



Aboriginal Report

How Are We Doing?

2022/2023

School District: 063
Saanich

QUESTIONS/COMMENTS CONTACT:

Governance & Analytics Division
Ministry of Education and Child Care

educ.reportingunit@gov.bc.ca
studentsuccess.gov.bc.ca



BRITISH
COLUMBIA

Ministry of Education
and Child Care

Table of Contents

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

Introduction	2
1.0 Student and District Context (Kindergarten - Grade 12), 2018/19 - 2022/23	
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
2.0 Foundation Skills Assessment (FSA) Grades 4 and 7, 2018/19 - 2022/23	
Grade 4 Reading/Literacy	11
Grade 4 Numeracy	12
Grade 7 Reading/Literacy	13
Grade 7 Numeracy	14
3.0 Graduation Assessments & Course Marks, 2022/23	
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
4.0 Transitions, 2017/18 - 2022/23	
Progress of Students Entering Grade 8 in September 2017, by Cohort and Gender	36
5.0 School Completion, 2018/19 - 2022/23	
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
6.0 Education Experiences of Children and Youth in Care, 2017/18 - 2021/22	
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
7.0 Post-Secondary Transitions, 2017/18 - 2020/21	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	46
8.0 Student Learning Survey Results, 2018/19 - 2022/23	
Overview	48
Survey Results, grade 3/4	49
Survey Results, grade 7	51
Survey Results, grade 10	53
Survey Results, grade 12	55
9.0 Glossary	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

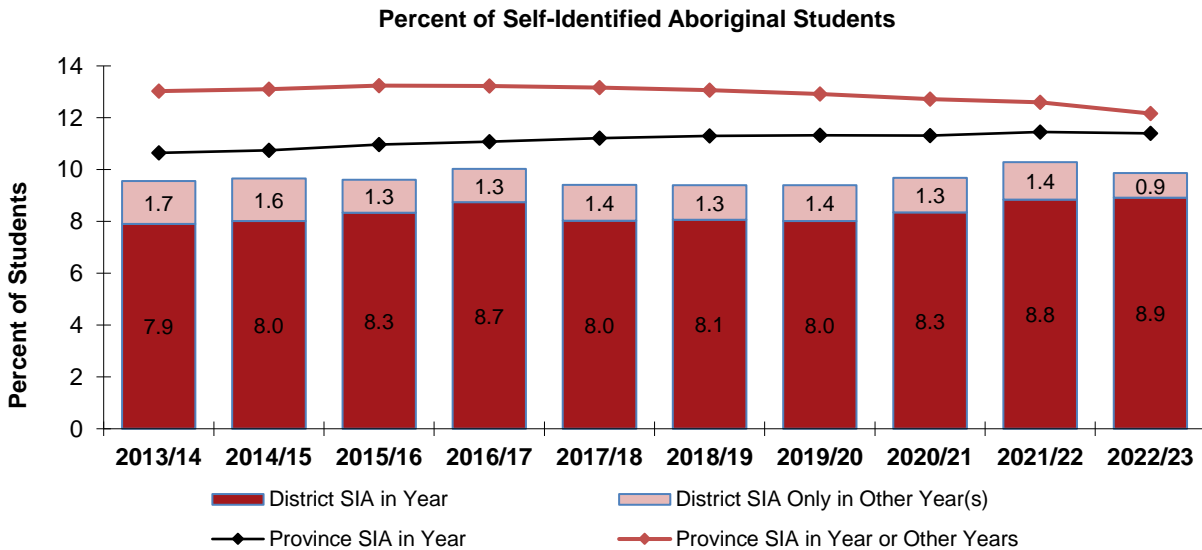
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	9,815	776	7.9	162	1.7	558,983	59,502	10.6	13,325	2.4
2014/15	9,185	736	8.0	151	1.6	552,786	59,382	10.7	13,068	2.4
2015/16	8,914	743	8.3	113	1.3	553,376	60,706	11.0	12,567	2.3
2016/17	8,155	713	8.7	105	1.3	557,625	61,801	11.1	11,979	2.1
2017/18	8,441	678	8.0	116	1.4	563,241	63,182	11.2	10,930	1.9
2018/19	8,624	696	8.1	114	1.3	568,982	64,326	11.3	10,009	1.8
2019/20	9,008	722	8.0	125	1.4	576,000	65,215	11.3	9,152	1.6
2020/21	8,867	740	8.3	119	1.3	568,285	64,272	11.3	8,037	1.4
2021/22	9,114	806	8.8	132	1.4	578,797	66,282	11.5	6,635	1.1
2022/23	8,963	799	8.9	85	0.9	590,583	67,285	11.4	4,553	0.8



Note:

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

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

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

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

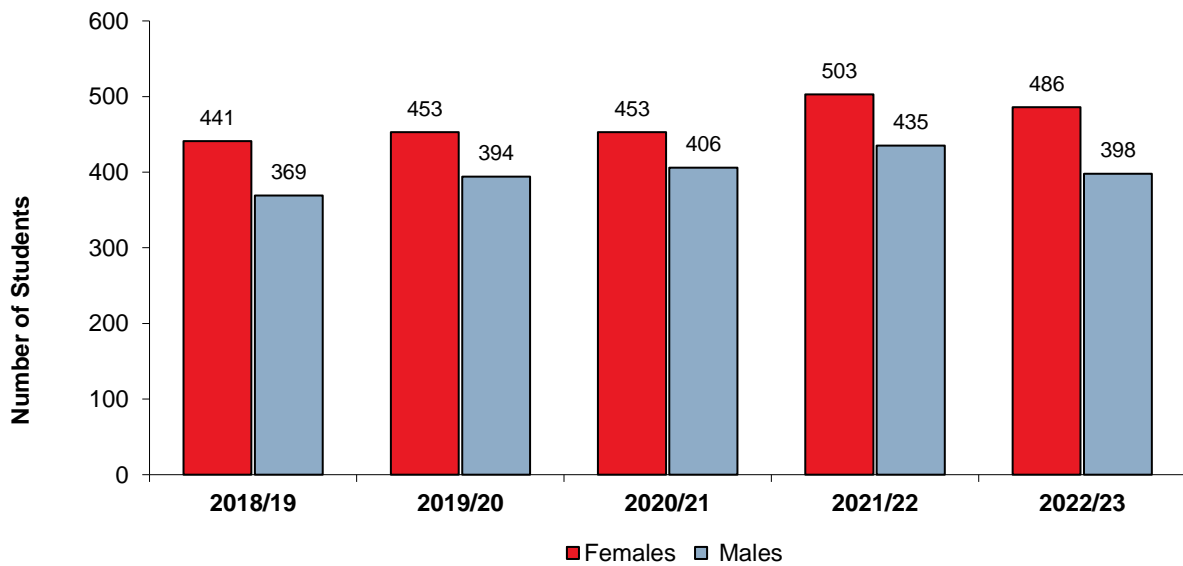
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students	Aboriginal Females	Aboriginal Males
		#	%	#		#		#	#	#
2018/19	8,624	810	9.4	441	5.1	369	4.3	74,335	36,874	37,461
2019/20	9,008	847	9.4	453	5.0	394	4.4	74,367	36,847	37,520
2020/21	8,867	859	9.7	453	5.1	406	4.6	72,309	35,901	36,408
2021/22	9,114	938	10.3	503	5.5	435	4.8	72,917	36,210	36,707
2022/23	8,963	884	9.9	486	5.4	398	4.4	71,838	35,586	36,252

Number of Aboriginal Students by Gender



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

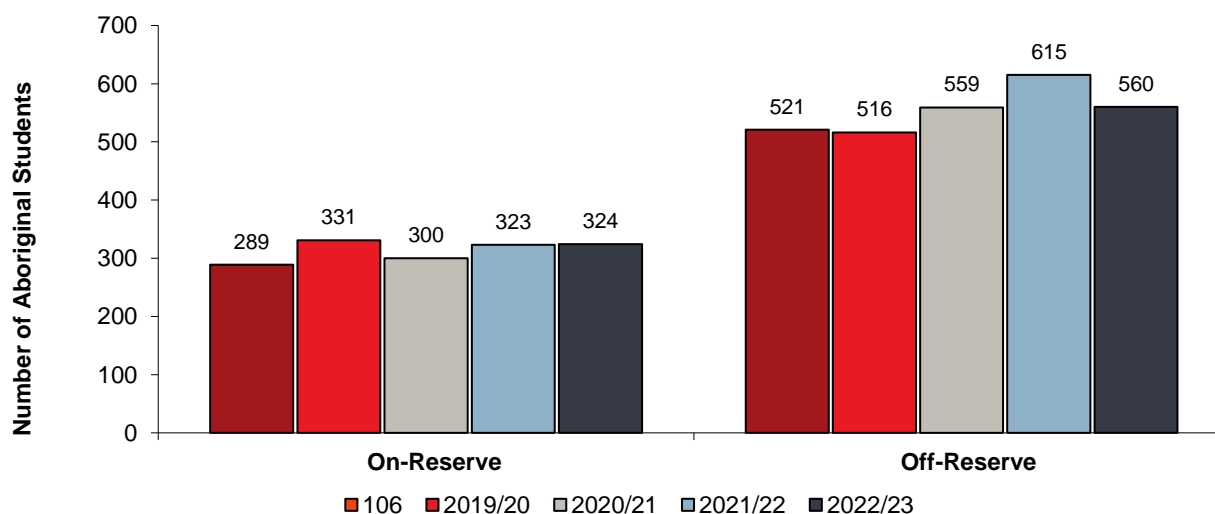
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	810	152	137	289	289	232	521	7,993	66,342
2019/20	847	170	161	331	283	233	516	8,209	66,158
2020/21	859	153	147	300	300	259	559	7,752	64,557
2021/22	938	165	158	323	338	277	615	7,992	64,925
2022/23	884	171	153	324	315	245	560	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	808	155	151	306	283	219	502	8,007	66,275
2019/20	826	164	155	319	281	226	507	8,056	66,087
2020/21	881	161	153	314	320	247	567	7,713	64,505
2021/22	933	167	157	324	330	279	609	7,916	64,400
2022/23	812	153	142	295	278	239	517	8,001	63,477

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

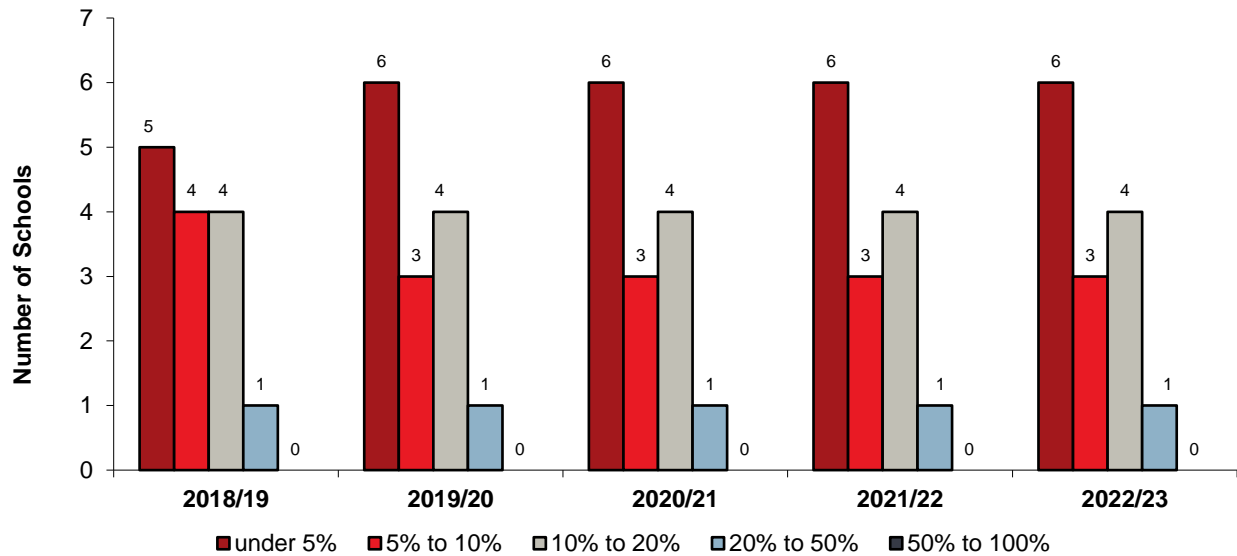


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	14	5	4	4	1	0	1,385	367	217	324	385	92
2019/20	14	6	3	4	1	0	1,389	382	217	318	378	94
2020/21	14	6	3	4	1	0	1,398	399	210	341	348	100
2021/22	14	6	3	4	1	0	1,405	402	240	338	330	95
2022/23	14	6	3	4	1	0	1,412	423	246	336	318	89

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

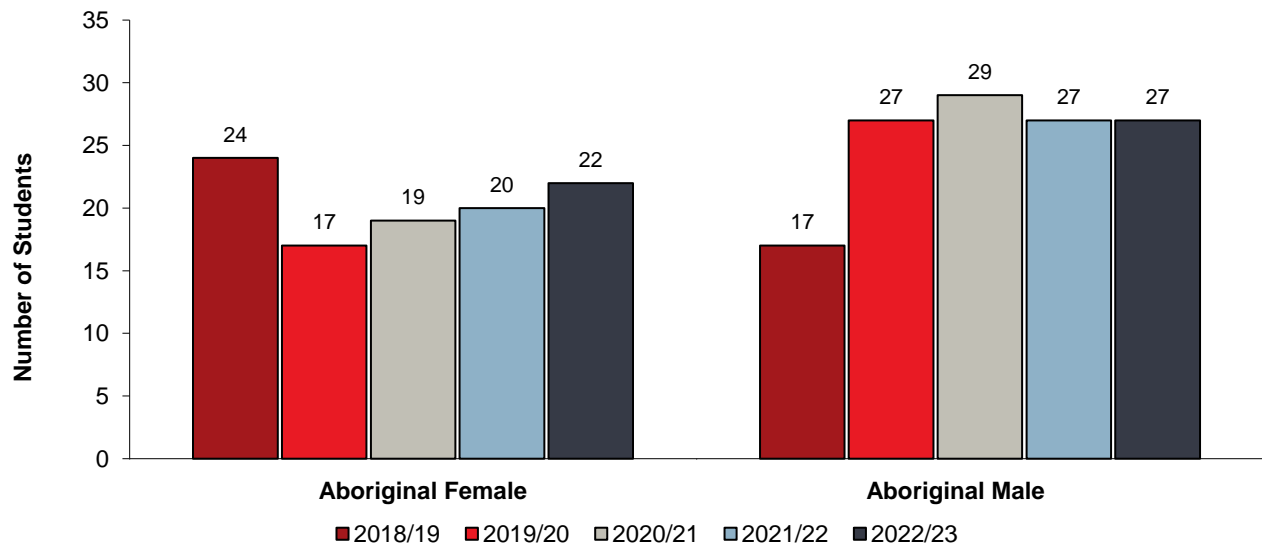


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	181	24	17	41	70	70	140	1,516	1,457	1,943	2,320
2019/20	182	17	27	44	71	67	138	1,580	1,508	2,114	2,525
2020/21	182	19	29	48	72	62	134	1,429	1,327	1,778	1,831
2021/22	178	20	27	47	71	60	131	1,454	1,262	1,761	1,631
2022/23	198	22	27	49	79	70	149	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

