



Aboriginal Report

How Are We Doing?

2023/2024

School District: 039
Vancouver

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

Self-Identification: Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

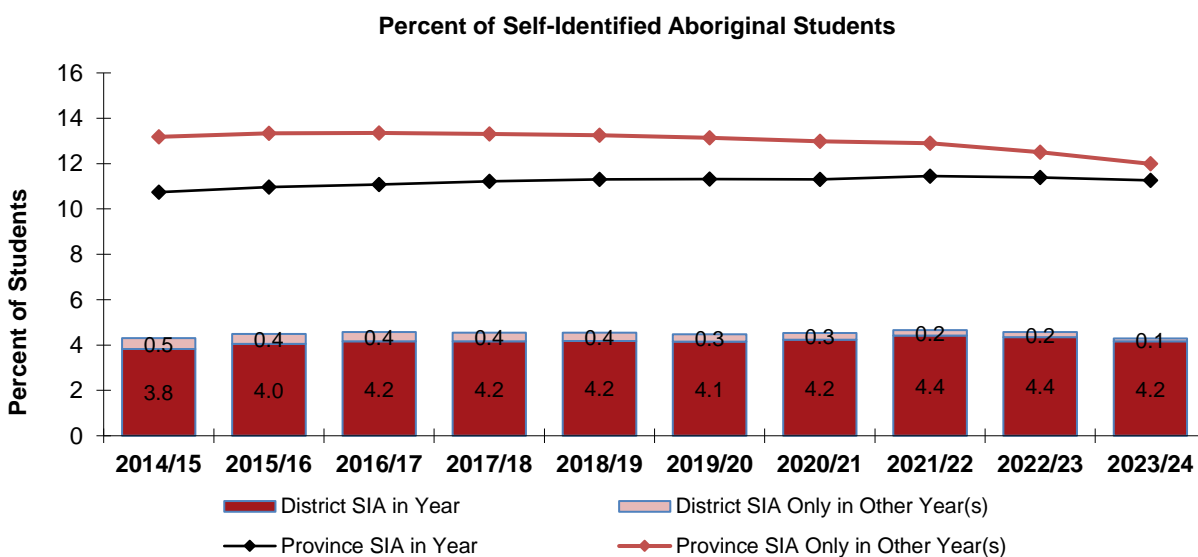
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	54,340	2,081	3.8	260	0.5	552,785	59,382	10.7	13,462	2.4
2015/16	52,758	2,136	4.0	235	0.4	553,375	60,706	11.0	13,089	2.4
2016/17	52,247	2,177	4.2	216	0.4	557,624	61,801	11.1	12,665	2.3
2017/18	51,682	2,150	4.2	197	0.4	563,240	63,182	11.2	11,796	2.1
2018/19	51,807	2,167	4.2	188	0.4	568,982	64,326	11.3	11,062	1.9
2019/20	51,759	2,145	4.1	171	0.3	576,000	65,215	11.3	10,440	1.8
2020/21	51,105	2,167	4.2	148	0.3	568,284	64,272	11.3	9,478	1.7
2021/22	50,231	2,222	4.4	118	0.2	578,797	66,282	11.5	8,372	1.4
2022/23	51,180	2,229	4.4	109	0.2	590,583	67,285	11.4	6,573	1.1
2023/24	52,428	2,187	4.2	66	0.1	604,738	68,098	11.3	4,417	0.7



Note:

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

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

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

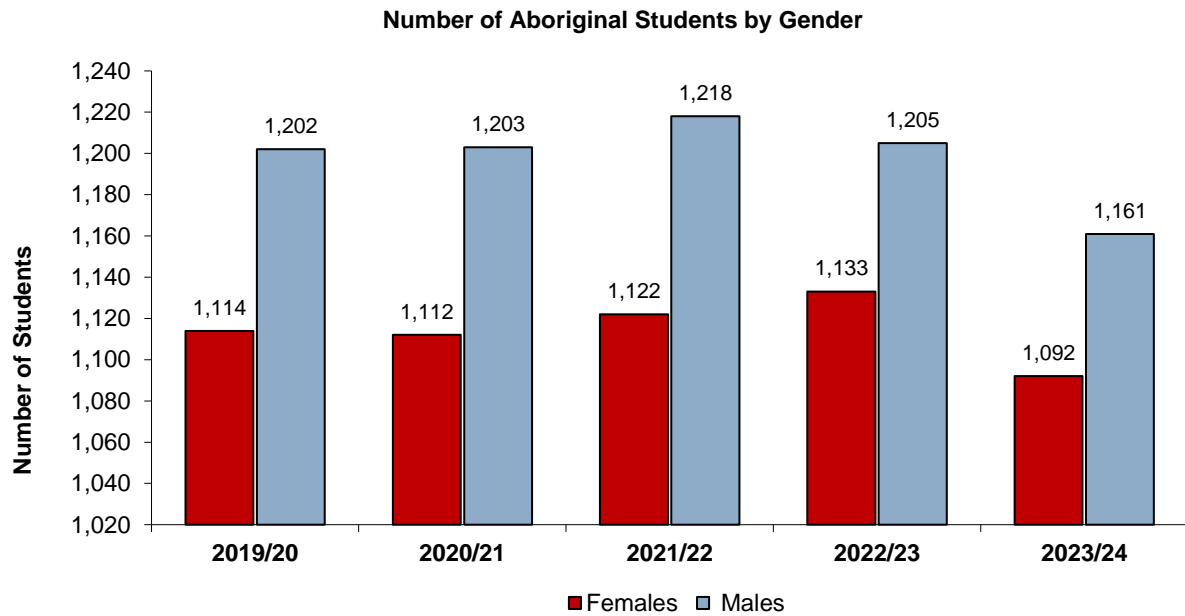
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	District							Province *		
	All Students #	Aboriginal		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		Students								
2019/20	51,759	2,316	4.5	1,114	2.2	1,202	2.3	75,655	37,515	38,140
2020/21	51,105	2,315	4.5	1,112	2.2	1,203	2.4	73,750	36,654	37,096
2021/22	50,231	2,340	4.7	1,122	2.2	1,218	2.4	74,654	37,107	37,547
2022/23	51,180	2,338	4.6	1,133	2.2	1,205	2.4	73,858	36,624	37,234
2023/24	52,428	2,253	4.3	1,092	2.1	1,161	2.2	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

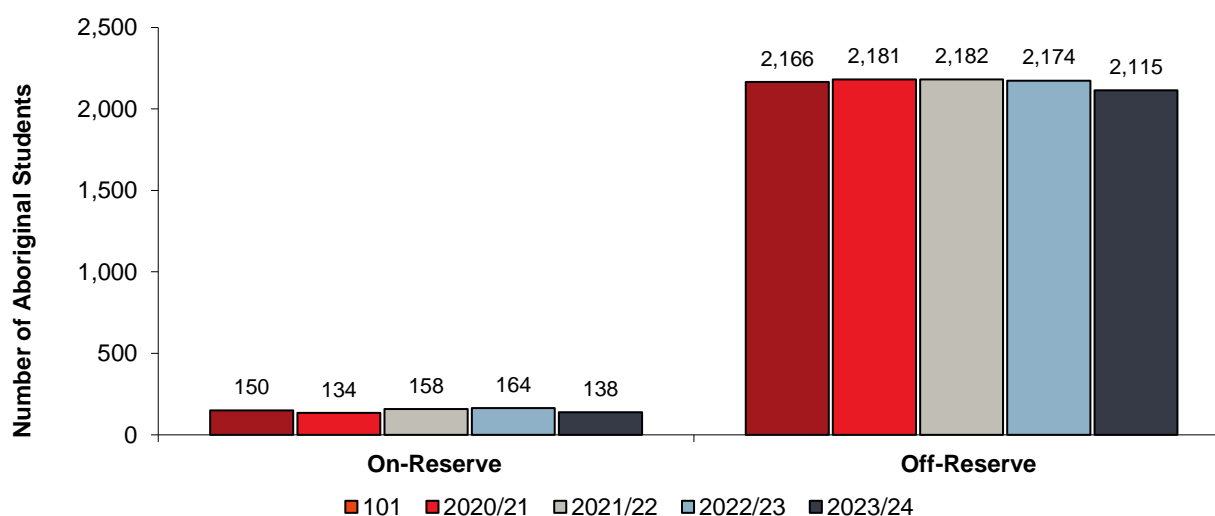
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2019/20	2,316	74	76	150	1,040	1,126	2,166	8,209	67,446
2020/21	2,315	65	69	134	1,047	1,134	2,181	7,754	65,996
2021/22	2,340	74	84	158	1,048	1,134	2,182	7,992	66,662
2022/23	2,338	76	88	164	1,057	1,117	2,174	8,074	65,784
2023/24	2,253	61	77	138	1,031	1,084	2,115	8,127	64,388

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2019/20	2,321	72	73	145	1,032	1,144	2,176	8,056	67,371
2020/21	2,357	75	73	148	1,073	1,136	2,209	7,713	65,958
2021/22	2,354	83	89	172	1,052	1,130	2,182	7,916	66,147
2022/23	2,306	73	87	160	1,037	1,109	2,146	8,001	65,503
2023/24	2,242	59	76	135	1,040	1,067	2,107	8,035	63,986

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

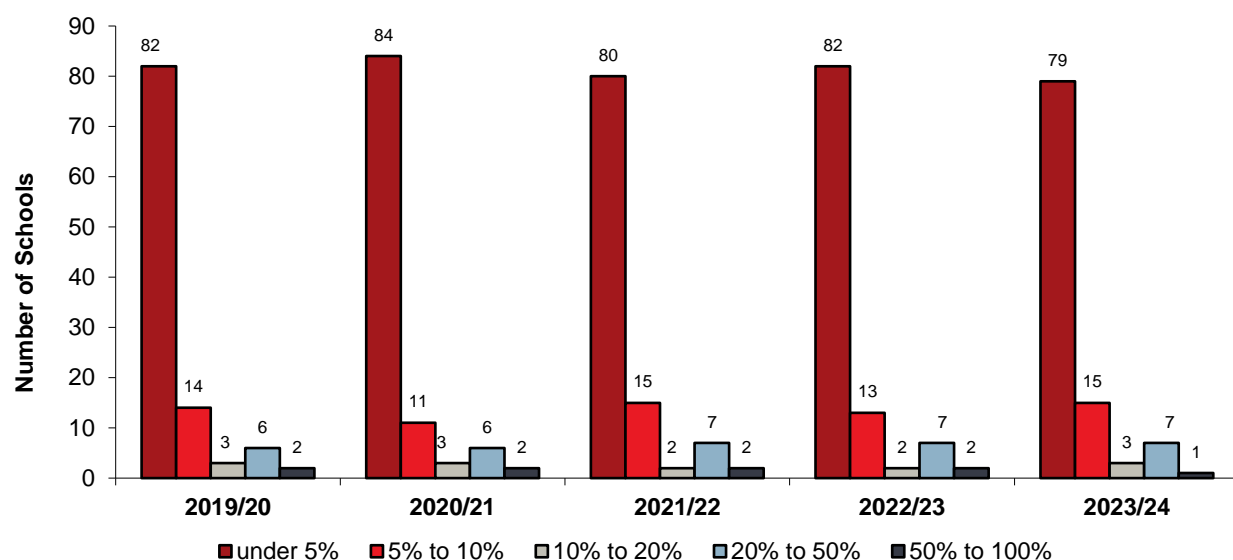


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

District							Province *					
School Year	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	107	82	14	3	6	2	1,386	370	212	322	386	96
2020/21	106	84	11	3	6	2	1,395	380	214	331	370	100
2021/22	106	80	15	2	7	2	1,402	387	239	335	344	97
2022/23	106	82	13	2	7	2	1,409	409	245	326	338	91
2023/24	105	79	15	3	7	1	1,409	431	241	316	332	89

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

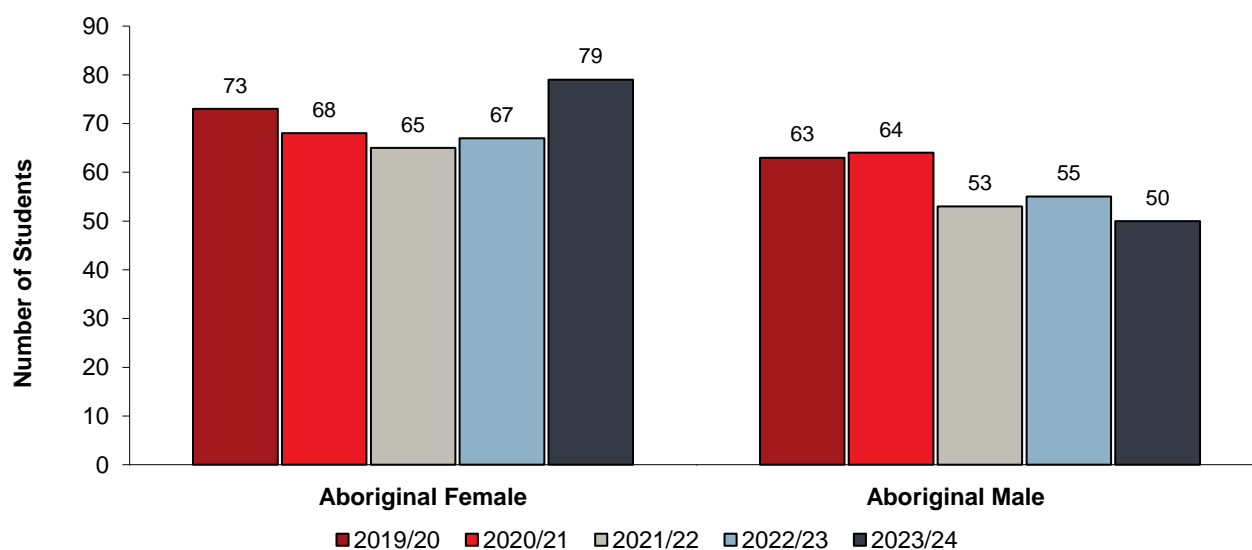


* Public schools only

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 #
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	1,430	1,327	1,778	1,830
2021/22	312	65	53	118	117	77	194	1,455	1,265	1,758	1,630
2022/23	309	67	55	122	117	70	187	1,524	1,268	1,997	1,739
2023/24	343	79	50	129	112	102	214	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



* Public schools only

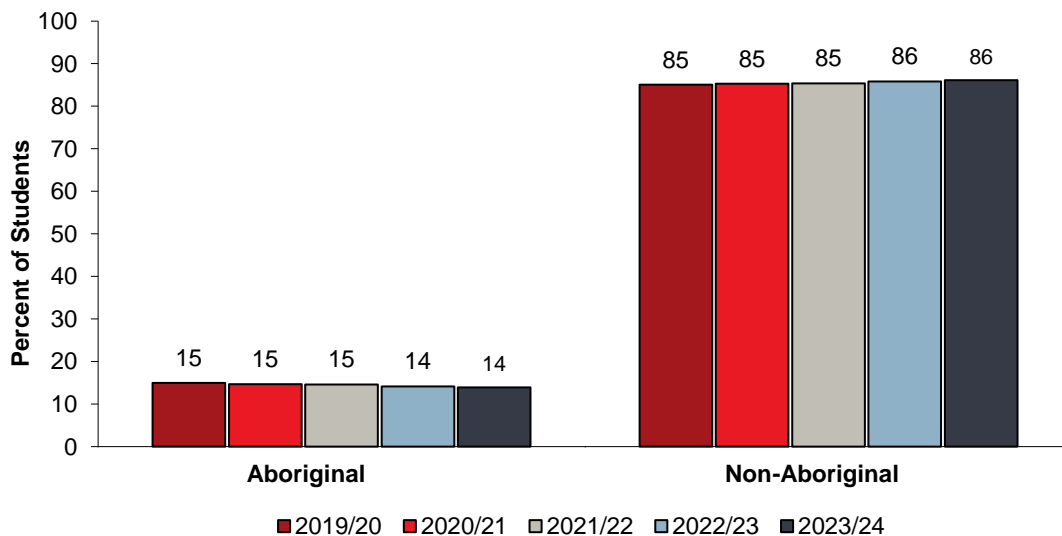
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	5,717	854	15	4,863	85
2020/21	5,841	858	15	4,983	85
2021/22	6,061	887	15	5,174	85
2022/23	6,150	870	14	5,280	86
2023/24	6,291	874	14	5,417	86

