



# SCHOOL DATA SUMMARY 2002/03 - 2006/07

(formerly "School Performance Report")

## PENDER HARBOUR ELEM-SECONDARY

School Code: 04646012

RR 1

MADEIRA PARK, BC V0N2H0

School Telephone: (604) 883-2727

(046) SUNSHINE COAST

District Telephone: 604 886-8811

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

<b>Introduction</b> .....	<u>1</u>
<b>All Students</b>	
<b>Student and School Context</b>	
Student Enrolment .....	<u>2</u>
Student Demographics .....	<u>2</u>
Classroom Demographics .....	<u>3</u>
Community Demographics .....	<u>3</u>
<b>Foundation Skills Assessment (FSA) Grades 4 and 7</b>	
Overview .....	<u>4</u>
Reading Comprehension .....	<u>5</u>
Writing.....	<u>7</u>
Numeracy.....	<u>9</u>
<b>Provincial Final Mark Results</b>	
Overview .....	<u>11</u>
Required Examinations Summary .....	<u>13</u>
Optional Examinations Summary .....	<u>14</u>
<b>Transitions</b>	
Grade-to-Grade Transition Grades 6-11 .....	<u>15</u>
<b>Graduation and Beyond</b>	
Graduation Rates .....	<u>18</u>
Scholarships and Awards .....	<u>20</u>
Post-Secondary Education .....	<u>22</u>
<b>Survey Results</b> .....	<u>23</u>
<b>Student Groups</b>	
<b>Aboriginal</b> .....	<u>29</u>
<b>Male / Female</b> .....	<u>43</u>
<b>Special Needs</b> .....	<u>57</u>
<b>Glossary</b> .....	<u>71</u>

Report Release Date:

January, 2008

Questions/Comments:

Analysis and Reporting Group

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/)

---

## INTRODUCTION

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

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

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

## GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

## POINTS OF INQUIRY

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

## STUDENT AND SCHOOL CONTEXT

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

### DATA SYMBOLS

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

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

School Year	Elementary								Secondary								Sec Total	School Total
	K	1	2	3	4	5	6	7	EU	Total	8	9	10	11	12	SU		
02/03	-	-	-	-	-	-	-	26	-	26	29	35	21	19	28	-	132	158
03/04	-	-	-	-	-	-	-	26	-	26	34	27	33	24	16	-	134	160
04/05	-	-	-	-	-	-	-	44	-	44	32	37	26	28	20	-	143	187
05/06	-	-	-	-	-	-	-	32	-	32	46	30	38	28	28	-	170	202
06/07	-	-	-	-	-	-	-	30	-	30	39	40	28	36	24	-	167	197
07/08	-	-	-	-	-	-	-	18	-	18	42	36	42	33	29	5	187	205

### STUDENT DEMOGRAPHICS: Headcount (September 2006)

	School		District		Province *	
	#	%	#	%	#	%
<b>Total students in this school</b>	<b>197</b>					
Female	93	47	50	50	49	49
Male	104	53	50	50	51	51
Aboriginal	27	14	14	14	10	10
Aboriginal Students with Special Needs	8	4	4	4	2	2
French Immersion	-	0	-	-	7	7
Special Needs	29	15	17	17	10	10
Physically Dependent (A)	-	0	0	0	0	0
Deafblind (B)	-	0	0	0	0	0
Moderate to Severe/Profound Intellectual Disability (C)	-	0	0	0	0	0
Physical Disability/Chronic Health Impairment (D)	11	6	4	4	1	1
Visual Impairment (E)	-	0	0	0	0	0
Deaf or Hard of Hearing (F)	-	0	0	0	0	0
Autism Spectrum Disorder (G)	2	1	1	1	1	1
Intensive Behaviour Interventions/Serious Mental Illness (H)	2	1	4	4	1	1
Mild Intellectual Disability (K)	-	0	0	0	0	0
Gifted (P)	-	0	1	1	2	2
Learning Disability (Q)	10	5	5	5	3	3
Moderate Behaviour Support/Mental Illness (R)	4	2	2	2	1	1
English as a Second Language (ESL)	3	2	4	4	10	10
Students Whose Home Language is Not English	1	1	1	1	22	22
Top 3: Non-English Home Languages in this school:						
	KOREAN	1	1	1	1	1

\* Data represent public schools only

---

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

	School #	District #	Province * #
<b>Average Class Size</b>			
Kindergarten	-	16.0	17.4
Grades 1-3	-	20.3	20.4
Grades 4-7	17.7	24.6	25.8
Grades 8-12	20.5	24.1	24.4
<b>Educators (Source: Form 1601)</b>			
Headcount	18	260	37790
FTE	12.9	211.7	32401.0

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

**Education Assistants (EA)**

Number of Classes with Assigned EAs 21

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

	School %	District %	Province * %
Families with annual income under \$30,000	34	24	23
Education attainment of population aged 20 or over:			
High School Graduation Certificate	68	77	76
Bachelors Degree or higher	9	14	18
Lone-parent families	8	14	16

- MORE**
- **Student Statistics Report** includes student count by grade, program, student groups:  
[www.bced.gov.bc.ca/reporting/enrol/student.php](http://www.bced.gov.bc.ca/reporting/enrol/student.php)
  - **Class Size and Composition Report:**  
[www.bced.gov.bc.ca/reporting/enrol/class-size.php](http://www.bced.gov.bc.ca/reporting/enrol/class-size.php)
  - **District Data Summary Report** includes student statistics for the district as a whole:  
[www.bced.gov.bc.ca/reporting/levels/sd-bas.php](http://www.bced.gov.bc.ca/reporting/levels/sd-bas.php)
  - **BC STATS** includes social statistics, demographics, regional/community profiles  
[www.bcstats.gov.bc.ca/index.asp](http://www.bcstats.gov.bc.ca/index.asp)
  - **Early Development Instrument (EDI)** gauges school readiness of children entering Kindergarten  
[ecdportal.help.ubc.ca/bc-atlas-child-development.htm](http://ecdportal.help.ubc.ca/bc-atlas-child-development.htm)

**NOTES**


---



---



---



---



---



---



---

\* Data represent public schools only

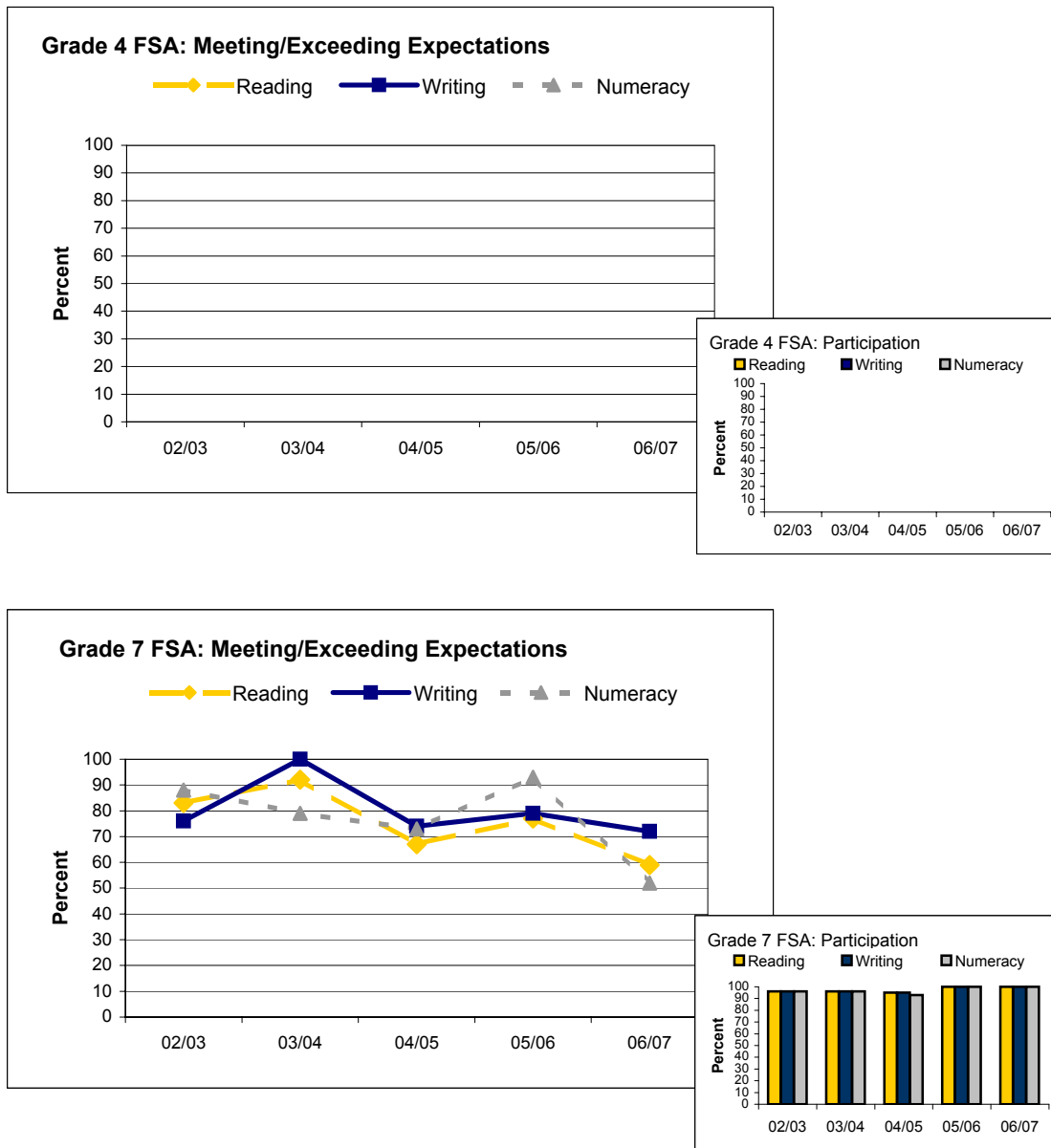
## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: OVERVIEW

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

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

### DATA SYMBOLS

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



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

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

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

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

### DATA SYMBOLS

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

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

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

### GRADE 4

### READING COMPREHENSION



School Year	Students enrolled #	Meeting or Exceeding Expectations			Participation				
		School #	School %	District %	Province %	School #	School %	District %	Province %
02/03	-	-	-	75	77	-	-	95	93
03/04	-	-	-	76	80	-	-	92	91
04/05	-	-	-	80	79	-	-	93	92
05/06	-	-	-	81	80	-	-	93	90
06/07	-	-	-	73	77	-	-	94	89

### GRADE 7

### READING COMPREHENSION



School Year	Students enrolled #	Meeting or Exceeding Expectations			Participation				
		School #	School %	District %	Province %	School #	School %	District %	Province %
02/03	26	20	83	78	77	25	96	94	92
03/04	26	23	92	79	80	25	96	93	92
04/05	44	28	67	81	77	42	95	94	92
05/06	30	23	77	73	73	30	100	92	90
06/07	31	16	59	70	72	32	100	94	89

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

### NOTES

---



---



---

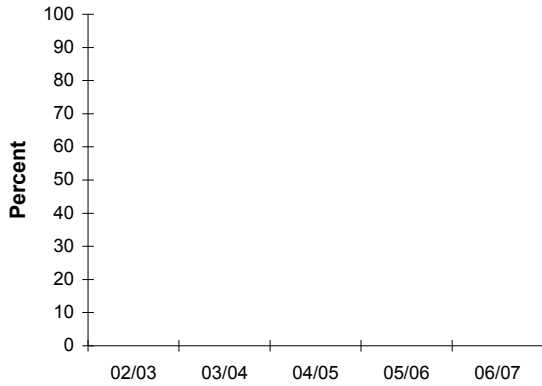
\* Data represent Public and Independent schools combined.

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

**School Data:**

**Grade 4 FSA Reading Comprehension**

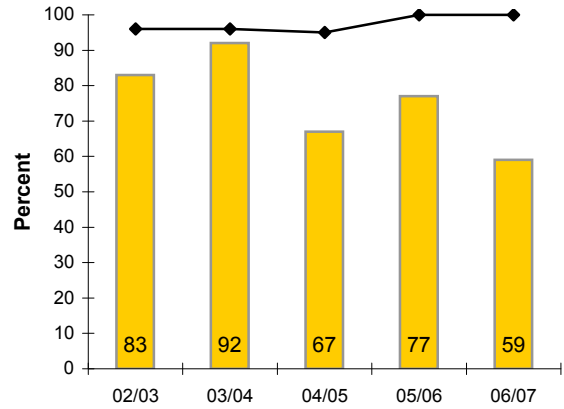
Meets/Exceeds Expectations Participation



**School Data:**

**Grade 7 FSA Reading Comprehension**

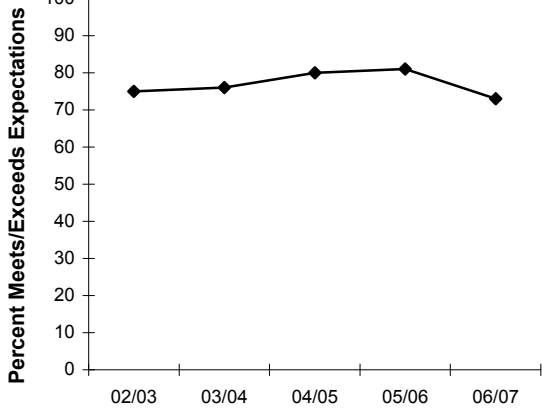
Meets/Exceeds Expectations Participation



**Comparison Results:**

**Grade 4 FSA Reading Comprehension**

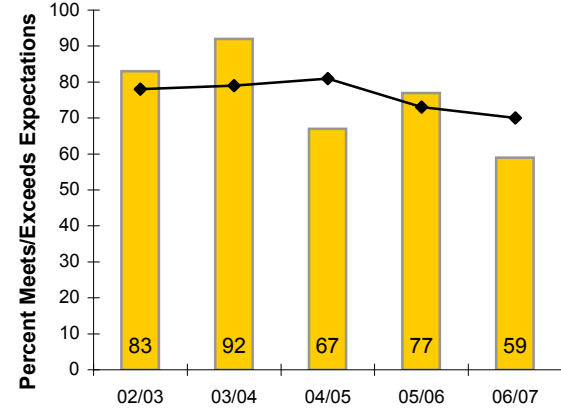
School District



**Comparison Results:**

**Grade 7 FSA Reading Comprehension**

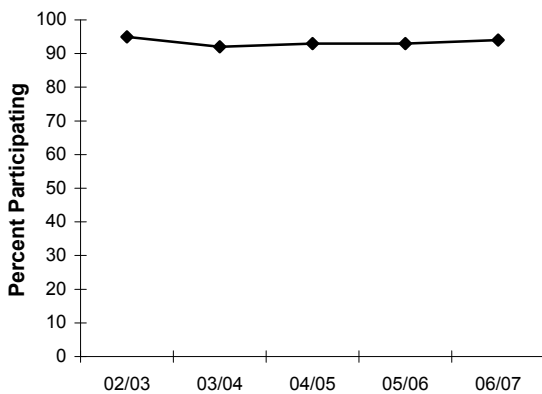
School District



**Comparison Participation:**

**Grade 4 FSA Reading Comprehension**

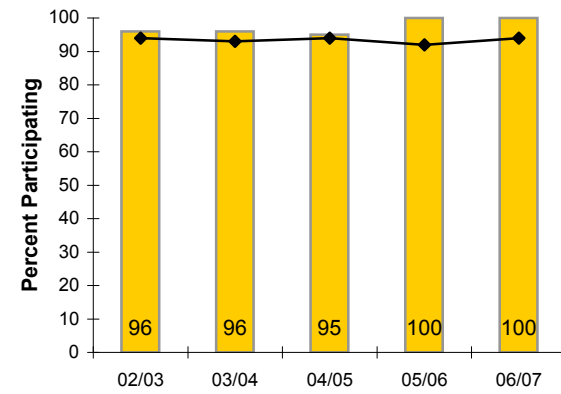
School District



**Comparison Participation:**

**Grade 7 FSA Reading Comprehension**

School District



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING

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

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

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

### DATA SYMBOLS

"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	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	-	-	-	87	94	-	-	95	92
03/04	-	-	-	82	91	-	-	93	91
04/05	-	-	-	92	93	-	-	94	91
05/06	-	-	-	84	90	-	-	92	89
06/07	-	-	-	86	90	-	-	94	88

### GRADE 7

### WRITING



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	26	19	76	79	79	25	96	93	92
03/04	26	23	100	89	90	25	96	93	91
04/05	44	31	74	84	90	42	95	94	91
05/06	30	23	79	81	87	30	100	91	89
06/07	31	23	72	80	86	32	100	94	88

- 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

---



---



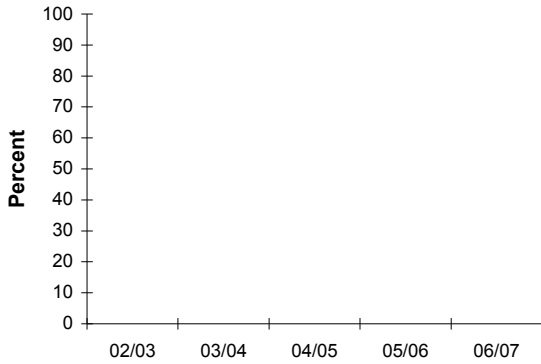
---

\* Data represent Public and Independent schools combined.

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

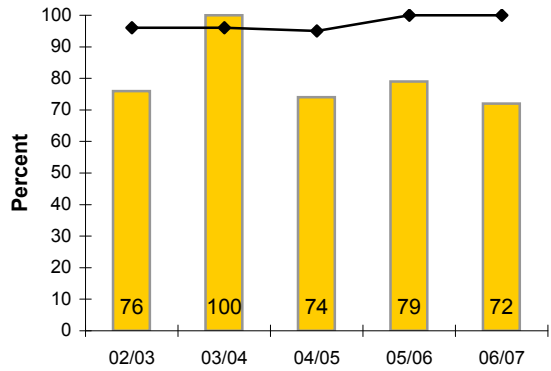
**School Data:  
Grade 4 FSA Writing**

Meets/Exceeds Expectations Participation

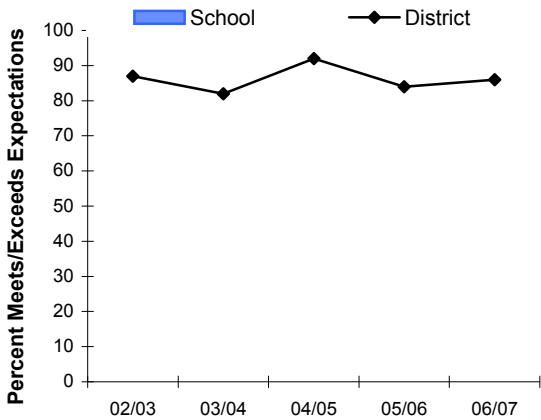


**School Data:  
Grade 7 FSA Writing**

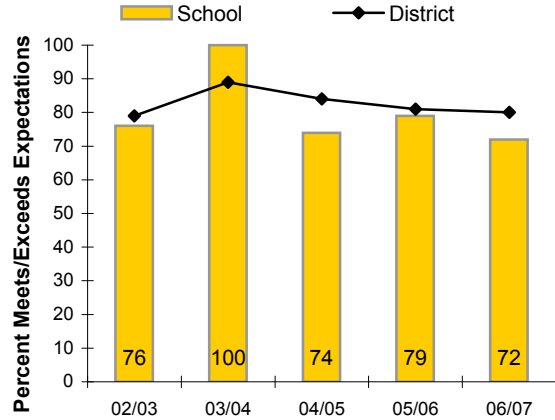
Meets/Exceeds Expectations Participation



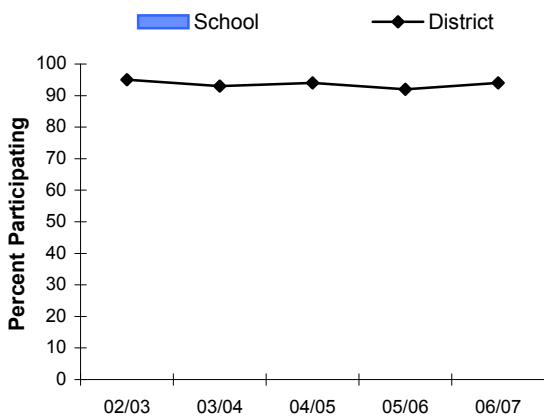
**Comparison Results:  
Grade 4 FSA Writing**



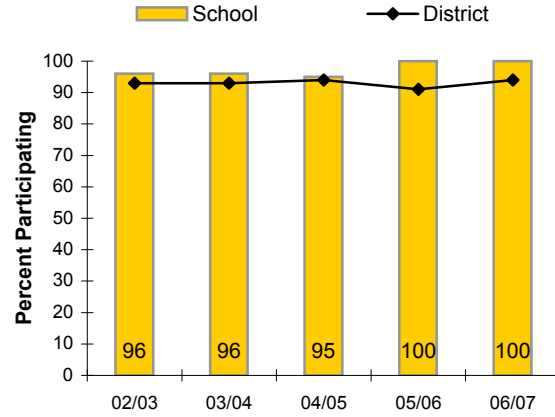
**Comparison Results:  
Grade 7 FSA Writing**



**Comparison Participation:  
Grade 4 FSA Writing**



**Comparison Participation:  
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, participation rates, staff changes, local events, etc.

