



Appendix B:

District Learning Plan 2022



SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<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>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to educ.reportingunit@gov.bc.ca

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	5-10
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	11
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	14-15
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	16
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	18-19
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	20-22
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	23
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	24
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	25-26

See the last page for further information about sub-populations and measures captured in this document.

SD73 Kamloops / Thompson

All Students

Foundation Skills Assessment (FSA)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2021-22	2021-22	2021-22			4 year Trend
Gr 4 Literacy	74%	75%	-1%			
Gr 7 Literacy	72.8%	73.4%	-1%			
Gr 4 Numeracy	64%	66%	-2%	68%	68%	-1%
Gr 7 Numeracy	57%	62%	-5%	64%	65%	-1%

Foundation Skills Assessment (FSA)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-21	2020-21	2020-2021			4 year Trend
Gr 4 Literacy - Reading	83%	83%	0%	77%	77%	0%
Gr 7 Literacy - Reading	79%	77%	2%	80%	77%	2%
Gr 4 Literacy - Writing	82%	82%	0%	88%	84%	4%
Gr 7 Literacy - Writing	85%	85%	0%	91%	89%	2%
Gr 4 Numeracy	72%	72%	0%	67%	68%	-1%
Gr 7 Numeracy	72%	68%	4%	65%	66%	0%

Student Learning Survey (SLS)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-21	2020-21	2020-2021			4 year Trend
Feel Welcome	66%	69%	-2%	65%	68%	-3%
Sense of Belonging	54%	64%	-10%	53%	66%	-12%
Feel Safe	71%	74%	-4%	71%	74%	-3%
Adults Care	63%	62%	1%	67%	66%	1%

Graduation Assessments						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-2021	2020-2021	2020-2021			Trend
Gr 10 Literacy	74%	73%	1%	70%	73%	-3%
Gr 10 Numeracy	64%	46%	18%	42%	38%	4%
Gr 12 Literacy			0%			0%

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Aboriginal Learners

Foundation Skills Assessment (FSA)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2021-22	2021-22	2021-22			5 year Trend
Gr 4 Literacy	60%	60%	0%			
Gr 7 Literacy	61%	54%	7%			
Gr 4 Numeracy	46%	45%	1%	55%	50%	5%
Gr 7 Numeracy	42%	40%	2%	49%	42%	7%

Foundation Skills Assessment (FSA)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-21	2020-21	2020-2021			4 year Trend
Gr 4 Literacy - Reading	78%	72%	6%	68%	64%	4%
Gr 7 Literacy - Reading	62%	62%	0%	68%	62%	6%
Gr 4 Literacy - Writing	72%	70%	2%	80%	71%	8%
Gr 7 Literacy - Writing	79%	70%	9%	85%	79%	7%
Gr 4 Numeracy	67%	56%	11%	55%	50%	5%
Gr 7 Numeracy	57%	46%	11%	49%	42%	7%

Student Learning Survey (SLS)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-21	2020-21	2020-2021			4 year Trend
Feel Welcome	62%	61%	1%	61%	61%	0%
Sense of Belonging	49%	56%	-7%	48%	57%	-9%
Feel Safe						
Adults Care	60%	63%	-3%	65%	65%	-1%

Graduation Assessments						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-2021	2020-2021	2020-2021			Trend
Gr 10 Literacy	72%	54%	18%	66%	54%	11%
Gr 10 Numeracy	31%	29%	2%	25%	20%	5%
Gr 12 Literacy						

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Diverse Learners

Foundation Skills Assessment (FSA)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2021-22	2021-22	2021-22			4 year Trend
Gr 4 Literacy	54%	64%	-9%			
Gr 7 Literacy	51%	54%	-3%			
Gr 4 Numeracy	39%	52%	-13%	47%	54%	-8%
Gr 7 Numeracy	31%	42%	-11%	41%	46%	-5%
Foundation Skills Assessment (FSA)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-21	2020-21	2020-2021			4 year Trend
Gr 4 Literacy - Reading	80%	71%	9%	64%	66%	-1%
Gr 7 Literacy - Reading	54%	56%	-2%	57%	59%	-2%
Gr 4 Literacy - Writing	71%	66%	5%	76%	71%	5%
Gr 7 Literacy - Writing	59%	64%	-5%	75%	72%	3%
Gr 4 Numeracy	61%	60%	1%	48%	54%	-6%
Gr 7 Numeracy	57%	50%	7%	43%	48%	-5%

Student Learning Survey (SLS)						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-21	2020-21	2020-2021			5 year Trend
Feel Welcome	59%	62%	-3%	57%	61%	-4%
Sense of Belonging	47%	58%	-11%	44%	58%	-14%
Feel Safe						
Adults Care	65%	66%	-1%	67%	68%	-1%

Graduation Assessments						
Grade and Category	SD73	Province	SD73 compared to Province	SD73 Trend	Province Trend	SD73 Trend Compared to Province Trend
	2020-2021	2020-2021	2020-2021			Trend
Gr 10 Literacy	64%	51%	13%	55%	53%	3%
Gr 10 Numeracy	44%	28%	16%	31%	26%	5%
Gr 12 Literacy			0%			0%

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

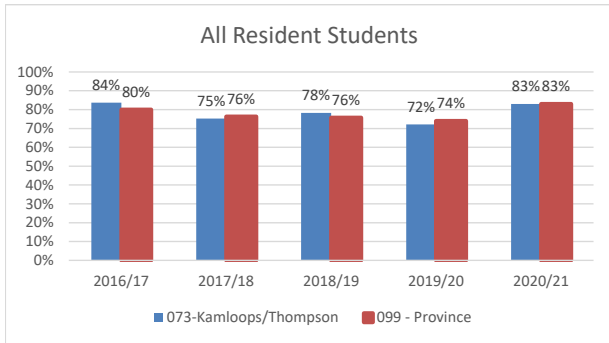


Figure 1: FSA Grade 4 Reading - All Resident Students

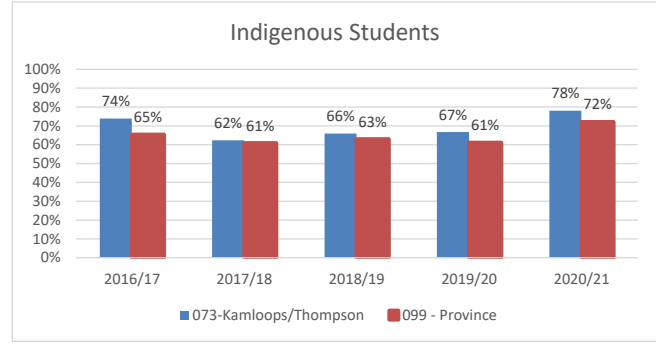


Figure 2: FSA Grade 4 Reading - Indigenous Students

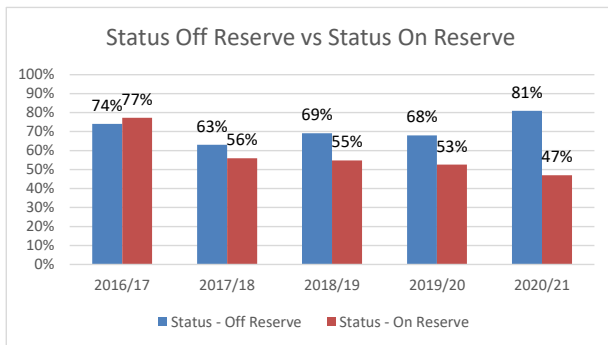


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

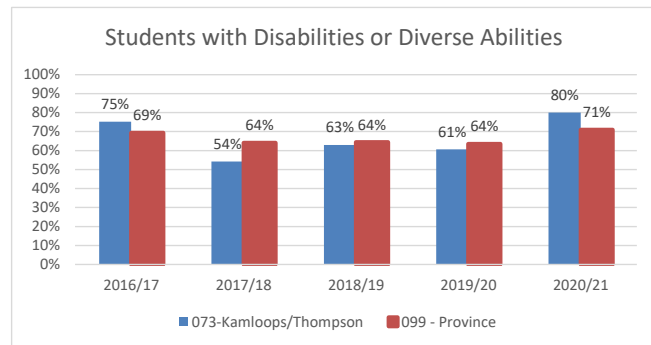


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

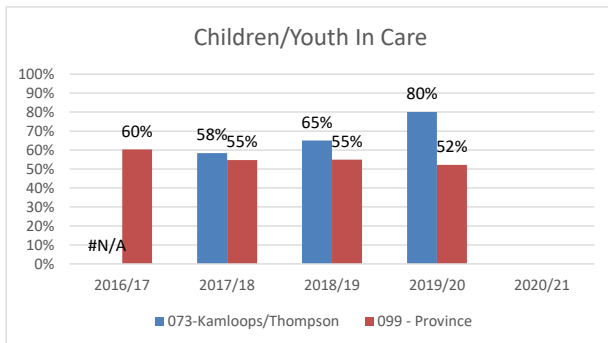


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

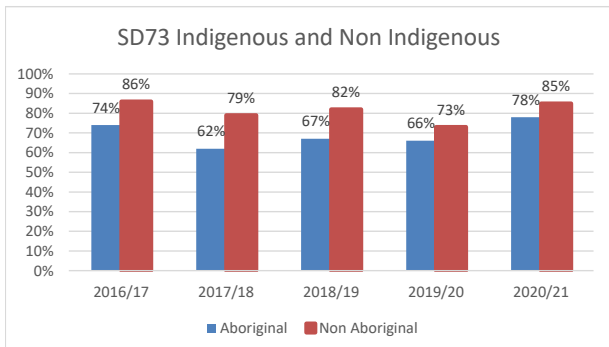


Figure 6: FSA Grade 7 Numeracy - SD73 Indigenous and Non Indigenous

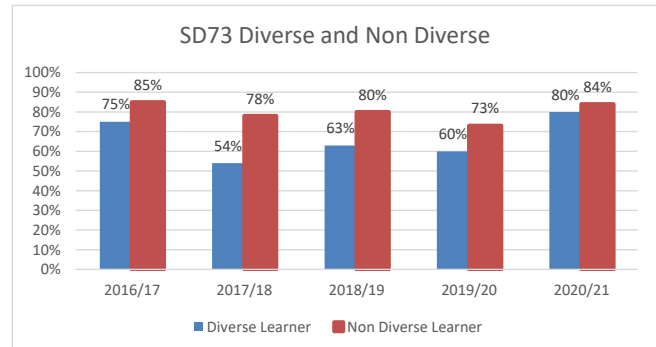


Figure 7: FSA Grade 7 Numeracy - SD73 Diverse and Non Diverse Learners

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

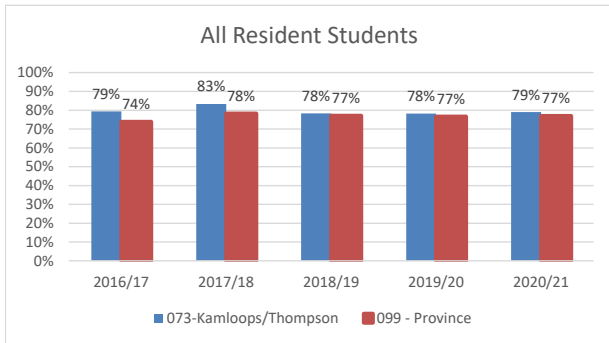


Figure 7: FSA Grade 7 Reading - All Resident Students

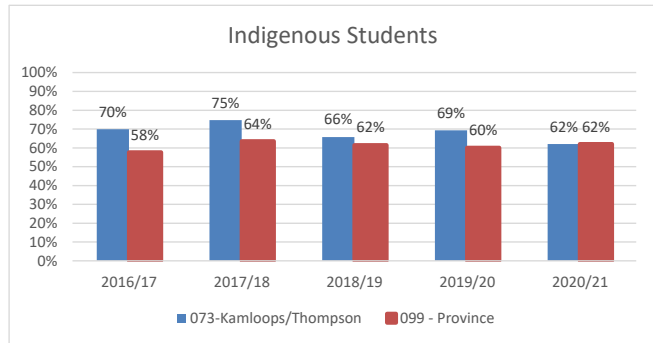


Figure 8: FSA Grade 7 Reading - Indigenous Students

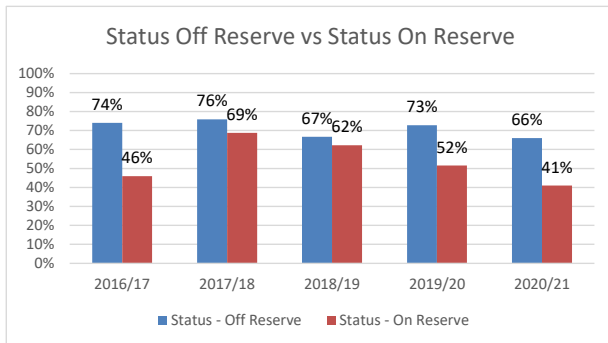


Figure 9: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

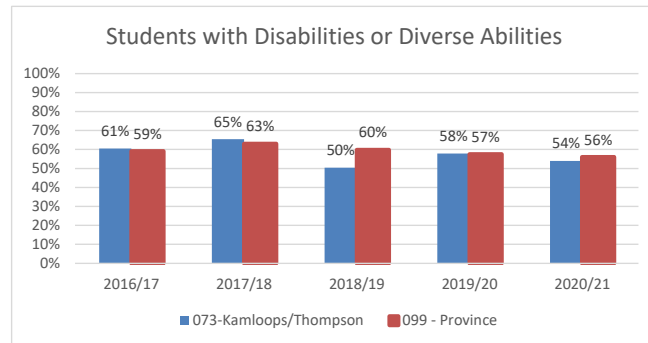


Figure 10: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

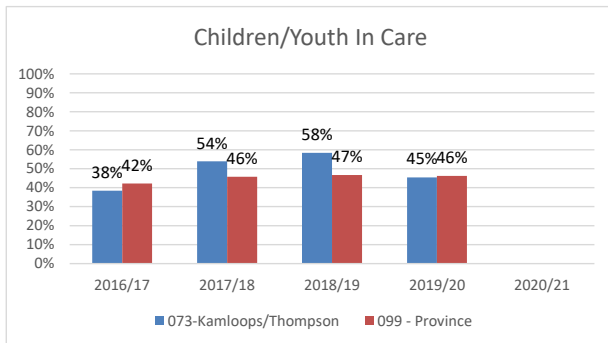


Figure 11: Grade 7 Reading - Children/Youth In Care

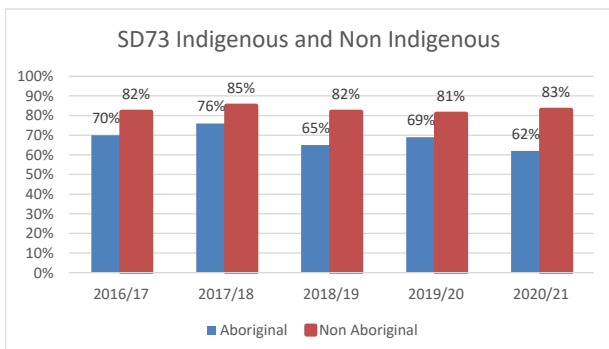


Figure 12: FSA Grade 7 Numeracy - SD73 Indigenous and Non Indigenous

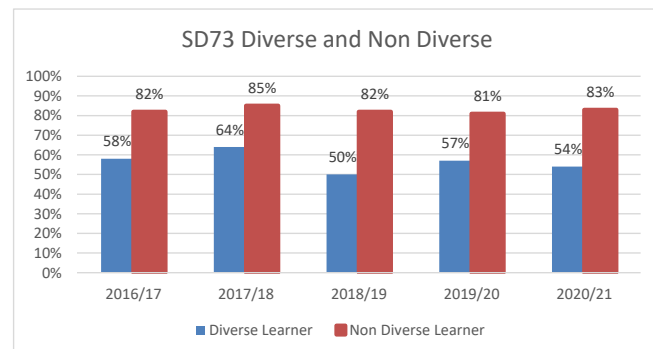


Figure 13: FSA Grade 7 Numeracy - SD73 Diverse and Non Diverse Learners

Foundation Skills Assessment (FSA) Literacy - Writing - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

