



Aboriginal Report

How Are We Doing?

2022/2023

School District: 020
Kootenay-Columbia

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

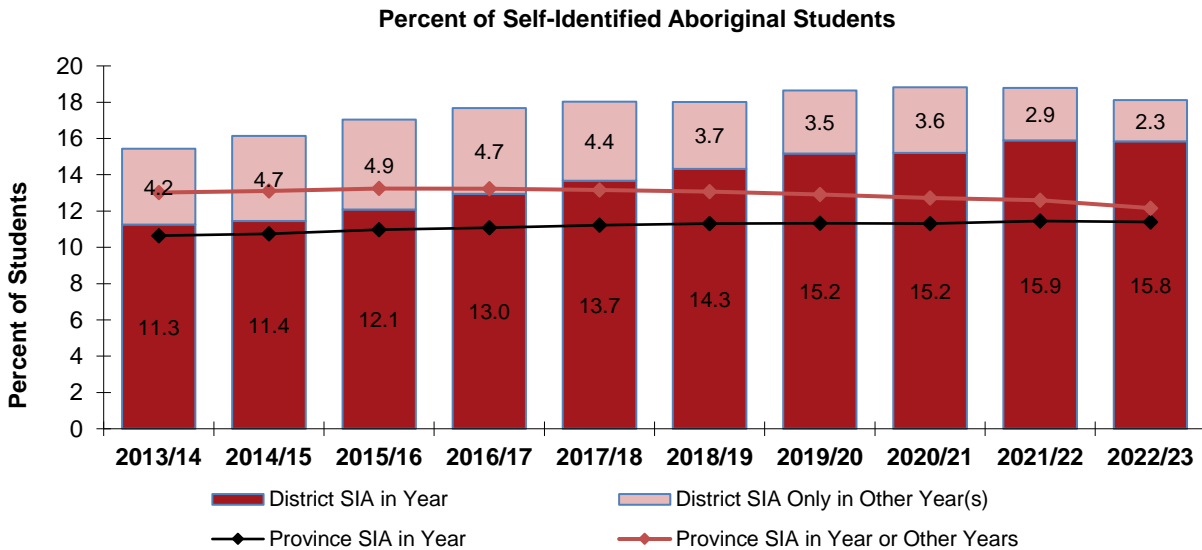
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	3,739	421	11.3	156	4.2	558,983	59,502	10.6	13,325	2.4
2014/15	3,661	419	11.4	172	4.7	552,786	59,382	10.7	13,068	2.4
2015/16	3,657	442	12.1	181	4.9	553,376	60,706	11.0	12,567	2.3
2016/17	3,774	489	13.0	178	4.7	557,625	61,801	11.1	11,979	2.1
2017/18	3,826	523	13.7	167	4.4	563,241	63,182	11.2	10,930	1.9
2018/19	3,942	565	14.3	145	3.7	568,982	64,326	11.3	10,009	1.8
2019/20	3,983	604	15.2	139	3.5	576,000	65,215	11.3	9,152	1.6
2020/21	3,895	592	15.2	141	3.6	568,285	64,272	11.3	8,037	1.4
2021/22	4,102	652	15.9	119	2.9	578,797	66,282	11.5	6,635	1.1
2022/23	4,134	655	15.8	94	2.3	590,583	67,285	11.4	4,553	0.8



Note:

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

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

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

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

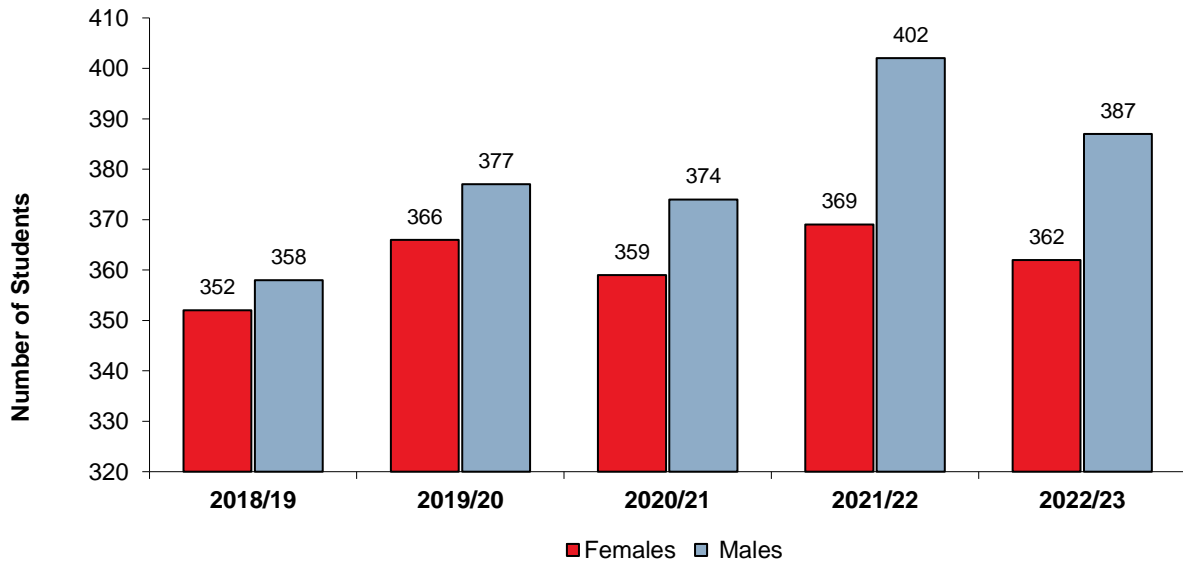
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	3,942	710	18.0	352	8.9	358	9.1	74,335	36,874	37,461
2019/20	3,983	743	18.7	366	9.2	377	9.5	74,367	36,847	37,520
2020/21	3,895	733	18.8	359	9.2	374	9.6	72,309	35,901	36,408
2021/22	4,102	771	18.8	369	9.0	402	9.8	72,917	36,210	36,707
2022/23	4,134	749	18.1	362	8.8	387	9.4	71,838	35,586	36,252

Number of Aboriginal Students by Gender



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

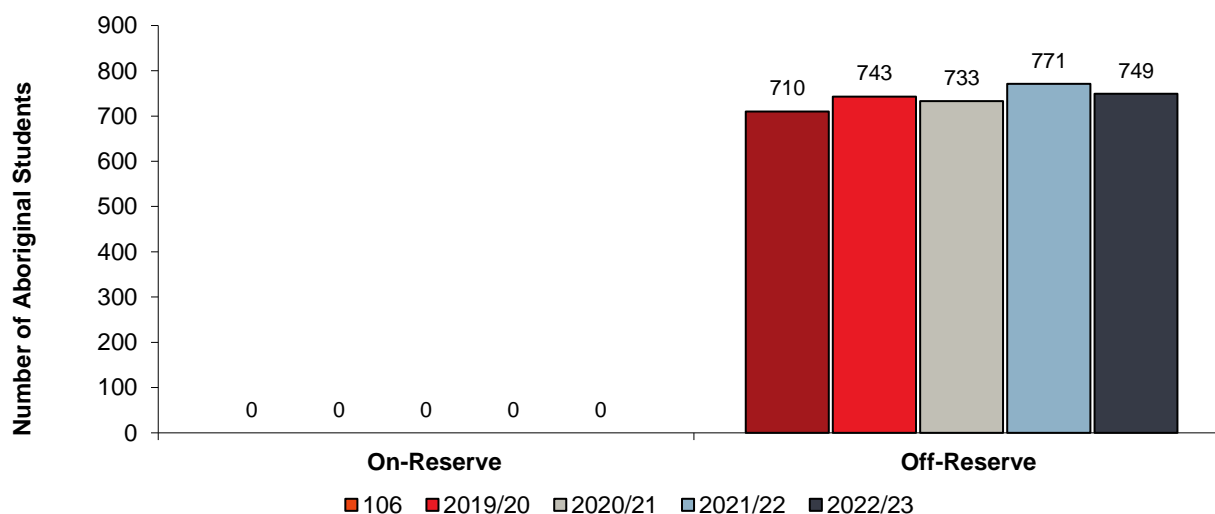
September Count

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 Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	710	0	0	0	352	358	710	7,993	66,342
2019/20	743	0	0	0	366	377	743	8,209	66,158
2020/21	733	0	0	0	359	374	733	7,752	64,557
2021/22	771	0	0	0	369	402	771	7,992	64,925
2022/23	749	0	0	0	362	387	749	8,074	63,764

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 Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	718	0	0	0	359	359	718	8,007	66,275
2019/20	758	0	0	0	377	381	758	8,056	66,087
2020/21	737	0	0	0	361	376	737	7,713	64,505
2021/22	763	0	0	0	369	394	763	7,916	64,400
2022/23	750	0	0	0	366	384	750	8,001	63,477

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

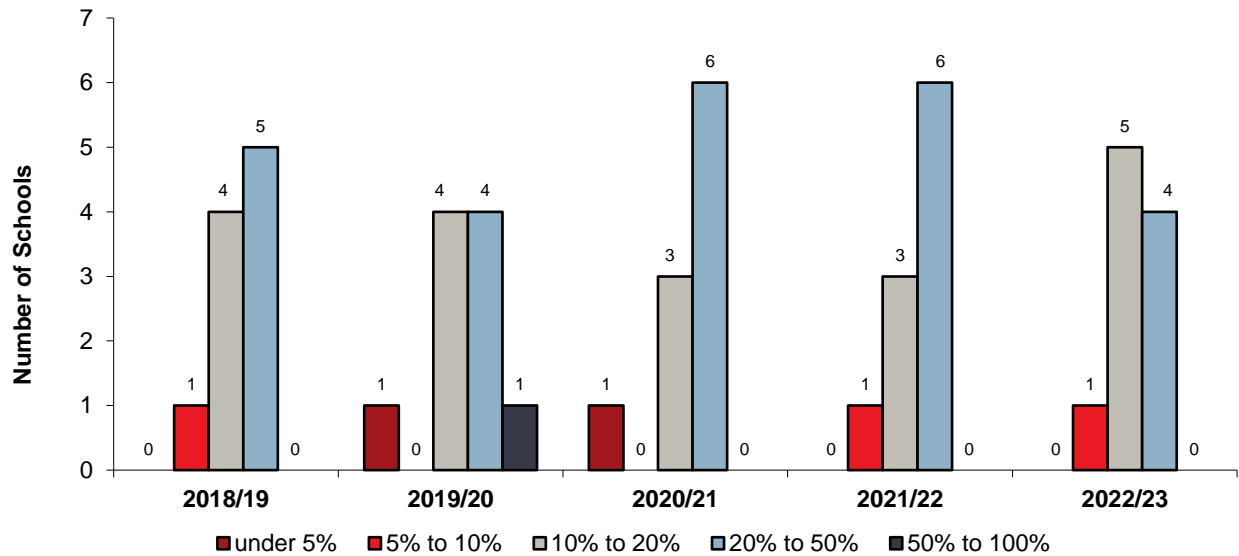


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	10	0	1	4	5	0	1,385	367	217	324	385	92
2019/20	10	1	0	4	4	1	1,389	382	217	318	378	94
2020/21	10	1	0	3	6	0	1,398	399	210	341	348	100
2021/22	10	0	1	3	6	0	1,405	402	240	338	330	95
2022/23	10	0	1	5	4	0	1,412	423	246	336	318	89

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

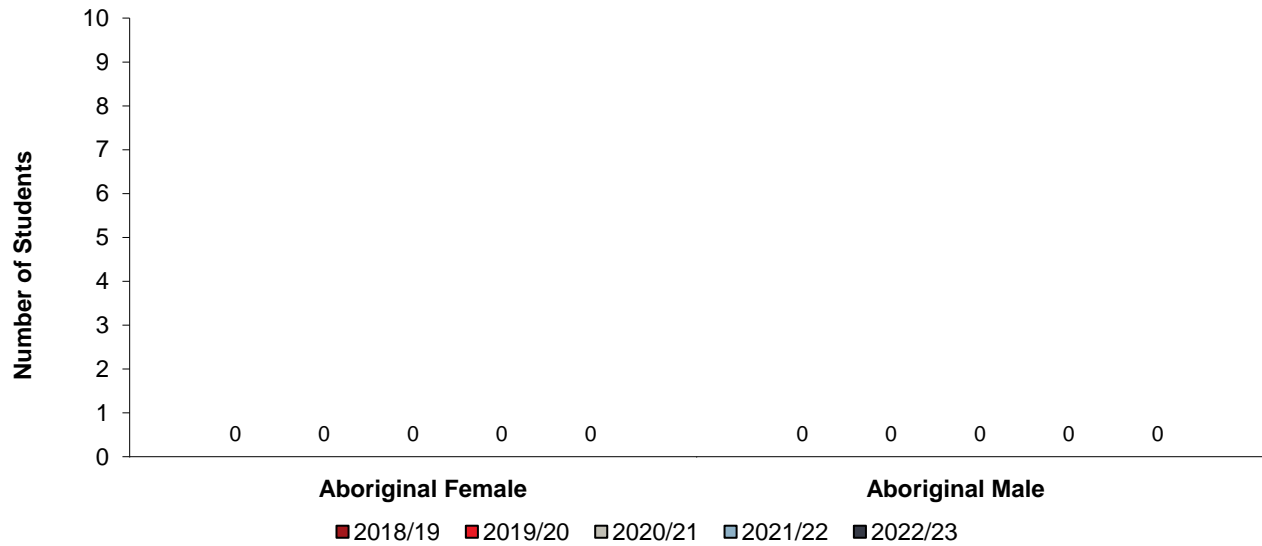


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	Msk	Msk	Msk	Msk	0	0	0	1,516	1,457	1,943	2,320
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	1,580	1,508	2,114	2,525
2020/21	Msk	Msk	Msk	Msk	0	0	0	1,429	1,327	1,778	1,831
2021/22	Msk	Msk	Msk	Msk	0	0	0	1,454	1,262	1,761	1,631
2022/23	0	0	0	0	0	0	0	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

