

Annual Report on the Framework for Enhancing Student Learning

SCHOOL DISTRICT NO. 38 (RICHMOND)
SEPTEMBER 2021



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RICHMOND
SCHOOL DISTRICT NO. 38

INDIGENOUS LAND ACKNOWLEDGEMENT

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

OUR DISTRICT CONTEXT

The Richmond School District is a large, urban and multicultural school district that lies within the boundaries of the City of Richmond. Our community's shared history began thousands of years ago as a place where the First Peoples gathered and lived. Today, Richmond is located on the traditional and unceded territories of the hən̓q̓əmiñəm language group, and is a community of over 200,000 people from all over the world.

62 per cent of all Richmond students speak a language other than English as their primary language at home, while 34 per cent of all Richmond students are designated English Language Learners (ELL). Richmond schools welcome Indigenous students from 23 different nations who make up approximately 1% of our total student population. None of these students live on reserve.

The District offers a variety of programs of choice at both the elementary and secondary level. In our 37 elementary schools, programs of choice include early and late French Immersion and Montessori. French Immersion, International Baccalaureate, Mini Schools, and programs with online and blended learning options are available in our 10 secondary schools. There are also 12 different program options for students with disabilities and diverse abilities, including district alternate programs that address a wide range of learning needs and alternate pathways to graduation.

USE OF DATA

The Ministry of Education provided both masked and unmasked raw data to school districts in order to inform the FESL report. As the report is a public document, the charts and tables in this report only refer to data available in the unmasked data set in order to ensure the privacy of individual students where the number of students is very small and individuals could potentially be identified. Where appropriate, the unmasked data has been used to validate assumptions about trends documented in this report. For the purposes of brevity, percentages rather than numbers have been provided in the main body of this report. Numbers, where available, are indicated in the appendices section of the report.

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

The Board of Education's [Five Year Strategic Plan 2020-2025](#) was developed during the 2019-2020 school year. Over the course of several months, the Board engaged in a significant amount of consultation beginning with students and then expanding to include staff, parents and members of the community. Through this process, five strategic priorities were identified: *Inspired Learners*, *Equity and Inclusion*, *Optimized Facilities and Technology*, *A Progressive Workplace* and *A Connected Learning Community*.

The Strategic Plan has two strategic priorities focused specifically on enhancing student learning: *Inspired Learners* and *Equity and Inclusion*. Both priorities' goals focus on intellectual, human and social, and career development. Specific attention is paid within those priorities to supporting Indigenous learners, children and youth in care, and learners with diverse abilities or disabilities.

The District has developed an annual planning cycle that links the Strategic Plan to the [district story](#) which is, in turn, linked to school stories. Throughout the year, each school engages in a [process](#) to continuously monitor and revise its school story to demonstrate how the school is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry. The district story demonstrates how the district is working to improve student outcomes in the Strategic Plan. The district story is driven by examples from school stories as well as district and ministry level data.

The following image describes the interconnectedness amongst the FESL, Strategic Plan and school level planning:

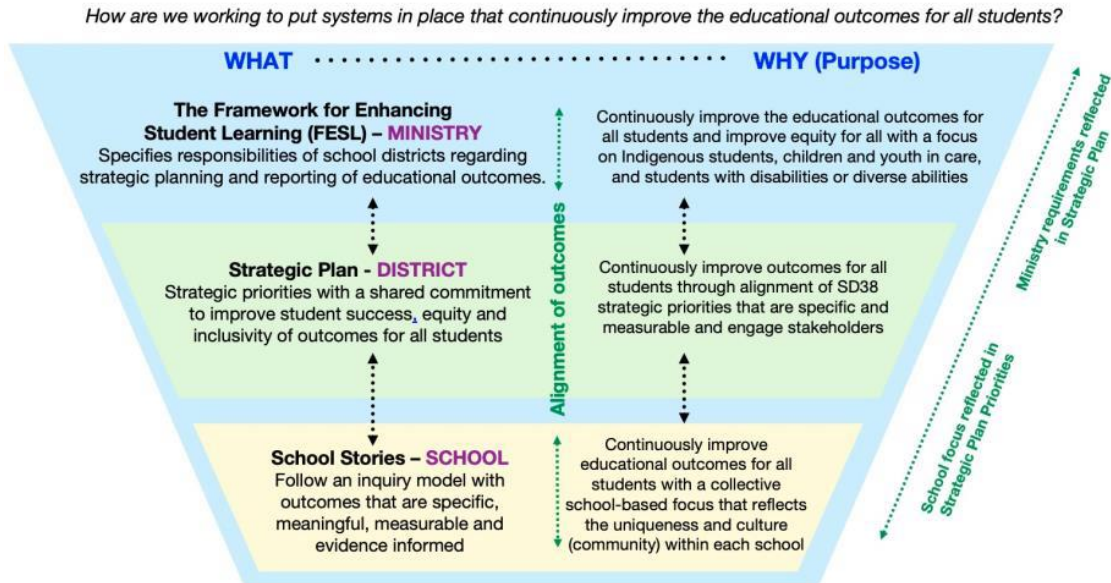


Figure 1: Continuous Improvement of Student Achievement Process

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1:

Current year and 3 year trend for the number and percentage of students in Grades 4 & 7 on-track and extending literacy expectations as specified in provincial assessments.

