



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 040**  
New Westminster

#### QUESTIONS/COMMENTS CONTACT:

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BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

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

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

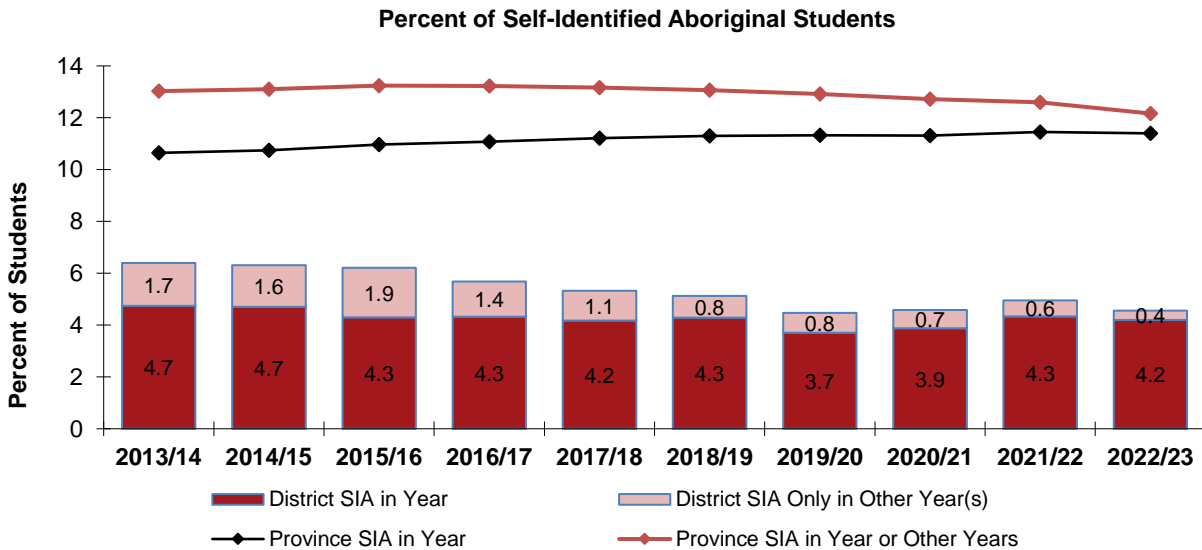
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	7,663	363	4.7	127	1.7	558,983	59,502	10.6	13,325	2.4
2014/15	7,417	349	4.7	119	1.6	552,786	59,382	10.7	13,068	2.4
2015/16	7,731	332	4.3	148	1.9	553,376	60,706	11.0	12,567	2.3
2016/17	7,633	330	4.3	104	1.4	557,625	61,801	11.1	11,979	2.1
2017/18	7,776	325	4.2	89	1.1	563,241	63,182	11.2	10,930	1.9
2018/19	7,700	330	4.3	65	0.8	568,982	64,326	11.3	10,009	1.8
2019/20	7,705	286	3.7	59	0.8	576,000	65,215	11.3	9,152	1.6
2020/21	7,778	302	3.9	54	0.7	568,285	64,272	11.3	8,037	1.4
2021/22	7,421	322	4.3	46	0.6	578,797	66,282	11.5	6,635	1.1
2022/23	7,478	314	4.2	27	0.4	590,583	67,285	11.4	4,553	0.8



**Note:**

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

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

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

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

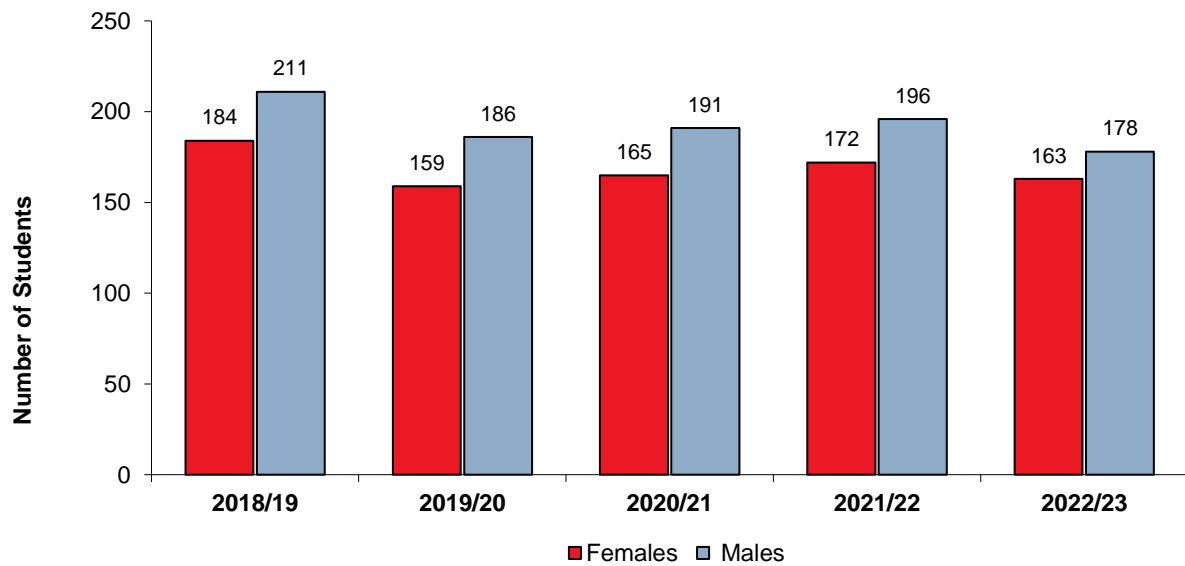
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	7,700	395	5.1	184	2.4	211	2.7	74,335	36,874	37,461
2019/20	7,705	345	4.5	159	2.1	186	2.4	74,367	36,847	37,520
2020/21	7,778	356	4.6	165	2.1	191	2.5	72,309	35,901	36,408
2021/22	7,421	368	5.0	172	2.3	196	2.6	72,917	36,210	36,707
2022/23	7,478	341	4.6	163	2.2	178	2.4	71,838	35,586	36,252

**Number of Aboriginal Students by Gender**



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

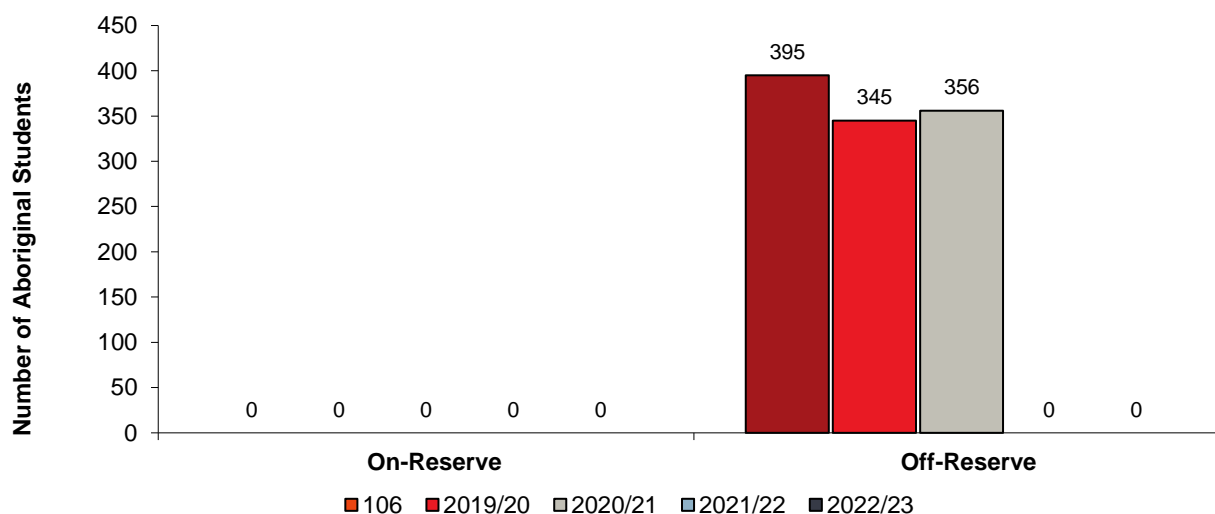
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	395	0	0	0	184	211	395	7,993	66,342
2019/20	345	0	0	0	159	186	345	8,209	66,158
2020/21	356	0	0	0	165	191	356	7,752	64,557
2021/22	368	Msk	Msk	Msk	Msk	Msk	Msk	7,992	64,925
2022/23	341	Msk	Msk	Msk	Msk	Msk	Msk	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	380	0	0	0	180	200	380	8,007	66,275
2019/20	344	0	0	0	156	188	344	8,056	66,087
2020/21	365	0	0	0	168	197	365	7,713	64,505
2021/22	366	Msk	Msk	Msk	Msk	Msk	Msk	7,916	64,400
2022/23	330	Msk	Msk	Msk	Msk	Msk	Msk	8,001	63,477

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

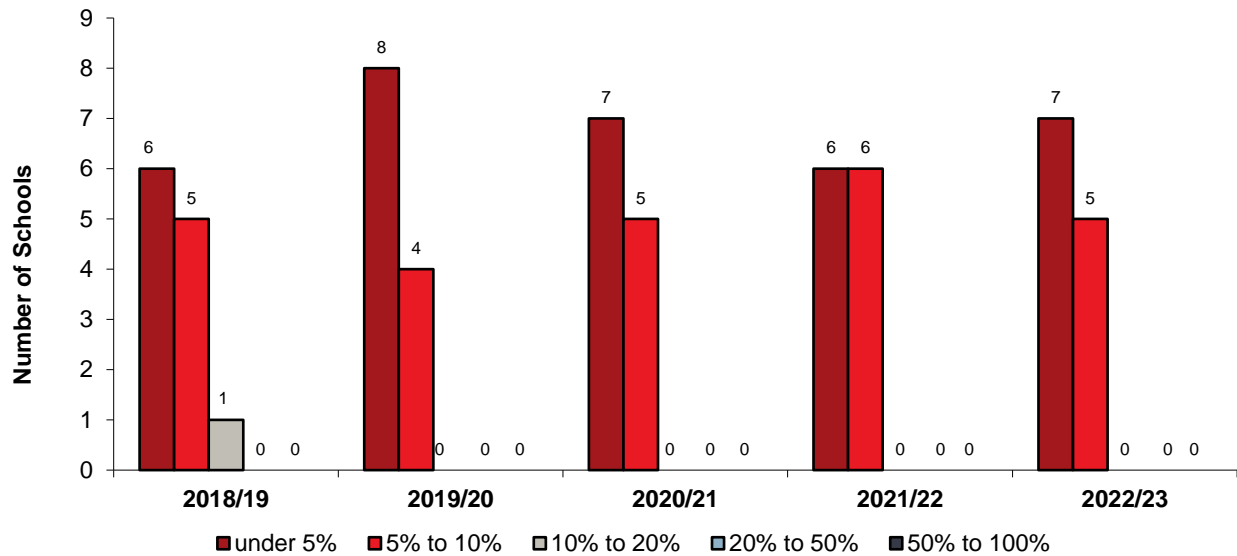


\* Public schools only

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

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	12	6	5	1	0	0	1,385	367	217	324	385	92
2019/20	12	8	4	0	0	0	1,389	382	217	318	378	94
2020/21	12	7	5	0	0	0	1,398	399	210	341	348	100
2021/22	12	6	6	0	0	0	1,405	402	240	338	330	95
2022/23	12	7	5	0	0	0	1,412	423	246	336	318	89

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

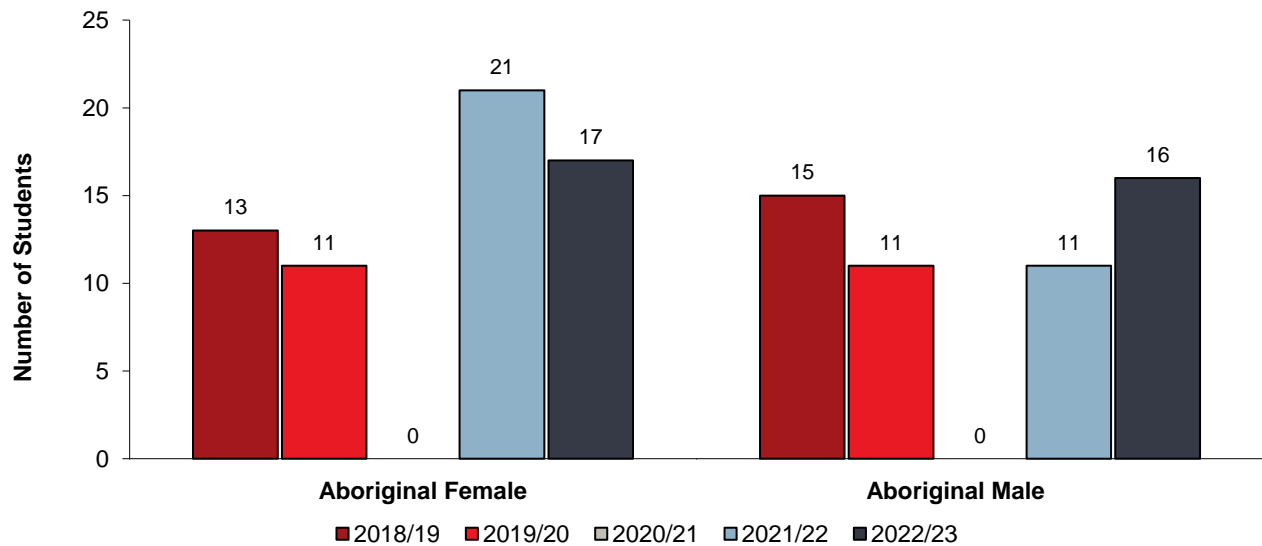


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	113	13	15	28	26	59	85	1,516	1,457	1,943	2,320
2019/20	87	11	11	22	19	46	65	1,580	1,508	2,114	2,525
2020/21	97	Msk	Msk	23	27	47	74	1,429	1,327	1,778	1,831
2021/22	103	21	11	32	37	34	71	1,454	1,262	1,761	1,631
2022/23	120	17	16	33	44	43	87	1,518	1,264	2,004	1,742