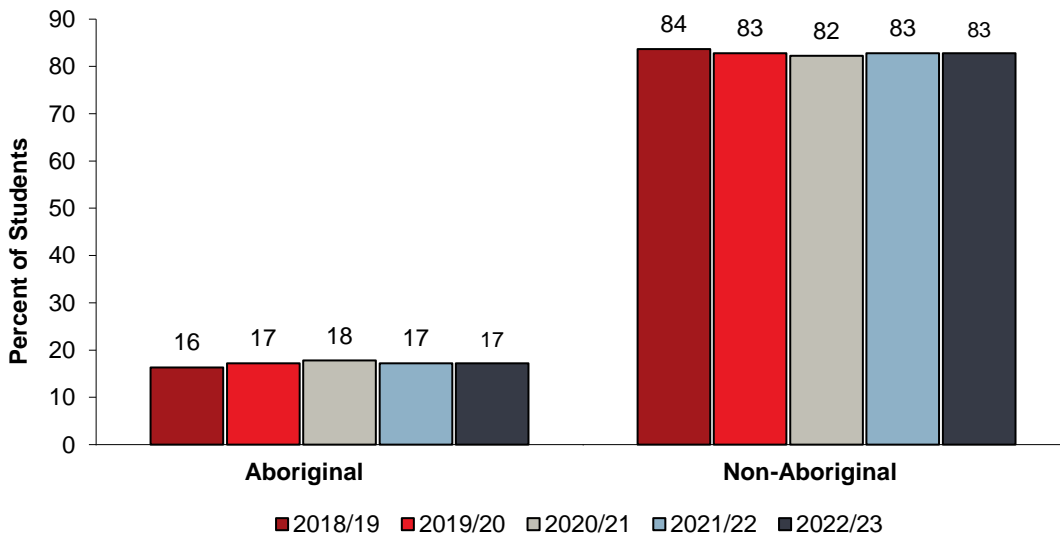
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	954	156	16	798	84
2019/20	1,081	186	17	895	83
2020/21	1,091	194	18	897	82
2021/22	1,163	200	17	963	83
2022/23	1,227	211	17	1,016	83

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

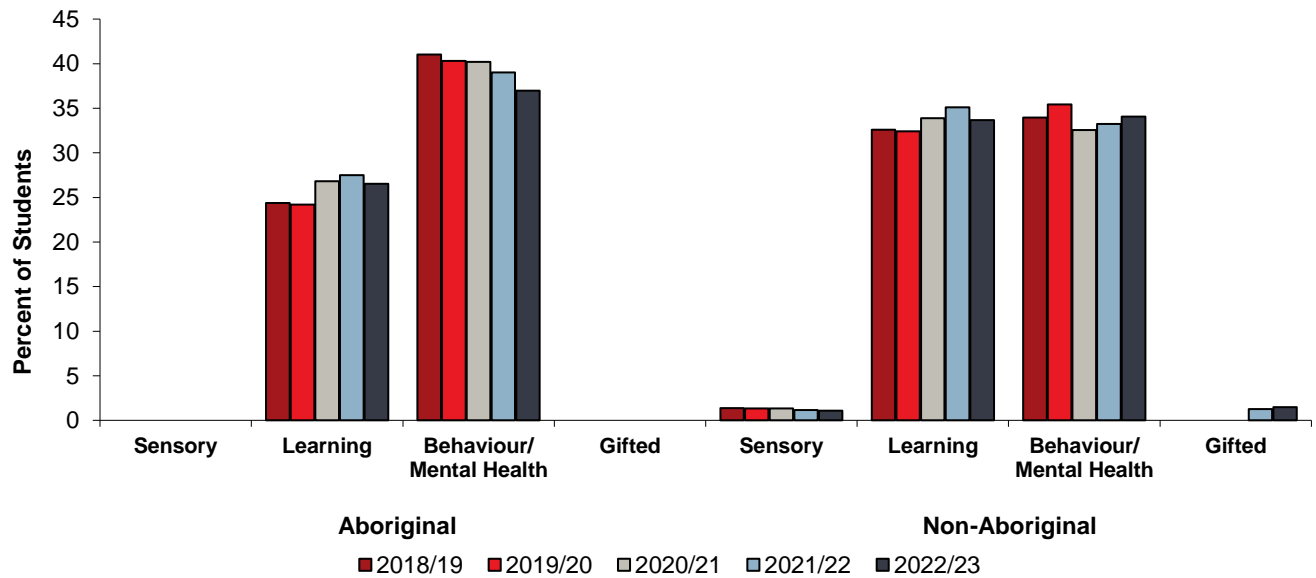


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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 #
2018/19	156	798	0	11	38	260	64	271
2019/20	186	895	0	12	45	290	75	317
2020/21	194	897	0	12	52	304	78	292
2021/22	200	963	Msk	11	55	338	78	320
2022/23	211	1,016	Msk	11	56	342	78	346

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).

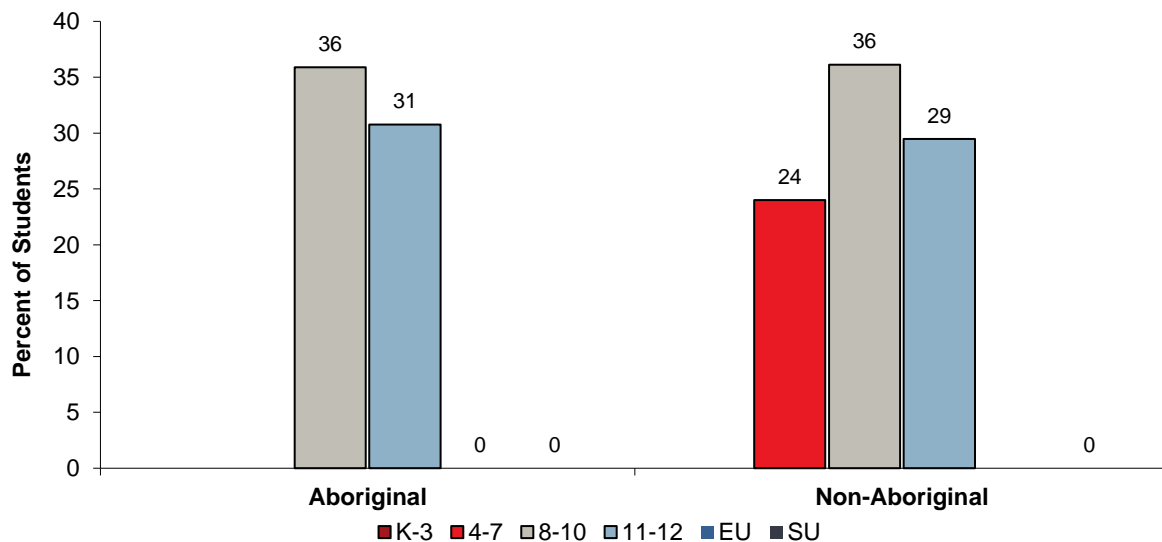
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	64	12	19	17	27	24	38	10	16	0	0	0	0
2019/20	75	12	16	21	28	27	36	15	20	0	0	0	0
2020/21	78	14	18	19	24	20	26	25	32	0	0	0	0
2021/22	78	12	15	18	23	26	33	22	28	0	0	0	0
2022/23	78	Msk	Msk	Msk	Msk	28	36	24	31	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	271	Msk	Msk	64	24	96	35	82	30	0	0	Msk	Msk
2019/20	317	33	10	87	27	102	32	95	30	0	0	0	0
2020/21	292	30	10	82	28	92	32	87	30	0	0	0	0
2021/22	320	26	8	83	26	103	32	108	34	0	0	0	0
2022/23	346	Msk	Msk	83	24	125	36	102	29	Msk	Msk	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	43	72	21	49	Msk	Msk	Msk	Msk
2019/20	38	83	21	55	Msk	Msk	Msk	Msk
2020/21	18	39	Msk	Msk	Msk	Msk	0	0
2021/22	28	65	Msk	Msk	14	50	Msk	Msk
2022/23	28	60	17	61	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

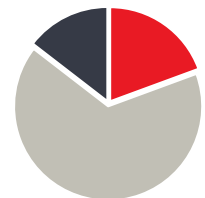


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

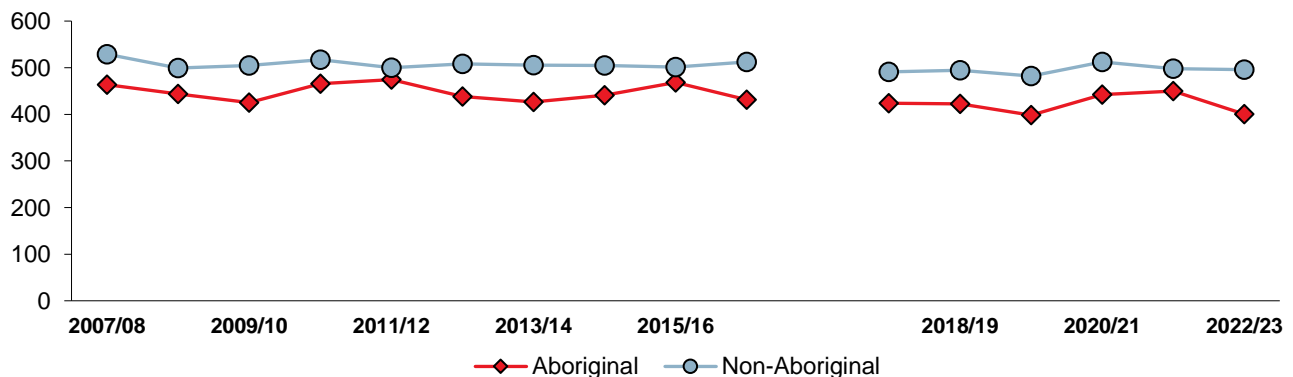
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	315	77	55	17	218	69	42	13
2019/20	348	77	79	23	232	67	37	11
2020/21	304	71	33	11	225	74	46	15
2021/22	352	70	67	19	228	65	57	16
2022/23	330	71	64	19	218	66	48	15

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

Grade 4: Aboriginal

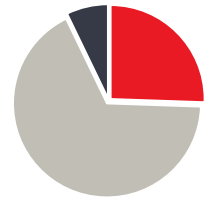
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	40	67	21	53	Msk	Msk	Msk	Msk
2019/20	38	83	24	63	14	37	0	0
2020/21	17	37	10	59	Msk	Msk	Msk	Msk
2021/22	28	65	Msk	Msk	16	57	Msk	Msk
2022/23	26	55	Msk	Msk	Msk	Msk	0	0

■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

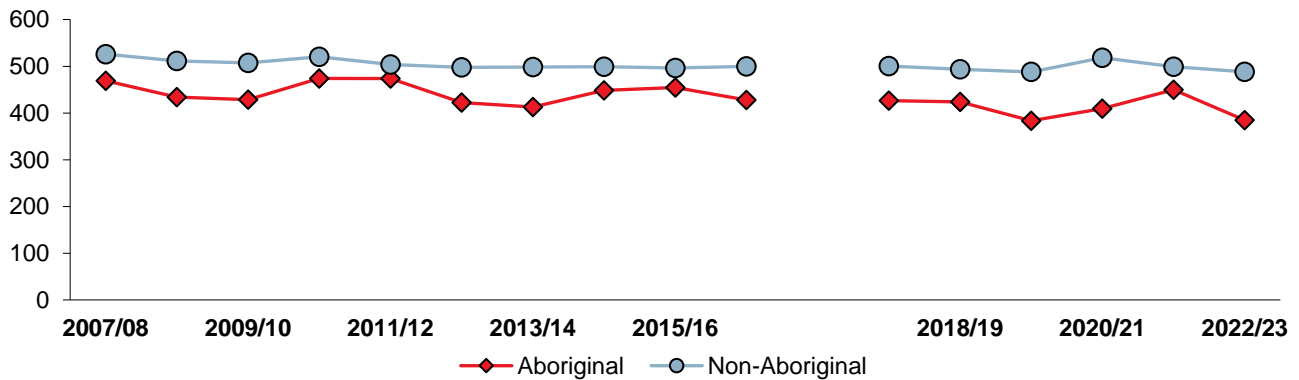
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	310	75	72	23	220	71	18	6
2019/20	345	77	86	25	238	69	21	6
2020/21	301	70	46	15	218	72	37	12
2021/22	353	70	83	24	233	66	37	10
2022/23	321	69	82	26	216	67	23	7



■ 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.

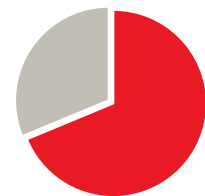
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	32	57	16	50	16	50	0	0	0	0
2019/20	29	54	11	38	18	62	0	0	0	0
2020/21	20	31	Msk	Msk	Msk	Msk	0	0	0	0
2021/22	28	40	15	54	13	46	0	0	0	0
2022/23	32	56	22	69	10	31	0	0	0	0

Grade 7: Aboriginal

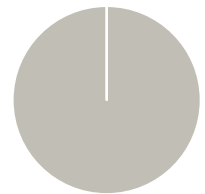


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

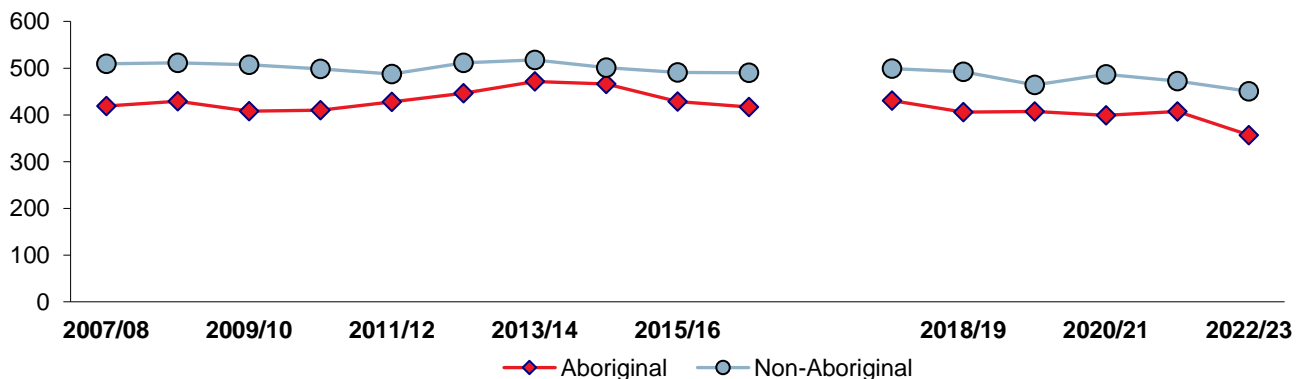
School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	328	66	46	14	263	80	19	6		
2019/20	288	60	Msk	Msk	223	77	Msk	Msk		
2020/21	231	45	Msk	Msk	193	84	Msk	Msk		
2021/22	262	53	Msk	Msk	207	79	Msk	Msk		
2022/23	291	58	Msk	Msk	213	73	Msk	Msk		

