



Aboriginal Report

How Are We Doing?

2022/2023

School District: 068
Nanaimo-Ladysmith

QUESTIONS/COMMENTS CONTACT:

Governance & Analytics Division
Ministry of Education and Child Care

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



BRITISH
COLUMBIA

Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

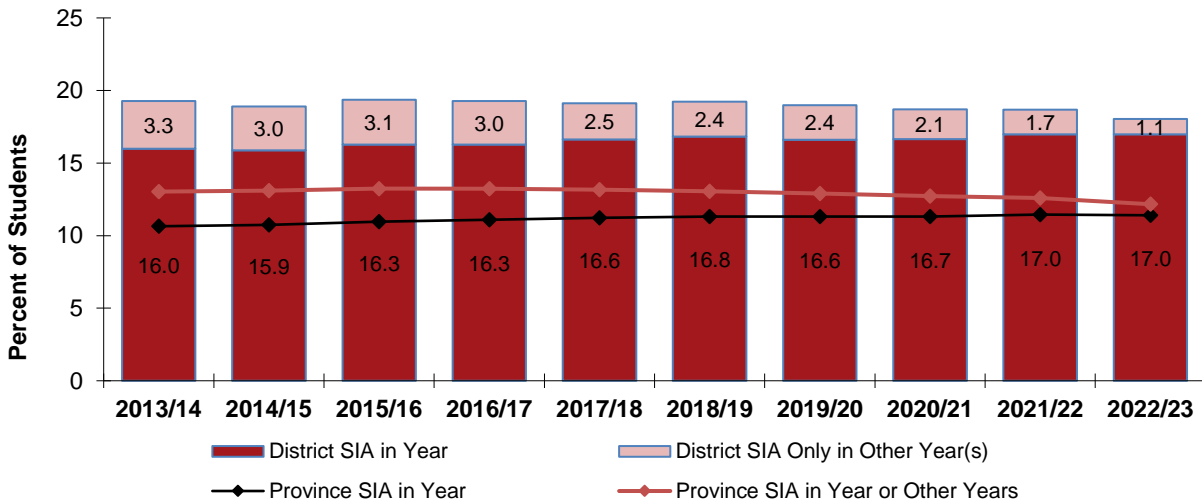
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	13,875	2,218	16.0	455	3.3	558,983	59,502	10.6	13,325	2.4
2014/15	13,708	2,177	15.9	415	3.0	552,786	59,382	10.7	13,068	2.4
2015/16	13,660	2,224	16.3	421	3.1	553,376	60,706	11.0	12,567	2.3
2016/17	13,897	2,262	16.3	415	3.0	557,625	61,801	11.1	11,979	2.1
2017/18	14,336	2,385	16.6	355	2.5	563,241	63,182	11.2	10,930	1.9
2018/19	14,609	2,459	16.8	350	2.4	568,982	64,326	11.3	10,009	1.8
2019/20	14,786	2,455	16.6	353	2.4	576,000	65,215	11.3	9,152	1.6
2020/21	14,742	2,455	16.7	303	2.1	568,285	64,272	11.3	8,037	1.4
2021/22	15,266	2,593	17.0	259	1.7	578,797	66,282	11.5	6,635	1.1
2022/23	15,530	2,637	17.0	164	1.1	590,583	67,285	11.4	4,553	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

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

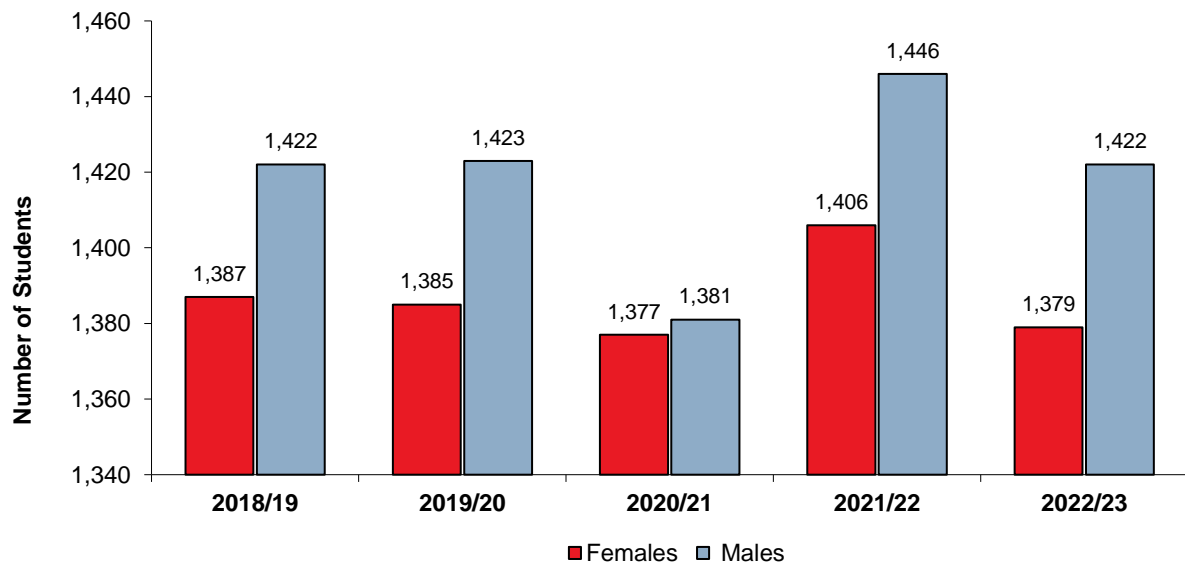
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males	
		#	%	#		#	#	#		
2018/19	14,609	2,809	19.2	1,387	9.5	1,422	9.7	74,335	36,874	37,461
2019/20	14,786	2,808	19.0	1,385	9.4	1,423	9.6	74,367	36,847	37,520
2020/21	14,742	2,758	18.7	1,377	9.3	1,381	9.4	72,309	35,901	36,408
2021/22	15,266	2,852	18.7	1,406	9.2	1,446	9.5	72,917	36,210	36,707
2022/23	15,530	2,801	18.0	1,379	8.9	1,422	9.2	71,838	35,586	36,252

Number of Aboriginal Students by Gender



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

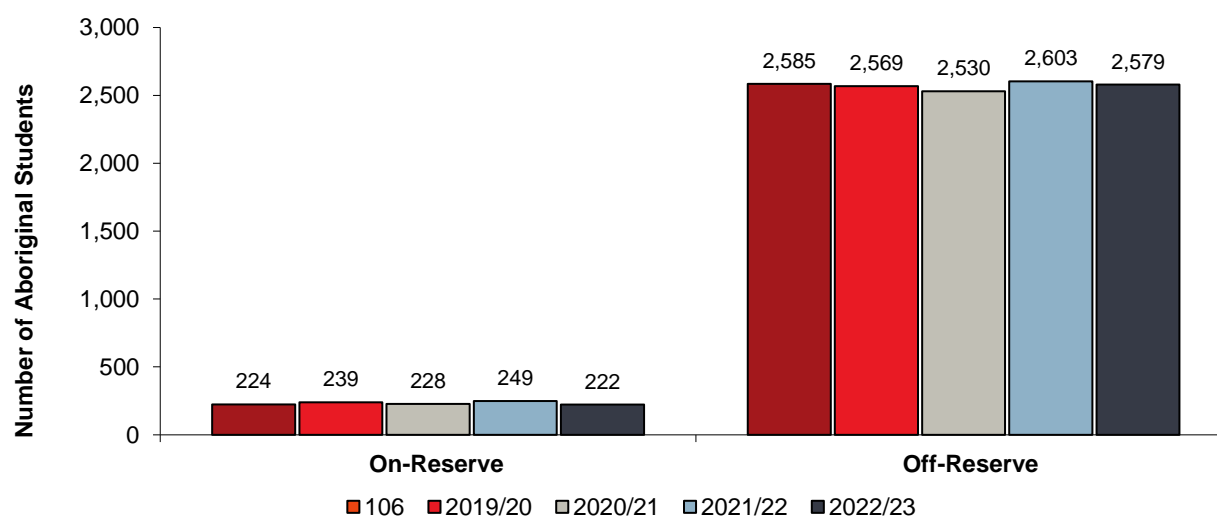
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	2,809	112	112	224	1,275	1,310	2,585	7,993	66,342
2019/20	2,808	117	122	239	1,268	1,301	2,569	8,209	66,158
2020/21	2,758	112	116	228	1,265	1,265	2,530	7,752	64,557
2021/22	2,852	128	121	249	1,278	1,325	2,603	7,992	64,925
2022/23	2,801	107	115	222	1,272	1,307	2,579	8,074	63,764

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	2,775	108	118	226	1,274	1,275	2,549	8,007	66,275
2019/20	2,799	125	124	249	1,255	1,295	2,550	8,056	66,087
2020/21	2,751	114	115	229	1,255	1,267	2,522	7,713	64,505
2021/22	2,819	119	111	230	1,273	1,316	2,589	7,916	64,400
2022/23	2,781	114	123	237	1,252	1,292	2,544	8,001	63,477

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

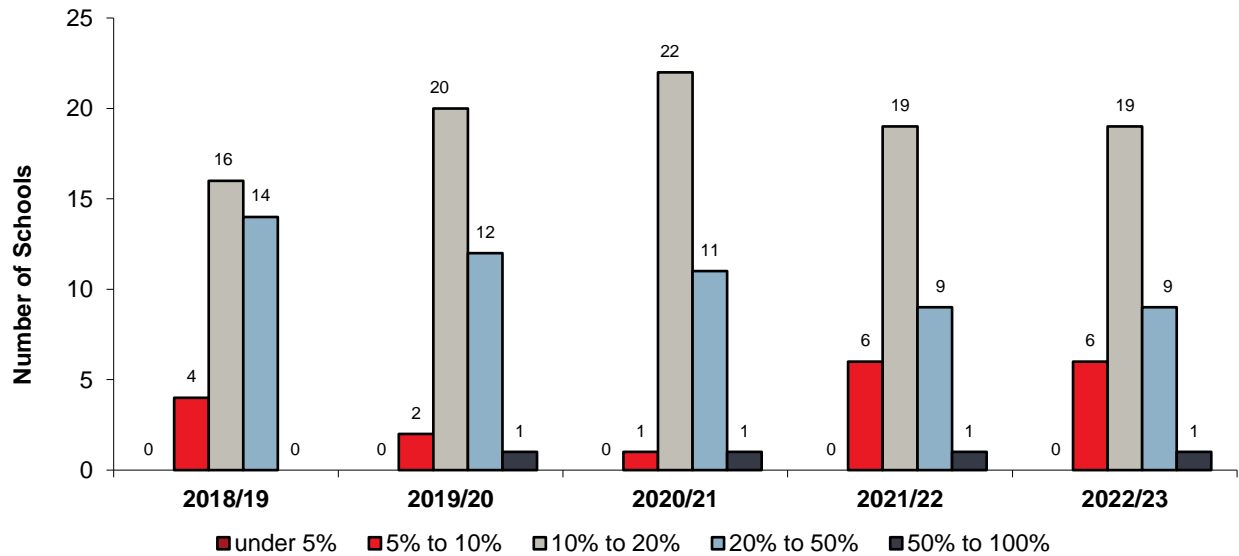


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	34	0	4	16	14	0	1,385	367	217	324	385	92
2019/20	35	0	2	20	12	1	1,389	382	217	318	378	94
2020/21	35	0	1	22	11	1	1,398	399	210	341	348	100
2021/22	35	0	6	19	9	1	1,405	402	240	338	330	95
2022/23	35	0	6	19	9	1	1,412	423	246	336	318	89

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

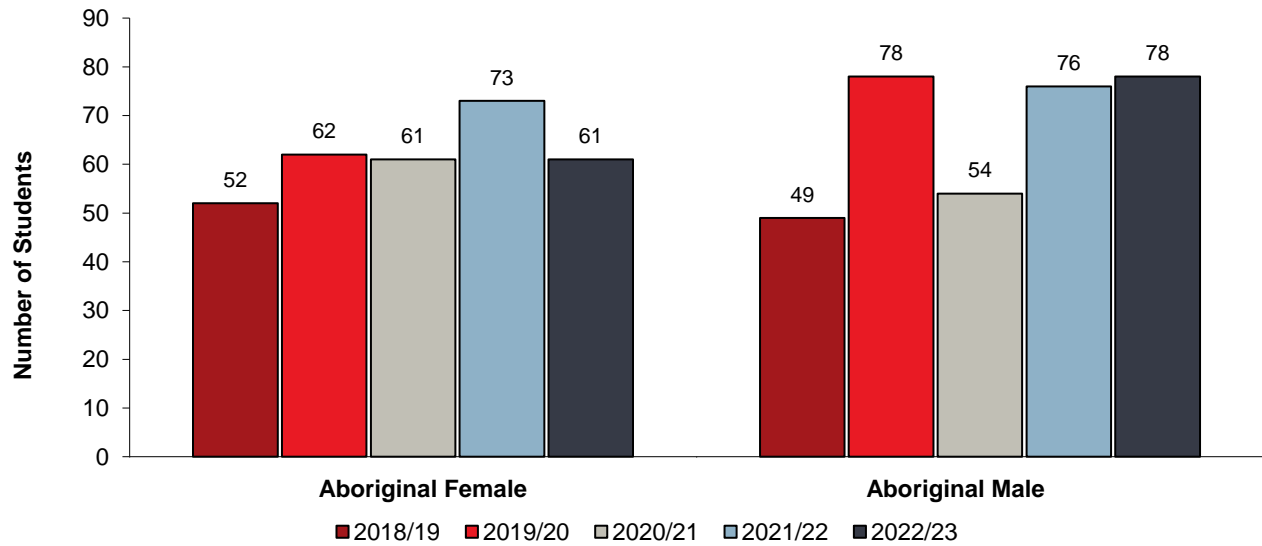


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	227	52	49	101	79	47	126	1,516	1,457	1,943	2,320
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	1,429	1,327	1,778	1,831
2021/22	291	73	76	149	77	65	142	1,454	1,262	1,761	1,631
2022/23	286	61	78	139	81	66	147	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