### DATA SYMBOLS

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

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

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

### GRADE 4

### NUMERACY



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	-	-	-	86	87	-	-	96	92
03/04	-	-	-	84	88	-	-	92	91
04/05	-	-	-	90	87	-	-	93	92
05/06	-	-	-	87	86	-	-	93	88
06/07	-	-	-	84	86	-	-	94	88

### GRADE 7

### NUMERACY



School Year	Students enrolled #	Meeting or Exceeding Expectations				Participation			
		School #	School %	District %	Province % *	School #	School %	District %	Province % *
02/03	26	22	88	79	84	25	96	93	92
03/04	26	19	79	80	83	25	96	93	91
04/05	44	30	73	82	83	41	93	92	92
05/06	30	27	93	83	84	30	100	90	88
06/07	31	14	52	74	82	32	100	95	89

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

### NOTES

---



---



---

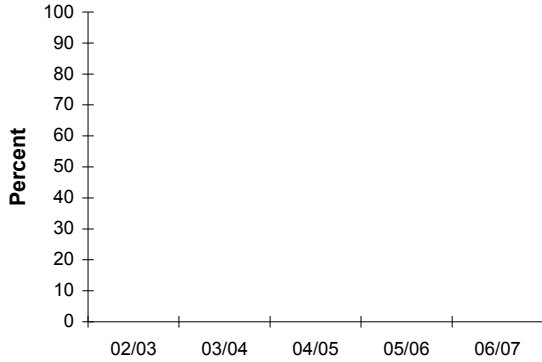
\* Data represent Public and Independent schools combined.

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

**School Data:**

**Grade 4 FSA Numeracy**

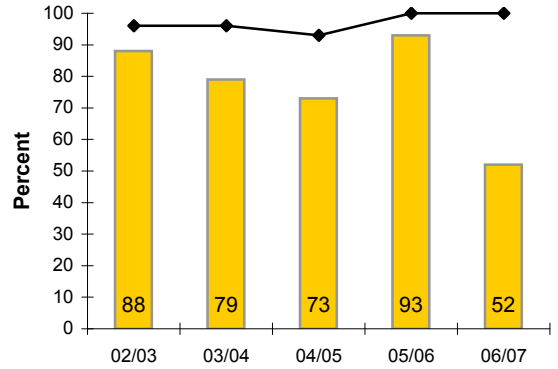
Meets/Exceeds Expectations Participation



**School Data:**

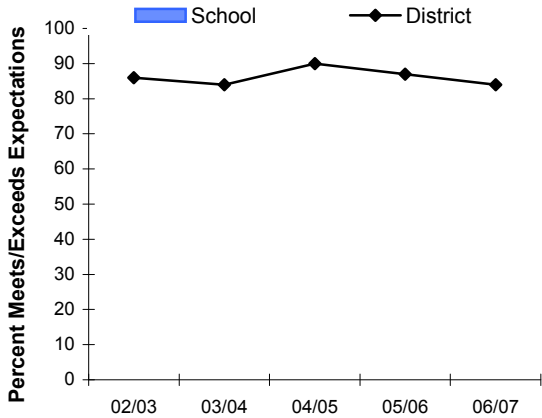
**Grade 7 FSA Numeracy**

Meets/Exceeds Expectations Participation



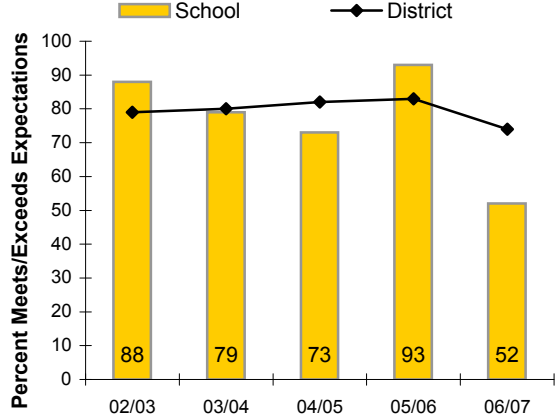
**Comparison Results:**

**Grade 4 FSA Numeracy**



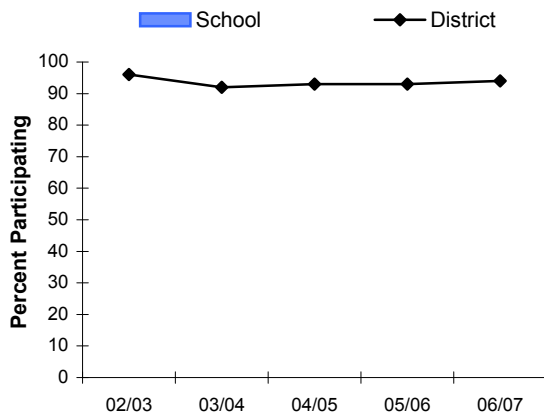
**Comparison Results:**

**Grade 7 FSA Numeracy**



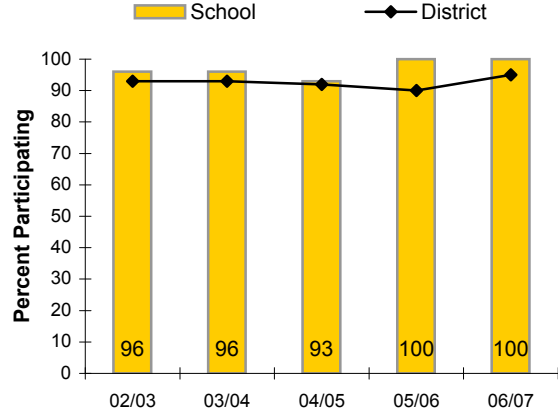
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**Grade 7 FSA Numeracy**



---

## 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 of the report 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 2006/2007) 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 2006/2007 school year where the subject was mandatory/required for them (if they were registered in a pre-2004 graduation program in the 2006/2007 school year).

Data is only presented for the 2006/2007 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:

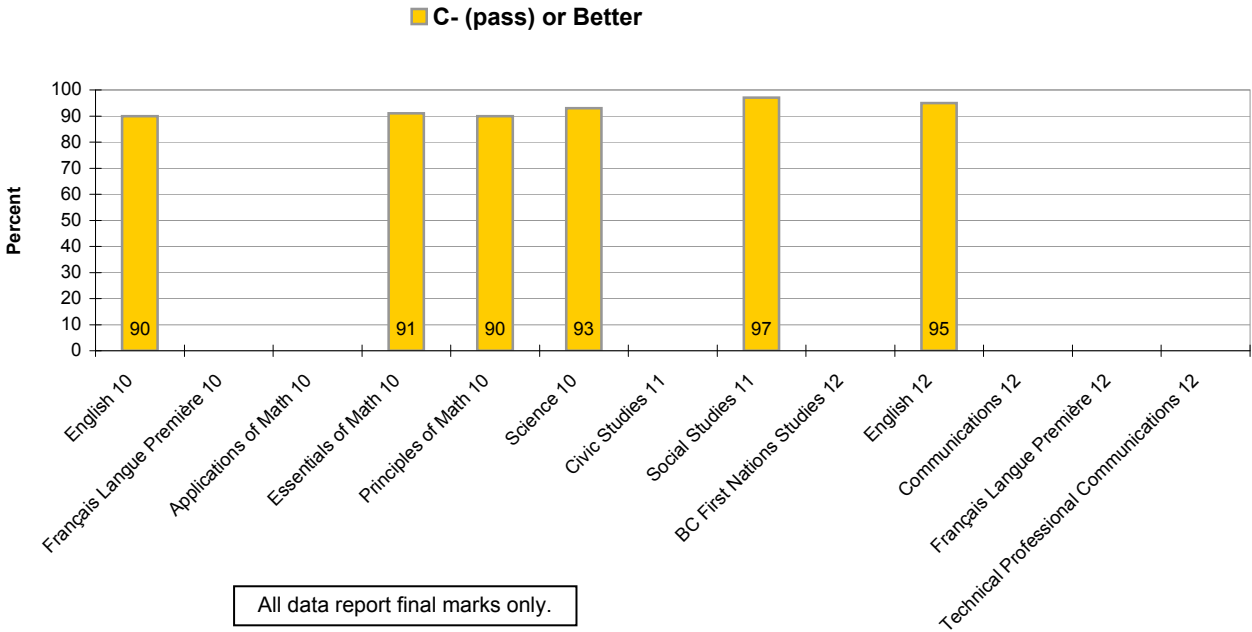
<http://www.bced.gov.bc.ca/reporting/exams/welcome.php>

**PROVINCIAL FINAL MARK RESULTS**

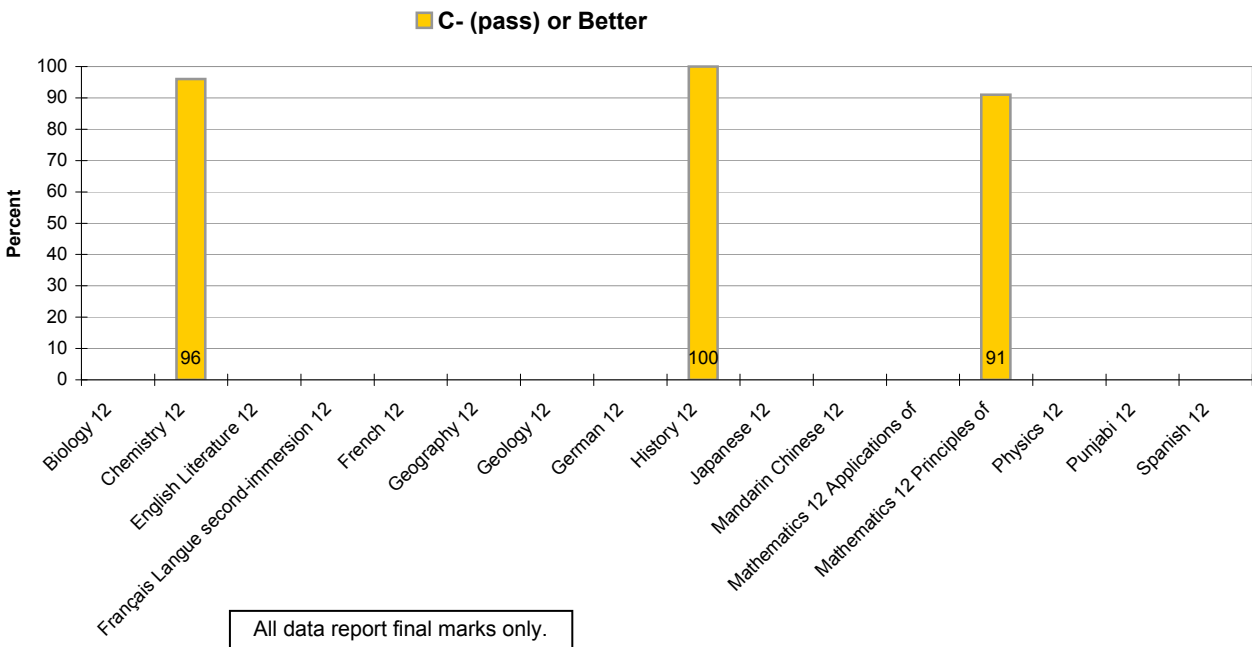
**DATA SYMBOLS**

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

**PASS RATE - 2006/07 - REQUIRED EXAMINATIONS**



**PASS RATE - 2006/07 - OPTIONAL EXAMINATIONS**



## PROVINCIAL FINAL MARK RESULTS: REQUIRED EXAMINATIONS SUMMARY

### 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			
			School #	%	District %	Province * %	School #	%	District %	Province * %
English 10	04/05	25	25	100	98	95	14	56	68	64
	05/06	37	36	97	95	96	27	73	63	65
	06/07	29	26	90	94	95	17	59	64	65
Français Langue Première 10	04/05	-	-	-	-	97	-	-	-	72
	05/06	-	-	-	Msk	97	-	-	Msk	65
	06/07	-	-	-	-	94	-	-	-	64
Mathematics 10, Applications of	04/05	-	-	-	100	91	-	-	40	38
	05/06	-	-	-	100	91	-	-	59	38
	06/07	-	-	-	93	91	-	-	59	38
Mathematics 10, Essentials of	04/05	7	7	100	98	91	2	29	44	41
	05/06	9	8	89	97	92	1	11	58	42
	06/07	11	10	91	96	92	6	55	56	43
Mathematics 10, Principles of	04/05	20	19	95	89	93	12	60	48	60
	05/06	27	25	93	88	92	12	44	50	58
	06/07	20	18	90	88	92	12	60	45	57
Science 10	04/05	24	24	100	97	94	14	58	63	61
	05/06	37	35	95	92	94	26	70	54	58
	06/07	30	28	93	92	93	18	60	55	57
Civic Studies 11	04/05	-	-	-	-	-	-	-	-	-
	05/06	-	-	-	-	96	-	-	-	64
	06/07	-	-	-	-	96	-	-	-	62
Social Studies 11	04/05	-	-	-	-	-	-	-	-	-
	05/06	12	12	100	99	97	6	50	73	68
	06/07	37	36	97	96	96	21	57	57	66
BC First Nations Studies 12	04/05	-	-	-	-	Msk	-	-	-	Msk
	05/06	-	-	-	-	96	-	-	-	54
	06/07	-	-	-	-	94	-	-	-	56
English 12	04/05	13	13	100	99	98	11	85	66	68
	05/06	23	23	100	100	98	10	43	65	68
	06/07	22	21	95	100	98	8	36	67	68
Communications 12	04/05	8	8	100	98	97	2	25	57	47
	05/06	Msk	Msk	Msk	95	97	Msk	Msk	51	46
	06/07	Msk	Msk	Msk	98	97	Msk	Msk	80	49
Français Langue Première 12	04/05	-	-	-	-	100	-	-	-	79
	05/06	-	-	-	-	100	-	-	-	74
	06/07	-	-	-	-	99	-	-	-	71
Technical Professional Communications 12	04/05	-	-	-	-	98	-	-	-	50
	05/06	-	-	-	-	97	-	-	-	52
	06/07	-	-	-	-	97	-	-	-	56

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

\* Data represent Public and Independent schools combined.

All data report final marks only.

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

[Aboriginal Student Results](#)      [Male/Female Results](#)      [Special Needs Results](#)

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 FINAL MARK RESULTS: OPTIONAL EXAMINATIONS SUMMARY

### 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			
			School #	School %	District %	Province %	School #	School %	District %	Province %
Biology 12	0607	Msk	Msk	Msk	85	95	Msk	Msk	58	66
Chemistry 12	0607	23	22	96	98	96	19	83	79	74
English Literature 12	0607	-	-	-	100	98	-	-	89	83
Français Langue Seconde-Immersion 12	0607	-	-	-	-	99	-	-	-	77
French 12	0607	-	-	-	100	99	-	-	86	86
Geography 12	0607	-	-	-	100	97	-	-	88	72
Geology 12	0607	-	-	-	100	96	-	-	76	61
German 12	0607	-	-	-	100	99	-	-	91	94
History 12	0607	11	11	100	100	97	5	45	80	70
Japanese 12	0607	-	-	-	-	99	-	-	-	89
Mandarin Chinese 12	0607	-	-	-	-	100	-	-	-	96
Mathematics 12, Applications of	0607	-	-	-	-	91	-	-	-	43
Mathematics 12, Principles of	0607	11	10	91	96	95	7	64	72	70
Physics 12	0607	-	-	-	100	97	-	-	82	79
Punjabi 12	0607	-	-	-	-	99	-	-	-	86
Spanish 12	0607	-	-	-	-	98	-	-	-	84

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

\* Data represent Public and Independent schools combined.

All data report final marks only.

