

Campbell River
SD072

Interim Progress Report September 2026

In Review of Year 3 of the 2024-2028 Strategic Plan

Approved by the Board January 2024

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

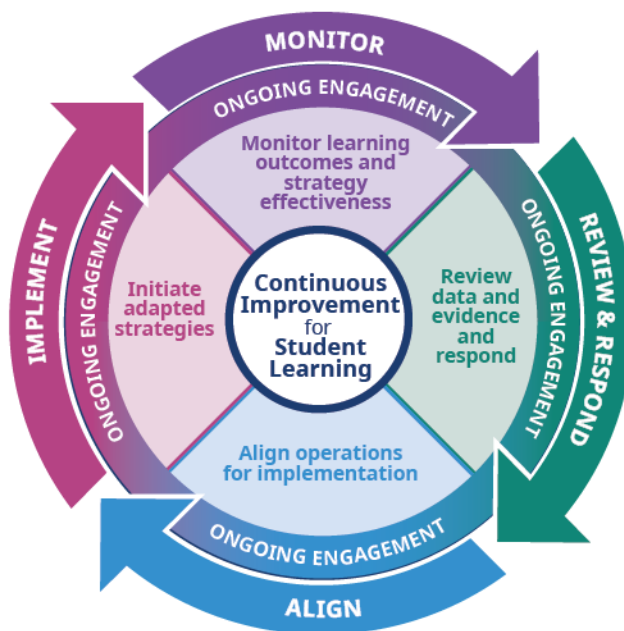
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

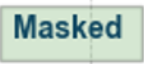
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

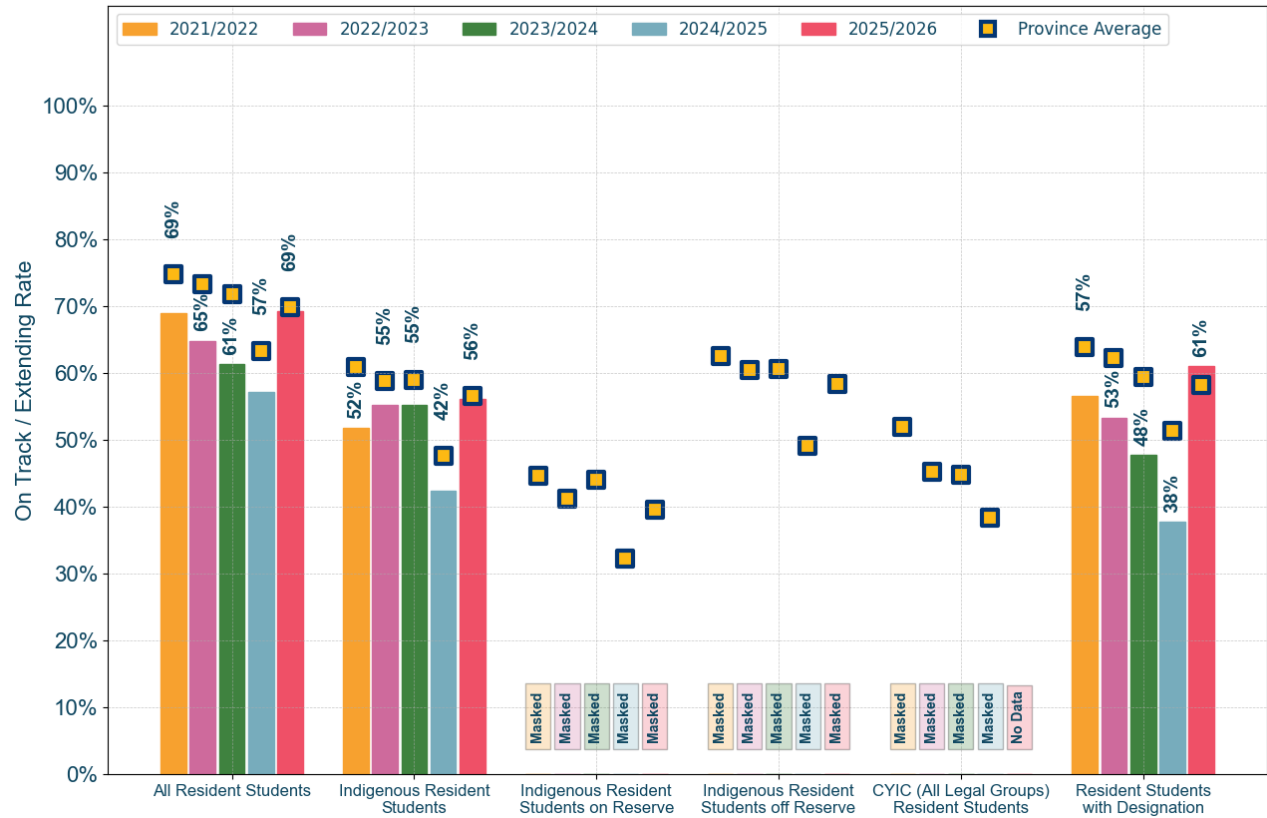
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	392 94%	421 95%	464 96%	421 95%	441 95%
Indigenous Resident Students	94 90%	125 91%	120 95%	105 94%	101 88%
Indigenous Resident Students on Reserve	16 94%	17 88%	14 100%	16 100%	14 71%
Indigenous Resident Students off Reserve	78 90%	108 92%	106 94%	89 93%	87 91%
CYIC (All Legal Groups) Resident Students	Masked	Masked	12 92%	11 91%	0
Resident Students with Designation	35 66%	41 73%	57 77%	54 83%	54 76%

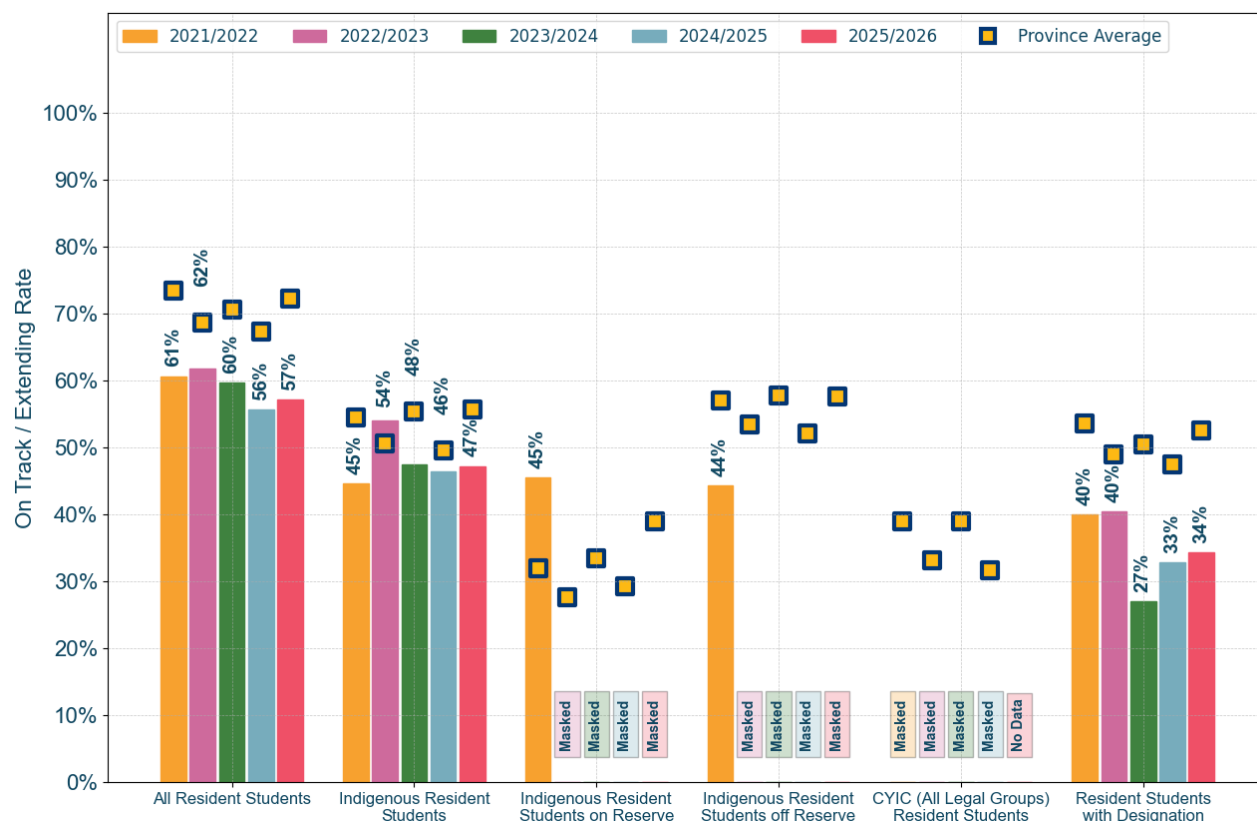
Grade 4 FSA Literacy - On Track / Extending Rate Campbell River



