



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 060**  
Peace River North

**QUESTIONS/COMMENTS CONTACT:**

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

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

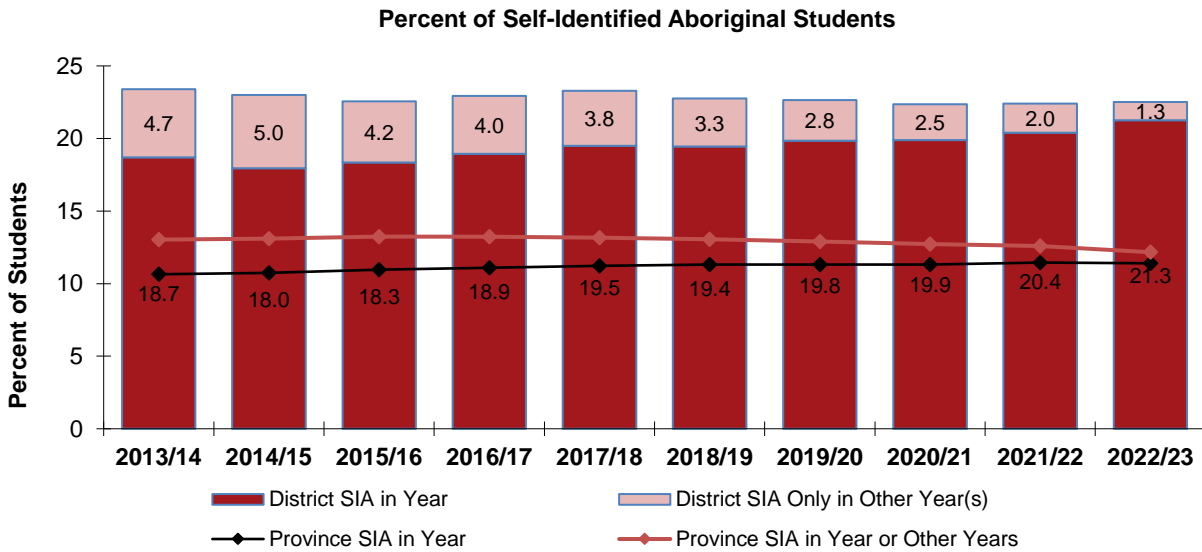
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	5,927	1,109	18.7	278	4.7	558,983	59,502	10.6	13,325	2.4
2014/15	6,060	1,088	18.0	306	5.0	552,786	59,382	10.7	13,068	2.4
2015/16	6,265	1,149	18.3	265	4.2	553,376	60,706	11.0	12,567	2.3
2016/17	6,180	1,171	18.9	246	4.0	557,625	61,801	11.1	11,979	2.1
2017/18	6,359	1,240	19.5	241	3.8	563,241	63,182	11.2	10,930	1.9
2018/19	6,398	1,244	19.4	212	3.3	568,982	64,326	11.3	10,009	1.8
2019/20	6,484	1,287	19.8	182	2.8	576,000	65,215	11.3	9,152	1.6
2020/21	6,284	1,250	19.9	155	2.5	568,285	64,272	11.3	8,037	1.4
2021/22	6,317	1,288	20.4	127	2.0	578,797	66,282	11.5	6,635	1.1
2022/23	6,300	1,339	21.3	80	1.3	590,583	67,285	11.4	4,553	0.8



**Note:**

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

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

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

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

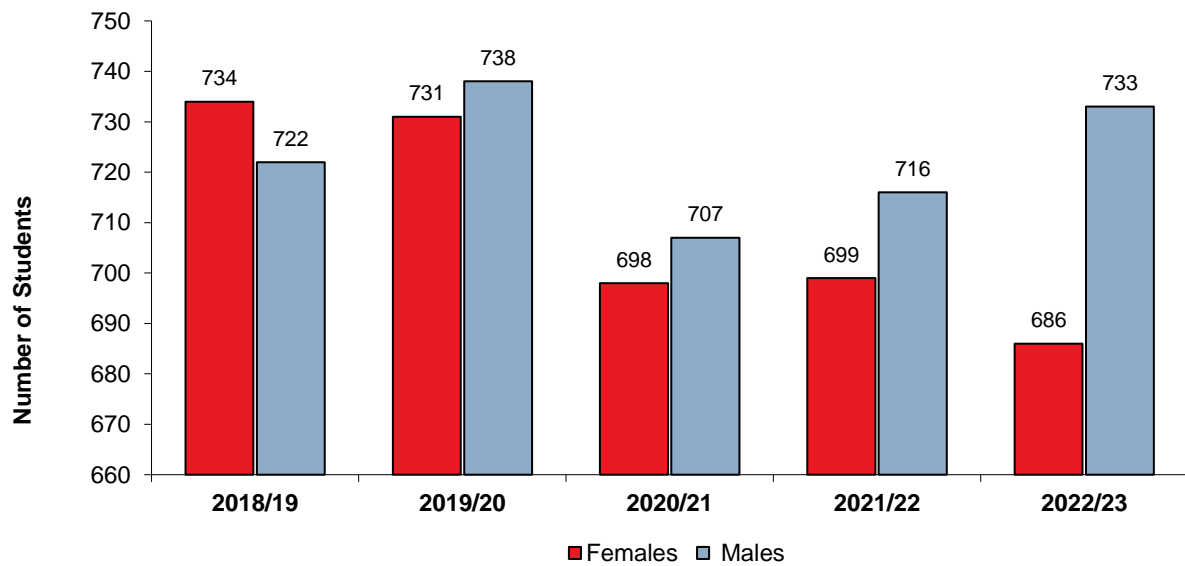
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	6,398	1,456	22.8	734	11.5	722	11.3	74,335	36,874	37,461
2019/20	6,484	1,469	22.7	731	11.3	738	11.4	74,367	36,847	37,520
2020/21	6,284	1,405	22.4	698	11.1	707	11.3	72,309	35,901	36,408
2021/22	6,317	1,415	22.4	699	11.1	716	11.3	72,917	36,210	36,707
2022/23	6,300	1,419	22.5	686	10.9	733	11.6	71,838	35,586	36,252

