Montecito Math School Goal 2021/22

School Name: <u>Montecito Elementary School</u> Principal: <u>Fonda Papathanasiou</u>

School Goal: <u>Math</u>   Date: May 13th, 2022

SCANNING

What's going on for your learners in relation to your goal?
How are you supporting the diverse learning needs of your school population in relation to the goal?
During informal and formal assessments, class reviews, staff meetings, we continued to observe students having difficulty articulating their thinking and explaining strategies when solving a math problem. Students do not have the necessary vocabulary to communicate the reasoning behind their processes. It was evident that students were rigid with their number sense.

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?
Where will concentrating your energies yield the greatest effect?

We want our students to develop a deeper number sense, take more risks with mathematics and be able to persevere through problem solving activities that require more than one step. Although we understand that some math concepts need to be directly taught, we want to move towards more explorative models with multiple entry points, exit points, and a variety of materials with which to explore math. We recognize and value experiences that are hands on, when children are engaged and active and experience math in 'real life.' We are working on building numeracy sense and flexibility of numbers and developing mathematical vocabulary.

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

We want students to be able to identify and communicate strategies that they are using when they are asked to explain their mathematical thinking. We want our students to experience and engage with numeracy concepts   and become more reflective about the math strategies they use in the classroom and how math can be applied in the real world. We want to build flexibility in students' mathematical thinking and numeracy sense in order to increase their overall confidence and understanding of how numbers work.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

- Math Chats with math Mentor Michelle Chu
- Coast Metro Math Series with Marian Small
- District Numeracy website
- Mathematical Thinking series
- Staff Collaboration

We are planning to bring in (district) numeracy experts for upcoming pro-d days and some teachers are using online resources from district math groups. (Donna Morgan, Peter Liljedahl, etc)

Resource List: Jump Math across grade levels, First Steps in Mathematics, Building thinking Classrooms in Mathematics, Number Talks: Whole Number Computation, First Peoples Math, Mindset Mathematics (varying grade levels), Good Questions; Great way to differentiate Math, Elementary and middle school mathematics

- https://gfletchy.com/3-act-lessons/
- https://whenmathhappens.com/3-act-math/
- https://tapintoteenminds.com/3act-math/
- https://wodb.ca/
- https://slowrevealgraphs.com/

NEXT STEPS:

What requires further attention? Where to next?

We will look to develop appropriate in-house numeracy assessments in the fall to gather baseline data, followed by a further assessment in the spring to measure growth.

Structures: Organize common math time throughout the school to allow for extra support to help. LSS will shift focus on supporting classes with higher needs by providing push in support or pull-out depending on teacher preference or individual student needs. With a common math time throughout the intermediate and primary grades, teachers can also look at team teaching, creating groups or stations across grades, providing math days or centers with a particular theme or focus.

Incorporate:

- Create class journals with strategies early in the year
- Create activities that engage in math understanding and not rote memory
- Math walls/boards, math clubs or games club with a math focus (ex. chess)
- Math peer mentors at school and with Highschool students
- Number talks with students and staff number talks question of the day in the staffroom
- Rich tasks to connect with real world; outside math time

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

Beginning and year end assessment, report card data/performance standards, FSA results, IEP reviews, Staff collaboration and feedback, LSS feedback and individual assessments

Guiding Questions:

Did students use key vocabulary?

Are students using strategies in multiple ways? Representing through pictures/symbols/words?

Are students able to explain their processes when solving problems?

Did students demonstrate reflective learning through journaling? Are they able to justify their answers?

Can students apply skills in real world settings? Are they able to connect to how math is used every day? (financial literacy, shapes and patterns within time, calendar)

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

- Set clear learning intentions with students
- Collaboration time and team teaching
- Explicitly teach math vocabulary necessary to explain thinking; model mathematical thinking
- Class math journal routines from beginning of the year
- Common math time and platooning (if possible)
- Differentiate math instruction using more open-ended lessons

Classroom Teachers: adapting/differentiating lessons; allowing for multiple ways of representing learning; team teaching

Non-enrolling: pull-out/push-in support; small group support; modified program implementation

Tier 1: daily practices/instruction

Tier 2: learning groups, extra support, adapted lessons and work

Tier 3: one-to-one, EA support, adapted programming

BOARD OF EDUCATION
BURNABY
SCHOOL DISTRICT 41

School Name: Montecito Elementary School   Principal: Fonda Papathanasiou   School Goal: SEL – **Connectedness**
Date: initially created in June 2016, last updated May 2022

SCANNING *What's going on for your learners in relation to your goal? How are you supporting the diverse learning needs of your school population in relation to the goal?*

As a staff, we believe that strong relationships with children increase their connectedness to school. Many Montecito students are happy and connected to adults and peers at school and we have seen significant growth in this area over the past few years. However, the impact of Covid has had significant psychological and social effects on our population. Hence, the continuation of this goal.

Over the past few years, we have seen an increase in the number of Montecito students with anxiety and/or challenging family situations. From Sept 2016 until present we increased from 17 children with designations as high as 28 last year and 23 this year, many of them children with complex needs. The past few years we have also welcomed many new students, a majority of them being level 1/2 ELL students.

In the past we asked students to identify two or more staff members they feel care about them or they can trust. This year, we asked staff to identify students that they felt lacked a connection to either their peers, adults in the building, or both. We are also tracking lateness, absenteeism, and referrals to the office to target our most vulnerable and at-risk students.

We have many committed staff who are intentional in using strategies and structures in class to help build connections. Over the past few years our staff have also work collaboratively with parents to provide many opportunities both in school and after school to help increase connectedness (fieldtrips, choir, band, Odyssey teams, Pal Patrol, Have a Heart club, sports teams, intramurals, knitting club, games club…), and provide space for a variety of other after school Parks and Rec programs, Rembrandts Art lessons, Ultimate Frisbee, Tennis lessons, Odyssey of the Mind, etc. We try to provide a variety of activities to tap into various interests. These past few years have been much harder as we are not currently running clubs or programs outside of class due to Covid-19 restrictions. As health and safety guidelines ease up, we are beginning to bring back some of the programs in a modified manner. As comfort levels increase, we are hoping to have more of these opportunities available in the school.

We have open communication as a staff, monthly primary and intermediate teacher meetings and an effective School Based Team (SBT) that meets weekly. Teachers discuss students who are struggling academically and/or socially-emotionally and together we come up with ways to support them.

We specifically felt it was important to continue this focus on building connectedness due to Covid-19 as we are still operating under some restrictions that limit connectedness both at school and in the community.

WHAT DOES OUR FOCUS NEED TO BE? *What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?*

History:
Target Group Data (bold is for this year)
Adult to Child History:

-2019/20: Target group is 6 particular students identified in fall data (1 new & designated student can't identify any adults; other 5 are returning students but different children from last year's target group and all can identify one adult)

-2020/21 Target group is 3 particular students identified in the fall data. All three students are new to our school this year. All three students can identify one adult in the school they trust but we need to ensure they have at least two adults soon.