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

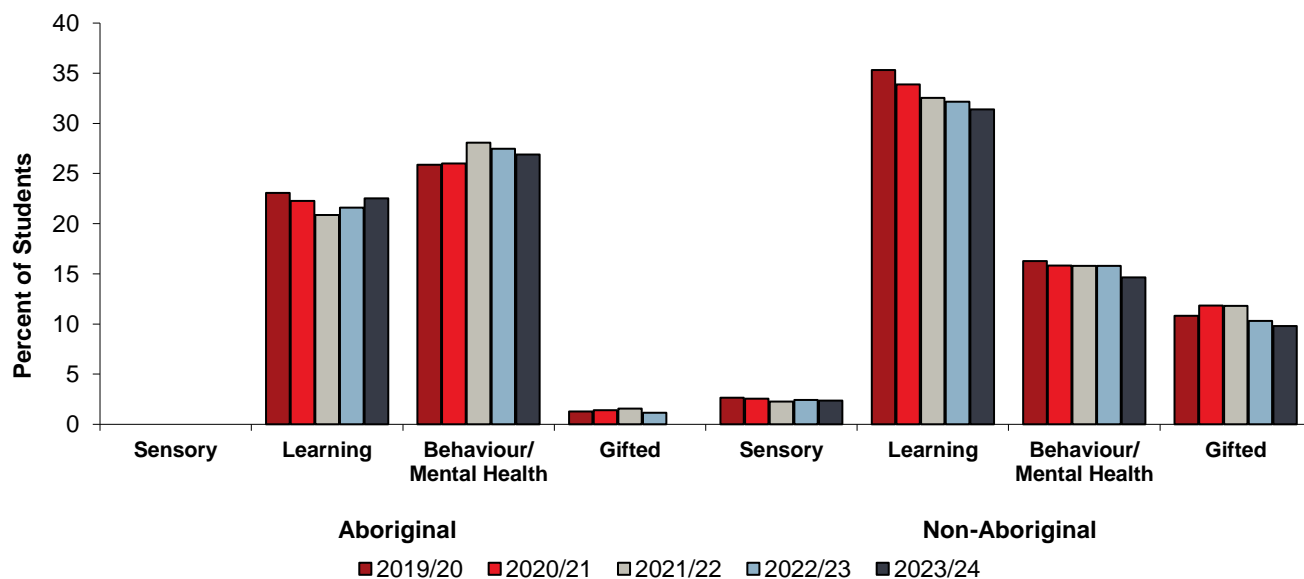


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation						Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
	Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2019/20	854	4,863	Msk	Msk	129	3	197	23	1,718	35	221	26	791	16	11	1	526	11
2020/21	858	4,983	Msk	Msk	127	3	191	22	1,688	34	223	26	789	16	12	1	590	12
2021/22	887	5,174	Msk	Msk	118	2	185	21	1,683	33	249	28	817	16	14	2	611	12
2022/23	870	5,280	Msk	Msk	128	2	188	22	1,698	32	239	27	834	16	10	1	545	10
2023/24	874	5,417	Msk	Msk	128	2	197	23	1,701	31	235	27	793	15	Msk	Msk	531	10

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

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

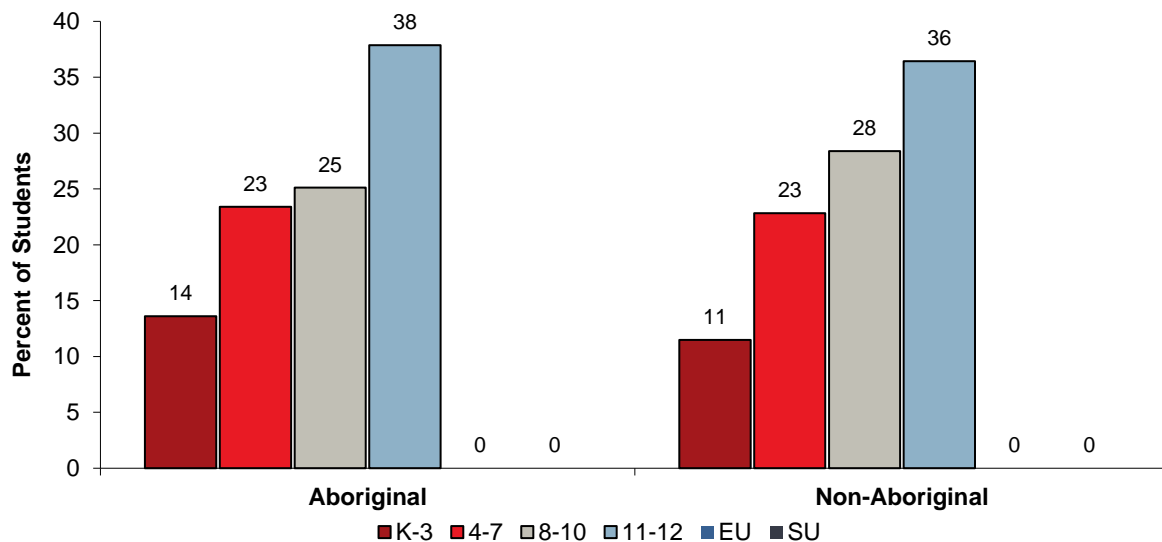
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	221	33	15	58	26	56	25	74	33	0	0	0	0
2020/21	223	40	18	47	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
2023/24	235	32	14	55	23	59	25	89	38	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	791	128	16	244	31	198	25	221	28	0	0	0	0
2020/21	789	122	15	206	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
2023/24	793	91	11	181	23	225	28	289	36	0	0	0	0

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



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

BC Residents

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

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

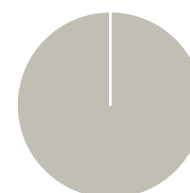
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	62	35	31	50	Msk	Msk	Msk	Msk
2020/21	33	18	Msk	Msk	24	73	Msk	Msk
2021/22	36	19	20	56	Msk	Msk	Msk	Msk
2022/23	45	26	Msk	Msk	24	53	Msk	Msk
2023/24	64	38	Msk	Msk	34	53	Msk	Msk

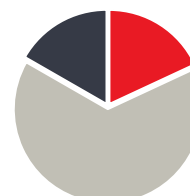


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

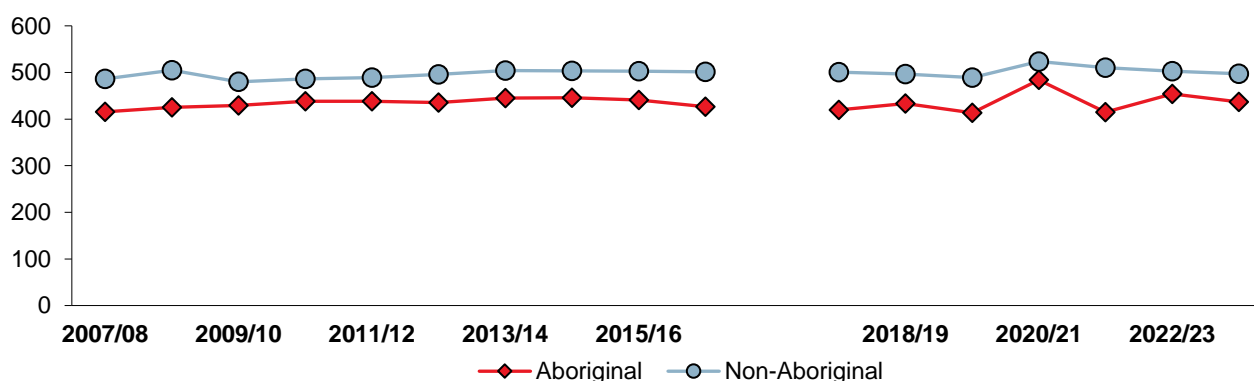
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	1,897	58	399	21	1,221	64	277	15
2020/21	1,536	44	174	11	1,000	65	362	24
2021/22	1,634	49	254	16	1,079	66	311	19
2022/23	1,721	52	288	17	1,129	66	304	18
2023/24	2,125	61	384	18	1,386	65	355	17



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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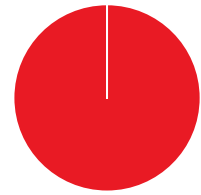
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	
			#	%	#	%	#	%
2019/20	59	33	29	49	30	51	0	0
2020/21	34	19	Msk	Msk	15	44	Msk	Msk
2021/22	40	22	27	68	13	33	0	0
2022/23	47	27	30	64	17	36	0	0
2023/24	64	38	38	59	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

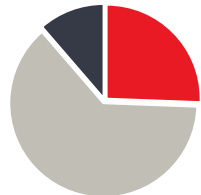


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

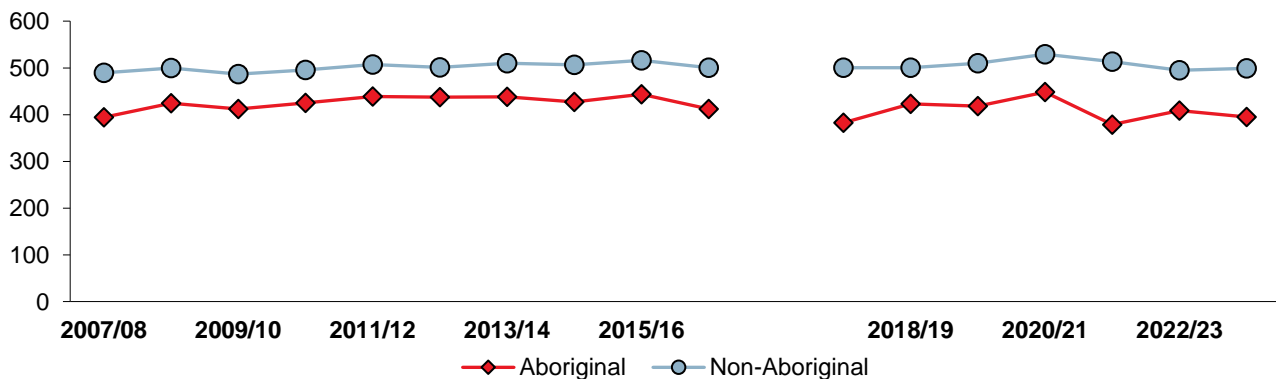
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	1,896	58	390	21	1,265	67	241	13
2020/21	1,538	45	265	17	1,004	65	269	17
2021/22	1,637	49	357	22	1,063	65	225	14
2022/23	1,719	52	441	26	1,105	64	173	10
2023/24	2,118	61	542	26	1,336	63	240	11

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

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

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	47	25	26	55	21	45	0	0
2020/21	30	15	13	43	17	57	0	0
2021/22	31	17	Msk	Msk	18	58	Msk	Msk
2022/23	55	29	31	56	Msk	Msk	Msk	Msk
2023/24	59	33	34	58	Msk	Msk	Msk	Msk

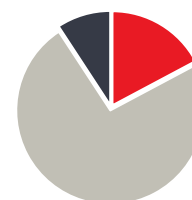


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

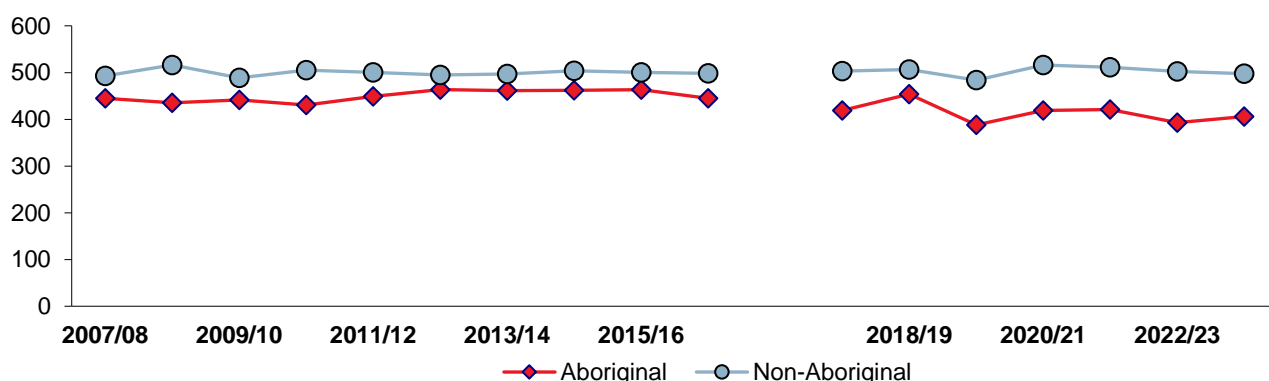
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	2,067	58	401	19	1,531	74	135	7
2020/21	1,393	39	151	11	1,092	78	150	11
2021/22	1,640	47	238	15	1,235	75	177	11
2022/23	1,743	51	273	16	1,305	75	165	9
2023/24	1,940	53	334	17	1,427	74	179	9



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

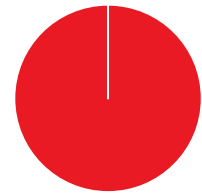
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	46	25	30	65	Msk	Msk	Msk	Msk
2020/21	29	15	18	62	11	38	0	0
2021/22	29	16	14	48	Msk	Msk	Msk	Msk
2022/23	53	28	40	75	13	25	0	0
2023/24	57	32	38	67	Msk	Msk	Msk	Msk

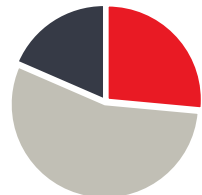


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

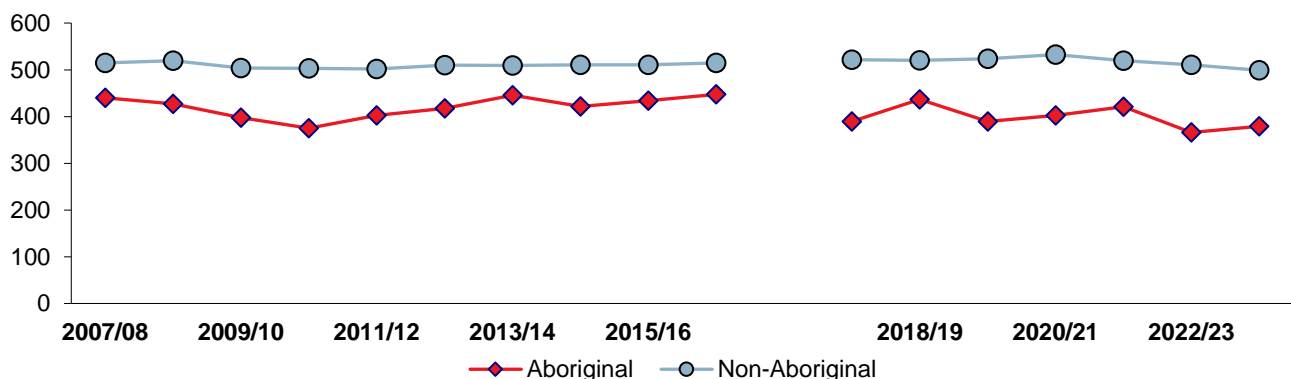
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	2,079	59	415	20	1,146	55	518	25
2020/21	1,390	39	224	16	796	57	370	27
2021/22	1,633	47	329	20	940	58	372	23
2022/23	1,743	51	402	23	983	56	358	21
2023/24	1,942	53	514	26	1,069	55	359	18



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	43	141	70	50	41	29	Msk	Msk	Msk	Msk
Non-Aboriginal	57	2,877	478	17	894	31	1,215	42	290	9

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	38	124	52	42	43	35	Msk	Msk	Msk	Msk
Non-Aboriginal	77	4,582	649	14	1,454	32	2,062	45	417	9

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	51	132	53	40	52	39	Msk	Msk	Msk	Msk
Non-Aboriginal	73	3,646	407	11	1,042	29	1,507	41	690	19

