



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 057**  
Prince George

**QUESTIONS/COMMENTS CONTACT:**

Governance & Analytics Division  
Ministry of Education and Child Care

[educ.reportingunit@gov.bc.ca](mailto:educ.reportingunit@gov.bc.ca)  
[studentsuccess.gov.bc.ca](http://studentsuccess.gov.bc.ca)



BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

# Table of Contents

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

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

---

## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

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

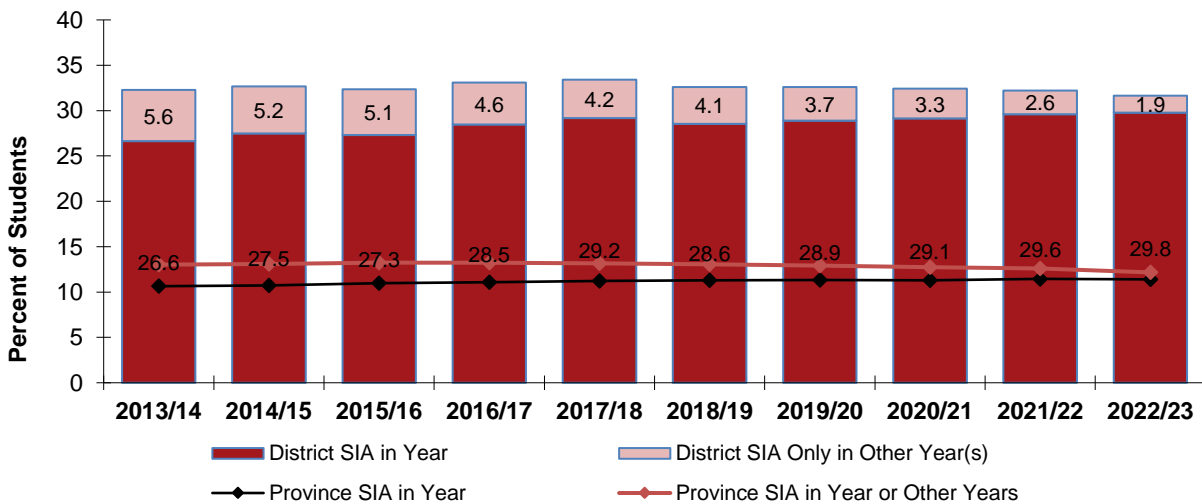
PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	13,012	3,466	26.6	733	5.6	558,983	59,502	10.6	13,325	2.4
2014/15	12,915	3,548	27.5	671	5.2	552,786	59,382	10.7	13,068	2.4
2015/16	12,988	3,546	27.3	657	5.1	553,376	60,706	11.0	12,567	2.3
2016/17	13,065	3,722	28.5	600	4.6	557,625	61,801	11.1	11,979	2.1
2017/18	13,240	3,865	29.2	558	4.2	563,241	63,182	11.2	10,930	1.9
2018/19	13,291	3,795	28.6	540	4.1	568,982	64,326	11.3	10,009	1.8
2019/20	13,300	3,845	28.9	489	3.7	576,000	65,215	11.3	9,152	1.6
2020/21	12,978	3,781	29.1	427	3.3	568,285	64,272	11.3	8,037	1.4
2021/22	13,217	3,914	29.6	344	2.6	578,797	66,282	11.5	6,635	1.1
2022/23	13,461	4,009	29.8	252	1.9	590,583	67,285	11.4	4,553	0.8

**Percent of Self-Identified Aboriginal Students**



**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.

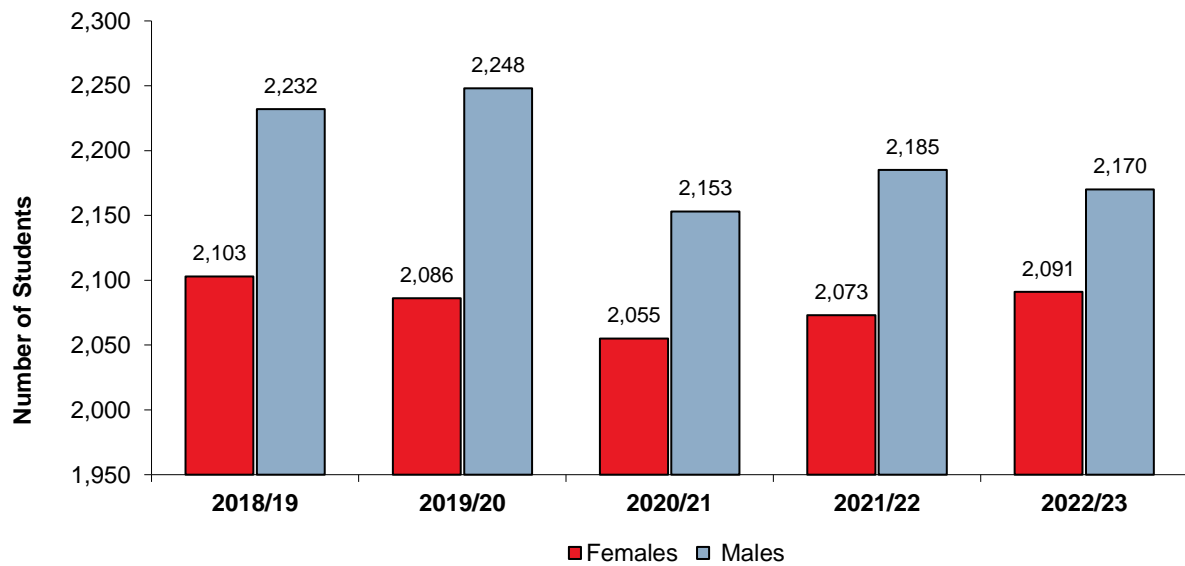
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* 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	13,291	4,335	32.6	2,103	15.8	2,232	16.8	74,335	36,874	37,461
2019/20	13,300	4,334	32.6	2,086	15.7	2,248	16.9	74,367	36,847	37,520
2020/21	12,978	4,208	32.4	2,055	15.8	2,153	16.6	72,309	35,901	36,408
2021/22	13,217	4,258	32.2	2,073	15.7	2,185	16.5	72,917	36,210	36,707
2022/23	13,461	4,261	31.7	2,091	15.5	2,170	16.1	71,838	35,586	36,252

**Number of Aboriginal Students by Gender**



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

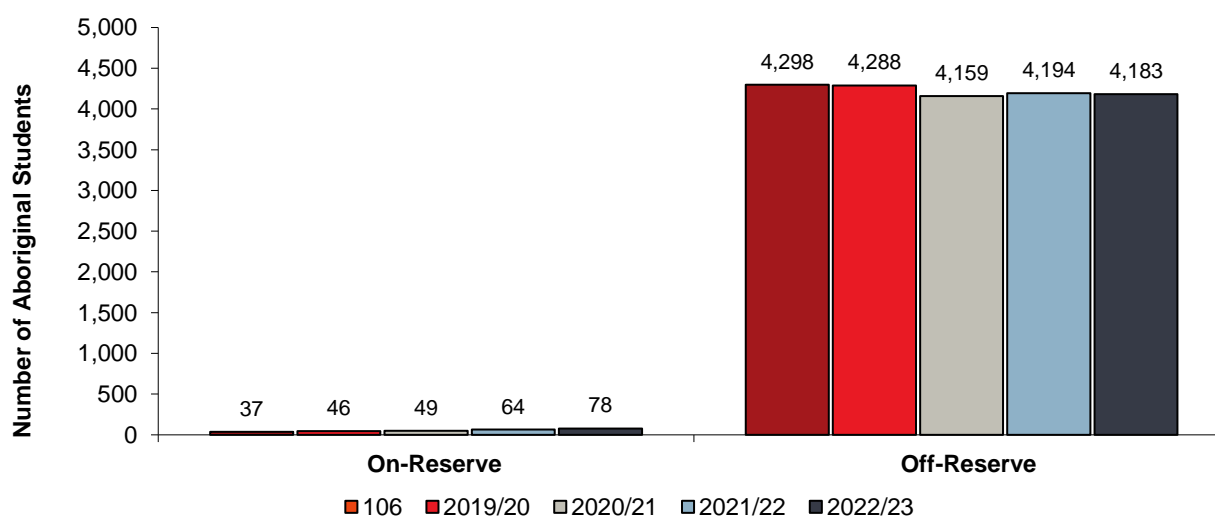
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	4,335	21	16	37	2,082	2,216	4,298	7,993	66,342
2019/20	4,334	25	21	46	2,061	2,227	4,288	8,209	66,158
2020/21	4,208	29	20	49	2,026	2,133	4,159	7,752	64,557
2021/22	4,258	36	28	64	2,037	2,157	4,194	7,992	64,925
2022/23	4,261	41	37	78	2,050	2,133	4,183	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	4,359	22	17	39	2,093	2,227	4,320	8,007	66,275
2019/20	4,403	22	17	39	2,091	2,273	4,364	8,056	66,087
2020/21	4,267	48	32	80	2,053	2,134	4,187	7,713	64,505
2021/22	4,284	37	27	64	2,065	2,155	4,220	7,916	64,400
2022/23	4,243	42	42	84	2,037	2,122	4,159	8,001	63,477

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

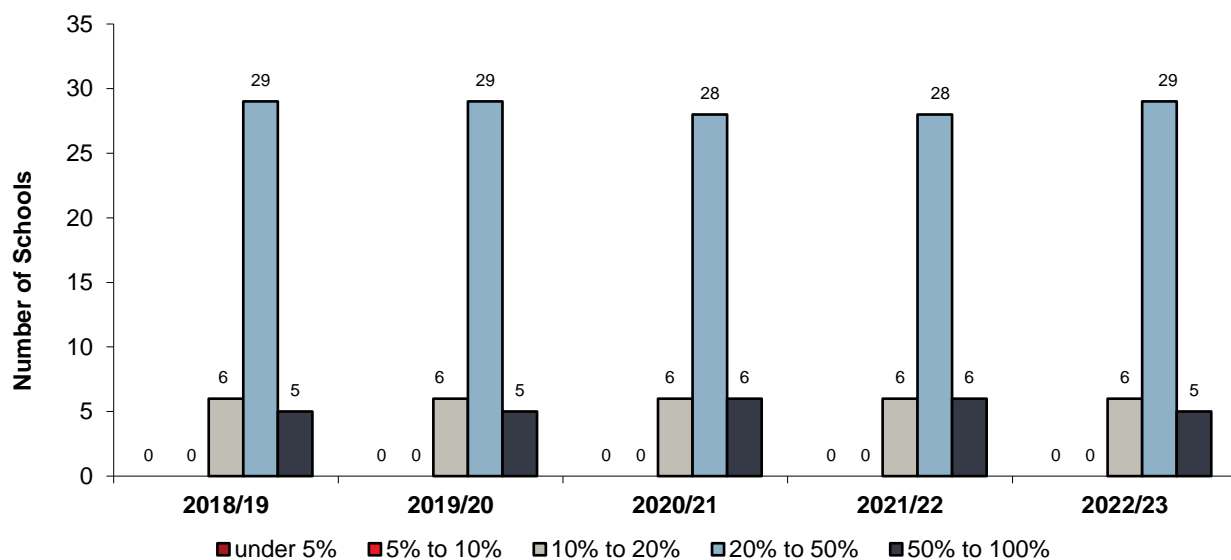


\* Public schools only

## 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	40	0	0	6	29	5	1,385	367	217	324	385	92
2019/20	40	0	0	6	29	5	1,389	382	217	318	378	94
2020/21	40	0	0	6	28	6	1,398	399	210	341	348	100
2021/22	40	0	0	6	28	6	1,405	402	240	338	330	95
2022/23	40	0	0	6	29	5	1,412	423	246	336	318	89

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

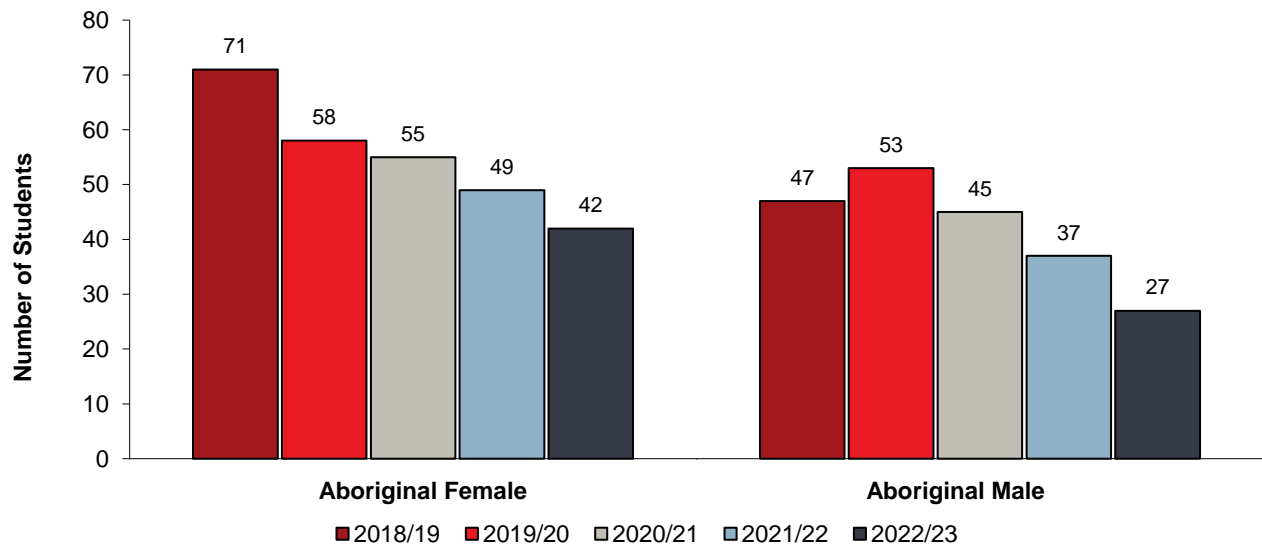


\* Public schools only

## 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	202	71	47	118	46	38	84	1,516	1,457	1,943	2,320
2019/20	197	58	53	111	53	33	86	1,580	1,508	2,114	2,525
2020/21	192	55	45	100	57	35	92	1,429	1,327	1,778	1,831
2021/22	163	49	37	86	51	26	77	1,454	1,262	1,761	1,631
2022/23	127	42	27	69	37	21	58	1,518	1,264	2,004	1,742

