



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 082**  
**Coast Mountains**

#### QUESTIONS/COMMENTS CONTACT:

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BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

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

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

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

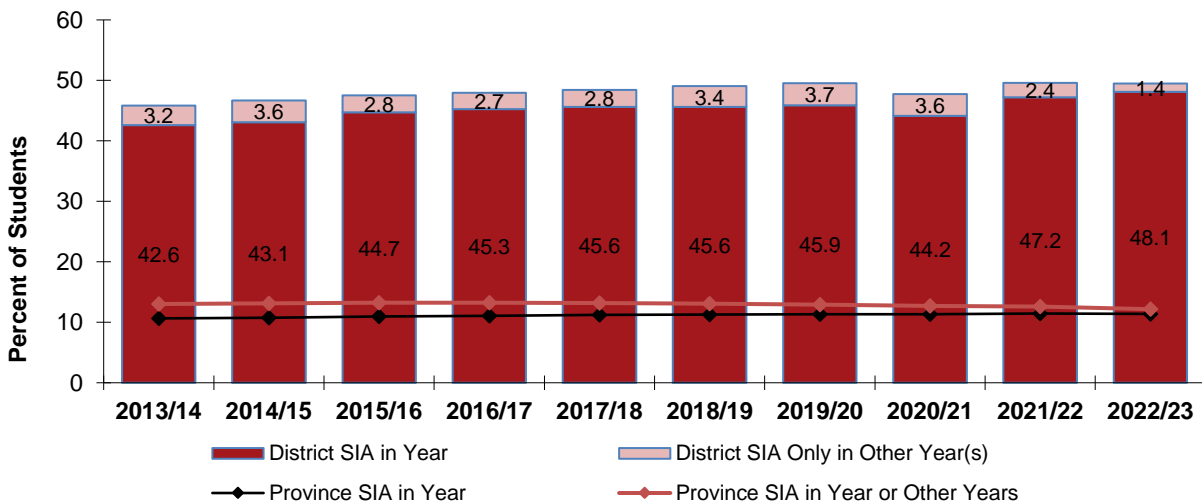
PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	4,962	2,114	42.6	160	3.2	558,983	59,502	10.6	13,325	2.4
2014/15	4,802	2,069	43.1	172	3.6	552,786	59,382	10.7	13,068	2.4
2015/16	4,396	1,966	44.7	124	2.8	553,376	60,706	11.0	12,567	2.3
2016/17	4,227	1,913	45.3	114	2.7	557,625	61,801	11.1	11,979	2.1
2017/18	4,241	1,935	45.6	119	2.8	563,241	63,182	11.2	10,930	1.9
2018/19	4,327	1,974	45.6	149	3.4	568,982	64,326	11.3	10,009	1.8
2019/20	4,378	2,008	45.9	161	3.7	576,000	65,215	11.3	9,152	1.6
2020/21	3,956	1,747	44.2	141	3.6	568,285	64,272	11.3	8,037	1.4
2021/22	4,154	1,960	47.2	99	2.4	578,797	66,282	11.5	6,635	1.1
2022/23	4,246	2,042	48.1	60	1.4	590,583	67,285	11.4	4,553	0.8

**Percent of Self-Identified Aboriginal Students**



**Note:**

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

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

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

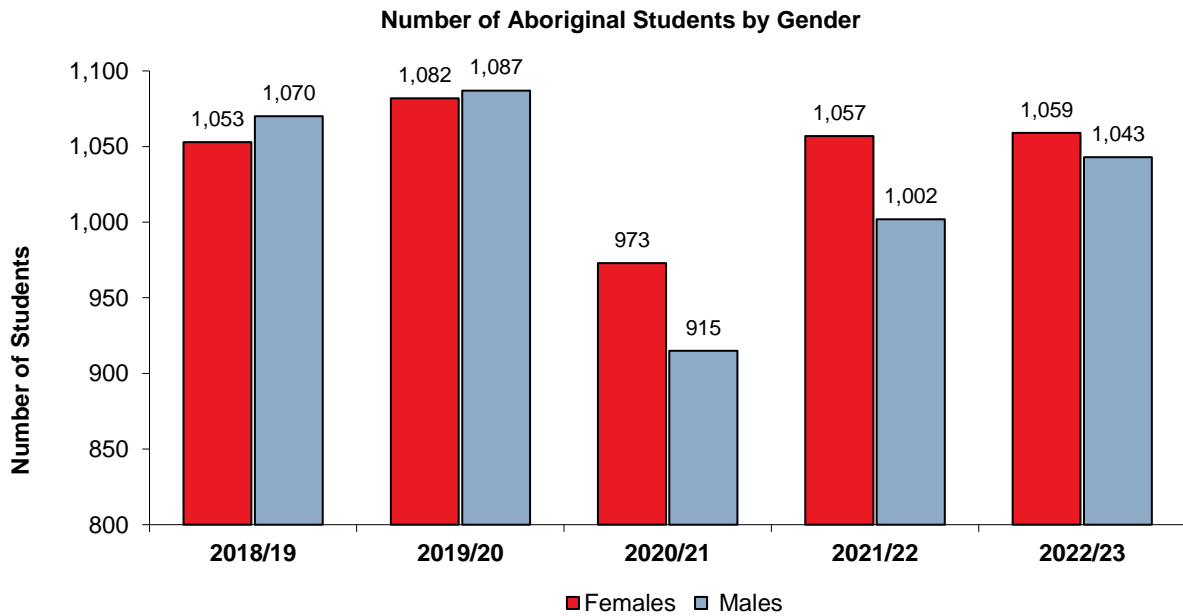
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education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

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

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2018/19	4,327	2,123	49.1	1,053	24.3	1,070	24.7	74,335	36,874	37,461
2019/20	4,378	2,169	49.5	1,082	24.7	1,087	24.8	74,367	36,847	37,520
2020/21	3,956	1,888	47.7	973	24.6	915	23.1	72,309	35,901	36,408
2021/22	4,154	2,059	49.6	1,057	25.4	1,002	24.1	72,917	36,210	36,707
2022/23	4,246	2,102	49.5	1,059	24.9	1,043	24.6	71,838	35,586	36,252



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

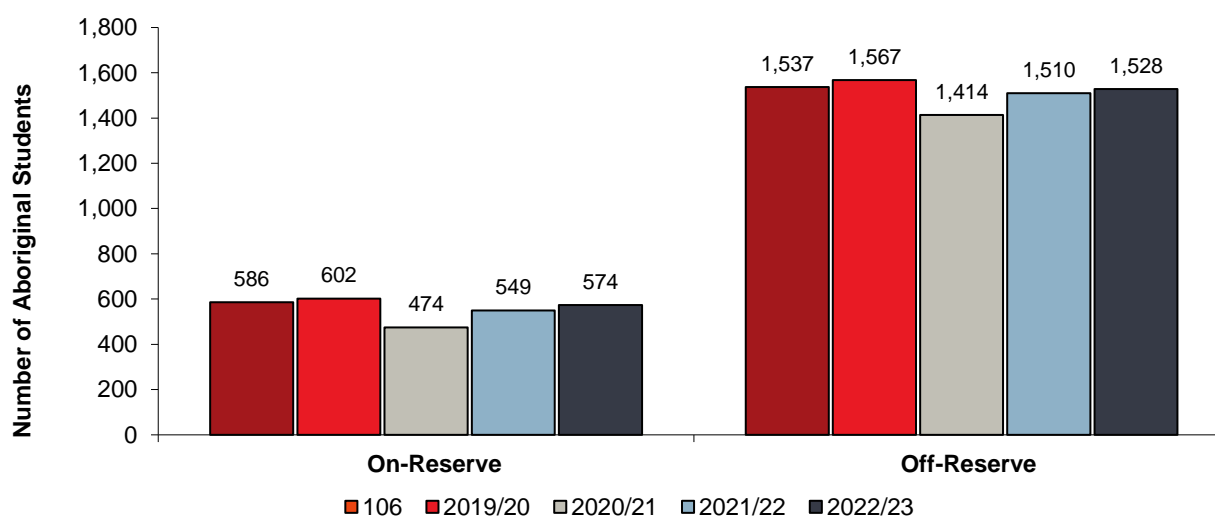
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	2,123	291	295	586	762	775	1,537	7,993	66,342
2019/20	2,169	305	297	602	777	790	1,567	8,209	66,158
2020/21	1,888	258	216	474	715	699	1,414	7,752	64,557
2021/22	2,059	292	257	549	765	745	1,510	7,992	64,925
2022/23	2,102	311	263	574	748	780	1,528	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	2,109	292	285	577	763	769	1,532	8,007	66,275
2019/20	2,118	296	292	588	765	765	1,530	8,056	66,087
2020/21	1,738	233	202	435	653	650	1,303	7,713	64,505
2021/22	2,014	271	244	515	752	747	1,499	7,916	64,400
2022/23	2,077	297	261	558	747	772	1,519	8,001	63,477

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

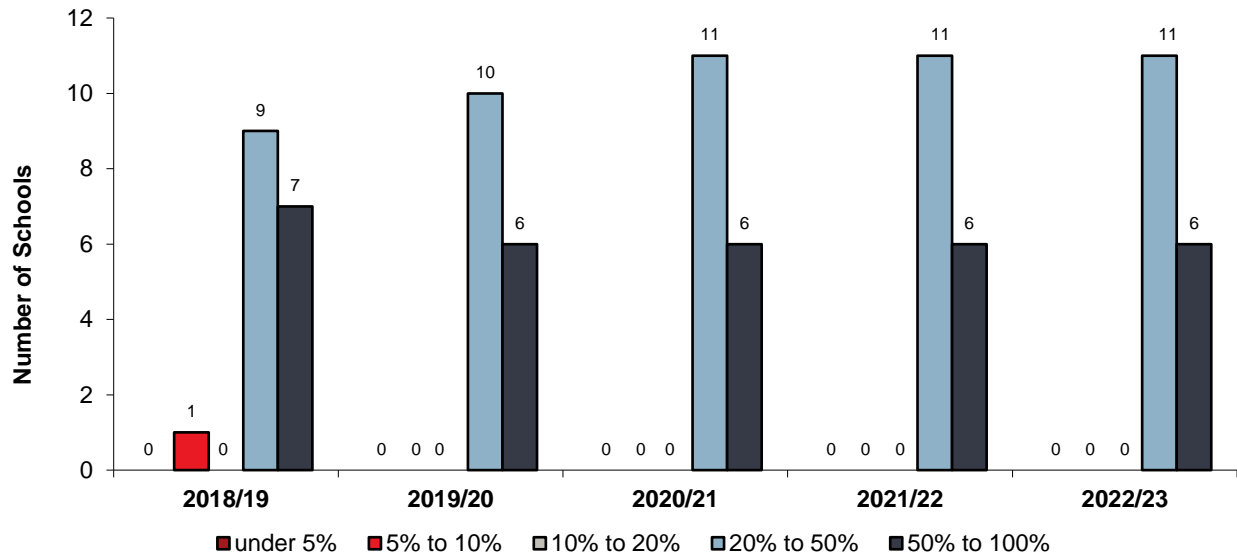


\* Public schools only

## NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	17	0	1	0	9	7	1,385	367	217	324	385	92
2019/20	16	0	0	0	10	6	1,389	382	217	318	378	94
2020/21	17	0	0	0	11	6	1,398	399	210	341	348	100
2021/22	17	0	0	0	11	6	1,405	402	240	338	330	95
2022/23	17	0	0	0	11	6	1,412	423	246	336	318	89

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

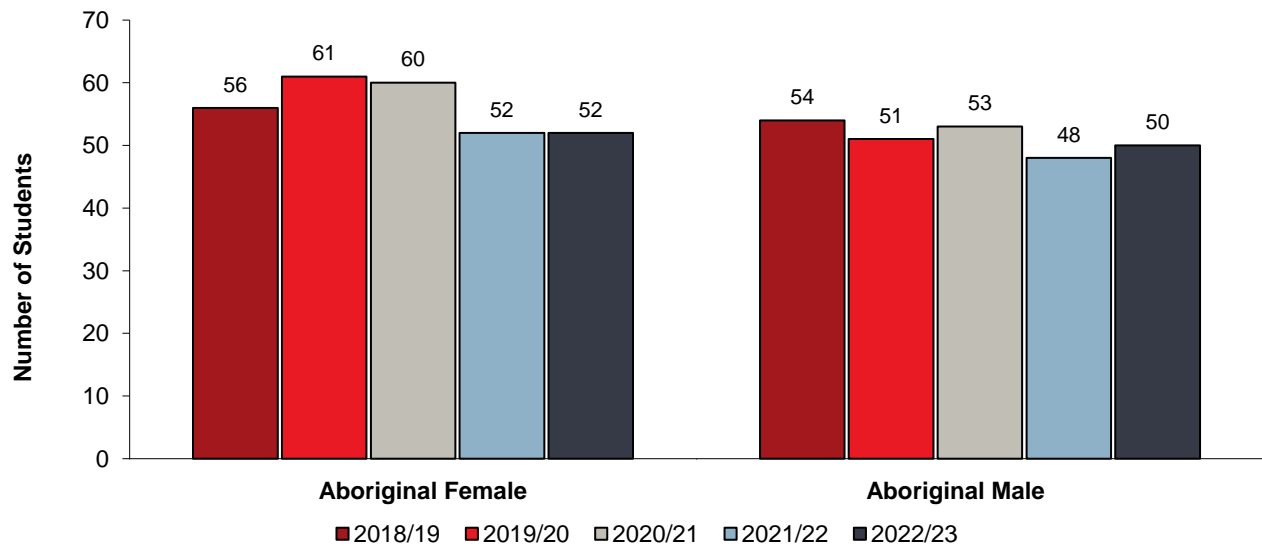


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	149	56	54	110	22	17	39	1,516	1,457	1,943	2,320
2019/20	158	61	51	112	25	21	46	1,580	1,508	2,114	2,525
2020/21	155	60	53	113	23	19	42	1,429	1,327	1,778	1,831
2021/22	146	52	48	100	27	19	46	1,454	1,262	1,761	1,631
2022/23	157	52	50	102	33	22	55	1,518	1,264	2,004	1,742

