



Aboriginal Report

How Are We Doing?

2022/2023

School District: 085
Vancouver Island North

QUESTIONS/COMMENTS CONTACT:

Governance & Analytics Division
Ministry of Education and Child Care

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



BRITISH
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Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

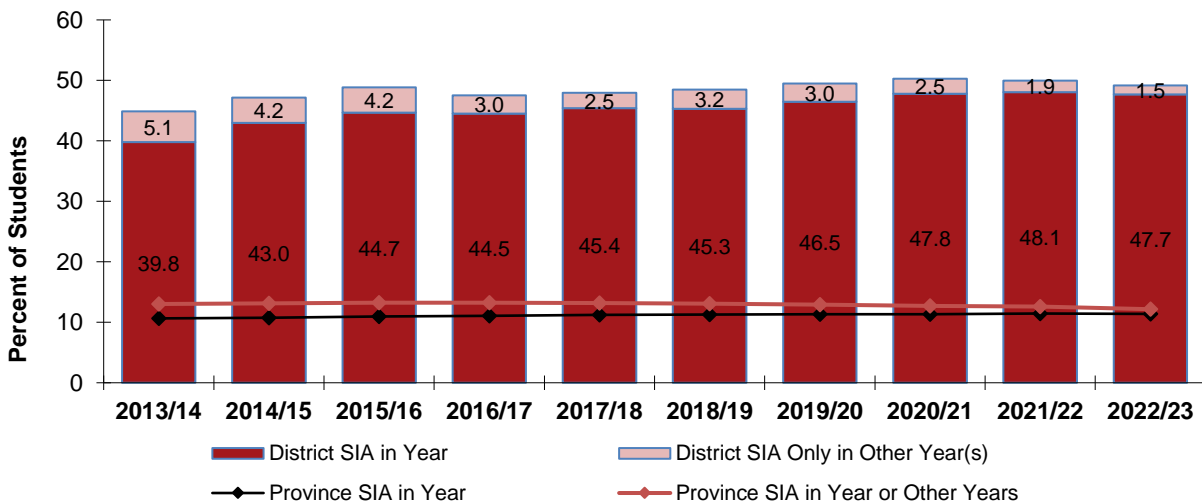
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	1,377	548	39.8	70	5.1	558,983	59,502	10.6	13,325	2.4
2014/15	1,334	573	43.0	56	4.2	552,786	59,382	10.7	13,068	2.4
2015/16	1,323	591	44.7	55	4.2	553,376	60,706	11.0	12,567	2.3
2016/17	1,361	606	44.5	41	3.0	557,625	61,801	11.1	11,979	2.1
2017/18	1,352	614	45.4	34	2.5	563,241	63,182	11.2	10,930	1.9
2018/19	1,364	618	45.3	43	3.2	568,982	64,326	11.3	10,009	1.8
2019/20	1,300	604	46.5	39	3.0	576,000	65,215	11.3	9,152	1.6
2020/21	1,213	580	47.8	30	2.5	568,285	64,272	11.3	8,037	1.4
2021/22	1,271	611	48.1	24	1.9	578,797	66,282	11.5	6,635	1.1
2022/23	1,271	606	47.7	19	1.5	590,583	67,285	11.4	4,553	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

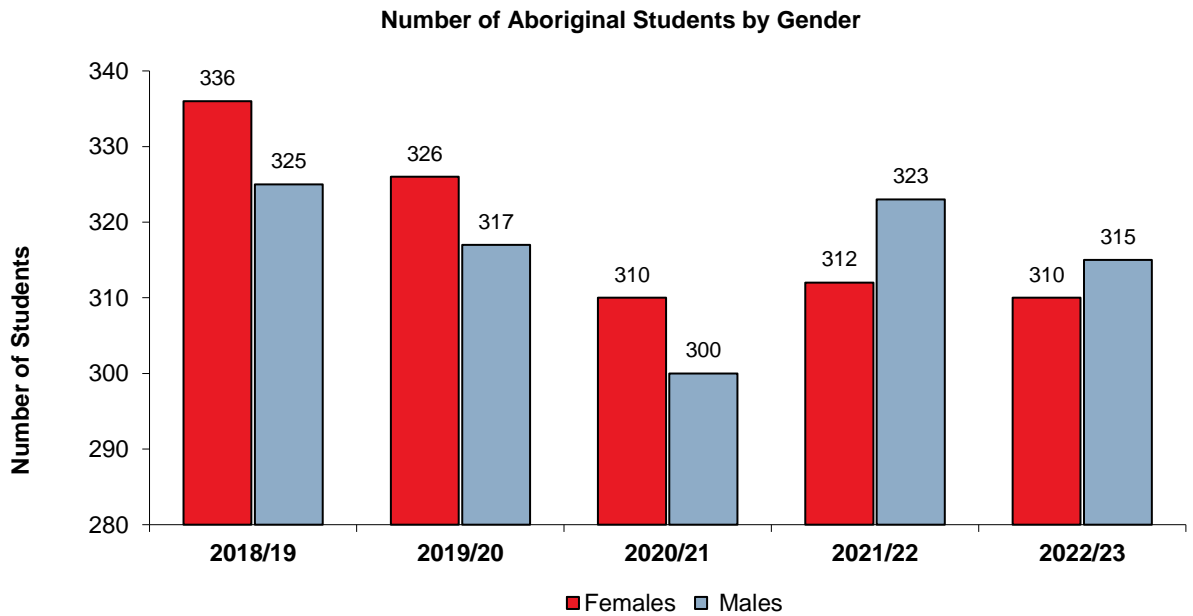
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	1,364	661	48.5	336	24.6	325	23.8	74,335	36,874	37,461
2019/20	1,300	643	49.5	326	25.1	317	24.4	74,367	36,847	37,520
2020/21	1,213	610	50.3	310	25.6	300	24.7	72,309	35,901	36,408
2021/22	1,271	635	50.0	312	24.5	323	25.4	72,917	36,210	36,707
2022/23	1,271	625	49.2	310	24.4	315	24.8	71,838	35,586	36,252



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

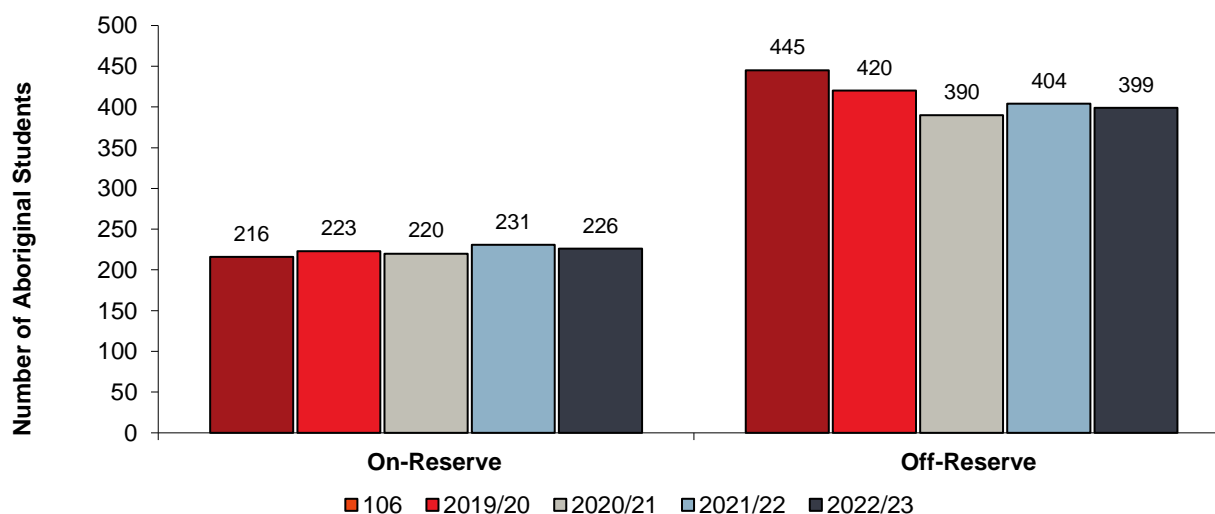
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	661	107	109	216	229	216	445	7,993	66,342
2019/20	643	109	114	223	217	203	420	8,209	66,158
2020/21	610	108	112	220	202	188	390	7,752	64,557
2021/22	635	109	122	231	203	201	404	7,992	64,925
2022/23	625	105	121	226	205	194	399	8,074	63,764

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	645	102	111	213	225	207	432	8,007	66,275
2019/20	634	107	112	219	210	205	415	8,056	66,087
2020/21	612	105	109	214	201	197	398	7,713	64,505
2021/22	638	107	120	227	207	204	411	7,916	64,400
2022/23	618	103	130	233	201	184	385	8,001	63,477

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

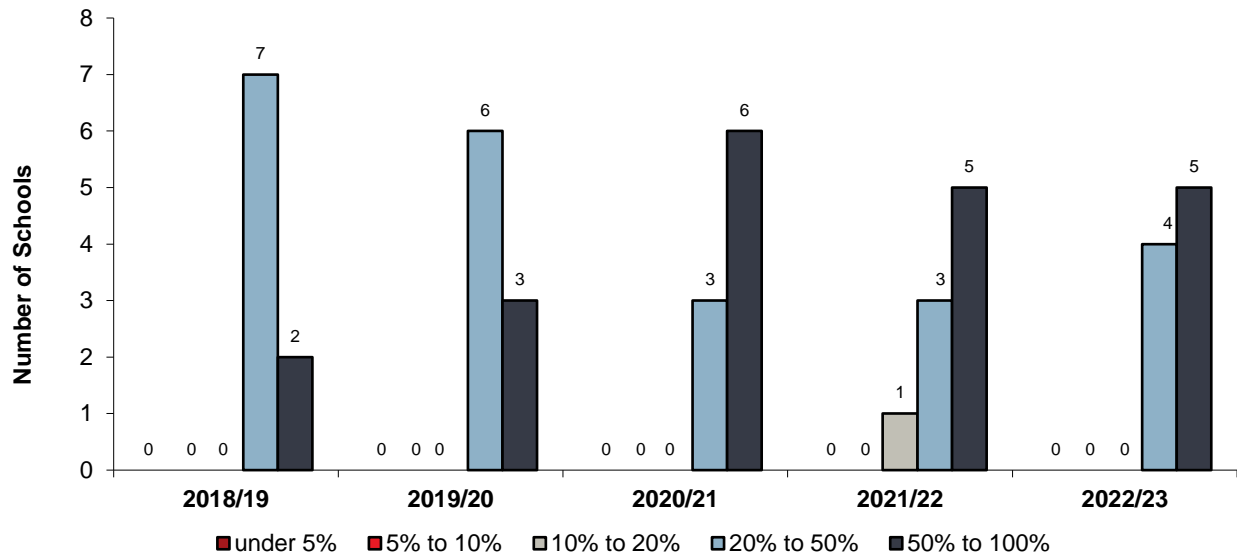


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	9	0	0	0	7	2	1,385	367	217	324	385	92
2019/20	9	0	0	0	6	3	1,389	382	217	318	378	94
2020/21	9	0	0	0	3	6	1,398	399	210	341	348	100
2021/22	9	0	0	1	3	5	1,405	402	240	338	330	95
2022/23	9	0	0	0	4	5	1,412	423	246	336	318	89

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

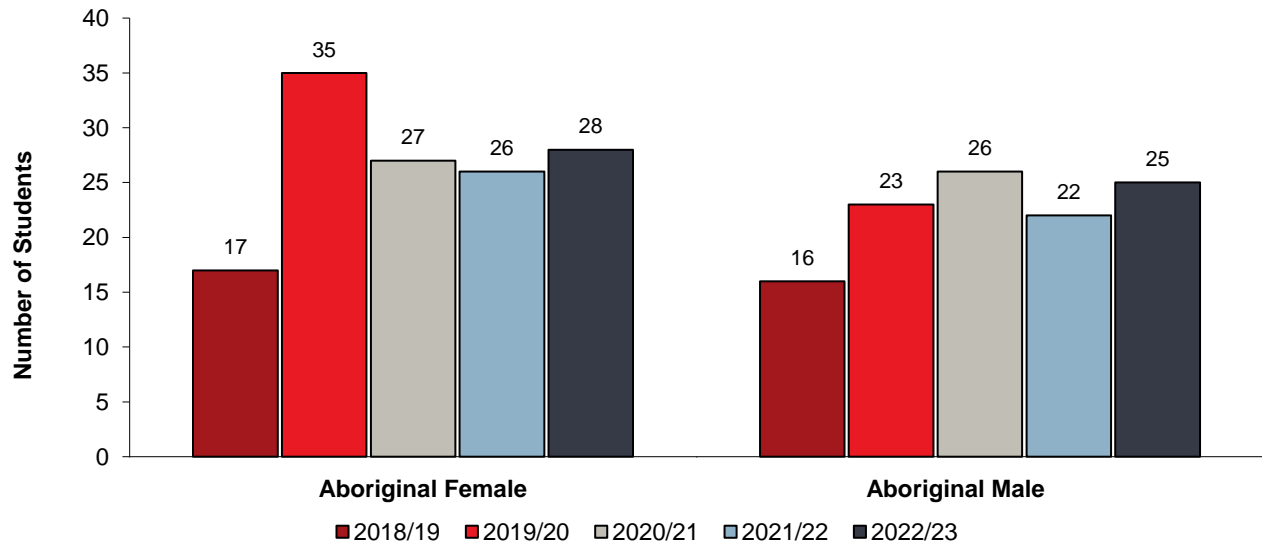


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	36	17	16	33	Msk	Msk	Msk	1,516	1,457	1,943	2,320
2019/20	60	35	23	58	Msk	Msk	Msk	1,580	1,508	2,114	2,525
2020/21	54	27	26	53	Msk	Msk	Msk	1,429	1,327	1,778	1,831
2021/22	51	26	22	48	Msk	Msk	Msk	1,454	1,262	1,761	1,631
2022/23	57	28	25	53	Msk	Msk	Msk	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

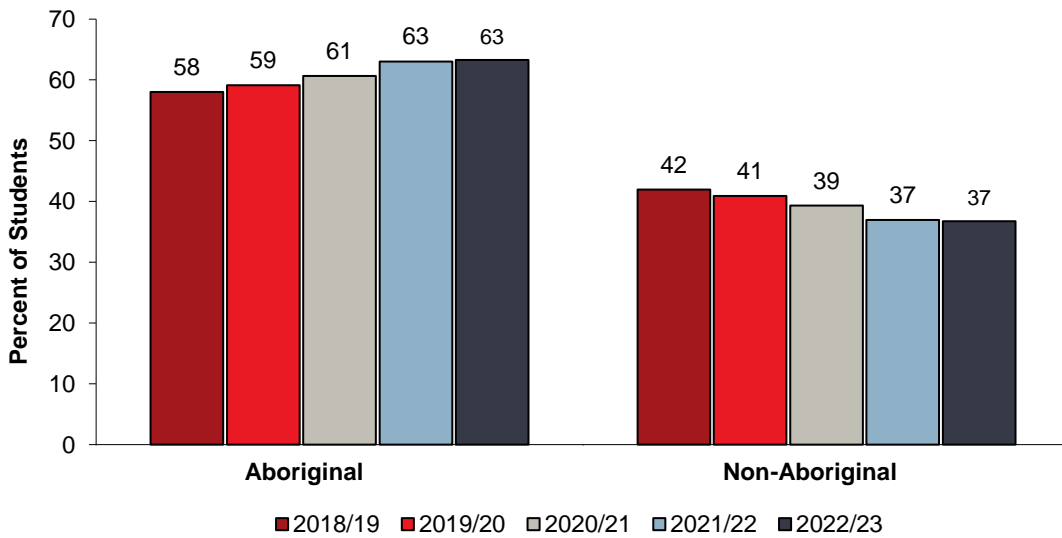
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	274	159	58	115	42
2019/20	269	159	59	110	41
2020/21	267	162	61	105	39
2021/22	276	174	63	102	37
2022/23	275	174	63	101	37

