

# Data and information to **support** **parents and student learning.**

**This report provides a comprehensive set of data and information about each school district in the province, highlighting intellectual, human and social, and career development.**

Our mandate the for education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, social, and career development while considering a wide range of information related to all of these areas.



## Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge

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## Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

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## Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

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When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.sd70.bc.ca>



Population Size

in 2022 (estimated by BC Stats)

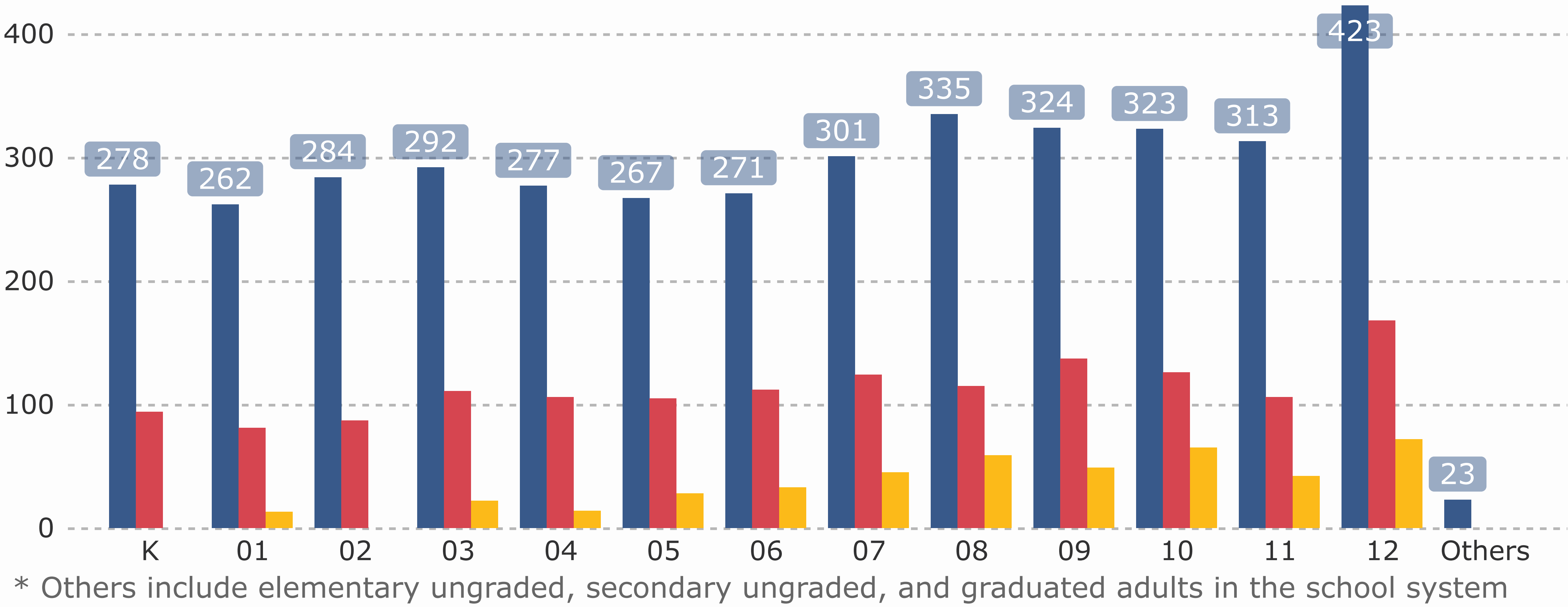
34,874

Number of Active Public Schools

14

Total Students across All Grades (2022/2023)

● All Residents ● Indigenous Students ● Students with Diverse Needs



Community Demographics

The demographic information displayed was based on the 2021 Census of Population conducted by [Statistics Canada](https://www150.statcan.gc.ca/n1/pub/92-62-0001/2021001/article/00001-eng).

B.C. Public Schools	Unemployment Rate	Percent of 25-64 with Post-Secondary Credentials	Percent of Lone-Parent Families	Median Family Income Economic Families	Population Density (People per sq. km of land area)
	8.27%	42.06%	4.29%	\$113,137	3,644
Pacific Rim	9.01%	35.3%	5.1%	\$88,278	1,036

How to Read the Charts in This Report





Enrolment

Enrolment counts include the records of all adults and school-age persons who are enrolled in the B.C. K-12 Public School system, based on September 30th data collection. Registered homeschooled children are not considered an enrolment.

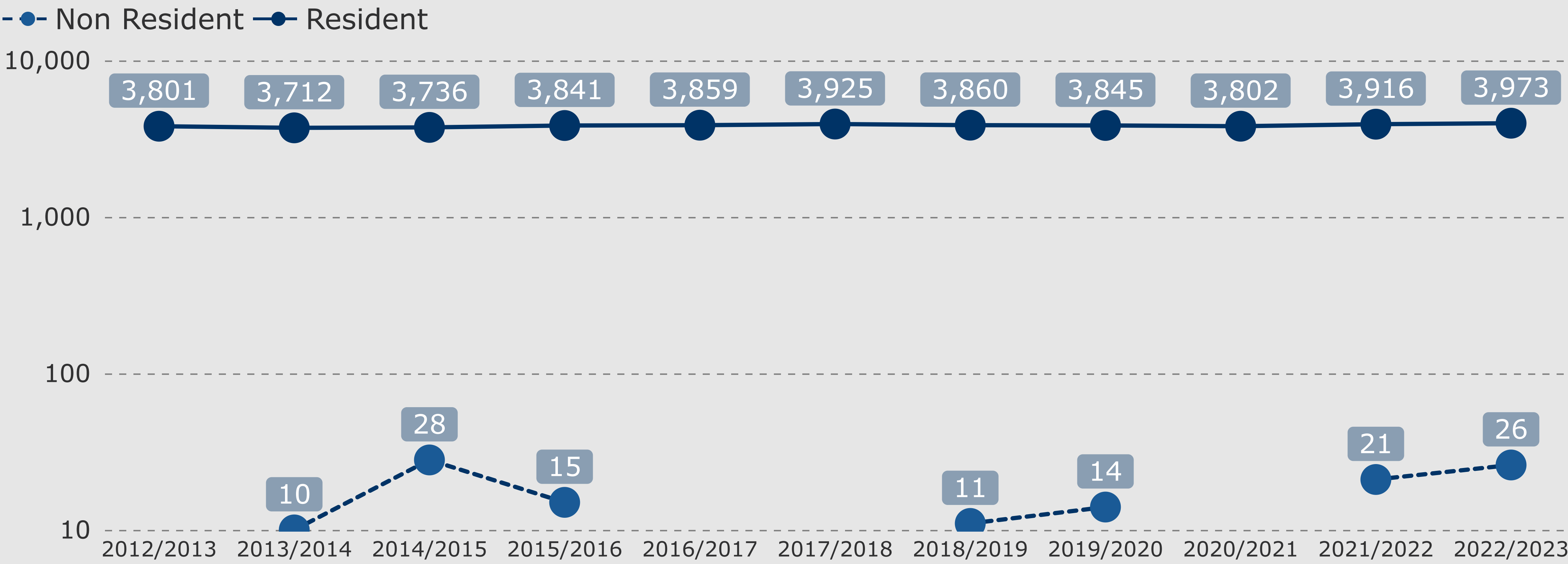
For a more complete set including additional years and subpopulations, view the open data for [Student Enrolment and FTE by Grade](#).



