



Aboriginal Report

How Are We Doing?

2023/2024

School District: 083
North Okanagan-Shuswap

QUESTIONS/COMMENTS CONTACT:

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BRITISH
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Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

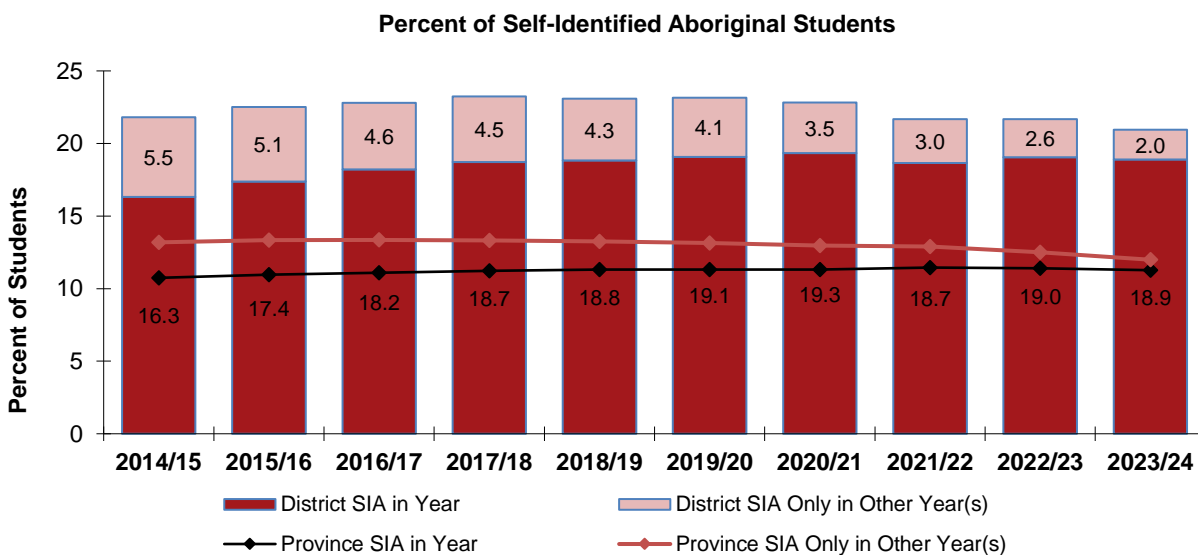
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	5,818	949	16.3	320	5.5	552,785	59,382	10.7	13,462	2.4
2015/16	5,866	1,020	17.4	301	5.1	553,375	60,706	11.0	13,089	2.4
2016/17	5,992	1,091	18.2	275	4.6	557,624	61,801	11.1	12,665	2.3
2017/18	6,115	1,145	18.7	276	4.5	563,240	63,182	11.2	11,796	2.1
2018/19	6,283	1,183	18.8	268	4.3	568,982	64,326	11.3	11,062	1.9
2019/20	6,398	1,221	19.1	260	4.1	576,000	65,215	11.3	10,440	1.8
2020/21	6,394	1,236	19.3	223	3.5	568,284	64,272	11.3	9,478	1.7
2021/22	6,747	1,259	18.7	204	3.0	578,797	66,282	11.5	8,372	1.4
2022/23	6,790	1,293	19.0	179	2.6	590,583	67,285	11.4	6,573	1.1
2023/24	6,707	1,268	18.9	137	2.0	604,738	68,098	11.3	4,417	0.7



Note:

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

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

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

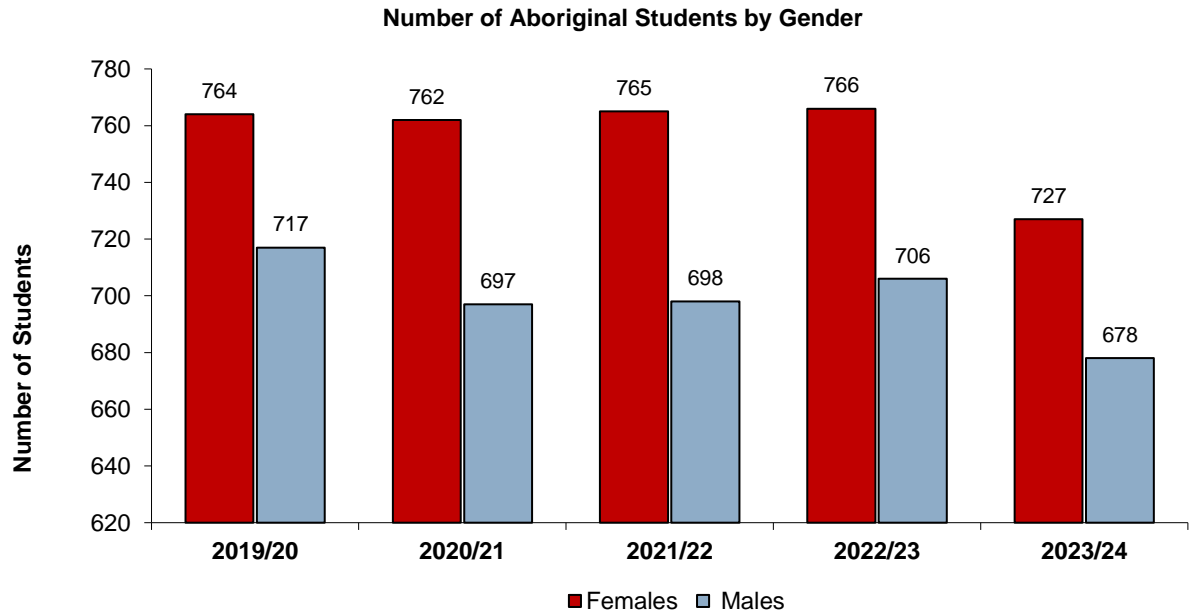
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	District							Province *		
	All	Aboriginal		Aboriginal	% of	Aboriginal	% of	Aboriginal	Aboriginal	Aboriginal
	Students	Students		Females	All	Males	All	Students	Females	Males
	#	#	%	#	Students	#	Students	#	#	#
2019/20	6,398	1,481	23.1	764	11.9	717	11.2	75,655	37,515	38,140
2020/21	6,394	1,459	22.8	762	11.9	697	10.9	73,750	36,654	37,096
2021/22	6,747	1,463	21.7	765	11.3	698	10.3	74,654	37,107	37,547
2022/23	6,790	1,472	21.7	766	11.3	706	10.4	73,858	36,624	37,234
2023/24	6,707	1,405	20.9	727	10.8	678	10.1	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

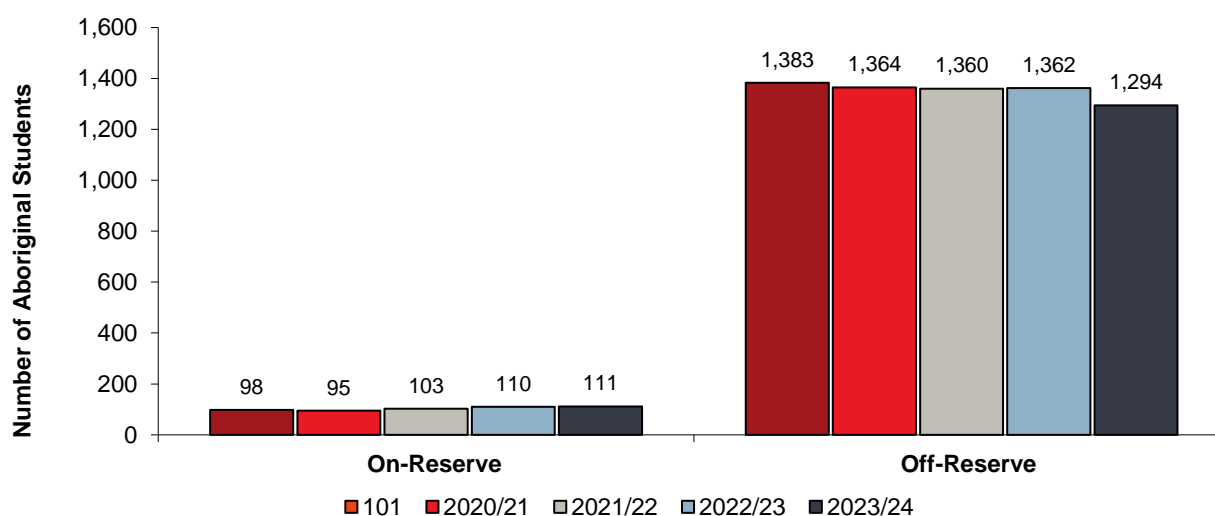
September Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	1,481	48	50	98	716	667	1,383	8,209	67,446
2020/21	1,459	44	51	95	718	646	1,364	7,754	65,996
2021/22	1,463	49	54	103	716	644	1,360	7,992	66,662
2022/23	1,472	52	58	110	714	648	1,362	8,074	65,784
2023/24	1,405	49	62	111	678	616	1,294	8,127	64,388

February Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	1,464	45	47	92	715	657	1,372	8,056	67,371
2020/21	1,447	44	51	95	716	636	1,352	7,713	65,958
2021/22	1,425	54	55	109	690	626	1,316	7,916	66,147
2022/23	1,475	49	53	102	721	652	1,373	8,001	65,503
2023/24	1,399	46	60	106	680	613	1,293	8,035	63,986

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

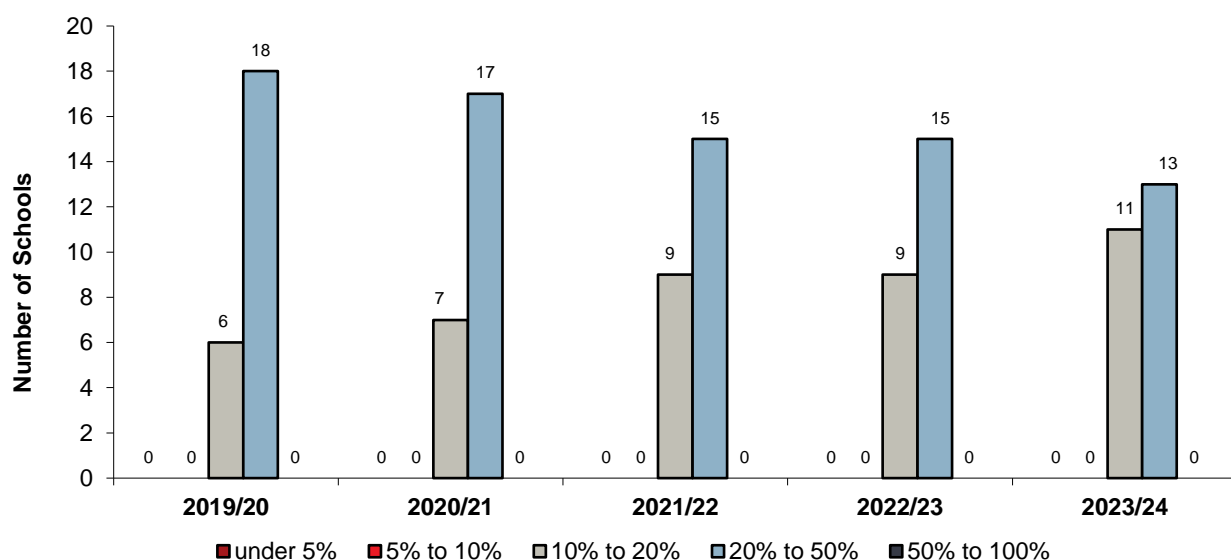


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

District							Province *					
School Year	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	24	0	0	6	18	0	1,386	370	212	322	386	96
2020/21	24	0	0	7	17	0	1,395	380	214	331	370	100
2021/22	24	0	0	9	15	0	1,402	387	239	335	344	97
2022/23	24	0	0	9	15	0	1,409	409	245	326	338	91
2023/24	24	0	0	11	13	0	1,409	431	241	316	332	89

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

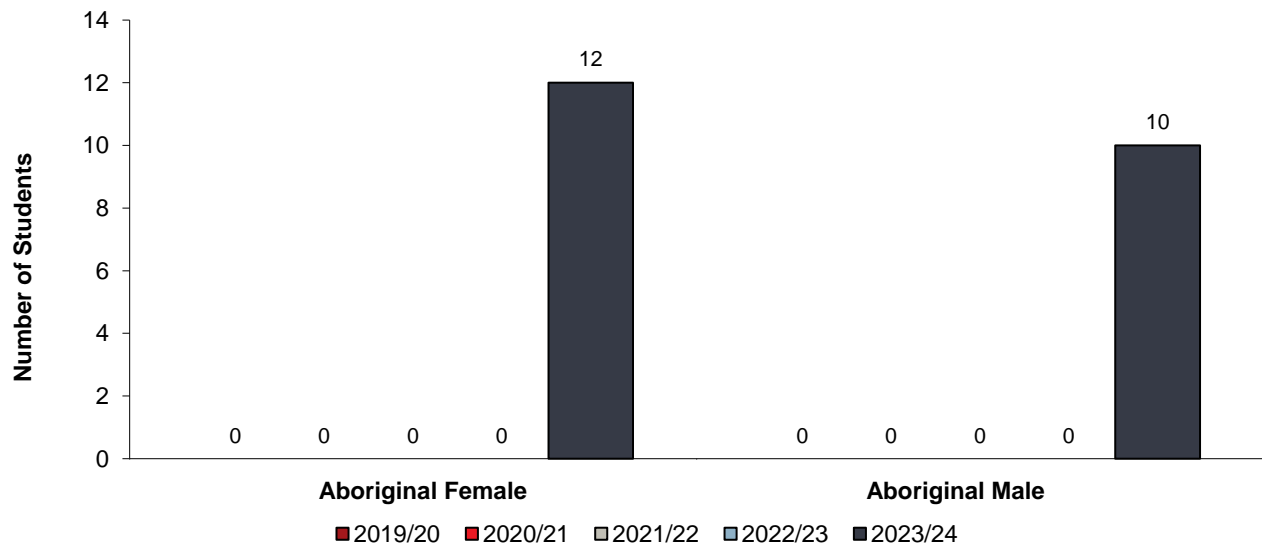


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

		District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
School Year	All Students #	Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2019/20	40	Msk	Msk	16	10	14	24	1,580	1,508	2,114	2,525
2020/21	32	Msk	Msk	16	Msk	Msk	16	1,430	1,327	1,778	1,830
2021/22	38	Msk	Msk	20	Msk	Msk	18	1,455	1,265	1,758	1,630
2022/23	45	Msk	Msk	18	12	15	27	1,524	1,268	1,997	1,739
2023/24	52	12	10	22	18	12	30	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



* Public schools only

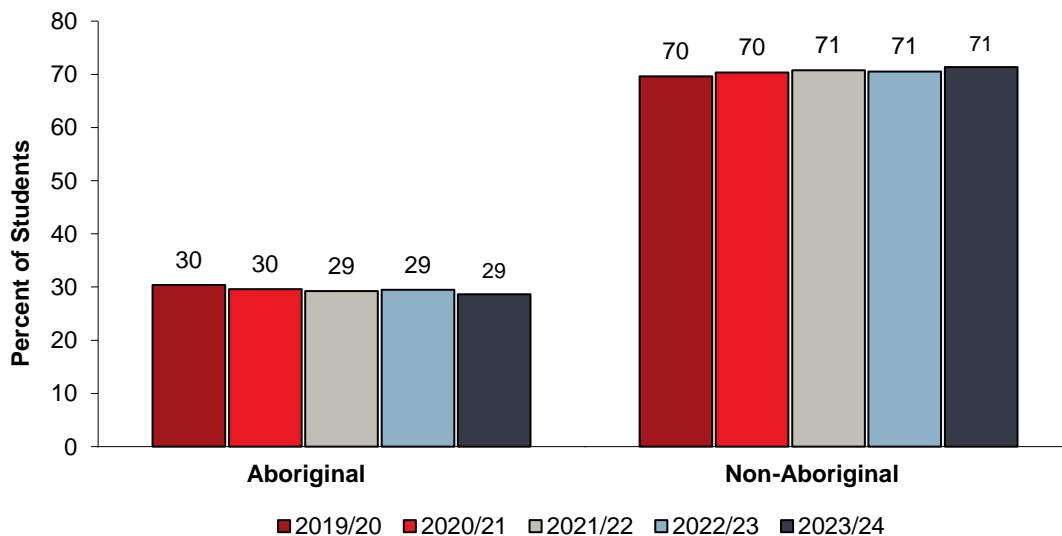
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	1,145	348	30	797	70
2020/21	1,117	331	30	786	70
2021/22	1,237	362	29	875	71
2022/23	1,242	366	29	876	71
2023/24	1,261	361	29	900	71

