

# 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.

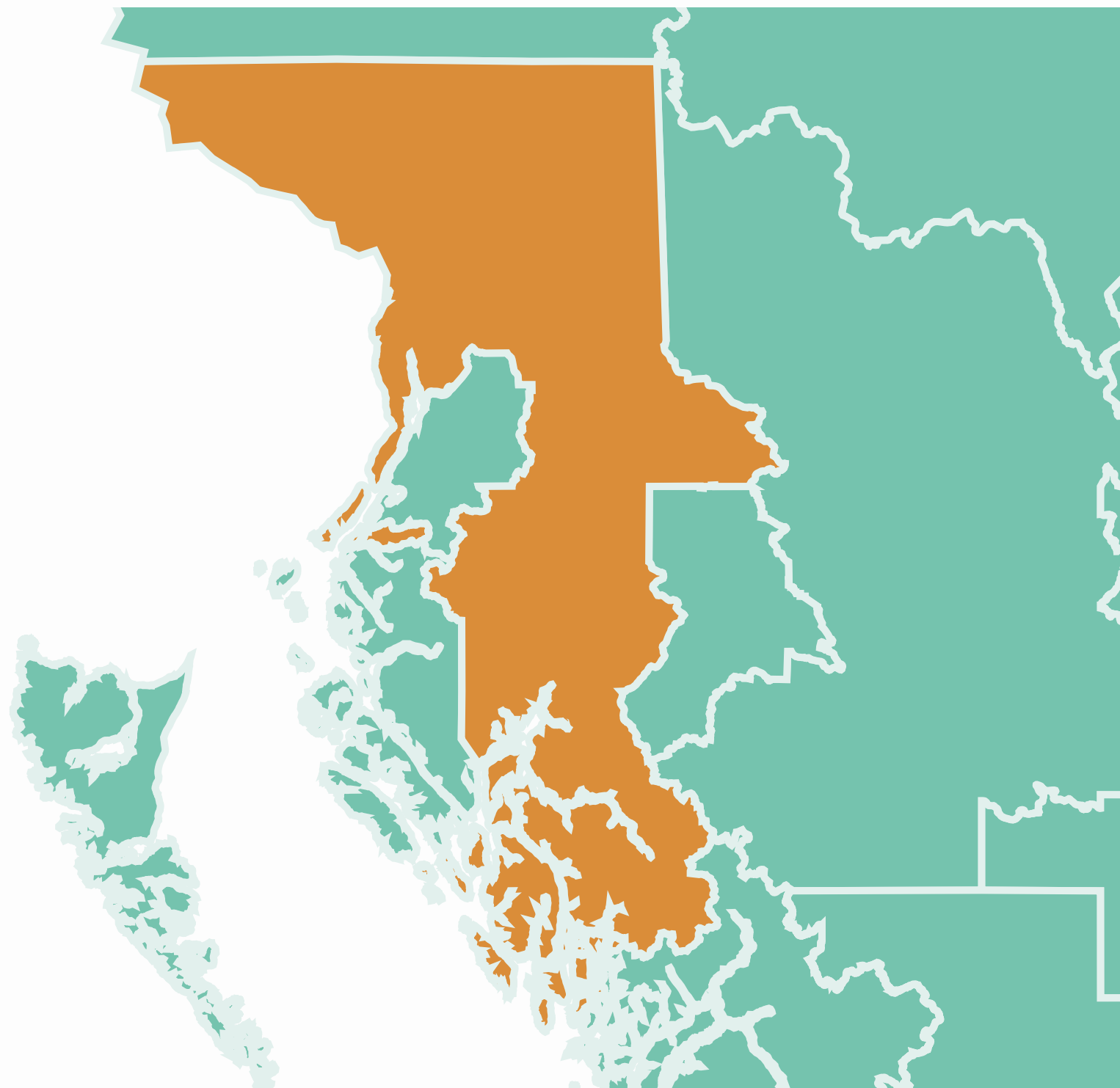
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When reviewing district results, it is important to consider various factors that can influence student learning.

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.cmsd.bc.ca>



Population Size

in 2023 (estimated by BC Stats)