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

[Aboriginal Student Results](#)      [Male/Female Results](#)      [Special Needs Results](#)

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 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

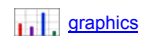
" 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%

" - " (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

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

### GRADE-TO-GRADE TRANSITION



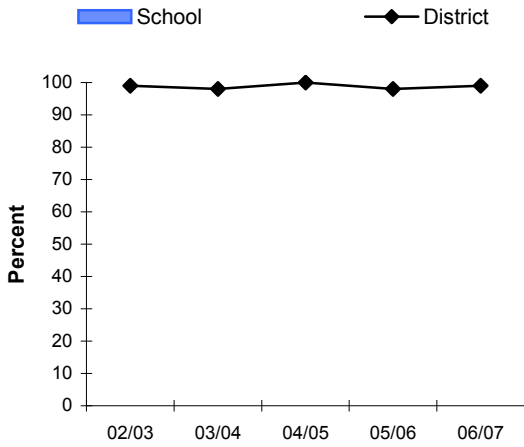
	Transition to a Higher Grade From:	School Year	Total Students In Grade #	Transition Rates			
				School #	School %	District %	Province * %
Current	Grade 6	06/07	-	-	-	99	97
	Grade 7	06/07	30	30	100	98	97
	Grade 8	06/07	36	35	97	97	95
	Grade 9	06/07	39	39	100	96	95
	Grade 10	06/07	27	26	96	90	90
	Grade 11	06/07	33	26	79	81	83
Historical	Grade 6	02/03	-	-	-	99	97
		03/04	-	-	-	98	97
		04/05	-	-	-	100	97
		05/06	-	-	-	98	97
		06/07	-	-	-	99	97
	Grade 7	02/03	26	26	100	98	97
		03/04	26	25	96	99	97
		04/05	44	44	100	98	97
		05/06	32	32	100	99	97
		06/07	30	30	100	98	97
	Grade 8	02/03	29	27	93	95	95
		03/04	34	33	97	96	95
		04/05	32	31	97	98	95
		05/06	46	42	91	95	95
		06/07	36	35	97	97	95
	Grade 9	02/03	34	31	91	94	94
		03/04	25	24	96	95	94
		04/05	36	34	94	95	94
		05/06	30	28	93	94	94
		06/07	39	39	100	96	95

\* Data represent public schools only

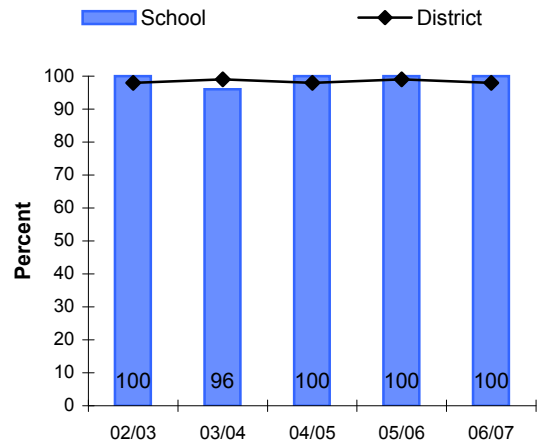


GRADE-TO-GRADE TRANSITION

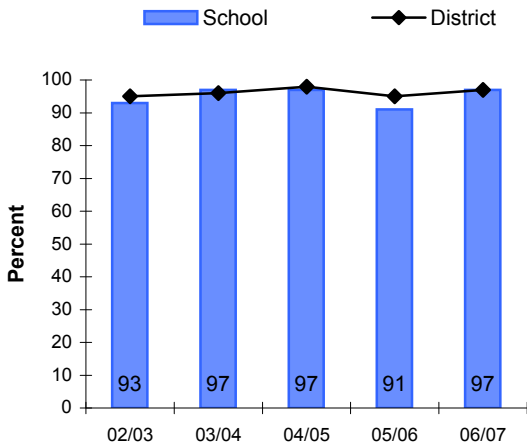
Transition: Grade 6 to Higher Grade



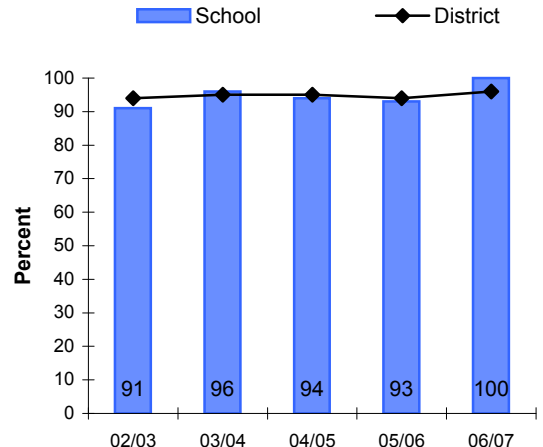
Transition: Grade 7 to Higher Grade



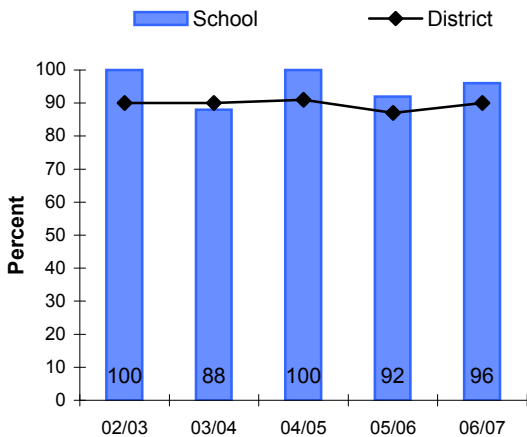
Transition: Grade 8 to Higher Grade



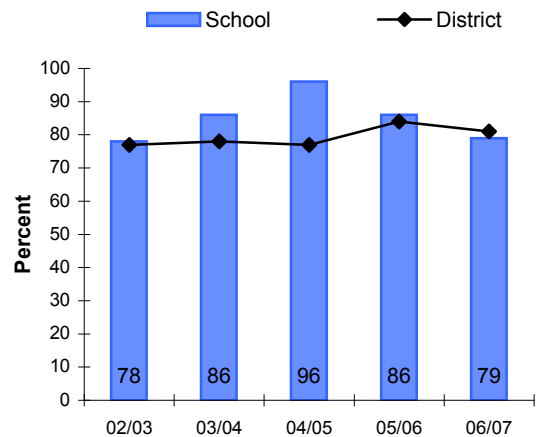
Transition: Grade 9 to Higher Grade



Transition: Grade 10 to Higher Grade



Transition: Grade 11 to Higher Grade



**GRADE 12 GRADUATION**

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**



School Year	1 <sup>st</sup> Time Gr 12 September #	Graduates			
		School #	School %	District %	Province * %
02/03	27	23	85	81	75
03/04	17	15	88	86	75
04/05	20	20	100	86	76
05/06	29	27	93	87	77
06/07	23	20	87	90	78

**Note:** Studies first-time students in reported school who graduate later from any school. Total graduates may differ from figure on page 22 who graduated from this school.

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

---

---

---

---

---

---

---

---

---

---

\* Data represents 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

**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 Award.

### 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 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Sep/Feb Gr 12 Students #	Scholarship Recipients (\$1000) #	Scholarship Recipients (\$2000) #	Scholarship Recipients (\$2500) #
02/03	28	4	-	
03/04	17	1	-	
04/05	20	-	-	
05/06	28	1	-	
06/07	25	-		-

### DOGWOOD DISTRICT/AUTHORITY AWARD

School Year	Sep/Feb Gr 12 Students #	Scholarship Recipients #
02/03	28	-
03/04	17	-
04/05	20	1
05/06	28	1
06/07	25	2

### PASSPORT TO EDUCATION (STAMP)

School Year	Grade 10		Grade 11		Grade 12		Total Students Eligible for Stamp #
	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 #	
06/07	28	5	36	6	25	4	15



**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 a 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 #	Transition Within 1 Year After Graduation				Transition 2-3 Years After Graduation			
		School #	School %	District %	Province * %	School #	School %	District %	Province * %
01/02	24	10	42	37	52	5	21	28	16
02/03	24	11	46	38	52	4	17	22	16
03/04	16	9	56	39	51	0	0	15	13
04/05	20	8	40	31	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**

---

---

---

---

---

---

---

---

---

---

\* Data for "Province" represents students who attended public and/or independent 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 (2006/07)

	Students Enrolled February #	Students Responded #	Student Participation %
Grade 3/4	-	-	-
Grade 7	31	26	84
Grade 10	29	28	97
Grade 12	23	9	39

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

#### • Do you like school?



Student Responses	At No Time %	Few Times %	Some Times %	Many Times %	All of the Time %	Don't Know %
Grade 3/4	-	-	-	-	-	-
Grade 7	0	19	46	27	8	0
Grade 10	11	11	14	54	11	0
Grade 12	11	0	44	33	11	0

#### • 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	-	-	-	-	-	-
Grade 7	4	4	12	38	42	0
Grade 10	0	4	22	22	52	0
Grade 12	11	0	22	22	44	0

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

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

Student Responses	At No Time %	Few Times %	Some Times %	Many Times %	All of the Time %	Don't Know %
Grade 3/4	-	-	-	-	-	-
Grade 7	4	0	12	38	42	4
Grade 10	0	0	25	25	39	11
Grade 12	22	0	11	22	44	0

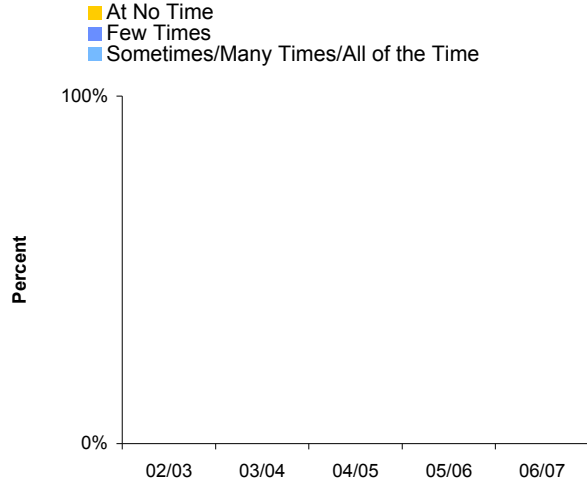


SATISFACTION SURVEY

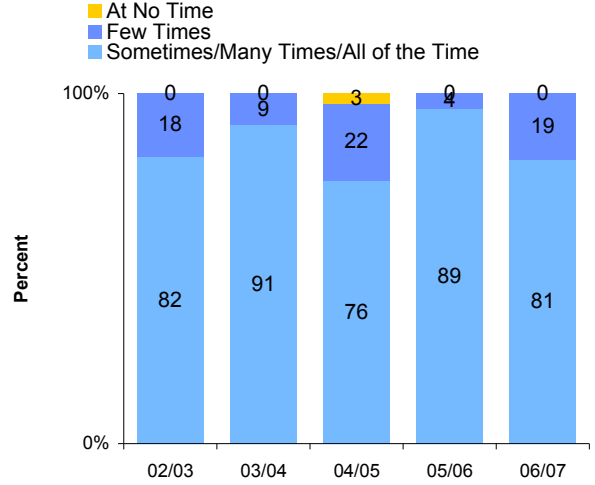
Note: "Don't know" is not included in the following charts so values may not add up to 100%

Do you like school?

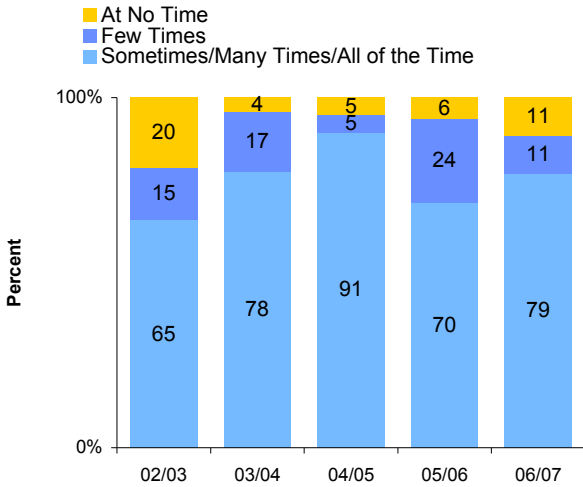
Grade 3/4 Student Responses



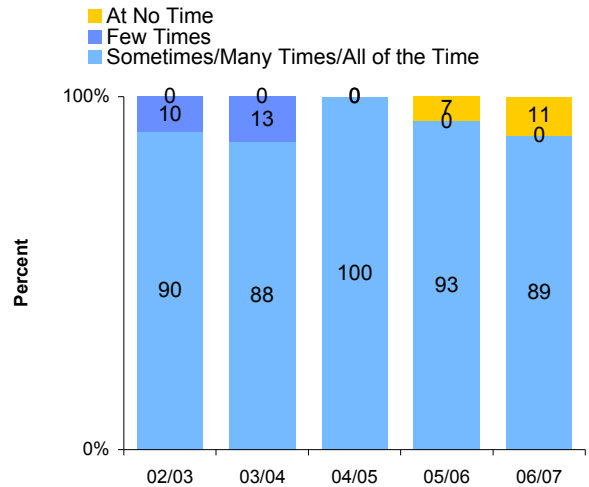
Grade 7 Student Responses



Grade 10 Student Responses



Grade 12 Student Responses



NOTES

---



---



---



---



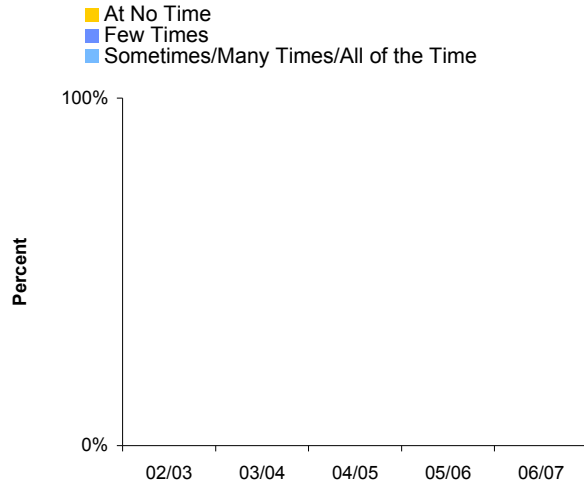
---

**SATISFACTION SURVEY**

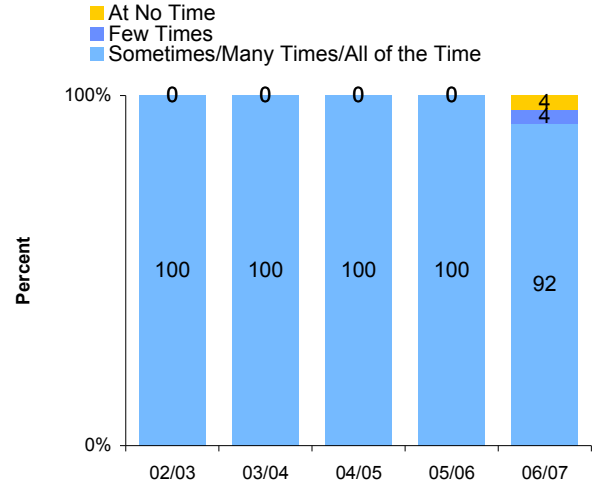
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

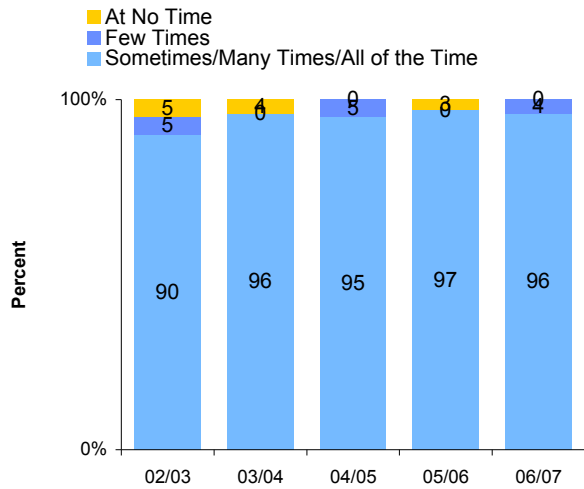
**Grade 3/4 Student Responses**



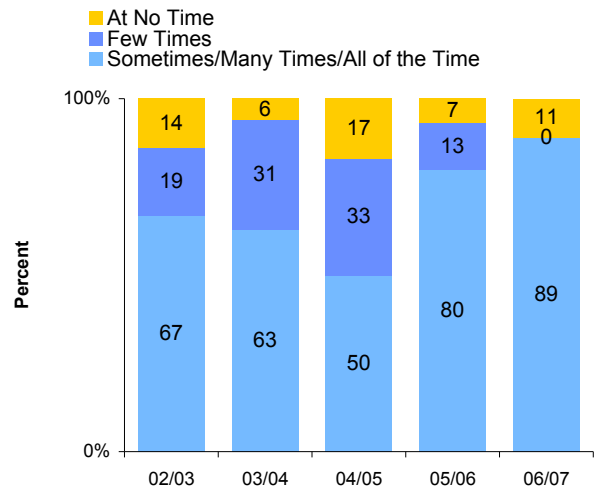
**Grade 7 Student Responses**



**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

---



---



---



---



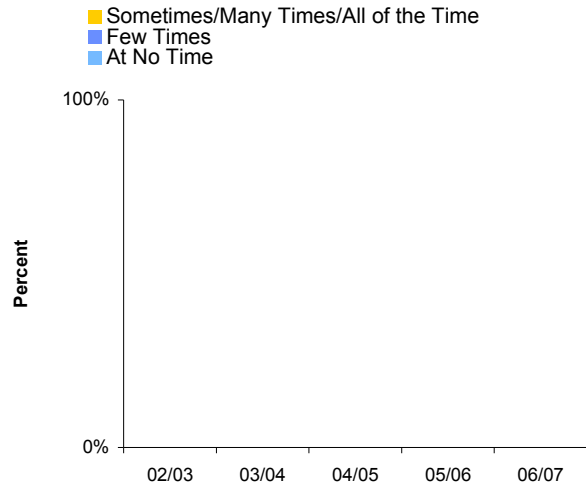
---

**SATISFACTION SURVEY**

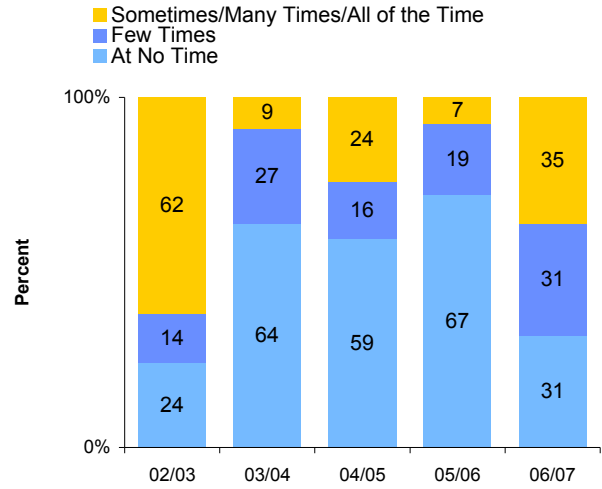
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

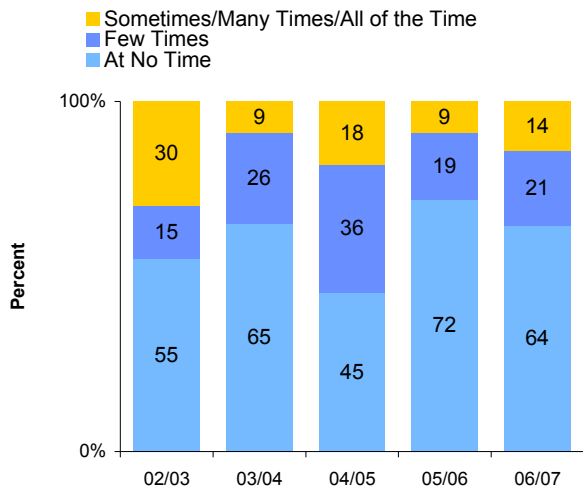
**Grade 3/4 Student Responses**



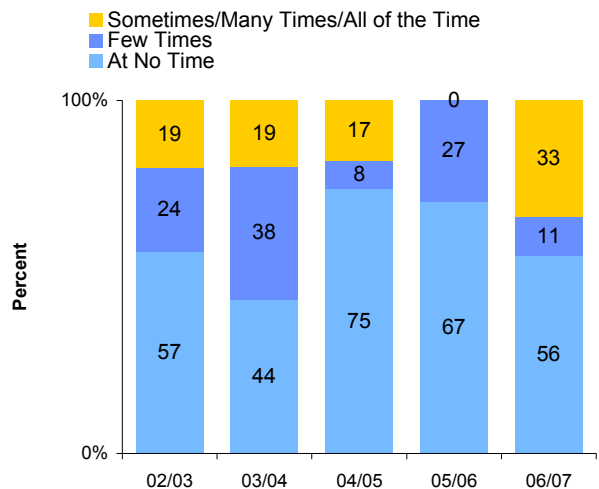
**Grade 7 Student Responses**



**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

---



---



---



---



---

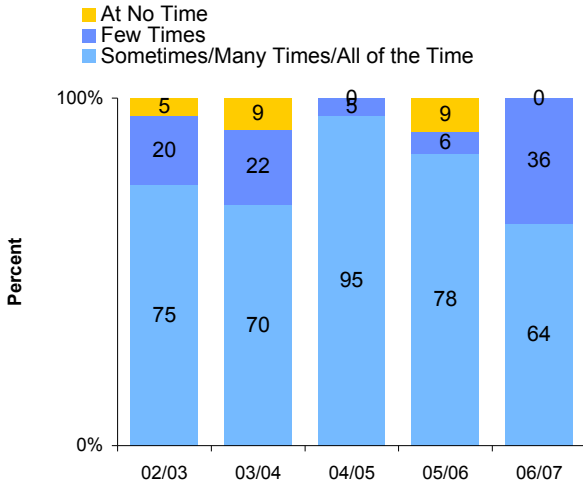
\* Particular attention should be drawn to top (gold) stack indicating students responding "Sometimes/Many Times/All of the Time"

