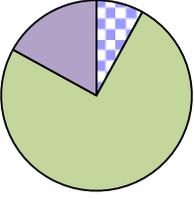
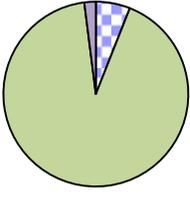
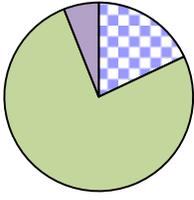


Foundation Skills Assessment - 2016/17
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Grade 4 - 2016/17

Reading		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	52	90	4	8	39	75	9	17
	Female	26	90	2	8	19	73	5	19
	Male	26	90	2	8	20	77	4	15
	Aboriginal	2	100	1	50	1	50	0	0
	ELL	5	71	0	0	5	100	0	0
	Special Needs*	1	50	1	100	0	0	0	0

Writing		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	51	88	3	6	47	92	1	2
	Female	25	86	1	4	24	96	0	0
	Male	26	90	2	8	23	88	1	4
	Aboriginal	1	50	0	0	1	100	0	0
	ELL	5	71	0	0	5	100	0	0
	Special Needs*	1	50	1	100	0	0	0	0

Numeracy		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	51	88	9	18	39	76	3	6
	Female	25	86	5	20	19	76	1	4
	Male	26	90	4	15	20	77	2	8
	Aboriginal	1	50	0	0	1	100	0	0
	ELL	5	71	0	0	5	100	0	0
	Special Needs*	1	50	1	100	0	0	0	0

 Not Yet Meeting
  Meeting
  Exceeding

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Foundation Skills Assessment - 2016/17

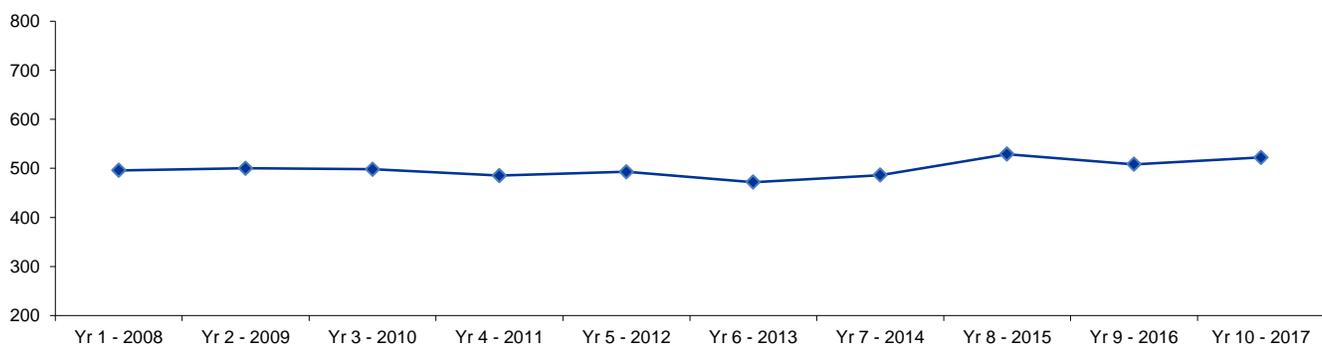
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Grade 4 Reading

	School Year	Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
Writers Only	2012/13	50	89	11	22	32	64	7	14
	2013/14	63	95	9	14	46	73	8	13
	2014/15	59	98	5	8	44	75	10	17
	2015/16	63	97	7	11	48	76	8	13
	2016/17	52	90	4	8	39	75	9	17
Female	2012/13	24	83	5	21	16	67	3	13
	2013/14	40	95	3	8	32	80	5	13
	2014/15	32	100	2	6	23	72	7	22
	2015/16	28	100	4	14	18	64	6	21
	2016/17	26	90	2	8	19	73	5	19
Male	2012/13	26	96	6	23	16	62	4	15
	2013/14	23	96	6	26	14	61	3	13
	2014/15	27	96	3	11	21	78	3	11
	2015/16	35	95	3	9	30	86	2	6
	2016/17	26	90	2	8	20	77	4	15
Aboriginal	2012/13	2	67	0	0	2	100	0	0
	2013/14	4	80	2	50	1	25	1	25
	2014/15	2	67	0	0	2	100	0	0
	2015/16	3	75	0	0	3	100	0	0
	2016/17	2	100	1	50	1	50	0	0
English Language Learner (ELL)	2012/13	0	-	0	-	0	-	0	-
	2013/14	1	50	0	0	1	100	0	0
	2014/15	1	100	0	0	1	100	0	0
	2015/16	7	100	0	0	6	86	1	14
	2016/17	5	71	0	0	5	100	0	0
Special Needs*	2012/13	0	-	0	-	0	-	0	-
	2013/14	1	50	1	100	0	0	0	0
	2014/15	2	100	1	50	1	50	0	0
	2015/16	1	100	1	100	0	0	0	0
	2016/17	1	50	1	100	0	0	0	0

