



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 039**  
**Vancouver**

#### QUESTIONS/COMMENTS CONTACT:

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BRITISH  
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Ministry of Education  
and Child Care

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

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

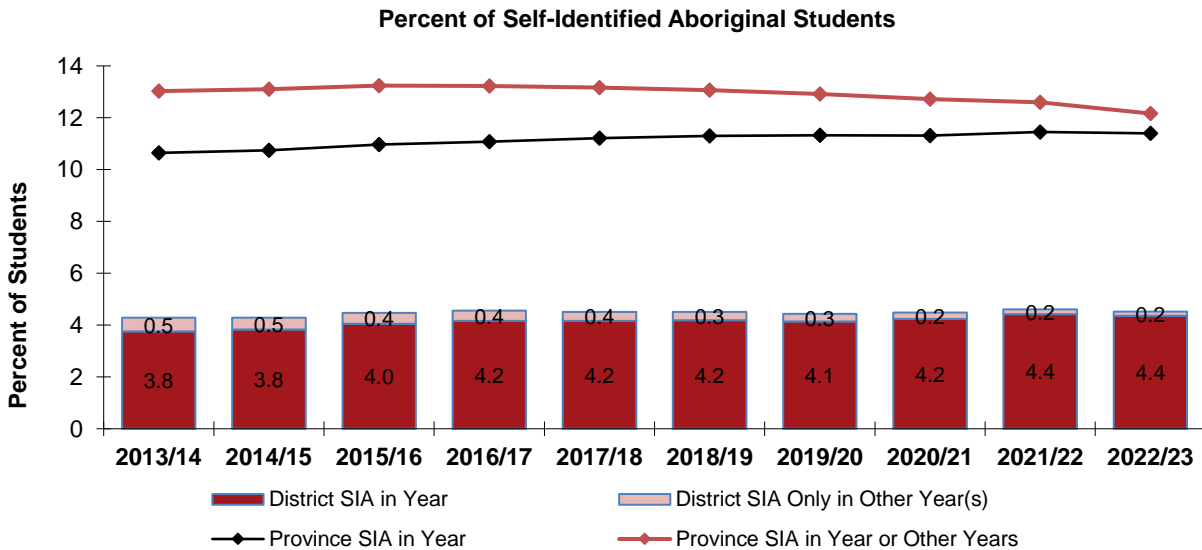
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	55,697	2,090	3.8	300	0.5	558,983	59,502	10.6	13,325	2.4
2014/15	54,340	2,081	3.8	251	0.5	552,786	59,382	10.7	13,068	2.4
2015/16	52,758	2,136	4.0	224	0.4	553,376	60,706	11.0	12,567	2.3
2016/17	52,247	2,177	4.2	205	0.4	557,625	61,801	11.1	11,979	2.1
2017/18	51,682	2,150	4.2	182	0.4	563,241	63,182	11.2	10,930	1.9
2018/19	51,807	2,167	4.2	170	0.3	568,982	64,326	11.3	10,009	1.8
2019/20	51,759	2,145	4.1	151	0.3	576,000	65,215	11.3	9,152	1.6
2020/21	51,105	2,167	4.2	127	0.2	568,285	64,272	11.3	8,037	1.4
2021/22	50,231	2,222	4.4	94	0.2	578,797	66,282	11.5	6,635	1.1
2022/23	51,180	2,229	4.4	86	0.2	590,583	67,285	11.4	4,553	0.8



**Note:**

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

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

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

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

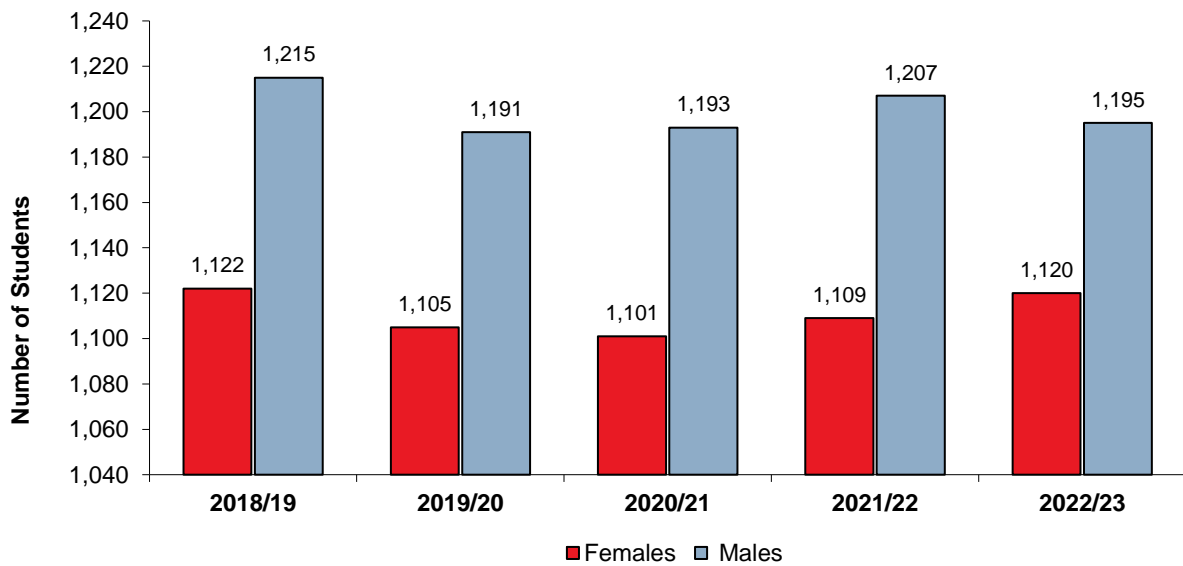
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	51,807	2,337	4.5	1,122	2.2	1,215	2.3	74,335	36,874	37,461
2019/20	51,759	2,296	4.4	1,105	2.1	1,191	2.3	74,367	36,847	37,520
2020/21	51,105	2,294	4.5	1,101	2.2	1,193	2.3	72,309	35,901	36,408
2021/22	50,231	2,316	4.6	1,109	2.2	1,207	2.4	72,917	36,210	36,707
2022/23	51,180	2,315	4.5	1,120	2.2	1,195	2.3	71,838	35,586	36,252

**Number of Aboriginal Students by Gender**



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

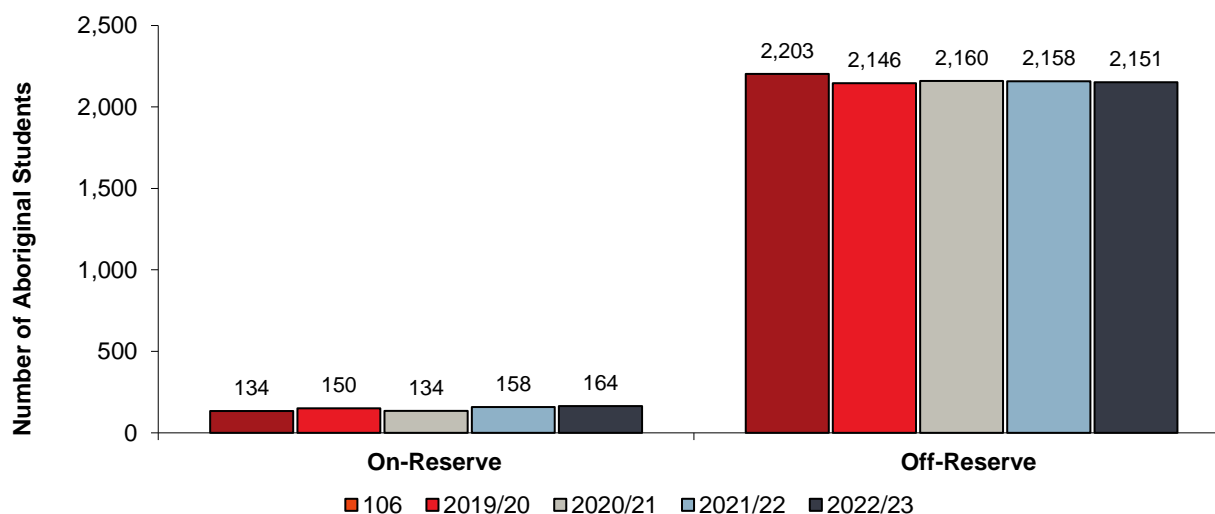
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	2,337	71	63	134	1,051	1,152	2,203	7,993	66,342
2019/20	2,296	74	76	150	1,031	1,115	2,146	8,209	66,158
2020/21	2,294	65	69	134	1,036	1,124	2,160	7,752	64,557
2021/22	2,316	74	84	158	1,035	1,123	2,158	7,992	64,925
2022/23	2,315	76	88	164	1,044	1,107	2,151	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	2,303	69	64	133	1,033	1,137	2,170	8,007	66,275
2019/20	2,301	72	73	145	1,023	1,133	2,156	8,056	66,087
2020/21	2,336	75	73	148	1,062	1,126	2,188	7,713	64,505
2021/22	2,331	83	89	172	1,039	1,120	2,159	7,916	64,400
2022/23	2,283	73	87	160	1,024	1,099	2,123	8,001	63,477

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

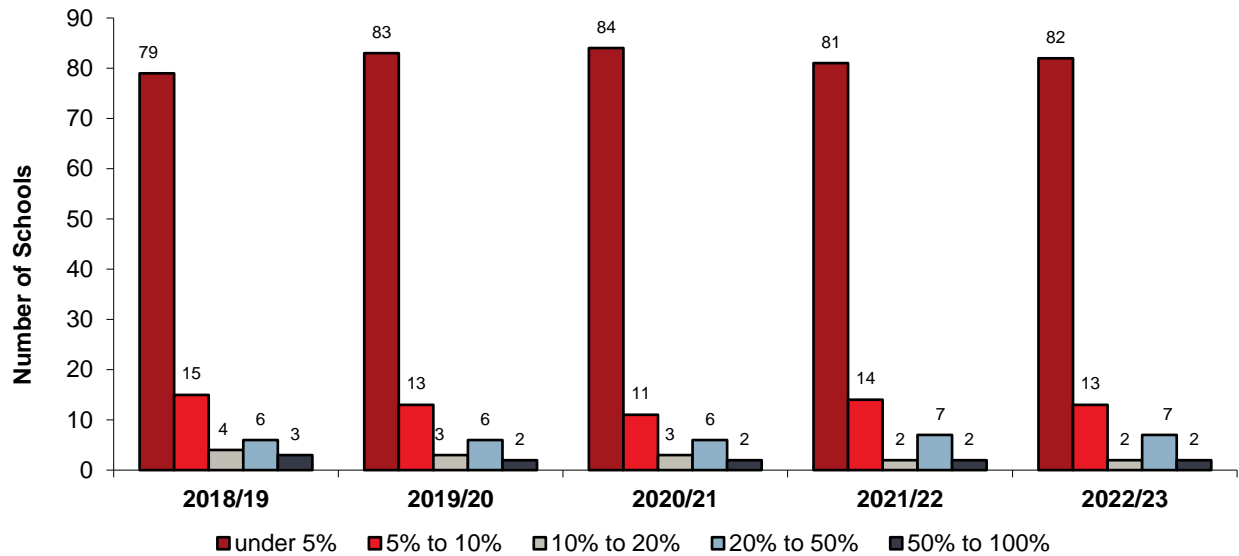


\* Public schools only

## NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	107	79	15	4	6	3	1,385	367	217	324	385	92
2019/20	107	83	13	3	6	2	1,389	382	217	318	378	94
2020/21	106	84	11	3	6	2	1,398	399	210	341	348	100
2021/22	106	81	14	2	7	2	1,405	402	240	338	330	95
2022/23	106	82	13	2	7	2	1,412	423	246	336	318	89

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

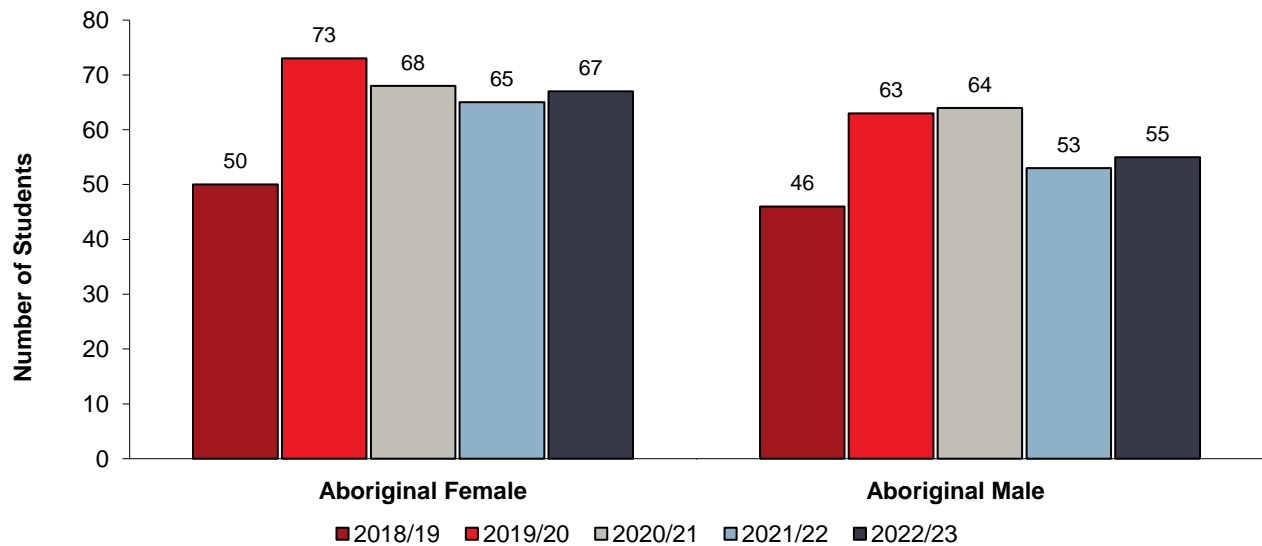


\* Public schools only

## 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	185	50	46	96	40	49	89	1,516	1,457	1,943	2,320
2019/20	423	73	63	136	138	149	287	1,580	1,508	2,114	2,525
2020/21	368	68	64	132	129	107	236	1,429	1,327	1,778	1,831
2021/22	312	65	53	118	117	77	194	1,454	1,262	1,761	1,631
2022/23	309	67	55	122	117	70	187	1,518	1,264	2,004	1,742

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



\* Public schools only



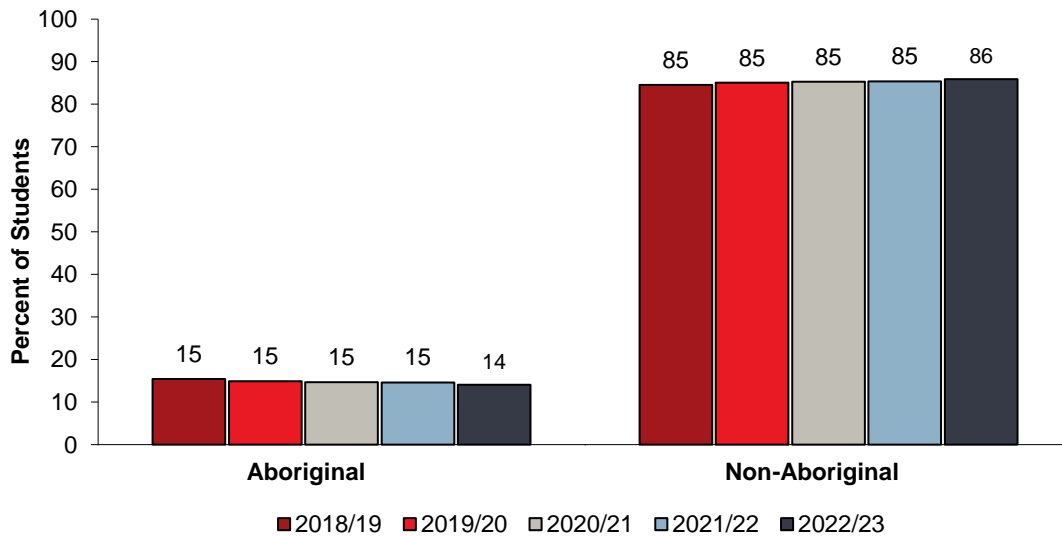
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	5,577	860	15	4,717	85
2019/20	5,717	852	15	4,865	85
2020/21	5,841	857	15	4,984	85
2021/22	6,061	886	15	5,175	85
2022/23	6,150	866	14	5,284	86

