



# Aboriginal Report

## How Are We Doing?

### 2022/2023

**School District: 008**  
Kootenay Lake

**QUESTIONS/COMMENTS CONTACT:**

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BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

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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

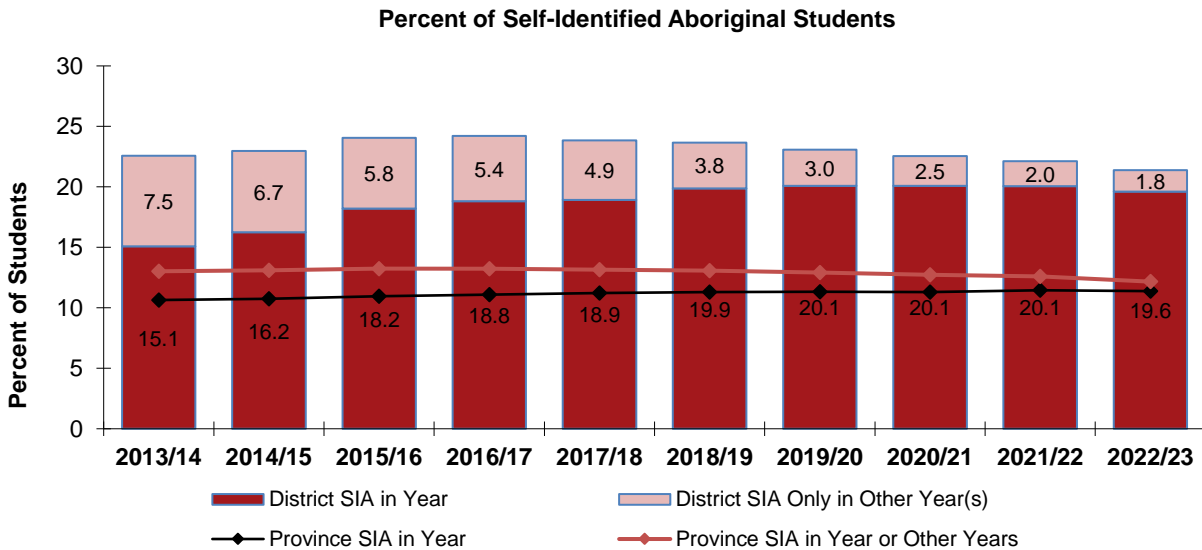
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	5,245	791	15.1	393	7.5	558,983	59,502	10.6	13,325	2.4
2014/15	5,157	838	16.2	346	6.7	552,786	59,382	10.7	13,068	2.4
2015/16	4,982	907	18.2	291	5.8	553,376	60,706	11.0	12,567	2.3
2016/17	4,950	932	18.8	267	5.4	557,625	61,801	11.1	11,979	2.1
2017/18	4,977	942	18.9	245	4.9	563,241	63,182	11.2	10,930	1.9
2018/19	4,953	985	19.9	187	3.8	568,982	64,326	11.3	10,009	1.8
2019/20	5,016	1,007	20.1	150	3.0	576,000	65,215	11.3	9,152	1.6
2020/21	4,925	989	20.1	122	2.5	568,285	64,272	11.3	8,037	1.4
2021/22	4,928	989	20.1	101	2.0	578,797	66,282	11.5	6,635	1.1
2022/23	4,917	964	19.6	87	1.8	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

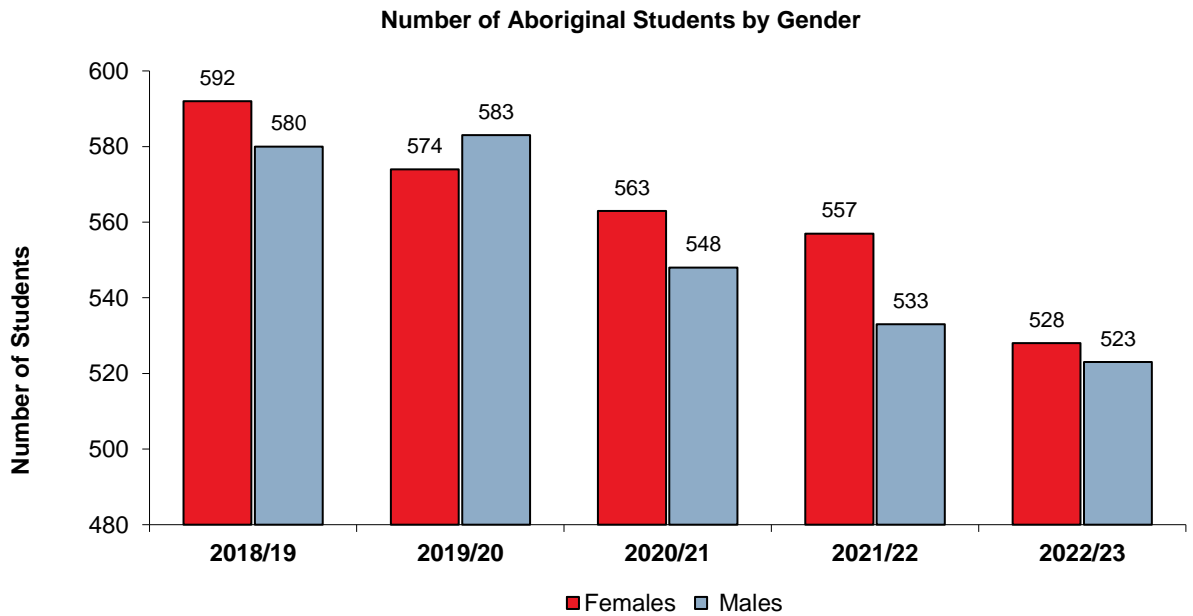
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education 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	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2018/19	4,953	1,172	23.7	592	12.0	580	11.7	74,335	36,874	37,461
2019/20	5,016	1,157	23.1	574	11.4	583	11.6	74,367	36,847	37,520
2020/21	4,925	1,111	22.6	563	11.4	548	11.1	72,309	35,901	36,408
2021/22	4,928	1,090	22.1	557	11.3	533	10.8	72,917	36,210	36,707
2022/23	4,917	1,051	21.4	528	10.7	523	10.6	71,838	35,586	36,252



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

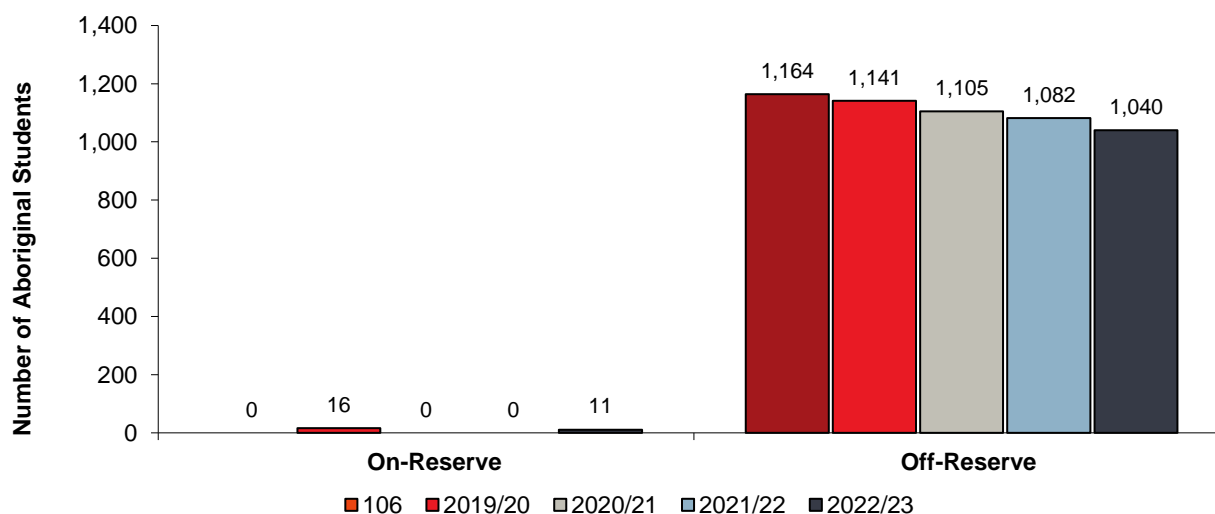
### September Count

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	1,172	MsK	MsK	MsK	586	578	1,164	7,993	66,342
2019/20	1,157	MsK	MsK	16	564	577	1,141	8,209	66,158
2020/21	1,111	MsK	MsK	MsK	560	545	1,105	7,752	64,557
2021/22	1,090	MsK	MsK	MsK	554	528	1,082	7,992	64,925
2022/23	1,051	MsK	MsK	11	524	516	1,040	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	1,152	MsK	MsK	MsK	568	576	1,144	8,007	66,275
2019/20	1,135	MsK	MsK	MsK	559	569	1,128	8,056	66,087
2020/21	1,101	MsK	MsK	MsK	557	537	1,094	7,713	64,505
2021/22	1,077	MsK	MsK	MsK	549	520	1,069	7,916	64,400
2022/23	1,026	MsK	MsK	MsK	509	510	1,019	8,001	63,477

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

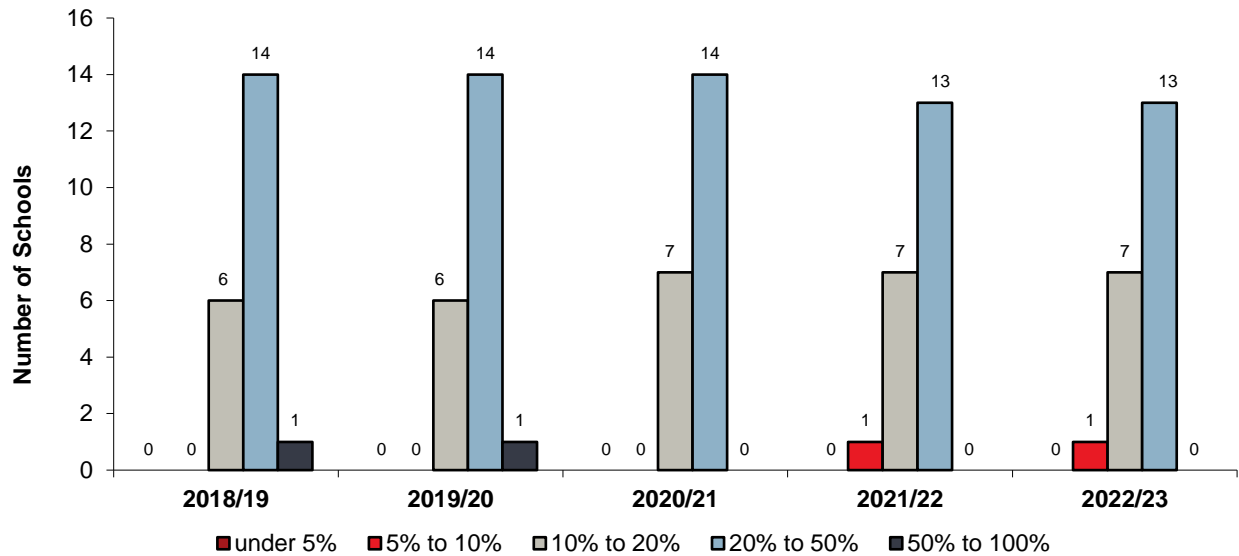


\* Public schools only

## 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	21	0	0	6	14	1	1,385	367	217	324	385	92
2019/20	21	0	0	6	14	1	1,389	382	217	318	378	94
2020/21	21	0	0	7	14	0	1,398	399	210	341	348	100
2021/22	21	0	1	7	13	0	1,405	402	240	338	330	95
2022/23	21	0	1	7	13	0	1,412	423	246	336	318	89

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

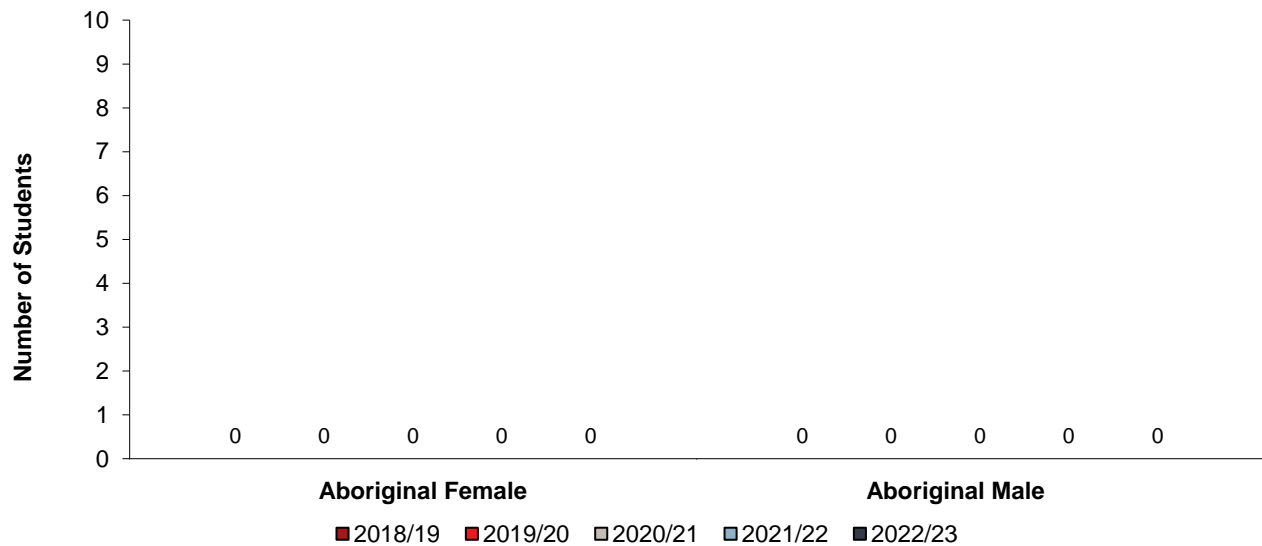


\* Public schools only

## 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	31	Msk	Msk	11	10	10	20	1,516	1,457	1,943	2,320
2019/20	29	Msk	Msk	13	Msk	Msk	16	1,580	1,508	2,114	2,525
2020/21	22	Msk	Msk	Msk	Msk	Msk	16	1,429	1,327	1,778	1,831
2021/22	20	Msk	Msk	Msk	Msk	Msk	15	1,454	1,262	1,761	1,631
2022/23	16	Msk	Msk	Msk	Msk	Msk	11	1,518	1,264	2,004	1,742

