



Aboriginal Report

How Are We Doing?

2022/2023

School District: 075
Mission

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

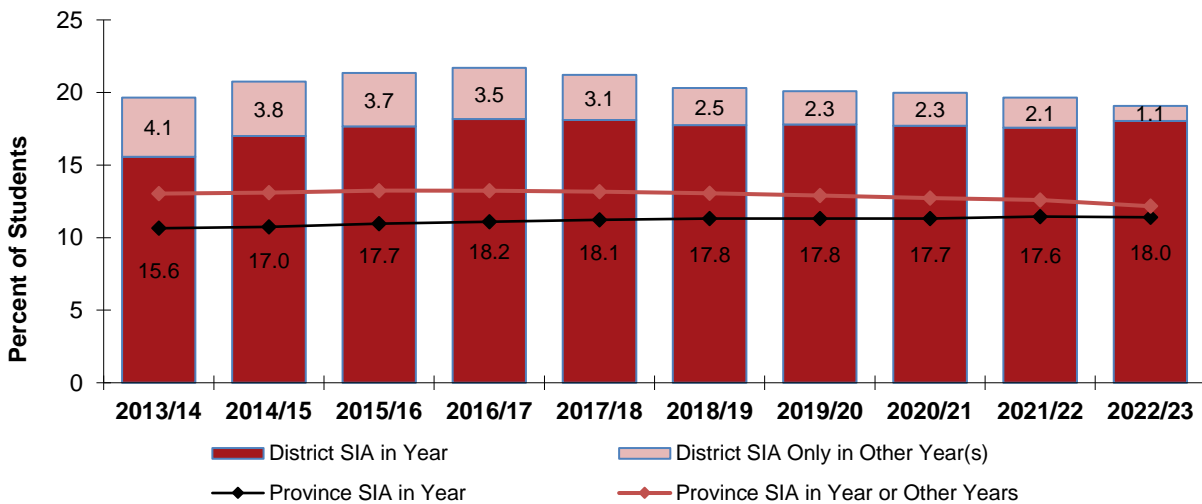
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	5,990	932	15.6	245	4.1	558,983	59,502	10.6	13,325	2.4
2014/15	5,978	1,016	17.0	225	3.8	552,786	59,382	10.7	13,068	2.4
2015/16	6,027	1,064	17.7	223	3.7	553,376	60,706	11.0	12,567	2.3
2016/17	6,072	1,103	18.2	214	3.5	557,625	61,801	11.1	11,979	2.1
2017/18	6,300	1,140	18.1	196	3.1	563,241	63,182	11.2	10,930	1.9
2018/19	6,283	1,116	17.8	160	2.5	568,982	64,326	11.3	10,009	1.8
2019/20	6,394	1,138	17.8	146	2.3	576,000	65,215	11.3	9,152	1.6
2020/21	6,382	1,130	17.7	145	2.3	568,285	64,272	11.3	8,037	1.4
2021/22	6,625	1,165	17.6	137	2.1	578,797	66,282	11.5	6,635	1.1
2022/23	6,654	1,200	18.0	70	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.

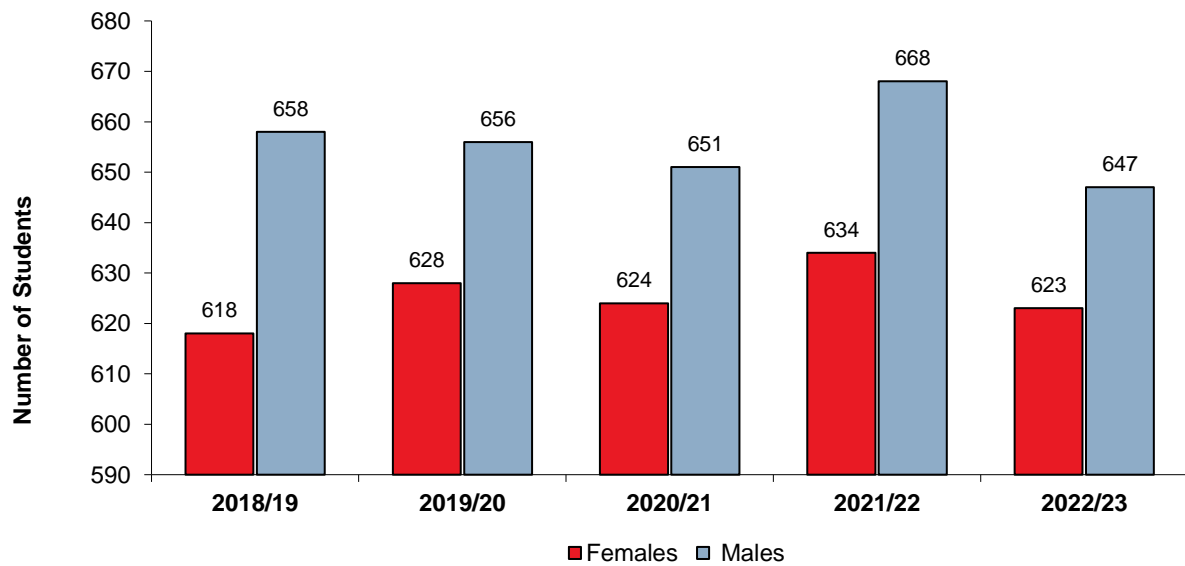
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	6,283	1,276	20.3	618	9.8	658	10.5	74,335	36,874	37,461
2019/20	6,394	1,284	20.1	628	9.8	656	10.3	74,367	36,847	37,520
2020/21	6,382	1,275	20.0	624	9.8	651	10.2	72,309	35,901	36,408
2021/22	6,625	1,302	19.7	634	9.6	668	10.1	72,917	36,210	36,707
2022/23	6,654	1,270	19.1	623	9.4	647	9.7	71,838	35,586	36,252

Number of Aboriginal Students by Gender



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

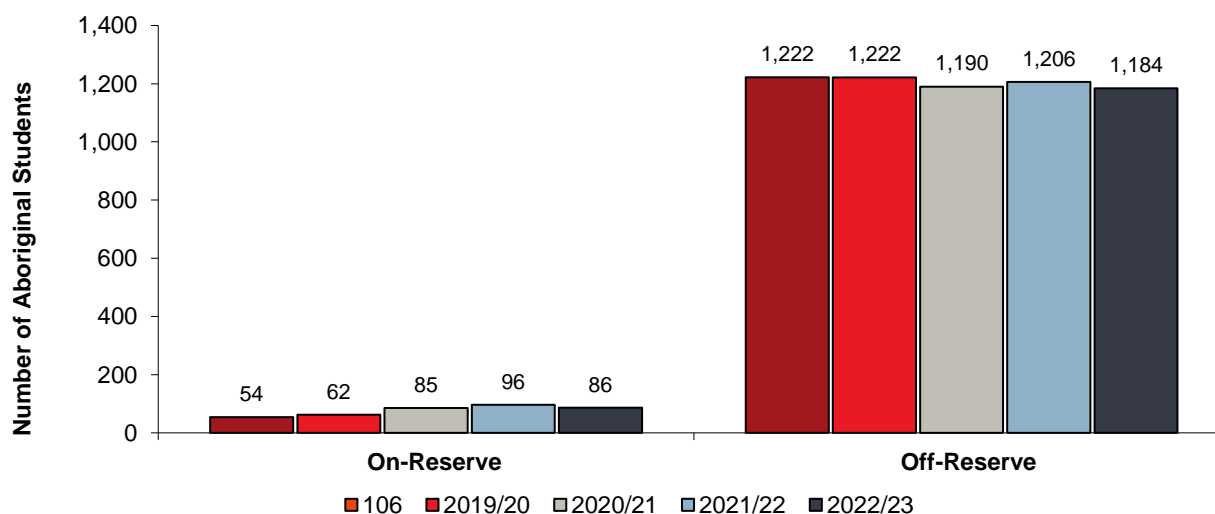
September Count

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	1,276	29	25	54	589	633	1,222	7,993	66,342
2019/20	1,284	35	27	62	593	629	1,222	8,209	66,158
2020/21	1,275	43	42	85	581	609	1,190	7,752	64,557
2021/22	1,302	47	49	96	587	619	1,206	7,992	64,925
2022/23	1,270	43	43	86	580	604	1,184	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	1,291	31	24	55	604	632	1,236	8,007	66,275
2019/20	1,278	35	27	62	591	625	1,216	8,056	66,087
2020/21	1,299	42	40	82	591	626	1,217	7,713	64,505
2021/22	1,304	56	49	105	593	606	1,199	7,916	64,400
2022/23	1,282	41	41	82	581	619	1,200	8,001	63,477

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

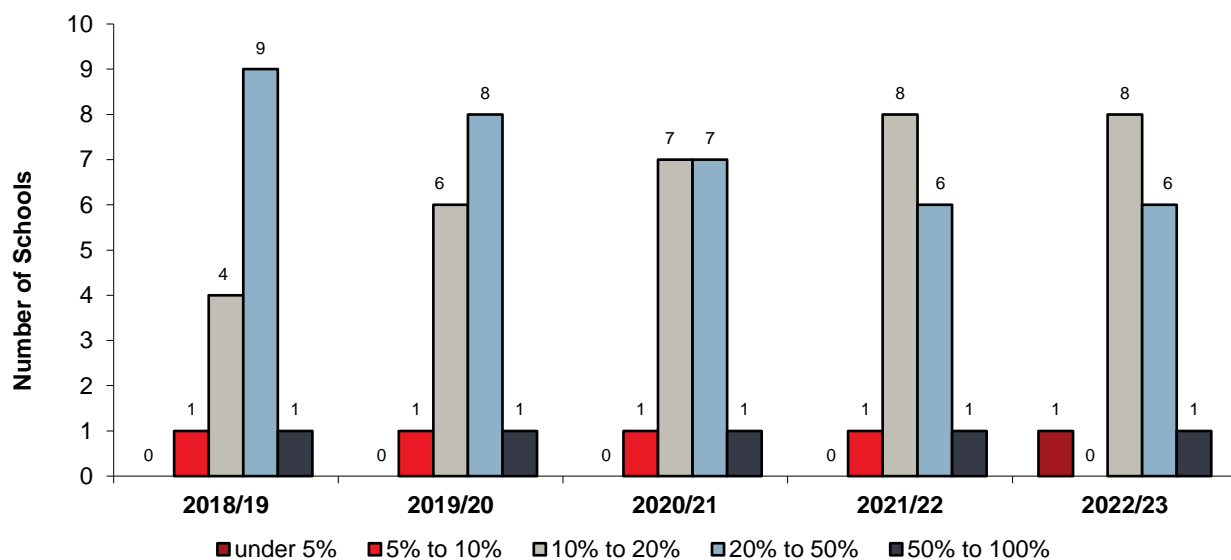


* Public schools only

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	15	0	1	4	9	1	1,385	367	217	324	385	92
2019/20	16	0	1	6	8	1	1,389	382	217	318	378	94
2020/21	16	0	1	7	7	1	1,398	399	210	341	348	100
2021/22	16	0	1	8	6	1	1,405	402	240	338	330	95
2022/23	16	1	0	8	6	1	1,412	423	246	336	318	89

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

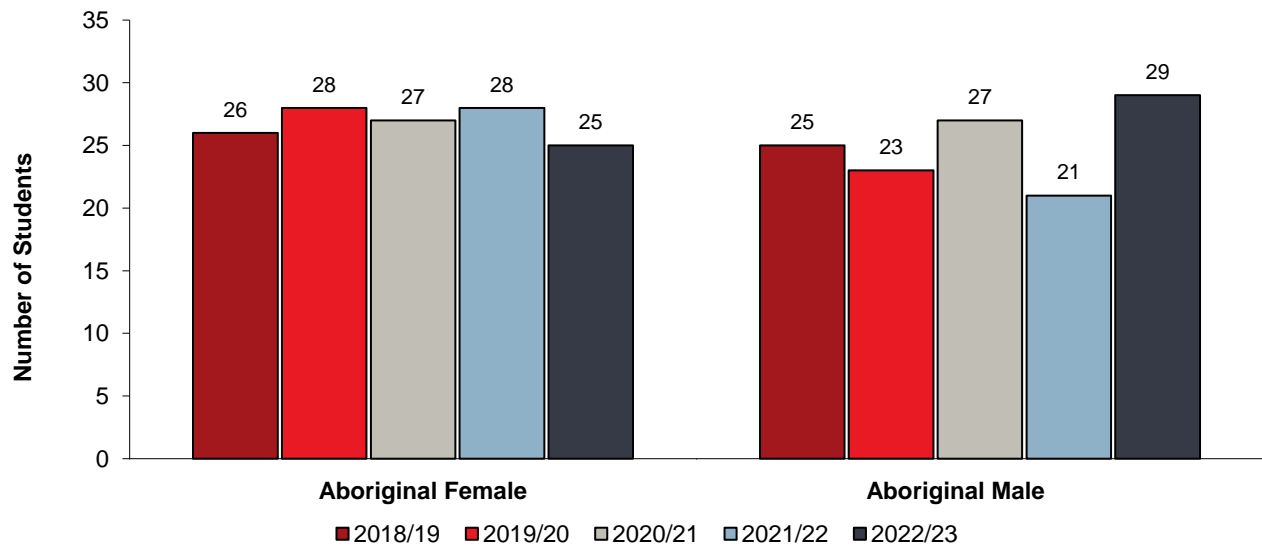


* Public schools only

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	89	26	25	51	10	28	38	1,516	1,457	1,943	2,320
2019/20	89	28	23	51	14	24	38	1,580	1,508	2,114	2,525
2020/21	95	27	27	54	16	25	41	1,429	1,327	1,778	1,831
2021/22	91	28	21	49	20	22	42	1,454	1,262	1,761	1,631
2022/23	102	25	29	54	23	25	48	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