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

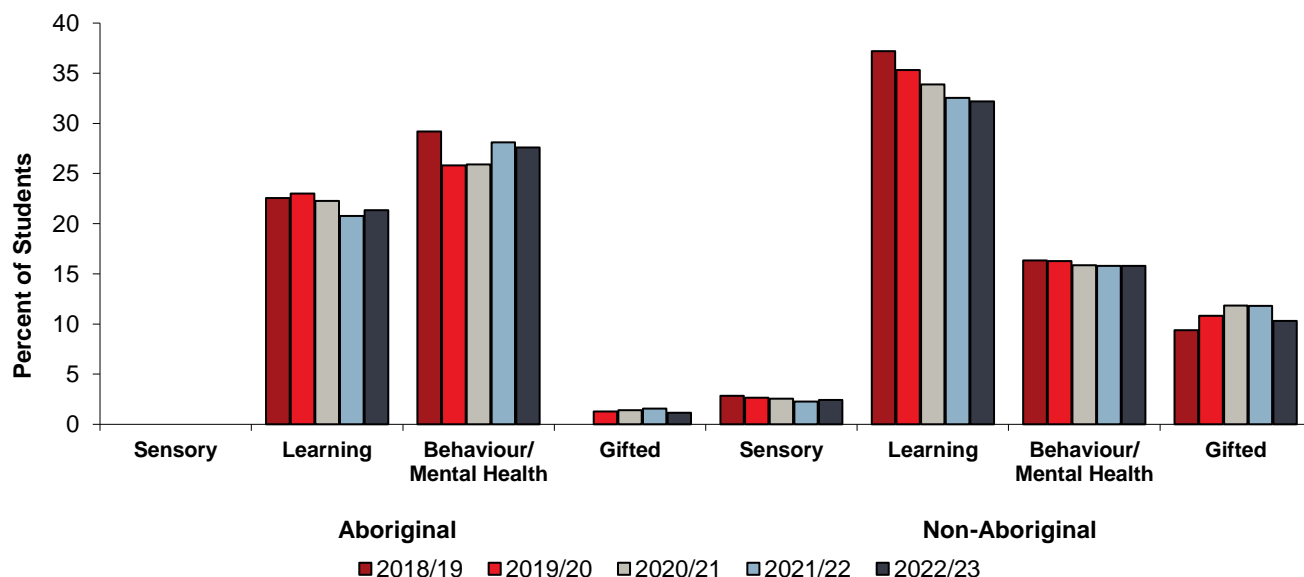


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	860	4,717	Msk	Msk	134	3	194	23	1,755	37	251	29	770	16	Msk	Msk	443	9
2019/20	852	4,865	Msk	Msk	129	3	196	23	1,719	35	220	26	792	16	11	1	526	11
2020/21	857	4,984	Msk	Msk	127	3	191	22	1,688	34	222	26	790	16	12	1	590	12
2021/22	886	5,175	Msk	Msk	118	2	184	21	1,684	33	249	28	817	16	14	2	611	12
2022/23	866	5,284	Msk	Msk	128	2	185	21	1,701	32	239	28	834	16	10	1	545	10

**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).

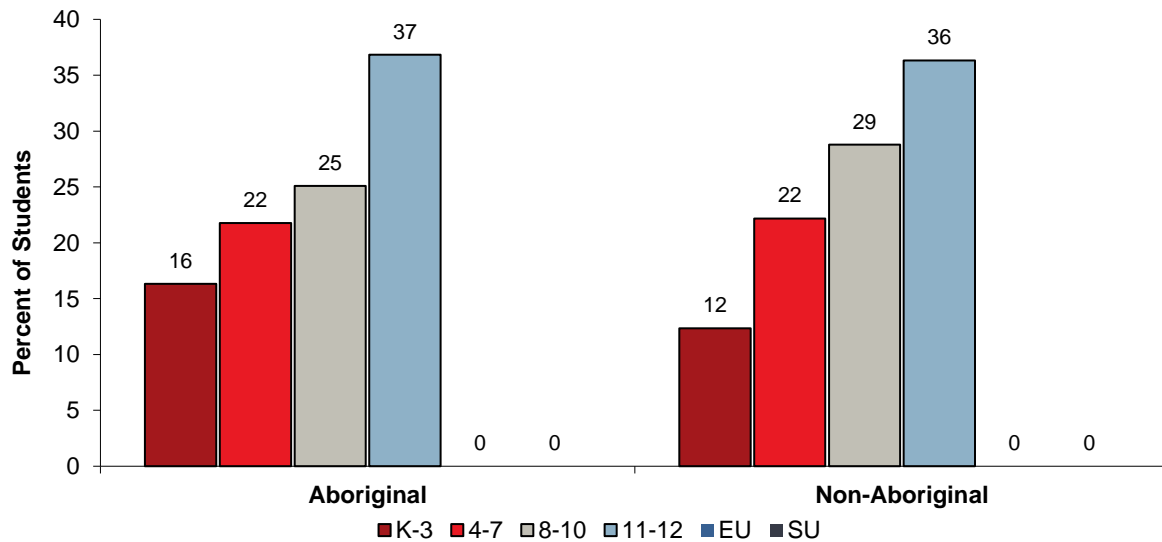
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	251	41	16	62	25	61	24	87	35	0	0	0	0
2019/20	220	33	15	57	26	56	25	74	34	0	0	0	0
2020/21	222	40	18	46	21	61	27	75	34	0	0	0	0
2021/22	249	36	14	54	22	62	25	97	39	0	0	0	0
2022/23	239	39	16	52	22	60	25	88	37	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	770	135	18	241	31	190	25	204	26	0	0	0	0
2019/20	792	128	16	245	31	198	25	221	28	0	0	0	0
2020/21	790	122	15	207	26	210	27	245	31	0	0	0	0
2021/22	817	104	13	191	23	215	26	301	37	0	0	0	0
2022/23	834	103	12	185	22	240	29	303	36	0	0	0	0

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



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

BC Residents

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

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

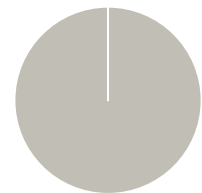
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	59	32	Msk	Msk	30	51	Msk	Msk
2019/20	60	34	Msk	Msk	29	48	Msk	Msk
2020/21	33	18	Msk	Msk	24	73	Msk	Msk
2021/22	36	20	20	56	Msk	Msk	Msk	Msk
2022/23	45	26	Msk	Msk	24	53	Msk	Msk

Grade 4: Aboriginal

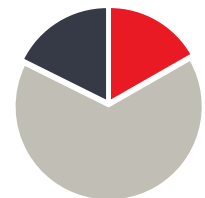


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

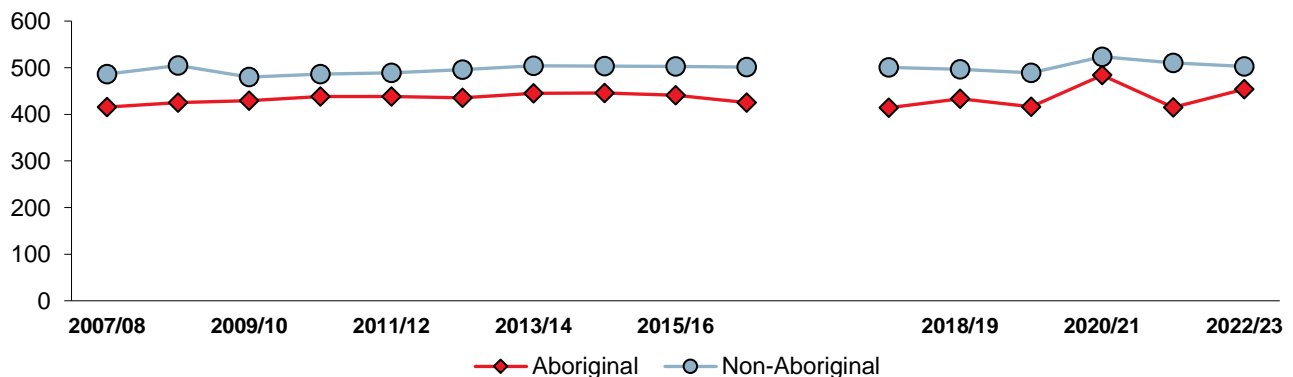
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	1,898	55	342	18	1,241	65	315	17
2019/20	1,899	58	401	21	1,221	64	277	15
2020/21	1,536	44	174	11	1,000	65	362	24
2021/22	1,634	49	244	15	1,079	66	311	19
2022/23	1,721	52	288	17	1,129	66	304	18

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

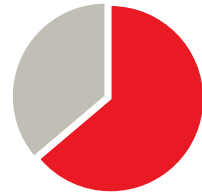
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	57	31	30	53	Msk	Msk	Msk	Msk
2019/20	59	34	29	49	30	51	0	0
2020/21	34	19	15	44	Msk	Msk	Msk	Msk
2021/22	40	22	27	68	13	33	0	0
2022/23	47	28	30	64	17	36	0	0

Grade 4: Aboriginal

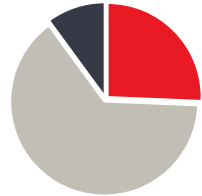


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

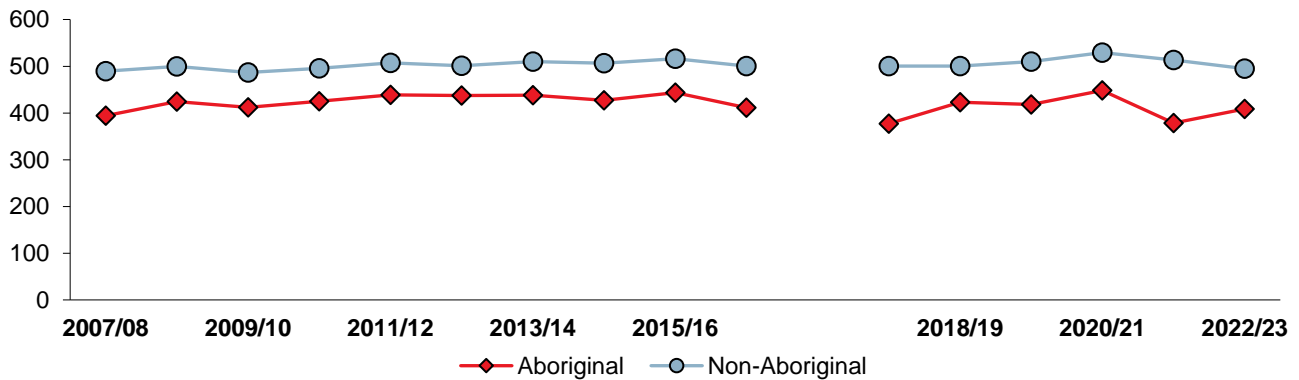
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	1,887	55	436	23	1,254	66	197	10
2019/20	1,896	58	390	21	1,265	67	241	13
2020/21	1,538	45	265	17	1,004	65	269	17
2021/22	1,637	49	349	21	1,063	65	225	14
2022/23	1,719	52	441	26	1,105	64	173	10

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

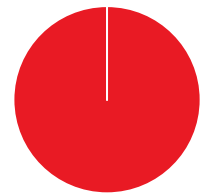
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	42	26	Msk	Msk	25	60	Msk	Msk
2019/20	46	25	26	57	20	43	0	0
2020/21	28	14	13	46	15	54	0	0
2021/22	31	17	Msk	Msk	18	58	Msk	Msk
2022/23	55	30	31	56	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

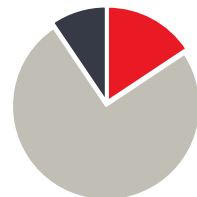


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

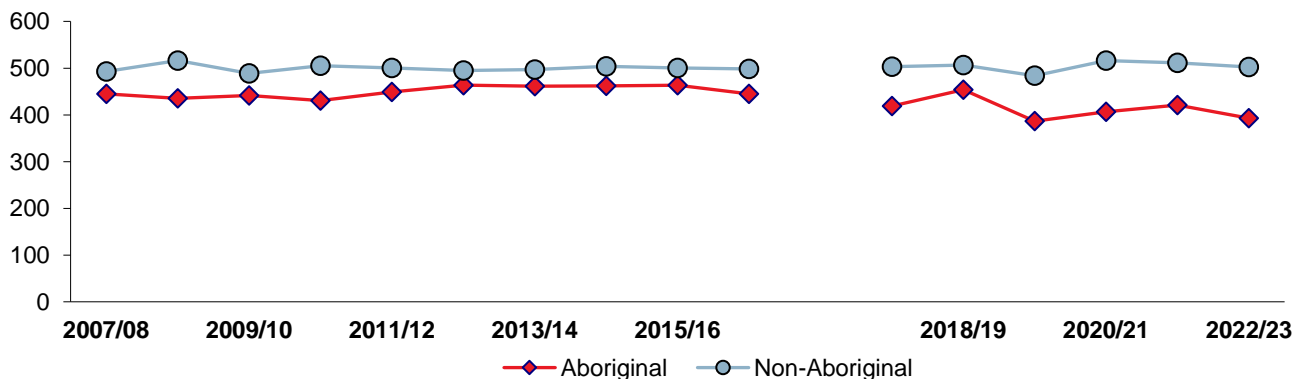
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	1,831	54	265	14	1,368	75	198	11
2019/20	2,068	58	401	19	1,532	74	135	7
2020/21	1,395	39	151	11	1,094	78	150	11
2021/22	1,640	47	228	14	1,235	75	177	11
2022/23	1,743	51	273	16	1,305	75	165	9

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

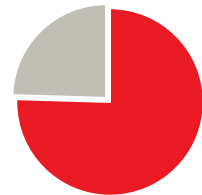
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	39	24	20	51	Msk	Msk	Msk	Msk
2019/20	45	24	30	67	Msk	Msk	Msk	Msk
2020/21	27	14	Msk	Msk	Msk	Msk	0	0
2021/22	29	16	14	48	Msk	Msk	Msk	Msk
2022/23	53	28	40	75	13	25	0	0

