



Aboriginal Report

How Are We Doing?

2023/2024

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
COLUMBIA

Ministry of Education
and Child Care

Table of Contents

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

Introduction	2
1.0 Student and District Context (Kindergarten - Grade 12), 2019/20 - 2023/24	
Students Who Self-Identify as Aboriginal	3
Aboriginal Students by Gender	4
Aboriginal Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students with Disabilities or Diverse Abilities (12 Designations)	8
Students with Disabilities or Diverse Abilities (Selected Designations)	9
Grade Distribution of Students with Behaviour/Mental Health Designations	10
2.0 Foundation Skills Assessment (FSA) Grades 4 and 7, 2019/20 - 2023/24	
Grade 4 Reading/Literacy	11
Grade 4 Numeracy	12
Grade 7 Reading/Literacy	13
Grade 7 Numeracy	14
3.0 Graduation Assessments & Course Marks, 2023/24	
Grade 10 Numeracy Assessment	15
Grade 10 Literacy Assessment	16
Grade 12 Literacy Assessment	17
Course Mark Results	18
English 10 (combined)	19
English First Peoples 10 (combined)	20
Foundations of Math and Pre-calculus 10	21
Workplace Math 10	22
Science 10	23
Life Sciences 11	24
Pre-calculus 11	25
Science for Citizens 11	26
BC First Peoples 12	27
English 12 (combined)	28
English First Peoples 12	29
Apprenticeship Math 12	30
Calculus 12	31
Foundations of Math 12	32
Pre-calculus 12	33
Contemporary Indigenous Studies 12	34
First Nations Languages Courses	35
4.0 Transitions, 2018/19 - 2023/24	
Progress of Students Entering Grade 8 in September 2018	36
5.0 School Completion, 2019/20 - 2023/24	
Five-year Completion Rate	37
Six-year Completion Rate	38
Six, Seven and Eight-year Completion Rates, 2016/17 - 2018/19 Cohorts	39
BC School Completion Certificate and BC Certificate of Graduation	40
BC Adult Graduation Diploma	41
Five-year Completion Rate, Adult Dogwood Contribution	43
Six-year Completion Rate, Adult Dogwood Contribution	44
6.0 Education Experiences of Children and Youth in Care, 2018/19 - 2022/23	
Enrolment in Care	45
Six-year Completion Rate - Dogwood Only	45
Eligible Grade 12 Graduation Rate	45
7.0 Post-Secondary Transitions, 2018/19 - 2021/22	
Grade 12 Graduates by Transition Type, Destinations and Entry Year	46
8.0 Student Learning Survey Results, 2019/20 - 2023/24	
Overview	48
Survey Results, grade 3/4	49
Survey Results, grade 7	51
Survey Results, grade 10	53
Survey Results, grade 12	56
9.0 Glossary	59

ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

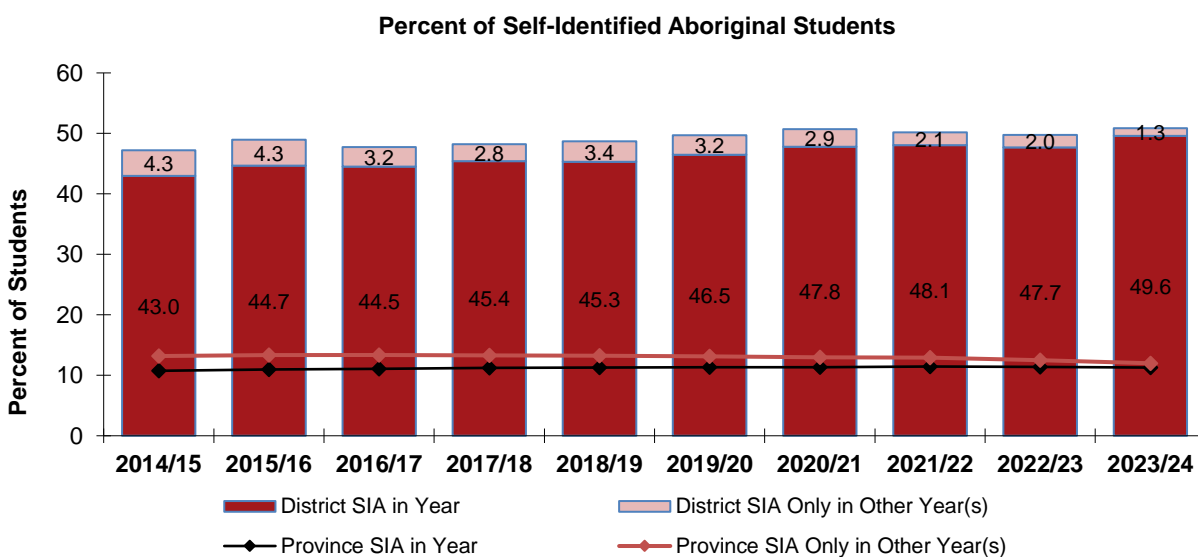
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	1,334	573	43.0	57	4.3	552,785	59,382	10.7	13,462	2.4
2015/16	1,323	591	44.7	57	4.3	553,375	60,706	11.0	13,089	2.4
2016/17	1,361	606	44.5	44	3.2	557,624	61,801	11.1	12,665	2.3
2017/18	1,352	614	45.4	38	2.8	563,240	63,182	11.2	11,796	2.1
2018/19	1,364	618	45.3	46	3.4	568,982	64,326	11.3	11,062	1.9
2019/20	1,300	604	46.5	42	3.2	576,000	65,215	11.3	10,440	1.8
2020/21	1,213	580	47.8	35	2.9	568,284	64,272	11.3	9,478	1.7
2021/22	1,271	611	48.1	27	2.1	578,797	66,282	11.5	8,372	1.4
2022/23	1,271	606	47.7	26	2.0	590,583	67,285	11.4	6,573	1.1
2023/24	1,260	625	49.6	16	1.3	604,738	68,098	11.3	4,417	0.7



Note:

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

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

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

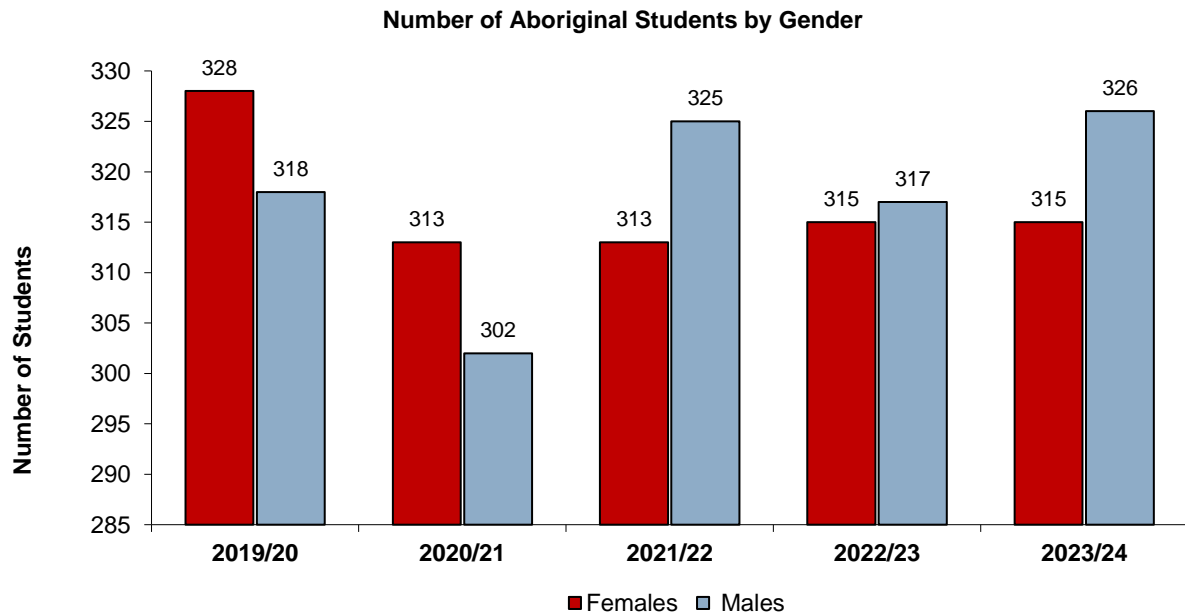
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	District							Province *		
	All Students #	Aboriginal		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		Students								
2019/20	1,300	646	49.7	328	25.2	318	24.5	75,655	37,515	38,140
2020/21	1,213	615	50.7	313	25.8	302	24.9	73,750	36,654	37,096
2021/22	1,271	638	50.2	313	24.6	325	25.6	74,654	37,107	37,547
2022/23	1,271	632	49.7	315	24.8	317	24.9	73,858	36,624	37,234
2023/24	1,260	641	50.9	315	25.0	326	25.9	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

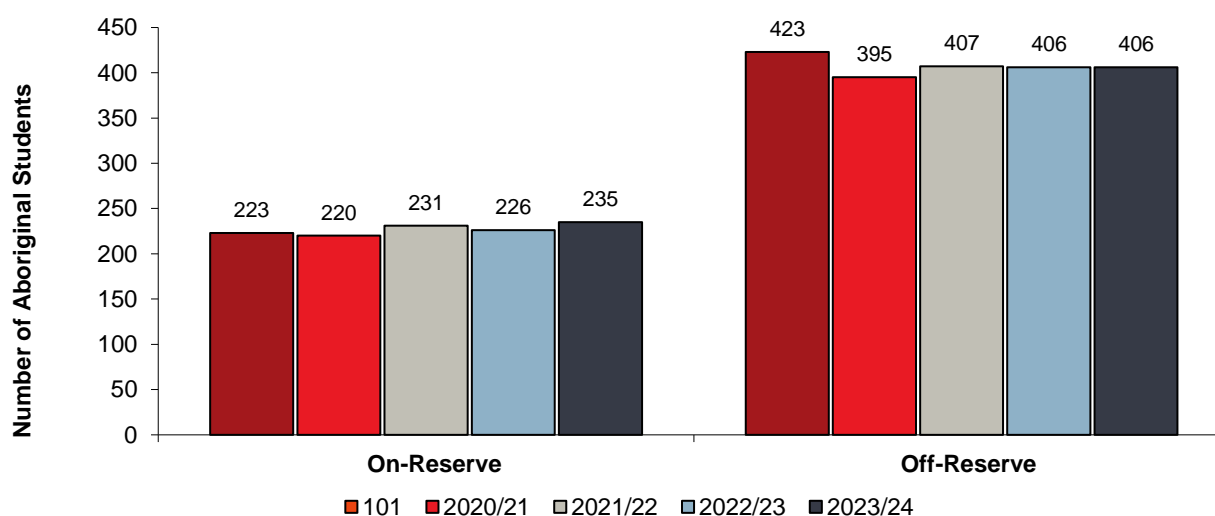
September Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	646	109	114	223	219	204	423	8,209	67,446
2020/21	615	108	112	220	205	190	395	7,754	65,996
2021/22	638	109	122	231	204	203	407	7,992	66,662
2022/23	632	105	121	226	210	196	406	8,074	65,784
2023/24	641	107	128	235	208	198	406	8,127	64,388

February Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	637	107	112	219	212	206	418	8,056	67,371
2020/21	617	105	109	214	204	199	403	7,713	65,958
2021/22	641	107	120	227	208	206	414	7,916	66,147
2022/23	625	103	130	233	206	186	392	8,001	65,503
2023/24	627	98	126	224	210	193	403	8,035	63,986

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

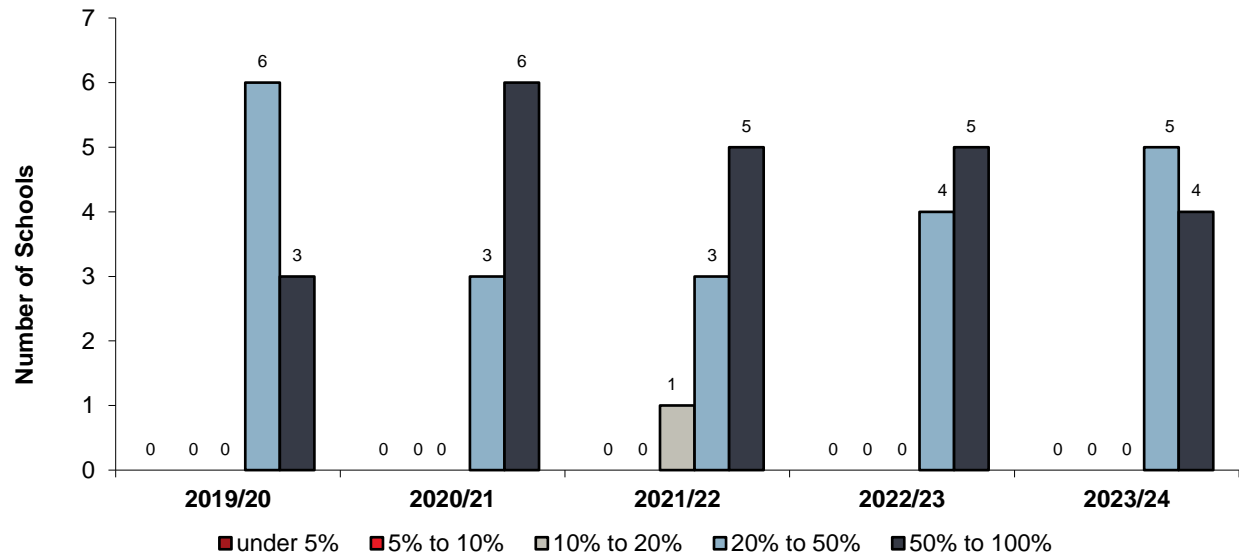


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

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 %
2019/20	9	0	0	0	6	3	1,386	370	212	322	386	96
2020/21	9	0	0	0	3	6	1,395	380	214	331	370	100
2021/22	9	0	0	1	3	5	1,402	387	239	335	344	97
2022/23	9	0	0	0	4	5	1,409	409	245	326	338	91
2023/24	9	0	0	0	5	4	1,409	431	241	316	332	89

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

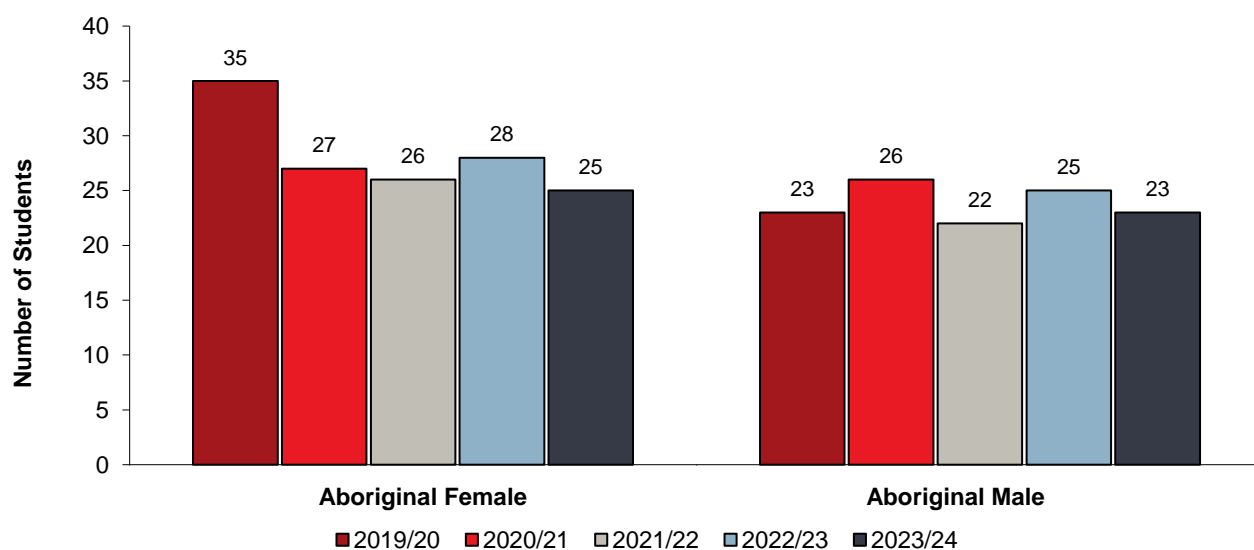


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

		District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
School Year	All Students #	Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2019/20	60	35	23	58	Msk	Msk	Msk	1,580	1,508	2,114	2,525
2020/21	54	27	26	53	Msk	Msk	Msk	1,430	1,327	1,778	1,830
2021/22	51	26	22	48	Msk	Msk	Msk	1,455	1,265	1,758	1,630
2022/23	57	28	25	53	Msk	Msk	Msk	1,524	1,268	1,997	1,739
2023/24	52	25	23	48	Msk	Msk	Msk	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



