



Aboriginal Report

How Are We Doing?

2022/2023

School District: 037
Delta

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

Table of Contents

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

Introduction	2
1.0 Student and District Context (Kindergarten - Grade 12), 2018/19 - 2022/23	
Students Who Self-Identify as Aboriginal, 2013/14 - 2022/23	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students with Disabilities or Diverse Abilities (12 Designations)	8
Students with Disabilities or Diverse Abilities (Selected Designations)	9
Grade Distribution of Students with Behaviour Disabilities	10
2.0 Foundation Skills Assessment (FSA) Grades 4 and 7, 2018/19 - 2022/23	
Grade 4 Reading/Literacy	11
Grade 4 Numeracy	12
Grade 7 Reading/Literacy	13
Grade 7 Numeracy	14
3.0 Graduation Assessments & Course Marks, 2022/23	
Grade 10 Numeracy Assessment	15
Grade 10 Literacy Assessment	16
Grade 12 Literacy Assessment	17
Course Mark Overview	18
English 10 (combined)	19
English First Peoples 10 (combined)	20
Foundations of Math and Pre-calculus 10	21
Workplace Math 10	22
Science 10	23
Life Sciences 11	24
Pre-calculus 11	25
Science for Citizens 11	26
BC First Peoples 12	27
English 12 (combined)	28
English First Peoples 12	29
Apprenticeship Math 12	30
Calculus 12	31
Foundations of Math 12	32
Pre-calculus 12	33
Contemporary Indigenous Studies 12	34
First Nations Languages Courses	35
4.0 Transitions, 2017/18 - 2022/23	
Progress of Students Entering Grade 8 in September 2017, by Cohort and Gender	36
5.0 School Completion, 2018/19 - 2022/23	
Five-Year Completion Rate, by Cohort and Gender	37
Six-Year Completion Rate, by Cohort and Gender	38
Six, Seven and Eight-Year Completion Rates, 2015/16 - 2017/18 Cohorts	39
BC School Completion Certificate and BC Certificate of Graduation	40
BC Adult Graduation Diploma	41
Five-Year Completion Rate, Adult Dogwood Contribution	43
Six-Year Completion Rate, Adult Dogwood Contribution	44
6.0 Education Experiences of Children and Youth in Care, 2017/18 - 2021/22	
Enrolment in Care by Aboriginal Status and Gender	45
Six-Year Completion by Aboriginal Status and Gender	45
Graduation Rates by Aboriginal Status and Gender	45
7.0 Post-Secondary Transitions, 2017/18 - 2020/21	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	46
8.0 Student Learning Survey Results, 2018/19 - 2022/23	
Overview	48
Survey Results, grade 3/4	49
Survey Results, grade 7	51
Survey Results, grade 10	53
Survey Results, grade 12	55
9.0 Glossary	57

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

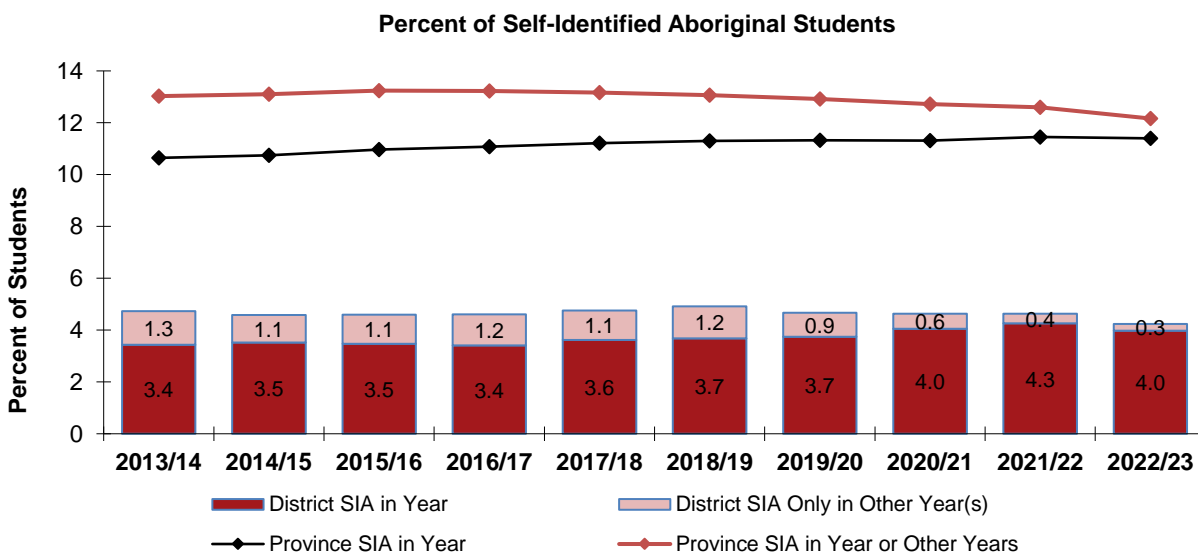
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	16,005	550	3.4	207	1.3	558,983	59,502	10.6	13,325	2.4
2014/15	15,978	562	3.5	171	1.1	552,786	59,382	10.7	13,068	2.4
2015/16	16,320	567	3.5	183	1.1	553,376	60,706	11.0	12,567	2.3
2016/17	16,414	560	3.4	197	1.2	557,625	61,801	11.1	11,979	2.1
2017/18	16,489	596	3.6	188	1.1	563,241	63,182	11.2	10,930	1.9
2018/19	16,525	609	3.7	203	1.2	568,982	64,326	11.3	10,009	1.8
2019/20	16,681	624	3.7	155	0.9	576,000	65,215	11.3	9,152	1.6
2020/21	16,255	658	4.0	94	0.6	568,285	64,272	11.3	8,037	1.4
2021/22	16,364	698	4.3	59	0.4	578,797	66,282	11.5	6,635	1.1
2022/23	16,710	664	4.0	45	0.3	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

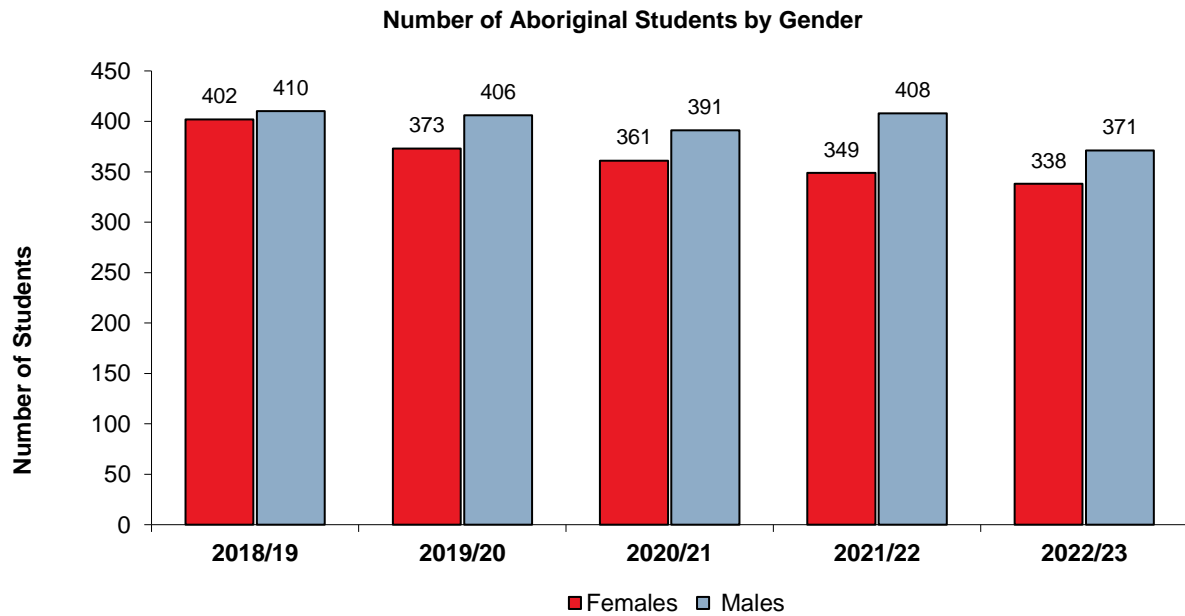
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education 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	District							Province *		
	All	Aboriginal		Aboriginal	% of	Aboriginal	% of	Aboriginal	Aboriginal	Aboriginal
	Students	Students		Females	All	Males	All	Students	Females	Males
	#	#	%	#	Students	#	Students	#	#	#
2018/19	16,525	812	4.9	402	2.4	410	2.5	74,335	36,874	37,461
2019/20	16,681	779	4.7	373	2.2	406	2.4	74,367	36,847	37,520
2020/21	16,255	752	4.6	361	2.2	391	2.4	72,309	35,901	36,408
2021/22	16,364	757	4.6	349	2.1	408	2.5	72,917	36,210	36,707
2022/23	16,710	709	4.2	338	2.0	371	2.2	71,838	35,586	36,252



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

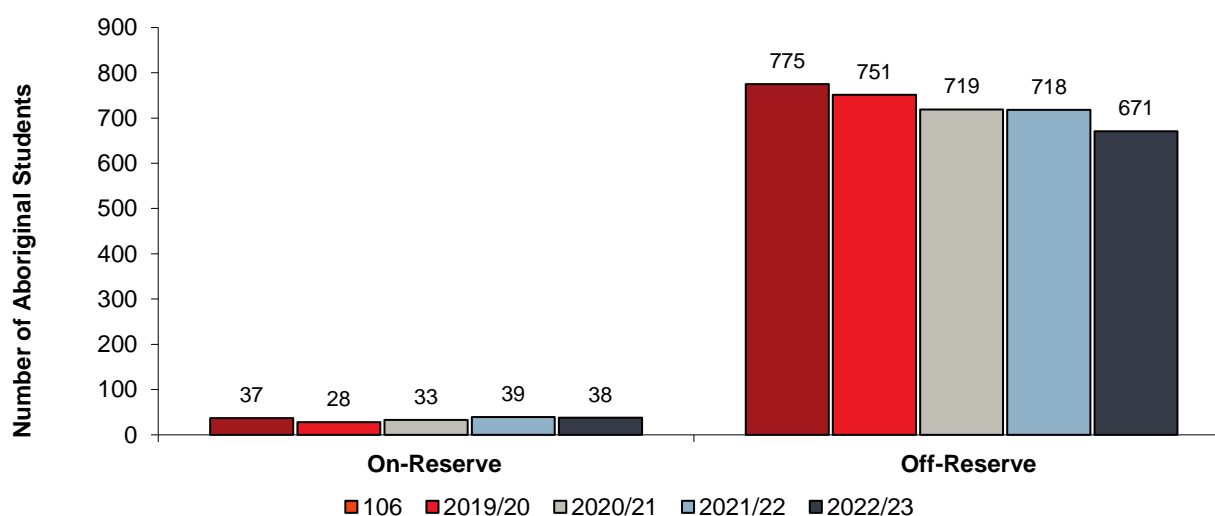
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2018/19	812	13	24	37	389	386	775	7,993	66,342
2019/20	779	10	18	28	363	388	751	8,209	66,158
2020/21	752	17	16	33	344	375	719	7,752	64,557
2021/22	757	20	19	39	329	389	718	7,992	64,925
2022/23	709	18	20	38	320	351	671	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	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2018/19	814	13	24	37	381	396	777	8,007	66,275
2019/20	759	10	18	28	357	374	731	8,056	66,087
2020/21	753	17	17	34	343	376	719	7,713	64,505
2021/22	756	20	21	41	331	384	715	7,916	64,400
2022/23	708	21	20	41	314	353	667	8,001	63,477

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

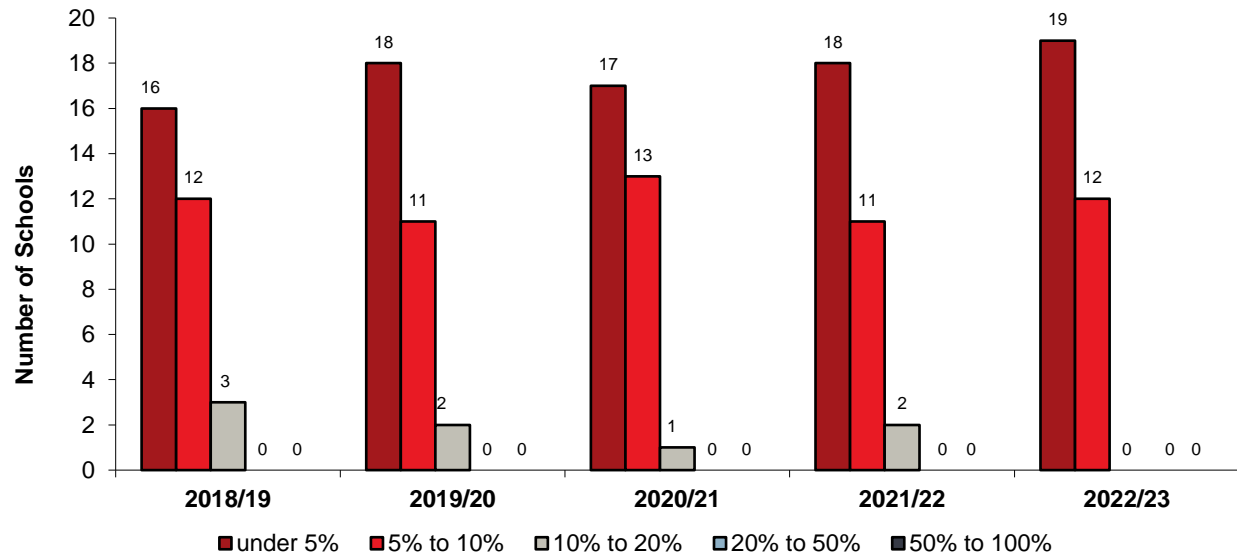


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

District							Province *					
School Year	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	31	16	12	3	0	0	1,385	367	217	324	385	92
2019/20	31	18	11	2	0	0	1,389	382	217	318	378	94
2020/21	31	17	13	1	0	0	1,398	399	210	341	348	100
2021/22	31	18	11	2	0	0	1,405	402	240	338	330	95
2022/23	31	19	12	0	0	0	1,412	423	246	336	318	89

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

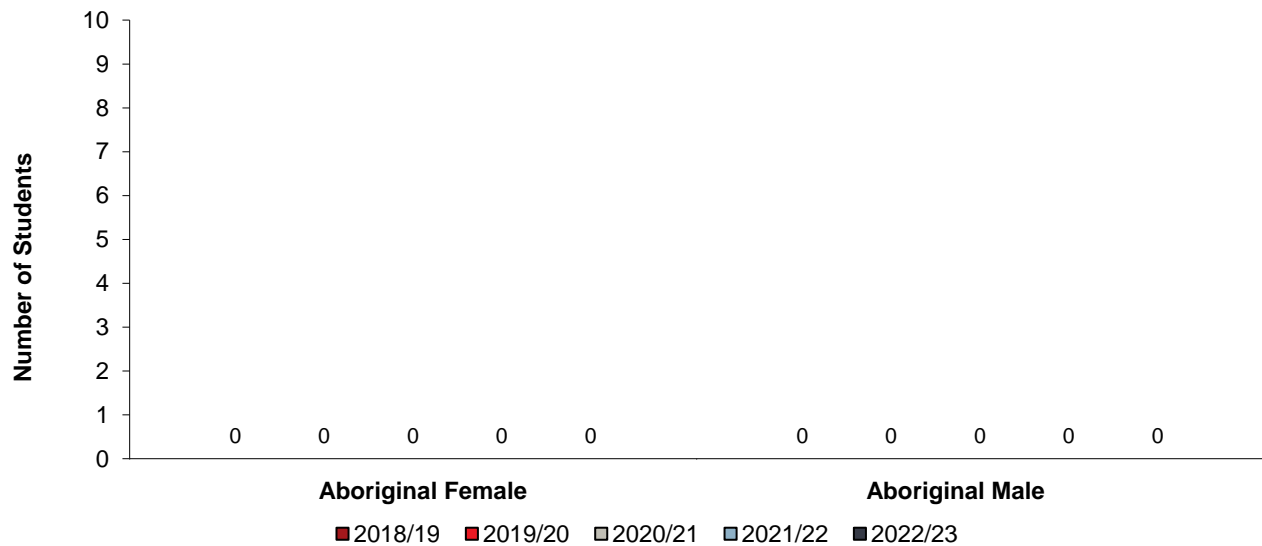


* Public schools only

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	0	0	0	0	0	0	0	1,516	1,457	1,943	2,320
2019/20	0	0	0	0	0	0	0	1,580	1,508	2,114	2,525
2020/21	0	0	0	0	0	0	0	1,429	1,327	1,778	1,831
2021/22	0	0	0	0	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

