



Aboriginal Report

How Are We Doing?

2023/2024

School District: 008
Kootenay Lake

QUESTIONS/COMMENTS CONTACT:

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BRITISH
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Ministry of Education
and Child Care

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electronic version of report: <https://studentsuccess.gov.bc.ca/>

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ABORIGINAL REPORT - HOW ARE WE DOING?

Self-Identification: 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

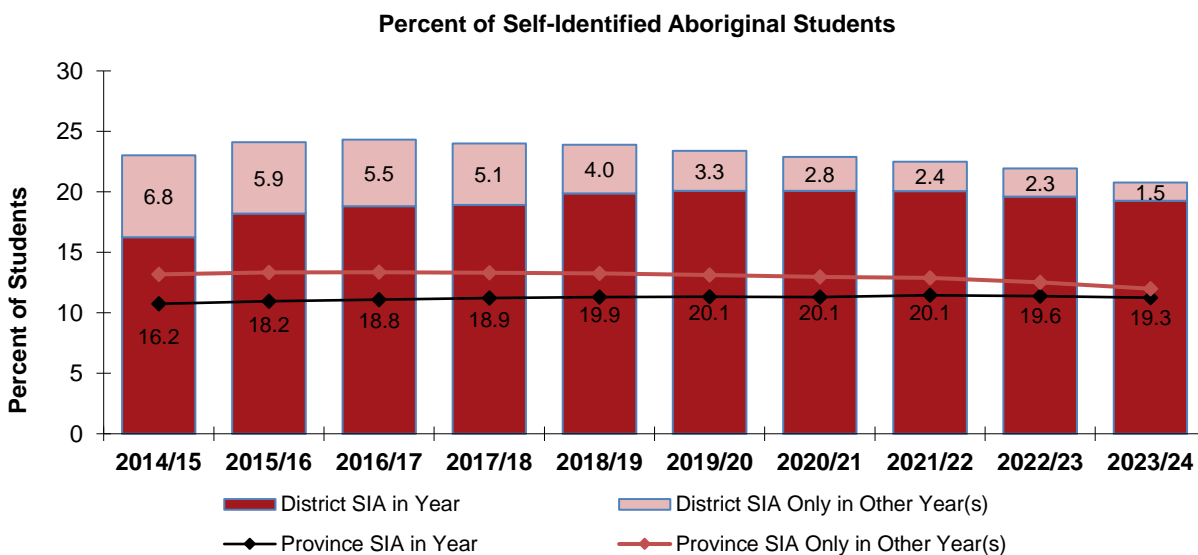
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	5,157	838	16.2	349	6.8	552,785	59,382	10.7	13,462	2.4
2015/16	4,982	907	18.2	294	5.9	553,375	60,706	11.0	13,089	2.4
2016/17	4,950	932	18.8	272	5.5	557,624	61,801	11.1	12,665	2.3
2017/18	4,977	942	18.9	253	5.1	563,240	63,182	11.2	11,796	2.1
2018/19	4,953	985	19.9	198	4.0	568,982	64,326	11.3	11,062	1.9
2019/20	5,016	1,007	20.1	166	3.3	576,000	65,215	11.3	10,440	1.8
2020/21	4,925	989	20.1	139	2.8	568,284	64,272	11.3	9,478	1.7
2021/22	4,928	989	20.1	119	2.4	578,797	66,282	11.5	8,372	1.4
2022/23	4,917	964	19.6	115	2.3	590,583	67,285	11.4	6,573	1.1
2023/24	4,937	951	19.3	74	1.5	604,738	68,098	11.3	4,417	0.7



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

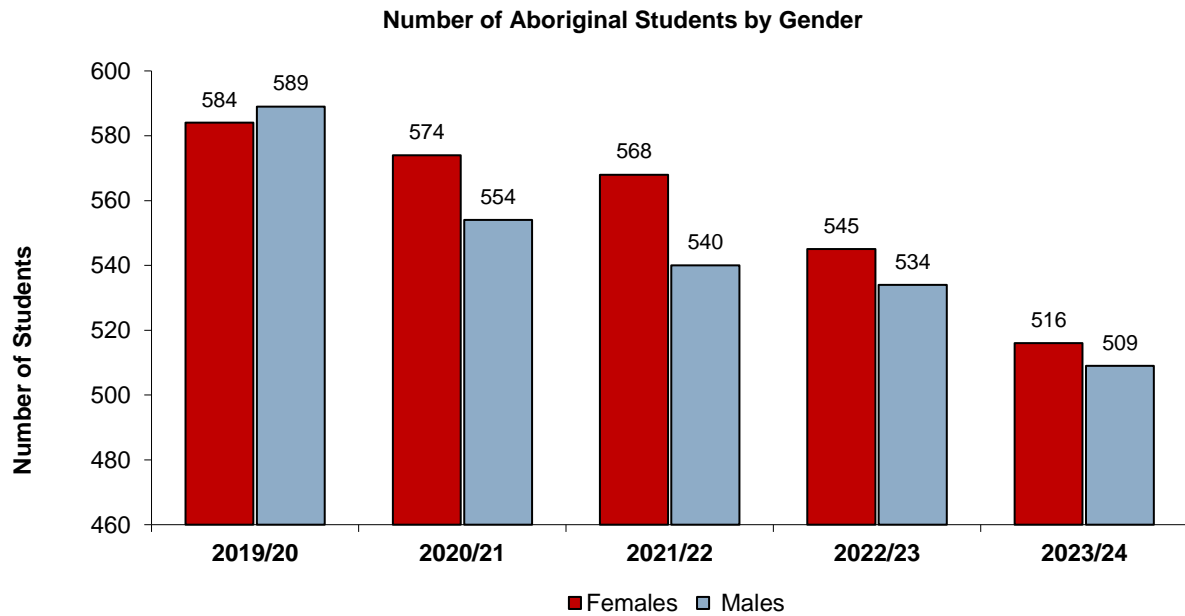
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In ECC’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		Aboriginal Females #	% of All Students	Aboriginal		Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		Students	% #			Males	% of All Students			
2019/20	5,016	1,173	23.4	584	11.6	589	11.7	75,655	37,515	38,140
2020/21	4,925	1,128	22.9	574	11.7	554	11.2	73,750	36,654	37,096
2021/22	4,928	1,108	22.5	568	11.5	540	11.0	74,654	37,107	37,547
2022/23	4,917	1,079	21.9	545	11.1	534	10.9	73,858	36,624	37,234
2023/24	4,937	1,025	20.8	516	10.5	509	10.3	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

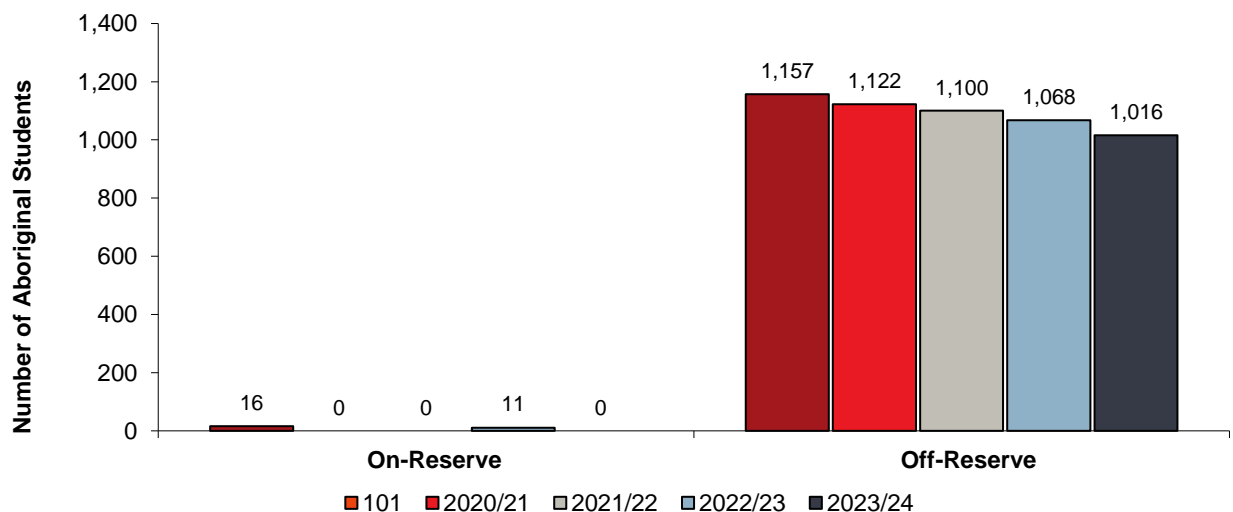
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2019/20	1,173	Msk	Msk	16	574	583	1,157	8,209	67,446
2020/21	1,128	Msk	Msk	Msk	571	551	1,122	7,754	65,996
2021/22	1,108	Msk	Msk	Msk	565	535	1,100	7,992	66,662
2022/23	1,079	Msk	Msk	11	541	527	1,068	8,074	65,784
2023/24	1,025	Msk	Msk	Msk	512	504	1,016	8,127	64,388

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2019/20	1,152	Msk	Msk	Msk	569	576	1,145	8,056	67,371
2020/21	1,118	Msk	Msk	Msk	568	543	1,111	7,713	65,958
2021/22	1,097	Msk	Msk	Msk	562	527	1,089	7,916	66,147
2022/23	1,055	Msk	Msk	Msk	526	522	1,048	8,001	65,503
2023/24	1,015	Msk	Msk	Msk	503	503	1,006	8,035	63,986

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

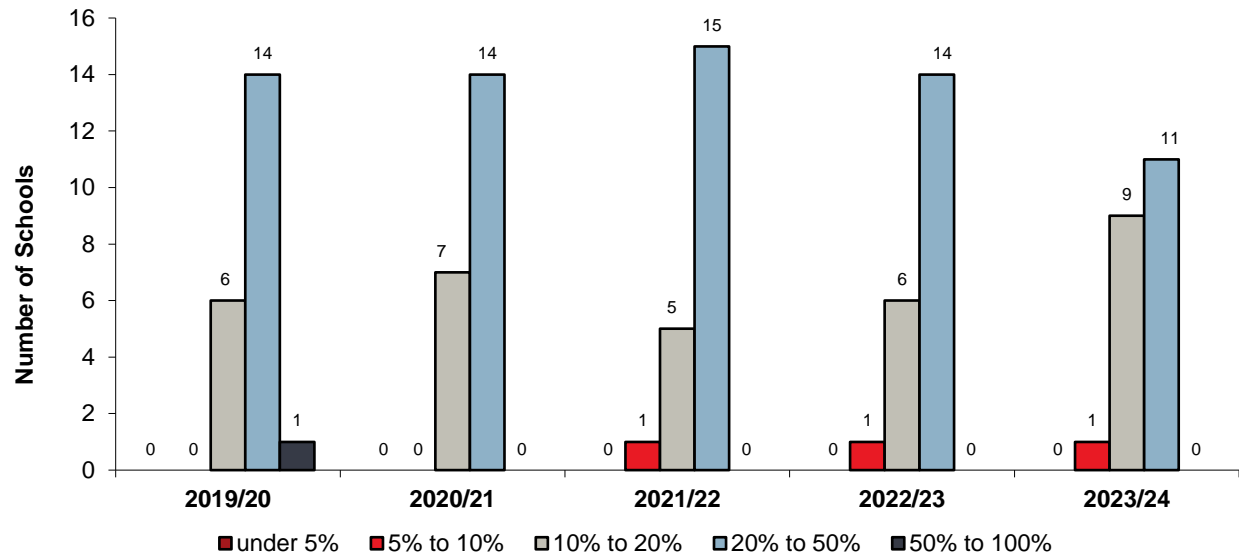


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

District							Province *					
School Year	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 %
2019/20	21	0	0	6	14	1	1,386	370	212	322	386	96
2020/21	21	0	0	7	14	0	1,395	380	214	331	370	100
2021/22	21	0	1	5	15	0	1,402	387	239	335	344	97
2022/23	21	0	1	6	14	0	1,409	409	245	326	338	91
2023/24	21	0	1	9	11	0	1,409	431	241	316	332	89

Number of Standard Public Schools with Aboriginal Students (%) - School District

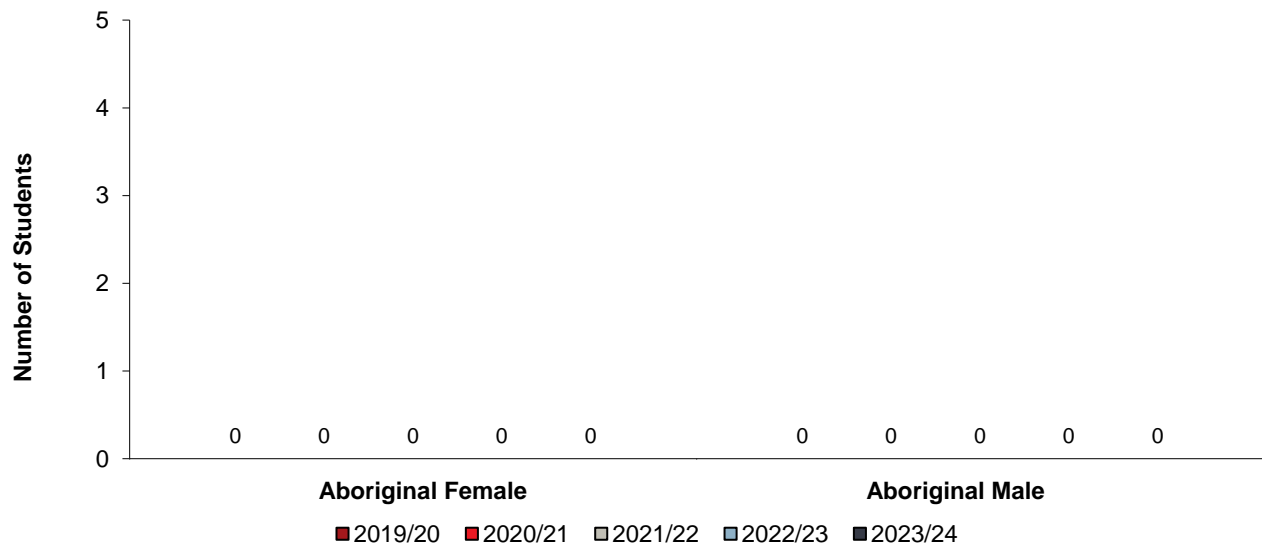


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

		District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
School Year	All Students	Female	Male	Total	Female	Male	Total	Female	Male	Female	Male
	#	#	#	#	#	#	#	#	#	#	#
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	1,430	1,327	1,778	1,830
2021/22	20	Msk	Msk	Msk	Msk	Msk	15	1,455	1,265	1,758	1,630
2022/23	16	Msk	Msk	Msk	Msk	Msk	11	1,524	1,268	1,997	1,739
2023/24	15	Msk	Msk	Msk	Msk	Msk	Msk	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



* Public schools only

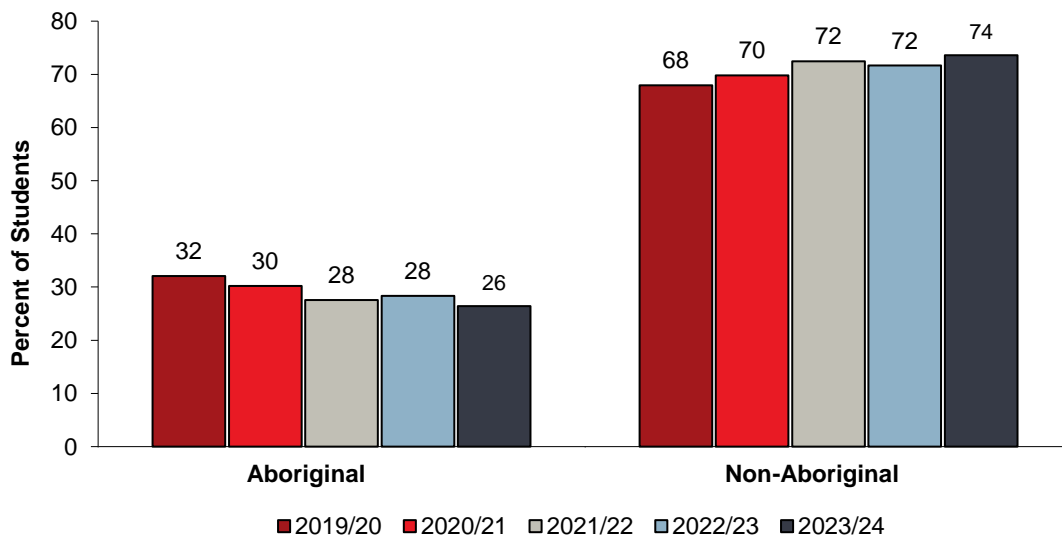
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry 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 term “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 #	%
2019/20	477	153	32	324	68
2020/21	457	138	30	319	70
2021/22	439	121	28	318	72
2022/23	455	129	28	326	72
2023/24	439	116	26	323	74