Grade 7: Aboriginal

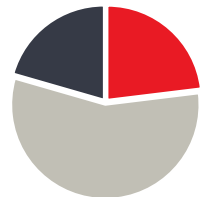


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

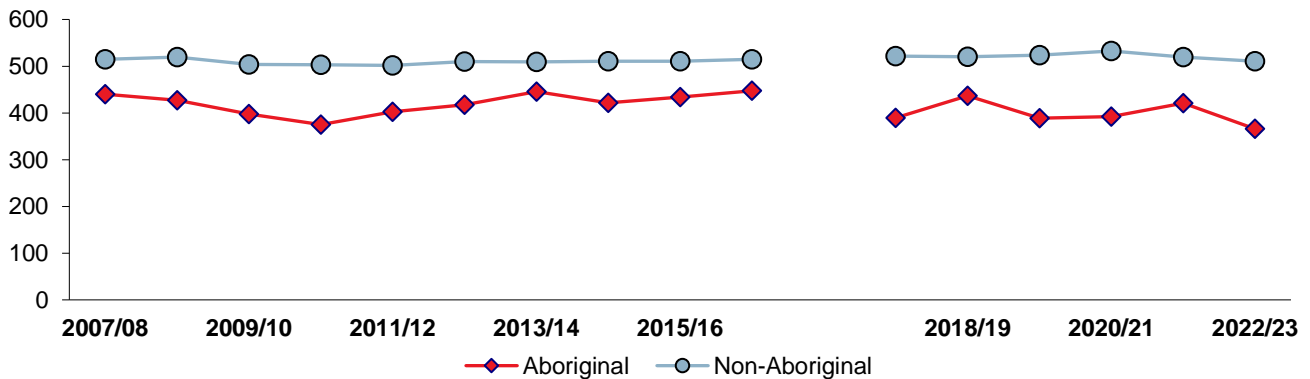
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	1,827	54	334	18	1,108	61	385	21
2019/20	2,080	59	415	20	1,147	55	518	25
2020/21	1,392	39	224	16	798	57	370	27
2021/22	1,633	47	321	20	940	58	372	23
2022/23	1,743	51	402	23	983	56	358	21

Grade 7: Non-Aboriginal



■ 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	70	37	31	44	29	41	Msk	Msk	Msk	Msk		
Non-Aboriginal	3,114	78	526	17	1,256	40	1,120	36	212	10		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	82	41	40	49	22	27	Msk	Msk	Msk	Msk		
Non-Aboriginal	2,140	56	294	14	666	31	958	45	222	10		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	56	38	23	41	18	32	Msk	Msk	Msk	Msk		
Non-Aboriginal	2,844	75	385	14	962	34	1,275	45	222	8		

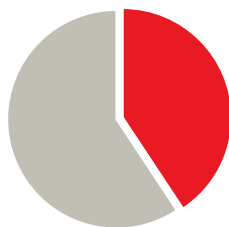
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	85	52	31	36	34	40	Msk	Msk	Msk	Msk		
Non-Aboriginal	2,711	74	278	10	794	29	1,174	43	465	17		

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

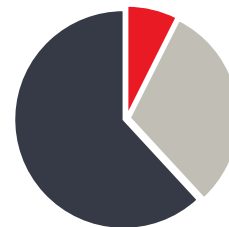
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	108	56	35	32	51	47	Msk	Msk	Msk	Msk		
Non-Aboriginal	3,398	88	252	7	1,044	31	1,435	42	667	20		

**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	66	33	Msk	Msk	16	24	39	59	Msk	Msk		
Non-Aboriginal	2,454	65	78	3	360	15	1,619	66	397	16		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	64	43	Msk	Msk	21	33	30	47	Msk	Msk		
Non-Aboriginal	3,268	86	70	2	477	15	2,167	66	554	17		

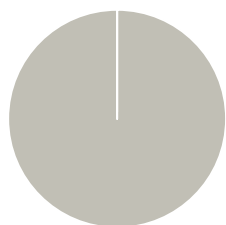
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	64	39	Msk	Msk	18	28	39	61	Msk	Msk		
Non-Aboriginal	3,312	90	73	2	437	13	2,192	66	610	18		

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

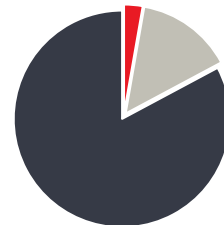
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	106	55	Msk	Msk	42	40	46	43	Msk	Msk		
Non-Aboriginal	3,514	91	97	3	507	14	2,277	65	633	18		

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>

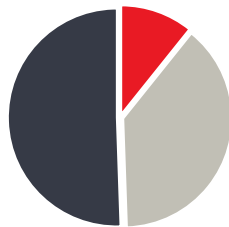
### 2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	111	45	Msk	Msk	29	26	60	54	Msk	Msk		
Non-Aboriginal	3,567	78	34	1	436	12	2,071	58	1,026	29		

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

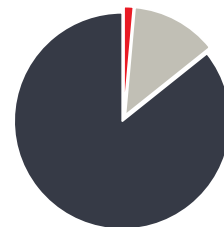
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	93	42	10	11	36	39	37	40	10	11		
Non-Aboriginal	3,594	80	51	1	462	13	2,142	60	939	26		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

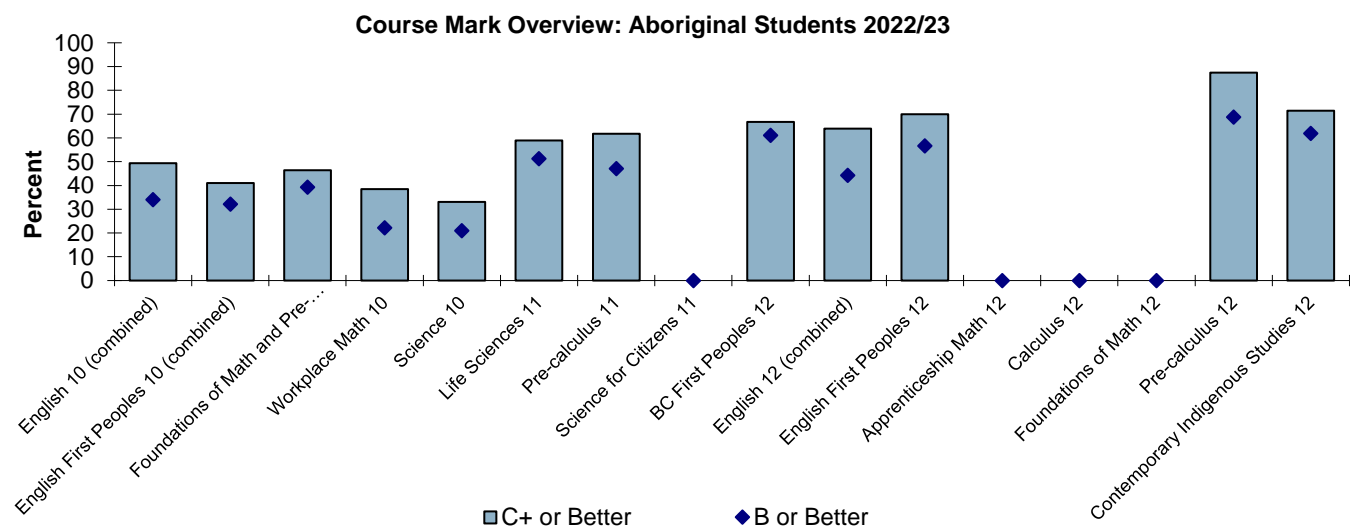
## COURSE MARK RESULTS 2022/23: OVERVIEW

**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)*	282	139	49	96	34	7,245	5,815	80	5,132	71
English First Peoples 10 (combined)*	56	23	41	18	32	546	505	92	481	88
Foundations of Math and Pre-calculus 10	56	26	46	22	39	3,312	2,324	70	2,068	62
Workplace Math 10	117	45	38	26	22	537	302	56	238	44
Science 10	157	52	33	33	21	3,807	2,953	78	2,623	69
Life Sciences 11	39	23	59	20	51	1,518	1,219	80	1,104	73
Pre-calculus 11	34	21	62	16	47	3,240	2,537	78	2,311	71
Science for Citizens 11	20	Msk	Msk	Msk	Msk	225	123	55	99	44
BC First Peoples 12	18	12	67	11	61	277	260	94	251	91
English 12 (combined)*	122	78	64	54	44	4,229	3,648	86	3,357	79
English First Peoples 12	30	21	70	17	57	229	180	79	159	69
Apprenticeship Math 12	-	-	-	-	-	22	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	738	673	91	637	86
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	154	105	68	83	54
Pre-calculus 12	16	14	88	11	69	2,360	2,050	87	1,915	81
Contemporary Indigenous Studies 12	21	15	71	13	62	190	179	94	179	94



**Note:**

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

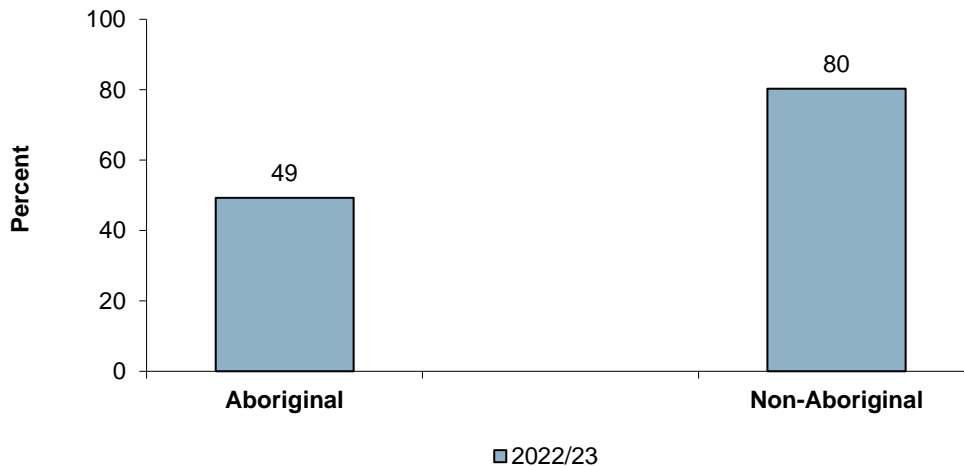
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	322	171	53	139	43	7,516	6,048	80	5,324	71
2020/21	245	133	54	94	38	7,773	6,427	83	5,699	73
2021/22	260	119	46	88	34	7,598	6,166	81	5,416	71
2022/23	282	139	49	96	34	7,245	5,815	80	5,132	71

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	322	208	263	59	7,516	3,839	6,650	866		
2020/21	245	155	183	62	7,773	3,859	6,907	866		
2021/22	260	176	196	64	7,598	3,779	6,816	782		
2022/23	282	209	232	50	7,245	3,958	6,543	702		

**English 10 (combined): C+ or Better**



**Note:**

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

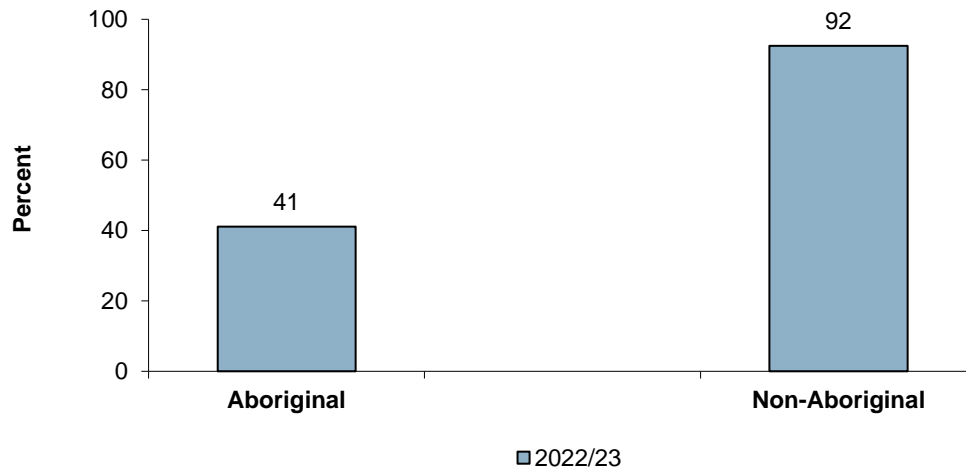
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	60	54	90	48	80
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	26	15	58	Msk	Msk	42	37	88	34	81
2022/23	56	23	41	18	32	546	505	92	481	88

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	Msk	208	Msk	Msk	60	3,839	60	0	
2020/21	-	155	-	-	-	3,859	-	-	
2021/22	26	176	Msk	Msk	42	3,779	Msk	Msk	
2022/23	56	209	Msk	Msk	546	3,958	525	21	

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



**Note:**

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

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

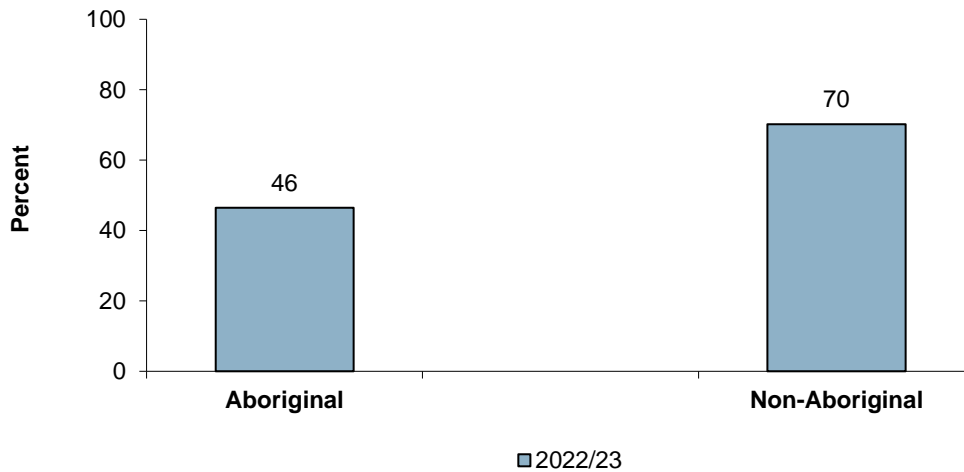
**COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10**

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	69	43	62	37	54	3,416	2,447	72	2,128	62
2020/21	53	26	49	20	38	3,423	2,681	78	2,423	71
2021/22	50	22	44	19	38	3,417	2,522	74	2,272	66
2022/23	56	26	46	22	39	3,312	2,324	70	2,068	62

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	69	208	54	15	3,416	3,839	2,546	870		
2020/21	53	155	39	14	3,423	3,859	2,438	985		
2021/22	50	176	Msk	Msk	3,417	3,779	2,597	820		
2022/23	56	209	46	10	3,312	3,958	2,744	568		

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



**Note:**

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

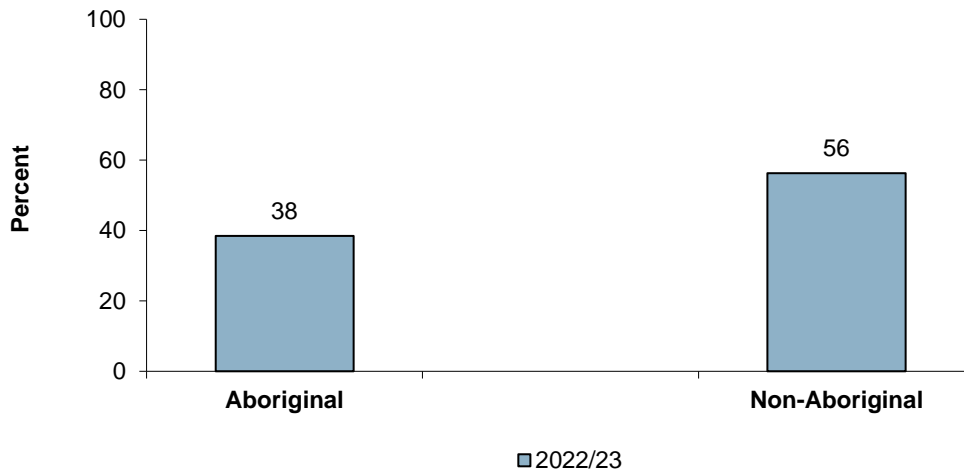
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	104	40	38	27	26	627	305	49	229	37
2020/21	97	47	48	31	32	665	409	62	332	50
2021/22	101	34	34	18	18	603	354	59	281	47
2022/23	117	45	38	26	22	537	302	56	238	44