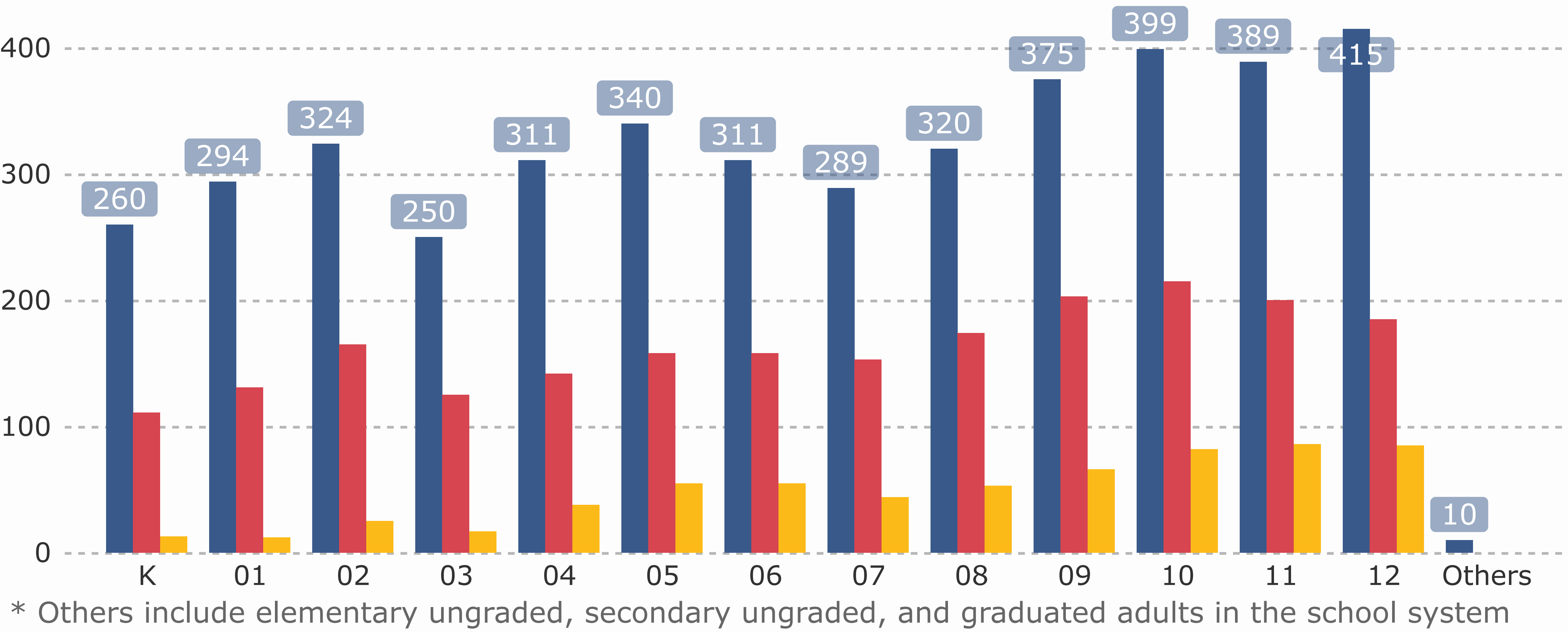
36,234

Number of Active Public Schools

20

Total Students across All Grades (2023/2024)

● All Residents ● Indigenous Students ● Students with Diverse Needs

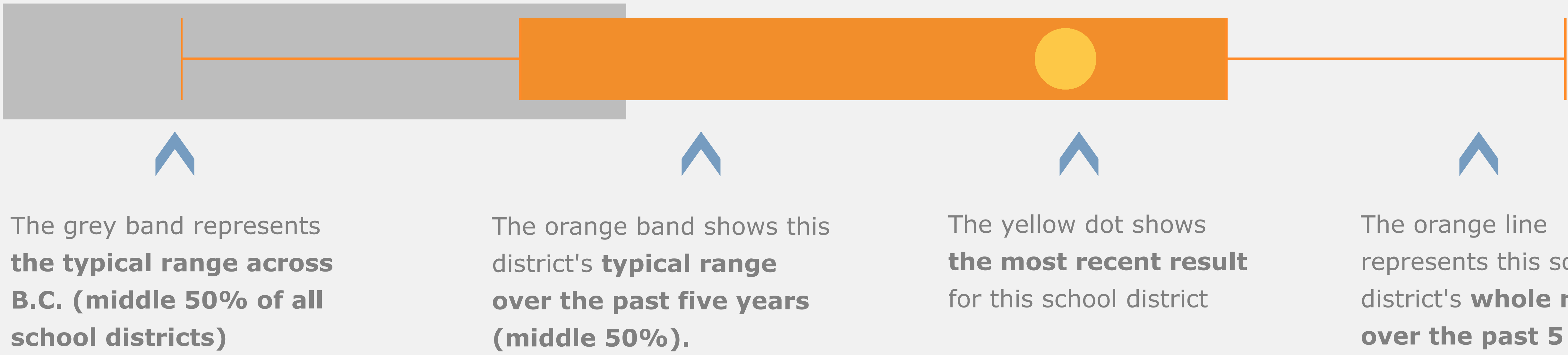


Community Demographics

The demographic information displayed was based on the 2021 Census of Population conducted by [Statistics Canada](#).

B.C. Public Schools	8.27%	42.06%	4.29%	\$113,137	3,644
Coast Mountains	10.62%	36.56%	5.58%	\$109,250	806

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.

