk	22	100	95	98
		05/06	Msk	22	Msk	Msk	21	95	93	95
		06/07	Msk	22	Msk	Msk	22	100	91	97
	Grade 8	02/03	-	-	-	-	-	-	90	96
		03/04	-	-	-	-	-	-	83	93
		04/05	-	-	-	-	-	-	76	96
		05/06	-	-	-	-	-	-	83	93
		06/07	-	-	-	-	-	-	79	94
	Grade 9	02/03	-	-	-	-	-	-	74	92
		03/04	-	-	-	-	-	-	70	95
		04/05	-	-	-	-	-	-	67	93
		05/06	-	-	-	-	-	-	84	94
		06/07	-	-	-	-	-	-	80	93

## 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 SN #	In Grade N-SN #	SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
Grade 10	02/03	-	-	-	-	-	-	61	93
	03/04	-	-	-	-	-	-	82	92
	04/05	-	-	-	-	-	-	74	94
	05/06	-	-	-	-	-	-	77	92
	06/07	-	-	-	-	-	-	67	92
Grade 11	02/03	-	-	-	-	-	-	56	90
	03/04	-	-	-	-	-	-	57	89
	04/05	-	-	-	-	-	-	76	90
	05/06	-	-	-	-	-	-	63	91
	06/07	-	-	-	-	-	-	58	79

#### MORE

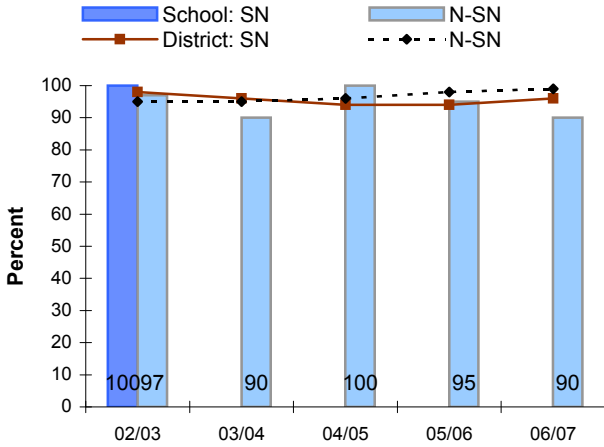
- Results for specific groups of students - see other sections in this report.  
[Aboriginal Results](#)      [Male/Female Results](#)
- **Grade-to-Grade Transition Report** provides detailed student transition information:  
[www.bced.gov.bc.ca/reporting/achieve/trans.php](http://www.bced.gov.bc.ca/reporting/achieve/trans.php)

#### NOTES

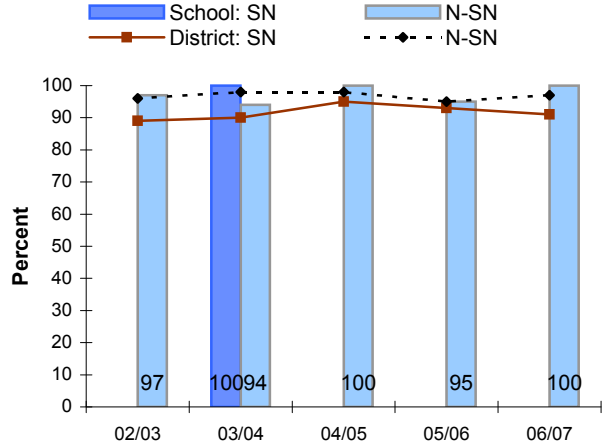
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**GRADE-TO-GRADE TRANSITION:  
SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**

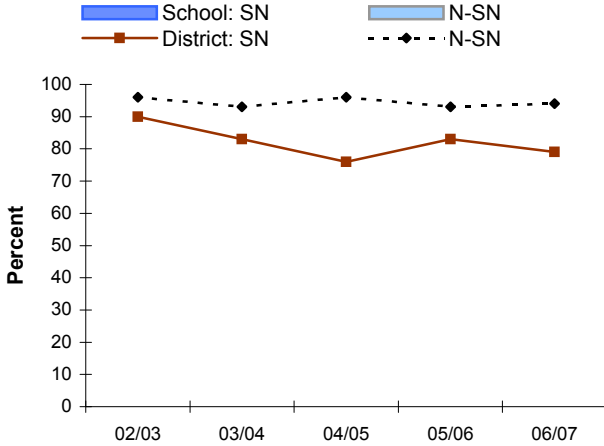
**Special Needs Transition:  
Grade 6 to Higher Grade**



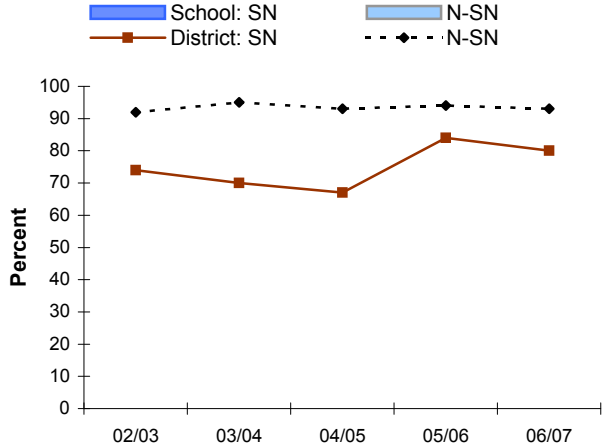
**Special Needs Transition:  
Grade 7 to Higher Grade**



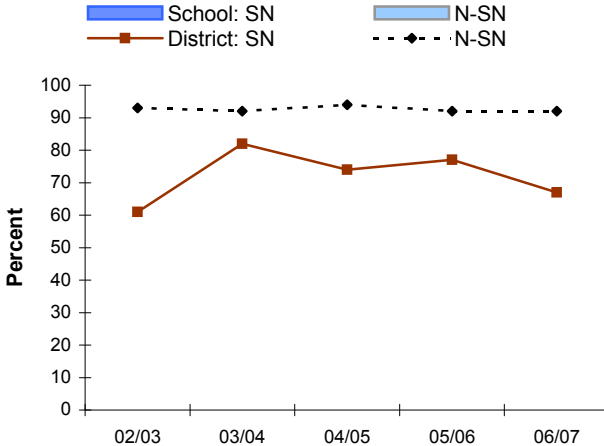
**Special Needs Transition:  
Grade 8 to Higher Grade**



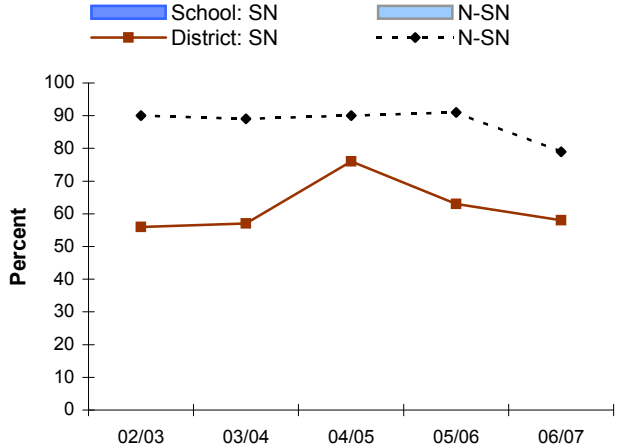
**Special Needs Transition:  
Grade 9 to Higher Grade**



**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, counsellors, 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>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>Six-Year Completion Rate</b>	The portion of students who graduate, with a Certificate of Graduation, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia.

<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>An individual enrolled in a British Columbia school. Students include all school-aged and adult persons who are working toward a British Columbia Certificate of Graduation.</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>