-**2021/22** 11 students identified-5 are new to the school and 1 is designated. 3 of the students were identified in the Spring of last year

Sociogram Data 2019/20 and 2020/21: Target group for '**peer to peer**' connectedness: identified students on sociograms (mainly designated students, ELL students, new students)

-Fall 2019: 7 students unable to identify 2+ students to play or work with (none same as last year; 4 are both new & diverse needs)

      -Spring 2020: No Spring data due to Covid-19 and remote learning

-Fall 2020: 1 student unable to identify 2+ students to play or work with (child has diverse needs – last year identified 0 peers now 1)

June 2021-3 students unable to identify 2+ students to play or work with

2021-2022 *We have shifted away from this practise as we have found the data to be somewhat unreliable. Instead, staff have identified students with a pattern or inability to form meaningful, reciprocal, connections with other students.*

Additional Info collected while scanning for 2019/20:

-15 students not chosen by any peers in own class (last year was 21) and 8 of those students not chosen by anyone in the school (2 of the 15 students could not identify children they felt connected to as well and both are new and have diverse needs); ***of the 15 students, all are either designated and/or ELL level 1/2…10 designated, *5 ELL (*4 new as well…2 designated and 2 ELL), *and 3 of these students were also identified either fall or spring last yr)*…this target group will be a priority of our work this year.

Additional Info collected while scanning for 2020/21:

-12 students not chosen by peers in their own class (of these 12 children are 6 diverse needs, 4 new, *1 ELL)*

- 6 students (4 designated, 2 new)

***These are the students that we will specifically be focusing on to help build their friendships in class and in the school; As much as these kids can choose other children they feel connected to, we want them to be 'chosen' by others to play and hang out with

Additional Info collected while scanning for 2021/22:

--23 students identified by staff (of these 23 children- 10 have diverse needs, 1 is new, and 8 are ELL).

SPECIFIC GOAL YOU ARE ADDRESSING: How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

We want to create a school community where everyone feels safe, seen, heard, supported, significant, and cared for. In other words, every student, staff and parent feels connected to Montecito.

Child to Adult Connectedness: In students, we will measure this by assessing if **all** of our students can identify at least 1 adult who they feel they can trust or care about them by May of each year. In addition, targeted students will attend school regularly. We will also track academic achievement for our targeted students.

Peer to Peer Connectedness: We need to increase peer connections for our diverse learners, and some new students as they have been identified as the students most lacking peer connections.

HOW AND WHERE CAN WE LEARN MORE? What professional learning has taken place and what is needed/planned? What resources and school/ district supports are you using?

We started an SEL committee that plans school-wide initiatives focusing on common messages & language and bringing our school motto of '**kindness to ourselves, others and this place**' to life. Many activities use children's literature as a jumping off point. Some whole school initiatives and activities the past few years are:

Jan/Feb. 2019: Kindness theme – principal read a story and brainstormed what kindness to others looks/sounds/feels like in every classroom then collated the ideas to create a bulletin board with the top 8 ideas…photos of kids showing these ways to be kind to others is on display by the office

Sept. 2019: Gratitude First Week theme and creation of a whole school gratitude display

Spring 2020: Focus on SEL during remote learning (class meetings, individual and small group connect times, mindfulness activities, Zones of regulation activities, books focusing on care, kindness, understanding Covid and taking care of themselves and others, etc…)

Spring 2021: Continued to focus on SEL as part of morning routine through class check-ins, zones of regulation, and mindfulness activities.

Sept 2021: Entire first week focus was on empathy and kindness. Every student created an "I" statement focussing on how they will commit on making Montecito a better place. Division 5 started the roots of empathy program. Div. 2 started community initiatives to get connected with their school community and then branch out to broader community.

Sept 2021: We are planning to start a school wide collab time. Each teacher will sponsor a student driven club/activity for all students to join, with the aim of connecting to peers from different grade groups.

Pro-D Days/Staff Meetings/ Resources: discussions about what staff are noticing, what structures/activities help build connections and what next steps are i.e.) social skills groups to help support designated kids, increasing language with ELL learners and K students to enter play. Counsellor working with some students and classes on friendship skills. SEL structures and activities in class to build relationships.

Jan-June 2019: Ideas to support mental health presented at most staff meetings, and regular sharing and discussion of SEL data

June 2019: Staff identified SEL teacher resources and books that would be helpful and many have been purchased. First week 2019 SEL theme will be on gratitude and gratefulness.

Fall 2019: Many SEL resources shared around gratitude, Mental health resources shared at staff meetings – will be focusing on MindUp, Zones, We Thinkers also introduced and used by many classroom teachers.

Fall 2021: Many SEL and trauma informed practices revisited and used in classrooms. Counsellor sharing district mental health resources and team teaching in many classes. WITS, Size of the problem, Zones, Mindup, and brainwork taught and used in many classes. Many classes also completing class meetings and community circles. Teachers are using various strategies to group kids for play/activities in class to help build connections.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?   What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

Our implementation plan is ongoing and flexible to meet the needs as they arise. Principal has an open-door policy for kids, staff and parents to communicate concerns, challenges and successes. Principal and counsellor meet regularly, plus LSS teachers, principal and EAs meet weekly. District LSS, behaviour analyst, mental health liaison and counselling staff have been included in meetings and observations to support students. Classroom teachers refer students to school-based team (SBT). Our SBT meetings are a way of keeping the pulse on the student body and monitor progress. Communication with parents about concerns and plans to support children is critical. Class reviews occur in September and other information is collected such as comments on report cards, office referral info, and anecdotal information from teacher discussions. Plans and strategies for our tier 1 students usually have a positive impact on the tier 2 & 3 students i.e.) class meetings, community circle, zones of regulation lessons, WITS for problem solving... Our counsellor regularly works collaboratively with teachers to deliver SEL lessons. Our principal has completed activities in every class around the school motto of kindness. ELL teachers and K teacher are helping students develop language to play with others. Some clubs/activities/teams have been created in non-Covid years to target specific kids and connect them to the school and others. EAs are also supporting some students with social stories, language to enter play, and providing opportunities to invite others to play with them. Leadership opportunities such as monitoring are offered and students can work in partners/groups for most jobs. Last year, we created a Student Council to increase student voice and provide opportunities for students to help increase connectedness in fun ways. We had community partners such as Burnaby Family Life supported group sessions (Keeping It Cool, Outreach counselling) at school last year. We will monitor specific progress of targeted students by continuously checking in on them and observing to see if they are playing with others. We will also increase interactions with students who can't identify 1 or more adults in the building that they trust or feel care about them.