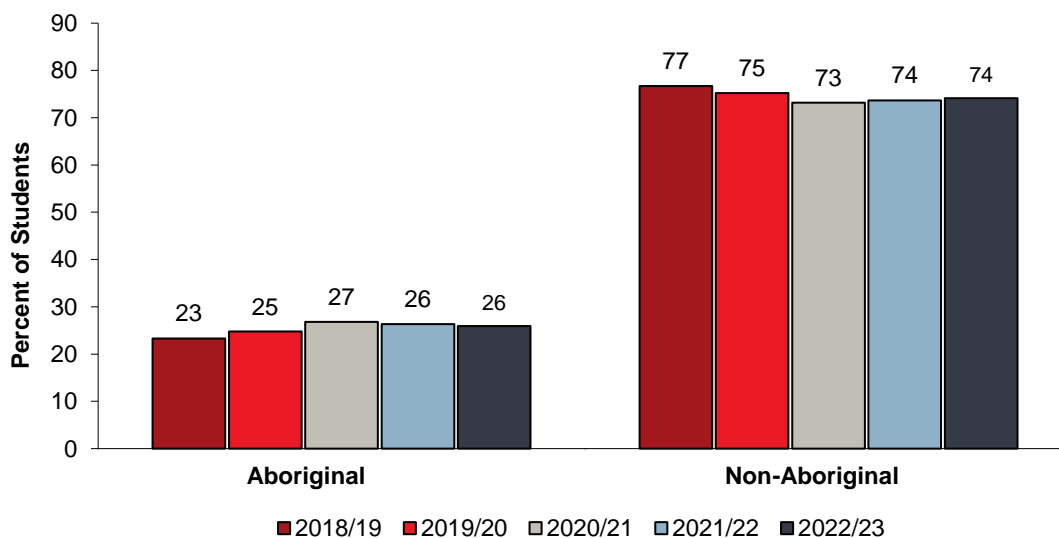
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	416	97	23	319	77
2019/20	448	111	25	337	75
2020/21	451	121	27	330	73
2021/22	482	127	26	355	74
2022/23	525	136	26	389	74

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

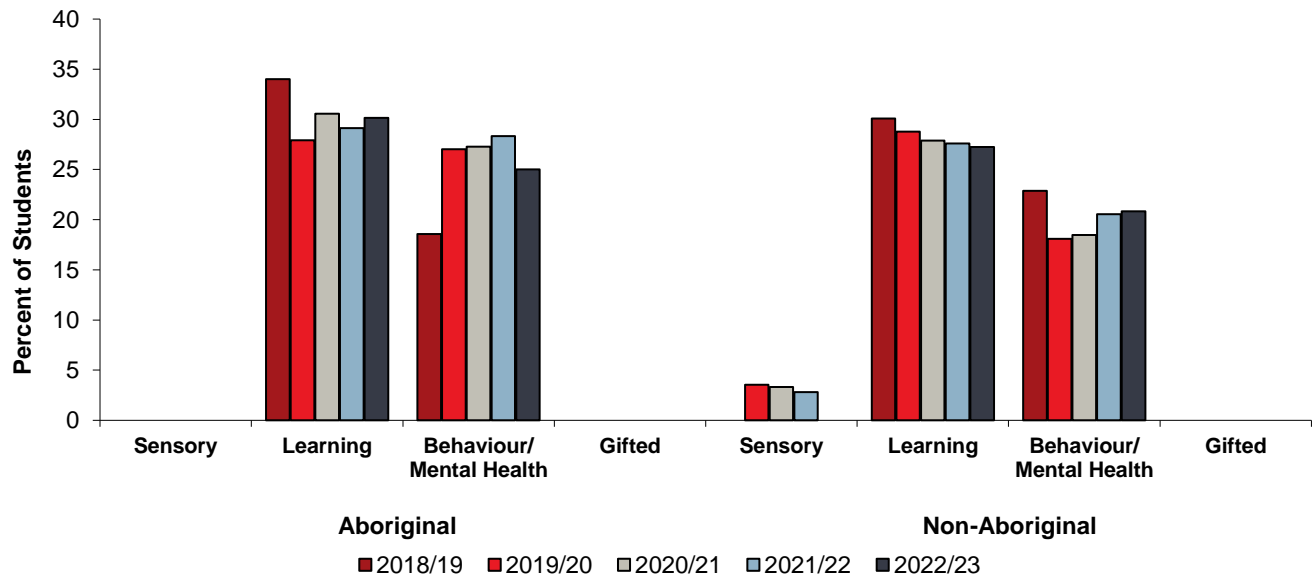


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	97	319	Msk	Msk	Msk	Msk	33	34	96	30	18	19	73	23	Msk	Msk	Msk	Msk
2019/20	111	337	Msk	Msk	12	4	31	28	97	29	30	27	61	18	0	0	Msk	Msk
2020/21	121	330	Msk	Msk	11	3	37	31	92	28	33	27	61	18	0	0	Msk	Msk
2021/22	127	355	Msk	Msk	10	3	37	29	98	28	36	28	73	21	0	0	Msk	Msk
2022/23	136	389	Msk	Msk	Msk	Msk	41	30	106	27	34	25	81	21	0	0	Msk	Msk

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

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

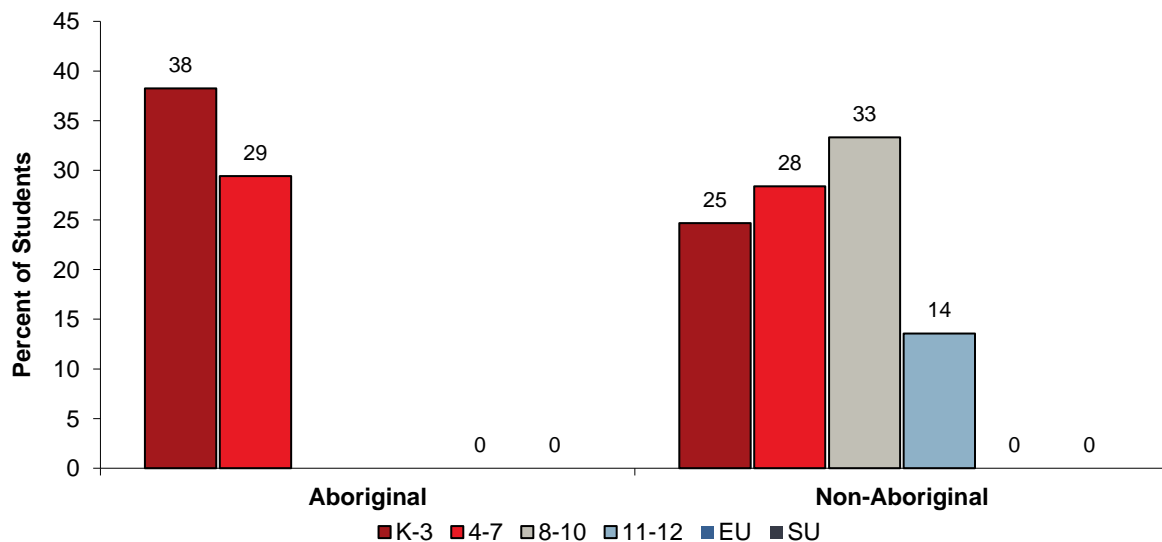
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2019/20	30	11	37	Msk	Msk	10	33	Msk	Msk	0	0	0	0
2020/21	33	Msk	Msk	Msk	Msk	11	33	Msk	Msk	0	0	0	0
2021/22	36	11	31	11	31	Msk	Msk	11	31	0	0	0	0
2022/23	34	13	38	10	29	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	73	23	32	29	40	Msk	Msk	Msk	Msk	0	0	0	0
2019/20	61	Msk	Msk	25	41	17	28	Msk	Msk	0	0	0	0
2020/21	61	19	31	Msk	Msk	17	28	Msk	Msk	0	0	0	0
2021/22	73	23	32	27	37	Msk	Msk	Msk	Msk	0	0	0	0
2022/23	81	20	25	23	28	27	33	11	14	0	0	0	0

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



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

BC Residents

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

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

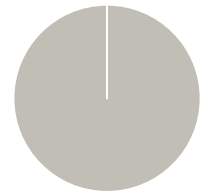
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	27	44	Msk	Msk	12	44	Msk	Msk
2019/20	20	34	Msk	Msk	12	60	Msk	Msk
2020/21	54	90	Msk	Msk	32	59	Msk	Msk
2021/22	61	91	Msk	Msk	32	52	Msk	Msk
2022/23	49	86	Msk	Msk	30	61	Msk	Msk

Grade 4: Aboriginal

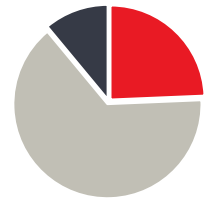


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

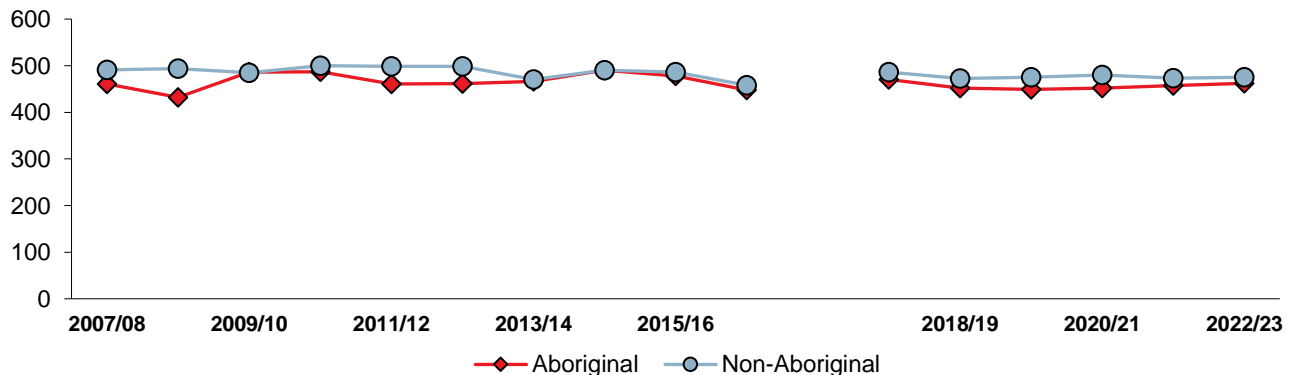
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	117	53	32	27	72	62	13	11
2019/20	105	47	25	24	68	65	12	11
2020/21	258	92	56	22	177	69	25	10
2021/22	235	92	57	24	153	65	25	11
2022/23	263	92	64	24	170	65	29	11

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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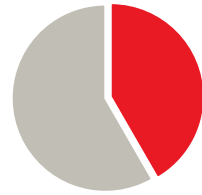
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	26	43	13	50	Msk	Msk	Msk	Msk
2019/20	20	34	Msk	Msk	10	50	Msk	Msk
2020/21	53	88	Msk	Msk	27	51	Msk	Msk
2021/22	61	91	Msk	Msk	32	52	Msk	Msk
2022/23	48	84	20	42	28	58	0	0

Grade 4: Aboriginal

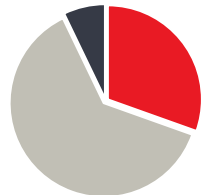


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

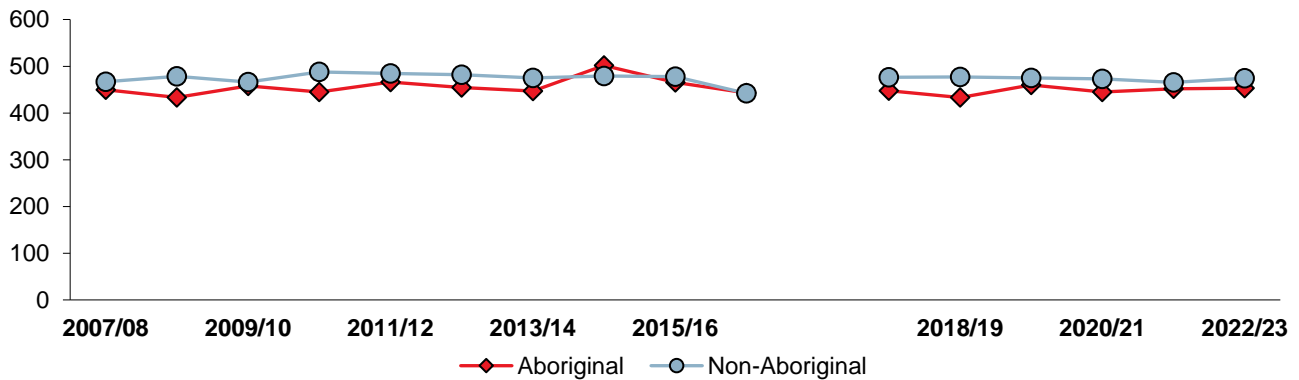
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	110	50	Msk	Msk	68	62	Msk	Msk
2019/20	104	46	Msk	Msk	75	72	Msk	Msk
2020/21	258	92	93	36	142	55	23	9
2021/22	234	92	Msk	Msk	151	65	Msk	Msk
2022/23	266	93	81	30	166	62	19	7

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

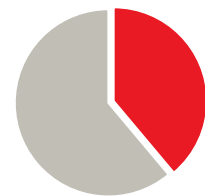
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	24	40	Msk	Msk	15	63	Msk	Msk
2019/20	23	48	Msk	Msk	Msk	Msk	0	0
2020/21	45	85	13	29	32	71	0	0
2021/22	57	84	Msk	Msk	38	67	Msk	Msk
2022/23	54	89	21	39	33	61	0	0

Grade 7: Aboriginal

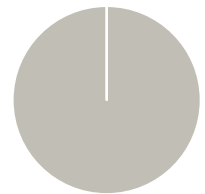


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

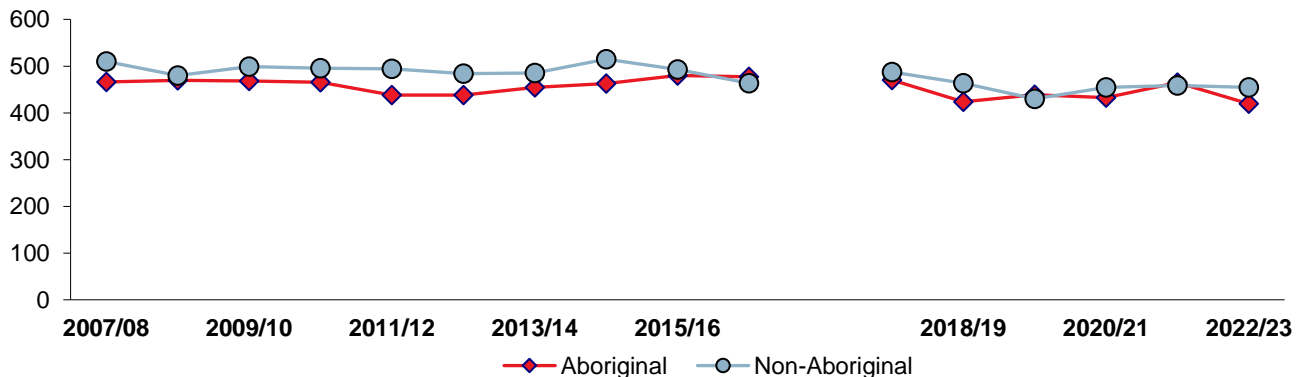
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	119	51	Msk	Msk	85	71	Msk	Msk
2019/20	114	45	42	37	72	63	0	0
2020/21	218	88	Msk	Msk	164	75	Msk	Msk
2021/22	200	86	Msk	Msk	156	78	Msk	Msk
2022/23	215	93	Msk	Msk	159	74	Msk	Msk