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	433 93%	411 91%	438 95%	407 93%	429 92%
Indigenous Resident Students	107 94%	128 87%	112 90%	98 86%	120 90%
Indigenous Resident Students on Reserve	22 100%	18 89%	14 79%	19 89%	14 86%
Indigenous Resident Students off Reserve	85 93%	110 86%	98 92%	79 85%	106 91%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	56 80%	66 71%	85 87%	72 81%	95 77%

Grade 7 FSA Literacy - On Track / Extending Rate Campbell River

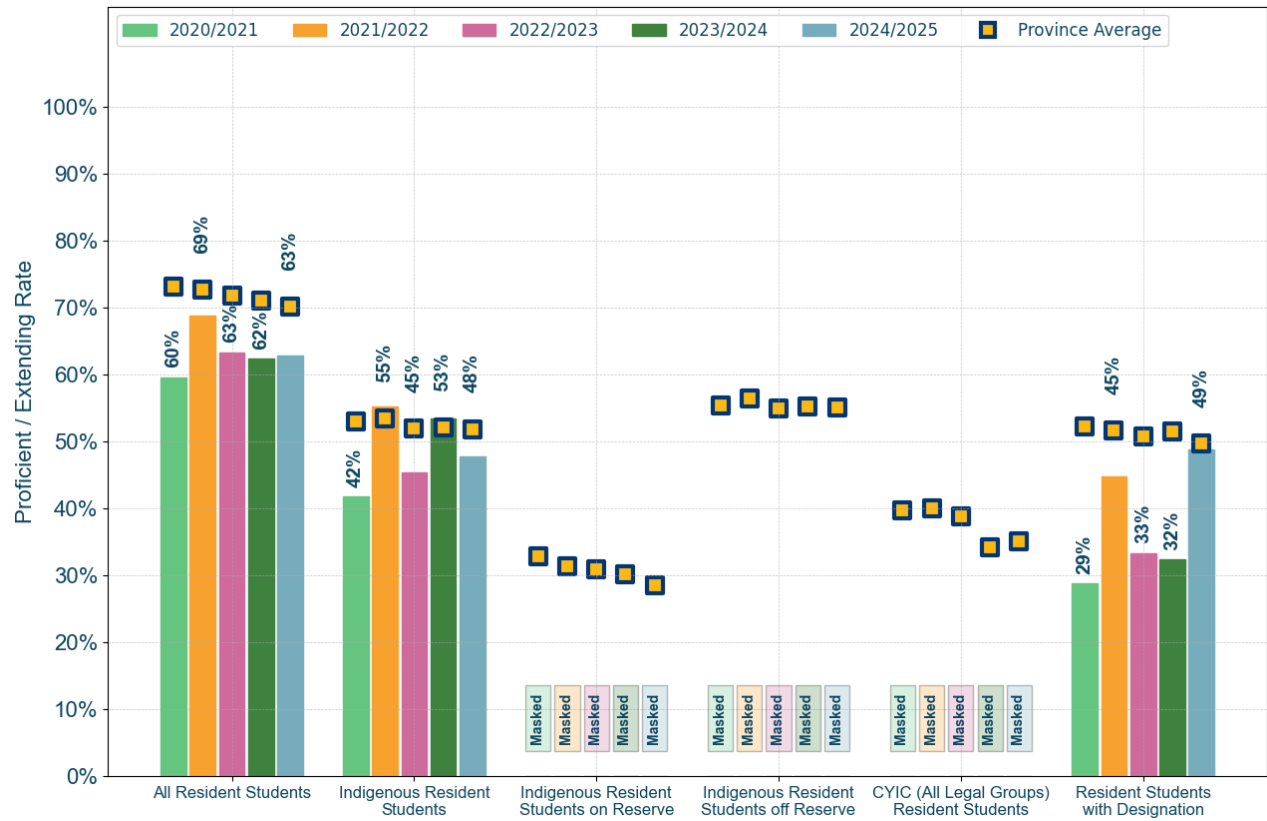


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	358 65%	400 70%	440 80%	459 82%	451 85%
Indigenous Resident Students	97 47%	99 59%	124 67%	123 66%	115 68%
Indigenous Resident Students on Reserve	Masked	20 60%	25 72%	21 76%	26 69%
Indigenous Resident Students off Reserve	Masked	79 58%	99 66%	102 64%	89 67%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 39%	81 53%	96 56%	105 55%	96 68%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Campbell River



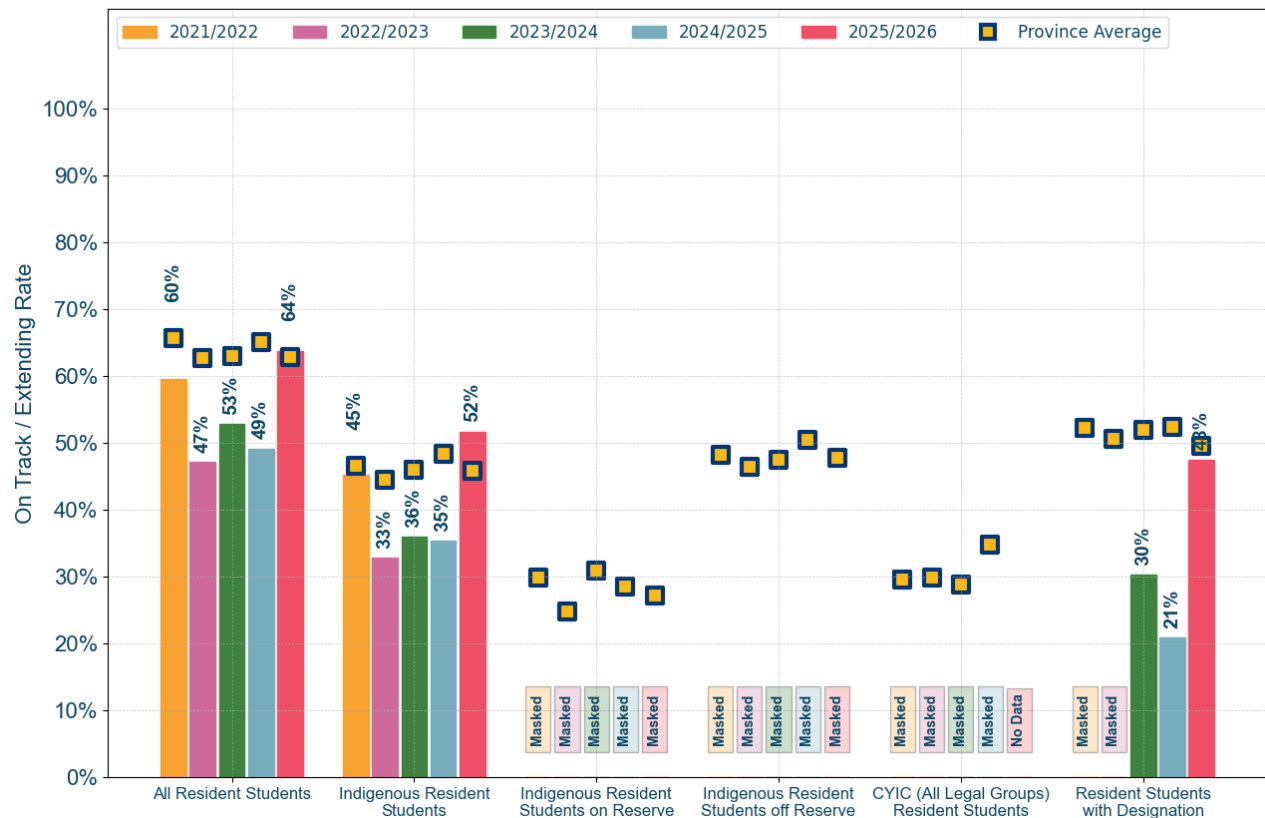
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	392 94%	421 96%	464 96%	421 96%	441 95%
Indigenous Resident Students	94 89%	125 93%	120 95%	105 94%	101 88%
Indigenous Resident Students on Reserve	16 94%	17 100%	14 100%	16 100%	14 71%
Indigenous Resident Students off Reserve	78 88%	108 92%	106 94%	89 93%	87 91%
CYIC (All Legal Groups) Resident Students	Masked	Masked	12 92%	11 100%	0
Resident Students with Designation	35 66%	41 71%	57 75%	54 89%	54 74%