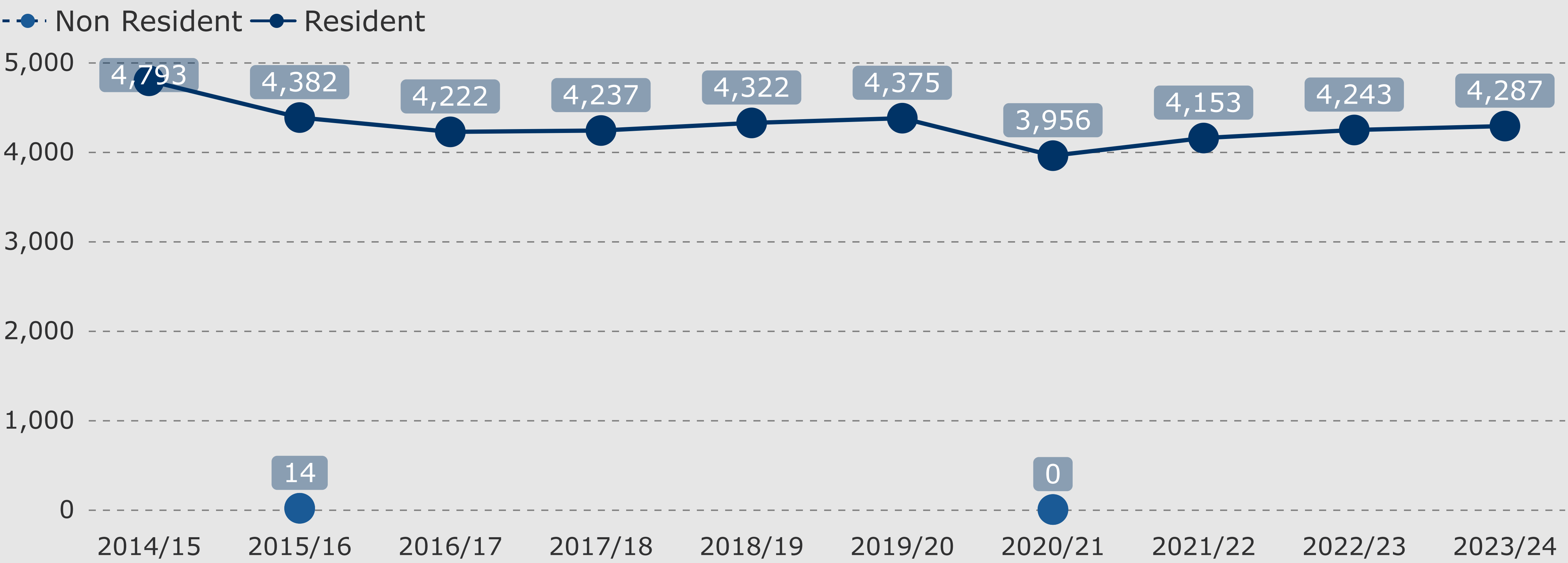
For a more complete set including additional years and subpopulations, view the open data for [Student Enrolment and FTE by Grade](#).



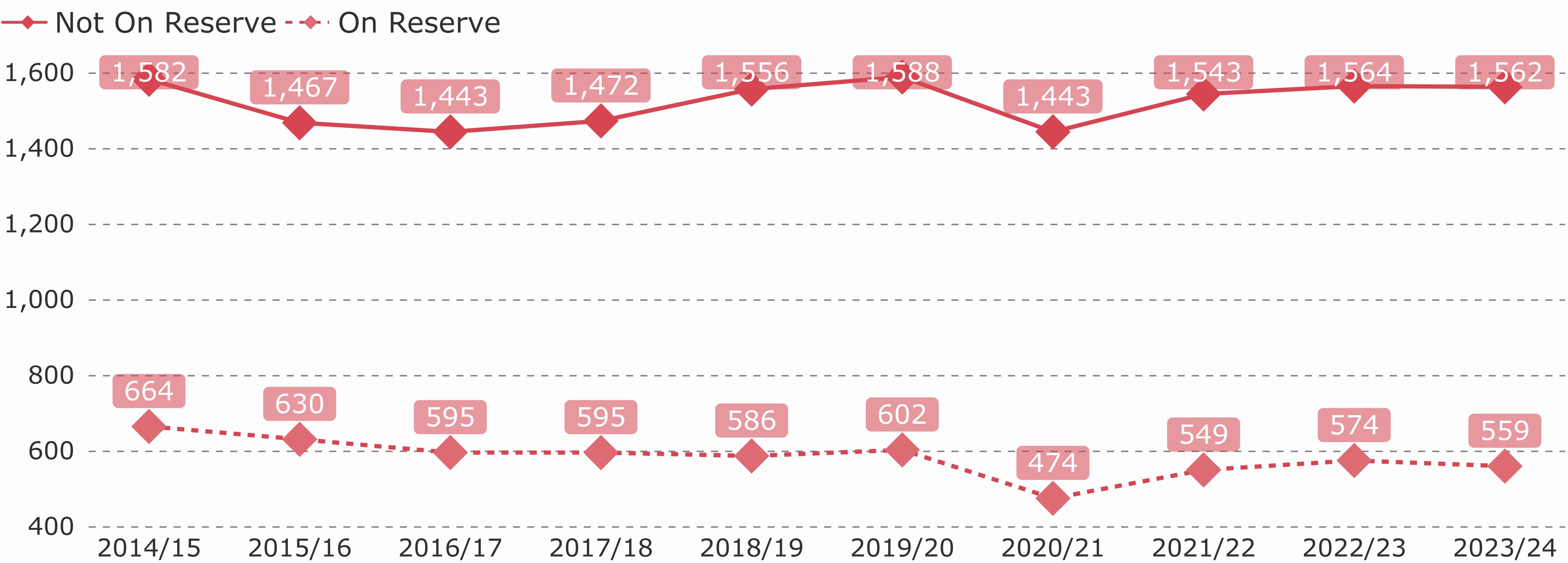
September 2023  
Total Headcount  
(All students)