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

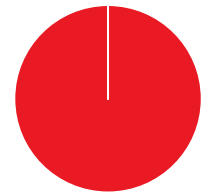
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	25	42	15	60	10	40	0	0
2019/20	22	46	Msk	Msk	Msk	Msk	0	0
2020/21	46	87	23	50	Msk	Msk	Msk	Msk
2021/22	57	84	Msk	Msk	32	56	Msk	Msk
2022/23	55	90	30	55	Msk	Msk	Msk	Msk

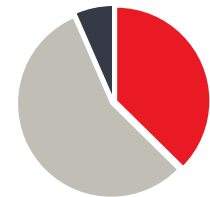


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

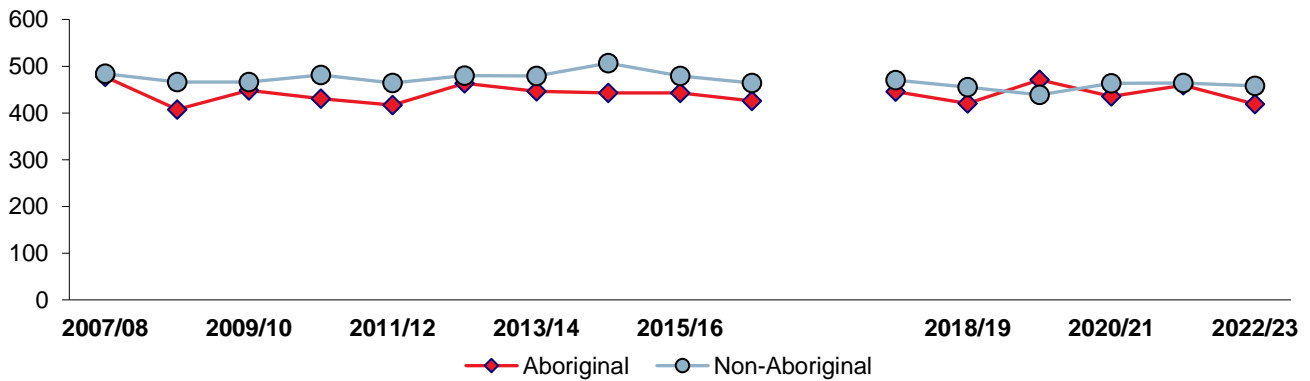
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	119	51	Msk	Msk	59	50	Msk	Msk
2019/20	114	45	Msk	Msk	62	54	Msk	Msk
2020/21	223	90	83	37	120	54	20	9
2021/22	195	84	71	36	111	57	13	7
2022/23	214	93	80	37	120	56	14	7



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	11	24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	90	36	Msk	Msk	26	29	34	38	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	55	85	19	35	24	44	12	22	0	0	Msk	Msk
Non-Aboriginal	200	90	Msk	Msk	88	44	75	38	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	38	60	Msk	Msk	15	39	11	29	Msk	Msk	Msk	Msk
Non-Aboriginal	188	71	27	14	90	48	59	31	12	6	Msk	Msk

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

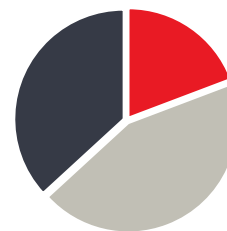
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	46	88	13	28	18	39	15	33	0	0	Msk	Msk
Non-Aboriginal	239	90	46	19	105	44	75	31	13	5	Msk	Msk

Numeracy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	22	49	Msk	Msk	Msk	Msk	11	50	Msk	Msk
Non-Aboriginal	169	67	Msk	Msk	32	19	110	65	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	47	72	Msk	Msk	12	26	29	62	Msk	Msk
Non-Aboriginal	197	88	Msk	Msk	42	21	132	67	Msk	Msk

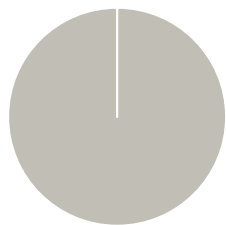
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	44	70	Msk	Msk	Msk	Msk	28	64	Msk	Msk
Non-Aboriginal	196	75	Msk	Msk	37	19	130	66	Msk	Msk

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

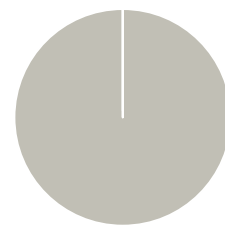
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	45	87	Msk	Msk	12	27	29	64	Msk	Msk
Non-Aboriginal	244	92	Msk	Msk	61	25	157	64	Msk	Msk

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

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

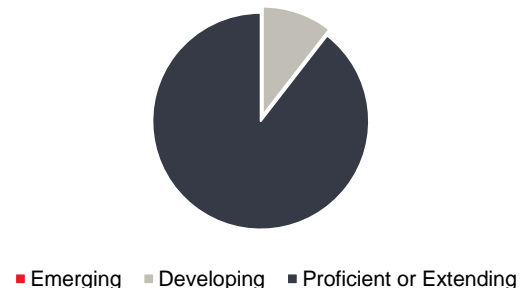
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	34	67	Msk	Msk	13	38	18	53	Msk	Msk		
Non-Aboriginal	227	90	Msk	Msk	Msk	Msk	138	61	50	22		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	46	71	0	0	Msk	Msk	33	72	Msk	Msk		
Non-Aboriginal	200	85	0	0	21	11	135	68	44	22		

Literacy 12 2022/23: Aboriginal

Literacy 12 2022/23: Non-Aboriginal



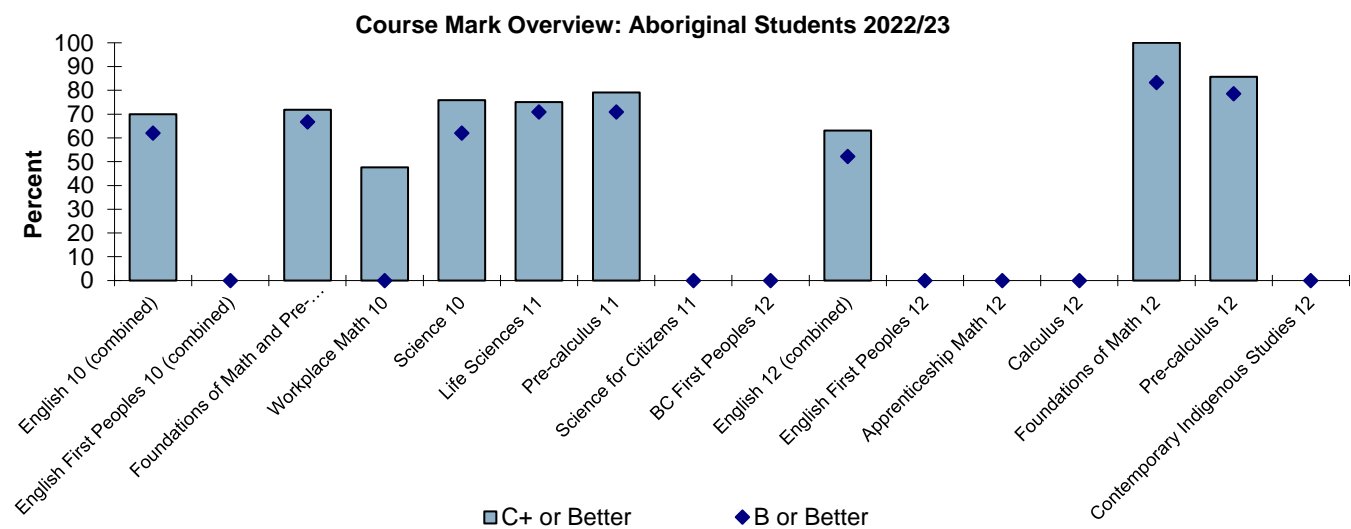
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	100	70	70	62	62	514	398	77	355	69
English First Peoples 10 (combined)*	-	-	-	-	-	-	-	-	-	-
Foundations of Math and Pre-calculus 10	39	28	72	26	67	210	154	73	135	64
Workplace Math 10	21	10	48	Msk	Msk	57	37	65	35	61
Science 10	58	44	76	36	62	265	192	72	167	63
Life Sciences 11	24	18	75	17	71	140	111	79	99	71
Pre-calculus 11	24	19	79	17	71	152	119	78	108	71
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	18	16	89	15	83
BC First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12 (combined)*	46	29	63	24	52	197	155	79	133	68
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	20	19	95	16	80
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	10	Msk	Msk	Msk	Msk	45	38	84	35	78
Foundations of Math 12	12	12	100	10	83	58	52	90	46	79
Pre-calculus 12	14	12	86	11	79	94	75	80	64	68
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	70	57	81	47	67



Note:

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

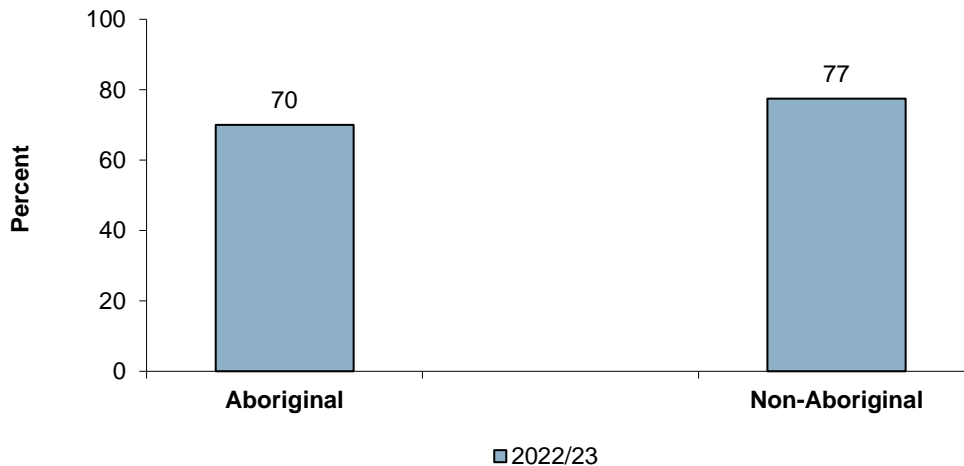
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	97	64	66	50	52	511	413	81	358	70
2020/21	118	76	64	63	53	435	376	86	336	77
2021/22	129	84	65	64	50	520	411	79	350	67
2022/23	100	70	70	62	62	514	398	77	355	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	97	48	83	14	511	259	Msk	Msk		
2020/21	118	67	Msk	Msk	435	232	Msk	Msk		
2021/22	129	65	117	12	520	270	495	25		
2022/23	100	53	90	10	514	272	496	18		

English 10 (combined): C+ or Better



Note:

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

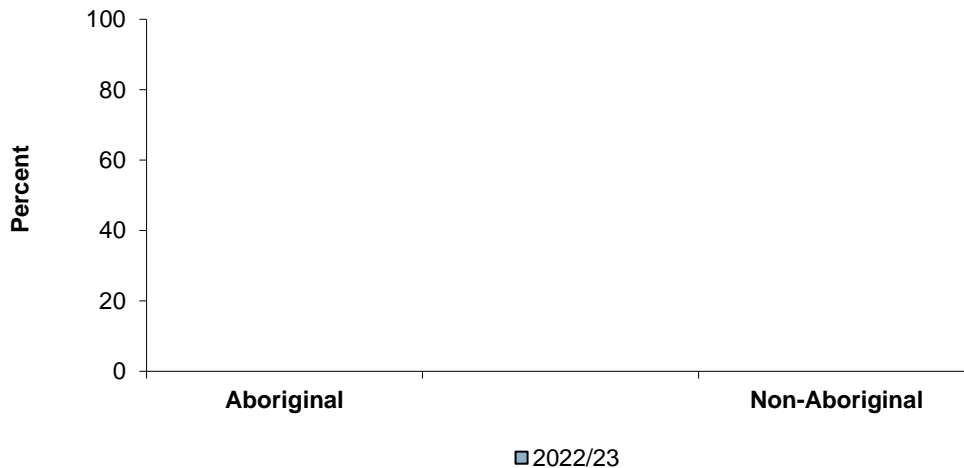
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	-	48	-	-	Msk	259	Msk	Msk	
2020/21	-	67	-	-	-	232	-	-	
2021/22	-	65	-	-	-	270	-	-	
2022/23	-	53	-	-	-	272	-	-	

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



Note:

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

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

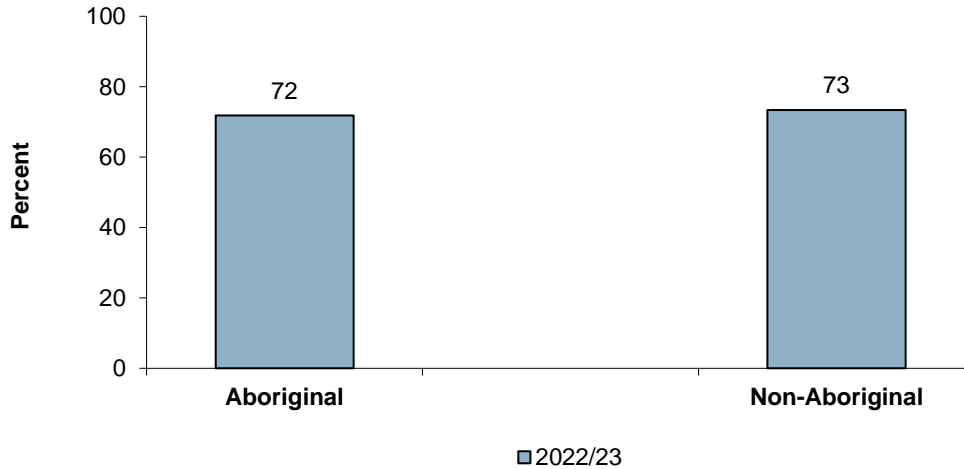
COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	26	20	77	15	58	212	166	78	147	69
2020/21	45	31	69	24	53	183	155	85	137	75
2021/22	37	28	76	26	70	203	154	76	141	69
2022/23	39	28	72	26	67	210	154	73	135	64

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	26	48	Msk	Msk	212	259	190	22		
2020/21	45	67	Msk	Msk	183	232	169	14		
2021/22	37	65	Msk	Msk	203	270	Msk	Msk		
2022/23	39	53	Msk	Msk	210	272	Msk	Msk		

Foundations of Math and Pre-calculus 10: C+ or Better



Note:

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

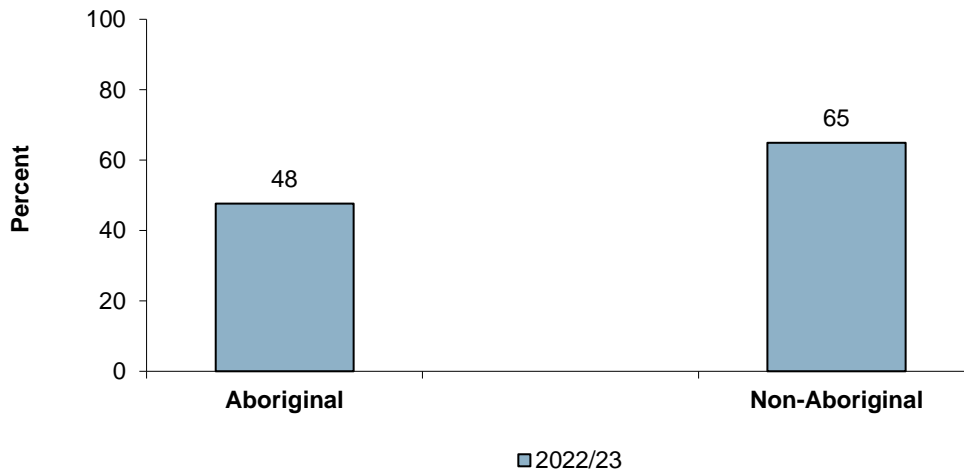
COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	11	Msk	Msk	Msk	Msk	53	26	49	16	30
2020/21	19	14	74	11	58	34	23	68	18	53
2021/22	26	14	54	11	42	54	41	76	37	69
2022/23	21	10	48	Msk	Msk	57	37	65	35	61

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	11	48	Msk	Msk	53	259	Msk	Msk		
2020/21	19	67	Msk	Msk	34	232	Msk	Msk		
2021/22	26	65	Msk	Msk	54	270	43	11		
2022/23	21	53	10	11	57	272	46	11		

Workplace Math 10: C+ or Better



Note:

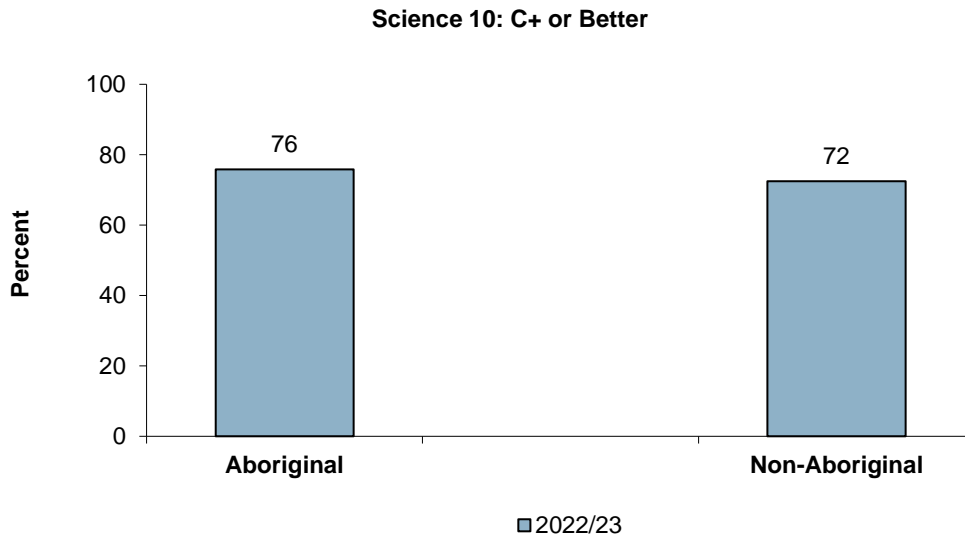
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	38	26	68	19	50	237	182	77	158	67
2020/21	60	39	65	37	62	229	198	86	181	79
2021/22	64	45	70	38	59	257	201	78	182	71
2022/23	58	44	76	36	62	265	192	72	167	63

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	38	48	Msk	Msk	237	259	Msk	Msk		
2020/21	60	67	Msk	Msk	229	232	214	15		
2021/22	64	65	Msk	Msk	257	270	244	13		
2022/23	58	53	46	12	265	272	251	14		



Note:

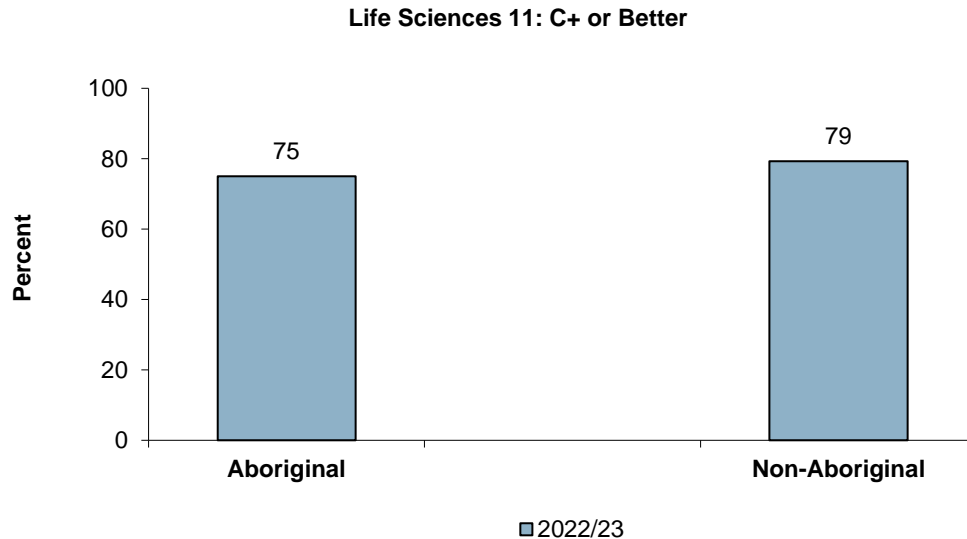
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	21	17	81	15	71	133	105	79	87	65
2020/21	25	16	64	13	52	157	141	90	127	81
2021/22	26	21	81	18	69	143	120	84	112	78
2022/23	24	18	75	17	71	140	111	79	99	71

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	21	58	Msk	Msk	133	254	122	11		
2020/21	25	43	Msk	Msk	157	246	145	12		
2021/22	26	68	26	0	143	240	Msk	Msk		
2022/23	24	61	Msk	Msk	140	265	Msk	Msk		



Note:

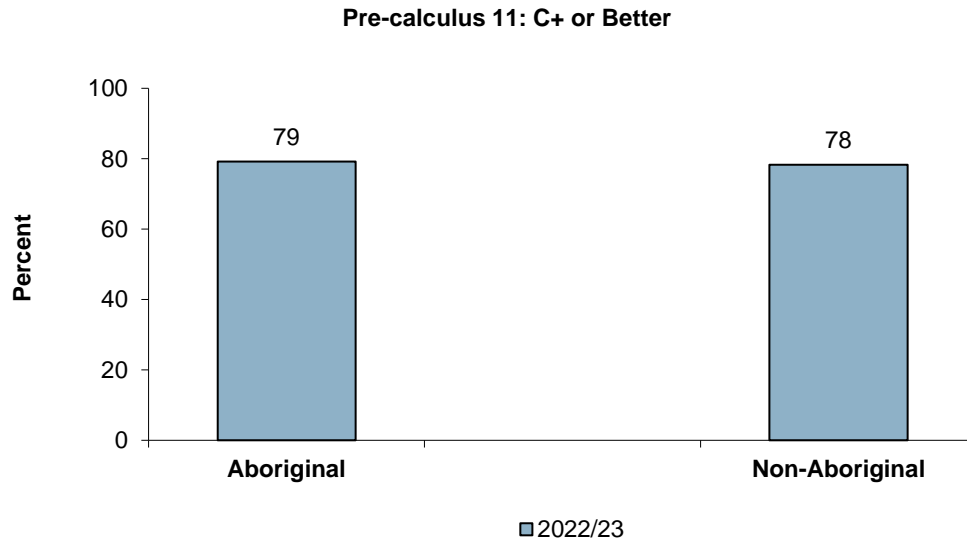
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	25	17	68	15	60	153	127	83	112	73
2020/21	14	11	79	10	71	149	117	79	107	72
2021/22	20	12	60	11	55	137	111	81	93	68
2022/23	24	19	79	17	71	152	119	78	108	71

School Year	Aboriginal					Non-Aboriginal				
	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 #	Gr 11 #	Non-Gr 11 #	
2019/20	25	58	25	0	153	254	140	13		
2020/21	14	43	Msk	Msk	149	246	133	16		
2021/22	20	68	20	0	137	240	125	12		
2022/23	24	61	Msk	Msk	152	265	Msk	Msk		



Note:

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

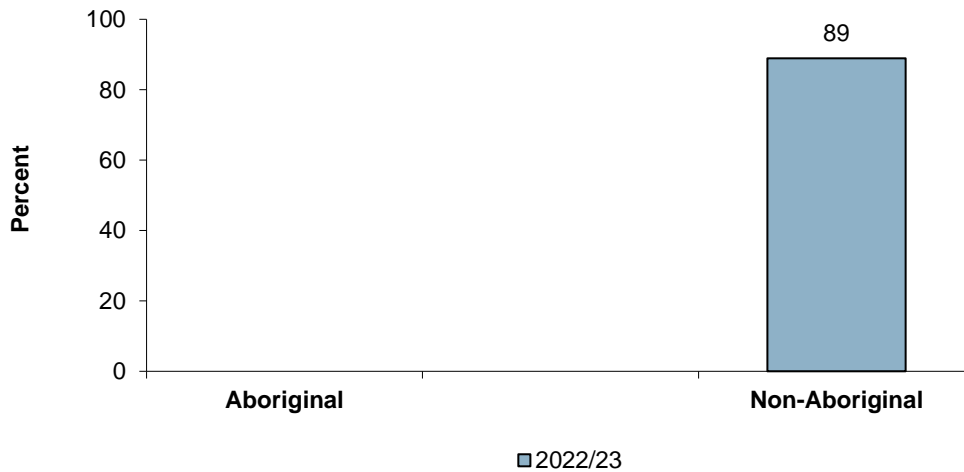
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	18	16	89	15	83

School Year	Aboriginal					Non-Aboriginal			
	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	Msk	58	Msk	Msk	Msk	254	Msk	Msk	
2020/21	Msk	43	Msk	Msk	10	246	Msk	Msk	
2021/22	Msk	68	Msk	Msk	Msk	240	Msk	Msk	
2022/23	Msk	61	Msk	Msk	18	265	Msk	Msk	

Science for Citizens 11: C+ or Better



Note:

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

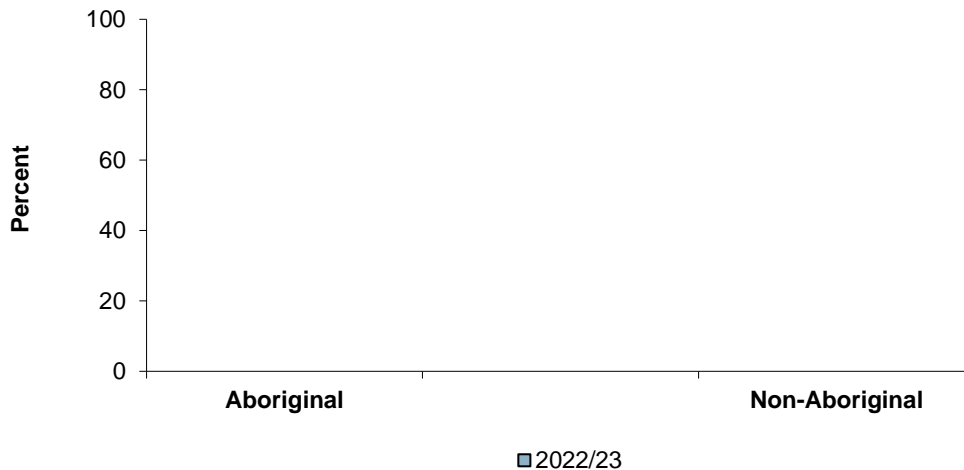
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

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

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12	Course Mark Count		Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #	Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	50	Msk	Msk	-	243	-	-	
2020/21	Msk	62	Msk	Msk	-	251	-	-	
2021/22	Msk	53	Msk	Msk	Msk	256	Msk	Msk	
2022/23	Msk	65	Msk	Msk	Msk	237	Msk	Msk	

BC First Peoples 12: C+ or Better



Note:

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

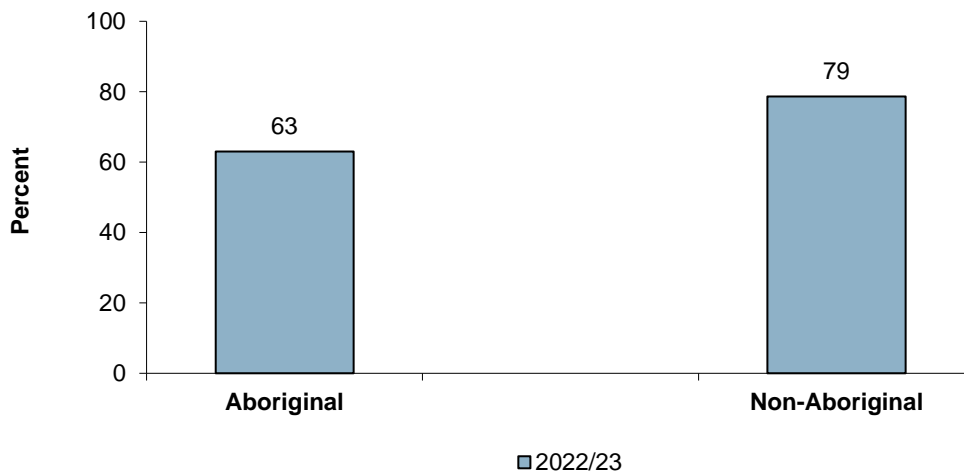
COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	37	27	73	24	65	224	172	77	144	64
2020/21	54	35	65	29	54	256	205	80	177	69
2021/22	40	28	70	18	45	256	202	79	165	64
2022/23	46	29	63	24	52	197	155	79	133	68

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	37	50	Msk	Msk	224	243	Msk	Msk		
2020/21	54	62	Msk	Msk	256	251	244	12		
2021/22	40	53	Msk	Msk	256	256	240	16		
2022/23	46	65	Msk	Msk	197	237	Msk	Msk		

English 12 (combined): C+ or Better



Note:

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

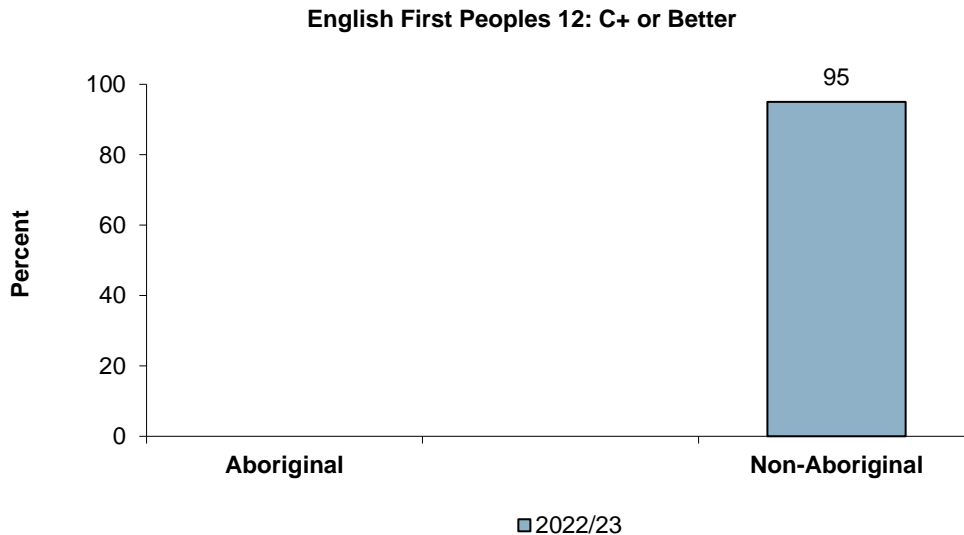
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	20	19	95	16	80