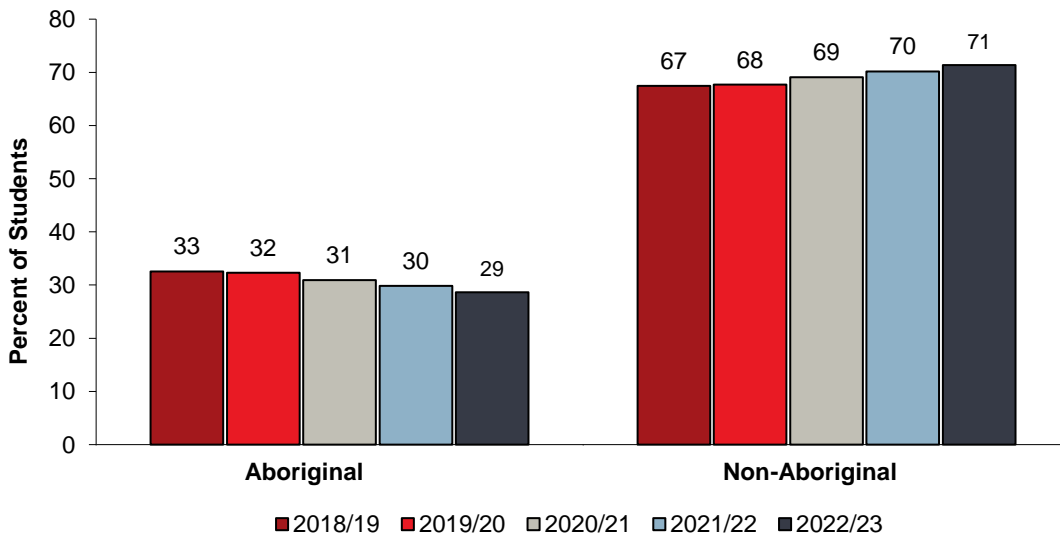
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	1,121	365	33	756	67
2019/20	1,201	388	32	813	68
2020/21	1,168	361	31	807	69
2021/22	1,264	377	30	887	70
2022/23	1,324	379	29	945	71

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

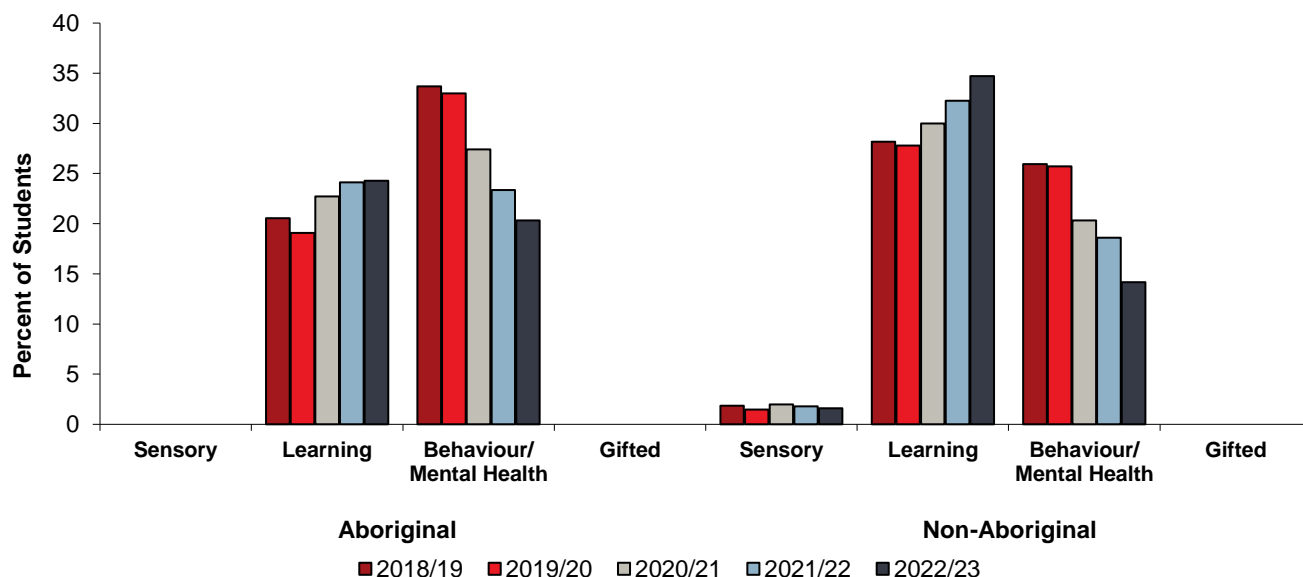


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation		Behaviour/Mental Health Designation		Gifted Designation			
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #		
2018/19	365	756	Msk Msk	14 2	75 21	213 28	123 34	196 26	0 0	0 0
2019/20	388	813	Msk Msk	12 1	74 19	226 28	128 33	209 26	0 0	0 0
2020/21	361	807	Msk Msk	16 2	82 23	242 30	99 27	164 20	0 0	Msk Msk
2021/22	377	887	Msk Msk	16 2	91 24	286 32	88 23	165 19	0 0	Msk Msk
2022/23	379	945	Msk Msk	15 2	92 24	328 35	77 20	134 14	0 0	Msk Msk

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

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

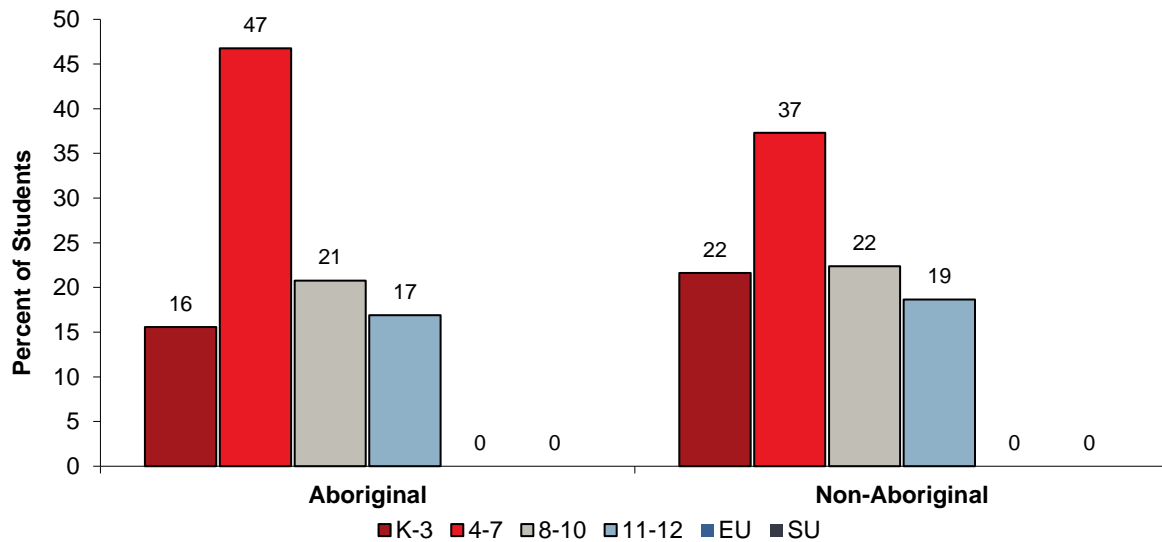
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	123	34	28	49	40	27	22	13	11	0	0	0	0
2019/20	128	32	25	54	42	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	77	12	16	36	47	16	21	13	17	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	196	60	31	78	40	32	16	26	13	0	0	0	0
2019/20	209	65	31	86	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	134	29	22	50	37	30	22	25	19	0	0	0	0

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



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

BC Residents

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

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

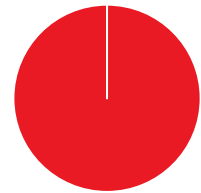
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	138	57	73	53	Msk	Msk	Msk	Msk
2019/20	129	64	Msk	Msk	64	50	Msk	Msk
2020/21	96	44	Msk	Msk	59	61	Msk	Msk
2021/22	105	53	Msk	Msk	54	51	Msk	Msk
2022/23	120	59	64	53	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

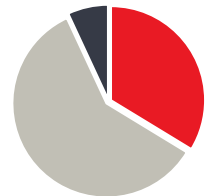


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

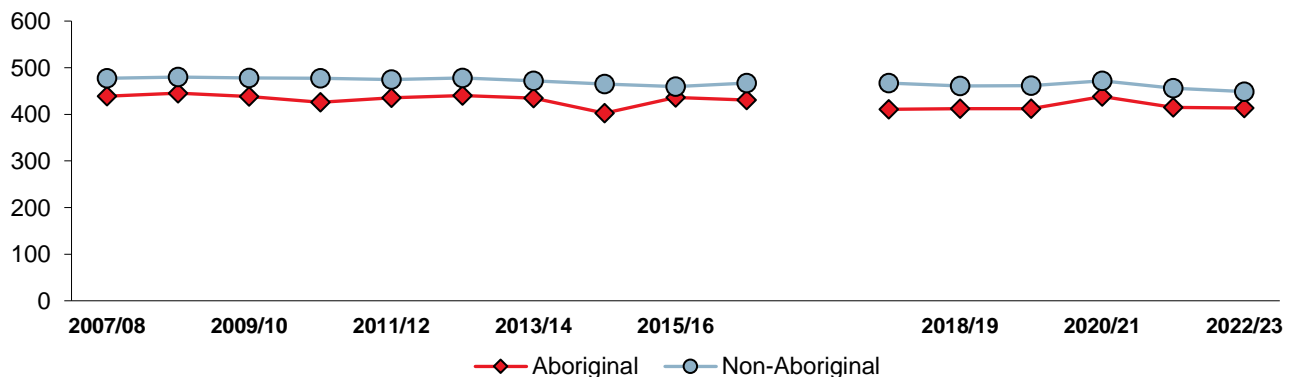
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	622	70	193	31	359	58	70	11
2019/20	696	76	225	32	414	59	57	8
2020/21	544	58	130	24	345	63	69	13
2021/22	606	65	202	33	349	58	55	9
2022/23	635	67	214	34	377	59	44	7

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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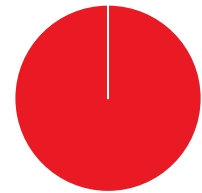
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	136	56	80	59	56	41	0	0
2019/20	130	65	79	61	Msk	Msk	Msk	Msk
2020/21	96	44	Msk	Msk	56	58	Msk	Msk
2021/22	105	53	58	55	Msk	Msk	Msk	Msk
2022/23	119	58	73	61	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

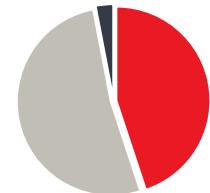


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

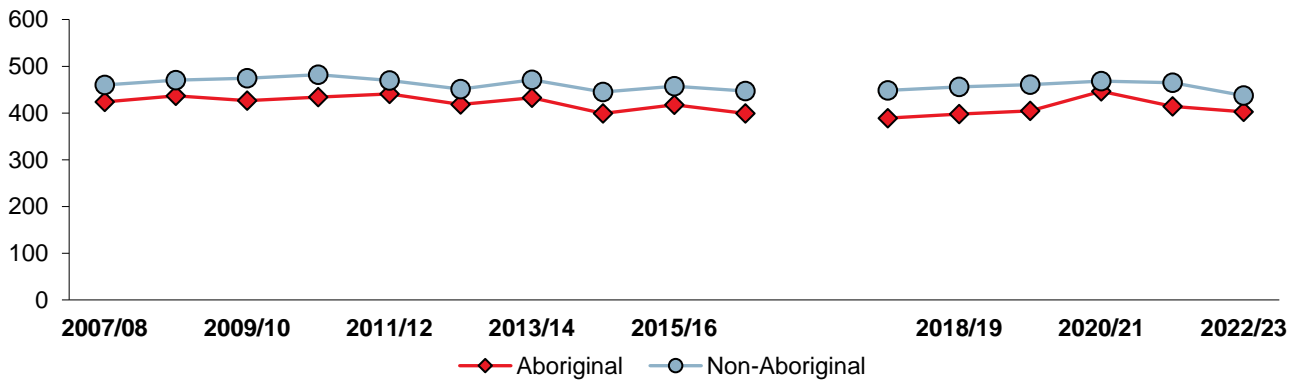
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	617	70	237	38	357	58	23	4
2019/20	698	76	255	37	415	59	28	4
2020/21	540	57	181	34	325	60	34	6
2021/22	597	64	220	37	346	58	31	5
2022/23	630	66	283	45	328	52	19	3

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

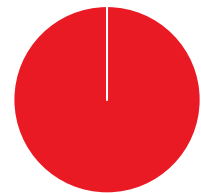
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	157	67	Msk	Msk	98	62	Msk	Msk
2019/20	152	65	Msk	Msk	82	54	Msk	Msk
2020/21	81	37	35	43	46	57	0	0
2021/22	122	50	62	51	Msk	Msk	Msk	Msk
2022/23	109	53	60	55	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

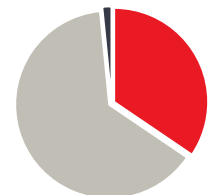


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

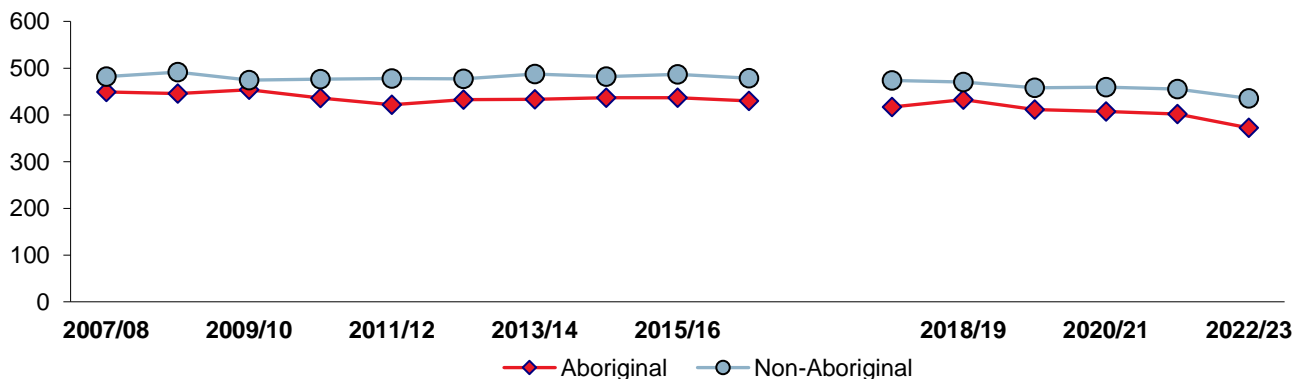
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	561	69	138	25	401	71	22	4
2019/20	719	75	193	27	500	70	26	4
2020/21	470	50	Msk	Msk	360	77	Msk	Msk
2021/22	572	60	157	27	397	69	18	3
2022/23	638	66	220	34	408	64	10	2