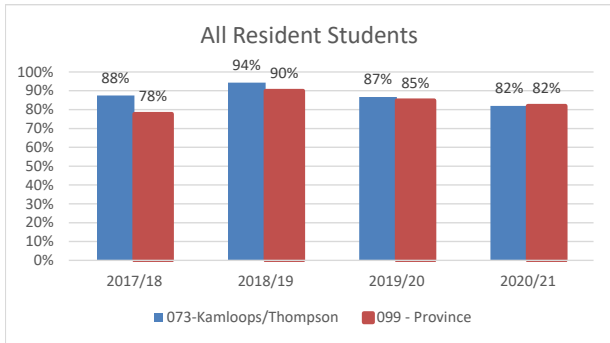


Figure 111: FSA Grade 4 Reading - All Resident Students

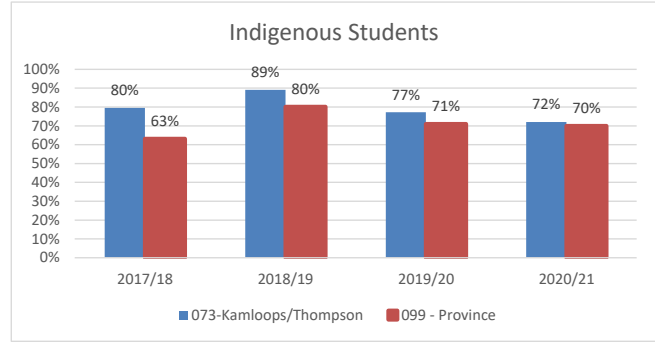


Figure 112: FSA Grade 4 Reading - Indigenous Students

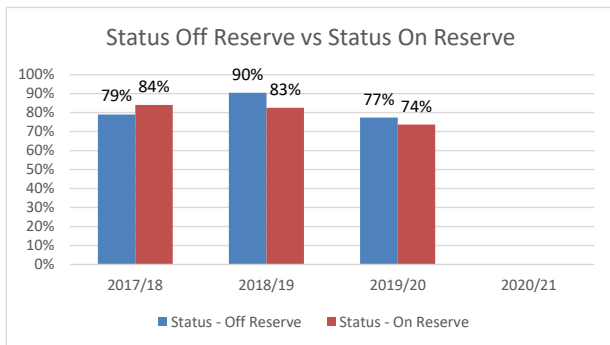


Figure 113: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

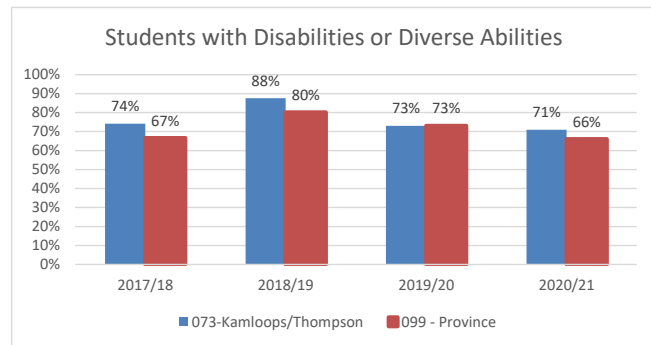


Figure 114: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

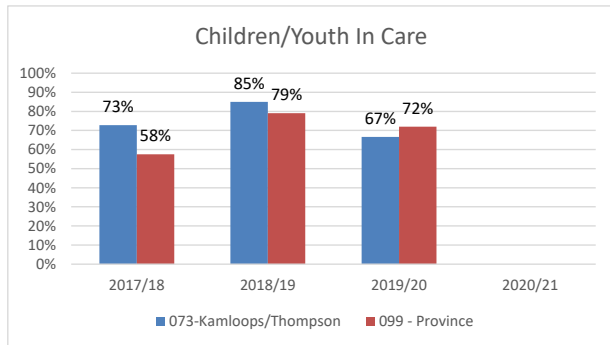


Figure 115: FSA Grade 4 Reading - Children/Youth In Care

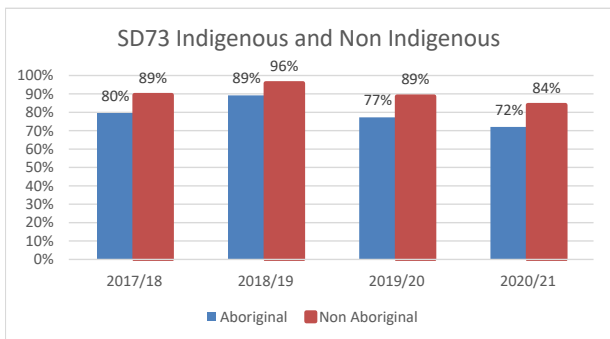


Figure 116: FSA Grade 7 Numeracy - SD73 Indigenous and Non Indigenous

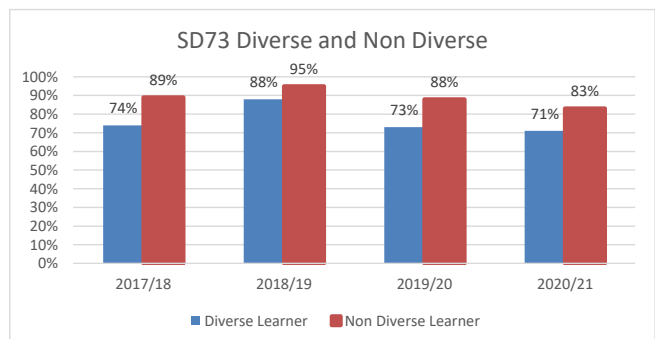


Figure 117: FSA Grade 7 Numeracy - SD73 Diverse and Non Diverse Learners

Foundation Skills Assessment (FSA) Literacy - Writing - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

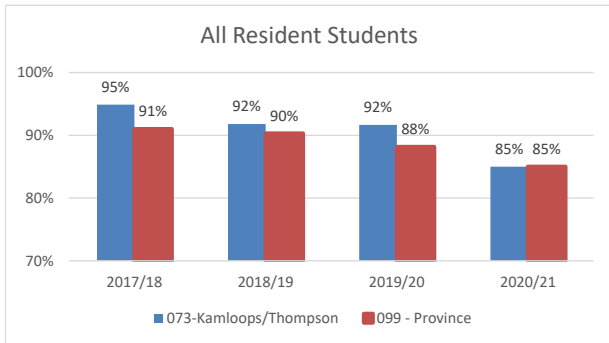


Figure 118: FSA Grade 7 Reading - All Resident Students

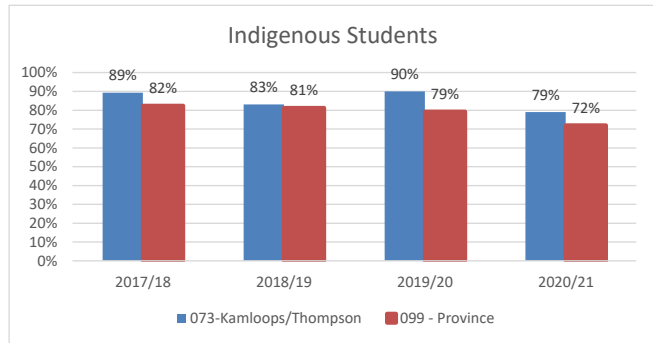


Figure 119: FSA Grade 7 Reading - Indigenous Students

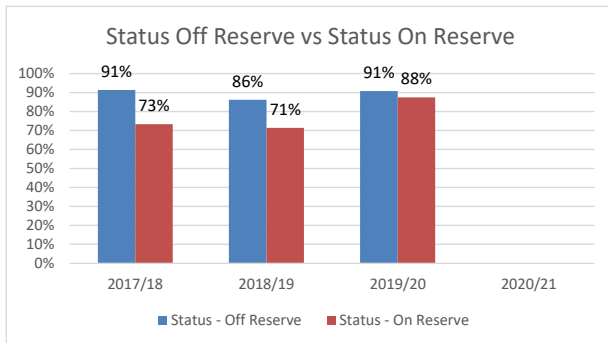


Figure 120: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

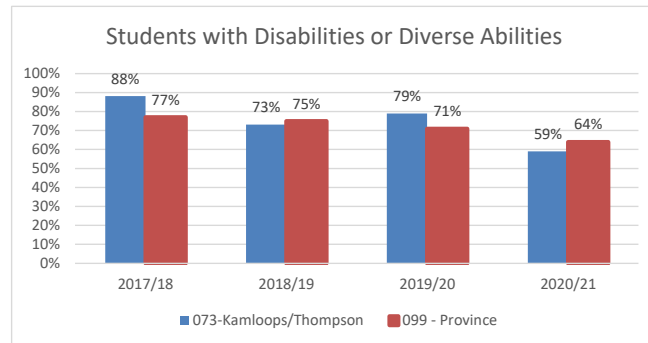


Figure 121: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

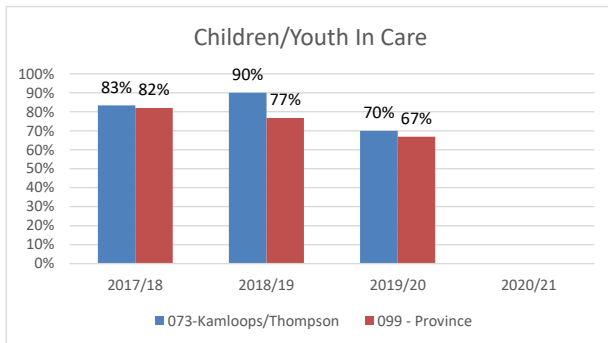


Figure 122: Grade 7 Reading - Children/Youth In Care

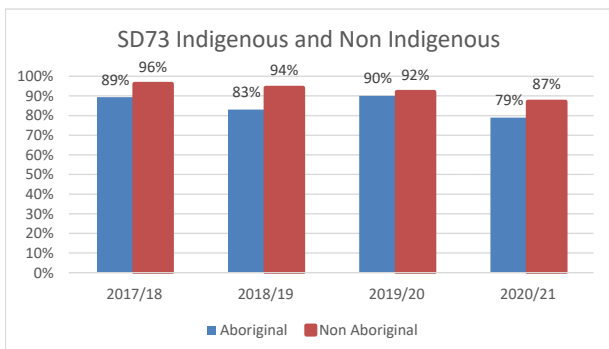


Figure 123: FSA Grade 7 Numeracy - SD73 Indigenous and Non Indigenous

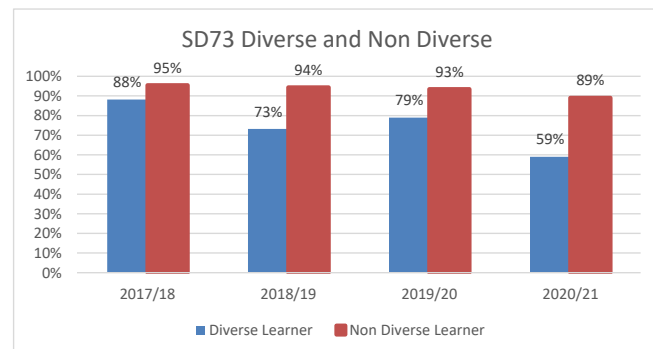


Figure 124: FSA Grade 7 Numeracy - SD73 Diverse and Non Diverse Learners

Foundation Skills Assessment (FSA) Literacy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Literacy section)

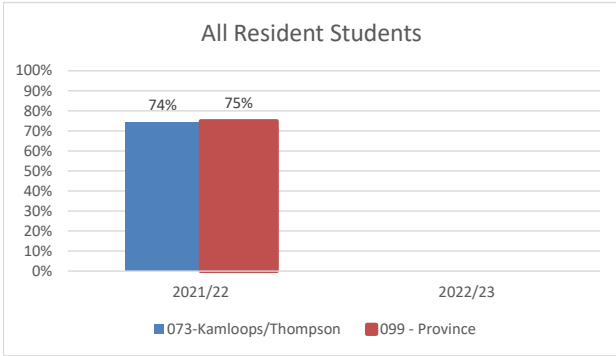


Figure 14: FSA Grade 4 Literacy - All Resident Students

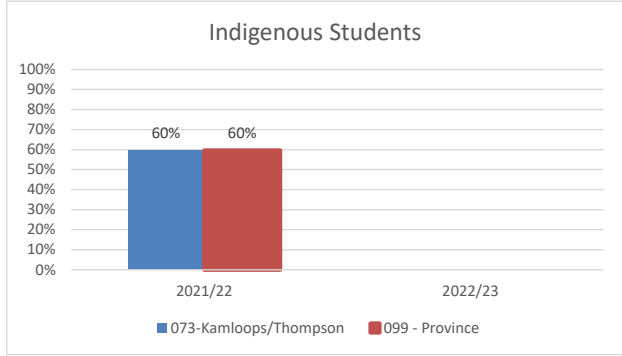


Figure 15: FSA Grade 4 Literacy - Indigenous Students

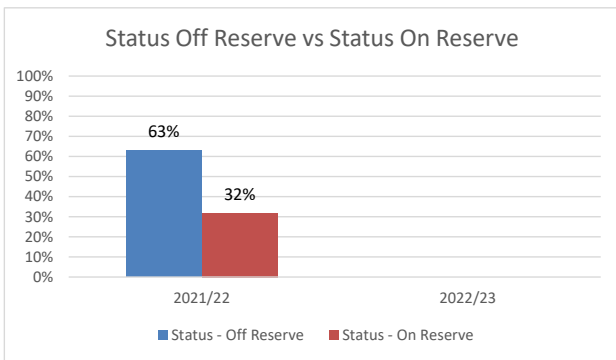


Figure 16: FSA Grade 4 Literacy - Status - Off Reserve and Status - On Reserve

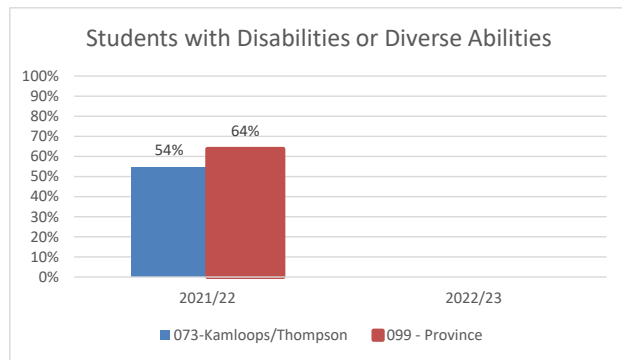


Figure 17: FSA Grade 4 Literacy - Students with Disabilities or Diverse Abilities