**SD Data: Number of Aboriginal Students in Alternate Programs**



\* Public schools only

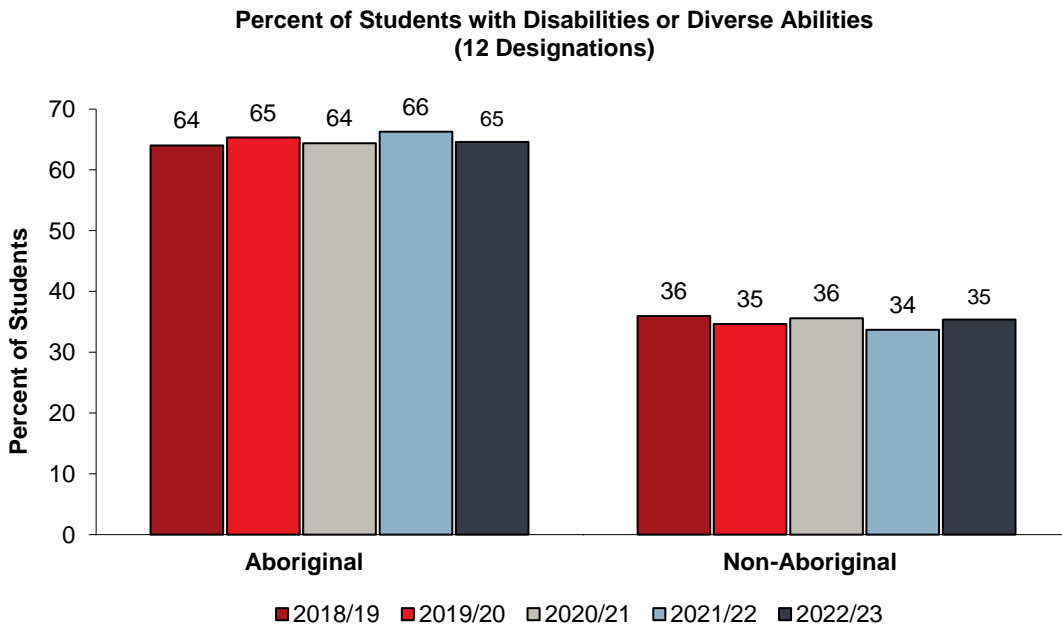


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	659	422	64	237	36
2019/20	672	439	65	233	35
2020/21	587	378	64	209	36
2021/22	608	403	66	205	34
2022/23	622	402	65	220	35

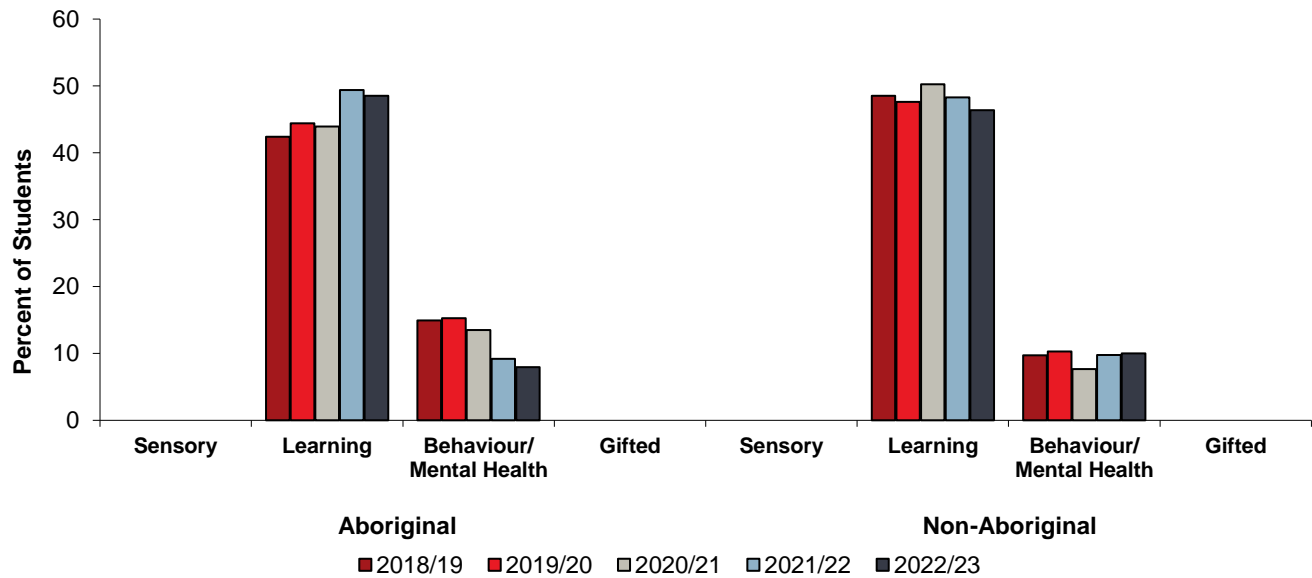


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Non-Aboriginal		Sensory Designation				Learning Designation				Behaviour/Mental Health Designation				Gifted Designation			
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %
2018/19	422	237	Msk	Msk	Msk	Msk	179	42	115	49	63	15	23	10	0	0	Msk	Msk
2019/20	439	233	Msk	Msk	Msk	Msk	195	44	111	48	67	15	24	10	0	0	0	0
2020/21	378	209	Msk	Msk	Msk	Msk	166	44	105	50	51	13	16	8	0	0	0	0
2021/22	403	205	Msk	Msk	Msk	Msk	199	49	99	48	37	9	20	10	0	0	0	0
2022/23	402	220	Msk	Msk	Msk	Msk	195	49	102	46	32	8	22	10	0	0	0	0

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



## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

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

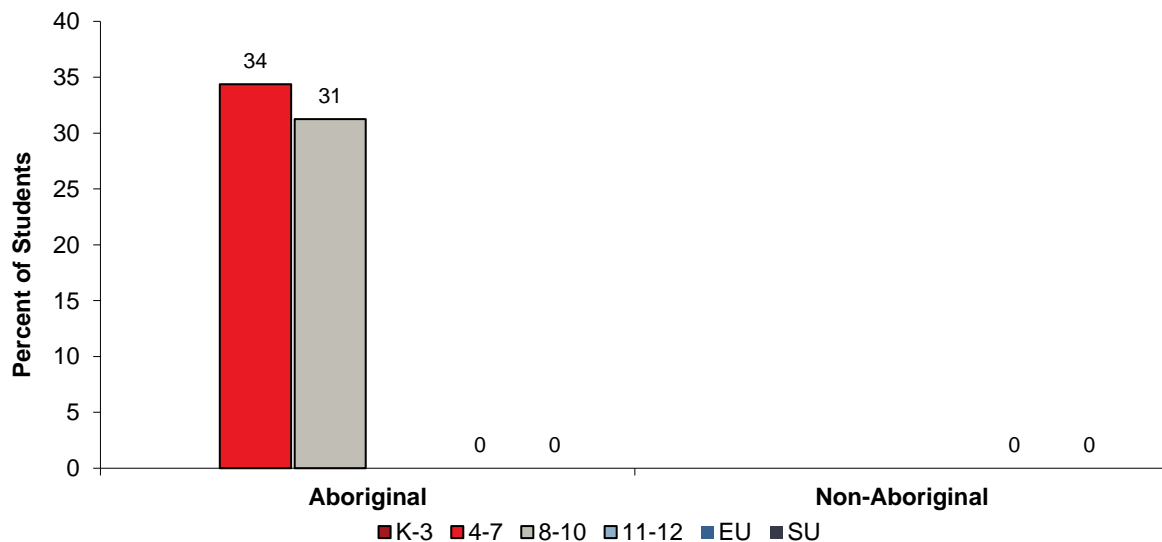
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	63	Msk	Msk	17	27	23	37	Msk	Msk	0	0	0	0
2019/20	67	18	27	15	22	17	25	17	25	0	0	0	0
2020/21	51	Msk	Msk	15	29	Msk	Msk	19	37	0	0	0	0
2021/22	37	Msk	Msk	16	43	Msk	Msk	12	32	0	0	0	0
2022/23	32	Msk	Msk	11	34	10	31	Msk	Msk	0	0	0	0

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	23	Msk	Msk	10	43	Msk	Msk	Msk	Msk	0	0	0	0
2019/20	24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2020/21	16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2021/22	20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0
2022/23	22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	0	0	0	0

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



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

BC Residents

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

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

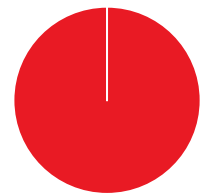
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	118	78	Msk	Msk	64	54	Msk	Msk
2019/20	116	83	Msk	Msk	58	50	Msk	Msk
2020/21	70	57	Msk	Msk	41	59	Msk	Msk
2021/22	111	75	64	58	Msk	Msk	Msk	Msk
2022/23	117	81	59	50	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

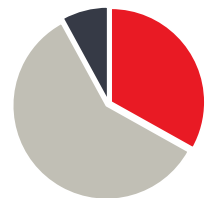


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

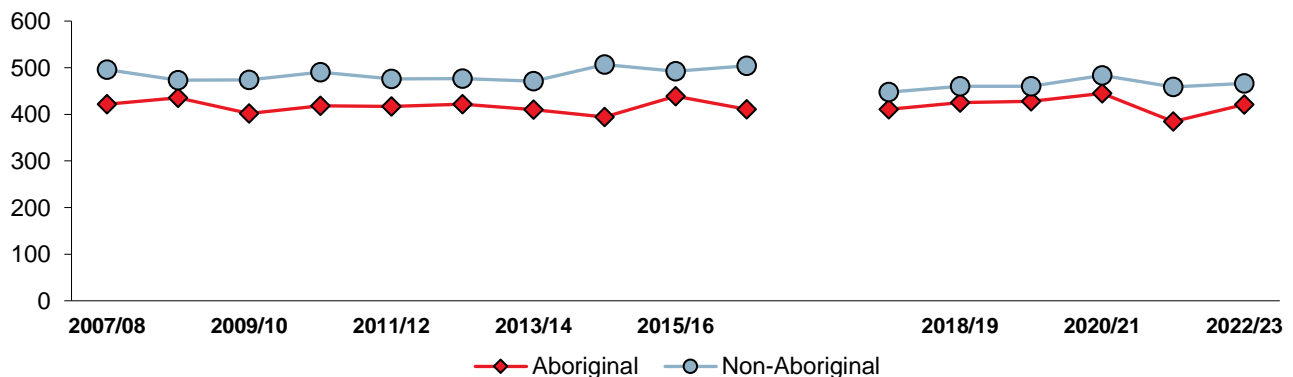
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	148	89	48	32	90	61	10	7
2019/20	105	80	Msk	Msk	66	63	Msk	Msk
2020/21	103	72	Msk	Msk	81	79	Msk	Msk
2021/22	120	83	Msk	Msk	83	69	Msk	Msk
2022/23	151	88	50	33	89	59	12	8

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

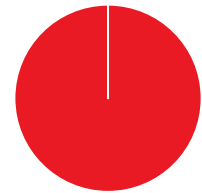
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	114	75	72	63	Msk	Msk	Msk	Msk
2019/20	115	83	67	58	Msk	Msk	Msk	Msk
2020/21	68	56	39	57	Msk	Msk	Msk	Msk
2021/22	115	78	83	72	Msk	Msk	Msk	Msk
2022/23	118	81	89	75	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

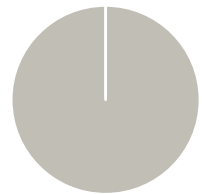


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

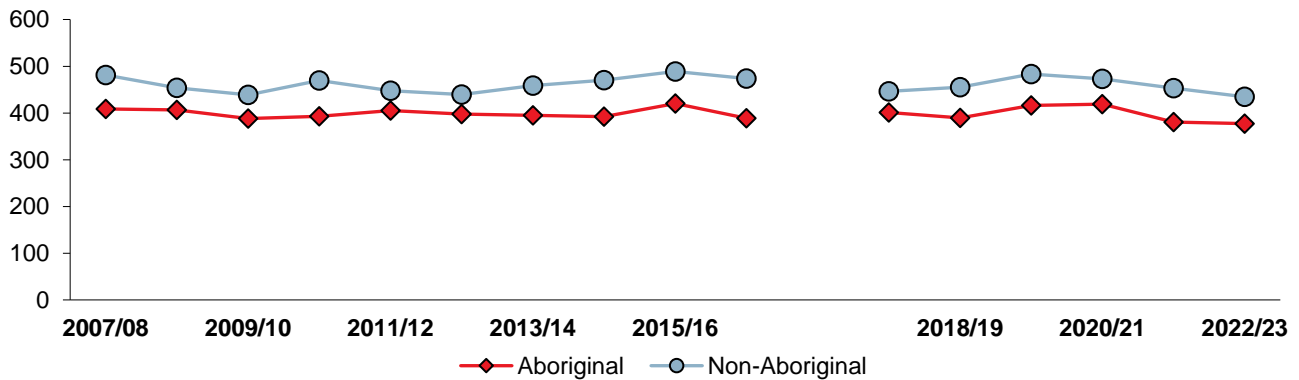
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	148	89	Msk	Msk	90	61	Msk	Msk
2019/20	104	79	Msk	Msk	70	67	Msk	Msk
2020/21	103	72	Msk	Msk	66	64	Msk	Msk
2021/22	118	82	Msk	Msk	66	56	Msk	Msk
2022/23	151	88	Msk	Msk	80	53	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

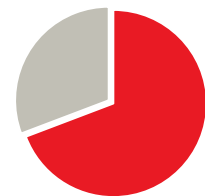
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	111	80	64	58	47	42	0	0
2019/20	124	78	75	60	49	40	0	0
2020/21	79	49	44	56	35	44	0	0
2021/22	120	77	86	72	34	28	0	0
2022/23	117	81	81	69	36	31	0	0

Grade 7: Aboriginal

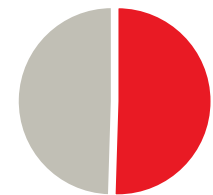


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

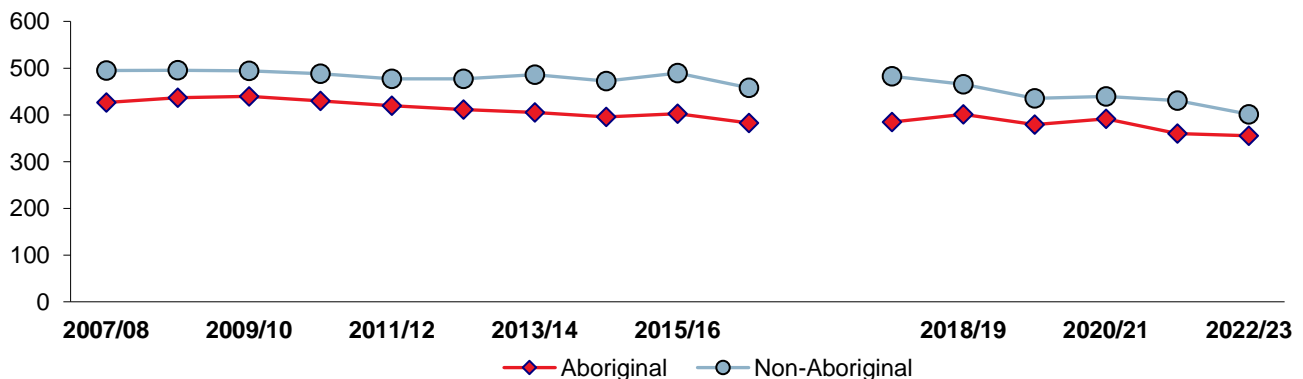
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	130	78	Msk	Msk	90	69	Msk	Msk
2019/20	100	65	Msk	Msk	57	57	Msk	Msk
2020/21	73	50	Msk	Msk	46	63	Msk	Msk
2021/22	130	77	Msk	Msk	85	65	Msk	Msk
2022/23	103	72	52	50	51	50	0	0

