



# DISTRICT DATA SUMMARY 2003/04 - 2007/08

## 068 Nanaimo-Ladysmith

395 Wakesiah Ave  
Nanaimo, BC V9R 3K6  
District tel: 250 754-5521

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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Questions/Comments:

Information Department

telephone: (250) 356-9352

email: [EDUC.ReportingUnit@gov.bc.ca](mailto:EDUC.ReportingUnit@gov.bc.ca)

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

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## INTRODUCTION

This report provides a summary of ministry-collected student achievement data for this district, 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 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 in this district?
- What story do these data suggest about student achievement in this district?
- 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 DISTRICT CONTEXT

In addition to student achievement data, contextual information about the community and the learning environment (such as student and educator demographics, parent education, enrolment patterns and funding) may provide additional information to support education planning discussions and resource allocation.

### DATA SYMBOLS

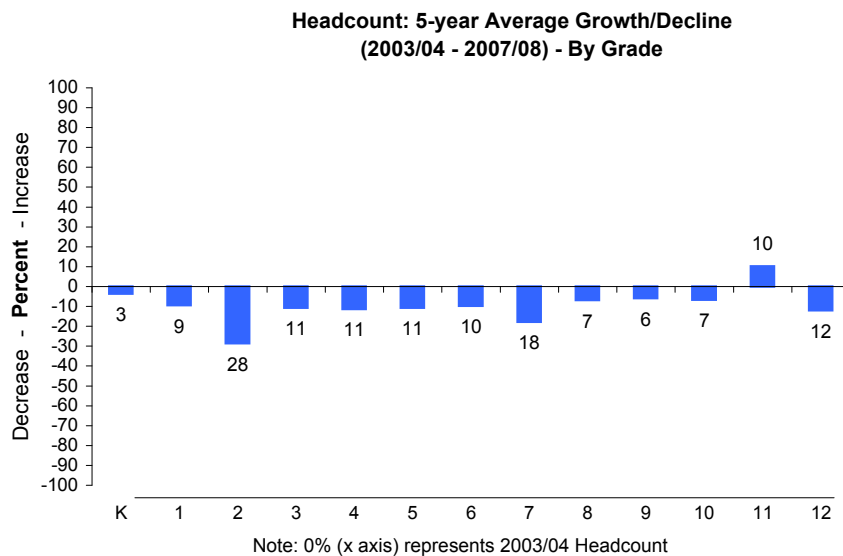
- "EU" (Elementary Ungraded) Students taking K-7 courses but not considered to be in a specific grade
- "SU" (Secondary Ungraded) Students taking Gr 8-12 courses but not considered to be in a specific grade
- "0" (Zero) There are no students in this category or the number as a percentage is less than 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 HEADCOUNT

Headcount: Each Grade (September of year indicated)

	K	1	2	3	4	5	6	7	EU	8	9	10	11	12	SU	GA	Total
03/04	917	1,035	1,146	1,106	1,122	1,186	1,254	1,311	16	1,295	1,360	1,401	1,381	1,445	312	-	16,287
04/05	972	958	1,056	1,136	1,110	1,137	1,204	1,252	14	1,350	1,276	1,360	1,426	1,515	300	-	16,066
05/06	885	994	978	1,070	1,129	1,132	1,153	1,243	12	1,276	1,352	1,311	1,400	1,473	364	-	15,772
06/07	925	869	993	989	1,060	1,138	1,126	1,163	9	1,280	1,277	1,367	1,431	1,398	256	-	15,281
07/08	886	946	892	1,000	1,009	1,072	1,144	1,114	9	1,213	1,286	1,315	1,538	1,291	206	-	14,921
08/09	890	920	982	895	1,040	1,028	1,095	1,150	Msk	1,159	1,242	1,349	1,522	1,498	34	-	14,834

Headcount: Growth / Decline



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**STUDENT AND DISTRICT CONTEXT: HEADCOUNT**
**Headcount: Grade Range** (September of year indicated)

School Year	Students Grades K-7		Students Grades 8-12		Total
	Headcount #	Proportion of District %	Headcount #	Proportion of District %	Headcount #
03/04	9,093	55.8	7,194	44.2	16,287
04/05	8,839	55	7,227	45	16,066
05/06	8,596	54.5	7,176	45.5	15,772
06/07	8,272	54.1	7,009	45.9	15,281
07/08	8,072	54.1	6,849	45.9	14,921
08/09	8,001	53.9	6,804	45.9	14,834

**Headcount: Selected Programs** (September of year indicated)

School Year	Career Prep #	Career Technical #	Secondary School Apprenticeship #	Co-operative #	Continuing Ed #
03/04	1,161	184	3	-	6
04/05	1,440	312	5	-	102
05/06	775	151	3	-	82
06/07	24	131	40	-	53
07/08	-	85	36	-	42
08/09	-	71	-	-	35

**NOTES**


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## STUDENT AND DISTRICT CONTEXT: ENROLMENT

### STUDENT ENROLMENT

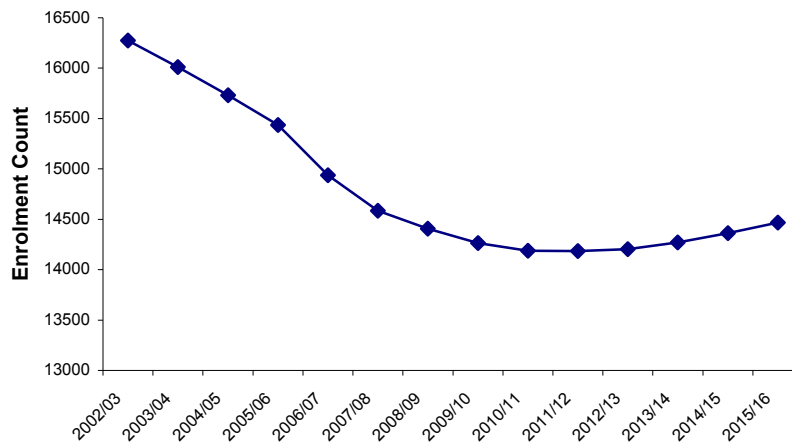
**Enrolment: Funded FTE** (September of year indicated)

School Year	Funded	
	School-aged only #	School-aged plus Adults #
03/04	15,541	15,588
04/05	15,201	15,253
05/06	14,972	15,023
06/07	14,463	14,562
07/08	14,068	14,118
08/09	Data not available	

**Enrolment Trend / Projection** (based on analysis year 2007/08)

School Year	District			Province*		
	Enrolment #	Change #	Change %	Enrolment #	Change #	Change %
2002/03	16,274			590,186		
2003/04	16,011	-263	-1.62	583,041	-7,145	-1.21
2004/05	15,732	-279	-1.74	577,282	-5,759	-0.99
2005/06	15,435	-297	-1.89	571,518	-5,764	-1.00
2006/07	14,937	-498	-3.23	560,829	-10,689	-1.87
2007/08	14,584	-353	-2.36	556,653	-4,176	-0.74
2008/09	14,408	-176	-1.21	549,636	-7,017	-1.26
2009/10	14,263	-145	-1.01	543,264	-6,372	-1.16
2010/11	14,187	-76	-0.53	538,524	-4,740	-0.87
2011/12	14,184	-3	-0.02	534,703	-3,821	-0.71
2012/13	14,205	21	0.15	531,823	-2,880	-0.54
2013/14	14,270	65	0.46	529,870	-1,953	-0.37
2014/15	14,361	91	0.64	529,139	-731	-0.14
2015/16	14,467	106	0.74	530,384	1,245	0.24

**District Enrolment Trend / Projection**



\*Data represent public schools only

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**STUDENT AND DISTRICT CONTEXT: CLASSROOM DEMOGRAPHICS**
**CLASSROOM DEMOGRAPHICS** (September of year indicated)

**Class Size: Average**

School Year	Kindergarten		Grades 1-3		Grades 4-7		Grades 8-12	
	District #	Province #	District #	Province #	District #	Province #	District #	Province #
07/08	17.8	17.4	20.6	20.4	25.8	25.8	25.7	24.4
08/09	17.8	17.7	20.7	20.6	26.3	25.8	26.5	24.4

**Educators: Headcount and FTE** (Source: Form 2003)

School Year	Schools in Sept #	Teacher				Principal/Vice-Principal		Total Educators *	
		Headcount		FTE		Headcount #	FTE #	Headcount #	FTE #
		Male #	Female #	Male #	Female #				
03/04	50	273	571	261	498	69	69	924	839
04/05	46	274	584	257	502	68	67	937	837
05/06	48	267	584	254	514	73	73	956	869
06/07	48	266	588	254	514	73	72	956	866
07/08	47	249	584	239	516	70	70	931	849
08/09	44	252	574	241	505	66	66	918	834

\* Includes teachers, principals/vice-principals, other administrative staff and school board based educators.

**Educators: Salary and Age**

	Average Salary (per FTE) \$	Average Age
03/04	64,413	47
04/05	64,436	47
05/06	63,849	46
06/07	66,329	47
07/08	68,033	47
08/09	71,298	47

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

**Education Assistant (EA)** Number of classes with assigned EAs:

422
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**MORE**

- **Teacher Statistics Report** includes more detailed information.  
[www.bced.gov.bc.ca/reporting/enrol/teach.php](http://www.bced.gov.bc.ca/reporting/enrol/teach.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)

**STUDENT AND DISTRICT CONTEXT: FUNDING**

**FUNDING**

School Year	Operating Grant * \$	Capital Funding <sup>2</sup> \$	Targeted Funds	
			Aboriginal Students \$	Special Needs \$
03/04	99,931,540	2,689,621	1,772,700	6,814,500
04/05	101,780,805	3,466,677	1,765,100	7,368,000
05/06	104,191,741	2,905,753	1,744,675	8,408,000
06/07	108,745,276	3,031,894	1,788,850	8,704,000
07/08	110,506,805	2,976,783	1,936,740	9,560,000
08/09	-	-	-	-

1 - Includes teacher salary increase  
 2 - Includes Annual Facility Grant/Buses

\* **Operating Grant** - Since 2002/03 Provincial Learning Resources and the Provincial Learning Network (PLNet) have been funded by grants outside the Operating Grant. During 2002/03 and 2003/04 leases were funded outside of the Operating Grant.

**Capital Projects Receiving Provincial Funding**

2006/07    2007/08    2008/09    2009/10    2010/11

**MORE** · **K-12 Funding Allocation** provides detailed information about the BC funding allocation system.  
[www.bced.gov.bc.ca/k12funding/welcome.htm](http://www.bced.gov.bc.ca/k12funding/welcome.htm)

**NOTES**

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**STUDENT AND DISTRICT CONTEXT: SCHOOLS LIST**
**DISTRICT PUBLIC SCHOOLS**

School Year	Public Schools #
03/04	50
04/05	46
05/06	48
06/07	48
07/08	47
08/09	44

School Name (2007/2008)	Ministry Code	School Phone #
5 Acres Alternate	06899021	250-754-5341
Aurora Learning Community	06899148	250-247-7614
Bayview Elementary	06868018	250-754-3231
Brechin Elementary	06868019	250-754-7523
Cedar Community Secondary	06868007	250-722-2414
Chase River Elementary	06868022	250-754-6983
Cilaire Elementary	06868024	250-758-7941
Cinnabar Valley Elementary	06868323	250-716-1030
Coal Tyee Elementary	06868325	250-729-0450
Continuing Ed SD 68	06868000	250-753-4012
Davis Road Elementary	06868027	250-245-7187
Departure Bay Elementary	06868028	250-758-6541
Dover Bay Secondary	06868010	250-756-4595
Dufferin Crescent Elementary	06868030	250-740-3500
Fairview Elementary	06868036	250-753-3418
Forest Park Elementary	06868037	250-758-6892
Frank J. Ney Elementary	06868038	250-729-8045
Gabriola Elementary	06868040	250-247-9342
Georgia Avenue Elementary	06868041	250-753-1044
Hammond Bay Elementary	06868044	250-758-5711
John Barsby Community School	06868011	250-753-8211
Ladysmith Intermediate	06868048	250-245-3351
Ladysmith Primary	06868049	250-245-3912
Ladysmith Secondary	06868002	250-245-3043
Learn @ Home 8-12	06899165	250-740-2038
Learn @ Home K-7	06899139	250-758-6892
McGirr Elementary	06868055	250-758-8946
Mount Benson Elementary	06868053	250-758-1536
Mountain View Elementary	06868052	250-753-2831
Nanaimo Career & Technical Ctr	06899114	250-740-2032
Nanaimo District Secondary	06868001	250-740-2000
North Cedar Intermediate	06868009	250-722-2722
North Oyster Elementary	06868058	250-245-3330
Park Avenue Elementary	06868061	250-754-5591
Pauline Haarer Elementary	06868065	250-754-2722
Pleasant Valley Elementary	06868066	250-390-4027
Quarterway Elementary	06868071	250-754-6845
Randerson Ridge Elementary	06868073	250-758-5076
Rock City Elementary	06868076	250-758-2434
Rutherford Elementary	06868077	250-758-5331
Seaview Elementary	06868080	250-390-4022

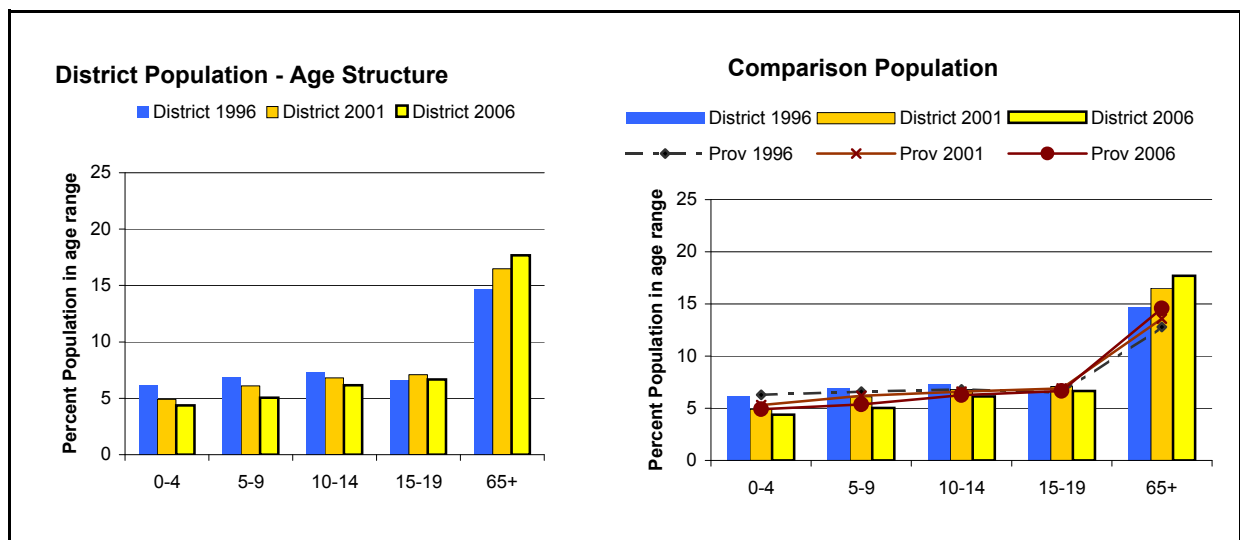
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<b>School Name</b>	<b>Ministry Code</b>	<b>School Phone #</b>
South Wellington Elementary	06868081	250-754-2873
Uplands Park Elementary	06868086	250-758-3252
Vast Centre	06899022	250-753-4012
Wellington Secondary	06868015	250-758-9191
Woodbank Primary	06868085	250-722-3644
Woodlands Secondary	06868013	250-753-2271

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**STUDENT AND DISTRICT CONTEXT: DISTRICT DEMOGRAPHICS**
**DISTRICT DEMOGRAPHICS** (source: Census of Canada)**Population**

	District			Province		
	1996 %	2001 %	2006 %	1996 %	2001 %	2006 %
Age 0 - 4	6.2	4.9	4.4	6.3	5.3	4.9
Age 5 - 9	6.9	6.1	5.0	6.6	6.2	5.4
Age 10 - 14	7.3	6.8	6.1	6.8	6.6	6.2
Age 15 - 19	6.6	7.1	6.7	6.5	6.9	6.7
Age 65+	14.7	16.5	17.7	12.8	13.6	14.6

**Education Attainment of Population Aged 25-64** (source: Canada Census)

Note: Age categories and education attainment categories are different between 2006 Census and earlier. Therefore only latest (2006) is shown.

	District 2006 %	Province 2006 %
No certificate, diploma or degree	13.5	12.4
High school certificate or equivalent	26.1	25.9
Apprenticeship or trades certificate or diploma	15.2	12.0
College, CEGEP or other non-university certificate/diploma	21.6	19.6
University certificate or diploma below bachelor level	6.2	6.1
Bachelor's degree	11.2	15.2
University certificate or diploma above bachelor level	1.7	2.4
Degree in medicine, dentistry, veterinary medicine or optometry	0.6	0.7
Master's degree	3.3	4.9
Earned doctorate	0.6	0.9

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**STUDENT AND DISTRICT CONTEXT: DISTRICT DEMOGRAPHICS**
**Employment**

(Source: Canada Census)

	District			Province		
	1996 %	2001 %	2006 %	1996 %	2001 %	2006 %
Percent of Population in Labour Force	64.0	61.1	68.2	66.4	65.2	65.6
Unemployment Rate Total	11.9	11.5	6.7	9.6	8.5	6.0
Unemployment Rate - Age 15 - 24	19.3	21.4	12.7	15.9	15.8	11.1

(Source: BC Stats)

	District			Province		
	1996 %	2001 %	2008*	1996 %	2001 %	2008*
Income Assistance - Age less than 19	6.1	4.8	4.2	3.2	2.5	2.3

\* Latest Data December 2008

**Family Structure** (source: BC Census)

	District			Province		
	1996 %	2001 %	2006 %	1996 %	2001 %	2006 %
Lone Parent Families	15.5	17.9	15.8	13.8	15.5	15.1
Families with children at home	56.5	56.0	35.3	60.8	60.5	43.6
Average number of children per family	1.0	1.0	0.9	1.1	1.1	1.0

**Primary Language Normally Spoken in the Home: Top 3** (source: 1701 Student Data Collection)

	District	
	2008/09 #	%
English	14,248	96.0
Korean	84	.6
Punjabi	82	.6

**MORE**

- **BC Census** includes social statistics, demographics, regional/community profiles  
[www.bcstats.gov.bc.ca/data/sep/sd/sd\\_main.asp](http://www.bcstats.gov.bc.ca/data/sep/sd/sd_main.asp)

**NOTES**


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## EARLY DEVELOPMENT INDICATOR

The Early Development Instrument (EDI) is a province-wide assessment that measures the developmental health of five-year-olds as they enter kindergarten. Vulnerabilities of students on various subscales of the overall EDI instrument are shown below for the periods 2001-2003 and 2004-2007 for this school district.

Vulnerability in the area of Language and Cognitive Development may correlate most closely with local socio-economic characteristics presented on previous pages. Results presented in this report are intended to support school and community planning and discussions that anticipate early development experiences and how these experiences may affect children before they reach age six, as they enter primary school, and how these early experiences may affect their success as they move through the school system.

To analyse vulnerability in this district it is important to study the EDI in some detail (please see link to the website below), and to consider any circumstances that may affect vulnerability such as local characteristics, community involvement, targeted programs, etc.

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### DATA SYMBOLS

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

 [graphics](#)

### EDI Results - 2001-2003 vs. 2004-2007

#### Proportion of Students (%) Vulnerable on EDI Subscales:

Subscale:	District	
	2001-2003	2004-2007
Physical Health and Well-being	15.4	15.0
Social Competence	14.9	14.7
Emotional Maturity	17.7	11.6
Language & Cognitive Development	16.4	12.7
Communication Skills & General Knowledge	12.1	12.1

**MORE** · **BC Atlas of Child Development website** provides more information about the Early Development Instrument Outcomes and socio-economic relationships.  
[http://ecdportal.help.ubc.ca/pubMaps/BC/Provincial/EDI/BC\\_EDI\\_Wave1-2.pdf](http://ecdportal.help.ubc.ca/pubMaps/BC/Provincial/EDI/BC_EDI_Wave1-2.pdf)

### NOTES

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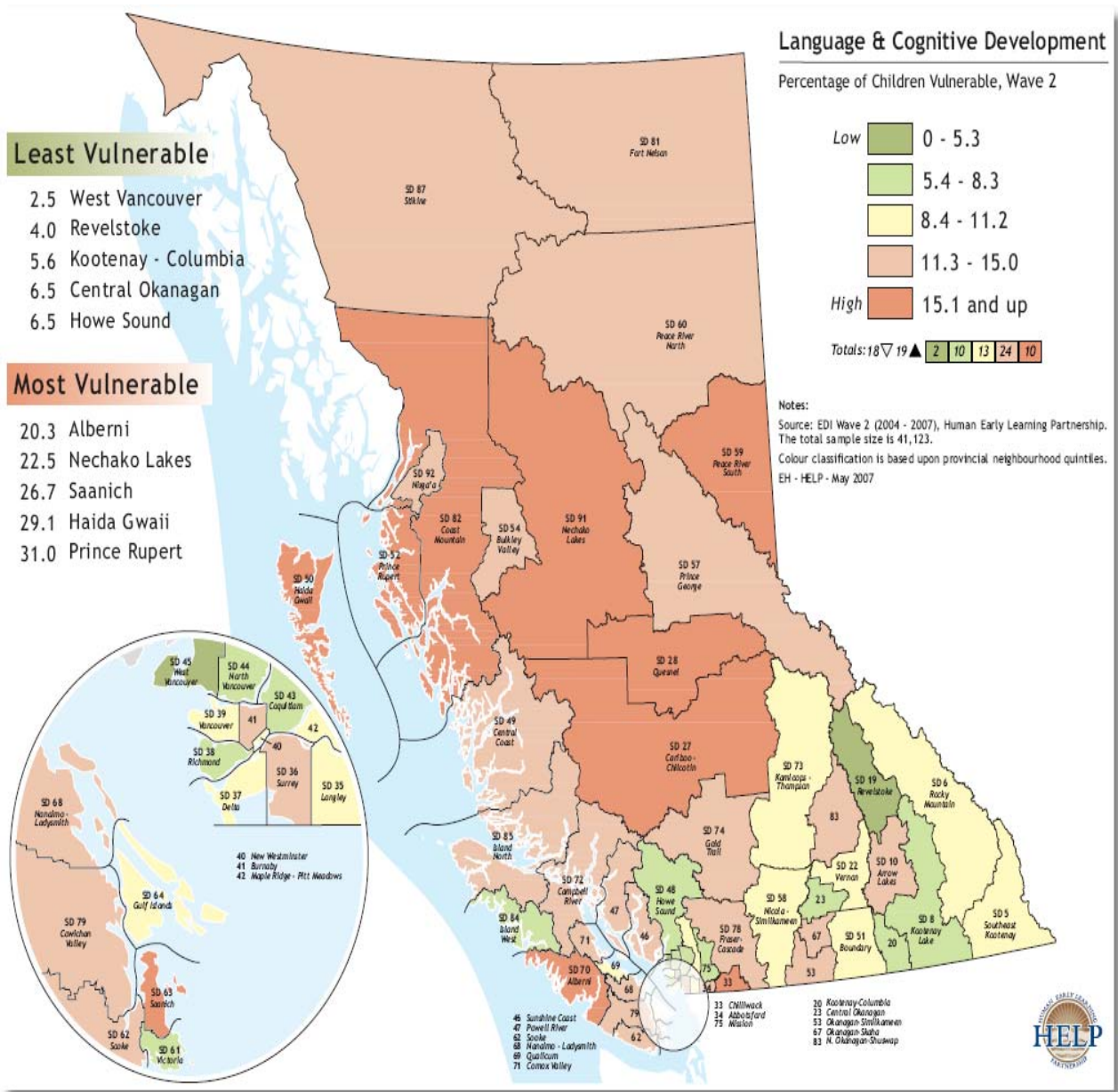
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### EARLY DEVELOPMENT INDICATOR

[http://ecdportal.help.ubc.ca/pubMaps/BC/Provincial/EDI/BC\\_EDI\\_Wave1-2.pdf](http://ecdportal.help.ubc.ca/pubMaps/BC/Provincial/EDI/BC_EDI_Wave1-2.pdf)



Data indicates, for British Columbia school districts, the proportion of children "at risk" on the Language and Cognitive Development Indicator for the years 2004-2007.