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



\* Public schools only



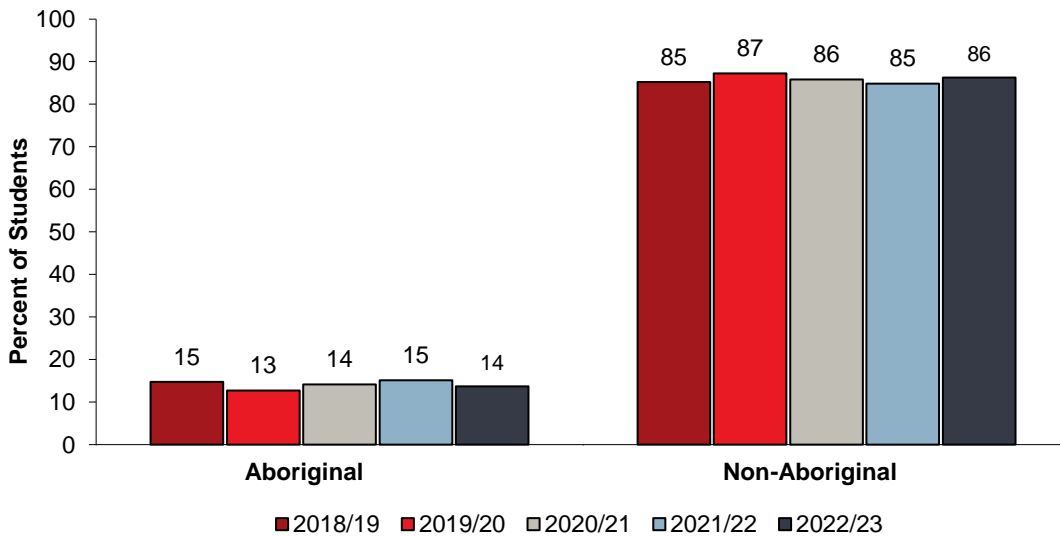
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	562	83	15	479	85
2019/20	596	76	13	520	87
2020/21	649	92	14	557	86
2021/22	734	111	15	623	85
2022/23	772	106	14	666	86

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

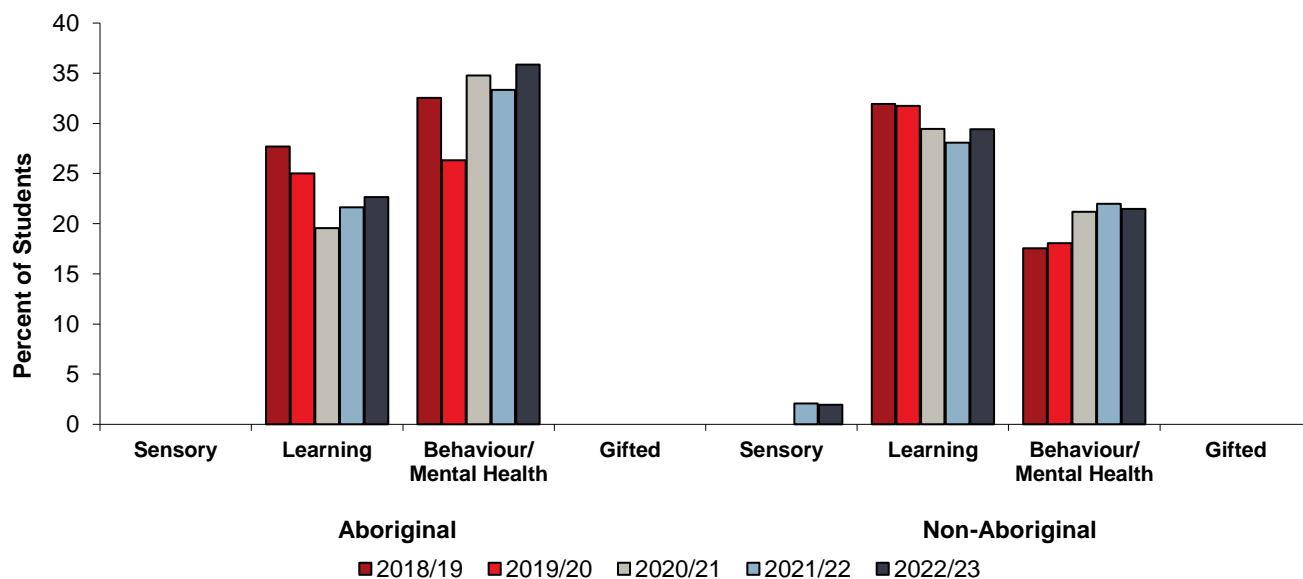


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	83	479	0	0	Msk	Msk	23	28	153	32	27	33	84	18	Msk	Msk	Msk	Msk
2019/20	76	520	Msk	Msk	Msk	Msk	19	25	165	32	20	26	94	18	Msk	Msk	Msk	Msk
2020/21	92	557	Msk	Msk	Msk	Msk	18	20	164	29	32	35	118	21	Msk	Msk	Msk	Msk
2021/22	111	623	Msk	Msk	13	2	24	22	175	28	37	33	137	22	Msk	Msk	Msk	Msk
2022/23	106	666	0	0	13	2	24	23	196	29	38	36	143	21	Msk	Msk	Msk	Msk

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



## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

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

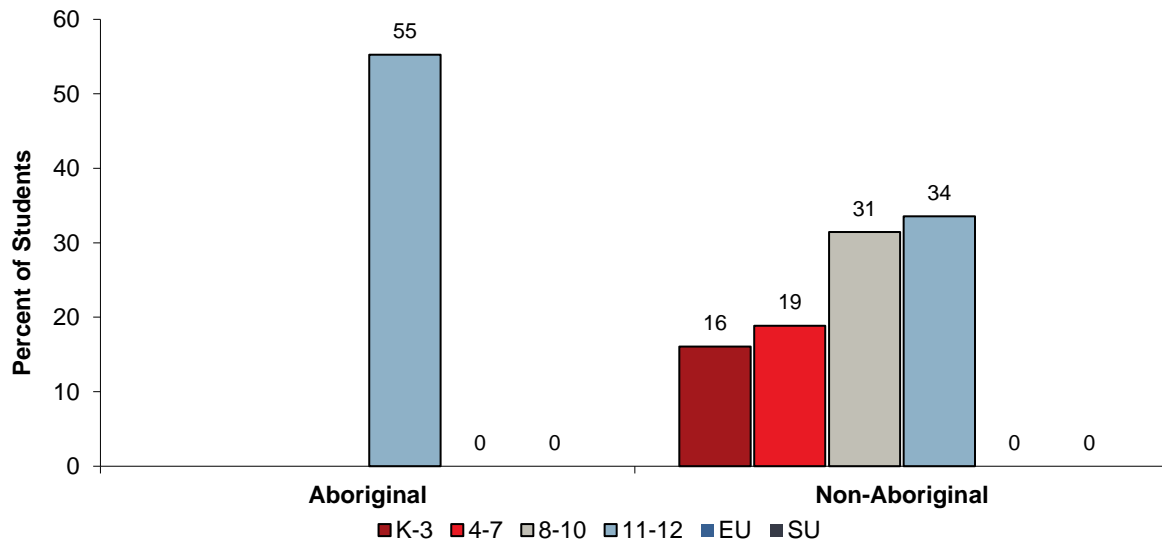
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	27	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2019/20	20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2020/21	32	Msk	Msk	Msk	Msk	16	50	Msk	Msk	0	0	0	0
2021/22	37	Msk	Msk	Msk	Msk	13	35	15	41	0	0	0	0
2022/23	38	Msk	Msk	Msk	Msk	Msk	Msk	21	55	0	0	0	0

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	84	19	23	35	42	15	18	15	18	0	0	0	0
2019/20	94	16	17	34	36	16	17	28	30	0	0	0	0
2020/21	118	23	19	30	25	33	28	32	27	0	0	0	0
2021/22	137	25	18	32	23	44	32	36	26	0	0	0	0
2022/23	143	23	16	27	19	45	31	48	34	0	0	0	0

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



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

BC Residents

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

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

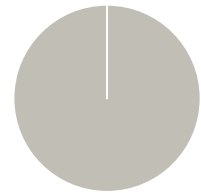
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	22	69	Msk	Msk	13	59	Msk	Msk
2019/20	19	63	Msk	Msk	13	68	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	19	73	Msk	Msk	12	63	Msk	Msk
2022/23	19	73	Msk	Msk	14	74	Msk	Msk

Grade 4: Aboriginal

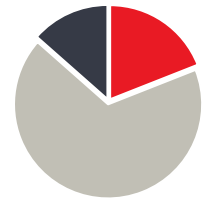


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

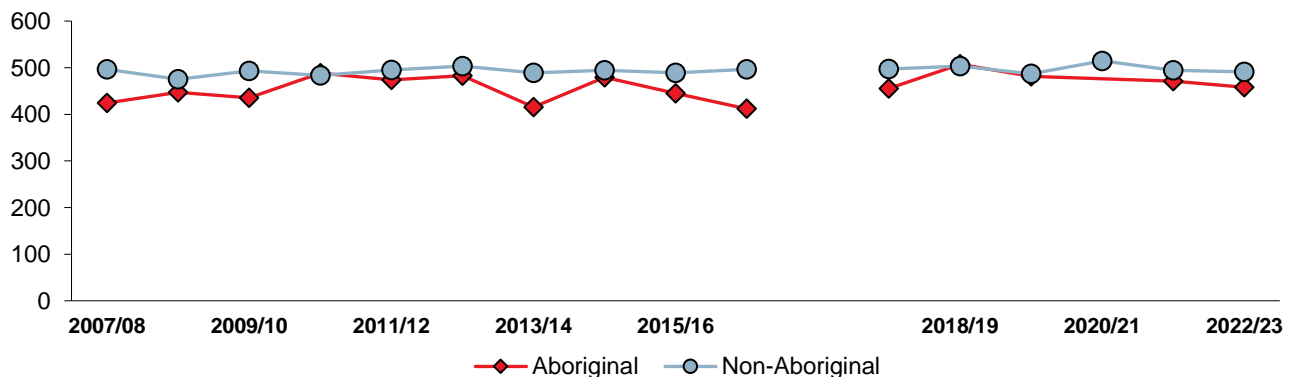
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	344	65	54	16	229	67	61	18
2019/20	399	82	75	19	283	71	41	10
2020/21	368	72	51	14	233	63	84	23
2021/22	376	81	74	20	249	66	53	14
2022/23	452	82	86	19	305	67	61	13

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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

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

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

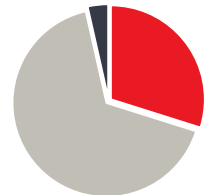
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	22	69	Msk	Msk	14	64	Msk	Msk
2019/20	18	60	Msk	Msk	11	61	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	19	73	Msk	Msk	11	58	Msk	Msk
2022/23	20	77	Msk	Msk	Msk	Msk	0	0

■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

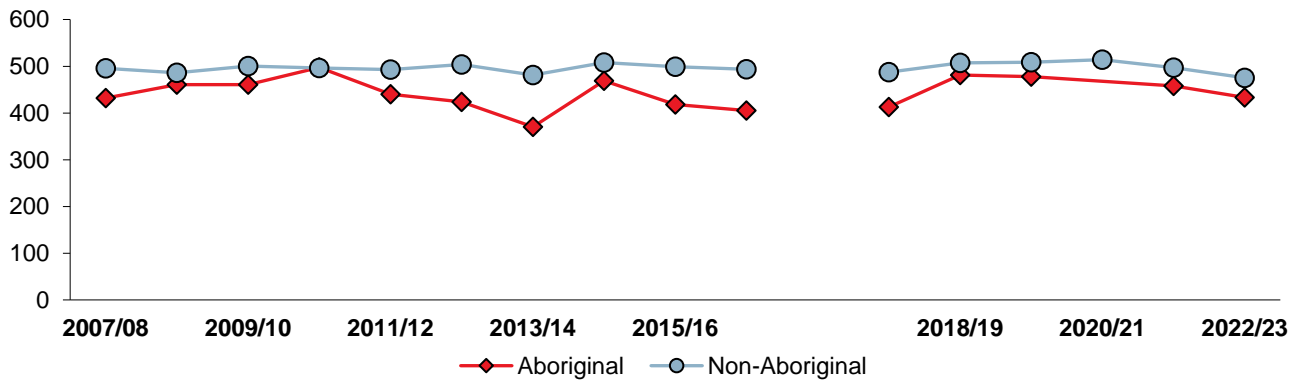
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	345	65	69	20	243	70	33	10
2019/20	400	82	84	21	266	67	50	13
2020/21	368	72	78	21	241	65	49	13
2021/22	376	81	98	26	245	65	33	9
2022/23	452	82	135	30	301	67	16	4



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

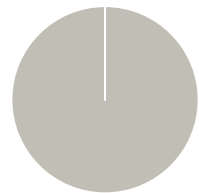
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	15	52	Msk	Msk	Msk	Msk	0	0
2019/20	15	75	Msk	Msk	10	67	Msk	Msk
2020/21	15	50	Msk	Msk	Msk	Msk	0	0
2021/22	16	57	Msk	Msk	Msk	Msk	0	0
2022/23	22	71	Msk	Msk	14	64	Msk	Msk

Grade 7: Aboriginal

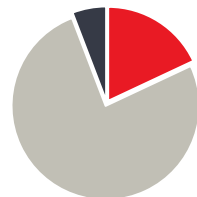


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

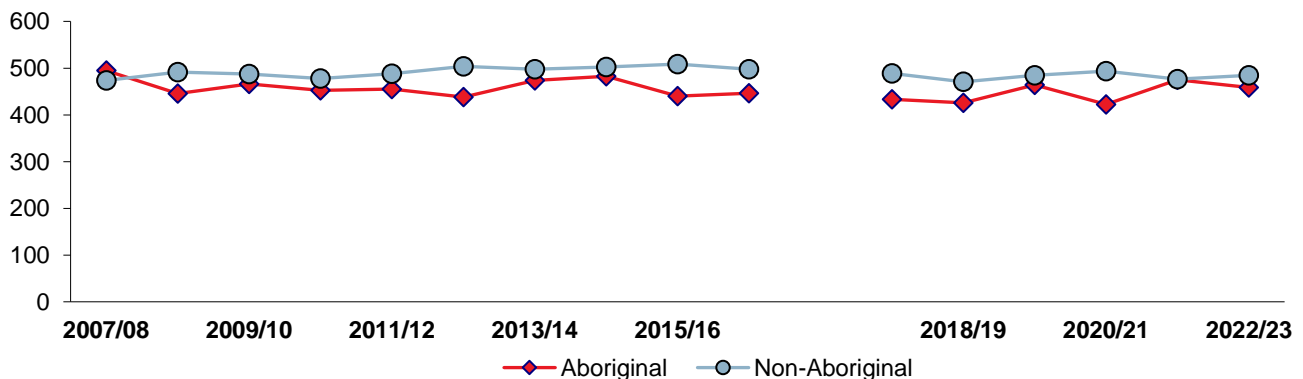
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	359	79	80	22	269	75	10	3
2019/20	419	87	69	16	326	78	24	6
2020/21	282	62	49	17	212	75	21	7
2021/22	361	69	79	22	270	75	12	3
2022/23	344	70	62	18	262	76	20	6

