

# 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.

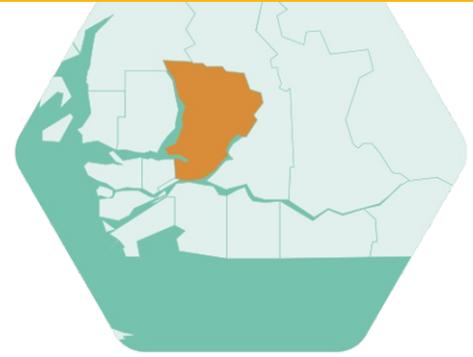
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# About Your School District

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.sd43.bc.ca>



## Current Headcount

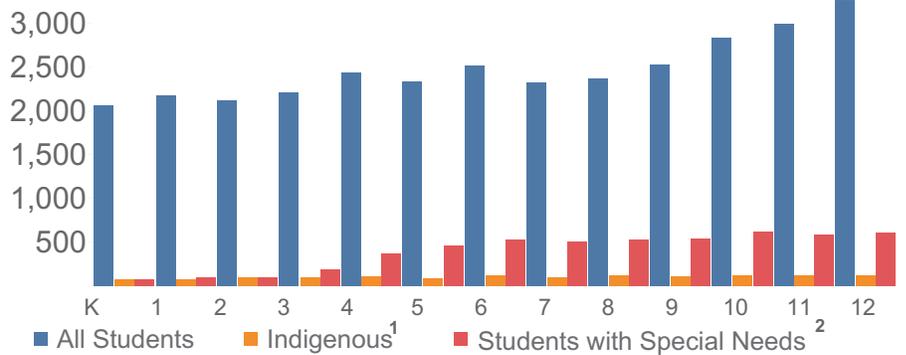
33,290

Projected change over next 10 years

429



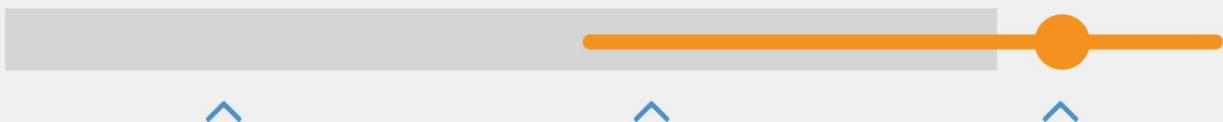
## Total Students Across All Grades (2018/19)



## Community Demographics<sup>3</sup>

	EI 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: Coquitlam	1.4%	29.6%	15.4%	68.6%	\$98,337

## How to Read the Charts in This Report



The grey band represents **typical performance** for school districts across British Columbia (the range of results for the middle 50% of school districts).

The orange line shows this district's **results over time** (for the last 5 years, unless otherwise noted).

The orange dot shows the **most recent results** for this school district.