**Number of Aboriginal Students by Gender**



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

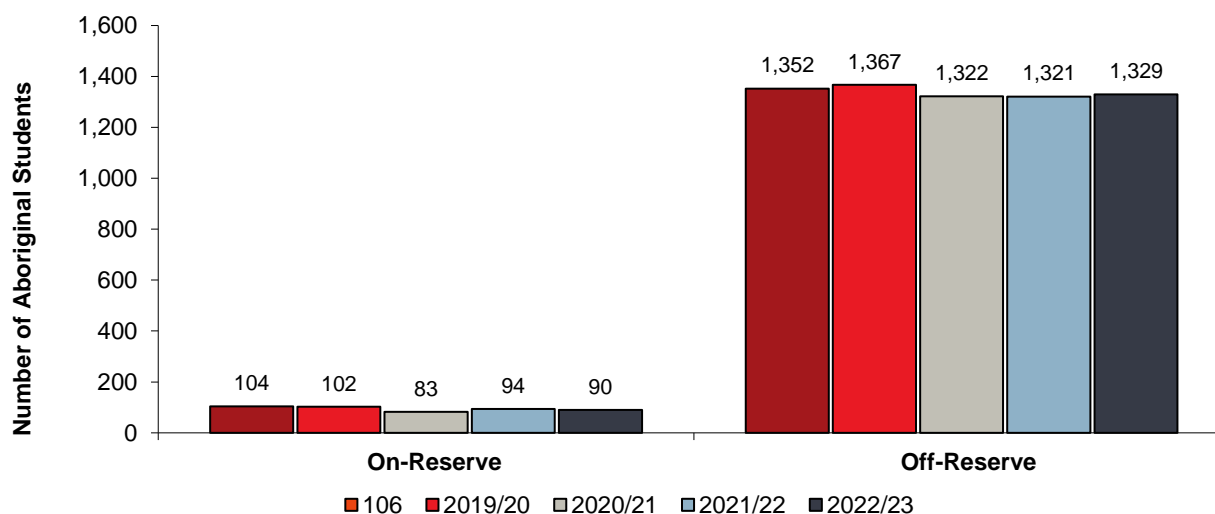
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,456	47	57	104	687	665	1,352	7,993	66,342
2019/20	1,469	47	55	102	684	683	1,367	8,209	66,158
2020/21	1,405	34	49	83	664	658	1,322	7,752	64,557
2021/22	1,415	41	53	94	658	663	1,321	7,992	64,925
2022/23	1,419	34	56	90	652	677	1,329	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,470	64	65	129	676	665	1,341	8,007	66,275
2019/20	1,423	40	47	87	667	669	1,336	8,056	66,087
2020/21	1,383	35	47	82	659	642	1,301	7,713	64,505
2021/22	1,380	35	52	87	639	654	1,293	7,916	64,400
2022/23	1,416	41	53	94	650	672	1,322	8,001	63,477

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

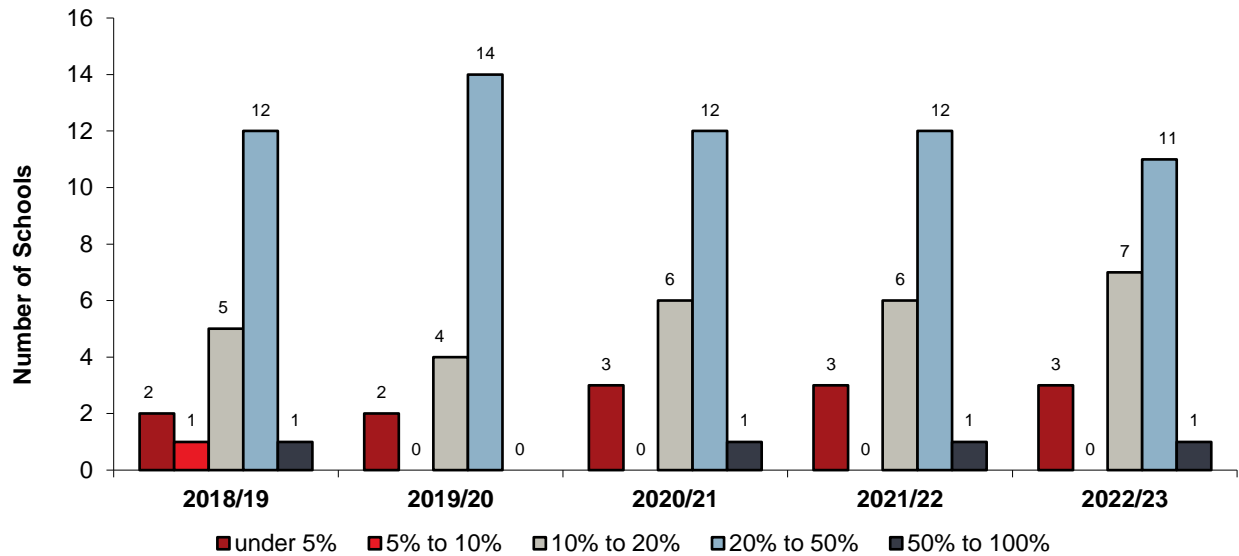


\* Public schools only

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

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	21	2	1	5	12	1	1,385	367	217	324	385	92
2019/20	20	2	0	4	14	0	1,389	382	217	318	378	94
2020/21	22	3	0	6	12	1	1,398	399	210	341	348	100
2021/22	22	3	0	6	12	1	1,405	402	240	338	330	95
2022/23	22	3	0	7	11	1	1,412	423	246	336	318	89