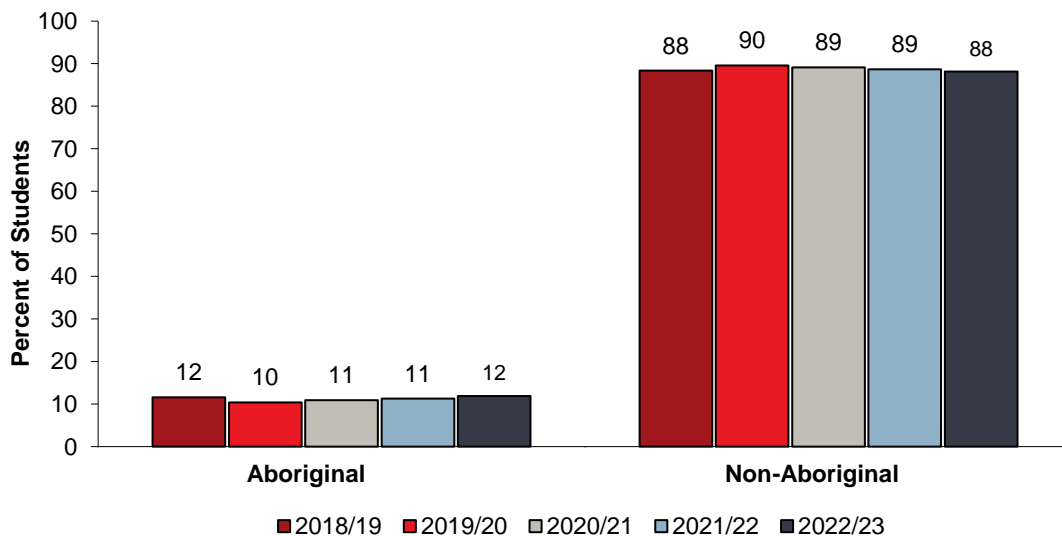
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	2,159	251	12	1,908	88
2019/20	2,177	226	10	1,951	90
2020/21	2,115	230	11	1,885	89
2021/22	2,155	244	11	1,911	89
2022/23	2,071	246	12	1,825	88

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

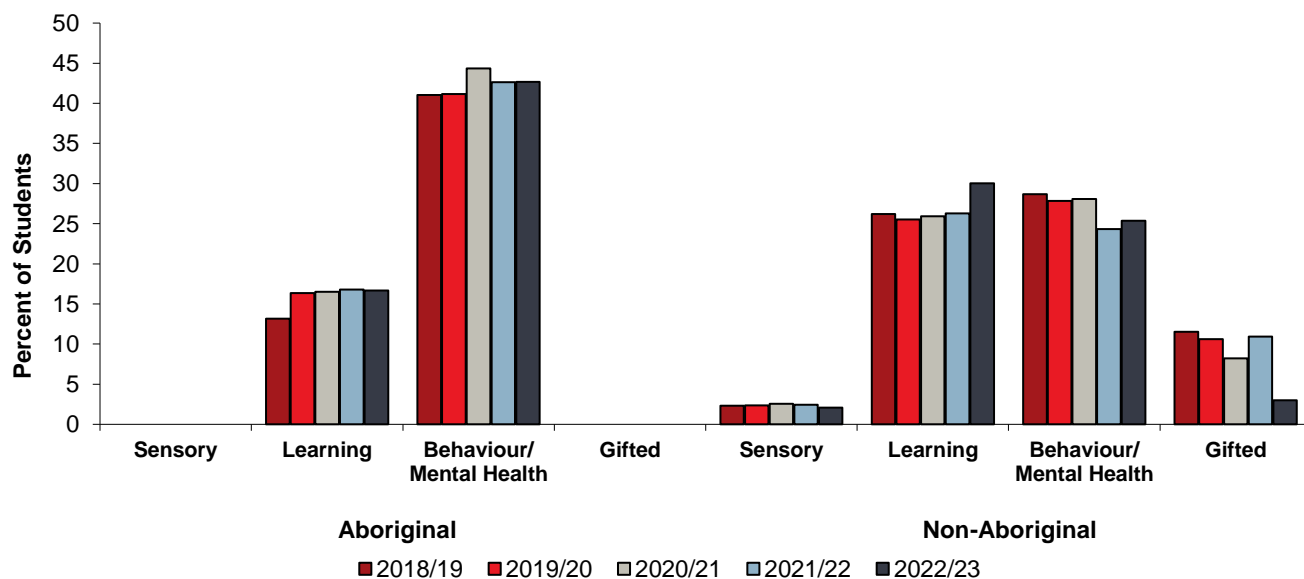


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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			
	Non- Aboriginal		Aboriginal		Non- Aboriginal		Aboriginal		Non- Aboriginal		Aboriginal		Non- Aboriginal		Aboriginal		Non- Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2018/19	251	1,908	0	0	44	2	33	13	500	26	103	41	547	29	Msk	Msk	220	12
2019/20	226	1,951	Msk	Msk	46	2	37	16	498	26	93	41	543	28	Msk	Msk	207	11
2020/21	230	1,885	Msk	Msk	48	3	38	17	489	26	102	44	529	28	Msk	Msk	155	8
2021/22	244	1,911	0	0	47	2	41	17	502	26	104	43	465	24	Msk	Msk	209	11
2022/23	246	1,825	Msk	Msk	38	2	41	17	548	30	105	43	463	25	0	0	55	3

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).

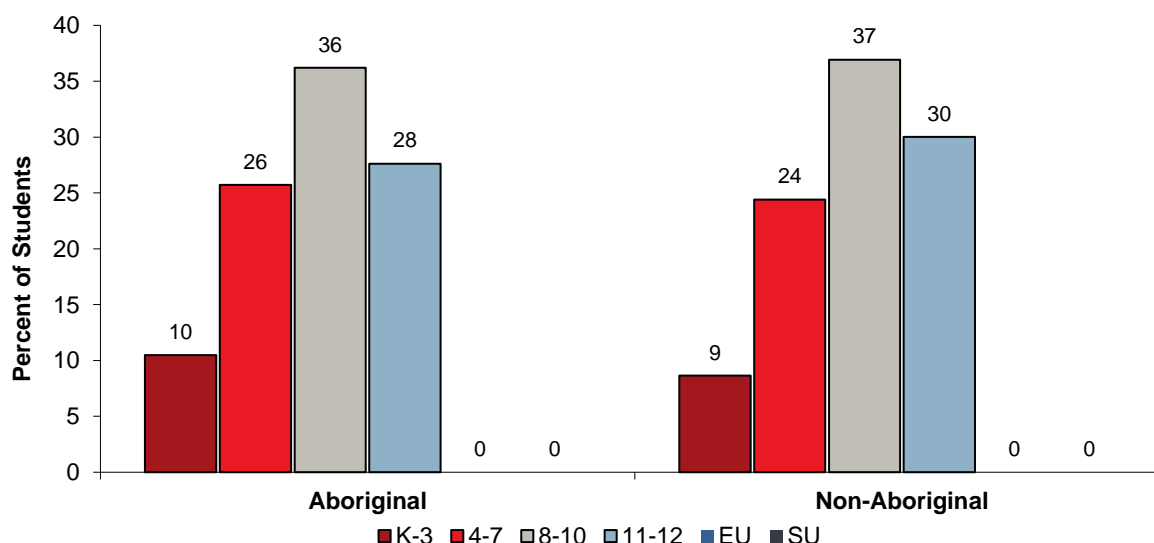
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	103	14	14	29	28	31	30	29	28	0	0	0	0
2019/20	93	11	12	25	27	27	29	30	32	0	0	0	0
2020/21	102	Msk	Msk	Msk	Msk	39	38	33	32	0	0	0	0
2021/22	104	Msk	Msk	Msk	Msk	37	36	31	30	0	0	0	0
2022/23	105	11	10	27	26	38	36	29	28	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	547	77	14	125	23	160	29	185	34	0	0	0	0
2019/20	543	59	11	143	26	149	27	192	35	0	0	0	0
2020/21	529	Msk	Msk	130	25	163	31	182	34	0	0	Msk	Msk
2021/22	465	42	9	126	27	157	34	138	30	0	0	0	0
2022/23	463	40	9	113	24	171	37	139	30	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

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	37	66	Msk	Msk	25	68	Msk	Msk
2019/20	35	51	Msk	Msk	24	69	Msk	Msk
2020/21	15	29	Msk	Msk	Msk	Msk	0	0
2021/22	23	43	Msk	Msk	15	65	Msk	Msk
2022/23	21	42	11	52	Msk	Msk	Msk	Msk

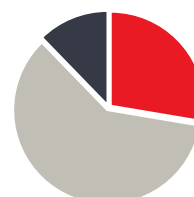


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

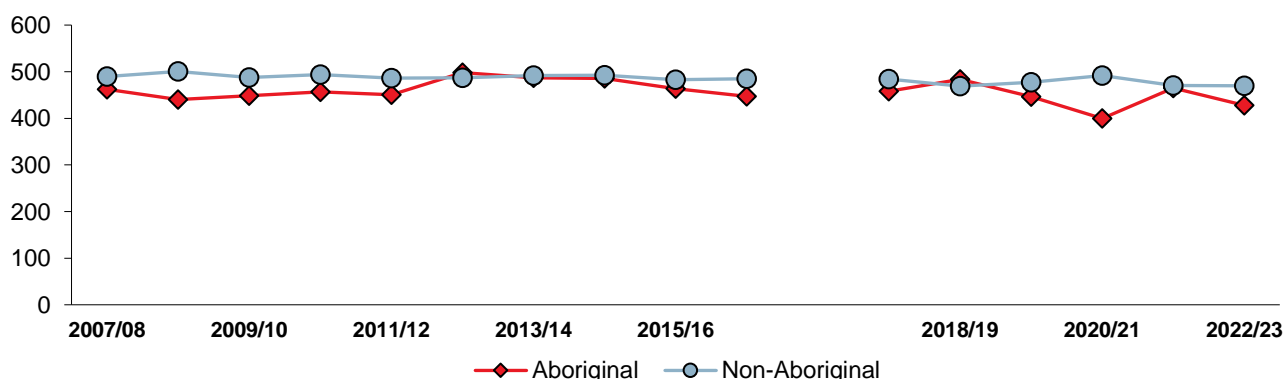
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	853	81	231	27	534	63	88	10
2019/20	671	63	175	26	416	62	80	12
2020/21	543	51	100	18	379	70	64	12
2021/22	641	62	183	29	388	61	70	11
2022/23	669	65	185	28	402	60	82	12



■ 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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GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	38	68	Msk	Msk	22	58	Msk	Msk
2019/20	37	54	20	54	17	46	0	0
2020/21	16	31	Msk	Msk	Msk	Msk	0	0
2021/22	24	45	12	50	12	50	0	0
2022/23	23	46	10	43	13	57	0	0

Grade 4: Aboriginal

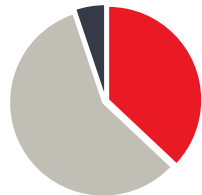


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

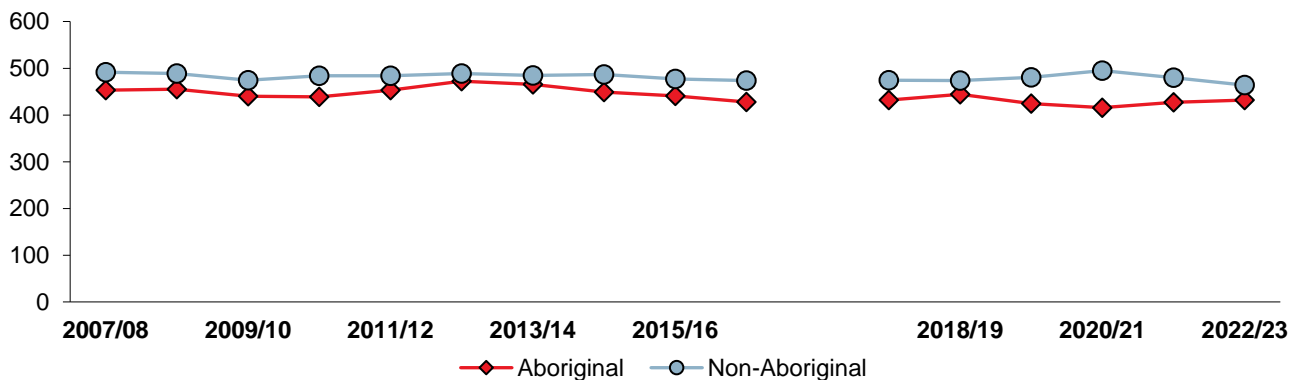
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	852	81	271	32	537	63	44	5
2019/20	663	62	203	31	410	62	50	8
2020/21	540	51	137	25	357	66	46	9
2021/22	640	62	202	32	389	61	49	8
2022/23	659	64	244	37	381	58	34	5

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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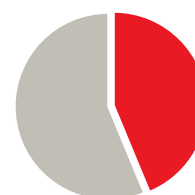
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	49	71	16	33	33	67	0	0
2019/20	33	46	19	58	14	42	0	0
2020/21	13	24	Msk	Msk	Msk	Msk	0	0
2021/22	37	65	17	46	20	54	0	0
2022/23	32	48	14	44	18	56	0	0

Grade 7: Aboriginal

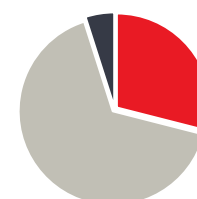


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

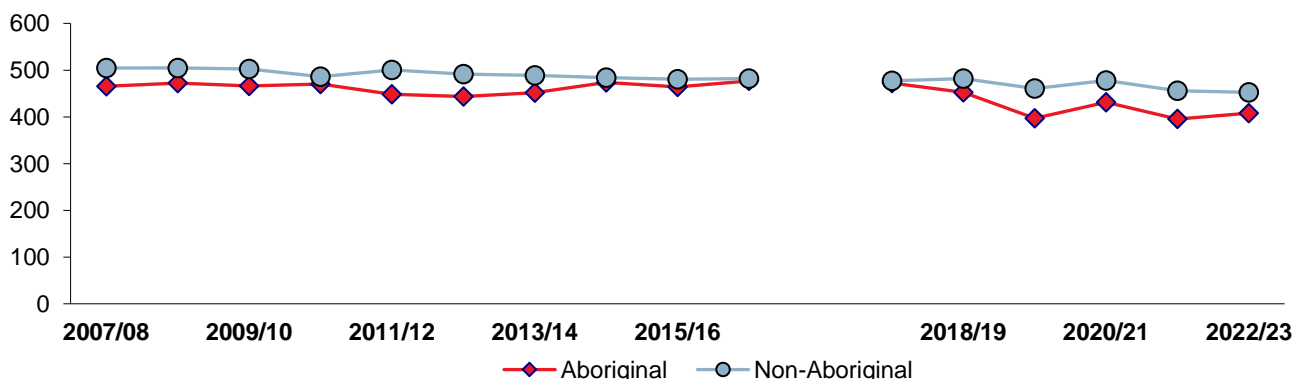
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	820	76	147	18	643	78	30	4
2019/20	728	63	171	23	538	74	19	3
2020/21	506	44	88	17	399	79	19	4
2021/22	721	64	191	26	517	72	13	2
2022/23	711	62	206	29	470	66	35	5

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 affecting results.