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	104	208	66	38	627	3,839	424	203		
2020/21	97	155	51	46	665	3,859	458	207		
2021/22	101	176	63	38	603	3,779	439	164		
2022/23	117	209	87	30	537	3,958	406	131		

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



**Note:**

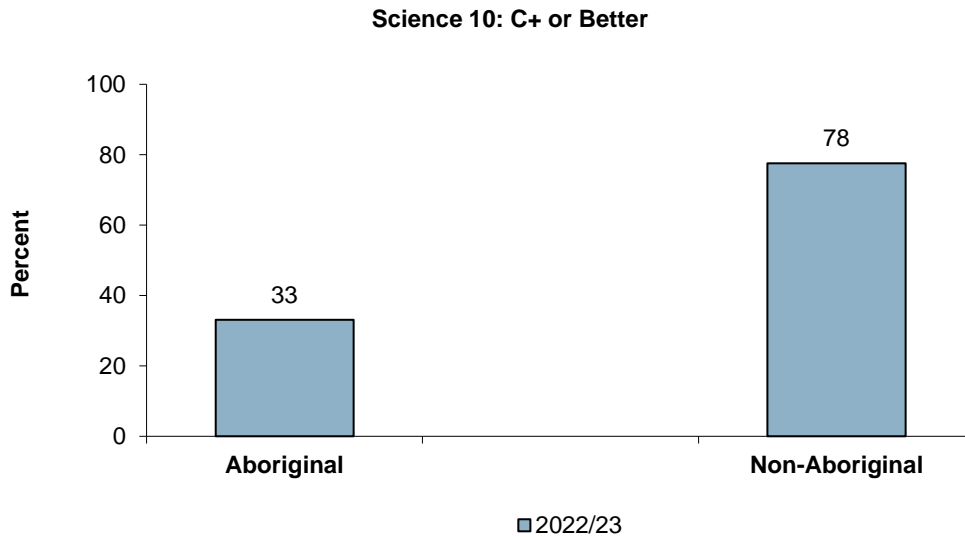
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	171	78	46	55	32	3,739	2,844	76	2,525	68
2020/21	115	64	56	41	36	3,797	3,070	81	2,787	73
2021/22	132	60	45	51	39	3,732	2,972	80	2,682	72
2022/23	157	52	33	33	21	3,807	2,953	78	2,623	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	171	208	131	40	3,739	3,839	3,209	530		
2020/21	115	155	83	32	3,797	3,859	3,187	610		
2021/22	132	176	101	31	3,732	3,779	3,182	550		
2022/23	157	209	136	21	3,807	3,958	3,413	394		



**Note:**

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



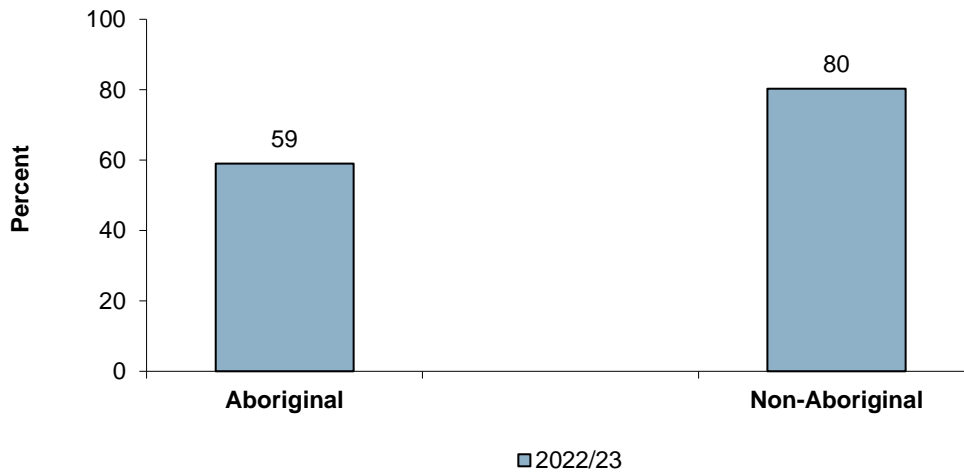
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	40	23	58	15	38	1,506	1,225	81	1,100	73
2020/21	41	26	63	20	49	1,654	1,367	83	1,256	76
2021/22	23	16	70	14	61	1,511	1,247	83	1,113	74
2022/23	39	23	59	20	51	1,518	1,219	80	1,104	73

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	40	191	Msk	Msk	1,506	3,935	1,159	347	
2020/21	41	207	30	11	1,654	3,863	1,279	375	
2021/22	23	163	Msk	Msk	1,511	3,955	1,197	314	
2022/23	39	158	29	10	1,518	3,962	1,190	328	

**Life Sciences 11: C+ or Better**



**Note:**

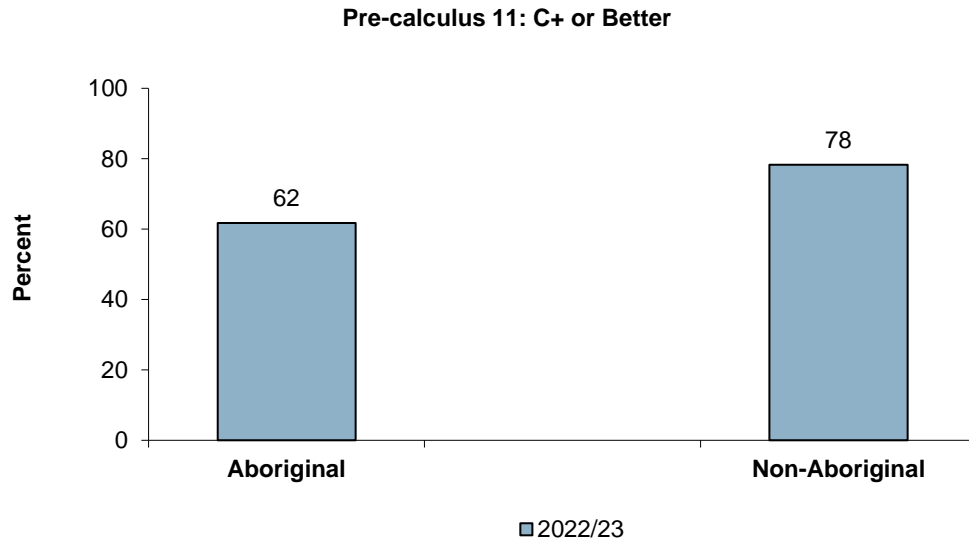
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	32	19	59	14	44	3,128	2,443	78	2,180	70
2020/21	42	28	67	25	60	3,318	2,696	81	2,431	73
2021/22	34	21	62	18	53	3,060	2,416	79	2,211	72
2022/23	34	21	62	16	47	3,240	2,537	78	2,311	71

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	32	191	Msk	Msk	3,128	3,935	1,981	1,147		
2020/21	42	207	29	13	3,318	3,863	1,935	1,383		
2021/22	34	163	22	12	3,060	3,955	1,955	1,105		
2022/23	34	158	20	14	3,240	3,962	2,070	1,170		



**Note:**

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

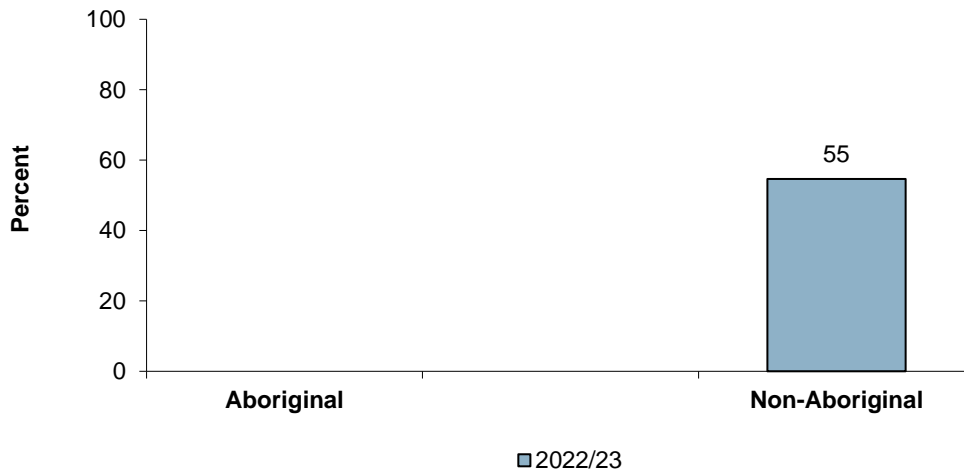
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	25	14	56	13	52	275	149	54	129	47
2020/21	27	14	52	11	41	284	186	65	148	52
2021/22	14	Msk	Msk	Msk	Msk	239	141	59	119	50
2022/23	20	Msk	Msk	Msk	Msk	225	123	55	99	44

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	25	191	12	13	275	3,935	159	116	
2020/21	27	207	Msk	Msk	284	3,863	210	74	
2021/22	14	163	Msk	Msk	239	3,955	167	72	
2022/23	20	158	Msk	Msk	225	3,962	175	50	

**Science for Citizens 11: C+ or Better**



**Note:**

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

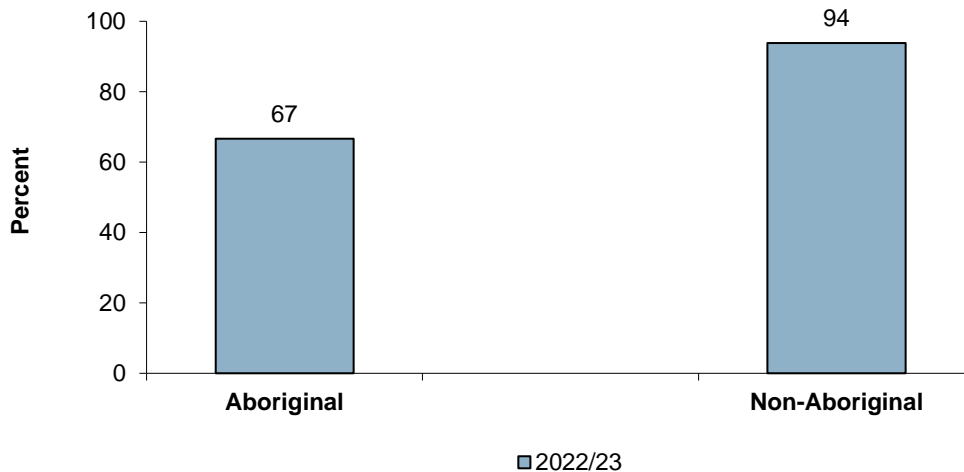
## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	15	11	73	10	67	132	100	76	97	73
2020/21	19	Msk	Msk	Msk	Msk	89	83	93	77	87
2021/22	17	14	82	10	59	69	65	94	59	86
2022/23	18	12	67	11	61	277	260	94	251	91

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	15	231	Msk	Msk	132	5,338	90	42		
2020/21	19	262	Msk	Msk	89	5,068	60	29		
2021/22	17	270	Msk	Msk	69	4,905	40	29		
2022/23	18	234	Msk	Msk	277	4,884	61	216		

**BC First Peoples 12: C+ or Better**



**Note:**

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

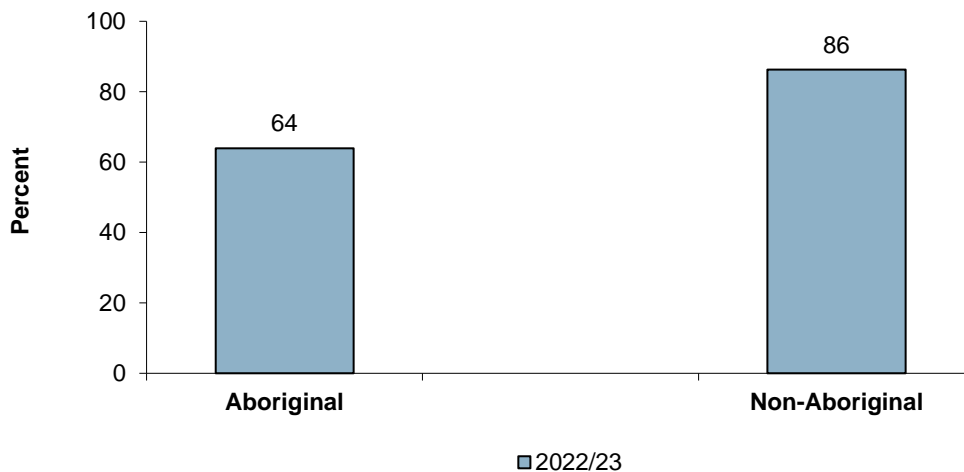
## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	152	84	55	68	45	4,235	3,513	83	3,198	76
2020/21	173	102	59	84	49	4,247	3,512	83	3,201	75
2021/22	168	106	63	84	50	4,060	3,384	83	3,125	77
2022/23	122	78	64	54	44	4,229	3,648	86	3,357	79

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	152	231	142	10	4,235	5,338	3,777	458		
2020/21	173	262	162	11	4,247	5,068	3,679	568		
2021/22	168	270	158	10	4,060	4,905	3,656	404		
2022/23	122	234	108	14	4,229	4,884	3,782	447		

**English 12 (combined): C+ or Better**



**Note:**

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

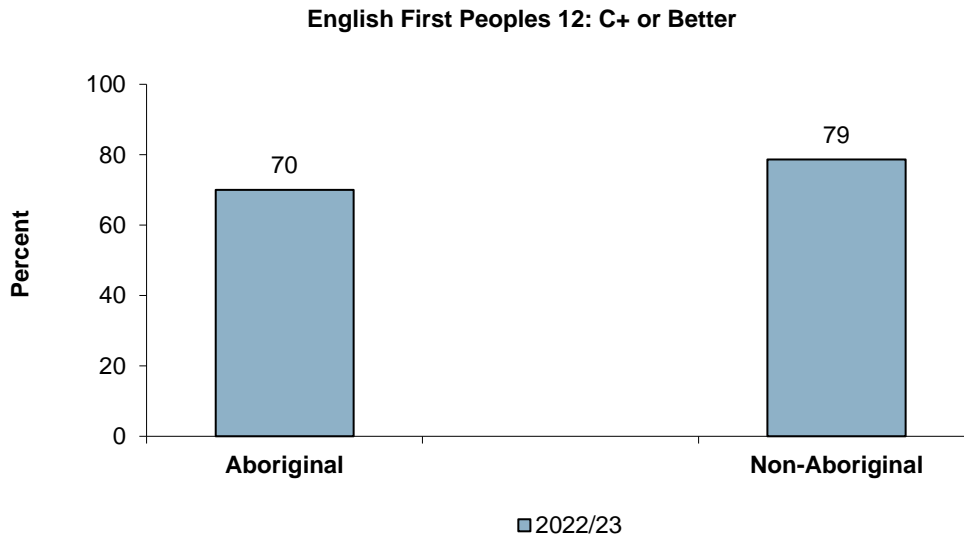
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	142	113	80	108	76
2020/21	26	20	77	18	69	226	195	86	178	79
2021/22	14	Msk	Msk	Msk	Msk	169	136	80	115	68
2022/23	30	21	70	17	57	229	180	79	159	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	231	Msk	Msk	142	5,338	Msk	Msk		
2020/21	26	262	Msk	Msk	226	5,068	202	24		
2021/22	14	270	Msk	Msk	169	4,905	149	20		
2022/23	30	234	Msk	Msk	229	4,884	167	62		