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 4 Reading



Foundation Skills Assessment - 2016/17

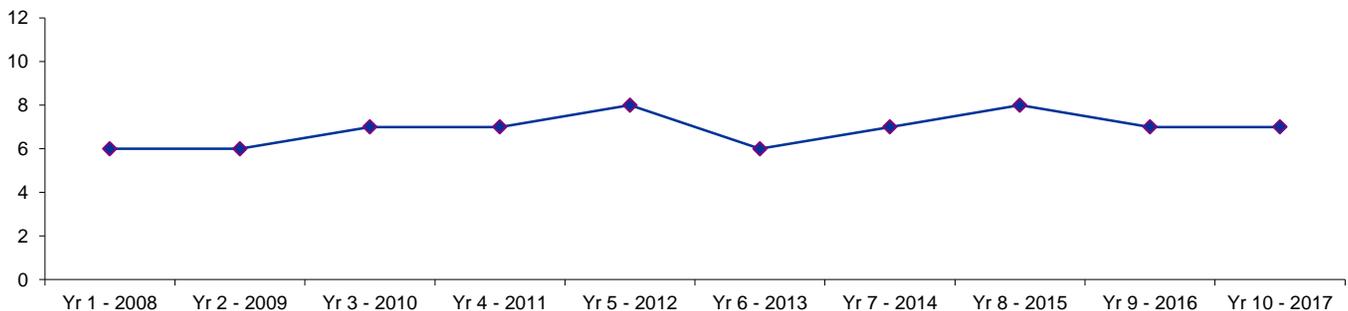
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Grade 4 Writing

	School Year	Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
Writers Only	2012/13	51	91	19	37	32	63	0	0
	2013/14	62	94	5	8	57	92	0	0
	2014/15	58	97	4	7	50	86	4	7
	2015/16	62	95	7	11	49	79	6	10
	2016/17	51	88	3	6	47	92	1	2
Female	2012/13	24	83	6	25	18	75	0	0
	2013/14	39	93	2	5	37	95	0	0
	2014/15	32	100	2	6	27	84	3	9
	2015/16	27	96	2	7	21	78	4	15
	2016/17	25	86	1	4	24	96	0	0
Male	2012/13	27	100	13	48	14	52	0	0
	2013/14	23	96	3	13	20	87	0	0
	2014/15	26	93	2	8	23	88	1	4
	2015/16	35	95	5	14	28	80	2	6
	2016/17	26	90	2	8	23	88	1	4
Aboriginal	2012/13	2	67	0	0	2	100	0	0
	2013/14	4	80	1	25	3	75	0	0
	2014/15	2	67	0	0	2	100	0	0
	2015/16	3	75	2	67	1	33	0	0
	2016/17	1	50	0	0	1	100	0	0
English Language Learner (ELL)	2012/13	0	-	0	-	0	-	0	-
	2013/14	1	50	1	100	0	0	0	0
	2014/15	1	100	0	0	1	100	0	0
	2015/16	7	100	1	14	6	86	0	0
	2016/17	5	71	0	0	5	100	0	0
Special Needs*	2012/13	0	-	0	-	0	-	0	-
	2013/14	1	50	0	0	1	100	0	0
	2014/15	2	100	0	0	2	100	0	0
	2015/16	0	0	0	-	0	-	0	-
	2016/17	1	50	1	100	0	0	0	0