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

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

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	48	70	31	65	Msk	Msk	Msk	Msk
2019/20	31	44	Msk	Msk	Msk	Msk	0	0
2020/21	12	22	Msk	Msk	Msk	Msk	0	0
2021/22	35	61	23	66	Msk	Msk	Msk	Msk
2022/23	33	49	21	64	Msk	Msk	Msk	Msk

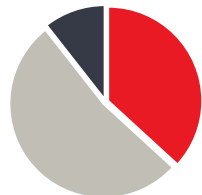


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

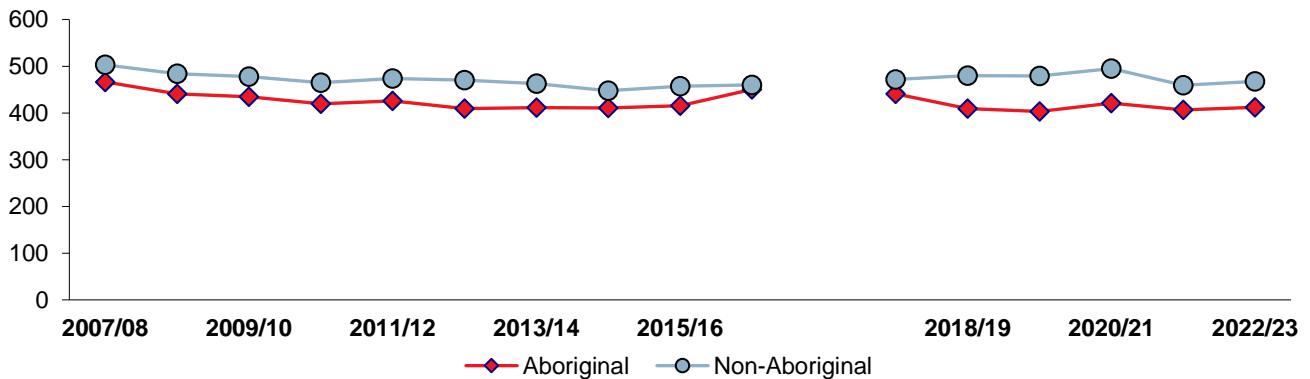
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	829	77	231	28	537	65	61	7
2019/20	724	63	220	30	431	60	73	10
2020/21	499	43	127	25	302	61	70	14
2021/22	735	65	276	38	394	54	65	9
2022/23	709	61	261	37	373	53	75	11



■ 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	35	51	Msk	Msk	16	46	Msk	Msk	0	0
Non-Aboriginal	924	71	256	28	431	47	214	23	23	2

2019/20 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
Non-Aboriginal	46	4	15	33	23	50	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	38	62	Msk	Msk	17	45	Msk	Msk	0	0
Non-Aboriginal	1,176	92	301	26	512	44	330	28	33	3

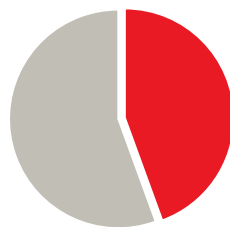
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	52	70	15	29	25	48	Msk	Msk	Msk	Msk
Non-Aboriginal	1,241	92	209	17	513	41	434	35	85	7

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

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	56	76	20	36	25	45	Msk	Msk	Msk	Msk
Non-Aboriginal	1,253	94	214	17	501	40	425	34	113	9

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	75	6	Msk	Msk	16	21	51	68	Msk	Msk

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

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	37	61	Msk	Msk	Msk	Msk	18	49	0	0
Non-Aboriginal	1,167	92	58	5	308	26	714	61	87	7

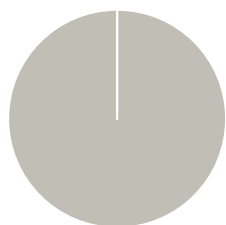
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	50	68	Msk	Msk	Msk	Msk	28	56	0	0
Non-Aboriginal	1,244	93	41	3	223	18	874	70	106	9

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

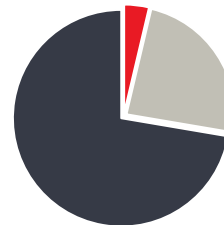
School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	57	77	Msk	Msk	27	47	23	40	Msk	Msk
Non-Aboriginal	1,272	95	47	4	305	24	810	64	110	9

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	60	73	Msk	Msk	24	40	25	42	Msk	Msk
Non-Aboriginal	1,251	87	30	2	225	18	822	66	174	14

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

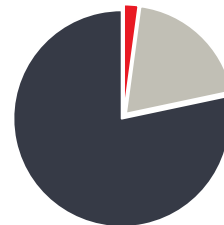
School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	42	58	0	0	Msk	Msk	23	55	Msk	Msk
Non-Aboriginal	1,213	85	26	2	237	20	747	62	203	17

Literacy 12 2022/23: Aboriginal

■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal

■ Emerging ■ Developing ■ Proficient or Extending



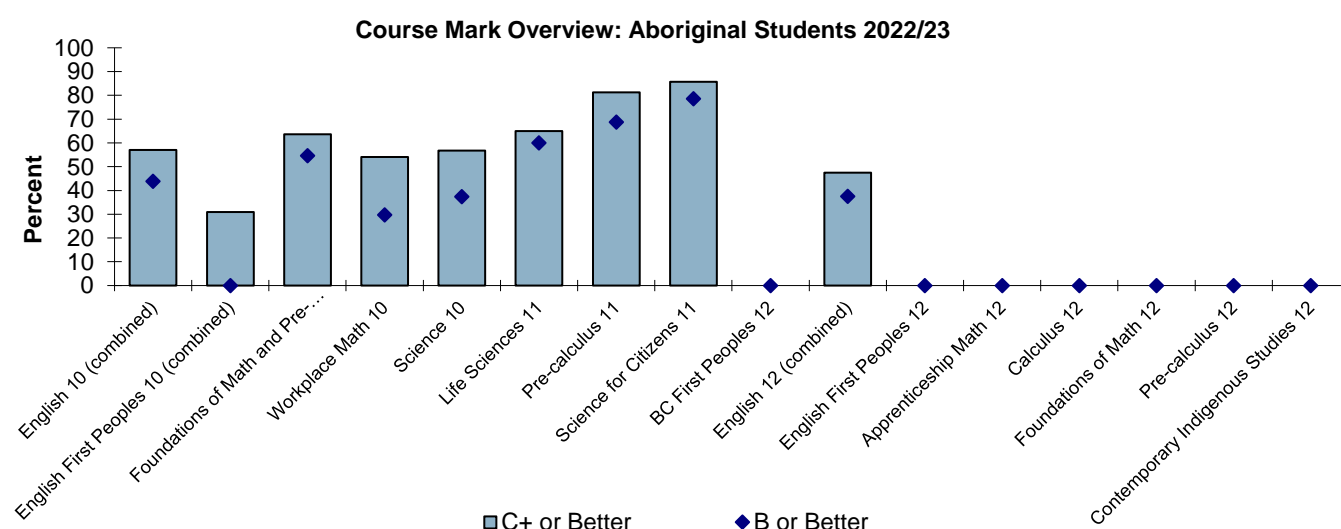
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	114	65	57	50	44	2,356	1,823	77	1,556	66
English First Peoples 10 (combined)*	42	13	31	Msk	Msk	344	228	66	180	52
Foundations of Math and Pre-calculus 10	33	21	64	18	55	1,156	831	72	736	64
Workplace Math 10	37	20	54	11	30	280	132	47	97	35
Science 10	67	38	57	25	37	1,349	989	73	869	64
Life Sciences 11	20	13	65	12	60	553	444	80	402	73
Pre-calculus 11	16	13	81	11	69	885	658	74	585	66
Science for Citizens 11	14	12	86	11	79	107	68	64	50	47
BC First Peoples 12	Msk	Msk	Msk	Msk	Msk	73	51	70	45	62
English 12 (combined)*	40	19	48	15	38	1,205	1,004	83	887	74
English First Peoples 12	12	Msk	Msk	Msk	Msk	163	138	85	126	77
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	136	120	88	111	82
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	210	144	69	108	51
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	578	471	81	435	75
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	67	61	91	57	85



Note:

For combined courses (as marked), the course mark count will be greater than the student count.

English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

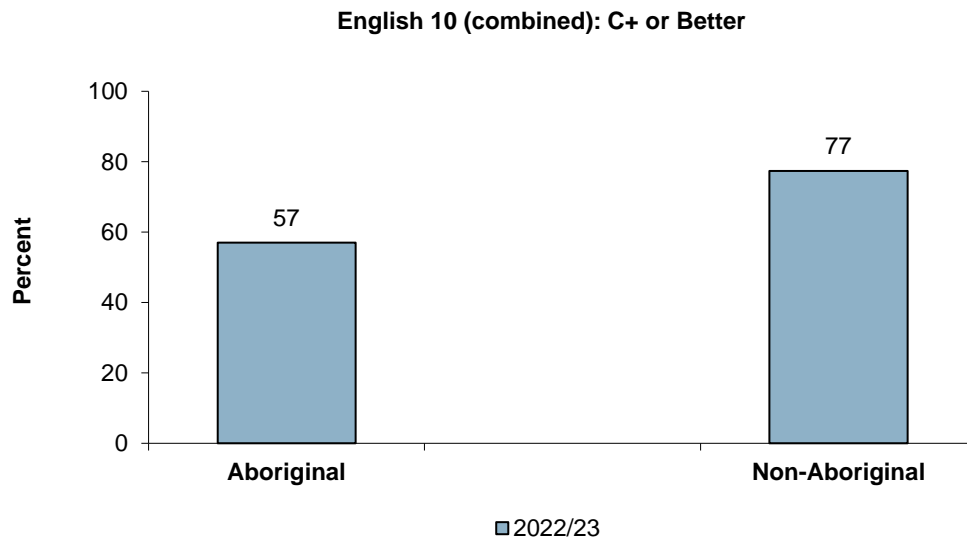
English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	128	84	66	72	56	2,601	2,009	77	1,775	68	
2020/21	110	51	46	33	30	2,589	2,129	82	1,875	72	
2021/22	136	81	60	61	45	2,751	2,201	80	1,942	71	
2022/23	114	65	57	50	44	2,356	1,823	77	1,556	66	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	128	73	112	16	2,601	1,289	2,327	274	
2020/21	110	62	100	10	2,589	1,293	2,379	210	
2021/22	136	76	123	13	2,751	1,361	2,623	128	
2022/23	114	76	Msk	Msk	2,356	1,372	2,230	126	



Note:

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

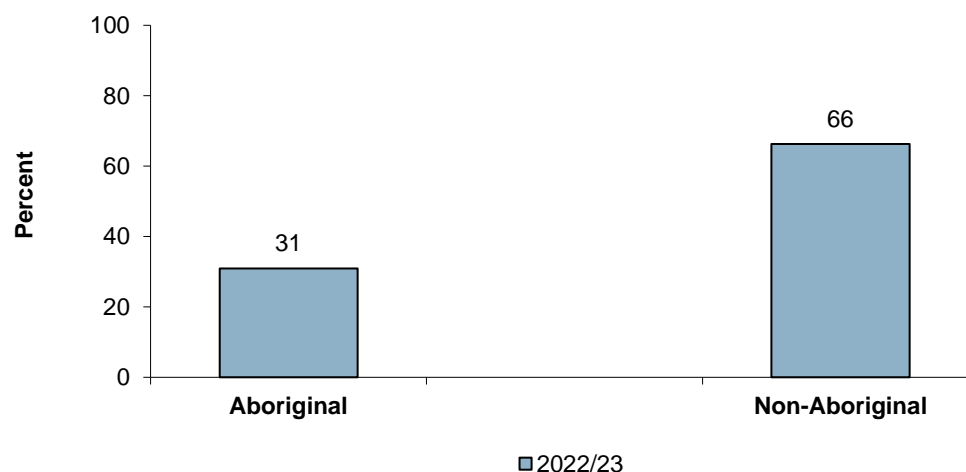
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	29	21	72	21	72	
2020/21	-	-	-	-	-	-	-	-	-	-	
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	
2022/23	42	13	31	Msk	Msk	344	228	66	180	52	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 10	Course Mark Count		Course Mark Count	Total Gr 10	Course Mark Count	
	Mark Count	Students *	Gr 10	Non-Gr 10		Students *	Gr 10	Non-Gr 10
	#	#	#	#		#	#	#
2019/20	Msk	73	Msk	Msk	29	1,289	Msk	Msk
2020/21	-	62	-	-	-	1,293	-	-
2021/22	-	76	-	-	Msk	1,361	Msk	Msk
2022/23	42	76	Msk	Msk	344	1,372	334	10

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.

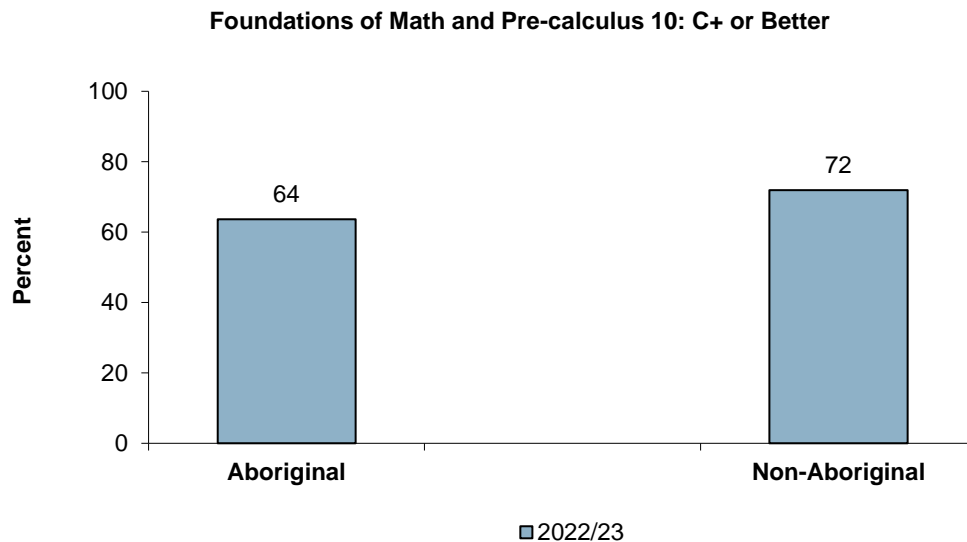
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	38	25	66	19	50	1,068	727	68	617	58	
2020/21	22	12	55	12	55	1,032	762	74	659	64	
2021/22	34	26	76	20	59	1,130	849	75	731	65	
2022/23	33	21	64	18	55	1,156	831	72	736	64	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	38	73	Msk	Msk	1,068	1,289	964	104	
2020/21	22	62	Msk	Msk	1,032	1,293	946	86	
2021/22	34	76	Msk	Msk	1,130	1,361	1,074	56	
2022/23	33	76	Msk	Msk	1,156	1,372	1,086	70	



Note:

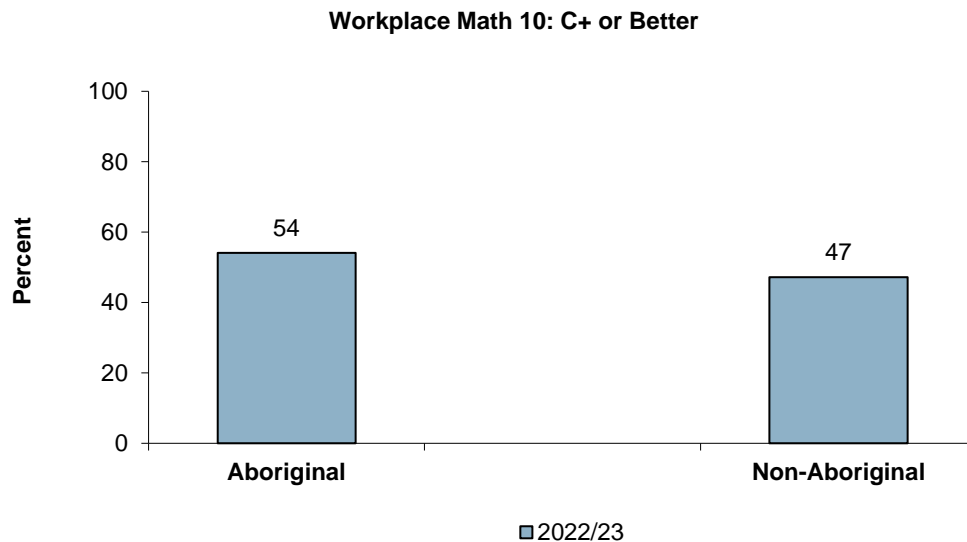
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	22	13	59	Msk	Msk	292	152	52	112	38	
2020/21	38	22	58	17	45	271	164	61	133	49	
2021/22	39	17	44	14	36	271	153	56	118	44	
2022/23	37	20	54	11	30	280	132	47	97	35	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	22	73	Msk	Msk	292	1,289	234	58	
2020/21	38	62	Msk	Msk	271	1,293	218	53	
2021/22	39	76	Msk	Msk	271	1,361	235	36	
2022/23	37	76	Msk	Msk	280	1,372	216	64	