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	56	129	41	32	63	49	Msk	Msk	Msk	Msk
Non-Aboriginal	88	4,494	348	8	1,313	29	1,859	41	974	22

2023/24 Grade 10

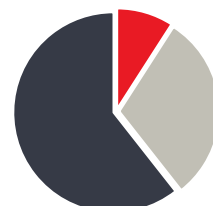
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	134	47	35	56	42	Msk	Msk	Msk	Msk
Non-Aboriginal	88	4,101	379	9	1,228	30	1,698	41	796	19

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	34	67	Msk	Msk	16	24	39	58	Msk	Msk
Non-Aboriginal	65	2,514	80	3	377	15	1,652	66	405	16

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	43	113	Msk	Msk	40	35	44	39	Msk	Msk
Non-Aboriginal	87	4,345	99	2	597	14	2,759	63	890	20

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	40	114	Msk	Msk	42	37	56	49	Msk	Msk
Non-Aboriginal	89	3,893	127	3	569	15	2,508	64	689	18

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	54	146	16	11	60	41	59	40	11	8
Non-Aboriginal	90	4,030	147	4	625	16	2,546	63	712	18

2023/24 Grade 10

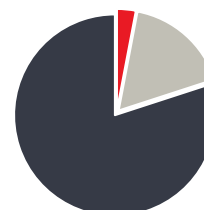
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	51	136	26	19	38	28	62	46	10	7
Non-Aboriginal	91	4,099	139	3	685	17	2,598	63	677	17

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	45	112	Msk	Msk	29	26	60	54	Msk	Msk
Non-Aboriginal	78	3,714	35	1	435	12	2,125	57	1,119	30

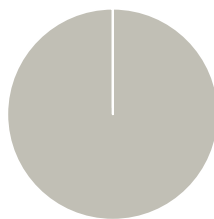
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	44	95	10	11	38	40	37	39	10	11
Non-Aboriginal	85	3,643	53	1	451	12	2,182	60	957	26

2023/24 Grade 12

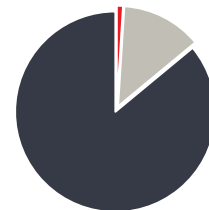
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	45	94	Msk	Msk	34	36	48	51	Msk	Msk
Non-Aboriginal	86	3,855	52	1	492	13	2,383	62	928	24

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

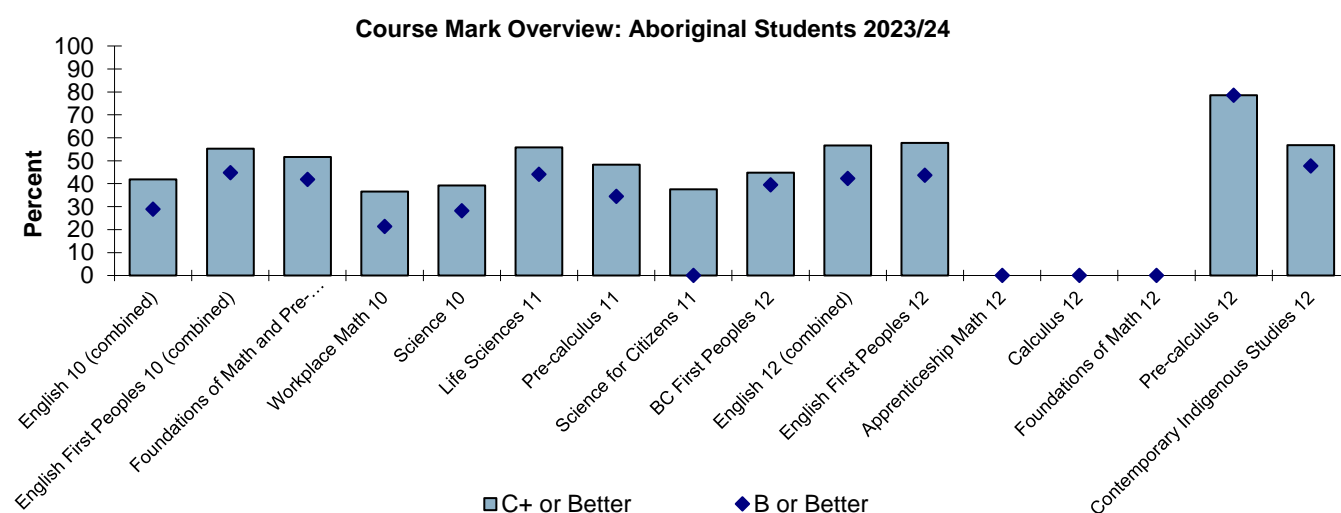
COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
English 10 (combined)*	232	97	42	67	29	5,460	4,368	80	3,785	69
English First Peoples 10 (combined)*	114	63	55	51	45	2,736	2,341	86	2,152	79
Foundations of Math and Pre-calculus 10	62	32	52	26	42	3,450	2,505	73	2,223	64
Workplace Math 10	112	41	37	24	21	564	304	54	234	41
Science 10	163	64	39	46	28	3,857	3,017	78	2,703	70
Life Sciences 11	34	19	56	15	44	1,571	1,323	84	1,195	76
Pre-calculus 11	29	14	48	10	34	3,484	2,777	80	2,530	73
Science for Citizens 11	32	12	38	Msk	Msk	217	128	59	103	47
BC First Peoples 12	38	17	45	15	39	1,099	980	89	924	84
English 12 (combined)*	90	51	57	38	42	2,391	2,045	86	1,884	79
English First Peoples 12	64	37	58	28	44	1,963	1,727	88	1,577	80
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	774	703	91	667	86
Foundations of Math 12	17	Msk	Msk	Msk	Msk	228	176	77	159	70
Pre-calculus 12	14	11	79	11	79	2,453	2,122	87	1,988	81
Contemporary Indigenous Studies 12	44	25	57	21	48	591	528	89	504	85



Note:

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

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

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

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

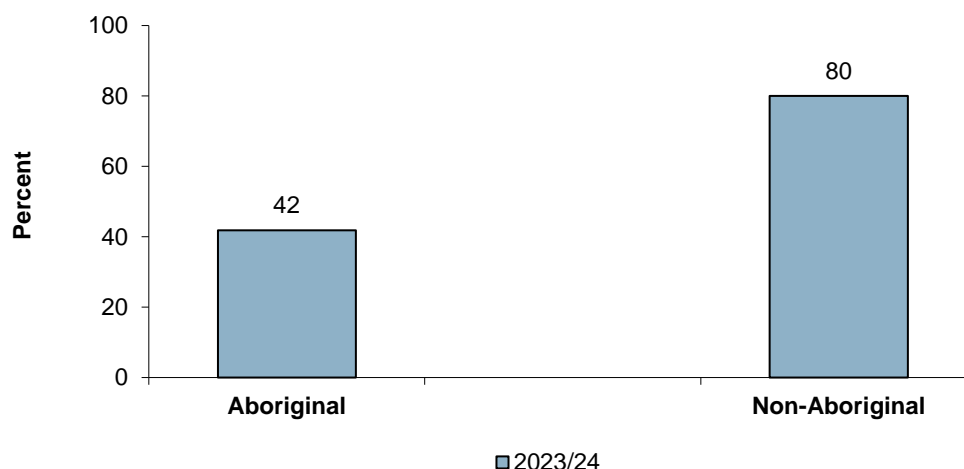
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course 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	7,775	6,429	83	5,701	73	
2021/22	263	121	46	90	34	7,600	6,169	81	5,420	71	
2022/23	298	152	51	103	35	7,338	5,904	80	5,217	71	
2023/24	232	97	42	67	29	5,460	4,368	80	3,785	69	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 10	Course Mark Count			Total Gr 10	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 10 #	Non-Gr 10 #	Mark Count #	Students * #	Gr 10 #	Non-Gr 10 #
2019/20	322	208	263	59	7,516	3,839	6,650	866
2020/21	245	155	183	62	7,775	3,859	6,907	868
2021/22	263	177	199	64	7,600	3,778	6,818	782
2022/23	298	210	242	56	7,338	3,957	6,573	765
2023/24	232	199	170	62	5,460	4,069	4,685	775

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.

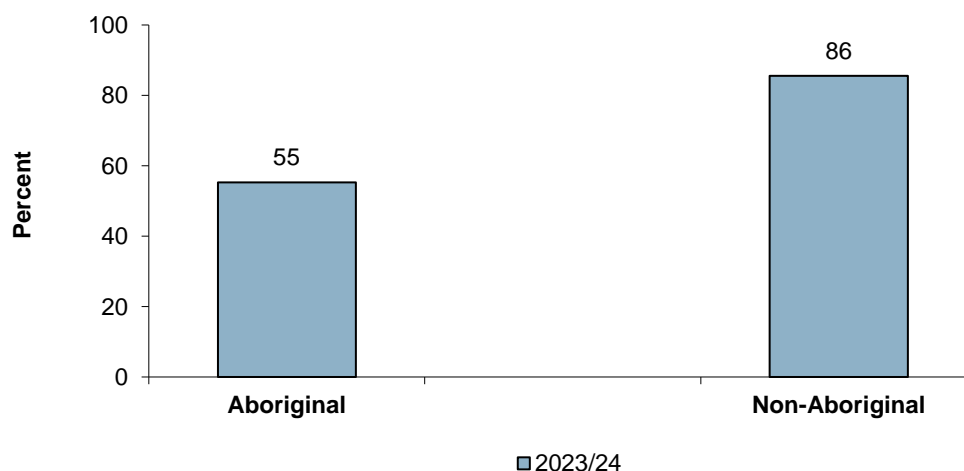
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	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	
2023/24	114	63	55	51	45	2,736	2,341	86	2,152	79	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	Msk	208	Msk	Msk	60	3,839	60	0	
2020/21	-	155	-	-	-	3,859	-	-	
2021/22	26	177	Msk	Msk	42	3,778	Msk	Msk	
2022/23	56	210	Msk	Msk	546	3,957	525	21	
2023/24	114	199	101	13	2,736	4,069	2,614	122	

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



Note:

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

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

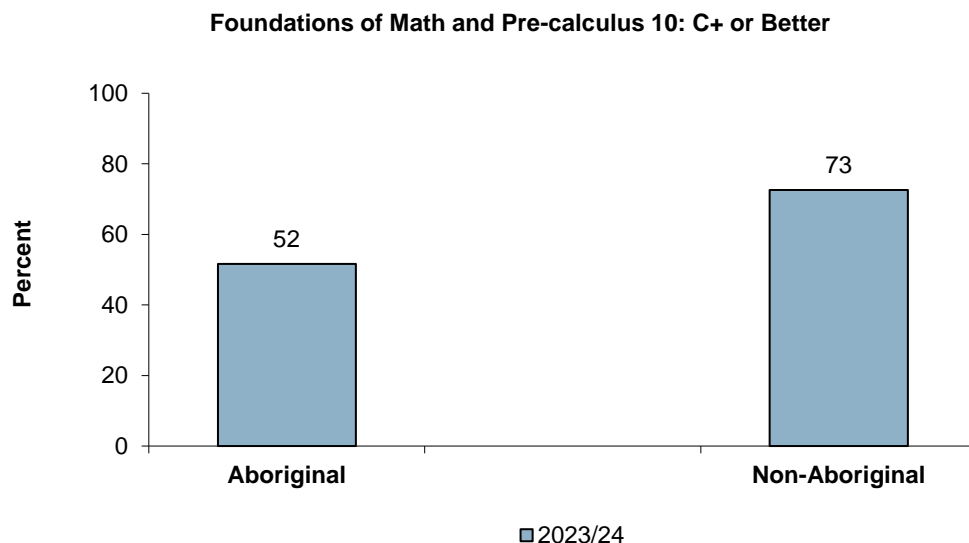
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	69	43	62	37	54	3,416	2,447	72	2,128	62	
2020/21	53	26	49	20	38	3,425	2,683	78	2,425	71	
2021/22	51	22	43	19	37	3,422	2,530	74	2,280	67	
2022/23	57	26	46	22	39	3,619	2,624	73	2,358	65	
2023/24	62	32	52	26	42	3,450	2,505	73	2,223	64	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	69	208	54	15	3,416	3,839	2,546	870	
2020/21	53	155	39	14	3,425	3,859	2,438	987	
2021/22	51	177	Msk	Msk	3,422	3,778	2,594	828	
2022/23	57	210	47	10	3,619	3,957	2,738	881	
2023/24	62	199	Msk	Msk	3,450	4,069	2,836	614	



Note:

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

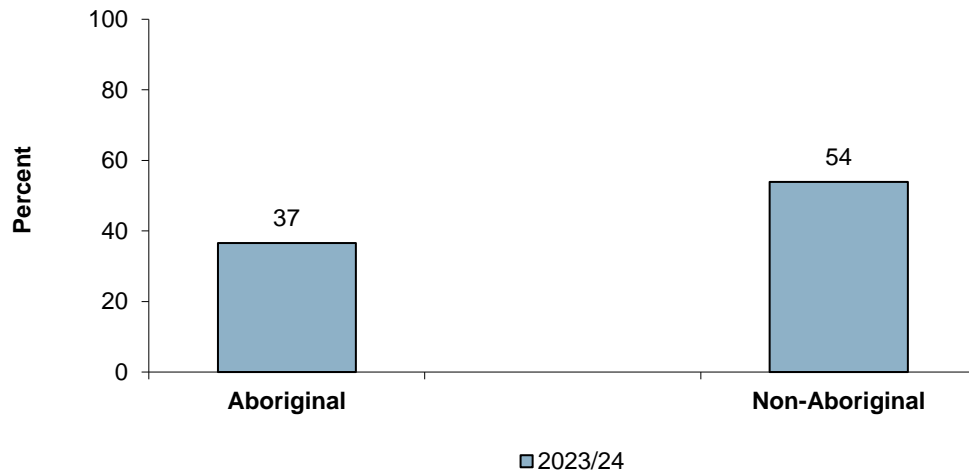
COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	118	46	39	26	22	553	308	56	243	44	
2023/24	112	41	37	24	21	564	304	54	234	41	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	104	208	66	38	627	3,839	424	203	
2020/21	97	155	51	46	665	3,859	458	207	
2021/22	101	177	63	38	603	3,778	439	164	
2022/23	118	210	87	31	553	3,957	416	137	
2023/24	112	199	79	33	564	4,069	421	143	

Workplace Math 10: C+ or Better



Note:

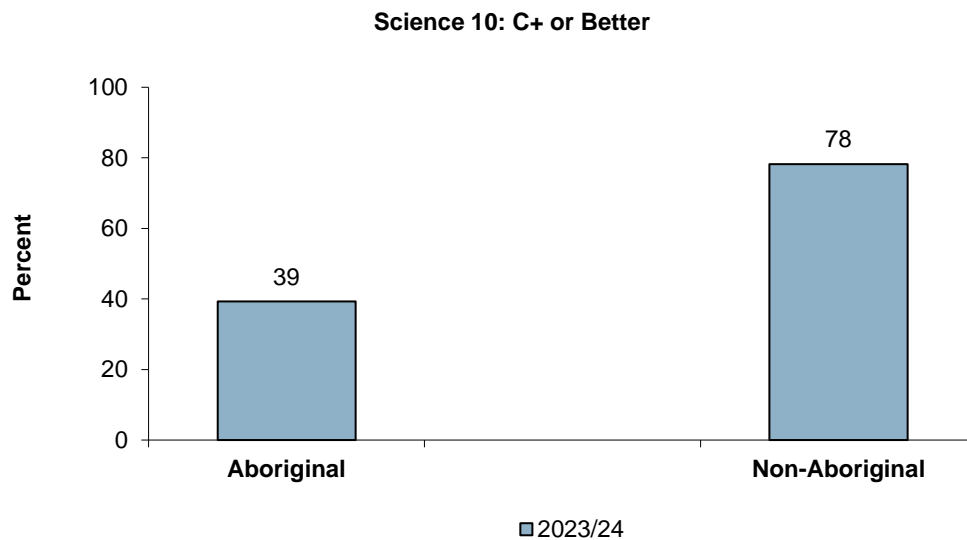
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	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	133	61	46	51	38	3,734	2,973	80	2,684	72	
2022/23	156	53	34	34	22	3,921	3,062	78	2,731	70	
2023/24	163	64	39	46	28	3,857	3,017	78	2,703	70	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	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	133	177	102	31	3,734	3,778	3,183	551	
2022/23	156	210	135	21	3,921	3,957	3,411	510	
2023/24	163	199	132	31	3,857	4,069	3,493	364	



