



Aboriginal Report

How Are We Doing?

2022/2023

School District: 005
Southeast Kootenay

QUESTIONS/COMMENTS CONTACT:

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BRITISH
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electronic version: <https://studentsuccess.gov.bc.ca/ahawd>

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ABORIGINAL REPORT - HOW ARE WE DOING?

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-Year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

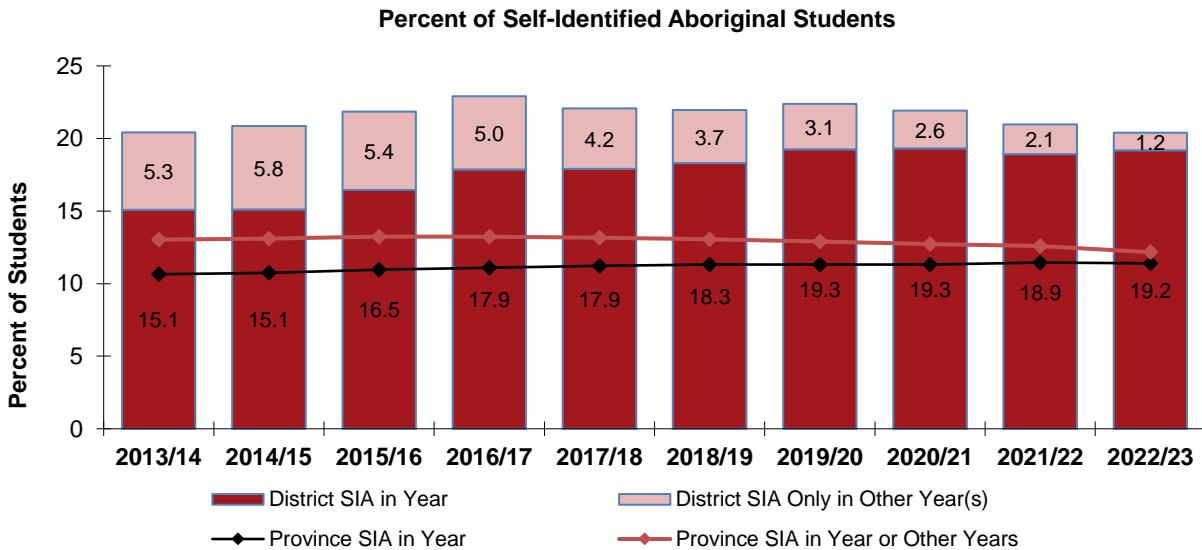
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	5,260	794	15.1	280	5.3	558,983	59,502	10.6	13,325	2.4
2014/15	5,276	797	15.1	304	5.8	552,786	59,382	10.7	13,068	2.4
2015/16	5,396	888	16.5	291	5.4	553,376	60,706	11.0	12,567	2.3
2016/17	5,475	978	17.9	276	5.0	557,625	61,801	11.1	11,979	2.1
2017/18	5,525	989	17.9	231	4.2	563,241	63,182	11.2	10,930	1.9
2018/19	5,613	1,027	18.3	206	3.7	568,982	64,326	11.3	10,009	1.8
2019/20	5,707	1,099	19.3	178	3.1	576,000	65,215	11.3	9,152	1.6
2020/21	5,550	1,072	19.3	144	2.6	568,285	64,272	11.3	8,037	1.4
2021/22	5,867	1,110	18.9	121	2.1	578,797	66,282	11.5	6,635	1.1
2022/23	6,012	1,153	19.2	74	1.2	590,583	67,285	11.4	4,553	0.8



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

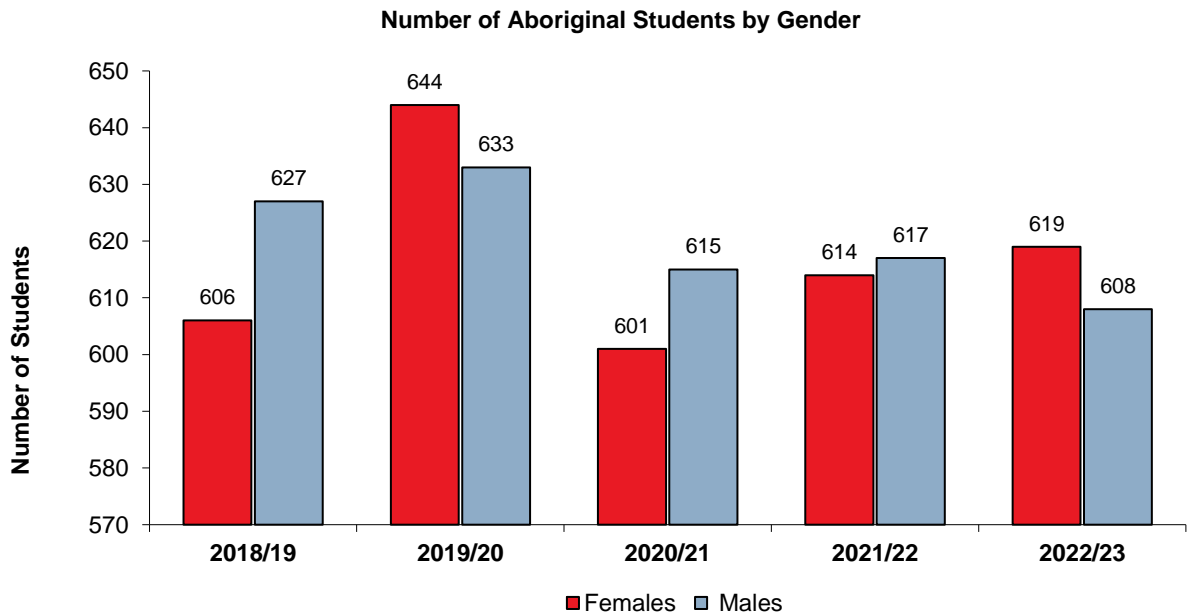
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	5,613	1,233	22.0	606	10.8	627	11.2	74,335	36,874	37,461
2019/20	5,707	1,277	22.4	644	11.3	633	11.1	74,367	36,847	37,520
2020/21	5,550	1,216	21.9	601	10.8	615	11.1	72,309	35,901	36,408
2021/22	5,867	1,231	21.0	614	10.5	617	10.5	72,917	36,210	36,707
2022/23	6,012	1,227	20.4	619	10.3	608	10.1	71,838	35,586	36,252



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

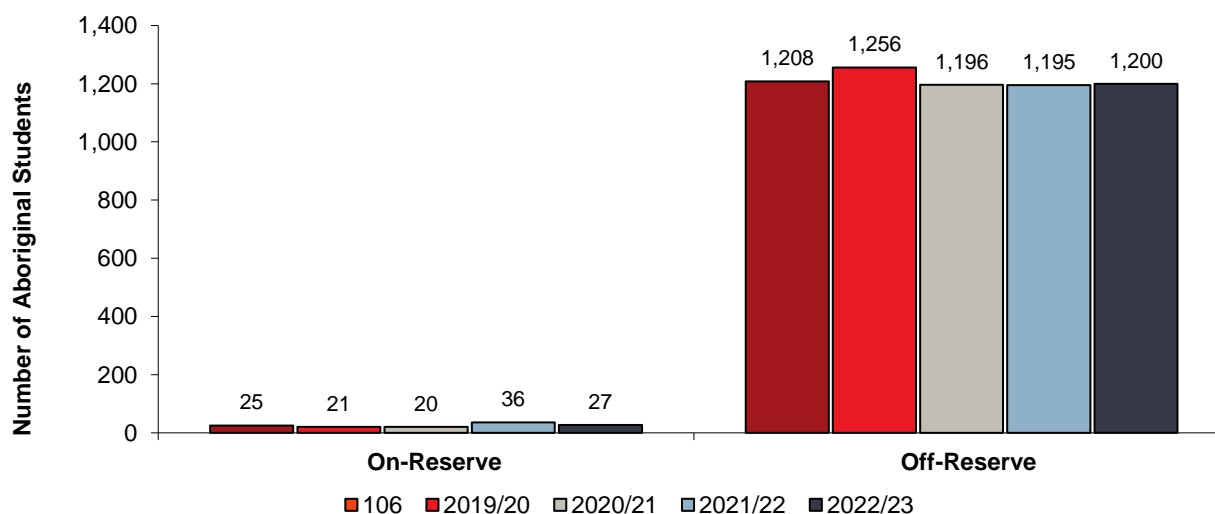
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	Aboriginal Students
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,233	11	14	25	595	613	1,208	7,993	66,342
2019/20	1,277	11	10	21	633	623	1,256	8,209	66,158
2020/21	1,216	Msk	Msk	20	592	604	1,196	7,752	64,557
2021/22	1,231	17	19	36	597	598	1,195	7,992	64,925
2022/23	1,227	12	15	27	607	593	1,200	8,074	63,764

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	Aboriginal Students
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,243	12	15	27	599	617	1,216	8,007	66,275
2019/20	1,266	Msk	Msk	15	635	616	1,251	8,056	66,087
2020/21	1,226	Msk	Msk	21	605	600	1,205	7,713	64,505
2021/22	1,224	16	20	36	594	594	1,188	7,916	64,400
2022/23	1,220	12	13	25	611	584	1,195	8,001	63,477

Number of Aboriginal Students, On or Off-Reserve (September Count)

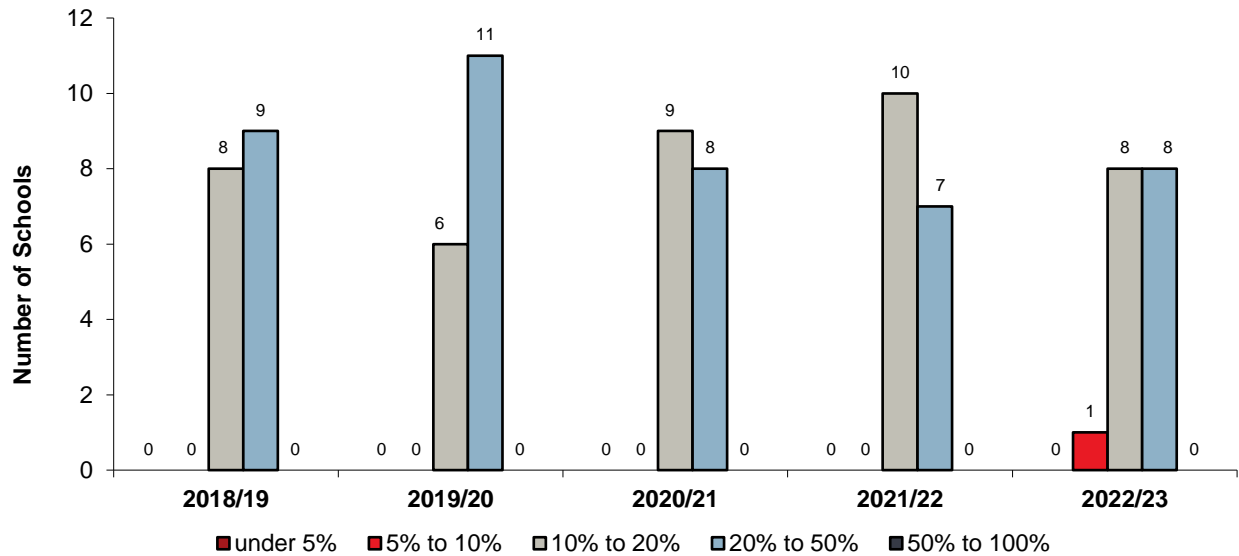


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	17	0	0	8	9	0	1,385	367	217	324	385	92
2019/20	17	0	0	6	11	0	1,389	382	217	318	378	94
2020/21	17	0	0	9	8	0	1,398	399	210	341	348	100
2021/22	17	0	0	10	7	0	1,405	402	240	338	330	95
2022/23	17	0	1	8	8	0	1,412	423	246	336	318	89

SD Data: Number of Schools with Aboriginal Students (%)

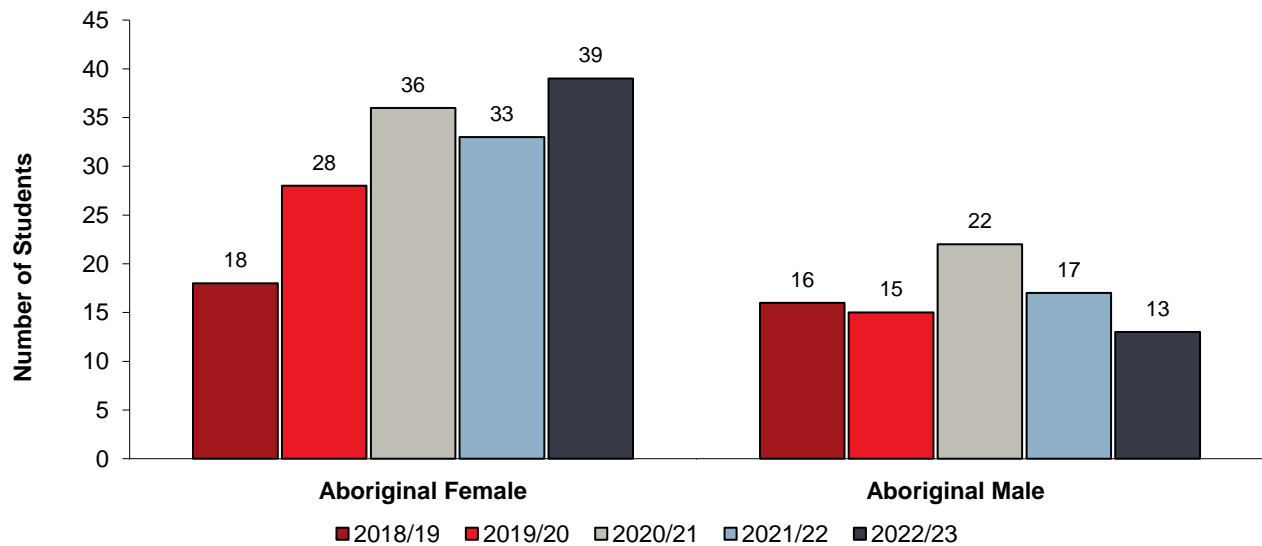


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	88	18	16	34	31	23	54	1,516	1,457	1,943	2,320
2019/20	102	28	15	43	34	25	59	1,580	1,508	2,114	2,525
2020/21	109	36	22	58	37	14	51	1,429	1,327	1,778	1,831
2021/22	103	33	17	50	39	14	53	1,454	1,262	1,761	1,631
2022/23	98	39	13	52	31	15	46	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