**SD Data: Number of Aboriginal Students in Alternate Programs**



\* Public schools only



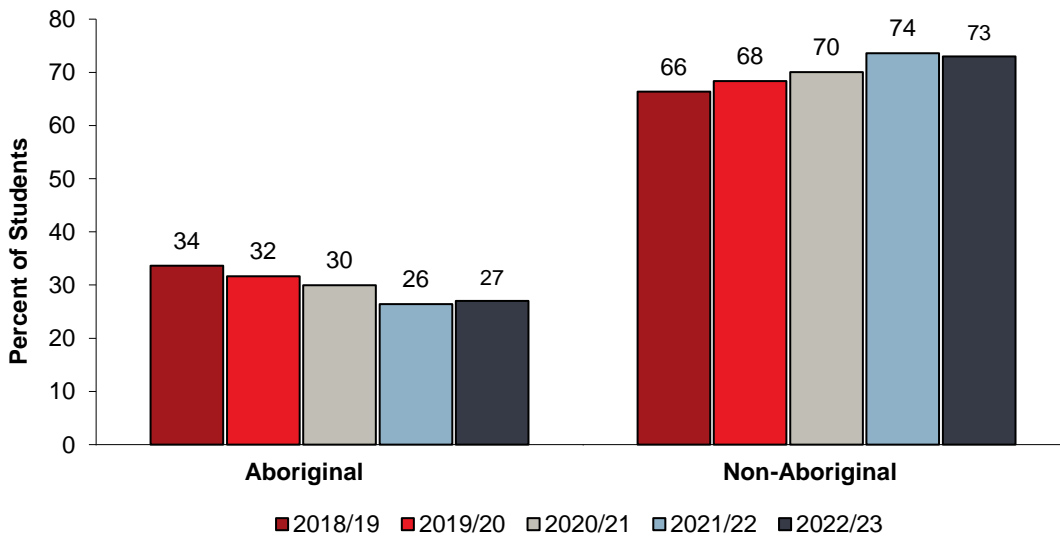
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	452	152	34	300	66
2019/20	477	151	32	326	68
2020/21	457	137	30	320	70
2021/22	439	116	26	323	74
2022/23	455	123	27	332	73

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

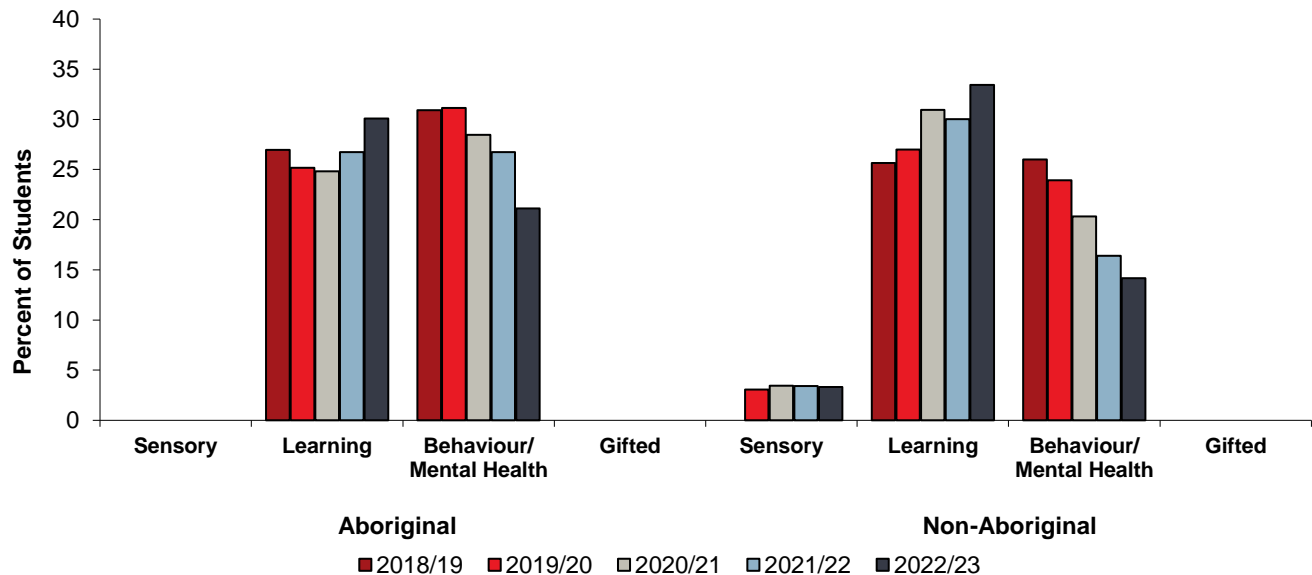


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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	152	300	Msk	Msk	Msk	Msk	41	27	77	26	47	31	78	26	0	0	0	0
2019/20	151	326	Msk	Msk	10	3	38	25	88	27	47	31	78	24	0	0	0	0
2020/21	137	320	Msk	Msk	11	3	34	25	99	31	39	28	65	20	0	0	0	0
2021/22	116	323	Msk	Msk	11	3	31	27	97	30	31	27	53	16	0	0	Msk	Msk
2022/23	123	332	Msk	Msk	11	3	37	30	111	33	26	21	47	14	0	0	0	0

**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).

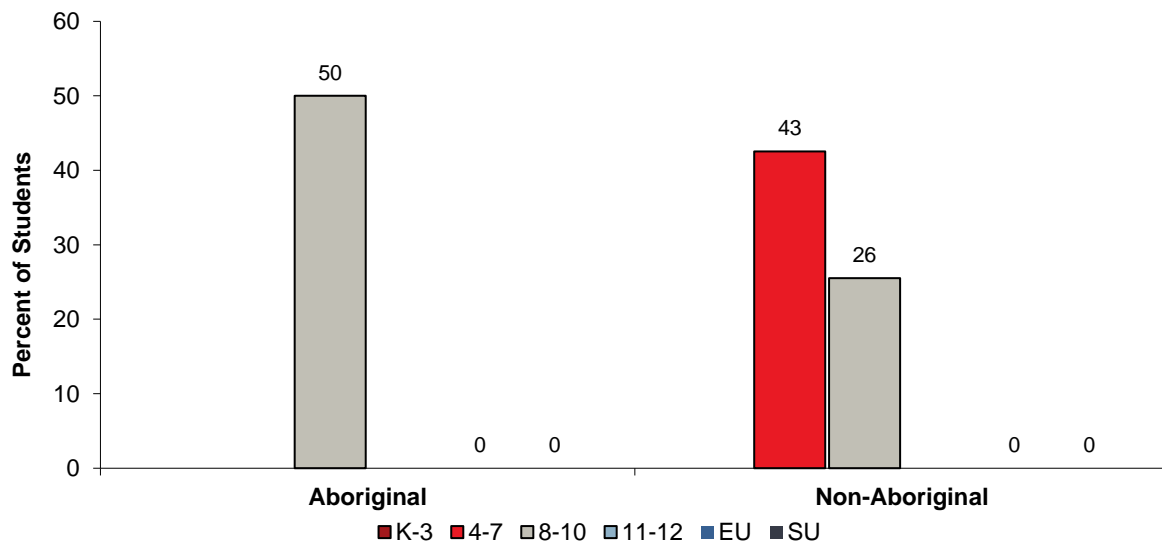
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	47	Msk	Msk	20	43	12	26	Msk	Msk	0	0	0	0
2019/20	47	Msk	Msk	22	47	Msk	Msk	12	26	0	0	0	0
2020/21	39	Msk	Msk	19	49	Msk	Msk	Msk	Msk	0	0	0	0
2021/22	31	Msk	Msk	14	45	10	32	Msk	Msk	0	0	0	0
2022/23	26	Msk	Msk	Msk	Msk	13	50	Msk	Msk	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	78	20	26	31	40	14	18	13	17	0	0	0	0
2019/20	78	23	29	29	37	15	19	11	14	0	0	0	0
2020/21	65	15	23	28	43	12	18	10	15	0	0	0	0
2021/22	53	Msk	Msk	25	47	17	32	Msk	Msk	0	0	0	0
2022/23	47	Msk	Msk	20	43	12	26	Msk	Msk	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.

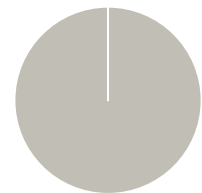
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	84	82	Msk	Msk	40	48	Msk	Msk
2019/20	53	77	Msk	Msk	33	62	Msk	Msk
2020/21	44	60	Msk	Msk	28	64	Msk	Msk
2021/22	49	78	Msk	Msk	35	71	Msk	Msk
2022/23	53	83	Msk	Msk	40	75	Msk	Msk

Grade 4: Aboriginal

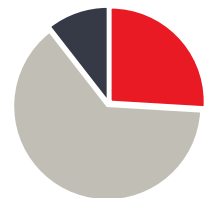


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

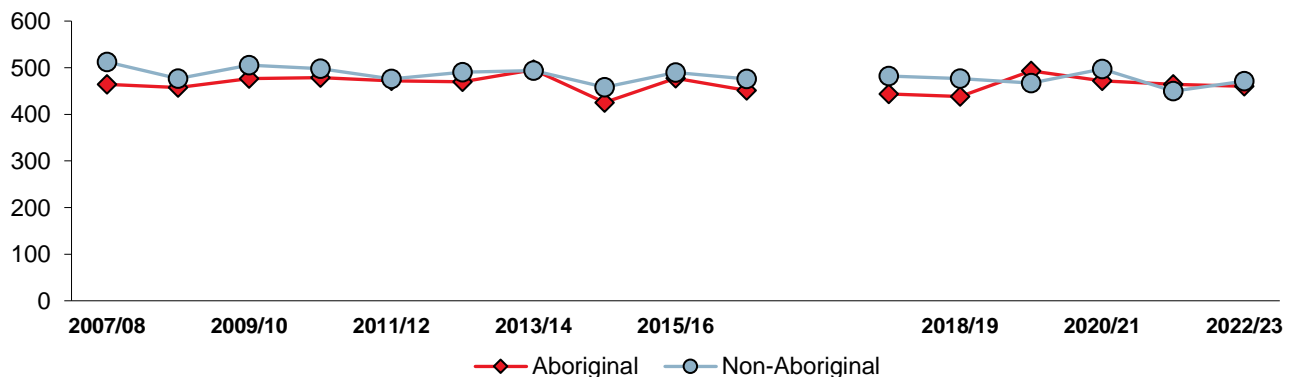
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	223	78	58	26	138	62	27	12
2019/20	226	85	57	25	145	64	24	11
2020/21	215	71	36	17	144	67	35	16
2021/22	198	80	58	29	129	65	11	6
2022/23	266	90	69	26	169	64	28	11

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.

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.

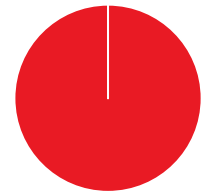
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	84	82	Msk	Msk	41	49	Msk	Msk
2019/20	54	78	Msk	Msk	34	63	Msk	Msk
2020/21	41	56	Msk	Msk	28	68	Msk	Msk
2021/22	50	79	Msk	Msk	33	66	Msk	Msk
2022/23	53	83	29	55	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

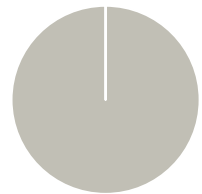


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

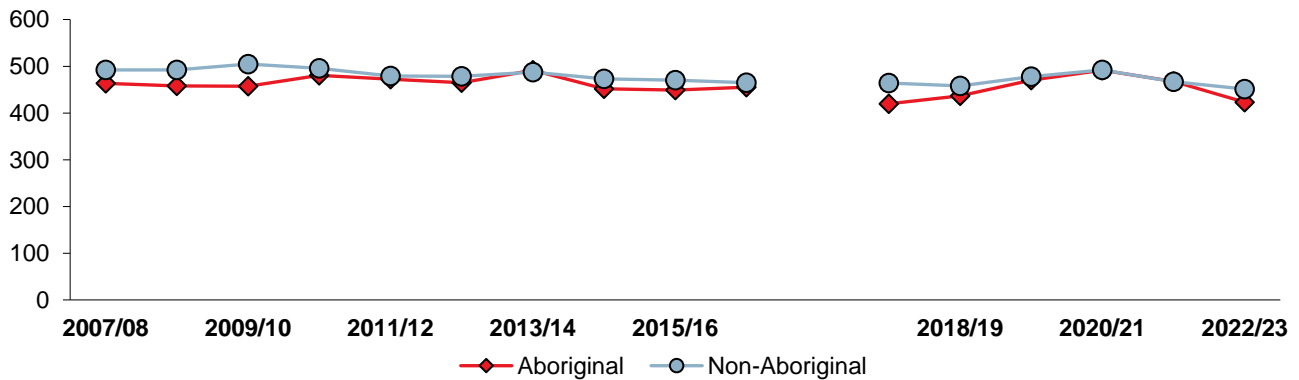
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	223	78	Msk	Msk	138	62	Msk	Msk
2019/20	225	84	67	30	148	66	10	4
2020/21	213	70	57	27	130	61	26	12
2021/22	204	82	75	37	117	57	12	6
2022/23	269	91	Msk	Msk	161	60	Msk	Msk

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.

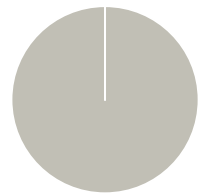
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	86	84	Msk	Msk	52	60	Msk	Msk
2019/20	92	85	Msk	Msk	60	65	Msk	Msk
2020/21	77	71	25	32	52	68	0	0
2021/22	77	76	33	43	44	57	0	0
2022/23	50	77	Msk	Msk	26	52	0	0

Grade 7: Aboriginal

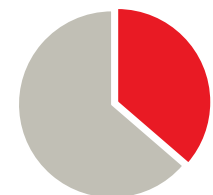


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

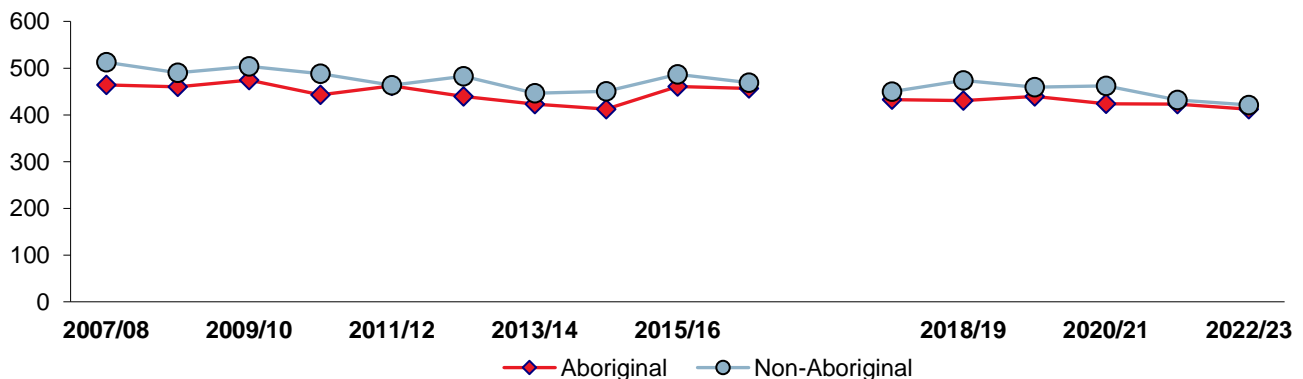
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	230	80	43	19	176	77	11	5
2019/20	235	80	Msk	Msk	163	69	Msk	Msk
2020/21	218	76	45	21	173	79	0	0
2021/22	257	83	Msk	Msk	163	63	Msk	Msk
2022/23	245	82	89	36	156	64	0	0

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	84	82	47	56	Msk	Msk	Msk	Msk
2019/20	87	81	Msk	Msk	40	46	Msk	Msk
2020/21	77	71	39	51	Msk	Msk	Msk	Msk
2021/22	75	74	41	55	Msk	Msk	Msk	Msk
2022/23	48	74	31	65	Msk	Msk	Msk	Msk