Note:

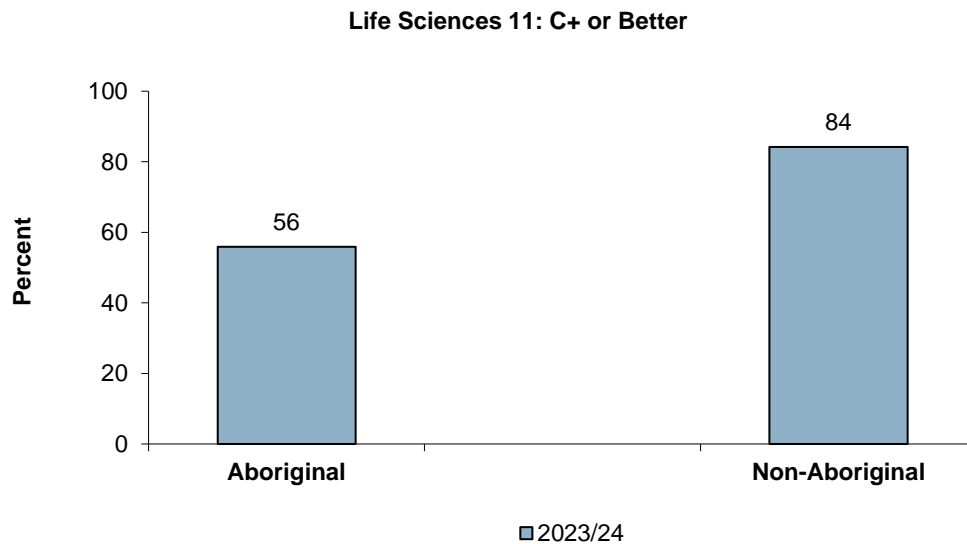
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	1,512	1,248	83	1,114	74	
2022/23	40	24	60	21	53	1,519	1,221	80	1,106	73	
2023/24	34	19	56	15	44	1,571	1,323	84	1,195	76	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	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	1,512	3,955	1,197	315	
2022/23	40	159	30	10	1,519	3,961	1,190	329	
2023/24	34	198	Msk	Msk	1,571	4,202	1,299	272	



Note:

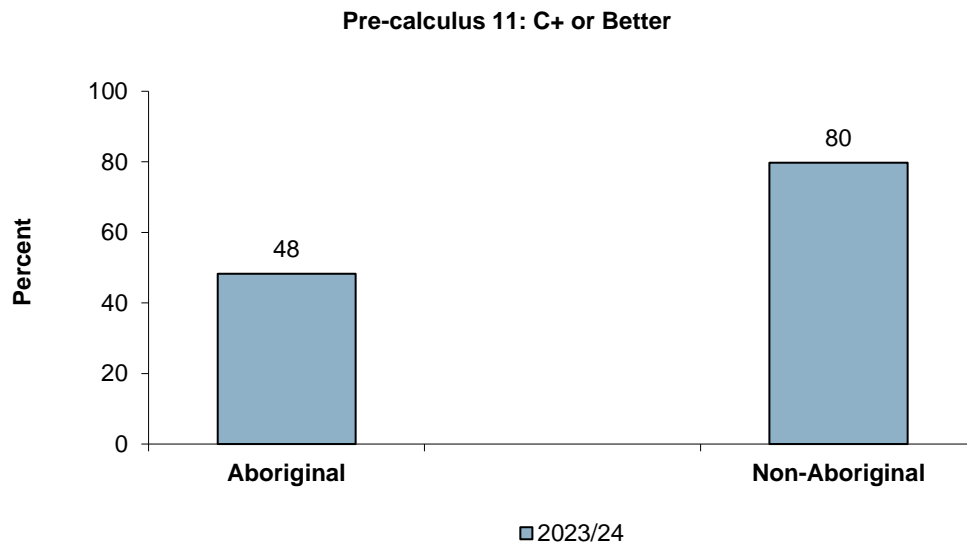
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	32	19	59	14	44	3,128	2,443	78	2,180	70	
2020/21	42	28	67	25	60	3,319	2,697	81	2,432	73	
2021/22	34	21	62	18	53	3,061	2,417	79	2,212	72	
2022/23	35	21	60	16	46	3,251	2,554	79	2,329	72	
2023/24	29	14	48	10	34	3,484	2,777	80	2,530	73	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	32	191	Msk	Msk	3,128	3,935	1,981	1,147	
2020/21	42	207	29	13	3,319	3,863	1,935	1,384	
2021/22	34	163	22	12	3,061	3,955	1,955	1,106	
2022/23	35	159	21	14	3,251	3,961	2,067	1,184	
2023/24	29	198	Msk	Msk	3,484	4,202	2,223	1,261	



Note:

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

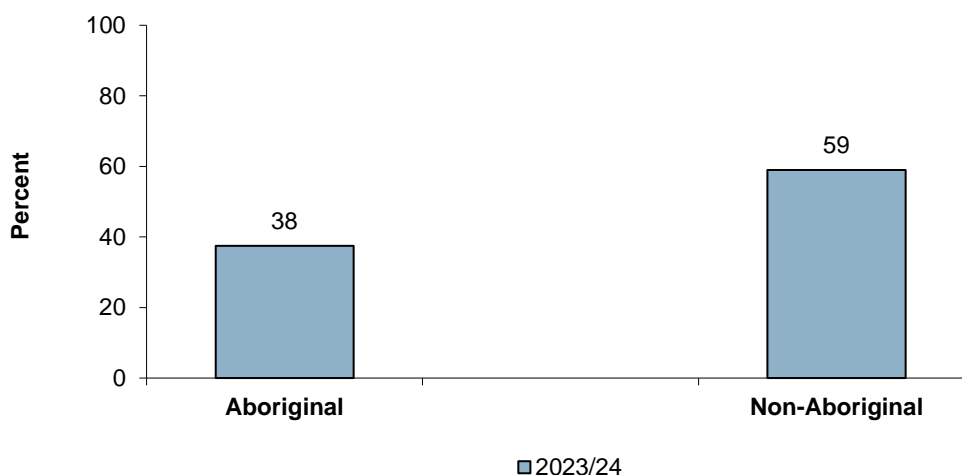
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	124	55	100	44	
2023/24	32	12	38	Msk	Msk	217	128	59	103	47	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 11	Course Mark Count			Total Gr 11	Course Mark Count	
School Year	Mark Count	Students *	Gr 11	Non-Gr 11	Mark Count	Students *	Gr 11	Non-Gr 11
	#	#	#	#	#	#	#	#
2019/20	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	159	Msk	Msk	225	3,961	175	50
2023/24	32	198	22	10	217	4,202	160	57

Science for Citizens 11: C+ or Better



Note:

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

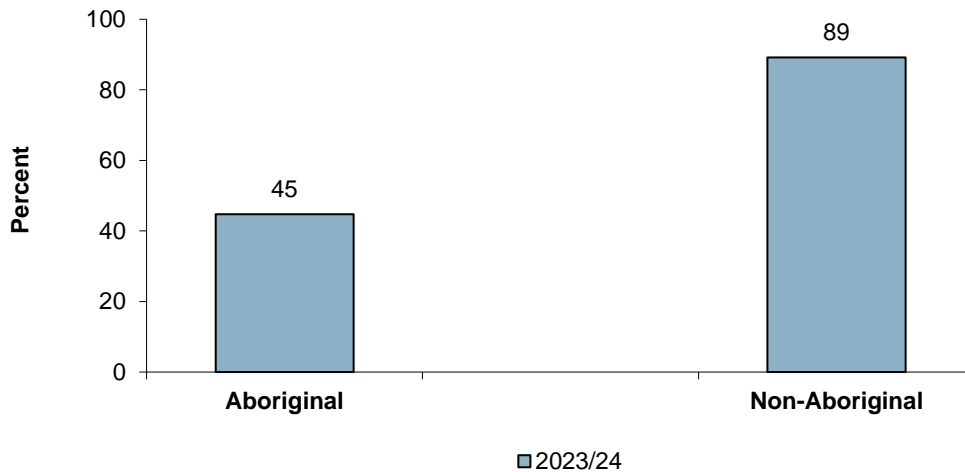
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course 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	
2023/24	38	17	45	15	39	1,099	980	89	924	84	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	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	
2023/24	38	247	18	20	1,099	5,007	416	683	

BC First Peoples 12: C+ or Better



Note:

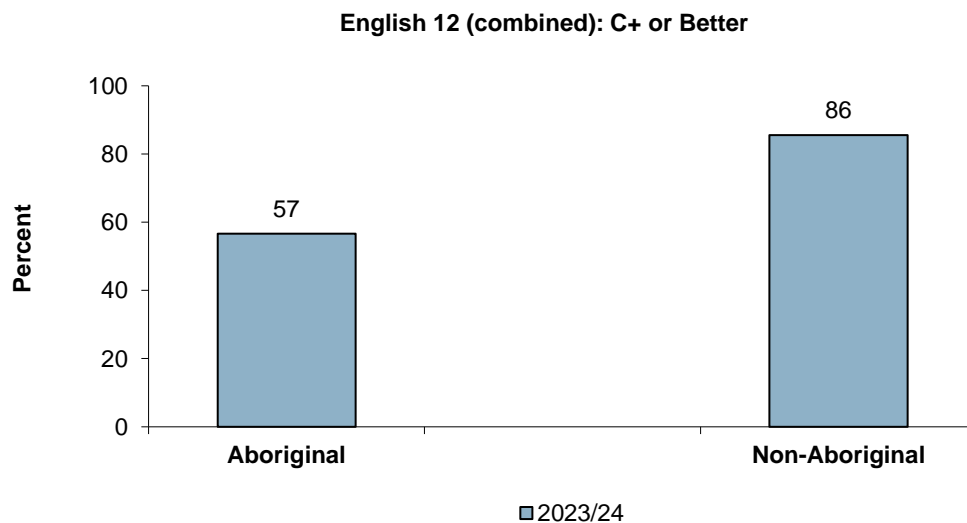
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	152	84	55	68	45	4,236	3,514	83	3,199	76	
2020/21	173	102	59	84	49	4,247	3,512	83	3,201	75	
2021/22	168	106	63	84	50	4,061	3,385	83	3,126	77	
2022/23	122	78	64	54	44	4,320	3,737	87	3,445	80	
2023/24	90	51	57	38	42	2,391	2,045	86	1,884	79	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	152	231	142	10	4,236	5,338	3,778	458	
2020/21	173	262	162	11	4,247	5,068	3,679	568	
2021/22	168	270	158	10	4,061	4,905	3,656	405	
2022/23	122	234	108	14	4,320	4,884	3,785	535	
2023/24	90	247	Msk	Msk	2,391	5,007	2,046	345	



Note:

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

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

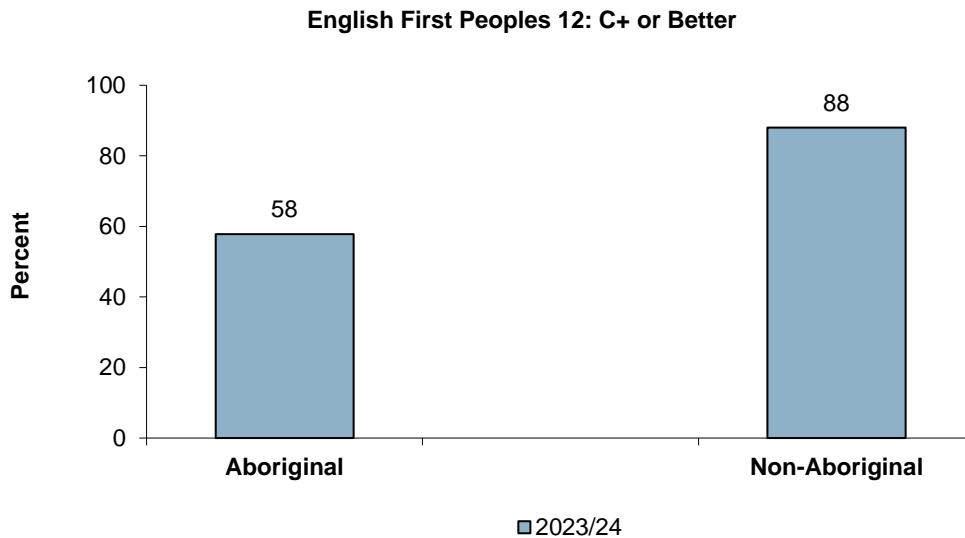
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course 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	228	179	79	158	69	
2023/24	64	37	58	28	44	1,963	1,727	88	1,577	80	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	Msk	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	228	4,884	166	62	
2023/24	64	247	Msk	Msk	1,963	5,007	1,849	114	



Note:

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

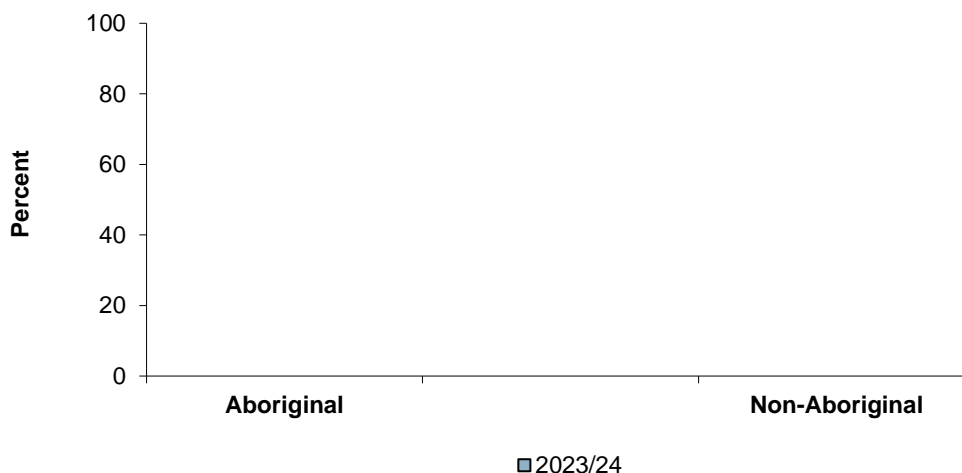
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 12	Course Mark Count			Total Gr 12	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #
2019/20	Msk	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
2023/24	-	247	-	-	Msk	5,007	Msk	Msk

Apprenticeship Math 12: C+ or Better



Note:

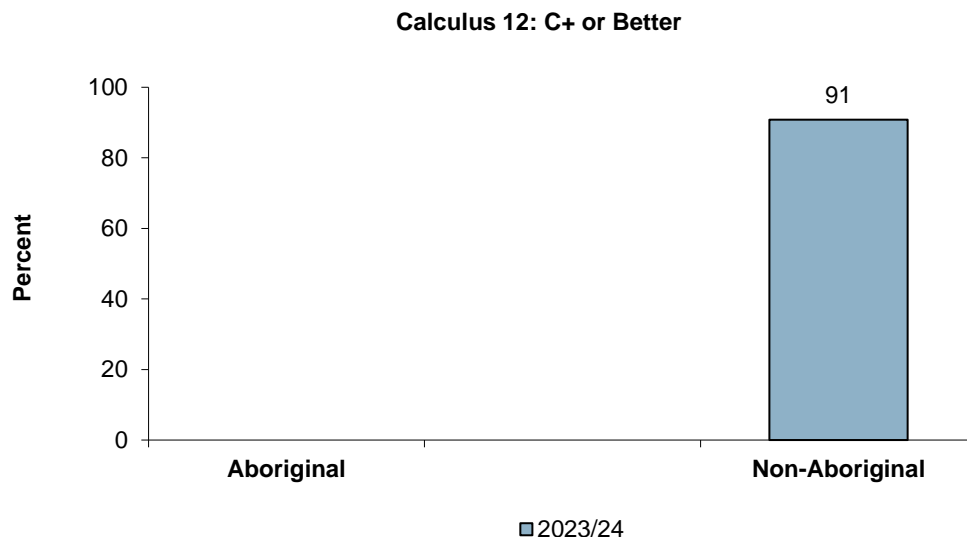
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	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	739	674	91	638	86	
2023/24	Msk	Msk	Msk	Msk	Msk	774	703	91	667	86	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	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	739	4,884	683	56
2023/24	Msk	247	Msk	Msk	774	5,007	708	66