Note:

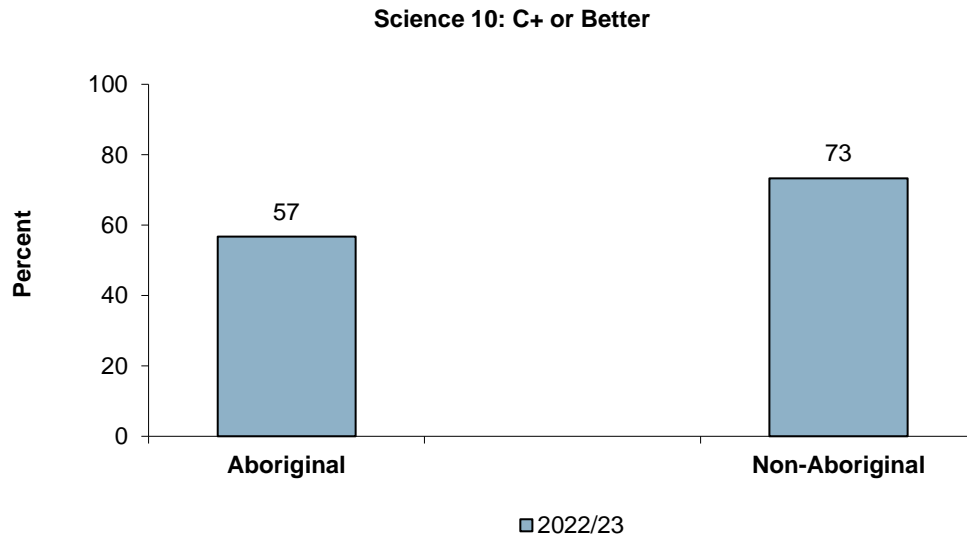
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	60	39	65	28	47	1,296	931	72	819	63	
2020/21	53	31	58	23	43	1,285	1,044	81	954	74	
2021/22	66	35	53	26	39	1,344	1,053	78	923	69	
2022/23	67	38	57	25	37	1,349	989	73	869	64	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	60	73	Msk	Msk	1,296	1,289	1,218	78	
2020/21	53	62	Msk	Msk	1,285	1,293	1,200	85	
2021/22	66	76	Msk	Msk	1,344	1,361	1,288	56	
2022/23	67	76	Msk	Msk	1,349	1,372	1,295	54	



Note:

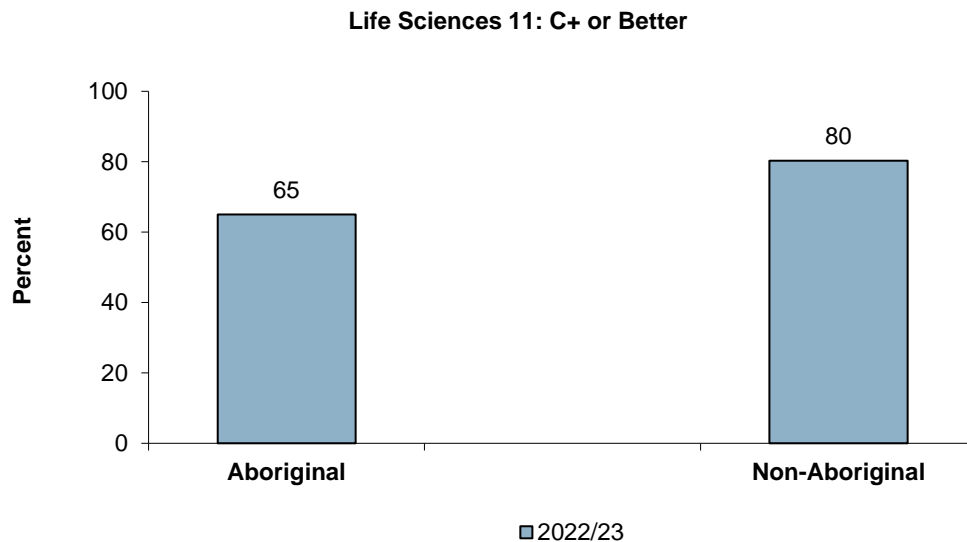
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	32	17	53	11	34	627	479	76	406	65	
2020/21	22	15	68	13	59	625	524	84	475	76	
2021/22	17	Msk	Msk	Msk	Msk	599	494	82	434	72	
2022/23	20	13	65	12	60	553	444	80	402	73	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	32	66	Msk	Msk	627	1,350	562	65	
2020/21	22	74	Msk	Msk	625	1,329	551	74	
2021/22	17	60	Msk	Msk	599	1,296	537	62	
2022/23	20	67	Msk	Msk	553	1,364	488	65	



Note:

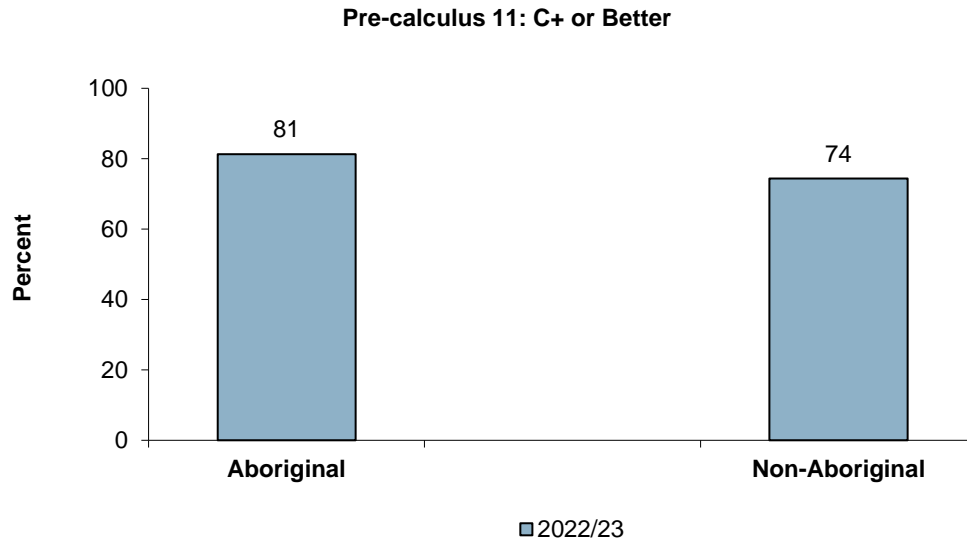
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	22	15	68	11	50	807	611	76	541	67	
2020/21	15	12	80	11	73	798	641	80	581	73	
2021/22	11	Msk	Msk	Msk	Msk	773	617	80	561	73	
2022/23	16	13	81	11	69	885	658	74	585	66	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 11	Course Mark Count		Course	Total Gr 11	Course Mark Count		
	Mark Count	Students *	Gr 11	Non-Gr 11	Mark Count	Students *	Gr 11	Non-Gr 11	
	#	#	#	#	#	#	#	#	
2019/20	22	66	Msk	Msk	807	1,350	657	150	
2020/21	15	74	Msk	Msk	798	1,329	660	138	
2021/22	11	60	Msk	Msk	773	1,296	634	139	
2022/23	16	67	16	0	885	1,364	766	119	



Note:

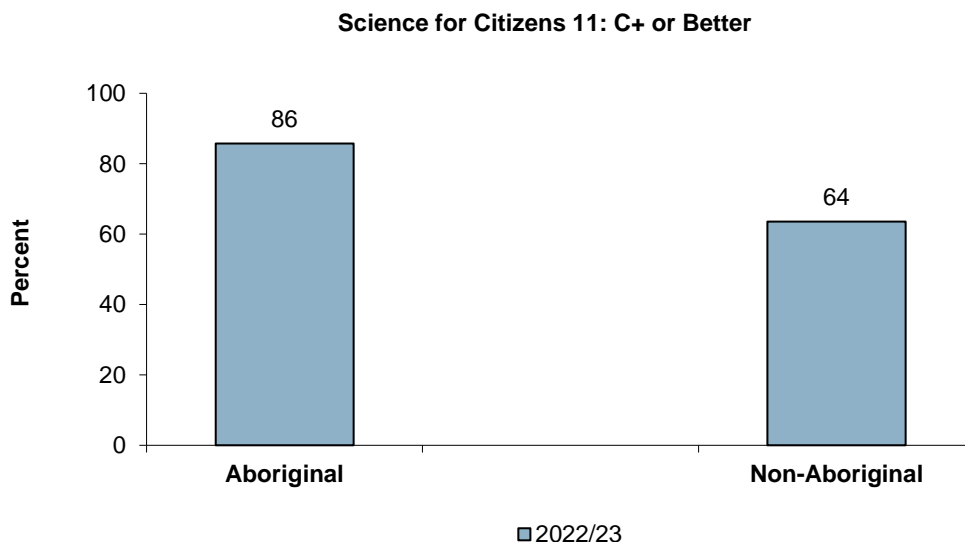
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	13	Msk	Msk		Msk	Msk	75	59	79	47	63
2020/21	12	Msk	Msk		Msk	Msk	84	54	64	38	45
2021/22	Msk	Msk	Msk		Msk	Msk	66	32	48	23	35
2022/23	14	12	86		11	79	107	68	64	50	47

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 11	Course Mark Count		Course Mark Count	Total Gr 11	Course Mark Count	
	Mark Count	Students *	Gr 11	Non-Gr 11		Students *	Gr 11	Non-Gr 11
	#	#	#	#		#	#	#
2019/20	13	66	Msk	Msk	75	1,350	57	18
2020/21	12	74	Msk	Msk	84	1,329	52	32
2021/22	Msk	60	Msk	Msk	66	1,296	47	19
2022/23	14	67	Msk	Msk	107	1,364	80	27



Note:

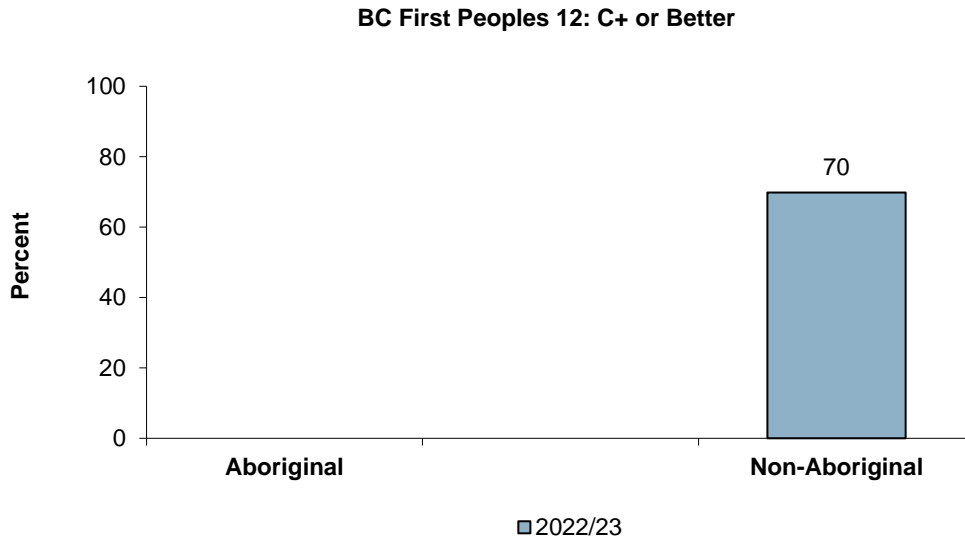
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	15	Msk	Msk	Msk	Msk	
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	Msk	Msk	Msk	Msk	Msk	22	13	59	12	55	
2022/23	Msk	Msk	Msk	Msk	Msk	73	51	70	45	62	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 12	Course Mark Count			Total Gr 12	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #
2019/20	Msk	64	Msk	Msk	15	1,577	Msk	Msk
2020/21	Msk	74	Msk	Msk	Msk	1,637	Msk	Msk
2021/22	Msk	90	Msk	Msk	22	1,569	12	10
2022/23	Msk	78	Msk	Msk	73	1,570	24	49



Note:

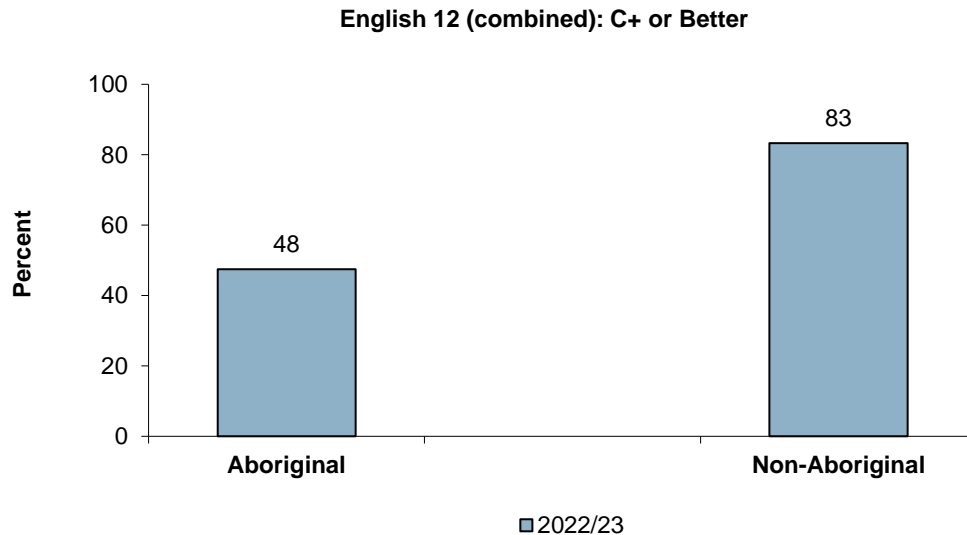
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	47	30	64	27	57	1,389	1,143	82	1,001	72	
2020/21	52	39	75	30	58	1,380	1,174	85	1,056	77	
2021/22	62	43	69	34	55	1,348	1,075	80	966	72	
2022/23	40	19	48	15	38	1,205	1,004	83	887	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	47	64	Msk	Msk	1,389	1,577	1,288	101	
2020/21	52	74	Msk	Msk	1,380	1,637	1,226	154	
2021/22	62	90	Msk	Msk	1,348	1,569	1,265	83	
2022/23	40	78	40	0	1,205	1,570	1,133	72	



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.