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

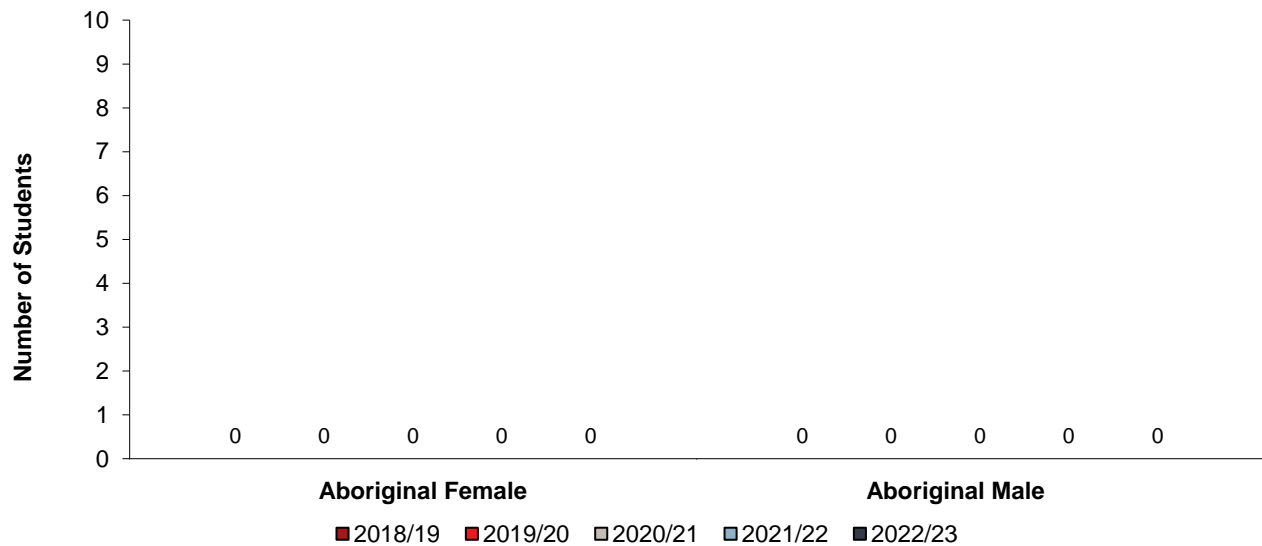


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	1,516	1,457	1,943	2,320
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	1,580	1,508	2,114	2,525
2020/21	0	0	0	0	0	0	0	1,429	1,327	1,778	1,831
2021/22	0	0	0	0	0	0	0	1,454	1,262	1,761	1,631
2022/23	0	0	0	0	0	0	0	1,518	1,264	2,004	1,742

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



\* Public schools only



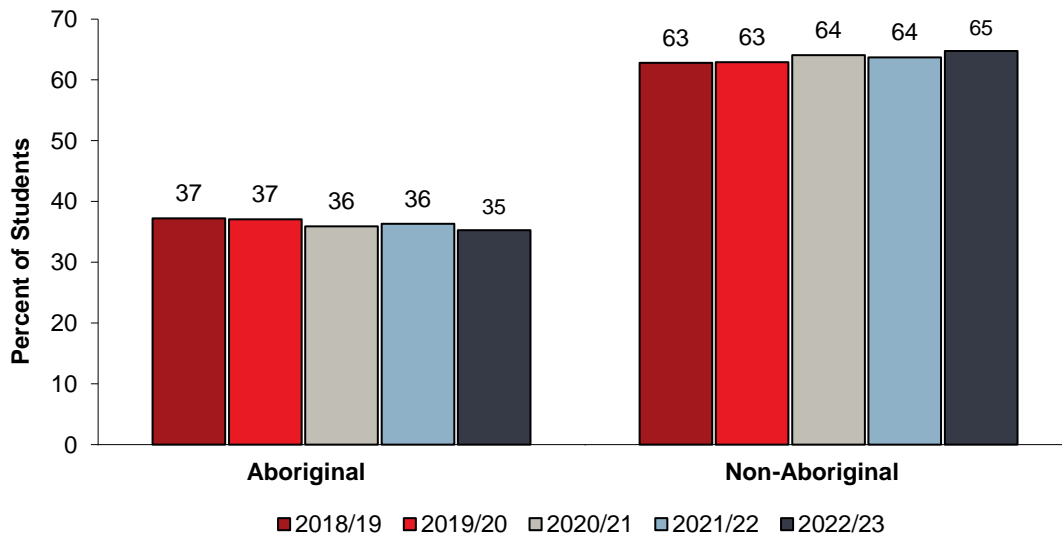
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	637	237	37	400	63
2019/20	669	248	37	421	63
2020/21	624	224	36	400	64
2021/22	683	248	36	435	64
2022/23	760	268	35	492	65