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

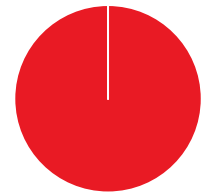
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	14	48	Msk	Msk	Msk	Msk	0	0
2019/20	15	75	Msk	Msk	Msk	Msk	0	0
2020/21	15	50	Msk	Msk	Msk	Msk	0	0
2021/22	16	57	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	23	74	11	48	Msk	Msk	Msk	Msk

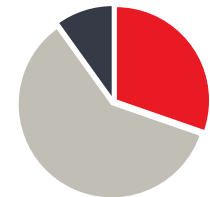


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

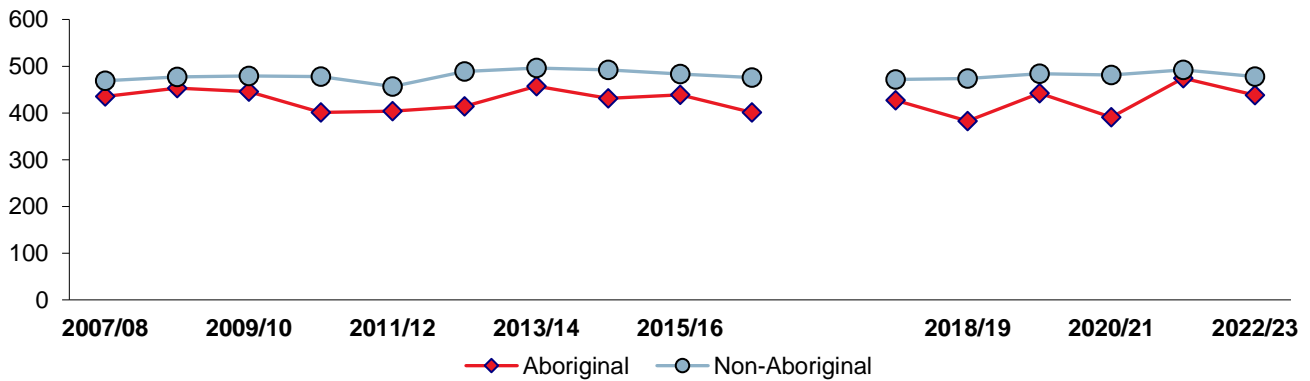
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	360	79	119	33	204	57	37	10
2019/20	416	87	126	30	236	57	54	13
2020/21	278	61	95	34	142	51	41	15
2021/22	364	70	95	26	214	59	55	15
2022/23	343	70	104	30	205	60	34	10



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	11	58	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	231	35	55	24	63	27	99	43	14	6

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	11	55	Msk	Msk	Msk	Msk	0	0	Msk	Msk
Non-Aboriginal	371	60	69	19	149	40	139	37	14	4

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	16	64	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	394	89	46	12	146	37	163	41	39	10

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	14	70	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	467	92	60	13	202	43	162	35	43	9

**Numeracy 10 2022/23: Aboriginal**

**Numeracy 10 2022/23: Non-Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	130	20	Msk	Msk	20	15	92	71	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	347	56	12	3	62	18	210	61	63	18		

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

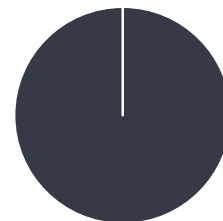
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	15	60	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	409	93	Msk	Msk	Msk	Msk	266	65	76	19		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	17	85	Msk	Msk	Msk	Msk	10	59	Msk	Msk	Msk	Msk
Non-Aboriginal	458	90	Msk	Msk	Msk	Msk	301	66	82	18		

Literacy 10 2022/23: Aboriginal

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

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

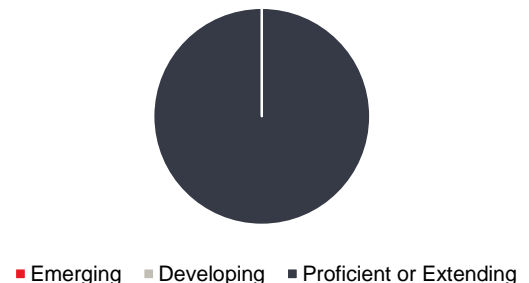
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	17	33	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	416	57	Msk	Msk	Msk	Msk	245	59	89	21		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	14	41	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	421	70	Msk	Msk	Msk	Msk	261	62	89	21		

Literacy 12 2022/23: Aboriginal

Literacy 12 2022/23: Non-Aboriginal



## COURSE MARK RESULTS 2022/23: OVERVIEW

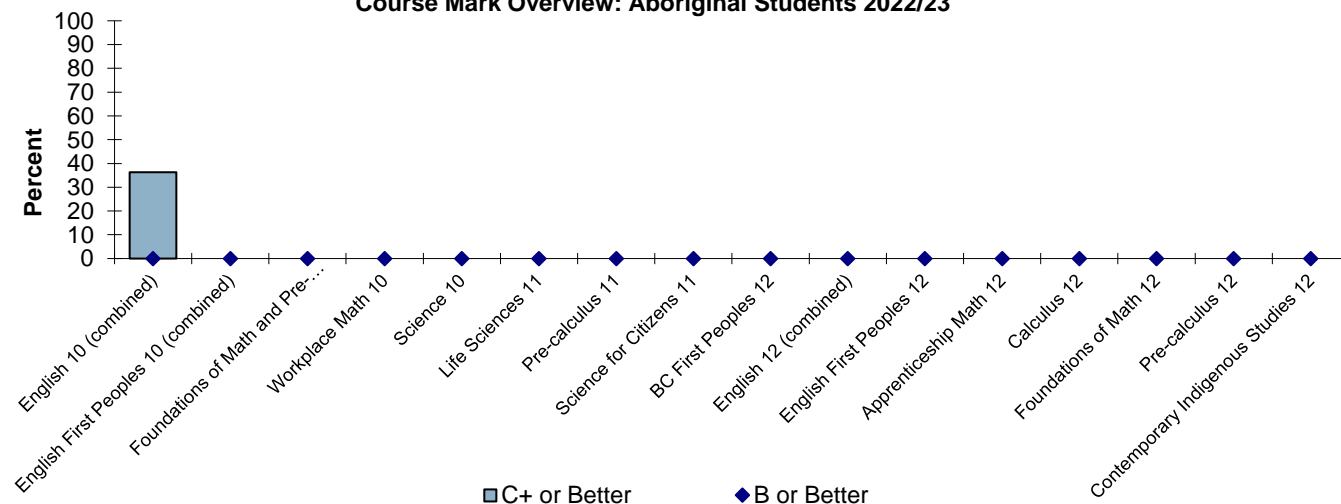
BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	33	12	36	Msk	Msk	861	581	67	459	53
English First Peoples 10 (combined)*	Msk	Msk	Msk	Msk	Msk	160	150	94	138	86
Foundations of Math and Pre-calculus 10	16	Msk	Msk	Msk	Msk	463	305	66	264	57
Workplace Math 10	Msk	Msk	Msk	Msk	Msk	83	32	39	22	27
Science 10	18	Msk	Msk	Msk	Msk	510	391	77	339	66
Life Sciences 11	Msk	Msk	Msk	Msk	Msk	136	100	74	91	67
Pre-calculus 11	10	Msk	Msk	Msk	Msk	428	292	68	240	56
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	48	42	88	32	67
BC First Peoples 12	Msk	Msk	Msk	Msk	Msk	19	17	89	15	79
English 12 (combined)*	13	Msk	Msk	Msk	Msk	494	412	83	367	74
English First Peoples 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	22	11	50	Msk	Msk
Calculus 12	-	-	-	-	-	38	33	87	29	76
Foundations of Math 12	-	-	-	-	-	28	14	50	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	195	166	85	155	79
Contemporary Indigenous Studies 12	-	-	-	-	-	-	-	-	-	-

**Course Mark Overview: Aboriginal Students 2022/23**



**Note:**

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

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

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

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

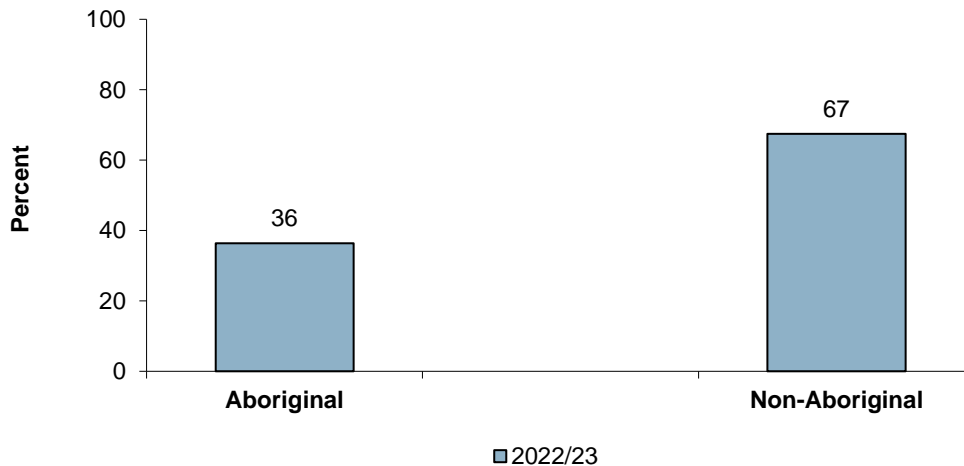
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	47	30	64	20	43	885	634	72	516	58
2020/21	22	18	82	14	64	907	665	73	573	63
2021/22	25	18	72	10	40	951	729	77	588	62
2022/23	33	12	36	Msk	Msk	861	581	67	459	53

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	47	21	36	11	885	767	774	111		
2020/21	22	21	Msk	Msk	907	684	790	117		
2021/22	25	28	Msk	Msk	951	455	828	123		
2022/23	33	20	Msk	Msk	861	519	767	94		

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



**Note:**

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

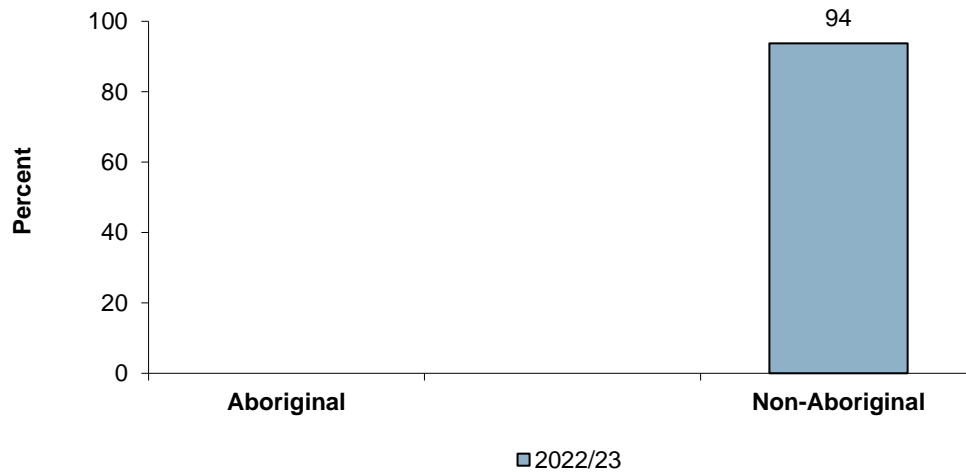
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	160	150	94	138	86

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count			
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #		
2019/20	-	21	-	-	-	767	-	-		
2020/21	-	21	-	-	-	684	-	-		
2021/22	-	28	-	-	-	455	-	-		
2022/23	Msk	20	Msk	Msk	160	519	160	0		

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



**Note:**

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

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

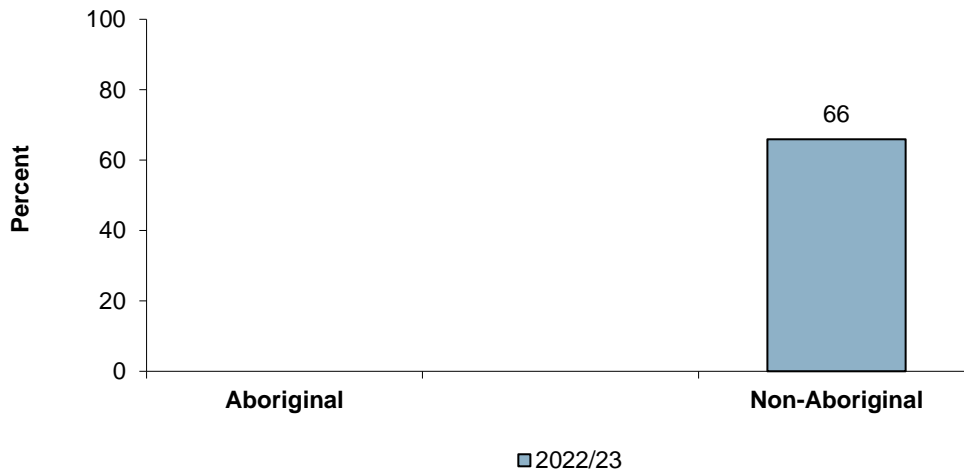
**COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10**

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	12	Msk	Msk	Msk	Msk	376	267	71	222	59
2020/21	Msk	Msk	Msk	Msk	Msk	351	280	80	252	72
2021/22	Msk	Msk	Msk	Msk	Msk	421	283	67	241	57
2022/23	16	Msk	Msk	Msk	Msk	463	305	66	264	57

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	12	21	Msk	Msk	376	767	327	49	
2020/21	Msk	21	Msk	Msk	351	684	326	25	
2021/22	Msk	28	Msk	Msk	421	455	379	42	
2022/23	16	20	Msk	Msk	463	519	411	52	

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



**Note:**

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

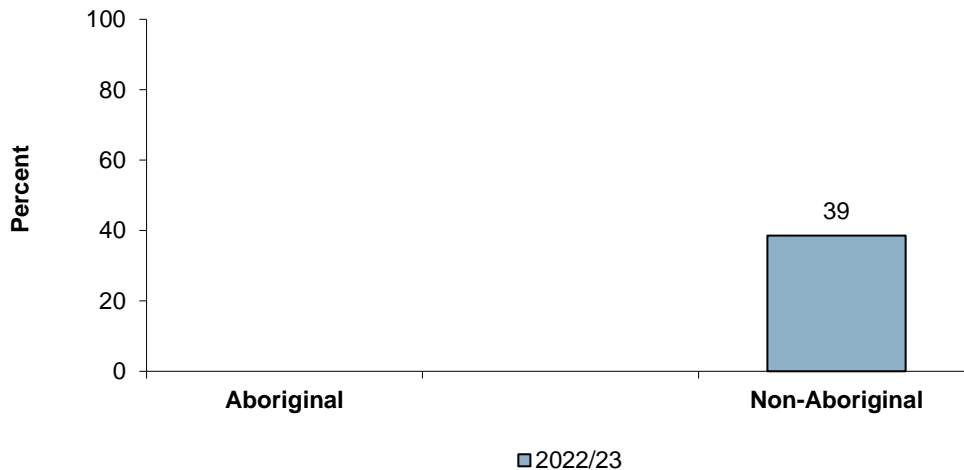
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	12	Msk	Msk	Msk	Msk	75	60	80	49	65
2020/21	Msk	Msk	Msk	Msk	Msk	95	64	67	43	45
2021/22	10	Msk	Msk	Msk	Msk	72	49	68	35	49
2022/23	Msk	Msk	Msk	Msk	Msk	83	32	39	22	27