# Intellectual Development

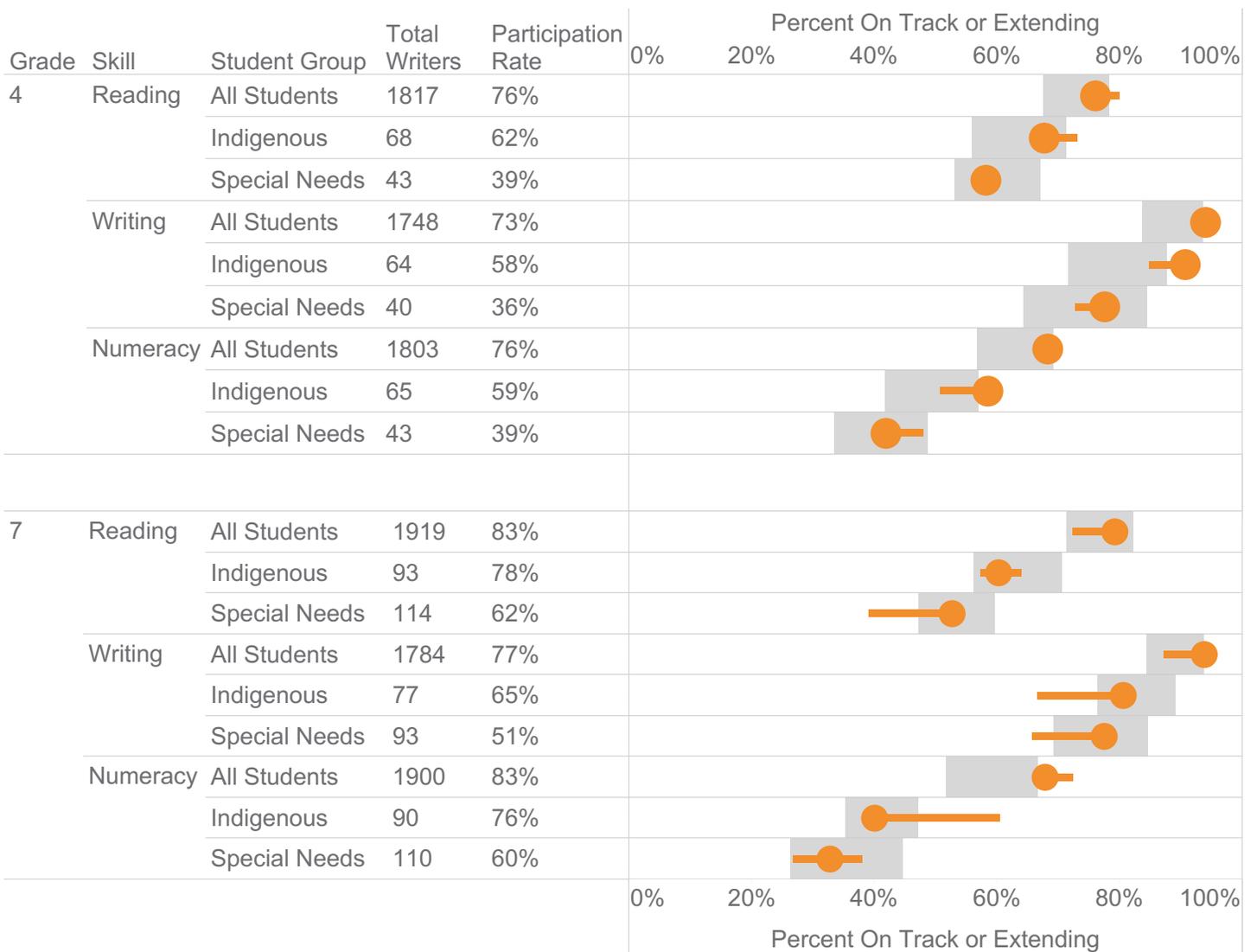


A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.

## Reading, Writing, and Numeracy (2018/19)

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in Grades 4 and 7, and was completely re-designed for the 2017/18 school year. 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.

*\*in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2018/19 year range*



# Intellectual Development



## 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. In 2017/18 the assessments were completely re-designed with new score scales developed; as well as moving the assessments earlier in the year. This means scores are not fully comparable across assessments. These charts have still been included for continuity and reference.

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

## Reading

Students' 2018/19 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2015/16)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Exceeds Expectations	161	20%	71%	4%	5%
Meets Expectations	1139	2%	70%	14%	14%
Not Yet Within Expectations	301	0%	36%	39%	25%
Did Not Participate	341	1%	36%	21%	42%

## Numeracy

Students' 2018/19 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2015/16)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Exceeds Expectations	154	51%	40%	5%	5%
Meets Expectations	1126	7%	55%	23%	15%
Not Yet Within Expectations	313	2%	23%	52%	24%
Did Not Participate	349	4%	26%	26%	44%