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

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

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	104	75	74	71	30	29	0	0
2019/20	126	79	109	87	17	13	0	0
2020/21	80	49	64	80	16	20	0	0
2021/22	116	74	103	89	13	11	0	0
2022/23	107	74	89	83	Msk	Msk	Msk	Msk

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

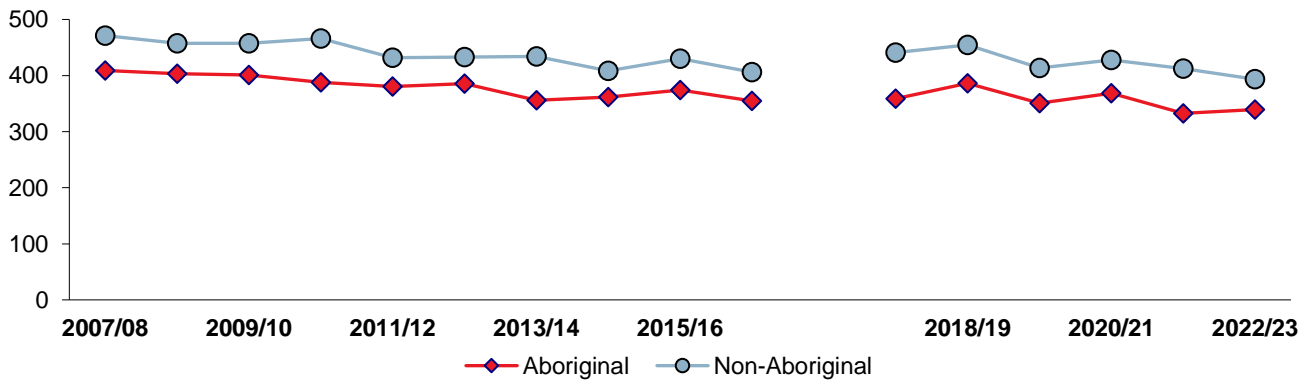
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	127	77	Msk	Msk	72	57	Msk	Msk
2019/20	100	65	59	59	Msk	Msk	Msk	Msk
2020/21	73	50	36	49	Msk	Msk	Msk	Msk
2021/22	129	77	74	57	Msk	Msk	Msk	Msk
2022/23	101	71	66	65	Msk	Msk	Msk	Msk

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	94	51	73	78	Msk	Msk	Msk	Msk	0	0	0	0
Non-Aboriginal	142	80	59	42	66	46	17	12	0	0	0	0

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	60	30	39	65	Msk	Msk	Msk	Msk	0	0	0	0
Non-Aboriginal	87	46	37	43	35	40	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	101	53	60	59	27	27	14	14	0	0	0	0
Non-Aboriginal	166	83	Msk	Msk	81	49	48	29	Msk	Msk	Msk	Msk

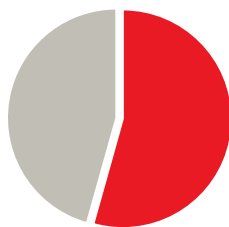
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	105	59	46	44	43	41	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	187	88	44	24	79	42	52	28	12	6	12	6

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

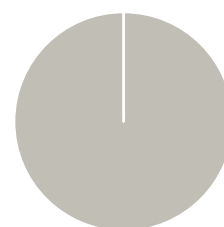
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	105	48	50	48	42	40	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	165	83	Msk	Msk	83	50	41	25	Msk	Msk	Msk	Msk

**Numeracy 10 2022/23: Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

**Numeracy 10 2022/23: Non-Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	30	Msk	Msk	Msk	Msk	26	43	0	0
Non-Aboriginal	77	41	Msk	Msk	20	26	46	60	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	110	58	Msk	Msk	45	41	37	34	Msk	Msk
Non-Aboriginal	172	86	Msk	Msk	40	23	106	62	Msk	Msk

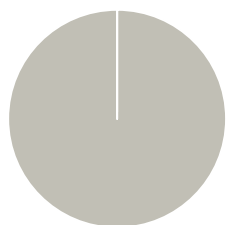
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	100	56	Msk	Msk	46	46	36	36	Msk	Msk
Non-Aboriginal	189	89	12	6	44	23	122	65	11	6

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

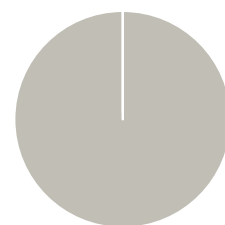
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	118	54	Msk	Msk	59	50	35	30	Msk	Msk
Non-Aboriginal	181	91	Msk	Msk	65	36	99	55	Msk	Msk

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

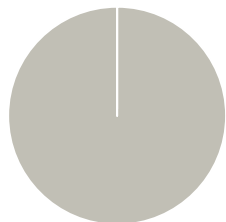
### 2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	98	62	Msk	Msk	30	31	57	58	Msk	Msk
Non-Aboriginal	171	83	Msk	Msk	33	19	111	65	Msk	Msk

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

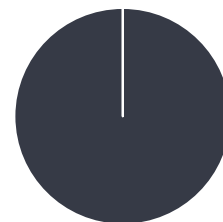
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	96	54	Msk	Msk	41	43	44	46	Msk	Msk
Non-Aboriginal	167	80	Msk	Msk	Msk	Msk	104	62	34	20

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

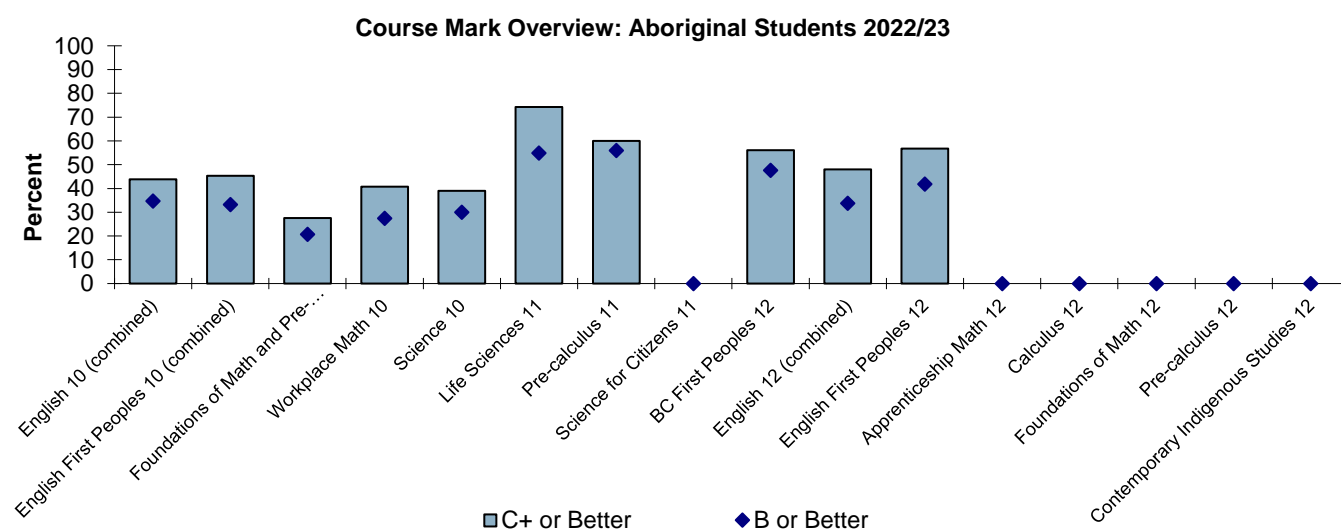
## COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	196	86	44	68	35	404	268	66	236	58
English First Peoples 10 (combined)*	181	82	45	60	33	32	24	75	22	69
Foundations of Math and Pre-calculus 10	58	16	28	12	21	132	83	63	75	57
Workplace Math 10	135	55	41	37	27	83	49	59	41	49
Science 10	187	73	39	56	30	211	126	60	107	51
Life Sciences 11	31	23	74	17	55	94	70	74	64	68
Pre-calculus 11	25	15	60	14	56	104	78	75	69	66
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
BC First Peoples 12	82	46	56	39	48	41	37	90	35	85
English 12 (combined)*	77	37	48	26	34	153	123	80	101	66
English First Peoples 12	67	38	57	28	42	41	35	85	31	76
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	15	15	100	15	100
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	16	12	75	11	69
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	64	54	84	50	78
Contemporary Indigenous Studies 12	11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk



**Note:**

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

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

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

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

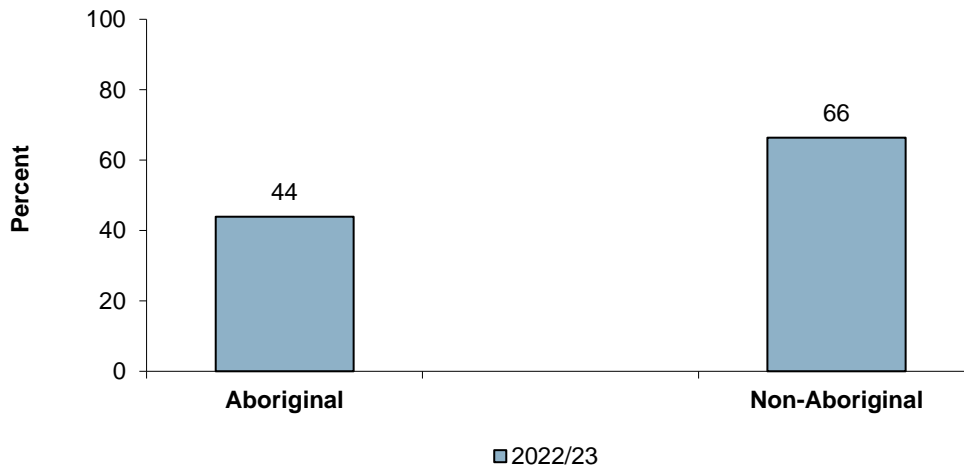
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	258	111	43	76	29	363	270	74	234	64
2020/21	218	123	56	88	40	360	280	78	241	67
2021/22	247	123	50	95	38	386	281	73	238	62
2022/23	196	86	44	68	35	404	268	66	236	58

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	258	206	213	45	363	191	343	20	
2020/21	218	213	193	25	360	204	348	12	
2021/22	247	189	188	59	386	219	361	25	
2022/23	196	227	152	44	404	203	369	35	

**English 10 (combined): C+ or Better**



**Note:**

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

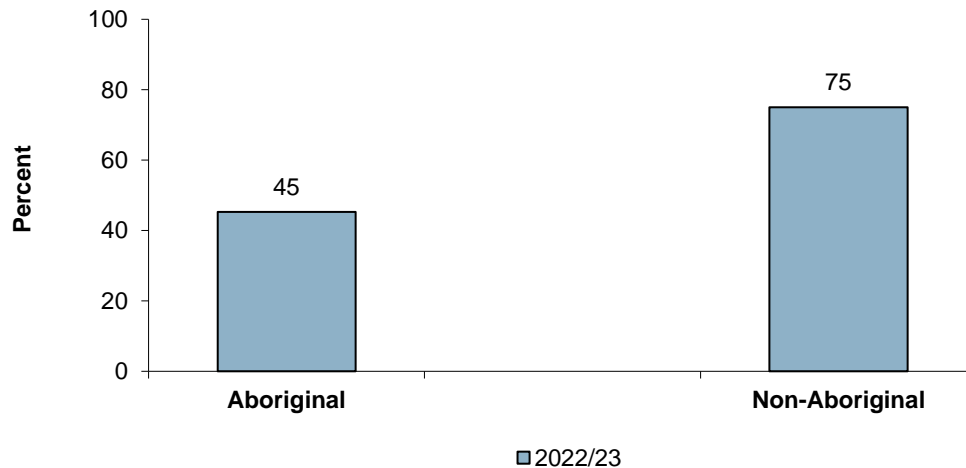
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	52	20	38	17	33	12	Msk	Msk	Msk	Msk
2020/21	93	32	34	26	28	Msk	Msk	Msk	Msk	Msk
2021/22	134	44	33	34	25	26	24	92	23	88
2022/23	181	82	45	60	33	32	24	75	22	69

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	52	206	Msk	Msk	12	191	12	0	
2020/21	93	213	69	24	Msk	204	Msk	Msk	
2021/22	134	189	85	49	26	219	Msk	Msk	
2022/23	181	227	158	23	32	203	Msk	Msk	

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



**Note:**

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

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

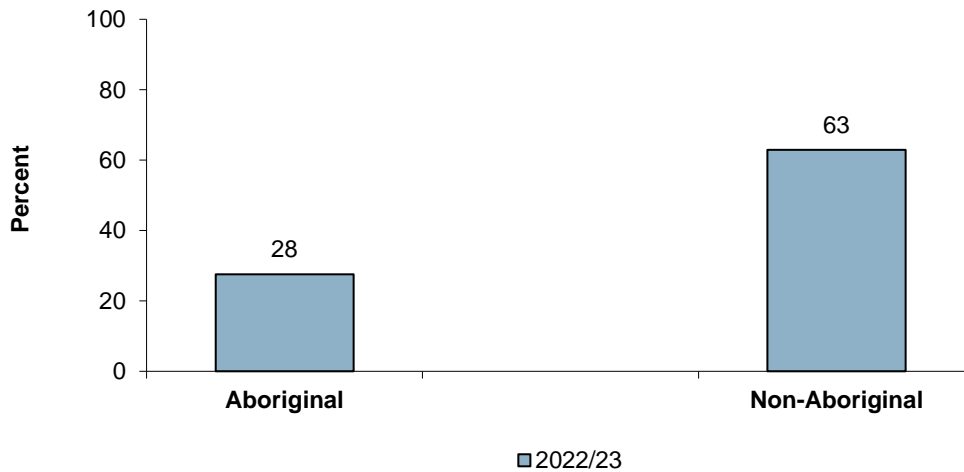
**COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10**

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	84	38	45	31	37	153	112	73	103	67
2020/21	74	37	50	29	39	134	109	81	95	71
2021/22	70	36	51	30	43	164	120	73	109	66
2022/23	58	16	28	12	21	132	83	63	75	57

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	84	206	73	11	153	191	143	10	
2020/21	74	213	63	11	134	204	Msk	Msk	
2021/22	70	189	56	14	164	219	Msk	Msk	
2022/23	58	227	Msk	Msk	132	203	Msk	Msk	

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



**Note:**

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

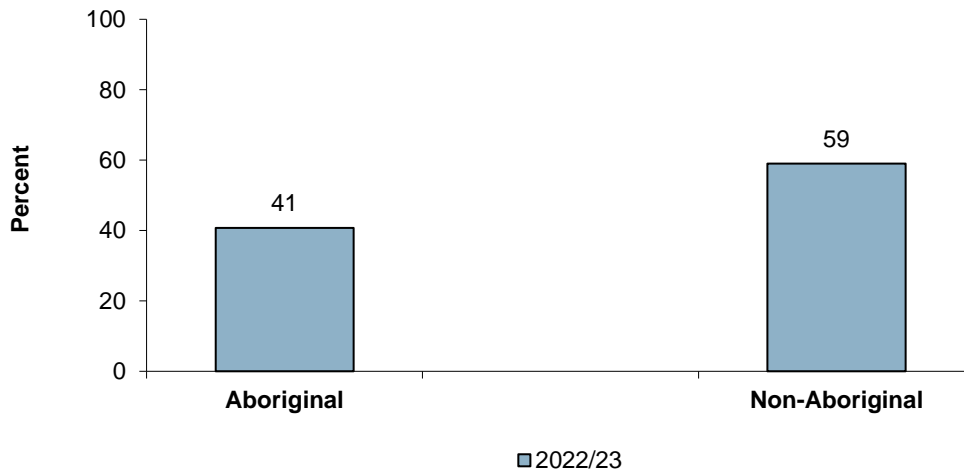
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	73	21	29	15	21	38	18	47	17	45
2020/21	96	50	52	38	40	61	36	59	26	43
2021/22	118	36	31	26	22	63	36	57	28	44
2022/23	135	55	41	37	27	83	49	59	41	49