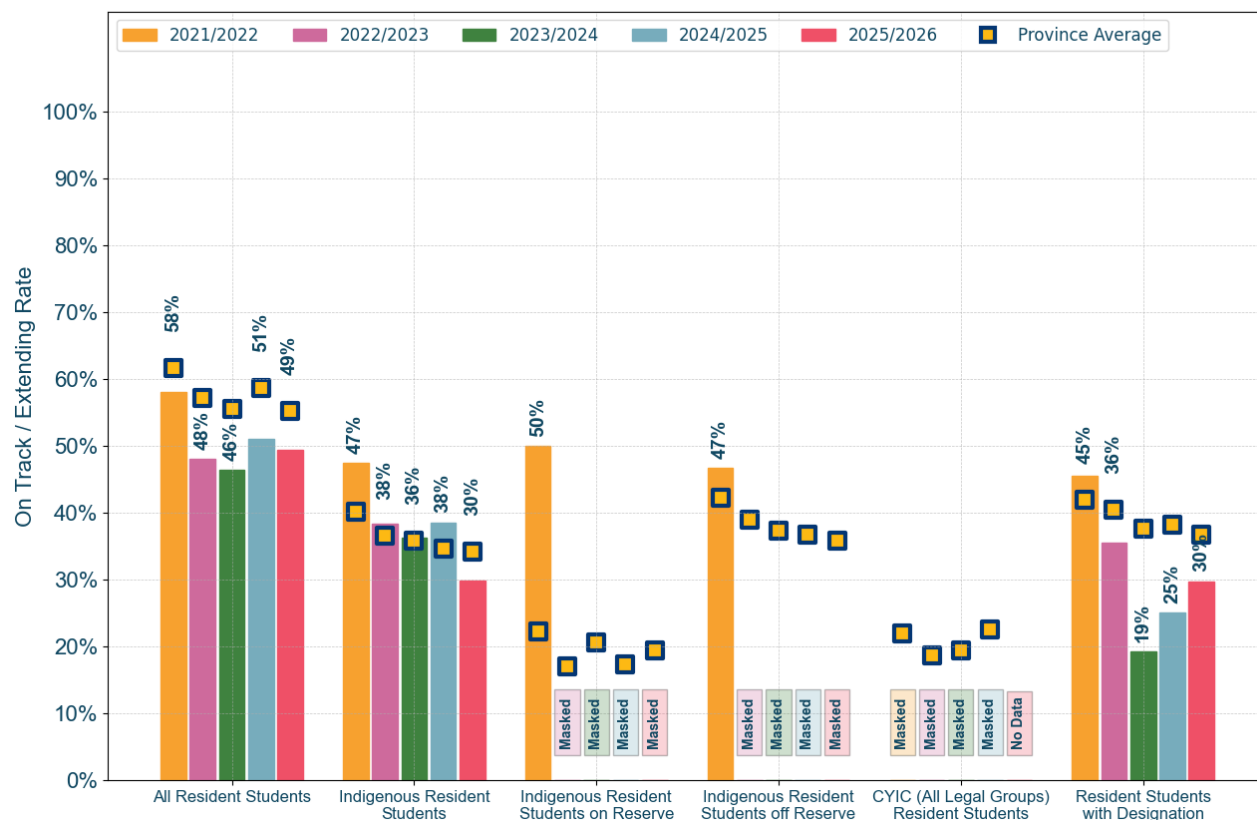
Grade 4 FSA Numeracy - On Track / Extending Rate Campbell River



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	433 92%	411 88%	438 95%	407 95%	429 92%
Indigenous Resident Students	107 91%	128 84%	112 91%	98 93%	120 89%
Indigenous Resident Students on Reserve	22 100%	18 78%	14 79%	19 100%	14 79%
Indigenous Resident Students off Reserve	85 88%	110 85%	98 93%	79 91%	106 91%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	56 79%	66 68%	85 86%	72 83%	95 78%