Note:

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

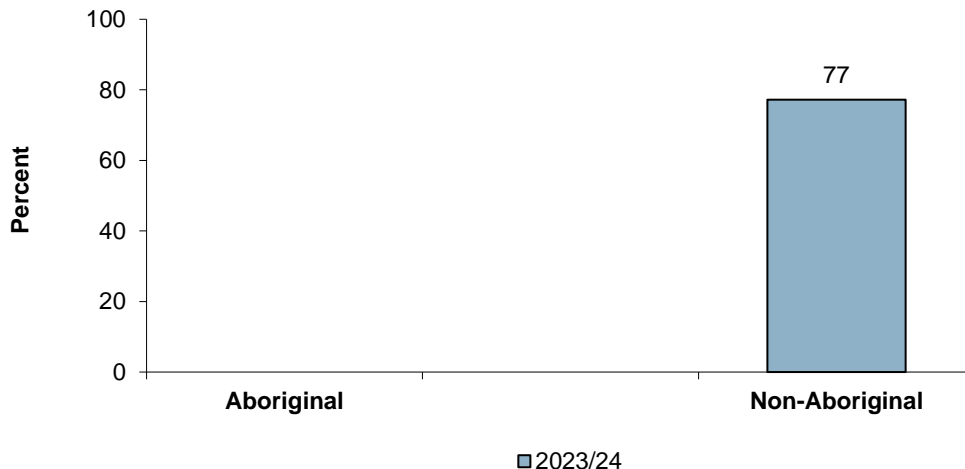
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	194	152	78	136	70	
2022/23	Msk	Msk	Msk	Msk	Msk	154	105	68	83	54	
2023/24	17	Msk	Msk	Msk	Msk	228	176	77	159	70	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	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	194	4,905	175	19
2022/23	Msk	234	Msk	Msk	154	4,884	142	12
2023/24	17	247	Msk	Msk	228	5,007	193	35

Foundations of Math 12: C+ or Better



Note:

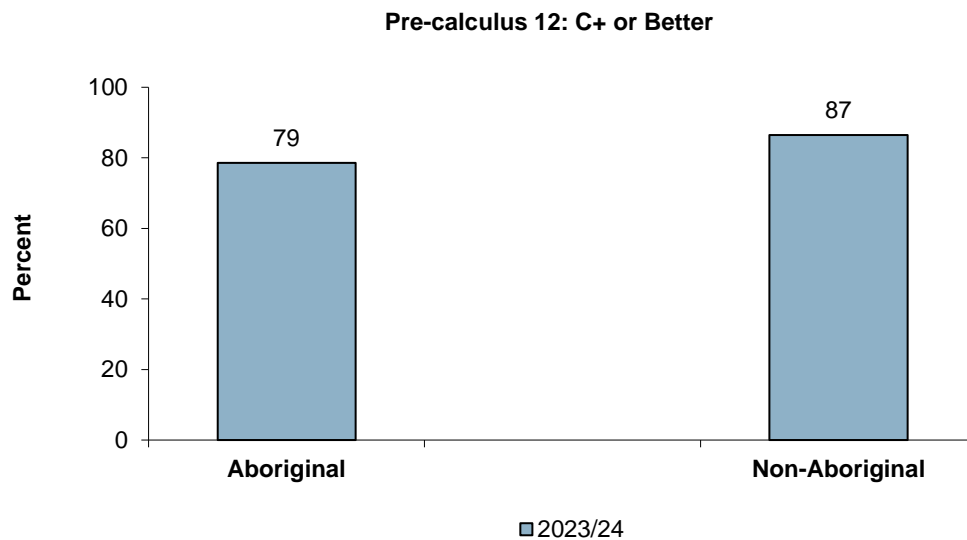
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	2,362	2,052	87	1,917	81	
2023/24	14	11	79	11	79	2,453	2,122	87	1,988	81	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	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	2,362	4,884	1,443	919	
2023/24	14	247	Msk	Msk	2,453	5,007	1,455	998	



Note:

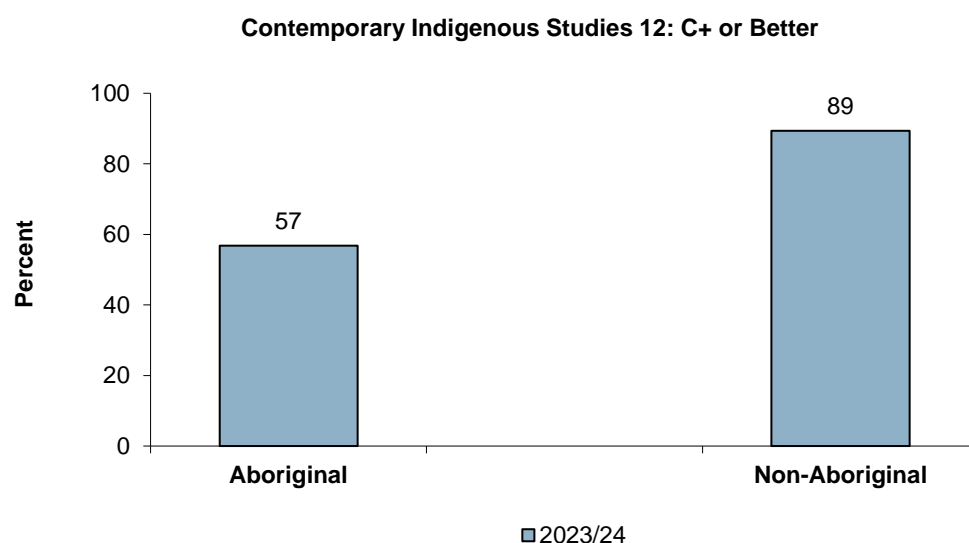
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	
2023/24	44	25	57	21	48	591	528	89	504	85	

Aboriginal					Non-Aboriginal				
Course		Total Gr 12	Course Mark Count		Course		Total Gr 12	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	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	
2023/24	44	247	16	28	591	5,007	189	402	



Note:

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

FIRST NATIONS LANGUAGES COURSES (GRADE 10-12) 2019/20 - 2023/24

BC Residents

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

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

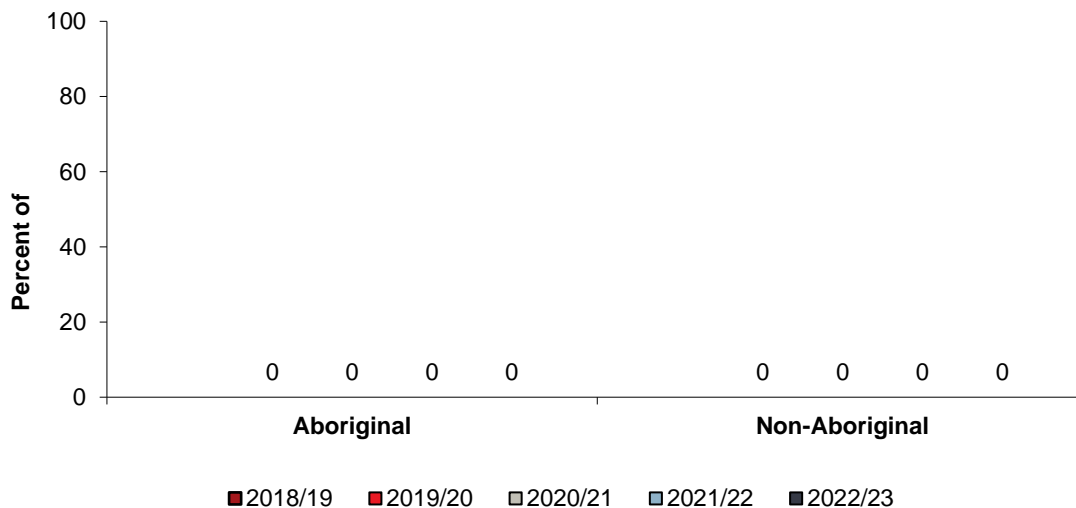
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

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

List of First Nations Languages Courses in District:

nsíylxcən & Nuučaañut

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

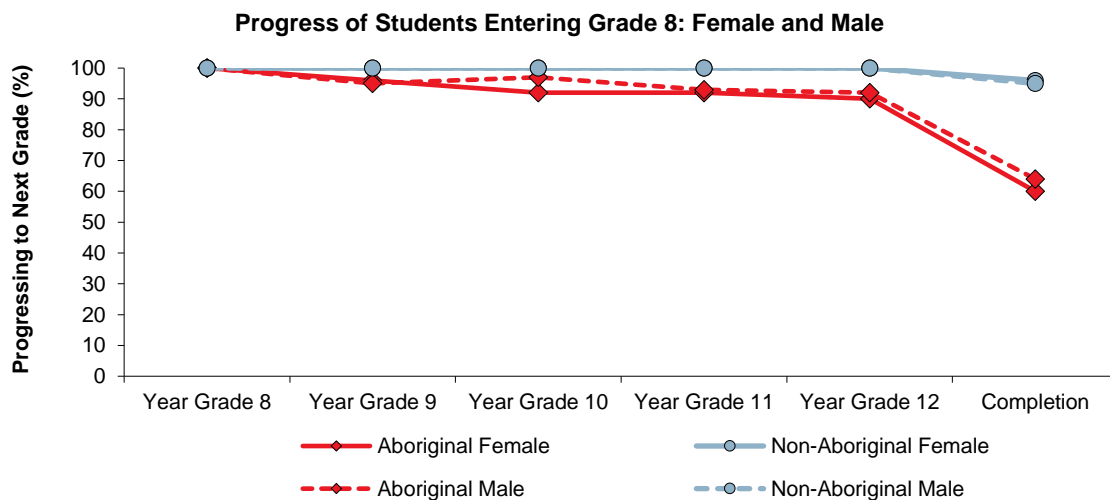
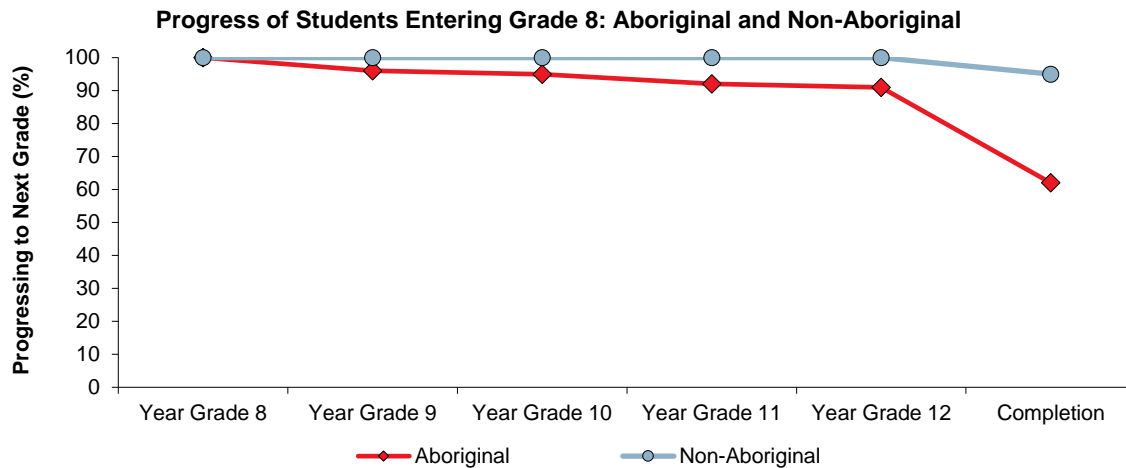
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	96	96	95	100	100	100
	Grade 10	95	92	97	100	100	100
	Grade 11	92	92	93	100	100	100
	Grade 12	91	90	92	100	100	100
2023/24	Completion	62	60	64	95	96	95



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

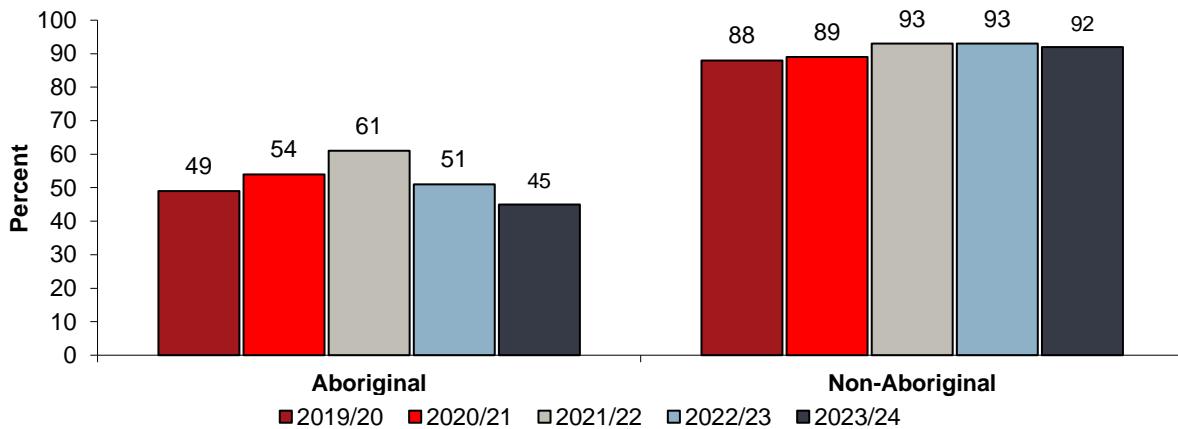
BC Residents

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

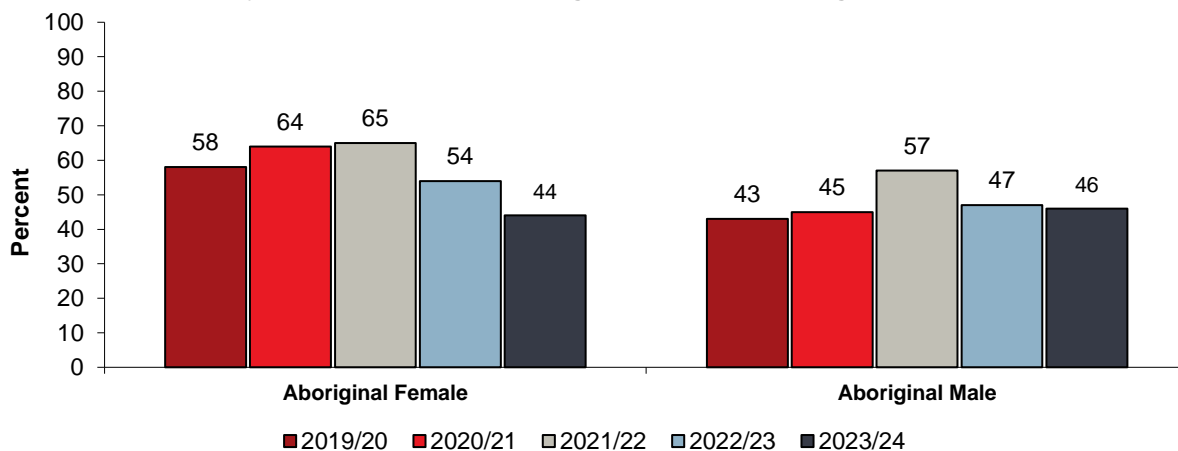
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	45	44	46	92	92	91