4,290

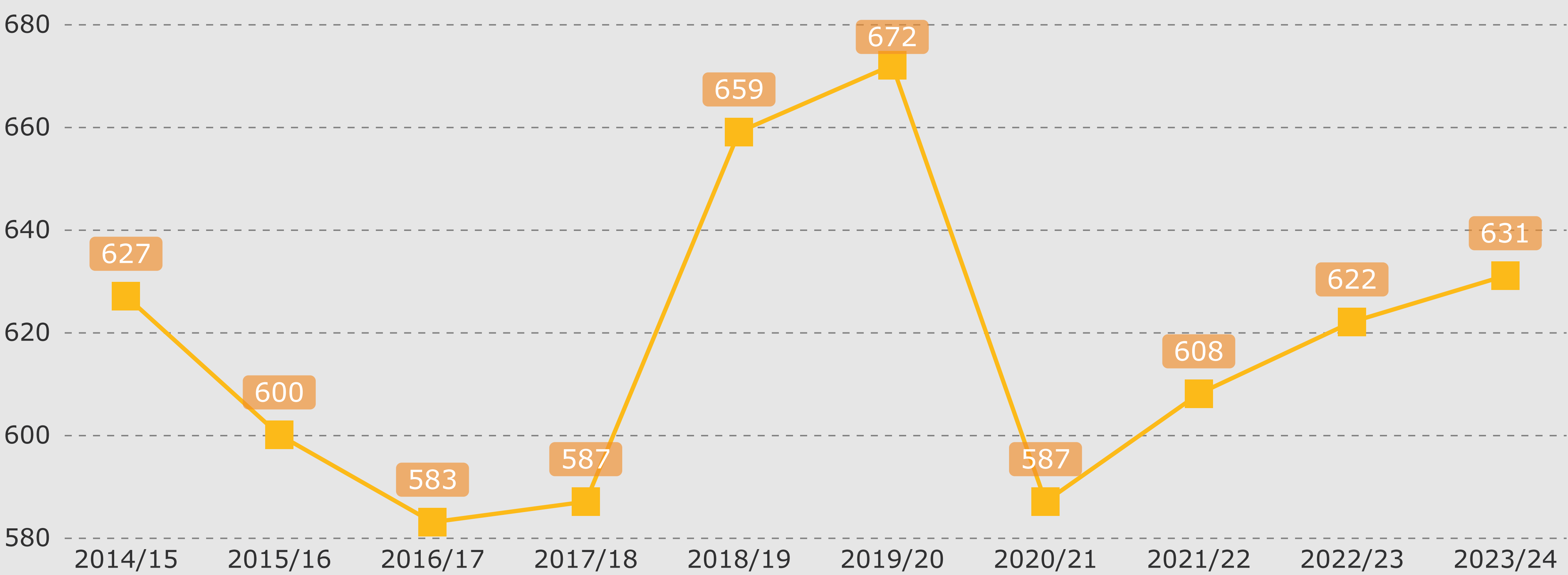
## Resident and Non-Resident



## Indigenous



## Disabilities or Diverse Abilities (Resident)



## Students with Disabilities or Diverse Abilities (2023/2024)

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
115	Msk	0	0	11	304	55	35	18	77	Msk	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.



