

2022/2023



# HOW ARE WE DOING?

*Educational Outcomes*  
of Children and Youth in  
Care and Former Children  
and Youth in Care.

PROVINCE – Public schools only



Ministry of Education  
and Child Care

Ministry of Post-Secondary  
Education and Future Skills

Ministry of Children  
and Family Development



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## Definitions

### CHILDREN AND YOUTH IN CARE: HOW ARE WE DOING?

This is the inaugural edition of an annual report on the educational assessments, experiences, and outcomes of students living outside of their parental homes under a legal arrangement in the British Columbia (B.C.) public K-12 and post-secondary education systems. The K-12 data in this report only includes information from Public Schools and excludes students that were not residents of B.C., those above the age of 19, and Graduated Adults. The data in this report are complete through the 2022/2023 school year.

This report was produced by the Ministry of Education and Child Care (ECC), the Ministry of Children and Family Development (MCFD) and the Ministry of Post-Secondary Education and Future Skills (PSFS) pursuant to Action 4.18 of the Declaration on the Rights of Indigenous Peoples Act Action Plan and the First Nations Children and Youth in Care Protocol, to "co-develop and implement measures to support improved education outcomes of current and former First Nation children and youth in care, including meaningful data collection to inform policy planning and service delivery."

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 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, and those that are under Kinship Care (colloquially known as "Out of Care"). **Table 1** shows the different types of Legal Agreements included in this report, split into three legal groups: In Care, Kinship Care, and Youth Services. For more information about legal arrangements, please refer to the Glossary.

Students can, and do, have multiple arrangements throughout their education journey and each separate arrangement is captured within this report. There are instances where the three legal groups are combined into an **All Legal Groups** cohort, which counts all students in the individual groups only once regardless of how many arrangements they have in each group.

There are three cohorts of students represented in this report that can apply to any individual legal group or the combined group. The definition applied to a given metric is presented on the top right-hand part of each page. For the purposes of this report:

- **"Legal Group" In-Year:** These students have an active arrangement at some point during the school year (July 1st - June 30th) presented.
- **"Legal Group" Ever:** Once a student has been marked as In-Year, they will be marked as Ever for all subsequent school years (colloquially known as forward dated).
- **Former Youth in Care (FYIC):** Refers to learners in public post-secondary that have previously been marked as being In Care, under Kinship Care, or having received Youth Services. These students must have previously had an enrolment in either a public or independent school in the K-12 system.

For the purposes of this report, the All Legal Groups definition in this report differs from the definition for Children and Youth In Care (CYIC) under the *Child, Family and Community Service Act (CFCSA)* in that it includes children and youth under the Kinship Care and under Youth Agreements.

The cohort of students living out of parental home under a legal arrangement were determined by matching MCFD and ECC data using a child's first name, last name, gender, and birth date. Since there is not a matching identifier between the two systems, some students may be excluded if any of the matching variables changed over time, whether it be through data entry corrections or legal name changes. Please note that there is incomplete data for children who only had an legal care arrangement from birth to age 5 (i.e. students who had a former legal arrangements but were never in the care of the Ministry of Children and Family Development (MCFD) while enrolled in the B.C. school system). Approximately 60% of all legal groups cohort who were only in care from birth to age 5 are captured in this dataset.

Any student without a legal arrangement with MCFD or ICFSA are considered to be part of the **Not in a Legal Care Arrangement/Never in a Legal Care Arrangement** cohort. Not in a Legal Care Arrangement is an In Year metric that means the student did not have an arrangement within that school year. Never in a Legal Care Arrangement means that the student did not have an arrangement within that school year or any previous school year.

PLEASE NOTE: The partners to this report make small and continuous improvements to the quality of the data. These improvements may result in differences from previously published reports. The data in this report are the most accurate data available at the time of publication. For any questions or comments please contact [educ.systemperformance@gov.bc.ca](mailto:educ.systemperformance@gov.bc.ca)

Table 1. Legal Groups and Categories as Defined in This Report

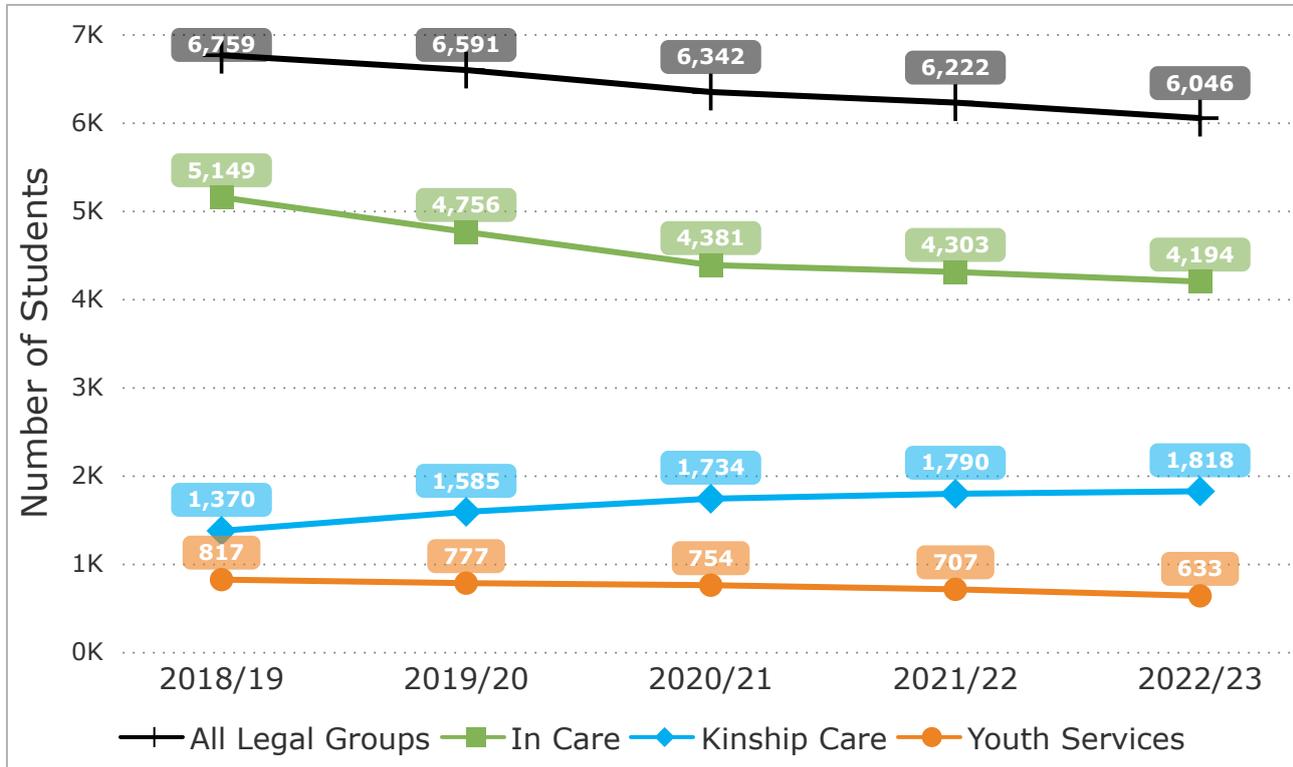
Legal Group	Legal Category
In Care	Continuing Custody
In Care	Adoption Act Ward
In Care	Infants Act/F.R.A. Ward
In Care	Temporary Custody
In Care	Interim Custody
In Care	Removal of Child
In Care	Out of Province
In Care	Voluntary Care Agreement
In Care	Special Needs Agreement
Kinship Care	Temporary Custody Kinship
Kinship Care	Interim Custody Kinship
Kinship Care	Extended Family Program
Youth Services	Youth Agreement
Youth Services	Support Services for Youth

### HEADCOUNT BY LEGAL GROUP IN YEAR

The data presented includes a headcount of all resident school-aged persons who are enrolled in the B.C. K-12 Public School system based on the September 30<sup>th</sup> 1701 data collection. Registered homeschooled individuals are not considered a standard enrolment record.

This table shows the number of students within a legal group per year. Students may have multiple arrangements in a single school year, but are only counted once per group per year. The "All Legal Groups" column only counts individual students once, meaning that the sum of the individual categories may not equal the "All Legal Groups" column value.

Legal Group	All Legal Groups		In Care		Kinship Care		Youth Services	
	School Year	#	% of All	#	% of All	#	% of All	#
2018/19	6,759	100%	5,149	76%	1,370	20%	817	12%
2019/20	6,591	100%	4,756	72%	1,585	24%	777	12%
2020/21	6,342	100%	4,381	69%	1,734	27%	754	12%
2021/22	6,222	100%	4,303	69%	1,790	29%	707	11%
2022/23	6,046	100%	4,194	69%	1,818	30%	633	10%

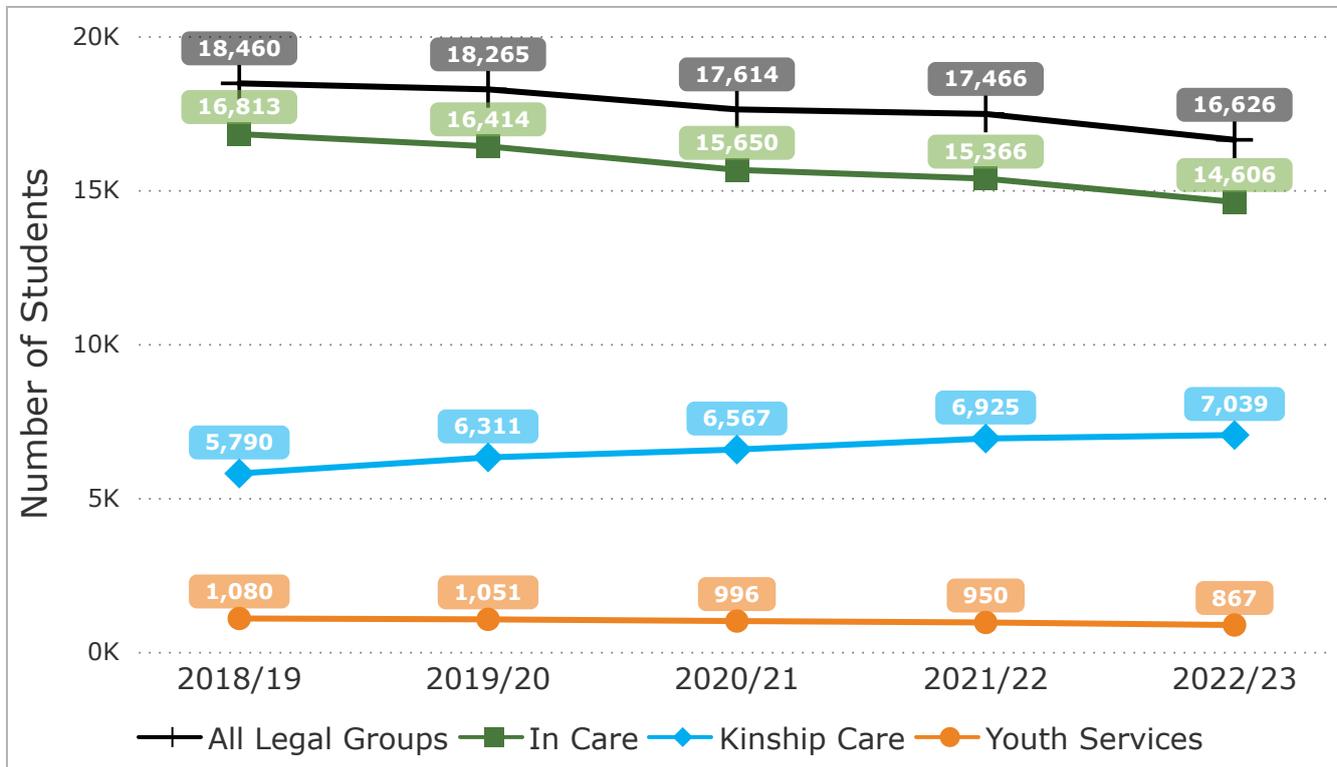


### HEADCOUNT BY LEGAL GROUP EVER

The data presented includes a headcount of all resident school-aged persons who are enrolled in the B.C. K-12 Public School system based on the September 30<sup>th</sup> 1701 data collection. Registered homeschooled individuals are not considered a standard enrolment record.

This table shows the number of students enrolled per year that have ever had an arrangement in the specified legal group. Students may have had multiple arrangements over time, but are only counted once per group in a given year. The "All Groups" column only counts individual students once, meaning that the sum of the individual categories may not equal the "All Groups" column value.

Legal Group	All Legal Groups		In Care		Kinship Care		Youth Services	
	#	% of All	#	% of All	#	% of All	#	% of All
2018/19	18,460	100%	16,813	91%	5,790	31%	1,080	6%
2019/20	18,265	100%	16,414	90%	6,311	35%	1,051	6%
2020/21	17,614	100%	15,650	89%	6,567	37%	996	6%
2021/22	17,466	100%	15,366	88%	6,925	40%	950	5%
2022/23	16,626	100%	14,606	88%	7,039	42%	867	5%



## HEADCOUNT BY LEGAL CATEGORY

The following tables show the numbers of students within a legal category per year. Students may have multiple arrangements in a single school year, but are only counted once per category per year. The "All Categories" row only counts individual students once, meaning that the sum of the individual categories may not equal the "All Categories" row value.

### In Care

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
	#	%	#	%	#	%	#	%	#	%
Continuing Custody	2,567	50%	2,408	51%	2,282	52%	2,157	50%	2,103	50%
Adoption Act Ward	11	0%	19	0%	26	1%	Msk	0%	Msk	0%
Infants Act/ F.R.A. Ward	Msk	0%								
Temporary Custody	1,296	25%	1,090	23%	991	23%	918	21%	914	22%
Interim Custody	973	19%	779	16%	646	15%	622	14%	680	16%
Removal of Child	1,000	19%	851	18%	760	17%	864	20%	978	23%
Out of Province	68	1%	80	2%	78	2%	81	2%	80	2%
Voluntary Care Agreement	537	10%	506	11%	498	11%	505	12%	393	9%
Special Needs Agreement	292	6%	298	6%	269	6%	283	7%	276	7%
All Legal Categories	5,149	100%	4,756	100%	4,381	100%	4,303	100%	4,194	100%

### Kinship Care

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
	#	%	#	%	#	%	#	%	#	%
Temporary Custody Kinship	692	51%	650	41%	625	36%	613	34%	696	38%
Interim Custody Kinship	219	16%	183	12%	197	11%	261	15%	346	19%
Extended Family Program	644	47%	910	57%	1,087	63%	1,143	64%	1,078	59%
All Legal Categories	1,370	100%	1,585	100%	1,734	100%	1,790	100%	1,818	100%

### Youth Services

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
	#	%	#	%	#	%	#	%	#	%
Support Services for Youth	212	26%	212	27%	187	25%	165	23%	149	24%
Youth Agreement	713	87%	674	87%	678	90%	632	89%	558	88%
All Legal Categories	817	100%	777	100%	754	100%	707	100%	633	100%

## HEADCOUNT BY DEMOGRAPHIC

### All Legal Groups

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
Demographic	#	%	#	%	#	%	#	%	#	%
All Students	6,759	100%	6,591	100%	6,342	100%	6,222	100%	6,046	100%
Indigenous	4,373	65%	4,395	67%	4,280	67%	4,225	68%	4,177	69%
On Reserve	476	7%	557	8%	564	9%	571	9%	609	10%
Off Reserve	3,897	58%	3,838	58%	3,716	59%	3,654	59%	3,568	59%
Non-Indigenous	2,386	35%	2,196	33%	2,062	33%	1,997	32%	1,869	31%

### In Care

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
Demographic	#	%	#	%	#	%	#	%	#	%
All Students	5,149	100%	4,756	100%	4,381	100%	4,303	100%	4,194	100%
Indigenous	3,404	66%	3,216	68%	2,970	68%	2,934	68%	2,877	69%
On Reserve	267	5%	300	6%	272	6%	256	6%	274	7%
Off Reserve	3,137	61%	2,916	61%	2,698	62%	2,678	62%	2,603	62%
Non-Indigenous	1,745	34%	1,540	32%	1,411	32%	1,369	32%	1,317	31%