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



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

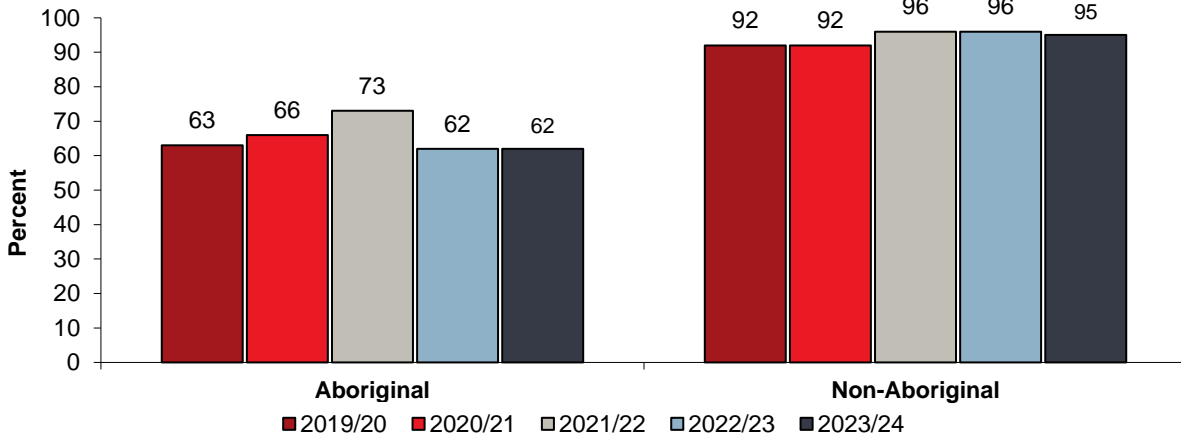
BC Residents

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

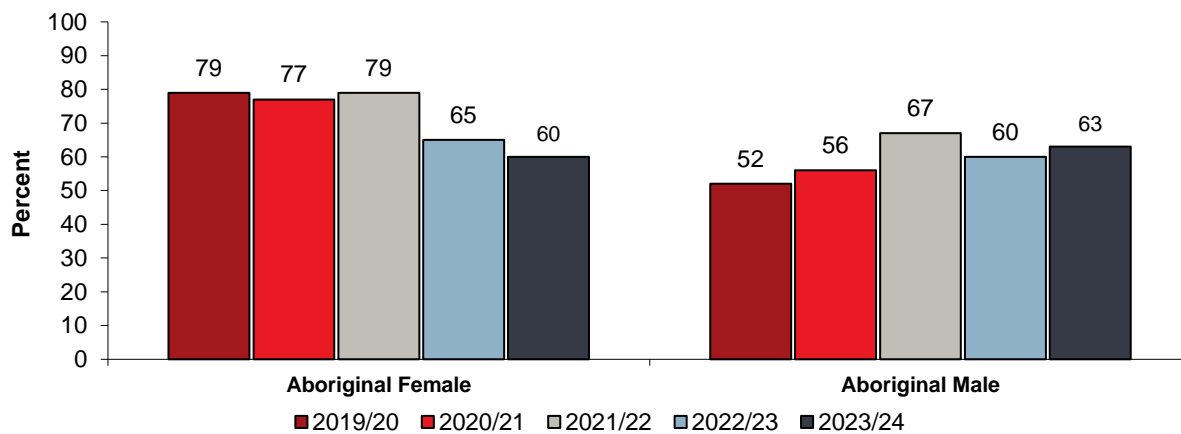
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	62	60	63	95	96	95

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



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

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

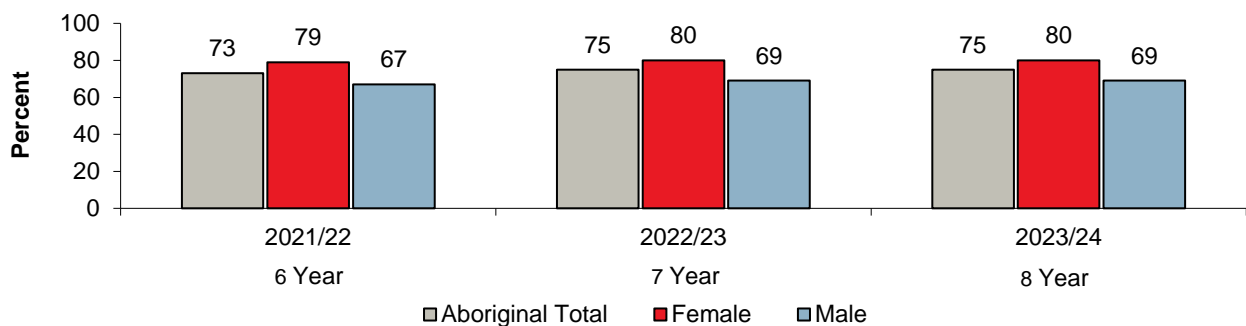
BC Residents

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

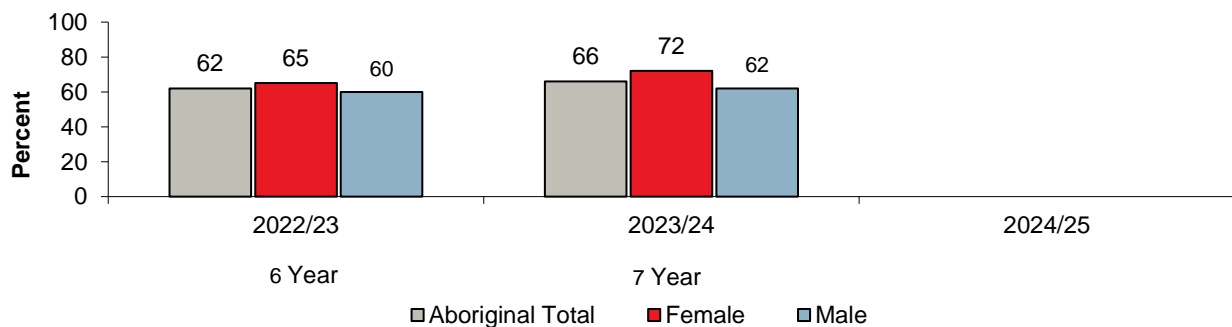
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	73	79	67	75	80	69	75	80	69
2017/18	62	65	60	66	72	62	-	-	-
2018/19	62	60	64	-	-	-	-	-	-

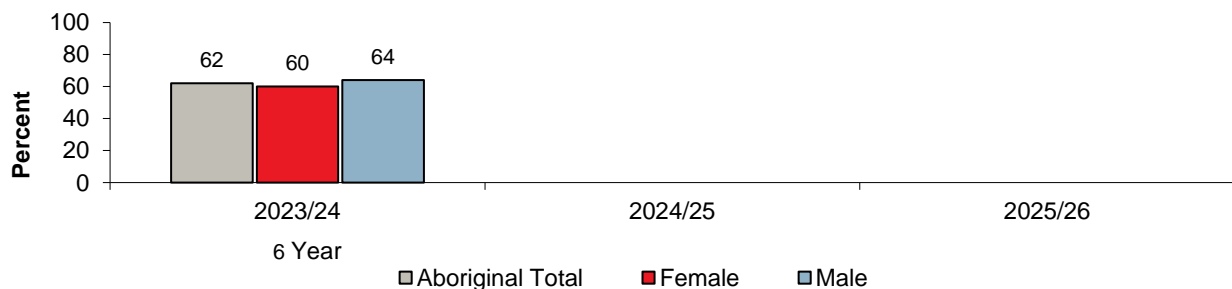
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	210	12	6	4,913	26	1
2020/21	234	Msk	Msk	4,642	53	1
2021/22	248	11	4	4,548	73	2
2022/23	220	Msk	Msk	4,512	52	1
2023/24	212	15	7	4,574	42	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	
	#	#	%	#	#	%
2019/20	210	96	46	4,913	3,512	71
2020/21	234	114	49	4,642	3,488	75
2021/22	248	92	37	4,548	3,442	76
2022/23	220	79	36	4,512	3,542	79
2023/24	212	76	36	4,574	3,562	78

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

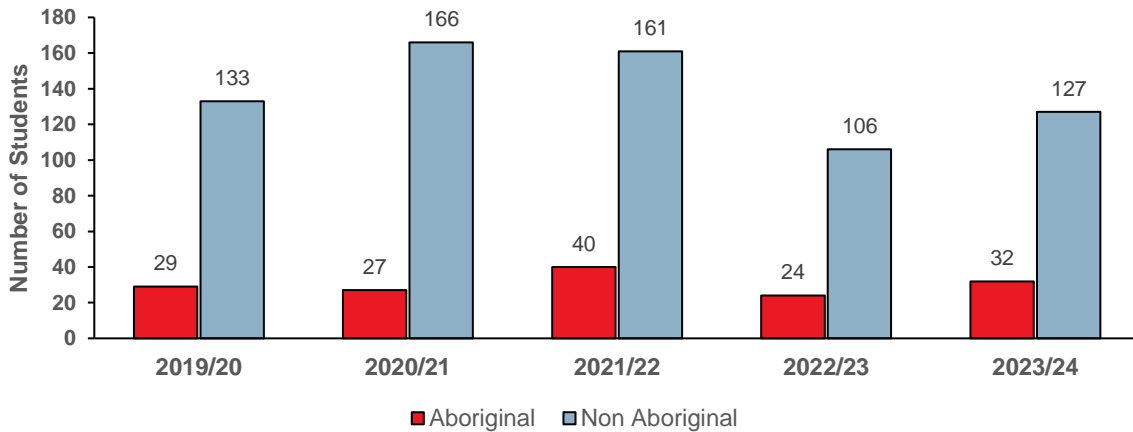
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

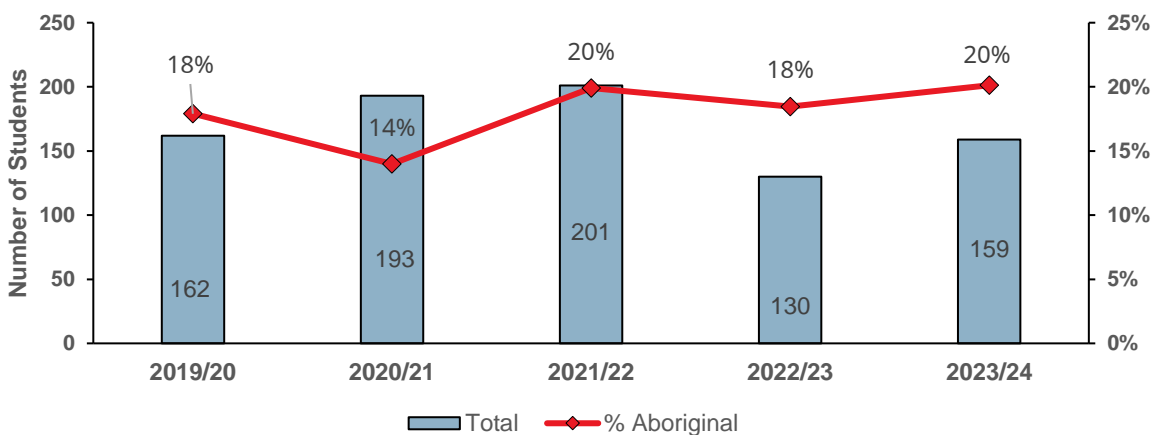
NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2019/20	162	29	18	133	82
2020/21	193	27	14	166	86
2021/22	201	40	20	161	80
2022/23	130	24	18	106	82
2023/24	159	32	20	127	80

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2019/20	38	Msk	55	17	Msk	76	Msk	Msk
2020/21	Msk	13	70	18	Msk	61	Msk	8
2021/22	Msk	12	73	22	Msk	56	Msk	10
2022/23	Msk	Msk	75	27	Msk	60	Msk	Msk
2023/24	Msk	12	75	18	Msk	61	Msk	9

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	13	45	15	52	Msk	Msk
2020/21	10	37	13	48	Msk	Msk
2021/22	16	40	17	43	Msk	Msk
2022/23	13	54	Msk	Msk	Msk	Msk
2023/24	21	66	Msk	Msk	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	18	14	39	29	76	57
2020/21	45	27	32	19	89	54
2021/22	38	24	29	18	94	58
2022/23	24	23	20	19	62	58
2023/24	28	22	21	17	78	61

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

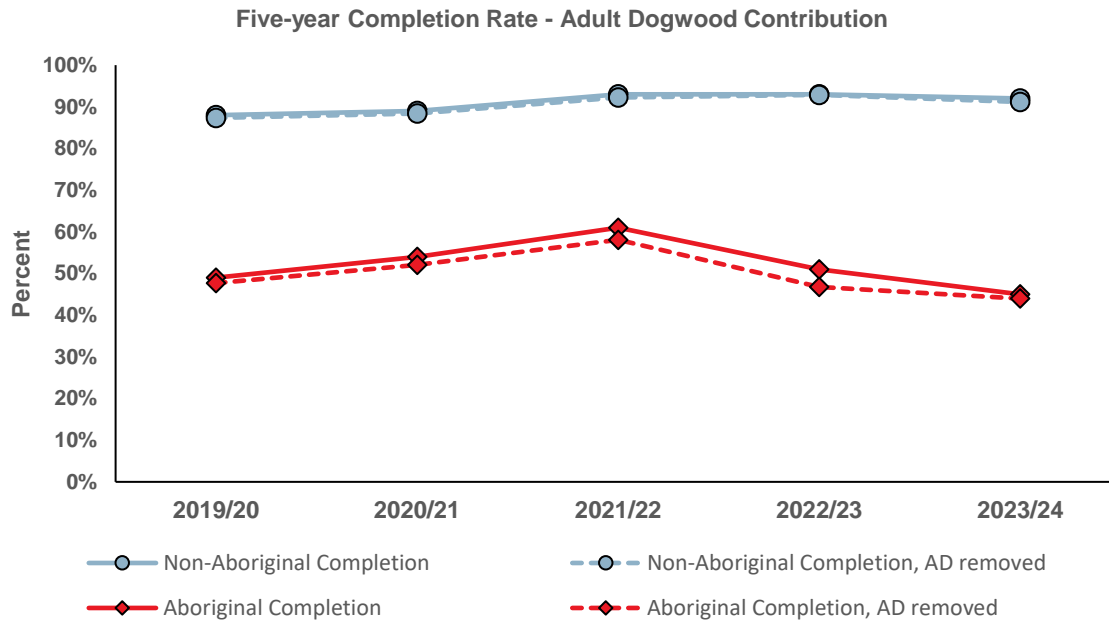
BC Residents

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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	45	-1	44	92	-1	91



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

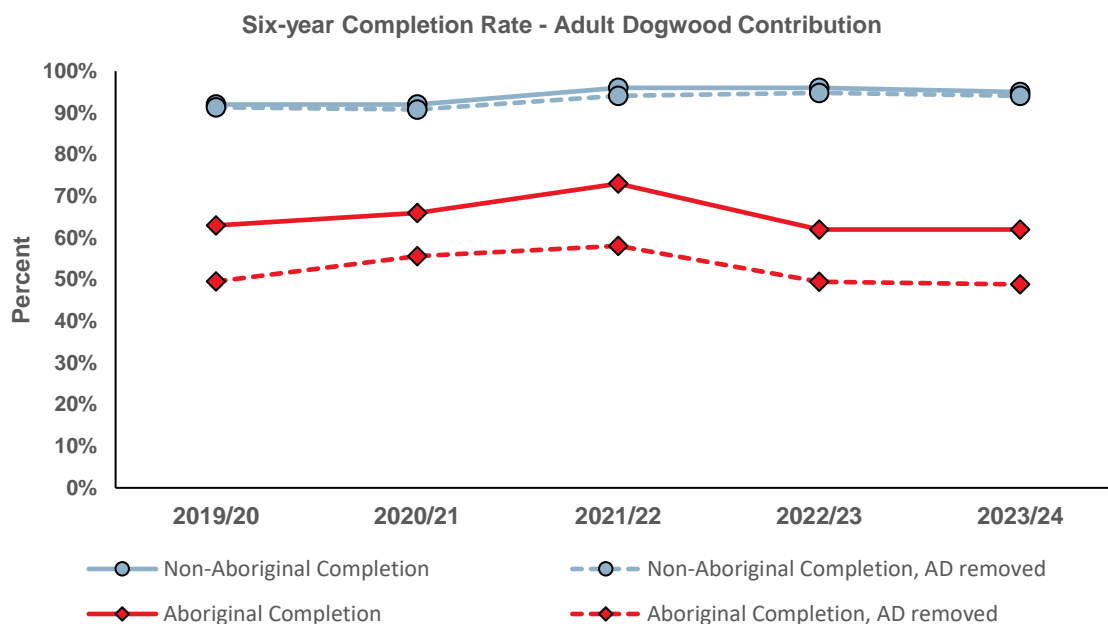
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	62	-13	49	95	-1	94



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

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

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

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Please note that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the MCFD while enrolled in the BC school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset."