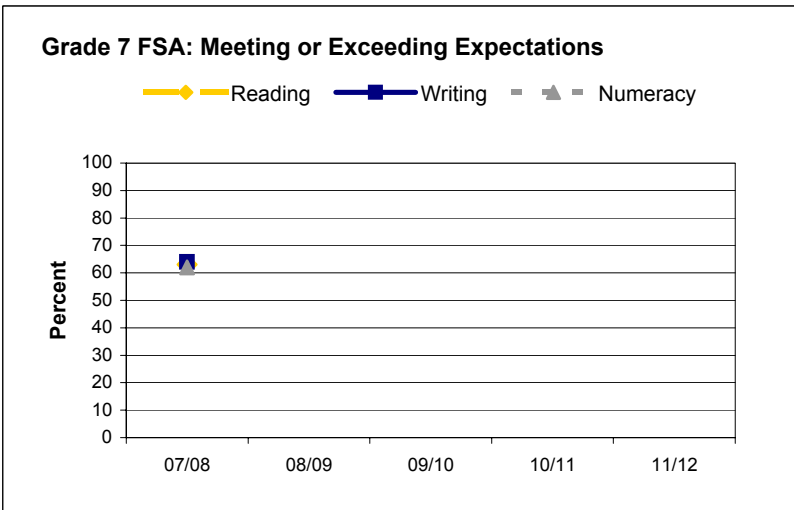
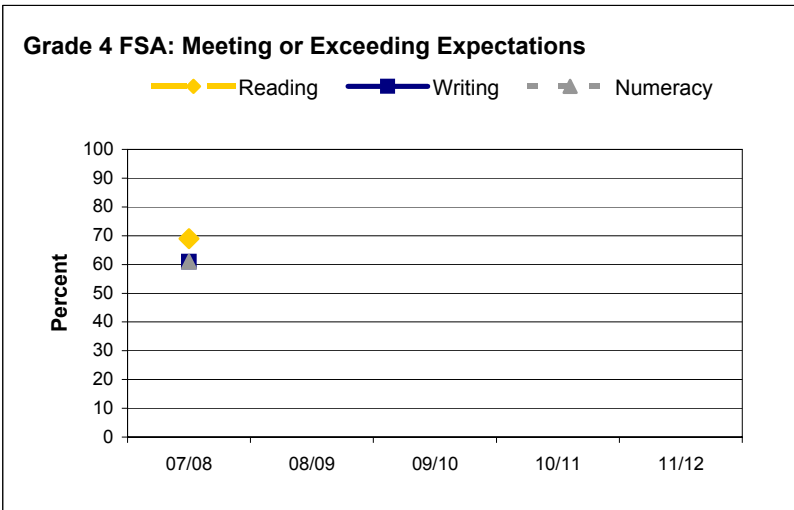
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: OVERVIEW**

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 district-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 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.

### 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	Expected Count #	Meeting or Exceeding Expectations		
		District		Province *
		#	%	%
07/08	1013	696	69	74
08/09	-	-	-	-
09/10	-	-	-	-
10/11	-	-	-	-
11/12	-	-	-	-

### GRADE 7

### READING COMPREHENSION



School Year	Expected Count #	Meeting or Exceeding Expectations		
		District		Province *
		#	%	%
07/08	1108	693	63	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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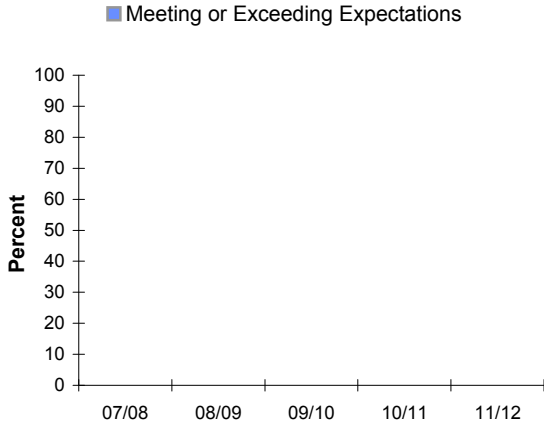


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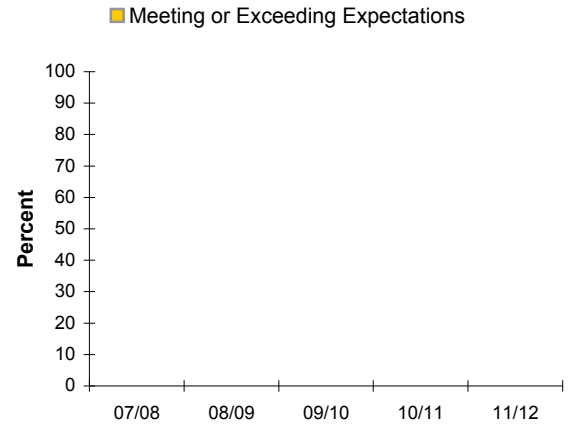
\* Data represents public and independent schools combined

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

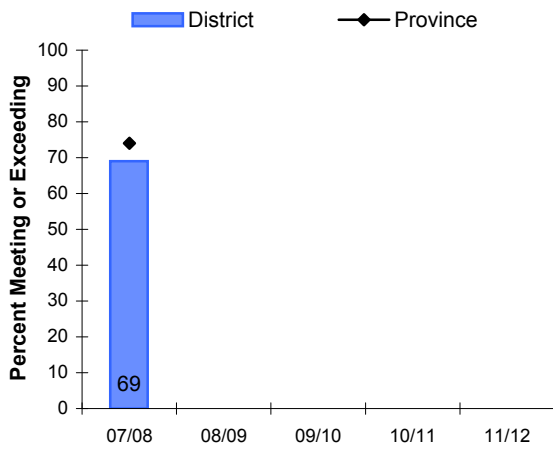
**District Data:  
Grade 4 FSA Reading**



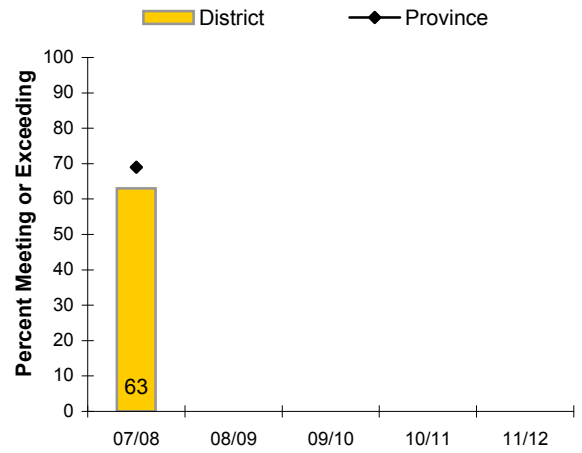
**District Data:  
Grade 7 FSA Reading**



**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.

### 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

### WRITING



School Year	Expected Count #	Meeting or Exceeding Expectations		
		District		Province *
		#	%	%
07/08	1013	619	61	71
08/09	-	-	-	-
09/10	-	-	-	-
10/11	-	-	-	-
11/12	-	-	-	-

### GRADE 7

### WRITING



School Year	Expected Count #	Meeting or Exceeding Expectations		
		District		Province *
		#	%	%
07/08	1108	706	64	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](#)  
 • **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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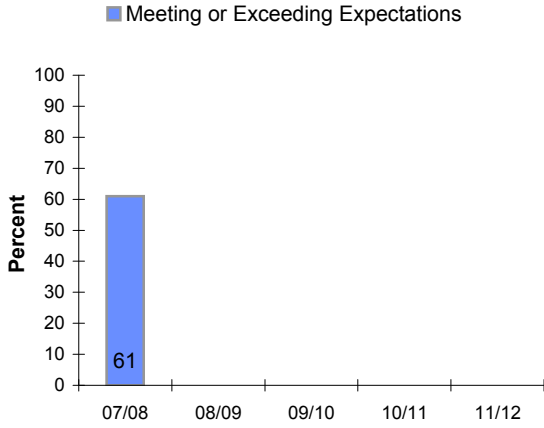


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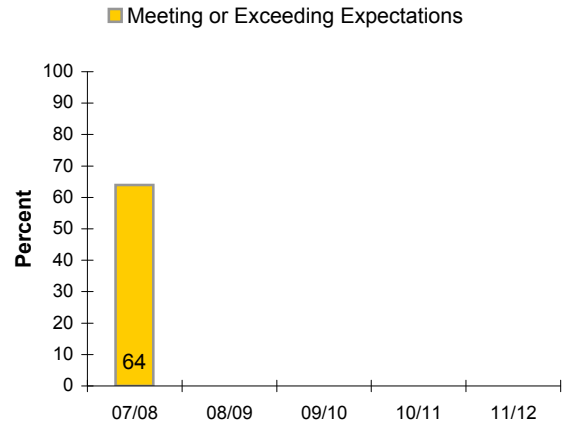
\* Data represents public and independent schools combined

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

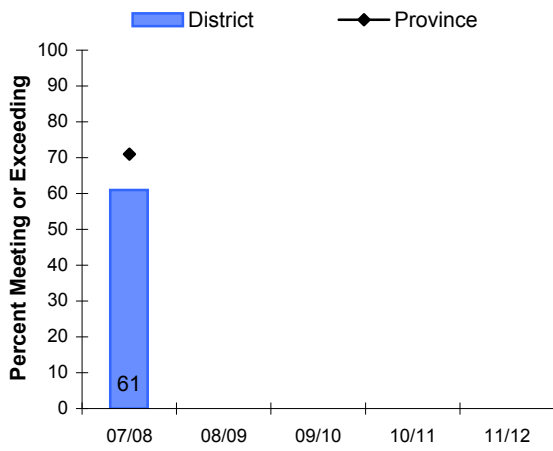
**District Data:  
Grade 4 FSA Writing**



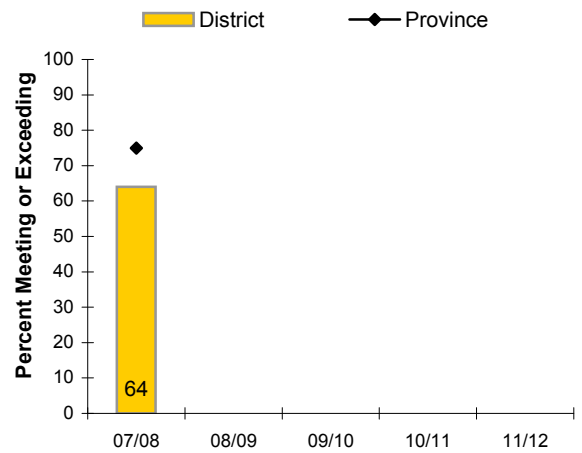
**District Data:  
Grade 7 FSA Writing**



**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		
		District		Province *
		#	%	%
07/08	1013	615	61	70
08/09	-	-	-	-
09/10	-	-	-	-
10/11	-	-	-	-
11/12	-	-	-	-

### GRADE 7

### NUMERACY



School Year	Expected Count #	Meeting or Exceeding Expectations		
		District		Province *
		#	%	%
07/08	1108	683	62	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:
    - [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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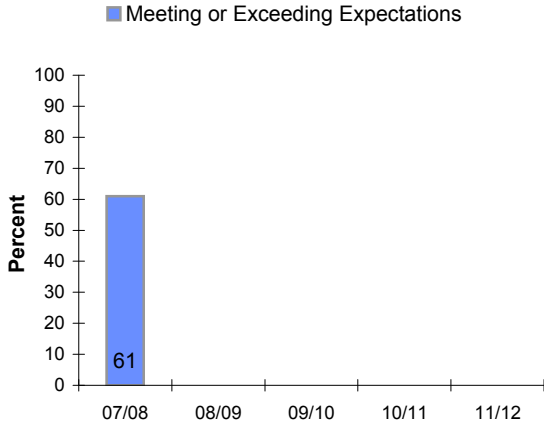


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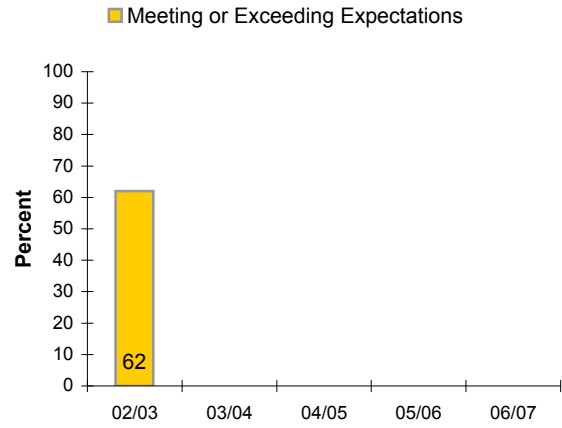
\* Data represents public and independent schools combined

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

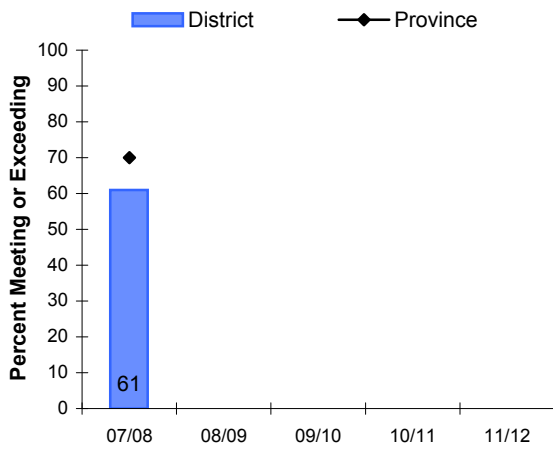
**District Data:  
Grade 4 FSA Numeracy**



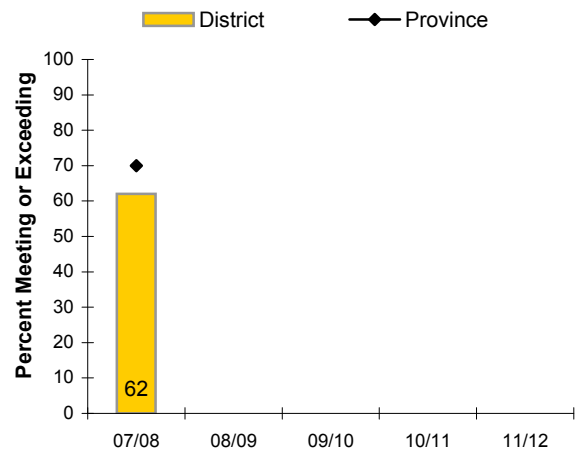
**District Data:  
Grade 7 FSA Numeracy**



**Comparison Results:  
Grade 4 FSA Numeracy**



**Comparison Results:  
Grade 7 FSA Numeracy**



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## PROVINCIAL FINAL MARK RESULTS: OVERVIEW

### REQUIRED EXAMINATIONS

Certain courses must be taken in Grades 10, 11 and 12 in order to meet graduation requirements. These courses have a mandatory exam component. Results presented in this section include Grade 10, 11 and 12 graduation program exams written in August, November, January, April, and June of the school year indicated.

The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grade 10, the provincial examination score provides 20% of the final mark for the course. In Grade 11, the provincial examination score provides 20% of the final mark for the course. In Grade 12, the provincial examination score provides 40% of the final mark for the course (exception: BC First Nations Studies 12 exam provides 20% of the final mark).

A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this report represent the "best final marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark is reported in the year a course mark or exam mark is submitted.

Students may receive instruction in multiple schools within a year; however, for summary reporting purposes, school level data are only attributed to the "home school" as identified in the Transcript and Exam System.

Data (in previous years than 2006/07) for subjects which are now optional on the 2004 Graduation program are not reported here.

### OPTIONAL EXAMINATIONS

Students may take Grade 12 courses that have an optional graduation exam. When a student chooses not to take the exam, the course mark (classroom work) provides 100% of the final mark. When a student writes the exam, the final course mark is derived from the course mark (60%) and the exam mark (40%). As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the result of these two indicators may vary.

The marks presented in this report represent the "best final marks" obtained as of the year indicated (from that year or previous years). In cases where a student retakes a course or rewrites an exam in a subsequent year, a new final mark is reported in the year this takes place.

The results in this section do not include those students present in the 2006/07 or 2007/08 school year where the subject was mandatory/required for them (if they were registered in a pre-2004 graduation program in the 2006/07 (or 2007/08) school year).

Data is only presented for the 2006/07 or 2007/08 school year, for students on the 2004 graduation program (where the subject is optional).

Please refer to the Optional and Required Examinations Reports, which contain detailed summaries of the above data:

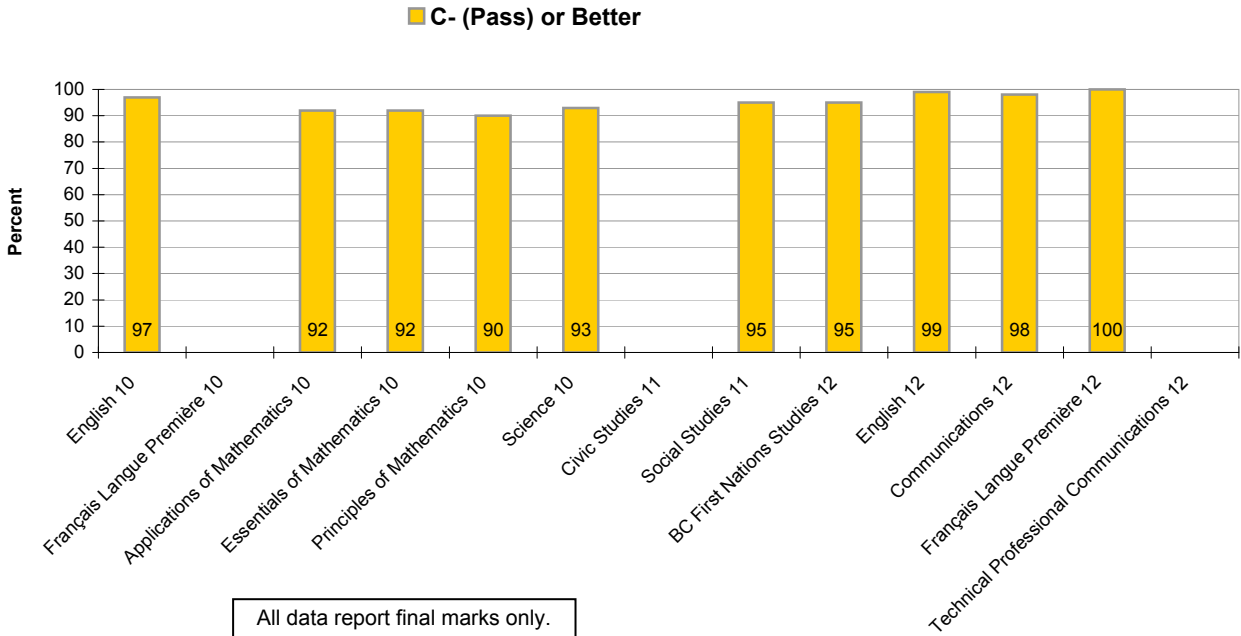
<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

**PROVINCIAL FINAL MARK RESULTS**

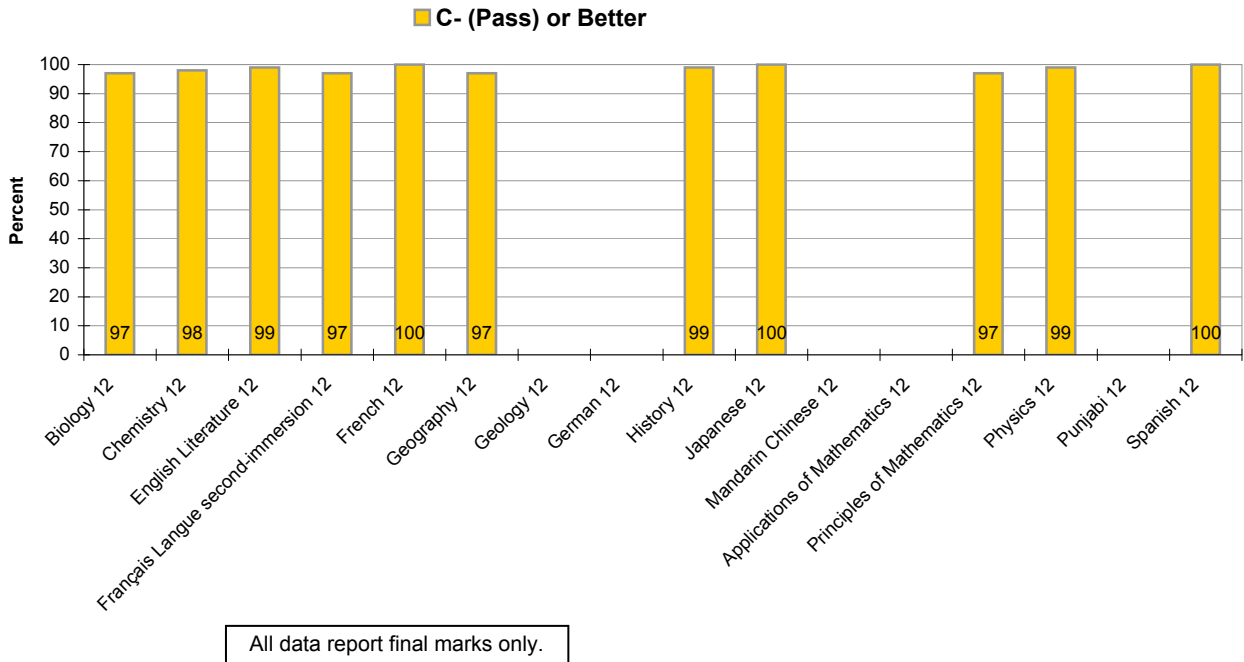
**DATA SYMBOLS**

" 0 " (Zero) Zero percent of the students had a passing Final Mark  
 Blank There were no students who had any Final Mark

