



Aboriginal Report

How Are We Doing?

2023/2024

School District: 068
Nanaimo-Ladysmith

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

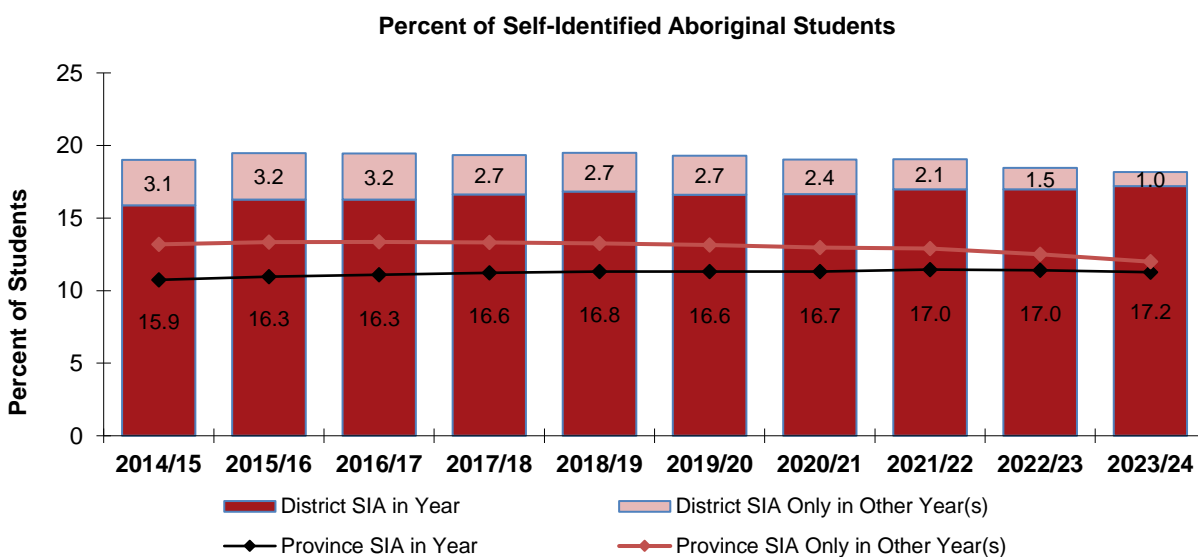
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	13,708	2,177	15.9	430	3.1	552,785	59,382	10.7	13,462	2.4
2015/16	13,660	2,224	16.3	437	3.2	553,375	60,706	11.0	13,089	2.4
2016/17	13,897	2,262	16.3	442	3.2	557,624	61,801	11.1	12,665	2.3
2017/18	14,336	2,385	16.6	388	2.7	563,240	63,182	11.2	11,796	2.1
2018/19	14,609	2,459	16.8	390	2.7	568,982	64,326	11.3	11,062	1.9
2019/20	14,786	2,455	16.6	398	2.7	576,000	65,215	11.3	10,440	1.8
2020/21	14,742	2,455	16.7	351	2.4	568,284	64,272	11.3	9,478	1.7
2021/22	15,266	2,593	17.0	316	2.1	578,797	66,282	11.5	8,372	1.4
2022/23	15,530	2,637	17.0	231	1.5	590,583	67,285	11.4	6,573	1.1
2023/24	15,693	2,700	17.2	151	1.0	604,738	68,098	11.3	4,417	0.7



Note:

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

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

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

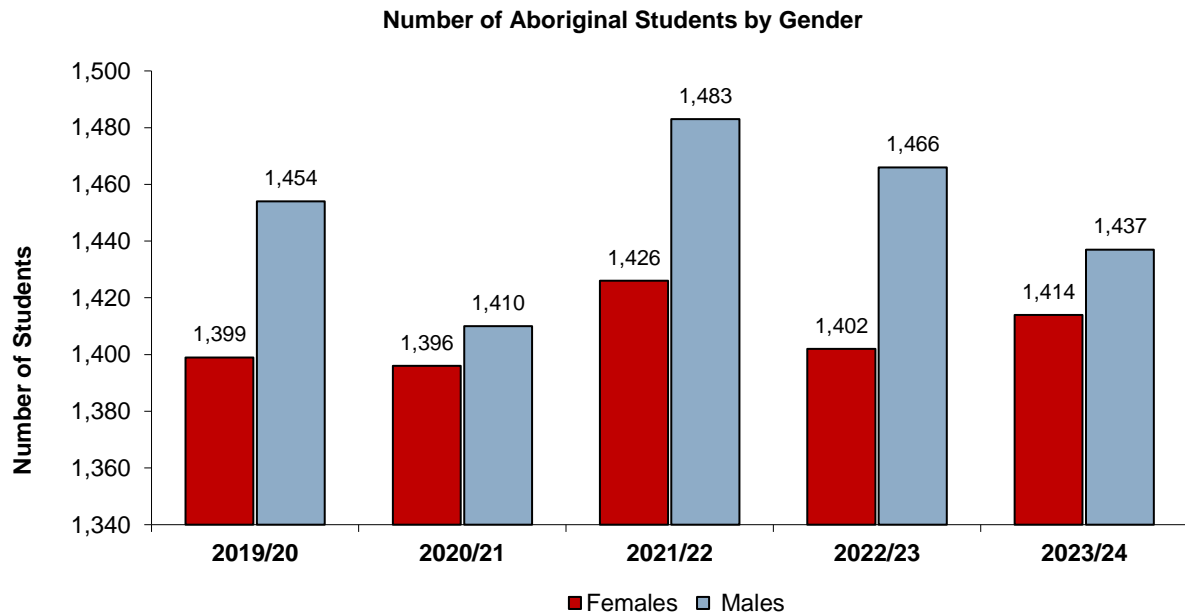
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	District							Province *		
	All	Aboriginal		Aboriginal	% of	Aboriginal	% of	Aboriginal	Aboriginal	Aboriginal
	Students	Students		Females	All	Males	All	Students	Females	Males
	#	#	%	#	Students	#	Students	#	#	#
2019/20	14,786	2,853	19.3	1,399	9.5	1,454	9.8	75,655	37,515	38,140
2020/21	14,742	2,806	19.0	1,396	9.5	1,410	9.6	73,750	36,654	37,096
2021/22	15,266	2,909	19.1	1,426	9.3	1,483	9.7	74,654	37,107	37,547
2022/23	15,530	2,868	18.5	1,402	9.0	1,466	9.4	73,858	36,624	37,234
2023/24	15,693	2,851	18.2	1,414	9.0	1,437	9.2	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

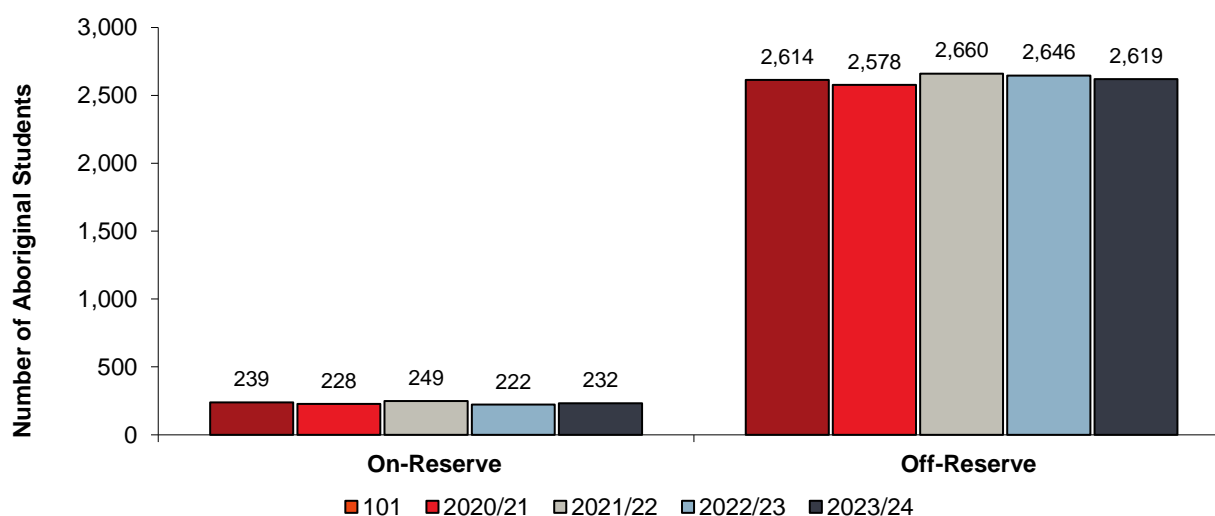
September Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	2,853	117	122	239	1,282	1,332	2,614	8,209	67,446
2020/21	2,806	112	116	228	1,284	1,294	2,578	7,754	65,996
2021/22	2,909	128	121	249	1,298	1,362	2,660	7,992	66,662
2022/23	2,868	107	115	222	1,295	1,351	2,646	8,074	65,784
2023/24	2,851	118	114	232	1,296	1,323	2,619	8,127	64,388

February Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	2,847	125	124	249	1,271	1,327	2,598	8,056	67,371
2020/21	2,798	114	115	229	1,272	1,297	2,569	7,713	65,958
2021/22	2,877	119	111	230	1,293	1,354	2,647	7,916	66,147
2022/23	2,849	114	123	237	1,275	1,337	2,612	8,001	65,503
2023/24	2,817	119	108	227	1,281	1,309	2,590	8,035	63,986

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

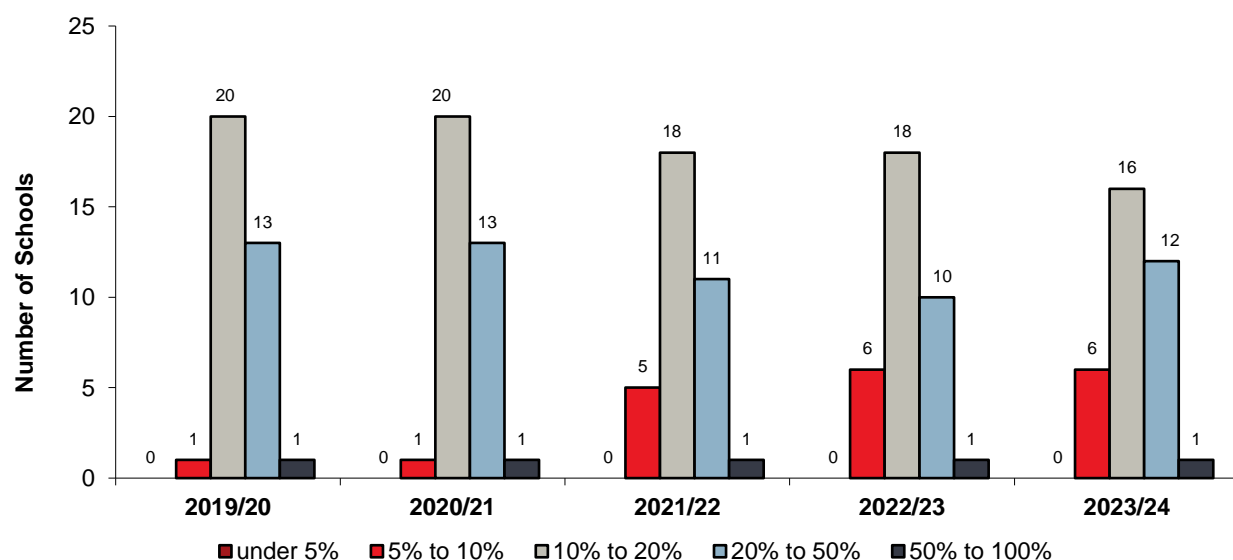


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

District							Province *					
School Year	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	35	0	1	20	13	1	1,386	370	212	322	386	96
2020/21	35	0	1	20	13	1	1,395	380	214	331	370	100
2021/22	35	0	5	18	11	1	1,402	387	239	335	344	97
2022/23	35	0	6	18	10	1	1,409	409	245	326	338	91
2023/24	35	0	6	16	12	1	1,409	431	241	316	332	89

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

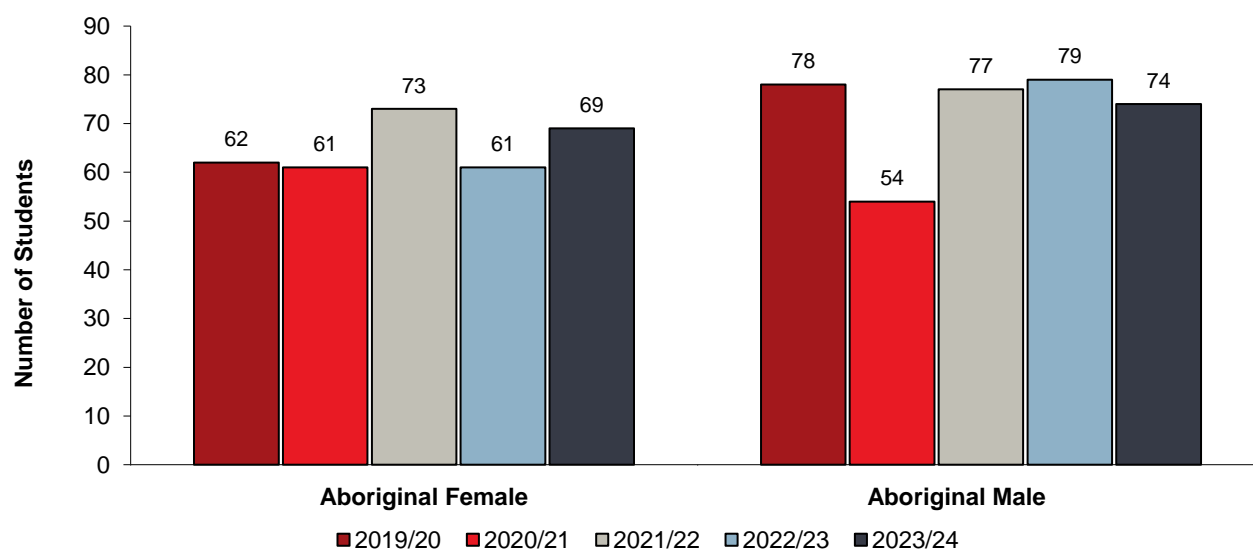


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

		District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
School Year	All Students #	Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2019/20	299	62	78	140	81	78	159	1,580	1,508	2,114	2,525
2020/21	239	61	54	115	69	55	124	1,430	1,327	1,778	1,830
2021/22	291	73	77	150	76	65	141	1,455	1,265	1,758	1,630
2022/23	286	61	79	140	81	65	146	1,524	1,268	1,997	1,739
2023/24	287	69	74	143	81	63	144	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



* Public schools only

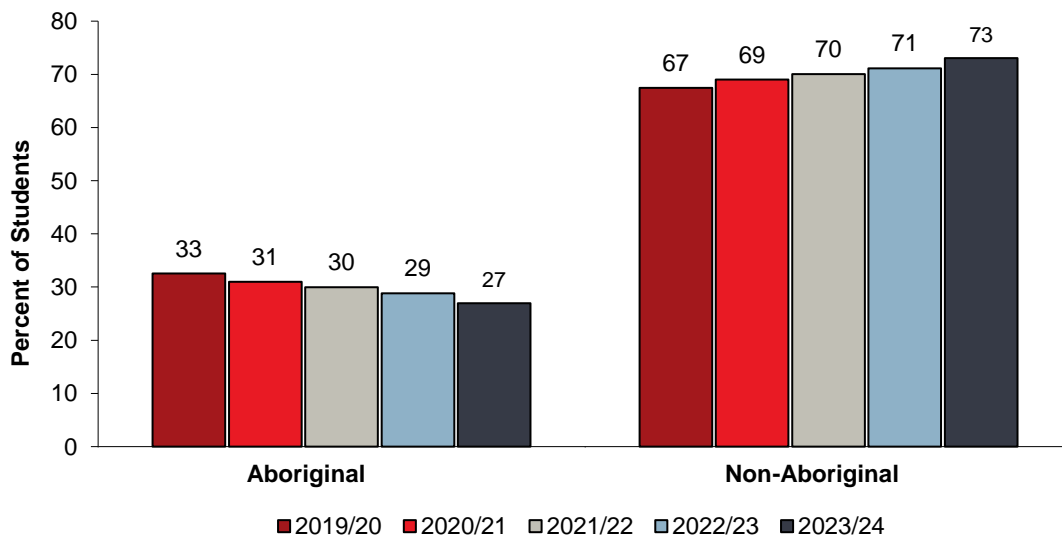
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	1,201	391	33	810	67
2020/21	1,168	362	31	806	69
2021/22	1,264	379	30	885	70
2022/23	1,324	382	29	942	71
2023/24	1,479	399	27	1,080	73