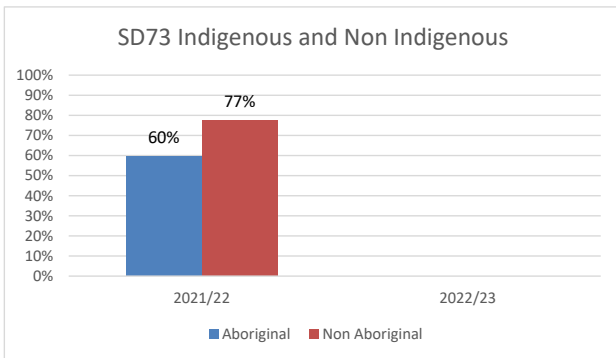


Figure 18: FSA Grade 4 Literacy - SD73 Indigenous and Non Indigenous

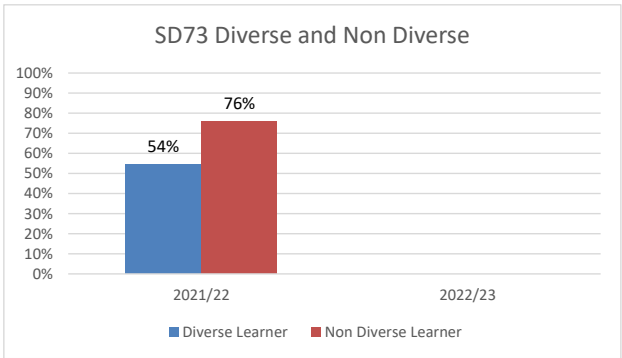


Figure 19: FSA Grade 4 Literacy - SD73 Diverse and Non Diverse Learners

Foundation Skills Assessment (FSA) Literacy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Literacy section)

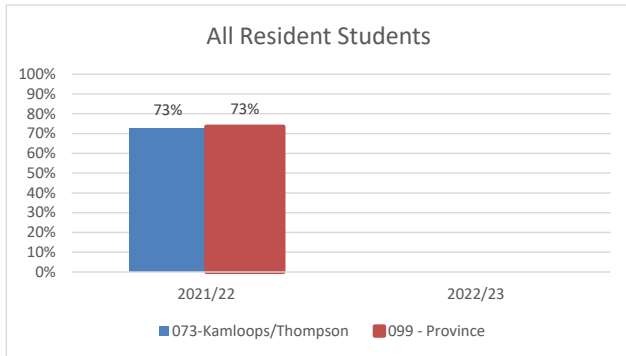


Figure 20: FSA Grade 7 Literacy - All Resident Students

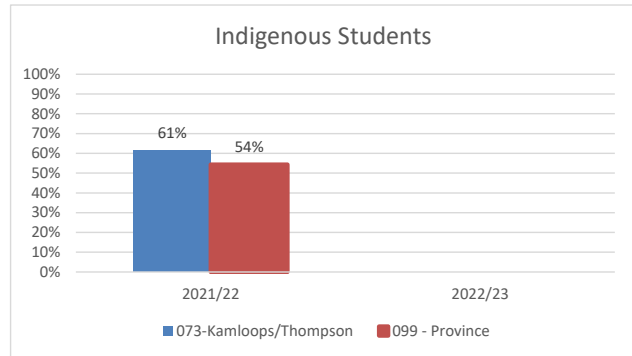


Figure 21: FSA Grade 7 Literacy - Indigenous Students

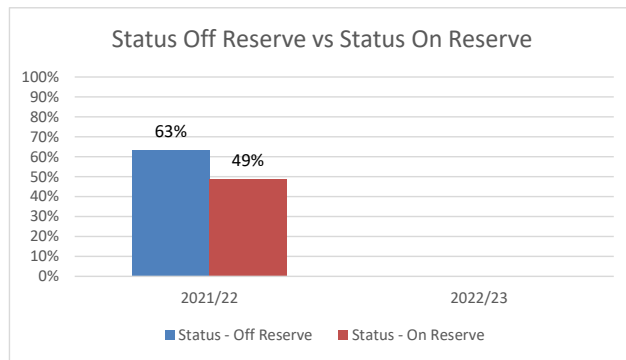


Figure 22: FSA Grade 7 Literacy - Status - Off Reserve and Status - On Reserve

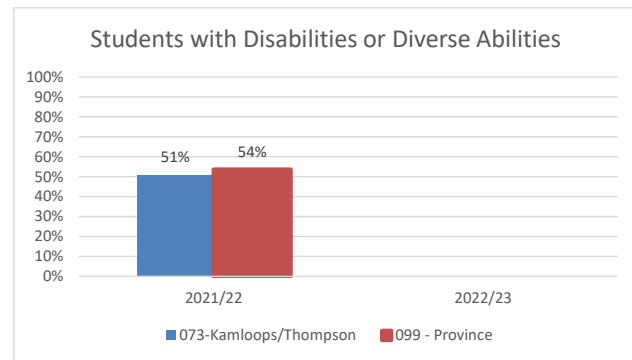


Figure 23: FSA Grade 7 Literacy - Students with Disabilities or Diverse Abilities

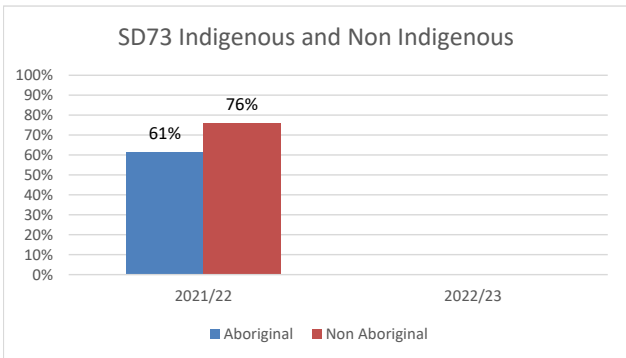


Figure 24: FSA Grade 7 Literacy - SD73 Indigenous and Non Indigenous

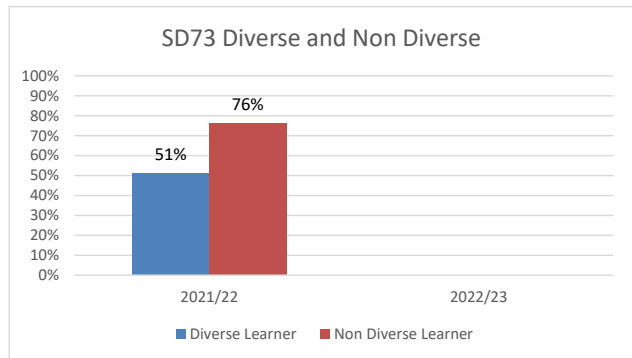


Figure 25: FSA Grade 7 Literacy - SD73 Diverse and Non Diverse Learners

Graduation Assessment - Literacy 10
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

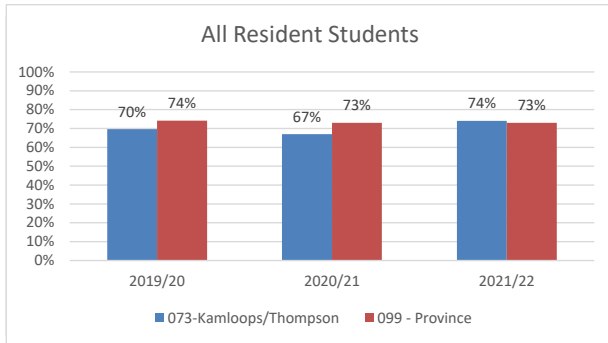


Figure 26: Graduation Assessment Grade 10 Literacy - All Resident Students

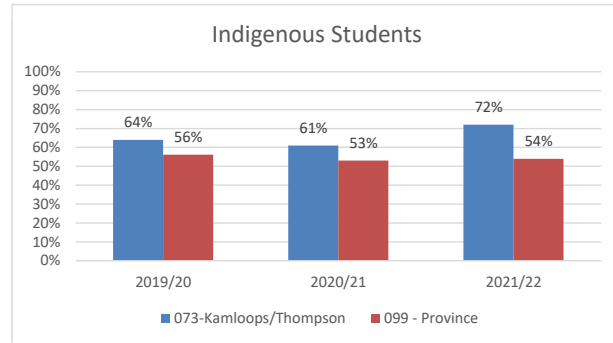


Figure 27: Graduation Assessment Grade 10 Literacy - Indigenous Students

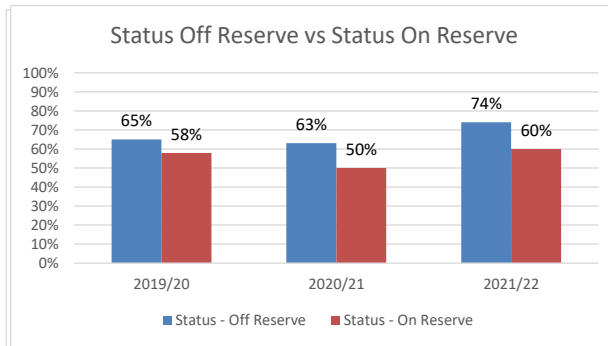


Figure 28: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

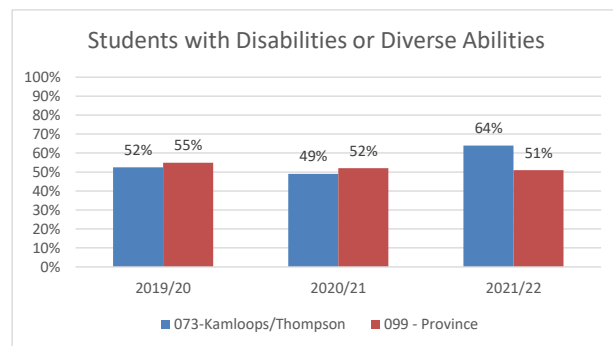


Figure 29: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

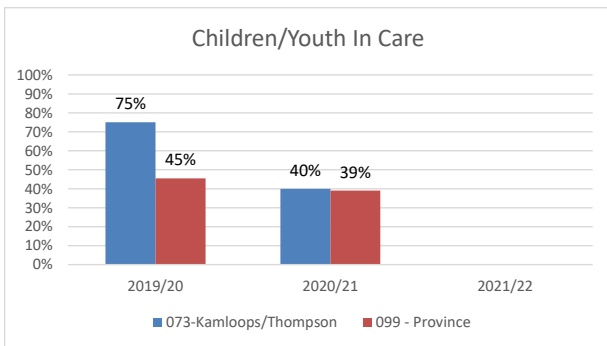


Figure 30: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

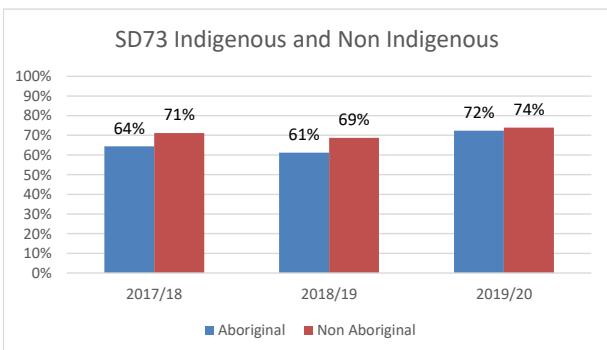


Figure 31: Graduation Assessment Grade 10 Literacy -SD73 Indigenous and Non Indigenous

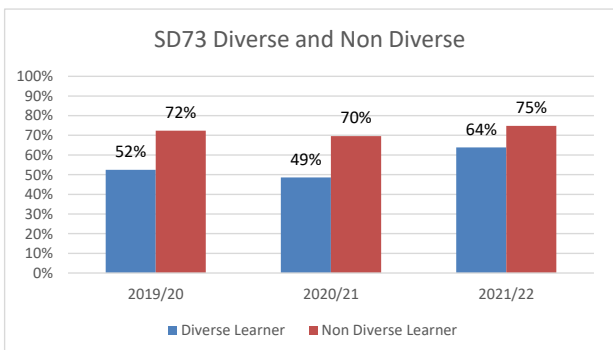
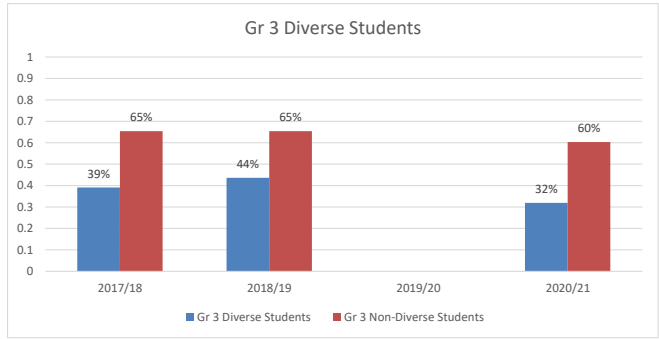
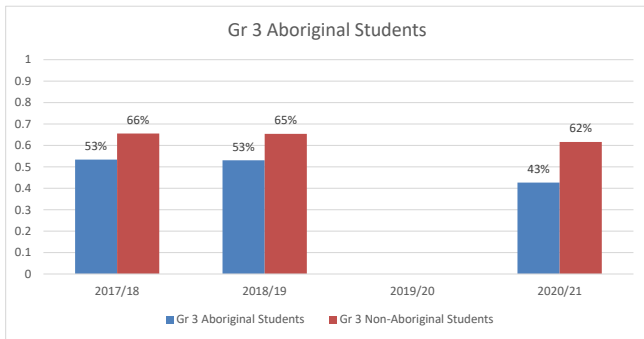
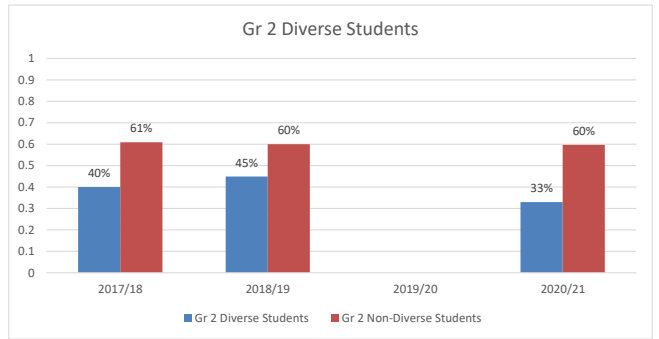
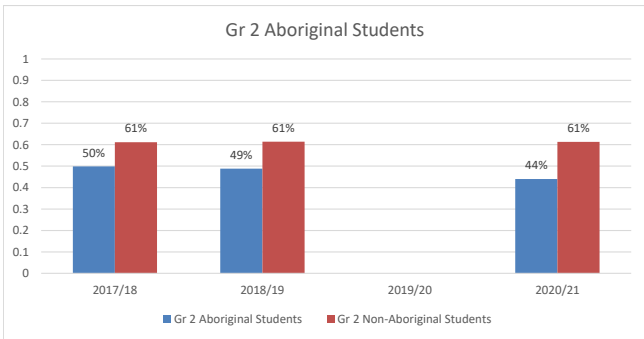
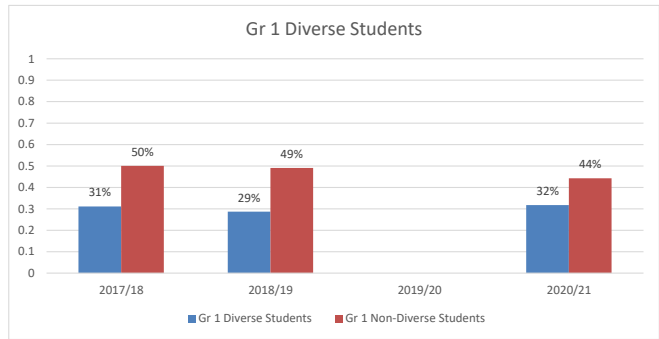
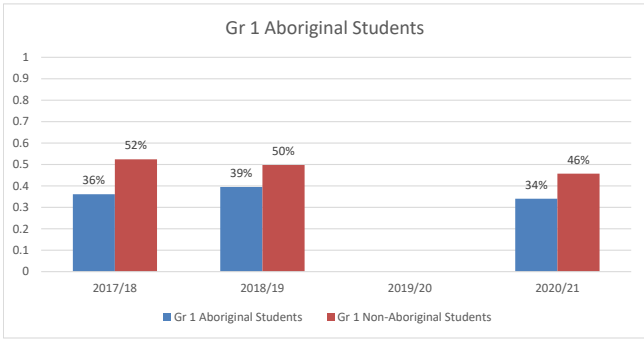
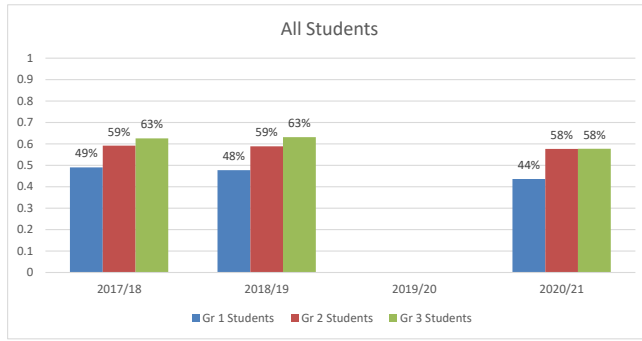