**SATISFACTION SURVEY**

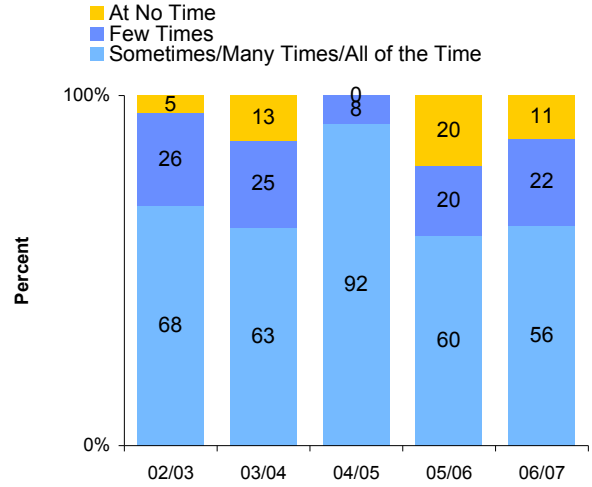
Note: "Don't know" is not included in the following charts so values may not add up to 100%

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

**Grade 10 Student Responses**

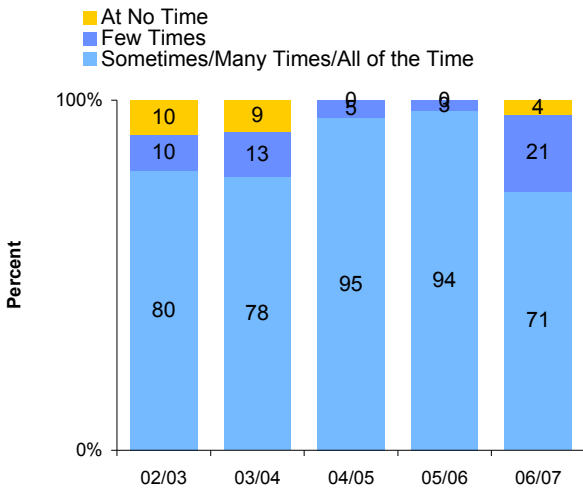


**Grade 12 Student Responses**

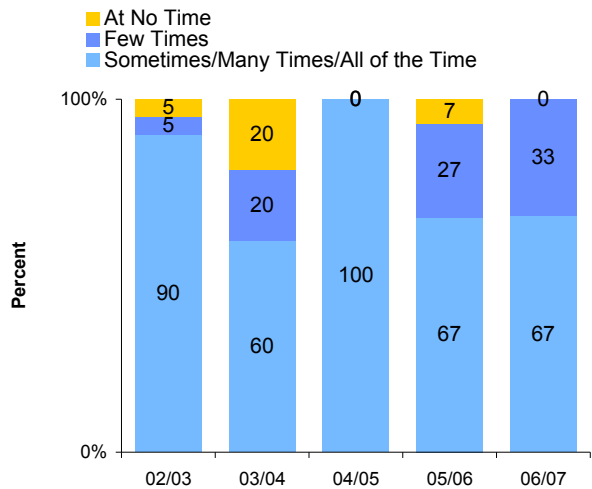


• Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

**Grade 10 Student Responses**



**Grade 12 Student Responses**



**NOTES**

---



---



---



---



---

## **STUDENT GROUPS: ABORIGINAL RESULTS**

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

### ABORIGINAL

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

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

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

#### DATA SYMBOLS

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

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

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

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

 [graphics](#)

##### READING COMPREHENSION

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %				
02/03	-	-	-	-	-	-	50	78	-	-	-	-	100	94
03/04	-	-	-	-	-	-	57	79	-	-	-	-	90	93
04/05	-	-	-	-	-	-	69	82	-	-	-	-	78	96
05/06	-	-	-	-	-	-	82	81	-	-	-	-	92	93
06/07	-	-	-	-	-	-	65	74	-	-	-	-	94	94

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

 [graphics](#)

##### READING COMPREHENSION

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %				
02/03	Msk	24	Msk	Msk	19	83	55	81	Msk	Msk	24	100	89	95
03/04	Msk	25	Msk	Msk	22	92	55	82	Msk	Msk	24	96	79	94
04/05	Msk	40	Msk	Msk	28	74	55	85	Msk	Msk	38	95	87	95
05/06	Msk	27	Msk	Msk	22	81	33	78	Msk	Msk	27	100	77	95
06/07	7	24	4	67	12	57	63	71	7	100	25	100	93	94

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

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

#### NOTES

---



---



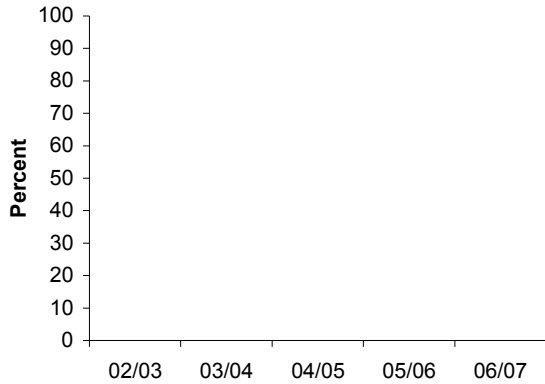
---

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

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

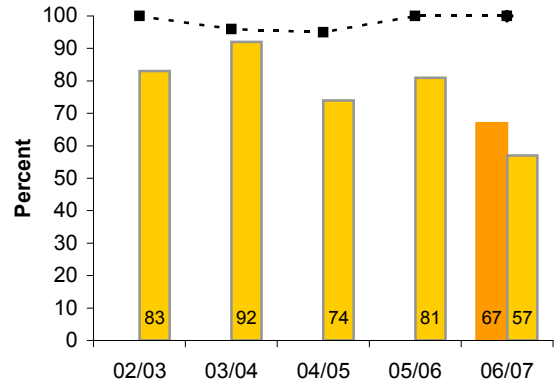
**School Data:**

**Grade 4 FSA Reading**



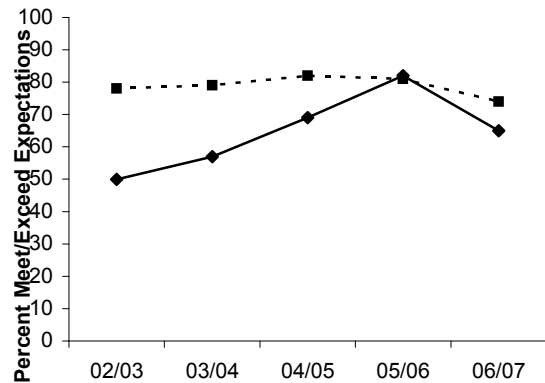
**School Data:**

**Grade 7 FSA Reading**



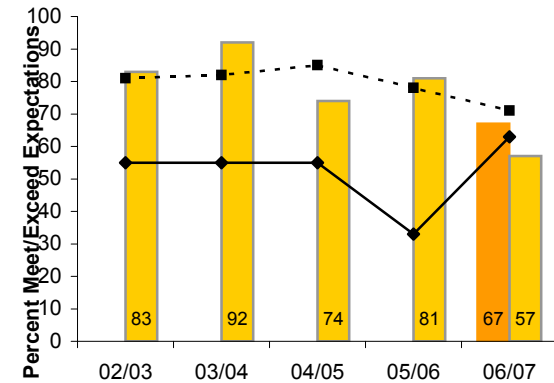
**Comparison Results:**

**Grade 4 FSA Reading**



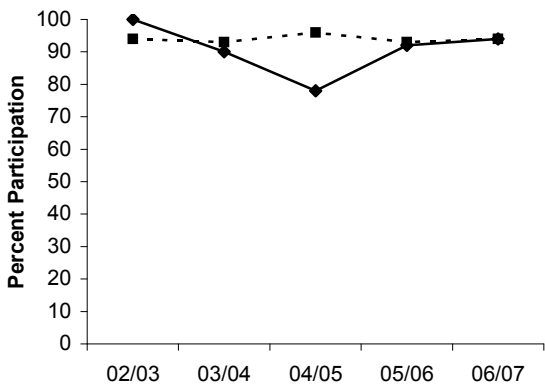
**Comparison Results:**

**Grade 7 FSA Reading**



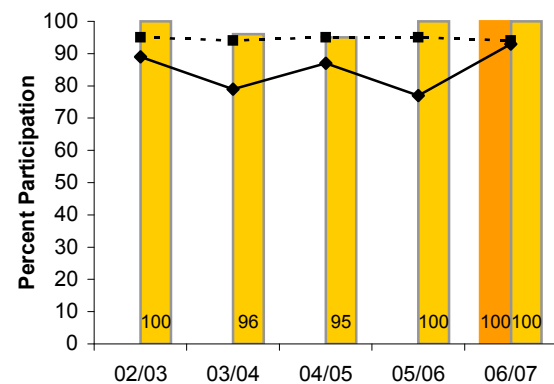
**Comparison Participation:**

**Grade 4 FSA Reading**



**Comparison Participation:**

**Grade 7 FSA Reading**



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

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

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

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

### DATA SYMBOLS

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

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

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

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



#### WRITING

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %				
02/03	-	-	-	-	-	-	75	89	-	-	-	-	100	94
03/04	-	-	-	-	-	-	79	83	-	-	-	-	90	93
04/05	-	-	-	-	-	-	86	93	-	-	-	-	83	96
05/06	-	-	-	-	-	-	79	85	-	-	-	-	92	92
06/07	-	-	-	-	-	-	88	85	-	-	-	-	94	94

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



#### WRITING

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %				
02/03	Msk	24	Msk	Msk	18	75	69	79	Msk	Msk	24	100	86	94
03/04	Msk	25	Msk	Msk	22	100	73	90	Msk	Msk	24	96	82	94
04/05	Msk	40	Msk	Msk	29	76	64	87	Msk	Msk	38	95	84	95
05/06	Msk	27	Msk	Msk	20	77	66	83	Msk	Msk	27	100	77	93
06/07	7	24	6	86	17	68	81	80	7	100	25	100	93	94

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

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

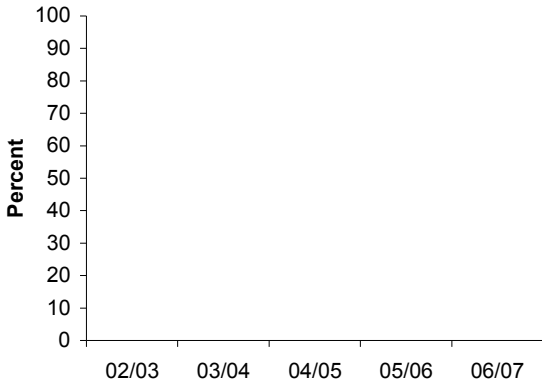
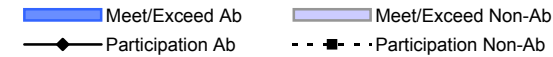
### NOTES

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

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

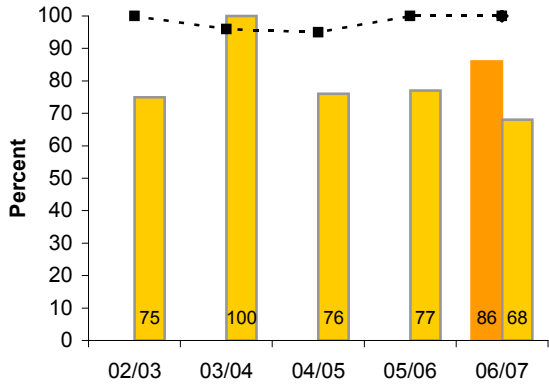
**School Data:**

**Grade 4 FSA Writing**



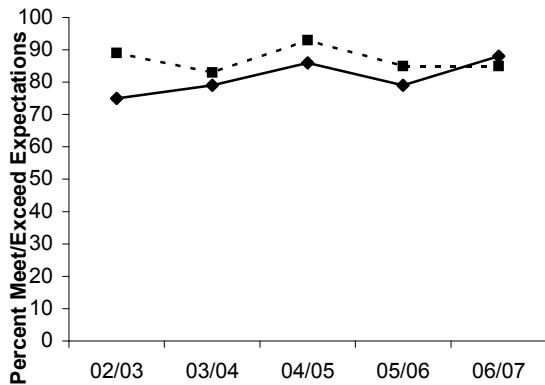
**School Data:**

**Grade 7 FSA Writing**



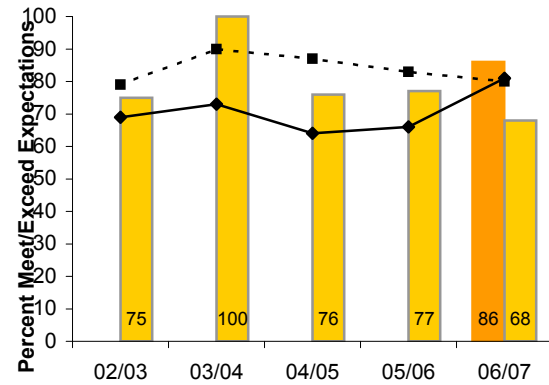
**Comparison Results:**

**Grade 4 FSA Writing**



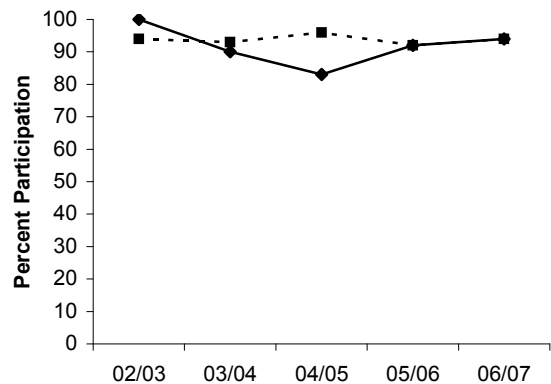
**Comparison Results:**

**Grade 7 FSA Writing**



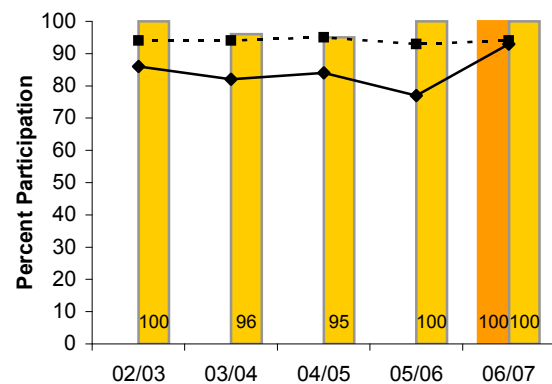
**Comparison Participation:**

**Grade 4 FSA Writing**



**Comparison Participation:**

**Grade 7 FSA Writing**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY

### ABORIGINAL

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

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

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

### DATA SYMBOLS

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

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

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

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

 [graphics](#)

#### NUMERACY

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %				
02/03	-	-	-	-	-	-	70	88	-	-	-	-	97	96
03/04	-	-	-	-	-	-	69	86	-	-	-	-	90	92
04/05	-	-	-	-	-	-	95	89	-	-	-	-	80	96
05/06	-	-	-	-	-	-	86	87	-	-	-	-	94	93
06/07	-	-	-	-	-	-	88	84	-	-	-	-	92	94

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

 [graphics](#)

#### NUMERACY

School Year	Students enrolled # Ab	Students enrolled # N-Ab	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %				
02/03	Msk	24	Msk	Msk	21	88	60	81	Msk	Msk	24	100	86	94
03/04	Msk	25	Msk	Msk	19	83	73	80	Msk	Msk	24	96	82	94
04/05	Msk	40	Msk	Msk	27	73	69	84	Msk	Msk	37	93	80	94
05/06	Msk	27	Msk	Msk	25	93	61	86	Msk	Msk	27	100	77	92
06/07	7	24	5	71	9	45	67	75	7	100	25	100	93	95

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

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

### NOTES

---



---



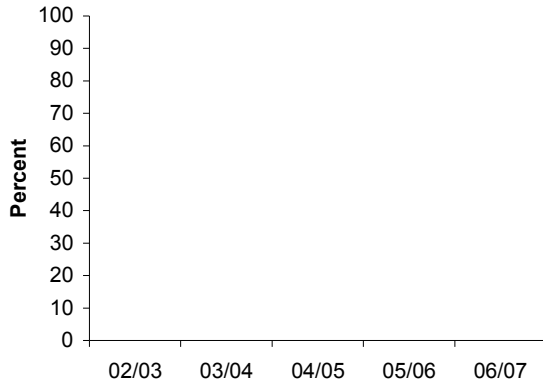
---

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

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

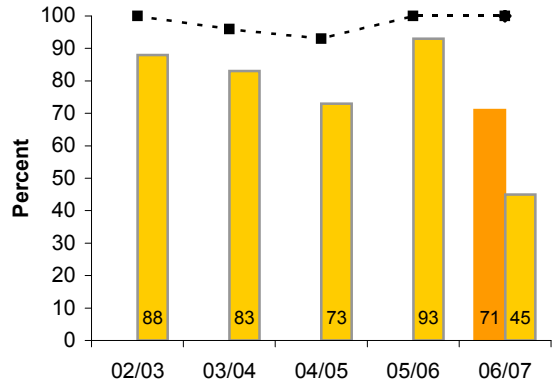
**School Data:**

**Grade 4 FSA Numeracy**



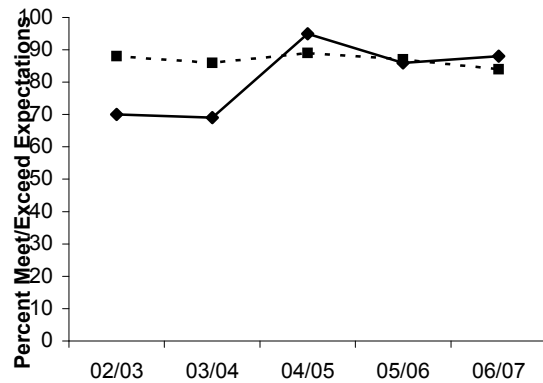
**School Data:**

**Grade 7 FSA Numeracy**



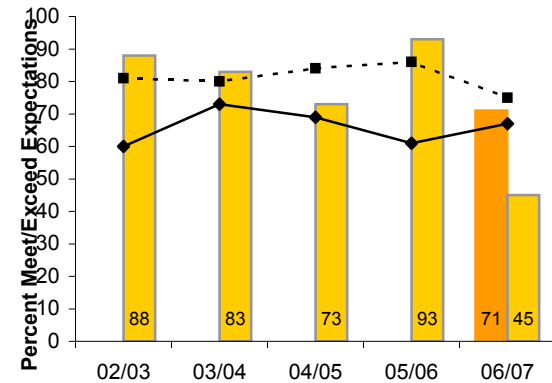
**Comparison Results:**

**Grade 4 FSA Numeracy**



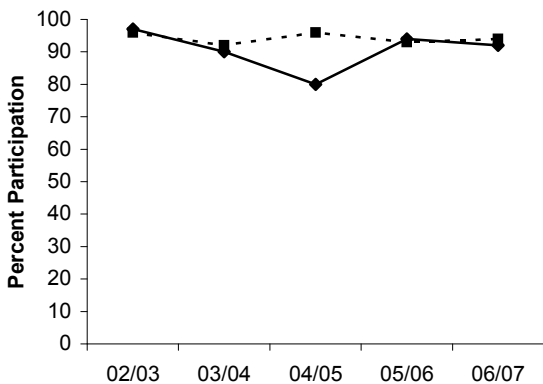
**Comparison Results:**

**Grade 7 FSA Numeracy**



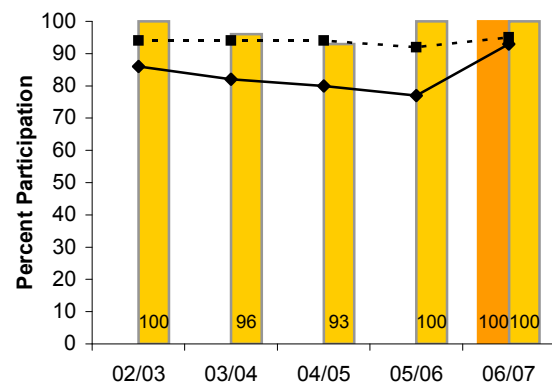
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**Grade 7 FSA Numeracy**