**Note:**

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

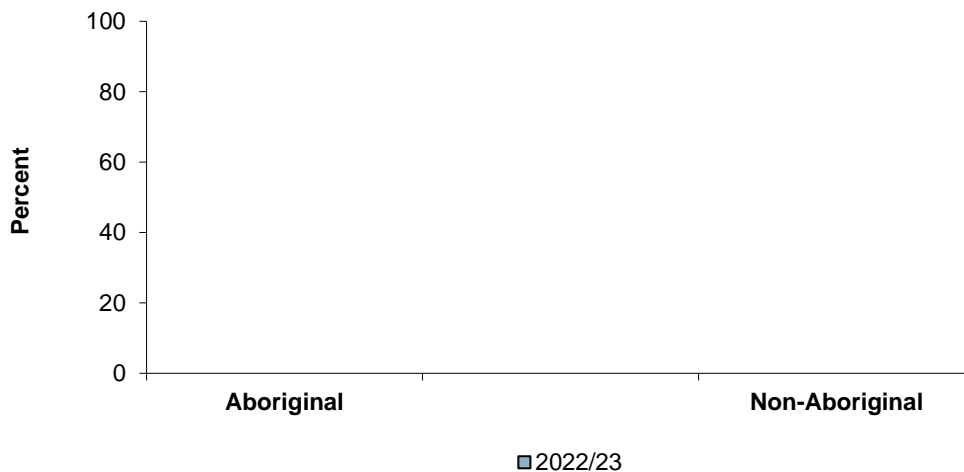
**COURSE MARKS: APPRENTICESHIP MATH 12**

**BC Residents**

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	50	44	88	42	84
2020/21	Msk	Msk	Msk	Msk	Msk	17	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	28	Msk	Msk	Msk	Msk
2022/23	-	-	-	-	-	22	Msk	Msk	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	231	Msk	Msk	50	5,338	50	0	
2020/21	Msk	262	Msk	Msk	17	5,068	Msk	Msk	
2021/22	Msk	270	Msk	Msk	28	4,905	28	0	
2022/23	-	234	-	-	22	4,884	22	0	

**Apprenticeship Math 12: C+ or Better**



**Note:**

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

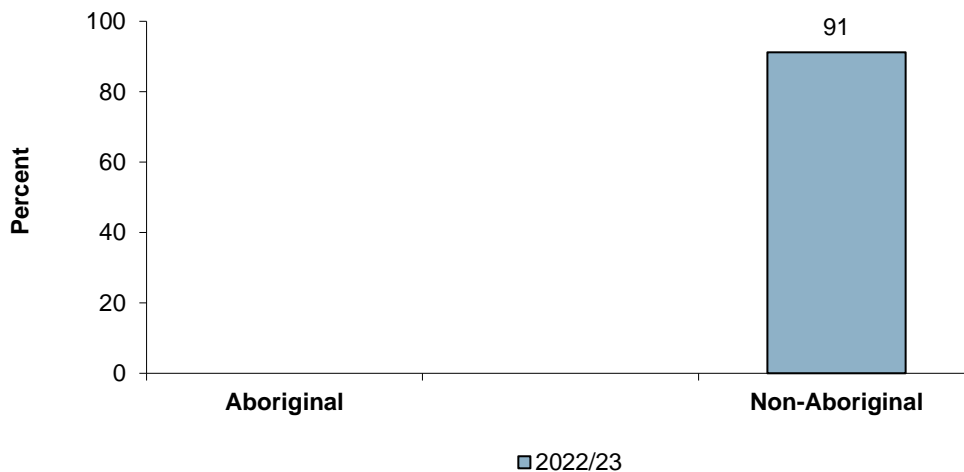
## COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	724	673	93	629	87
2020/21	Msk	Msk	Msk	Msk	Msk	732	677	92	636	87
2021/22	Msk	Msk	Msk	Msk	Msk	655	613	94	584	89
2022/23	Msk	Msk	Msk	Msk	Msk	738	673	91	637	86

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	231	Msk	Msk	724	5,338	682	42		
2020/21	Msk	262	Msk	Msk	732	5,068	663	69		
2021/22	Msk	270	Msk	Msk	655	4,905	607	48		
2022/23	Msk	234	Msk	Msk	738	4,884	683	55		

**Calculus 12: C+ or Better**



**Note:**

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



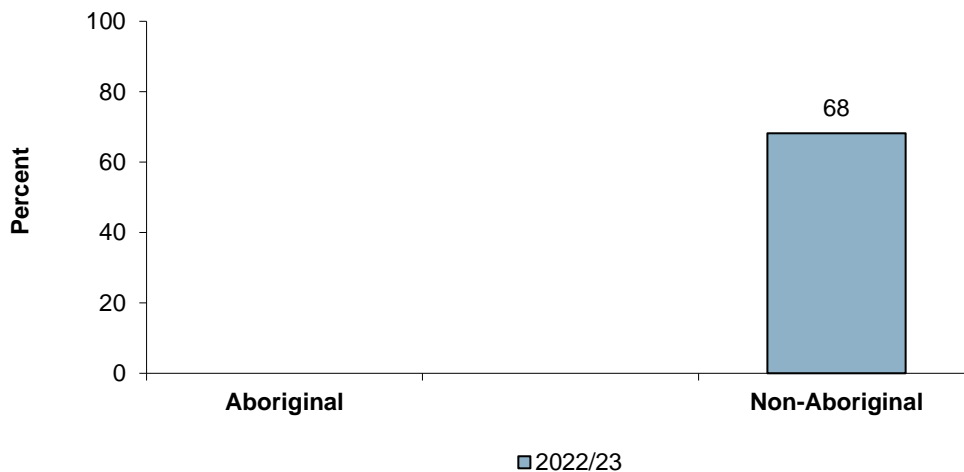
## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	16	Msk	Msk	Msk	Msk	235	168	71	139	59
2020/21	Msk	Msk	Msk	Msk	Msk	222	168	76	135	61
2021/22	14	Msk	Msk	Msk	Msk	192	151	79	135	70
2022/23	Msk	Msk	Msk	Msk	Msk	154	105	68	83	54

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	16	231	Msk	Msk	235	5,338	220	15	
2020/21	Msk	262	Msk	Msk	222	5,068	208	14	
2021/22	14	270	Msk	Msk	192	4,905	173	19	
2022/23	Msk	234	Msk	Msk	154	4,884	142	12	

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



**Note:**

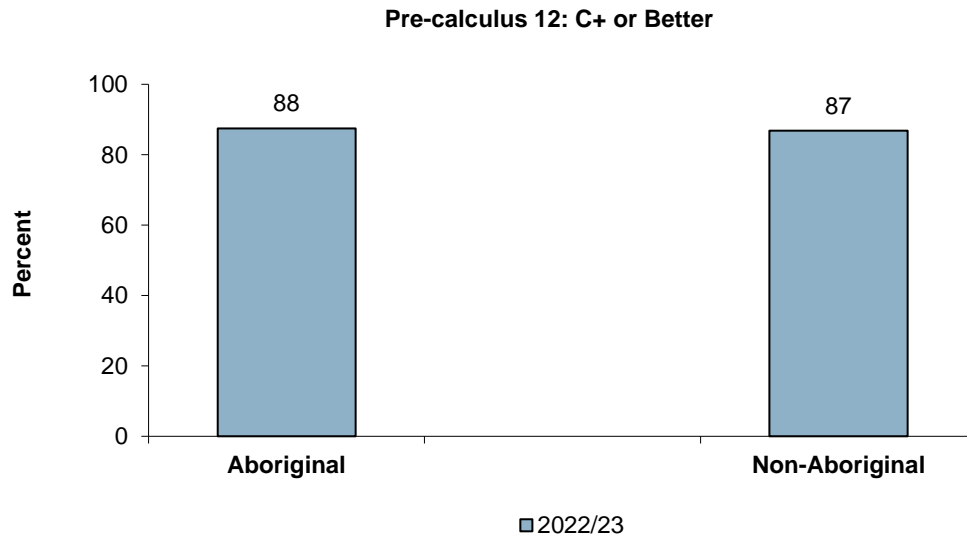
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	15	12	80	11	73	2,371	2,042	86	1,908	80
2020/21	23	15	65	15	65	2,544	2,185	86	2,033	80
2021/22	23	20	87	16	70	2,348	2,019	86	1,848	79
2022/23	16	14	88	11	69	2,360	2,050	87	1,915	81

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	15	231	Msk	Msk	2,371	5,338	1,435	936		
2020/21	23	262	Msk	Msk	2,544	5,068	1,461	1,083		
2021/22	23	270	Msk	Msk	2,348	4,905	1,388	960		
2022/23	16	234	Msk	Msk	2,360	4,884	1,443	917		



**Note:**

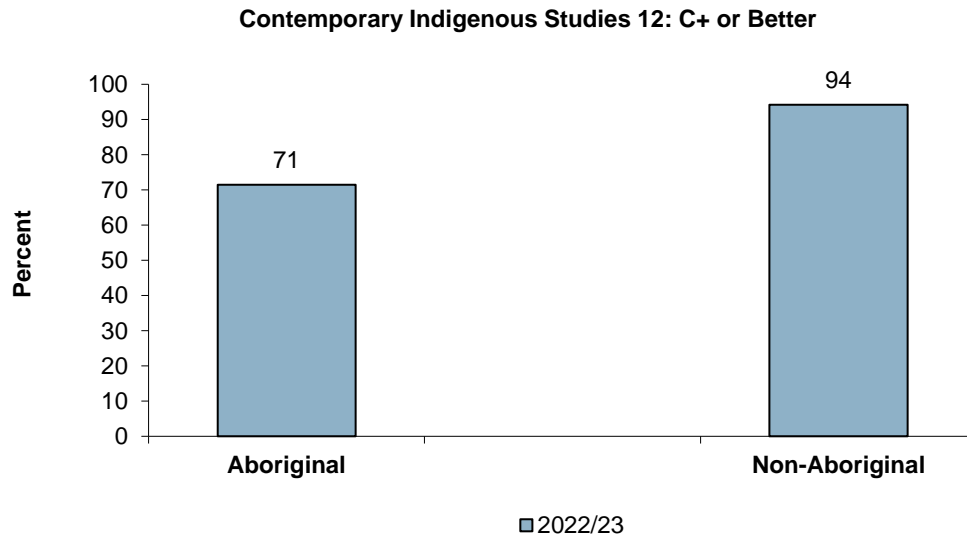
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	13	Msk	Msk	Msk	Msk	14	14	100	14	100
2020/21	22	Msk	Msk	Msk	Msk	30	21	70	17	57
2021/22	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	21	15	71	13	62	190	179	94	179	94

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	13	231	Msk	Msk	14	5,338	Msk	Msk		
2020/21	22	262	12	10	30	5,068	20	10		
2021/22	10	270	Msk	Msk	Msk	4,905	Msk	Msk		
2022/23	21	234	Msk	Msk	190	4,884	17	173		



**Note:**

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

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

BC Residents

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

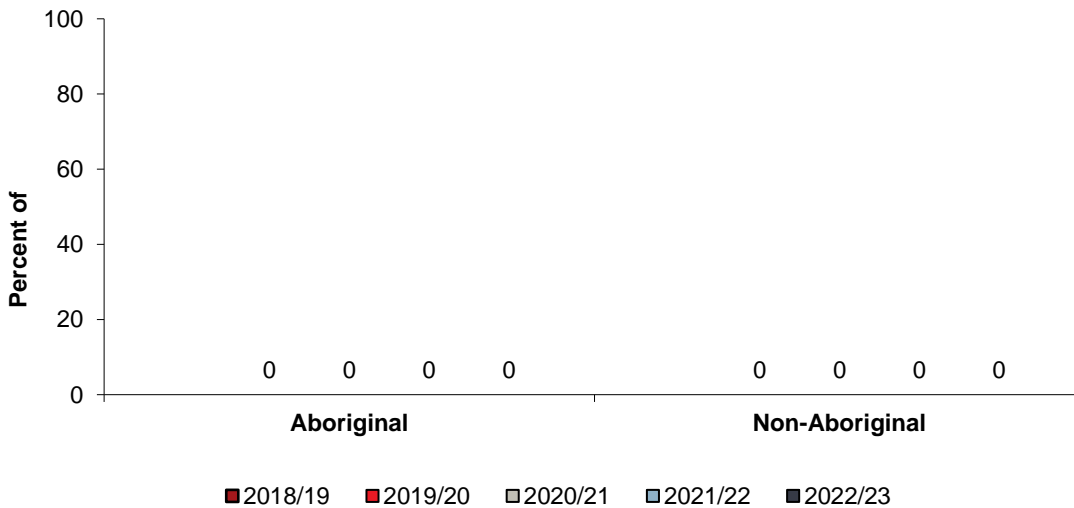
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

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

### List of First Nations Languages Courses in District:

**First Nations Languages Courses: C+ or Better**



**Note:**

- ' represents No data

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

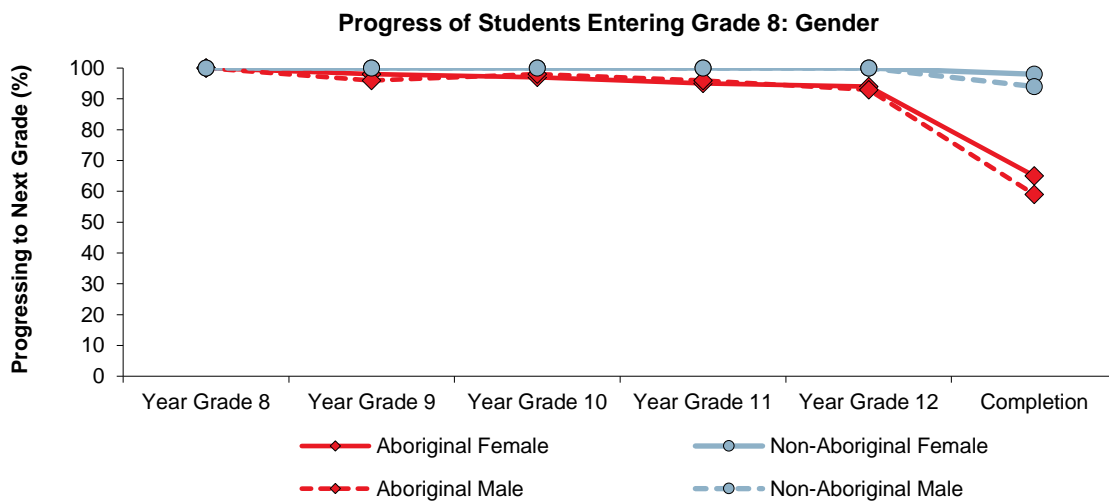
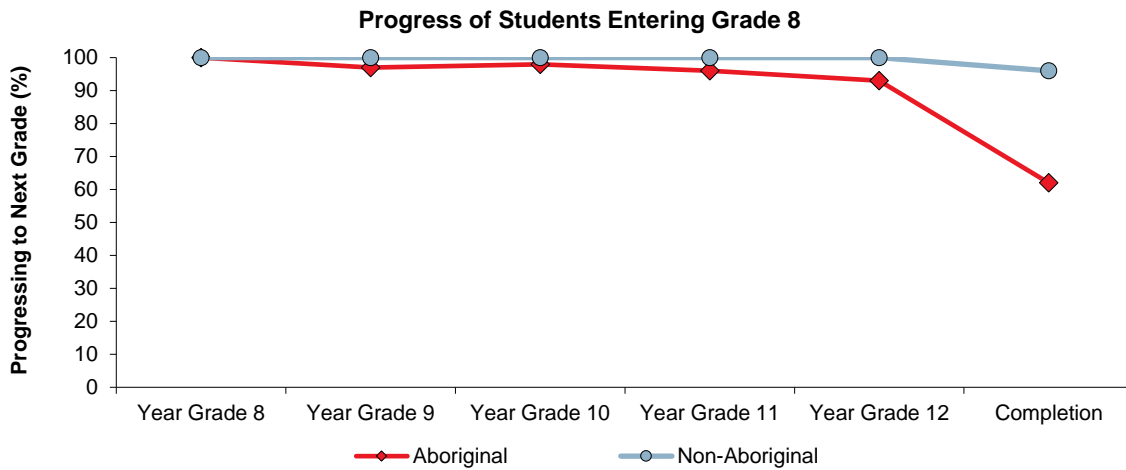
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	97	98	96	100	100	100
	Grade 10	98	97	98	100	100	100
	Grade 11	96	95	96	100	100	100
	Grade 12	93	94	93	100	100	100
2022/23	Completion	62	65	59	96	98	94