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

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

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

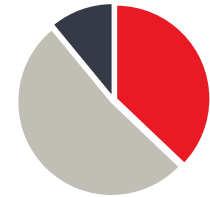
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	31	55	21	68	10	32	0	0
2019/20	26	48	Msk	Msk	Msk	Msk	0	0
2020/21	16	25	Msk	Msk	Msk	Msk	0	0
2021/22	25	36	Msk	Msk	Msk	Msk	0	0
2022/23	29	51	Msk	Msk	Msk	Msk	0	0

■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

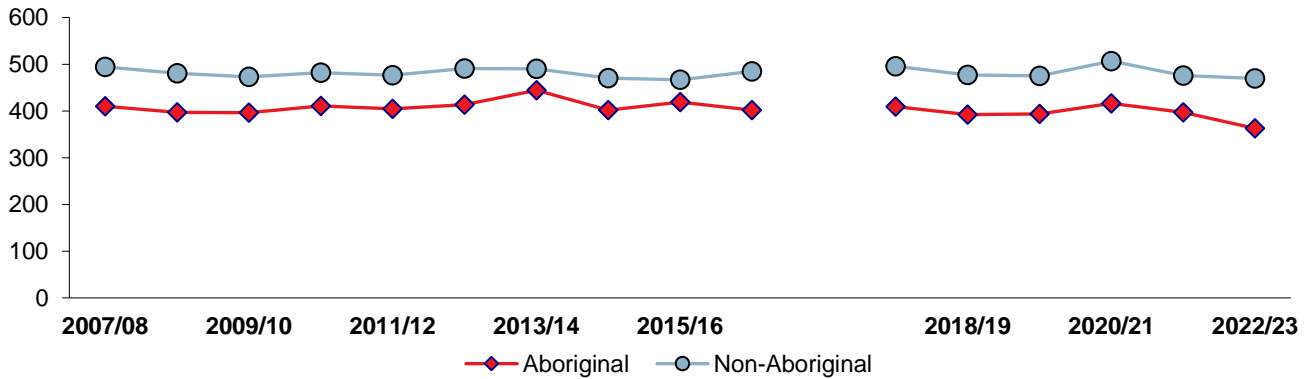
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	320	64	103	32	179	56	38	12
2019/20	274	57	75	27	174	64	25	9
2020/21	230	44	45	20	154	67	31	13
2021/22	253	51	83	33	138	55	32	13
2022/23	283	57	105	37	147	52	31	11



■ 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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	65	12	Msk	Msk	24	37	33	51	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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	55	10	Msk	Msk	15	27	29	53	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	38	62	Msk	Msk	17	45	Msk	Msk	0	0	0	0
Non-Aboriginal	449	86	40	9	192	43	202	45	15	3		

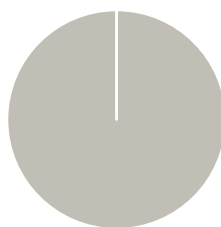
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	27	45	Msk	Msk	10	37	Msk	Msk	0	0	0	0
Non-Aboriginal	327	60	29	9	117	36	162	50	19	6		

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

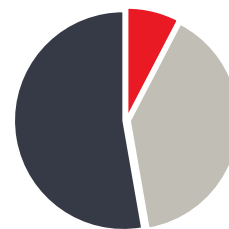
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	32	56	Msk	Msk	14	44	Msk	Msk	0	0	0	0
Non-Aboriginal	419	80	32	8	166	40	190	45	31	7		

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	13	21	0	0	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	243	44	0	0	30	12	170	70	43	18

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	42	69	Msk	Msk	Msk	Msk	23	55	Msk	Msk
Non-Aboriginal	463	88	10	2	58	13	331	71	64	14

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

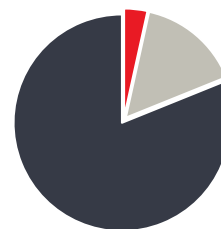
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	28	47	Msk	Msk	10	36	12	43	Msk	Msk
Non-Aboriginal	291	54	Msk	Msk	Msk	Msk	202	69	45	15

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	33	58	Msk	Msk	Msk	Msk	19	58	Msk	Msk
Non-Aboriginal	434	82	15	3	67	15	298	69	54	12

Literacy 10 2022/23: Aboriginal

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

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

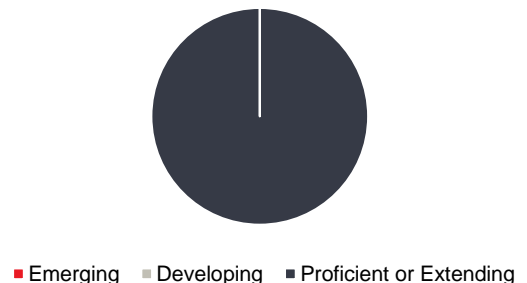
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	47	23	0	0	Msk	Msk	31	66	Msk	Msk		
Non-Aboriginal	559	45	Msk	Msk	Msk	Msk	360	64	133	24		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	42	20	0	0	Msk	Msk	23	55	Msk	Msk		
Non-Aboriginal	466	38	Msk	Msk	Msk	Msk	309	66	106	23		

Literacy 12 2022/23: Aboriginal

Literacy 12 2022/23: Non-Aboriginal



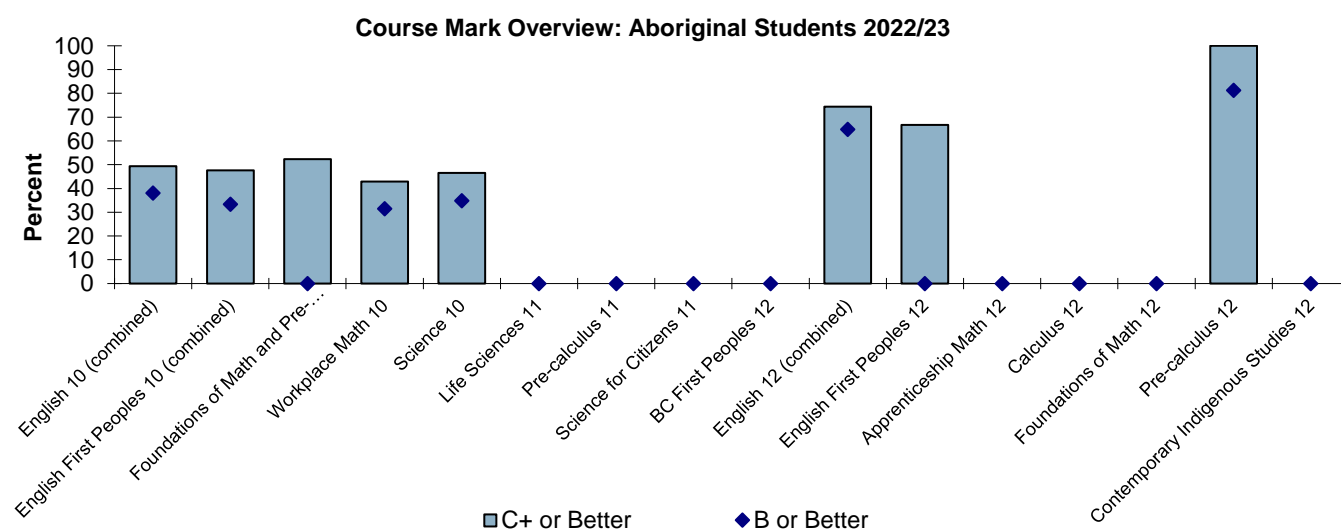
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	71	35	49	27	38	804	691	86	607	75
English First Peoples 10 (combined)*	42	20	48	14	33	194	166	86	150	77
Foundations of Math and Pre-calculus 10	21	11	52	Msk	Msk	376	266	71	235	63
Workplace Math 10	35	15	43	11	31	122	61	50	44	36
Science 10	43	20	47	15	35	452	374	83	331	73
Life Sciences 11	19	Msk	Msk	Msk	Msk	230	196	85	174	76
Pre-calculus 11	10	Msk	Msk	Msk	Msk	365	309	85	283	78
Science for Citizens 11	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
BC First Peoples 12	11	Msk	Msk	Msk	Msk	30	24	80	24	80
English 12 (combined)*	74	55	74	48	65	700	635	91	594	85
English First Peoples 12	15	10	67	Msk	Msk	16	14	88	12	75
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	Msk	Msk	Msk	Msk	Msk	63	59	94	58	92
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	41	30	73	28	68
Pre-calculus 12	16	16	100	13	81	275	243	88	217	79
Contemporary Indigenous Studies 12	10	Msk	Msk	Msk	Msk	13	12	92	10	77



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.

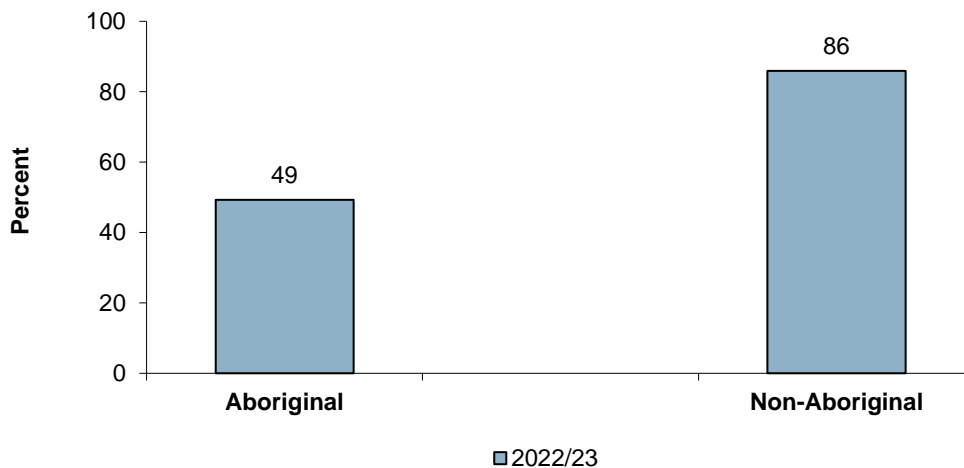
COURSE MARKS: ENGLISH 10 (COMBINED)

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	120	69	58	55	46	1,063	830	78	755	71
2020/21	113	80	71	59	52	1,042	931	89	841	81
2021/22	114	74	65	57	50	1,050	907	86	801	76
2022/23	71	35	49	27	38	804	691	86	607	75

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	120	67	89	31	1,063	572	1,004	59		
2020/21	113	68	91	22	1,042	551	964	78		
2021/22	114	70	92	22	1,050	554	958	92		
2022/23	71	59	53	18	804	541	727	77		

English 10 (combined): C+ or Better



Note:

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

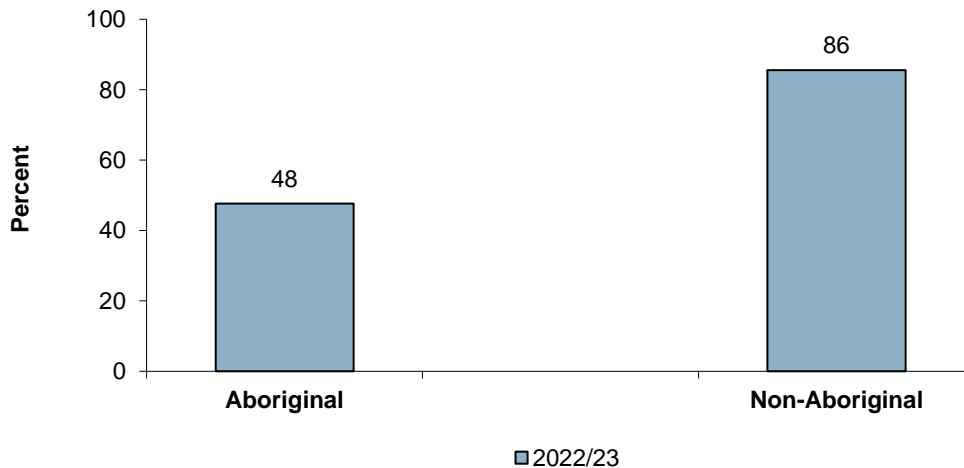
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	19	10	53	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	42	20	48	14	33	194	166	86	150	77

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	-	67	-	-	-	572	-	-	
2020/21	Msk	68	Msk	Msk	-	551	-	-	
2021/22	19	70	Msk	Msk	Msk	554	Msk	Msk	
2022/23	42	59	Msk	Msk	194	541	Msk	Msk	

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



Note:

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

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

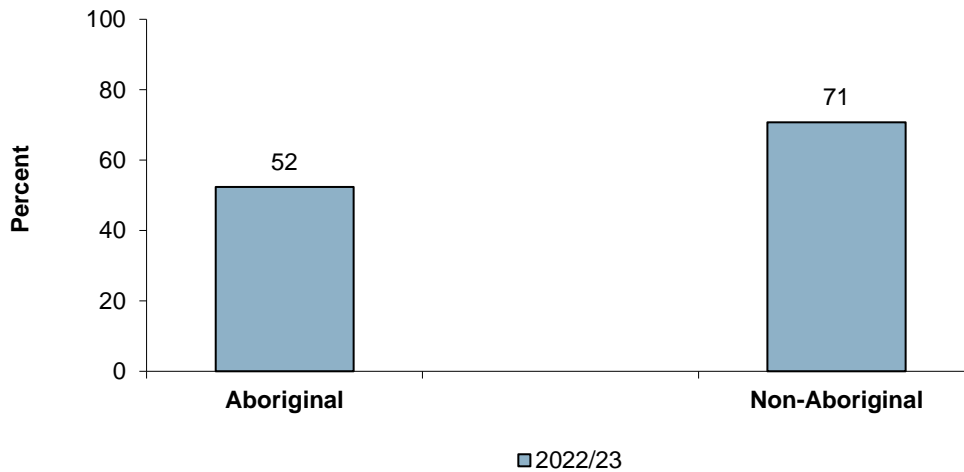
COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	28	20	71	18	64	458	346	76	302	66
2020/21	33	20	61	17	52	448	370	83	327	73
2021/22	27	17	63	15	56	415	327	79	290	70
2022/23	21	11	52	Msk	Msk	376	266	71	235	63

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	28	67	Msk	Msk	458	572	401	57		
2020/21	33	68	Msk	Msk	448	551	384	64		
2021/22	27	70	Msk	Msk	415	554	368	47		
2022/23	21	59	Msk	Msk	376	541	342	34		

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.