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

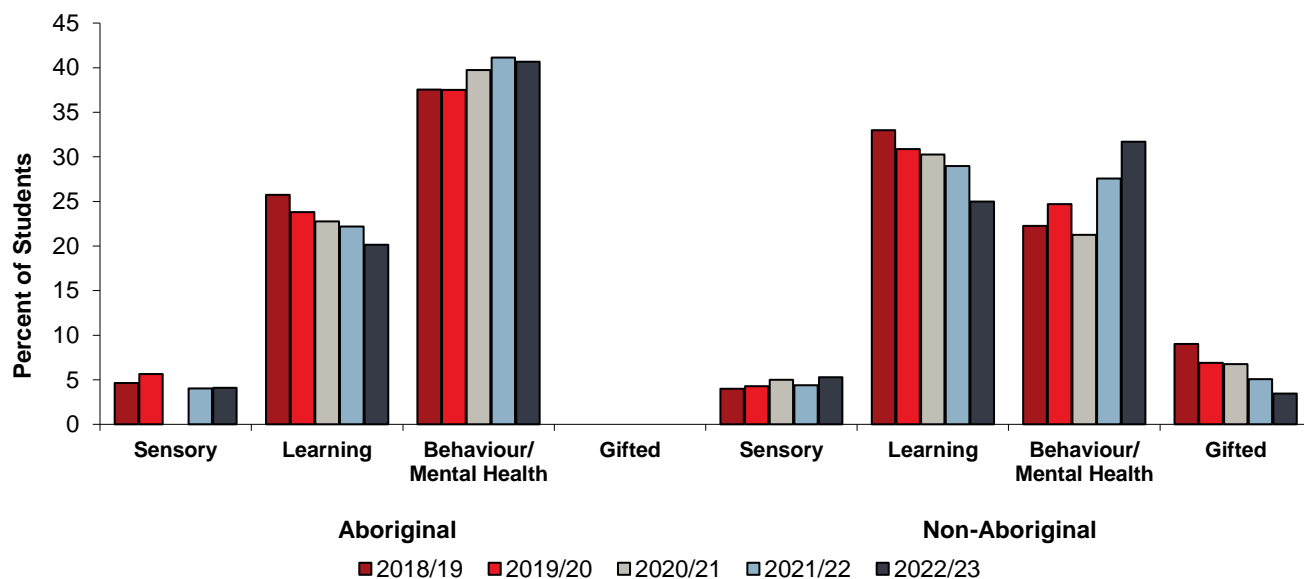


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation		Behaviour/Mental Health Designation		Gifted Designation											
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #										
2018/19	237	400	11	5	16	4	61	26	132	33	89	38	89	22	Msk	Msk	36	9
2019/20	248	421	14	6	18	4	59	24	130	31	93	38	104	25	Msk	Msk	29	7
2020/21	224	400	Msk	Msk	20	5	51	23	121	30	89	40	85	21	Msk	Msk	27	7
2021/22	248	435	10	4	19	4	55	22	126	29	102	41	120	28	Msk	Msk	22	5
2022/23	268	492	11	4	26	5	54	20	123	25	109	41	156	32	Msk	Msk	17	3

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



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

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

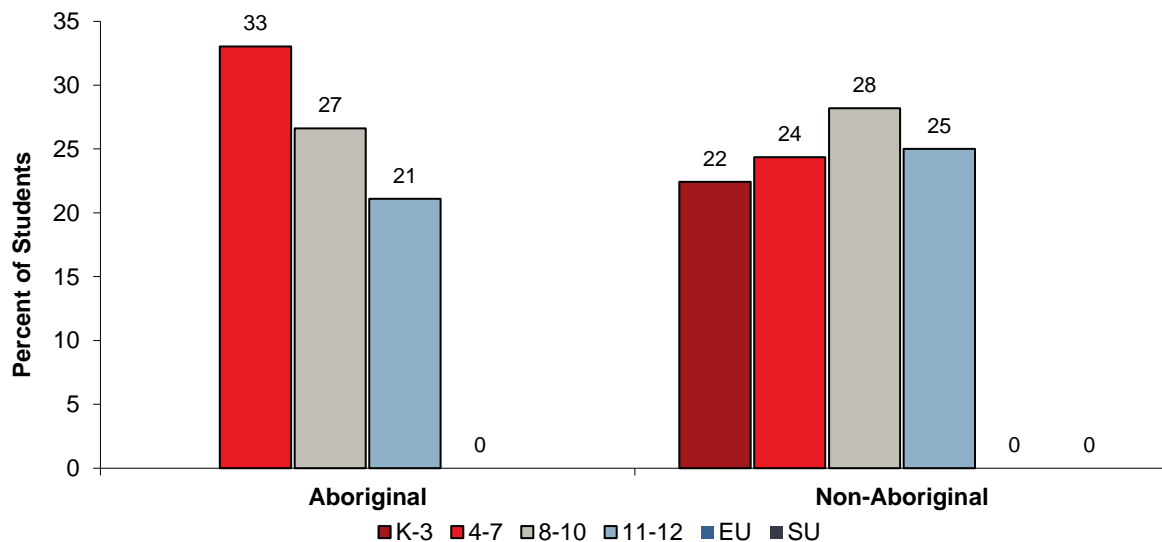
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	89	Msk	Msk	22	25	30	34	Msk	Msk	0	0	23	26
2019/20	93	Msk	Msk	23	25	20	22	Msk	Msk	0	0	29	31
2020/21	89	13	15	20	22	19	21	20	22	0	0	17	19
2021/22	102	20	20	25	25	23	23	33	32	0	0	0	0
2022/23	109	Msk	Msk	36	33	29	27	23	21	0	0	Msk	Msk

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	89	22	25	20	22	12	13	15	17	0	0	20	22
2019/20	104	19	18	36	35	20	19	10	10	0	0	19	18
2020/21	85	10	12	33	39	15	18	15	18	0	0	12	14
2021/22	120	20	17	43	36	21	18	36	30	0	0	0	0
2022/23	156	35	22	38	24	44	28	39	25	0	0	0	0

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



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

BC Residents

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

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

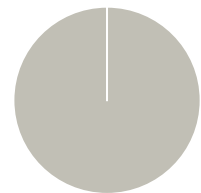
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	96	93	32	33	54	56	10	10
2019/20	113	87	Msk	Msk	68	60	Msk	Msk
2020/21	80	85	Msk	Msk	58	73	Msk	Msk
2021/22	96	91	27	28	58	60	11	11
2022/23	97	88	Msk	Msk	77	79	Msk	Msk

Grade 4: Aboriginal

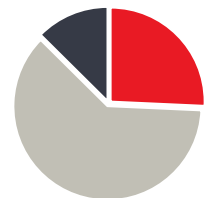


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

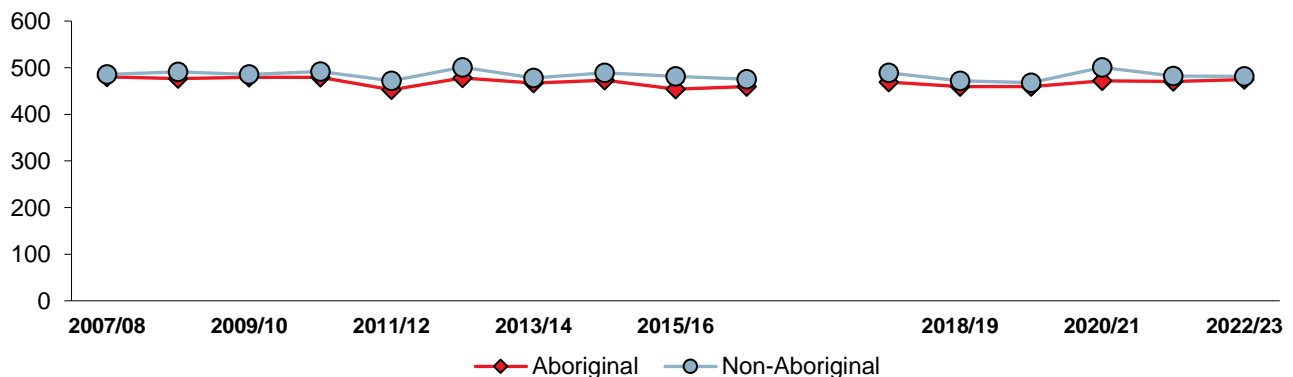
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	381	94	102	27	233	61	46	12
2019/20	324	91	92	28	201	62	31	10
2020/21	325	88	42	13	239	74	44	14
2021/22	340	92	79	23	211	62	50	15
2022/23	350	94	90	26	216	62	44	13