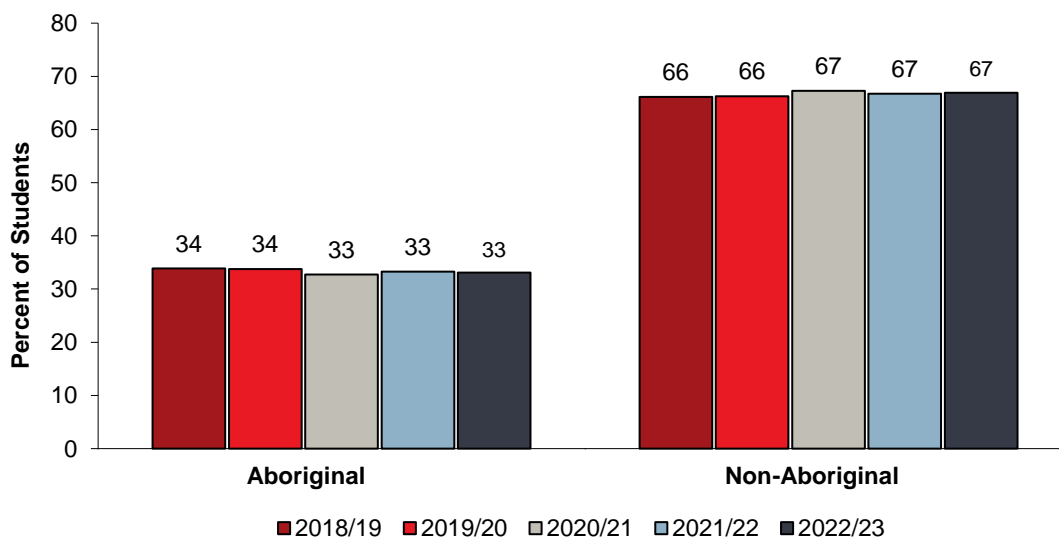
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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	706	239	34	467	66
2019/20	753	254	34	499	66
2020/21	773	253	33	520	67
2021/22	836	278	33	558	67
2022/23	895	296	33	599	67

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

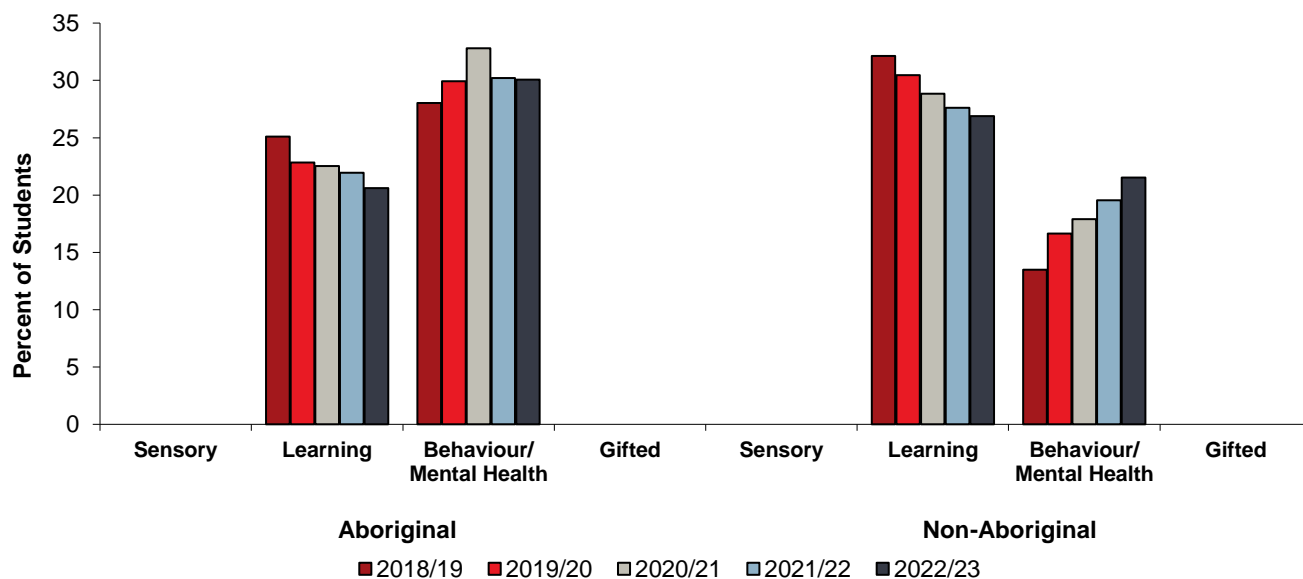


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	239	467	Msk	Msk	Msk	Msk	60	25	150	32	67	28	63	13	0	0	Msk	Msk
2019/20	254	499	Msk	Msk	Msk	Msk	58	23	152	30	76	30	83	17	Msk	Msk	Msk	Msk
2020/21	253	520	Msk	Msk	Msk	Msk	57	23	150	29	83	33	93	18	Msk	Msk	Msk	Msk
2021/22	278	558	Msk	Msk	Msk	Msk	61	22	154	28	84	30	109	20	Msk	Msk	Msk	Msk
2022/23	296	599	Msk	Msk	Msk	Msk	61	21	161	27	89	30	129	22	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).

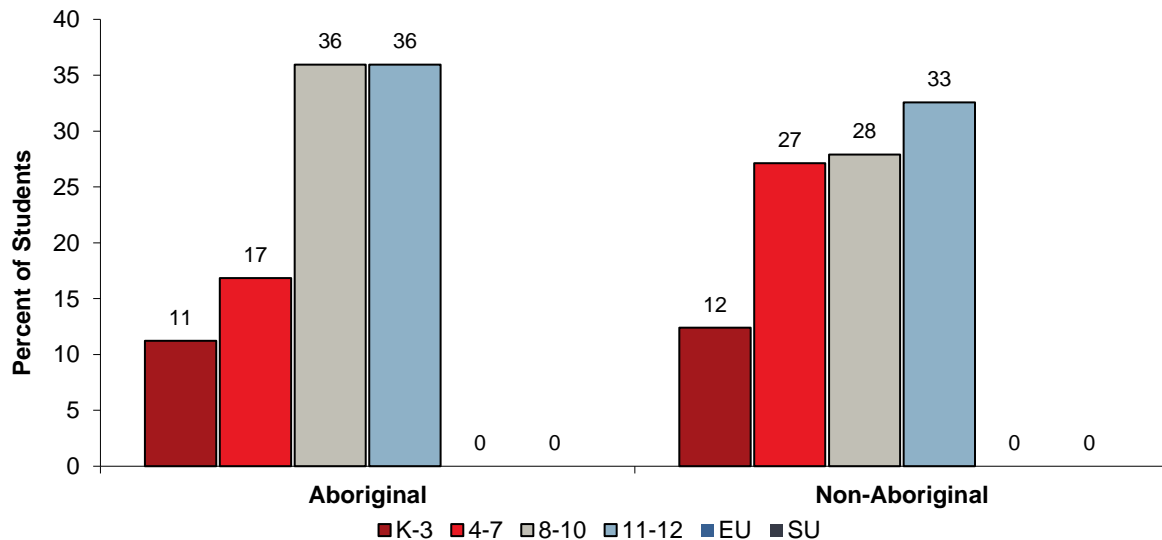
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	67	Msk	Msk	Msk	Msk	25	37	19	28	0	0	0	0
2019/20	76	Msk	Msk	Msk	Msk	20	26	35	46	0	0	0	0
2020/21	83	Msk	Msk	23	28	Msk	Msk	33	40	0	0	0	0
2021/22	84	10	12	21	25	26	31	27	32	0	0	0	0
2022/23	89	10	11	15	17	32	36	32	36	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	63	Msk	Msk	22	35	Msk	Msk	19	30	0	0	0	0
2019/20	83	11	13	24	29	23	28	25	30	0	0	0	0
2020/21	93	Msk	Msk	32	34	Msk	Msk	29	31	0	0	0	0
2021/22	109	13	12	34	31	33	30	29	27	0	0	0	0
2022/23	129	16	12	35	27	36	28	42	33	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.

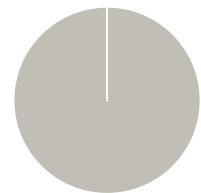
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	86	75	Msk	Msk	55	64	Msk	Msk
2019/20	74	70	Msk	Msk	37	50	Msk	Msk
2020/21	43	38	Msk	Msk	32	74	Msk	Msk
2021/22	60	57	23	38	37	62	0	0
2022/23	41	48	Msk	Msk	23	56	Msk	Msk

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

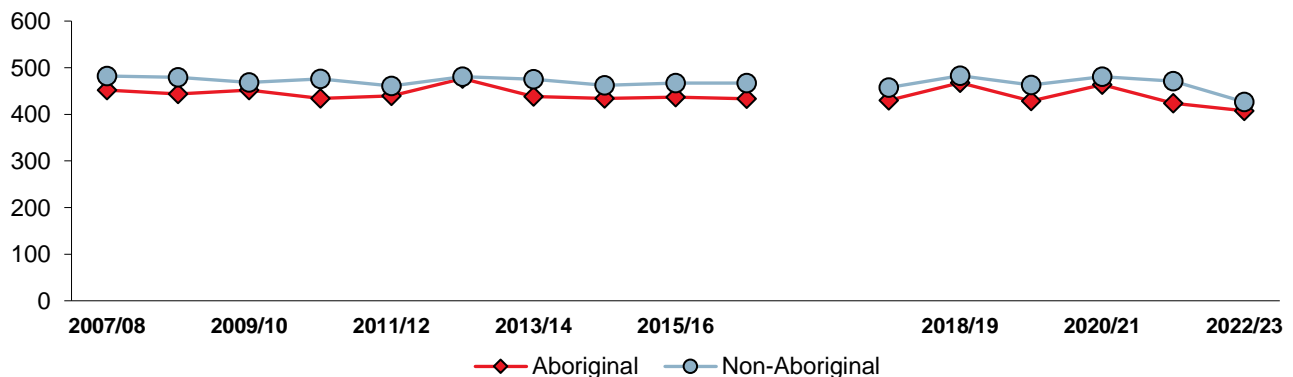
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	298	81	65	22	202	68	31	10
2019/20	317	75	103	32	195	62	19	6
2020/21	210	52	36	17	159	76	15	7
2021/22	219	55	58	26	134	61	27	12
2022/23	262	60	117	45	132	50	13	5

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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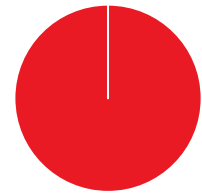
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GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	84	73	Msk	Msk	50	60	Msk	Msk
2019/20	72	69	Msk	Msk	43	60	Msk	Msk
2020/21	42	37	Msk	Msk	25	60	Msk	Msk
2021/22	54	51	Msk	Msk	33	61	Msk	Msk
2022/23	45	53	23	51	Msk	Msk	Msk	Msk

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

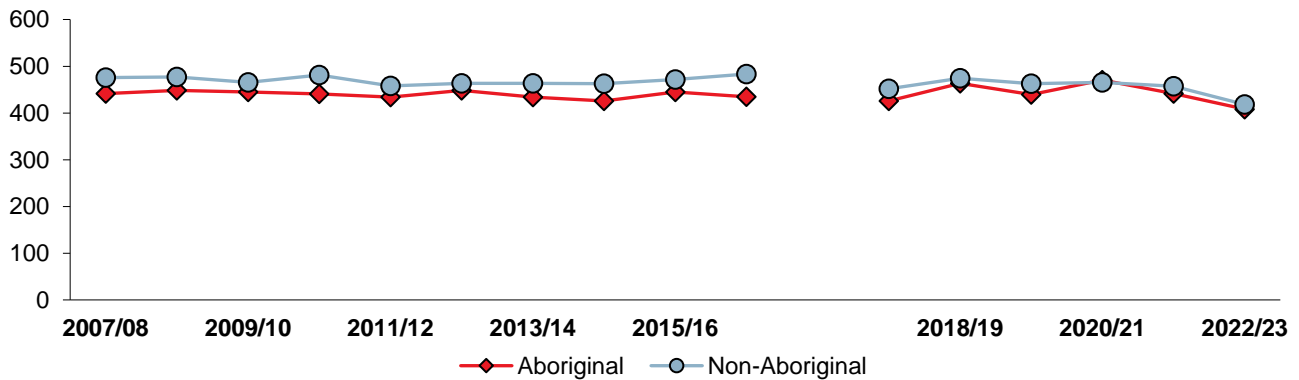
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	291	79	90	31	186	64	15	5
2019/20	318	76	117	37	189	59	12	4
2020/21	206	51	70	34	125	61	11	5
2021/22	214	54	Msk	Msk	112	52	Msk	Msk
2022/23	269	61	149	55	Msk	Msk	Msk	Msk

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

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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.