## PROVINCIAL FINAL MARK 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

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

Subject	School Year	Students Assigned Blended Final Mark		C- (pass) or Better						C+ (good) or Better					
		#Ab	#N-Ab	School		District		School		District					
				Ab	N-Ab	Ab	N-Ab	Ab	N-Ab	Ab	N-Ab				
#	%	#	%	%	%	#	%	%	%						
English 10	0405	Msk	21	Msk	Msk	21	100	100	98	Msk	Msk	12	57	70	68
	0506	Msk	34	Msk	Msk	33	97	90	95	Msk	Msk	25	74	52	64
	0607	Msk	26	Msk	Msk	24	92	78	95	Msk	Msk	16	62	30	67
Français Langue Première 10	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	Msk	-	-	-	-	-	-	Msk
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 10, Applications of	0405	-	-	-	-	-	-	-	100	-	-	-	-	-	40
	0506	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	63
	0607	-	-	-	-	-	-	Msk	92	-	-	-	-	Msk	54
Mathematics 10, Essentials of	0405	Msk	5	Msk	Msk	5	100	100	98	Msk	Msk	1	20	40	44
	0506	-	9	-	-	8	89	100	97	-	-	1	11	63	57
	0607	Msk	10	Msk	Msk	9	90	100	95	Msk	Msk	5	50	43	59
Mathematics 10, Principles of	0405	Msk	17	Msk	Msk	16	94	93	88	Msk	Msk	9	53	43	48
	0506	Msk	24	Msk	Msk	22	92	88	88	Msk	Msk	11	46	44	51
	0607	Msk	19	Msk	Msk	17	89	100	87	Msk	Msk	11	58	22	46
Science 10	0405	Msk	20	Msk	Msk	20	100	95	97	Msk	Msk	12	60	45	64
	0506	Msk	34	Msk	Msk	32	94	80	93	Msk	Msk	24	71	40	55
	0607	Msk	27	Msk	Msk	26	96	73	94	Msk	Msk	16	59	35	57
Civic Studies 11	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies 11	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	Msk	10	Msk	Msk	10	100	100	99	Msk	Msk	5	50	53	75
	0607	Msk	33	Msk	Msk	32	97	93	96	Msk	Msk	20	61	50	58
BC First Nations Studies 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English 12	0405	Msk	10	Msk	Msk	10	100	100	99	Msk	Msk	9	90	33	68
	0506	Msk	22	Msk	Msk	22	100	100	100	Msk	Msk	9	41	60	65
	0607	Msk	19	Msk	Msk	18	95	100	100	Msk	Msk	7	37	55	69
Communications 12	0405	Msk	6	Msk	Msk	6	100	Msk	98	Msk	Msk	2	33	Msk	58
	0506	Msk	Msk	Msk	Msk	Msk	Msk	90	96	Msk	Msk	Msk	Msk	40	53
	0607	-	Msk	-	-	Msk	Msk	Msk	97	-	-	Msk	Msk	Msk	79
Français Langue Première 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical Professional Communications 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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 FINAL MARK 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

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

Subject	School Year	Students Assigned Blended Final Mark		C- (pass) or Better						C+ (good) or Better					
		#Ab	#N-Ab	School		District		School		District					
				Ab	N-Ab	Ab	N-Ab	Ab	N-Ab	Ab	N-Ab				
#	%	#	%	%	%	#	%	%	%						
Biology 12	0607	-	Msk	-	-	Msk	Msk	Msk	84	-	-	Msk	Msk	Msk	58
Chemistry 12	0607	Msk	20	Msk	Msk	19	95	100	98	Msk	Msk	16	80	80	78
English Literature 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	88
Français Langue Seconde-Immersion 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
French 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	85
Geography 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	88
Geology 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	74
German 12	0607	-	-	-	-	-	-	-	100	-	-	-	-	-	91
History 12	0607	-	11	-	-	11	100	100	100	-	-	5	45	78	80
Japanese 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandarin Chinese 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 12, Applications of	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 12, Principles of	0607	Msk	10	Msk	Msk	9	90	Msk	96	Msk	Msk	6	60	Msk	73
Physics 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	83
Punjabi 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spanish 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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)

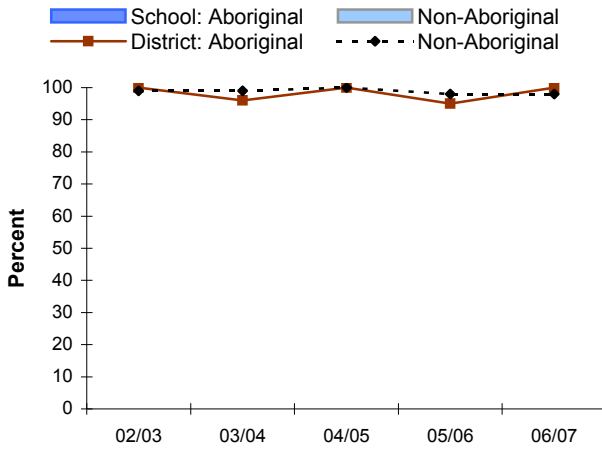


	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade Ab	In Grade N-Ab	School		District			
			#	#	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
Current	Grade 6	06/07	-	-	-	-	-	-	100	98
	Grade 7	06/07	7	23	7	100	23	100	100	97
	Grade 8	06/07	Msk	32	Msk	Msk	31	97	98	97
	Grade 9	06/07	Msk	35	Msk	Msk	35	100	95	96
	Grade 10	06/07	Msk	25	Msk	Msk	24	96	64	94
	Grade 11	06/07	Msk	29	Msk	Msk	24	83	68	82
Historical	Grade 6	02/03	-	-	-	-	-	-	100	99
		03/04	-	-	-	-	-	-	96	99
		04/05	-	-	-	-	-	-	100	100
		05/06	-	-	-	-	-	-	95	98
		06/07	-	-	-	-	-	-	100	98
	Grade 7	02/03	Msk	24	Msk	Msk	24	100	100	97
		03/04	Msk	25	Msk	Msk	24	96	100	98
		04/05	Msk	40	Msk	Msk	40	100	100	98
		05/06	Msk	29	Msk	Msk	29	100	98	99
		06/07	7	23	7	100	23	100	100	97
	Grade 8	02/03	Msk	26	Msk	Msk	25	96	74	97
		03/04	Msk	31	Msk	Msk	30	97	94	97
		04/05	Msk	30	Msk	Msk	29	97	90	99
		05/06	6	40	6	100	36	90	95	95
		06/07	Msk	32	Msk	Msk	31	97	98	97
	Grade 9	02/03	Msk	33	Msk	Msk	30	91	89	95
		03/04	Msk	21	Msk	Msk	20	95	90	96
		04/05	Msk	32	Msk	Msk	30	94	83	97
		05/06	Msk	28	Msk	Msk	27	96	84	95
		06/07	Msk	35	Msk	Msk	35	100	95	96

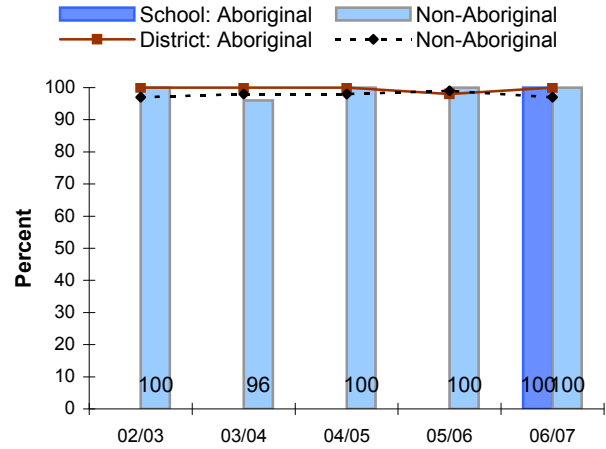


**GRADE-TO-GRADE TRANSITION:  
ABORIGINAL/NON-ABORIGINAL**

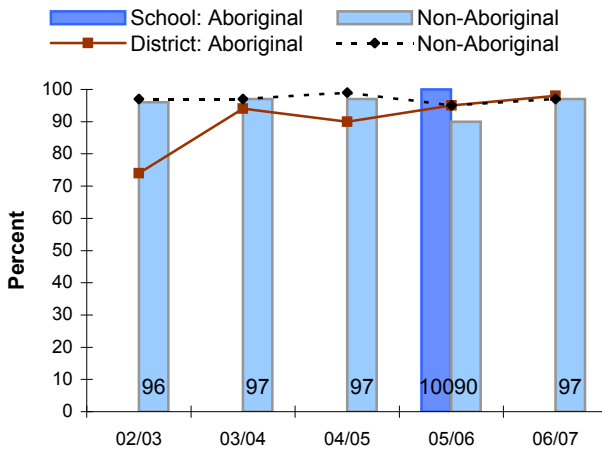
**Aboriginal Transitions:  
Grade 6 to Higher Grade**



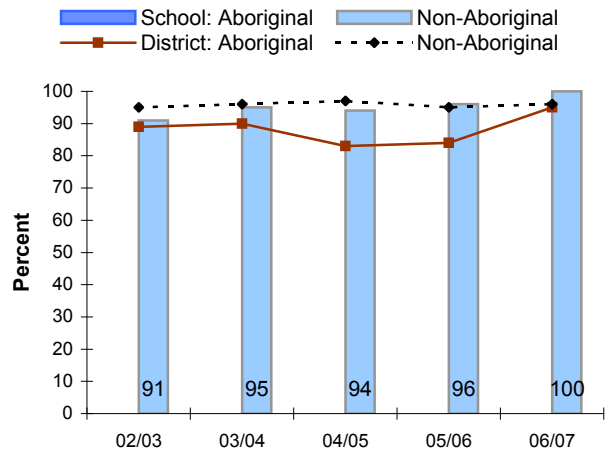
**Aboriginal Transitions:  
Grade 7 to Higher Grade**



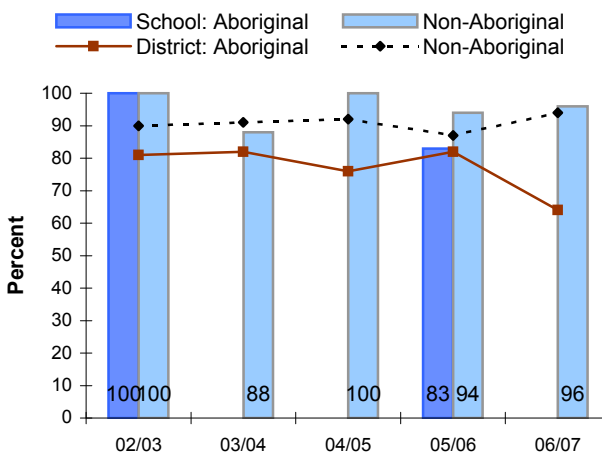
**Aboriginal Transitions:  
Grade 8 to Higher Grade**



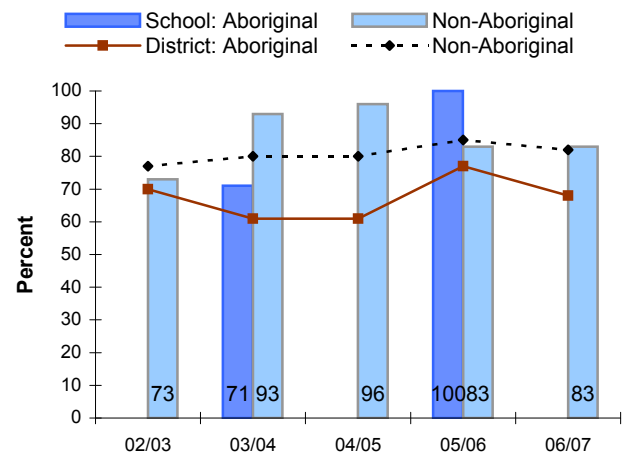
**Aboriginal Transitions:  
Grade 9 to Higher Grade**



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



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



## 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				District	
	Ab #	N-Ab #	Ab #	Ab %	N-Ab #	N-Ab %	Ab %	N-Ab %
02/03	Msk	26	Msk	Msk	22	85	62	81
03/04	Msk	14	Msk	Msk	12	86	79	86
04/05	5	15	5	100	15	100	74	87
05/06	Msk	27	Msk	Msk	25	93	64	89
06/07	5	18	4	80	16	89	80	91

### 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

---

---

---

---

---

---

---

---

---

---

\* Data represents 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, participation rates, staff changes, local events, etc.

### DATA SYMBOLS

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

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

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

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

 [graphics](#)

#### READING COMPREHENSION

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations				Participation				District			
			School		District		School		District		M	F		
			M	F	M	F	M	F	M	F				
#	%	#	%	#	%	#	%	#	%	%	%			
02/03	-	-	-	-	-	-	68	81	-	-	-	-	92	97
03/04	-	-	-	-	-	-	74	78	-	-	-	-	89	96
04/05	-	-	-	-	-	-	77	82	-	-	-	-	91	95
05/06	-	-	-	-	-	-	77	85	-	-	-	-	93	93
06/07	-	-	-	-	-	-	70	75	-	-	-	-	92	95

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

 [graphics](#)

#### READING COMPREHENSION

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations				Participation				District			
			School		District		School		District		M	F		
			M	F	M	F	M	F	M	F				
#	%	#	%	#	%	#	%	#	%	%	%			
02/03	16	10	10	71	10	100	75	82	15	94	10	100	92	96
03/04	10	16	9	90	14	93	75	84	10	100	15	94	89	97
04/05	27	17	18	69	10	63	79	83	26	96	16	94	93	95
05/06	14	16	10	71	13	81	69	76	14	100	16	100	89	95
06/07	14	17	6	50	10	67	67	72	14	100	18	100	88	99

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

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

### NOTES

---



---



---

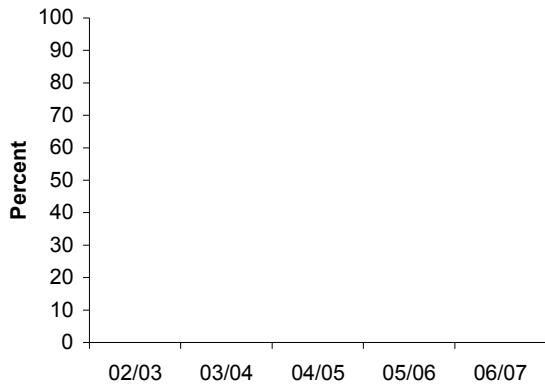
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION**

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

**School Data:**

**Grade 4 FSA Reading**

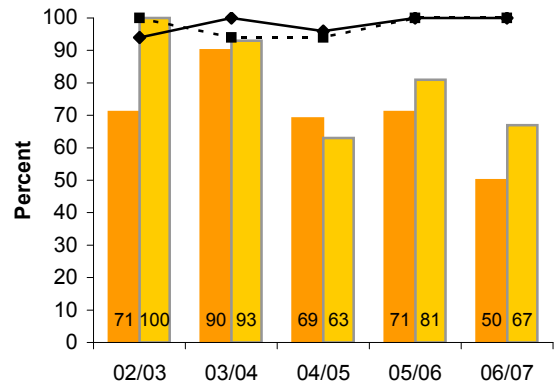
█ Meet/Exceed M      █ Meet/Exceed F  
◆ Participation M      ◆ Participation F



**School Data:**

**Grade 7 FSA Reading**

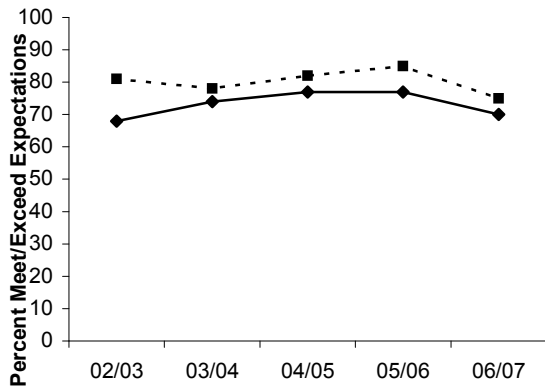
█ Meet/Exceed M      █ Meet/Exceed F  
◆ Participation M      ◆ Participation F



**Comparison Results:**

**Grade 4 FSA Reading**

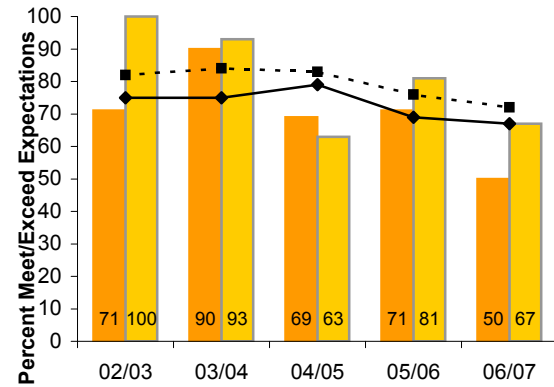
█ School M      █ School F  
◆ District M      ◆ District F



**Comparison Results:**

**Grade 7 FSA Reading**

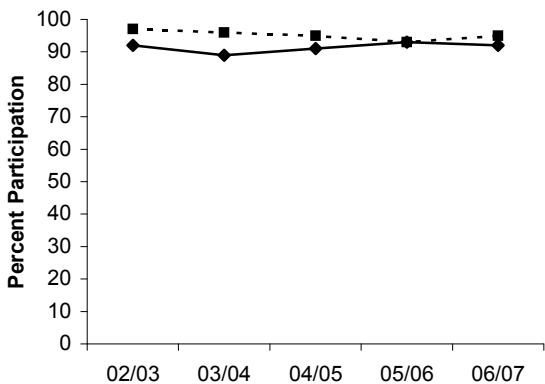
█ School M      █ School F  
◆ District M      ◆ District F



**Comparison Participation:**

**Grade 4 FSA Reading**

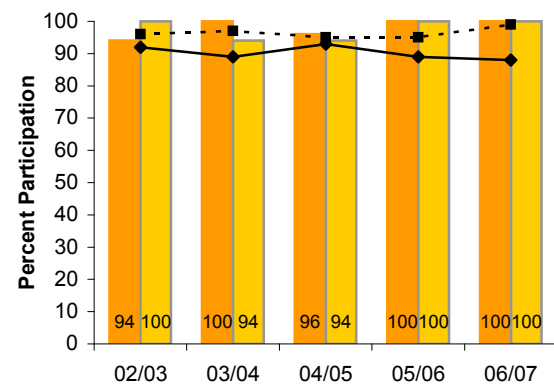
█ School M      █ School F  
◆ District M      ◆ District F



**Comparison Participation:**

**Grade 7 FSA Reading**

█ School M      █ School F  
◆ District M      ◆ District F



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING

### MALE / FEMALE

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

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

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

### DATA SYMBOLS

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

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

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

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

 [graphics](#)

#### WRITING

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			M #	F %	M %	F %	M #	F %	M %	F %				
02/03	-	-	-	-	-	-	82	92	-	-	-	-	92	97
03/04	-	-	-	-	-	-	74	90	-	-	-	-	90	96
04/05	-	-	-	-	-	-	85	97	-	-	-	-	90	97
05/06	-	-	-	-	-	-	78	89	-	-	-	-	91	93
06/07	-	-	-	-	-	-	74	95	-	-	-	-	92	96

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

 [graphics](#)

#### WRITING

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			M #	F %	M %	F %	M #	F %	M %	F %				
02/03	16	10	10	67	9	90	66	90	15	94	10	100	90	96
03/04	10	16	10	100	13	100	84	94	10	100	15	94	89	97
04/05	27	17	18	69	13	81	78	90	26	96	16	94	93	94
05/06	14	16	8	62	15	94	74	88	14	100	16	100	88	94
06/07	14	17	7	50	16	89	69	90	14	100	18	100	89	99

