



Aboriginal Report

How Are We Doing?

2022/2023

School District: 083
North Okanagan-Shuswap

QUESTIONS/COMMENTS CONTACT:

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BRITISH
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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

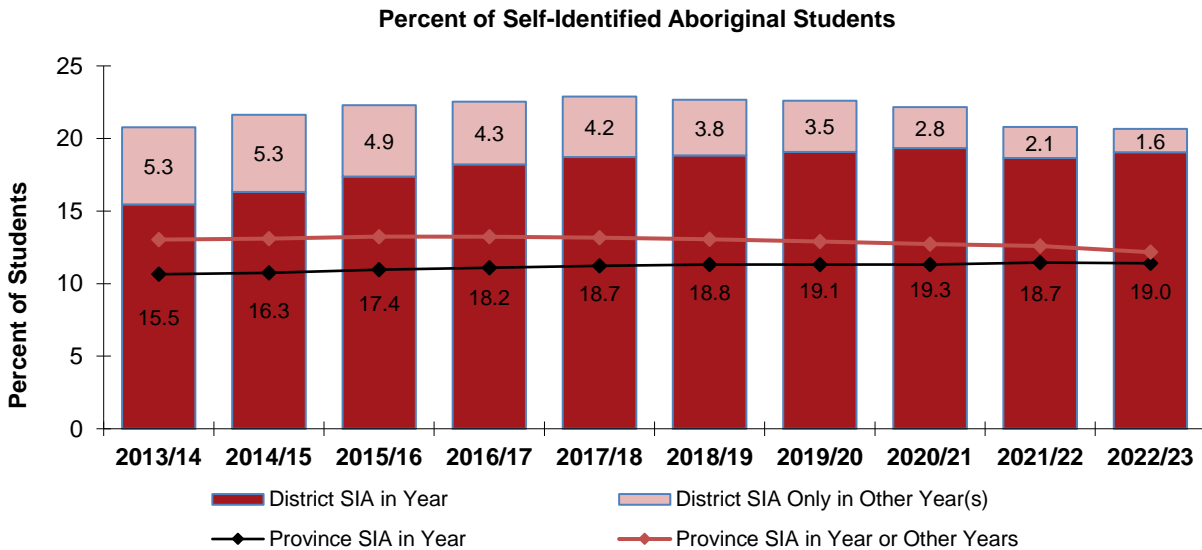
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	5,957	921	15.5	317	5.3	558,983	59,502	10.6	13,325	2.4
2014/15	5,818	949	16.3	310	5.3	552,786	59,382	10.7	13,068	2.4
2015/16	5,866	1,020	17.4	288	4.9	553,376	60,706	11.0	12,567	2.3
2016/17	5,992	1,091	18.2	259	4.3	557,625	61,801	11.1	11,979	2.1
2017/18	6,115	1,145	18.7	255	4.2	563,241	63,182	11.2	10,930	1.9
2018/19	6,283	1,183	18.8	241	3.8	568,982	64,326	11.3	10,009	1.8
2019/20	6,398	1,221	19.1	225	3.5	576,000	65,215	11.3	9,152	1.6
2020/21	6,394	1,236	19.3	181	2.8	568,285	64,272	11.3	8,037	1.4
2021/22	6,747	1,259	18.7	144	2.1	578,797	66,282	11.5	6,635	1.1
2022/23	6,790	1,293	19.0	110	1.6	590,583	67,285	11.4	4,553	0.8



Note:

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

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

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

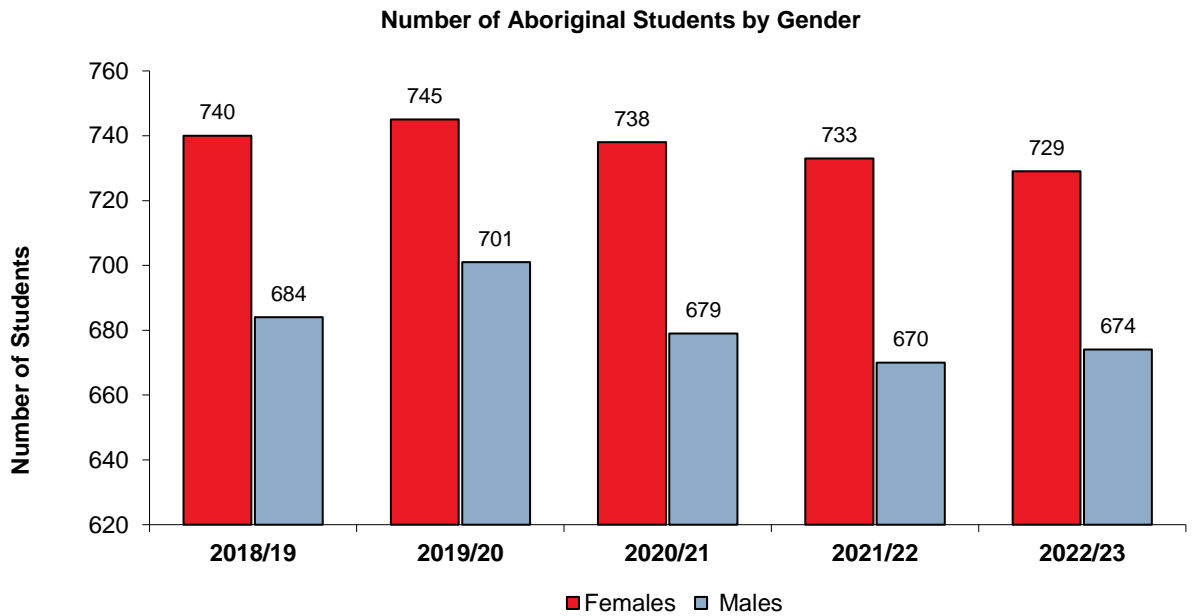
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2018/19	6,283	1,424	22.7	740	11.8	684	10.9	74,335	36,874	37,461
2019/20	6,398	1,446	22.6	745	11.6	701	11.0	74,367	36,847	37,520
2020/21	6,394	1,417	22.2	738	11.5	679	10.6	72,309	35,901	36,408
2021/22	6,747	1,403	20.8	733	10.9	670	9.9	72,917	36,210	36,707
2022/23	6,790	1,403	20.7	729	10.7	674	9.9	71,838	35,586	36,252



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

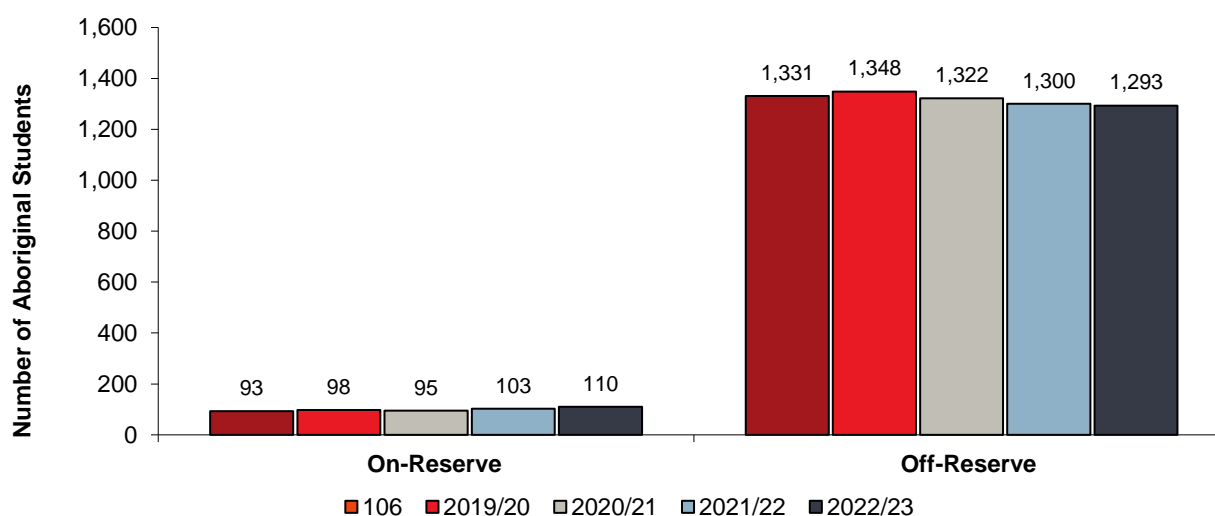
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	1,424	47	46	93	693	638	1,331	7,993	66,342
2019/20	1,446	48	50	98	697	651	1,348	8,209	66,158
2020/21	1,417	44	51	95	694	628	1,322	7,752	64,557
2021/22	1,403	49	54	103	684	616	1,300	7,992	64,925
2022/23	1,403	52	58	110	677	616	1,293	8,074	63,764

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2018/19	1,398	48	41	89	680	629	1,309	8,007	66,275
2019/20	1,428	45	47	92	695	641	1,336	8,056	66,087
2020/21	1,402	44	51	95	689	618	1,307	7,713	64,505
2021/22	1,369	54	55	109	660	600	1,260	7,916	64,400
2022/23	1,406	49	53	102	684	620	1,304	8,001	63,477

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

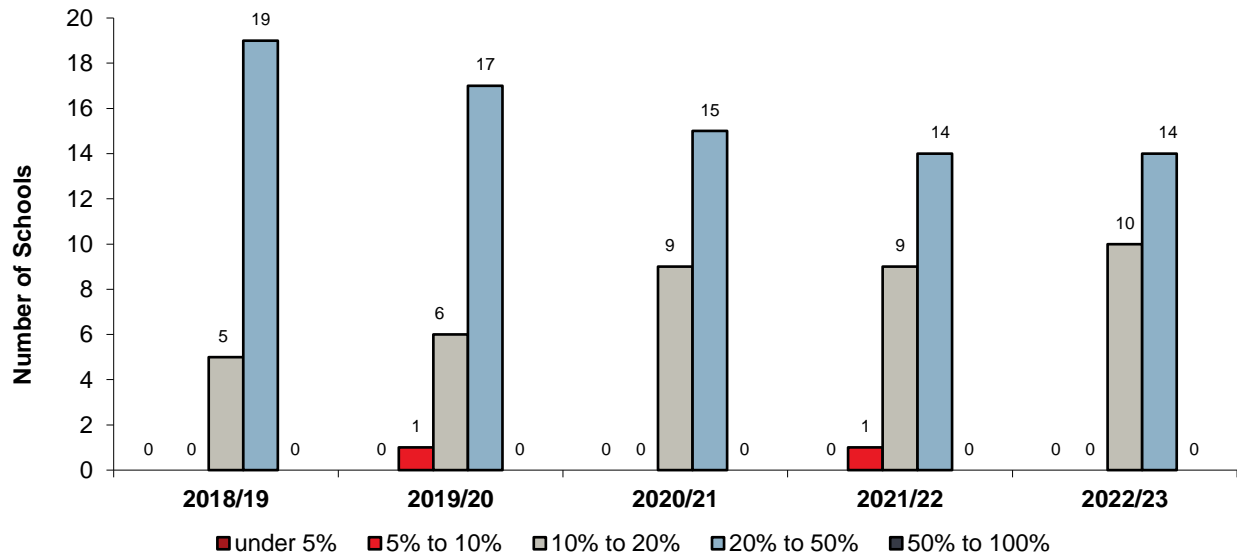


* Public schools only

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	24	0	0	5	19	0	1,385	367	217	324	385	92
2019/20	24	0	1	6	17	0	1,389	382	217	318	378	94
2020/21	24	0	0	9	15	0	1,398	399	210	341	348	100
2021/22	24	0	1	9	14	0	1,405	402	240	338	330	95
2022/23	24	0	0	10	14	0	1,412	423	246	336	318	89

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

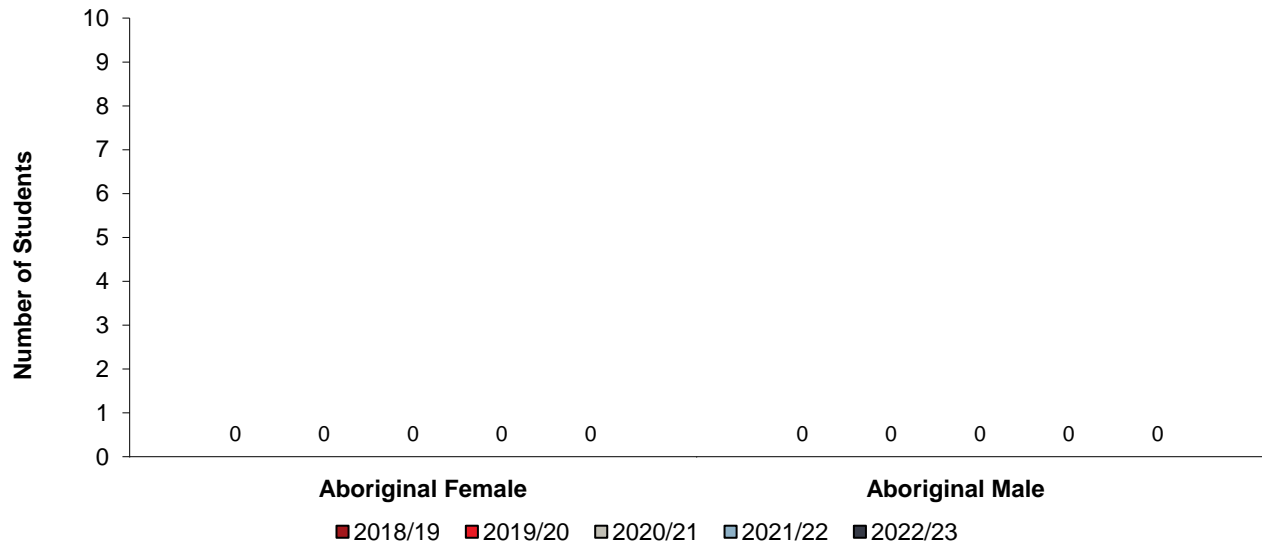


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	41	Msk	Msk	13	11	17	28	1,516	1,457	1,943	2,320
2019/20	40	Msk	Msk	16	10	14	24	1,580	1,508	2,114	2,525
2020/21	32	Msk	Msk	16	Msk	Msk	16	1,429	1,327	1,778	1,831
2021/22	38	Msk	Msk	20	Msk	Msk	18	1,454	1,262	1,761	1,631
2022/23	45	Msk	Msk	18	12	15	27	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