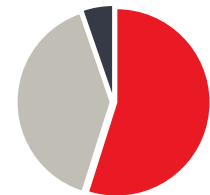


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

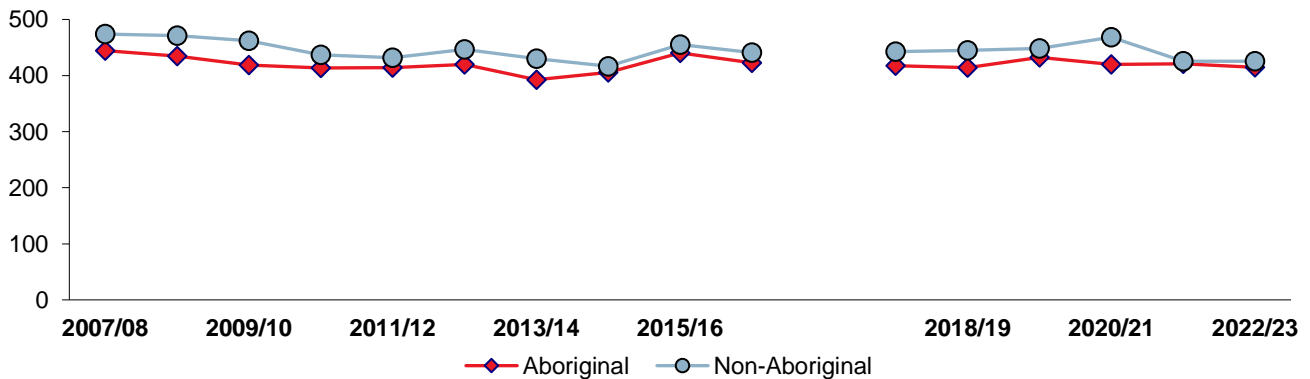
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	229	80	99	43	118	52	12	5
2019/20	233	80	97	42	121	52	15	6
2020/21	224	78	81	36	113	50	30	13
2021/22	254	82	127	50	112	44	15	6
2022/23	246	83	135	55	98	40	13	5



■ 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	47	49	Msk	Msk	24	51	Msk	Msk	0	0		
Non-Aboriginal	167	54	46	28	81	49	Msk	Msk	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	31	31	Msk	Msk	12	39	Msk	Msk	Msk	Msk		
Non-Aboriginal	105	36	Msk	Msk	38	36	42	40	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	77	80	Msk	Msk	33	43	22	29	Msk	Msk		
Non-Aboriginal	228	80	Msk	Msk	103	45	66	29	Msk	Msk		

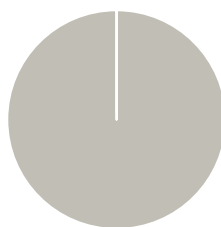
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	80	78	Msk	Msk	40	50	17	21	Msk	Msk		
Non-Aboriginal	264	82	54	20	110	42	85	32	15	6		

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

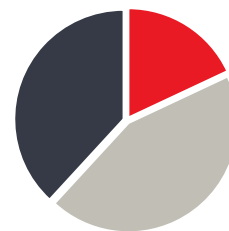
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	95	86	Msk	Msk	50	53	28	29	Msk	Msk		
Non-Aboriginal	283	84	51	18	124	44	95	34	13	5		

**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	38	38	Msk	Msk	11	29	23	61	Msk	Msk		
Non-Aboriginal	113	39	Msk	Msk	28	25	73	65	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	77	80	Msk	Msk	23	30	50	65	Msk	Msk		
Non-Aboriginal	247	87	12	5	57	23	154	62	24	10		

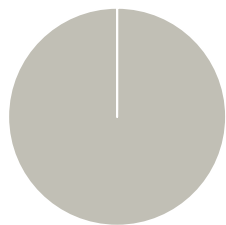
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	85	83	Msk	Msk	12	14	60	71	Msk	Msk		
Non-Aboriginal	289	89	22	8	73	25	178	62	16	6		

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

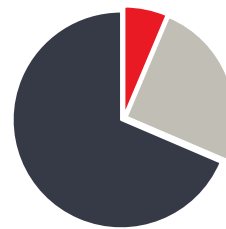
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	94	85	Msk	Msk	25	27	54	57	Msk	Msk		
Non-Aboriginal	299	89	19	6	75	25	180	60	25	8		

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>

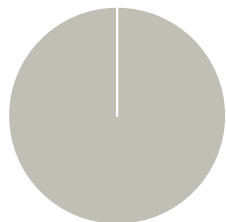
### 2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	86	80	Msk	Msk	30	35	50	58	Msk	Msk
Non-Aboriginal	264	78	Msk	Msk	68	26	153	58	Msk	Msk

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

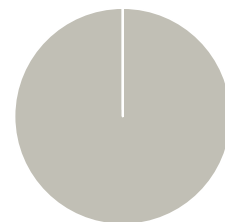
School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	73	73	Msk	Msk	22	30	48	66	Msk	Msk
Non-Aboriginal	242	73	Msk	Msk	58	24	142	59	Msk	Msk

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

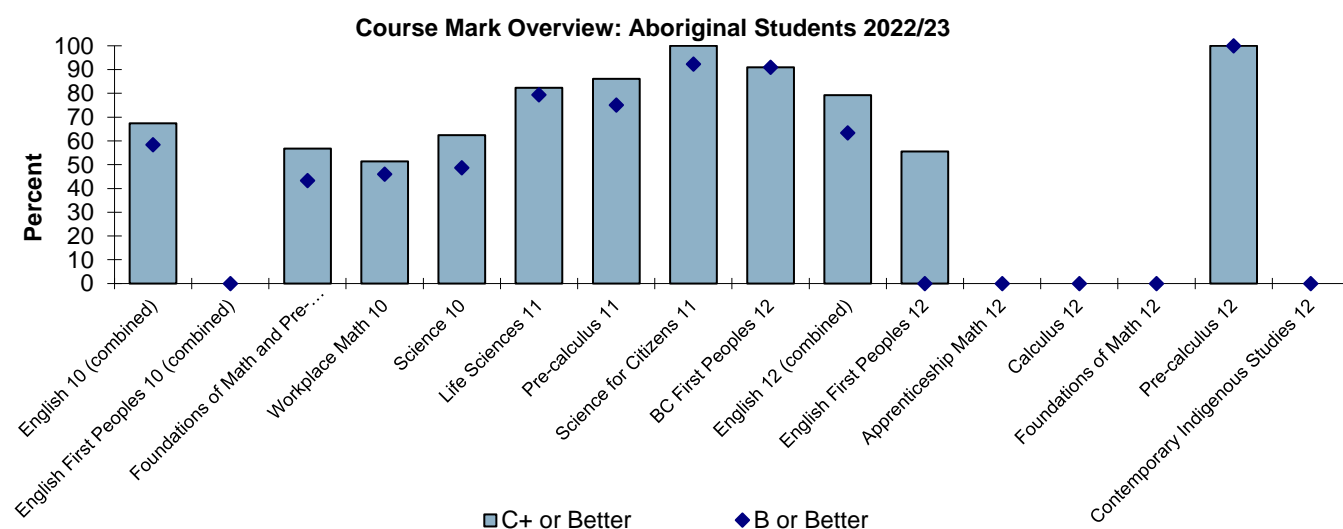
## COURSE MARK RESULTS 2022/23: OVERVIEW

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)*	202	136 67	118 58	635	508 80	442 70				
English First Peoples 10 (combined)*	11	Msk Msk	Msk Msk	23	15 65	14 61				
Foundations of Math and Pre-calculus 10	74	42 57	32 43	254	183 72	157 62				
Workplace Math 10	37	19 51	17 46	74	50 68	38 51				
Science 10	109	68 62	53 49	342	260 76	219 64				
Life Sciences 11	34	28 82	27 79	138	108 78	96 70				
Pre-calculus 11	36	31 86	27 75	179	135 75	122 68				
Science for Citizens 11	13	13 100	12 92	14	11 79	11 79				
BC First Peoples 12	11	10 91	10 91	16	16 100	12 75				
English 12 (combined)*	82	65 79	52 63	268	214 80	186 69				
English First Peoples 12	18	10 56	Msk Msk	33	19 58	12 36				
Apprenticeship Math 12	Msk	Msk Msk	Msk Msk	Msk	Msk Msk	Msk Msk				
Calculus 12	Msk	Msk Msk	Msk Msk	15	13 87	12 80				
Foundations of Math 12	Msk	Msk Msk	Msk Msk	23	15 65	10 43				
Pre-calculus 12	21	21 100	21 100	83	75 90	71 86				
Contemporary Indigenous Studies 12	-	- -	- -	-	- -	- -				



**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.

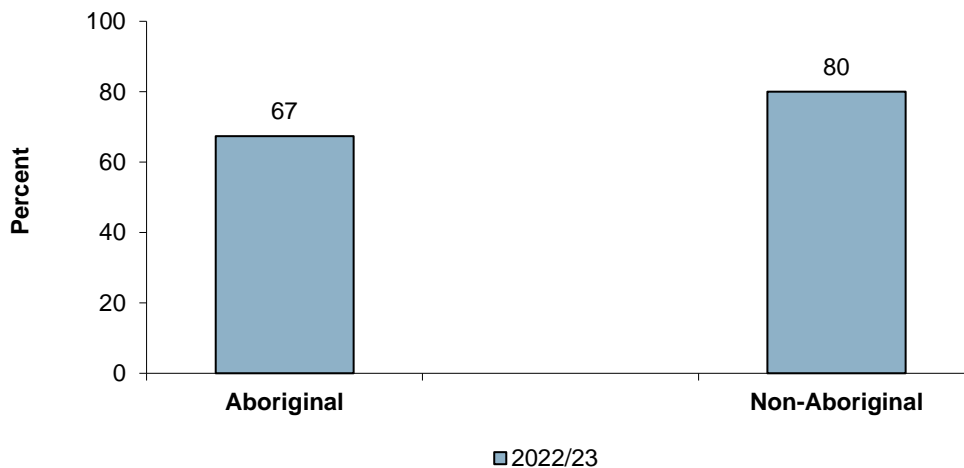
## COURSE MARKS: ENGLISH 10 (COMBINED)

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	182	120	66	98	54	576	417	72	361	63
2020/21	175	135	77	112	64	530	432	82	373	70
2021/22	185	134	72	121	65	635	490	77	426	67
2022/23	202	136	67	118	58	635	508	80	442	70

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	182	105	170	12	576	295	543	33		
2020/21	175	101	154	21	530	292	492	38		
2021/22	185	107	174	11	635	335	595	40		
2022/23	202	114	187	15	635	342	603	32		

**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.

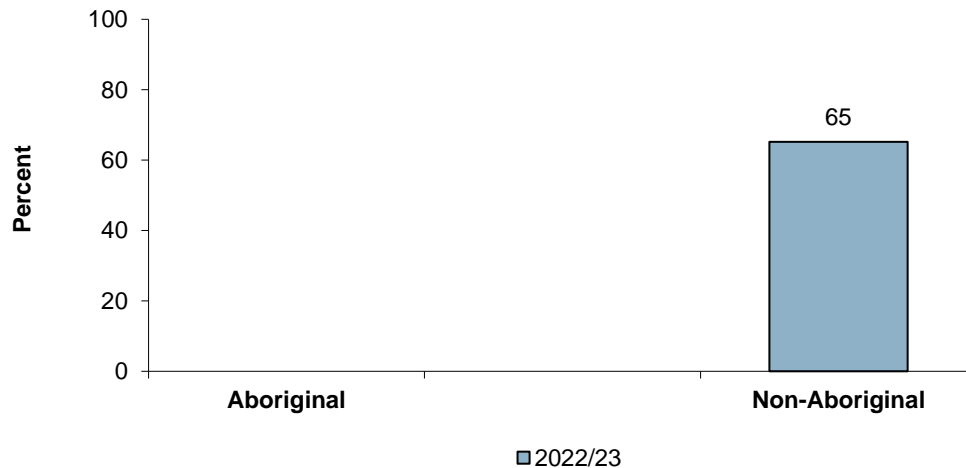
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

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	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	37	26	70	21	57
2022/23	11	Msk	Msk	Msk	Msk	23	15	65	14	61

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	-	105	-	-	-	295	-	-	
2020/21	Msk	101	Msk	Msk	10	292	10	0	
2021/22	10	107	10	0	37	335	Msk	Msk	
2022/23	11	114	11	0	23	342	23	0	

**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.

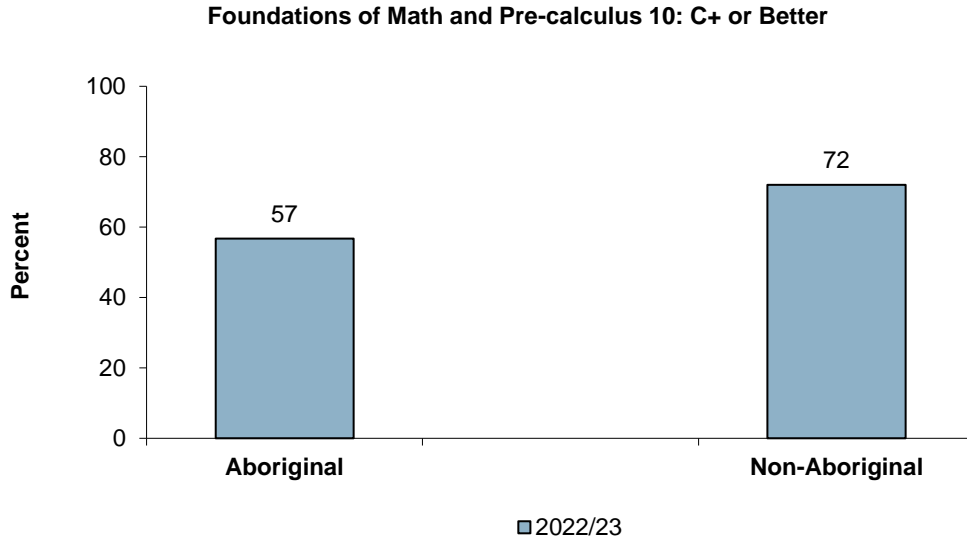
These courses carry 2 credits each and students are expected to take 2 courses.