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

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

### NOTES

---



---



---

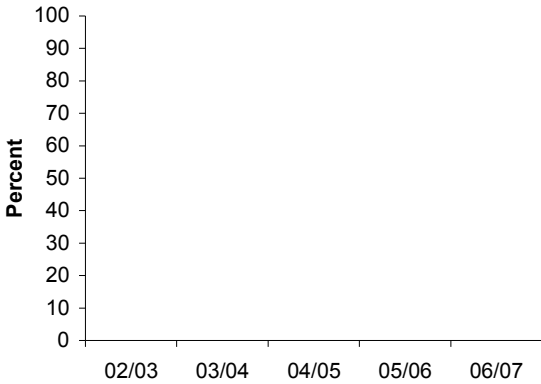
**FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING**

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

**School Data:**

**Grade 4 FSA Writing**

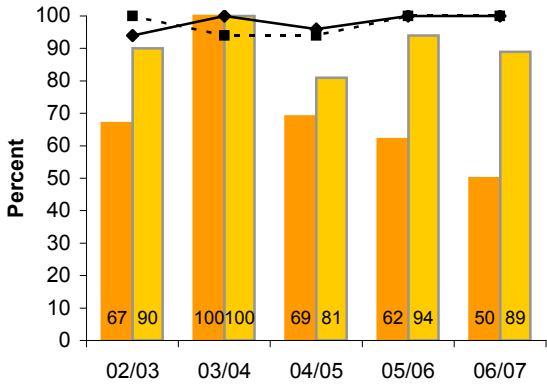
█ Meet/Exceed M      █ Meet/Exceed F  
◆ Participation M      ■ Participation F



**School Data:**

**Grade 7 FSA Writing**

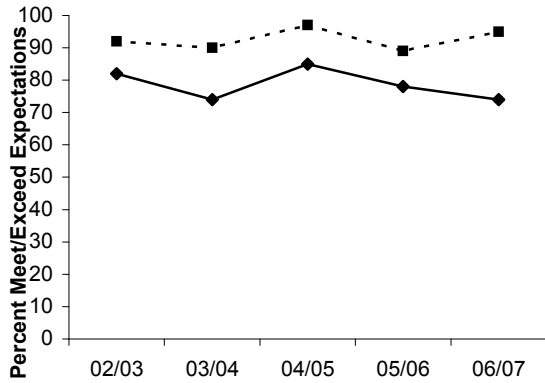
█ Meet/Exceed M      █ Meet/Exceed F  
◆ Participation M      ■ Participation F



**Comparison Results:**

**Grade 4 FSA Writing**

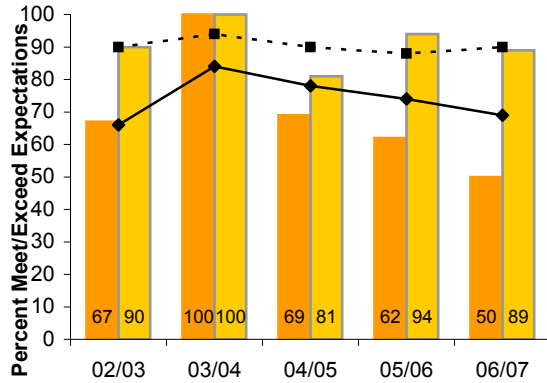
█ School M      █ School F  
◆ District M      ■ District F



**Comparison Results:**

**Grade 7 FSA Writing**

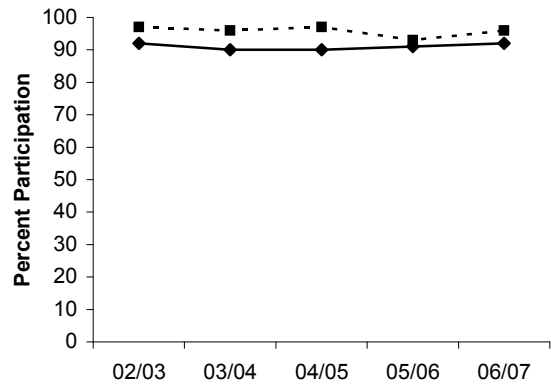
█ School M      █ School F  
◆ District M      ■ District F



**Comparison Participation:**

**Grade 4 FSA Writing**

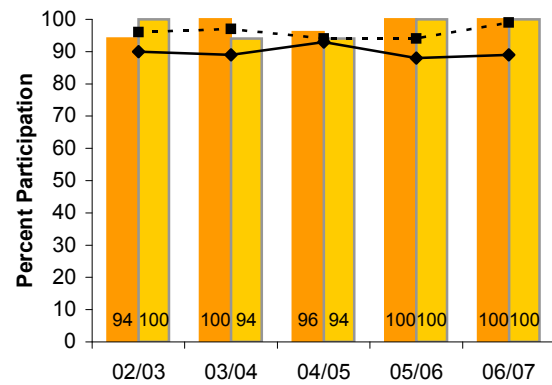
█ School M      █ School F  
◆ District M      ■ District F



**Comparison Participation:**

**Grade 7 FSA Writing**

█ School M      █ School F  
◆ District M      ■ District F



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY

### MALE / FEMALE

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

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

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

### DATA SYMBOLS

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

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

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

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

 [graphics](#)

#### NUMERACY

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations				Participation				District			
			School		District		School		District		M	F		
			M	F	M	F	M	F	M	F				
#	%	#	%	%	%	#	%	%	%	%	%			
02/03	-	-	-	-	-	-	86	86	-	-	-	-	94	98
03/04	-	-	-	-	-	-	87	81	-	-	-	-	90	94
04/05	-	-	-	-	-	-	91	89	-	-	-	-	92	94
05/06	-	-	-	-	-	-	86	88	-	-	-	-	93	93
06/07	-	-	-	-	-	-	86	82	-	-	-	-	92	95

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

 [graphics](#)

#### NUMERACY

School Year	Students enrolled # M	Students enrolled # F	Meeting or Exceeding Expectations				Participation				District			
			School		District		School		District		M	F		
			M	F	M	F	M	F	M	F				
#	%	#	%	%	%	#	%	%	%	%	%			
02/03	16	10	13	87	9	90	76	81	15	94	10	100	91	95
03/04	10	16	7	70	12	86	78	83	10	100	15	94	89	97
04/05	27	17	19	76	11	69	86	78	25	93	16	94	91	93
05/06	14	16	12	86	15	100	81	85	14	100	16	100	87	92
06/07	14	17	5	50	9	53	78	70	14	100	18	100	90	99

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

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

### NOTES

---



---



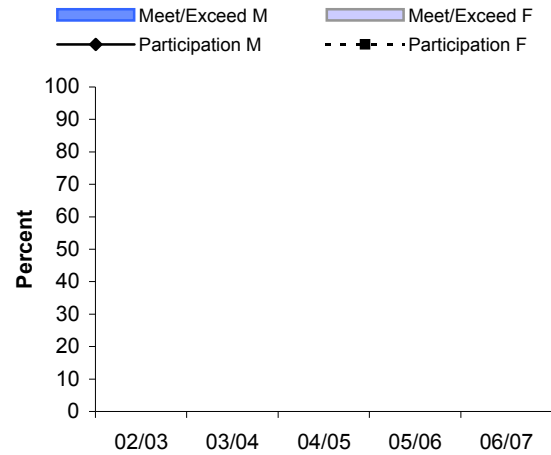
---

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

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

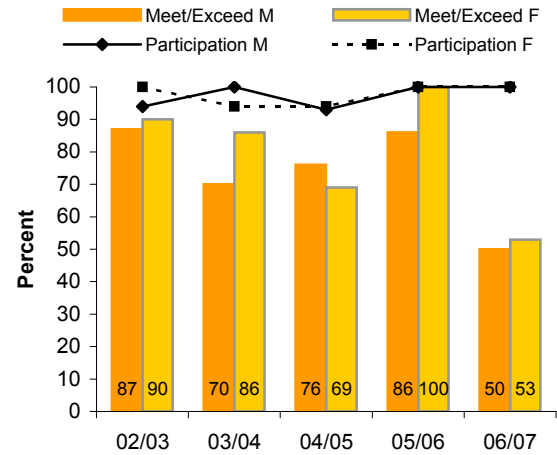
**School Data:**

**Grade 4 FSA Numeracy**



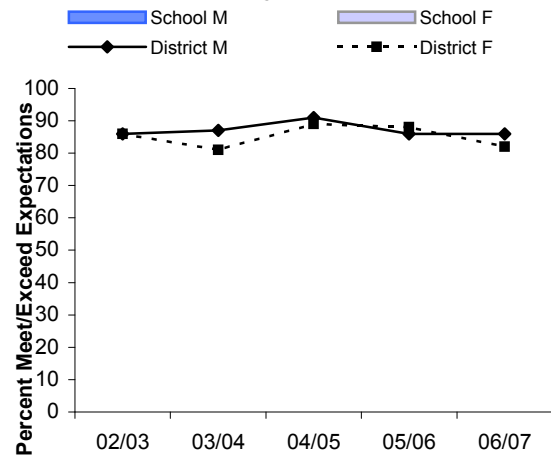
**School Data:**

**Grade 7 FSA Numeracy**



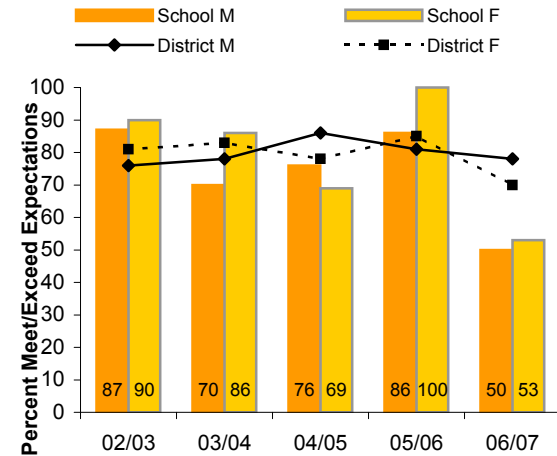
**Comparison Results:**

**Grade 4 FSA Numeracy**



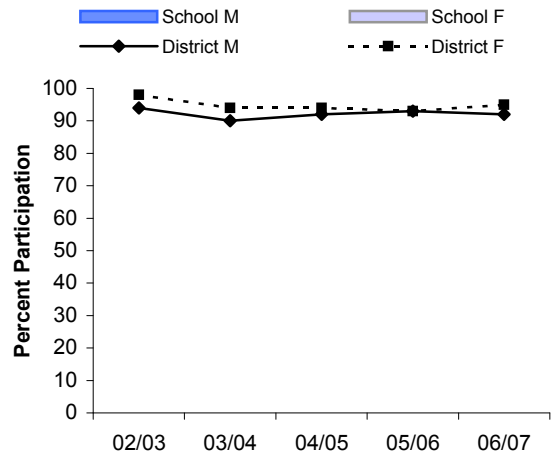
**Comparison Results:**

**Grade 7 FSA Numeracy**



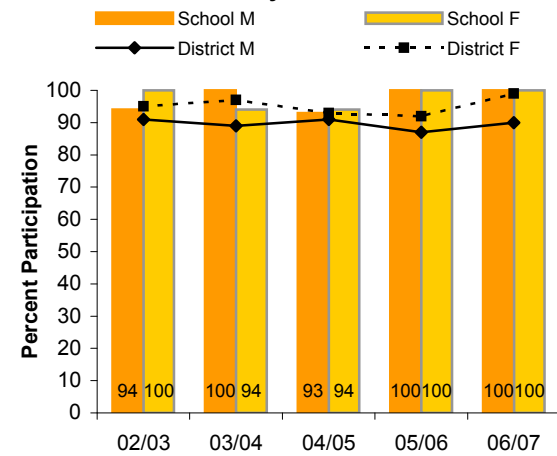
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**Grade 7 FSA Numeracy**



## PROVINCIAL FINAL MARK RESULTS: REQUIRED EXAMINATIONS SUMMARY

### MALE / FEMALE

#### 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

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

Subject	School Year	Students Assigned Blended Final Mark		C- (pass) or Better						C+ (good) or Better					
		# M	# F	School		District		School		District					
				M	F	M	F	M	F	M	F				
		#	%	#	%	%	%	#	%	#	%	%	%		
English 10	0405	11	14	11	100	14	100	98	98	3	27	11	79	56	78
	0506	22	15	21	95	15	100	93	96	13	59	14	93	47	78
	0607	10	19	8	80	18	95	92	96	4	40	13	68	54	76
Français Langue Première 10	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	Msk	-	-	-	-	-	Msk
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 10, Applications of	0405	-	-	-	-	-	-	100	100	-	-	-	-	45	20
	0506	-	-	-	-	-	-	100	100	-	-	-	-	63	56
	0607	-	-	-	-	-	-	100	85	-	-	-	-	56	62
Mathematics 10, Essentials of	0405	Msk	Msk	Msk	Msk	Msk	Msk	100	97	Msk	Msk	Msk	Msk	36	50
	0506	7	Msk	6	86	Msk	Msk	96	100	1	14	Msk	Msk	58	58
	0607	6	5	5	83	5	100	96	97	2	33	4	80	45	73
Mathematics 10, Principles of	0405	8	12	8	100	11	92	89	88	5	63	7	58	47	49
	0506	14	13	13	93	12	92	84	91	3	21	9	69	37	59
	0607	7	13	6	86	12	92	87	89	4	57	8	62	41	48
Science 10	0405	10	14	10	100	14	100	95	98	6	60	8	57	60	65
	0506	21	16	19	90	16	100	91	93	12	57	14	88	44	62
	0607	11	19	9	82	19	100	91	94	5	45	13	68	48	65
Civic Studies 11	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies 11	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	5	7	5	100	7	100	98	99	2	40	4	57	67	78
	0607	23	14	22	96	14	100	95	97	10	43	11	79	44	68
BC First Nations Studies 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English 12	0405	Msk	9	Msk	Msk	9	100	98	100	Msk	Msk	8	89	55	77
	0506	13	10	13	100	10	100	99	100	5	38	5	50	52	75
	0607	10	12	9	90	12	100	99	100	3	30	5	42	58	75
Communications 12	0405	6	Msk	6	100	Msk	Msk	98	100	1	17	Msk	Msk	58	57
	0506	Msk	Msk	Msk	Msk	Msk	Msk	100	83	Msk	Msk	Msk	Msk	54	44
	0607	Msk	-	Msk	Msk	-	-	96	100	Msk	Msk	-	-	85	69
Français Langue Première 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical Professional Communications 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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 FINAL MARK RESULTS: OPTIONAL EXAMINATIONS SUMMARY

### MALE / FEMALE

#### 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

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

Subject	School Year	Students Assigned Blended Final Mark		C- (pass) or Better						C+ (good) or Better					
		# M	# F	School		District		School		District					
				M	F	M	F	M	F	M	F				
		#	%	#	%	%	%	#	%	#	%	%	%		
Biology 12	0607	-	Msk	-	-	Msk	Msk	94	82	-	-	Msk	Msk	71	53
Chemistry 12	0607	7	16	7	100	15	94	100	97	5	71	14	88	63	93
English Literature 12	0607	-	-	-	-	-	-	100	100	-	-	-	-	60	96
Français Langue Seconde-Immersion 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
French 12	0607	-	-	-	-	-	-	100	100	-	-	-	-	83	87
Geography 12	0607	-	-	-	-	-	-	100	100	-	-	-	-	88	89
Geology 12	0607	-	-	-	-	-	-	100	100	-	-	-	-	89	67
German 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	88
History 12	0607	8	Msk	8	100	Msk	Msk	100	100	3	38	Msk	Msk	75	84
Japanese 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandarin Chinese 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 12, Applications of	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 12, Principles of	0607	Msk	7	Msk	Msk	6	86	94	98	Msk	Msk	5	71	68	76
Physics 12	0607	-	-	-	-	-	-	100	100	-	-	-	-	79	90
Punjabi 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spanish 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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)

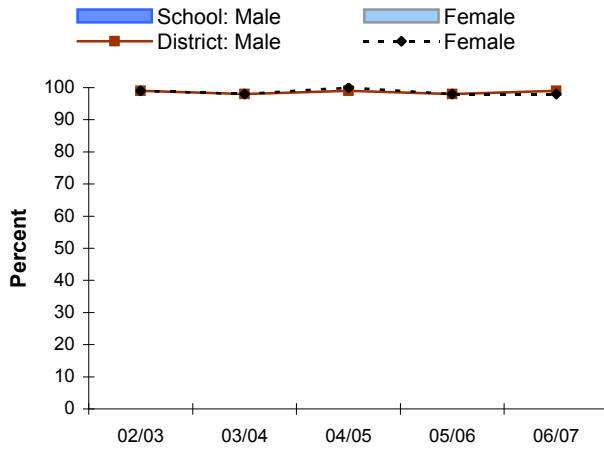


	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade	In Grade	School				M	F
			#	#	#	M	F	%	%	M
Current	Grade 6	06/07	-	-	-	-	-	-	99	98
	Grade 7	06/07	14	16	14	100	16	100	98	97
	Grade 8	06/07	17	19	16	94	19	100	96	99
	Grade 9	06/07	24	15	24	100	15	100	95	98
	Grade 10	06/07	9	18	8	89	18	100	90	90
	Grade 11	06/07	21	12	17	81	9	75	80	82
Historical	Grade 6	02/03	-	-	-	-	-	-	99	99
		03/04	-	-	-	-	-	-	98	98
		04/05	-	-	-	-	-	-	99	100
		05/06	-	-	-	-	-	-	98	98
		06/07	-	-	-	-	-	-	99	98
	Grade 7	02/03	16	10	16	100	10	100	97	98
		03/04	10	16	9	90	16	100	98	99
		04/05	27	17	27	100	17	100	99	98
		05/06	15	17	15	100	17	100	99	99
		06/07	14	16	14	100	16	100	98	97
	Grade 8	02/03	12	17	11	92	16	94	93	97
		03/04	22	12	21	95	12	100	95	98
		04/05	13	19	12	92	19	100	97	99
		05/06	29	17	25	86	17	100	94	96
		06/07	17	19	16	94	19	100	96	99
	Grade 9	02/03	18	16	16	89	15	94	95	94
		03/04	10	15	9	90	15	100	93	97
		04/05	22	14	20	91	14	100	94	96
		05/06	12	18	11	92	17	94	93	95
		06/07	24	15	24	100	15	100	95	98

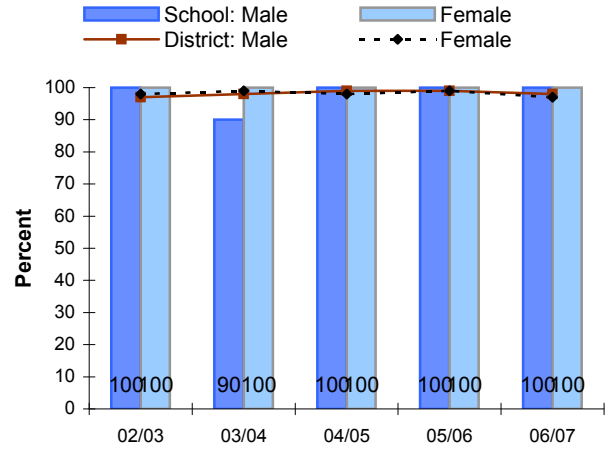


**GRADE-TO-GRADE TRANSITION:  
MALE / FEMALE**

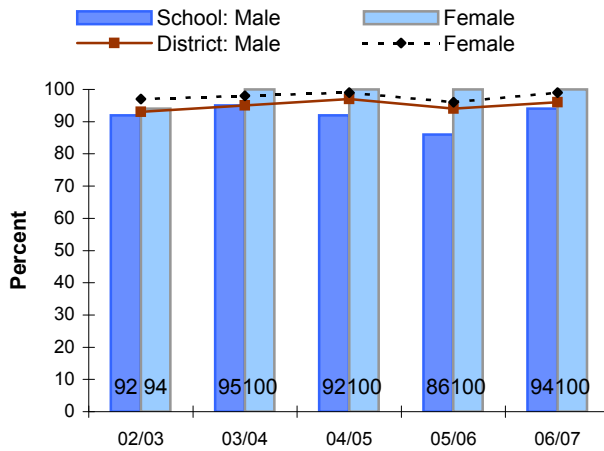
**Male/Female Transition:  
Grade 6 to Higher Grade**