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

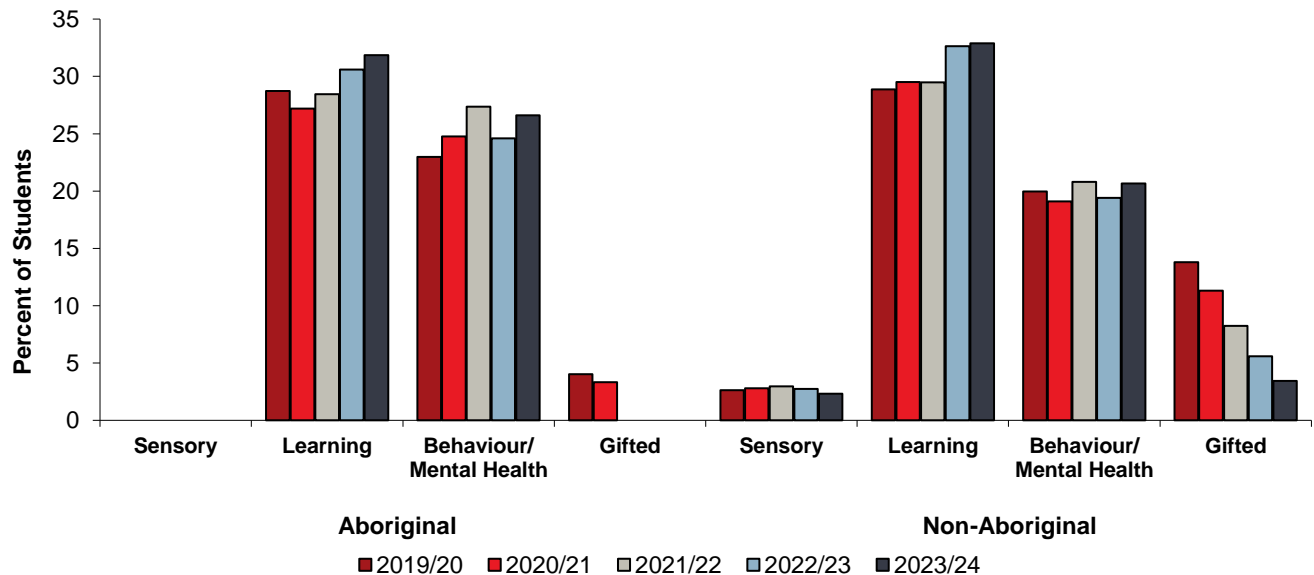


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

	Sensory Designation						Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
School	Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
Year	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2019/20	348	797	Msk	Msk	21	3	100	29	230	29	80	23	159	20	14	4	110	14
2020/21	331	786	Msk	Msk	22	3	90	27	232	30	82	25	150	19	11	3	89	11
2021/22	362	875	Msk	Msk	26	3	103	28	258	29	99	27	182	21	Msk	Msk	72	8
2022/23	366	876	Msk	Msk	24	3	112	31	286	33	90	25	170	19	Msk	Msk	49	6
2023/24	361	900	0	0	21	2	115	32	296	33	96	27	186	21	Msk	Msk	31	3

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

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

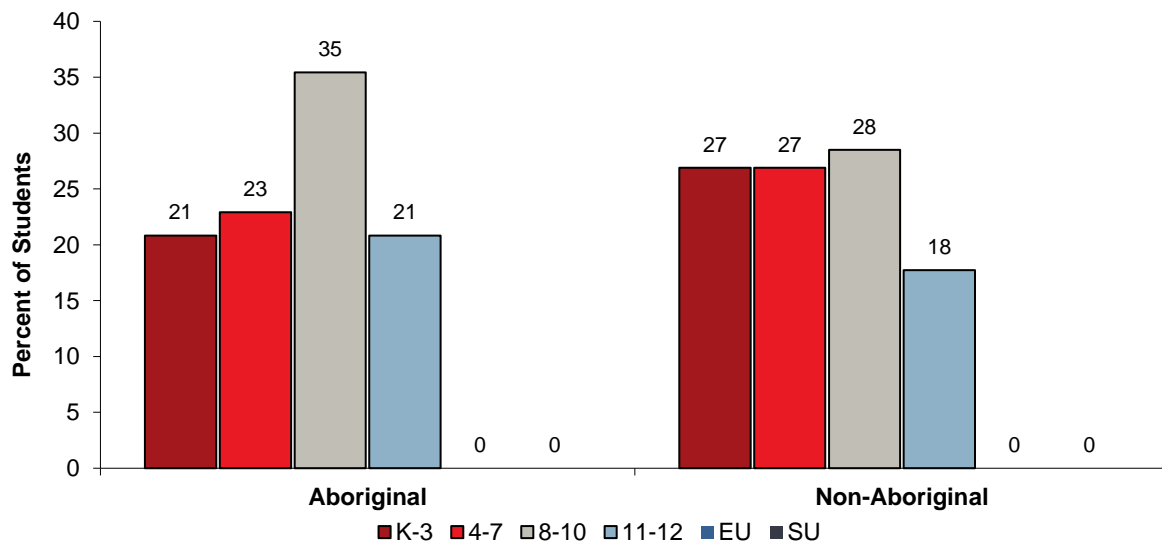
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	80	24	30	27	34	15	19	14	18	0	0	0	0
2020/21	82	23	28	22	27	22	27	15	18	0	0	0	0
2021/22	99	24	24	25	25	35	35	15	15	0	0	0	0
2022/23	90	18	20	20	22	36	40	16	18	0	0	0	0
2023/24	96	20	21	22	23	34	35	20	21	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	159	35	22	60	38	40	25	24	15	0	0	0	0
2020/21	150	27	18	51	34	46	31	26	17	0	0	0	0
2021/22	182	40	22	57	31	52	29	Msk	Msk	0	0	Msk	Msk
2022/23	170	40	24	52	31	46	27	32	19	0	0	0	0
2023/24	186	50	27	50	27	53	28	33	18	0	0	0	0

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



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

BC Residents

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

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

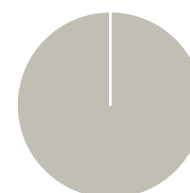
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	106	84	Msk	Msk	67	63	Msk	Msk
2020/21	90	92	Msk	Msk	63	70	Msk	Msk
2021/22	104	97	Msk	Msk	60	58	Msk	Msk
2022/23	89	90	Msk	Msk	49	55	Msk	Msk
2023/24	83	86	Msk	Msk	41	49	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

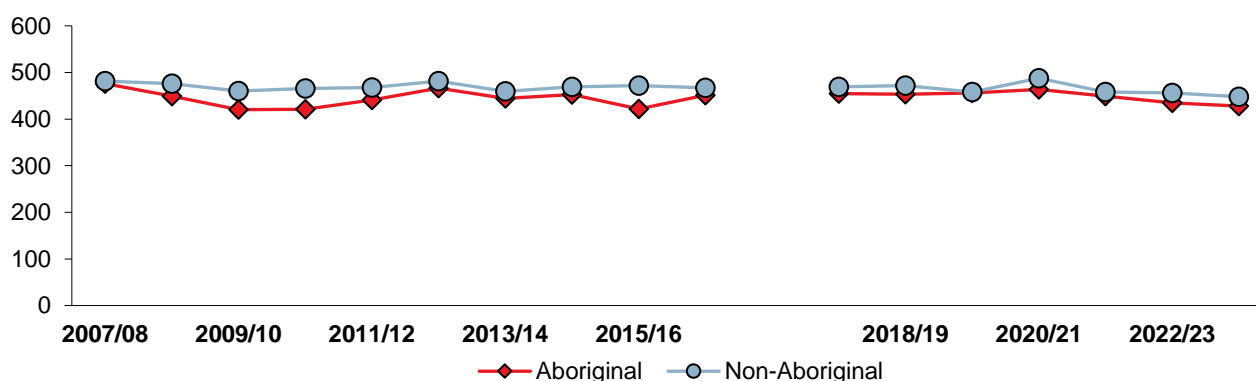
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	365	89	104	28	241	66	20	5
2020/21	352	91	51	14	270	77	31	9
2021/22	366	92	112	31	231	63	24	7
2022/23	367	91	112	31	226	62	29	8
2023/24	359	92	135	38	204	57	20	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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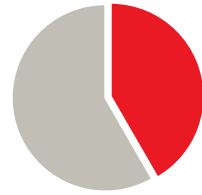
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GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	106	84	Msk	Msk	57	54	Msk	Msk
2020/21	90	92	Msk	Msk	48	53	Msk	Msk
2021/22	101	94	Msk	Msk	56	55	Msk	Msk
2022/23	87	88	44	51	Msk	Msk	Msk	Msk
2023/24	84	87	35	42	49	58	0	0

Grade 4: Aboriginal

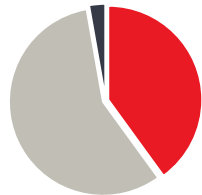


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

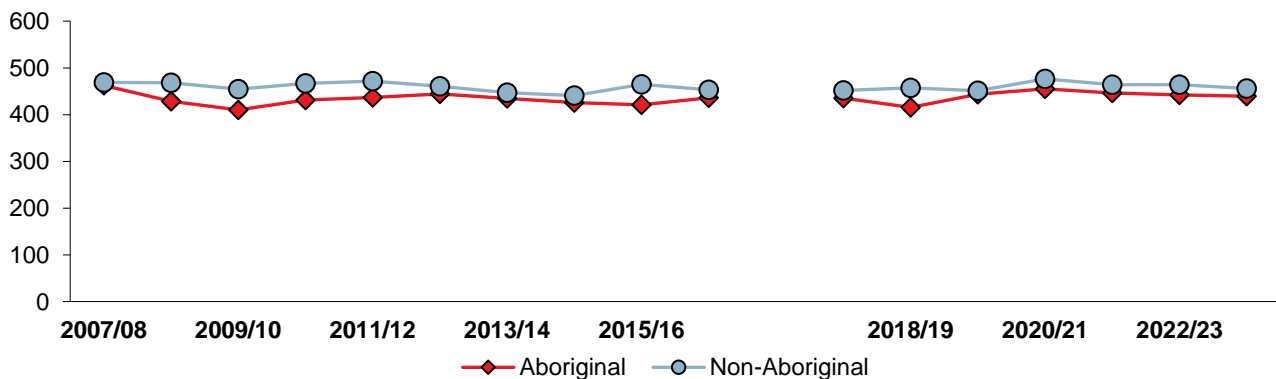
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	368	90	139	38	218	59	11	3
2020/21	350	90	104	30	230	66	16	5
2021/22	364	92	142	39	204	56	18	5
2022/23	368	91	128	35	230	63	10	3
2023/24	360	93	144	40	206	57	10	3

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.

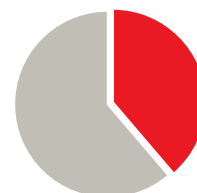
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	
			#	%	#	%	#	%
2019/20	107	80	39	36	68	64	0	0
2020/21	102	88	Msk	Msk	67	66	Msk	Msk
2021/22	119	94	45	38	Msk	Msk	Msk	Msk
2022/23	105	83	49	47	56	53	0	0
2023/24	80	88	31	39	49	61	0	0

Grade 7: Aboriginal

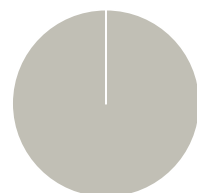


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

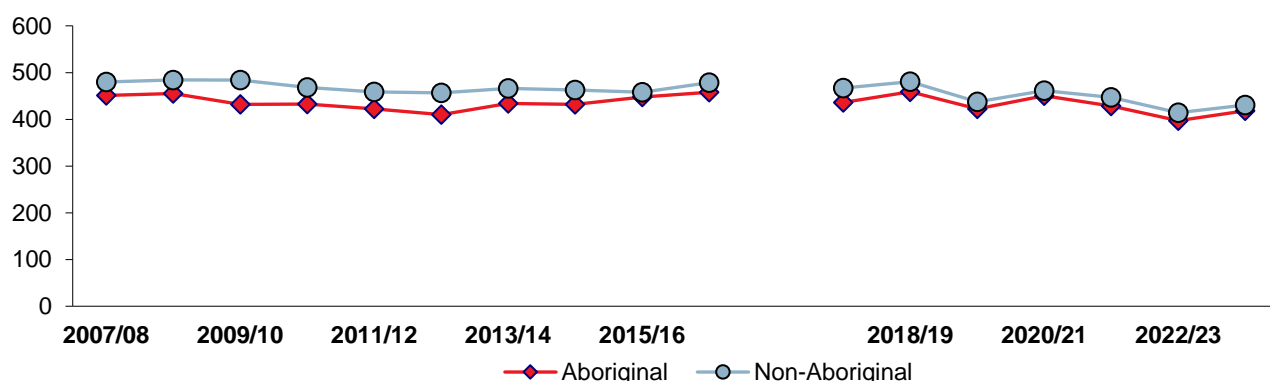
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	351	88	Msk	Msk	239	68	Msk	Msk
2020/21	353	88	69	20	284	80	0	0
2021/22	378	92	Msk	Msk	260	69	Msk	Msk
2022/23	400	92	Msk	Msk	230	58	Msk	Msk
2023/24	387	93	Msk	Msk	261	67	Msk	Msk

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 affecting results.