**PASS RATE - 2007/08 - REQUIRED EXAMINATIONS**



**PASS RATE - 2007/08 - OPTIONAL EXAMINATIONS**



## PROVINCIAL EXAM RESULTS: REQUIRED EXAMINATIONS SUMMARY

### DATA SYMBOLS

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

" - " (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

Subject	School Year	Students Assigned Blended Final Mark	C- (Pass) or Better			C+ (Good) or Better		
			District #	%	Province * %	District #	%	Province * %
English 10	05/06	1234	1170	95	96	744	60	65
	06/07	1319	1272	96	96	874	66	65
	07/08	1222	1181	97	96	774	63	65
Français Langue Première 10	05/06	7	7	100	97	5	71	65
	06/07	Msk	Msk	Msk	94	Msk	Msk	64
	07/08	-	-	-	93	-	-	59
Applications of Mathematics 10	05/06	29	24	83	92	5	17	38
	06/07	33	30	91	92	11	33	38
	07/08	26	24	92	93	5	19	38
Essentials of Mathematics 10	05/06	328	303	92	92	132	40	42
	06/07	343	324	94	93	141	41	43
	07/08	356	327	92	92	156	44	44
Principles of Mathematics 10	05/06	880	790	90	93	414	47	58
	06/07	965	863	89	93	468	48	57
	07/08	841	758	90	92	440	52	59
Science 10	05/06	1193	1126	94	94	622	52	58
	06/07	1277	1181	92	94	675	53	57
	07/08	1206	1119	93	95	676	56	60
Civic Studies 11	05/06	-	-	-	96	-	-	64
	06/07	-	-	-	97	-	-	62
	07/08	-	-	-	96	-	-	64
Social Studies 11	05/06	1007	973	97	97	705	70	68
	06/07	1064	1015	95	97	683	64	66
	07/08	1153	1098	95	97	719	62	66
BC First Nations Studies 12	05/06	52	50	96	96	24	46	55
	06/07	55	53	96	95	29	53	56
	07/08	64	61	95	95	34	53	57
English 12	05/06	976	963	99	98	675	69	68
	06/07	944	929	98	98	642	68	68
	07/08	912	902	99	98	627	69	69
Communications 12	05/06	237	230	97	97	104	44	46
	06/07	216	205	95	97	101	47	49
	07/08	223	219	98	98	119	53	53
Français Langue Première 12	05/06	Msk	Msk	Msk	100	Msk	Msk	73
	06/07	Msk	Msk	Msk	99	Msk	Msk	71
	07/08	5	5	100	99	4	80	74
Technical Professional Communications 12	05/06	-	-	-	97	-	-	52
	06/07	-	-	-	97	-	-	57
	07/08	-	-	-	88	-	-	50

Note: Includes all students (from any graduation program) for whom an exam is required in the designated year.

\* Data represents public and independent schools combined

All data report final marks only.

### MORE

Please refer to the Required Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

## PROVINCIAL EXAM RESULTS: OPTIONAL EXAMINATIONS SUMMARY

### DATA SYMBOLS

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

" - " (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

Subject	School Year	Students Assigned Blended Final Mark	C- (Pass) or Better			C+ (Good) or Better		
			District #	%	Province %	District #	%	Province %
Biology 12	06/07	460	447	97	95	291	63	66
	07/08	491	476	97	95	342	70	67
Chemistry 12	06/07	238	233	98	96	171	72	74
	07/08	261	256	98	96	207	79	74
English Literature 12	06/07	44	44	100	98	36	82	83
	07/08	76	75	99	98	66	87	83
Français Langue Seconde-Immersion 12	06/07	30	30	100	99	20	67	77
	07/08	34	33	97	98	23	68	73
French 12	06/07	55	53	96	99	47	85	86
	07/08	56	56	100	99	54	96	88
Geography 12	06/07	132	130	98	97	95	72	72
	07/08	162	157	97	97	113	70	74
Geology 12	06/07	-	-	-	96	-	-	61
	07/08	-	-	-	94	-	-	56
German 12	06/07	-	-	-	99	-	-	94
	07/08	Msk	Msk	Msk	100	Msk	Msk	91
History 12	06/07	172	168	98	97	124	72	71
	07/08	196	194	99	96	150	77	70
Japanese 12	06/07	6	6	100	99	5	83	89
	07/08	5	5	100	99	5	100	90
Mandarin Chinese 12	06/07	Msk	Msk	Msk	100	Msk	Msk	96
	07/08	Msk	Msk	Msk	99	Msk	Msk	95
Mathematics 12, Applications of	06/07	-	-	-	91	-	-	43
	07/08	-	-	-	94	-	-	46
Mathematics 12, Principles of	06/07	390	378	97	95	265	68	70
	07/08	429	414	97	95	306	71	71
Physics 12	06/07	129	127	98	97	113	88	79
	07/08	143	141	99	96	119	83	77
Punjabi 12	06/07	-	-	-	99	-	-	86
	07/08	-	-	-	100	-	-	88
Spanish 12	06/07	25	25	100	98	19	76	84
	07/08	5	5	100	99	5	100	85

Note: Includes only 2004 graduation program students, for whom an exam is optional.

\* Data represents public and independent schools combined

All data report final marks only.

### MORE

Please refer to the Optional Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

## GRADE-TO-GRADE TRANSITION

Transition rates describe the number of students from this district 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 education, ESL, etc.).

### GRADE-TO-GRADE TRANSITION



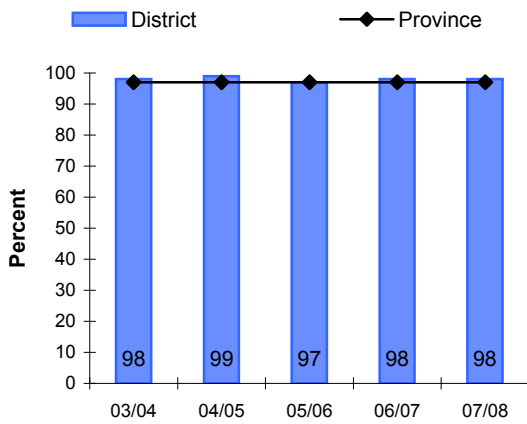
	Transition to a Higher Grade From:	School Year	Total Students in Grade #	Transition Rates		
				District #	District %	Province * %
Current	Grade 6	07/08	1,141	1,122	98	97
	Grade 7	07/08	1,111	1,092	98	97
	Grade 8	07/08	1,198	1,165	97	96
	Grade 9	07/08	1,264	1,198	95	95
	Grade 10	07/08	1,270	1,166	92	90
	Grade 11	07/08	1,484	1,187	80	83
Historical	Grade 6	03/04	1,251	1,229	98	97
		04/05	1,202	1,186	99	97
		05/06	1,148	1,119	97	97
		06/07	1,121	1,098	98	97
		07/08	1,141	1,122	98	97
	Grade 7	03/04	1,307	1,291	99	97
		04/05	1,247	1,225	98	97
		05/06	1,238	1,203	97	97
		06/07	1,159	1,132	98	97
		07/08	1,111	1,092	98	97
	Grade 8	03/04	1,280	1,217	95	95
		04/05	1,335	1,267	95	95
		05/06	1,260	1,195	95	95
		06/07	1,264	1,211	96	95
		07/08	1,198	1,165	97	96
	Grade 9	03/04	1,322	1,219	92	94
		04/05	1,248	1,156	93	94
		05/06	1,338	1,258	94	94
		06/07	1,257	1,187	94	95
		07/08	1,264	1,198	95	95

\* Data represent public schools only

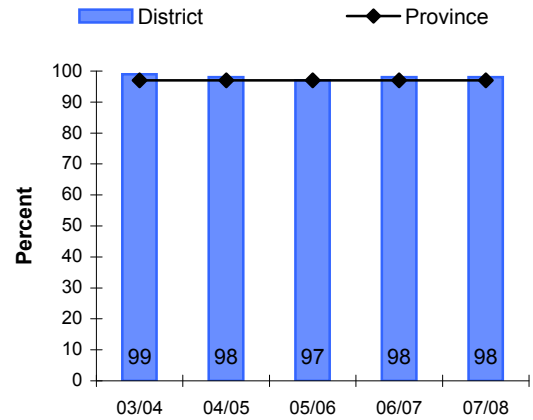


GRADE-TO-GRADE TRANSITION

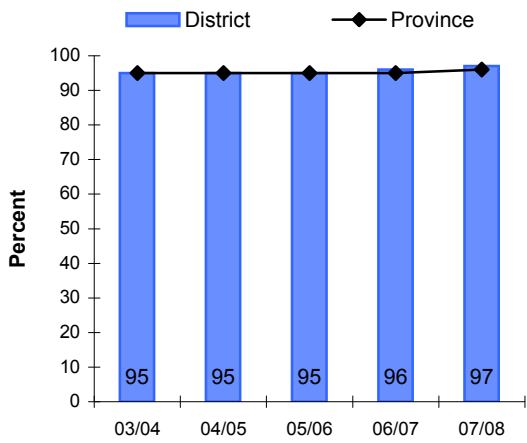
Transition: Grade 6 to Higher Grade



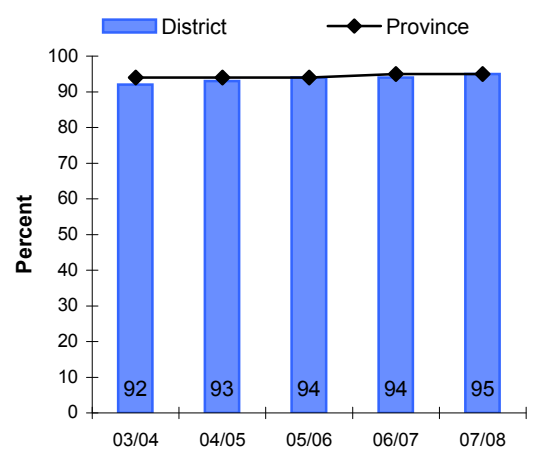
Transition: Grade 7 to Higher Grade



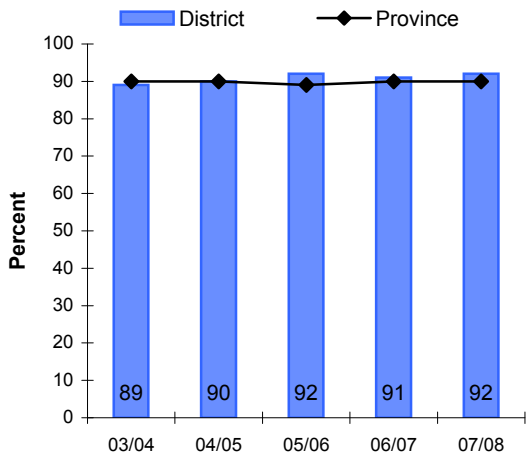
Transition: Grade 8 to Higher Grade



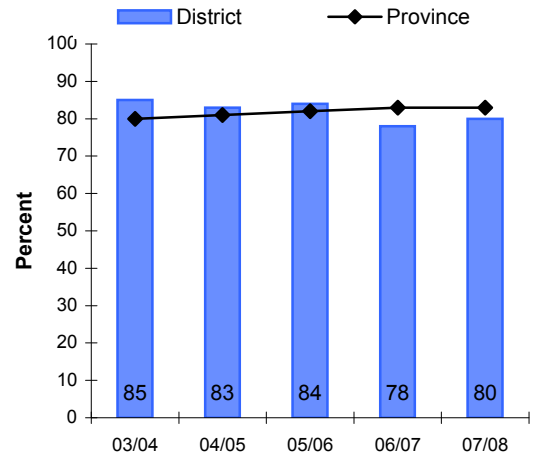
Transition: Grade 9 to Higher Grade



Transition: Grade 10 to Higher Grade



Transition: Grade 11 to Higher Grade







## SIX-YEAR COMPLETION RATE

The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8 to 12. Six-Year Completion rates are not produced at the school level as adjustments to account for students leaving the province cannot be estimated from Ministry data.

### Students Represented

A group of students are selected (cohort) including all students who enrol in Grade 8 in Year 1, or arrive at a BC school in a higher grade during the subsequent Years 2 through 5. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-Year Completion rate is determined.

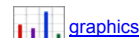
Year	Example	Students Represented in District Completion Rate**
Year 1	2002/03	Cohort selection begins with all students enrolled for the 1 <sup>st</sup> time in Grade 8. Add to this count:
+ Year 2	2003/04	students enrolled for 1 <sup>st</sup> time in Gr 9 not yet included in the cohort
+ Year 3	2004/05	students enrolled for 1 <sup>st</sup> time in Gr 10 not yet included in the cohort
+ Year 4	2005/06	students enrolled for 1 <sup>st</sup> time in Gr 11 not yet included in the cohort
+ Year 5	2006/07	students enrolled for 1 <sup>st</sup> time in Gr 12 not yet included in the cohort
District Cohort		
Reporting Year → Year 6	2007/08	Students represented in Years 1-5 have one additional year to graduate before the Six-Year Completion Rate is calculated.

\*\*Note: Only those students who enter a grade for the 1<sup>st</sup> time (non-repeaters) are counted as being in the grade identified in this table.

## DATA SYMBOLS

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## SIX-YEAR COMPLETION RATE



Reporting Year 6	Students in District Cohort #	District %	Province *
03/04	1,458	76	80
04/05	1,374	77	80
05/06	1,506	77	80
06/07	1,528	76	80
07/08	1,521	72	78

- MORE**
- Results for specific groups of students - see sections later in this report  
[Aboriginal Student Results](#)    [Male/Female Results](#)    [Special Needs Results](#)
  - Graduation Rates are included elsewhere in this report

\* Data represent public schools only



## SCHOLARSHIPS AND AWARDS

Eligible students may receive scholarships and awards for post-secondary study at designated institutions and approved Industry Training Authority (ITA) providers.

**Grade 12 Graduation Program Examinations Scholarship:** The provincial government awards \$1,000 to a student who meets basic eligibility, is qualified to graduate and meets required Grade 12 provincial exam achievement. \$2,000 (\$2,500 in 2006/07) is awarded when a student ranks in the top twenty among those who were awarded these scholarships.

**Dogwood-District/Authority Award (District Scholarship):** This scholarship recognizes graduates who excel in their chosen non-academic field. Previously the provincial government distributed awards based on 1% of a district's Grade 12 enrolment. Beginning in 2006/07 a total of 3,000 awards are distributed, pro-rated to school districts based on their Grade 12 enrolment. Students who meet basic Ministry of Education eligibility as well as criteria determined by the district are awarded a \$500 cheque and a \$500 voucher.

**Passport to Education Award (Stamp):** The provincial government distributes 9,000 Passport stamps among eligible schools based on enrolment in each of Grade 10, 11 and 12. Beginning 2006/07, a student in Grade 10 and Grade 11, who meet eligibility criteria, may be awarded a stamp worth \$250 in each of these years. In Grade 12, a student may be awarded a stamp worth \$500.

Commencing in 2006/07 students may receive both a District Scholarship and Provincial Scholarship as well as a Passport Stamp.

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### GRADE 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Sep/Feb Gr 12 Students	Scholarship Recipients \$1,000	Scholarship Recipients \$2,000/\$2,500
	#	#	#
03/04	1,531	46	0
04/05	1,560	67	1
05/06	1,548	59	1
06/07	1,443	56	2
07/08	1,378	38	0

### DOGWOOD DISTRICT/AUTHORITY AWARD

School Year	Sep/Feb Gr 12 Students	Scholarship Recipients #
	#	#
03/04	1,531	13
04/05	1,560	14
05/06	1,548	14
06/07	1,443	78
07/08	1,378	-

### PASSPORT TO EDUCATION (STAMP)

School Year	Grade 10		Grade 11		Grade 12		Total
	Sep/Feb Grade 10 Students #	Students Eligible for Stamp #	Sep/Feb Grade 11 Students #	Students Eligible for Stamp #	Sep/Feb Grade 12 Students #	Students Eligible for Stamp #	Students Eligible for Stamp #
07/08	1,344	216	1,656	218	1,378	211	645



## TRANSITIONS TO BC PUBLIC POST-SECONDARY

Post-secondary transition rates presented here represent only those graduates who make a transition to a public post-secondary College, University College, Institute, or University in BC.

A varying number of high school graduates will pursue post-secondary education or training. Their decision to do so is often made while still in secondary school, though they may not exercise this option immediately after graduation.

Choices of facility and patterns of transition assist in evaluating initiatives directed towards improving post-secondary options for students. When reviewing transition data it is valuable to examine and discuss student high school performance and also the significance of a variety of factors that could affect transitions such as student/school connections, local economic and employment conditions, the location of the nearest post-secondary facility, scholarship availability, instructional strategies, school 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: **These data do not include all students who make the transition to post-secondary study.** Only those graduates who make an immediate transition to a *BC public post-secondary institution* have been included. There may be a number of students who have successfully made the transition to post-secondary education not captured below, for example those attending a private institution or an institution outside the province.

### TRANSITION TO BC PUBLIC POST-SECONDARY

School Year	School Graduates #	Immediate Transition After Graduation		
		District		Province*
		#	%	%
02/03	1023	511	50	51
03/04	1020	499	49	50
04/05	1080	568	53	50
05/06	1126	525	47	51

**MORE** - **Graduate Transitions Reports** provide detailed information including type of institution, student characteristics, etc.

[www.bced.gov.bc.ca/reporting/surveys/grad-tran.php](http://www.bced.gov.bc.ca/reporting/surveys/grad-tran.php)

### NOTES

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\*Data for "Province" represents students who attended public and/or independent secondary schools

## 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 (2007/08)

	Students Enrolled February #	Students Responded #	Student Participation %
Grade 3/4	1,127	1,006	89
Grade 7	1,098	943	86
Grade 10	1,223	1,022	84
Grade 12	1,070	821	77

### 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	2	4	30	29	33	2
Grade 7	3	8	35	44	11	1
Grade 10	7	10	37	36	9	1
Grade 12	3	9	35	43	9	1

#### • 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	1	3	10	27	58	3
Grade 7	0	2	9	31	56	1
Grade 10	4	5	15	37	38	1
Grade 12	20	17	21	22	20	2

#### • Do you know how your school expects students to behave? (Gr 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	1	2	8	18	64	7
Grade 7	1	1	9	32	55	2
Grade 10	6	7	18	30	31	8
Grade 12	5	5	17	32	37	5

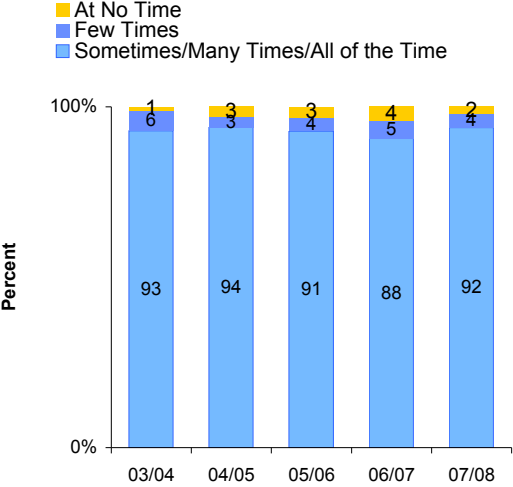


SATISFACTION SURVEY

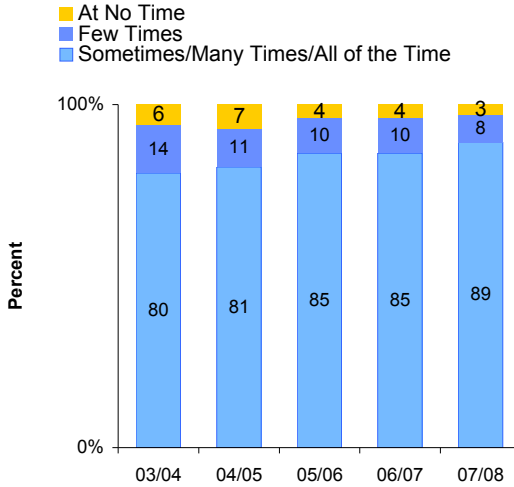
Note: "Don't know" is not included in the following charts so values may not add up to 100%

• Do you like school?