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



\* Public schools only



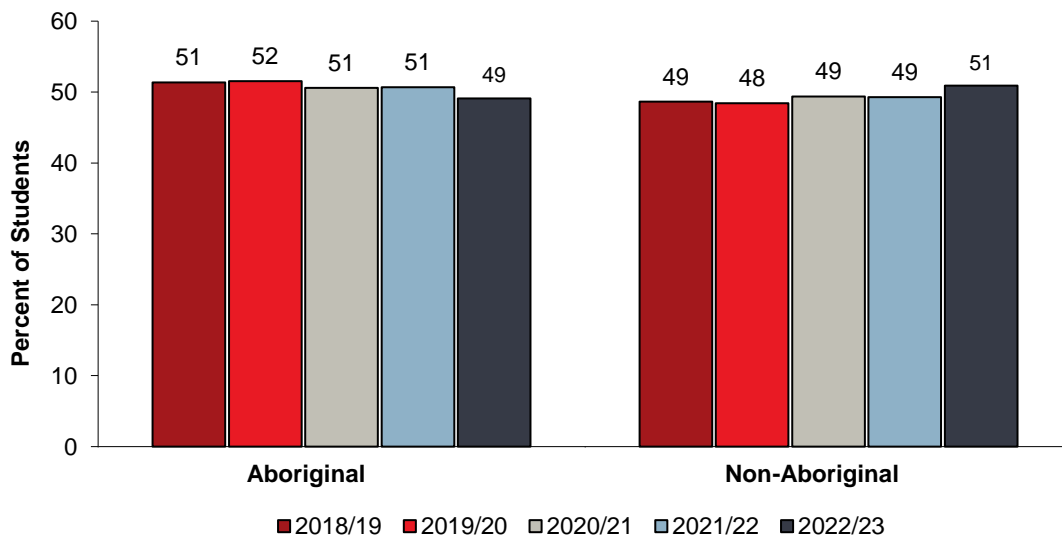
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	1,480	760	51	720	49
2019/20	1,509	778	52	731	48
2020/21	1,466	742	51	724	49
2021/22	1,566	794	51	772	49
2022/23	1,678	824	49	854	51

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

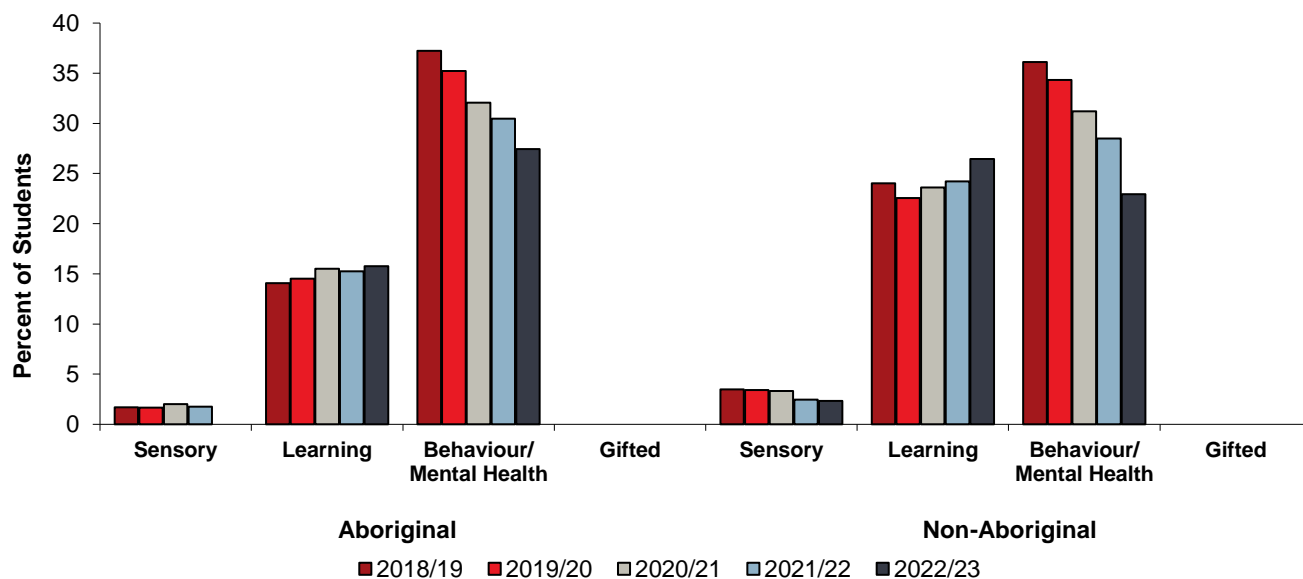


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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	760	720	13	2	25	3	107	14	173	24	283	37	260	36	0	0	Msk	Msk
2019/20	778	731	13	2	25	3	113	15	165	23	274	35	251	34	Msk	Msk	Msk	Msk
2020/21	742	724	15	2	24	3	115	15	171	24	238	32	226	31	Msk	Msk	Msk	Msk
2021/22	794	772	14	2	19	2	121	15	187	24	242	30	220	28	Msk	Msk	Msk	Msk
2022/23	824	854	Msk	Msk	20	2	130	16	226	26	226	27	196	23	Msk	Msk	Msk	Msk

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



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

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

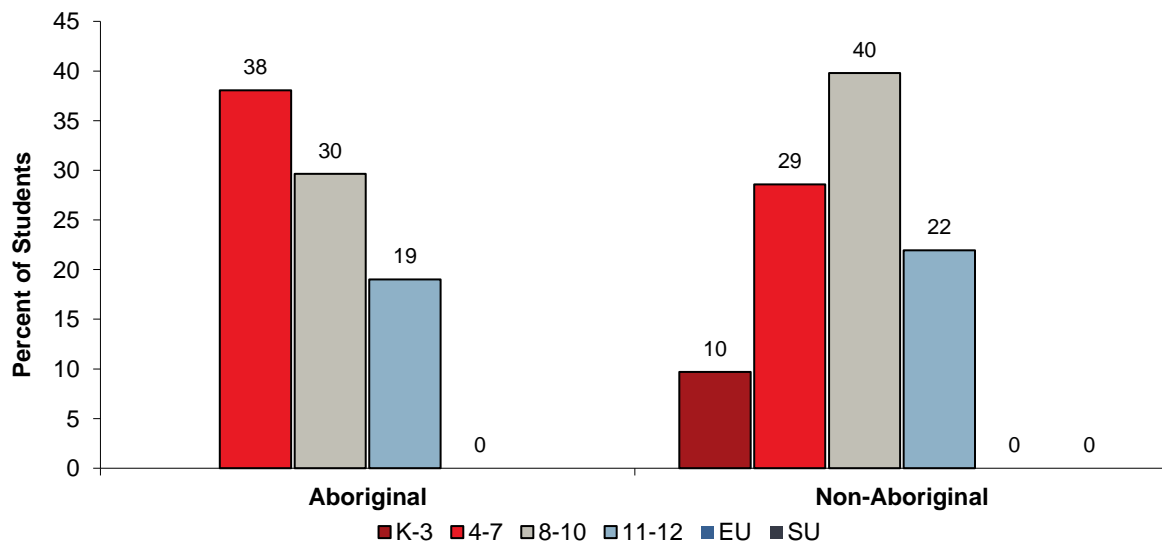
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	283	61	22	102	36	68	24	52	18	0	0	0	0
2019/20	274	56	20	96	35	69	25	53	19	0	0	0	0
2020/21	238	38	16	97	41	49	21	54	23	0	0	0	0
2021/22	242	27	11	99	41	71	29	45	19	0	0	0	0
2022/23	226	Msk	Msk	86	38	67	30	43	19	0	0	Msk	Msk

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	260	50	19	97	37	56	22	56	22	0	0	0	0
2019/20	251	30	12	101	40	63	25	57	23	0	0	0	0
2020/21	226	27	12	78	35	73	32	48	21	0	0	0	0
2021/22	220	23	10	70	32	73	33	54	25	0	0	0	0
2022/23	196	19	10	56	29	78	40	43	22	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.

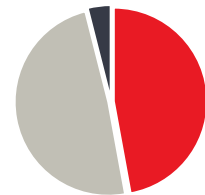
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	312	86	129	41	170	54	13	4
2019/20	279	88	133	48	134	48	12	4
2020/21	234	78	Msk	Msk	162	69	Msk	Msk
2021/22	276	83	118	43	144	52	14	5
2022/23	278	87	131	47	136	49	11	4

Grade 4: Aboriginal

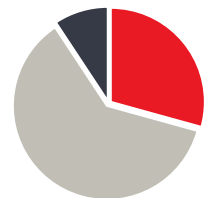


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

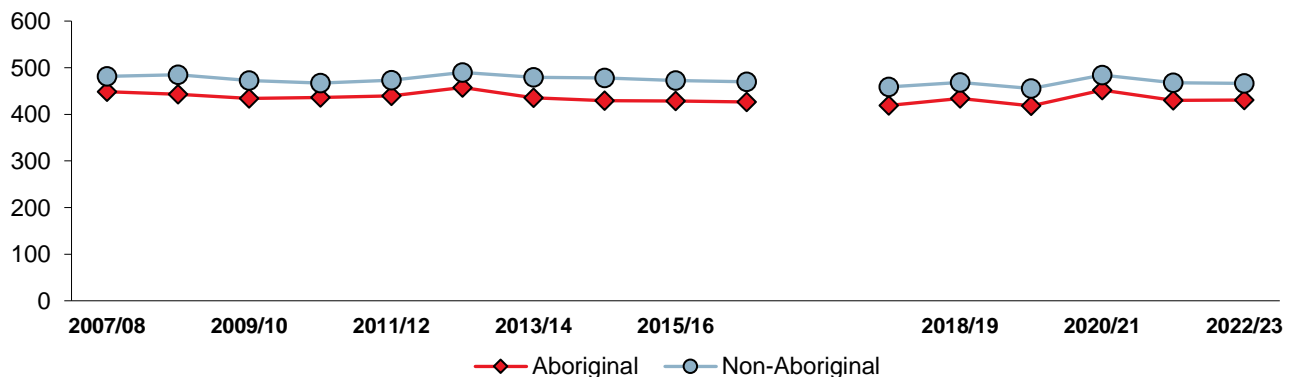
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	661	95	196	30	400	61	65	10
2019/20	640	96	197	31	399	62	44	7
2020/21	587	88	112	19	411	70	64	11
2021/22	604	95	157	26	395	65	52	9
2022/23	635	95	186	29	390	61	59	9

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.

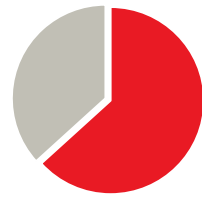
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	309	85	190	61	Msk	Msk	Msk	Msk
2019/20	280	88	165	59	Msk	Msk	Msk	Msk
2020/21	230	76	127	55	Msk	Msk	Msk	Msk
2021/22	276	83	165	60	Msk	Msk	Msk	Msk
2022/23	275	86	174	63	101	37	0	0

Grade 4: Aboriginal

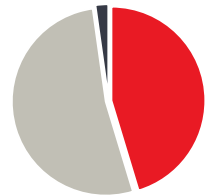


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

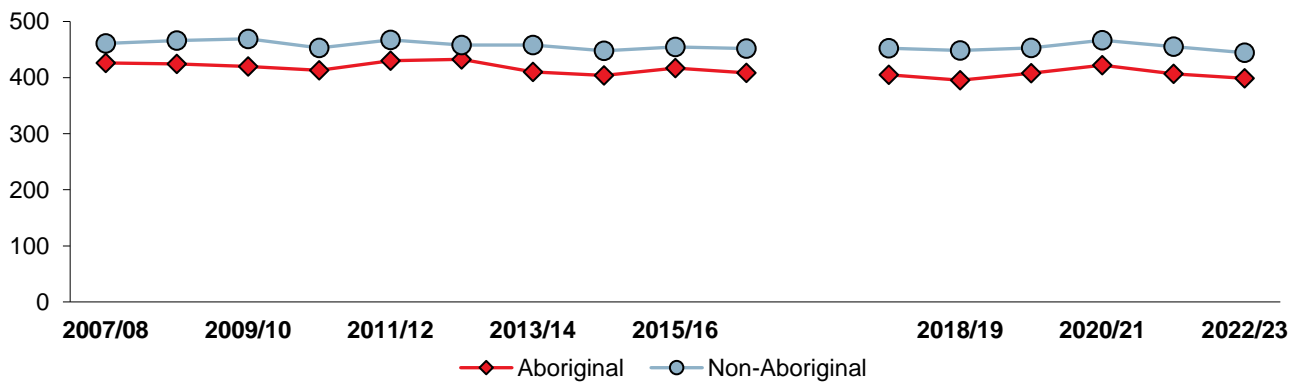
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	661	95	275	42	362	55	24	4
2019/20	637	96	255	40	362	57	20	3
2020/21	582	87	204	35	358	62	20	3
2021/22	603	95	249	41	328	54	26	4
2022/23	631	94	286	45	331	52	14	2

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.

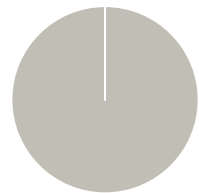
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	280	87	Msk	Msk	176	63	Msk	Msk
2019/20	289	88	Msk	Msk	171	59	Msk	Msk
2020/21	274	80	Msk	Msk	157	57	Msk	Msk
2021/22	289	87	Msk	Msk	159	55	Msk	Msk
2022/23	283	91	Msk	Msk	152	54	Msk	Msk

Grade 7: Aboriginal

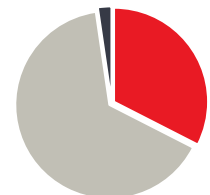


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

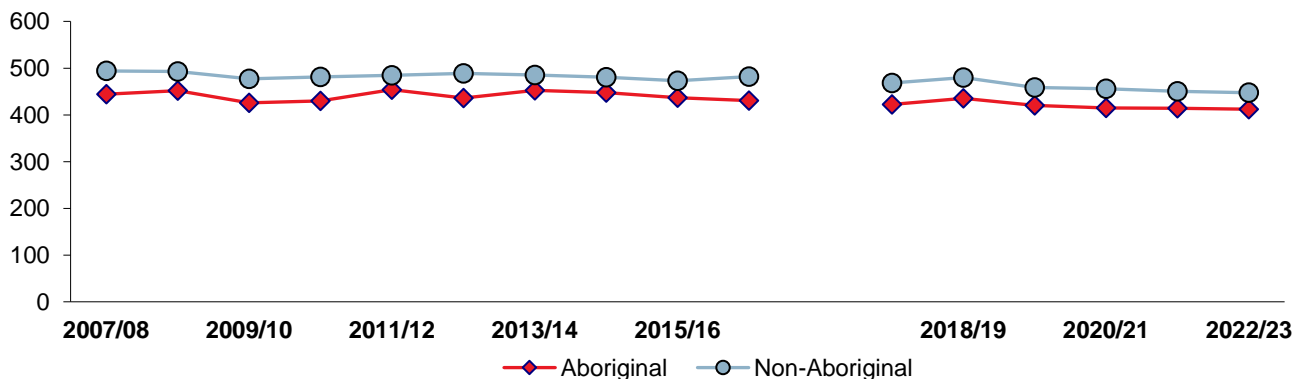
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	592	95	109	18	457	77	26	4
2019/20	648	96	173	27	459	71	16	2
2020/21	605	90	155	26	431	71	19	3
2021/22	657	96	196	30	449	68	12	2
2022/23	649	96	211	33	423	65	15	2