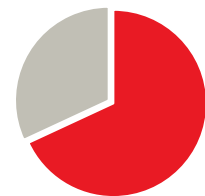
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	79	86	Msk	Msk	41	52	Msk	Msk
2019/20	56	62	34	61	22	39	0	0
2020/21	39	44	19	49	20	51	0	0
2021/22	87	76	51	59	36	41	0	0
2022/23	47	45	32	68	15	32	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

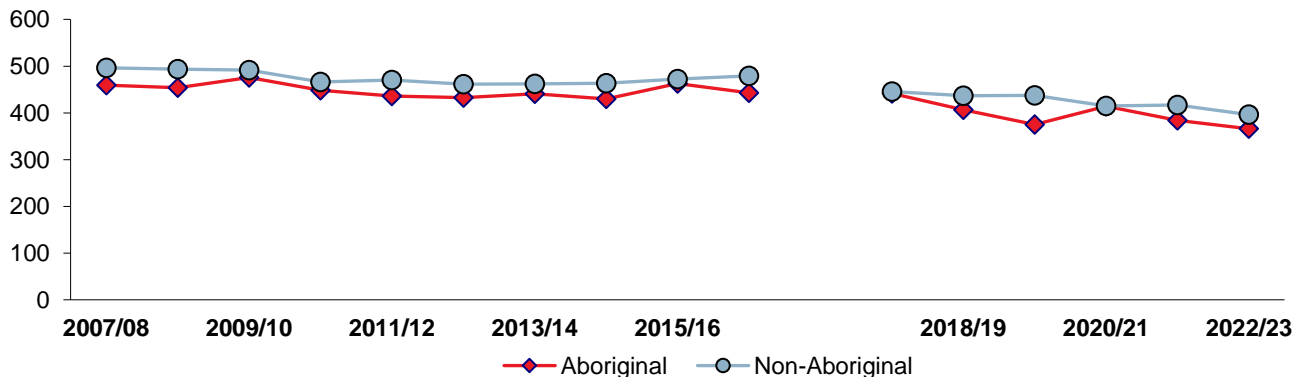
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	323	92	Msk	Msk	196	61	Msk	Msk
2019/20	262	71	Msk	Msk	173	66	Msk	Msk
2020/21	158	40	67	42	91	58	0	0
2021/22	261	71	114	44	147	56	0	0
2022/23	217	52	112	52	Msk	Msk	Msk	Msk

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

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

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	78	85	53	68	25	32	0	0
2019/20	62	69	47	76	15	24	0	0
2020/21	38	43	23	61	15	39	0	0
2021/22	88	77	67	76	21	24	0	0
2022/23	36	34	Msk	Msk	Msk	Msk	0	0

■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

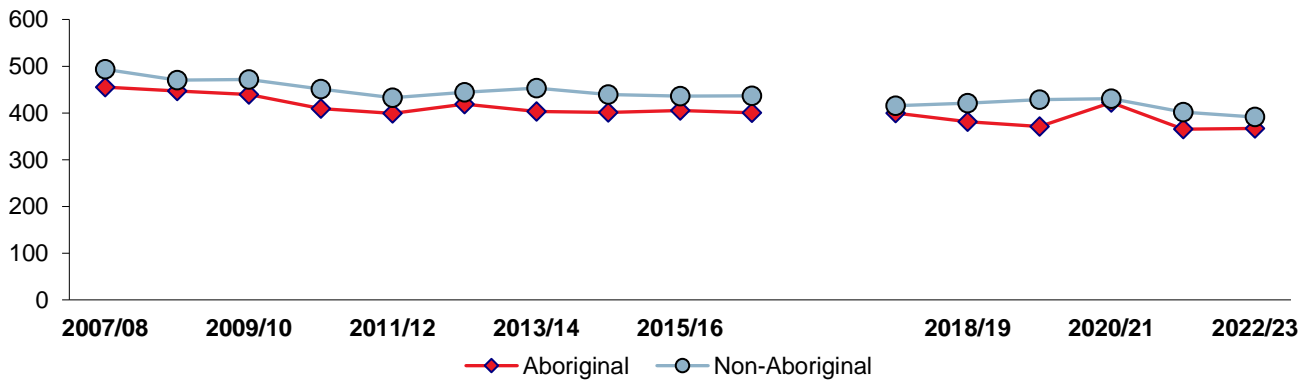
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	322	91	174	54	Msk	Msk	Msk	Msk
2019/20	275	75	Msk	Msk	135	49	Msk	Msk
2020/21	154	39	77	50	Msk	Msk	Msk	Msk
2021/22	264	72	161	61	Msk	Msk	Msk	Msk
2022/23	200	48	134	67	Msk	Msk	Msk	Msk



■ 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	Msk	Msk	Msk	Msk	Msk	Msk	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	71	70	43	61	15	21	13	18	0	0	0	0
Non-Aboriginal	298	84	93	31	115	39	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	66	71	41	62	Msk	Msk	Msk	Msk	0	0	0	0
Non-Aboriginal	312	89	140	45	129	41	43	14	0	0	0	0

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	54	49	Msk	Msk	30	56	Msk	Msk	0	0	0	0
Non-Aboriginal	299	79	57	19	130	43	99	33	13	4	13	4

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

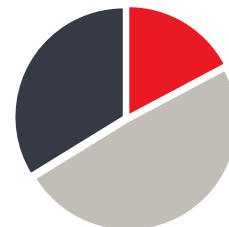
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	51	49	21	41	21	41	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	296	77	51	17	145	49	89	30	11	4	11	4

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	65	64	Msk	Msk	16	25	36	55	Msk	Msk		
Non-Aboriginal	299	85	Msk	Msk	75	25	213	71	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	63	68	Msk	Msk	22	35	21	33	Msk	Msk		
Non-Aboriginal	312	89	Msk	Msk	122	39	155	50	Msk	Msk		

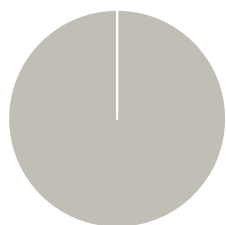
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	56	51	Msk	Msk	19	34	28	50	Msk	Msk		
Non-Aboriginal	302	80	24	8	81	27	173	57	24	8		

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

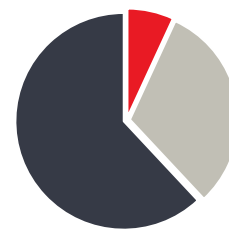
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	53	51	Msk	Msk	25	47	20	38	Msk	Msk		
Non-Aboriginal	305	79	21	7	95	31	174	57	15	5		

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>

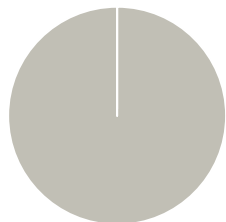
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	52	43	0	0	Msk	Msk	30	58	Msk	Msk		
Non-Aboriginal	283	67	Msk	Msk	79	28	166	59	Msk	Msk		

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

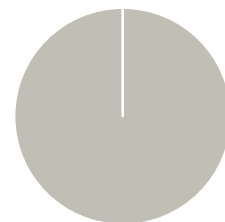
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	54	46	Msk	Msk	18	33	29	54	Msk	Msk		
Non-Aboriginal	290	74	Msk	Msk	83	29	172	59	Msk	Msk		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

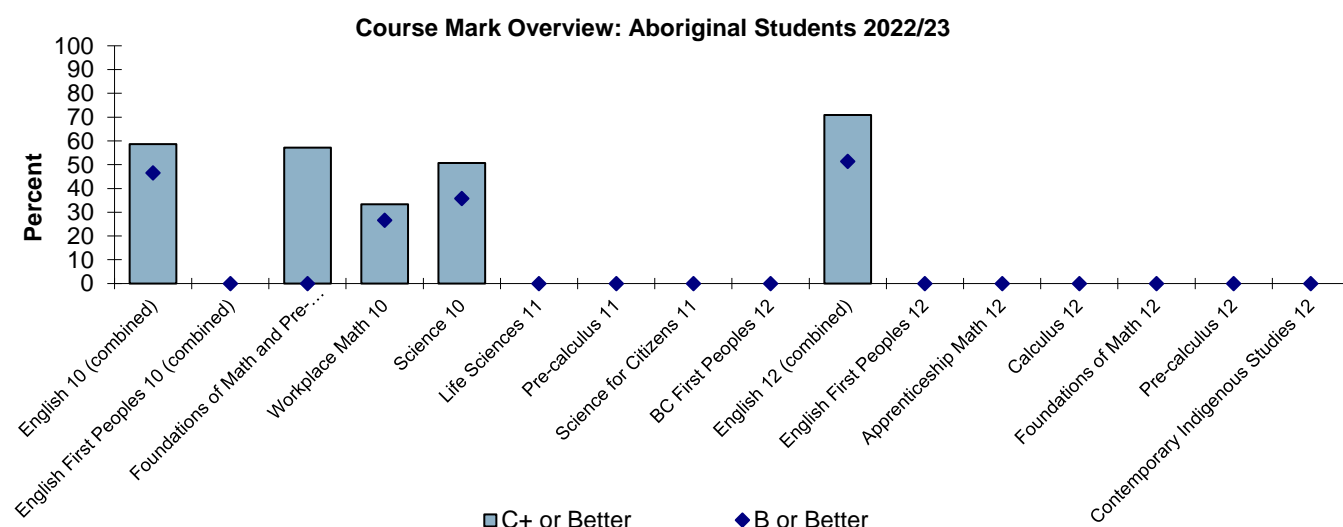
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	116	68	59	54	47	609	413	68	353	58
English First Peoples 10 (combined)*	16	Msk	Msk	Msk	Msk	21	10	48	Msk	Msk
Foundations of Math and Pre-calculus 10	28	16	57	Msk	Msk	257	132	51	107	42
Workplace Math 10	45	15	33	12	27	106	34	32	23	22
Science 10	67	34	51	24	36	356	205	58	163	46
Life Sciences 11	13	Msk	Msk	Msk	Msk	146	117	80	107	73
Pre-calculus 11	16	Msk	Msk	Msk	Msk	161	102	63	80	50
Science for Citizens 11	16	Msk	Msk	Msk	Msk	30	17	57	15	50
BC First Peoples 12	12	Msk	Msk	Msk	Msk	19	17	89	15	79
English 12 (combined)*	72	51	71	37	51	333	233	70	200	60
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	17	12	71	Msk	Msk
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	25	18	72	15	60
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	75	62	83	54	72
Contemporary Indigenous Studies 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk



Note:

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

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

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

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

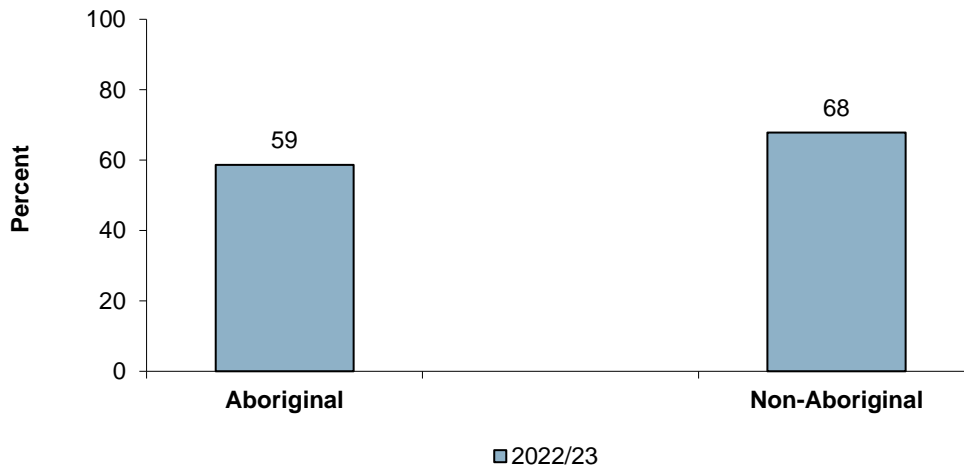
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	133	70	53	55	41	622	396	64	314	50
2020/21	170	96	56	71	42	681	409	60	347	51
2021/22	154	63	41	51	33	727	470	65	403	55
2022/23	116	68	59	54	47	609	413	68	353	58

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	133	105	114	19	622	356	588	34		
2020/21	170	101	142	28	681	364	638	43		
2021/22	154	119	140	14	727	387	683	44		
2022/23	116	107	102	14	609	396	573	36		

English 10 (combined): C+ or Better



Note:

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

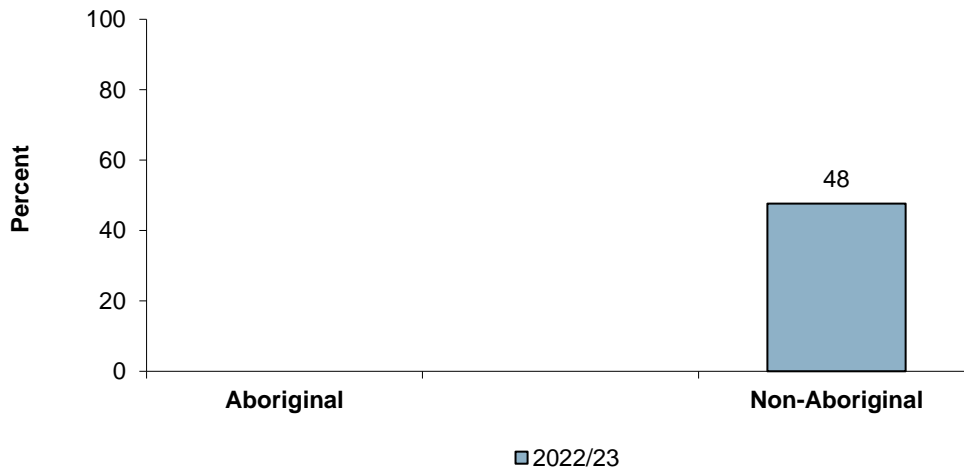
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	31	19	61	10	32	46	21	46	12	26
2020/21	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
2021/22	17	Msk	Msk	Msk	Msk	29	21	72	14	48
2022/23	16	Msk	Msk	Msk	Msk	21	10	48	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	31	105	Msk	Msk	46	356	Msk	Msk		
2020/21	Msk	101	Msk	Msk	12	364	Msk	Msk		
2021/22	17	119	17	0	29	387	29	0		
2022/23	16	107	Msk	Msk	21	396	Msk	Msk		

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



Note:

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

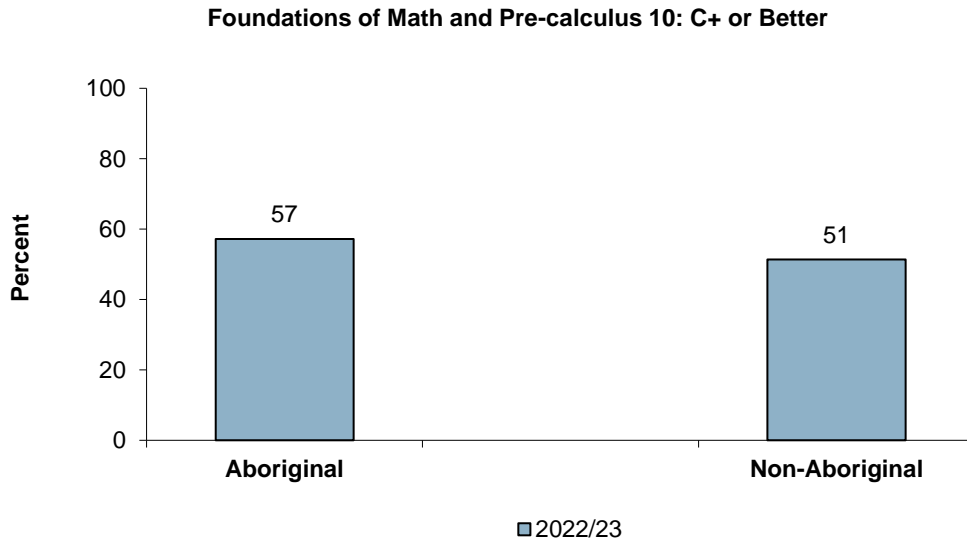
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	38	18	47	13	34	271	145	54	107	39
2020/21	42	13	31	10	24	279	114	41	88	32
2021/22	50	11	22	10	20	302	165	55	135	45
2022/23	28	16	57	Msk	Msk	257	132	51	107	42

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	38	105	Msk	Msk	271	356	250	21		
2020/21	42	101	Msk	Msk	279	364	260	19		
2021/22	50	119	40	10	302	387	261	41		
2022/23	28	107	Msk	Msk	257	396	237	20		



Note:

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

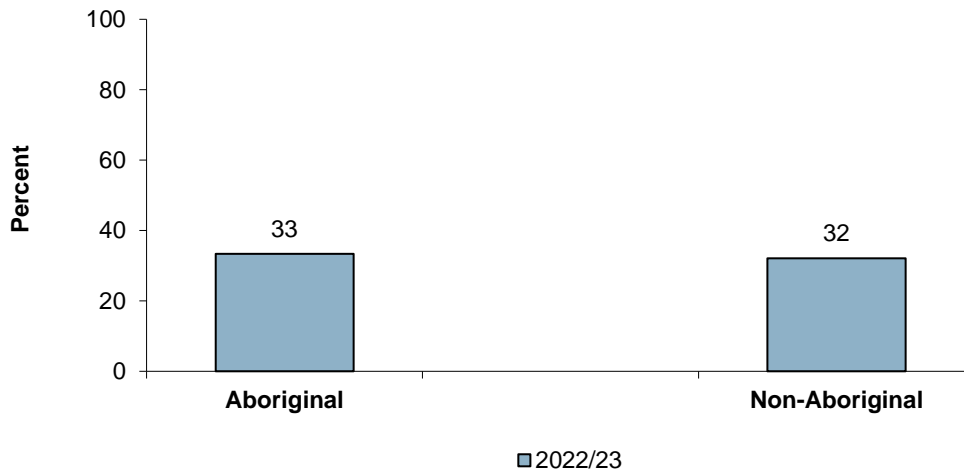
COURSE MARKS: WORKPLACE MATH 10

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	50	19	38	12	24	94	42	45	33	35
2020/21	51	17	33	13	25	93	22	24	13	14
2021/22	41	15	37	11	27	111	40	36	27	24
2022/23	45	15	33	12	27	106	34	32	23	22

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	50	105	32	18	94	356	72	22		
2020/21	51	101	32	19	93	364	80	13		
2021/22	41	119	29	12	111	387	84	27		
2022/23	45	107	Msk	Msk	106	396	84	22		

Workplace Math 10: C+ or Better



Note:

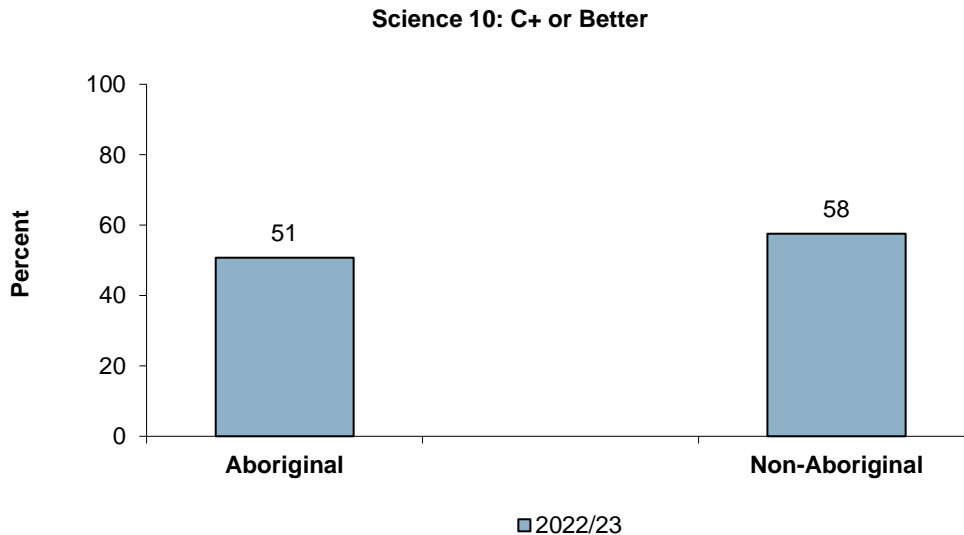
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	78	30	38	23	29	318	166	52	130	41
2020/21	70	34	49	25	36	341	180	53	154	45
2021/22	73	28	38	23	32	378	219	58	176	47
2022/23	67	34	51	24	36	356	205	58	163	46

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	78	105	68	10	318	356	303	15		
2020/21	70	101	Msk	Msk	341	364	316	25		
2021/22	73	119	Msk	Msk	378	387	340	38		
2022/23	67	107	56	11	356	396	325	31		



Note:

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

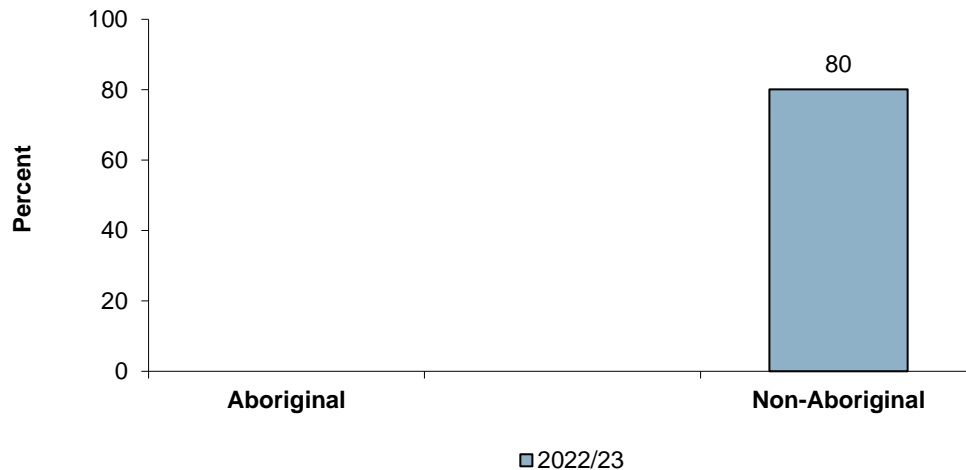
COURSE MARKS: LIFE SCIENCES 11

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	19	11	58	Msk	Msk	129	72	56	60	47
2020/21	19	10	53	Msk	Msk	129	67	52	54	42
2021/22	25	15	60	14	56	153	114	75	99	65
2022/23	13	Msk	Msk	Msk	Msk	146	117	80	107	73

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	19	112	Msk	Msk	129	379	Msk	Msk		
2020/21	19	103	Msk	Msk	129	360	107	22		
2021/22	25	107	Msk	Msk	153	363	119	34		
2022/23	13	85	Msk	Msk	146	389	130	16		

Life Sciences 11: C+ or Better



Note:

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

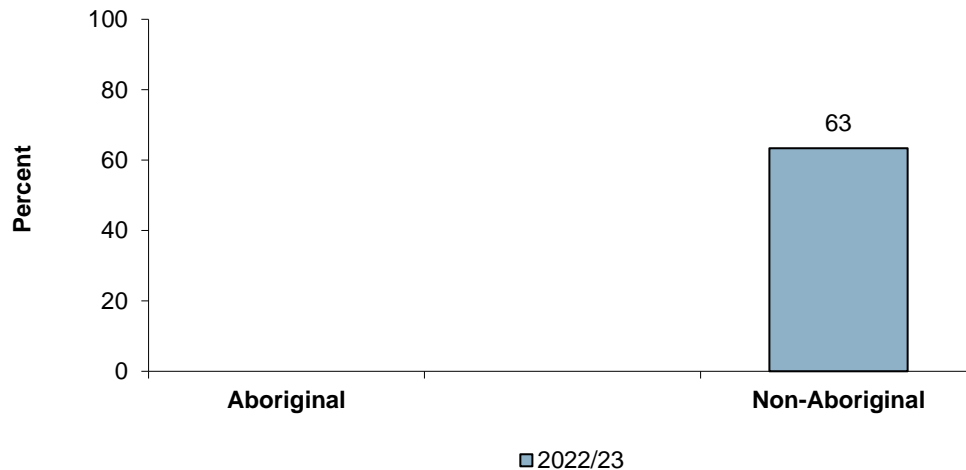
COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	17	Msk	Msk	Msk	Msk	154	88	57	77	50
2020/21	18	Msk	Msk	Msk	Msk	148	76	51	65	44
2021/22	16	Msk	Msk	Msk	Msk	143	100	70	85	59
2022/23	16	Msk	Msk	Msk	Msk	161	102	63	80	50

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	17	112	Msk	Msk	154	379	137	17		
2020/21	18	103	Msk	Msk	148	360	133	15		
2021/22	16	107	Msk	Msk	143	363	120	23		
2022/23	16	85	Msk	Msk	161	389	147	14		

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.

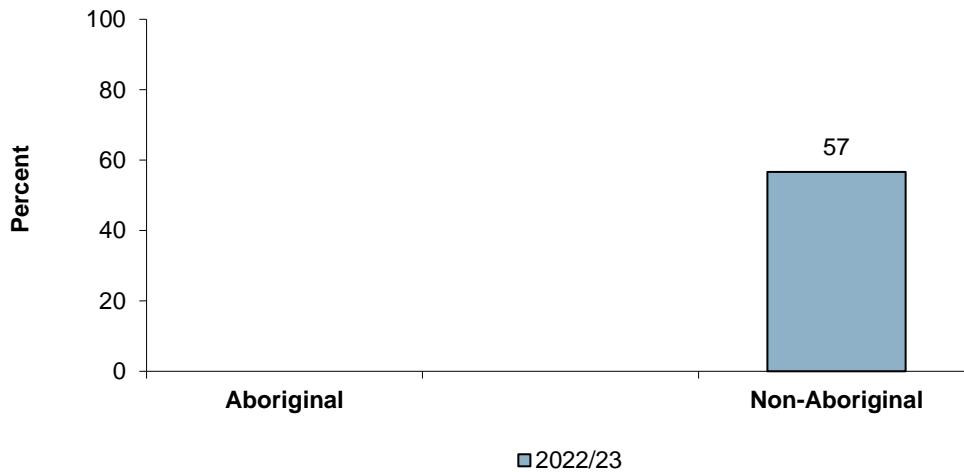
COURSE MARKS: SCIENCE FOR CITIZENS 11

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	18	12	67	Msk	Msk	38	18	47	15	39
2020/21	Msk	Msk	Msk	Msk	Msk	34	15	44	10	29
2021/22	Msk	Msk	Msk	Msk	Msk	33	18	55	14	42
2022/23	16	Msk	Msk	Msk	Msk	30	17	57	15	50

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	18	112	Msk	Msk	38	379	Msk	Msk		
2020/21	Msk	103	Msk	Msk	34	360	21	13		
2021/22	Msk	107	Msk	Msk	33	363	21	12		
2022/23	16	85	Msk	Msk	30	389	19	11		

Science for Citizens 11: C+ or Better



Note:

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

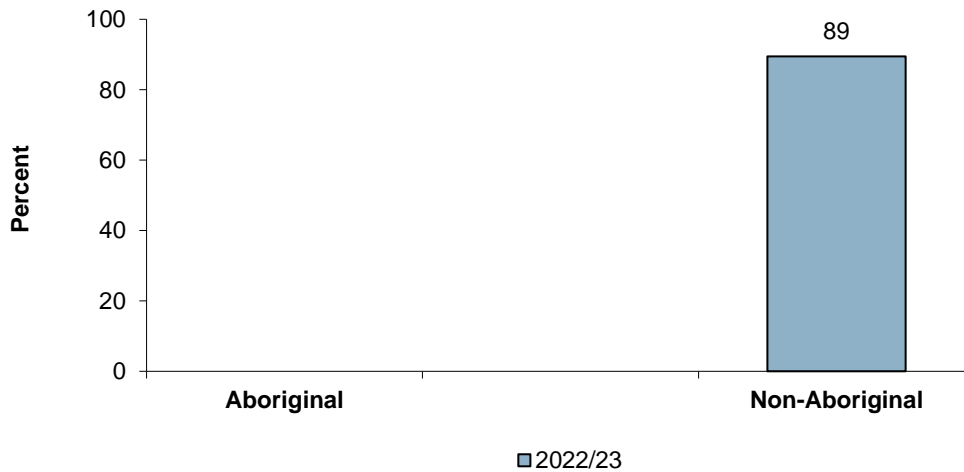
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	26	15	58	12	46
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	12	Msk	Msk	Msk	Msk	19	17	89	15	79

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	130	Msk	Msk	26	473	Msk	Msk		
2020/21	Msk	136	Msk	Msk	Msk	466	Msk	Msk		
2021/22	Msk	125	Msk	Msk	Msk	446	Msk	Msk		
2022/23	12	130	Msk	Msk	19	436	Msk	Msk		

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.