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	73	206	47	26	38	191	27	11		
2020/21	96	213	72	24	61	204	45	16		
2021/22	118	189	77	41	63	219	48	15		
2022/23	135	227	110	25	83	203	69	14		

**Workplace Math 10: C+ or Better**



**Note:**

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

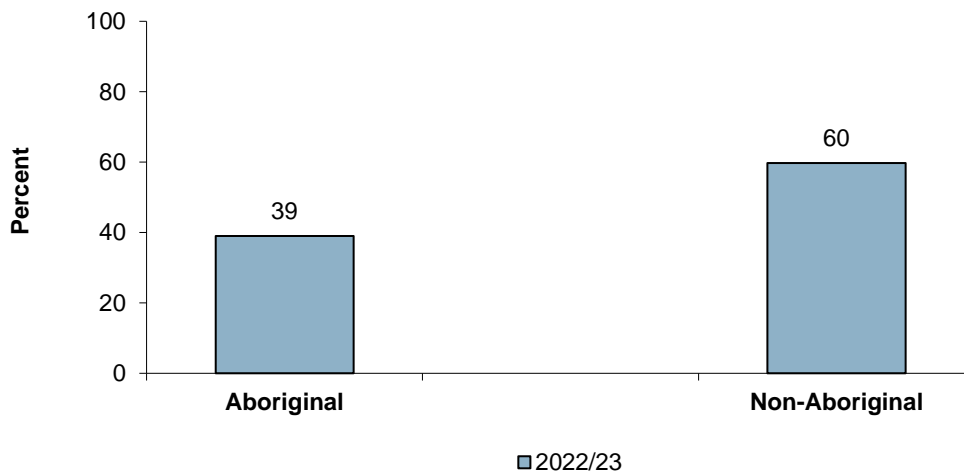
## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	151	57	38	41	27	178	119	67	103	58
2020/21	148	58	39	42	28	197	149	76	123	62
2021/22	174	62	36	55	32	215	151	70	136	63
2022/23	187	73	39	56	30	211	126	60	107	51

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	151	206	121	30	178	191	166	12	
2020/21	148	213	123	25	197	204	176	21	
2021/22	174	189	125	49	215	219	199	16	
2022/23	187	227	138	49	211	203	190	21	

**Science 10: C+ or Better**



**Note:**

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



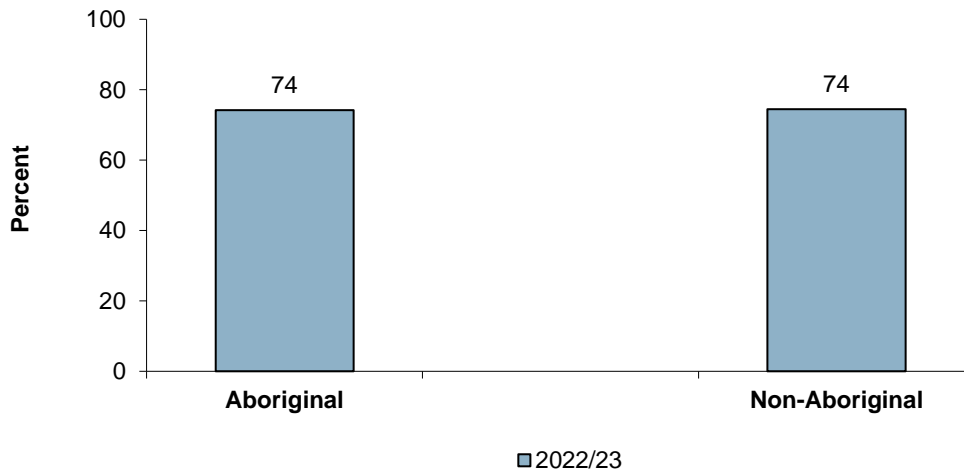
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	38	17	45	14	37	104	85	82	81	78
2020/21	34	22	65	18	53	107	98	92	93	87
2021/22	54	35	65	24	44	84	77	92	71	85
2022/23	31	23	74	17	55	94	70	74	64	68

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	38	157	27	11	104	173	92	12		
2020/21	34	160	Msk	Msk	107	189	94	13		
2021/22	54	216	Msk	Msk	84	205	72	12		
2022/23	31	188	Msk	Msk	94	219	78	16		

**Life Sciences 11: C+ or Better**



**Note:**

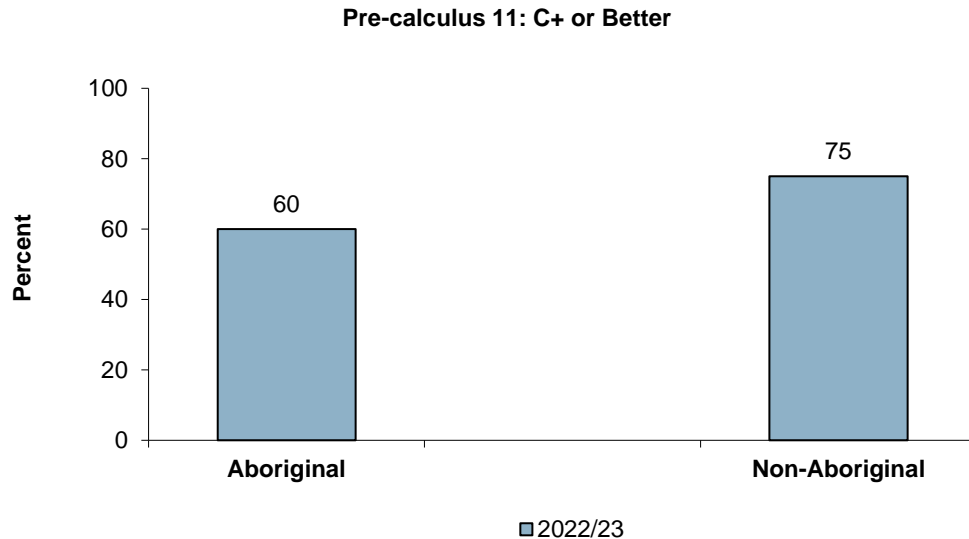
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	39	23	59	18	46	103	81	79	78	76
2020/21	39	29	74	23	59	98	82	84	72	73
2021/22	26	15	58	13	50	107	88	82	80	75
2022/23	25	15	60	14	56	104	78	75	69	66

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	39	157	29	10	103	173	84	19		
2020/21	39	160	Msk	Msk	98	189	Msk	Msk		
2021/22	26	216	Msk	Msk	107	205	91	16		
2022/23	25	188	Msk	Msk	104	219	Msk	Msk		



**Note:**

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

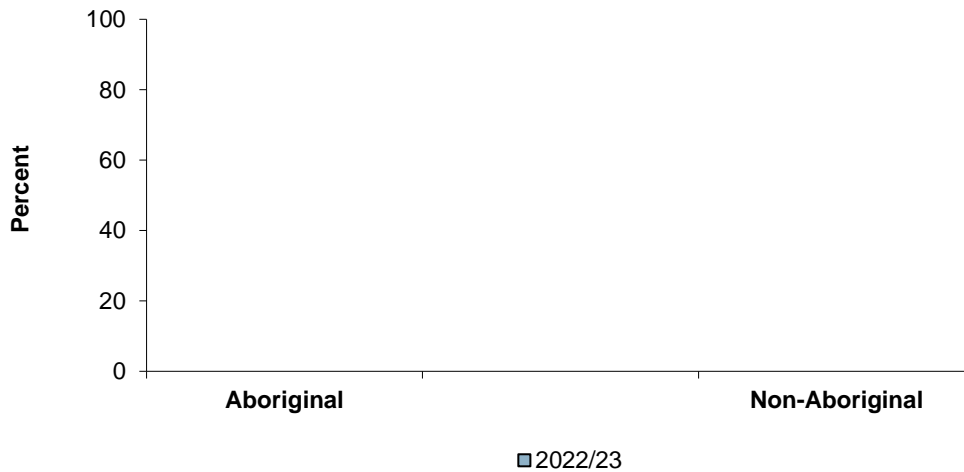
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	14	157	Msk	Msk	Msk	173	Msk	Msk		
2020/21	-	160	-	-	Msk	189	Msk	Msk		
2021/22	-	216	-	-	-	205	-	-		
2022/23	Msk	188	Msk	Msk	Msk	219	Msk	Msk		

### Science for Citizens 11: C+ or Better



**Note:**

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

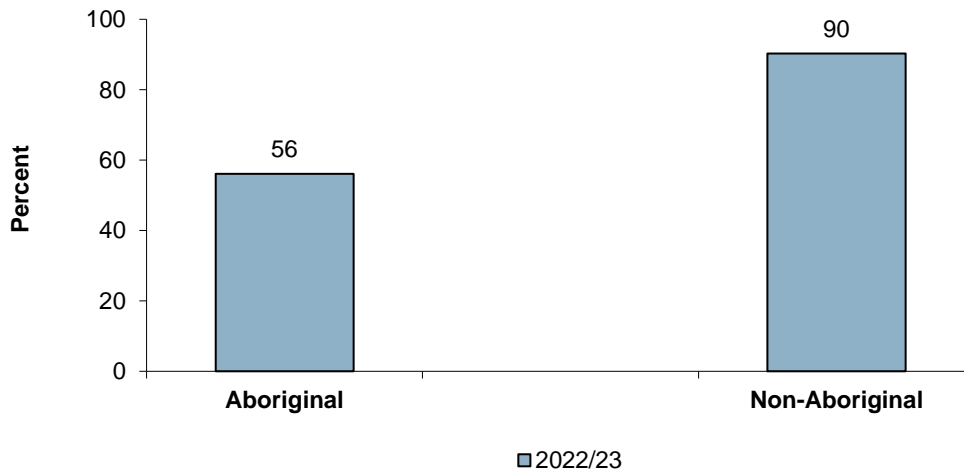
## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	67	38	57	34	51	17	12	71	11	65
2020/21	44	29	66	26	59	24	20	83	18	75
2021/22	52	40	77	33	63	25	17	68	15	60
2022/23	82	46	56	39	48	41	37	90	35	85

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	67	267	38	29	17	307	Msk	Msk		
2020/21	44	199	22	22	24	225	Msk	Msk		
2021/22	52	169	23	29	25	219	11	14		
2022/23	82	203	41	41	41	234	17	24		

**BC First Peoples 12: C+ or Better**



**Note:**

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

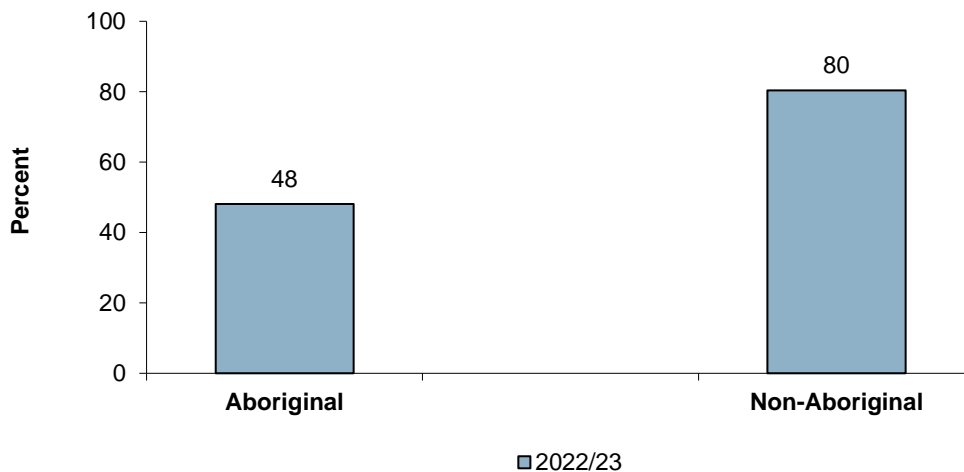
## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	77	40	52	34	44	191	135	71	114	60
2020/21	66	45	68	35	53	155	121	78	109	70
2021/22	70	37	53	33	47	169	131	78	114	67
2022/23	77	37	48	26	34	153	123	80	101	66

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	77	267	Msk	Msk	191	307	173	18		
2020/21	66	199	55	11	155	225	140	15		
2021/22	70	169	58	12	169	219	144	25		
2022/23	77	203	58	19	153	234	133	20		

**English 12 (combined): C+ or Better**



**Note:**

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

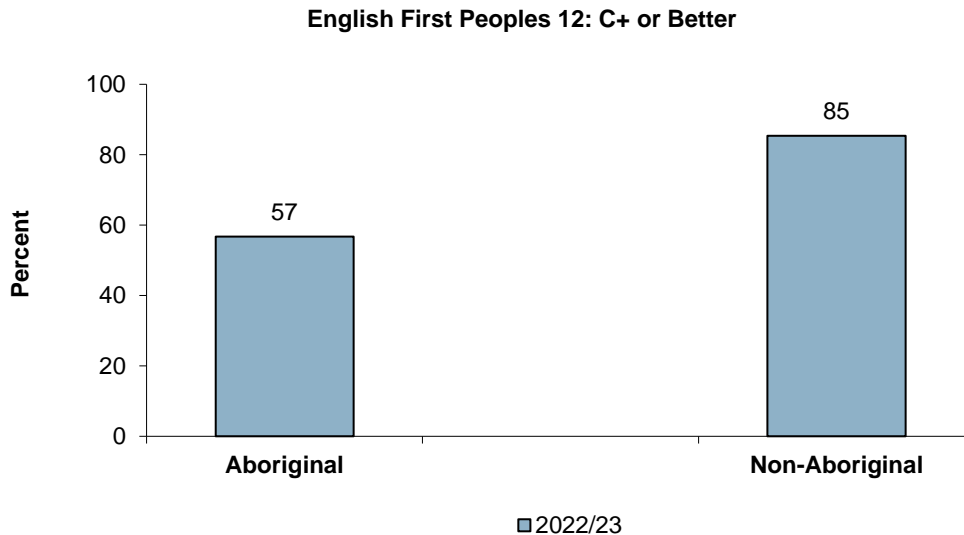
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	59	26	44	18	31	15	10	67	Msk	Msk
2020/21	48	20	42	11	23	22	17	77	15	68
2021/22	59	32	54	24	41	19	14	74	10	53
2022/23	67	38	57	28	42	41	35	85	31	76