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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

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

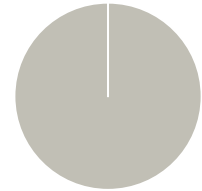
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	94	91	47	50	Msk	Msk	Msk	Msk
2019/20	113	87	Msk	Msk	60	53	Msk	Msk
2020/21	80	85	Msk	Msk	42	53	Msk	Msk
2021/22	99	93	Msk	Msk	55	56	Msk	Msk
2022/23	96	87	Msk	Msk	50	52	Msk	Msk

Grade 4: Aboriginal

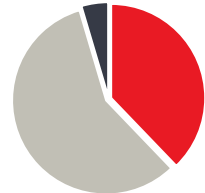


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

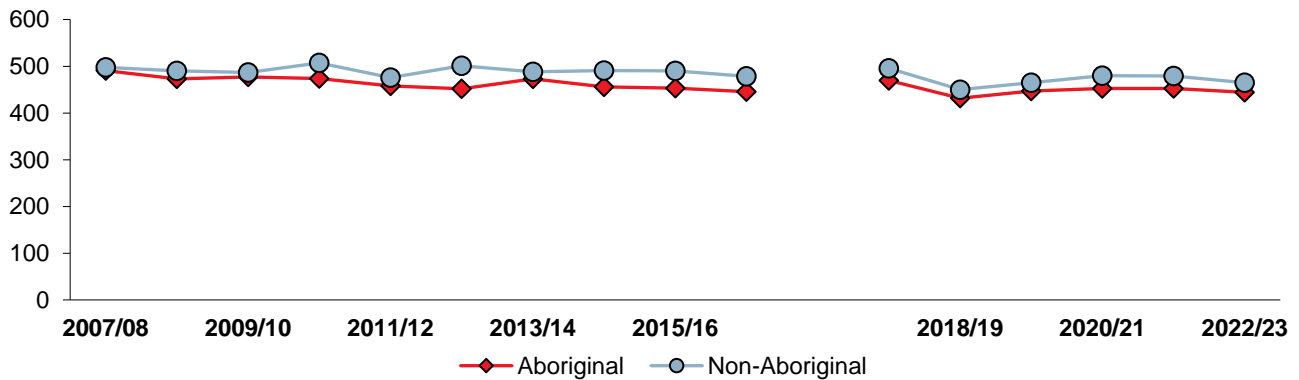
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	382	94	Msk	Msk	218	57	Msk	Msk
2019/20	326	91	126	39	179	55	21	6
2020/21	330	90	93	28	216	65	21	6
2021/22	343	93	108	31	209	61	26	8
2022/23	349	94	132	38	201	58	16	5

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

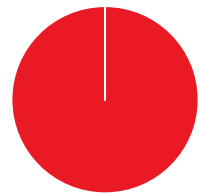
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	94	90	Msk	Msk	63	67	Msk	Msk
2019/20	112	88	Msk	Msk	70	63	Msk	Msk
2020/21	92	81	Msk	Msk	59	64	Msk	Msk
2021/22	92	94	Msk	Msk	52	57	Msk	Msk
2022/23	103	87	51	50	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

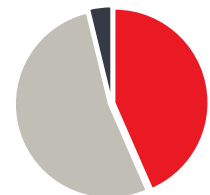


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

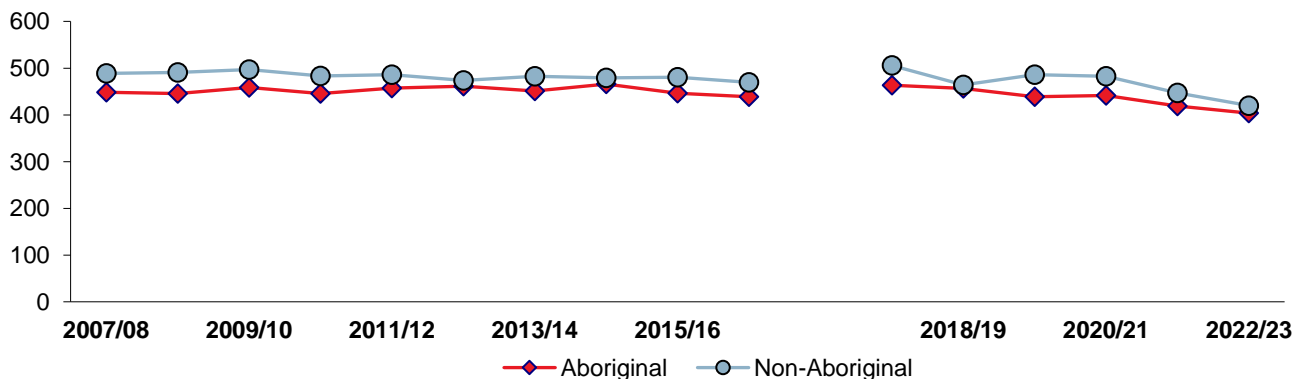
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	294	96	92	31	182	62	20	7
2019/20	343	92	67	20	255	74	21	6
2020/21	305	85	63	21	225	74	17	6
2021/22	353	91	114	32	226	64	13	4
2022/23	290	94	126	43	153	53	11	4