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

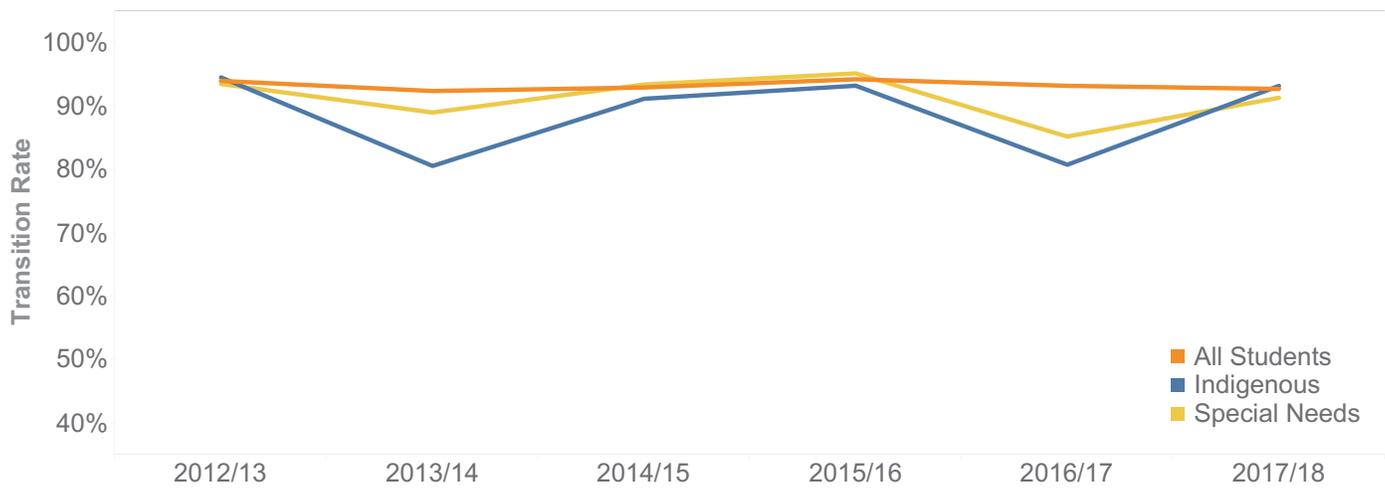
# Intellectual Development



## Grade-to-Grade Transitions (2017/18)

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.



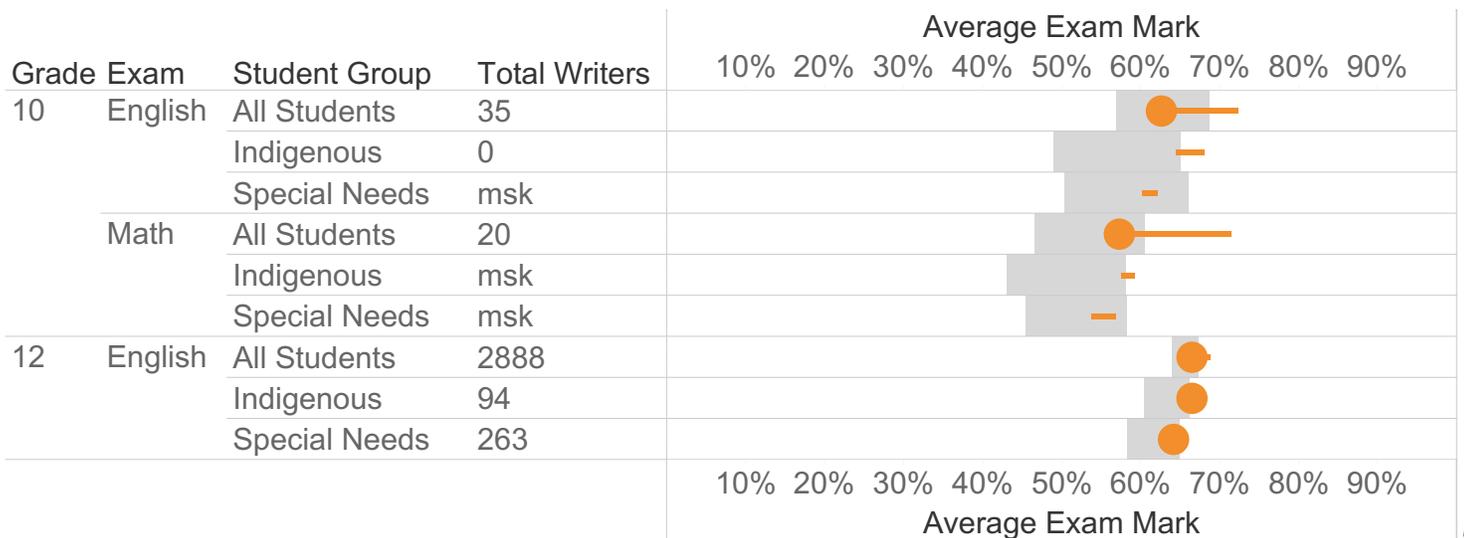
## Provincial Examinations (2016/17)