Figure 32: Graduation Assessment Grade 10 Literacy -SD73 Diverse and Non Diverse Learners

Literacy - Primary Reading Assessment - June

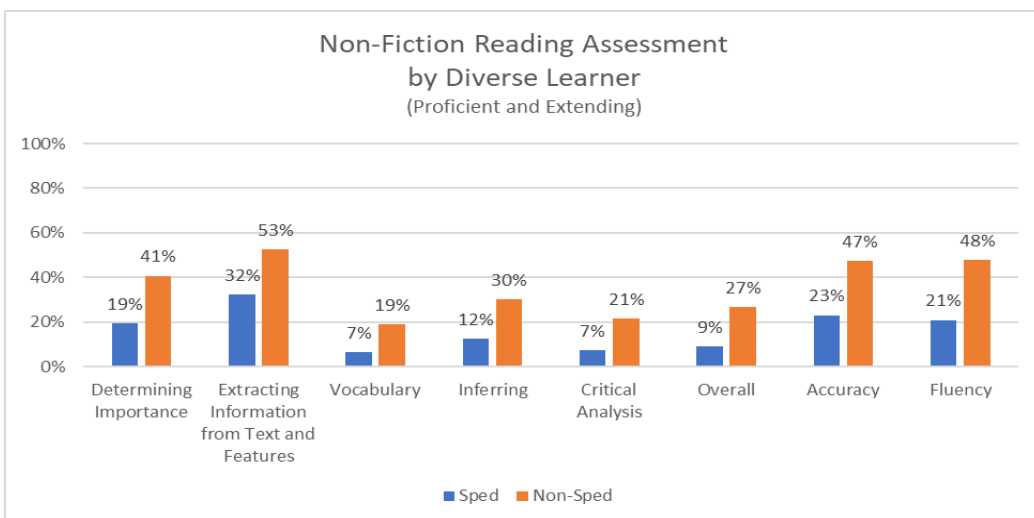
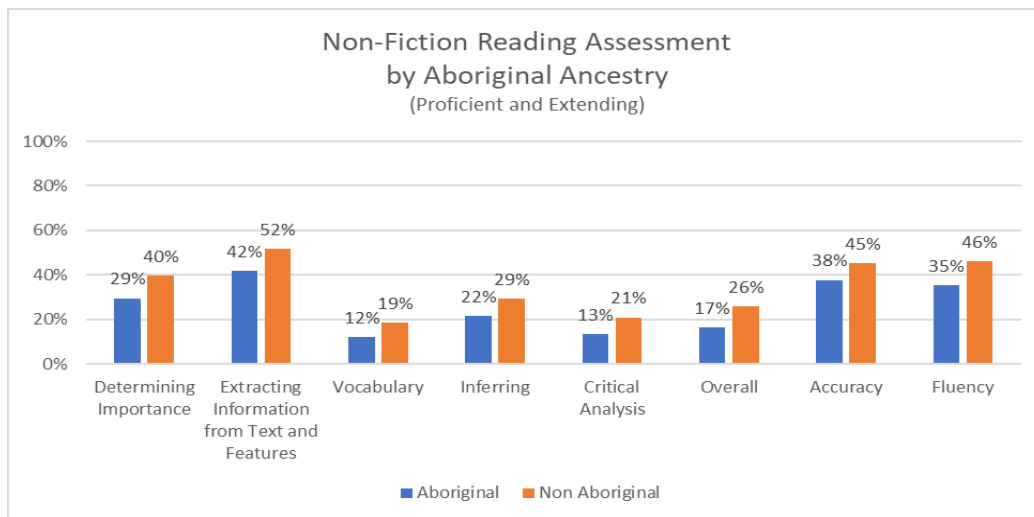
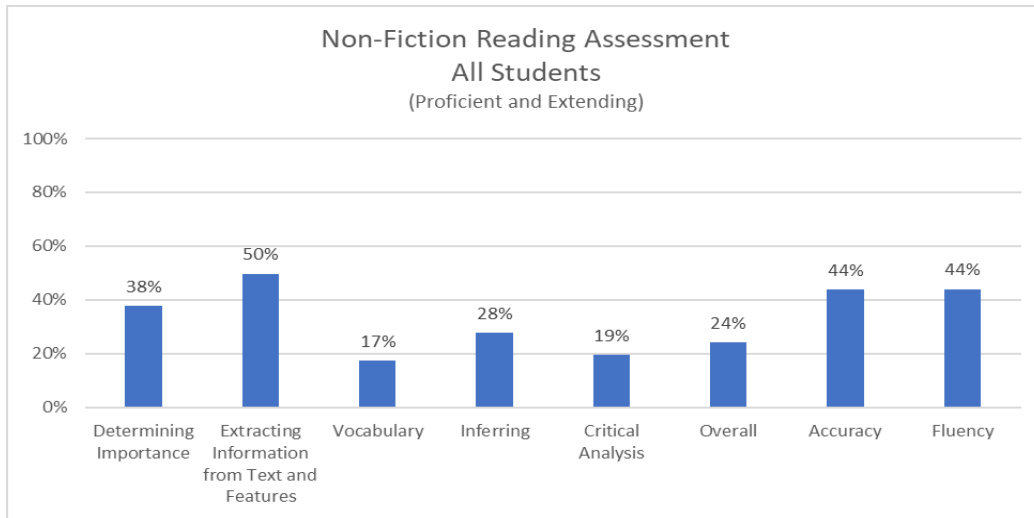
Students who are Proficient or Extending in the June PRA (historically this was also measured as Meeting or Exceeding Expectations).
 Primary Reading Assessment results for 2019/2020 school year where not completed due to Covid-19