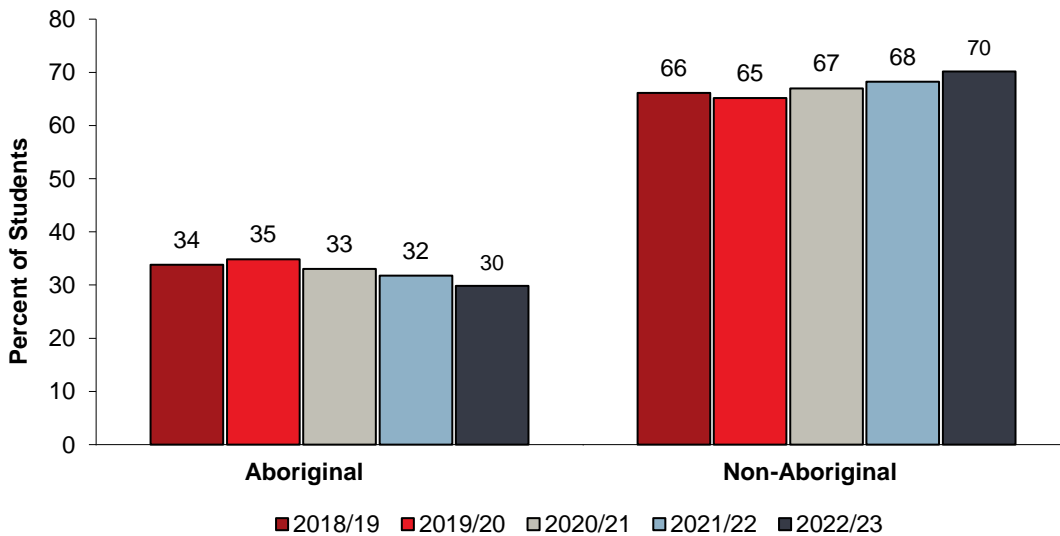
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry of Education is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the terms “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	712	241	34	471	66
2019/20	766	267	35	499	65
2020/21	757	250	33	507	67
2021/22	881	280	32	601	68
2022/23	979	292	30	687	70

**Percent of Students with Disabilities or Diverse Abilities
(12 Designations)**

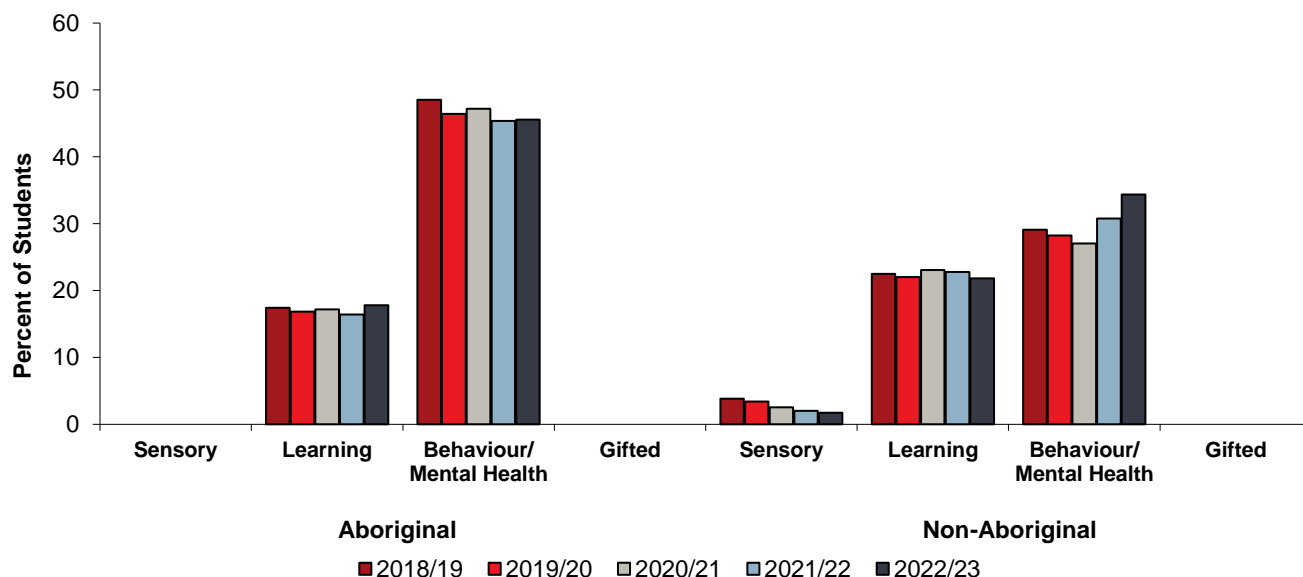


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation includes E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	241	471	Msk	Msk	18	4	42	17	106	23	117	49	137	29	0	0	0	0
2019/20	267	499	Msk	Msk	17	3	45	17	110	22	124	46	141	28	0	0	Msk	Msk
2020/21	250	507	Msk	Msk	13	3	43	17	117	23	118	47	137	27	0	0	Msk	Msk
2021/22	280	601	Msk	Msk	12	2	46	16	137	23	127	45	185	31	0	0	Msk	Msk
2022/23	292	687	Msk	Msk	12	2	52	18	150	22	133	46	236	34	Msk	Msk	Msk	Msk

Percent of Students with Disabilities or Diverse Abilities (Selected Designations)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

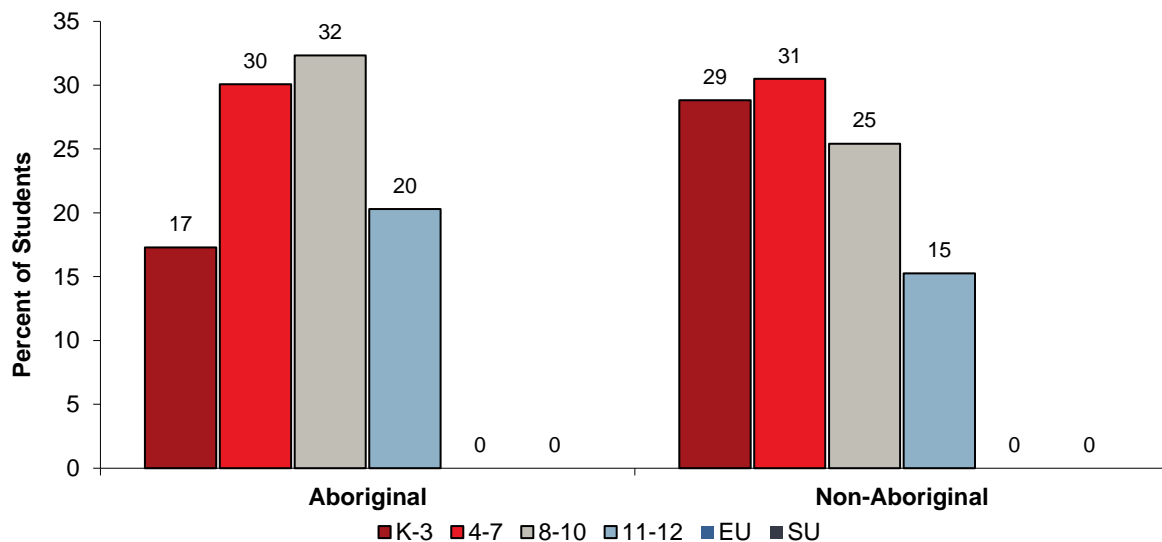
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	117	15	13	33	28	40	34	29	25	0	0	0	0
2019/20	124	Msk	Msk	41	33	38	31	26	21	0	0	Msk	Msk
2020/21	118	12	10	36	31	45	38	25	21	0	0	0	0
2021/22	127	23	18	38	30	38	30	28	22	0	0	0	0
2022/23	133	23	17	40	30	43	32	27	20	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	137	28	20	49	36	27	20	33	24	0	0	0	0
2019/20	141	33	23	46	33	35	25	27	19	0	0	0	0
2020/21	137	30	22	53	39	34	25	20	15	0	0	0	0
2021/22	185	43	23	58	31	56	30	28	15	0	0	0	0
2022/23	236	68	29	72	31	60	25	36	15	0	0	0	0

**Percent of Students with Behaviour/Mental Health Designation
Grade Distribution 2022/23**



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

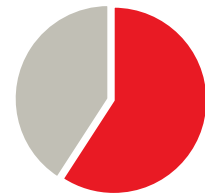
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	77	90	Msk	Msk	50	65	Msk	Msk
2019/20	93	85	Msk	Msk	55	59	Msk	Msk
2020/21	69	79	Msk	Msk	47	68	Msk	Msk
2021/22	72	84	Msk	Msk	41	57	Msk	Msk
2022/23	71	85	42	59	29	41	0	0

Grade 4: Aboriginal

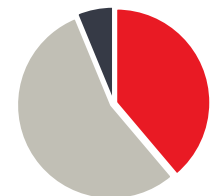


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

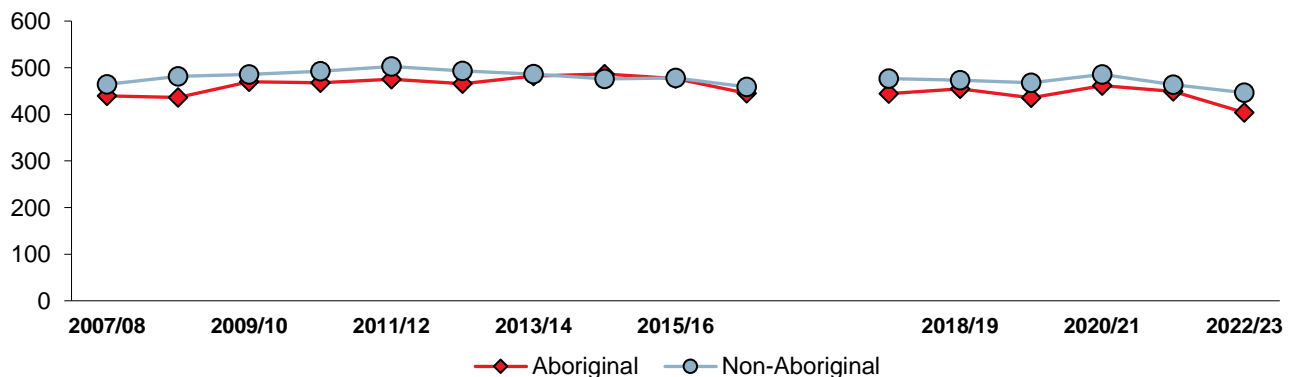
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	317	88	89	28	191	60	37	12
2019/20	303	84	82	27	195	64	26	9
2020/21	267	80	53	20	185	69	29	11
2021/22	256	78	75	29	170	66	11	4
2022/23	273	81	106	39	150	55	17	6

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

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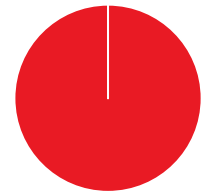
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	77	90	44	57	Msk	Msk	Msk	Msk
2019/20	94	86	Msk	Msk	46	49	Msk	Msk
2020/21	69	79	29	42	40	58	0	0
2021/22	70	81	42	60	Msk	Msk	Msk	Msk
2022/23	73	87	52	71	Msk	Msk	Msk	Msk

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

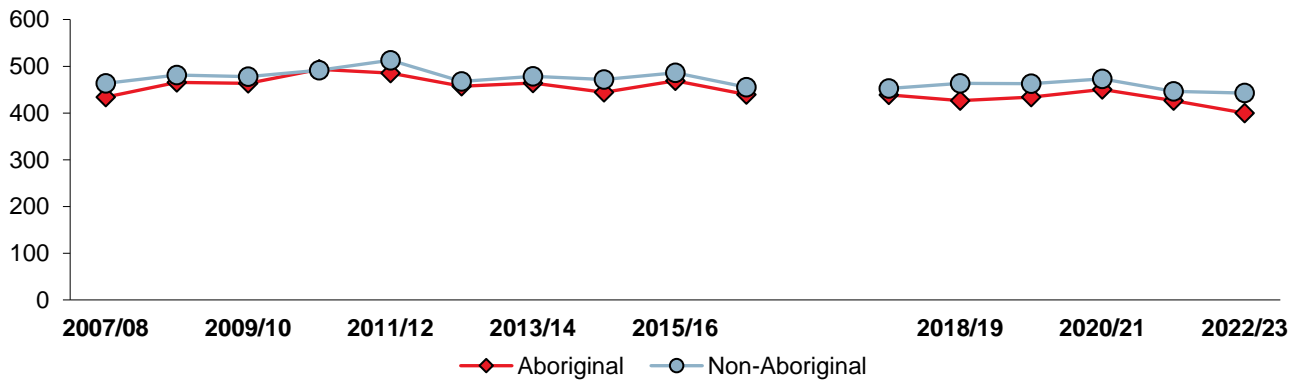
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	311	87	103	33	197	63	11	4
2019/20	299	83	Msk	Msk	195	65	Msk	Msk
2020/21	268	81	85	32	170	63	13	5
2021/22	254	78	Msk	Msk	130	51	Msk	Msk
2022/23	274	81	121	44	141	51	12	4

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

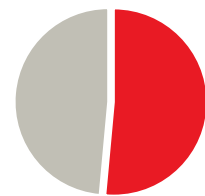
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	92	83	Msk	Msk	53	58	Msk	Msk
2019/20	96	91	37	39	59	61	0	0
2020/21	78	74	34	44	44	56	0	0
2021/22	72	72	Msk	Msk	39	54	Msk	Msk
2022/23	103	89	53	51	50	49	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

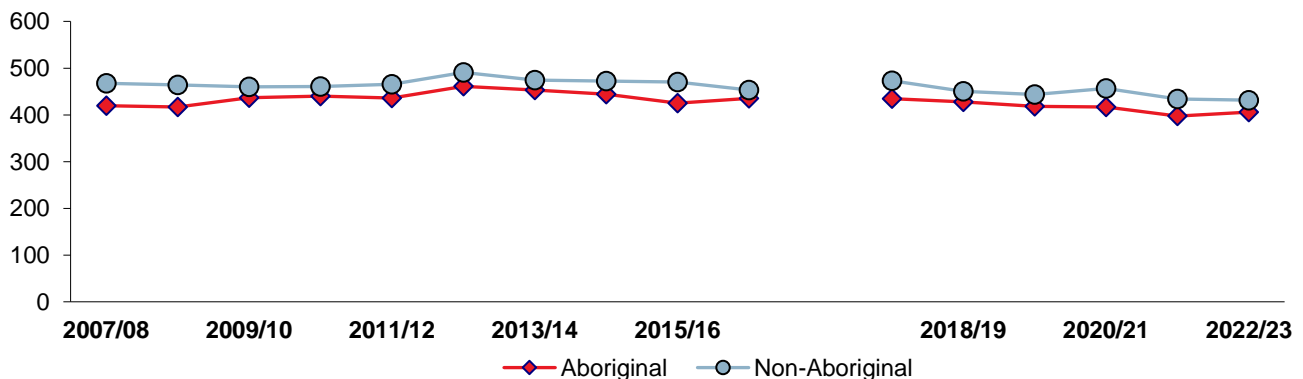
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	293	87	80	27	202	69	11	4
2019/20	308	89	Msk	Msk	211	69	Msk	Msk
2020/21	286	79	Msk	Msk	206	72	Msk	Msk
2021/22	297	80	Msk	Msk	183	62	Msk	Msk
2022/23	344	88	Msk	Msk	208	60	Msk	Msk

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

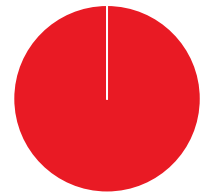
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	95	86	58	61	37	39	0	0
2019/20	97	92	58	60	Msk	Msk	Msk	Msk
2020/21	77	73	40	52	Msk	Msk	Msk	Msk
2021/22	68	68	48	71	20	29	0	0
2022/23	103	89	70	68	Msk	Msk	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