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

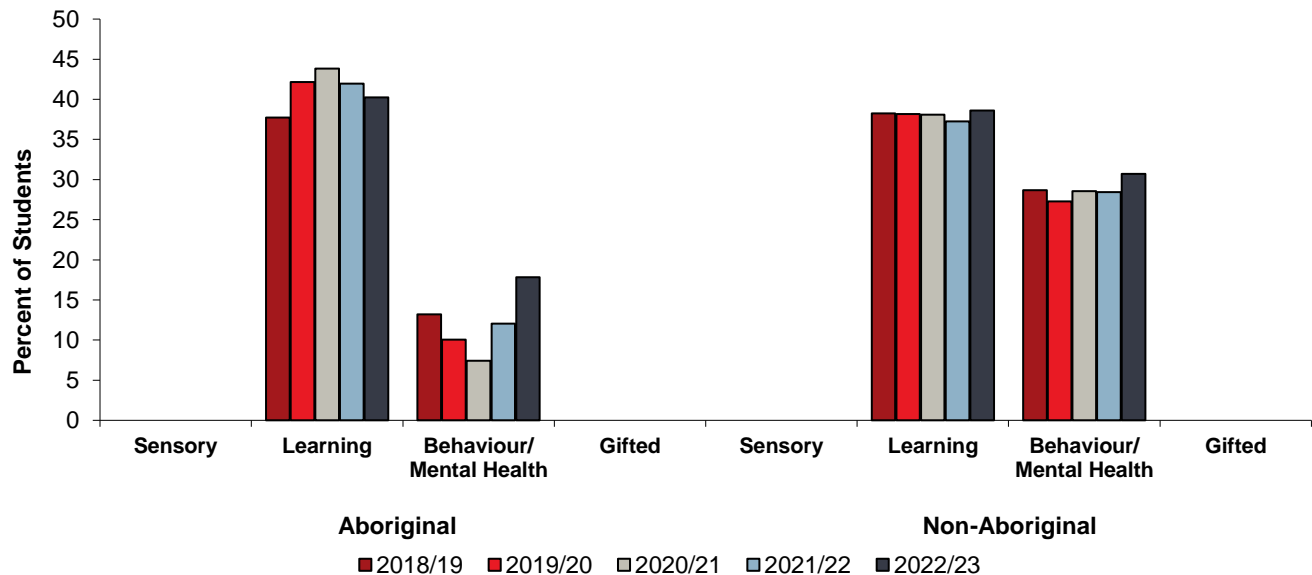


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	159	115	0	0	Msk	Msk	60	38	44	38	21	13	33	29	0	0	Msk	Msk
2019/20	159	110	Msk	Msk	Msk	Msk	67	42	42	38	16	10	30	27	0	0	Msk	Msk
2020/21	162	105	Msk	Msk	Msk	Msk	71	44	40	38	12	7	30	29	0	0	Msk	Msk
2021/22	174	102	0	0	Msk	Msk	73	42	38	37	21	12	29	28	0	0	Msk	Msk
2022/23	174	101	0	0	Msk	Msk	70	40	39	39	31	18	Msk	Msk	0	0	0	0

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

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

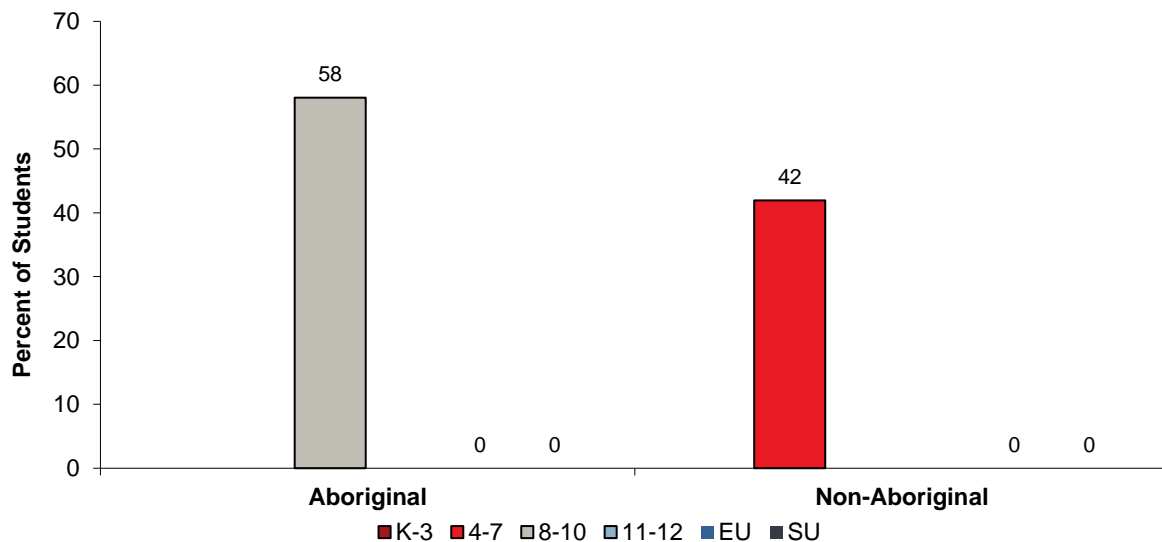
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2019/20	16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2020/21	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2021/22	21	Msk	Msk	Msk	Msk	14	67	Msk	Msk	0	0	0	0
2022/23	31	Msk	Msk	Msk	Msk	18	58	Msk	Msk	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	33	Msk	Msk	14	42	Msk	Msk	Msk	Msk	0	0	0	0
2019/20	30	Msk	Msk	12	40	Msk	Msk	Msk	Msk	0	0	0	0
2020/21	30	Msk	Msk	16	53	Msk	Msk	Msk	Msk	0	0	0	0
2021/22	29	Msk	Msk	13	45	10	34	Msk	Msk	0	0	0	0
2022/23	31	Msk	Msk	13	42	Msk	Msk	Msk	Msk	0	0	0	0

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



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

BC Residents

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

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

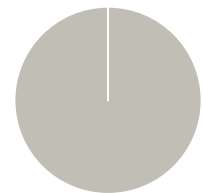
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	34	92	Msk	Msk	21	62	Msk	Msk
2019/20	44	96	Msk	Msk	19	43	Msk	Msk
2020/21	25	93	Msk	Msk	19	76	Msk	Msk
2021/22	28	90	Msk	Msk	14	50	Msk	Msk
2022/23	27	96	Msk	Msk	20	74	Msk	Msk

Grade 4: Aboriginal

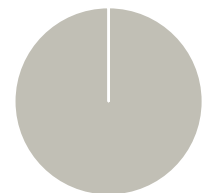


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

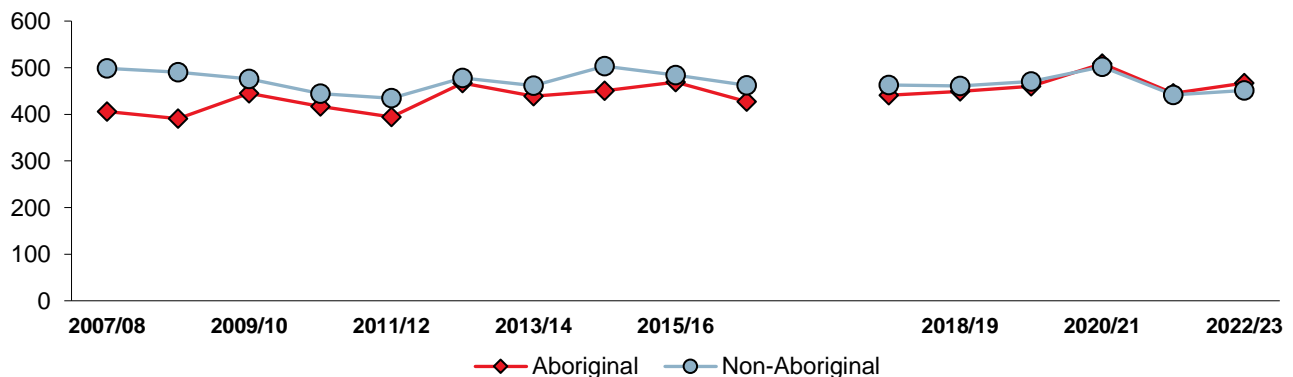
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	49	88	Msk	Msk	31	63	Msk	Msk
2019/20	44	88	Msk	Msk	29	66	Msk	Msk
2020/21	67	99	Msk	Msk	52	78	Msk	Msk
2021/22	36	92	Msk	Msk	20	56	Msk	Msk
2022/23	55	98	Msk	Msk	36	65	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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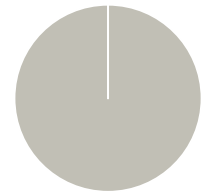
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	34	92	18	53	16	47	0	0
2019/20	42	91	Msk	Msk	17	40	Msk	Msk
2020/21	25	93	Msk	Msk	13	52	Msk	Msk
2021/22	27	87	16	59	11	41	0	0
2022/23	27	96	Msk	Msk	16	59	Msk	Msk

Grade 4: Aboriginal

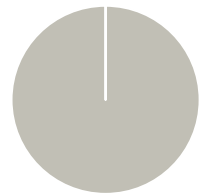


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

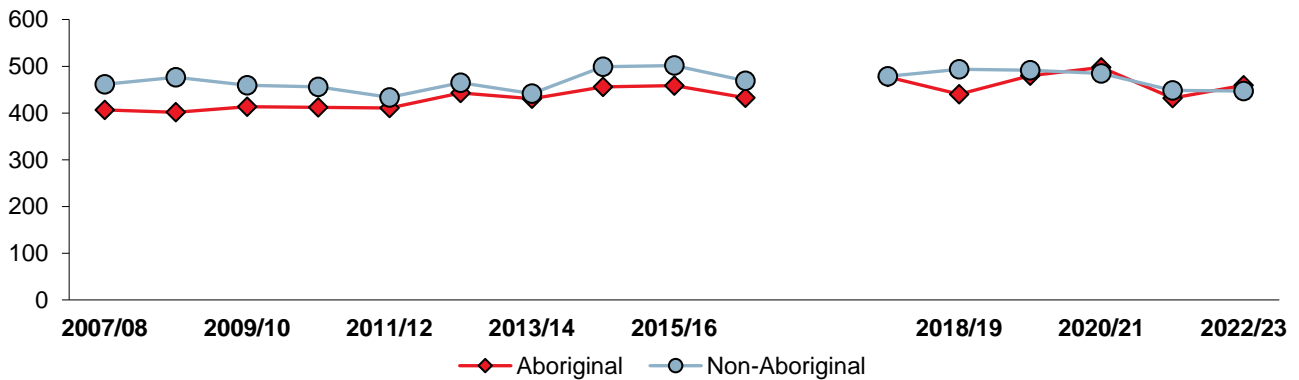
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	50	89	Msk	Msk	35	70	Msk	Msk
2019/20	44	88	Msk	Msk	29	66	Msk	Msk
2020/21	67	99	Msk	Msk	40	60	Msk	Msk
2021/22	36	92	18	50	Msk	Msk	Msk	Msk
2022/23	55	98	Msk	Msk	30	55	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

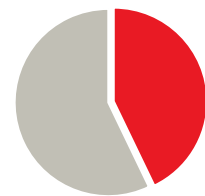
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	40	85	Msk	Msk	26	65	Msk	Msk
2019/20	39	93	11	28	28	72	0	0
2020/21	36	80	Msk	Msk	21	58	Msk	Msk
2021/22	29	97	15	52	14	48	0	0
2022/23	42	98	18	43	24	57	0	0

Grade 7: Aboriginal

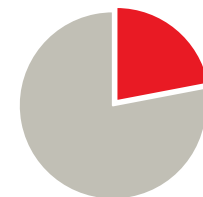


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

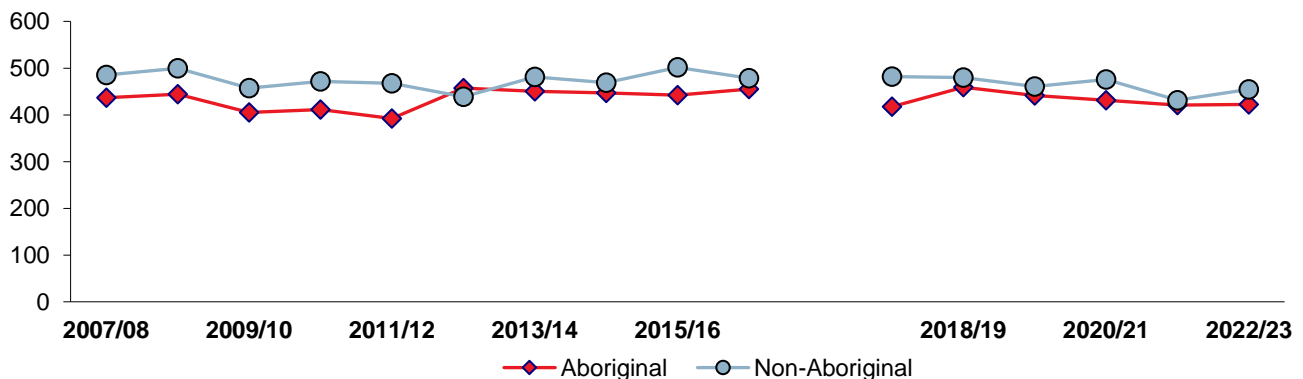
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	54	86	Msk	Msk	40	74	Msk	Msk
2019/20	49	96	12	24	37	76	0	0
2020/21	54	96	Msk	Msk	41	76	Msk	Msk
2021/22	48	98	16	33	32	67	0	0
2022/23	50	100	11	22	39	78	0	0

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

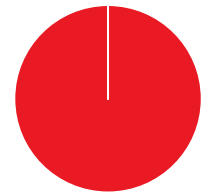
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	41	87	Msk	Msk	19	46	Msk	Msk
2019/20	39	93	Msk	Msk	21	54	Msk	Msk
2020/21	36	80	Msk	Msk	19	53	Msk	Msk
2021/22	29	97	17	59	Msk	Msk	Msk	Msk
2022/23	42	98	22	52	Msk	Msk	Msk	Msk