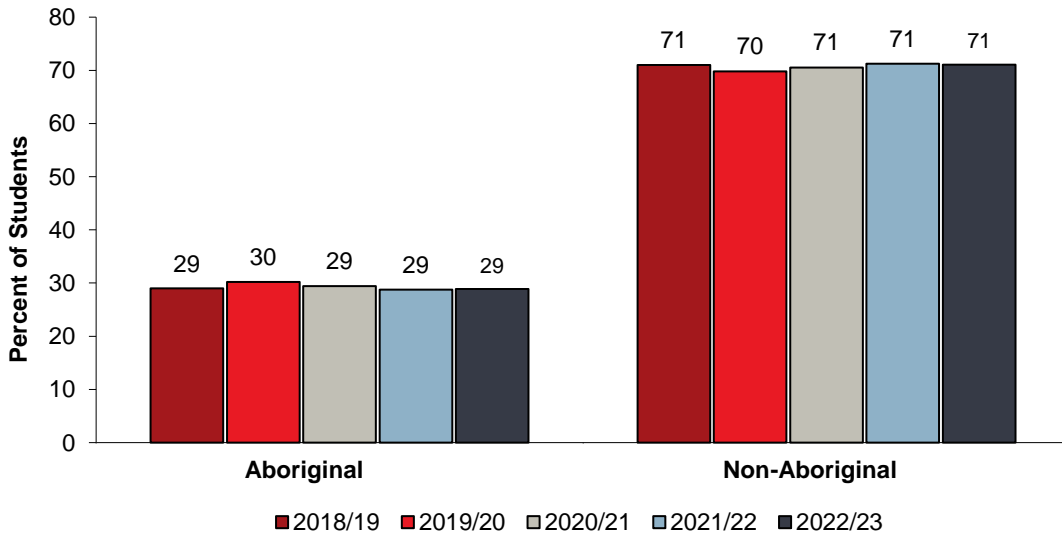
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	1,111	322	29	789	71
2019/20	1,145	346	30	799	70
2020/21	1,117	329	29	788	71
2021/22	1,237	356	29	881	71
2022/23	1,242	359	29	883	71

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

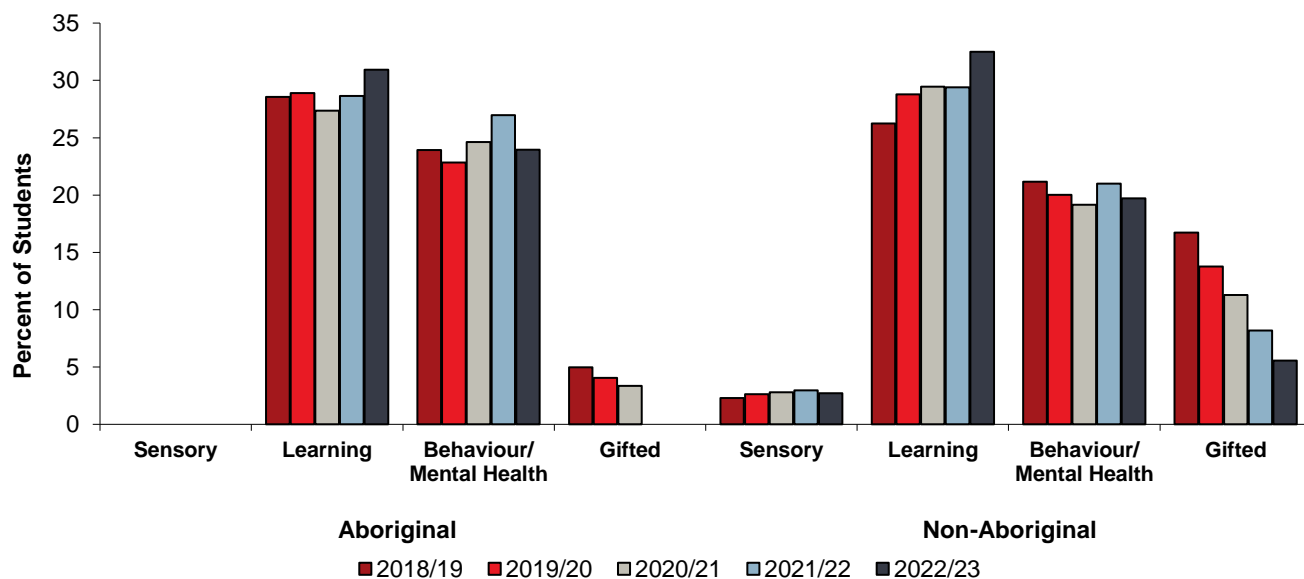


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal					
			#	%	#	%	#	%	#	%	#	%	#	%				
2018/19	322	789	Msk	Msk	18	2	92	29	207	26	77	24	167	21	16	5	132	17
2019/20	346	799	Msk	Msk	21	3	100	29	230	29	79	23	160	20	14	4	110	14
2020/21	329	788	Msk	Msk	22	3	90	27	232	29	81	25	151	19	11	3	89	11
2021/22	356	881	Msk	Msk	26	3	102	29	259	29	96	27	185	21	Msk	Msk	72	8
2022/23	359	883	Msk	Msk	24	3	111	31	287	33	86	24	174	20	Msk	Msk	49	6

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).

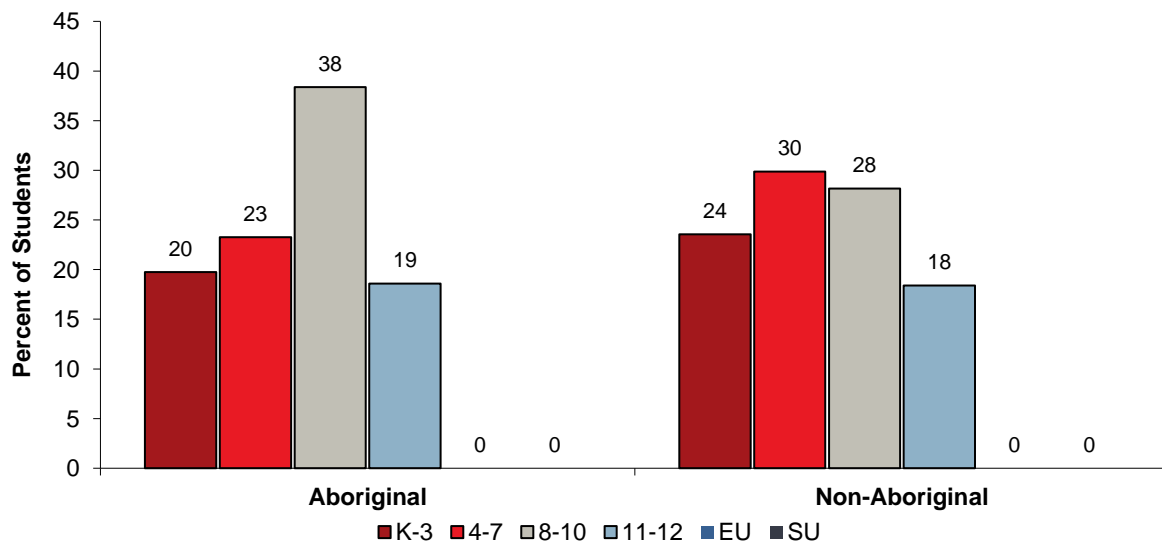
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	77	21	27	25	32	19	25	12	16	0	0	0	0
2019/20	79	24	30	26	33	15	19	14	18	0	0	0	0
2020/21	81	23	28	21	26	22	27	15	19	0	0	0	0
2021/22	96	24	25	25	26	32	33	15	16	0	0	0	0
2022/23	86	17	20	20	23	33	38	16	19	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	167	37	22	63	38	42	25	25	15	0	0	0	0
2019/20	160	35	22	61	38	40	25	24	15	0	0	0	0
2020/21	151	27	18	52	34	46	30	26	17	0	0	0	0
2021/22	185	40	22	57	31	55	30	Msk	Msk	0	0	Msk	Msk
2022/23	174	41	24	52	30	49	28	32	18	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.

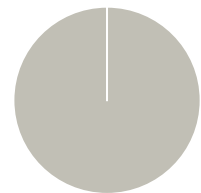
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	104	87	Msk	Msk	63	61	Msk	Msk
2019/20	103	84	Msk	Msk	64	62	Msk	Msk
2020/21	85	91	Msk	Msk	59	69	Msk	Msk
2021/22	100	97	Msk	Msk	56	56	Msk	Msk
2022/23	85	89	Msk	Msk	47	55	Msk	Msk

Grade 4: Aboriginal

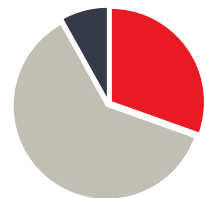


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

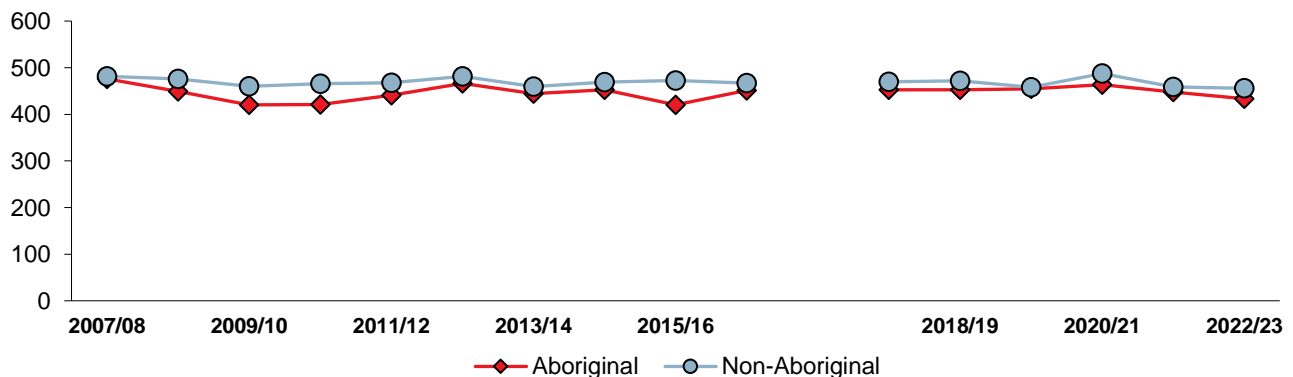
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	353	91	95	27	220	62	38	11
2019/20	368	89	104	28	244	66	20	5
2020/21	357	91	52	15	274	77	31	9
2021/22	370	92	111	30	235	64	24	6
2022/23	371	91	113	30	228	61	30	8

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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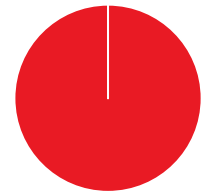
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	105	88	58	55	Msk	Msk	Msk	Msk
2019/20	103	84	Msk	Msk	54	52	Msk	Msk
2020/21	85	91	Msk	Msk	45	53	Msk	Msk
2021/22	97	94	Msk	Msk	53	55	Msk	Msk
2022/23	83	87	43	52	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

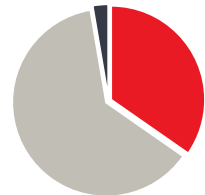


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

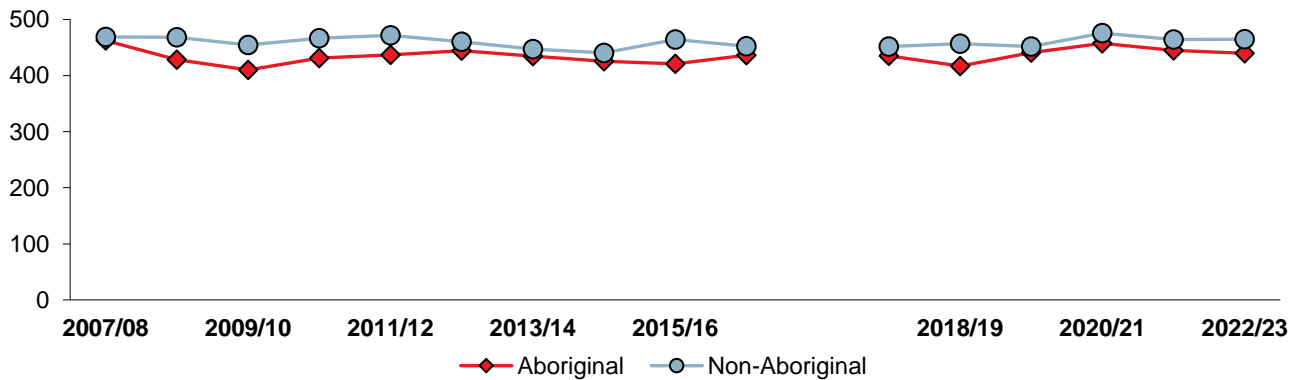
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	353	91	Msk	Msk	215	61	Msk	Msk
2019/20	371	90	139	37	221	60	11	3
2020/21	355	90	106	30	233	66	16	5
2021/22	368	92	143	39	207	56	18	5
2022/23	372	91	129	35	233	63	10	3

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

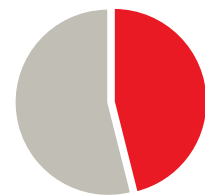
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	107	88	25	23	82	77	0	0
2019/20	105	80	37	35	68	65	0	0
2020/21	97	87	Msk	Msk	64	66	Msk	Msk
2021/22	115	94	Msk	Msk	70	61	Msk	Msk
2022/23	102	82	47	46	55	54	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

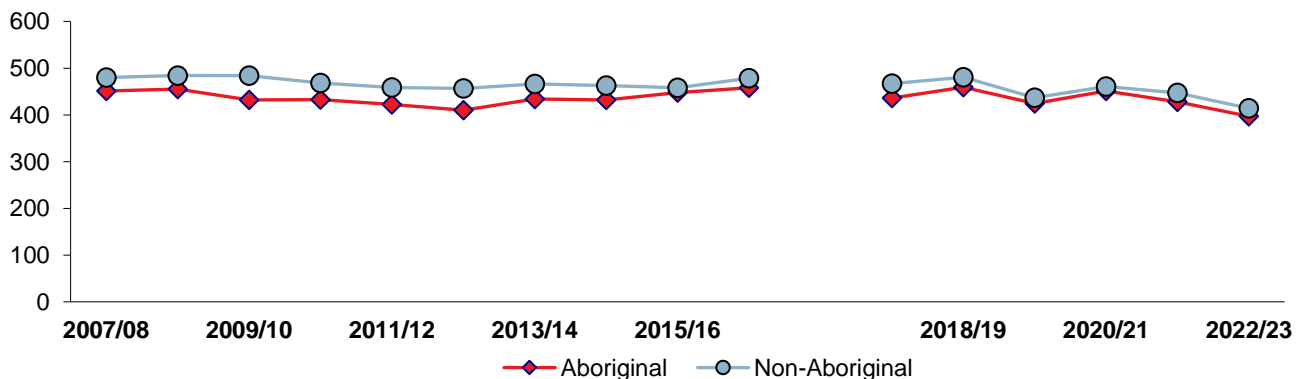
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	343	93	Msk	Msk	274	80	Msk	Msk
2019/20	353	88	Msk	Msk	239	68	Msk	Msk
2020/21	358	88	71	20	287	80	0	0
2021/22	382	92	Msk	Msk	263	69	Msk	Msk
2022/23	403	92	Msk	Msk	231	57	Msk	Msk

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	107	88	63	59	Msk	Msk	Msk	Msk
2019/20	106	81	58	55	Msk	Msk	Msk	Msk
2020/21	96	86	Msk	Msk	50	52	Msk	Msk
2021/22	116	95	65	56	Msk	Msk	Msk	Msk
2022/23	101	81	58	57	Msk	Msk	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

