



# Aboriginal Report

## **How Are We Doing?**

### **2023/2024**

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

#### QUESTIONS/COMMENTS CONTACT:

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BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

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Unmasked Data

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

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

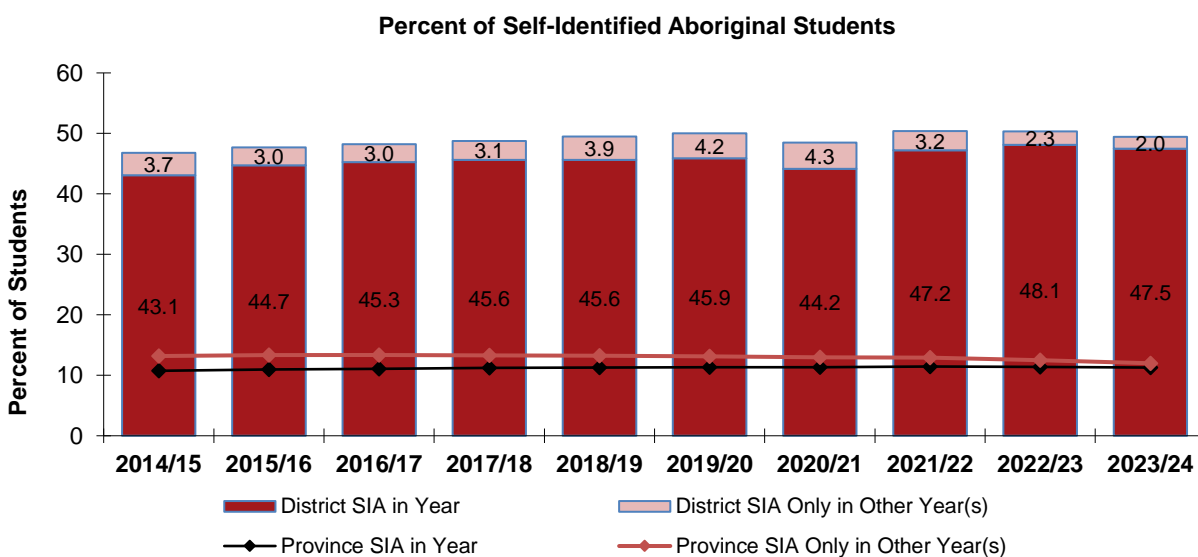
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	4,802	2,069	43.1	177	3.7	552,785	59,382	10.7	13,462	2.4
2015/16	4,396	1,966	44.7	131	3.0	553,375	60,706	11.0	13,089	2.4
2016/17	4,227	1,913	45.3	125	3.0	557,624	61,801	11.1	12,665	2.3
2017/18	4,241	1,935	45.6	132	3.1	563,240	63,182	11.2	11,796	2.1
2018/19	4,327	1,974	45.6	168	3.9	568,982	64,326	11.3	11,062	1.9
2019/20	4,378	2,008	45.9	182	4.2	576,000	65,215	11.3	10,440	1.8
2020/21	3,956	1,747	44.2	170	4.3	568,284	64,272	11.3	9,478	1.7
2021/22	4,154	1,960	47.2	132	3.2	578,797	66,282	11.5	8,372	1.4
2022/23	4,246	2,042	48.1	96	2.3	590,583	67,285	11.4	6,573	1.1
2023/24	4,290	2,036	47.5	85	2.0	604,738	68,098	11.3	4,417	0.7



**Note:**

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

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

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

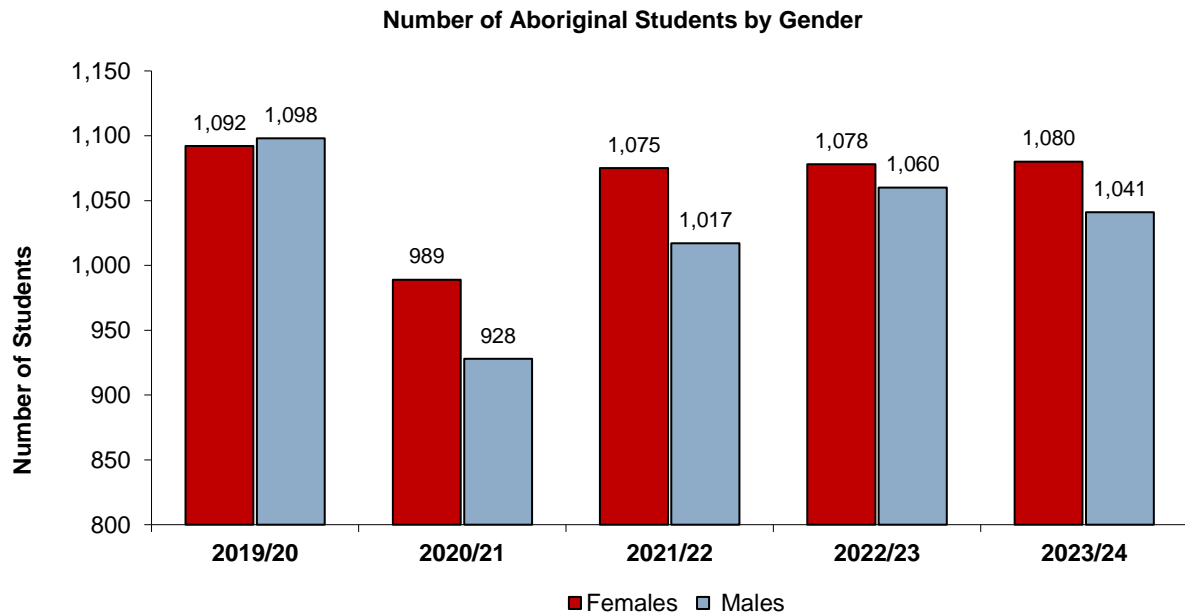
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering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

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

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	District							Province *		
	All Students #	Aboriginal		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		Students								
2019/20	4,378	2,190	50.0	1,092	24.9	1,098	25.1	75,655	37,515	38,140
2020/21	3,956	1,917	48.5	989	25.0	928	23.5	73,750	36,654	37,096
2021/22	4,154	2,092	50.4	1,075	25.9	1,017	24.5	74,654	37,107	37,547
2022/23	4,246	2,138	50.4	1,078	25.4	1,060	25.0	73,858	36,624	37,234
2023/24	4,290	2,121	49.4	1,080	25.2	1,041	24.3	72,515	35,995	36,520



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

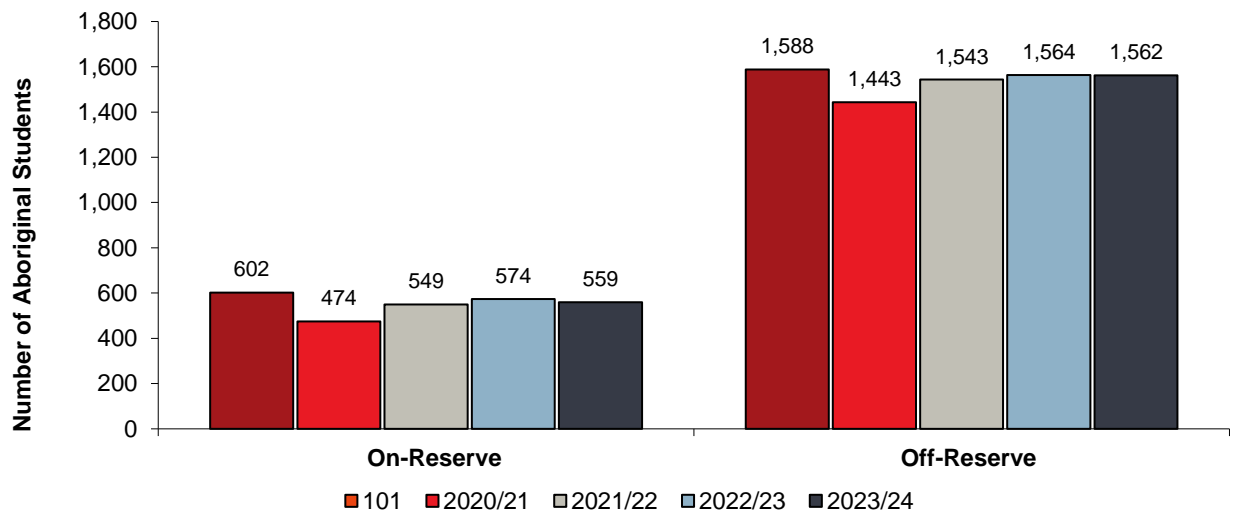
### September Count

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	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2019/20	2,190	305	297	602	787	801	1,588	8,209	67,446
2020/21	1,917	258	216	474	731	712	1,443	7,754	65,996
2021/22	2,092	292	257	549	783	760	1,543	7,992	66,662
2022/23	2,138	311	263	574	767	797	1,564	8,074	65,784
2023/24	2,121	294	265	559	786	776	1,562	8,127	64,388

### 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	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2019/20	2,139	296	292	588	775	776	1,551	8,056	67,371
2020/21	1,767	233	202	435	669	663	1,332	7,713	65,958
2021/22	2,048	271	244	515	770	763	1,533	7,916	66,147
2022/23	2,112	297	261	558	765	789	1,554	8,001	65,503
2023/24	2,064	296	265	561	749	754	1,503	8,035	63,986

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

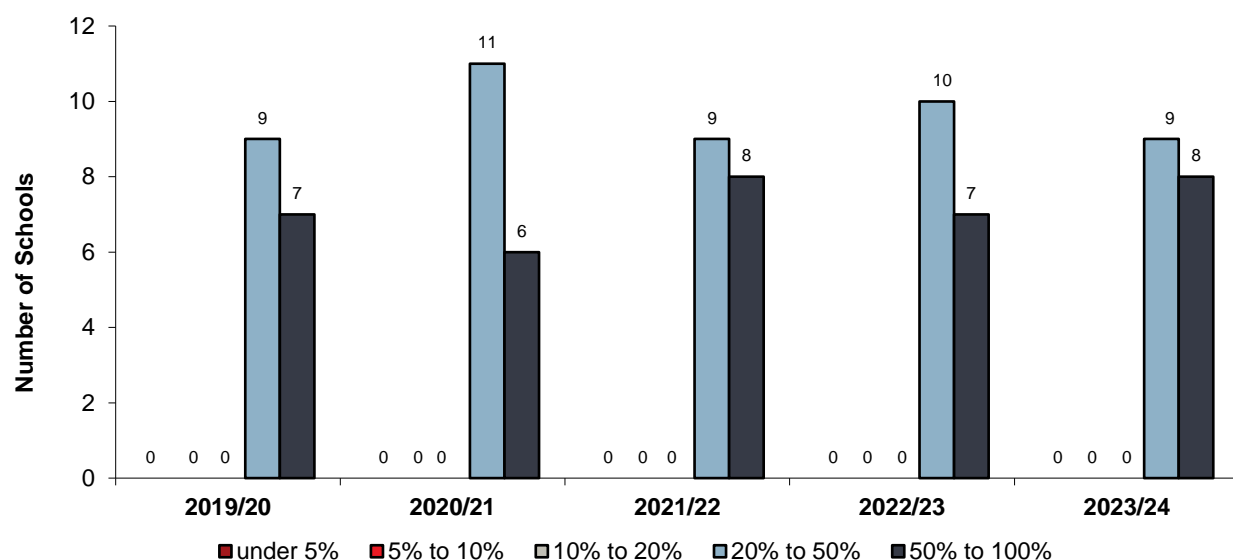


\* Public schools only

## NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	16	0	0	0	9	7	1,386	370	212	322	386	96
2020/21	17	0	0	0	11	6	1,395	380	214	331	370	100
2021/22	17	0	0	0	9	8	1,402	387	239	335	344	97
2022/23	17	0	0	0	10	7	1,409	409	245	326	338	91
2023/24	17	0	0	0	9	8	1,409	431	241	316	332	89

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

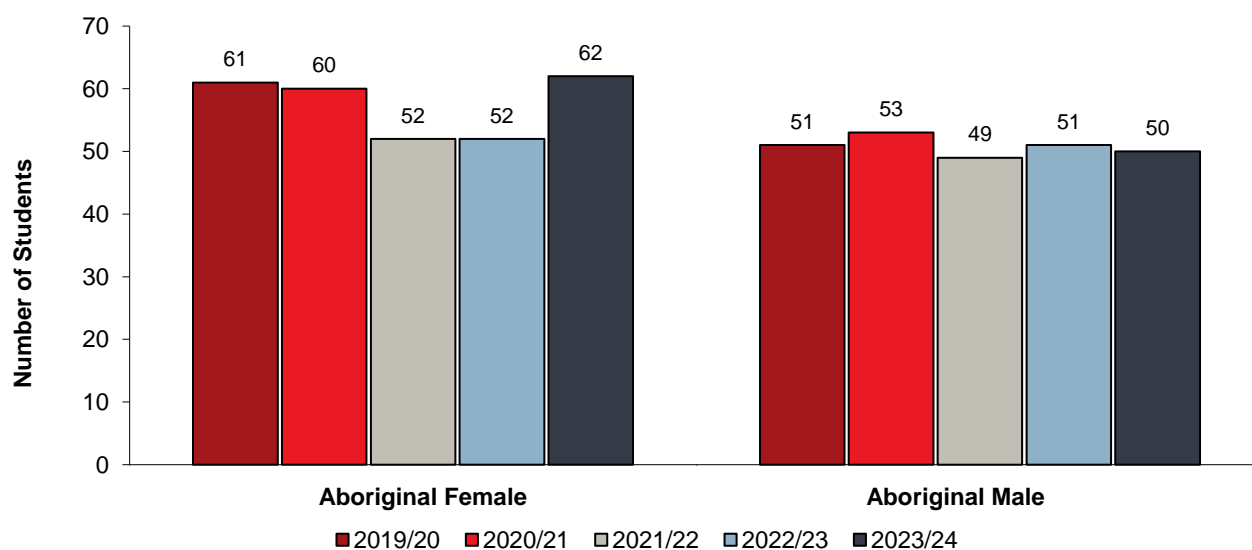


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

		District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
School Year	All Students #	Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2019/20	158	61	51	112	25	21	46	1,580	1,508	2,114	2,525
2020/21	155	60	53	113	23	19	42	1,430	1,327	1,778	1,830
2021/22	146	52	49	101	27	18	45	1,455	1,265	1,758	1,630
2022/23	157	52	51	103	33	21	54	1,524	1,268	1,997	1,739
2023/24	159	62	50	112	28	19	47	1,577	1,250	2,066	1,828

**Number of Aboriginal Students in Alternate Programs - School District**



\* Public schools only

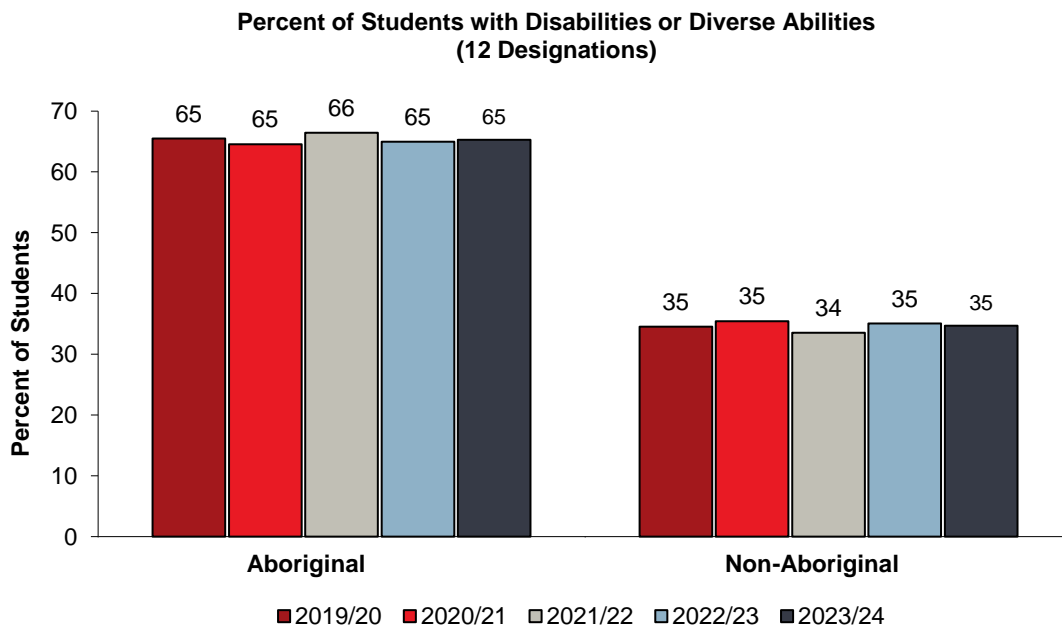


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	672	440	65	232	35
2020/21	587	379	65	208	35
2021/22	608	404	66	204	34
2022/23	622	404	65	218	35
2023/24	631	412	65	219	35