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

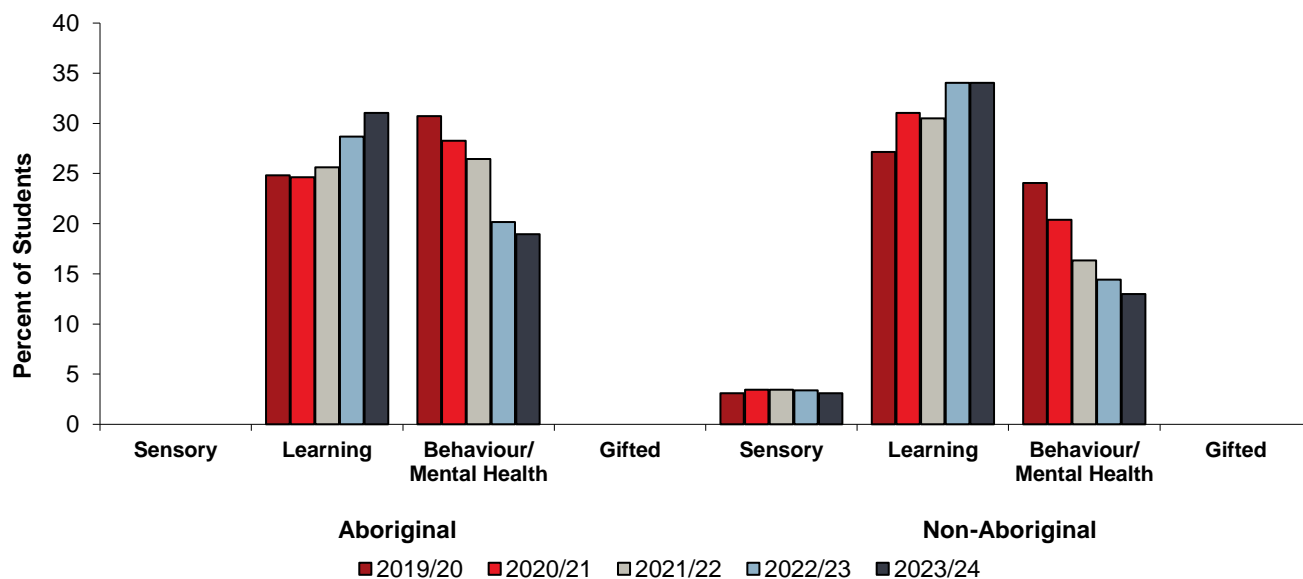


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation include E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designations include 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 Designations				Gifted Designation			
	Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2019/20	153	324	Msk	Msk	10	3	38	25	88	27	47	31	78	24	0	0	0	0
2020/21	138	319	Msk	Msk	11	3	34	25	99	31	39	28	65	20	0	0	0	0
2021/22	121	318	Msk	Msk	11	3	31	26	97	31	32	26	52	16	0	0	Msk	Msk
2022/23	129	326	Msk	Msk	11	3	37	29	111	34	26	20	47	14	0	0	0	0
2023/24	116	323	Msk	Msk	10	3	36	31	110	34	22	19	42	13	0	0	0	0

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

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

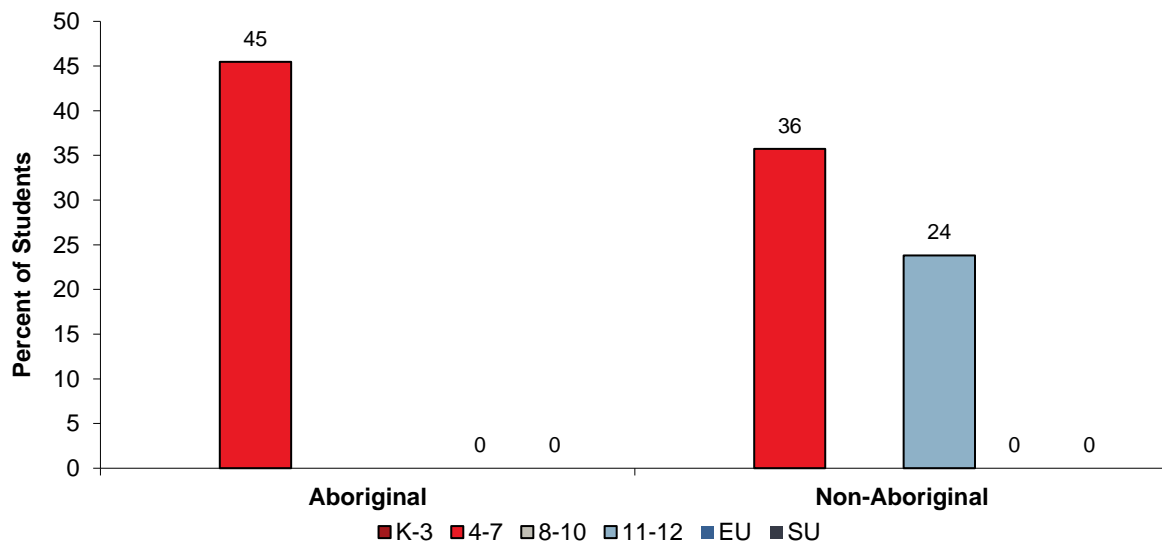
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
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	32	Msk	Msk	14	44	10	31	Msk	Msk	0	0	0	0
2022/23	26	Msk	Msk	Msk	Msk	13	50	Msk	Msk	0	0	0	0
2023/24	22	Msk	Msk	10	45	Msk	Msk	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
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	52	Msk	Msk	25	48	17	33	Msk	Msk	0	0	0	0
2022/23	47	Msk	Msk	20	43	12	26	Msk	Msk	0	0	0	0
2023/24	42	Msk	Msk	15	36	Msk	Msk	10	24	0	0	0	0

**Percent of Students with Behaviour/Mental Health Designations
Grade Distribution 2023/24**



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 affecting 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.

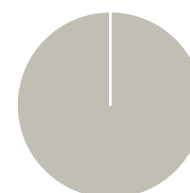
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	55	77	Msk	Msk	34	62	Msk	Msk
2020/21	46	61	Msk	Msk	29	63	Msk	Msk
2021/22	50	77	Msk	Msk	36	72	Msk	Msk
2022/23	56	82	Msk	Msk	42	75	Msk	Msk
2023/24	69	91	Msk	Msk	43	62	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

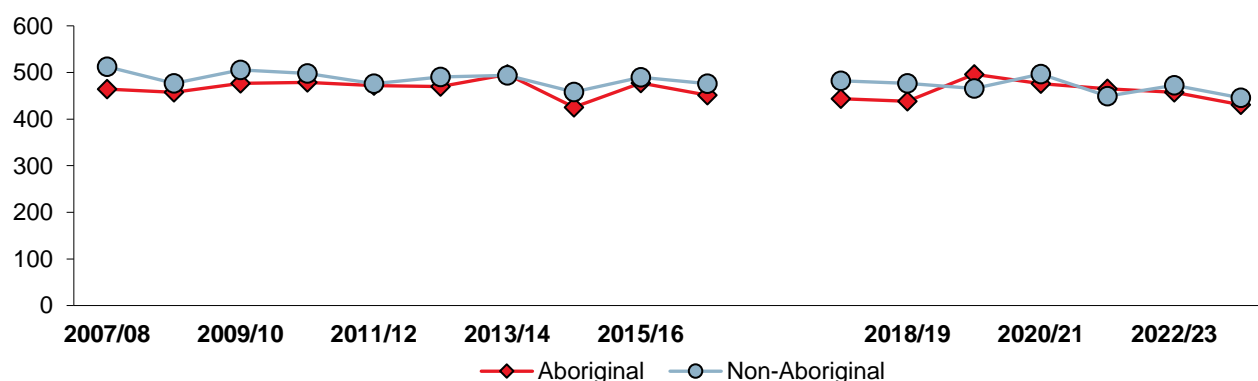
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	224	85	57	25	144	64	23	10
2020/21	213	71	36	17	143	67	34	16
2021/22	197	80	58	29	128	65	11	6
2022/23	263	90	68	26	167	63	28	11
2023/24	221	87	75	34	131	59	15	7



■ 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 affecting results.

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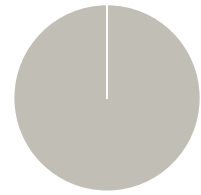
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	56	79	Msk	Msk	35	63	Msk	Msk
2020/21	43	57	Msk	Msk	30	70	Msk	Msk
2021/22	51	78	Msk	Msk	34	67	Msk	Msk
2022/23	57	84	31	54	Msk	Msk	Msk	Msk
2023/24	70	92	Msk	Msk	38	54	Msk	Msk

Grade 4: Aboriginal

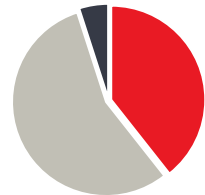


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

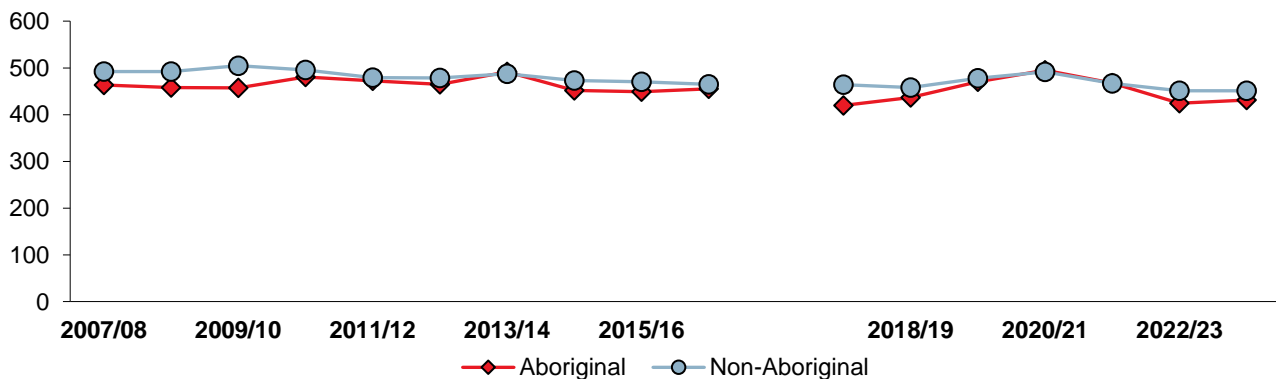
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	223	84	66	30	147	66	10	4
2020/21	211	70	57	27	128	61	26	12
2021/22	203	82	75	37	116	57	12	6
2022/23	265	91	Msk	Msk	159	60	Msk	Msk
2023/24	221	87	87	39	123	56	11	5

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.

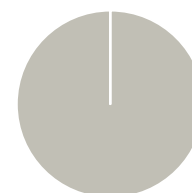
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	92	85	Msk	Msk	60	65	Msk	Msk
2020/21	77	70	25	32	52	68	0	0
2021/22	77	76	34	44	44	57	0	0
2022/23	52	78	24	46	28	54	0	0
2023/24	64	89	Msk	Msk	38	59	Msk	Msk

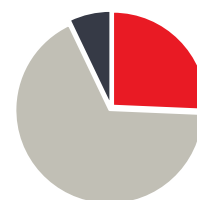


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

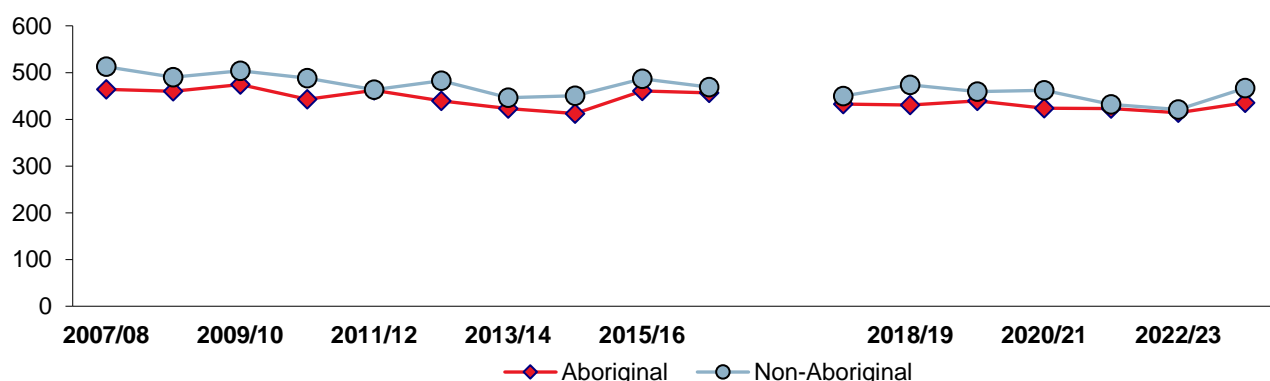
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
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	243	82	89	37	154	63	0	0
2023/24	296	89	76	26	199	67	21	7



■ 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 affecting 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.

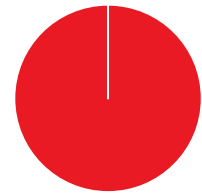
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	
			#	%	#	%	#	%
2019/20	87	81	41	47	Msk	Msk	Msk	Msk
2020/21	77	70	39	51	Msk	Msk	Msk	Msk
2021/22	75	74	43	57	Msk	Msk	Msk	Msk
2022/23	50	75	33	66	Msk	Msk	Msk	Msk
2023/24	62	86	34	55	Msk	Msk	Msk	Msk

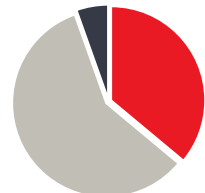


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

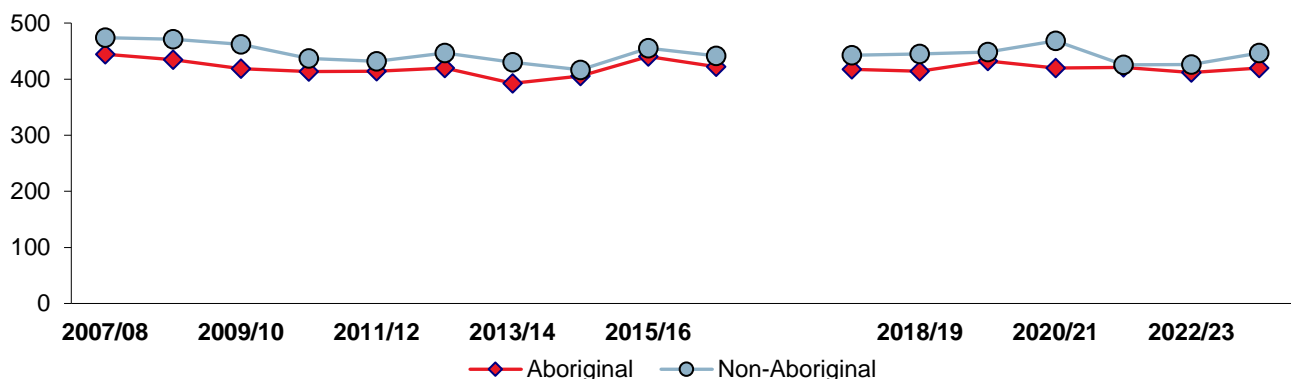
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	233	80	97	42	121	52	15	6
2020/21	224	78	81	36	113	50	30	13
2021/22	254	82	129	51	112	44	15	6
2022/23	244	83	133	55	98	40	13	5
2023/24	294	89	106	36	172	59	16	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Numeracy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Numeracy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	32	78	Msk	Msk	32	41	26	33	Msk	Msk
Non-Aboriginal	36	279	46	16	111	40	112	40	10	3

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	84	150	Msk	Msk	79	53	35	23	Msk	Msk
Non-Aboriginal	82	433	93	21	194	45	132	30	14	3

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	80	103	25	24	51	50	Msk	Msk	Msk	Msk
Non-Aboriginal	82	339	72	21	137	40	114	34	16	5

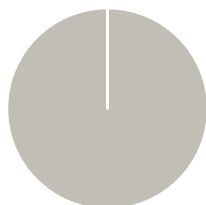
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	85	108	Msk	Msk	53	49	33	31	Msk	Msk
Non-Aboriginal	86	346	63	18	147	42	117	34	19	5