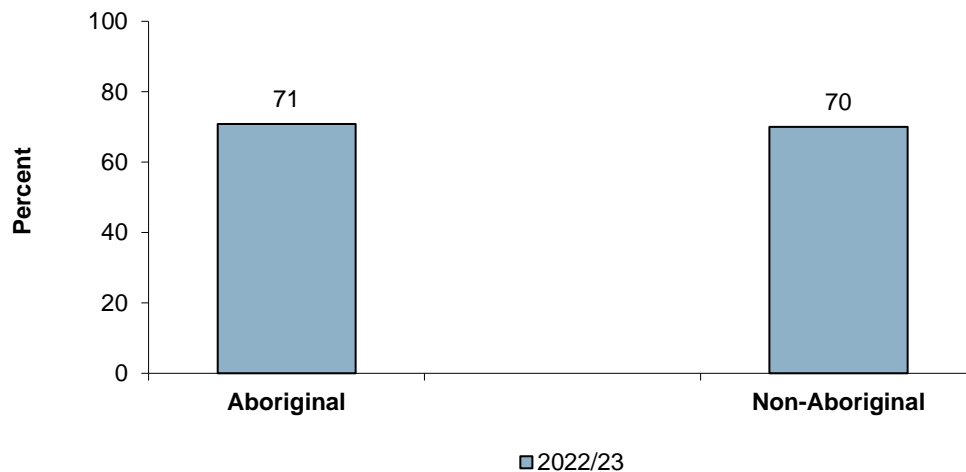
COURSE MARKS: ENGLISH 12 (COMBINED)

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	54	39	72	27	50	290	216	74	180	62
2020/21	64	32	50	24	38	321	190	59	151	47
2021/22	76	50	66	37	49	333	240	72	203	61
2022/23	72	51	71	37	51	333	233	70	200	60

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	54	130	Msk	Msk	290	473	276	14		
2020/21	64	136	Msk	Msk	321	466	303	18		
2021/22	76	125	65	11	333	446	319	14		
2022/23	72	130	Msk	Msk	333	436	316	17		

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.

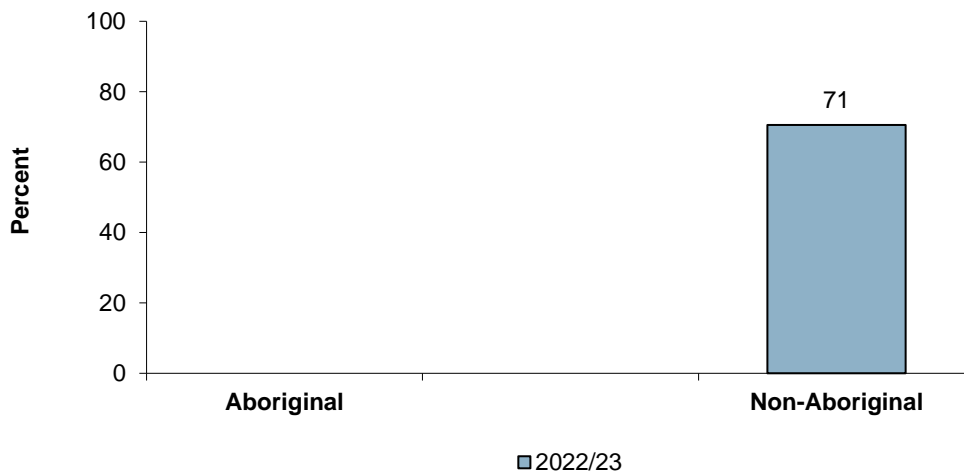
COURSE MARKS: ENGLISH FIRST PEOPLES 12

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	11	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	16	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	13	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	17	12	71	Msk	Msk

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	130	Msk	Msk	11	473	11	0	
2020/21	Msk	136	Msk	Msk	16	466	Msk	Msk	
2021/22	11	125	Msk	Msk	13	446	Msk	Msk	
2022/23	Msk	130	Msk	Msk	17	436	17	0	

English First Peoples 12: C+ or Better



Note:

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

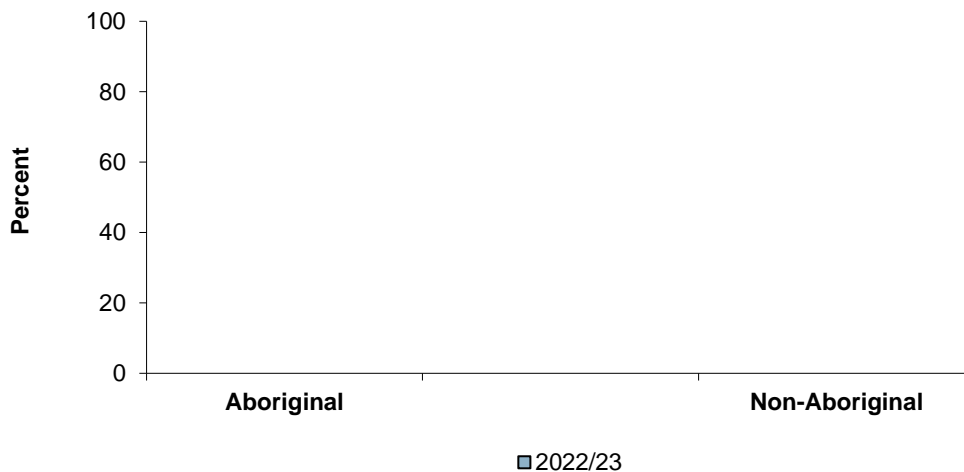
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
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	-	130	-	-	-	473	-	-		
2020/21	-	136	-	-	-	466	-	-		
2021/22	-	125	-	-	-	446	-	-		
2022/23	-	130	-	-	-	436	-	-		

Apprenticeship Math 12: C+ or Better



Note:

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

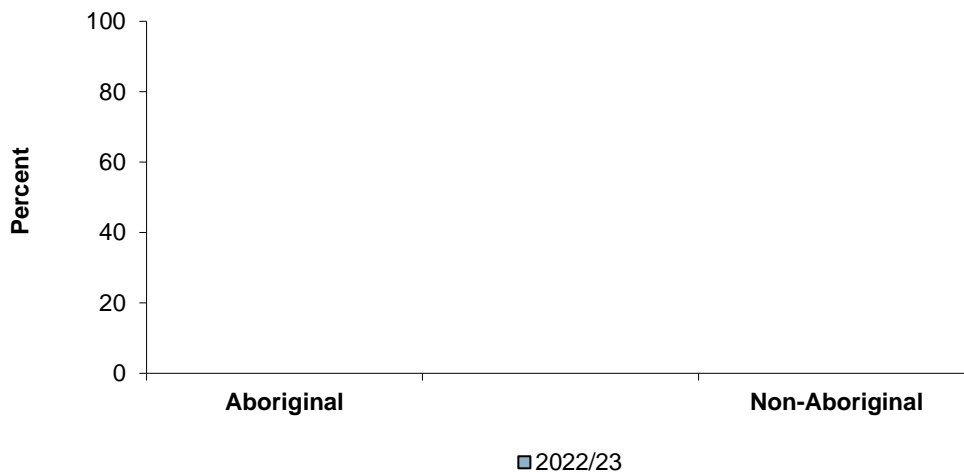
COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	11	10	91	10	91
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	130	-	-	Msk	473	Msk	Msk	
2020/21	-	136	-	-	-	466	-	-	
2021/22	Msk	125	Msk	Msk	11	446	11	0	
2022/23	-	130	-	-	Msk	436	Msk	Msk	

Calculus 12: C+ or Better



Note:

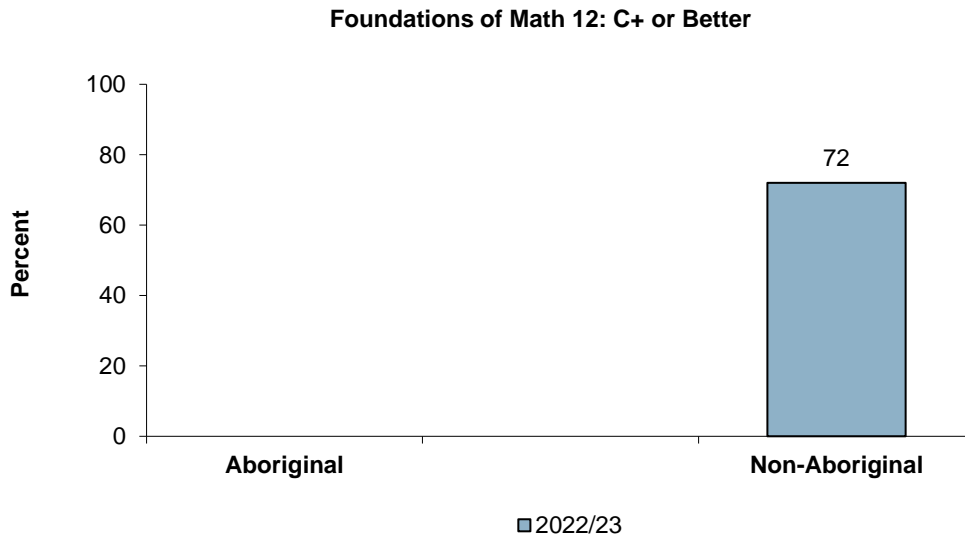
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	40	26	65	22	55
2020/21	Msk	Msk	Msk	Msk	Msk	37	17	46	13	35
2021/22	Msk	Msk	Msk	Msk	Msk	38	27	71	20	53
2022/23	Msk	Msk	Msk	Msk	Msk	25	18	72	15	60

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	130	Msk	Msk	40	473	Msk	Msk		
2020/21	Msk	136	Msk	Msk	37	466	37	0		
2021/22	Msk	125	Msk	Msk	38	446	38	0		
2022/23	Msk	130	Msk	Msk	25	436	Msk	Msk		



Note:

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

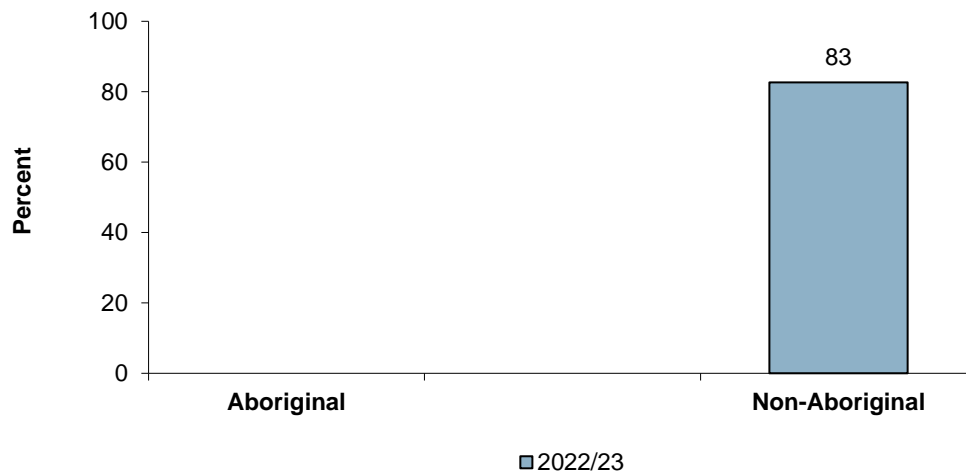
COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	10	Msk	Msk	Msk	Msk	74	57	77	49	66
2020/21	Msk	Msk	Msk	Msk	Msk	69	51	74	47	68
2021/22	Msk	Msk	Msk	Msk	Msk	63	44	70	39	62
2022/23	Msk	Msk	Msk	Msk	Msk	75	62	83	54	72

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	10	130	Msk	Msk	74	473	Msk	Msk		
2020/21	Msk	136	Msk	Msk	69	466	Msk	Msk		
2021/22	Msk	125	Msk	Msk	63	446	Msk	Msk		
2022/23	Msk	130	Msk	Msk	75	436	Msk	Msk		

Pre-calculus 12: C+ or Better



Note:

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

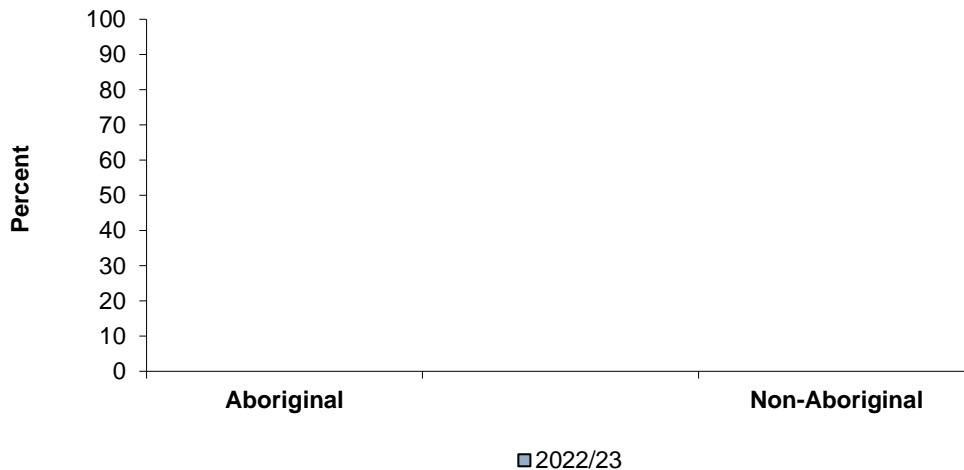
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	130	-	-	-	473	-	-	
2020/21	-	136	-	-	-	466	-	-	
2021/22	-	125	-	-	-	446	-	-	
2022/23	-	130	-	-	Msk	436	Msk	Msk	

Contemporary Indigenous Studies 12: C+ or Better



Note:

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

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

BC Residents

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

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

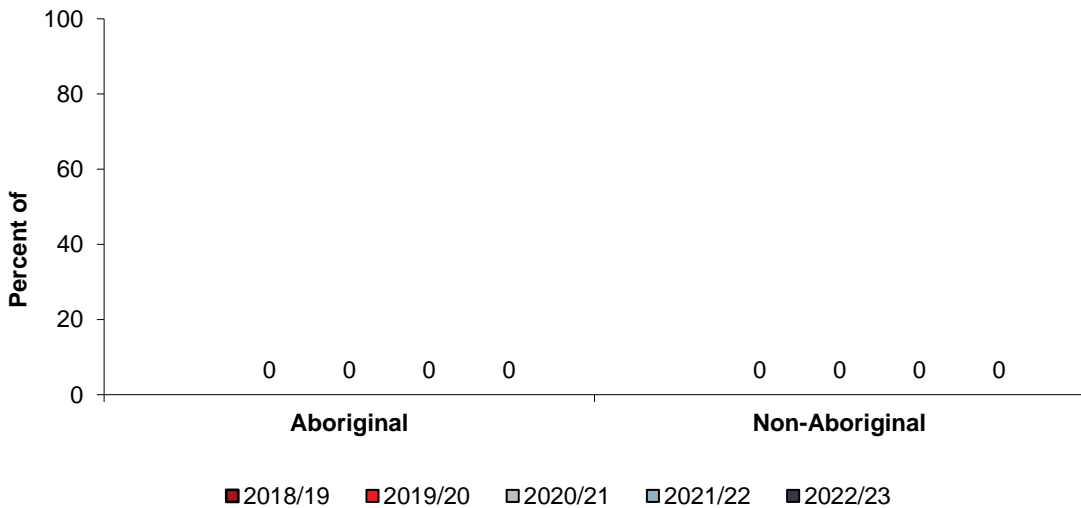
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal			
		C+ or Better		B or Better			C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2018/19	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

List of First Nations Languages Courses in District:

Halq'eméylem

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

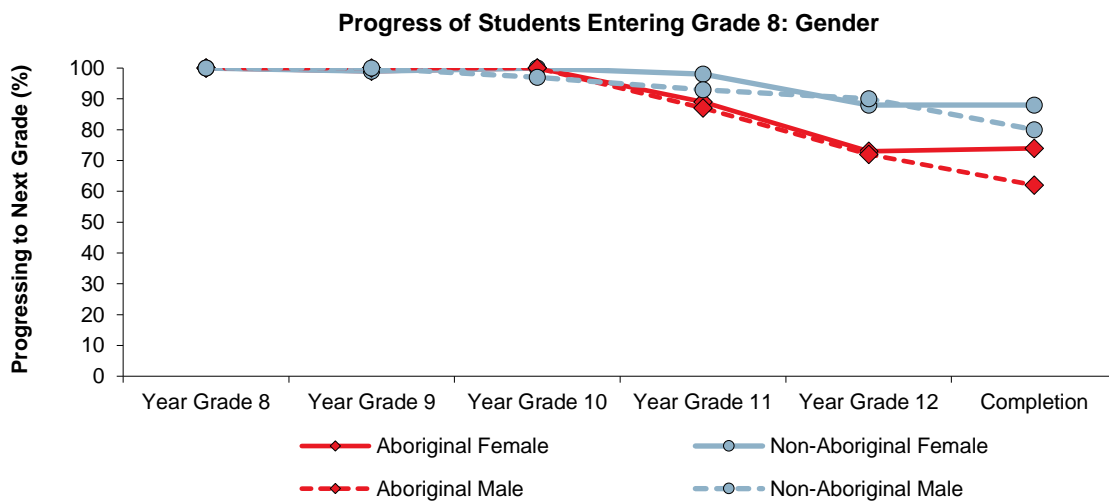
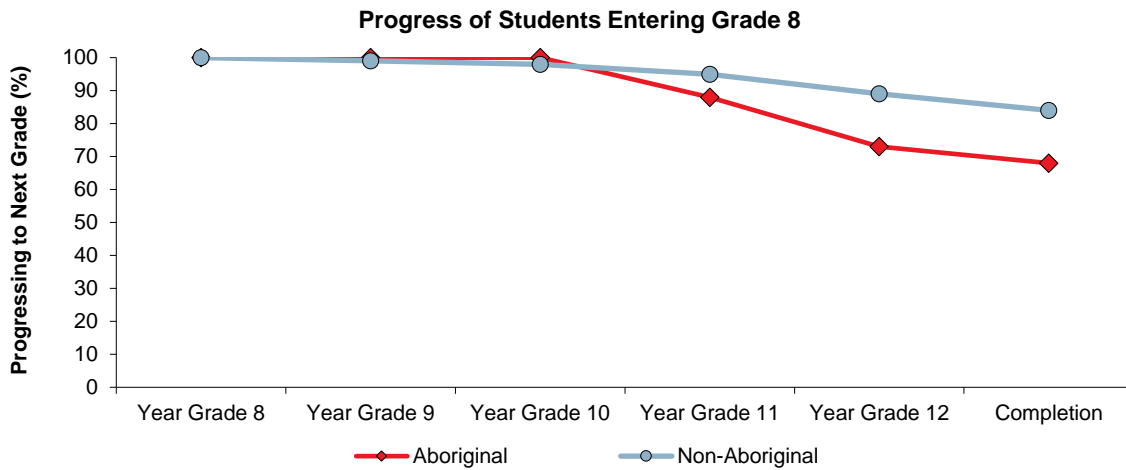
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	100	99	100	99	99	100
	Grade 10	100	100	100	98	100	97
	Grade 11	88	89	87	95	98	93
	Grade 12	73	73	72	89	88	90
2022/23	Completion	68	74	62	84	88	80



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

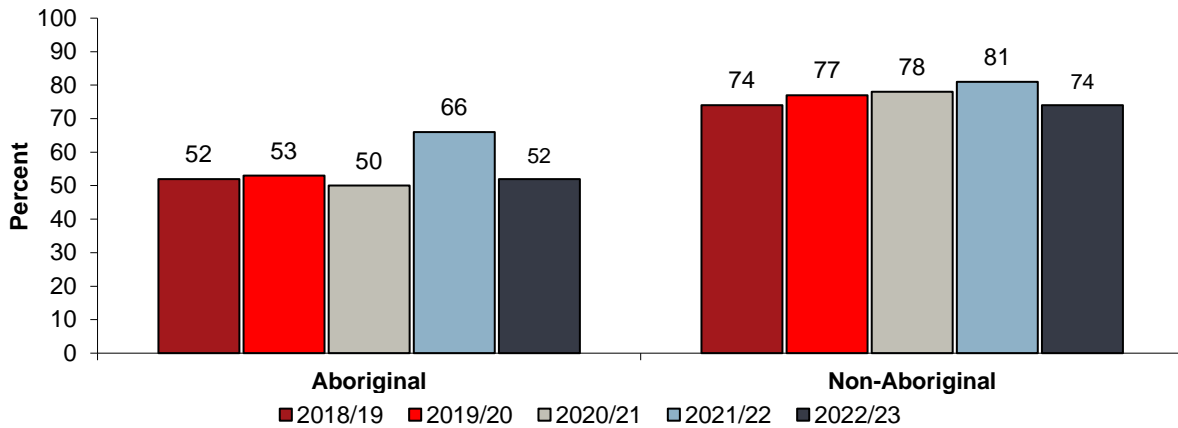
BC Residents

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.

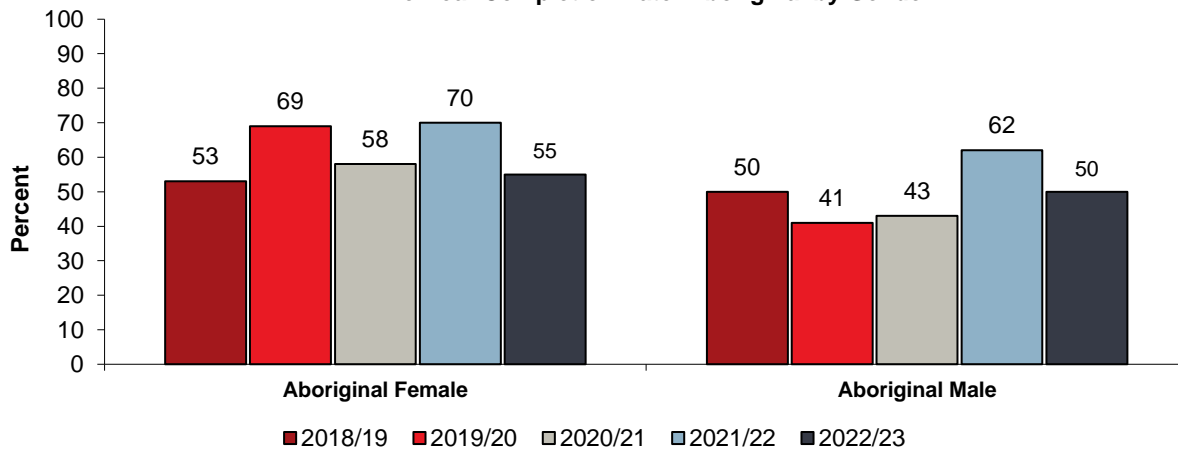
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	52	53	50	74	80	70
2019/20	53	69	41	77	84	72
2020/21	50	58	43	78	79	77
2021/22	66	70	62	81	82	80
2022/23	52	55	50	74	75	74

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



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

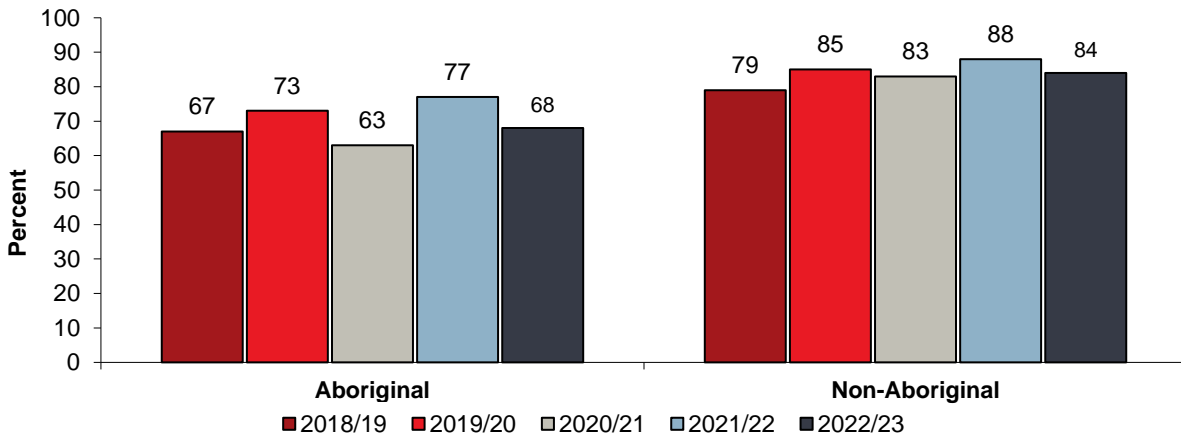
BC Residents

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.

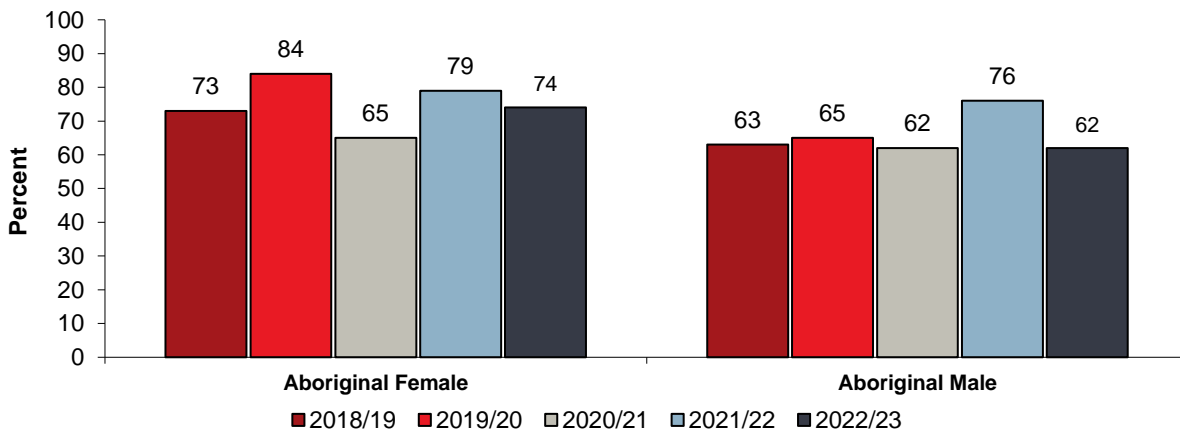
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	67	73	63	79	84	75
2019/20	73	84	65	85	88	83
2020/21	63	65	62	83	85	81
2021/22	77	79	76	88	90	86
2022/23	68	74	62	84	88	80

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

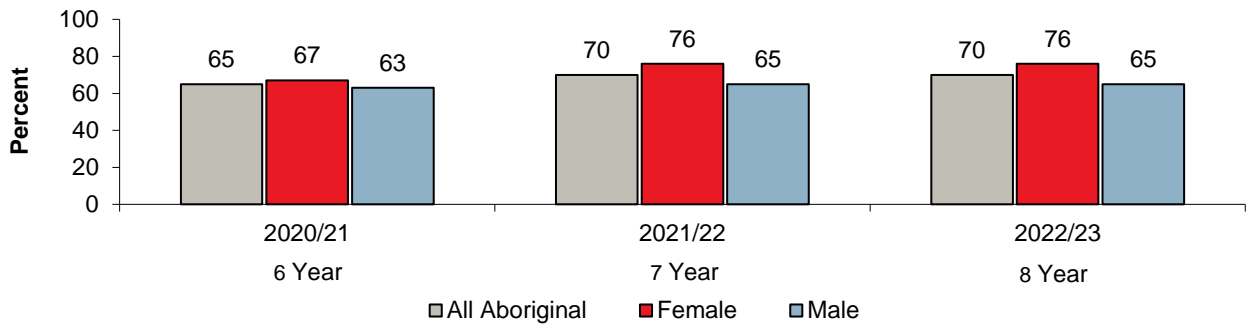
BC Residents

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.