### Kinship Care

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
Demographic	#	%	#	%	#	%	#	%	#	%
All Students	1,370	100%	1,585	100%	1,734	100%	1,790	100%	1,818	100%
Indigenous	906	66%	1,126	71%	1,239	71%	1,289	72%	1,309	72%
On Reserve	192	14%	256	16%	284	16%	324	18%	335	18%
Off Reserve	714	52%	870	55%	955	55%	965	54%	974	54%
Non-Indigenous	464	34%	459	29%	495	29%	501	28%	509	28%

### Youth Services

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
Demographic	#	%	#	%	#	%	#	%	#	%
All Students	817	100%	777	100%	754	100%	707	100%	633	100%
Indigenous	415	51%	395	51%	394	52%	366	52%	379	60%
On Reserve	64	8%	60	8%	60	8%	44	6%	57	9%
Off Reserve	351	43%	335	43%	334	44%	322	46%	322	51%
Non-Indigenous	402	49%	382	49%	360	48%	341	48%	254	40%

### Not in a Legal Care Arrangement

School Year	2018/19		2019/20		2020/21		2021/22		2022/23	
Demographic	#	%	#	%	#	%	#	%	#	%
All Students	545,839	100%	553,349	100%	553,577	100%	560,477	100%	570,976	100%
Indigenous	70,346	13%	70,460	13%	68,562	12%	69,344	12%	68,413	12%
On Reserve	7,517	1%	7,652	1%	7,190	1%	7,421	1%	7,465	1%
Off Reserve	62,829	12%	62,808	11%	61,372	11%	61,923	11%	60,948	11%
Non-Indigenous	475,493	87%	482,889	87%	485,015	88%	491,133	88%	502,563	88%

## HEADCOUNT BY GRADE

Grade Group	Legal Group	In Care					Kinship Care					Youth Services				
		2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
K-3	All Students	1,362	1,211	1,054	1,052	1,014	487	535	596	627	607	0	0	0	0	0
	Indigenous	931	878	783	765	739	315	373	420	451	448	0	0	0	0	0
	On Reserve	75	81	55	39	61	54	66	76	87	82	0	0	0	0	0
	Off Reserve	856	797	728	726	678	261	307	344	364	366	0	0	0	0	0
	Non-Indigenous	431	333	271	287	275	172	162	176	176	159	0	0	0	0	0
4-7	All Students	1,490	1,325	1,193	1,139	1,077	443	526	540	546	549	0	0	0	0	0
	Indigenous	1,062	950	850	809	779	311	391	411	394	398	0	0	0	0	0
	On Reserve	79	87	97	96	84	65	81	88	95	98	0	0	0	0	0
	Off Reserve	983	863	753	713	695	246	310	323	299	300	0	0	0	0	0
	Non-Indigenous	428	375	343	330	298	132	135	129	152	151	0	0	0	0	0
8-10	All Students	1,228	1,242	1,195	1,161	1,165	327	391	431	424	457	81	76	69	54	62
	Indigenous	805	834	783	778	761	212	276	296	309	316	45	41	42	29	42
	On Reserve	67	87	80	82	82	56	82	88	98	100	11	Msk	Msk	Msk	Msk
	Off Reserve	738	747	703	696	679	156	194	208	211	216	34	Msk	Msk	Msk	Msk
	Non-Indigenous	423	408	412	383	404	115	115	135	115	141	36	35	27	25	20
11-12	All Students	1,021	932	899	935	925	111	133	165	193	205	712	690	675	650	571
	Indigenous	581	529	530	576	591	68	86	110	135	147	355	349	347	337	337
	On Reserve	44	42	38	38	47	17	27	32	44	55	51	50	50	38	49
	Off Reserve	537	487	492	538	544	51	59	78	91	92	304	299	297	299	288
	Non-Indigenous	440	403	369	359	334	43	47	55	58	58	357	341	328	313	234
Other	All Students	48	46	40	16	13	Msk	0	Msk	0	0	24	11	10	Msk	0
	Indigenous	25	25	24	Msk	Msk	0	0	Msk	0	0	Msk	Msk	Msk	0	0
	On Reserve	Msk	Msk	Msk	Msk	0	0	0	0	0	0	Msk	Msk	Msk	0	0
	Off Reserve	Msk	Msk	Msk	Msk	Msk	0	0	Msk	0	0	Msk	Msk	Msk	0	0
	Non-Indigenous	23	21	16	Msk	Msk	Msk	0	0	0	0	Msk	Msk	Msk	Msk	0

\* Other includes elementary ungraded and secondary ungraded.

## HEADCOUNT BY AGE

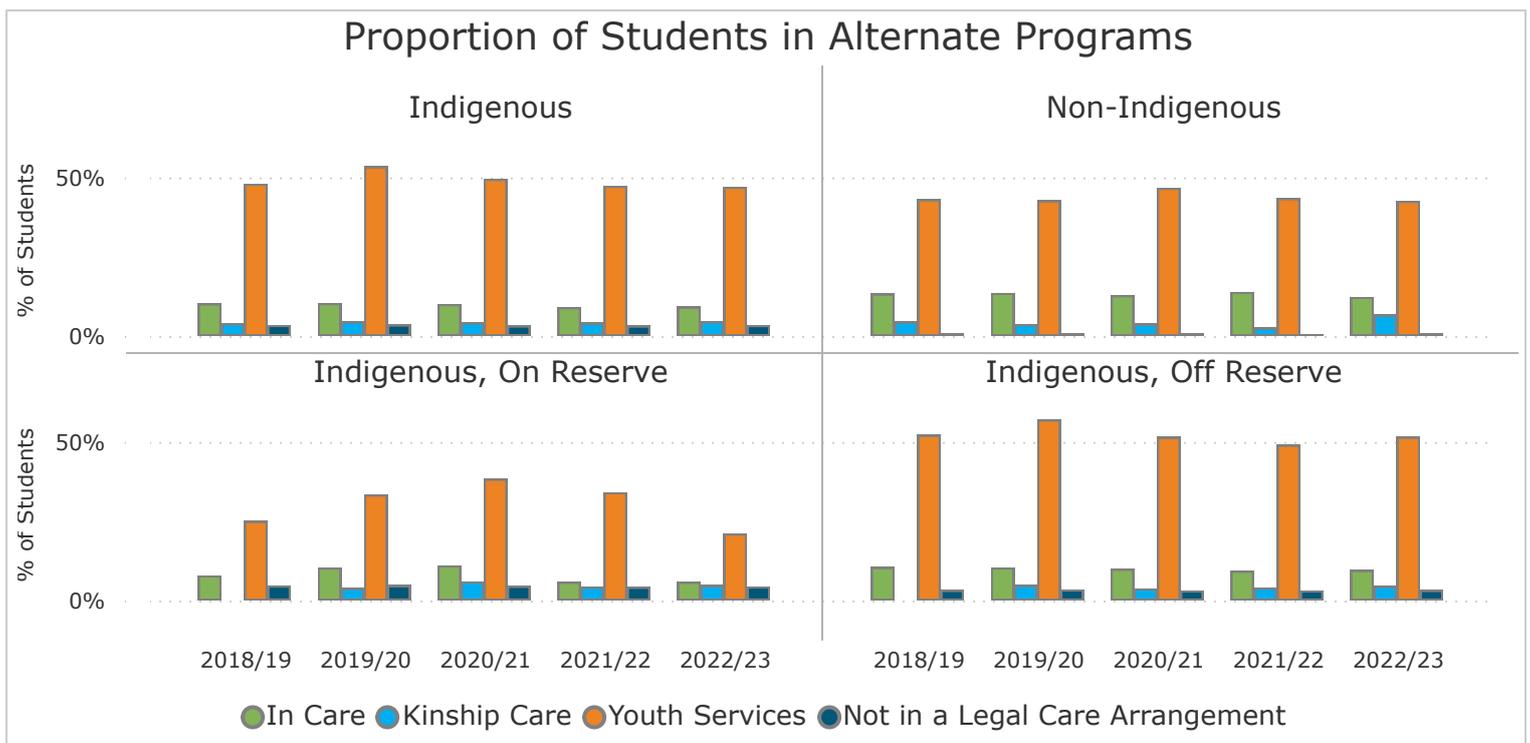
Age*	Legal Group	In Care					Kinship Care					Youth Services				
		2018 /19	2019 /20	2020 /21	2021 /22	2022 /23	2018 /19	2019 /20	2020 /21	2021 /22	2022 /23	2018 /19	2019 /20	2020 /21	2021 /22	2022 /23
5	All Students	168	145	123	130	117	53	76	63	71	82	0	0	0	0	0
	Indigenous	110	103	97	81	83	36	52	40	48	62	0	0	0	0	0
	Non-Indigenous	58	42	26	49	34	17	24	23	23	20	0	0	0	0	0
6	All Students	347	296	255	240	247	135	138	166	155	134	0	0	0	0	0
	Indigenous	255	216	181	180	175	84	97	117	118	93	0	0	0	0	0
	Non-Indigenous	92	80	74	60	72	51	41	49	37	41	0	0	0	0	0
7	All Students	320	316	266	257	256	105	132	151	152	151	0	0	0	0	0
	Indigenous	219	235	192	186	191	64	92	110	107	114	0	0	0	0	0
	Non-Indigenous	101	81	74	71	65	41	40	41	45	37	0	0	0	0	0
8	All Students	353	293	268	277	255	138	115	153	181	142	0	0	0	0	0
	Indigenous	234	206	208	201	182	91	76	104	127	105	0	0	0	0	0
	Non-Indigenous	119	87	60	76	73	47	39	49	54	37	0	0	0	0	0
9	All Students	329	303	268	269	249	113	137	129	139	166	0	0	0	0	0
	Indigenous	235	217	200	212	189	78	102	95	102	121	0	0	0	0	0
	Non-Indigenous	94	86	68	57	60	35	35	34	37	45	0	0	0	0	0
10	All Students	373	298	280	279	269	108	129	136	128	141	0	0	0	0	0
	Indigenous	270	216	197	207	205	80	94	108	92	102	0	0	0	0	0
	Non-Indigenous	103	82	83	72	64	28	35	28	36	39	0	0	0	0	0
11	All Students	361	344	278	269	279	116	131	141	128	130	0	0	0	0	0
	Indigenous	245	255	195	188	199	76	105	103	95	91	0	0	0	0	0
	Non-Indigenous	116	89	83	81	80	40	26	38	33	39	0	0	0	0	0
12	All Students	379	337	319	292	262	107	130	129	150	125	0	0	0	0	0
	Indigenous	278	235	235	191	189	84	95	104	106	95	0	0	0	0	0
	Non-Indigenous	101	102	84	101	73	23	35	25	44	30	0	0	0	0	0
13	All Students	387	379	346	339	314	113	142	149	143	156	0	Msk	Msk	Msk	0
	Indigenous	259	274	231	237	211	70	105	109	109	110	0	Msk	Msk	0	0
	Non-Indigenous	128	105	115	102	103	43	37	40	34	46	0	0	0	Msk	0
14	All Students	388	387	375	367	359	115	127	133	139	163	Msk	Msk	Msk	Msk	Msk
	Indigenous	262	253	257	245	235	76	88	94	96	120	Msk	0	Msk	Msk	Msk
	Non-Indigenous	126	134	118	122	124	39	39	39	43	43	Msk	Msk	Msk	Msk	Msk
15	All Students	416	397	396	381	391	102	136	132	136	140	10	10	Msk	13	15
	Indigenous	264	265	248	264	253	68	92	88	94	95	Msk	Msk	Msk	Msk	Msk
	Non-Indigenous	152	132	148	117	138	34	44	44	42	45	Msk	Msk	Msk	Msk	Msk
16	All Students	398	410	407	396	403	77	97	134	121	126	83	87	75	68	83
	Indigenous	233	252	260	248	274	47	67	83	93	83	41	45	43	40	44
	Non-Indigenous	165	158	147	148	129	30	30	51	28	43	42	42	32	28	39
17	All Students	443	379	388	396	372	55	62	78	96	102	236	228	235	207	178
	Indigenous	269	215	235	262	229	30	38	55	63	76	122	115	111	110	104
	Non-Indigenous	174	164	153	134	143	25	24	23	33	26	114	113	124	97	74
18	All Students	339	327	272	300	305	33	27	34	46	51	337	273	303	277	236
	Indigenous	194	190	152	182	192	22	17	23	35	36	160	138	160	142	147
	Non-Indigenous	145	137	120	118	113	11	10	11	11	15	177	135	143	135	89
19	All Students	148	145	140	111	116	0	Msk	Msk	Msk	Msk	147	176	129	136	119
	Indigenous	77	84	82	50	70	0	Msk	Msk	Msk	Msk	82	90	72	68	71
	Non-Indigenous	71	61	58	61	46	0	0	0	Msk	Msk	65	86	57	68	48

\* Age in years as of June 30<sup>th</sup>

## STUDENTS IN ALTERNATE PROGRAMS

The table below shows the number and percentage of students per legal group that are enrolled in an Alternate Program. Please note that the percentage of Youth Services category is expected to be higher as enrolment in Alternate Programs increases in secondary schools, which matches to the age range of students in this cohort.

Legal Group	All Legal Groups		In Care		Kinship Care		Youth Services		Not in a Legal Care Arrangement	
	#	%	#	%	#	%	#	%	#	%
<b>2018/19</b>										
All Students	927	14%	581	11%	57	4%	372	46%	6,321	1%
Indigenous	543	12%	349	10%	36	4%	199	48%	2,426	3%
On Reserve	38	8%	21	8%	Msk	Msk	16	25%	351	5%
Off Reserve	505	13%	328	10%	Msk	Msk	183	52%	2,075	3%
Non-Indigenous	384	16%	232	13%	21	5%	173	43%	3,895	1%
<b>2019/20</b>										
All Students	915	14%	542	11%	69	4%	374	48%	6,824	1%
Indigenous	553	13%	333	10%	52	5%	211	53%	2,533	4%
On Reserve	55	10%	31	10%	10	4%	20	33%	364	5%
Off Reserve	498	13%	302	10%	42	5%	191	57%	2,169	3%
Non-Indigenous	362	16%	209	14%	17	4%	163	43%	4,291	1%
<b>2020/21</b>										
All Students	845	13%	479	11%	72	4%	363	48%	5,532	1%
Indigenous	508	12%	298	10%	53	4%	195	49%	2,249	3%
On Reserve	64	11%	30	11%	17	6%	23	38%	329	5%
Off Reserve	444	12%	268	10%	36	4%	172	51%	1,920	3%
Non-Indigenous	337	16%	181	13%	19	4%	168	47%	3,283	1%
<b>2021/22</b>										
All Students	778	13%	455	11%	66	4%	321	45%	5,346	1%
Indigenous	463	11%	265	9%	53	4%	173	47%	2,255	3%
On Reserve	42	7%	15	6%	14	4%	15	34%	318	4%
Off Reserve	421	12%	250	9%	39	4%	158	49%	1,937	3%
Non-Indigenous	315	16%	190	14%	13	3%	148	43%	3,091	1%
<b>2022/23</b>										
All Students	748	12%	426	10%	94	5%	286	45%	5,799	1%
Indigenous	466	11%	264	9%	60	5%	178	47%	2,325	3%
On Reserve	41	7%	16	6%	16	5%	12	21%	328	4%
Off Reserve	425	12%	248	10%	44	5%	166	52%	1,997	3%
Non-Indigenous	282	15%	162	12%	34	7%	108	43%	3,474	1%



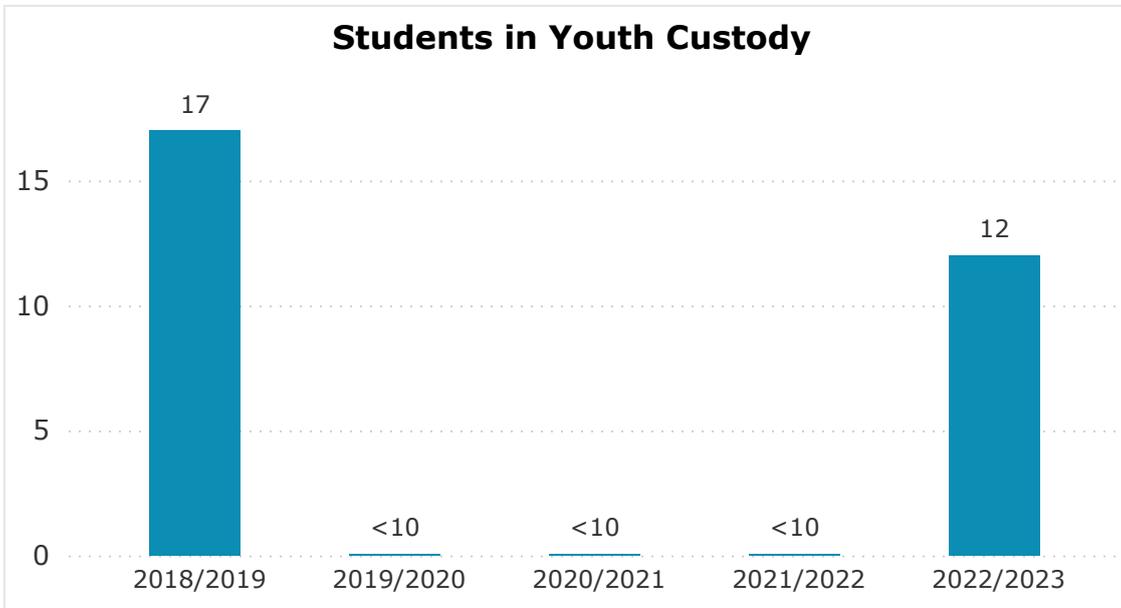


### STUDENTS IN YOUTH CUSTODY

Youth Custody/Residential Attendance Centres are centres where students may be sent either by court order, or while they are on probation. These facilities are only found under the jurisdiction of public boards of educations. The following data represent the number of students in these facilities that are also enrolled in the K-12 education system on September 30<sup>th</sup> of the school year. The values do not represent the number of students that have previously had a care arrangement with the Ministry of Children and Family Development or the Indigenous Child and Family Service Agency, although the majority have.