This year we are holding regular spirit days to have fun and bring our community together safely. We were also able to start our buddies program, student patrol, group tennis and frisbee programs as well as intramural volleyball, basketball and hockey. We are starting to bring presentations like Burnaby Art Gallery into the school as well as attending offsite field trips. In the past, we have held numerous community building activities throughout the year such as Sept. BBQ, pancake breakfast, Bingo Night, Family Games Night, COLAs and Multicultural Day. We've offered some parent info sessions which have been satisfactorily attended the past few years. Typically, we get tremendous volunteering of parents at school events. The principal has included information in the monthly newsletters about the school goals and school-based initiatives to help with home/school connectedness.

Sharing information at staff meetings (as well as regular check-ins with staff) and working as a school team to help build connections for our identified students is important. We need to work as a team to do this!

We are making a difference with connectedness, however until **every** student can identify one adult at Montecito who they would identify as being their 'cheerleader' (someone they can trust and they believe cares about them) we will not have fully reached our goal.

We developed an Office Referral System which is identifying students who need extra social/emotional support. They may need time to connect with other staff such as an LSS teacher, ELL teacher, counsellor or principal.

Some staff have committed to purposely greeting or checking in with identified students. In the past, some created individual handshakes and many staff use H, H or H (handshake, hug or high five) at the end of the day. **This year, some staff are creatively using foot taps, elbow taps or virtual hugs.** A couple of students over the past few years have had a 'soft-start' by visiting our LSS teacher or principal for the first 10 minutes of the day before going to class. This noticeably increased attendance and decreased initial anxiety in the morning for a couple of children.

In the fall and spring each year, classroom teachers will complete Heart Mind Index rubric with identified students to monitor growth.

Example of making a difference: Many staff mindfully used strategies to increase connections (such as purposeful play, more group projects,etc.)

2019/20: Although this year we only have 7 students unable to identify 2+ peers they feel connected to, we need to build stronger connections and focus on building connections to our new, designated and level 1/2 ELL children.

2021/2022: We were pleasantly surprised with our fall data this year despite being in the middle of a pandemic and challenges with kids learning remotely last year. We hope to make significant gains with connecting children to our diverse learners and children including them in play and activities without staff interventions or requests.

2022/2023: In addition to the measures mentioned above- we will use the "Heart Mind Index" as a tool to measure how our identified students progress throughout the school year.

NEXT STEPS: _What requires further attention? Where to next?_

We need to continue to find ways for all students to feel connected to Montecito and to demonstrate kindness to themselves, others and this place. We can do this through staff meeting sharing, professional learning groups, and pro-D day activities.

We started the year with activities related to understanding empathy and kindness as they are integral skills in successfully navigating relationships. This theme has been woven throughout classroom and whole school activities.

Our counsellor will continue to work with staff, classes and also with some individual students (some in the target group) to help increase self-esteem, social skills and friendship skills.

We also need to work on providing individualized ways to meet the needs of students who are not feeling connected.

We will continue participation in the MDI/Climate study and compare this data with our school-based data.

We will learn more about mental health and trauma informed practices to better understand how to meet the needs of some of our students.
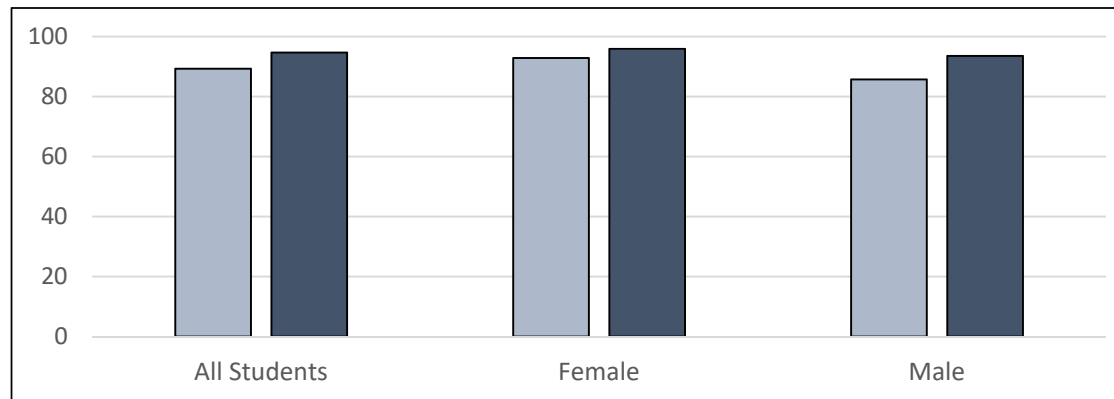
2020-21 Language Arts Report Card Results

As curriculum has changed, so do the ways we assess, evaluate and report on student learning. More than 80% of Burnaby elementary schools now use the Ministry of Education's proficiency scale: Emerging, Developing, Proficient and Extending. Research indicates this format of reporting provides more clarity for both students and parents on the learning process.

For reporting purposes students achieving a letter grade of C (satisfactory progress) or higher are comparable with those Developing, Proficient or Extending in the new proficiency scale. Although not directly transferable, this allows for a district wide comparison where there is a mix of the new scale and traditional letter grades.

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Kindergarten English Report Cards - Percentage of Students Developing, Proficient and Extending

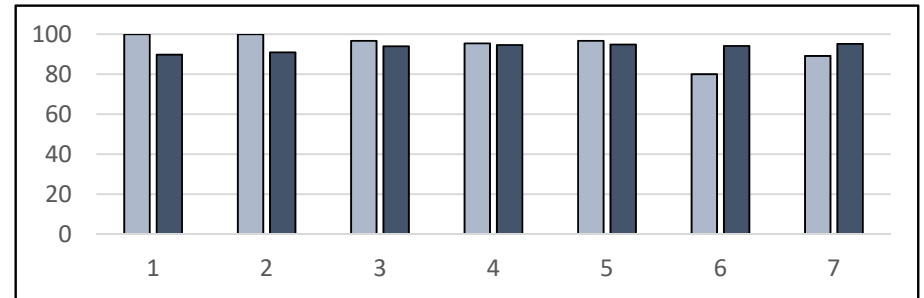|	All Students	Female	Male
School	89	93	86
Burnaby	95	96	94

Montecito Elementary

2020-21 Language Arts Report Card Results

English Report Cards - Percentage of Students Developing, Proficient and Extending

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All Students

	Grade						
	1	2	3	4	5	6	7
School	100	100	97	95	97	80	89
Burnaby	90	91	94	95	95	94	95

English Report Cards - Percentage of Students Developing, Proficient and Extending