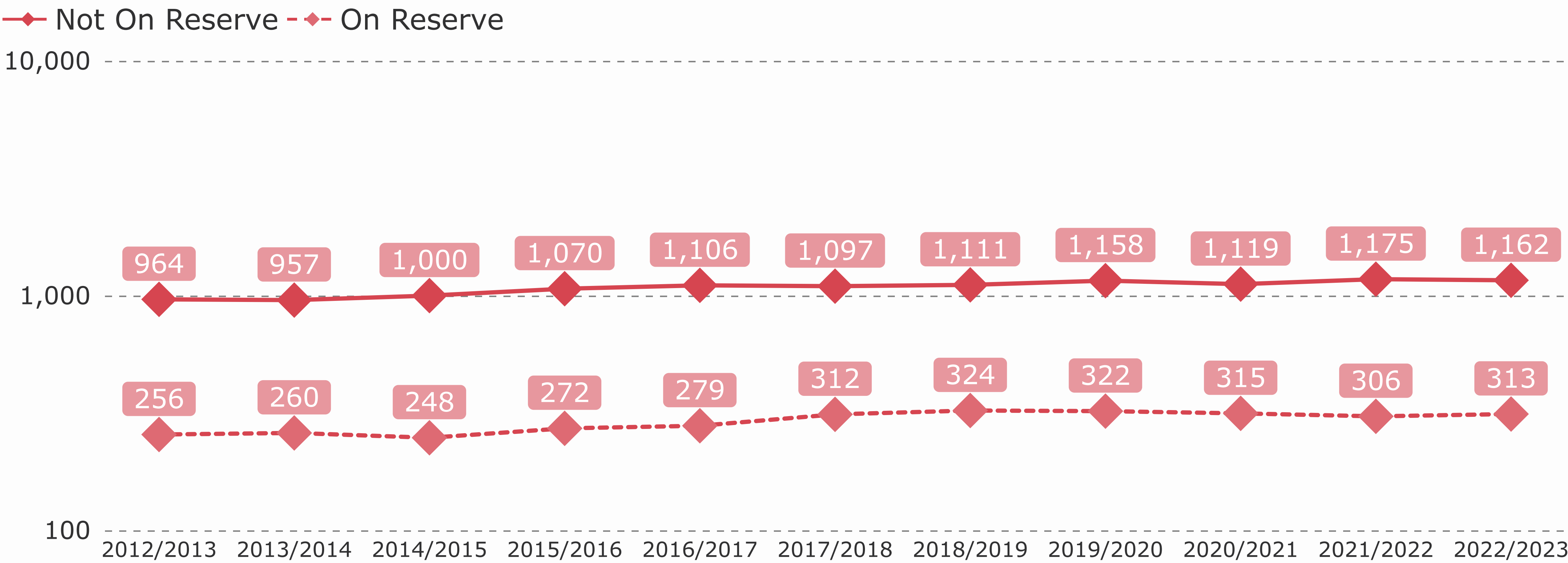
September 2022  
Total Headcount  
(All students)

3,999

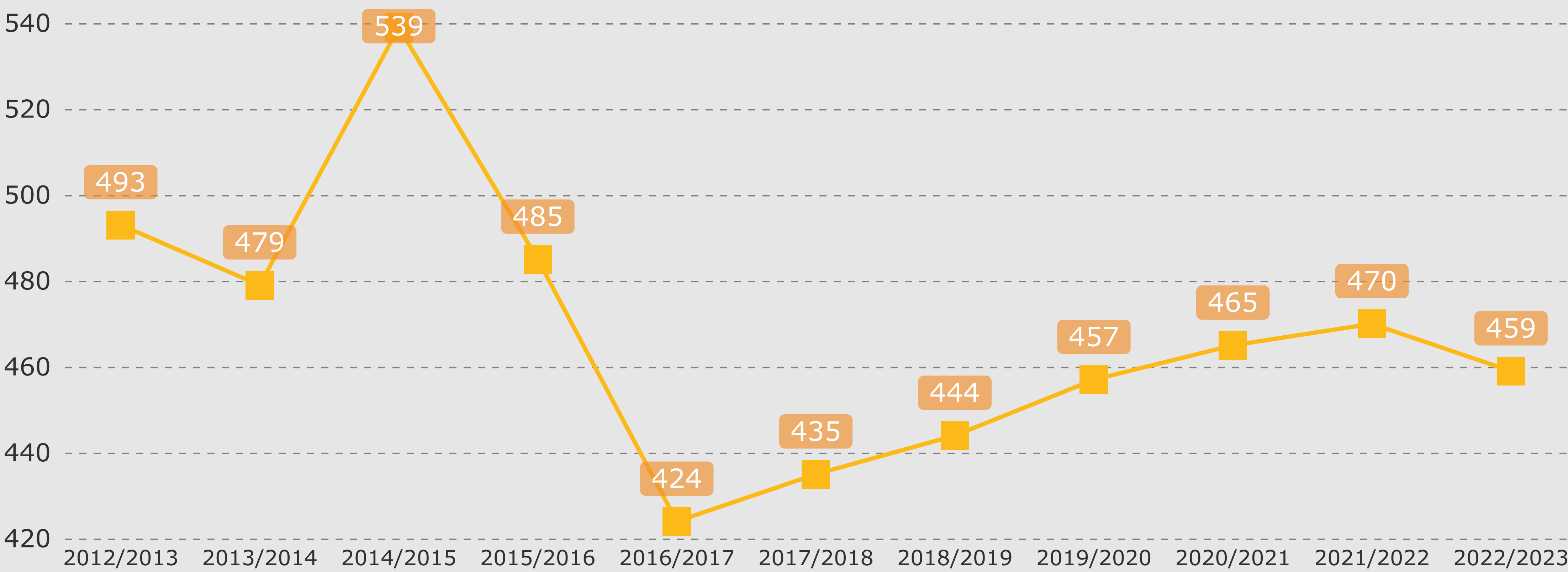
Resident and Non-Resident



Indigenous



Diverse Needs (Resident)