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	82	103	Msk	Msk	41	40	31	30	Msk	Msk
Non-Aboriginal	86	329	56	17	119	36	131	40	23	7

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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 student 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>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	39	40	Msk	Msk	12	30	23	58	Msk	Msk
Non-Aboriginal	39	115	Msk	Msk	29	25	74	64	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	84	120	Msk	Msk	28	23	83	69	Msk	Msk
Non-Aboriginal	88	391	16	4	81	21	251	64	43	11

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	81	110	Msk	Msk	18	16	76	69	Msk	Msk
Non-Aboriginal	88	355	26	7	98	28	210	59	21	6

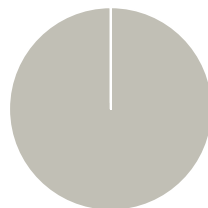
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	85	105	Msk	Msk	29	28	59	56	Msk	Msk
Non-Aboriginal	89	336	22	7	84	25	198	59	32	10

2023/24 Grade 10

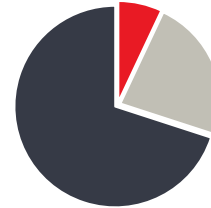
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	75	89	Msk	Msk	24	27	53	60	Msk	Msk
Non-Aboriginal	87	315	21	7	71	23	190	60	33	10

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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 a 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>

Participation Rate (new):

Denominator: All grade 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 12 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 12 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	81	95	Msk	Msk	34	36	55	58	Msk	Msk
Non-Aboriginal	78	292	Msk	Msk	77	26	169	58	Msk	Msk

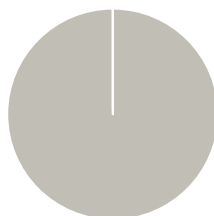
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	80	91	Msk	Msk	29	32	56	62	Msk	Msk
Non-Aboriginal	82	284	Msk	Msk	72	25	160	56	Msk	Msk

2023/24 Grade 12

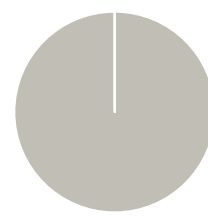
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	85	85	Msk	Msk	25	29	48	56	Msk	Msk
Non-Aboriginal	86	328	Msk	Msk	100	30	182	55	Msk	Msk

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

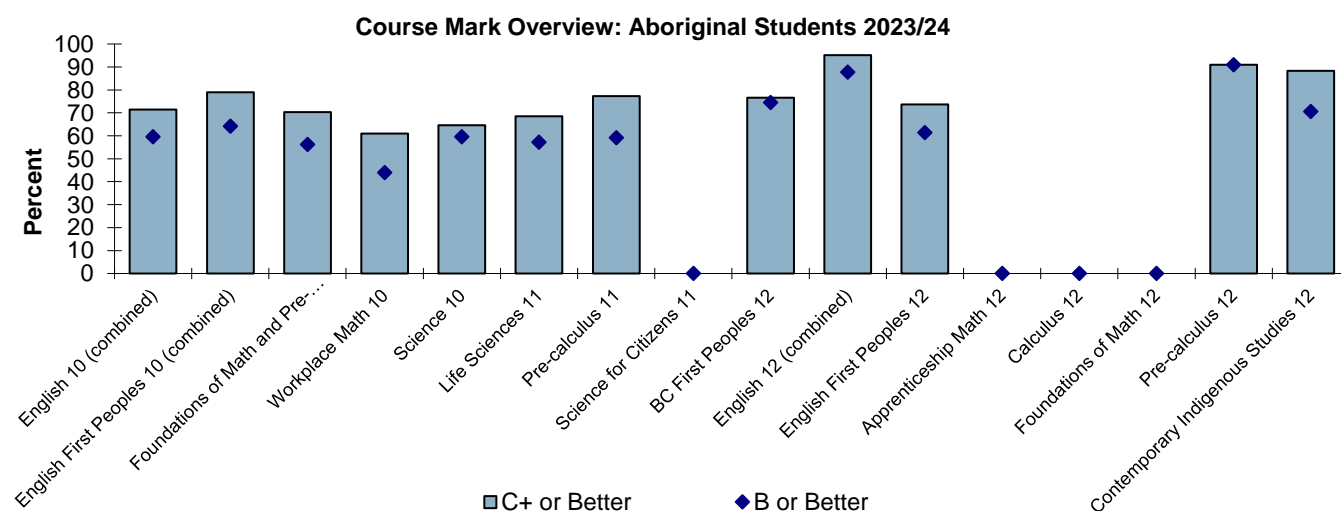
COURSE MARK RESULTS 2023/24: OVERVIEW

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	C+ or Better		B or Better		Course	C+ or Better		B or Better	
	Mark Count #	#	%	#	%	Mark Count #	#	%	#	%
English 10 (combined)*	126	90	71	75	60	273	221	81	201	74
English First Peoples 10 (combined)*	81	64	79	52	64	347	276	80	250	72
Foundations of Math and Pre-calculus 10	64	45	70	36	56	226	175	77	152	67
Workplace Math 10	41	25	61	18	44	75	65	87	55	73
Science 10	99	64	65	59	60	300	234	78	200	67
Life Sciences 11	35	24	69	20	57	149	129	87	112	75
Pre-calculus 11	44	34	77	26	59	181	150	83	123	68
Science for Citizens 11	10	Msk	Msk	Msk	Msk	28	16	57	13	46
BC First Peoples 12	47	36	77	35	74	165	150	91	144	87
English 12 (combined)*	41	39	95	36	88	124	120	97	108	87
English First Peoples 12	57	42	74	35	61	257	211	82	173	67
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	52	48	92	40	77
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	28	23	82	13	46
Pre-calculus 12	22	20	91	20	91	144	130	90	127	88
Contemporary Indigenous Studies 12	17	15	88	12	71	38	31	82	28	74



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.

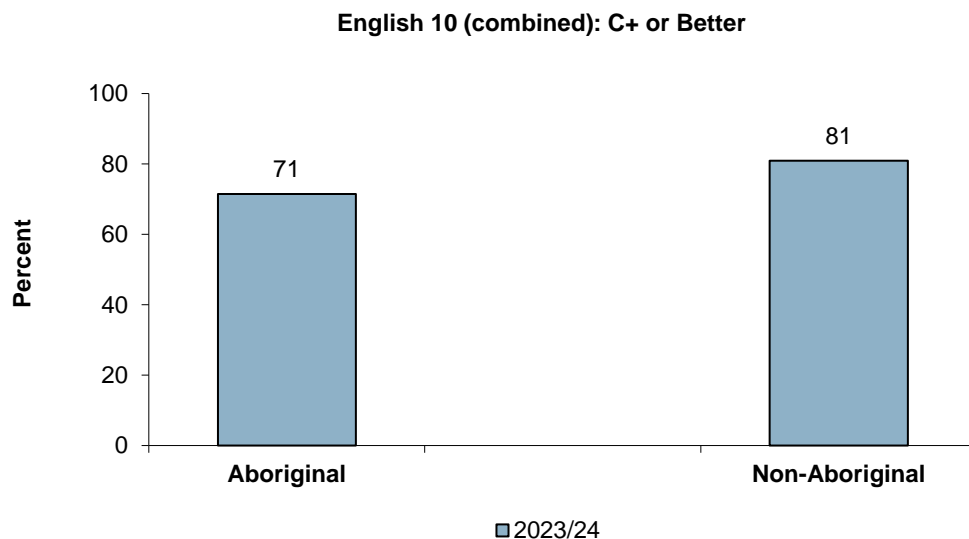
English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	184	121	66	99	54	574	416	72	360	63	
2020/21	175	135	77	112	64	530	432	82	373	70	
2021/22	188	135	72	121	64	634	490	77	425	67	
2022/23	202	136	67	118	58	639	510	80	443	69	
2023/24	126	90	71	75	60	273	221	81	201	74	

Aboriginal					Non-Aboriginal				
School Year	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	184	106	172	12	574	294	541	33	
2020/21	175	101	154	21	530	292	492	38	
2021/22	188	108	176	12	634	334	594	40	
2022/23	202	114	187	15	639	342	605	34	
2023/24	126	117	Msk	Msk	273	340	255	18	



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.

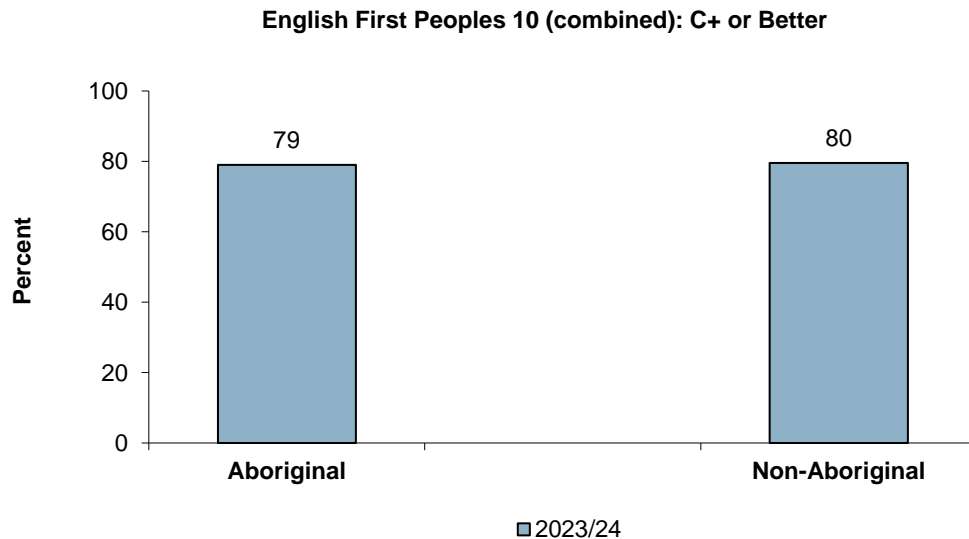
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	11	Msk	Msk	Msk	Msk	37	27	73	22	59	
2022/23	11	Msk	Msk	Msk	Msk	22	15	68	14	64	
2023/24	81	64	79	52	64	347	276	80	250	72	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 10	Course Mark Count		Course	Total Gr 10	Course Mark Count	
	Mark Count	Students *	Gr 10	Non-Gr 10	Mark Count	Students *	Gr 10	Non-Gr 10
	#	#	#	#	#	#	#	#
2019/20	-	106	-	-	-	294	-	-
2020/21	Msk	101	Msk	Msk	10	292	10	0
2021/22	11	108	11	0	37	334	Msk	Msk
2022/23	11	114	11	0	22	342	22	0
2023/24	81	117	Msk	Msk	347	340	Msk	Msk



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.

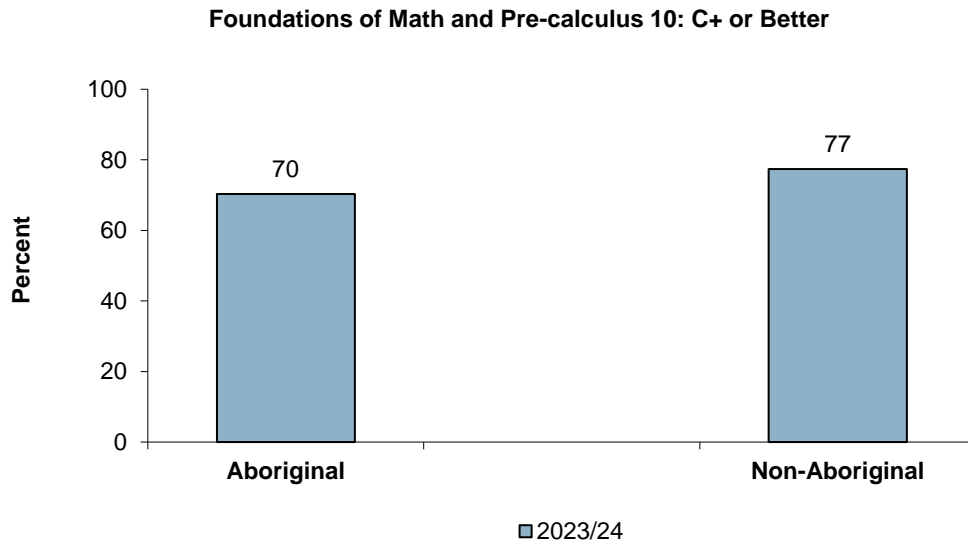
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	262	209	80	177	68	
2022/23	74	43	58	33	45	254	185	73	159	63	
2023/24	64	45	70	36	56	226	175	77	152	67	

Aboriginal					Non-Aboriginal				
School Year	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	106	Msk	Msk	217	294	190	27	
2020/21	59	101	Msk	Msk	199	292	176	23	
2021/22	66	108	Msk	Msk	262	334	242	20	
2022/23	74	114	Msk	Msk	254	342	238	16	
2023/24	64	117	Msk	Msk	226	340	214	12	



Note:

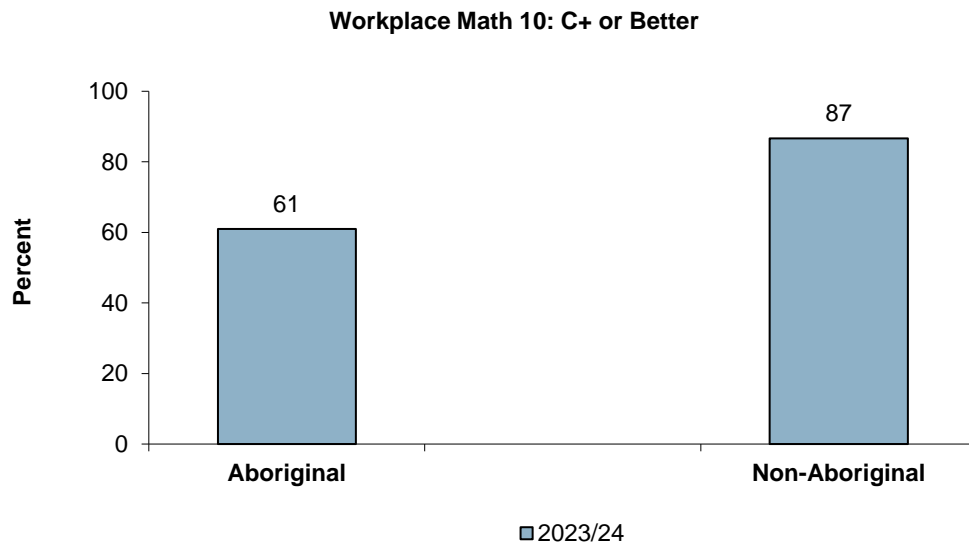
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	45	26	58	24	53	88	57	65	44	50	
2020/21	34	29	85	24	71	84	63	75	49	58	
2021/22	46	32	70	26	57	77	57	74	50	65	
2022/23	40	20	50	18	45	76	49	64	37	49	
2023/24	41	25	61	18	44	75	65	87	55	73	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	45	106	35	10	88	294	65	23	
2020/21	34	101	24	10	84	292	71	13	
2021/22	46	108	Msk	Msk	77	334	65	12	
2022/23	40	114	Msk	Msk	76	342	62	14	
2023/24	41	117	Msk	Msk	75	340	65	10	



Note:

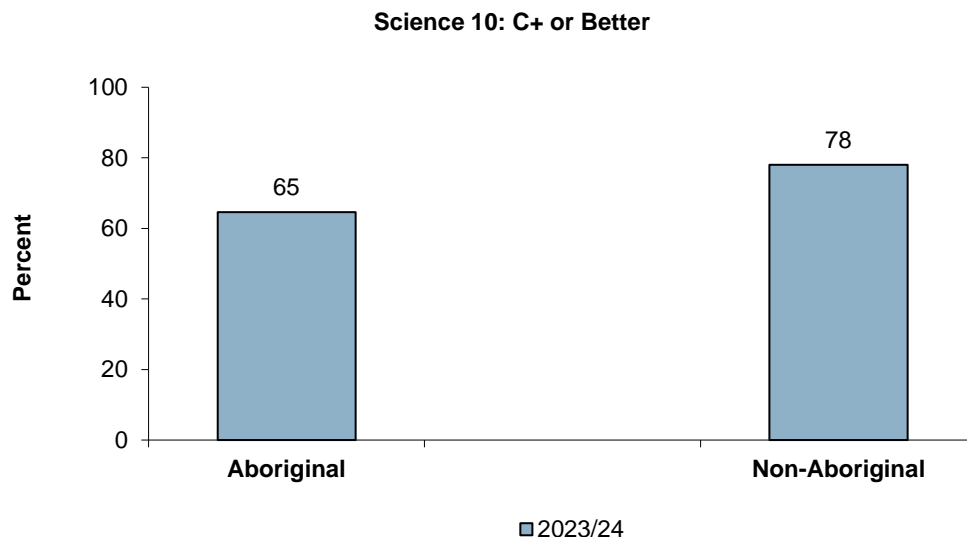
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	92	67	73	55	60	288	228	79	191	66	
2020/21	88	77	88	65	74	276	233	84	211	76	
2021/22	102	74	73	67	66	309	250	81	215	70	
2022/23	110	69	63	54	49	343	262	76	219	64	
2023/24	99	64	65	59	60	300	234	78	200	67	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	92	106	Msk	Msk	288	294	267	21	
2020/21	88	101	77	11	276	292	253	23	
2021/22	102	108	88	14	309	334	293	16	
2022/23	110	114	Msk	Msk	343	342	310	33	
2023/24	99	117	Msk	Msk	300	340	286	14	