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Montecito Elementary

	Grade						
	1	2	3	4	5	6	7
Female	100	100	100	100	92	85	94
Male	100	100	94	90	100	73	89
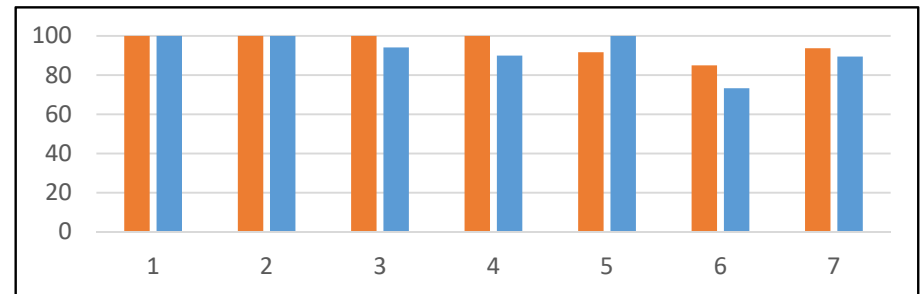
Burnaby

	Grade						
	1	2	3	4	5	6	7
Female	92	93	96	96	96	96	97
Male	88	89	92	93	94	93	93

Montecito Elementary
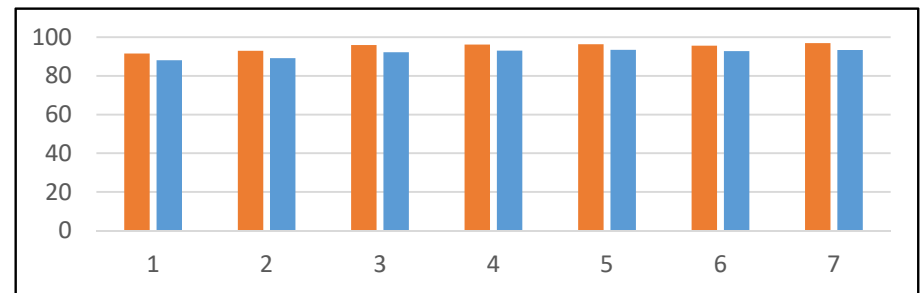
2020-21 Language Arts Report Card Results

Montecito Elementary Cohort Tracking - Percentage of Students Developing, Proficient and Extending

	1	2	3	4	5	6	7
20/21 Gr 7					90	100	89
20/21 Gr 6				89	100	80	
20/21 Gr 5			92	100	97		
20/21 Gr 4		92	100	95			
20/21 Gr 3	91	100	97				
20/21 Gr 2	100	100					

20/21 Gr 7

20/21 Gr 6
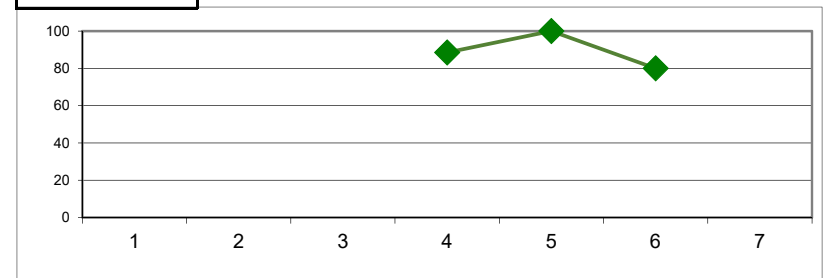
20/21 Gr 5
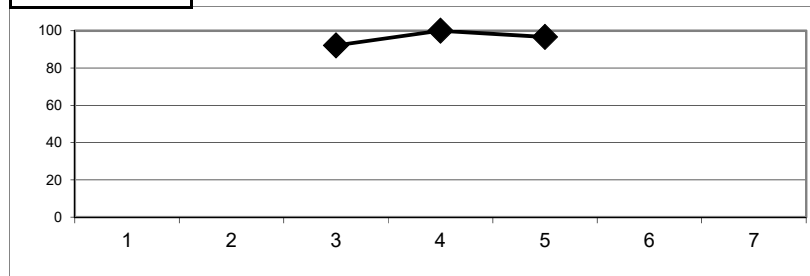
20/21 Gr 4
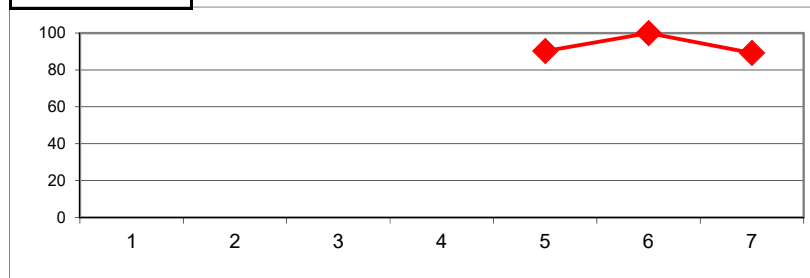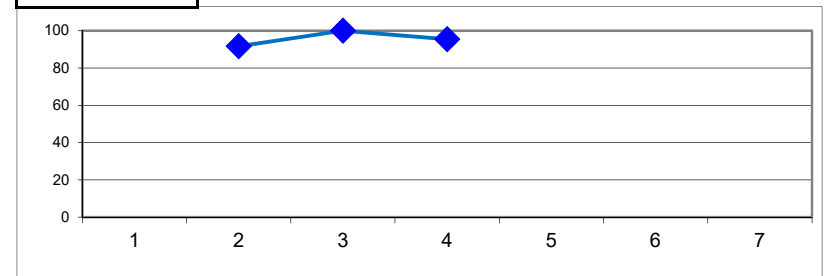

20/21 Gr 3
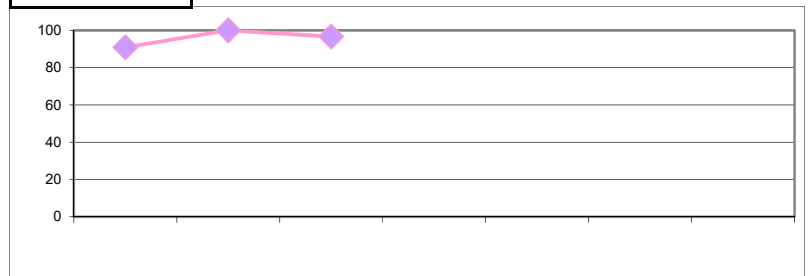
20/21 Gr 2
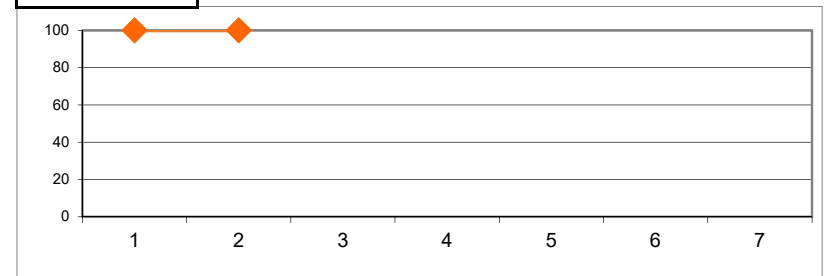
2020-21 Language Arts Report Card Results