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

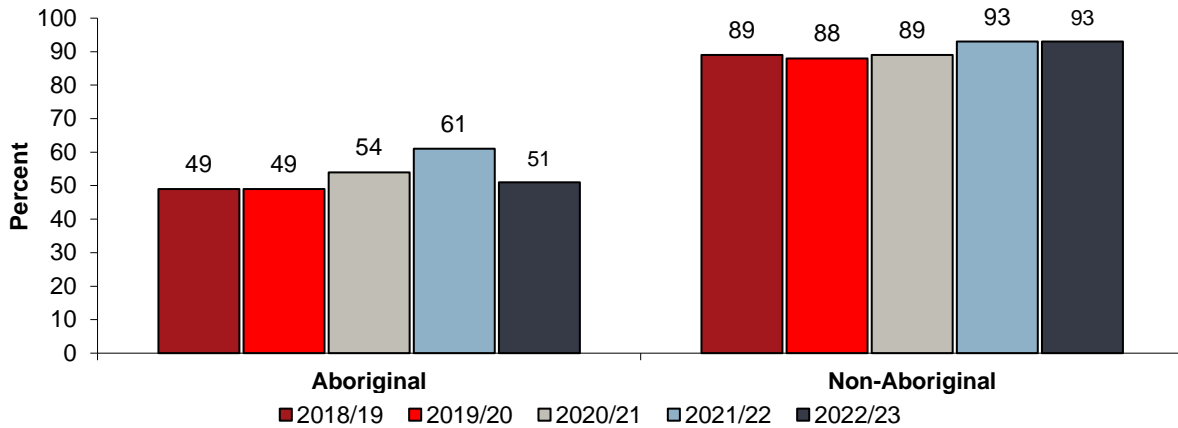
BC Residents

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.

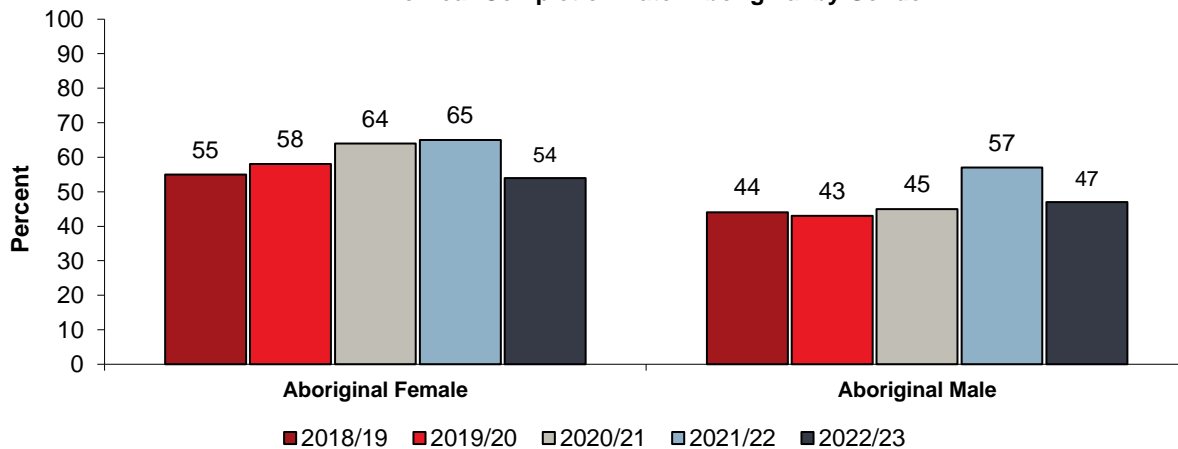
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	49	55	44	89	93	85
2019/20	49	58	43	88	91	84
2020/21	54	64	45	89	92	86
2021/22	61	65	57	93	95	91
2022/23	51	54	47	93	96	91

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



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



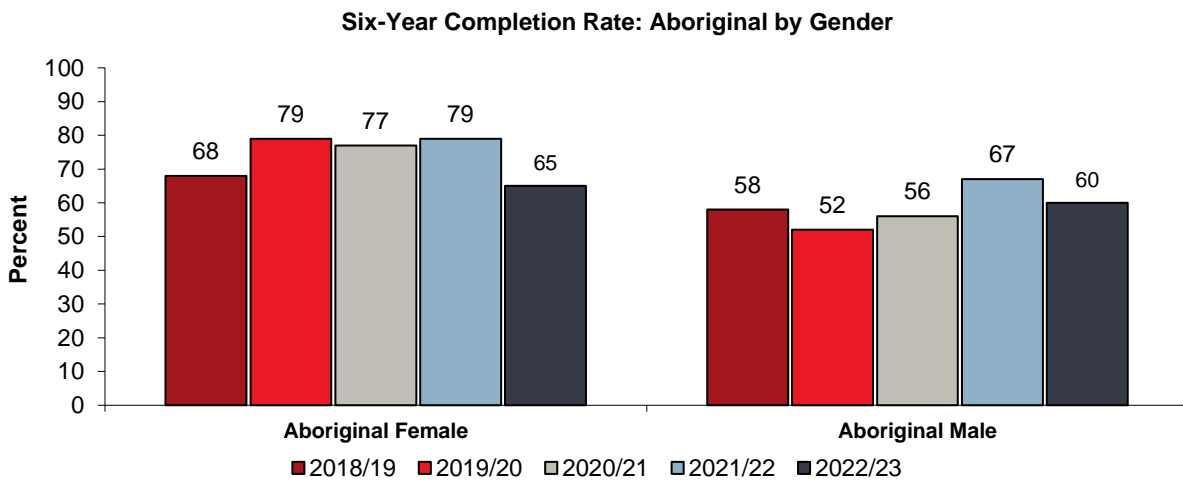
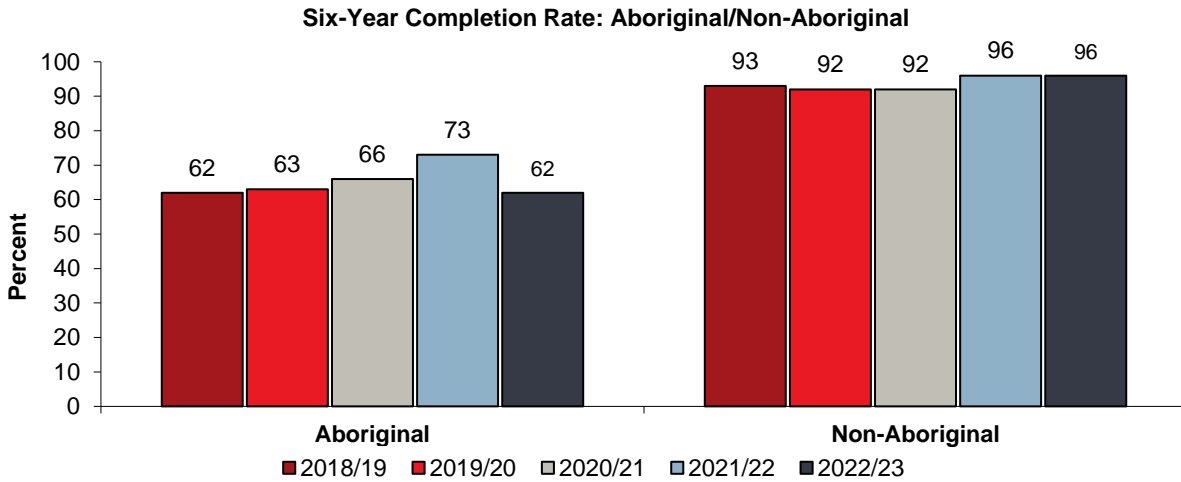
## SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

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	62	68	58	93	97	90
2019/20	63	79	52	92	95	89
2020/21	66	77	56	92	95	90
2021/22	73	79	67	96	98	94
2022/23	62	65	60	96	98	94



\* 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

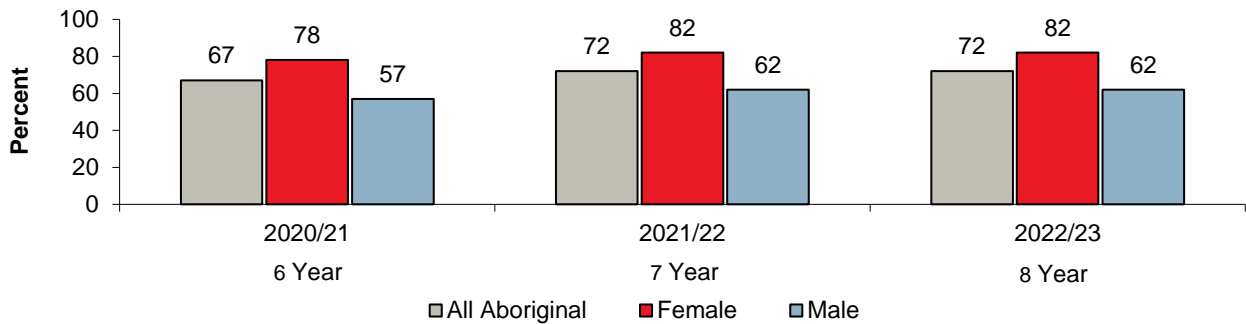
BC Residents

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.

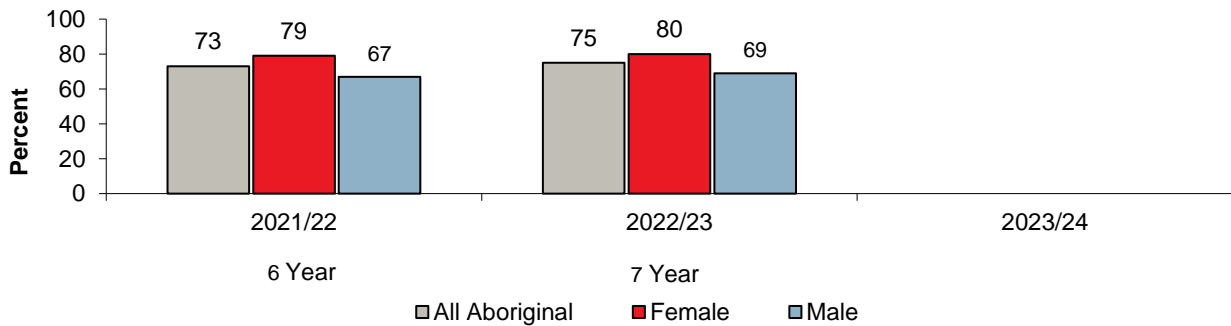
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

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	67	78	57	72	82	62	72	82	62
2016/17	73	79	67	75	80	69	-	-	-
2017/18	62	65	59	-	-	-	-	-	-

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	182	Msk	Msk	4,410	54	1
2019/20	210	12	6	4,913	26	1
2020/21	234	Msk	Msk	4,642	53	1
2021/22	248	12	5	4,548	80	2
2022/23	220	18	8	4,512	49	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	182	85	47	4,410	3,388	77
2019/20	210	96	46	4,913	3,512	71
2020/21	234	114	49	4,642	3,487	75
2021/22	248	92	37	4,548	3,441	76
2022/23	220	77	35	4,512	3,521	78

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

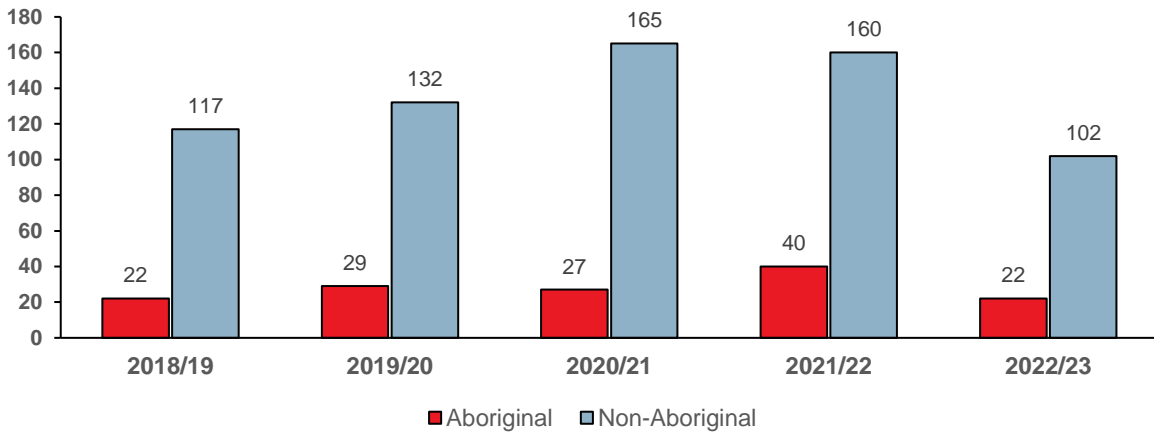
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

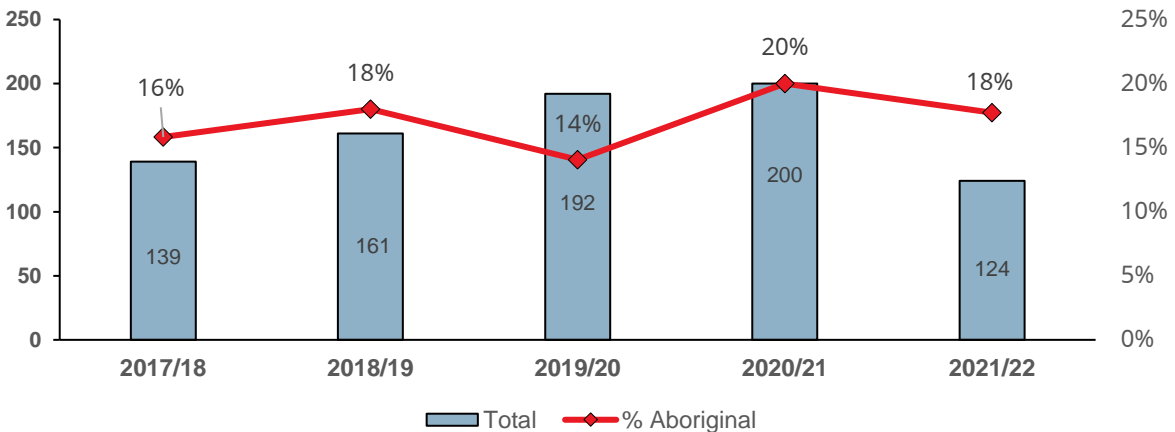
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	139		22	16	117	84
2019/20	161		29	18	132	82
2020/21	192		27	14	165	86
2021/22	200		40	20	160	80
2022/23	124		22	18	102	82