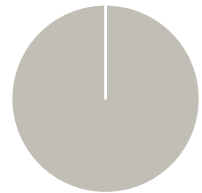


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

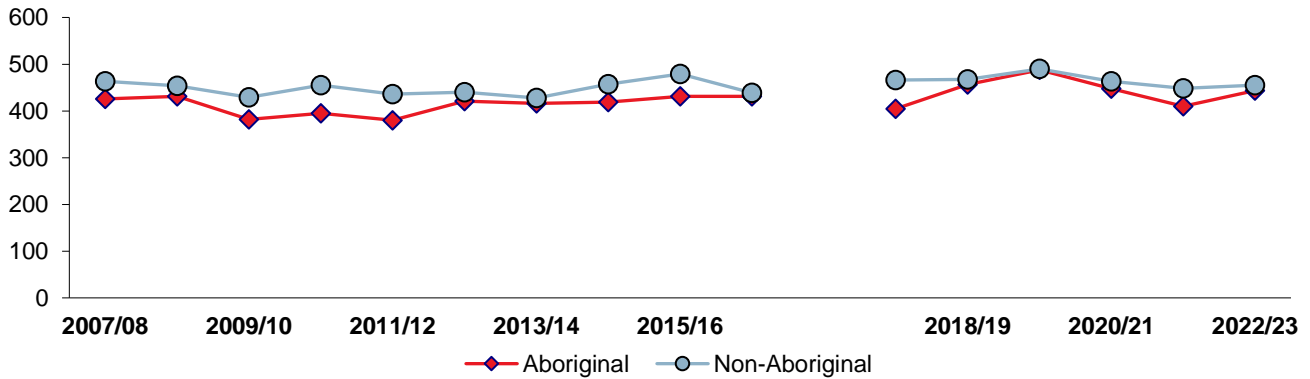
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	54	86	Msk	Msk	27	50	Msk	Msk
2019/20	48	94	Msk	Msk	31	65	Msk	Msk
2020/21	53	95	Msk	Msk	32	60	Msk	Msk
2021/22	47	96	Msk	Msk	28	60	Msk	Msk
2022/23	50	100	Msk	Msk	28	56	Msk	Msk



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	33	37	20	61	Msk	Msk	Msk	Msk	0	0	0	0
Non-Aboriginal	27	53	Msk	Msk	12	44	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	36	45	23	64	Msk	Msk	Msk	Msk	0	0	0	0
Non-Aboriginal	37	82	Msk	Msk	20	54	Msk	Msk	0	0	0	0

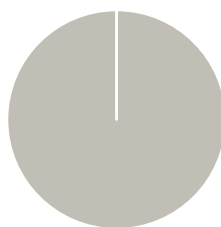
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	53	61	28	53	19	36	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	50	82	14	28	27	54	Msk	Msk	Msk	Msk	Msk	Msk

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

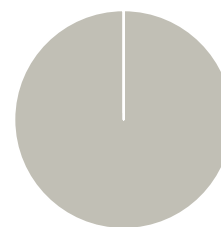
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	43	53	Msk	Msk	19	44	Msk	Msk	0	0	0	0
Non-Aboriginal	49	84	Msk	Msk	31	63	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	54	60	Msk	Msk	Msk	Msk	18	33	0	0		
Non-Aboriginal	37	73	Msk	Msk	13	35	18	49	Msk	Msk		

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	29	36	12	41	Msk	Msk	Msk	Msk	0	0		
Non-Aboriginal	36	80	Msk	Msk	15	42	17	47	Msk	Msk		

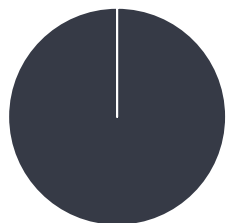
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	57	66	17	30	24	42	Msk	Msk	Msk	Msk		
Non-Aboriginal	51	84	Msk	Msk	Msk	Msk	28	55	0	0		

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

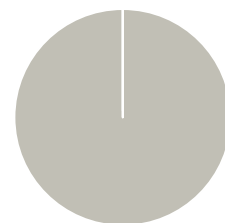
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	46	57	Msk	Msk	Msk	Msk	19	41	0	0		
Non-Aboriginal	49	84	Msk	Msk	15	31	29	59	Msk	Msk		

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

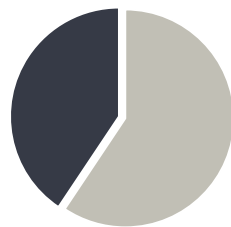
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	45	58	Msk	Msk	19	42	16	36	Msk	Msk		
Non-Aboriginal	39	74	0	0	Msk	Msk	24	62	Msk	Msk		

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

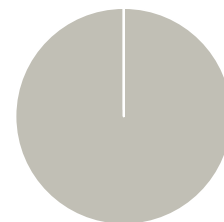
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	32	51	0	0	19	59	13	41	0	0		
Non-Aboriginal	36	88	Msk	Msk	10	28	23	64	Msk	Msk		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

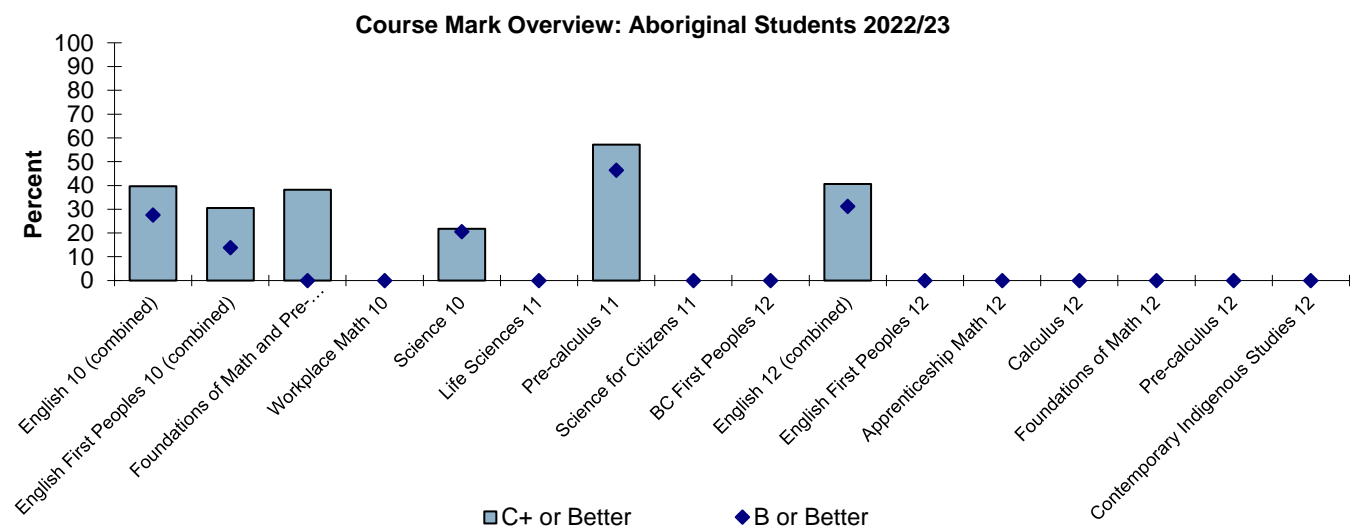
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
	#	#	%	#	%	#	#	%	#	%
English 10 (combined)*	58	23	40	16	28	61	32	52	21	34
English First Peoples 10 (combined)*	72	22	31	10	14	47	34	72	28	60
Foundations of Math and Pre-calculus 10	34	13	38	Msk	Msk	42	33	79	29	69
Workplace Math 10	43	Msk	Msk	Msk	Msk	19	Msk	Msk	Msk	Msk
Science 10	78	17	22	16	21	58	39	67	37	64
Life Sciences 11	23	Msk	Msk	Msk	Msk	32	24	75	21	66
Pre-calculus 11	28	16	57	13	46	37	26	70	23	62
Science for Citizens 11	11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
BC First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12 (combined)*	32	13	41	10	31	34	27	79	20	59
English First Peoples 12	20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Calculus 12	-	-	-	-	-	-	-	-	-	-
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Pre-calculus 12	10	Msk	Msk	Msk	Msk	13	13	100	13	100
Contemporary Indigenous Studies 12	17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk



Note:
 For combined courses (as marked), the course mark count will be greater than the student count.
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

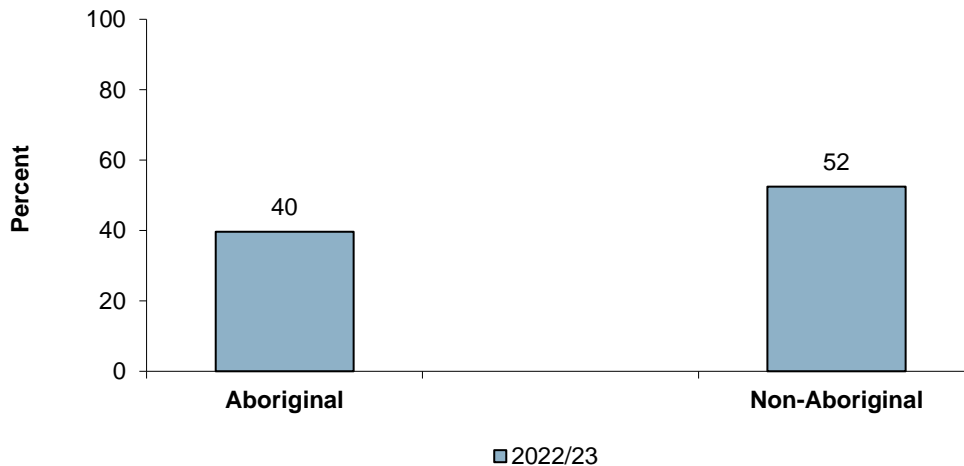
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	76	14	18	10	13	66	34	52	26	39
2020/21	70	20	29	15	21	74	49	66	41	55
2021/22	94	41	44	35	37	84	55	65	49	58
2022/23	58	23	40	16	28	61	32	52	21	34

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	76	92	65	11	66	53	Msk	Msk		
2020/21	70	85	52	18	74	48	Msk	Msk		
2021/22	94	88	72	22	84	64	74	10		
2022/23	58	87	48	10	61	61	Msk	Msk		

English 10 (combined): C+ or Better



Note:

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

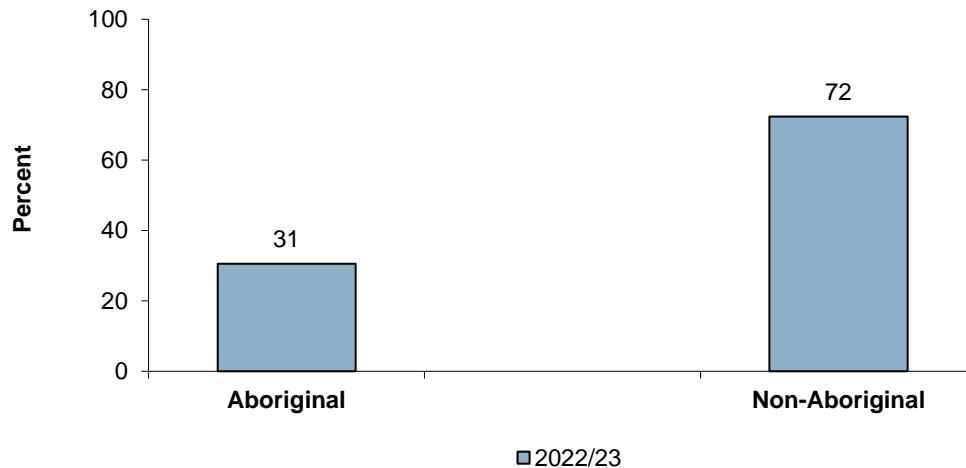
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	89	25	28	15	17	27	13	48	10	37
2020/21	81	14	17	10	12	23	12	52	10	43
2021/22	89	34	38	27	30	33	31	94	31	94
2022/23	72	22	31	10	14	47	34	72	28	60

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	89	92	79	10	27	53	Msk	Msk		
2020/21	81	85	59	22	23	48	Msk	Msk		
2021/22	89	88	66	23	33	64	Msk	Msk		
2022/23	72	87	57	15	47	61	Msk	Msk		

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



Note:

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

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

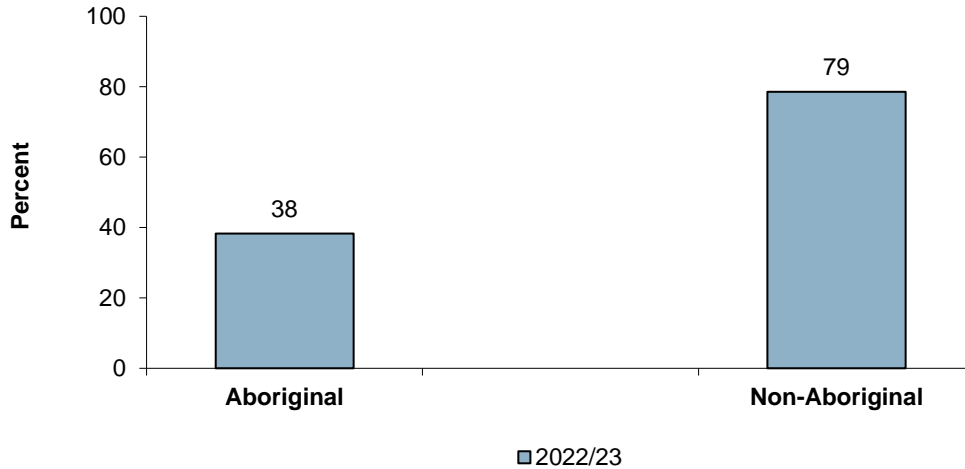
COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	53	17	32	11	21	36	17	47	14	39
2020/21	37	16	43	10	27	33	20	61	20	61
2021/22	49	27	55	17	35	44	35	80	31	70
2022/23	34	13	38	Msk	Msk	42	33	79	29	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	53	92	41	12	36	53	Msk	Msk		
2020/21	37	85	23	14	33	48	Msk	Msk		
2021/22	49	88	38	11	44	64	Msk	Msk		
2022/23	34	87	Msk	Msk	42	61	Msk	Msk		

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



Note:

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

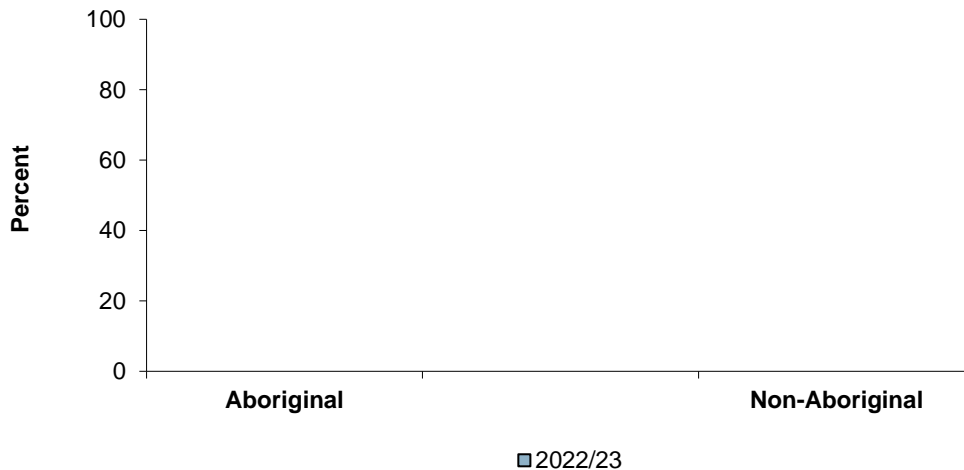
COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	38	Msk	Msk	Msk	Msk	19	Msk	Msk	Msk	Msk
2020/21	51	17	33	11	22	19	Msk	Msk	Msk	Msk
2021/22	49	17	35	13	27	21	12	57	10	48
2022/23	43	Msk	Msk	Msk	Msk	19	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count			
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #		
2019/20	38	92	27	11	19	53	Msk	Msk		
2020/21	51	85	32	19	19	48	Msk	Msk		
2021/22	49	88	33	16	21	64	Msk	Msk		
2022/23	43	87	Msk	Msk	19	61	Msk	Msk		

Workplace Math 10: C+ or Better



Note:

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

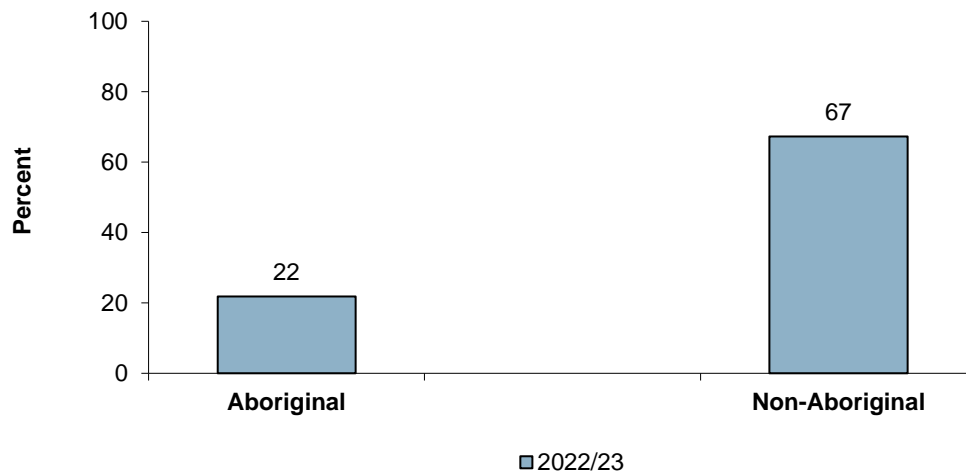
COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	79	28	35	19	24	50	35	70	30	60
2020/21	72	35	49	27	38	47	40	85	36	77
2021/22	88	35	40	32	36	58	37	64	33	57
2022/23	78	17	22	16	21	58	39	67	37	64

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	79	92	67	12	50	53	Msk	Msk		
2020/21	72	85	60	12	47	48	Msk	Msk		
2021/22	88	88	68	20	58	64	Msk	Msk		
2022/23	78	87	62	16	58	61	Msk	Msk		

Science 10: C+ or Better



Note:

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

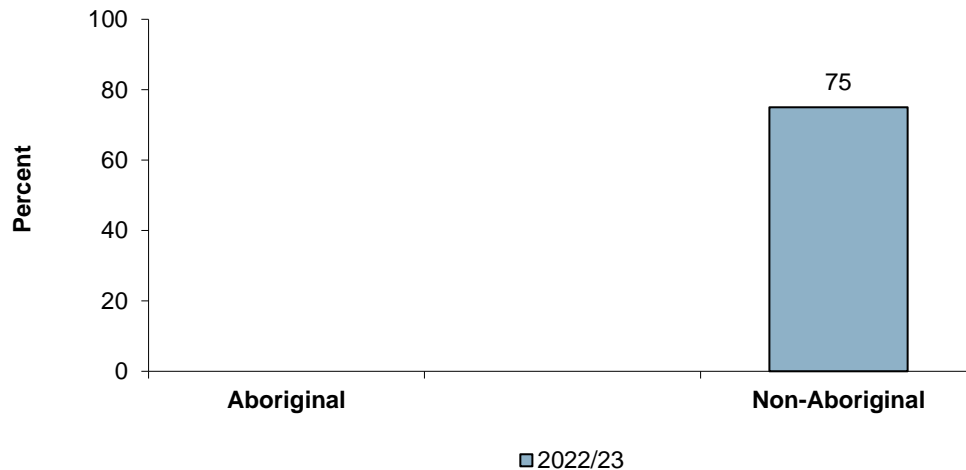
COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	27	13	48	13	48	26	20	77	20	77
2020/21	22	Msk	Msk	Msk	Msk	20	14	70	14	70
2021/22	20	13	65	11	55	22	15	68	14	64
2022/23	23	Msk	Msk	Msk	Msk	32	24	75	21	66

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	27	71	Msk	Msk	26	52	Msk	Msk		
2020/21	22	76	Msk	Msk	20	55	Msk	Msk		
2021/22	20	90	Msk	Msk	22	49	Msk	Msk		
2022/23	23	100	Msk	Msk	32	61	Msk	Msk		

Life Sciences 11: C+ or Better



Note:

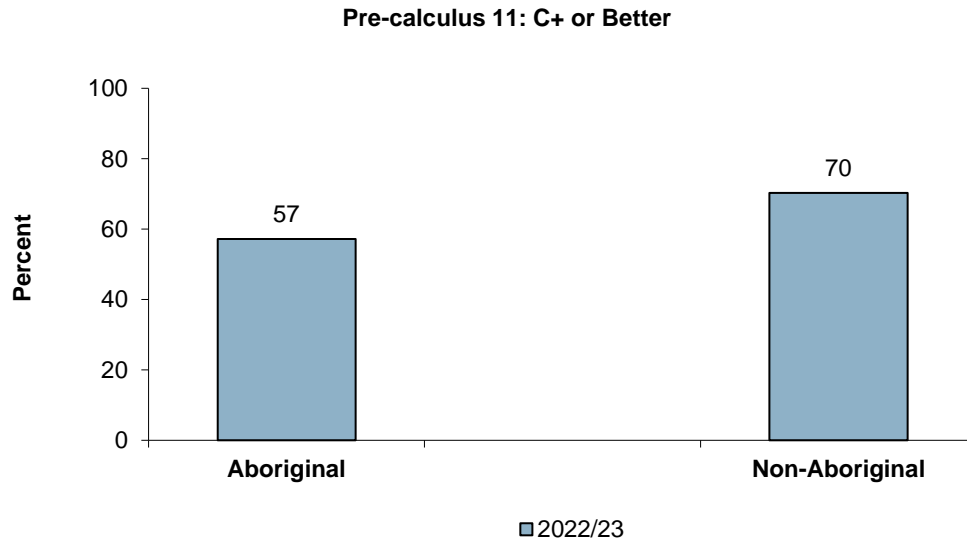
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	16	Msk	Msk	Msk	Msk	23	19	83	17	74
2020/21	14	10	71	Msk	Msk	17	13	76	12	71
2021/22	12	Msk	Msk	Msk	Msk	24	21	88	20	83
2022/23	28	16	57	13	46	37	26	70	23	62

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count			
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #		
2019/20	16	71	Msk	Msk	23	52	Msk	Msk		
2020/21	14	76	Msk	Msk	17	55	Msk	Msk		
2021/22	12	90	Msk	Msk	24	49	Msk	Msk		
2022/23	28	100	Msk	Msk	37	61	Msk	Msk		



Note:

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

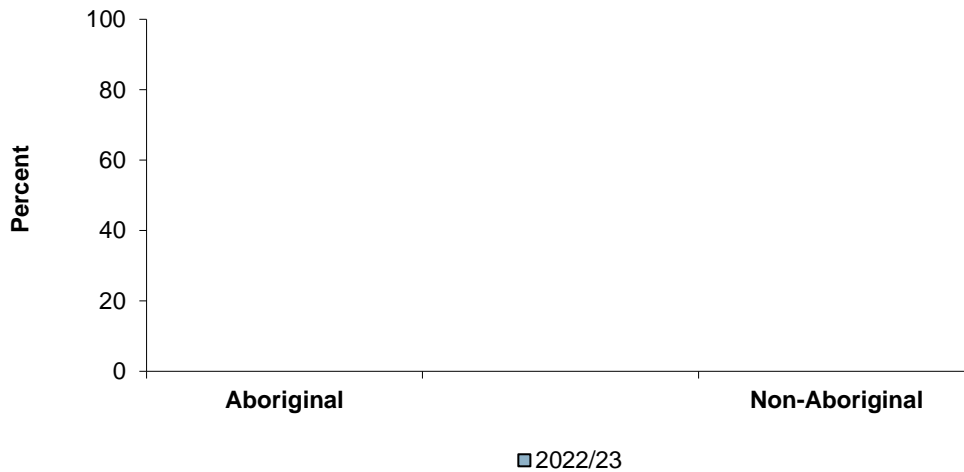
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	13	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	13	71	Msk	Msk	Msk	52	Msk	Msk	
2020/21	Msk	76	Msk	Msk	-	55	-	-	
2021/22	17	90	Msk	Msk	Msk	49	Msk	Msk	
2022/23	11	100	Msk	Msk	Msk	61	Msk	Msk	

Science for Citizens 11: C+ or Better



Note:

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

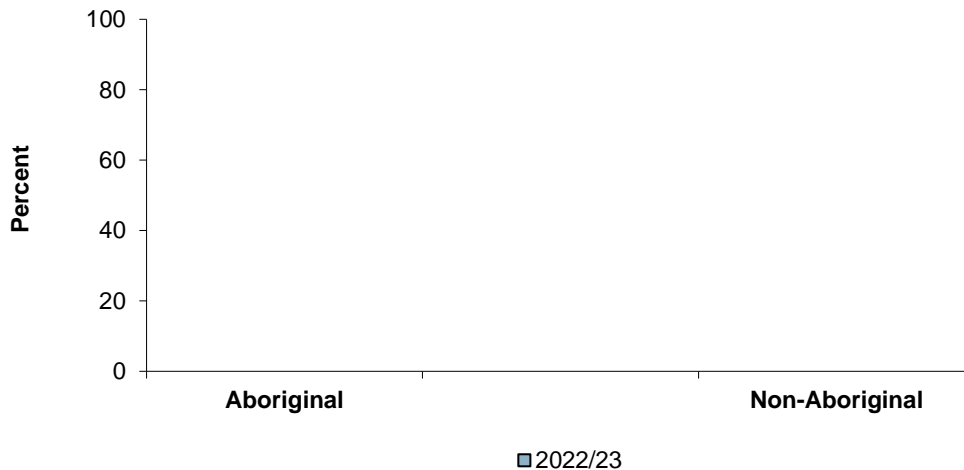
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	12	11	92	Msk	Msk	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	12	66	Msk	Msk	-	43	-	-		
2020/21	Msk	68	Msk	Msk	Msk	49	Msk	Msk		
2021/22	-	83	-	-	-	56	-	-		
2022/23	Msk	63	Msk	Msk	Msk	42	Msk	Msk		

BC First Peoples 12: C+ or Better



Note:

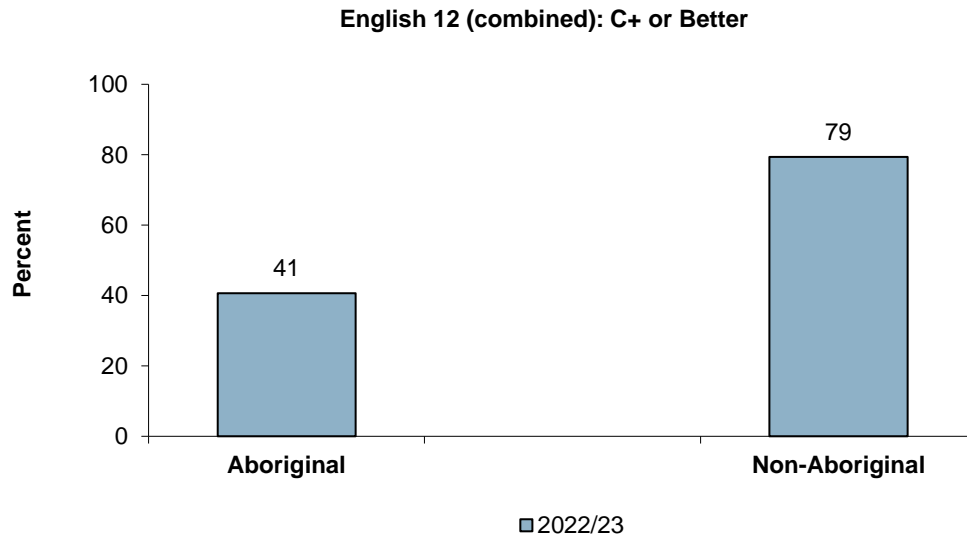
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	33	14	42	Msk	Msk	44	21	48	16	36
2020/21	31	20	65	18	58	45	34	76	32	71
2021/22	32	13	41	Msk	Msk	37	26	70	22	59
2022/23	32	13	41	10	31	34	27	79	20	59

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	33	66	Msk	Msk	44	43	Msk	Msk		
2020/21	31	68	Msk	Msk	45	49	32	13		
2021/22	32	83	Msk	Msk	37	56	Msk	Msk		
2022/23	32	63	Msk	Msk	34	42	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.