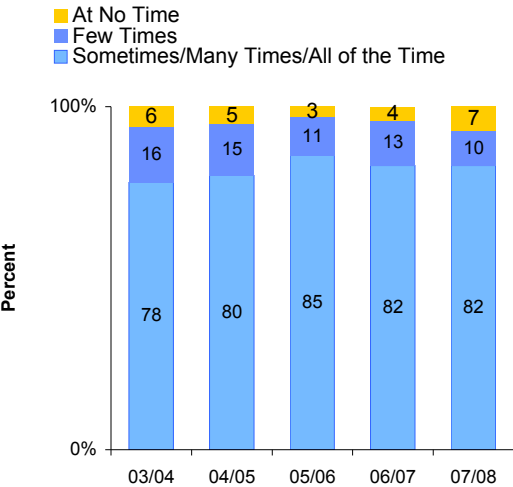
Grade 3/4 Student Responses



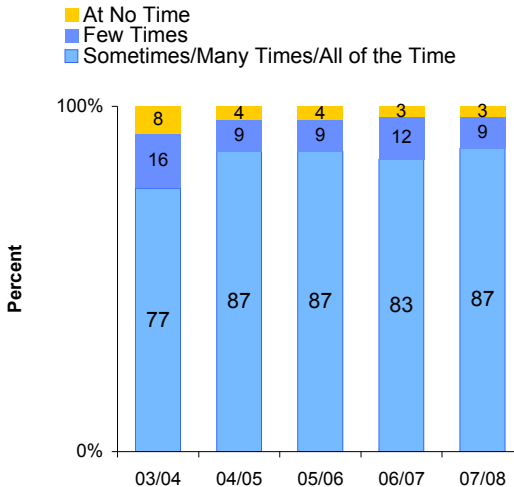
Grade 7 Student Responses



Grade 10 Student Responses



Grade 12 Student Responses



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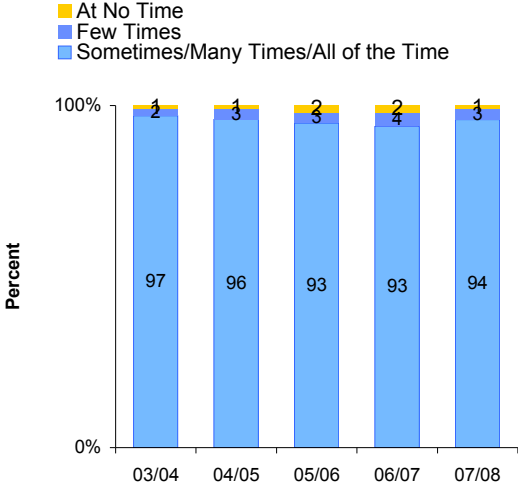
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SATISFACTION SURVEY

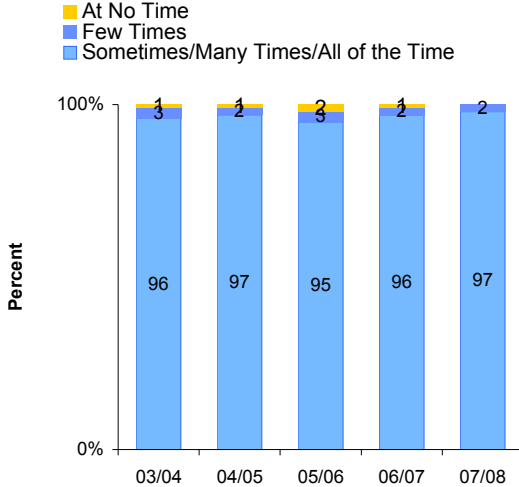
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

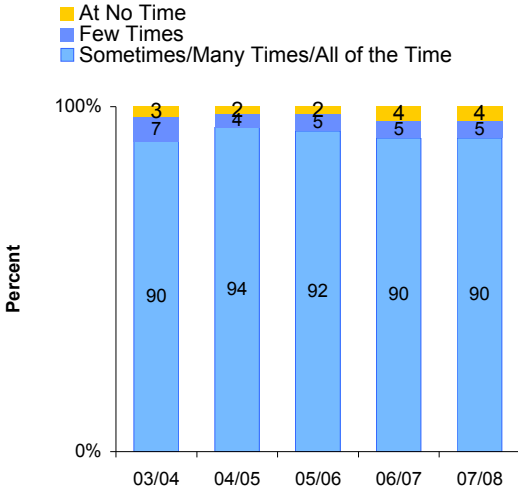
Grade 3/4 Student Responses



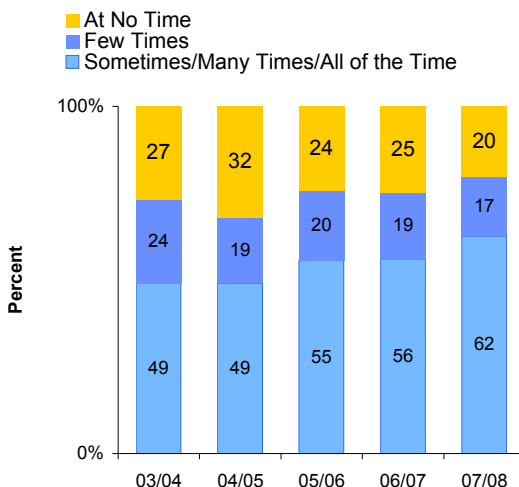
Grade 7 Student Responses



Grade 10 Student Responses



Grade 12 Student Responses



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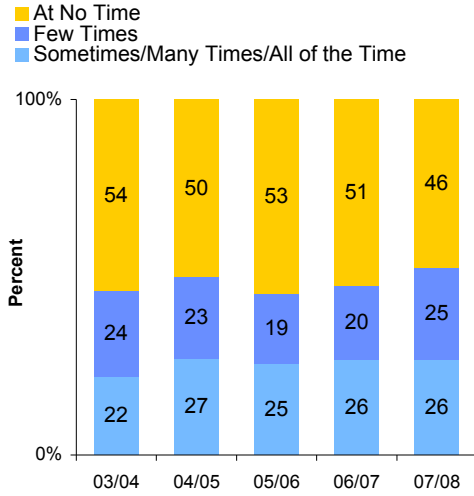
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SATISFACTION SURVEY

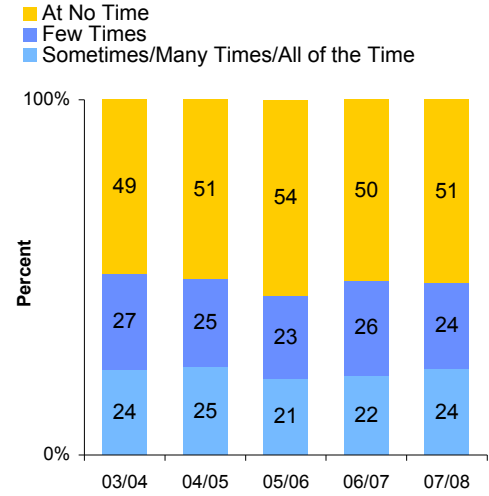
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

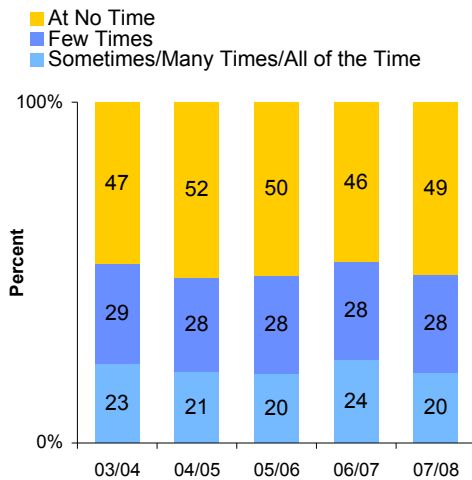
Grade 3/4 Student Responses



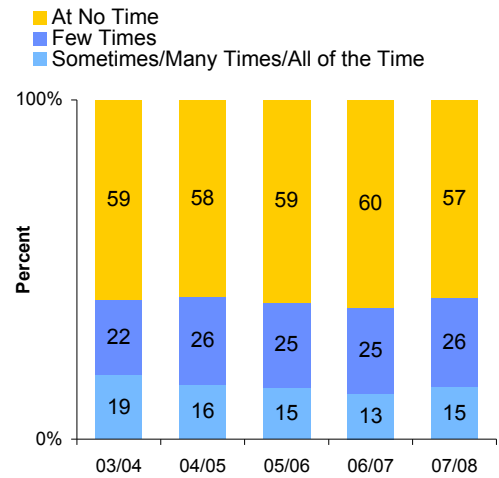
Grade 7 Student Responses



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"

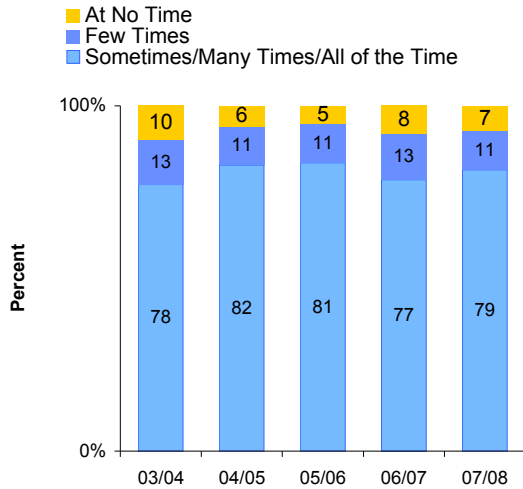
This is the only question where a low percentage of respondents reporting "All of the Time" or "Many Times" is desirable.

**SATISFACTION SURVEY**

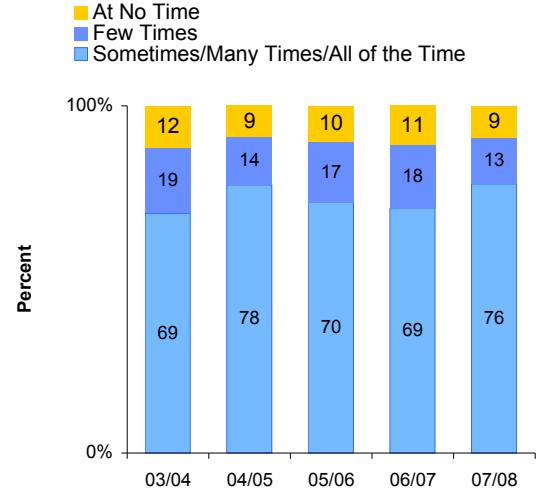
Note: "Don't know" is not included in the following charts so values may not add up to 100%

• Are you satisfied that school is preparing you for a job in the future?

**Grade 10 Student Responses**

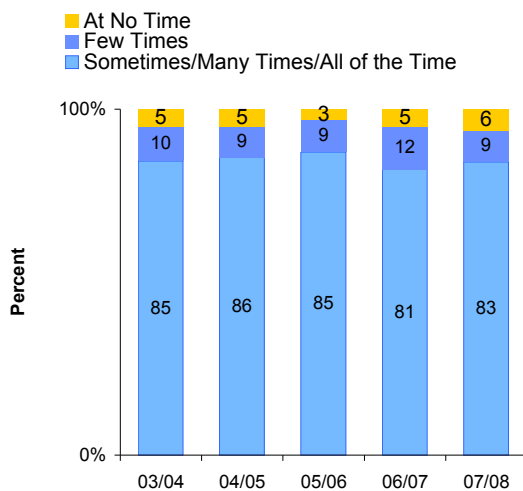


**Grade 12 Student Responses**

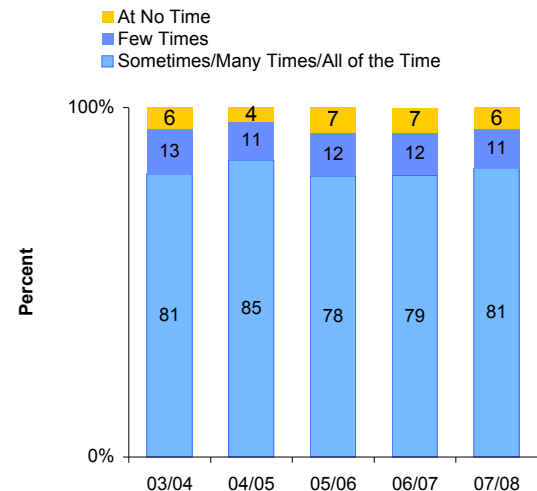


• Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

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## **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					
			District				Province *	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	162	851	82	51	614	72	58	76
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					
			District				Province *	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	163	945	81	50	612	65	49	71
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)

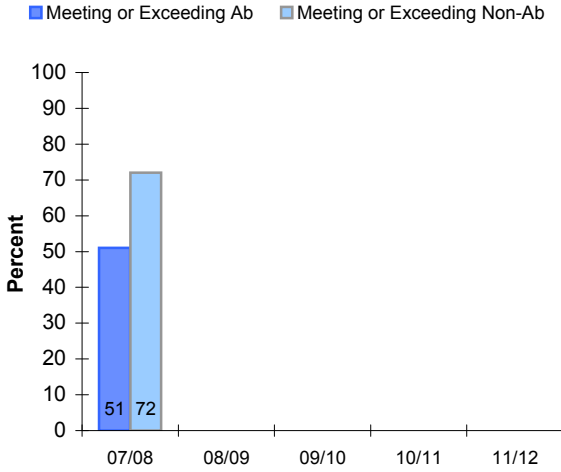
### NOTES

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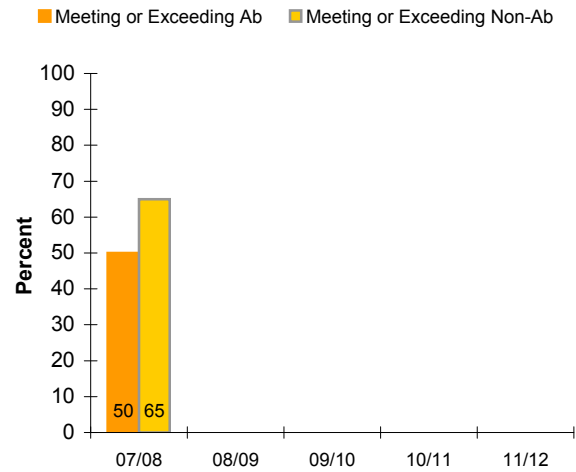
\* Data represents public and independent schools combined

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**  
**ABORIGINAL (Ab) / NON-ABORIGINAL (Non-Ab)**

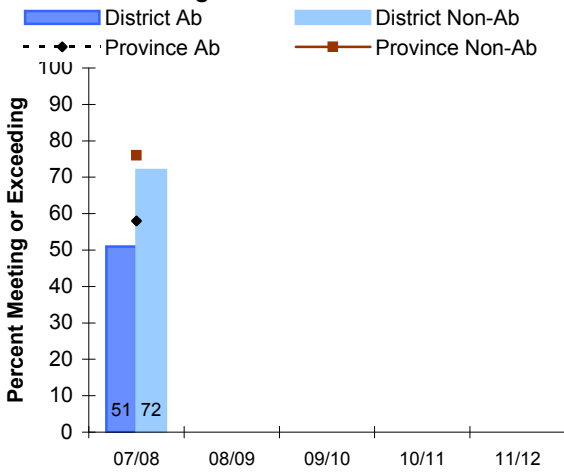
**District Data: Grade 4 FSA Reading**



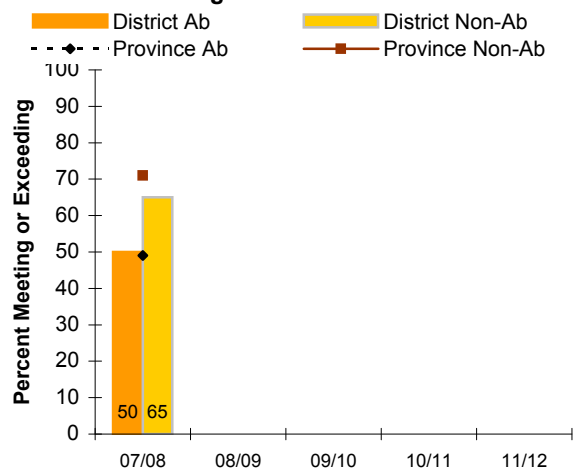
**District Data: Grade 7 FSA Reading**



**Comparison Results:  
Gr 4 FSA Reading**



**Comparison Results:  
Gr 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					
			District				Province *	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	162	851	71	44	548	64	52	73
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					
			District				Province *	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	163	945	89	55	617	65	56	77
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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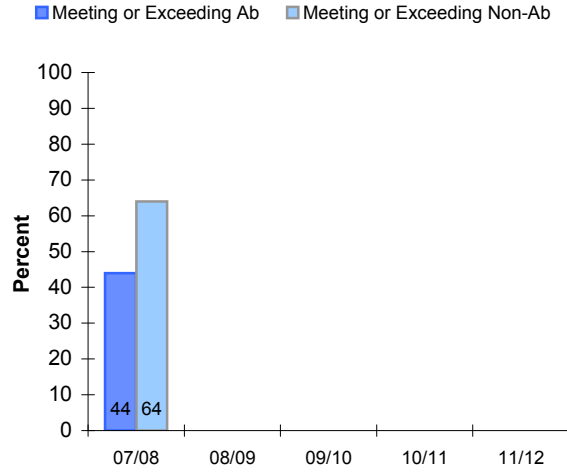


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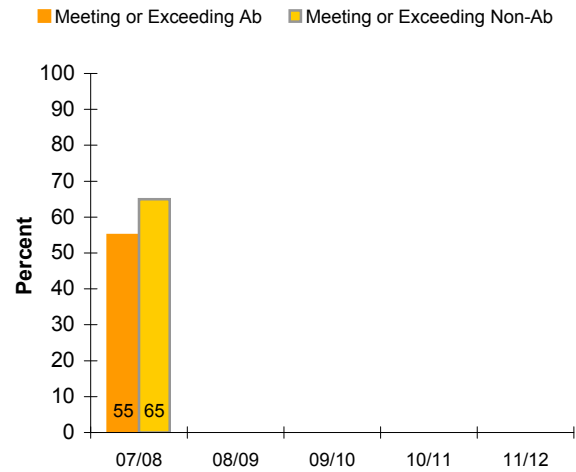
\* Data represents public and independent schools combined

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**  
**ABORIGINAL (Ab) / NON-ABORIGINAL (Non-Ab)**

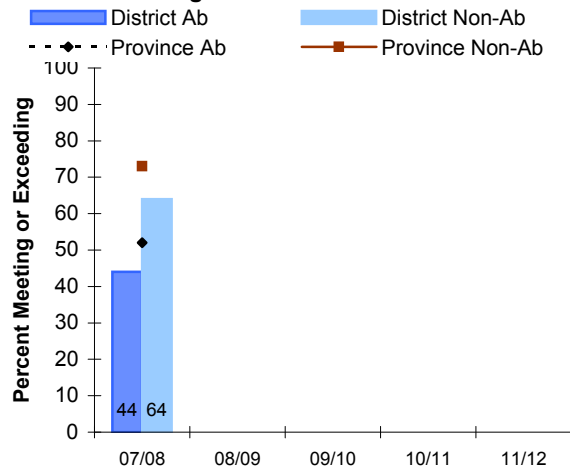
**District Data: Grade 4 FSA Writing**



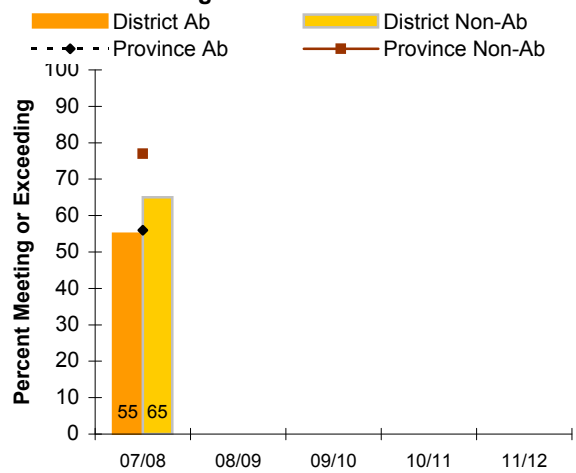
**District Data: Grade 7 FSA Writing**



**Comparison Results:  
Gr 4 FSA Writing**



**Comparison Results:  
Gr 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)



#### NUMERACY

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			District				Province *	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	162	851	67	41	548	64	51	72
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

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



#### NUMERACY

School Year	Expected Count # Ab	Expected Count # N-Ab	Meeting or Exceeding Expectations					
			District				Province *	
			Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
07/08	163	945	80	49	603	64	47	73
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

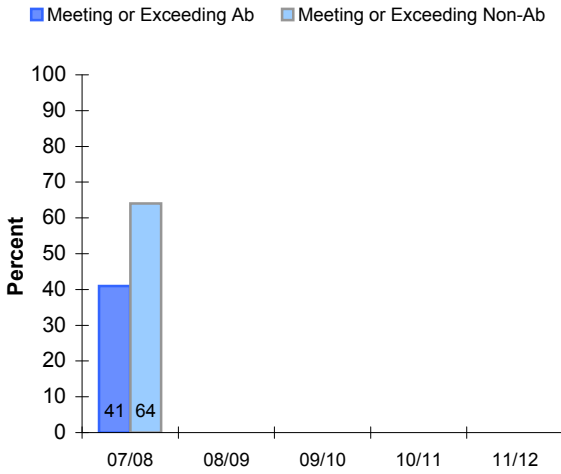
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\* Data represents public and independent schools combined

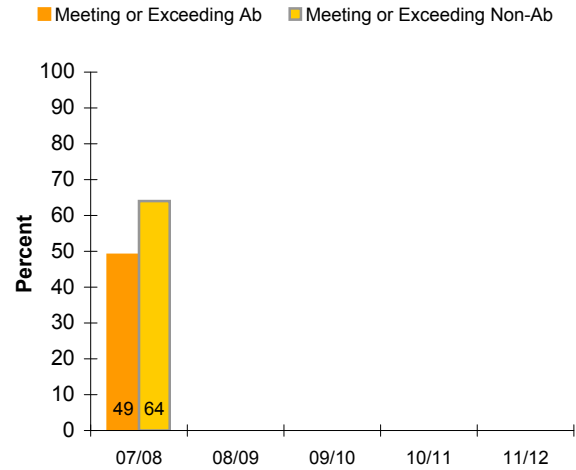
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