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

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups #	All Legal Groups #	%	All Legal Groups #	%
2018/19	1,125	646	57	479	43
2019/20	1,060	623	59	437	41
2020/21	1,011	613	61	398	39
2021/22	1,019	642	63	377	37
2022/23	932	597	64	335	36

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

School Year	Aboriginal Total September #	Aboriginal All Legal Groups	
	#	#	%
2018/19	2,355	646	27
2019/20	2,316	623	27
2020/21	2,315	613	26
2021/22	2,340	642	27
2022/23	2,338	597	26

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	37	27	Msk	Msk	46	55	34
2019/20	47	36	60	Msk	56	64	51
2020/21	42	33	Msk	35	50	46	53
2021/22	51	42	Msk	48	57	65	51
2022/23	40	27	Msk	26	57	61	53

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	86	86	81	92	86	89	83
2019/20	86	93	92	95	81	93	72
2020/21	85	81	84	76	88	90	87
2021/22	86	89	87	91	84	88	80
2022/23	90	90	93	88	90	86	94

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	80	100	15	18.8	Msk	Msk	-	-	Msk	Msk
	2019/20	93	100	18	19.4	10	10.8	Msk	Msk		
	2020/21	105	100	16	15.2	Msk	Msk				
	2021/22	90	100	12	13.3						
Non-Aboriginal	2018/19	3,284	100	682	20.8	105	3.2	50	1.5	25	0.8
	2019/20	3,410	100	701	20.6	115	3.4	30	0.9		
	2020/21	3,399	100	665	19.6	97	2.9				
	2021/22	3,370	100	624	18.5						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	80	100	Msk	Msk	-	-	Msk	Msk	Msk	Msk
	2019/20	93	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	105	100	Msk	Msk	Msk	Msk				
	2021/22	90	100	Msk	Msk						
Non-Aboriginal	2018/19	3,284	100	144	4.4	50	1.5	20	0.6	14	0.4
	2019/20	3,410	100	139	4.1	59	1.7	13	0.4		
	2020/21	3,399	100	169	5.0	51	1.5				
	2021/22	3,370	100	147	4.4						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

		Transition to Research-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	80	100	Msk	Msk	-	-	-	-	-	-
	2019/20	93	100	11	11.8	Msk	Msk	-	-		
	2020/21	105	100	20	19.0	Msk	Msk				
	2021/22	90	100	14	15.6						
Non-Aboriginal	2018/19	3,284	100	1,104	33.6	59	1.8	13	0.4	10	0.3
	2019/20	3,410	100	1,241	36.4	54	1.6	21	0.6		
	2020/21	3,399	100	1,146	33.7	54	1.6				
	2021/22	3,370	100	1,115	33.1						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

		Transition to Teaching-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	80	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	93	100	Msk	Msk	-	-	-	-		
	2020/21	105	100	Msk	Msk	Msk	Msk				
	2021/22	90	100	Msk	Msk						
Non-Aboriginal	2018/19	3,284	100	144	4.4	13	0.4	11	0.3	Msk	Msk
	2019/20	3,410	100	153	4.5	16	0.5	Msk	Msk		
	2020/21	3,399	100	132	3.9	32	0.9				
	2021/22	3,370	100	151	4.5						

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

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

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

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

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

CAVEAT

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

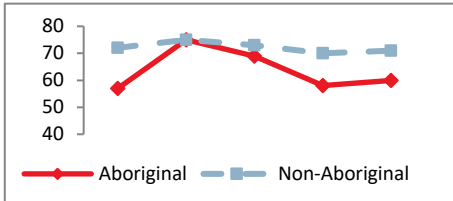
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

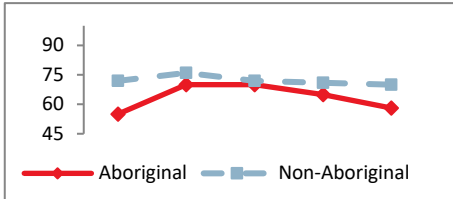
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



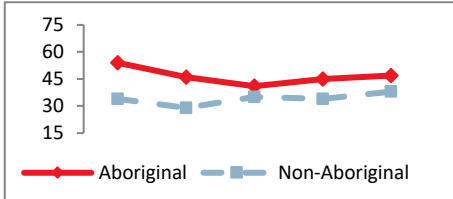
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	74	42	57	1,793	1,284	72
2020/21	85	64	75	2,489	1,858	75
2021/22	115	79	69	2,631	1,921	73
2022/23	104	60	58	2,830	1,995	70
2023/24	124	74	60	3,061	2,173	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	
	#	#	%	#	#	%
2019/20	74	41	55	1,801	1,296	72
2020/21	84	59	70	2,510	1,911	76
2021/22	115	81	70	2,632	1,898	72
2022/23	105	68	65	2,837	2,008	71
2023/24	122	71	58	3,062	2,144	70

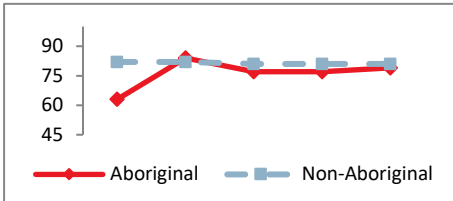
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	71	38	54	1,771	605	34
2020/21	82	38	46	2,464	725	29
2021/22	111	46	41	2,621	909	35
2022/23	103	46	45	2,818	955	34
2023/24	126	59	47	3,049	1,148	38

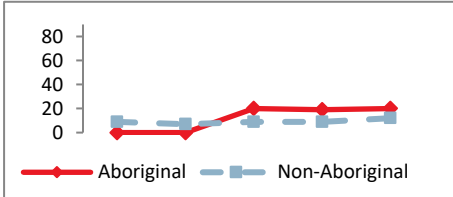
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



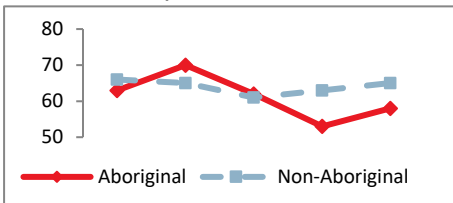
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	68	43	63	1,789	1,469	82
2020/21	81	68	84	2,500	2,046	82
2021/22	108	83	77	2,637	2,142	81
2022/23	102	79	77	2,838	2,299	81
2023/24	117	93	79	3,070	2,473	81

Have you ever felt bullied at school?



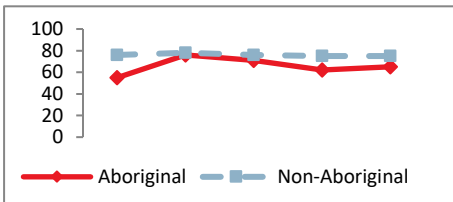
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	69	Msk	Msk	1,792	155	9
2020/21	82	Msk	Msk	2,489	175	7
2021/22	107	21	20	2,622	229	9
2022/23	99	19	19	2,813	260	9
2023/24	117	23	20	3,035	360	12

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



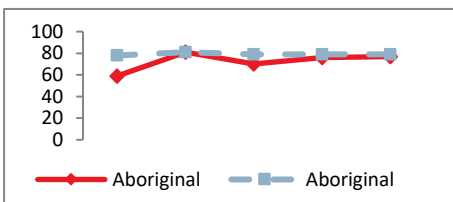
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	75	47	63	1,796	1,194	66
2020/21	82	57	70	2,500	1,622	65
2021/22	116	72	62	2,620	1,606	61
2022/23	103	55	53	2,830	1,769	63
2023/24	122	71	58	3,056	1,990	65

I am happy at my school.



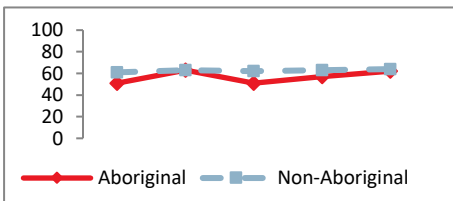
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	75	41	55	1,794	1,358	76
2020/21	83	63	76	2,502	1,952	78
2021/22	116	82	71	2,612	1,982	76
2022/23	102	63	62	2,830	2,135	75
2023/24	122	79	65	3,052	2,300	75

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	74	44	59	1,802	1,406	78
2020/21	84	68	81	2,510	2,040	81
2021/22	114	80	70	2,626	2,076	79
2022/23	103	78	76	2,831	2,227	79
2023/24	120	92	77	3,060	2,424	79

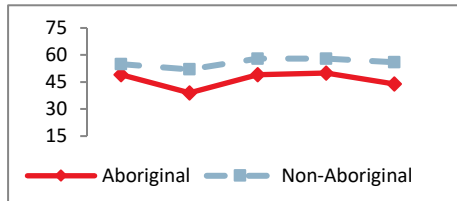
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	75	38	51	1,793	1,092	61
2020/21	83	52	63	2,501	1,564	63
2021/22	116	59	51	2,619	1,621	62
2022/23	104	59	57	2,831	1,785	63
2023/24	122	76	62	3,055	1,947	64

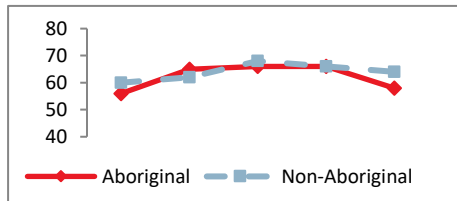
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



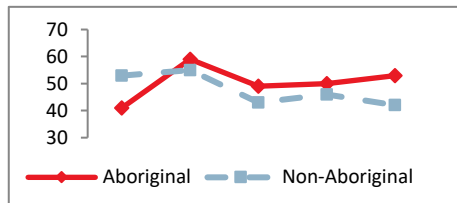
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	49	24	49	2,085	1,153	55
2020/21	92	36	39	2,580	1,352	52
2021/22	107	52	49	2,842	1,635	58
2022/23	120	60	50	3,053	1,784	58
2023/24	126	55	44	3,280	1,827	56

Do adults in the school treat all students fairly?



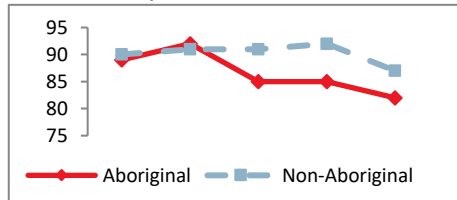
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	50	28	56	2,086	1,256	60
2020/21	91	59	65	2,569	1,599	62
2021/22	105	69	66	2,843	1,937	68
2022/23	121	80	66	3,054	2,016	66
2023/24	125	73	58	3,284	2,112	64

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



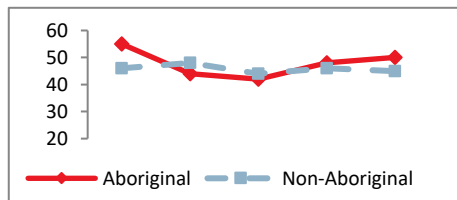
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two teachers or more		Gr 7 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	49	20	41	1,965	1,042	53
2020/21	91	54	59	2,435	1,330	55
2021/22	105	51	49	2,813	1,215	43
2022/23	119	60	50	3,029	1,404	46
2023/24	124	66	53	3,256	1,357	42

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	
	#	#	%	#	#	%
2019/20	47	42	89	2,056	1,854	90
2020/21	91	84	92	2,543	2,310	91
2021/22	102	87	85	2,787	2,529	91
2022/23	118	100	85	3,008	2,761	92
2023/24	118	97	82	3,235	2,800	87

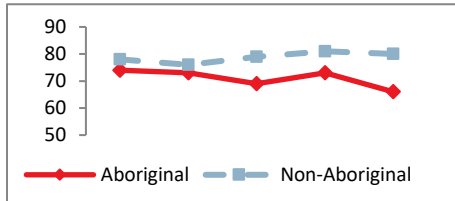
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



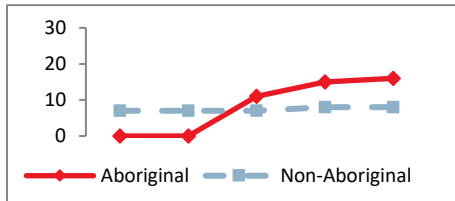
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	47	26	55	2,073	945	46
2020/21	91	40	44	2,556	1,227	48
2021/22	105	44	42	2,830	1,241	44
2022/23	119	57	48	3,037	1,405	46
2023/24	123	61	50	3,266	1,454	45

STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

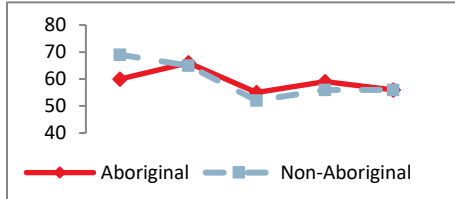
Do you feel safe at school?



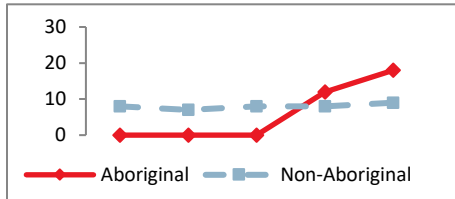
At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



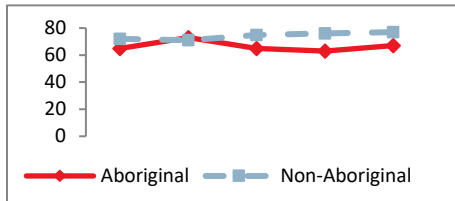
How many adults at your school care about you? (Percentage responding 2 adults or more.)



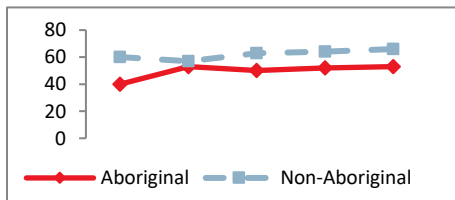
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	46	34	74
2020/21	89	65	73
2021/22	98	68	69
2022/23	117	85	73
2023/24	121	80	66

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	2,073	1,621	78
2020/21	2,555	1,951	76
2021/22	2,842	2,256	79
2022/23	3,054	2,474	81
2023/24	3,282	2,629	80

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	47	Msk	Msk
2020/21	89	Msk	Msk
2021/22	100	11	11
2022/23	114	17	15
2023/24	122	20	16

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	2,081	153	7
2020/21	2,562	191	7
2021/22	2,843	209	7
2022/23	3,056	246	8
2023/24	3,281	274	8

Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	50	30	60
2020/21	92	61	66
2021/22	107	59	55
2022/23	120	71	59
2023/24	125	70	56

Non-Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	2,081	1,428	69
2020/21	2,574	1,662	65
2021/22	2,836	1,485	52
2022/23	3,054	1,712	56
2023/24	3,285	1,833	56

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	49	Msk	Msk
2020/21	91	Msk	Msk
2021/22	107	Msk	Msk
2022/23	121	15	12
2023/24	124	22	18

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	2,075	156	8
2020/21	2,571	178	7
2021/22	2,840	233	8
2022/23	3,036	248	8
2023/24	3,278	302	9

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	48	31	65
2020/21	90	66	73
2021/22	105	68	65
2022/23	120	76	63
2023/24	126	85	67

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	2,087	1,496	72
2020/21	2,571	1,829	71
2021/22	2,843	2,122	75
2022/23	3,055	2,315	76
2023/24	3,278	2,522	77

Aboriginal

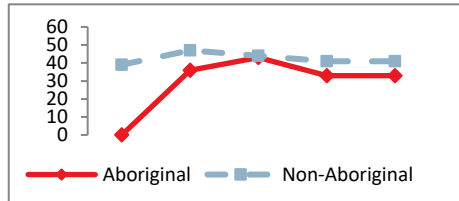
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	50	20	40
2020/21	91	48	53
2021/22	107	54	50
2022/23	119	62	52
2023/24	126	67	53

Non-Aboriginal

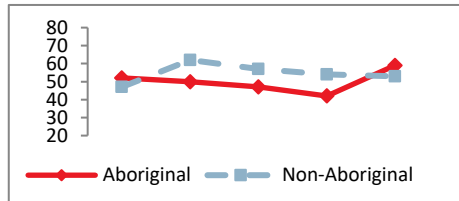
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	2,086	1,242	60
2020/21	2,571	1,467	57
2021/22	2,844	1,791	63
2022/23	3,038	1,941	64
2023/24	3,286	2,155	66

STUDENT LEARNING SURVEY RESULTS, GRADE 10

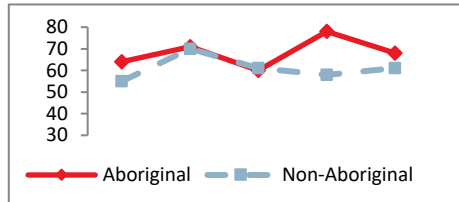
Do you like school?