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

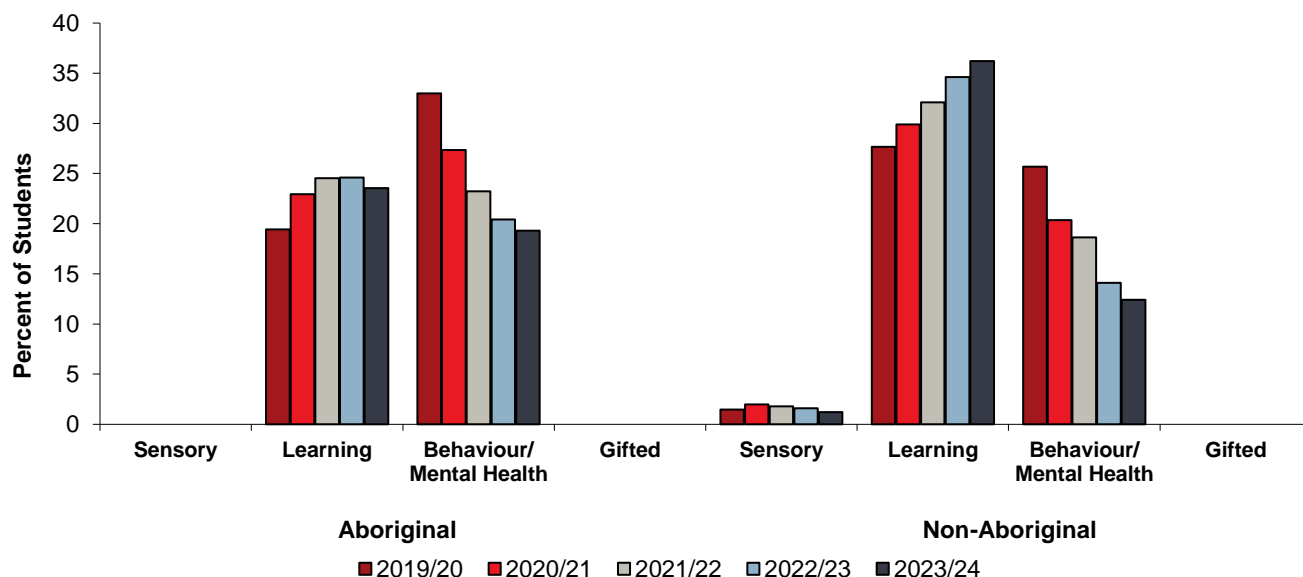


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year			Sensory Designation				Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
					Non-Aboriginal				Non-Aboriginal				Non-Aboriginal				Non-Aboriginal	
	Aboriginal #	Non-Aboriginal #	Aboriginal #	%	Aboriginal #	%	Aboriginal #	%	Aboriginal #	%	Aboriginal #	%	Aboriginal #	%	Aboriginal #	%	Aboriginal #	%
2019/20	391	810	Msk	Msk	12	1	76	19	224	28	129	33	208	26	0	0	0	0
2020/21	362	806	Msk	Msk	16	2	83	23	241	30	99	27	164	20	0	0	Msk	Msk
2021/22	379	885	Msk	Msk	16	2	93	25	284	32	88	23	165	19	0	0	Msk	Msk
2022/23	382	942	Msk	Msk	15	2	94	25	326	35	78	20	133	14	0	0	Msk	Msk
2023/24	399	1,080	Msk	Msk	13	1	94	24	391	36	77	19	134	12	0	0	Msk	Msk

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

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

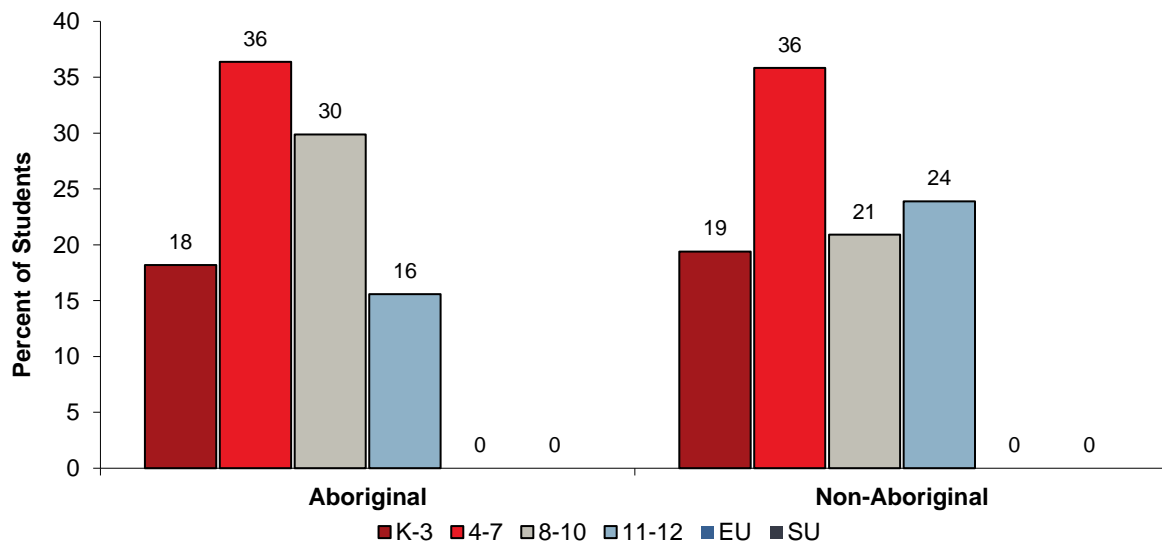
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	129	32	25	55	43	30	23	12	9	0	0	0	0
2020/21	99	20	20	27	27	31	31	21	21	0	0	0	0
2021/22	88	19	22	29	33	21	24	19	22	0	0	0	0
2022/23	78	13	17	36	46	16	21	13	17	0	0	0	0
2023/24	77	14	18	28	36	23	30	12	16	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	208	65	31	85	41	37	18	21	10	0	0	0	0
2020/21	164	30	18	66	40	33	20	34	21	0	0	0	0
2021/22	165	36	22	63	38	36	22	29	18	0	0	0	0
2022/23	133	28	21	50	38	30	23	25	19	0	0	0	0
2023/24	134	26	19	48	36	28	21	32	24	0	0	0	0

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



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

BC Residents

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

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

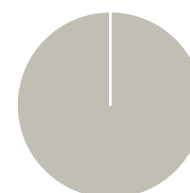
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	131	64	65	50	Msk	Msk	Msk	Msk
2020/21	99	44	Msk	Msk	60	61	Msk	Msk
2021/22	109	54	Msk	Msk	56	51	Msk	Msk
2022/23	126	59	69	55	Msk	Msk	Msk	Msk
2023/24	161	79	Msk	Msk	89	55	Msk	Msk

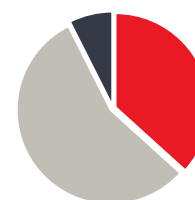


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

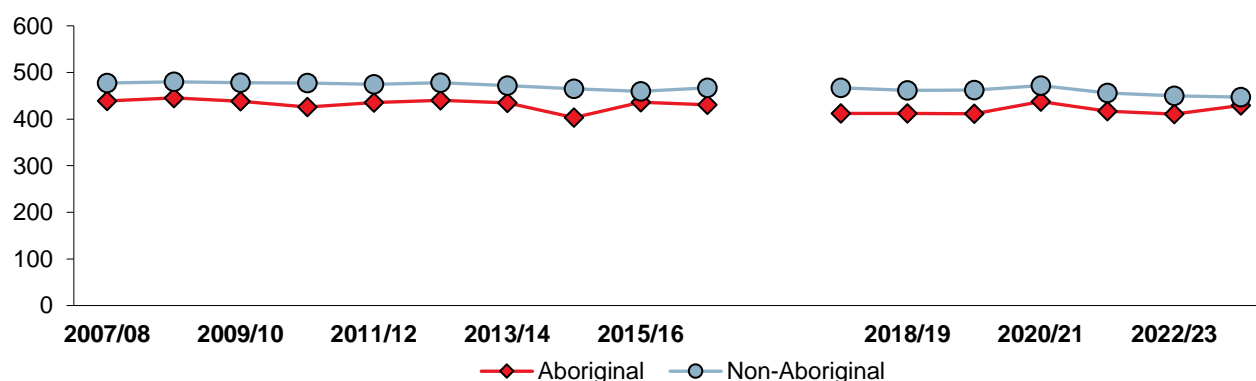
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	694	76	223	32	414	60	57	8
2020/21	541	58	128	24	344	64	69	13
2021/22	602	65	203	34	347	58	54	9
2022/23	629	67	209	33	376	60	44	7
2023/24	820	86	301	37	458	56	61	7



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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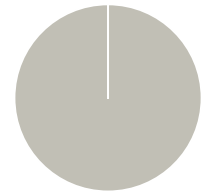
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	132	64	80	61	Msk	Msk	Msk	Msk
2020/21	99	44	Msk	Msk	56	57	Msk	Msk
2021/22	108	53	60	56	Msk	Msk	Msk	Msk
2022/23	125	58	76	61	Msk	Msk	Msk	Msk
2023/24	162	79	Msk	Msk	71	44	Msk	Msk

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

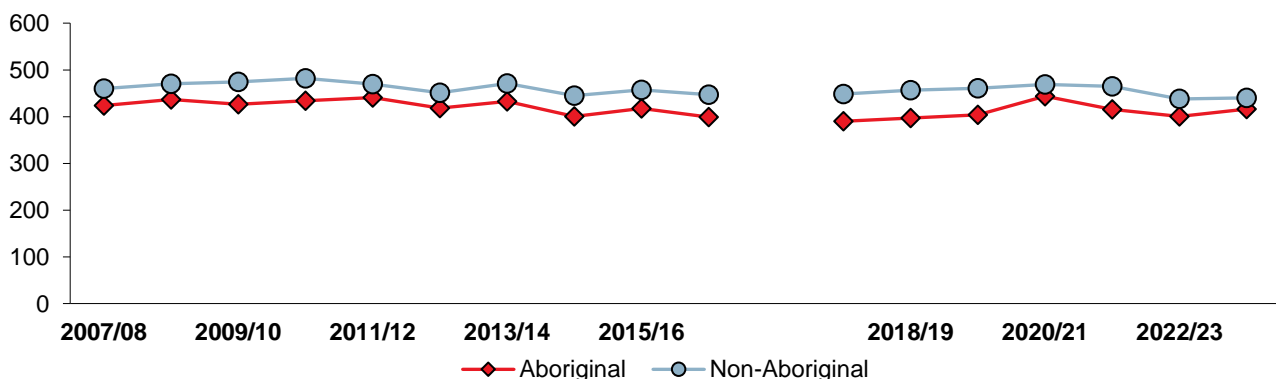
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	696	76	254	36	414	59	28	4
2020/21	537	57	178	33	325	61	34	6
2021/22	594	64	222	37	344	58	31	5
2022/23	624	66	280	45	325	52	19	3
2023/24	824	86	373	45	419	51	32	4

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

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

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	152	65	Msk	Msk	82	54	Msk	Msk
2020/21	85	38	35	41	50	59	0	0
2021/22	125	50	63	50	Msk	Msk	Msk	Msk
2022/23	111	54	61	55	Msk	Msk	Msk	Msk
2023/24	175	76	93	53	82	47	0	0

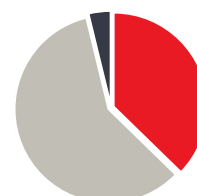


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

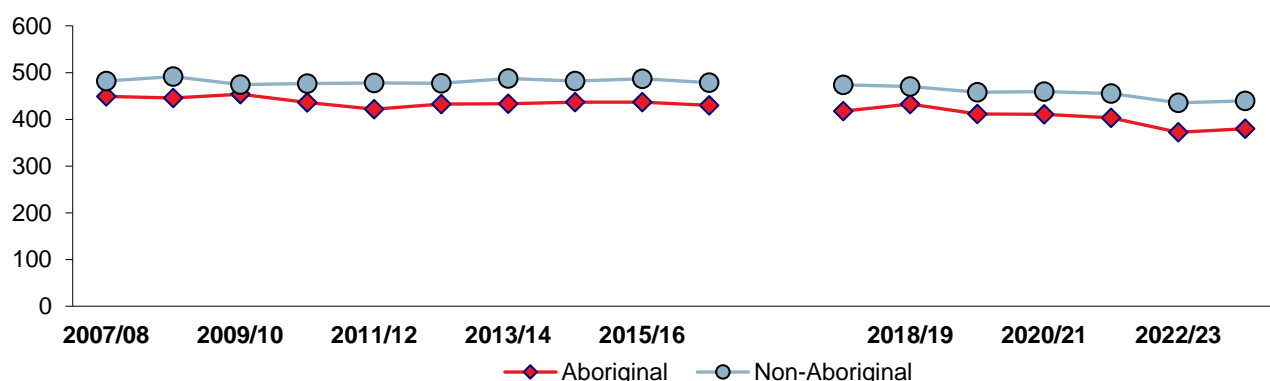
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	719	75	193	27	500	70	26	4
2020/21	466	50	Msk	Msk	356	76	Msk	Msk
2021/22	569	60	157	28	395	69	18	3
2022/23	636	66	219	34	407	64	10	2
2023/24	842	85	314	37	496	59	32	4



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

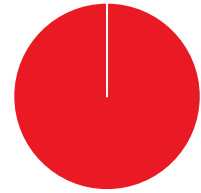
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	154	66	88	57	Msk	Msk	Msk	Msk
2020/21	88	39	55	63	Msk	Msk	Msk	Msk
2021/22	124	50	72	58	Msk	Msk	Msk	Msk
2022/23	112	54	80	71	Msk	Msk	Msk	Msk
2023/24	173	75	119	69	Msk	Msk	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

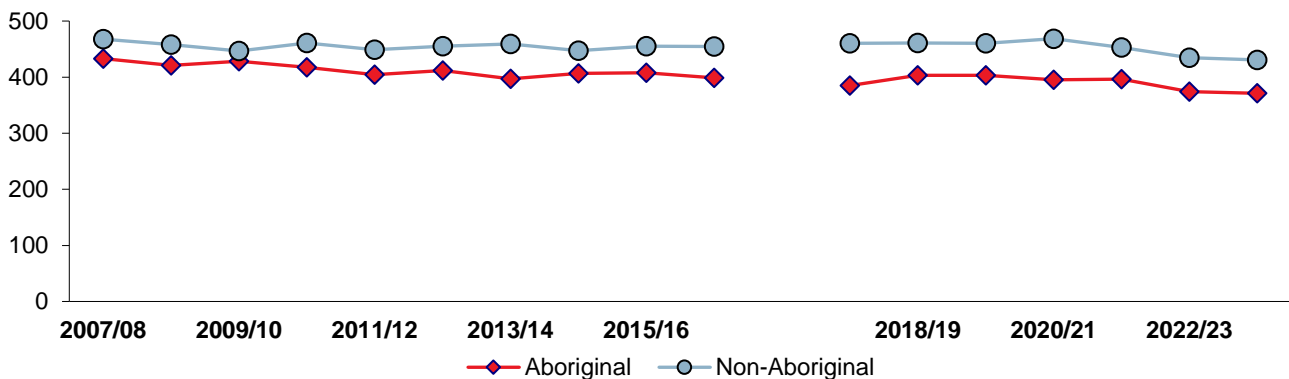
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	719	75	271	38	381	53	67	9
2020/21	465	49	156	34	273	59	36	8
2021/22	576	61	226	39	313	54	38	7
2022/23	631	66	314	50	278	44	39	6
2023/24	828	84	405	49	367	44	56	7



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	42	211	93	44	83	39	Msk	Msk	Msk	Msk
Non-Aboriginal	54	1,164	293	25	479	41	346	30	46	3

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	58	229	84	37	108	47	Msk	Msk	Msk	Msk
Non-Aboriginal	77	1,223	291	24	544	44	356	29	32	3

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	181	54	30	86	48	Msk	Msk	Msk	Msk
Non-Aboriginal	76	798	162	20	331	41	255	32	50	6

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	68	232	65	28	124	53	Msk	Msk	Msk	Msk
Non-Aboriginal	85	1,089	186	17	508	47	329	30	66	6