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	59	267	Msk	Msk	15	307	15	0	
2020/21	48	199	Msk	Msk	22	225	Msk	Msk	
2021/22	59	169	46	13	19	219	Msk	Msk	
2022/23	67	203	57	10	41	234	Msk	Msk	



**Note:**

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

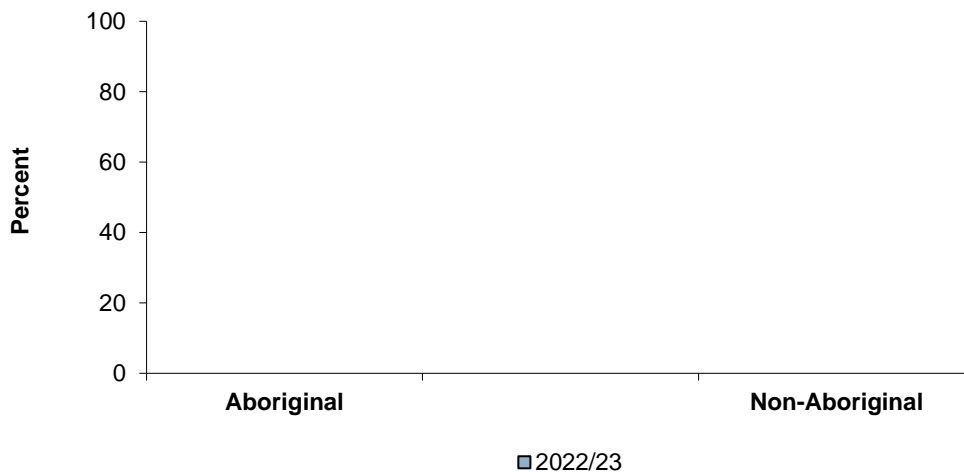
## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	14	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	14	267	14	0	12	307	12	0	
2020/21	Msk	199	Msk	Msk	10	225	Msk	Msk	
2021/22	Msk	169	Msk	Msk	Msk	219	Msk	Msk	
2022/23	Msk	203	Msk	Msk	10	234	10	0	

**Apprenticeship Math 12: C+ or Better**



**Note:**

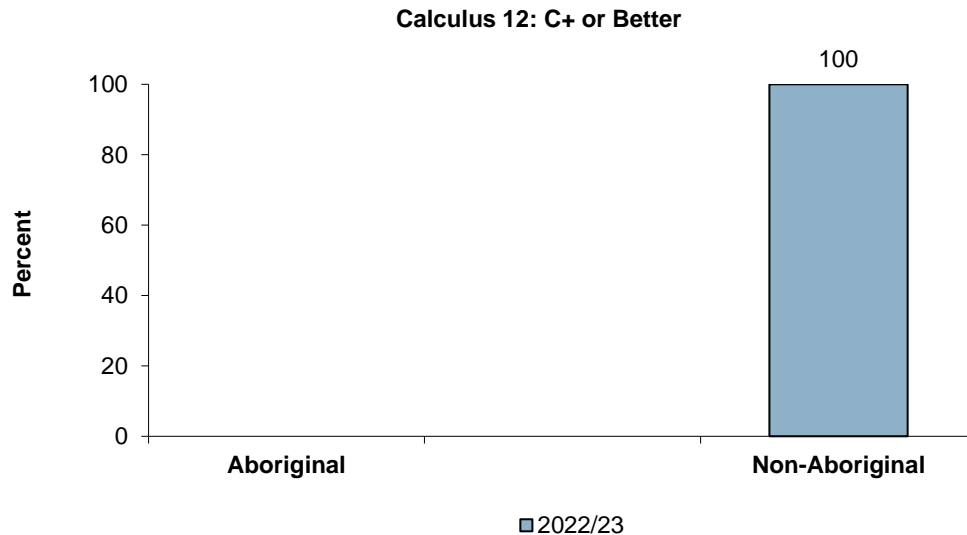
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: CALCULUS 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	12	11	92	11	92
2020/21	Msk	Msk	Msk	Msk	Msk	25	25	100	24	96
2021/22	Msk	Msk	Msk	Msk	Msk	17	16	94	16	94
2022/23	Msk	Msk	Msk	Msk	Msk	15	15	100	15	100

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	267	Msk	Msk	307	12	0		
2020/21	Msk	199	Msk	Msk	225	Msk	Msk		
2021/22	Msk	169	Msk	Msk	219	17	0		
2022/23	Msk	203	Msk	Msk	234	15	0		



**Note:**

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

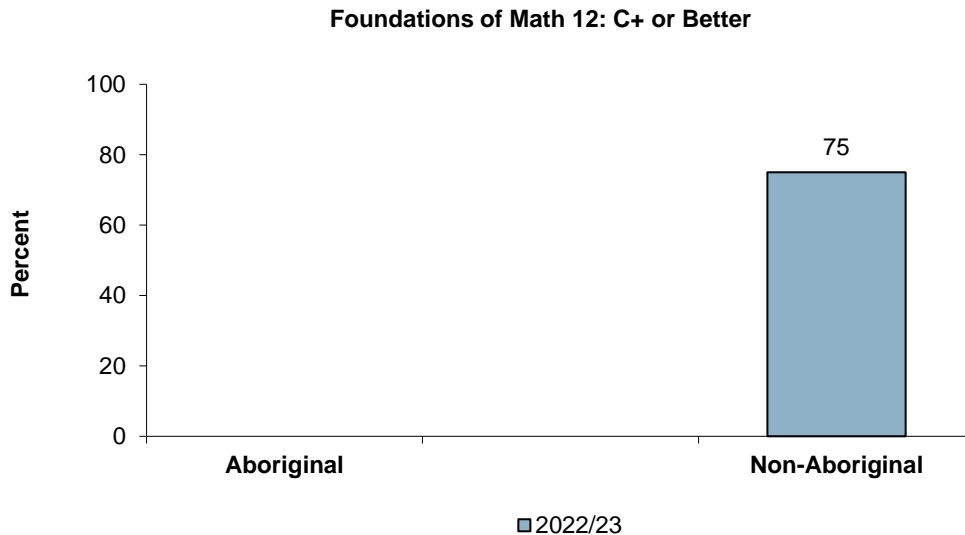


## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	10	Msk	Msk	Msk	Msk	23	10	43	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	21	17	81	15	71
2021/22	Msk	Msk	Msk	Msk	Msk	18	14	78	11	61
2022/23	Msk	Msk	Msk	Msk	Msk	16	12	75	11	69

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	10	267	10	0	23	307	23	0	
2020/21	Msk	199	Msk	Msk	21	225	Msk	Msk	
2021/22	Msk	169	Msk	Msk	18	219	18	0	
2022/23	Msk	203	Msk	Msk	16	234	16	0	



**Note:**

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

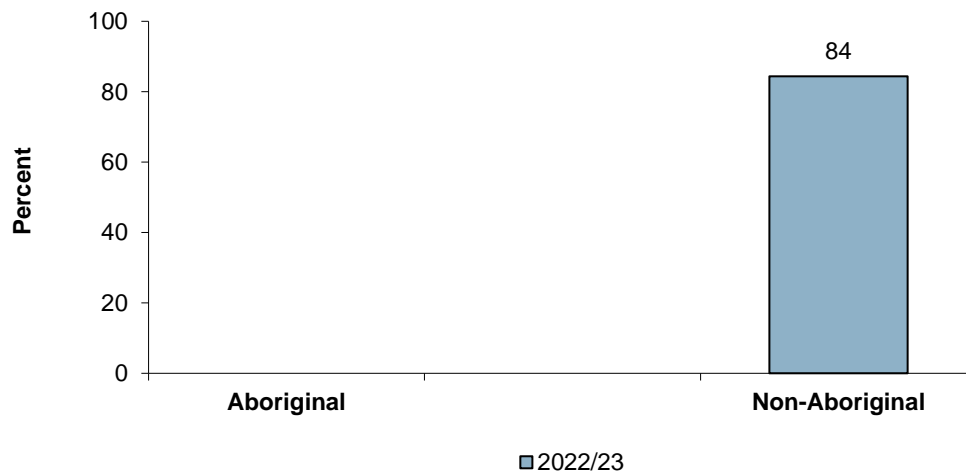
## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	15	12	80	12	80	72	50	69	45	63
2020/21	22	18	82	13	59	72	58	81	52	72
2021/22	Msk	Msk	Msk	Msk	Msk	61	56	92	49	80
2022/23	Msk	Msk	Msk	Msk	Msk	64	54	84	50	78

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	#	Gr 12 #	Non-Gr 12 #	
2019/20	15	267	Msk	Msk	72	307	Msk	Msk		
2020/21	22	199	12	10	72	225	Msk	Msk		
2021/22	Msk	169	Msk	Msk	61	219	Msk	Msk		
2022/23	Msk	203	Msk	Msk	64	234	Msk	Msk		

**Pre-calculus 12: C+ or Better**



**Note:**

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

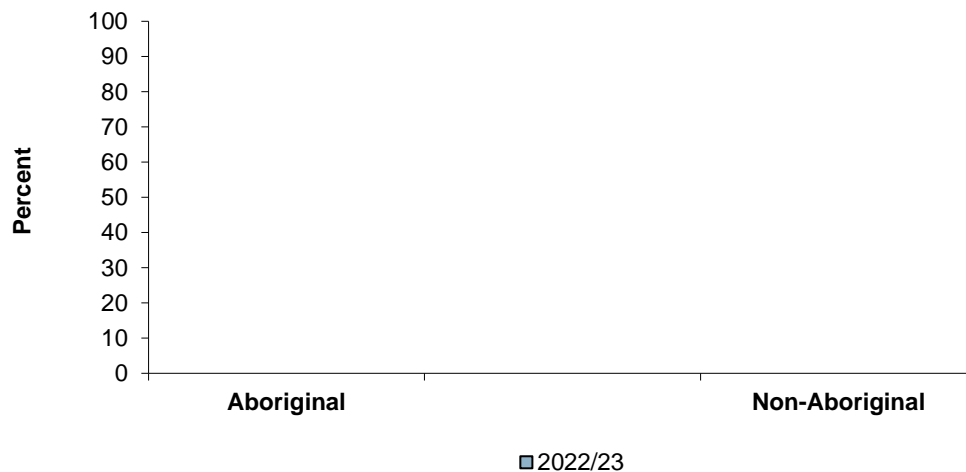
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	267	-	-	-	307	-	-		
2020/21	-	199	-	-	-	225	-	-		
2021/22	-	169	-	-	-	219	-	-		
2022/23	11	203	Msk	Msk	Msk	234	Msk	Msk		

**Contemporary Indigenous Studies 12: C+ or Better**



**Note:**

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

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

BC Residents

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

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

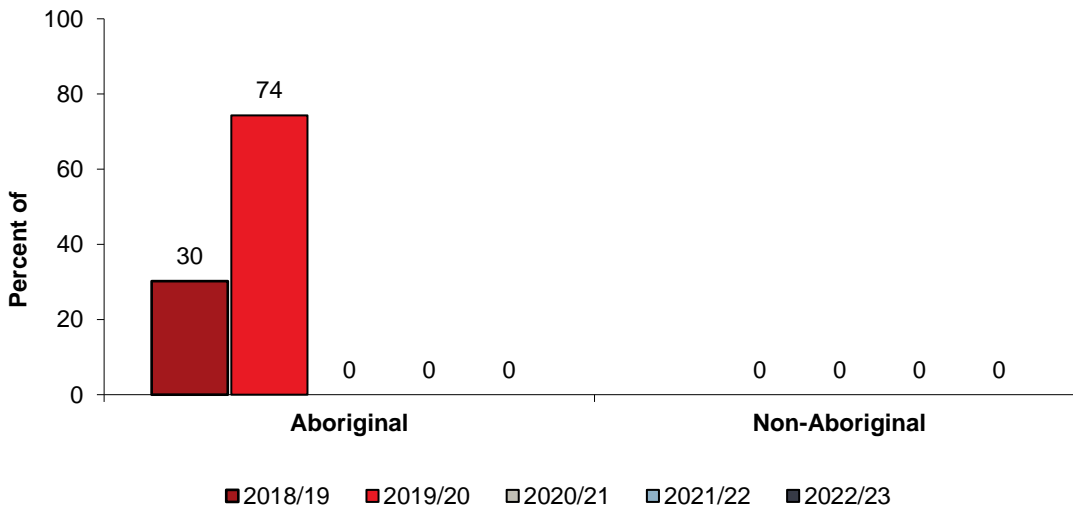
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal			
		C+ or Better		B or Better			C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2018/19	53	16	30	10	19	-	-	-	-	-
2019/20	35	26	74	20	57	-	-	-	-	-
2020/21	18	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	19	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	23	Msk	Msk	Msk	Msk	-	-	-	-	-

### List of First Nations Languages Courses in District:

Gitxsenimx ~ Gitxsanimax

**First Nations Languages Courses: C+ or Better**



**Note:**

- ' represents No data

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

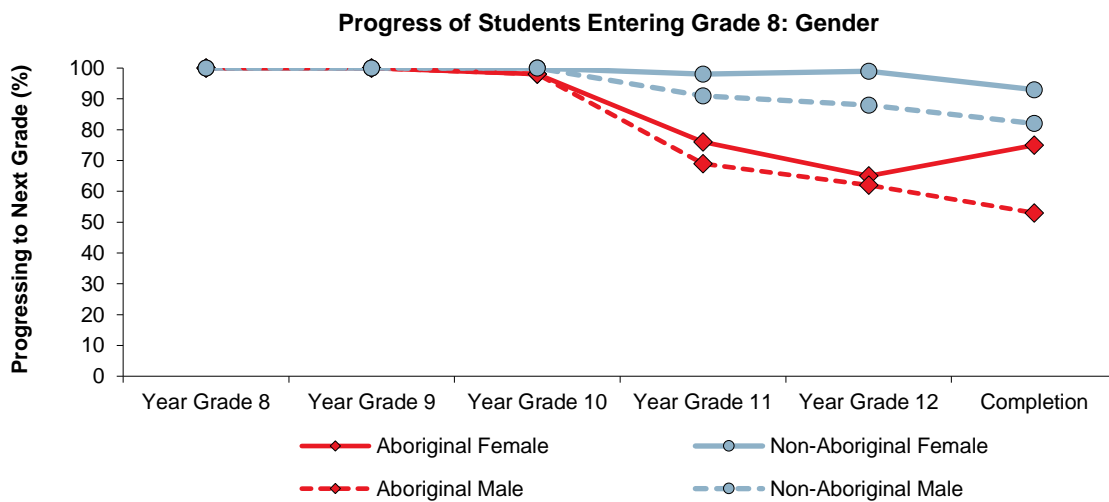
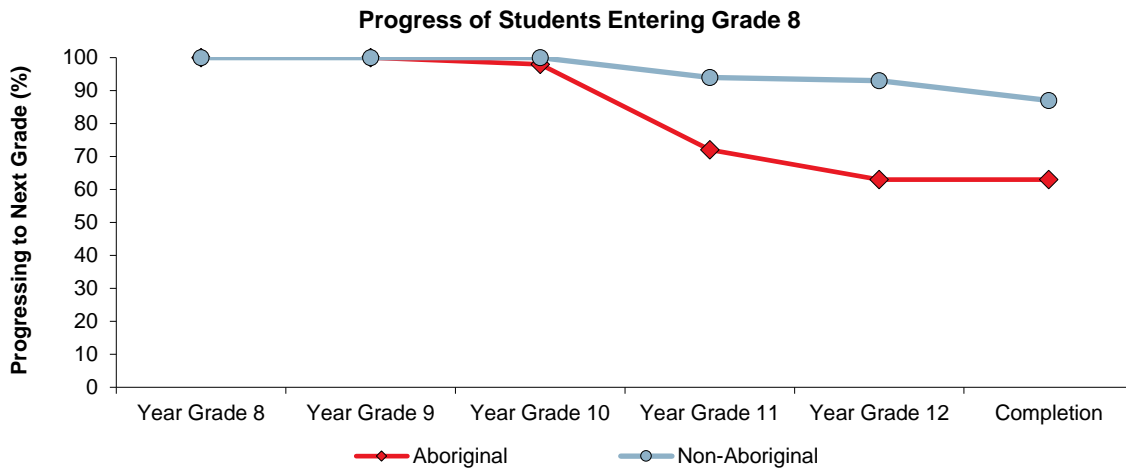
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	98	98	98	100	100	100
	Grade 11	72	76	69	94	98	91
	Grade 12	63	65	62	93	99	88
2022/23	Completion	63	75	53	87	93	82