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

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



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

BC Residents

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

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

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

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

### GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	93	89	60	65	Msk	Msk	Msk	Msk
2019/20	110	87	69	63	Msk	Msk	Msk	Msk
2020/21	89	78	45	51	Msk	Msk	Msk	Msk
2021/22	92	94	60	65	Msk	Msk	Msk	Msk
2022/23	105	89	68	65	Msk	Msk	Msk	Msk



■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

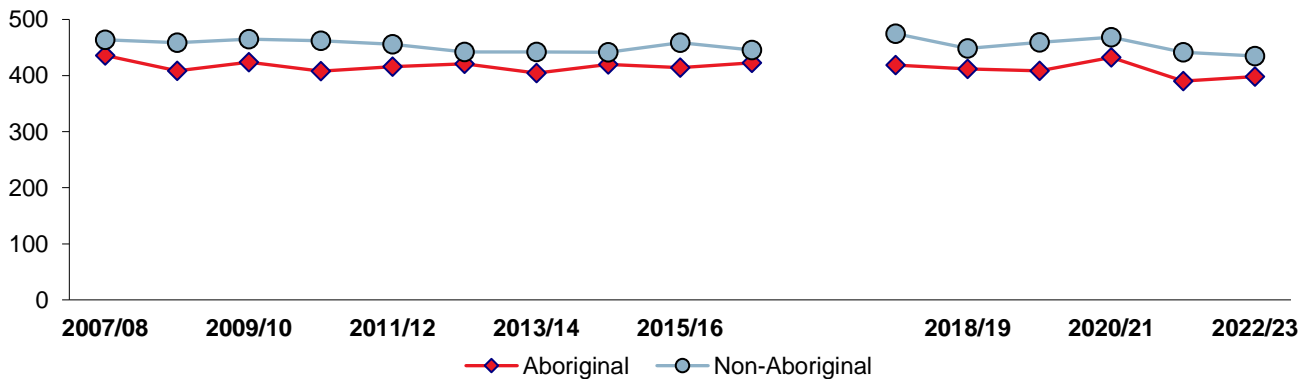
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	290	95	130	45	140	48	20	7
2019/20	340	91	139	41	172	51	29	9
2020/21	304	85	110	36	175	58	19	6
2021/22	356	92	164	46	168	47	24	7
2022/23	292	94	139	48	140	48	13	4



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	45	52	Msk	Msk	22	49	Msk	Msk	0	0	0	0
Non-Aboriginal	259	80	89	34	121	47	49	19	0	0	0	0

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	60	59	17	28	29	48	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	226	72	Msk	Msk	102	45	69	31	Msk	Msk	Msk	Msk

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	74	78	25	34	32	43	17	23	0	0	0	0
Non-Aboriginal	284	91	Msk	Msk	116	41	103	36	Msk	Msk	Msk	Msk

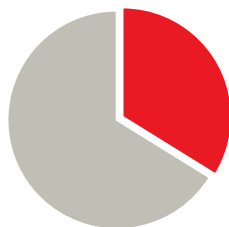
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	70	83	20	29	37	53	13	19	0	0	0	0
Non-Aboriginal	279	89	50	18	111	40	102	37	16	6	6	6

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

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	87	74	23	26	45	52	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	327	84	40	12	145	44	125	38	17	5	5	5

**Numeracy 10 2022/23: Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

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



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	10	10	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	70	22	Msk	Msk	26	37	35	50	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	76	80	Msk	Msk	26	34	43	57	Msk	Msk
Non-Aboriginal	288	92	12	4	90	31	162	56	24	8

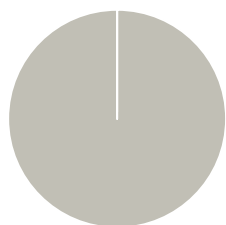
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	85	Msk	Msk	25	35	39	55	0	0
Non-Aboriginal	279	89	12	4	82	29	168	60	17	6

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

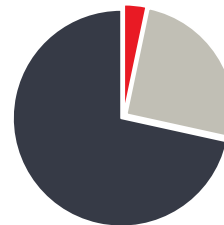
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	87	74	Msk	Msk	22	25	55	63	Msk	Msk
Non-Aboriginal	334	86	11	3	84	25	207	62	32	10

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

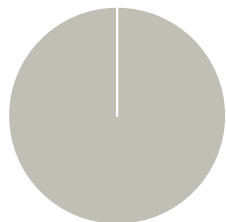
### 2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	81	54	Msk	Msk	26	32	50	62	Msk	Msk		
Non-Aboriginal	283	62	Msk	Msk	78	28	180	64	Msk	Msk		

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

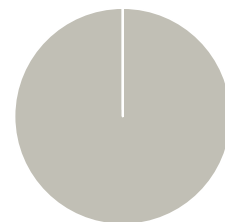
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	82	67	Msk	Msk	36	44	41	50	Msk	Msk		
Non-Aboriginal	298	69	Msk	Msk	85	29	188	63	Msk	Msk		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