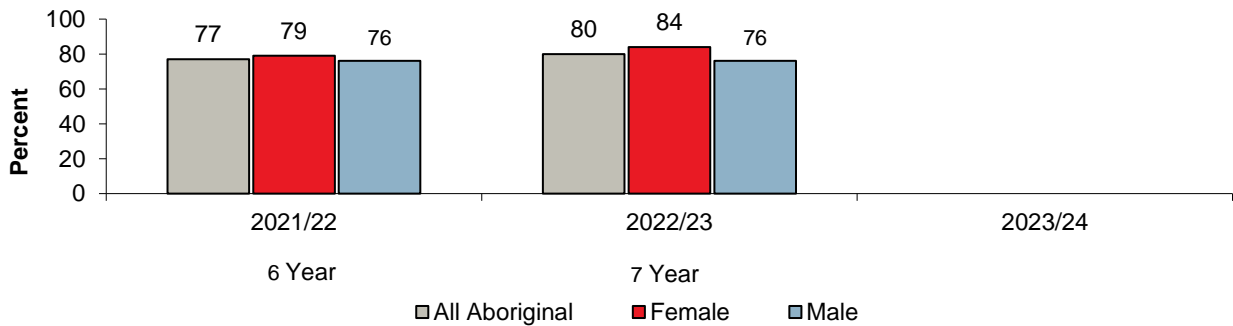
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

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	65	67	63	70	76	65	70	76	65
2016/17	77	79	76	80	84	76	-	-	-
2017/18	68	74	62	-	-	-	-	-	-

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



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	100	Msk	Msk	375	Msk	Msk
2019/20	118	Msk	Msk	417	Msk	Msk
2020/21	120	Msk	Msk	426	Msk	Msk
2021/22	120	Msk	Msk	422	Msk	Msk
2022/23	118	Msk	Msk	392	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	100	49	49	375	257	69
2019/20	118	58	49	417	287	69
2020/21	120	48	40	426	287	67
2021/22	120	55	46	422	273	65
2022/23	118	52	44	392	272	69

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

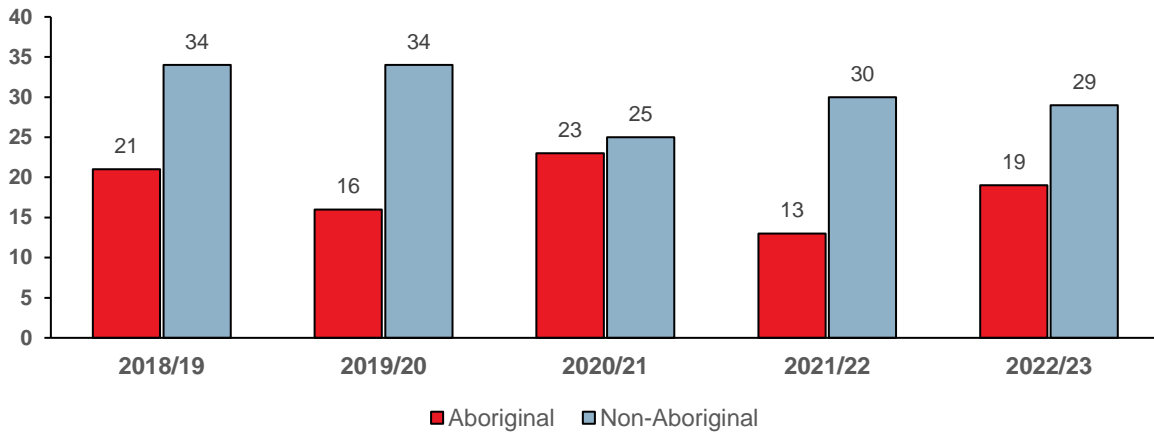
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

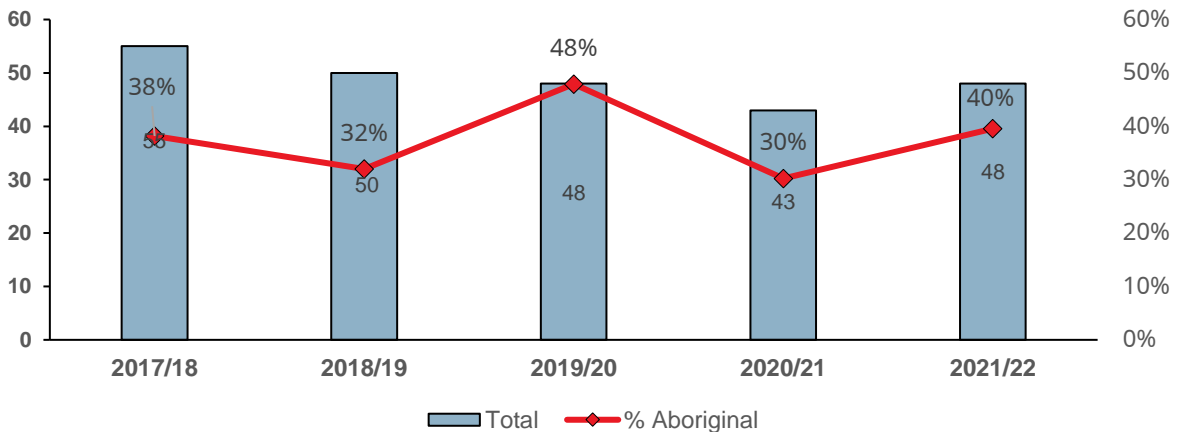
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%
2018/19	55		21	38	34	62
2019/20	50		16	32	34	68
2020/21	48		23	48	25	52
2021/22	43		13	30	30	70
2022/23	48		19	40	29	60

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	-	-	Msk	Msk	52	62	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	53	Msk	Msk
2020/21	Msk	Msk	48	Msk	Msk	60	-	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	33	Msk	Msk
2022/23	Msk	Msk	53	Msk	Msk	41	Msk	Msk

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	11	52	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	17	74	Msk	Msk	-	-
2021/22	Msk	Msk	Msk	Msk	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	14	41	Msk	Msk	11
2019/20	Msk	Msk	14	41	12	35
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	15	50
2022/23	13	45	10	34	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

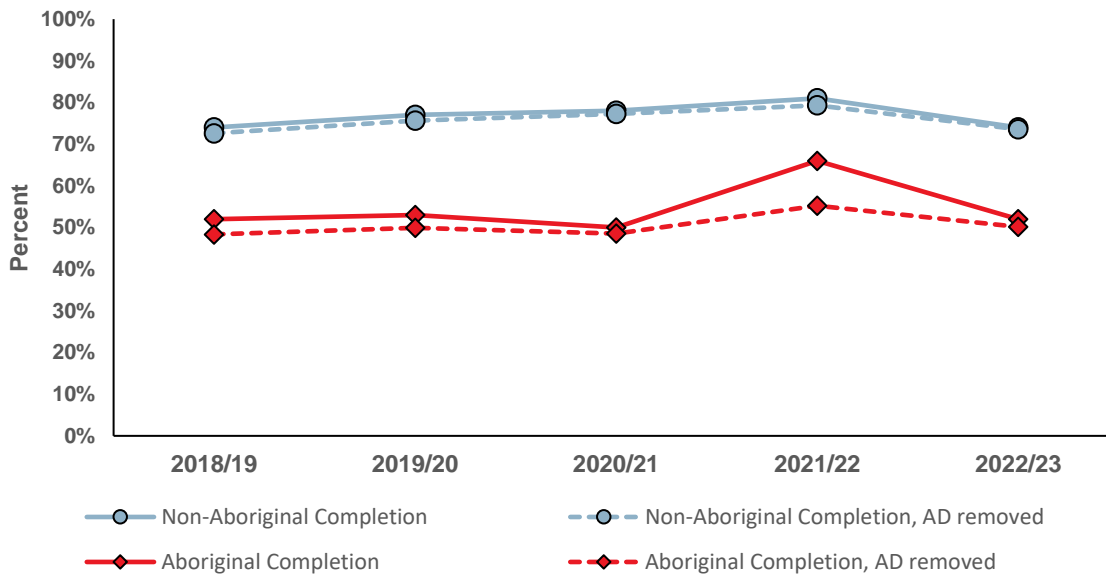
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart 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	52	-4	48	74	-1	73
2019/20	53	-3	50	77	-1	76
2020/21	50	-1	49	78	-1	77
2021/22	66	-11	55	81	-2	79
2022/23	52	-2	50	74	0	74

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

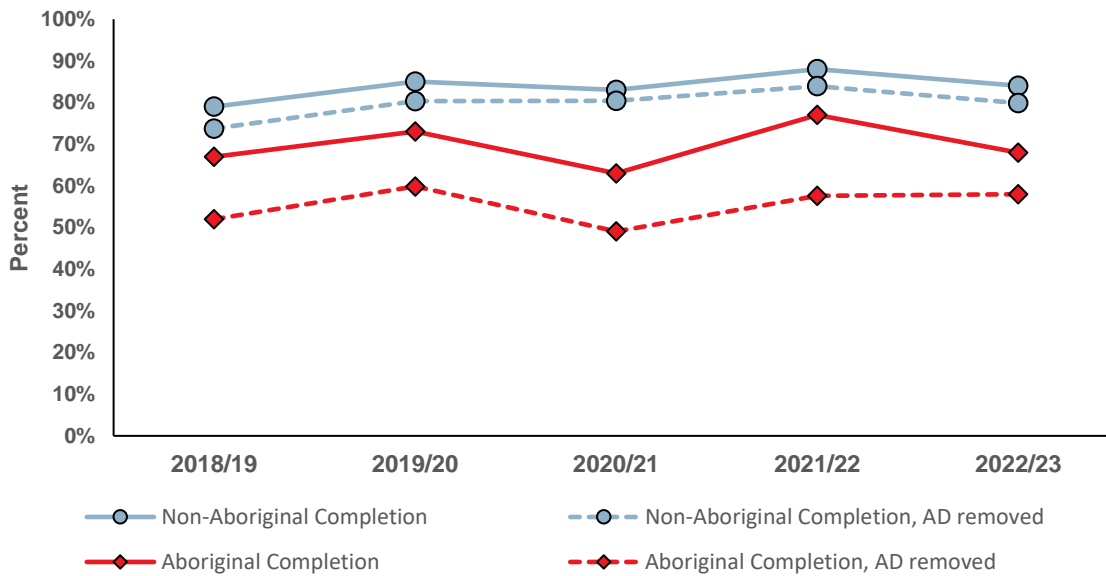
The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates 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	67	-15	52	79	-5	74
2019/20	73	-13	60	85	-5	80
2020/21	63	-14	49	83	-3	80
2021/22	77	-19	58	88	-4	84
2022/23	68	-10	58	84	-4	80

Six-Year Completion Rate - Adult Dogwood Contribution



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	316	187	59	129	41
2018/19	286	160	56	126	44
2019/20	281	161	57	120	43
2020/21	294	160	54	134	46
2021/22	296	184	62	112	38

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,336	187	14
2018/19	1,276	160	13
2019/20	1,284	161	13
2020/21	1,275	160	13
2021/22	1,302	184	14

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	61	Msk	Msk	Msk	Msk	Msk	84
2018/19	56	Msk	Msk	Msk	Msk	Msk	64
2019/20	57	Msk	Msk	Msk	Msk	Msk	62
2020/21	56	Msk	Msk	59	Msk	Msk	Msk
2021/22	69	Msk	Msk	Msk	Msk	Msk	80

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	88	Msk	Msk	92	Msk	Msk	83
2018/19	86	Msk	Msk	Msk	Msk	Msk	94
2019/20	94	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	91	Msk	Msk	88	Msk	Msk	Msk
2021/22	92	Msk	Msk	92	Msk	Msk	92

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	52	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	48	100	Msk	Msk	-	-	-	-		
	2019/20	58	100	Msk	Msk	Msk	Msk				
	2020/21	49	100	Msk	Msk						
Non-Aboriginal	2017/18	249	100	19	7.6	Msk	Msk	-	-	Msk	Msk
	2018/19	249	100	21	8.4	Msk	Msk	Msk	Msk		
	2019/20	276	100	11	4.0	Msk	Msk				
	2020/21	284	100	Msk	Msk						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	52	100	Msk	Msk	-	-	Msk	Msk	-	-
	2018/19	48	100	-	-	-	-	-	-		
	2019/20	58	100	Msk	Msk	-	-				
	2020/21	49	100	-	-						
Non-Aboriginal	2017/18	249	100	Msk	Msk	-	-	Msk	Msk	Msk	Msk
	2018/19	249	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	276	100	Msk	Msk	Msk	Msk				
	2020/21	284	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	52	100	-	-	Msk	Msk	-	-	-	-
	2018/19	48	100	Msk	Msk	-	-	-	-	-	-
	2019/20	58	100	Msk	Msk	-	-	-	-	-	-
	2020/21	49	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	249	100	11	4.4	Msk	Msk	-	-	-	-
	2018/19	249	100	23	9.2	Msk	Msk	-	-	-	-
	2019/20	276	100	17	6.2	Msk	Msk	-	-	-	-
	2020/21	284	100	16	5.6	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	52	100	15	28.8	Msk	Msk	Msk	Msk	-	-
	2018/19	48	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2019/20	58	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	49	100	12	24.5	-	-	-	-	-	-
Non-Aboriginal	2017/18	249	100	92	36.9	10	4.0	Msk	Msk	Msk	Msk
	2018/19	249	100	82	32.9	14	5.6	Msk	Msk	-	-
	2019/20	276	100	79	28.6	15	5.4	-	-	-	-
	2020/21	284	100	88	31.0	-	-	-	-	-	-

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.