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

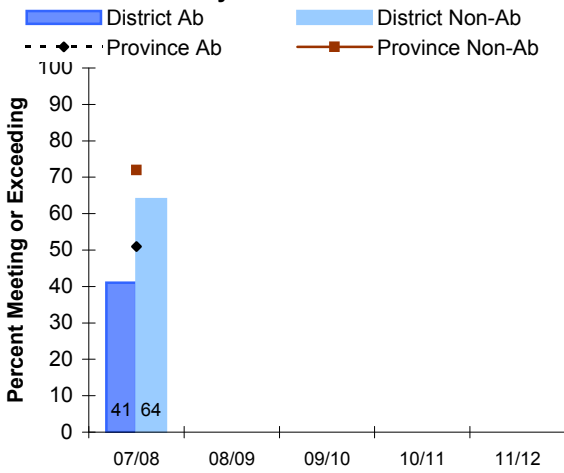
**District Data: Grade 4 FSA Numeracy**



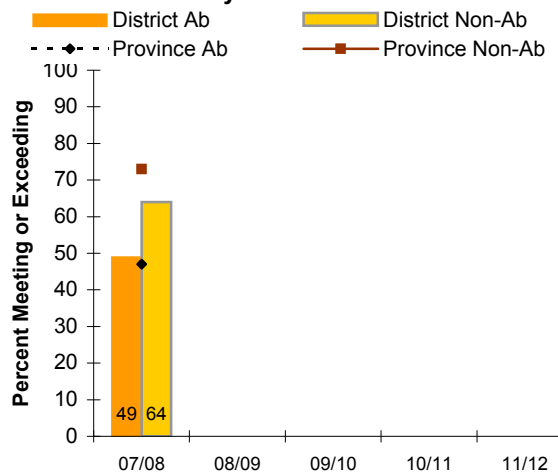
**District Data: Grade 7 FSA Numeracy**



**Comparison Results:  
Gr 4 FSA Numeracy**



**Comparison Results:  
Gr 7 FSA Numeracy**



## PROVINCIAL EXAM RESULTS: REQUIRED EXAMINATIONS SUMMARY

### ABORIGINAL

#### 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

Subject	School Year	Students Assigned Blended Final Mark		C- (Pass) or Better						C+ (Good) or Better					
		#Ab	#N-Ab	District		Province		District		Province					
				Ab	N-Ab	Ab	N-Ab	Ab	N-Ab	Ab	N-Ab				
		#	%	#	%	%	%	#	%	#	%	%	%		
English 10	05/06	136	1098	115	85	1055	96	90	96	50	37	694	63	39	67
	06/07	151	1168	142	94	1130	97	89	96	73	48	801	69	40	67
	07/08	126	1096	118	94	1063	97	88	96	50	40	724	66	41	67
Français Langue Première 10	05/06	Msk	Msk	Msk	Msk	Msk	Msk	93	97	Msk	Msk	Msk	Msk	64	65
	06/07	-	Msk	-	-	Msk	Msk	86	94	-	-	Msk	Msk	43	65
	07/08	-	-	-	-	-	-	93	93	-	-	-	-	43	61
Applications of Mathematics 10	05/06	Msk	25	Msk	Msk	21	84	88	93	Msk	Msk	5	20	25	40
	06/07	6	27	5	83	25	93	88	93	3	50	8	30	35	38
	07/08	Msk	24	Msk	Msk	23	96	87	93	Msk	Msk	4	17	33	38
Essentials of Mathematics 10	05/06	62	266	56	90	247	93	90	93	16	26	116	44	38	43
	06/07	71	272	63	89	261	96	90	94	25	35	116	43	38	44
	07/08	66	290	59	89	268	92	89	93	19	29	137	47	38	46
Principles of Mathematics 10	05/06	70	810	57	81	733	90	86	93	18	26	396	49	35	59
	06/07	64	901	47	73	816	91	85	93	17	27	451	50	34	59
	07/08	59	782	51	86	707	90	84	93	30	51	410	52	37	60
Science 10	05/06	112	1081	98	88	1028	95	86	95	38	34	584	54	31	60
	06/07	134	1143	114	85	1067	93	85	95	32	24	643	56	32	59
	07/08	118	1088	97	82	1022	94	87	95	41	35	635	58	34	62
Civic Studies 11	05/06	-	-	-	-	-	-	88	97	-	-	-	-	48	65
	06/07	-	-	-	-	-	-	97	97	-	-	-	-	42	64
	07/08	-	-	-	-	-	-	91	97	-	-	-	-	39	67
Social Studies 11	05/06	68	939	58	85	915	97	92	97	34	50	671	71	47	69
	06/07	78	986	68	87	947	96	92	97	34	44	649	66	44	67
	07/08	81	1072	78	96	1020	95	93	97	34	42	685	64	44	67
BC First Nations Studies 12	05/06	17	35	15	88	35	100	93	98	6	35	18	51	48	59
	06/07	21	34	19	90	34	100	92	96	12	57	17	50	49	60
	07/08	24	40	21	88	40	100	92	97	12	50	22	55	48	62
English 12	05/06	60	916	58	97	905	99	96	98	35	58	640	70	50	69
	06/07	63	881	57	90	872	99	96	98	29	46	613	70	49	69
	07/08	72	840	70	97	832	99	96	98	45	63	582	69	49	70
Communications 12	05/06	30	207	28	93	202	98	96	97	14	47	90	43	40	47
	06/07	40	176	37	93	168	95	96	97	16	40	85	48	40	50
	07/08	32	191	31	97	188	98	96	98	16	50	103	54	47	54
Français Langue Première 12	05/06	-	Msk	-	-	Msk	Msk	Msk	100	-	-	Msk	Msk	Msk	73
	06/07	-	Msk	-	-	Msk	Msk	Msk	99	-	-	Msk	Msk	Msk	72
	07/08	Msk	Msk	Msk	Msk	Msk	Msk	100	99	Msk	Msk	Msk	Msk	67	75
Technical Professional Communications 12	05/06	-	-	-	-	-	-	100	97	-	-	-	-	43	53
	06/07	-	-	-	-	-	-	80	98	-	-	-	-	60	56
	07/08	-	-	-	-	-	-	-	88	-	-	-	-	-	50

Note: Includes all students (from any graduation program) for whom exam is required in the designated year.

\* Data represents public and independent schools combined

All data report final marks only.

**MORE** Please refer to the Required Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

#### DISTRICT DATA SUMMARY

Released March 2009

## PROVINCIAL EXAM RESULTS: OPTIONAL EXAMINATIONS SUMMARY

### ABORIGINAL

#### 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

Subject	School Year	Students Assigned		C- (Pass) or Better						C+ (Good) or Better					
		Blended Final Mark		District		Province		District		Province					
		#Ab	#N-Ab	Ab	N-Ab	Ab	N-Ab	Ab	N-Ab	Ab	N-Ab				
		#	%	#	%	%	%	#	%	#	%	%	%		
Biology 12	06/07	25	435	24	96	423	97	89	96	11	44	280	64	44	67
	07/08	41	450	37	90	439	98	91	95	22	54	320	71	47	67
Chemistry 12	06/07	14	224	14	100	219	98	94	96	8	57	163	73	53	75
	07/08	12	249	11	92	245	98	91	96	6	50	201	81	55	74
English Literature 12	06/07	-	44	-	-	44	100	94	99	-	-	36	82	66	83
	07/08	Msk	73	Msk	Msk	72	99	96	98	Msk	Msk	63	86	68	84
Français Langue Seconde-Immersion 12	06/07	Msk	28	Msk	Msk	28	100	100	98	Msk	Msk	20	71	64	77
	07/08	Msk	30	Msk	Msk	29	97	92	99	Msk	Msk	22	73	60	74
French 12	06/07	Msk	53	Msk	Msk	51	96	99	99	Msk	Msk	45	85	79	87
	07/08	Msk	53	Msk	Msk	53	100	98	99	Msk	Msk	52	98	80	88
Geography 12	06/07	7	125	7	100	123	98	94	97	3	43	92	74	52	72
	07/08	8	154	8	100	149	97	96	97	3	38	110	71	56	75
Geology 12	06/07	-	-	-	-	-	-	95	96	-	-	-	-	51	62
	07/08	-	-	-	-	-	-	86	95	-	-	-	-	43	57
German 12	06/07	-	-	-	-	-	-	Msk	99	-	-	-	-	Msk	94
	07/08	-	Msk	-	-	Msk	Msk	Msk	100	-	-	Msk	Msk	Msk	92
History 12	06/07	Msk	169	Msk	Msk	165	98	93	97	Msk	Msk	121	72	50	71
	07/08	15	181	14	93	180	99	90	97	9	60	141	78	51	71
Japanese 12	06/07	-	6	-	-	6	100	80	99	-	-	5	83	70	89
	07/08	-	5	-	-	5	100	100	99	-	-	5	100	77	90
Mandarin Chinese 12	06/07	-	Msk	-	-	Msk	Msk	Msk	100	-	-	Msk	Msk	Msk	96
	07/08	-	Msk	-	-	Msk	Msk	Msk	99	-	-	Msk	Msk	Msk	95
Applications of Mathematics 12	06/07	-	-	-	-	-	-	87	92	-	-	-	-	35	44
	07/08	-	-	-	-	-	-	83	95	-	-	-	-	41	46
Principles of Mathematics 12	06/07	13	377	13	100	365	97	91	95	9	69	256	68	44	70
	07/08	11	418	11	100	403	96	89	95	6	55	300	72	55	71
Physics 12	06/07	Msk	126	Msk	Msk	124	98	96	97	Msk	Msk	110	87	60	79
	07/08	Msk	139	Msk	Msk	137	99	95	96	Msk	Msk	117	84	62	78
Punjabi 12	06/07	-	-	-	-	-	-	-	99	-	-	-	-	-	86
	07/08	-	-	-	-	-	-	-	100	-	-	-	-	-	88
Spanish 12	06/07	Msk	24	Msk	Msk	24	100	94	98	Msk	Msk	18	75	63	84
	07/08	-	5	-	-	5	100	96	99	-	-	5	100	77	85

Note: Includes only 2004 graduation program students, for whom an exam is optional.

\* Data represents public and independent schools combined

All data report final marks only.

**MORE** Please refer to the Optional Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

## 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)



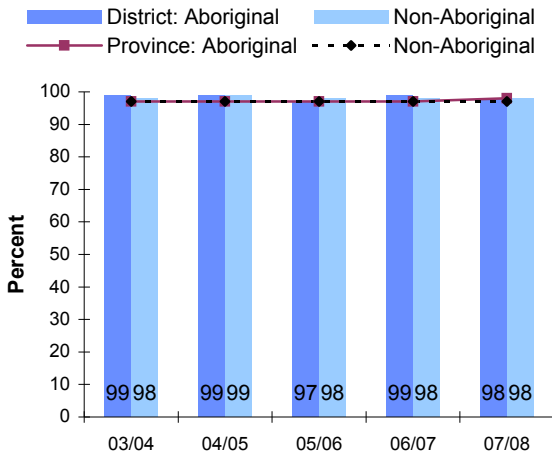
	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				Province *	
			in Grade	in Grade	District		Ab	N-Ab	Ab	N-Ab
			Ab #	N-Ab #	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
Current	Grade 6	07/08	164	977	161	98	961	98	98	97
	Grade 7	07/08	173	938	172	99	920	98	97	97
	Grade 8	07/08	183	1,015	176	96	989	97	91	97
	Grade 9	07/08	182	1,082	165	91	1,033	95	88	96
	Grade 10	07/08	174	1,096	150	86	1,016	93	78	92
	Grade 11	07/08	176	1,308	128	73	1,059	81	67	85
Historical	Grade 6	03/04	201	1,050	198	99	1,031	98	97	97
		04/05	176	1,026	175	99	1,011	99	97	97
		05/06	155	993	150	97	969	98	97	97
		06/07	173	948	171	99	927	98	97	97
		07/08	164	977	161	98	961	98	98	97
	Grade 7	03/04	185	1,122	182	98	1,109	99	96	97
		04/05	189	1,058	182	96	1,043	99	96	98
		05/06	174	1,064	173	99	1,030	97	96	97
		06/07	167	992	164	98	968	98	97	97
		07/08	173	938	172	99	920	98	97	97
	Grade 8	03/04	160	1,120	143	89	1,074	96	88	96
		04/05	190	1,145	168	88	1,099	96	89	96
		05/06	193	1,067	172	89	1,023	96	90	96
		06/07	190	1,074	176	93	1,035	96	89	96
		07/08	183	1,015	176	96	989	97	91	97
	Grade 9	03/04	171	1,151	136	80	1,083	94	84	95
		04/05	147	1,101	122	83	1,034	94	85	95
		05/06	178	1,160	151	85	1,107	95	85	95
		06/07	190	1,067	162	85	1,025	96	86	96
		07/08	182	1,082	165	91	1,033	95	88	96

\*Data represent public schools only

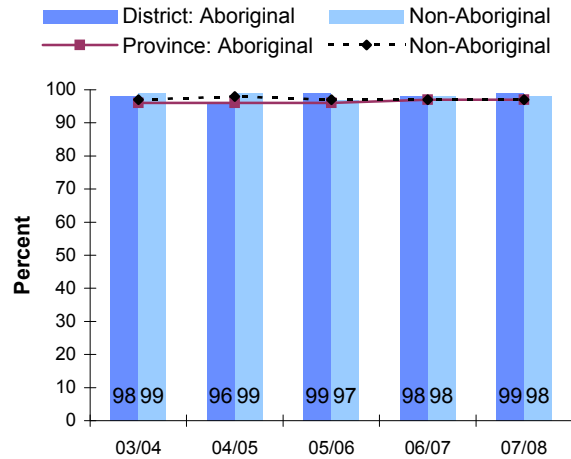


**GRADE-TO-GRADE TRANSITION:  
ABORIGINAL/NON-ABORIGINAL**

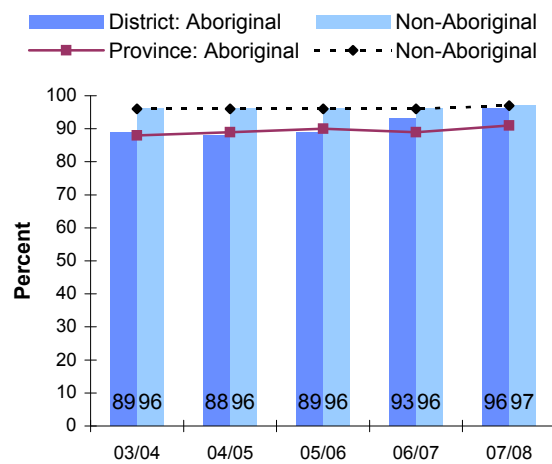
**Aboriginal/Non-Aboriginal Transition:  
Grade 6 to Higher Grade**



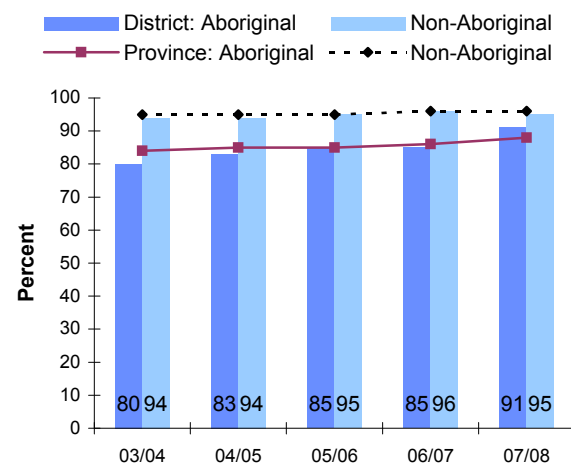
**Aboriginal/Non-Aboriginal Transition:  
Grade 7 to Higher Grade**



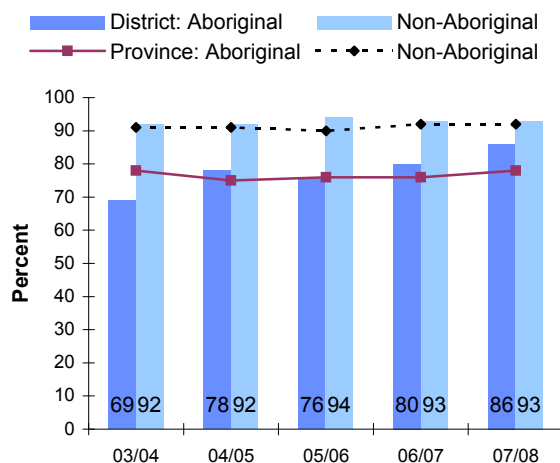
**Aboriginal/Non-Aboriginal Transition:  
Grade 8 to Higher Grade**



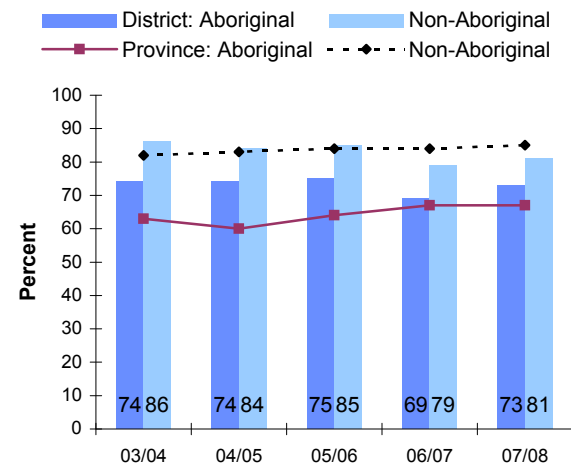
**Aboriginal/Non-Aboriginal Transition:  
Grade 9 to Higher Grade**



**Aboriginal/Non-Aboriginal Transition:  
Grade 10 to Higher Grade**



**Aboriginal/Non-Aboriginal Transition:  
Grade 11 to Higher Grade**



## GRADE 12 GRADUATION ABORIGINAL

Graduation rates consider the students who are entering Grade 12 for the first time. The data below indicate those students who met requirements for graduation in that same school year.

Graduation is tangible evidence of success in the K-12 education system. In an increasingly competitive society, graduation is a critical step in preparation for the workplace and for gaining access to further education and training.

When reviewing graduation data it is valuable to examine and discuss other achievement results and the significance of a variety of factors that could affect graduation such as grade-to-grade transitions, the number of students outside the common age range for their grade level, student attendance, student course selection and planning, curriculum relevance, instructional strategies, school policies, 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

### GRADUATION: FIRST-TIME GRADE 12 STUDENTS ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)



School Year	1st time Gr 12 September	1st time Gr 12 September	Graduates				Province *	
	Ab #	N-Ab #	Ab #	District Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
03/04	131	1,127	56	43	861	76	51	77
04/05	122	1,173	62	51	922	79	52	78
05/06	110	1,143	65	59	950	83	52	79
06/07	145	1,134	68	47	891	79	57	80
07/08	121	1,051	63	52	850	81	58	80

### MORE

- Results for specific groups of students - see sections later in this report.  
[Male/Female Results](#)      [Special Needs Results](#)
- Graduation Reports provide detailed data including Graduation rates for all eligible Grade 12 students as well as results for specific student groups:  
[www.bced.gov.bc.ca/reporting/grad/grad-rpt.php](http://www.bced.gov.bc.ca/reporting/grad/grad-rpt.php)

### NOTES

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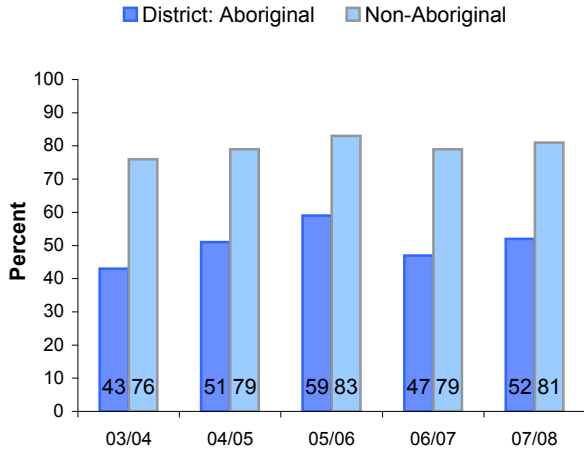
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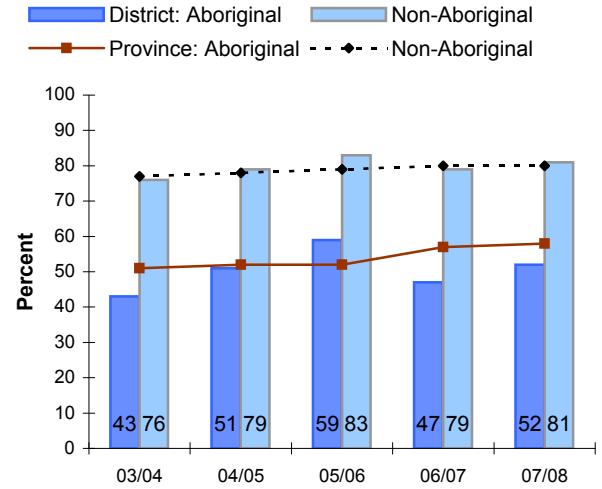
\*Data represent public schools only

**GRADE 12 GRADUATION:  
ABORIGINAL / NON-ABORIGINAL**

**District Data:  
First-time Grade 12 Graduation Rates**



**Comparison:  
First-time Grade 12 Graduation Rates**



**NOTES**

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## SIX-YEAR COMPLETION RATE ABORIGINAL

The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8 to 12. Six-Year Completion rates are not produced at the school-level as adjustments to account for students leaving the province cannot be estimated from Ministry data.

### Students Represented

A group of students are selected (cohort group) including all students who enrol in Grade 8 in Year 1, or arrive at a BC school in a higher grade during the subsequent Years 2 through 5. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-Year Completion rate is determined.

Year	Example	Students Represented in District Completion Rate**
Year 1	2001/02	Cohort selection begins with all students enrolled for the 1 <sup>st</sup> time in Grade 8. Add to this count:
+ Year 2	2002/03	students enrolled for 1 <sup>st</sup> time in Gr 9 not yet included in the cohort
+ Year 3	2003/04	students enrolled for 1 <sup>st</sup> time in Gr 10 not yet included in the cohort
+ Year 4	2004/05	students enrolled for 1 <sup>st</sup> time in Gr 11 not yet included in the cohort
+ Year 5	2005/06	students enrolled for 1 <sup>st</sup> time in Gr 12 not yet included in the cohort
District Cohort		
Reporting Year → Year 6	2006/07	Students represented in Years 1-5 have one additional year to graduate before the Six-Year Completion Rate is calculated.

\*\*Note: Only those students who enter a grade for the 1<sup>st</sup> time (non-repeaters) are counted as being in the grade identified in this table.