**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	59	42	71	36	61	217	158	73	136	63
2020/21	59	48	81	42	71	199	158	79	141	71
2021/22	66	47	71	43	65	261	208	80	177	68
2022/23	74	42	57	32	43	254	183	72	157	62

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	59	105	Msk	Msk	217	295	190	27		
2020/21	59	101	Msk	Msk	199	292	176	23		
2021/22	66	107	Msk	Msk	261	335	241	20		
2022/23	74	114	Msk	Msk	254	342	240	14		



**Note:**

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

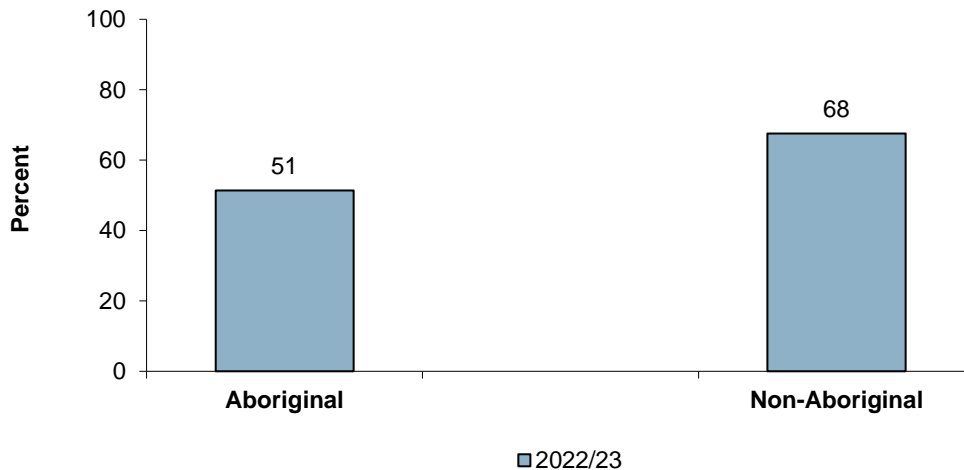
## COURSE MARKS: WORKPLACE MATH 10

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	26	59	24	55	89	57	64	44	49
2020/21	34	29	85	24	71	84	63	75	49	58
2021/22	45	31	69	25	56	77	57	74	50	65
2022/23	37	19	51	17	46	74	50	68	38	51

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	44	105	34	10	89	295	66	23	
2020/21	34	101	24	10	84	292	71	13	
2021/22	45	107	Msk	Msk	77	335	65	12	
2022/23	37	114	Msk	Msk	74	342	60	14	

**Workplace Math 10: C+ or Better**



**Note:**

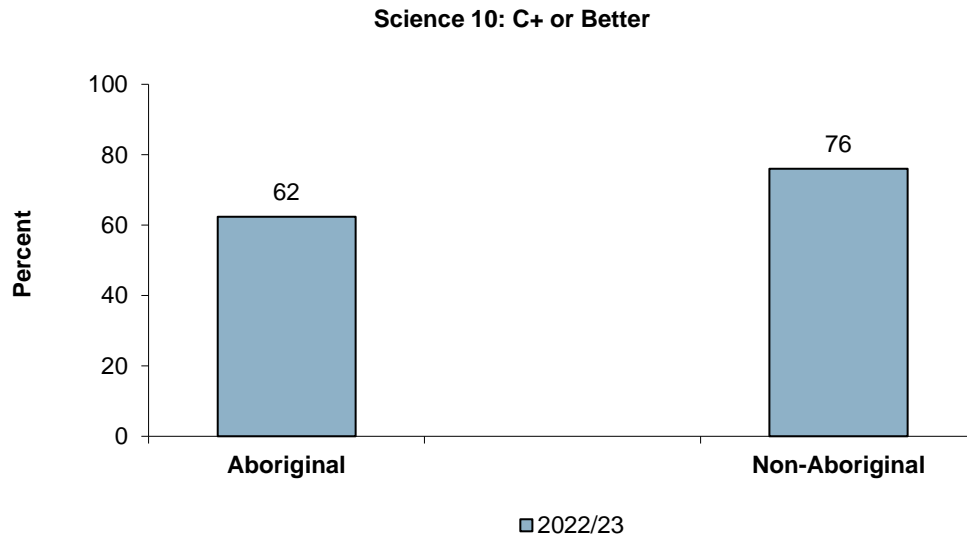
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	91	67	74	55	60	289	228	79	191	66
2020/21	88	77	88	65	74	276	233	84	211	76
2021/22	101	74	73	67	66	309	250	81	215	70
2022/23	109	68	62	53	49	342	260	76	219	64

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	91	105	Msk	Msk	289	295	268	21		
2020/21	88	101	77	11	276	292	253	23		
2021/22	101	107	88	13	309	335	293	16		
2022/23	109	114	Msk	Msk	342	342	311	31		



**Note:**

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

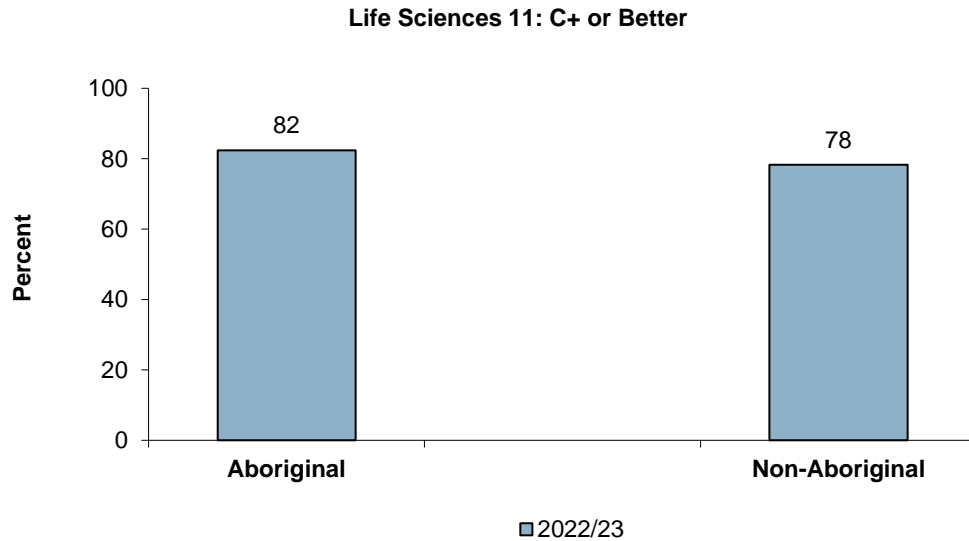


## COURSE MARKS: LIFE SCIENCES 11

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	33	26	79	24	73	140	117	84	99	71
2020/21	33	30	91	30	91	112	104	93	99	88
2021/22	31	26	84	24	77	130	106	82	91	70
2022/23	34	28	82	27	79	138	108	78	96	70

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	33	102	Msk	Msk	140	328	119	21		
2020/21	33	98	Msk	Msk	112	305	100	12		
2021/22	31	96	Msk	Msk	130	294	109	21		
2022/23	34	107	Msk	Msk	138	350	Msk	Msk		



**Note:**

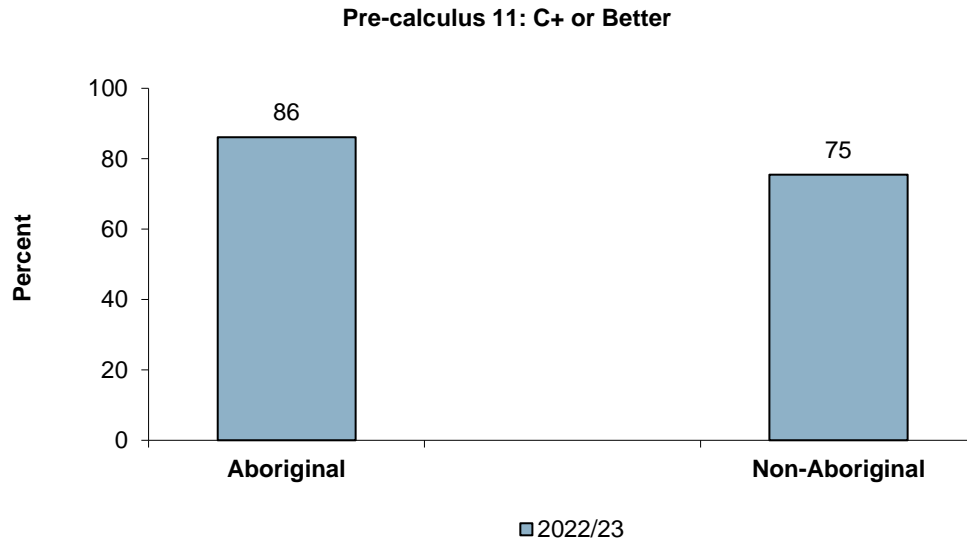
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 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	25	21	84	17	68	135	98	73	82	61
2020/21	39	30	77	26	67	164	133	81	114	70
2021/22	42	33	79	30	71	162	129	80	112	69
2022/23	36	31	86	27	75	179	135	75	122	68

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	25	102	Msk	Msk	135	328	122	13	
2020/21	39	98	Msk	Msk	164	305	131	33	
2021/22	42	96	Msk	Msk	162	294	132	30	
2022/23	36	107	Msk	Msk	179	350	161	18	



**Note:**

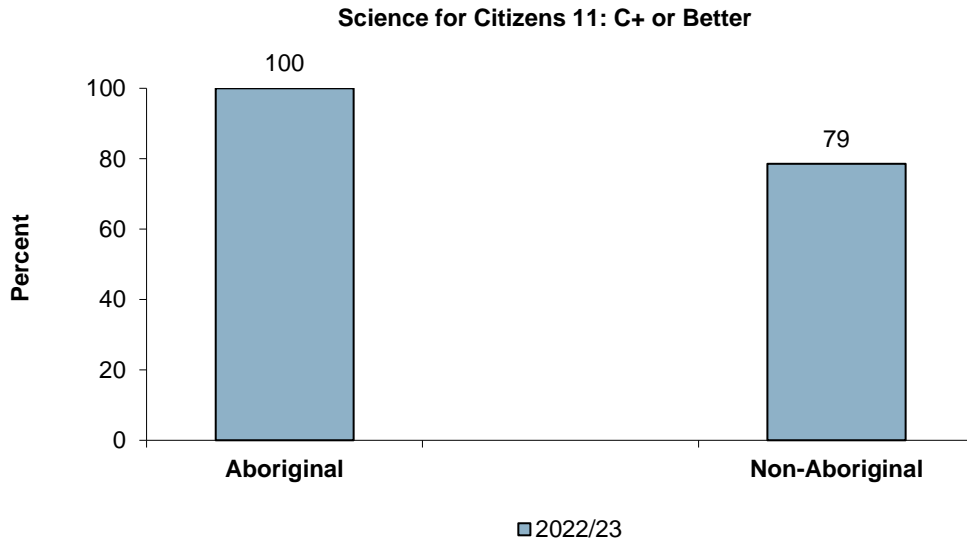
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

**COURSE MARKS: SCIENCE FOR CITIZENS 11**

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2020/21	Msk	Msk	Msk	Msk	Msk	11	10	91	10	91
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	13	13	100	12	92	14	11	79	11	79

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students *	Course Mark Count		Total Gr 11 Students *	Course Mark Count			
		#	Gr 11 #	Non-Gr 11 #	#	Gr 11 #	Non-Gr 11 #		
2019/20	Msk	102	Msk	Msk	328	Msk	Msk		
2020/21	Msk	98	Msk	Msk	305	Msk	Msk		
2021/22	Msk	96	Msk	Msk	294	Msk	Msk		
2022/23	13	107	Msk	Msk	350	Msk	Msk		



**Note:**

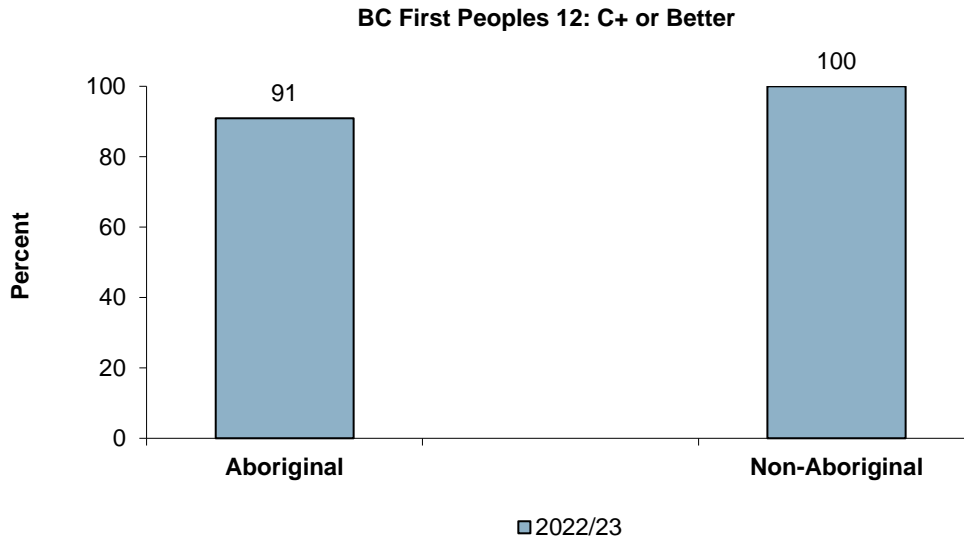
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	11	10	91	10	91	16	16	100	12	75

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	100	Msk	Msk	Msk	392	Msk	Msk	
2020/21	-	114	-	-	Msk	418	Msk	Msk	
2021/22	12	110	Msk	Msk	Msk	365	Msk	Msk	
2022/23	11	103	Msk	Msk	16	347	Msk	Msk	



**Note:**

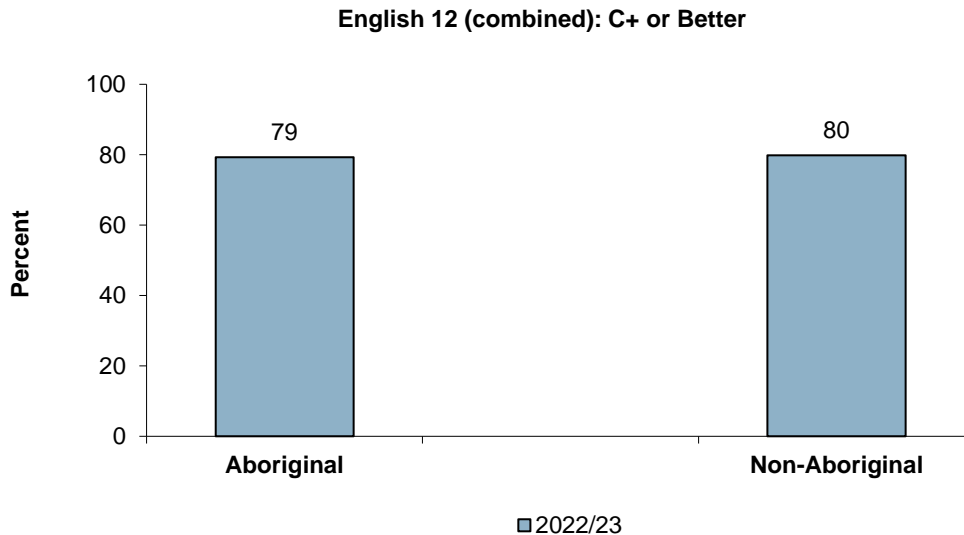
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	60	44	73	33	55	259	197	76	165	64
2020/21	87	69	79	56	64	310	271	87	228	74
2021/22	91	64	70	57	63	294	242	82	202	69
2022/23	82	65	79	52	63	268	214	80	186	69

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	60	100	Msk	Msk	259	392	234	25	
2020/21	87	114	76	11	310	418	258	52	
2021/22	91	110	80	11	294	365	262	32	
2022/23	82	103	68	14	268	347	238	30	



**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.

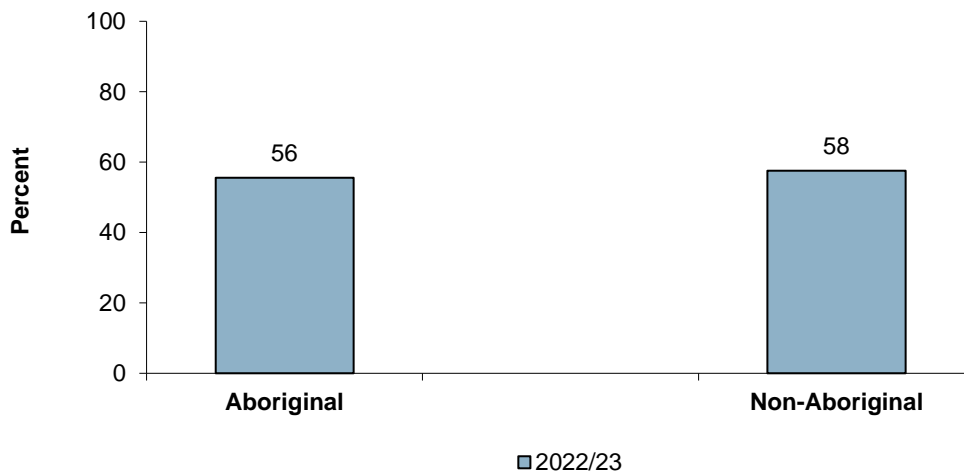
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	18	10	56	Msk	Msk	33	19	58	12	36