**Snapshot of Students in Youth Custody**

School Year	Number of Students
2018/19	17
2019/20	<10
2020/21	<10
2021/22	<10
2022/23	12



## STUDENTS WITH AN INCLUSIVE EDUCATION DESIGNATION

The following data demonstrate the total number of students by demographic and legal group (Total #), the number of students with a designation in one of the Ministry of Education and Child Care's twelve inclusive education categories (#), and the proportions of those students in relation to the total number of students (%). A complete list of the inclusive education categories can be found in the glossary section of this report.

### All Legal Groups

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	6,759	3,167	47%	6,591	3,185	48%	6,342	3,075	48%	6,222	3,096	50%	6,046	3,034	50%
Indigenous	4,373	2,044	47%	4,395	2,092	48%	4,280	2,052	48%	4,225	2,052	49%	4,177	2,057	49%
On Reserve	476	166	35%	557	198	36%	564	222	39%	571	216	38%	609	240	39%
Off Reserve	3,897	1,878	48%	3,838	1,894	49%	3,716	1,830	49%	3,654	1,836	50%	3,568	1,817	51%
Non-Indigenous	2,386	1,123	47%	2,196	1,093	50%	2,062	1,023	50%	1,997	1,044	52%	1,869	977	52%

### In Care

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	5,149	2,693	52%	4,756	2,604	55%	4,381	2,463	56%	4,303	2,475	58%	4,194	2,426	58%
Indigenous	3,404	1,758	52%	3,216	1,724	54%	2,970	1,651	56%	2,934	1,661	57%	2,877	1,642	57%
On Reserve	267	115	43%	300	129	43%	272	144	53%	256	137	54%	274	148	54%
Off Reserve	3,137	1,643	52%	2,916	1,595	55%	2,698	1,507	56%	2,678	1,524	57%	2,603	1,494	57%
Non-Indigenous	1,745	935	54%	1,540	880	57%	1,411	812	58%	1,369	814	59%	1,317	784	60%

### Kinship Care

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	1,370	352	26%	1,585	452	29%	1,734	477	28%	1,790	486	27%	1,818	544	30%
Indigenous	906	234	26%	1,126	313	28%	1,239	346	28%	1,289	341	26%	1,309	373	28%
On Reserve	192	41	21%	256	62	24%	284	76	27%	324	78	24%	335	92	27%
Off Reserve	714	193	27%	870	251	29%	955	270	28%	965	263	27%	974	281	29%
Non-Indigenous	464	118	25%	459	139	30%	495	131	26%	501	145	29%	509	171	34%

### Youth Services

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	817	308	38%	777	301	39%	754	320	42%	707	331	47%	633	287	45%
Indigenous	415	160	39%	395	162	41%	394	167	42%	366	168	46%	379	182	48%
On Reserve	64	17	27%	60	20	33%	60	23	38%	44	14	32%	57	19	33%
Off Reserve	351	143	41%	335	142	42%	334	144	43%	322	154	48%	322	163	51%
Non-Indigenous	402	148	37%	382	139	36%	360	153	43%	341	163	48%	254	105	41%

### Not in a Legal Care Arrangement

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	545,839	61,686	11%	553,349	65,041	12%	553,577	65,635	12%	560,477	69,636	12%	570,976	73,261	13%
Indigenous	70,346	13,032	19%	70,460	13,818	20%	68,562	13,623	20%	69,344	14,225	21%	68,413	14,684	21%
On Reserve	7,517	1,443	19%	7,652	1,610	21%	7,190	1,491	21%	7,421	1,552	21%	7,465	1,555	21%
Off Reserve	62,829	11,589	18%	62,808	12,208	19%	61,372	12,132	20%	61,923	12,673	20%	60,948	13,129	22%
Non-Indigenous	475,493	48,654	10%	482,889	51,223	11%	485,015	52,012	11%	491,133	55,411	11%	502,563	58,577	12%

## STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

The following data demonstrate the total number of students by demographic and legal group (Total #), number of students with a designation in either the Intensive Behaviour Interventions/Serious Mental Illness (H) or Moderate Behaviour Support/Mental Illness (R) category (#), and the proportion of those students with either behavior/mental health designation in relation to the total number of students (%).

### All Legal Groups

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	6,759	1,148	17%	6,591	1,162	18%	6,342	1,083	17%	6,222	1,096	18%	6,046	1,038	17%
Indigenous	4,373	667	15%	4,395	696	16%	4,280	663	15%	4,225	669	16%	4,177	649	16%
On Reserve	476	48	10%	557	62	11%	564	81	14%	571	71	12%	609	73	12%
Off Reserve	3,897	619	16%	3,838	634	17%	3,716	582	16%	3,654	598	16%	3,568	576	16%
Non-Indigenous	2,386	481	20%	2,196	466	21%	2,062	420	20%	1,997	427	21%	1,869	389	21%

### In Care

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	5,149	879	17%	4,756	856	18%	4,381	771	18%	4,303	781	18%	4,194	737	18%
Indigenous	3,404	517	15%	3,216	519	16%	2,970	484	16%	2,934	482	16%	2,877	447	16%
On Reserve	267	31	12%	300	36	12%	272	49	18%	256	41	16%	274	35	13%
Off Reserve	3,137	486	15%	2,916	483	17%	2,698	435	16%	2,678	441	16%	2,603	412	16%
Non-Indigenous	1,745	362	21%	1,540	337	22%	1,411	287	20%	1,369	299	22%	1,317	290	22%

### Kinship Care

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	1,370	154	11%	1,585	202	13%	1,734	203	12%	1,790	202	11%	1,818	221	12%
Indigenous	906	99	11%	1,126	131	12%	1,239	138	11%	1,289	140	11%	1,309	144	11%
On Reserve	192	Msk	Msk	256	21	8%	284	33	12%	324	31	10%	335	32	10%
Off Reserve	714	Msk	Msk	870	110	13%	955	105	11%	965	109	11%	974	112	11%
Non-Indigenous	464	55	12%	459	71	15%	495	65	13%	501	62	12%	509	77	15%

### Youth Services

School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	817	216	26%	777	201	26%	754	196	26%	707	221	31%	633	183	29%
Indigenous	415	106	26%	395	105	27%	394	88	22%	366	102	28%	379	116	31%
On Reserve	64	10	16%	60	11	18%	60	Msk	Msk	44	Msk	Msk	57	11	19%
Off Reserve	351	96	27%	335	94	28%	334	Msk	Msk	322	Msk	Msk	322	105	33%
Non-Indigenous	402	110	27%	382	96	25%	360	108	30%	341	119	35%	254	67	26%

### Not in a Legal Care Arrangement

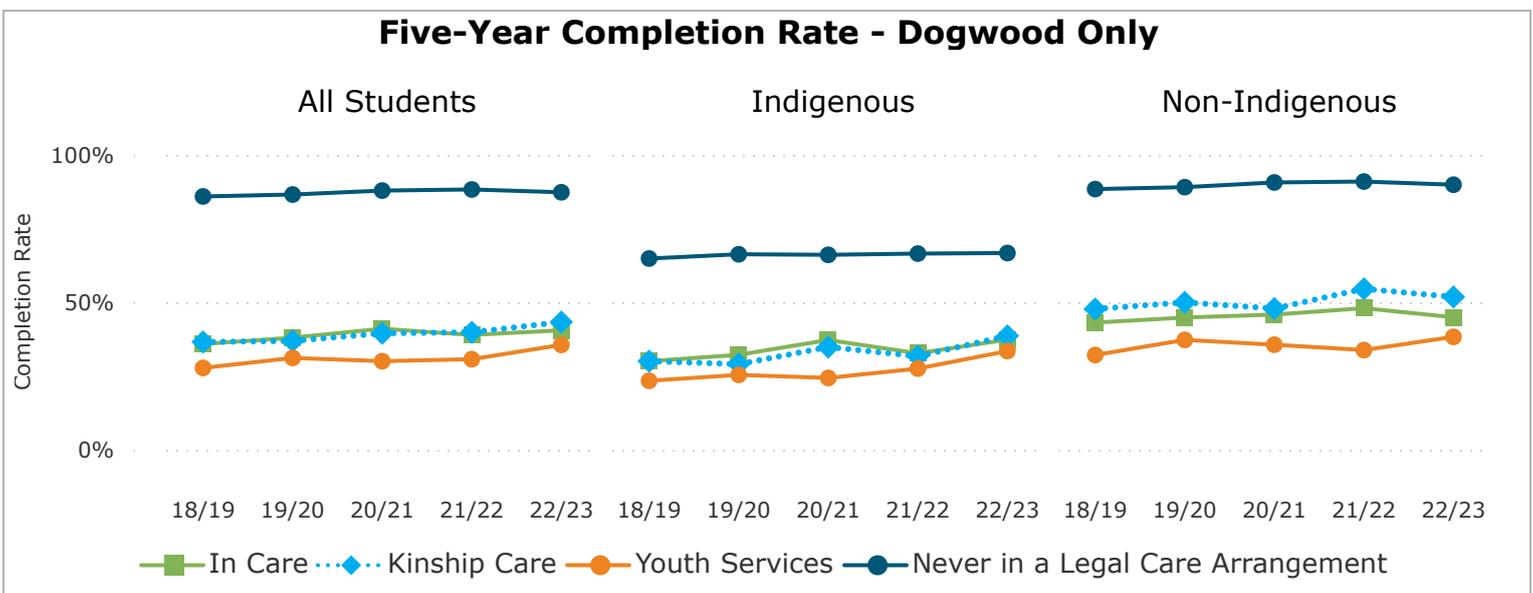
School Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
	Total #	#	%												
All Students	545,839	13,792	3%	553,349	14,450	3%	553,577	14,436	3%	560,477	14,967	3%	570,976	15,878	3%
Indigenous	70,346	3,827	5%	70,460	4,033	6%	68,562	3,962	6%	69,344	3,983	6%	68,413	4,031	6%
On Reserve	7,517	322	4%	7,652	363	5%	7,190	319	4%	7,421	307	4%	7,465	323	4%
Off Reserve	62,829	3,505	6%	62,808	3,670	6%	61,372	3,643	6%	61,923	3,676	6%	60,948	3,708	6%
Non-Indigenous	475,493	9,965	2%	482,889	10,417	2%	485,015	10,474	2%	491,133	10,984	2%	502,563	11,847	2%



FIVE-YEAR COMPLETION RATE - DOGWOOD ONLY

The five-year completion rate - Dogwood only is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of dropout rate as students may graduate after the five-year period. The following data display completion rate in B.C. Public Schools. Note that students who graduated with a B.C. Adult Graduation Diploma ("Adult Dogwood") are not included in this completion rate cohort.

Table with 12 columns: School Year, Legal Group, Demographic, All Legal Groups (Man/Boy, Woman/Girl), In Care (Man/Boy, Woman/Girl), Kinship Care (Man/Boy, Woman/Girl), Youth Services (Man/Boy, Woman/Girl), and Never in a Legal Care Arrangement (Man/Boy, Woman/Girl). Rows show data for school years 2018/2019 through 2022/2023 across various demographic and care categories.

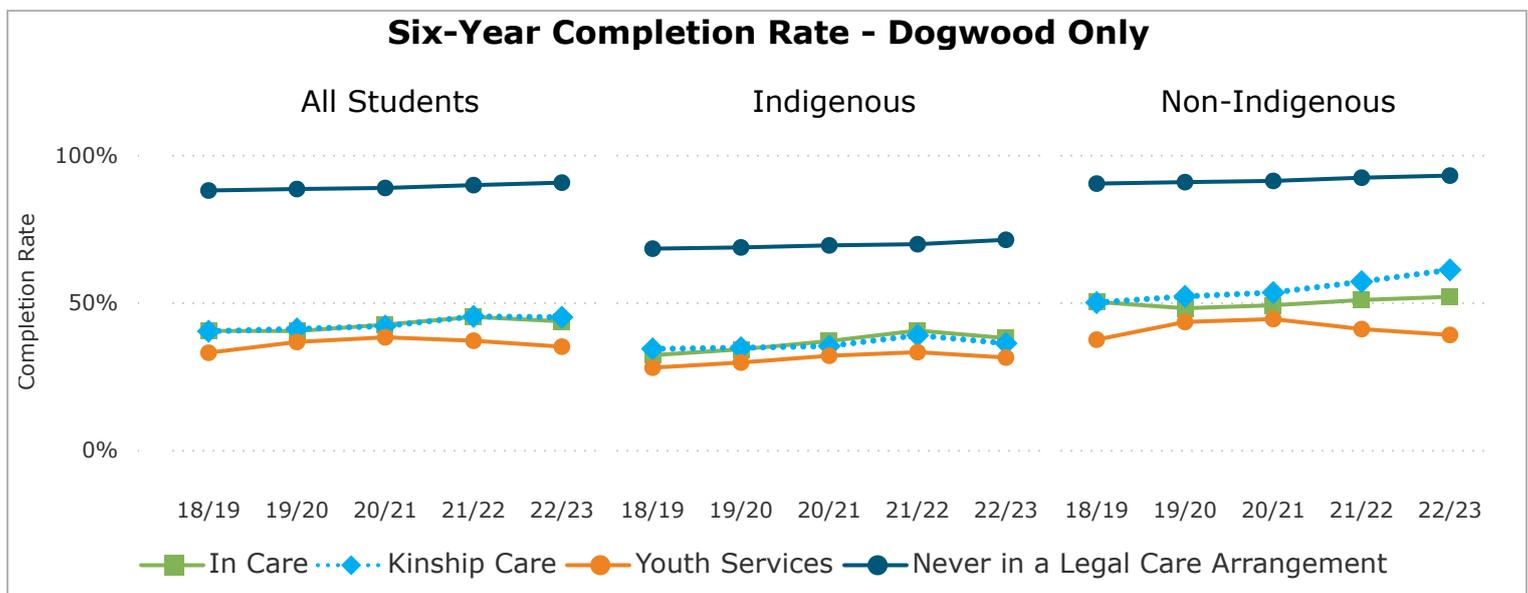




**SIX-YEAR COMPLETION RATE - DOGWOOD ONLY**

The six-year completion rate - Dogwood only is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of dropout rate as students may graduate after the six-year period. The following data display completion rate in B.C. Public Schools. Note that who students that graduated with a B.C. Adult Graduation Diploma ("Adult Dogwood") are not included in this completion rate cohort.