Students with Diverse Needs (2022/2023)

Autism Spectrum Disorder	Deaf or Hard of Hearing	Deafblind	Gifted	Intensive Behaviour Interventions or Serious Mental Illness	Learning Disability	Mild Intellectual Disability	Moderate Behaviour Support / Mental Illness	Moderate to Profound Intellectual Disability	Physical Disability or Chronic Health Impairment	Physically Dependent	Visual Impairment
75	11	Msk	Msk	12	190	36	64	Msk	60	Msk	



Enrolment Projection

The ministry generates estimates of future enrolment growth for the province and each of the school districts, leveraging internal enrolment data and external data sources like BC Statistics and Statistics Canada. Projections for both Student Headcount and Funded FTE are produced to inform future project planning and funding decisions.

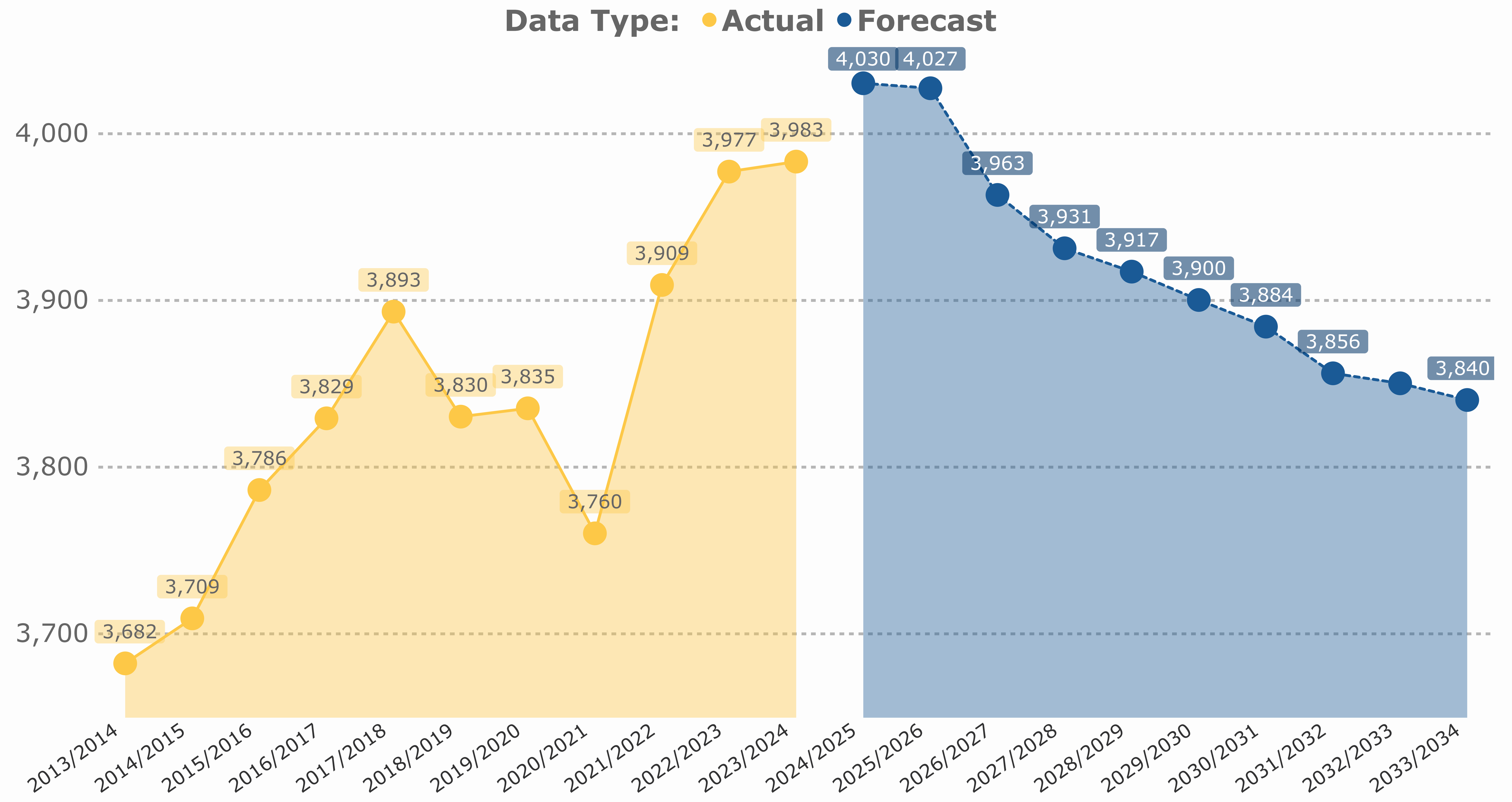


Projected 10-year change  
(All students)



-143

Historically, immigration to B.C. has been the largest source of new students in the public school system. Other sources of students, such as incoming kindergarten students, movement between the public and independent school systems and between school districts are also incorporated into enrolment projections.






