

Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

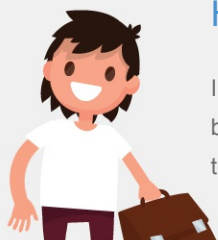
Our mandate for education: A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in 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.sd73.bc.ca>



Current Headcount

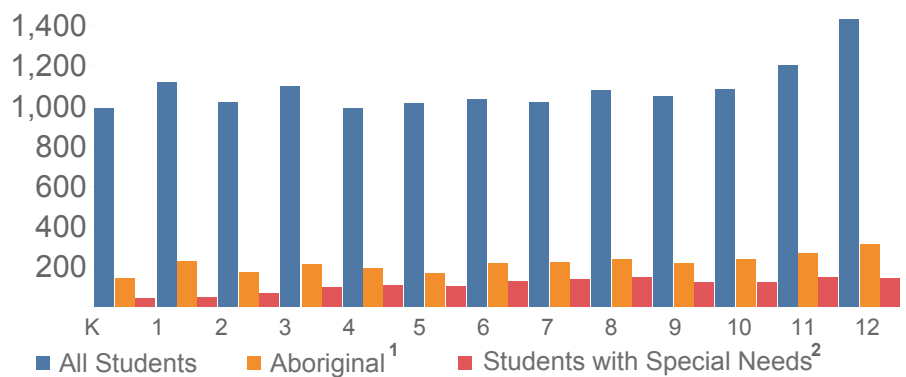
14,410

Projected change
over next 10 years

2,309



Total Students Across All Grades (2016/17)



Community Demographics³

					
	Percent of 15-24 year-olds receiving Employment Insurance	Percent of 25-54 year-olds without Post-Secondary Credentials	Percent of Lone-Parent Families	Percent of Participation in Labour Force	Average Family Income
Province	1.5%	35.2%	15.3%	64.6%	\$91,967
District: Kamloops/Thompson	1.9%	40.1%	15.6%	64.3%	\$86,362