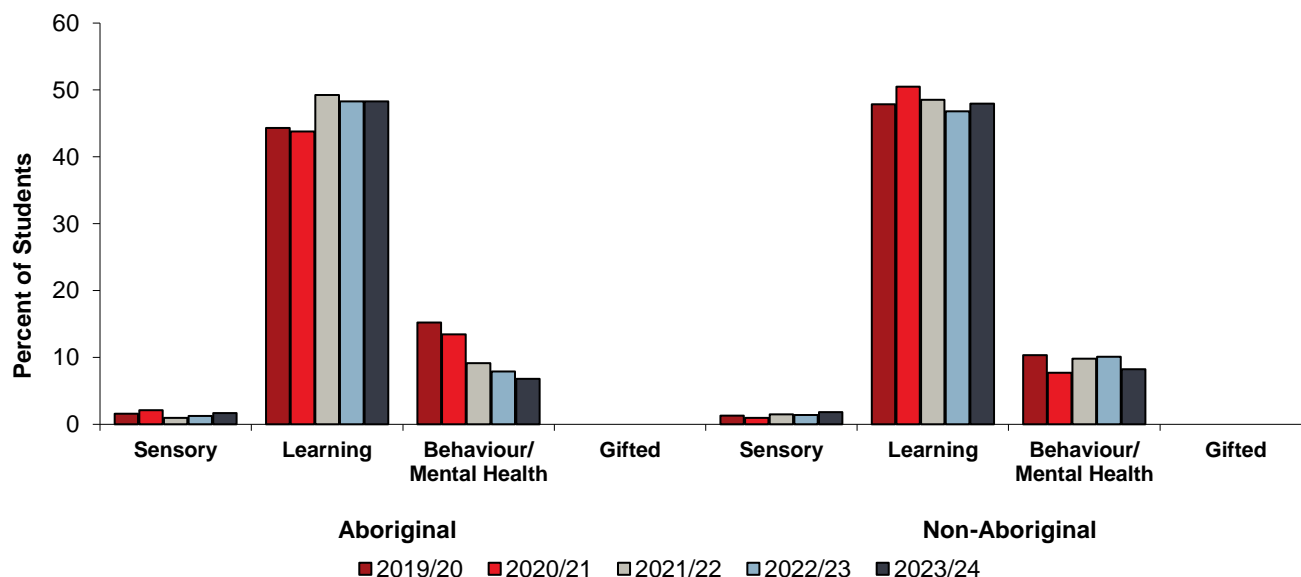


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year			Sensory Designation				Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %
2019/20	440	232	7	2	3	1	195	44	111	48	67	15	24	10	0	0	0	0
2020/21	379	208	8	2	2	1	166	44	105	50	51	13	16	8	0	0	0	0
2021/22	404	204	4	1	3	1	199	49	99	49	37	9	20	10	0	0	0	0
2022/23	404	218	5	1	3	1	195	48	102	47	32	8	22	10	0	0	0	0
2023/24	412	219	7	2	4	2	199	48	105	48	28	7	18	8	0	0	0	0

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



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

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

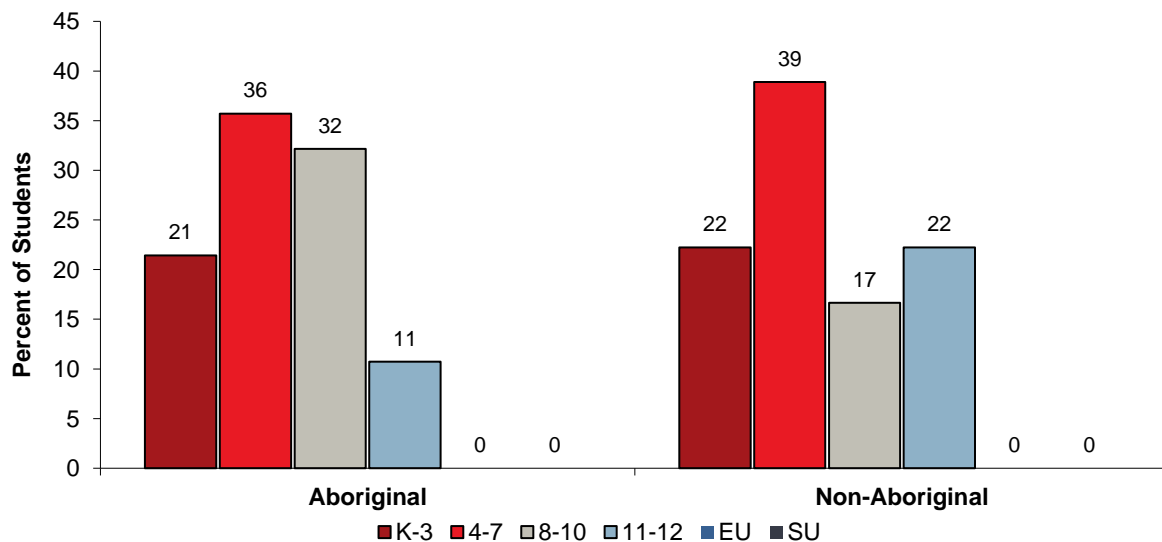
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	67	18	27	15	22	17	25	17	25	0	0	0	0
2020/21	51	10	20	15	29	7	14	19	37	0	0	0	0
2021/22	37	3	8	16	43	6	16	12	32	0	0	0	0
2022/23	32	4	13	11	34	10	31	7	22	0	0	0	0
2023/24	28	6	21	10	36	9	32	3	11	0	0	0	0

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	24	8	33	8	33	3	13	5	21	0	0	0	0
2020/21	16	4	25	7	44	2	13	3	19	0	0	0	0
2021/22	20	4	20	9	45	4	20	3	15	0	0	0	0
2022/23	22	4	18	5	23	8	36	5	23	0	0	0	0
2023/24	18	4	22	7	39	3	17	4	22	0	0	0	0

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



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

BC Residents

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

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

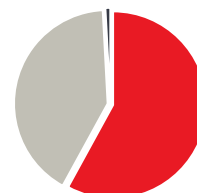
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	118	84	54	46	60	51	4	3
2020/21	72	58	26	36	42	58	4	6
2021/22	113	75	64	57	46	41	3	3
2022/23	122	81	59	48	58	48	5	4
2023/24	119	84	69	58	49	41	1	1

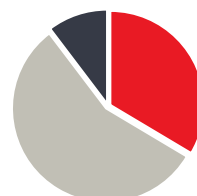


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

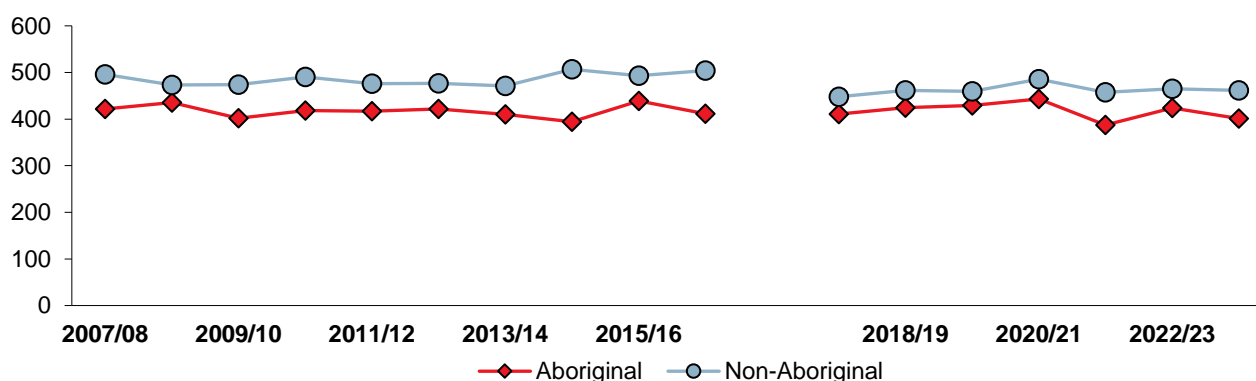
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	103	79	33	32	64	62	6	6
2020/21	101	71	15	15	80	79	6	6
2021/22	118	84	31	26	81	69	7	6
2022/23	146	88	50	34	84	58	12	8
2023/24	155	92	52	34	87	56	16	10



■ Emerging ■ On Track ■ Extending

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



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

BC Residents

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

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

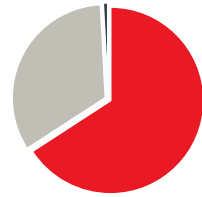
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	117	83	69	59	44	38	4	3
2020/21	70	56	40	57	28	40	2	3
2021/22	117	77	83	71	32	27	2	2
2022/23	123	81	91	74	30	24	2	2
2023/24	120	85	79	66	40	33	1	1

### Grade 4: Aboriginal

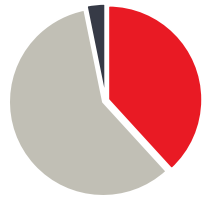


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

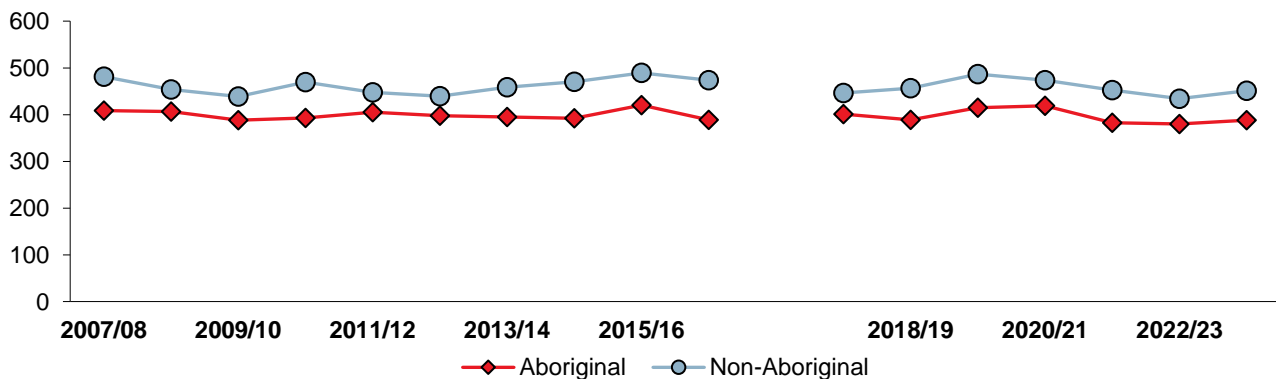
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	102	78	27	26	70	69	5	5
2020/21	101	71	31	31	65	64	5	5
2021/22	116	82	51	44	64	55	2	2
2022/23	146	88	67	46	77	53	2	1
2023/24	157	93	60	38	92	59	5	3

### Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

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

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

### GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	125	78	76	61	49	39	0	0
2020/21	79	48	44	56	35	44	0	0
2021/22	122	77	88	72	35	29	0	0
2022/23	119	81	82	69	37	31	0	0
2023/24	141	92	75	53	66	47	0	0

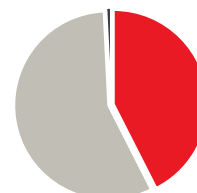


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

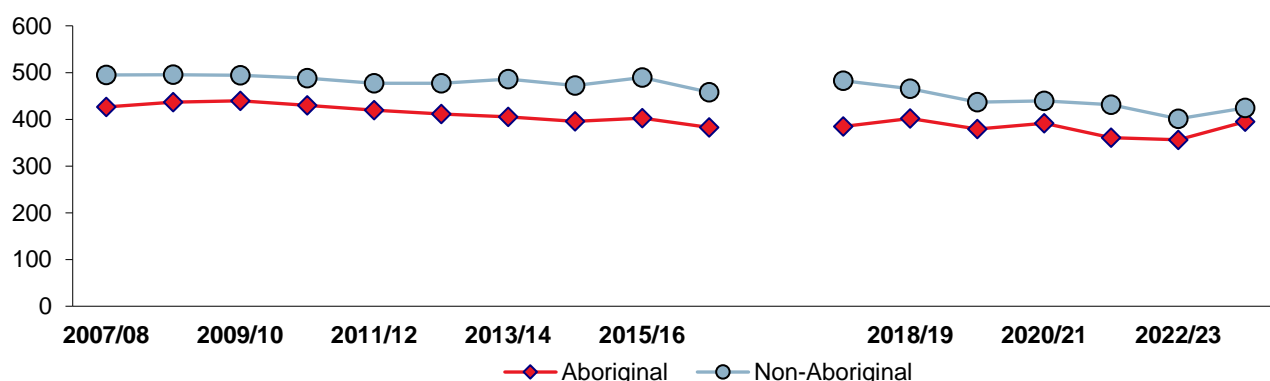
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	99	66	38	38	57	58	4	4
2020/21	73	50	24	33	46	63	3	4
2021/22	128	78	44	34	84	66	1	1
2022/23	101	72	51	50	50	50	0	0
2023/24	127	93	54	43	72	57	1	1



■ Emerging ■ On Track ■ Extending

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



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

BC Residents

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

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

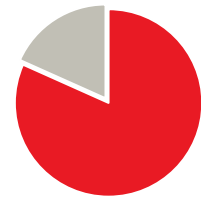
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	127	79	110	87	17	13	0	0
2020/21	80	49	64	80	16	20	0	0
2021/22	118	74	106	90	13	11	0	0
2022/23	109	74	91	83	17	16	1	1
2023/24	142	92	116	82	26	18	0	0

### Grade 7: Aboriginal

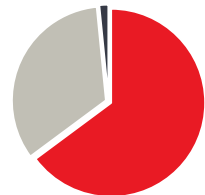


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

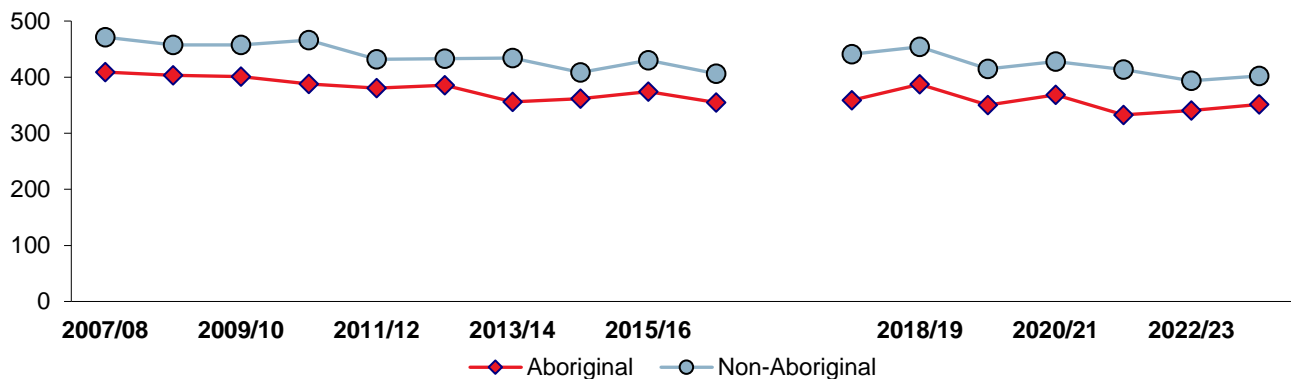
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	99	66	58	59	38	38	3	3
2020/21	73	50	36	49	32	44	5	7
2021/22	127	77	72	57	51	40	4	3
2022/23	99	71	64	65	34	34	1	1
2023/24	128	94	83	65	43	34	2	2

### Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

### 2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	34	100	62	62	33	33	5	5	0	0
Non-Aboriginal	46	122	51	42	51	42	18	15	2	1

### 2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	158	81	51	54	34	22	14	1	1
Non-Aboriginal	83	263	59	22	125	48	76	29	3	1

### 2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	150	65	43	62	41	21	14	2	1
Non-Aboriginal	89	219	51	23	96	44	60	27	12	5

### 2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	149	66	44	65	44	17	11	1	1
Non-Aboriginal	83	196	46	23	98	50	49	25	3	2