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	15	68	Msk	Msk	68	-	10
2019/20	38	Msk	55	17	Msk	76	Msk	Msk
2020/21	Msk	13	70	18	Msk	61	Msk	8
2021/22	Msk	13	73	22	Msk	56	Msk	10
2022/23	Msk	Msk	77	27	Msk	62	Msk	Msk

### NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	12	55	Msk
2019/20	13	45	15	52	Msk	Msk
2020/21	10	37	13	48	Msk	Msk
2021/22	16	40	21	53	Msk	Msk
2022/23	13	59	Msk	Msk	Msk	Msk

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	16	14	39	33	62
2019/20	18	14	52	39	62	47
2020/21	44	27	45	27	76	46
2021/22	38	24	44	28	78	49
2022/23	22	22	30	29	50	49

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

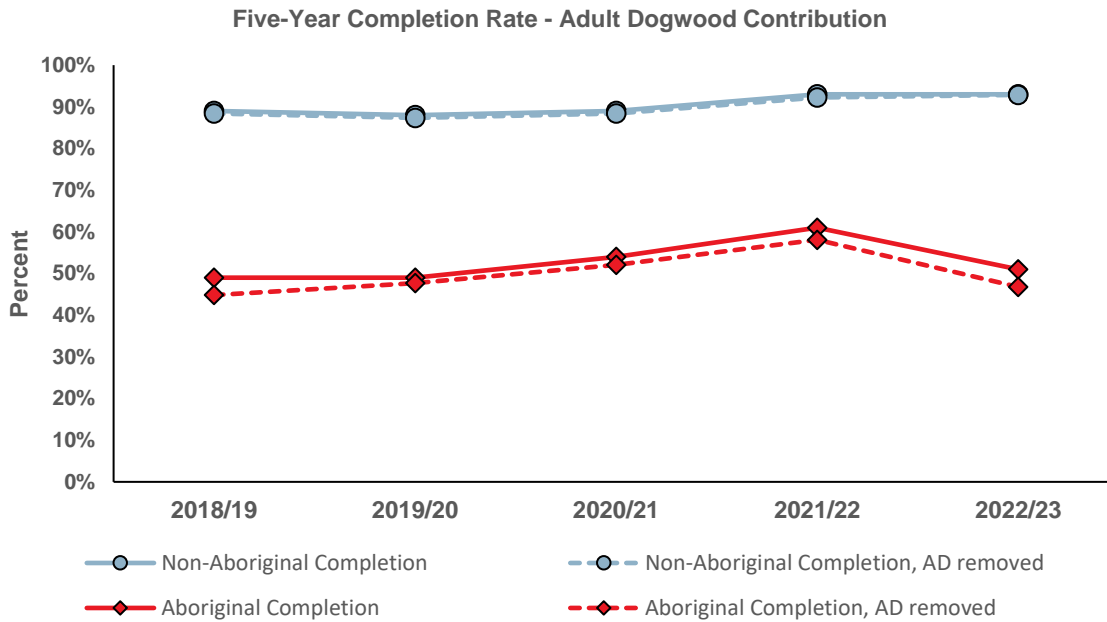
BC Residents

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	49	-4	45	89	-1	88
2019/20	49	-1	48	88	-1	87
2020/21	54	-2	52	89	-1	88
2021/22	61	-3	58	93	-1	92
2022/23	51	-4	47	93	0	93



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

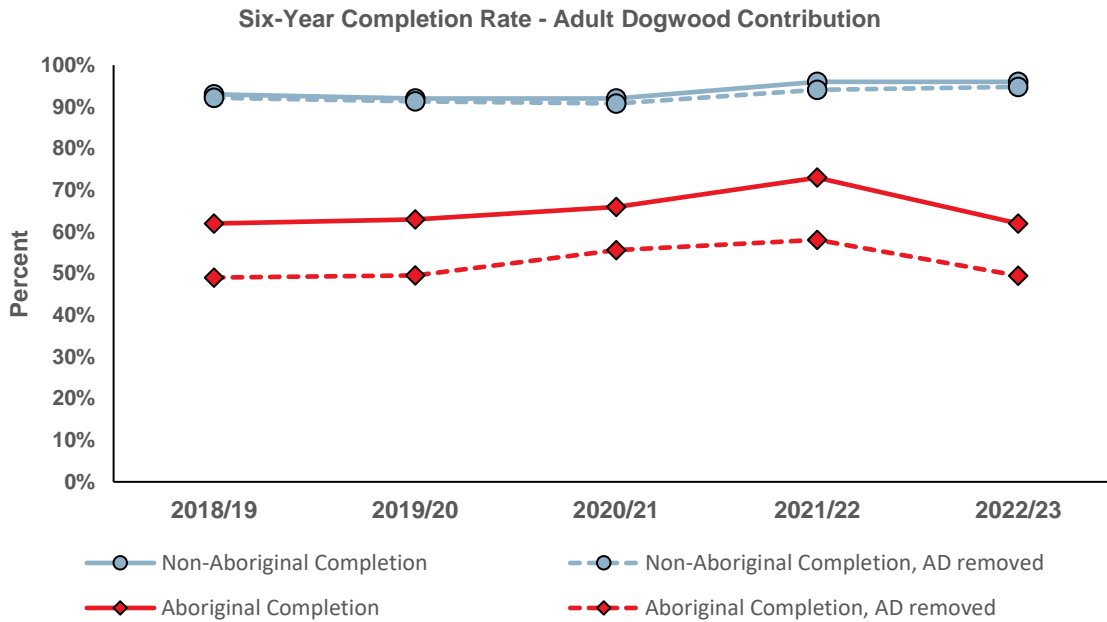
BC Residents

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	62	-13	49	93	-1	92
2019/20	63	-13	50	92	-1	91
2020/21	66	-10	56	92	-1	91
2021/22	73	-15	58	96	-2	94
2022/23	62	-13	49	96	-1	95



## 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	1,092	608	56	484	44
2018/19	1,083	615	57	468	43
2019/20	995	577	58	418	42
2020/21	951	564	59	387	41
2021/22	943	579	61	364	39

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

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	2,332	608	26
2018/19	2,337	615	26
2019/20	2,296	577	25
2020/21	2,294	564	25
2021/22	2,316	579	25

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

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	48	52	Msk	47	51	47	49
2018/19	52	48	55	52	60	44	53
2019/20	63	87	35	55	80	62	69
2020/21	63	68	49	58	76	60	67
2021/22	71	66	76	71	83	61	71

### CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	85	95	77	89	76	88	83
2018/19	86	80	92	85	89	83	86
2019/20	86	92	95	93	93	72	81
2020/21	85	84	76	81	90	86	88
2021/22	87	86	91	89	90	80	86

## 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	75	100	15	20.0	Msk	Msk	Msk	Msk	-	-
	2018/19	82	100	15	18.3	Msk	Msk	-	-		
	2019/20	93	100	14	15.1	Msk	Msk				
	2020/21	104	100	Msk	Msk						
Non-Aboriginal	2017/18	3,579	100	705	19.7	121	3.4	26	0.7	18	0.5
	2018/19	3,277	100	677	20.7	90	2.7	27	0.8		
	2019/20	3,414	100	618	18.1	72	2.1				
	2020/21	3,404	100	220	6.5						

### 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	75	100	Msk	Msk	Msk	Msk	-	-	Msk	Msk
	2018/19	82	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	93	100	Msk	Msk	Msk	Msk				
	2020/21	104	100	Msk	Msk						
Non-Aboriginal	2017/18	3,579	100	164	4.6	40	1.1	16	0.4	16	0.4
	2018/19	3,277	100	143	4.4	51	1.6	22	0.7		
	2019/20	3,414	100	144	4.2	63	1.8				
	2020/21	3,404	100	170	5.0						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	75	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	82	100	Msk	Msk	-	-	-	-		
	2019/20	93	100	11	11.8	Msk	Msk				
	2020/21	104	100	21	20.2						
Non-Aboriginal	2017/18	3,579	100	1,229	34.3	47	1.3	23	0.6	Msk	Msk
	2018/19	3,277	100	1,104	33.7	57	1.7	10	0.3		
	2019/20	3,414	100	1,243	36.4	55	1.6				
	2020/21	3,404	100	1,150	33.8						

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	75	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	82	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	93	100	Msk	Msk	-	-				
	2020/21	104	100	Msk	Msk						
Non-Aboriginal	2017/18	3,579	100	169	4.7	18	0.5	11	0.3	Msk	Msk
	2018/19	3,277	100	144	4.4	13	0.4	13	0.4		
	2019/20	3,414	100	152	4.5	14	0.4				
	2020/21	3,404	100	132	3.9						



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

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

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

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

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

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

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### CAVEAT

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

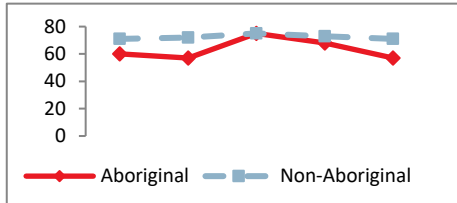
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

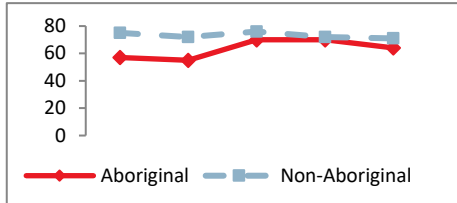
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



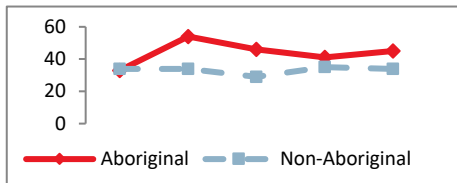
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	100	60	60	2,531	1,795	71
2019/20	74	42	57	1,793	1,284	72
2020/21	85	64	75	2,489	1,858	75
2021/22	113	77	68	2,633	1,923	73
2022/23	102	58	57	2,832	1,997	71

### 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	102	58	57	2,536	1,904	75
2019/20	74	41	55	1,801	1,296	72
2020/21	84	59	70	2,510	1,911	76
2021/22	113	79	70	2,634	1,900	72
2022/23	103	66	64	2,839	2,010	71

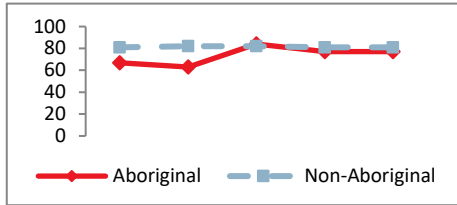
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	96	32	33	2,503	840	34
2019/20	71	38	54	1,771	605	34
2020/21	82	38	46	2,464	725	29
2021/22	109	45	41	2,623	910	35
2022/23	101	45	45	2,820	956	34

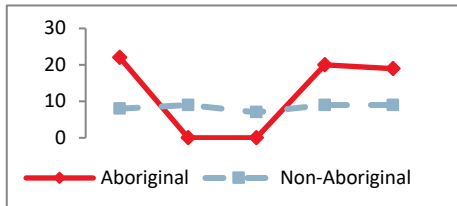
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

### Do you feel safe at school?



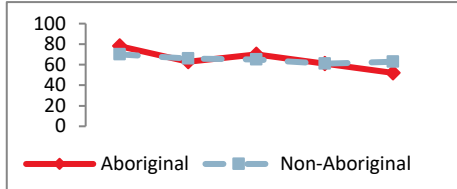
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	92	62	67	2,522	2,047	81
2019/20	68	43	63	1,789	1,469	82
2020/21	81	68	84	2,500	2,046	82
2021/22	108	83	77	2,637	2,142	81
2022/23	102	79	77	2,838	2,299	81

### Have you ever felt bullied at school?



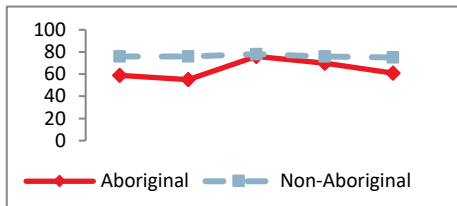
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	90	20	22	2,524	204	8
2019/20	69	Msk	Msk	1,792	155	9
2020/21	82	Msk	Msk	2,489	175	7
2021/22	107	21	20	2,622	229	9
2022/23	99	19	19	2,813	260	9

### 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	101	70	69	2,530	1,760	70
2019/20	75	47	63	1,796	1,194	66
2020/21	82	57	70	2,500	1,622	65
2021/22	114	70	61	2,622	1,608	61
2022/23	101	53	52	2,832	1,771	63

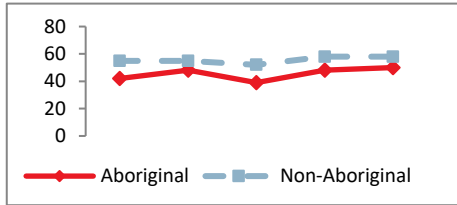
### I am happy at my school.



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	100	59	59	2,525	1,928	76
2019/20	75	41	55	1,794	1,358	76
2020/21	83	63	76	2,502	1,952	78
2021/22	114	80	70	2,614	1,984	76
2022/23	100	61	61	2,832	2,137	75

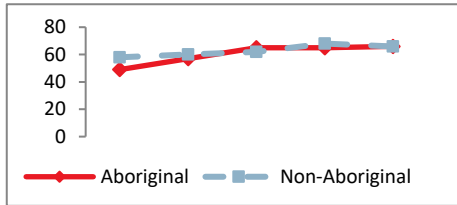
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



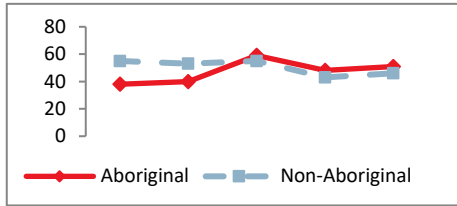
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	98	41	42	2,539	1,390	55
2019/20	48	23	48	2,086	1,154	55
2020/21	92	36	39	2,580	1,352	52
2021/22	106	51	48	2,843	1,636	58
2022/23	119	60	50	3,054	1,784	58

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



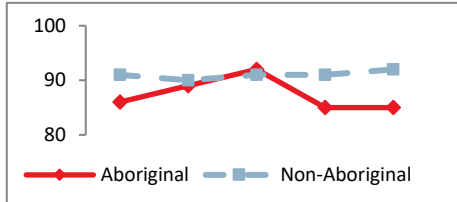
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	98	48	49	2,532	1,467	58
2019/20	49	28	57	2,087	1,256	60
2020/21	91	59	65	2,569	1,599	62
2021/22	104	68	65	2,844	1,938	68
2022/23	120	79	66	3,055	2,017	66

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



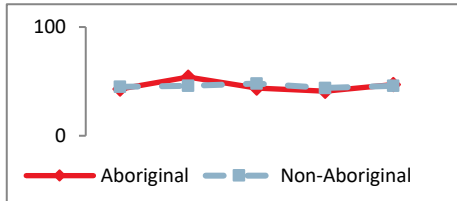
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All or many		Gr 7 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	94	36	38	2,393	1,307	55
2019/20	48	19	40	1,966	1,043	53
2020/21	91	54	59	2,435	1,330	55
2021/22	104	50	48	2,814	1,216	43
2022/23	118	60	51	3,030	1,404	46

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	92	79	86	2,476	2,246	91
2019/20	46	41	89	2,057	1,855	90
2020/21	91	84	92	2,543	2,310	91
2021/22	101	86	85	2,788	2,530	91
2022/23	117	99	85	3,009	2,762	92

