



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 048**  
**Sea to Sky**

**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

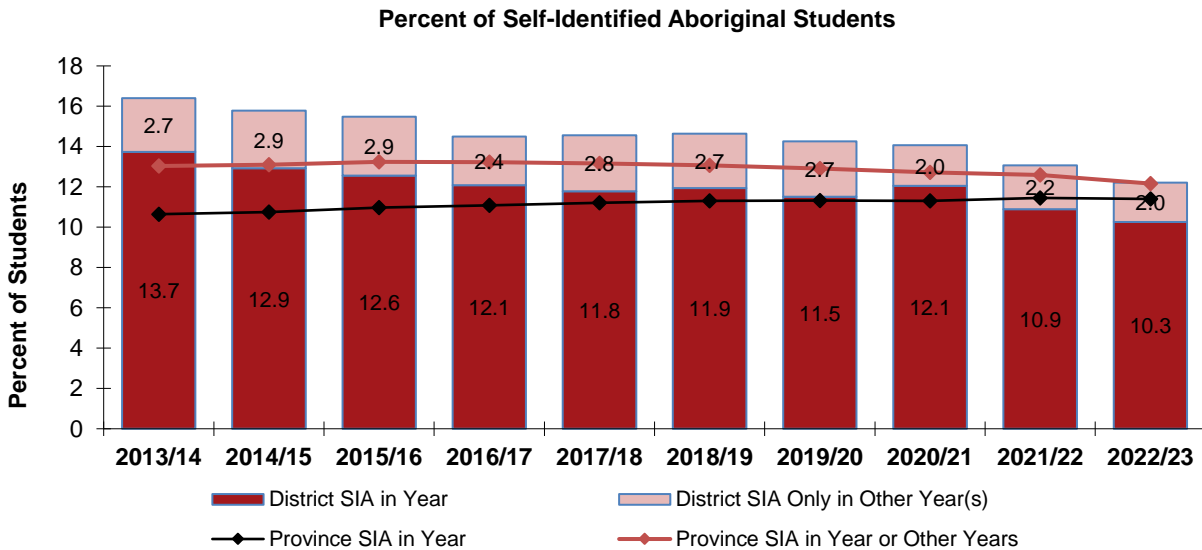
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	4,480	615	13.7	120	2.7	558,983	59,502	10.6	13,325	2.4
2014/15	4,596	594	12.9	131	2.9	552,786	59,382	10.7	13,068	2.4
2015/16	4,824	606	12.6	141	2.9	553,376	60,706	11.0	12,567	2.3
2016/17	4,919	594	12.1	119	2.4	557,625	61,801	11.1	11,979	2.1
2017/18	5,007	590	11.8	139	2.8	563,241	63,182	11.2	10,930	1.9
2018/19	5,131	613	11.9	138	2.7	568,982	64,326	11.3	10,009	1.8
2019/20	5,209	600	11.5	143	2.7	576,000	65,215	11.3	9,152	1.6
2020/21	5,176	624	12.1	104	2.0	568,285	64,272	11.3	8,037	1.4
2021/22	5,415	590	10.9	118	2.2	578,797	66,282	11.5	6,635	1.1
2022/23	5,330	547	10.3	104	2.0	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.

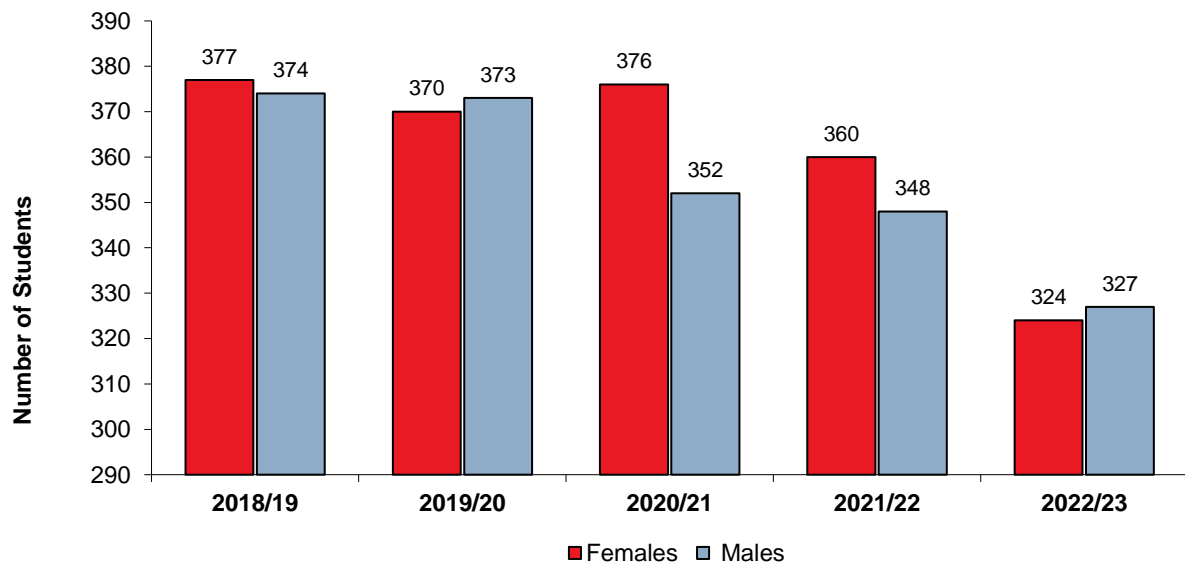
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* 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	5,131	751	14.6	377	7.3	374	7.3	74,335	36,874	37,461
2019/20	5,209	743	14.3	370	7.1	373	7.2	74,367	36,847	37,520
2020/21	5,176	728	14.1	376	7.3	352	6.8	72,309	35,901	36,408
2021/22	5,415	708	13.1	360	6.6	348	6.4	72,917	36,210	36,707
2022/23	5,330	651	12.2	324	6.1	327	6.1	71,838	35,586	36,252

**Number of Aboriginal Students by Gender**



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

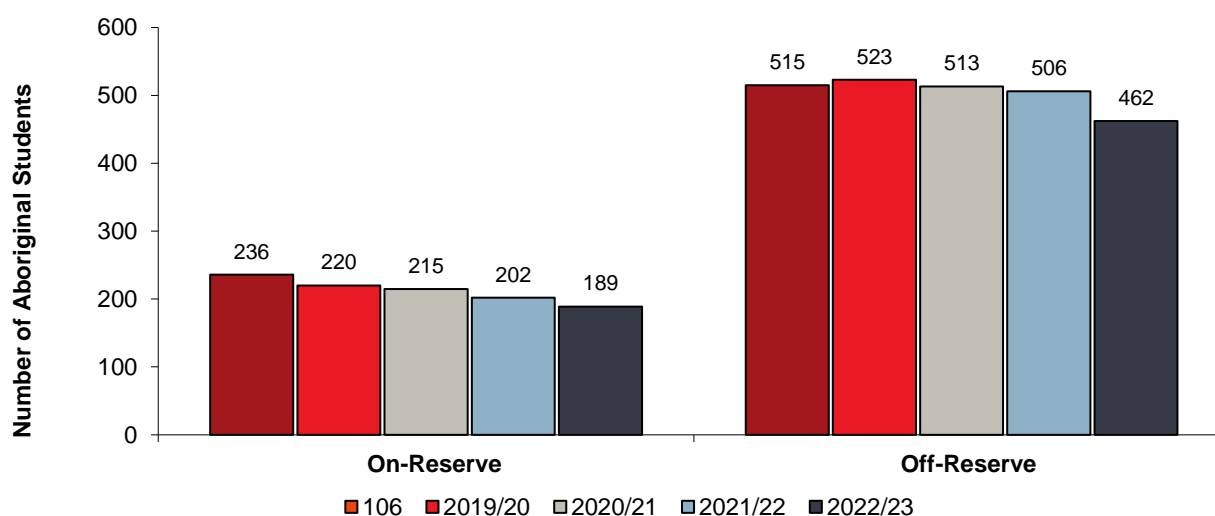
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	751	115	121	236	262	253	515	7,993	66,342
2019/20	743	109	111	220	261	262	523	8,209	66,158
2020/21	728	111	104	215	265	248	513	7,752	64,557
2021/22	708	105	97	202	255	251	506	7,992	64,925
2022/23	651	103	86	189	221	241	462	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	737	112	118	230	254	253	507	8,007	66,275
2019/20	739	112	112	224	257	258	515	8,056	66,087
2020/21	712	109	99	208	257	247	504	7,713	64,505
2021/22	700	107	96	203	255	242	497	7,916	64,400
2022/23	643	103	84	187	219	237	456	8,001	63,477

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

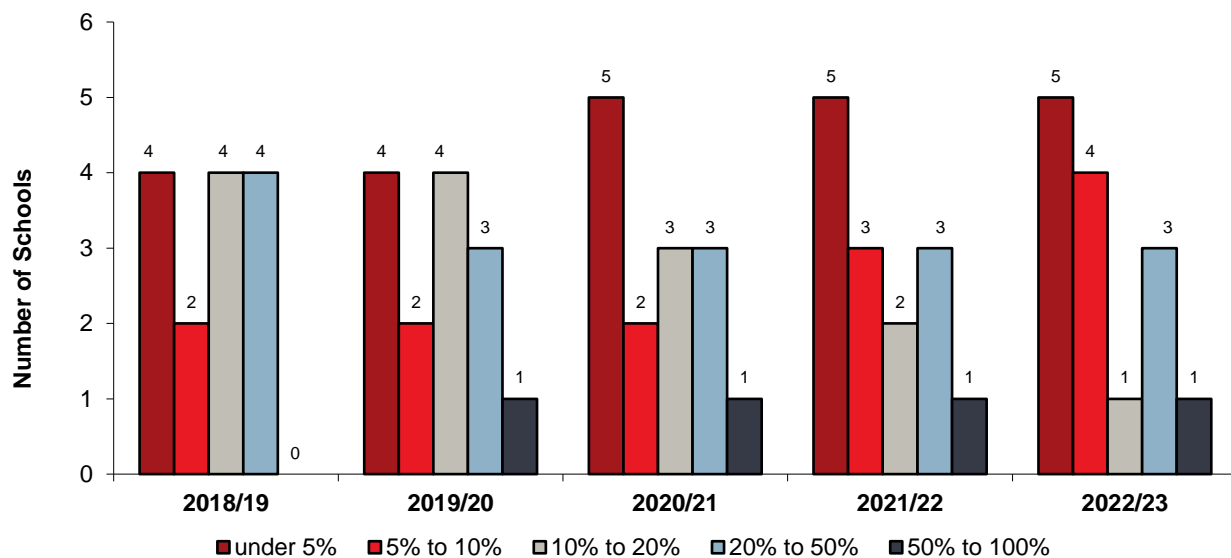


\* Public schools only

## 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	14	4	2	4	4	0	1,385	367	217	324	385	92
2019/20	14	4	2	4	3	1	1,389	382	217	318	378	94
2020/21	14	5	2	3	3	1	1,398	399	210	341	348	100
2021/22	14	5	3	2	3	1	1,405	402	240	338	330	95
2022/23	14	5	4	1	3	1	1,412	423	246	336	318	89

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

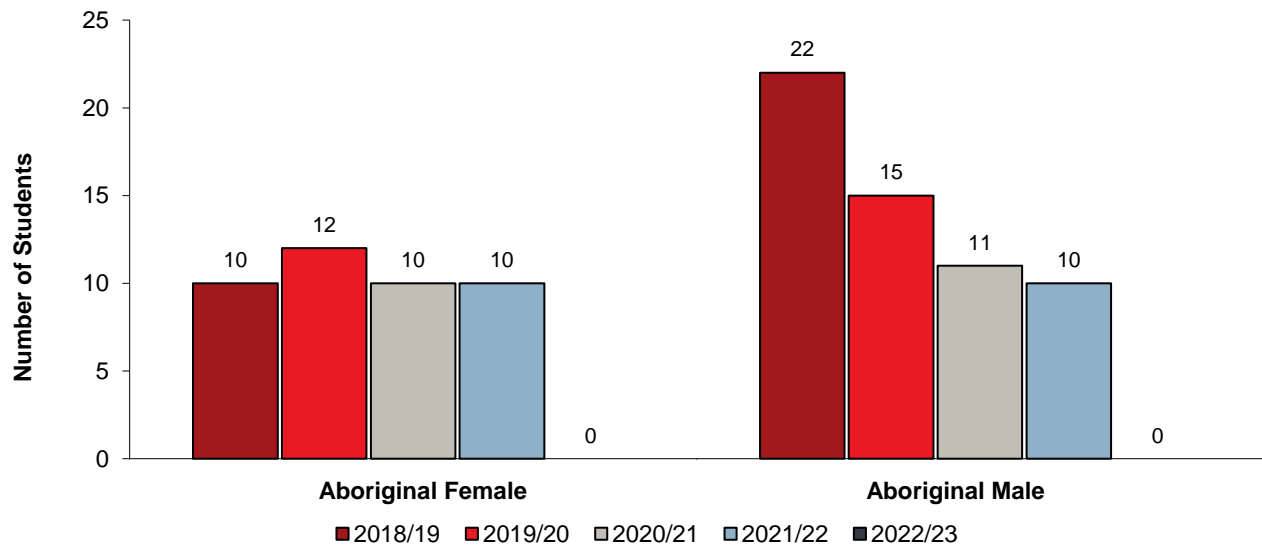


\* Public schools only

## 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	54	10	22	32	10	12	22	1,516	1,457	1,943	2,320
2019/20	45	12	15	27	Msk	Msk	18	1,580	1,508	2,114	2,525
2020/21	29	10	11	21	Msk	Msk	Msk	1,429	1,327	1,778	1,831
2021/22	34	10	10	20	Msk	Msk	14	1,454	1,262	1,761	1,631
2022/23	34	Msk	Msk	17	Msk	Msk	17	1,518	1,264	2,004	1,742

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



\* Public schools only



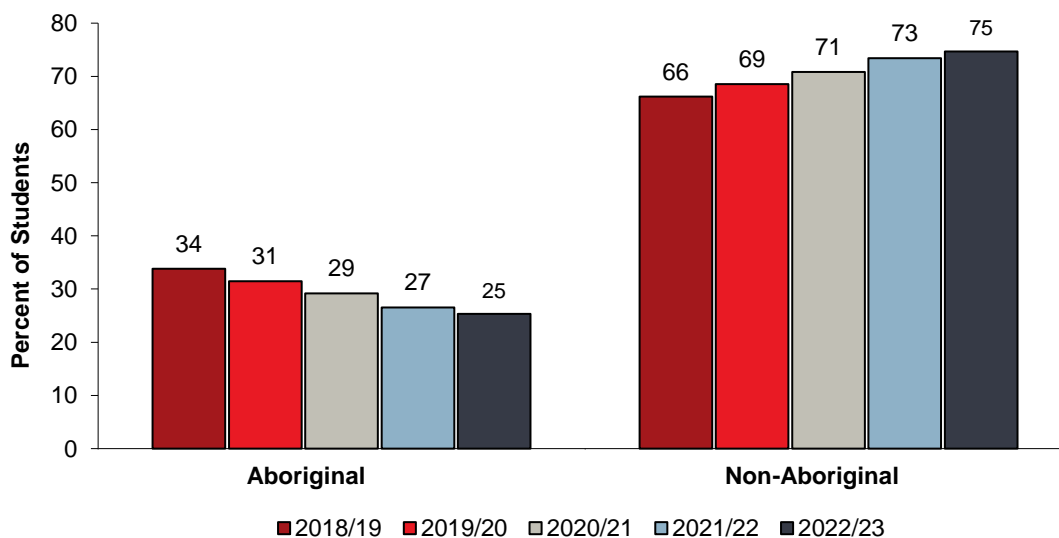
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	411	139	34	272	66
2019/20	432	136	31	296	69
2020/21	483	141	29	342	71
2021/22	561	149	27	412	73
2022/23	628	159	25	469	75