### 2023/24 Grade 10

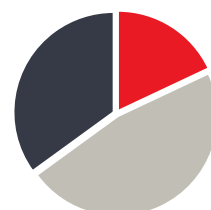
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	166	74	45	73	44	19	11	0	0
Non-Aboriginal	80	187	33	18	87	47	55	29	12	6

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

### 2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	30	66	8	12	27	41	31	47	0	0
Non-Aboriginal	41	79	3	4	22	28	46	58	8	10

### 2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	156	30	19	59	38	61	39	6	4
Non-Aboriginal	85	263	13	5	60	23	162	62	28	11

### 2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	56	155	27	17	61	39	64	41	3	2
Non-Aboriginal	88	222	13	6	54	24	143	64	12	5

### 2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	163	33	20	78	48	51	31	1	1
Non-Aboriginal	89	201	9	4	76	38	107	53	9	4

### 2023/24 Grade 10

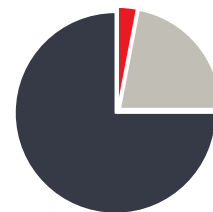
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	61	161	23	14	72	45	63	39	3	2
Non-Aboriginal	88	186	6	3	41	22	125	67	14	8

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

### 2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	110	5	5	35	32	62	56	8	7
Non-Aboriginal	80	187	3	2	38	20	119	64	27	14

### 2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	59	115	9	8	49	43	50	43	7	6
Non-Aboriginal	84	183	1	1	35	19	112	61	35	19

### 2023/24 Grade 12

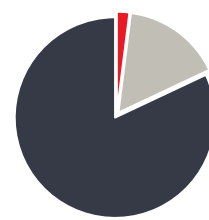
Demographic Group	Participation %	Writers #	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	61	105	6	6	43	41	50	48	6	6
Non-Aboriginal	88	204	4	2	33	16	127	62	40	20

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

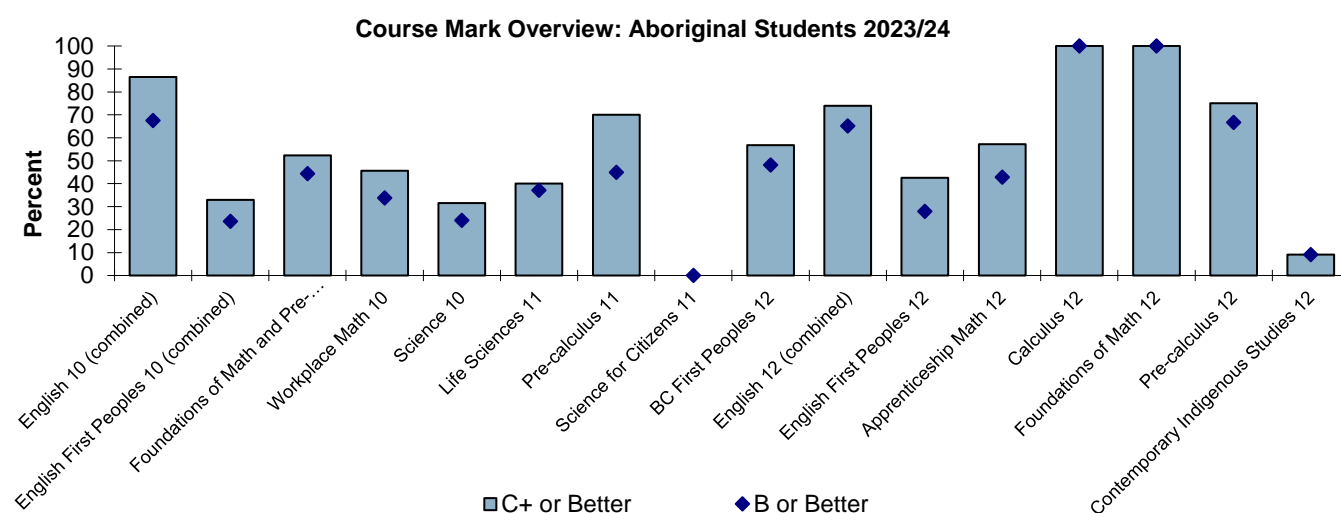
## COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
English 10 (combined)*	37	32	86	25	68	50	41	82	35	70
English First Peoples 10 (combined)*	377	124	33	89	24	329	259	79	223	68
Foundations of Math and Pre-calculus 10	63	33	52	28	44	123	88	72	79	64
Workplace Math 10	160	73	46	54	34	71	49	69	44	62
Science 10	200	63	32	48	24	182	135	74	113	62
Life Sciences 11	35	14	40	13	37	87	63	72	54	62
Pre-calculus 11	20	14	70	9	45	78	61	78	53	68
Science for Citizens 11	-	-	-	-	-	1	1	100	1	100
BC First Peoples 12	81	46	57	39	48	65	55	85	49	75
English 12 (combined)*	23	17	74	15	65	45	39	87	32	71
English First Peoples 12	122	52	43	34	28	191	145	76	118	62
Apprenticeship Math 12	7	4	57	3	43	5	3	60	2	40
Calculus 12	2	2	100	2	100	18	17	94	16	89
Foundations of Math 12	1	1	100	1	100	17	12	71	11	65
Pre-calculus 12	12	9	75	8	67	55	43	78	35	64
Contemporary Indigenous Studies 12	11	1	9	1	9	-	-	-	-	-



### Note:

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

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

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

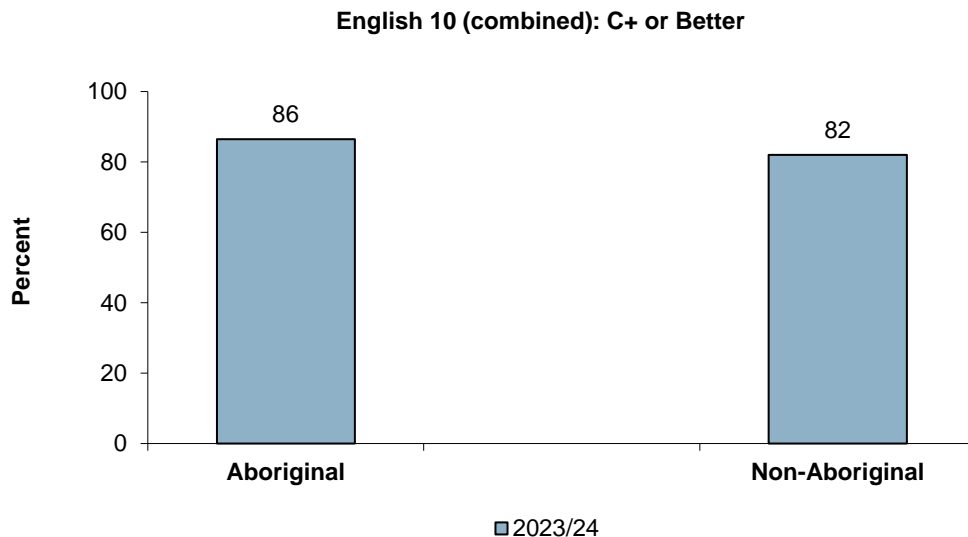
English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	201	88	44	70	35	400	266	67	234	59	
2023/24	37	32	86	25	68	50	41	82	35	70	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	258	206	213	45	363	191	343	20	
2020/21	218	213	193	25	360	204	348	12	
2021/22	247	190	188	59	386	218	361	25	
2022/23	201	229	156	45	400	201	365	35	
2023/24	37	226	25	12	50	189	40	10	



**Note:**

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

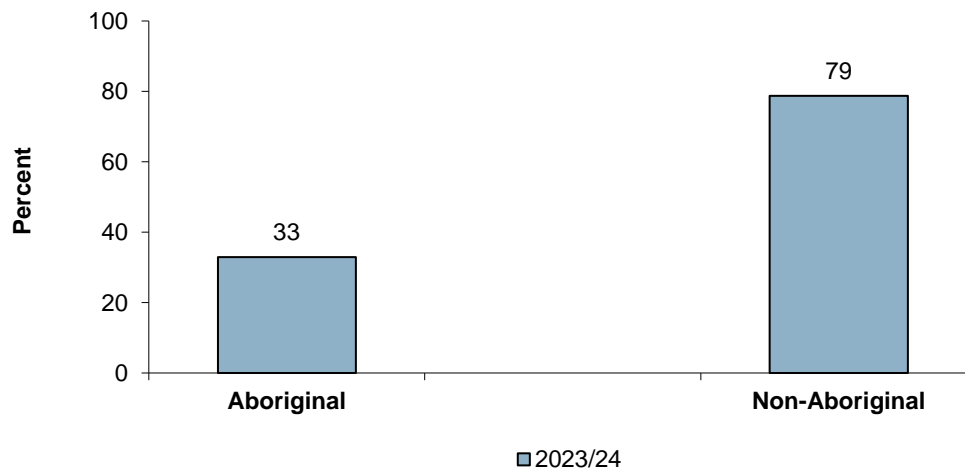
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	52	20	38	17	33	12	6	50	3	25	
2020/21	93	32	34	26	28	6	2	33	0	0	
2021/22	134	44	33	34	25	26	24	92	23	88	
2022/23	182	82	45	60	33	34	26	76	24	71	
2023/24	377	124	33	89	24	329	259	79	223	68	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	52	206	43	9	12	191	12	0	
2020/21	93	213	69	24	6	204	6	0	
2021/22	134	190	85	49	26	218	24	2	
2022/23	182	229	159	23	34	201	30	4	
2023/24	377	226	308	69	329	189	305	24	

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



**Note:**

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

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

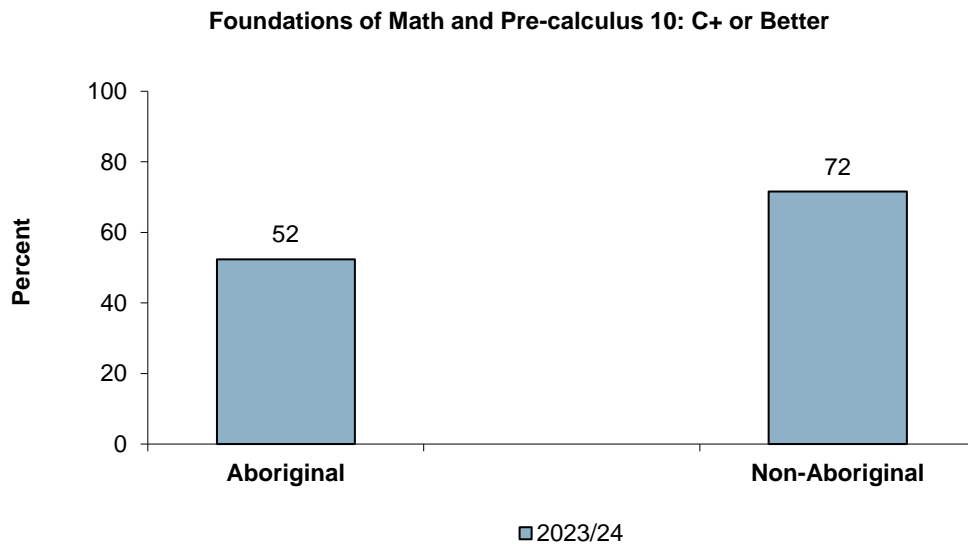
These courses carry 2 credits each and students are expected to take 2 courses.

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

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	84	38	45	31	37	153	112	73	103	67	
2020/21	74	37	50	29	39	134	109	81	95	71	
2021/22	71	36	51	30	42	164	120	73	109	66	
2022/23	59	17	29	13	22	134	84	63	76	57	
2023/24	63	33	52	28	44	123	88	72	79	64	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	84	206	73	11	153	191	143	10	
2020/21	74	213	63	11	134	204	126	8	
2021/22	71	190	56	15	164	218	155	9	
2022/23	59	229	52	7	134	201	123	11	
2023/24	63	226	49	14	123	189	115	8	



**Note:**

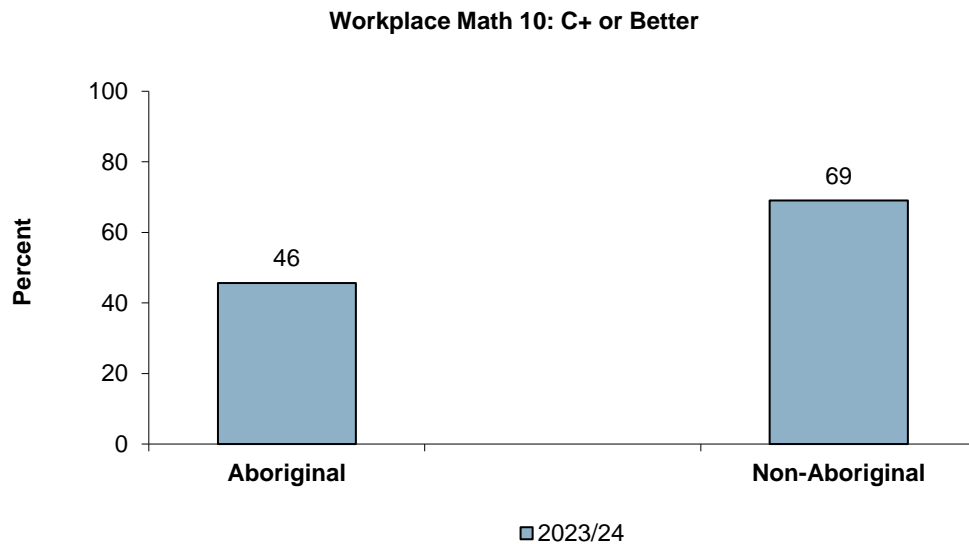
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	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	65	36	55	28	43	
2022/23	140	55	39	37	26	82	49	60	41	50	
2023/24	160	73	46	54	34	71	49	69	44	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	73	206	47	26	38	191	27	11	
2020/21	96	213	72	24	61	204	45	16	
2021/22	118	190	77	41	65	218	50	15	
2022/23	140	229	115	25	82	201	68	14	
2023/24	160	226	121	39	71	189	57	14	



**Note:**

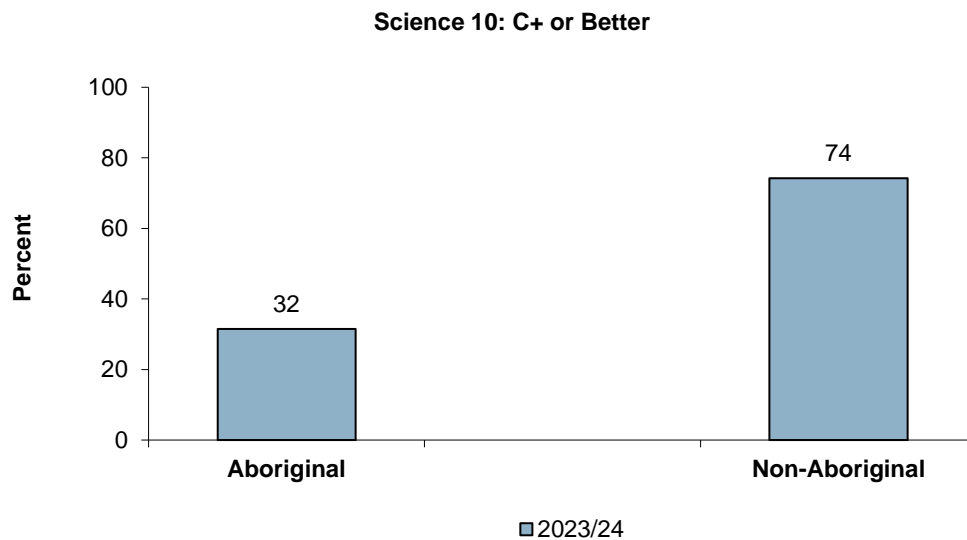
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	151	57	38	41	27	178	119	67	103	58	
2020/21	148	58	39	42	28	197	149	76	123	62	
2021/22	175	63	36	56	32	214	150	70	135	63	
2022/23	190	75	39	58	31	213	129	61	109	51	
2023/24	200	63	32	48	24	182	135	74	113	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	151	206	121	30	178	191	166	12	
2020/21	148	213	123	25	197	204	176	21	
2021/22	175	190	126	49	214	218	198	16	
2022/23	190	229	140	50	213	201	188	25	
2023/24	200	226	154	46	182	189	163	19	