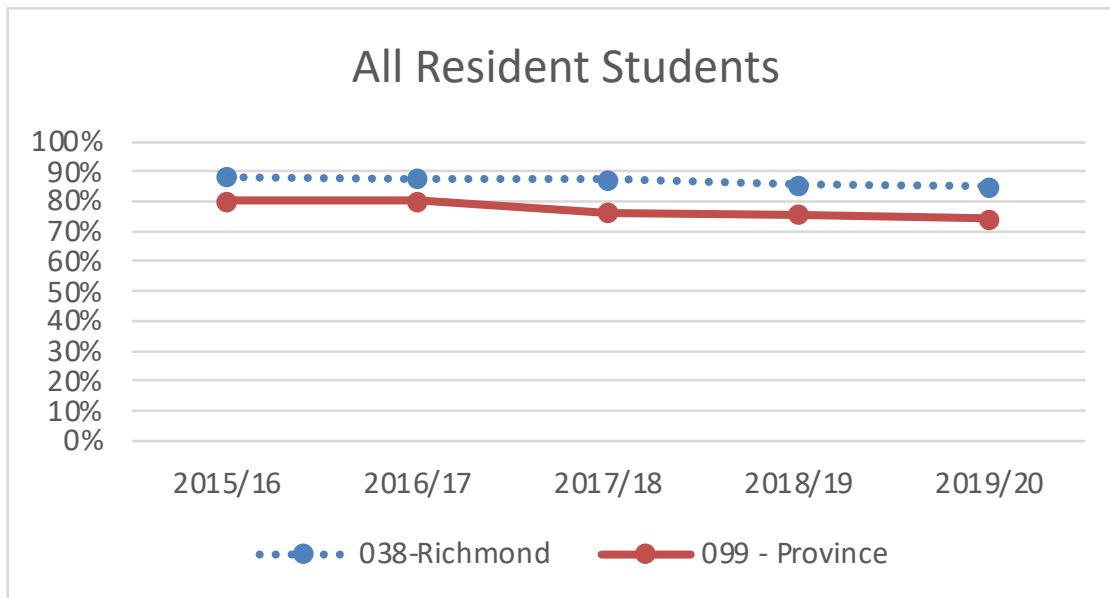


Figure 2- FSA Grade 4 Reading- All Resident Students

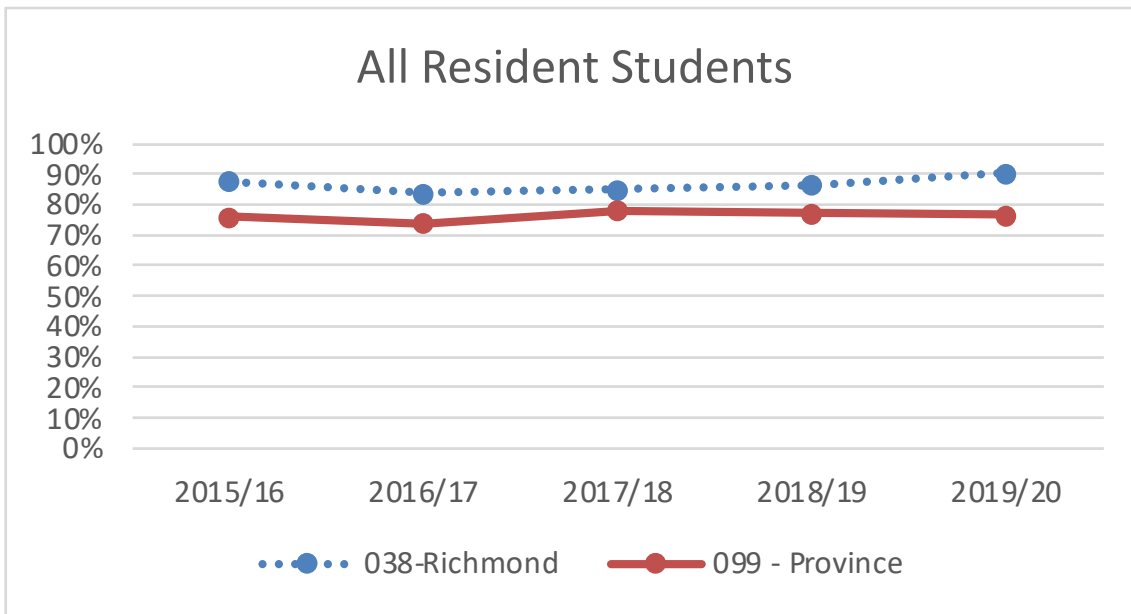


Figure 3- FSA Grade 7 Reading - All Resident Students

Measure 1.2:

Current and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessments.

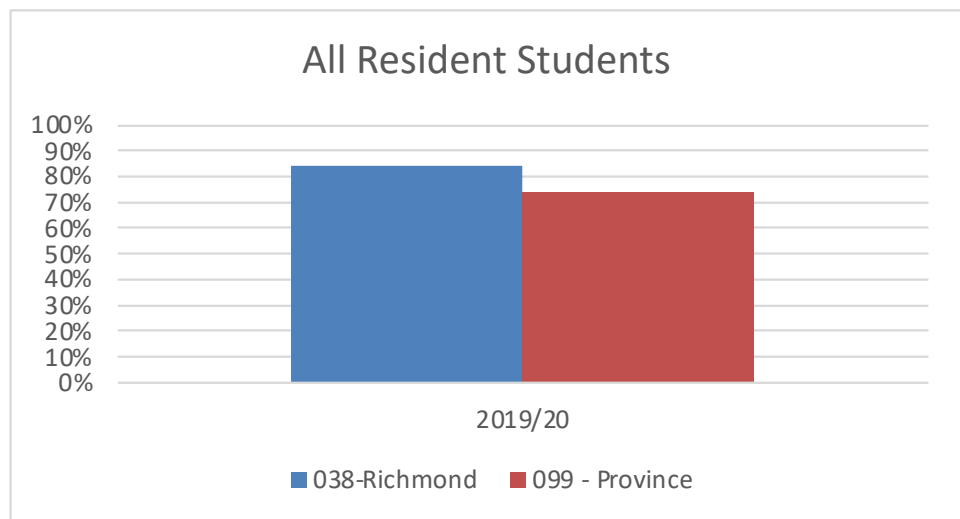


Figure 4- Graduation Assessment Grade 10 Literacy - All Resident Students

Key Findings:

- The Richmond School District has a history of students consistently performing above the provincial average on the literacy components of the FSA as well as on previous measures such as the English 12 examination and now the grade 10 literacy assessment.
- With that being said, it is clear there are students who are demonstrating skills at the emerging level in the FSA literacy components and the grade 10 literacy assessment who would benefit from more targeted literacy support across the curriculum.
- In particular, Indigenous students and children and youth in care require additional attention and support (please see section C).

Strategies for Increased Success:

- Develop a K-12 literacy vision and framework as referenced in the District’s Strategic Plan. ([Goal 4, Objective 1](#)) and monitor its impact on student achievement.
- Work with schools to identify the specific students who are 'emerging' on the FSA reading and writing assessments to develop individual plans to enhance their literacy skills. Special attention should also be paid to local classroom based measures.
- Focus on early learning literacy practices to provide equitable opportunities for success.
- Develop early learning literacy assessment practices across the district. For example, an assessment in K for reading readiness and an early primary reading assessment protocol.
- Work with secondary schools to identify students whose literacy competencies are emerging and develop cross curricular plans to enhance literacy competencies for identified students.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1:

Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending as specified in provincial assessments.