School Year	Legal Group	All Legal Groups		In Care		Kinship Care		Youth Services		Never in a Legal Care Arrangement	
	Demographic	Man/Boy	Woman/Girl	Man/Boy	Woman/Girl	Man/Boy	Woman/Girl	Man/Boy	Woman/Girl	Man/Boy	Woman/Girl
2018/2019	All Students	34%	45%	35%	45%	34%	46%	26%	37%	85%	91%
	Indigenous	25%	39%	26%	38%	27%	41%	20%	34%	65%	71%
	On Reserve	19%	36%	19%	36%	19%	35%	20%	28%	49%	55%
	Off Reserve	28%	40%	29%	39%	31%	45%	19%	36%	69%	75%
	Non-Indigenous	45%	51%	47%	53%	46%	54%	33%	40%	88%	93%
2019/2020	All Students	36%	46%	36%	45%	36%	46%	32%	39%	86%	91%
	Indigenous	32%	37%	31%	37%	31%	38%	33%	27%	65%	72%
	On Reserve	27%	31%	27%	30%	33%	34%	39%	27%	47%	58%
	Off Reserve	33%	39%	32%	41%	30%	41%	31%	28%	70%	76%
	Non-Indigenous	42%	56%	42%	54%	44%	59%	32%	52%	89%	93%
2020/2021	All Students	41%	44%	40%	45%	35%	48%	39%	37%	87%	91%
	Indigenous	34%	39%	33%	41%	26%	44%	35%	30%	66%	73%
	On Reserve	31%	32%	28%	35%	27%	36%	35%	25%	48%	66%
	Off Reserve	35%	42%	35%	43%	25%	50%	34%	32%	71%	74%
	Non-Indigenous	48%	50%	49%	49%	52%	54%	44%	44%	89%	93%
2021/2022	All Students	43%	46%	44%	46%	44%	46%	32%	40%	88%	92%
	Indigenous	39%	40%	40%	40%	40%	38%	31%	34%	66%	73%
	On Reserve	35%	28%	34%	26%	41%	31%	42%	31%	47%	55%
	Off Reserve	41%	44%	43%	46%	40%	42%	25%	35%	70%	77%
	Non-Indigenous	46%	53%	48%	55%	50%	65%	34%	45%	90%	94%
2022/2023	All Students	40%	46%	41%	46%	41%	49%	31%	38%	89%	92%
	Indigenous	35%	40%	35%	40%	31%	41%	28%	33%	69%	74%
	On Reserve	29%	38%	30%	37%	27%	40%	26%	34%	54%	58%
	Off Reserve	37%	41%	37%	42%	34%	42%	28%	33%	72%	77%
	Non-Indigenous	48%	53%	49%	54%	58%	64%	34%	42%	91%	95%





B.C. ADULT GRADUATION DIPLOMA (ADULT DOGWOOD)

The B.C. Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age or 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 further information, please visit:

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

The following chart shows the contributions to the Six-Year Completion Rate from both credentials, with a particular emphasis on the Adult Dogwood's contribution.

Six-Year Completion. Adult Dogwood Contribution

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

Table with 16 columns: Legal Group, All Legal Groups, In Care, Kinship Care, Youth Services, Never in a Legal Care Arrangement. Rows include School Year (2018/19 to 2022/23) and categories like All Students, Indigenous, On Reserve, Off Reserve, Non-Indigenous.



## B.C. SCHOOL COMPLETION CERTIFICATE

The School Completion Certificate ("Evergreen" Certificate) is intended to celebrate success in learning that is not recognized in a Certificate of Graduation ("Dogwood"). It is used to recognize the accomplishments of students with disabilities or diverse abilities and an Individual Education Plan, who have met the goals of their education program, other than graduation. The Evergreen Certificate is not a graduation credential. For more information, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/school-completion-certificate-program>

The following data displays the proportion of Grade 12 students (based on September enrolment) who received an "Evergreen" Certificate from a B.C. Public School.

Legal Group	All Legal Groups			In Care			Kinship Care			Youth Services			Never in a Legal Care Arrangement		
School Year	Grade 12 #	Evergreen #	Evergreen % of G12	Grade 12 #	Evergreen #	Evergreen % of G12	Grade 12 #	Evergreen #	Evergreen % of G12	Grade 12 #	Evergreen #	Evergreen % of G12	Grade 12 #	Evergreen #	Evergreen % of G12
<b>2018/19</b>															
All Students	2,298	188	8.2%	1,901	176	9.3%	450	25	5.6%	601	11	1.8%	47,641	756	1.6%
Indigenous	1,206	100	8.3%	1,023	95	9.3%	287	15	5.2%	293	Msk	Msk	5,010	139	2.8%
On Reserve	153	12	7.8%	128	12	9.4%	36	0	0.0%	35	0	0.0%	596	35	5.9%
Off Reserve	1,053	88	8.4%	895	83	9.3%	251	15	6.0%	258	Msk	Msk	4,414	104	2.4%
Non-Indigenous	1,092	88	8.1%	878	81	9.2%	163	10	6.1%	308	Msk	Msk	42,631	617	1.4%
<b>2019/20</b>															
All Students	2,482	227	9.1%	2,063	220	10.7%	525	48	9.1%	633	Msk	Msk	48,448	829	1.7%
Indigenous	1,281	113	8.8%	1,089	107	9.8%	326	31	9.5%	302	Msk	Msk	5,229	172	3.3%
On Reserve	177	16	9.0%	142	16	11.3%	53	Msk	Msk	42	Msk	Msk	700	36	5.1%
Off Reserve	1,104	97	8.8%	947	91	9.6%	273	Msk	Msk	260	Msk	Msk	4,529	136	3.0%
Non-Indigenous	1,201	114	9.5%	974	113	11.6%	199	17	8.5%	331	Msk	Msk	43,219	657	1.5%
<b>2020/21</b>															
All Students	2,399	182	7.6%	1,949	175	9.0%	561	38	6.8%	618	14	2.3%	48,128	857	1.8%
Indigenous	1,249	83	6.6%	1,026	79	7.7%	365	19	5.2%	301	Msk	Msk	5,274	174	3.3%
On Reserve	159	15	9.4%	123	13	10.6%	59	Msk	Msk	37	Msk	Msk	626	43	6.9%
Off Reserve	1,090	68	6.2%	903	66	7.3%	306	Msk	Msk	264	Msk	Msk	4,648	131	2.8%
Non-Indigenous	1,150	99	8.6%	923	96	10.4%	196	19	9.7%	317	Msk	Msk	42,854	683	1.6%
<b>2021/22</b>															
All Students	2,509	169	6.7%	2,069	163	7.9%	650	31	4.8%	605	11	1.8%	48,505	816	1.7%
Indigenous	1,341	91	6.8%	1,116	87	7.8%	408	Msk	Msk	292	Msk	Msk	5,411	156	2.9%
On Reserve	171	11	6.4%	140	10	7.1%	79	Msk	Msk	32	Msk	Msk	672	32	4.8%
Off Reserve	1,170	80	6.8%	976	77	7.9%	329	Msk	Msk	260	Msk	Msk	4,739	124	2.6%
Non-Indigenous	1,168	78	6.7%	953	76	8.0%	242	Msk	Msk	313	Msk	Msk	43,094	660	1.5%
<b>2022/23</b>															
All Students	2,487	162	6.5%	2,071	155	7.5%	723	34	4.7%	555	Msk	Msk	48,738	715	1.5%
Indigenous	1,423	93	6.5%	1,182	87	7.4%	476	Msk	Msk	315	Msk	Msk	5,507	140	2.5%
On Reserve	194	12	6.2%	152	11	7.2%	88	Msk	Msk	37	Msk	Msk	683	24	3.5%
Off Reserve	1,229	81	6.6%	1,030	76	7.4%	388	Msk	Msk	278	Msk	Msk	4,824	116	2.4%
Non-Indigenous	1,064	69	6.5%	889	68	7.6%	247	Msk	Msk	240	Msk	Msk	43,231	575	1.3%



The Foundation Skills Assessment (FSA) is a set of literacy and numeracy assessments administered each year to students in grades 4 and 7. In the 2021/2022 school year, reading and writing assessments were replaced with a single literacy assessment. It also provides a snapshot of how our education system is meeting the needs of students in these key areas. For more information, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

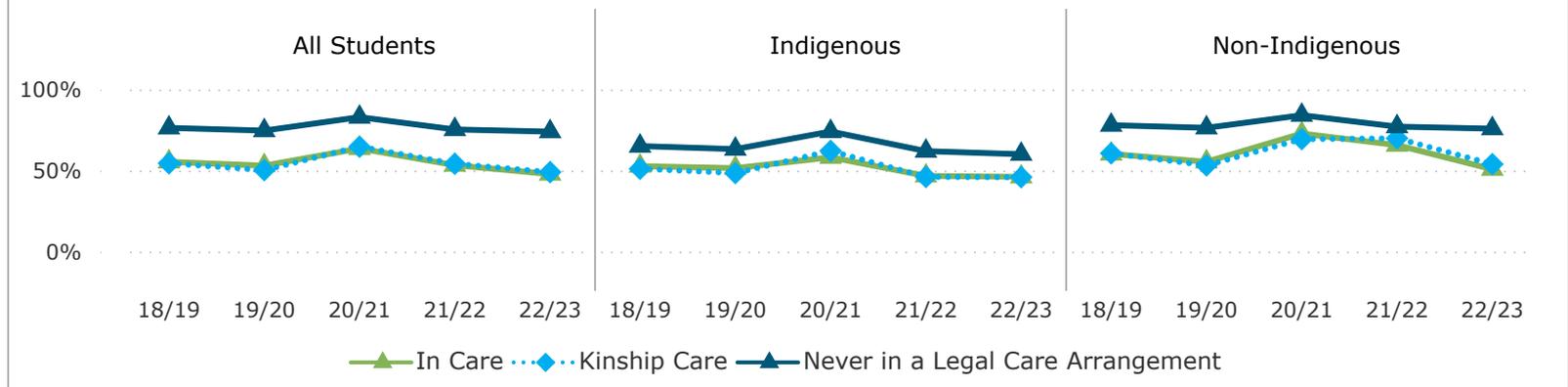
## GRADE 4 LITERACY

### Participation Rates

### On Track or Extending Rates

School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement	School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement
<b>2018/19</b>					<b>2018/19</b>				
All Students	64%	63%	64%	73%	All Students	56%	55%	54%	76%
Indigenous	65%	65%	64%	75%	Indigenous	53%	53%	51%	65%
On Reserve	66%	67%	71%	74%	On Reserve	43%	40%	53%	46%
Off Reserve	65%	64%	63%	75%	Off Reserve	54%	54%	51%	67%
Non-Indigenous	63%	61%	65%	72%	Non-Indigenous	61%	60%	61%	78%
<b>2019/20</b>					<b>2019/20</b>				
All Students	62%	62%	64%	72%	All Students	53%	53%	50%	75%
Indigenous	61%	61%	63%	74%	Indigenous	51%	51%	48%	63%
On Reserve	58%	60%	59%	79%	On Reserve	32%	35%	22%	42%
Off Reserve	62%	61%	63%	74%	Off Reserve	54%	54%	53%	66%
Non-Indigenous	62%	63%	66%	72%	Non-Indigenous	55%	55%	53%	76%
<b>2020/21</b>					<b>2020/21</b>				
All Students	53%	53%	58%	64%	All Students	63%	64%	65%	83%
Indigenous	55%	54%	58%	64%	Indigenous	58%	58%	62%	74%
On Reserve	61%	64%	65%	58%	On Reserve	57%	62%	57%	55%
Off Reserve	54%	54%	57%	65%	Off Reserve	58%	58%	63%	75%
Non-Indigenous	52%	50%	58%	64%	Non-Indigenous	72%	73%	69%	84%
<b>2021/22</b>					<b>2021/22</b>				
All Students	60%	60%	62%	70%	All Students	53%	53%	54%	75%
Indigenous	59%	60%	60%	73%	Indigenous	46%	47%	46%	62%
On Reserve	61%	64%	64%	72%	On Reserve	44%	43%	50%	45%
Off Reserve	59%	59%	59%	73%	Off Reserve	46%	47%	45%	64%
Non-Indigenous	61%	60%	65%	70%	Non-Indigenous	66%	66%	70%	77%
<b>2022/23</b>					<b>2022/23</b>				
All Students	65%	64%	66%	72%	All Students	48%	48%	49%	74%
Indigenous	64%	63%	65%	75%	Indigenous	47%	46%	46%	60%
On Reserve	79%	75%	85%	74%	On Reserve	39%	35%	44%	42%
Off Reserve	62%	62%	62%	75%	Off Reserve	48%	47%	46%	62%
Non-Indigenous	67%	66%	68%	72%	Non-Indigenous	49%	51%	54%	76%

### On Track or Extending Rates, Grade 4 Literacy

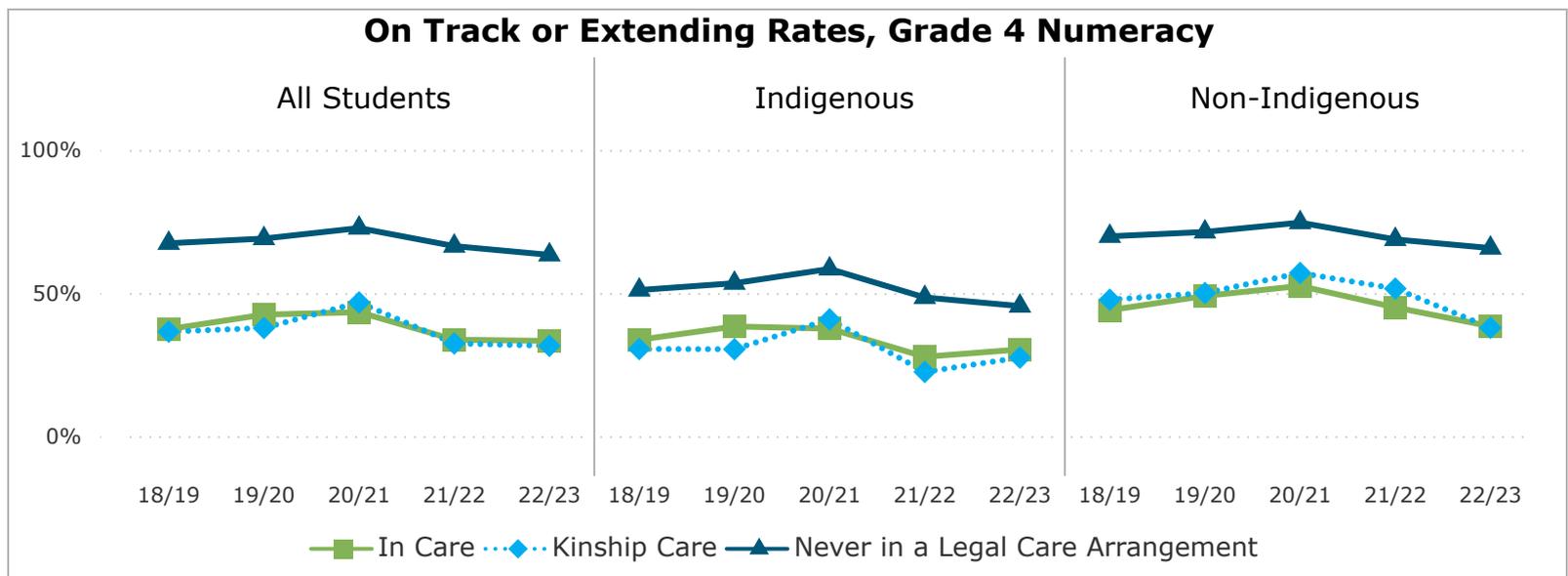


**GRADE 4 NUMERACY**

**Participation Rates**

**On Track or Extending Rates**

School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement	School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement
<b>2018/19</b>					<b>2018/19</b>				
All Students	63%	62%	64%	72%	All Students	38%	37%	37%	67%
Indigenous	64%	63%	64%	74%	Indigenous	34%	34%	30%	51%
On Reserve	61%	61%	69%	73%	On Reserve	18%	19%	16%	30%
Off Reserve	64%	63%	63%	74%	Off Reserve	35%	35%	33%	53%
Non-Indigenous	62%	61%	64%	72%	Non-Indigenous	45%	44%	48%	70%
<b>2019/20</b>					<b>2019/20</b>				
All Students	61%	61%	63%	72%	All Students	42%	42%	38%	69%
Indigenous	61%	61%	62%	74%	Indigenous	38%	38%	30%	53%
On Reserve	60%	61%	61%	78%	On Reserve	20%	21%	11%	31%
Off Reserve	62%	61%	62%	73%	Off Reserve	40%	41%	34%	56%
Non-Indigenous	61%	61%	64%	72%	Non-Indigenous	49%	49%	50%	71%
<b>2020/21</b>					<b>2020/21</b>				
All Students	53%	52%	57%	64%	All Students	45%	43%	47%	73%
Indigenous	53%	53%	56%	63%	Indigenous	39%	38%	41%	58%
On Reserve	59%	60%	65%	55%	On Reserve	33%	29%	30%	42%
Off Reserve	52%	52%	55%	64%	Off Reserve	40%	39%	43%	60%
Non-Indigenous	52%	51%	57%	64%	Non-Indigenous	53%	52%	57%	75%
<b>2021/22</b>					<b>2021/22</b>				
All Students	60%	60%	62%	70%	All Students	34%	34%	32%	66%
Indigenous	59%	60%	61%	72%	Indigenous	27%	28%	22%	48%
On Reserve	61%	64%	68%	71%	On Reserve	28%	31%	19%	30%
Off Reserve	59%	60%	59%	72%	Off Reserve	27%	27%	23%	50%
Non-Indigenous	61%	60%	66%	70%	Non-Indigenous	47%	45%	52%	69%
<b>2022/23</b>					<b>2022/23</b>				
All Students	65%	65%	67%	72%	All Students	33%	33%	32%	63%
Indigenous	64%	63%	66%	75%	Indigenous	31%	30%	27%	45%
On Reserve	79%	77%	78%	72%	On Reserve	18%	12%	22%	26%
Off Reserve	62%	62%	63%	75%	Off Reserve	33%	33%	29%	47%
Non-Indigenous	68%	67%	69%	72%	Non-Indigenous	36%	38%	38%	66%