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Score - Grade 4 Writing



Foundation Skills Assessment - 2016/17

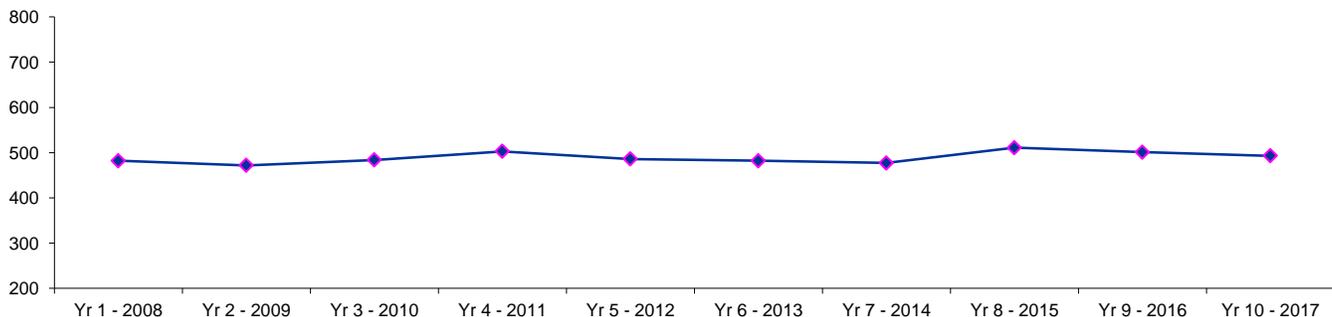
04343053 - Ecole Porter Street Elementary - Writers Only

Grade 4 Numeracy

	School Year	Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
Writers Only	2012/13	51	91	12	24	32	63	7	14
	2013/14	63	95	16	25	41	65	6	10
	2014/15	59	98	8	14	43	73	8	14
	2015/16	62	95	10	16	45	73	7	11
	2016/17	51	88	9	18	39	76	3	6
Female	2012/13	24	83	5	21	17	71	2	8
	2013/14	40	95	9	23	28	70	3	8
	2014/15	32	100	6	19	22	69	4	13
	2015/16	27	96	6	22	18	67	3	11
	2016/17	25	86	5	20	19	76	1	4
Male	2012/13	27	100	7	26	15	56	5	19
	2013/14	23	96	7	30	13	57	3	13
	2014/15	27	96	2	7	21	78	4	15
	2015/16	35	95	4	11	27	77	4	11
	2016/17	26	90	4	15	20	77	2	8
Aboriginal	2012/13	2	67	2	100	0	0	0	0
	2013/14	4	80	1	25	3	75	0	0
	2014/15	2	67	0	0	2	100	0	0
	2015/16	3	75	0	0	3	100	0	0
	2016/17	1	50	0	0	1	100	0	0
English Language Learner (ELL)	2012/13	0	-	0	-	0	-	0	-
	2013/14	1	50	1	100	0	0	0	0
	2014/15	1	100	0	0	1	100	0	0
	2015/16	7	100	1	14	4	57	2	29
	2016/17	5	71	0	0	5	100	0	0
Special Needs*	2012/13	0	-	0	-	0	-	0	-
	2013/14	1	50	1	100	0	0	0	0
	2014/15	2	100	1	50	1	50	0	0
	2015/16	0	0	0	-	0	-	0	-
	2016/17	1	50	1	100	0	0	0	0

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 4 Numeracy



Foundation Skills Assessment - 2016/17
04343053 - Ecole Porter Street Elementary - Writers Only

Grade 7 - 2016/17

Reading		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	Aboriginal	-	-	-	-	-	-	-	-
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	-	-	-	-	-	-	-	-

Writing		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	Aboriginal	-	-	-	-	-	-	-	-
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	-	-	-	-	-	-	-	-

Numeracy		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	Aboriginal	-	-	-	-	-	-	-	-
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	-	-	-	-	-	-	-	-

 Not Yet Meeting
  Meeting
  Exceeding

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Foundation Skills Assessment - 2016/17