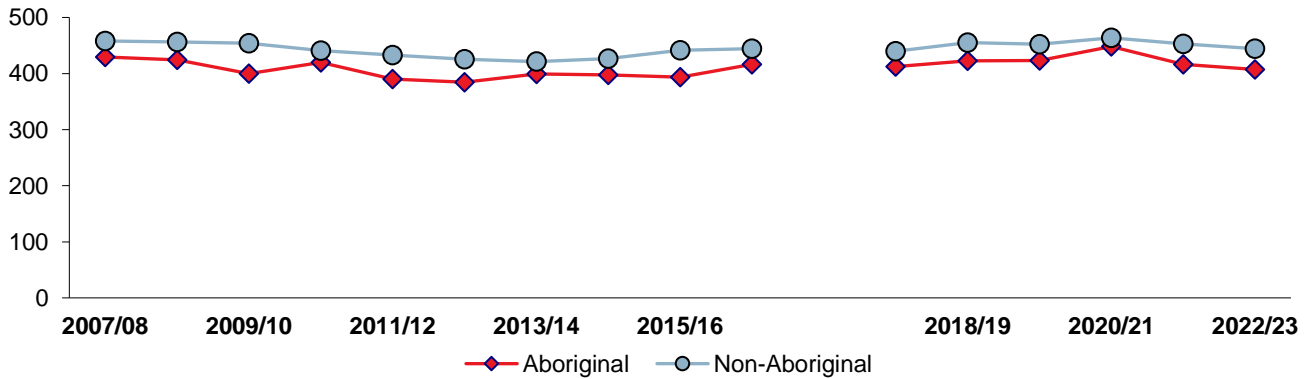
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	344	93	140	41	188	55	16	5
2019/20	351	88	144	41	194	55	13	4
2020/21	351	86	122	35	207	59	22	6
2021/22	386	93	154	40	209	54	23	6
2022/23	398	91	187	47	190	48	21	5



■ 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	66	65	32	48	Msk	Msk	Msk	Msk	0	0	0	0
Non-Aboriginal	284	82	109	38	121	43	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	52	50	20	38	21	40	11	21	0	0	0	0
Non-Aboriginal	186	56	Msk	Msk	79	42	59	32	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	90	70	29	32	42	47	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	324	82	Msk	Msk	165	51	102	31	Msk	Msk	Msk	Msk

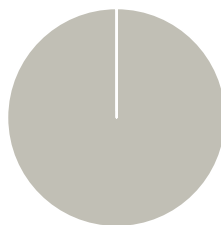
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	89	73	Msk	Msk	45	51	25	28	Msk	Msk	Msk	Msk
Non-Aboriginal	340	86	60	18	133	39	123	36	24	7	24	7

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

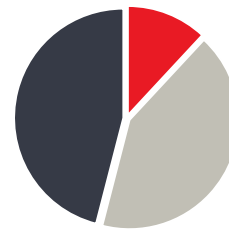
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	108	82	Msk	Msk	44	41	43	40	Msk	Msk	Msk	Msk
Non-Aboriginal	361	90	43	12	152	42	145	40	21	6	21	6

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	32	30	Msk	Msk	Msk	Msk	20	63	Msk	Msk
Non-Aboriginal	128	39	Msk	Msk	34	27	81	63	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	87	67	Msk	Msk	30	34	46	53	Msk	Msk
Non-Aboriginal	327	83	12	4	92	28	197	60	26	8

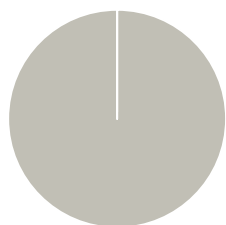
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	84	69	Msk	Msk	Msk	Msk	54	64	0	0
Non-Aboriginal	337	86	11	3	72	21	229	68	25	7

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

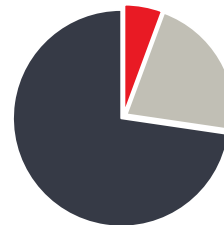
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	103	79	Msk	Msk	25	24	64	62	Msk	Msk
Non-Aboriginal	355	89	20	6	77	22	225	63	33	9

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>

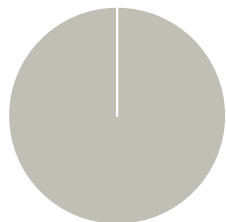
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	81	65	Msk	Msk	25	31	48	59	Msk	Msk
Non-Aboriginal	286	72	Msk	Msk	72	25	170	59	Msk	Msk

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

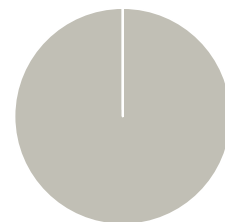
School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	89	62	Msk	Msk	29	33	53	60	Msk	Msk
Non-Aboriginal	321	70	Msk	Msk	89	28	186	58	Msk	Msk

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

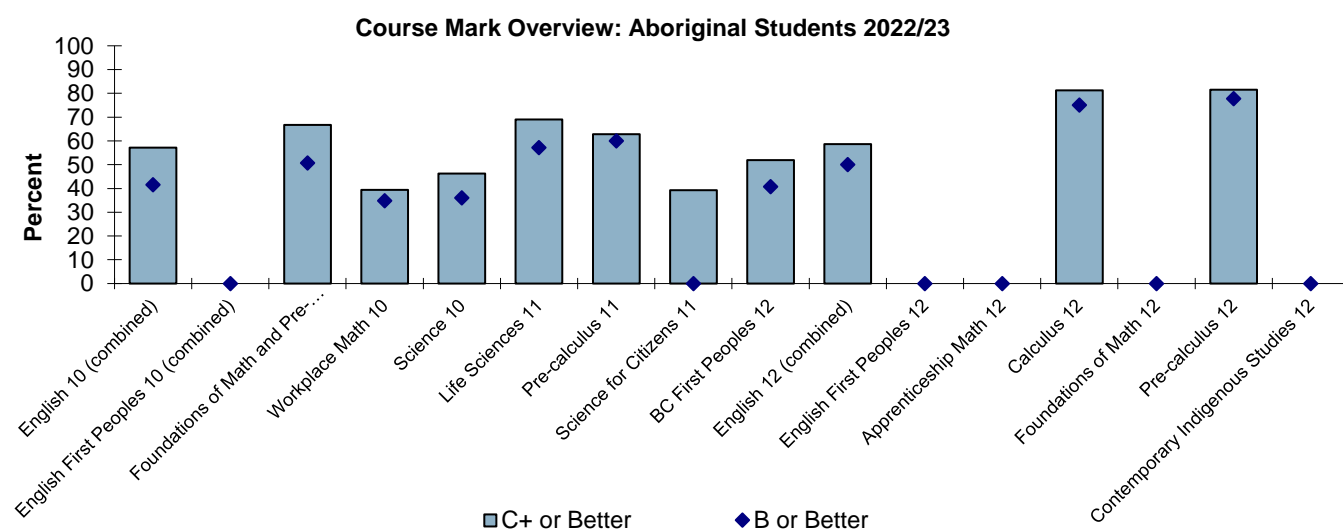
COURSE MARK RESULTS 2022/23: OVERVIEW

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)*	238	136 57	99 42	744	549 74	470 63				
English First Peoples 10 (combined)*	18	Msk Msk	Msk Msk	34	14 41	12 35				
Foundations of Math and Pre-calculus 10	75	50 67	38 51	289	213 74	186 64				
Workplace Math 10	66	26 39	23 35	118	63 53	49 42				
Science 10	136	63 46	49 36	390	278 71	248 64				
Life Sciences 11	42	29 69	24 57	191	159 83	137 72				
Pre-calculus 11	35	22 63	21 60	206	171 83	149 72				
Science for Citizens 11	28	11 39	Msk Msk	41	27 66	21 51				
BC First Peoples 12	27	14 52	11 41	42	27 64	24 57				
English 12 (combined)*	104	61 59	52 50	377	289 77	256 68				
English First Peoples 12	16	Msk Msk	Msk Msk	21	18 86	15 71				
Apprenticeship Math 12	-	-	-	Msk	Msk	Msk				
Calculus 12	16	13 81	12 75	61	60 98	59 97				
Foundations of Math 12	Msk	Msk	Msk	28	13 46	11 39				
Pre-calculus 12	27	22 81	21 78	117	108 92	95 81				
Contemporary Indigenous Studies 12	-	-	-	-	-	-				



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.

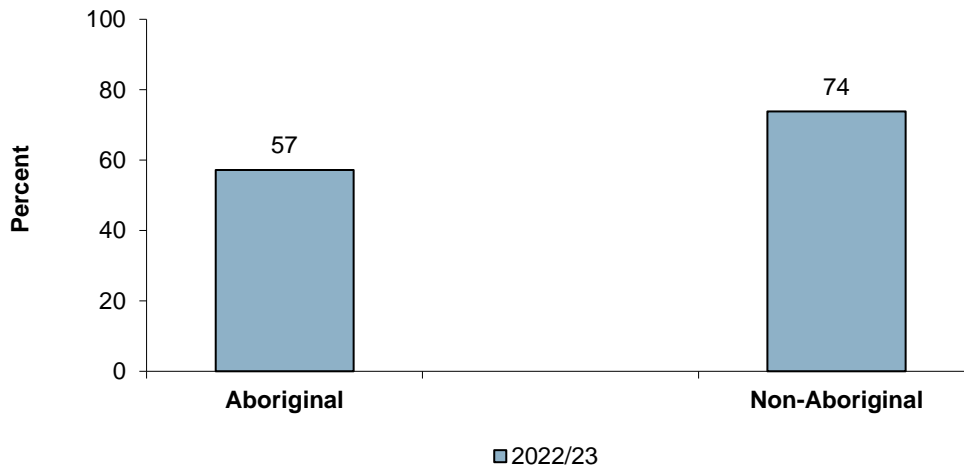
COURSE MARKS: ENGLISH 10 (COMBINED)

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	174	94	54	69	40	659	462	70	380	58
2020/21	209	120	57	93	44	733	532	73	455	62
2021/22	197	113	57	87	44	746	575	77	460	62
2022/23	238	136	57	99	42	744	549	74	470	63

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	174	108	154	20	659	339	592	67		
2020/21	209	133	193	16	733	409	704	29		
2021/22	197	126	184	13	746	404	709	37		
2022/23	238	140	217	21	744	411	721	23		

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.

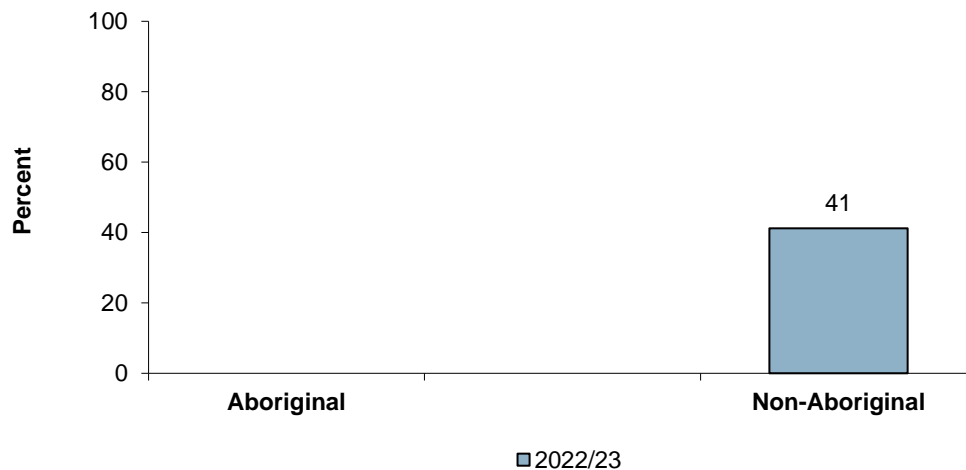
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

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	22	16	73	14	64	11	10	91	Msk	Msk
2020/21	18	14	78	10	56	Msk	Msk	Msk	Msk	Msk
2021/22	19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	18	Msk	Msk	Msk	Msk	34	14	41	12	35

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	22	108	22	0	11	339	Msk	Msk		
2020/21	18	133	18	0	Msk	409	Msk	Msk		
2021/22	19	126	19	0	Msk	404	Msk	Msk		
2022/23	18	140	18	0	34	411	34	0		

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.

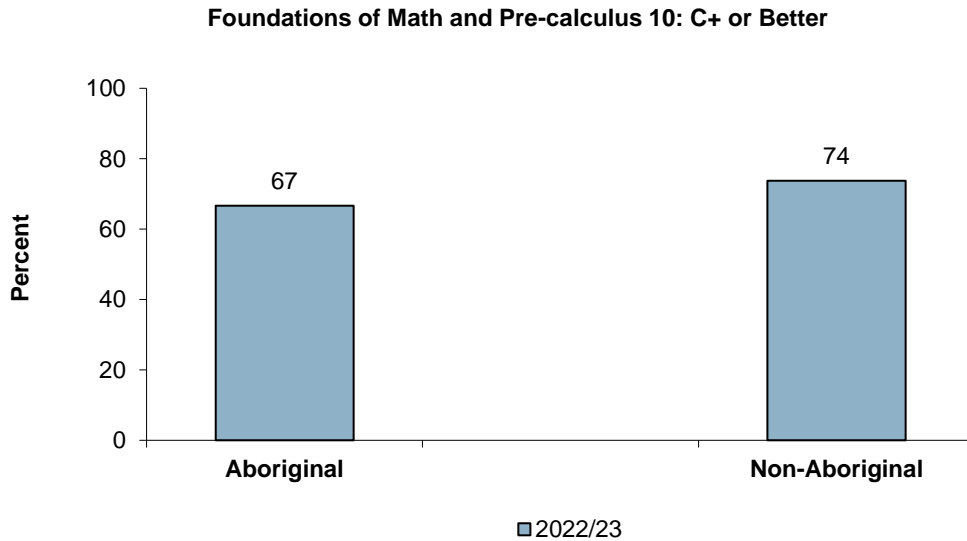
These courses carry 2 credits each and students are expected to take 2 courses.

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	68	42	62	32	47	249	202	81	170	68
2020/21	72	48	67	46	64	280	222	79	207	74
2021/22	59	43	73	38	64	267	209	78	187	70
2022/23	75	50	67	38	51	289	213	74	186	64

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count			
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #		
2019/20	68	108	Msk	Msk	249	339	228	21		
2020/21	72	133	Msk	Msk	280	409	264	16		
2021/22	59	126	Msk	Msk	267	404	244	23		
2022/23	75	140	Msk	Msk	289	411	275	14		



Note:

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

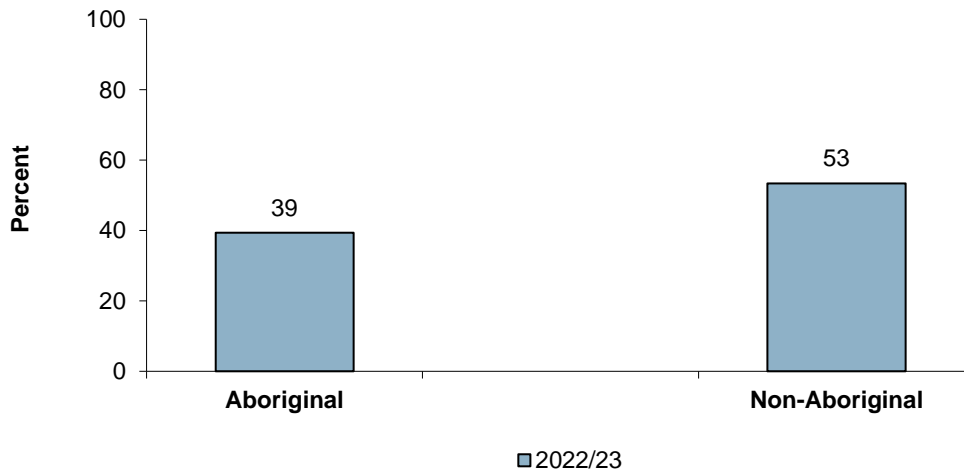
COURSE MARKS: WORKPLACE MATH 10

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	41	20	49	12	29	80	45	56	34	43
2020/21	41	24	59	16	39	94	59	63	45	48
2021/22	48	22	46	15	31	124	69	56	54	44
2022/23	66	26	39	23	35	118	63	53	49	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	41	108	29	12	80	339	66	14		
2020/21	41	133	Msk	Msk	94	409	79	15		
2021/22	48	126	Msk	Msk	124	404	110	14		
2022/23	66	140	53	13	118	411	104	14		

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.