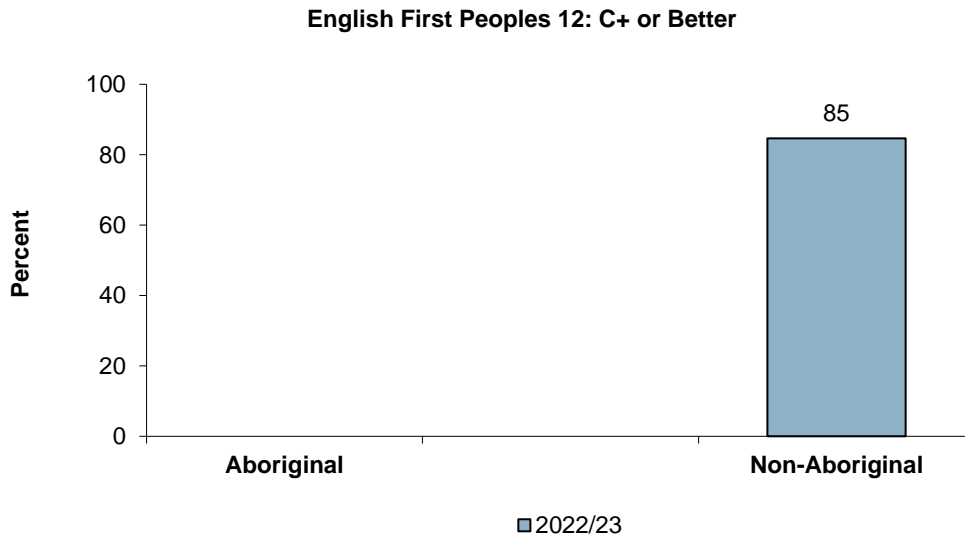
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Course Mark Count #	Aboriginal		Non-Aboriginal	
		C+ or Better		B or Better	
		#	%	#	%
2019/20	-	-	-	-	-
2020/21	Msk	Msk	Msk	66	44 67
2021/22	Msk	Msk	Msk	54	42 78
2022/23	12	Msk	Msk	163	138 85

School Year	Course Mark Count #	Aboriginal		Non-Aboriginal	
		Total Gr 12 Students *	Course Mark Count Gr 12 Non-Gr 12	Total Gr 12 Students *	Course Mark Count Gr 12 Non-Gr 12
		#	# #	#	# #
2019/20	-	64	- -	1,577	- -
2020/21	Msk	74	Msk Msk	1,637	66 0
2021/22	Msk	90	Msk Msk	1,569	54 0
2022/23	12	78	Msk Msk	1,570	122 41



Note:

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

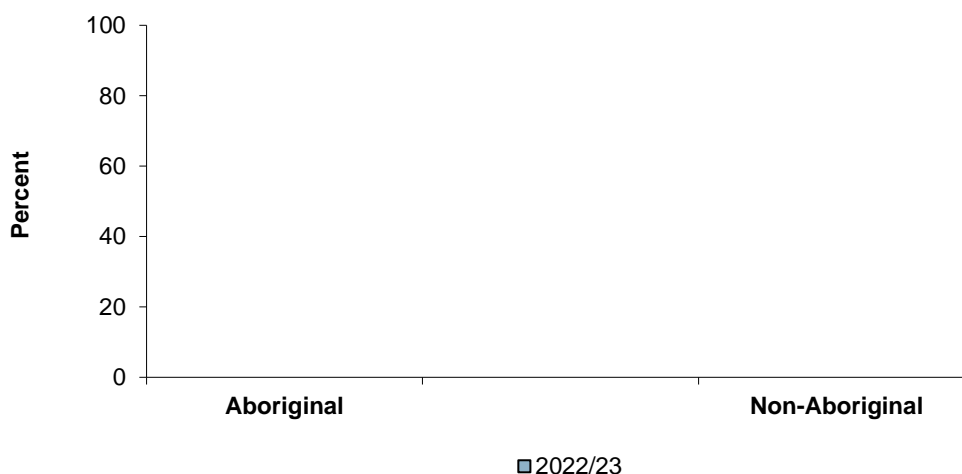
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course 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	
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	-	64	-	-	-	1,577	-	-
2020/21	-	74	-	-	Msk	1,637	Msk	Msk
2021/22	-	90	-	-	Msk	1,569	Msk	Msk
2022/23	-	78	-	-	Msk	1,570	Msk	Msk

Apprenticeship Math 12: C+ or Better



Note:

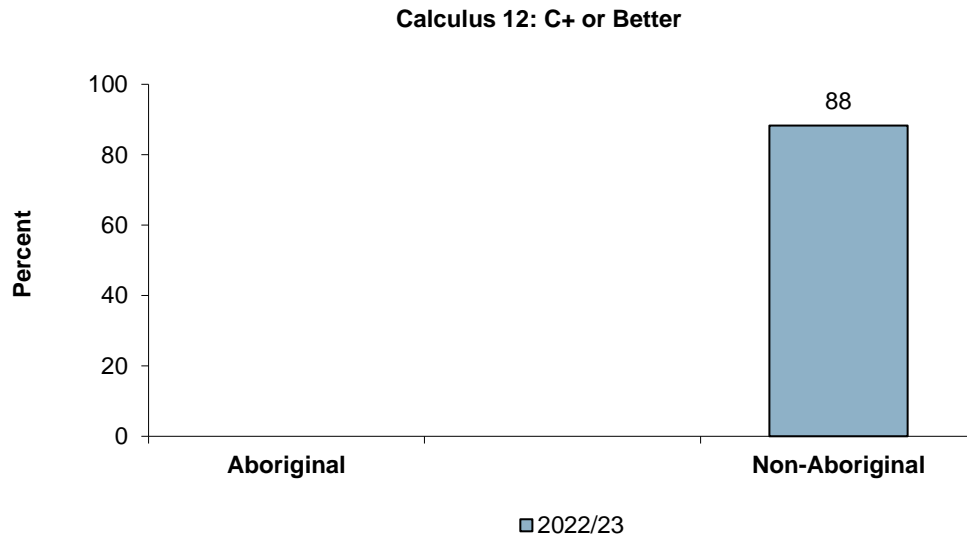
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	-	-	-	-	-	153	140	92	129	84	
2020/21	-	-	-	-	-	150	139	93	131	87	
2021/22	Msk	Msk	Msk	Msk	Msk	109	103	94	100	92	
2022/23	Msk	Msk	Msk	Msk	Msk	136	120	88	111	82	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	-	64	-	-	153	1,577	Msk	Msk
2020/21	-	74	-	-	150	1,637	Msk	Msk
2021/22	Msk	90	Msk	Msk	109	1,569	Msk	Msk
2022/23	Msk	78	Msk	Msk	136	1,570	Msk	Msk



Note:

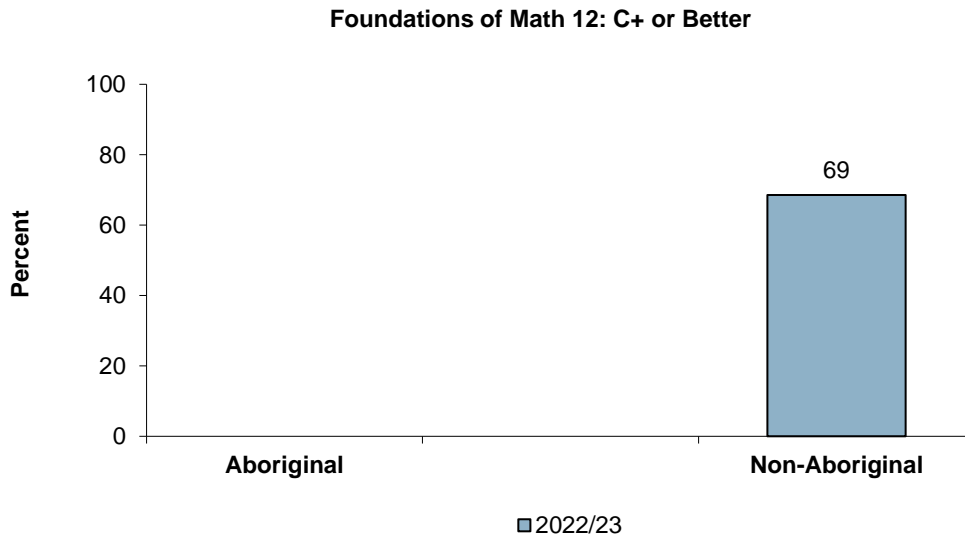
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	206	135	66	96	47	
2020/21	Msk	Msk	Msk	Msk	Msk	251	180	72	153	61	
2021/22	Msk	Msk	Msk	Msk	Msk	222	154	69	130	59	
2022/23	Msk	Msk	Msk	Msk	Msk	210	144	69	108	51	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	Msk	64	Msk	Msk	206	1,577	Msk	Msk
2020/21	Msk	74	Msk	Msk	251	1,637	233	18
2021/22	Msk	90	Msk	Msk	222	1,569	212	10
2022/23	Msk	78	Msk	Msk	210	1,570	Msk	Msk



Note:

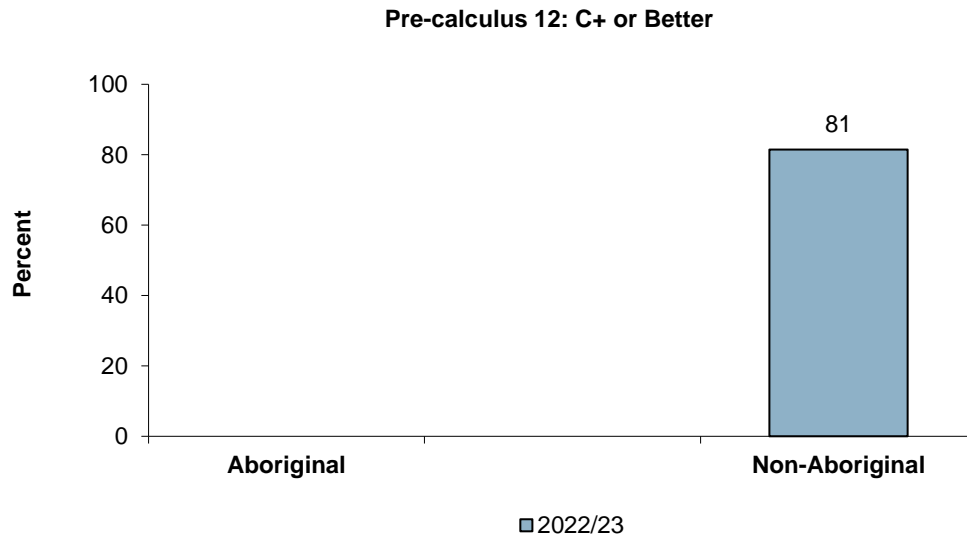
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	554	436	79	387	70	
2020/21	14	Msk	Msk	Msk	Msk	603	525	87	475	79	
2021/22	14	11	79	Msk	Msk	589	485	82	437	74	
2022/23	Msk	Msk	Msk	Msk	Msk	578	471	81	435	75	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 12	Course Mark Count			Total Gr 12	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #
2019/20	Msk	64	Msk	Msk	554	1,577	382	172
2020/21	14	74	Msk	Msk	603	1,637	437	166
2021/22	14	90	Msk	Msk	589	1,569	439	150
2022/23	Msk	78	Msk	Msk	578	1,570	434	144



Note:

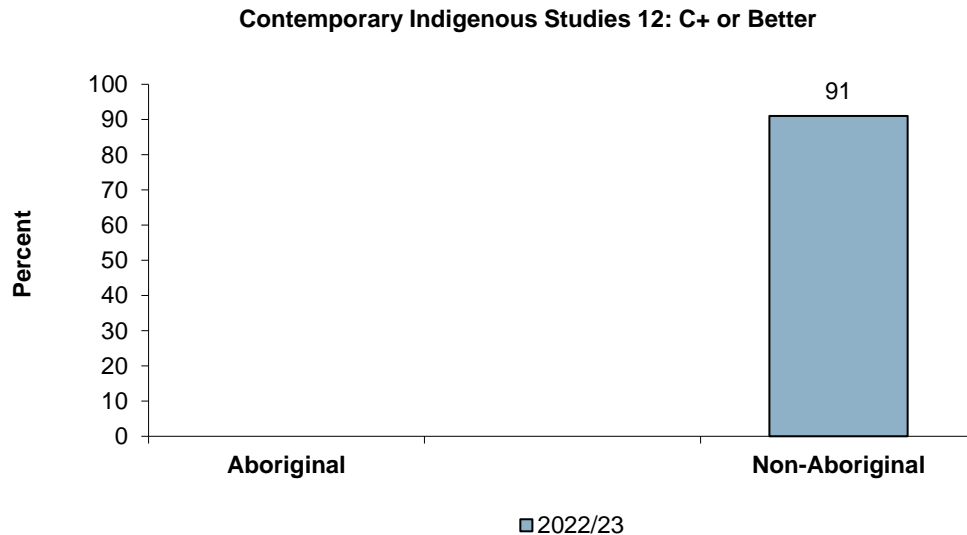
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	Msk	Msk	Msk	Msk	Msk	16	12	75	10	63
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	67	61	91	57	85

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		Course Mark Count #	Total Gr 12 Students *
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	-	64	-	-	-	1,577	-	-	-	-
2020/21	Msk	74	Msk	Msk	16	1,637	Msk	Msk	-	-
2021/22	-	90	-	-	-	1,569	-	-	-	-
2022/23	Msk	78	Msk	Msk	67	1,570	12	55	-	-



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.

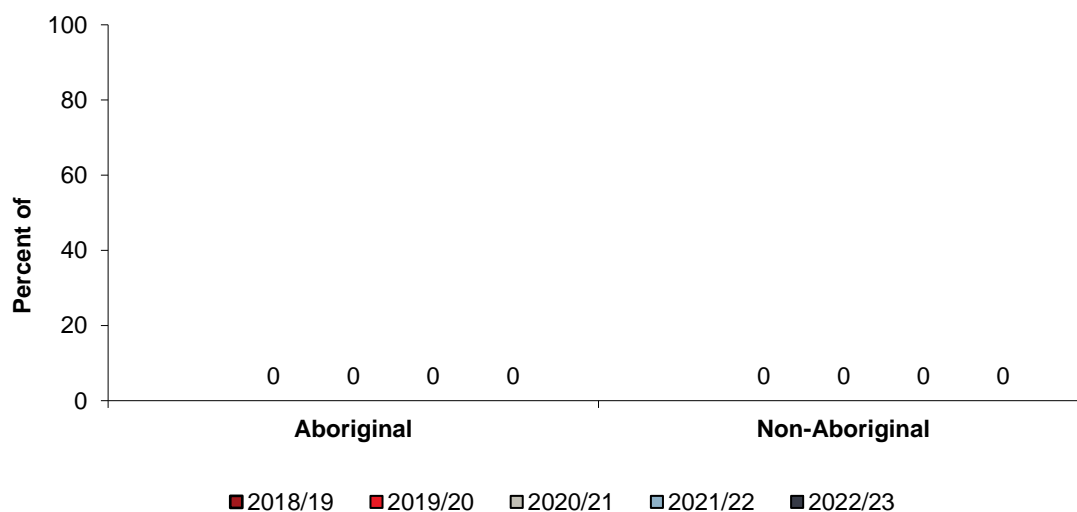
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	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.