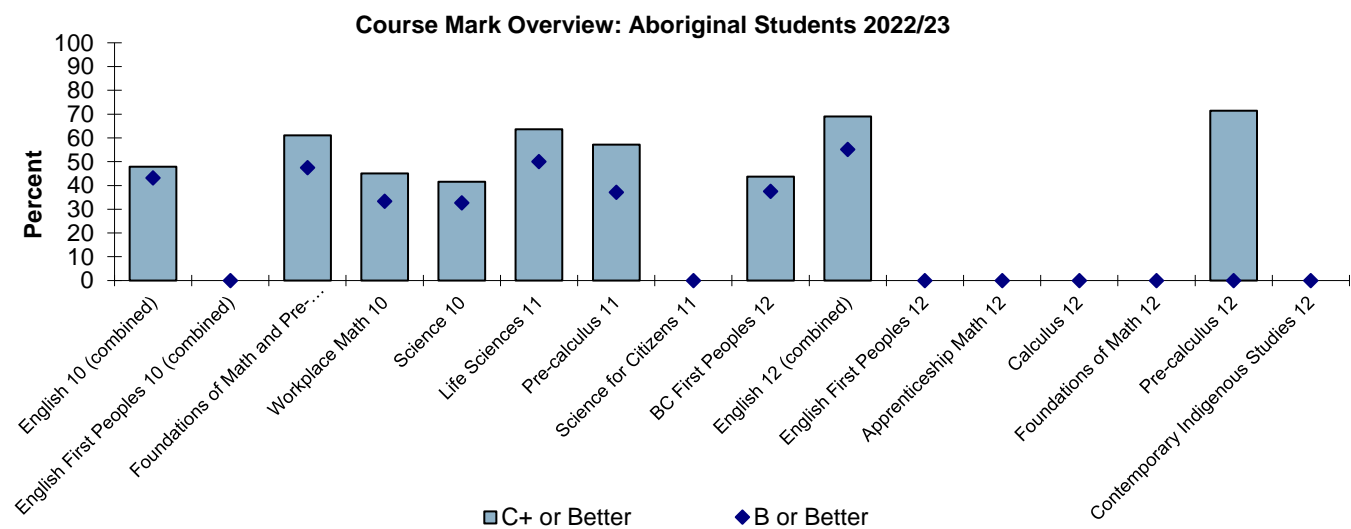
## COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	211	101	48	91	43	767	479	62	390	51
English First Peoples 10 (combined)*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	59	36	61	28	47	257	191	74	170	66
Workplace Math 10	51	23	45	17	33	119	58	49	48	40
Science 10	101	42	42	33	33	368	248	67	205	56
Life Sciences 11	22	14	64	11	50	70	52	74	46	66
Pre-calculus 11	35	20	57	13	37	152	112	74	90	59
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	17	10	59	Msk	Msk
BC First Peoples 12	32	14	44	12	38	26	19	73	19	73
English 12 (combined)*	87	60	69	48	55	289	238	82	214	74
English First Peoples 12	13	Msk	Msk	Msk	Msk	36	32	89	29	81
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	Msk	Msk	Msk	Msk	Msk	13	10	77	10	77
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	19	12	63	10	53
Pre-calculus 12	14	10	71	Msk	Msk	103	85	83	78	76
Contemporary Indigenous Studies 12	-	-	-	-	-	-	-	-	-	-



**Note:**

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

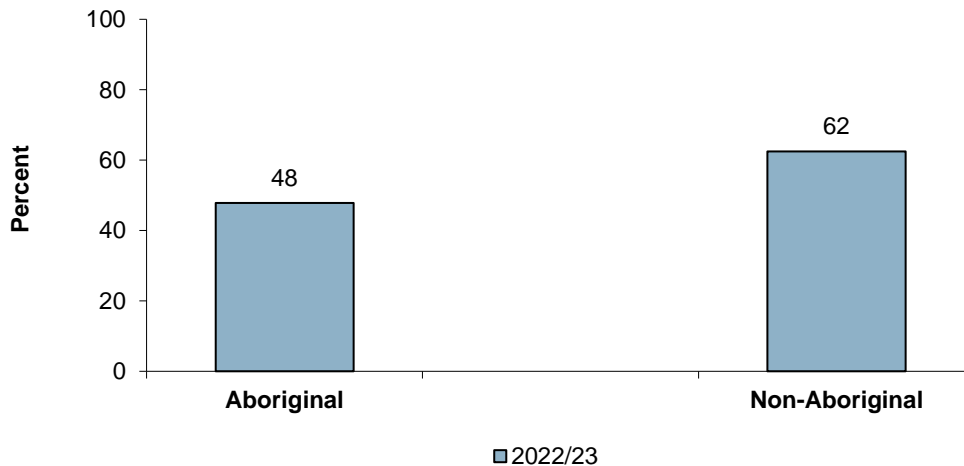
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	228	85	37	73	32	677	423	62	359	53
2020/21	213	98	46	84	39	652	424	65	370	57
2021/22	211	101	48	75	36	645	414	64	354	55
2022/23	211	101	48	91	43	767	479	62	390	51

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	228	110	176	52	677	318	589	88		
2020/21	213	108	163	50	652	335	594	58		
2021/22	211	91	147	64	645	326	569	76		
2022/23	211	127	180	31	767	402	680	87		

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



**Note:**

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

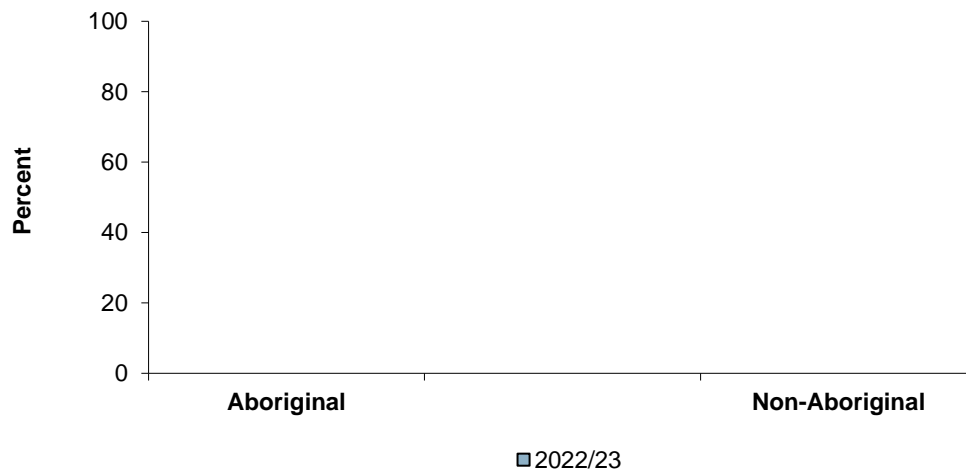
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

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

School Year	Aboriginal				Non-Aboriginal			
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count	
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #
2019/20	-	110	-	-	-	318	-	-
2020/21	-	108	-	-	-	335	-	-
2021/22	-	91	-	-	-	326	-	-
2022/23	Msk	127	Msk	Msk	Msk	402	Msk	Msk