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	100	Msk	Msk	-	392	-	-	
2020/21	Msk	114	Msk	Msk	Msk	418	Msk	Msk	
2021/22	Msk	110	Msk	Msk	-	365	-	-	
2022/23	18	103	Msk	Msk	33	347	16	17	

**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.

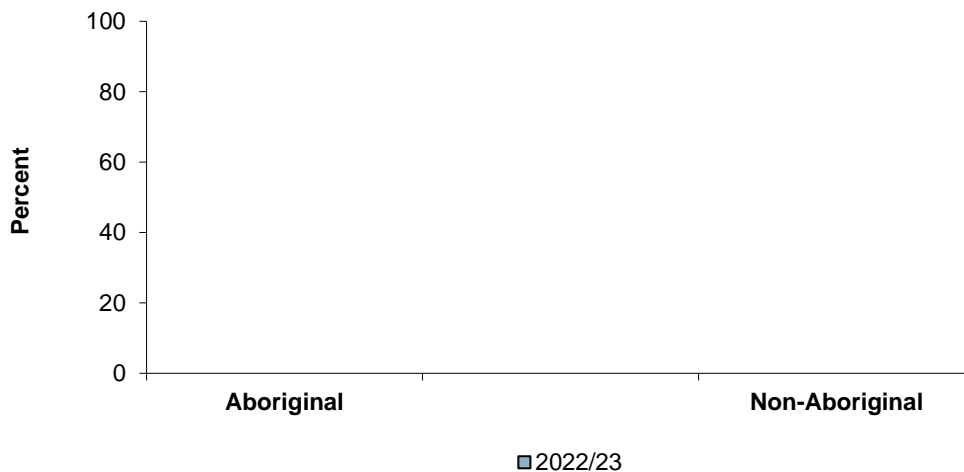
## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #	#	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	100	Msk	Msk	392	Msk	Msk		
2020/21	Msk	114	Msk	Msk	418	Msk	Msk		
2021/22	Msk	110	Msk	Msk	365	Msk	Msk		
2022/23	Msk	103	Msk	Msk	347	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.

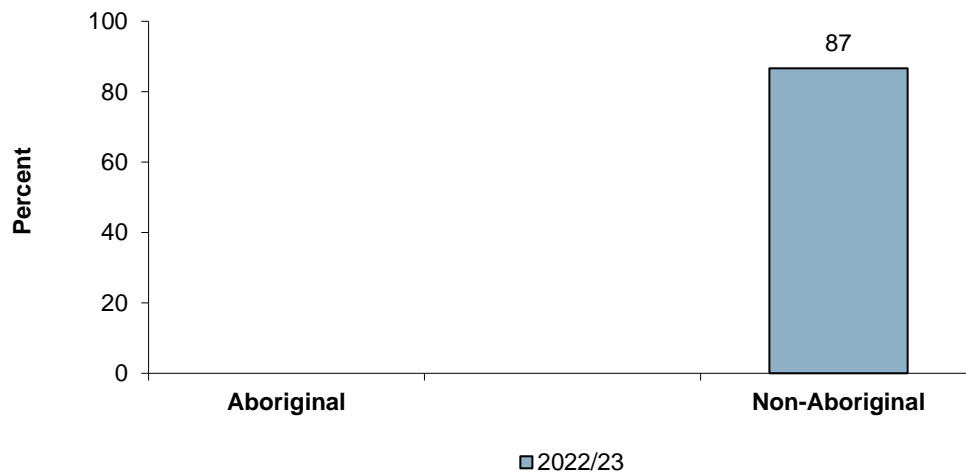
## COURSE MARKS: CALCULUS 12

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	21	21	100	21	100
2020/21	Msk	Msk	Msk	Msk	Msk	30	29	97	29	97
2021/22	Msk	Msk	Msk	Msk	Msk	26	25	96	24	92
2022/23	Msk	Msk	Msk	Msk	Msk	15	13	87	12	80

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	100	Msk	Msk	21	392	Msk	Msk		
2020/21	Msk	114	Msk	Msk	30	418	Msk	Msk		
2021/22	Msk	110	Msk	Msk	26	365	26	0		
2022/23	Msk	103	Msk	Msk	15	347	Msk	Msk		

**Calculus 12: C+ or Better**



**Note:**

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



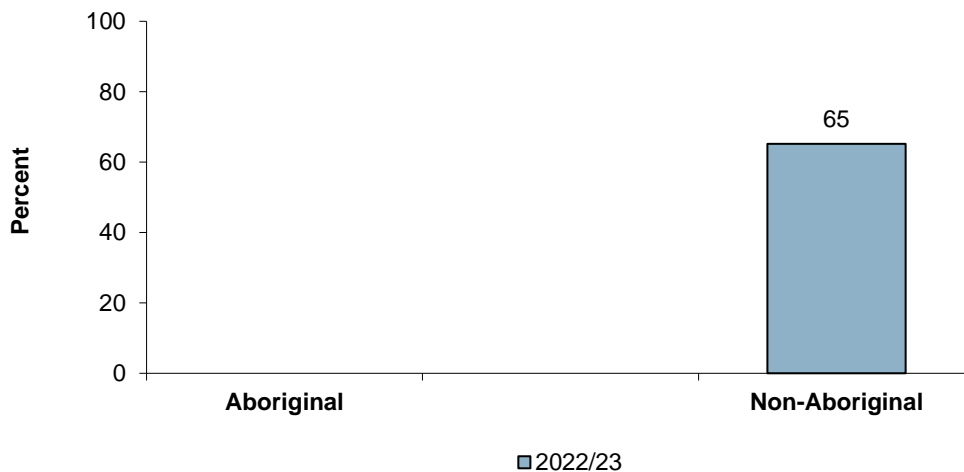
## COURSE MARKS: FOUNDATIONS OF MATH 12

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	Msk	Msk	Msk	Msk	Msk	33	21	64	17	52
2020/21	Msk	Msk	Msk	Msk	Msk	32	27	84	23	72
2021/22	Msk	Msk	Msk	Msk	Msk	20	14	70	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	23	15	65	10	43

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	Msk	100	Msk	Msk	33	392	Msk	Msk		
2020/21	Msk	114	Msk	Msk	32	418	Msk	Msk		
2021/22	Msk	110	Msk	Msk	20	365	Msk	Msk		
2022/23	Msk	103	Msk	Msk	23	347	Msk	Msk		

**Foundations of Math 12: C+ or Better**



**Note:**

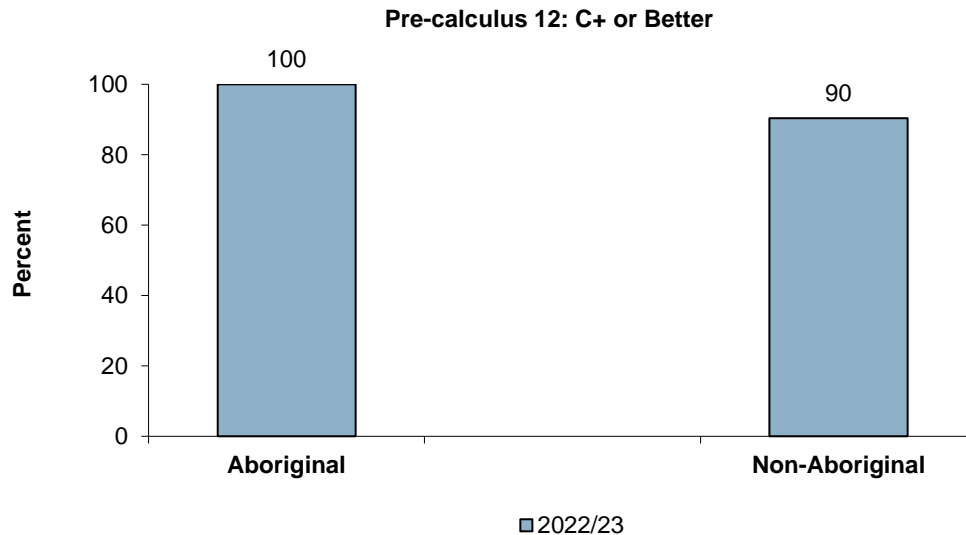
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: 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	14	12	86	11	79	91	83	91	74	81
2020/21	15	11	73	11	73	98	92	94	84	86
2021/22	22	19	86	17	77	96	86	90	75	78
2022/23	21	21	100	21	100	83	75	90	71	86

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	14	100	14	0	91	392	79	12		
2020/21	15	114	15	0	98	418	Msk	Msk		
2021/22	22	110	22	0	96	365	Msk	Msk		
2022/23	21	103	Msk	Msk	83	347	Msk	Msk		



**Note:**

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

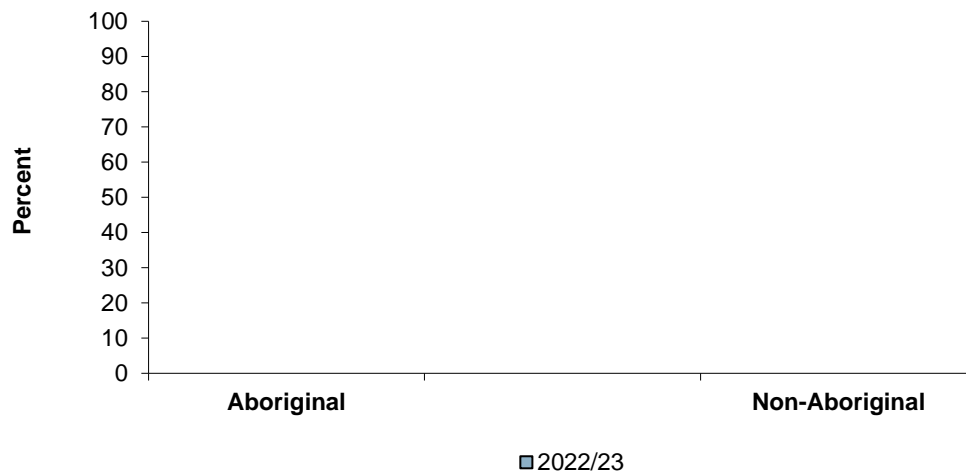
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-

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	Msk	100	Msk	Msk	-	392	-	-		
2020/21	-	114	-	-	-	418	-	-		
2021/22	-	110	-	-	-	365	-	-		
2022/23	-	103	-	-	-	347	-	-		

**Contemporary Indigenous Studies 12: C+ or Better**



**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.

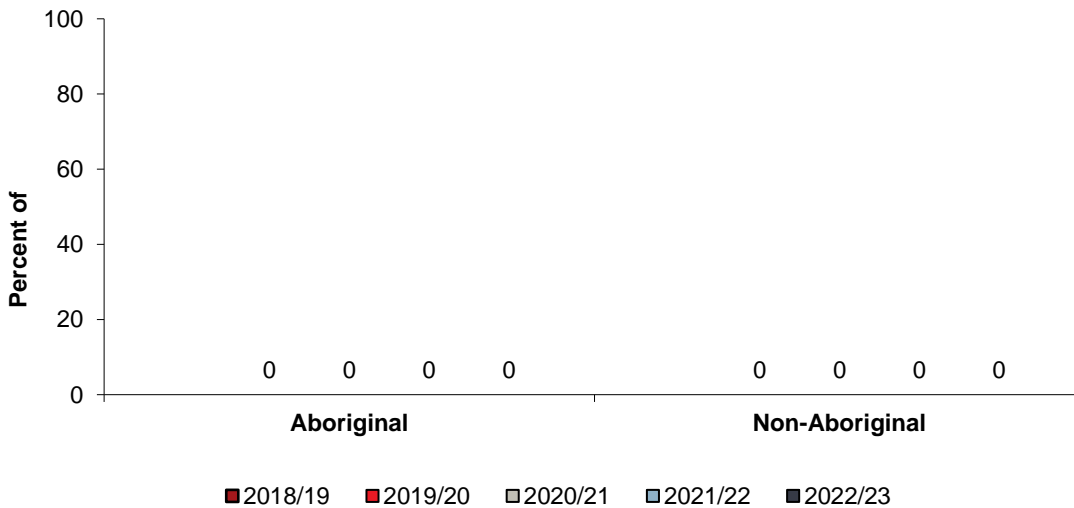
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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.

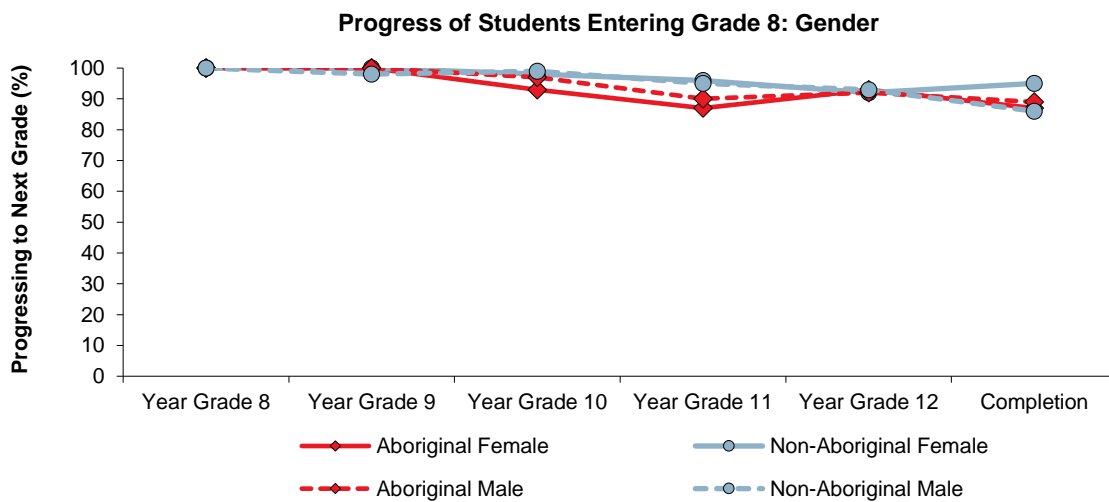
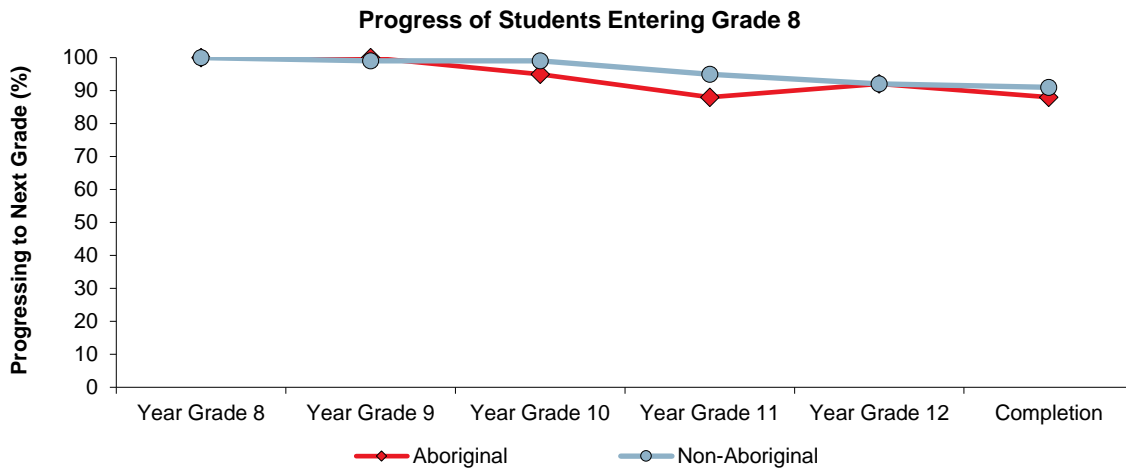
## PROGRESS OF STUDENTS ENTERING GRADE 8