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

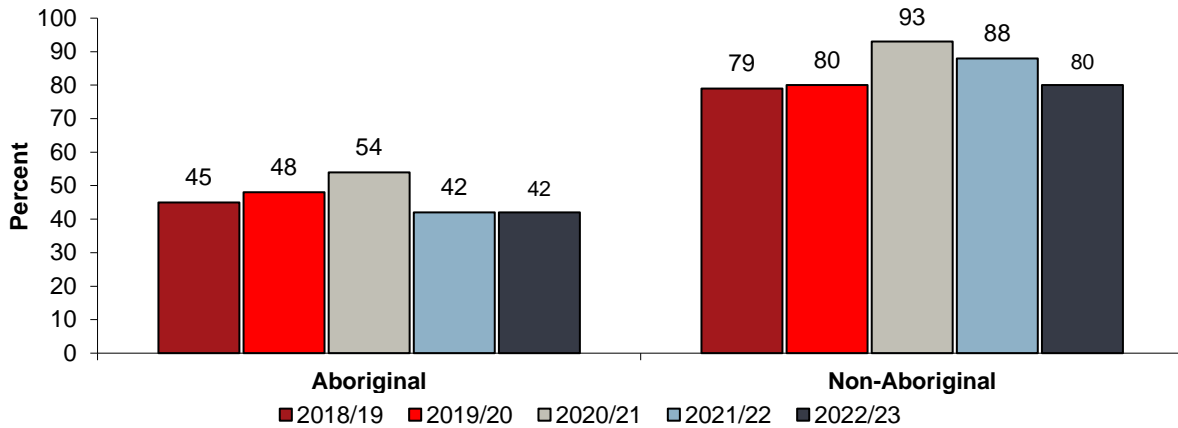
BC Residents

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

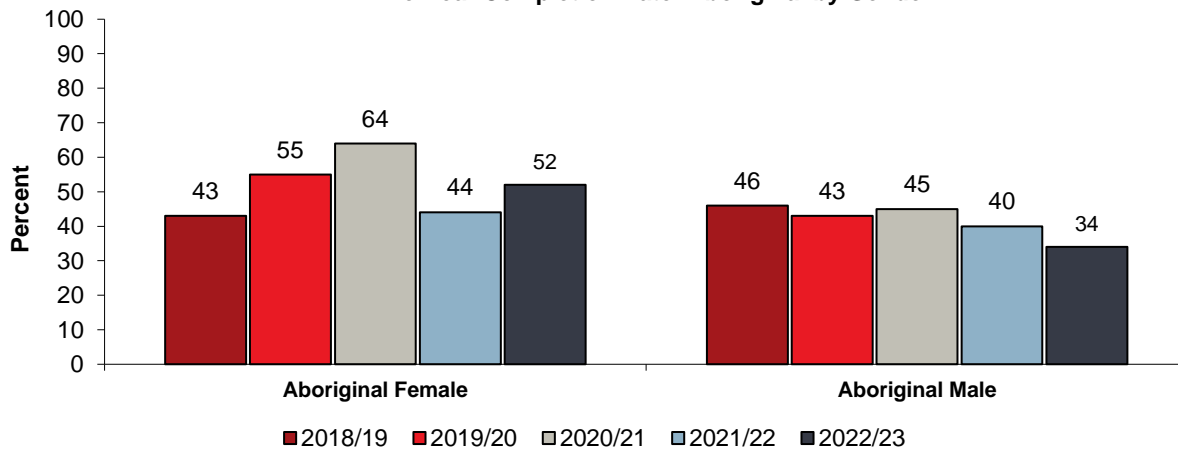
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	45	43	46	79	84	75
2019/20	48	55	43	80	78	82
2020/21	54	64	45	93	99	87
2021/22	42	44	40	88	96	81
2022/23	42	52	34	80	89	72

**Five-Year Completion Rate: Aboriginal/Non-Aboriginal**



**Five-Year Completion Rate: Aboriginal by Gender**



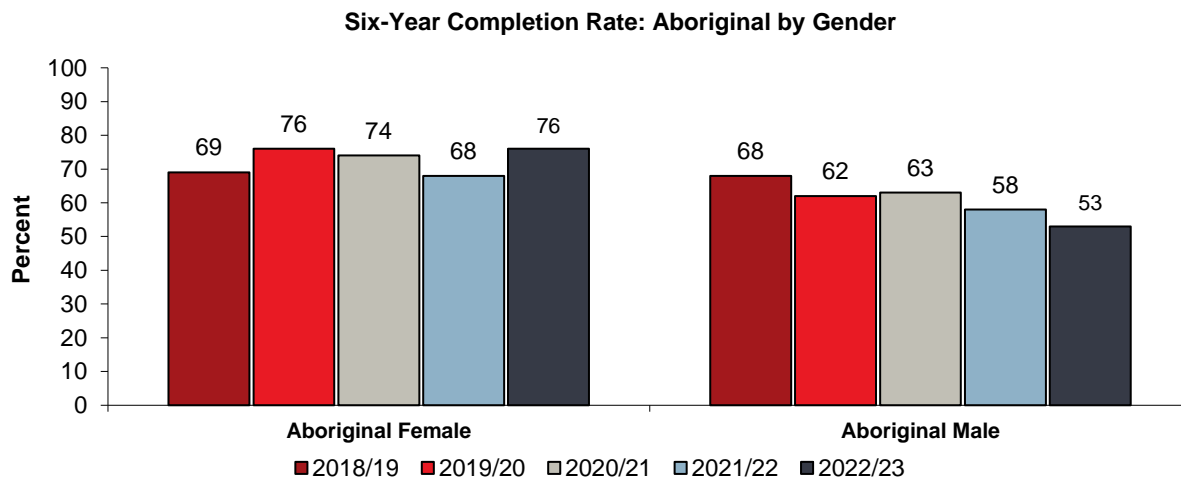
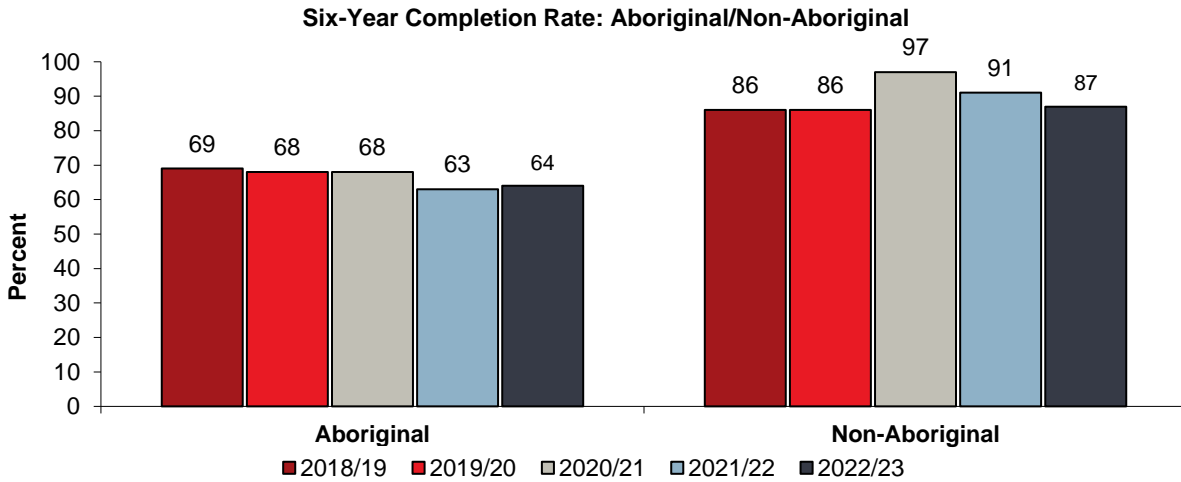
## SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

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

### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	69	69	68	86	91	82
2019/20	68	76	62	86	84	88
2020/21	68	74	63	97	100	89
2021/22	63	68	58	91	95	87
2022/23	64	76	53	87	93	82



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

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

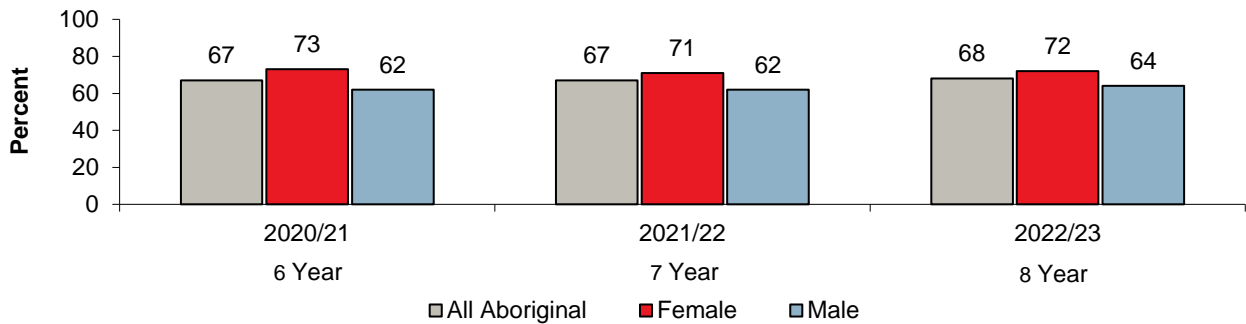
BC Residents

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

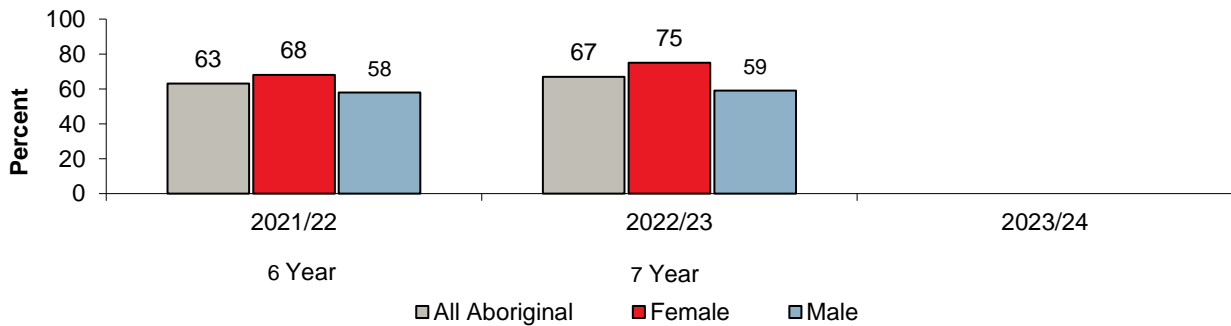
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	67	73	62	67	71	62	68	72	64
2016/17	63	68	58	67	75	59	-	-	-
2017/18	63	75	53	-	-	-	-	-	-

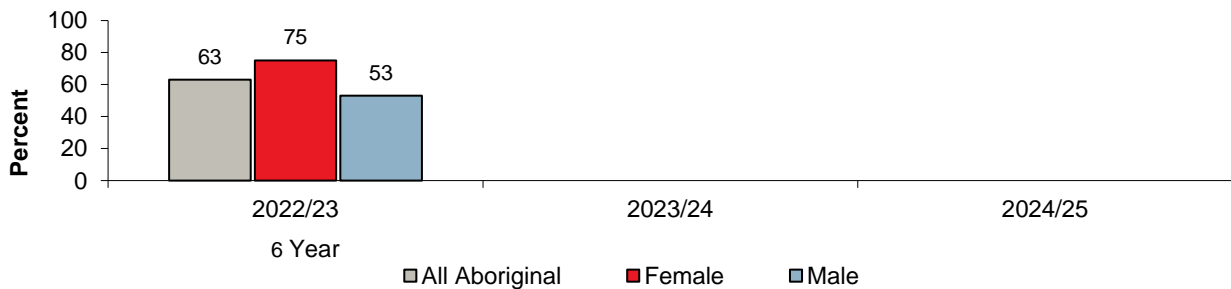
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort**



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



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



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



## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

### BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	220	10	5	263	Msk	Msk
2019/20	249	17	7	289	Msk	Msk
2020/21	182	10	5	209	Msk	Msk
2021/22	158	Msk	Msk	206	Msk	Msk
2022/23	178	17	10	209	Msk	Msk

### BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	220	94	43	263	165	63
2019/20	249	110	44	289	186	64
2020/21	182	73	40	209	163	78
2021/22	158	85	54	206	153	74
2022/23	178	97	54	209	173	83

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

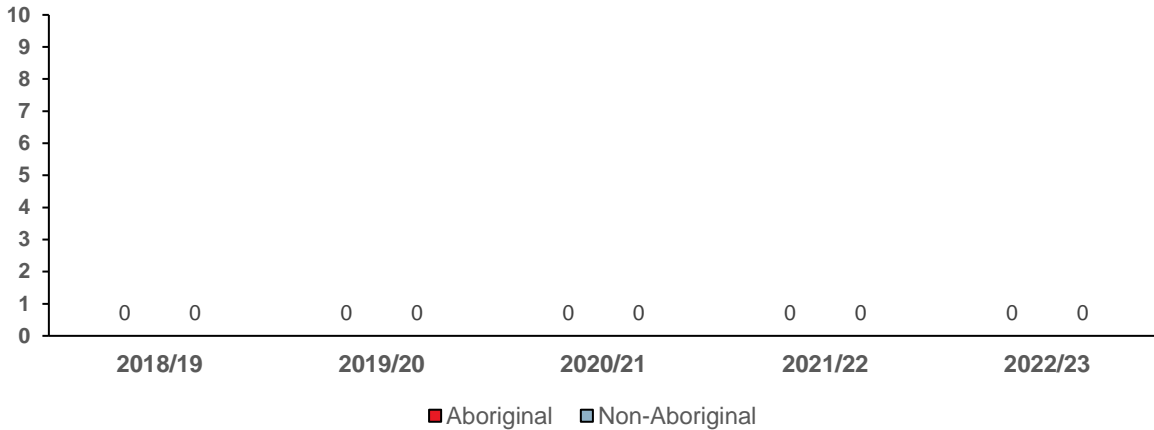
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