### 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

### SIX-YEAR COMPLETION RATE ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)



[graphics](#)

Reporting Year 6	Students in District Cohort	Students in District Cohort	District		Province *	
	Ab #	N-Ab #	Ab %	N-Ab %	Ab %	N-Ab %
03/04	152	1,306	48	79	48	83
04/05	150	1,224	51	81	50	83
05/06	161	1,345	54	80	49	83
06/07	175	1,353	47	80	49	83
07/08	188	1,333	44	76	47	81

**MORE** · [Graduation Rates](#) are included elsewhere in this report

\* Data represent public schools only



## **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)

 [graphics](#)

#### READING COMPREHENSION

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			District				Province *	
			M #	M %	F #	F %	M %	F %
07/08	522	491	332	64	364	74	70	78
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

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

 [graphics](#)

#### READING COMPREHENSION

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			District				Province *	
			M #	M %	F #	F %	M %	F %
07/08	569	539	333	59	360	67	65	73
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)

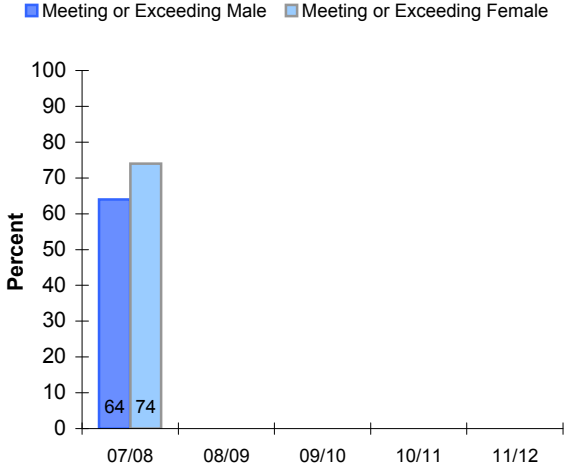
### NOTES

\* Data represents public and independent schools combined

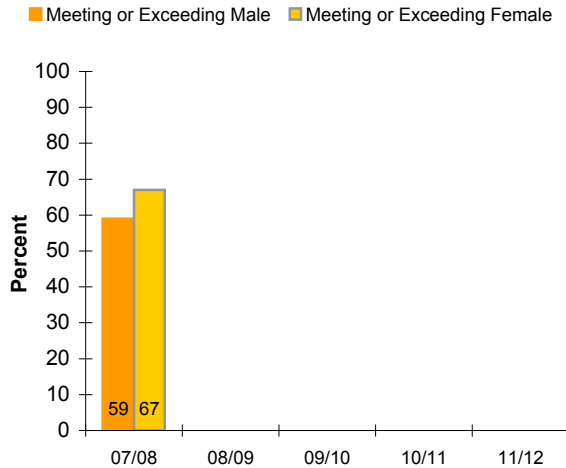
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

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

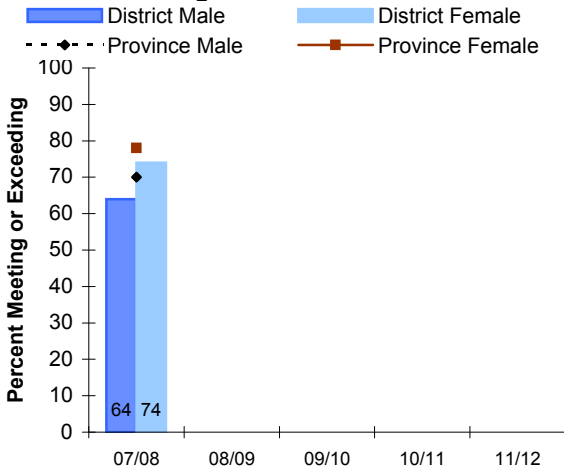
**District Data: Grade 4 FSA Reading**



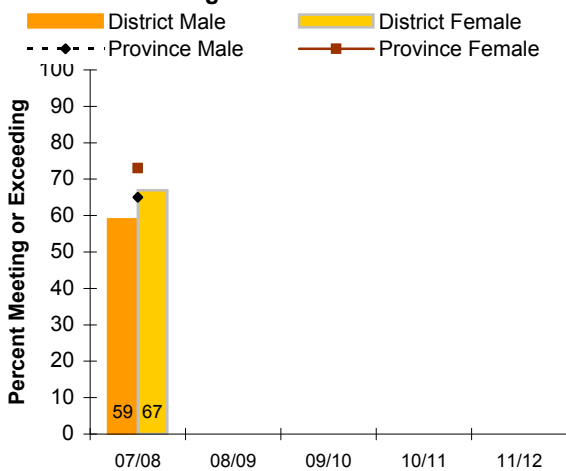
**District Data: Grade 7 FSA Reading**



**Comparison Results:  
Gr 4 FSA Reading**



**Comparison Results:  
Gr 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					
			District				Province *	
			M #	M %	F #	F %	M %	F %
07/08	522	491	271	52	348	71	65	77
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					
			District				Province *	
			M #	M %	F #	F %	M %	F %
07/08	569	539	310	54	396	73	69	81
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

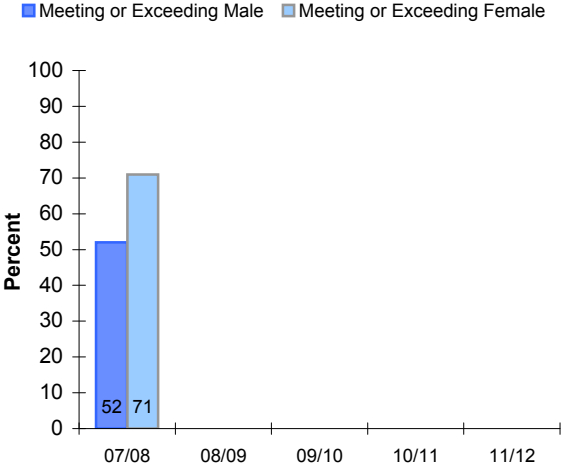
**MORE** • FSA Report provides detailed data: [www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

### NOTES

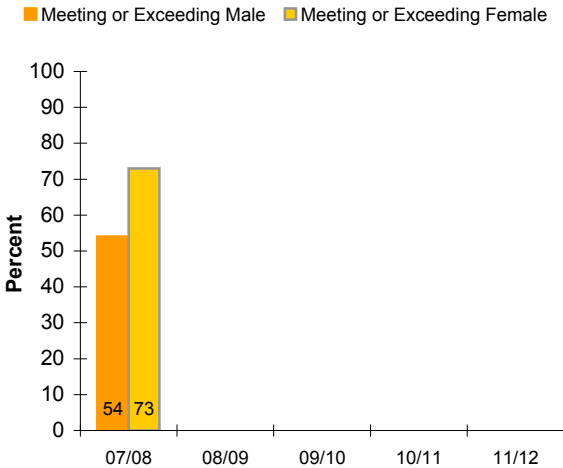
\* Data represents public and independent schools combined

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**  
**MALE (M) / FEMALE (F)**

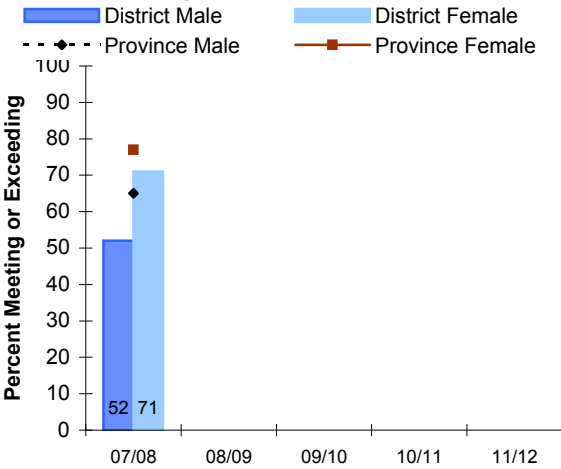
**District Data: Grade 4 FSA Writing**



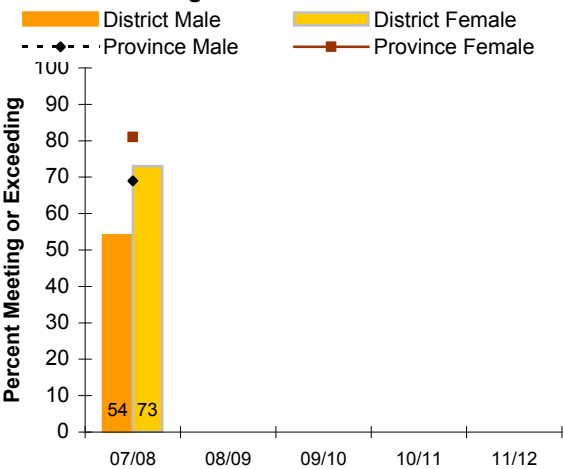
**District Data: Grade 7 FSA Writing**



**Comparison Results:  
Gr 4 FSA Writing**



**Comparison Results:  
Gr 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

" 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	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			District				Province *	
			M #	M %	F #	F %	M %	F %
07/08	522	491	311	60	304	62	69	70
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

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

 [graphics](#)

#### NUMERACY

School Year	Expected Count # M	Expected Count # F	Meeting or Exceeding Expectations					
			District				Province *	
			M #	M %	F #	F %	M %	F %
07/08	569	539	353	62	330	61	70	70
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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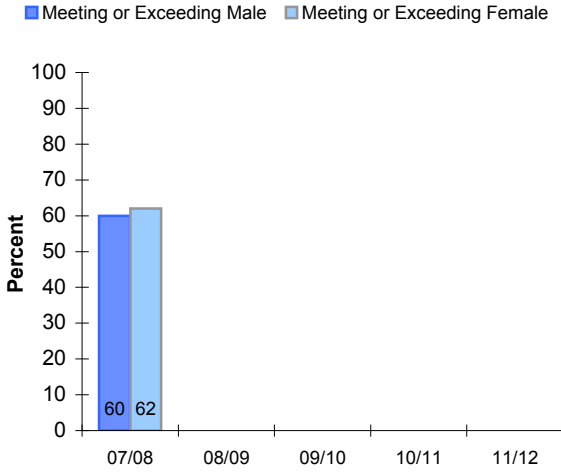
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\* Data represents public and independent schools combined

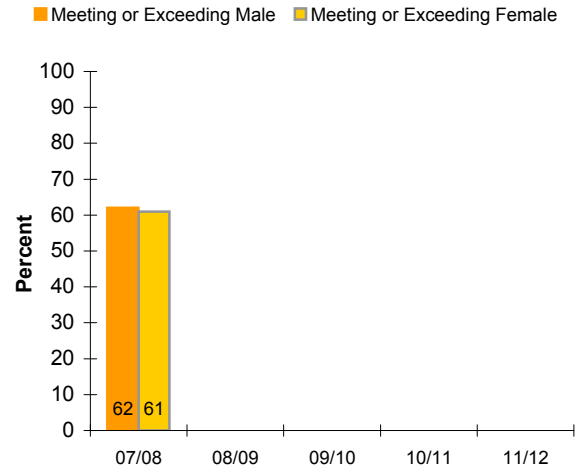
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**

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

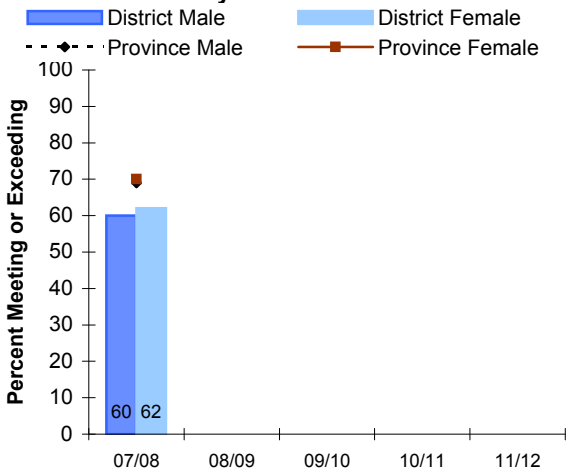
**District Data: Grade 4 FSA Numeracy**



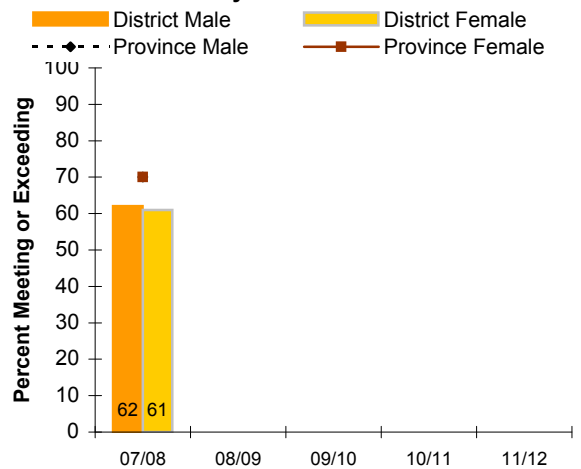
**District Data: Grade 7 FSA Numeracy**



**Comparison Results:  
Gr 4 FSA Numeracy**



**Comparison Results:  
Gr 7 FSA Numeracy**



## PROVINCIAL EXAM RESULTS: REQUIRED EXAMINATIONS SUMMARY

### MALE (M) / FEMALE (F)

#### 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

Subject	School Year	Students Assigned Blended Final Mark		C- (Pass) or Better						C+ (Good) or Better					
		#M	#F	District		Province		District		Province					
				M	F	M	F	M	F	M	F				
		#	%	#	%	%	%	#	%	#	%	%	%		
English 10	05/06	595	639	559	94	611	96	95	98	292	49	452	71	55	75
	06/07	686	633	648	94	624	99	94	97	400	58	474	75	56	74
	07/08	641	581	615	96	566	97	94	97	346	54	428	74	56	75
Français Langue Première 10	05/06	Msk	6	Msk	Msk	6	100	95	98	Msk	Msk	5	83	55	74
	06/07	-	Msk	-	-	Msk	Msk	89	99	-	-	Msk	Msk	54	76
	07/08	-	-	-	-	-	-	92	94	-	-	-	-	53	65
Applications of Mathematics 10	05/06	13	16	9	69	15	94	91	94	0	0	5	31	35	43
	06/07	20	13	19	95	11	85	92	93	5	25	6	46	36	41
	07/08	19	7	17	89	7	100	93	92	2	11	3	43	36	39
Essentials of Mathematics 10	05/06	176	152	160	91	143	94	91	93	66	38	66	43	39	45
	06/07	178	165	165	93	159	96	93	94	67	38	74	45	41	46
	07/08	188	168	172	91	155	92	92	93	90	48	66	39	42	47
Principles of Mathematics 10	05/06	420	460	376	90	414	90	92	94	181	43	233	51	54	62
	06/07	516	449	458	89	405	90	92	93	241	47	227	51	54	61
	07/08	423	418	376	89	382	91	92	93	213	50	227	54	55	62
Science 10	05/06	569	624	532	93	594	95	93	95	268	47	354	57	54	62
	06/07	664	613	607	91	574	94	93	95	335	50	340	55	53	61
	07/08	624	582	575	92	544	93	94	96	331	53	345	59	56	64
Civic Studies 11	05/06	-	-	-	-	-	-	94	98	-	-	-	-	56	71
	06/07	-	-	-	-	-	-	96	97	-	-	-	-	54	69
	07/08	-	-	-	-	-	-	95	98	-	-	-	-	58	71
Social Studies 11	05/06	475	532	452	95	521	98	96	97	313	66	392	74	63	73
	06/07	493	571	465	94	550	96	96	98	280	57	403	71	61	72
	07/08	612	541	574	94	524	97	96	98	350	57	369	68	60	72
BC First Nations Studies 12	05/06	25	27	24	96	26	96	95	96	11	44	13	48	48	60
	06/07	23	32	22	96	31	97	93	96	5	22	24	75	45	64
	07/08	31	33	30	97	31	94	94	97	12	39	22	67	46	65
English 12	05/06	433	543	425	98	538	99	98	99	255	59	420	77	61	75
	06/07	403	541	395	98	534	99	97	99	252	63	390	72	60	74
	07/08	382	530	376	98	526	99	98	99	226	59	401	76	61	75
Communications 12	05/06	153	84	148	97	82	98	96	98	58	38	46	55	41	57
	06/07	136	80	130	96	75	94	97	98	55	40	46	58	44	58
	07/08	141	82	137	97	82	100	97	99	71	50	48	59	47	64
Français Langue Première 12	05/06	Msk	Msk	Msk	Msk	Msk	Msk	100	100	Msk	Msk	Msk	Msk	64	80
	06/07	-	Msk	-	-	Msk	Msk	100	99	-	-	Msk	Msk	69	72
	07/08	-	5	-	-	5	100	98	100	-	-	4	80	70	78
Technical Professional Communications 12	05/06	-	-	-	-	-	-	95	99	-	-	-	-	49	56
	06/07	-	-	-	-	-	-	94	100	-	-	-	-	45	67
	07/08	-	-	-	-	-	-	100	Msk	-	-	-	-	60	Msk

Note: Includes all students (from any graduation program) for whom exam is required in the designated year.

\* Data represents public and independent schools combined

All data report final marks only.

**MORE** Please refer to the Required Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

## PROVINCIAL EXAM RESULTS: OPTIONAL EXAMINATIONS SUMMARY

### MALE (M) / FEMALE (F)

#### 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

Subject	School Year	Students Assigned		C- (Pass) or Better						C+ (Good) or Better					
		Blended Final Mark		District		Province		District		Province					
		#M	#F	#	%	#	%	#	%	#	%	#	%		
Biology 12	06/07	136	324	133	98	314	97	95	95	94	69	197	61	67	66
	07/08	172	319	163	95	313	98	94	95	114	66	228	71	65	67
Chemistry 12	06/07	112	126	108	96	125	99	95	97	75	67	96	76	72	76
	07/08	114	147	111	97	145	99	95	96	88	77	119	81	72	76
English Literature 12	06/07	13	31	13	100	31	100	98	99	11	85	25	81	80	84
	07/08	14	62	14	100	61	98	98	98	12	86	54	87	77	85
Français Langue Seconde-Immersion 12	06/07	11	19	11	100	19	100	97	99	6	55	14	74	70	80
	07/08	14	20	13	93	20	100	98	99	7	50	16	80	62	80
French 12	06/07	14	41	13	93	40	98	98	99	10	71	37	90	84	88
	07/08	16	40	16	100	40	100	99	99	15	94	39	98	84	89
Geography 12	06/07	64	68	64	100	66	97	96	98	39	61	56	82	68	75
	07/08	72	90	68	94	89	99	96	98	39	54	74	82	70	77
Geology 12	06/07	-	-	-	-	-	-	96	96	-	-	-	-	58	65
	07/08	-	-	-	-	-	-	93	96	-	-	-	-	52	61
German 12	06/07	-	-	-	-	-	-	99	98	-	-	-	-	94	93
	07/08	Msk	-	Msk	Msk	-	-	100	99	Msk	Msk	-	-	87	95
History 12	06/07	86	86	83	97	85	99	97	97	59	69	65	76	69	72
	07/08	79	117	78	99	116	99	96	97	53	67	97	83	68	72
Japanese 12	06/07	-	6	-	-	6	100	97	100	-	-	5	83	83	94
	07/08	Msk	Msk	Msk	Msk	Msk	Msk	98	99	Msk	Msk	Msk	Msk	86	92
Mandarin Chinese 12	06/07	Msk	-	Msk	Msk	-	-	99	100	Msk	Msk	-	-	95	97
	07/08	Msk	-	Msk	Msk	-	-	99	100	Msk	Msk	-	-	94	97
Applications of Mathematics 12	06/07	-	-	-	-	-	-	90	93	-	-	-	-	40	47
	07/08	-	-	-	-	-	-	93	95	-	-	-	-	46	45
Principles of Mathematics 12	06/07	186	204	179	96	199	98	94	96	122	66	143	70	67	72
	07/08	210	219	199	95	215	98	94	96	147	70	159	73	68	74
Physics 12	06/07	89	40	87	98	40	100	96	99	76	85	37	93	77	84
	07/08	96	47	94	98	47	100	95	98	76	79	43	91	74	84
Punjabi 12	06/07	-	-	-	-	-	-	100	99	-	-	-	-	83	89
	07/08	-	-	-	-	-	-	100	100	-	-	-	-	86	90
Spanish 12	06/07	7	18	7	100	18	100	97	99	4	57	15	83	79	86
	07/08	Msk	Msk	Msk	Msk	Msk	Msk	98	99	Msk	Msk	Msk	Msk	77	89

Note: Includes only 2004 graduation program students, for whom an exam is optional.

\* Data represents public and independent schools combined

All data report final marks only.