2023/24 Grade 10

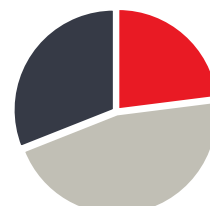
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	200	73	37	87	44	Msk	Msk	Msk	Msk
Non-Aboriginal	88	999	229	23	458	46	264	26	48	5

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	49	105	Msk	Msk	34	32	49	47	Msk	Msk
Non-Aboriginal	63	560	45	8	153	27	319	57	43	8

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	64	171	Msk	Msk	71	42	79	46	Msk	Msk
Non-Aboriginal	79	911	64	7	227	25	551	60	69	8

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	58	187	Msk	Msk	70	37	90	48	Msk	Msk
Non-Aboriginal	71	762	50	7	215	28	459	60	38	5

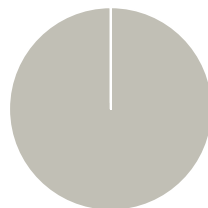
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	66	222	Msk	Msk	81	36	103	46	Msk	Msk
Non-Aboriginal	89	1,153	60	5	312	27	698	61	83	7

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	203	Msk	Msk	79	39	90	44	Msk	Msk
Non-Aboriginal	90	976	83	9	279	29	545	56	69	7

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	50	135	Msk	Msk	57	42	64	47	Msk	Msk
Non-Aboriginal	76	829	28	3	242	29	465	56	94	11

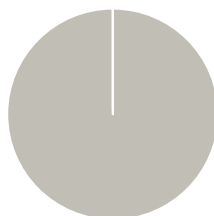
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	61	165	Msk	Msk	72	44	78	47	Msk	Msk
Non-Aboriginal	82	859	23	3	235	27	498	58	103	12

2023/24 Grade 12

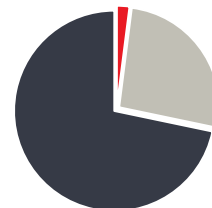
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	173	Msk	Msk	68	39	86	50	Msk	Msk
Non-Aboriginal	80	836	20	2	215	26	522	62	79	9

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

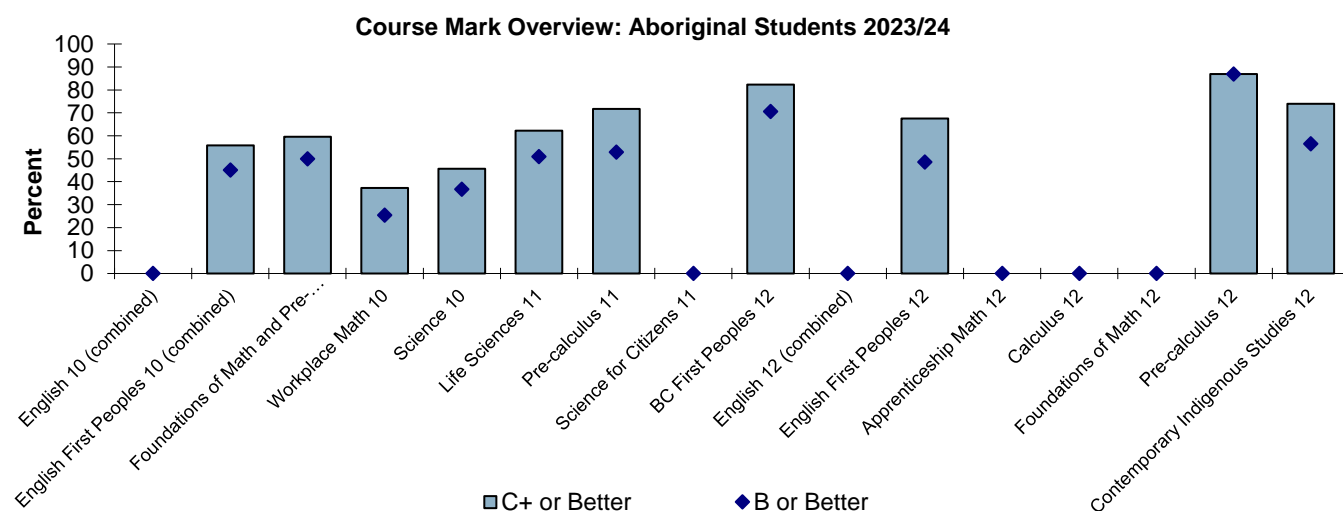
COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	Msk	Msk	Msk	Msk	Msk	14	10	71	10	71
English First Peoples 10 (combined)*	461	257	56	208	45	1,912	1,416	74	1,222	64
Foundations of Math and Pre-calculus 10	84	50	60	42	50	691	486	70	419	61
Workplace Math 10	134	50	37	34	25	342	163	48	123	36
Science 10	215	98	46	79	37	981	644	66	547	56
Life Sciences 11	53	33	62	27	51	382	297	78	265	69
Pre-calculus 11	53	38	72	28	53	539	444	82	400	74
Science for Citizens 11	11	Msk	Msk	Msk	Msk	40	25	63	20	50
BC First Peoples 12	17	14	82	12	71	22	14	64	12	55
English 12 (combined)*	11	Msk	Msk	Msk	Msk	84	75	89	71	85
English First Peoples 12	200	135	68	97	49	826	642	78	560	68
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	78	76	97	70	90
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	48	40	83	30	63
Pre-calculus 12	23	20	87	20	87	319	287	90	262	82
Contemporary Indigenous Studies 12	23	17	74	13	57	26	23	88	19	73



Note:

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

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

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

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

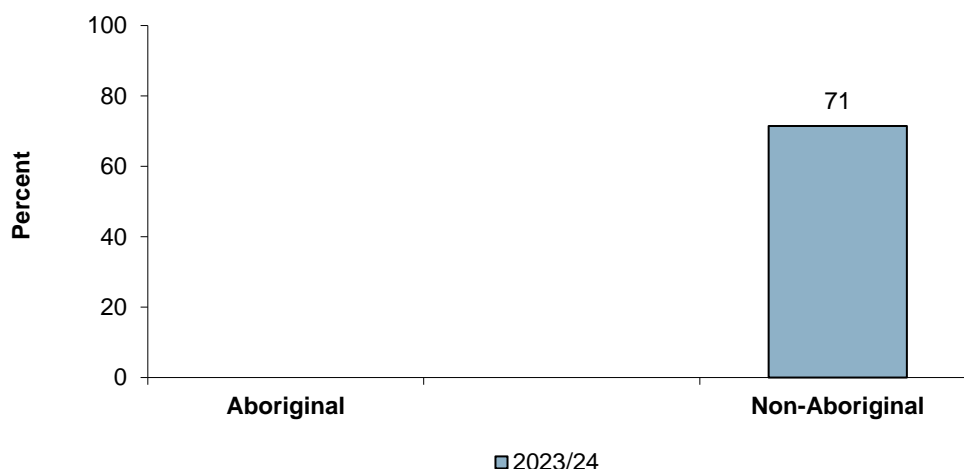
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	352	182	52	130	37	1,777	1,240	70	1,059	60	
2020/21	379	182	48	153	40	1,618	1,196	74	1,042	64	
2021/22	379	194	51	159	42	1,478	1,050	71	893	60	
2022/23	32	19	59	16	50	87	58	67	41	47	
2023/24	Msk	Msk	Msk	Msk	Msk	14	10	71	10	71	

Aboriginal					Non-Aboriginal				
Course		Total Gr 10	Course Mark Count		Course		Total Gr 10	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 10 #	Non-Gr 10 #	Mark Count #	Students * #	Gr 10 #	Non-Gr 10 #	
2019/20	352	193	281	71	1,777	874	1,562	215	
2020/21	379	219	329	50	1,618	884	1,523	95	
2021/22	379	244	316	63	1,478	878	1,351	127	
2022/23	32	240	10	22	87	992	36	51	
2023/24	Msk	245	Msk	Msk	14	1,001	Msk	Msk	

English 10 (combined): C+ or Better



Note:

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

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

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

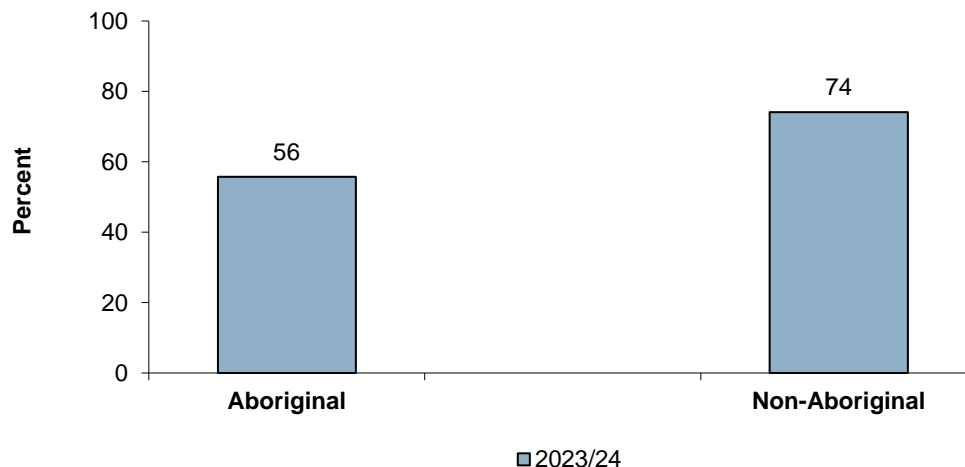
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	30	28	93	26	87	
2020/21	Msk	Msk	Msk	Msk	Msk	20	13	65	13	65	
2021/22	60	23	38	18	30	252	172	68	144	57	
2022/23	403	191	47	138	34	1,840	1,270	69	1,086	59	
2023/24	461	257	56	208	45	1,912	1,416	74	1,222	64	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	Msk	193	Msk	Msk	30	874	30	0	
2020/21	Msk	219	Msk	Msk	20	884	20	0	
2021/22	60	244	Msk	Msk	252	878	231	21	
2022/23	403	240	356	47	1,840	992	1,757	83	
2023/24	461	245	392	69	1,912	1,001	1,773	139	

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



Note:

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

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

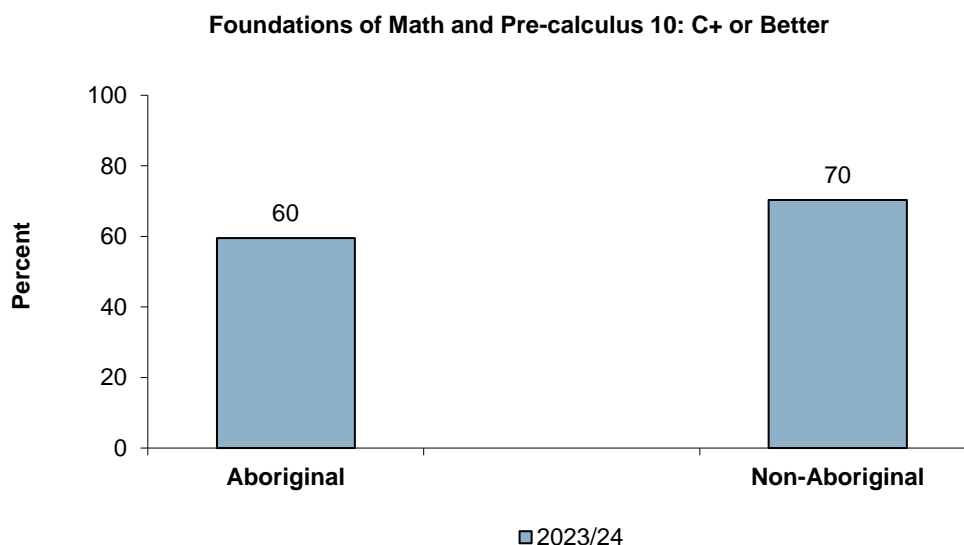
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	71	36	51	28	39	567	395	70	332	59	
2020/21	79	39	49	29	37	509	354	70	302	59	
2021/22	87	54	62	47	54	571	388	68	341	60	
2022/23	95	45	47	37	39	705	514	73	448	64	
2023/24	84	50	60	42	50	691	486	70	419	61	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	71	193	53	18	567	874	471	96	
2020/21	79	219	68	11	509	884	473	36	
2021/22	87	244	73	14	571	878	509	62	
2022/23	95	240	85	10	705	992	626	79	
2023/24	84	245	Msk	Msk	691	1,001	618	73	



Note:

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

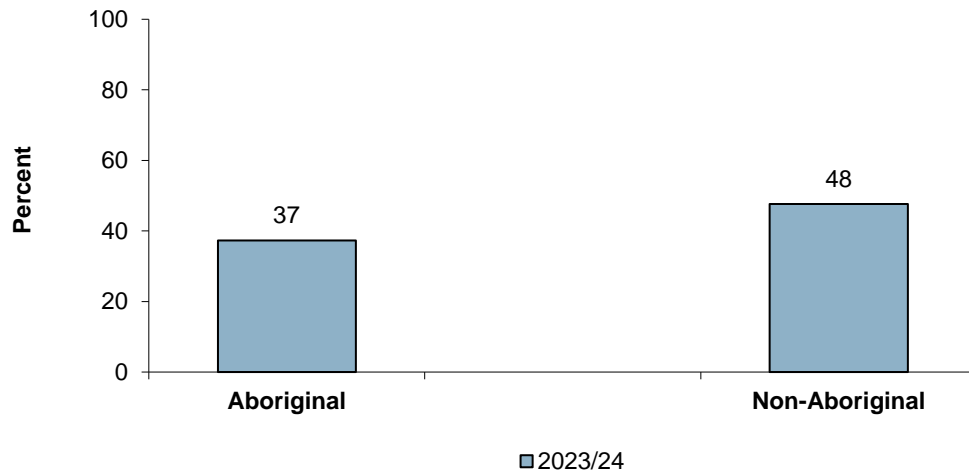
COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	104	40	38	28	27	307	150	49	126	41	
2020/21	120	59	49	40	33	300	183	61	152	51	
2021/22	144	65	45	50	35	289	167	58	125	43	
2022/23	142	62	44	43	30	321	152	47	120	37	
2023/24	134	50	37	34	25	342	163	48	123	36	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	104	193	72	32	307	874	212	95	
2020/21	120	219	92	28	300	884	203	97	
2021/22	144	244	95	49	289	878	211	78	
2022/23	142	240	102	40	321	992	255	66	
2023/24	134	245	103	31	342	1,001	253	89	

Workplace Math 10: C+ or Better



Note:

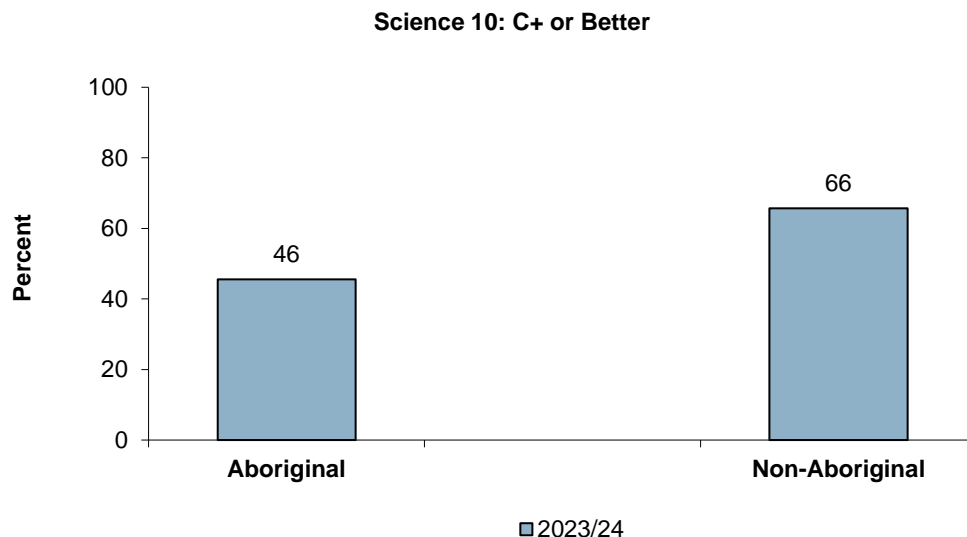
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	161	86	53	73	45	850	601	71	523	62	
2020/21	180	98	54	73	41	832	629	76	556	67	
2021/22	212	106	50	83	39	844	637	75	567	67	
2022/23	217	105	48	80	37	979	691	71	616	63	
2023/24	215	98	46	79	37	981	644	66	547	56	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	161	193	133	28	850	874	767	83	
2020/21	180	219	158	22	832	884	776	56	
2021/22	212	244	179	33	844	878	777	67	
2022/23	217	240	174	43	979	992	907	72	
2023/24	215	245	180	35	981	1,001	897	84	