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

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



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

BC Residents

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

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

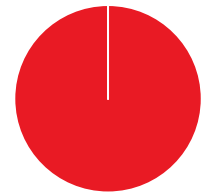
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	278	86	162	58	Msk	Msk	Msk	Msk
2019/20	290	88	182	63	Msk	Msk	Msk	Msk
2020/21	269	79	175	65	Msk	Msk	Msk	Msk
2021/22	289	87	174	60	Msk	Msk	Msk	Msk
2022/23	283	91	206	73	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

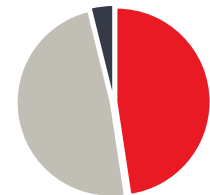


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

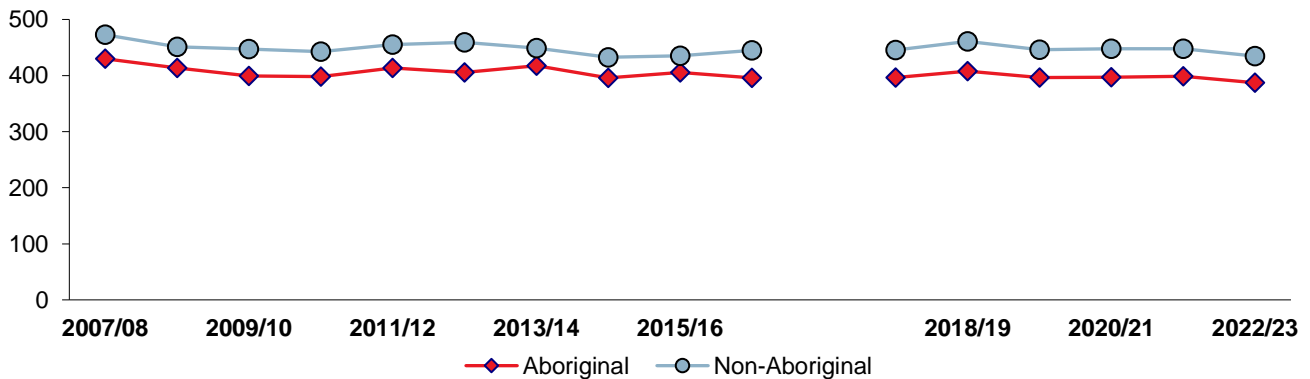
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	592	95	192	32	383	65	17	3
2019/20	647	96	292	45	321	50	34	5
2020/21	601	89	244	41	322	54	35	6
2021/22	651	95	269	41	341	52	41	6
2022/23	649	96	309	48	315	49	25	4

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	187	54	85	45	92	49	10	5	0	0		
Non-Aboriginal	550	76	179	33	286	52	Msk	Msk	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	168	46	91	54	53	32	Msk	Msk	Msk	Msk		
Non-Aboriginal	419	64	125	30	173	41	Msk	Msk	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	195	64	77	39	87	45	Msk	Msk	Msk	Msk		
Non-Aboriginal	574	85	152	26	253	44	159	28	10	2		

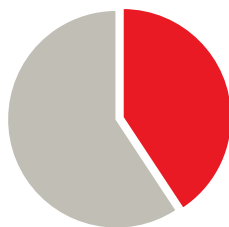
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	179	55	63	35	80	45	Msk	Msk	Msk	Msk		
Non-Aboriginal	549	80	90	16	241	44	199	36	19	3		

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

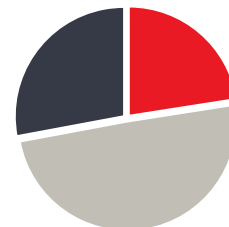
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	227	69	79	35	115	51	Msk	Msk	Msk	Msk		
Non-Aboriginal	648	87	146	23	321	50	159	25	22	3		

**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	165	45	Msk	Msk	80	48	62	38	Msk	Msk
Non-Aboriginal	385	59	17	4	137	36	220	57	11	3

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	189	62	Msk	Msk	77	41	83	44	Msk	Msk
Non-Aboriginal	579	86	33	6	174	30	339	59	33	6

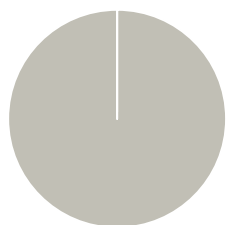
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	200	61	Msk	Msk	68	34	94	47	Msk	Msk
Non-Aboriginal	574	84	33	6	161	28	359	63	21	4

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

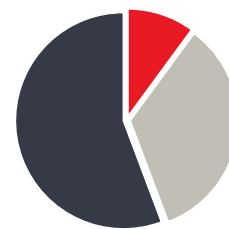
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	222	67	Msk	Msk	103	46	80	36	Msk	Msk
Non-Aboriginal	655	88	66	10	224	34	344	53	21	3

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	248	56	30	12	109	44	99	40	10	4		
Non-Aboriginal	574	74	23	4	195	34	318	55	38	7		

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

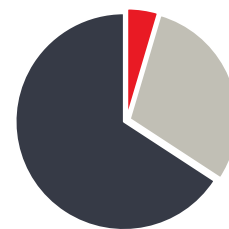
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	222	51	24	11	105	47	83	37	10	5		
Non-Aboriginal	611	73	28	5	181	30	349	57	53	9		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

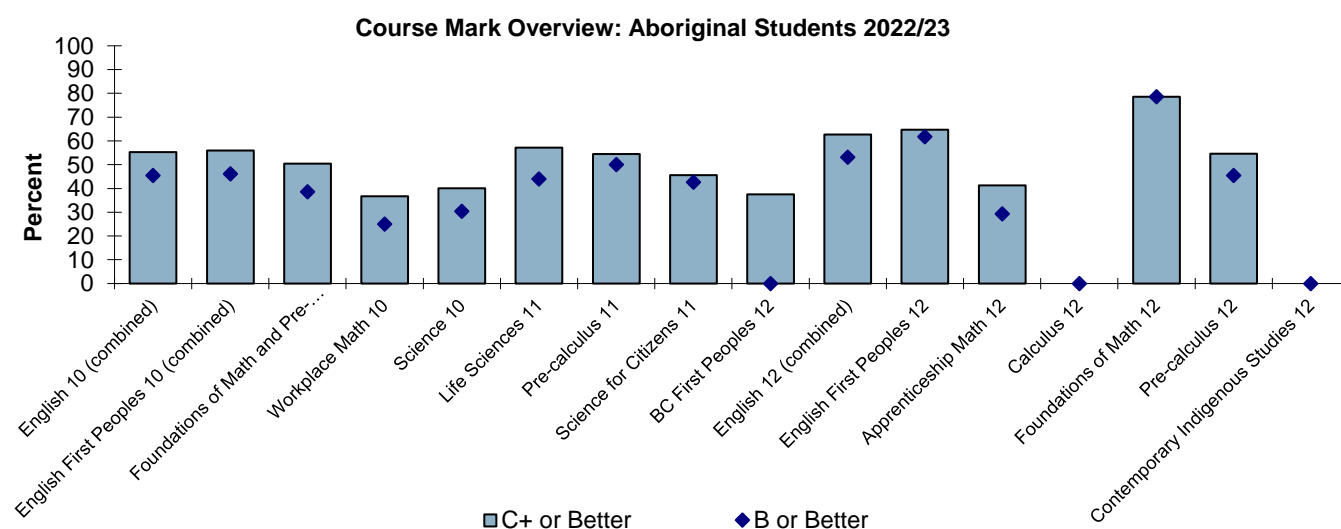
## COURSE MARK RESULTS 2022/23: OVERVIEW

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)*	306	169 55	139 45	739	549 74	475 64				
English First Peoples 10 (combined)*	295	165 56	136 46	742	541 73	459 62				
Foundations of Math and Pre-calculus 10	127	64 50	49 39	464	312 67	257 55				
Workplace Math 10	196	72 37	49 25	267	122 46	81 30				
Science 10	299	120 40	91 30	739	431 58	358 48				
Life Sciences 11	91	52 57	40 44	337	245 73	216 64				
Pre-calculus 11	68	37 54	34 50	346	264 76	234 68				
Science for Citizens 11	68	31 46	29 43	76	45 59	39 51				
BC First Peoples 12	32	12 38	Msk Msk	49	28 57	22 45				
English 12 (combined)*	241	151 63	128 53	680	556 82	491 72				
English First Peoples 12	34	22 65	21 62	46	39 85	33 72				
Apprenticeship Math 12	109	45 41	32 29	157	70 45	43 27				
Calculus 12	Msk	Msk Msk	Msk Msk	55	45 82	38 69				
Foundations of Math 12	14	11 79	11 79	79	48 61	38 48				
Pre-calculus 12	22	12 55	10 45	204	168 82	140 69				
Contemporary Indigenous Studies 12	Msk	Msk Msk	Msk Msk	-	- -	- -				



**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.

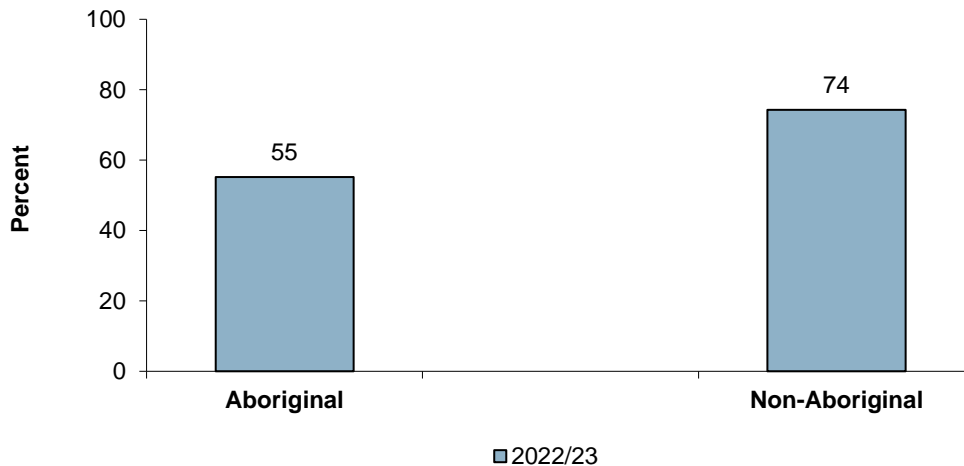
## COURSE MARKS: ENGLISH 10 (COMBINED)

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	578	381	66	311	54	1,309	1,048	80	920	70
2020/21	571	345	60	279	49	1,312	1,096	84	977	74
2021/22	294	153	52	126	43	680	535	79	474	70
2022/23	306	169	55	139	45	739	549	74	475	64

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	578	372	499	79	1,309	666	1,212	97	
2020/21	571	319	475	96	1,312	694	1,221	91	
2021/22	294	335	239	55	680	692	613	67	
2022/23	306	341	252	54	739	757	669	70	

**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.

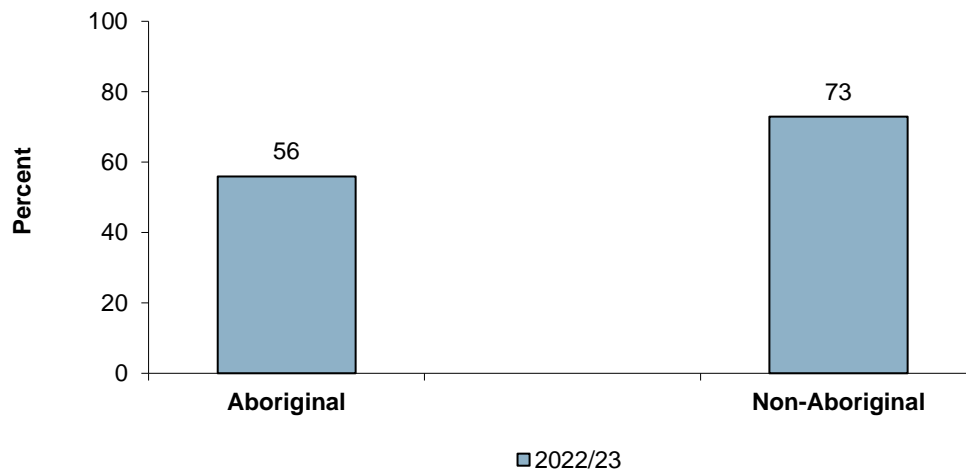
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

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	30	Msk	Msk	Msk	Msk	18	Msk	Msk	0	0
2020/21	14	Msk	Msk	Msk	Msk	43	29	67	24	56
2021/22	317	169	53	136	43	663	511	77	450	68
2022/23	295	165	56	136	46	742	541	73	459	62

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	30	372	Msk	Msk	18	666	Msk	Msk		
2020/21	14	319	14	0	43	694	Msk	Msk		
2021/22	317	335	260	57	663	692	626	37		
2022/23	295	341	246	49	742	757	689	53		

**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.

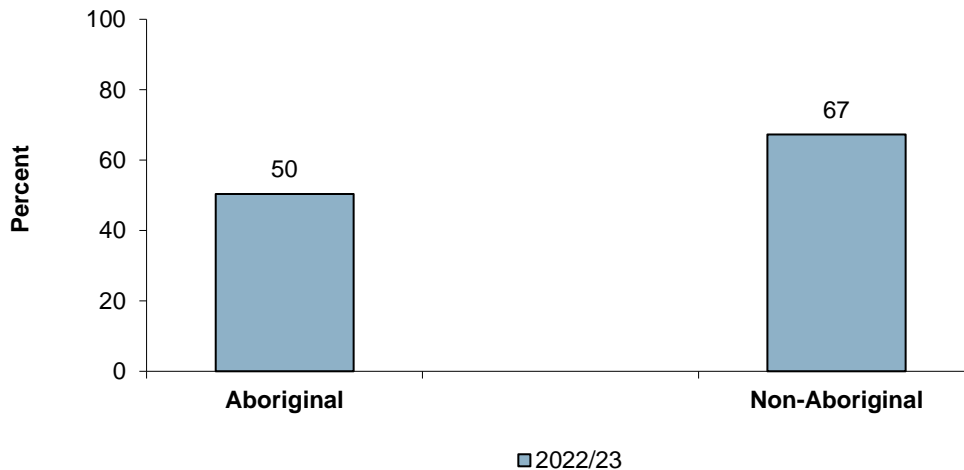
**COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10**

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	156	86	55	66	42	453	305	67	262	58
2020/21	115	63	55	48	42	463	323	70	280	60
2021/22	134	66	49	55	41	447	302	68	250	56
2022/23	127	64	50	49	39	464	312	67	257	55

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	156	372	135	21	453	666	411	42		
2020/21	115	319	104	11	463	694	419	44		
2021/22	134	335	111	23	447	692	405	42		
2022/23	127	341	105	22	464	757	411	53		