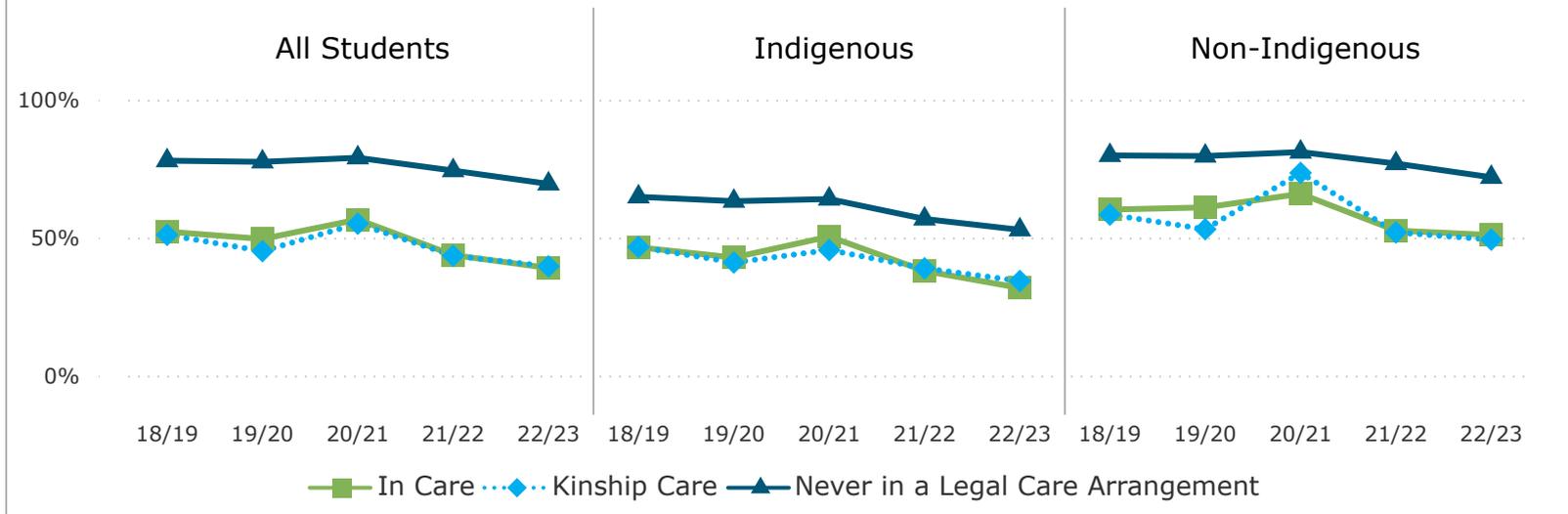
GRADE 7 LITERACY

Participation Rates

On Track or Extending Rates

School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement	School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement
<b>2018/19</b>					<b>2018/19</b>				
All Students	64%	64%	71%	71%	All Students	52%	52%	51%	78%
Indigenous	64%	63%	70%	73%	Indigenous	47%	46%	47%	65%
On Reserve	70%	69%	82%	75%	On Reserve	31%	30%	26%	44%
Off Reserve	63%	62%	67%	73%	Off Reserve	50%	50%	52%	67%
Non-Indigenous	64%	65%	74%	71%	Non-Indigenous	60%	60%	58%	80%
<b>2019/20</b>					<b>2019/20</b>				
All Students	61%	61%	65%	72%	All Students	49%	50%	45%	77%
Indigenous	61%	61%	63%	75%	Indigenous	42%	43%	41%	63%
On Reserve	71%	71%	79%	80%	On Reserve	37%	37%	27%	45%
Off Reserve	59%	59%	61%	75%	Off Reserve	42%	44%	44%	66%
Non-Indigenous	62%	62%	69%	71%	Non-Indigenous	61%	61%	53%	80%
<b>2020/21</b>					<b>2020/21</b>				
All Students	49%	49%	52%	61%	All Students	56%	57%	55%	79%
Indigenous	48%	48%	52%	60%	Indigenous	50%	50%	46%	64%
On Reserve	49%	45%	55%	52%	On Reserve	38%	34%	40%	42%
Off Reserve	48%	48%	51%	61%	Off Reserve	52%	53%	47%	66%
Non-Indigenous	50%	51%	54%	61%	Non-Indigenous	66%	66%	73%	81%
<b>2021/22</b>					<b>2021/22</b>				
All Students	62%	61%	64%	69%	All Students	44%	44%	43%	74%
Indigenous	62%	61%	65%	73%	Indigenous	38%	38%	39%	57%
On Reserve	68%	71%	70%	71%	On Reserve	27%	25%	27%	33%
Off Reserve	61%	60%	64%	73%	Off Reserve	40%	40%	42%	59%
Non-Indigenous	62%	62%	63%	69%	Non-Indigenous	53%	53%	52%	77%
<b>2022/23</b>					<b>2022/23</b>				
All Students	62%	63%	65%	70%	All Students	39%	39%	40%	69%
Indigenous	64%	64%	64%	74%	Indigenous	32%	32%	34%	53%
On Reserve	70%	70%	72%	75%	On Reserve	27%	24%	26%	28%
Off Reserve	62%	63%	62%	74%	Off Reserve	33%	33%	37%	56%
Non-Indigenous	60%	61%	67%	70%	Non-Indigenous	51%	51%	49%	72%

On Track or Extending Rates, Grade 7 Literacy



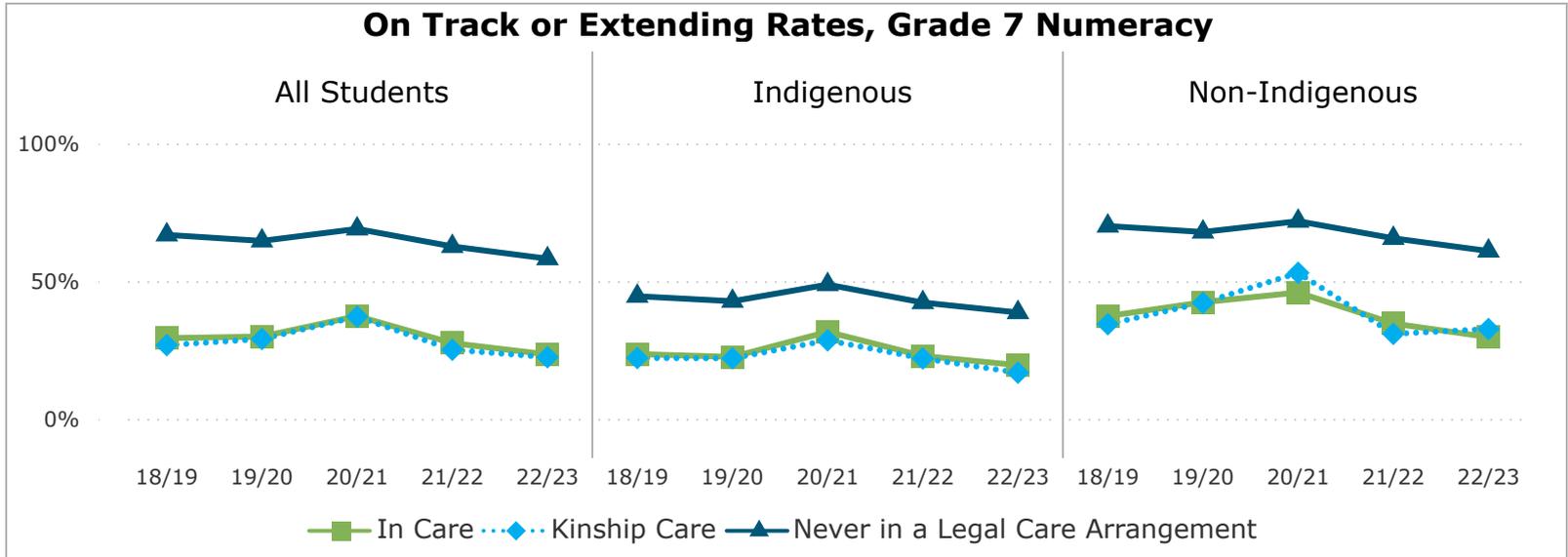
GRADE 7 NUMERACY

Participation Rates

On Track or Extending Rates

School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement	School Year	All Legal Groups	In Care	Kinship Care	Never in a Legal Care Arrangement
<b>2018/19</b>					<b>2018/19</b>				
All Students	63%	63%	70%	71%	All Students	30%	29%	27%	67%
Indigenous	63%	62%	67%	72%	Indigenous	24%	24%	22%	45%
On Reserve	64%	64%	71%	73%	On Reserve	18%	14%	18%	30%
Off Reserve	62%	62%	67%	72%	Off Reserve	25%	25%	23%	46%
Non-Indigenous	64%	64%	74%	71%	Non-Indigenous	38%	37%	34%	70%
<b>2019/20</b>					<b>2019/20</b>				
All Students	60%	60%	64%	71%	All Students	30%	30%	29%	65%
Indigenous	59%	59%	61%	75%	Indigenous	22%	22%	22%	43%
On Reserve	67%	68%	71%	80%	On Reserve	18%	21%	15%	27%
Off Reserve	58%	58%	59%	74%	Off Reserve	23%	23%	24%	45%
Non-Indigenous	62%	61%	69%	71%	Non-Indigenous	43%	42%	42%	68%
<b>2020/21</b>					<b>2020/21</b>				
All Students	48%	48%	52%	61%	All Students	37%	37%	37%	69%
Indigenous	47%	47%	51%	60%	Indigenous	31%	32%	28%	49%
On Reserve	50%	48%	55%	52%	On Reserve	31%	30%	30%	30%
Off Reserve	46%	46%	50%	61%	Off Reserve	31%	32%	28%	51%
Non-Indigenous	50%	50%	55%	61%	Non-Indigenous	46%	46%	53%	72%
<b>2021/22</b>					<b>2021/22</b>				
All Students	61%	61%	63%	69%	All Students	28%	27%	25%	63%
Indigenous	61%	61%	64%	72%	Indigenous	24%	23%	22%	42%
On Reserve	66%	68%	67%	71%	On Reserve	17%	15%	17%	23%
Off Reserve	60%	60%	63%	72%	Off Reserve	25%	24%	23%	44%
Non-Indigenous	61%	61%	63%	68%	Non-Indigenous	35%	35%	31%	66%
<b>2022/23</b>					<b>2022/23</b>				
All Students	61%	61%	65%	70%	All Students	23%	23%	22%	58%
Indigenous	62%	62%	63%	73%	Indigenous	19%	19%	17%	39%
On Reserve	72%	71%	74%	72%	On Reserve	13%	15%	11%	18%
Off Reserve	60%	61%	60%	73%	Off Reserve	20%	20%	19%	41%
Non-Indigenous	60%	60%	67%	69%	Non-Indigenous	30%	30%	33%	61%

On Track or Extending Rates, Grade 7 Numeracy





Every year, students in Grades 4, 7, 10, and 12, their parents, and all staff in B.C. public schools are invited to participate in the annual online Student Learning Survey (SLS) about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided. For more information, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/surveys/student-learning-survey>

The following is a subset of questions from the SLS. These questions were selected because they help to provide students' perspectives regarding their sense of belonging.

## GRADE 4 SURVEY RESULTS

### Do You Feel Welcome at Your School?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
School Year	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	498	67%	296	70%	213	70%	117	70%	3,985	73%	27,006	79%
2019/20	280	66%	201	63%	121	60%	85	73%	2,820	70%	18,381	77%
2020/21	360	72%	241	73%	186	72%	119	73%	3,307	73%	26,146	79%
2021/22	380	68%	221	63%	209	65%	108	69%	3,401	72%	28,501	78%
2022/23	395	67%	232	71%	225	68%	143	68%	3,580	70%	29,699	77%

### Is School a Place Where You Feel Like You Belong?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
School Year	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	490	54%	299	61%	208	50%	116	63%	3,947	58%	26,769	62%
2019/20	281	51%	199	52%	119	48%	81	57%	2,794	55%	18,281	61%
2020/21	361	59%	239	54%	185	57%	118	49%	3,305	55%	26,009	61%
2021/22	376	56%	219	51%	208	56%	108	54%	3,382	54%	28,378	61%
2022/23	393	55%	233	55%	222	51%	146	49%	3,553	55%	29,600	62%

### How Many Adults Do You Think Care about You at Your School?

Total Number of Responses and Proportion of Student Responding Having 2 or More Adults that Care

Group	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
School Year	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	494	74%	298	73%	212	72%	117	72%	3,959	73%	26,883	74%
2019/20	279	70%	202	70%	120	68%	85	73%	2,804	69%	18,318	69%
2020/21	361	67%	240	65%	187	61%	117	69%	3,301	67%	26,006	66%
2021/22	382	66%	220	64%	206	65%	108	68%	3,395	67%	28,436	66%
2022/23	396	66%	230	65%	222	64%	143	64%	3,573	66%	29,588	67%

### Do Adults in the School Treat All Students Fairly?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
School Year	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	499	66%	297	68%	212	67%	118	73%	3,986	71%	27,014	75%
2019/20	282	66%	199	63%	120	71%	85	66%	2,816	69%	18,395	72%
2020/21	364	68%	241	69%	187	66%	119	75%	3,317	71%	26,156	75%
2021/22	380	63%	222	68%	210	63%	109	72%	3,416	69%	28,505	73%
2022/23	396	64%	233	64%	224	59%	144	67%	3,589	65%	29,706	70%



GRADE 7 SURVEY RESULTS

**Do You Feel Welcome at Your School?**

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

School Year	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	520	47%	380	50%	212	48%	129	55%	3,620	58%	25,708	68%
2019/20	388	49%	217	51%	157	41%	89	45%	2,833	56%	18,535	67%
2020/21	415	54%	290	52%	201	53%	106	57%	3,282	57%	26,229	67%
2021/22	465	61%	315	60%	251	59%	143	56%	3,611	63%	28,826	73%
2022/23	436	57%	303	56%	234	59%	143	55%	3,639	62%	30,157	71%

**Is School a Place Where You Feel Like You Belong?**

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

School Year	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	521	38%	381	41%	213	34%	131	47%	3,621	42%	25,715	56%
2019/20	391	38%	215	34%	157	33%	90	26%	2,829	41%	18,558	54%
2020/21	417	38%	287	36%	200	35%	105	35%	3,273	40%	26,237	52%
2021/22	464	42%	313	45%	250	42%	142	43%	3,613	47%	28,762	59%
2022/23	439	38%	304	45%	237	35%	144	38%	3,639	46%	30,079	58%

**How Many Adults Do You Think Care about You at Your School?**

Total Number of Responses and Proportion of Student Responding Having 2 or More Adults that Care

School Year	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	520	60%	381	59%	214	59%	132	55%	3,624	62%	25,710	65%
2019/20	390	65%	217	62%	156	61%	89	60%	2,824	64%	18,553	67%
2020/21	417	62%	290	59%	201	61%	104	59%	3,286	62%	26,236	62%
2021/22	465	55%	315	51%	252	58%	143	45%	3,612	55%	28,826	56%
2022/23	439	50%	304	56%	236	50%	144	50%	3,669	57%	30,227	56%