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

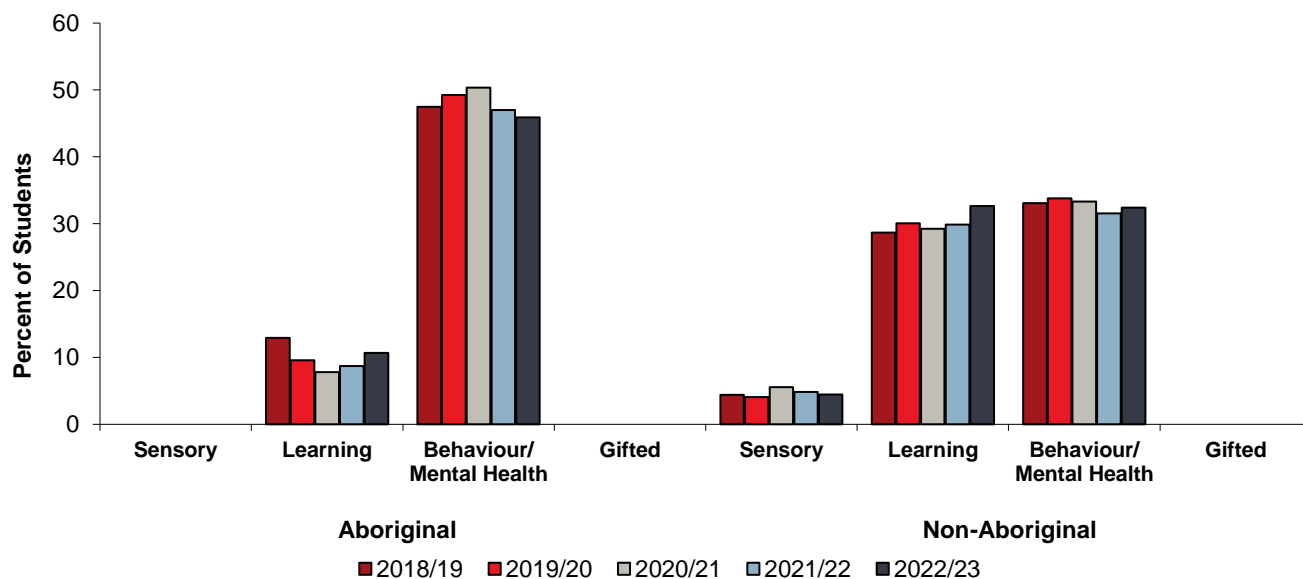


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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	139	272	Msk	Msk	12	4	18	13	78	29	66	47	90	33	0	0	Msk	Msk
2019/20	136	296	Msk	Msk	12	4	13	10	89	30	67	49	100	34	0	0	Msk	Msk
2020/21	141	342	Msk	Msk	19	6	11	8	100	29	71	50	114	33	0	0	0	0
2021/22	149	412	Msk	Msk	20	5	13	9	123	30	70	47	130	32	0	0	Msk	Msk
2022/23	159	469	Msk	Msk	21	4	17	11	153	33	73	46	152	32	0	0	Msk	Msk

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



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

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

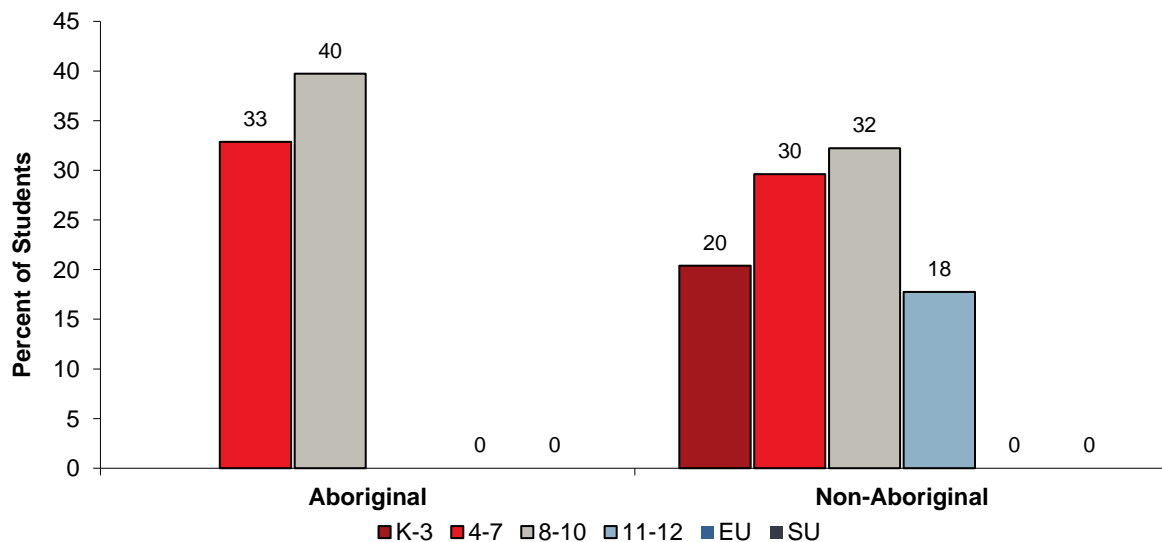
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	66	Msk	Msk	25	38	Msk	Msk	21	32	0	0	0	0
2019/20	67	Msk	Msk	24	36	Msk	Msk	25	37	0	0	0	0
2020/21	71	Msk	Msk	28	39	Msk	Msk	20	28	0	0	0	0
2021/22	70	10	14	19	27	24	34	17	24	0	0	0	0
2022/23	73	Msk	Msk	24	33	29	40	Msk	Msk	0	0	0	0

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	90	11	12	30	33	31	34	18	20	0	0	0	0
2019/20	100	15	15	32	32	40	40	13	13	0	0	0	0
2020/21	114	19	17	34	30	34	30	27	24	0	0	0	0
2021/22	130	24	18	34	26	51	39	21	16	0	0	0	0
2022/23	152	31	20	45	30	49	32	27	18	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.

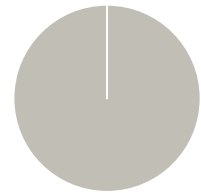
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	45	90	Msk	Msk	24	53	Msk	Msk
2019/20	46	79	Msk	Msk	24	52	Msk	Msk
2020/21	45	71	Msk	Msk	32	71	Msk	Msk
2021/22	41	80	Msk	Msk	25	61	Msk	Msk
2022/23	51	84	Msk	Msk	31	61	Msk	Msk

Grade 4: Aboriginal

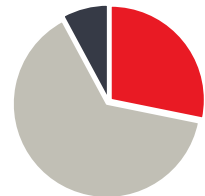


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

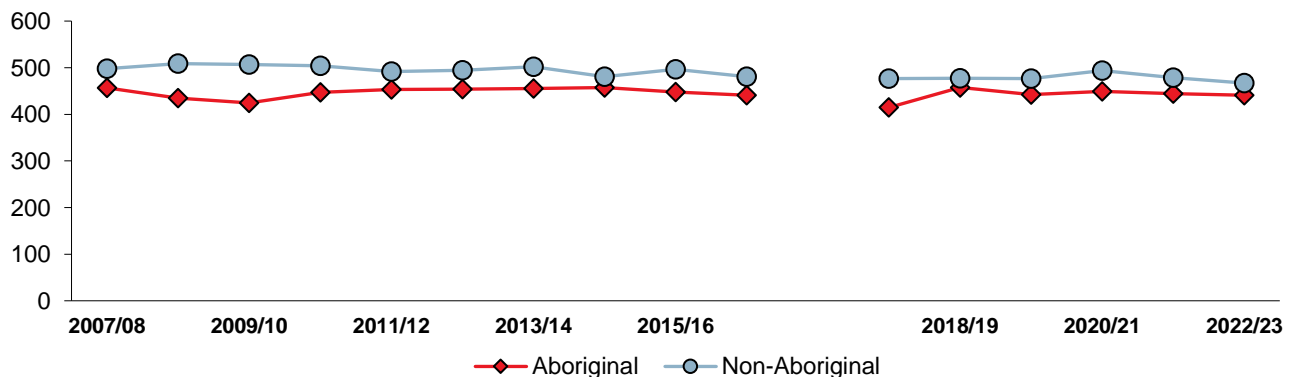
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	315	91	81	26	197	63	37	12
2019/20	329	93	82	25	208	63	39	12
2020/21	329	87	52	16	248	75	29	9
2021/22	325	94	76	23	219	67	30	9
2022/23	369	95	104	28	236	64	29	8

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

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.

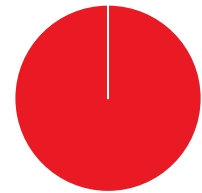
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	45	90	Msk	Msk	22	49	Msk	Msk
2019/20	46	79	27	59	19	41	0	0
2020/21	43	68	20	47	23	53	0	0
2021/22	41	80	Msk	Msk	20	49	Msk	Msk
2022/23	52	85	34	65	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

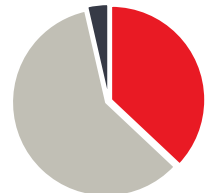


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

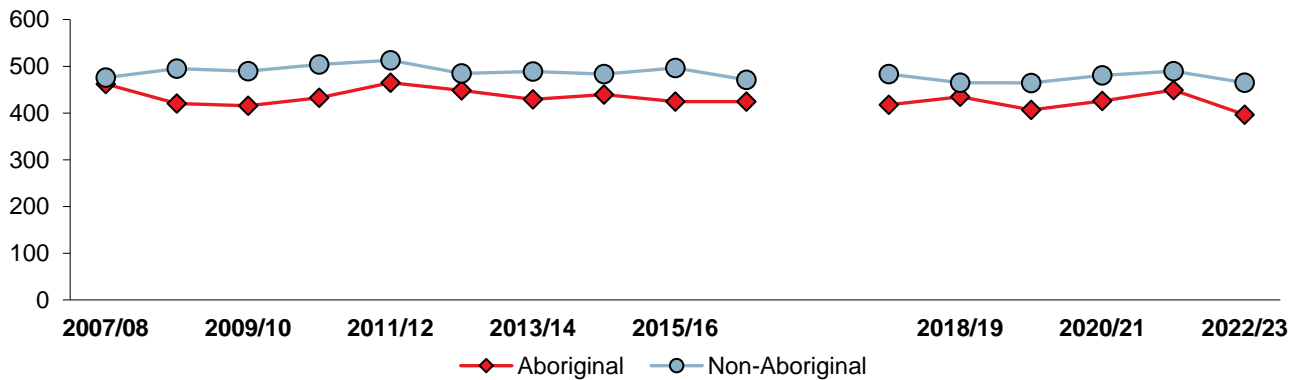
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	313	90	107	34	195	62	11	4
2019/20	329	93	Msk	Msk	219	67	Msk	Msk
2020/21	327	86	90	28	214	65	23	7
2021/22	326	94	86	26	207	63	33	10
2022/23	362	93	134	37	215	59	13	4

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

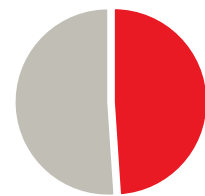
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	57	93	Msk	Msk	29	51	Msk	Msk
2019/20	35	80	13	37	22	63	0	0
2020/21	51	70	29	57	22	43	0	0
2021/22	48	81	21	44	27	56	0	0
2022/23	47	96	23	49	24	51	0	0

Grade 7: Aboriginal

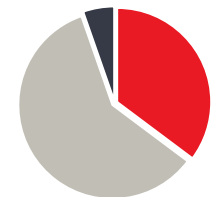


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

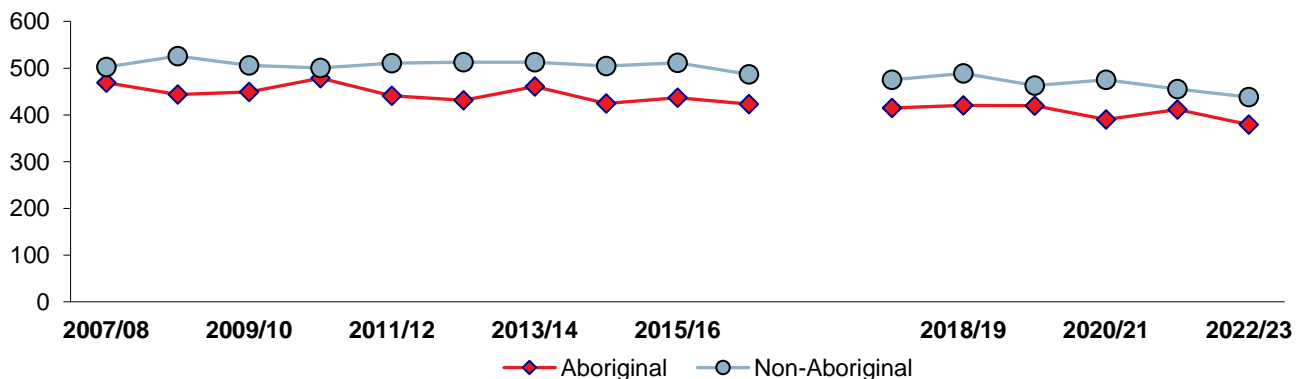
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	294	93	53	18	218	74	23	8
2019/20	270	89	Msk	Msk	209	77	Msk	Msk
2020/21	319	91	71	22	229	72	19	6
2021/22	309	93	Msk	Msk	217	70	Msk	Msk
2022/23	318	95	112	35	189	59	17	5

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

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



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

BC Residents

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

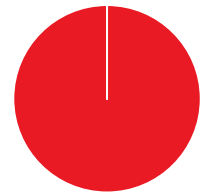
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	56	92	34	61	Msk	Msk	Msk	Msk
2019/20	31	70	18	58	13	42	0	0
2020/21	49	67	33	67	16	33	0	0
2021/22	52	88	38	73	Msk	Msk	Msk	Msk
2022/23	46	94	34	74	Msk	Msk	Msk	Msk