How to Read the Charts in This Report

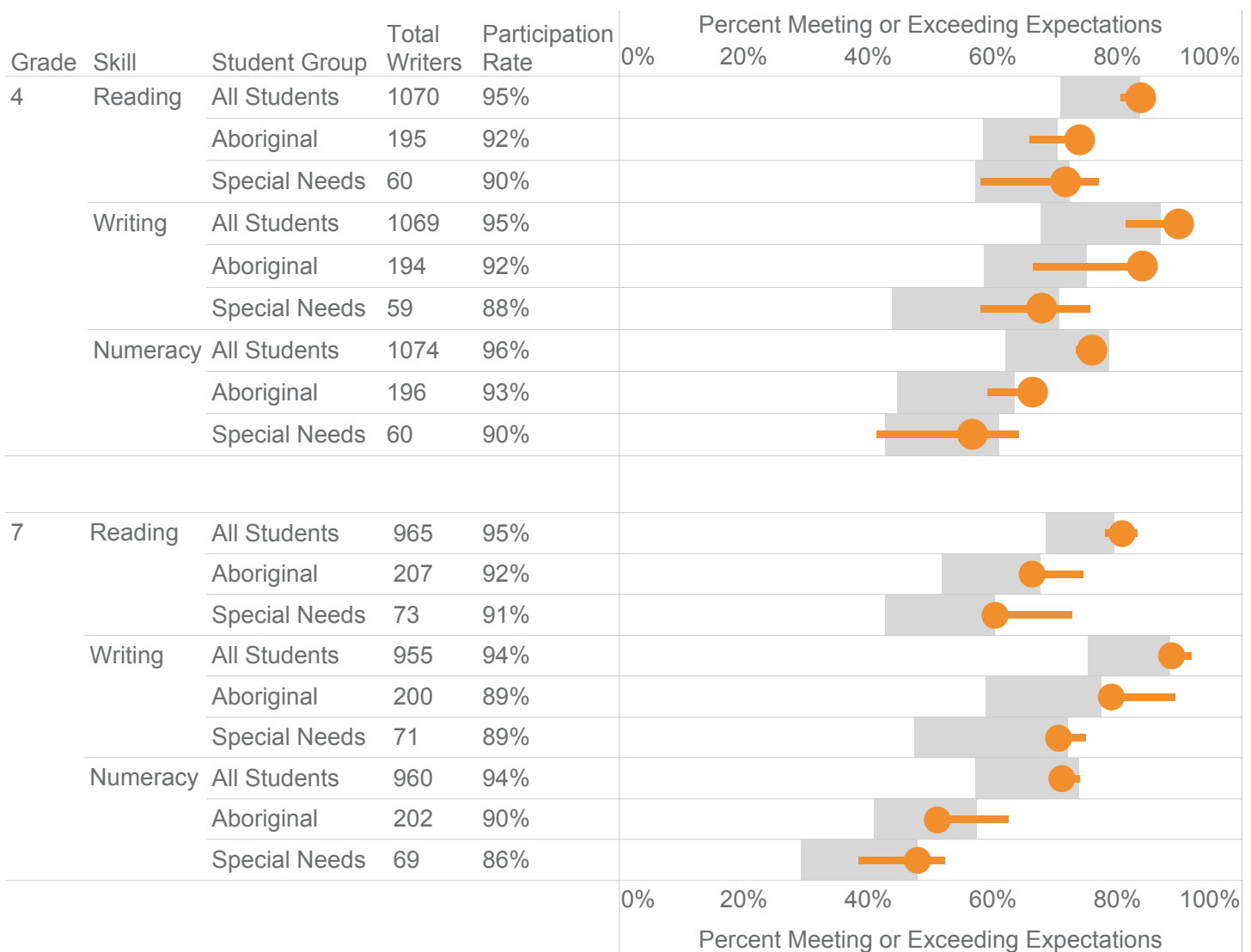


A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Reading, Writing, and Numeracy (2016/17)

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in grades 4 and 7. The FSA is a valuable indicator of where students might have challenges in reading, writing, 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.



Student Growth Over Time

These charts follow the performance of a single group of students on their grade 4 and 7 FSA reading and numeracy assessments.

See <http://www.bced.gov.bc.ca/reporting/systemperformance> for comparable results for the writing assessments.



Reading

Students' 2015/16 Results in Grade 7, Compared to their Grade 4 Results

Student Performance Levels in Grade 4 (2013/14)	Number of Students	Exceeds Expectations	Meets Expectations	Not Yet Within Expectations	Did Not Participate
Exceeds Expectations	107	49%	50%	2%	
Meets Expectations	609	6%	79%	12%	2%
Not Yet Within Expectations	148		39%	54%	7%
Did Not Participate	27	4%	4%	19%	74%

Numeracy

Students' 2015/16 Results in Grade 7, Compared to their Grade 4 Results

Student Performance Levels in Grade 4 (2013/14)	Number of Students	Exceeds Expectations	Meets Expectations	Not Yet Within Expectations	Did Not Participate
Exceeds Expectations	66	45%	52%	2%	2%
Meets Expectations	623	6%	77%	15%	2%
Not Yet Within Expectations	177	1%	39%	53%	7%
Did Not Participate	25	4%	4%	20%	72%

Percent of students with the same level of performance in grade 4 and 7

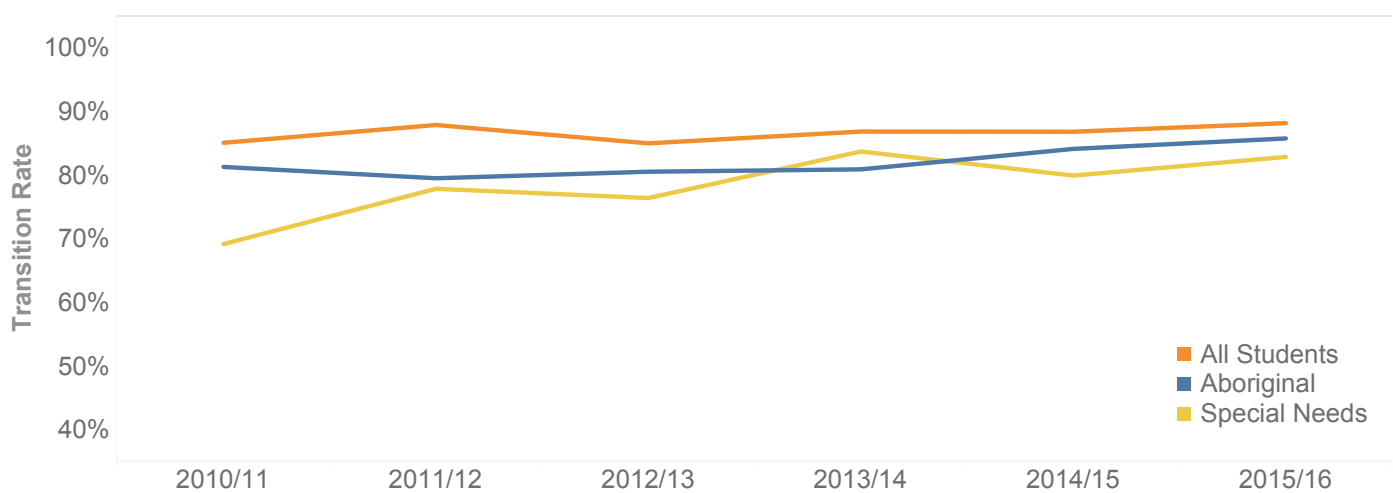
Percent of students with a higher level of performance in grade 7 than 4