**Do Adults in the School Treat All Students Fairly?**

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

School Year	In Care				Kinship Care				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	520	52%	380	44%	214	43%	132	42%	3,621	50%	25,737	57%
2019/20	391	50%	218	44%	158	47%	90	38%	2,839	50%	18,568	56%
2020/21	418	57%	291	49%	201	53%	106	61%	3,278	53%	26,246	59%
2021/22	466	57%	315	56%	252	56%	144	54%	3,613	57%	28,837	65%
2022/23	443	50%	301	55%	237	46%	144	52%	3,660	55%	30,216	62%

## GRADE 10 SURVEY RESULTS

### Do You Feel Welcome at Your School?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	292	53%	238	49%	103	51%	55	44%	Msk	Msk	Msk	Msk	2,515	55%	21,150	62%
2019/20	217	45%	150	51%	79	42%	50	44%	Msk	Msk	Msk	Msk	1,698	56%	15,783	63%
2020/21	288	55%	235	49%	124	51%	84	39%	Msk	Msk	Msk	Msk	2,388	54%	20,622	64%
2021/22	320	54%	265	59%	165	54%	111	59%	Msk	Msk	Msk	Msk	2,504	60%	21,828	69%
2022/23	254	58%	232	51%	121	55%	95	49%	Msk	Msk	Msk	Msk	2,600	60%	23,717	67%

### Is School a Place Where You Feel Like You Belong?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	292	37%	238	37%	103	37%	55	35%	Msk	Msk	Msk	Msk	2,512	38%	21,179	48%
2019/20	219	32%	148	32%	79	24%	50	30%	Msk	Msk	Msk	Msk	1,701	39%	15,806	48%
2020/21	292	36%	234	32%	127	33%	84	29%	Msk	Msk	Msk	Msk	2,393	36%	20,641	47%
2021/22	317	37%	265	42%	163	37%	113	40%	Msk	Msk	Msk	Msk	2,510	43%	21,806	54%
2022/23	251	45%	233	41%	121	38%	97	40%	Msk	Msk	Msk	Msk	2,596	44%	23,738	52%

### How Many Adults Do You Think Care about You at Your School?

Total Number of Responses and Proportion of Student Responding Having 2 or More Adults that Care

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	293	63%	236	57%	103	61%	55	58%	Msk	Msk	Msk	Msk	2,516	63%	21,172	63%
2019/20	219	62%	148	55%	80	59%	49	67%	Msk	Msk	Msk	Msk	1,699	64%	15,810	65%
2020/21	291	64%	234	56%	127	64%	84	61%	Msk	Msk	Msk	Msk	2,392	59%	20,623	60%
2021/22	316	56%	264	56%	163	57%	111	59%	Msk	Msk	Msk	Msk	2,513	58%	21,841	57%
2022/23	256	60%	233	56%	121	64%	97	55%	Msk	Msk	Msk	Msk	2,602	60%	23,757	58%

### Do Adults in the School Treat All Students Fairly?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	293	39%	237	41%	103	40%	55	42%	Msk	Msk	Msk	Msk	2,513	40%	21,187	44%
2019/20	219	42%	150	42%	80	31%	50	40%	Msk	Msk	Msk	Msk	1,694	41%	15,822	45%
2020/21	291	49%	235	46%	126	47%	84	39%	Msk	Msk	Msk	Msk	2,392	43%	20,639	51%
2021/22	320	50%	265	54%	164	49%	112	51%	Msk	Msk	Msk	Msk	2,517	48%	21,845	53%
2022/23	253	51%	231	48%	121	48%	97	42%	Msk	Msk	Msk	Msk	2,602	48%	23,738	52%

## GRADE 12 SURVEY RESULTS

### Do You Feel Welcome at Your School?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	160	51%	145	54%	41	54%	27	56%	24	54%	29	45%	1,540	59%	16,650	65%
2019/20	129	60%	121	52%	44	52%	34	50%	21	62%	27	56%	1,055	56%	11,790	64%
2020/21	148	55%	141	57%	44	57%	40	55%	18	50%	23	57%	1,530	59%	15,276	65%
2021/22	165	62%	143	59%	70	63%	46	54%	20	70%	20	50%	1,531	64%	15,945	70%
2022/23	175	58%	122	56%	83	60%	38	50%	23	43%	11	45%	1,529	64%	16,038	70%

### Is School a Place Where You Feel Like You Belong?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	160	33%	146	36%	41	32%	27	33%	24	29%	29	34%	1,546	39%	16,669	49%
2019/20	128	38%	121	36%	44	30%	34	38%	21	38%	27	41%	1,056	39%	11,820	49%
2020/21	148	30%	142	35%	44	27%	41	32%	18	22%	24	42%	1,534	39%	15,297	46%
2021/22	165	43%	145	37%	70	47%	46	28%	19	58%	20	35%	1,536	44%	15,953	54%
2022/23	174	34%	122	40%	81	33%	39	38%	23	26%	11	27%	1,529	46%	16,055	55%

### How Many Adults Do You Think Care about You at Your School?

Total Number of Responses and Proportion of Student Responding Having 2 or More Adults that Care

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	160	75%	145	72%	41	76%	27	78%	24	79%	29	79%	1,541	78%	16,680	76%
2019/20	129	79%	121	80%	44	77%	34	79%	21	86%	26	77%	1,056	78%	11,814	77%
2020/21	148	74%	142	65%	44	70%	41	78%	18	72%	24	88%	1,532	76%	15,299	74%
2021/22	165	68%	145	74%	69	71%	46	74%	20	85%	20	65%	1,540	72%	15,960	72%
2022/23	175	75%	124	65%	83	83%	39	67%	23	87%	11	82%	1,531	73%	16,052	72%

### Do Adults in the School Treat All Students Fairly?

Total Number of Responses and Proportion of Student Responding "Many Times" or "All of the Time"

Group	In Care				Kinship Care				Youth Services				Never in a Legal Care Arrangement			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %	Response #	Positive %
2018/19	158	37%	146	42%	41	32%	27	37%	24	38%	29	41%	1,545	41%	16,683	47%
2019/20	129	48%	121	41%	44	41%	34	44%	21	43%	27	26%	1,053	42%	11,830	46%
2020/21	148	44%	141	38%	43	40%	41	34%	18	44%	24	38%	1,532	44%	15,307	50%
2021/22	165	44%	144	51%	70	44%	45	44%	20	75%	20	40%	1,541	50%	15,974	53%
2022/23	173	51%	124	52%	83	48%	39	54%	23	30%	11	55%	1,528	50%	16,037	54%

## TRANSITION TO POST-SECONDARY INSTITUTIONS

The following information shows the numbers of Grade 12 graduates who transition to a B.C. public post-secondary institution in any level of study (i.e., developmental, undergraduate, graduate) and their proportions with respect to the total number of Grade 12 graduates in a given school year. Note that these results only include the first transitions of resident Grade 12 B.C. public school graduates and do not include those who graduated with a B.C. Adult Graduation Diploma ("Adult Dogwood") or those who enrolled in private post-secondary institutions in B.C. or post-secondary institutions outside of B.C. For more information, please visit:

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

### Grade 12 Graduates Entering Colleges

Legal Group	All Legal Groups								Never in a Legal Care Arrangement							
	Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay		Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay	
Demographic Group	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>																
2018/19	118	18%	28	4%	Msk	1%	13	2%	5,318	15%	1,332	4%	573	2%	329	1%
2019/20	79	11%	41	6%	13	2%	-	-	5,091	15%	1,359	4%	542	2%	-	-
2020/21	99	14%	34	5%	-	-	-	-	4,925	14%	1,330	4%	-	-	-	-
2021/22	96	13%	-	-	-	-	-	-	4,880	14%	-	-	-	-	-	-
<b>Indigenous</b>																
2018/19	54	17%	12	4%	Msk	1%	Msk	1%	454	16%	123	4%	53	2%	46	2%
2019/20	28	9%	17	5%	Msk	2%	-	-	431	14%	149	5%	65	2%	-	-
2020/21	53	15%	19	5%	-	-	-	-	424	14%	145	5%	-	-	-	-
2021/22	44	12%	-	-	-	-	-	-	428	14%	-	-	-	-	-	-
<b>Non-Indigenous</b>																
2018/19	64	19%	16	5%	Msk	2%	Msk	3%	4,864	15%	1,209	4%	520	2%	283	1%
2019/20	51	14%	24	7%	Msk	2%	-	-	4,660	15%	1,210	4%	477	2%	-	-
2020/21	46	14%	15	5%	-	-	-	-	4,501	14%	1,185	4%	-	-	-	-
2021/22	52	14%	-	-	-	-	-	-	4,452	14%	-	-	-	-	-	-

### Grade 12 Graduates Entering Institutes

Legal Group	All Legal Groups								Never in a Legal Care Arrangement							
	Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay		Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay	
Demographic Group	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>																
2018/19	22	3%	Msk	0%	Msk	0%	Msk	1%	1,198	3%	423	1%	231	1%	148	0%
2019/20	19	3%	Msk	1%	Msk	1%	-	-	1,198	3%	533	2%	228	1%	-	-
2020/21	10	1%	Msk	1%	-	-	-	-	1,328	4%	524	1%	-	-	-	-
2021/22	21	3%	-	-	-	-	-	-	1,335	4%	-	-	-	-	-	-
<b>Indigenous</b>																
2018/19	10	3%	0	0%	0	0%	0	0%	69	2%	35	1%	16	1%	13	0%
2019/20	Msk	2%	Msk	1%	Msk	1%	-	-	67	2%	33	1%	29	1%	-	-
2020/21	Msk	1%	Msk	1%	-	-	-	-	67	2%	33	1%	-	-	-	-
2021/22	Msk	3%	-	-	-	-	-	-	66	2%	-	-	-	-	-	-
<b>Non-Indigenous</b>																
2018/19	12	4%	Msk	1%	Msk	0%	Msk	1%	1,129	4%	388	1%	215	1%	135	0%
2019/20	Msk	4%	Msk	2%	Msk	2%	-	-	1,131	4%	500	2%	199	1%	-	-
2020/21	Msk	2%	Msk	1%	-	-	-	-	1,261	4%	491	2%	-	-	-	-
2021/22	Msk	3%	-	-	-	-	-	-	1,269	4%	-	-	-	-	-	-

## TRANSITION TO POST-SECONDARY INSTITUTIONS

The following information shows the numbers of Grade 12 graduates who transition to a B.C. public post-secondary institution in any level of study (i.e., developmental, undergraduate, graduate) and their proportions with respect to the total number of Grade 12 graduates in a given school year. Note that these results only include the first transitions of resident Grade 12 B.C. public school graduates and do not include those who graduated with a B.C. Adult Graduation Diploma ("Adult Dogwood") or those who enrolled in private post-secondary institutions in B.C. or post-secondary institutions outside of B.C. For more information, please visit:

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

### Grade 12 Graduates Entering Teaching-Intensive Universities

Legal Group	All Legal Groups								Never in a Legal Care Arrangement							
	Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay		Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay	
Demographic Group	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>																
2018/19	81	12%	21	3%	Msk	1%	Msk	1%	4,720	14%	888	3%	335	1%	177	1%
2019/20	70	10%	18	3%	Msk	1%	-	-	4,576	13%	808	2%	353	1%	-	-
2020/21	67	10%	25	4%	-	-	-	-	4,528	13%	908	3%	-	-	-	-
2021/22	74	10%	-	-	-	-	-	-	4,445	13%	-	-	-	-	-	-
<b>Indigenous</b>																
2018/19	36	12%	Msk	4%	Msk	1%	Msk	0%	319	11%	76	3%	35	1%	26	1%
2019/20	22	7%	Msk	3%	0	0%	-	-	346	12%	86	3%	46	2%	-	-
2020/21	31	9%	14	4%	-	-	-	-	346	11%	93	3%	-	-	-	-
2021/22	36	10%	-	-	-	-	-	-	303	10%	-	-	-	-	-	-
<b>Non-Indigenous</b>																
2018/19	45	13%	Msk	3%	Msk	1%	Msk	1%	4,401	14%	812	3%	300	1%	151	0%
2019/20	48	13%	Msk	3%	Msk	2%	-	-	4,230	13%	722	2%	307	1%	-	-
2020/21	36	11%	11	3%	-	-	-	-	4,182	13%	815	3%	-	-	-	-
2021/22	38	11%	-	-	-	-	-	-	4,142	13%	-	-	-	-	-	-

### Grade 12 Graduates Entering Research-Intensive Universities

Legal Group	All Legal Groups								Never in a Legal Care Arrangement							
	Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay		Immediate Transition		1 Year Delay		2 Years Delay		3 Or More Years Delay	
Demographic Group	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>																
2018/19	35	5%	Msk	1%	0	0%	Msk	0%	7,695	22%	507	1%	115	0%	61	0%
2019/20	44	6%	Msk	0%	0	0%	-	-	8,108	23%	474	1%	134	0%	-	-
2020/21	42	6%	Msk	1%	-	-	-	-	8,267	23%	543	2%	-	-	-	-
2021/22	31	4%	-	-	-	-	-	-	7,874	22%	-	-	-	-	-	-
<b>Indigenous</b>																
2018/19	16	5%	Msk	1%	0	0%	0	0%	279	10%	30	1%	11	0%	Msk	0%
2019/20	17	5%	0	0%	0	0%	-	-	273	9%	32	1%	10	0%	-	-
2020/21	13	4%	Msk	1%	-	-	-	-	315	10%	31	1%	-	-	-	-
2021/22	11	3%	-	-	-	-	-	-	279	9%	-	-	-	-	-	-
<b>Non-Indigenous</b>																
2018/19	19	6%	Msk	1%	0	0%	Msk	0%	7,416	23%	477	2%	104	0%	Msk	0%
2019/20	27	7%	Msk	0%	0	0%	-	-	7,835	25%	442	1%	124	0%	-	-
2020/21	29	9%	Msk	1%	-	-	-	-	7,952	25%	512	2%	-	-	-	-
2021/22	20	6%	-	-	-	-	-	-	7,595	24%	-	-	-	-	-	-



PROVINCIAL TUITION WAIVER PROGRAM

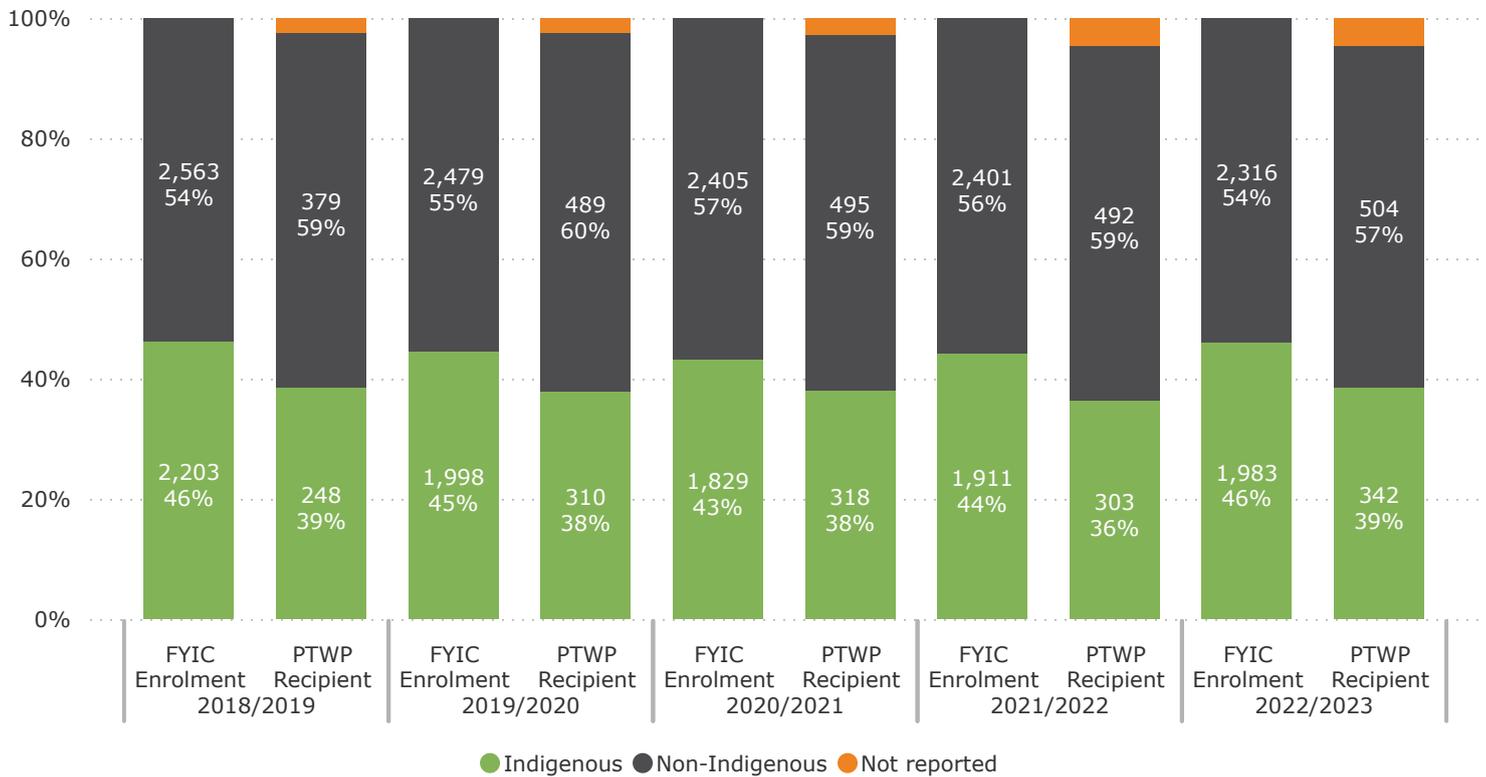
The Provincial Tuition Waiver Program (PTWP) waives tuition and eligible fees for B.C. students who are current and former children or youth in care (FYIC) studying full-time or part-time, below the graduate level, at a B.C. public post-secondary institution, the Native Education College, or an approved union-based trades training provider.