Montecito Elementary Gender Cohort Tracking - Percentage of Students Developing, Proficient and Extending

Male	1	2	3	4	5	6	7
20/21 Gr 7					87	100	89
20/21 Gr 6				87	100	73	
20/21 Gr 5			92	100	92		
20/21 Gr 4		86	100	90			
20/21 Gr 3	86	100	94				
20/21 Gr 2	100	100					
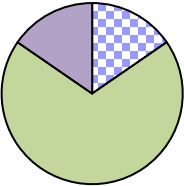
Female	1	2	3	4	5	6	7
20/21 Gr 7					94	100	94
20/21 Gr 6				90	100	85	
20/21 Gr 5			92	100	92		
20/21 Gr 4		100	100	100			
20/21 Gr 3	100	100	100				
20/21 Gr 2	100	100					
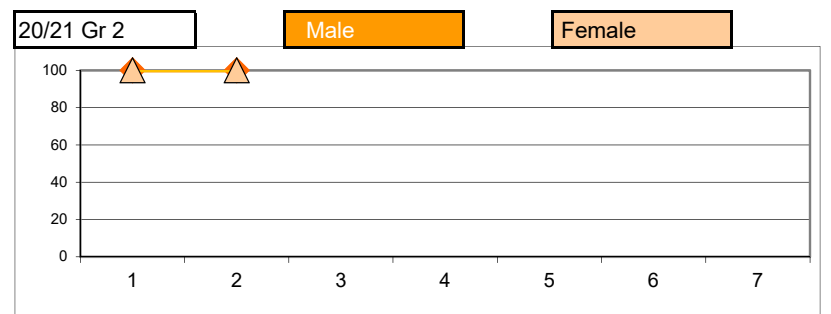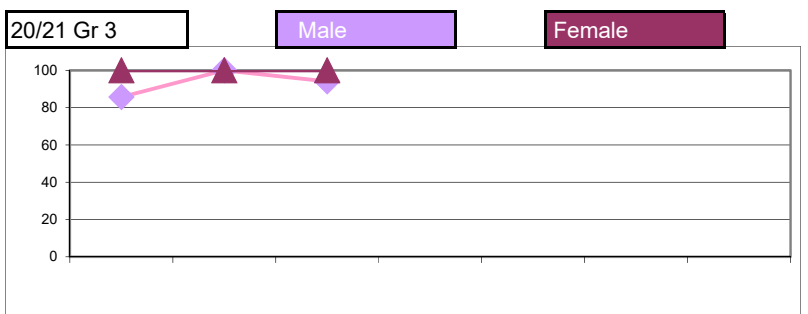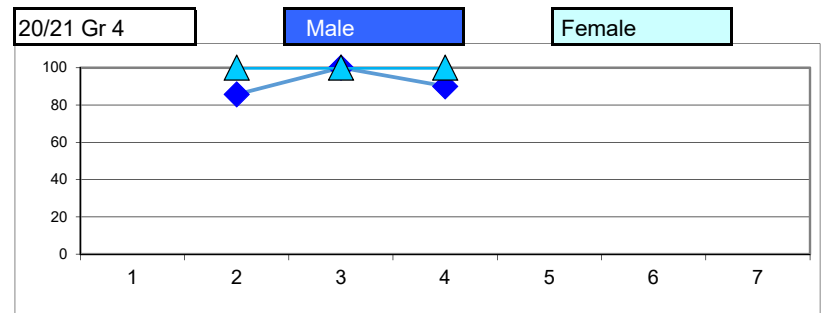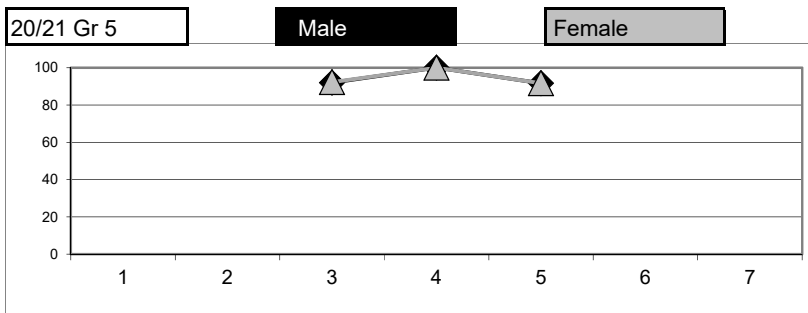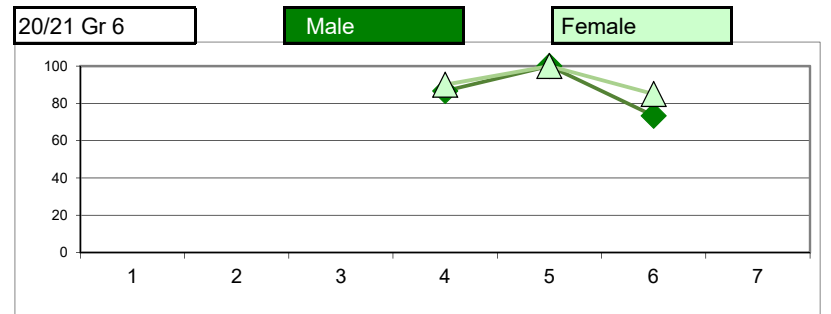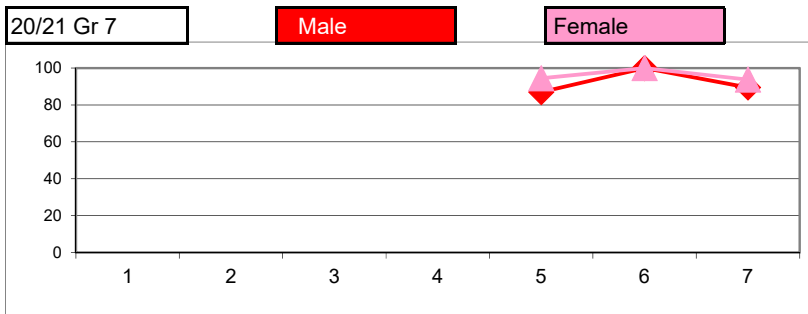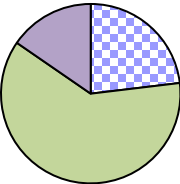
Foundation Skills Assessment
04141056 - Montecito Elementary - Writers Only