Note:

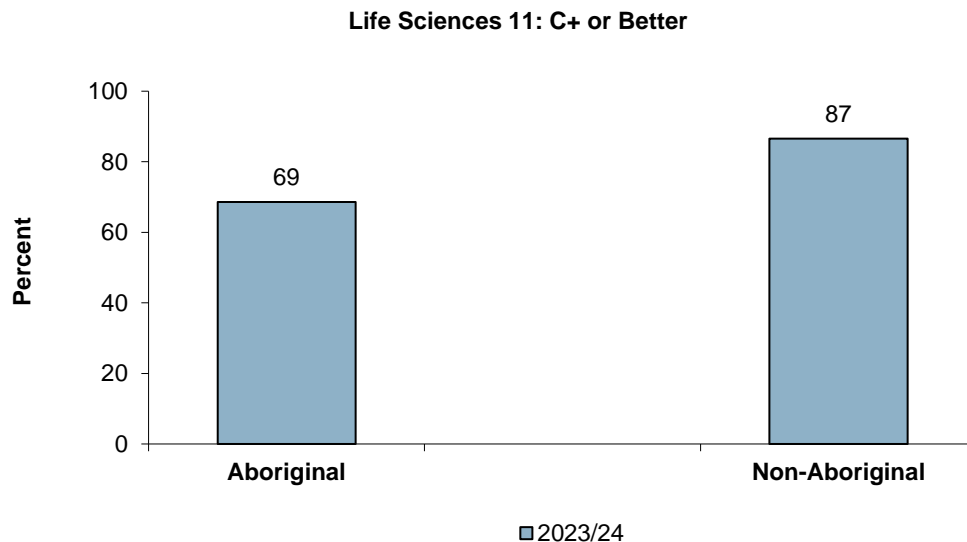
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	34	31	91	31	91	111	103	93	98	88	
2021/22	32	27	84	25	78	130	106	82	91	70	
2022/23	34	29	85	27	79	138	109	79	97	70	
2023/24	35	24	69	20	57	149	129	87	112	75	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	33	102	Msk	Msk	140	328	119	21	
2020/21	34	99	Msk	Msk	111	304	99	12	
2021/22	32	96	Msk	Msk	130	294	109	21	
2022/23	34	108	Msk	Msk	138	349	Msk	Msk	
2023/24	35	115	Msk	Msk	149	348	125	24	



Note:

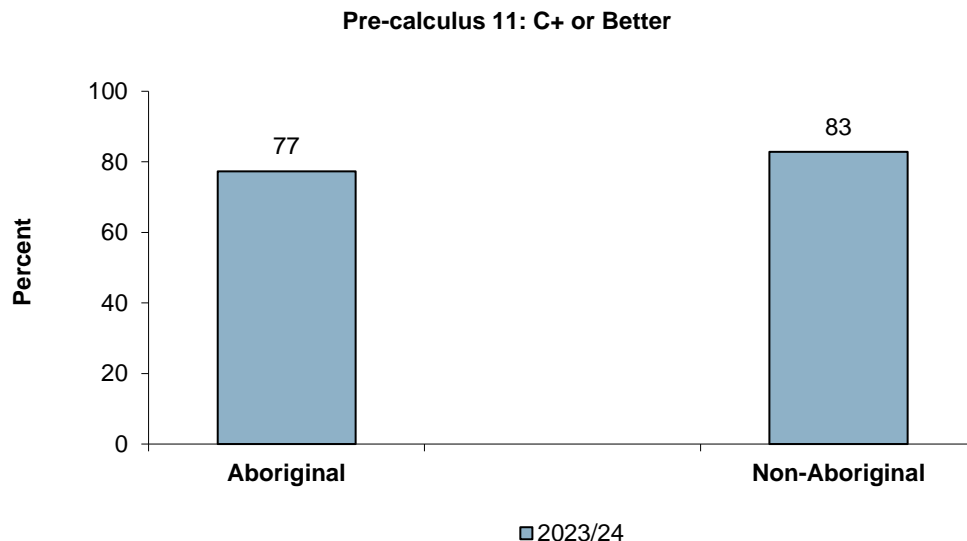
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	43	34	79	31	72	162	129	80	112	69	
2022/23	35	31	89	27	77	180	136	76	123	68	
2023/24	44	34	77	26	59	181	150	83	123	68	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	25	102	Msk	Msk	135	328	122	13	
2020/21	39	99	Msk	Msk	164	304	131	33	
2021/22	43	96	Msk	Msk	162	294	132	30	
2022/23	35	108	Msk	Msk	180	349	162	18	
2023/24	44	115	Msk	Msk	181	348	160	21	



Note:

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

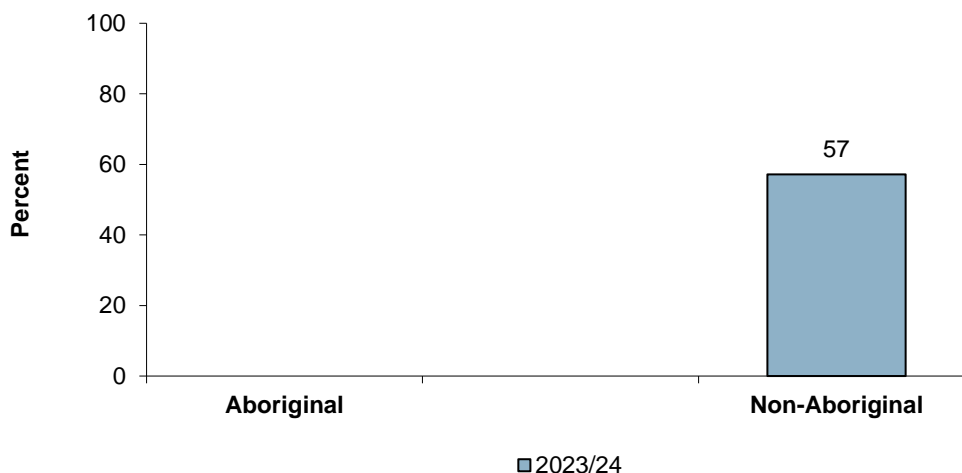
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	11	10	91	10	91	
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	13	13	100	12	92	16	12	75	12	75	
2023/24	10	Msk	Msk	Msk	Msk	28	16	57	13	46	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 11	Course Mark Count			Total Gr 11	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 11 #	Non-Gr 11 #	Mark Count #	Students * #	Gr 11 #	Non-Gr 11 #
2019/20	Msk	102	Msk	Msk	Msk	328	Msk	Msk
2020/21	Msk	99	Msk	Msk	11	304	Msk	Msk
2021/22	Msk	96	Msk	Msk	Msk	294	Msk	Msk
2022/23	13	108	Msk	Msk	16	349	Msk	Msk
2023/24	10	115	Msk	Msk	28	348	17	11

Science for Citizens 11: C+ or Better



Note:

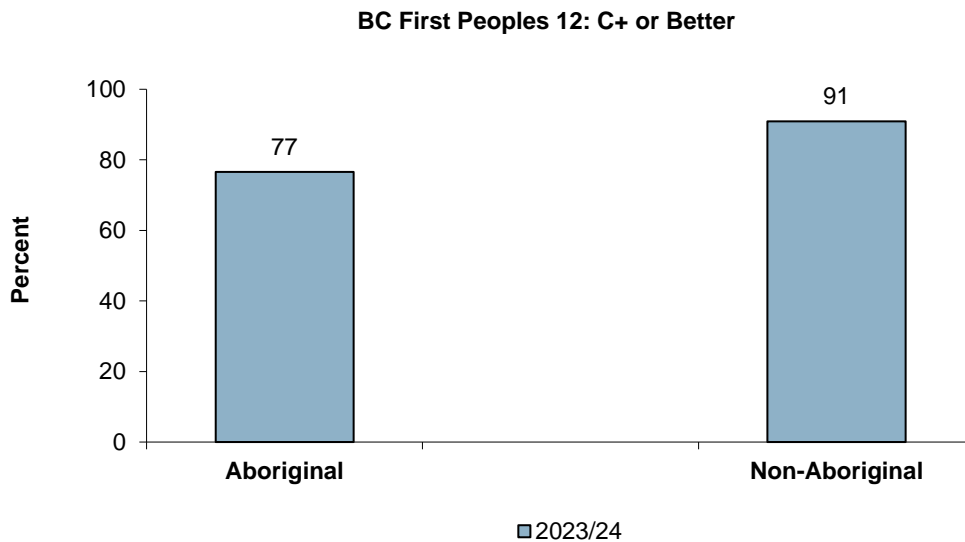
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2020/21	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	
2021/22	13	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	11	10	91	10	91	18	18	100	14	78	
2023/24	47	36	77	35	74	165	150	91	144	87	

Aboriginal					Non-Aboriginal				
School Year	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	13	111	Msk	Msk	Msk	364	Msk	Msk	
2022/23	11	103	Msk	Msk	18	347	Msk	Msk	
2023/24	47	97	17	30	165	398	51	114	



Note:

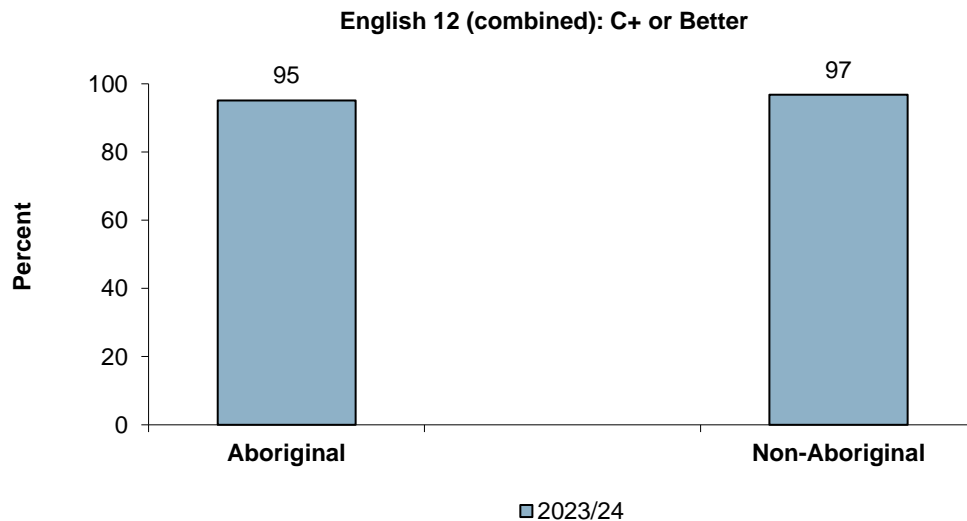
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	88	70	80	57	65	309	270	87	227	73	
2021/22	91	64	70	57	63	294	242	82	202	69	
2022/23	82	65	79	52	63	270	215	80	187	69	
2023/24	41	39	95	36	88	124	120	97	108	87	

Aboriginal					Non-Aboriginal				
School Year	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	60	100	Msk	Msk	259	392	234	25	
2020/21	88	114	76	12	309	418	258	51	
2021/22	91	111	80	11	294	364	262	32	
2022/23	82	103	68	14	270	347	238	32	
2023/24	41	97	Msk	Msk	124	398	101	23	



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.

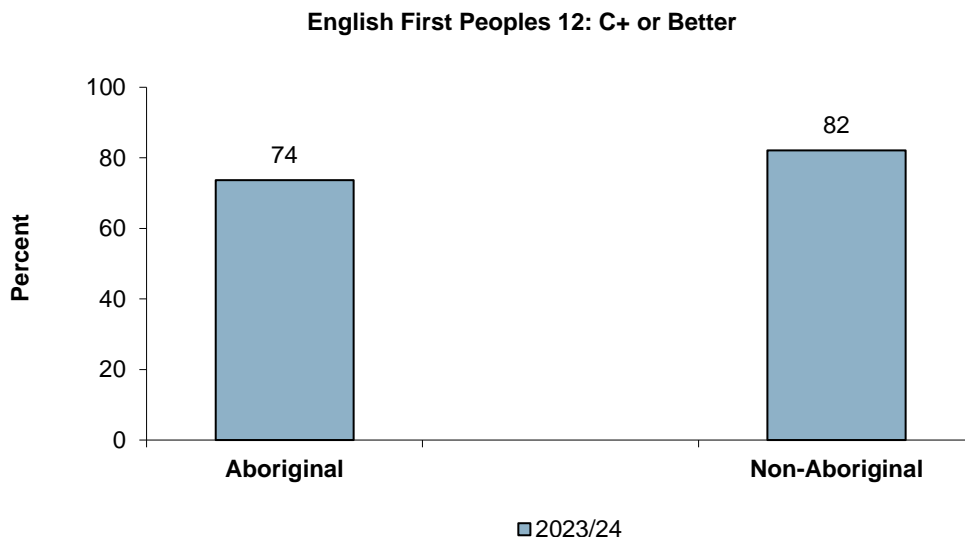
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	
2023/24	57	42	74	35	61	257	211	82	173	67	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	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	111	Msk	Msk	-	364	-	-
2022/23	18	103	Msk	Msk	33	347	16	17
2023/24	57	97	43	14	257	398	220	37



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.