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

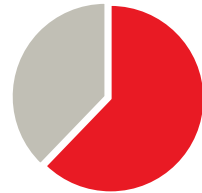
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	108	81	60	56	Msk	Msk	Msk	Msk
2020/21	101	87	Msk	Msk	53	52	Msk	Msk
2021/22	120	95	68	57	Msk	Msk	Msk	Msk
2022/23	104	82	59	57	Msk	Msk	Msk	Msk
2023/24	82	90	51	62	31	38	0	0

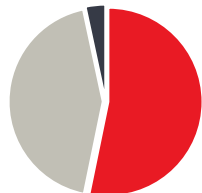


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

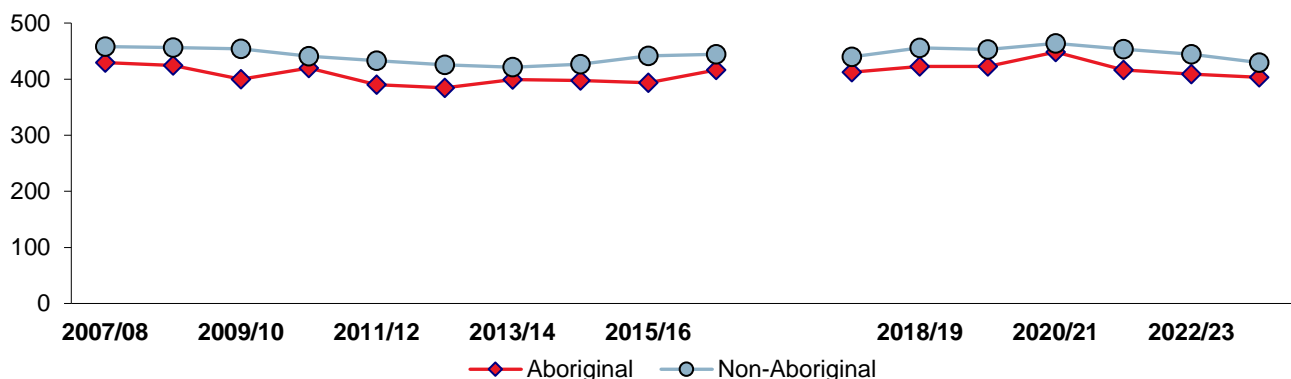
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	349	88	142	41	194	56	13	4
2020/21	346	86	120	35	204	59	22	6
2021/22	382	92	152	40	207	54	23	6
2022/23	395	91	186	47	188	48	21	5
2023/24	387	93	206	53	168	43	13	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	49	69	25	36	32	46	12	17	0	0
Non-Aboriginal	57	245	Msk	Msk	104	42	69	28	Msk	3

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	138	42	30	65	47	Msk	Msk	Msk	Msk
Non-Aboriginal	82	452	79	17	221	49	140	31	12	3

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	73	108	Msk	Msk	53	49	29	27	Msk	Msk
Non-Aboriginal	84	401	75	19	156	39	141	35	29	7

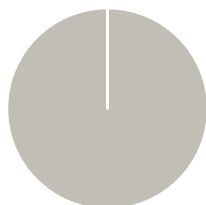
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	83	136	Msk	Msk	58	43	47	35	Msk	Msk
Non-Aboriginal	89	404	47	12	174	43	158	39	25	6

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	81	118	Msk	Msk	60	51	31	26	Msk	Msk
Non-Aboriginal	86	397	53	13	182	46	146	37	16	4

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	30	33	Msk	Msk	Msk	Msk	21	64	Msk	Msk
Non-Aboriginal	39	132	Msk	Msk	37	28	81	61	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	66	142	Msk	Msk	49	35	71	50	Msk	Msk
Non-Aboriginal	82	488	18	4	127	26	297	61	46	9

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	70	109	Msk	Msk	Msk	Msk	69	63	0	0
Non-Aboriginal	84	409	16	4	90	22	275	67	28	7

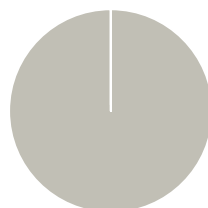
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	78	123	Msk	Msk	37	30	70	57	Msk	Msk
Non-Aboriginal	88	394	23	6	92	23	245	62	34	9

2023/24 Grade 10

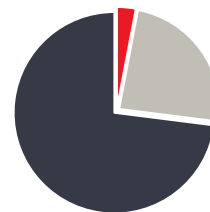
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	79	123	Msk	Msk	23	19	79	64	Msk	Msk
Non-Aboriginal	88	409	14	3	97	24	270	66	28	7

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	64	98	Msk	Msk	32	33	58	59	Msk	Msk
Non-Aboriginal	71	334	10	3	88	26	194	58	42	13

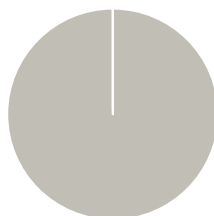
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	70	103	Msk	Msk	36	35	60	58	Msk	Msk
Non-Aboriginal	81	372	12	3	103	28	215	58	42	11

2023/24 Grade 12

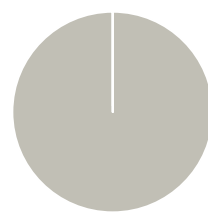
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	74	107	Msk	Msk	33	31	67	63	Msk	Msk
Non-Aboriginal	86	352	Msk	Msk	83	24	217	62	Msk	Msk

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

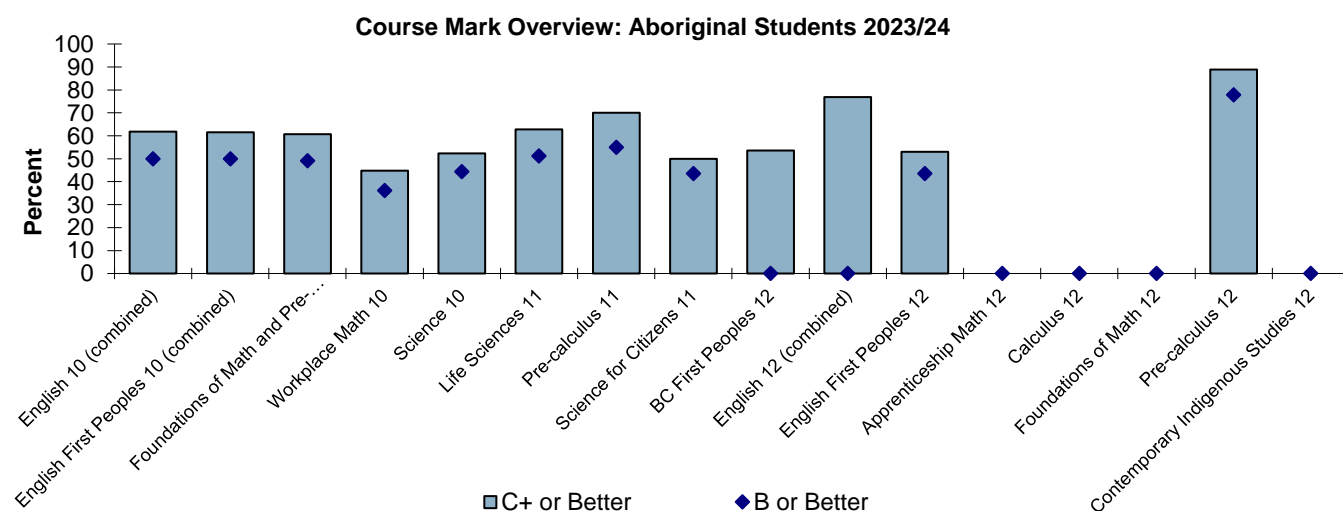
COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course					Course				
	Mark Count	C+ or Better		B or Better		Mark Count	C+ or Better		B or Better	
	#	#	%	#	%	#	#	%	#	%
English 10 (combined)*	110	68	62	55	50	414	334	81	306	74
English First Peoples 10 (combined)*	130	80	62	65	50	391	289	74	242	62
Foundations of Math and Pre-calculus 10	61	37	61	30	49	294	205	70	167	57
Workplace Math 10	58	26	45	21	36	121	59	49	41	34
Science 10	126	66	52	56	44	397	281	71	245	62
Life Sciences 11	43	27	63	22	51	173	148	86	134	77
Pre-calculus 11	40	28	70	22	55	200	147	74	122	61
Science for Citizens 11	46	23	50	20	43	74	37	50	29	39
BC First Peoples 12	28	15	54	Msk	Msk	97	61	63	50	52
English 12 (combined)*	13	10	77	Msk	Msk	58	50	86	44	76
English First Peoples 12	115	61	53	50	43	345	254	74	216	63
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	Msk	Msk	Msk	Msk	Msk	55	55	100	53	96
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	41	28	68	17	41
Pre-calculus 12	18	16	89	14	78	129	119	92	113	88
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk



Note:

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

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

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

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

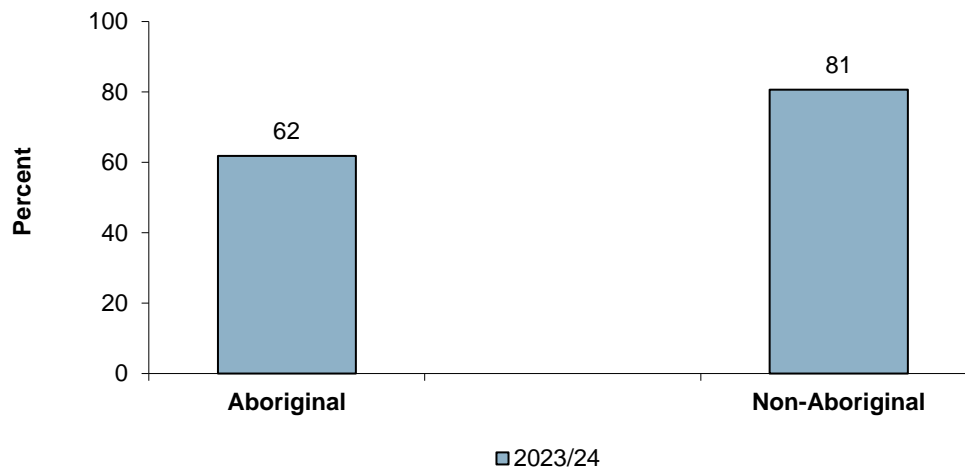
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	174	94	54	69	40	659	462	70	380	58	
2020/21	211	122	58	95	45	731	530	73	453	62	
2021/22	203	115	57	89	44	747	576	77	461	62	
2022/23	243	138	57	101	42	747	552	74	473	63	
2023/24	110	68	62	55	50	414	334	81	306	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	174	108	154	20	659	339	592	67	
2020/21	211	134	193	18	731	408	704	27	
2021/22	203	128	188	15	747	402	712	35	
2022/23	243	142	219	24	747	409	719	28	
2023/24	110	128	89	21	414	429	398	16	

English 10 (combined): C+ or Better



Note:

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

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

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

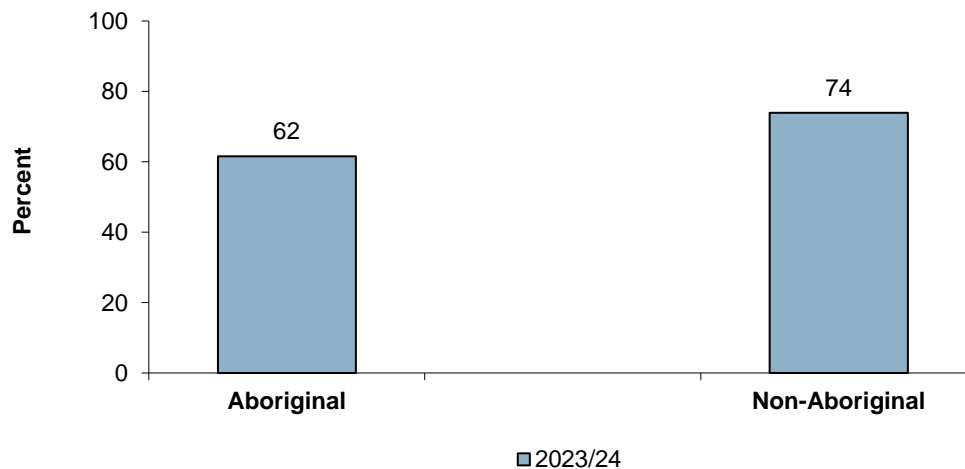
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	
2023/24	130	80	62	65	50	391	289	74	242	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	22	108	22	0	11	339	Msk	Msk	
2020/21	18	134	18	0	Msk	408	Msk	Msk	
2021/22	19	128	19	0	Msk	402	Msk	Msk	
2022/23	18	142	18	0	34	409	34	0	
2023/24	130	128	Msk	Msk	391	429	391	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.

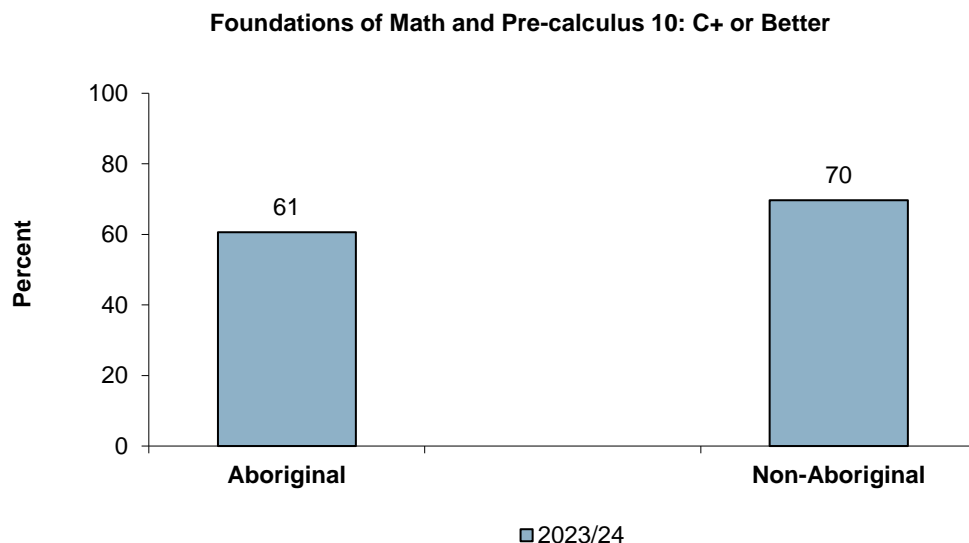
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	68	42	62	32	47	249	202	81	170	68	
2020/21	72	48	67	46	64	280	222	79	207	74	
2021/22	61	45	74	40	66	265	207	78	185	70	
2022/23	76	50	66	38	50	290	215	74	188	65	
2023/24	61	37	61	30	49	294	205	70	167	57	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	68	108	Msk	Msk	249	339	228	21	
2020/21	72	134	Msk	Msk	280	408	264	16	
2021/22	61	128	Msk	Msk	265	402	242	23	
2022/23	76	142	Msk	Msk	290	409	274	16	
2023/24	61	128	Msk	Msk	294	429	283	11	



Note:

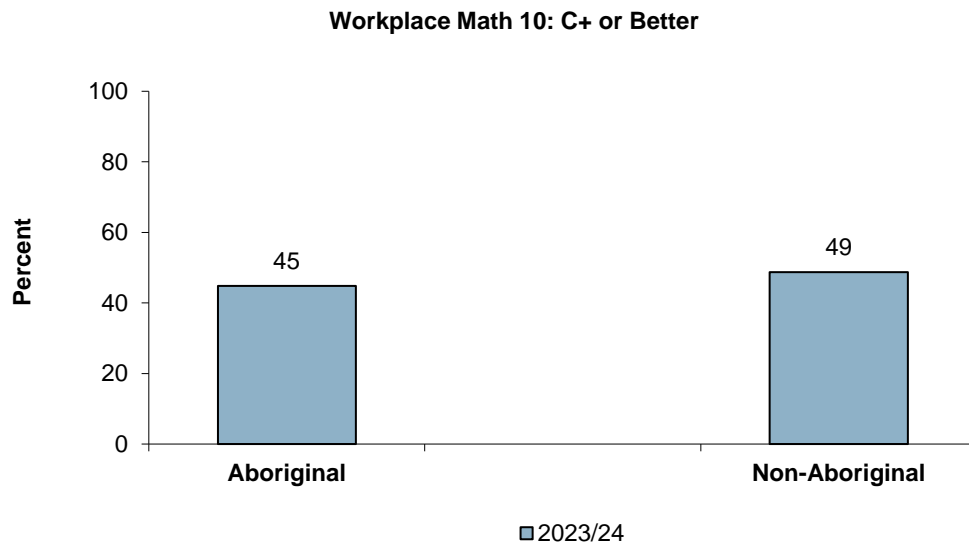
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	125	70	56	55	44	
2022/23	70	29	41	23	33	119	62	52	49	41	
2023/24	58	26	45	21	36	121	59	49	41	34	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	41	108	29	12	80	339	66	14	
2020/21	41	134	Msk	Msk	94	408	79	15	
2021/22	48	128	Msk	Msk	125	402	111	14	
2022/23	70	142	54	16	119	409	105	14	
2023/24	58	128	Msk	Msk	121	429	111	10	



Note:

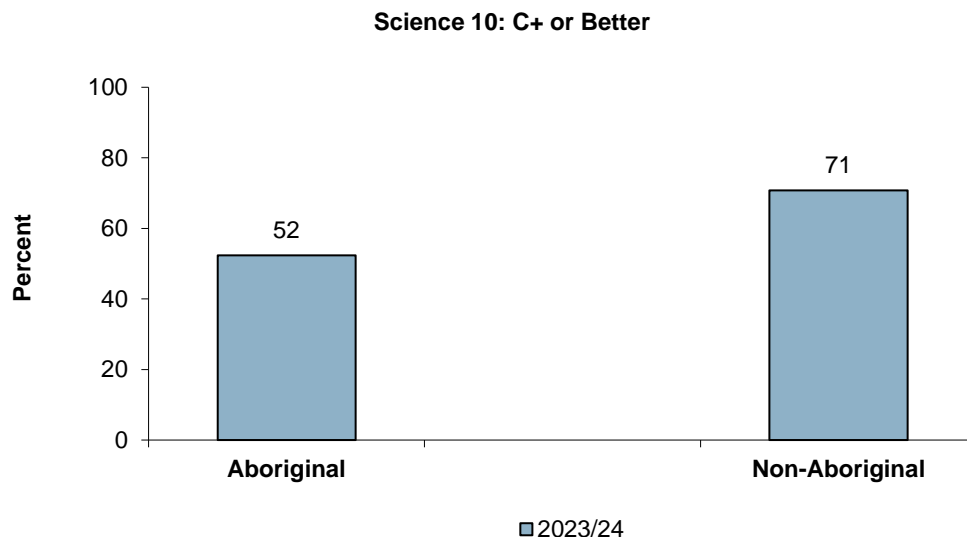
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	92	52	57	44	48	339	239	71	211	62	
2020/21	114	67	59	44	39	361	266	74	222	61	
2021/22	107	54	50	48	45	377	261	69	226	60	
2022/23	136	65	48	49	36	391	279	71	250	64	
2023/24	126	66	52	56	44	397	281	71	245	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	92	108	Msk	Msk	339	339	309	30	
2020/21	114	134	103	11	361	408	350	11	
2021/22	107	128	Msk	Msk	377	402	351	26	
2022/23	136	142	119	17	391	409	370	21	
2023/24	126	128	108	18	397	429	387	10	



Note:

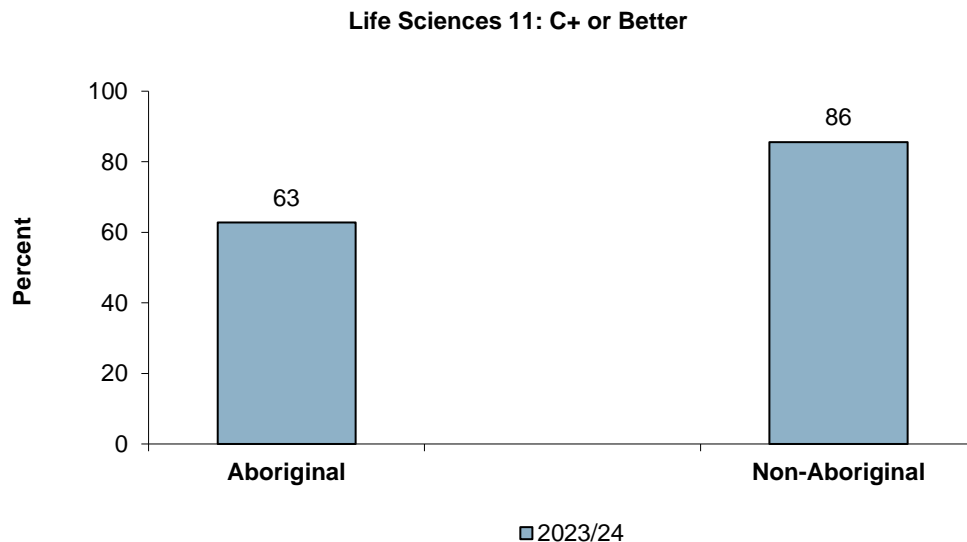
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%		%	#	#	%	#	%	
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	43	29	67	24	56	190	159	84	137	72	
2023/24	43	27	63	22	51	173	148	86	134	77	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	40	104	28	12	161	363	105	56	
2020/21	33	110	22	11	156	340	98	58	
2021/22	41	136	31	10	187	417	129	58	
2022/23	43	138	29	14	190	403	121	69	
2023/24	43	137	29	14	173	410	113	60	



Note:

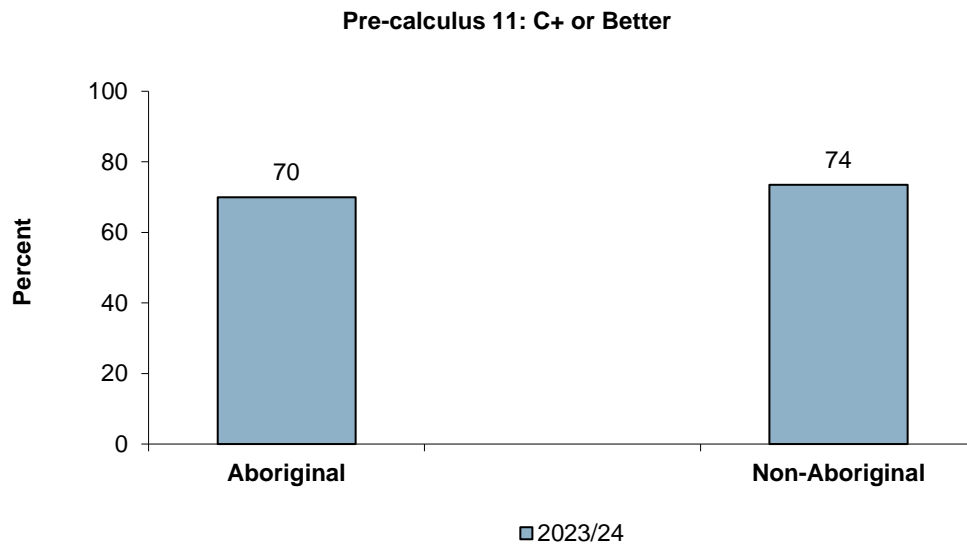
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	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	37	23	62	22	59	207	173	84	151	73	
2023/24	40	28	70	22	55	200	147	74	122	61	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	31	104	Msk	Msk	191	363	160	31	
2020/21	38	110	Msk	Msk	162	340	138	24	
2021/22	47	136	Msk	Msk	198	417	180	18	
2022/23	37	138	Msk	Msk	207	403	174	33	
2023/24	40	137	Msk	Msk	200	410	180	20	



Note:

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

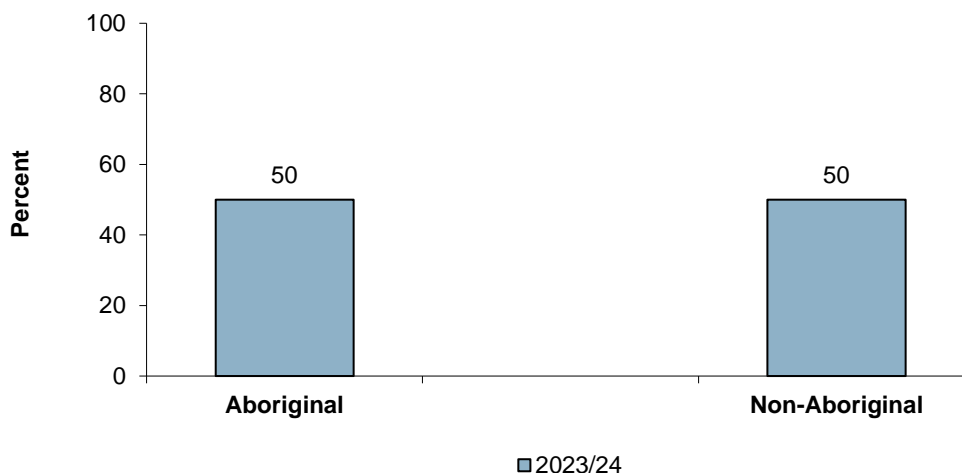
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	30	13	43	10	33	40	26	65	20	50	
2023/24	46	23	50	20	43	74	37	50	29	39	

Aboriginal					Non-Aboriginal				
Course		Total	Course Mark		Course		Total	Course Mark	
School Year	Mark Count	Gr 11	Count		Mark Count	Students *	Gr 11	Count	
	#	Students *	Gr 11	Non-Gr 11				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	136	Msk	Msk	47	417	Msk	Msk	
2022/23	30	138	Msk	Msk	40	403	26	14	
2023/24	46	137	Msk	Msk	74	410	53	21	

Science for Citizens 11: C+ or Better



Note:

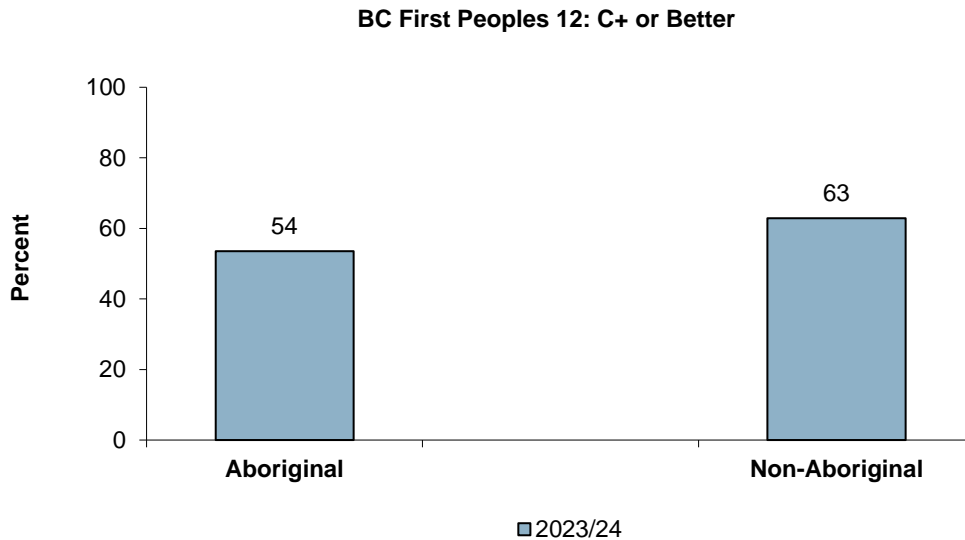
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	28	14	50	11	39	41	27	66	24	59	
2023/24	28	15	54	Msk	Msk	97	61	63	50	52	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	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	28	146	Msk	Msk	41	470	Msk	Msk
2023/24	28	154	Msk	Msk	97	439	21	76



Note:

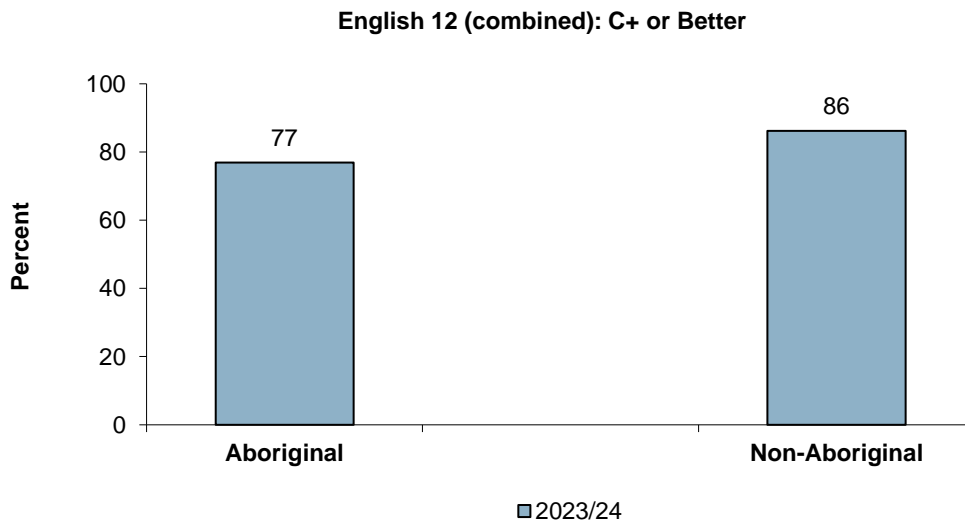
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	106	63	59	52	49	376	287	76	256	68	
2023/24	13	10	77	Msk	Msk	58	50	86	44	76	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	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	106	146	94	12	376	470	358	18	
2023/24	13	154	Msk	Msk	58	439	Msk	Msk	



Note:

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

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

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

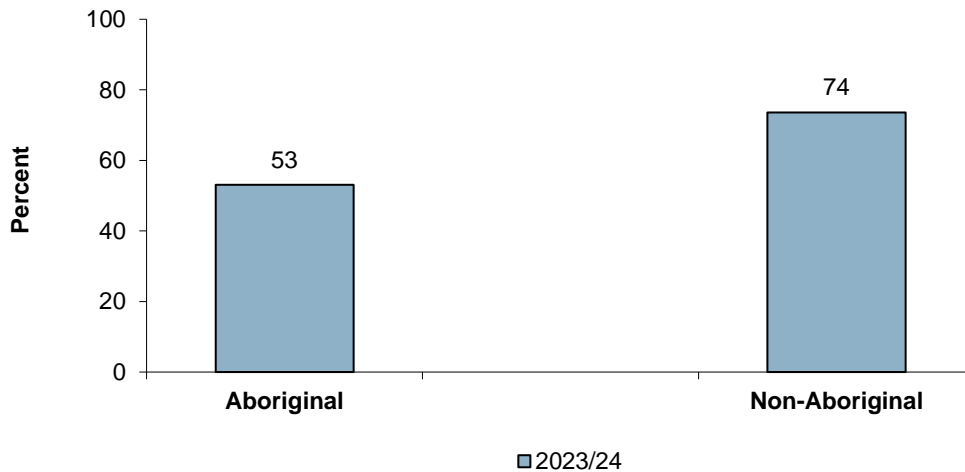
COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course 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	
2023/24	115	61	53	50	43	345	254	74	216	63	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	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
2023/24	115	154	Msk	Msk	345	439	314	31

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.