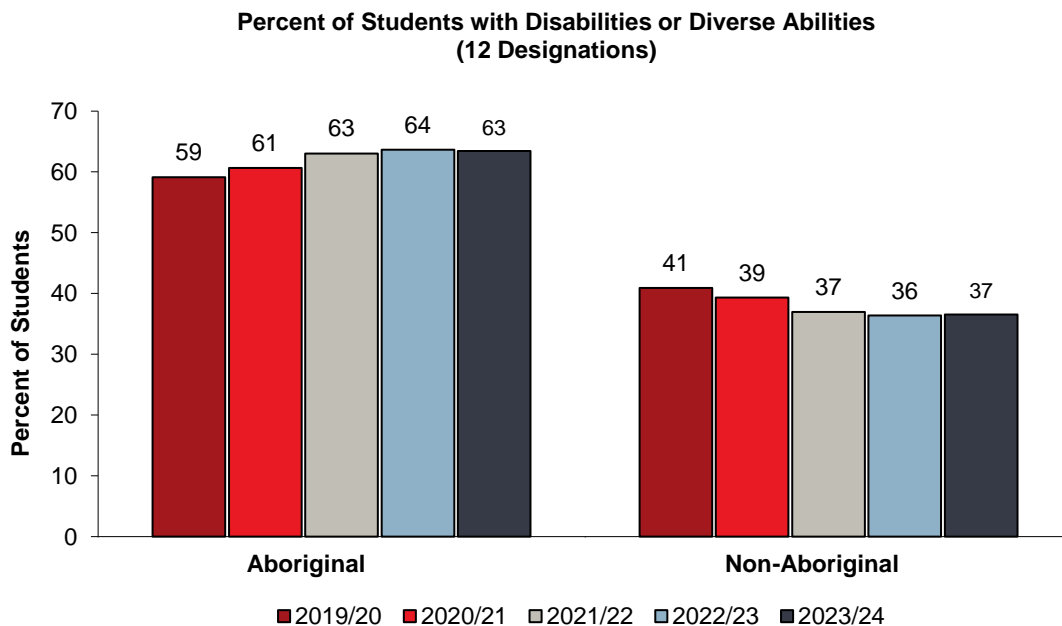
* Public schools only

STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	269	159	59	110	41
2020/21	267	162	61	105	39
2021/22	276	174	63	102	37
2022/23	275	175	64	100	36
2023/24	290	184	63	106	37

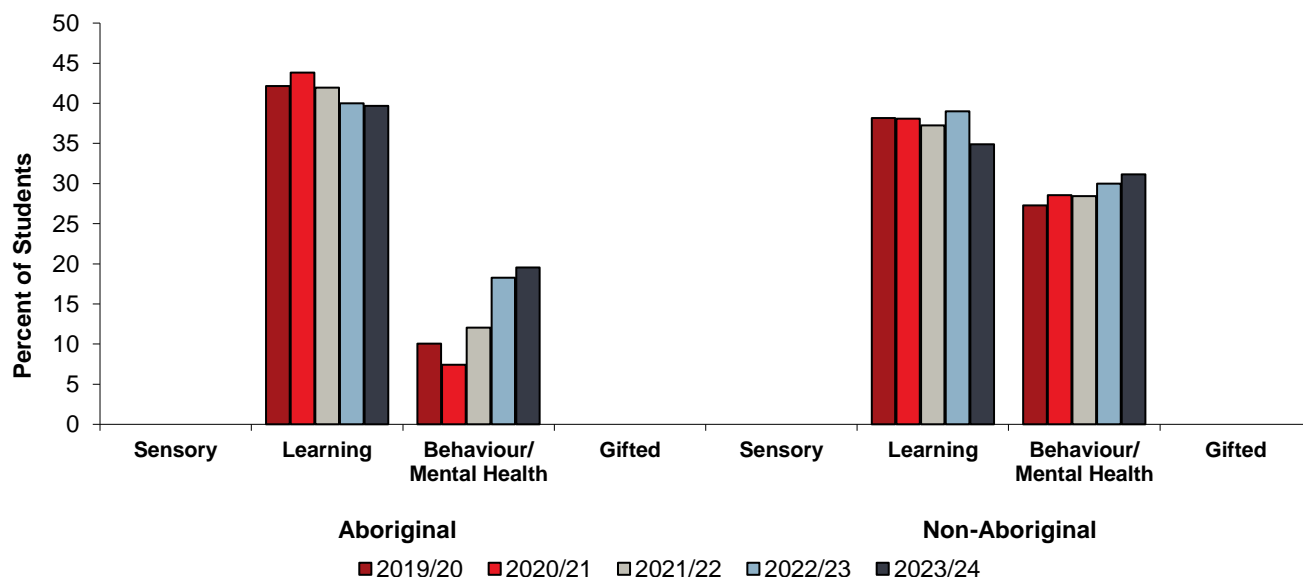


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation						Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
	Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	175	100	0	0	Msk	Msk	70	40	39	39	32	18	30	30	0	0	0	0
2023/24	184	106	0	0	Msk	Msk	73	40	37	35	36	20	33	31	0	0	0	0

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

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

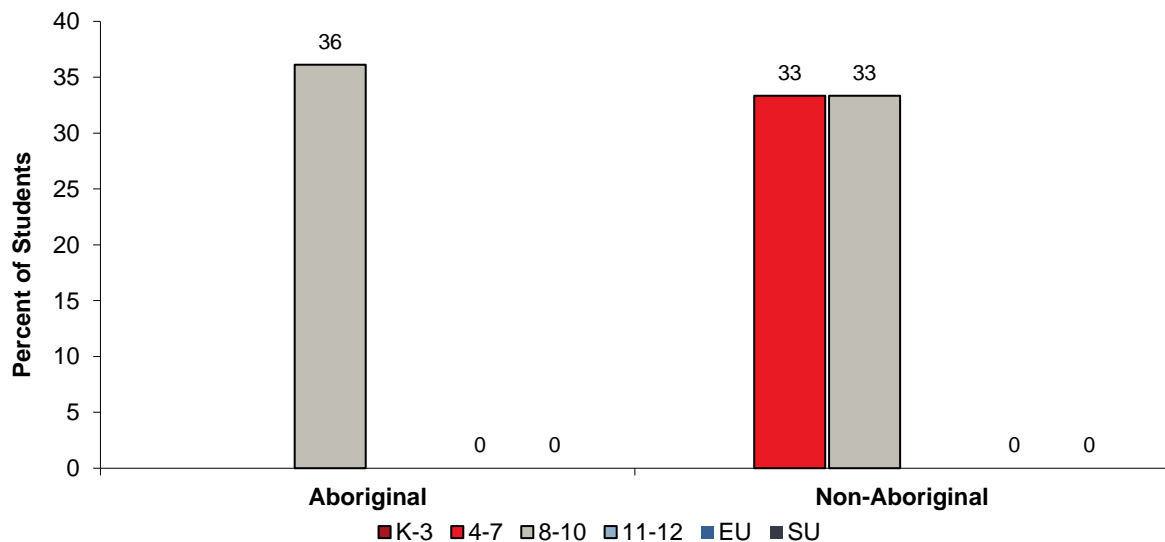
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	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	32	Msk	Msk	Msk	Msk	18	56	Msk	Msk	0	0	0	0
2023/24	36	Msk	Msk	Msk	Msk	13	36	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
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	30	Msk	Msk	13	43	Msk	Msk	Msk	Msk	0	0	0	0
2023/24	33	Msk	Msk	11	33	11	33	Msk	Msk	0	0	0	0

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



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

BC Residents

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

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

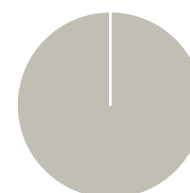
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	45	96	Msk	Msk	20	44	Msk	Msk
2020/21	25	93	Msk	Msk	19	76	Msk	Msk
2021/22	29	91	Msk	Msk	14	48	Msk	Msk
2022/23	28	97	Msk	Msk	21	75	Msk	Msk
2023/24	34	97	Msk	Msk	26	76	Msk	Msk

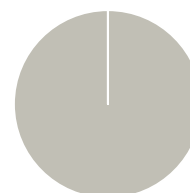


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

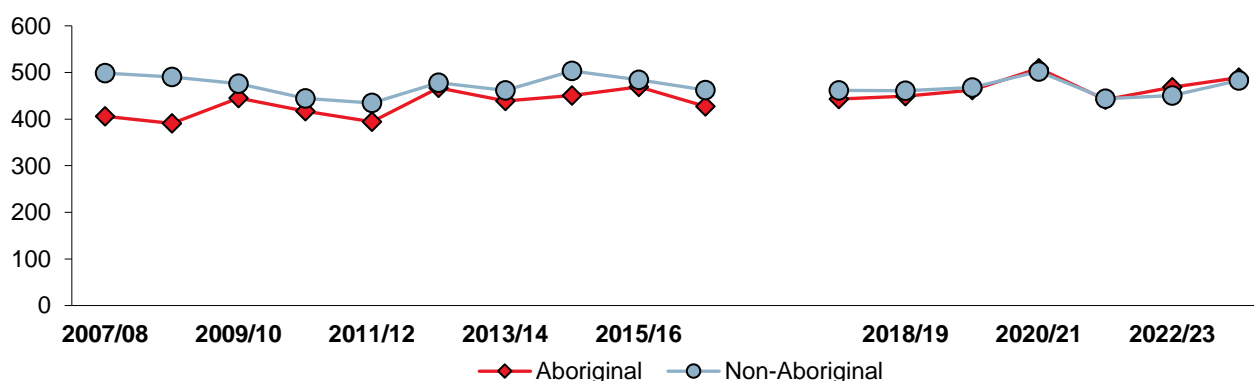
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	43	88	Msk	Msk	28	65	Msk	Msk
2020/21	67	99	Msk	Msk	52	78	Msk	Msk
2021/22	35	92	Msk	Msk	20	57	Msk	Msk
2022/23	54	98	Msk	Msk	35	65	Msk	Msk
2023/24	32	94	Msk	Msk	25	78	Msk	Msk



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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

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

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

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	43	91	Msk	Msk	18	42	Msk	Msk
2020/21	25	93	Msk	Msk	13	52	Msk	Msk
2021/22	28	88	17	61	11	39	0	0
2022/23	28	97	Msk	Msk	17	61	Msk	Msk
2023/24	34	97	Msk	Msk	Msk	Msk	0	0

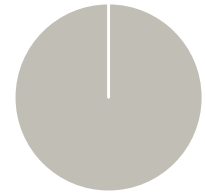
■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

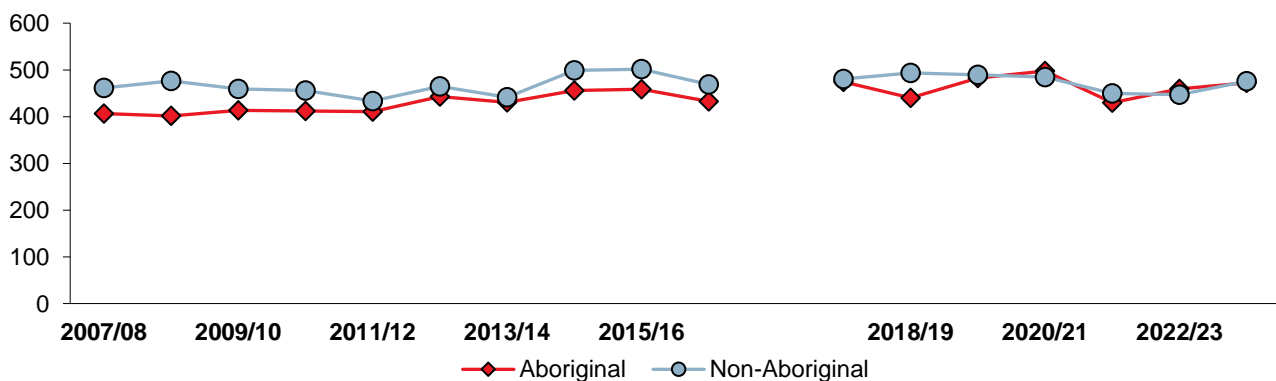
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	43	88	Msk	Msk	28	65	Msk	Msk
2020/21	67	99	Msk	Msk	40	60	Msk	Msk
2021/22	35	92	Msk	Msk	17	49	Msk	Msk
2022/23	54	98	Msk	Msk	29	54	Msk	Msk
2023/24	32	94	Msk	Msk	21	66	Msk	Msk

■ 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 affecting results.