Grade 7 FSA Numeracy - On Track / Extending Rate Campbell River

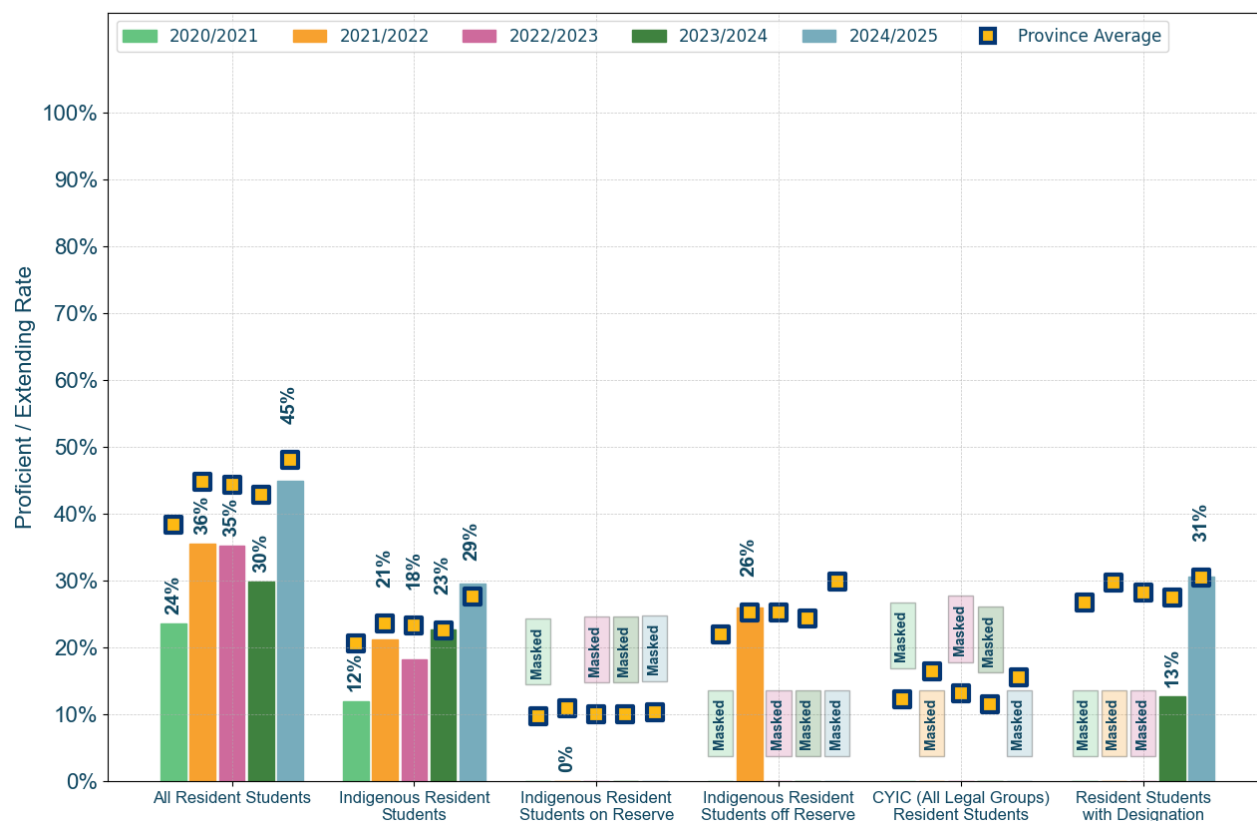


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	357 68%	395 57%	437 75%	460 84%	450 82%
Indigenous Resident Students	96 44%	96 49%	122 58%	123 67%	114 59%
Indigenous Resident Students on Reserve	Masked	19 58%	25 68%	21 81%	25 60%
Indigenous Resident Students off Reserve	Masked	77 47%	97 56%	102 65%	89 58%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 30%	78 49%	95 44%	104 60%	96 63%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Campbell River

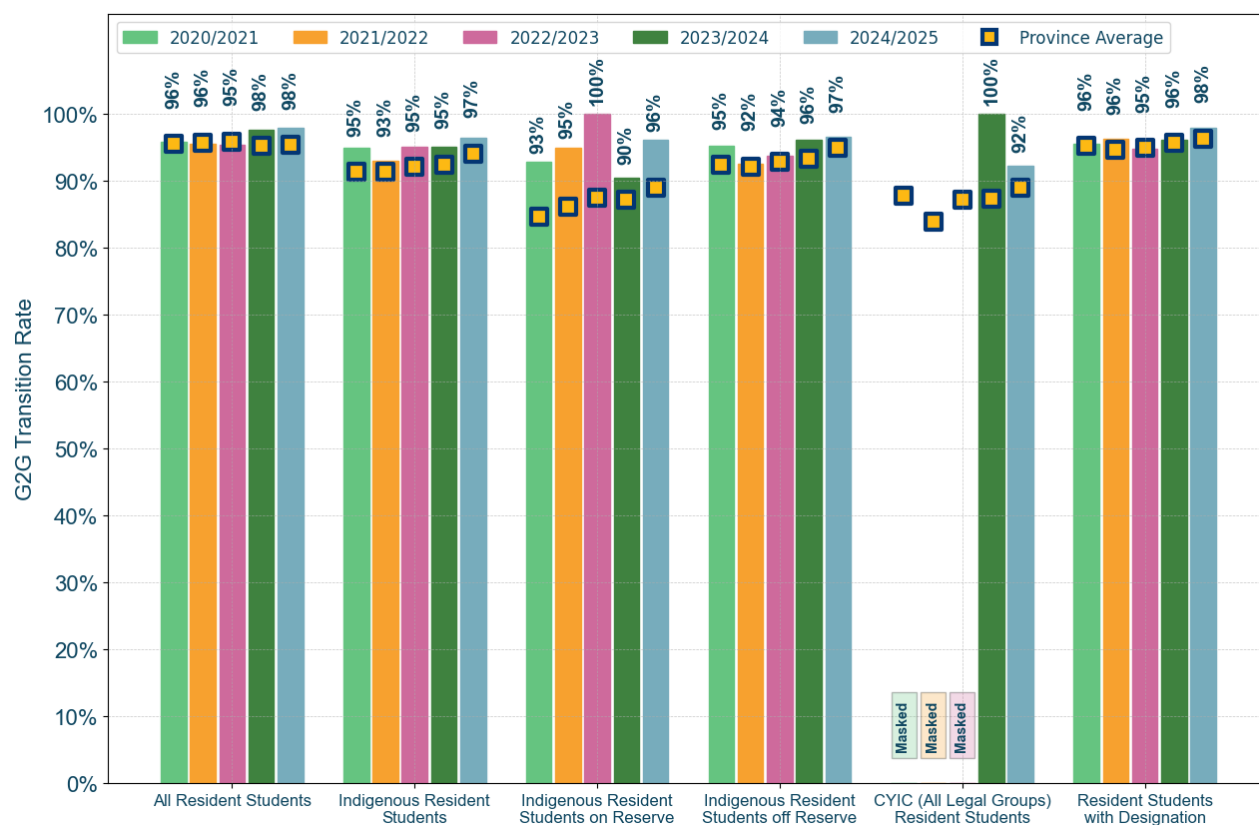


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	358	401	440	465	450
Indigenous Resident Students	98	100	122	124	115
Indigenous Resident Students on Reserve	14	20	25	21	26
Indigenous Resident Students off Reserve	84	80	97	103	89
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	15	13
Resident Students with Designation	67	81	96	105	96

Grade 10 to 11 Transition Rate Campbell River



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	364	365	400	431	481
Indigenous Resident Students	93	98	95	121	133
Indigenous Resident Students on Reserve	Masked	14	19	26	21
Indigenous Resident Students off Reserve	Masked	84	76	95	112
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	12	21
Resident Students with Designation	68	71	82	103	120

Grade 11 to 12 Transition Rate Campbell River



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Grade 4 results in both literacy and numeracy have improved dramatically over last year and are at the highest level in the last 5 years. Grade 10 numeracy results are also the highest they have been in the last 5 years. Grade 10 literacy results remain steady over the past 3 years.
- Grade 7 literacy results are slightly higher than last year, however numeracy results in Grade 7 are lower than last year and only slightly higher than the previous 2 years. This is a surprise to us, especially in regard to the Grade 4 results. This will continue to be a focal point for us moving forward.
- Grade 10-11 and Grade 11-12 transition rates are extremely high and meet or exceed the provincial average for all groups, including priority populations.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Campbell River has a K-5 literacy framework that has been in place for several years now. It was a slow process, but now all schools are in line with the framework, and we believe this is having a strong impact as the Grade 4 FSA results in literacy show. This will continue to be a focus for us in the coming year.
- The district has also developed and implemented a K-9 numeracy framework, beginning last year. A key component to this framework is a Common Formative Numeracy Assessment (CFNA) that every teacher will be implementing this school year. Rich resources exist at all grade levels on our district's webpage that all teachers have access to. We will monitor the impact of this new framework and plan to continue to support it with workshops, online sessions, and frequent discussions during school staff meetings.
- Key adjustments will be made using our Strategic Priority school grants. Targeted grants will be allocated to schools who have a literacy and numeracy focus. We will also complete district numeracy assessments at the beginning and end of the year to monitor improvement/achievement. We have also invested in a new data platform (e-Insights) that will provide the district with specialized reports to help teachers, principals, and district leaders dig deep into the data and target specific interventions.