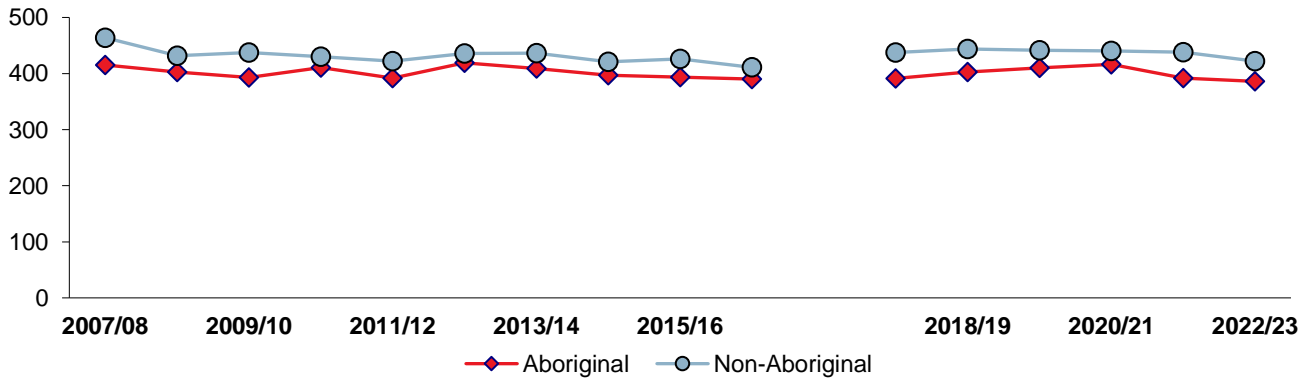
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	301	90	135	45	151	50	15	5
2019/20	310	89	Msk	Msk	160	52	Msk	Msk
2020/21	282	77	Msk	Msk	154	55	Msk	Msk
2021/22	288	77	Msk	Msk	143	50	Msk	Msk
2022/23	343	88	187	55	Msk	Msk	Msk	Msk



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

2018/19 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	29	29	22	76	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	76	24	Msk	Msk	40	53	Msk	Msk	Msk	Msk	0	0

2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	33	37	Msk	Msk	17	52	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	131	43	44	34	51	39	36	27	Msk	Msk	0	0

2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	70	64	Msk	Msk	32	46	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	260	82	Msk	Msk	129	50	65	25	Msk	Msk	Msk	Msk

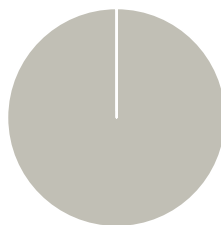
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	75	71	27	36	28	37	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	303	86	Msk	Msk	160	53	79	26	Msk	Msk	Msk	Msk

2022/23 Grade 10 (includes Grade 10 first-time writers only)

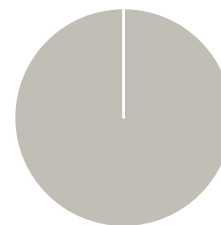
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	75	70	Msk	Msk	32	43	21	28	Msk	Msk	Msk	Msk
Non-Aboriginal	322	88	Msk	Msk	160	50	101	31	Msk	Msk	Msk	Msk

Numeracy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year. It assesses students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	51	57	Msk	Msk	16	31	27	53	Msk	Msk		
Non-Aboriginal	153	50	Msk	Msk	53	35	92	60	Msk	Msk		

2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	73	67	Msk	Msk	30	41	33	45	Msk	Msk		
Non-Aboriginal	253	80	14	6	89	35	134	53	16	6		

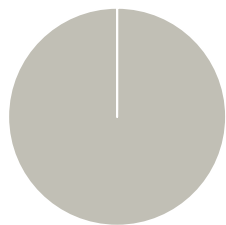
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	77	73	Msk	Msk	34	44	36	47	Msk	Msk		
Non-Aboriginal	304	86	21	7	98	32	172	57	13	4		

2022/23 Grade 10 (includes Grade 10 first-time writers only)

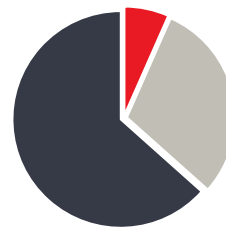
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	73	68	Msk	Msk	21	29	39	53	Msk	Msk		
Non-Aboriginal	317	86	21	7	95	30	182	57	19	6		

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 12, students are required to write cross-curricular assessments in Literacy.

The Grade 12 Literacy Assessment is a provincial measure that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year. It assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts. The assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

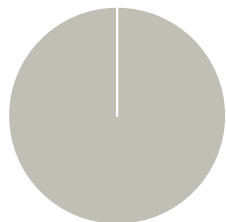
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	63	58	Msk	Msk	30	48	31	49	Msk	Msk		
Non-Aboriginal	252	76	Msk	Msk	86	34	142	56	Msk	Msk		

2022/23 Grade 12 (includes Grade 12 first-time writers only)

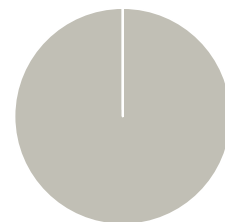
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	70	55	Msk	Msk	23	33	39	56	Msk	Msk		
Non-Aboriginal	272	71	Msk	Msk	65	24	175	64	Msk	Msk		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

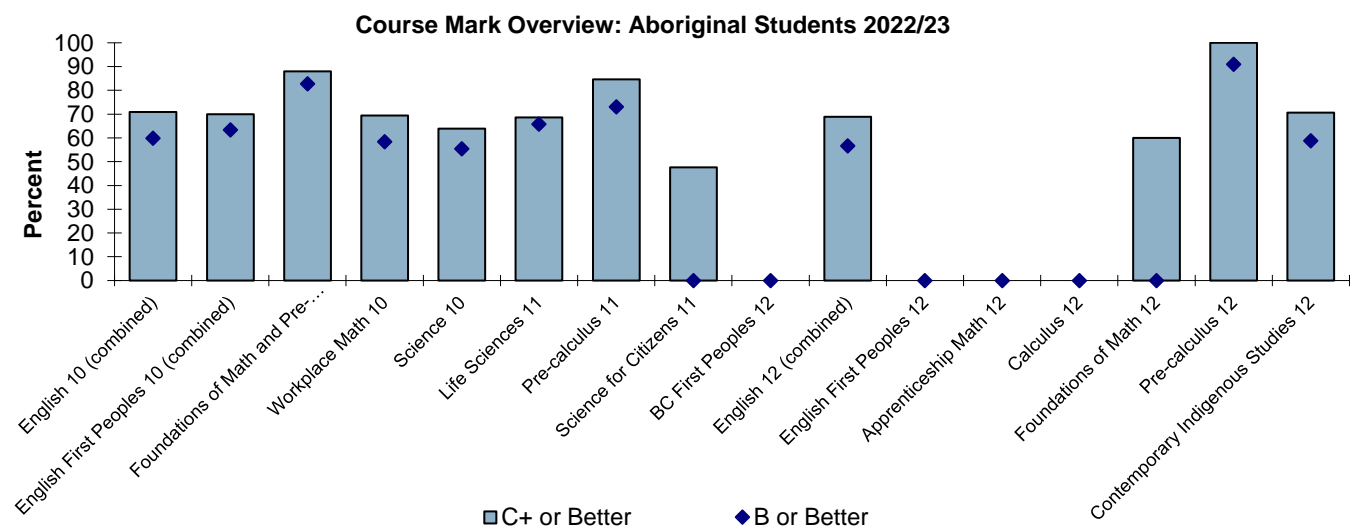
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	127	90	71	76	60	534	402	75	349	65
English First Peoples 10 (combined)*	60	42	70	38	63	181	148	82	126	70
Foundations of Math and Pre-calculus 10	58	51	88	48	83	263	213	81	192	73
Workplace Math 10	36	25	69	21	58	103	50	49	42	41
Science 10	83	53	64	46	55	363	255	70	227	63
Life Sciences 11	35	24	69	23	66	157	125	80	117	75
Pre-calculus 11	26	22	85	19	73	197	166	84	139	71
Science for Citizens 11	21	10	48	Msk	Msk	61	41	67	31	51
BC First Peoples 12	11	Msk	Msk	Msk	Msk	33	27	82	23	70
English 12 (combined)*	90	62	69	51	57	333	275	83	246	74
English First Peoples 12	12	Msk	Msk	Msk	Msk	25	18	72	15	60
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	64	62	97	57	89
Foundations of Math 12	20	12	60	Msk	Msk	53	33	62	29	55
Pre-calculus 12	11	11	100	10	91	127	107	84	96	76
Contemporary Indigenous Studies 12	17	12	71	10	59	46	42	91	38	83



Note:

For combined courses (as marked), the course mark count will be greater than the student count.
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

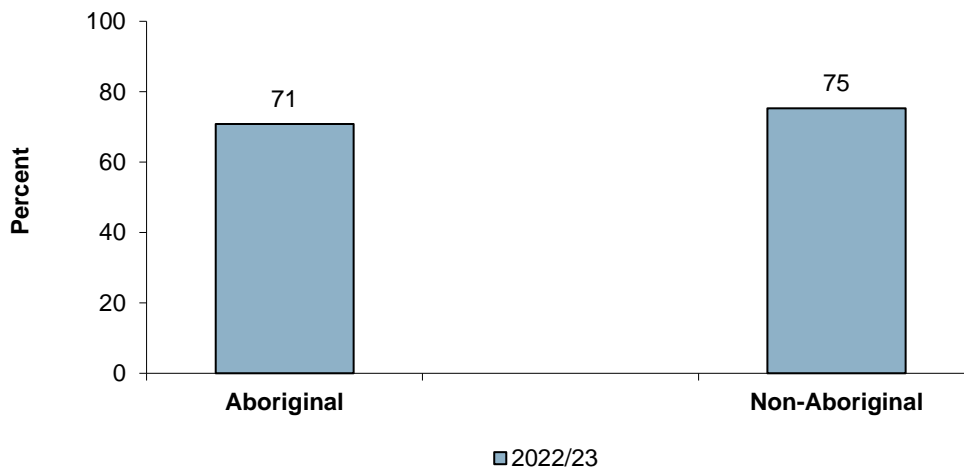
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	174	102	59	72	41	593	393	66	337	57
2020/21	177	117	66	99	56	580	464	80	376	65
2021/22	170	115	68	94	55	645	495	77	439	68
2022/23	127	90	71	76	60	534	402	75	349	65

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	174	92	149	25	593	305	562	31		
2020/21	177	119	Msk	Msk	580	325	556	24		
2021/22	170	111	156	14	645	361	607	38		
2022/23	127	111	115	12	534	374	508	26		

English 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 These courses carry 2 credits each and students are expected to take 2 courses.

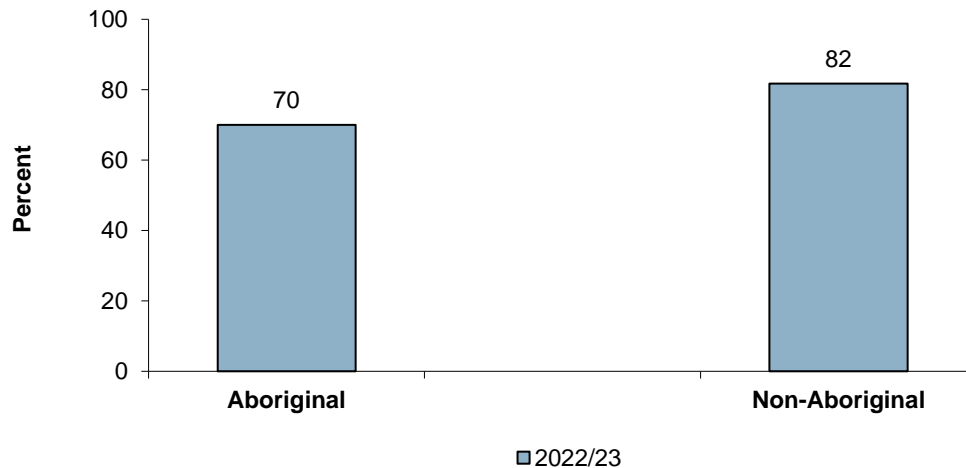
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	16	Msk	Msk	Msk	Msk	16	Msk	Msk	Msk	Msk
2021/22	18	Msk	Msk	Msk	Msk	26	14	54	12	46
2022/23	60	42	70	38	63	181	148	82	126	70

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	-	92	-	-	-	305	-	-		
2020/21	16	119	16	0	16	325	16	0		
2021/22	18	111	Msk	Msk	26	361	26	0		
2022/23	60	111	50	10	181	374	166	15		

English First Peoples 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

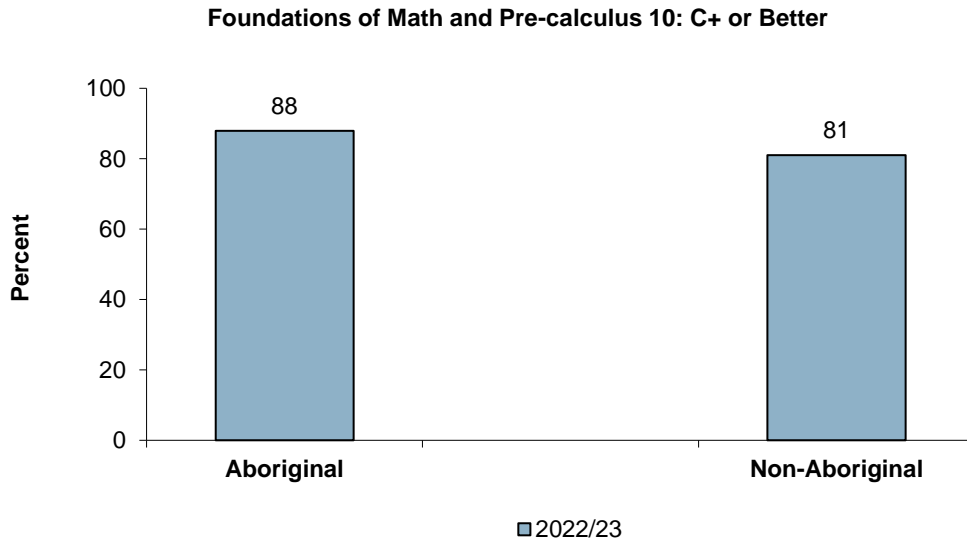
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	45	24	53	20	44	214	149	70	121	57
2020/21	55	35	64	24	44	236	169	72	151	64
2021/22	55	38	69	28	51	247	185	75	166	67
2022/23	58	51	88	48	83	263	213	81	192	73

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	45	92	Msk	Msk	214	305	197	17	
2020/21	55	119	45	10	236	325	224	12	
2021/22	55	111	Msk	Msk	247	361	232	15	
2022/23	58	111	Msk	Msk	263	374	249	14	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