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

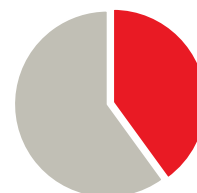
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	39	93	11	28	28	72	0	0
2020/21	37	80	Msk	Msk	22	59	Msk	Msk
2021/22	29	97	15	52	14	48	0	0
2022/23	43	98	18	42	25	58	0	0
2023/24	30	97	12	40	18	60	0	0

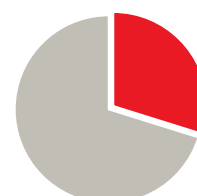


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

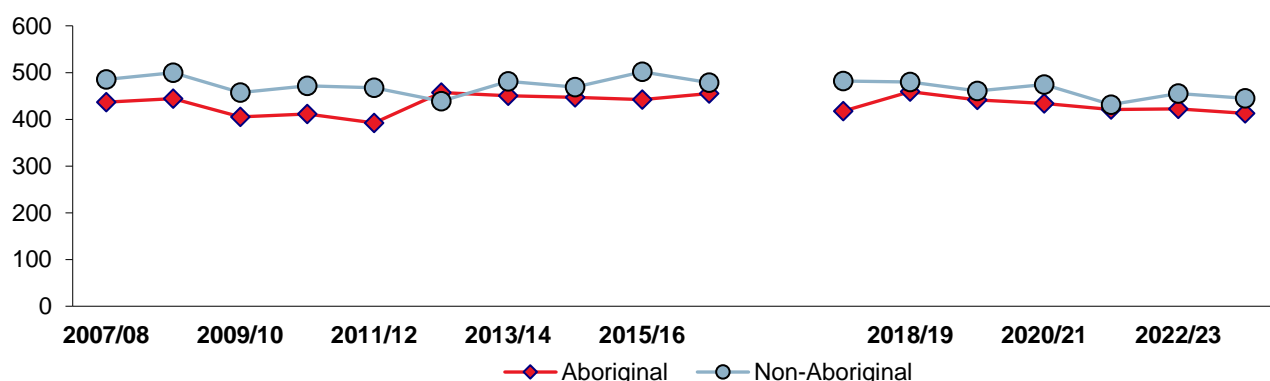
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	49	96	12	24	37	76	0	0
2020/21	53	96	Msk	Msk	40	75	Msk	Msk
2021/22	48	98	16	33	32	67	0	0
2022/23	49	100	11	22	38	78	0	0
2023/24	57	98	17	30	40	70	0	0



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

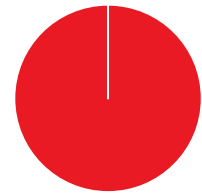
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	39	93	Msk	Msk	21	54	Msk	Msk
2020/21	37	80	Msk	Msk	20	54	Msk	Msk
2021/22	29	97	17	59	Msk	Msk	Msk	Msk
2022/23	43	98	22	51	Msk	Msk	Msk	Msk
2023/24	30	97	22	73	Msk	Msk	Msk	Msk

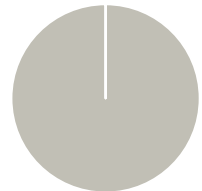


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

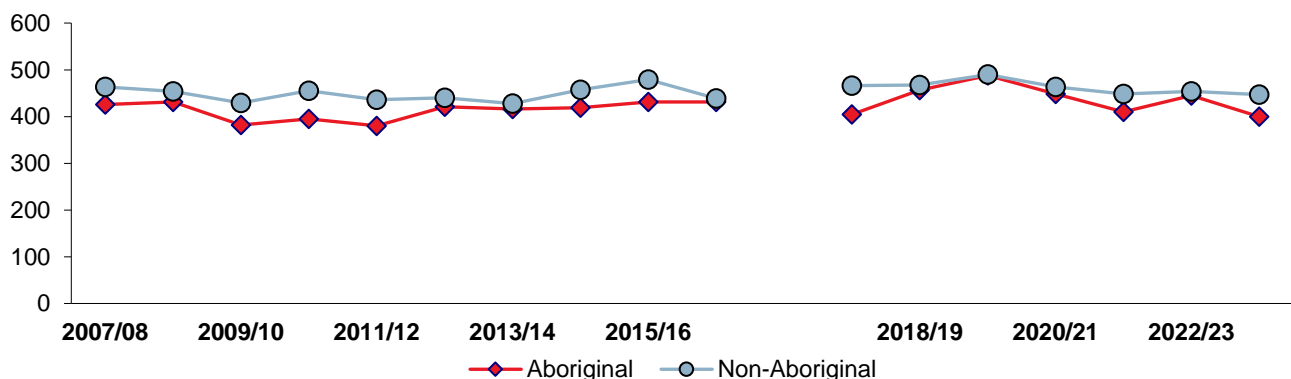
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	48	94	Msk	Msk	31	65	Msk	Msk
2020/21	52	95	Msk	Msk	31	60	Msk	Msk
2021/22	47	96	Msk	Msk	28	60	Msk	Msk
2022/23	49	100	Msk	Msk	27	55	Msk	Msk
2023/24	57	98	Msk	Msk	27	47	Msk	Msk



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	42	46	29	63	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	52	29	Msk	Msk	14	48	Msk	Msk	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	51	99	59	60	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	81	95	34	36	37	39	Msk	Msk	Msk	Msk

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	64	76	43	57	24	32	Msk	Msk	Msk	Msk
Non-Aboriginal	79	58	Msk	Msk	30	52	12	21	Msk	Msk

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	59	57	26	46	23	40	Msk	Msk	Msk	Msk
Non-Aboriginal	93	57	10	18	36	63	Msk	Msk	Msk	Msk

2023/24 Grade 10

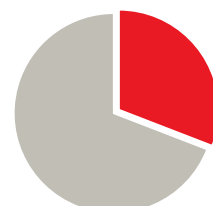
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	56	27	48	21	38	Msk	Msk	Msk	Msk
Non-Aboriginal	89	61	15	25	34	56	Msk	Msk	Msk	Msk

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	62	55	18	33	19	35	18	33	0	0
Non-Aboriginal	73	38	Msk	Msk	13	34	19	50	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	37	44	19	43	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	76	43	Msk	Msk	16	37	21	49	Msk	Msk

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	66	76	21	28	37	49	Msk	Msk	Msk	Msk
Non-Aboriginal	82	63	Msk	Msk	Msk	Msk	33	52	0	0

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	55	56	10	18	25	45	21	38	0	0
Non-Aboriginal	88	55	Msk	Msk	17	31	31	56	Msk	Msk

2023/24 Grade 10

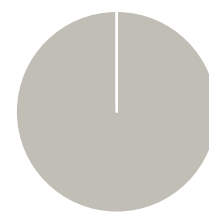
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	53	17	32	15	28	21	40	0	0
Non-Aboriginal	80	59	Msk	Msk	20	34	33	56	Msk	Msk

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

Denominator: All grade 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 12

(these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

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

Performance Indicators (new):

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

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

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	58	48	Msk	Msk	22	46	16	33	Msk	Msk
Non-Aboriginal	75	39	0	0	Msk	Msk	24	62	Msk	Msk

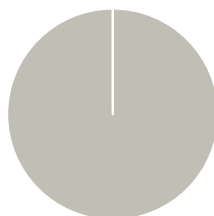
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	59	34	0	0	20	59	14	41	0	0
Non-Aboriginal	88	37	Msk	Msk	10	27	23	62	Msk	Msk

2023/24 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	63	50	Msk	Msk	27	54	19	38	Msk	Msk
Non-Aboriginal	92	50	0	0	Msk	Msk	35	70	Msk	Msk

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal

■ Emerging ■ Developing ■ Proficient or Extending

COURSE MARK RESULTS 2023/24: OVERVIEW

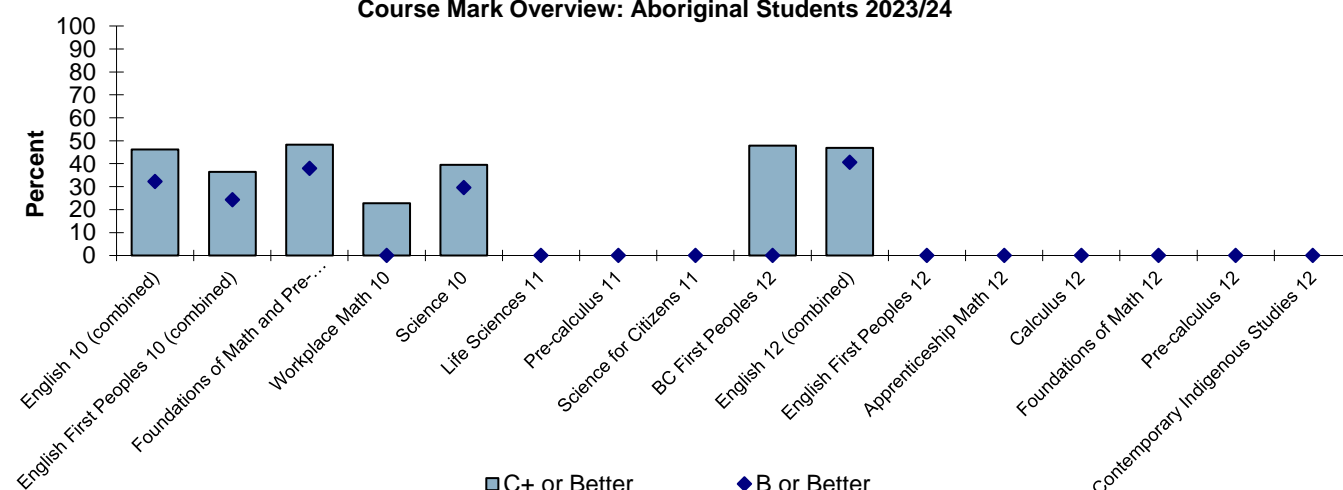
BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	65	30	46	21	32	84	55	65	47	56
English First Peoples 10 (combined)*	66	24	36	16	24	49	33	67	26	53
Foundations of Math and Pre-calculus 10	29	14	48	11	38	36	27	75	24	67
Workplace Math 10	44	10	23	Msk	Msk	27	Msk	Msk	Msk	Msk
Science 10	81	32	40	24	30	61	41	67	35	57
Life Sciences 11	15	Msk	Msk	Msk	Msk	21	19	90	16	76
Pre-calculus 11	13	Msk	Msk	Msk	Msk	25	23	92	19	76
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
BC First Peoples 12	23	11	48	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12 (combined)*	32	15	47	13	41	36	34	94	32	89
English First Peoples 12	24	Msk	Msk	Msk	Msk	16	Msk	Msk	Msk	Msk
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Calculus 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Pre-calculus 12	10	Msk	Msk	Msk	Msk	16	13	81	13	81
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

Course Mark Overview: Aboriginal Students 2023/24



Note:

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

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

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

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

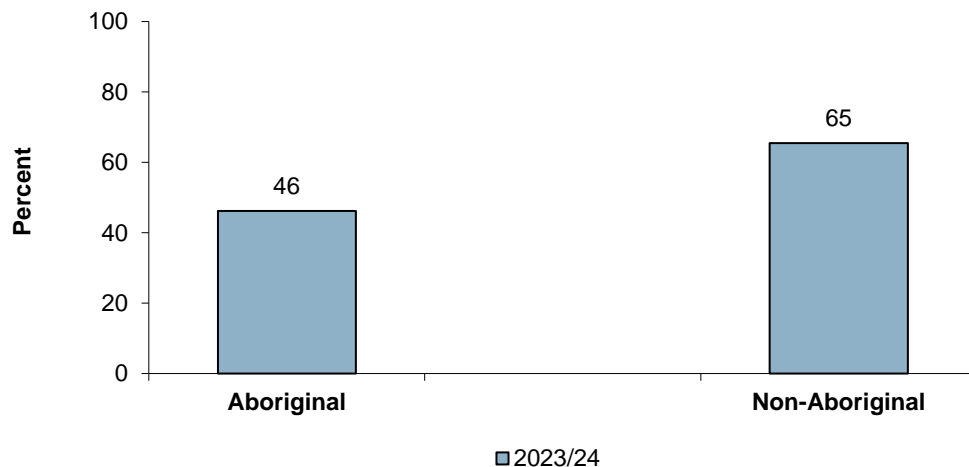
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	60	25	42	18	30	62	33	53	22	35	
2023/24	65	30	46	21	32	84	55	65	47	56	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	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	60	87	48	12	62	61	52	10	
2023/24	65	89	49	16	84	65	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.

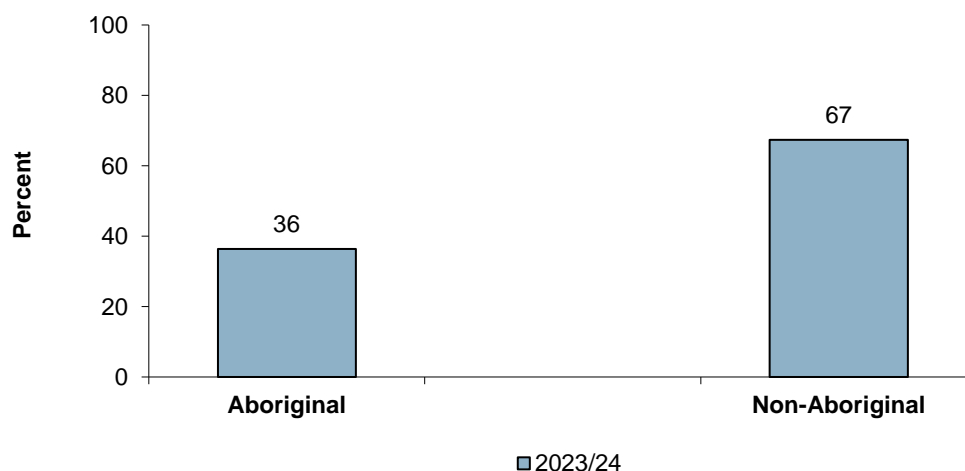
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	74	21	28	10	14	48	35	73	29	60	
2023/24	66	24	36	16	24	49	33	67	26	53	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	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	74	87	57	17	48	61	Msk	Msk	
2023/24	66	89	53	13	49	65	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.

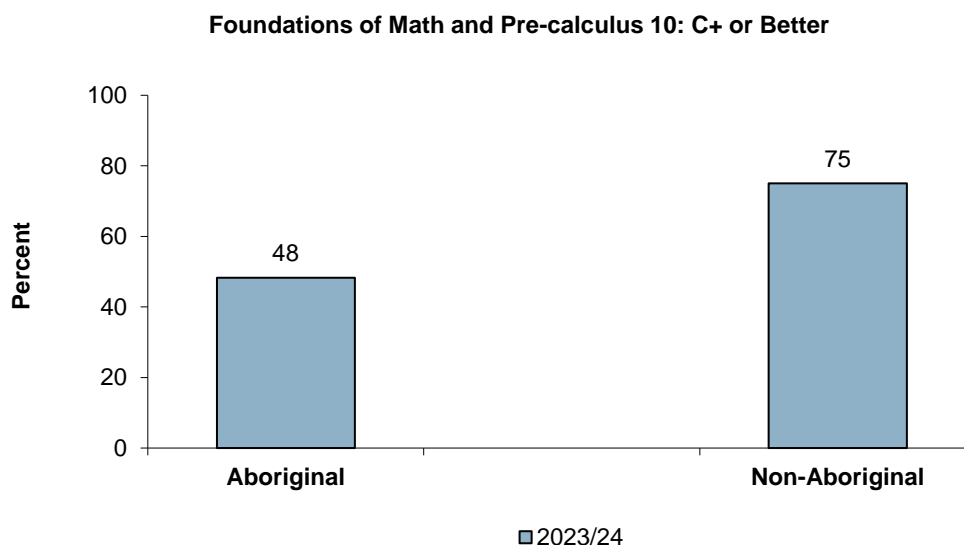
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	35	15	43	11	31	42	33	79	29	69	
2023/24	29	14	48	11	38	36	27	75	24	67	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	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	35	87	24	11	42	61	Msk	Msk	
2023/24	29	89	Msk	Msk	36	65	Msk	Msk	



Note:

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

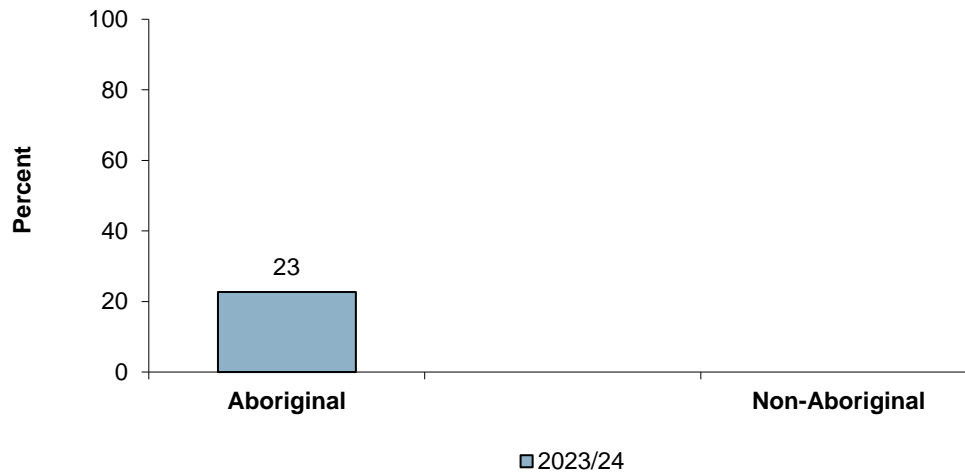
COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	44	Msk	Msk	Msk	Msk	19	Msk	Msk	Msk	Msk	
2023/24	44	10	23	Msk	Msk	27	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 10	Course Mark Count		Course	Total Gr 10	Course Mark Count	
	Mark Count	Students *	Gr 10	Non-Gr 10	Mark Count	Students *	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	44	87	Msk	Msk	19	61	Msk	Msk
2023/24	44	89	31	13	27	65	Msk	Msk