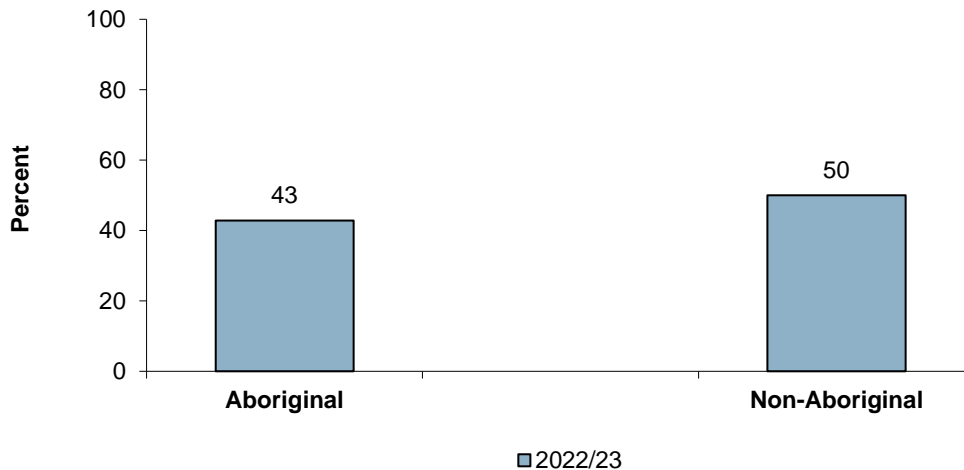
COURSE MARKS: WORKPLACE MATH 10

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	30	15	50	11	37	111	85	77	72	65
2020/21	22	16	73	15	68	86	70	81	55	64
2021/22	38	19	50	12	32	105	71	68	58	55
2022/23	35	15	43	11	31	122	61	50	44	36

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	67	Msk	Msk	111	572	93	18	
2020/21	22	68	Msk	Msk	86	551	60	26	
2021/22	38	70	28	10	105	554	84	21	
2022/23	35	59	24	11	122	541	98	24	

Workplace Math 10: C+ or Better



Note:

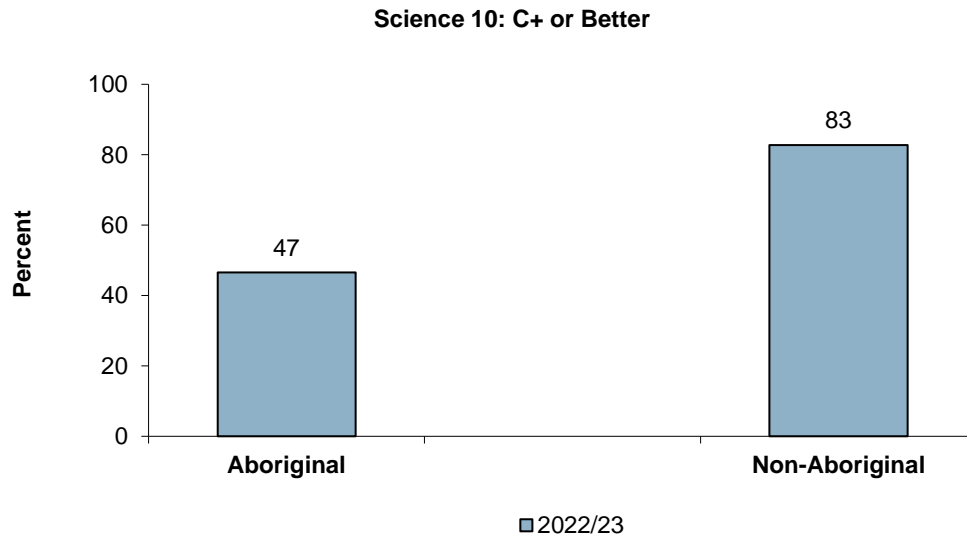
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	44	22	50	18	41	506	405	80	352	70
2020/21	53	37	70	32	60	487	438	90	396	81
2021/22	52	23	44	17	33	511	414	81	365	71
2022/23	43	20	47	15	35	452	374	83	331	73

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	44	67	Msk	Msk	506	572	487	19		
2020/21	53	68	Msk	Msk	487	551	462	25		
2021/22	52	70	42	10	511	554	469	42		
2022/23	43	59	33	10	452	541	427	25		



Note:

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

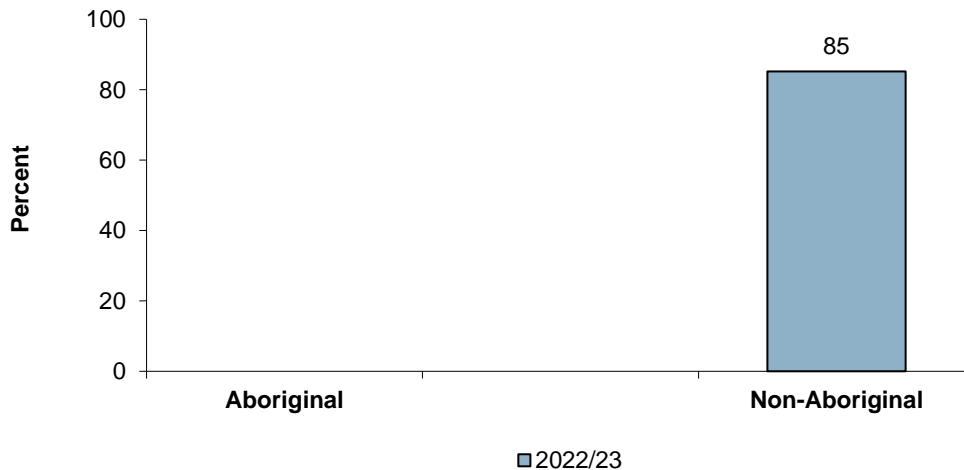
COURSE MARKS: LIFE SCIENCES 11

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	Msk	Msk	Msk	Msk	Msk	209	164	78	148	71
2020/21	17	13	76	13	76	256	211	82	194	76
2021/22	26	20	77	16	62	238	216	91	192	81
2022/23	19	Msk	Msk	Msk	Msk	230	196	85	174	76

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	Msk	73	Msk	Msk	209	590	159	50		
2020/21	17	73	Msk	Msk	256	593	181	75		
2021/22	26	75	11	15	238	560	168	70		
2022/23	19	70	Msk	Msk	230	575	157	73		

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.

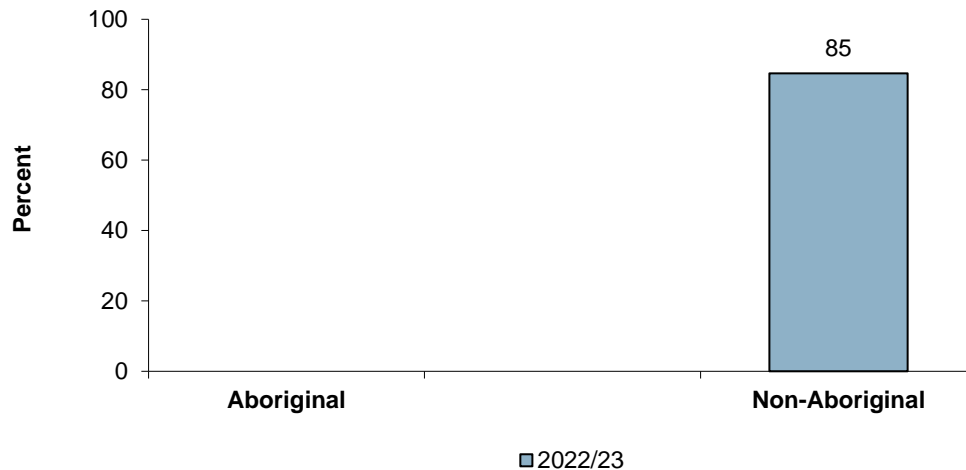
COURSE MARKS: PRE-CALCULUS 11

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	13	10	77	Msk	Msk	379	324	85	273	72
2020/21	12	11	92	11	92	339	293	86	265	78
2021/22	26	16	62	16	62	368	301	82	270	73
2022/23	10	Msk	Msk	Msk	Msk	365	309	85	283	78

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	13	73	Msk	Msk	379	590	249	130		
2020/21	12	73	Msk	Msk	339	593	226	113		
2021/22	26	75	10	16	368	560	245	123		
2022/23	10	70	Msk	Msk	365	575	242	123		

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.

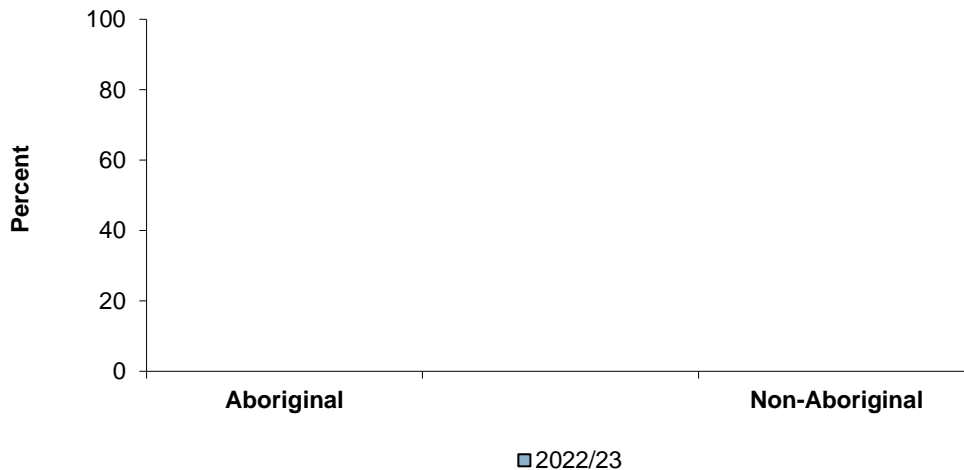
COURSE MARKS: SCIENCE FOR CITIZENS 11

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	Msk	Msk	Msk	Msk	Msk	17	13	76	13	76
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	Msk	73	Msk	Msk	17	590	Msk	Msk	
2020/21	Msk	73	Msk	Msk	Msk	593	Msk	Msk	
2021/22	-	75	-	-	-	560	-	-	
2022/23	-	70	-	-	Msk	575	Msk	Msk	

Science for Citizens 11: C+ or Better



Note:

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

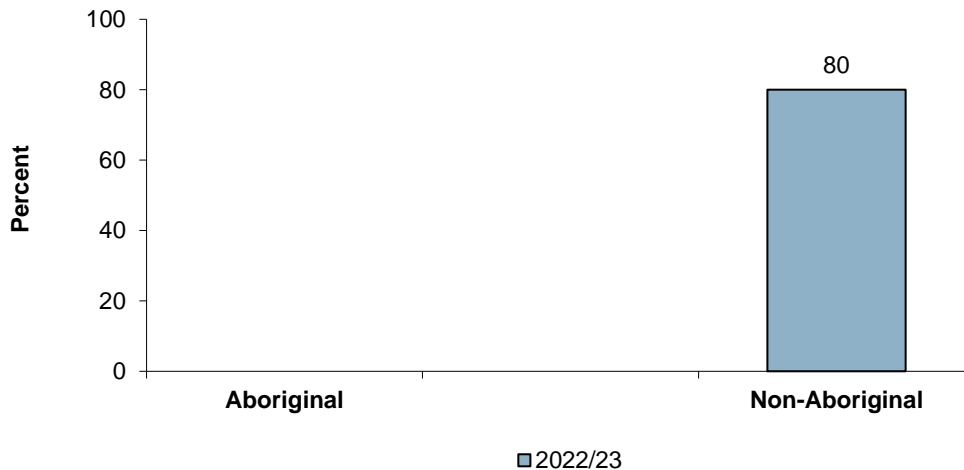
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	10	Msk	Msk	Msk	Msk	65	62	95	51	78
2020/21	Msk	Msk	Msk	Msk	Msk	20	19	95	19	95
2021/22	13	Msk	Msk	Msk	Msk	27	24	89	24	89
2022/23	11	Msk	Msk	Msk	Msk	30	24	80	24	80

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	10	192	Msk	Msk	65	1,481	27	38		
2020/21	Msk	220	Msk	Msk	20	1,438	Msk	Msk		
2021/22	13	256	Msk	Msk	27	1,424	14	13		
2022/23	11	241	Msk	Msk	30	1,371	13	17		

BC First Peoples 12: C+ or Better



Note:

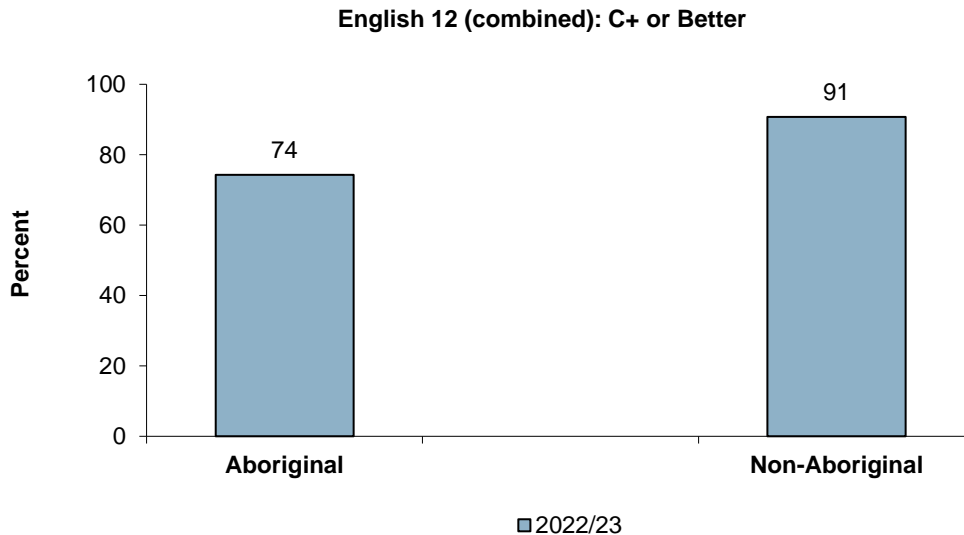
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	44	26	59	22	50	584	529	91	481	82
2020/21	62	52	84	44	71	707	652	92	589	83
2021/22	59	47	80	41	69	733	654	89	597	81
2022/23	74	55	74	48	65	700	635	91	594	85

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	44	192	Msk	Msk	584	1,481	534	50	
2020/21	62	220	Msk	Msk	707	1,438	596	111	
2021/22	59	256	Msk	Msk	733	1,424	618	115	
2022/23	74	241	64	10	700	1,371	590	110	



Note:

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

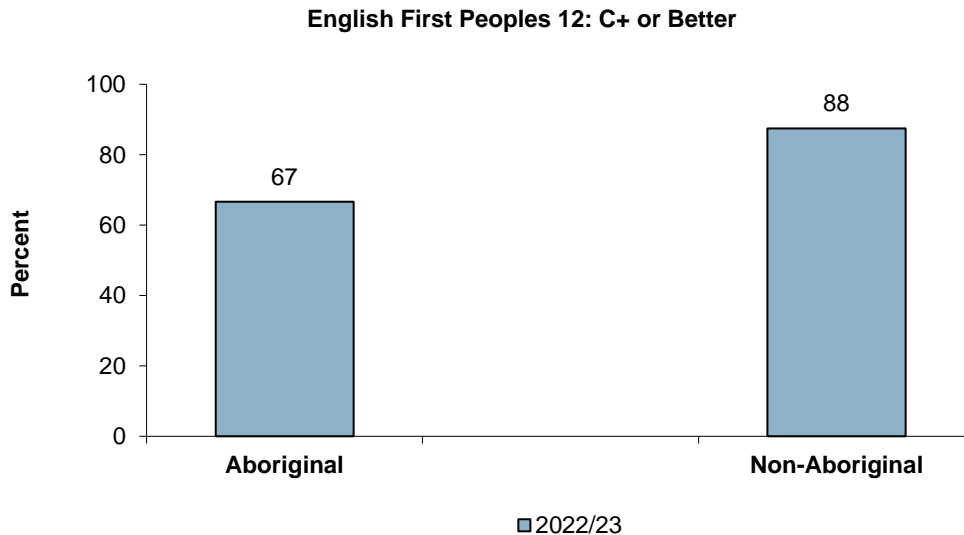
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	14	11	79	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	15	10	67	Msk	Msk	16	14	88	12	75