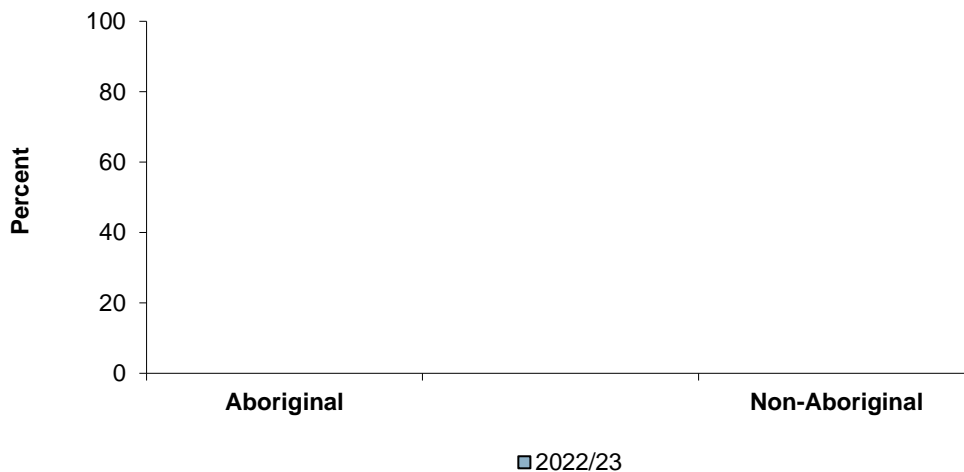
COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	27	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	22	66	Msk	Msk	Msk	43	Msk	Msk	
2020/21	23	68	Msk	Msk	Msk	49	Msk	Msk	
2021/22	27	83	Msk	Msk	Msk	56	Msk	Msk	
2022/23	20	63	Msk	Msk	Msk	42	Msk	Msk	

English First Peoples 12: C+ or Better



Note:

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

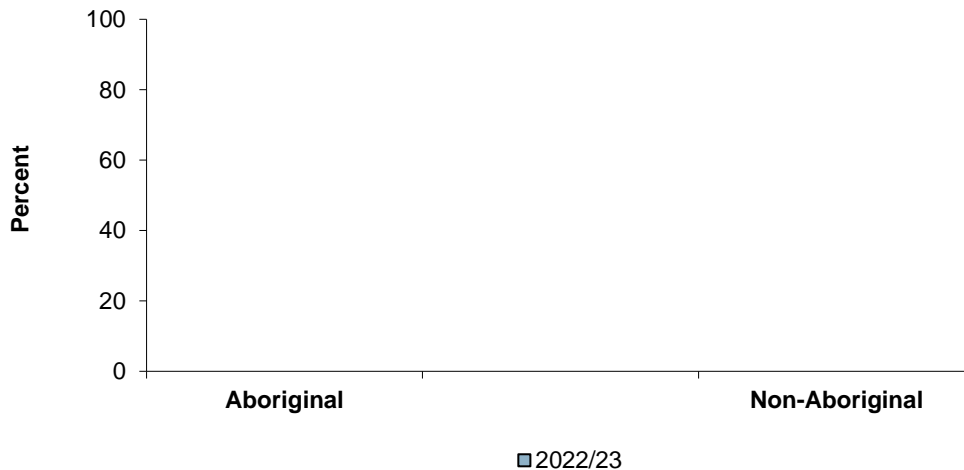
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	Msk	66	Msk	Msk	Msk	43	Msk	Msk	
2020/21	Msk	68	Msk	Msk	Msk	49	Msk	Msk	
2021/22	-	83	-	-	Msk	56	Msk	Msk	
2022/23	Msk	63	Msk	Msk	Msk	42	Msk	Msk	

Apprenticeship Math 12: C+ or Better



Note:

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

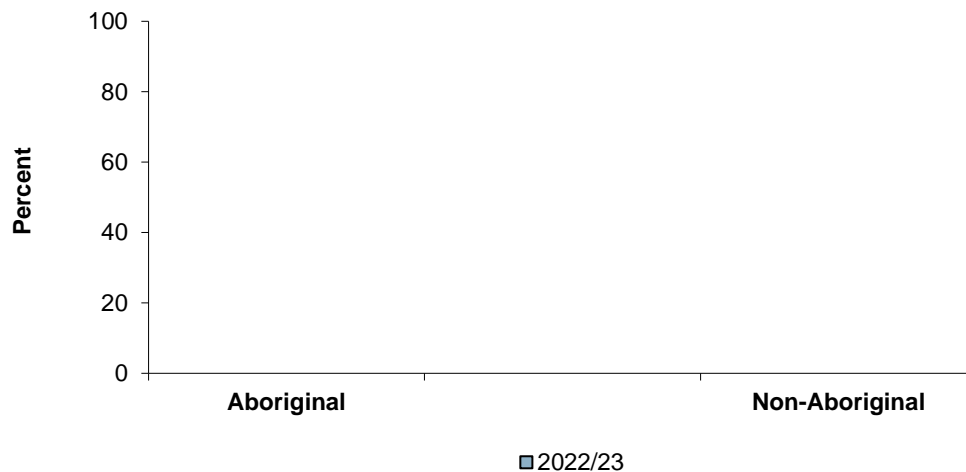
COURSE MARKS: CALCULUS 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12		
2019/20	-	66	-	-	Msk	43	Msk	Msk		
2020/21	Msk	68	Msk	Msk	Msk	49	Msk	Msk		
2021/22	-	83	-	-	-	56	-	-		
2022/23	-	63	-	-	-	42	-	-		

Calculus 12: C+ or Better



Note:

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

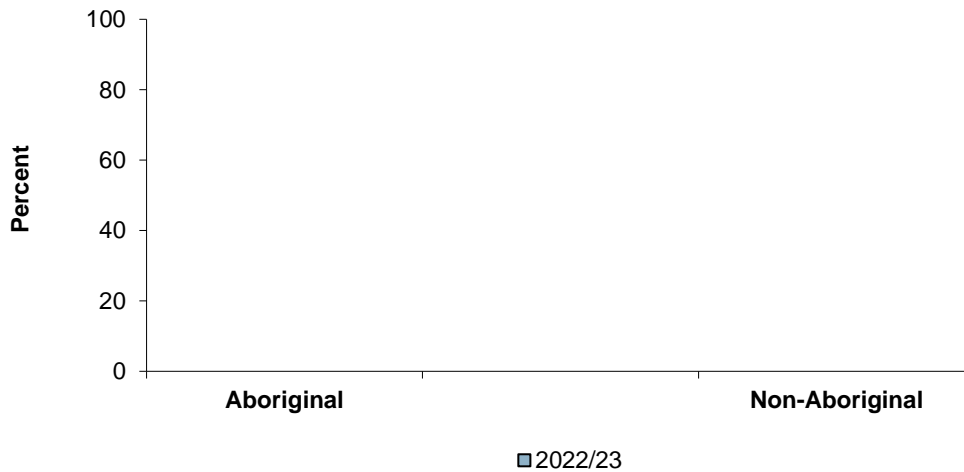
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	Msk	66	Msk	Msk	Msk	43	Msk	Msk	
2020/21	Msk	68	Msk	Msk	Msk	49	Msk	Msk	
2021/22	Msk	83	Msk	Msk	Msk	56	Msk	Msk	
2022/23	Msk	63	Msk	Msk	Msk	42	Msk	Msk	

Foundations of Math 12: C+ or Better



Note:

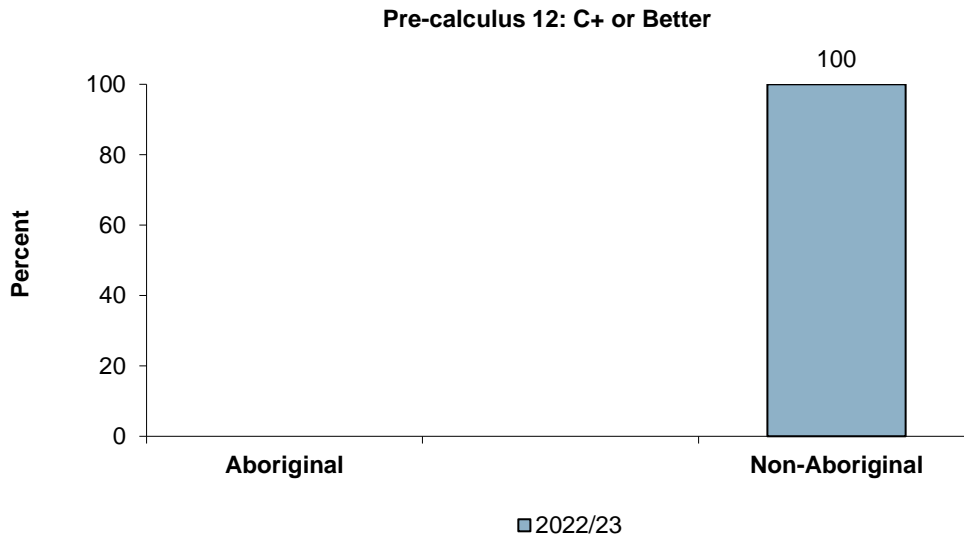
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	12	11	92	10	83
2020/21	Msk	Msk	Msk	Msk	Msk	19	19	100	18	95
2021/22	Msk	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk
2022/23	10	Msk	Msk	Msk	Msk	13	13	100	13	100

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	66	Msk	Msk	12	43	Msk	Msk		
2020/21	Msk	68	Msk	Msk	19	49	Msk	Msk		
2021/22	Msk	83	Msk	Msk	11	56	Msk	Msk		
2022/23	10	63	Msk	Msk	13	42	Msk	Msk		



Note:

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

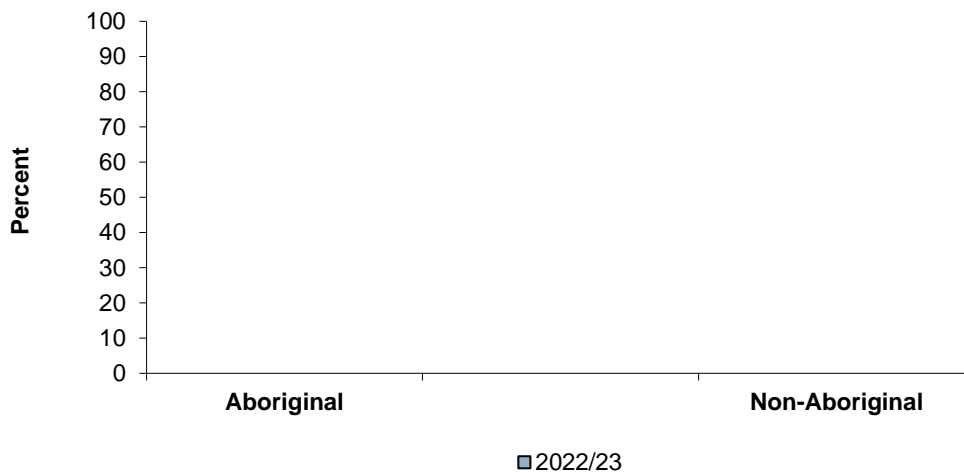
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	27	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2021/22	18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	#	Gr 12 #	Non-Gr 12 #	
2019/20	15	66	Msk	Msk	Msk	43	Msk	Msk		
2020/21	27	68	17	10	10	49	Msk	Msk		
2021/22	18	83	Msk	Msk	Msk	56	Msk	Msk		
2022/23	17	63	Msk	Msk	Msk	42	Msk	Msk		

Contemporary Indigenous Studies 12: C+ or Better



Note:

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

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

BC Residents

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

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

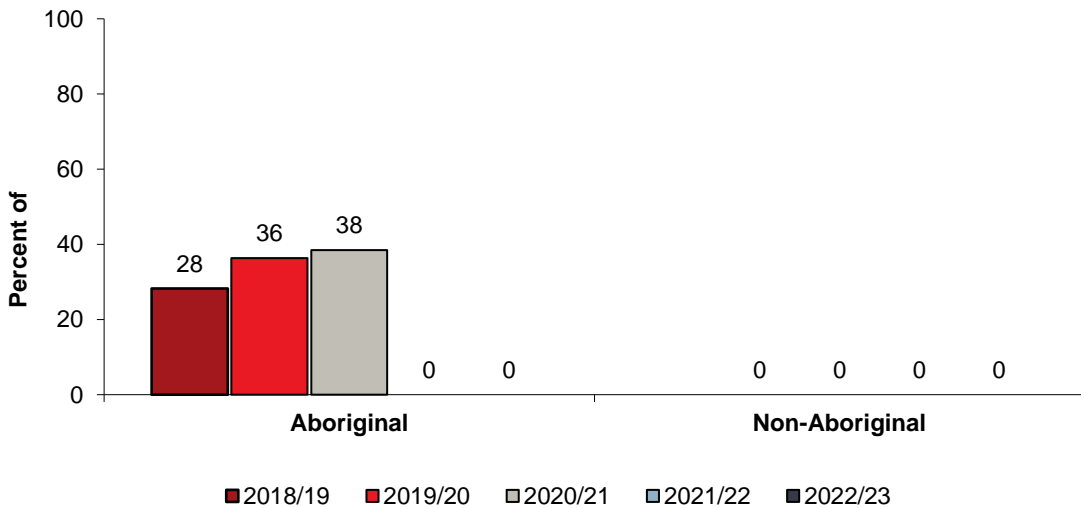
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal					
		C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2018/19	39	11	28	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	55	20	36	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	52	20	38	16	31	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	35	Msk	Msk	Msk	Msk	-	-	-	-	-	-
2022/23	43	Msk	Msk	Msk	Msk	-	-	-	-	-	-

List of First Nations Languages Courses in District:

Hul'q'umi'num' & Kwak'wala

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

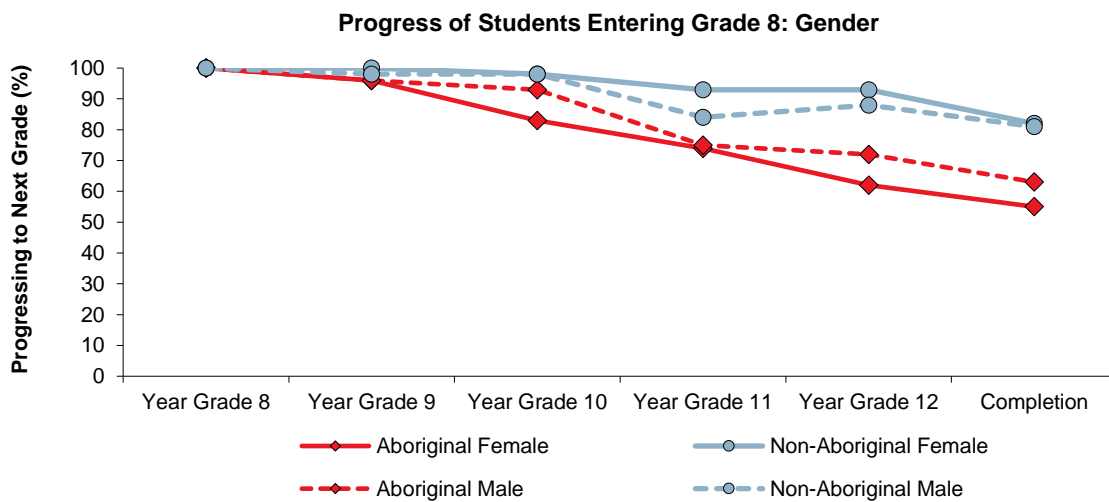
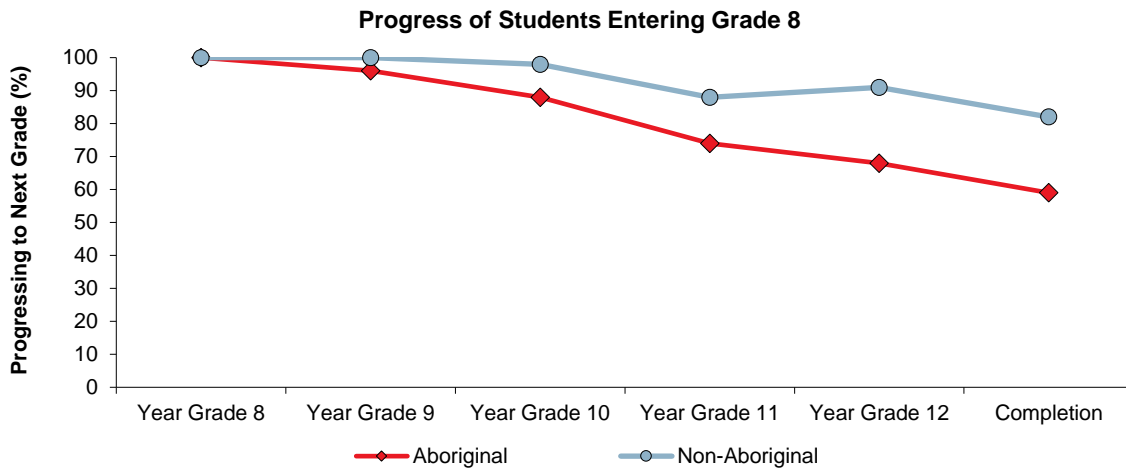
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	96	96	96	100	100	98
	Grade 10	88	83	93	98	98	98
	Grade 11	74	74	75	88	93	84
	Grade 12	68	62	72	91	93	88
2022/23	Completion	59	55	63	82	82	81