The Former Youth in Care (FYIC) indicator is based on the Children and Youth in Care data provided by the B.C. Ministry of Children and Family Development. Not all FYIC learners meet eligibility requirements for the PTWP. Indigenous learners are students who self-identify as Aboriginal (i.e. First Nations, Métis, or Inuit) at a BC public post-secondary institution or who identified with Aboriginal ancestry in the BC K-12 education system. The non-Indigenous category may include Indigenous learners who have not self-identified. Indigenous identification information is not available for all PTWP recipients.

Headcount of PTWP Recipients<sup>[1]</sup>

Table with 13 columns: Demographic, Year, FYIC #, PTWP #, PTWP %, and sub-categories for All Domestic, Indigenous, Non-Indigenous, and Not Reported.

Proportions of PTWP Recipients and FYIC Post-Secondary Enrolment



[1] Note, this includes public post-secondary and Native Education College (NEC) recipients but does not include trades training providers.

[2] PTWP Recipients are reported by Program Year. Program Year is from August 1 to July 31. FYIC Headcount is reported by Academic Year. Academic Year is from September 1 to August 31.



## POST-SECONDARY ENROLMENT

The data presented included domestic student headcounts and exclude international and offshore student headcounts. Data are restated annually to maintain accuracy and reflect institutional updates. In any given year, some students attend more than one institution. Since these students are included in the headcount of each institution they attend, the sum of all institutions' headcounts will include some students more than once, producing an overstated institution headcount total.

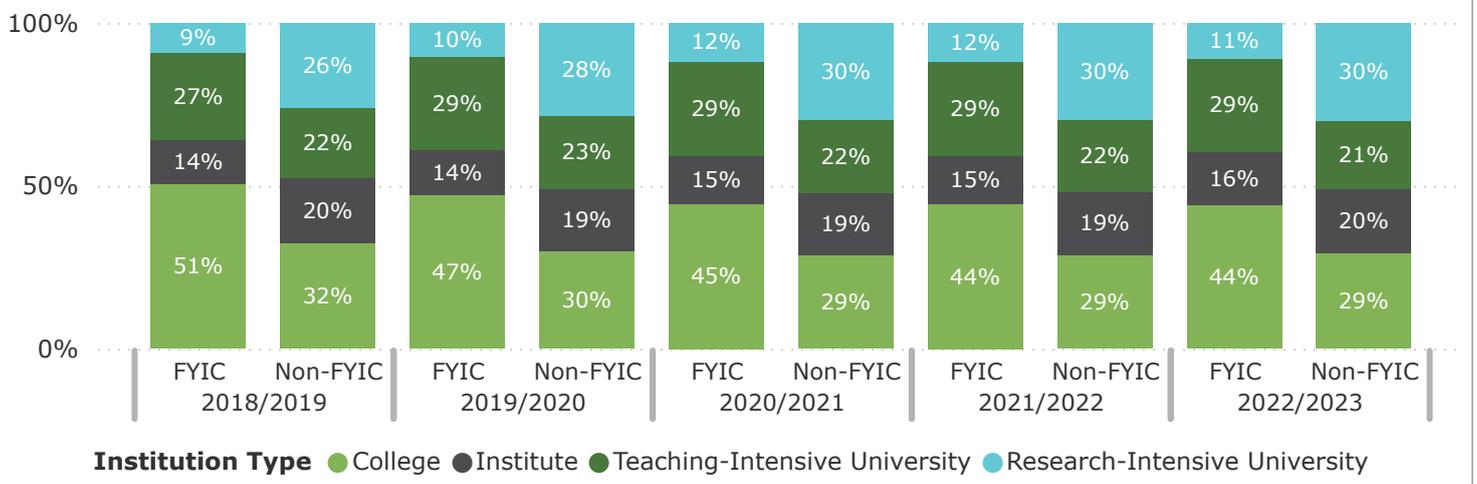
### Post-Secondary Enrolment Headcount

FYIC Status	FYIC						Non-FYIC					
	All Domestic		Indigenous		Non-Indigenous		All Domestic		Indigenous		Non-Indigenous	
Demographic Group	#	%	#	%	#	%	#	%	#	%	#	%
2018/19	4,766	100%	2,203	46%	2,563	54%	368,315	100%	25,968	7%	342,347	93%
2019/20	4,477	100%	1,998	45%	2,479	55%	339,958	100%	23,000	7%	316,958	93%
2020/21	4,234	100%	1,829	43%	2,405	57%	335,821	100%	23,181	7%	312,640	93%
2021/22	4,312	100%	1,911	44%	2,401	56%	334,747	100%	23,646	7%	311,101	93%
2022/23	4,299	100%	1,983	46%	2,316	54%	334,912	100%	23,887	7%	311,025	93%

### Headcount by Institution Type

Institution Type	College		Institute		Teaching-Intensive University		Research-Intensive University		Total	
	#	%	#	%	#	%	#	%	#	%
<b>2018/19</b>										
FYIC	2,522	51%	675	14%	1,328	27%	459	9%	<b>4,984</b>	<b>100%</b>
Non-FYIC	126,000	32%	76,643	20%	84,468	22%	100,773	26%	<b>387,884</b>	<b>100%</b>
<b>2019/20</b>										
FYIC	2,202	47%	663	14%	1,338	29%	486	10%	<b>4,689</b>	<b>100%</b>
Non-FYIC	107,167	30%	67,921	19%	80,474	23%	101,254	28%	<b>356,816</b>	<b>100%</b>
<b>2020/21</b>										
FYIC	1,978	45%	645	15%	1,294	29%	519	12%	<b>4,436</b>	<b>100%</b>
Non-FYIC	101,186	29%	66,715	19%	78,880	22%	104,448	30%	<b>351,229</b>	<b>100%</b>
<b>2021/22</b>										
FYIC	1,994	44%	670	15%	1,303	29%	535	12%	<b>4,502</b>	<b>100%</b>
Non-FYIC	100,645	29%	67,790	19%	76,357	22%	103,945	30%	<b>348,737</b>	<b>100%</b>
<b>2022/23</b>										
FYIC	1,975	44%	740	16%	1,290	29%	487	11%	<b>4,492</b>	<b>100%</b>
Non-FYIC	101,374	29%	69,356	20%	73,204	21%	103,700	30%	<b>347,634</b>	<b>100%</b>

### Proportion of Students by Institution Type





### HEADCOUNT BY PROGRAM CLUSTER

The data presented included domestic student headcounts and exclude international and offshore student headcounts. Data are restated annually to maintain accuracy and reflect institutional updates.

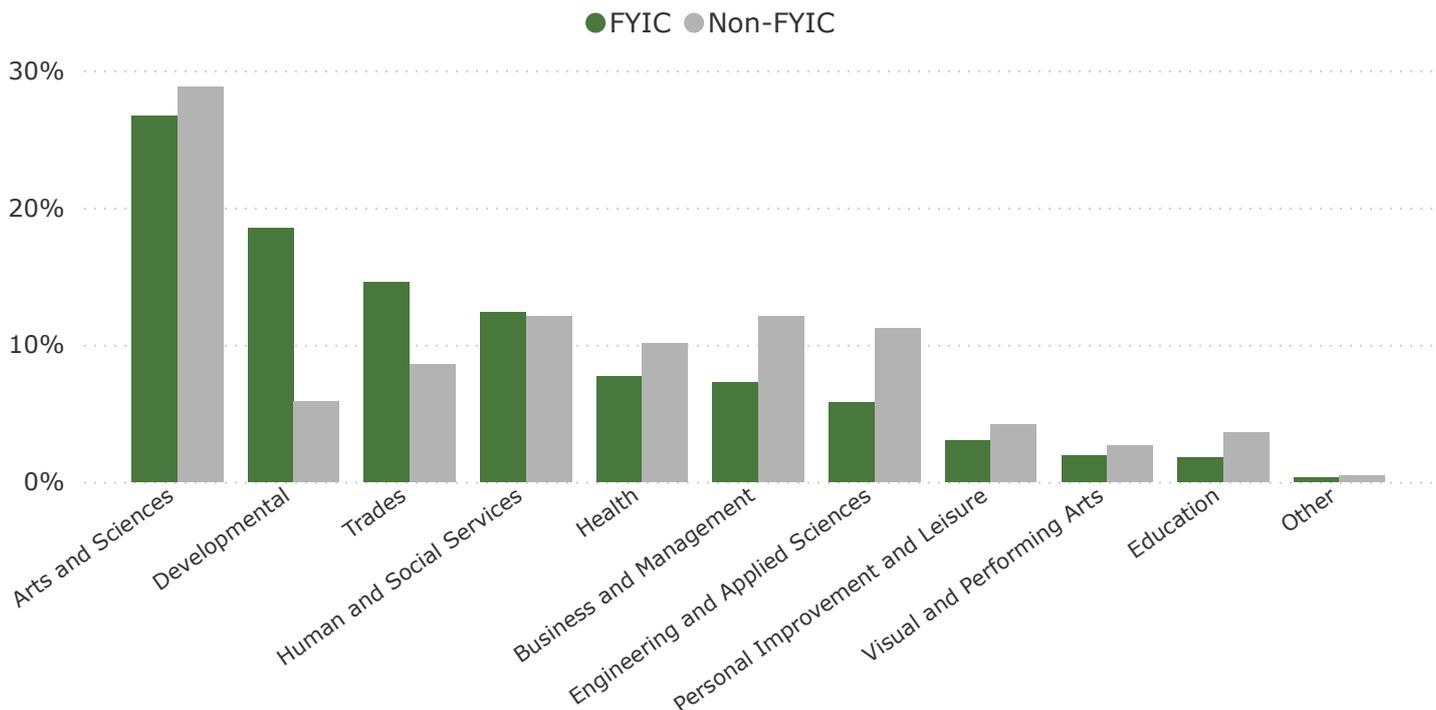
Program Clusters are grouped two-digit Classification of Instructional Program (CIP) codes. The CIP codes are a classification of instructional programs used to classify post-secondary educational programs according to field of study. CIP codes are Statistics Canada's official standard for the organizing, collection, processing, dissemination, and analysis of field of study statistics in education programs.

#### Distribution of Domestic Headcount by FYIC Status and Program Cluster

Five Year Average, Academic Year 2018/19 to 2022/23

Program Cluster	FYIC	Non-FYIC
Arts and Sciences	26.7%	28.8%
Business and Management	7.3%	12.1%
Human and Social Services	12.4%	12.1%
Engineering and Applied Sciences	5.8%	11.2%
Health	7.7%	10.1%
Trades	14.6%	8.6%
Developmental	18.5%	5.9%
Personal Improvement and Leisure	3.0%	4.2%
Education	1.8%	3.6%
Visual and Performing Arts	1.9%	2.7%
Other	0.3%	0.5%

#### FYIC and Non-FYIC by Program Cluster





### FIRST YEAR RETENTION

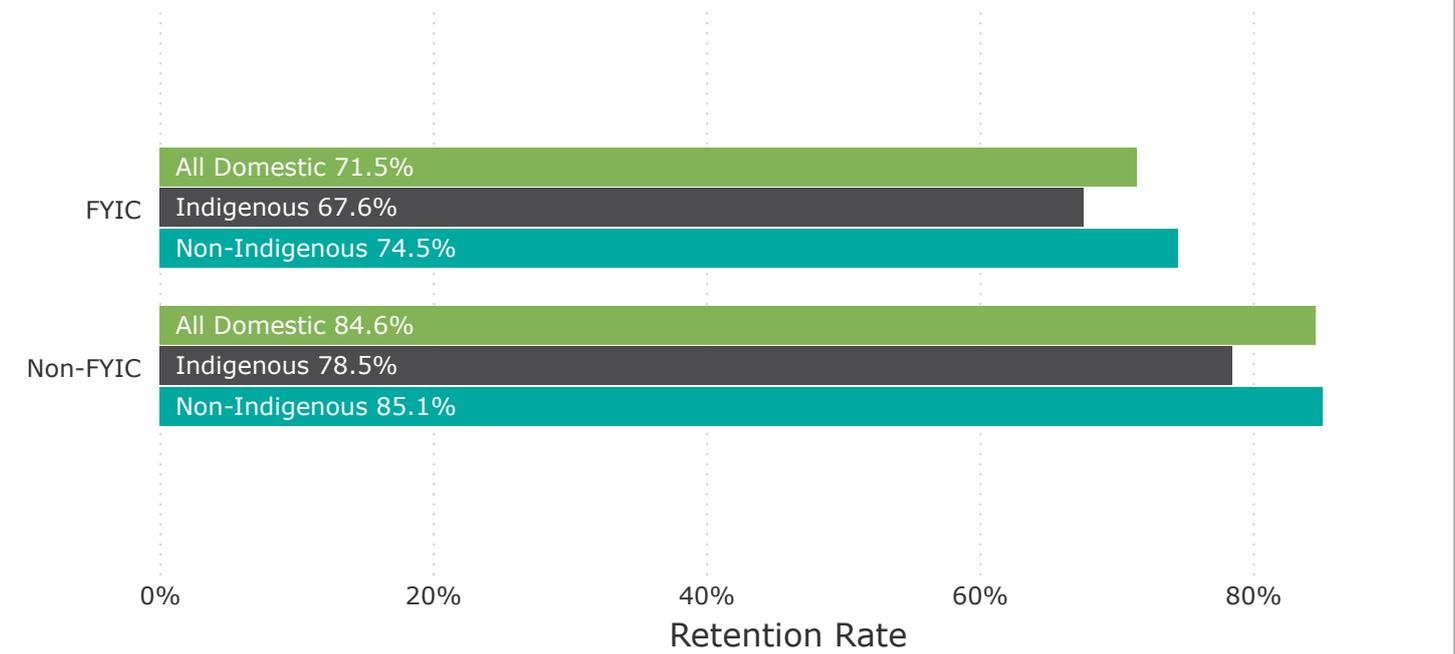
The post-secondary first year retention rate reflects the percent of students new to a level of study who returned to public post-secondary studies for a second year or were awarded a credential. The starting cohort includes all students new to a level of study and enrolled at a public post-secondary institution in any term of the academic year. The retention cohort includes all students who returned to studies in any term in the following year or received a credential.

The data below shows the domestic first year retention rate for 2021/22 - 2022/23 academic year cohort by FYIC status, based on the Student Transitions Project, Fall 2023 submission.