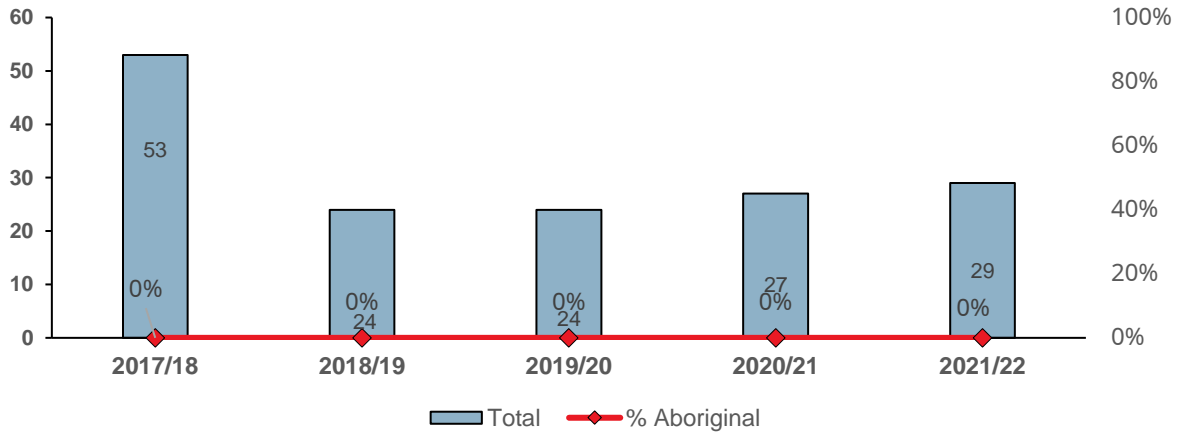
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	53		Msk	Msk	Msk	Msk
2019/20	24		Msk	Msk	Msk	Msk
2020/21	24		Msk	Msk	Msk	Msk
2021/22	27		Msk	Msk	Msk	Msk
2022/23	29		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	52	Msk	36	Msk	-	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	-	-	Msk	Msk
2020/21	Msk	-	Msk	Msk	-	-	Msk	Msk
2021/22	Msk	-	Msk	Msk	-	-	Msk	Msk
2022/23	61	-	Msk	Msk	-	-	Msk	Msk

### NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	21	48	19	43	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	14	61	Msk	Msk	Msk	Msk

#### NON-ABORIGINAL

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

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

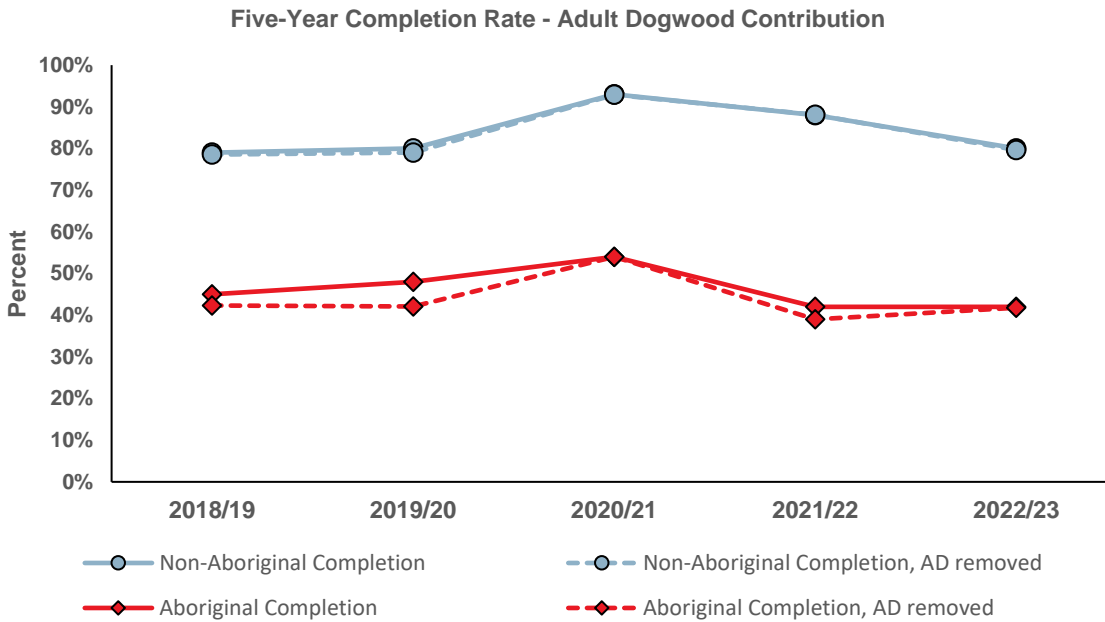
BC Residents

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

### FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	45	-3	42	79	0	79
2019/20	48	-6	42	80	-1	79
2020/21	54	0	54	93	0	93
2021/22	42	-3	39	88	0	88
2022/23	42	0	42	80	0	80



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

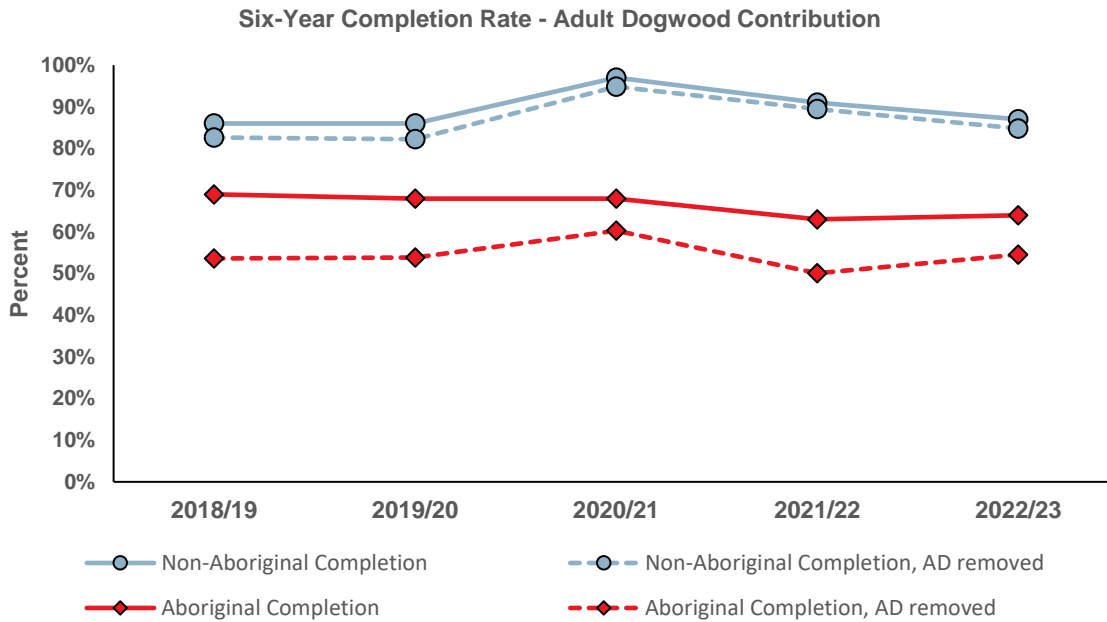
BC Residents

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

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	69	-15	54	86	-3	83
2019/20	68	-14	54	86	-4	82
2020/21	68	-8	60	97	-2	95
2021/22	63	-13	50	91	-2	89
2022/23	64	-9	55	87	-2	85



## EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

### CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	337	293	87	44	13
2018/19	344	299	87	45	13
2019/20	368	327	89	41	11
2020/21	314	277	88	37	12
2021/22	310	279	90	31	10

### ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	2,054	293	14
2018/19	2,123	299	14
2019/20	2,169	327	15
2020/21	1,888	277	15
2021/22	2,059	279	14

### CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	60	Msk	68	53	Msk	Msk	Msk
2018/19	64	Msk	Msk	48	Msk	Msk	93
2019/20	50	Msk	50	52	Msk	Msk	Msk
2020/21	59	Msk	60	56	Msk	Msk	Msk
2021/22	46	Msk	Msk	45	Msk	Msk	Msk

### CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	89	Msk	Msk	83	Msk	Msk	Msk
2018/19	100	Msk	Msk	100	Msk	Msk	100
2019/20	71	100	Msk	75	Msk	Msk	Msk
2020/21	92	91	Msk	90	Msk	Msk	Msk
2021/22	95	Msk	Msk	93	Msk	Msk	Msk

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	81	100	24	29.6	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	87	100	22	25.3	Msk	Msk	Msk	Msk		
	2019/20	98	100	22	22.4	Msk	Msk				
	2020/21	72	100	19	26.4						
Non-Aboriginal	2017/18	172	100	49	28.5	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	155	100	45	29.0	Msk	Msk	Msk	Msk		
	2019/20	177	100	47	26.6	15	8.5				
	2020/21	160	100	44	27.5						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	81	100	Msk	Msk	-	-	Msk	Msk	-	-
	2018/19	87	100	Msk	Msk	Msk	Msk	-	-		
	2019/20	98	100	Msk	Msk	Msk	Msk				
	2020/21	72	100	Msk	Msk						
Non-Aboriginal	2017/18	172	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2018/19	155	100	Msk	Msk	-	-	-	-		
	2019/20	177	100	Msk	Msk	Msk	Msk				
	2020/21	160	100	Msk	Msk						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	81	100	Msk	Msk	-	-	-	-	-	-
	2018/19	87	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	98	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	72	100	10	13.9						
Non-Aboriginal	2017/18	172	100	22	12.8	Msk	Msk	Msk	Msk	-	-
	2018/19	155	100	29	18.7	-	-	-	-	-	-
	2019/20	177	100	19	10.7	Msk	Msk	-	-	-	-
	2020/21	160	100	28	17.5						

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	81	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	87	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	98	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	72	100	Msk	Msk						
Non-Aboriginal	2017/18	172	100	15	8.7	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	155	100	14	9.0	Msk	Msk	-	-	-	-
	2019/20	177	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	160	100	Msk	Msk						



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

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

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

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

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

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### CAVEAT

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

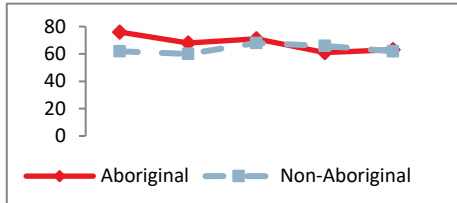
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

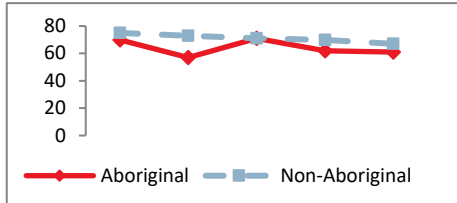
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



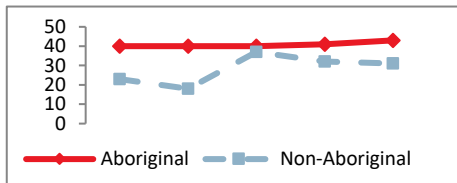
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	137	104	76	148	92	62
2019/20	96	65	68	89	53	60
2020/21	95	67	71	135	92	68
2021/22	117	71	61	126	83	66
2022/23	126	80	63	167	103	62

### Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	137	96	70	148	111	75
2019/20	94	54	57	90	66	73
2020/21	96	68	71	134	95	71
2021/22	120	74	62	125	87	70
2022/23	124	76	61	168	113	67

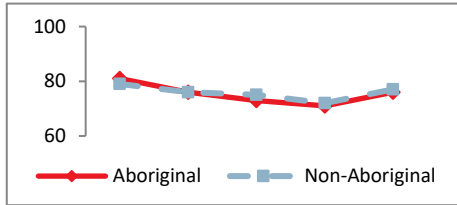
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	136	54	40	144	33	23
2019/20	95	38	40	89	16	18
2020/21	94	38	40	135	50	37
2021/22	118	48	41	124	40	32
2022/23	123	53	43	167	51	31

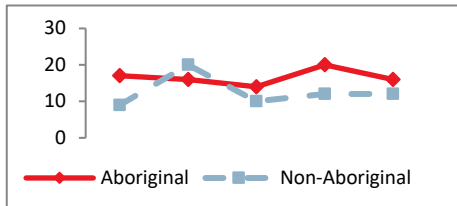
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



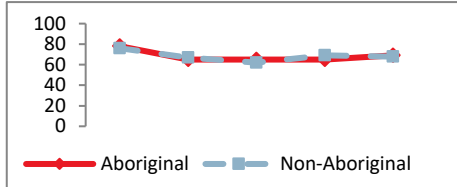
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	130	105	81	153	121	79
2019/20	90	68	76	90	68	76
2020/21	90	66	73	142	106	75
2021/22	114	81	71	130	94	72
2022/23	121	92	76	173	133	77

**Have you ever felt bullied at school?**



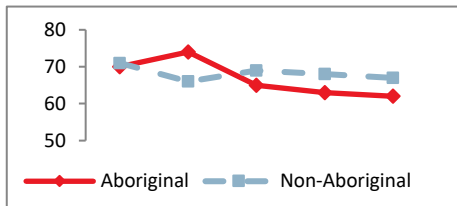
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	127	21	17	156	14	9
2019/20	91	15	16	90	18	20
2020/21	90	13	14	141	14	10
2021/22	111	22	20	128	15	12
2022/23	121	19	16	173	21	12

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	136	104	76	149	113	76
2019/20	96	62	65	90	60	67
2020/21	95	62	65	134	83	62
2021/22	117	76	65	126	87	69
2022/23	124	85	69	168	115	68

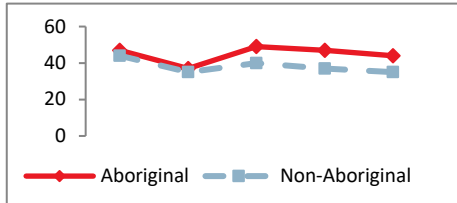
**I am happy at my school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	137	96	70	148	105	71
2019/20	96	71	74	85	56	66
2020/21	96	62	65	136	94	69
2021/22	119	75	63	125	85	68
2022/23	124	77	62	165	110	67

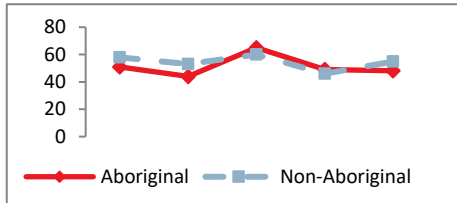
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



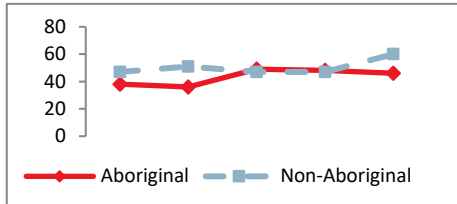
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	109	51	47	151	66	44
2019/20	123	46	37	134	47	35
2020/21	93	46	49	102	41	40
2021/22	103	48	47	128	47	37
2022/23	102	45	44	110	39	35