Literacy - Non-Fiction Reading Assessment - Fall

Students who are Proficient or Extending in the Fall NFRA

2021/22 School Year, Grades 4-9



Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

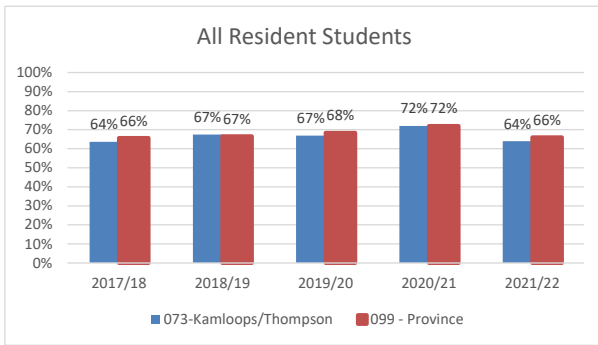


Figure 33: FSA Grade 4 Numeracy - All Resident Students

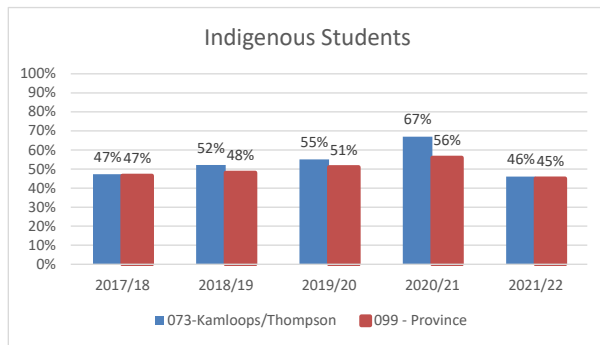


Figure 34: FSA Grade 4 Numeracy - Indigenous Students

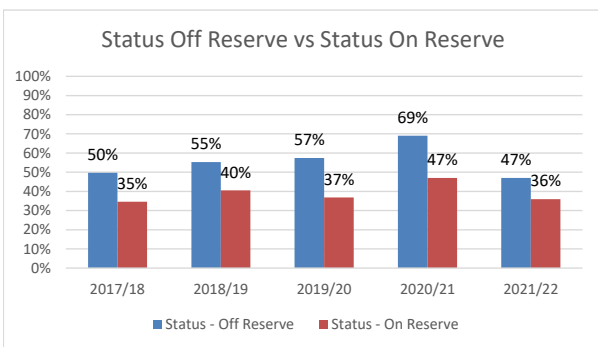


Figure 35: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

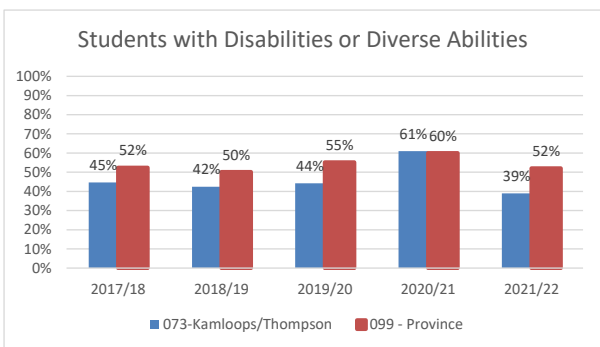


Figure 36: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

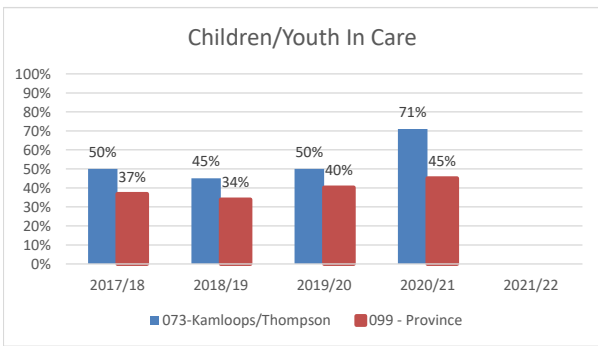


Figure 37: FSA Grade 4 Numeracy - Children/Youth In Care

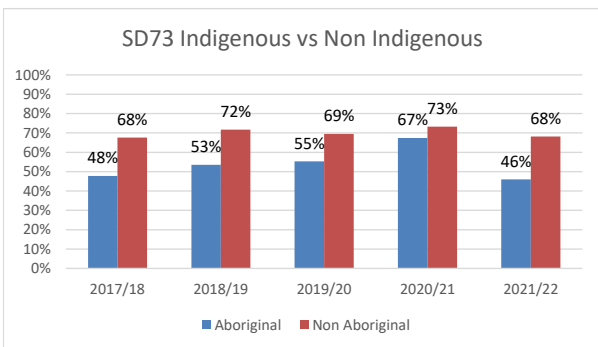


Figure 38: FSA Grade 4 Numeracy - SD73 Indigenous and Non Indigenous

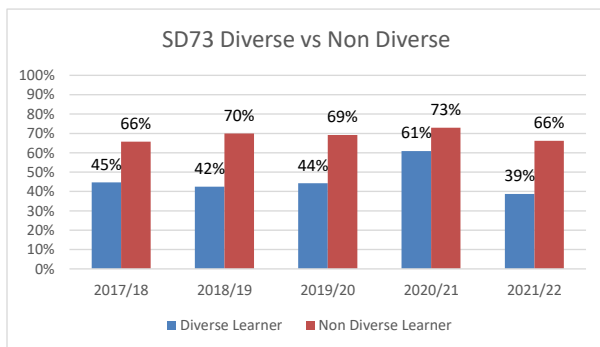


Figure 39: FSA Grade 4 Numeracy - SD73 Diverse and Non Diverse Learners

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

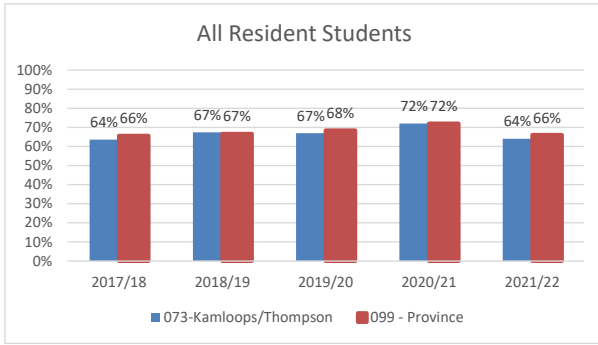


Figure 40: FSA Grade 7 Numeracy - All Resident Students

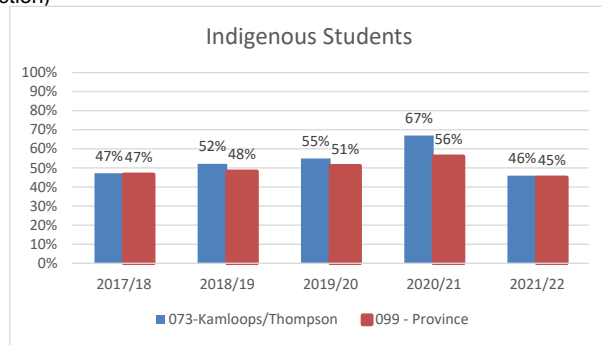


Figure 41: FSA Grade 7 Numeracy - Indigenous Students

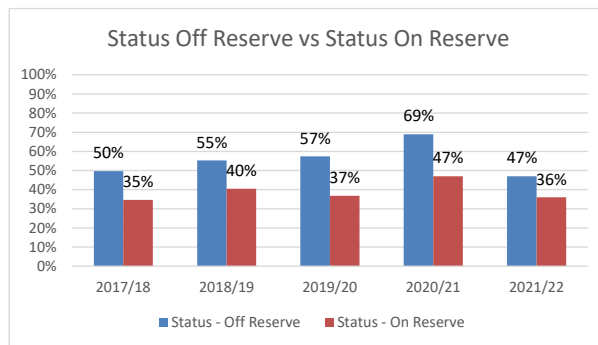


Figure 42: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

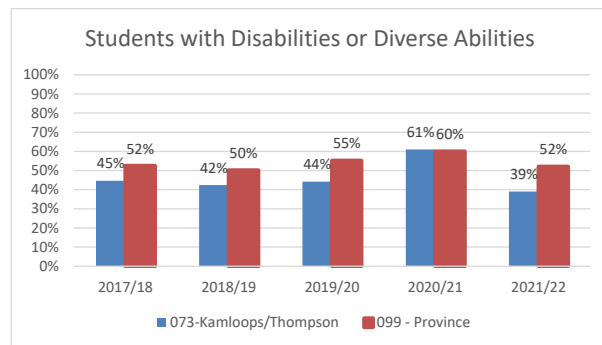


Figure 43: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

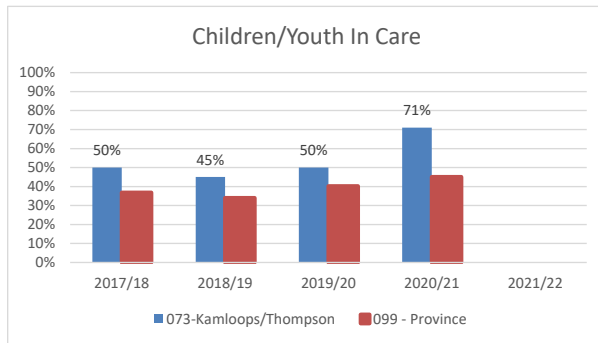


Figure 44: FSA Grade 7 Numeracy - Children/Youth In Care

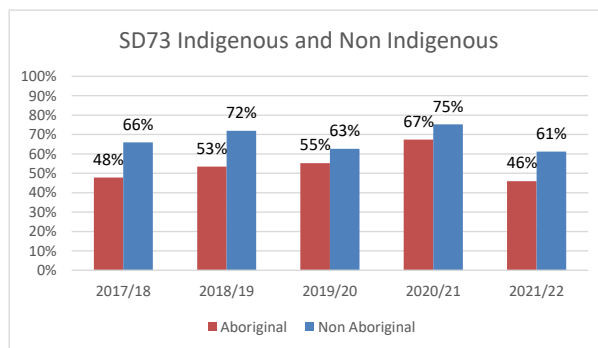


Figure 45: FSA Grade 7 Numeracy - SD73 Indigenous and Non Indigenous

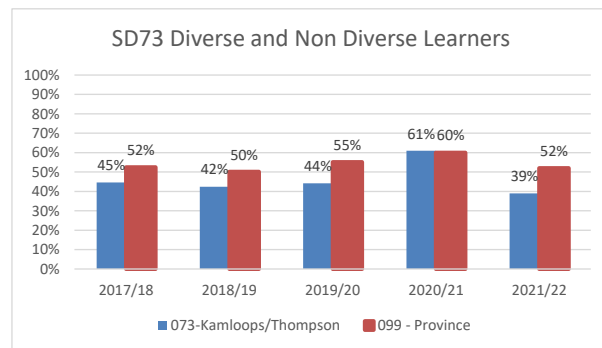


Figure 46: FSA Grade 7 Numeracy - SD73 Diverse and Non Diverse Learners

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

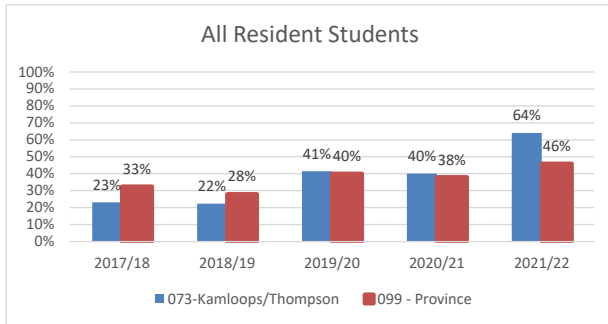


Figure 47: Graduation Assessment Grade 10 Numeracy - All Resident Students

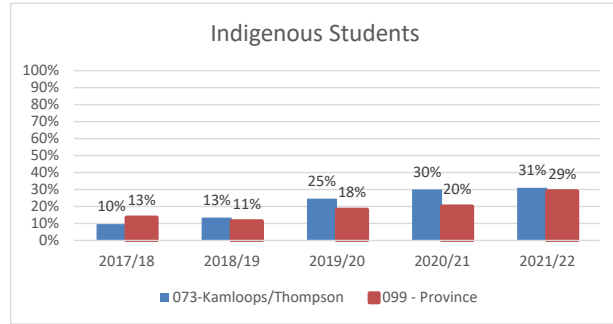


Figure 48: Graduation Assessment Grade 10 Numeracy - Indigenous Students

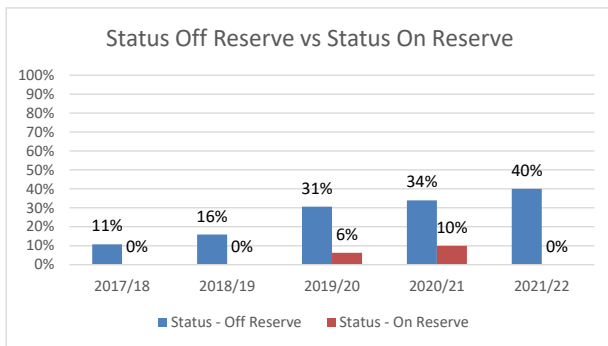


Figure 49: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

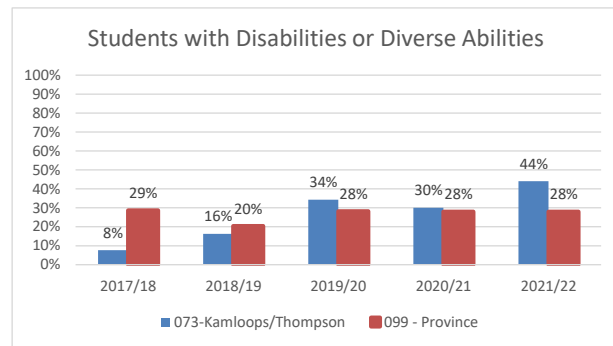


Figure 50: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

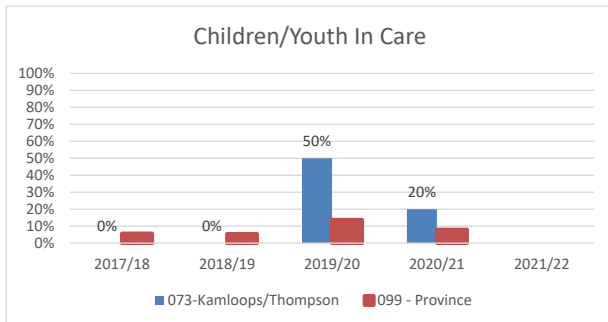


Figure 51: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

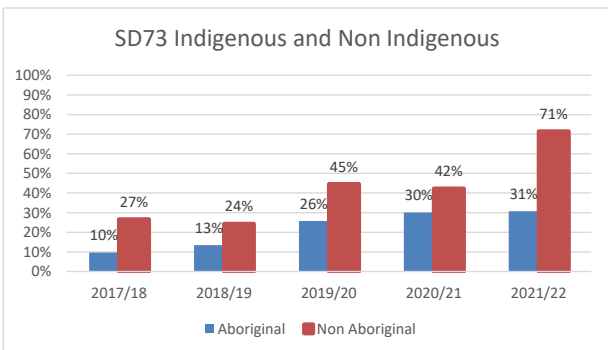


Figure 52: Graduation Assessment Grade 10 Numeracy - SD73 Indigenous and Non Indigenous

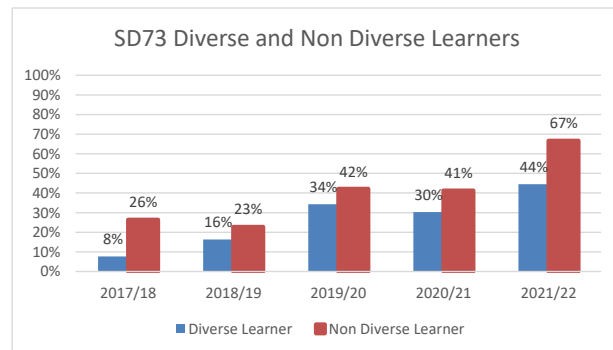
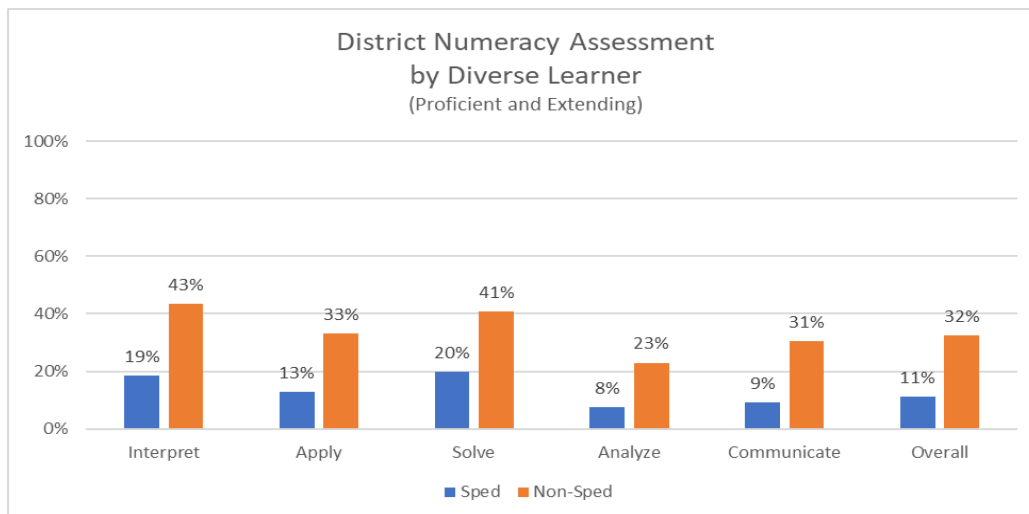
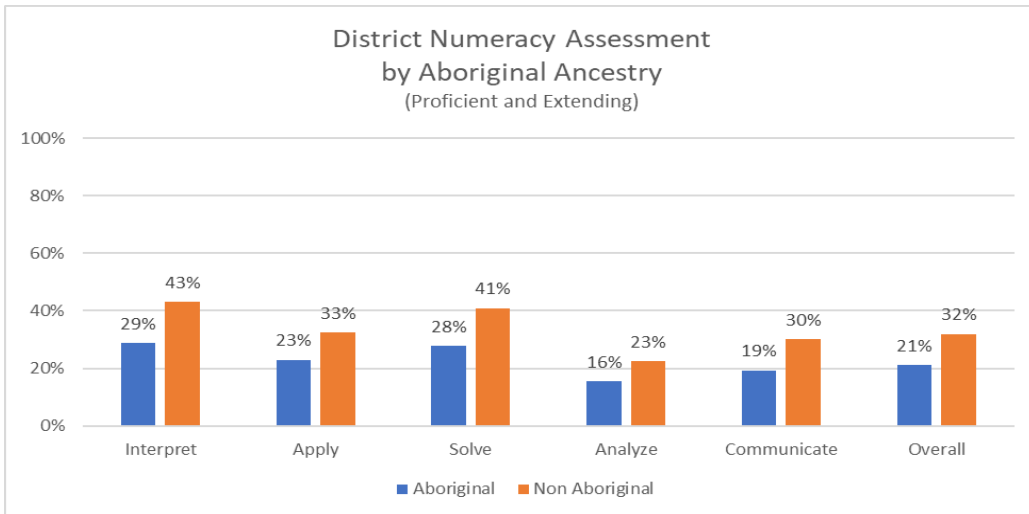
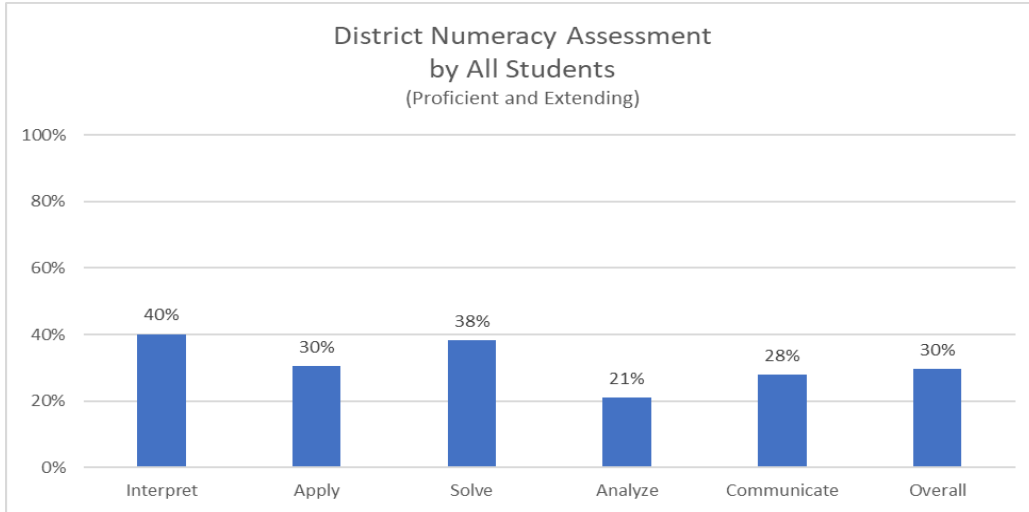


Figure 53: Graduation Assessment Grade 10 Numeracy - SD73 Diverse and Non Diverse Learners

Numeracy - District Numeracy Assessment - Pre (Fall)

Students who are Proficient or Extending in the Fall DNA

2021/22 School Year, Grades 3,6



Grade to Grade Transition - Grade 10
(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