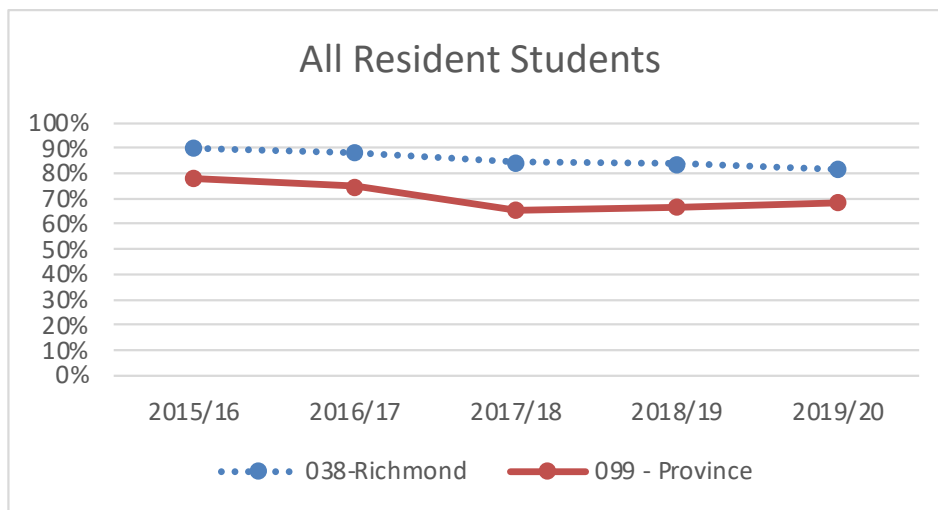


Figure 5: FSA Grade 4 Numeracy - All Resident Students

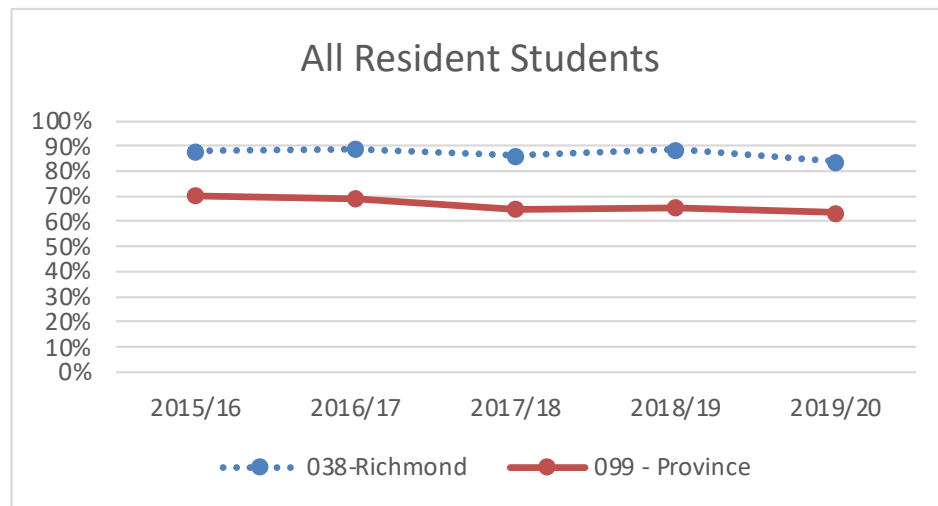


Figure 6: FSA Grade 7 Numeracy - All Resident Students

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments

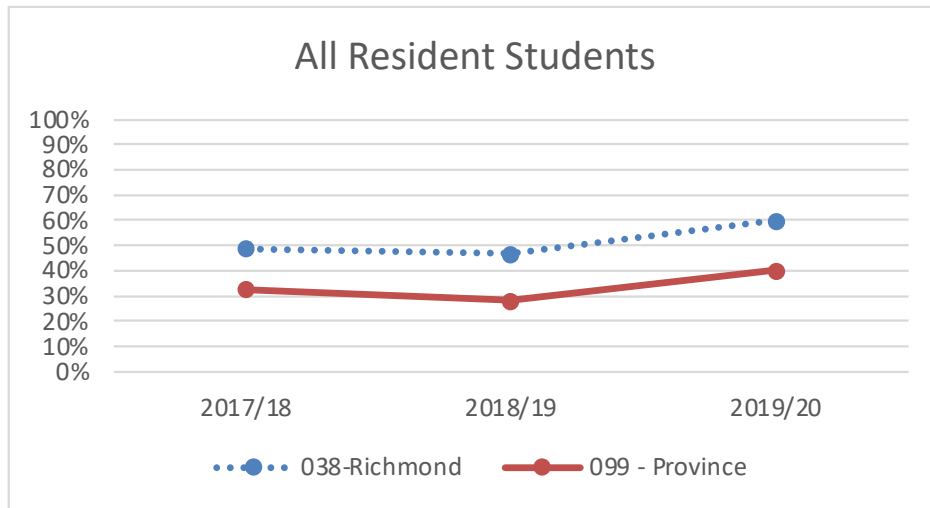


Figure 7: Graduation Assessment Grade 10 Numeracy - All Resident Students

Measure 2.3 Number and percentage of students who are completing grade to grade transitions on time