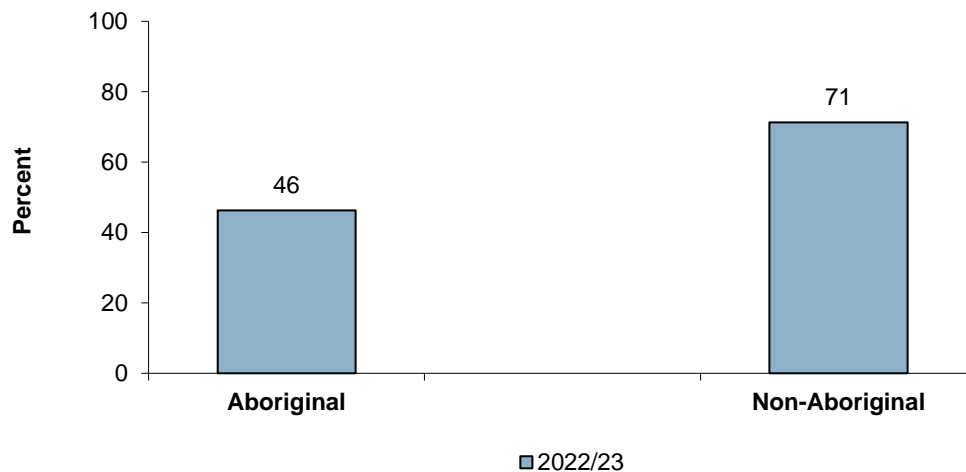
COURSE MARKS: SCIENCE 10

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	92	52	57	44	48	339	239	71	211	62
2020/21	114	67	59	44	39	361	266	74	222	61
2021/22	104	52	50	46	44	378	262	69	227	60
2022/23	136	63	46	49	36	390	278	71	248	64

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	92	108	Msk	Msk	339	339	309	30		
2020/21	114	133	103	11	361	409	350	11		
2021/22	104	126	Msk	Msk	378	404	352	26		
2022/23	136	140	121	15	390	411	371	19		

Science 10: C+ or Better



Note:

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

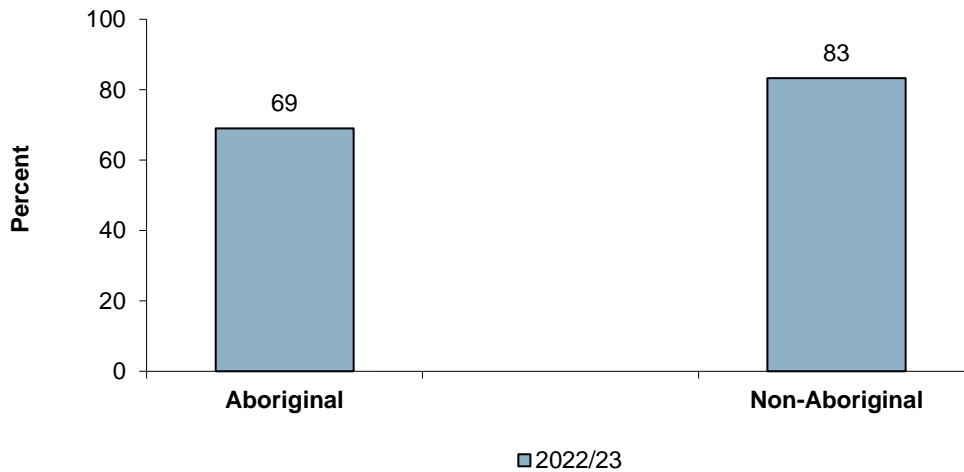
COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	40	31	78	28	70	161	121	75	102	63
2020/21	33	30	91	25	76	156	131	84	113	72
2021/22	41	25	61	21	51	187	148	79	128	68
2022/23	42	29	69	24	57	191	159	83	137	72

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	40	104	28	12	161	363	105	56		
2020/21	33	110	22	11	156	340	98	58		
2021/22	41	135	31	10	187	418	129	58		
2022/23	42	135	29	13	191	406	121	70		

Life Sciences 11: C+ or Better



Note:

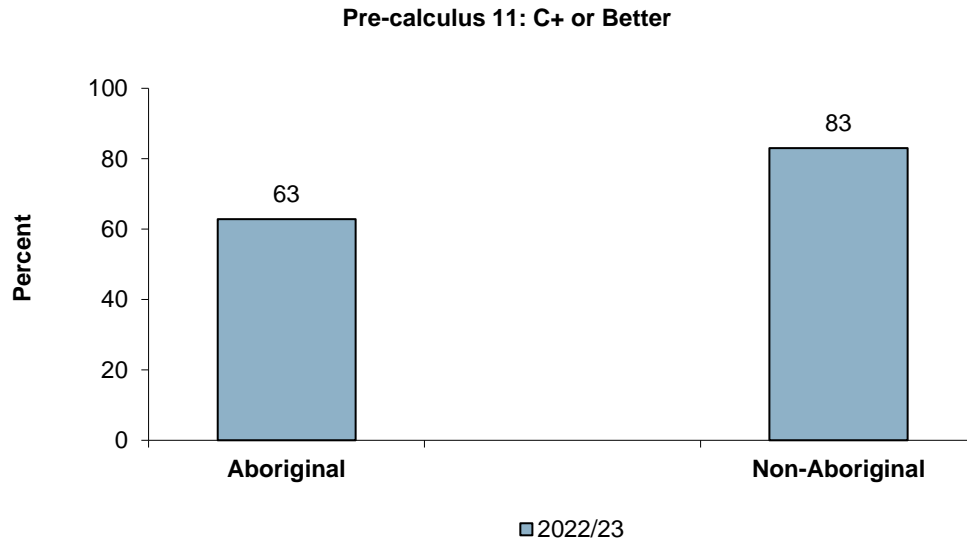
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	31	23	74	19	61	191	157	82	133	70
2020/21	38	28	74	26	68	162	129	80	105	65
2021/22	47	31	66	28	60	198	161	81	143	72
2022/23	35	22	63	21	60	206	171	83	149	72

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	31	104	Msk	Msk	191	363	160	31	
2020/21	38	110	Msk	Msk	162	340	138	24	
2021/22	47	135	Msk	Msk	198	418	180	18	
2022/23	35	135	Msk	Msk	206	406	175	31	



Note:

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

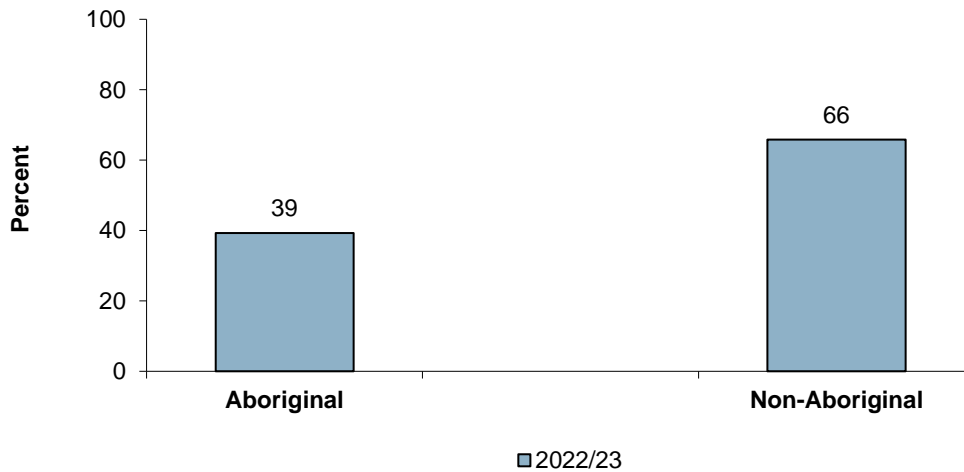
COURSE MARKS: SCIENCE FOR CITIZENS 11

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	20	Msk	Msk	Msk	Msk	50	31	62	25	50
2020/21	17	Msk	Msk	Msk	Msk	42	26	62	23	55
2021/22	24	11	46	Msk	Msk	47	27	57	16	34
2022/23	28	11	39	Msk	Msk	41	27	66	21	51

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	20	104	Msk	Msk	50	363	34	16		
2020/21	17	110	Msk	Msk	42	340	30	12		
2021/22	24	135	Msk	Msk	47	418	Msk	Msk		
2022/23	28	135	Msk	Msk	41	406	27	14		

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.

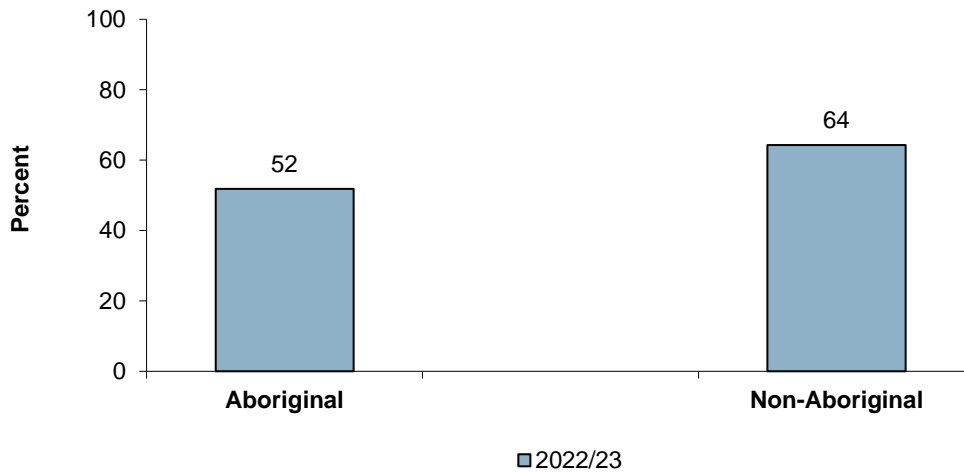
COURSE MARKS: BC FIRST PEOPLES 12

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	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	27	14	52	11	41	42	27	64	24	57

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	128	Msk	Msk	-	404	-	-	
2020/21	Msk	112	Msk	Msk	Msk	417	Msk	Msk	
2021/22	15	131	Msk	Msk	Msk	412	Msk	Msk	
2022/23	27	146	Msk	Msk	42	470	Msk	Msk	

BC First Peoples 12: C+ or Better



Note:

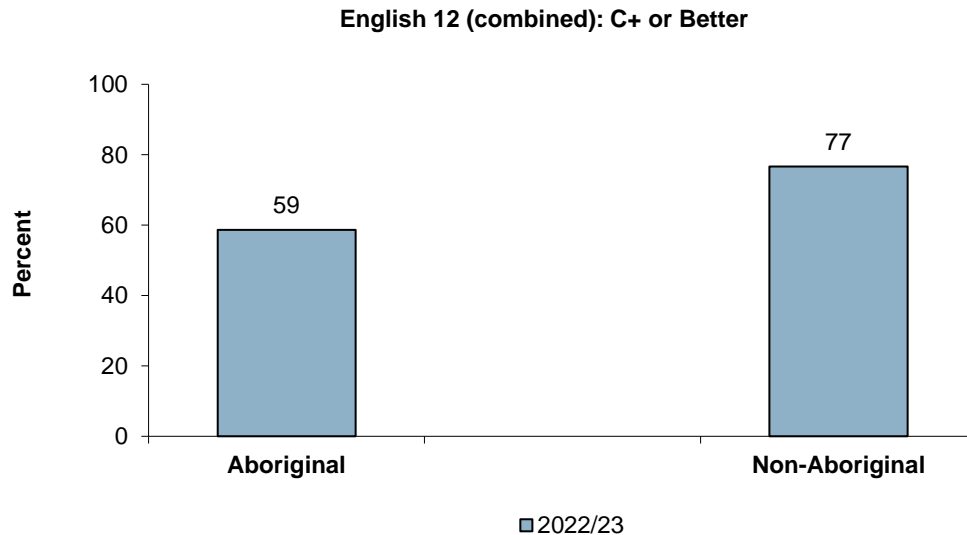
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	105	59	56	42	40	327	234	72	197	60
2020/21	73	49	67	37	51	352	261	74	232	66
2021/22	86	58	67	46	53	311	255	82	219	70
2022/23	104	61	59	52	50	377	289	77	256	68

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	105	128	Msk	Msk	327	404	315	12		
2020/21	73	112	Msk	Msk	352	417	339	13		
2021/22	86	131	Msk	Msk	311	412	299	12		
2022/23	104	146	94	10	377	470	357	20		



Note:

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

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

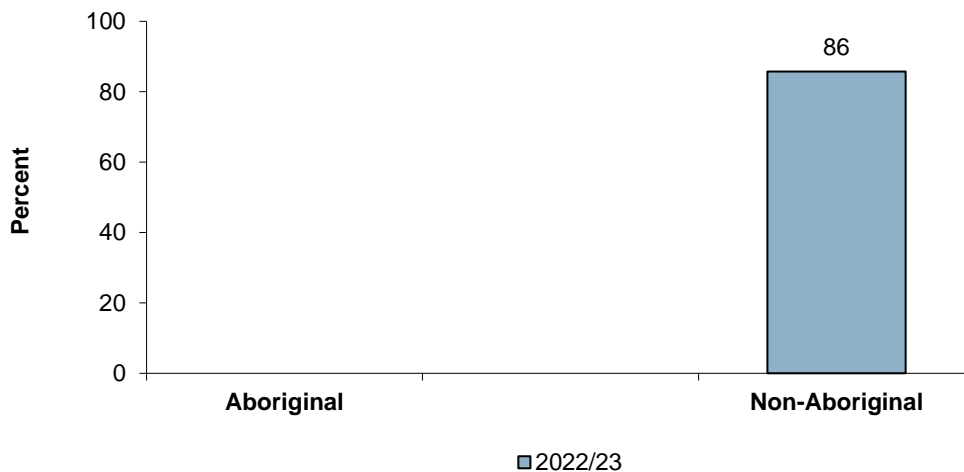
COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	18	14	78	11	61	15	10	67	Msk	Msk
2022/23	16	Msk	Msk	Msk	Msk	21	18	86	15	71

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	128	Msk	Msk	Msk	404	Msk	Msk		
2020/21	Msk	112	Msk	Msk	Msk	417	Msk	Msk		
2021/22	18	131	18	0	15	412	Msk	Msk		
2022/23	16	146	Msk	Msk	21	470	Msk	Msk		

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.