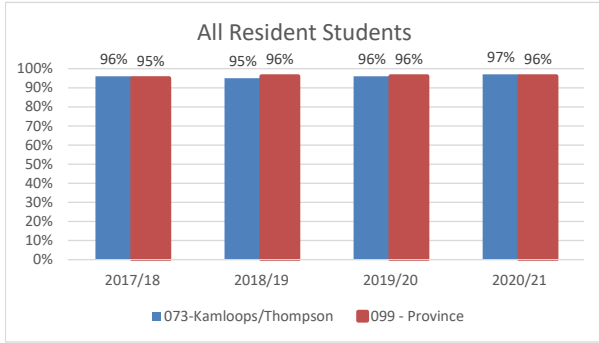


Figure 54 Transition Grade 10 - 11 All Resident Students

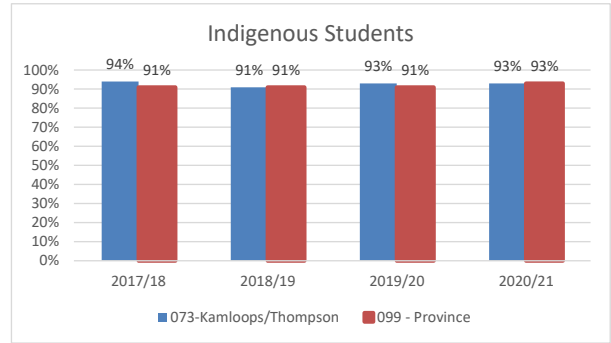


Figure 55 Transitions Grade 10 - 11 Indigenous Students

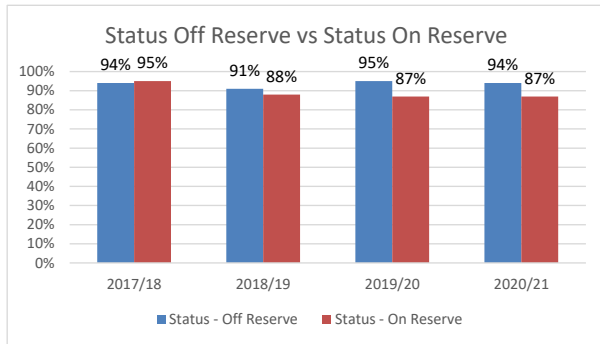


Figure 56: Grade 10 0 - Status - Off Reserve and Status - On Reserve

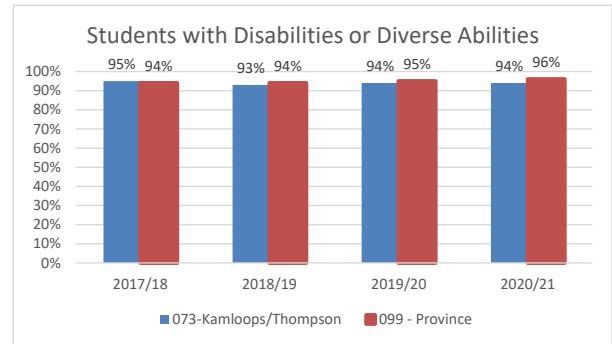


Figure 57: Grade 10 0 - Students with Disabilities or Diverse Abilities

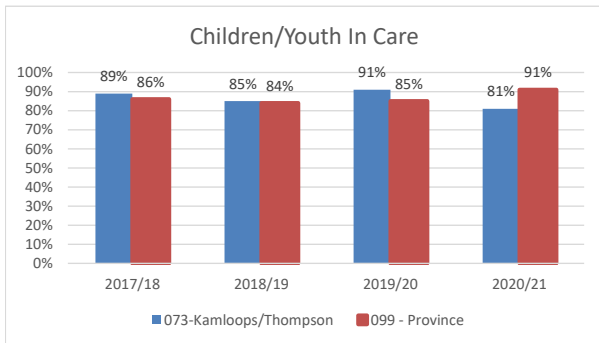


Figure 58: Grade 10 0 - Children/Youth In Care

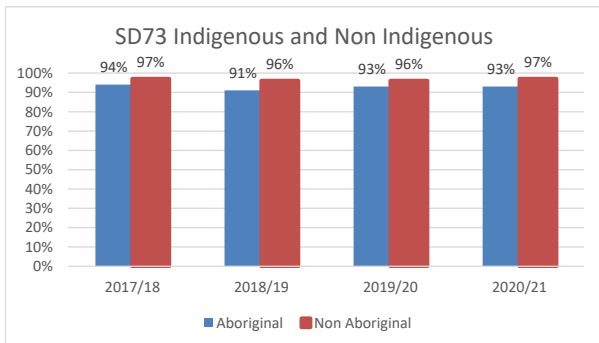


Figure 59: SD73 Grade 10 SD73 Indigenous and Non Indigenous

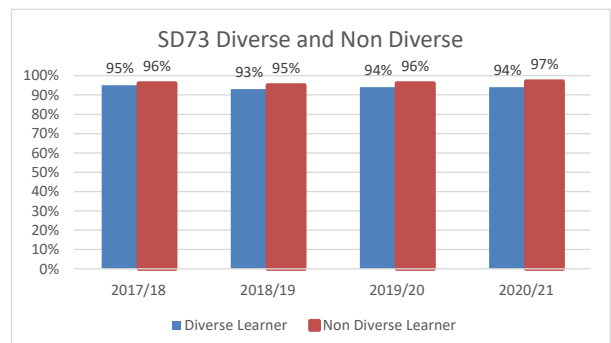


Figure 60: Transition Grade 10-11-SD73 Diverse and Non Diverse Learners

Grade to Grade Transition - Grade 11
(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