Workplace Math 10: C+ or Better



Note:

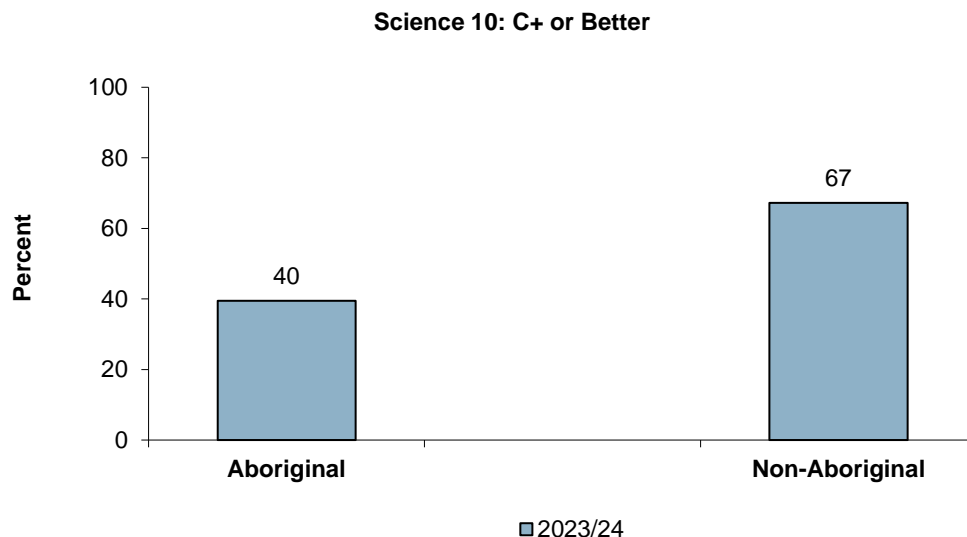
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	
2023/24	81	32	40	24	30	61	41	67	35	57	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	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	
2023/24	81	89	57	24	61	65	Msk	Msk	



Note:

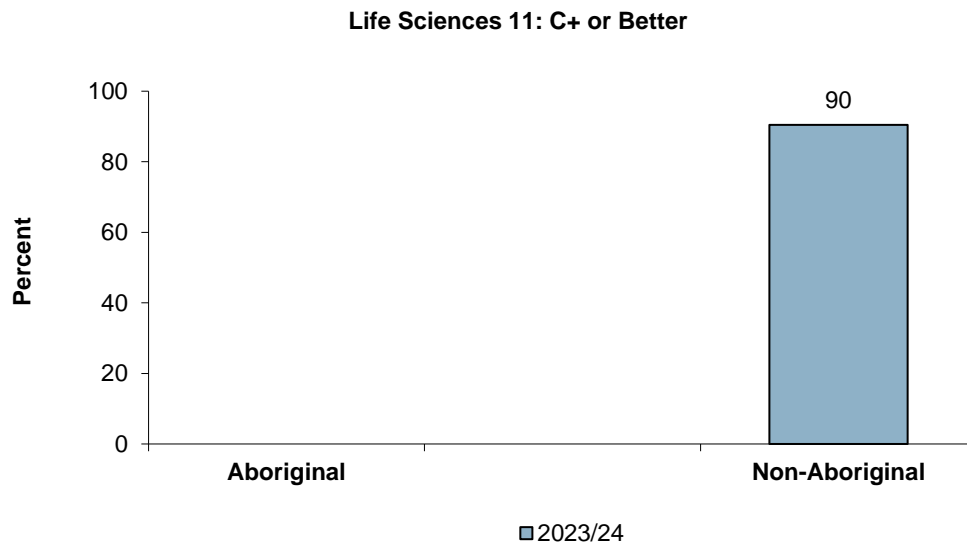
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course 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	
2023/24	15	Msk	Msk	Msk	Msk	21	19	90	16	76	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	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	
2023/24	15	78	Msk	Msk	21	60	Msk	Msk	



Note:

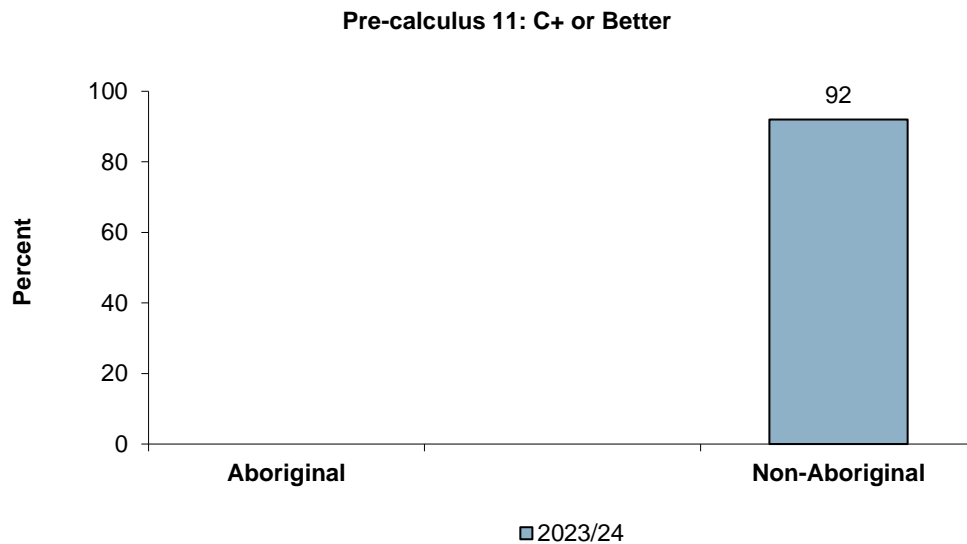
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	
2023/24	13	Msk	Msk	Msk	Msk	25	23	92	19	76	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 11	Course Mark Count		Course	Total Gr 11	Course Mark Count	
	Mark Count	Students *	Gr 11	Non-Gr 11	Mark Count	Students *	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
2023/24	13	78	Msk	Msk	25	60	Msk	Msk



Note:

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

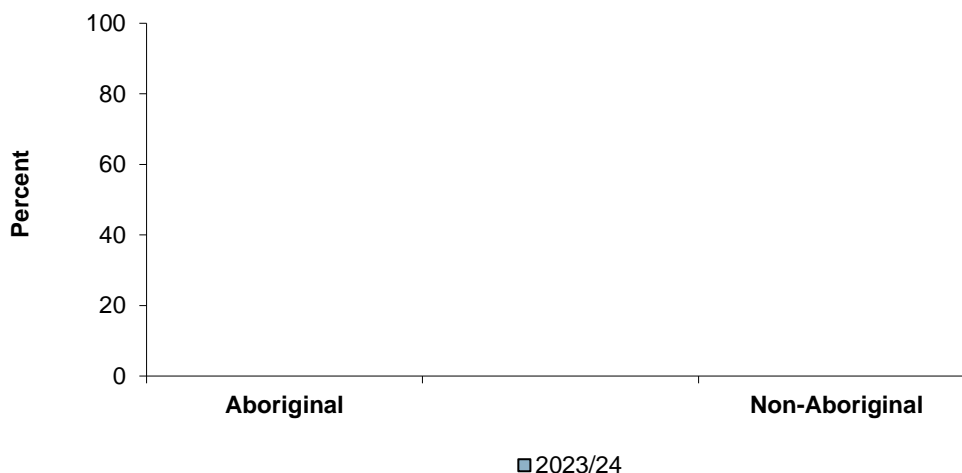
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	13	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
2022/23	11	Msk	Msk		Msk	Msk	Msk	Msk		Msk	Msk
2023/24	Msk	Msk	Msk		Msk	Msk	Msk	Msk		Msk	Msk

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 11	Course Mark Count		Course Mark Count	Total Gr 11	Course Mark Count	
	Mark Count	Students *	Gr 11	Non-Gr 11		Students *	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
2023/24	Msk	78	Msk	Msk	Msk	60	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.

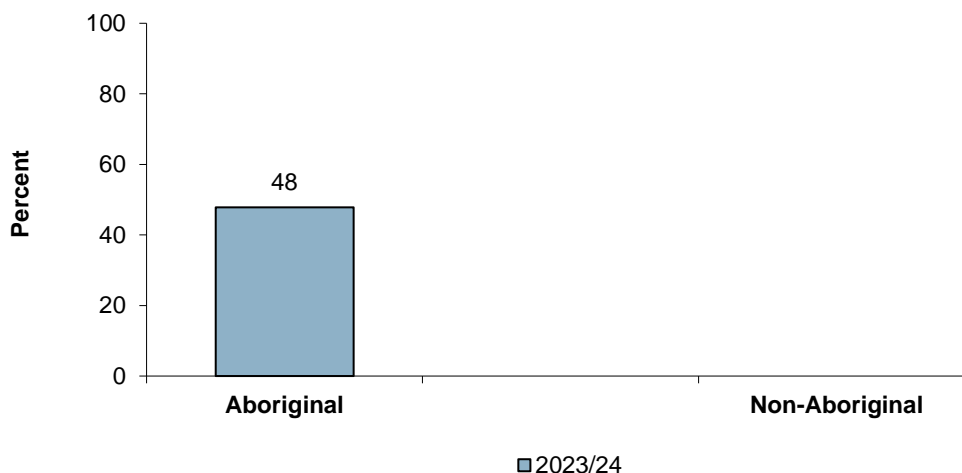
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	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	
2023/24	23	11	48	Msk	Msk	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	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
2023/24	23	86	10	13	Msk	53	Msk	Msk

BC First Peoples 12: C+ or Better



Note:

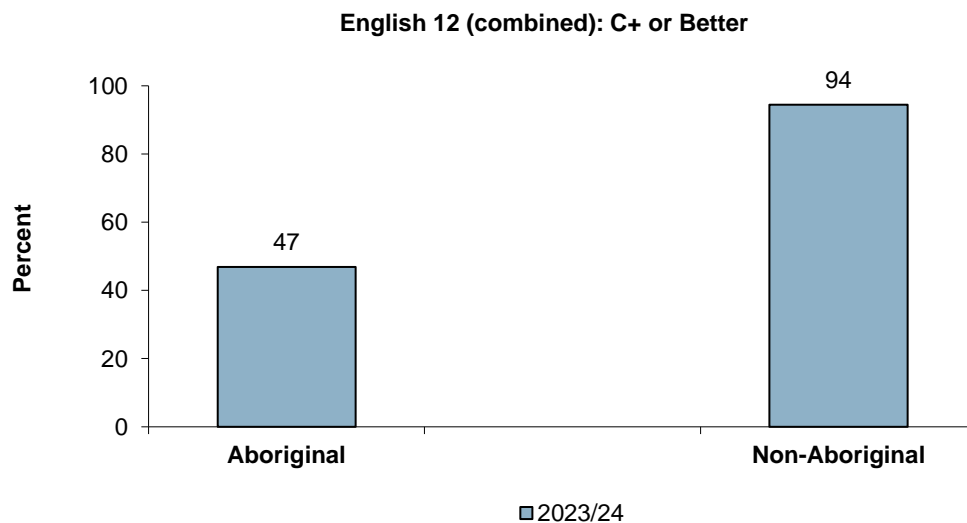
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	
2023/24	32	15	47	13	41	36	34	94	32	89	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	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	
2023/24	32	86	Msk	Msk	36	53	Msk	Msk	



Note:

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

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

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

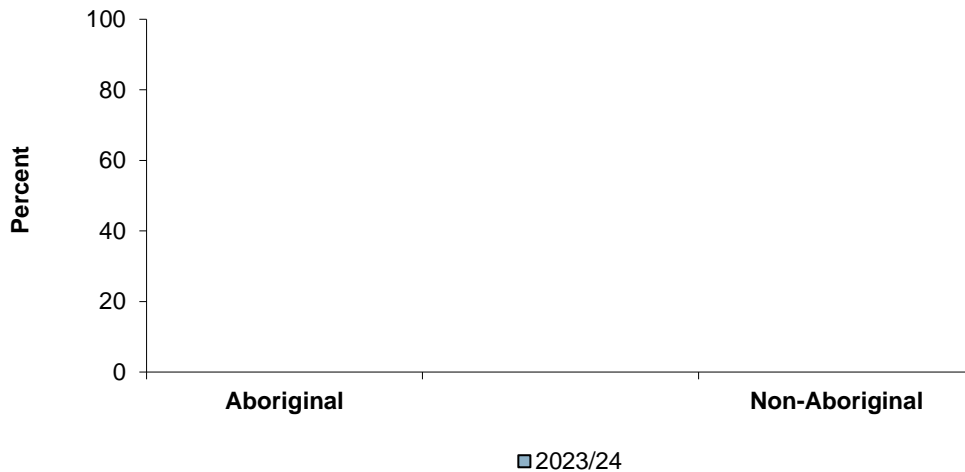
COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal						
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better			
	#	#	%	#	%		#	#	%	#	%	
2019/20	22	Msk	Msk		Msk	Msk	Msk	Msk		Msk	Msk	
2020/21	23	Msk	Msk		Msk	Msk	Msk	Msk		Msk	Msk	
2021/22	27	Msk	Msk		Msk	Msk	Msk	Msk		Msk	Msk	
2022/23	20	Msk	Msk		Msk	Msk	Msk	Msk		Msk	Msk	
2023/24	24	Msk	Msk		Msk	Msk	16	Msk	Msk		Msk	Msk

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12	
	#	#	#	#	#	#	#	#	
2019/20	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	
2023/24	24	86	Msk	Msk	16	53	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.

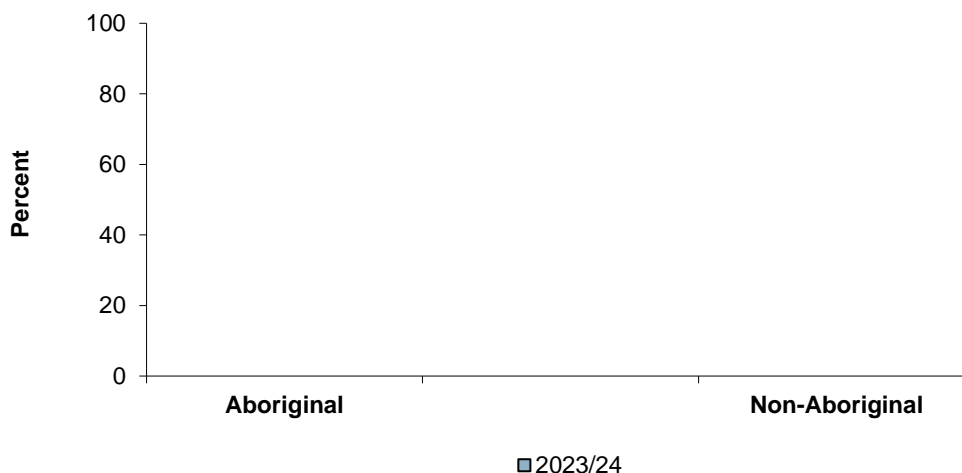
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

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

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	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
2023/24	Msk	86	Msk	Msk	Msk	53	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.