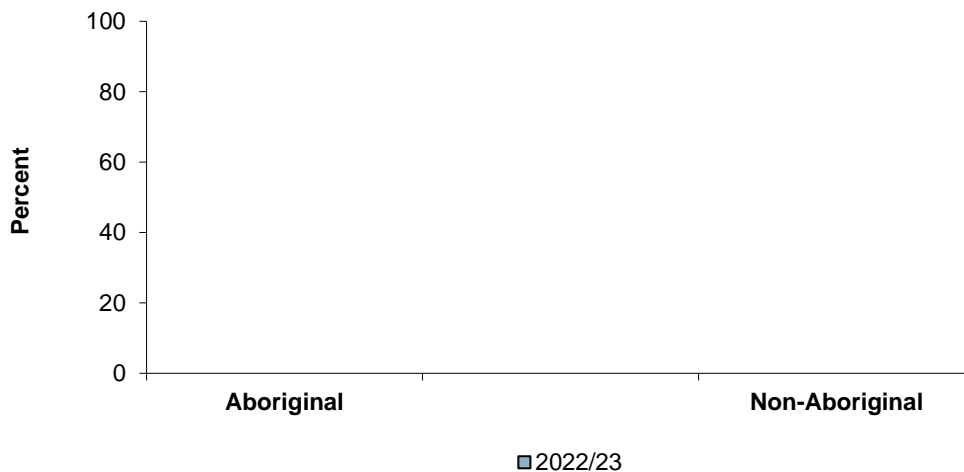
COURSE MARKS: APPRENTICESHIP MATH 12

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	-	-	-	-	-	Msk	Msk	Msk	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	-	128	-	-	-	404	-	-	
2020/21	-	112	-	-	-	417	-	-	
2021/22	Msk	131	Msk	Msk	-	412	-	-	
2022/23	-	146	-	-	Msk	470	Msk	Msk	

Apprenticeship Math 12: C+ or Better



Note:

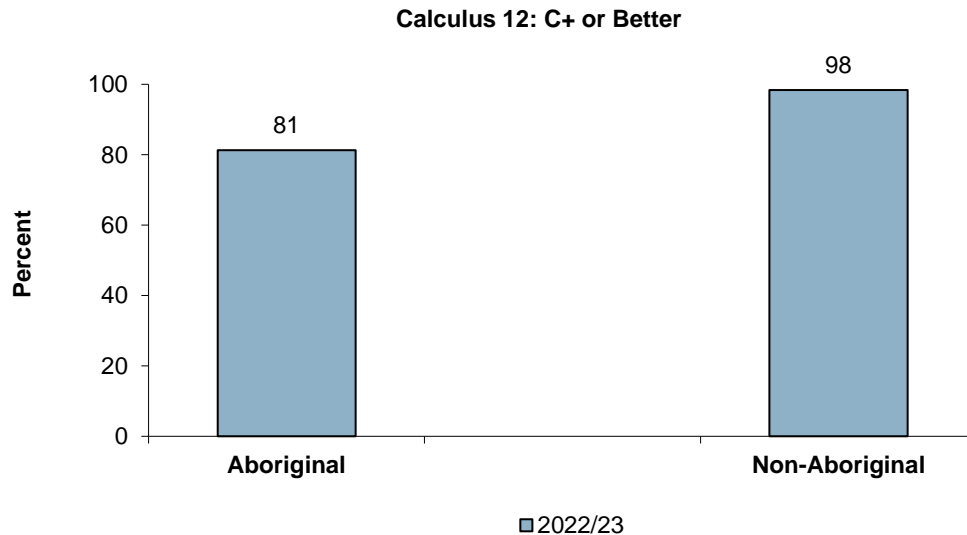
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

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	48	46	96	44	92
2020/21	Msk	Msk	Msk	Msk	Msk	55	54	98	49	89
2021/22	Msk	Msk	Msk	Msk	Msk	41	41	100	41	100
2022/23	16	13	81	12	75	61	60	98	59	97

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	128	Msk	Msk	48	404	Msk	Msk		
2020/21	Msk	112	Msk	Msk	55	417	Msk	Msk		
2021/22	Msk	131	Msk	Msk	41	412	Msk	Msk		
2022/23	16	146	16	0	61	470	61	0		



Note:

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

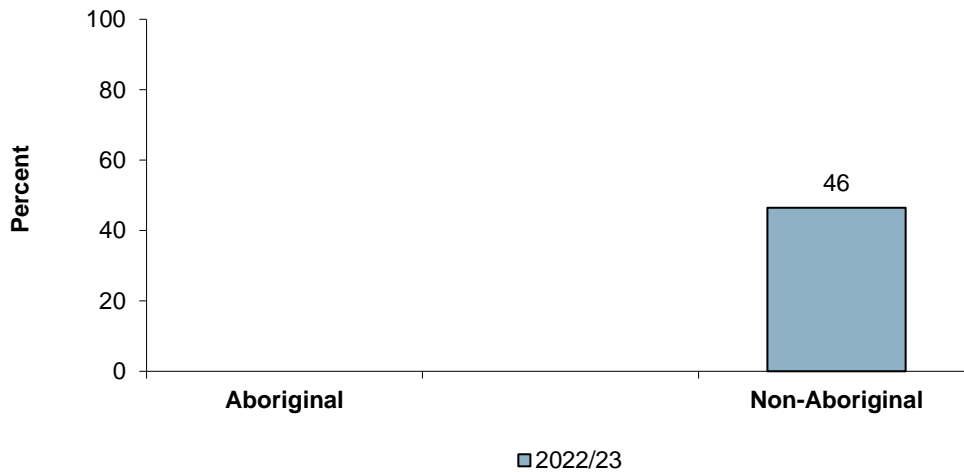
COURSE MARKS: FOUNDATIONS OF MATH 12

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	17	11	65	Msk	Msk	64	57	89	51	80
2020/21	Msk	Msk	Msk	Msk	Msk	32	27	84	23	72
2021/22	16	Msk	Msk	Msk	Msk	52	41	79	35	67
2022/23	Msk	Msk	Msk	Msk	Msk	28	13	46	11	39

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	17	128	Msk	Msk	64	404	Msk	Msk		
2020/21	Msk	112	Msk	Msk	32	417	Msk	Msk		
2021/22	16	131	16	0	52	412	Msk	Msk		
2022/23	Msk	146	Msk	Msk	28	470	28	0		

Foundations of Math 12: C+ or Better



Note:

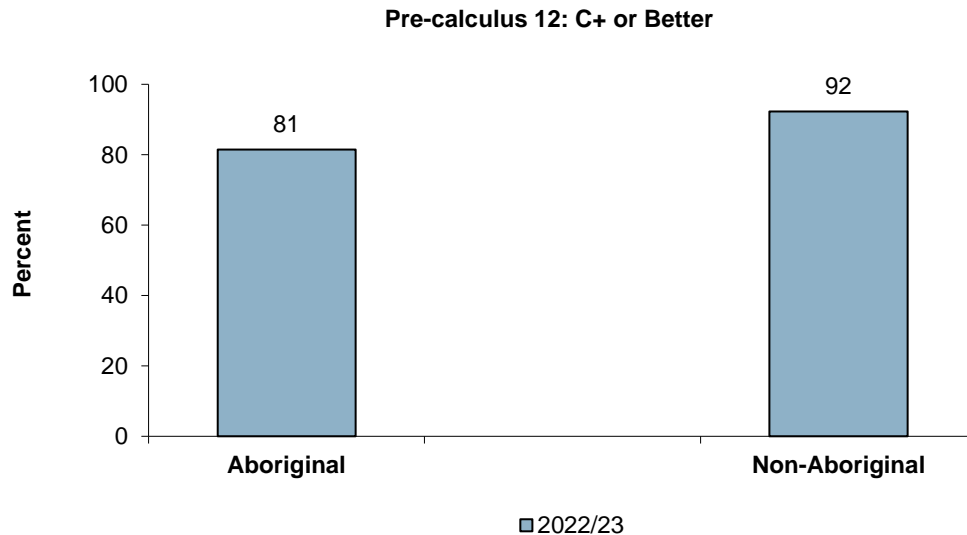
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	13	12	92	Msk	Msk	101	82	81	78	77
2020/21	17	15	88	14	82	129	107	83	97	75
2021/22	20	14	70	Msk	Msk	114	99	87	88	77
2022/23	27	22	81	21	78	117	108	92	95	81

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	13	128	Msk	Msk	101	404	82	19		
2020/21	17	112	Msk	Msk	129	417	119	10		
2021/22	20	131	Msk	Msk	114	412	93	21		
2022/23	27	146	Msk	Msk	117	470	Msk	Msk		



Note:

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

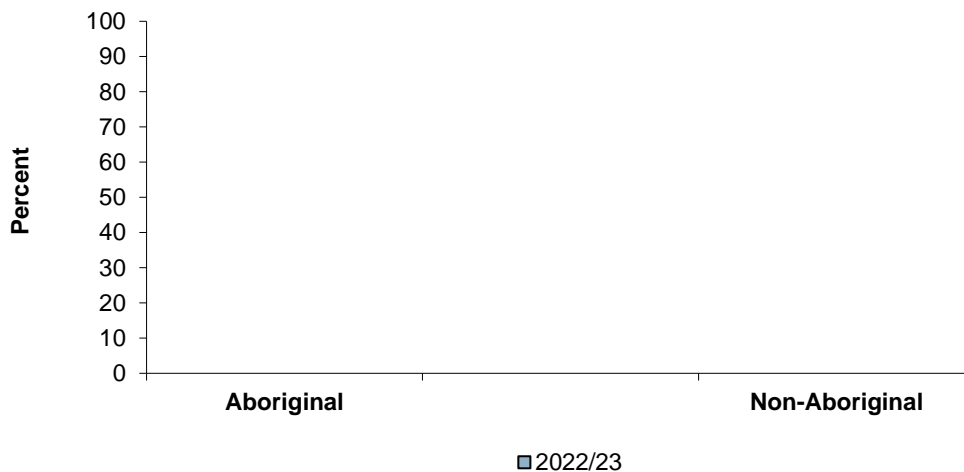
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

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	-	-	-	-	-	-	-	-	-	-

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	-	128	-	-	-	404	-	-		
2020/21	-	112	-	-	-	417	-	-		
2021/22	-	131	-	-	-	412	-	-		
2022/23	-	146	-	-	-	470	-	-		

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.

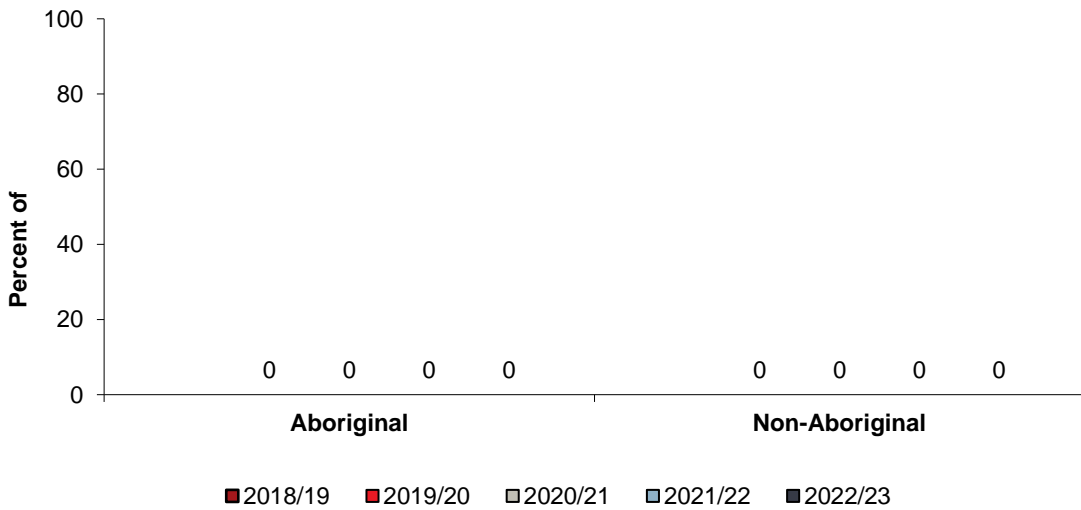
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

List of First Nations Languages Courses in District:

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

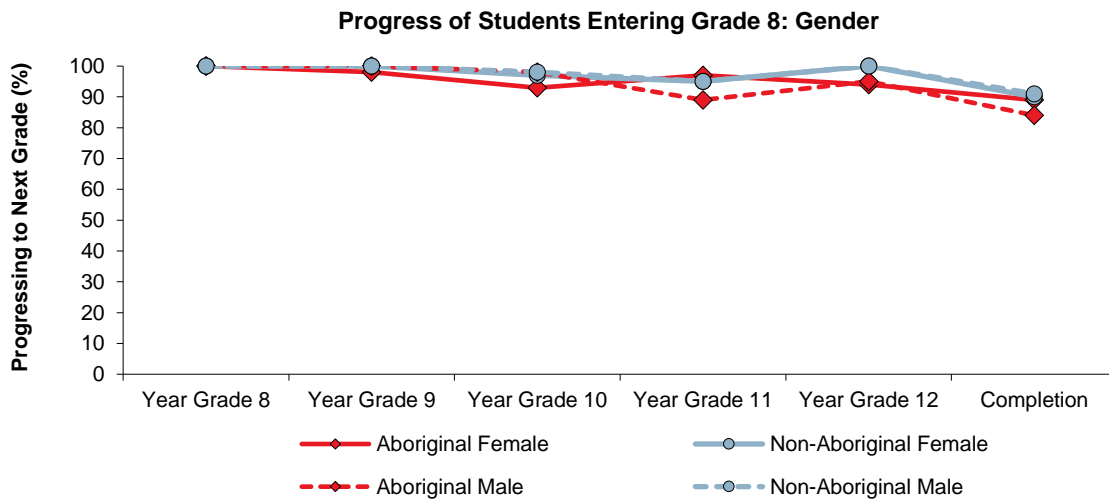
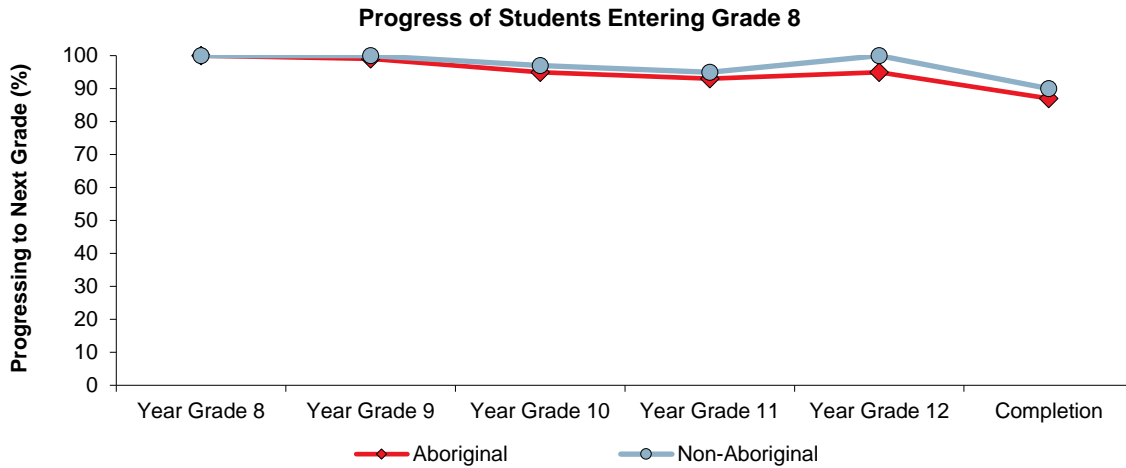
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	99	98	100	100	100	100
	Grade 10	95	93	98	97	97	98
	Grade 11	93	97	89	95	95	95
	Grade 12	95	94	95	100	100	100
2022/23	Completion	87	89	84	90	90	91