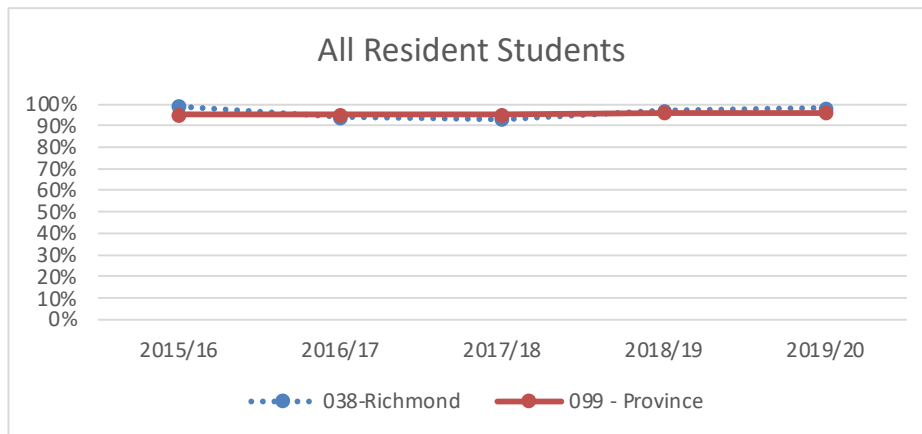


Figure 8: Transition Grade 10 to 11 - All Resident Students

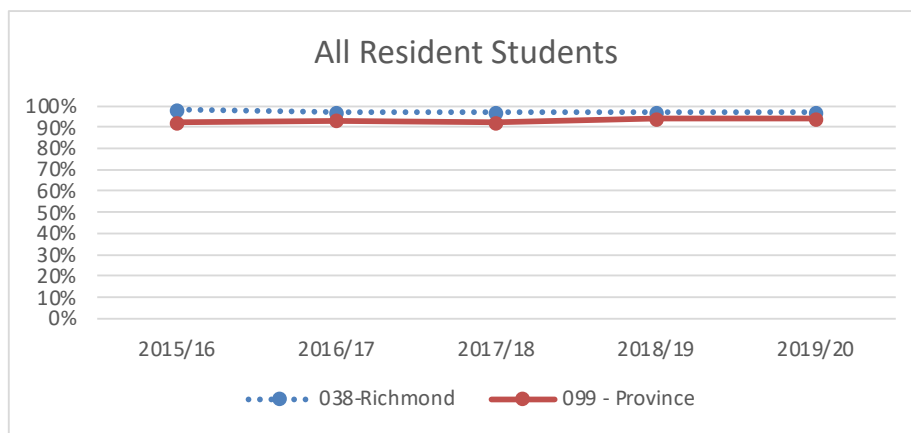


Figure 9: Transition Grade 11 to 12 - All Resident Students

Key Findings:

- The Richmond School District has a history of students consistently performing above the provincial average on the numeracy component of the FSA as well as on the grade 10 numeracy assessment.
- With that being said, it is clear there are students who are demonstrating skills at the emerging level in the FSA numeracy component as well as the grade 10 numeracy assessment who would benefit from more targeted numeracy support across the curriculum.
- In particular, Indigenous students and children and youth in care require additional attention and support (please see section C).
- Grade to grade transition rates are high for all students and are very similar to or slightly above provincial rates

Strategies for Increased Success:

- Develop a K-12 numeracy vision and framework as referenced in the District’s Strategic Plan. ([Goal 4, Objective 2](#)) and monitor its impact on student learning.
- Work with elementary schools to identify the specific students who are 'emerging' on the FSA numeracy assessments to develop a plan to enhance their numeracy skills. Special attention should also be paid to local classroom based measures.
- Focus on early learning numeracy practices to provide equitable opportunities for success.
- Develop early learning numeracy assessment practices across the district.
- Work with secondary schools to identify students whose numeracy competencies are emerging and develop cross curricular plans to enhance numeracy competencies.

A. Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school (many times or all of the time).

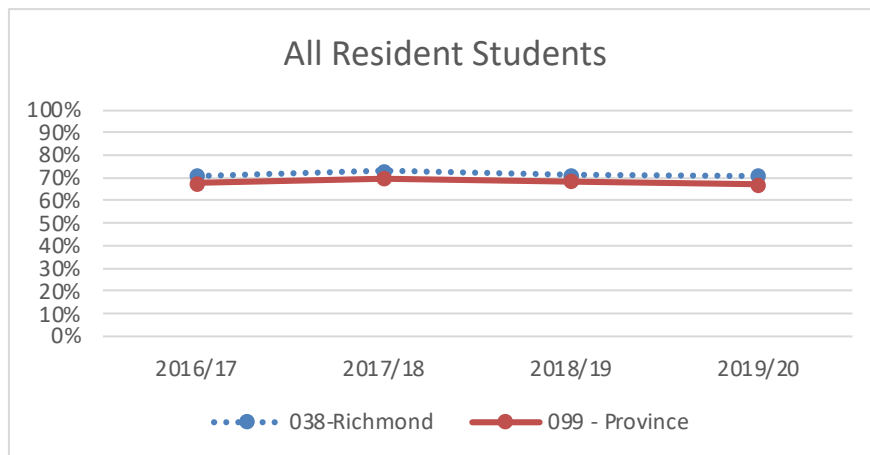


Figure 10: SLS - Feel Welcome - All Resident Students

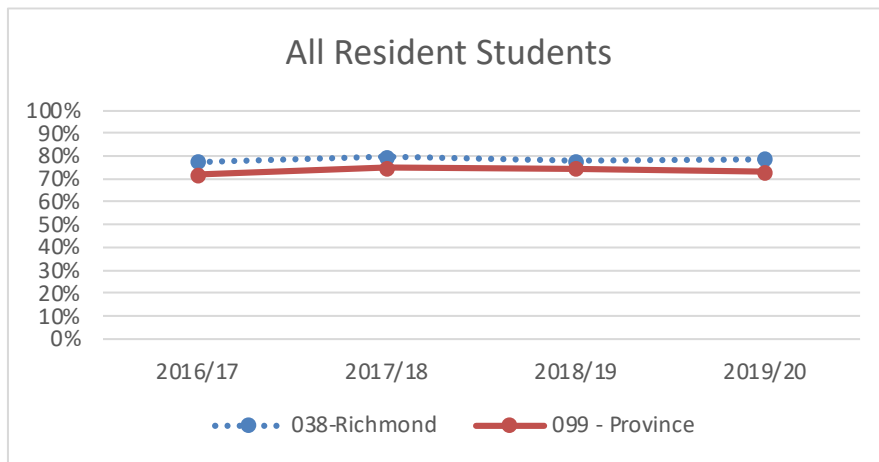


Figure 11: SLS - Feel Safe - All Resident Students

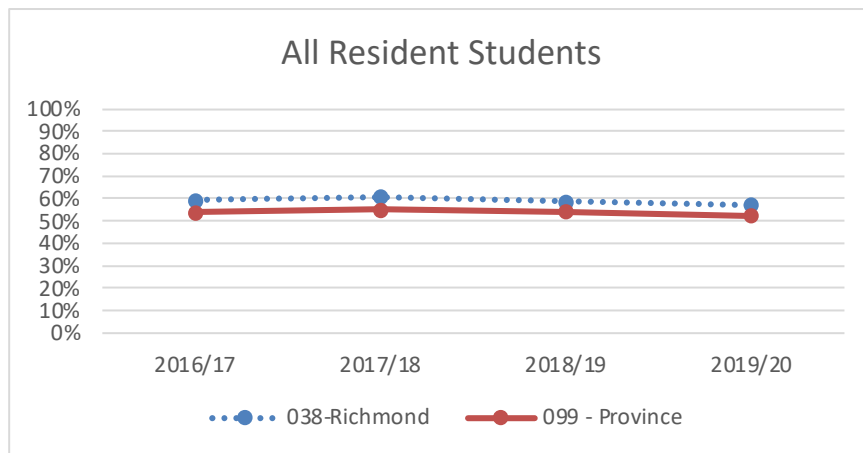


Figure 12: SLS - School Belong - All Resident Students

Key Findings:

- The percentage of students overall who indicate on the Student Learning Survey that they feel welcome, safe and a strong sense of belonging is slightly above that of the provincial average but still requires attention.
- Trend data indicates that the feeling of belonging decreases as students become older.
- There is a significant gap in this area between the overall student population and Indigenous students and children and youth in care that requires further analysis and action.

Strategies for Increased Success:

- Develop an action plan for the District’s Strategic Priority Two, Equity and Inclusion to develop a sense of connection, belonging, and positive, personal, and cultural identity. ([Goal 1, Objective 1](#))
- Work with schools to examine school specific data and identify students who do not feel a sense of belonging.
- Work with schools to develop understanding as to why students are not feeling a sense of belonging and why students sense of feeling welcome and belonging decreases from grades 4 to 10.

Measure 3.2: 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.

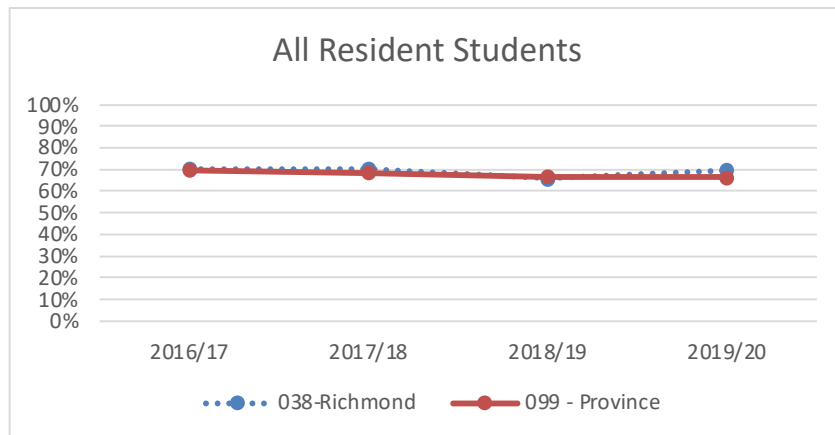


Figure 13: SLS - Adults Care - All Resident Students

Key Findings:

- The majority of students, regardless of grade level, were able to indicate that two or more adults care about them. Three year trend data does demonstrate, however, that there are still a large number of students who are not yet able to identify two or more adults who care about them which requires further investigation and follow-up.

Strategies for Increased Success:

- Develop an action plan for the District’s Strategic Priority Two Equity and Inclusion to enhance the sense of connection, belonging, and positive, personal, and cultural identity. ([Goal 1, Objective 1](#))
- Work with schools to identify students who do not feel that two or more adults care about them all of the time.
- Work with schools to develop understanding as to why students are not feeling cared for all of the time.
- Schools will develop specific practices appropriate to their context to enhance students sense of being cared for by adults.

B. Career Development

Educational Outcome 4: Students will graduate.

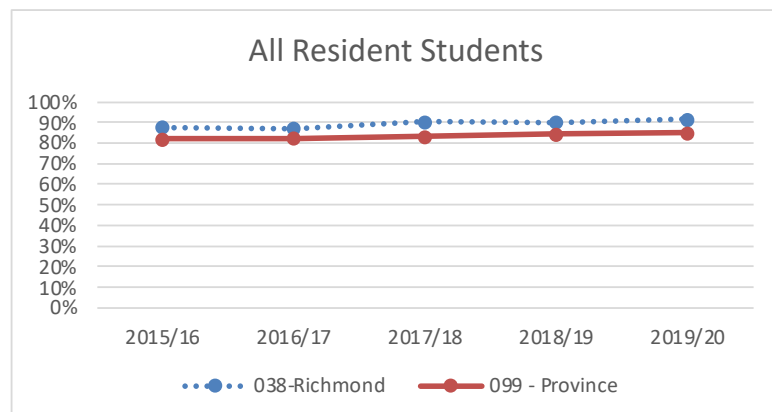


Figure 14: 5 Year Completion Rate - All Resident Students

Measure 4.1:

Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

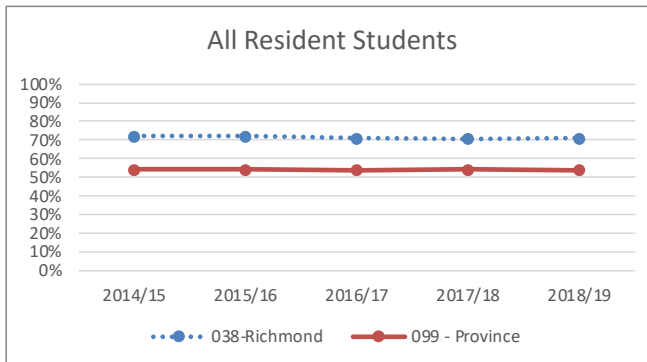


Figure 15: Immediate Post-Secondary Institute Transition - All Resident Students

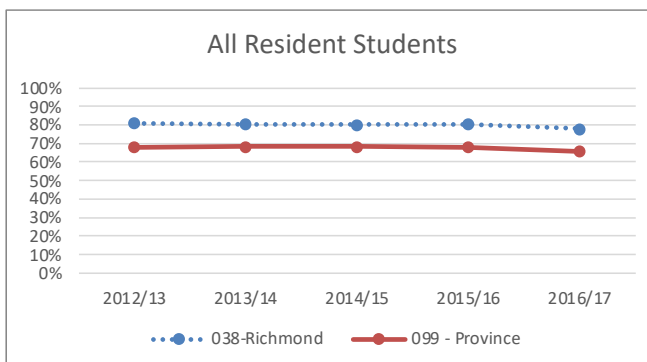


Figure 16: 3 Year Post-Secondary Institute Transition - All Resident Students

Key Findings:

- Richmond has a very high five year overall graduation rate that is above the provincial average and has steadily increased over the past five years.
- A high number of Richmond students relative to the provincial average transition within three years to post-secondary education and the number may actually be higher as every year a number of Richmond students transition to post-secondary institutions outside of British Columbia.
- Richmond has a relatively high number of English Language Learners who may not be able to meet graduation requirements within the five year period due to language acquisition.
- The graduation rates for Indigenous students and youth in care continue to be lower than for the overall population and require attention (see Section C).