Human and Social Development

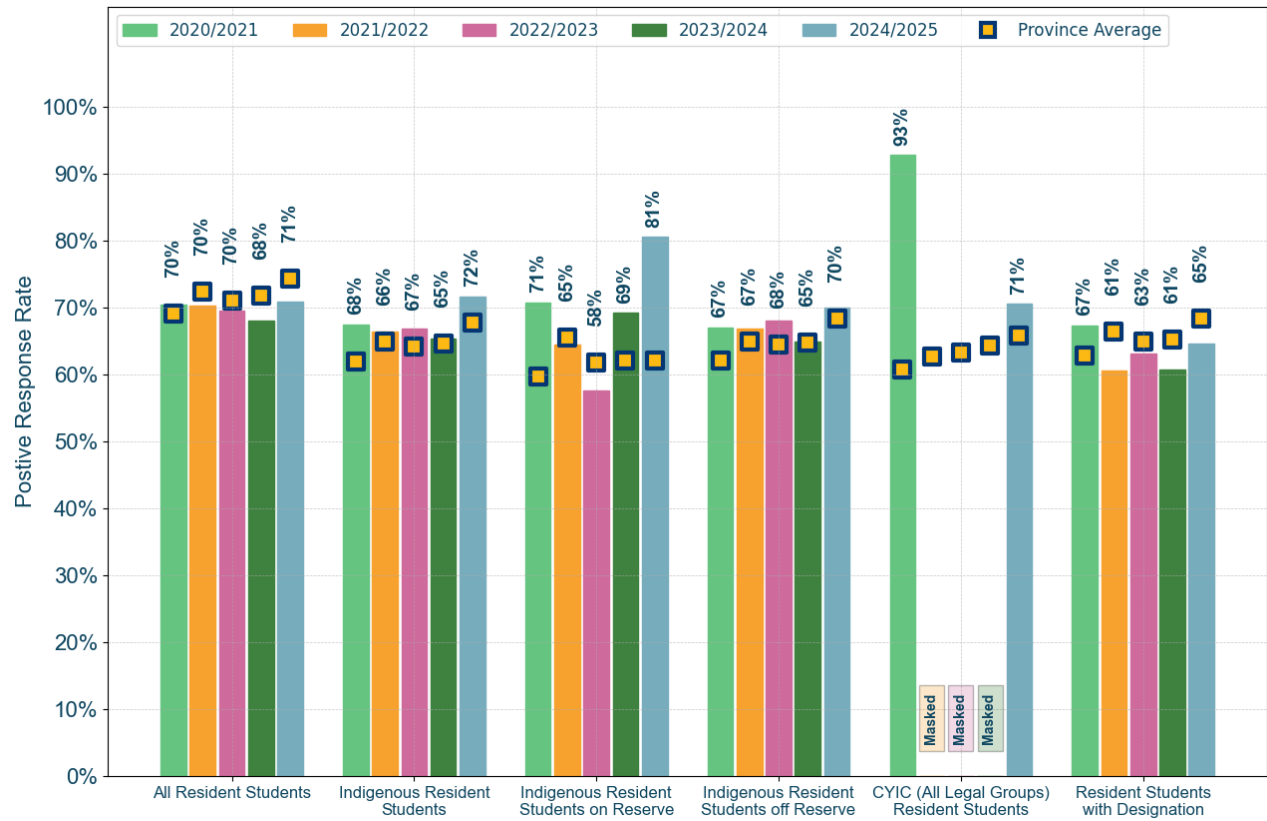
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

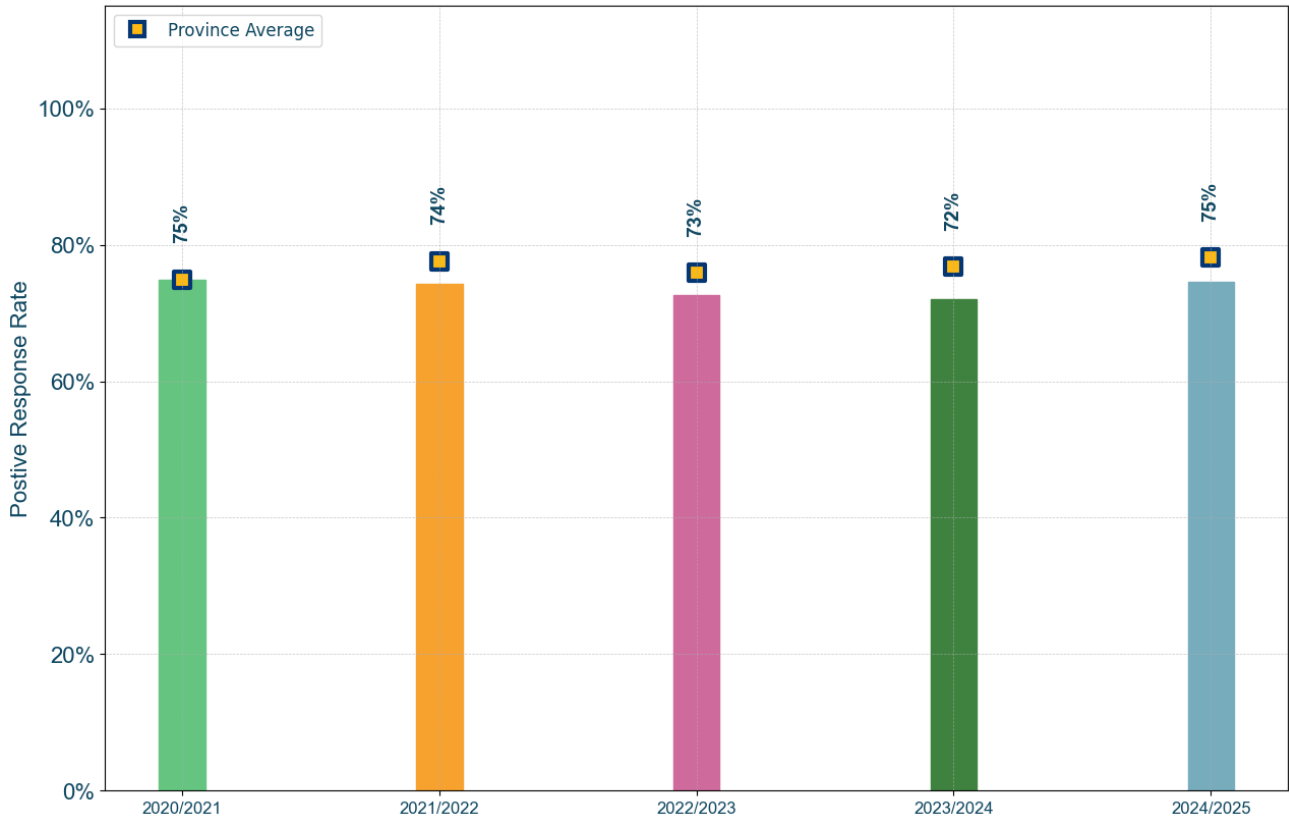
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1238 67%	1210 73%	1261 71%	1368 71%	1272 84%
Indigenous Resident Students	341 57%	299 63%	370 65%	356 63%	317 73%
Indigenous Resident Students on Reserve	43 56%	57 61%	60 55%	49 67%	61 74%
Indigenous Resident Students off Reserve	298 57%	242 64%	310 67%	307 62%	256 73%
CYIC (All Legal Groups) Resident Students	29 52%	Masked	30 40%	35 31%	30 53%
Resident Students with Designation	193 48%	169 60%	201 45%	248 55%	221 72%