Grade 4 - 2020/21

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**25**	**52**	**2**	**15.4**	**9**	**69.2**	**2**	**15.4**
Female		11	63.6	0	0	5	71.4	2	28.6
Male		14	42.9	2	33.3	4	66.7	0	0
Indigenous		3	66.7	0	0	2	100	0	0
ELL		8	50	2	50	2	50	0	0
Diverse Needs*		1	0	0	#NA	0	#NA	0	#NA

Writing		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**25**	**52**	**0**	**0**	**13**	**100**	**0**	**0**
Female		11	63.6	0	0	7	100	0	0
Male		14	42.9	0	0	6	100	0	0
Indigenous		3	66.7	0	0	2	100	0	0
ELL		8	50	0	0	4	100	0	0
Diverse Needs*		1	0	0	#NA	0	#NA	0	#NA

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**25**	**52**	**3**	**23.1**	**8**	**61.5**	**2**	**15.4**
Female		11	63.6	1	14.3	5	71.4	1	14.3
Male		14	42.9	2	33.3	3	50	1	16.7
Indigenous		3	66.7	1	50	1	50	0	0
ELL		8	50	1	25	2	50	1	25
Diverse Needs*		1	0	0	#NA	0	#NA	0	#NA

 Not Yet Meeting   *Meeting*   *Exceeding*

*Note: Diverse Needs includes all students identified in all 12 categories

Grade 4 Reading

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	34	82.4	5	17.9	20	71.4	3	10.7
	2018/19	33	78.8	2	7.7	13	50	11	42.3
	2019/20	38	65.8	5	20	16	64	4	16
	2020/21	25	52	2	15.4	9	69.2	2	15.4
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	16	75	0	0	9	75	3	25
	2018/19	19	89.5	1	5.9	8	47.1	8	47.1
	2019/20	13	69.2	1	11.1	5	55.6	3	33.3
	2020/21	11	63.6	0	0	5	71.4	2	28.6
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	18	88.9	5	31.3	11	68.8	0	0
	2018/19	14	64.3	1	11.1	5	55.6	3	33.3
	2019/20	25	64	4	25	11	68.8	1	6.3
	2020/21	14	42.9	2	33.3	4	66.7	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	2	100	1	50	1	50	0	0
	2018/19	3	100	0	0	3	100	0	0
	2019/20	-	-	-	-	-	-	-	-
	2020/21	3	66.7	0	0	2	100	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	12	83.3	3	30	6	60	1	10
	2018/19	8	62.5	0	0	4	80	1	20
	2019/20	14	85.7	3	25	8	66.7	1	8.3
	2020/21	8	50	2	50	2	50	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	10	60	2	33.3	3	50	1	16.7
	2018/19	5	40	0	0	2	100	0	0
	2019/20	3	33.3	0	0	1	100	0	0
	2020/21	1	0	0	#NA	0	#NA	0	#NA

Note: Diverse Needs includes all students identified in all 12 categories
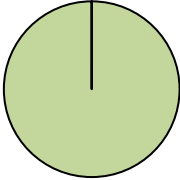
Average FSA Scaled Score - Grade 4 Reading
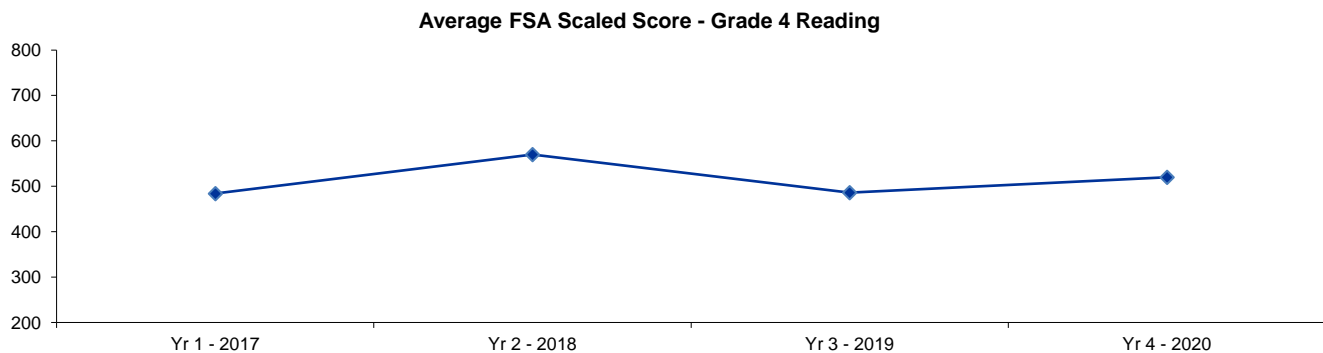
Foundation Skills Assessment
04141056 - Montecito Elementary - Writers Only

Grade 4 Writing

	School Year	Participation Rate #	%	Emerging #	%	On Track #	%	Extending #	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	34	82.4	10	35.7	18	64.3	0	0
	2018/19	33	75.8	0	0	24	96	1	4
	2019/20	38	65.8	0	0	25	100	0	0
	2020/21	25	52	0	0	13	100	0	0
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	16	75	0	0	12	100	0	0
	2018/19	19	89.5	0	0	16	94.1	1	5.9
	2019/20	13	69.2	0	0	9	100	0	0
	2020/21	11	63.6	0	0	7	100	0	0
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	18	88.9	10	62.5	6	37.5	0	0
	2018/19	14	57.1	0	0	8	100	0	0
	2019/20	25	64	0	0	16	100	0	0
	2020/21	14	42.9	0	0	6	100	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	2	100	1	50	1	50	0	0
	2018/19	3	66.7	0	0	2	100	0	0
	2019/20	-	-	-	-	-	-	-	-
	2020/21	3	66.7	0	0	2	100	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	12	83.3	4	40	6	60	0	0
	2018/19	8	62.5	0	0	5	100	0	0
	2019/20	14	85.7	0	0	12	100	0	0
	2020/21	8	50	0	0	4	100	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	10	60	2	33.3	4	66.7	0	0
	2018/19	5	20	0	0	1	100	0	0
	2019/20	3	33.3	0	0	1	100	0	0
	2020/21	1	0	0	#NA	0	#NA	0	#NA