Strategies for Increased Success:

- Work with secondary schools to identify and develop specific targeted support plans to support students who may not be on target for graduating with a Dogwood Certificate within five years.
- Deepen and support learners' abilities to engage in self-assessment and goal setting connected to the curricular and core competencies as reflected in the District's Strategic Plan. ([Inspired Learners, Goal 1, Objective 1](#))

C. Specific Student Populations

Key Findings:

Indigenous Students:

Fewer than 1% of the student population in Richmond self-identify as Indigenous and as such, there is very little public data available for inclusion in this report. None of these students live on-reserve so all data provided is for students living off-reserve.

- Masked data for Indigenous students indicates moderate to significant performance gaps on most literacy measures relative to the overall population.
- Masked data for Indigenous students indicates moderate to significant performance gaps on the numeracy portion of the FSA relative to the overall population.
- Indigenous students and children and youth in care tend to indicate lower levels of connection and well-being on the Student Learning Survey relative to the overall population.
- Graduation rates are lower for Indigenous students for non-Indigenous students, however those rates increased to 80% for the 2019/2020 school year.
- The number of Indigenous students transitioning to post-secondary tends to be significantly lower than for other students.

Strategies for Increased Success:

- Continue to focus on early identification and support for Indigenous students who require additional support through the Aboriginal Success Team in addition to district and school-based staff.
- Development and identification of individual support plans for Indigenous students who require additional support.

Children and Youth in Care:

Richmond currently has a very small number of children and youth in care so no public data is available for inclusion in this report.

- Masked data for children and youth in care indicates moderate to significant performance gaps on most literacy measures.
- Data for children and youth in care requires further analysis at the school level due to the extremely small number of students in this category who participated in the numeracy assessments.
- Graduation rates for youth in care are significantly lower than for other students.

Strategies for Increased Success:

- Establish a framework for identifying, monitoring achievement and ongoing reporting to the district for children and youth in care in accordance with Strategic Plan
- Development and identification of individual support plans for children and youth in care.

Students with Disabilities or Diverse Abilities:

- Students with disabilities tend to perform above the provincial average for this student population on most measures discussed in this report.
- Data for students with disabilities or diverse abilities indicates a moderate to significant performance gap on some literacy and numeracy measures relative to the overall population.
- Students with disabilities or diverse abilities tend to indicate similar levels to the overall population on the Student Learning Survey.
- Graduation rates for students with disabilities or diverse abilities tend to be lower than for other students.
- The number of students with disabilities or diverse abilities transitioning to post-secondary tends to be significantly lower than for other students.