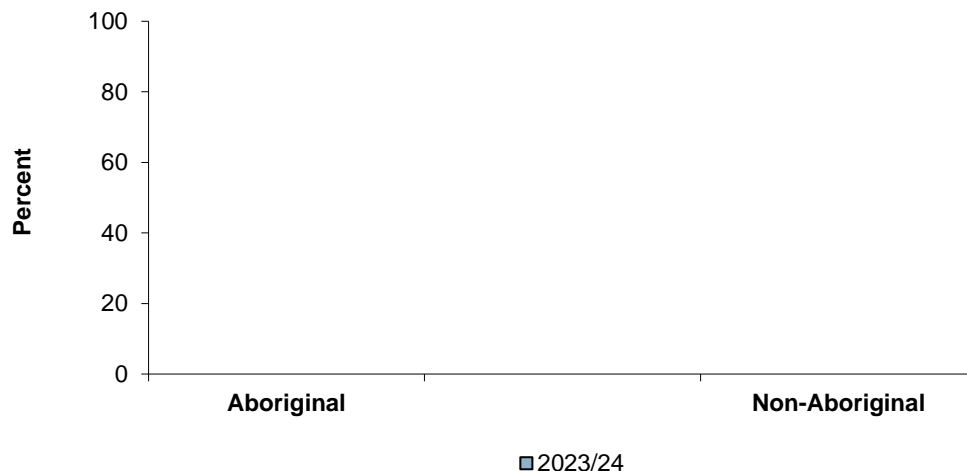
COURSE MARKS: CALCULUS 12

BC Residents

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

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	-	66	-	-	Msk	43	Msk	Msk	
2020/21	Msk	68	Msk	Msk	Msk	49	Msk	Msk	
2021/22	-	83	-	-	-	56	-	-	
2022/23	-	63	-	-	-	42	-	-	
2023/24	-	86	-	-	Msk	53	Msk	Msk	

Calculus 12: C+ or Better



Note:

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

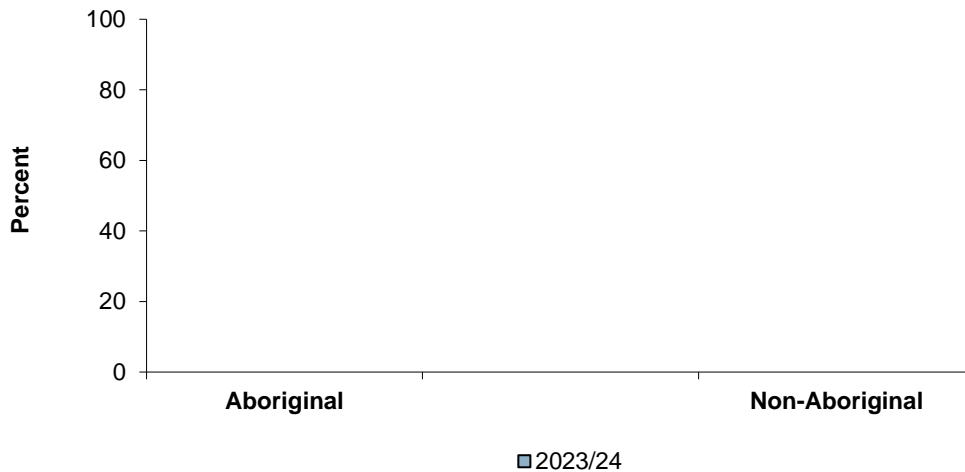
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

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

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12	
	#	#	#	#	#	#	#	#	
2019/20	Msk	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	
2023/24	Msk	86	Msk	Msk	Msk	53	Msk	Msk	

Foundations of Math 12: C+ or Better



Note:

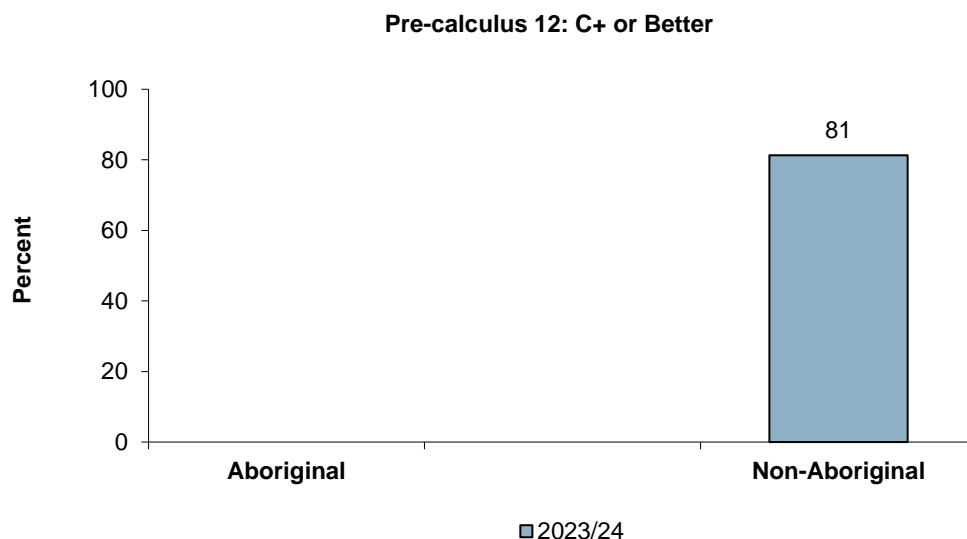
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	
2023/24	10	Msk	Msk	Msk	Msk	16	13	81	13	81	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count		
	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	
2023/24	10	86	Msk	Msk	16	53	Msk	Msk	



Note:

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

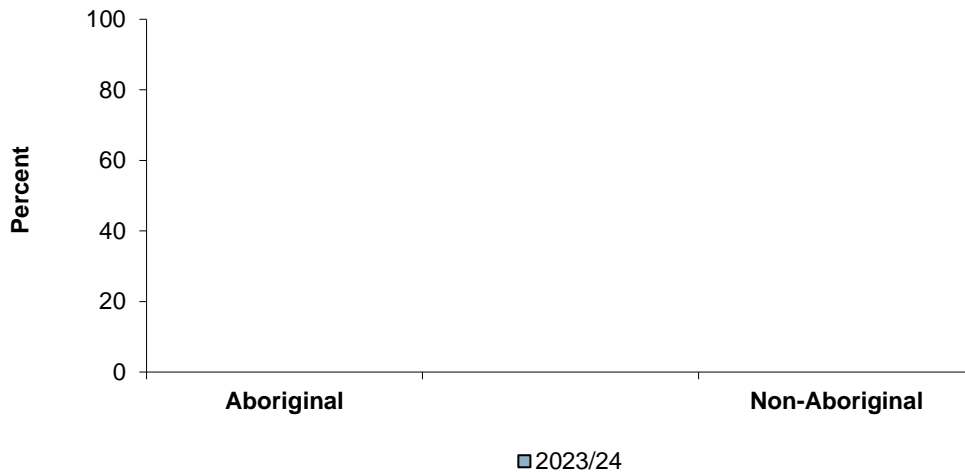
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

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

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	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
2023/24	Msk	86	Msk	Msk	-	53	-	-

Contemporary Indigenous Studies 12: C+ or Better



Note:

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

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

BC Residents

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

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

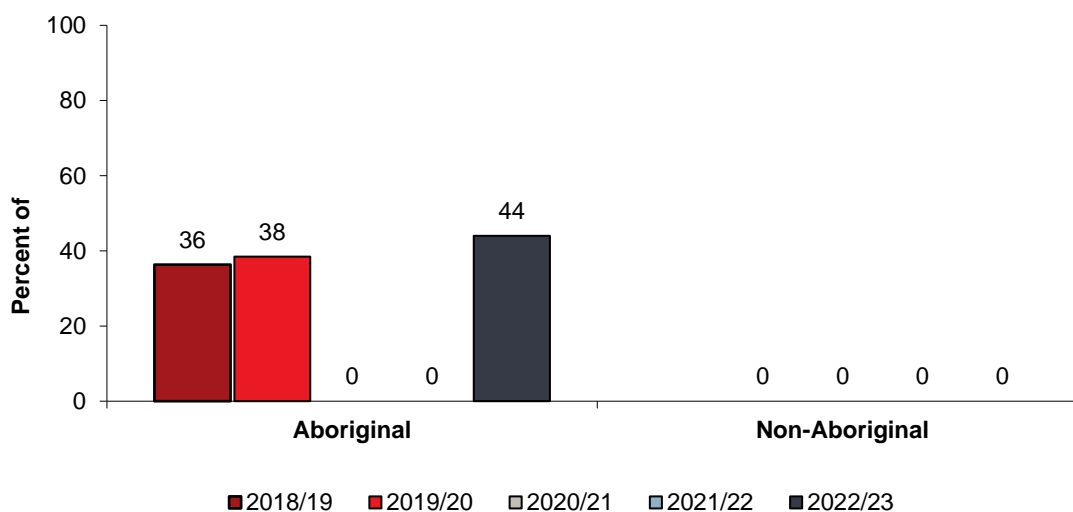
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
	#	#	%	#	%	#	#	%	#	%
2019/20	55	20	36	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	52	20	38	16	31	Msk	Msk	Msk	Msk	Msk
2021/22	35	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	41	Msk	Msk	Msk	Msk	-	-	-	-	-
2023/24	25	11	44	Msk	Msk	Msk	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.

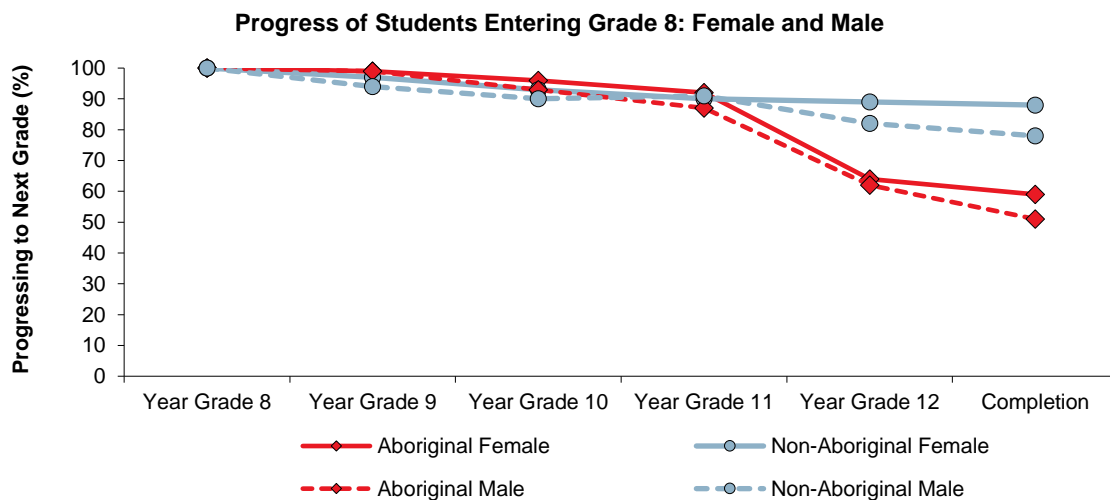
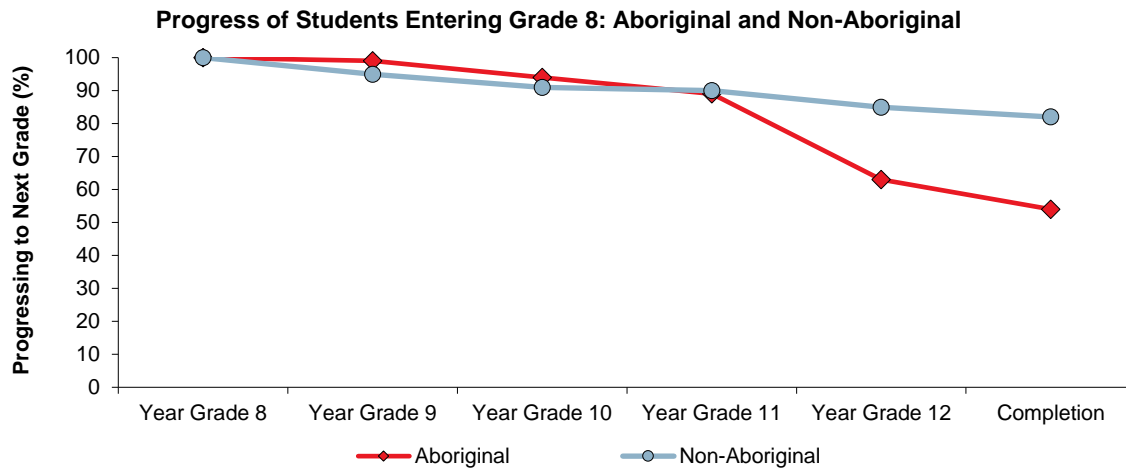
PROGRESS OF STUDENTS ENTERING GRADE 8

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 BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	99	99	99	95	97	94
	Grade 10	94	96	93	91	93	90
	Grade 11	89	92	87	90	90	91
	Grade 12	63	64	62	85	89	82
2023/24	Completion	54	59	51	82	88	78



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

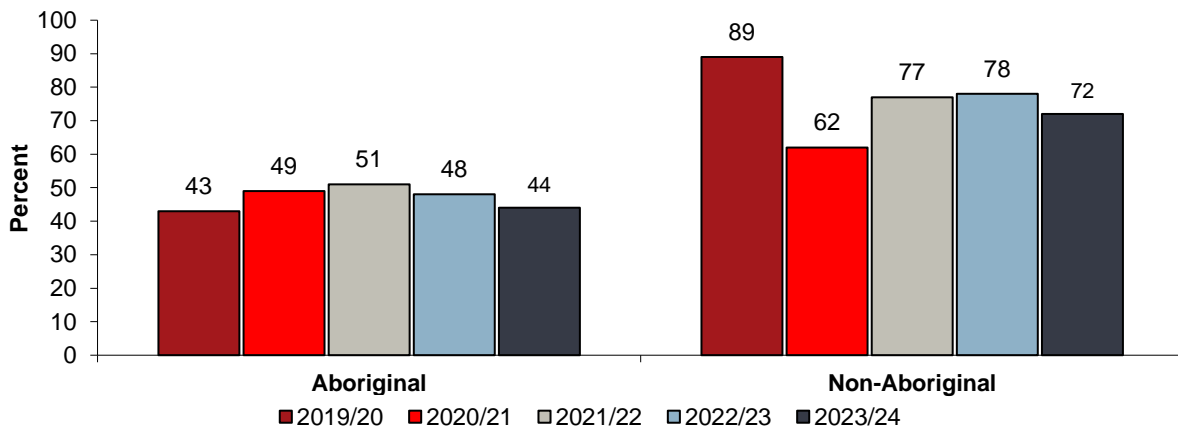
BC Residents

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

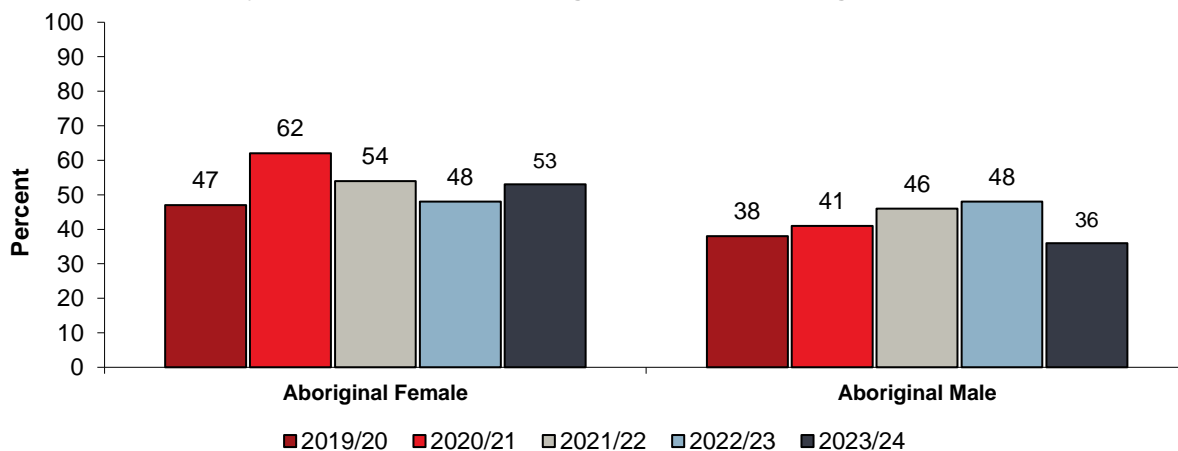
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	44	53	36	72	74	69