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

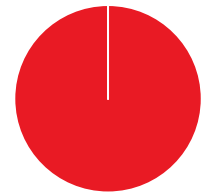
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	160	69	102	64	Msk	Msk	Msk	Msk
2019/20	154	66	88	57	Msk	Msk	Msk	Msk
2020/21	84	38	53	63	Msk	Msk	Msk	Msk
2021/22	121	50	71	59	Msk	Msk	Msk	Msk
2022/23	110	54	78	71	Msk	Msk	Msk	Msk

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

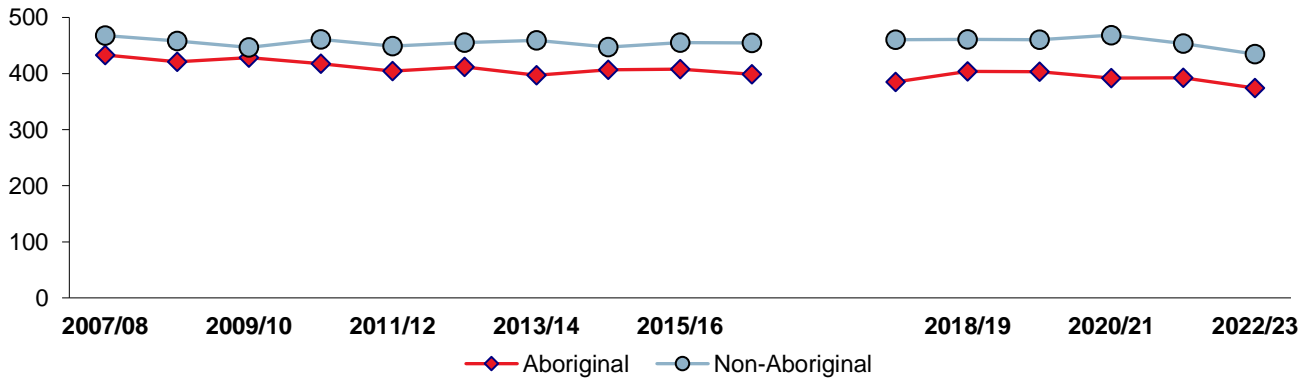
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	559	69	200	36	324	58	35	6
2019/20	719	75	271	38	381	53	67	9
2020/21	469	50	158	34	275	59	36	8
2021/22	579	61	225	39	315	54	39	7
2022/23	633	66	316	50	278	44	39	6

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	27	3	Msk	Msk	12	44	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	73	40	31	42	32	44	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	454	53	111	24	179	39	147	32	17	4		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	121	58	49	40	54	45	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	666	77	173	26	298	45	177	27	18	3		

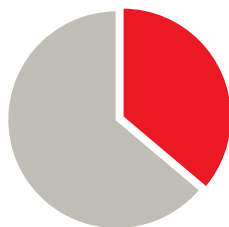
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	133	56	34	26	66	50	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	659	76	125	19	275	42	220	33	39	6		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	160	68	47	29	83	52	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	826	84	132	16	399	48	256	31	39	5		

Numeracy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	90	49	Msk	Msk	29	32	43	48	Msk	Msk		
Non-Aboriginal	536	63	38	7	146	27	309	58	43	8		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	133	64	Msk	Msk	60	45	60	45	Msk	Msk		
Non-Aboriginal	671	77	46	7	172	26	403	60	50	7		

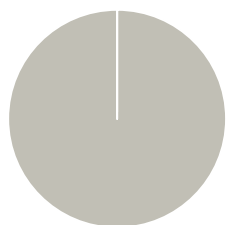
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	136	57	Msk	Msk	48	35	70	51	Msk	Msk		
Non-Aboriginal	622	72	35	6	162	26	393	63	32	5		

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

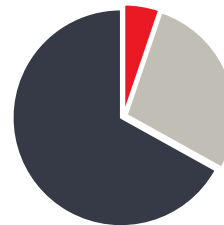
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	154	66	Msk	Msk	59	38	68	44	Msk	Msk		
Non-Aboriginal	865	88	45	5	241	28	516	60	63	7		

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

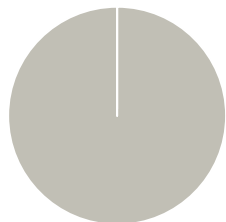
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	124	51	Msk	Msk	53	43	57	46	Msk	Msk		
Non-Aboriginal	760	77	24	3	217	29	430	57	89	12		

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

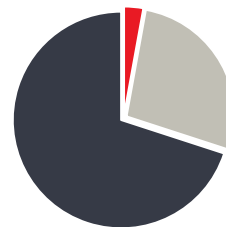
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	149	56	Msk	Msk	68	46	67	45	Msk	Msk		
Non-Aboriginal	770	72	22	3	209	27	445	58	94	12		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

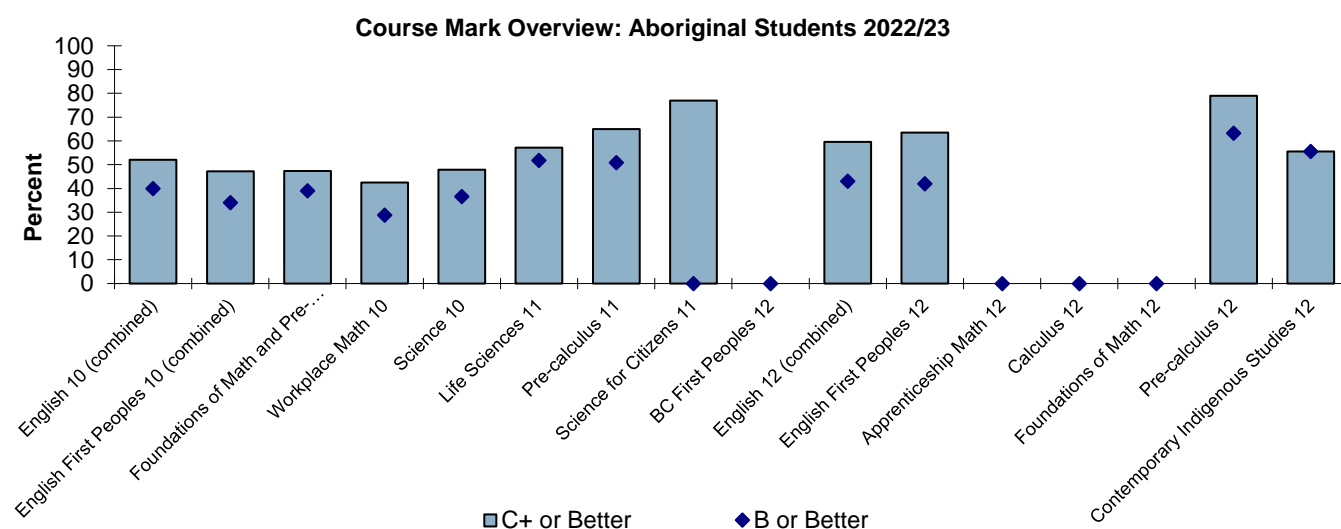
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	25	13	52	10	40	89	59	66	42	47
English First Peoples 10 (combined)*	403	190	47	137	34	1,832	1,267	69	1,084	59
Foundations of Math and Pre-calculus 10	95	45	47	37	39	699	511	73	445	64
Workplace Math 10	139	59	42	40	29	318	148	47	117	37
Science 10	213	102	48	78	37	970	684	71	609	63
Life Sciences 11	56	32	57	29	52	320	249	78	222	69
Pre-calculus 11	57	37	65	29	51	466	346	74	321	69
Science for Citizens 11	13	10	77	Msk	Msk	39	21	54	18	46
BC First Peoples 12	17	Msk	Msk	Msk	Msk	25	14	56	11	44
English 12 (combined)*	151	90	60	65	43	717	569	79	504	70
English First Peoples 12	74	47	64	31	42	233	193	83	157	67
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	Msk	Msk	Msk	Msk	Msk	103	98	95	94	91
Foundations of Math 12	10	Msk	Msk	Msk	Msk	60	51	85	41	68
Pre-calculus 12	19	15	79	12	63	305	266	87	254	83
Contemporary Indigenous Studies 12	18	10	56	10	56	33	28	85	23	70



Note:

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

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

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

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

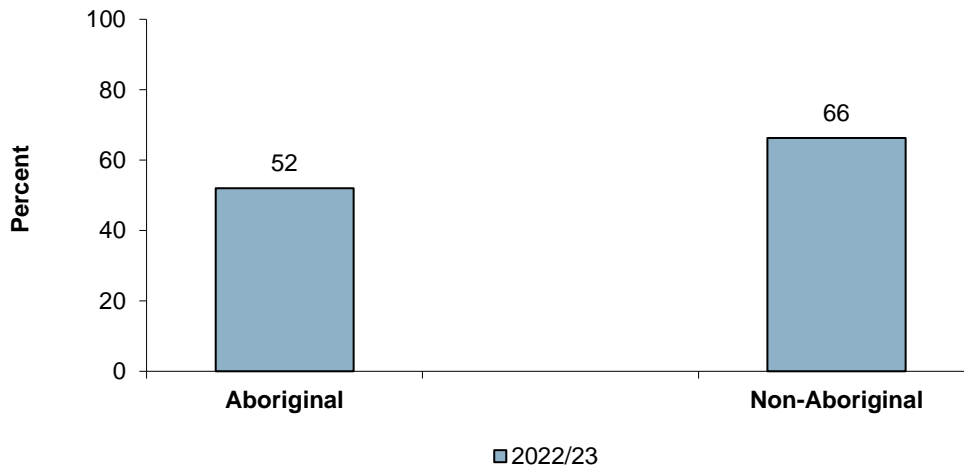
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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	373	190	51	157	42	1,480	1,050	71	891	60
2022/23	25	13	52	10	40	89	59	66	42	47

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	352	193	281	71	1,777	874	1,562	215		
2020/21	379	218	329	50	1,618	885	1,523	95		
2021/22	373	242	314	59	1,480	880	1,351	129		
2022/23	25	240	Msk	Msk	89	992	36	53		

English 10 (combined): C+ or Better



Note:

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

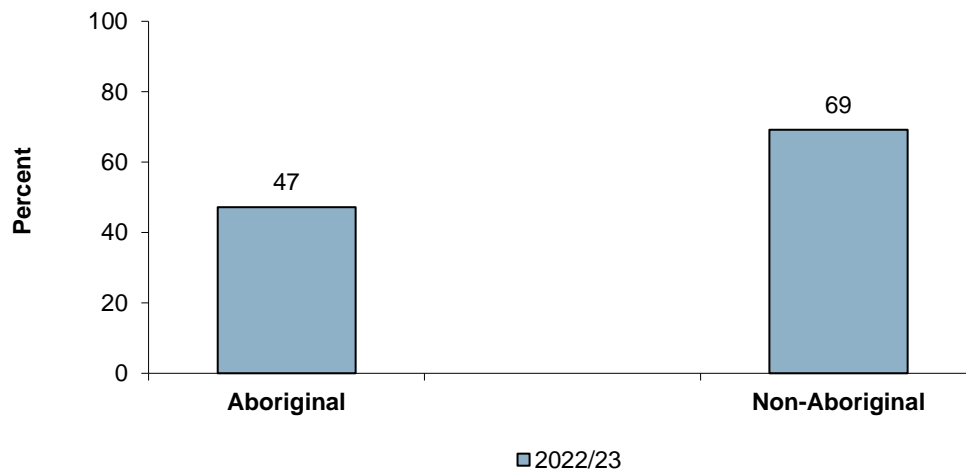
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	30	28	93	26	87
2020/21	Msk	Msk	Msk	Msk	Msk	20	13	65	13	65
2021/22	60	23	38	18	30	249	171	69	143	57
2022/23	403	190	47	137	34	1,832	1,267	69	1,084	59

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	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	218	Msk	Msk	20	885	20	0	
2021/22	60	242	Msk	Msk	249	880	228	21	
2022/23	403	240	356	47	1,832	992	1,755	77	

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



Note:

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

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

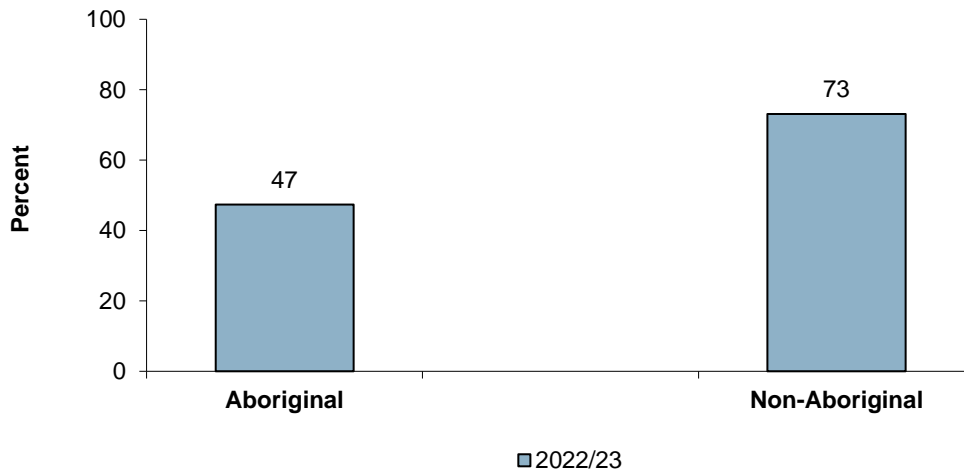
COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	71	36	51	28	39	567	395	70	332	59
2020/21	79	39	49	29	37	509	354	70	302	59
2021/22	86	54	63	47	55	570	387	68	340	60
2022/23	95	45	47	37	39	699	511	73	445	64

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	71	193	53	18	567	874	471	96		
2020/21	79	218	68	11	509	885	473	36		
2021/22	86	242	72	14	570	880	509	61		
2022/23	95	240	85	10	699	992	624	75		

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



Note:

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

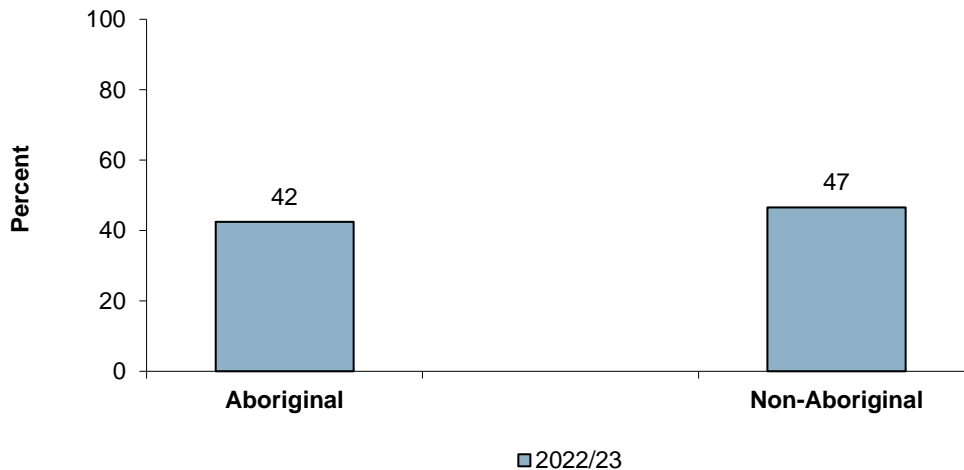
COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	104	40	38	28	27	307	150	49	126	41
2020/21	120	59	49	40	33	300	183	61	152	51
2021/22	140	62	44	48	34	292	169	58	126	43
2022/23	139	59	42	40	29	318	148	47	117	37

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	104	193	72	32	307	874	212	95		
2020/21	120	218	92	28	300	885	203	97		
2021/22	140	242	93	47	292	880	213	79		
2022/23	139	240	101	38	318	992	254	64		

Workplace Math 10: C+ or Better



Note:

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

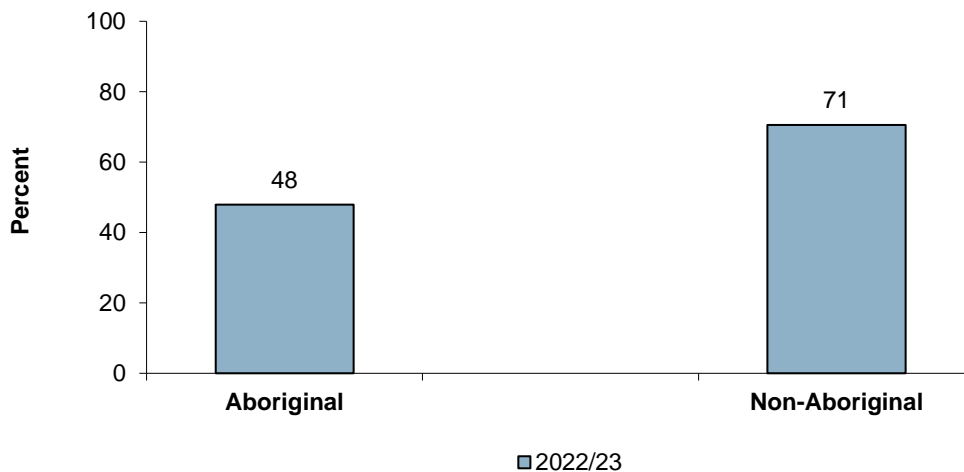
COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	161	86	53	73	45	850	601	71	523	62
2020/21	180	98	54	73	41	832	629	76	556	67
2021/22	208	105	50	82	39	847	638	75	568	67
2022/23	213	102	48	78	37	970	684	71	609	63

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	161	193	133	28	850	874	767	83		
2020/21	180	218	158	22	832	885	776	56		
2021/22	208	242	176	32	847	880	778	69		
2022/23	213	240	173	40	970	992	904	66		

Science 10: C+ or Better



Note:

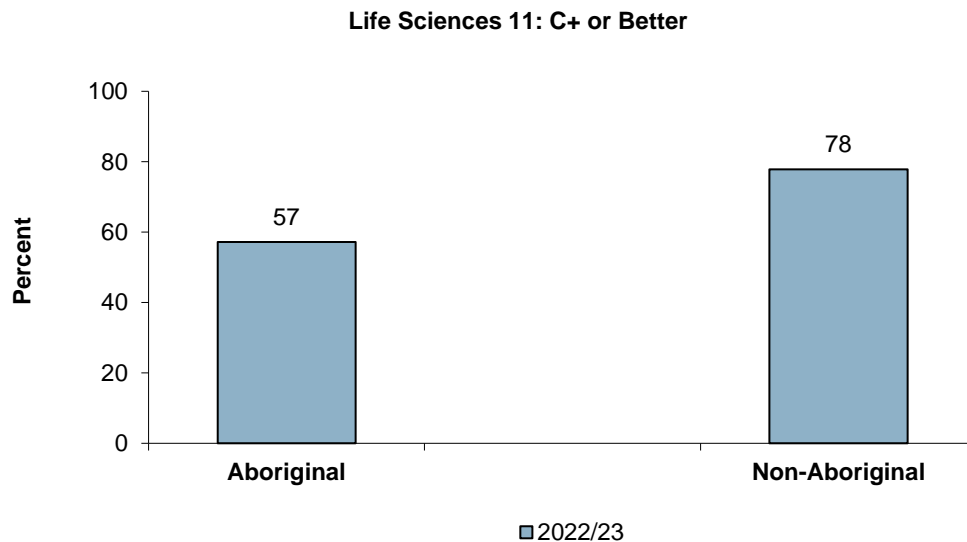
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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	56	32	57	29	52	320	249	78	222	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		Course Mark Count #	Total Gr 11 Students * #	Course Mark Count			
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #		
2019/20	55	218	42	13	330	903	281	49		
2020/21	41	199	Msk	Msk	333	908	302	31		
2021/22	57	241	Msk	Msk	338	937	300	38		
2022/23	56	245	Msk	Msk	320	929	291	29		



Note:

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

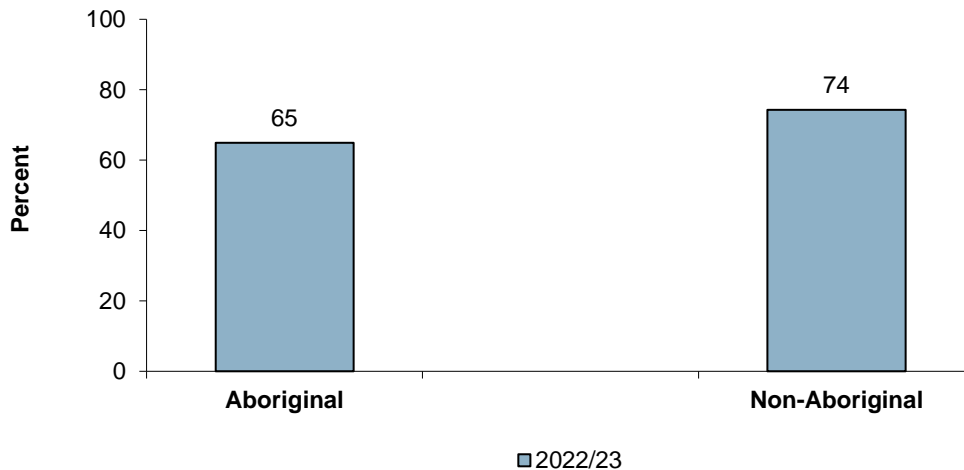
COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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	466	346	74	321	69

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	33	218	Msk	Msk	407	903	325	82	
2020/21	37	199	Msk	Msk	342	908	291	51	
2021/22	43	241	33	10	410	937	338	72	
2022/23	57	245	Msk	Msk	466	929	387	79	

Pre-calculus 11: C+ or Better



Note:

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

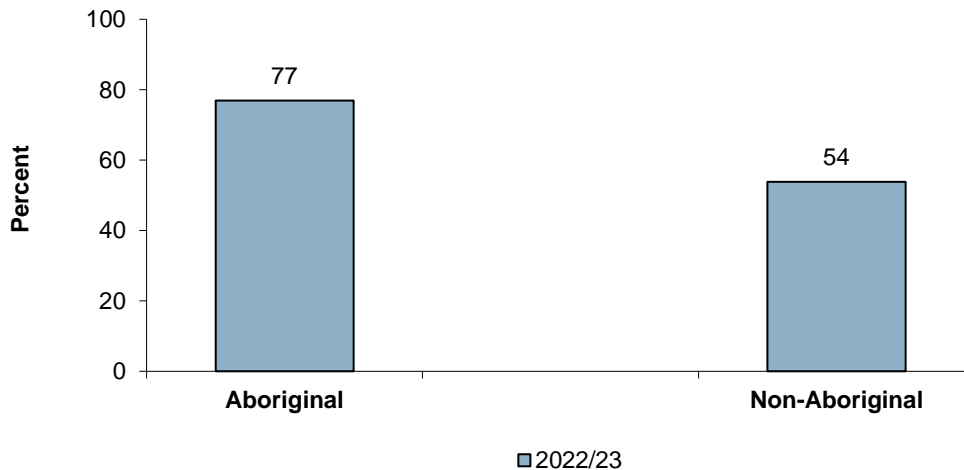
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	23	218	13	10	46	903	31	15	
2020/21	15	199	Msk	Msk	61	908	38	23	
2021/22	Msk	241	Msk	Msk	36	937	19	17	
2022/23	13	245	Msk	Msk	39	929	20	19	

Science for Citizens 11: C+ or Better



Note:

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

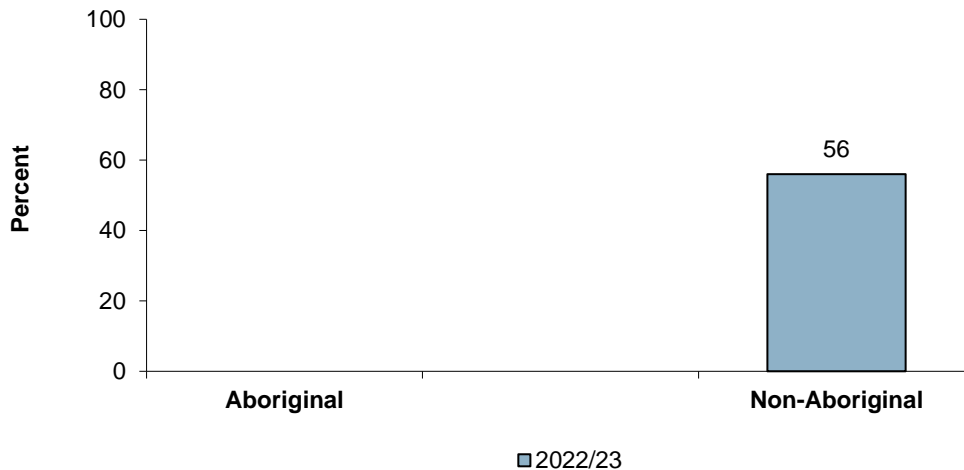
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	12	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	286	Msk	Msk	25	1,124	14	11	

BC First Peoples 12: C+ or Better



Note:

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

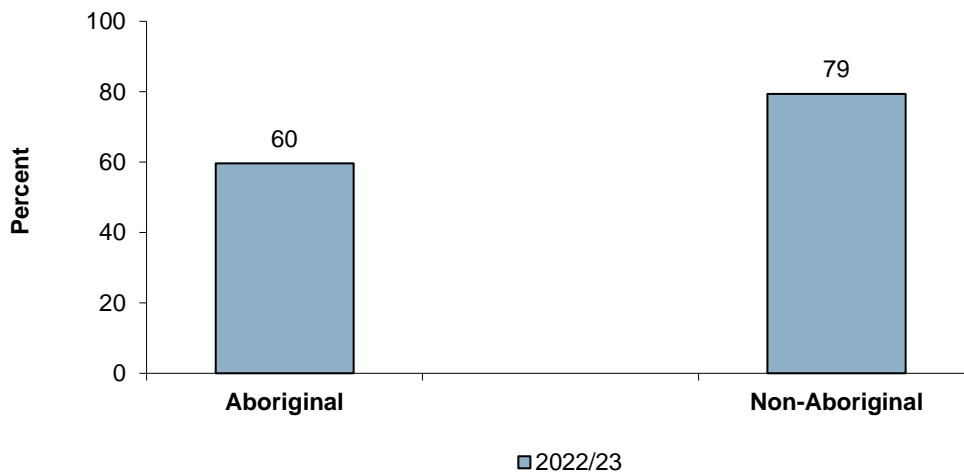
COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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	151	90	60	65	43	717	569	79	504	70

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	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	151	286	Msk	Msk	717	1,124	676	41		

English 12 (combined): C+ or Better



Note:

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

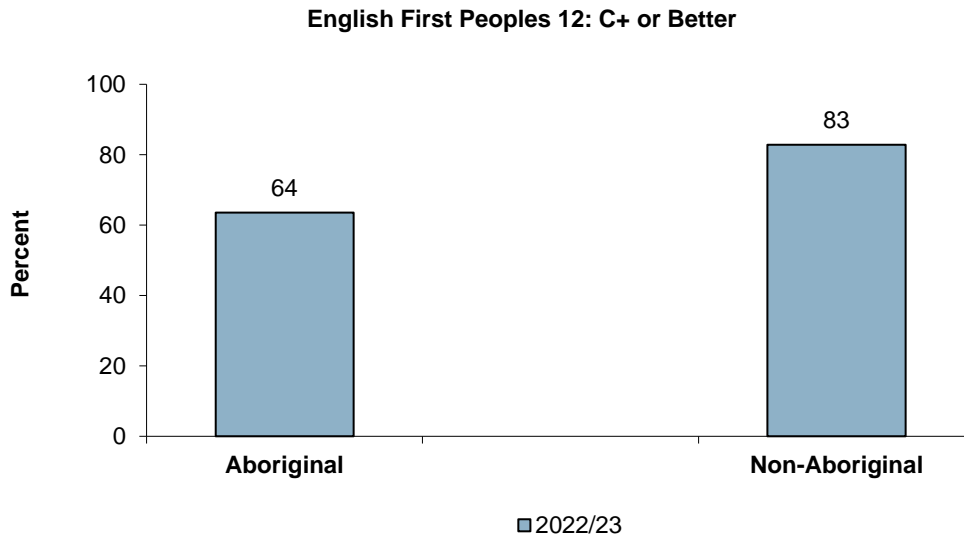
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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	74	47	64	31	42	233	193	83	157	67

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	Msk	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	74	286	57	17	233	1,124	157	76	



Note:

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

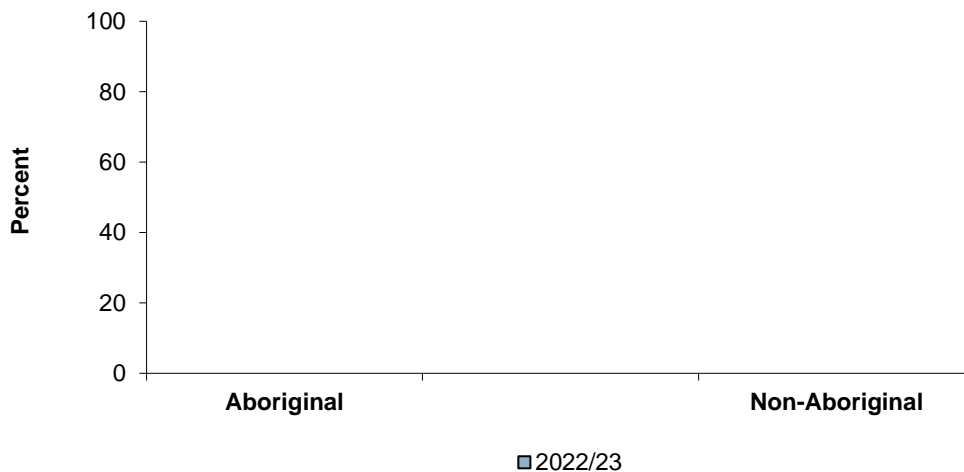
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	293	-	-	Msk	1,046	Msk	Msk	
2020/21	-	281	-	-	-	1,102	-	-	
2021/22	-	253	-	-	-	1,036	-	-	
2022/23	-	286	-	-	-	1,124	-	-	

Apprenticeship Math 12: C+ or Better



Note:

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

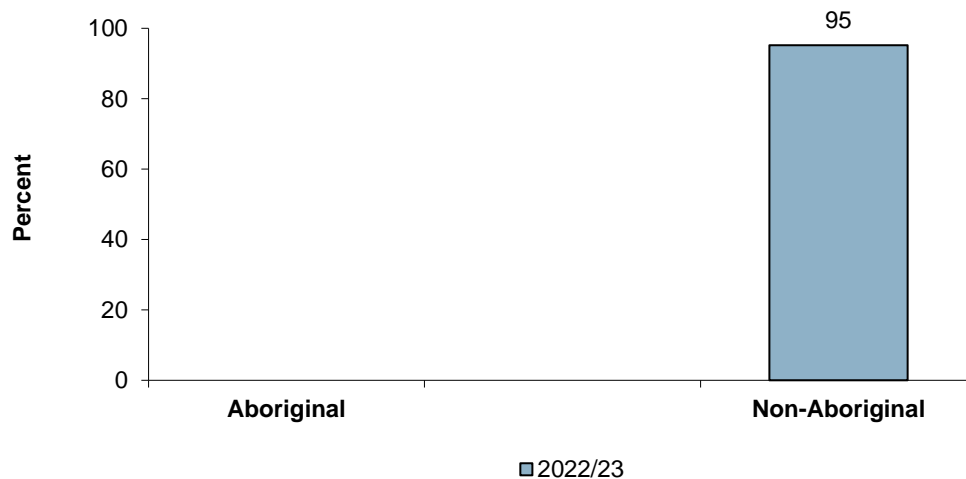
COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	10	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	286	Msk	Msk	103	1,124	Msk	Msk		

Calculus 12: C+ or Better



Note:

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

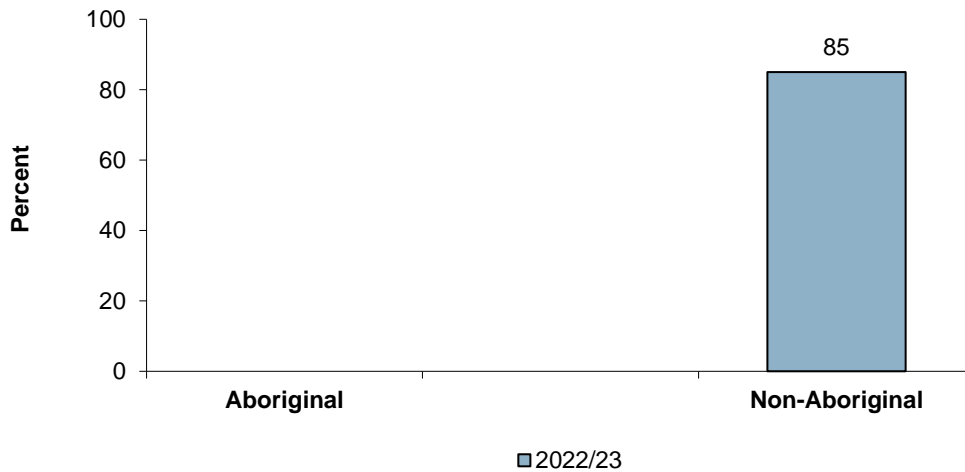
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	Msk	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	286	Msk	Msk	60	1,124	Msk	Msk		

Foundations of Math 12: C+ or Better



Note:

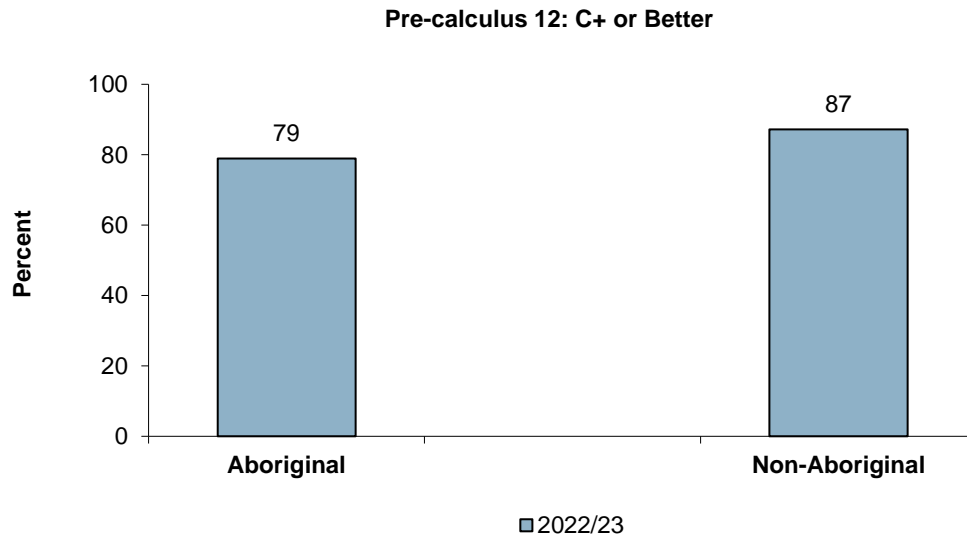
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	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	254	83

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	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	286	Msk	Msk	305	1,124	248	57		



Note:

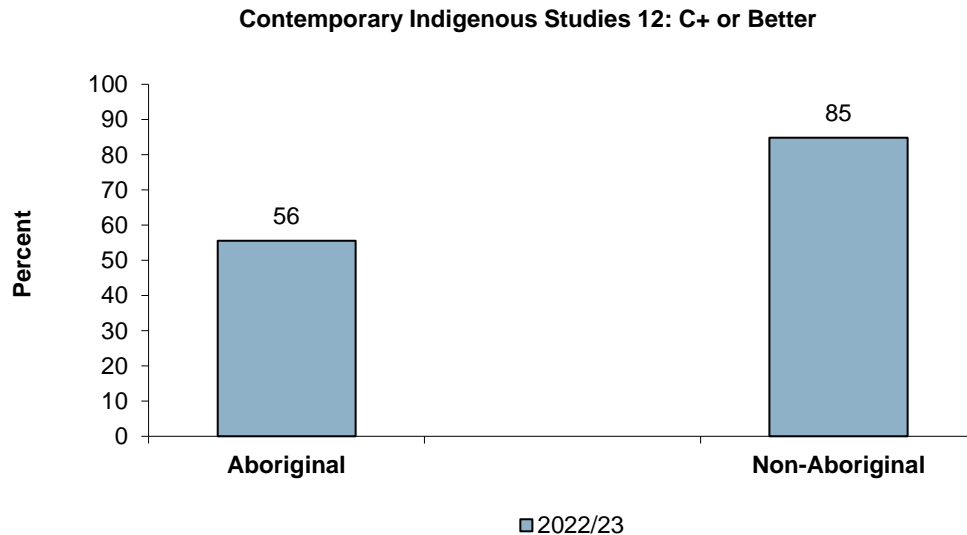
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	13	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	20	10	50	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	18	10	56	10	56	33	28	85	23	70

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	13	293	Msk	Msk	11	1,046	Msk	Msk		
2020/21	Msk	281	Msk	Msk	-	1,102	-	-		
2021/22	20	253	Msk	Msk	Msk	1,036	Msk	Msk		
2022/23	18	286	Msk	Msk	33	1,124	11	22		



Note:

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

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

BC Residents

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

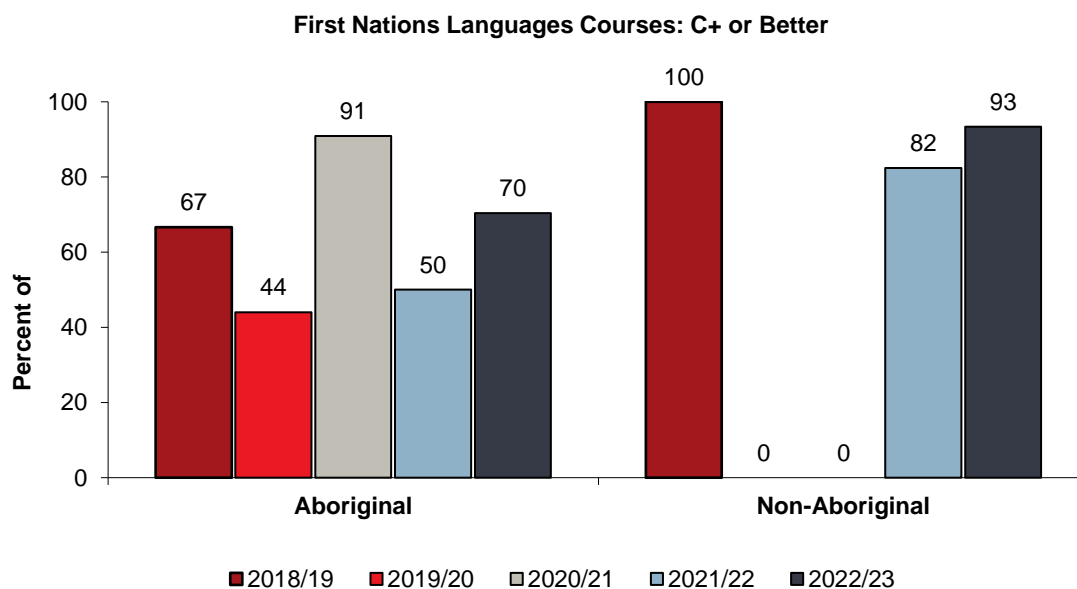
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2018/19	24	16	67	Msk	Msk	10	10	100	10	100
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	38	19	50	14	37	17	14	82	14	82
2022/23	27	19	70	17	63	15	14	93	12	80

List of First Nations Languages Courses in District:

Hul'q'umi'num', Nuučaañut & 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.

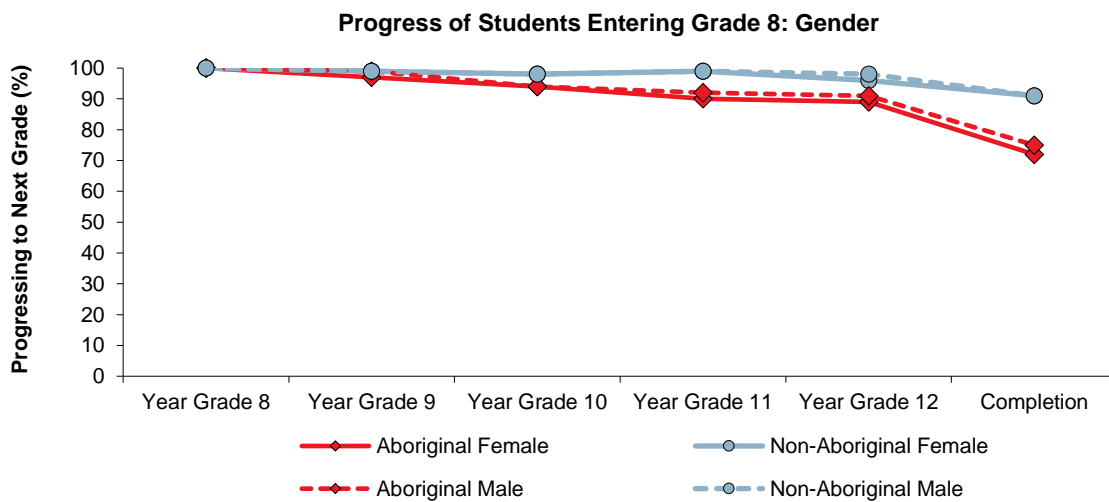
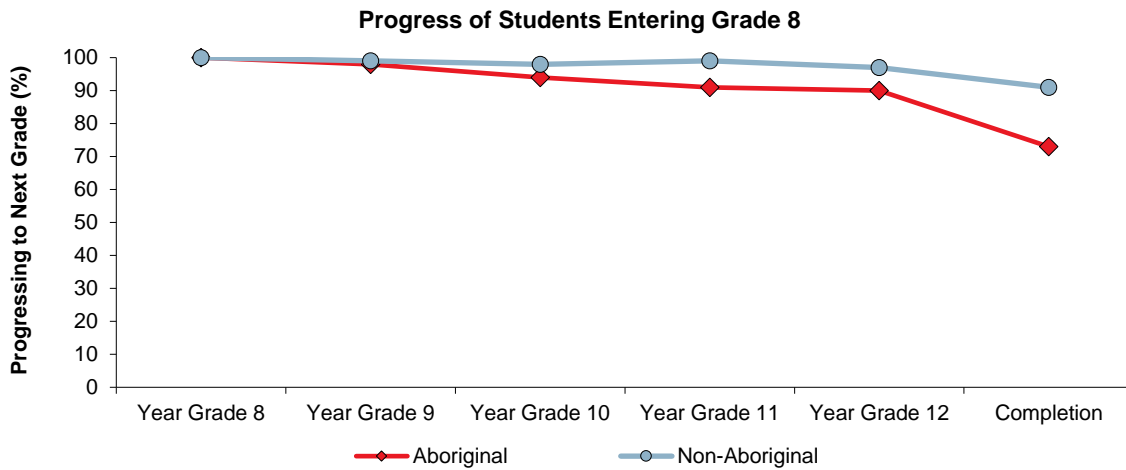
PROGRESS OF STUDENTS ENTERING GRADE 8