Note:

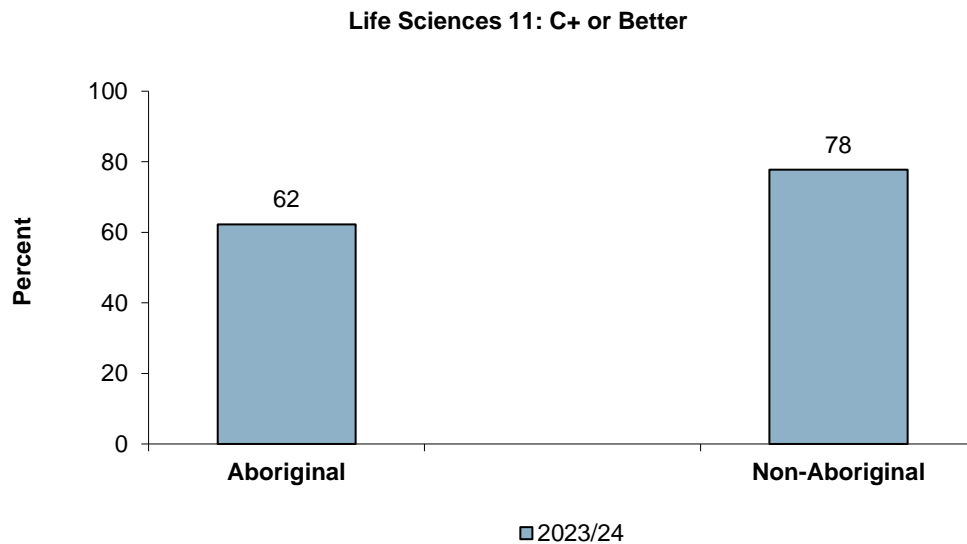
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	55	41	75	35	64	330	293	89	269	82	
2020/21	41	31	76	31	76	333	280	84	260	78	
2021/22	57	33	58	25	44	338	268	79	237	70	
2022/23	57	32	56	29	51	319	249	78	222	70	
2023/24	53	33	62	27	51	382	297	78	265	69	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	55	218	42	13	330	903	281	49	
2020/21	41	199	Msk	Msk	333	908	302	31	
2021/22	57	242	Msk	Msk	338	936	300	38	
2022/23	57	247	Msk	Msk	319	927	290	29	
2023/24	53	237	43	10	382	1,004	329	53	



Note:

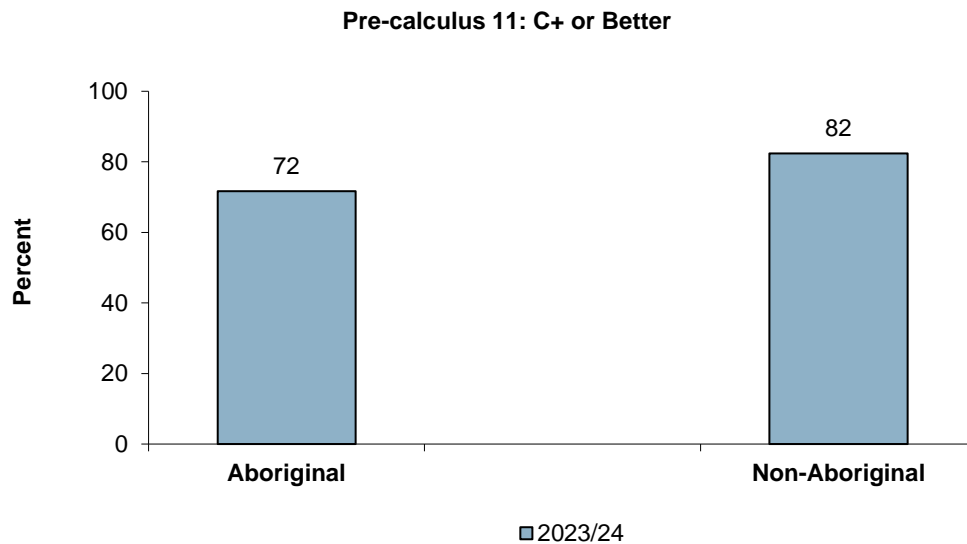
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	33	21	64	18	55	407	289	71	231	57	
2020/21	37	23	62	20	54	342	254	74	213	62	
2021/22	43	29	67	22	51	410	311	76	275	67	
2022/23	57	37	65	29	51	468	348	74	322	69	
2023/24	53	38	72	28	53	539	444	82	400	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	33	218	Msk	Msk	407	903	325	82	
2020/21	37	199	Msk	Msk	342	908	291	51	
2021/22	43	242	33	10	410	936	338	72	
2022/23	57	247	Msk	Msk	468	927	387	81	
2023/24	53	237	Msk	Msk	539	1,004	441	98	



Note:

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

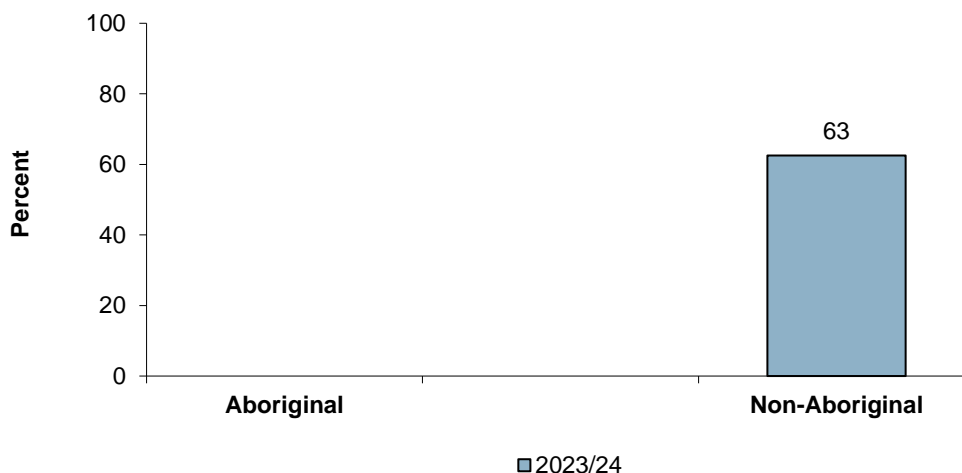
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	23	Msk	Msk	Msk	Msk	46	22	48	14	30	
2020/21	15	10	67	Msk	Msk	61	43	70	37	61	
2021/22	Msk	Msk	Msk	Msk	Msk	36	22	61	17	47	
2022/23	13	10	77	Msk	Msk	39	21	54	18	46	
2023/24	11	Msk	Msk	Msk	Msk	40	25	63	20	50	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 11	Course Mark Count			Total Gr 11	Course Mark Count	
School Year	Mark Count	Students *	Gr 11	Non-Gr 11	Mark Count	Students *	Gr 11	Non-Gr 11
	#	#	#	#	#	#	#	#
2019/20	23	218	13	10	46	903	31	15
2020/21	15	199	Msk	Msk	61	908	38	23
2021/22	Msk	242	Msk	Msk	36	936	19	17
2022/23	13	247	Msk	Msk	39	927	20	19
2023/24	11	237	Msk	Msk	40	1,004	Msk	Msk

Science for Citizens 11: C+ or Better



Note:

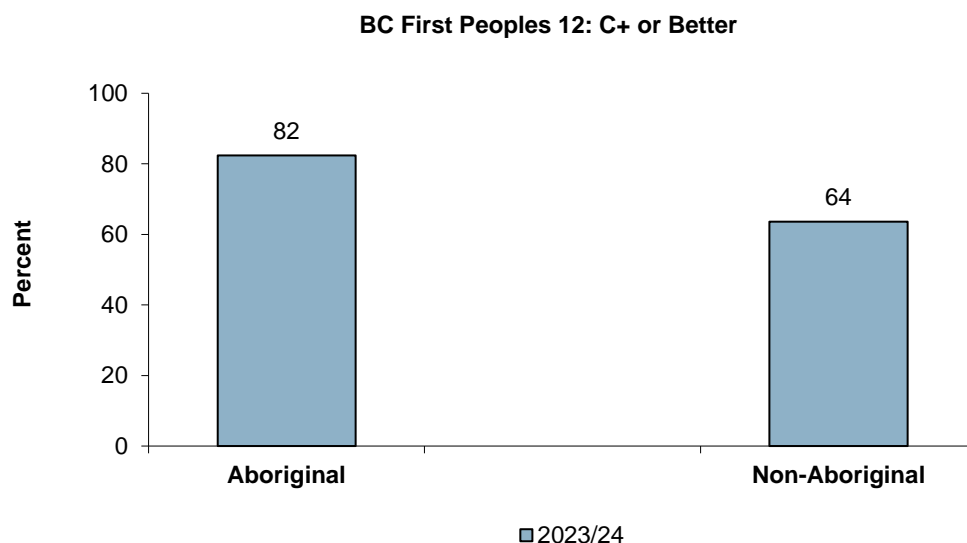
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	12	Msk	Msk	Msk	Msk	17	10	59	Msk	Msk	
2020/21	12	Msk	Msk	Msk	Msk	14	10	71	Msk	Msk	
2021/22	12	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk	
2022/23	17	Msk	Msk	Msk	Msk	25	14	56	11	44	
2023/24	17	14	82	12	71	22	14	64	12	55	

Aboriginal					Non-Aboriginal				
Course		Total Gr 12	Course Mark Count		Course		Total Gr 12	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	12	293	Msk	Msk	17	1,046	Msk	Msk	
2020/21	12	281	Msk	Msk	14	1,102	Msk	Msk	
2021/22	12	253	Msk	Msk	12	1,036	Msk	Msk	
2022/23	17	287	Msk	Msk	25	1,123	14	11	
2023/24	17	291	Msk	Msk	22	1,109	Msk	Msk	



Note:

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

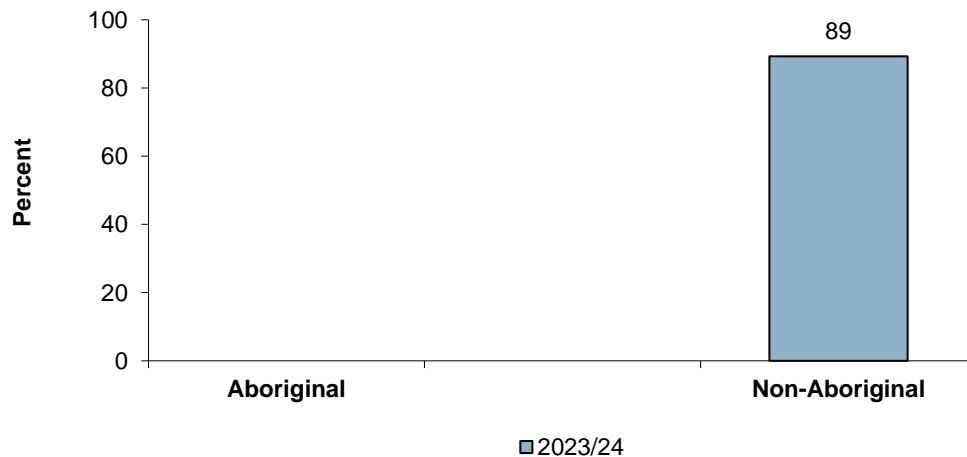
COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	180	115	64	84	47	803	625	78	514	64	
2020/21	177	118	67	72	41	930	752	81	637	68	
2021/22	173	118	68	84	49	837	637	76	527	63	
2022/23	152	90	59	65	43	716	569	79	504	70	
2023/24	11	Msk	Msk	Msk	Msk	84	75	89	71	85	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	180	293	167	13	803	1,046	725	78	
2020/21	177	281	165	12	930	1,102	802	128	
2021/22	173	253	157	16	837	1,036	736	101	
2022/23	152	287	Msk	Msk	716	1,123	677	39	
2023/24	11	291	11	0	84	1,109	65	19	

English 12 (combined): C+ or Better



Note:

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

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

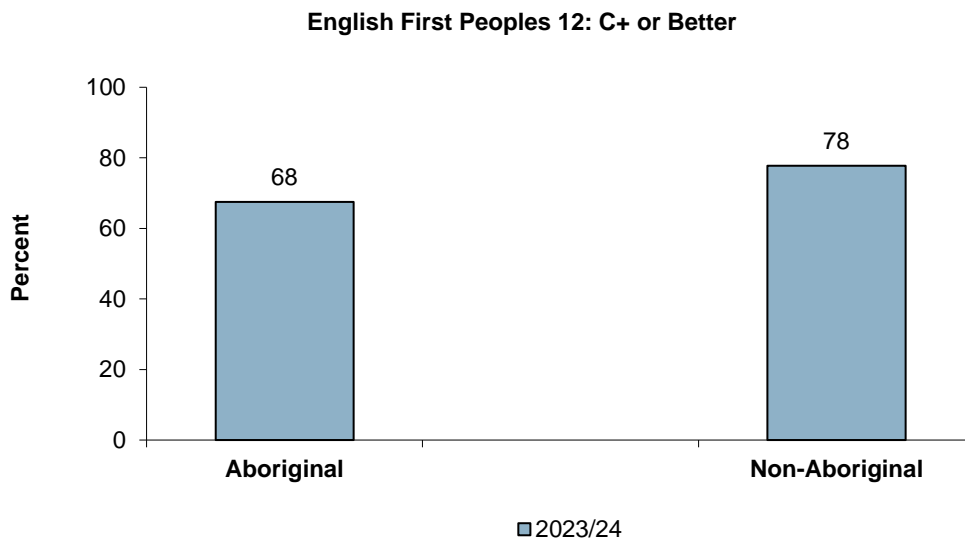
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	72	47	65	31	43	237	195	82	159	67	
2023/24	200	135	68	97	49	826	642	78	560	68	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	293	Msk	Msk	-	1,046	-	-
2020/21	Msk	281	Msk	Msk	Msk	1,102	Msk	Msk
2021/22	Msk	253	Msk	Msk	Msk	1,036	Msk	Msk
2022/23	72	287	55	17	237	1,123	158	79
2023/24	200	291	180	20	826	1,109	720	106



Note:

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

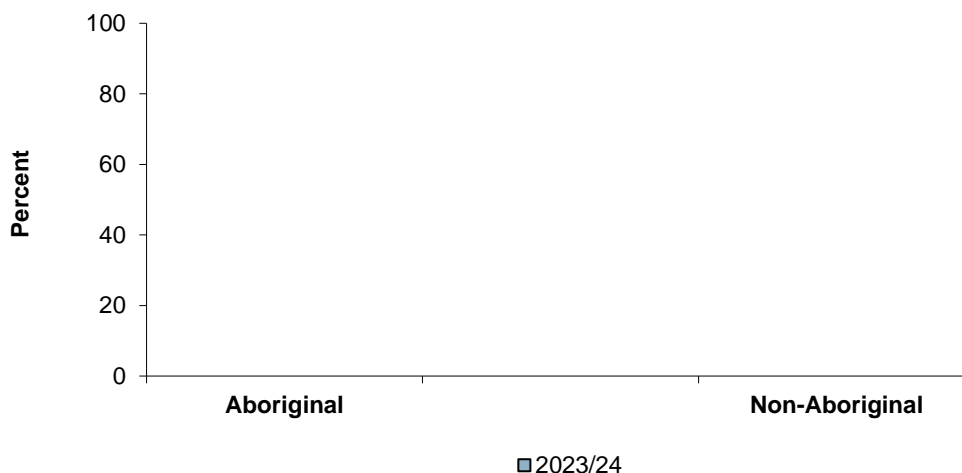
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	-	293	-	-	Msk	1,046	Msk	Msk	
2020/21	-	281	-	-	-	1,102	-	-	
2021/22	-	253	-	-	-	1,036	-	-	
2022/23	-	287	-	-	-	1,123	-	-	
2023/24	-	291	-	-	Msk	1,109	Msk	Msk	

Apprenticeship Math 12: C+ or Better



Note:

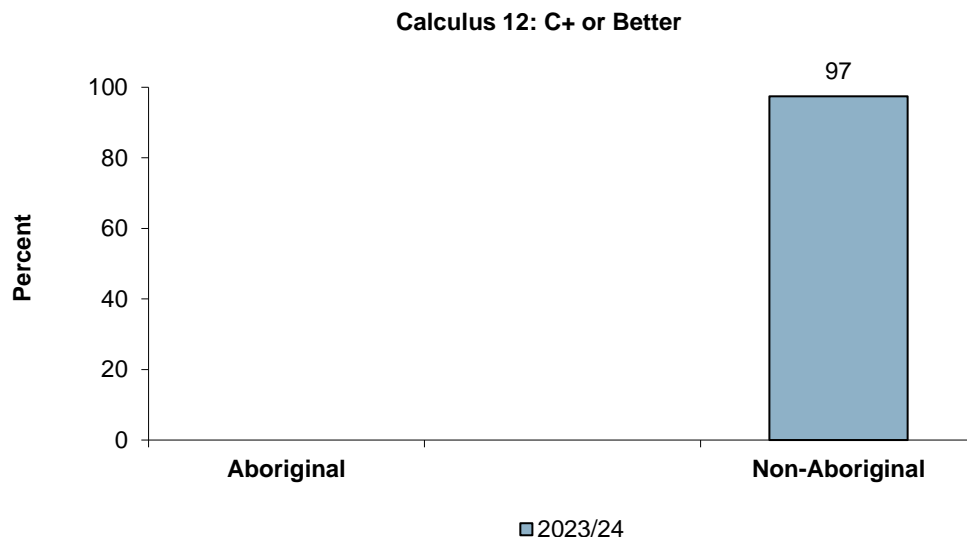
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	10	Msk	Msk	Msk	Msk	88	85	97	84	95	
2020/21	Msk	Msk	Msk	Msk	Msk	70	65	93	63	90	
2021/22	Msk	Msk	Msk	Msk	Msk	75	72	96	69	92	
2022/23	Msk	Msk	Msk	Msk	Msk	103	98	95	94	91	
2023/24	Msk	Msk	Msk	Msk	Msk	78	76	97	70	90	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	10	293	10	0	88	1,046	Msk	Msk
2020/21	Msk	281	Msk	Msk	70	1,102	Msk	Msk
2021/22	Msk	253	Msk	Msk	75	1,036	Msk	Msk
2022/23	Msk	287	Msk	Msk	103	1,123	Msk	Msk
2023/24	Msk	291	Msk	Msk	78	1,109	Msk	Msk



Note:

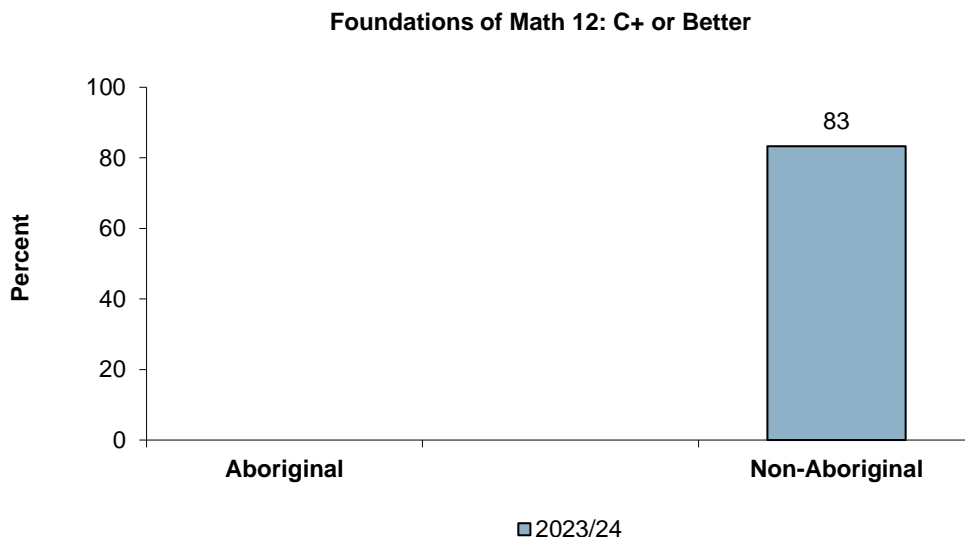
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	82	53	65	46	56	
2020/21	Msk	Msk	Msk	Msk	Msk	98	82	84	75	77	
2021/22	Msk	Msk	Msk	Msk	Msk	55	50	91	46	84	
2022/23	10	Msk	Msk	Msk	Msk	60	51	85	41	68	
2023/24	Msk	Msk	Msk	Msk	Msk	48	40	83	30	63	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	Msk	293	Msk	Msk	82	1,046	Msk	Msk
2020/21	Msk	281	Msk	Msk	98	1,102	Msk	Msk
2021/22	Msk	253	Msk	Msk	55	1,036	Msk	Msk
2022/23	10	287	Msk	Msk	60	1,123	Msk	Msk
2023/24	Msk	291	Msk	Msk	48	1,109	Msk	Msk



Note:

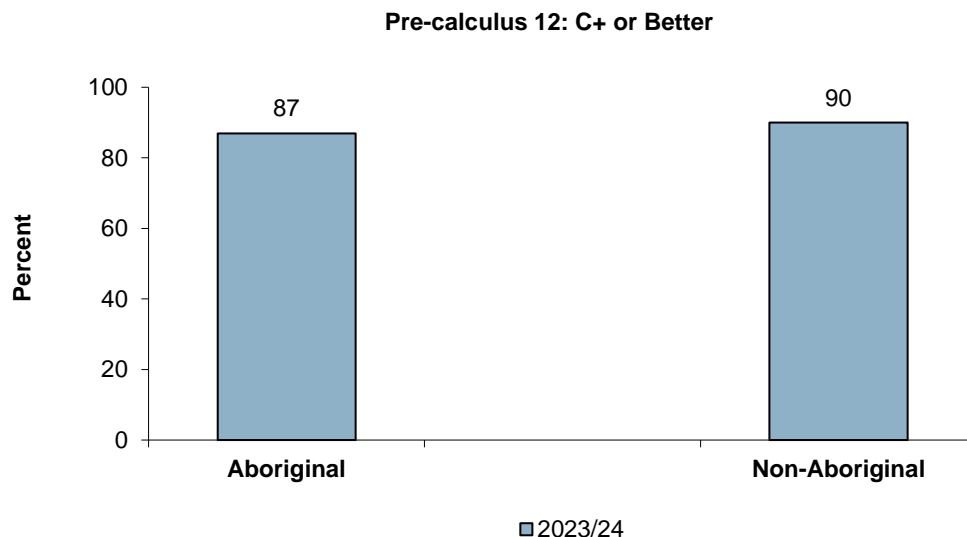
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	31	28	90	23	74	233	201	86	190	82	
2020/21	24	22	92	17	71	279	242	87	222	80	
2021/22	27	22	81	19	70	250	220	88	199	80	
2022/23	19	15	79	12	63	305	266	87	255	84	
2023/24	23	20	87	20	87	319	287	90	262	82	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	31	293	Msk	Msk	233	1,046	196	37	
2020/21	24	281	Msk	Msk	279	1,102	203	76	
2021/22	27	253	Msk	Msk	250	1,036	207	43	
2022/23	19	287	Msk	Msk	305	1,123	248	57	
2023/24	23	291	Msk	Msk	319	1,109	239	80	



Note:

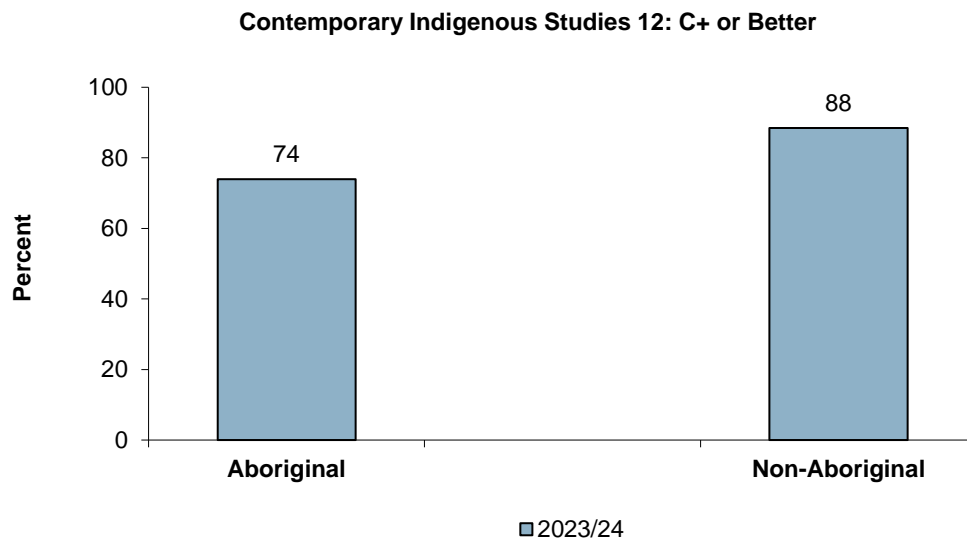
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	13	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk	
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
2021/22	21	10	48	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	17	10	59	10	59	33	28	85	23	70	
2023/24	23	17	74	13	57	26	23	88	19	73	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12	
	#	#	#	#		#	#	#	
2019/20	13	293	Msk	Msk	11	1,046	Msk	Msk	
2020/21	Msk	281	Msk	Msk	-	1,102	-	-	
2021/22	21	253	Msk	Msk	Msk	1,036	Msk	Msk	
2022/23	17	287	Msk	Msk	33	1,123	11	22	
2023/24	23	291	11	12	26	1,109	Msk	Msk	



Note:

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

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

BC Residents

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

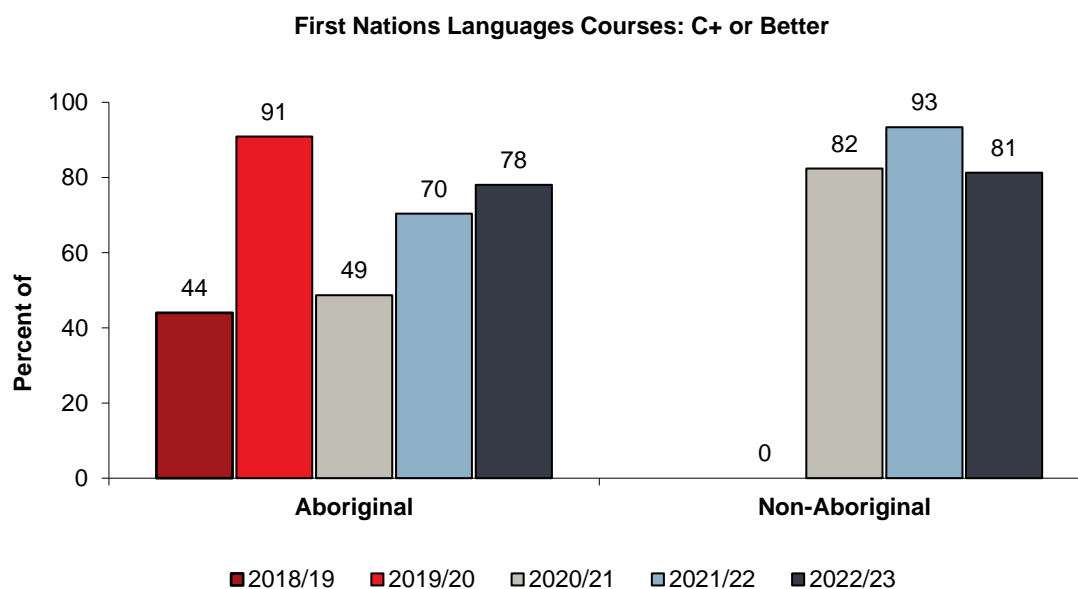
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
	#	#	%	#	%	#	#	%	#	%
2019/20	25	11	44	Msk	Msk	10	Msk	Msk	Msk	Msk
2020/21	11	10	91	Msk	Msk	10	Msk	Msk	Msk	Msk
2021/22	39	19	49	14	36	17	14	82	14	82
2022/23	27	19	70	17	63	15	14	93	12	80
2023/24	41	32	78	25	61	16	13	81	10	63

List of First Nations Languages Courses in District:

Hul'q'umi'num', Nuučaan̓ł & Sm'algyax



Note:

- ' represents No data

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

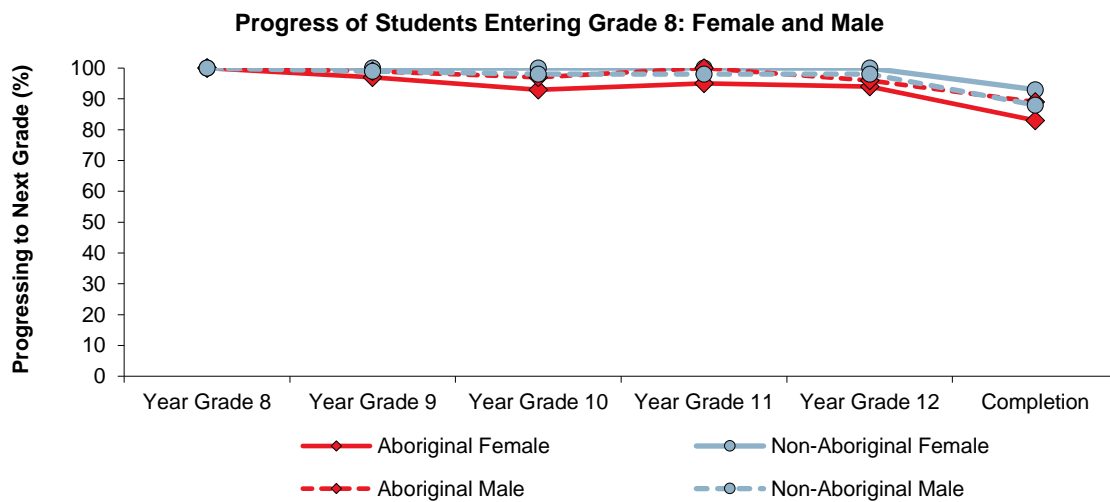
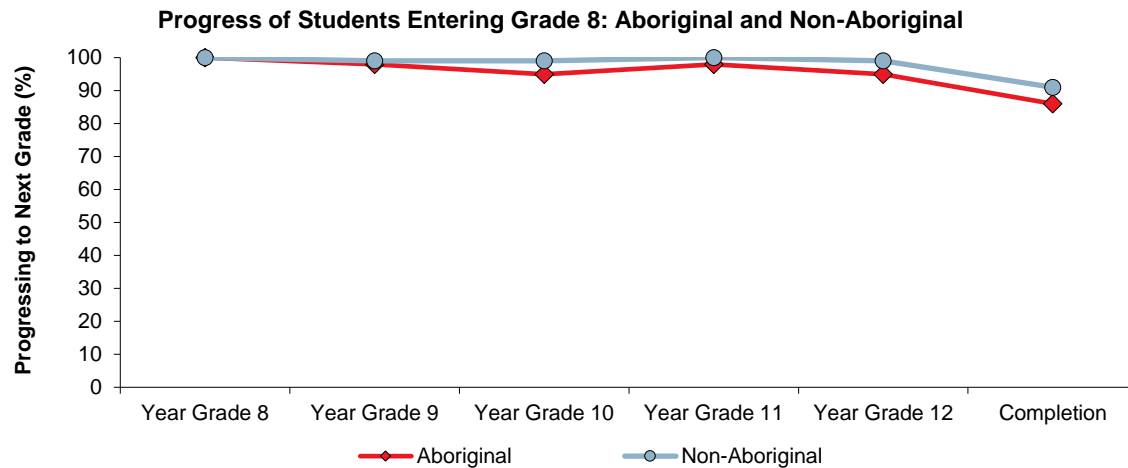
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	98	97	99	99	100	99
	Grade 10	95	93	97	99	100	98
	Grade 11	98	95	100	100	100	98
	Grade 12	95	94	96	99	100	98
2023/24	Completion	86	83	89	91	93	88