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



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

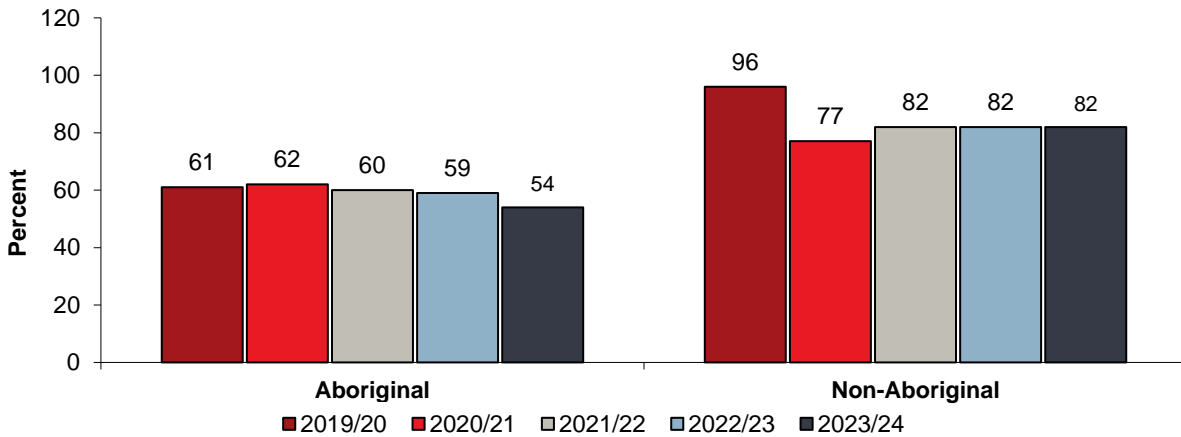
BC Residents

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

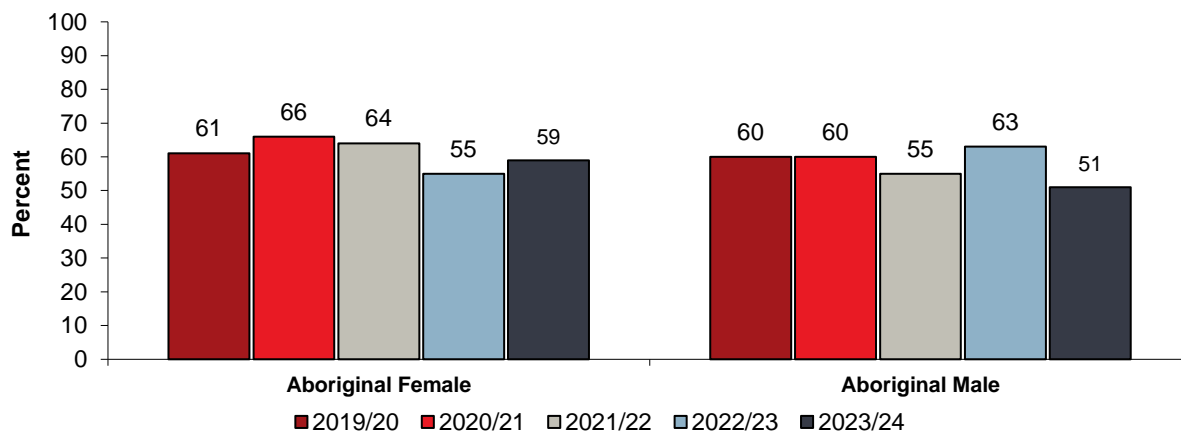
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	54	59	51	82	88	78

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



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

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

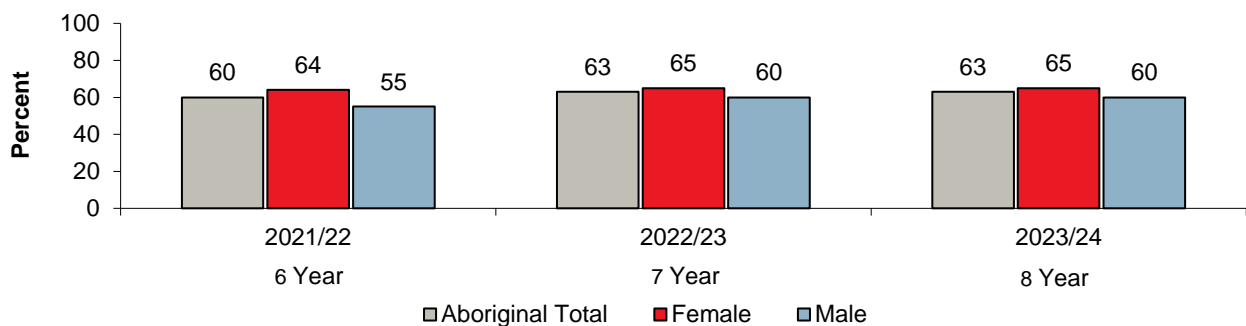
BC Residents

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

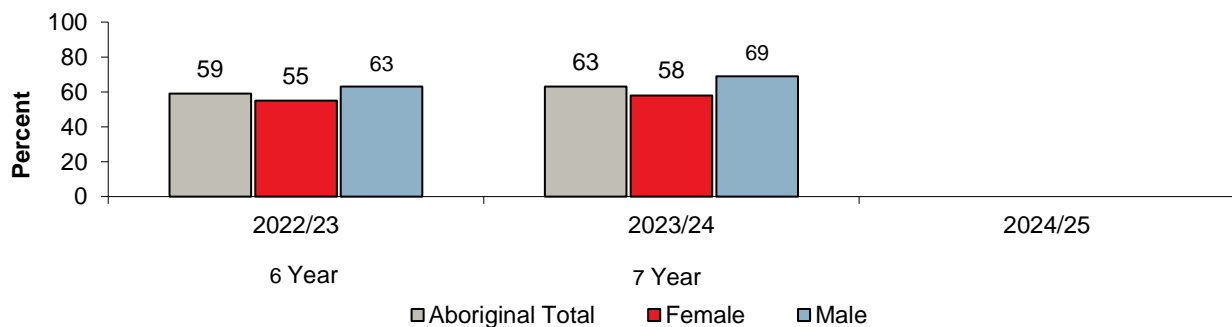
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	60	64	55	63	65	60	63	65	60
2017/18	59	55	63	63	58	69	-	-	-
2018/19	54	59	51	-	-	-	-	-	-

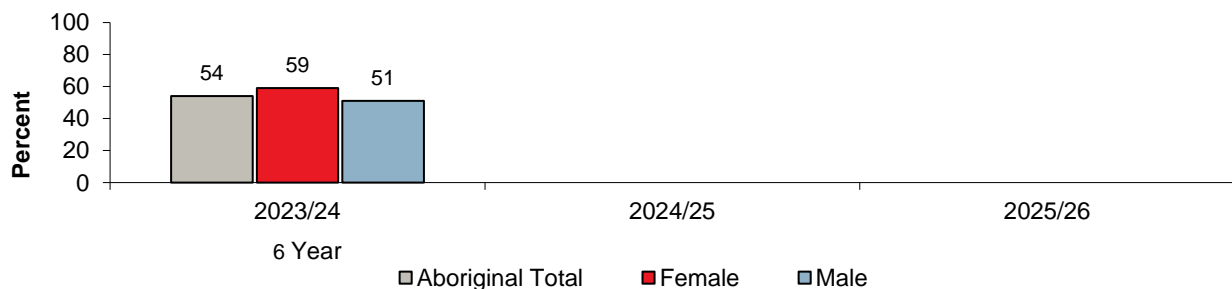
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	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
2023/24	80	Msk	Msk	50	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	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
2023/24	80	49	61	50	48	96

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

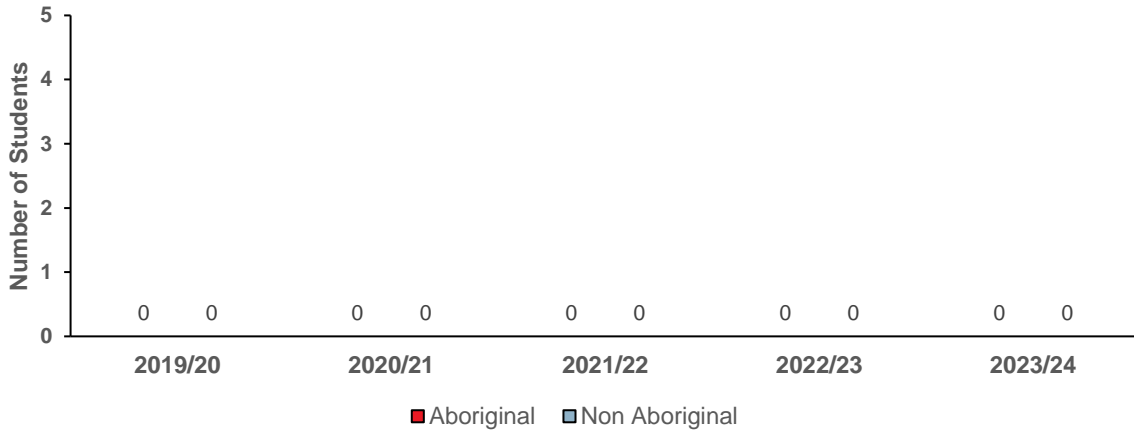
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

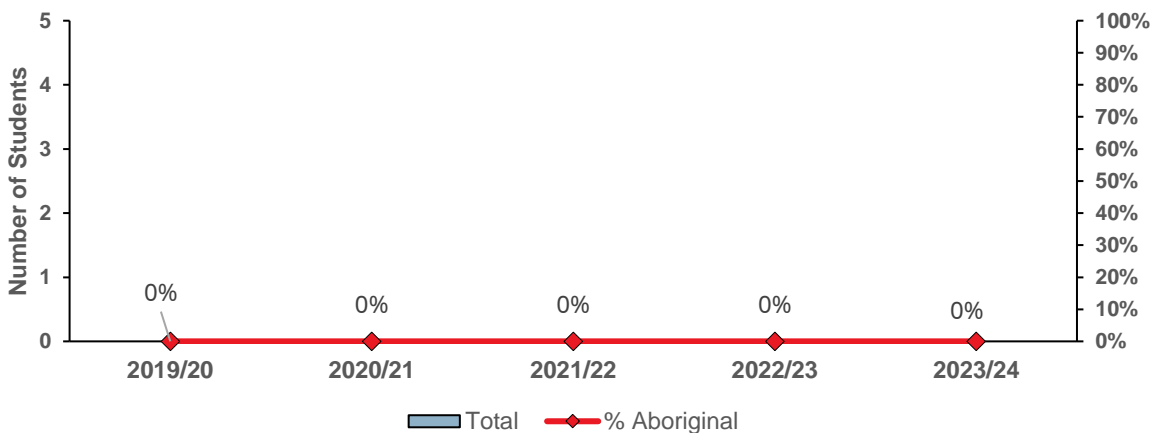
NUMBER OF ADULT DOGWOOD

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

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

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

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

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	-	-	-	-	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	-	-
2021/22	Msk	Msk	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	Msk	Msk	-	-

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

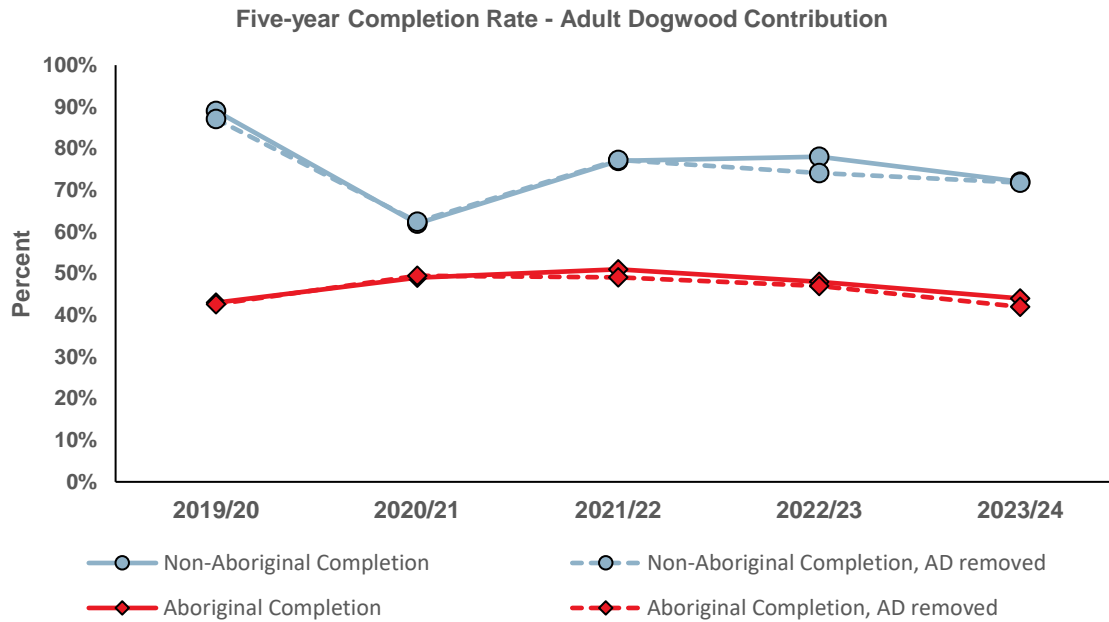
BC Residents

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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	44	-2	42	72	0	72



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

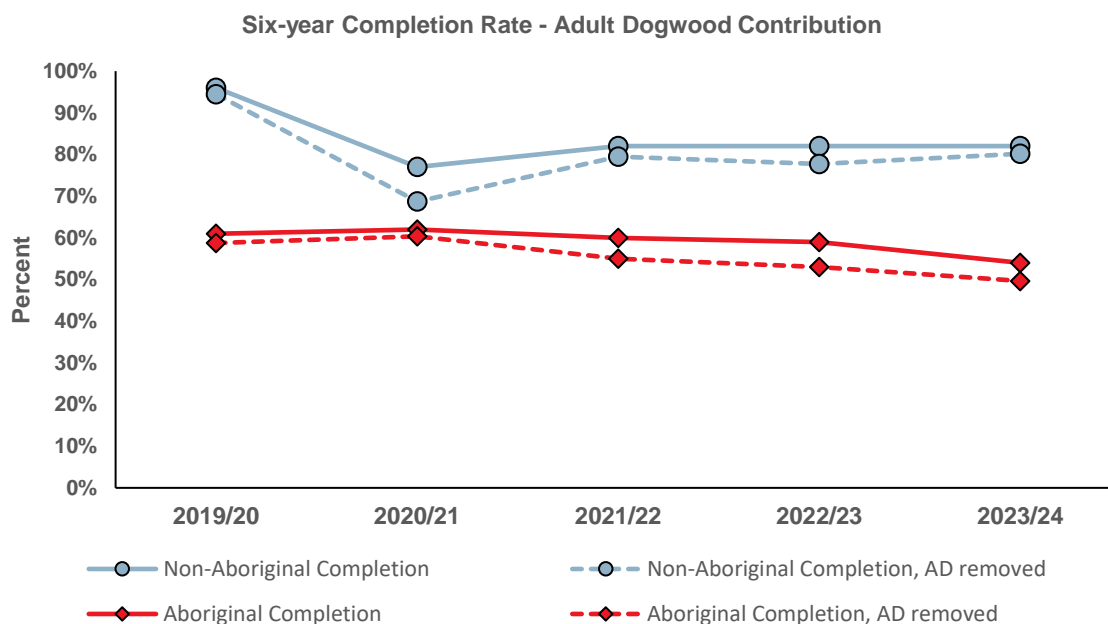
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	54	-4	50	82	-2	80