**MORE** Please refer to the Optional Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

## 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)



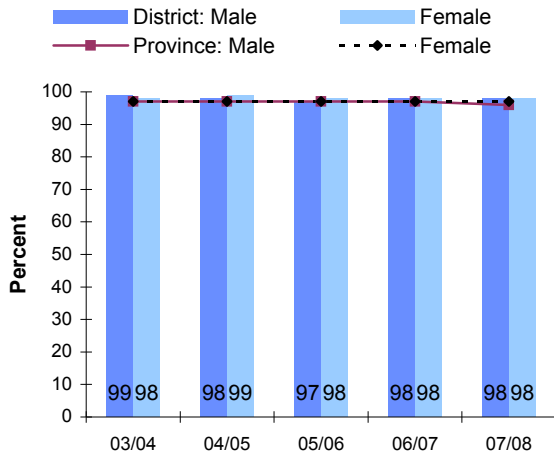
	Transition to a Higher Grade From:	School Year	Total Students in Grade		Transition Rates				Province *	
			M #	F #	District		M %	F %	M %	F %
					M #	F %				
Current	Grade 6	07/08	582	559	573	98	549	98	96	97
	Grade 7	07/08	569	542	561	99	531	98	97	97
	Grade 8	07/08	625	573	609	97	556	97	96	96
	Grade 9	07/08	675	589	641	95	557	95	95	95
	Grade 10	07/08	668	602	608	91	558	93	90	90
	Grade 11	07/08	794	690	626	79	561	81	83	83
Historical	Grade 6	03/04	659	592	650	99	579	98	97	97
		04/05	650	552	639	98	547	99	97	97
		05/06	602	546	585	97	534	98	97	97
		06/07	579	542	568	98	530	98	97	97
		07/08	582	559	573	98	549	98	96	97
	Grade 7	03/04	701	606	688	98	603	100	97	98
		04/05	645	602	634	98	591	98	97	98
		05/06	665	573	645	97	558	97	97	97
		06/07	600	559	584	97	548	98	97	97
		07/08	569	542	561	99	531	98	97	97
	Grade 8	03/04	624	656	589	94	628	96	95	95
		04/05	706	629	668	95	599	95	95	96
		05/06	658	602	619	94	576	96	95	96
		06/07	665	599	640	96	571	95	95	95
		07/08	625	573	609	97	556	97	96	96
	Grade 9	03/04	639	683	580	91	639	94	93	94
		04/05	612	636	559	91	597	94	94	94
		05/06	713	625	659	92	599	96	93	94
		06/07	658	599	614	93	573	96	94	95
		07/08	675	589	641	95	557	95	95	95

\*Data represent public schools only

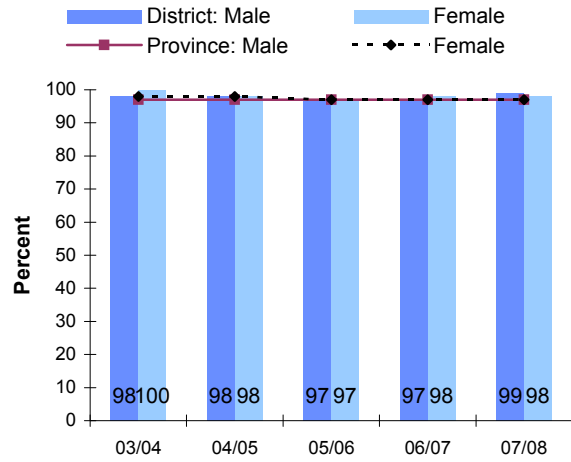


**GRADE-TO-GRADE TRANSITION:  
MALE / FEMALE**

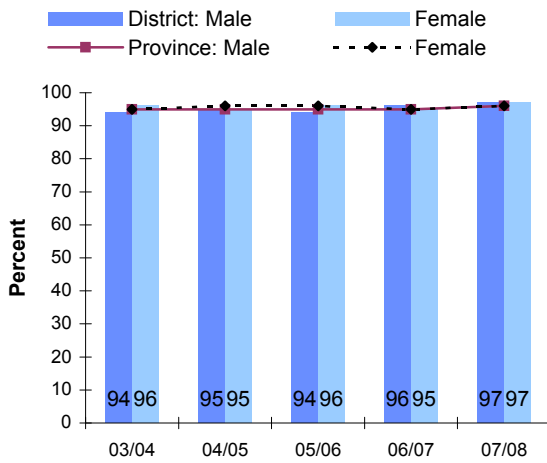
**Male/Female Transition: Grade 6 to Higher Grade**



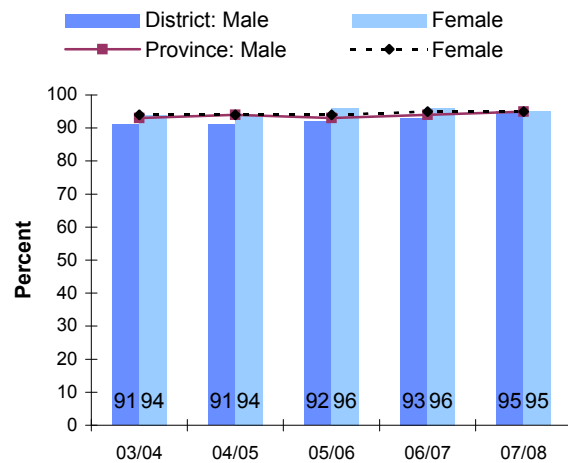
**Male/Female Transition: Grade 7 to Higher Grade**



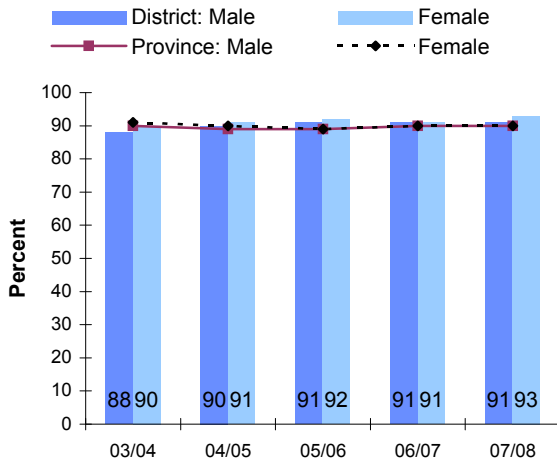
**Male/Female Transition: Grade 8 to Higher Grade**



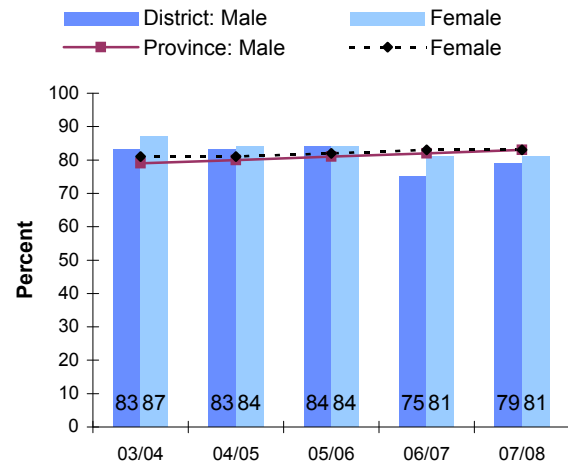
**Male/Female Transition: Grade 9 to Higher Grade**



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



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



## GRADE 12 GRADUATION MALE / FEMALE

Graduation rates consider the students who are entering Grade 12 for the first time. The data below indicate those students who met requirements for graduation in that same school year.

Graduation is tangible evidence of success in the K-12 education system. In an increasingly competitive society, graduation is a critical step in preparation for the workplace and for gaining access to further education and training.

When reviewing graduation data it is valuable to examine and discuss other achievement results and the significance of a variety of factors that could affect graduation such as grade-to-grade transitions, the number of students outside the common age range for their grade level, student attendance, student course selection and planning, curriculum relevance, instructional strategies, school policies, 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

### GRADUATION: FIRST-TIME GRADE 12 STUDENTS MALE (M) / FEMALE (F)



School Year	1st time Gr 12 September	1st time Gr 12 September	Graduates				Province *	
	M	F	M	District		M	F	
	#	#	#	%	#	%	%	%
03/04	652	606	435	67	482	80	74	77
04/05	624	671	464	74	520	77	74	78
05/06	615	638	472	77	543	85	75	79
06/07	601	678	433	72	526	78	77	80
07/08	545	627	409	75	504	80	77	79

### MORE

- Results for specific groups of students - see sections later in this report.
  - [Aboriginal Results](#)
  - [Special Needs Results](#)
- Graduation Reports provide detailed data including Graduation rates for all eligible Grade 12 students as well as results for specific student groups:
  - [www.bced.gov.bc.ca/reporting/grad/grad-rpt.php](http://www.bced.gov.bc.ca/reporting/grad/grad-rpt.php)

### NOTES

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\*Data represent public schools only



## SIX-YEAR COMPLETION RATE MALE / FEMALE

The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8 to 12. Six-Year Completion rates are not produced at the school-level as adjustments to account for students leaving the province cannot be estimated from Ministry data.

### Students Represented

A group of students are selected (cohort group) including all students who enrol in Grade 8 in Year 1, or arrive at a BC school in a higher grade during the subsequent Years 2 through 5. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-Year Completion rate is determined.

Year	Example	Students Represented in District	Completion Rate**
Year 1	2001/02	Cohort selection begins with all students enrolled for the 1 <sup>st</sup> time in Grade 8.	Add to this count:
+ Year 2	2002/03	students enrolled for 1 <sup>st</sup> time in Gr 9 not yet included in the cohort	
+ Year 3	2003/04	students enrolled for 1 <sup>st</sup> time in Gr 10 not yet included in the cohort	
+ Year 4	2004/05	students enrolled for 1 <sup>st</sup> time in Gr 11 not yet included in the cohort	
+ Year 5	2005/06	students enrolled for 1 <sup>st</sup> time in Gr 12 not yet included in the cohort	
District Cohort			
Reporting Year → Year 6	2006/07		Students represented in Years 1-5 have one additional year to graduate before the Six-Year Completion Rate is calculated.

\*\*Note: Only those students who enter a grade for the 1<sup>st</sup> time (non-repeaters) are counted as being in the grade identified in this table.

### 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

### SIX-YEAR COMPLETION RATE MALE (M) / FEMALE (F)



[graphics](#)

Reporting Year 6	Students in District Cohort		Students in District		Province *	
	M	F	District		M	F
	#	#	%	%	%	%
03/04	711	747	73	79	76	84
04/05	704	670	75	80	76	83
05/06	750	756	73	81	77	84
06/07	767	761	71	82	76	84
07/08	742	779	67	77	75	81

**MORE** · [Graduation Rates](#) are included elsewhere in this report

\* Data represent public schools only



## **STUDENT GROUPS: SPECIAL NEEDS**

## 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) includes 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 # SN	Expected Count # N-SN	Meeting or Exceeding Expectations					
			District				Province *	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	34	933	10	29	675	72	45	77
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

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



##### READING COMPREHENSION

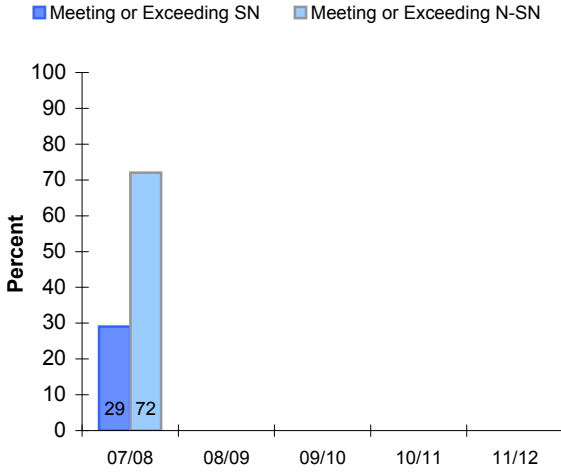
School Year	Expected Count # SN	Expected Count # N-SN	Meeting or Exceeding Expectations					
			District				Province *	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	83	966	23	28	655	68	38	72
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**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)

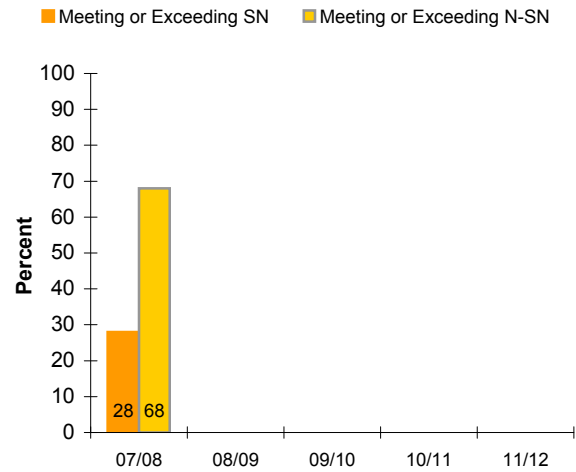
\* Data represents public and independent schools combined

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**  
**SPECIAL EDUCATION (SN) / NON-SPECIAL EDUCATION (N-SN)**

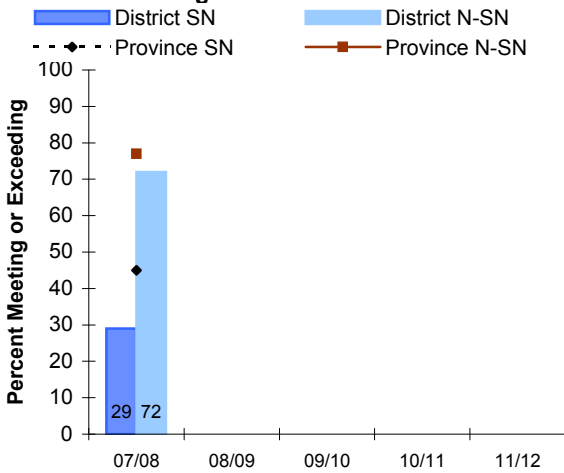
**District Data: Grade 4 FSA Reading**



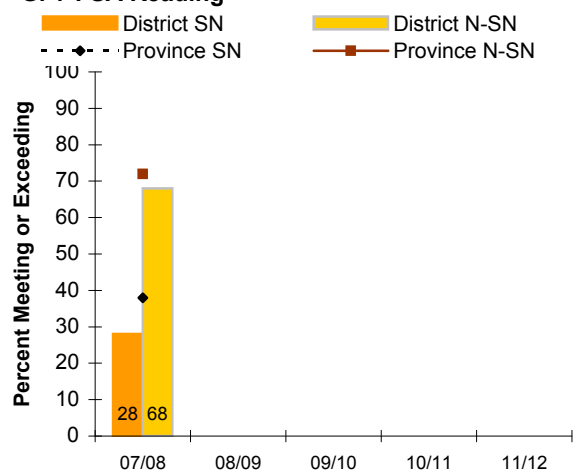
**District Data: Grade 7 FSA Reading**



**Comparison Results: Gr 4 FSA Reading**



**Comparison Results: Gr 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.

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) includes 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					
			District				Province *	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	34	933	9	26	600	64	39	74
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

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



##### WRITING

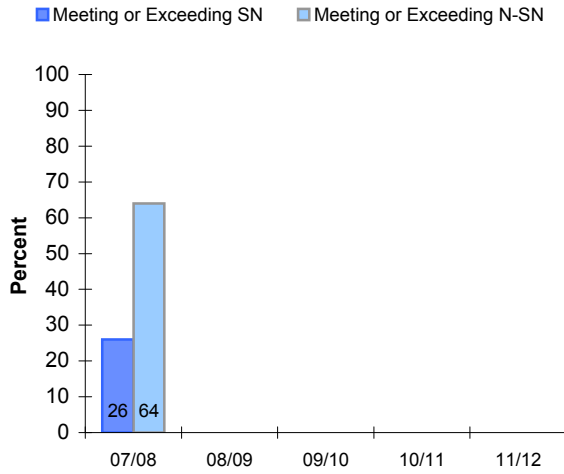
School Year	Expected Count	Expected Count	Meeting or Exceeding Expectations					
			District				Province *	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	83	966	17	20	679	70	41	78
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**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)

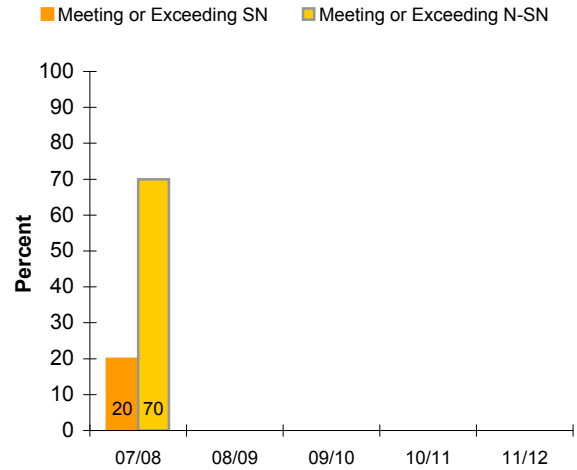
\* Data represents public and independent schools combined

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**  
**SPECIAL EDUCATION (SN) / NON-SPECIAL EDUCATION (N-SN)**

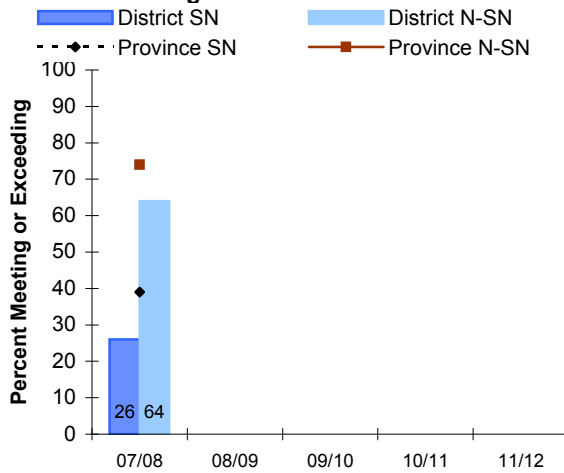
**District Data: Grade 4 FSA Writing**



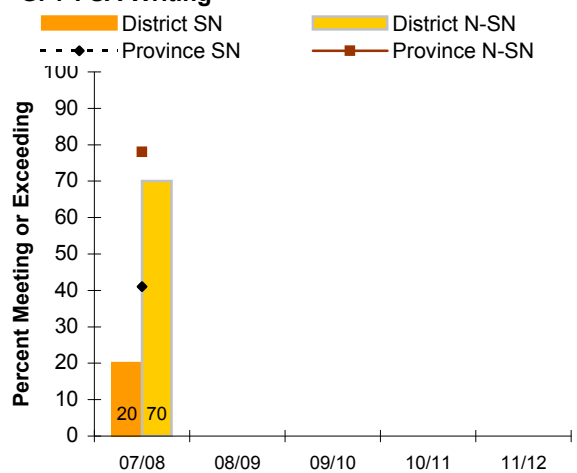
**District Data: Grade 7 FSA Writing**



**Comparison Results: Gr 4 FSA Writing**



**Comparison Results: Gr 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.

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) includes 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					
			District				Province *	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	34	933	9	26	595	64	40	72
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

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



##### NUMERACY

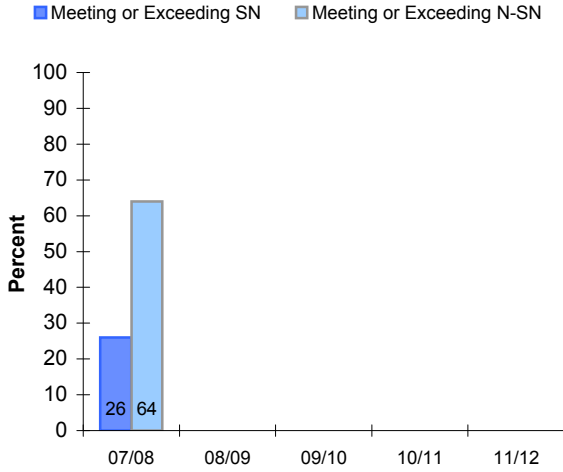
School Year	Expected Count # SN	Expected Count # N-SN	Meeting or Exceeding Expectations					
			District				Province *	
			SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
07/08	83	966	19	23	651	67	35	74
08/09	-	-	-	-	-	-	-	-
09/10	-	-	-	-	-	-	-	-
10/11	-	-	-	-	-	-	-	-
11/12	-	-	-	-	-	-	-	-

**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)

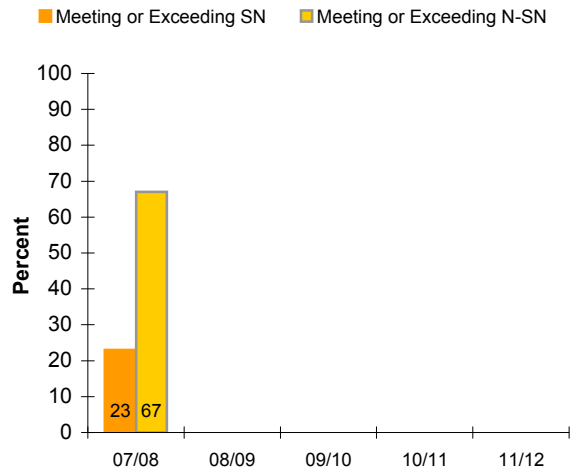
\* Data represents public and independent schools combined

**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY**  
**SPECIAL EDUCATION (SN) / NON-SPECIAL EDUCATION (N-SN)**

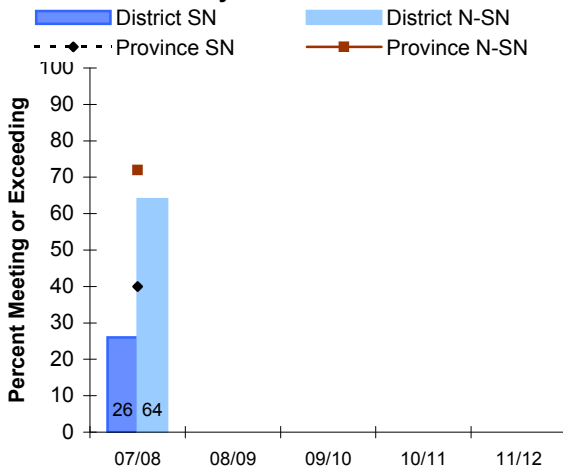
**District Data: Grade 4 FSA Numeracy**



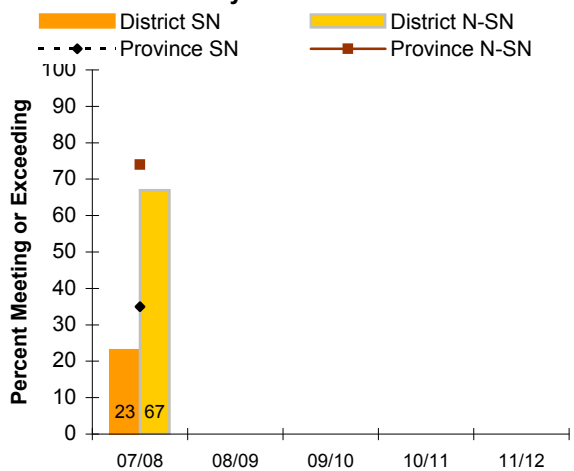
**District Data: Grade 7 FSA Numeracy**



**Comparison Results: Gr 4 FSA Numeracy**



**Comparison Results: Gr 7 FSA Numeracy**



**PROVINCIAL EXAM RESULTS: REQUIRED EXAMINATIONS SUMMARY**  
**SPECIAL EDUCATION (SN) / NON-SPECIAL EDUCATION (N-SN)**

**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

Subject	School Year	Students Assigned Blended Final Mark		C- (Pass) or Better						C+ (Good) or Better					
		#SN	#N-SN	District		Province		District		Province					
				SN	N-SN	SN	N-SN	SN	N-SN	SN	N-SN				
#	%	#	%	%	%	#	%	#	%	%	%				
English 10	05/06	58	1129	52	90	1072	95	90	96	15	26	689	61	31	66
	06/07	75	1190	70	93	1150	97	91	96	31	41	797	67	36	66
	07/08	53	1121	50	94	1086	97	91	96	19	36	720	64	36	67
Français Langue Première 10	05/06	Msk	6	Msk	Msk	6	100	86	98	Msk	Msk	5	83	14	69
	06/07	-	Msk	-	-	Msk	Msk	86	95	-	-	Msk	Msk	38	69
	07/08	-	-	-	-	-	-	80	94	-	-	-	-	50	59
Applications of Mathematics 10	05/06	Msk	26	Msk	Msk	22	85	90	93	Msk	Msk	5	19	31	39
	06/07	-	32	-	-	30	94	92	92	-	-	11	34	33	39
	07/08	Msk	25	Msk	Msk	23	92	90	93	Msk	Msk	5	20	35	38
Essentials of Mathematics 10	05/06	38	282	36	95	262	93	92	93	18	47	111	39	38	43
	06/07	48	285	47	98	267	94	93	93	18	38	118	41	41	44
	07/08	49	300	48	98	273	91	92	92	26	53	129	43	41	45
Principles of Mathematics 10	05/06	Msk	842	Msk	Msk	752	89	85	93	Msk	Msk	385	46	33	57
	06/07	11	916	7	64	818	89	83	93	2	18	435	47	31	57
	07/08	8	797	7	88	716	90	85	92	0	0	415	52	33	59
Science 10	05/06	47	1095	45	96	1031	94	86	95	10	21	571	52	26	59
	06/07	54	1173	51	94	1080	92	87	94	16	30	619	53	26	59
	07/08	51	1112	46	90	1030	93	88	95	12	24	633	57	29	61
Civic Studies 11	05/06	-	-	-	-	-	-	85	97	-	-	-	-	29	67
	06/07	-	-	-	-	-	-	91	97	-	-	-	-	29	63
	07/08	-	-	-	-	-	-	95	96	-	-	-	-	39	65
Social Studies 11	05/06	21	922	20	95	889	96	93	97	10	48	637	69	39	68
	06/07	32	999	25	78	957	96	92	97	10	31	646	65	35	67
	07/08	37	1070	37	100	1015	95	93	97	14	38	666	62	38	67
BC First Nations Studies 12	05/06	5	46	5	100	44	96	96	96	3	60	20	43	42	57
	06/07	Msk	49	Msk	Msk	48	98	92	95	Msk	Msk	28	57	42	57
	07/08	9	54	8	89	52	96	97	95	5	56	29	54	42	59
English 12	05/06	11	918	11	100	905	99	96	98	5	45	625	68	44	68
	06/07	20	877	20	100	862	98	96	98	12	60	586	67	43	67
	07/08	22	862	22	100	852	99	96	98	9	41	597	69	43	69
Communications 12	05/06	54	177	50	93	174	98	96	97	26	48	75	42	42	48
	06/07	32	180	30	94	171	95	96	97	19	59	81	45	47	50
	07/08	34	179	34	100	175	98	97	98	20	59	94	53	49	54
Français Langue Première 12	05/06	-	Msk	-	-	Msk	Msk	Msk	100	-	-	Msk	Msk	Msk	73
	06/07	-	Msk	-	-	Msk	Msk	Msk	99	-	-	Msk	Msk	Msk	72
	07/08	-	5	-	-	5	100	Msk	99	-	-	4	80	Msk	76
Technical Professional Communications 12	05/06	-	-	-	-	-	-	80	98	-	-	-	-	20	53
	06/07	-	-	-	-	-	-	Msk	97	-	-	-	-	Msk	57
	07/08	-	-	-	-	-	-	-	88	-	-	-	-	-	50

Note: Includes all students (from any graduation program) for whom exam is required in the designated year.