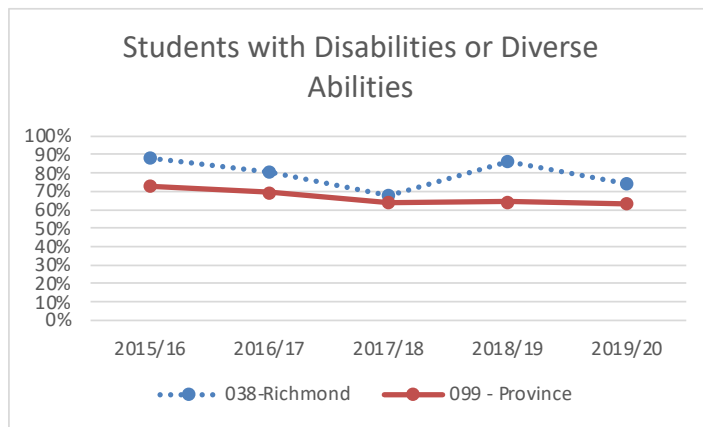


Figure 17: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

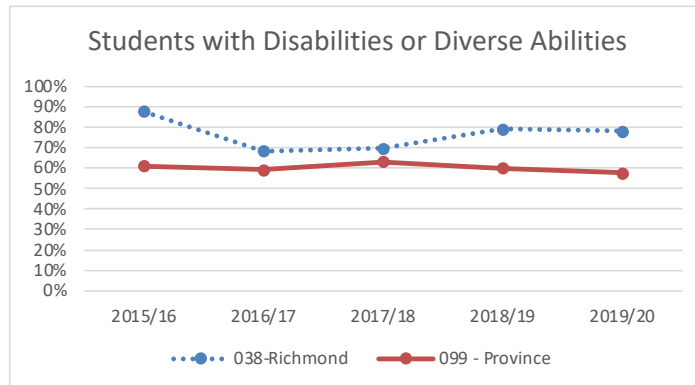


Figure 18: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

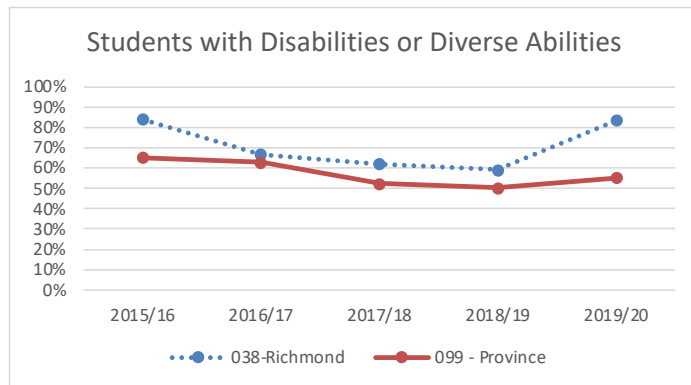


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

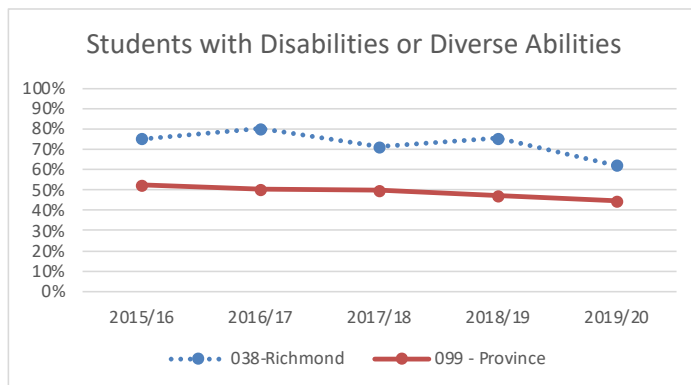


Figure 20: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

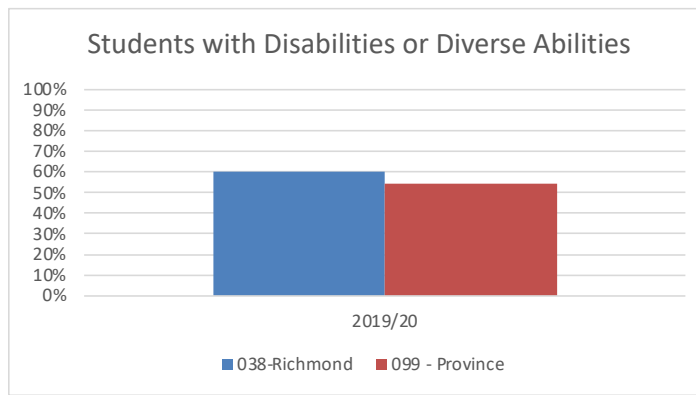


Figure 21: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

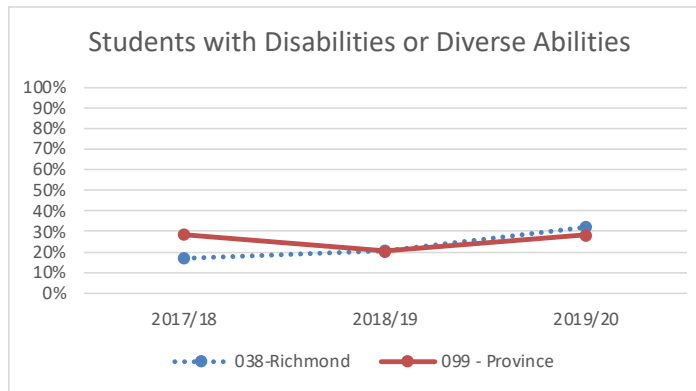


Figure 22: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

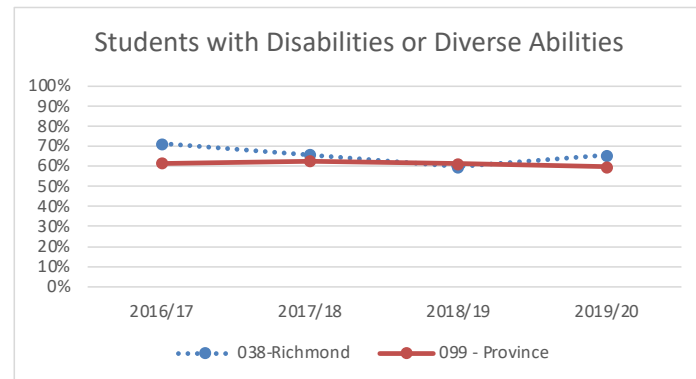


Figure 23: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

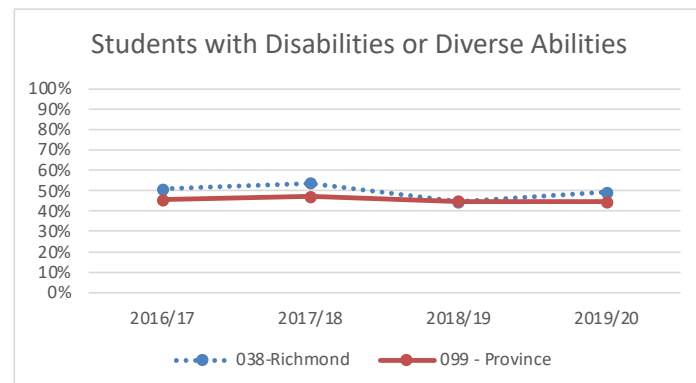


Figure 24: SLS - School Belong - Students with Disabilities or Diverse Abilities

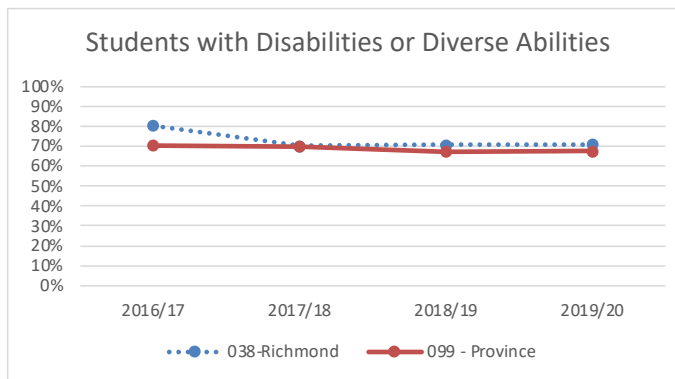


Figure 25: SLS - Adults Care - Students with Disabilities or Diverse Abilities

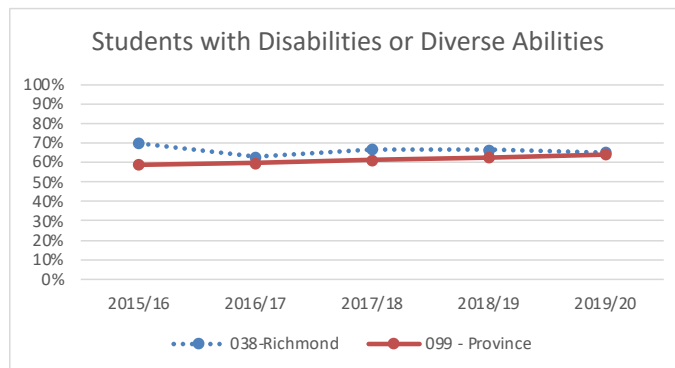


Figure 26: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

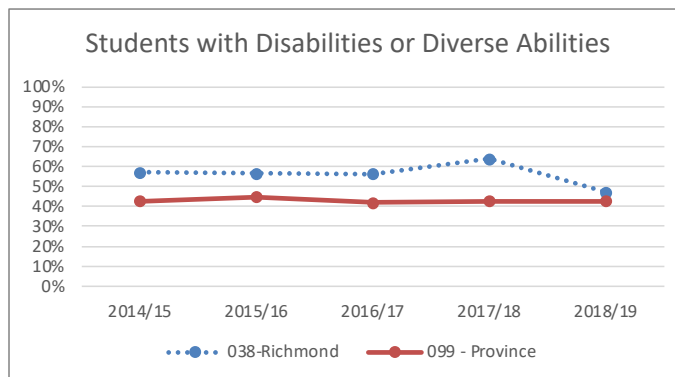


Figure 27: Immediate Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

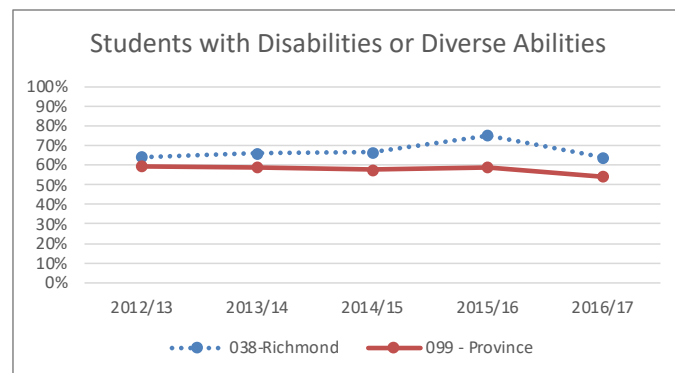


Figure 28: 3 Year Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

APPENDICES

Appendix A: Tables of Counts and Percentages

FSA Grade 4 Reading					
District			Reading		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	88%	87%	86%	85%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	88%	81%	68%	86%	74%
Writers					
All Resident Students	1,112	985	868	839	792
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	42	31	28	29	31

FSA Grade 7 Reading					
District			Reading		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	84%	85%	86%	90%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	88%	68%	70%	79%	78%
Writers					
All Resident Students	1,144	1,057	945	953	938
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	72	82	69	57	50

GLA Grade 10 Literacy					
District			Literacy		
Proficient or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	N/A	N/A	N/A	84%
Indigenous Students	N/A	N/A	N/A	N/A	mask
Status - Off Reserve	N/A	N/A	N/A	N/A	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	N/A	N/A	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	N/A	N/A	60%
Number of Writers					
All Resident Students	N/A	N/A	N/A	N/A	608
Indigenous Students	N/A	N/A	N/A	N/A	mask
Status - Off Reserve	N/A	N/A	N/A	N/A	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	N/A	N/A	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	N/A	N/A	45

FSA Grade 4 Numeracy					
District			Numeracy		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	90%	88%	84%	84%	82%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	84%	67%	62%	59%	83%
Writers					
All Resident Students	1,113	986	872	831	789
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	44	33	29	27	30

FSA Grade 7 Numeracy					
District			Numeracy		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	89%	86%	89%	84%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	75%	80%	71%	75%	62%
Writers					
All Resident Students	1,147	1,057	941	949	934
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	72	75	66	57	50

GNA Grade 10 Numeracy					
District			Numeracy		
Proficient or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	N/A	49%	47%	60%
Indigenous Students	N/A	N/A	mask	mask	mask
Status - Off Reserve	N/A	N/A	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	17%	21%	32%
Number of Writers					
All Resident Students	N/A	N/A	555	1141	1077
Indigenous Students	N/A	N/A	mask	mask	mask