Historically to graduate in B.C. students had to complete provincial examinations in:

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

These examinations have been discontinued and replaced with graduation years assessments. The below data on examinations are included for historic context.

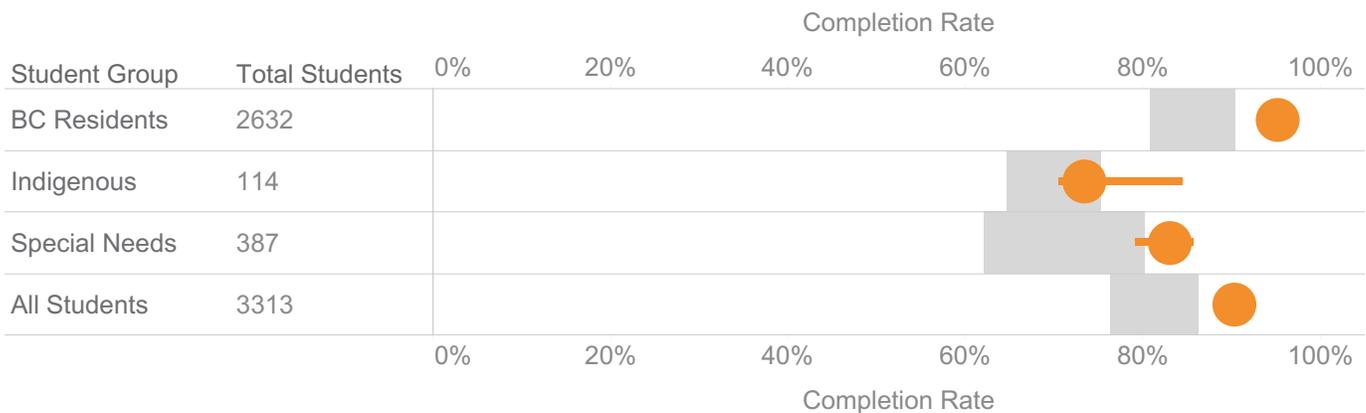


# Intellectual Development

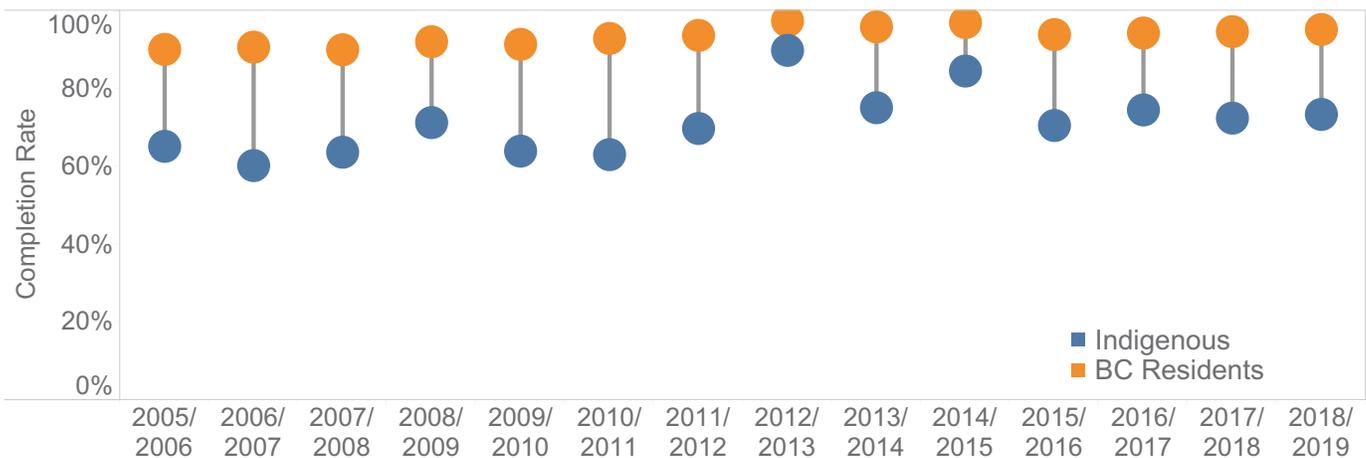


## Completion Rates (2018/19)

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



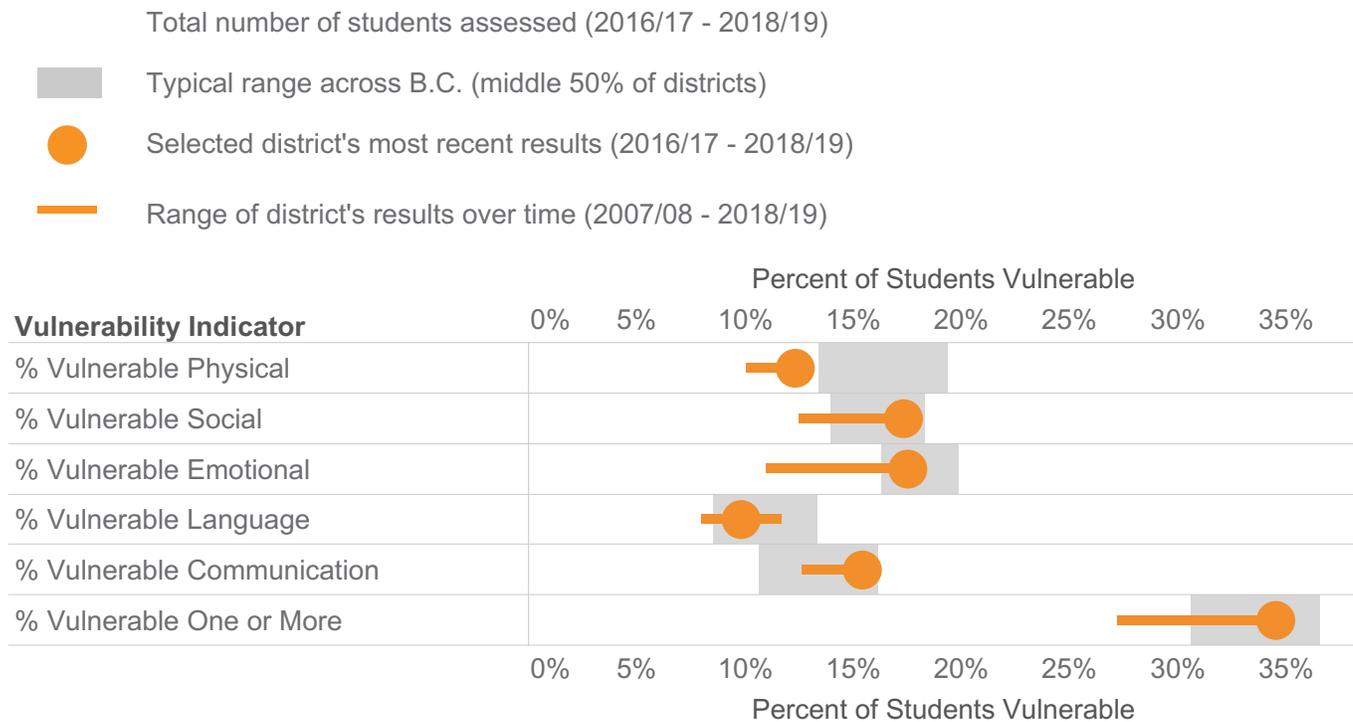