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

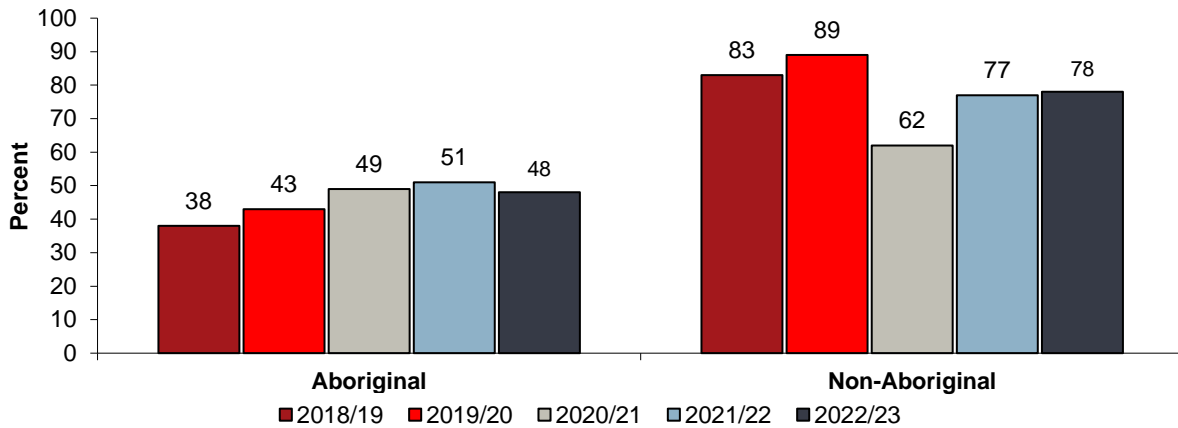
BC Residents

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

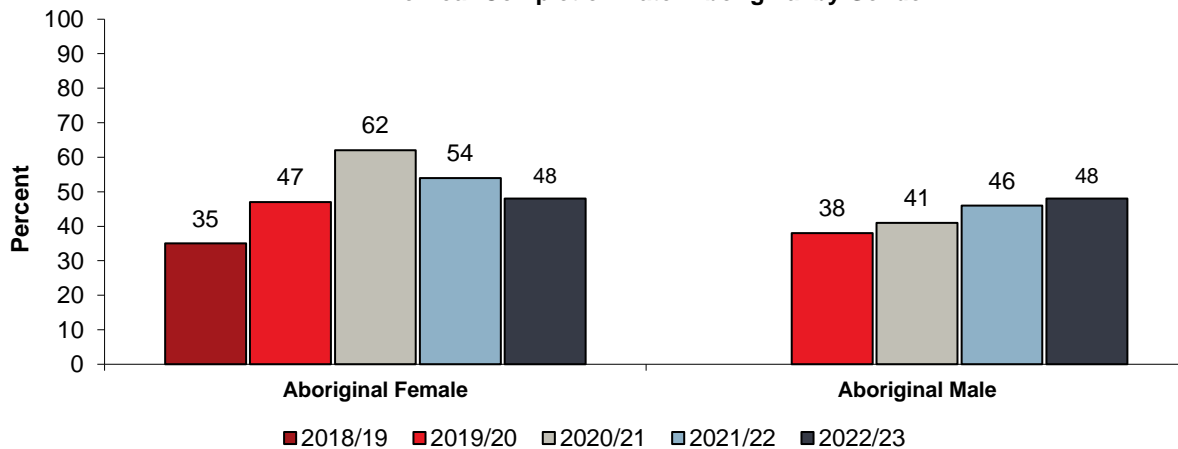
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	38	35	Msk	83	94	66
2019/20	43	47	38	89	81	95
2020/21	49	62	41	62	62	62
2021/22	51	54	46	77	78	76
2022/23	48	48	48	78	79	77

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



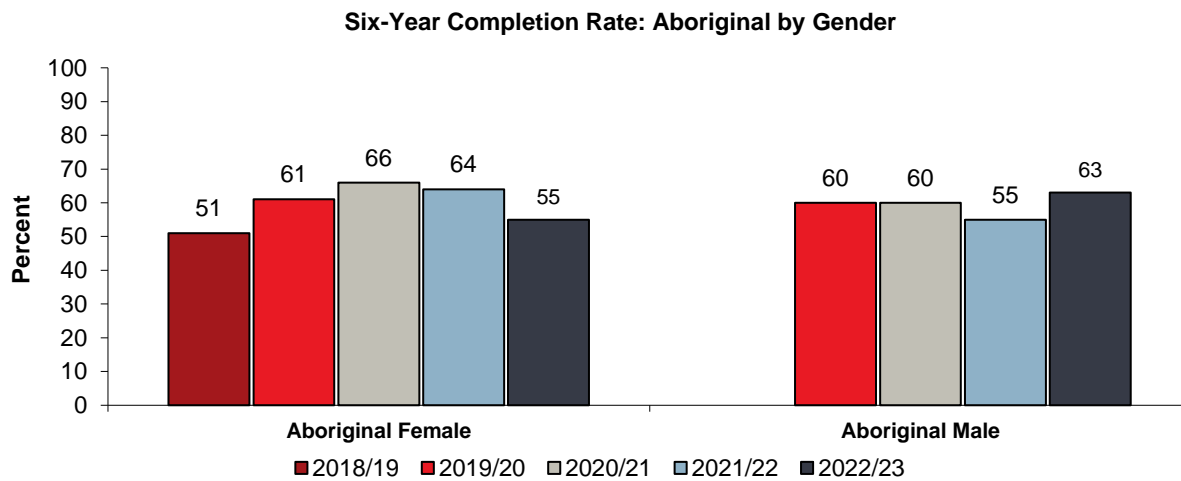
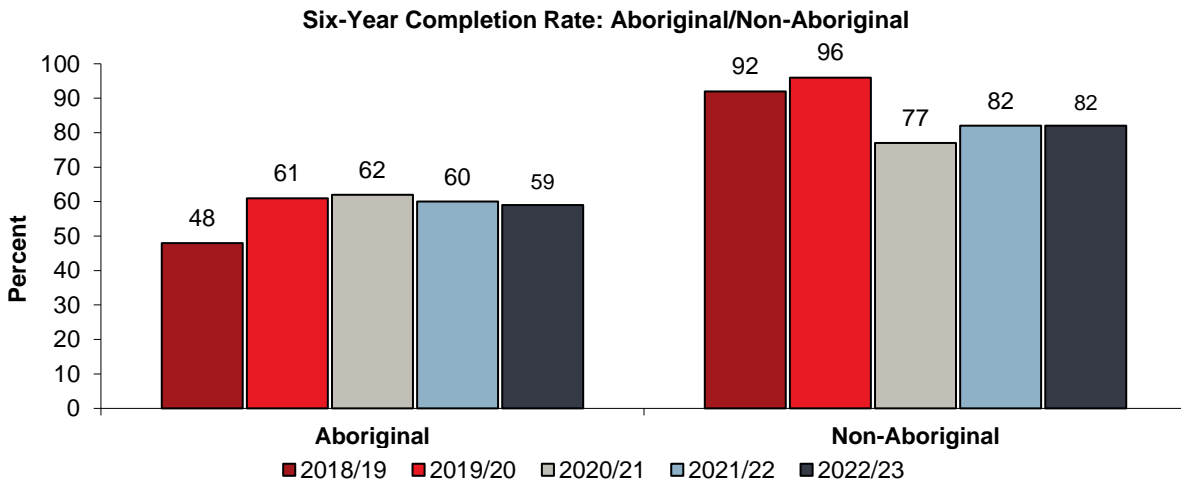
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

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

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	48	51	Msk	92	100	72
2019/20	61	61	60	96	84	100
2020/21	62	66	60	77	79	75
2021/22	60	64	55	82	85	76
2022/23	59	55	63	82	82	81



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

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

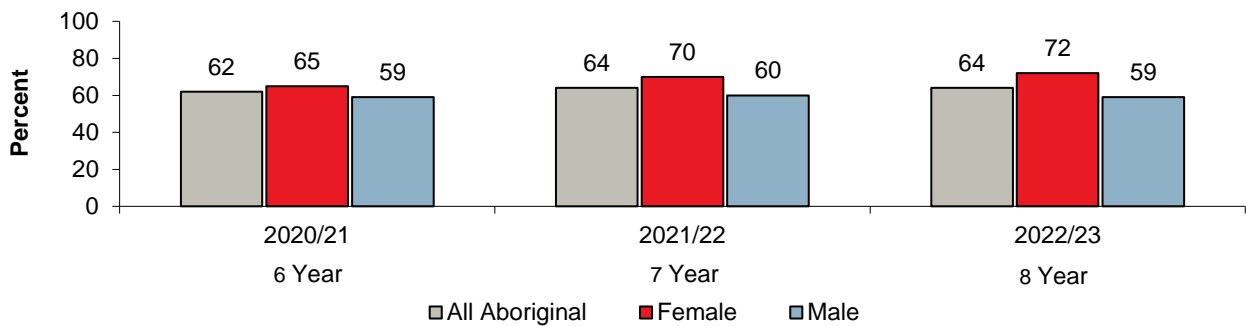
BC Residents

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

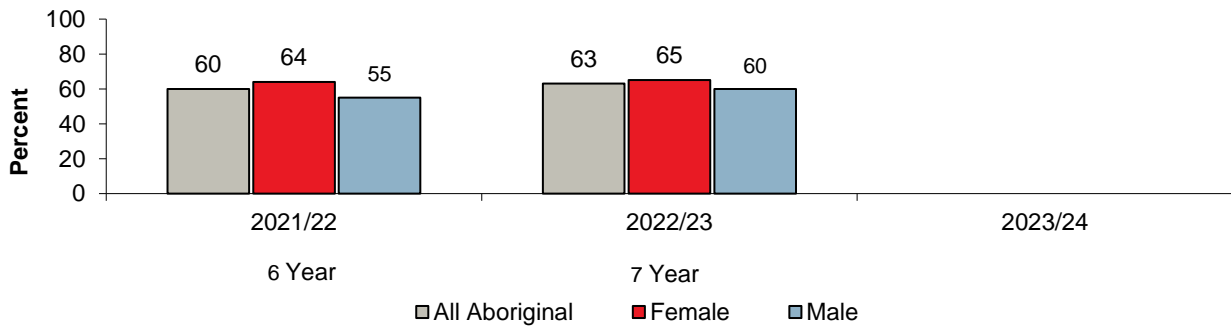
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	62	65	59	64	70	60	64	72	59
2016/17	60	64	55	63	65	60	-	-	-
2017/18	59	55	63	-	-	-	-	-	-

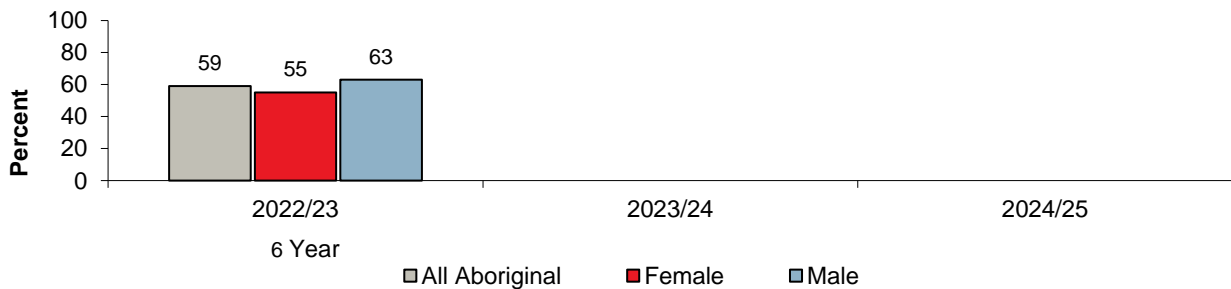
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	49	Msk	Msk	60	0	0
2019/20	65	Msk	Msk	41	Msk	Msk
2020/21	65	Msk	Msk	48	0	0
2021/22	78	Msk	Msk	53	Msk	Msk
2022/23	63	0	0	41	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	49	29	59	60	48	80
2019/20	65	37	57	41	34	83
2020/21	65	35	54	48	38	79
2021/22	78	42	54	53	39	74
2022/23	63	31	49	41	34	83

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

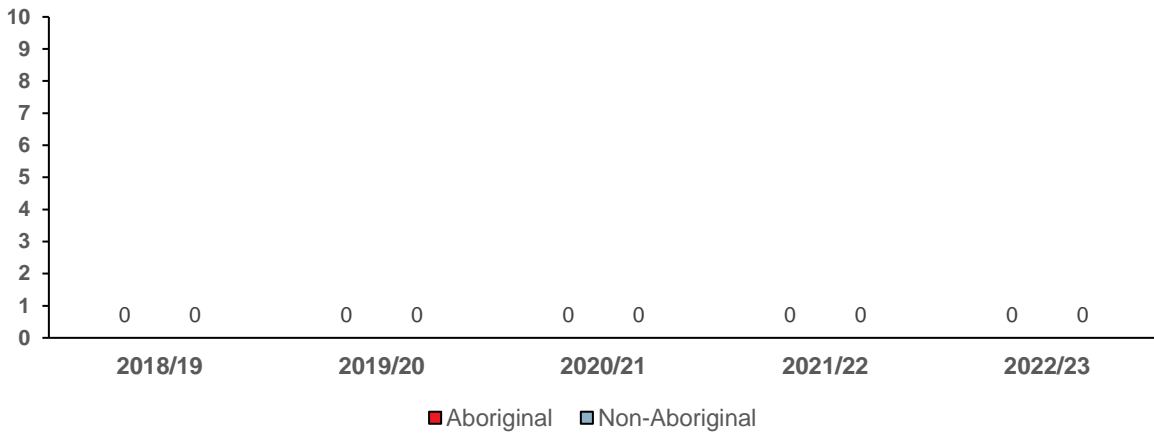
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