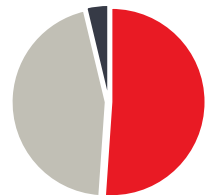


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

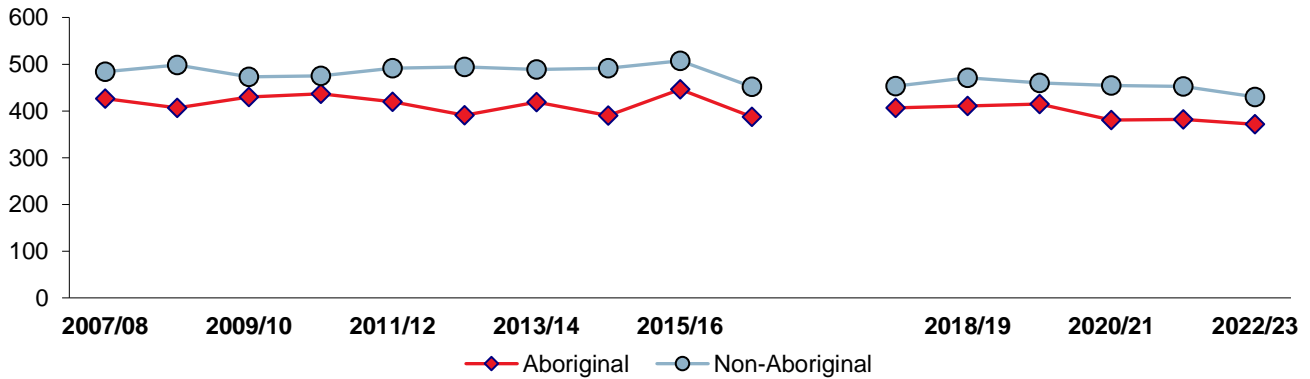
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	293	92	91	31	184	63	18	6
2019/20	265	88	102	38	151	57	12	5
2020/21	320	91	125	39	176	55	19	6
2021/22	315	95	132	42	167	53	16	5
2022/23	321	96	164	51	145	45	12	4



■ 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	19	40	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	104	39	Msk	Msk	52	50	33	32	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	26	51	11	42	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	192	63	Msk	Msk	75	39	70	36	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	41	89	Msk	Msk	19	46	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	272	92	Msk	Msk	116	43	101	37	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	49	78	16	33	23	47	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	316	93	55	17	129	41	118	37	14	4		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	37	74	13	35	15	41	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	294	91	27	9	133	45	111	38	23	8		

**Numeracy 10 2022/23: Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

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



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	26	51	Msk	Msk	Msk	Msk	16	62	Msk	Msk
Non-Aboriginal	124	40	Msk	Msk	20	16	87	70	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	40	87	Msk	Msk	15	38	19	48	Msk	Msk
Non-Aboriginal	281	95	15	5	59	21	190	68	17	6

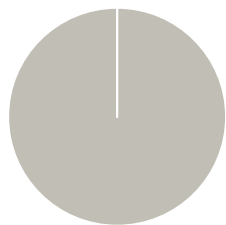
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	48	76	Msk	Msk	19	40	24	50	Msk	Msk
Non-Aboriginal	315	92	10	3	71	23	211	67	23	7

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

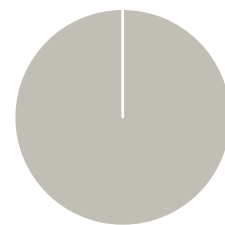
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	38	76	Msk	Msk	14	37	17	45	Msk	Msk
Non-Aboriginal	309	96	Msk	Msk	55	18	224	72	Msk	Msk

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

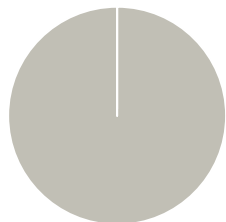
### 2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	43	63	Msk	Msk	14	33	22	51	Msk	Msk		
Non-Aboriginal	291	79	Msk	Msk	55	19	184	63	Msk	Msk		

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

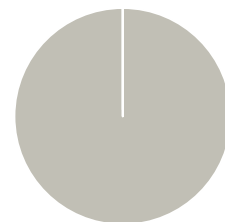
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	43	74	Msk	Msk	15	35	23	53	Msk	Msk		
Non-Aboriginal	260	77	Msk	Msk	63	24	167	64	Msk	Msk		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

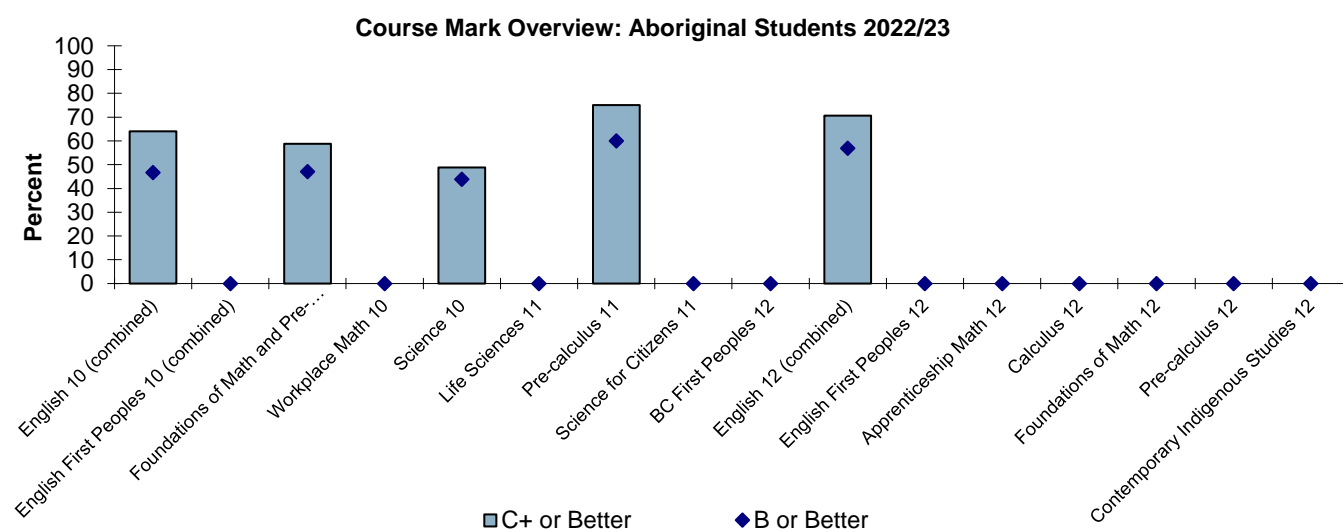
## COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	75	48	64	35	47	651	514	79	445	68
English First Peoples 10 (combined)*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	34	20	59	16	47	285	202	71	174	61
Workplace Math 10	12	Msk	Msk	Msk	Msk	73	51	70	45	62
Science 10	41	20	49	18	44	328	236	72	213	65
Life Sciences 11	12	Msk	Msk	Msk	Msk	133	110	83	102	77
Pre-calculus 11	20	15	75	12	60	243	191	79	168	69
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
BC First Peoples 12	10	Msk	Msk	Msk	Msk	40	32	80	32	80
English 12 (combined)*	51	36	71	29	57	296	243	82	220	74
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	Msk	Msk	Msk	Msk	Msk	40	39	98	38	95
Foundations of Math 12	15	Msk	Msk	Msk	Msk	79	61	77	54	68
Pre-calculus 12	11	Msk	Msk	Msk	Msk	138	114	83	109	79
Contemporary Indigenous Studies 12	-	-	-	-	-	-	-	-	-	-



**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.

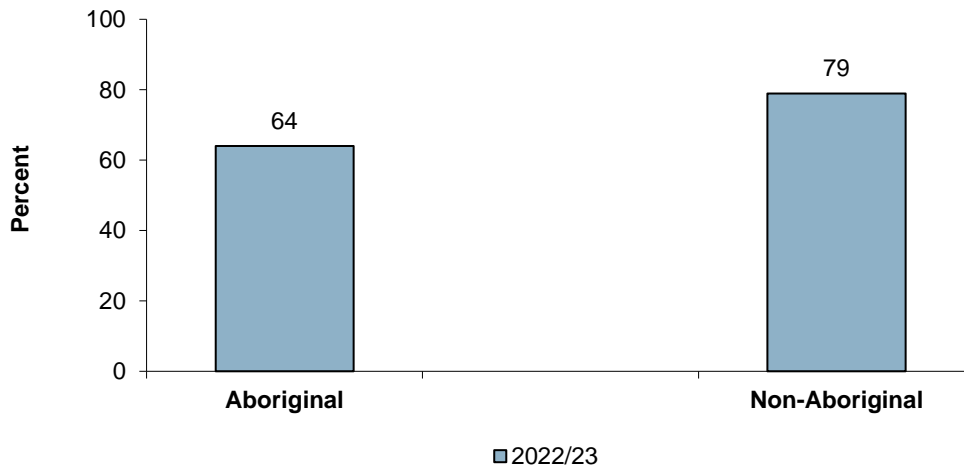
## COURSE MARKS: ENGLISH 10 (COMBINED)

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	110	71	65	58	53	611	467	76	404	66
2020/21	94	54	57	36	38	586	495	84	436	74
2021/22	108	58	54	51	47	687	547	80	494	72
2022/23	75	48	64	35	47	651	514	79	445	68

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	110	51	Msk	Msk	611	311	572	39		
2020/21	94	49	80	14	586	303	545	41		
2021/22	108	63	Msk	Msk	687	345	651	36		
2022/23	75	53	Msk	Msk	651	329	607	44		

**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.

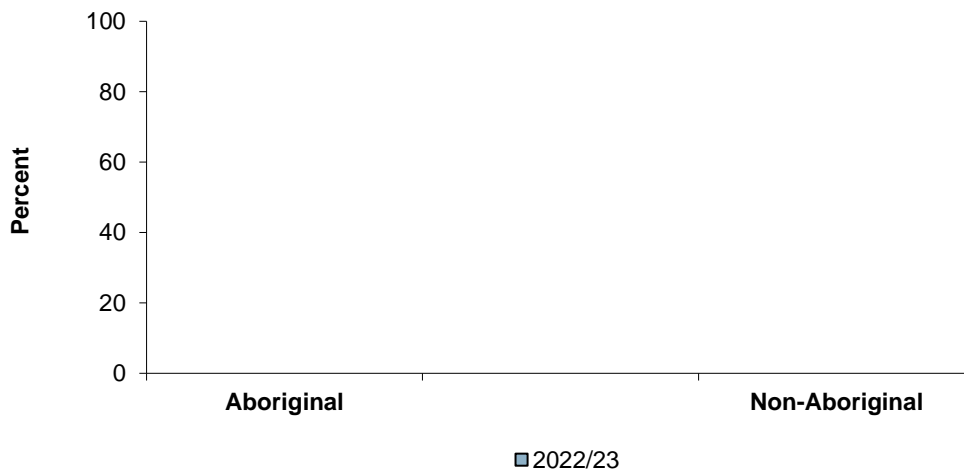
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

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	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	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	10	51	Msk	Msk	Msk	311	Msk	Msk		
2020/21	Msk	49	Msk	Msk	Msk	303	Msk	Msk		
2021/22	Msk	63	Msk	Msk	Msk	345	Msk	Msk		
2022/23	Msk	53	Msk	Msk	Msk	329	Msk	Msk		

**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.

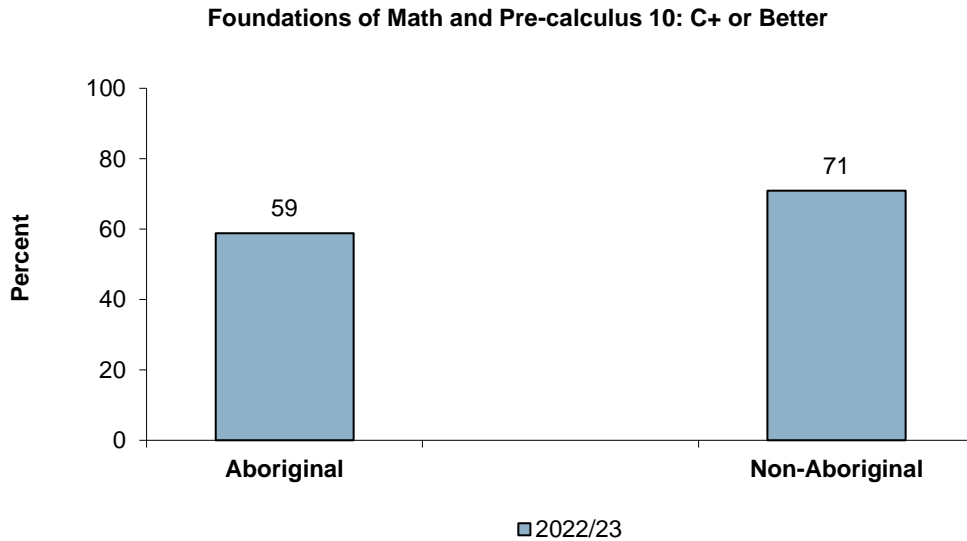
These courses carry 2 credits each and students are expected to take 2 courses.