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	100	100	100	99	100	98
	Grade 10	95	93	97	99	98	99
	Grade 11	88	87	90	95	96	95
	Grade 12	92	93	92	92	92	93
2022/23	Completion	88	87	89	91	95	86



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

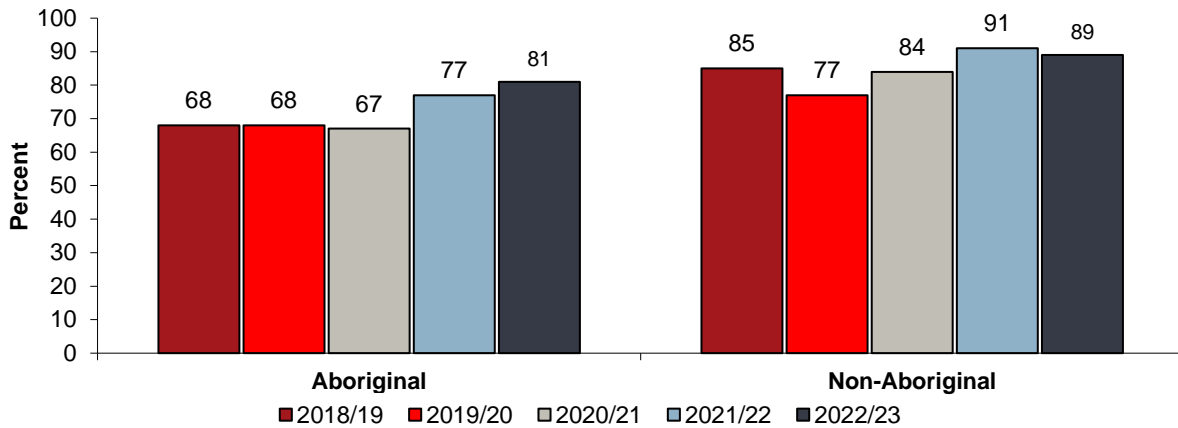
BC Residents

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.

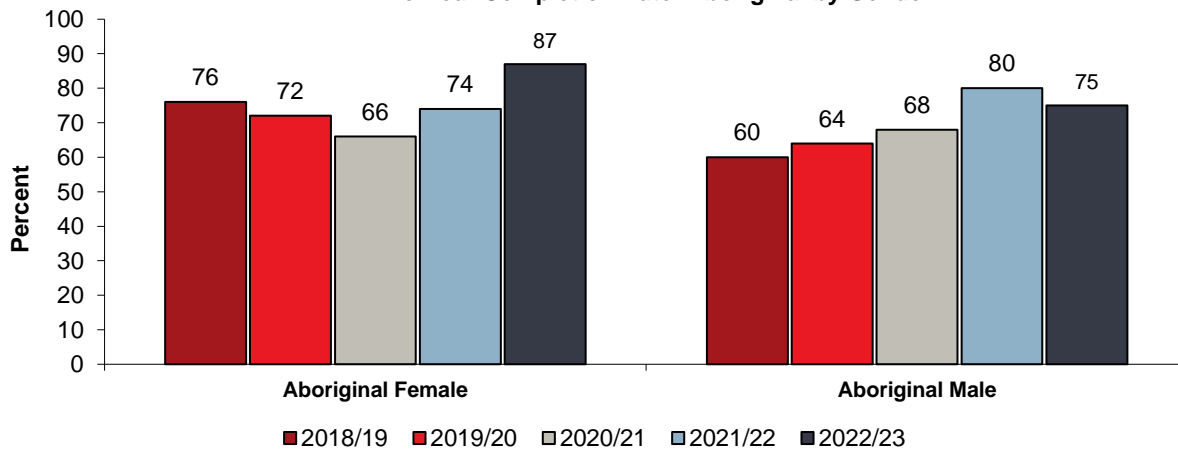
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	68	76	60	85	88	83
2019/20	68	72	64	77	81	73
2020/21	67	66	68	84	84	84
2021/22	77	74	80	91	90	91
2022/23	81	87	75	89	92	86

**Five-Year Completion Rate: Aboriginal/Non-Aboriginal**



**Five-Year Completion Rate: Aboriginal by Gender**



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

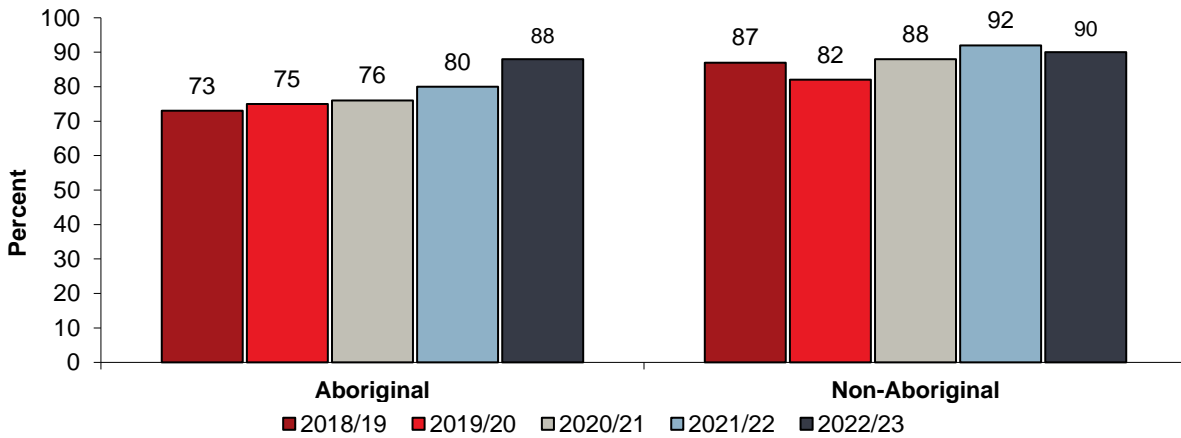
BC Residents

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.

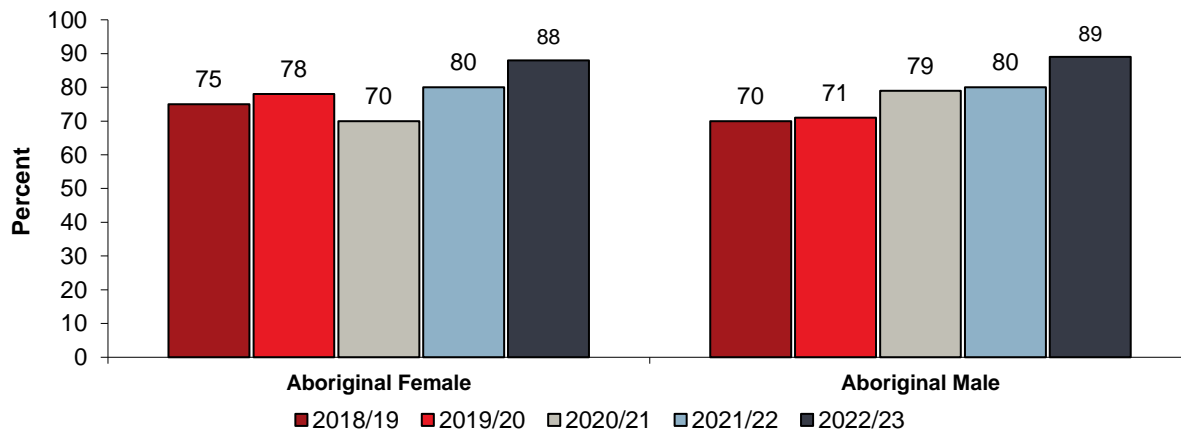
### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	73	75	70	87	90	84
2019/20	75	78	71	82	86	79
2020/21	76	70	79	88	86	90
2021/22	80	80	80	92	91	94
2022/23	88	88	89	90	95	86

**Six-Year Completion Rate: Aboriginal/Non-Aboriginal**



**Six-Year Completion Rate: Aboriginal by Gender**



\* 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

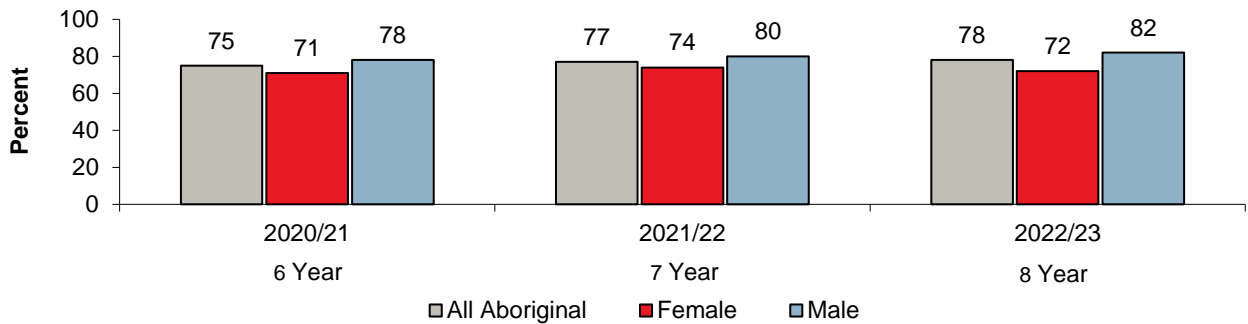
BC Residents

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.

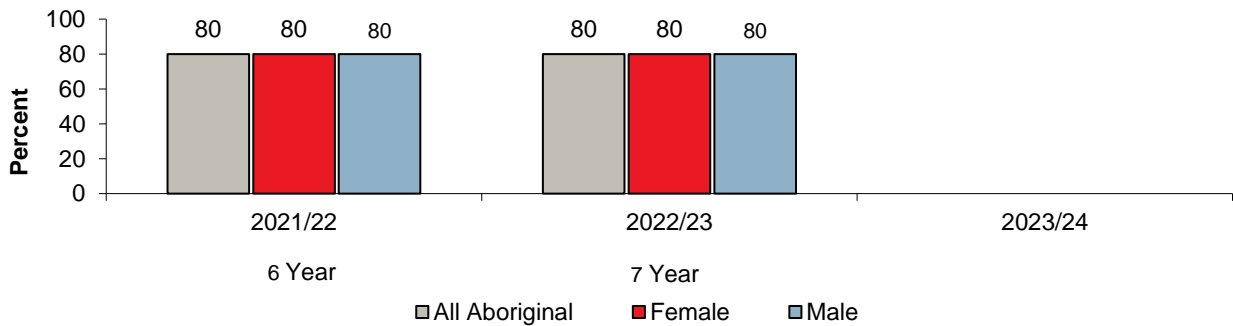
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All	Female	Male	All	Female	Male	All	Female	Male
	Aboriginal %	%	%	Aboriginal %	%	%	Aboriginal %	%	%
2015/16	75	71	78	77	74	80	78	72	82
2016/17	80	80	80	80	80	80	-	-	-
2017/18	88	87	89	-	-	-	-	-	-

**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	106	Msk	Msk	328	Msk	Msk
2019/20	92	Msk	Msk	362	Msk	Msk
2020/21	110	Msk	Msk	386	Msk	Msk
2021/22	107	Msk	Msk	339	Msk	Msk
2022/23	100	Msk	Msk	331	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	106	65	61	328	232	71
2019/20	92	60	65	362	269	74
2020/21	110	83	75	386	291	75
2021/22	107	85	79	339	251	74
2022/23	100	84	84	331	262	79

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

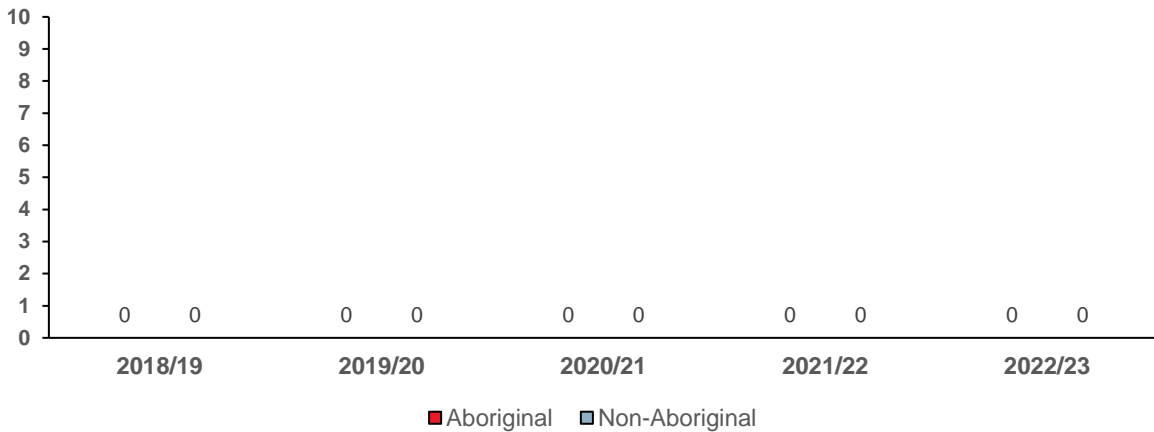
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. 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>

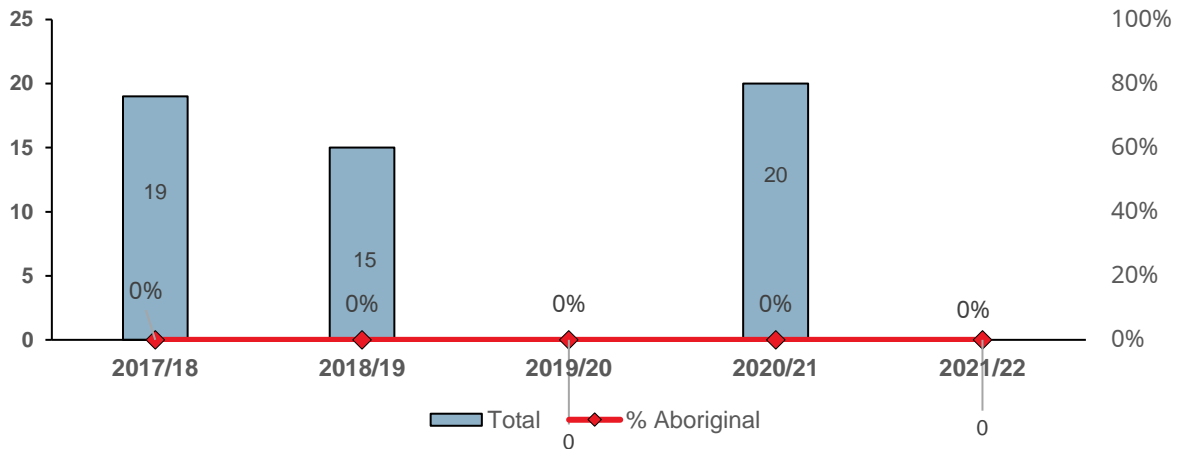
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	19		Msk	Msk	Msk	Msk
2019/20	15		Msk	Msk	Msk	Msk
2020/21	Msk		Msk	Msk	Msk	Msk
2021/22	20		Msk	Msk	Msk	Msk
2022/23	Msk		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
2019/20	Msk	Msk	Msk	Msk	-	-	Msk	Msk
2020/21	Msk	Msk	-	-	-	-	-	Msk
2021/22	Msk	Msk	-	Msk	-	-	-	76
2022/23	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	-
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	-	-	-	-
2021/22	Msk	Msk	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	-	-