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 B.C. Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	98	97	99	99	99	99
	Grade 10	94	94	94	98	98	98
	Grade 11	91	90	92	99	99	99
	Grade 12	90	89	91	97	96	98
2022/23	Completion	73	72	75	91	91	91



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

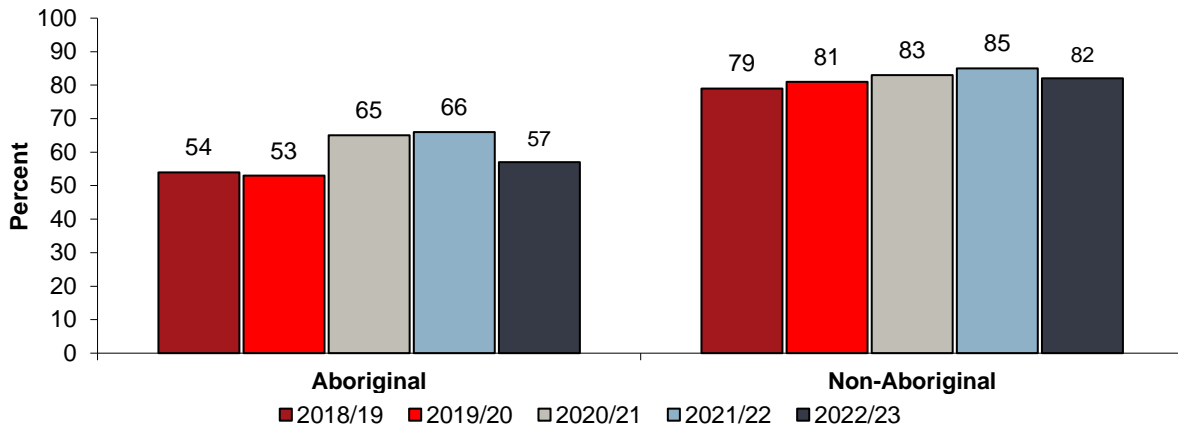
BC Residents

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

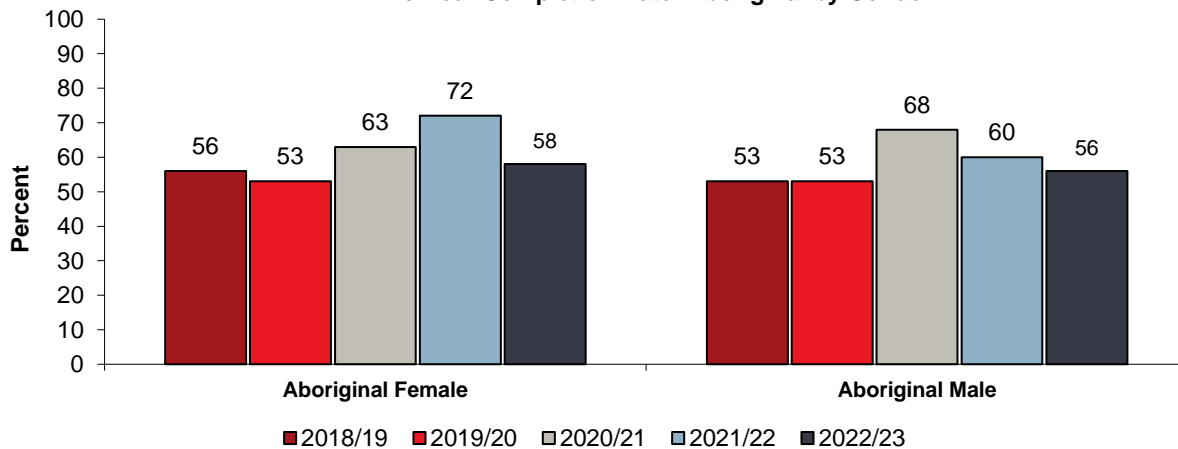
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	54	56	53	79	80	77
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

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



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

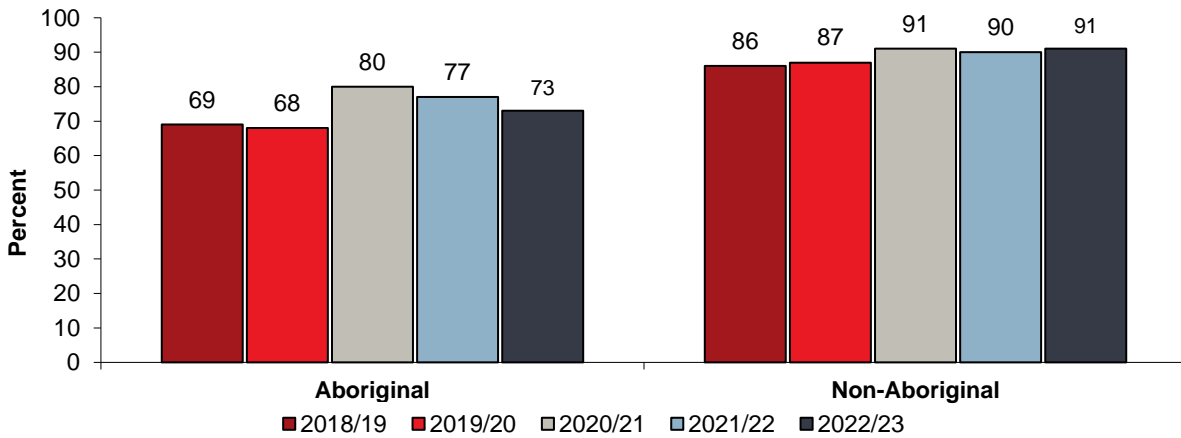
BC Residents

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

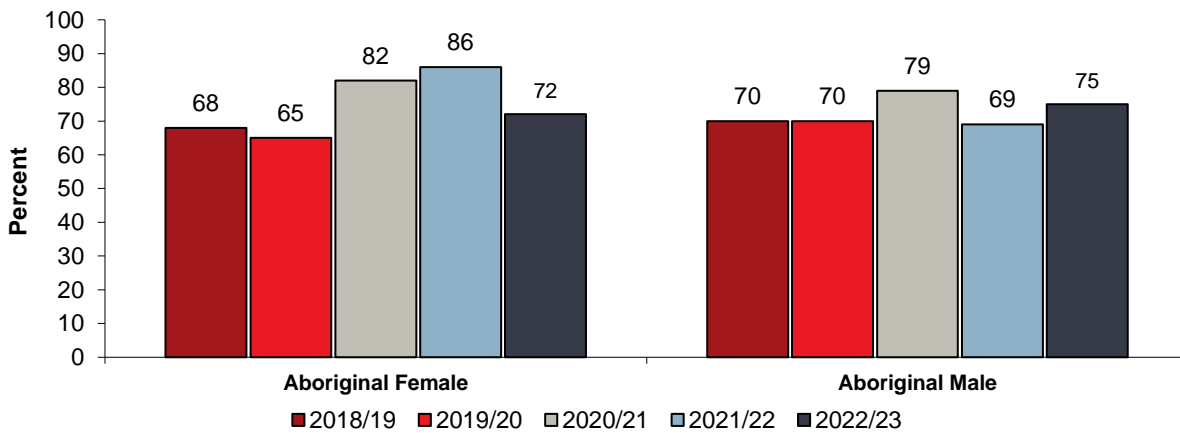
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	69	68	70	86	87	85
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

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



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

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

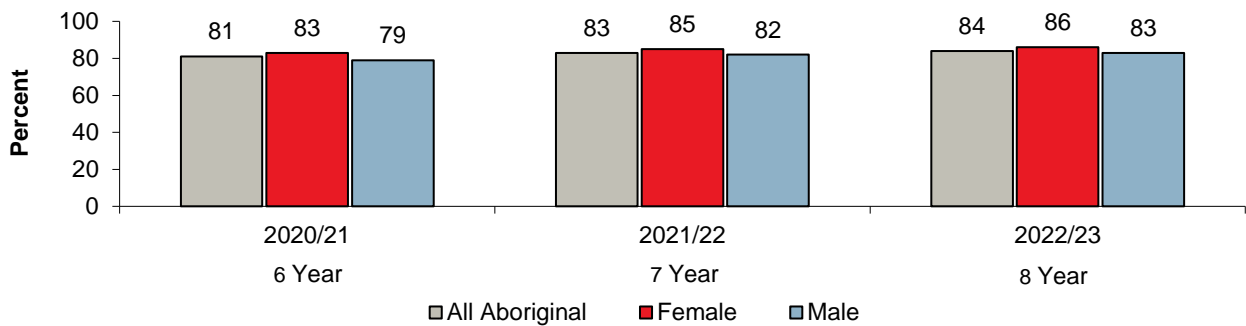
BC Residents

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

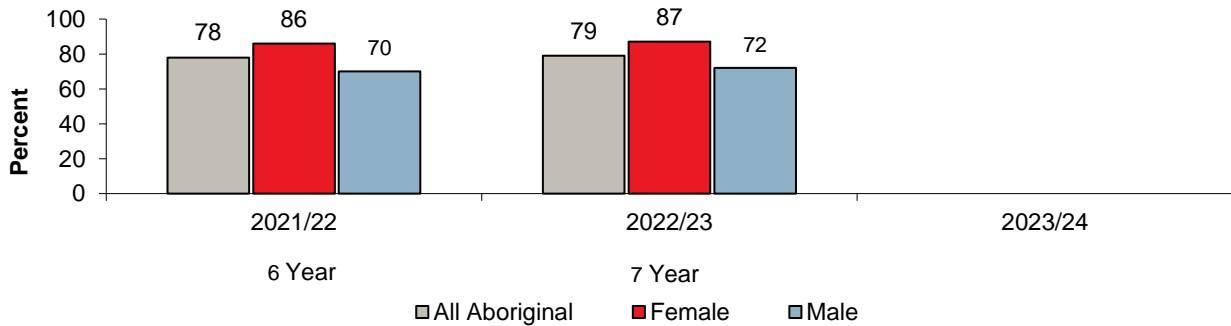
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	81	83	79	83	85	82	84	86	83
2016/17	78	86	70	79	87	72	-	-	-
2017/18	73	72	75	-	-	-	-	-	-

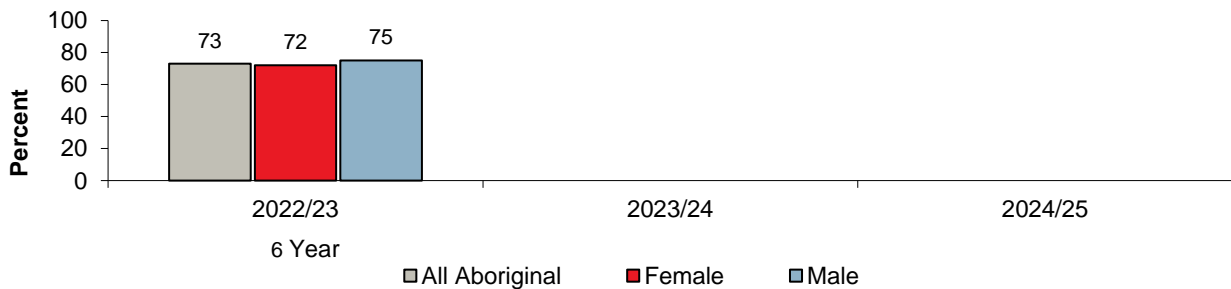
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	230	Msk	Msk	1,111	16	1
2019/20	261	Msk	Msk	988	14	1
2020/21	248	Msk	Msk	1,006	13	1
2021/22	243	Msk	Msk	992	10	1
2022/23	266	12	5	1,064	10	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	
	#	#	%	#	#	%
2018/19	230	101	44	1,111	729	66
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	266	154	58	1,064	807	76

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

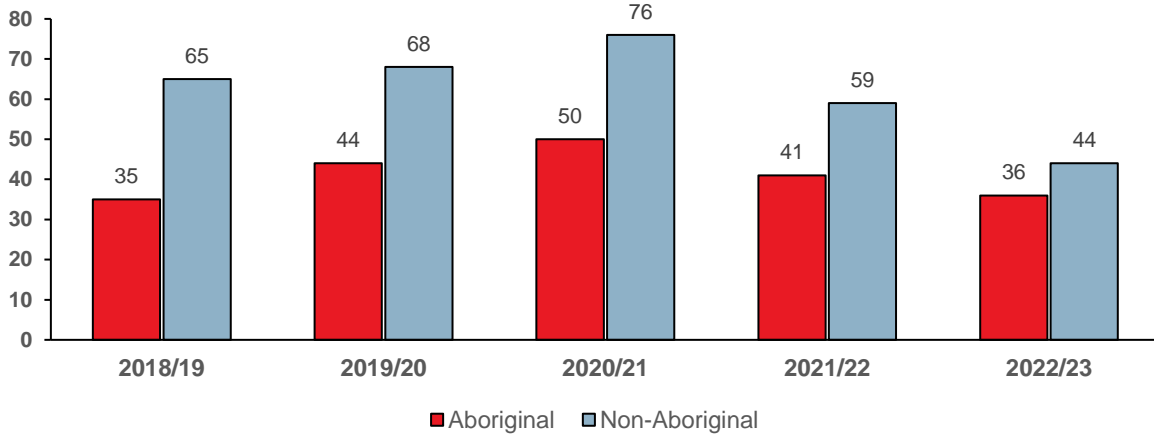
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

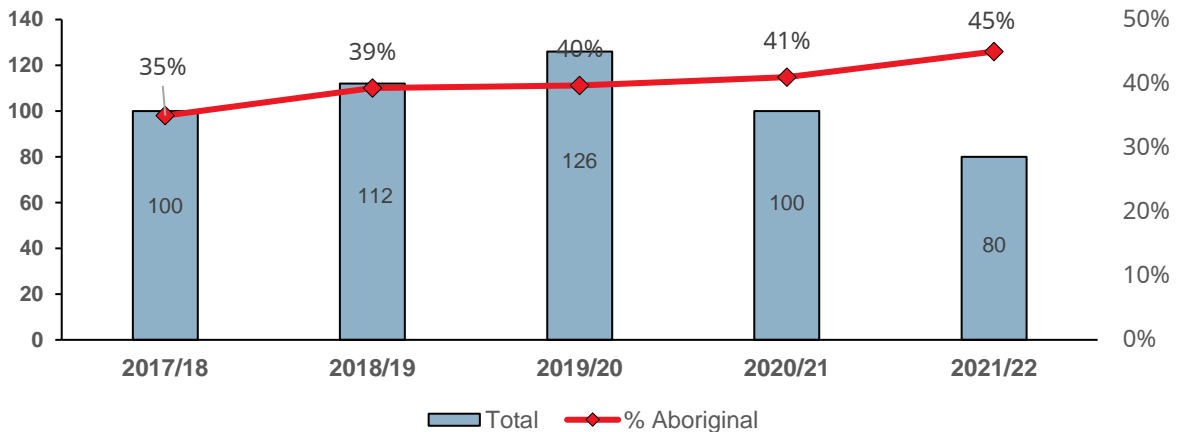
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	100		35	35	65	65
2019/20	112		44	39	68	61
2020/21	126		50	40	76	60
2021/22	100		41	41	59	59
2022/23	80		36	45	44	55