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



**Note:**

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

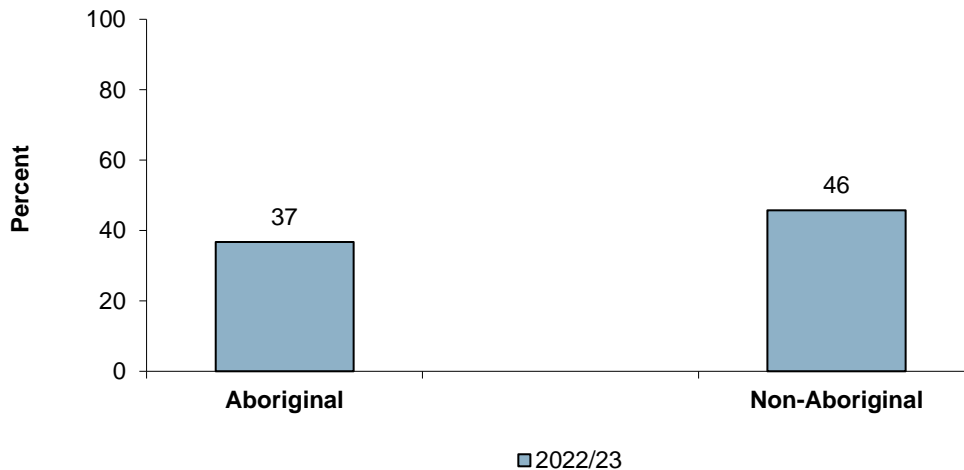
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	155	70	45	46	30	182	95	52	61	34
2020/21	177	71	40	49	28	208	117	56	88	42
2021/22	155	54	35	38	25	183	92	50	65	36
2022/23	196	72	37	49	25	267	122	46	81	30

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	155	372	106	49	182	666	129	53	
2020/21	177	319	113	64	208	694	156	52	
2021/22	155	335	100	55	183	692	145	38	
2022/23	196	341	117	79	267	757	218	49	

**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.

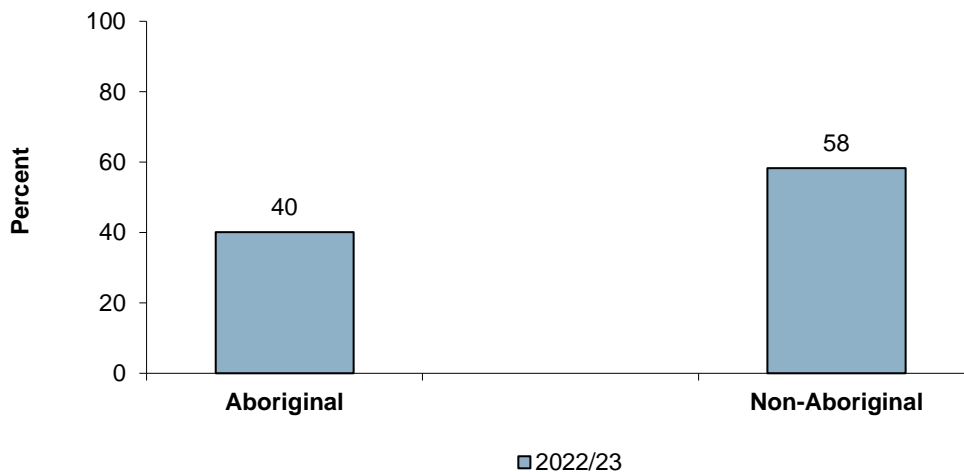
## COURSE MARKS: SCIENCE 10

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	277	131	47	98	35	672	448	67	371	55
2020/21	273	127	47	101	37	657	471	72	404	61
2021/22	292	121	41	93	32	699	485	69	410	59
2022/23	299	120	40	91	30	739	431	58	358	48

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	277	372	234	43	672	666	586	86	
2020/21	273	319	218	55	657	694	592	65	
2021/22	292	335	228	64	699	692	618	81	
2022/23	299	341	240	59	739	757	666	73	

**Science 10: C+ or Better**



**Note:**

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



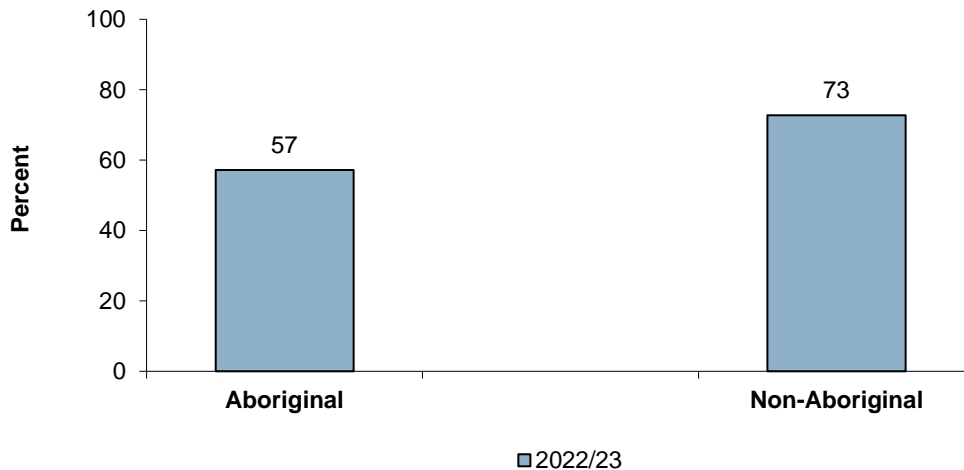
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	117	79	68	65	56	394	297	75	263	67
2020/21	104	70	67	62	60	361	298	83	266	74
2021/22	97	51	53	43	44	349	264	76	242	69
2022/23	91	52	57	40	44	337	245	73	216	64

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	117	543	102	15	394	886	328	66	
2020/21	104	389	88	16	361	719	309	52	
2021/22	97	323	81	16	349	722	294	55	
2022/23	91	339	74	17	337	714	276	61	

**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.

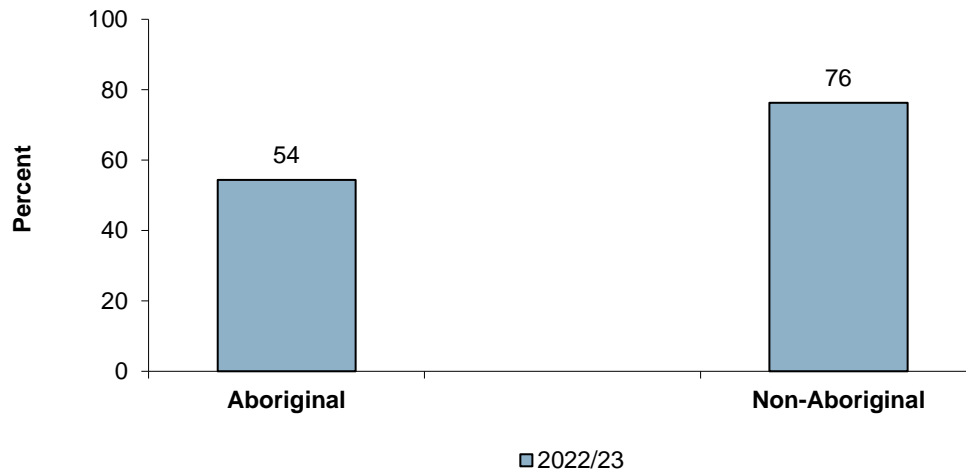
## COURSE MARKS: PRE-CALCULUS 11

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	86	55	64	37	43	352	284	81	238	68
2020/21	75	54	72	46	61	306	230	75	200	65
2021/22	57	38	67	27	47	343	248	72	215	63
2022/23	68	37	54	34	50	346	264	76	234	68

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	86	543	74	12	352	886	317	35	
2020/21	75	389	63	12	306	719	270	36	
2021/22	57	323	Msk	Msk	343	722	289	54	
2022/23	68	339	56	12	346	714	288	58	

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



**Note:**

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

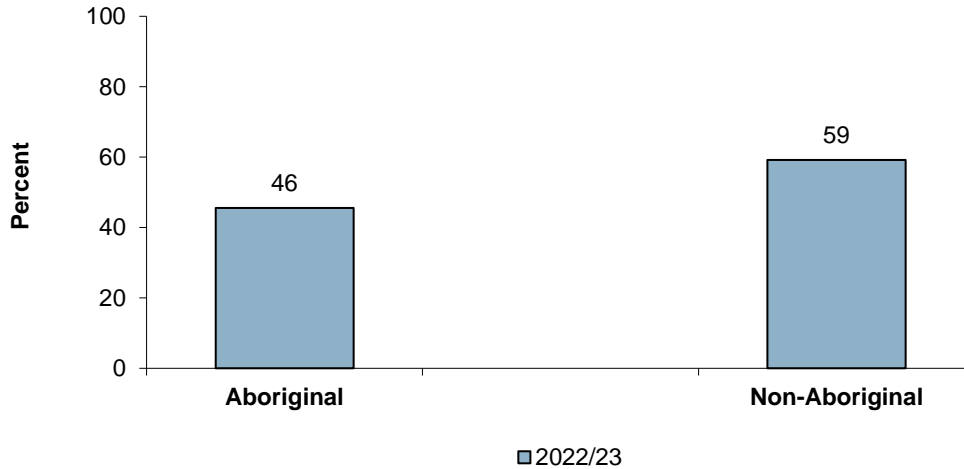
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	48	29	60	26	54	72	64	89	62	86
2020/21	81	40	49	32	40	92	65	71	57	62
2021/22	87	50	57	36	41	89	62	70	51	57
2022/23	68	31	46	29	43	76	45	59	39	51

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	48	543	34	14	72	886	57	15		
2020/21	81	389	57	24	92	719	54	38		
2021/22	87	323	51	36	89	722	69	20		
2022/23	68	339	43	25	76	714	59	17		

**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.

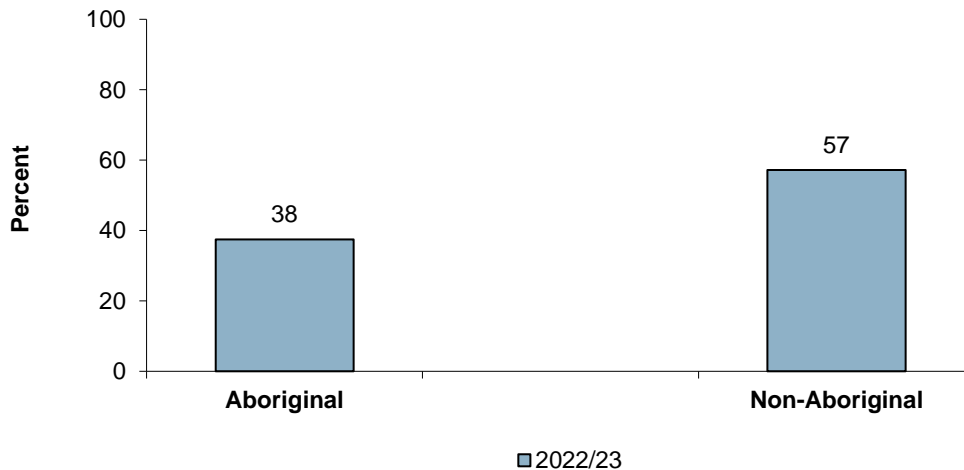
## COURSE MARKS: BC FIRST PEOPLES 12

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	10	Msk	Msk	Msk	Msk	18	12	67	11	61
2022/23	32	12	38	Msk	Msk	49	28	57	22	45

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	354	Msk	Msk	Msk	768	Msk	Msk		
2020/21	Msk	453	Msk	Msk	Msk	884	Msk	Msk		
2021/22	10	489	Msk	Msk	18	874	Msk	Msk		
2022/23	32	489	14	18	49	919	11	38		

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



**Note:**

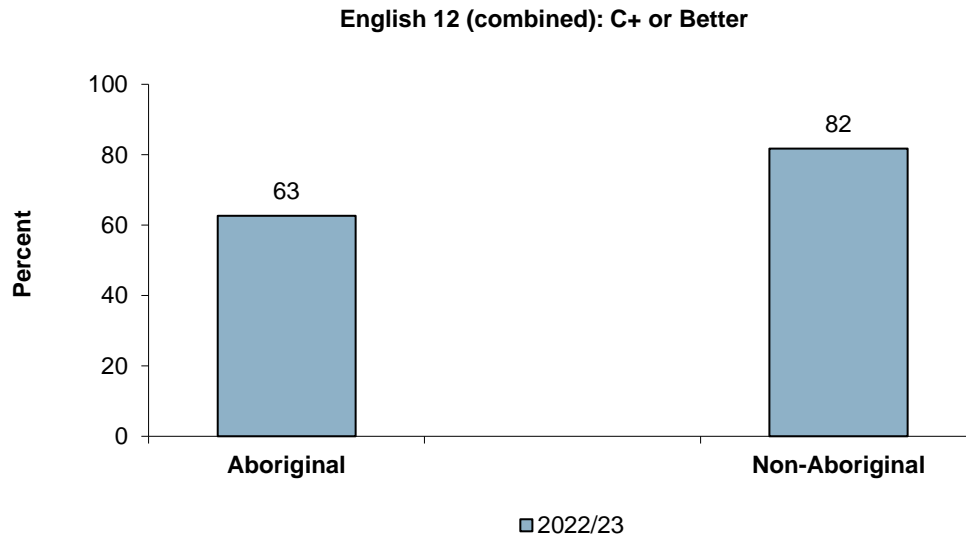
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	246	167	68	143	58	701	562	80	499	71
2020/21	313	222	71	177	57	781	668	86	586	75
2021/22	260	165	63	131	50	657	524	80	445	68
2022/23	241	151	63	128	53	680	556	82	491	72

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	246	354	201	45	701	768	641	60		
2020/21	313	453	260	53	781	884	645	136		
2021/22	260	489	234	26	657	874	589	68		
2022/23	241	489	219	22	680	919	627	53		



**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.

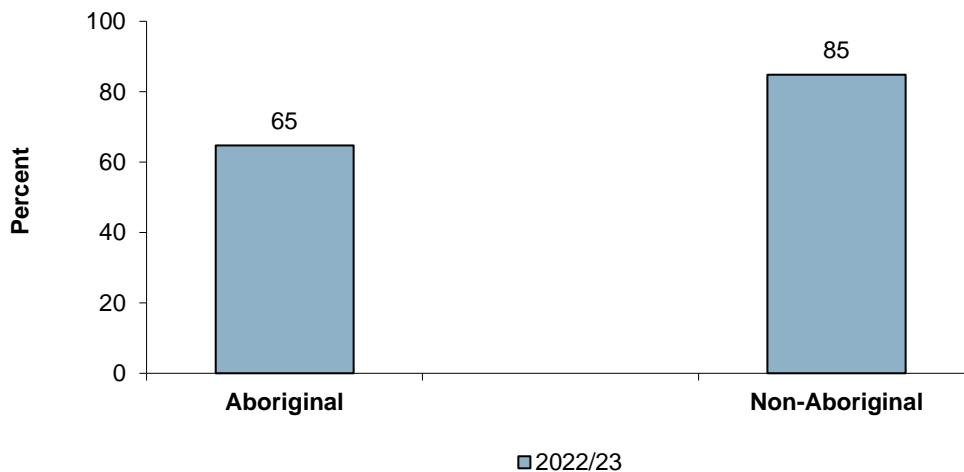
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