**Note:**

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

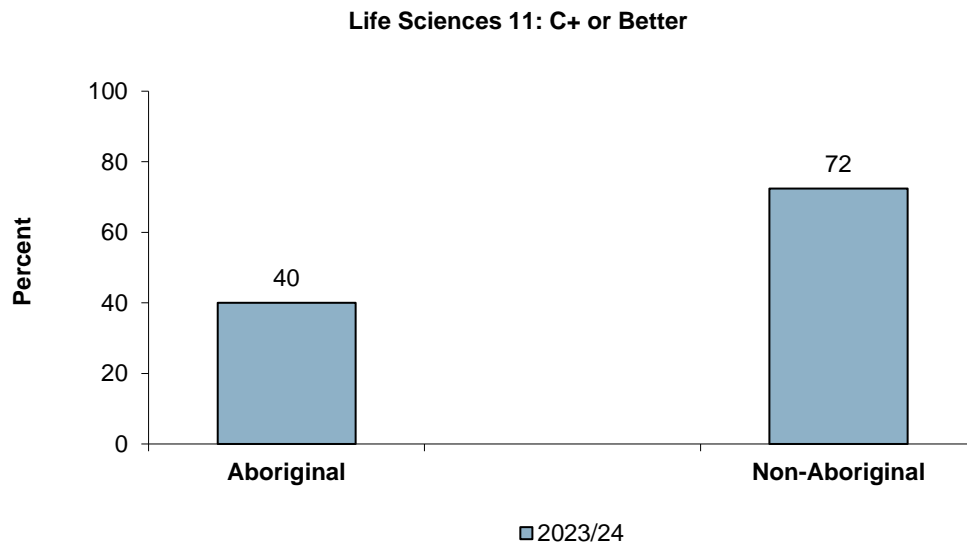


## COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	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	
2023/24	35	14	40	13	37	87	63	72	54	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	38	157	27	11	104	173	92	12	
2020/21	34	160	27	7	107	189	94	13	
2021/22	54	216	45	9	84	205	72	12	
2022/23	31	189	23	8	94	218	78	16	
2023/24	35	204	27	8	87	192	65	22	



**Note:**

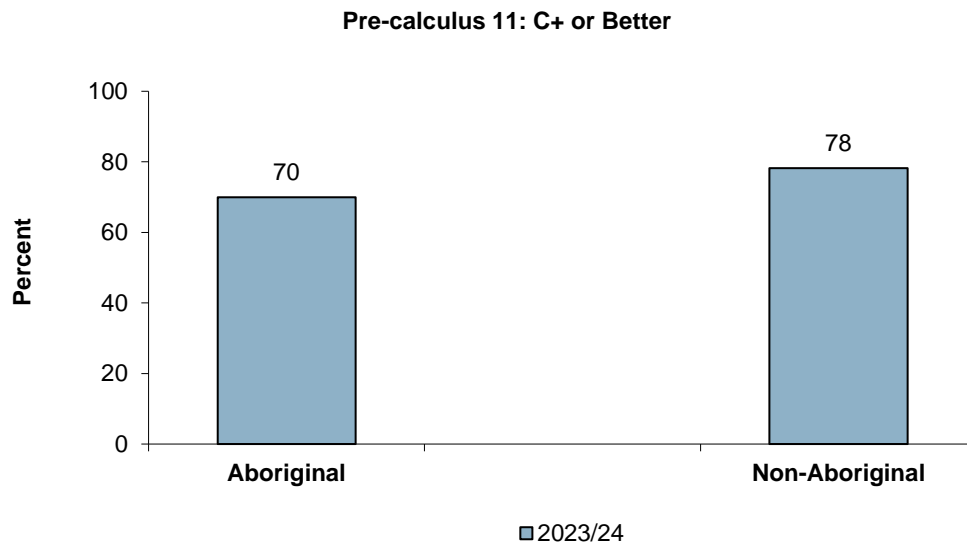
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	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	13	52	104	78	75	69	66	
2023/24	20	14	70	9	45	78	61	78	53	68	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	39	157	29	10	103	173	84	19	
2020/21	39	160	31	8	98	189	89	9	
2021/22	26	216	21	5	107	205	91	16	
2022/23	25	189	19	6	104	218	95	9	
2023/24	20	204	17	3	78	192	66	12	



**Note:**

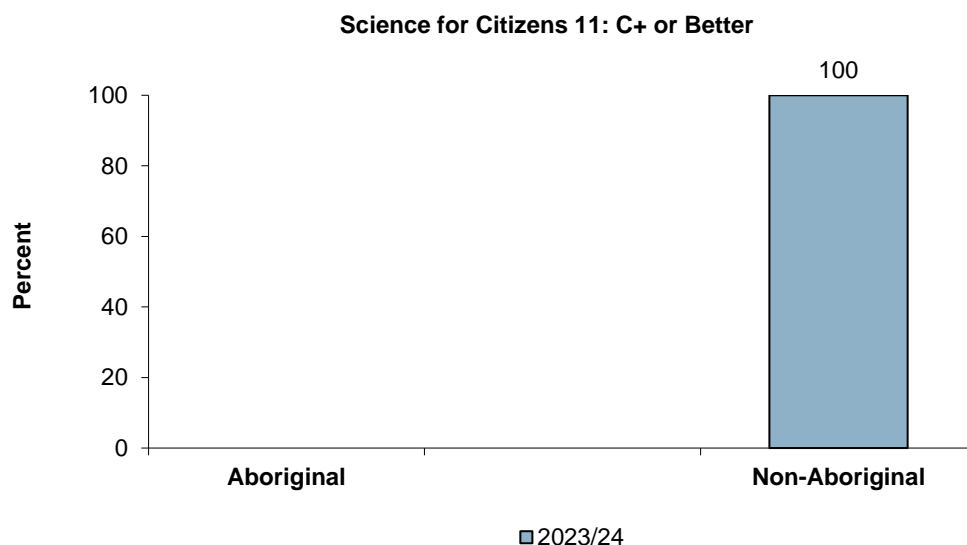
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	14	5	36	2	14	2	1	50	0	0	
2020/21	-	-	-	-	-	1	1	100	1	100	
2021/22	-	-	-	-	-	-	-	-	-	-	
2022/23	9	2	22	2	22	1	1	100	1	100	
2023/24	-	-	-	-	-	1	1	100	1	100	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	14	157	10	4	2	173	0	2	
2020/21	-	160	-	-	1	189	1	0	
2021/22	-	216	-	-	-	205	-	-	
2022/23	9	189	4	5	1	218	1	0	
2023/24	-	204	-	-	1	192	0	1	



**Note:**

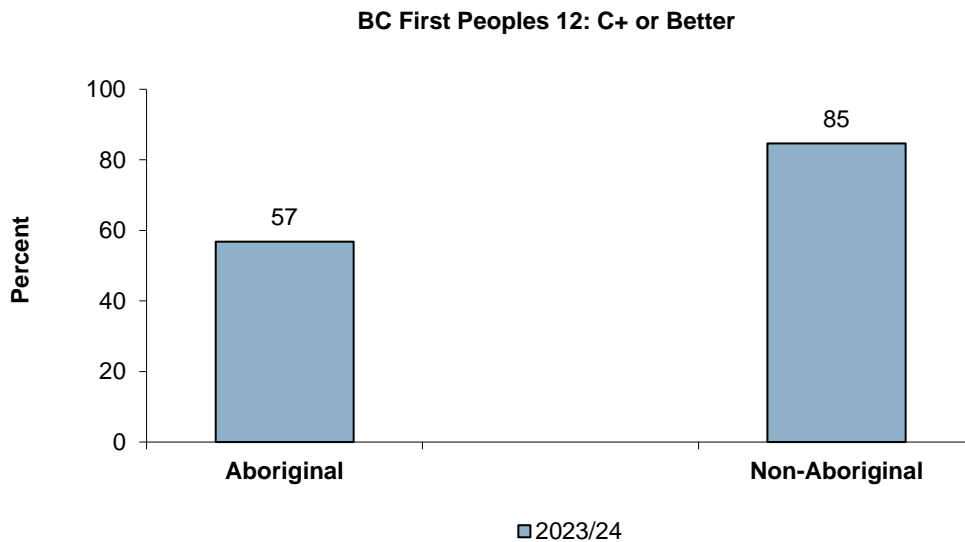
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
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	
2023/24	81	46	57	39	48	65	55	85	49	75	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	67	267	38	29	17	307	13	4	
2020/21	44	199	22	22	24	225	15	9	
2021/22	52	169	23	29	25	219	11	14	
2022/23	82	203	41	41	41	234	17	24	
2023/24	81	195	39	42	65	241	25	40	



**Note:**

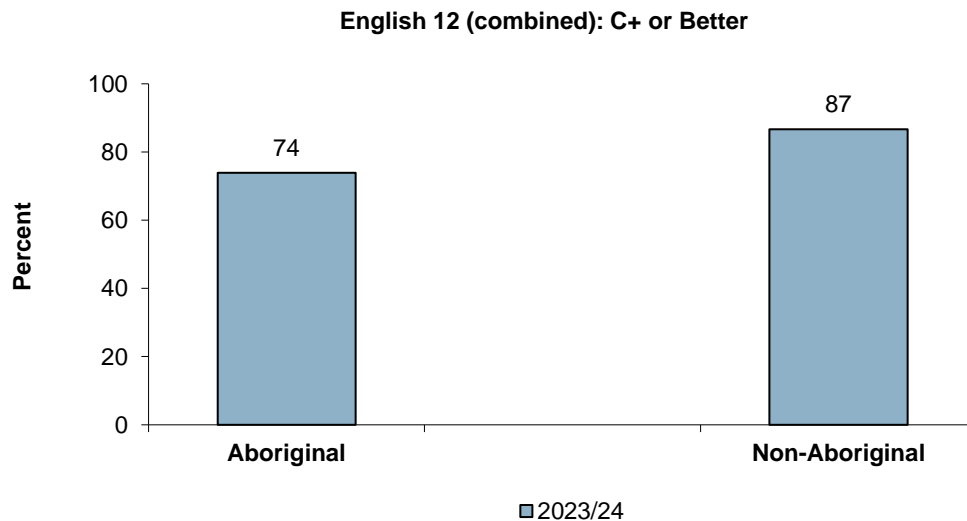
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	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	74	35	47	24	32	151	121	80	99	66	
2023/24	23	17	74	15	65	45	39	87	32	71	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	77	267	70	7	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	74	203	58	16	151	234	133	18	
2023/24	23	195	18	5	45	241	34	11	



**Note:**

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

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

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

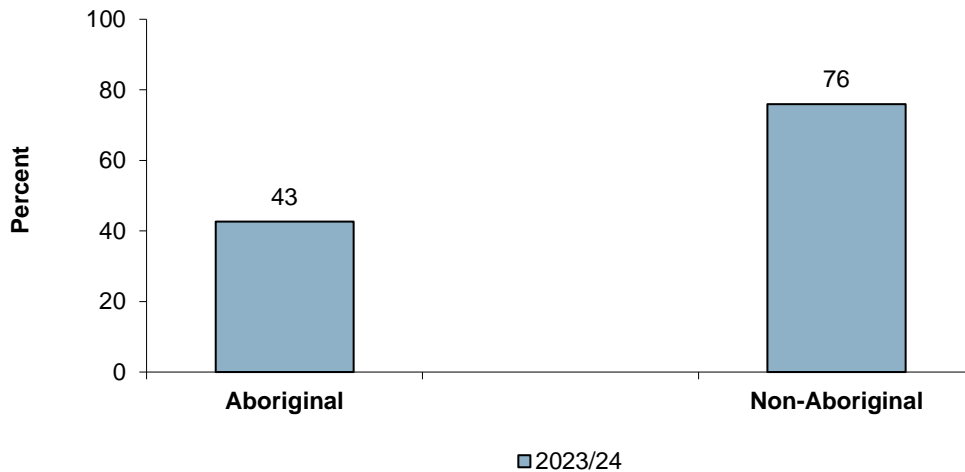
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	59	26	44	18	31	15	10	67	8	53	
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	70	40	57	30	43	43	37	86	33	77	
2023/24	122	52	43	34	28	191	145	76	118	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	59	267	54	5	15	307	15	0	
2020/21	48	199	43	5	22	225	19	3	
2021/22	59	169	46	13	19	219	14	5	
2022/23	70	203	57	13	43	234	37	6	
2023/24	122	195	111	11	191	241	171	20	

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



**Note:**

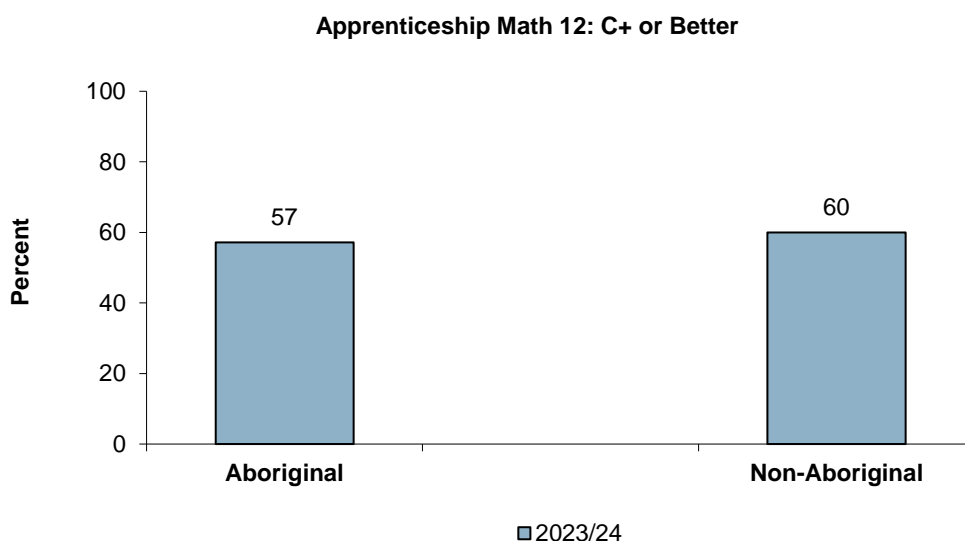
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	14	8	57	7	50	12	4	33	4	33	
2020/21	7	4	57	3	43	10	7	70	6	60	
2021/22	6	4	67	2	33	4	3	75	2	50	
2022/23	7	4	57	3	43	10	6	60	6	60	
2023/24	7	4	57	3	43	5	3	60	2	40	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	14	267	14	0	12	307	12	0	
2020/21	7	199	5	2	10	225	9	1	
2021/22	6	169	6	0	4	219	3	1	
2022/23	7	203	6	1	10	234	10	0	
2023/24	7	195	7	0	5	241	5	0	



**Note:**

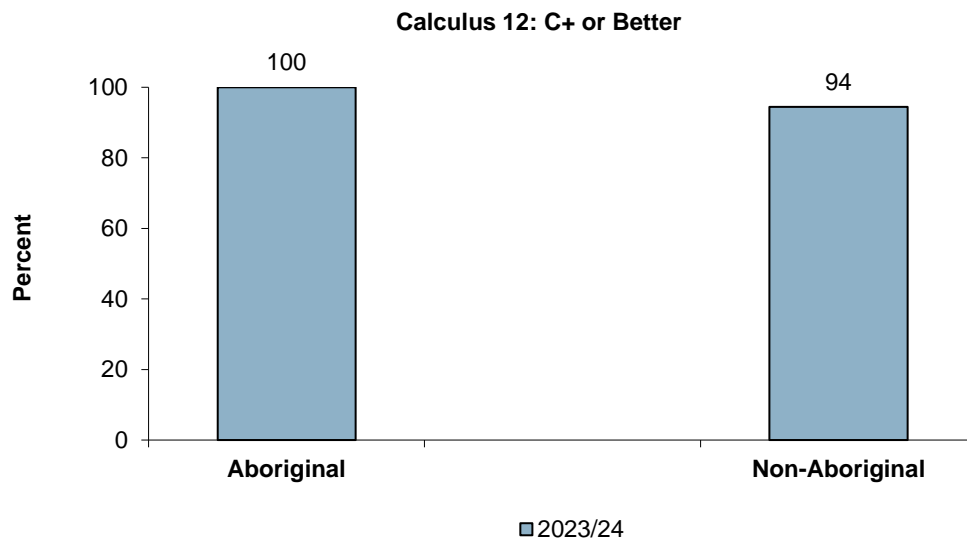
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	1	1	100	1	100	12	11	92	11	92	
2020/21	1	1	100	1	100	25	25	100	24	96	
2021/22	4	2	50	2	50	17	16	94	16	94	
2022/23	2	2	100	2	100	15	15	100	15	100	
2023/24	2	2	100	2	100	18	17	94	16	89	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	1	267	1	0	12	307	12	0	
2020/21	1	199	1	0	25	225	23	2	
2021/22	4	169	3	1	17	219	17	0	
2022/23	2	203	2	0	15	234	15	0	
2023/24	2	195	2	0	18	241	17	1	