**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	28	17	61	13	46	253	199	79	179	71
2020/21	30	23	77	20	67	250	210	84	194	78
2021/22	40	23	58	19	48	310	243	78	212	68
2022/23	34	20	59	16	47	285	202	71	174	61

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	28	51	28	0	253	311	237	16		
2020/21	30	49	Msk	Msk	250	303	238	12		
2021/22	40	63	Msk	Msk	310	345	294	16		
2022/23	34	53	Msk	Msk	285	329	273	12		



**Note:**

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

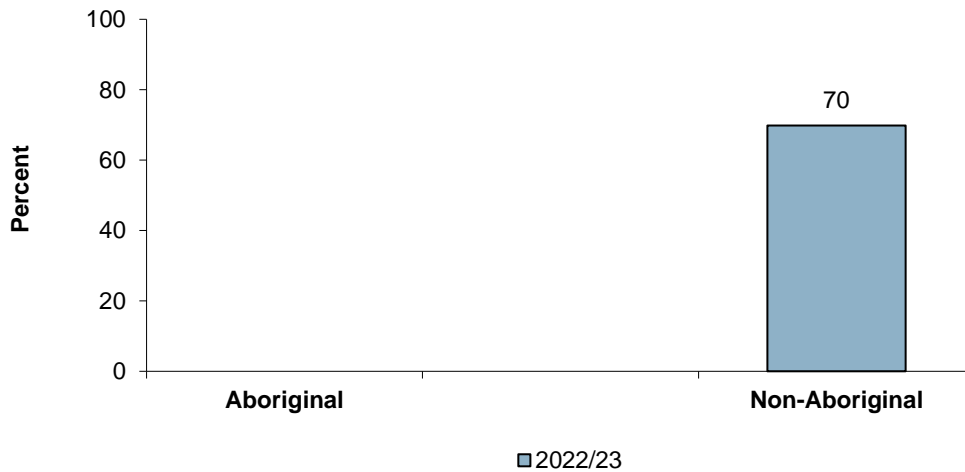
## COURSE MARKS: WORKPLACE MATH 10

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	32	10	31	Msk	Msk	73	37	51	31	42
2020/21	24	14	58	Msk	Msk	52	40	77	33	63
2021/22	20	13	65	Msk	Msk	41	30	73	25	61
2022/23	12	Msk	Msk	Msk	Msk	73	51	70	45	62

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	32	51	21	11	73	311	62	11		
2020/21	24	49	Msk	Msk	52	303	42	10		
2021/22	20	63	Msk	Msk	41	345	Msk	Msk		
2022/23	12	53	Msk	Msk	73	329	62	11		

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



**Note:**

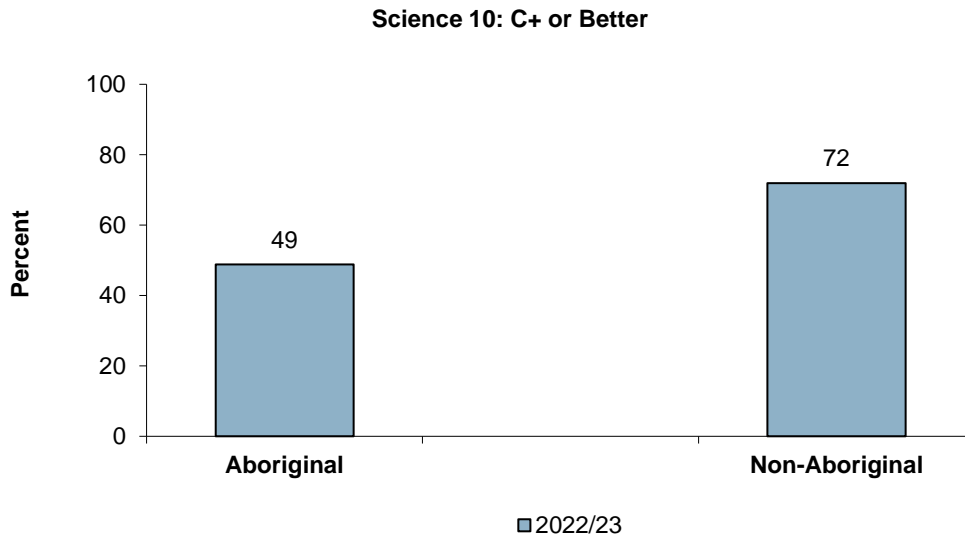
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	54	31	57	25	46	301	224	74	202	67
2020/21	50	27	54	20	40	301	253	84	228	76
2021/22	53	37	70	27	51	337	270	80	242	72
2022/23	41	20	49	18	44	328	236	72	213	65

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	54	51	Msk	Msk	301	311	287	14		
2020/21	50	49	Msk	Msk	301	303	281	20		
2021/22	53	63	Msk	Msk	337	345	Msk	Msk		
2022/23	41	53	Msk	Msk	328	329	306	22		



**Note:**

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



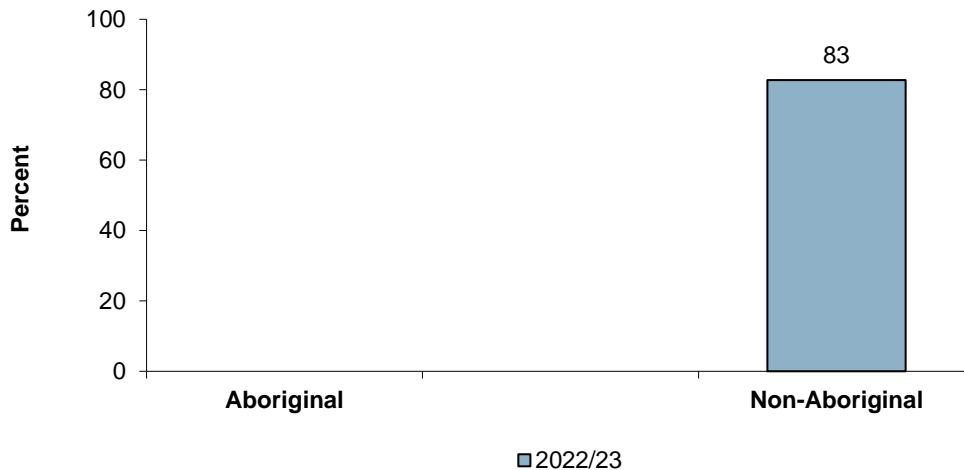
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	14	Msk	Msk	Msk	Msk	106	87	82	79	75
2020/21	15	10	67	10	67	129	125	97	118	91
2021/22	Msk	Msk	Msk	Msk	Msk	102	85	83	83	81
2022/23	12	Msk	Msk	Msk	Msk	133	110	83	102	77

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	14	52	Msk	Msk	106	273	81	25	
2020/21	15	49	Msk	Msk	129	325	109	20	
2021/22	Msk	47	Msk	Msk	102	296	87	15	
2022/23	12	64	12	0	133	348	Msk	Msk	

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



**Note:**

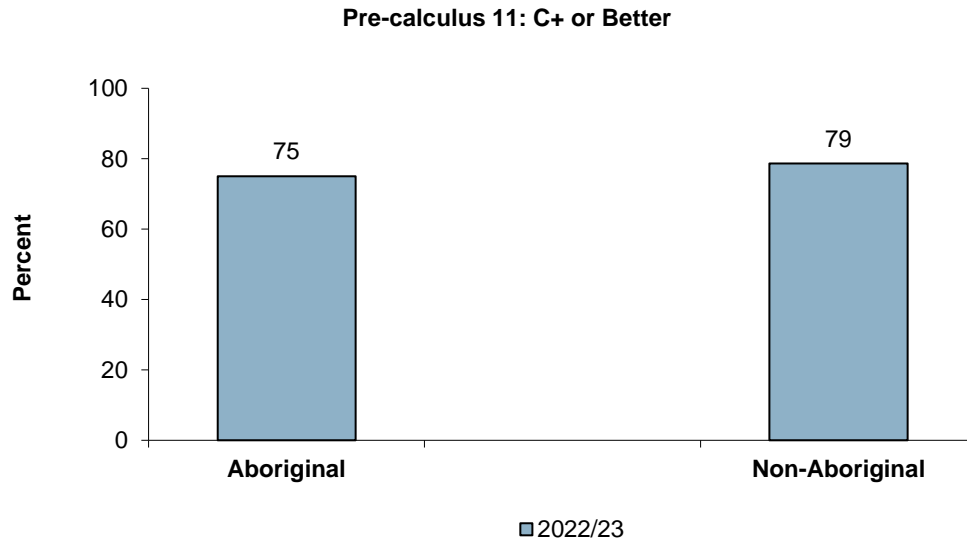
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	16	10	63	10	63	209	176	84	157	75
2020/21	14	12	86	11	79	199	172	86	165	83
2021/22	21	15	71	12	57	174	147	84	133	76
2022/23	20	15	75	12	60	243	191	79	168	69

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	16	52	Msk	Msk	209	273	161	48	
2020/21	14	49	Msk	Msk	199	325	150	49	
2021/22	21	47	Msk	Msk	174	296	144	30	
2022/23	20	64	Msk	Msk	243	348	193	50	



**Note:**

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

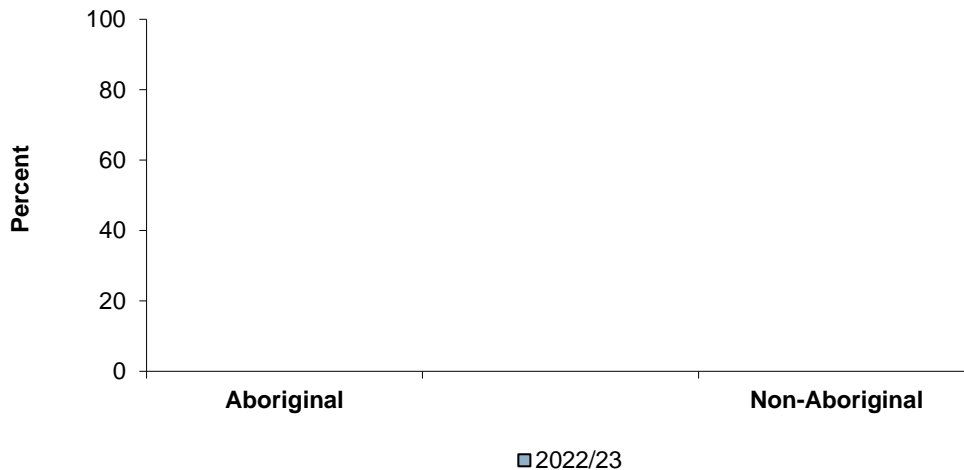
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	Msk	52	Msk	Msk	Msk	273	Msk	Msk	
2020/21	Msk	49	Msk	Msk	Msk	325	Msk	Msk	
2021/22	Msk	47	Msk	Msk	Msk	296	Msk	Msk	
2022/23	Msk	64	Msk	Msk	Msk	348	Msk	Msk	

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



**Note:**

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

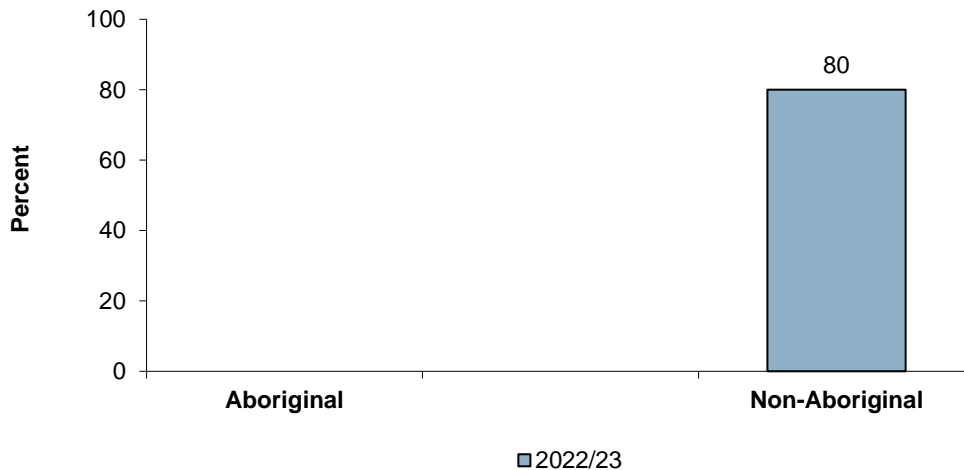
## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	10	Msk	Msk	Msk	Msk	40	32	80	32	80

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	85	Msk	Msk	Msk	335	Msk	Msk		
2020/21	Msk	73	Msk	Msk	Msk	346	Msk	Msk		
2021/22	Msk	71	Msk	Msk	Msk	381	Msk	Msk		
2022/23	10	65	Msk	Msk	40	360	18	22		

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



**Note:**

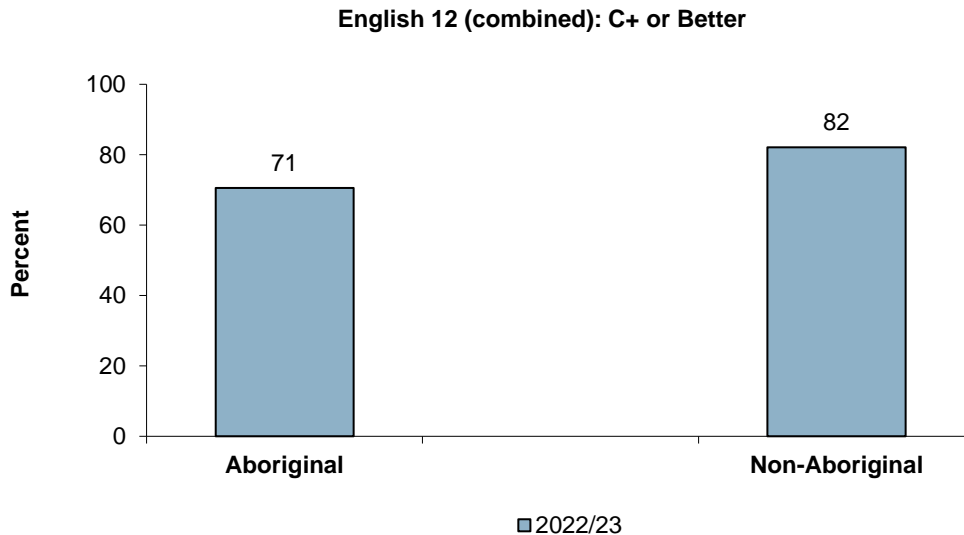
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	57	29	51	22	39	295	241	82	219	74
2020/21	46	34	74	24	52	290	255	88	221	76
2021/22	45	31	69	27	60	316	271	86	244	77
2022/23	51	36	71	29	57	296	243	82	220	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	57	85	Msk	Msk	295	335	268	27		
2020/21	46	73	Msk	Msk	290	346	255	35		
2021/22	45	71	Msk	Msk	316	381	285	31		
2022/23	51	65	Msk	Msk	296	360	281	15		



**Note:**

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

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

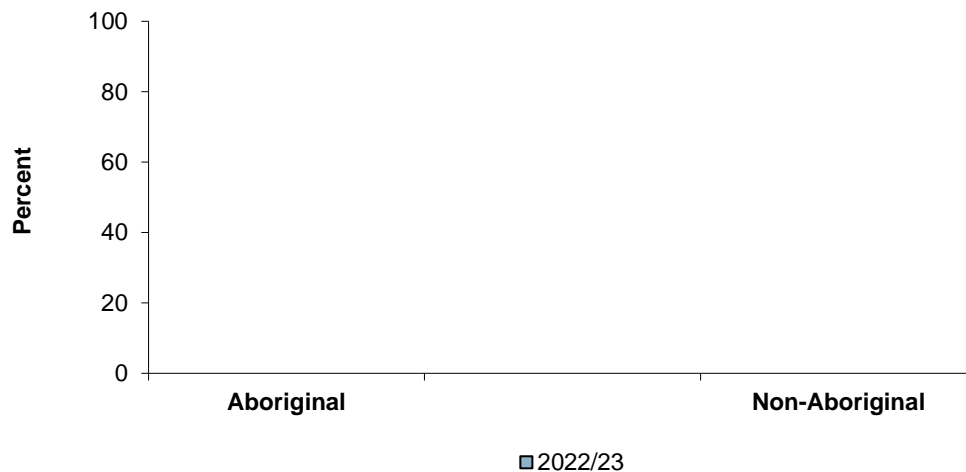
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

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

School Year	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	85	Msk	Msk	Msk	335	Msk	Msk		
2020/21	Msk	73	Msk	Msk	Msk	346	Msk	Msk		
2021/22	Msk	71	Msk	Msk	Msk	381	Msk	Msk		
2022/23	Msk	65	Msk	Msk	Msk	360	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.