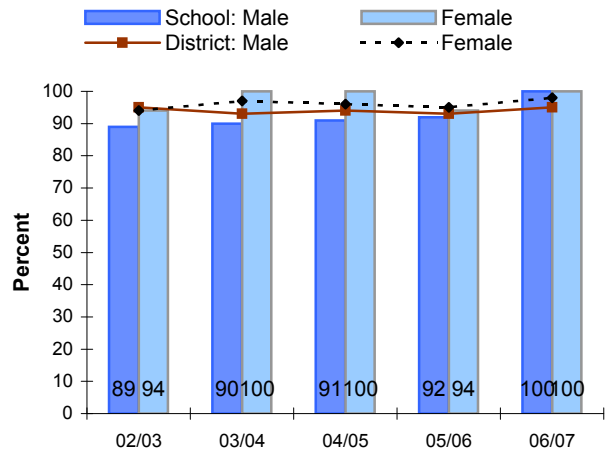
**Male/Female Transition:  
Grade 7 to Higher Grade**



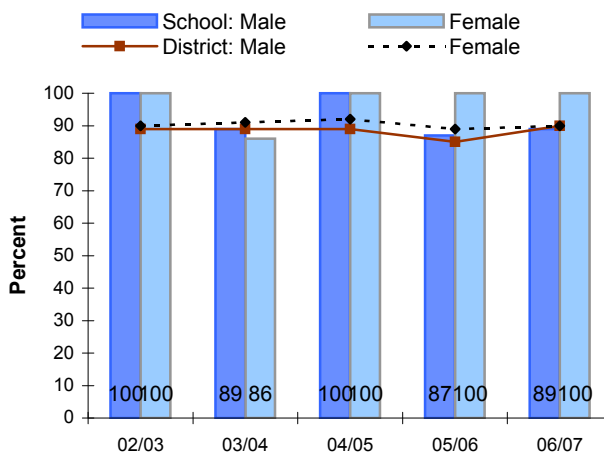
**Male/Female Transition:  
Grade 8 to Higher Grade**



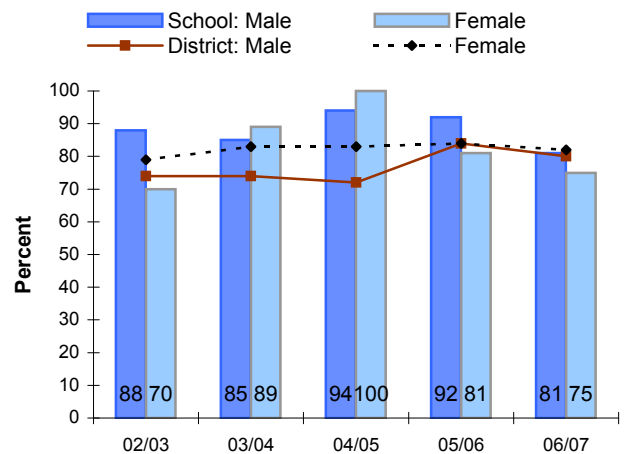
**Male/Female Transition:  
Grade 9 to Higher Grade**



**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		Graduates				District	
	M	F	School		District			
	#	#	M #	M %	F #	F %	M %	F %
02/03	13	14	11	85	12	86	74	86
03/04	8	9	7	88	8	89	83	88
04/05	10	10	10	100	10	100	83	89
05/06	16	13	16	100	11	85	89	85
06/07	10	13	8	80	12	92	88	92

**MORE**

- Results for specific groups of students - see other sections in this report.  
[Aboriginal/Non-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/achieve/trans.php](http://www.bced.gov.bc.ca/reporting/achieve/trans.php)

**NOTES**

---

---

---

---

---

---

---

---

---

---



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

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

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

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

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

### DATA SYMBOLS

- " 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%
- " - " (Dash) There are no data for this category
- "Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy
- SN (Special Needs) includes students identified in the following Special Needs Categories:  
Learning Disability(Q); Sensory Disability (E,F); Behaviour Disability (H,R)
- N-SN (Non-Special Needs) All students except those identified in any Special Need Category (A-R), see Glossary.

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

 [graphics](#)

#### READING COMPREHENSION

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	N-SN %	SN %	N-SN %	SN #	N-SN %	SN %	N-SN %				
02/03	-	-	-	-	-	-	71	75	-	-	-	-	81	97
03/04	-	-	-	-	-	-	62	78	-	-	-	-	77	95
04/05	-	-	-	-	-	-	75	80	-	-	-	-	60	97
05/06	-	-	-	-	-	-	61	82	-	-	-	-	76	96
06/07	-	-	-	-	-	-	65	75	-	-	-	-	81	97

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

 [graphics](#)

#### READING COMPREHENSION

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	N-SN %	SN %	N-SN %	SN #	N-SN %	SN %	N-SN %				
02/03	Msk	22	Msk	Msk	18	82	45	82	Msk	Msk	22	100	78	99
03/04	Msk	22	Msk	Msk	20	91	54	82	Msk	Msk	22	100	65	98
04/05	6	36	4	80	24	65	53	84	5	83	37	100	85	97
05/06	-	28	-	-	23	82	39	78	-	-	28	100	71	96
06/07	5	25	Msk	Msk	13	59	41	74	5	100	26	100	76	97

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

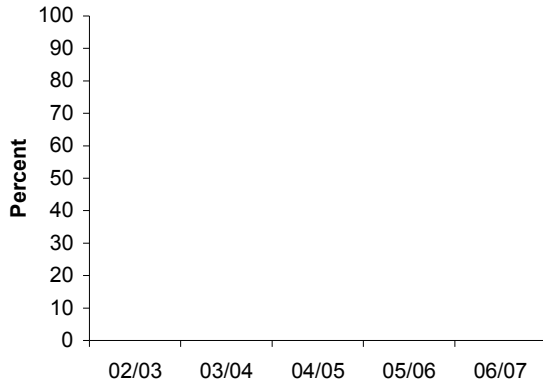
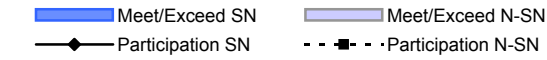
### NOTES

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

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

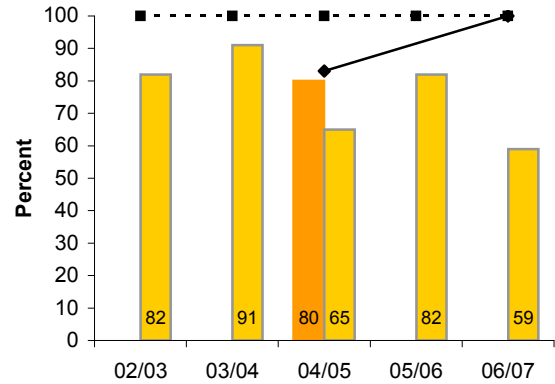
**School Data:**

**Grade 4 FSA Reading**



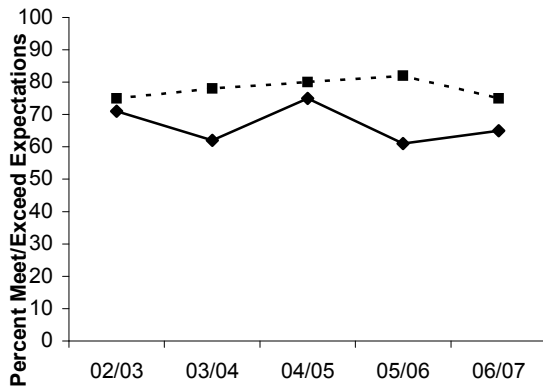
**School Data:**

**Grade 7 FSA Reading**



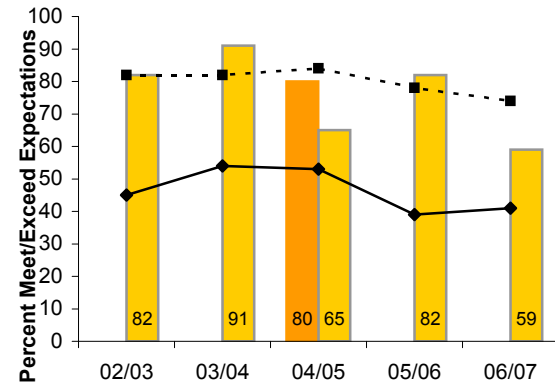
**Comparison Results:**

**Grade 4 FSA Reading**



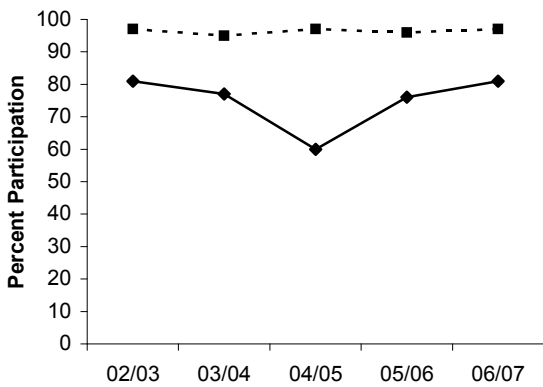
**Comparison Results:**

**Grade 7 FSA Reading**



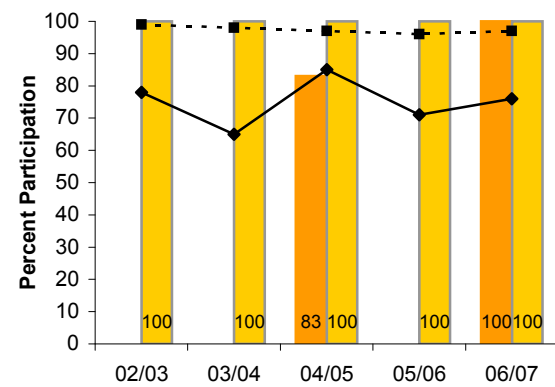
**Comparison Participation:**

**Grade 4 FSA Reading**



**Comparison Participation:**

**Grade 7 FSA Reading**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING

### SPECIAL NEEDS

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

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

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

#### DATA SYMBOLS

- " 0 " (Zero) There are no students in this category or the number as a percentage is less than 0.5%
- " - " (Dash) There are no data for this category
- "Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy
- SN (Special Needs) includes students identified in the following Special Needs Categories:  
Learning Disability(Q); Sensory Disability (E,F); Behaviour Disability (H,R)
- N-SN (Non-Special Needs) All students except those identified in any Special Need Category (A-R), see Glossary.

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



##### WRITING

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation					
			School		District		School		District			
			SN #	N-SN %	SN %	N-SN %	SN #	N-SN %	SN %	N-SN %		
02/03	-	-	-	-	78	88	-	-	-	-	89	96
03/04	-	-	-	-	70	84	-	-	-	-	77	96
04/05	-	-	-	-	67	93	-	-	-	-	60	97
05/06	-	-	-	-	61	85	-	-	-	-	76	95
06/07	-	-	-	-	68	87	-	-	-	-	77	98

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



##### WRITING

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	N-SN %	SN %	N-SN %	SN #	N-SN %	SN %	N-SN %				
02/03	Msk	22	Msk	Msk	18	82	33	83	Msk	Msk	22	100	76	98
03/04	Msk	22	Msk	Msk	20	100	71	90	Msk	Msk	22	100	70	97
04/05	6	36	3	60	28	76	56	87	5	83	37	100	83	97
05/06	-	28	-	-	23	85	42	87	-	-	28	100	71	95
06/07	5	25	3	60	20	77	60	84	5	100	26	100	81	97

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

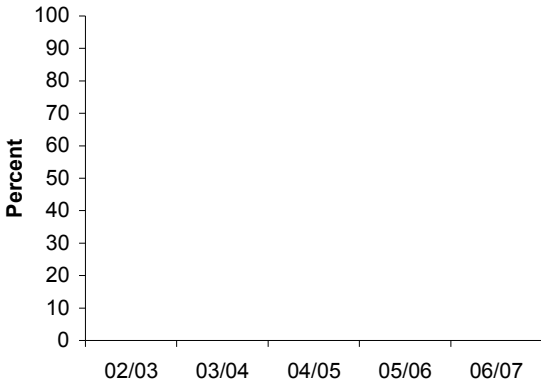
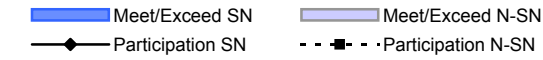
#### NOTES

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

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

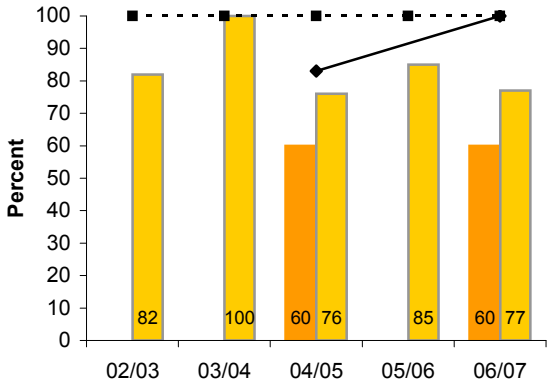
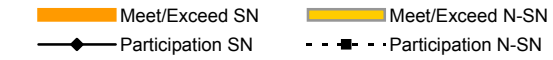
**School Data:**

**Grade 4 FSA Writing**



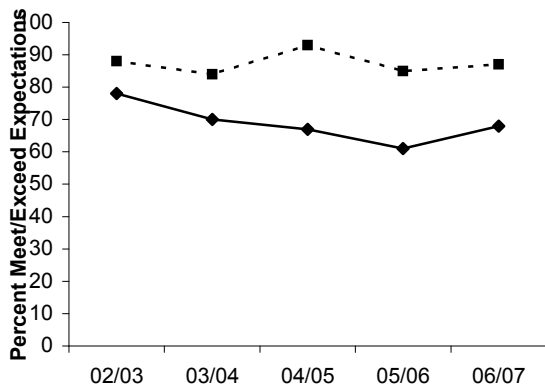
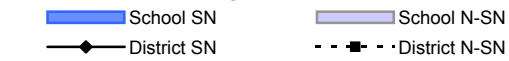
**School Data:**

**Grade 7 FSA Writing**



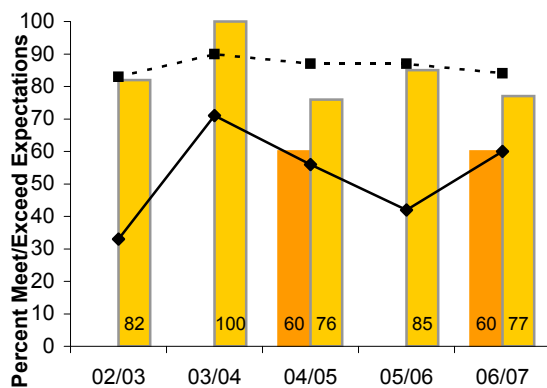
**Comparison Results:**

**Grade 4 FSA Writing**



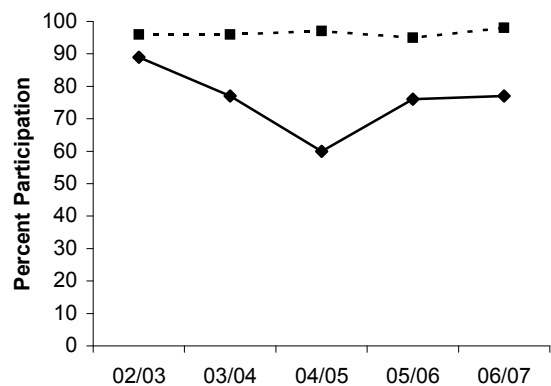
**Comparison Results:**

**Grade 7 FSA Writing**



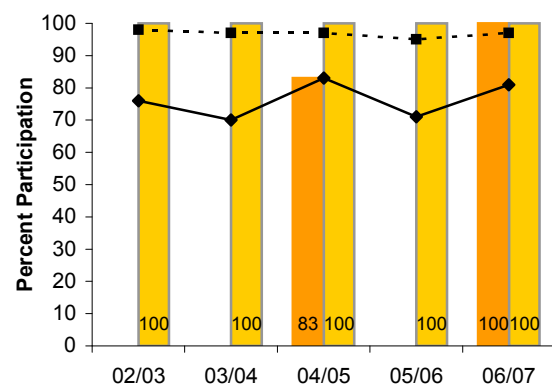
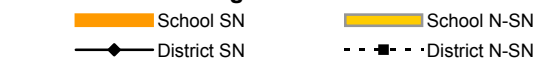
**Comparison Participation:**

**Grade 4 FSA Writing**



**Comparison Participation:**

**Grade 7 FSA Writing**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY

### SPECIAL NEEDS

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

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

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

#### DATA SYMBOLS

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

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

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

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

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

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

 [graphics](#)

##### NUMERACY

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	N-SN %	SN %	N-SN %	SN #	N-SN %	SN %	N-SN %				
02/03	-	-	-	-	-	-	81	86	-	-	-	-	89	98
03/04	-	-	-	-	-	-	57	86	-	-	-	-	77	94
04/05	-	-	-	-	-	-	90	90	-	-	-	-	67	97
05/06	-	-	-	-	-	-	68	88	-	-	-	-	84	96
06/07	-	-	-	-	-	-	82	85	-	-	-	-	85	97

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

 [graphics](#)

##### NUMERACY

School Year	Students enrolled # SN	Students enrolled # N-SN	Meeting or Exceeding Expectations				Participation							
			School		District		School		District					
			SN #	N-SN %	SN %	N-SN %	SN #	N-SN %	SN %	N-SN %				
02/03	Msk	22	Msk	Msk	20	91	48	83	Msk	Msk	22	100	78	97
03/04	Msk	22	Msk	Msk	18	86	63	82	Msk	Msk	22	100	70	97
04/05	6	36	3	60	27	75	60	84	5	83	36	100	80	96
05/06	-	28	-	-	26	96	39	89	-	-	28	100	66	95
06/07	5	25	Msk	Msk	12	52	44	79	5	100	26	100	81	98

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

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

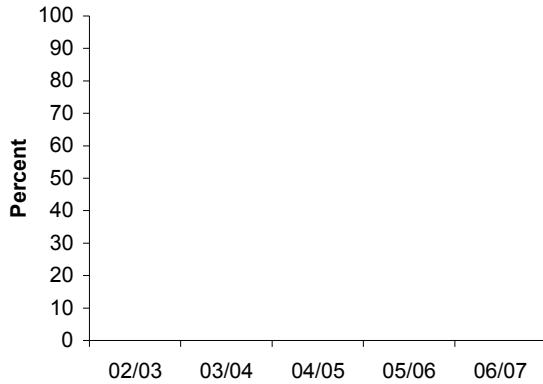
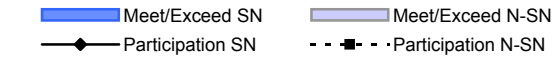
#### NOTES