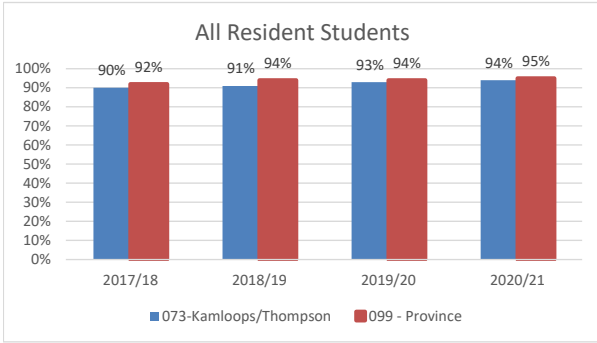


Figure 61: Transition Grade 11 to 12 - All Resident Students

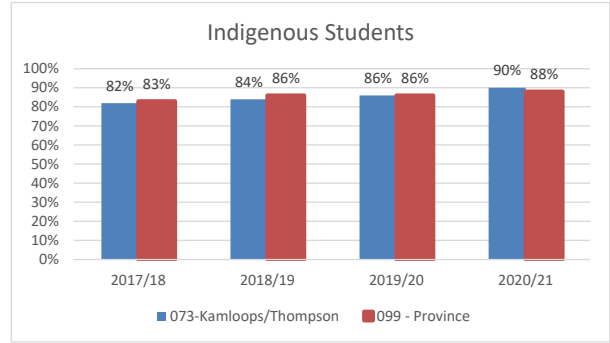


Figure 62: Transition Grade 11 to 12 - Indigenous Students

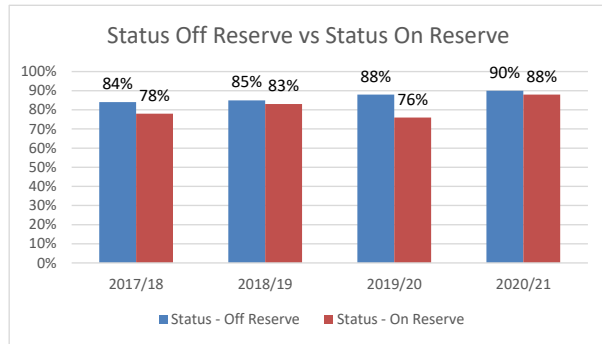


Figure 63: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

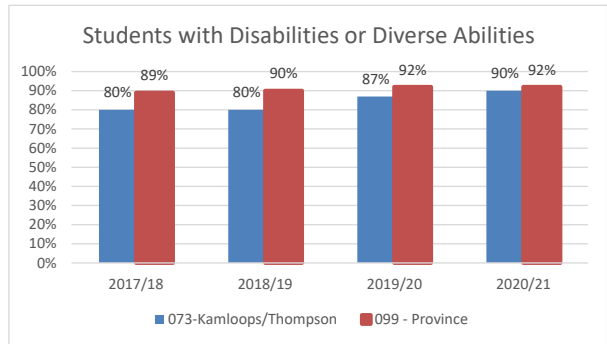


Figure 64: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

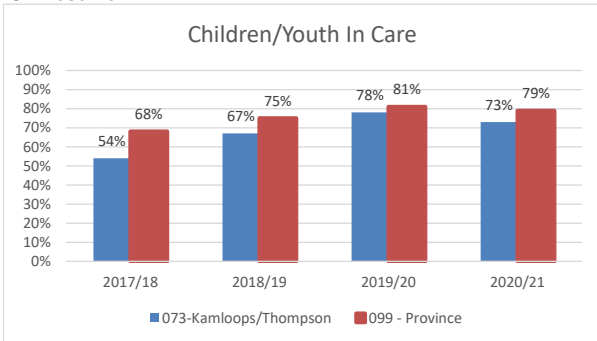


Figure 65: Transition Grade 11 to 12 - Children/Youth In Care

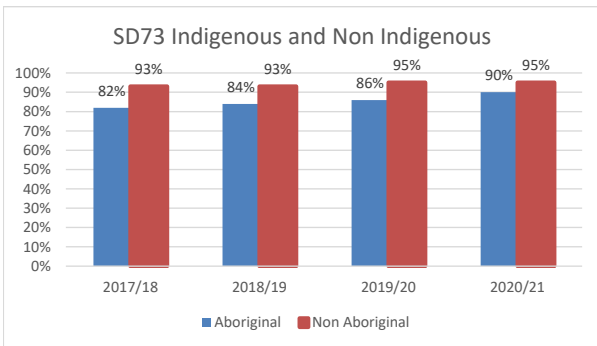


Figure 66: Transition Grade 11-12 - SD73 Indigenous and Non Indigenous

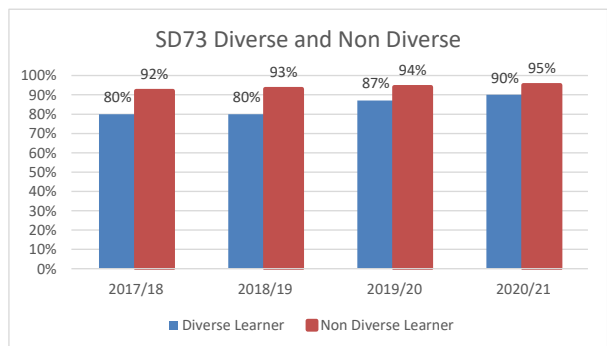


Figure 67: Transition Grade 11-12 - SD73 Diverse and Non Diverse Learners

Student Learning Survey (SLS) - Feel Welcome

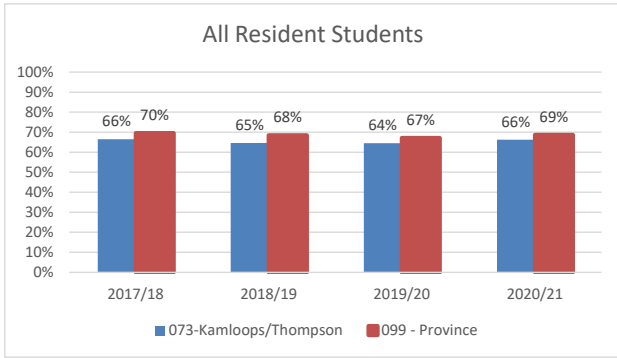


Figure 68: SLS - Feel Welcome - All Resident Students

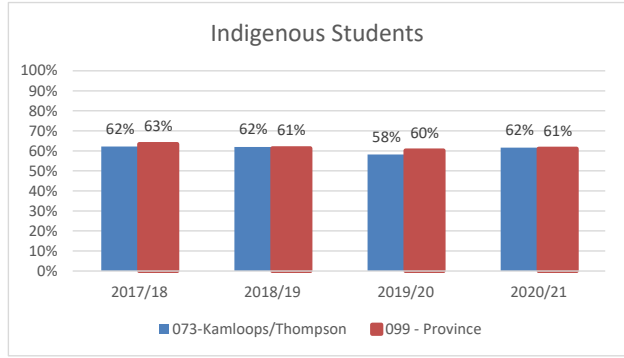


Figure 69: SLS - Feel Welcome - Indigenous Students

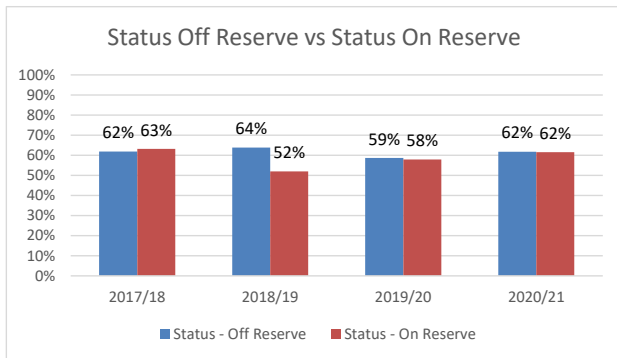


Figure 70: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

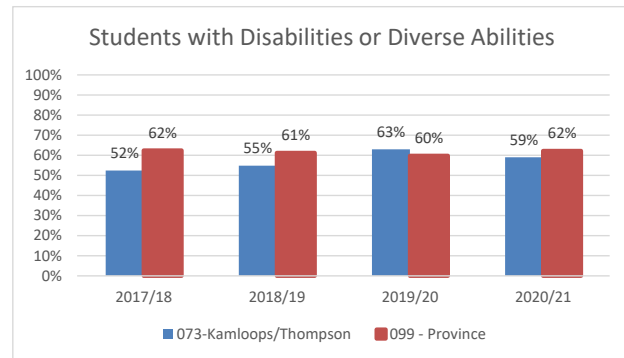


Figure 71: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

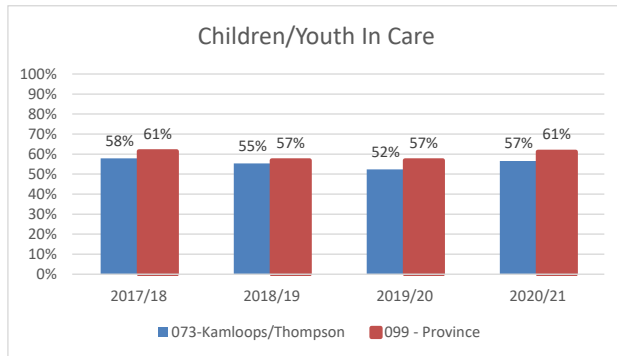


Figure 72: SLS - Feel Welcome - Children/Youth In Care

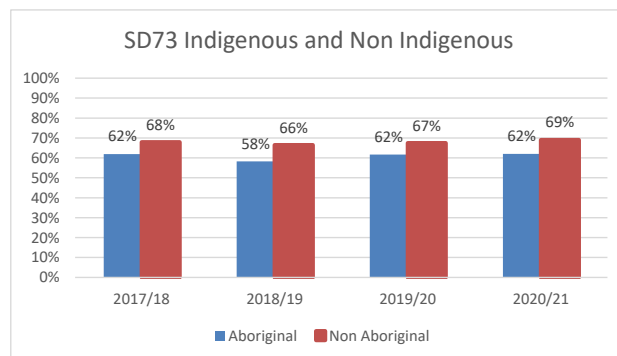


Figure 73: SLS - Feel Welcome - SD73 Indigenous and Non Indigenous

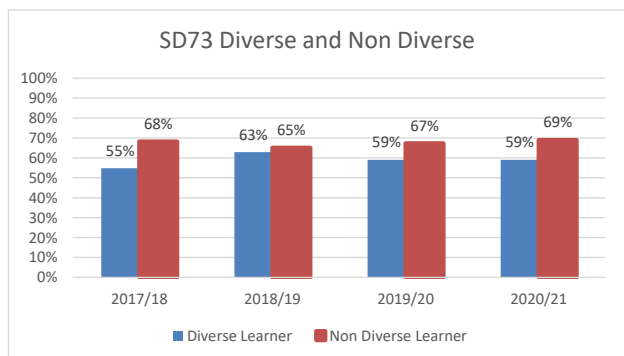


Figure 74: SLS - Feel Welcome - SD73 Diverse and Non Diverse Learners

Student Learning Survey (SLS) - Feel Safe

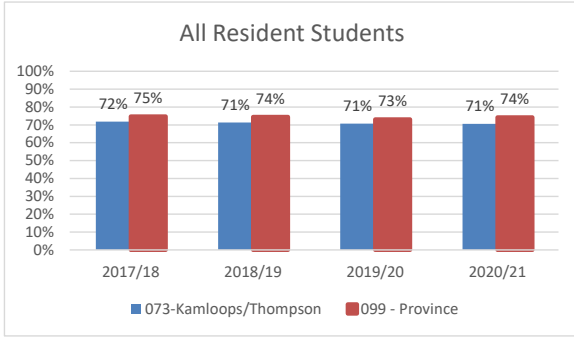


Figure 75: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

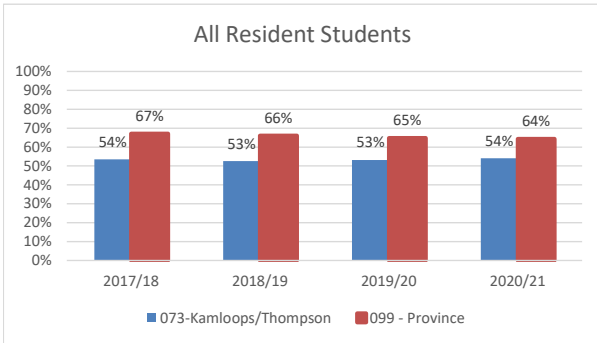


Figure 76: SLS - School Belong - All Resident Students

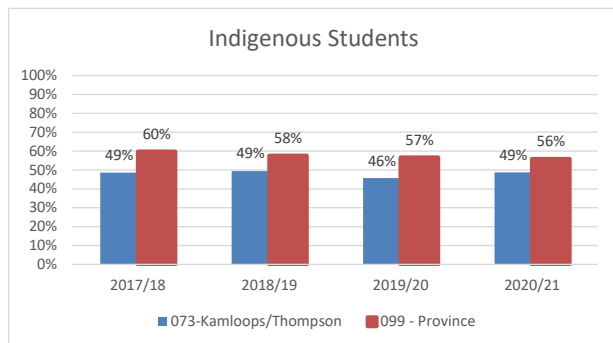


Figure 77: SLS - School Belong - Indigenous Students

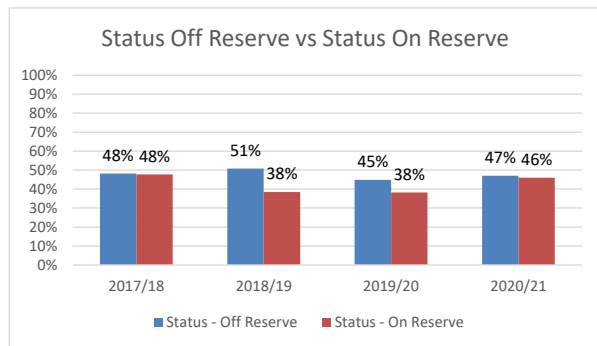


Figure 78: SLS - School Belong - Status - Off Reserve and Status - On Reserve

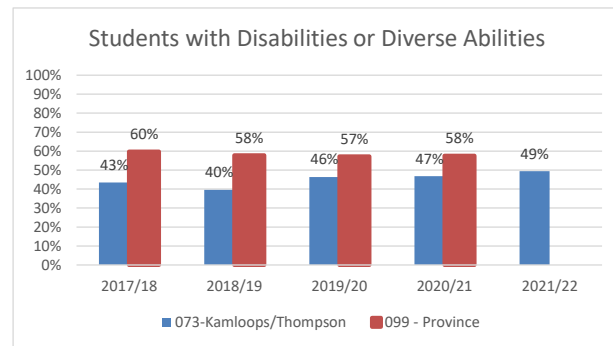


Figure 79: SLS - School Belong - Students with Disabilities or Diverse Abilities

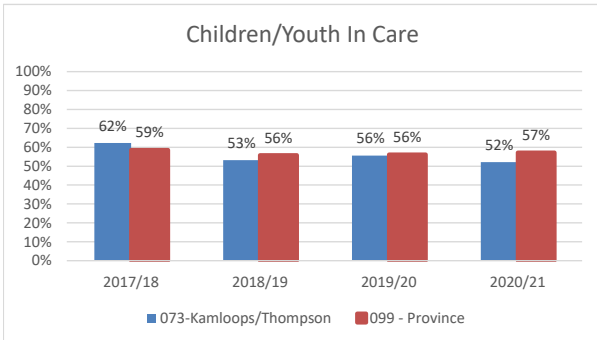


Figure 80: SLS - School Belong - Children/Youth In Care

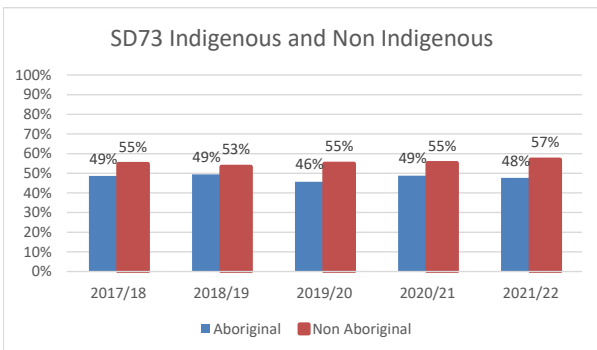


Figure 81: SLS - School Belong - SD73 Indigenous and Non Indigenous

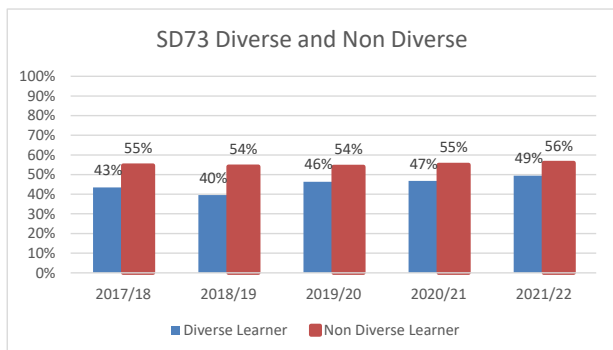


Figure 82: SLS - School Belong - SD73 Diverse and Non Diverse Learners

Student Learning Survey (SLS) - Adults Care

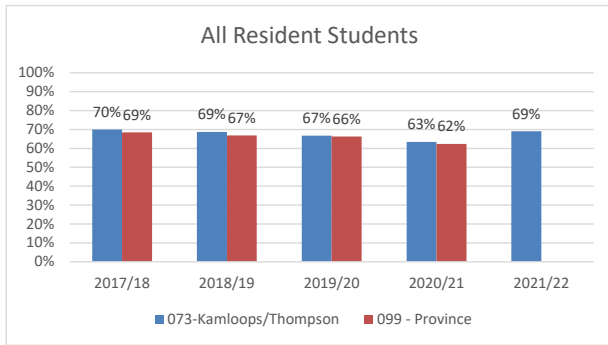


Figure 83: SLS - Adults Care - All Resident Students

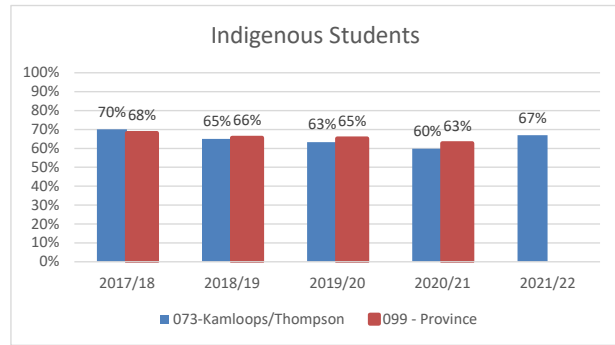


Figure 84: SLS - Adults Care - Indigenous Students

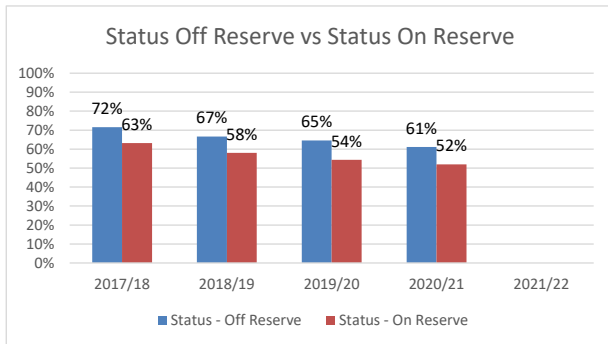


Figure 85: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

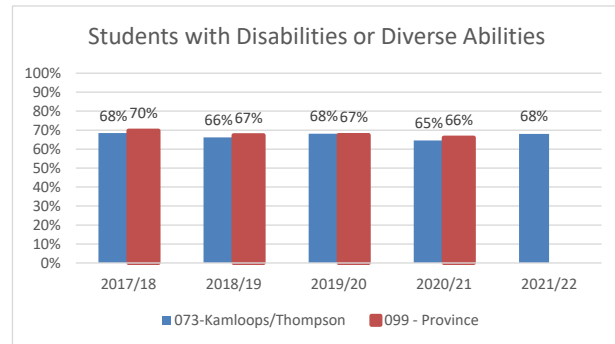


Figure 86: SLS - Adults Care - Students with Disabilities or Diverse Abilities

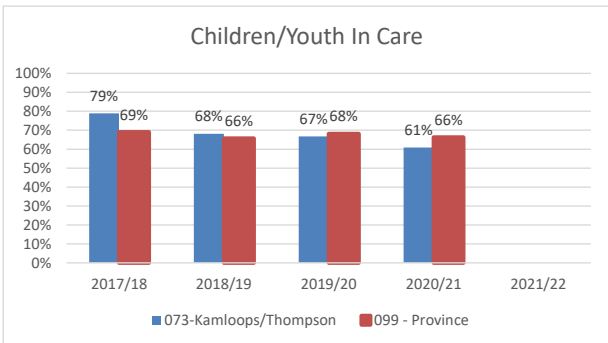


Figure 87: SLS - Adults Care - Children/Youth In Care

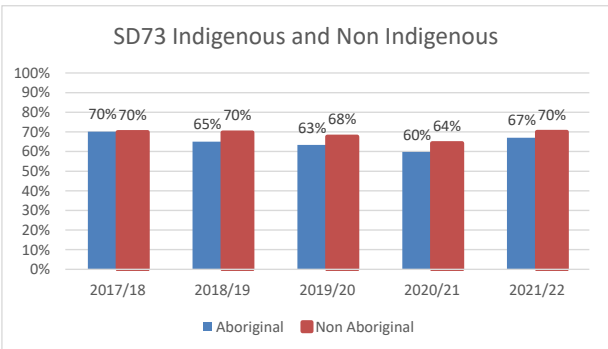


Figure 88: SLS - Adults Care - SD73 Indigenous and Non Indigenous

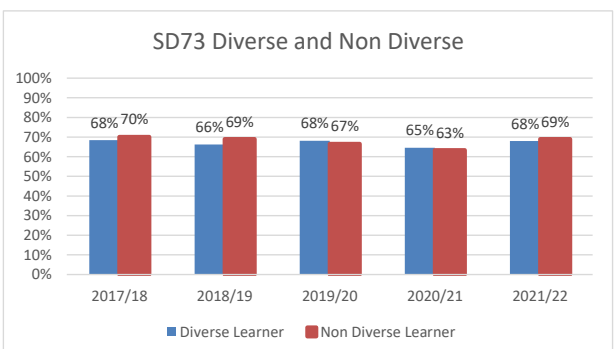


Figure 89: SLS - Adults Care - SD73 Diverse and Non Diverse Learners

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

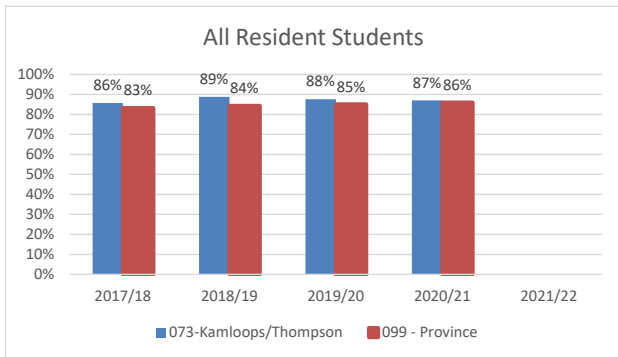


Figure 90: 5 Year Completion Rate - All Resident Students