### Do adults in the school treat all students fairly?



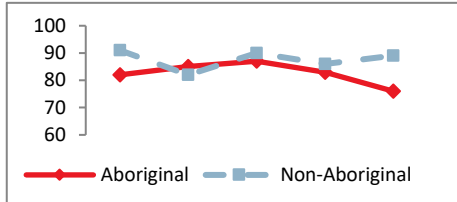
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	110	56	51	150	87	58
2019/20	123	54	44	136	72	53
2020/21	94	61	65	102	61	60
2021/22	102	50	49	129	59	46
2022/23	102	49	48	109	60	55

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



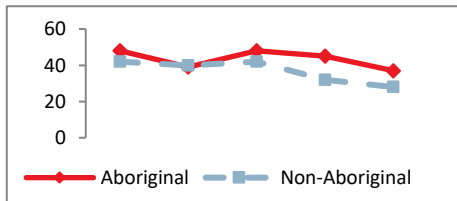
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	105	40	38	150	71	47
2019/20	122	44	36	128	65	51
2020/21	93	46	49	100	47	47
2021/22	102	49	48	127	60	47
2022/23	102	47	46	108	65	60

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	103	84	82	149	135	91
2019/20	124	106	85	133	109	82
2020/21	94	82	87	102	92	90
2021/22	99	82	83	126	108	86
2022/23	102	78	76	108	96	89

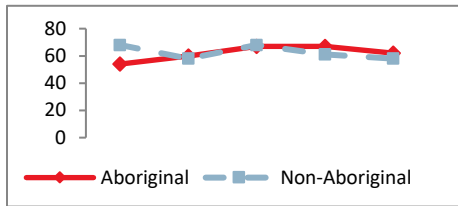
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	108	52	48	151	64	42
2019/20	124	48	39	135	54	40
2020/21	93	45	48	101	42	42
2021/22	100	45	45	127	41	32
2022/23	101	37	37	109	30	28

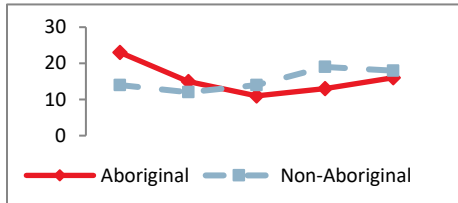
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



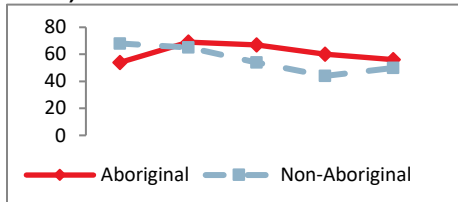
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	98	53	54	160	108	68
2019/20	118	71	60	138	80	58
2020/21	93	62	67	103	70	68
2021/22	101	68	67	130	79	61
2022/23	101	63	62	109	63	58

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



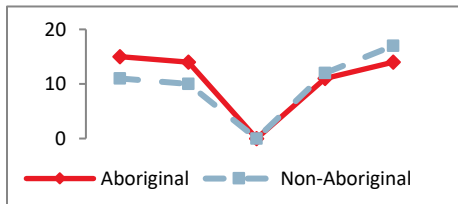
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	99	23	23	159	23	14
2019/20	118	18	15	137	17	12
2020/21	93	10	11	102	14	14
2021/22	102	13	13	129	25	19
2022/23	102	16	16	108	19	18

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	110	59	54	151	103	68
2019/20	124	85	69	136	88	65
2020/21	94	63	67	102	55	54
2021/22	103	62	60	128	56	44
2022/23	102	57	56	109	55	50

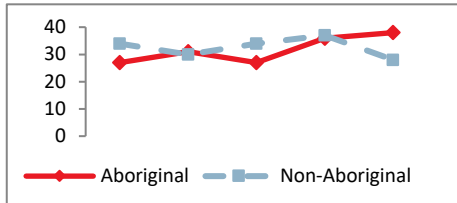
### I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	110	16	15	150	16	11
2019/20	123	17	14	136	13	10
2020/21	92	Msk	Msk	102	Msk	Msk
2021/22	103	11	11	128	15	12
2022/23	101	14	14	109	18	17

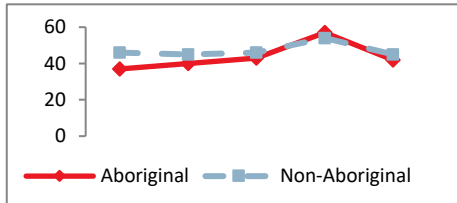
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



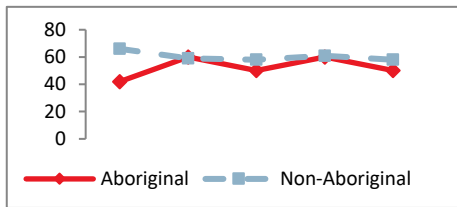
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	25	27	161	55	34
2019/20	86	27	31	154	46	30
2020/21	92	25	27	162	55	34
2021/22	84	30	36	153	57	37
2022/23	96	36	38	136	38	28

### Do adults in the school treat all students fairly?



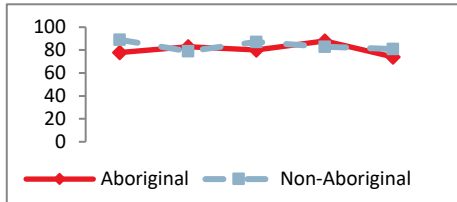
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	35	37	161	74	46
2019/20	86	34	40	155	69	45
2020/21	92	40	43	162	74	46
2021/22	84	48	57	153	82	54
2022/23	96	40	42	136	61	45

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



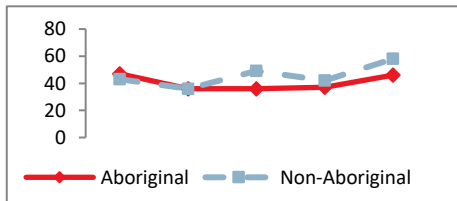
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	92	39	42	153	101	66
2019/20	87	52	60	151	89	59
2020/21	90	45	50	159	93	58
2021/22	83	50	60	153	94	61
2022/23	96	48	50	134	78	58

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	73	78	159	142	89
2019/20	87	72	83	153	121	79
2020/21	91	73	80	161	140	87
2021/22	77	68	88	151	125	83
2022/23	95	70	74	132	107	81

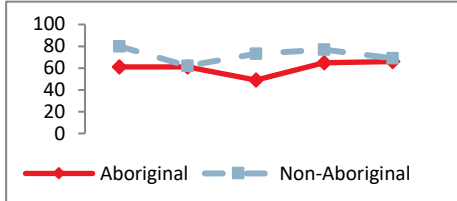
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	44	47	160	69	43
2019/20	87	31	36	154	56	36
2020/21	92	33	36	162	79	49
2021/22	81	30	37	153	65	42
2022/23	96	44	46	136	79	58

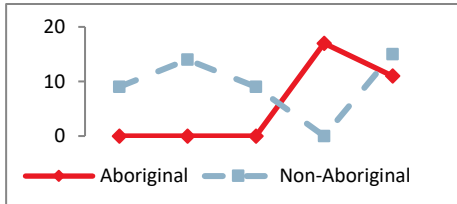
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



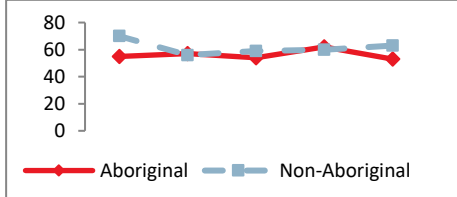
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	92	56	61	161	128	80
2019/20	82	50	61	155	96	62
2020/21	90	44	49	164	120	73
2021/22	83	54	65	150	115	77
2022/23	95	63	66	136	94	69

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



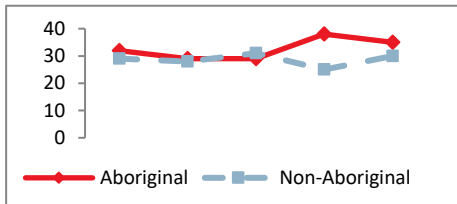
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	92	Msk	Msk	162	15	9
2019/20	84	Msk	Msk	156	22	14
2020/21	89	Msk	Msk	163	15	9
2021/22	83	14	17	150	Msk	Msk
2022/23	94	10	11	137	20	15

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



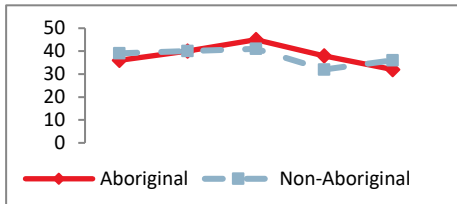
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	94	52	55	160	112	70
2019/20	87	50	57	155	87	56
2020/21	92	50	54	162	95	59
2021/22	84	52	62	151	90	60
2022/23	96	51	53	136	85	63

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



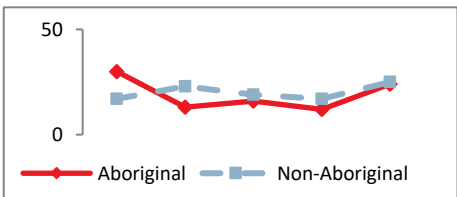
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	30	32	160	47	29
2019/20	86	25	29	154	43	28
2020/21	92	27	29	161	50	31
2021/22	79	30	38	152	38	25
2022/23	96	34	35	136	41	30

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	34	36	161	62	39
2019/20	87	35	40	154	62	40
2020/21	92	41	45	162	67	41
2021/22	79	30	38	152	48	32
2022/23	96	31	32	135	49	36

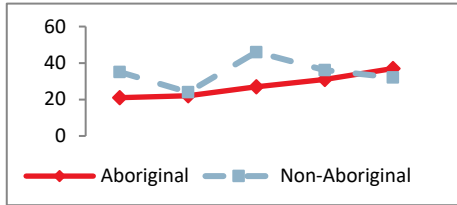
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	94	28	30	161	27	17
2019/20	86	11	13	154	35	23
2020/21	92	15	16	162	30	19
2021/22	84	10	12	153	26	17
2022/23	96	23	24	135	34	25

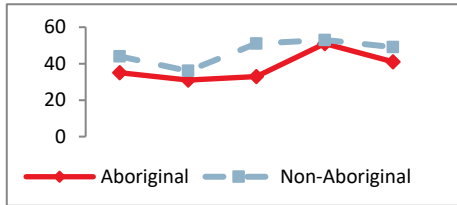
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



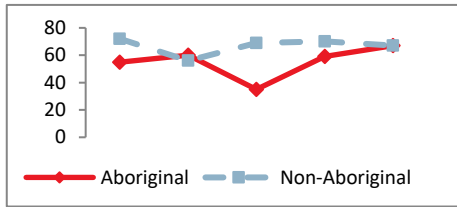
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	84	18	21	135	47	35
2019/20	59	13	22	132	32	24
2020/21	48	13	27	94	43	46
2021/22	45	14	31	100	36	36
2022/23	59	22	37	77	25	32

### Do adults in the school treat all students fairly?



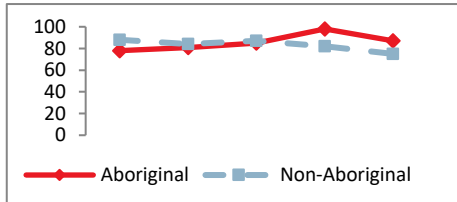
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	81	28	35	135	59	44
2019/20	58	18	31	132	47	36
2020/21	48	16	33	94	48	51
2021/22	45	23	51	100	53	53
2022/23	59	24	41	77	38	49

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



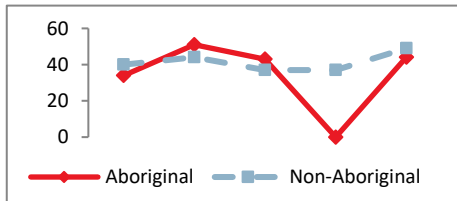
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	82	45	55	130	93	72
2019/20	57	34	60	129	72	56
2020/21	48	17	35	94	65	69
2021/22	44	26	59	100	70	70
2022/23	57	38	67	76	51	67

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	83	65	78	136	119	88
2019/20	57	46	81	129	109	84
2020/21	47	40	85	93	81	87
2021/22	43	42	98	100	82	82
2022/23	54	47	87	77	58	75

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	83	28	34	134	54	40
2019/20	59	30	51	129	57	44
2020/21	47	20	43	94	35	37
2021/22	44	Msk	Msk	100	37	37
2022/23	55	24	44	76	37	49



## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
School Year	#	#	%	#	#	%
<b>Do you feel safe at school?</b>						
2018/19	83	54	65	136	113	83
2019/20	58	39	67	130	93	72
2020/21	48	30	63	93	80	86
2021/22	44	31	70	98	79	81
2022/23	58	41	71	76	51	67
<b>At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?</b>						
2018/19	83	Msk	Msk	136	Msk	Msk
2019/20	58	Msk	Msk	130	11	8
2020/21	48	Msk	Msk	94	Msk	Msk
2021/22	43	Msk	Msk	98	Msk	Msk
2022/23	58	Msk	Msk	76	11	14
<b>How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)</b>						
2018/19	82	61	74	135	104	77
2019/20	59	46	78	131	94	72
2020/21	47	35	74	94	76	81
2021/22	45	26	58	100	69	69
2022/23	59	48	81	77	49	64
<b>Are you satisfied that school is preparing you for a job in the future?</b>						
2018/19	84	24	29	136	29	21
2019/20	58	13	22	127	12	9
2020/21	47	10	21	94	17	18
2021/22	43	10	23	100	23	23
2022/23	56	14	25	76	Msk	Msk
<b>Are you satisfied that school is preparing you for post-secondary education?</b>						
2018/19	84	25	30	136	48	35
2019/20	57	17	30	128	26	20
2020/21	46	18	39	94	30	32
2021/22	43	15	35	100	34	34
2022/23	57	16	28	76	20	26
<b>I would like to go to a different school.</b>						
2018/19	83	16	19	134	25	19
2019/20	58	16	28	132	43	33
2020/21	48	Msk	Msk	94	17	18
2021/22	45	Msk	Msk	100	25	25
2022/23	58	Msk	Msk	75	26	35

## GLOSSARY

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

<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Participation Rate (Graduation Assessment)</b>	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
<b>Performance (Foundation Skills Assessment)</b>	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> <li>• Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade</li> <li>• Meeting - met the accepted expectations for student's grade</li> <li>• Exceeding - exceeded the expectations for student's grade</li> </ul> <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>
<b>Performance (Graduation Assessment)</b>	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</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>• Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Proficient - students demonstrate a complete 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>
<b>Public School</b>	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).
<b>Resident (student)</b>	<p>Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools.</p> <ul style="list-style-type: none"> <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>
<b>School District</b>	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.
<b>School Year</b>	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.

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