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	12	21	Msk	Msk	75	767	59	16	
2020/21	Msk	21	Msk	Msk	95	684	81	14	
2021/22	10	28	Msk	Msk	72	455	44	28	
2022/23	Msk	20	Msk	Msk	83	519	59	24	

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



**Note:**

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

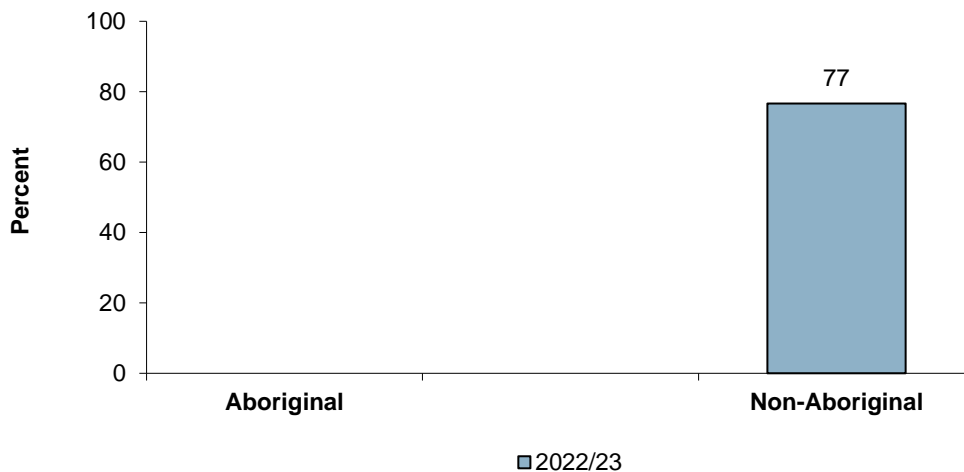
## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	18	Msk	Msk	Msk	Msk	424	340	80	311	73
2020/21	15	10	67	Msk	Msk	424	347	82	321	76
2021/22	16	10	63	Msk	Msk	449	343	76	305	68
2022/23	18	Msk	Msk	Msk	Msk	510	391	77	339	66

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count		
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #	
2019/20	18	21	Msk	Msk	424	767	400	24	
2020/21	15	21	Msk	Msk	424	684	400	24	
2021/22	16	28	Msk	Msk	449	455	415	34	
2022/23	18	20	Msk	Msk	510	519	473	37	

**Science 10: C+ or Better**



**Note:**

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



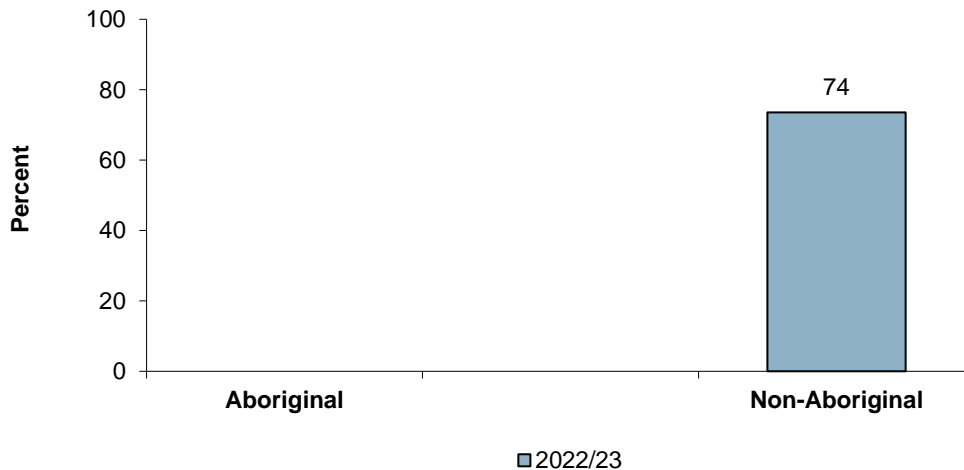
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	192	148	77	129	67
2020/21	Msk	Msk	Msk	Msk	Msk	133	109	82	97	73
2021/22	Msk	Msk	Msk	Msk	Msk	176	135	77	113	64
2022/23	Msk	Msk	Msk	Msk	Msk	136	100	74	91	67

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students *	Course Mark Count		Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2019/20	Msk	35	Msk	Msk	192	603	164	28	
2020/21	Msk	24	Msk	Msk	133	506	105	28	
2021/22	Msk	23	Msk	Msk	176	471	148	28	
2022/23	Msk	24	Msk	Msk	136	495	121	15	

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



**Note:**

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

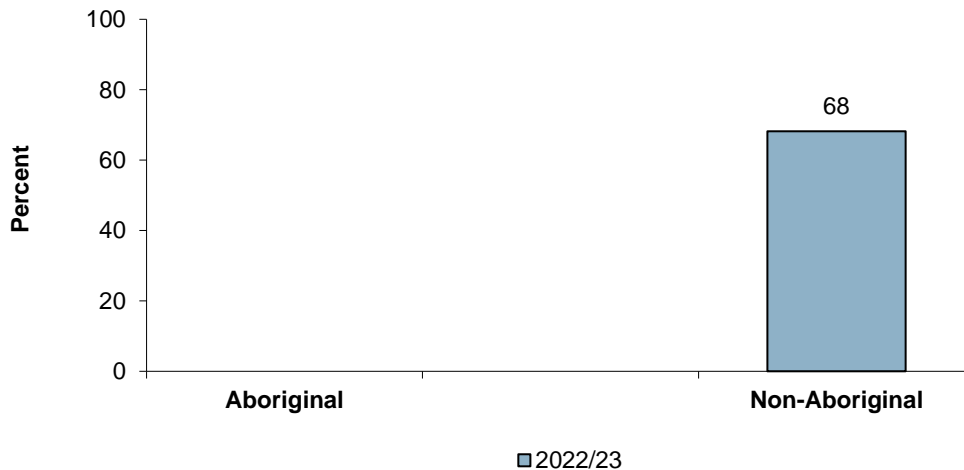
## COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	12	Msk	Msk	Msk	Msk	419	320	76	271	65
2020/21	Msk	Msk	Msk	Msk	Msk	308	262	85	234	76
2021/22	Msk	Msk	Msk	Msk	Msk	327	243	74	221	68
2022/23	10	Msk	Msk	Msk	Msk	428	292	68	240	56

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	12	35	Msk	Msk	419	603	189	230	
2020/21	Msk	24	Msk	Msk	308	506	183	125	
2021/22	Msk	23	Msk	Msk	327	471	210	117	
2022/23	10	24	Msk	Msk	428	495	285	143	

**Pre-calculus 11: C+ or Better**



**Note:**

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

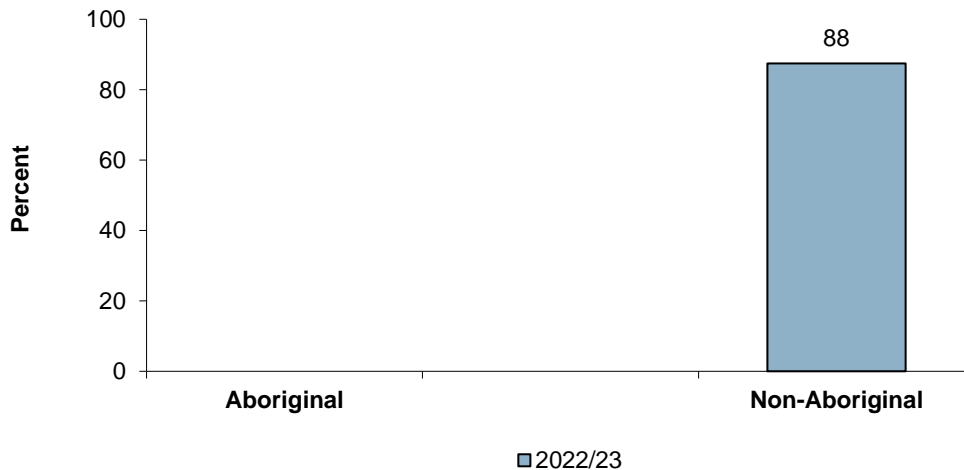
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	37	21	57	16	43
2020/21	Msk	Msk	Msk	Msk	Msk	27	24	89	20	74
2021/22	Msk	Msk	Msk	Msk	Msk	43	32	74	25	58
2022/23	Msk	Msk	Msk	Msk	Msk	48	42	88	32	67

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students *	Course Mark Count		Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2019/20	Msk	35	Msk	Msk	37	603	20	17	
2020/21	Msk	24	Msk	Msk	27	506	Msk	Msk	
2021/22	Msk	23	Msk	Msk	43	471	30	13	
2022/23	Msk	24	Msk	Msk	48	495	29	19	

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



**Note:**

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

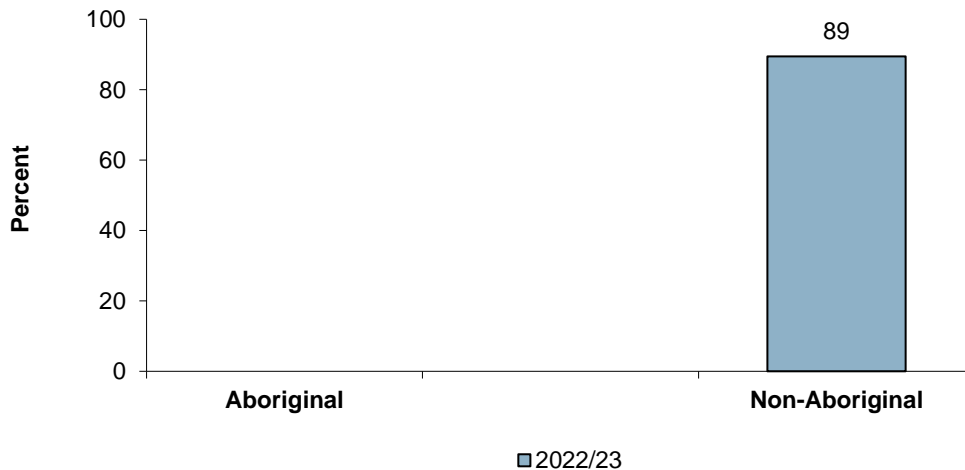
## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	19	17	89	15	79

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	-	49	-	-	Msk	892	Msk	Msk	
2020/21	Msk	53	Msk	Msk	Msk	903	Msk	Msk	
2021/22	Msk	57	Msk	Msk	10	891	Msk	Msk	
2022/23	Msk	43	Msk	Msk	19	791	Msk	Msk	

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



**Note:**

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

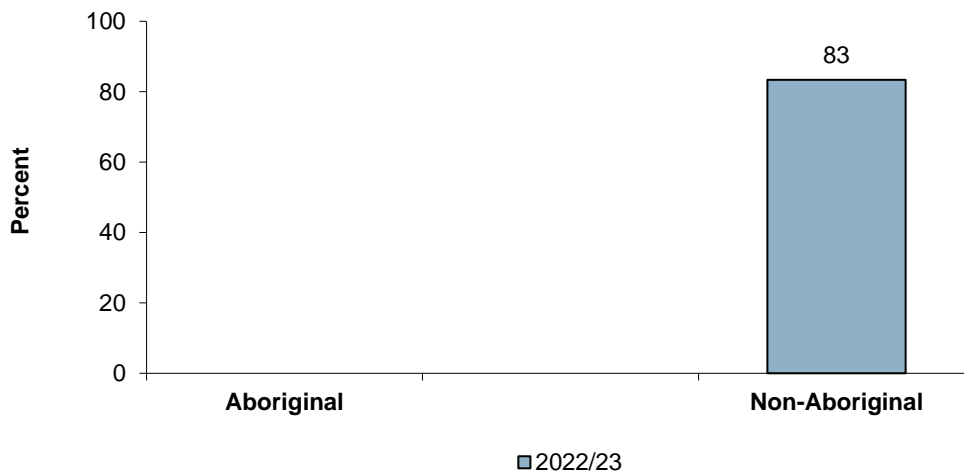
## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	27	17	63	15	56	627	494	79	419	67
2020/21	24	19	79	16	67	633	515	81	446	70
2021/22	24	15	63	10	42	510	398	78	330	65
2022/23	13	Msk	Msk	Msk	Msk	494	412	83	367	74

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	27	49	Msk	Msk	627	892	494	133	
2020/21	24	53	Msk	Msk	633	903	491	142	
2021/22	24	57	Msk	Msk	510	891	434	76	
2022/23	13	43	13	0	494	791	422	72	

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



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.  
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.  
 English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

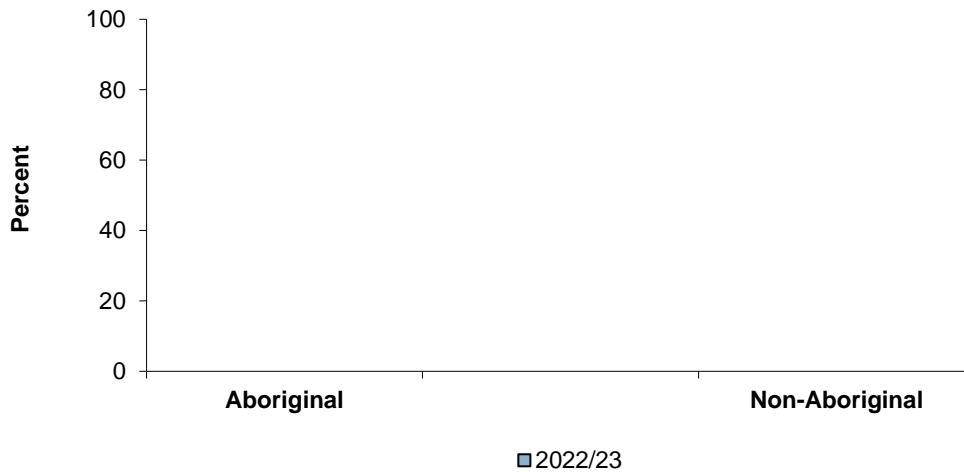
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	49	-	-	-	892	-	-		
2020/21	-	53	-	-	-	903	-	-		
2021/22	-	57	-	-	-	891	-	-		
2022/23	-	43	-	-	Msk	791	Msk	Msk		

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

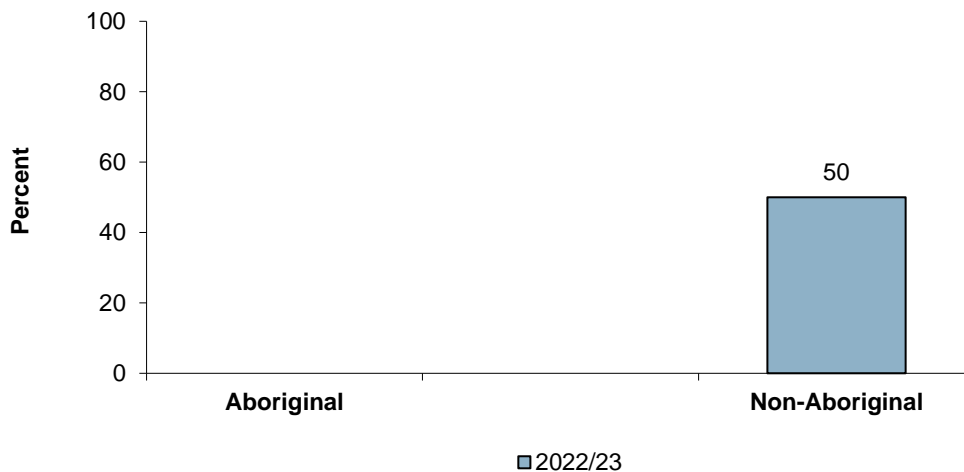
## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	17	16	94	15	88
2021/22	Msk	Msk	Msk	Msk	Msk	21	15	71	12	57
2022/23	Msk	Msk	Msk	Msk	Msk	22	11	50	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	49	-	-	-	892	-	-	
2020/21	-	53	-	-	17	903	Msk	Msk	
2021/22	Msk	57	Msk	Msk	21	891	Msk	Msk	
2022/23	Msk	43	Msk	Msk	22	791	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.