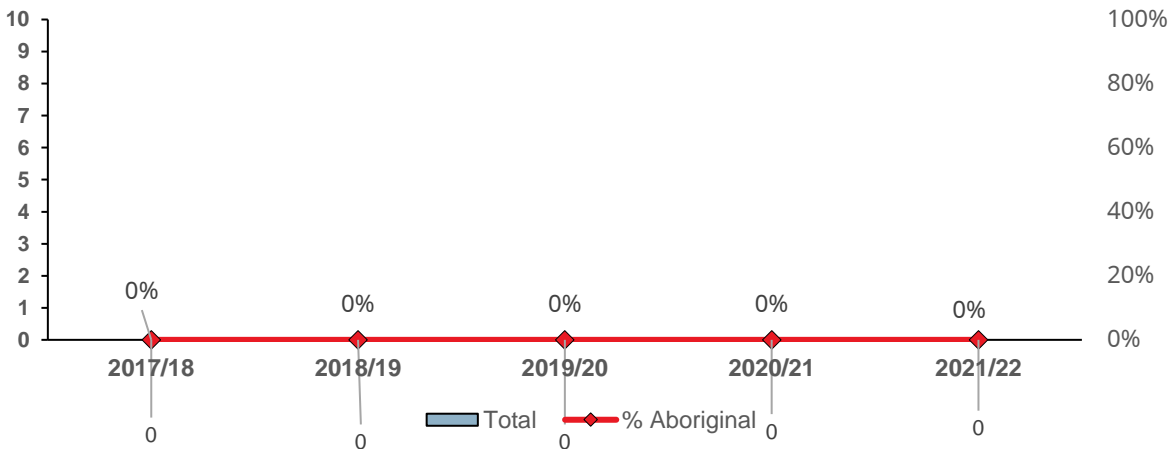
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%
2018/19	Msk		Msk	Msk	Msk	Msk
2019/20	Msk		Msk	Msk	Msk	Msk
2020/21	Msk		Msk	Msk	Msk	Msk
2021/22	Msk		Msk	Msk	Msk	Msk
2022/23	Msk		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

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

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

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

NON-ABORIGINAL

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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

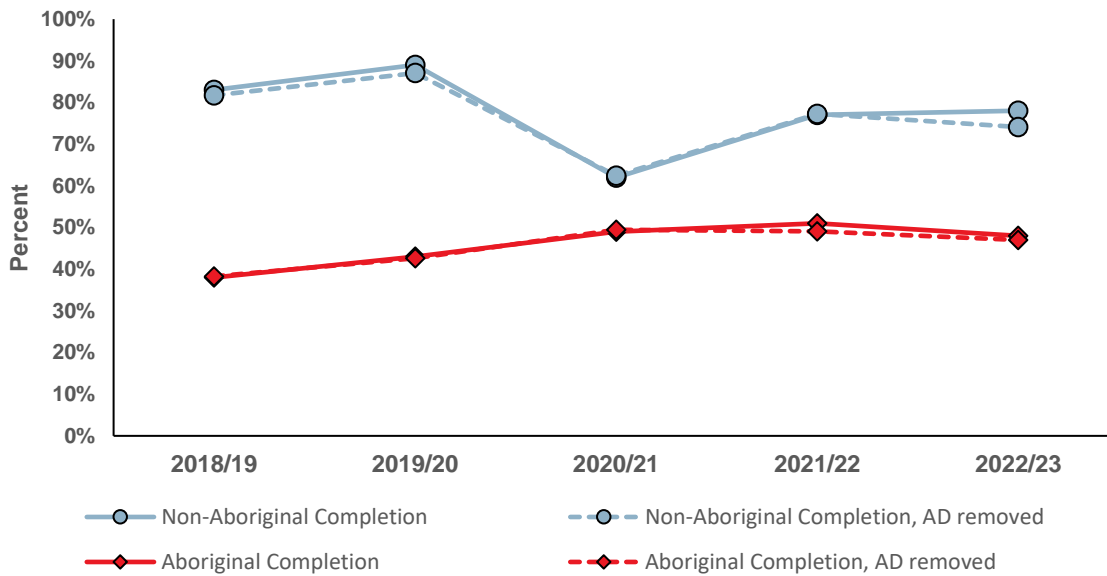
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	38	0	38	83	-1	82
2019/20	43	0	43	89	-2	87
2020/21	49	0	49	62	0	62
2021/22	51	-2	49	77	0	77
2022/23	48	-1	47	78	-4	74

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

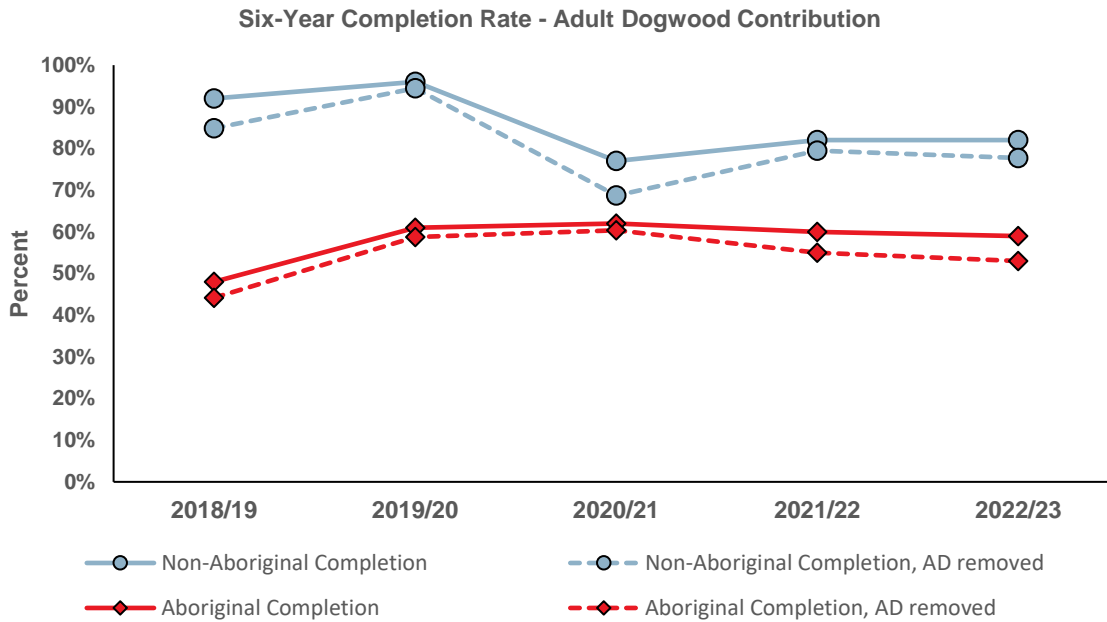
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	48	-4	44	92	-7	85
2019/20	61	-2	59	96	-2	94
2020/21	62	-2	60	77	-8	69
2021/22	60	-5	55	82	-3	79
2022/23	59	-6	53	82	-4	78



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	147	131	89	16	11
2018/19	154	132	86	22	14
2019/20	150	124	83	26	17
2020/21	142	114	80	28	20
2021/22	135	109	81	26	19

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	648	131	20
2018/19	661	132	20
2019/20	643	124	19
2020/21	610	114	19
2021/22	635	109	17

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	-	-	-
2020/21	55	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	-	-	-

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	Msk	Msk	Msk	Msk	-	-	-
2018/19	Msk	-	-	-	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	-	-	-
2020/21	79	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	20	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	28	100	Msk	Msk	-	-	-	-	-	-
	2019/20	37	100	11	29.7	Msk	Msk				
	2020/21	34	100	10	29.4						
Non-Aboriginal	2017/18	54	100	15	27.8	Msk	Msk	-	-	-	-
	2018/19	49	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	34	100	Msk	Msk	Msk	Msk				
	2020/21	37	100	Msk	Msk						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	20	100	-	-	-	-	-	-	Msk	Msk
	2018/19	28	100	Msk	Msk	-	-	-	-		
	2019/20	37	100	-	-	-	-				
	2020/21	34	100	-	-						
Non-Aboriginal	2017/18	54	100	Msk	Msk	-	-	-	-	-	-
	2018/19	49	100	-	-	-	-	-	-		
	2019/20	34	100	-	-	-	-				
	2020/21	37	100	-	-						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	20	100	Msk	Msk	-	-	-	-	-	-
	2018/19	28	100	-	-	-	-	-	-	-	-
	2019/20	37	100	Msk	Msk	Msk	Msk				
	2020/21	34	100	-	-						
Non-Aboriginal	2017/18	54	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	49	100	Msk	Msk	-	-	-	-		
	2019/20	34	100	Msk	Msk	-	-				
	2020/21	37	100	Msk	Msk						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	20	100	Msk	Msk	-	-	Msk	Msk	-	-
	2018/19	28	100	Msk	Msk	-	-	-	-		
	2019/20	37	100	Msk	Msk	Msk	Msk				
	2020/21	34	100	Msk	Msk						
Non-Aboriginal	2017/18	54	100	10	18.5	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	49	100	14	28.6	Msk	Msk	Msk	Msk		
	2019/20	34	100	Msk	Msk	-	-				
	2020/21	37	100	11	29.7						

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

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

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

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

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

CAVEAT

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

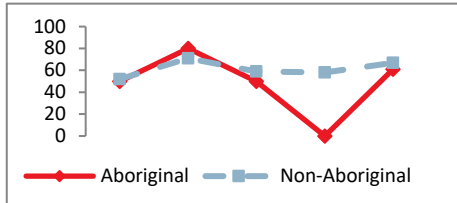
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

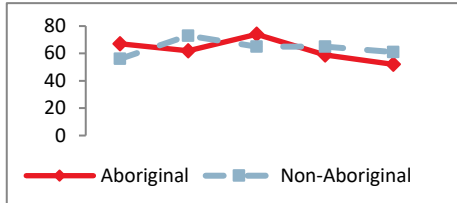
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



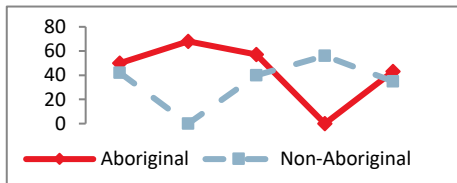
School Year	Aboriginal				Non-Aboriginal			
	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2018/19	28		14	50	50		26	52
2019/20	20		16	80	14		10	71
2020/21	22		11	50	54		32	59
2021/22	21		Msk	Msk	36		21	58
2022/23	23		14	61	48		32	67

Do adults in the school treat all students fairly?



School Year	Aboriginal				Non-Aboriginal			
	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2018/19	27		18	67	50		28	56
2019/20	21		13	62	15		11	73
2020/21	23		17	74	55		36	65
2021/22	22		13	59	37		24	65
2022/23	23		12	52	49		30	61

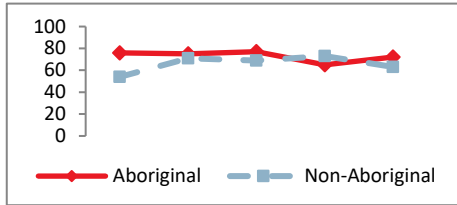
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal				Non-Aboriginal			
	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2018/19	26		13	50	50		21	42
2019/20	19		13	68	14		Msk	Msk
2020/21	23		13	57	55		22	40
2021/22	21		Msk	Msk	36		20	56
2022/23	23		10	43	48		17	35

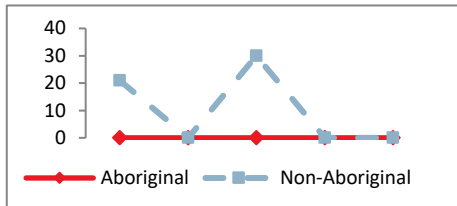
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



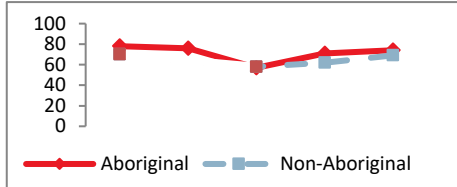
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	19	76	52	28	54
2019/20	20	15	75	14	10	71
2020/21	22	17	77	54	37	69
2021/22	20	13	65	37	27	73
2022/23	18	13	72	52	33	63

Have you ever felt bullied at school?



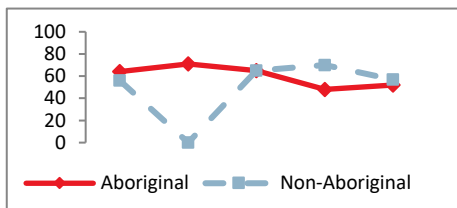
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	Msk	Msk	52	11	21
2019/20	20	Msk	Msk	14	Msk	Msk
2020/21	23	Msk	Msk	53	16	30
2021/22	20	Msk	Msk	36	Msk	Msk
2022/23	19	Msk	Msk	51	Msk	Msk

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	28	16	57	50	35	70
2019/20	21	16	76	Msk	Msk	Msk
2020/21	23	13	57	55	32	58
2021/22	21	15	71	37	23	62
2022/23	23	17	74	49	34	69

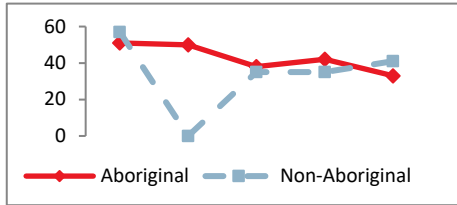
I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	18	64	48	27	56
2019/20	21	15	71	15	Msk	Msk
2020/21	23	15	65	54	35	65
2021/22	21	10	48	37	26	70
2022/23	23	12	52	49	28	57

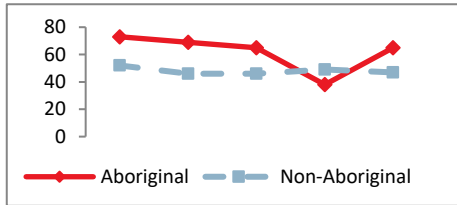
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



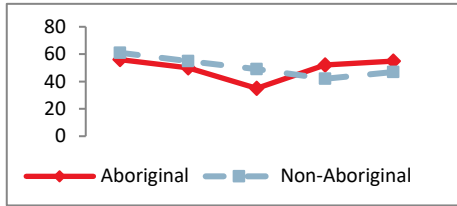
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	23	51	54	31	57
2019/20	26	13	50	24	Msk	Msk
2020/21	37	14	38	52	18	35
2021/22	26	11	42	43	15	35
2022/23	40	13	33	49	20	41

Do adults in the school treat all students fairly?