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

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

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

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

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

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups	All Legal Groups		All Legal Groups	
	#	#	%	#	%
2018/19	161	138	86	23	14
2019/20	158	129	82	29	18
2020/21	156	125	80	31	20
2021/22	149	119	80	30	20
2022/23	136	107	79	29	21

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

School Year	Aboriginal Total	Aboriginal	
	September	All Legal Groups	
	#	#	%
2018/19	664	138	21
2019/20	646	129	20
2020/21	615	125	20
2021/22	638	119	19
2022/23	632	107	17

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	0
2019/20	Msk	Msk	Msk	Msk	0	0	-
2020/21	55	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	-	-	-
2022/23	38	Msk	Msk	Msk	Msk	Msk	Msk

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	-	Msk	Msk	-
2019/20	Msk	Msk	Msk	Msk	-	-	-
2020/21	80	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	-
2022/23	91	Msk	Msk	Msk	Msk	Msk	-

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	29	100	Msk	Msk	-	-	-	-	Msk	Msk
	2019/20	37	100	11	29.7	Msk	Msk	-	-	Msk	Msk
	2020/21	34	100	10	29.4	Msk	Msk				
	2021/22	41	100	Msk	Msk						
Non-Aboriginal	2018/19	48	100	Msk	Msk	Msk	Msk	-	-	Msk	Msk
	2019/20	34	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	38	100	Msk	Msk	Msk	Msk				
	2021/22	39	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	2018/19	29	100	Msk	Msk	-	-	-	-	-	-
	2019/20	37	100	-	-	-	-	-	-		
	2020/21	34	100	-	-	-	-				
	2021/22	41	100	Msk	Msk						
Non-Aboriginal	2018/19	48	100	-	-	-	-	-	-	-	-
	2019/20	34	100	-	-	-	-	Msk	Msk		
	2020/21	38	100	-	-	-	-				
	2021/22	39	100	-	-						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

		Transition to Research-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	29	100	-	-	-	-	-	-	-	-
	2019/20	37	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	34	100	-	-	-	-	-	-	-	-
	2021/22	41	100	-	-	-	-	-	-	-	-
Non-Aboriginal	2018/19	48	100	Msk	Msk	-	-	-	-	-	-
	2019/20	34	100	Msk	Msk	-	-	-	-	-	-
	2020/21	38	100	Msk	Msk	-	-	-	-	-	-
	2021/22	39	100	Msk	Msk	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

		Transition to Teaching-Intensive Universities									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	29	100	Msk	Msk	-	-	-	-	Msk	Msk
	2019/20	37	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2020/21	34	100	Msk	Msk	Msk	Msk	-	-	-	-
	2021/22	41	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2018/19	48	100	13	27.1	Msk	Msk	Msk	Msk	-	-
	2019/20	34	100	Msk	Msk	-	-	-	-	-	-
	2020/21	38	100	11	28.9	Msk	Msk	-	-	-	-
	2021/22	39	100	Msk	Msk	-	-	-	-	-	-

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

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

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

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

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

CAVEAT

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

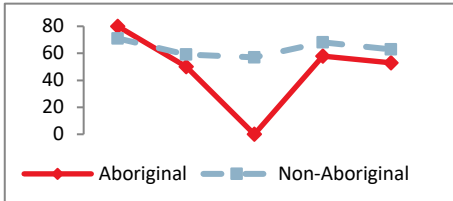
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

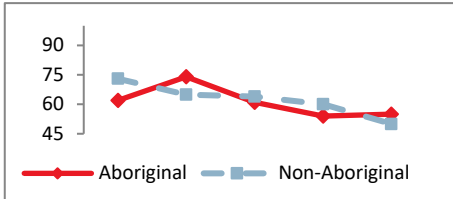
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



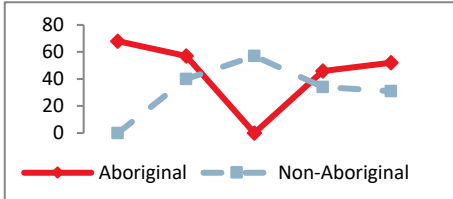
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	20	16	80	14	10	71
2020/21	22	11	50	54	32	59
2021/22	22	Msk	Msk	35	20	57
2022/23	24	14	58	47	32	68
2023/24	30	16	53	32	20	63

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	21	13	62	15	11	73
2020/21	23	17	74	55	36	65
2021/22	23	14	61	36	23	64
2022/23	24	13	54	48	29	60
2023/24	31	17	55	32	16	50

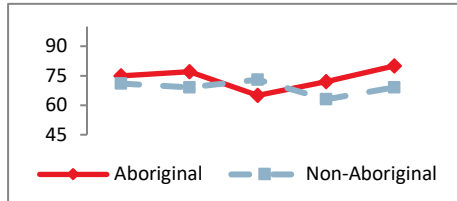
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



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	
	#	#	%	#	#	%
2019/20	19	13	68	14	Msk	Msk
2020/21	23	13	57	55	22	40
2021/22	22	Msk	Msk	35	20	57
2022/23	24	11	46	47	16	34
2023/24	31	16	52	32	10	31

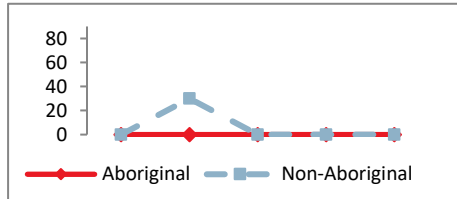
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



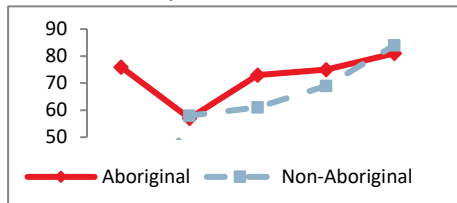
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	20	15	75	14	10	71
2020/21	22	17	77	54	37	69
2021/22	20	13	65	37	27	73
2022/23	18	13	72	52	33	63
2023/24	30	24	80	32	22	69

Have you ever felt bullied at school?



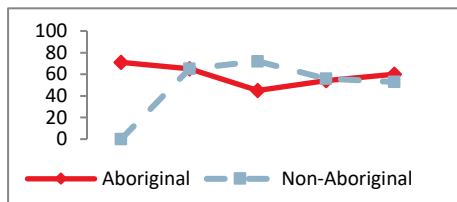
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	20	Msk	Msk	14	Msk	Msk
2020/21	23	Msk	Msk	53	16	30
2021/22	20	Msk	Msk	36	Msk	Msk
2022/23	19	Msk	Msk	51	Msk	Msk
2023/24	29	Msk	Msk	31	Msk	Msk

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



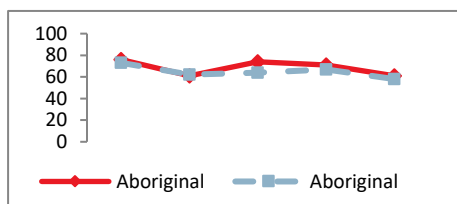
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	21	16	76	15	Msk	Msk
2020/21	23	13	57	55	32	58
2021/22	22	16	73	36	22	61
2022/23	24	18	75	48	33	69
2023/24	31	25	81	32	27	84

I am happy at my school.



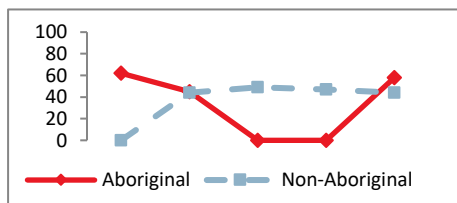
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	21	15	71	15	Msk	Msk
2020/21	23	15	65	54	35	65
2021/22	22	10	45	36	26	72
2022/23	24	13	54	48	27	56
2023/24	30	18	60	32	17	53

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	21	16	76	15	11	73
2020/21	23	14	61	55	34	62
2021/22	23	17	74	36	23	64
2022/23	24	17	71	48	32	67
2023/24	31	19	61	31	18	58

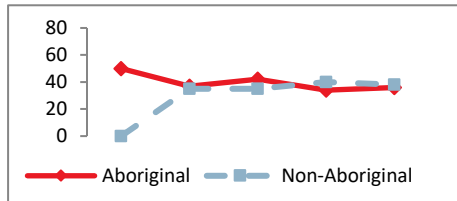
Is school a place where you feel like you belong?



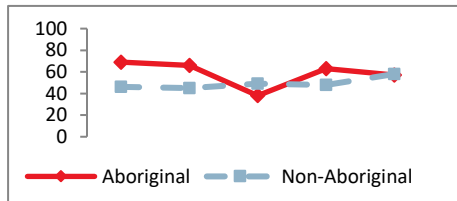
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	21	13	62	15	Msk	Msk
2020/21	22	10	45	54	24	44
2021/22	23	Msk	Msk	35	17	49
2022/23	24	Msk	Msk	47	22	47
2023/24	31	18	58	32	14	44

STUDENT LEARNING SURVEY RESULTS, GRADE 7

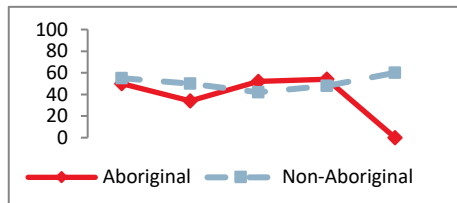
Do you like school?



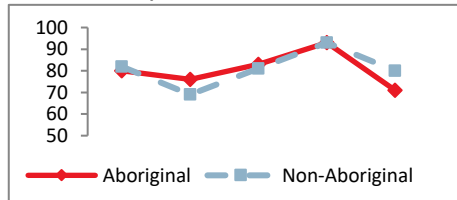
Do adults in the school treat all students fairly?



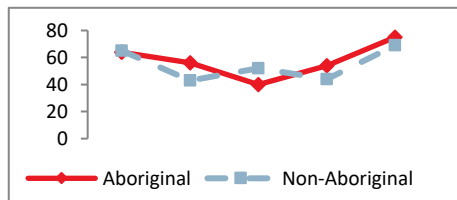
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	26	13	50
2020/21	38	14	37
2021/22	26	11	42
2022/23	41	14	34
2023/24	28	10	36

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	Msk	Msk
2020/21	51	18	35
2021/22	43	15	35
2022/23	48	19	40
2023/24	55	21	38

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	26	18	69
2020/21	38	25	66
2021/22	26	10	38
2022/23	41	26	63
2023/24	28	16	57

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	11	46
2020/21	51	23	45
2021/22	43	21	49
2022/23	48	23	48
2023/24	55	32	58

Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	26	13	50
2020/21	38	13	34
2021/22	25	13	52
2022/23	41	22	54
2023/24	28	Msk	Msk

Non-Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	22	12	55
2020/21	50	25	50
2021/22	43	18	42
2022/23	48	23	48
2023/24	55	33	60

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	25	20	80
2020/21	37	28	76
2021/22	24	20	83
2022/23	41	38	93
2023/24	28	20	71

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	22	18	82
2020/21	51	35	69
2021/22	43	35	81
2022/23	46	43	93
2023/24	55	44	80

Aboriginal

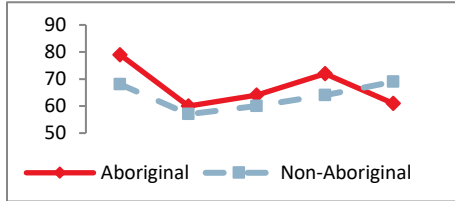
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	25	16	64
2020/21	36	20	56
2021/22	25	10	40
2022/23	41	22	54
2023/24	28	21	75

Non-Aboriginal

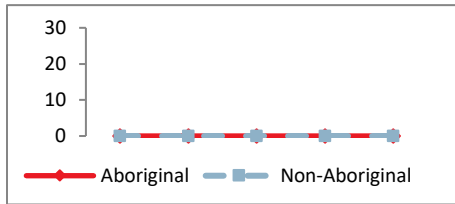
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	23	15	65
2020/21	51	22	43
2021/22	42	22	52
2022/23	48	21	44
2023/24	54	37	69

STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

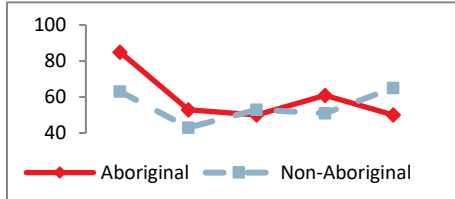
Do you feel safe at school?



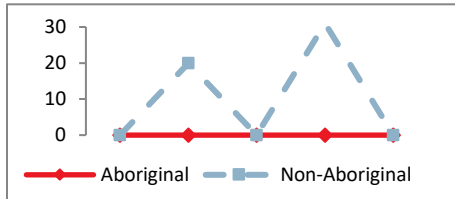
At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



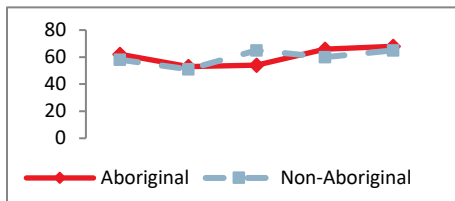
How many adults at your school care about you? (Percentage responding 2 adults or more.)