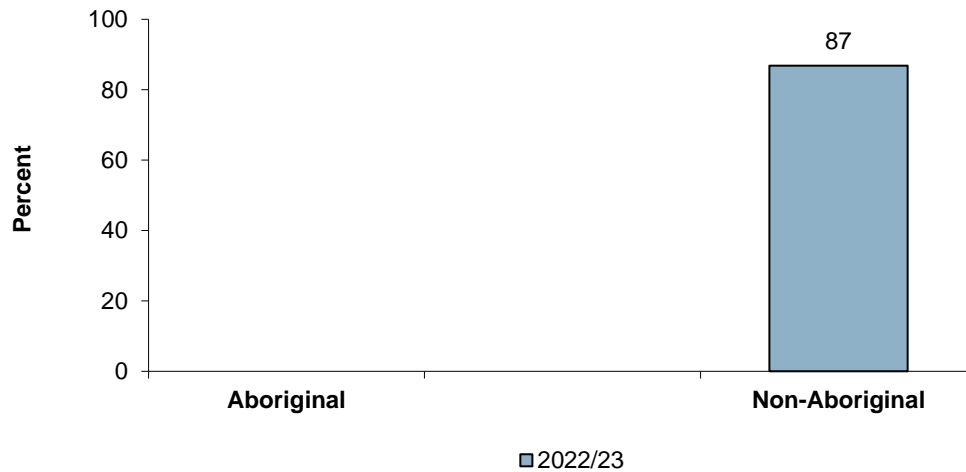
## COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	51	50	98	44	86
2020/21	-	-	-	-	-	51	47	92	42	82
2021/22	-	-	-	-	-	39	33	85	30	77
2022/23	-	-	-	-	-	38	33	87	29	76

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	49	Msk	Msk	51	892	Msk	Msk		
2020/21	-	53	-	-	51	903	Msk	Msk		
2021/22	-	57	-	-	39	891	Msk	Msk		
2022/23	-	43	-	-	38	791	38	0		

**Calculus 12: C+ or Better**



**Note:**

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



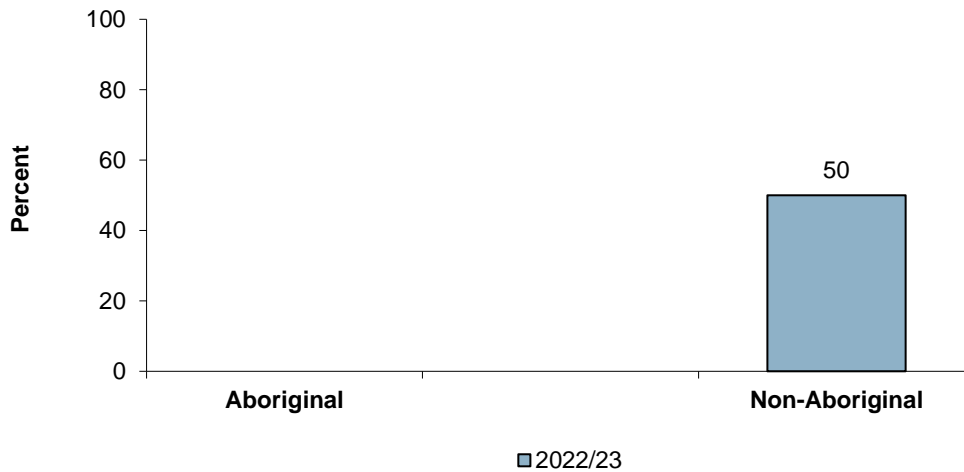
## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	81	54	67	41	51
2020/21	Msk	Msk	Msk	Msk	Msk	70	61	87	54	77
2021/22	Msk	Msk	Msk	Msk	Msk	48	32	67	25	52
2022/23	-	-	-	-	-	28	14	50	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	49	Msk	Msk	81	892	Msk	Msk		
2020/21	Msk	53	Msk	Msk	70	903	Msk	Msk		
2021/22	Msk	57	Msk	Msk	48	891	Msk	Msk		
2022/23	-	43	-	-	28	791	Msk	Msk		

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



**Note:**

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

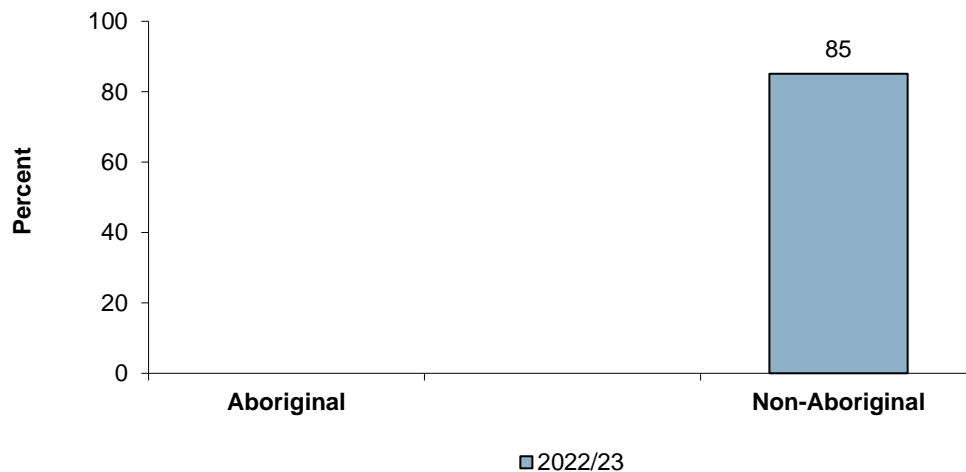
## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	225	199	88	185	82
2020/21	Msk	Msk	Msk	Msk	Msk	194	171	88	158	81
2021/22	Msk	Msk	Msk	Msk	Msk	230	195	85	178	77
2022/23	Msk	Msk	Msk	Msk	Msk	195	166	85	155	79

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	Msk	49	Msk	Msk	225	892	149	76	
2020/21	Msk	53	Msk	Msk	194	903	123	71	
2021/22	Msk	57	Msk	Msk	230	891	149	81	
2022/23	Msk	43	Msk	Msk	195	791	157	38	

**Pre-calculus 12: C+ or Better**



**Note:**

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

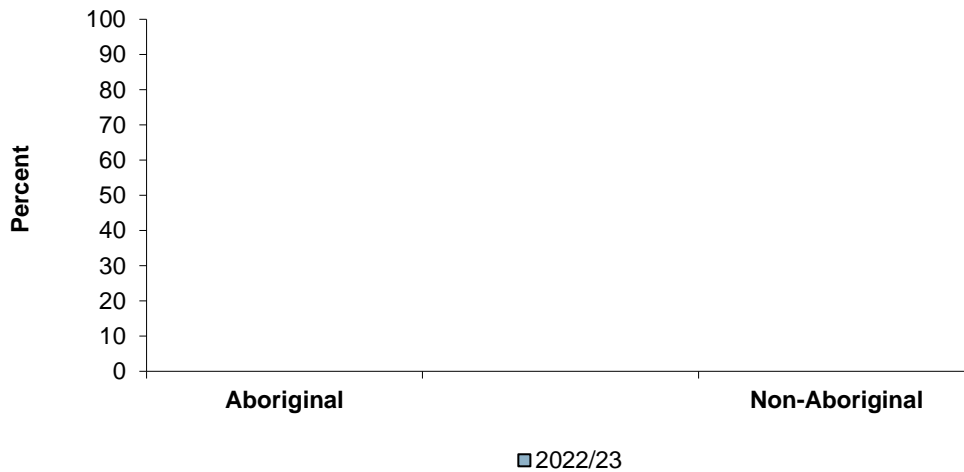
**COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12**

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	49	-	-	-	892	-	-		
2020/21	-	53	-	-	-	903	-	-		
2021/22	-	57	-	-	-	891	-	-		
2022/23	-	43	-	-	-	791	-	-		

**Contemporary Indigenous Studies 12: C+ or Better**



**Note:**

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

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

BC Residents

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

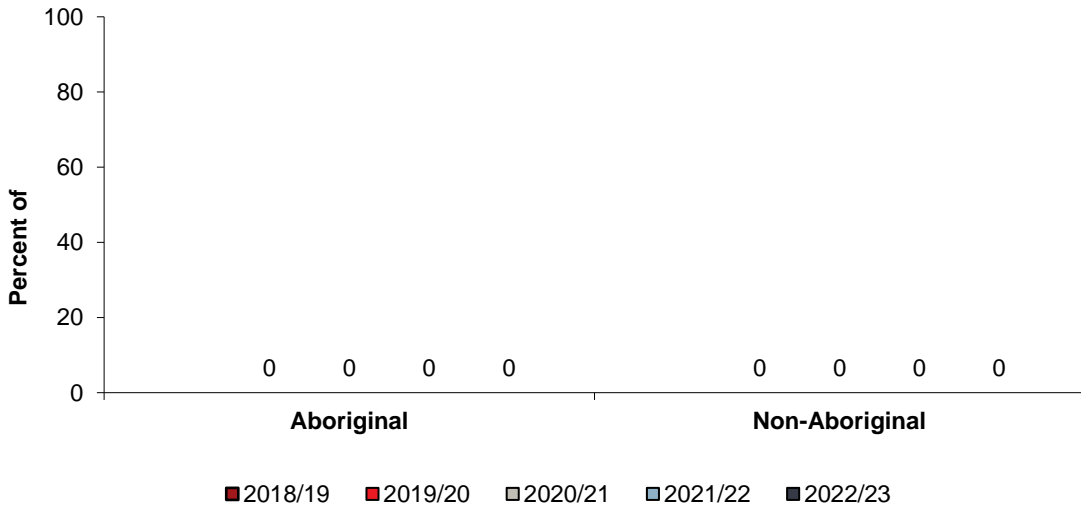
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

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

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

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



**Note:**

- ' represents No data

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

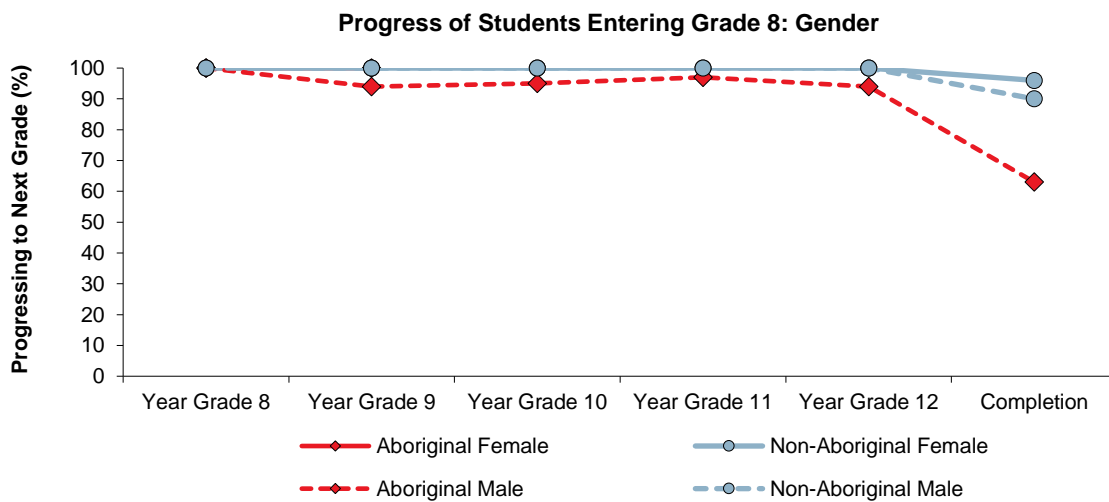
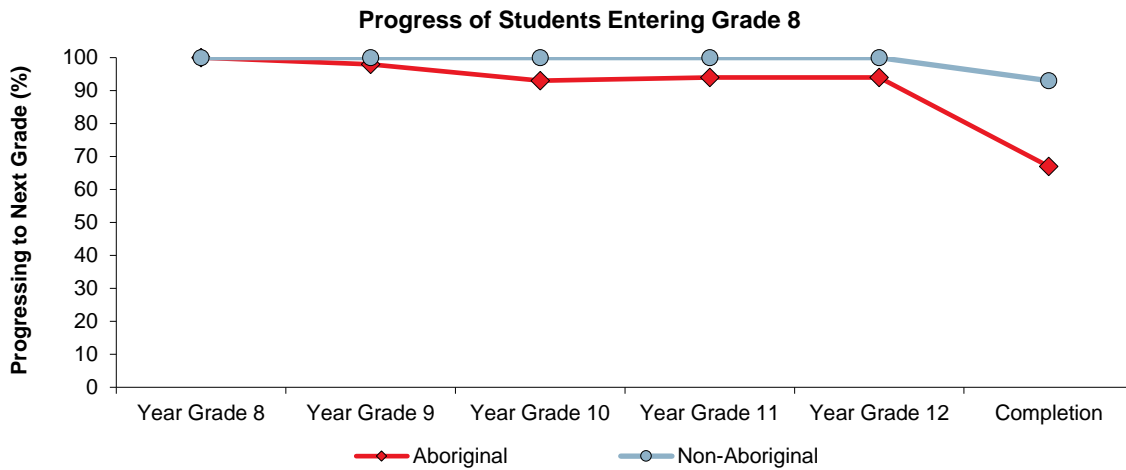
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