#### NON-ABORIGINAL

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

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

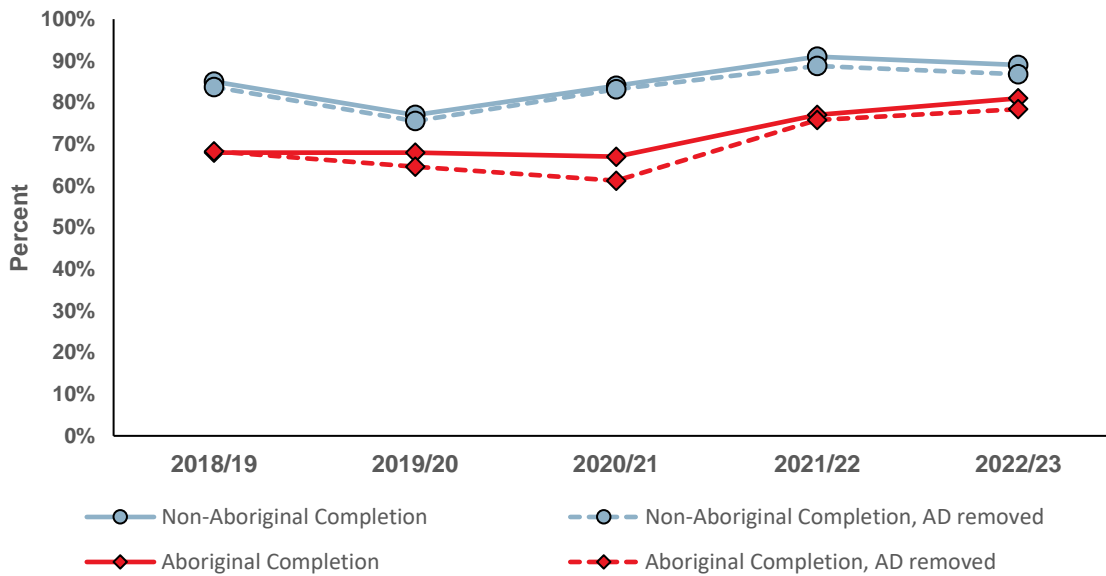
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart 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	68	0	68	85	-1	84
2019/20	68	-3	65	77	-1	76
2020/21	67	-6	61	84	-1	83
2021/22	77	-1	76	91	-2	89
2022/23	81	-3	78	89	-2	87

Five-Year Completion Rate - Adult Dogwood Contribution



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

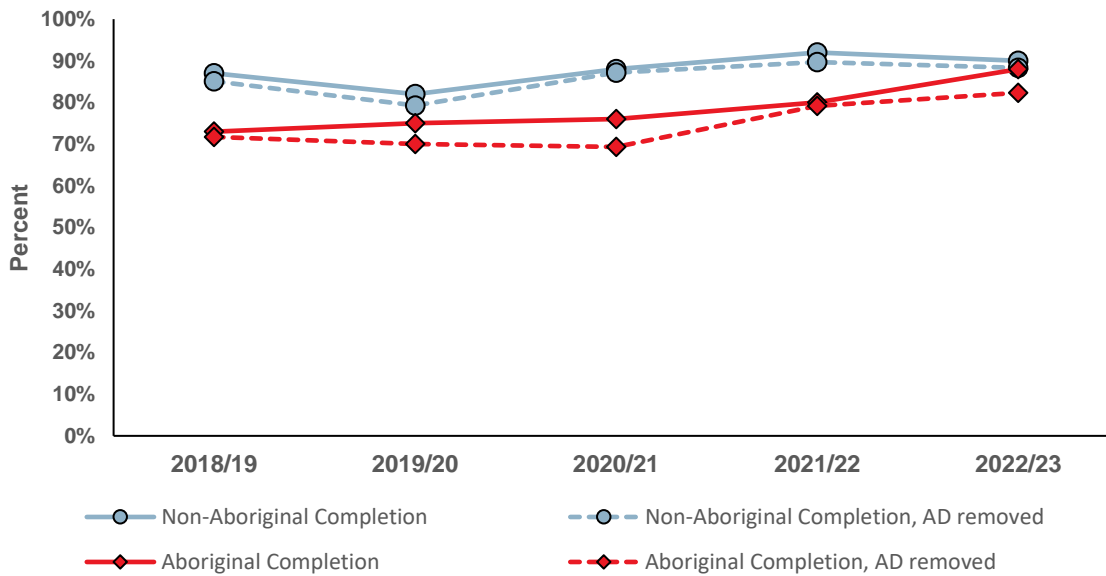
The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates 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	73	-1	72	87	-2	85
2019/20	75	-5	70	82	-3	79
2020/21	76	-7	69	88	-1	87
2021/22	80	-1	79	92	-2	90
2022/23	88	-6	82	90	-2	88

**Six-Year Completion Rate - Adult Dogwood Contribution**



## 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	149	78	52	71	48
2018/19	151	88	58	63	42
2019/20	142	85	60	57	40
2020/21	120	64	53	56	47
2021/22	116	65	56	51	44

### ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,187	78	7
2018/19	1,172	88	8
2019/20	1,157	85	7
2020/21	1,111	64	6
2021/22	1,090	65	6

### CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	75	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	42	Msk	Msk	Msk	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	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	88	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	92	Msk	Msk	Msk	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	72	100	24	33.3	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	60	100	20	33.3	Msk	Msk	Msk	Msk		
	2019/20	59	100	14	23.7	Msk	Msk				
	2020/21	82	100	22	26.8						
Non-Aboriginal	2017/18	284	100	98	34.5	23	8.1	16	5.6	Msk	Msk
	2018/19	221	100	60	27.1	20	9.0	14	6.3		
	2019/20	263	100	89	33.8	22	8.4				
	2020/21	287	100	78	27.2						

### 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	72	100	-	-	-	-	Msk	Msk	-	-
	2018/19	60	100	-	-	-	-	-	-		
	2019/20	59	100	Msk	Msk	Msk	Msk				
	2020/21	82	100	Msk	Msk						
Non-Aboriginal	2017/18	284	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	221	100	Msk	Msk	-	-	-	-		
	2019/20	263	100	Msk	Msk	Msk	Msk				
	2020/21	287	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	72	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	60	100	Msk	Msk	-	-	-	-	-	-
	2019/20	59	100	Msk	Msk	Msk	Msk				
	2020/21	82	100	Msk	Msk						
Non-Aboriginal	2017/18	284	100	29	10.2	Msk	Msk	Msk	Msk	-	-
	2018/19	221	100	16	7.2	Msk	Msk	Msk	Msk		
	2019/20	263	100	18	6.8	Msk	Msk				
	2020/21	287	100	33	11.5						

### 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	72	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	60	100	Msk	Msk	-	-	-	-	-	-
	2019/20	59	100	Msk	Msk	Msk	Msk				
	2020/21	82	100	-	-						
Non-Aboriginal	2017/18	284	100	Msk	Msk	-	-	Msk	Msk	-	-
	2018/19	221	100	10	4.5	Msk	Msk	-	-		
	2019/20	263	100	Msk	Msk	Msk	Msk				
	2020/21	287	100	Msk	Msk						



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## 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>

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### 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.

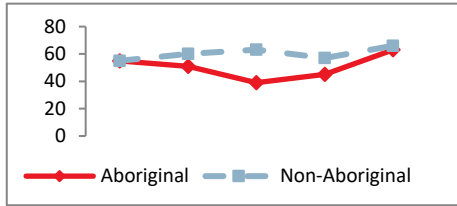
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

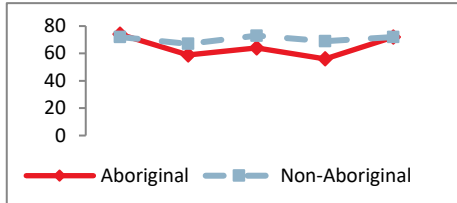
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



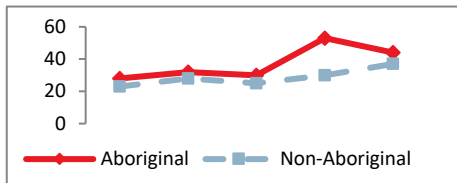
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	73	40	55	218	120	55
2019/20	37	19	51	164	99	60
2020/21	38	15	39	189	119	63
2021/22	49	22	45	195	111	57
2022/23	48	30	63	264	174	66

### 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	72	53	74	226	162	72
2019/20	37	22	59	161	108	67
2020/21	36	23	64	187	136	73
2021/22	48	27	56	196	136	69
2022/23	50	36	72	265	192	72

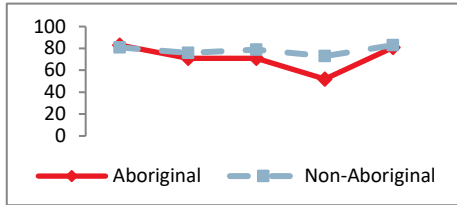
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	72	20	28	214	50	23
2019/20	37	12	32	163	46	28
2020/21	37	11	30	188	47	25
2021/22	49	26	53	195	58	30
2022/23	48	21	44	260	95	37

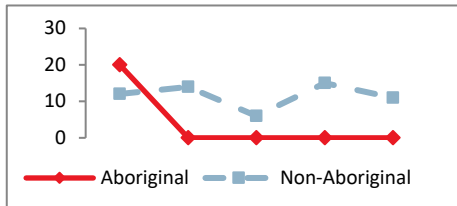
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

**Do you feel safe at school?**



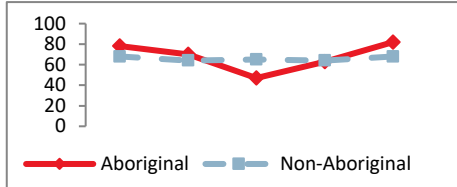
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	44	83	236	191	81
2019/20	34	24	71	165	126	76
2020/21	34	24	71	193	153	79
2021/22	46	24	52	198	144	73
2022/23	43	35	81	265	220	83

**Have you ever felt bullied at school?**



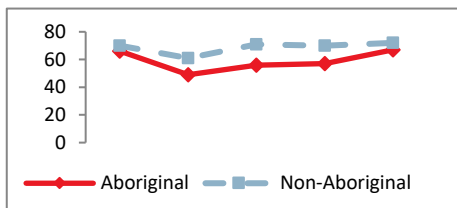
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	54	11	20	239	28	12
2019/20	34	Msk	Msk	166	23	14
2020/21	34	Msk	Msk	189	11	6
2021/22	46	Msk	Msk	197	29	15
2022/23	45	Msk	Msk	264	28	11

**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	71	54	76	225	154	68
2019/20	37	26	70	163	104	64
2020/21	38	18	47	185	120	65
2021/22	49	31	63	191	122	64
2022/23	49	40	82	263	178	68

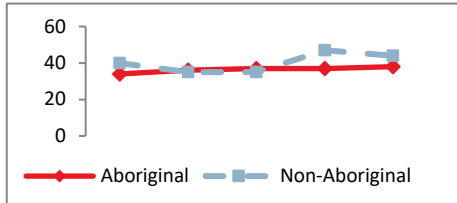
**I am happy at my school.**



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	73	48	66	220	155	70
2019/20	37	18	49	164	100	61
2020/21	36	20	56	186	132	71
2021/22	47	27	57	192	134	70
2022/23	49	33	67	264	191	72

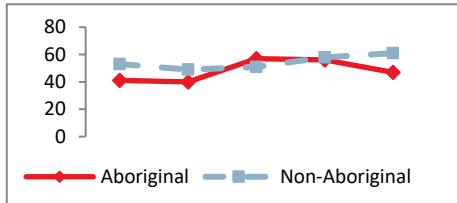
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



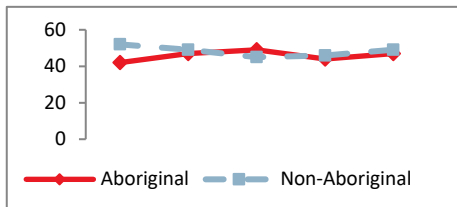
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	68	23	34	215	85	40
2019/20	64	23	36	157	55	35
2020/21	76	28	37	204	72	35
2021/22	78	29	37	251	117	47
2022/23	48	18	38	245	109	44

### Do adults in the school treat all students fairly?



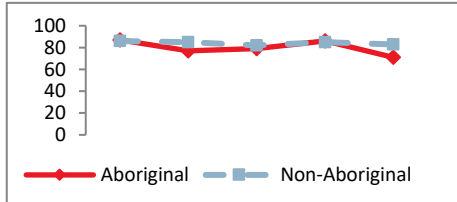
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	70	29	41	215	115	53
2019/20	63	25	40	157	77	49
2020/21	75	43	57	205	104	51
2021/22	78	44	56	250	146	58
2022/23	49	23	47	246	149	61

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



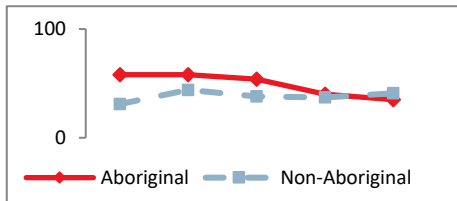
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	69	29	42	212	110	52
2019/20	64	30	47	150	74	49
2020/21	75	37	49	199	90	45
2021/22	78	34	44	250	114	46
2022/23	49	23	47	245	121	49

### 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	68	59	87	209	179	86
2019/20	62	48	77	149	127	85
2020/21	72	57	79	197	161	82
2021/22	77	66	86	249	211	85
2022/23	49	35	71	237	196	83

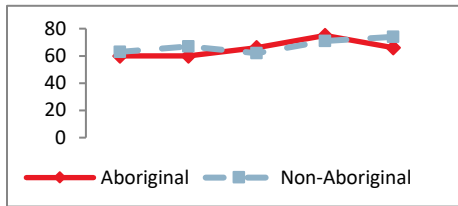
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	67	39	58	215	66	31
2019/20	62	36	58	151	67	44
2020/21	72	39	54	201	76	38
2021/22	78	31	40	251	92	37
2022/23	49	17	35	244	99	41

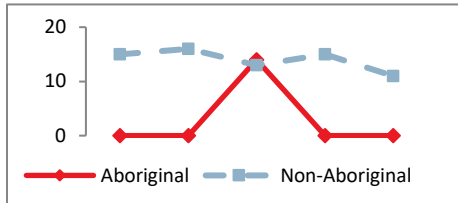
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



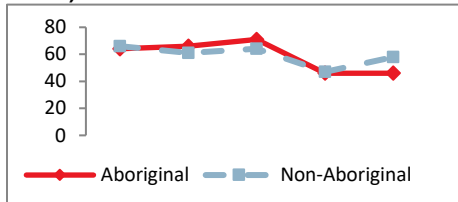
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	38	60	218	137	63
2019/20	63	38	60	157	105	67
2020/21	73	48	66	203	125	62
2021/22	71	53	75	257	182	71
2022/23	47	31	66	250	184	74

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



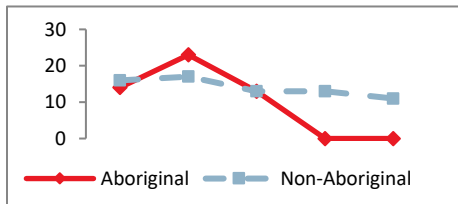
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	64	Msk	Msk	222	34	15
2019/20	62	Msk	Msk	156	25	16
2020/21	73	10	14	206	27	13
2021/22	71	Msk	Msk	259	38	15
2022/23	47	Msk	Msk	246	27	11

### 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	70	45	64	216	142	66
2019/20	64	42	66	158	97	61
2020/21	75	53	71	204	130	64
2021/22	78	36	46	251	118	47
2022/23	48	22	46	247	143	58

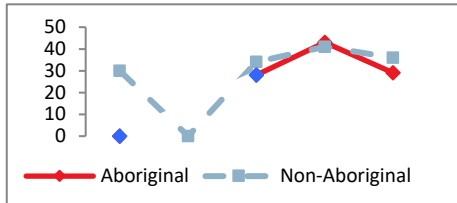
### I would like to go to a different school.