Percent of students with a lower level of performance in grade 7 than 4

Grade-to-Grade Transitions (2015/16)

Grade-to-grade transition is the percent of students who make a successful transition to a higher grade the following year.

Shown here are the percent of students in the district making a successful transition from grade 11 to grade 12.

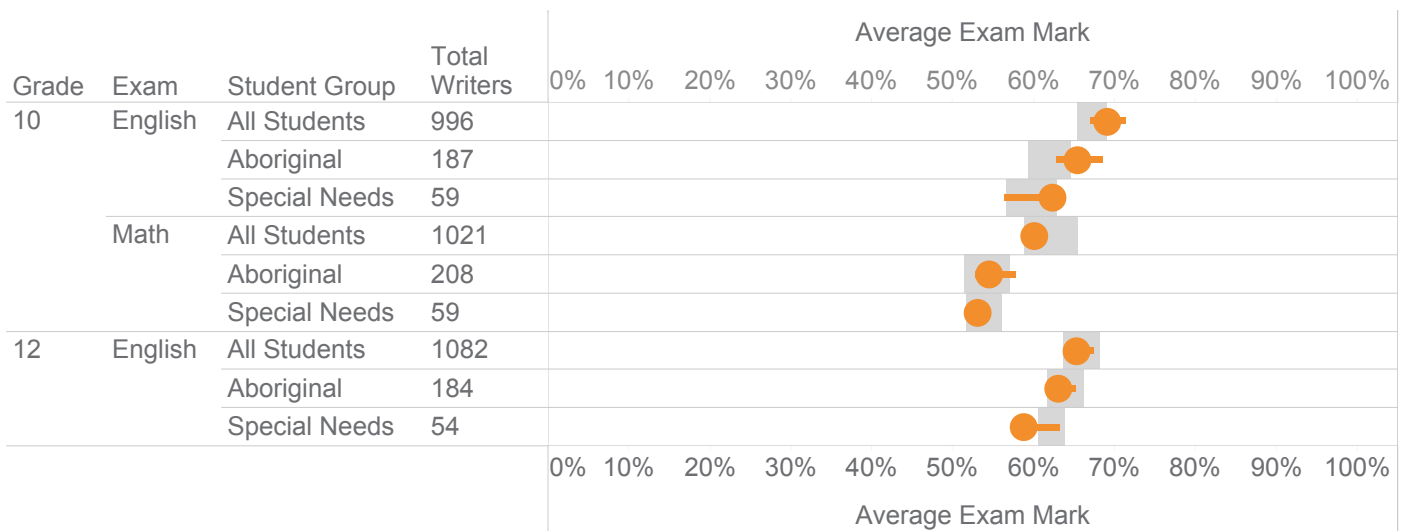


Provincial Examinations (2015/16)

To graduate in B.C., students must complete provincial examinations in:

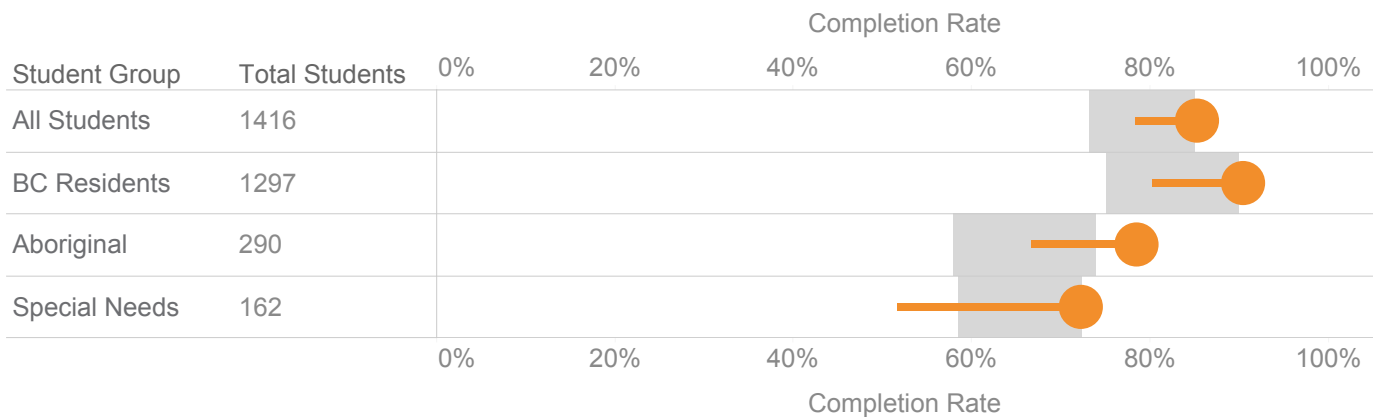
- » Language Arts 10 and 12 (English)
- » Mathematics 10 (Math)

See interactive data online

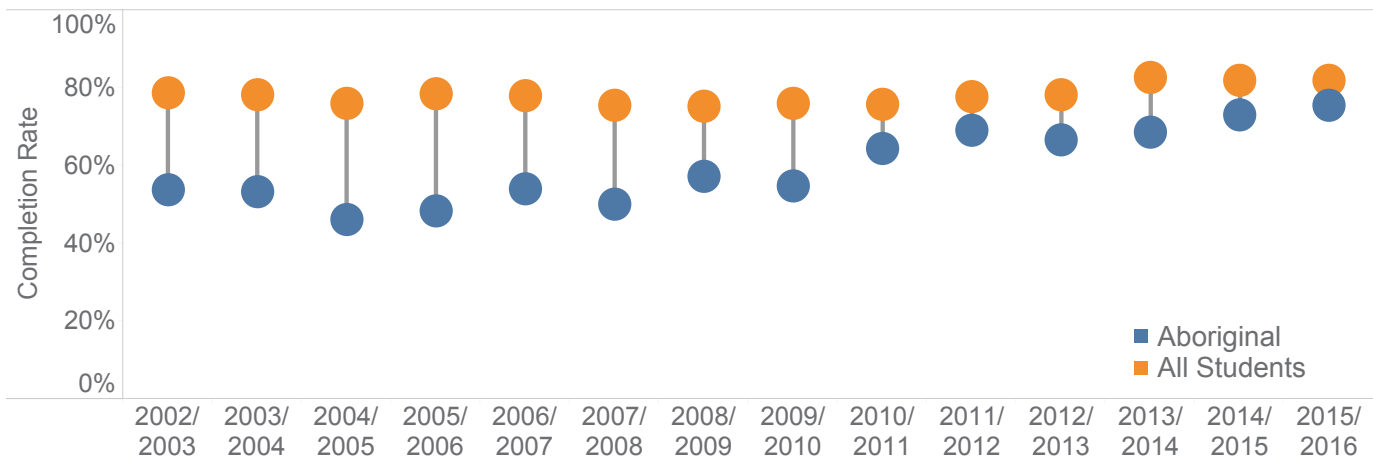


Completion Rates (2016/17)

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



Completion Rates Over Time for Aboriginal and All Students





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.