**Note:**

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

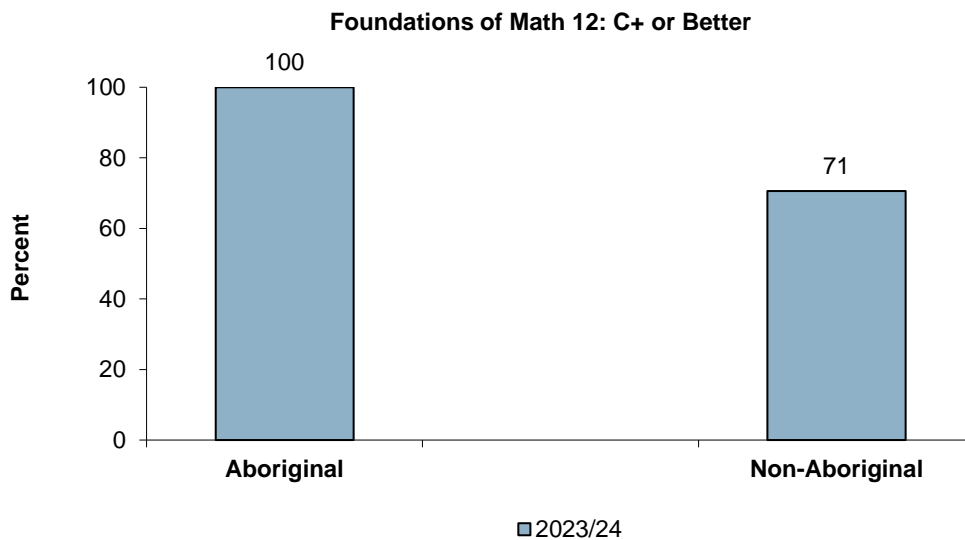


## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	10	6	60	2	20	23	10	43	7	30	
2020/21	5	4	80	3	60	21	17	81	15	71	
2021/22	4	1	25	1	25	18	14	78	11	61	
2022/23	4	2	50	1	25	16	12	75	11	69	
2023/24	1	1	100	1	100	17	12	71	11	65	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	10	267	10	0	23	307	23	0	
2020/21	5	199	5	0	21	225	20	1	
2021/22	4	169	4	0	18	219	18	0	
2022/23	4	203	4	0	16	234	16	0	
2023/24	1	195	1	0	17	241	17	0	



**Note:**

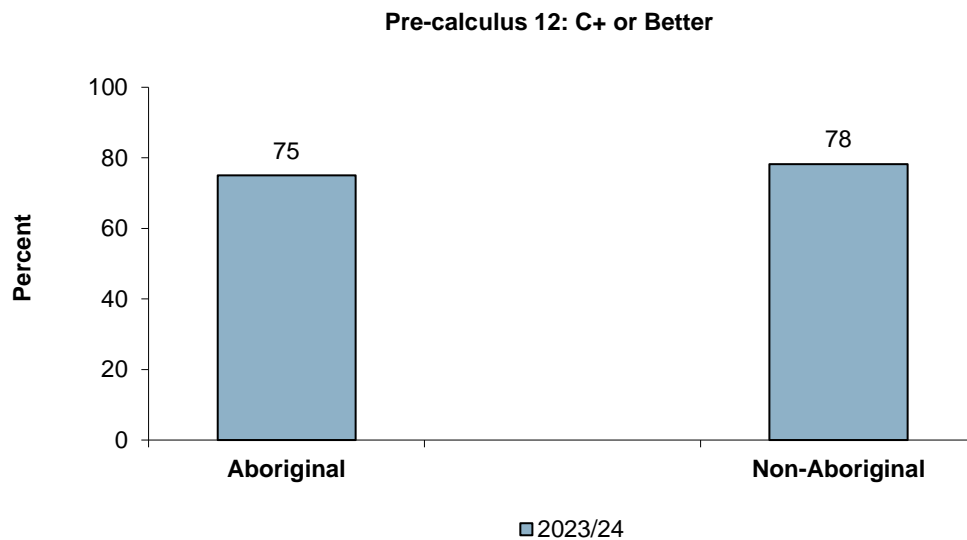
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	15	12	80	12	80	72	50	69	45	63	
2020/21	22	18	82	13	59	72	58	81	52	72	
2021/22	8	8	100	8	100	61	56	92	49	80	
2022/23	7	5	71	5	71	64	54	84	50	78	
2023/24	12	9	75	8	67	55	43	78	35	64	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	15	267	11	4	72	307	69	3	
2020/21	22	199	12	10	72	225	65	7	
2021/22	8	169	7	1	61	219	59	2	
2022/23	7	203	7	0	64	234	58	6	
2023/24	12	195	10	2	55	241	53	2	



**Note:**

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

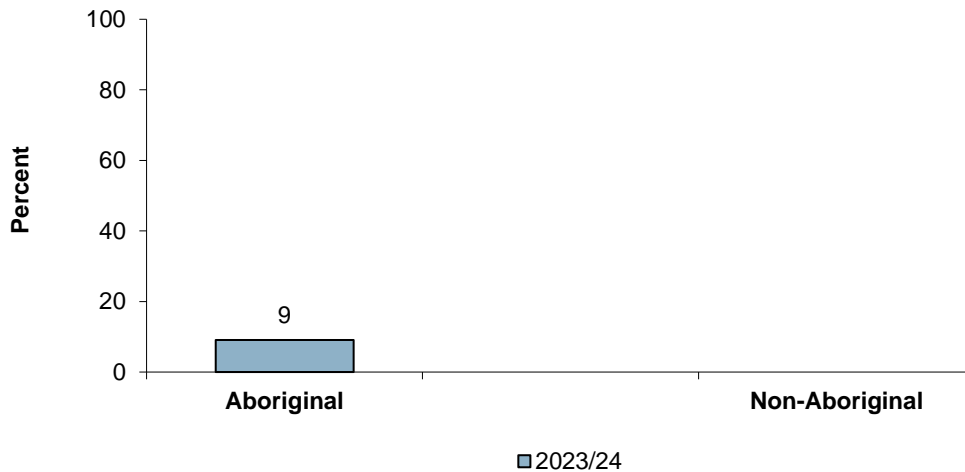
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	-	-	-	-	-	-	-	-	-	-	
2020/21	-	-	-	-	-	-	-	-	-	-	
2021/22	-	-	-	-	-	-	-	-	-	-	
2022/23	11	5	45	4	36	4	2	50	2	50	
2023/24	11	1	9.1	1	9.1	-	-	-	-	-	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12	
	#	#	#	#	#	#	#	#	
2019/20	-	267	-	-	-	307	-	-	
2020/21	-	199	-	-	-	225	-	-	
2021/22	-	169	-	-	-	219	-	-	
2022/23	11	203	4	7	4	234	0	4	
2023/24	11	195	2	9	-	241	-	-	

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



**Note:**

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

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

BC Residents

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

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

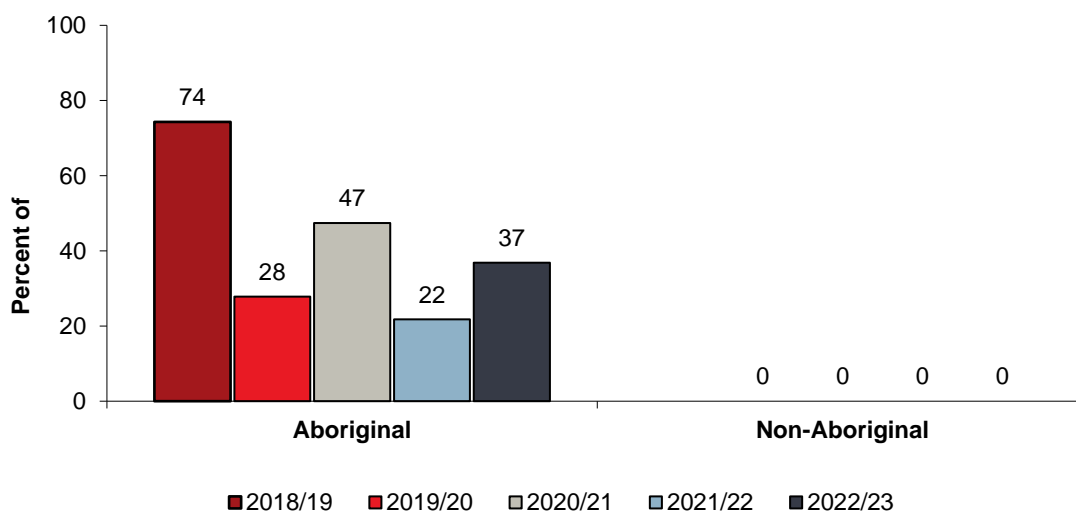
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	35	26	74	20	57	-	-	-	-	-
2020/21	18	5	28	3	17	-	-	-	-	-
2021/22	19	9	47	6	32	-	-	-	-	-
2022/23	23	5	22	5	22	-	-	-	-	-
2023/24	19	7	37	4	21	-	-	-	-	-

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

Gitxsenimx ~ Gitxsanimax & Sim'algaxhl Nisga'a

First Nations Languages Courses: C+ or Better



### Note:

- ' represents No data

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

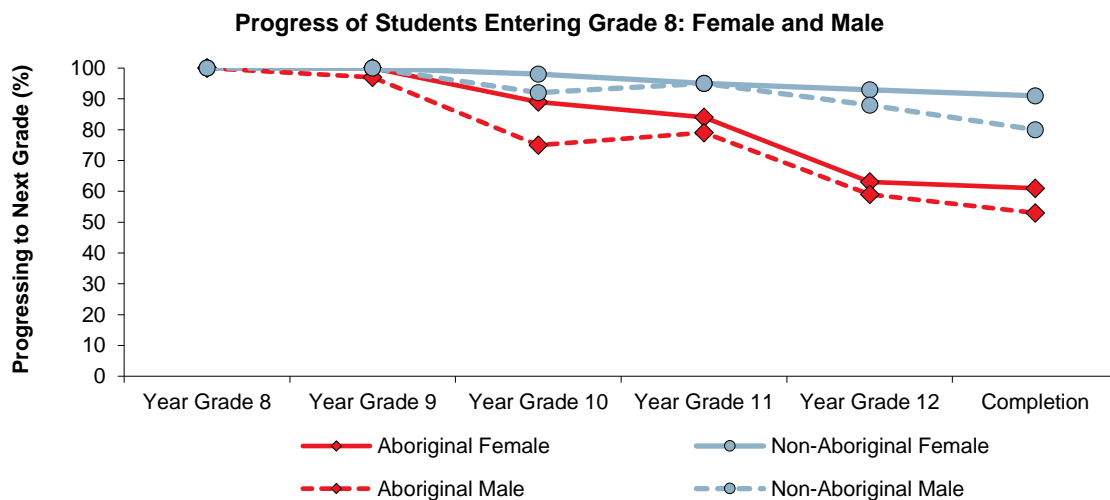
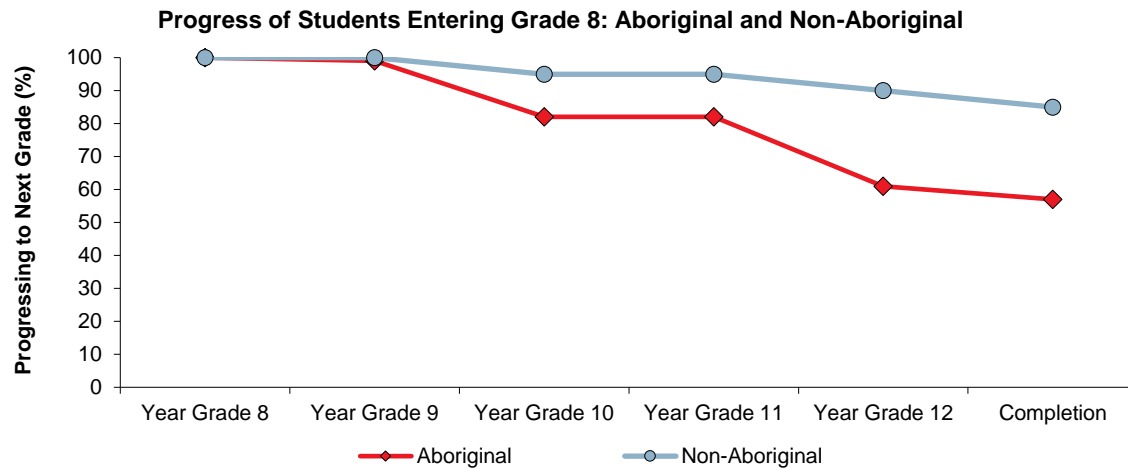
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	97	100	100	100
	Grade 10	82	89	75	95	98	92
	Grade 11	82	84	79	95	95	95
	Grade 12	61	63	59	90	93	88
2023/24	Completion	57	61	53	85	91	80



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

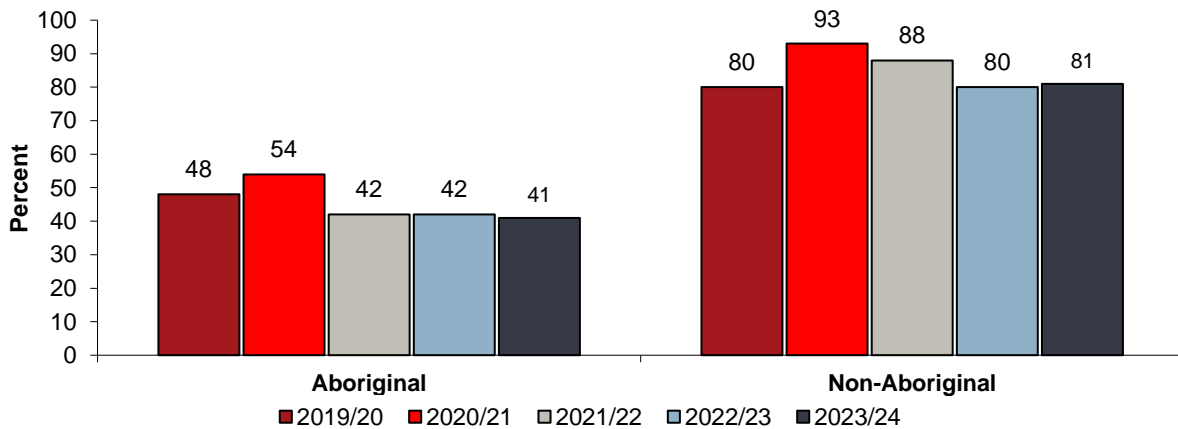
**BC Residents**

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

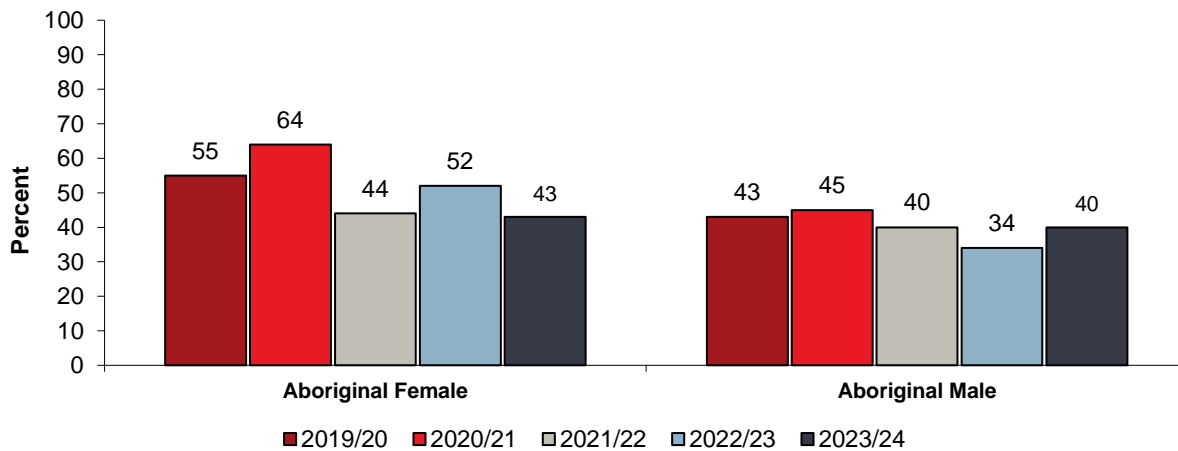
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	41	43	40	81	87	75