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	-	192	-	-	-	1,481	-	-	
2020/21	Msk	220	Msk	Msk	Msk	1,438	Msk	Msk	
2021/22	14	256	Msk	Msk	Msk	1,424	Msk	Msk	
2022/23	15	241	Msk	Msk	16	1,371	Msk	Msk	



Note:

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

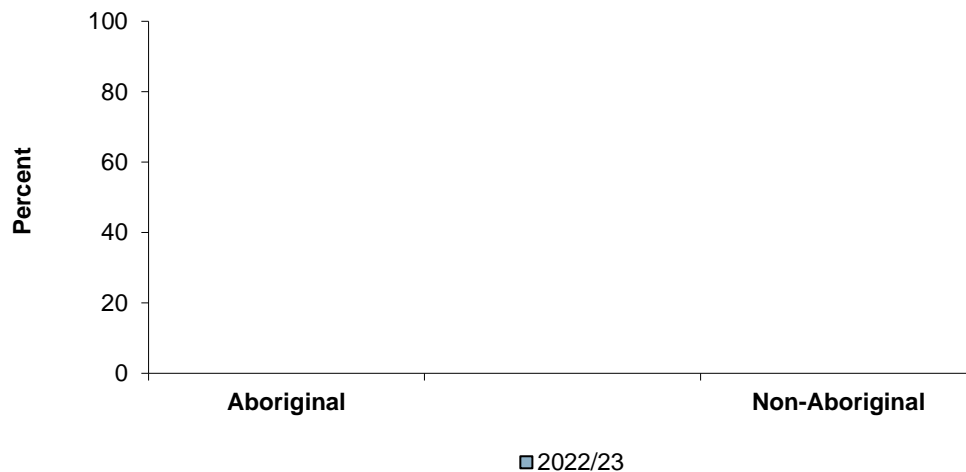
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	192	-	-	-	1,481	-	-		
2020/21	-	220	-	-	-	1,438	-	-		
2021/22	-	256	-	-	-	1,424	-	-		
2022/23	-	241	-	-	-	1,371	-	-		

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.

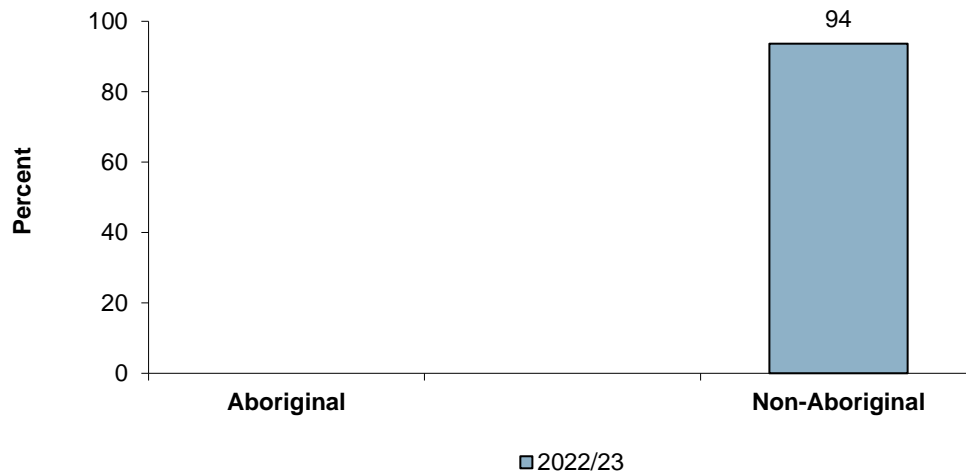
COURSE MARKS: CALCULUS 12

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	68	66	97	62	91
2020/21	-	-	-	-	-	51	47	92	44	86
2021/22	Msk	Msk	Msk	Msk	Msk	55	47	85	43	78
2022/23	Msk	Msk	Msk	Msk	Msk	63	59	94	58	92

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	192	Msk	Msk	68	1,481	Msk	Msk		
2020/21	-	220	-	-	51	1,438	Msk	Msk		
2021/22	Msk	256	Msk	Msk	55	1,424	Msk	Msk		
2022/23	Msk	241	Msk	Msk	63	1,371	Msk	Msk		

Calculus 12: C+ or Better



Note:

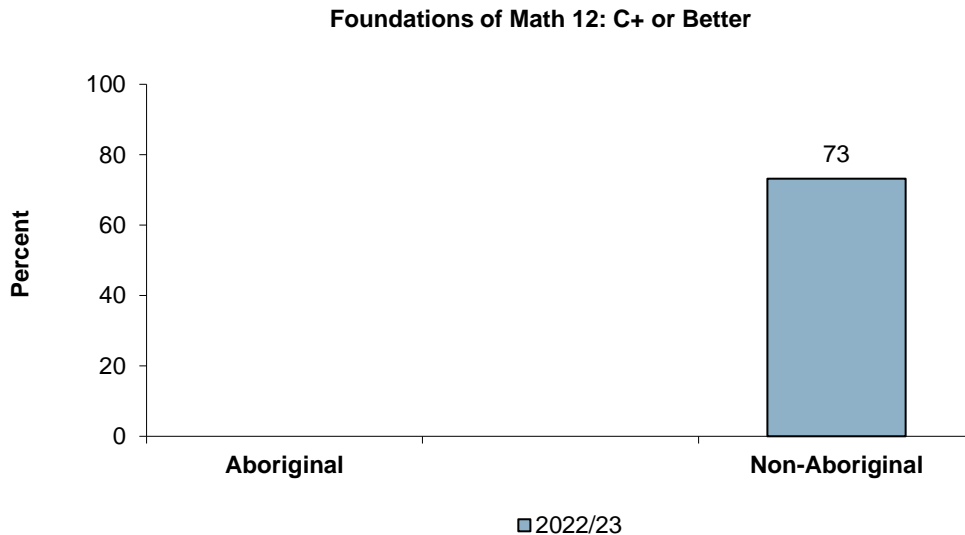
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	50	37	74	34	68
2020/21	Msk	Msk	Msk	Msk	Msk	57	51	89	47	82
2021/22	Msk	Msk	Msk	Msk	Msk	39	29	74	24	62
2022/23	Msk	Msk	Msk	Msk	Msk	41	30	73	28	68

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	192	Msk	Msk	50	1,481	Msk	Msk	
2020/21	Msk	220	Msk	Msk	57	1,438	Msk	Msk	
2021/22	Msk	256	Msk	Msk	39	1,424	Msk	Msk	
2022/23	Msk	241	Msk	Msk	41	1,371	Msk	Msk	



Note:

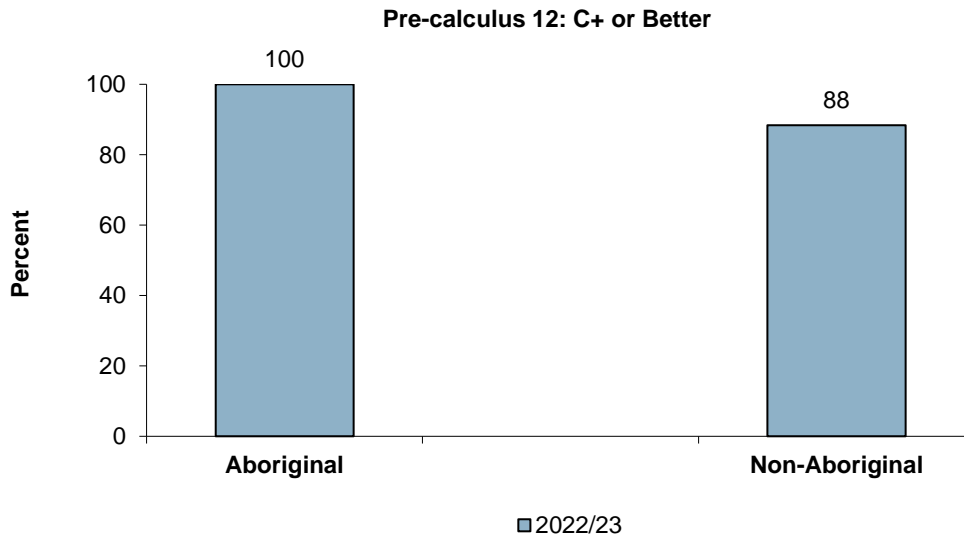
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	10	Msk	Msk	Msk	Msk	241	214	89	190	79
2020/21	Msk	Msk	Msk	Msk	Msk	272	237	87	214	79
2021/22	Msk	Msk	Msk	Msk	Msk	234	205	88	182	78
2022/23	16	16	100	13	81	275	243	88	217	79

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	10	192	Msk	Msk	241	1,481	161	80	
2020/21	Msk	220	Msk	Msk	272	1,438	163	109	
2021/22	Msk	256	Msk	Msk	234	1,424	151	83	
2022/23	16	241	Msk	Msk	275	1,371	173	102	



Note:

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

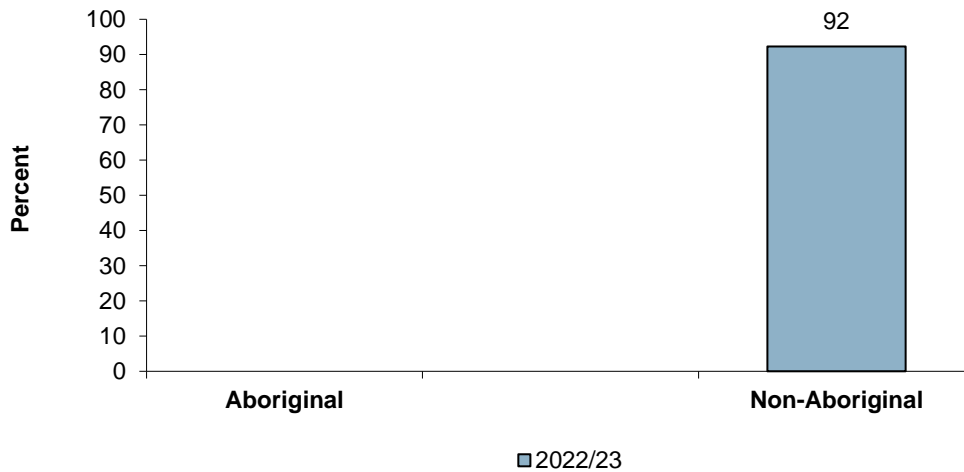
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

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	16	13	81	13	81	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	10	Msk	Msk	Msk	Msk	13	12	92	10	77

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	16	192	Msk	Msk	Msk	1,481	Msk	Msk		
2020/21	Msk	220	Msk	Msk	Msk	1,438	Msk	Msk		
2021/22	10	256	Msk	Msk	Msk	1,424	Msk	Msk		
2022/23	10	241	Msk	Msk	13	1,371	Msk	Msk		

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>

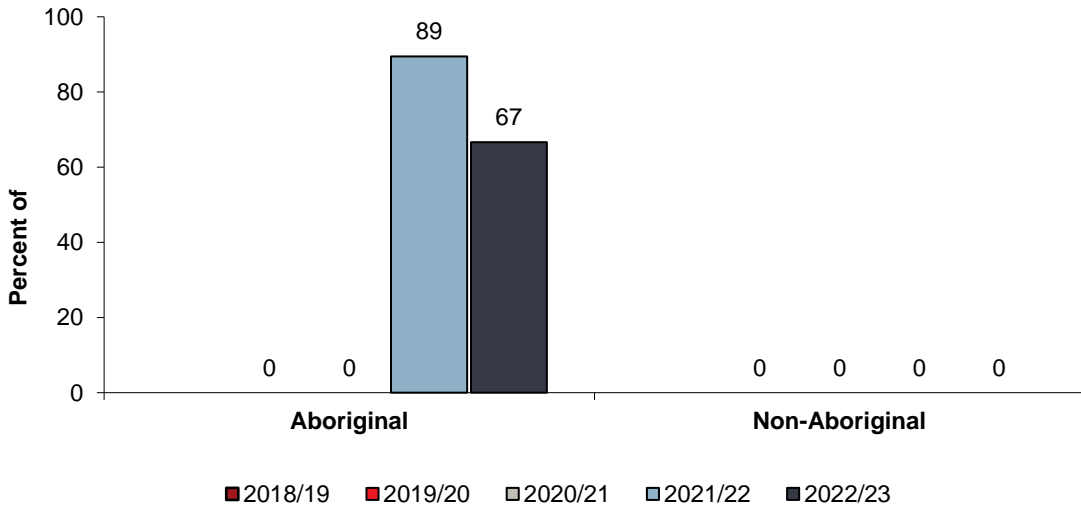
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	19	17	89	13	68	Msk	Msk	Msk	Msk	Msk
2022/23	15	10	67	Msk	Msk	Msk	Msk	Msk	Msk	Msk

List of First Nations Languages Courses in District:

Heiltsuk, Nuučaan̓uł & SENĆOŦEN

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.