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

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	98	100	94	100	100	100
	Grade 10	93	Msk	95	100	100	100
	Grade 11	94	Msk	97	100	100	100
	Grade 12	94	Msk	94	100	100	100
2022/23	Completion	67	Msk	63	93	96	90



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

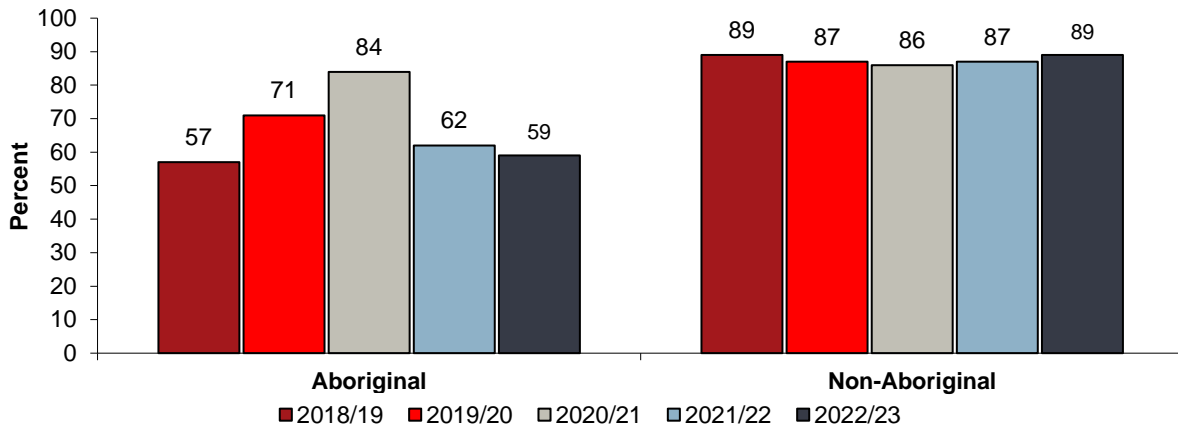
BC Residents

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

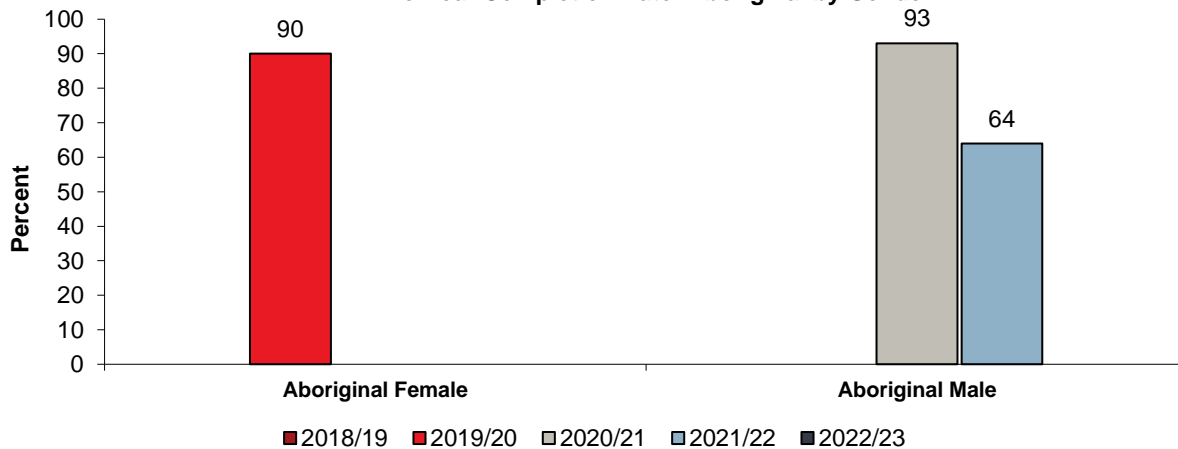
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	57	Msk	Msk	89	92	87
2019/20	71	90	Msk	87	91	85
2020/21	84	Msk	93	86	88	85
2021/22	62	Msk	64	87	88	86
2022/23	59	Msk	Msk	89	94	85

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



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



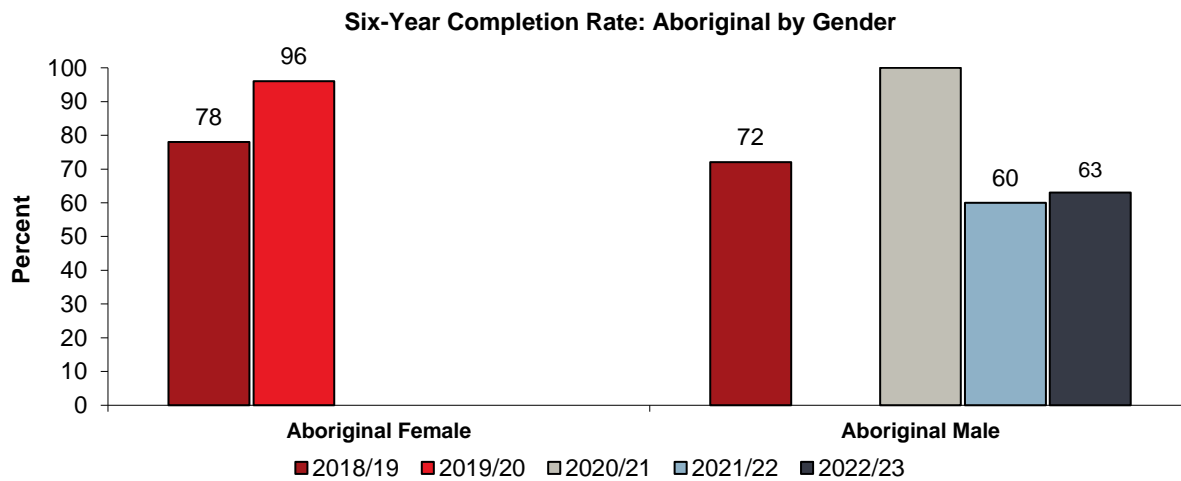
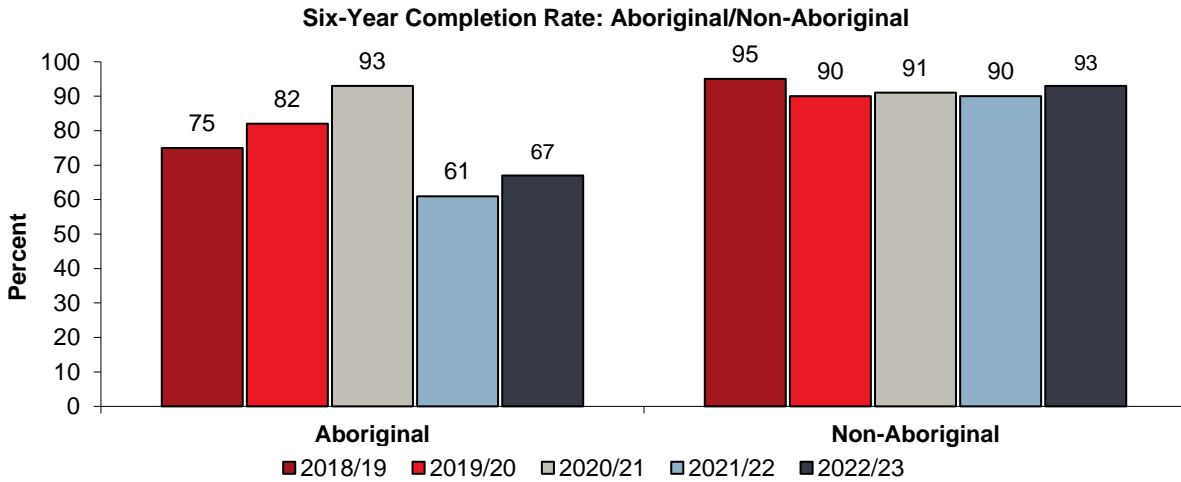
## SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

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

### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	75	78	72	95	98	93
2019/20	82	96	Msk	90	92	89
2020/21	93	Msk	100	91	92	90
2021/22	61	Msk	60	90	91	90
2022/23	67	Msk	63	93	96	91



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

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

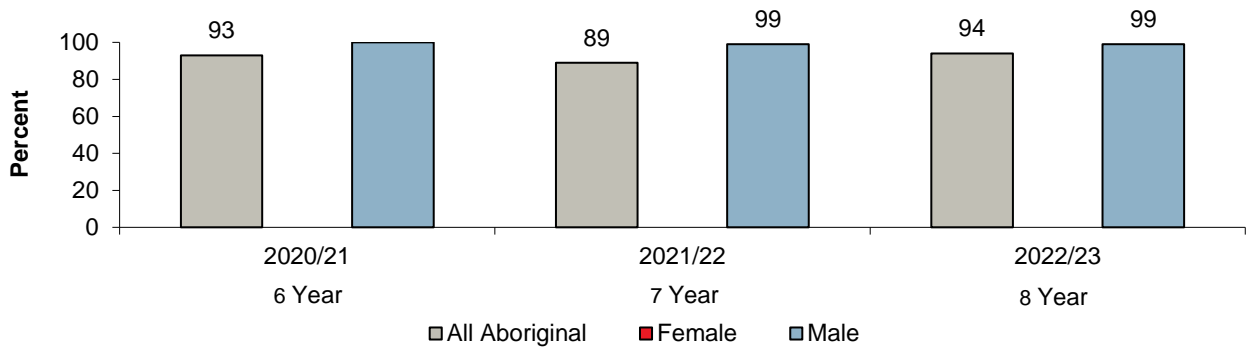
BC Residents

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

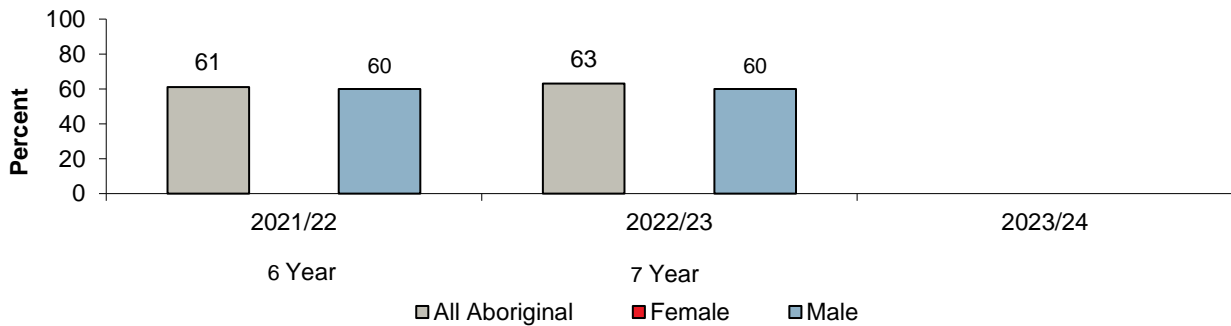
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All	Female	Male	All	Female	Male	All	Female	Male
	Aboriginal %	%	%	Aboriginal %	%	%	Aboriginal %	%	%
2015/16	93	Msk	100	89	Msk	99	94	Msk	99
2016/17	61	Msk	60	63	Msk	60	-	-	-
2017/18	67	Msk	63	-	-	-	-	-	-

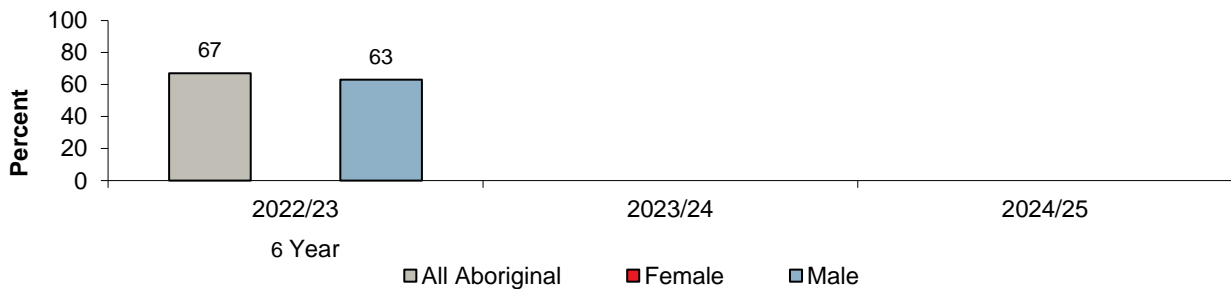
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort**



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



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



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



## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

### BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	34	Msk	Msk	481	Msk	Msk
2019/20	43	0	0	797	Msk	Msk
2020/21	48	0	0	836	Msk	Msk
2021/22	52	Msk	Msk	735	Msk	Msk
2022/23	34	0	0	599	Msk	Msk

### BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	34	17	50	481	382	79
2019/20	43	19	44	797	384	48
2020/21	48	17	35	836	374	45
2021/22	52	14	27	735	379	52
2022/23	34	10	29	599	388	65

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

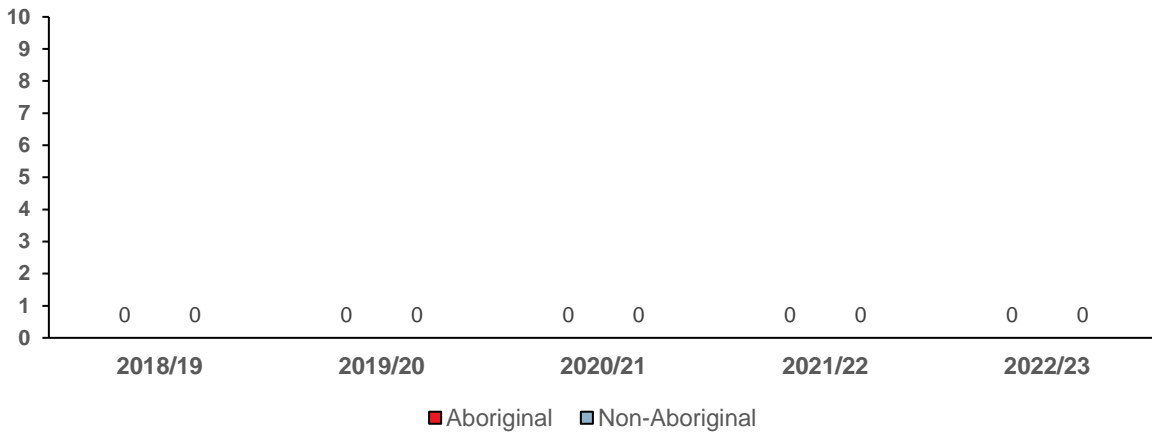
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