Note: Diverse Needs includes all students identified in all 12 categories

Grade 4 Numeracy

	School Year	Participation Rate #	Participation Rate %	Emerging #	Emerging %	On Track #	On Track %	Extending #	Extending %
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	34	82.4	2	7.1	23	82.1	3	10.7
	2018/19	33	78.8	0	0	15	57.7	11	42.3
	2019/20	38	65.8	1	4	19	76	5	20
	2020/21	25	52	3	23.1	8	61.5	2	15.4
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	16	62.5	0	0	8	80	2	20
	2018/19	19	89.5	0	0	11	64.7	6	35.3
	2019/20	13	69.2	0	0	6	66.7	3	33.3
	2020/21	11	63.6	1	14.3	5	71.4	1	14.3
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	18	100	2	11.1	15	83.3	1	5.6
	2018/19	14	64.3	0	0	4	44.4	5	55.6
	2019/20	25	64	1	6.3	13	81.3	2	12.5
	2020/21	14	42.9	2	33.3	3	50	1	16.7
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	2	100	1	50	1	50	0	0
	2018/19	3	100	0	0	2	66.7	1	33.3
	2019/20	-	-	-	-	-	-	-	-
	2020/21	3	66.7	1	50	1	50	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	12	100	1	8.3	10	83.3	1	8.3
	2018/19	8	62.5	0	0	4	80	1	20
	2019/20	14	85.7	1	8.3	10	83.3	1	8.3
	2020/21	8	50	1	25	2	50	1	25
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	10	50	1	20	3	60	1	20
	2018/19	5	40	0	0	0	0	2	100
	2019/20	3	33.3	0	0	1	100	0	0
	2020/21	1	0	0	#NA	0	#NA	0	#NA
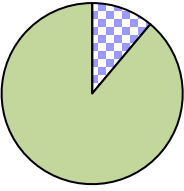
Note: Diverse Needs includes all students identified in all 12 categories
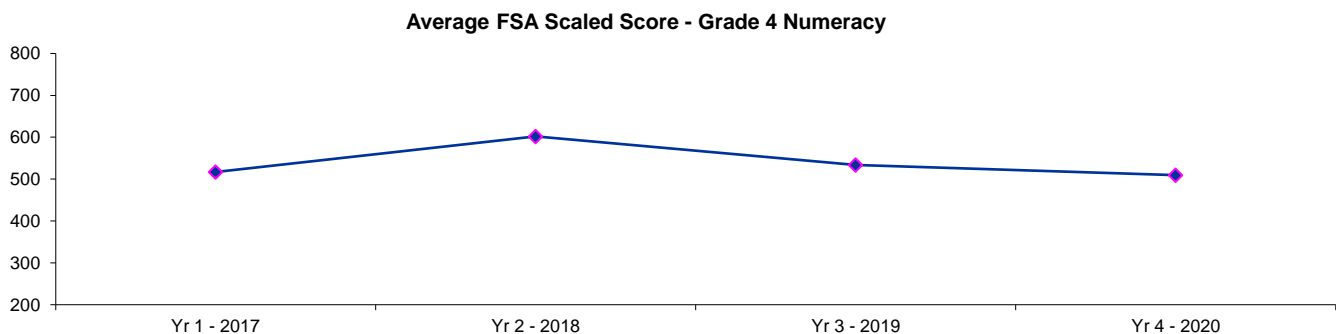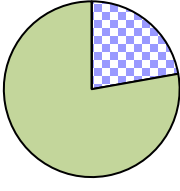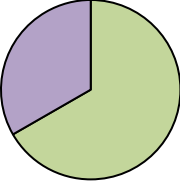
Average FSA Scaled Score - Grade 4 Numeracy

Grade 7 - 2020/21

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**38**	**23.7**	**1**	11.1	**8**	88.9	**0**	**0**
Female		19	10.5	0	0	2	100	0	0
Male		19	36.8	1	14.3	6	85.7	0	0
Indigenous		2	0	0	#NA	0	#NA	0	#NA
ELL		9	33.3	0	0	3	100	0	0
Diverse Needs*		9	0	0	#NA	0	#NA	0	#NA

Writing		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**38**	**23.7**	**2**	22.2	**7**	77.8	**0**	**0**
Female		19	10.5	0	0	2	100	0	0
Male		19	36.8	2	28.6	5	71.4	0	0
Indigenous		2	0	0	#NA	0	#NA	0	#NA
ELL		9	33.3	0	0	3	100	0	0
Diverse Needs*		9	0	0	#NA	0	#NA	0	#NA

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**38**	**23.7**	**0**	0	**6**	66.7	**3**	**33.3**
Female		19	10.5	0	0	0	0	2	100
Male		19	36.8	0	0	6	85.7	1	14.3
Indigenous		2	0	0	#NA	0	#NA	0	#NA
ELL		9	33.3	0	0	2	66.7	1	33.3
Diverse Needs*		9	0	0	#NA	0	#NA	0	#NA

Not Yet Meeting   Meeting   Exceeding

Note: Diverse Needs includes all students identified in all 12 categories

Grade 7 Reading

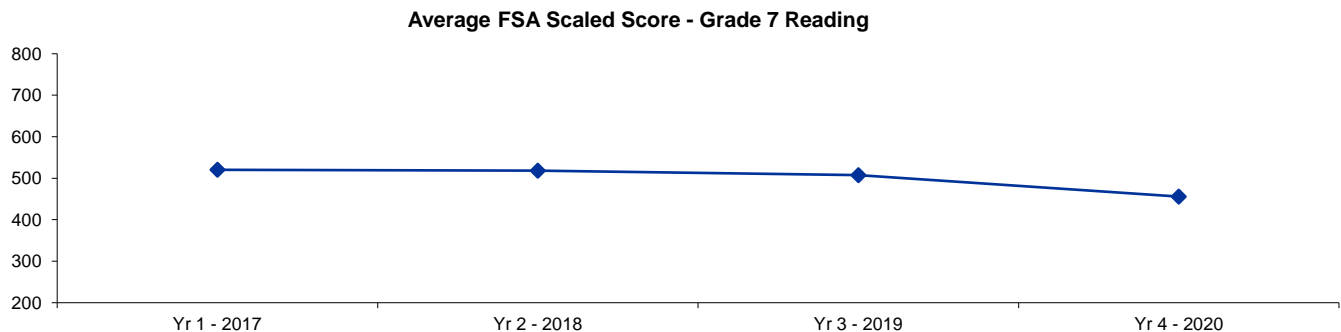|	School Year	Participation Rate #	Participation Rate %	Emerging #	Emerging %	On Track #	On Track %	Extending #	Extending %
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	38	86.8	3	9.1	27	81.8	3	9.1
	2018/19	23	87	0	0	20	100	0	0
	2019/20	43	46.5	0	0	19	95	1	5
	2020/21	38	23.7	1	11.1	8	88.9	0	0
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	16	93.8	1	6.7	12	80	2	13.3
	2018/19	13	76.9	0	0	10	100	0	0
	2019/20	18	44.4	0	0	7	87.5	1	12.5
	2020/21	19	10.5	0	0	2	100	0	0
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	22	81.8	2	11.1	15	83.3	1	5.6
	2018/19	10	100	0	0	10	100	0	0
	2019/20	25	48	0	0	12	100	0	0
	2020/21	19	36.8	1	14.3	6	85.7	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	2	100	0	0	2	100	0	0
	2018/19	1	100	0	0	1	100	0	0
	2019/20	3	33.3	0	0	1	100	0	0
	2020/21	2	0	0	#NA	0	#NA	0	#NA
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	4	75	0	0	3	100	0	0
	2018/19	3	33.3	0	0	1	100	0	0
	2019/20	3	0	0	#NA	0	#NA	0	#NA
	2020/21	9	33.3	0	0	3	100	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	50	0	0	3	100	0	0
	2018/19	2	100	0	0	2	100	0	0
	2019/20	10	20	0	0	2	100	0	0
	2020/21	9	0	0	#NA	0	#NA	0	#NA