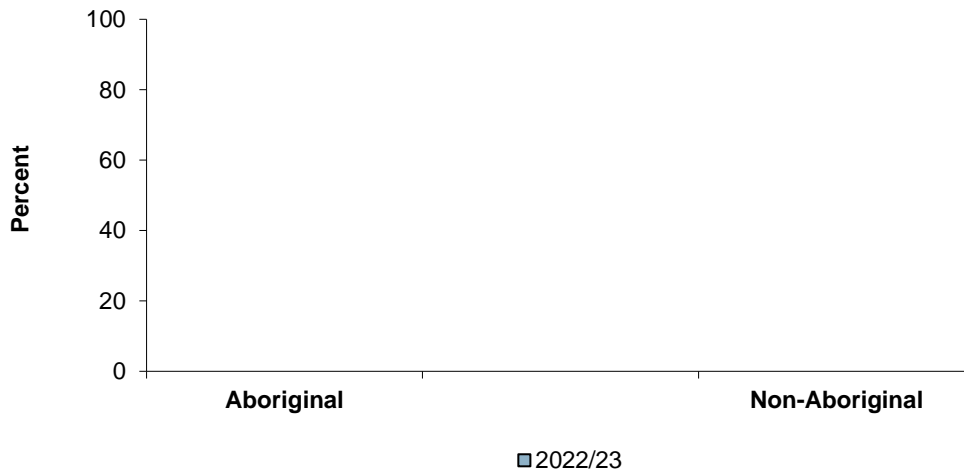
## COURSE MARKS: APPRENTICESHIP MATH 12

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
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	-	85	-	-	-	335	-	-		
2020/21	Msk	73	Msk	Msk	Msk	346	Msk	Msk		
2021/22	-	71	-	-	Msk	381	Msk	Msk		
2022/23	-	65	-	-	-	360	-	-		

**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.

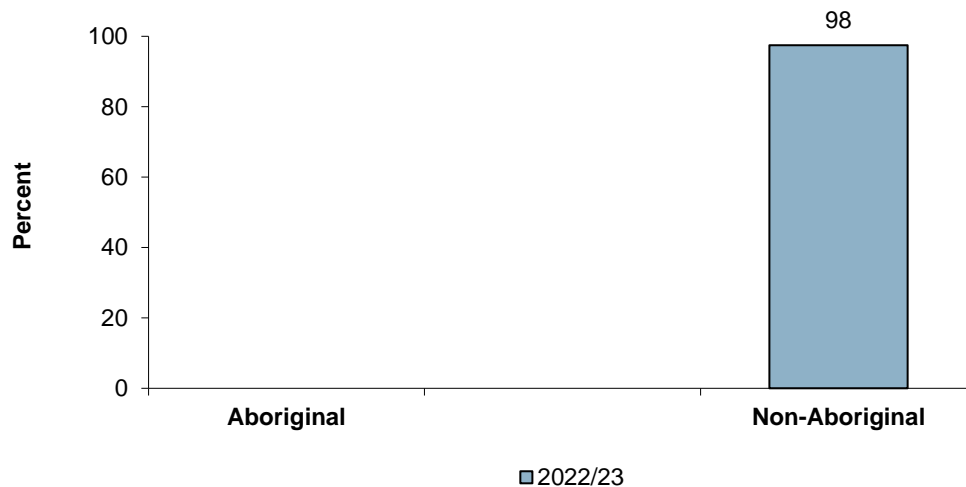
## COURSE MARKS: CALCULUS 12

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	39	38	97	38	97
2020/21	Msk	Msk	Msk	Msk	Msk	46	45	98	41	89
2021/22	-	-	-	-	-	50	49	98	47	94
2022/23	Msk	Msk	Msk	Msk	Msk	40	39	98	38	95

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	85	Msk	Msk	39	335	Msk	Msk		
2020/21	Msk	73	Msk	Msk	46	346	Msk	Msk		
2021/22	-	71	-	-	50	381	Msk	Msk		
2022/23	Msk	65	Msk	Msk	40	360	Msk	Msk		

**Calculus 12: C+ or Better**



**Note:**

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

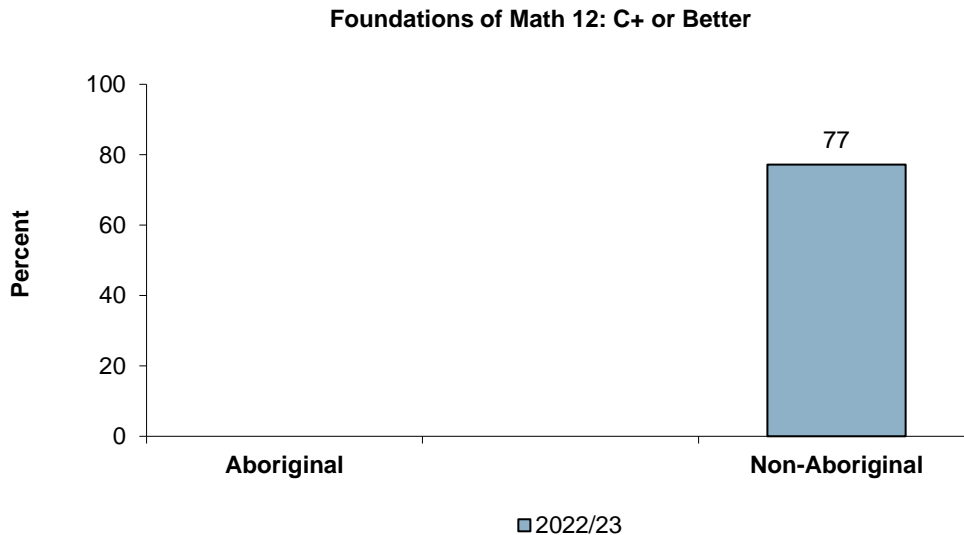


## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	12	Msk	Msk	Msk	Msk	76	57	75	49	64
2020/21	Msk	Msk	Msk	Msk	Msk	68	56	82	49	72
2021/22	10	Msk	Msk	Msk	Msk	69	59	86	51	74
2022/23	15	Msk	Msk	Msk	Msk	79	61	77	54	68

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	12	85	12	0	76	335	Msk	Msk		
2020/21	Msk	73	Msk	Msk	68	346	Msk	Msk		
2021/22	10	71	10	0	69	381	Msk	Msk		
2022/23	15	65	15	0	79	360	Msk	Msk		



**Note:**

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

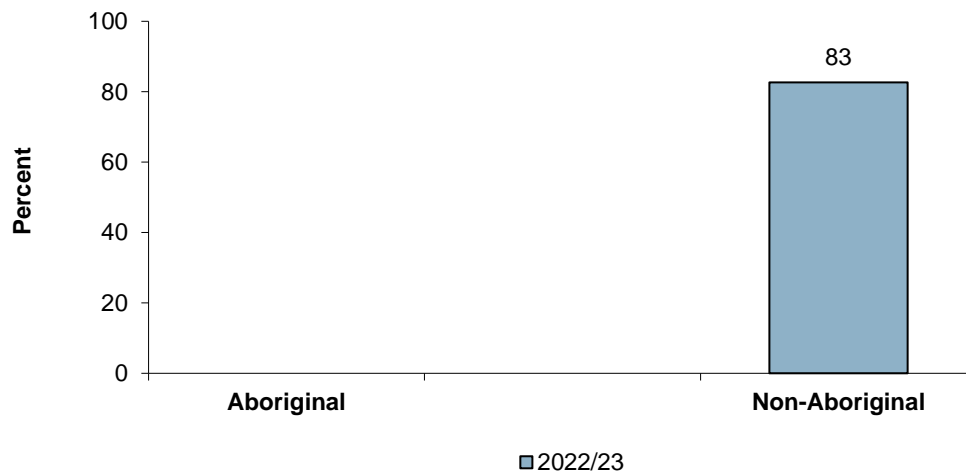
## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	127	115	91	106	83
2020/21	Msk	Msk	Msk	Msk	Msk	141	127	90	110	78
2021/22	12	Msk	Msk	Msk	Msk	151	128	85	114	75
2022/23	11	Msk	Msk	Msk	Msk	138	114	83	109	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	85	Msk	Msk	127	335	110	17	
2020/21	Msk	73	Msk	Msk	141	346	114	27	
2021/22	12	71	Msk	Msk	151	381	118	33	
2022/23	11	65	Msk	Msk	138	360	104	34	

**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.

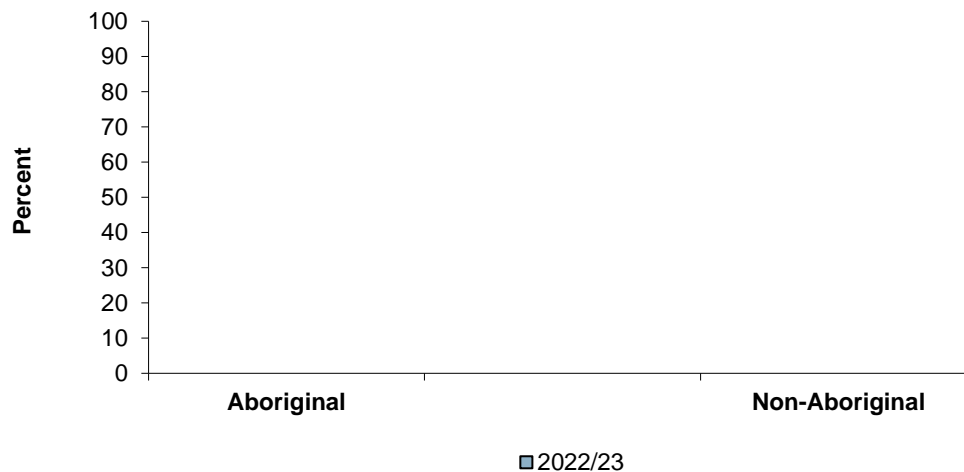
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	85	Msk	Msk	-	335	-	-		
2020/21	-	73	-	-	-	346	-	-		
2021/22	Msk	71	Msk	Msk	-	381	-	-		
2022/23	-	65	-	-	-	360	-	-		

**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.

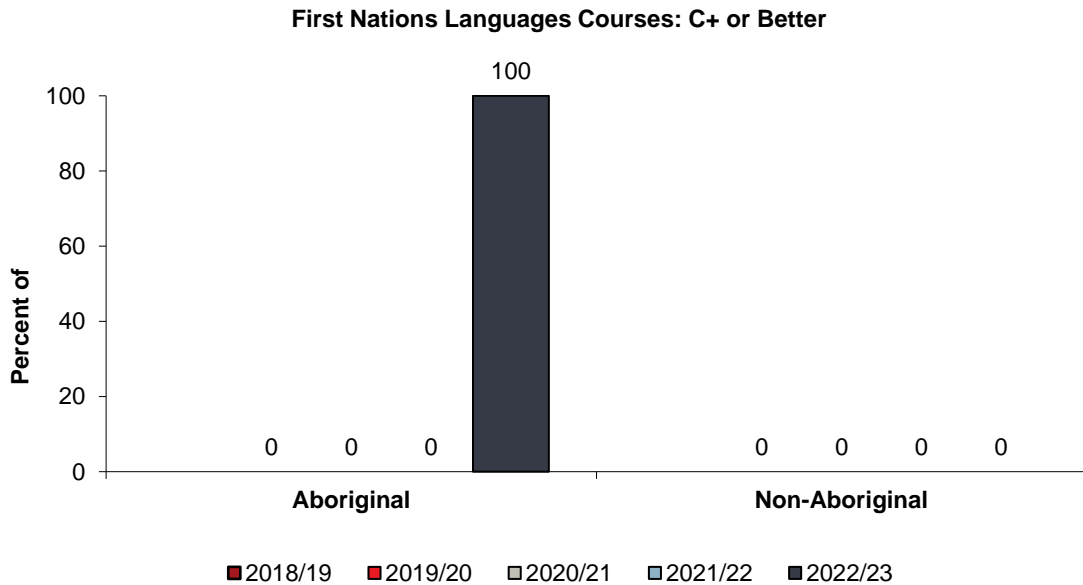
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	13	13	100	13	100	-	-	-	-	-

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

Stát'yemcets & Upper St'at'imcets



**Note:**

- ' represents No data

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

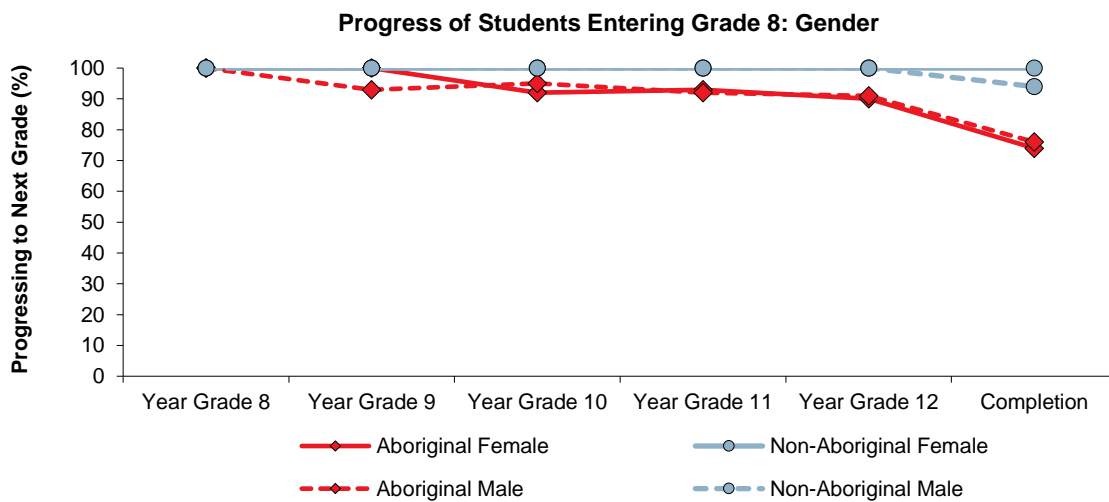
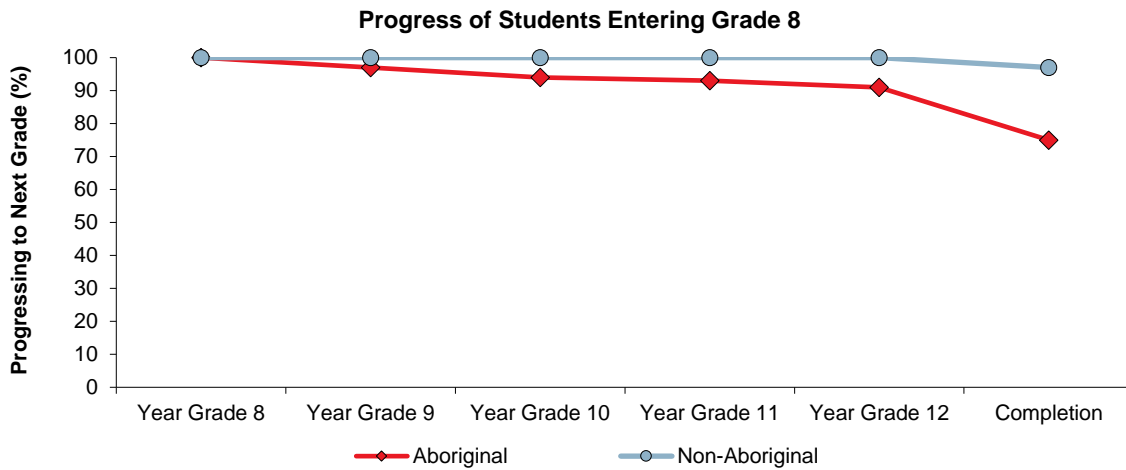
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