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

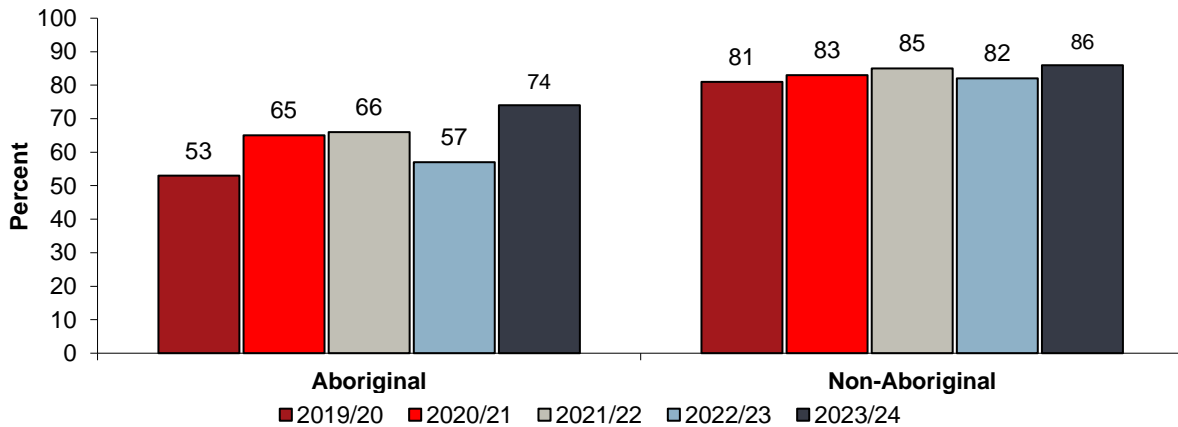
BC Residents

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

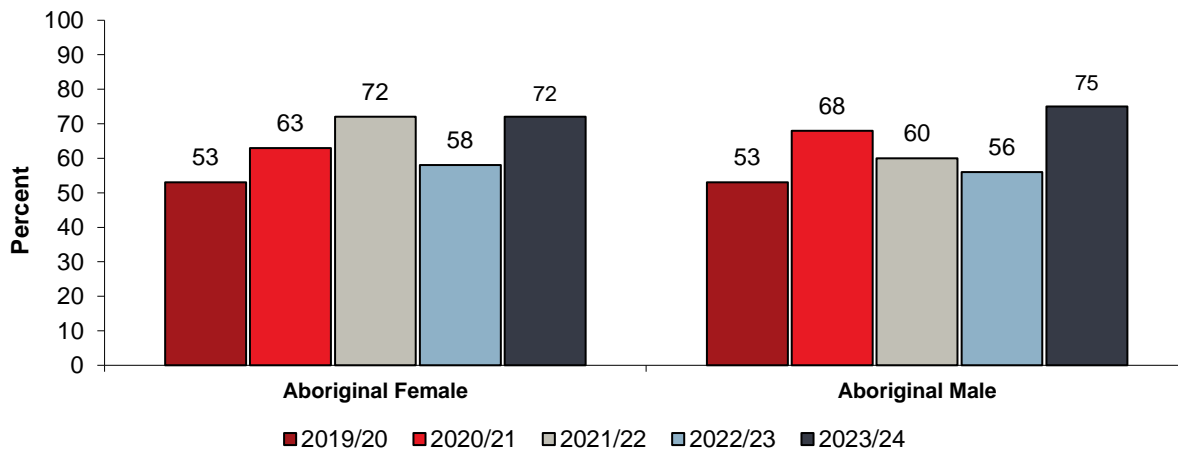
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	53	53	53	81	83	79
2020/21	65	63	68	83	83	83
2021/22	66	72	60	85	86	84
2022/23	57	58	56	82	83	82
2023/24	74	72	75	86	89	84

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



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

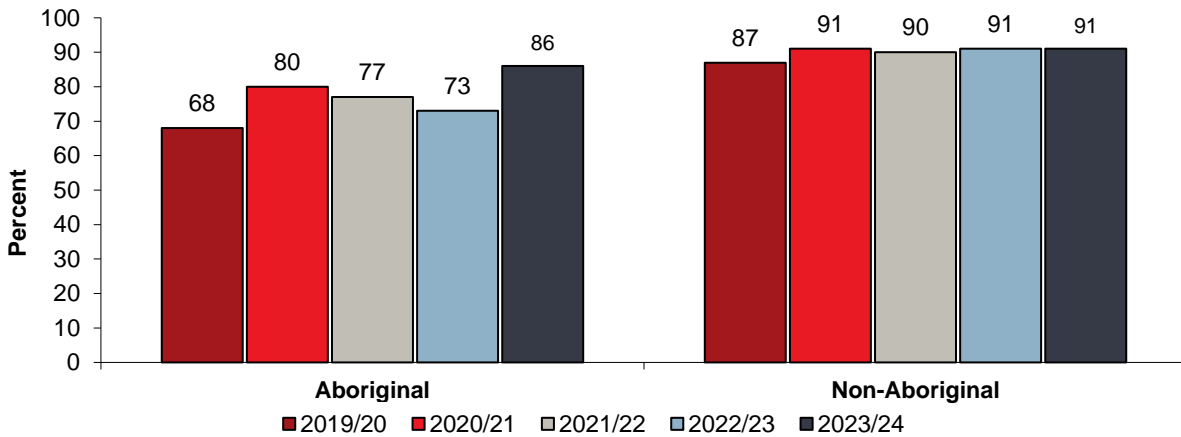
BC Residents

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

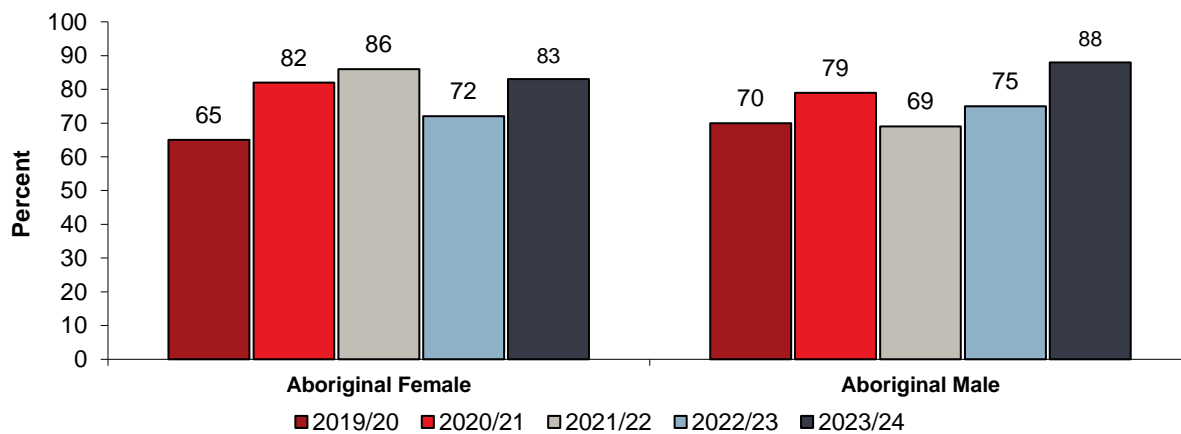
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	68	65	70	87	90	85
2020/21	80	82	79	91	93	89
2021/22	77	86	69	90	90	90
2022/23	73	72	75	91	92	91
2023/24	86	83	88	91	93	88

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



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

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

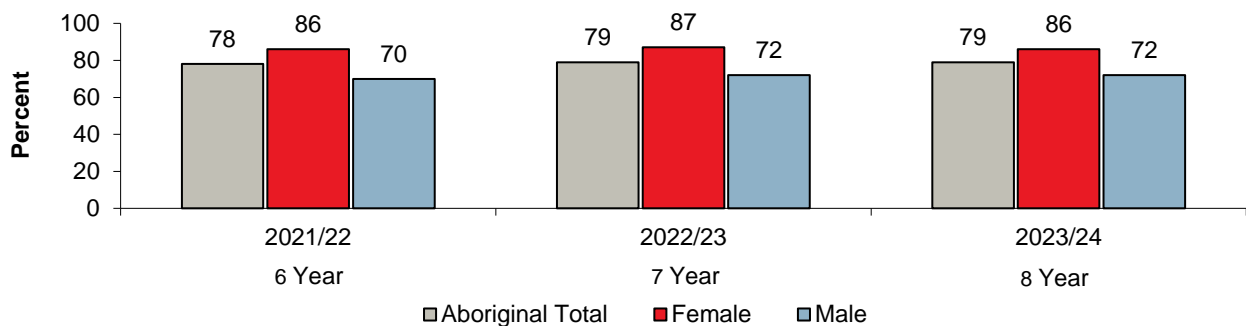
BC Residents

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

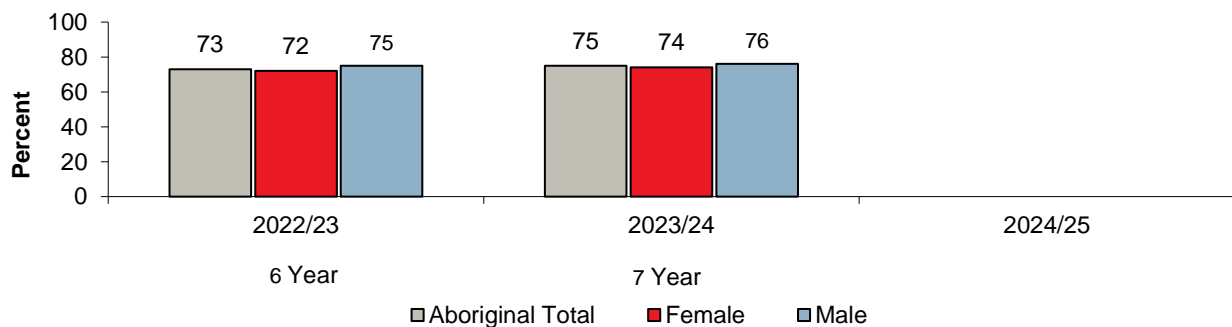
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	78	86	70	79	87	72	79	86	72
2017/18	73	72	75	75	74	76	-	-	-
2018/19	86	83	89	-	-	-	-	-	-

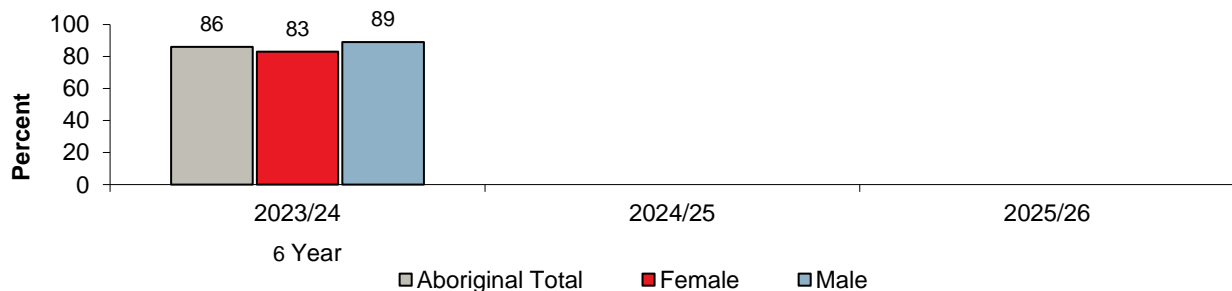
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	261	Msk	Msk	988	14	1
2020/21	248	Msk	Msk	1,006	13	1
2021/22	243	Msk	Msk	992	Msk	Msk
2022/23	267	12	4	1,063	13	1
2023/24	281	Msk	Msk	1,062	12	1

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	261	128	49	988	670	68
2020/21	248	130	52	1,006	751	75
2021/22	243	104	43	992	713	72
2022/23	267	154	58	1,063	814	77
2023/24	281	156	56	1,062	740	70

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

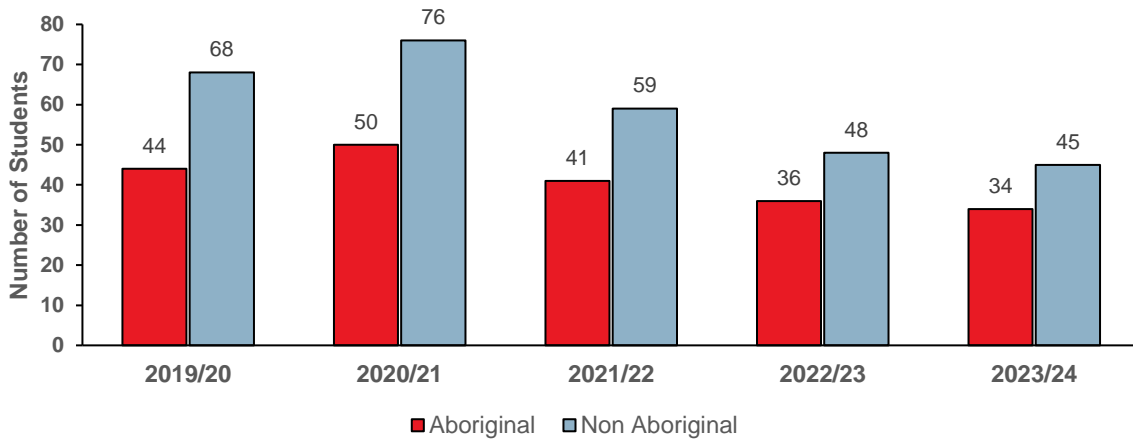
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

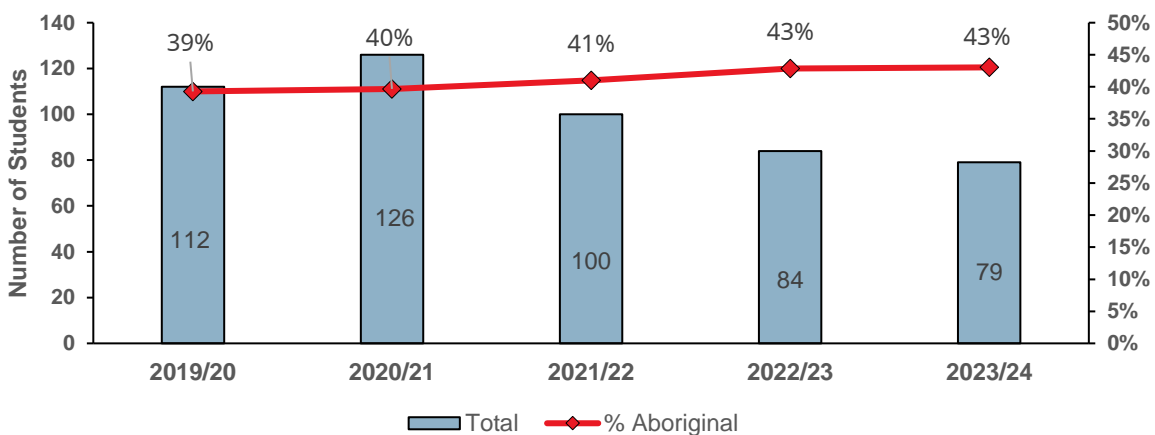
NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2019/20	112	44	39	68	61
2020/21	126	50	40	76	60
2021/22	100	41	41	59	59
2022/23	84	36	43	48	57
2023/24	79	34	43	45	57

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2019/20	41	46	45	29	Msk	Msk	Msk	22
2020/21	44	33	48	33	Msk	Msk	Msk	33
2021/22	29	49	61	32	-	Msk	Msk	Msk
2022/23	47	54	44	23	-	Msk	Msk	Msk
2023/24	Msk	36	62	40	Msk	Msk	-	Msk

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	29	66	Msk	Msk	Msk	Msk
2020/21	37	74	10	20	Msk	Msk
2021/22	26	63	13	32	Msk	Msk
2022/23	28	78	Msk	Msk	Msk	Msk
2023/24	23	68	Msk	Msk	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	43	63	16	24	Msk	Msk
2020/21	38	50	19	25	19	25
2021/22	42	71	Msk	Msk	Msk	Msk
2022/23	35	73	Msk	Msk	Msk	Msk
2023/24	30	67	Msk	Msk	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