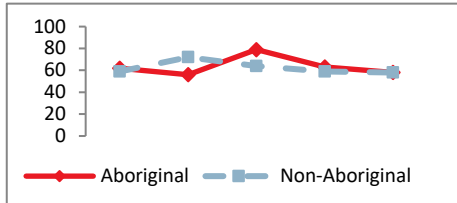
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

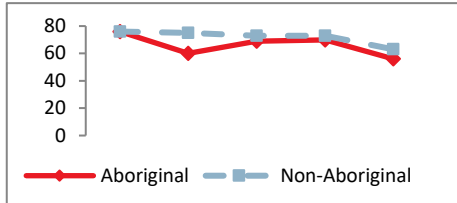
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



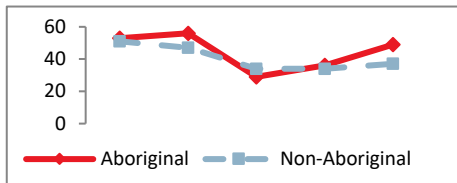
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	87	54	62	341	201	59
2019/20	41	23	56	190	137	72
2020/21	58	46	79	239	152	64
2021/22	78	49	63	298	177	59
2022/23	40	23	58	228	132	58

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	86	65	76	341	259	76
2019/20	43	26	60	191	144	75
2020/21	58	40	69	242	177	73
2021/22	76	53	70	301	221	73
2022/23	41	23	56	227	144	63

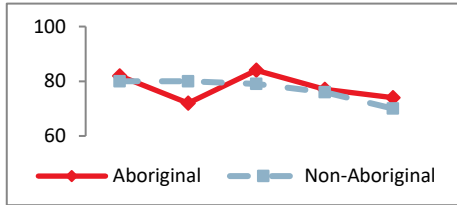
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	87	46	53	341	175	51
2019/20	43	24	56	188	89	47
2020/21	58	17	29	236	80	34
2021/22	77	28	36	300	103	34
2022/23	41	20	49	225	84	37

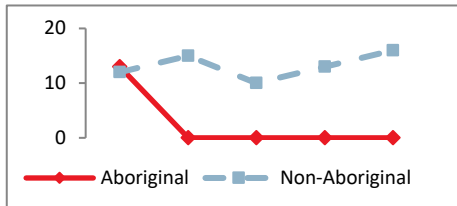
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



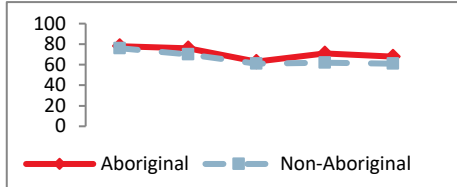
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	77	63	82	349	278	80
2019/20	36	26	72	196	156	80
2020/21	49	41	84	248	196	79
2021/22	69	53	77	306	234	76
2022/23	38	28	74	230	161	70

Have you ever felt bullied at school?



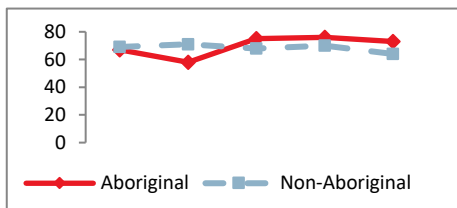
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	76	10	13	351	41	12
2019/20	36	Msk	Msk	193	29	15
2020/21	49	Msk	Msk	249	25	10
2021/22	69	Msk	Msk	309	41	13
2022/23	38	Msk	Msk	229	37	16

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	87	64	74	342	261	76
2019/20	41	31	76	188	131	70
2020/21	59	37	63	240	147	61
2021/22	78	55	71	301	186	62
2022/23	40	27	68	228	140	61

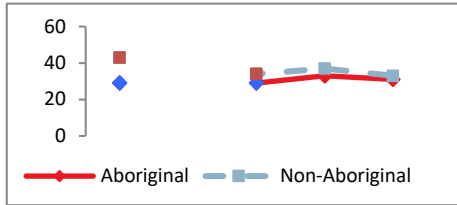
I am happy at my school.



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	86	58	67	341	234	69
2019/20	43	25	58	190	134	71
2020/21	59	44	75	237	160	68
2021/22	78	59	76	301	211	70
2022/23	41	30	73	227	146	64

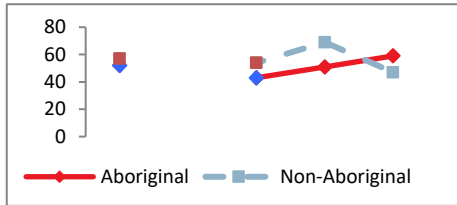
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



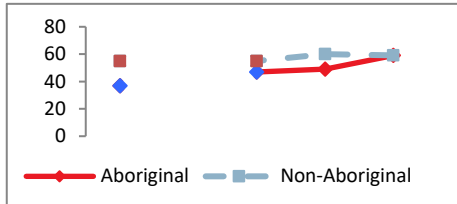
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	75	22	29	304	131	43
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	62	18	29	310	105	34
2021/22	43	14	33	156	58	37
2022/23	59	18	31	312	104	33

Do adults in the school treat all students fairly?



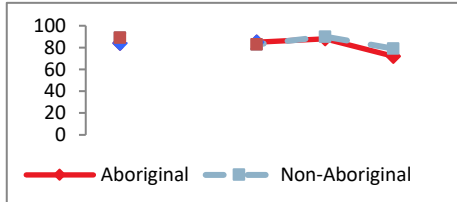
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	73	38	52	305	173	57
2019/20	Msk	Msk	Msk	16	10	63
2020/21	61	26	43	314	170	54
2021/22	43	22	51	156	107	69
2022/23	59	35	59	312	147	47

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



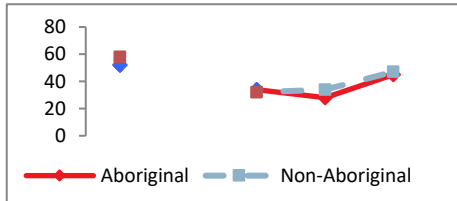
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	73	27	37	295	161	55
2019/20	Msk	Msk	Msk	13	10	77
2020/21	60	28	47	297	163	55
2021/22	43	21	49	156	93	60
2022/23	59	35	59	310	184	59

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	74	62	84	303	270	89
2019/20	Msk	Msk	Msk	14	11	79
2020/21	62	53	85	311	259	83
2021/22	40	35	88	153	137	90
2022/23	58	42	72	306	242	79

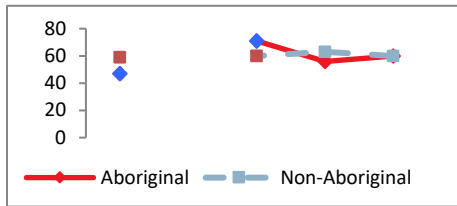
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	75	39	52	305	178	58
2019/20	Msk	Msk	Msk	15	Msk	Msk
2020/21	62	21	34	312	100	32
2021/22	43	12	28	156	53	34
2022/23	58	26	45	309	144	47

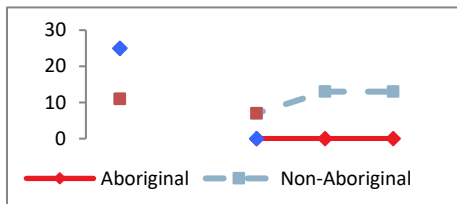
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



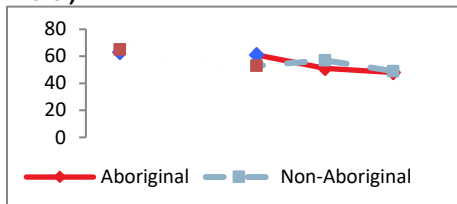
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	68	32	47	312	183	59
2019/20	Msk	Msk	Msk	15	12	80
2020/21	56	40	71	314	187	60
2021/22	43	24	56	155	98	63
2022/23	58	35	60	311	188	60

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



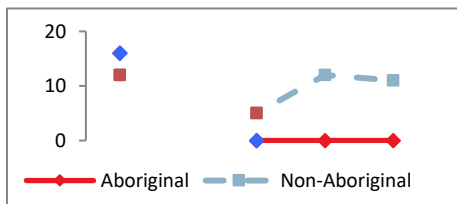
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	65	16	25	307	34	11
2019/20	Msk	Msk	Msk	15	0	0
2020/21	57	Msk	Msk	312	22	7
2021/22	42	Msk	Msk	156	20	13
2022/23	57	Msk	Msk	313	40	13

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	75	47	63	306	198	65
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	62	38	61	312	166	53
2021/22	43	22	51	158	90	57
2022/23	60	29	48	310	152	49

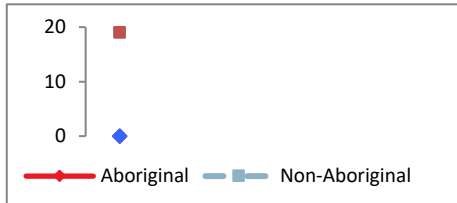
I would like to go to a different school.



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	74	12	16	307	37	12
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	61	Msk	Msk	310	16	5
2021/22	43	Msk	Msk	157	19	12
2022/23	60	Msk	Msk	307	34	11

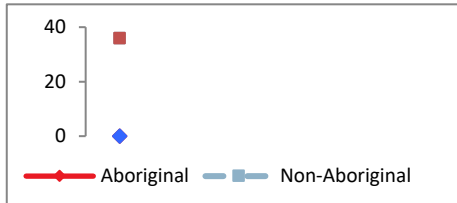
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



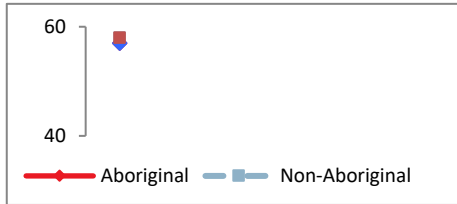
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	21	Msk	Msk	62	12	19
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

Do adults in the school treat all students fairly?



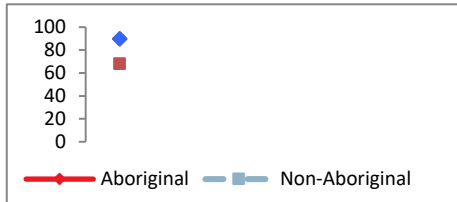
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	21	Msk	Msk	61	22	36
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	0	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



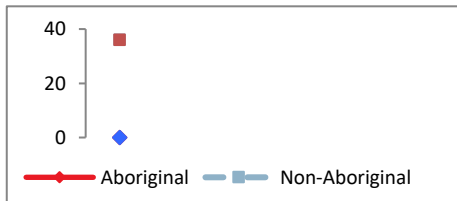
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	21	12	57	59	34	58
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	18	90	59	40	68
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

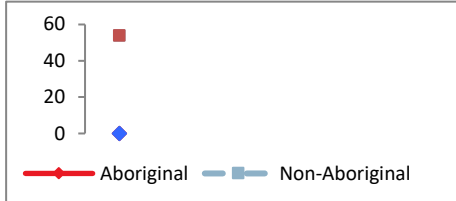
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	Msk	Msk	59	21	36
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	0	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

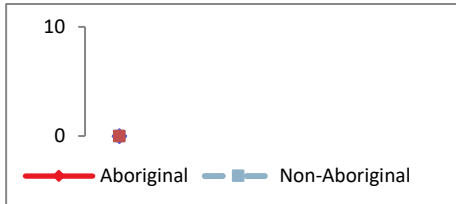
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



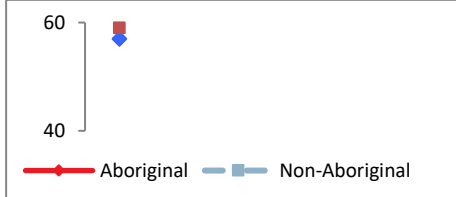
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	19	Msk	Msk	61	33	54
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



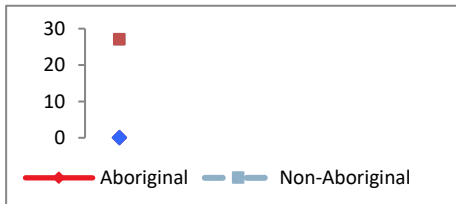
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	Msk	Msk	60	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	0	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	21	12	57	61	36	59
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



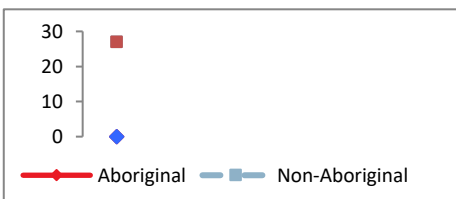
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	Msk	Msk	59	16	27
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	0	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	20	Msk	Msk	59	19	32
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	0	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	21	Msk	Msk	62	17	27
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	0	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

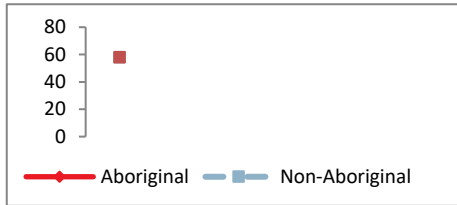
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



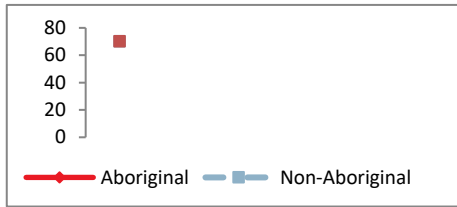
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	24	10	42
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	Msk	Msk	Msk	24	14	58
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	Msk	Msk	Msk	23	16	70
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	24	21	88
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	23	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



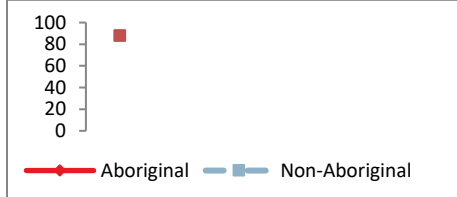
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	25	21	84
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	Msk	Msk	Msk	25	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	24	21	88
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	Msk	Msk	Msk	24	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	Msk	Msk	Msk	24	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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	Msk	Msk	Msk	24	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-

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>