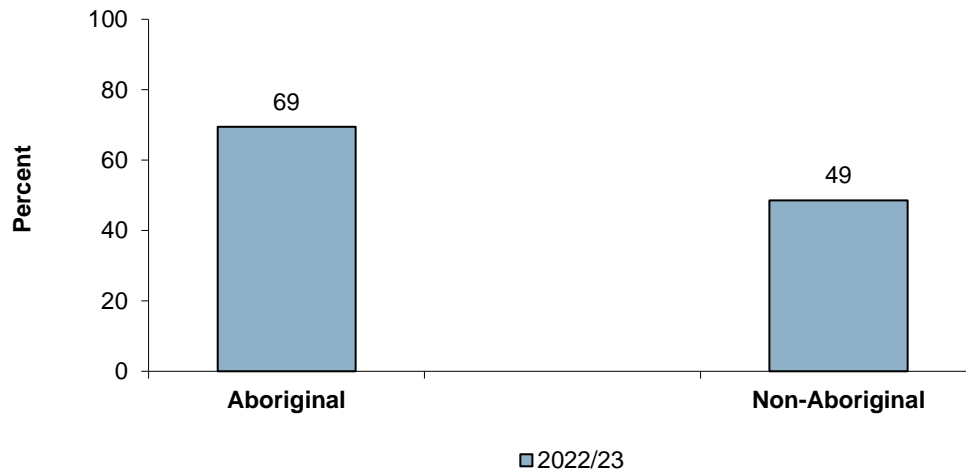
COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	44	22	50	18	41	92	44	48	35	38
2020/21	46	26	57	21	46	70	42	60	35	50
2021/22	33	20	61	14	42	105	79	75	59	56
2022/23	36	25	69	21	58	103	50	49	42	41

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	44	92	Msk	Msk	92	305	73	19		
2020/21	46	119	Msk	Msk	70	325	59	11		
2021/22	33	111	Msk	Msk	105	361	89	16		
2022/23	36	111	26	10	103	374	84	19		

Workplace Math 10: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

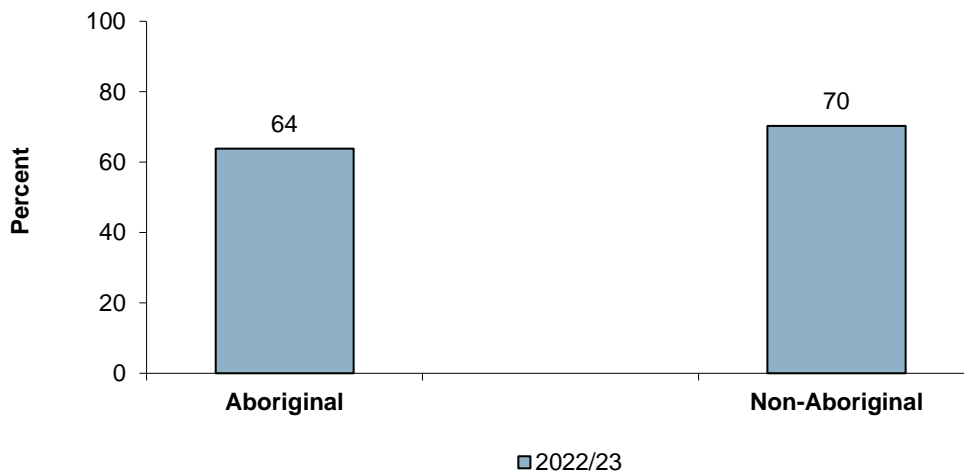
COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	72	33	46	25	35	277	178	64	154	56
2020/21	89	57	64	42	47	301	239	79	199	66
2021/22	87	58	67	49	56	332	238	72	201	61
2022/23	83	53	64	46	55	363	255	70	227	63

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	72	92	Msk	Msk	277	305	266	11		
2020/21	89	119	Msk	Msk	301	325	287	14		
2021/22	87	111	76	11	332	361	317	15		
2022/23	83	111	Msk	Msk	363	374	330	33		

Science 10: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

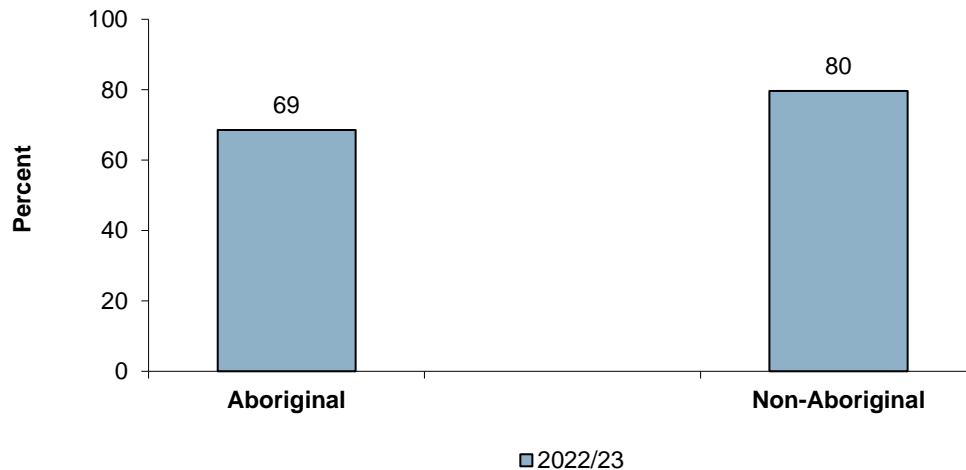
COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	39	25	64	22	56	169	132	78	108	64
2020/21	33	28	85	22	67	154	125	81	106	69
2021/22	37	25	68	20	54	171	127	74	106	62
2022/23	35	24	69	23	66	157	125	80	117	75

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	39	113	Msk	Msk	169	308	153	16		
2020/21	33	93	Msk	Msk	154	295	137	17		
2021/22	37	116	Msk	Msk	171	346	158	13		
2022/23	35	110	Msk	Msk	157	364	Msk	Msk		

Life Sciences 11: C+ or Better



Note:

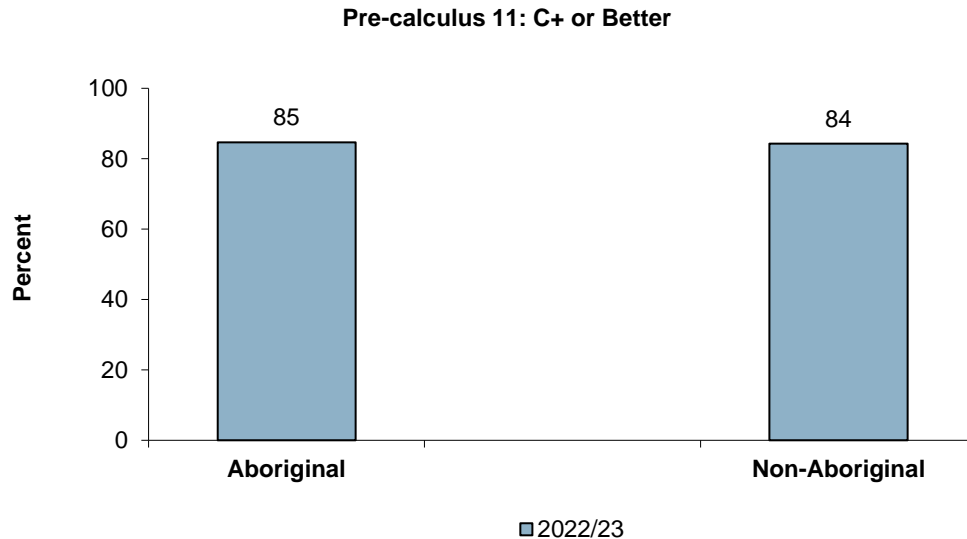
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	29	15	52	13	45	166	120	72	105	63
2020/21	29	18	62	17	59	148	116	78	101	68
2021/22	33	17	52	15	45	194	129	66	113	58
2022/23	26	22	85	19	73	197	166	84	139	71

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	29	113	Msk	Msk	166	308	151	15	
2020/21	29	93	Msk	Msk	148	295	121	27	
2021/22	33	116	Msk	Msk	194	346	175	19	
2022/23	26	110	Msk	Msk	197	364	170	27	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

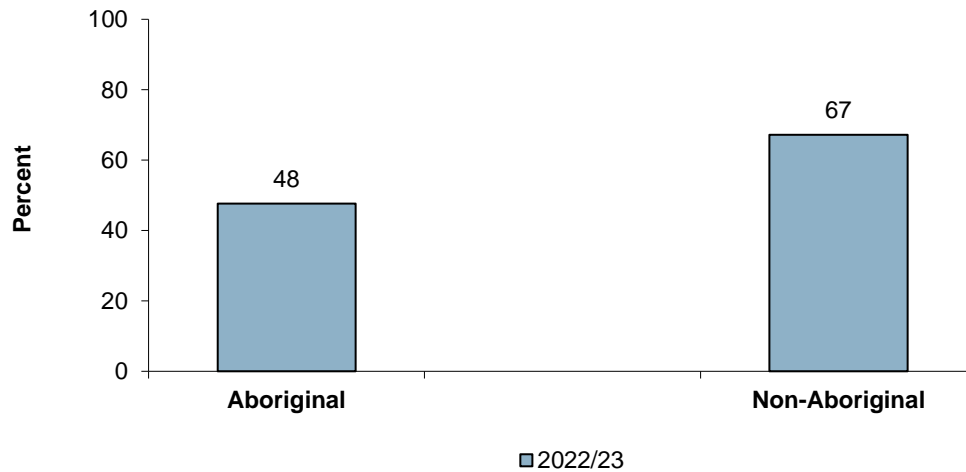
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	19	Msk	Msk	Msk	Msk	58	21	36	18	31
2020/21	15	13	87	Msk	Msk	30	18	60	12	40
2021/22	15	Msk	Msk	Msk	Msk	45	27	60	14	31
2022/23	21	10	48	Msk	Msk	61	41	67	31	51

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	19	113	Msk	Msk	58	308	38	20		
2020/21	15	93	Msk	Msk	30	295	Msk	Msk		
2021/22	15	116	Msk	Msk	45	346	29	16		
2022/23	21	110	10	11	61	364	44	17		

Science for Citizens 11: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

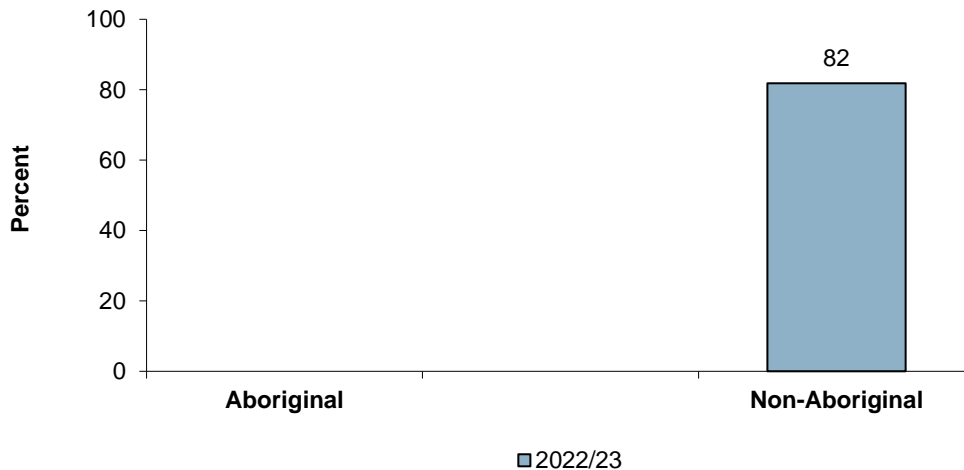
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	16	Msk	Msk	Msk	Msk	18	11	61	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	15	14	93	14	93
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	11	Msk	Msk	Msk	Msk	33	27	82	23	70

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	16	109	Msk	Msk	18	384	Msk	Msk		
2020/21	Msk	122	Msk	Msk	15	366	Msk	Msk		
2021/22	Msk	114	Msk	Msk	-	346	-	-		
2022/23	11	133	Msk	Msk	33	400	10	23		

BC First Peoples 12: C+ or Better



Note:

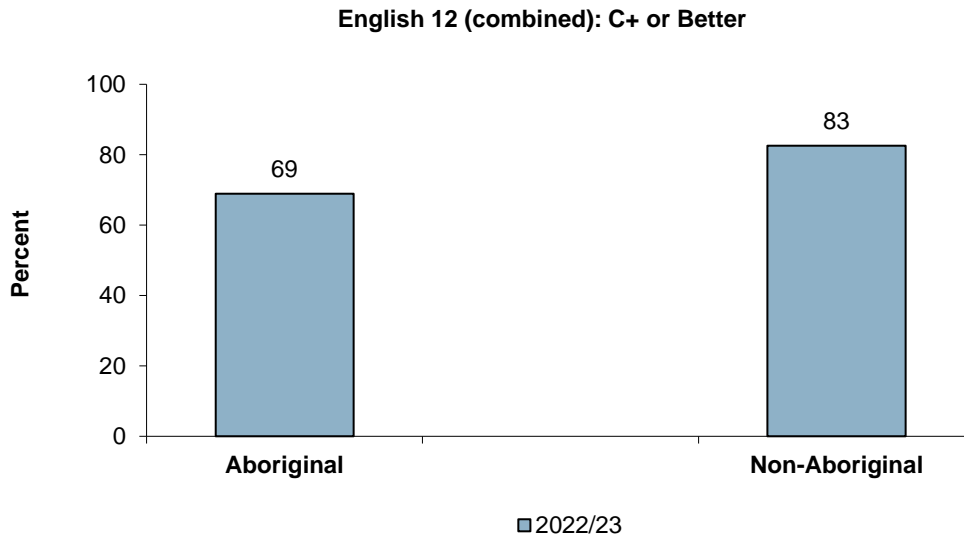
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	67	36	54	26	39	316	227	72	205	65
2020/21	82	49	60	40	49	304	248	82	208	68
2021/22	69	46	67	33	48	275	214	78	192	70
2022/23	90	62	69	51	57	333	275	83	246	74

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	67	109	54	13	316	384	270	46		
2020/21	82	122	Msk	Msk	304	366	265	39		
2021/22	69	114	59	10	275	346	234	41		
2022/23	90	133	78	12	333	400	294	39		



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

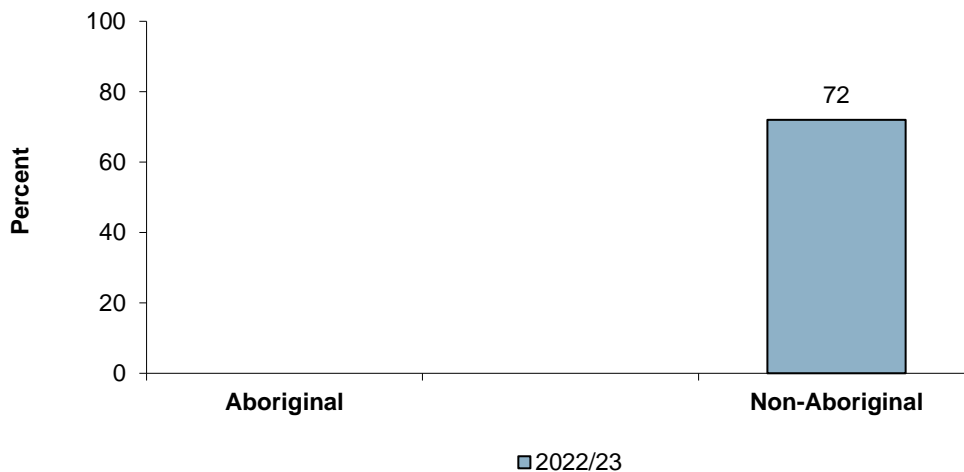
COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	16	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	12	Msk	Msk	Msk	Msk	25	18	72	15	60

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	15	109	Msk	Msk	Msk	384	Msk	Msk		
2020/21	Msk	122	Msk	Msk	16	366	Msk	Msk		
2021/22	Msk	114	Msk	Msk	Msk	346	Msk	Msk		
2022/23	12	133	Msk	Msk	25	400	15	10		