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	43	35	40	25	Msk	Msk	Msk	28
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	52	44	23	-	Msk	Msk	Msk

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	23	66	11	31	Msk
2019/20	29	66	11	25	Msk	Msk
2020/21	37	74	11	22	Msk	Msk
2021/22	26	63	14	34	Msk	Msk
2022/23	28	78	Msk	Msk	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	32	49	14	22	19
2019/20	43	63	20	29	Msk	Msk
2020/21	38	50	21	28	17	22
2021/22	42	71	11	19	Msk	Msk
2022/23	31	70	Msk	Msk	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

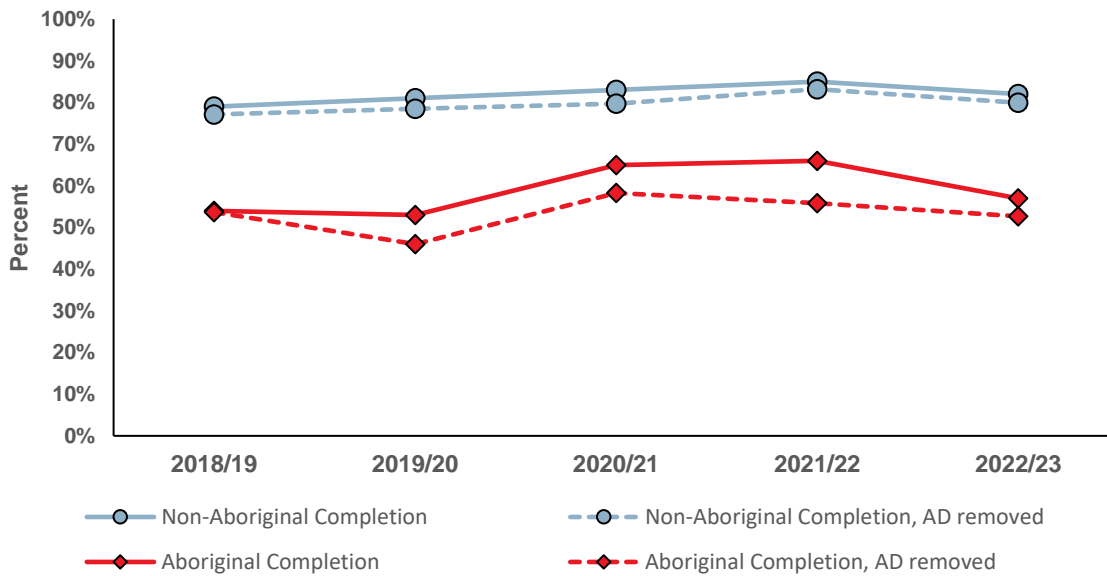
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	54	0	54	79	-2	77
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

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

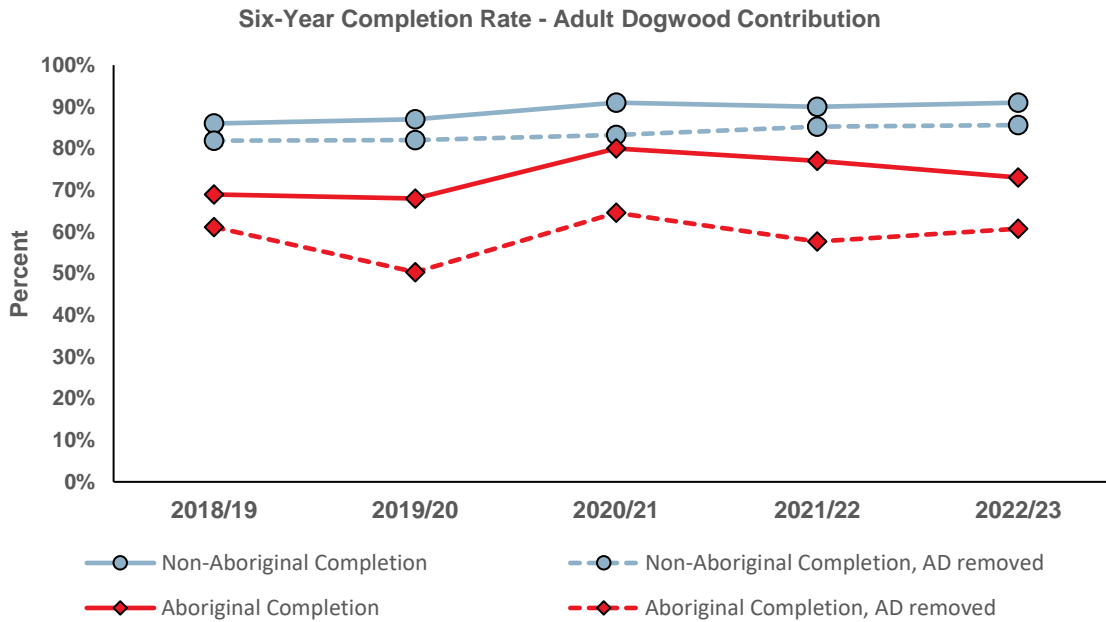
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	69	-8	61	86	-4	82
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



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	690	397	58	293	42
2018/19	682	390	57	292	43
2019/20	673	395	59	278	41
2020/21	665	382	57	283	43
2021/22	700	415	59	285	41

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	2,740	397	14
2018/19	2,809	390	14
2019/20	2,808	395	14
2020/21	2,758	382	14
2021/22	2,852	415	15

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	46	Msk	49	43	Msk	49	49
2018/19	49	Msk	Msk	42	66	Msk	56
2019/20	56	Msk	Msk	52	Msk	66	59
2020/21	65	74	Msk	64	Msk	65	66
2021/22	76	80	Msk	71	Msk	87	84

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	85	Msk	Msk	87	Msk	Msk	83
2018/19	89	Msk	Msk	82	100	Msk	95
2019/20	88	100	Msk	95	100	72	82
2020/21	97	Msk	Msk	94	Msk	Msk	100
2021/22	92	100	Msk	96	Msk	94	89

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	102	100	Msk	Msk	-	-	-	-	-	-
	2018/19	96	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	127	100	Msk	Msk	-	-				
	2020/21	127	100	-	-						
Non-Aboriginal	2017/18	667	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	705	100	14	2.0	Msk	Msk	Msk	Msk		
	2019/20	646	100	Msk	Msk	Msk	Msk				
	2020/21	739	100	10	1.4						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	102	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	96	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	127	100	Msk	Msk	-	-				
	2020/21	127	100	Msk	Msk						
Non-Aboriginal	2017/18	667	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	705	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	646	100	Msk	Msk	Msk	Msk				
	2020/21	739	100	13	1.8						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	102	100	Msk	Msk	-	-	-	-	-	-
	2018/19	96	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	127	100	Msk	Msk	-	-	-	-	-	-
	2020/21	127	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	667	100	62	9.3	Msk	Msk	Msk	Msk	-	-
	2018/19	705	100	54	7.7	Msk	Msk	Msk	Msk	-	-
	2019/20	646	100	61	9.4	Msk	Msk	-	-	-	-
	2020/21	739	100	72	9.7	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	102	100	43	42.2	10	9.8	Msk	Msk	Msk	Msk
	2018/19	96	100	27	28.1	Msk	Msk	Msk	Msk	-	-
	2019/20	127	100	38	29.9	12	9.4	-	-	-	-
	2020/21	127	100	40	31.5	-	-	-	-	-	-
Non-Aboriginal	2017/18	667	100	278	41.7	53	7.9	28	4.2	12	1.8
	2018/19	705	100	307	43.5	54	7.7	18	2.6	-	-
	2019/20	646	100	236	36.5	61	9.4	-	-	-	-
	2020/21	739	100	216	29.2	-	-	-	-	-	-

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

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

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

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

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

CAVEAT

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

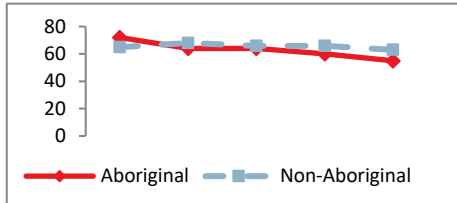
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

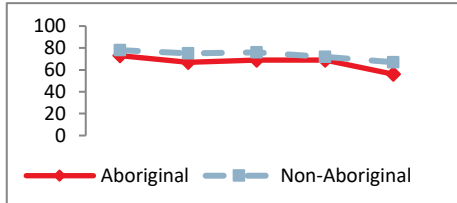
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



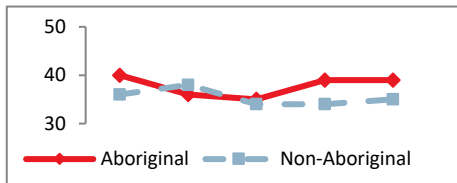
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	184	132	72	787	513	65
2019/20	107	68	64	648	439	68
2020/21	148	94	64	781	515	66
2021/22	149	90	60	792	520	66
2022/23	151	83	55	816	511	63

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	187	136	73	787	617	78
2019/20	109	73	67	653	490	75
2020/21	150	104	69	794	603	76
2021/22	148	102	69	808	584	72
2022/23	149	83	56	813	543	67

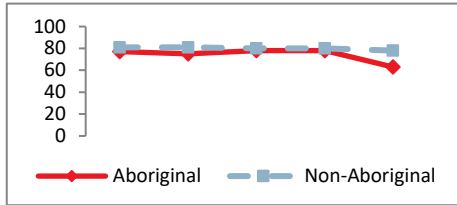
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	177	71	40	770	278	36
2019/20	103	37	36	644	247	38
2020/21	147	52	35	770	264	34
2021/22	147	58	39	799	275	34
2022/23	150	59	39	807	280	35

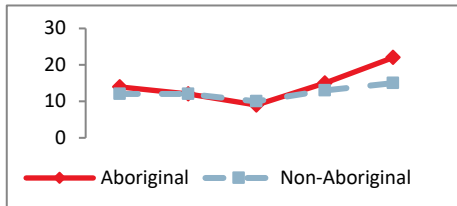
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



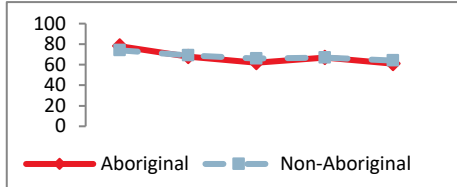
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	160	123	77	803	648	81
2019/20	92	69	75	654	529	81
2020/21	135	105	78	785	631	80
2021/22	136	106	78	808	648	80
2022/23	146	92	63	814	632	78

Have you ever felt bullied at school?



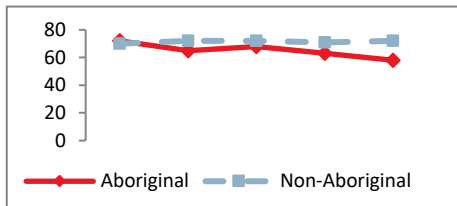
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	160	22	14	804	97	12
2019/20	94	11	12	654	78	12
2020/21	135	12	9	794	79	10
2021/22	136	21	15	801	104	13
2022/23	147	32	22	813	122	15

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	186	127	68	780	578	74
2019/20	106	72	68	652	447	69
2020/21	147	91	62	781	516	66
2021/22	147	98	67	804	536	67
2022/23	152	92	61	811	523	64

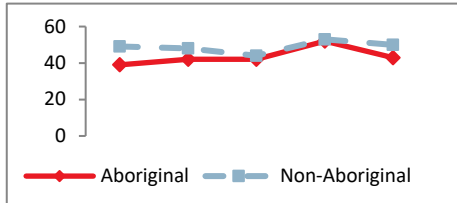
I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	188	136	72	780	544	70
2019/20	109	71	65	648	464	72
2020/21	146	100	68	782	566	72
2021/22	145	91	63	802	571	71
2022/23	153	88	58	806	578	72

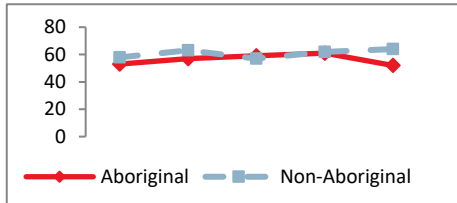
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



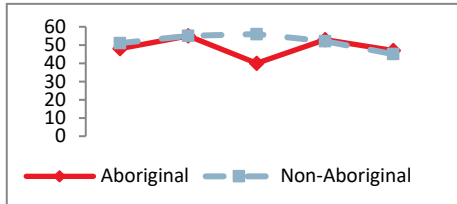
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	180	71	39	717	353	49
2019/20	156	66	42	706	340	48
2020/21	143	60	42	744	331	44
2021/22	178	93	52	780	411	53
2022/23	156	67	43	842	419	50

Do adults in the school treat all students fairly?