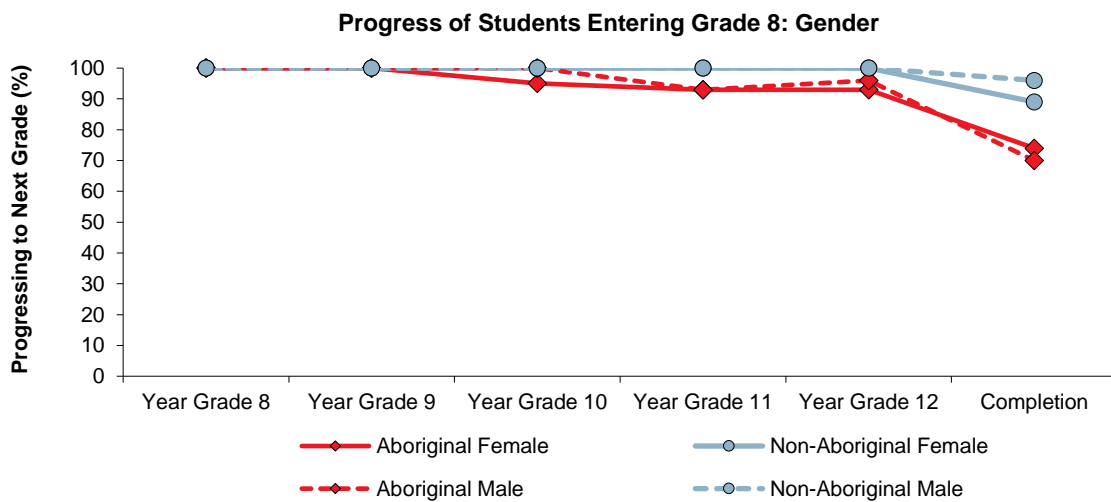
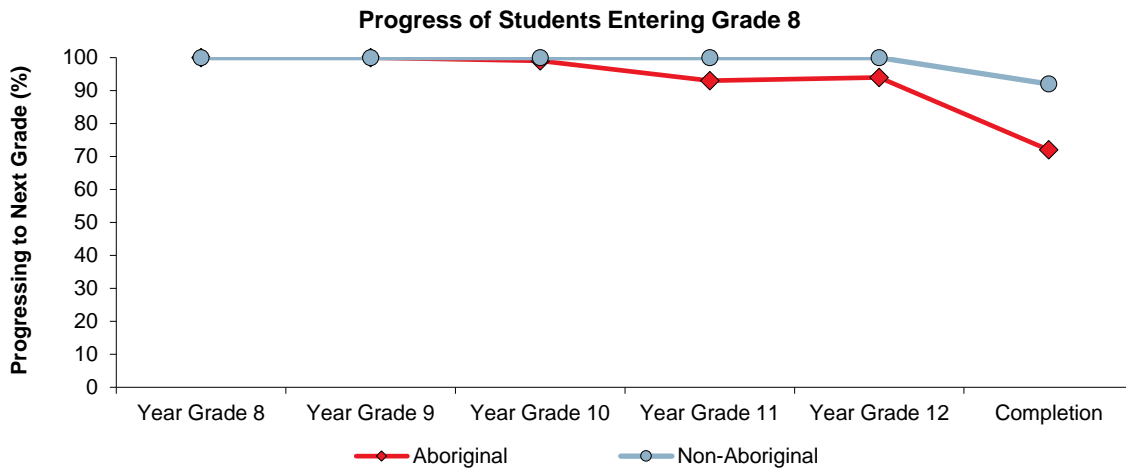
PROGRESS OF STUDENTS ENTERING GRADE 8

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	100	100	100	100	100	100
	Grade 10	99	95	100	100	100	100
	Grade 11	93	93	93	100	100	100
	Grade 12	94	93	96	100	100	100
2022/23	Completion	72	74	70	92	89	96



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

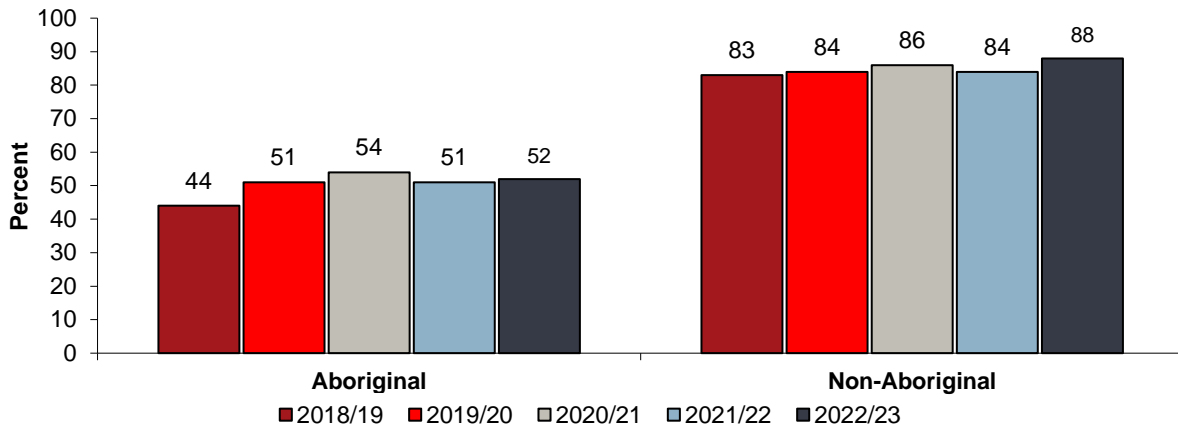
BC Residents

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.

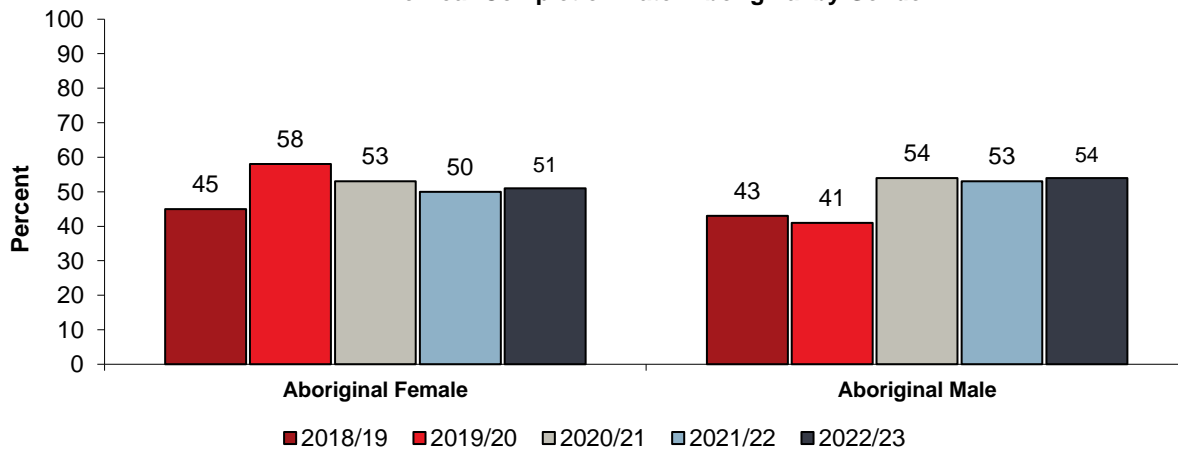
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	44	45	43	83	84	80
2019/20	51	58	41	84	84	83
2020/21	54	53	54	86	85	87
2021/22	51	50	53	84	82	86
2022/23	52	51	54	88	86	90

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



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

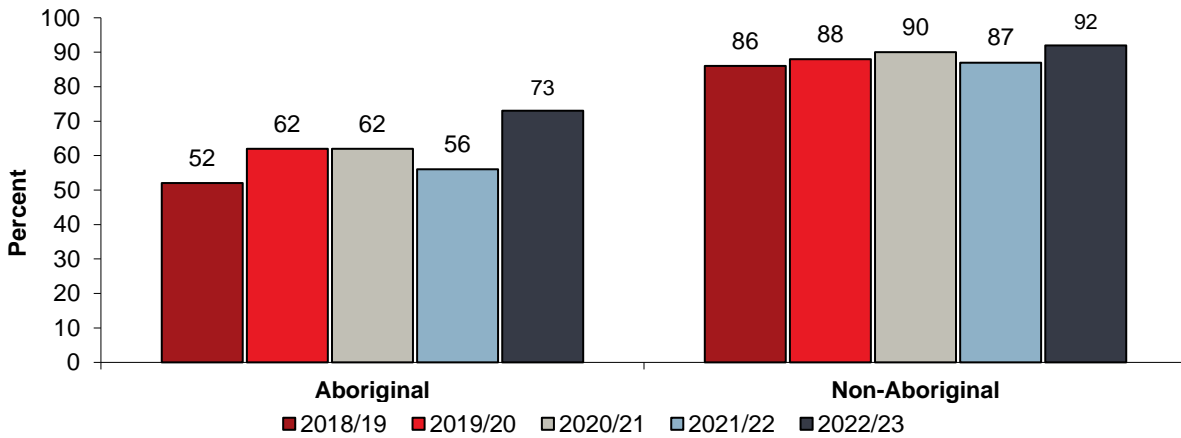
BC Residents

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.

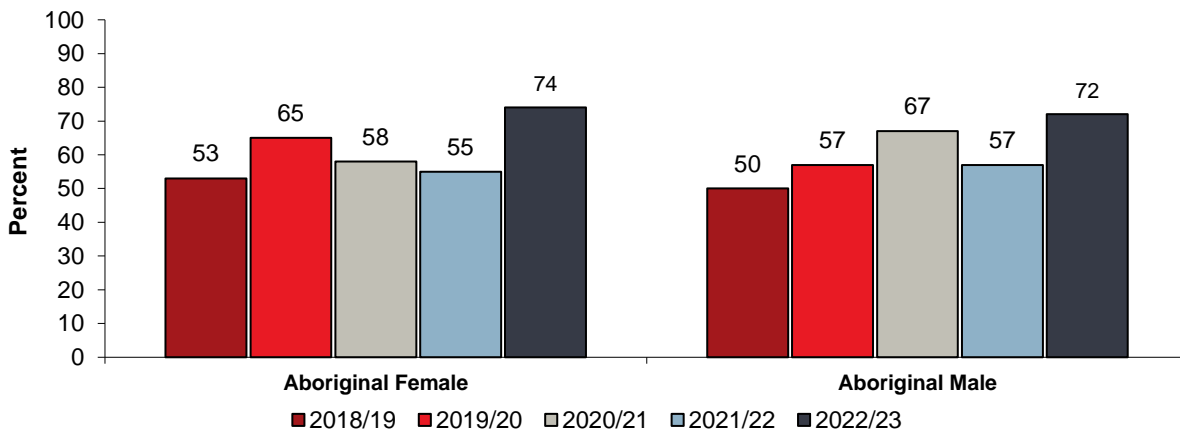
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	52	53	50	86	87	84
2019/20	62	65	57	88	90	87
2020/21	62	58	67	90	89	92
2021/22	56	55	57	87	85	90
2022/23	73	74	72	92	89	96

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

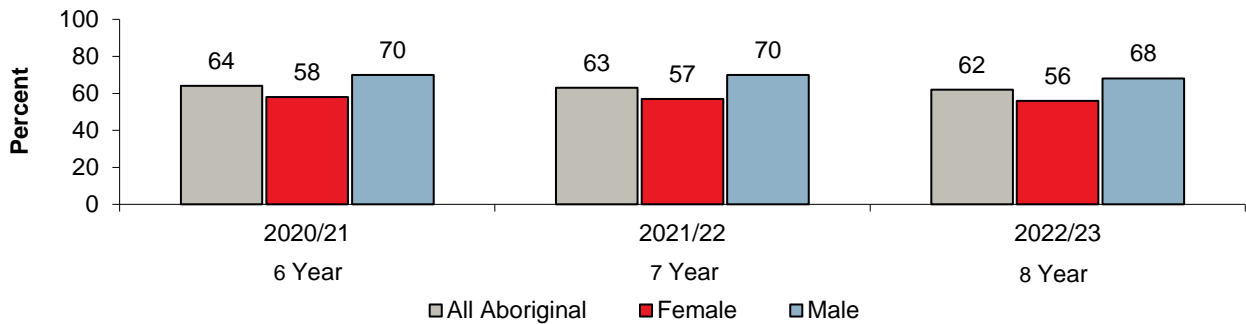
BC Residents

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.

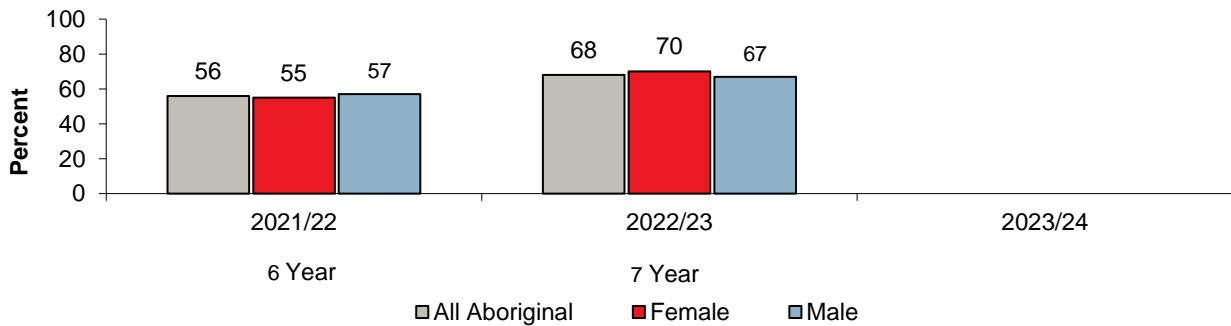
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

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	58	70	63	57	70	62	56	68
2016/17	56	55	57	68	70	67	-	-	-
2017/18	72	74	70	-	-	-	-	-	-

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	89	Msk	Msk	1,018	13	1
2019/20	168	Msk	Msk	1,303	Msk	Msk
2020/21	172	0	0	1,189	Msk	Msk
2021/22	207	Msk	Msk	1,256	Msk	Msk
2022/23	215	Msk	Msk	1,226	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	89	30	34	1,018	535	53
2019/20	168	46	27	1,303	500	38
2020/21	172	40	23	1,189	520	44
2021/22	207	37	18	1,256	519	41
2022/23	215	45	21	1,226	502	41

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

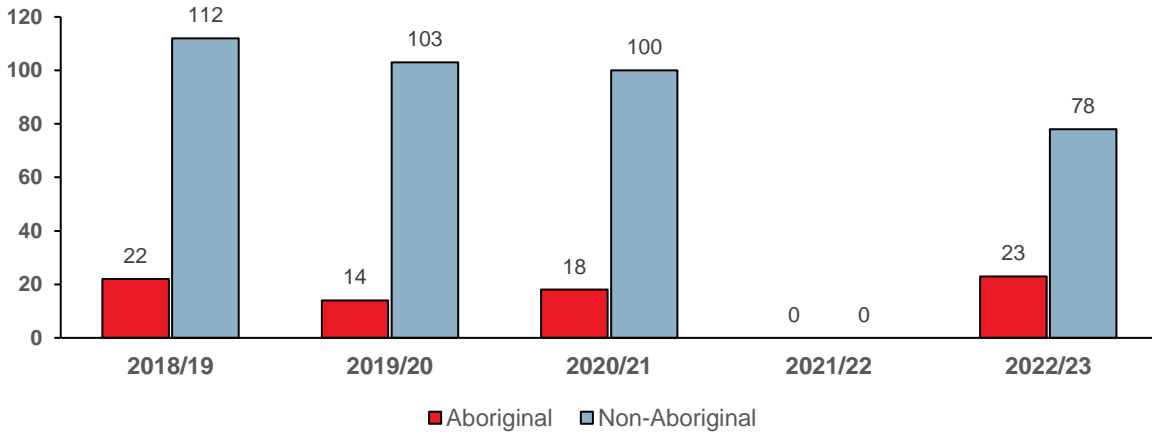
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