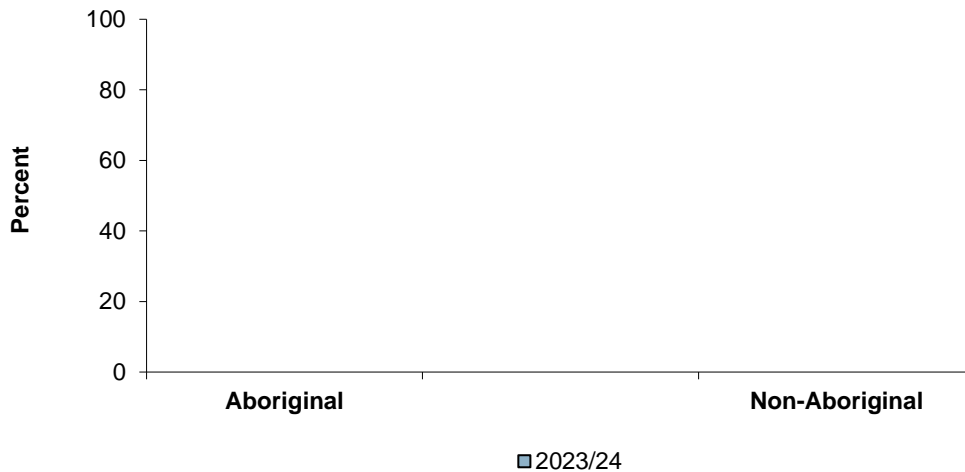
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

Aboriginal					Non-Aboriginal				
	Course	Total Gr 12	Course Mark Count			Total Gr 12	Course Mark Count		
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	128	-	-	-	404	-	-	
2020/21	-	112	-	-	-	417	-	-	
2021/22	Msk	131	Msk	Msk	-	412	-	-	
2022/23	-	146	-	-	Msk	470	Msk	Msk	
2023/24	-	154	-	-	-	439	-	-	

Apprenticeship Math 12: C+ or Better



Note:

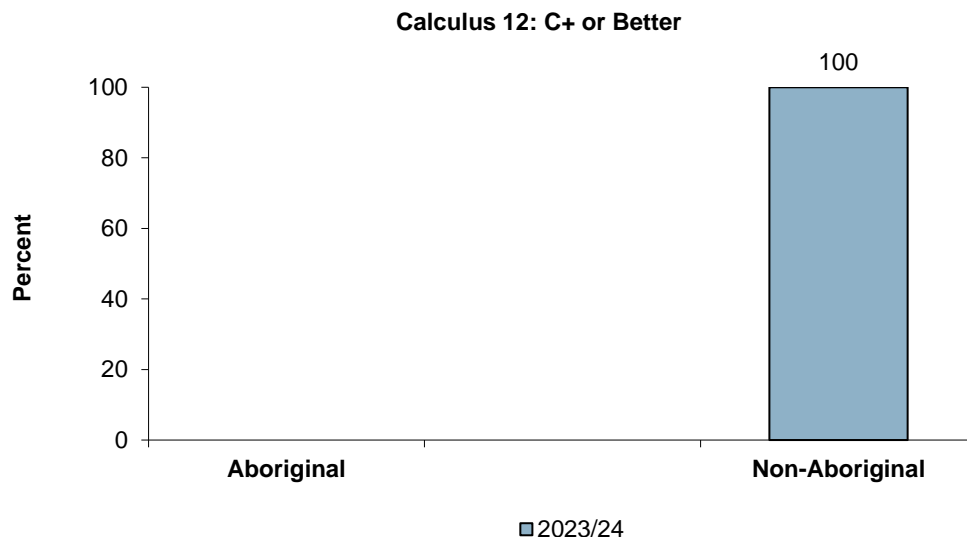
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	
2023/24	Msk	Msk	Msk	Msk	Msk	55	55	100	53	96	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	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
2023/24	Msk	154	Msk	Msk	55	439	Msk	Msk



Note:

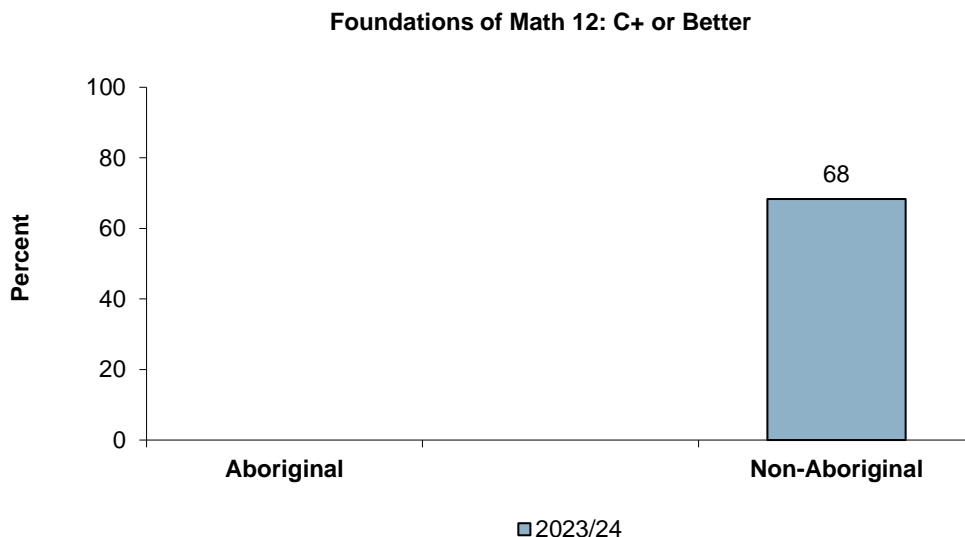
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	
2023/24	Msk	Msk	Msk	Msk	Msk	41	28	68	17	41	

Aboriginal					Non-Aboriginal				
Course		Total Gr 12	Course Mark Count		Course		Total Gr 12	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	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	
2023/24	Msk	154	Msk	Msk	41	439	Msk	Msk	



Note:

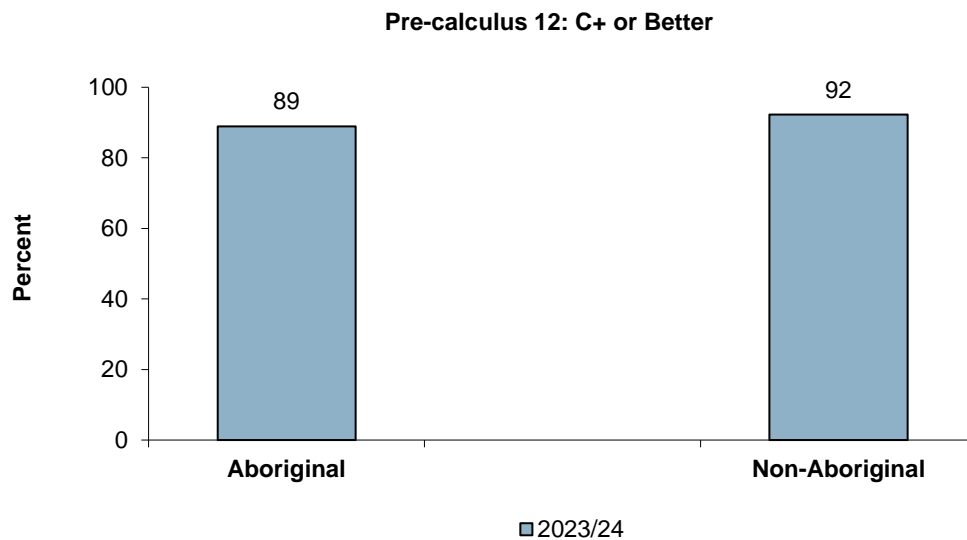
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	
2023/24	18	16	89	14	78	129	119	92	113	88	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	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	
2023/24	18	154	Msk	Msk	129	439	109	20	



Note:

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

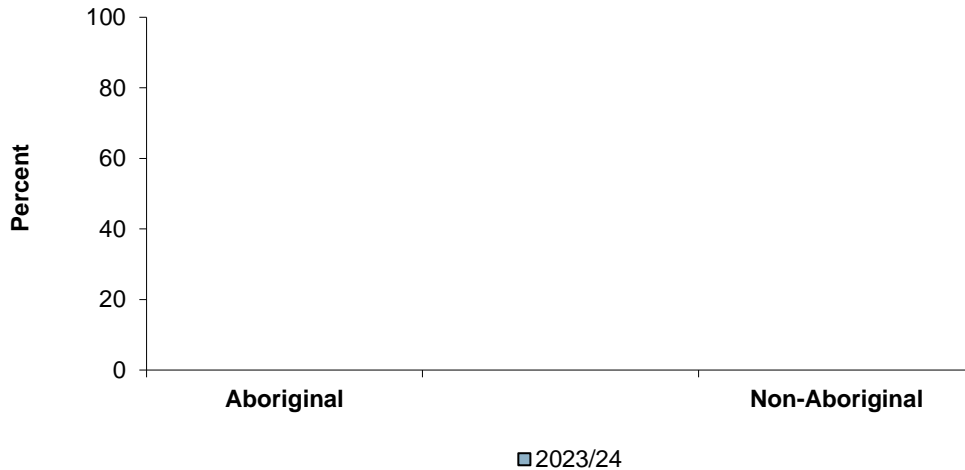
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2019/20	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk	Msk

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	-	128	-	-	-	404	-	-	-
2020/21	-	112	-	-	-	417	-	-	-
2021/22	-	131	-	-	-	412	-	-	-
2022/23	-	146	-	-	-	470	-	-	-
2023/24	Msk	154	Msk	Msk	10	439	Msk	Msk	Msk

Contemporary Indigenous Studies 12: C+ or Better



Note:

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

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

BC Residents

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

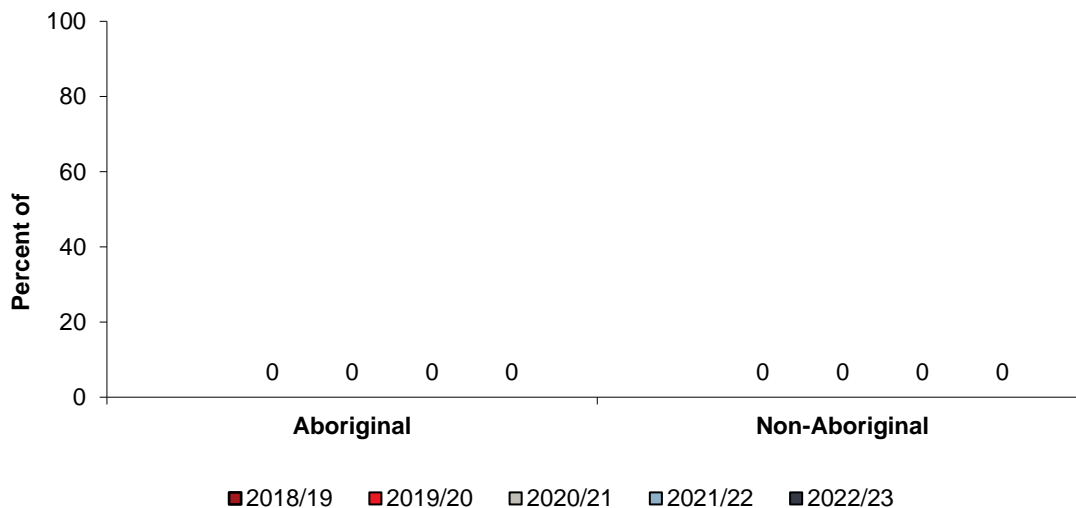
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

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

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

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.

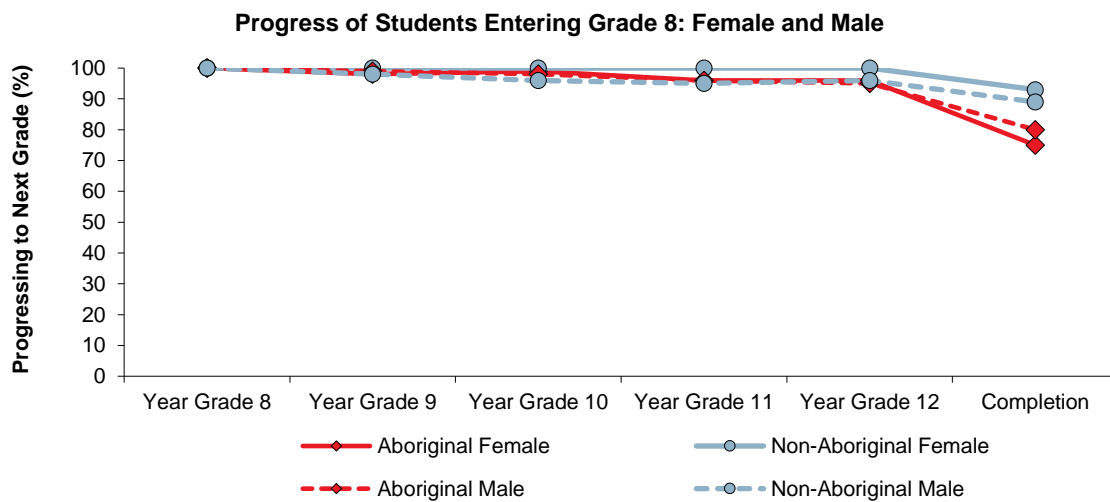
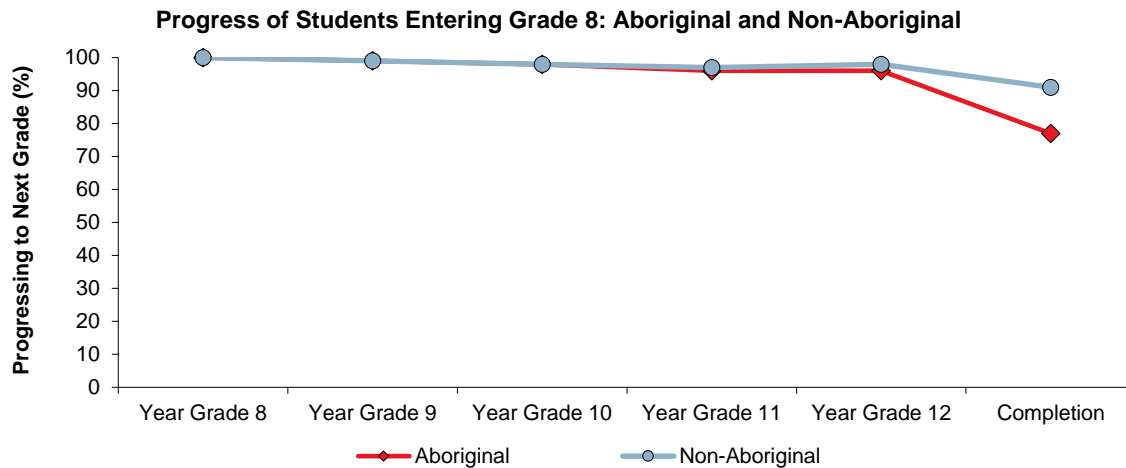
PROGRESS OF STUDENTS ENTERING GRADE 8

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 BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	99	98	99	99	100	98
	Grade 10	98	99	98	98	100	96
	Grade 11	96	96	96	97	100	95
	Grade 12	96	96	95	98	100	96
2023/24	Completion	77	75	80	91	93	89



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

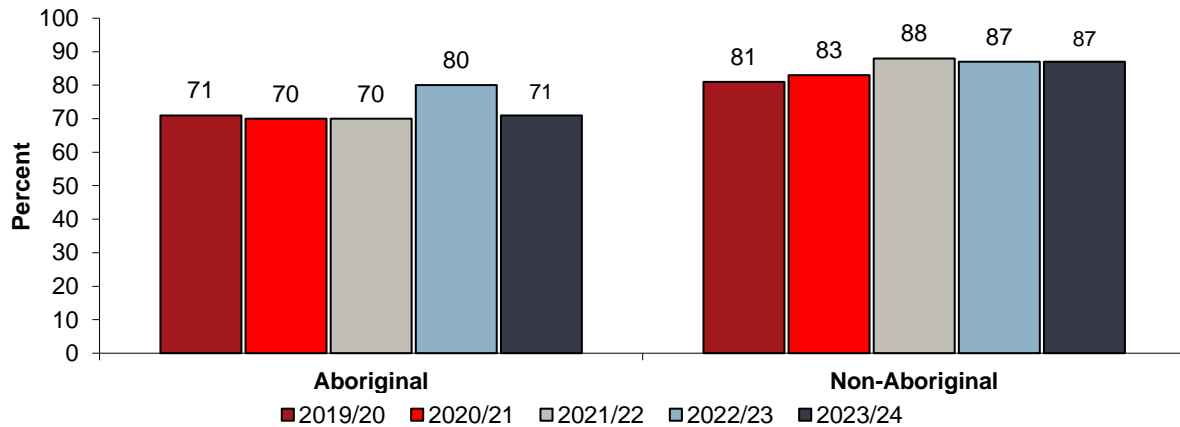
BC Residents

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

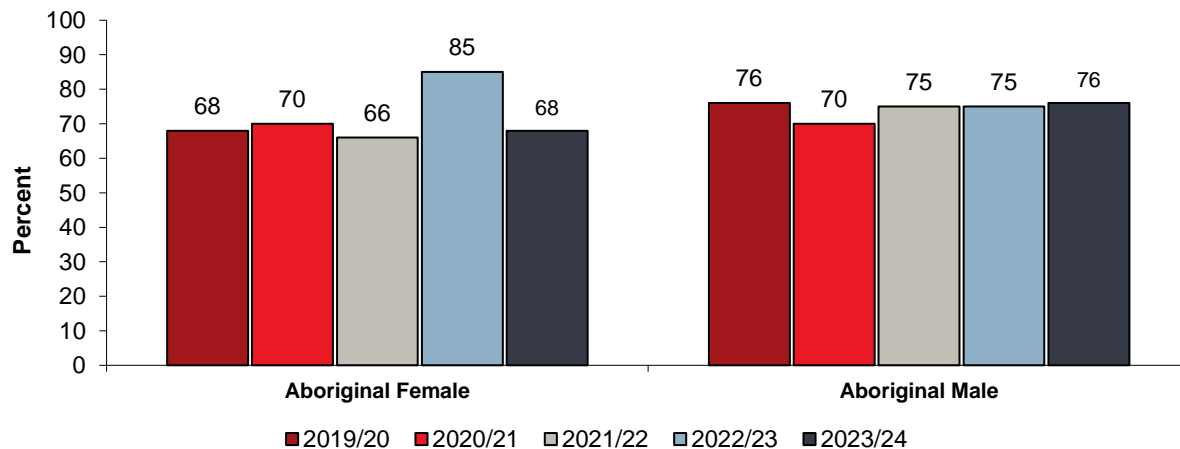
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	71	68	76	87	88	85