**Five-year Completion Rate: Aboriginal and Non-Aboriginal**



**Five-year Completion Rate: Aboriginal Female and Aboriginal Male**



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

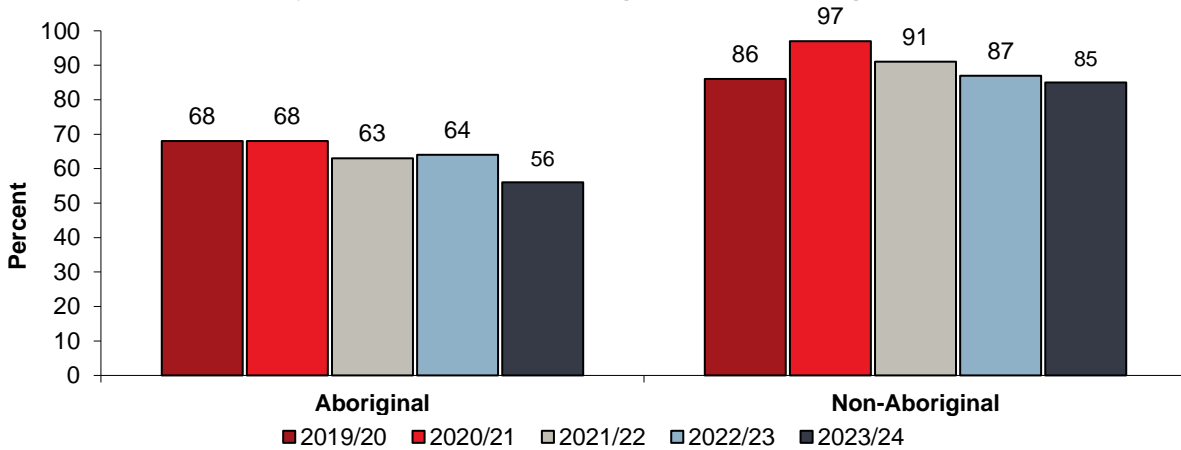
BC Residents

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

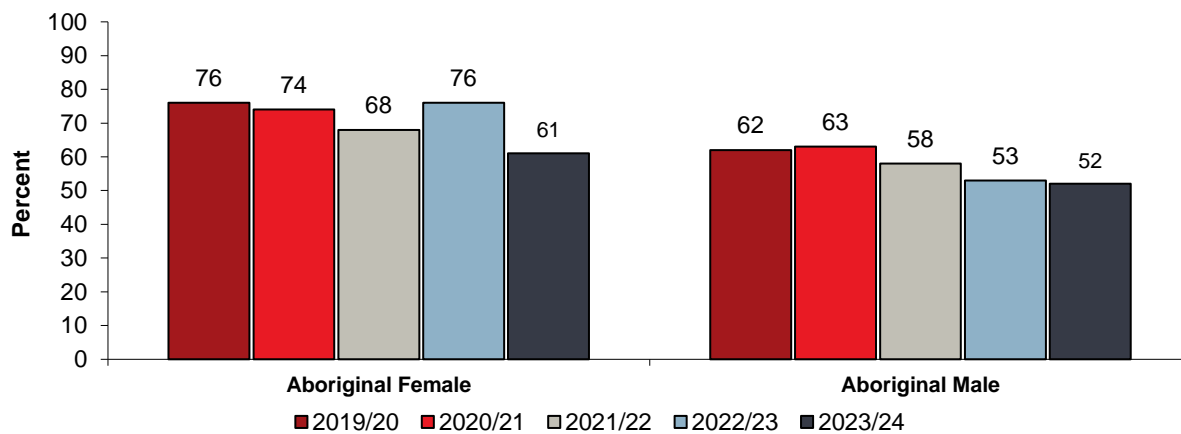
### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	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
2023/24	56	61	52	85	91	80

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



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

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

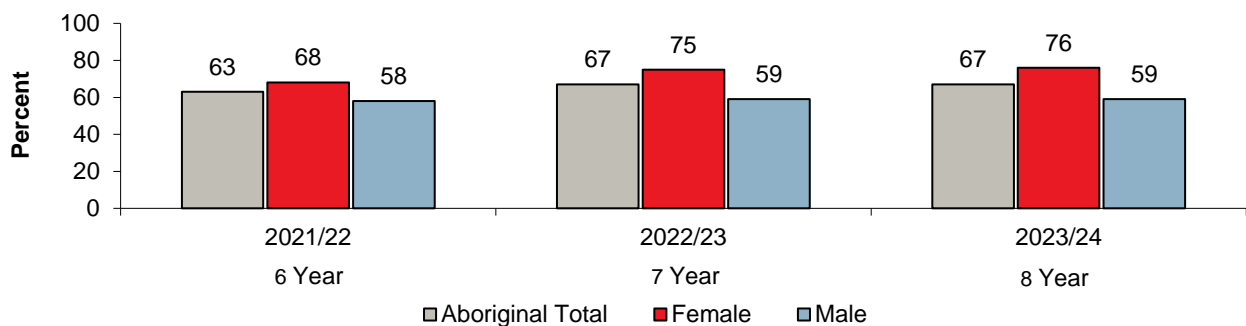
BC Residents

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

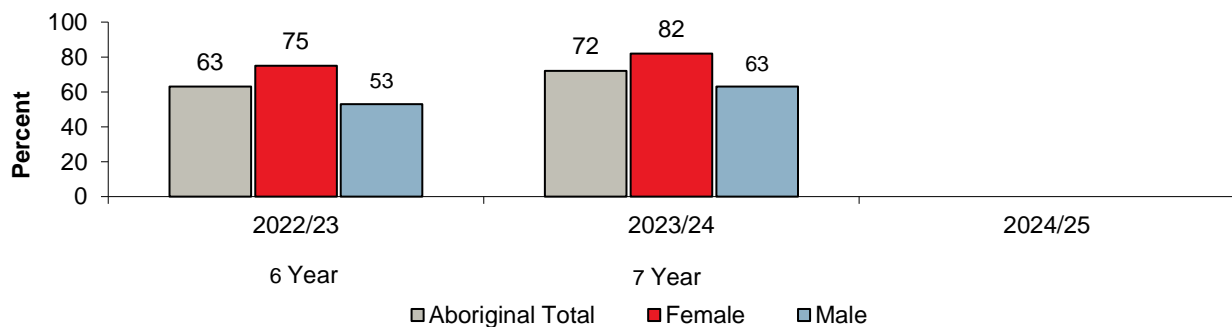
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	63	68	58	67	75	59	67	76	59
2017/18	63	75	53	72	82	63	-	-	-
2018/19	57	61	53	-	-	-	-	-	-

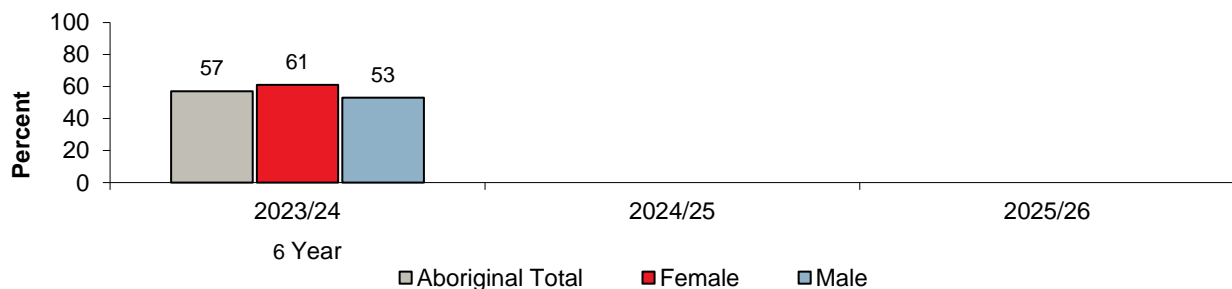
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



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



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



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



## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	249	17	7	289	4	1
2020/21	182	10	5	209	2	1
2021/22	158	5	3	206	3	1
2022/23	178	20	11	209	7	3
2023/24	185	10	5	230	2	1

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	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	98	55	209	176	84
2023/24	185	102	55	230	195	85

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

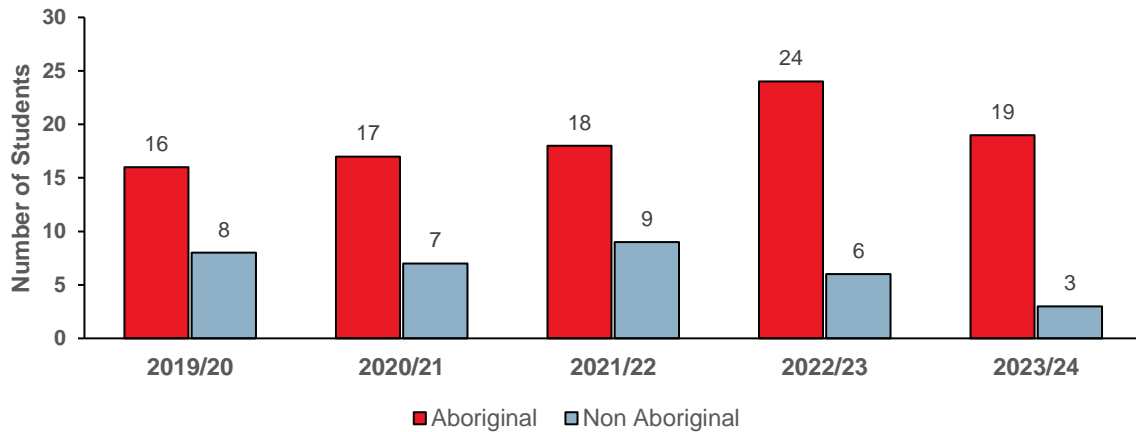
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

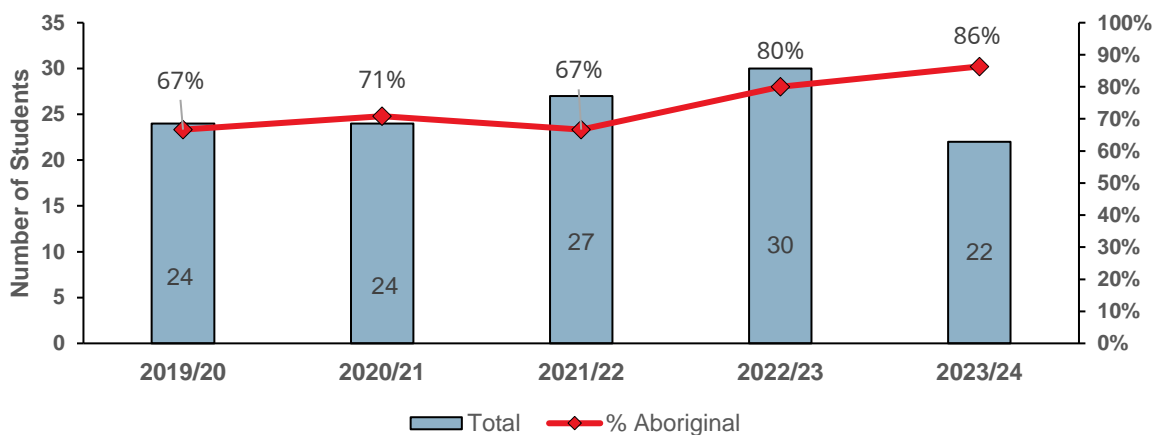
### NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2019/20	24	16	67	8	33
2020/21	24	17	71	7	29
2021/22	27	18	67	9	33
2022/23	30	24	80	6	20
2023/24	22	19	86	3	14

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2019/20	44	13	44	63	-	-	13	25
2020/21	41	-	53	43	-	-	6	57
2021/22	39	-	50	11	-	-	11	89
2022/23	63	-	33	67	-	-	4	33
2023/24	68	33	32	67	-	-	-	-

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

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	7	44	7	44	2	13
2020/21	9	53	7	41	1	6
2021/22	9	50	7	39	2	11
2022/23	15	63	7	29	2	8
2023/24	13	68	6	32	-	-

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	2	25	4	50	2	25
2020/21	3	43	-	-	4	57
2021/22	1	11	1	11	7	78
2022/23	4	67	1	17	1	17
2023/24	2	67	1	33	-	-

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

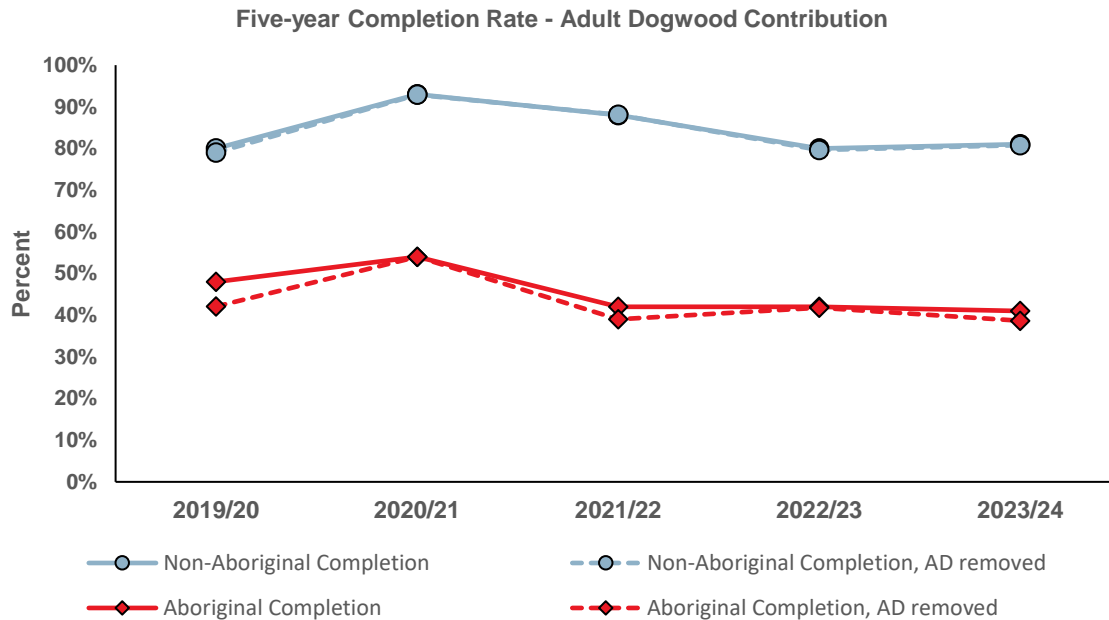
BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	41	-2	39	81	0	81



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

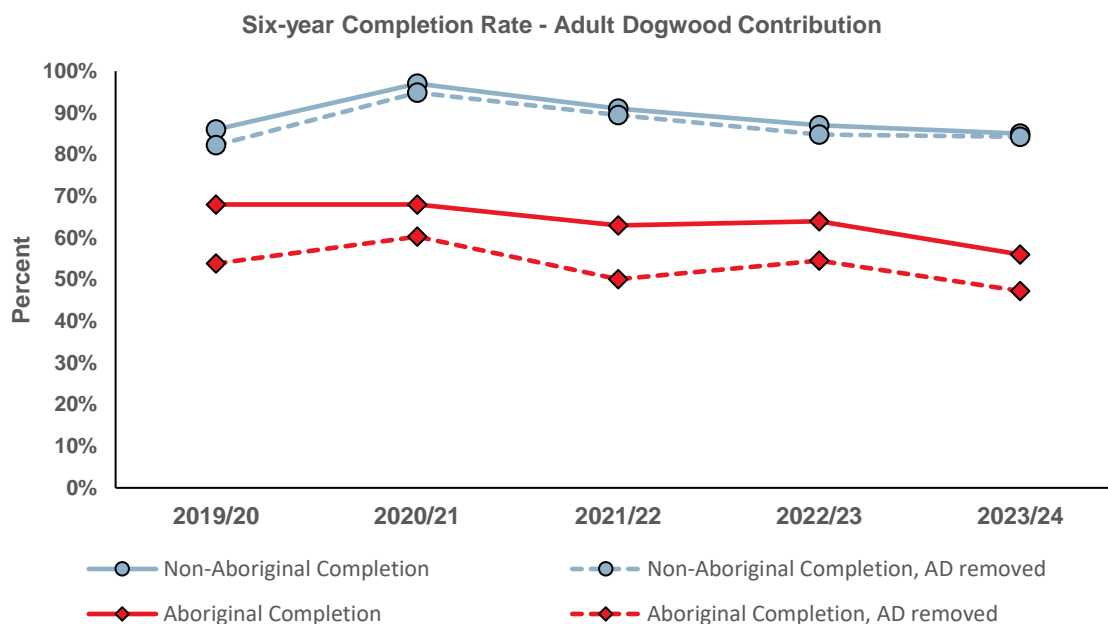
BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	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
2023/24	56	-9	47	85	-1	84