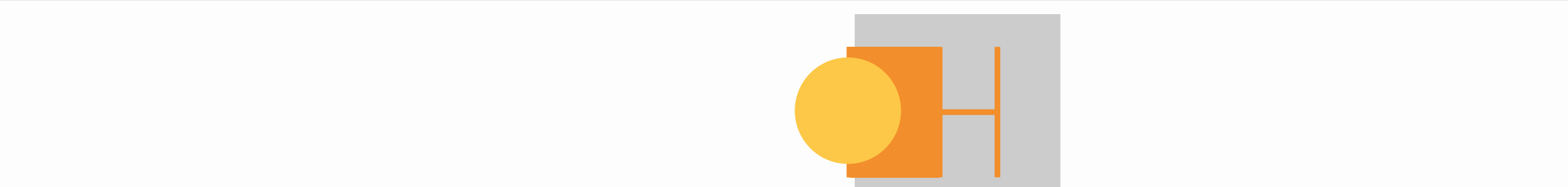

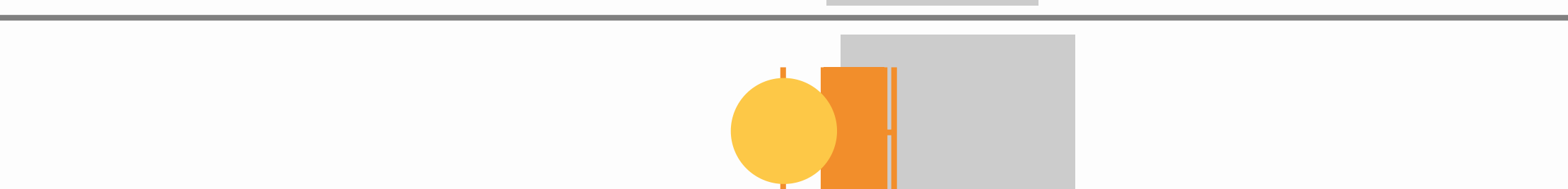

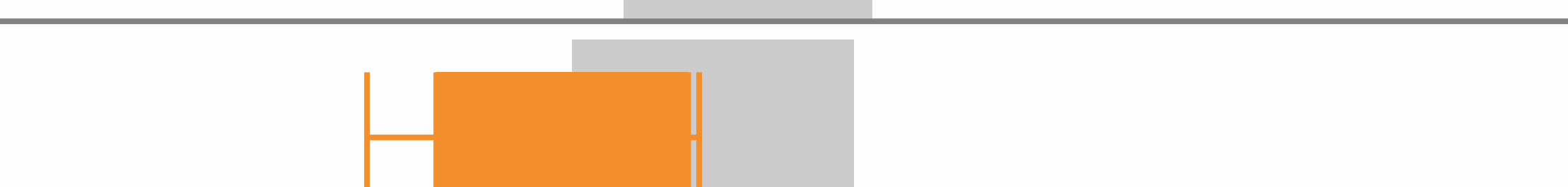

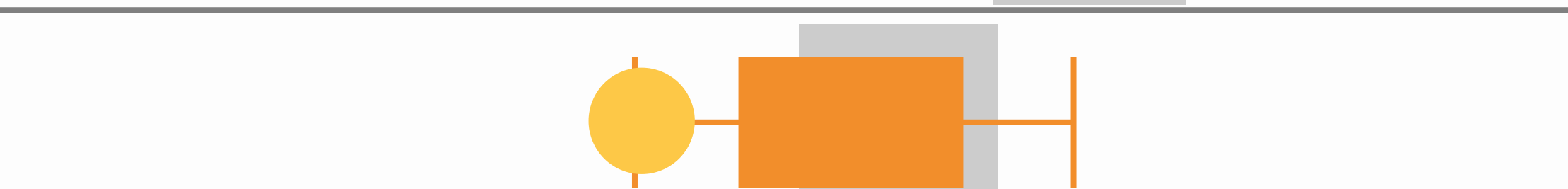
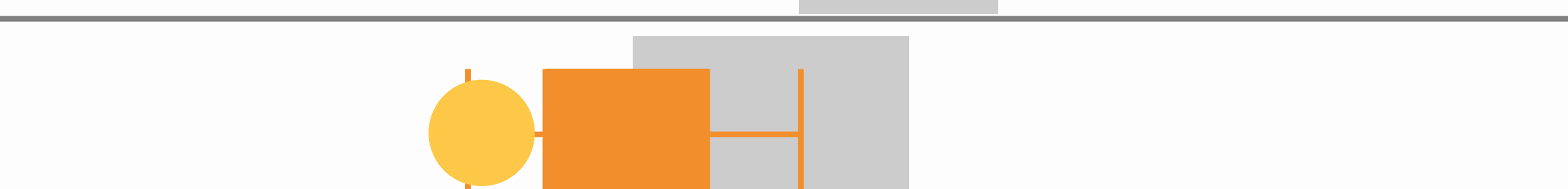
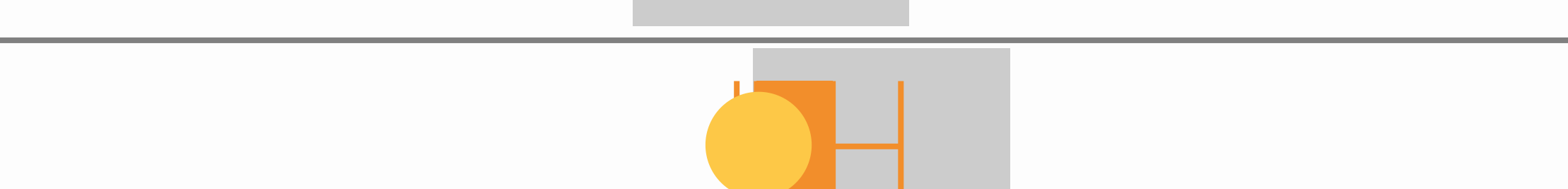

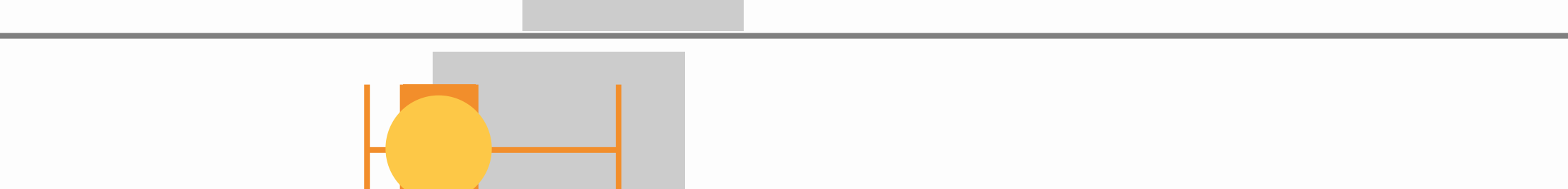
Foundation Skills Assessment

A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Literacy, and Numeracy (2022/23)

The Foundation Skills Assessment (FSA) is a set of literacy and numeracy tests administered each year to students in grades 4 and 7. In the 2021/2022 school year, reading and writing assessments were replaced with a single literacy assessment. The FSA is a valuable indicator of where individual students might have challenges in literacy and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.