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



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

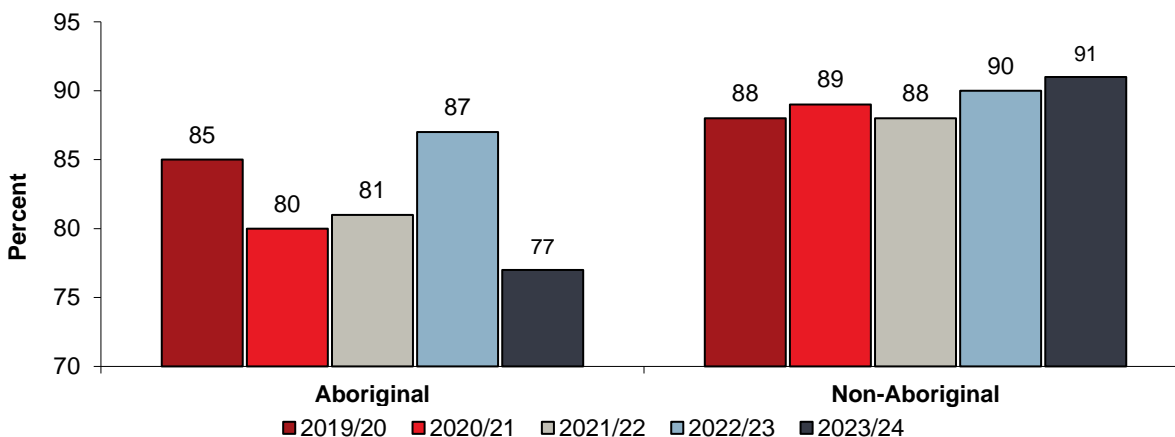
BC Residents

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

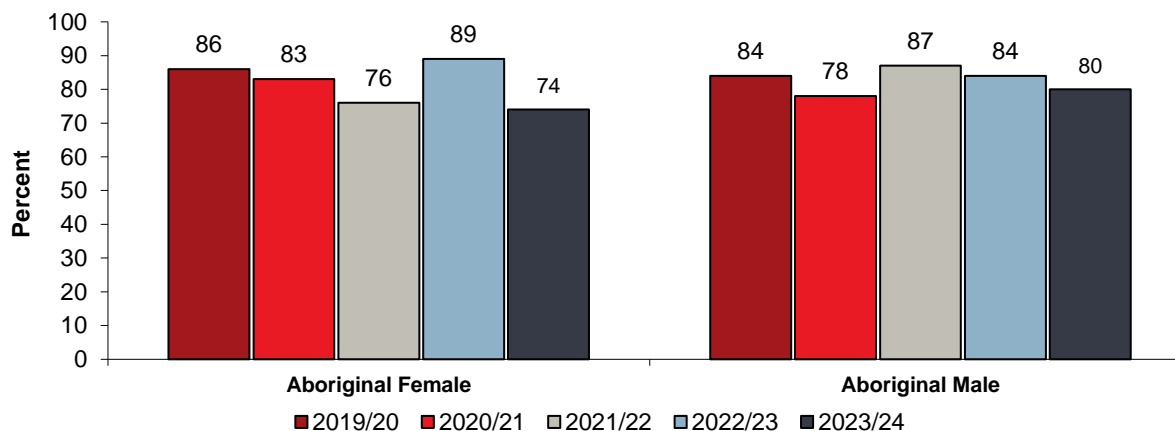
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	77	74	80	91	93	89

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



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

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

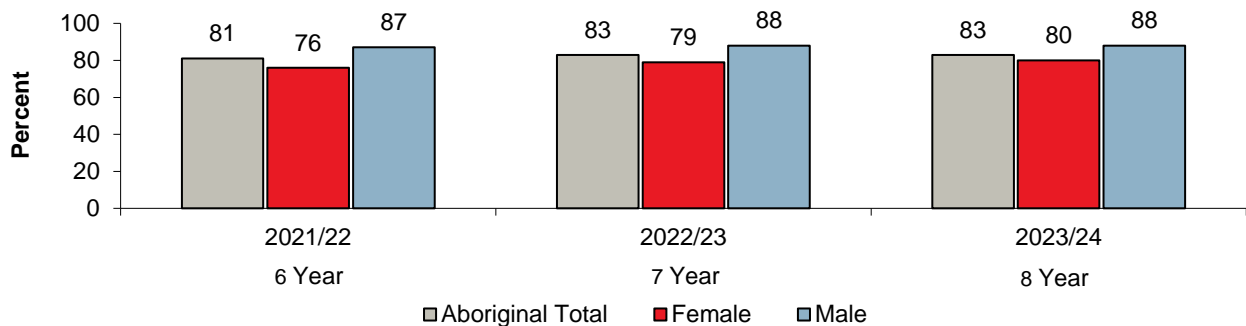
BC Residents

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

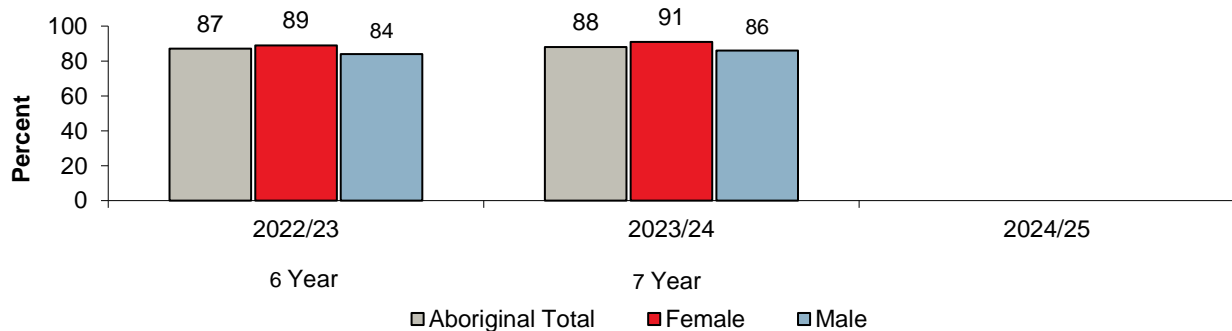
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	81	76	87	83	79	88	83	80	88
2017/18	87	89	84	88	91	86	-	-	-
2018/19	77	75	80	-	-	-	-	-	-

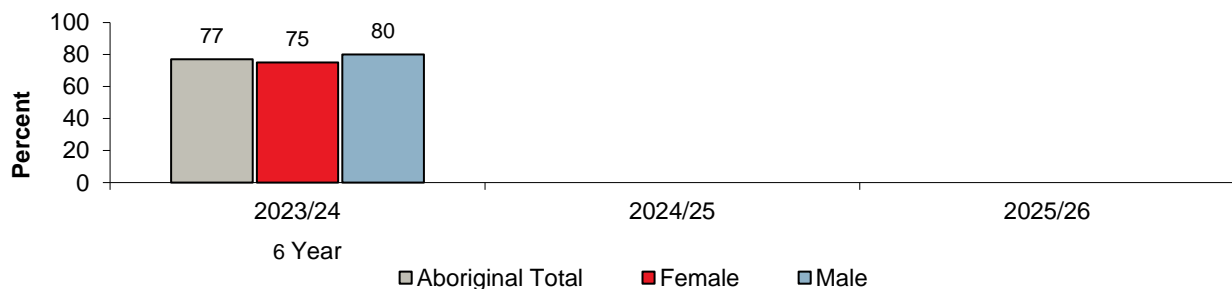
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	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	15	3
2023/24	149	Msk	Msk	428	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	125	80	64	383	279	73
2020/21	111	67	60	399	314	79
2021/22	125	86	69	397	285	72
2022/23	144	95	66	458	354	77
2023/24	149	99	66	428	350	82

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

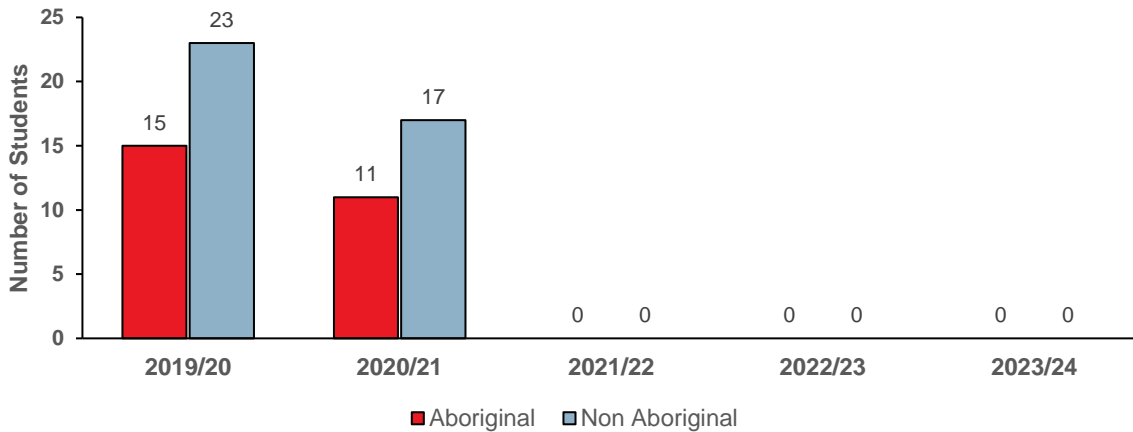
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

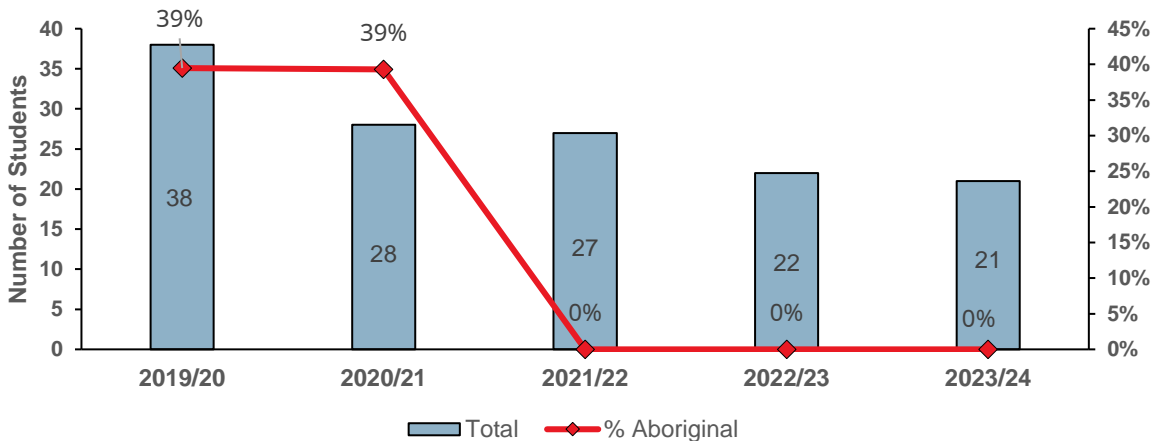
NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2019/20	38	15	39	23	61
2020/21	28	11	39	17	61
2021/22	27	Msk	Msk	Msk	Msk
2022/23	22	Msk	Msk	Msk	Msk
2023/24	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 BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %
2019/20	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
2023/24	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	
	#	%	#	%	#	%
2019/20	11	73	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	-	-
2021/22	Msk	Msk	Msk	Msk	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	-	-

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
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
2023/24	Msk	Msk	Msk	Msk	Msk	Msk

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

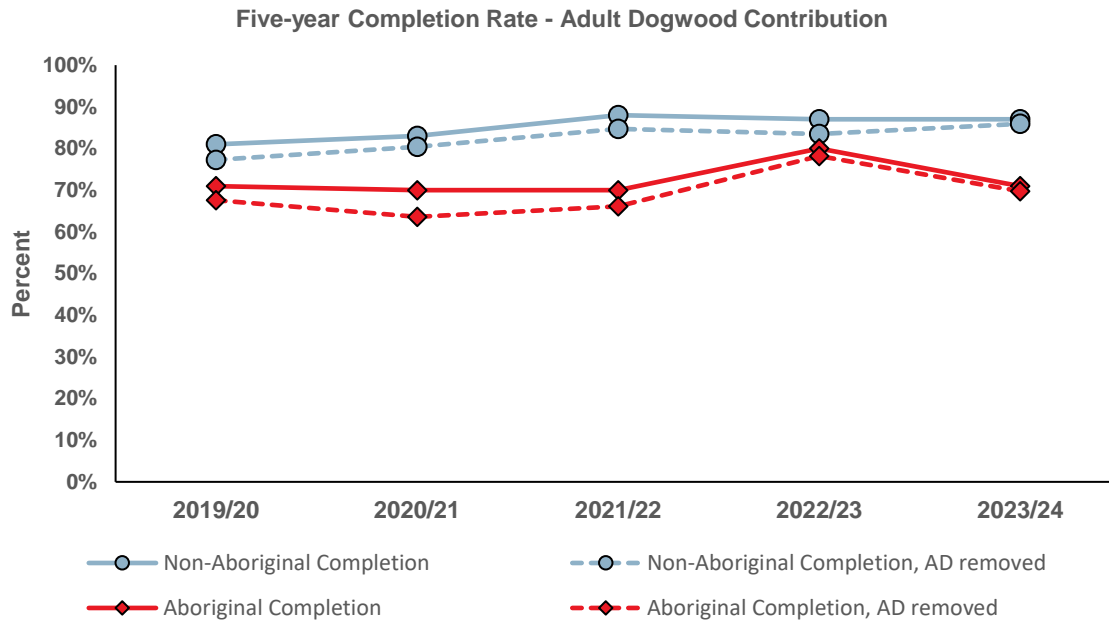
BC Residents

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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	71	-1	70	87	-1	86