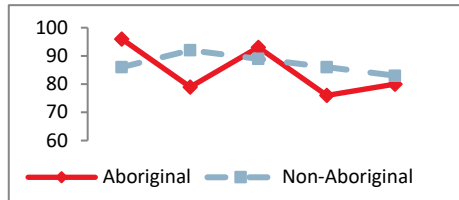
Do adults in the school treat all students fairly?



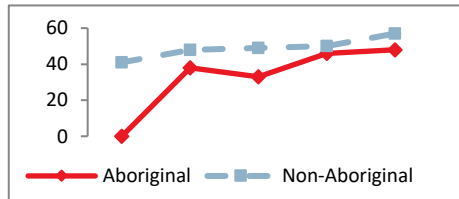
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	25	Msk	Msk
2020/21	33	12	36
2021/22	46	20	43
2022/23	51	17	33
2023/24	63	21	33

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	1,664	649	39
2020/21	1,726	814	47
2021/22	2,154	945	44
2022/23	2,022	825	41
2023/24	2,701	1,115	41

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	25	13	52
2020/21	34	17	50
2021/22	47	22	47
2022/23	52	22	42
2023/24	63	37	59

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	1,663	775	47
2020/21	1,726	1,077	62
2021/22	2,152	1,231	57
2022/23	2,022	1,101	54
2023/24	2,702	1,438	53

Aboriginal

School Year	Gr 10 Respondents #	Two teachers or more	
		#	%
2019/20	25	16	64
2020/21	31	22	71
2021/22	45	27	60
2022/23	50	39	78
2023/24	63	43	68

School Year	Gr 10 Respondents #	Two teachers or more	
		#	%
2019/20	1,552	852	55
2020/21	1,638	1,142	70
2021/22	2,117	1,286	61
2022/23	1,967	1,149	58
2023/24	2,646	1,614	61

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	23	22	96
2020/21	34	27	79
2021/22	40	37	93
2022/23	46	35	76
2023/24	61	49	80

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	1,605	1,376	86
2020/21	1,647	1,520	92
2021/22	2,026	1,810	89
2022/23	1,825	1,578	86
2023/24	2,507	2,088	83

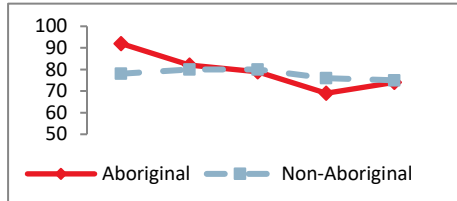
Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	23	Msk	Msk
2020/21	34	13	38
2021/22	45	15	33
2022/23	48	22	46
2023/24	61	29	48

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	1,630	672	41
2020/21	1,662	791	48
2021/22	2,091	1,015	49
2022/23	1,922	953	50
2023/24	2,607	1,490	57

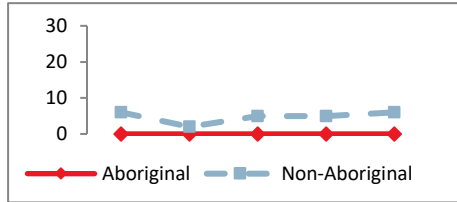
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



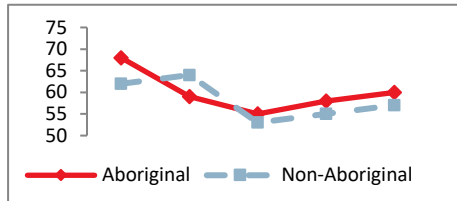
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	24	22	92	1,637	1,269	78
2020/21	34	28	82	1,691	1,360	80
2021/22	43	34	79	2,126	1,701	80
2022/23	49	34	69	1,960	1,483	76
2023/24	62	46	74	2,656	2,004	75

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



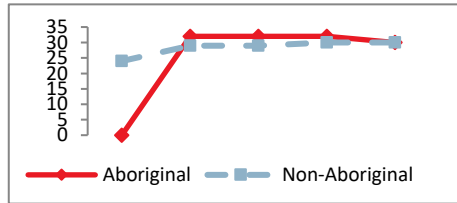
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	24	-	-	1,639	92	6
2020/21	34	Msk	Msk	1,691	35	2
2021/22	42	Msk	Msk	2,123	103	5
2022/23	49	Msk	Msk	1,962	91	5
2023/24	62	Msk	Msk	2,654	158	6

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



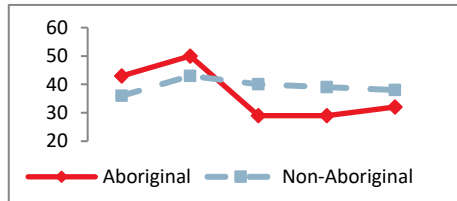
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	25	17	68	1,664	1,031	62
2020/21	34	20	59	1,723	1,095	64
2021/22	47	26	55	2,157	1,150	53
2022/23	52	30	58	2,025	1,107	55
2023/24	63	38	60	2,709	1,538	57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	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	47	15	32	1,851	560	30
2023/24	60	18	30	2,534	757	30

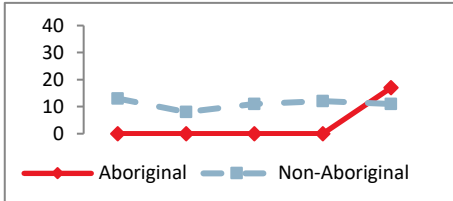
Are you satisfied that school is preparing you for post-secondary education?



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	
	#	#	%	#	#	%
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	45	13	29	1,854	729	39
2023/24	60	19	32	2,539	961	38

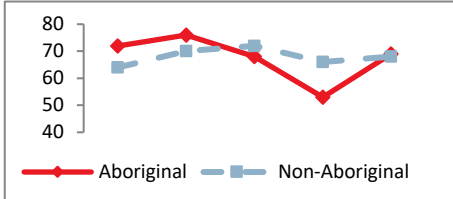
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



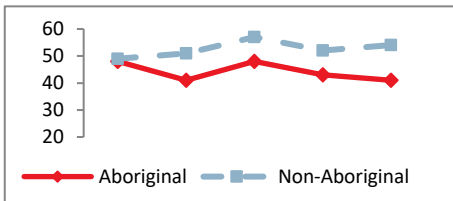
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	Msk	Msk	1,661	215	13
2020/21	34	Msk	Msk	1,720	139	8
2021/22	47	Msk	Msk	2,153	232	11
2022/23	50	Msk	Msk	2,015	245	12
2023/24	64	11	17	2,701	299	11

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	18	72	1,664	1,064	64
2020/21	34	26	76	1,724	1,211	70
2021/22	47	32	68	2,155	1,555	72
2022/23	51	27	53	2,022	1,343	66
2023/24	64	44	69	2,685	1,823	68

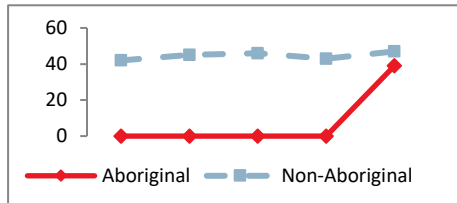
Is school a place where you feel like you belong?



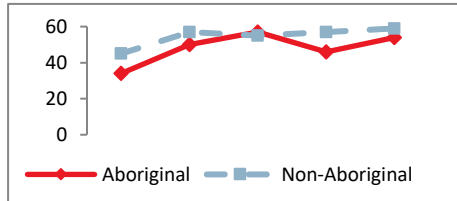
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	12	48	1,662	822	49
2020/21	34	14	41	1,726	880	51
2021/22	48	23	48	2,148	1,225	57
2022/23	51	22	43	2,024	1,048	52
2023/24	64	26	41	2,701	1,463	54

STUDENT LEARNING SURVEY RESULTS, GRADE 12

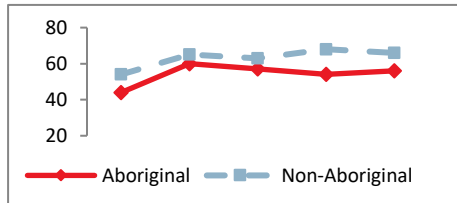
Do you like school?



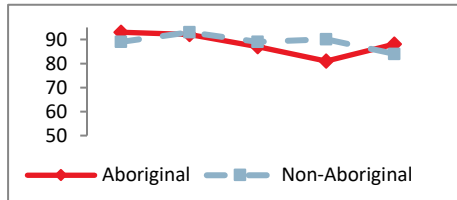
Do adults in the school treat all students fairly?



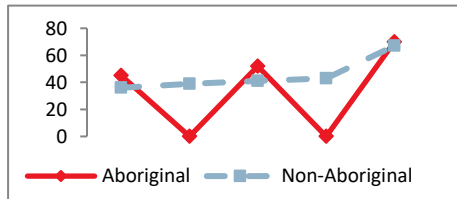
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	29	Msk	Msk
2020/21	26	Msk	Msk
2021/22	23	Msk	Msk
2022/23	26	Msk	Msk
2023/24	28	11	39

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	1,441	599	42
2020/21	1,165	521	45
2021/22	1,423	651	46
2022/23	1,462	627	43
2023/24	1,998	942	47

Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	29	10	34
2020/21	26	13	50
2021/22	23	13	57
2022/23	26	12	46
2023/24	28	15	54

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	1,441	647	45
2020/21	1,164	660	57
2021/22	1,429	787	55
2022/23	1,456	823	57
2023/24	2,001	1,185	59

Aboriginal

School Year	Gr 12 Respondents	Two teachers or more	
	#	#	%
2019/20	27	12	44
2020/21	25	15	60
2021/22	23	13	57
2022/23	26	14	54
2023/24	27	15	56

Non-Aboriginal

School Year	Gr 12 Respondents	Two teachers or more	
	#	#	%
2019/20	1,390	755	54
2020/21	1,093	713	65
2021/22	1,383	877	63
2022/23	1,416	966	68
2023/24	1,938	1,276	66

Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	29	27	93
2020/21	24	22	92
2021/22	23	20	87
2022/23	26	21	81
2023/24	25	22	88

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	1,419	1,266	89
2020/21	1,101	1,020	93
2021/22	1,280	1,139	89
2022/23	1,331	1,204	90
2023/24	1,844	1,558	84

Aboriginal

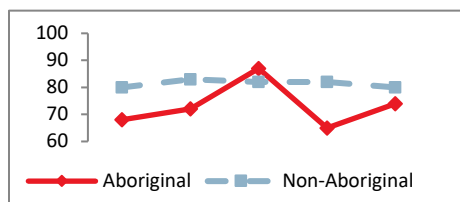
School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	29	13	45
2020/21	25	Msk	Msk
2021/22	23	12	52
2022/23	26	Msk	Msk
2023/24	27	19	70

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	1,426	511	36
2020/21	1,107	430	39
2021/22	1,344	557	41
2022/23	1,389	596	43
2023/24	1,906	1,268	67

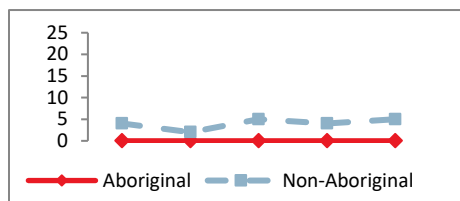
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



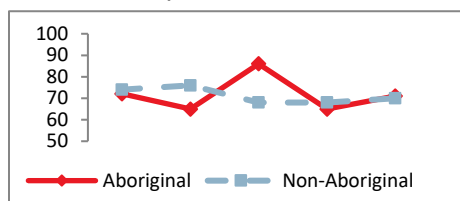
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	28	19	68	1,427	1,137	80
2020/21	25	18	72	1,133	942	83
2021/22	23	20	87	1,379	1,131	82
2022/23	26	17	65	1,414	1,155	82
2023/24	27	20	74	1,946	1,564	80

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



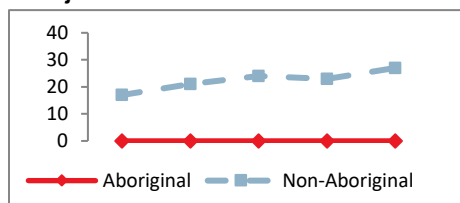
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	28	Msk	Msk	1,424	54	4
2020/21	25	Msk	Msk	1,135	26	2
2021/22	23	Msk	Msk	1,379	73	5
2022/23	26	Msk	Msk	1,419	58	4
2023/24	27	Msk	Msk	1,943	97	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.)



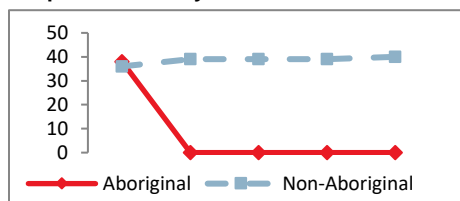
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	29	21	72	1,441	1,070	74
2020/21	26	17	65	1,167	886	76
2021/22	22	19	86	1,432	969	68
2022/23	26	17	65	1,459	994	68
2023/24	28	20	71	1,995	1,390	70

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	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
2023/24	26	Msk	Msk	1,862	495	27

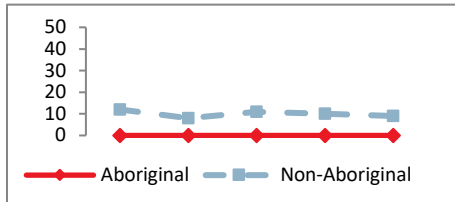
Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	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
2023/24	26	Msk	Msk	1,858	742	40

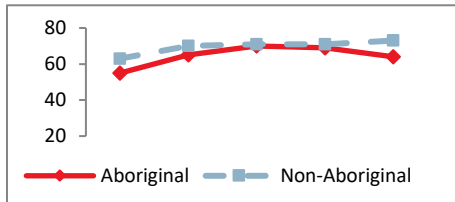
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

I would like to go to a different school.



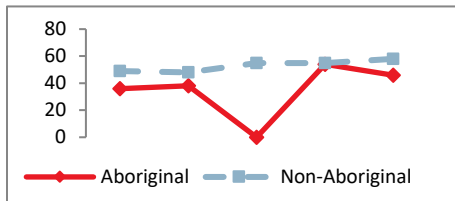
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	29	Msk	Msk	1,439	167	12
2020/21	26	Msk	Msk	1,168	94	8
2021/22	23	Msk	Msk	1,421	161	11
2022/23	26	Msk	Msk	1,460	151	10
2023/24	28	Msk	Msk	1,996	189	9

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	29	16	55	1,435	907	63
2020/21	26	17	65	1,167	813	70
2021/22	23	16	70	1,426	1,012	71
2022/23	26	18	69	1,456	1,035	71
2023/24	28	18	64	2,000	1,457	73

Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	28	10	36	1,440	709	49
2020/21	26	10	38	1,170	564	48
2021/22	23	Msk	Msk	1,431	781	55
2022/23	26	14	54	1,462	810	55
2023/24	28	13	46	1,994	1,154	58

GLOSSARY

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

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

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