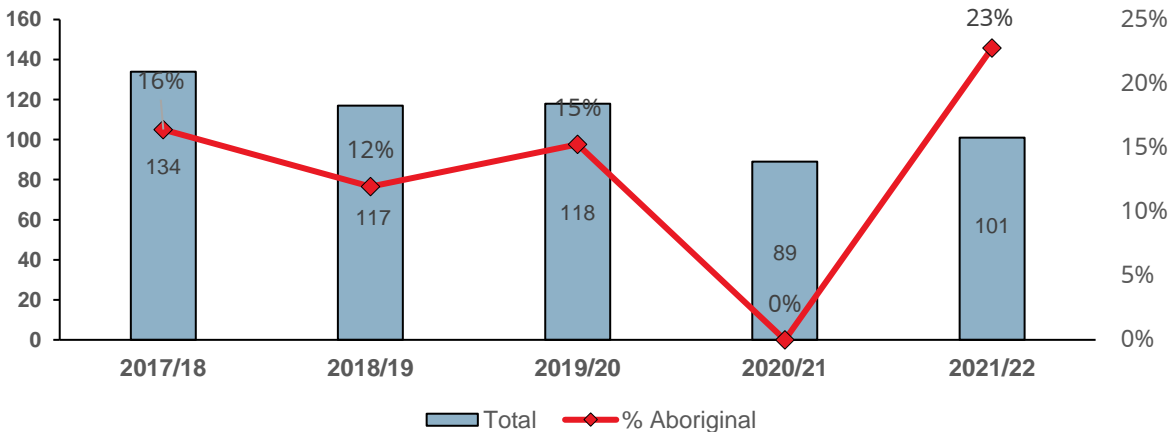
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	134		22	16	112	84
2019/20	117		14	12	103	88
2020/21	118		18	15	100	85
2021/22	89		Msk	Msk	Msk	Msk
2022/23	101		23	23	78	77

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	-	Msk	Msk	15	Msk	13	59	67
2019/20	-	Msk	Msk	25	Msk	10	Msk	62
2020/21	Msk	Msk	Msk	24	Msk	Msk	Msk	69
2021/22	-	Msk	Msk	17	Msk	Msk	Msk	77
2022/23	Msk	Msk	Msk	22	Msk	Msk	Msk	68

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	Msk	Msk	10
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	11	48	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	34	30	19	17	59
2019/20	38	37	20	19	45	44
2020/21	33	33	12	12	55	55
2021/22	24	29	10	12	48	59
2022/23	21	27	17	22	40	51

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

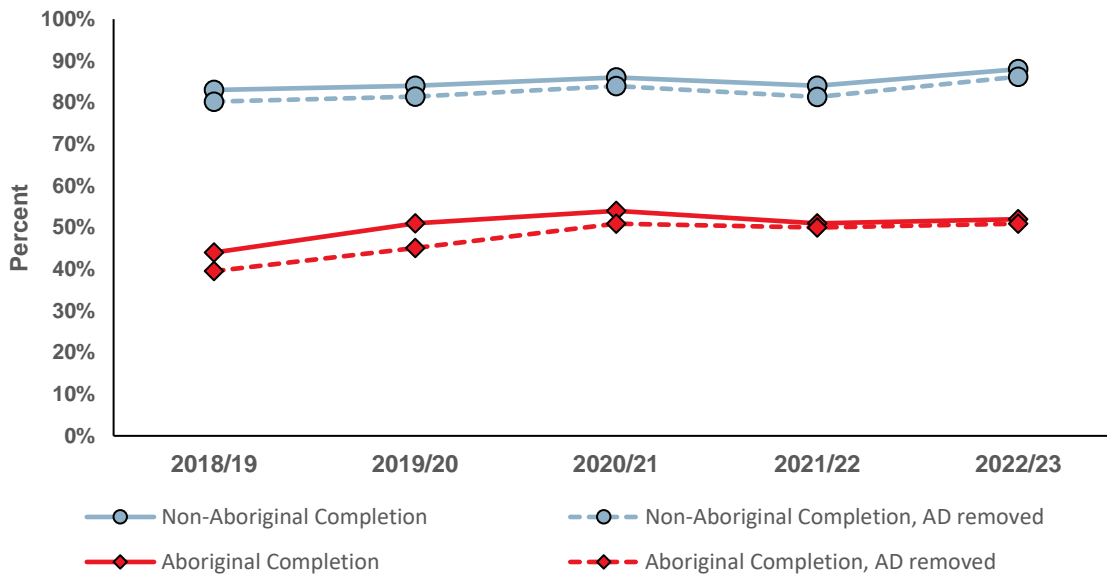
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart 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	44	-4	40	83	-3	80
2019/20	51	-6	45	84	-3	81
2020/21	54	-3	51	86	-2	84
2021/22	51	-1	50	84	-3	81
2022/23	52	-1	51	88	-2	86

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

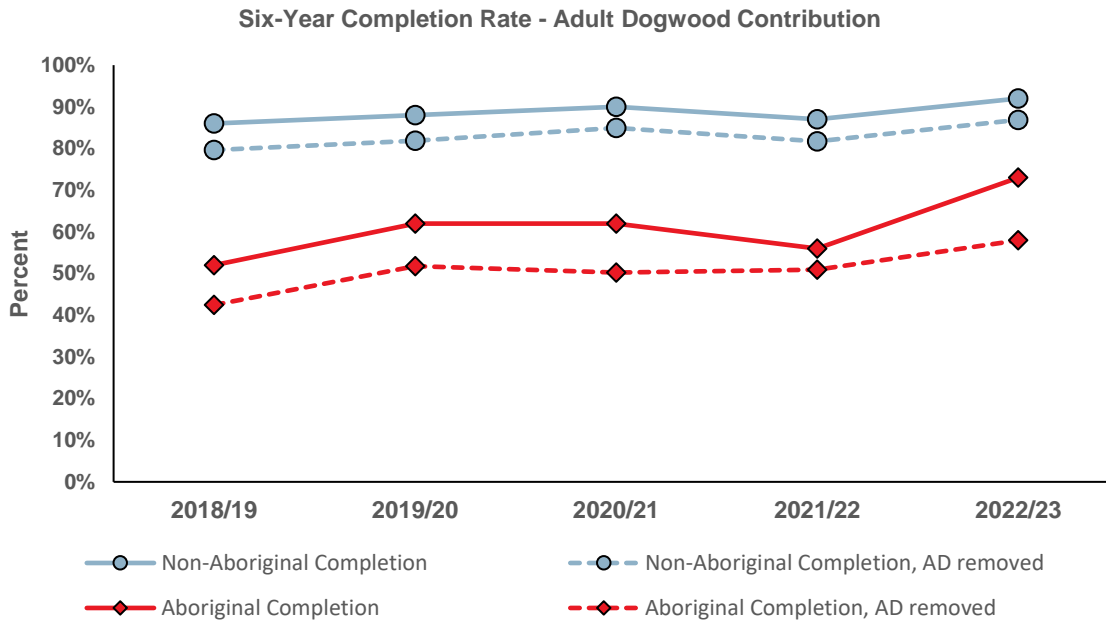
BC Residents

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	52	-10	42	86	-6	80
2019/20	62	-10	52	88	-6	82
2020/21	62	-12	50	90	-5	85
2021/22	56	-5	51	87	-5	82
2022/23	73	-15	58	92	-5	87



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://mcfd.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	238	90	38	148	62
2018/19	258	104	40	154	60
2019/20	258	103	40	155	60
2020/21	268	117	44	151	56
2021/22	262	111	42	151	58

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	794	90	11
2018/19	810	104	13
2019/20	847	103	12
2020/21	859	117	14
2021/22	938	111	12

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	51	Msk	Msk	Msk	Msk	Msk	58
2018/19	51	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	45	Msk	Msk	Msk	Msk	Msk	Msk

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	100	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	85	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	78	Msk	Msk	Msk	Msk	Msk	91
2020/21	92	Msk	Msk	Msk	Msk	Msk	100
2021/22	77	Msk	Msk	Msk	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	35	100	11	31.4	Msk	Msk	Msk	Msk	-	-
	2018/19	25	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	40	100	11	27.5	Msk	Msk				
	2020/21	39	100	12	30.8						
Non-Aboriginal	2017/18	493	100	122	24.7	51	10.3	24	4.9	10	2.0
	2018/19	506	100	133	26.3	44	8.7	20	4.0		
	2019/20	483	100	133	27.5	49	10.1				
	2020/21	484	100	126	26.0						

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	35	100	-	-	-	-	-	-	-	-
	2018/19	25	100	Msk	Msk	-	-	-	-		
	2019/20	40	100	-	-	-	-				
	2020/21	39	100	-	-						
Non-Aboriginal	2017/18	493	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	506	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	483	100	Msk	Msk	Msk	Msk				
	2020/21	484	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	35	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	25	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	40	100	Msk	Msk	-	-				
	2020/21	39	100	Msk	Msk						
Non-Aboriginal	2017/18	493	100	122	24.7	13	2.6	Msk	Msk	-	-
	2018/19	506	100	122	24.1	24	4.7	Msk	Msk		
	2019/20	483	100	125	25.9	15	3.1				
	2020/21	484	100	124	25.6						

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	35	100	-	-	-	-	Msk	Msk	-	-
	2018/19	25	100	Msk	Msk	-	-	-	-		
	2019/20	40	100	-	-	-	-				
	2020/21	39	100	Msk	Msk						
Non-Aboriginal	2017/18	493	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	506	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	483	100	Msk	Msk	Msk	Msk				
	2020/21	484	100	13	2.7						

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.

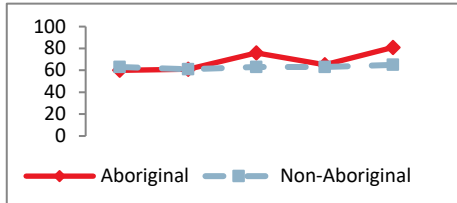
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

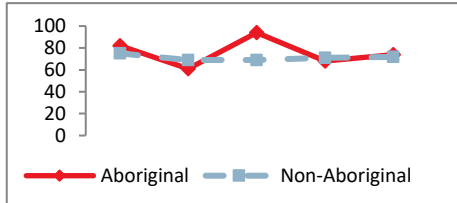
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



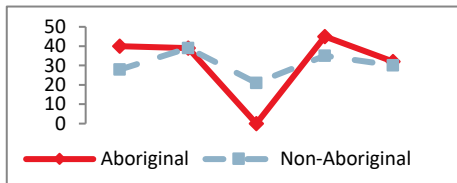
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	26	60	347	220	63
2019/20	38	23	61	366	222	61
2020/21	17	13	76	298	187	63
2021/22	34	22	65	407	257	63
2022/23	31	25	81	407	266	65

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	44	36	82	346	259	75
2019/20	38	23	61	369	256	69
2020/21	17	16	94	302	208	69
2021/22	34	23	68	408	290	71
2022/23	31	23	74	408	295	72

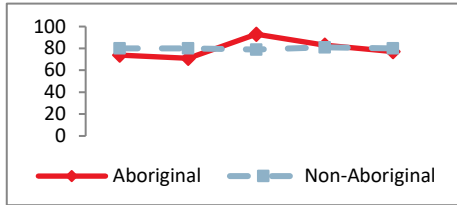
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	43	17	40	345	97	28
2019/20	38	15	39	364	142	39
2020/21	17	Msk	Msk	298	64	21
2021/22	33	15	45	405	142	35
2022/23	31	10	32	399	120	30

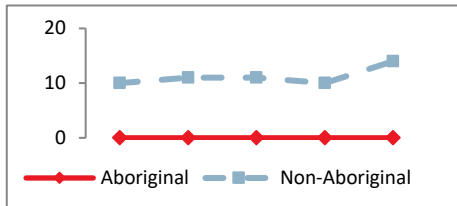
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



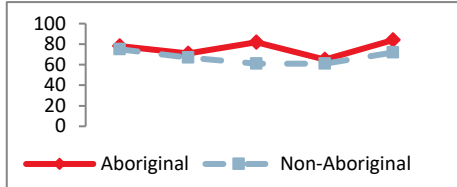
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	32	74	345	275	80
2019/20	35	25	71	367	292	80
2020/21	15	14	93	302	238	79
2021/22	29	24	83	406	328	81
2022/23	31	24	77	408	327	80

Have you ever felt bullied at school?



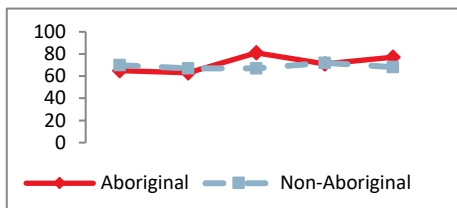
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	42	Msk	Msk	344	36	10
2019/20	33	Msk	Msk	367	41	11
2020/21	15	Msk	Msk	301	33	11
2021/22	29	Msk	Msk	411	42	10
2022/23	31	Msk	Msk	407	59	14

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	43	33	77	343	257	75
2019/20	38	27	71	371	250	67
2020/21	17	14	82	300	183	61
2021/22	34	22	65	404	247	61
2022/23	31	26	84	406	293	72

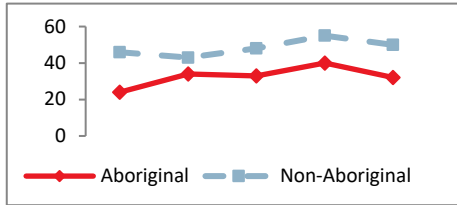
I am happy at my school.



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	43	28	65	345	240	70
2019/20	38	24	63	369	247	67
2020/21	16	13	81	300	202	67
2021/22	34	24	71	403	292	72
2022/23	31	24	77	407	277	68

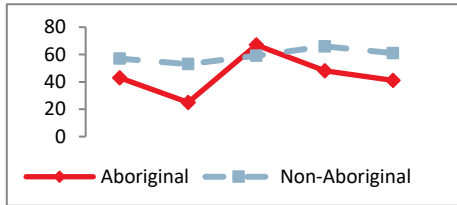
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



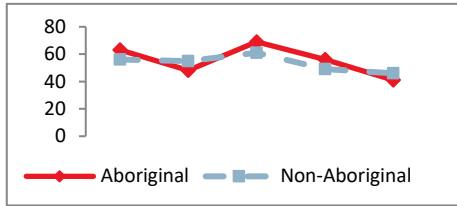
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	42	10	24	387	177	46
2019/20	44	15	34	380	165	43
2020/21	30	10	33	375	180	48
2021/22	48	19	40	383	209	55
2022/23	41	13	32	407	202	50

Do adults in the school treat all students fairly?