School Year	Aboriginal				Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count	
		#	Gr 12 #	Non-Gr 12 #		#	#	Gr 12 #
2019/20	-	50	-	-	-	243	-	-
2020/21	Msk	62	Msk	Msk	Msk	251	Msk	Msk
2021/22	-	53	-	-	-	256	-	-
2022/23	Msk	65	Msk	Msk	20	237	Msk	Msk



Note:

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

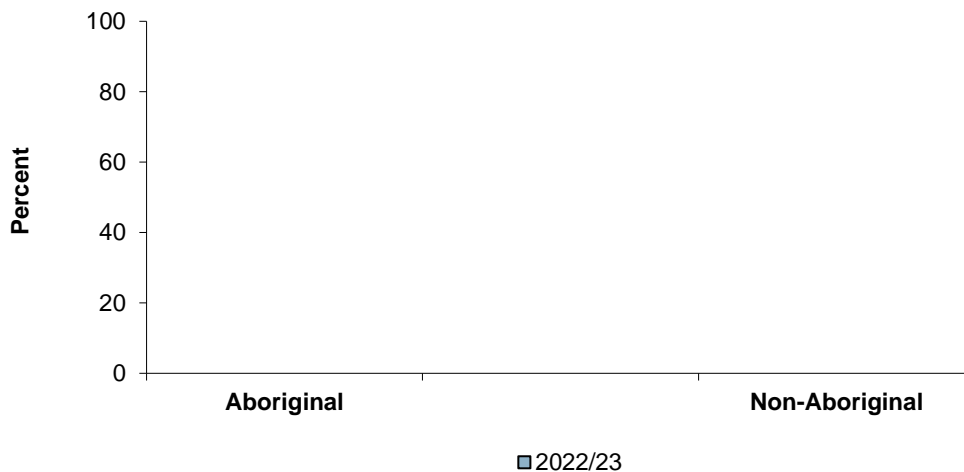
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	50	Msk	Msk	-	243	-	-		
2020/21	Msk	62	Msk	Msk	-	251	-	-		
2021/22	-	53	-	-	-	256	-	-		
2022/23	-	65	-	-	-	237	-	-		

Apprenticeship Math 12: C+ or Better



Note:

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

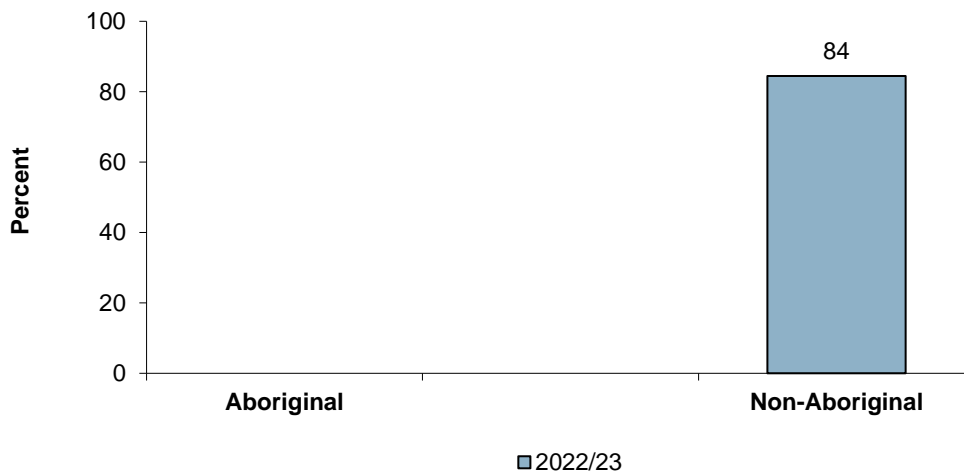
COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	53	50	94	50	94
2020/21	Msk	Msk	Msk	Msk	Msk	55	48	87	41	75
2021/22	Msk	Msk	Msk	Msk	Msk	35	29	83	25	71
2022/23	10	Msk	Msk	Msk	Msk	45	38	84	35	78

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	50	Msk	Msk	53	243	53	0		
2020/21	Msk	62	Msk	Msk	55	251	Msk	Msk		
2021/22	Msk	53	Msk	Msk	35	256	Msk	Msk		
2022/23	10	65	Msk	Msk	45	237	Msk	Msk		

Calculus 12: C+ or Better



Note:

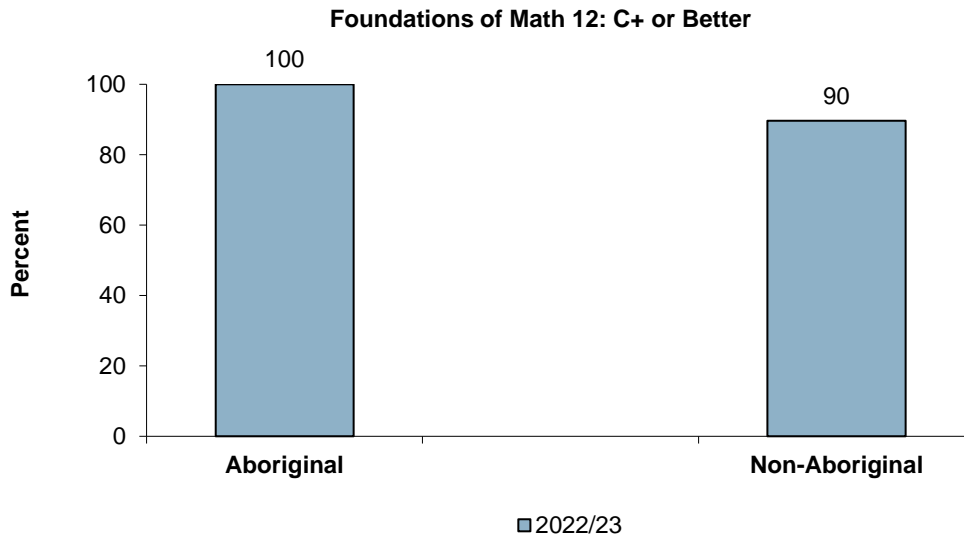
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	11	Msk	Msk	Msk	Msk	54	40	74	30	56
2020/21	Msk	Msk	Msk	Msk	Msk	53	45	85	39	74
2021/22	13	10	77	Msk	Msk	58	52	90	42	72
2022/23	12	12	100	10	83	58	52	90	46	79

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	11	50	Msk	Msk	54	243	54	0		
2020/21	Msk	62	Msk	Msk	53	251	Msk	Msk		
2021/22	13	53	Msk	Msk	58	256	Msk	Msk		
2022/23	12	65	12	0	58	237	Msk	Msk		



Note:

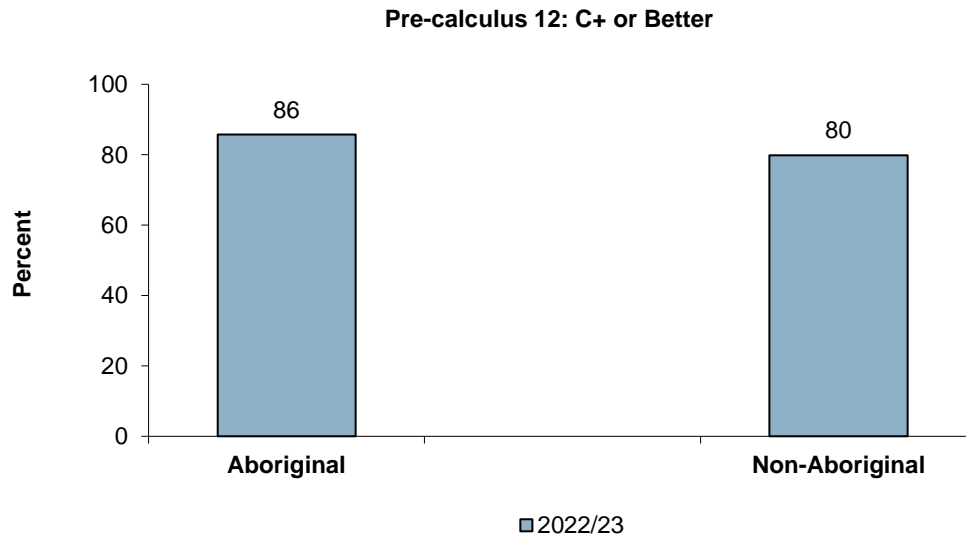
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	10	Msk	Msk	Msk	Msk	110	97	88	92	84
2020/21	17	14	82	14	82	114	102	89	95	83
2021/22	Msk	Msk	Msk	Msk	Msk	98	87	89	74	76
2022/23	14	12	86	11	79	94	75	80	64	68

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	10	50	10	0	110	243	Msk	Msk		
2020/21	17	62	Msk	Msk	114	251	101	13		
2021/22	Msk	53	Msk	Msk	98	256	87	11		
2022/23	14	65	Msk	Msk	94	237	Msk	Msk		



Note:

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

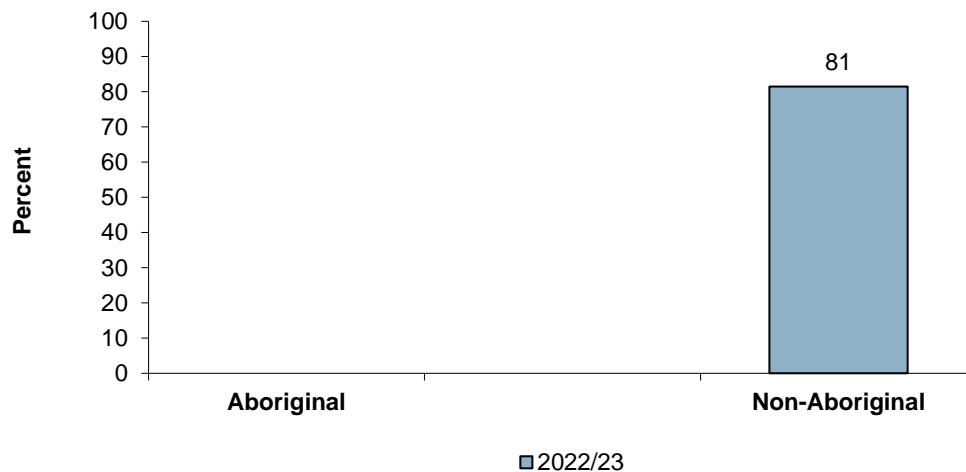
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	70	57	81	47	67

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	50	-	-	-	243	-	-		
2020/21	-	62	-	-	-	251	-	-		
2021/22	-	53	-	-	-	256	-	-		
2022/23	Msk	65	Msk	Msk	70	237	Msk	Msk		

Contemporary Indigenous Studies 12: C+ or Better



Note:

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

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

BC Residents

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

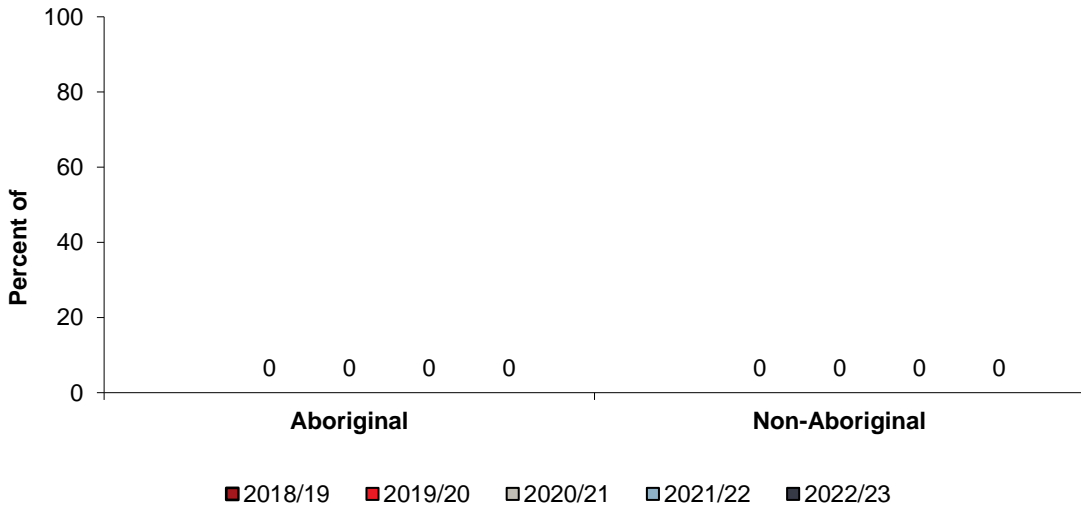
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

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

List of First Nations Languages Courses in District:

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

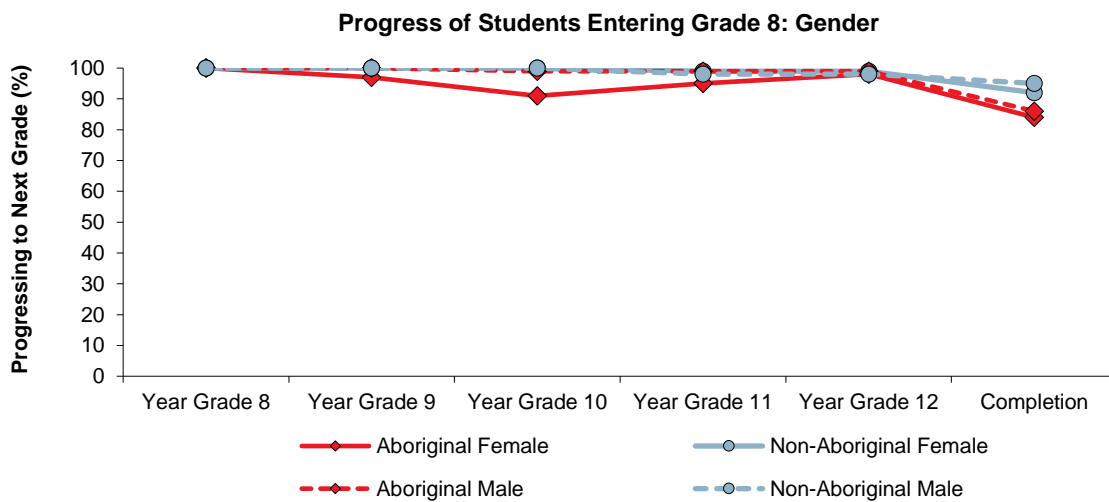
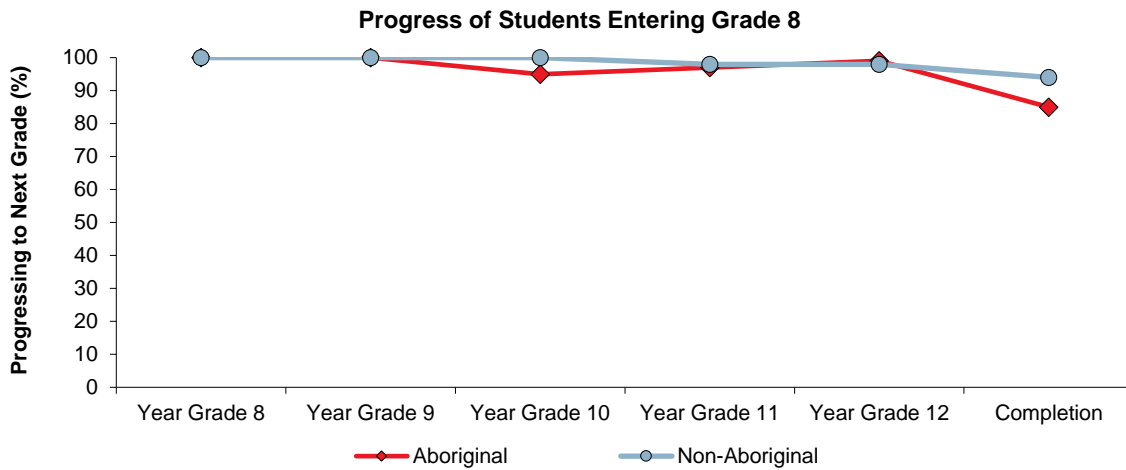
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	100	97	100	100	100	100
	Grade 10	95	91	99	100	100	100
	Grade 11	97	95	99	98	99	98
	Grade 12	99	98	99	98	99	98
2022/23	Completion	85	84	86	94	92	95



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

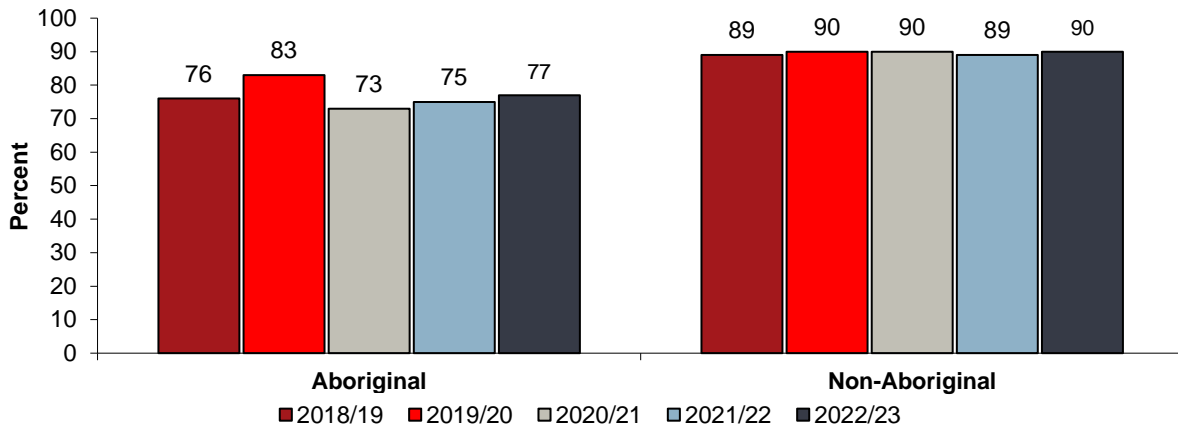
BC Residents

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

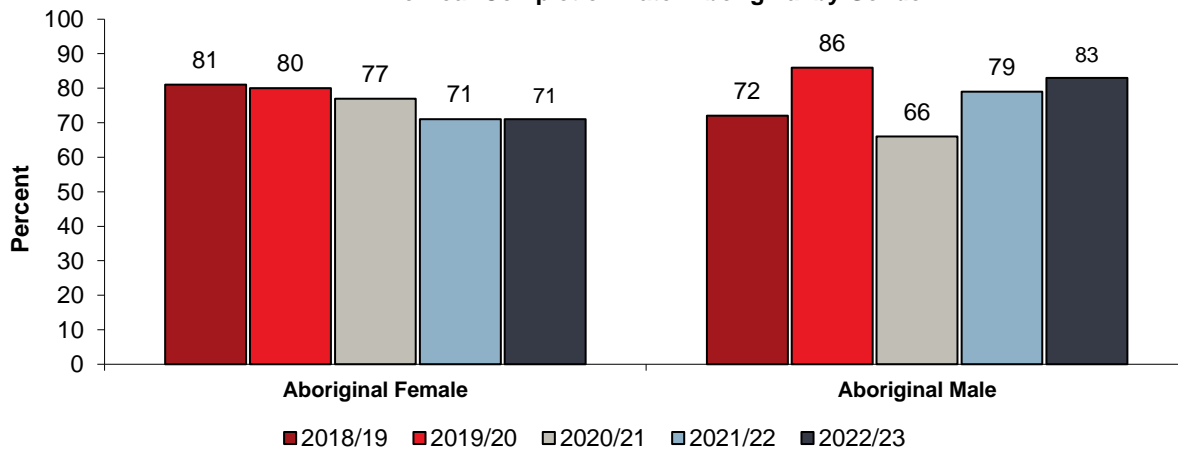
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	76	81	72	89	93	85
2019/20	83	80	86	90	91	90
2020/21	73	77	66	90	90	90
2021/22	75	71	79	89	89	89
2022/23	77	71	83	90	92	88

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



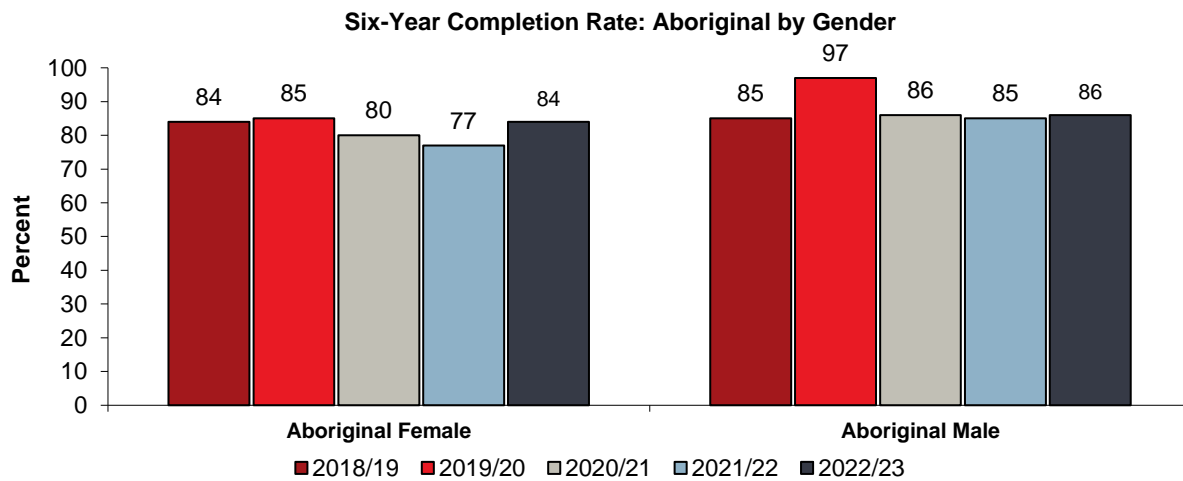
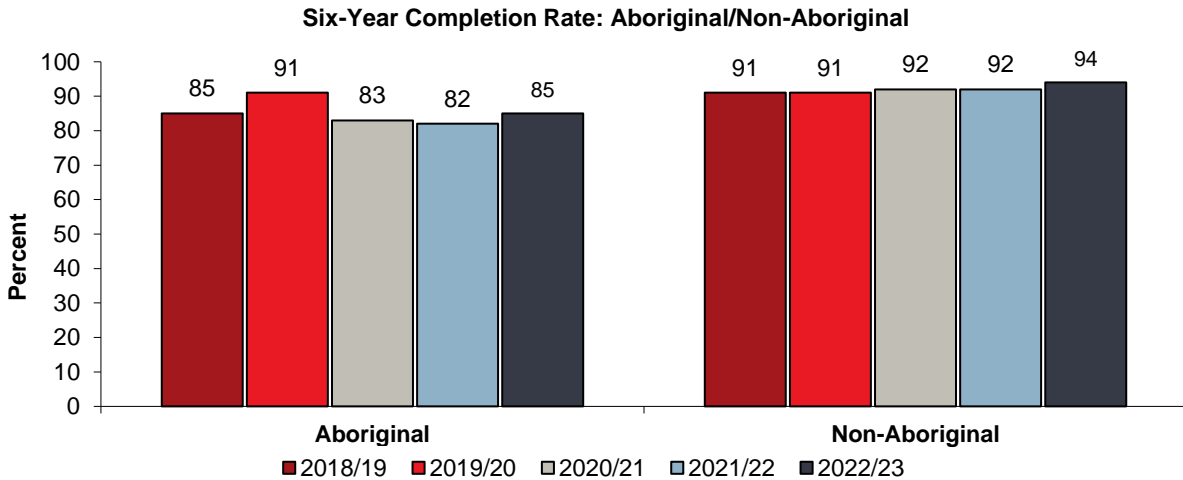
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

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

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	85	84	85	91	94	89
2019/20	91	85	97	91	91	90
2020/21	83	80	86	92	93	92
2021/22	82	77	85	92	92	92
2022/23	85	84	86	94	92	95



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

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

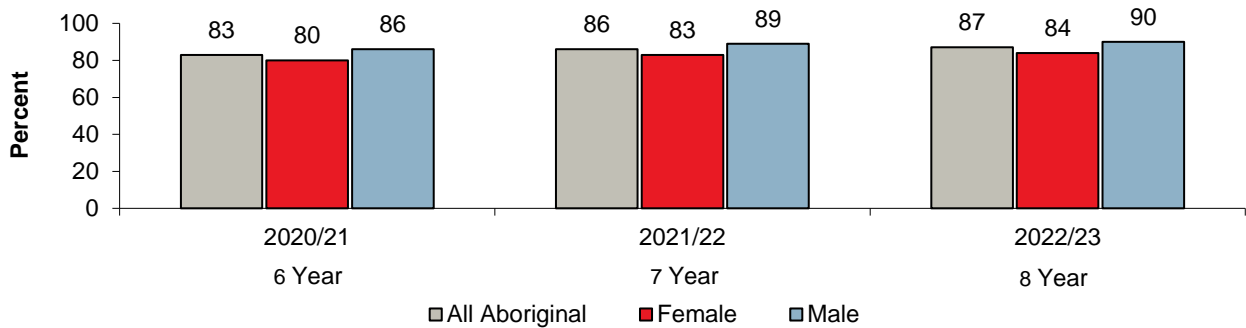
BC Residents

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

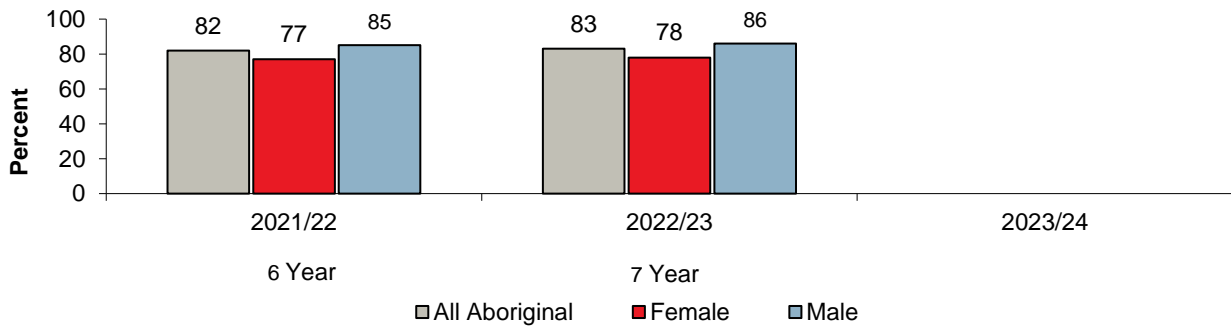
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	83	80	86	86	83	89	87	84	90
2016/17	82	77	85	83	78	86	-	-	-
2017/18	85	84	86	-	-	-	-	-	-

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



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	37	Msk	Msk	272	Msk	Msk
2019/20	48	0	0	241	Msk	Msk
2020/21	59	Msk	Msk	250	Msk	Msk
2021/22	51	0	0	253	Msk	Msk
2022/23	65	0	0	236	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	37	29	78	272	240	88
2019/20	48	31	65	241	205	85
2020/21	59	38	64	250	219	88
2021/22	51	33	65	253	217	86
2022/23	65	48	74	236	203	86

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

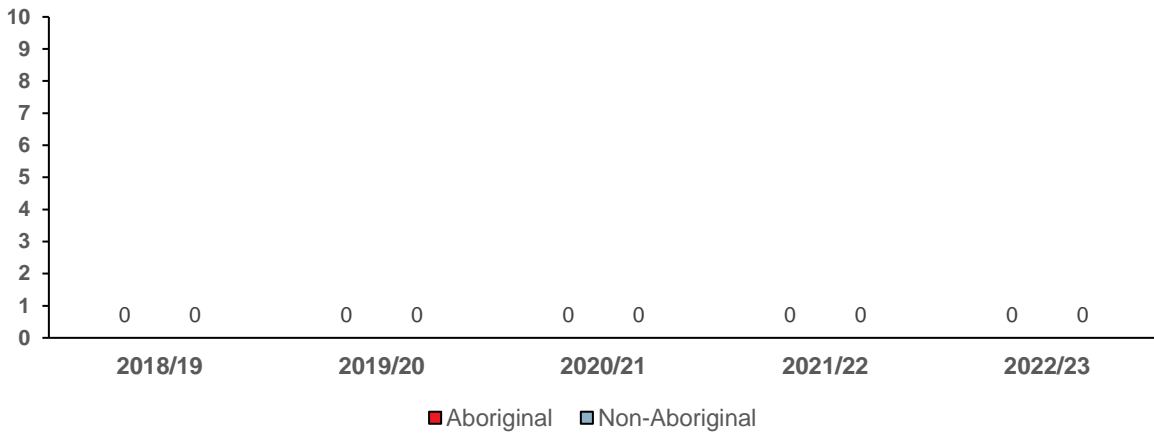
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