Grade	Skill	Student Group	Writer Count	Participation Rate	On Track or Extending Rate	On Track or Extending Rate					
						0%	20%	40%	60%	80%	100%
4	Literacy	Resident	266	96%	65%						
		Indigenous	97	Msk	56%						
		Diverse Needs	11	Msk	Msk						
	Numeracy	Resident	266	96%	52%						
		Indigenous	96	Msk	43%						
		Diverse Needs	11	Msk	Msk						
7	Literacy	Resident	276	92%	60%						
		Indigenous	107	86%	42%						
		Diverse Needs	35	78%	31%						
	Numeracy	Resident	277	92%	50%						
		Indigenous	108	87%	32%						
		Diverse Needs	35	78%	29%						
						0%	20%	40%	60%	80%	100%



FSA Progression Over Time

The following charts provide a comparison of the previous performance of the Grade 4 cohort to their current performance in the Grade 7 FSA literacy and numeracy assessments.

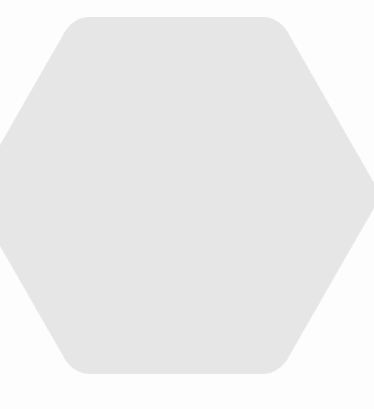


Literacy

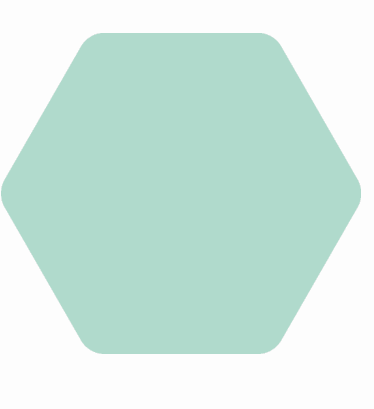
Proficiency Level in Grade 4 (2019/2020)	Student Count	Proficiency Level in Grade 7 (2022/2023)			
		Extending	On Track	Emerging	Not Participated
Extending	31	6%	87%	6%	0%
On Track	160	1%	58%	28%	13%
Emerging	91	0%	54%	54%	18%
Not Participated	16	0%	6%	25%	69%

Numeracy

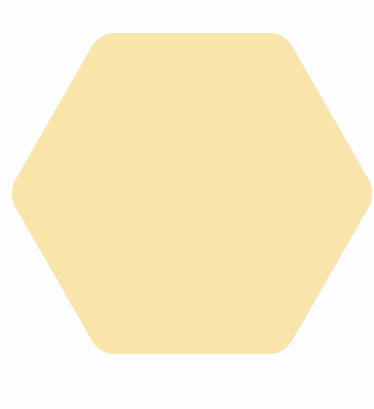
Proficiency Level in Grade 4 (2019/2020)	Student Count	Proficiency Level in Grade 7 (2022/2023)			
		Extending	On Track	Emerging	Not Participated
Extending	29	14%	41%	38%	7%
On Track	135	2%	56%	33%	9%
Emerging	116	0%	58%	58%	19%
Not Participated	18	6%	11%	28%	56%



Rate of student with the same level of proficiency Grades 4 and 7.



Rate of student with the higher level of proficiency Grades 4 and 7.



Rate of student with the lower level of proficiency Grades 4 and 7.



## Grade-to-Grade Transition

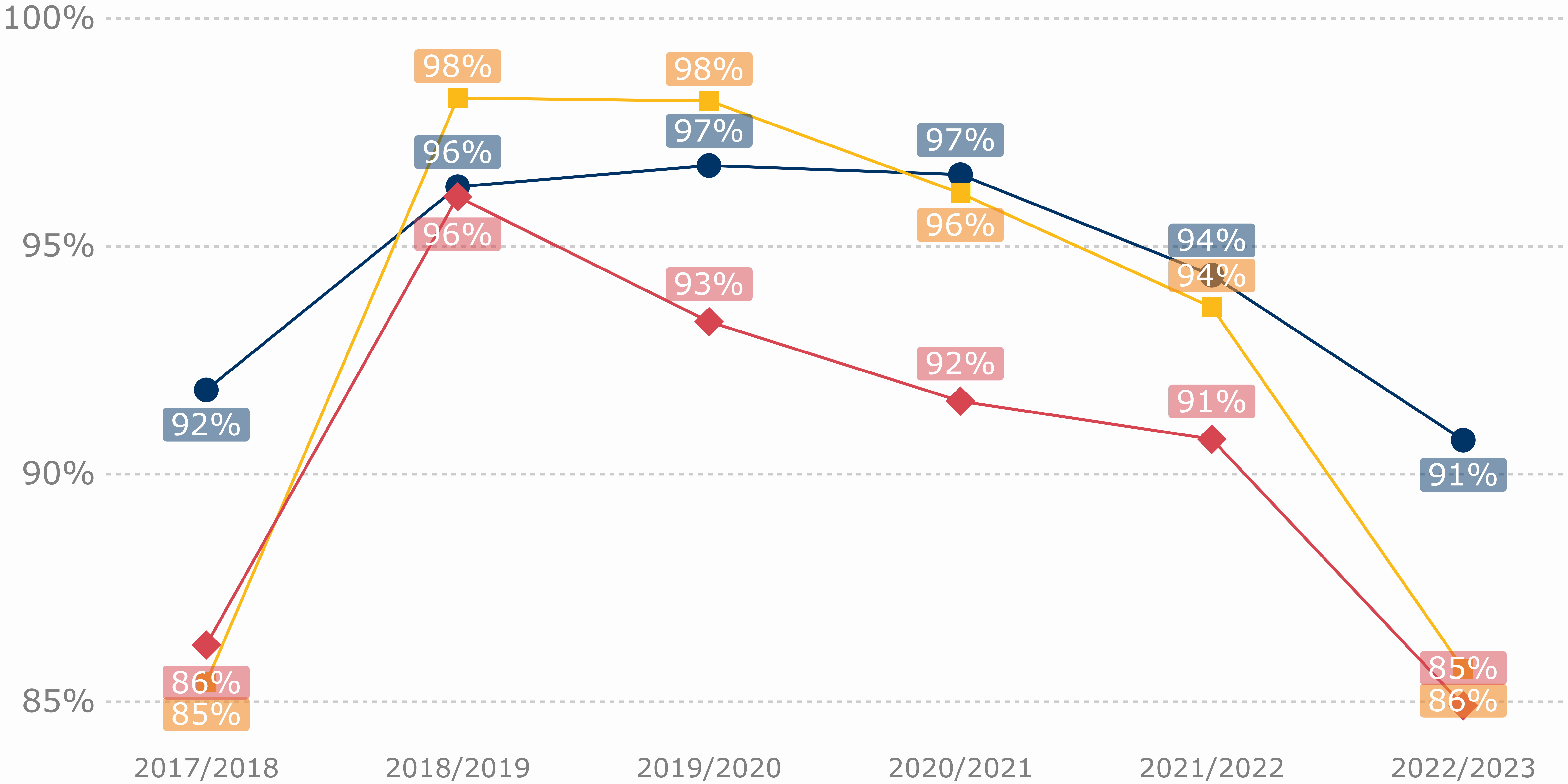
Grade-to Grade transition is the percentage of students who enter a grade for the first time from a lower grade and make the transition to a higher grade in the next school year.