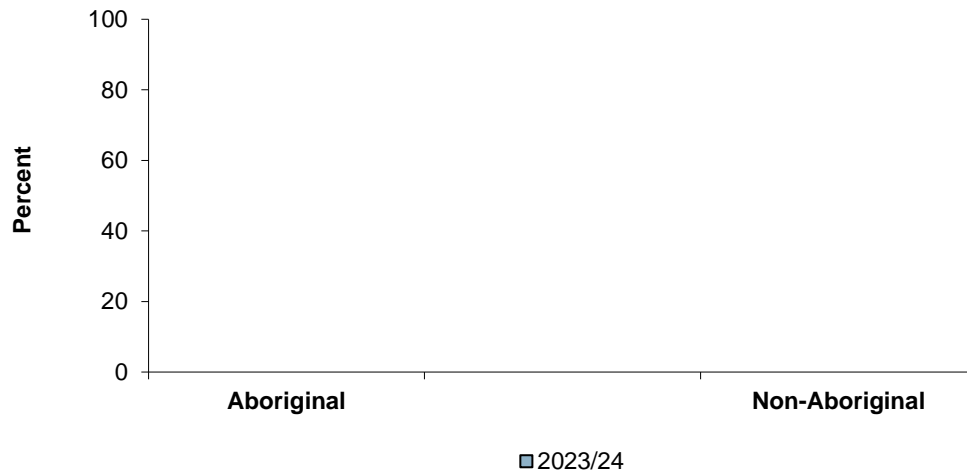
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	100	Msk	Msk	Msk	392	Msk	Msk
2020/21	Msk	114	Msk	Msk	Msk	418	Msk	Msk
2021/22	Msk	111	Msk	Msk	Msk	364	Msk	Msk
2022/23	Msk	103	Msk	Msk	Msk	347	Msk	Msk
2023/24	Msk	97	Msk	Msk	Msk	398	Msk	Msk

Apprenticeship Math 12: C+ or Better



Note:

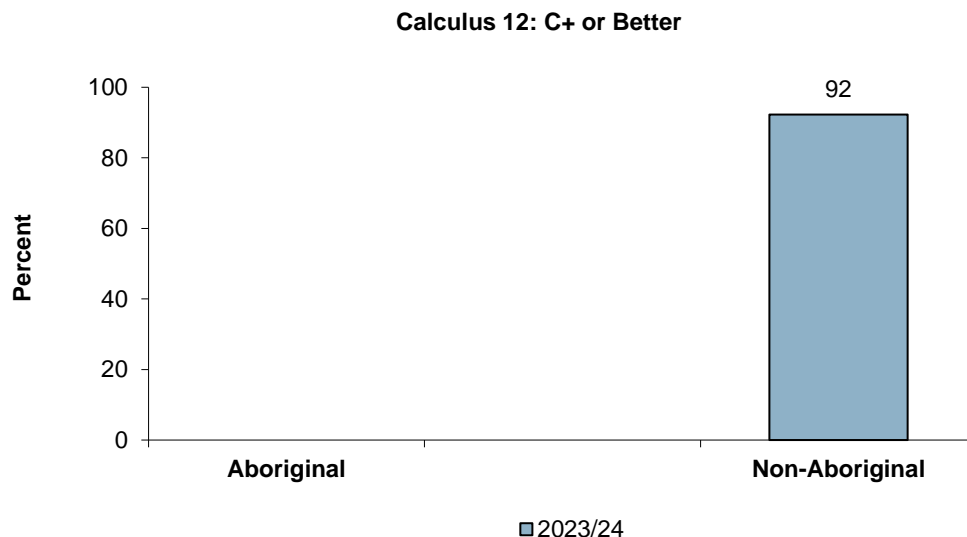
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	
2023/24	Msk	Msk	Msk	Msk	Msk	52	48	92	40	77	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	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	111	Msk	Msk	26	364	26	0
2022/23	Msk	103	Msk	Msk	15	347	Msk	Msk
2023/24	Msk	97	Msk	Msk	52	398	Msk	Msk



Note:

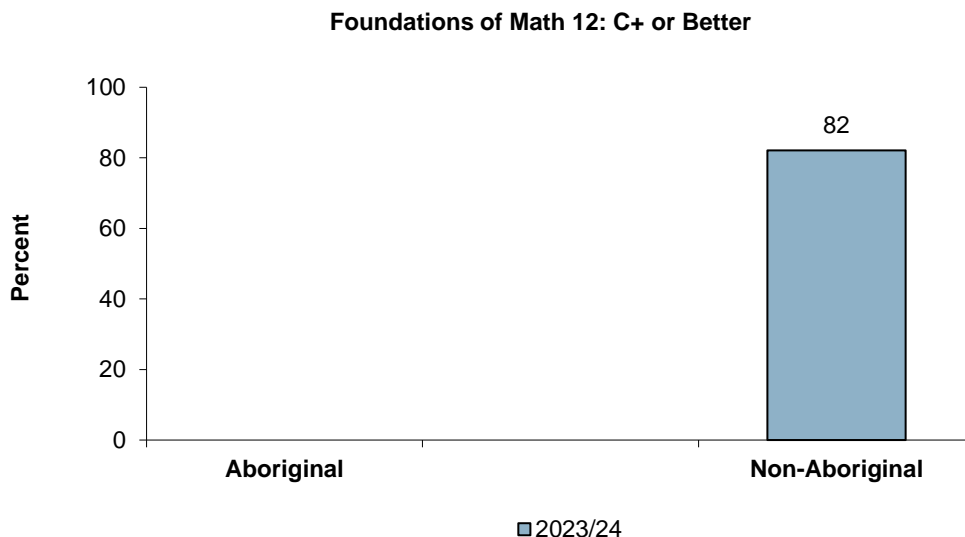
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	
2023/24	Msk	Msk	Msk	Msk	Msk	28	23	82	13	46	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	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	111	Msk	Msk	20	364	Msk	Msk
2022/23	Msk	103	Msk	Msk	23	347	Msk	Msk
2023/24	Msk	97	Msk	Msk	28	398	Msk	Msk



Note:

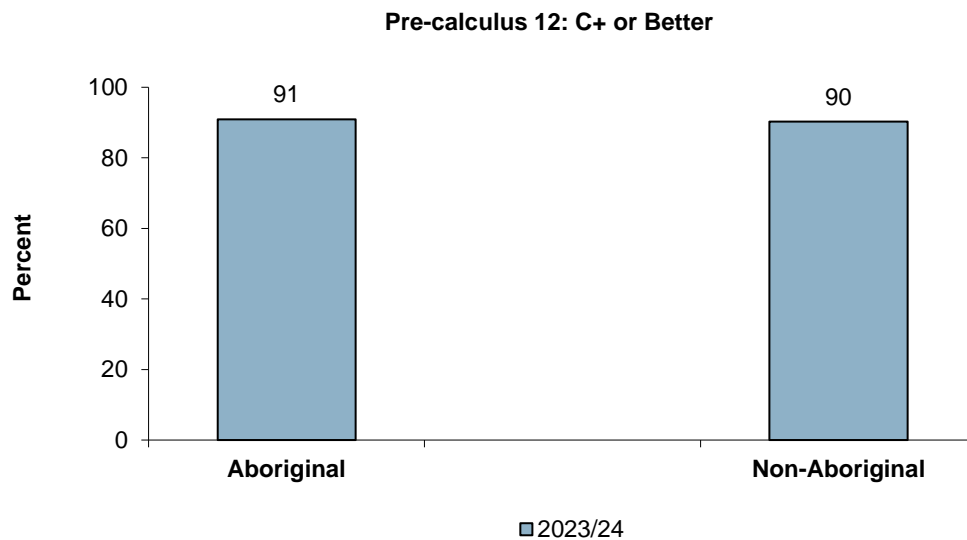
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	
2023/24	22	20	91	20	91	144	130	90	127	88	

Aboriginal					Non-Aboriginal				
School Year	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	111	22	0	96	364	Msk	Msk	
2022/23	21	103	Msk	Msk	83	347	Msk	Msk	
2023/24	22	97	Msk	Msk	144	398	122	22	



Note:

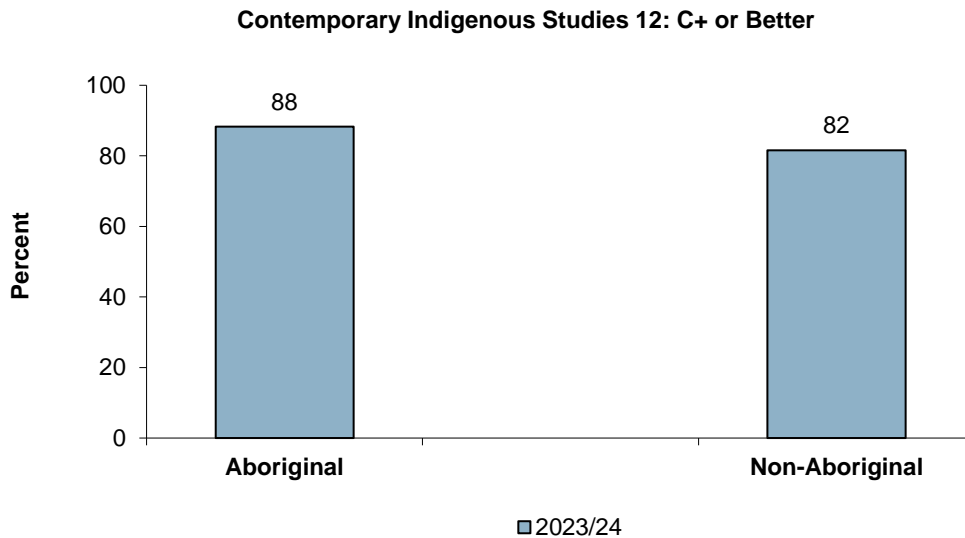
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	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	-	-	-	-	-	-	-	-	-	-	
2023/24	17	15	88	12	71	38	31	82	28	74	

Aboriginal					Non-Aboriginal				
School Year	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	-	114	-	-	-	418	-	-	
2021/22	-	111	-	-	-	364	-	-	
2022/23	-	103	-	-	-	347	-	-	
2023/24	17	97	Msk	Msk	38	398	11	27	



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) 2019/20 - 2023/24

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.

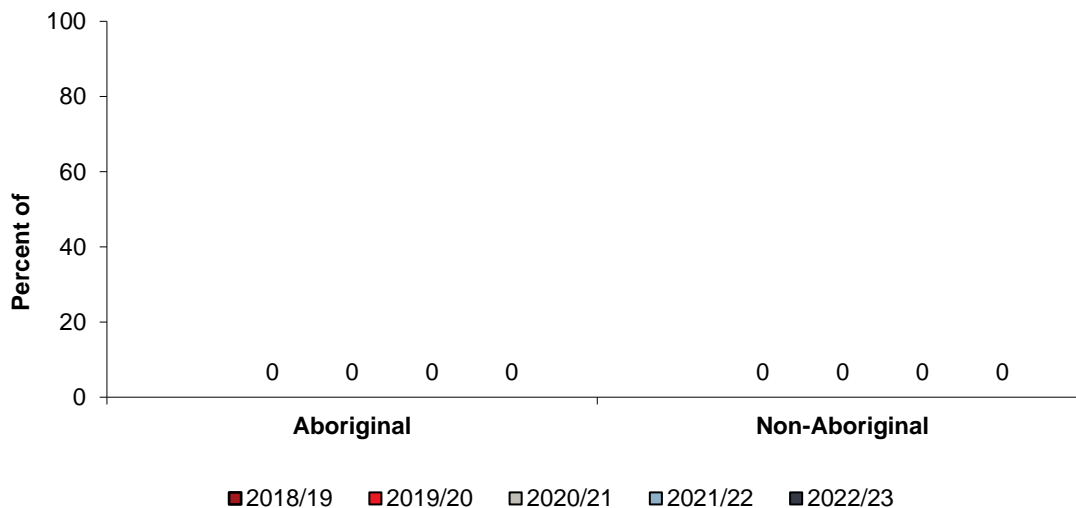
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2023/24	-	-	-	-	-	-	-	-	-	-

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.

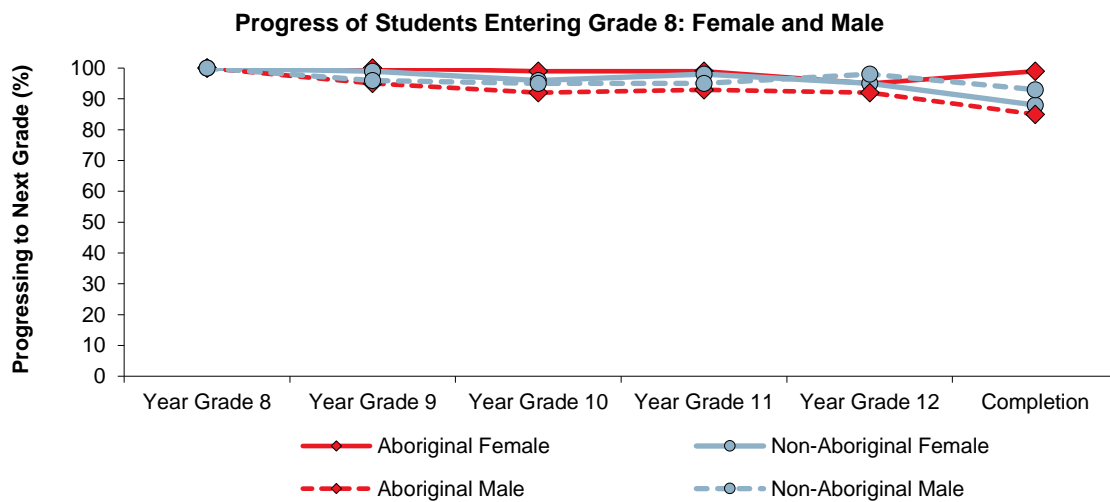
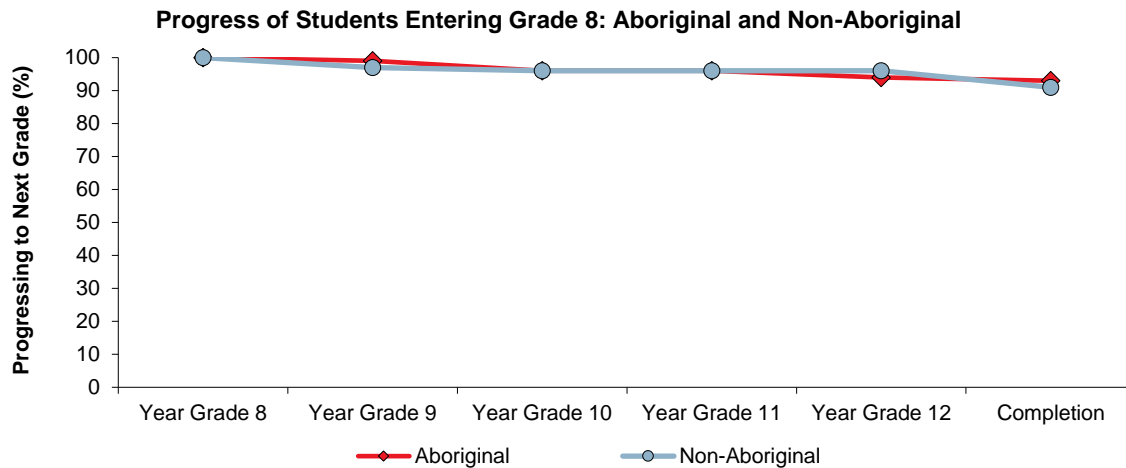
PROGRESS OF STUDENTS ENTERING GRADE 8

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 BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	95	97	99	96
	Grade 10	96	99	92	96	96	95
	Grade 11	96	99	93	96	98	95
	Grade 12	94	95	92	96	95	98
2023/24	Completion	93	99	85	91	88	93



FIVE-YEAR COMPLETION RATE, 2019/20 - 2023/24

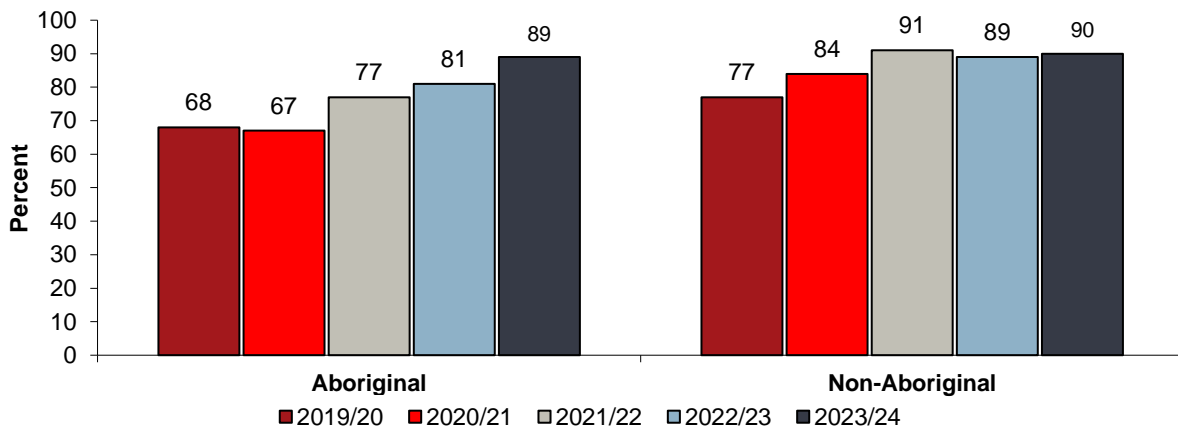
BC Residents

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

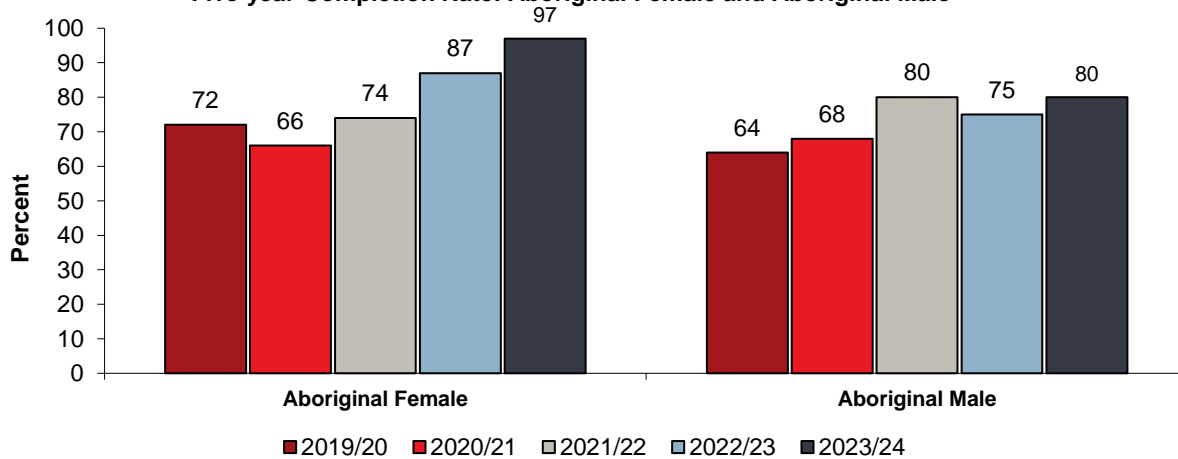
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
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
2023/24	89	97	80	90	89	92