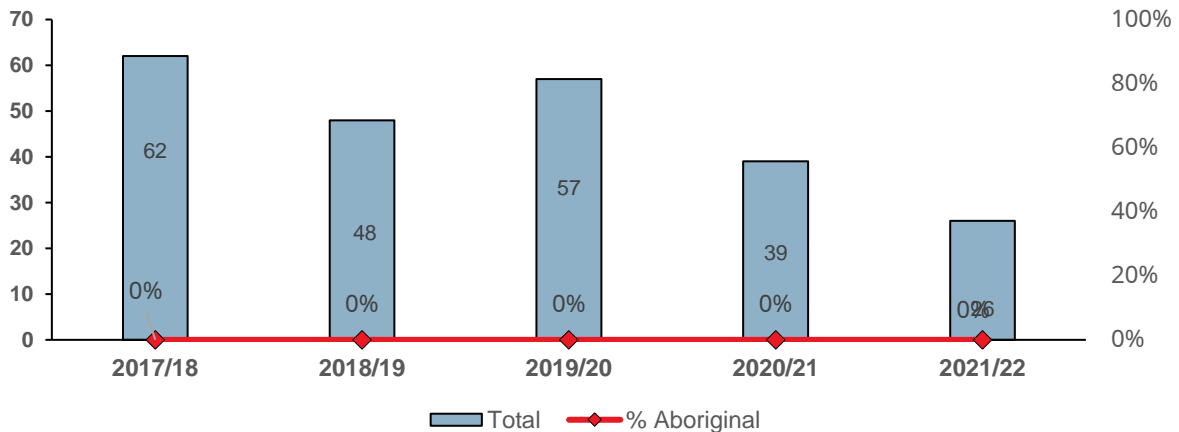
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	62		Msk	Msk	Msk	Msk
2019/20	48		Msk	Msk	Msk	Msk
2020/21	57		Msk	Msk	Msk	Msk
2021/22	39		Msk	Msk	Msk	Msk
2022/23	26		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	Msk	-	55	-	18
2019/20	-	Msk	Msk	Msk	-	29	Msk	56
2020/21	-	Msk	Msk	Msk	-	Msk	Msk	58
2021/22	-	Msk	-	Msk	Msk	Msk	Msk	62
2022/23	-	Msk	-	Msk	-	Msk	Msk	56

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

#### ABORIGINAL

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

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	12	21	36
2019/20	Msk	Msk	Msk	Msk	31	69
2020/21	Msk	Msk	14	25	37	67
2021/22	Msk	Msk	Msk	Msk	29	78
2022/23	Msk	Msk	Msk	Msk	20	80

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

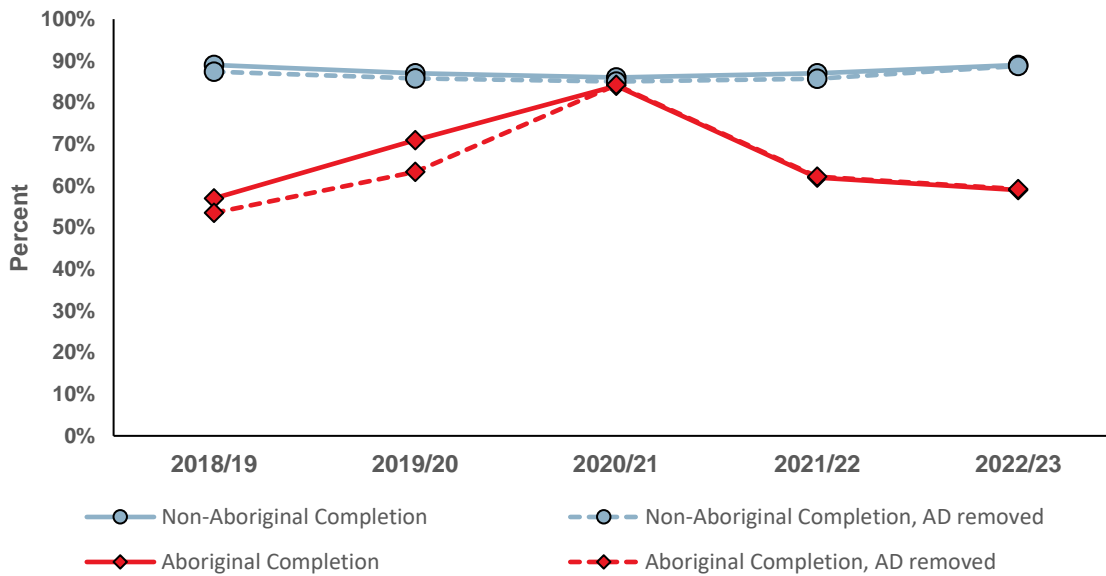
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

### FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	57	-3	54	89	-2	87
2019/20	71	-8	63	87	-1	86
2020/21	84	0	84	86	-1	85
2021/22	62	0	62	87	-1	86
2022/23	59	0	59	89	0	89

**Five-Year Completion Rate - Adult Dogwood Contribution**



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

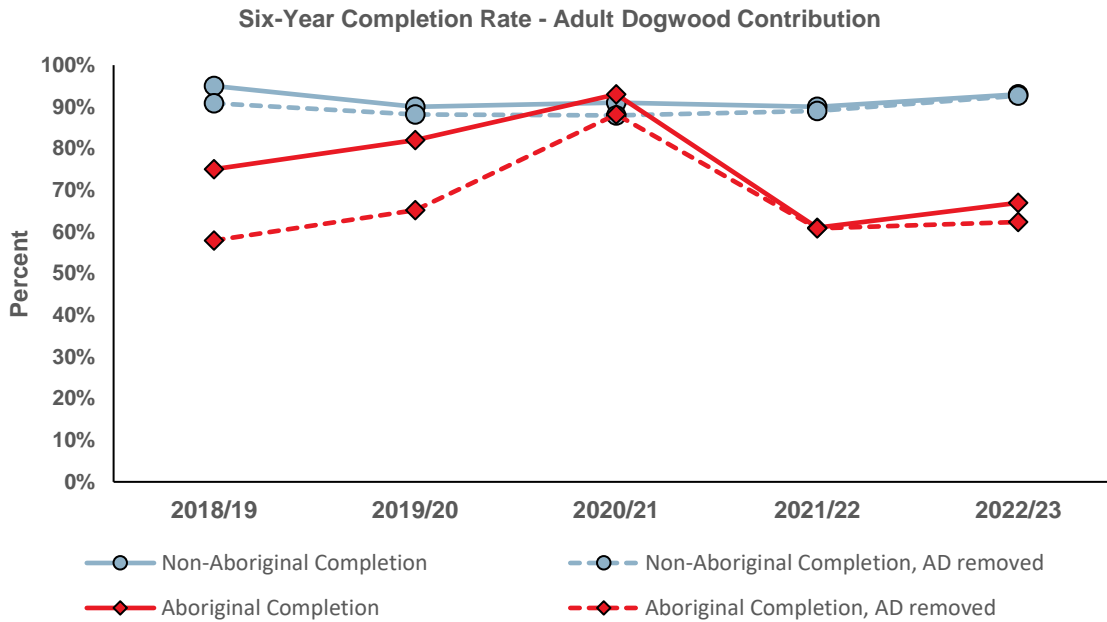
BC Residents

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

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	75	-17	58	95	-4	91
2019/20	82	-17	65	90	-2	88
2020/21	93	-5	88	91	-3	88
2021/22	61	0	61	90	-1	89
2022/23	67	-5	62	93	0	93



## EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

### CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	128	58	45	70	55
2018/19	109	54	50	55	50
2019/20	98	49	50	49	50
2020/21	114	49	43	65	57
2021/22	107	46	43	61	57

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

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	414	58	14
2018/19	395	54	14
2019/20	345	49	14
2020/21	356	49	14
2021/22	368	46	13

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

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

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

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

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	15	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	17	100	Msk	Msk	Msk	Msk	-	-	Msk	Msk
	2019/20	18	100	Msk	Msk	Msk	Msk				
	2020/21	16	100	Msk	Msk						
Non-Aboriginal	2017/18	371	100	76	20.5	30	8.1	Msk	Msk	Msk	Msk
	2018/19	371	100	88	23.7	10	2.7	Msk	Msk		
	2019/20	374	100	90	24.1	17	4.5				
	2020/21	363	100	70	19.3						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	15	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	17	100	Msk	Msk	-	-	-	-		
	2019/20	18	100	Msk	Msk	Msk	Msk				
	2020/21	16	100	-	-						
Non-Aboriginal	2017/18	371	100	18	4.9	11	3.0	Msk	Msk	Msk	Msk
	2018/19	371	100	25	6.7	Msk	Msk	Msk	Msk		
	2019/20	374	100	26	7.0	Msk	Msk				
	2020/21	363	100	22	6.1						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	15	100	-	-	-	-	-	-	-	-
	2018/19	17	100	-	-	-	-	-	-	-	-
	2019/20	18	100	Msk	Msk	-	-	-	-	-	-
	2020/21	16	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	371	100	80	21.6	10	2.7	-	-	-	-
	2018/19	371	100	87	23.5	Msk	Msk	Msk	Msk	-	-
	2019/20	374	100	107	28.6	Msk	Msk	-	-	-	-
	2020/21	363	100	102	28.1	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	15	100	-	-	-	-	-	-	-	-
	2018/19	17	100	Msk	Msk	-	-	-	-	-	-
	2019/20	18	100	Msk	Msk	-	-	-	-	-	-
	2020/21	16	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	371	100	32	8.6	Msk	Msk	Msk	Msk	-	-
	2018/19	371	100	31	8.4	Msk	Msk	-	-	-	-
	2019/20	374	100	25	6.7	Msk	Msk	-	-	-	-
	2020/21	363	100	20	5.5	-	-	-	-	-	-



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

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

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

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

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

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### CAVEAT

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

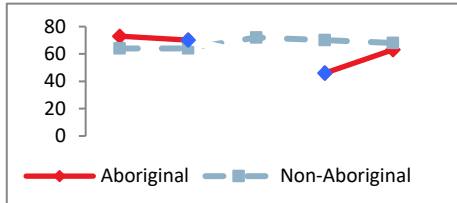
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

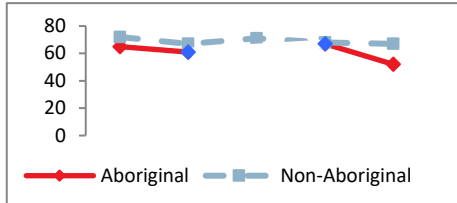
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



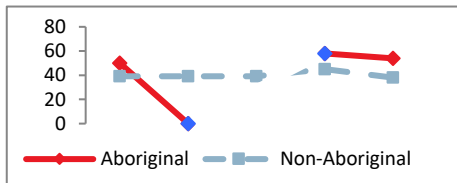
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	19	73	441	282	64
2019/20	23	16	70	379	242	64
2020/21	Msk	Msk	Msk	413	296	72
2021/22	24	11	46	413	288	70
2022/23	24	15	63	481	327	68

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	17	65	445	320	72
2019/20	23	14	61	379	255	67
2020/21	Msk	Msk	Msk	415	294	71
2021/22	24	16	67	417	284	68
2022/23	23	12	52	490	328	67

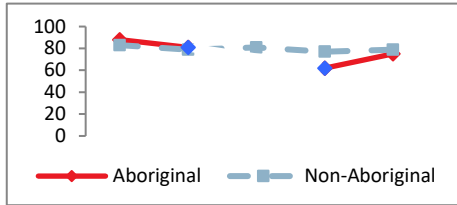
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	12	50	439	171	39
2019/20	22	Msk	Msk	376	146	39
2020/21	Msk	Msk	Msk	414	161	39
2021/22	24	14	58	411	185	45
2022/23	24	13	54	479	182	38

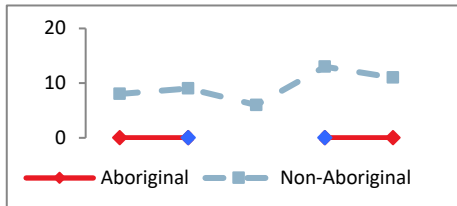
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

**Do you feel safe at school?**



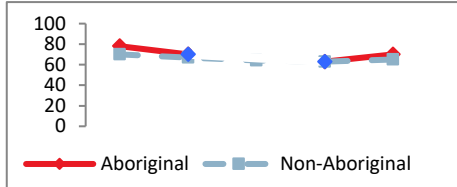
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	23	88	441	365	83
2019/20	21	17	81	376	297	79
2020/21	Msk	Msk	Msk	415	338	81
2021/22	21	13	62	415	318	77
2022/23	24	18	75	479	377	79

**Have you ever felt bullied at school?**



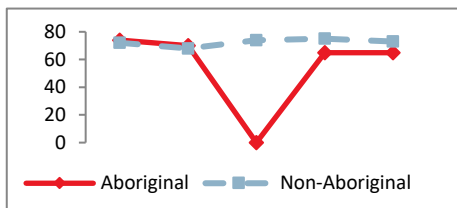
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	Msk	Msk	442	36	8
2019/20	21	Msk	Msk	378	35	9
2020/21	Msk	Msk	Msk	420	27	6
2021/22	21	Msk	Msk	413	55	13
2022/23	23	Msk	Msk	480	55	11

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	27	21	78	444	310	70
2019/20	23	16	70	373	251	67
2020/21	Msk	Msk	Msk	415	265	64
2021/22	24	15	63	417	261	63
2022/23	23	16	70	489	316	65

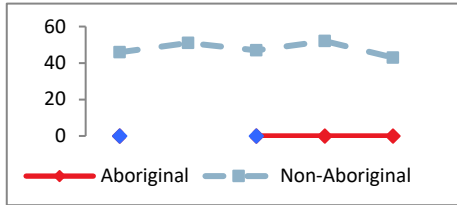
**I am happy at my school.**



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	
	#	#	%	#	#	%
2018/19	27	20	74	439	315	72
2019/20	23	16	70	377	255	68
2020/21	Msk	Msk	Msk	415	309	74
2021/22	23	15	65	414	310	75
2022/23	23	15	65	488	354	73

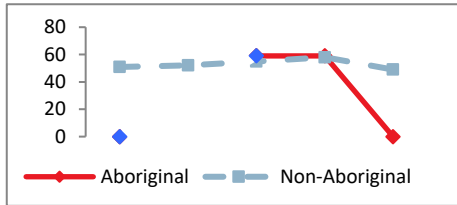
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