For a more complete set including additional years and subpopulations, view the open dataset for [Grade to Grade Transition](#).



## Transition from Grade 11 to Grade 12 Over Time

● All Residents ■ Diverse Needs ◆ Indigenous



## Grade-to-Grade Transition for All Grades in 2022/2023

Base Grade	KF	01	02	03	04	05	06	07	08	09	10	11
All Residents	99%	98%	99%	99%	98%	99%	99%	98%	97%	97%	94%	91%
Diverse Needs	86%	100%	100%	100%	93%	100%	97%	98%	95%	98%	88%	86%
Indigenous	99%	100%	100%	98%	100%	98%	99%	98%	97%	95%	92%	85%



Graduation Assessments (2022/23)



Provincial Assessment results are displayed for:

- Grade 10 Literacy Assessment
- Grade 10 Numeracy Assessment
- Grade 12 Literacy Assessment
- (Introduced in 2019/2020)
- (Introduced in 2017/2018)
- (Introduced in 2021/2022)

The purpose of Graduation Assessments is to measure the extent to which students are literate and numerate and to provide students and educators with information about their proficiency. As part of the updated graduation requirements, students will have to complete two provincial assessments focusing on their demonstration and application of numeracy and literacy.



[Learn more about Graduation Assessments](#)

For a more complete set including additional years and subpopulations, view the open data for [Graduation Assessments](#).

Assessment		Graduation Assessment Participation		Graduation Assessment Proficiency							
		Writer Count	Participation Rate	Writer Count	Proficient or Extending Rate	Percent Proficient or Extending					
						0%	20%	40%	60%	80%	100%
Literacy 10	All Residents	205	63%	207	63%						
	Indigenous	56	44%	58	52%						
	Diverse Needs	32	49%	32	31%						
Numeracy 10	All Residents	216	67%	217	33%						
	Indigenous	61	48%	62	23%						
	Diverse Needs	31	48%	32	Msk						
Literacy 12	All Residents	236	56%	239	66%						
	Indigenous	67	40%	69	52%						
	Diverse Needs	32	44%	34	56%						



Completion Rates (2022/23)

The six-year completion rate is the proportion of students who graduate with a British Columbia Certificate of Graduation (Dogwood) or a British Columbia Adult Graduation Diploma (Adult Dogwood) within six years from the first time they enrol in Grade 8, adjusted for migration into and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.