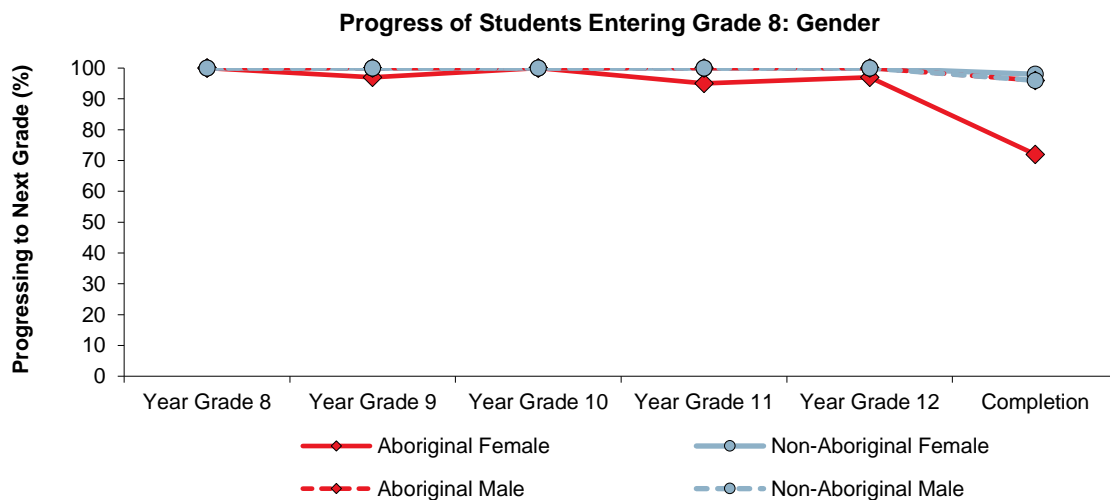
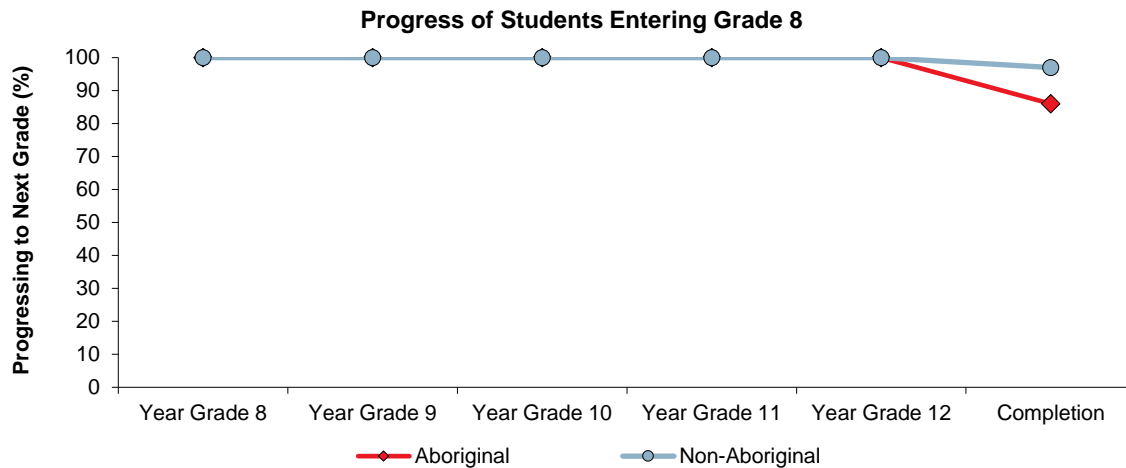
PROGRESS OF STUDENTS ENTERING GRADE 8

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	100	100	100	100	100	100
	Grade 11	100	95	100	100	100	100
	Grade 12	100	97	100	100	100	100
2022/23	Completion	86	72	96	97	98	96



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

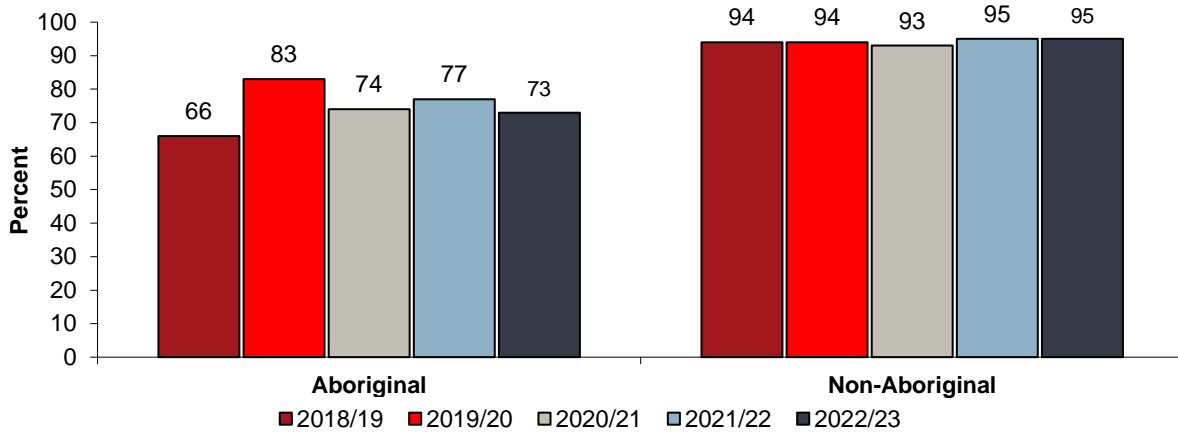
BC Residents

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.

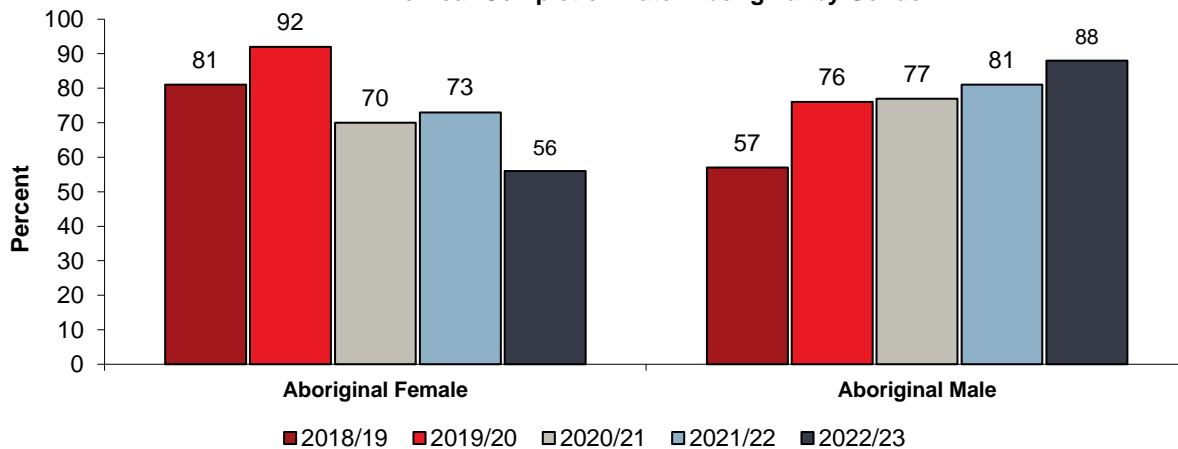
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	66	81	57	94	96	91
2019/20	83	92	76	94	96	92
2020/21	74	70	77	93	95	91
2021/22	77	73	81	95	99	92
2022/23	73	56	88	95	97	94

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



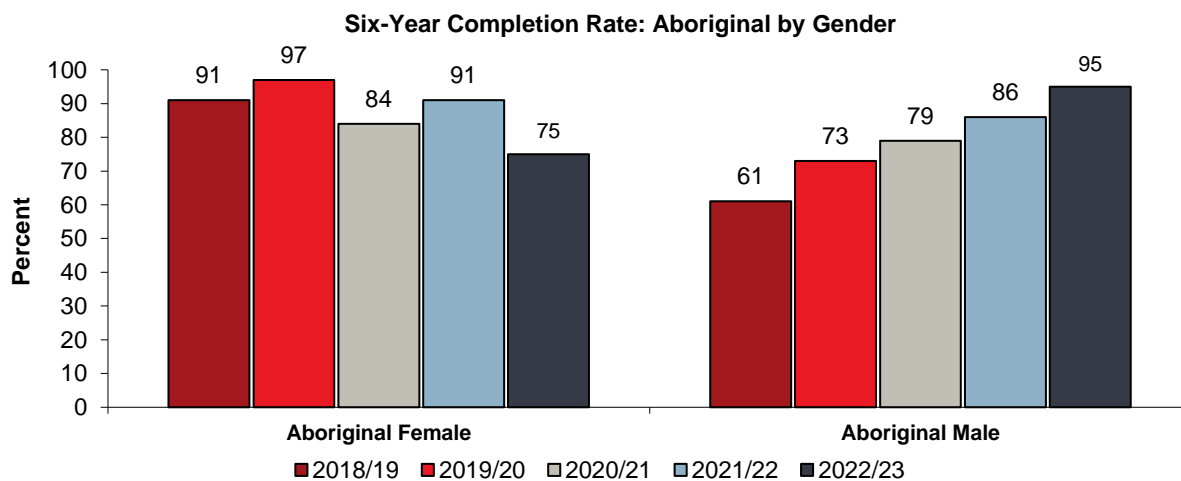
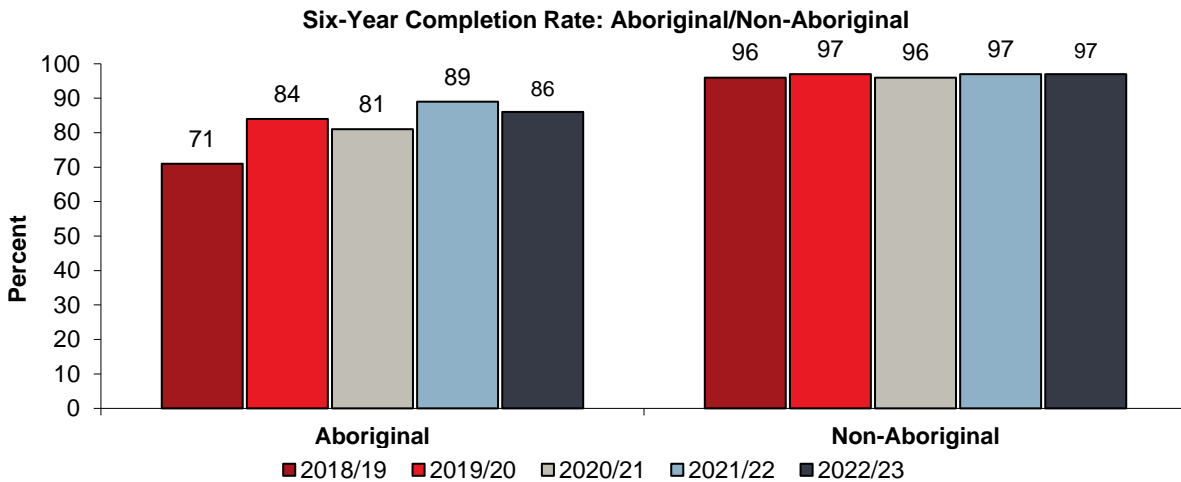
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

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	71	91	61	96	98	94
2019/20	84	97	73	97	98	96
2020/21	81	84	79	96	99	94
2021/22	89	91	86	97	99	94
2022/23	86	75	95	97	98	96



* 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

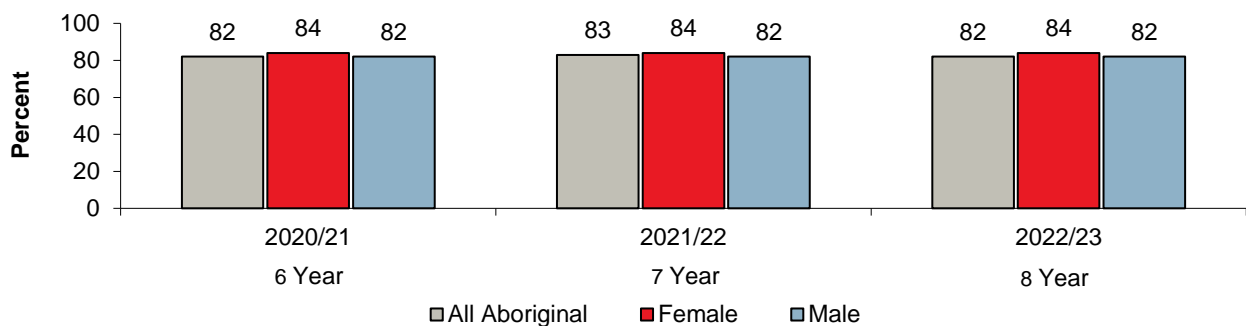
BC Residents

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.

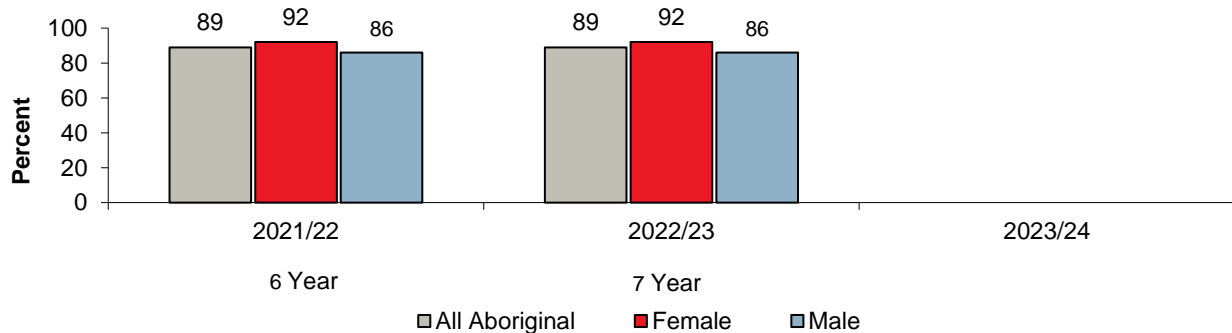
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

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	82	84	82	83	84	82	82	84	82
2016/17	89	92	86	89	92	86	-	-	-
2017/18	86	72	96	-	-	-	-	-	-

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	65	Msk	Msk	1,443	Msk	Msk
2019/20	62	Msk	Msk	1,474	16	1
2020/21	71	Msk	Msk	1,491	16	1
2021/22	82	Msk	Msk	1,445	14	1
2022/23	72	Msk	Msk	1,427	19	1

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	65	50	77	1,443	1,166	81
2019/20	62	39	63	1,474	1,211	82
2020/21	71	52	73	1,491	1,250	84
2021/22	82	51	62	1,445	1,196	83
2022/23	72	42	58	1,427	1,170	82

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

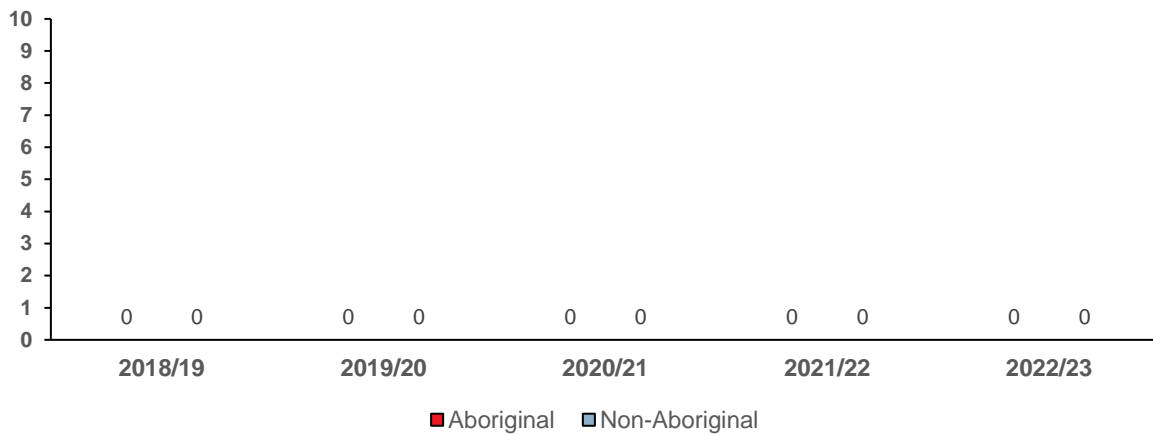
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