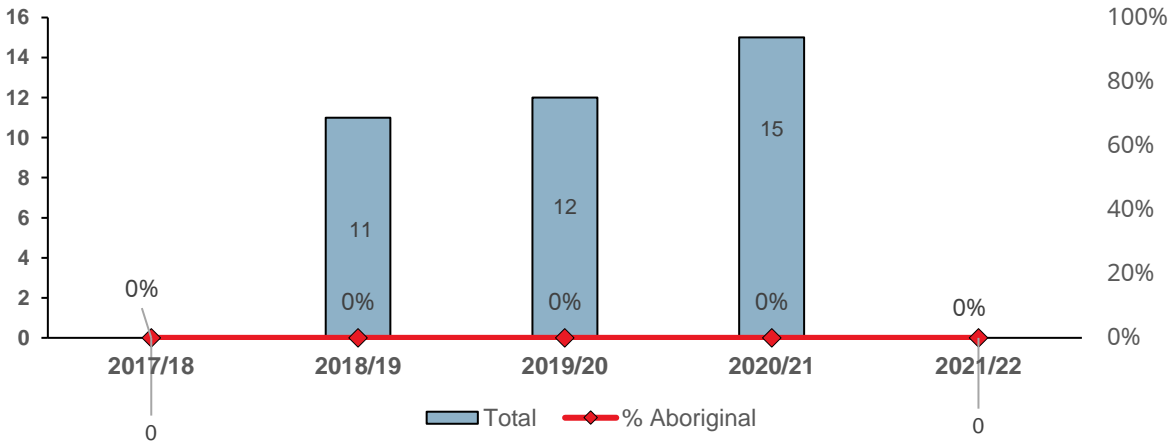
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%
2018/19	Msk		Msk	Msk	Msk	Msk
2019/20	11		Msk	Msk	Msk	Msk
2020/21	12		Msk	Msk	Msk	Msk
2021/22	15		Msk	Msk	Msk	Msk
2022/23	Msk		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

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

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

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

NON-ABORIGINAL

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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

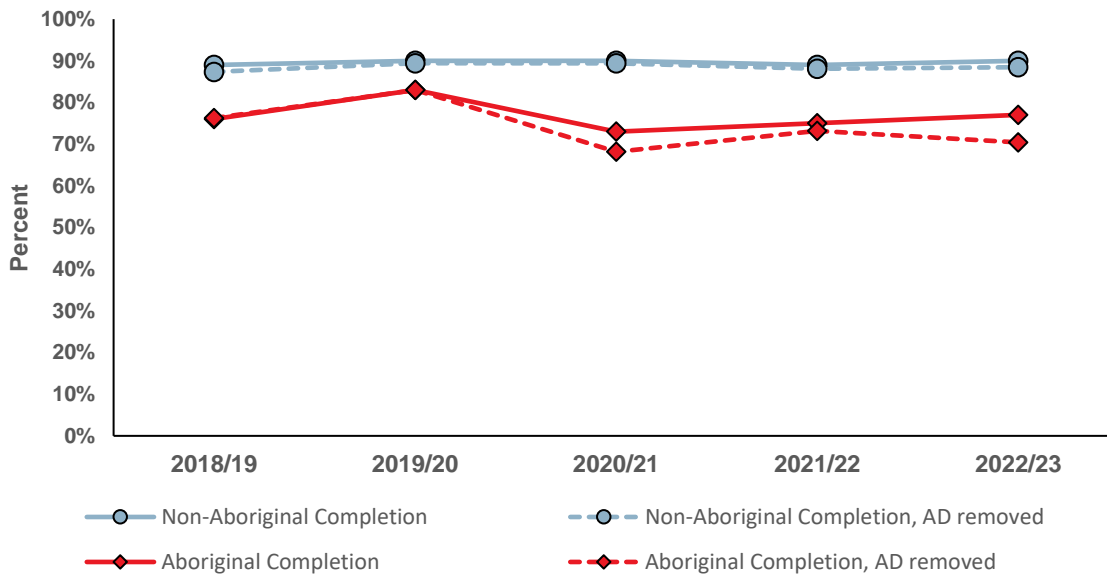
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	76	0	76	89	-2	87
2019/20	83	0	83	90	-1	89
2020/21	73	-5	68	90	-1	89
2021/22	75	-2	73	89	-1	88
2022/23	77	-7	70	90	-2	88

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

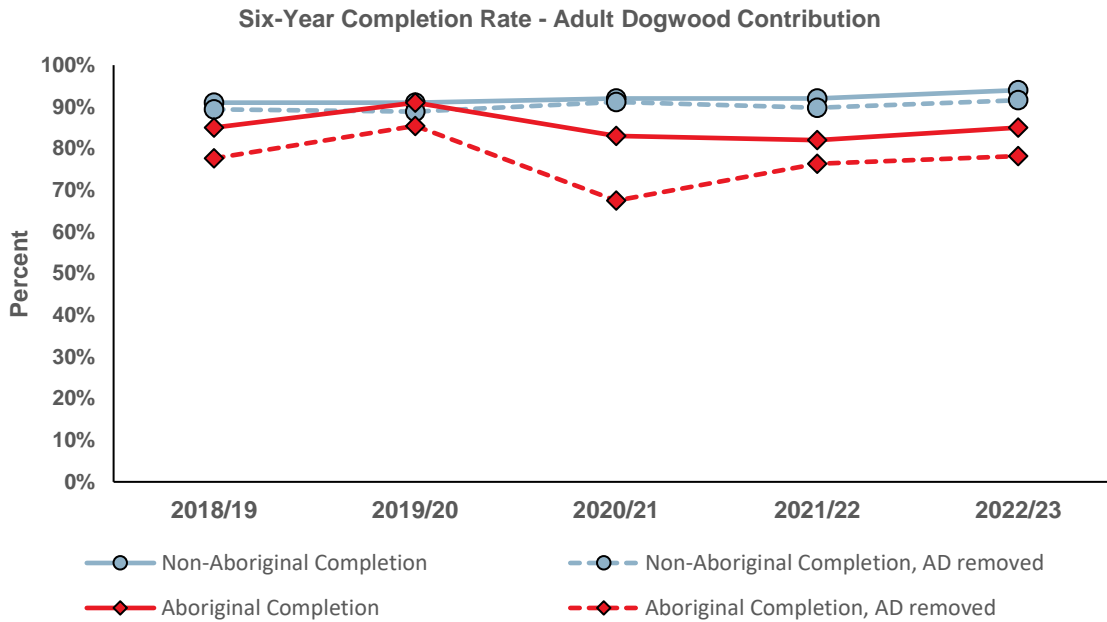
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	85	-7	78	91	-2	89
2019/20	91	-6	85	91	-2	89
2020/21	83	-16	67	92	-1	91
2021/22	82	-6	76	92	-2	90
2022/23	85	-7	78	94	-2	92



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	128	59	46	69	54
2018/19	121	50	41	71	59
2019/20	128	52	41	76	59
2020/21	115	46	40	69	60
2021/22	114	45	39	69	61

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	690	59	9
2018/19	710	50	7
2019/20	743	52	7
2020/21	733	46	6
2021/22	771	45	6

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	85	Msk	Msk	Msk	Msk	Msk	Msk

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	92	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	83	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	100	Msk	Msk	Msk	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	33	100	14	42.4	Msk	Msk	-	-	Msk	Msk
	2018/19	31	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	31	100	Msk	Msk	Msk	Msk				
	2020/21	39	100	11	28.2						
Non-Aboriginal	2017/18	218	100	81	37.2	23	10.6	11	5.0	Msk	Msk
	2018/19	241	100	113	46.9	21	8.7	Msk	Msk		
	2019/20	209	100	77	36.8	16	7.7				
	2020/21	218	100	82	37.6						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	33	100	-	-	Msk	Msk	-	-	-	-
	2018/19	31	100	-	-	-	-	-	-	-	-
	2019/20	31	100	-	-	-	-	-	-	-	-
	2020/21	39	100	-	-						
Non-Aboriginal	2017/18	218	100	Msk	Msk	-	-	-	-	-	-
	2018/19	241	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	209	100	Msk	Msk	Msk	Msk				
	2020/21	218	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	33	100	Msk	Msk	-	-	-	-	-	-
	2018/19	31	100	Msk	Msk	-	-	-	-	-	-
	2019/20	31	100	Msk	Msk	-	-	-	-	-	-
	2020/21	39	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	218	100	15	6.9	Msk	Msk	-	-	-	-
	2018/19	241	100	22	9.1	Msk	Msk	-	-	-	-
	2019/20	209	100	23	11.0	Msk	Msk	-	-	-	-
	2020/21	218	100	28	12.8	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	33	100	Msk	Msk	-	-	-	-	-	-
	2018/19	31	100	Msk	Msk	-	-	-	-	-	-
	2019/20	31	100	Msk	Msk	-	-	-	-	-	-
	2020/21	39	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	218	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	241	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	209	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	218	100	Msk	Msk	-	-	-	-	-	-

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

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

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

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

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

CAVEAT

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

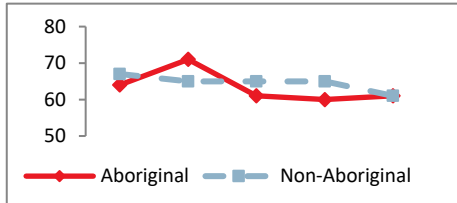
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

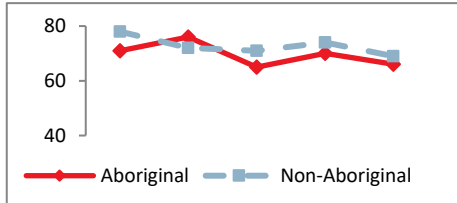
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



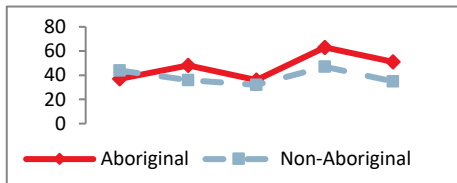
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	34	64	206	137	67
2019/20	49	35	71	201	130	65
2020/21	46	28	61	240	155	65
2021/22	47	28	60	213	138	65
2022/23	46	28	61	250	152	61

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	37	71	207	161	78
2019/20	50	38	76	203	146	72
2020/21	46	30	65	242	173	71
2021/22	50	35	70	210	156	74
2022/23	44	29	66	249	171	69

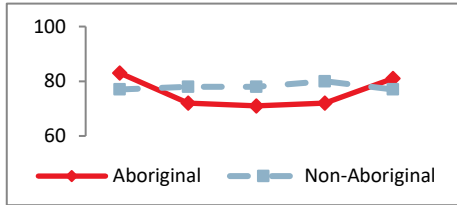
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	19	37	203	89	44
2019/20	48	23	48	192	69	36
2020/21	44	16	36	237	75	32
2021/22	49	31	63	212	99	47
2022/23	45	23	51	248	88	35

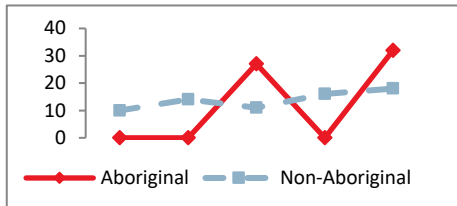
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



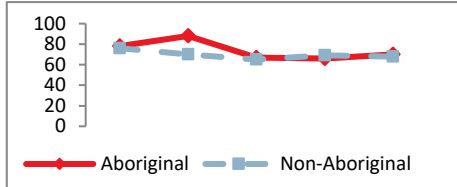
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	40	33	83	215	165	77
2019/20	39	28	72	208	162	78
2020/21	41	29	71	239	186	78
2021/22	43	31	72	216	173	80
2022/23	42	34	81	253	194	77

Have you ever felt bullied at school?



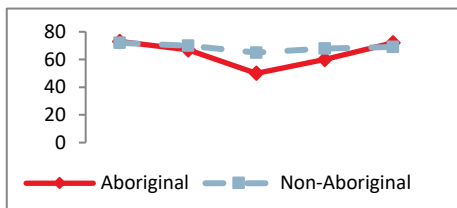
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	37	Msk	Msk	219	21	10
2019/20	40	Msk	Msk	209	29	14
2020/21	41	11	27	244	27	11
2021/22	43	Msk	Msk	216	34	16
2022/23	44	14	32	250	46	18

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	54	39	72	207	158	76
2019/20	50	44	88	201	141	70
2020/21	46	31	67	241	157	65
2021/22	50	33	66	213	148	69
2022/23	46	32	70	249	170	68

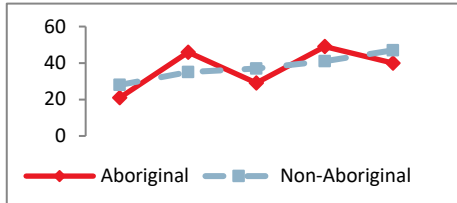
I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	38	73	205	148	72
2019/20	49	33	67	202	142	70
2020/21	46	23	50	240	156	65
2021/22	50	30	60	212	144	68
2022/23	46	33	72	249	171	69

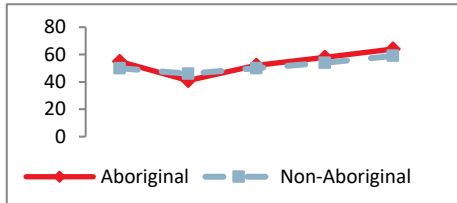
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



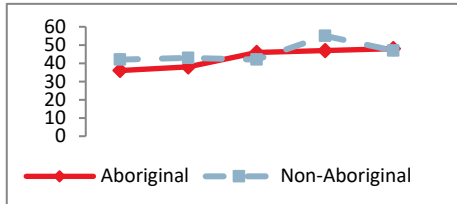
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	11	21	218	62	28
2019/20	37	17	46	217	75	35
2020/21	42	12	29	221	81	37
2021/22	55	27	49	179	73	41
2022/23	50	20	40	188	88	47

Do adults in the school treat all students fairly?