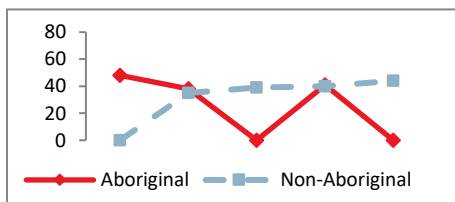
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	19	79
2020/21	35	21	60
2021/22	25	16	64
2022/23	39	28	72
2023/24	28	17	61

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	25	17	68
2020/21	54	31	57
2021/22	43	26	60
2022/23	50	32	64
2023/24	55	38	69

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	25	Msk	Msk
2020/21	35	Msk	Msk
2021/22	25	Msk	Msk
2022/23	39	Msk	Msk
2023/24	28	Msk	Msk

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	Msk	Msk
2020/21	54	Msk	Msk
2021/22	44	Msk	Msk
2022/23	50	Msk	Msk
2023/24	55	Msk	Msk

Aboriginal

School Year	Gr 7 Respondents #	Two adults or more	
		#	%
2019/20	26	22	85
2020/21	38	20	53
2021/22	26	13	50
2022/23	41	25	61
2023/24	28	14	50

Non-Aboriginal

School Year	Gr 7 Respondents #	Two adults or more	
		#	%
2019/20	24	15	63
2020/21	51	22	43
2021/22	43	23	53
2022/23	47	24	51
2023/24	55	36	65

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	26	Msk	Msk
2020/21	38	Msk	Msk
2021/22	26	Msk	Msk
2022/23	40	Msk	Msk
2023/24	28	Msk	Msk

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	Msk	Msk
2020/21	50	10	20
2021/22	43	Msk	Msk
2022/23	48	15	31
2023/24	55	Msk	Msk

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	26	16	62
2020/21	38	20	53
2021/22	26	14	54
2022/23	41	27	66
2023/24	28	19	68

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	14	58
2020/21	51	26	51
2021/22	43	28	65
2022/23	48	29	60
2023/24	55	36	65

Aboriginal

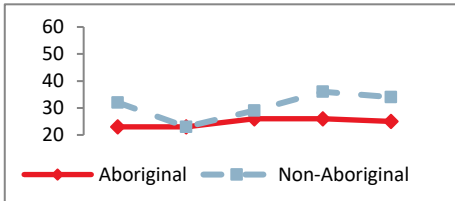
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	25	12	48
2020/21	37	14	38
2021/22	26	Msk	Msk
2022/23	41	17	41
2023/24	28	Msk	Msk

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	24	Msk	Msk
2020/21	51	18	35
2021/22	41	16	39
2022/23	48	19	40
2023/24	54	24	44

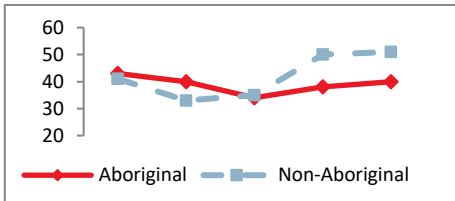
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



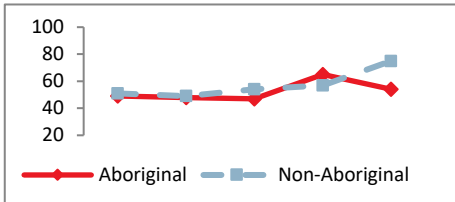
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	48	11	23	41	13	32
2020/21	48	11	23	43	10	23
2021/22	61	16	26	52	15	29
2022/23	50	13	26	47	17	36
2023/24	48	12	25	53	18	34

Do adults in the school treat all students fairly?



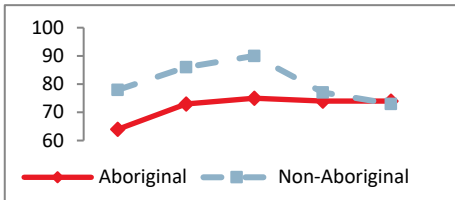
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	49	21	43	41	17	41
2020/21	48	19	40	43	14	33
2021/22	62	21	34	52	18	35
2022/23	50	19	38	48	24	50
2023/24	48	19	40	53	27	51

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



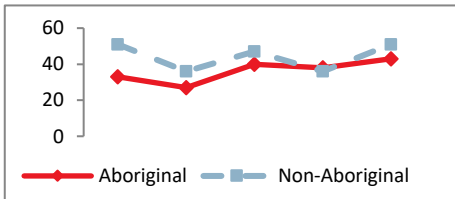
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two teachers or more		Gr 10 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	49	24	49	41	21	51
2020/21	48	23	48	37	18	49
2021/22	60	28	47	52	28	54
2022/23	49	32	65	47	27	57
2023/24	46	25	54	53	40	75

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	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
2023/24	42	31	74	52	38	73

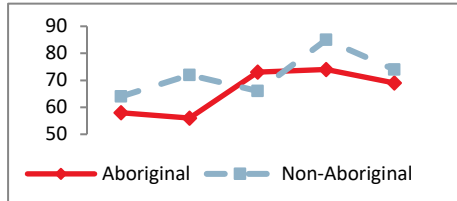
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	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
2023/24	46	20	43	53	27	51

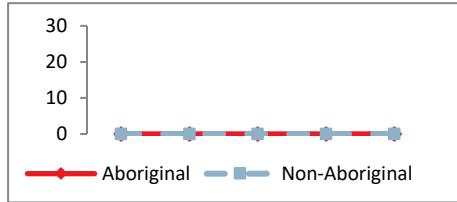
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



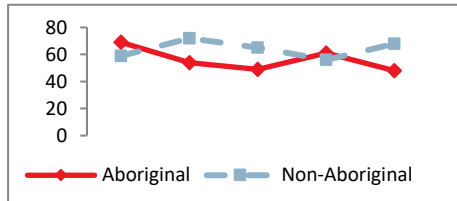
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	48	28	58	42	27	64
2020/21	48	27	56	43	31	72
2021/22	59	43	73	53	35	66
2022/23	50	37	74	46	39	85
2023/24	45	31	69	53	39	74

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



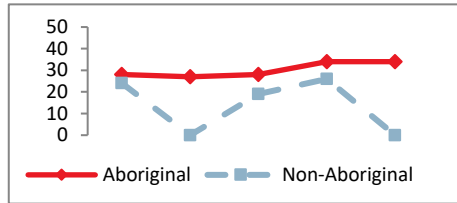
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	48	Msk	Msk	42	Msk	Msk
2020/21	48	Msk	Msk	43	Msk	Msk
2021/22	59	Msk	Msk	53	Msk	Msk
2022/23	50	Msk	Msk	47	Msk	Msk
2023/24	45	Msk	Msk	53	Msk	Msk

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.)



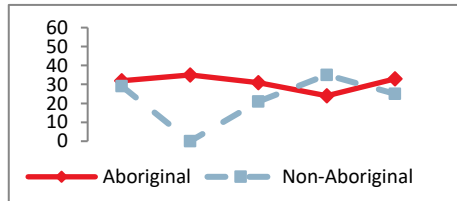
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	49	34	69	41	24	59
2020/21	48	26	54	43	31	72
2021/22	61	30	49	52	34	65
2022/23	49	30	61	48	27	56
2023/24	48	23	48	53	36	68

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	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
2023/24	44	15	34	51	Msk	Msk

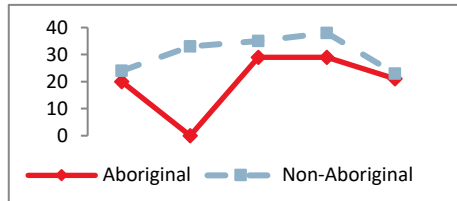
Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	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
2023/24	43	14	33	52	13	25

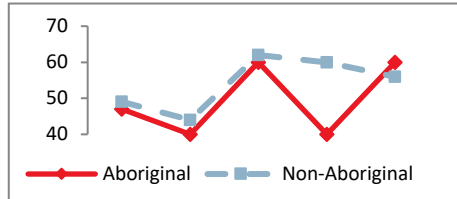
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



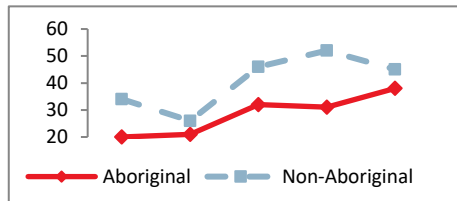
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2019/20	49	10	20	41	10	24
2020/21	48	Msk	Msk	43	14	33
2021/22	62	18	29	52	18	35
2022/23	49	14	29	47	18	38
2023/24	48	10	21	53	12	23

Do you feel welcome at your school?



School Year	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
		#	%		#	%
2019/20	49	23	47	41	20	49
2020/21	48	19	40	43	19	44
2021/22	62	37	60	52	32	62
2022/23	50	20	40	48	29	60
2023/24	48	29	60	52	29	56

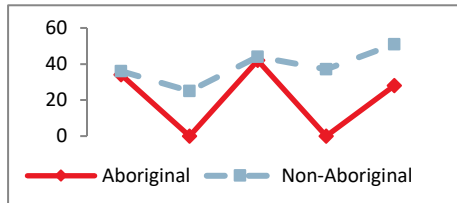
Is school a place where you feel like you belong?



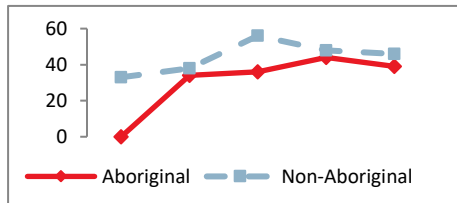
School Year	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
		#	%		#	%
2019/20	49	10	20	41	14	34
2020/21	48	10	21	43	11	26
2021/22	62	20	32	52	24	46
2022/23	48	15	31	48	25	52
2023/24	48	18	38	53	24	45

STUDENT LEARNING SURVEY RESULTS, GRADE 12

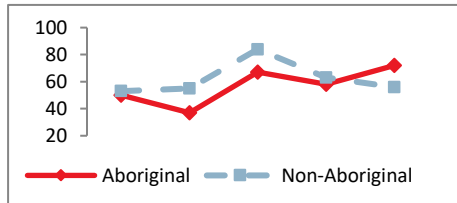
Do you like school?



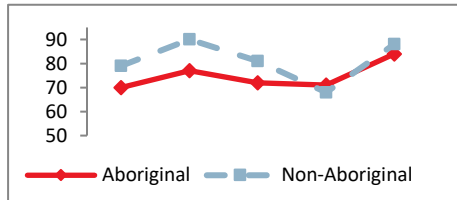
Do adults in the school treat all students fairly?



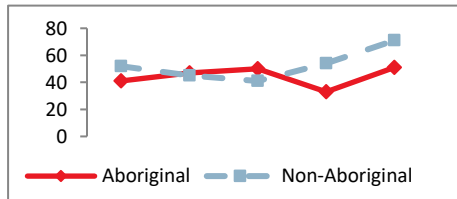
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	32	11	34
2020/21	35	Msk	Msk
2021/22	36	15	42
2022/23	33	Msk	Msk
2023/24	46	13	28

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	12	36
2020/21	40	10	25
2021/22	32	14	44
2022/23	27	10	37
2023/24	35	18	51

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	32	Msk	Msk
2020/21	35	12	34
2021/22	36	13	36
2022/23	32	14	44
2023/24	46	18	39

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	11	33
2020/21	40	15	38
2021/22	32	18	56
2022/23	27	13	48
2023/24	35	16	46

Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	32	16	50
2020/21	35	13	37
2021/22	36	24	67
2022/23	33	19	58
2023/24	46	33	72

Non-Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	32	17	53
2020/21	38	21	55
2021/22	32	27	84
2022/23	27	17	63
2023/24	34	19	56

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	30	21	70
2020/21	35	27	77
2021/22	36	26	72
2022/23	31	22	71
2023/24	44	37	84

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	26	79
2020/21	40	36	90
2021/22	32	26	81
2022/23	25	17	68
2023/24	34	30	88

Aboriginal

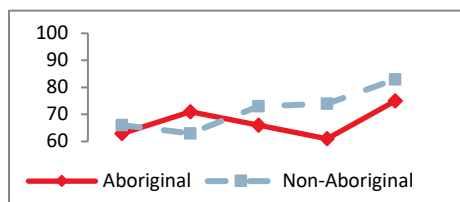
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	32	13	41
2020/21	34	16	47
2021/22	36	18	50
2022/23	33	11	33
2023/24	45	23	51

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	17	52
2020/21	40	18	45
2021/22	32	13	41
2022/23	26	14	54
2023/24	35	25	71

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?

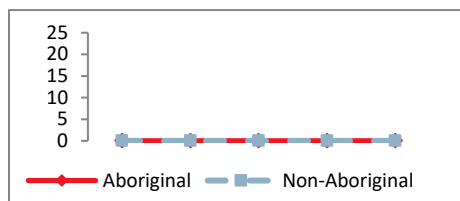


Aboriginal

Non-Aboriginal

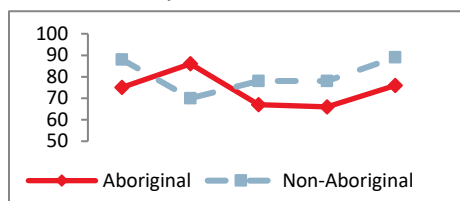
School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	32	20	63	32	21	66
2020/21	35	25	71	40	25	63
2021/22	35	23	66	33	24	73
2022/23	33	20	61	27	20	74
2023/24	44	33	75	35	29	83

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



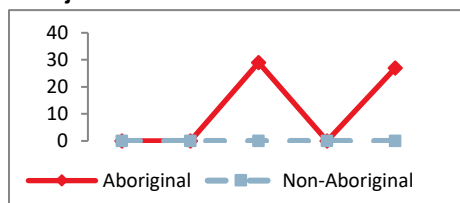
School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	31	Msk	Msk	32	Msk	Msk
2020/21	35	Msk	Msk	40	Msk	Msk
2021/22	35	Msk	Msk	33	Msk	Msk
2022/23	32	Msk	Msk	27	Msk	Msk
2023/24	45	Msk	Msk	35	Msk	Msk

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.)



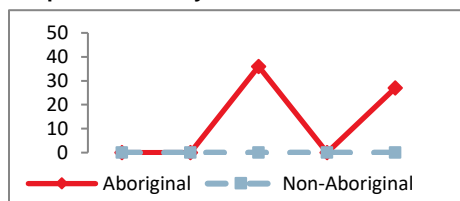
School Year	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	32	24	75	33	29	88
2020/21	35	30	86	40	28	70
2021/22	36	24	67	32	25	78
2022/23	32	21	66	27	21	78
2023/24	46	35	76	35	31	89

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



School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
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
2023/24	45	12	27	34	Msk	Msk

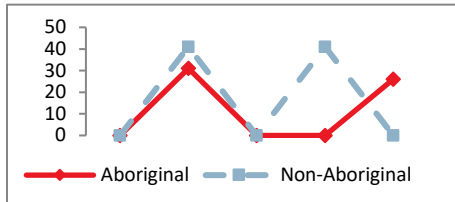
Are you satisfied that school is preparing you for post-secondary education?



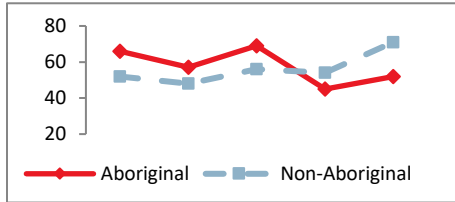
School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	30	Msk	Msk	33	Msk	Msk
2020/21	35	Msk	Msk	40	Msk	Msk
2021/22	36	13	36	32	Msk	Msk
2022/23	31	Msk	Msk	26	Msk	Msk
2023/24	45	12	27	34	Msk	Msk

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

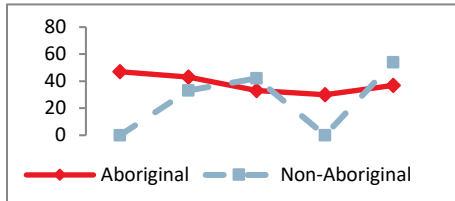
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	32	Msk	Msk
2020/21	35	11	31
2021/22	35	Msk	Msk
2022/23	33	Msk	Msk
2023/24	46	12	26

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	Msk	Msk
2020/21	39	16	41
2021/22	32	Msk	Msk
2022/23	27	11	41
2023/24	35	Msk	Msk

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	32	21	66
2020/21	35	20	57
2021/22	36	25	69
2022/23	33	15	45
2023/24	46	24	52

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	17	52
2020/21	40	19	48
2021/22	32	18	56
2022/23	26	14	54
2023/24	35	25	71

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	32	15	47
2020/21	35	15	43
2021/22	36	12	33
2022/23	33	10	30
2023/24	46	17	37

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	33	Msk	Msk
2020/21	40	13	33
2021/22	31	13	42
2022/23	27	Msk	Msk
2023/24	35	19	54

GLOSSARY

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

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

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