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

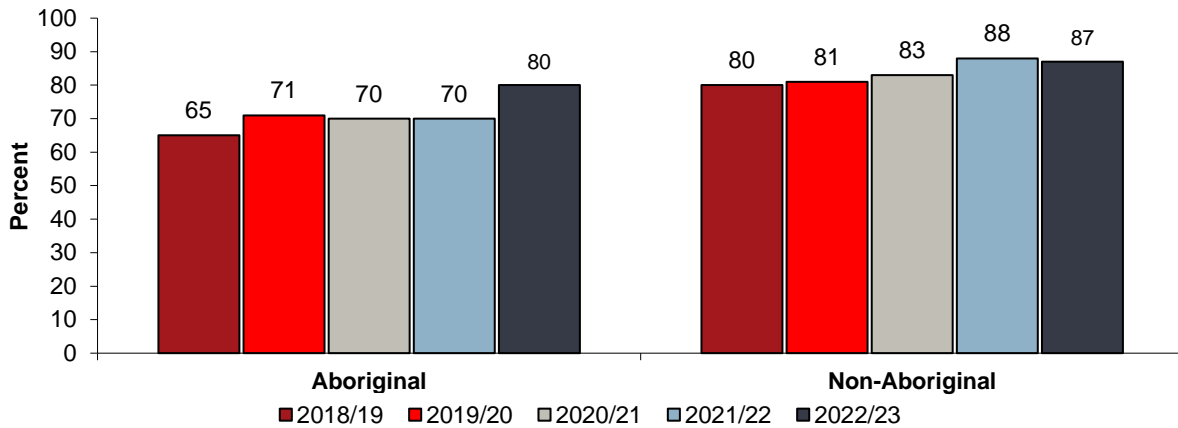
BC Residents

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

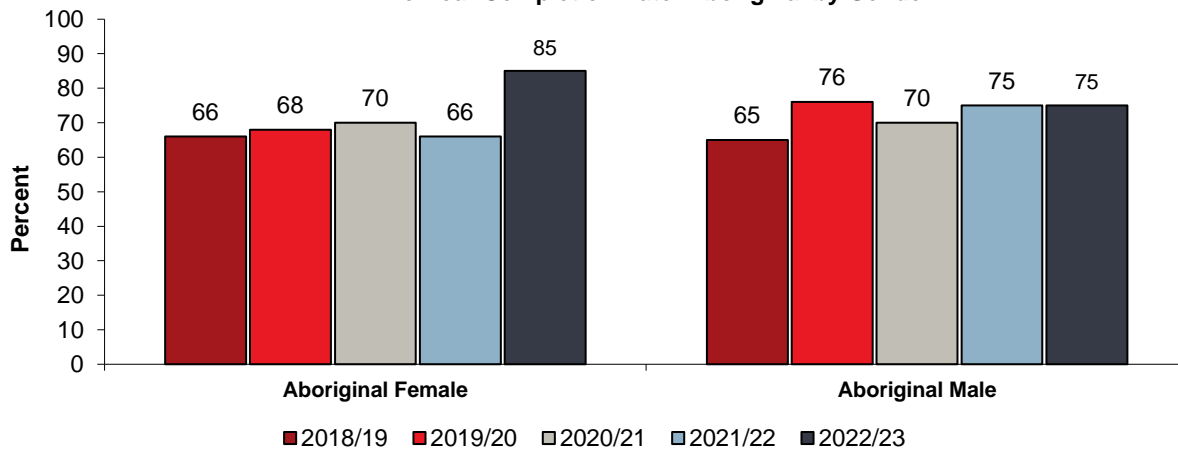
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	65	66	65	80	87	75
2019/20	71	68	76	81	84	78
2020/21	70	70	70	83	86	79
2021/22	70	66	75	88	93	83
2022/23	80	85	75	87	87	88

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



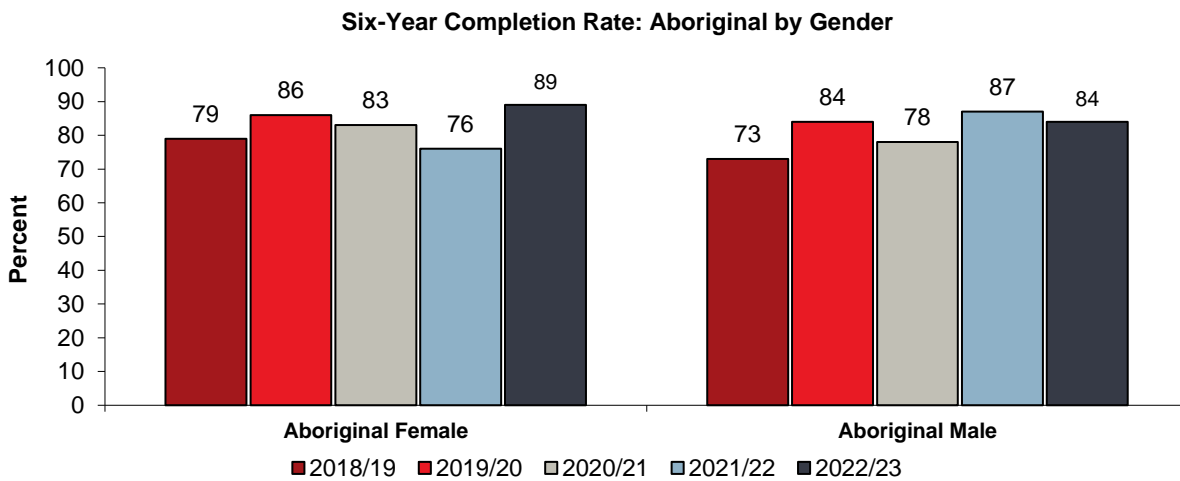
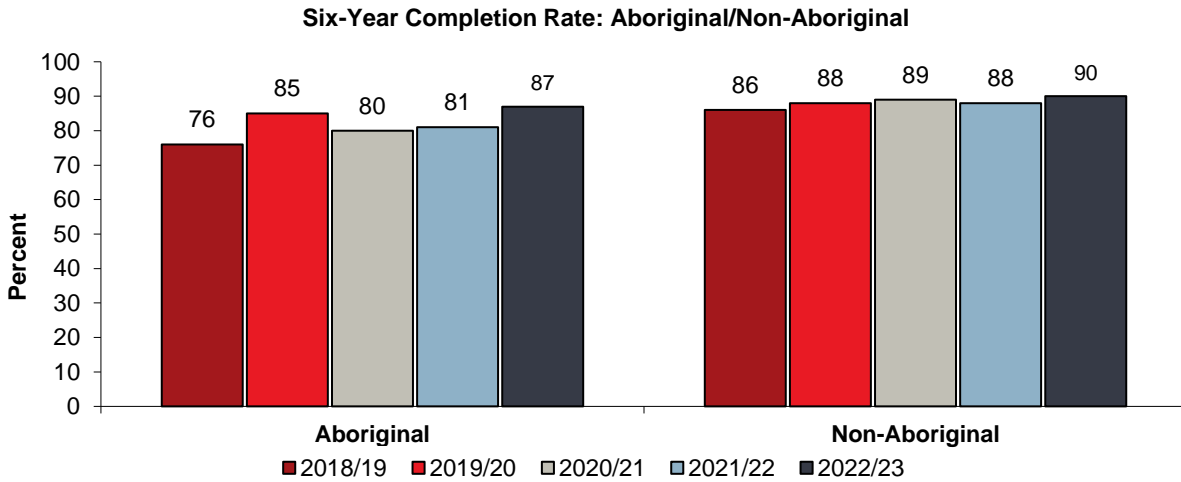
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

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	76	79	73	86	91	81
2019/20	85	86	84	88	92	85
2020/21	80	83	78	89	90	87
2021/22	81	76	87	88	92	85
2022/23	87	89	84	90	90	91



* 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

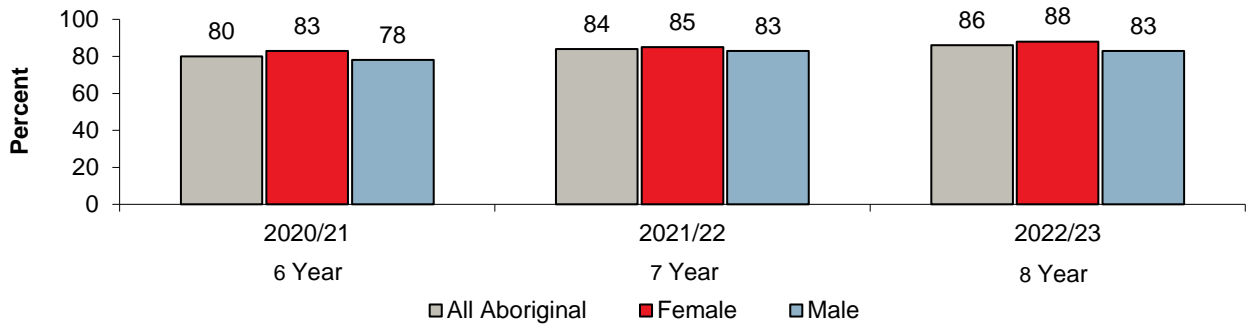
BC Residents

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.

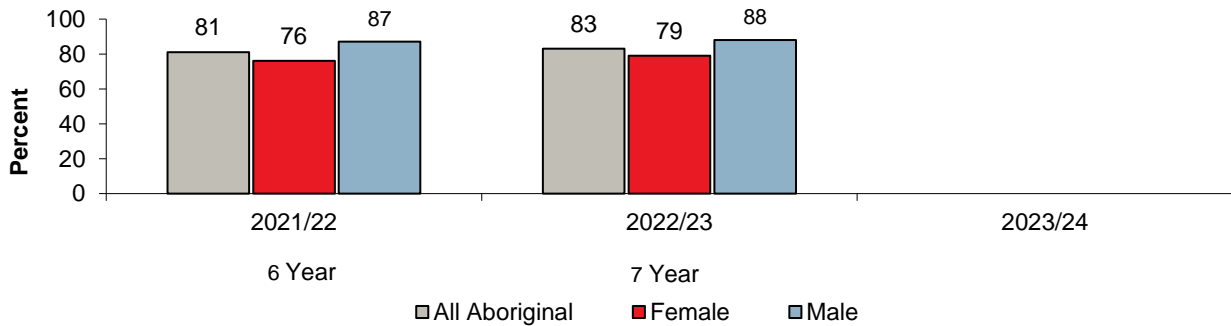
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

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	80	83	78	84	85	83	86	88	83
2016/17	81	76	87	83	79	88	-	-	-
2017/18	87	89	84	-	-	-	-	-	-

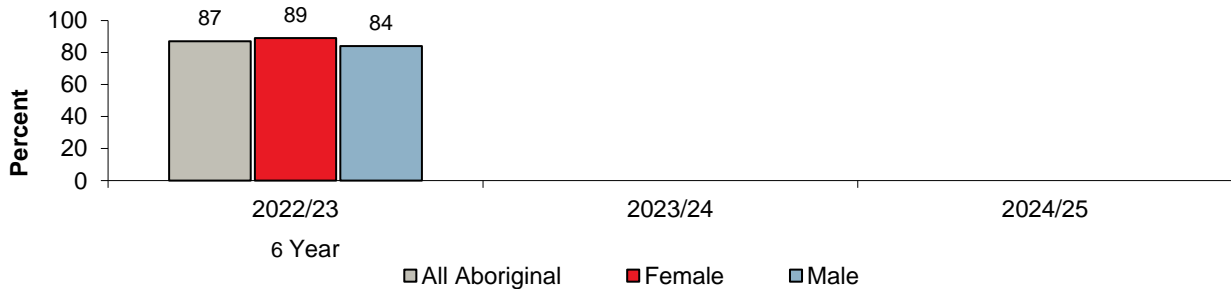
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort



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	123	Msk	Msk	444	Msk	Msk
2019/20	125	Msk	Msk	383	10	3
2020/21	111	Msk	Msk	399	Msk	Msk
2021/22	125	Msk	Msk	397	Msk	Msk
2022/23	144	Msk	Msk	458	21	5

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	123	77	63	444	325	73
2019/20	125	80	64	383	279	73
2020/21	111	67	60	399	314	79
2021/22	125	86	69	397	283	71
2022/23	144	93	65	458	352	77

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

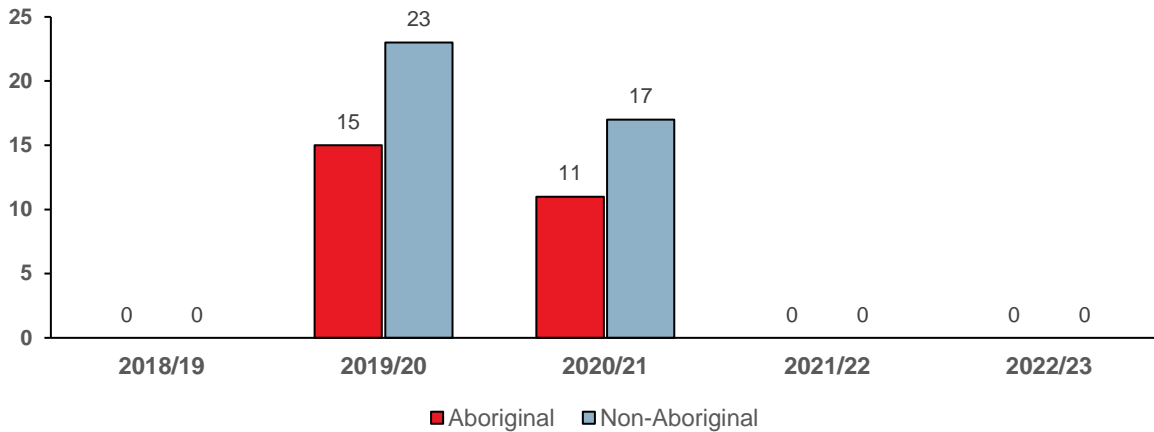
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