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



SIX-YEAR COMPLETION RATE, 2019/20 - 2023/24

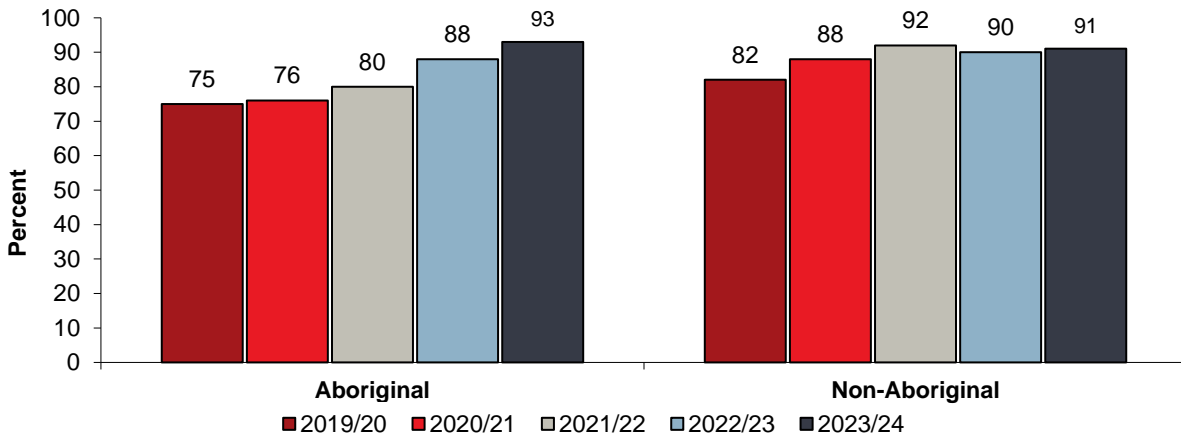
BC Residents

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

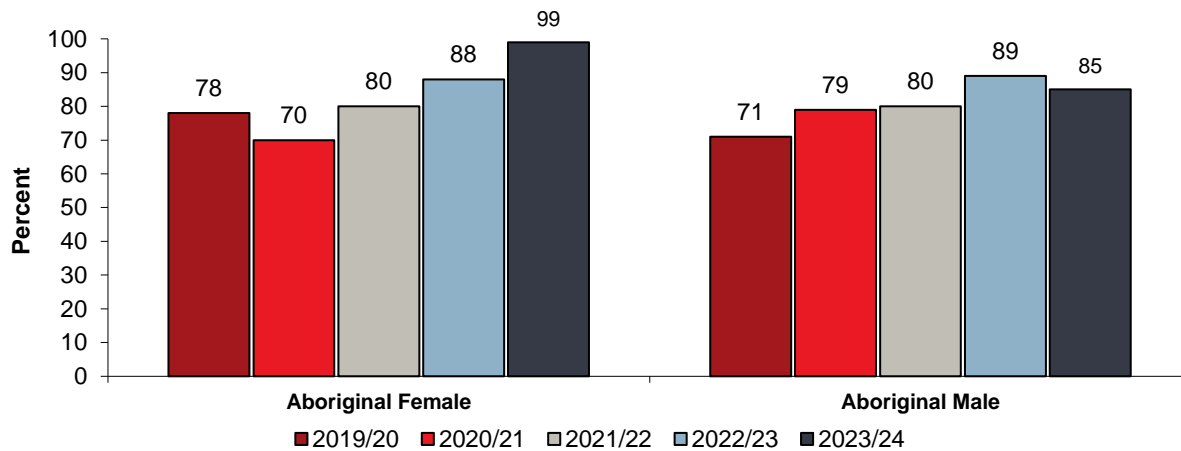
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
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
2023/24	93	99	85	91	88	93

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



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

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

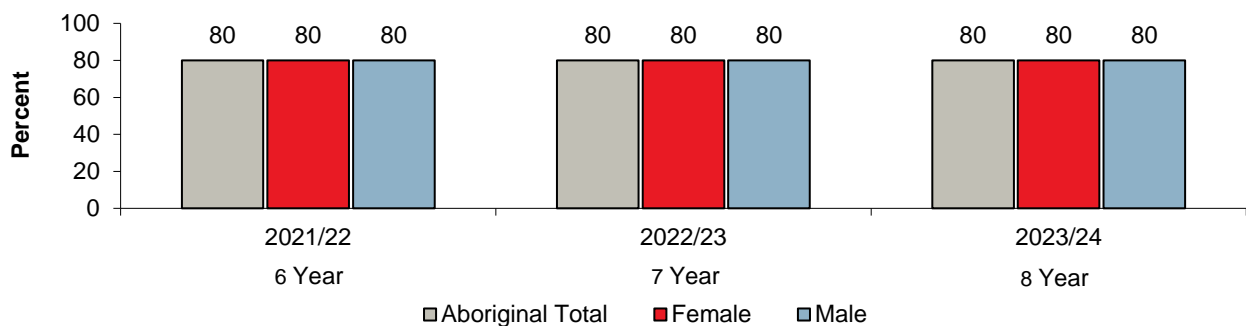
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2017/18 and 2018/19 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

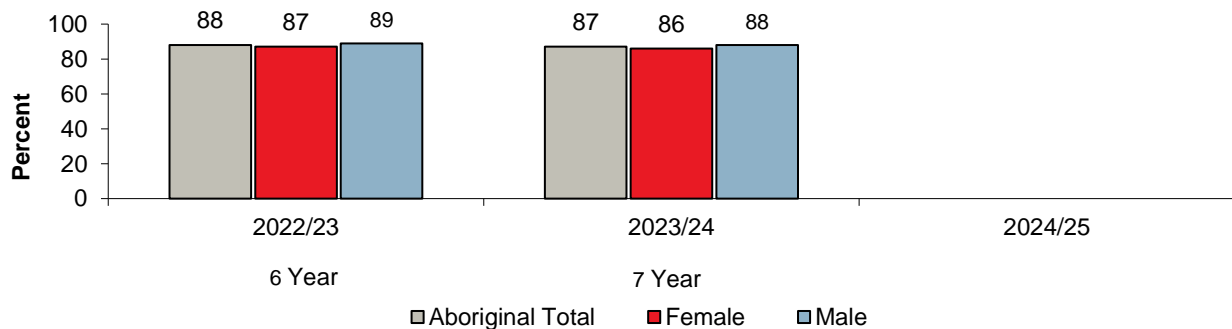
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	80	80	80	80	80	80	80	80	80
2017/18	88	87	89	87	86	88	-	-	-
2018/19	93	99	85	-	-	-	-	-	-

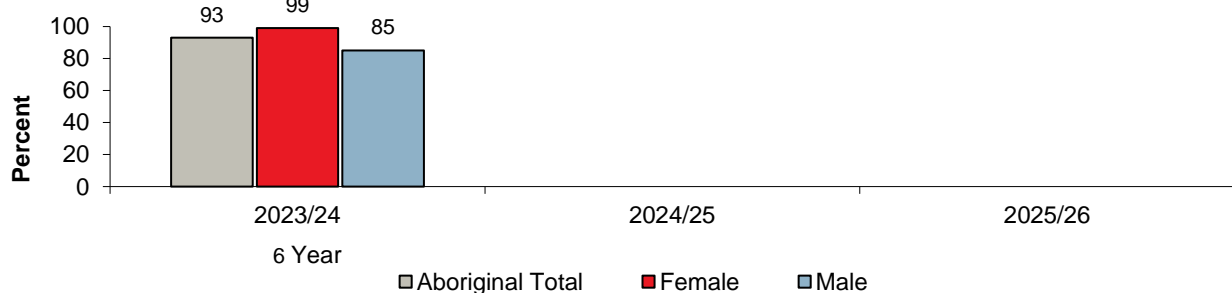
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



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



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2018/19 Cohort



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

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" 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	
	#	#	%	#	#	%
2019/20	92	Msk	Msk	362	Msk	Msk
2020/21	110	Msk	Msk	386	Msk	Msk
2021/22	108	Msk	Msk	338	Msk	Msk
2022/23	100	Msk	Msk	331	Msk	Msk
2023/24	93	0	0	382	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	
	#	#	%	#	#	%
2019/20	92	60	65	362	269	74
2020/21	110	83	75	386	291	75
2021/22	108	86	80	338	251	74
2022/23	100	84	84	331	265	80
2023/24	93	74	80	382	308	81

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

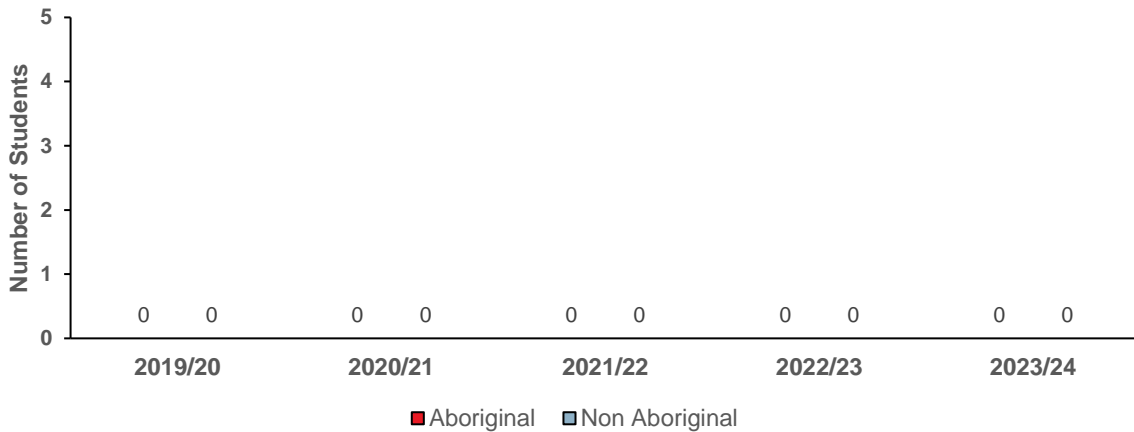
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

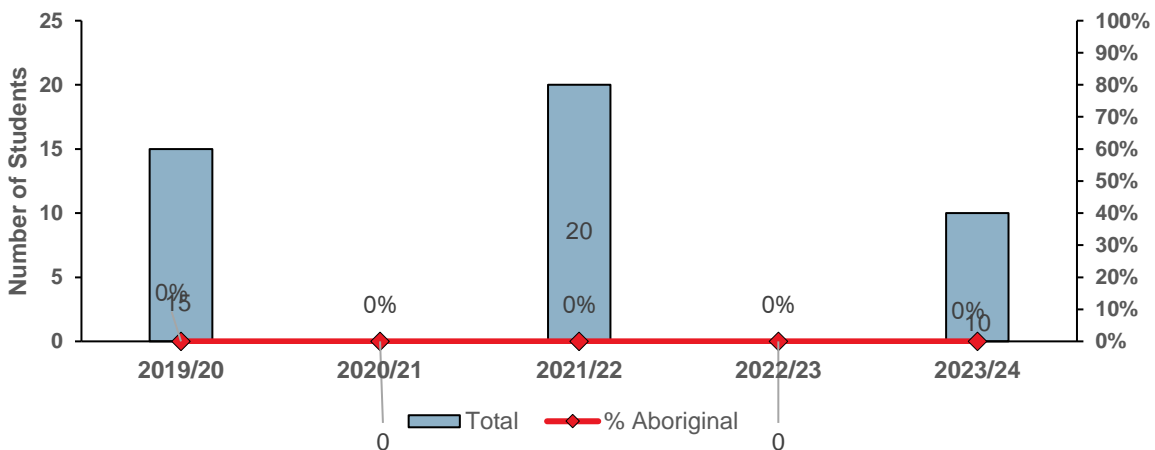
NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
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
2023/24	10	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 BC 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 %
2019/20	Msk	Msk	Msk	Msk	-	-	Msk	Msk
2020/21	Msk	Msk	-	-	-	-	-	Msk
2021/22	Msk	Msk	-	Msk	-	-	-	76
2022/23	Msk	-	-	-	-	-	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	-	-	-	Msk

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	-	-	-	-
2021/22	Msk	Msk	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	-	-
2023/24	Msk	Msk	-	-	-	-

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	Msk	Msk	-	-	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	-	-	Msk	Msk	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

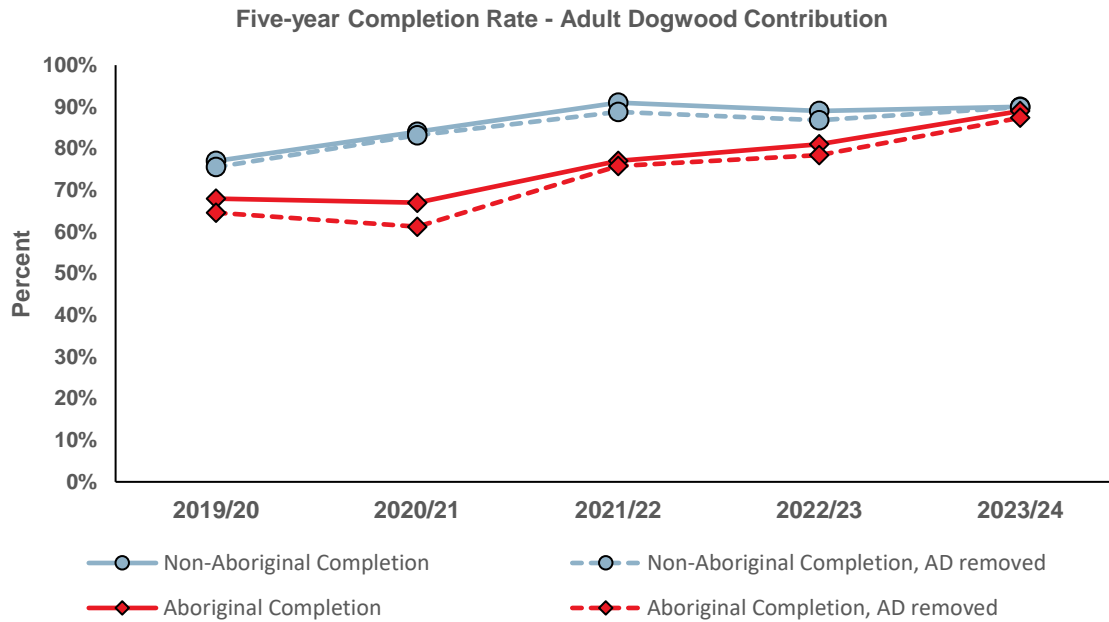
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of BC. 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
	%	%	%	%	%	%
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
2023/24	89	-2	87	90	0	90



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

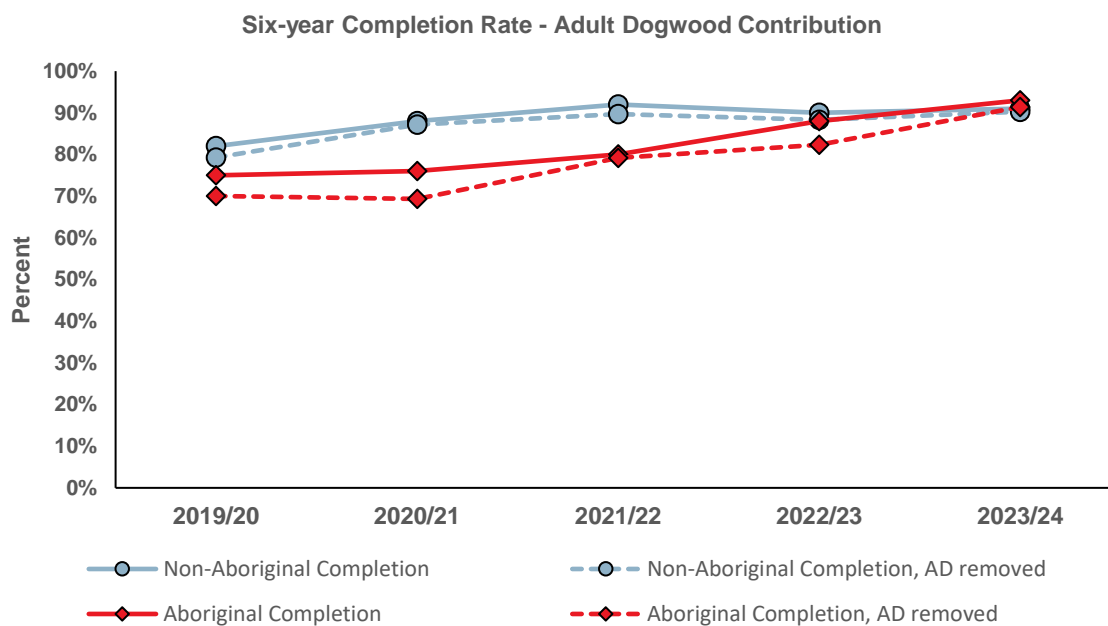
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of BC. 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
	%	%	%	%	%	%
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
2023/24	93	-2	91	91	-1	90



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

In this report, Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").