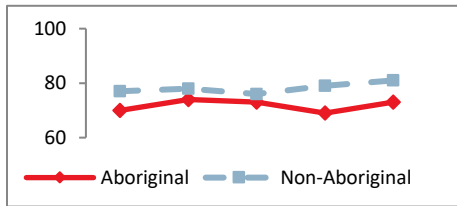
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	96	41	43	2,510	1,126	45
2019/20	46	25	54	2,074	946	46
2020/21	91	40	44	2,556	1,227	48
2021/22	104	43	41	2,831	1,242	44
2022/23	118	56	47	3,038	1,406	46

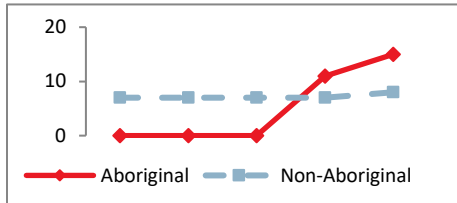
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



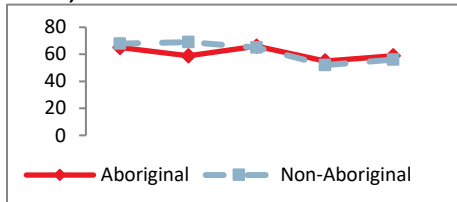
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	90	63	70	2,516	1,929	77
2019/20	46	34	74	2,073	1,621	78
2020/21	89	65	73	2,555	1,951	76
2021/22	98	68	69	2,842	2,256	79
2022/23	117	85	73	3,054	2,474	81

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



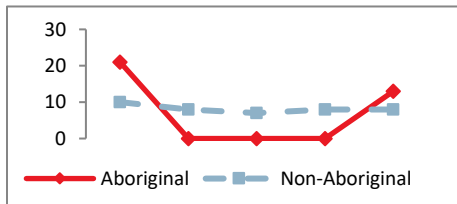
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	89	Msk	Msk	2,521	188	7
2019/20	47	Msk	Msk	2,081	153	7
2020/21	89	Msk	Msk	2,562	191	7
2021/22	100	11	11	2,843	209	7
2022/23	114	17	15	3,056	246	8

### 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	98	64	65	2,534	1,734	68
2019/20	49	29	59	2,082	1,429	69
2020/21	92	61	66	2,574	1,662	65
2021/22	106	58	55	2,837	1,486	52
2022/23	119	70	59	3,055	1,713	56

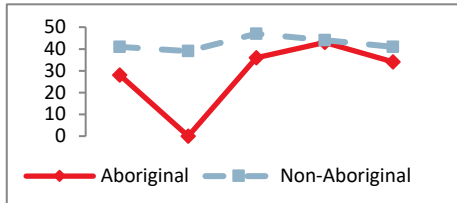
### I would like to go to a different school.



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	98	21	21	2,532	245	10
2019/20	48	Msk	Msk	2,076	156	8
2020/21	91	Msk	Msk	2,571	178	7
2021/22	106	Msk	Msk	2,841	233	8
2022/23	120	15	13	3,037	248	8

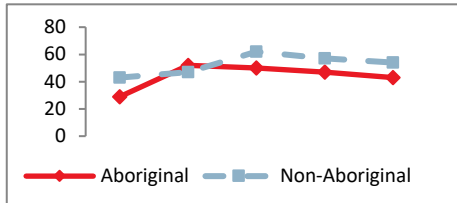
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



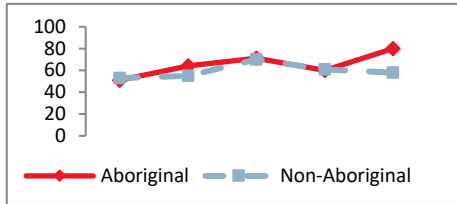
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	15	28	1,870	759	41
2019/20	25	Msk	Msk	1,664	649	39
2020/21	33	12	36	1,726	814	47
2021/22	46	20	43	2,154	945	44
2022/23	50	17	34	2,023	825	41

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



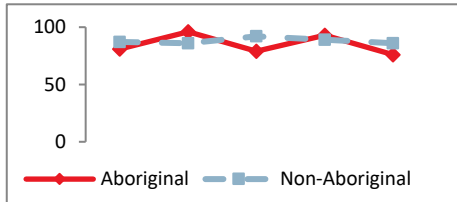
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	52	15	29	1,876	810	43
2019/20	25	13	52	1,663	775	47
2020/21	34	17	50	1,726	1,077	62
2021/22	47	22	47	2,152	1,231	57
2022/23	51	22	43	2,023	1,101	54

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



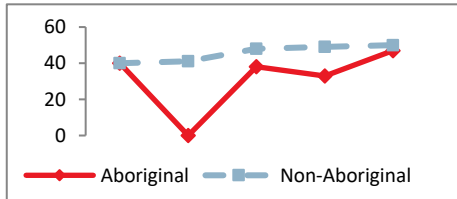
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	49	25	51	1,764	933	53
2019/20	25	16	64	1,552	852	55
2020/21	31	22	71	1,638	1,142	70
2021/22	45	27	60	2,117	1,286	61
2022/23	49	39	80	1,968	1,149	58

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	48	39	81	1,801	1,568	87
2019/20	23	22	96	1,605	1,376	86
2020/21	34	27	79	1,647	1,520	92
2021/22	40	37	93	2,026	1,810	89
2022/23	45	34	76	1,826	1,579	86

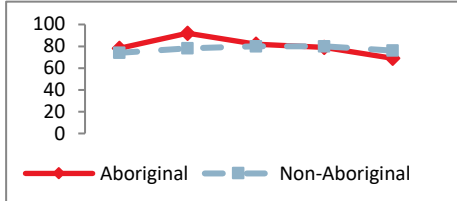
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	50	20	40	1819	730	40
2019/20	23	Msk	Msk	1630	672	41
2020/21	34	13	38	1662	791	48
2021/22	45	15	33	2091	1015	49
2022/23	47	22	47	1923	953	50

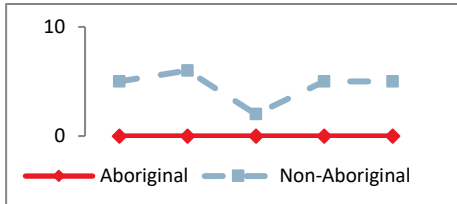
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



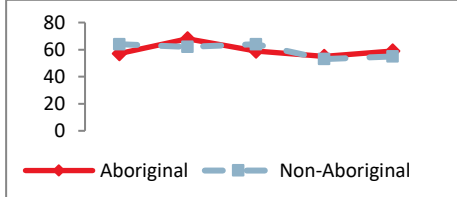
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	49	38	78	1,842	1,365	74
2019/20	24	22	92	1,637	1,269	78
2020/21	34	28	82	1,691	1,360	80
2021/22	43	34	79	2,126	1,701	80
2022/23	49	34	69	1,960	1,483	76

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



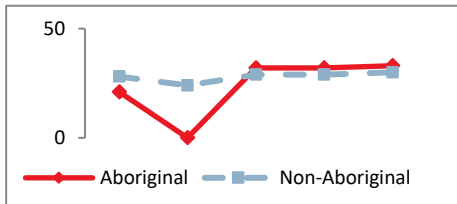
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	50	Msk	Msk	1,843	99	5
2019/20	24	0	0	1,639	92	6
2020/21	34	Msk	Msk	1,691	35	2
2021/22	42	Msk	Msk	2,123	103	5
2022/23	49	Msk	Msk	1,962	91	5

**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.)**



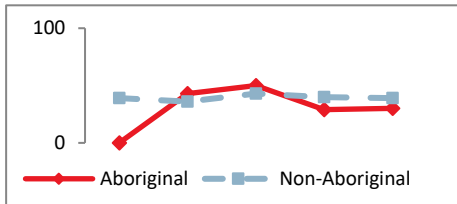
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	53	30	57	1,870	1,190	64
2019/20	25	17	68	1,664	1,031	62
2020/21	34	20	59	1,723	1,095	64
2021/22	47	26	55	2,157	1,150	53
2022/23	51	30	59	2,026	1,107	55

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



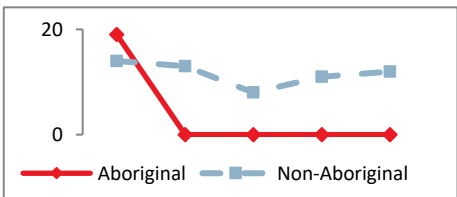
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	48	10	21	1,806	499	28
2019/20	23	Msk	Msk	1,608	386	24
2020/21	34	11	32	1,652	478	29
2021/22	41	13	32	2,046	599	29
2022/23	46	15	33	1,852	560	30

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	47	Msk	Msk	1,803	707	39
2019/20	23	10	43	1,607	575	36
2020/21	34	17	50	1,649	713	43
2021/22	42	12	29	2,045	809	40
2022/23	44	13	30	1,855	729	39

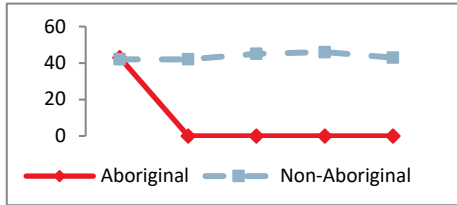
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	10	19	1,870	262	14
2019/20	25	Msk	Msk	1,661	215	13
2020/21	34	Msk	Msk	1,720	139	8
2021/22	47	Msk	Msk	2,153	232	11
2022/23	49	Msk	Msk	2,016	246	12

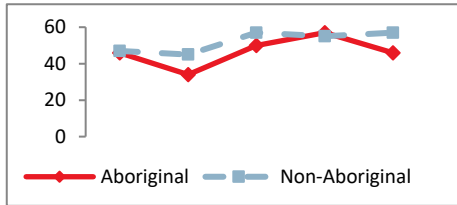
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



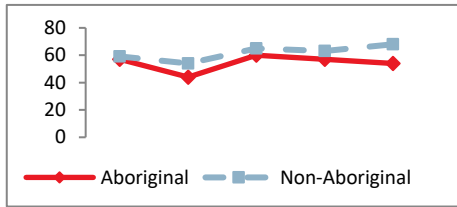
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	12	43	1,612	672	42
2019/20	29	Msk	Msk	1,441	599	42
2020/21	26	Msk	Msk	1,165	521	45
2021/22	23	Msk	Msk	1,423	651	46
2022/23	26	Msk	Msk	1,462	627	43

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



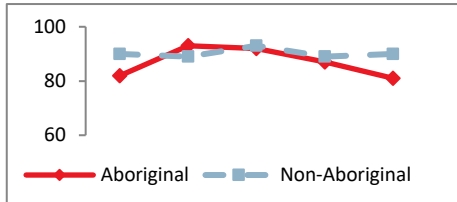
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	13	46	1,616	753	47
2019/20	29	10	34	1,441	647	45
2020/21	26	13	50	1,164	660	57
2021/22	23	13	57	1,429	787	55
2022/23	26	12	46	1,456	823	57

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



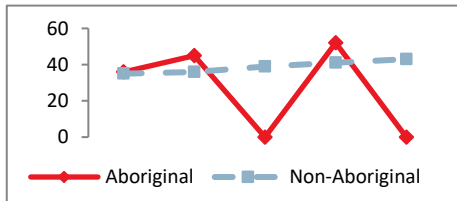
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	28	16	57	1,543	903	59
2019/20	27	12	44	1,390	755	54
2020/21	25	15	60	1,093	713	65
2021/22	23	13	57	1,383	877	63
2022/23	26	14	54	1,416	966	68

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	23	82	1,599	1,445	90
2019/20	29	27	93	1,419	1,266	89
2020/21	24	22	92	1,101	1,020	93
2021/22	23	20	87	1,280	1,139	89
2022/23	26	21	81	1,331	1,204	90

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

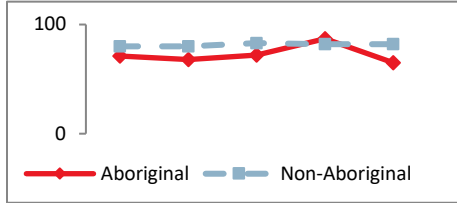


School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	10	36	1,607	556	35
2019/20	29	13	45	1,426	511	36
2020/21	25	Msk	Msk	1,107	430	39
2021/22	23	12	52	1,344	557	41
2022/23	26	Msk	Msk	1,389	596	43



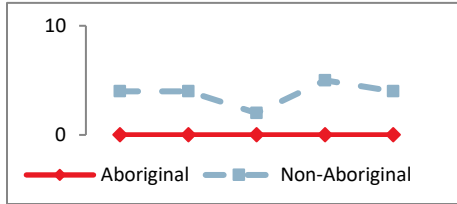
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



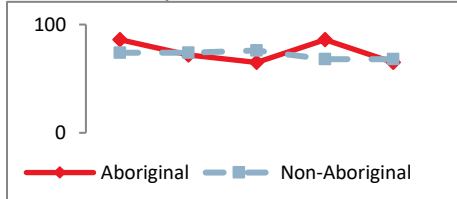
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	20	71	1,598	1,274	80
2019/20	28	19	68	1,427	1,137	80
2020/21	25	18	72	1,133	942	83
2021/22	23	20	87	1,379	1,131	82
2022/23	26	17	65	1,414	1,155	82

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



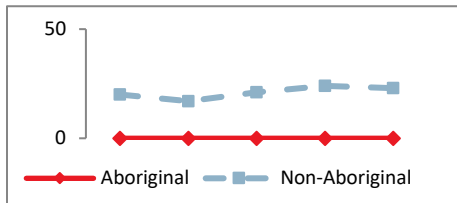
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	Msk	Msk	1,598	62	4
2019/20	28	Msk	Msk	1,424	54	4
2020/21	25	Msk	Msk	1,135	26	2
2021/22	23	Msk	Msk	1,379	73	5
2022/23	26	Msk	Msk	1,419	58	4

**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.)**



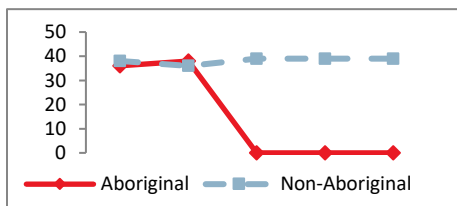
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	28	24	86	1,609	1,187	74
2019/20	29	21	72	1,441	1,070	74
2020/21	26	17	65	1,167	886	76
2021/22	22	19	86	1,432	969	68
2022/23	26	17	65	1,459	994	68

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



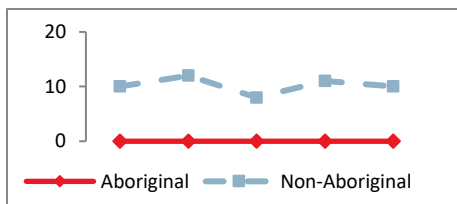
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	Msk	Msk	1,605	322	20
2019/20	29	Msk	Msk	1,412	235	17
2020/21	25	Msk	Msk	1,099	232	21
2021/22	23	Msk	Msk	1,298	315	24
2022/23	25	Msk	Msk	1,340	314	23

**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	28	10	36	1,603	603	38
2019/20	29	11	38	1,413	512	36
2020/21	24	Msk	Msk	1,096	427	39
2021/22	23	Msk	Msk	1,307	513	39
2022/23	26	Msk	Msk	1,337	516	39

**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	28	Msk	Msk	1,612	155	10
2019/20	29	Msk	Msk	1,439	167	12
2020/21	26	Msk	Msk	1,168	94	8
2021/22	23	Msk	Msk	1,421	161	11
2022/23	26	Msk	Msk	1,460	151	10

## GLOSSARY

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

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

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