# Human and Social Development

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

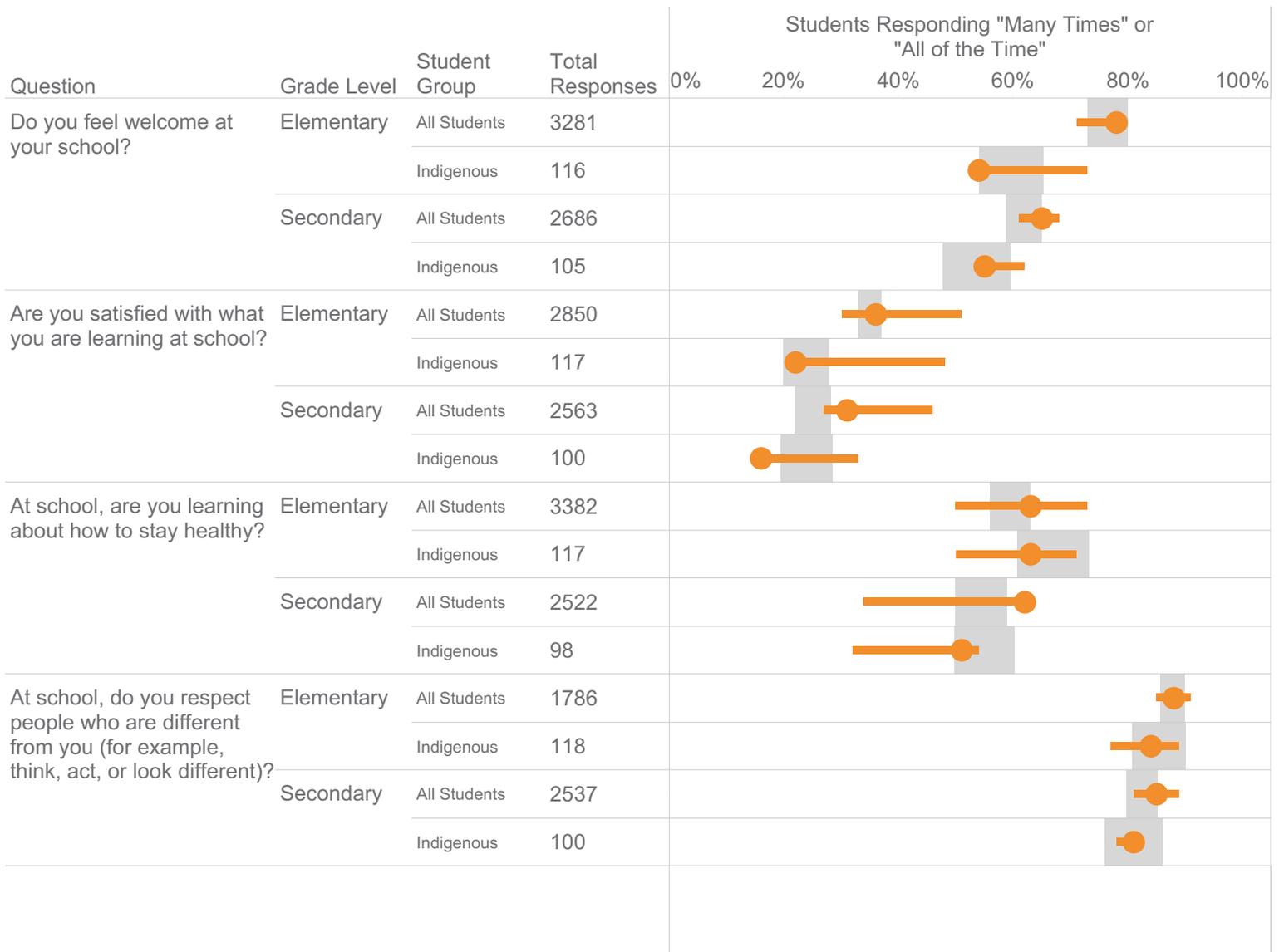
The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages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