These three groups are combined into an All Legal Groups cohort, which count all students in the individual groups only once regardless of how many arrangements they have in each group.

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. Please note 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 MCFD while enrolled in the BC school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset."

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

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups	All Legal Groups		All Legal Groups	
	#	#	%	#	%
2018/19	165	96	58	69	42
2019/20	163	101	62	62	38
2020/21	137	77	56	60	44
2021/22	135	79	59	56	41
2022/23	146	87	60	59	40

ABORIGINAL ALL LEGAL GROUPS (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	Aboriginal Total	Aboriginal	
	September	All Legal Groups	
	#	#	%
2018/19	1,183	96	8
2019/20	1,173	101	9
2020/21	1,128	77	7
2021/22	1,108	79	7
2022/23	1,079	87	8

ALL LEGAL GROUPS (EVER) SIX-YEAR COMPLETION RATE - DOGWOOD ONLY

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	0	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	0
2020/21	66	Msk	Msk	Msk	83	Msk	Msk
2021/22	43	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	54	Msk	Msk	Msk	Msk	Msk	Msk

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	-
2020/21	89	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	93	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	95	100	Msk	Msk	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC 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 BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <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	2018/19	62	100	20	32.3	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	58	100	14	24.1	Msk	Msk	Msk	Msk	Msk	Msk
	2020/21	82	100	22	26.8	Msk	Msk				
	2021/22	86	100	27	31.4						
Non-Aboriginal	2018/19	224	100	62	27.7	20	8.9	14	6.3	Msk	Msk
	2019/20	258	100	90	34.9	22	8.5	11	4.3		
	2020/21	289	100	82	28.4	22	7.6				
	2021/22	247	100	69	27.9						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	62	100	-	-	-	-	-	-	-	-
	2019/20	58	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	82	100	Msk	Msk	-	-				
	2021/22	86	100	Msk	Msk						
Non-Aboriginal	2018/19	224	100	Msk	Msk	-	-	-	-	-	-
	2019/20	258	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	289	100	Msk	Msk	Msk	Msk				
	2021/22	247	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC 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 BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

		Transition to Research-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	62	100	Msk	Msk	-	-	-	-	-	-
	2019/20	58	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	82	100	Msk	Msk	Msk	Msk				
	2021/22	86	100	Msk	Msk						
Non-Aboriginal	2018/19	224	100	16	7.1	Msk	Msk	Msk	Msk	-	-
	2019/20	258	100	18	7.0	Msk	Msk	Msk	Msk		
	2020/21	289	100	32	11.1	Msk	Msk				
	2021/22	247	100	17	6.9						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

		Transition to Teaching-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	62	100	Msk	Msk	-	-	-	-	Msk	Msk
	2019/20	58	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	82	100	-	-	-	-				
	2021/22	86	100	-	-						
Non-Aboriginal	2018/19	224	100	10	4.5	Msk	Msk	-	-	-	-
	2019/20	258	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	289	100	Msk	Msk	Msk	Msk				
	2021/22	247	100	16	6.5						

STUDENT LEARNING SURVEY RESULTS, 2019/20 - 2023/24

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

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

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

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

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

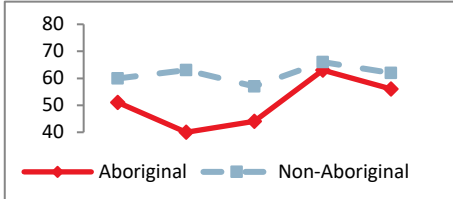
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

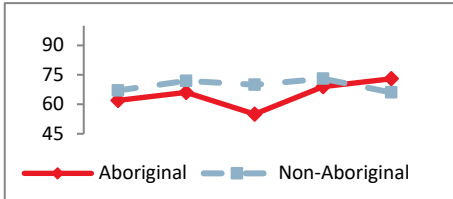
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



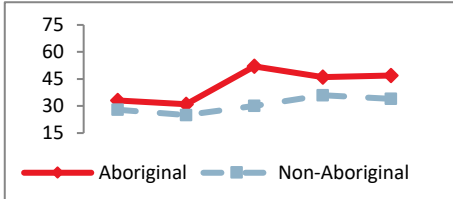
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	39	20	51	162	98	60
2020/21	40	16	40	187	118	63
2021/22	50	22	44	194	111	57
2022/23	52	33	63	260	171	66
2023/24	64	36	56	206	128	62

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	
	#	#	%	#	#	%
2019/20	39	24	62	159	106	67
2020/21	38	25	66	185	134	72
2021/22	49	27	55	195	136	70
2022/23	54	37	69	261	191	73
2023/24	62	45	73	207	137	66

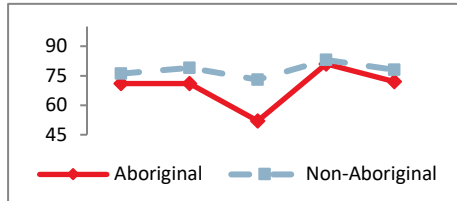
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	
	#	#	%	#	#	%
2019/20	39	13	33	161	45	28
2020/21	39	12	31	186	46	25
2021/22	50	26	52	194	58	30
2022/23	52	24	46	256	92	36
2023/24	64	30	47	204	70	34

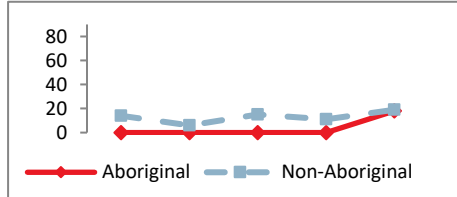
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



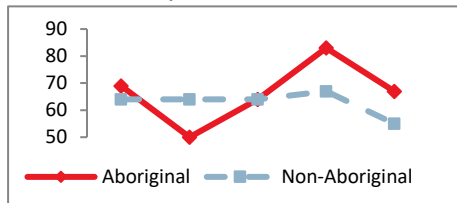
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	34	24	71	165	126	76
2020/21	34	24	71	193	153	79
2021/22	46	24	52	198	144	73
2022/23	43	35	81	265	220	83
2023/24	60	43	72	209	164	78

Have you ever felt bullied at school?



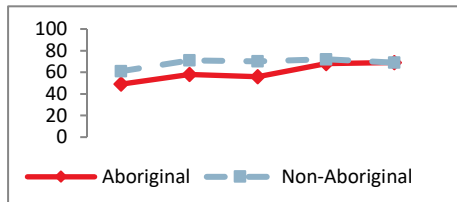
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	34	Msk	Msk	166	23	14
2020/21	34	Msk	Msk	189	11	6
2021/22	46	Msk	Msk	197	29	15
2022/23	45	Msk	Msk	264	28	11
2023/24	60	11	18	208	39	19

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



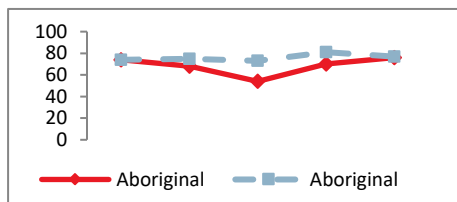
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	39	27	69	161	103	64
2020/21	40	20	50	183	118	64
2021/22	50	32	64	190	121	64
2022/23	53	44	83	259	174	67
2023/24	64	43	67	207	113	55

I am happy at my school.



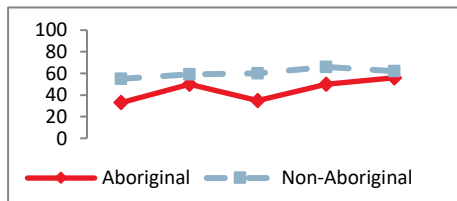
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	39	19	49	162	99	61
2020/21	38	22	58	184	130	71
2021/22	48	27	56	191	134	70
2022/23	53	36	68	260	188	72
2023/24	61	42	69	207	142	69

Do you feel welcome at your 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	
	#	#	%	#	#	%
2019/20	39	29	74	160	119	74
2020/21	37	25	68	186	139	75
2021/22	50	27	54	192	140	73
2022/23	54	38	70	262	212	81
2023/24	63	48	76	206	158	77

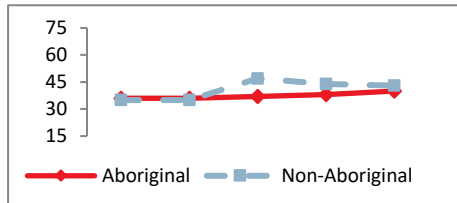
Is school a place where you feel like you belong?



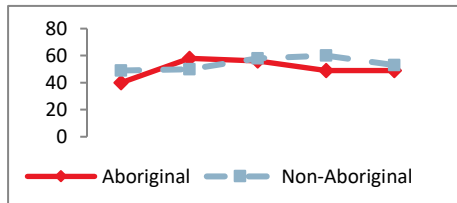
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	39	13	33	161	88	55
2020/21	40	20	50	185	110	59
2021/22	49	17	35	189	114	60
2022/23	52	26	50	260	171	66
2023/24	64	36	56	206	127	62

STUDENT LEARNING SURVEY RESULTS, GRADE 7

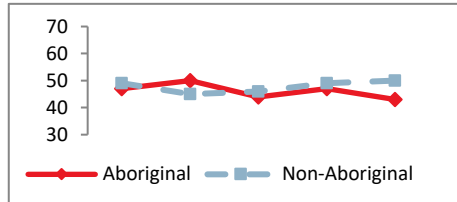
Do you like school?



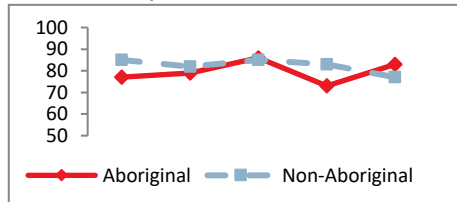
Do adults in the school treat all students fairly?



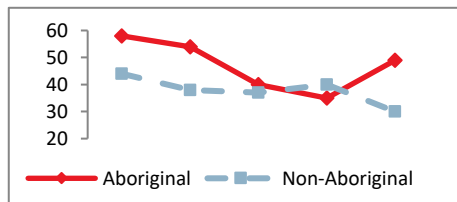
How many teachers help you with your schoolwork when you need it?



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



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?



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	64	23	36
2020/21	77	28	36
2021/22	78	29	37
2022/23	50	19	38
2023/24	65	26	40

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	157	55	35
2020/21	203	72	35
2021/22	251	117	47
2022/23	243	108	44
2023/24	267	116	43

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	63	25	40
2020/21	76	44	58
2021/22	78	44	56
2022/23	51	25	49
2023/24	65	32	49

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	157	77	49
2020/21	204	103	50
2021/22	250	146	58
2022/23	244	147	60
2023/24	267	141	53

Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	64	30	47
2020/21	76	38	50
2021/22	78	34	44
2022/23	51	24	47
2023/24	65	28	43

Non-Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	150	74	49
2020/21	198	89	45
2021/22	250	114	46
2022/23	243	120	49
2023/24	265	133	50

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	62	48	77
2020/21	72	57	79
2021/22	77	66	86
2022/23	51	37	73
2023/24	59	49	83

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	149	127	85
2020/21	197	161	82
2021/22	249	211	85
2022/23	235	194	83
2023/24	256	196	77

Aboriginal

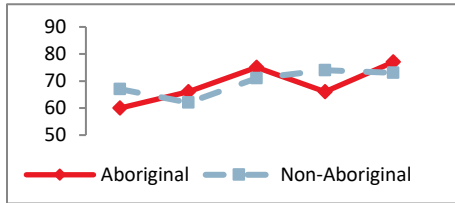
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	62	36	58
2020/21	72	39	54
2021/22	78	31	40
2022/23	51	18	35
2023/24	65	32	49

Non-Aboriginal

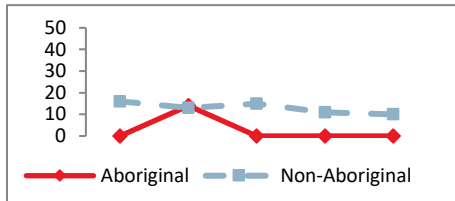
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	151	67	44
2020/21	201	76	38
2021/22	251	92	37
2022/23	242	98	40
2023/24	260	77	30

STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

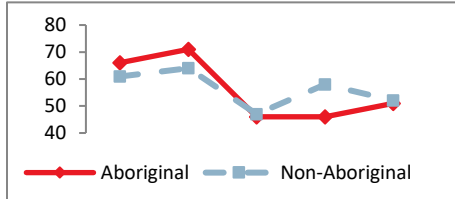
Do you feel safe at school?



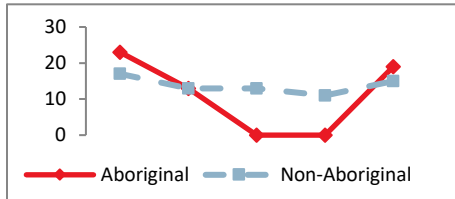
At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



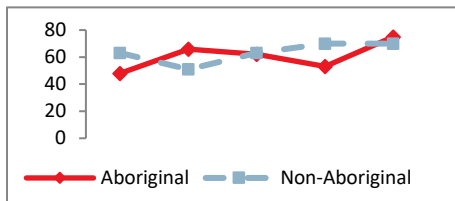
How many adults at your school care about you? (Percentage responding 2 adults or more.)



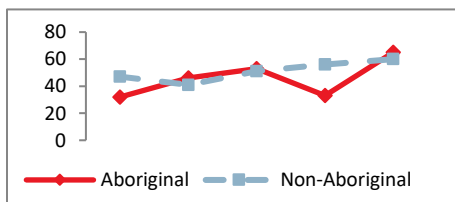
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	63	38	60
2020/21	73	48	66
2021/22	71	53	75
2022/23	47	31	66
2023/24	60	46	77

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	157	105	67
2020/21	203	125	62
2021/22	257	182	71
2022/23	250	184	74
2023/24	270	196	73

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	62	Msk	Msk
2020/21	73	10	14
2021/22	71	Msk	Msk
2022/23	47	Msk	Msk
2023/24	60	Msk	Msk

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	156	25	16
2020/21	206	27	13
2021/22	259	38	15
2022/23	246	27	11
2023/24	272	28	10

Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	64	42	66
2020/21	76	54	71
2021/22	78	36	46
2022/23	50	23	46
2023/24	65	33	51

Non-Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	158	97	61
2020/21	203	129	64
2021/22	251	118	47
2022/23	245	142	58
2023/24	262	136	52

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	62	14	23
2020/21	76	10	13
2021/22	76	Msk	Msk
2022/23	50	Msk	Msk
2023/24	63	12	19

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	156	27	17
2020/21	205	27	13
2021/22	250	33	13
2022/23	241	27	11
2023/24	263	39	15

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	64	31	48
2020/21	76	50	66
2021/22	78	48	62
2022/23	49	26	53
2023/24	65	49	75

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	158	99	63
2020/21	205	105	51
2021/22	251	159	63
2022/23	242	169	70
2023/24	267	188	70

Aboriginal

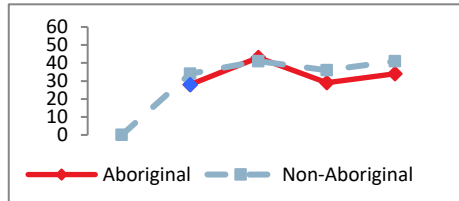
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	62	20	32
2020/21	76	35	46
2021/22	78	41	53
2022/23	51	17	33
2023/24	65	42	65

Non-Aboriginal

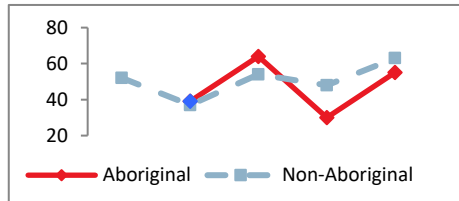
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	159	75	47
2020/21	204	83	41
2021/22	249	127	51
2022/23	243	136	56
2023/24	263	158	60

STUDENT LEARNING SURVEY RESULTS, GRADE 10

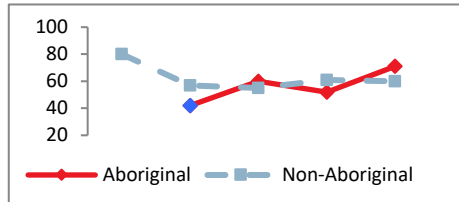
Do you like school?