Status - Off Reserve	N/A	N/A	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	35	68	87

Grade to Grade Transition (10 to 11)					
District		10 to 11			
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	99%	94%	93%	97%	98%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	99%	100%	97%	95%	98%
Number of Writers					
All Resident Students	1,711	1,744	1,678	1,563	1,639
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	143	129	135	149	172

Grade to Grade Transition (11 to 12)					
District		11 to 12			
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	98%	97%	97%	97%	97%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	92%	91%	mask	mask	mask
Students with Disabilities or Diverse Abilities	97%	96%	96%	95%	95%
Number of Writers					
All Resident Students	1,654	1,761	1,732	1,622	1,591
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	12	11	mask	mask	mask
Students with Disabilities or Diverse Abilities	152	140	130	152	151

SLS - Feel Welcome					
District	SLS - Feel Welcome				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	71%	73%	71%	71%
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	93%	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	71%	66%	60%	65%
Respondents	N/A				
All Resident Students	N/A	3,859	3,152	3,345	2,889
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	274	270	258	269

SLS - Feel Safe					
District	SLS - Feel Safe				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	78%	80%	78%	79%
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	mask	mask	mask	mask
Respondents	N/A				
All Resident Students	N/A	4,029	3,717	3,860	3,008
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	mask	mask	mask	mask

SLS - School Belong					
District	SLS - School Belong				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	59%	61%	59%	57%
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	73%	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	51%	54%	45%	49%
Respondents	N/A				
All Resident Students	N/A	3,859	3,152	3,345	2,889
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	274	270	258	269

SLS - Adults Care					
District	SLS - Adults Care				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	70%	70%	66%	70%
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	73%	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	80%	70%	71%	71%
Respondents	N/A				
All Resident Students	N/A	3,859	3,152	3,345	2,889
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	274	270	258	269

5 Year Completion Rate					
District	Completion Rate				
Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	87%	90%	90%	92%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	42%	24%	52%	43%	40%
Students with Disabilities or Diverse Abilities	70%	63%	67%	66%	65%
Cohort Size					
All Resident Students	2,007	1,963	1,741	1,817	1,791
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	254	221	207	223	212

Immediate Post-Secondary Transition					
District	Post-Secondary Transition				
Rate	2014/15	2015/16	2016/17	2017/18	2018/19
All Resident Students	72%	72%	71%	71%	71%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	57%	57%	56%	64%	47%
Cohort Size					
All Resident Students	1,682	1,636	1,507	1,555	1,567
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	98	76	80	72	68

3 Year Post-Secondary Institute Transition					
District		Post-Secondary Institute Transition			
Rate	2012/13	2013/14	2014/15	2015/16	2016/17
All Resident Students	81%	80%	80%	80%	78%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	64%	66%	66%	75%	64%
Cohort Size					
All Resident Students	1,834	1,734	1,682	1,636	1,506
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	75	91	98	76	80