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

BC Residents

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

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

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

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

### ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups	All Legal Groups		All Legal Groups	
	#	#	%	#	%
2018/19	387	334	86	53	14
2019/20	419	371	89	48	11
2020/21	363	320	88	43	12
2021/22	369	331	90	38	10
2022/23	354	308	87	46	13

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

School Year	Aboriginal Total	Aboriginal	
	September	All Legal Groups	
	#	#	%
2018/19	2,142	334	16
2019/20	2,190	371	17
2020/21	1,917	320	17
2021/22	2,092	331	16
2022/23	2,138	308	14

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	42	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	36	36	Msk	Msk	Msk	Msk	Msk
2020/21	36	36	Msk	Msk	Msk	Msk	Msk
2021/22	29	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	37	37	Msk	Msk	Msk	0	Msk

### ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	100	100	Msk	Msk	100	Msk	Msk
2019/20	72	76	100	Msk	Msk	Msk	Msk
2020/21	92	90	91	Msk	Msk	Msk	Msk
2021/22	95	94	Msk	100	Msk	Msk	Msk
2022/23	89	88	Msk	Msk	Msk	-	Msk

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	86	100	22	25.6	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	100	100	23	23.0	Msk	Msk	Msk	Msk	Msk	Msk
	2020/21	72	100	19	26.4	Msk	Msk				
	2021/22	83	100	22	26.5						
Non-Aboriginal	2018/19	159	100	45	28.3	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	179	100	48	26.8	15	8.4	Msk	Msk		
	2020/21	160	100	45	28.1	10	6.3				
	2021/22	150	100	35	23.3						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	86	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	100	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	72	100	Msk	Msk	-	-				
	2021/22	83	100	Msk	Msk						
Non-Aboriginal	2018/19	159	100	Msk	Msk	-	-	-	-	-	-
	2019/20	179	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	160	100	Msk	Msk	Msk	Msk				
	2021/22	150	100	Msk	Msk						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	86	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	100	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	72	100	10	13.9	-	-	-	-	-	-
	2021/22	83	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2018/19	159	100	29	18.2	-	-	-	-	-	-
	2019/20	179	100	19	10.6	Msk	Msk	-	-	-	-
	2020/21	160	100	27	16.9	Msk	Msk	-	-	-	-
	2021/22	150	100	20	13.3	-	-	-	-	-	-

### 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	2018/19	86	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	100	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	72	100	Msk	Msk	Msk	Msk	-	-	-	-
	2021/22	83	100	-	-	-	-	-	-	-	-
Non-Aboriginal	2018/19	159	100	14	8.8	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	179	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2020/21	160	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2021/22	150	100	10	6.7	-	-	-	-	-	-



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

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

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

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

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

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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.

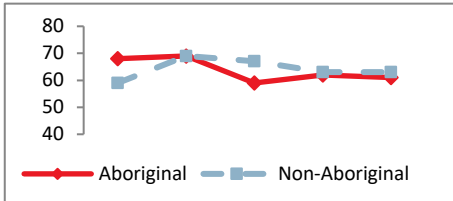
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

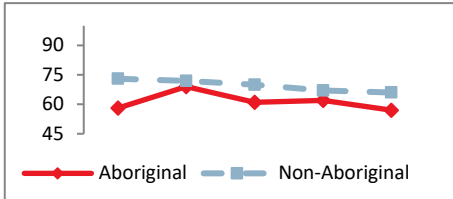
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



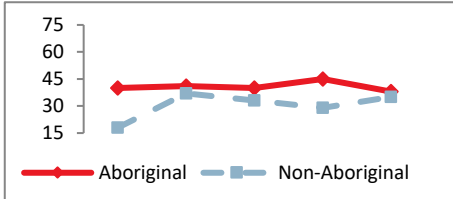
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	97	66	68	88	52	59
2020/21	99	68	69	131	91	69
2021/22	120	71	59	123	83	67
2022/23	132	82	62	161	101	63
2023/24	112	68	61	145	91	63

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	95	55	58	89	65	73
2020/21	100	69	69	130	94	72
2021/22	123	75	61	122	86	70
2022/23	130	81	62	162	108	67
2023/24	111	63	57	148	97	66

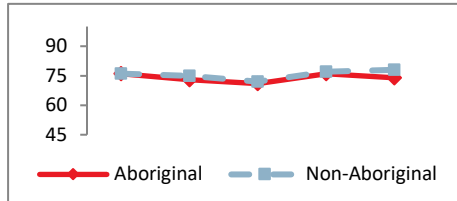
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	96	38	40	88	16	18
2020/21	98	40	41	131	48	37
2021/22	121	48	40	121	40	33
2022/23	129	58	45	161	46	29
2023/24	109	41	38	147	51	35

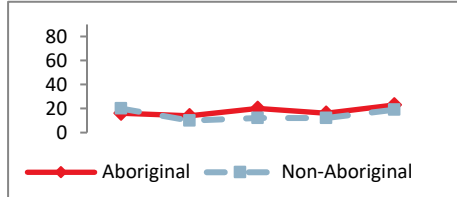
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

### Do you feel safe at school?



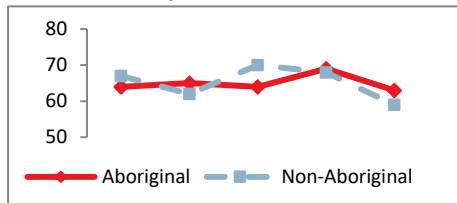
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	90	68	76	90	68	76
2020/21	90	66	73	142	106	75
2021/22	114	81	71	130	94	72
2022/23	121	92	76	173	133	77
2023/24	106	78	74	147	115	78

### Have you ever felt bullied at school?



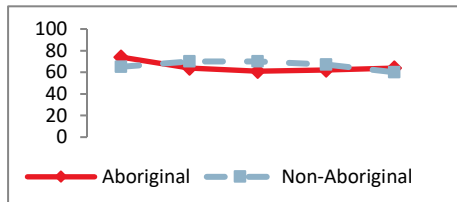
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	91	15	16	90	18	20
2020/21	90	13	14	141	14	10
2021/22	111	22	20	128	15	12
2022/23	121	19	16	173	21	12
2023/24	108	25	23	146	28	19

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



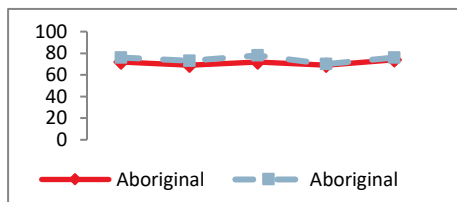
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	97	62	64	89	60	67
2020/21	99	64	65	130	81	62
2021/22	120	77	64	123	86	70
2022/23	130	90	69	162	110	68
2023/24	112	71	63	148	88	59

### I am happy at my school.



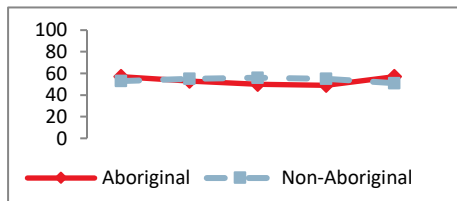
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	97	72	74	84	55	65
2020/21	100	64	64	132	92	70
2021/22	122	75	61	122	85	70
2022/23	130	81	62	159	106	67
2023/24	111	71	64	147	88	60

### Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	97	70	72	89	68	76
2020/21	99	68	69	132	97	73
2021/22	122	88	72	121	94	78
2022/23	131	91	69	160	112	70
2023/24	111	82	74	148	112	76

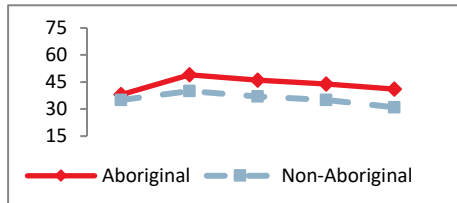
### Is school a place where you feel like you belong?



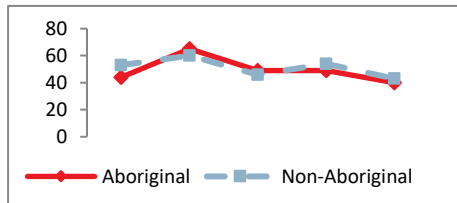
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	97	55	57	86	46	53
2020/21	99	52	53	132	72	55
2021/22	119	60	50	120	67	56
2022/23	131	64	49	159	87	55
2023/24	113	64	57	148	76	51

## STUDENT LEARNING SURVEY RESULTS, GRADE 7

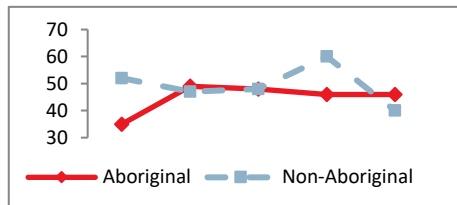
### Do you like school?



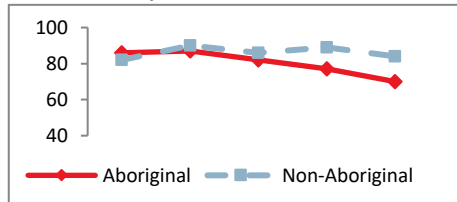
### Do adults in the school treat all students fairly?



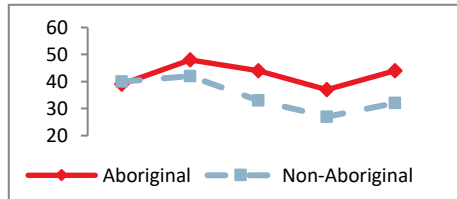
### How many teachers help you with your schoolwork when you need it?



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



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



### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	125	47	38
2020/21	93	46	49
2021/22	106	49	46
2022/23	104	46	44
2023/24	128	53	41

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	132	46	35
2020/21	102	41	40
2021/22	125	46	37
2022/23	108	38	35
2023/24	122	38	31

### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	125	55	44
2020/21	94	61	65
2021/22	105	51	49
2022/23	104	51	49
2023/24	128	51	40

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	134	71	53
2020/21	102	61	60
2021/22	126	58	46
2022/23	107	58	54
2023/24	123	53	43

### Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	124	44	35
2020/21	93	46	49
2021/22	105	50	48
2022/23	104	48	46
2023/24	127	59	46

### Non-Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	126	65	52
2020/21	100	47	47
2021/22	124	59	48
2022/23	106	64	60
2023/24	123	49	40

### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	126	108	86
2020/21	94	82	87
2021/22	102	84	82
2022/23	104	80	77
2023/24	127	89	70

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	131	107	82
2020/21	102	92	90
2021/22	123	106	86
2022/23	106	94	89
2023/24	121	102	84

### Aboriginal

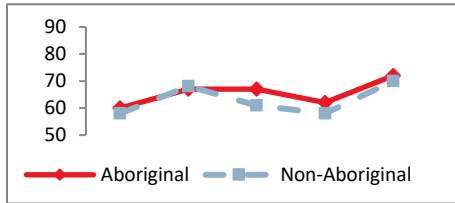
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	126	49	39
2020/21	93	45	48
2021/22	103	45	44
2022/23	103	38	37
2023/24	125	55	44

### Non-Aboriginal

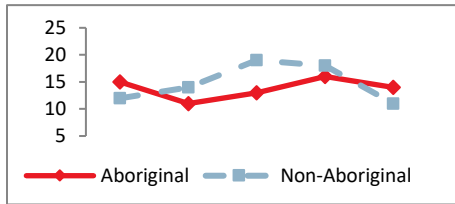
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	133	53	40
2020/21	101	42	42
2021/22	124	41	33
2022/23	107	29	27
2023/24	122	39	32

## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

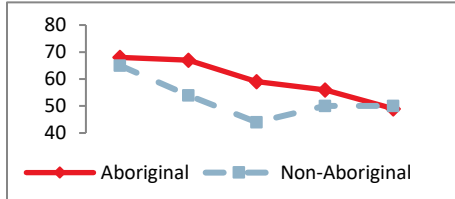
### Do you feel safe at school?



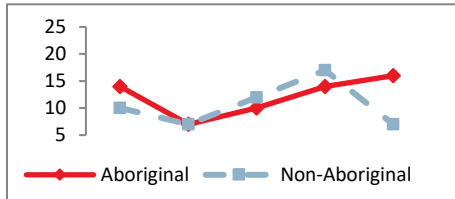
### At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



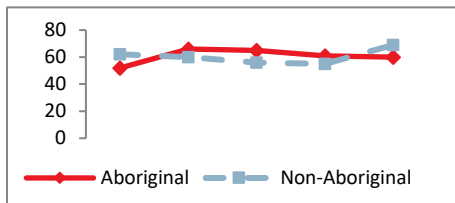
### How many adults at your school care about you? (Percentage responding 2 adults or more.)



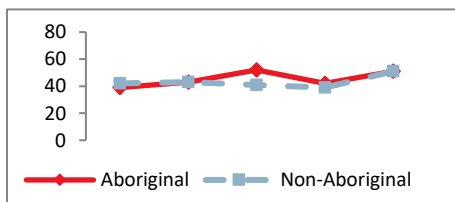
### I would like to go to a different school.



### Do you feel welcome at your school?



### Is school a place where you feel like you belong?



### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	118	71	60
2020/21	93	62	67
2021/22	101	68	67
2022/23	101	63	62
2023/24	127	91	72

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	138	80	58
2020/21	103	70	68
2021/22	130	79	61
2022/23	109	63	58
2023/24	121	85	70

### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	118	18	15
2020/21	93	10	11
2021/22	102	13	13
2022/23	102	16	16
2023/24	128	18	14

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	137	17	12
2020/21	102	14	14
2021/22	129	25	19
2022/23	108	19	18
2023/24	123	14	11

### Aboriginal

School Year	Gr 7 Respondents #	Two adults or more	
		#	%
2019/20	126	86	68
2020/21	94	63	67
2021/22	106	63	59
2022/23	104	58	56
2023/24	128	63	49

### Non-Aboriginal

School Year	Gr 7 Respondents #	Two adults or more	
		#	%
2019/20	134	87	65
2020/21	102	55	54
2021/22	125	55	44
2022/23	107	54	50
2023/24	123	62	50

### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	125	17	14
2020/21	92	6	7
2021/22	106	11	10
2022/23	103	14	14
2023/24	126	20	16

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	134	13	10
2020/21	102	7	7
2021/22	125	15	12
2022/23	107	18	17
2023/24	123	8	7

### Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	126	66	52
2020/21	92	61	66
2021/22	104	68	65
2022/23	103	63	61
2023/24	128	77	60

### Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	134	83	62
2020/21	102	61	60
2021/22	126	71	56
2022/23	108	59	55
2023/24	123	85	69

### Aboriginal

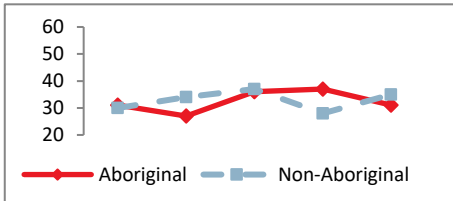
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	126	49	39
2020/21	94	40	43
2021/22	106	55	52
2022/23	104	44	42
2023/24	128	65	51

### Non-Aboriginal

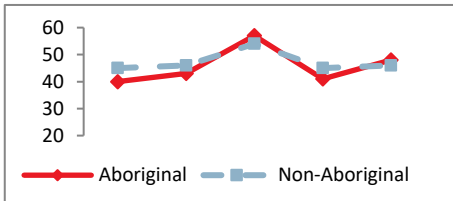
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	133	56	42
2020/21	101	43	43
2021/22	123	50	41
2022/23	107	42	39
2023/24	122	62	51

## STUDENT LEARNING SURVEY RESULTS, GRADE 10

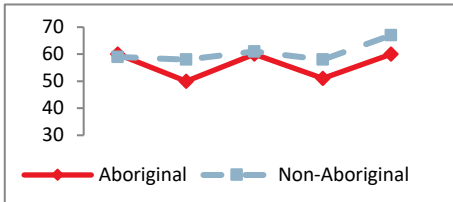
### Do you like school?