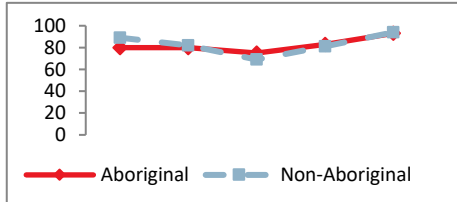
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	44	32	73	54	28	52
2019/20	26	18	69	24	11	46
2020/21	37	24	65	52	24	46
2021/22	26	10	38	43	21	49
2022/23	40	26	65	49	23	47

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



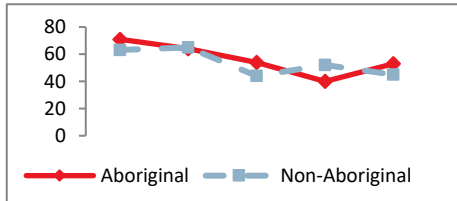
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	45	25	56	54	33	61
2019/20	26	13	50	22	12	55
2020/21	37	13	35	51	25	49
2021/22	25	13	52	43	18	42
2022/23	40	22	55	49	23	47

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	36	80	54	48	89
2019/20	25	20	80	22	18	82
2020/21	36	27	75	52	36	69
2021/22	24	20	83	43	35	81
2022/23	40	37	93	47	44	94

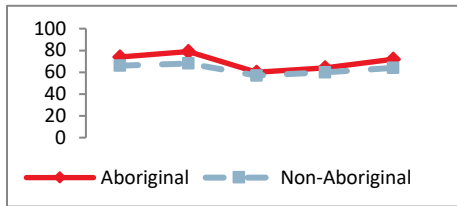
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	32	71	54	34	63
2019/20	25	16	64	23	15	65
2020/21	35	19	54	52	23	44
2021/22	25	10	40	42	22	52
2022/23	40	21	53	49	22	45

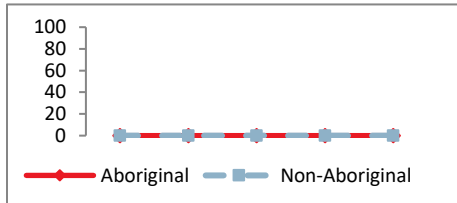
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



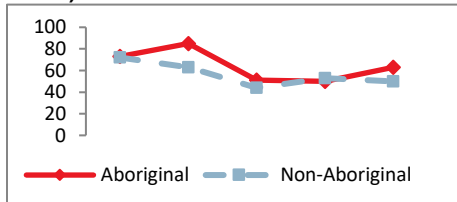
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	32	74	56	37	66
2019/20	24	19	79	25	17	68
2020/21	35	21	60	54	31	57
2021/22	25	16	64	43	26	60
2022/23	39	28	72	50	32	64

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



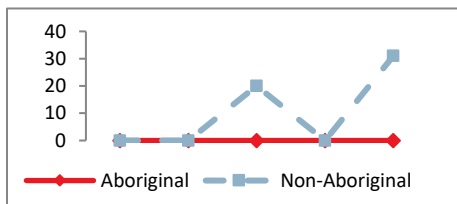
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	Msk	Msk	56	Msk	Msk
2019/20	25	Msk	Msk	24	Msk	Msk
2020/21	35	Msk	Msk	54	Msk	Msk
2021/22	25	Msk	Msk	44	Msk	Msk
2022/23	39	Msk	Msk	50	Msk	Msk

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	45	33	73	54	39	72
2019/20	26	22	85	24	15	63
2020/21	37	19	51	52	23	44
2021/22	26	13	50	43	23	53
2022/23	40	25	63	48	24	50

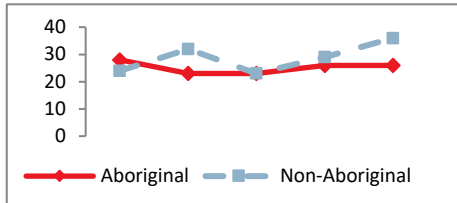
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	44	Msk	Msk	54	Msk	Msk
2019/20	26	Msk	Msk	24	Msk	Msk
2020/21	37	Msk	Msk	51	10	20
2021/22	26	Msk	Msk	43	Msk	Msk
2022/23	39	Msk	Msk	49	15	31

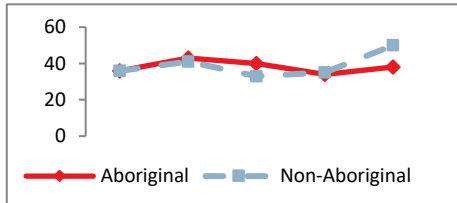
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



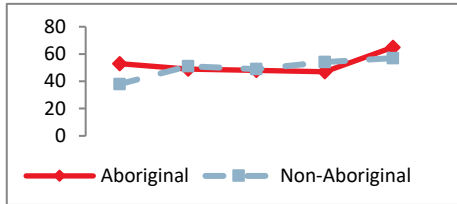
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	13	28	41	10	24
2019/20	48	11	23	41	13	32
2020/21	48	11	23	43	10	23
2021/22	61	16	26	52	15	29
2022/23	50	13	26	47	17	36

Do adults in the school treat all students fairly?



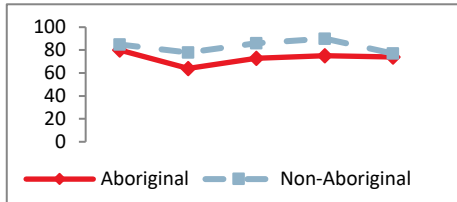
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	47	17	36	42	15	36
2019/20	49	21	43	41	17	41
2020/21	48	19	40	43	14	33
2021/22	62	21	34	52	18	35
2022/23	50	19	38	48	24	50

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



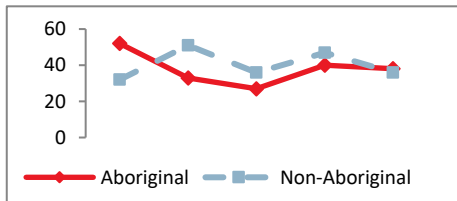
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	45	24	53	40	15	38
2019/20	49	24	49	41	21	51
2020/21	48	23	48	37	18	49
2021/22	60	28	47	52	28	54
2022/23	49	32	65	47	27	57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	37	80	41	35	85
2019/20	47	30	64	41	32	78
2020/21	48	35	73	43	37	86
2021/22	57	43	75	52	47	90
2022/23	50	37	74	47	36	77

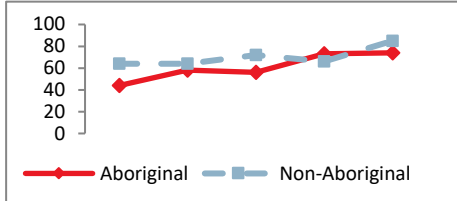
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	24	52	41	13	32
2019/20	48	16	33	41	21	51
2020/21	48	13	27	42	15	36
2021/22	60	24	40	51	24	47
2022/23	50	19	38	47	17	36

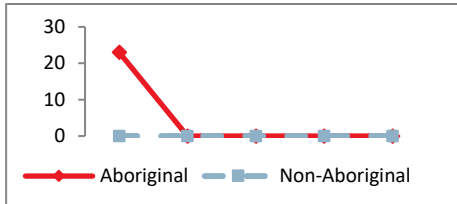
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



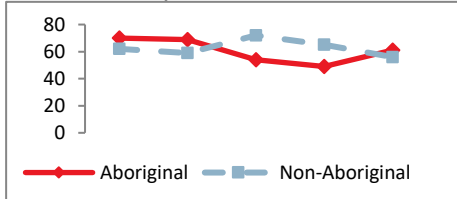
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	19	44	44	28	64
2019/20	48	28	58	42	27	64
2020/21	48	27	56	43	31	72
2021/22	59	43	73	53	35	66
2022/23	50	37	74	46	39	85

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



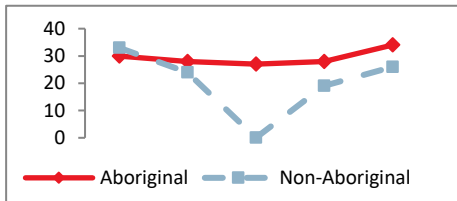
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	43	10	23	44	Msk	Msk
2019/20	48	Msk	Msk	42	Msk	Msk
2020/21	48	Msk	Msk	43	Msk	Msk
2021/22	59	Msk	Msk	53	Msk	Msk
2022/23	50	Msk	Msk	47	Msk	Msk

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



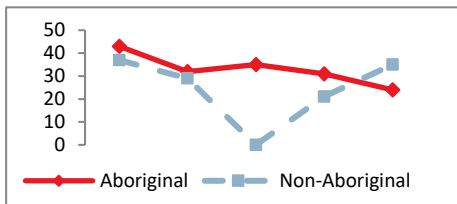
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	47	33	70	42	26	62
2019/20	49	34	69	41	24	59
2020/21	48	26	54	43	31	72
2021/22	61	30	49	52	34	65
2022/23	49	30	61	48	27	56

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



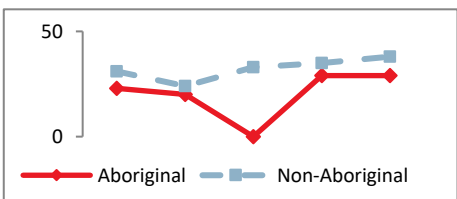
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	14	30	40	13	33
2019/20	47	13	28	41	10	24
2020/21	48	13	27	42	Msk	Msk
2021/22	58	16	28	52	10	19
2022/23	50	17	34	47	12	26

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	20	43	41	15	37
2019/20	47	15	32	41	12	29
2020/21	48	17	35	42	Msk	Msk
2021/22	59	18	31	52	11	21
2022/23	50	12	24	46	16	35

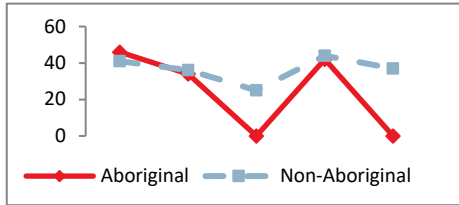
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	47	11	23	42	13	31
2019/20	49	10	20	41	10	24
2020/21	48	Msk	Msk	43	14	33
2021/22	62	18	29	52	18	35
2022/23	49	14	29	47	18	38

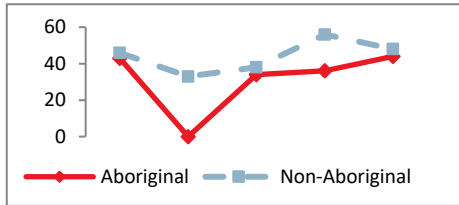
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



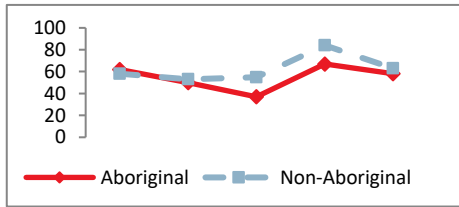
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	13	46	39	16	41
2019/20	32	11	34	33	12	36
2020/21	35	Msk	Msk	40	10	25
2021/22	36	15	42	32	14	44
2022/23	33	Msk	Msk	27	10	37

Do adults in the school treat all students fairly?



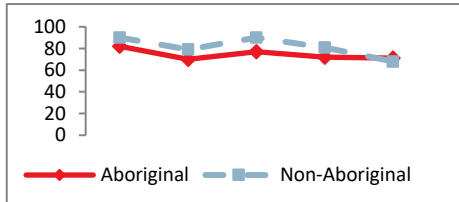
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	12	43	39	18	46
2019/20	32	Msk	Msk	33	11	33
2020/21	35	12	34	40	15	38
2021/22	36	13	36	32	18	56
2022/23	32	14	44	27	13	48

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



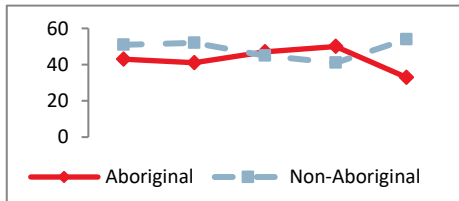
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2018/19	26	16 62	38	22 58
2019/20	32	16 50	32	17 53
2020/21	35	13 37	38	21 55
2021/22	36	24 67	32	27 84
2022/23	33	19 58	27	17 63

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	23	82	39	35	90
2019/20	30	21	70	33	26	79
2020/21	35	27	77	40	36	90
2021/22	36	26	72	32	26	81
2022/23	31	22	71	25	17	68

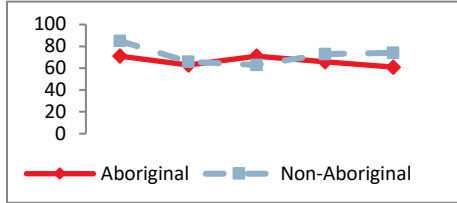
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	12	43	39	20	51
2019/20	32	13	41	33	17	52
2020/21	34	16	47	40	18	45
2021/22	36	18	50	32	13	41
2022/23	33	11	33	26	14	54

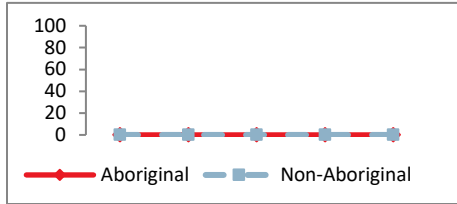
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



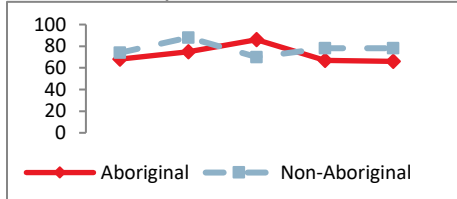
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	20	71	39	33	85
2019/20	32	20	63	32	21	66
2020/21	35	25	71	40	25	63
2021/22	35	23	66	33	24	73
2022/23	33	20	61	27	20	74

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



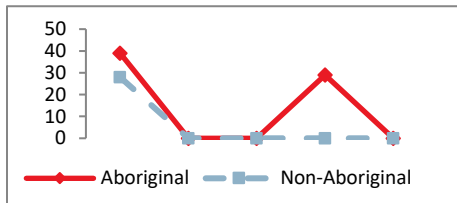
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	Msk	Msk	39	Msk	Msk
2019/20	31	Msk	Msk	32	Msk	Msk
2020/21	35	Msk	Msk	40	Msk	Msk
2021/22	35	Msk	Msk	33	Msk	Msk
2022/23	32	Msk	Msk	27	Msk	Msk

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



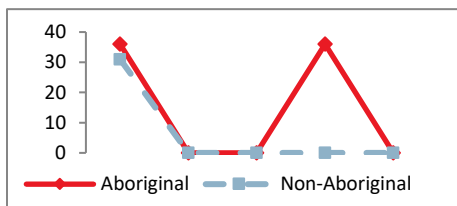
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	28	19	68	38	28	74
2019/20	32	24	75	33	29	88
2020/21	35	30	86	40	28	70
2021/22	36	24	67	32	25	78
2022/23	32	21	66	27	21	78

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



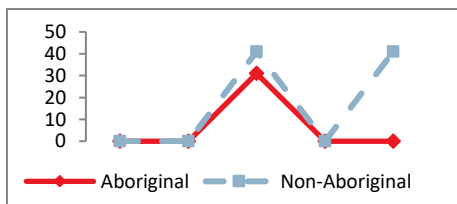
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	11	39	39	11	28
2019/20	29	Msk	Msk	33	Msk	Msk
2020/21	35	Msk	Msk	40	Msk	Msk
2021/22	35	10	29	32	Msk	Msk
2022/23	32	Msk	Msk	26	Msk	Msk

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	28	10	36	39	12	31
2019/20	30	Msk	Msk	33	Msk	Msk
2020/21	35	Msk	Msk	40	Msk	Msk
2021/22	36	13	36	32	Msk	Msk
2022/23	31	Msk	Msk	26	Msk	Msk

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	Msk	Msk	39	Msk	Msk
2019/20	32	Msk	Msk	33	Msk	Msk
2020/21	35	11	31	39	16	41
2021/22	35	Msk	Msk	32	Msk	Msk
2022/23	33	Msk	Msk	27	11	41

GLOSSARY

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

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

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