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	21	Msk	Msk	Msk	Msk	26	18	69	11	42
2021/22	29	14	48	10	34	11	Msk	Msk	Msk	Msk
2022/23	34	22	65	21	62	46	39	85	33	72

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	354	Msk	Msk	Msk	768	Msk	Msk	
2020/21	21	453	Msk	Msk	26	884	26	0	
2021/22	29	489	Msk	Msk	11	874	Msk	Msk	
2022/23	34	489	Msk	Msk	46	919	35	11	

**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.

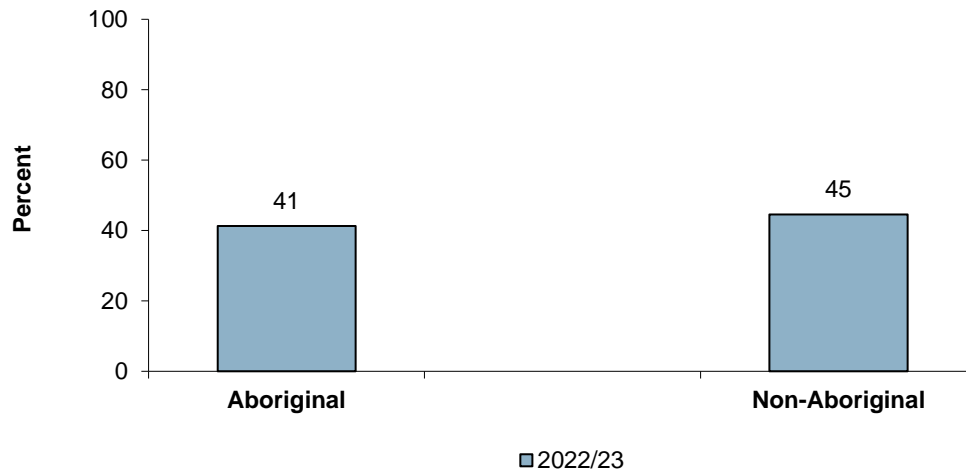
## COURSE MARKS: APPRENTICESHIP MATH 12

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	78	37	47	29	37	166	98	59	73	44
2020/21	120	64	53	45	38	153	83	54	60	39
2021/22	120	51	43	35	29	152	74	49	59	39
2022/23	109	45	41	32	29	157	70	45	43	27

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	78	354	27	51	166	768	60	106		
2020/21	120	453	53	67	153	884	50	103		
2021/22	120	489	56	64	152	874	48	104		
2022/23	109	489	51	58	157	919	59	98		

**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.

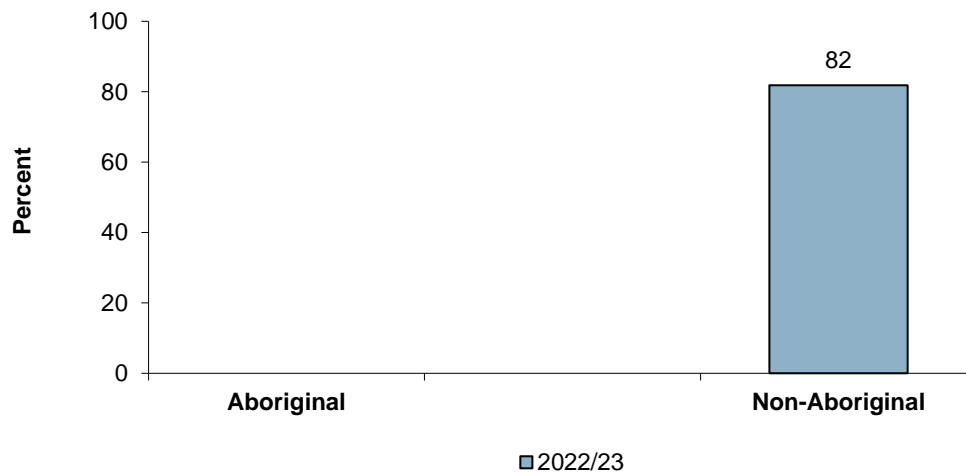
## COURSE MARKS: CALCULUS 12

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	69	62	90	58	84
2020/21	Msk	Msk	Msk	Msk	Msk	70	68	97	64	91
2021/22	Msk	Msk	Msk	Msk	Msk	55	51	93	47	85
2022/23	Msk	Msk	Msk	Msk	Msk	55	45	82	38	69

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	354	Msk	Msk	69	768	Msk	Msk		
2020/21	Msk	453	Msk	Msk	70	884	Msk	Msk		
2021/22	Msk	489	Msk	Msk	55	874	Msk	Msk		
2022/23	Msk	489	Msk	Msk	55	919	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.

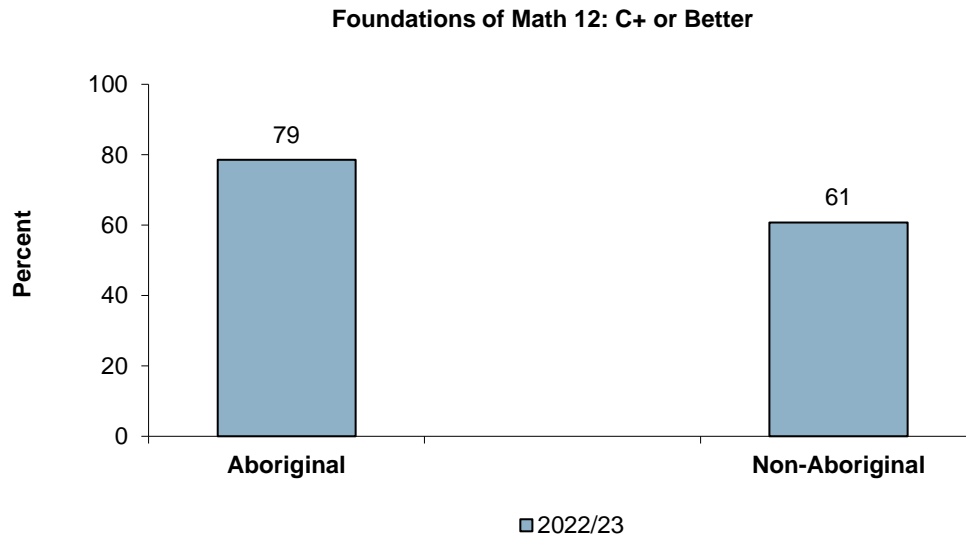


## COURSE MARKS: FOUNDATIONS OF MATH 12

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	32	24	75	22	69	95	69	73	56	59
2020/21	24	21	88	13	54	99	77	78	60	61
2021/22	22	Msk	Msk	Msk	Msk	66	40	61	30	45
2022/23	14	11	79	11	79	79	48	61	38	48

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	32	354	Msk	Msk	95	768	85	10		
2020/21	24	453	24	0	99	884	86	13		
2021/22	22	489	22	0	66	874	Msk	Msk		
2022/23	14	489	Msk	Msk	79	919	Msk	Msk		



**Note:**

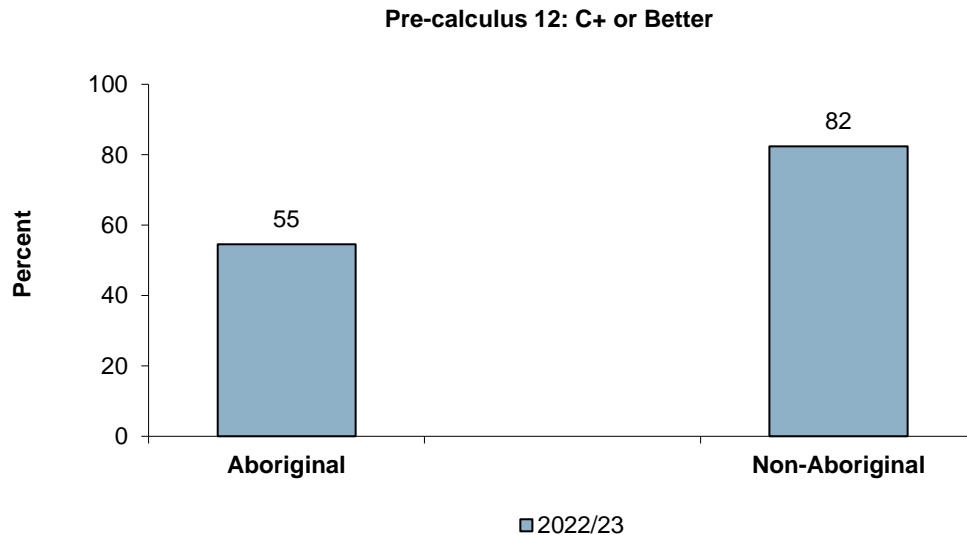
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	42	30	71	24	57	248	218	88	195	79
2020/21	38	29	76	21	55	209	189	90	171	82
2021/22	29	23	79	20	69	180	150	83	131	73
2022/23	22	12	55	10	45	204	168	82	140	69

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	42	354	Msk	Msk	248	768	213	35		
2020/21	38	453	Msk	Msk	209	884	181	28		
2021/22	29	489	Msk	Msk	180	874	160	20		
2022/23	22	489	Msk	Msk	204	919	171	33		



**Note:**

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

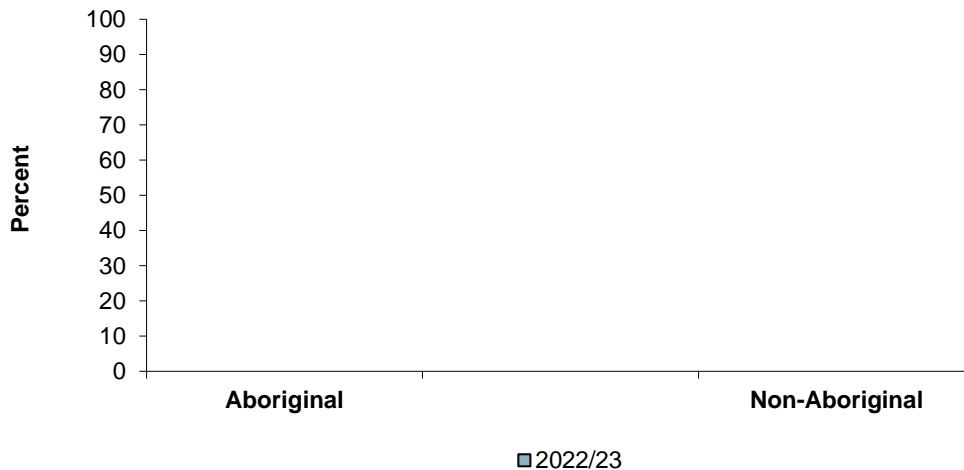
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	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	-	354	-	-	-	768	-	-		
2020/21	-	453	-	-	-	884	-	-		
2021/22	-	489	-	-	-	874	-	-		
2022/23	Msk	489	Msk	Msk	-	919	-	-		

**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>

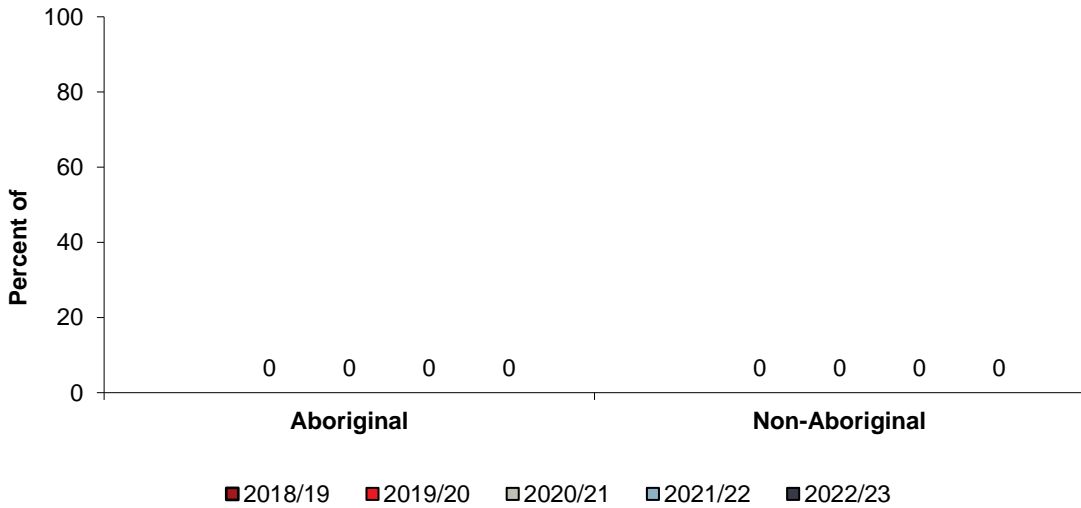
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-	-

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

Gitxsenimx ~ Gitxsanimax

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



**Note:**

- ' represents No data

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

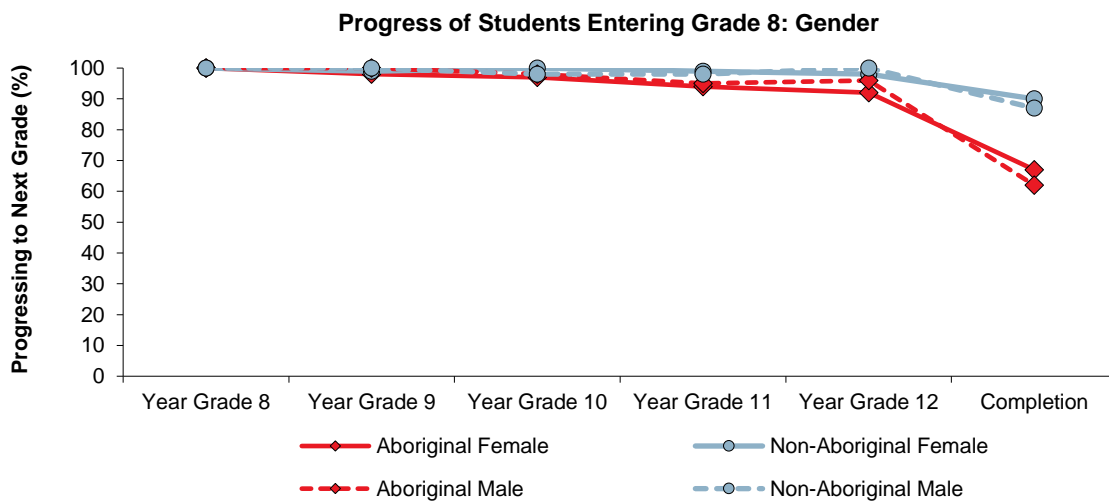
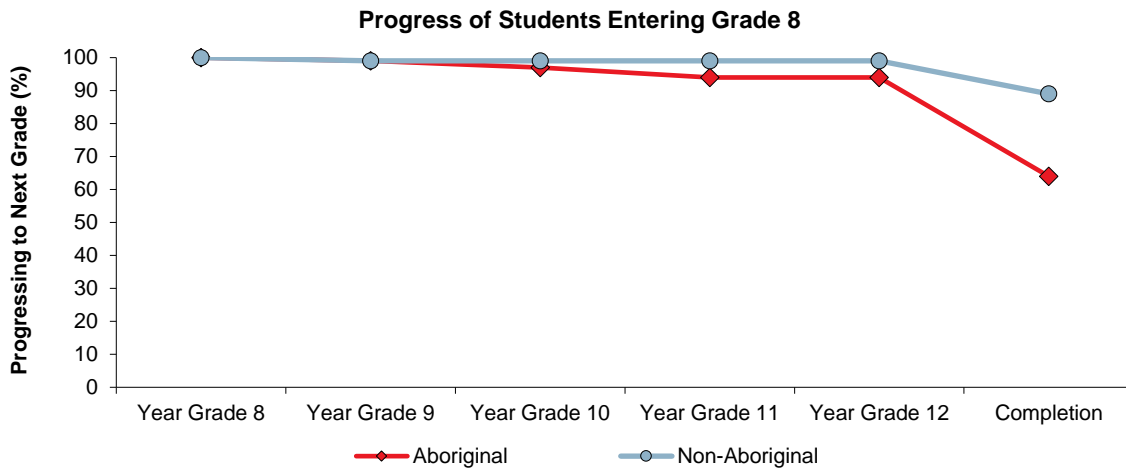
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