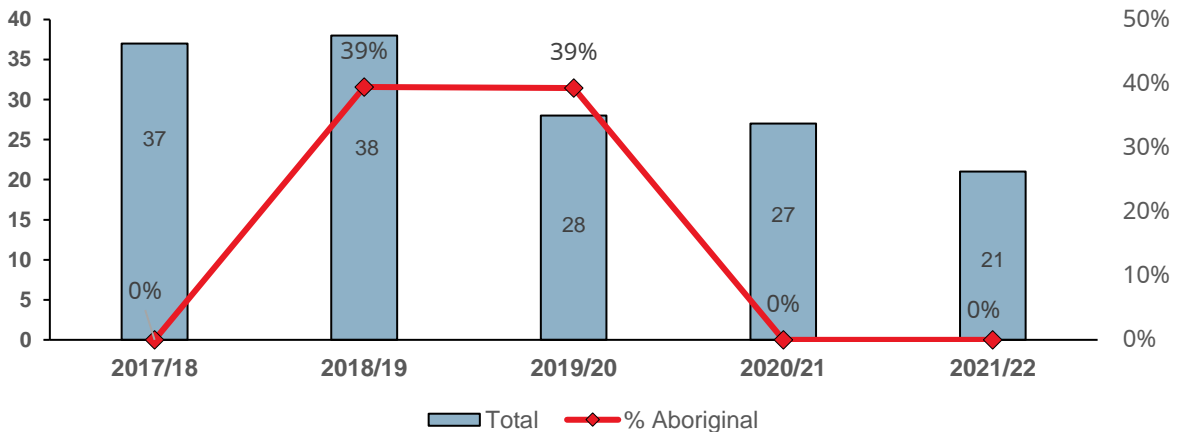
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	37		Msk	Msk	Msk	Msk
2019/20	38		15	39	23	61
2020/21	28		11	39	17	61
2021/22	27		Msk	Msk	Msk	Msk
2022/23	21		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %
2018/19	Msk	46	Msk	46	-	-	-	Msk
2019/20	Msk	43	Msk	57	-	-	-	-
2020/21	Msk	65	Msk	Msk	-	-	-	-
2021/22	Msk	63	Msk	Msk	-	-	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	-	-	Msk	Msk

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2018/19	Msk	Msk	Msk	Msk	-	-
2019/20	11	73	Msk	Msk	-	-
2020/21	Msk	Msk	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	22	79	Msk	Msk	-	-
2019/20	15	65	Msk	Msk	-	-
2020/21	12	71	Msk	Msk	-	-
2021/22	15	79	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

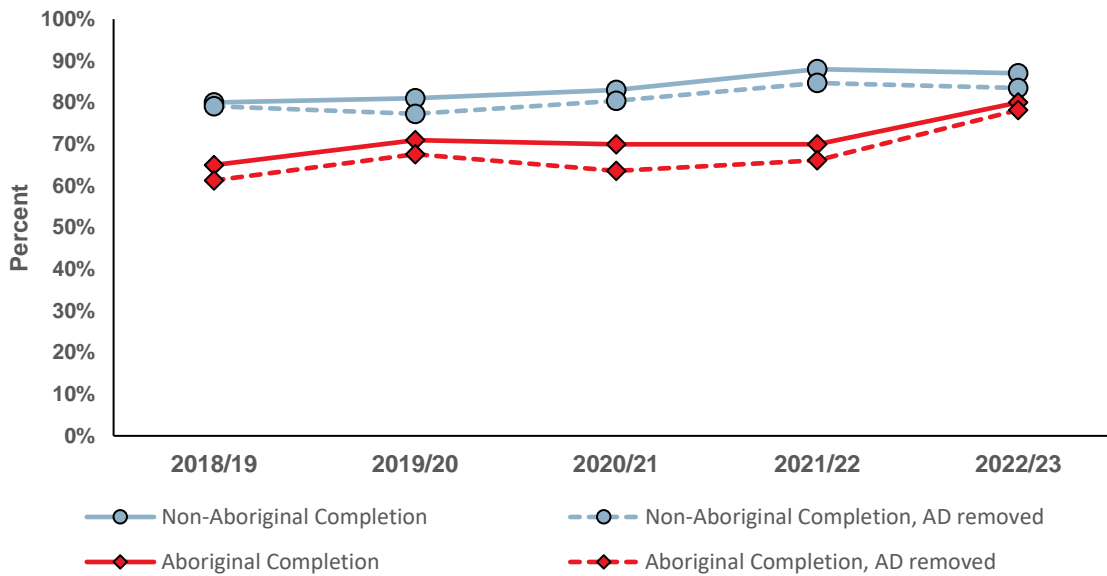
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	65	-4	61	80	-1	79
2019/20	71	-3	68	81	-4	77
2020/21	70	-6	64	83	-3	80
2021/22	70	-4	66	88	-3	85
2022/23	80	-2	78	87	-4	83

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

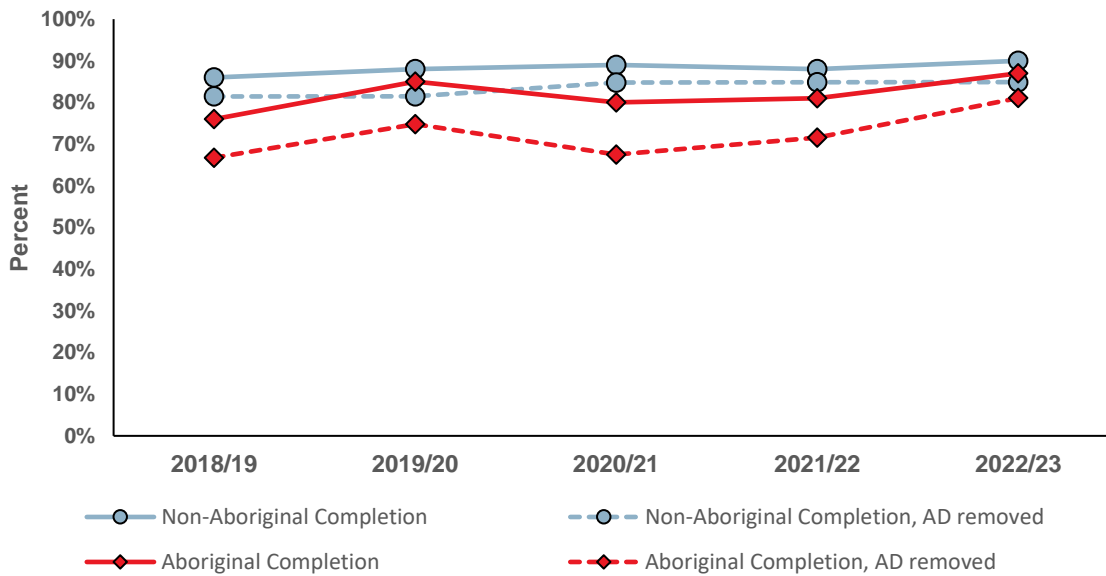
The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates 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	76	-9	67	86	-5	81
2019/20	85	-10	75	88	-7	81
2020/21	80	-12	68	89	-4	85
2021/22	81	-9	72	88	-3	85
2022/23	87	-6	81	90	-5	85

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	304	152	50	152	50
2018/19	295	148	50	147	50
2019/20	289	145	50	144	50
2020/21	271	146	54	125	46
2021/22	262	139	53	123	47

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,400	152	11
2018/19	1,424	148	10
2019/20	1,446	145	10
2020/21	1,417	146	10
2021/22	1,403	139	10

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	55	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	48	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	69	Msk	Msk	Msk	Msk	Msk	76
2020/21	65	Msk	Msk	Msk	Msk	Msk	80
2021/22	57	Msk	Msk	Msk	Msk	Msk	54

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	87	Msk	Msk	Msk	Msk	Msk	92
2018/19	93	Msk	Msk	100	Msk	Msk	Msk
2019/20	93	Msk	Msk	Msk	Msk	100	100
2020/21	95	Msk	Msk	Msk	Msk	Msk	93
2021/22	100	Msk	Msk	Msk	Msk	Msk	100

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	57	100	16	28.1	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	78	100	17	21.8	Msk	Msk	Msk	Msk		
	2019/20	79	100	12	15.2	Msk	Msk				
	2020/21	65	100	21	32.3						
Non-Aboriginal	2017/18	282	100	106	37.6	16	5.7	14	5.0	Msk	Msk
	2018/19	317	100	85	26.8	19	6.0	Msk	Msk		
	2019/20	276	100	70	25.4	21	7.6				
	2020/21	310	100	59	19.0						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	57	100	Msk	Msk	-	-	-	-	-	-
	2018/19	78	100	-	-	Msk	Msk	-	-		
	2019/20	79	100	-	-	Msk	Msk				
	2020/21	65	100	-	-						
Non-Aboriginal	2017/18	282	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	317	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	276	100	Msk	Msk	-	-				
	2020/21	310	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	57	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	78	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	79	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	65	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	282	100	21	7.4	Msk	Msk	-	-	-	-
	2018/19	317	100	36	11.4	Msk	Msk	Msk	Msk	-	-
	2019/20	276	100	28	10.1	Msk	Msk	-	-	-	-
	2020/21	310	100	40	12.9	-	-	-	-	-	-

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	57	100	Msk	Msk	-	-	-	-	-	-
	2018/19	78	100	Msk	Msk	-	-	Msk	Msk	-	-
	2019/20	79	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	65	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2017/18	282	100	14	5.0	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	317	100	22	6.9	Msk	Msk	Msk	Msk	-	-
	2019/20	276	100	13	4.7	Msk	Msk	-	-	-	-
	2020/21	310	100	24	7.7	-	-	-	-	-	-

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

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

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

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

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

CAVEAT

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

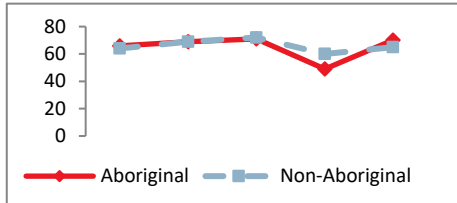
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

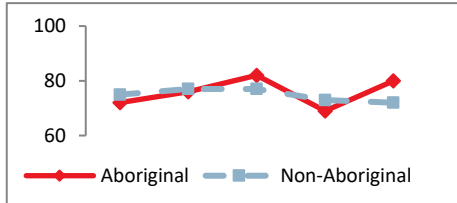
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



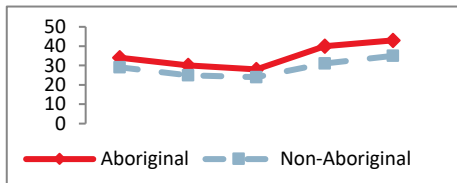
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	108	71	66	341	219	64
2019/20	83	57	69	309	214	69
2020/21	79	56	71	335	240	72
2021/22	85	42	49	338	203	60
2022/23	79	55	70	374	242	65

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	109	78	72	344	258	75
2019/20	87	66	76	312	239	77
2020/21	79	65	82	334	257	77
2021/22	87	60	69	342	249	73
2022/23	80	64	80	377	273	72

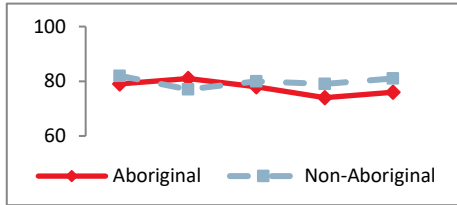
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	110	37	34	339	98	29
2019/20	80	24	30	309	78	25
2020/21	80	22	28	337	81	24
2021/22	86	34	40	335	104	31
2022/23	80	34	43	371	129	35

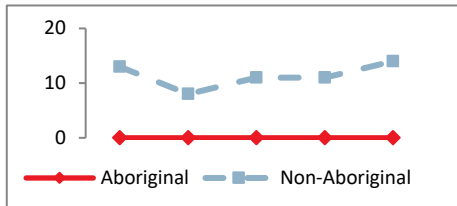
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



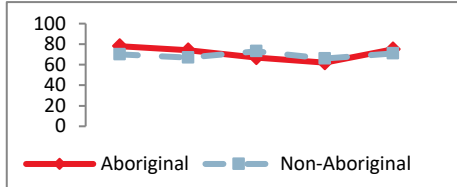
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	81	64	79	370	304	82
2019/20	74	60	81	314	242	77
2020/21	74	58	78	338	271	80
2021/22	77	57	74	350	275	79
2022/23	79	60	76	374	304	81

Have you ever felt bullied at school?



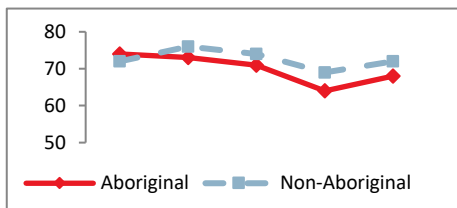
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	79	Msk	Msk	369	47	13
2019/20	73	Msk	Msk	315	26	8
2020/21	73	Msk	Msk	336	37	11
2021/22	75	Msk	Msk	350	39	11
2022/23	76	Msk	Msk	372	53	14

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	109	86	79	341	237	70
2019/20	86	64	74	311	209	67
2020/21	79	53	67	335	244	73
2021/22	86	53	62	339	224	66
2022/23	80	60	75	372	265	71

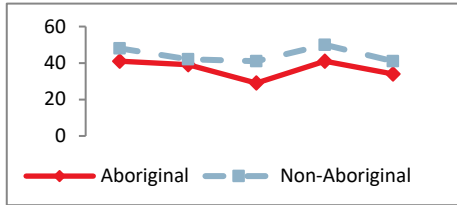
I am happy at my school.



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	108	80	74	342	245	72
2019/20	85	62	73	308	233	76
2020/21	80	57	71	335	247	74
2021/22	86	55	64	341	234	69
2022/23	79	54	68	373	267	72

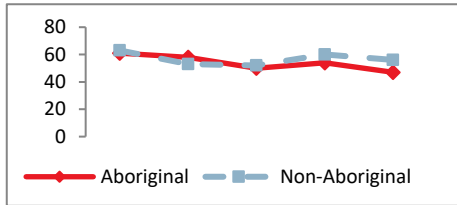
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



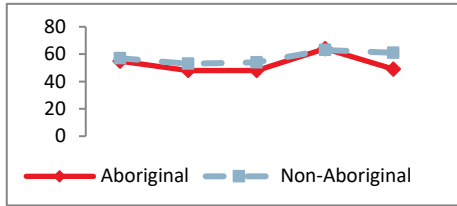
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	103	42	41	332	158	48
2019/20	59	23	39	191	81	42
2020/21	89	26	29	332	135	41
2021/22	93	38	41	334	166	50
2022/23	94	32	34	351	143	41

Do adults in the school treat all students fairly?