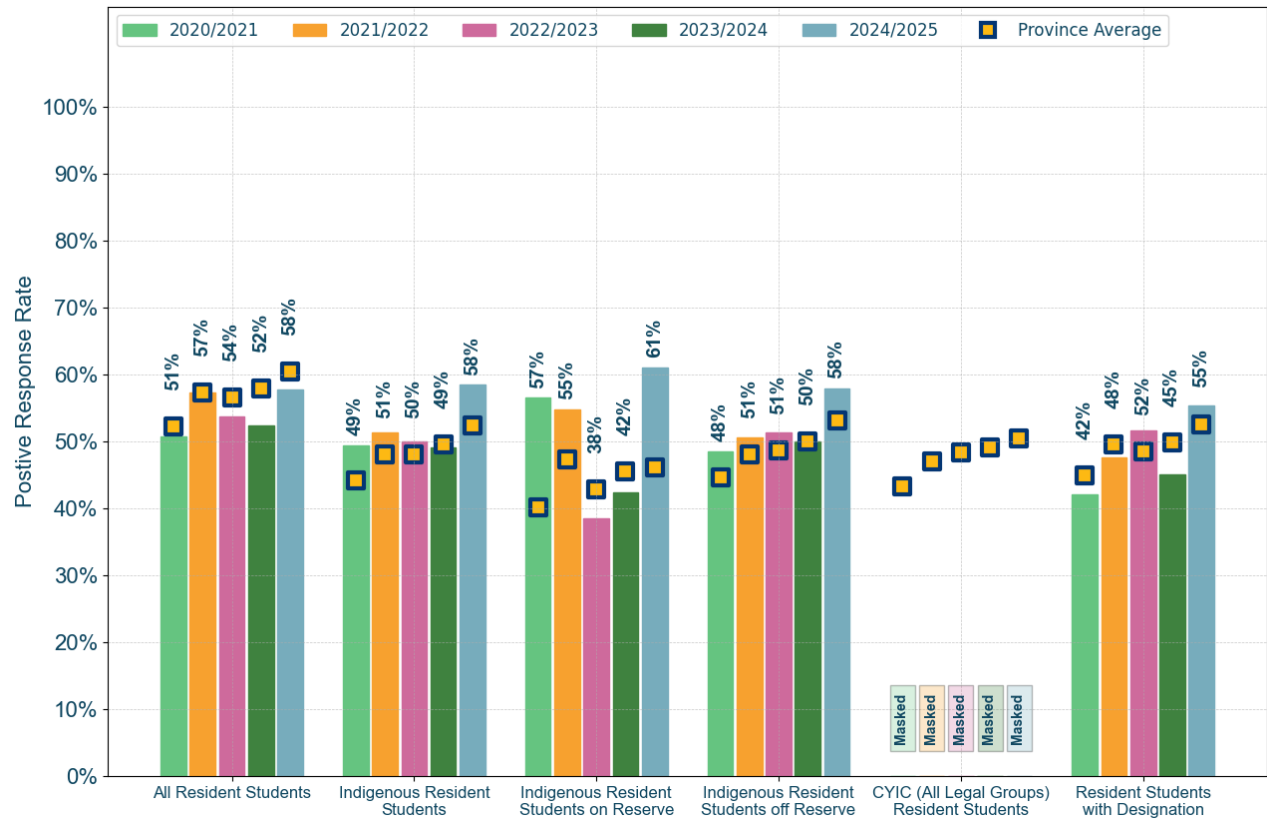
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Campbell River



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Campbell River

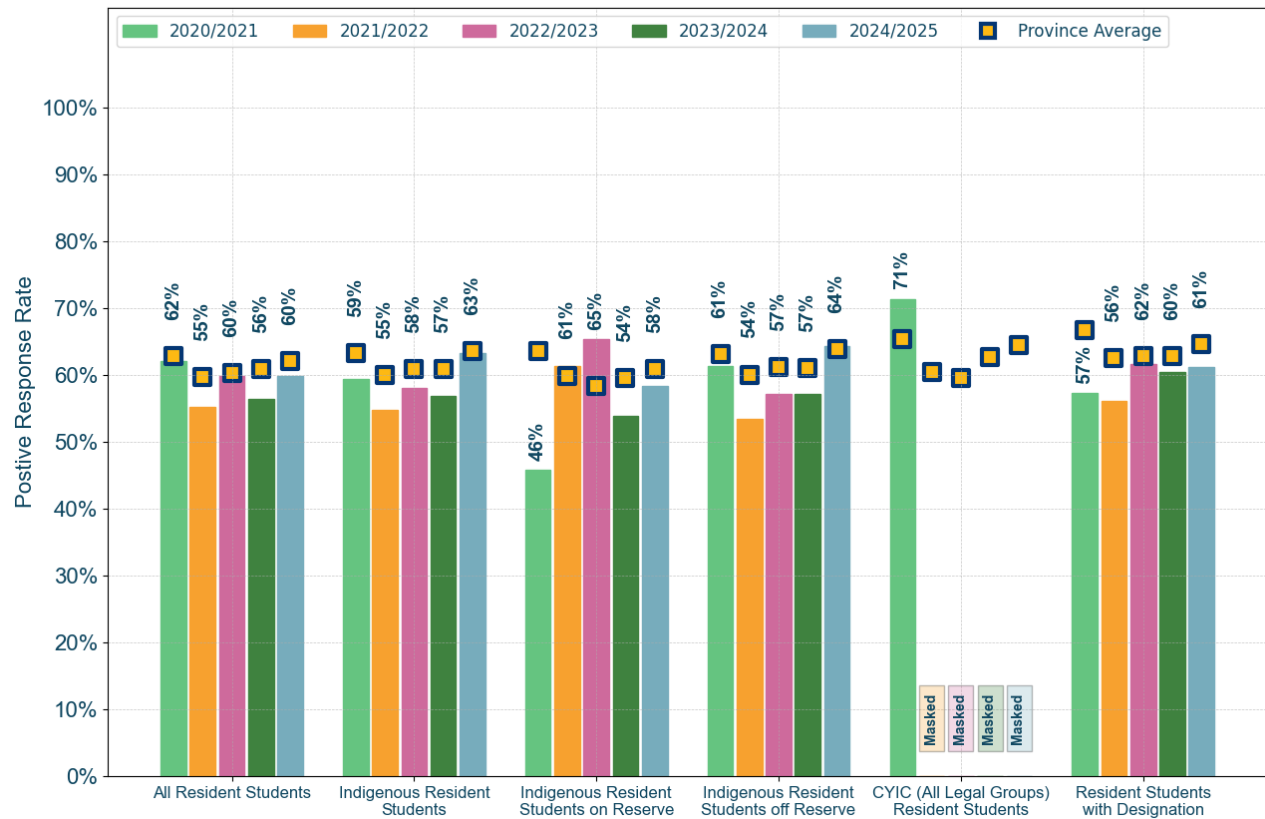


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Campbell River



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Campbell River



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Participation Rates took a huge jump in our district and were at the highest levels in 5 years of data collection. Feeling Welcome saw the highest rates for all students in the last 5 years. This measure was particularly pronounced for our Indigenous Students who were well above the Provincial Average.
- Students Feeling Safe in Grades 4, 7, and 10 were also at the highest levels in 5 years, although this was slightly below the provincial average. We will continue to focus on improving results in this area. Students' Sense of Belonging also saw the highest levels in the last 5 years. It is encouraging to note that our Indigenous Students rated this area the highest and these results were well above the Provincial Average.
- Although we improved over last year's results where students' felt 2 or More Adults cared about them, and the trend is upward, we are still at or below the Provincial Average and we will continue to focus in this area.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Our priority populations have displayed improved results in these areas; however, we will continue to focus on these populations and will continue to provide an environment that enhances their experiences. We are offering Indigenous Language opportunities for students, and we have dramatically increased local visual Indigenous cultural components in all our schools.
- Through a program called “The Grandmother’s Perspective” we have developed data that tracks students progress and ensures that Indigenous Students do not fall through the cracks. This data is reviewed at District Leadership Meetings with all principals and vice principals.
- We have created two district programs for Resident Students with a Designation. Our “In-Reach/Out-Reach” program services students who have difficulty in the regular classroom. We have also just recently created a district special needs program called “The Path Program” that provides a structured educational setting for elementary special needs students that has experienced strong initial success. We will continue to monitor both of these programs and look for ways to improve them further.
- We continue to provide quality professional development on our Indigenous Day, and all schools celebrate Reconciliation Day and National Indigenous Day with a wide variety of activities and learning opportunities. 25% of our student population is Indigenous, making this a very strong focus for us every year.