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

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	99	98	100	99	99	100
	Grade 10	97	97	98	99	100	98
	Grade 11	94	94	95	99	99	98
	Grade 12	94	92	96	99	98	100
2022/23	Completion	64	67	62	89	90	87



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

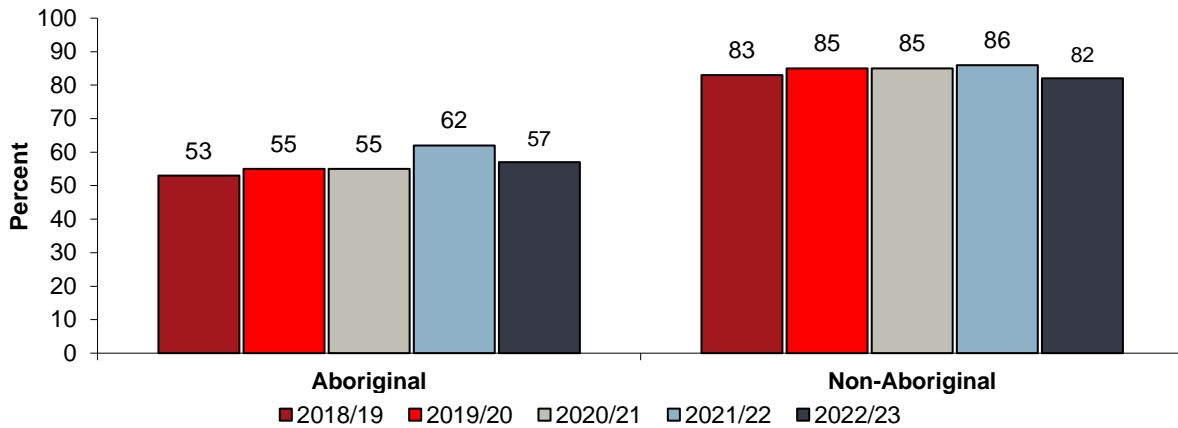
BC Residents

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.

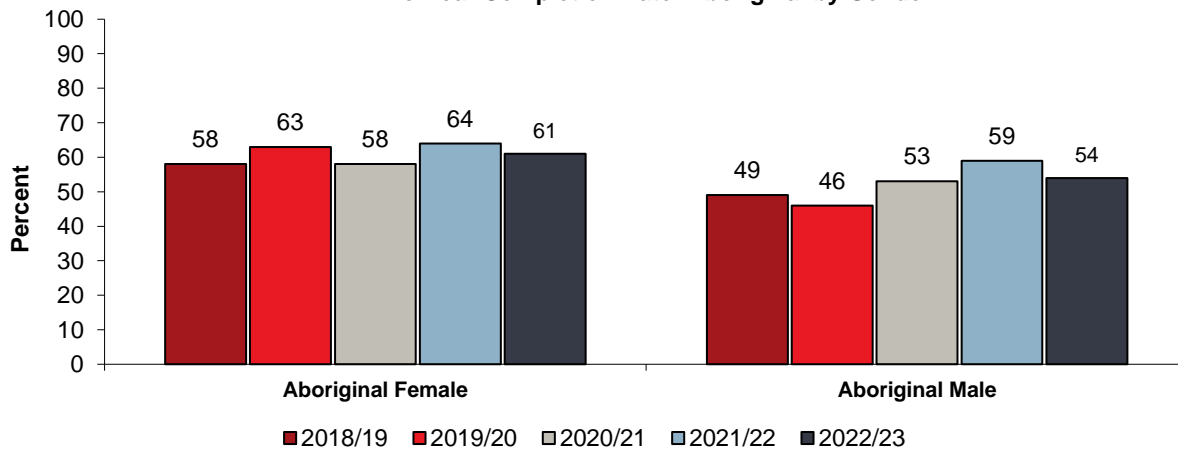
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	53	58	49	83	86	81
2019/20	55	63	46	85	86	84
2020/21	55	58	53	85	87	84
2021/22	62	64	59	86	84	87
2022/23	57	61	54	82	83	82

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



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



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

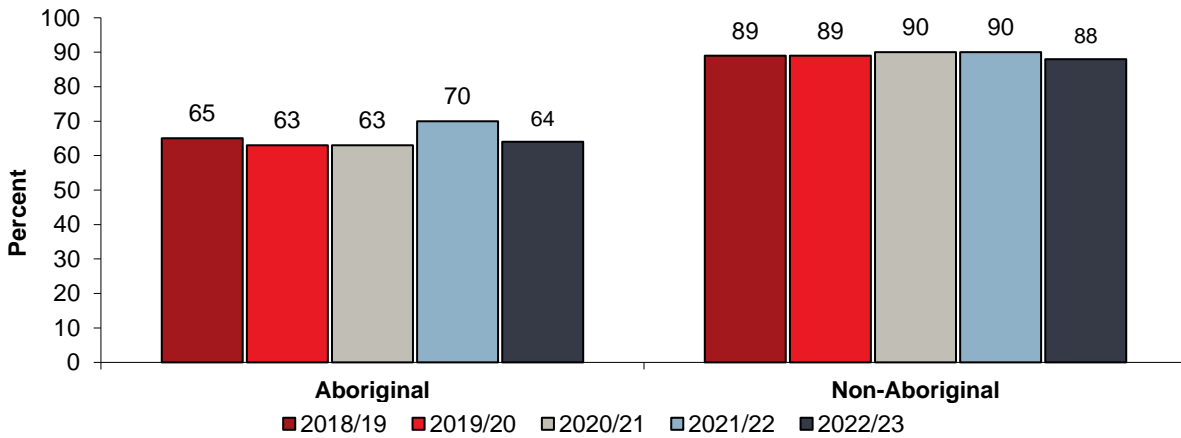
BC Residents

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

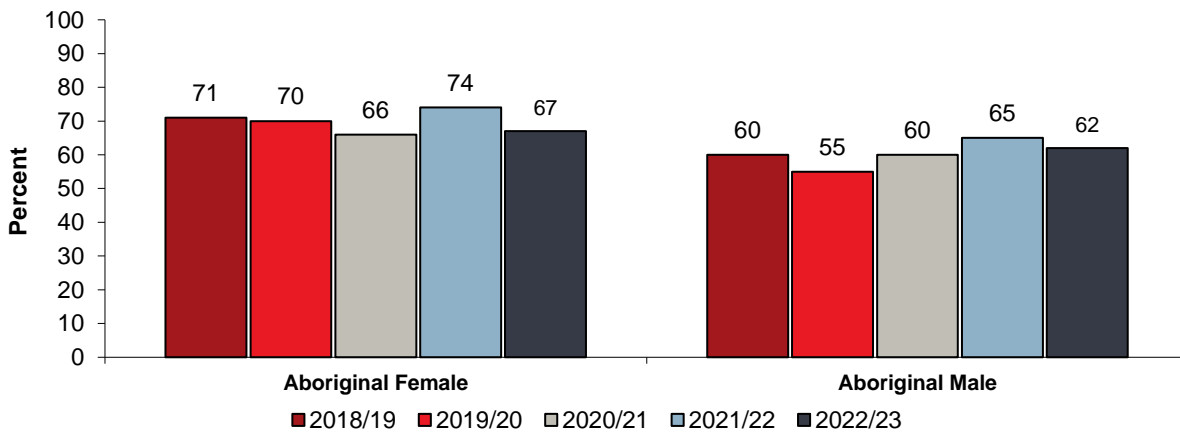
### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	65	71	60	89	90	88
2019/20	63	70	55	89	90	88
2020/21	63	66	60	90	91	88
2021/22	70	74	65	90	90	89
2022/23	64	67	62	88	90	87

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



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



\* 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

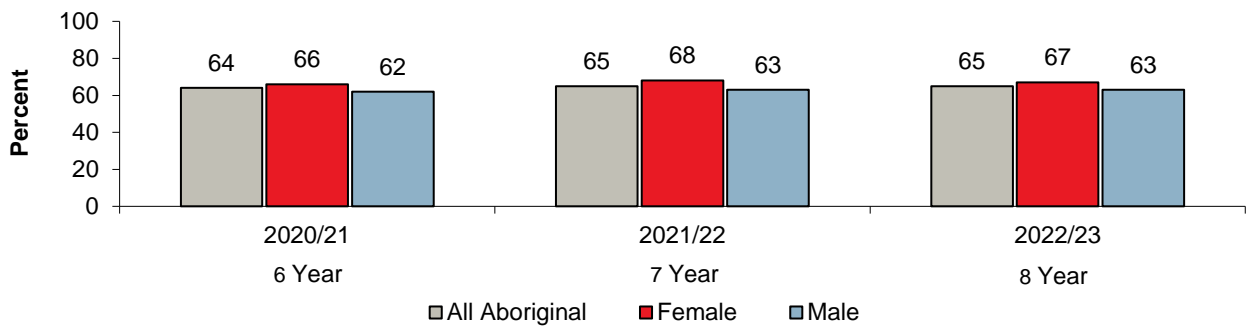
**BC Residents**

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.

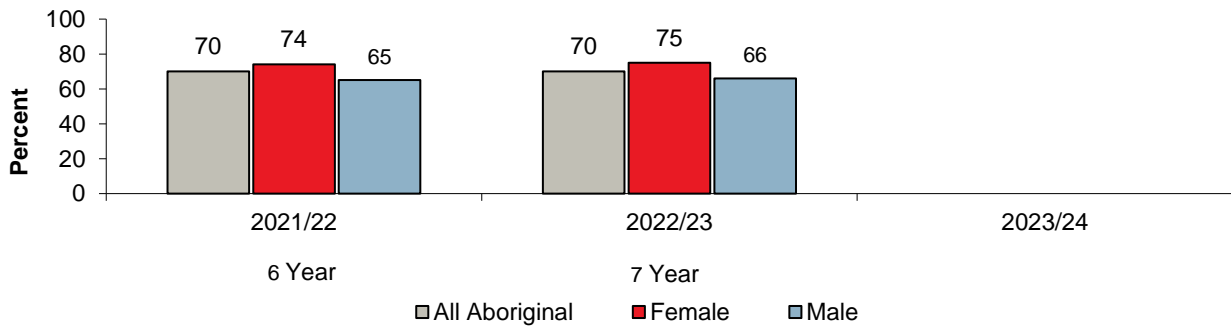
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

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	64	66	62	65	68	63	65	67	63
2016/17	70	74	65	70	75	66	-	-	-
2017/18	64	67	62	-	-	-	-	-	-

**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	312	14	4	748	Msk	Msk
2019/20	329	19	6	730	Msk	Msk
2020/21	390	13	3	770	Msk	Msk
2021/22	439	Msk	Msk	780	Msk	Msk
2022/23	435	14	3	839	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	312	161	52	748	597	80
2019/20	329	174	53	730	587	80
2020/21	390	208	53	770	611	79
2021/22	439	209	48	780	536	69
2022/23	435	197	45	839	576	69

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

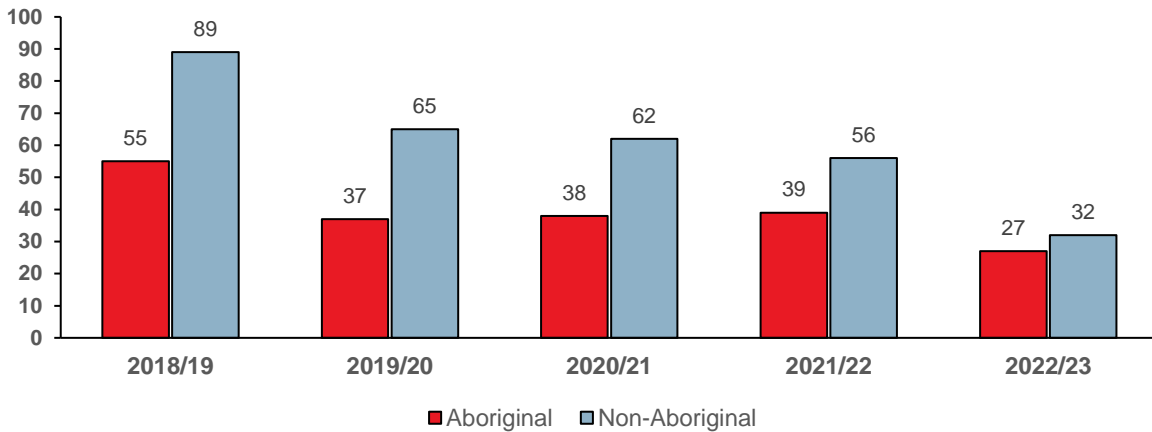
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

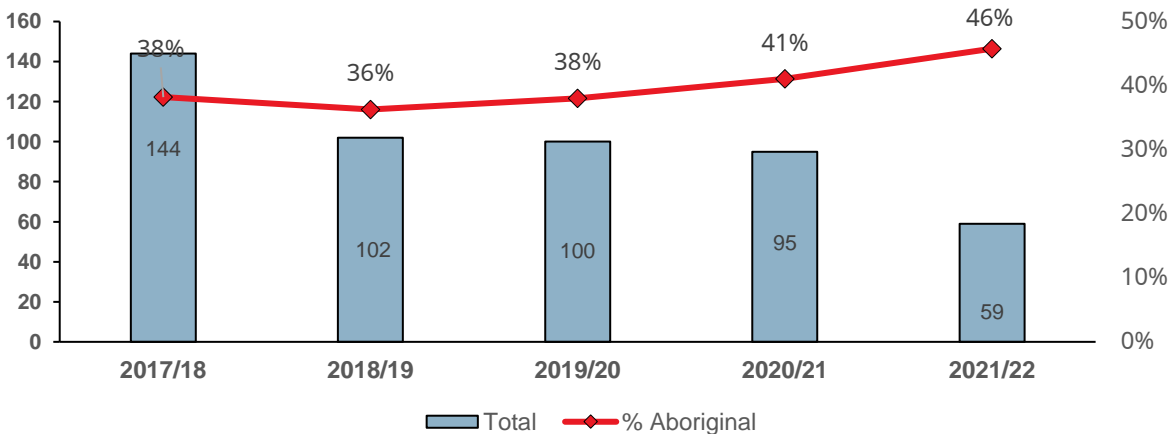
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	144		55	38	89	62
2019/20	102		37	36	65	64
2020/21	100		38	38	62	62
2021/22	95		39	41	56	59
2022/23	59		27	46	32	54