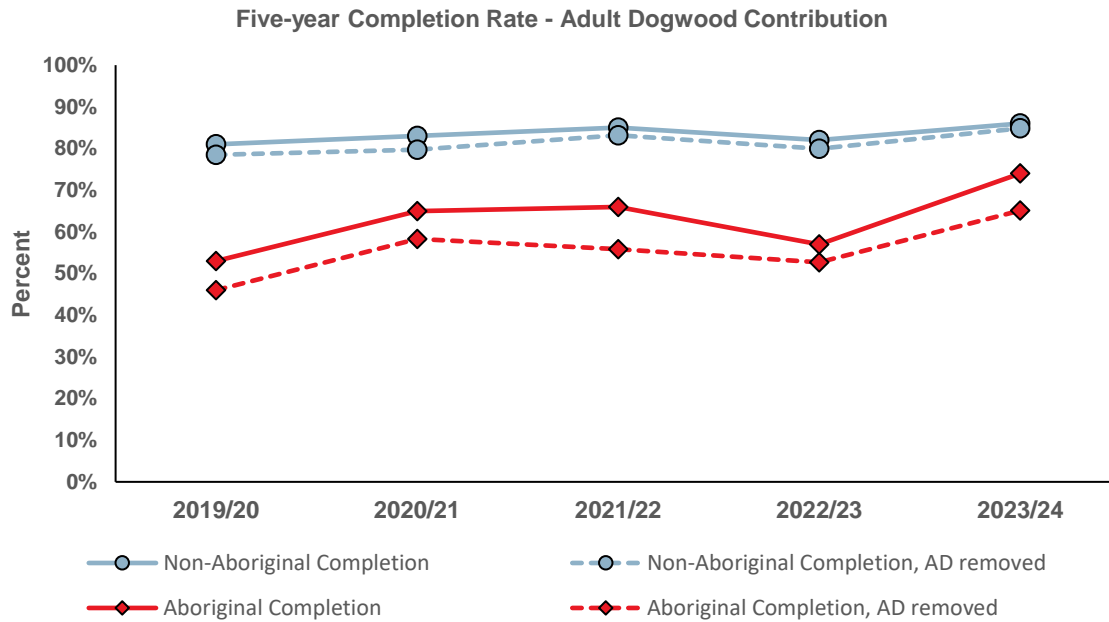
BC Residents

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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	53	-7	46	81	-3	78
2020/21	65	-7	58	83	-3	80
2021/22	66	-10	56	85	-2	83
2022/23	57	-4	53	82	-2	80
2023/24	74	-9	65	86	-1	85



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

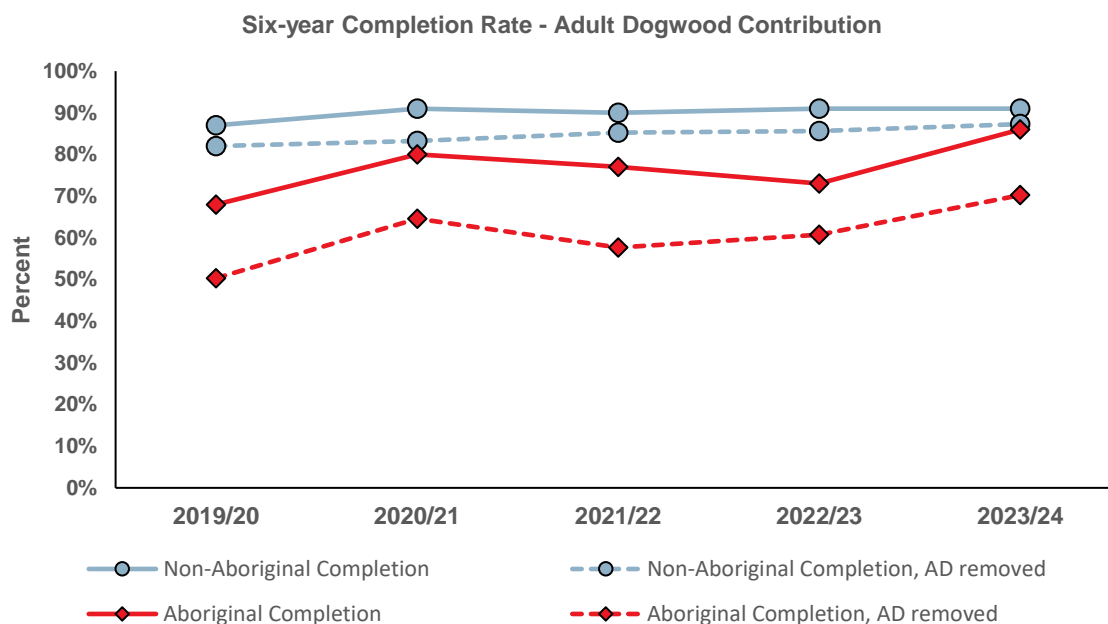
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	68	-18	50	87	-5	82
2020/21	80	-15	65	91	-8	83
2021/22	77	-19	58	90	-5	85
2022/23	73	-12	61	91	-5	86
2023/24	86	-16	70	91	-4	87



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

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

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

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

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

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups #	All Legal Groups #	%	All Legal Groups #	%
2018/19	715	412	58	303	42
2019/20	713	421	59	292	41
2020/21	720	423	59	297	41
2021/22	754	457	61	297	39
2022/23	735	447	61	288	39

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

School Year	Aboriginal Total September #	Aboriginal All Legal Groups	
	#	#	%
2018/19	2,849	412	14
2019/20	2,853	421	15
2020/21	2,806	423	15
2021/22	2,909	457	16
2022/23	2,868	447	16

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	32	Msk	Msk	Msk	42	Msk	Msk
2019/20	40	33	Msk	Msk	46	Msk	53
2020/21	43	46	Msk	Msk	41	Msk	Msk
2021/22	46	30	Msk	Msk	70	Msk	70
2022/23	41	34	Msk	Msk	49	50	Msk

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	89	82	Msk	Msk	95	100	Msk
2019/20	88	95	100	Msk	82	100	72
2020/21	97	94	Msk	100	100	Msk	100
2021/22	93	96	100	Msk	89	Msk	94
2022/23	94	96	100	94	92	94	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	97	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2019/20	126	100	-	-	-	-	-	-	-	-
	2020/21	125	100	-	-	Msk	Msk				
	2021/22	98	100	Msk	Msk						
Non-Aboriginal	2018/19	704	100	14	2.0	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	646	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	737	100	10	1.4	Msk	Msk				
	2021/22	687	100	Msk	Msk						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	97	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	126	100	Msk	Msk	-	-	Msk	Msk		
	2020/21	125	100	Msk	Msk	-	-				
	2021/22	98	100	-	-						
Non-Aboriginal	2018/19	704	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	646	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	737	100	13	1.8	Msk	Msk				
	2021/22	687	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	97	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	126	100	Msk	Msk	-	-	-	-		
	2020/21	125	100	Msk	Msk	-	-				
	2021/22	98	100	Msk	Msk						
Non-Aboriginal	2018/19	704	100	54	7.7	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	646	100	61	9.4	Msk	Msk	Msk	Msk		
	2020/21	737	100	70	9.5	Msk	Msk				
	2021/22	687	100	100	14.6						

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	2018/19	97	100	28	28.9	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	126	100	38	30.2	12	9.5	Msk	Msk		
	2020/21	125	100	40	32.0	10	8.0				
	2021/22	98	100	29	29.6						
Non-Aboriginal	2018/19	704	100	306	43.5	54	7.7	18	2.6	14	2.0
	2019/20	646	100	235	36.4	61	9.4	17	2.6		
	2020/21	737	100	217	29.4	70	9.5				
	2021/22	687	100	220	32.0						

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

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

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

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

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

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

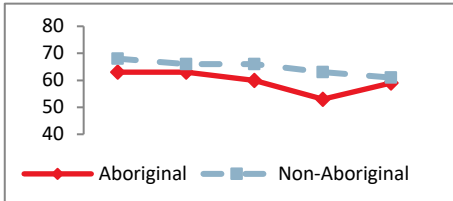
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

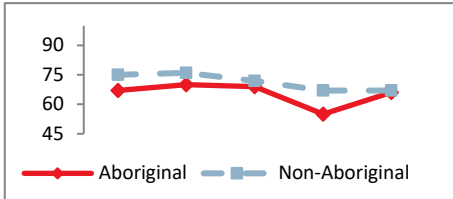
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



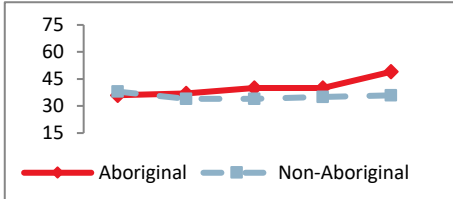
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	108	68	63	647	439	68
2020/21	154	97	63	775	512	66
2021/22	154	93	60	787	517	66
2022/23	159	85	53	808	509	63
2023/24	168	99	59	809	490	61

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	109	73	67	653	490	75
2020/21	156	109	70	788	598	76
2021/22	153	105	69	803	581	72
2022/23	157	86	55	805	540	67
2023/24	166	110	66	811	545	67

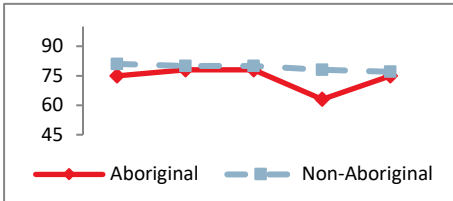
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	104	37	36	643	247	38
2020/21	153	56	37	764	260	34
2021/22	152	61	40	794	272	34
2022/23	157	63	40	800	276	35
2023/24	163	80	49	797	283	36

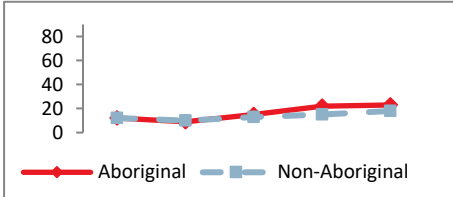
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



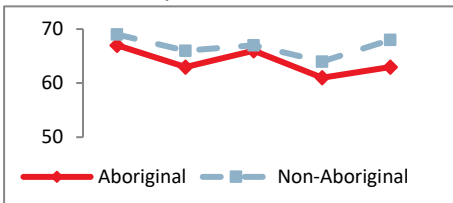
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	92	69	75	654	529	81
2020/21	135	105	78	785	631	80
2021/22	136	106	78	808	648	80
2022/23	146	92	63	814	632	78
2023/24	157	118	75	816	630	77

Have you ever felt bullied at school?



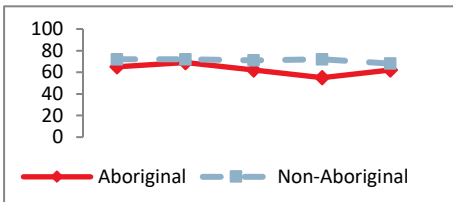
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	94	11	12	654	78	12
2020/21	135	12	9	794	79	10
2021/22	136	21	15	801	104	13
2022/23	147	32	22	813	122	15
2023/24	158	37	23	803	142	18

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



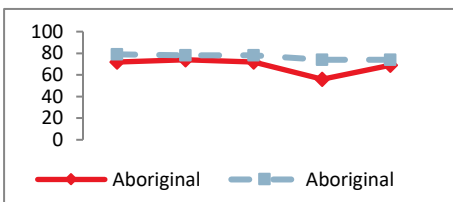
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	107	72	67	651	447	69
2020/21	152	95	63	776	512	66
2021/22	152	100	66	799	534	67
2022/23	160	98	61	803	517	64
2023/24	165	104	63	806	548	68

I am happy at my school.



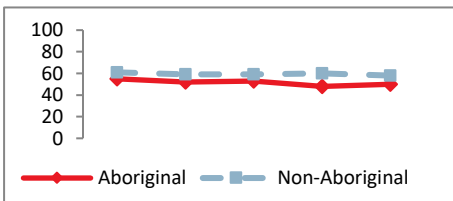
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	110	71	65	647	464	72
2020/21	152	105	69	776	561	72
2021/22	150	93	62	797	569	71
2022/23	161	89	55	798	577	72
2023/24	163	101	62	807	547	68

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	110	79	72	655	516	79
2020/21	155	114	74	782	610	78
2021/22	152	110	72	804	630	78
2022/23	161	90	56	808	601	74
2023/24	166	115	69	811	604	74

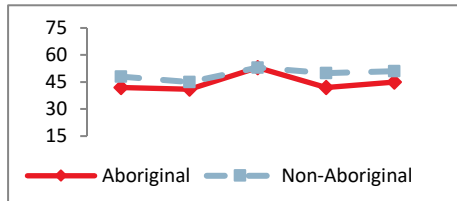
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	106	58	55	647	397	61
2020/21	155	80	52	776	456	59
2021/22	149	79	53	799	473	59
2022/23	159	77	48	797	482	60
2023/24	164	82	50	804	466	58

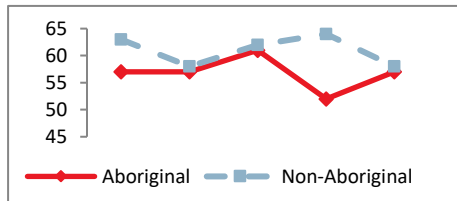
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



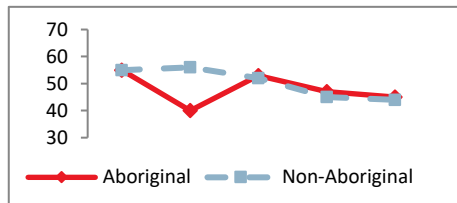
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	156	66	42	706	340	48
2020/21	148	60	41	739	331	45
2021/22	182	96	53	776	408	53
2022/23	158	67	42	840	419	50
2023/24	197	89	45	870	446	51

Do adults in the school treat all students fairly?



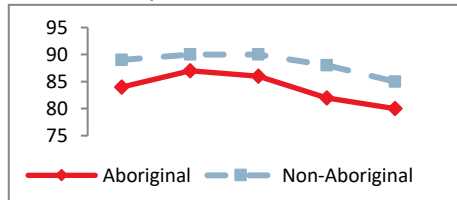
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	155	88	57	706	446	63
2020/21	148	85	57	742	429	58
2021/22	181	111	61	774	483	62
2022/23	157	82	52	841	541	64
2023/24	198	113	57	871	502	58

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



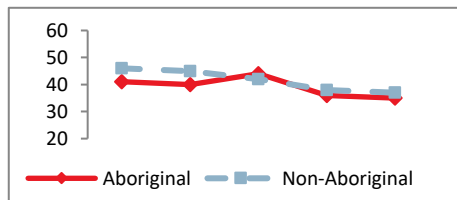
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two teachers or more		Gr 7 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	154	84	55	671	372	55
2020/21	144	58	40	712	397	56
2021/22	178	94	53	763	396	52
2022/23	157	74	47	838	380	45
2023/24	192	86	45	862	376	44

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	148	124	84	682	609	89
2020/21	147	128	87	724	652	90
2021/22	171	147	86	754	681	90
2022/23	154	126	82	825	729	88
2023/24	191	152	80	854	726	85

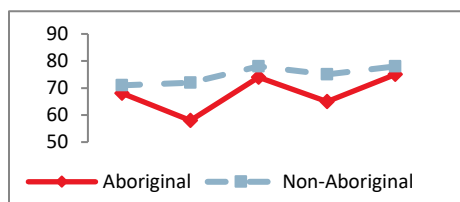
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	150	62	41	696	321	46
2020/21	147	59	40	733	333	45
2021/22	177	77	44	765	323	42
2022/23	157	56	36	833	313	38
2023/24	192	68	35	864	317	37

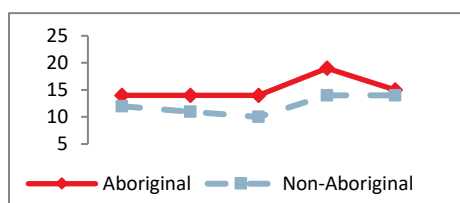
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



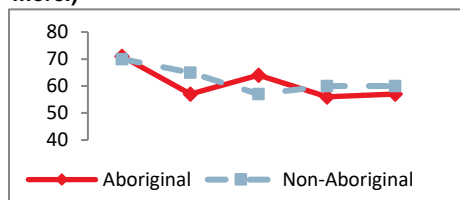
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	146	99	68	704	498	71
2020/21	132	77	58	753	544	72
2021/22	172	127	74	782	607	78
2022/23	154	100	65	842	632	75
2023/24	190	142	75	875	681	78

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



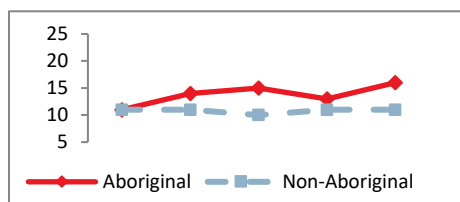
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	145	21	14	711	86	12
2020/21	133	19	14	754	85	11
2021/22	169	24	14	781	81	10
2022/23	155	30	19	845	115	14
2023/24	191	29	15	873	122	14

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



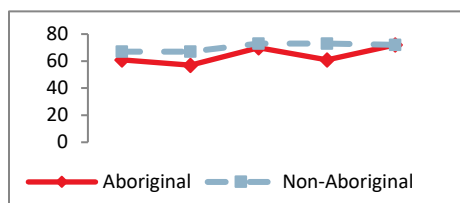
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	156	110	71	706	491	70
2020/21	147	84	57	740	480	65
2021/22	183	118	64	781	447	57
2022/23	159	89	56	842	501	60
2023/24	196	111	57	867	522	60

I would like to go to a different school.