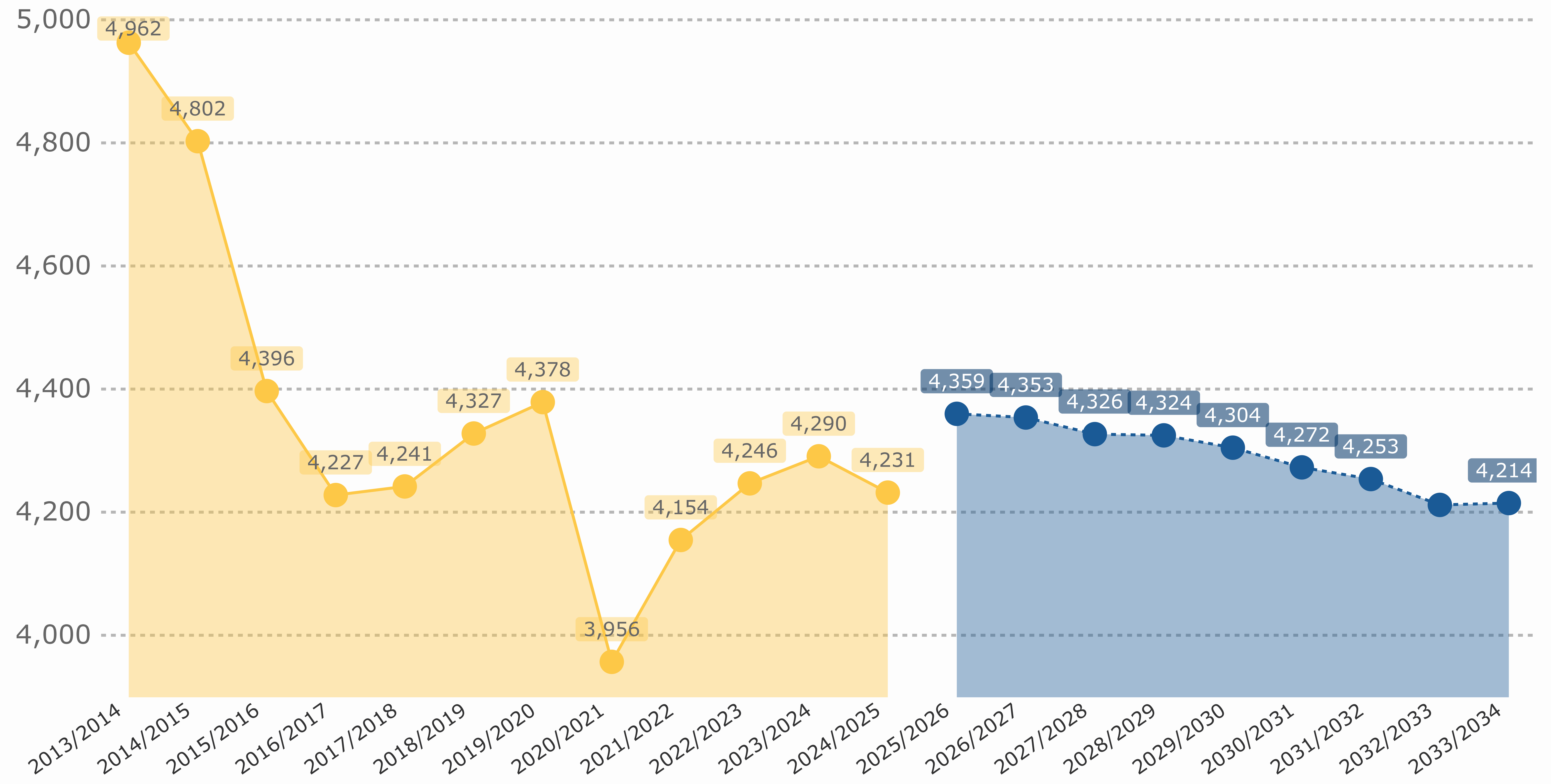
Projected 10-year change  
(All students)



-76

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.

Data Type: ● Actual ● Forecast





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 (2023/24)

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	B.C. Residents	274	88%	56%						
		Indigenous	119	84%	42%						
		Disabilities or Diverse Abilities	23	61%	Msk						
	Numeracy	B.C. Residents	277	89%	50%						
		Indigenous	120	85%	34%						
		Disabilities or Diverse Abilities	25	66%	Msk						
7	Literacy	B.C. Residents	268	92%	52%						
		Indigenous	141	92%	47%						
		Disabilities or Diverse Abilities	31	70%	Msk						
	Numeracy	Resident	270	93%	26%						
		Indigenous	142	92%	18%						
		Disabilities or Diverse Abilities	32	73%	Msk						



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.

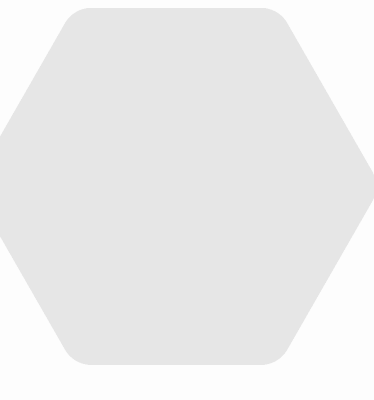


Literacy

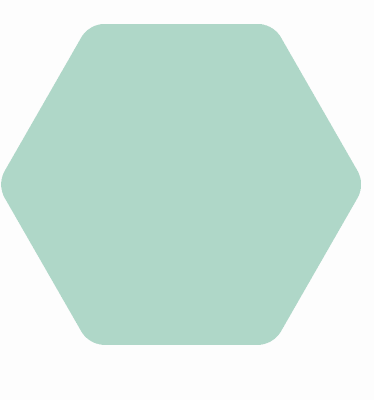
Proficiency Level in Grade 4 (2020/2021)	Student Count	Proficiency Level in Grade 7 (2023/2024)			
		Extending	On Track	Emerging	Not Participated
Extending	10	0%	70%	0%	30%
On Track	122	0%	57%	31%	11%
Emerging	41	0%	20%	68%	12%
Not Participated	93	0%	35%	39%	26%

Numeracy

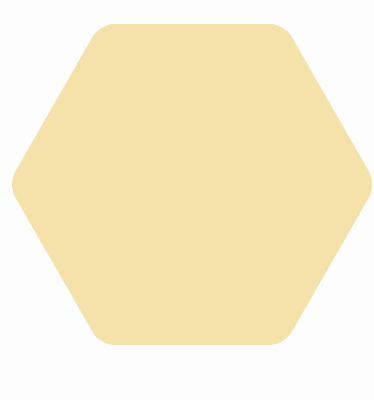
Proficiency Level in Grade 4 (2020/2021)	Student Count	Proficiency Level in Grade 7 (2023/2024)			
		Extending	On Track	Emerging	Not Participated
Extending	Msk	Msk	Msk	Msk	Msk
On Track	93	2%	35%	49%	13%
Emerging	71	0%	6%	85%	10%
Not Participated	95	0%	22%	55%	23%