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	23	18	32	20	45	59	-	Msk
2019/20	46	28	Msk	15	32	49	-	Msk
2020/21	32	Msk	38	27	Msk	37	Msk	26
2021/22	44	Msk	26	27	Msk	27	Msk	31
2022/23	52	Msk	Msk	31	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	23	42	12	22	20
2019/20	21	57	Msk	Msk	12	32
2020/21	18	47	Msk	Msk	11	29
2021/22	21	54	Msk	Msk	11	28
2022/23	14	52	Msk	Msk	Msk	Msk

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	26	29	18	20	45
2019/20	24	37	Msk	Msk	32	49
2020/21	14	23	12	19	36	58
2021/22	19	34	Msk	Msk	29	52
2022/23	11	34	Msk	Msk	13	41

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

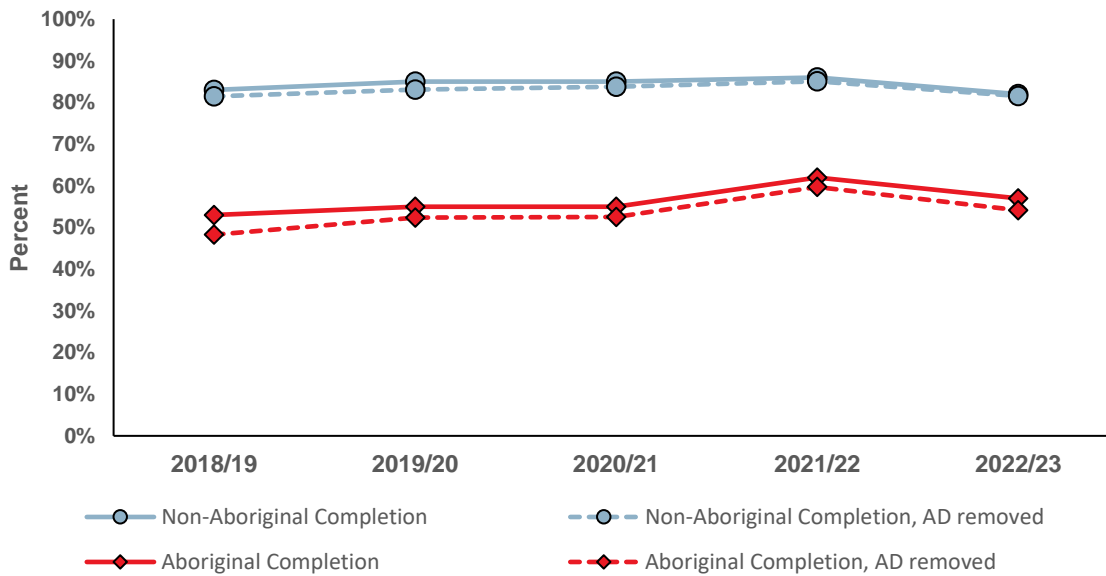
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart 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	53	-5	48	83	-2	81
2019/20	55	-3	52	85	-2	83
2020/21	55	-2	53	85	-1	84
2021/22	62	-2	60	86	-1	85
2022/23	57	-3	54	82	0	82

Five-Year Completion Rate - Adult Dogwood Contribution



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

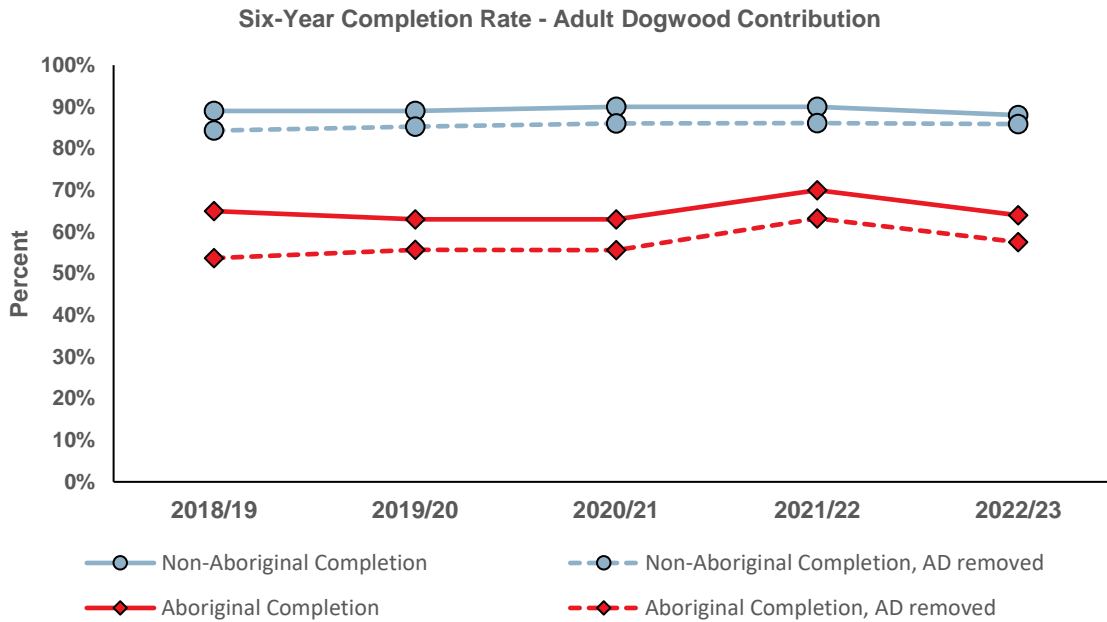
BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	65	-11	54	89	-5	84
2019/20	63	-7	56	89	-4	85
2020/21	63	-7	56	90	-4	86
2021/22	70	-7	63	90	-4	86
2022/23	64	-6	58	88	-2	86



## 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	891	734	82	157	18
2018/19	839	670	80	169	20
2019/20	856	678	79	178	21
2020/21	805	646	80	159	20
2021/22	811	648	80	163	20

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

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	4,423	734	17
2018/19	4,335	670	15
2019/20	4,334	678	16
2020/21	4,208	646	15
2021/22	4,258	648	15

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

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	44	59	32	42	Msk	Msk	49
2018/19	52	60	46	53	Msk	Msk	51
2019/20	39	41	34	37	Msk	Msk	Msk
2020/21	48	Msk	Msk	41	Msk	Msk	67
2021/22	45	41	46	44	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	86	77	91	83	Msk	Msk	92
2018/19	96	100	91	95	Msk	Msk	100
2019/20	93	100	85	94	Msk	Msk	93
2020/21	87	87	92	89	Msk	Msk	83
2021/22	95	87	100	94	Msk	Msk	100

## 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	168	100	34	20.2	16	9.5	Msk	Msk	Msk	Msk
	2018/19	152	100	40	26.3	12	7.9	Msk	Msk		
	2019/20	171	100	33	19.3	13	7.6				
	2020/21	202	100	35	17.3						
Non-Aboriginal	2017/18	568	100	141	24.8	43	7.6	15	2.6	Msk	Msk
	2018/19	592	100	138	23.3	34	5.7	25	4.2		
	2019/20	559	100	113	20.2	55	9.8				
	2020/21	605	100	123	20.3						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	168	100	Msk	Msk	-	-	-	-	-	-
	2018/19	152	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	171	100	Msk	Msk	Msk	Msk				
	2020/21	202	100	Msk	Msk						
Non-Aboriginal	2017/18	568	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	592	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	559	100	Msk	Msk	Msk	Msk				
	2020/21	605	100	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 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	168	100	23	13.7	Msk	Msk	-	-	-	-
	2018/19	152	100	14	9.2	Msk	Msk	-	-	-	-
	2019/20	171	100	31	18.1	Msk	Msk	-	-	-	-
	2020/21	202	100	23	11.4						
Non-Aboriginal	2017/18	568	100	136	23.9	10	1.8	Msk	Msk	Msk	Msk
	2018/19	592	100	138	23.3	13	2.2	Msk	Msk		
	2019/20	559	100	154	27.5	Msk	Msk				
	2020/21	605	100	134	22.1						

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	168	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	152	100	Msk	Msk	-	-	-	-	-	-
	2019/20	171	100	Msk	Msk	-	-	-	-	-	-
	2020/21	202	100	Msk	Msk						
Non-Aboriginal	2017/18	568	100	12	2.1	Msk	Msk	Msk	Msk	-	-
	2018/19	592	100	14	2.4	Msk	Msk	Msk	Msk		
	2019/20	559	100	16	2.9	Msk	Msk				
	2020/21	605	100	21	3.5						



---

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

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

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

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

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

---

### CAVEAT

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

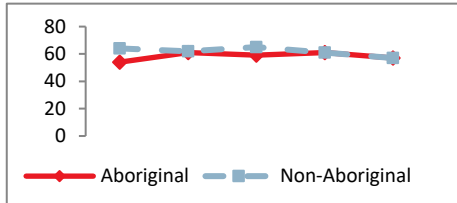
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

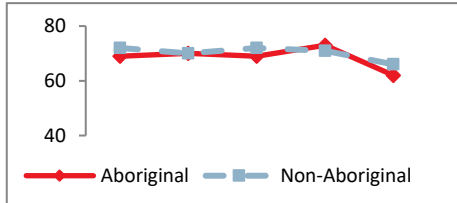
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



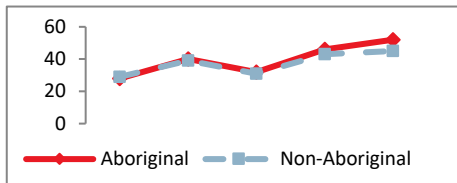
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	289	157	54	627	401	64
2019/20	247	151	61	564	352	62
2020/21	206	121	59	539	352	65
2021/22	250	152	61	566	348	61
2022/23	268	154	57	603	343	57

### 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	289	200	69	624	449	72
2019/20	247	173	70	565	395	70
2020/21	207	142	69	541	388	72
2021/22	249	183	73	568	402	71
2022/23	272	169	62	605	402	66

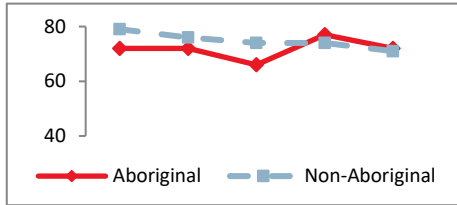
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	282	79	28	621	179	29
2019/20	244	98	40	559	217	39
2020/21	206	66	32	536	164	31
2021/22	245	113	46	559	238	43
2022/23	268	139	52	599	270	45

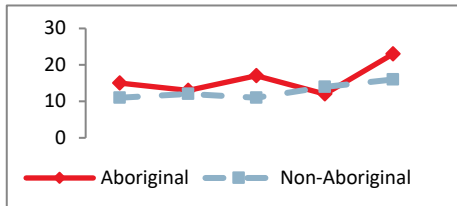
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

**Do you feel safe at school?**



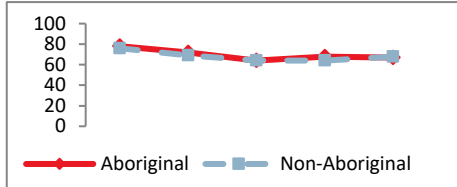
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	246	178	72	662	521	79
2019/20	216	155	72	586	447	76
2020/21	189	124	66	554	411	74
2021/22	235	182	77	577	428	74
2022/23	258	186	72	610	434	71

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



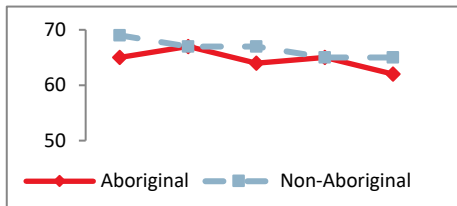
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	248	38	15	662	75	11
2019/20	216	29	13	594	74	12
2020/21	189	32	17	552	63	11
2021/22	234	28	12	568	79	14
2022/23	260	60	23	608	98	16

**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	285	204	72	626	474	76
2019/20	245	176	72	564	391	69
2020/21	206	132	64	538	346	64
2021/22	249	169	68	563	360	64
2022/23	268	180	67	599	407	68

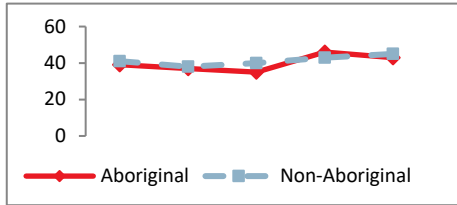
**I am happy at my school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	289	188	65	626	433	69
2019/20	246	165	67	562	378	67
2020/21	201	129	64	535	358	67
2021/22	248	160	65	560	366	65
2022/23	264	163	62	598	388	65

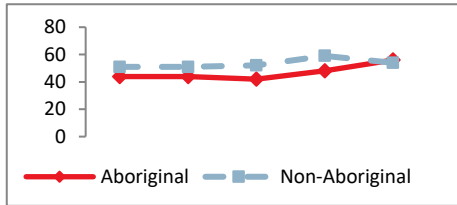
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



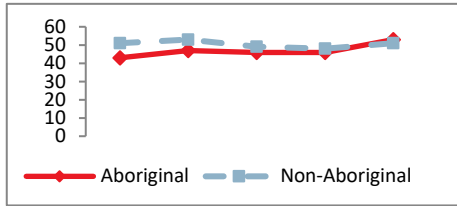
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	264	104	39	557	229	41
2019/20	255	94	37	541	208	38
2020/21	226	79	35	517	208	40
2021/22	251	116	46	602	256	43
2022/23	262	113	43	588	263	45

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



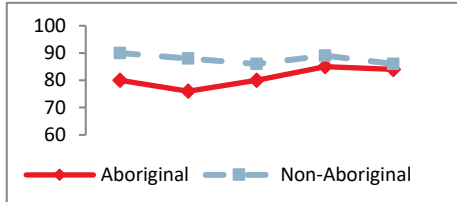
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	263	117	44	556	282	51
2019/20	256	112	44	541	274	51
2020/21	226	96	42	517	269	52
2021/22	251	121	48	600	356	59
2022/23	260	146	56	591	321	54

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



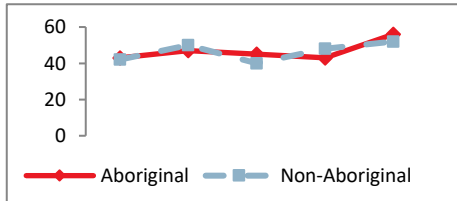
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	258	110	43	533	270	51
2019/20	247	116	47	510	272	53
2020/21	217	99	46	503	247	49
2021/22	247	113	46	597	287	48
2022/23	260	137	53	588	298	51