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

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

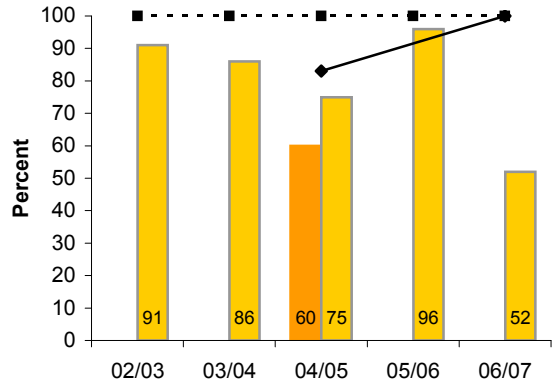
**School Data:**

**Grade 4 FSA Numeracy**



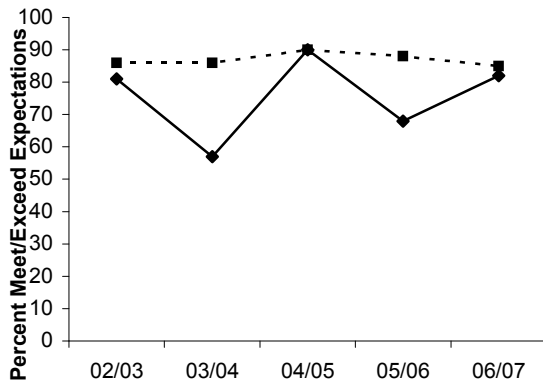
**School Data:**

**Grade 7 FSA Numeracy**



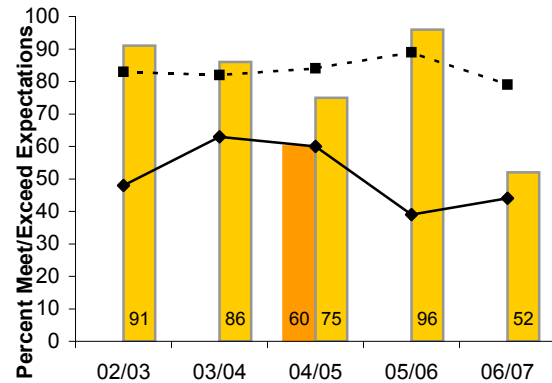
**Comparison Results:**

**Grade 4 FSA Numeracy**



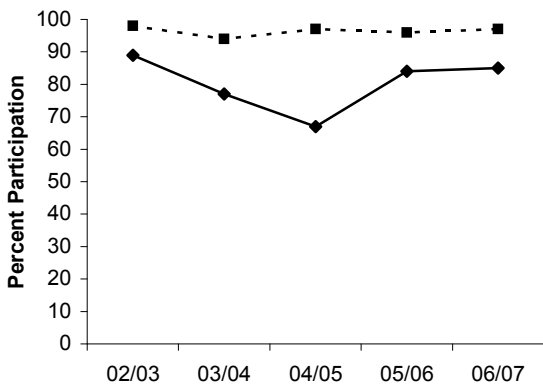
**Comparison Results:**

**Grade 7 FSA Numeracy**



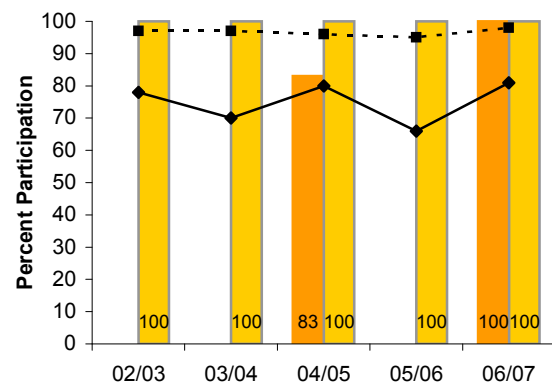
**Comparison Participation:**

**Grade 4 FSA Numeracy**



**Comparison Participation:**

**Grade 7 FSA Numeracy**



## PROVINCIAL FINAL MARK RESULTS: REQUIRED EXAMINATIONS SUMMARY

### SPECIAL NEEDS

#### 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

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

Subject	School Year	Students Assigned Blended Final Mark		C- (pass) or Better						C+ (good) or Better					
				School		District		School		District					
		# SN	# N-SN	SN	N-SN	SN	N-SN	SN	N-SN	SN	N-SN	SN	N-SN		
		#	%	#	%	#	%	#	%	#	%	#	%		
English 10	0405	Msk	19	Msk	Msk	19	100	100	98	Msk	Msk	14	74	41	71
	0506	Msk	33	Msk	Msk	32	97	89	96	Msk	Msk	26	79	50	66
	0607	Msk	27	Msk	Msk	25	93	80	96	Msk	Msk	17	63	34	68
Français Langue Première 10	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	Msk	-	-	-	-	-	Msk	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 10, Applications of	0405	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	33
	0506	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	57
	0607	-	-	-	-	-	-	100	91	-	-	-	-	43	64
Mathematics 10, Essentials of	0405	Msk	Msk	Msk	Msk	Msk	Msk	100	98	Msk	Msk	Msk	Msk	31	49
	0506	-	7	-	-	6	86	96	98	-	-	1	14	61	59
	0607	Msk	9	Msk	Msk	8	89	100	94	Msk	Msk	5	56	55	55
Mathematics 10, Principles of	0405	Msk	17	Msk	Msk	16	94	92	88	Msk	Msk	9	53	46	46
	0506	-	26	-	-	24	92	57	90	-	-	11	42	36	50
	0607	-	20	-	-	18	90	71	89	-	-	12	60	24	46
Science 10	0405	Msk	18	Msk	Msk	18	100	97	97	Msk	Msk	11	61	37	65
	0506	-	34	-	-	32	94	85	93	-	-	25	74	25	57
	0607	Msk	28	Msk	Msk	27	96	85	93	Msk	Msk	18	64	35	59
Civic Studies 11	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies 11	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	Msk	8	Msk	Msk	8	100	93	100	Msk	Msk	4	50	63	74
	0607	Msk	34	Msk	Msk	33	97	94	96	Msk	Msk	21	62	22	61
BC First Nations Studies 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English 12	0405	-	13	-	-	13	100	95	100	-	-	11	85	45	68
	0506	-	23	-	-	23	100	100	100	-	-	10	43	40	66
	0607	Msk	17	Msk	Msk	16	94	100	100	Msk	Msk	8	47	38	71
Communications 12	0405	Msk	6	Msk	Msk	6	100	94	100	Msk	Msk	2	33	59	53
	0506	Msk	Msk	Msk	Msk	Msk	Msk	89	97	Msk	Msk	Msk	Msk	58	50
	0607	-	Msk	-	-	Msk	Msk	100	96	-	-	Msk	Msk	77	88
Français Langue Première 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical Professional Communications 12	0405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0506	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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 FINAL MARK RESULTS: OPTIONAL EXAMINATIONS SUMMARY

### SPECIAL NEEDS

#### 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

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

Subject	School Year	Students Assigned Blended Final Mark		C- (pass) or Better						C+ (good) or Better					
		Final Mark		School		District		School		District					
		# SN	# N-SN	SN	N-SN	SN	N-SN	SN	N-SN	SN	N-SN	SN	N-SN		
		#	%	#	%	%	%	#	%	#	%	%	%		
Biology 12	0607	-	Msk	-	-	Msk	Msk	Msk	84	-	-	Msk	Msk	Msk	57
Chemistry 12	0607	-	22	-	-	21	95	Msk	98	-	-	18	82	Msk	81
English Literature 12	0607	-	-	-	-	-	-	-	100	-	-	-	-	-	89
Français Langue Seconde-Immersion 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
French 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	83
Geography 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	90
Geology 12	0607	-	-	-	-	-	-	-	100	-	-	-	-	-	76
German 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	90
History 12	0607	Msk	9	Msk	Msk	9	100	100	100	Msk	Msk	5	56	40	82
Japanese 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandarin Chinese 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 12, Applications of	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics 12, Principles of	0607	Msk	9	Msk	Msk	8	89	83	97	Msk	Msk	6	67	33	72
Physics 12	0607	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	83
Punjabi 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spanish 12	0607	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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



	Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
			In Grade SN #	In Grade N-SN #	SN #	School SN %	N-SN #	N-SN %	SN %	N-SN %
Current	Grade 6	06/07	-	-	-	-	-	-	96	99
	Grade 7	06/07	5	24	5	100	24	100	100	97
	Grade 8	06/07	Msk	31	Msk	Msk	30	97	94	98
	Grade 9	06/07	Msk	34	Msk	Msk	34	100	94	97
	Grade 10	06/07	-	26	-	-	25	96	71	93
	Grade 11	06/07	-	30	-	-	24	80	63	83
Historical	Grade 6	02/03	-	-	-	-	-	-	95	99
		03/04	-	-	-	-	-	-	95	99
		04/05	-	-	-	-	-	-	100	100
		05/06	-	-	-	-	-	-	94	98
		06/07	-	-	-	-	-	-	96	99
	Grade 7	02/03	Msk	22	Msk	Msk	22	100	95	98
		03/04	Msk	22	Msk	Msk	22	100	95	99
		04/05	6	36	6	100	36	100	95	99
		05/06	Msk	29	Msk	Msk	29	100	100	99
		06/07	5	24	5	100	24	100	100	97
	Grade 8	02/03	8	19	6	75	19	100	72	99
		03/04	Msk	29	Msk	Msk	28	97	98	96
		04/05	Msk	28	Msk	Msk	27	96	92	99
		05/06	5	39	3	60	37	95	93	96
		06/07	Msk	31	Msk	Msk	30	97	94	98
	Grade 9	02/03	Msk	32	Msk	Msk	29	91	88	96
		03/04	5	18	5	100	17	94	91	96
		04/05	-	33	-	-	31	94	81	97
		05/06	Msk	28	Msk	Msk	27	96	81	96
		06/07	Msk	34	Msk	Msk	34	100	94	97

## GRADE-TO-GRADE TRANSITION SPECIAL NEEDS

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



Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
		In Grade SN #	In Grade N-SN #	SN #	School SN %	N-SN #	N-SN %	SN %	N-SN %
Grade 10	02/03	Msk	16	Msk	Msk	16	100	70	94
	03/04	Msk	31	Msk	Msk	27	87	80	92
	04/05	Msk	18	Msk	Msk	18	100	66	95
	05/06	Msk	34	Msk	Msk	32	94	64	92
	06/07	-	26	-	-	25	96	71	93
Grade 11	02/03	Msk	17	Msk	Msk	14	82	44	83
	03/04	Msk	19	Msk	Msk	17	89	67	80
	04/05	-	27	-	-	26	96	52	83
	05/06	Msk	21	Msk	Msk	17	81	65	88
	06/07	-	30	-	-	24	80	63	83

#### MORE

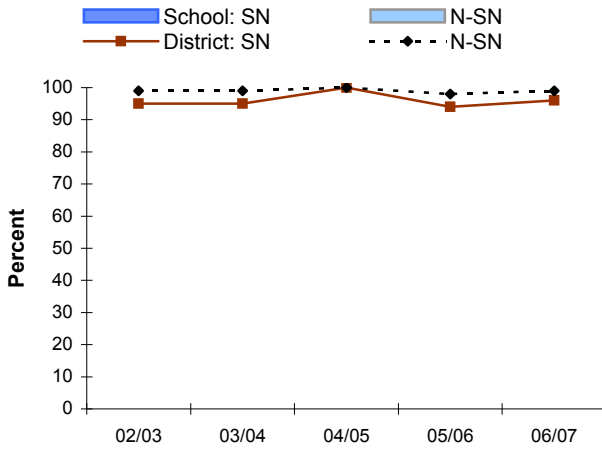
- Results for specific groups of students - see other sections in this report.  
[Aboriginal Results](#)      [Male/Female Results](#)
- **Grade-to-Grade Transition Report** provides detailed student transition information:  
[www.bced.gov.bc.ca/reporting/achieve/trans.php](http://www.bced.gov.bc.ca/reporting/achieve/trans.php)

#### NOTES

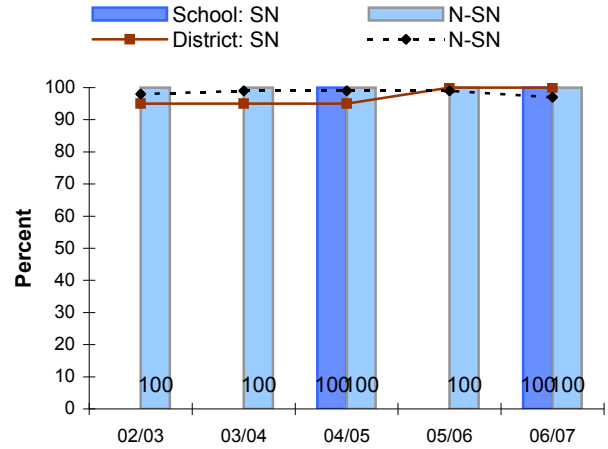
---

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

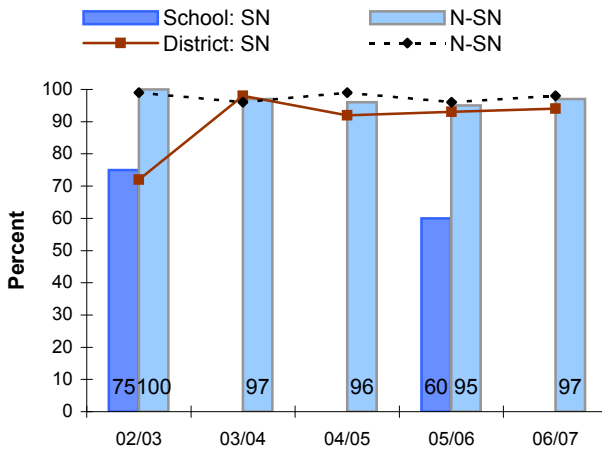
**Special Needs Transition:  
Grade 6 to Higher Grade**



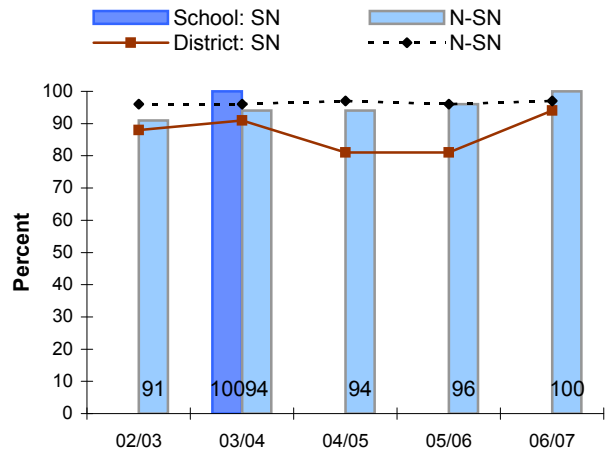
**Special Needs Transition:  
Grade 7 to Higher Grade**



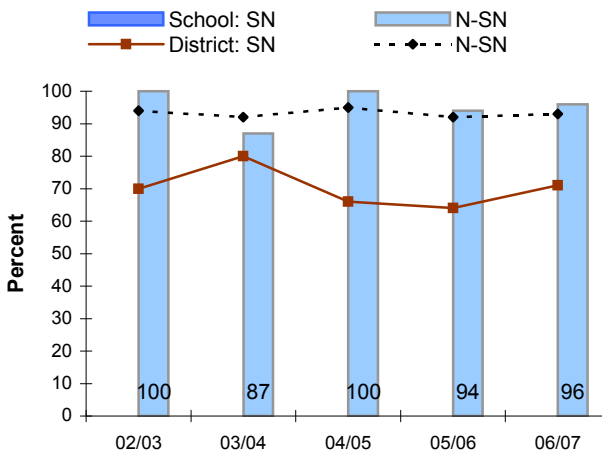
**Special Needs Transition:  
Grade 8 to Higher Grade**



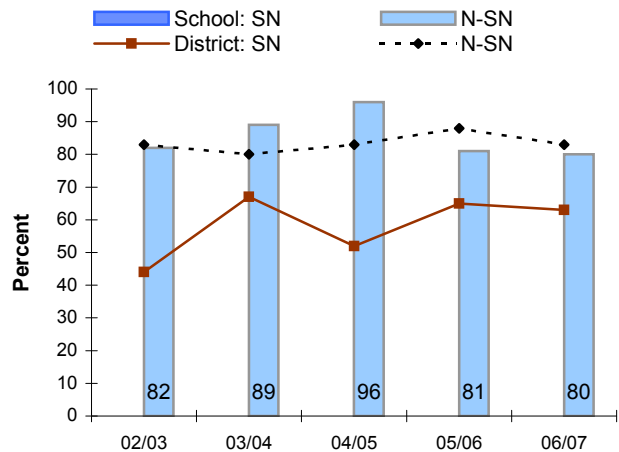
**Special Needs Transition:  
Grade 9 to Higher Grade**



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



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



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

**GRADUATION: FIRST-TIME GRADE 12 STUDENTS  
SPECIAL NEEDS (SN) / NON-SPECIAL NEEDS (N-SN)**



School Year	1st time	1st time	Graduates				District	
	Gr 12	Gr 12	School		District		SN	N-SN
	September SN #	September N-SN #	SN #	%	N-SN #	%	%	%
02/03	Msk	23	Msk	Msk	20	87	49	85
03/04	-	17	-	-	15	88	68	87
04/05	Msk	18	Msk	Msk	18	100	69	89
05/06	Msk	27	Msk	Msk	25	93	71	89
06/07	Msk	18	Msk	Msk	16	89	81	92

**MORE**

- Results for specific groups of students - see other sections 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**

---

---

---

---

---

---

---

---

---

---



## Glossary of Terms

---

**GLOSSARY OF TERMS**

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

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

<b>N/A</b>	Not Applicable
<b>Optional Examination</b>	For students in the 2004 Graduation Program, all Grade 12 exams are optional, except for the Language Arts 12 and BC First Nations Studies 12 exams. Students, not their school, make the choice to write Optional exams. If students choose to write these exams, results will count for 40 percent of the blended final mark. Students opting out of these exams will receive a Final mark based only on their course work.
<b>Participation Foundation Skills Assessment (FSA)</b>	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
<b>Participation Satisfaction Survey</b>	The number of submitted surveys divided by the number of surveys distributed to each school. The number of surveys distributed is based on the enrolment in the grade(s) of interest.
<b>Pass Rate</b>	Students who receive a passing letter grade of A, B, C+, C, or C- as their mark in a particular year divided by students who receive a letter grade of A through F as their mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This report contains the Pass Rate on final marks only.
<b>Passport to Education</b>	Recognizes and rewards student achievement in Grades 10 to 12 in a broad range of academic and non-academic areas according to guidelines set out by the Ministry of Education. Passport awards are used to further education through post-secondary education or job training.
<b>Post-Secondary Institution</b>	A public college, university college, institute or university in British Columbia.
<b>Provincial Scholarship</b>	Awarded by the Ministry of Education to qualifying Grade 12 students who are Canadian citizens or permanent residents, and have fulfilled graduation requirements.
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board.
<b>Required Examination</b>	Some courses in Grades 10, 11 or 12 have a mandatory provincial examination component used to calculate the blended final mark. The provincial examination is required to meet graduation requirements. This report provides final mark data for these courses.
<b>Rewrite</b>	A student may write a Provincial Examination more than once in attempt to improve the Blended Final Mark recorded on the student's transcript. A rewrite in a later year may result in a higher blended final mark calculated in that year, and both the original and revised blended final marks are provided in this report, for the respective years when those were available.
<b>Satisfaction Survey</b>	Annual Satisfaction Survey gathers opinions on achievement, human and social development and safety. Parents, students in Grades 4, 7, 10, 12 and all public school staff (teachers, principals, vice-principals, support staff, teacher assistants and non-enrolling professionals such as First Nations support workers and school psychologists) participate in the survey. Grade 3 parents and students participate in schools where there are no Grade 4 students.
<b>School</b>	An organization having at least one teacher and administrator, which provides educational programs to students.
<b>School District</b>	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The twelve month period commencing on July 1 and ending the following June 30.
<b>Six-Year Completion Rate</b>	The portion of students who graduate, with a Certificate of Graduation, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia.

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