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

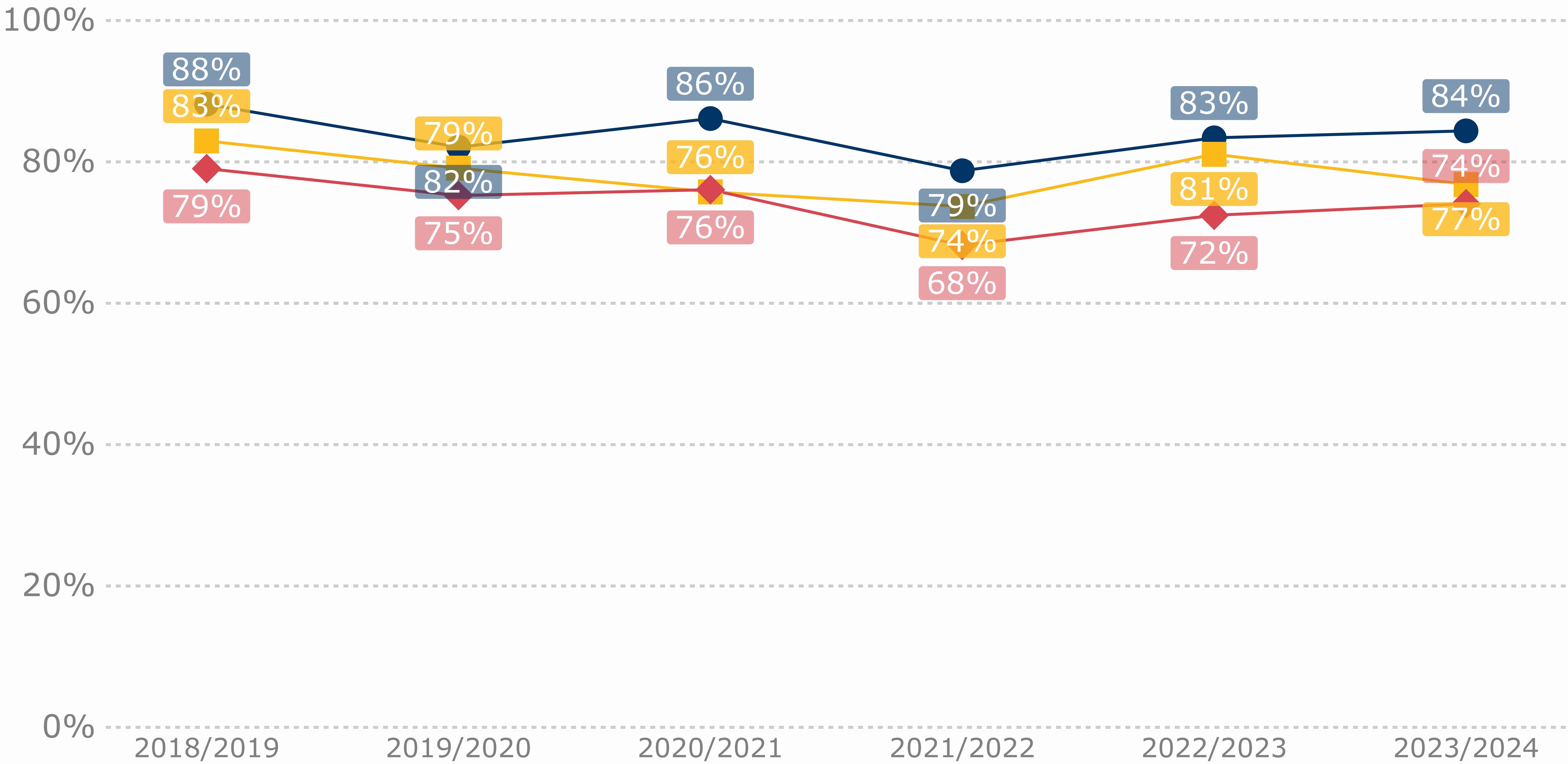
Grade-to Grade transition is the percentage of students who enter a grade for the first time from a lower grade and make the transition to a higher grade in the next school year.