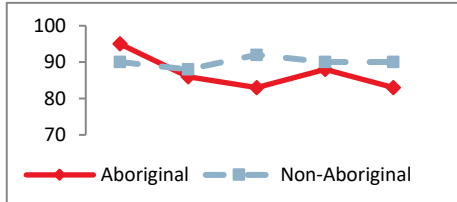
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	42	18	43	387	219	57
2019/20	44	11	25	380	201	53
2020/21	30	20	67	375	221	59
2021/22	48	23	48	383	251	66
2022/23	41	17	41	403	247	61

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



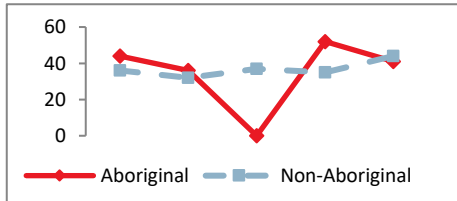
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	41	26	63	366	204	56
2019/20	44	21	48	367	201	55
2020/21	29	20	69	357	219	61
2021/22	48	27	56	381	186	49
2022/23	41	17	41	403	187	46

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	40	38	95	379	340	90
2019/20	44	38	86	374	330	88
2020/21	30	25	83	376	347	92
2021/22	48	42	88	373	336	90
2022/23	41	34	83	403	363	90

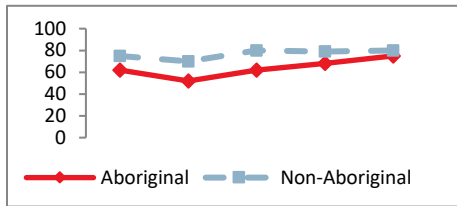
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	17	44	385	138	36
2019/20	44	16	36	379	123	32
2020/21	29	Msk	Msk	373	138	37
2021/22	48	25	52	375	133	35
2022/23	41	17	41	403	177	44

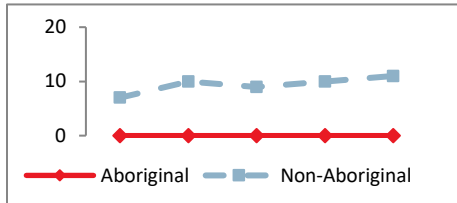
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



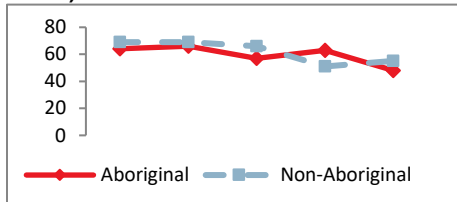
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	24	62	388	291	75
2019/20	42	22	52	376	264	70
2020/21	26	16	62	379	302	80
2021/22	47	32	68	382	300	79
2022/23	40	30	75	406	325	80

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



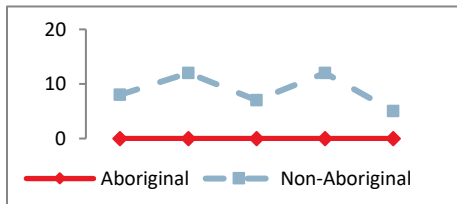
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	39	Msk	Msk	385	28	7
2019/20	42	Msk	Msk	373	39	10
2020/21	26	0	0	378	35	9
2021/22	46	Msk	Msk	384	40	10
2022/23	40	Msk	Msk	406	43	11

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	42	27	64	386	266	69
2019/20	44	29	66	379	260	69
2020/21	30	17	57	374	246	66
2021/22	48	30	63	378	194	51
2022/23	42	20	48	404	223	55

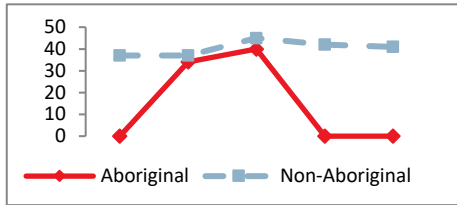
I would like to go to a different school.



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	42	Msk	Msk	384	30	8
2019/20	44	Msk	Msk	381	46	12
2020/21	30	Msk	Msk	373	27	7
2021/22	48	Msk	Msk	379	47	12
2022/23	42	Msk	Msk	406	20	5

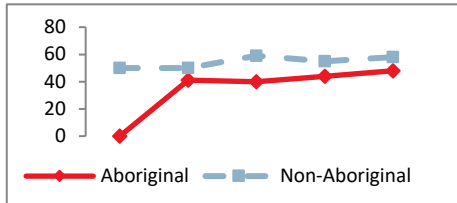
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



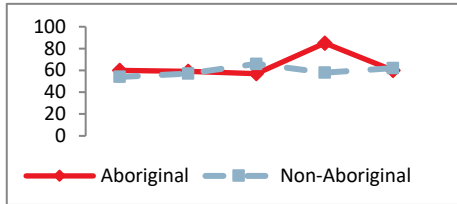
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2018/19	20		Msk	Msk	224		82	37
2019/20	32		11	34	338		125	37
2020/21	25		10	40	295		134	45
2021/22	27		Msk	Msk	362		151	42
2022/23	21		Msk	Msk	332		137	41

Do adults in the school treat all students fairly?



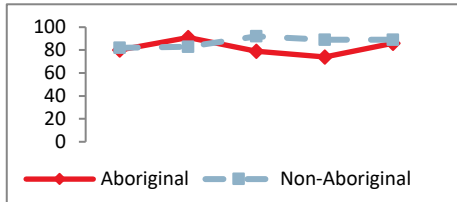
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2018/19	20		Msk	Msk	224		112	50
2019/20	32		13	41	340		171	50
2020/21	25		10	40	296		174	59
2021/22	27		12	44	363		198	55
2022/23	21		10	48	331		191	58

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



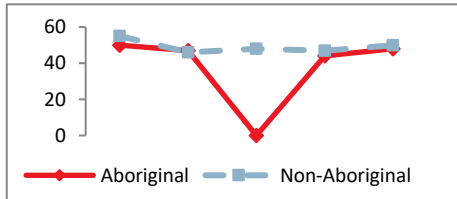
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2018/19	20		12	60	219		119	54
2019/20	32		19	59	334		192	57
2020/21	23		13	57	271		180	66
2021/22	27		23	85	359		207	58
2022/23	20		12	60	331		205	62

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	20		16	80	220		180	82
2019/20	32		29	91	339		283	83
2020/21	24		19	79	290		266	92
2021/22	27		20	74	354		315	89
2022/23	21		18	86	330		293	89

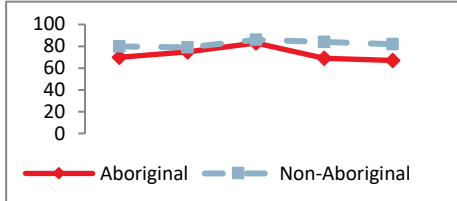
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	20		10	50	223		123	55
2019/20	32		15	47	341		156	46
2020/21	25		Msk	Msk	294		141	48
2021/22	27		12	44	362		169	47
2022/23	21		10	48	331		166	50

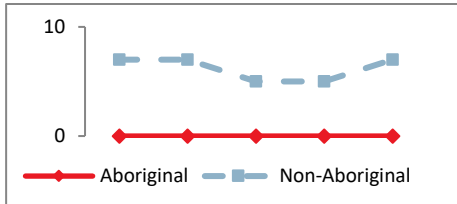
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



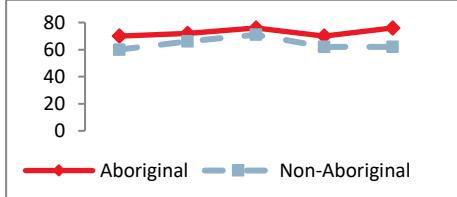
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	14	70	223	178	80
2019/20	32	24	75	340	269	79
2020/21	24	20	83	296	256	86
2021/22	26	18	69	363	305	84
2022/23	21	14	67	331	273	82

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



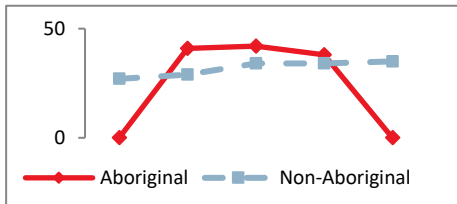
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	Msk	Msk	222	15	7
2019/20	32	Msk	Msk	340	24	7
2020/21	24	Msk	Msk	294	14	5
2021/22	26	Msk	Msk	363	18	5
2022/23	21	Msk	Msk	330	22	7

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.)



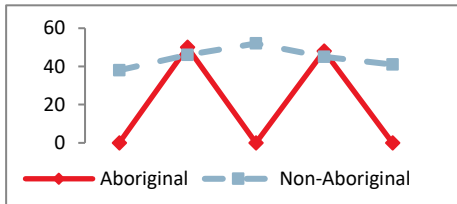
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	20	14	70	222	134	60
2019/20	32	23	72	339	224	66
2020/21	25	19	76	295	210	71
2021/22	27	19	70	363	226	62
2022/23	21	16	76	331	205	62

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



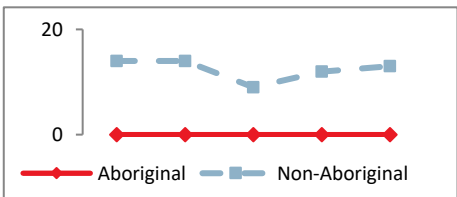
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	Msk	Msk	223	60	27
2019/20	32	13	41	340	97	29
2020/21	24	10	42	290	98	34
2021/22	26	10	38	358	122	34
2022/23	21	Msk	Msk	330	116	35

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	20	Msk	Msk	223	85	38
2019/20	32	16	50	341	157	46
2020/21	24	Msk	Msk	288	150	52
2021/22	27	13	48	359	160	45
2022/23	20	Msk	Msk	329	134	41

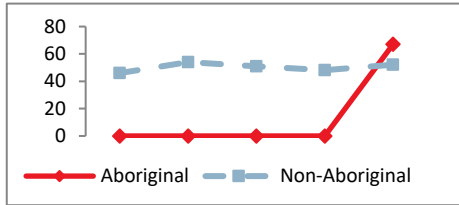
I would like to go to a different school.



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	19	Msk	Msk	223	31	14
2019/20	32	Msk	Msk	339	46	14
2020/21	25	Msk	Msk	295	28	9
2021/22	27	Msk	Msk	361	43	12
2022/23	21	Msk	Msk	332	44	13

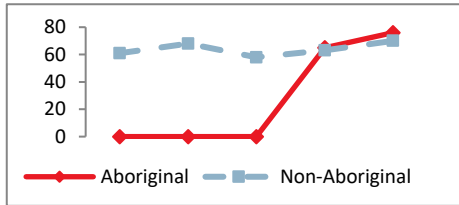
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



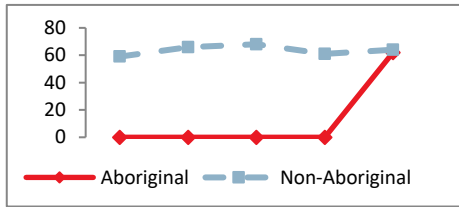
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	194	90	46
2019/20	17	Msk	Msk	241	131	54
2020/21	10	Msk	Msk	213	109	51
2021/22	17	Msk	Msk	269	130	48
2022/23	21	14	67	279	146	52

Do adults in the school treat all students fairly?



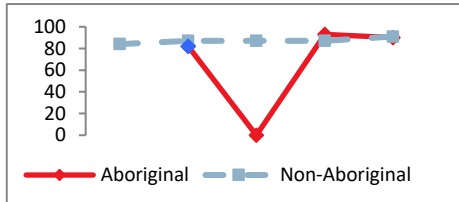
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	195	118	61
2019/20	17	Msk	Msk	241	163	68
2020/21	10	Msk	Msk	213	123	58
2021/22	17	11	65	270	171	63
2022/23	21	16	76	280	196	70

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



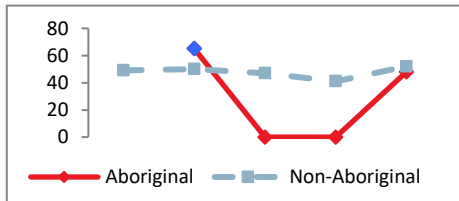
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	193	113	59
2019/20	16	Msk	Msk	236	156	66
2020/21	10	Msk	Msk	202	137	68
2021/22	16	Msk	Msk	267	163	61
2022/23	21	13	62	280	180	64

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	190	159	84
2019/20	17	14	82	242	211	87
2020/21	10	Msk	Msk	208	180	87
2021/22	15	14	93	263	230	87
2022/23	21	19	90	278	254	91

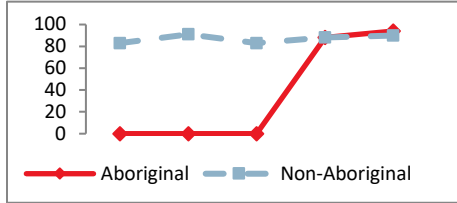
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	191	94	49
2019/20	17	11	65	242	121	50
2020/21	10	Msk	Msk	211	100	47
2021/22	15	Msk	Msk	266	109	41
2022/23	21	10	48	281	146	52

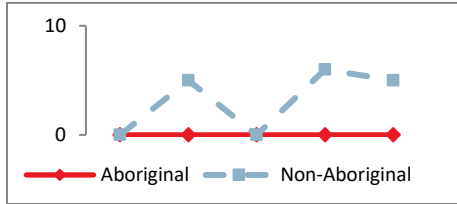
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



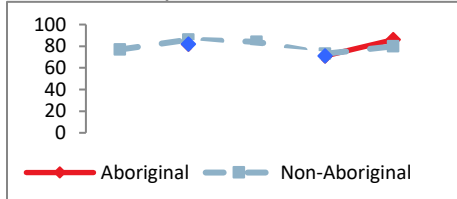
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	193	161	83
2019/20	16	Msk	Msk	237	216	91
2020/21	10	Msk	Msk	212	176	83
2021/22	16	14	88	267	234	88
2022/23	18	17	94	284	256	90

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



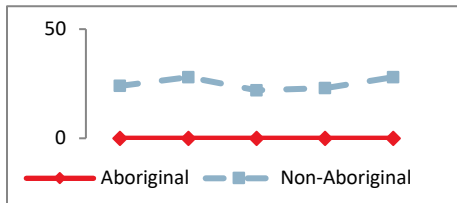
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	194	Msk	Msk
2019/20	16	0	0	240	13	5
2020/21	10	Msk	Msk	212	Msk	Msk
2021/22	16	Msk	Msk	269	15	6
2022/23	17	0	0	282	15	5

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



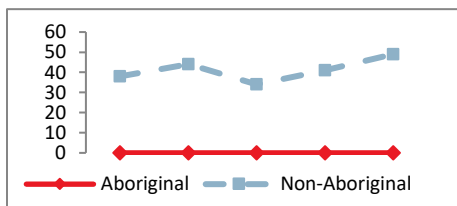
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	194	149	77
2019/20	17	14	82	242	208	86
2020/21	Msk	Msk	Msk	213	178	84
2021/22	17	12	71	270	196	73
2022/23	21	18	86	280	223	80

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



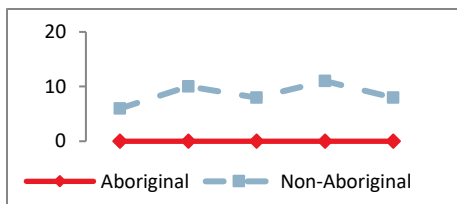
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	10	Msk	Msk	191	45	24
2019/20	17	Msk	Msk	242	67	28
2020/21	10	Msk	Msk	206	46	22
2021/22	15	Msk	Msk	265	60	23
2022/23	21	Msk	Msk	280	78	28

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	10	Msk	Msk	192	73	38
2019/20	17	Msk	Msk	241	107	44
2020/21	10	Msk	Msk	207	71	34
2021/22	15	Msk	Msk	266	110	41
2022/23	21	Msk	Msk	280	137	49

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	10	Msk	Msk	194	12	6
2019/20	17	Msk	Msk	243	24	10
2020/21	10	0	0	212	16	8
2021/22	17	Msk	Msk	267	29	11
2022/23	21	0	0	279	23	8

GLOSSARY

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

Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
Performance (Foundation Skills Assessment)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <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"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. 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).
Resident (student)	<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"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	<p>The proportion of students who graduate, with a 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>
Students with Disabilities or Diverse Abilities (selected designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<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>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>