# Human and Social Development

## Student Satisfaction (2017/18)

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.

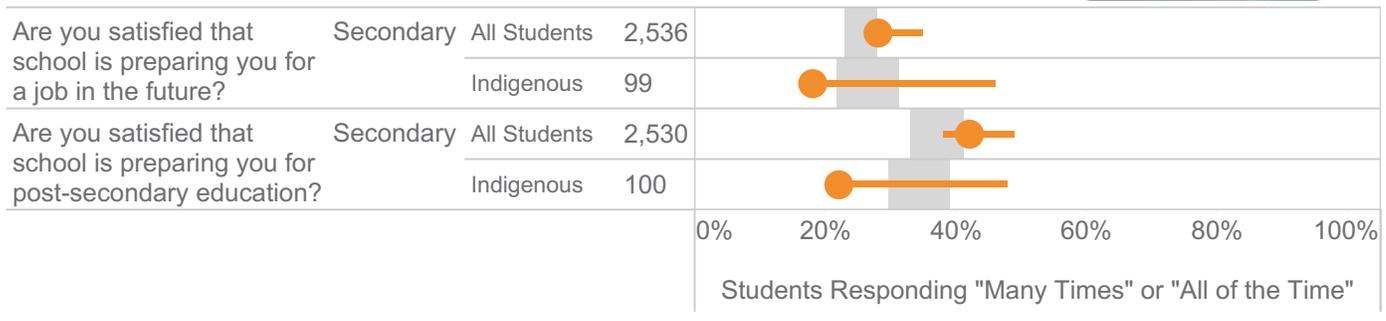


# Career Development

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 (2017/18)