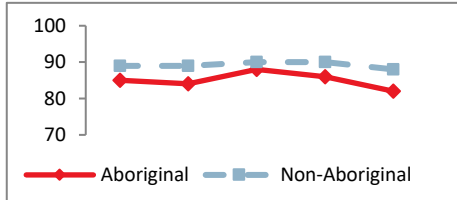
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	179	94	53	716	415	58
2019/20	155	88	57	706	446	63
2020/21	143	85	59	747	429	57
2021/22	177	108	61	778	486	62
2022/23	155	81	52	843	542	64

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



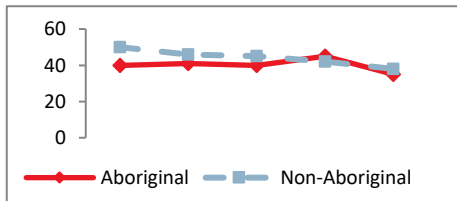
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	173	83 48	681	346 51
2019/20	154	84 55	671	372 55
2020/21	139	56 40	717	399 56
2021/22	174	93 53	767	397 52
2022/23	155	73 47	840	381 45

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	171	145 85	700	621 89
2019/20	148	124 84	682	609 89
2020/21	142	125 88	729	655 90
2021/22	167	143 86	758	685 90
2022/23	153	125 82	826	730 88

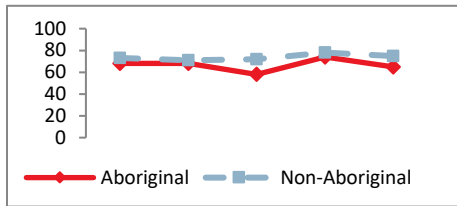
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	175	70 40	709	351 50
2019/20	150	62 41	696	321 46
2020/21	142	57 40	738	335 45
2021/22	173	77 45	769	323 42
2022/23	155	54 35	835	315 38

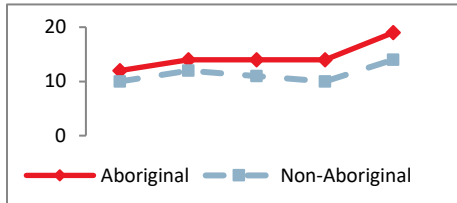
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



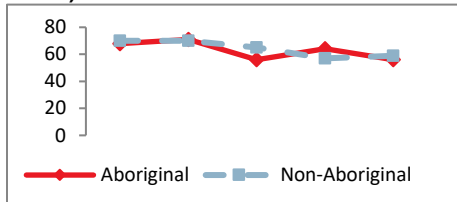
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	161	109	68	727	528	73
2019/20	146	99	68	704	498	71
2020/21	132	77	58	753	544	72
2021/22	172	127	74	782	607	78
2022/23	154	100	65	842	632	75

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



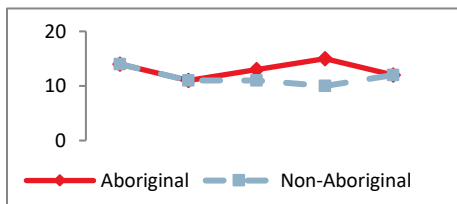
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	161	19	12	729	74	10
2019/20	145	21	14	711	86	12
2020/21	133	19	14	754	85	11
2021/22	169	24	14	781	81	10
2022/23	155	30	19	845	115	14

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	180	122	68	715	497	70
2019/20	156	110	71	706	491	70
2020/21	142	80	56	745	484	65
2021/22	179	115	64	785	450	57
2022/23	157	88	56	844	502	59

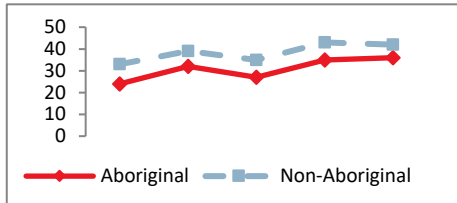
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	178	25	14	716	102	14
2019/20	156	17	11	705	77	11
2020/21	141	19	13	743	80	11
2021/22	178	27	15	785	81	10
2022/23	157	19	12	839	97	12

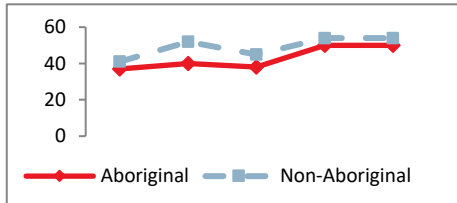
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



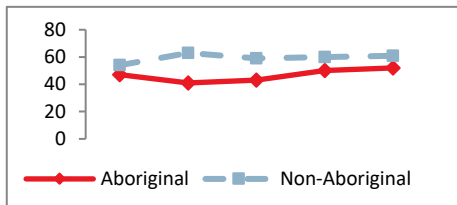
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	119	29	24	640	211	33
2019/20	47	15	32	283	110	39
2020/21	106	29	27	606	210	35
2021/22	131	46	35	695	298	43
2022/23	130	47	36	779	324	42

Do adults in the school treat all students fairly?



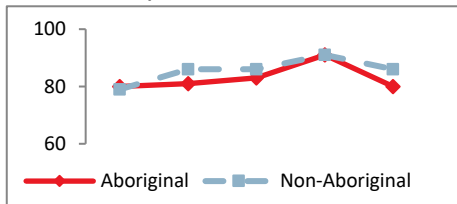
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	119	44	37	638	262	41
2019/20	47	19	40	285	147	52
2020/21	106	40	38	607	272	45
2021/22	131	65	50	699	374	54
2022/23	130	65	50	778	418	54

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



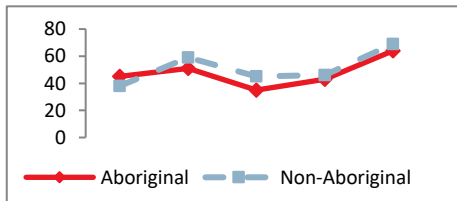
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	116	55	47	628	340	54
2019/20	44	18	41	274	172	63
2020/21	103	44	43	591	346	59
2021/22	131	65	50	694	417	60
2022/23	129	67	52	775	473	61

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	114	91	80	634	503	79
2019/20	43	35	81	279	241	86
2020/21	99	82	83	606	521	86
2021/22	128	116	91	683	620	91
2022/23	128	103	80	765	660	86

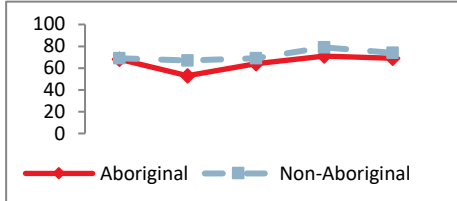
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	120	54	45	640	246	38
2019/20	45	23	51	282	166	59
2020/21	105	37	35	605	271	45
2021/22	130	56	43	692	315	46
2022/23	130	83	64	773	534	69

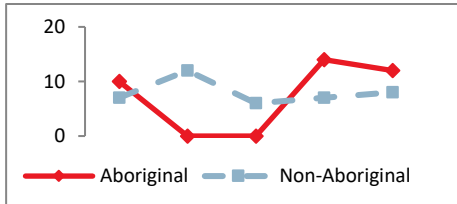
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



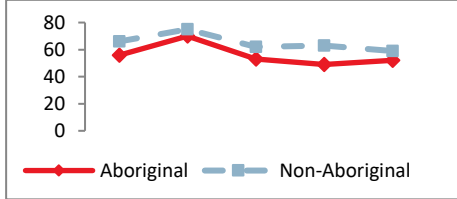
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	116	79	68	642	443	69
2019/20	45	24	53	283	190	67
2020/21	101	65	64	610	422	69
2021/22	125	89	71	705	554	79
2022/23	127	88	69	779	574	74

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



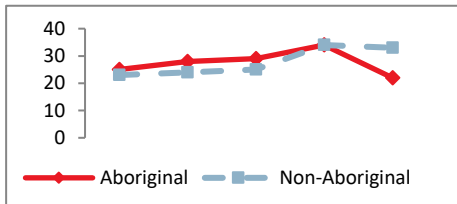
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	117	12	10	641	45	7
2019/20	45	Msk	Msk	282	34	12
2020/21	102	Msk	Msk	609	34	6
2021/22	124	17	14	704	52	7
2022/23	127	15	12	781	65	8

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



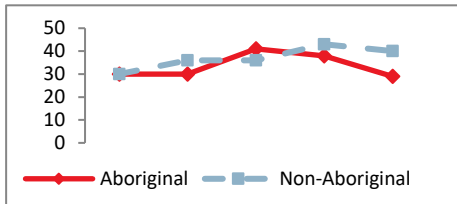
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	119	67	56	641	424	66
2019/20	47	33	70	284	212	75
2020/21	106	56	53	605	376	62
2021/22	131	64	49	697	441	63
2022/23	128	66	52	777	456	59

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



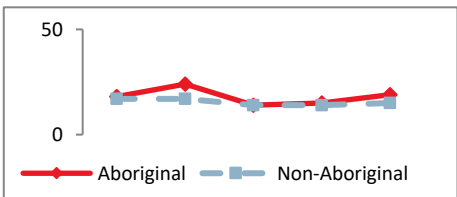
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	116	29	25	635	149	23
2019/20	43	12	28	281	68	24
2020/21	102	30	29	604	150	25
2021/22	131	45	34	679	232	34
2022/23	130	29	22	764	253	33

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	117	35	30	634	190	30
2019/20	43	13	30	281	102	36
2020/21	101	41	41	604	220	36
2021/22	128	49	38	683	293	43
2022/23	130	38	29	764	308	40

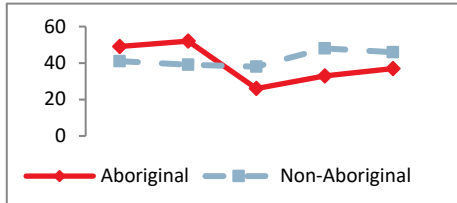
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	119	22	18	639	106	17
2019/20	46	11	24	284	48	17
2020/21	105	15	14	605	82	14
2021/22	131	19	15	696	98	14
2022/23	129	25	19	776	116	15

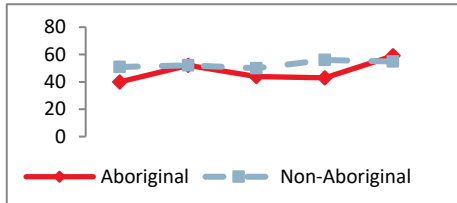
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



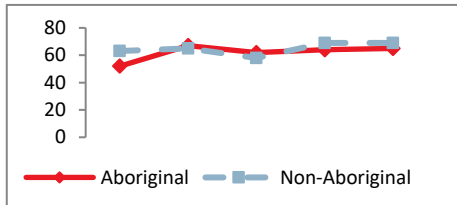
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	26	49	477	196	41
2019/20	25	13	52	178	70	39
2020/21	62	16	26	375	143	38
2021/22	61	20	33	505	241	48
2022/23	75	28	37	533	244	46

Do adults in the school treat all students fairly?



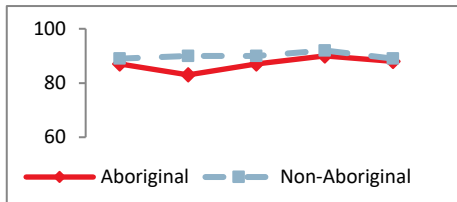
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	21	40	479	242	51
2019/20	25	13	52	179	93	52
2020/21	62	27	44	373	186	50
2021/22	61	26	43	504	280	56
2022/23	75	44	59	533	293	55

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



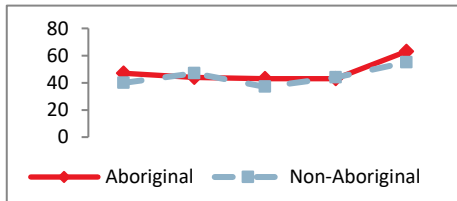
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	50	26	52	465	295	63
2019/20	24	16	67	168	110	65
2020/21	61	38	62	363	209	58
2021/22	61	39	64	502	348	69
2022/23	75	49	65	530	364	69

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	46	87	478	426	89
2019/20	24	20	83	167	151	90
2020/21	61	53	87	367	331	90
2021/22	58	52	90	493	454	92
2022/23	74	65	88	523	466	89

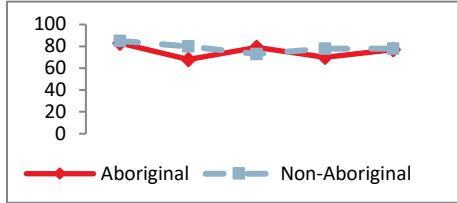
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	25	47	478	192	40
2019/20	25	11	44	168	79	47
2020/21	61	26	43	367	135	37
2021/22	60	26	43	499	222	44
2022/23	73	46	63	527	292	55

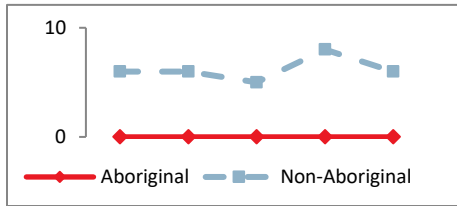
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



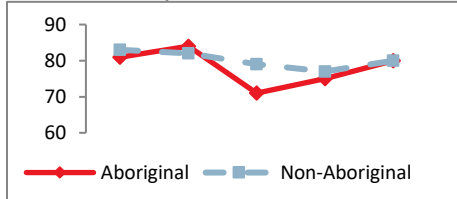
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	44	83	477	405	85
2019/20	25	17	68	172	137	80
2020/21	62	49	79	372	272	73
2021/22	60	42	70	502	391	78
2022/23	74	57	77	530	415	78

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



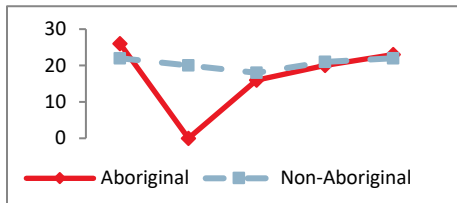
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	Msk	Msk	475	28	6
2019/20	25	Msk	Msk	173	10	6
2020/21	62	Msk	Msk	372	19	5
2021/22	61	Msk	Msk	502	40	8
2022/23	74	Msk	Msk	530	34	6

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



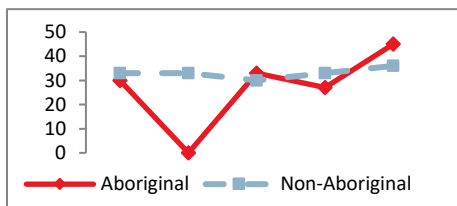
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	53	43	81	476	393	83
2019/20	25	21	84	178	146	82
2020/21	62	44	71	375	295	79
2021/22	61	46	75	504	390	77
2022/23	75	60	80	534	427	80

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



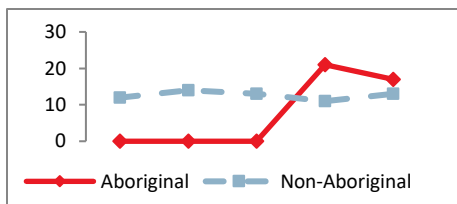
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	14	26	478	104	22
2019/20	25	Msk	Msk	167	34	20
2020/21	61	10	16	366	65	18
2021/22	59	12	20	495	106	21
2022/23	74	17	23	522	116	22

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	16	30	477	157	33
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

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	53	Msk	Msk	477	59	12
2019/20	25	Msk	Msk	179	25	14
2020/21	62	Msk	Msk	375	48	13
2021/22	61	13	21	500	54	11
2022/23	75	13	17	530	70	13

GLOSSARY

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

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

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