English First Peoples 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

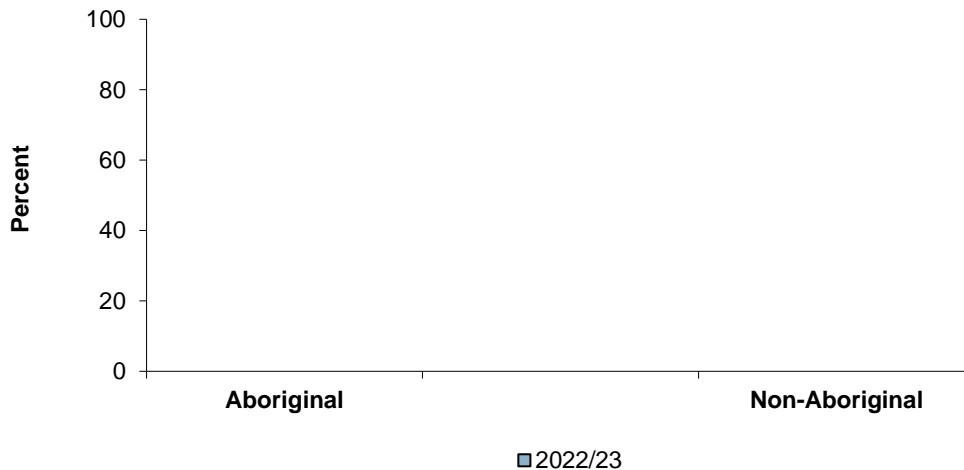
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	17	Msk	Msk	Msk	Msk	20	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	29	21	72	21	72
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	17	109	Msk	Msk	20	384	Msk	Msk		
2020/21	Msk	122	Msk	Msk	29	366	19	10		
2021/22	Msk	114	Msk	Msk	Msk	346	Msk	Msk		
2022/23	Msk	133	Msk	Msk	12	400	Msk	Msk		

Apprenticeship Math 12: C+ or Better



Note:

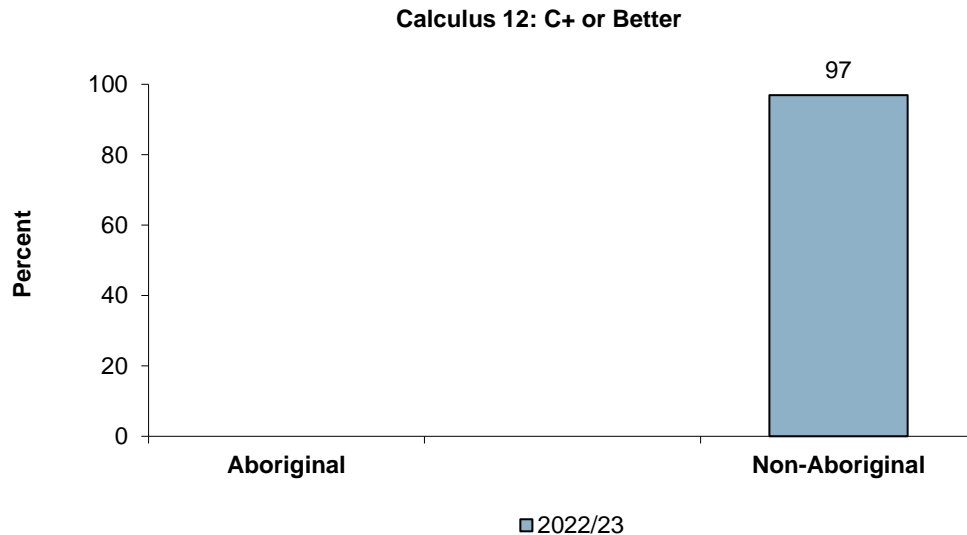
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	57	41	72	39	68
2020/21	Msk	Msk	Msk	Msk	Msk	38	27	71	24	63
2021/22	Msk	Msk	Msk	Msk	Msk	37	33	89	31	84
2022/23	Msk	Msk	Msk	Msk	Msk	64	62	97	57	89

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	Msk	109	Msk	Msk	57	384	57	0	
2020/21	Msk	122	Msk	Msk	38	366	Msk	Msk	
2021/22	Msk	114	Msk	Msk	37	346	Msk	Msk	
2022/23	Msk	133	Msk	Msk	64	400	44	20	



Note:

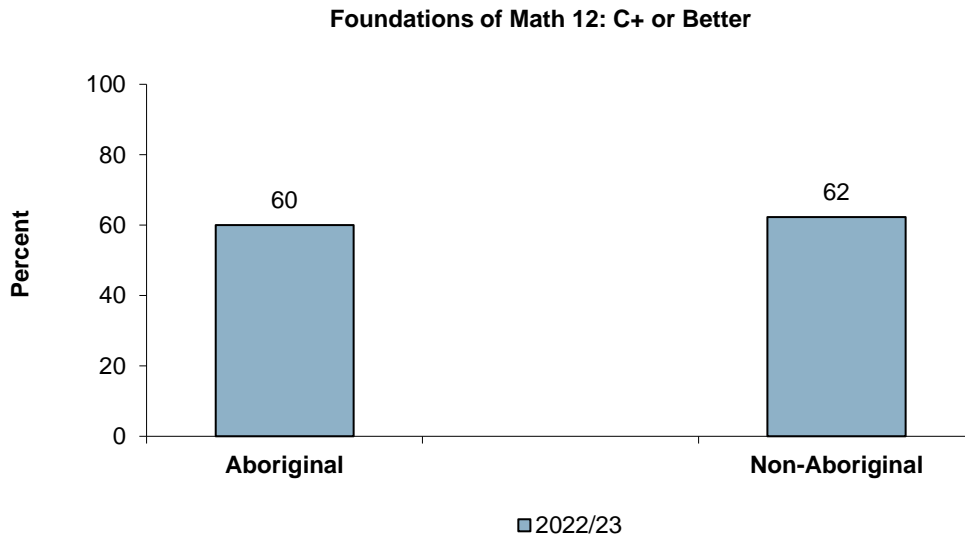
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	14	Msk	Msk	Msk	Msk	39	22	56	20	51
2020/21	11	Msk	Msk	Msk	Msk	46	30	65	30	65
2021/22	11	Msk	Msk	Msk	Msk	45	30	67	24	53
2022/23	20	12	60	Msk	Msk	53	33	62	29	55

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	14	109	Msk	Msk	39	384	Msk	Msk		
2020/21	11	122	11	0	46	366	Msk	Msk		
2021/22	11	114	Msk	Msk	45	346	Msk	Msk		
2022/23	20	133	20	0	53	400	Msk	Msk		



Note:

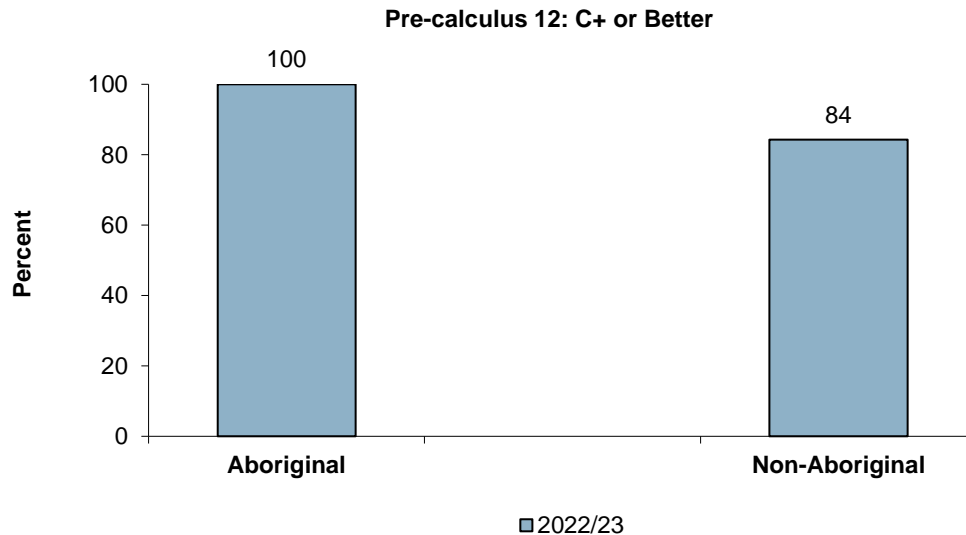
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	13	Msk	Msk	Msk	Msk	125	97	78	86	69
2020/21	18	16	89	14	78	127	103	81	91	72
2021/22	15	12	80	11	73	121	88	73	78	64
2022/23	11	11	100	10	91	127	107	84	96	76

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	13	109	Msk	Msk	125	384	Msk	Msk		
2020/21	18	122	18	0	127	366	Msk	Msk		
2021/22	15	114	15	0	121	346	110	11		
2022/23	11	133	11	0	127	400	111	16		



Note:

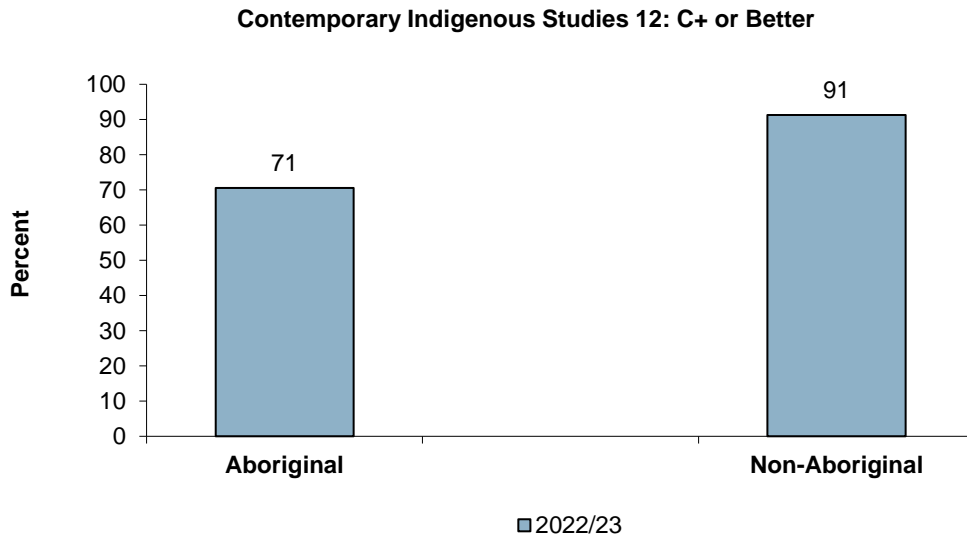
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	17	12	71	10	59	46	42	91	38	83

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	109	-	-	-	384	-	-		
2020/21	-	122	-	-	-	366	-	-		
2021/22	-	114	-	-	-	346	-	-		
2022/23	17	133	Msk	Msk	46	400	Msk	Msk		



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2018/19 - 2022/23

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

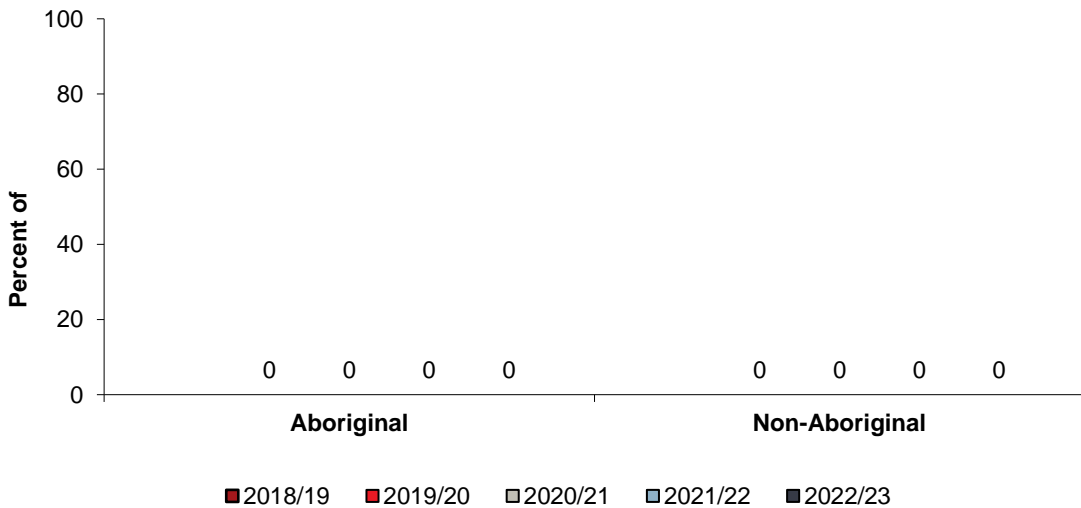
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal			
		C+ or Better		B or Better			C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2018/19	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-

List of First Nations Languages Courses in District:

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

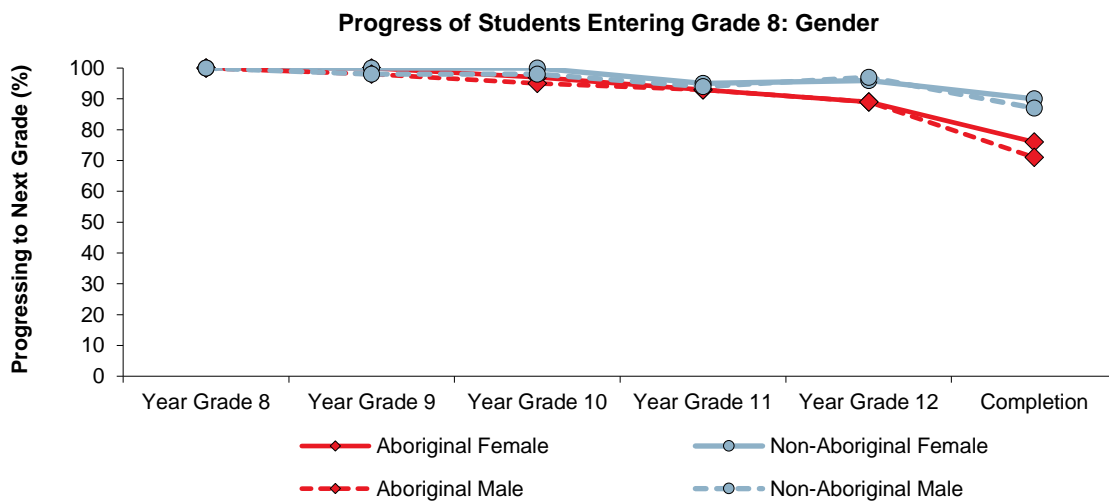
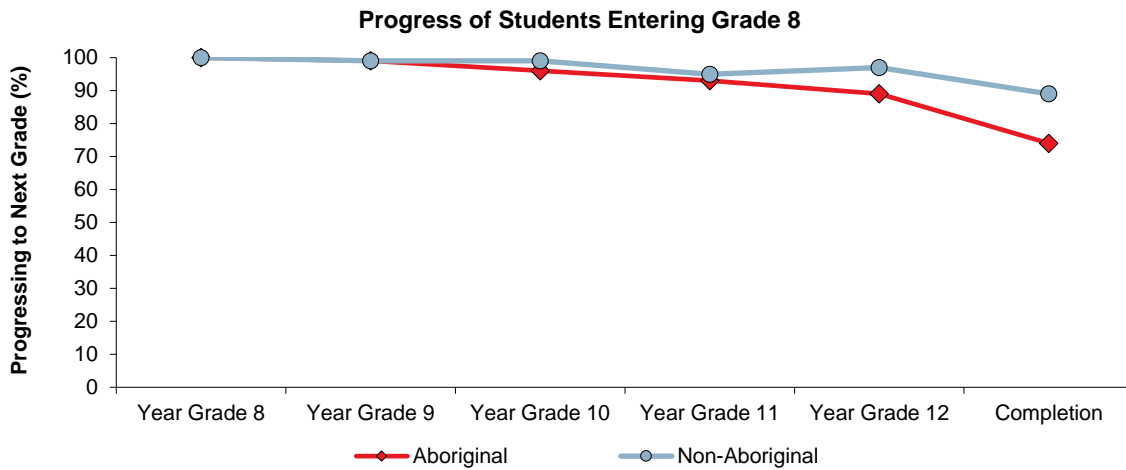
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any B.C. Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	98	99	100	98
	Grade 10	96	97	95	99	100	98
	Grade 11	93	93	93	95	95	94
	Grade 12	89	89	89	97	96	97
2022/23	Completion	74	76	71	89	90	87