#### Domestic First Year Retention Rate by FYIC Status

*B.C. Public Post-Secondary Institutions, 2021/22-2022/23 Academic Year cohort*

**Subpopulation** ● All Domestic ● Indigenous ● Non-Indigenous





## Glossary

Glossary Item	Definition
Academic Year	Timeframe from September 1st to August 31st.
Age	Age in years as of June 30th of a given school year
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
B.C. Adult Graduation Diploma ("Adult Dogwood")	A graduation diploma for adult learners (18 and older) who have completed the requirements of the Adult Graduation Program. For more information, please refer to: <a href="https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program">https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program</a>
B.C. Certificate of Graduation ("Dogwood")	The certificate or "Dogwood Diploma" issued upon successful completion of the provincial graduation requirements. For more information, please refer to: <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation">https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation</a>
B.C. School Completion Certificate ("Evergreen" Certificate)	A certificate that recognizes the accomplishments of students with disabilities and diverse abilities and an Individual Education Plan (IEP), who have met the goals of their education program, other than graduation (and not all students with disabilities and diverse abilities should be in an Evergreen program). The Evergreen is not a graduation credential; students who receive an Evergreen have not graduated.  The student does not have to be in Grade 12 to receive their documentation; Grades 8 to 12, inclusive, are valid grades. All completed Grade 10, 11 and 12 courses should be reported for these students. For many students this will mean a mixture of credit and non-credit courses. A final percentage and letter grade must be reported for each course.  A student can receive both a British Columbia Certificate of Graduation ("Dogwood") and a School Completion Certificate.
Behaviour/Mental Health Designations	Selected Categories: Category H – Intensive Behaviour Interventions / Serious Mental Illness Category R – Moderate Behaviour Support / Mental Illness
Children, Family and Community Service Act (CFCSA)	The Child, Family and Community Service Act is the legislative authority for the ministry's Child Protection Services. Under the Act, the Minister designates the Director of Child Protection, who in turn delegates the provision of child protection services across the province to child protection social workers.
Children, Family and Community Service Act (CFCSA) Director	A person who has been designated by the minister under the s.91 of the CFCSA to carry out any or all provisions of the CFCSA. A designated director may further delegate some or all of their authority to a person under s.92 of the CFCSA who is then referred to as a delegated director, or more commonly as a social worker.
College	Colleges have the mandate to serve specific regions of the province and provide adult basic education, career, technical, trades, and academic programs leading to certificates, diplomas, and applied bachelor's degrees.
Domestic Students	Public post-secondary students who pay domestic tuition fees or whose enrolments are part of government FTE targets (e.g., Canadian citizens, Permanent Residents).
First Year Retention Rate	The percent of students new to a level of study who returned to public post-secondary studies for a second year or were awarded a credential. The starting cohort includes all students new to a level of study and enrolled at a public post-secondary institution in any term of the academic year. The retention cohort includes all students who returned to studies in any term in the following year or received a credential.



## Glossary

Glossary Item	Definition
Five-Year Completion Rate - Dogwood Only	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") within five years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. Generally, five years are required to move through Grades 8-12. Note that those who graduate with a British Columbia Adult Graduation Diploma ("Adult Dogwood") are removed from the completion rate calculation in this report.</p> <p>Five-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 5 is assigned to the district cohort from which the Five-Year Completion Rate is determined.</p>
Former Youth in Care (FYIC)	Refers to learners in public post-secondary that have previously been marked as being In Care, under Kinship Care, or having received Youth Services. These students must have previously had an enrolment in either a public or independent school in the K-12 system.
Foundation Skills Assessment (FSA)	The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with important information on how well students are progressing in the foundation skills of Literacy (composed of separate reading and writing components until the 2021/2022 school year) and Numeracy.
Foundation Skills Assessment (FSA) - Participant	A student who responded meaningfully to at least one question in the assessment.
Foundation Skills Assessment (FSA) - Performance	<p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
Headcount	Count of unique individuals.
In Care, Adoption Act Ward	A director under the Adoptions Act is granted custody of a child under s.23 of the Adoptions Act by the parent immediately preceding adoption. The Public Guardian and Trustee becomes property guardian under this care status.
In Care, Continuing Custody	A CFCSA s.49 order where the director becomes the child/youth's sole personal guardian who may consent to the child/youth's adoption, and the Public Guardian and Trustee's becomes the child/youth's property guardian.
In Care, Infants Act/ F.R.A. Ward	A CFCSA director is the personal guardian under s.51 of the Infants Act because it has been determined that their parent is dead, or incompetent at law to act and a court has determined a director will have custody.
In Care, Interim Custody	An order made at a presentation hearing following a child/youth's CFCSA s.30 removal from parent and made under CFCSA s.35(2) for the child/youth to remain in the director's care. A subsequent hearing to determine if the child/youth needs protection is set by the court no later than 45 days following the presentation hearing conclusion.



## Glossary

Glossary Item	Definition
In Care, Out of Province (Interprovincial Placement Agreement)	An agreement made through the Provincial/Territorial Protocol on Children, Youth & Families Moving Between Provinces & Territories which outlines the roles and responsibilities of statutory child welfare organizations in BC and other Canadian jurisdictions when making and implementing agreements between them to provide child welfare services to children, youth and families moving between provinces and territories. An agreement can cover child protection, children and youth in care, children and youth in out of care placements, and adoption services. MCFD can be either an originating or receiving jurisdiction.
In Care, Removal of Child	A status where the director has care of a child/youth who is removed under ss. 30, 36 or 42, until the child/youth is returned by the director under section 33 (1) or (1.1); the director withdraws from a presentation hearing under section 33.01 (1); the court makes an interim order about the child/youth under section 35 (2), 36 (3) or 42.1 (6); or the child/youth is returned by the court under section 35 (2) (c).
In Care, Special Needs Agreement	An agreement made with a parent of a child/youth with a long term, severe disability, to provide temporary alternate care for the child/youth. Under the agreement, the parent retains custody and may give a range of guardianship responsibilities to the director. These agreements have an initial maximum term of 6 months, renewable in terms of 12 months each and of no maximum length.
In Care, Temporary Custody	An order made following a CFCSA s.40 protection hearing to determine whether a child/youth needs protection and resulting in either keeping/placing a child/youth in the temporary custody of the director [s.43(a-c) or s.41(1)(c)]. The total time under temporary orders must not exceed 12 months for children under the age of five, 18 months for children ages 5-12, and 24 months for a child/youth ages 12 and older.
In Care, Voluntary Care Agreement	An agreement for a child/youth to come into the care of a director when the child/youth's parent is temporarily unable to provide care. Under the agreement, the parent retains custody and may give a range of guardianship responsibilities to the director. Timelines for initial and renewal agreements, and maximum length depend upon the age of the child/youth.
Inclusive Education Categories	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 Category R – Moderate Behaviour Support / Mental Illness
Indigenous Student	A student who has self-identified as being of Indigenous ancestry (First Nations: Status and Non-Status, Métis and Inuit). Indigenous ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Indigenous will be considered Indigenous from the 2003/04 school year forward. Status Indians are Indigenous people who meet the requirements of the Indian Act and who are registered under the Act.
Indigenous Student, Post-Secondary Enrolment	Indigenous learners are students who self-identify as Aboriginal (First Nations, Métis, or Inuit) at a B.C. public post-secondary institution or who identified with Aboriginal ancestry in the BC K-12 education system. The non-Indigenous category may include Indigenous learners who have not self-identified.



## Glossary

Glossary Item	Definition
Indigenous, Off Reserve Student	Includes only Indigenous students who live off a reserve and attend a B.C. public school.
Indigenous, On Reserve Student	Includes only Indigenous students who ordinarily live on a reserve and attend a B.C. public school.
Institute	Institutes have the mandate to serve the entire province and offer specialized programs. The British Columbia Institute of Technology (BCIT) focuses on trades and technology programs. The Justice Institute of British Columbia focuses on public safety programs. The Nicola Valley Institute of Technology focuses on serving the needs of Indigenous learners. Institutes offer a range of credentials, including certificates, diplomas, associate degrees, and applied bachelor's degrees. BCIT also offers applied master's degrees.
Institution Type	<p>There are 25 public post-secondary institutions authorized under provincial legislation to deliver post-secondary education and training in B.C. These include four research-intensive universities, seven teaching-intensive universities, eleven colleges, and three provincial institutes.</p> <p>Institution types are grouped as follows:</p> <ul style="list-style-type: none"> <li>• Institutes include British Columbia Institute of Technology, Justice Institute of BC, and Nicola Valley Institute of Technology;</li> <li>• Colleges include Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Coast Mountain College, Okanagan College, Selkirk College, and Vancouver Community College;</li> <li>• Teaching-Intensive Universities include Capilano University, Emily Car University of Art and Design, Kwantlen Polytechnic University, Royal Roads University, Thompson Rivers University, University of the Fraser Valley, and Vancouver Island University;</li> <li>• Research-Intensive Universities include Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria.</li> </ul>
Interim or temporary Custody Order to a person other than a parent (CFCSA s. 35(2)(d), 41(1)(b), 49(7)(b) )	A court order placing a child/youth temporarily in the custody of a person other than the parent for a limited time which may include an order made at a presentation or a protection hearing, and may include a director's supervision; or be made in lieu of a continuing custody order. A kinship caregiver is most commonly a family member, but may also be someone else who is known to the child such as a family friend or community member. The total time under temporary orders must not exceed 12 months for children under the age of five, 18 months for children ages 5-12, and 24 months for children/youth ages 12 and older.
Kinship Care, Extended Family Program	A tri-party agreement between parent(s), care provider(s), and the director to enable financial assistance and support services when parents are temporarily unable to care for a child/youth, supporting out-of-home living arrangements with extended family or individuals who have a relationship with -- or a cultural/traditional responsibility to -- the child/youth but who are not their legal guardian. Parents give care of the child/youth to the care provider and the director then provides financial and other supports to the care provider to care for the child/youth (CFCSA s.8).
Kinship Care, Interim Custody Kinship	See Interim or temporary Custody Order to a person other than a parent (CFCSA s. 35(2)(d), 41(1)(b), 49(7)(b) )
Kinship Care, Voluntary Custody Kinship	See Interim or temporary Custody Order to a person other than a parent (CFCSA s. 35(2)(d), 41(1)(b), 49(7)(b) )



## Glossary

Glossary Item	Definition
Legal Group Ever	Once a student has been marked as In-Year, they will be marked as Ever for all subsequent school years (colloquially known as forward dated).
Legal Group In-Year	These students have an active arrangement at some point during the legal school year (July 1st - June 30th) presented.
Legal Group, All Legal Groups	This cohort counts all students in the individual legal groups (In Care, Kinship Care, Youth Services) only once regardless of how many agreements they have in each group. The All Legal Groups definition in this report differs from the definition for Children and Youth In Care (CYIC) under the Child, Family and Community Service Act (CFCSA) in that it includes children and youth the Kinship Care and under Youth Agreements.
Legal Group, In Care	Children and youth may be in the legal care of the director through a court order for child safety reasons or through either a Voluntary Care or Special Needs Agreement with a parent.
Legal Group, Kinship Care	Kinship care arrangements support children and youth to live with extended family or other individuals who have a relationship with, or a cultural or traditional responsibility to the child/youth; and are prioritized over in-care options when the available supports and services are not sufficient to keep the child/youth in their parent's care, or the parent is otherwise not able to care for the child/youth.
Legal Group, Not in a Legal Care Arrangement/Never in a Legal Care Arrangement	Any student without a legal arrangement with MCFD are considered to be part of the Not in a Legal Care Arrangement/Never in a Legal Care Arrangement cohort. Not in a Legal Care Arrangement is an In Year metric that means the student did not have an arrangement within that school year. Never in a Legal Care Arrangement means that the student did not have an arrangement within that school year or any previous school year.
Legal Group, Youth Services	The legal group composed of Youth Agreements and Support Services for Youth. Youths in this group are aged 16 to less than 19, however, there are exceptions for youth under 16 years of age for a Youth Agreement where the youth is pregnant, a parent, or married.
Msk	<p>Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information.</p> <p>The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education and Child Care reports or otherwise publicly releases aggregated data. For more information please refer to: <a href="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">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</a></p>
Online Learning	<p>A Student's educational program is provided through Online Learning or through a combination of Online Learning and other types of learning. This was formerly called Distributed Learning.</p> <p>Effective July 1, 2023, the new Online Learning Policy provides a general framework for the delivery of online learning in B.C.</p>
Post-Secondary Institutions	The public post-secondary education system in B.C., which currently consists of four different institution types: Colleges, Institutes, Research-Intensive Universities and Teaching-Intensive Universities.



## Glossary

Glossary Item	Definition
Post-Secondary Level of Study, Developmental	<p>Literacy, upgrading and high school-level courses taken through post-secondary institutions (colleges and universities) only. Also referred to as Access or pre-postsecondary courses. Registration and student fees may vary and apply toward ABE courses across individual institutions.</p> <p>For information about adult students participating in literacy and high school-level upgrading courses through K-12 school districts, see <a href="https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-upgrading">https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-upgrading</a>.</p>
Post-Secondary Transition	Movement of students from the K-12 system into the British Columbia public post-secondary system.
Program Clusters	<p>Program Clusters are grouped two-digit Classification of Instructional Program (CIP) codes. The CIP codes are a classification of instructional programs used to classify post-secondary educational programs according to field of study. CIP codes are Statistics Canada's official standard for the organizing, collection, processing, dissemination, and analysis of field of study statistics in education programs.</p> <p>Programs associated with undeclared program activity or with Continuing or Community program enrolments that do not have an identifiable instructional area Classification of Instructional Program (CIP) code are classified as 'Other.'</p>
Provincial Tuition Waiver Program	The Provincial Tuition Waiver Program waives tuition and eligible fees for B.C. students who are current and former children or youth in care studying full-time or part-time, below the graduate level, at a B.C. public post-secondary institution, the Native Education College, or an approved union-based trades training provider.
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
Research-Intensive University	Research-intensive universities have the mandate to serve the entire province and provide undergraduate and graduate instruction in a wide range of disciplines. These institutions offer various undergraduate and graduate degree programs. They also offer several professional certificate and diploma programs.
Resident (Student)	<p>Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools. This includes:</p> <ul style="list-style-type: none"> <li>• Children who, along with their guardian(s), are ordinarily resident in British Columbia</li> <li>• Children who are deemed ordinarily resident in BC under the School Regulation</li> <li>• Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy</li> </ul>
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.



## Glossary

Glossary Item	Definition
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 - Dogwood Only	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. Note that those who graduate with a British Columbia Adult Graduation Diploma ("Adult Dogwood") are removed from the completion rate calculation in this report.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p>
Student	A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.
Student Learning Survey (SLS)	<p>Students in Grades 4, 7, 10 and 12, their parents and all staff in B.C. public schools are invited to participate in an annual online satisfaction survey about their school experience.</p> <p>The survey covers a range of topics, providing a comprehensive picture of the educational experience in B.C. public schools. Questions were developed with input from partner groups, teachers and experts in educational measurement and special education.</p>
Student Transition Project	The Student Transitions Project (STP) is a collaborative project between the Ministry of Post-Secondary Education and Future Skills; the Ministry of Education and Child Care; public post-secondary institutions; and school districts. The STP links learner data in the British Columbia public post-secondary education system with information from their years in kindergarten to Grade 12 using the unique nine-digit personal education numbers (PENs) assigned to every learner entering the public provincial educational system.
Teaching-Intensive University	Most teaching-intensive universities have the mandate to serve a region of the province and provide adult basic education, career, technical, trades, and academic programs leading to certificates, diplomas and bachelor and master's degrees. Royal Roads University and Emily Carr University of Art + Design have mandates to serve the entire province. Thompson Rivers University also has a provincial mandate to serve the province's open learning needs.
Youth Custody/Residential Attendance Centre	Centres where students may be sent either by court order, or while they are on probation. Youth Custody/Residential Attendance Centre facility types are only found under the jurisdiction of public boards of education.
Youth Services, Support Services for Youth	Informal one-off or short-term supports provide to a youth on an interim or emergency basis. In some cases, these supports and may lead to a s.12.2 youth agreement, or be offered while other care or custody orders or agreements are considered.
Youth Services, Youth Agreements	An agreement a director may make with a youth who needs assistance and cannot be re-established in the youth's family, or has no parent or other person willing or able to assist the youth, to provide for residential, educational or other support services; and/or financial assistance. Under this agreement, the youth is not in care, and the parent remains the legal guardian (CFCSA s.12.2). Youths in this group are aged 16 to less than 19, however, there are exceptions for youth under 16 years of age for a Youth Agreement where the youth is pregnant, a parent, or married.