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

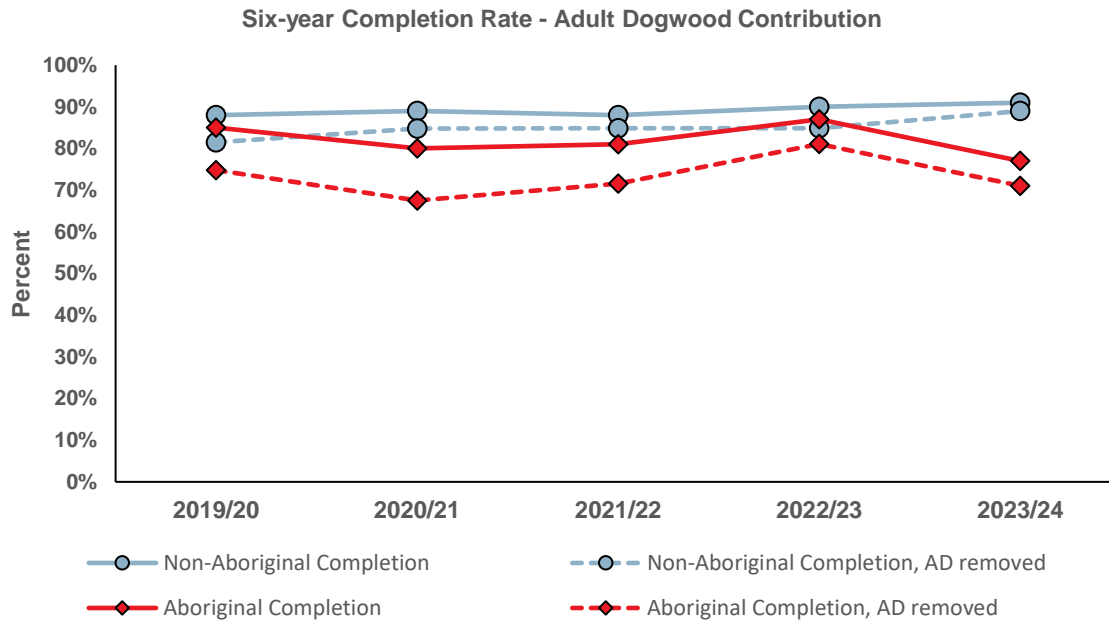
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	77	-6	71	91	-2	89



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

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

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

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

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

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups	All Legal Groups		All Legal Groups	
	#	#	%	#	%
2018/19	308	159	52	149	48
2019/20	303	157	52	146	48
2020/21	290	161	56	129	44
2021/22	277	150	54	127	46
2022/23	263	140	53	123	47

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

School Year	Aboriginal Total	Aboriginal	
	September	All Legal Groups	
	#	#	%
2018/19	1,451	159	11
2019/20	1,481	157	11
2020/21	1,459	161	11
2021/22	1,463	150	10
2022/23	1,472	140	10

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	38	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	44	Msk	Msk	Msk	49	Msk	Msk
2020/21	55	Msk	Msk	Msk	73	Msk	Msk
2021/22	47	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	46	Msk	Msk	Msk	Msk	Msk	Msk

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	94	100	Msk	Msk	Msk	Msk	Msk
2019/20	94	Msk	Msk	Msk	100	100	100
2020/21	95	Msk	Msk	Msk	93	Msk	Msk
2021/22	100	Msk	Msk	Msk	100	Msk	Msk
2022/23	93	Msk	Msk	Msk	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	76	100	17	22.4	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	78	100	12	15.4	Msk	Msk	Msk	Msk	Msk	Msk
	2020/21	66	100	21	31.8	Msk	Msk				
	2021/22	85	100	19	22.4						
Non-Aboriginal	2018/19	317	100	85	26.8	20	6.3	Msk	Msk	Msk	Msk
	2019/20	271	100	70	25.8	20	7.4	Msk	Msk		
	2020/21	311	100	60	19.3	25	8.0				
	2021/22	278	100	53	19.1						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	76	100	-	-	Msk	Msk	-	-	-	-
	2019/20	78	100	-	-	Msk	Msk	Msk	Msk		
	2020/21	66	100	-	-	-	-				
	2021/22	85	100	-	-						
Non-Aboriginal	2018/19	317	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	271	100	Msk	Msk	-	-	Msk	Msk		
	2020/21	311	100	Msk	Msk	-	-				
	2021/22	278	100	-	-						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

		Transition to Research-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	76	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	78	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	66	100	Msk	Msk	-	-				
	2021/22	85	100	Msk	Msk						
Non-Aboriginal	2018/19	317	100	36	11.4	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	271	100	28	10.3	Msk	Msk	-	-		
	2020/21	311	100	40	12.9	Msk	Msk				
	2021/22	278	100	27	9.7						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

		Transition to Teaching-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	76	100	Msk	Msk	-	-	Msk	Msk	-	-
	2019/20	78	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	66	100	Msk	Msk	-	-				
	2021/22	85	100	Msk	Msk						
Non-Aboriginal	2018/19	317	100	22	6.9	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	271	100	11	4.1	Msk	Msk	Msk	Msk		
	2020/21	311	100	24	7.7	Msk	Msk				
	2021/22	278	100	16	5.8						

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

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

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

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

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

CAVEAT

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

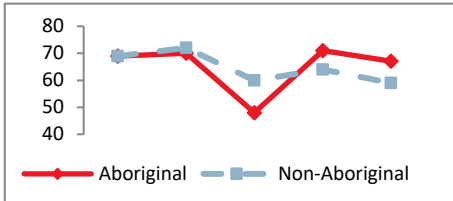
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

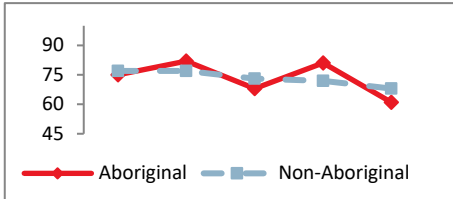
The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

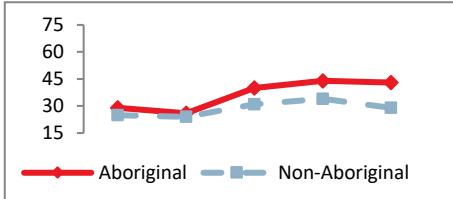
Do you like school?



Do adults in the school treat all students fairly?



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



Aboriginal

School Year	Gr 4 Respondents #	All of the time or many times	
		#	%
2019/20	85	59	69
2020/21	83	58	70
2021/22	89	43	48
2022/23	83	59	71
2023/24	83	56	67

Non-Aboriginal

School Year	Gr 4 Respondents #	All of the time or many times	
		#	%
2019/20	307	212	69
2020/21	331	238	72
2021/22	334	202	60
2022/23	370	238	64
2023/24	344	203	59

Aboriginal

School Year	Gr 4 Respondents #	All of the time or many times	
		#	%
2019/20	89	67	75
2020/21	83	68	82
2021/22	91	62	68
2022/23	84	68	81
2023/24	85	52	61

Non-Aboriginal

School Year	Gr 4 Respondents #	All of the time or many times	
		#	%
2019/20	310	238	77
2020/21	330	254	77
2021/22	338	247	73
2022/23	373	269	72
2023/24	346	235	68

Aboriginal

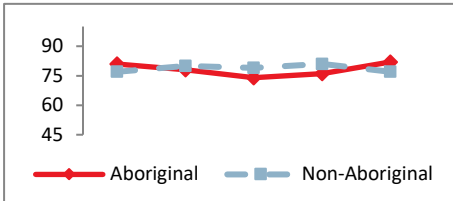
School Year	Gr 4 Respondents #	All of the time or many times	
		#	%
2019/20	82	24	29
2020/21	84	22	26
2021/22	90	36	40
2022/23	84	37	44
2023/24	82	35	43

Non-Aboriginal

School Year	Gr 4 Respondents #	All of the time or many times	
		#	%
2019/20	307	78	25
2020/21	333	81	24
2021/22	331	102	31
2022/23	367	126	34
2023/24	338	99	29

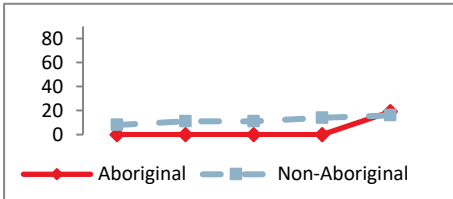
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



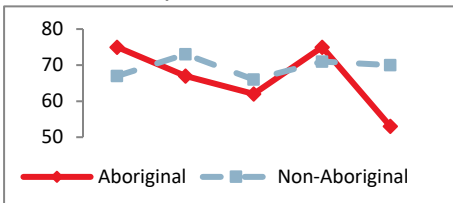
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	74	60	81	314	242	77
2020/21	74	58	78	338	271	80
2021/22	77	57	74	350	275	79
2022/23	79	60	76	374	304	81
2023/24	77	63	82	349	267	77

Have you ever felt bullied at school?



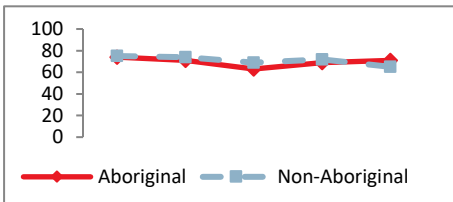
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	73	Msk	Msk	315	26	8
2020/21	73	Msk	Msk	336	37	11
2021/22	75	Msk	Msk	350	39	11
2022/23	76	Msk	Msk	372	53	14
2023/24	77	15	19	345	56	16

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



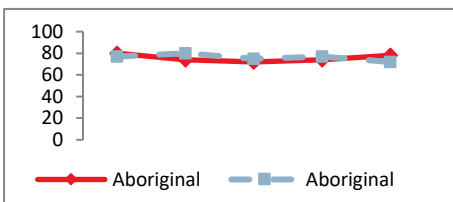
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	88	66	75	309	207	67
2020/21	83	56	67	331	241	73
2021/22	90	56	62	335	221	66
2022/23	84	63	75	368	262	71
2023/24	86	46	53	343	241	70

I am happy at my school.



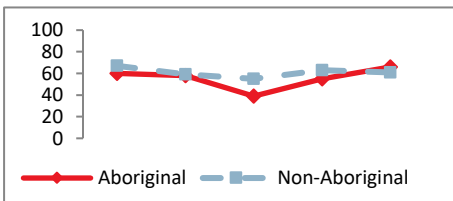
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	87	64	74	306	231	75
2020/21	84	60	71	331	244	74
2021/22	90	57	63	337	232	69
2022/23	83	57	69	369	264	72
2023/24	85	60	71	341	221	65

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	88	70	80	312	241	77
2020/21	82	61	74	331	265	80
2021/22	90	65	72	335	252	75
2022/23	84	62	74	372	288	77
2023/24	86	67	78	343	248	72

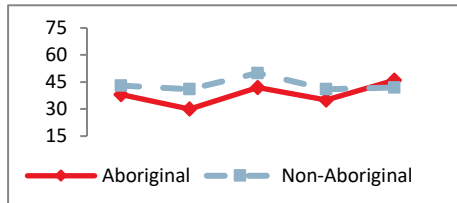
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	87	52	60	307	206	67
2020/21	84	49	58	328	193	59
2021/22	89	35	39	333	183	55
2022/23	84	46	55	367	231	63
2023/24	86	57	66	345	209	61

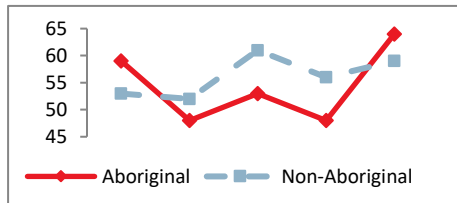
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



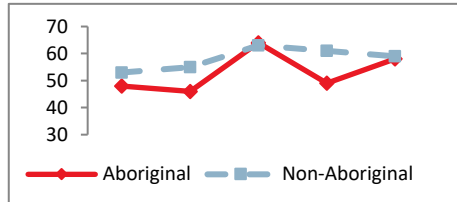
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	61	23	38	189	81	43
2020/21	94	28	30	327	133	41
2021/22	96	40	42	331	164	50
2022/23	97	34	35	348	141	41
2023/24	74	34	46	354	148	42

Do adults in the school treat all students fairly?



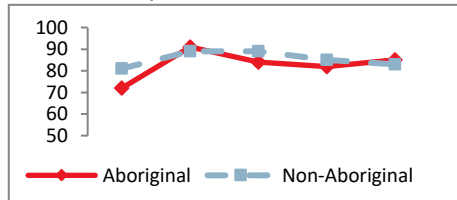
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	61	36	59	190	100	53
2020/21	95	46	48	327	170	52
2021/22	95	50	53	332	201	61
2022/23	96	46	48	348	194	56
2023/24	74	47	64	357	212	59

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



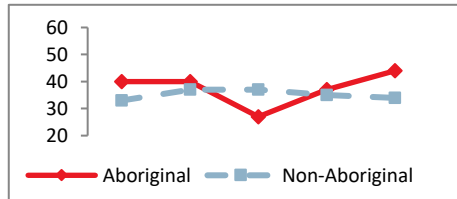
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two teachers or more		Gr 7 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	60	29	48	184	97	53
2020/21	95	44	46	318	174	55
2021/22	95	61	64	332	208	63
2022/23	97	48	49	347	211	61
2023/24	74	43	58	355	210	59

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	60	43	72	185	150	81
2020/21	94	86	91	320	285	89
2021/22	94	79	84	329	292	89
2022/23	95	78	82	336	287	85
2023/24	72	61	85	351	292	83

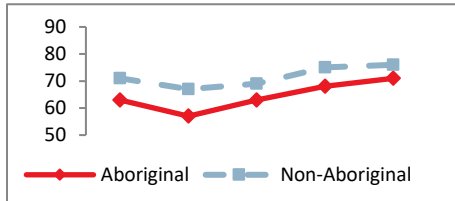
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



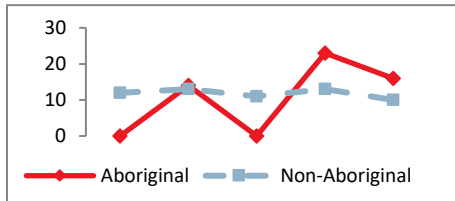
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	60	24	40	189	63	33
2020/21	93	37	40	326	119	37
2021/22	94	25	27	331	122	37
2022/23	97	36	37	344	120	35
2023/24	72	32	44	352	118	34

STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

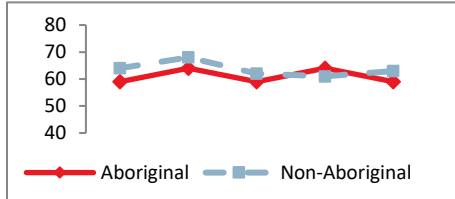
Do you feel safe at school?



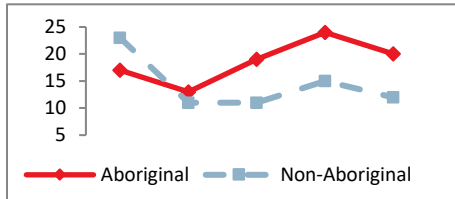
At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



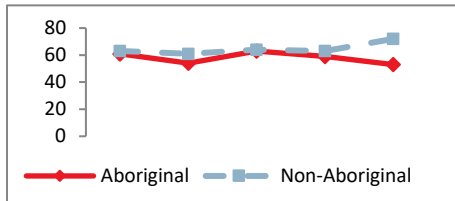
How many adults at your school care about you? (Percentage responding 2 adults or more.)