\* Data represents public and independent schools combined

All data report final marks only.

**MORE** Please refer to the Required Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

**PROVINCIAL EXAM RESULTS: OPTIONAL EXAMINATIONS SUMMARY**  
**SPECIAL EDUCATION (SN) / NON-SPECIAL EDUCATION (N-SN)**

**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

Subject	School Year	Students Assigned Blended Final Mark		C- (Pass) or Better						C+ (Good) or Better					
		#SN	#N-SN	District		Province		District		Province					
				SN	N-SN	SN	N-SN	SN	N-SN	SN	N-SN				
#	%	#	%	%	%	#	%	#	%	%	%				
Biology 12	06/07	5	425	5	100	412	97	90	95	3	60	260	61	44	65
	07/08	8	472	8	100	457	97	87	95	4	50	327	69	40	66
Chemistry 12	06/07	Msk	212	Msk	Msk	207	98	90	96	Msk	Msk	147	69	56	73
	07/08	Msk	248	Msk	Msk	243	98	91	96	Msk	Msk	196	79	56	73
English Literature 12	06/07	-	38	-	-	38	100	98	98	-	-	31	82	76	82
	07/08	Msk	62	Msk	Msk	61	98	98	98	Msk	Msk	52	84	66	83
Français Langue Seconde-Immersion 12	06/07	-	29	-	-	29	100	100	98	-	-	19	66	50	75
	07/08	-	33	-	-	32	97	100	98	-	-	22	67	56	72
French 12	06/07	-	51	-	-	50	98	94	99	-	-	44	86	82	86
	07/08	-	51	-	-	51	100	98	99	-	-	49	96	81	87
Geography 12	06/07	Msk	125	Msk	Msk	123	98	97	97	Msk	Msk	88	70	55	71
	07/08	Msk	152	Msk	Msk	147	97	93	97	Msk	Msk	105	69	46	74
Geology 12	06/07	-	-	-	-	-	-	93	96	-	-	-	-	54	61
	07/08	-	-	-	-	-	-	90	95	-	-	-	-	32	57
German 12	06/07	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	95
	07/08	-	Msk	-	-	Msk	Msk	Msk	100	-	-	Msk	Msk	Msk	91
History 12	06/07	Msk	156	Msk	Msk	153	98	96	97	Msk	Msk	111	71	54	70
	07/08	-	183	-	-	181	99	93	96	-	-	140	77	51	70
Japanese 12	06/07	-	6	-	-	6	100	75	99	-	-	5	83	63	89
	07/08	-	Msk	-	-	Msk	Msk	100	98	-	-	Msk	Msk	56	89
Mandarin Chinese 12	06/07	-	Msk	-	-	Msk	Msk	100	100	-	-	Msk	Msk	89	96
	07/08	-	Msk	-	-	Msk	Msk	100	99	-	-	Msk	Msk	92	95
Applications of Mathematics 12	06/07	-	-	-	-	-	-	89	91	-	-	-	-	35	43
	07/08	-	-	-	-	-	-	92	94	-	-	-	-	47	46
Principles of Mathematics 12	06/07	Msk	366	Msk	Msk	354	97	91	94	Msk	Msk	246	67	47	69
	07/08	Msk	403	Msk	Msk	388	96	89	95	Msk	Msk	285	71	49	70
Physics 12	06/07	Msk	110	Msk	Msk	108	98	95	97	Msk	Msk	94	85	58	78
	07/08	Msk	132	Msk	Msk	130	98	93	96	Msk	Msk	112	85	56	77
Punjabi 12	06/07	-	-	-	-	-	-	Msk	99	-	-	-	-	Msk	86
	07/08	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	89
Spanish 12	06/07	-	25	-	-	25	100	100	98	-	-	19	76	67	84
	07/08	-	Msk	-	-	Msk	Msk	95	99	-	-	Msk	Msk	68	85

Note: Includes only 2004 graduation program students, for whom an exam is optional.

\* Data represents public and independent schools combined

All data report final marks only.

**MORE** Please refer to the Optional Examinations Report, which contains detailed summaries of the above data:

<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

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

Note Transition data represent students registered in a grade for the first-time.

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



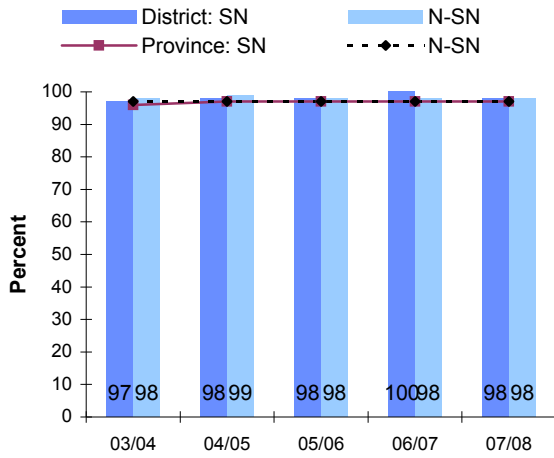
	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				Province *	
			in Grade SN #	in Grade N-SN #	SN #	SN %	N-SN #	N-SN %	SN %	N-SN %
Current	Grade 6	07/08	61	1,027	60	98	1,009	98	97	97
	Grade 7	07/08	79	975	77	97	960	98	97	97
	Grade 8	07/08	84	1,068	81	96	1,040	97	92	96
	Grade 9	07/08	94	1,130	80	85	1,080	96	88	95
	Grade 10	07/08	94	1,125	64	68	1,053	94	79	91
	Grade 11	07/08	76	1,351	47	62	1,086	80	71	84
Historical	Grade 6	03/04	72	1,117	70	97	1,098	98	96	97
		04/05	59	1,095	58	98	1,080	99	97	97
		05/06	60	1,046	59	98	1,020	98	97	97
		06/07	72	995	72	100	972	98	97	97
		07/08	61	1,027	60	98	1,009	98	97	97
	Grade 7	03/04	61	1,174	59	97	1,161	99	96	97
		04/05	81	1,101	80	99	1,082	98	97	97
		05/06	65	1,125	63	97	1,094	97	97	97
		06/07	68	1,047	67	99	1,022	98	97	97
		07/08	79	975	77	97	960	98	97	97
	Grade 8	03/04	70	1,150	53	76	1,105	96	88	96
		04/05	74	1,190	58	78	1,144	96	90	96
		05/06	92	1,111	76	83	1,066	96	91	96
		06/07	26	1,217	21	81	1,173	96	92	95
		07/08	84	1,068	81	96	1,040	97	92	96
	Grade 9	03/04	73	1,175	54	74	1,092	93	84	94
		04/05	65	1,119	49	75	1,049	94	84	95
		05/06	69	1,195	52	75	1,137	95	86	95
		06/07	73	1,129	62	85	1,074	95	86	95
		07/08	94	1,130	80	85	1,080	96	88	95

\*Data represent public schools only

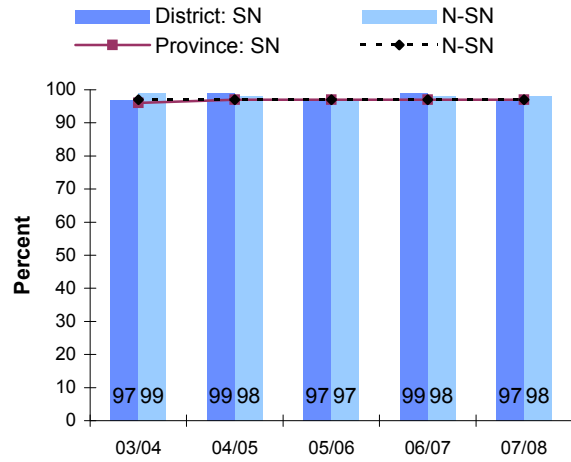


**GRADE-TO-GRADE TRANSITION:  
SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**

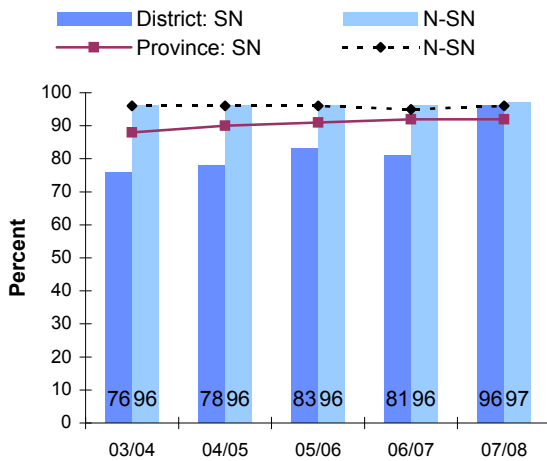
**Special Needs/Non-Special Needs  
Transition: Grade 6 to Higher Grade**



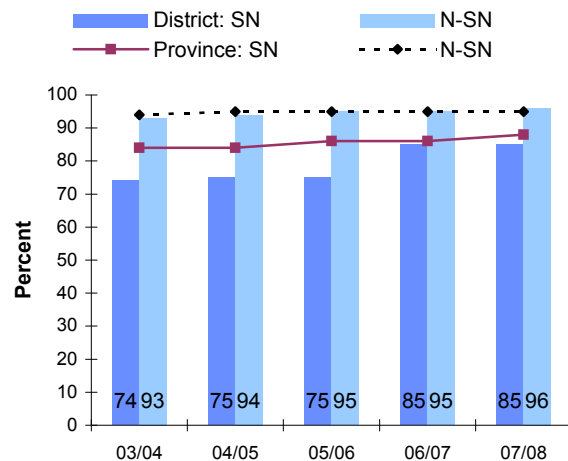
**Special Needs/Non-Special Needs:  
Transition: Grade 7 to Higher Grade**



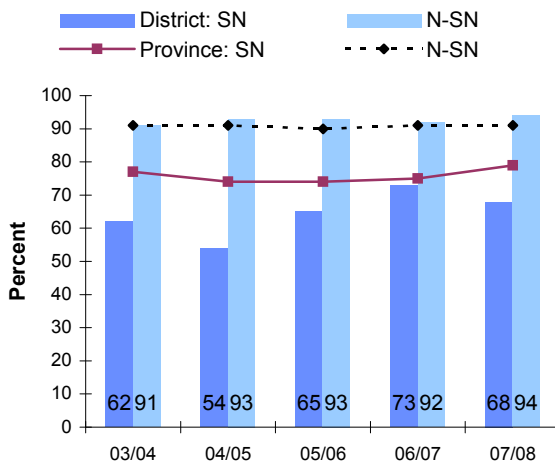
**Special Needs/Non-Special Needs:  
Transition: Grade 8 to Higher Grade**



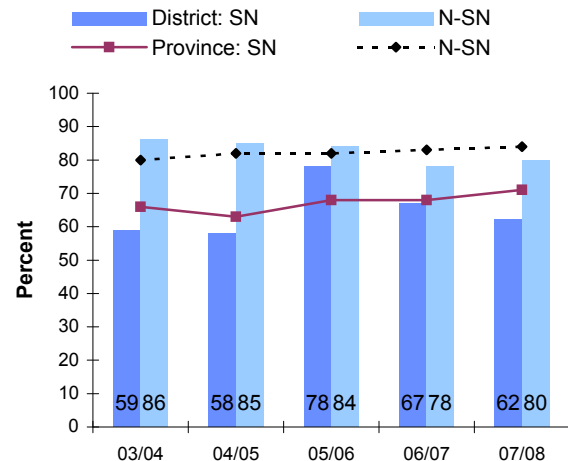
**Special Needs/Non-Special Needs:  
Transition: Grade 9 to Higher Grade**



**Special Needs/Non-Special Needs:  
Transition: Grade 10 to Higher Grade**



**Special Needs/Non-Special Needs:  
Transition: Grade 11 to Higher Grade**



## GRADE 12 GRADUATION SPECIAL NEEDS

Graduation rates consider the students who are entering Grade 12 for the first time. The data below indicate those students who met requirements for graduation in that same school year.

Graduation is tangible evidence of success in the K-12 education system. In an increasingly competitive society, graduation is a critical step in preparation for the workplace and for gaining access to further education and training.

When reviewing graduation data it is valuable to examine and discuss other achievement results and the significance of a variety of factors that could affect graduation such as grade-to-grade transitions, the number of students outside the common age range for their grade level, student attendance, student course selection and planning, curriculum relevance, instructional strategies, school policies, 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) includes all students except those identified in any Special Need Category (A-R), see Glossary.

### GRADUATION: FIRST-TIME GRADE 12 STUDENTS: SPECIAL EDUCATION (SN) / NON-SPECIAL EDUCATION (N-SN)



School Year	1st time Gr 12 September	1st time Gr 12 September	Graduates				Province *	
	SN	N-SN	District		Province *		SN	N-SN
	#	#	SN #	SN %	N-SN #	N-SN %	%	%
03/04	44	1,167	13	30	872	75	60	76
04/05	74	1,166	14	19	926	79	56	77
05/06	57	1,134	25	44	941	83	60	78
06/07	62	1,160	30	48	881	76	64	79
07/08	48	1,080	25	52	849	79	64	79

### MORE

- Results for specific groups of students - see sections later in this report.  
[Aboriginal Results](#)                      [Male/Female Results](#)
- Graduation Reports provide detailed data including Graduation rates for all eligible Grade 12 students as well as results for specific student groups:  
[www.bced.gov.bc.ca/reporting/grad/grad-rpt.php](http://www.bced.gov.bc.ca/reporting/grad/grad-rpt.php)

### NOTES

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\*Data represent public schools only



## SIX-YEAR COMPLETION RATE SPECIAL NEEDS

The Dogwood Six-Year Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8 to 12. Six-Year Completion rates are not produced at the school-level as adjustments to account for students leaving the province cannot be estimated from Ministry data.

### Students Represented

A group of students are selected (cohort group) including all students who enrol in Grade 8 in Year 1, or arrive at a BC school in a higher grade during the subsequent Years 2 through 5. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-Year Completion rate is determined.

Year	Example	Students Represented in District	Completion Rate**
Year 1	2001/02	Cohort selection begins with all students enrolled for the 1 <sup>st</sup> time in Grade 8.	Add to this count:
+ Year 2	2002/03	students enrolled for 1 <sup>st</sup> time in Gr 9 not yet included in the cohort	
+ Year 3	2003/04	students enrolled for 1 <sup>st</sup> time in Gr 10 not yet included in the cohort	
+ Year 4	2004/05	students enrolled for 1 <sup>st</sup> time in Gr 11 not yet included in the cohort	
+ Year 5	2005/06	students enrolled for 1 <sup>st</sup> time in Gr 12 not yet included in the cohort	
District Cohort			
Reporting Year →	Year 6	2006/07	Students represented in Years 1-5 have one additional year to graduate before the Six-Year Completion Rate is calculated.

\*\*Note: Only those students who enter a grade for the 1<sup>st</sup> time (non-repeaters) are counted as being in the grade identified in this table.

### 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) includes all students except those identified in any Special Need Category (A-R), see Glossary.

### SIX-YEAR COMPLETION RATE SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)



Reporting Year 6	Students in District Cohort SN #	Students in District Cohort N-SN #	District		Province *	
			SN %	N-SN %	SN %	N-SN %
03/04	179	1,455	19	76	40	80
04/05	134	1,371	20	78	43	80
05/06	174	1,501	23	77	43	80
06/07	194	1,525	31	76	44	80
07/08	192	1,515	31	72	43	78

**MORE** · [Graduation Rates](#) are included elsewhere in this report

\* Data represent public schools only



## Glossary of Terms

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**GLOSSARY OF TERMS**

<b>ITEM</b>	<b>DEFINITION</b>
<b>Aboriginal Education Funding</b>	Provided on a per full-time equivalent (FTE) basis to school boards for each self-identified Aboriginal school-age student who is receiving an Aboriginal program. This special funding is targeted and cannot be redirected to other programs.
<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>Adult Student</b>	A student 20 years of age or older as of June 30 in the school year July 1 - June 30.
<b>Annual Facility Grant (AFG)</b>	Available to all districts and is intended for annual capital projects required to maintain capital assets through their anticipated economic life and prevent any premature deterioration of these assets. Formerly known as Annual Capital Grant (ACG).
<b>Average Number of Children per Family (Census)</b>	Children who are living in the same dwelling as their parent(s), as well as grandchildren in households where there are no parents present.
<b>Capital Projects Receiving Provincial Funding</b>	Projects are supported over a three-year period, with the year of project commencement indicated.
<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>Continuing Education Program</b>	An education program offered by school districts, primarily for adults, leading to either secondary school completion or the upgrading of a current graduation certificate.
<b>Dash (-)</b>	There are no data for this category
<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. This includes classroom teachers, principals, vice-principals, directors of instruction, department heads, teachers who have administrative duties other than department heads, and board office based staff whose position requires that they hold valid teaching certification and who provide support for instruction and assessment.
<b>Educator Age, Average</b>	Total age of all educators divided by the total number of educators based on September 30 of the reported year.
<b>Educator Salary, Average</b>	Calculated by dividing total gross salary of all educators by the total number of educators based on September 30 of the reported year. Gross educator salary includes all allowances but excludes benefits.

<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>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>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 instruction 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>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>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>Income Assistance Age 19 or Less (BC Stats)</b>	Children receiving Basic Income Assistance as a percentage of total children under 19.

<b>Letter Grades</b>	<p>Equivalent to the following ranges of percent scores:</p> <p>"A" - 86% to 100%</p> <p>"B" - 73% to 85%</p> <p>"C+" - 67% to 72%</p> <p>"C" - 60% to 66%</p> <p>"C-" - 50% to 59%</p> <p>"F" - below 50%</p> <p>See also <b>Pass Rate</b></p>
<b>Lone Parent Families (Census)</b>	Families with only one parent divided by all families.
<b>Msk</b>	<p>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></p>
<b>N/A</b>	Not Applicable
<b>Operating Grant</b>	Funds provided by the Ministry of Education to school boards and authorities for operational purposes.
<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 Provincial Exams</b>	The number of students who wrote the examination at least once in the school year and are in the same grade as the indicated exam grade level divided by the total number of students who are in the same grade as the indicated exam grade level.
<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 exam mark in a particular year divided by students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level.
<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>Population in Labour Force (Census)</b>	The number of persons who were either employed or unemployed (May 15 of the Census Year), divided by the total population.
<b>Population (Census)</b>	A count of Canadian citizens (by birth or by naturalization) and landed immigrants with a usual place of residence in Canada; persons claiming refugee status and members of their families living with them; persons who hold student authorizations (student visas or student permits) and members of their families living with them; persons who hold employment authorizations (work permits) and members of their families living with them; and persons with a usual place of residence in Canada who hold Minister's permits (including extensions) and members of their families living with them.
<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>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 Funding</b>	Funds provided to school boards for each eligible FTE student identified as meeting a Student Needs Category. These funds cannot be redirected to other programs.
<b>Special Needs Performance Reporting Groups</b>	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:  Sensory Disabilities (Categories E and F) Learning Disabilities (Category Q) Behaviour Disabilities (Categories H and R)
<b>Special Needs Program</b>	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).

<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>Split</b>	A class which contains students from more than one grade level.
<b>Student</b>	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.
<b>Student Groups</b>	Sub populations of students whose achievement has been studied separately.
<b>SU Secondary Ungraded</b>	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.
<b>Targeted Funds, Aboriginal</b>	See <b>Aboriginal Education Funding</b>
<b>Targeted Funds, Special Needs</b>	See <b>Special Needs Funding</b>
<b>Teacher</b>	A person who has a valid British Columbia teaching certificate and is employed by a school board to provide an educational program to students or to administer or supervise the provision of an educational program to students. Includes: Regular Teachers, Department Heads, and Teachers who have administration duty (but are not Department Heads). Teachers may be employed in more than one district; therefore, the total number of teachers reported at the provincial level may exceed the actual number of teachers in the province.
<b>Unemployment Total</b>	Number of unemployed persons during the Labour Force Survey reference week expressed as a percentage of the labour force (unemployed plus employed). The unemployment rate for a particular group (age, sex, province, etc.) is the number unemployed in that group expressed as a percentage of the labour force for that group.