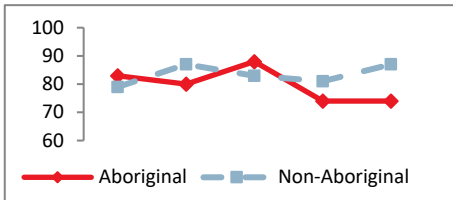
### Do adults in the school treat all students fairly?



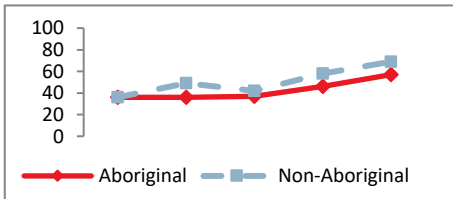
### How many teachers help you with your schoolwork when you need it?



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



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



### Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	86	27	31
2020/21	92	25	27
2021/22	84	30	36
2022/23	97	36	37
2023/24	110	34	31

### Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	154	46	30
2020/21	162	55	34
2021/22	153	57	37
2022/23	135	38	28
2023/24	128	45	35

### Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	86	34	40
2020/21	92	40	43
2021/22	84	48	57
2022/23	97	40	41
2023/24	110	53	48

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	155	69	45
2020/21	162	74	46
2021/22	153	82	54
2022/23	135	61	45
2023/24	127	58	46

### Aboriginal

School Year	Gr 10 Respondents #	Two teachers or more	
		#	%
2019/20	87	52	60
2020/21	90	45	50
2021/22	83	50	60
2022/23	97	49	51
2023/24	110	66	60

School Year	Gr 10 Respondents #	Two teachers or more	
		#	%
2019/20	151	89	59
2020/21	159	93	58
2021/22	153	94	61
2022/23	133	77	58
2023/24	127	85	67

### Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	87	72	83
2020/21	91	73	80
2021/22	77	68	88
2022/23	96	71	74
2023/24	108	80	74

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	153	121	79
2020/21	161	140	87
2021/22	151	125	83
2022/23	131	106	81
2023/24	124	108	87

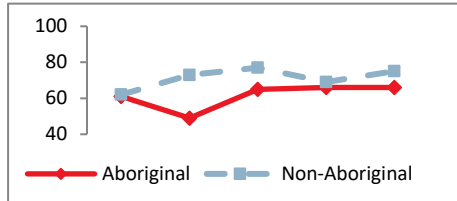
### Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	87	31	36
2020/21	92	33	36
2021/22	81	30	37
2022/23	97	45	46
2023/24	109	62	57

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2019/20	154	56	36
2020/21	162	79	49
2021/22	153	65	42
2022/23	135	78	58
2023/24	128	88	69

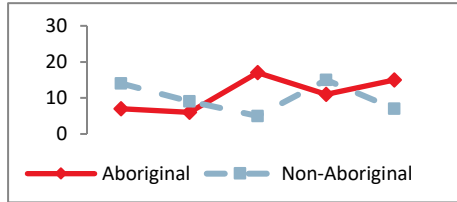
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



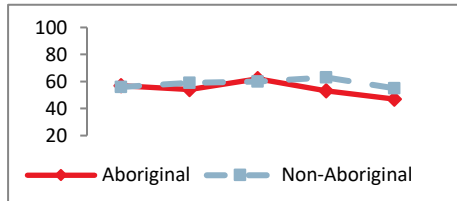
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	82	50	61	155	96	62
2020/21	90	44	49	164	120	73
2021/22	83	54	65	150	115	77
2022/23	95	63	66	136	94	69
2023/24	109	72	66	128	96	75

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



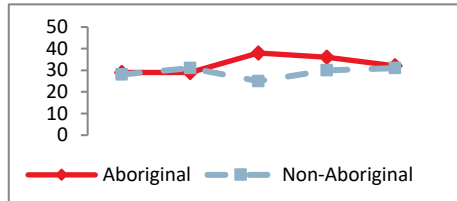
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	84	6	7	156	22	14
2020/21	89	5	6	163	15	9
2021/22	83	14	17	150	8	5
2022/23	94	10	11	137	20	15
2023/24	108	16	15	129	9	7

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



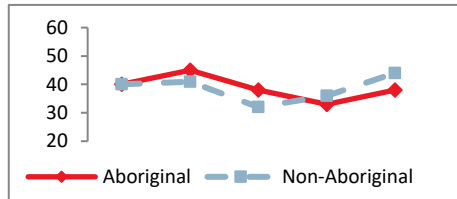
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	87	50	57	155	87	56
2020/21	92	50	54	162	95	59
2021/22	84	52	62	151	90	60
2022/23	97	51	53	135	85	63
2023/24	109	51	47	126	69	55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	86	25	29	154	43	28
2020/21	92	27	29	161	50	31
2021/22	79	30	38	152	38	25
2022/23	97	35	36	135	40	30
2023/24	107	34	32	127	40	31

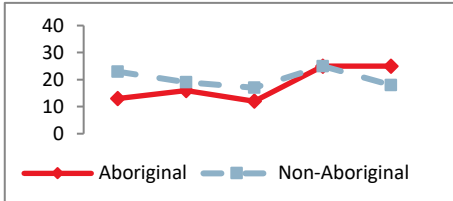
**Are you satisfied that school is preparing you for post-secondary education?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	87	35	40	154	62	40
2020/21	92	41	45	162	67	41
2021/22	79	30	38	152	48	32
2022/23	97	32	33	134	48	36
2023/24	107	41	38	125	55	44

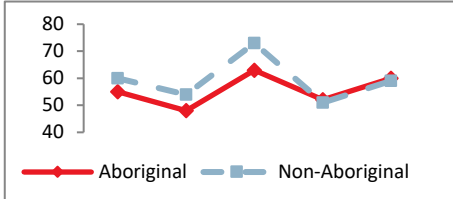
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

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



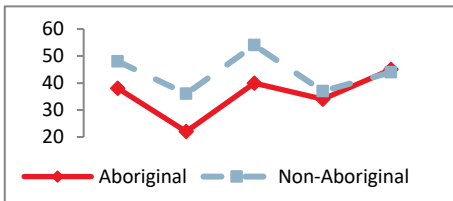
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2019/20	86	11	13	154	35	23
2020/21	92	15	16	162	30	19
2021/22	84	10	12	153	26	17
2022/23	97	24	25	134	33	25
2023/24	110	28	25	126	23	18

**Do you feel welcome at your school?**



School Year	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
		#	%		#	%
2019/20	87	48	55	154	93	60
2020/21	91	44	48	162	87	54
2021/22	83	52	63	153	112	73
2022/23	97	50	52	134	68	51
2023/24	110	66	60	127	75	59

**Is school a place where you feel like you belong?**

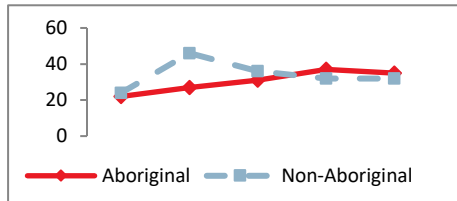


School Year	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
		#	%		#	%
2019/20	87	33	38	155	75	48
2020/21	92	20	22	162	59	36
2021/22	84	34	40	151	82	54
2022/23	96	33	34	134	49	37
2023/24	110	50	45	126	55	44

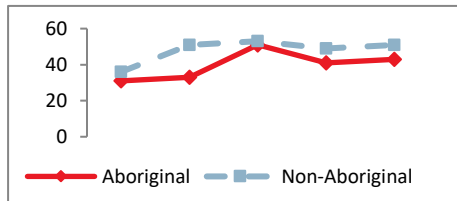


## STUDENT LEARNING SURVEY RESULTS, GRADE 12

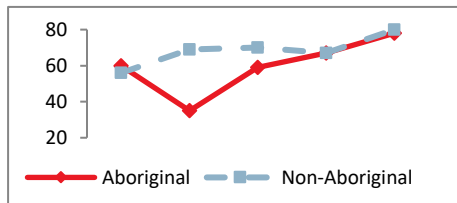
### Do you like school?



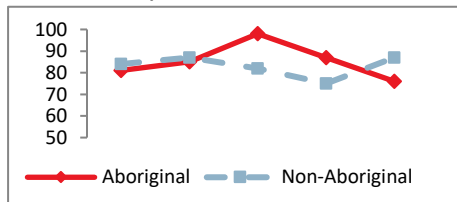
### Do adults in the school treat all students fairly?



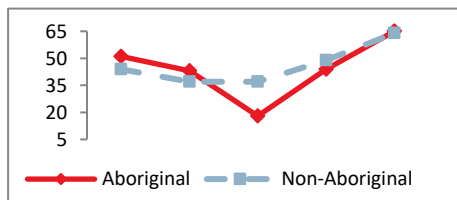
### How many teachers help you with your schoolwork when you need it?



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



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



### Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	59	13	22
2020/21	48	13	27
2021/22	45	14	31
2022/23	59	22	37
2023/24	37	13	35

### Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	132	32	24
2020/21	94	43	46
2021/22	100	36	36
2022/23	77	25	32
2023/24	93	30	32

### Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	58	18	31
2020/21	48	16	33
2021/22	45	23	51
2022/23	59	24	41
2023/24	37	16	43

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	132	47	36
2020/21	94	48	51
2021/22	100	53	53
2022/23	77	38	49
2023/24	93	47	51

### Aboriginal

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	57	34	60
2020/21	48	17	35
2021/22	44	26	59
2022/23	57	38	67
2023/24	37	29	78

School Year	Gr 12 Respondents #	Two teachers or more	
		#	%
2019/20	129	72	56
2020/21	94	65	69
2021/22	100	70	70
2022/23	76	51	67
2023/24	93	74	80

### Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	57	46	81
2020/21	47	40	85
2021/22	43	42	98
2022/23	54	47	87
2023/24	37	28	76

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	129	109	84
2020/21	93	81	87
2021/22	100	82	82
2022/23	77	58	75
2023/24	92	80	87

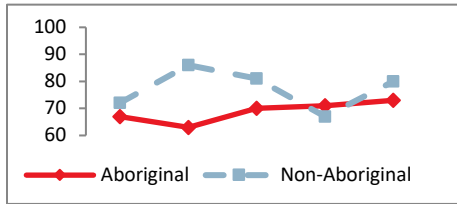
### Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	59	30	51
2020/21	47	20	43
2021/22	44	8	18
2022/23	55	24	44
2023/24	37	24	65

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	129	57	44
2020/21	94	35	37
2021/22	100	37	37
2022/23	76	37	49
2023/24	94	60	64

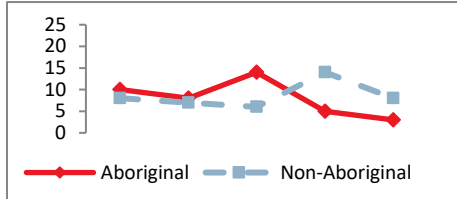
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



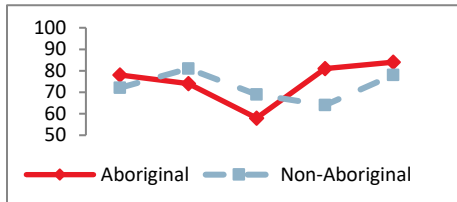
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	58	39	67	130	93	72
2020/21	48	30	63	93	80	86
2021/22	44	31	70	98	79	81
2022/23	58	41	71	76	51	67
2023/24	37	27	73	94	75	80

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



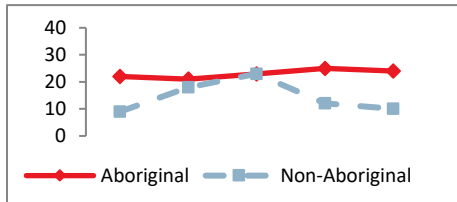
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	58	6	10	130	11	8
2020/21	48	4	8	94	7	7
2021/22	43	6	14	98	6	6
2022/23	58	3	5	76	11	14
2023/24	37	1	3	93	7	8

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



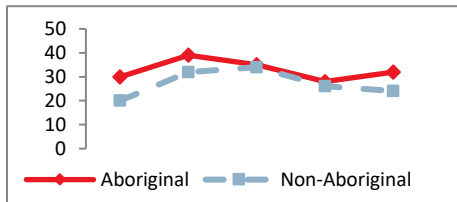
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	59	46	78	131	94	72
2020/21	47	35	74	94	76	81
2021/22	45	26	58	100	69	69
2022/23	59	48	81	77	49	64
2023/24	37	31	84	93	73	78

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
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	9	12
2023/24	37	9	24	92	9	10

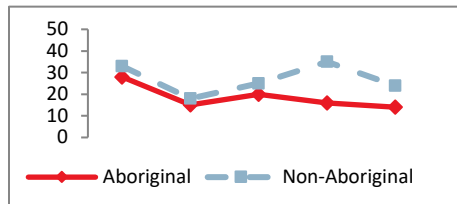
**Are you satisfied that school is preparing you for post-secondary education?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
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
2023/24	37	12	32	92	22	24

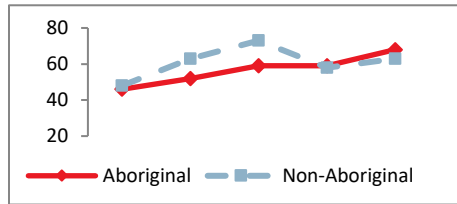
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

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



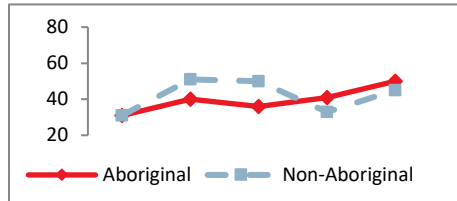
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	58	16	28	132	43	33
2020/21	48	7	15	94	17	18
2021/22	45	9	20	100	25	25
2022/23	58	9	16	75	26	35
2023/24	37	5	14	92	22	24

**Do you feel welcome at your 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	
	#	#	%	#	#	%
2019/20	59	27	46	131	63	48
2020/21	48	25	52	94	59	63
2021/22	44	26	59	100	73	73
2022/23	59	35	59	77	45	58
2023/24	37	25	68	94	59	63

**Is school a place where you feel like you belong?**



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	
	#	#	%	#	#	%
2019/20	59	18	31	132	41	31
2020/21	48	19	40	93	47	51
2021/22	45	16	36	100	50	50
2022/23	59	24	41	76	25	33
2023/24	36	18	50	91	41	45

## 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). Programs must be offered in separate facilities.
<b>Children and Youth in care</b>	Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").
<b>Course Mark</b>	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
<b>Eligible Grade 12 Graduation Rate</b>	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Eligible to graduate reporting only includes Dogwood (BC Secondary Graduation Diploma), and does not include Adult Dogwood (BC Adult Graduation Diploma) or Evergreen (BC School Completion Certificate).
<b>Enrolment</b>	A record of a student, reported to the Ministry, entering into an educational program offered by a BC Board of Education, Francophone Education Authority or BC Certified Independent Schools (including Offshore Schools). A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are enrolled in the BC K-12 system. Registered homeschooled children are not considered an enrolment.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the BC Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals, rather than enrolments.
<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 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 BC public school.

<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live on a reserve and attend a BC 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>	Denominator: All grade 10 or 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 or 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count). Numerator: Count of students from the denominator who took the assessment in a specific school year.
<b>Performance (Foundation Skills Assessment)</b>	In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: <ul style="list-style-type: none"> <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>	Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: <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> Denominator: Include all students who took the assessment in a school year regardless of their grades. (Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).
<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 of education. Types of public schools include Standard Schools, Short-term and Long-term Provincial Resource Programs, Youth Custody, Continuing Education Centres, Alternate Programs and Online Learning Programs.
<b>Resident (student)</b>	Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools. The ministry provides operating grant funding for: <ul style="list-style-type: none"> <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 BC Certificate of Graduation ("Dogwood") or BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.</p> <p>Six-year completion rates are not produced at the school level, as outmigration adjustments (to account for students leaving the province) cannot be estimated from Ministry data. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-year Completion Rate is determined.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.</p>
<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>	A person, of any age, who is reported by a BC Board of Education, Francophone Education Authority or BC-certified Independent school (including offshore schools), as enrolling in and receiving educational services.
<b>Student Cohort</b>	A group of students who share particular characteristics and who are tracked over a period of time.