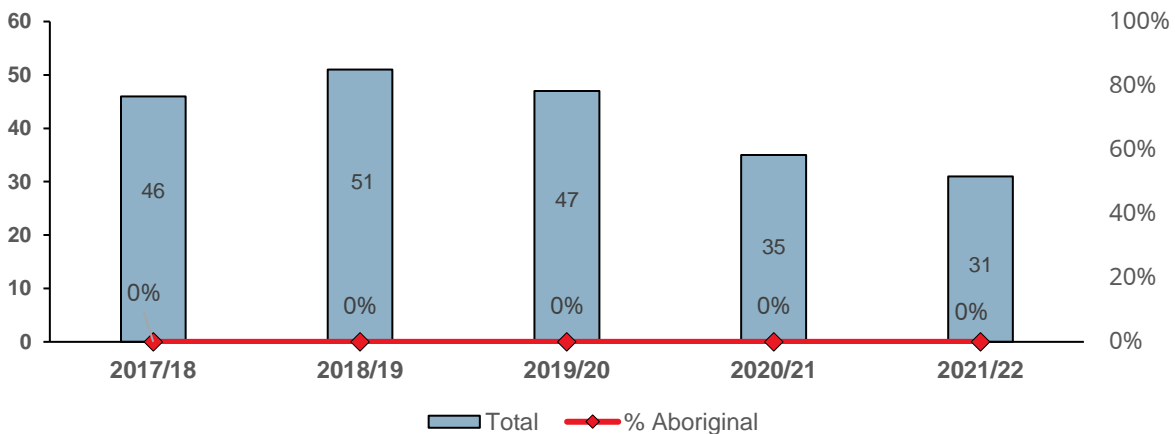
NUMBER OF ADULT DOGWOOD

School Year	All Students	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2018/19	46	Msk	Msk	Msk	Msk
2019/20	51	Msk	Msk	Msk	Msk
2020/21	47	Msk	Msk	Msk	Msk
2021/22	35	Msk	Msk	Msk	Msk
2022/23	31	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	24	-	-	-	69	-	Msk
2019/20	Msk	24	-	-	Msk	59	-	Msk
2020/21	Msk	Msk	-	-	-	47	-	33
2021/22	Msk	32	-	-	-	48	Msk	Msk
2022/23	Msk	Msk	-	-	-	48	-	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	-	-	-	-
2019/20	Msk	Msk	Msk	Msk	-	-
2020/21	-	-	Msk	Msk	-	-
2021/22	Msk	Msk	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	-	-

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2018/19	13	29	11	24	21	47
2019/20	14	30	Msk	Msk	23	50
2020/21	Msk	Msk	Msk	Msk	31	69
2021/22	Msk	Msk	Msk	Msk	15	48
2022/23	Msk	Msk	Msk	Msk	15	56

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

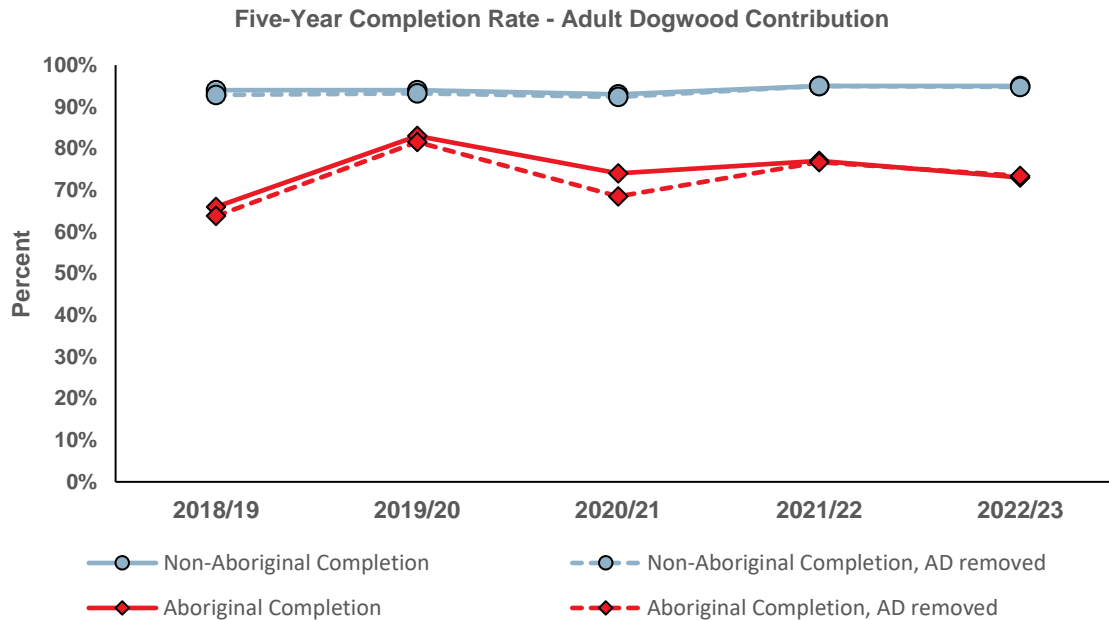
BC Residents

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	66	-2	64	94	-1	93
2019/20	83	-1	82	94	-1	93
2020/21	74	-5	69	93	-1	92
2021/22	77	0	77	95	0	95
2022/23	73	0	73	95	0	95



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

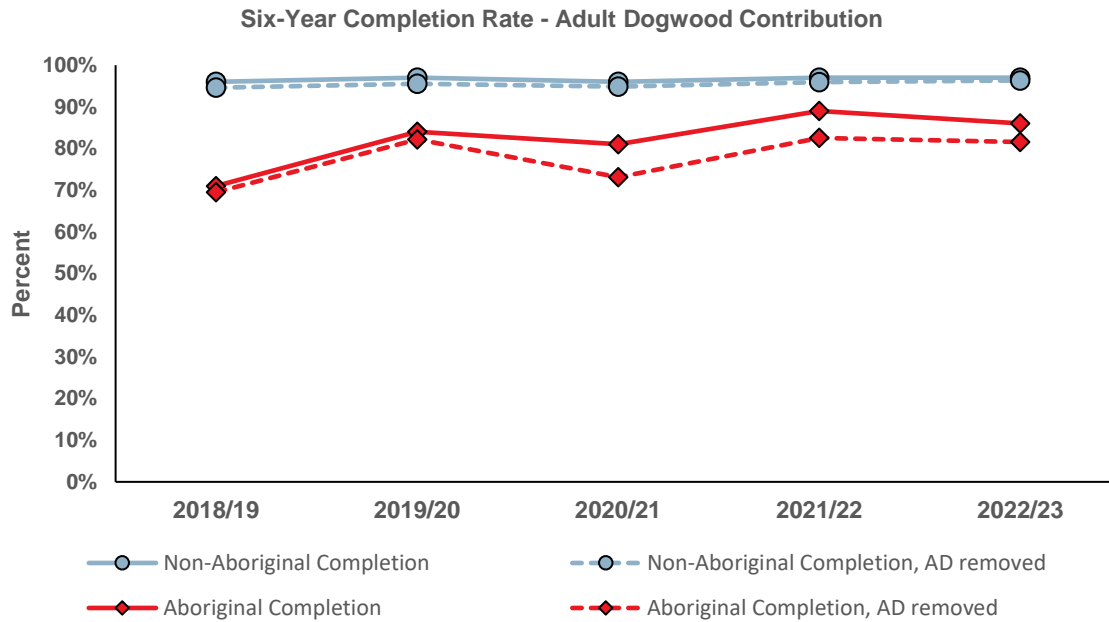
BC Residents

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	71	-1	70	96	-1	95
2019/20	84	-2	82	97	-1	96
2020/21	81	-8	73	96	-1	95
2021/22	89	-6	83	97	-1	96
2022/23	86	-4	82	97	-1	96



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	246	109	44	137	56
2018/19	264	117	44	147	56
2019/20	253	108	43	145	57
2020/21	222	97	44	125	56
2021/22	210	106	50	104	50

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	784	109	14
2018/19	812	117	14
2019/20	779	108	14
2020/21	752	97	13
2021/22	757	106	14

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	62	Msk	Msk	Msk	Msk	Msk	65
2018/19	63	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	65	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	75	Msk	Msk	Msk	Msk	Msk	81
2021/22	49	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	95	Msk	Msk	Msk	Msk	Msk	100
2018/19	88	Msk	Msk	Msk	Msk	Msk	92
2019/20	100	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	91	Msk	Msk	Msk	Msk	100	94
2021/22	Msk	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	36	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	48	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	35	100	Msk	Msk	Msk	Msk				
	2020/21	50	100	Msk	Msk						
Non-Aboriginal	2017/18	1,161	100	135	11.6	34	2.9	12	1.0	Msk	Msk
	2018/19	1,149	100	155	13.5	30	2.6	12	1.0		
	2019/20	1,178	100	170	14.4	23	2.0				
	2020/21	1,227	100	101	8.2						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	36	100	-	-	Msk	Msk	-	-	-	-
	2018/19	48	100	Msk	Msk	-	-	-	-		
	2019/20	35	100	Msk	Msk	Msk	Msk				
	2020/21	50	100	Msk	Msk						
Non-Aboriginal	2017/18	1,161	100	61	5.3	20	1.7	10	0.9	Msk	Msk
	2018/19	1,149	100	66	5.7	17	1.5	10	0.9		
	2019/20	1,178	100	71	6.0	31	2.6				
	2020/21	1,227	100	73	5.9						

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

		Transition to Research-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	36	100	Msk	Msk	-	-	Msk	Msk	-	-
	2018/19	48	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	35	100	Msk	Msk	Msk	Msk				
	2020/21	50	100	Msk	Msk						
Non-Aboriginal	2017/18	1,161	100	321	27.6	18	1.6	Msk	Msk	Msk	Msk
	2018/19	1,149	100	317	27.6	Msk	Msk	Msk	Msk		
	2019/20	1,178	100	287	24.4	19	1.6				
	2020/21	1,227	100	352	28.7						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

		Transition to Teaching-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	36	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	48	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	35	100	Msk	Msk	-	-				
	2020/21	50	100	Msk	Msk						
Non-Aboriginal	2017/18	1,161	100	238	20.5	32	2.8	12	1.0	Msk	Msk
	2018/19	1,149	100	160	13.9	35	3.0	Msk	Msk		
	2019/20	1,178	100	191	16.2	17	1.4				
	2020/21	1,227	100	178	14.5						

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.

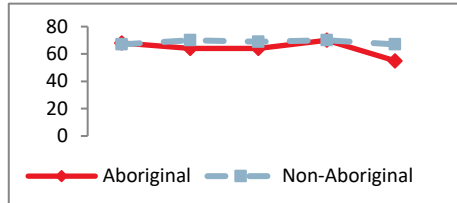
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

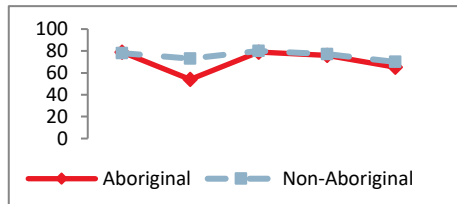
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



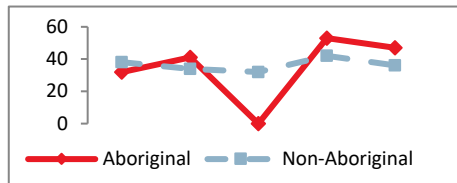
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	38	26	68	882	587	67
2019/20	28	18	64	516	360	70
2020/21	28	18	64	774	533	69
2021/22	37	26	70	798	560	70
2022/23	31	17	55	816	543	67

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	31	79	887	696	78
2019/20	28	15	54	521	381	73
2020/21	28	22	79	776	619	80
2021/22	37	28	76	805	617	77
2022/23	31	20	65	820	570	70

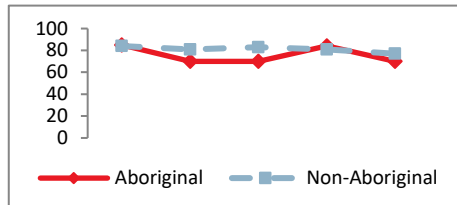
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	38	12	32	882	339	38
2019/20	29	12	41	514	176	34
2020/21	28	Msk	Msk	763	241	32
2021/22	38	20	53	799	338	42
2022/23	30	14	47	810	292	36

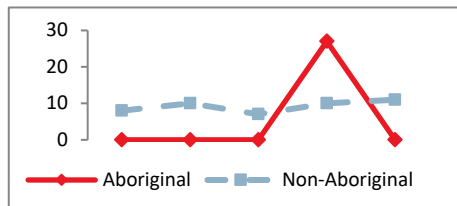
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



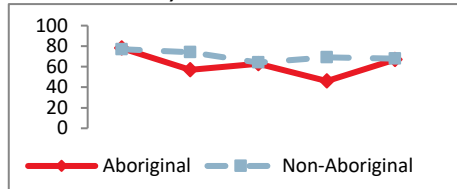
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	34	29	85	884	744	84
2019/20	23	16	70	512	414	81
2020/21	23	16	70	782	649	83
2021/22	37	31	84	799	649	81
2022/23	30	21	70	811	624	77

Have you ever felt bullied at school?



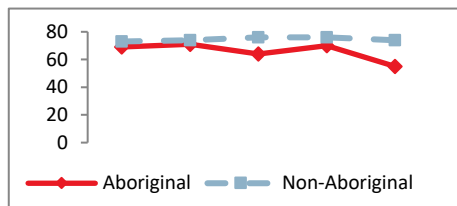
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	34	Msk	Msk	880	71	8
2019/20	23	Msk	Msk	515	49	10
2020/21	22	Msk	Msk	774	51	7
2021/22	37	10	27	801	83	10
2022/23	28	Msk	Msk	812	90	11

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	39	29	74	883	680	77
2019/20	28	16	57	517	385	74
2020/21	27	17	63	772	492	64
2021/22	37	17	46	809	559	69
2022/23	30	20	67	814	557	68

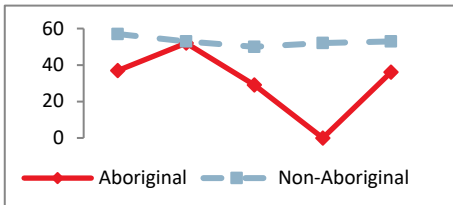
I am happy at my school.



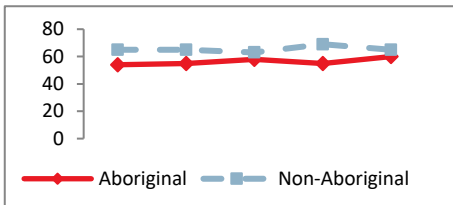
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	27	69	882	643	73
2019/20	28	20	71	511	378	74
2020/21	28	18	64	776	587	76
2021/22	37	26	70	804	611	76
2022/23	31	17	55	809	600	74

STUDENT LEARNING SURVEY RESULTS, GRADE 7

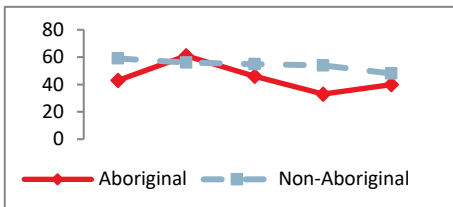
Do you like school?



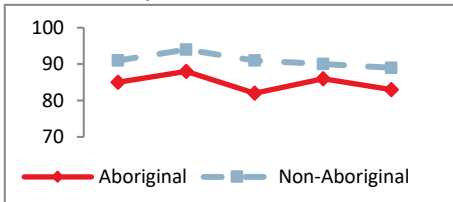
Do adults in the school treat all students fairly?