Note: Diverse Needs includes all students identified in all 12 categories

Average FSA Scaled Score - Grade 7 Reading

Grade 7 Writing

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	38	86.8	4	12.1	28	84.8	1	3
	2018/19	23	87	0	0	18	90	2	10
	2019/20	43	46.5	0	0	19	95	1	5
	2020/21	38	23.7	2	22.2	7	77.8	0	0
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	16	93.8	0	0	14	93.3	1	6.7
	2018/19	13	76.9	0	0	8	80	2	20
	2019/20	18	44.4	0	0	7	87.5	1	12.5
	2020/21	19	10.5	0	0	2	100	0	0
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	22	81.8	4	22.2	14	77.8	0	0
	2018/19	10	100	0	0	10	100	0	0
	2019/20	25	48	0	0	12	100	0	0
	2020/21	19	36.8	2	28.6	5	71.4	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	2	100	1	50	1	50	0	0
	2018/19	1	100	0	0	1	100	0	0
	2019/20	3	33.3	0	0	1	100	0	0
	2020/21	2	0	0	#NA	0	#NA	0	#NA
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	4	75	1	33.3	2	66.7	0	0
	2018/19	3	33.3	0	0	1	100	0	0
	2019/20	3	0	0	#NA	0	#NA	0	#NA
	2020/21	9	33.3	0	0	3	100	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	50	1	33.3	2	66.7	0	0
	2018/19	2	100	0	0	2	100	0	0
	2019/20	10	20	0	0	2	100	0	0
	2020/21	9	0	0	#NA	0	#NA	0	#NA

Note: Diverse Needs includes all students identified in all 12 categories

Grade 7 Numeracy

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	38	86.8	5	15.2	20	60.6	8	24.2
	2018/19	23	82.6	1	5.3	15	78.9	3	15.8
	2019/20	43	48.8	2	9.5	12	57.1	7	33.3
	2020/21	38	23.7	0	0	6	66.7	3	33.3
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	16	93.8	2	13.3	9	60	4	26.7
	2018/19	13	69.2	0	0	9	100	0	0
	2019/20	18	50	1	11.1	5	55.6	3	33.3
	2020/21	19	10.5	0	0	0	0	2	100
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	22	81.8	3	16.7	11	61.1	4	22.2
	2018/19	10	100	1	10	6	60	3	30
	2019/20	25	48	1	8.3	7	58.3	4	33.3
	2020/21	19	36.8	0	0	6	85.7	1	14.3
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	2	100	2	100	0	0	0	0
	2018/19	1	100	0	0	1	100	0	0
	2019/20	3	33.3	0	0	0	0	1	100
	2020/21	2	0	0	#NA	0	#NA	0	#NA
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	4	75	0	0	3	100	0	0
	2018/19	3	33.3	0	0	0	0	1	100
	2019/20	3	33.3	1	100	0	0	0	0
	2020/21	9	33.3	0	0	2	66.7	1	33.3
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	50	2	66.7	0	0	1	33.3
	2018/19	2	50	0	0	1	100	0	0
	2019/20	10	20	0	0	2	100	0	0
	2020/21	9	0	0	#NA	0	#NA	0	#NA

Note: Diverse Needs includes all students identified in all 12 categories
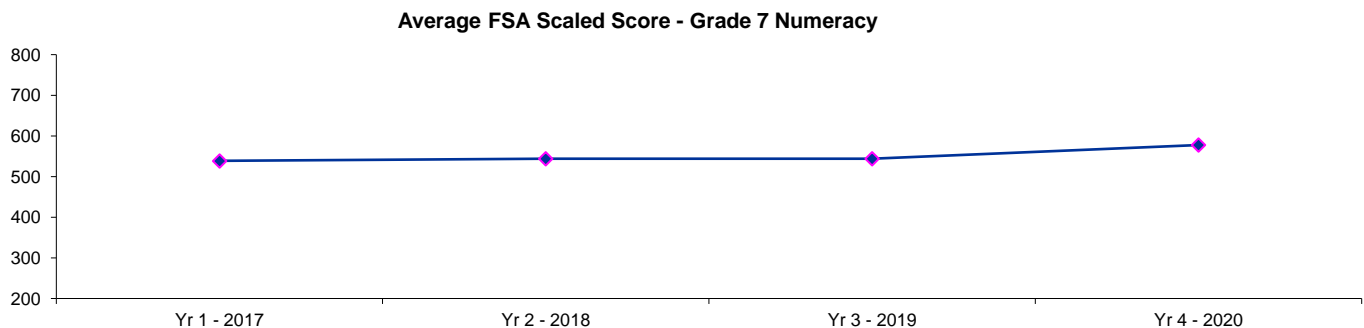
Average FSA Scaled Score - Grade 7 Numeracy

For a full list of reporting definitions, please visit the Analysis and Reporting Unit's online Glossary of Terms:
http://www.bced.gov.bc.ca/reporting/glossary.php

Term	Definition / Notes
Indigenous Student	A student who has self-identified as being of Indigenous ancestry (First Nations: status and non-status, Métis and Inuit). Indigenous ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Indigenous will be considered Indigenous from the 2003/2004 school year forward. Status Indians are Indigenous people who meet the requirements of the Indian Act and who are registered under the Act.
English Language Learning (ELL)	A program provided to students whose English language proficiency is assessed as being sufficiently different from standard English that they are identified as requiring specialized services to develop intellectually, to develop as a citizen and to achieve the expected learning outcomes of the provincial curriculum. This program was known as English as a Second Language (ESL) prior to January 2012.
Extending	Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.
Grade	The assigned grade level for each student. For the purpose of the Foundation Skills Assessment, since 2003/2004 each student's grade level and school of authority has been based on their February 1 enrolment data.
On Track	Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.
Msk	Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine). Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to http://www2.gov.bc.ca/gov/topic.page?id=25CF215B1E9C47479E0FE72D3823D973
Emerging	Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.
Participation Rate	The percentage of those expected to write the assessment who did write the assessment.
Scaled Score	A scaled score takes the raw score of a student on a test and converts it to a standardized scale that is consistent from one year to next. If two students obtain the same scaled score on two different tests, it means they have demonstrated the same attainment. Therefore, it is a more useful measure of comparison across populations and years than a raw score.
Diverse Needs Categories	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)