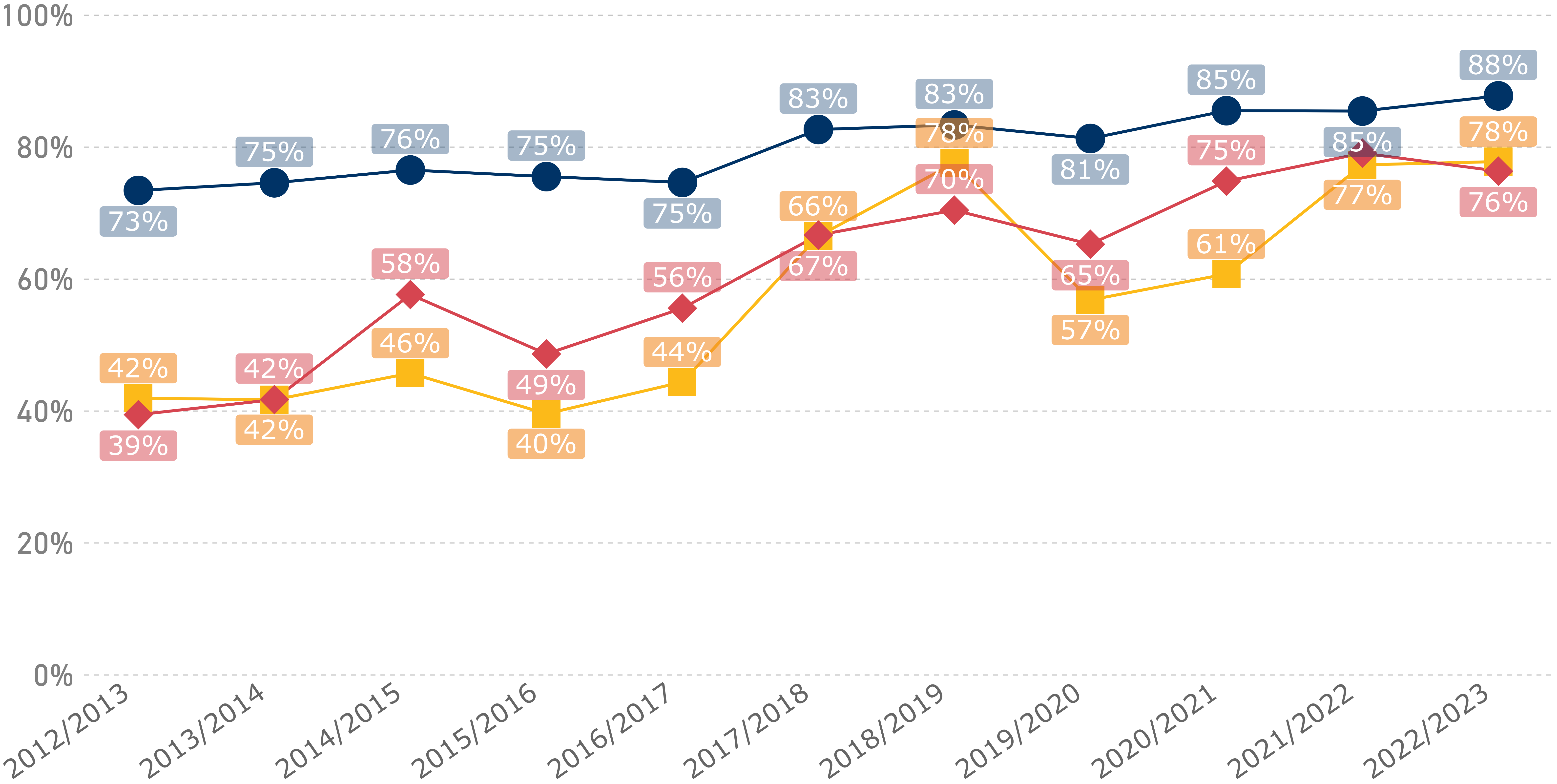


For a more complete set including additional years and subpopulations, please see open data for [Six Year Completion Rates](#).

Student Group	Total Students (2016/2017 cohort)	Completion Rate (2022/2023)	0%10%20%30%40%50%60%70%80%90%100%
B.C. Residents	328	88%	
Indigenous	120	76%	
Diverse Needs	69	78%	
All Students	335	86%	

Completion Rate Over Time

● B.C. Residents ■ Diverse Needs ◆ Indigenous

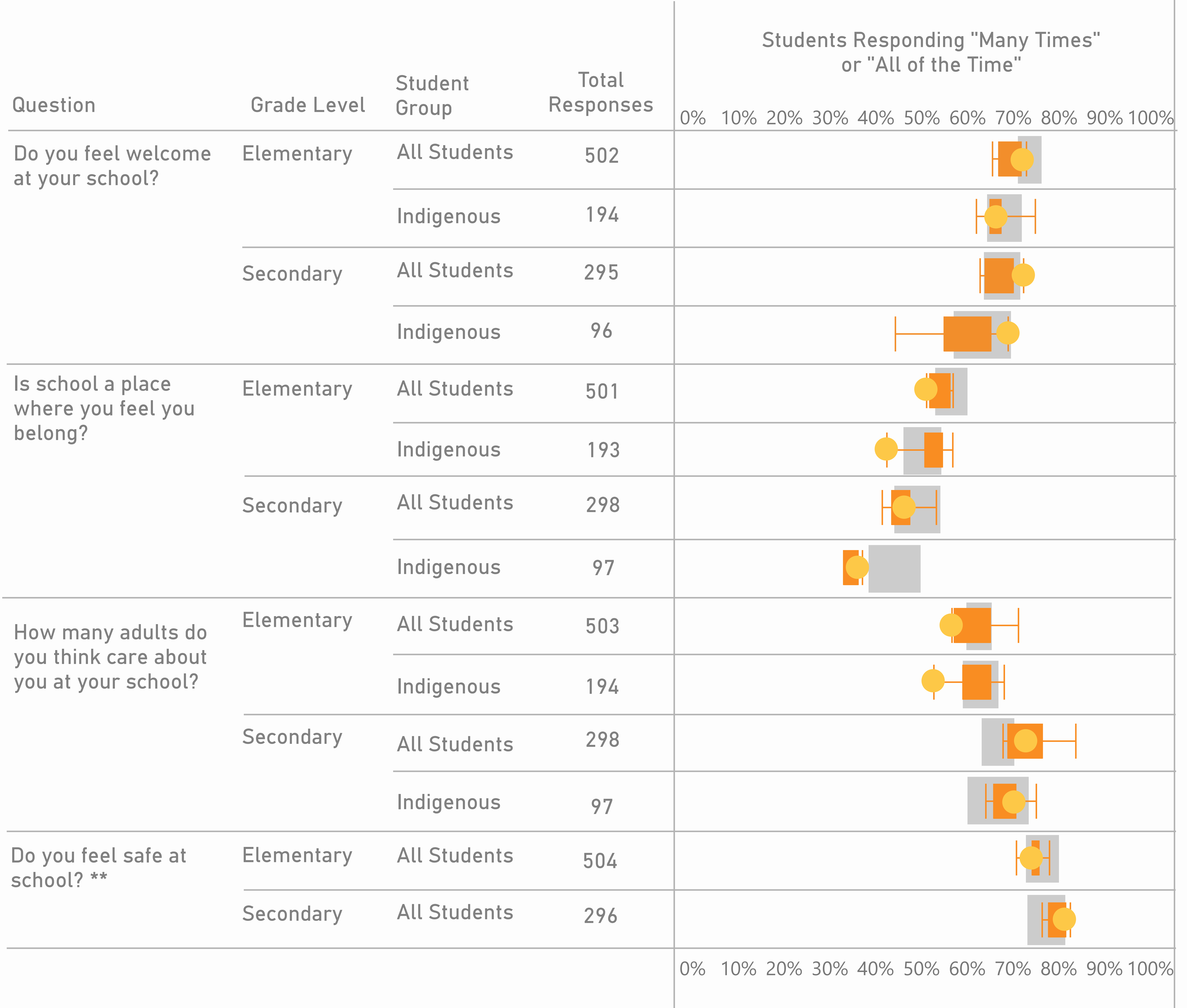




Student Learning Survey (2022/23)

Every year, students in Grades 4, 7, 10, and 12, their parents, and all staff in B.C. public schools are invited to participate in the annual online Student Learning Survey (SLS) about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.