Career Development

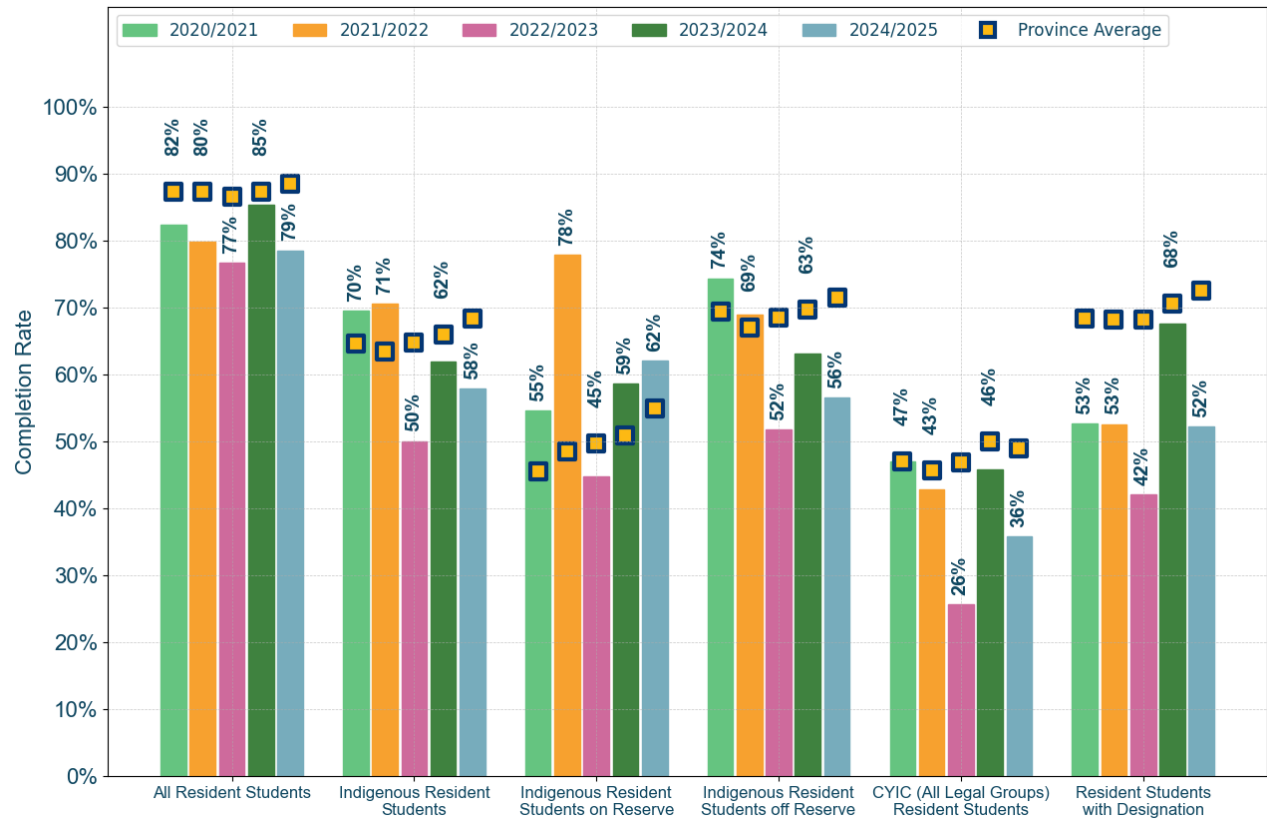
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

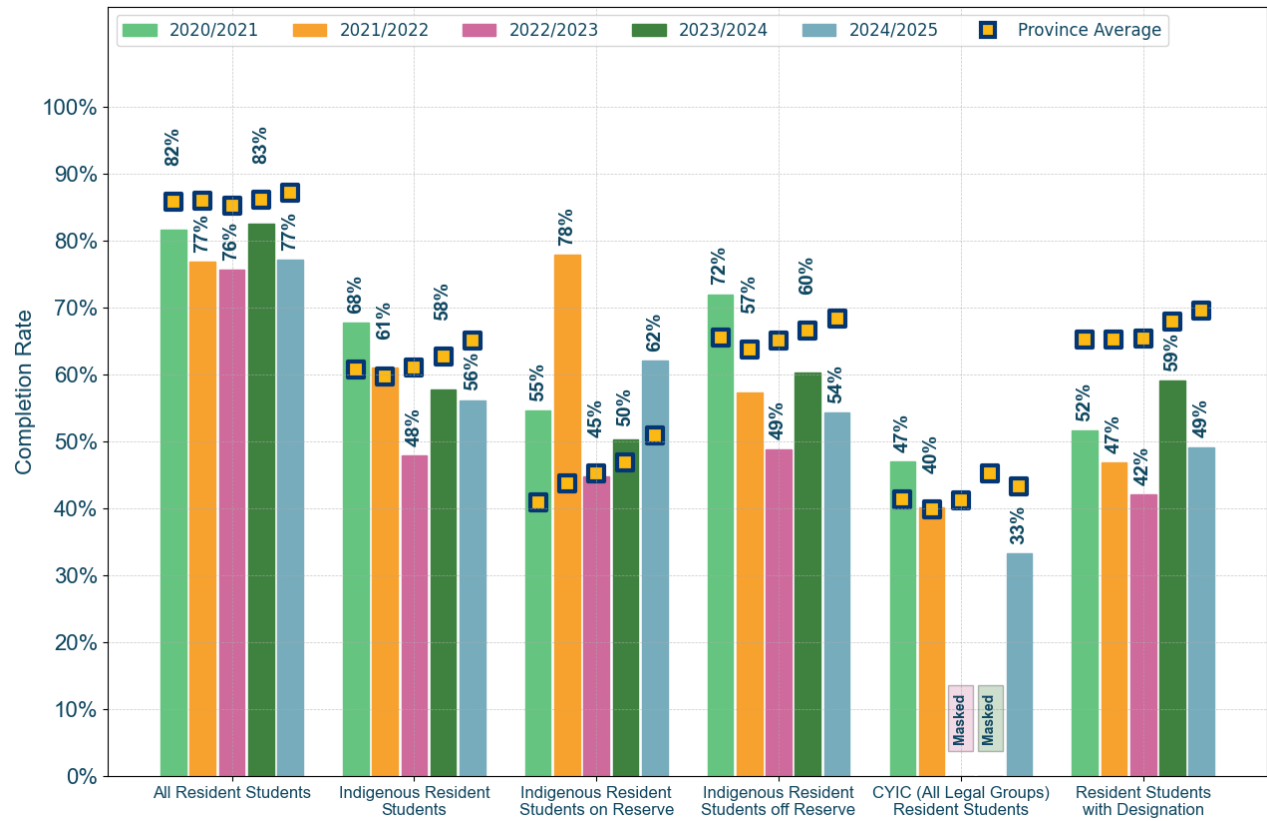
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	448 28	396 28	387 29	427 36	458 34
Indigenous Resident Students	119 7	100 7	99 7	102 8	128 9
Indigenous Resident Students on Reserve	29 2	18 1	24 2	26 2	31 2
Indigenous Resident Students off Reserve	90 5	82 5	75 5	76 6	97 7
CYIC (All Legal Groups) Resident Students	34 2	40 3	42 3	29 3	42 3
Resident Students with Designation	95 6	94 7	92 6	115 10	140 10