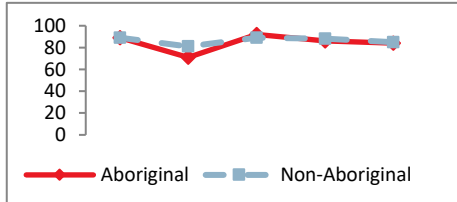
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	102	62	61	333	210	63
2019/20	59	34	58	192	102	53
2020/21	90	45	50	332	171	52
2021/22	92	50	54	335	201	60
2022/23	93	44	47	351	196	56

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



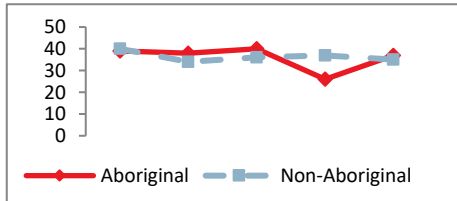
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	102	56 55	323	184 57
2019/20	58	28 48	186	98 53
2020/21	90	43 48	323	175 54
2021/22	92	59 64	335	210 63
2022/23	94	46 49	350	213 61

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	103	92 89	330	294 89
2019/20	58	41 71	187	152 81
2020/21	90	83 92	324	288 89
2021/22	91	78 86	332	293 88
2022/23	92	77 84	339	288 85

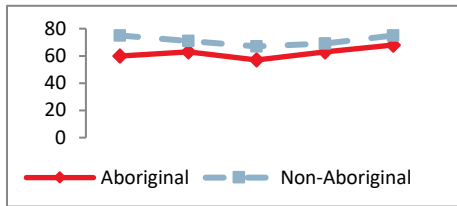
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	102	40 39	333	134 40
2019/20	58	22 38	191	65 34
2020/21	89	36 40	330	120 36
2021/22	91	24 26	334	123 37
2022/23	94	35 37	347	121 35

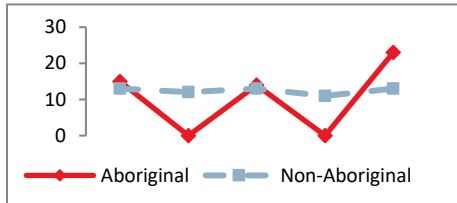
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



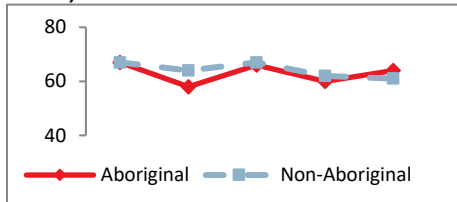
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	84	50	60	348	262	75
2019/20	52	33	63	193	137	71
2020/21	81	46	57	338	226	67
2021/22	84	53	63	344	236	69
2022/23	93	63	68	351	262	75

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



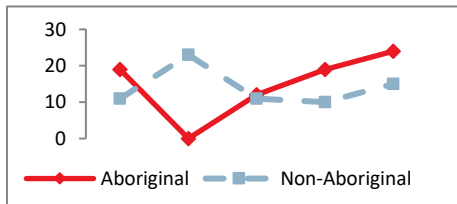
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	86	13	15	349	44	13
2019/20	52	Msk	Msk	193	23	12
2020/21	81	11	14	338	44	13
2021/22	83	Msk	Msk	345	38	11
2022/23	93	21	23	353	46	13

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	100	67	67	332	221	67
2019/20	57	33	58	192	123	64
2020/21	90	59	66	332	223	67
2021/22	92	55	60	335	207	62
2022/23	94	60	64	350	214	61

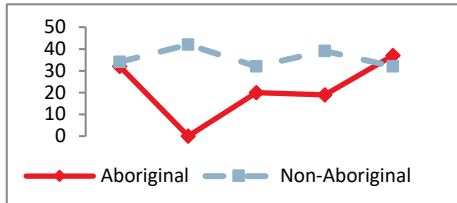
I would like to go to a different school.



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	101	19	19	332	37	11
2019/20	58	Msk	Msk	192	45	23
2020/21	90	11	12	332	36	11
2021/22	93	18	19	334	35	10
2022/23	93	22	24	349	52	15

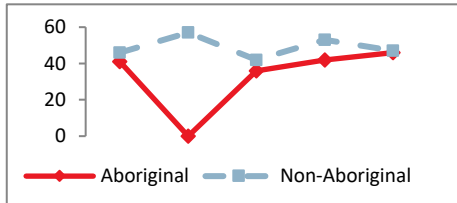
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



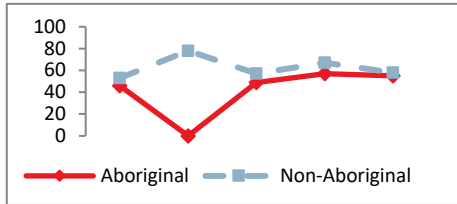
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	20	32	250	85	34
2019/20	13	Msk	Msk	53	22	42
2020/21	86	17	20	266	84	32
2021/22	74	14	19	303	117	39
2022/23	82	30	37	292	94	32

Do adults in the school treat all students fairly?



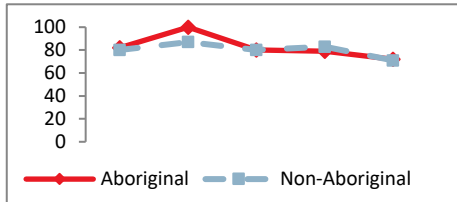
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	63	26	41	250	116	46
2019/20	13	Msk	Msk	53	30	57
2020/21	85	31	36	267	112	42
2021/22	74	31	42	303	162	53
2022/23	83	38	46	292	136	47

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



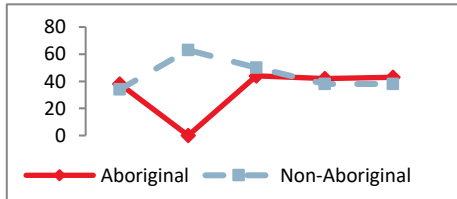
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	61	28	46	237	125	53
2019/20	13	Msk	Msk	51	40	78
2020/21	84	41	49	256	147	57
2021/22	74	42	57	299	201	67
2022/23	83	46	55	289	169	58

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	61	50	82	245	196	80
2019/20	13	13	100	52	45	87
2020/21	82	66	80	262	210	80
2021/22	71	56	79	296	247	83
2022/23	76	55	72	283	202	71

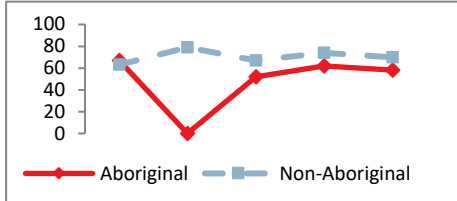
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	61	23	38	250	85	34
2019/20	13	Msk	Msk	52	33	63
2020/21	85	37	44	264	133	50
2021/22	73	31	42	297	114	38
2022/23	82	35	43	289	111	38

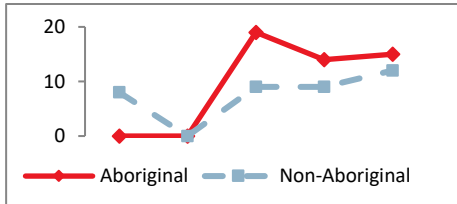
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



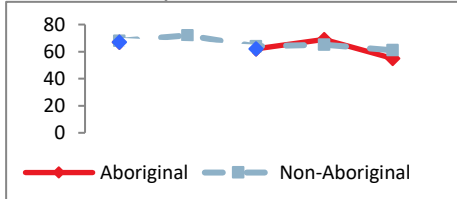
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	61	41	67	250	158	63
2019/20	12	Msk	Msk	53	42	79
2020/21	83	43	52	264	178	67
2021/22	71	44	62	303	225	74
2022/23	79	46	58	292	205	70

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



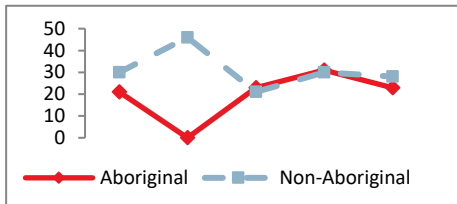
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	62	Msk	Msk	248	20	8
2019/20	12	0	0	53	Msk	Msk
2020/21	83	16	19	265	24	9
2021/22	71	10	14	303	28	9
2022/23	81	12	15	293	34	12

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.)



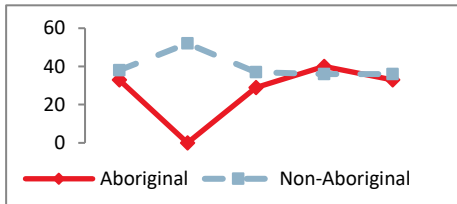
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	63	42	67	249	169	68
2019/20	Msk	Msk	Msk	53	38	72
2020/21	86	53	62	267	170	64
2021/22	74	51	69	303	198	65
2022/23	83	46	55	293	180	61

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



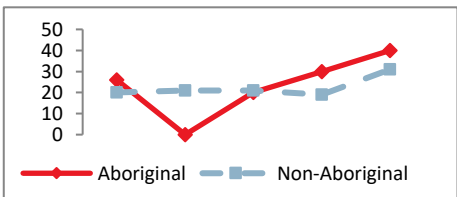
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	62	13	21	249	74	30
2019/20	13	Msk	Msk	52	24	46
2020/21	83	19	23	261	54	21
2021/22	72	22	31	298	88	30
2022/23	79	18	23	285	80	28

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	61	20	33	249	94	38
2019/20	13	Msk	Msk	52	27	52
2020/21	83	24	29	261	97	37
2021/22	72	29	40	300	107	36
2022/23	78	26	33	285	103	36

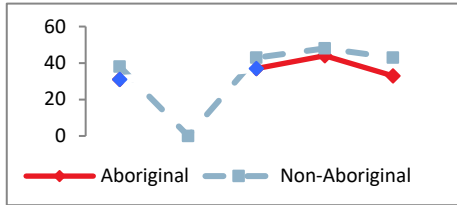
I would like to go to a different school.



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	61	16	26	250	50	20
2019/20	13	Msk	Msk	52	11	21
2020/21	85	17	20	266	57	21
2021/22	74	22	30	300	56	19
2022/23	83	33	40	292	90	31

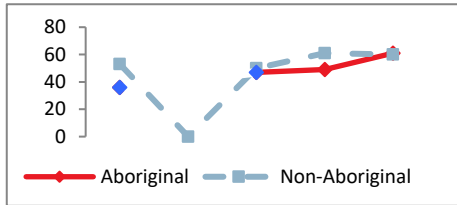
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



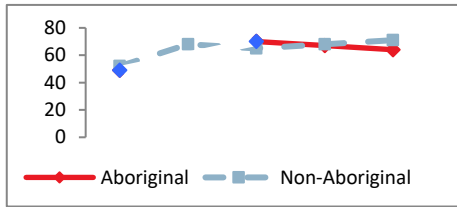
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	14	31	232	87	38
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	22	37	226	98	43
2021/22	45	20	44	142	68	48
2022/23	49	16	33	223	95	43

Do adults in the school treat all students fairly?



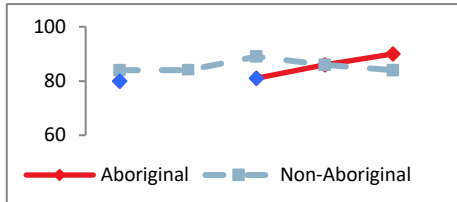
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	16	36	232	124	53
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	28	47	226	114	50
2021/22	45	22	49	142	87	61
2022/23	49	30	61	221	132	60

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



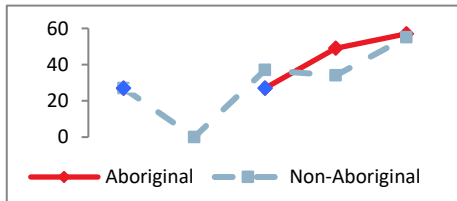
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2018/19	45	22	49	221	114	52
2019/20	Msk	Msk	Msk	19	13	68
2020/21	57	40	70	224	145	65
2021/22	45	30	67	141	96	68
2022/23	47	30	64	212	150	71

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	45	36	80	230	193	84
2019/20	Msk	Msk	Msk	19	16	84
2020/21	59	48	81	225	201	89
2021/22	44	38	86	138	119	86
2022/23	42	38	90	202	170	84

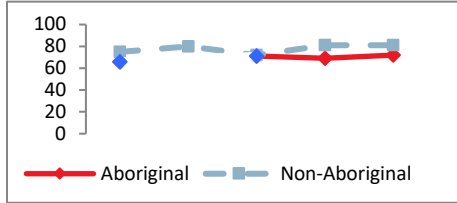
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	45	12	27	229	62	27
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	16	27	227	85	37
2021/22	45	22	49	140	48	34
2022/23	46	26	57	208	115	55

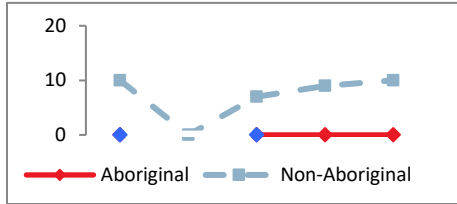
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



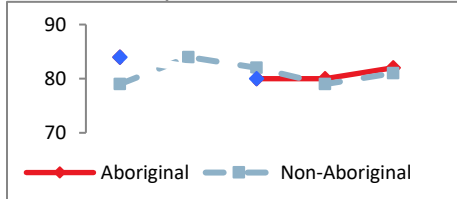
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	44	29	66	232	175	75
2019/20	Msk	Msk	Msk	20	16	80
2020/21	59	42	71	225	162	72
2021/22	45	31	69	140	114	81
2022/23	47	34	72	214	174	81

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



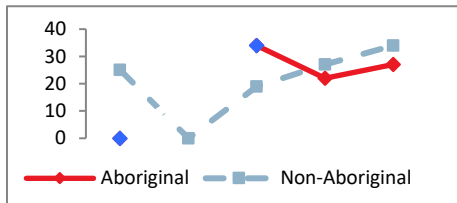
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	Msk	Msk	230	22	10
2019/20	Msk	Msk	Msk	20	Msk	Msk
2020/21	59	Msk	Msk	225	15	7
2021/22	45	Msk	Msk	141	13	9
2022/23	47	Msk	Msk	213	22	10

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.)



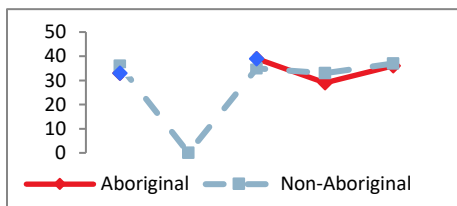
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	45	38	84	229	182	79
2019/20	Msk	Msk	Msk	19	16	84
2020/21	59	47	80	225	185	82
2021/22	45	36	80	142	112	79
2022/23	49	40	82	221	179	81

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



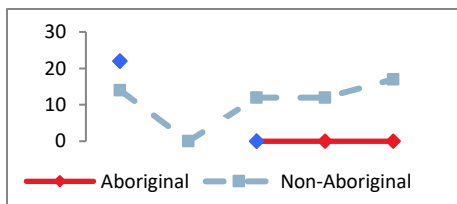
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	Msk	Msk	231	58	25
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	20	34	225	43	19
2021/22	45	10	22	139	38	27
2022/23	45	12	27	205	70	34

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	45	15	33	231	83	36
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	23	39	225	78	35
2021/22	45	13	29	141	47	33
2022/23	44	16	36	205	76	37

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	45	10	22	232	32	14
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	Msk	Msk	224	27	12
2021/22	45	Msk	Msk	139	17	12
2022/23	49	Msk	Msk	222	37	17

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>