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

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	97	100	93	100	100	100
	Grade 10	94	92	95	100	100	100
	Grade 11	93	93	92	100	100	100
	Grade 12	91	90	91	100	100	100
2022/23	Completion	75	74	76	97	100	94



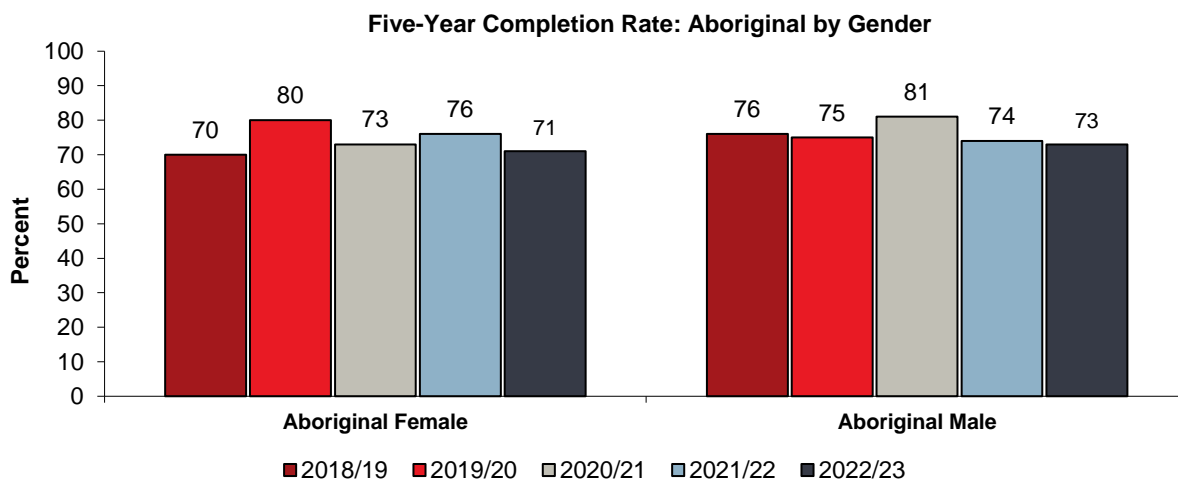
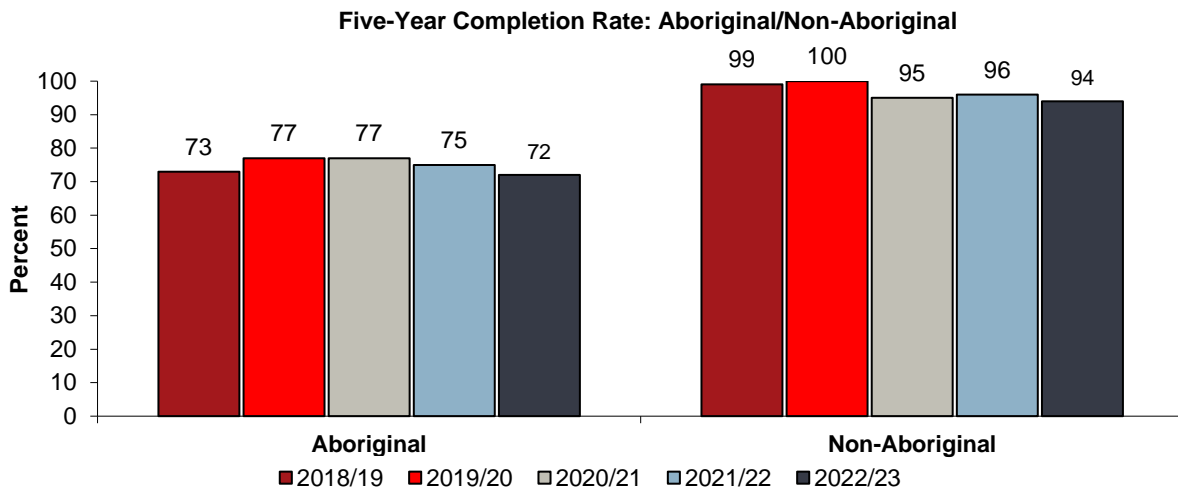
## FIVE-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

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

### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	73	70	76	99	100	99
2019/20	77	80	75	100	100	100
2020/21	77	73	81	95	97	92
2021/22	75	76	74	96	97	95
2022/23	72	71	73	94	96	93



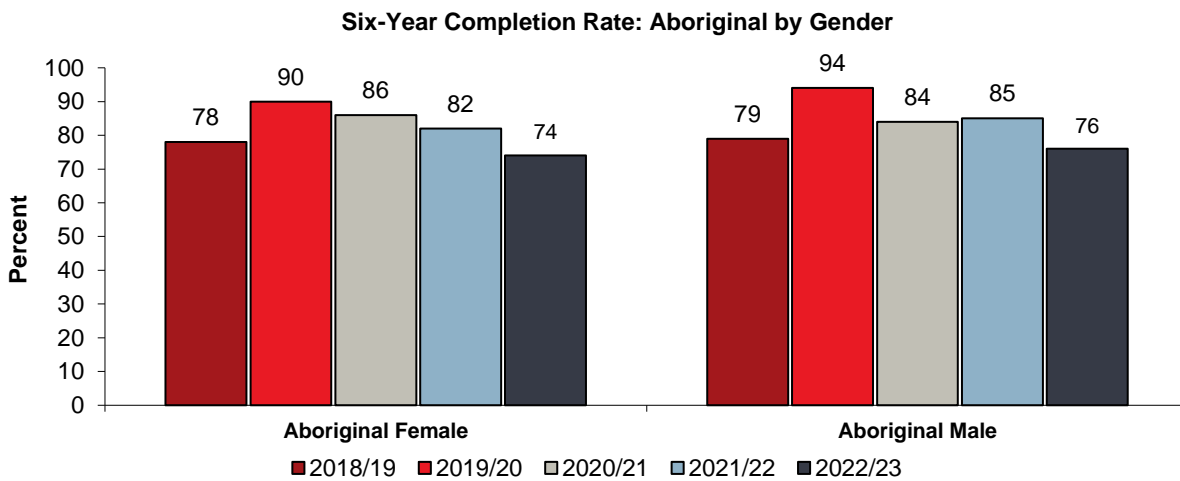
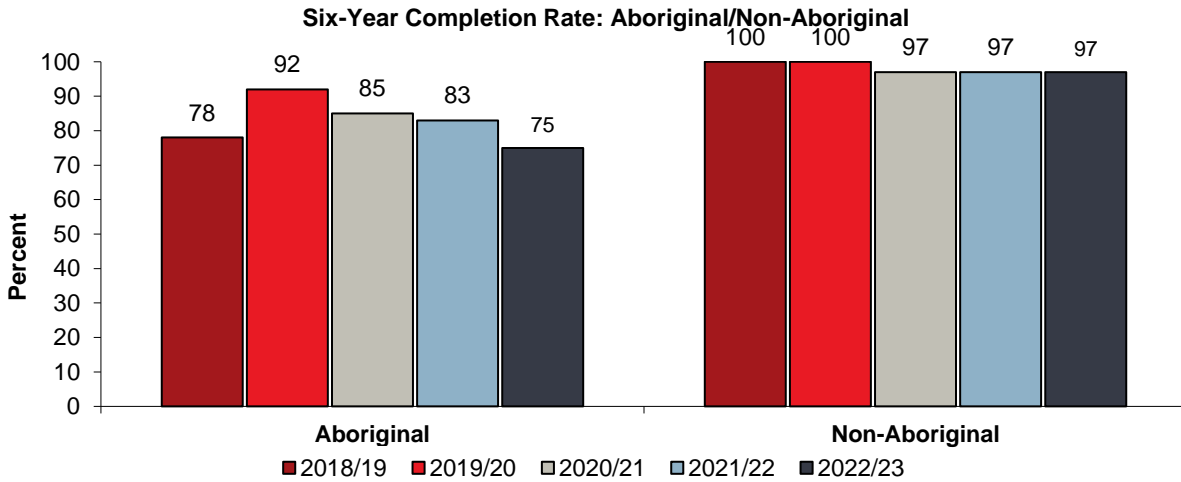
## SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

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	78	78	79	100	100	99
2019/20	92	90	94	100	100	100
2020/21	85	86	84	97	99	96
2021/22	83	82	85	97	98	96
2022/23	75	74	76	97	100	94



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

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

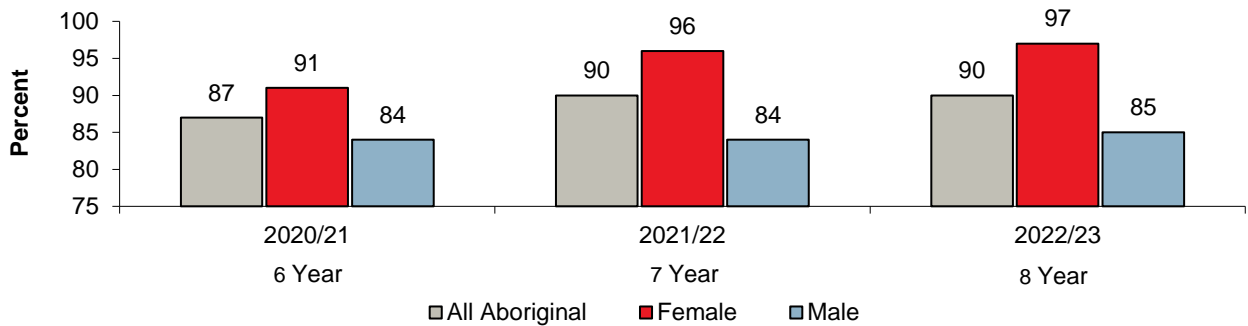
BC Residents

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

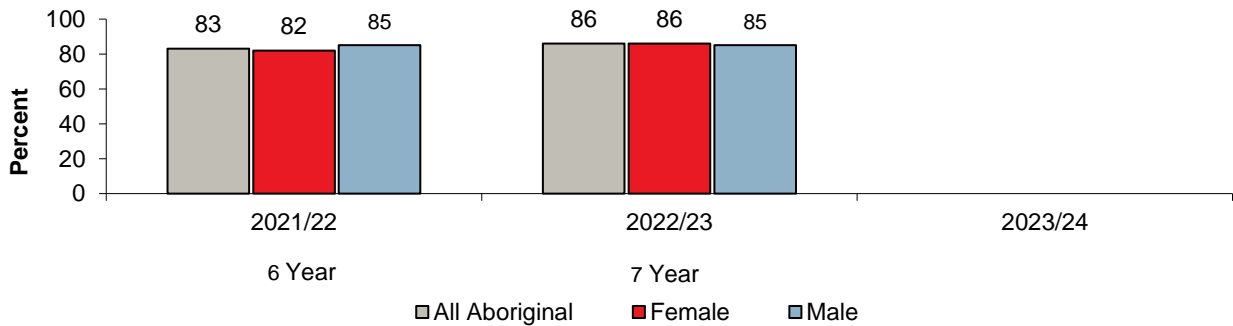
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	87	91	84	90	96	84	90	97	85
2016/17	83	82	85	86	86	85	-	-	-
2017/18	75	74	76	-	-	-	-	-	-

**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	73	Msk	Msk	286	0	0
2019/20	78	0	0	314	Msk	Msk
2020/21	68	0	0	323	0	0
2021/22	68	0	0	368	Msk	Msk
2022/23	58	0	0	339	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	73	40	55	286	237	83
2019/20	78	47	60	314	259	82
2020/21	68	36	53	323	263	81
2021/22	68	38	56	368	287	78
2022/23	58	42	72	339	278	82

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

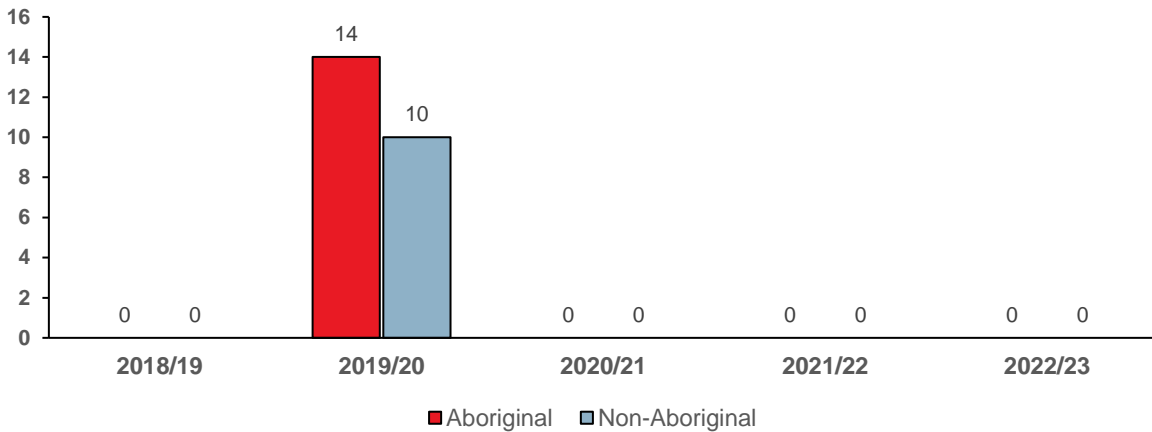
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

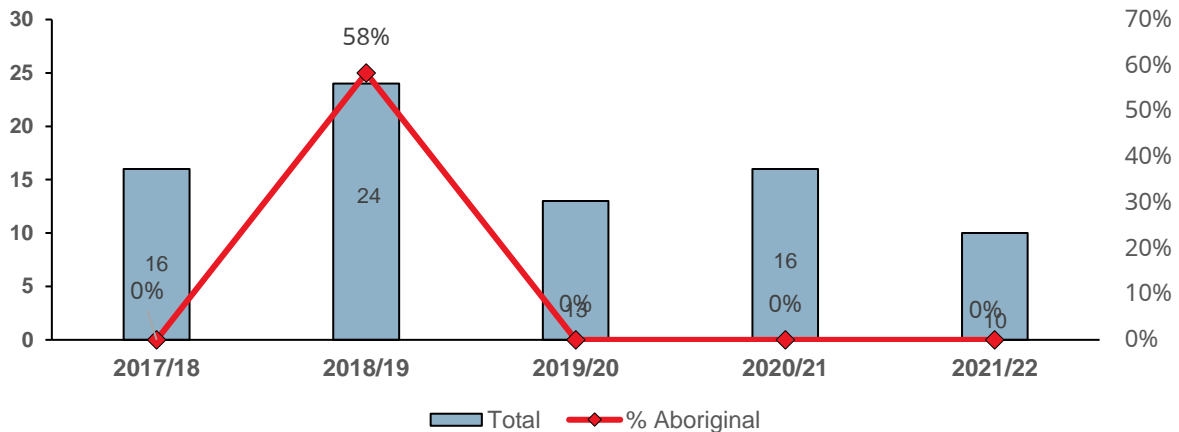
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	16		Msk	Msk	Msk	Msk
2019/20	24		14	58	10	42
2020/21	13		Msk	Msk	Msk	Msk
2021/22	16		Msk	Msk	Msk	Msk
2022/23	10		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	-	-	-	Msk
2019/20	Msk	Msk	Msk	Msk	-	-	-	Msk
2020/21	Msk	Msk	Msk	-	-	-	-	Msk
2021/22	Msk	Msk	-	Msk	-	-	-	Msk
2022/23	-	Msk	Msk	Msk	-	-	-	Msk