### 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	254	202	80	549	495	90
2019/20	252	192	76	532	467	88
2020/21	225	180	80	512	441	86
2021/22	242	205	85	587	521	89
2022/23	256	214	84	588	505	86

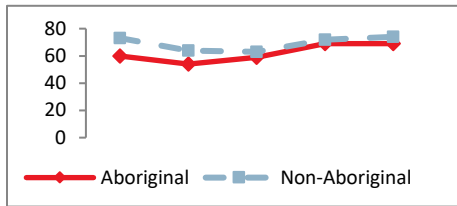
### At school, are you being taught about Aboriginal peoples in Canada? / At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	258	111	43	552	234	42
2019/20	252	119	47	539	269	50
2020/21	227	103	45	516	204	40
2021/22	245	106	43	598	290	48
2022/23	258	145	56	583	304	52

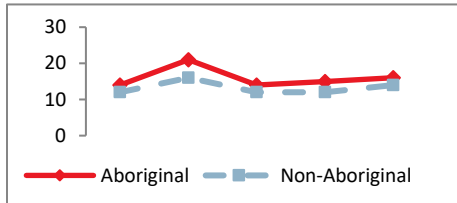
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



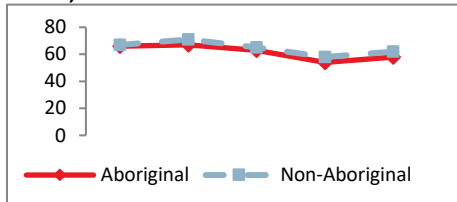
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	238	142	60	577	420	73
2019/20	232	125	54	556	357	64
2020/21	203	119	59	540	341	63
2021/22	234	162	69	619	446	72
2022/23	255	177	69	594	442	74

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



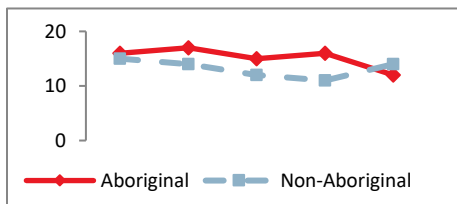
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	237	33	14	577	70	12
2019/20	231	49	21	558	91	16
2020/21	203	28	14	540	63	12
2021/22	230	34	15	620	77	12
2022/23	255	42	16	593	81	14

### 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	262	172	66	554	371	67
2019/20	254	170	67	540	382	71
2020/21	227	142	63	520	338	65
2021/22	250	136	54	601	350	58
2022/23	260	150	58	592	366	62

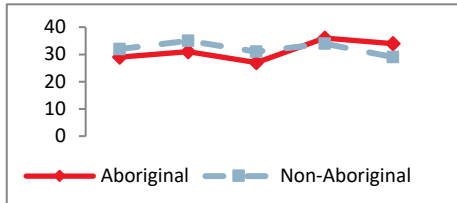
### I would like to go to a different school.



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	262	42	16	552	82	15
2019/20	253	43	17	537	75	14
2020/21	221	33	15	519	60	12
2021/22	248	39	16	598	67	11
2022/23	262	32	12	591	82	14

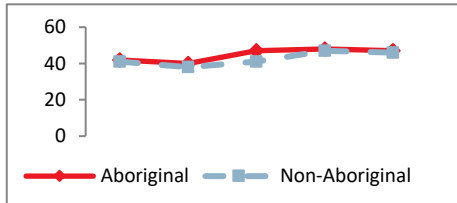
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



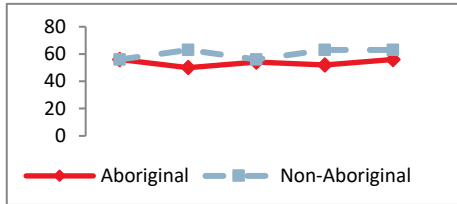
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	217	64	29	556	180	32
2019/20	131	41	31	319	113	35
2020/21	159	43	27	486	153	31
2021/22	171	62	36	474	163	34
2022/23	157	54	34	497	146	29

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



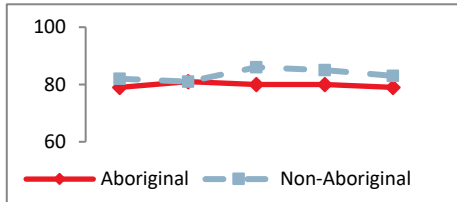
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	219	93	42	558	229	41
2019/20	131	52	40	316	120	38
2020/21	159	74	47	491	199	41
2021/22	170	82	48	474	225	47
2022/23	157	74	47	499	230	46

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



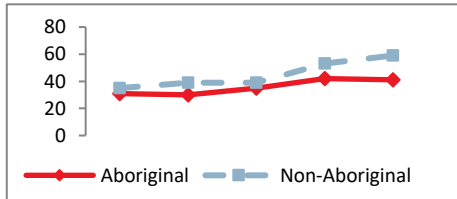
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents	All or many	Gr 10 Respondents	All or many
	#	# %	#	# %
2018/19	214	120 56	540	303 56
2019/20	128	64 50	308	195 63
2020/21	153	82 54	479	268 56
2021/22	172	89 52	474	297 63
2022/23	158	88 56	499	316 63

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	214	169	79	555	454	82
2019/20	129	104	81	311	253	81
2020/21	158	126	80	488	421	86
2021/22	168	134	80	468	397	85
2022/23	150	118	79	492	408	83

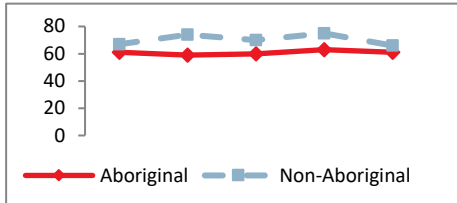
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	217	67	31	553	196	35
2019/20	130	39	30	316	122	39
2020/21	158	56	35	491	191	39
2021/22	172	73	42	471	251	53
2022/23	157	64	41	499	295	59

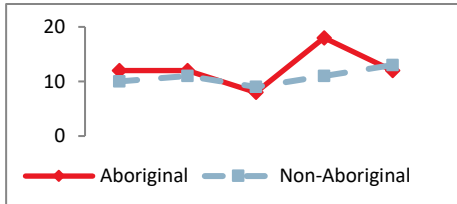
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



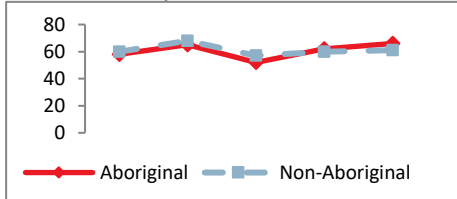
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	203	123	61	570	382	67
2019/20	119	70	59	327	243	74
2020/21	144	86	60	502	353	70
2021/22	164	103	63	481	359	75
2022/23	155	95	61	499	328	66

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



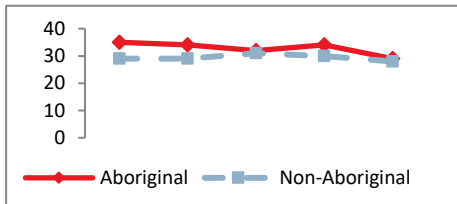
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	203	25	12	568	56	10
2019/20	120	14	12	327	35	11
2020/21	145	12	8	504	43	9
2021/22	165	29	18	480	52	11
2022/23	155	19	12	500	63	13

**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.)**



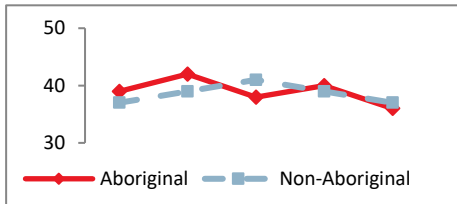
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	219	126	58	559	333	60
2019/20	132	86	65	319	218	68
2020/21	161	84	52	490	278	57
2021/22	171	106	62	475	286	60
2022/23	158	105	66	498	303	61

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



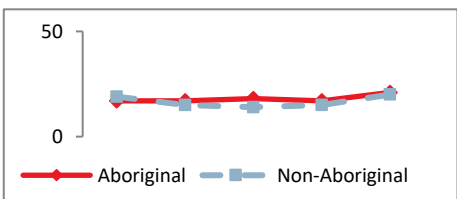
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	216	76	35	554	160	29
2019/20	128	44	34	315	90	29
2020/21	159	51	32	489	152	31
2021/22	169	57	34	469	141	30
2022/23	154	45	29	495	141	28

**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	216	84	39	556	205	37
2019/20	128	54	42	316	123	39
2020/21	158	60	38	488	198	41
2021/22	170	68	40	466	183	39
2022/23	153	55	36	494	184	37

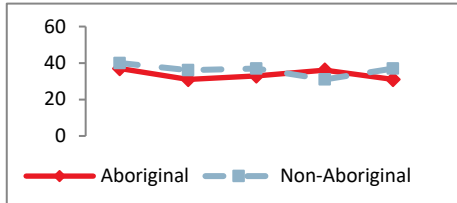
**I would like to go to a different school.**



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	219	38	17	559	106	19
2019/20	132	22	17	316	47	15
2020/21	159	29	18	491	70	14
2021/22	172	30	17	470	69	15
2022/23	158	33	21	498	99	20

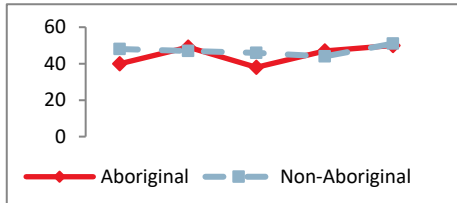
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



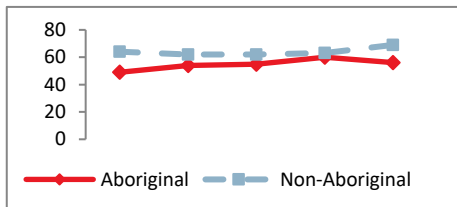
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	123	45	37	401	160	40
2019/20	65	20	31	227	82	36
2020/21	90	30	33	292	107	37
2021/22	132	47	36	326	101	31
2022/23	121	38	31	324	119	37

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



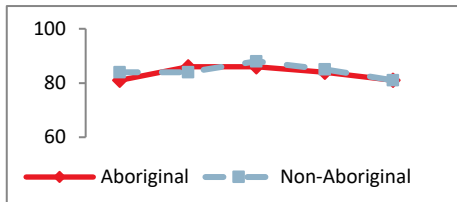
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	123	49	40	403	195	48
2019/20	65	32	49	226	107	47
2020/21	90	34	38	295	137	46
2021/22	133	62	47	326	145	44
2022/23	123	62	50	324	165	51

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



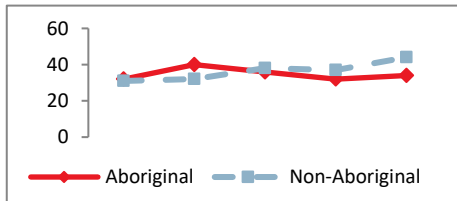
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents	All or many	Gr 12 Respondents	All or many
	#	# %	#	# %
2018/19	117	57 49	384	245 64
2019/20	63	34 54	217	135 62
2020/21	87	48 55	288	178 62
2021/22	132	79 60	324	203 63
2022/23	122	68 56	319	220 69

### 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	122	99	81	401	338	84
2019/20	65	56	86	224	189	84
2020/21	90	77	86	295	261	88
2021/22	129	109	84	325	276	85
2022/23	121	98	81	313	254	81

### 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?

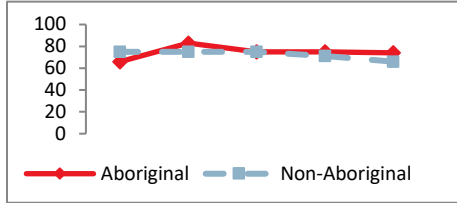


School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	123	39	32	402	125	31
2019/20	65	26	40	224	71	32
2020/21	90	32	36	293	111	38
2021/22	130	41	32	325	120	37
2022/23	120	41	34	320	140	44



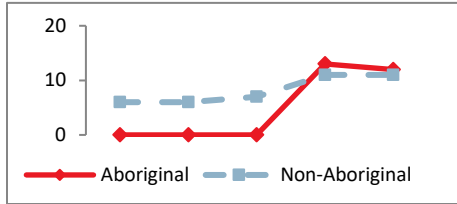
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



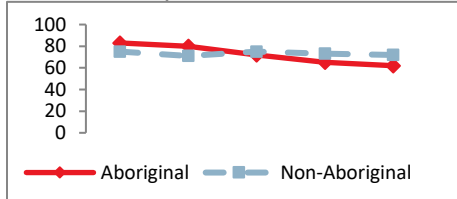
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	121	80	66	402	303	75
2019/20	63	52	83	224	169	75
2020/21	89	67	75	294	221	75
2021/22	131	98	75	325	230	71
2022/23	122	90	74	322	213	66

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



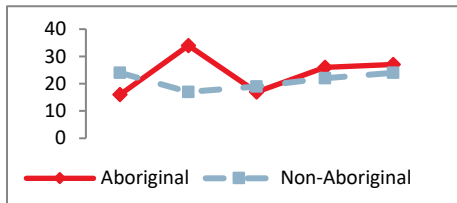
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	121	Msk	Msk	403	26	6
2019/20	63	Msk	Msk	226	13	6
2020/21	90	Msk	Msk	295	20	7
2021/22	131	17	13	322	37	11
2022/23	122	15	12	324	37	11

**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.)**



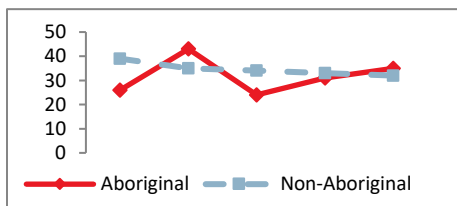
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	123	102	83	403	304	75
2019/20	65	52	80	226	160	71
2020/21	90	65	72	293	220	75
2021/22	131	85	65	327	238	73
2022/23	123	76	62	324	234	72

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



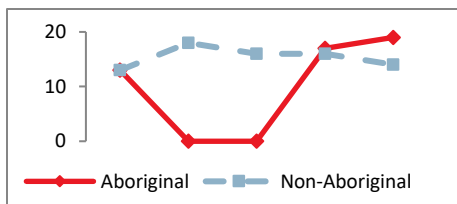
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	122	20	16	400	94	24
2019/20	65	22	34	223	39	17
2020/21	90	15	17	294	57	19
2021/22	128	33	26	321	70	22
2022/23	117	32	27	312	75	24

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	121	32	26	401	156	39
2019/20	65	28	43	224	78	35
2020/21	90	22	24	294	99	34
2021/22	129	40	31	325	107	33
2022/23	120	42	35	311	98	32

**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	122	16	13	403	53	13
2019/20	64	Msk	Msk	225	40	18
2020/21	90	Msk	Msk	294	48	16
2021/22	133	22	17	325	51	16
2022/23	122	23	19	321	46	14

## 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>