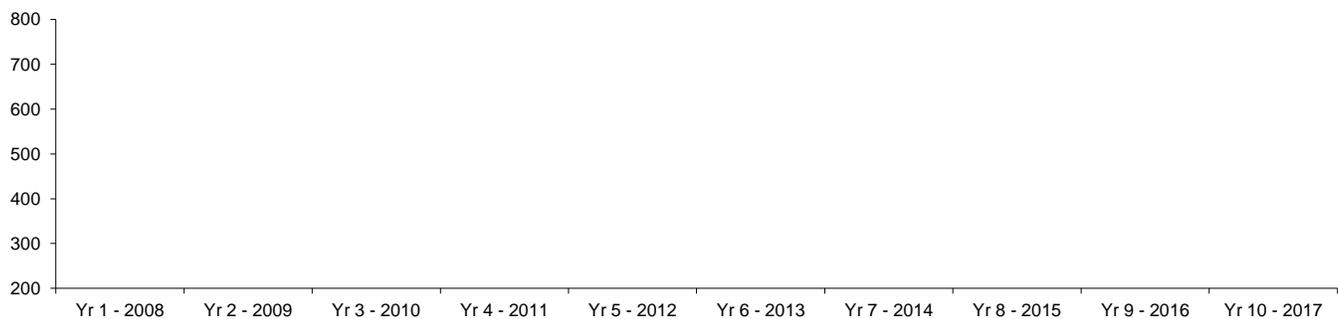
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Grade 7 Reading

	School Year	Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
Writers Only	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Female	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Male	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Aboriginal	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
English Language Learner (ELL)	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Special Needs*	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 7 Reading



Foundation Skills Assessment - 2016/17

04343053 - Ecole Porter Street Elementary - Writers Only

Grade 7 Writing

	School Year	Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
Writers Only	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Female	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Male	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Aboriginal	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
English Language Learner (ELL)	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Special Needs*	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Score - Grade 7 Writing



Foundation Skills Assessment - 2016/17

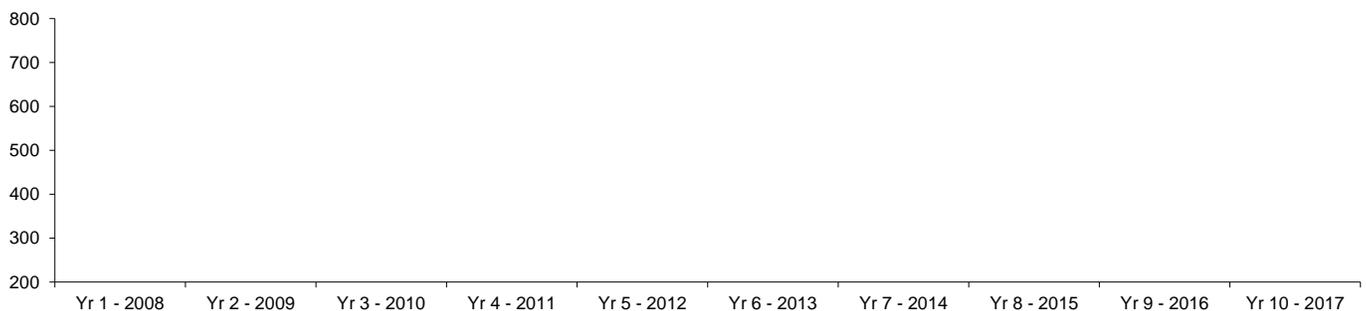
04343053 - Ecole Porter Street Elementary - Writers Only

Grade 7 Numeracy

	School Year	Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
Writers Only	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Female	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Male	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Aboriginal	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
English Language Learner (ELL)	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
Special Needs*	2012/13	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-
	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-

*Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 7 Numeracy



Foundation Skills Assessment - 2016/17

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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
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/2004 school year forward. Status Indians are Aboriginal people who meet the requirements of the <i>Indian Act</i> and who are registered under the <i>Act</i> .
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.
Exceeding	The student's performance exceeded the expectations for his/her grade.
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.
Meeting	The student's performance met the expectations for his/her grade.
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
Not Yet Meeting	The student's performance did not meet the expectations for his/her grade.
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.
Special Needs	When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included: <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.