5-Year Completion Rate - Dogwood + Adult Dogwood Campbell River



5-Year Completion Rate - Dogwood Campbell River



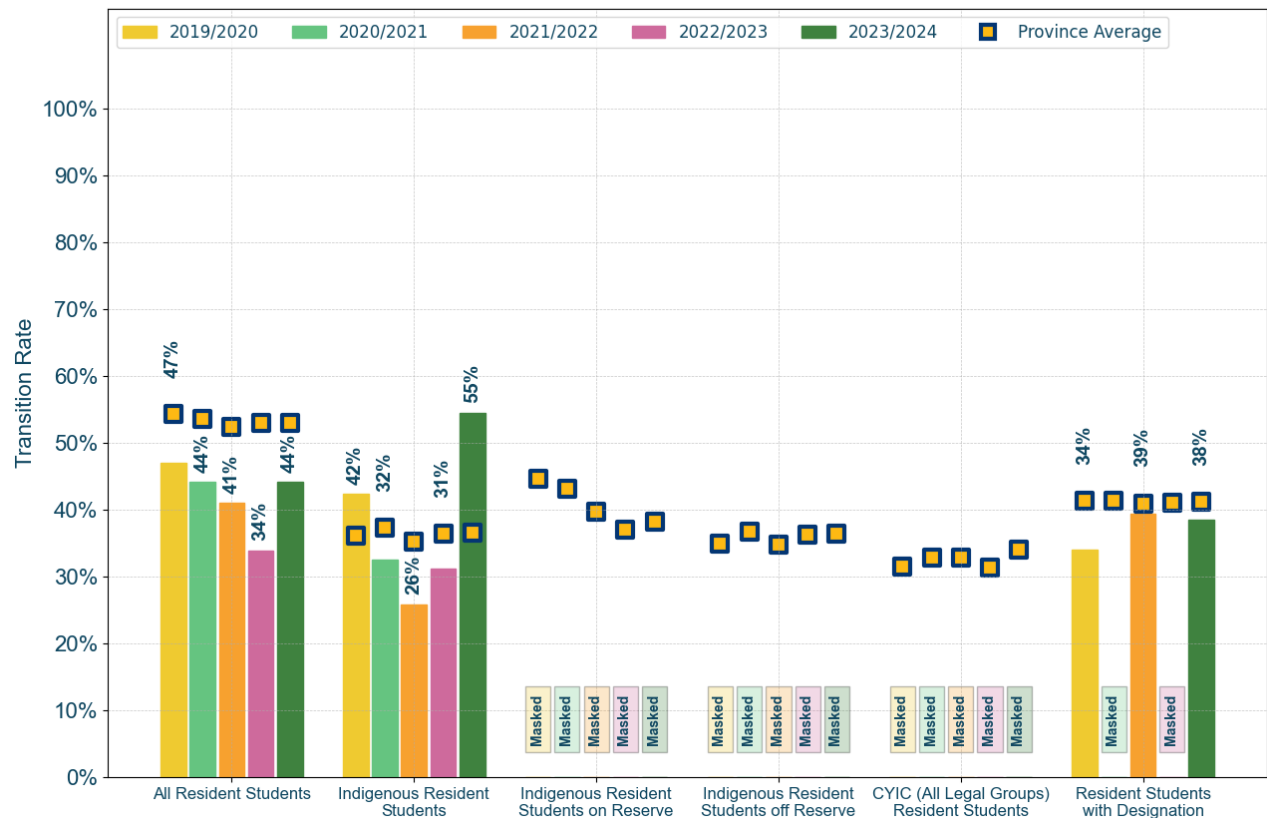
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

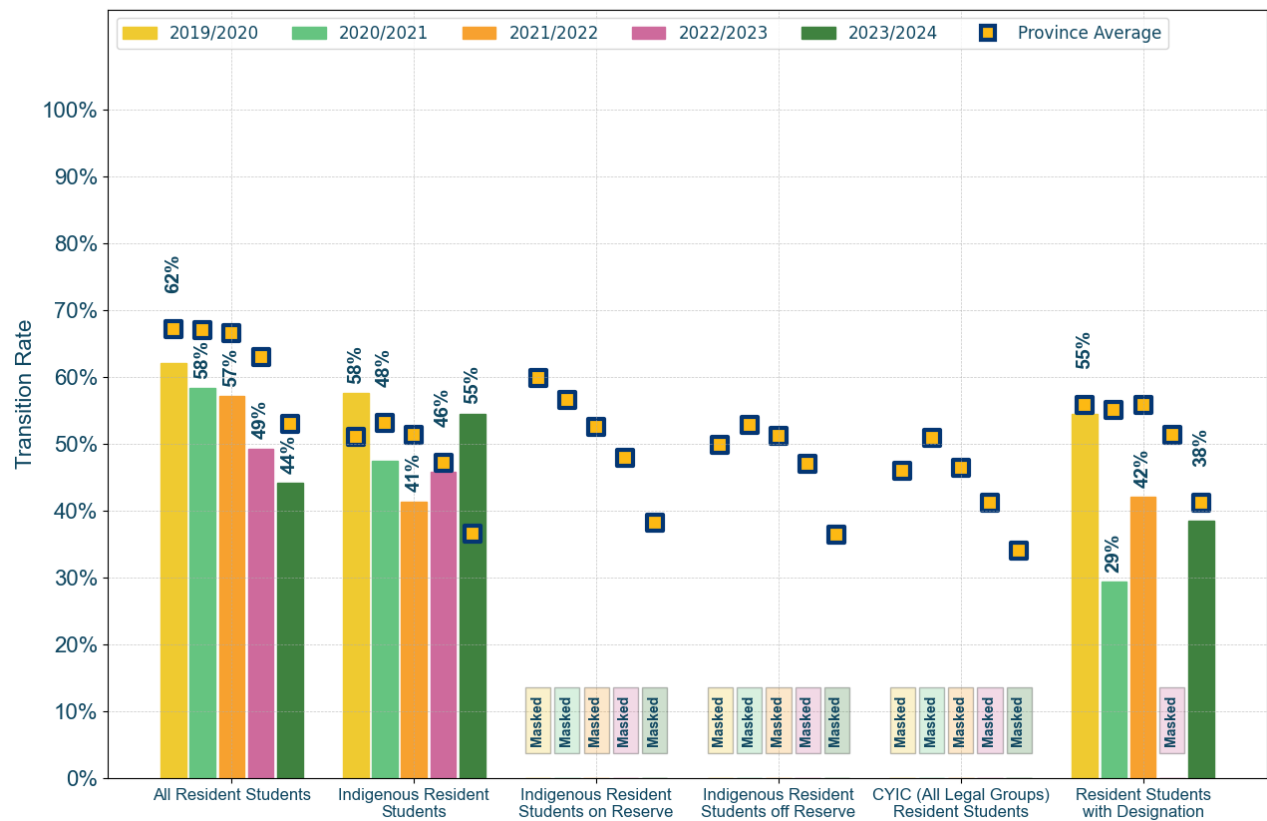
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	332	353	285	286	331
Indigenous Resident Students	59	80	58	48	55
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	44	Masked	38	Masked	52

Immediate Transition to Post-Secondary Campbell River



Within 3 Years Transition to Post-Secondary Campbell River



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- 5-Year Completion rates for most categories took a slight dip last year. The noted exception is Indigenous Students on Reserve. This group took a significant jump up and exceeded the Provincial Average by a good margin. Although the trend is up for all groups since 2022/23 our goal is to exceed the Provincial Average in this category.
- Immediate Post Secondary Transition Rates increased last year with Indigenous Resident Students demonstrating significant gains that exceeded the Provincial Average by a large margin. We believe a strong careers program has encouraged post-secondary pathways for these students and will continue to monitor its' success.
- The 6, 7, and 8 year completion rates as noted in the "How Are We Doing" report, indicate that our Indigenous Students are taking a longer pathway to success, with higher completion rates in those categories.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- We will continue to target student completion rates using our “Alternate Lite” pathways provided at each of our secondary schools. These pathways allow students to continue learning at their secondary schools before being formally transitioned to our district alternate program. Graduation credits are closely monitored for these students.
- We will continue to expand our careers department and offer students alternative learning pathways through work experience, dual credit, and trades training. These programs offer our students rewarding opportunities that will carry them well past their K-12 experience.
- Our district alternate program is working hard to provide students a solid pathway to a Dogwood Diploma and is focusing on lowering the amount of Adult Dogwood Diplomas being offered.