[Learn more about the Student Learning Survey](#)







\*\*NOTE: THIS QUESTION IS ANONYMIZED



Post-Secondary and Career Preparation (2022/2023)

Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



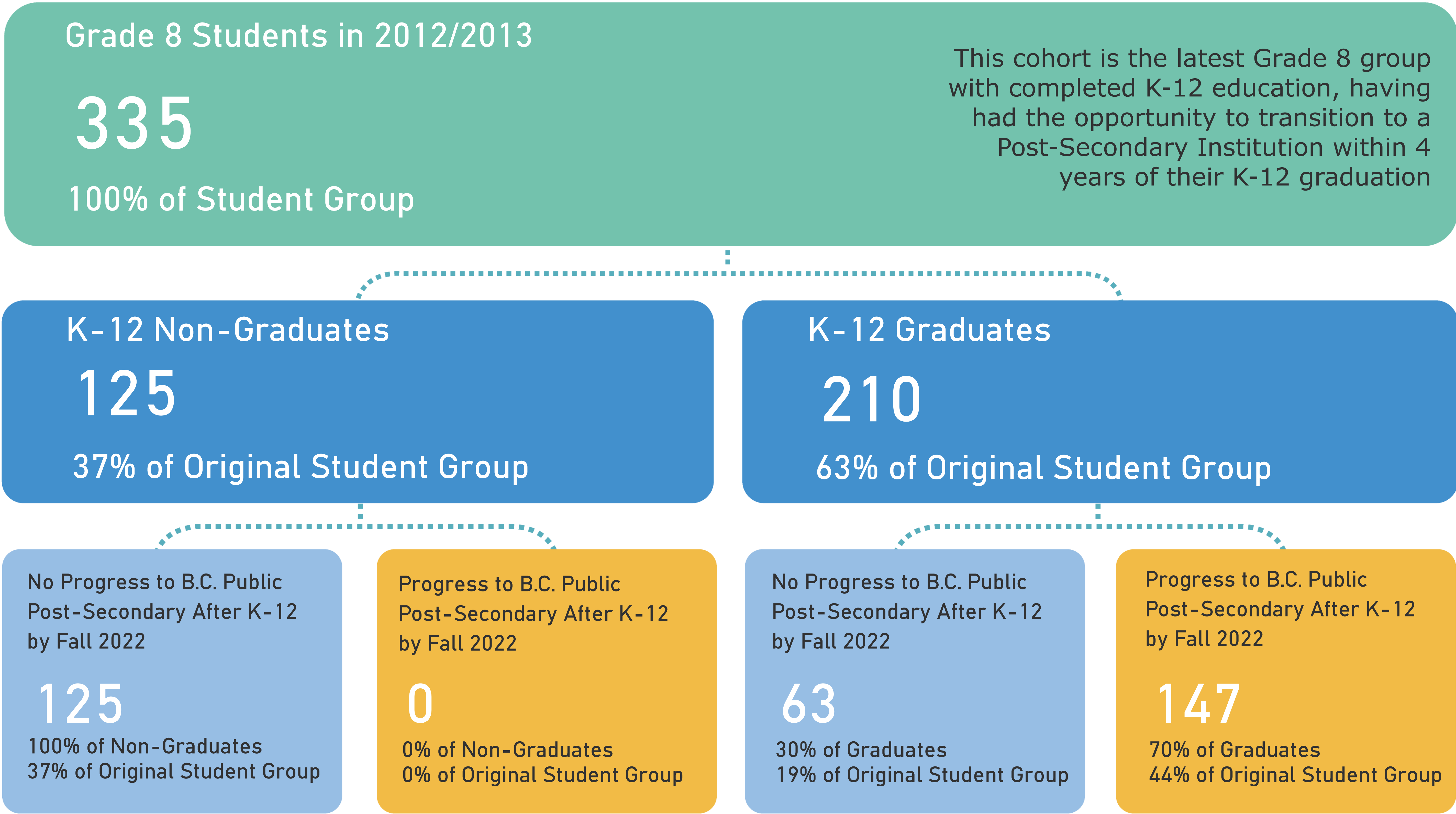
Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"																
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%						
Are you satisfied that school is preparing you for a job in the future?	Secondary	All Students	279																	
		Indigenous	86																	
Are you satisfied that school is preparing you for post-secondary education?	Secondary	All Students	278																	
		Indigenous	86																	

Transition to B.C. Public Post-Secondary Education (data as of 2022/2023)

The following information shows the transitions of a cohort of B.C. resident students in this district, and:  
How many of these students graduated from the B.C. school system by Fall 2018  
How many of these students enrolled in a B.C. public post-secondary institution by Fall 2022\*

*\* Note, these results do not include those who enrolled in private post-secondary institutions in B.C. or post-secondary institutions outside of B.C.*

[Find out more about the transition to B.C. post- secondary education.](#)





## About this Report

This report provides an overview of information collected by B.C. Ministry of Education and Child Care for all school districts across the province. It compliments new planning and reporting effects that are underway to enhance student learning in every school and school district in British Columbia.

A complete and interactive version of this report is available at  
<https://www.bced.gov.bc.ca/reporting/systemperformance>



For more data, visit DataBC Catalogue at:  
<https://catalogue.data.gov.bc.ca/organization/ministry-of-education>

## Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

- To what extent do the results align with what you expected to see?*
- How do the results compare with other information that exists?*
- What are areas of strength?*
- What areas may need further attention?*
- Where do you see growth over time?*
- What patterns do you see across particular groups of students?*
- What efforts are underway to support student success, and what role can you play?*



## We Value Your Feedback

The B.C. Ministry of Education and Child Care welcomes your feedback on this new way of displaying student information. Please send any questions, comments, or suggestions for improvement to [educ.systemperformance@gov.bc.ca](mailto:educ.systemperformance@gov.bc.ca)

**Visit <https://www.bced.gov.bc.ca/reporting/systemperformance> to view the interactive version of this report.**

Throughout this report, please note:

- (1) **Indigenous Students:** students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit).
- (2) **Students with Diverse Needs:** when the Ministry of Education and Child Care reports on the total number and performance of students with special needs, all categories are included.
- (3) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

**Mask** - Throughout this report, some numbers are "masked" to protect the privacy of potentially identifiable populations of students. For more information on the masking policy, visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>