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 ■ Disabilities or Diverse Abilities ◆ Indigenous



Grade-to-Grade Transition for All Grades in 2023/2024

Base Grade▲	KF	01	02	03	04	05	06	07	08	09	10	11
All Residents	95%	96%	95%	97%	97%	96%	96%	98%	98%	95%	91%	84%
Disabilities or Diverse Abilities	92%	100%	92%	100%	97%	98%	100%	100%	96%	86%	90%	77%
Indigenous	95%	96%	97%	98%	98%	99%	96%	99%	98%	94%	87%	74%



Graduation Assessments (2023/24)



Provincial Assessment results are displayed for:

- Grade 10 Literacy Assessment

(Introduced in 2019/2020)
- Grade 10 Numeracy Assessment

(Introduced in 2017/2018)
- Grade 12 Literacy Assessment

(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	B.C. Residents	289	73%	347	59%	
	Indigenous	126	61%	161	41%	
	Disabilities or Diverse Abilities	51	62%	65	46%	
Numeracy 10	B.C. Residents	268	68%	353	24%	
	Indigenous	120	57%	166	11%	
	Disabilities or Diverse Abilities	45	56%	67	Msk	
Literacy 12	B.C. Residents	280	76%	309	72%	
	Indigenous	97	61%	105	53%	
	Disabilities or Diverse Abilities	41	54%	42	45%	



## A stylized illustration of a magnifying glass focusing on a bar chart, symbolizing data analysis or financial review. The background is a teal color with various geometric shapes and lines, suggesting a complex data environment. The magnifying glass is positioned over a bar chart with blue bars, and a red arrow points to one of the bars. The chart has a y-axis with values 10, 20, 25, and 30, and an x-axis with labels for months: Jul, Aug, Sep, Oct, Nov, Dec.

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

## Completion Rate Over Time

The chart displays the percentage of respondents who believe the current government is doing a good job of handling the COVID-19 crisis, broken down by age group (18-29, 30-49, 50-69) from 2018/2019 to 2023/2024. The Y-axis represents the percentage, ranging from 0% to 100% in 20% increments. The X-axis represents the time periods. The data is as follows:

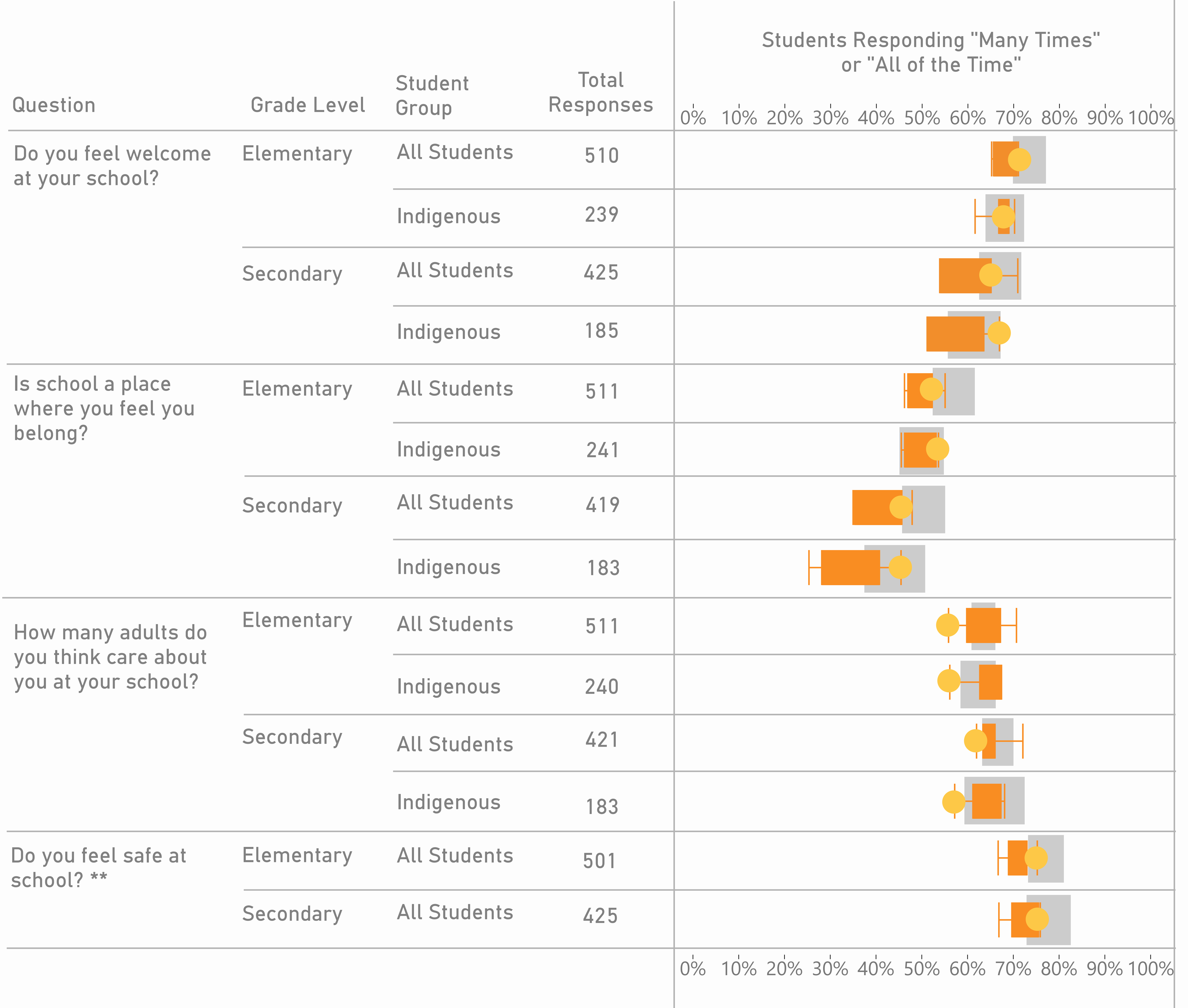
Time Period	18-29	30-49	50-69
2018/2019	79%	66%	69%
2019/2020	78%	58%	68%
2020/2021	84%	65%	68%
2021/2022	78%	58%	63%
2022/2023	76%	56%	64%
2023/2024	71%	44%	56%



Student Learning Survey (2023/24)

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 (2023/2024)

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.