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

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	-	-	-
2019/20	12	86	Msk	Msk	-	-
2020/21	Msk	Msk	Msk	Msk	-	-
2021/22	-	-	Msk	Msk	-	-
2022/23	Msk	Msk	-	-	-	-

#### NON-ABORIGINAL

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

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

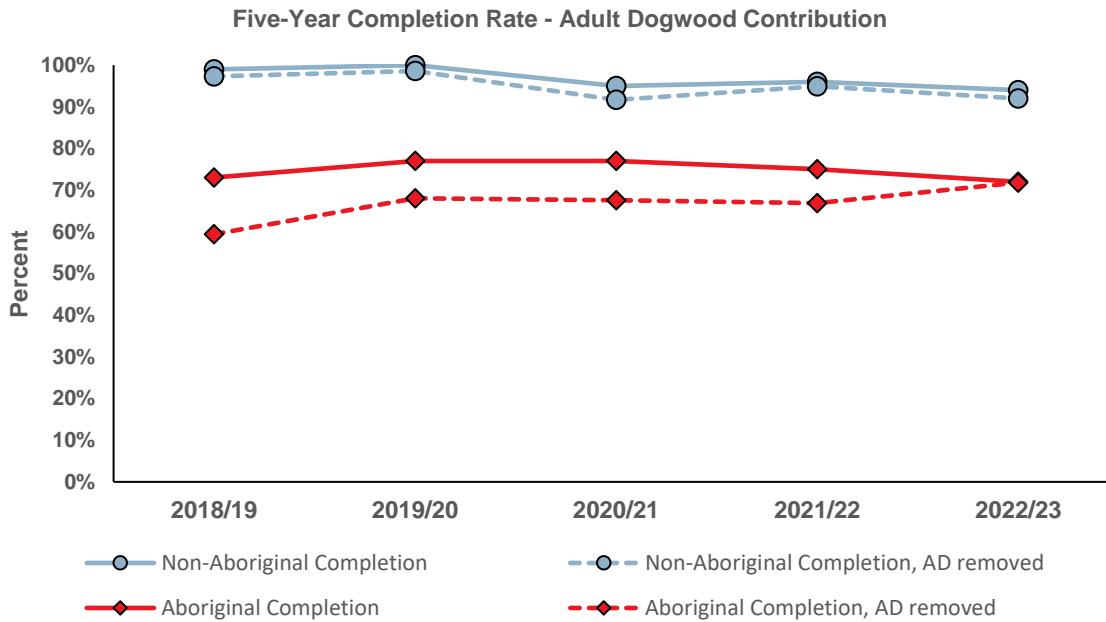
BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	73	-14	59	99	-2	97
2019/20	77	-9	68	100	-1	99
2020/21	77	-9	68	95	-3	92
2021/22	75	-8	67	96	-1	95
2022/23	72	0	72	94	-2	92



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

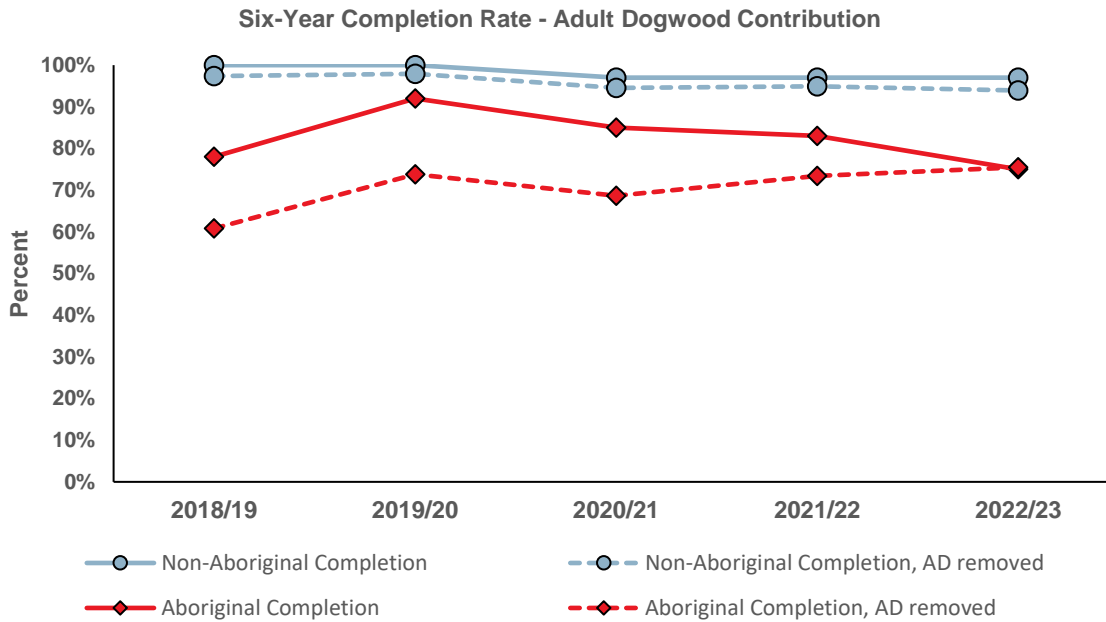
BC Residents

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	78	-17	61	100	-3	97
2019/20	92	-18	74	100	-2	98
2020/21	85	-16	69	97	-2	95
2021/22	83	-10	73	97	-2	95
2022/23	75	0	75	97	-3	94



## 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	129	86	67	43	33
2018/19	108	73	68	35	32
2019/20	99	70	71	29	29
2020/21	96	72	75	24	25
2021/22	88	65	74	23	26

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

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	729	86	12
2018/19	751	73	10
2019/20	743	70	9
2020/21	728	72	10
2021/22	708	65	9

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

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	99	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	69	Msk	Msk	65	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	60	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	87	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	100	Msk	Msk	100	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	86	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	29	100	-	-	Msk	Msk	-	-	Msk	Msk
	2018/19	40	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	46	100	Msk	Msk	Msk	Msk				
	2020/21	35	100	Msk	Msk						
Non-Aboriginal	2017/18	263	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	234	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	259	100	13	5.0	Msk	Msk				
	2020/21	259	100	11	4.2						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	29	100	-	-	Msk	Msk	-	-	-	-
	2018/19	40	100	-	-	-	-	-	-		
	2019/20	46	100	Msk	Msk	Msk	Msk				
	2020/21	35	100	Msk	Msk						
Non-Aboriginal	2017/18	263	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	234	100	11	4.7	Msk	Msk	Msk	Msk		
	2019/20	259	100	Msk	Msk	Msk	Msk				
	2020/21	259	100	13	5.0						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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<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	29	100	Msk	Msk	-	-	-	-	-	-
	2018/19	40	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	46	100	Msk	Msk	Msk	Msk				
	2020/21	35	100	Msk	Msk						
Non-Aboriginal	2017/18	263	100	68	25.9	18	6.8	Msk	Msk	-	-
	2018/19	234	100	48	20.5	14	6.0	Msk	Msk		
	2019/20	259	100	61	23.6	12	4.6				
	2020/21	259	100	60	23.2						

### 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	29	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	40	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	46	100	Msk	Msk	Msk	Msk				
	2020/21	35	100	Msk	Msk						
Non-Aboriginal	2017/18	263	100	24	9.1	10	3.8	Msk	Msk	Msk	Msk
	2018/19	234	100	18	7.7	Msk	Msk	Msk	Msk		
	2019/20	259	100	24	9.3	Msk	Msk				
	2020/21	259	100	Msk	Msk						



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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.

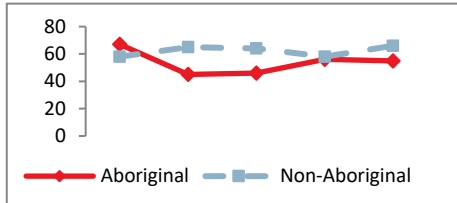
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

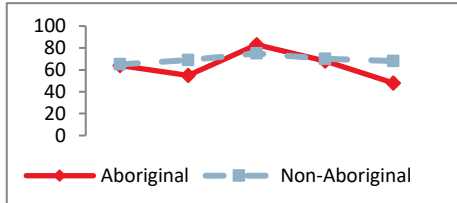
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



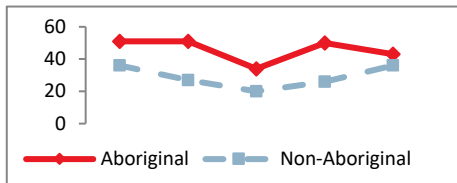
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	36	24	67	287	167	58
2019/20	42	19	45	214	139	65
2020/21	41	19	46	311	199	64
2021/22	36	20	56	303	176	58
2022/23	44	24	55	314	206	66

### 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	36	23	64	288	187	65
2019/20	40	22	55	213	146	69
2020/21	41	34	83	312	235	75
2021/22	37	25	68	303	212	70
2022/23	46	22	48	313	212	68

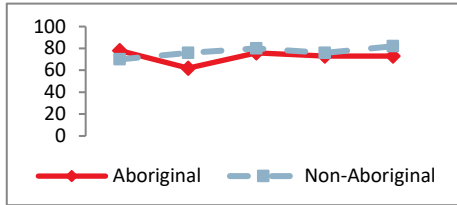
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	35	18	51	282	102	36
2019/20	41	21	51	212	58	27
2020/21	41	14	34	309	63	20
2021/22	34	17	50	301	79	26
2022/23	44	19	43	308	112	36

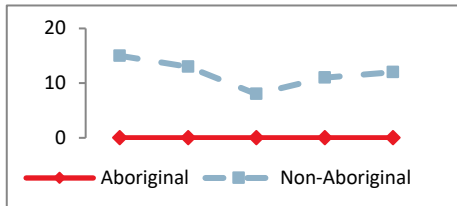
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

**Do you feel safe at school?**



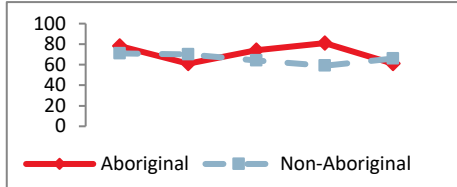
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	18	78	297	209	70
2019/20	37	23	62	213	161	76
2020/21	37	28	76	314	250	80
2021/22	33	24	73	308	234	76
2022/23	40	29	73	309	252	82

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



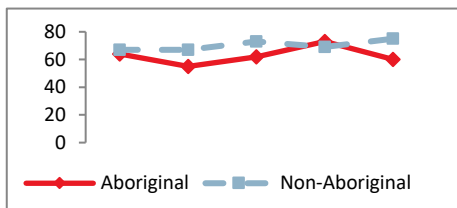
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	291	45	15
2019/20	37	Msk	Msk	216	28	13
2020/21	36	Msk	Msk	315	25	8
2021/22	32	Msk	Msk	308	33	11
2022/23	41	Msk	Msk	315	39	12

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	36	28	78	284	203	71
2019/20	41	25	61	209	147	70
2020/21	42	31	74	307	196	64
2021/22	37	30	81	303	179	59
2022/23	46	28	61	312	205	66

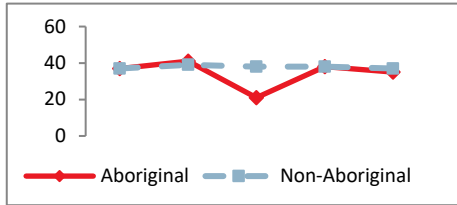
**I am happy at my school.**



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	36	23	64	287	192	67
2019/20	40	22	55	210	140	67
2020/21	42	26	62	306	224	73
2021/22	37	27	73	305	211	69
2022/23	45	27	60	310	234	75

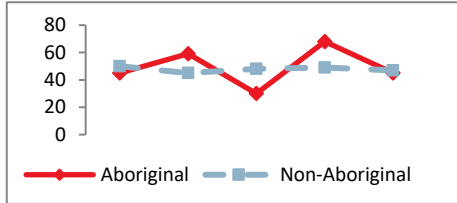
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



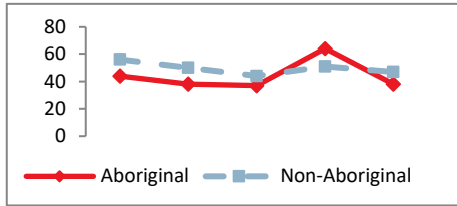
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	49	18	37	262	96	37
2019/20	29	12	41	198	77	39
2020/21	53	11	21	271	102	38
2021/22	37	14	38	288	108	38
2022/23	34	12	35	249	92	37

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



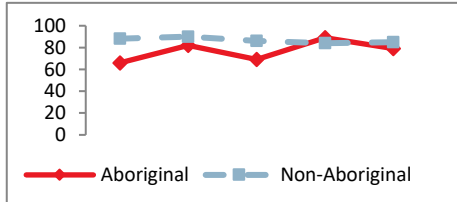
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	49	22	45	263	132	50
2019/20	29	17	59	199	89	45
2020/21	53	16	30	273	131	48
2021/22	37	25	68	286	140	49
2022/23	33	15	45	251	117	47

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



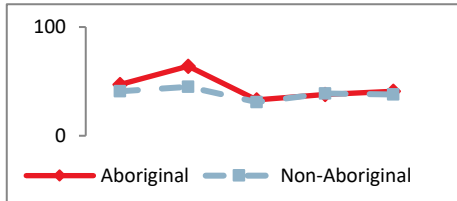
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	45	20 44	252	142 56
2019/20	29	11 38	195	98 50
2020/21	52	19 37	265	117 44
2021/22	36	23 64	287	147 51
2022/23	34	13 38	248	116 47

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	47	31	66	259	227	88
2019/20	28	23	82	195	175	90
2020/21	49	34	69	265	229	86
2021/22	36	32	89	282	236	84
2022/23	34	27	79	240	204	85

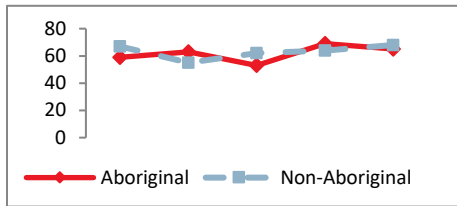
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	47	22	47	258	105	41
2019/20	28	18	64	197	89	45
2020/21	51	17	33	272	84	31
2021/22	37	14	38	283	111	39
2022/23	34	14	41	249	95	38

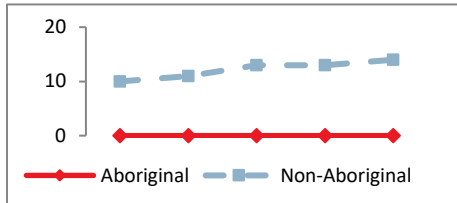
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



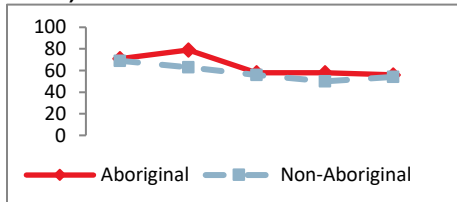
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	23	59	267	179	67
2019/20	27	17	63	197	109	55
2020/21	51	27	53	276	171	62
2021/22	35	24	69	286	183	64
2022/23	34	22	65	247	167	68

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



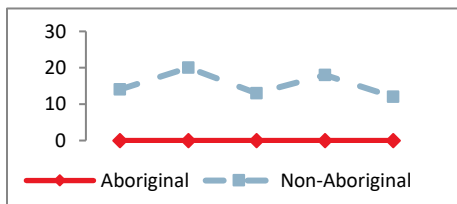
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	40	Msk	Msk	266	26	10
2019/20	27	Msk	Msk	199	22	11
2020/21	51	Msk	Msk	275	37	13
2021/22	35	Msk	Msk	288	38	13
2022/23	34	Msk	Msk	247	34	14

### 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	49	35	71	261	180	69
2019/20	29	23	79	199	125	63
2020/21	53	31	58	275	155	56
2021/22	36	21	58	289	145	50
2022/23	34	19	56	250	136	54

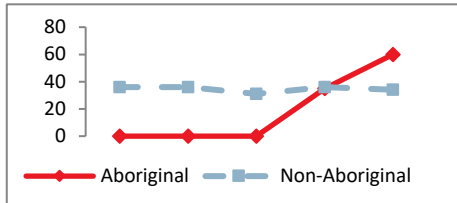
### I would like to go to a different school.