Early Development

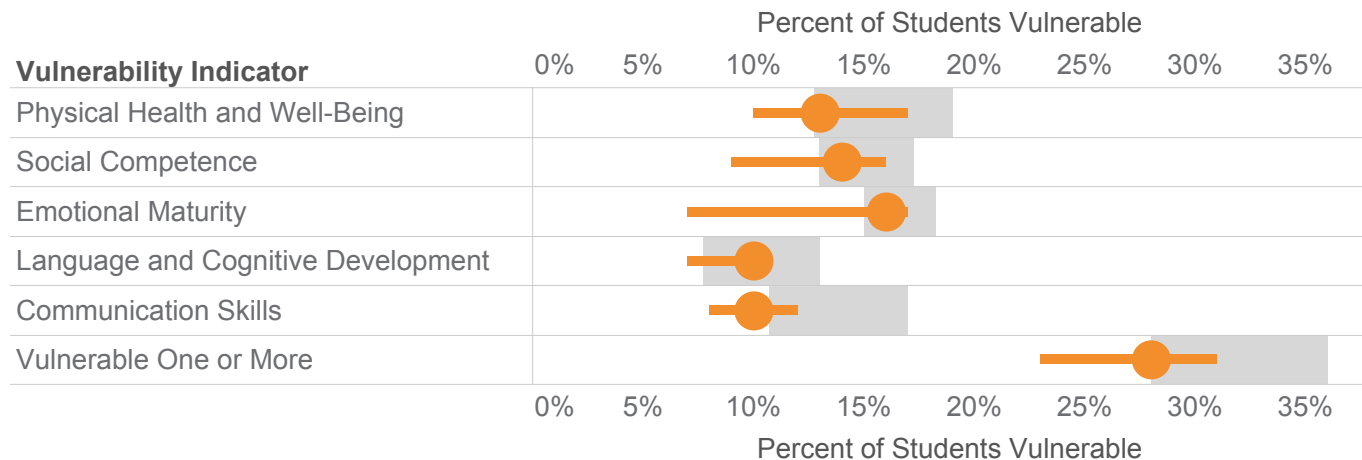
The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages of students considered vulnerable in each of these core areas. Learn more about the EDI at <http://earlylearning.ubc.ca/edi>

1,056 Total number of students assessed (2013/14 - 2015/16)

■ Typical range across B.C. (middle 50% of districts)

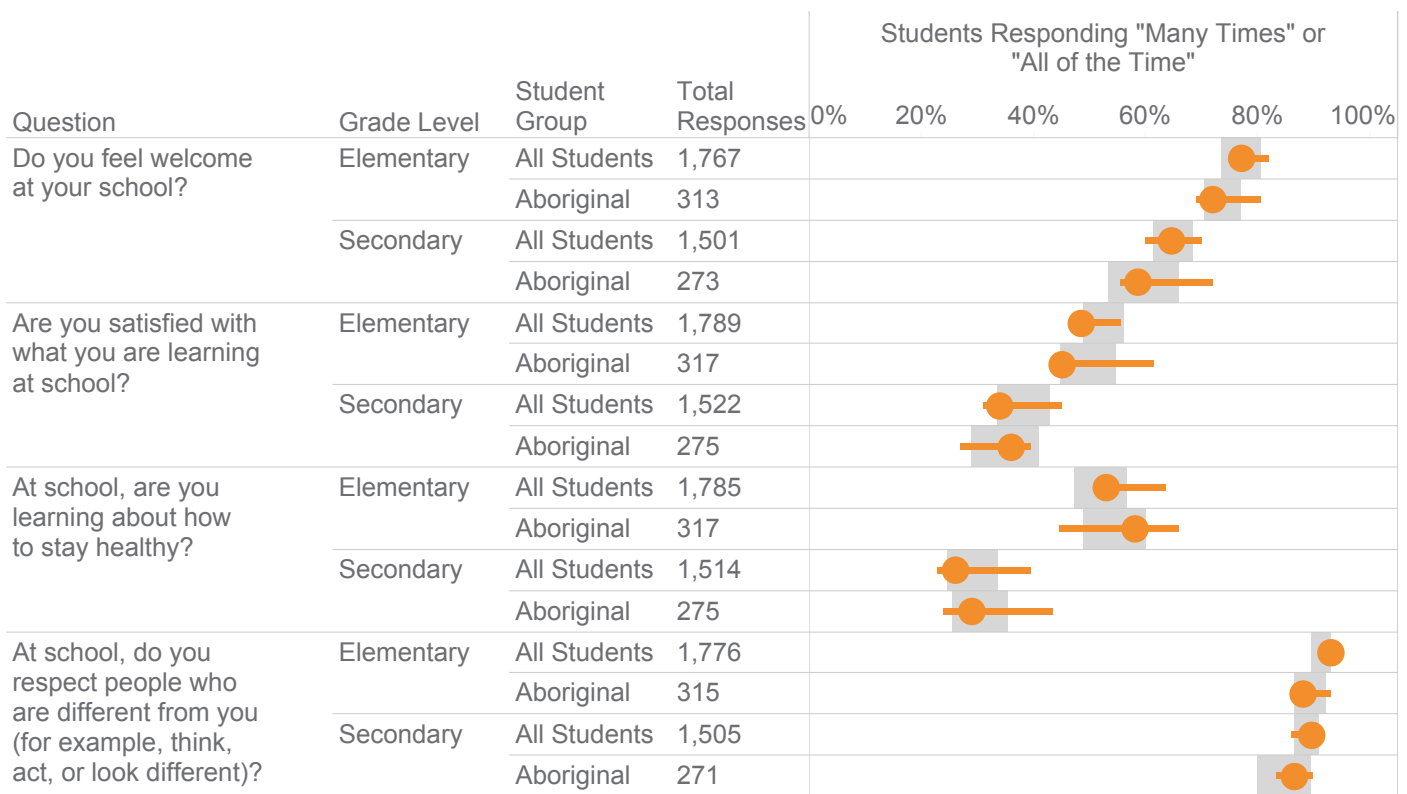
● Selected district's most recent results (2013/14 - 2015/16)