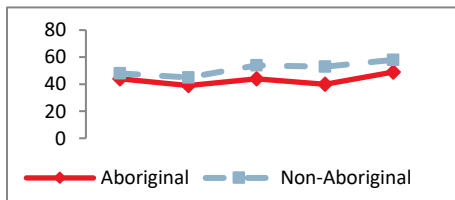
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	52	33	63
2020/21	81	46	57
2021/22	84	53	63
2022/23	93	63	68
2023/24	68	48	71

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	193	137	71
2020/21	338	226	67
2021/22	344	236	69
2022/23	351	262	75
2023/24	360	275	76

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	52	Msk	Msk
2020/21	81	11	14
2021/22	83	Msk	Msk
2022/23	93	21	23
2023/24	68	11	16

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	193	23	12
2020/21	338	44	13
2021/22	345	38	11
2022/23	353	46	13
2023/24	363	36	10

Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	59	35	59
2020/21	95	61	64
2021/22	95	56	59
2022/23	97	62	64
2023/24	75	44	59

Non-Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	190	121	64
2020/21	327	221	68
2021/22	332	206	62
2022/23	347	212	61
2023/24	356	225	63

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	60	10	17
2020/21	95	12	13
2021/22	96	18	19
2022/23	96	23	24
2023/24	74	15	20

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	190	44	23
2020/21	327	35	11
2021/22	331	35	11
2022/23	346	51	15
2023/24	357	43	12

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	61	37	61
2020/21	94	51	54
2021/22	96	60	63
2022/23	97	57	59
2023/24	73	39	53

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	189	120	63
2020/21	325	198	61
2021/22	332	214	64
2022/23	347	218	63
2023/24	356	256	72

Aboriginal

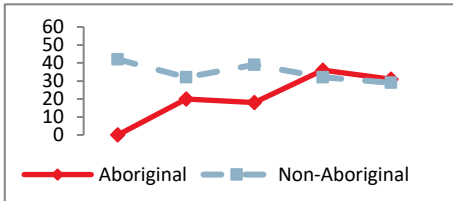
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	61	27	44
2020/21	94	37	39
2021/22	95	42	44
2022/23	96	38	40
2023/24	75	37	49

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	190	91	48
2020/21	327	147	45
2021/22	332	180	54
2022/23	345	182	53
2023/24	356	205	58

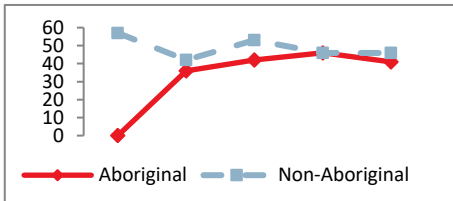
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



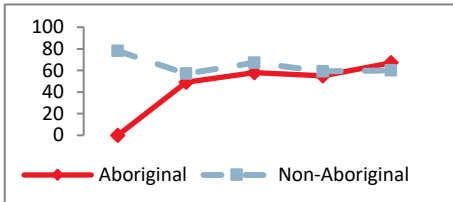
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	53	22	42
2020/21	86	17	20	266	84	32
2021/22	76	14	18	301	117	39
2022/23	83	30	36	291	94	32
2023/24	80	25	31	334	98	29

Do adults in the school treat all students fairly?



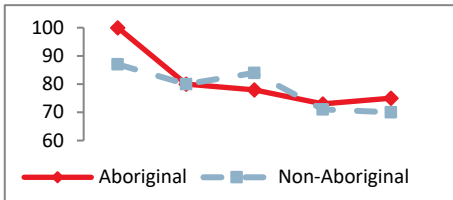
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	53	30	57
2020/21	85	31	36	267	112	42
2021/22	76	32	42	301	161	53
2022/23	84	39	46	291	135	46
2023/24	80	33	41	332	153	46

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



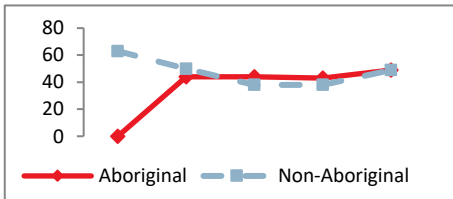
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two teachers or more		Gr 10 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	51	40	78
2020/21	84	41	49	256	147	57
2021/22	76	44	58	297	199	67
2022/23	84	46	55	288	169	59
2023/24	78	52	67	328	197	60

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	13	13	100	52	45	87
2020/21	82	66	80	262	210	80
2021/22	73	57	78	294	246	84
2022/23	77	56	73	282	201	71
2023/24	75	56	75	317	223	70

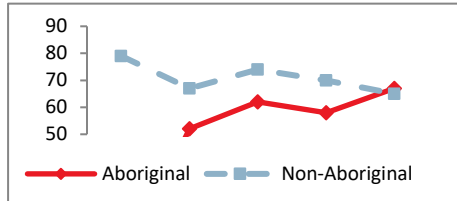
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	52	33	63
2020/21	85	37	44	264	133	50
2021/22	75	33	44	295	112	38
2022/23	83	36	43	288	110	38
2023/24	78	38	49	327	159	49

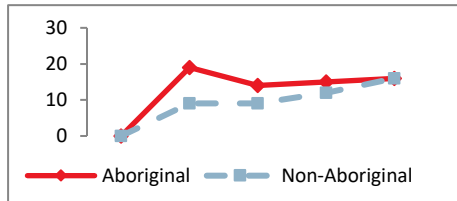
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



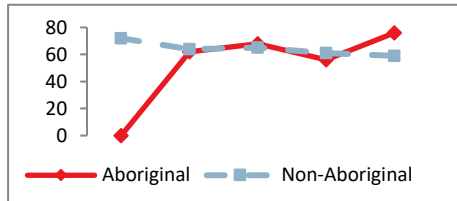
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	12	Msk	Msk	53	42	79
2020/21	83	43	52	264	178	67
2021/22	71	44	62	303	225	74
2022/23	79	46	58	292	205	70
2023/24	76	51	67	326	212	65

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



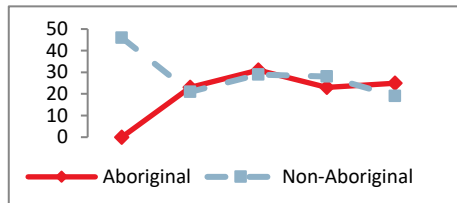
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	12	-	-	53	Msk	Msk
2020/21	83	16	19	265	24	9
2021/22	71	10	14	303	28	9
2022/23	81	12	15	293	34	12
2023/24	77	12	16	324	52	16

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



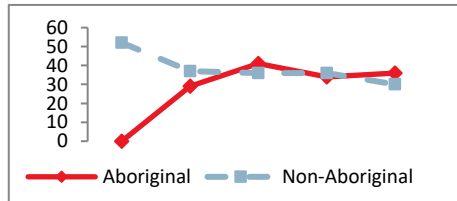
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	53	38	72
2020/21	86	53	62	267	170	64
2021/22	76	52	68	301	197	65
2022/23	84	47	56	292	179	61
2023/24	80	61	76	333	197	59

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	52	24	46
2020/21	83	19	23	261	54	21
2021/22	74	23	31	296	87	29
2022/23	80	18	23	284	80	28
2023/24	77	19	25	322	62	19

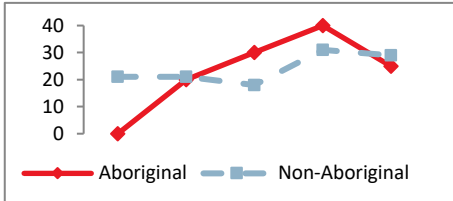
Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	13	Msk	Msk	52	27	52
2020/21	83	24	29	261	97	37
2021/22	74	30	41	298	106	36
2022/23	79	27	34	284	102	36
2023/24	76	27	36	322	97	30

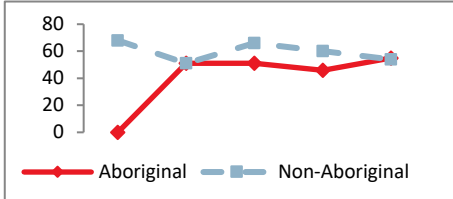
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



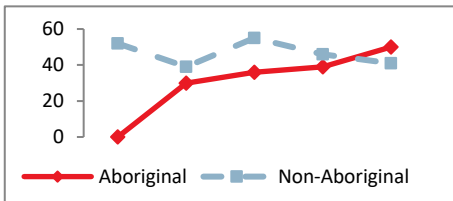
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2019/20	13	Msk	Msk	52	11	21
2020/21	85	17	20	266	57	21
2021/22	76	23	30	298	55	18
2022/23	84	34	40	291	89	31
2023/24	80	20	25	326	95	29

Do you feel welcome at your school?



School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
	#	#	%	#	#	%
2019/20	13	Msk	Msk	53	36	68
2020/21	85	43	51	265	135	51
2021/22	76	39	51	299	196	66
2022/23	84	39	46	290	173	60
2023/24	80	44	55	330	177	54

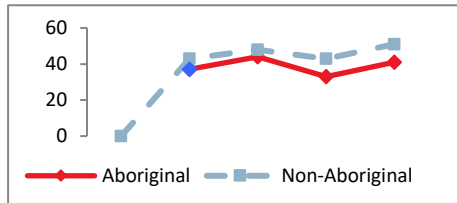
Is school a place where you feel like you belong?



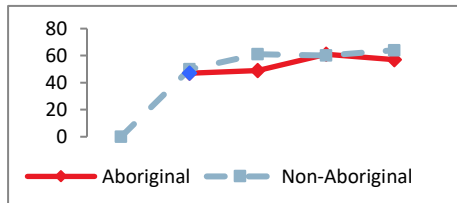
School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
	#	#	%	#	#	%
2019/20	13	Msk	Msk	52	27	52
2020/21	86	26	30	266	103	39
2021/22	75	27	36	300	165	55
2022/23	84	33	39	291	135	46
2023/24	80	40	50	333	138	41

STUDENT LEARNING SURVEY RESULTS, GRADE 12

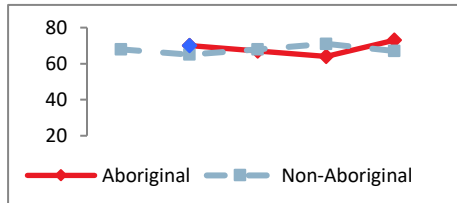
Do you like school?



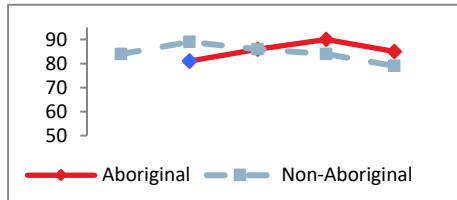
Do adults in the school treat all students fairly?



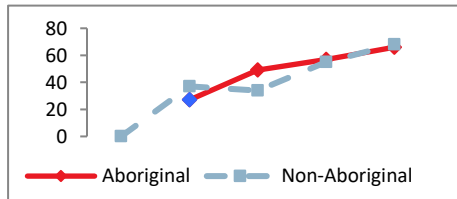
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	Msk	Msk	Msk
2020/21	59	22	37
2021/22	45	20	44
2022/23	49	16	33
2023/24	49	20	41

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	19	Msk	Msk
2020/21	226	98	43
2021/22	142	68	48
2022/23	223	95	43
2023/24	169	86	51

Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	Msk	Msk	Msk
2020/21	59	28	47
2021/22	45	22	49
2022/23	49	30	61
2023/24	49	28	57

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	19	Msk	Msk
2020/21	226	114	50
2021/22	142	87	61
2022/23	221	132	60
2023/24	167	107	64

Aboriginal

School Year	Gr 12 Respondents	Two teachers or more	
	#	#	%
2019/20	Msk	Msk	Msk
2020/21	57	40	70
2021/22	45	30	67
2022/23	47	30	64
2023/24	48	35	73

Non-Aboriginal

School Year	Gr 12 Respondents	Two teachers or more	
	#	#	%
2019/20	19	13	68
2020/21	224	145	65
2021/22	141	96	68
2022/23	212	150	71
2023/24	166	112	67

Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	Msk	Msk	Msk
2020/21	59	48	81
2021/22	44	38	86
2022/23	42	38	90
2023/24	46	39	85

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	19	16	84
2020/21	225	201	89
2021/22	138	119	86
2022/23	202	170	84
2023/24	156	124	79

Aboriginal

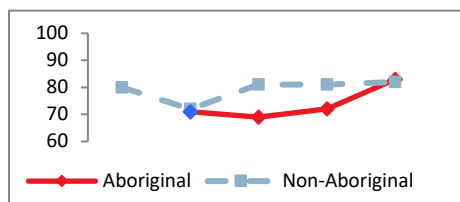
School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	Msk	Msk	Msk
2020/21	59	16	27
2021/22	45	22	49
2022/23	46	26	57
2023/24	47	31	66

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times	
	#	#	%
2019/20	19	Msk	Msk
2020/21	227	85	37
2021/22	140	48	34
2022/23	208	115	55
2023/24	166	113	68

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



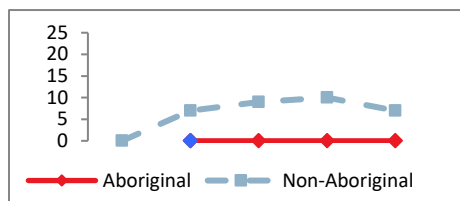
Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	42	71
2021/22	45	31	69
2022/23	47	34	72
2023/24	47	39	83

Non-Aboriginal

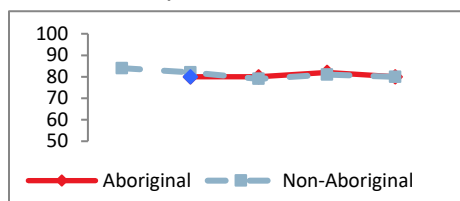
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	20	16	80
2020/21	225	162	72
2021/22	140	114	81
2022/23	214	174	81
2023/24	167	137	82

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



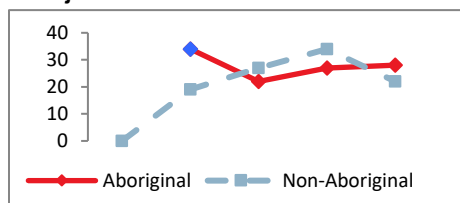
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	42	71
2021/22	45	31	69
2022/23	47	34	72
2023/24	47	39	83

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



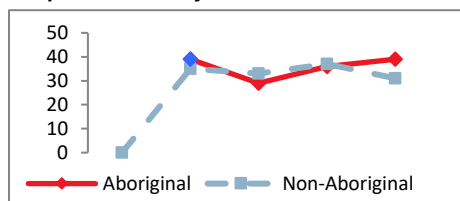
School Year	Gr 12 Respondents #	Two adults or more	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	47	80
2021/22	45	36	80
2022/23	49	40	82
2023/24	49	39	80

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



School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	20	34
2021/22	45	10	22
2022/23	45	12	27
2023/24	46	13	28

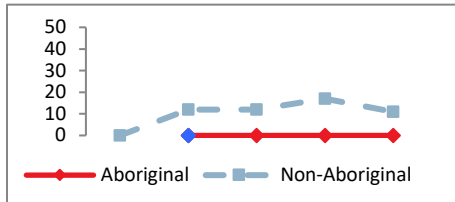
Are you satisfied that school is preparing you for post-secondary education?



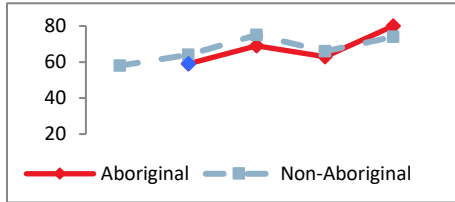
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	23	39
2021/22	45	13	29
2022/23	44	16	36
2023/24	46	18	39

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

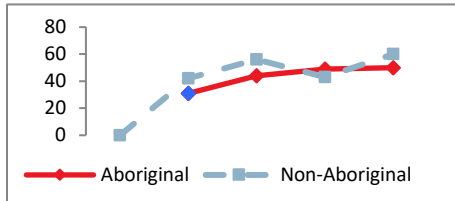
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	Msk	Msk
2021/22	45	Msk	Msk
2022/23	49	Msk	Msk
2023/24	49	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	19	Msk	Msk
2020/21	224	27	12
2021/22	139	17	12
2022/23	222	37	17
2023/24	167	18	11

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	35	59
2021/22	45	31	69
2022/23	49	31	63
2023/24	49	39	80

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	19	11	58
2020/21	227	145	64
2021/22	142	106	75
2022/23	223	148	66
2023/24	168	124	74

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	Msk	Msk	Msk
2020/21	59	18	31
2021/22	45	20	44
2022/23	49	24	49
2023/24	48	24	50

Gr 12
Respondents

School Year	#	All of the time or many times	
		#	%
2019/20	19	Msk	Msk
2020/21	226	96	42
2021/22	142	80	56
2022/23	221	96	43
2023/24	169	101	60

GLOSSARY

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

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

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