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	69	10	14	216	35	16
2019/20	62	14	23	156	27	17
2020/21	75	10	13	206	27	13
2021/22	76	Msk	Msk	250	33	13
2022/23	48	Msk	Msk	243	27	11

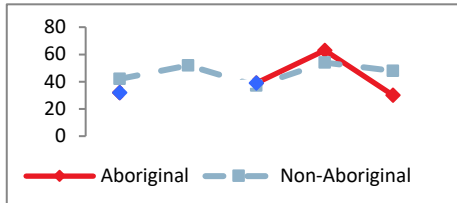
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



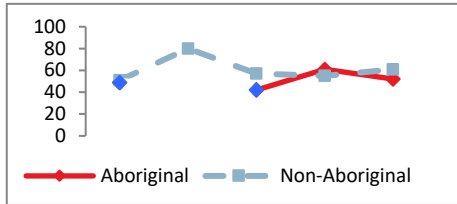
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	Msk	Msk	149	45	30
2019/20	Msk	Msk	Msk	25	Msk	Msk
2020/21	54	15	28	180	61	34
2021/22	46	20	43	189	78	41
2022/23	56	16	29	200	72	36

### Do adults in the school treat all students fairly?



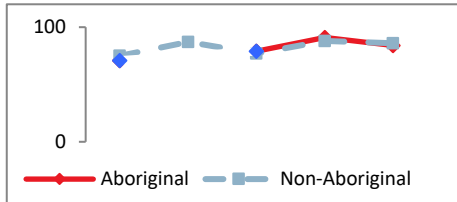
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	12	32	149	63	42
2019/20	Msk	Msk	Msk	25	13	52
2020/21	54	21	39	182	68	37
2021/22	46	29	63	188	102	54
2022/23	56	17	30	201	97	48

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



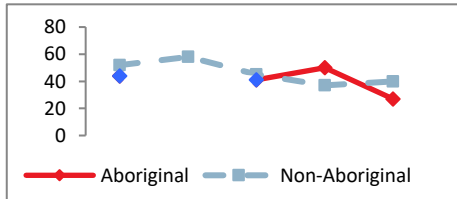
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	35	17	49	140	72	51
2019/20	Msk	Msk	Msk	25	20	80
2020/21	53	22	42	177	101	57
2021/22	46	28	61	186	102	55
2022/23	56	29	52	196	119	61

### 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	31	22	71	138	104	75
2019/20	Msk	Msk	Msk	23	20	87
2020/21	53	42	79	175	135	77
2021/22	45	41	91	183	161	88
2022/23	56	47	84	194	166	86

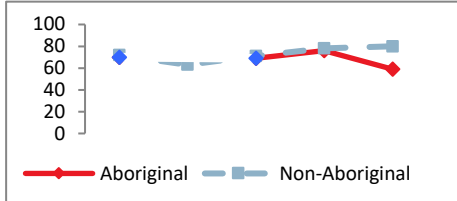
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	36	16	44	141	74	52
2019/20	Msk	Msk	Msk	24	14	58
2020/21	54	22	41	178	80	45
2021/22	46	23	50	187	69	37
2022/23	56	15	27	197	79	40

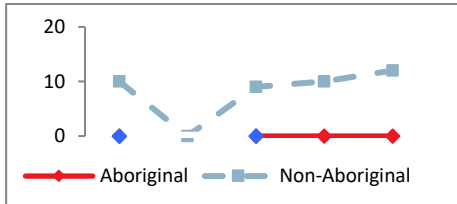
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



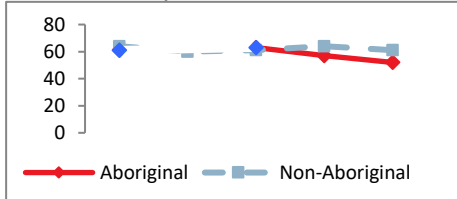
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	37	26	70	145	104	72
2019/20	Msk	Msk	Msk	24	15	63
2020/21	52	36	69	182	129	71
2021/22	46	35	76	187	146	78
2022/23	54	32	59	202	161	80

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



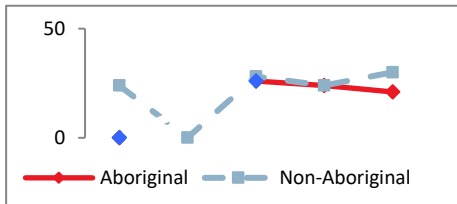
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	37	Msk	Msk	145	14	10
2019/20	Msk	0	Msk	24	Msk	Msk
2020/21	52	Msk	Msk	182	16	9
2021/22	46	Msk	Msk	187	19	10
2022/23	54	Msk	Msk	199	23	12

**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.)**



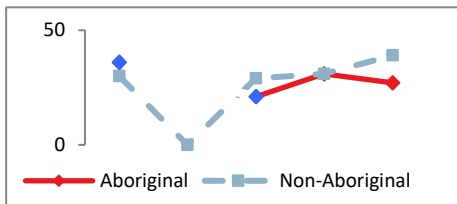
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	38	23	61	148	94	64
2019/20	Msk	Msk	Msk	25	15	60
2020/21	54	34	63	180	110	61
2021/22	46	26	57	189	121	64
2022/23	56	29	52	201	122	61

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



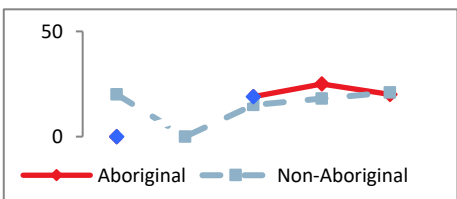
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	33	Msk	Msk	140	34	24
2019/20	Msk	Msk	Msk	23	Msk	Msk
2020/21	53	14	26	177	50	28
2021/22	45	11	24	187	44	24
2022/23	56	12	21	193	57	30

**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	33	12	36	139	42	30
2019/20	Msk	Msk	Msk	23	Msk	Msk
2020/21	53	11	21	175	50	29
2021/22	45	14	31	187	58	31
2022/23	56	15	27	195	76	39

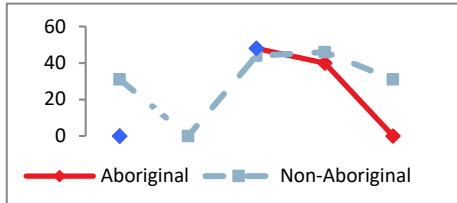
**I would like to go to a different school.**



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	38	Msk	Msk	147	30	20
2019/20	Msk	Msk	Msk	25	Msk	Msk
2020/21	54	10	19	181	27	15
2021/22	44	11	25	189	34	18
2022/23	55	11	20	200	42	21

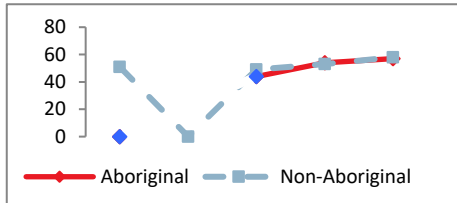
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



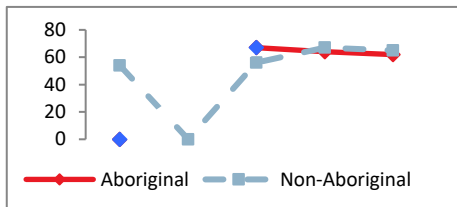
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	14	Msk	Msk	72	22	31
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	13	48	97	43	44
2021/22	35	14	40	142	65	46
2022/23	30	Msk	Msk	131	40	31

### Do adults in the school treat all students fairly?



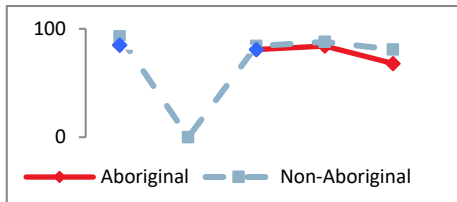
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	14	Msk	Msk	72	37	51
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	12	44	97	48	49
2021/22	35	19	54	142	75	53
2022/23	30	17	57	132	76	58

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



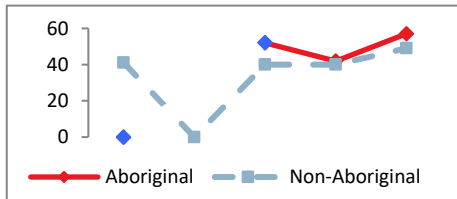
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2018/19	14	Msk	Msk	67	36	54
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	18	67	95	53	56
2021/22	33	21	64	138	92	67
2022/23	29	18	62	132	86	65

### 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	13	11	85	67	62	93
2019/20	Msk	Msk	Msk	11	Msk	Msk
2020/21	27	22	81	90	76	84
2021/22	31	26	84	134	118	88
2022/23	28	19	68	130	105	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?

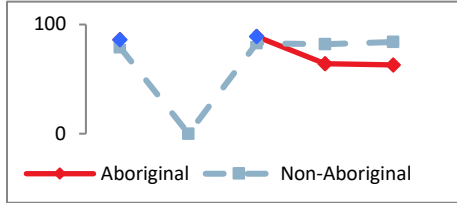


School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	14	Msk	Msk	68	28	41
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	14	52	91	36	40
2021/22	33	14	42	137	55	40
2022/23	28	16	57	132	65	49



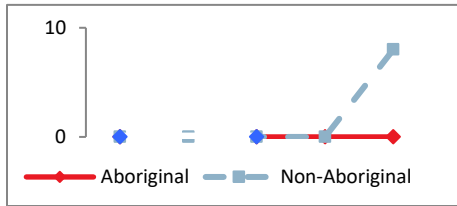
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



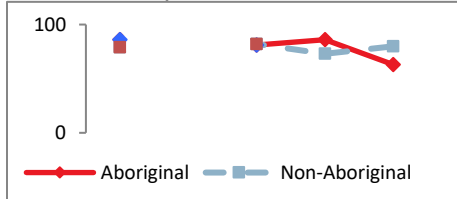
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	14	12	86	67	53	79
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	24	89	96	80	83
2021/22	33	21	64	139	114	82
2022/23	30	19	63	129	108	84

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



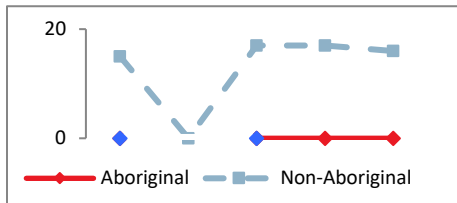
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	14	0	0	67	Msk	Msk
2019/20	Msk	0	Msk	13	Msk	Msk
2020/21	27	Msk	Msk	97	Msk	Msk
2021/22	33	Msk	Msk	139	Msk	Msk
2022/23	30	Msk	Msk	130	11	8

**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.)**



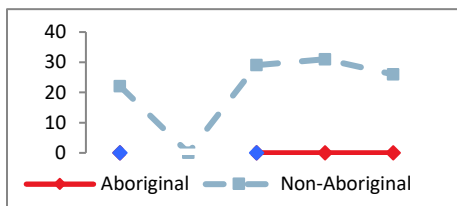
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	14	12	86	72	57	79
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	27	22	81	97	80	82
2021/22	35	30	86	142	103	73
2022/23	30	19	63	134	107	80

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



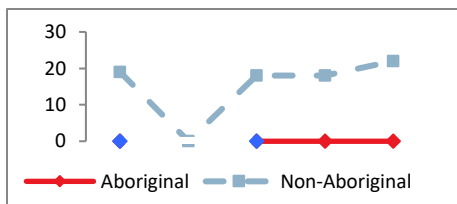
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	13	Msk	Msk	67	10	15
2019/20	Msk	Msk	Msk	11	Msk	Msk
2020/21	27	Msk	Msk	90	15	17
2021/22	31	Msk	Msk	134	23	17
2022/23	27	Msk	Msk	131	21	16

**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	13	Msk	Msk	67	15	22
2019/20	Msk	Msk	Msk	11	Msk	Msk
2020/21	27	Msk	Msk	90	26	29
2021/22	31	Msk	Msk	133	41	31
2022/23	28	Msk	Msk	131	34	26

**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	14	Msk	Msk	72	14	19
2019/20	Msk	0	Msk	13	Msk	Msk
2020/21	27	Msk	Msk	96	17	18
2021/22	35	Msk	Msk	141	26	18
2022/23	29	Msk	Msk	131	29	22

## GLOSSARY

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	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.
<b>Alternate Programs</b>	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.
<b>Completion Rate</b>	See Six-Year Completion Rate.
<b>Eligible Grade 12 Graduation Rate</b>	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.
<b>Enrolment</b>	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.
<b>Course Mark</b>	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
<b>CYIC</b>	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.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the British Columbia Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Hyphen</b>	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.
<b>Msk</b>	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:  <a href="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">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</a>
<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.

<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Participation Rate (Graduation Assessment)</b>	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
<b>Performance (Foundation Skills Assessment)</b>	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> <li>• Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade</li> <li>• Meeting - met the accepted expectations for student's grade</li> <li>• Exceeding - exceeded the expectations for student's grade</li> </ul> <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"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Performance (Graduation Assessment)</b>	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Public School</b>	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).
<b>Resident (student)</b>	<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"> <li>• Children who, along with their guardian(s), are ordinarily resident in British Columbia</li> <li>• Children who are deemed ordinarily resident in BC under the School Regulation</li> <li>• Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy</li> </ul>
<b>School District</b>	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.
<b>School Year</b>	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.

<b>Six-Year Completion Rate</b>	<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>
<b>Students with Disabilities or Diverse Abilities (selected designations)</b>	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul>
<b>Students with Disabilities or Diverse Abilities</b>	<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>
<b>Student</b>	<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>
<b>Student Cohort</b>	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>