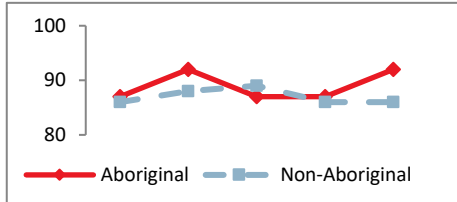
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	51	28	55	218	109	50
2019/20	37	15	41	217	99	46
2020/21	42	22	52	221	111	50
2021/22	55	32	58	178	97	54
2022/23	50	32	64	187	111	59

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



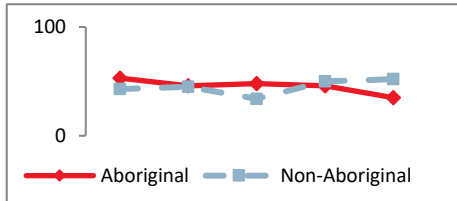
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	50	18 36	203	85 42
2019/20	34	13 38	207	90 43
2020/21	41	19 46	209	87 42
2021/22	55	26 47	180	99 55
2022/23	48	23 48	187	87 47

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	47	41 87	209	180 86
2019/20	36	33 92	212	187 88
2020/21	39	34 87	212	189 89
2021/22	52	45 87	179	154 86
2022/23	48	44 92	185	160 86

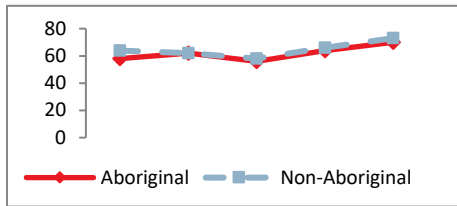
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	49	26 53	214	93 43
2019/20	37	17 46	214	96 45
2020/21	40	19 48	214	73 34
2021/22	54	25 46	178	89 50
2022/23	48	17 35	186	97 52

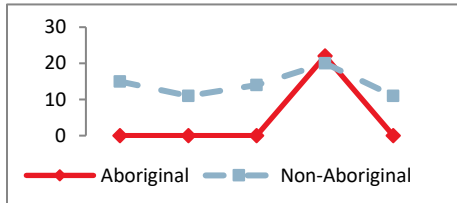
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



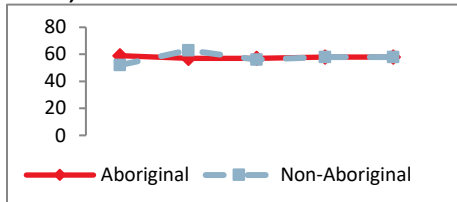
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	40	23	58	226	145	64
2019/20	34	21	62	215	133	62
2020/21	36	20	56	222	129	58
2021/22	50	32	64	185	123	66
2022/23	47	33	70	191	140	73

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



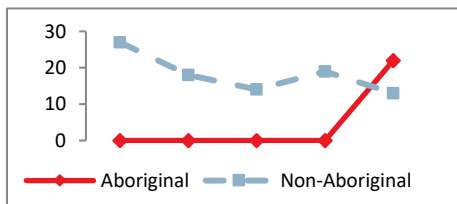
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	40	Msk	Msk	224	33	15
2019/20	34	Msk	Msk	214	24	11
2020/21	36	Msk	Msk	221	32	14
2021/22	50	11	22	185	37	20
2022/23	46	Msk	Msk	191	21	11

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	51	30	59	219	114	52
2019/20	37	21	57	217	136	63
2020/21	42	24	57	220	124	56
2021/22	55	32	58	179	104	58
2022/23	50	29	58	189	109	58

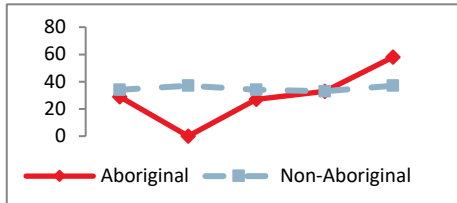
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	Msk	Msk	217	58	27
2019/20	37	Msk	Msk	217	40	18
2020/21	42	Msk	Msk	220	31	14
2021/22	55	Msk	Msk	178	34	19
2022/23	50	11	22	186	24	13

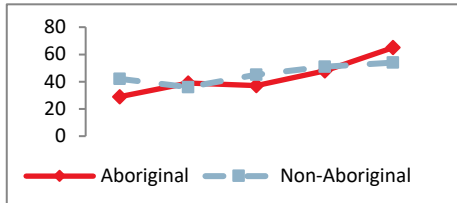
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



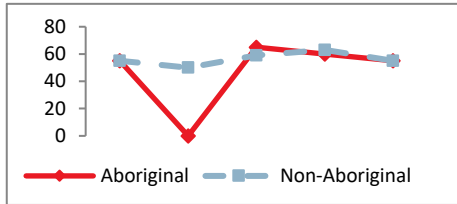
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	11	29	194	65	34
2019/20	31	Msk	Msk	184	68	37
2020/21	48	13	27	188	64	34
2021/22	43	14	33	192	63	33
2022/23	43	25	58	219	82	37

Do adults in the school treat all students fairly?



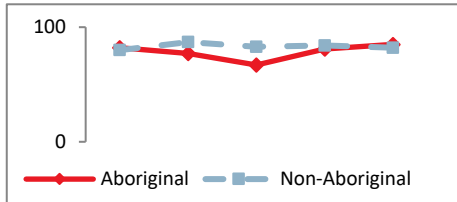
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	11	29	194	82	42
2019/20	31	12	39	187	67	36
2020/21	46	17	37	187	85	45
2021/22	44	21	48	191	98	51
2022/23	43	28	65	220	119	54

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



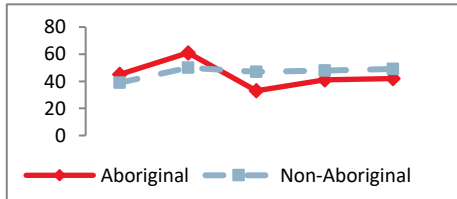
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	38	21	55	191	106	55
2019/20	29	Msk	Msk	184	92	50
2020/21	46	30	65	186	110	59
2021/22	43	26	60	189	120	63
2022/23	42	23	55	218	120	55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	31	82	189	151	80
2019/20	31	24	77	187	162	87
2020/21	45	30	67	189	157	83
2021/22	43	35	81	182	152	84
2022/23	41	35	85	213	175	82

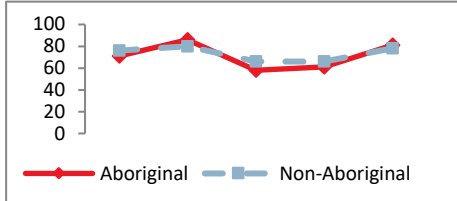
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	17	45	189	74	39
2019/20	31	19	61	187	93	50
2020/21	46	15	33	189	88	47
2021/22	44	18	41	184	89	48
2022/23	43	18	42	218	106	49

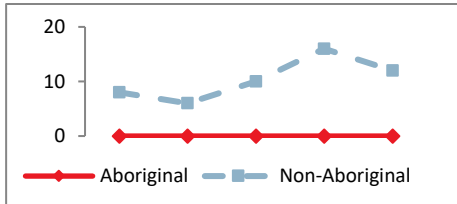
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



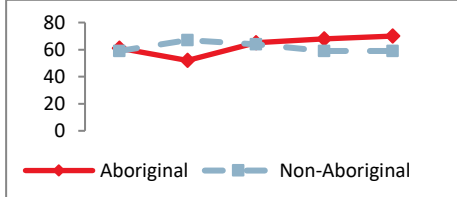
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	35	25	71	194	148	76
2019/20	29	25	86	186	148	80
2020/21	43	25	58	194	129	66
2021/22	41	25	61	190	126	66
2022/23	43	35	81	220	172	78

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



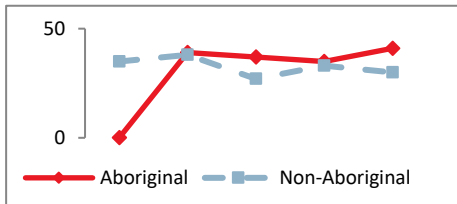
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	35	Msk	Msk	193	15	8
2019/20	29	Msk	Msk	186	12	6
2020/21	42	Msk	Msk	190	19	10
2021/22	41	Msk	Msk	191	30	16
2022/23	43	Msk	Msk	220	26	12

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



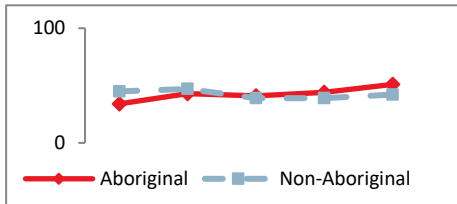
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	38	23	61	192	114	59
2019/20	31	16	52	187	126	67
2020/21	48	31	65	190	121	64
2021/22	44	30	68	192	113	59
2022/23	43	30	70	220	130	59

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



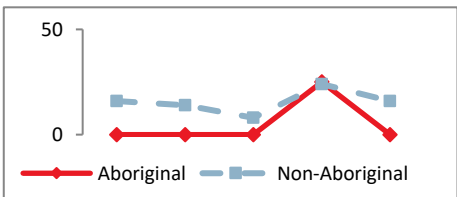
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	Msk	Msk	190	67	35
2019/20	31	12	39	187	71	38
2020/21	46	17	37	187	50	27
2021/22	43	15	35	182	60	33
2022/23	41	17	41	214	64	30

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	13	34	189	85	45
2019/20	30	13	43	187	87	47
2020/21	46	19	41	188	74	39
2021/22	43	19	44	183	71	39
2022/23	41	21	51	216	91	42

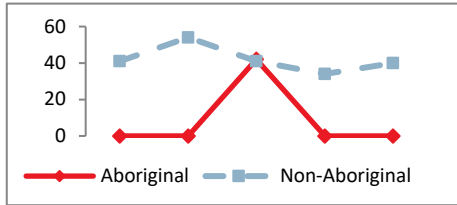
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	36	Msk	Msk	194	31	16
2019/20	31	Msk	Msk	186	26	14
2020/21	47	Msk	Msk	189	15	8
2021/22	44	11	25	189	46	24
2022/23	42	0	0	219	36	16

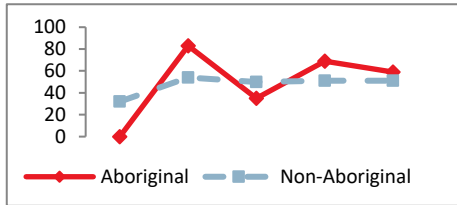
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



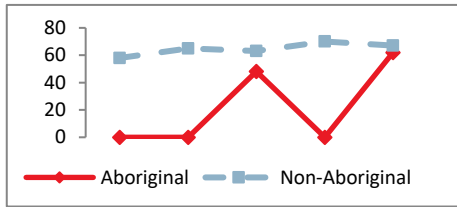
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	158	64	41
2019/20	13	Msk	Msk	54	29	54
2020/21	31	13	42	178	73	41
2021/22	16	Msk	Msk	149	51	34
2022/23	30	Msk	Msk	134	54	40

Do adults in the school treat all students fairly?



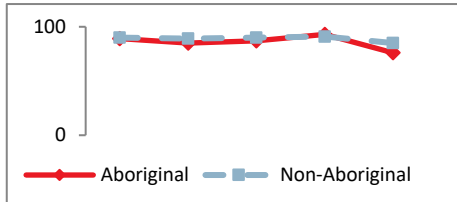
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	158	51	32
2019/20	12	10	83	54	29	54
2020/21	31	11	35	179	89	50
2021/22	16	11	69	149	76	51
2022/23	29	17	59	136	69	51

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



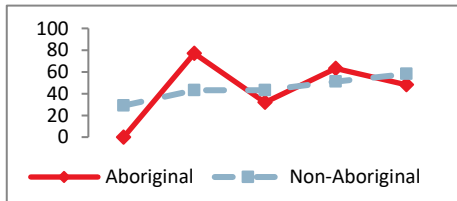
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	151	87	58
2019/20	12	Msk	Msk	52	34	65
2020/21	31	15	48	173	109	63
2021/22	15	Msk	Msk	148	104	70
2022/23	29	18	62	136	91	67

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	17	89	155	139	90
2019/20	13	11	85	54	48	89
2020/21	31	27	87	177	159	90
2021/22	14	13	93	146	133	91
2022/23	29	22	76	135	115	85

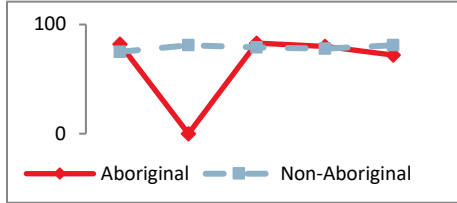
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	18	0	0	157	46	29
2019/20	13	10	77	54	23	43
2020/21	31	10	32	175	76	43
2021/22	16	10	63	147	75	51
2022/23	29	14	48	135	78	58

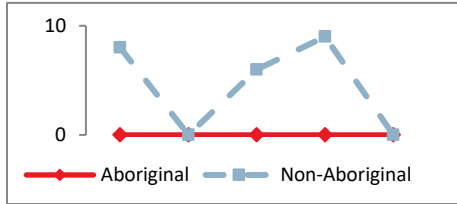
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



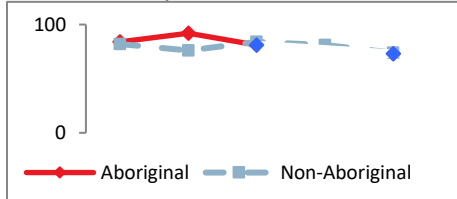
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	17	14	82	157	118	75
2019/20	13	Msk	Msk	54	44	81
2020/21	30	25	83	178	140	79
2021/22	15	12	80	147	115	78
2022/23	29	21	72	136	110	81

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



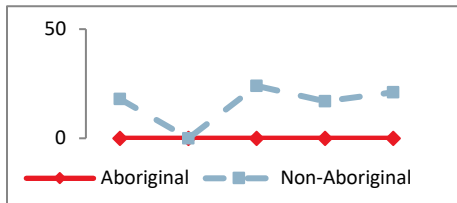
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	18	Msk	Msk	156	12	8
2019/20	13	0	0	54	Msk	Msk
2020/21	31	Msk	Msk	178	11	6
2021/22	15	Msk	Msk	147	13	9
2022/23	29	Msk	Msk	136	Msk	Msk

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.)



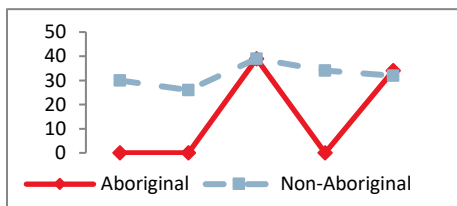
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	19	16	84	157	128	82
2019/20	13	12	92	54	41	76
2020/21	31	25	81	178	149	84
2021/22	Msk	Msk	Msk	149	120	81
2022/23	30	22	73	136	101	74

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



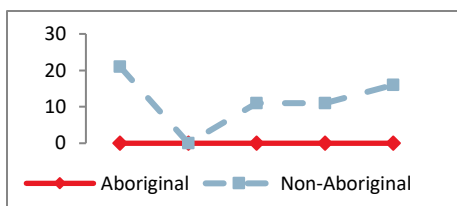
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	157	28	18
2019/20	13	Msk	Msk	54	Msk	Msk
2020/21	31	Msk	Msk	177	42	24
2021/22	15	Msk	Msk	147	25	17
2022/23	29	Msk	Msk	136	28	21

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	157	47	30
2019/20	13	Msk	Msk	54	14	26
2020/21	31	12	39	178	69	39
2021/22	15	Msk	Msk	148	51	34
2022/23	29	10	34	136	44	32

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	157	33	21
2019/20	12	Msk	Msk	54	Msk	Msk
2020/21	31	Msk	Msk	177	19	11
2021/22	16	Msk	Msk	149	16	11
2022/23	30	Msk	Msk	135	22	16

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
CYIC	Children and Youth in Care. It refers to a child or youth who is in the custody, care of guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years “in the future”), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education and Child Care reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.

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

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