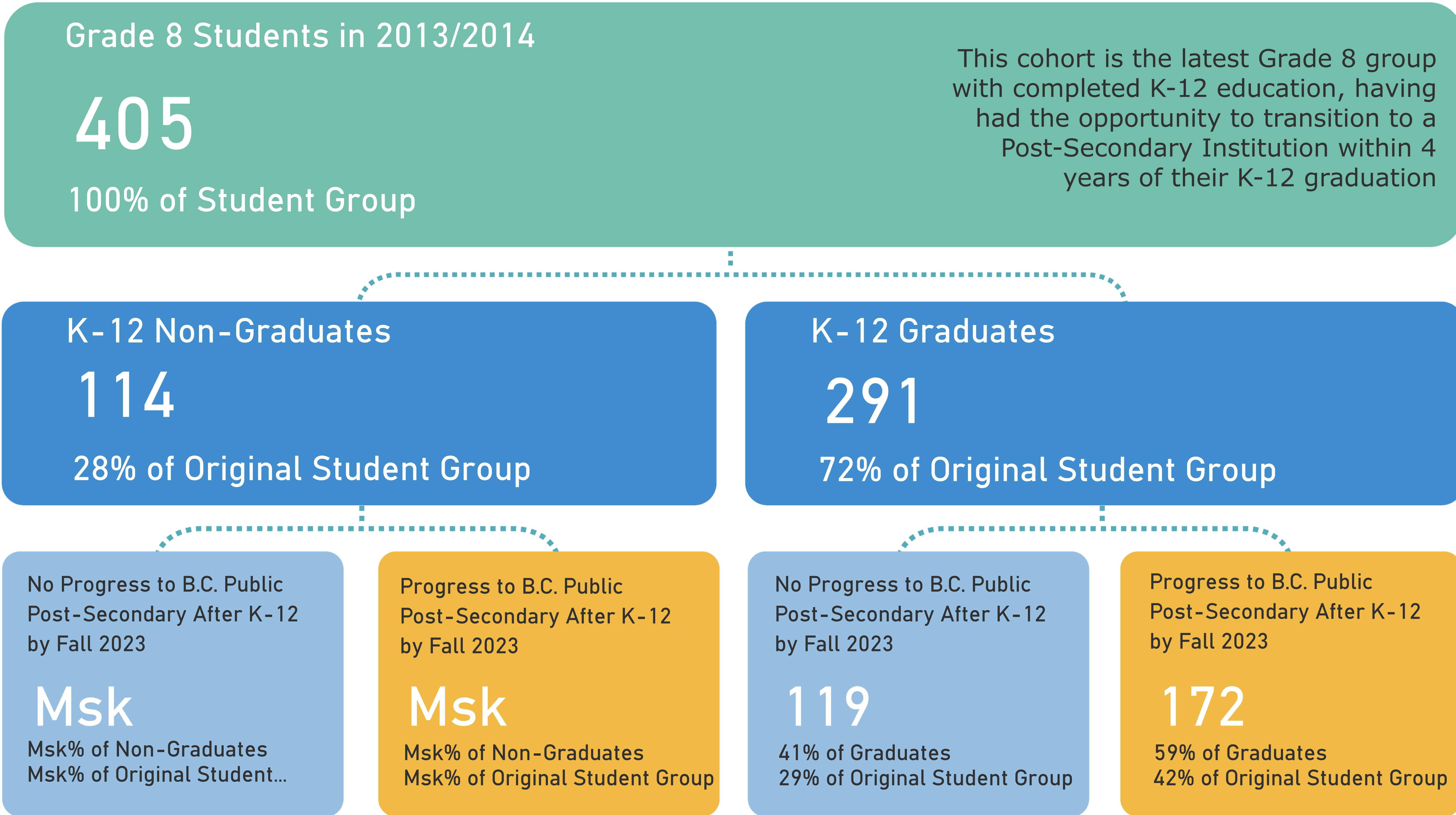
Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"																
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%						
Are you satisfied that school is preparing you for a job in the future?	Secondary	All Students	363																	
		Indigenous	144																	
Are you satisfied that school is preparing you for post-secondary education?	Secondary	All Students	361																	
		Indigenous	144																	

Transition to B.C. Public Post-Secondary Education (data as of 2023/2024)

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 2019  
How many of these students enrolled in a B.C. public post-secondary institution by Fall 2023\*

\* 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.

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)

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 Disabilities or Diverse Abilities:** when the Ministry of Education and Child Care reports on the total number and performance of students with disabilities or diverse abilities, 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>