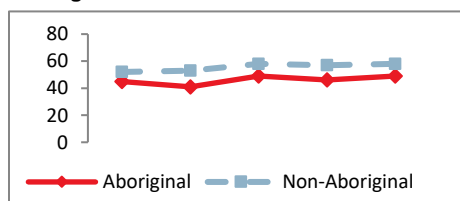
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	156	17	11	705	77	11
2020/21	146	20	14	738	79	11
2021/22	182	27	15	781	81	10
2022/23	159	20	13	837	96	11
2023/24	197	31	16	867	99	11

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	155	94	61	707	474	67
2020/21	148	85	57	738	495	67
2021/22	181	127	70	774	565	73
2022/23	159	97	61	839	615	73
2023/24	197	142	72	870	629	72

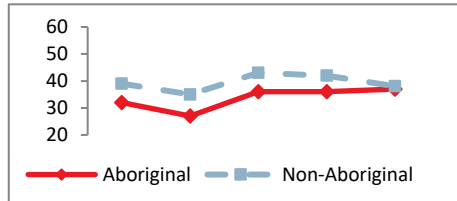
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	155	69	45	703	366	52
2020/21	148	61	41	741	394	53
2021/22	183	90	49	779	452	58
2022/23	160	74	46	838	478	57
2023/24	197	96	49	866	501	58

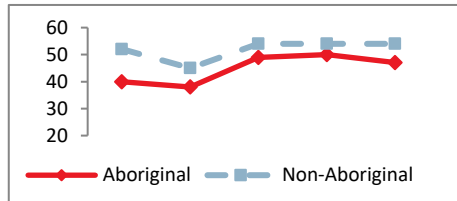
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



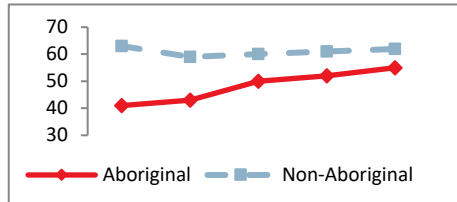
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	47	15	32	283	110	39
2020/21	106	29	27	606	210	35
2021/22	132	47	36	694	297	43
2022/23	130	47	36	779	324	42
2023/24	135	50	37	835	318	38

Do adults in the school treat all students fairly?



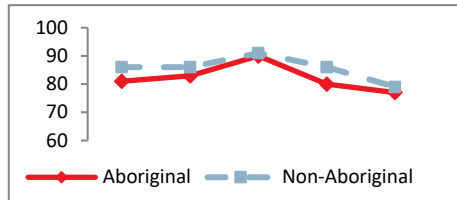
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	47	19	40	285	147	52
2020/21	106	40	38	607	272	45
2021/22	132	65	49	698	374	54
2022/23	130	65	50	778	418	54
2023/24	135	64	47	834	449	54

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



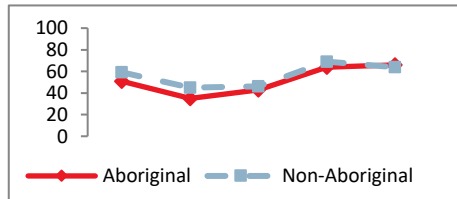
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two teachers or more		Gr 10 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	44	18	41	274	172	63
2020/21	103	44	43	591	346	59
2021/22	132	66	50	693	416	60
2022/23	129	67	52	775	473	61
2023/24	133	73	55	828	510	62

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	
	#	#	%	#	#	%
2019/20	43	35	81	279	241	86
2020/21	99	82	83	606	521	86
2021/22	129	116	90	682	620	91
2022/23	128	103	80	765	660	86
2023/24	130	100	77	800	635	79

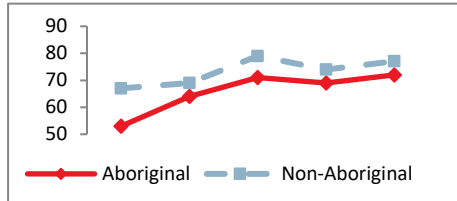
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	45	23	51	282	166	59
2020/21	105	37	35	605	271	45
2021/22	131	56	43	691	315	46
2022/23	130	83	64	773	534	69
2023/24	134	88	66	823	524	64

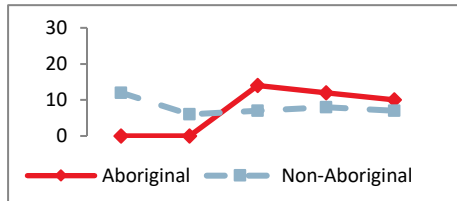
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



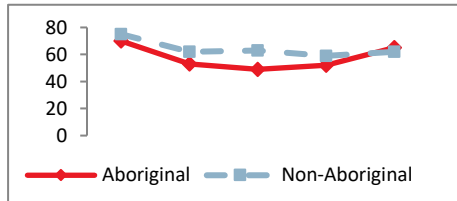
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	45	24	53	283	190	67
2020/21	101	65	64	610	422	69
2021/22	125	89	71	705	554	79
2022/23	127	88	69	779	574	74
2023/24	126	91	72	837	641	77

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



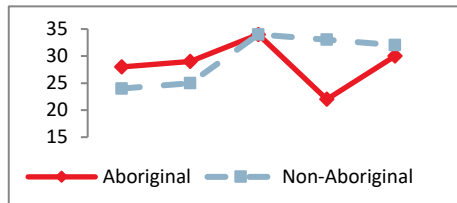
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	45	Msk	Msk	282	34	12
2020/21	102	Msk	Msk	609	34	6
2021/22	124	17	14	704	52	7
2022/23	127	15	12	781	65	8
2023/24	127	13	10	834	58	7

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.)



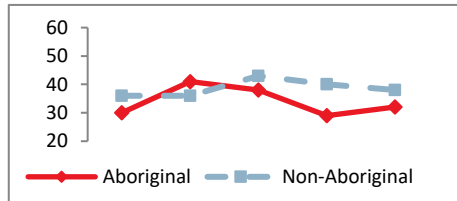
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	47	33	70	284	212	75
2020/21	106	56	53	605	376	62
2021/22	132	65	49	696	440	63
2022/23	128	66	52	777	456	59
2023/24	135	88	65	828	512	62

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	
	#	#	%	#	#	%
2019/20	43	12	28	281	68	24
2020/21	102	30	29	604	150	25
2021/22	132	45	34	678	232	34
2022/23	130	29	22	764	253	33
2023/24	132	39	30	807	255	32

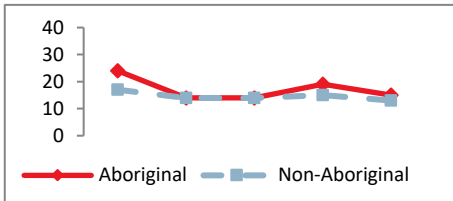
Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	43	13	30	281	102	36
2020/21	101	41	41	604	220	36
2021/22	129	49	38	682	293	43
2022/23	130	38	29	764	308	40
2023/24	133	42	32	812	308	38

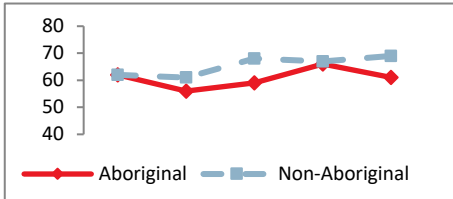
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



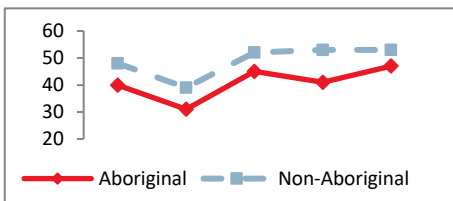
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	46	11	24	284	48	17
2020/21	105	15	14	605	82	14
2021/22	132	19	14	695	98	14
2022/23	129	25	19	776	116	15
2023/24	134	20	15	828	108	13

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	47	29	62	284	176	62
2020/21	106	59	56	605	369	61
2021/22	131	77	59	695	474	68
2022/23	127	84	66	777	520	67
2023/24	135	82	61	833	576	69

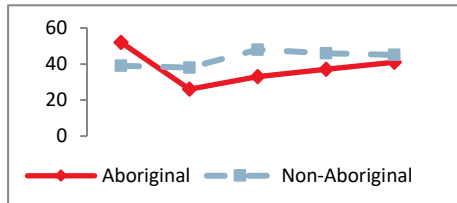
Is school a place where you feel like you belong?



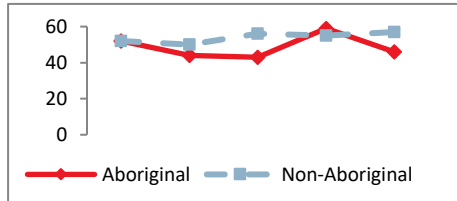
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	47	19	40	285	136	48
2020/21	106	33	31	607	237	39
2021/22	130	58	45	694	360	52
2022/23	129	53	41	777	410	53
2023/24	135	64	47	835	442	53

STUDENT LEARNING SURVEY RESULTS, GRADE 12

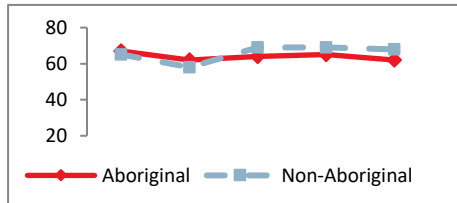
Do you like school?



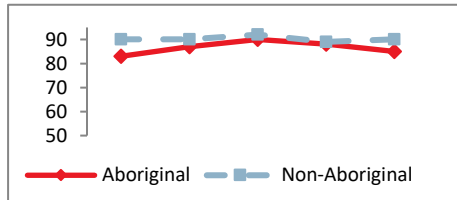
Do adults in the school treat all students fairly?



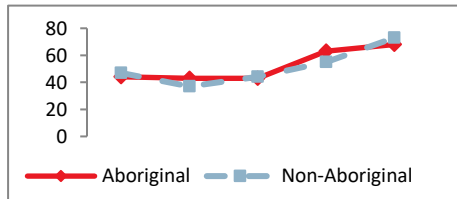
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	25	13	52
2020/21	62	16	26
2021/22	61	20	33
2022/23	75	28	37
2023/24	74	30	41

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	178	70	39
2020/21	375	143	38
2021/22	505	241	48
2022/23	533	244	46
2023/24	517	234	45

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	25	13	52
2020/21	62	27	44
2021/22	61	26	43
2022/23	75	44	59
2023/24	74	34	46

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	179	93	52
2020/21	373	186	50
2021/22	504	280	56
2022/23	533	293	55
2023/24	516	295	57

Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	24	16	67
2020/21	61	38	62
2021/22	61	39	64
2022/23	75	49	65
2023/24	74	46	62

Non-Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	168	110	65
2020/21	363	209	58
2021/22	502	348	69
2022/23	530	364	69
2023/24	515	348	68

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	24	20	83
2020/21	61	53	87
2021/22	58	52	90
2022/23	74	65	88
2023/24	74	63	85

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	167	151	90
2020/21	367	331	90
2021/22	493	454	92
2022/23	523	466	89
2023/24	511	459	90

Aboriginal

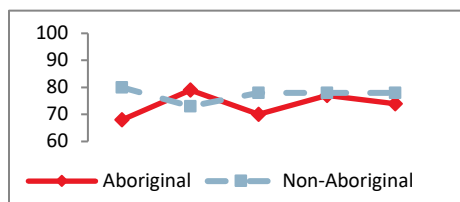
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	25	11	44
2020/21	61	26	43
2021/22	60	26	43
2022/23	73	46	63
2023/24	74	50	68

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	168	79	47
2020/21	367	135	37
2021/22	499	222	44
2022/23	527	292	55
2023/24	517	375	73

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?

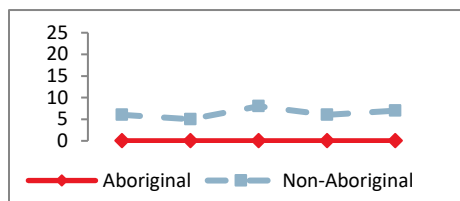


Aboriginal

Non-Aboriginal

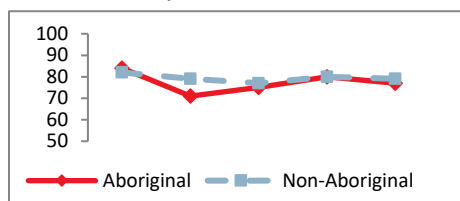
School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	17	68	172	137	80
2020/21	62	49	79	372	272	73
2021/22	60	42	70	502	391	78
2022/23	74	57	77	530	415	78
2023/24	72	53	74	519	406	78

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



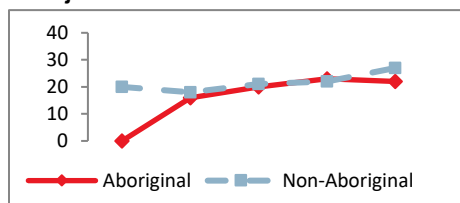
School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	Msk	Msk	173	10	6
2020/21	62	Msk	Msk	372	19	5
2021/22	61	Msk	Msk	502	40	8
2022/23	74	Msk	Msk	530	34	6
2023/24	71	Msk	Msk	517	35	7

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.)



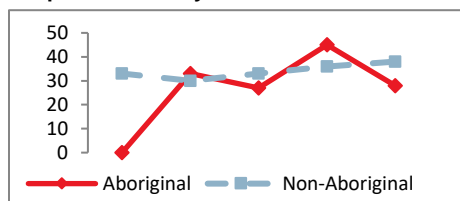
School Year	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	25	21	84	178	146	82
2020/21	62	44	71	375	295	79
2021/22	61	46	75	504	390	77
2022/23	75	60	80	534	427	80
2023/24	74	57	77	515	406	79

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



School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	Msk	Msk	167	34	20
2020/21	61	10	16	366	65	18
2021/22	59	12	20	495	106	21
2022/23	74	17	23	522	116	22
2023/24	74	16	22	513	136	27

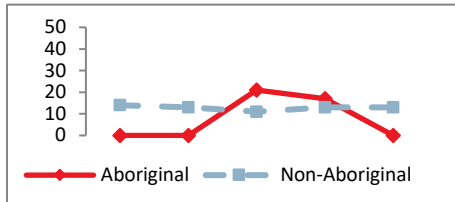
Are you satisfied that school is preparing you for post-secondary education?



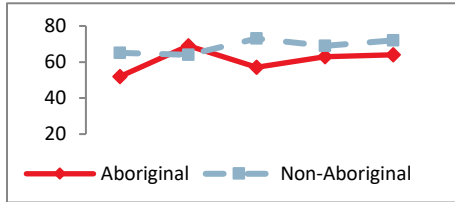
School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	25	Msk	Msk	166	55	33
2020/21	60	20	33	365	110	30
2021/22	60	16	27	495	161	33
2022/23	74	33	45	525	187	36
2023/24	74	21	28	514	194	38

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

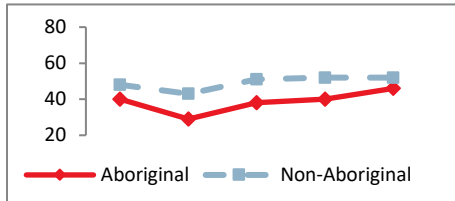
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	25	Msk	Msk
2020/21	62	Msk	Msk
2021/22	61	13	21
2022/23	75	13	17
2023/24	74	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	179	25	14
2020/21	375	48	13
2021/22	500	54	11
2022/23	530	70	13
2023/24	513	65	13

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	25	13	52
2020/21	62	43	69
2021/22	61	35	57
2022/23	75	47	63
2023/24	73	47	64

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	179	117	65
2020/21	374	241	64
2021/22	503	368	73
2022/23	534	366	69
2023/24	516	369	72

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	25	10	40
2020/21	62	18	29
2021/22	61	23	38
2022/23	75	30	40
2023/24	74	34	46

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	178	85	48
2020/21	376	163	43
2021/22	504	255	51
2022/23	530	274	52
2023/24	512	265	52

GLOSSARY

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

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

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