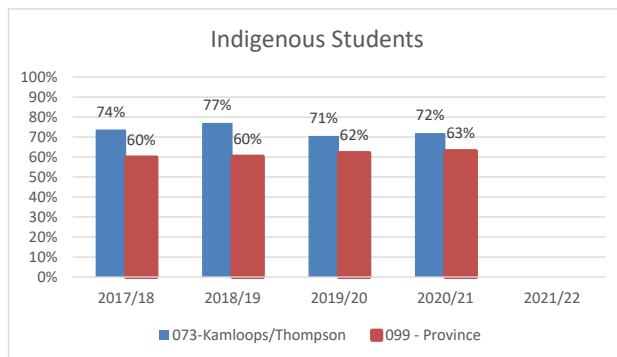


Figure 91: 5 Year Completion Rate - Indigenous Students

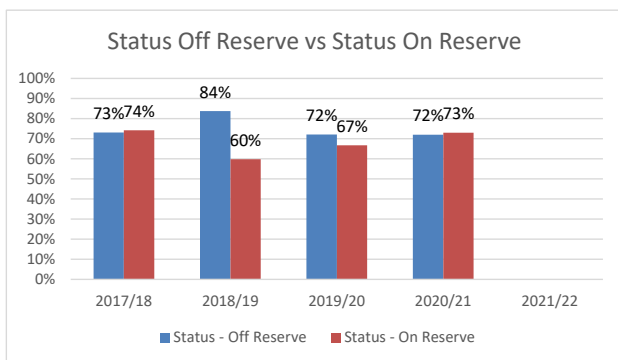


Figure 92: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

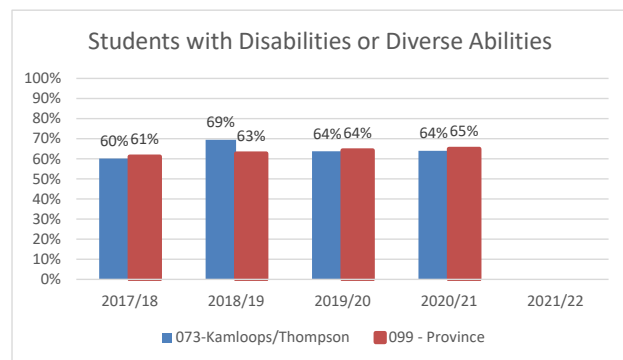


Figure 93: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

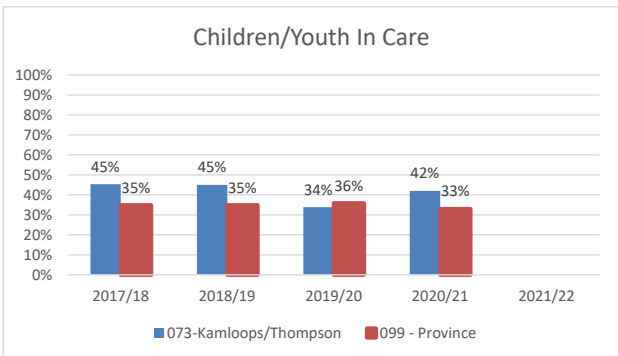


Figure 94: 5 Year Completion Rate - Children/Youth In Care

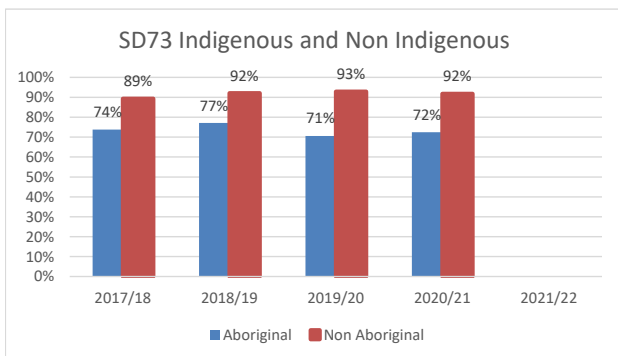


Figure 95: Five Year Completion Rate - SD73 Indigenous and Non Indigenous

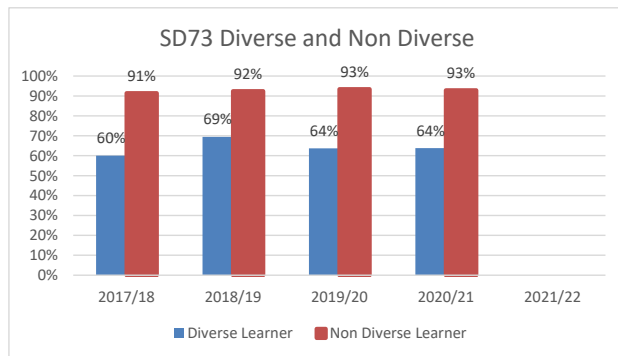


Figure 96: Five Year Completion Rate - SD73 Diverse and Non Diverse Learners

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

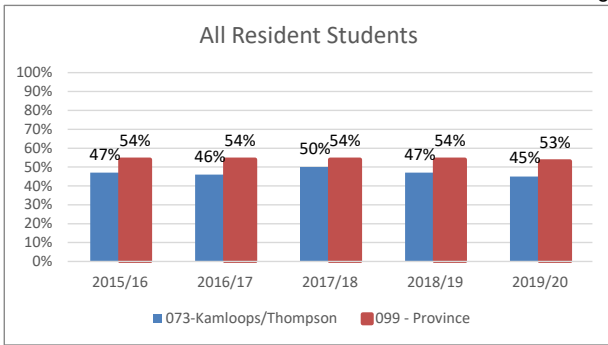


Figure 97: Post-Secondary Institute Transition - All Resident Students

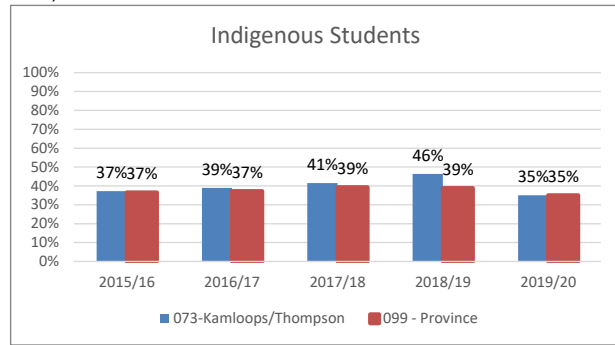


Figure 98: Post-Secondary Institute Transition - Indigenous Students

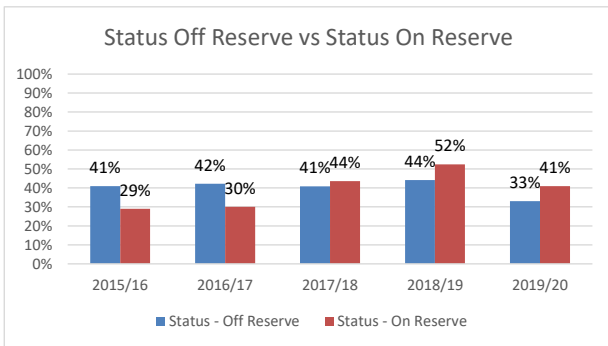


Figure 99: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

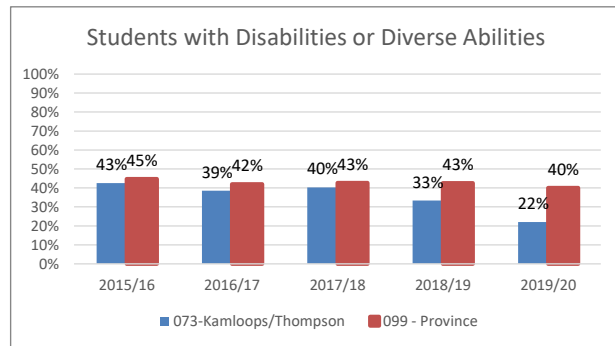


Figure 100: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

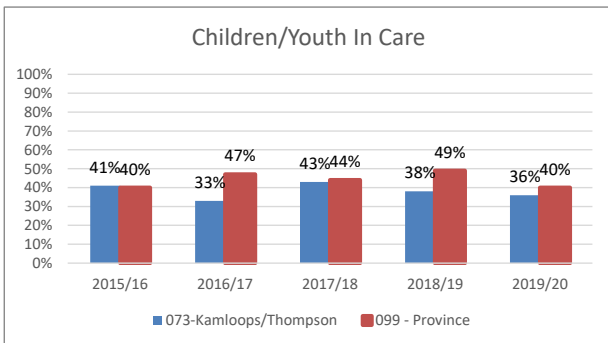


Figure 101: Post-Secondary Institute Transition - Children/Youth In Care

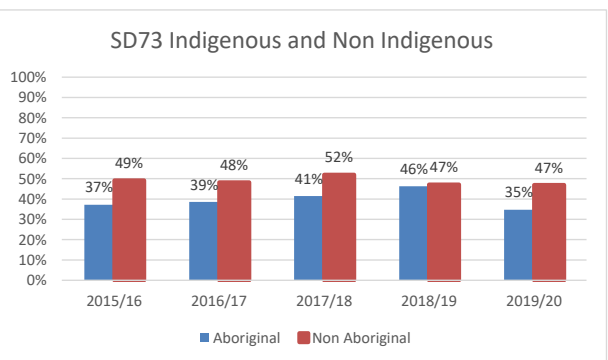


Figure 102: Post Secondary - SD73 Indigenous and Non Indigenous

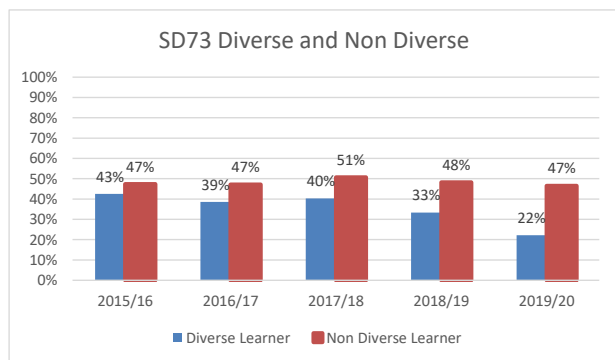


Figure 103: Post Secondary - SD73 Diverse and Non Diverse Learners

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

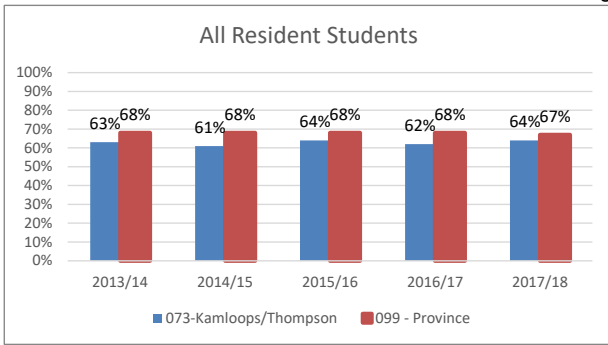


Figure 104: Post-Secondary Institute Transition - All Resident Students

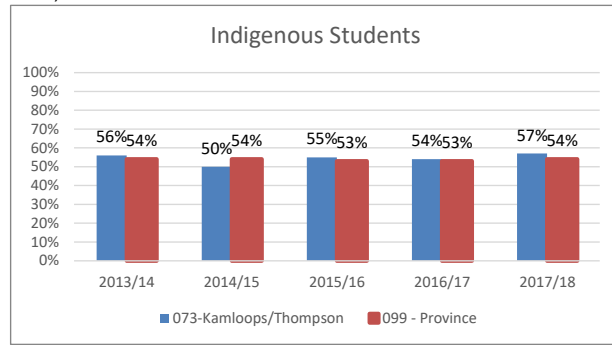


Figure 105: Post-Secondary Institute Transition - Indigenous Students

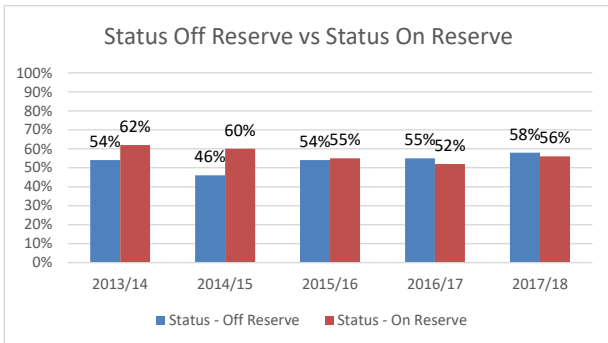


Figure 106: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

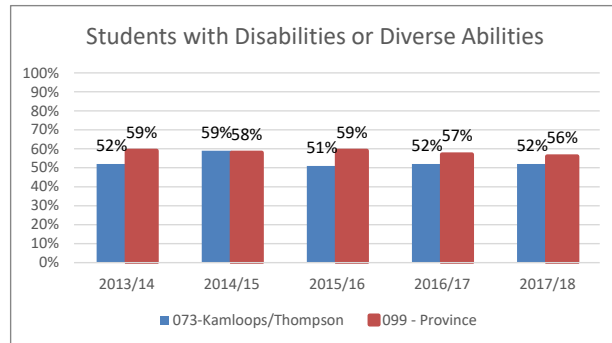


Figure 107: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

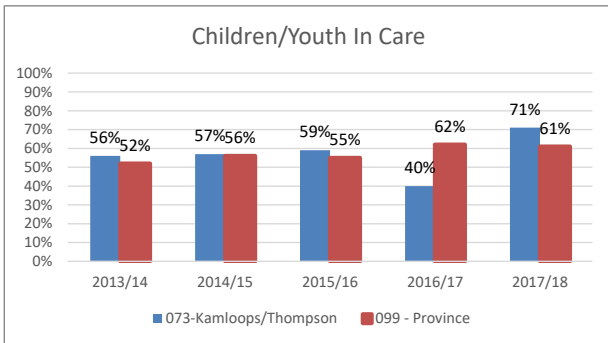


Figure 108: Post-Secondary Institute Transition - Children/Youth In Care

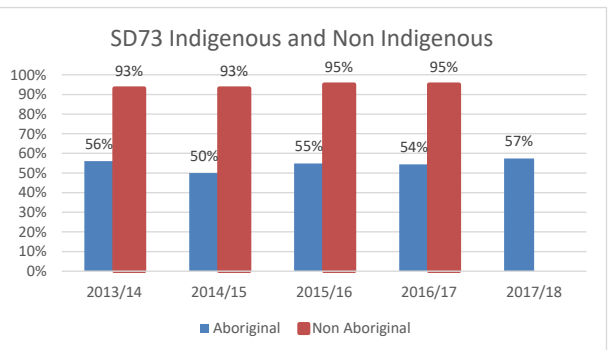


Figure 109: Post Secondary 3 Year - SD73 Indigenous and Non Indigenous

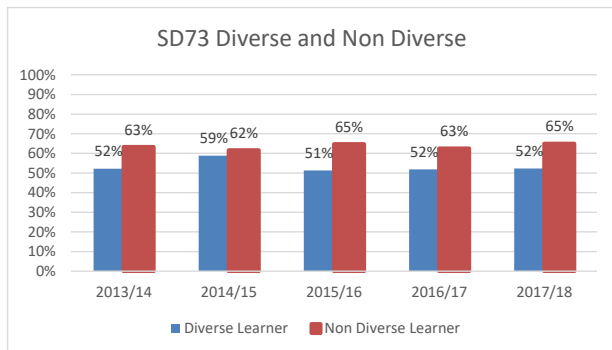


Figure 110: Post Secondary 3 Year - SD73 Diverse and Non Diverse Learners

Additional notes

Subpopulations

All Resident Students

Students identified as residents through the annual enrolment collections in September and February.

Indigenous Students

Students who have ever self-identified as Indigenous on an enrolment collection.

Indigenous students living on reserve

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

Indigenous students living off reserve

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

Children/Youth in Care

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability ; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

Grade 4 and Grade 7 Participation

Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

Grade 4 and Grade 7 Achievement

Achievement is calculated as the number of writers at or above standard divided by the number of writers.

Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging

This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome

This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.



Learn more at
sd73.bc.ca