FIVE-YEAR COMPLETION RATE, 2018/19 - 2022/23

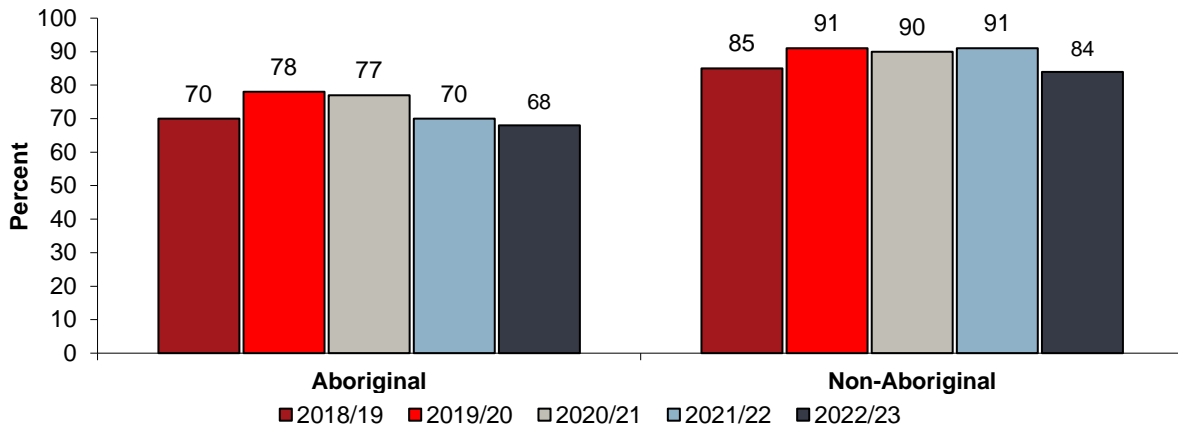
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

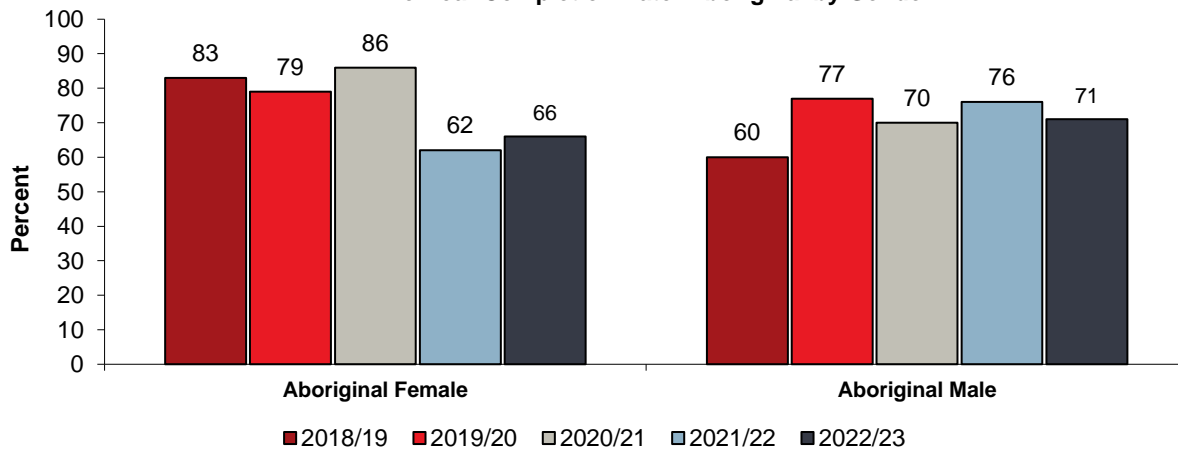
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	70	83	60	85	87	84
2019/20	78	79	77	91	90	92
2020/21	77	86	70	90	96	85
2021/22	70	62	76	91	88	93
2022/23	68	66	71	84	87	82

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



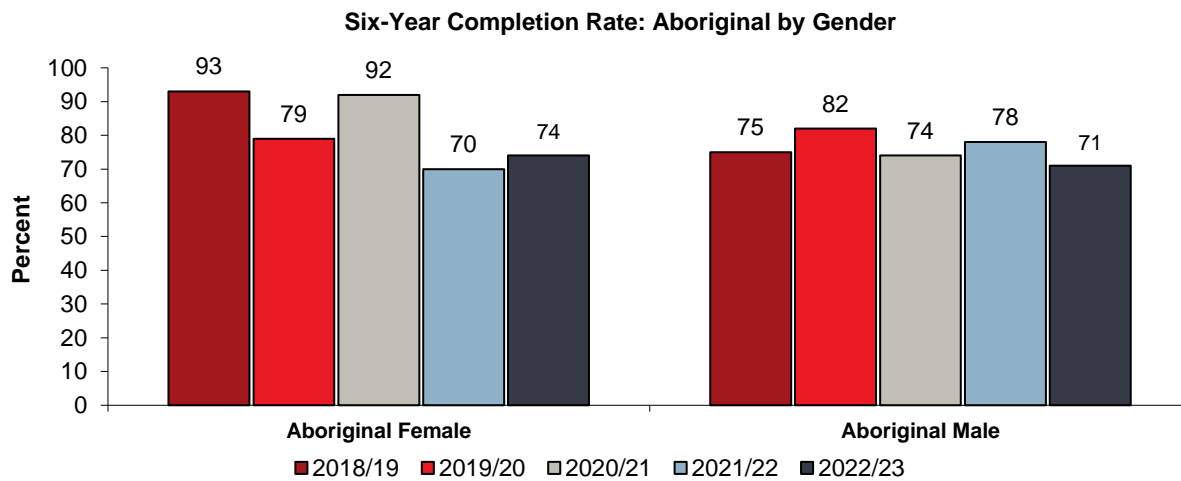
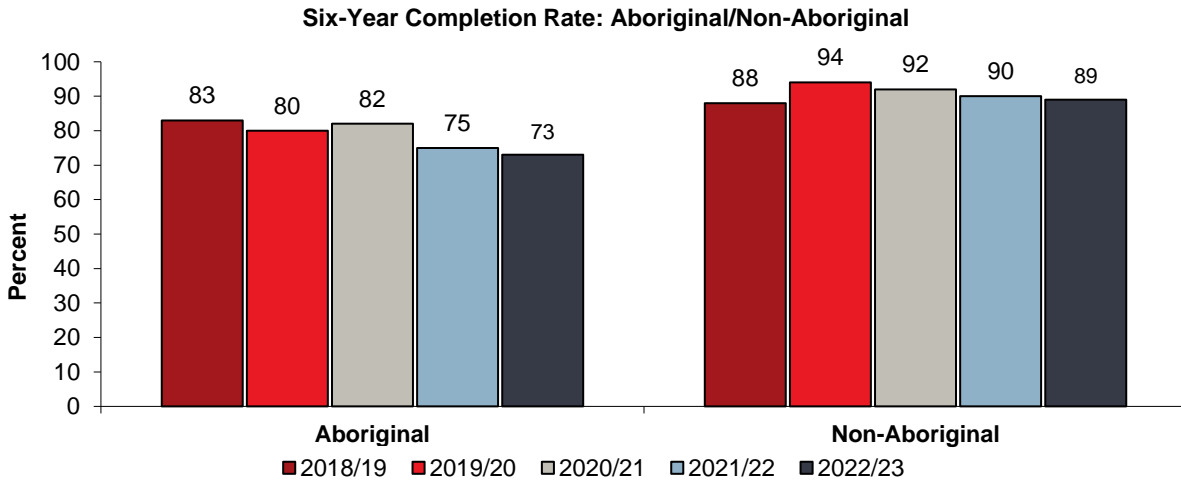
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	83	93	75	88	89	87
2019/20	80	79	82	94	93	95
2020/21	82	92	74	92	96	88
2021/22	75	70	78	90	88	93
2022/23	73	74	71	89	91	87



* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).

SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

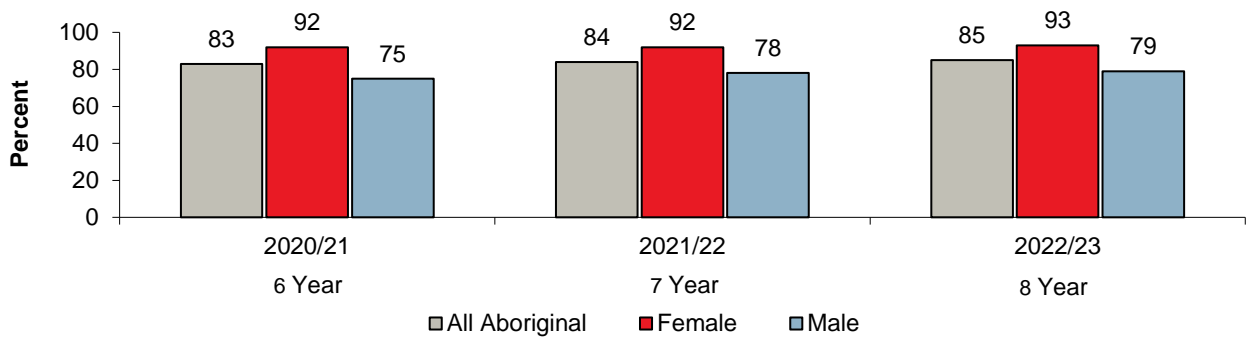
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2016/17 and 2017/18 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

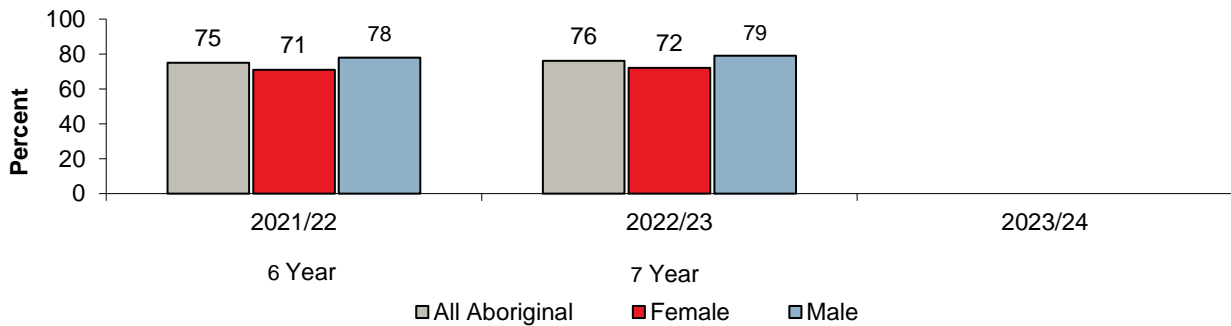
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	83	92	75	84	92	78	85	93	79
2016/17	75	71	78	76	72	79	-	-	-
2017/18	74	76	71	-	-	-	-	-	-

Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2016/17 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2017/18 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" is issued upon successful completion of the provincial graduation requirements.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	112	Msk	Msk	375	Msk	Msk
2019/20	101	-	-	364	Msk	Msk
2020/21	116	Msk	Msk	338	Msk	Msk
2021/22	109	Msk	Msk	333	Msk	Msk
2022/23	127	Msk	Msk	383	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	112	71	63	375	292	78
2019/20	101	62	61	364	289	79
2020/21	116	70	60	338	281	83
2021/22	109	62	57	333	240	72
2022/23	127	71	56	383	284	74

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

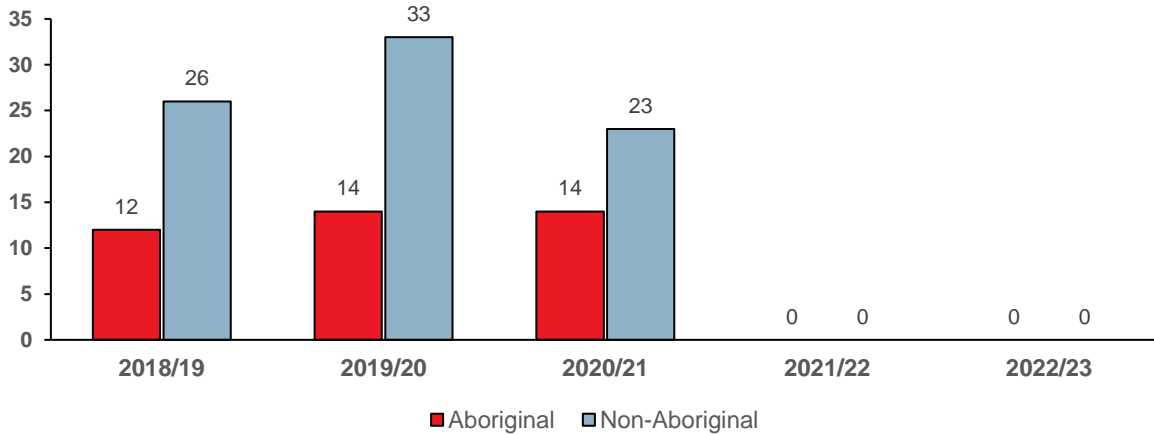
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

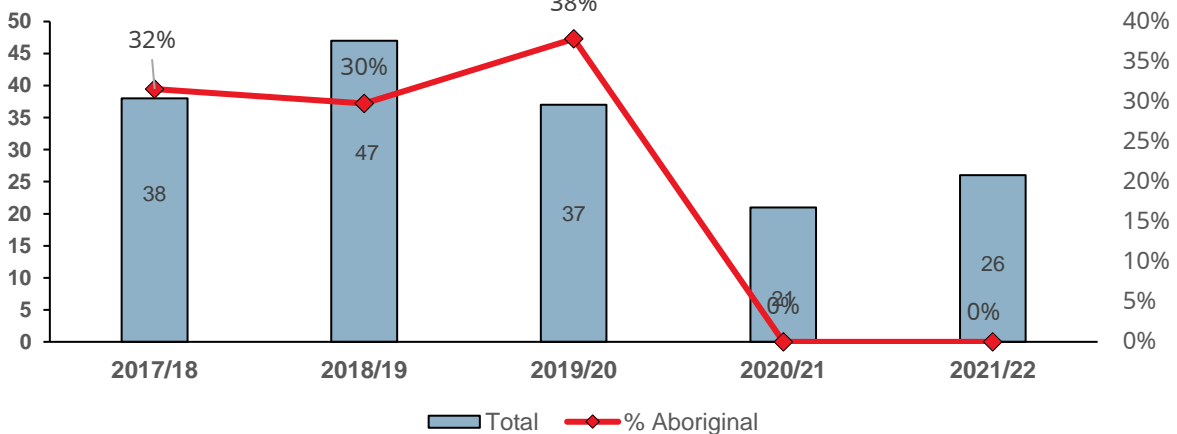
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	38		12	32	26	68
2019/20	47		14	30	33	70
2020/21	37		14	38	23	62
2021/22	21		Msk	Msk	Msk	Msk
2022/23	26		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	46
2019/20	Msk	Msk	Msk	36	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	-	Msk
2021/22	Msk	Msk	-	Msk	-	Msk	Msk	-
2022/23	Msk	Msk	-	Msk	-	Msk	Msk	Msk