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	48	Msk	Msk	261	37	14
2019/20	28	Msk	Msk	198	39	20
2020/21	53	Msk	Msk	276	36	13
2021/22	37	Msk	Msk	290	52	18
2022/23	34	Msk	Msk	248	30	12

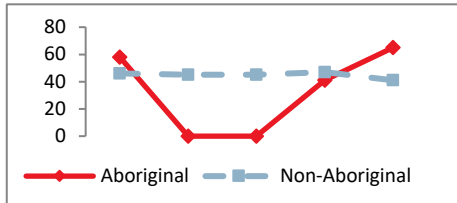
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



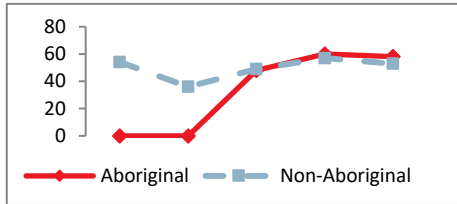
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times			
		#	%		#	%		
2018/19	24	Msk	Msk	157	57	36		
2019/20	13	Msk	Msk	33	12	36		
2020/21	33	Msk	Msk	226	71	31		
2021/22	46	16	35	250	89	36		
2022/23	20	12	60	190	65	34		

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



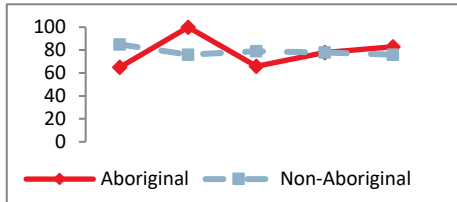
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times			
		#	%		#	%		
2018/19	24	14	58	158	73	46		
2019/20	13	Msk	Msk	33	15	45		
2020/21	33	Msk	Msk	224	100	45		
2021/22	46	19	41	250	118	47		
2022/23	20	13	65	190	78	41		

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



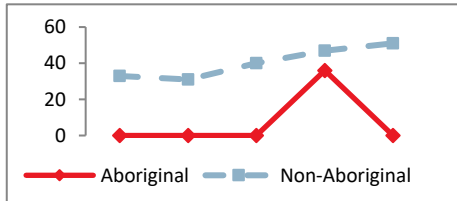
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many			
		#	%		#	%		
2018/19	23	Msk	Msk	149	80	54		
2019/20	13	Msk	Msk	33	12	36		
2020/21	31	15	48	219	108	49		
2021/22	45	27	60	241	138	57		
2022/23	19	11	58	185	98	53		

### 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	23	15	65	142	120	85		
2019/20	11	11	100	33	25	76		
2020/21	32	21	66	212	167	79		
2021/22	40	31	78	223	174	78		
2022/23	18	15	83	170	129	76		

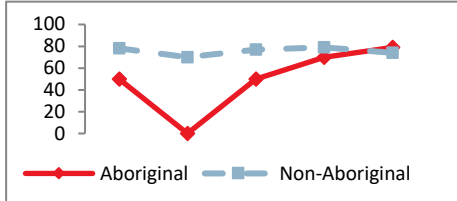
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	23	Msk	Msk	151	50	33		
2019/20	12	Msk	Msk	32	10	31		
2020/21	33	Msk	Msk	216	87	40		
2021/22	45	16	36	230	109	47		
2022/23	18	Msk	Msk	180	91	51		

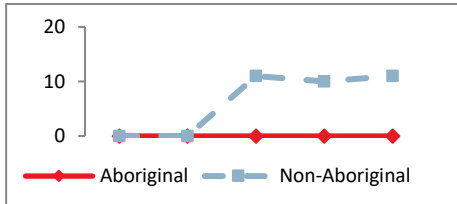
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



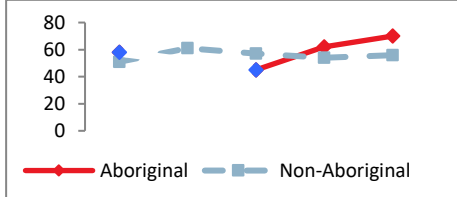
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	12	50	155	121	78
2019/20	13	Msk	Msk	33	23	70
2020/21	32	16	50	222	170	77
2021/22	43	30	70	242	192	79
2022/23	19	15	79	182	134	74

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



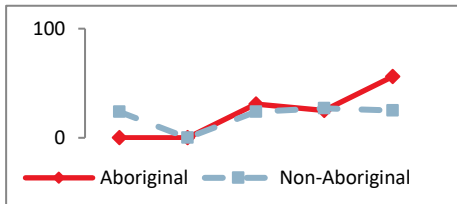
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	Msk	Msk	154	Msk	Msk
2019/20	13	Msk	Msk	33	Msk	Msk
2020/21	32	Msk	Msk	221	25	11
2021/22	43	Msk	Msk	242	23	10
2022/23	19	Msk	Msk	185	20	11

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



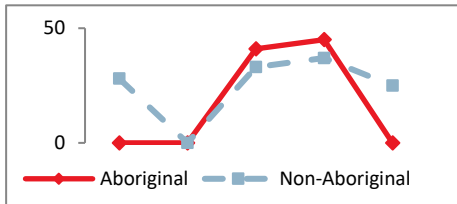
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	24	14	58	158	81	51
2019/20	Msk	Msk	Msk	33	20	61
2020/21	33	15	45	225	129	57
2021/22	47	29	62	252	135	54
2022/23	20	14	70	189	106	56

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



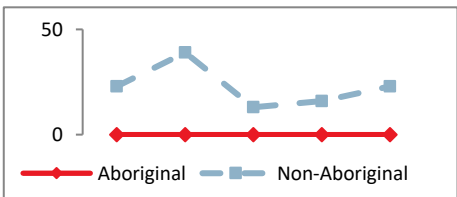
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	144	35	24
2019/20	11	Msk	Msk	33	Msk	Msk
2020/21	32	10	31	215	52	24
2021/22	40	10	25	222	59	27
2022/23	18	10	56	173	43	25

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	141	40	28
2019/20	11	Msk	Msk	33	Msk	Msk
2020/21	32	13	41	214	70	33
2021/22	40	18	45	224	82	37
2022/23	18	Msk	Msk	172	43	25

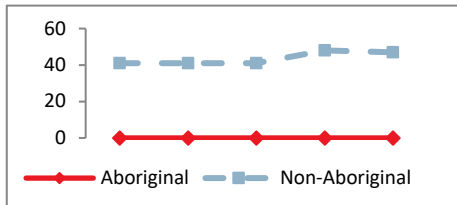
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	156	36	23
2019/20	13	Msk	Msk	33	13	39
2020/21	33	Msk	Msk	219	28	13
2021/22	47	Msk	Msk	251	40	16
2022/23	20	Msk	Msk	189	44	23

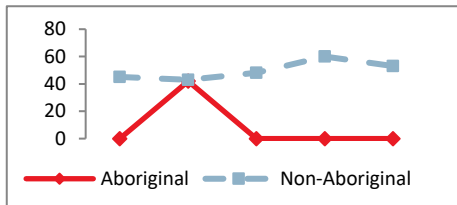
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



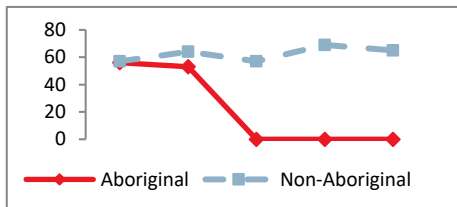
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2018/19	27	Msk Msk	149	61 41
2019/20	32	Msk Msk	116	48 41
2020/21	20	Msk Msk	142	58 41
2021/22	13	Msk Msk	136	65 48
2022/23	13	Msk Msk	116	55 47

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



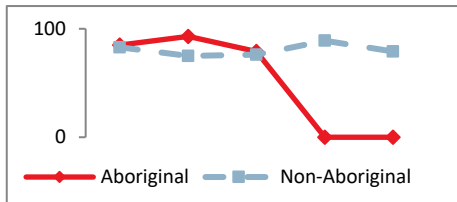
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2018/19	27	Msk Msk	148	67 45
2019/20	31	13 42	116	50 43
2020/21	20	Msk Msk	142	68 48
2021/22	13	Msk Msk	136	81 60
2022/23	13	Msk Msk	116	61 53

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



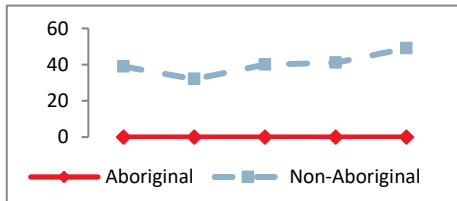
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2018/19	27	15 56	145	83 57
2019/20	30	16 53	107	69 64
2020/21	19	Msk Msk	135	77 57
2021/22	11	Msk Msk	127	87 69
2022/23	13	Msk Msk	107	70 65

### 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	27	23 85	147	122 83
2019/20	28	26 93	99	74 75
2020/21	19	15 79	133	101 76
2021/22	11	Msk Msk	113	101 89
2022/23	11	Msk Msk	78	62 79

### 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?

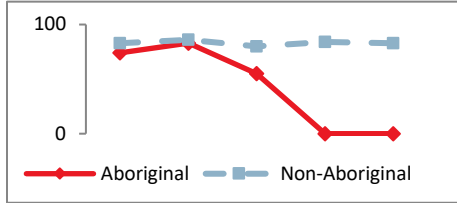


School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2018/19	27	Msk Msk	148	57 39
2019/20	29	Msk Msk	104	33 32
2020/21	19	Msk Msk	136	55 40
2021/22	11	Msk Msk	121	50 41
2022/23	12	Msk Msk	94	46 49



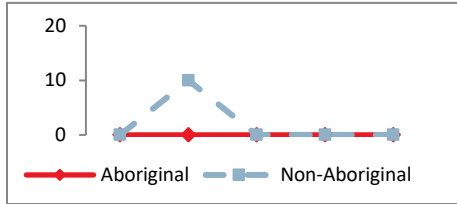
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



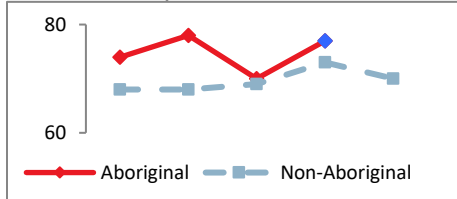
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	27	20	74	150	124	83
2019/20	29	24	83	112	96	86
2020/21	20	11	55	138	110	80
2021/22	11	Msk	Msk	126	106	84
2022/23	13	Msk	Msk	107	89	83

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



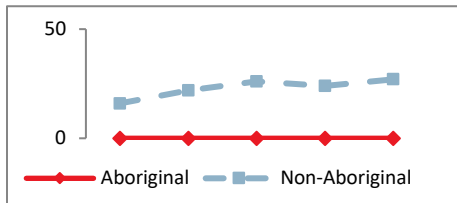
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	27	Msk	Msk	149	Msk	Msk
2019/20	30	Msk	Msk	112	11	10
2020/21	20	Msk	Msk	139	Msk	Msk
2021/22	11	0	0	126	Msk	Msk
2022/23	13	0	0	106	Msk	Msk

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



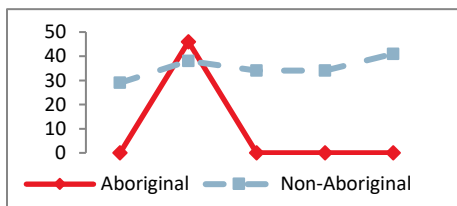
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more # %		Gr 12 Respondents #	Two adults or more # %	
2018/19	27	20	74	149	101	68
2019/20	32	25	78	116	79	68
2020/21	20	14	70	142	98	69
2021/22	13	10	77	135	98	73
2022/23	Msk	Msk	Msk	118	83	70

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



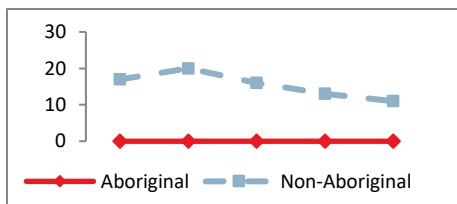
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	27	Msk	Msk	146	24	16
2019/20	28	Msk	Msk	100	22	22
2020/21	19	Msk	Msk	133	35	26
2021/22	11	Msk	Msk	116	28	24
2022/23	12	Msk	Msk	81	22	27

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2018/19	27	Msk	Msk	147	42	29
2019/20	28	13	46	101	38	38
2020/21	19	Msk	Msk	134	45	34
2021/22	11	Msk	Msk	116	40	34
2022/23	11	Msk	Msk	82	34	41

**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	27	Msk	Msk	149	26	17
2019/20	31	Msk	Msk	116	23	20
2020/21	20	Msk	Msk	142	23	16
2021/22	13	Msk	Msk	135	17	13
2022/23	13	0	0	118	13	11

## 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>