— Range of district's results over time (2001/02 - 2015/16)



Student Satisfaction (2015/16)

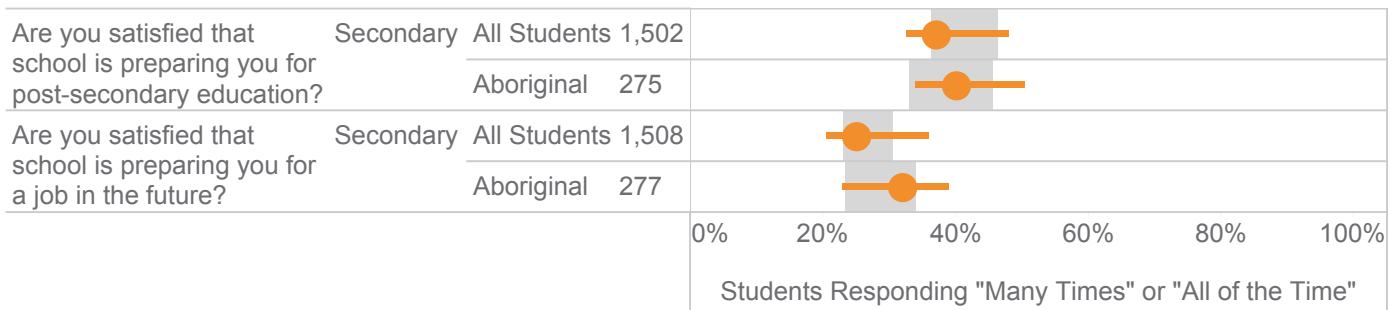
Every year, the B.C. Ministry of Education invites students in grades 4, 7, 10 and 12 to complete an online survey about their school experience. Results for elementary students (grades 4 and 7) and secondary students (grades 10 and 12) are provided.



Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.



Post-Secondary and Career Preparation (2015/16)



Transition to B.C. Public Post-Secondary Education (2015/16)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2016; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2016⁴

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

Grade 8 Students in 2005/06 (adjusted for migration in and out of B.C.)

1,485

100% of Student Group

K-12 Non-Graduates

398

27% of Original Student Group

K-12 Graduates

1,087

73% of Original Student Group

No Progress to B.C.
Public Post-Secondary
After K-12 by Fall 2016

371

93% of non-graduates
25% of original student group

Progress to B.C.
Public Post-Secondary
After K-12 by Fall 2016

27

7% of non-graduates
2% of original student group

No Progress to B.C.
Public Post-Secondary
After K-12 by Fall 2016

388

36% of graduates
26% of original student group

Progress to B.C.
Public Post-Secondary
After K-12 by Fall 2016

699

64% of graduates
47% of original student group

About This Report

This report provides an overview of information collected by the B.C. Ministry of Education for all school districts across the province. It complements new planning and reporting efforts 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>



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 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

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

(1) **Aboriginal Students:** a student who has self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit)

(2) **Students with Special Needs:** when the Ministry of Education reports on the total number of students with special needs, all categories are included. When reporting out on the performance of students with special needs, only the following groupings are included: Sensory Disabilities (Categories E and F), Learning Disabilities (Category Q), and Behaviour Disabilities (Categories H and R)

(3) **Community Demographics:** these data comes from Statistics Canada, and reflects data collected in 2010/11 (<http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/>)

(4) **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>