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	Msk	Msk	Msk
2019/20	10	71	Msk	Msk	Msk	Msk
2020/21	10	71	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	-	-	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	10	38	Msk	Msk	11
2019/20	14	42	Msk	Msk	10	30
2020/21	14	61	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

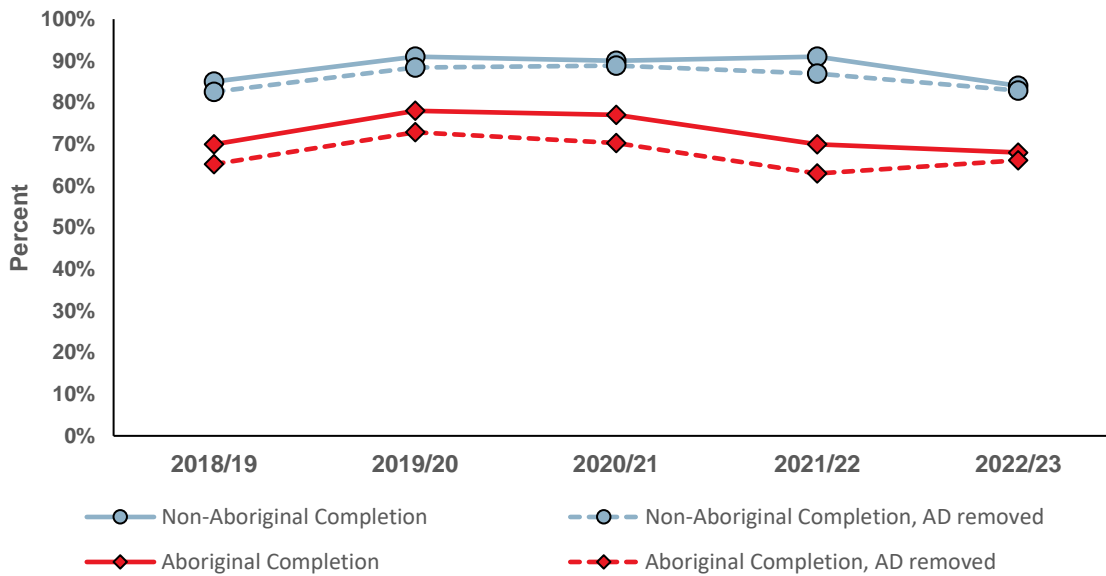
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	70	-5	65	85	-2	83
2019/20	78	-5	73	91	-3	88
2020/21	77	-7	70	90	-1	89
2021/22	70	-7	63	91	-4	87
2022/23	68	-2	66	84	-1	83

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

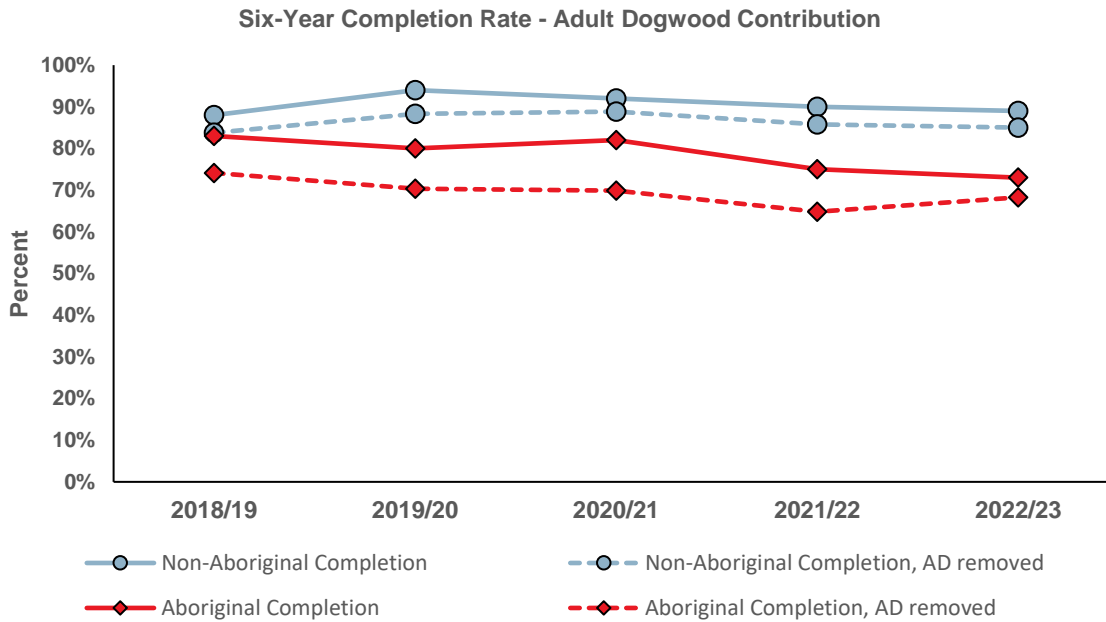
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	83	-9	74	88	-4	84
2019/20	80	-10	70	94	-6	88
2020/21	82	-12	70	92	-3	89
2021/22	75	-10	65	90	-4	86
2022/23	73	-5	68	89	-4	85



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

CYIC - Refers to a child or youth who is in the custody, care or guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement. The "CYIC (Ever)" dataset includes children who were "ever" identified as CYIC at any point from birth to their time in K-12. Note, however, that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the Ministry of Children and Family Development (MCFD) while enrolled in the B.C. school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset.

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the MCFD.

<https://mcf.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care>

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	190	107	56	83	44
2018/19	184	108	59	76	41
2019/20	201	120	60	81	40
2020/21	168	112	67	56	33
2021/22	156	95	61	61	39

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,220	107	9
2018/19	1,233	108	9
2019/20	1,277	120	9
2020/21	1,216	112	9
2021/22	1,231	95	8

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	62	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	54	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	52	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	71	Msk	Msk	Msk	Msk	Msk	84
2021/22	60	Msk	Msk	57	Msk	Msk	Msk

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	84	Msk	Msk	88	Msk	Msk	Msk
2018/19	93	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	79	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	100	Msk	Msk	Msk	Msk	Msk	100
2021/22	100	Msk	Msk	100	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track B.C. student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a B.C. Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the Student Transitions Project.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	54	100	13	24.1	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	71	100	21	29.6	10	14.1	Msk	Msk		
	2019/20	62	100	15	24.2	Msk	Msk				
	2020/21	68	100	17	25.0						
Non-Aboriginal	2017/18	283	100	95	33.6	25	8.8	18	6.4	Msk	Msk
	2018/19	285	100	106	37.2	26	9.1	12	4.2		
	2019/20	288	100	88	30.6	18	6.3				
	2020/21	278	100	88	31.7						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	54	100	-	-	-	-	-	-	-	-
	2018/19	71	100	-	-	-	-	-	-	-	-
	2019/20	62	100	-	-	-	-	-	-	-	-
	2020/21	68	100	-	-	-	-	-	-	-	-
Non-Aboriginal	2017/18	283	100	Msk	Msk	Msk	Msk	-	-	Msk	Msk
	2018/19	285	100	Msk	Msk	-	-	-	-		
	2019/20	288	100	Msk	Msk	Msk	Msk				
	2020/21	278	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track B.C. student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a B.C. Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the Student Transitions Project.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	54	100	-	-	Msk	Msk	-	-	-	-
	2018/19	71	100	-	-	-	-	-	-	-	-
	2019/20	62	100	Msk	Msk	-	-				
	2020/21	68	100	Msk	Msk						
Non-Aboriginal	2017/18	283	100	13	4.6	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	285	100	13	4.6	Msk	Msk	Msk	Msk		
	2019/20	288	100	13	4.5	Msk	Msk				
	2020/21	278	100	16	5.8						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	54	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	71	100	Msk	Msk	-	-	-	-		
	2019/20	62	100	Msk	Msk	Msk	Msk				
	2020/21	68	100	-	-						
Non-Aboriginal	2017/18	283	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	285	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	288	100	Msk	Msk	Msk	Msk				
	2020/21	278	100	Msk	Msk						

STUDENT LEARNING SURVEY RESULTS, 2018/19 - 2022/23

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

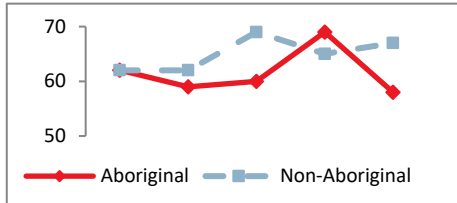
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

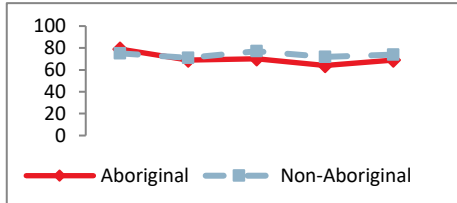
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



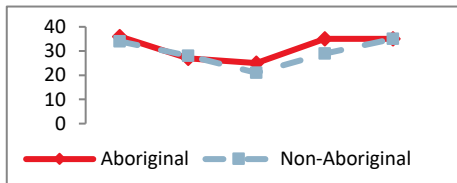
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	74	46	62	337	208	62
2019/20	74	44	59	273	169	62
2020/21	75	45	60	302	209	69
2021/22	70	48	69	289	188	65
2022/23	78	45	58	317	213	67

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	75	59	79	337	253	75
2019/20	72	50	69	271	192	71
2020/21	77	54	70	302	234	77
2021/22	70	45	64	288	208	72
2022/23	78	54	69	317	236	74

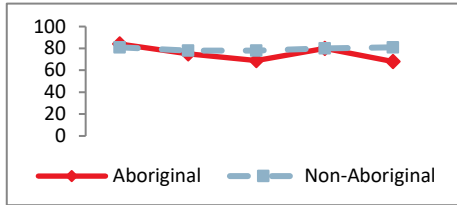
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	75	27	36	336	114	34
2019/20	74	20	27	267	74	28
2020/21	76	19	25	300	63	21
2021/22	68	24	35	285	84	29
2022/23	77	27	35	314	109	35

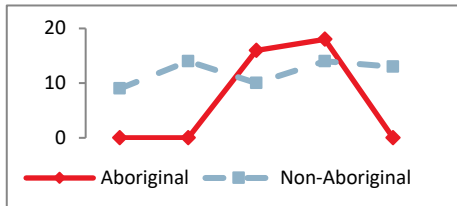
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



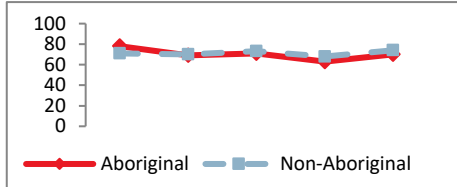
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	61	51	84	348	282	81
2019/20	55	41	75	287	223	78
2020/21	62	43	69	313	243	78
2021/22	60	48	80	297	237	80
2022/23	74	50	68	318	258	81

Have you ever felt bullied at school?



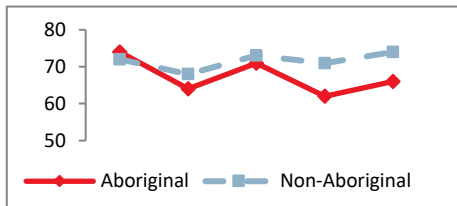
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	60	Msk	Msk	347	30	9
2019/20	56	Msk	Msk	288	41	14
2020/21	61	10	16	313	30	10
2021/22	60	11	18	296	42	14
2022/23	74	Msk	Msk	321	41	13

How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	72	50	69	332	236	71
2019/20	72	50	69	271	189	70
2020/21	76	54	71	299	217	73
2021/22	70	44	63	287	195	68
2022/23	76	53	70	311	230	74

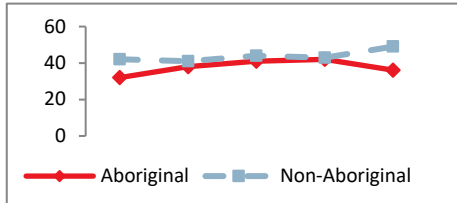
I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	74	55	74	330	236	72
2019/20	73	47	64	272	185	68
2020/21	77	55	71	299	219	73
2021/22	69	43	62	289	205	71
2022/23	77	51	66	310	228	74

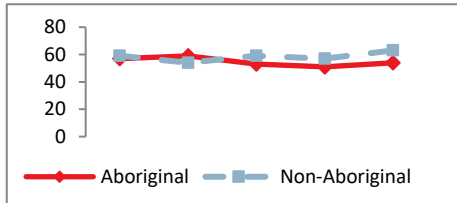
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



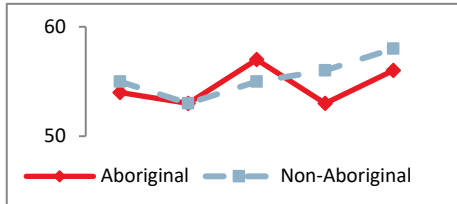
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	87	28	32	277	117	42
2019/20	79	30	38	301	123	41
2020/21	86	35	41	328	143	44
2021/22	85	36	42	334	145	43
2022/23	100	36	36	368	180	49

Do adults in the school treat all students fairly?



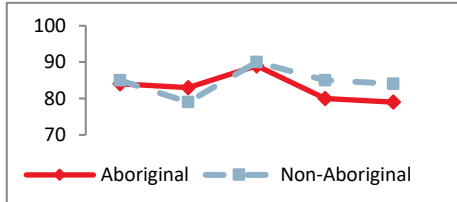
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	87	50	57	277	164	59
2019/20	80	47	59	300	161	54
2020/21	87	46	53	327	194	59
2021/22	85	43	51	333	191	57
2022/23	101	55	54	368	233	63

How many teachers help you with your schoolwork when you need it?