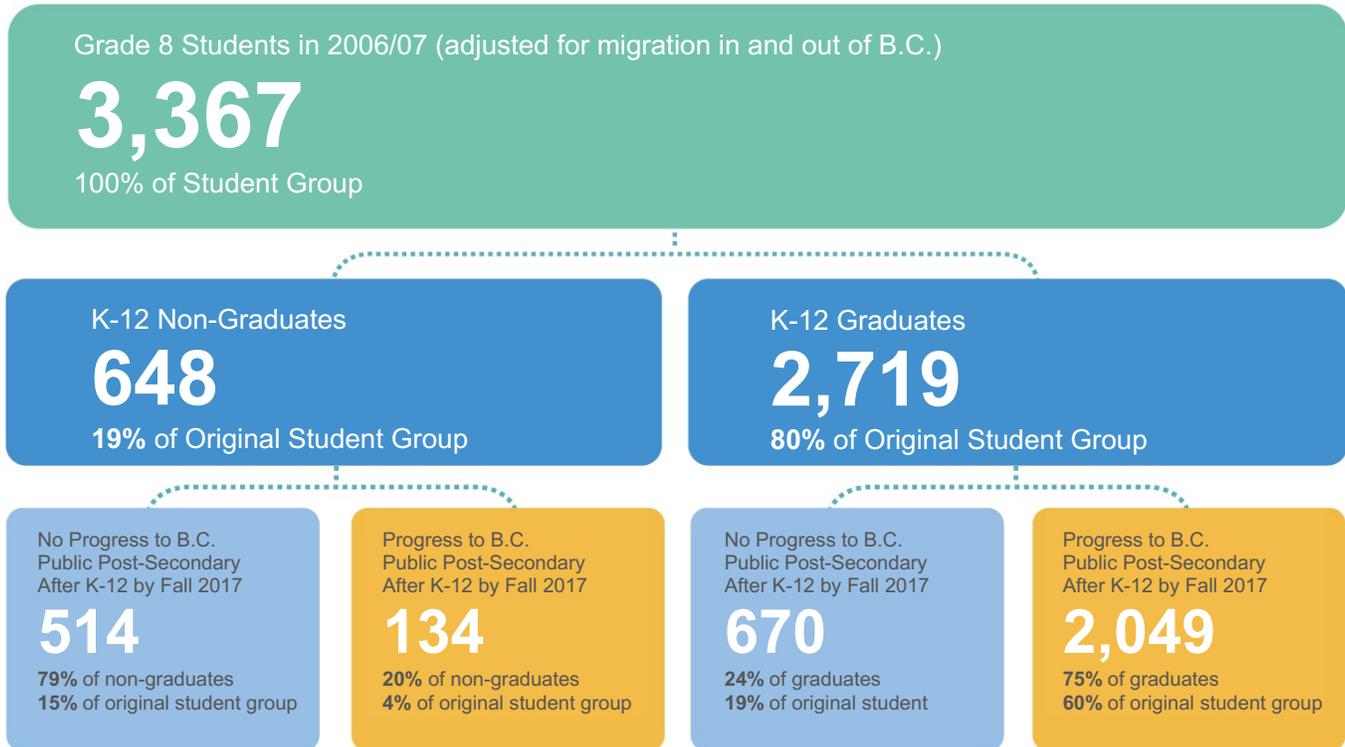


## Transition to B.C. Public Post-Secondary Education (2016/17)

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 2017; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2017<sup>4</sup>

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



## 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:

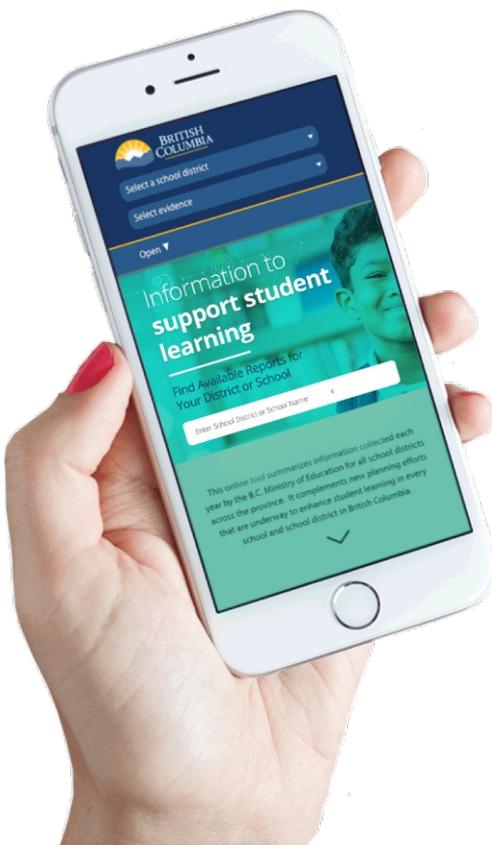
- » To what extent do the results align with what you expected to see?
- » How do the results compare with other information that exists?
- » What are areas of strength?
- » What areas may need further attention?
- » Where do you see growth over time?
- » What patterns do you see across particular groups 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](mailto: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:** students who have 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 come from Statistics Canada, and reflect 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>

*msk* - throughout this report some numbers are 'masked' to protect the privacy of potentially individually identifiable populations of students