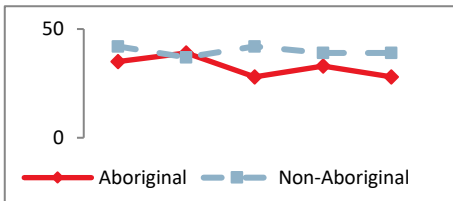
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	52	19	37
2019/20	33	17	52
2020/21	38	11	29
2021/22	32	Msk	Msk
2022/23	47	17	36

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	928	525	57
2019/20	563	297	53
2020/21	839	417	50
2021/22	893	465	52
2022/23	995	525	53

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	52	28	54
2019/20	33	18	55
2020/21	38	22	58
2021/22	33	18	55
2022/23	47	28	60

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	932	604	65
2019/20	562	363	65
2020/21	842	529	63
2021/22	895	622	69
2022/23	994	647	65

Aboriginal

School Year	Gr 7 Respondents #	All or many	
		#	%
2018/19	51	22	43
2019/20	33	20	61
2020/21	37	17	46
2021/22	30	10	33
2022/23	45	18	40

Non-Aboriginal

School Year	Gr 7 Respondents #	All or many	
		#	%
2018/19	899	530	59
2019/20	540	300	56
2020/21	807	442	55
2021/22	881	474	54
2022/23	983	470	48

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	48	41	85
2019/20	32	28	88
2020/21	34	28	82
2021/22	29	25	86
2022/23	41	34	83

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	919	838	91
2019/20	552	518	94
2020/21	829	758	91
2021/22	870	781	90
2022/23	951	845	89

Aboriginal

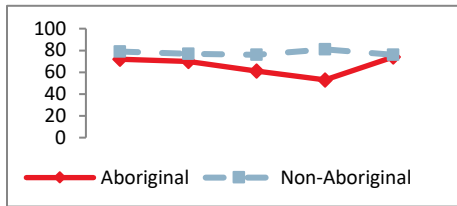
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	49	17	35
2019/20	33	13	39
2020/21	36	10	28
2021/22	30	10	33
2022/23	46	13	28

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2018/19	929	388	42
2019/20	555	205	37
2020/21	840	356	42
2021/22	885	348	39
2022/23	980	381	39

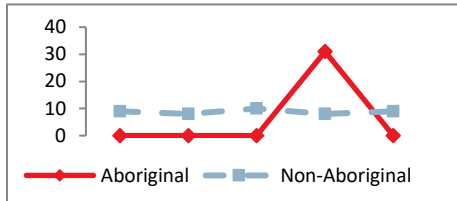
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



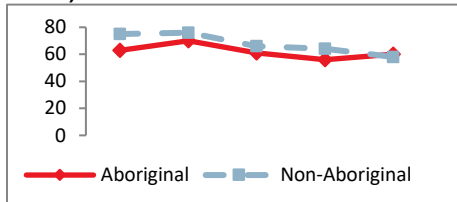
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	31	72	943	741	79
2019/20	30	21	70	560	431	77
2020/21	33	20	61	840	642	76
2021/22	30	16	53	892	721	81
2022/23	43	32	74	996	759	76

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



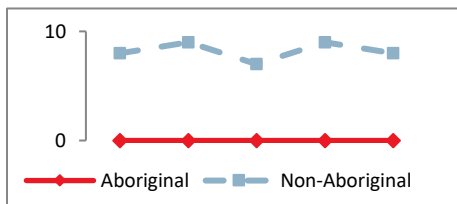
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	Msk	Msk	944	86	9
2019/20	30	Msk	Msk	554	45	8
2020/21	33	Msk	Msk	841	83	10
2021/22	32	10	31	895	76	8
2022/23	43	Msk	Msk	997	90	9

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	52	33	63	929	694	75
2019/20	33	23	70	561	427	76
2020/21	38	23	61	838	552	66
2021/22	32	18	56	890	572	64
2022/23	47	28	60	993	572	58

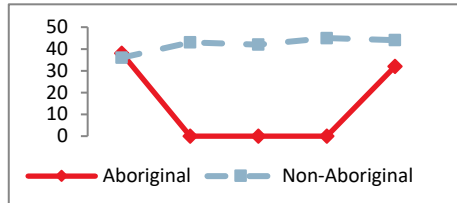
I would like to go to a different school.



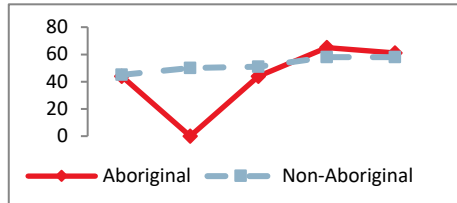
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	Msk	Msk	932	79	8
2019/20	33	Msk	Msk	562	48	9
2020/21	38	Msk	Msk	841	58	7
2021/22	32	Msk	Msk	892	83	9
2022/23	46	Msk	Msk	993	76	8

STUDENT LEARNING SURVEY RESULTS, GRADE 10

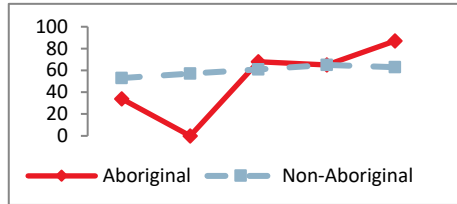
Do you like school?



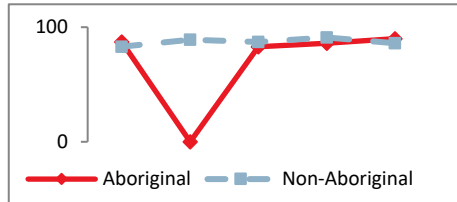
Do adults in the school treat all students fairly?



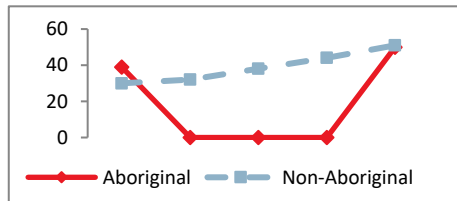
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	32	12	38
2019/20	12	Msk	Msk
2020/21	25	Msk	Msk
2021/22	23	Msk	Msk
2022/23	31	10	32

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	931	334	36
2019/20	355	151	43
2020/21	869	368	42
2021/22	861	390	45
2022/23	956	417	44

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	32	14	44
2019/20	12	Msk	Msk
2020/21	25	11	44
2021/22	23	15	65
2022/23	31	19	61

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	930	421	45
2019/20	358	179	50
2020/21	867	442	51
2021/22	864	500	58
2022/23	955	558	58

Aboriginal

School Year	Gr 10 Respondents #	All or many	
		#	%
2018/19	32	11	34
2019/20	12	Msk	Msk
2020/21	22	15	68
2021/22	23	15	65
2022/23	31	27	87

School Year	Gr 10 Respondents #	All or many	
		#	%
2018/19	915	487	53
2019/20	345	197	57
2020/21	823	506	61
2021/22	851	554	65
2022/23	946	596	63

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	31	27	87
2019/20	11	Msk	Msk
2020/21	23	19	83
2021/22	21	18	86
2022/23	31	28	90

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	904	748	83
2019/20	342	305	89
2020/21	844	736	87
2021/22	819	747	91
2022/23	907	782	86

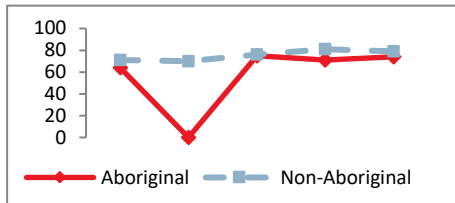
Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	31	12	39
2019/20	12	Msk	Msk
2020/21	24	Msk	Msk
2021/22	21	Msk	Msk
2022/23	30	15	50

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2018/19	915	270	30
2019/20	354	113	32
2020/21	859	325	38
2021/22	843	373	44
2022/23	935	473	51

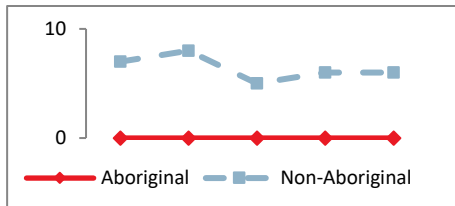
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



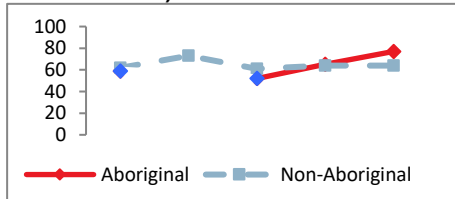
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	18	64	921	650	71
2019/20	11	Msk	Msk	349	246	70
2020/21	24	18	75	860	652	76
2021/22	21	15	71	858	696	81
2022/23	31	23	74	948	753	79

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



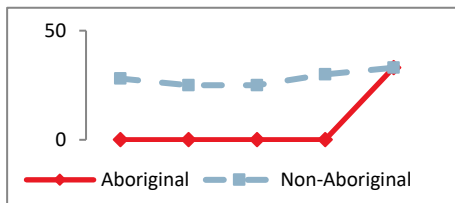
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	30	Msk	Msk	926	66	7
2019/20	12	Msk	Msk	351	28	8
2020/21	24	0	0	860	41	5
2021/22	21	Msk	Msk	858	52	6
2022/23	30	Msk	Msk	945	54	6

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.)



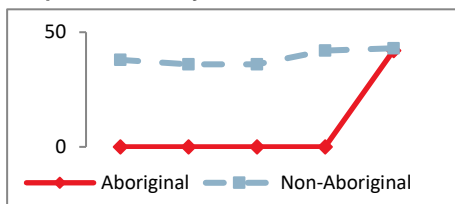
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	32	19	59	927	579	62
2019/20	Msk	Msk	Msk	358	262	73
2020/21	25	13	52	863	526	61
2021/22	23	15	65	863	550	64
2022/23	31	24	77	954	606	64

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



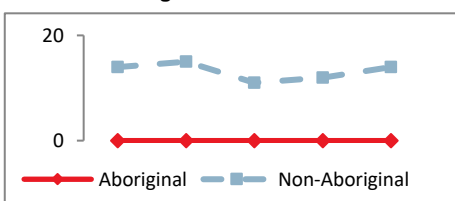
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	31	Msk	Msk	910	252	28
2019/20	12	Msk	Msk	348	86	25
2020/21	23	Msk	Msk	848	210	25
2021/22	21	Msk	Msk	824	251	30
2022/23	30	10	33	915	300	33

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	30	Msk	Msk	909	342	38
2019/20	12	Msk	Msk	346	123	36
2020/21	23	Msk	Msk	847	306	36
2021/22	21	Msk	Msk	824	347	42
2022/23	31	13	42	917	390	43

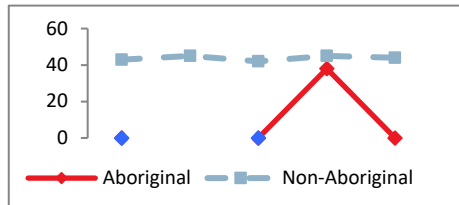
I would like to go to a different school.



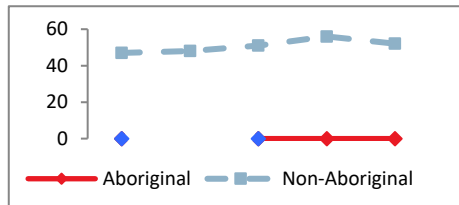
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	32	Msk	Msk	931	130	14
2019/20	12	Msk	Msk	356	55	15
2020/21	25	Msk	Msk	864	91	11
2021/22	23	Msk	Msk	858	103	12
2022/23	31	Msk	Msk	953	131	14

STUDENT LEARNING SURVEY RESULTS, GRADE 12

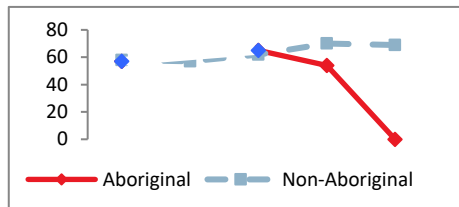
Do you like school?



Do adults in the school treat all students fairly?



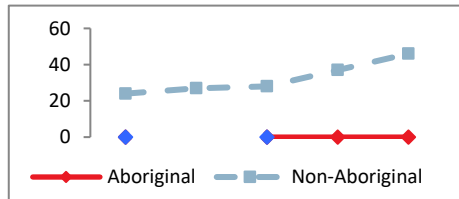
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	24	Msk	Msk
2019/20	Msk	Msk	Msk
2020/21	18	Msk	Msk
2021/22	26	10	38
2022/23	12	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	837	364	43
2019/20	344	154	45
2020/21	674	283	42
2021/22	673	305	45
2022/23	697	309	44

Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	24	Msk	Msk
2019/20	Msk	Msk	Msk
2020/21	18	Msk	Msk
2021/22	26	Msk	Msk
2022/23	12	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	838	395	47
2019/20	345	165	48
2020/21	674	341	51
2021/22	678	383	56
2022/23	696	362	52

Aboriginal

School Year	Gr 12 Respondents	All or many	
	#	#	%
2018/19	23	13	57
2019/20	Msk	Msk	Msk
2020/21	17	11	65
2021/22	24	13	54
2022/23	11	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents	All or many	
	#	#	%
2018/19	824	479	58
2019/20	327	187	57
2020/21	654	403	62
2021/22	656	456	70
2022/23	691	478	69

Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	24	14	58
2019/20	Msk	Msk	Msk
2020/21	18	17	94
2021/22	23	22	96
2022/23	10	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	820	700	85
2019/20	329	275	84
2020/21	644	575	89
2021/22	630	570	90
2022/23	669	589	88

Aboriginal

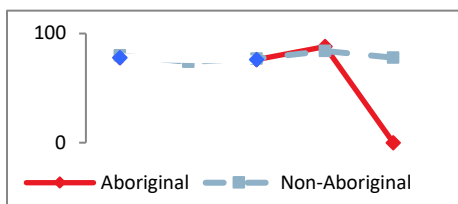
School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	24	Msk	Msk
2019/20	Msk	Msk	Msk
2020/21	18	Msk	Msk
2021/22	23	Msk	Msk
2022/23	11	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2018/19	821	199	24
2019/20	336	92	27
2020/21	657	187	28
2021/22	646	238	37
2022/23	687	319	46

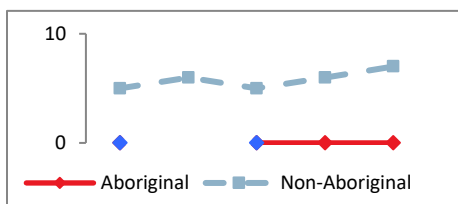
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



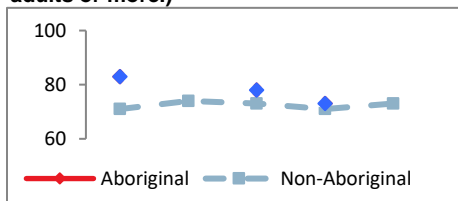
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	18	78	833	667	80
2019/20	Msk	Msk	Msk	333	248	74
2020/21	17	13	76	665	510	77
2021/22	25	22	88	660	556	84
2022/23	11	Msk	Msk	690	538	78

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



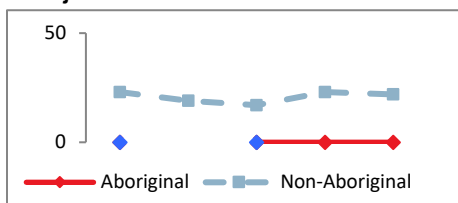
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	830	39	5
2019/20	Msk	Msk	Msk	331	19	6
2020/21	17	Msk	Msk	661	30	5
2021/22	25	Msk	Msk	656	42	6
2022/23	10	0	0	694	49	7

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.)



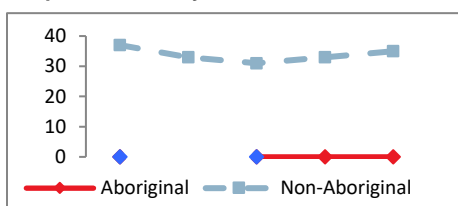
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	23	19	83	836	594	71
2019/20	Msk	Msk	Msk	344	255	74
2020/21	18	14	78	674	490	73
2021/22	26	19	73	675	481	71
2022/23	Msk	Msk	Msk	694	504	73

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



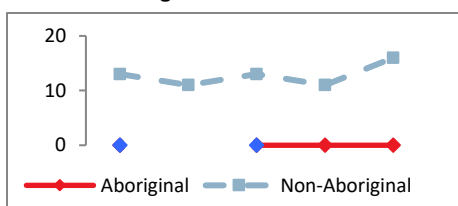
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	Msk	Msk	819	189	23
2019/20	Msk	Msk	Msk	332	62	19
2020/21	18	Msk	Msk	643	111	17
2021/22	23	Msk	Msk	633	145	23
2022/23	11	Msk	Msk	678	150	22

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	Msk	Msk	820	300	37
2019/20	Msk	Msk	Msk	331	109	33
2020/21	18	Msk	Msk	645	198	31
2021/22	23	Msk	Msk	631	207	33
2022/23	11	Msk	Msk	676	235	35

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	24	Msk	Msk	836	107	13
2019/20	Msk	Msk	Msk	345	38	11
2020/21	18	Msk	Msk	675	86	13
2021/22	26	Msk	Msk	673	77	11
2022/23	12	Msk	Msk	694	113	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	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.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.