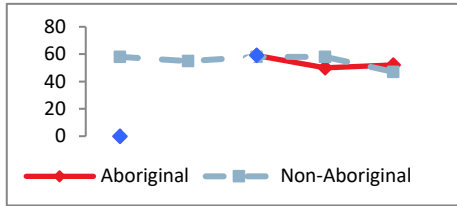
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	400	185	46
2019/20	Msk	Msk	Msk	291	147	51
2020/21	17	Msk	Msk	366	173	47
2021/22	22	Msk	Msk	457	239	52
2022/23	25	Msk	Msk	419	182	43

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



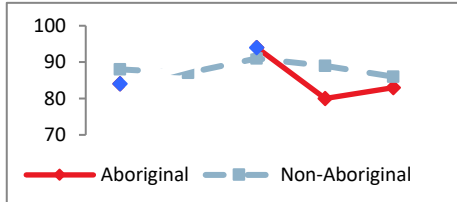
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	398	201	51
2019/20	Msk	Msk	Msk	291	150	52
2020/21	17	10	59	366	202	55
2021/22	22	13	59	460	266	58
2022/23	25	Msk	Msk	420	205	49

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



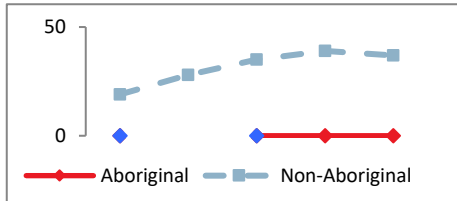
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	384	223	58
2019/20	Msk	Msk	Msk	283	156	55
2020/21	17	10	59	348	202	58
2021/22	22	11	50	455	265	58
2022/23	25	13	52	418	198	47

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	16	84	392	345	88
2019/20	Msk	Msk	Msk	289	250	87
2020/21	17	16	94	359	326	91
2021/22	20	16	80	448	397	89
2022/23	23	19	83	408	349	86

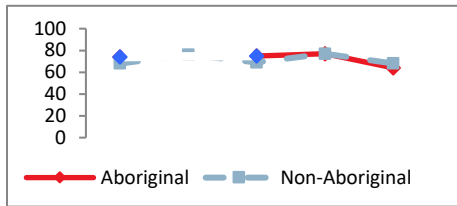
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	392	75	19
2019/20	Msk	Msk	Msk	288	81	28
2020/21	17	Msk	Msk	363	127	35
2021/22	22	Msk	Msk	456	176	39
2022/23	23	Msk	Msk	416	154	37

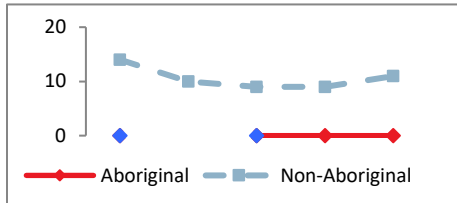
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

**Do you feel safe at school?**



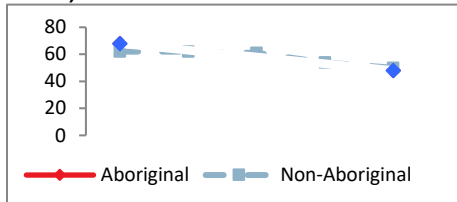
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	14	74	396	268	68
2019/20	Msk	Msk	Msk	289	219	76
2020/21	16	12	75	360	249	69
2021/22	22	17	77	458	354	77
2022/23	25	16	64	420	287	68

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



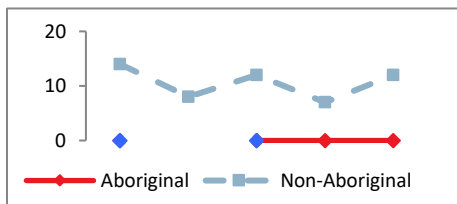
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	395	56	14
2019/20	Msk	Msk	Msk	292	29	10
2020/21	16	Msk	Msk	362	33	9
2021/22	21	Msk	Msk	461	43	9
2022/23	25	Msk	Msk	421	46	11

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	19	13	68	400	247	62
2019/20	Msk	Msk	Msk	292	180	62
2020/21	16	Msk	Msk	364	223	61
2021/22	22	Msk	Msk	464	251	54
2022/23	25	12	48	423	212	50

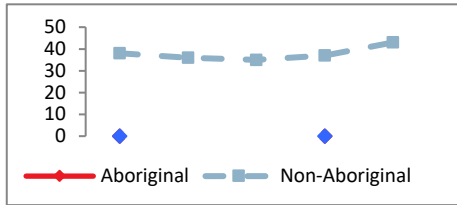
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	18	Msk	Msk	400	54	14
2019/20	Msk	Msk	Msk	292	22	8
2020/21	17	Msk	Msk	364	42	12
2021/22	22	Msk	Msk	461	32	7
2022/23	25	Msk	Msk	421	52	12

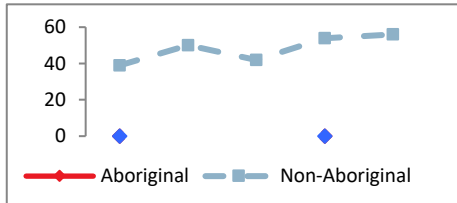
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



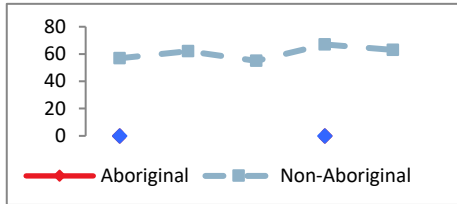
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	241	92	38
2019/20	Msk	Msk	Msk	222	80	36
2020/21	Msk	Msk	Msk	231	82	35
2021/22	10	Msk	Msk	305	114	37
2022/23	Msk	Msk	Msk	328	140	43

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



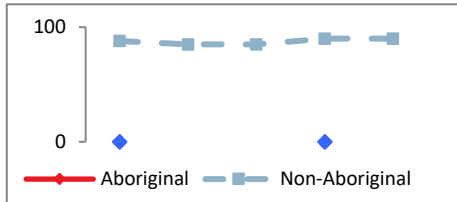
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	240	93	39
2019/20	Msk	Msk	Msk	221	111	50
2020/21	Msk	Msk	Msk	231	96	42
2021/22	10	Msk	Msk	302	164	54
2022/23	Msk	Msk	Msk	327	182	56

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



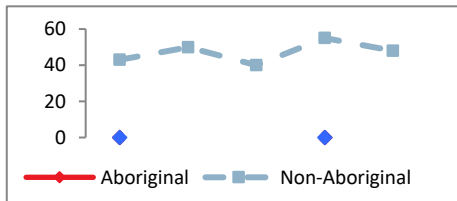
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	233	132	57
2019/20	Msk	Msk	Msk	210	131	62
2020/21	Msk	Msk	Msk	222	122	55
2021/22	10	Msk	Msk	304	205	67
2022/23	Msk	Msk	Msk	321	202	63

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	234	207	88
2019/20	Msk	Msk	Msk	213	180	85
2020/21	Msk	Msk	Msk	224	190	85
2021/22	10	Msk	Msk	293	263	90
2022/23	Msk	Msk	Msk	313	282	90

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



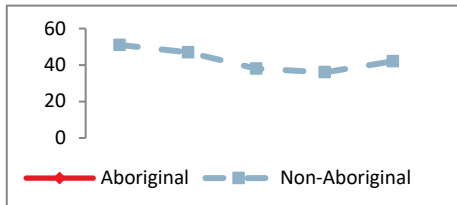
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	239	102	43
2019/20	Msk	Msk	Msk	215	108	50
2020/21	Msk	Msk	Msk	226	91	40
2021/22	10	Msk	Msk	298	163	55
2022/23	Msk	Msk	Msk	318	153	48

## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
<b>Do you feel safe at school?</b>						
						
School Year	#	#	%	#	#	%
2018/19	10	Msk	Msk	241	169	70
2019/20	Msk	Msk	Msk	219	148	68
2020/21	Msk	Msk	Msk	228	148	65
2021/22	Msk	Msk	Msk	301	227	75
2022/23	Msk	Msk	Msk	319	223	70
<b>At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?</b>						
						
School Year	#	#	%	#	#	%
2018/19	10	Msk	Msk	241	14	6
2019/20	Msk	Msk	Msk	219	Msk	Msk
2020/21	Msk	Msk	Msk	228	15	7
2021/22	Msk	Msk	Msk	301	14	5
2022/23	Msk	Msk	Msk	320	23	7
<b>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.)</b>						
						
School Year	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	241	157	65
2019/20	Msk	Msk	Msk	220	149	68
2020/21	Msk	Msk	Msk	229	141	62
2021/22	Msk	Msk	Msk	304	173	57
2022/23	Msk	Msk	Msk	326	188	58
<b>Are you satisfied that school is preparing you for a job in the future?</b>						
						
School Year	#	#	%	#	#	%
2018/19	10	Msk	Msk	234	67	29
2019/20	Msk	Msk	Msk	214	64	30
2020/21	Msk	Msk	Msk	227	55	24
2021/22	10	Msk	Msk	294	108	37
2022/23	Msk	Msk	Msk	313	120	38
<b>Are you satisfied that school is preparing you for post-secondary education?</b>						
						
School Year	#	#	%	#	#	%
2018/19	10	Msk	Msk	236	88	37
2019/20	Msk	Msk	Msk	212	94	44
2020/21	Msk	Msk	Msk	225	82	36
2021/22	10	Msk	Msk	295	137	46
2022/23	Msk	Msk	Msk	314	168	54
<b>I would like to go to a different school.</b>						
						
School Year	#	#	%	#	#	%
2018/19	10	Msk	Msk	242	40	17
2019/20	Msk	Msk	Msk	222	20	9
2020/21	Msk	Msk	Msk	229	17	7
2021/22	10	Msk	Msk	303	30	10
2022/23	Msk	Msk	Msk	325	34	10

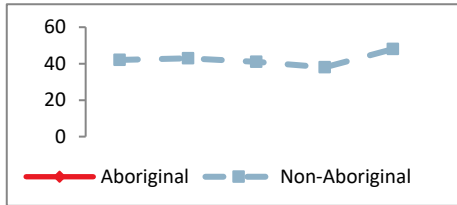
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



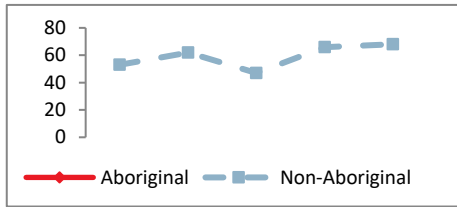
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	198	100	51
2019/20	Msk	Msk	Msk	263	123	47
2020/21	Msk	Msk	Msk	156	59	38
2021/22	Msk	Msk	Msk	242	86	36
2022/23	Msk	Msk	Msk	230	96	42

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	197	82	42
2019/20	Msk	Msk	Msk	261	113	43
2020/21	Msk	Msk	Msk	157	64	41
2021/22	Msk	Msk	Msk	242	93	38
2022/23	Msk	Msk	Msk	229	109	48

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



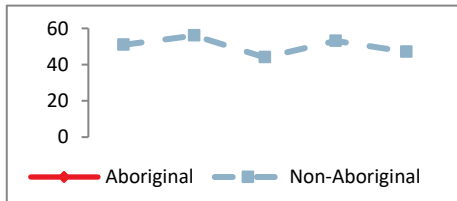
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	194	102	53
2019/20	Msk	Msk	Msk	255	157	62
2020/21	Msk	Msk	Msk	150	71	47
2021/22	Msk	Msk	Msk	234	154	66
2022/23	Msk	Msk	Msk	222	150	68

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	194	183	94
2019/20	Msk	Msk	Msk	244	216	89
2020/21	Msk	Msk	Msk	151	130	86
2021/22	Msk	Msk	Msk	226	199	88
2022/23	Msk	Msk	Msk	221	201	91

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	195	100	51
2019/20	Msk	Msk	Msk	255	142	56
2020/21	Msk	Msk	Msk	150	66	44
2021/22	Msk	Msk	Msk	229	121	53
2022/23	Msk	Msk	Msk	224	105	47



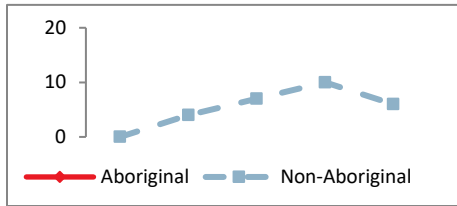
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	Msk	Msk	Msk	197	158	80
2019/20	Msk	Msk	Msk	259	196	76
2020/21	Msk	Msk	Msk	152	108	71
2021/22	Msk	Msk	Msk	234	159	68
2022/23	Msk	Msk	Msk	223	142	64

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



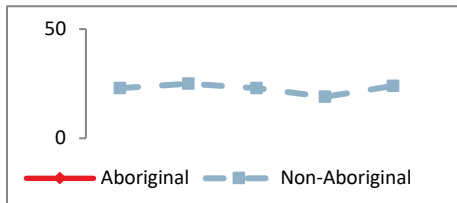
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	Msk	Msk	Msk	198	Msk	Msk
2019/20	Msk	Msk	Msk	258	11	4
2020/21	Msk	Msk	Msk	152	10	7
2021/22	Msk	Msk	Msk	230	23	10
2022/23	Msk	Msk	Msk	224	13	6

**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.)**



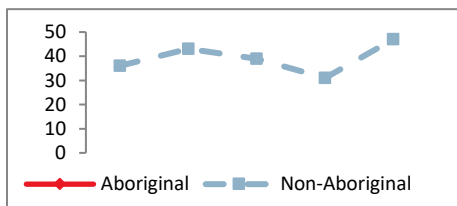
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more # %		Gr 12 Respondents #	Two adults or more # %	
2018/19	Msk	Msk	Msk	199	147	74
2019/20	Msk	Msk	Msk	261	199	76
2020/21	Msk	Msk	Msk	157	92	59
2021/22	Msk	Msk	Msk	241	166	69
2022/23	Msk	Msk	Msk	229	151	66

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	Msk	Msk	Msk	194	44	23
2019/20	Msk	Msk	Msk	244	60	25
2020/21	Msk	Msk	Msk	151	34	23
2021/22	Msk	Msk	Msk	224	43	19
2022/23	Msk	Msk	Msk	221	53	24

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	Msk	Msk	Msk	193	69	36
2019/20	Msk	Msk	Msk	245	106	43
2020/21	Msk	Msk	Msk	151	59	39
2021/22	Msk	Msk	Msk	226	70	31
2022/23	Msk	Msk	Msk	219	103	47

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	Msk	Msk	Msk	198	38	19
2019/20	Msk	Msk	Msk	262	29	11
2020/21	Msk	Msk	Msk	157	15	10
2021/22	Msk	Msk	Msk	241	33	14
2022/23	Msk	Msk	Msk	228	21	9

## GLOSSARY

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

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

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