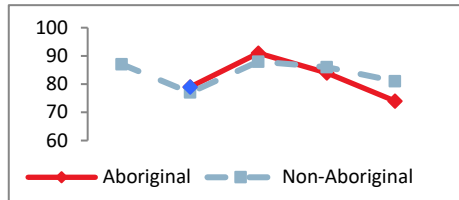
Do adults in the school treat all students fairly?



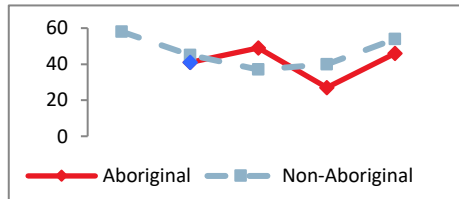
How many teachers help you with your schoolwork when you need it?



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



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?



Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	54	15	28
2021/22	47	20	43
2022/23	56	16	29
2023/24	59	20	34

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	25	Msk	Msk
2020/21	180	61	34
2021/22	188	78	41
2022/23	200	72	36
2023/24	201	82	41

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	54	21	39
2021/22	47	30	64
2022/23	56	17	30
2023/24	60	33	55

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	25	13	52
2020/21	182	68	37
2021/22	187	101	54
2022/23	201	97	48
2023/24	199	126	63

Aboriginal

School Year	Gr 10 Respondents #	Two teachers or more	
		#	%
2019/20	Msk	Msk	Msk
2020/21	53	22	42
2021/22	47	28	60
2022/23	56	29	52
2023/24	56	40	71

Non-Aboriginal

School Year	Gr 10 Respondents #	Two teachers or more	
		#	%
2019/20	25	20	80
2020/21	177	101	57
2021/22	185	102	55
2022/23	196	119	61
2023/24	199	119	60

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	53	42	79
2021/22	46	42	91
2022/23	56	47	84
2023/24	53	39	74

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	23	20	87
2020/21	175	135	77
2021/22	182	160	88
2022/23	194	166	86
2023/24	194	158	81

Aboriginal

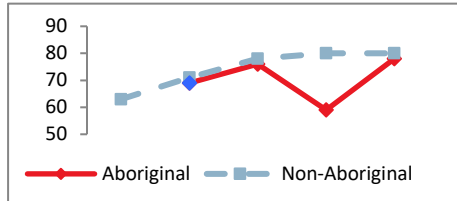
School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	54	22	41
2021/22	47	23	49
2022/23	56	15	27
2023/24	57	26	46

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	24	14	58
2020/21	178	80	45
2021/22	186	69	37
2022/23	197	79	40
2023/24	198	107	54

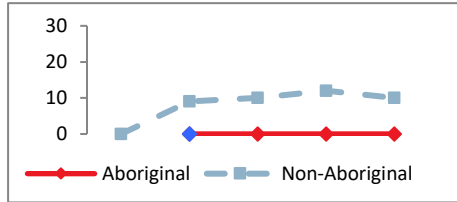
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



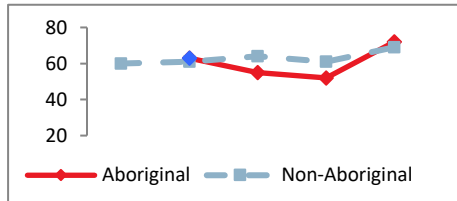
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	24	15	63
2020/21	52	36	69	182	129	71
2021/22	46	35	76	187	146	78
2022/23	54	32	59	202	161	80
2023/24	58	45	78	196	157	80

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



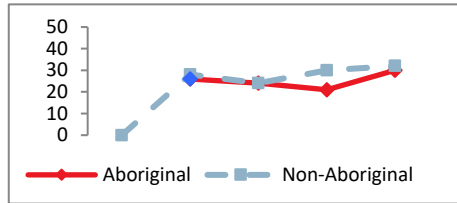
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	24	Msk	Msk
2020/21	52	Msk	Msk	182	16	9
2021/22	46	Msk	Msk	187	19	10
2022/23	54	Msk	Msk	199	23	12
2023/24	57	Msk	Msk	197	19	10

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.)



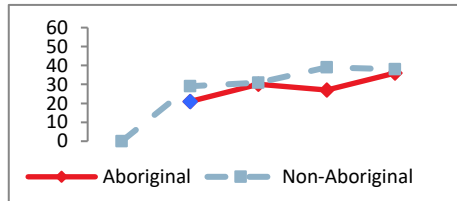
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	25	15	60
2020/21	54	34	63	180	110	61
2021/22	47	26	55	188	121	64
2022/23	56	29	52	201	122	61
2023/24	60	43	72	200	137	69

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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	23	Msk	Msk
2020/21	53	14	26	177	50	28
2021/22	46	11	24	186	44	24
2022/23	56	12	21	193	57	30
2023/24	56	17	30	193	61	32

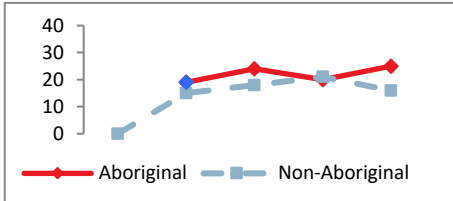
Are you satisfied that school is preparing you for post-secondary education?



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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	23	Msk	Msk
2020/21	53	11	21	175	50	29
2021/22	46	14	30	186	58	31
2022/23	56	15	27	195	76	39
2023/24	55	20	36	193	74	38

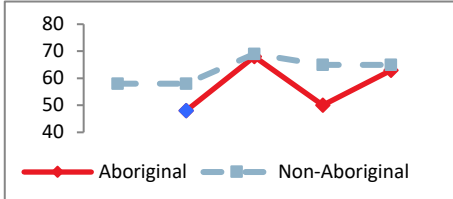
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



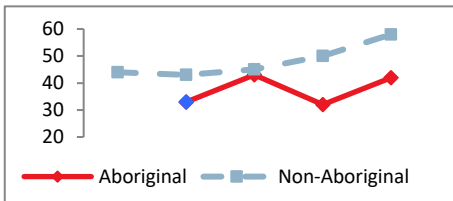
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	25	Msk	Msk
2020/21	54	10	19	181	27	15
2021/22	45	11	24	188	34	18
2022/23	55	11	20	200	42	21
2023/24	59	15	25	199	31	16

Do you feel welcome at your 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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	24	14	58
2020/21	54	26	48	182	105	58
2021/22	47	32	68	188	129	69
2022/23	56	28	50	199	130	65
2023/24	59	37	63	198	129	65

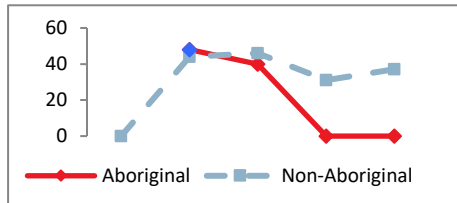
Is school a place where you feel like you belong?



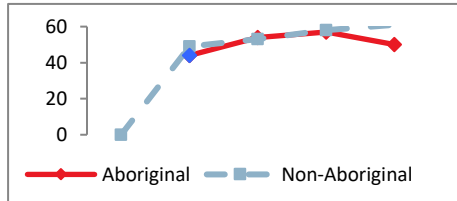
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	25	11	44
2020/21	54	18	33	181	77	43
2021/22	47	20	43	186	84	45
2022/23	56	18	32	200	100	50
2023/24	60	25	42	200	116	58

STUDENT LEARNING SURVEY RESULTS, GRADE 12

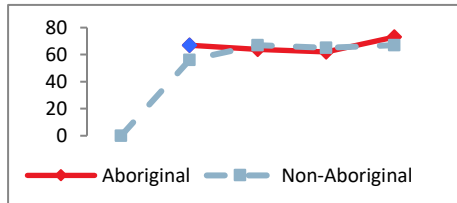
Do you like school?



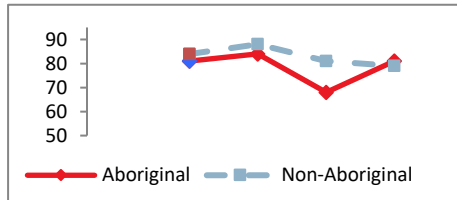
Do adults in the school treat all students fairly?



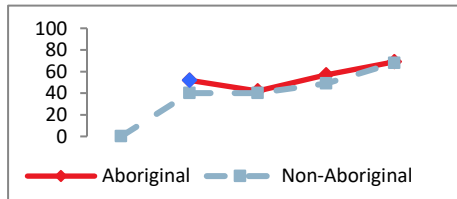
How many teachers help you with your schoolwork when you need it?



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



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?



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	13	48
2021/22	35	14	40
2022/23	30	Msk	Msk
2023/24	26	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	13	Msk	Msk
2020/21	97	43	44
2021/22	142	65	46
2022/23	131	40	31
2023/24	157	58	37

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	12	44
2021/22	35	19	54
2022/23	30	17	57
2023/24	26	13	50

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	13	Msk	Msk
2020/21	97	48	49
2021/22	142	75	53
2022/23	132	76	58
2023/24	157	96	61

Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	18	67
2021/22	33	21	64
2022/23	29	18	62
2023/24	26	19	73

Non-Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	13	Msk	Msk
2020/21	95	53	56
2021/22	138	92	67
2022/23	132	86	65
2023/24	156	105	67

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	22	81
2021/22	31	26	84
2022/23	28	19	68
2023/24	26	21	81

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	11	Msk	Msk
2020/21	90	76	84
2021/22	134	118	88
2022/23	130	105	81
2023/24	151	120	79

Aboriginal

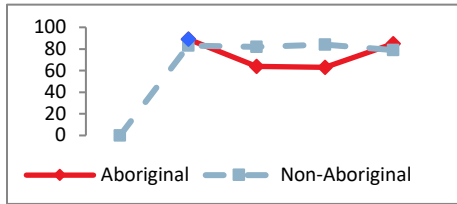
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	14	52
2021/22	33	14	42
2022/23	28	16	57
2023/24	26	18	69

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	13	Msk	Msk
2020/21	91	36	40
2021/22	137	55	40
2022/23	132	65	49
2023/24	154	105	68

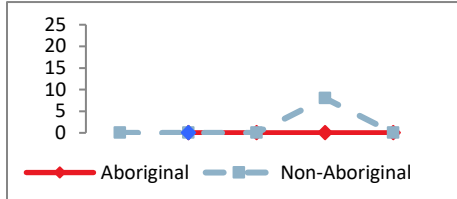
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



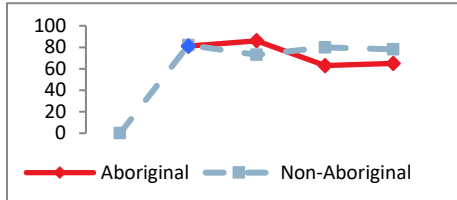
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	24	89	96	80	83
2021/22	33	21	64	139	114	82
2022/23	30	19	63	129	108	84
2023/24	26	22	85	156	123	79

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



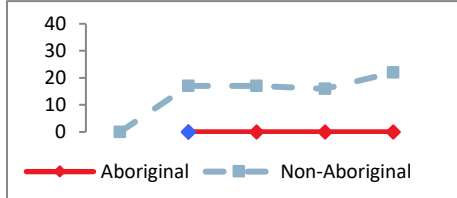
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	24	89	97	80	83
2021/22	33	21	64	139	114	82
2022/23	30	19	63	130	11	8
2023/24	26	Msk	Msk	156	Msk	Msk

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.)



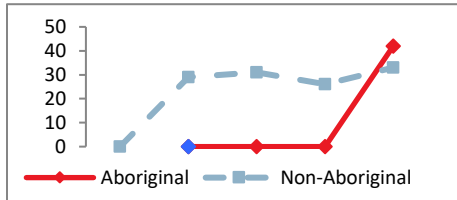
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	13	Msk	Msk
2020/21	27	22	81	97	80	82
2021/22	35	30	86	142	103	73
2022/23	30	19	63	134	107	80
2023/24	26	17	65	157	122	78

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	
	#	#	%	#	#	%
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
2023/24	26	Msk	Msk	154	34	22

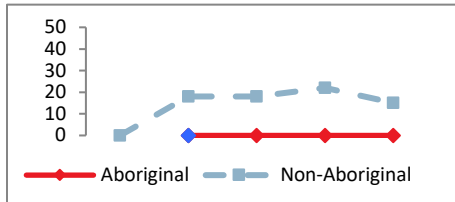
Are you satisfied that school is preparing you for post-secondary education?



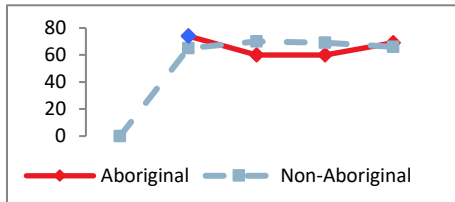
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	11	Msk	Msk
2020/21	27	Msk	Msk	90	26	29
2021/22	31	Msk	Msk	133	41	31
2022/23	28	Msk	Msk	131	34	26
2023/24	26	11	42	152	50	33

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

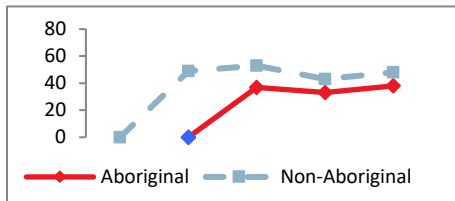
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	Msk	Msk
2021/22	35	Msk	Msk
2022/23	29	Msk	Msk
2023/24	26	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	13	Msk	Msk
2020/21	96	17	18
2021/22	141	26	18
2022/23	131	29	22
2023/24	155	24	15

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	20	74
2021/22	35	21	60
2022/23	30	18	60
2023/24	26	18	69

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	13	Msk	Msk
2020/21	97	63	65
2021/22	141	99	70
2022/23	132	91	69
2023/24	156	103	66

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	27	Msk	Msk
2021/22	35	13	37
2022/23	30	10	33
2023/24	26	10	38

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	13	Msk	Msk
2020/21	97	48	49
2021/22	142	75	53
2022/23	134	57	43
2023/24	157	76	48

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Programs must be offered in separate facilities.
Children and Youth in care	Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Eligible to graduate reporting only includes Dogwood (BC Secondary Graduation Diploma), and does not include Adult Dogwood (BC Adult Graduation Diploma) or Evergreen (BC School Completion Certificate).
Enrolment	A record of a student, reported to the Ministry, entering into an educational program offered by a BC Board of Education, Francophone Education Authority or BC Certified Independent Schools (including Offshore Schools). 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 enrolled in the BC K-12 system. Registered homeschooled children are not considered an enrolment.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the BC Provincial Graduation Requirements.
Headcount	A count of unique individuals, rather than enrolments.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a BC public school.

On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a BC public school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	Denominator: All grade 10 or 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 or 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count). Numerator: Count of students from the denominator who took the assessment in a specific school year.
Performance (Foundation Skills Assessment)	In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning Denominator: Include all students who took the assessment in a school year regardless of their grades. (Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board of education. Types of public schools include Standard Schools, Short-term and Long-term Provincial Resource Programs, Youth Custody, Continuing Education Centres, Alternate Programs and Online Learning Programs.
Resident (student)	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. The ministry provides operating grant funding for: <ul style="list-style-type: none"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-year Completion Rate	<p>The proportion of students who graduate, with a BC Certificate of Graduation ("Dogwood") or BC 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. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.</p> <p>Six-year completion rates are not produced at the school level, as outmigration adjustments (to account for students leaving the province) cannot be estimated from Ministry data. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-year Completion Rate is determined.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.</p>
Students with Disabilities or Diverse Abilities (Selected Designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A person, of any age, who is reported by a BC Board of Education, Francophone Education Authority or BC-certified Independent school (including offshore schools), as enrolling in and receiving educational services.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>