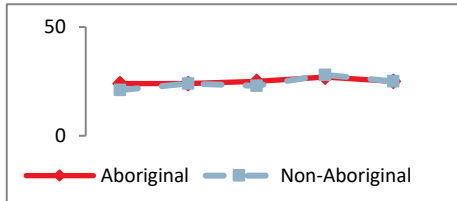
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	83	45 54	268	147 55
2019/20	78	41 53	294	155 53
2020/21	84	48 57	316	175 55
2021/22	86	46 53	331	185 56
2022/23	100	56 56	365	211 58

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	85	71	84	273	232	85
2019/20	78	65	83	297	234	79
2020/21	85	76	89	323	290	90
2021/22	84	67	80	325	275	85
2022/23	99	78	79	360	303	84

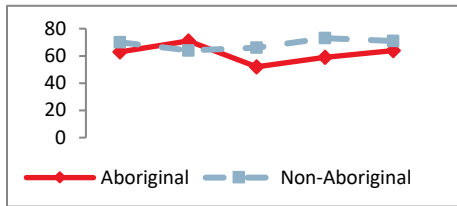
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	86	21	24	275	59	21
2019/20	79	19	24	302	73	24
2020/21	85	21	25	325	74	23
2021/22	85	23	27	332	93	28
2022/23	101	25	25	363	90	25

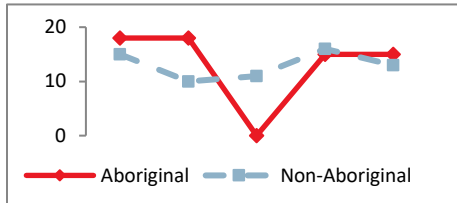
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



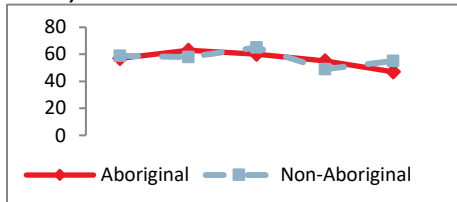
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	64	40	63	295	206	70
2019/20	68	48	71	312	199	64
2020/21	73	38	52	341	225	66
2021/22	81	48	59	336	244	73
2022/23	94	60	64	374	267	71

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



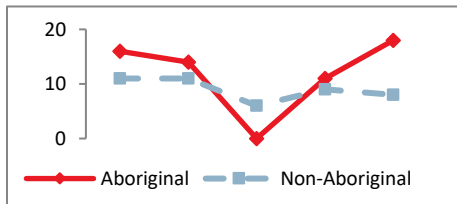
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	65	12	18	297	45	15
2019/20	68	12	18	311	32	10
2020/21	73	Msk	Msk	340	37	11
2021/22	81	12	15	338	54	16
2022/23	94	14	15	374	48	13

How many adults at your school care about you? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	86	49	57	276	162	59
2019/20	78	49	63	299	174	58
2020/21	86	52	60	326	213	65
2021/22	87	48	55	333	164	49
2022/23	101	47	47	366	203	55

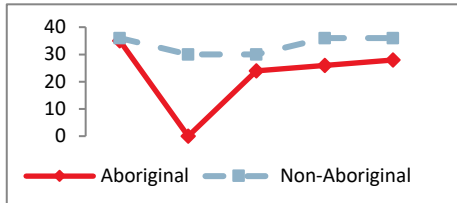
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	86	14	16	275	31	11
2019/20	77	11	14	300	32	11
2020/21	86	Msk	Msk	324	19	6
2021/22	87	10	11	332	30	9
2022/23	99	18	18	363	30	8

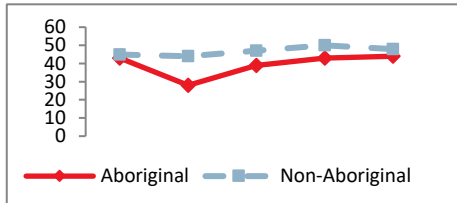
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



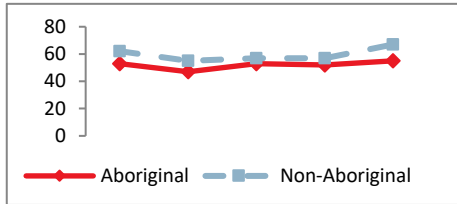
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	22	35	248	89	36
2019/20	60	Msk	Msk	236	70	30
2020/21	80	19	24	282	84	30
2021/22	69	18	26	277	99	36
2022/23	72	20	28	302	108	36

Do adults in the school treat all students fairly?



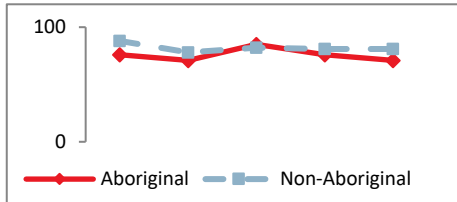
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	27	43	251	112	45
2019/20	60	17	28	236	105	44
2020/21	79	31	39	282	133	47
2021/22	69	30	43	280	141	50
2022/23	72	32	44	302	146	48

How many teachers help you with your schoolwork when you need it?



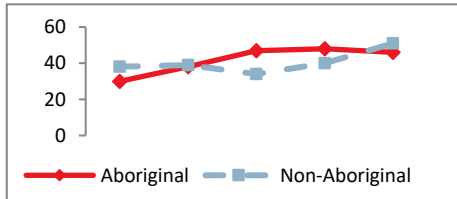
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	60	32	53	240	148	62
2019/20	59	28	47	229	125	55
2020/21	77	41	53	269	152	57
2021/22	69	36	52	280	160	57
2022/23	71	39	55	300	202	67

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	62	47	76	243	214	88
2019/20	59	42	71	235	184	78
2020/21	79	67	85	281	230	82
2021/22	68	52	76	267	217	81
2022/23	70	50	71	292	237	81

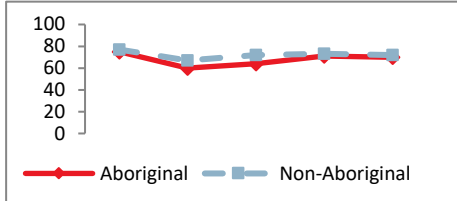
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	19	30	244	92	38
2019/20	58	22	38	236	92	39
2020/21	79	37	47	282	95	34
2021/22	66	32	48	276	111	40
2022/23	71	33	46	301	153	51

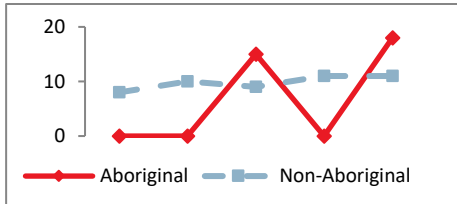
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



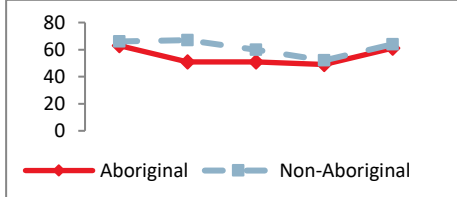
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	51	38	75	255	196	77
2019/20	52	31	60	242	162	67
2020/21	77	49	64	285	204	72
2021/22	63	45	71	280	203	73
2022/23	67	47	70	304	220	72

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



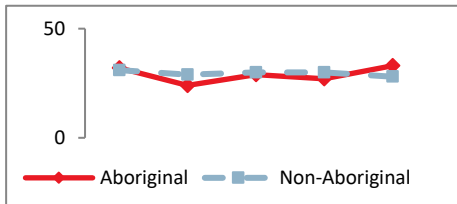
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	Msk	Msk	257	21	8
2019/20	52	Msk	Msk	241	23	10
2020/21	78	12	15	284	26	9
2021/22	64	Msk	Msk	282	32	11
2022/23	67	12	18	304	33	11

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



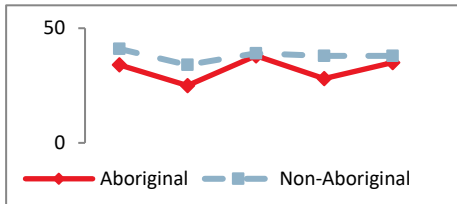
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	62	39	63	250	165	66
2019/20	61	31	51	237	158	67
2020/21	80	41	51	283	169	60
2021/22	69	34	49	280	146	52
2022/23	72	44	61	303	195	64

Are you satisfied that school is preparing you for a job in the future?



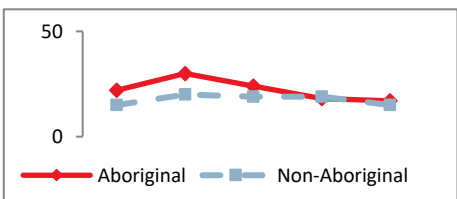
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	62	20	32	243	76	31
2019/20	59	14	24	236	69	29
2020/21	79	23	29	280	85	30
2021/22	67	18	27	268	81	30
2022/23	69	23	33	297	84	28

Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	61	21	34	243	99	41
2019/20	59	15	25	234	79	34
2020/21	78	30	38	280	108	39
2021/22	68	19	28	269	103	38
2022/23	69	24	35	296	111	38

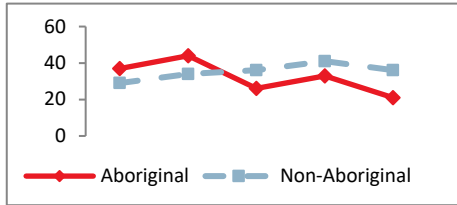
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	14	22	247	37	15
2019/20	60	18	30	236	47	20
2020/21	79	19	24	282	53	19
2021/22	68	12	18	281	52	19
2022/23	71	12	17	302	45	15

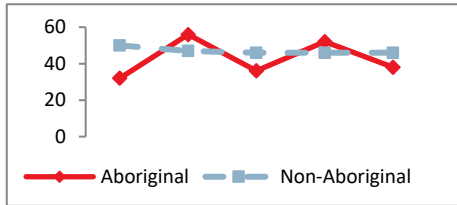
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



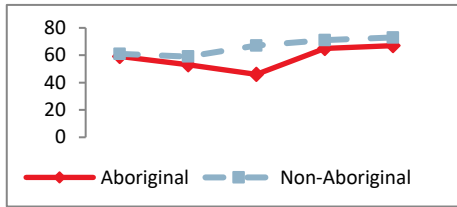
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	15	37	170	50	29
2019/20	36	16	44	162	55	34
2020/21	50	13	26	212	76	36
2021/22	33	11	33	170	70	41
2022/23	48	10	21	216	77	36

Do adults in the school treat all students fairly?



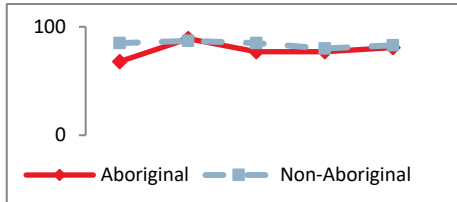
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	13	32	171	86	50
2019/20	36	20	56	161	75	47
2020/21	50	18	36	211	98	46
2021/22	33	17	52	170	78	46
2022/23	48	18	38	216	99	46

How many teachers help you with your schoolwork when you need it?



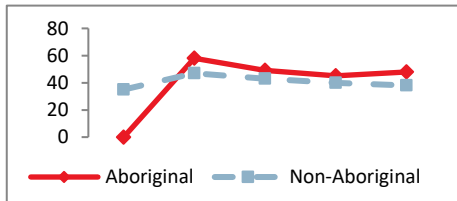
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2018/19	39	23 59	168	102 61
2019/20	36	19 53	159	94 59
2020/21	46	21 46	203	135 67
2021/22	31	20 65	169	120 71
2022/23	48	32 67	214	156 73

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times	Gr 12 Respondents #	All of the time or many times
	#	# %	#	# %
2018/19	41	28 68	166	141 85
2019/20	36	32 89	158	138 87
2020/21	48	37 77	212	180 85
2021/22	31	24 77	165	132 80
2022/23	47	38 81	203	168 83

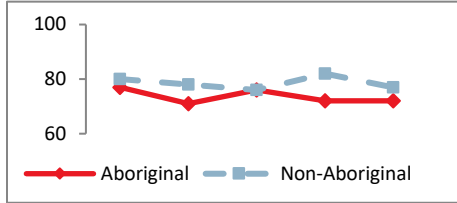
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times	Gr 12 Respondents #	All of the time or many times
	#	# %	#	# %
2018/19	41	Msk Msk	167	58 35
2019/20	36	21 58	161	76 47
2020/21	49	24 49	212	91 43
2021/22	31	14 45	167	67 40
2022/23	48	23 48	210	80 38

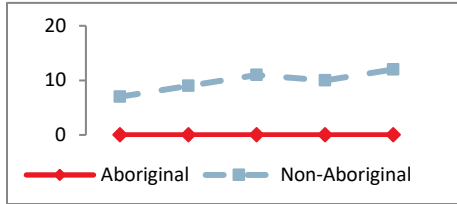
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



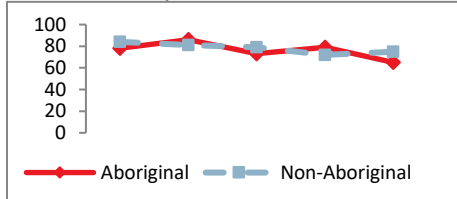
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	30	77	172	138	80
2019/20	35	25	71	159	124	78
2020/21	49	37	76	211	160	76
2021/22	32	23	72	170	139	82
2022/23	46	33	72	217	168	77

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



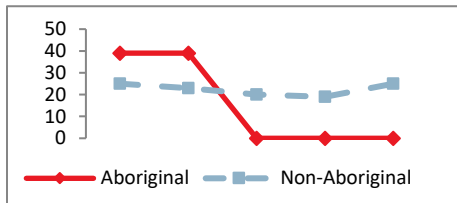
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	Msk	Msk	172	12	7
2019/20	35	Msk	Msk	158	14	9
2020/21	49	Msk	Msk	210	23	11
2021/22	32	Msk	Msk	168	17	10
2022/23	46	Msk	Msk	217	26	12

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



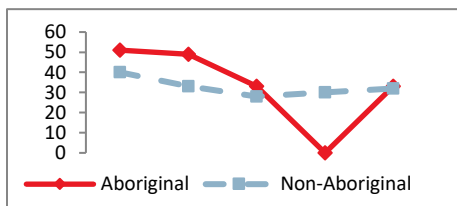
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	41	32	78	171	144	84
2019/20	36	31	86	162	132	81
2020/21	49	36	73	212	168	79
2021/22	33	26	79	171	123	72
2022/23	48	31	65	217	162	75

Are you satisfied that school is preparing you for a job in the future?



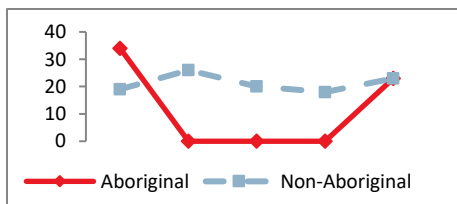
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	16	39	167	41	25
2019/20	36	14	39	158	36	23
2020/21	49	Msk	Msk	211	43	20
2021/22	31	Msk	Msk	166	32	19
2022/23	47	Msk	Msk	207	52	25

Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	21	51	166	66	40
2019/20	35	17	49	158	52	33
2020/21	49	16	33	211	59	28
2021/22	31	Msk	Msk	166	50	30
2022/23	46	15	33	207	66	32

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	14	34	170	32	19
2019/20	36	Msk	Msk	162	42	26
2020/21	50	Msk	Msk	210	41	20
2021/22	33	Msk	Msk	171	31	18
2022/23	48	11	23	217	49	23

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
CYIC	Children and Youth in Care. It refers to a child or youth who is in the custody, care of guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years “in the future”), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education and Child Care reports or otherwise publicly releases aggregated data. For more information please refer to: 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
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.

Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
Performance (Foundation Skills Assessment)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
Resident (student)	<p>Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools.</p> <ul style="list-style-type: none"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>
Students with Disabilities or Diverse Abilities (selected designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>