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



**Note:**

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

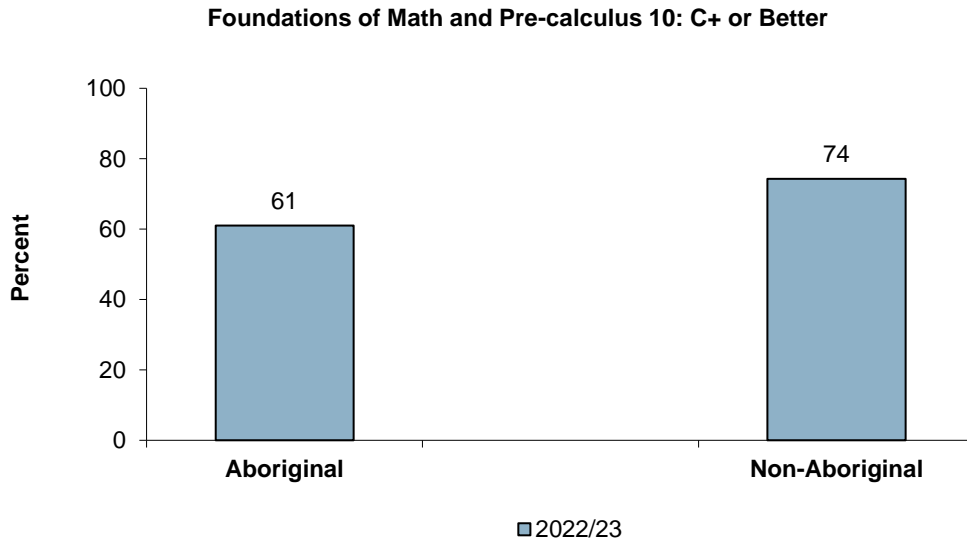
These courses carry 2 credits each and students are expected to take 2 courses.

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

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	68	36	53	30	44	250	174	70	137	55
2020/21	54	33	61	25	46	258	193	75	166	64
2021/22	56	23	41	17	30	232	143	62	117	50
2022/23	59	36	61	28	47	257	191	74	170	66

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count			
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #		
2019/20	68	110	53	15	250	318	228	22		
2020/21	54	108	Msk	Msk	258	335	236	22		
2021/22	56	91	Msk	Msk	232	326	210	22		
2022/23	59	127	Msk	Msk	257	402	238	19		



**Note:**

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

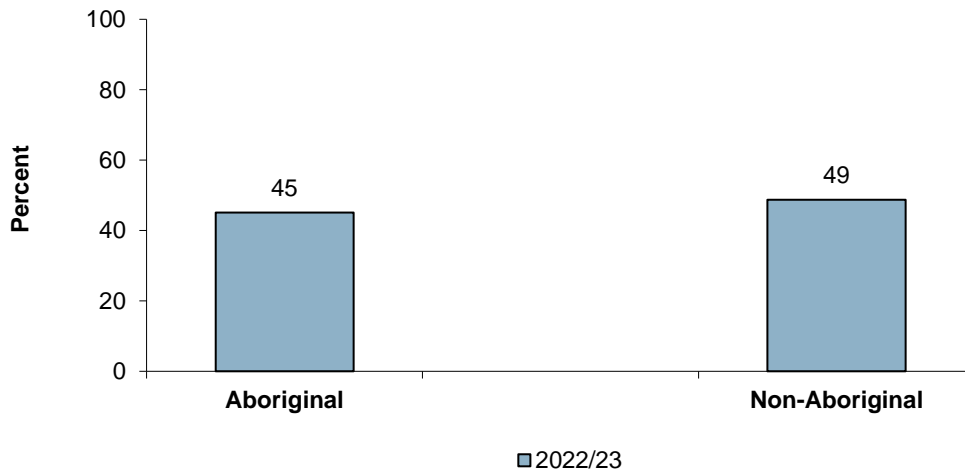
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	48	10	21	Msk	Msk	84	35	42	25	30
2020/21	55	23	42	16	29	88	45	51	30	34
2021/22	53	25	47	18	34	93	42	45	20	22
2022/23	51	23	45	17	33	119	58	49	48	40

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	48	110	28	20	84	318	59	25		
2020/21	55	108	35	20	88	335	62	26		
2021/22	53	91	26	27	93	326	70	23		
2022/23	51	127	40	11	119	402	90	29		

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



**Note:**

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

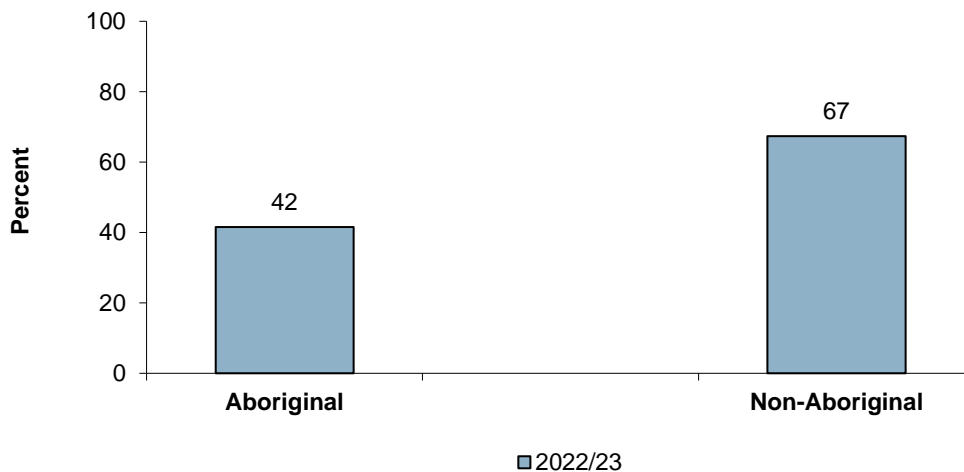
## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	104	45	43	32	31	321	223	69	185	58
2020/21	97	47	48	30	31	331	221	67	193	58
2021/22	96	38	40	31	32	307	196	64	159	52
2022/23	101	42	42	33	33	368	248	67	205	56

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	104	110	82	22	321	318	285	36		
2020/21	97	108	79	18	331	335	297	34		
2021/22	96	91	74	22	307	326	281	26		
2022/23	101	127	88	13	368	402	339	29		

**Science 10: C+ or Better**



**Note:**

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



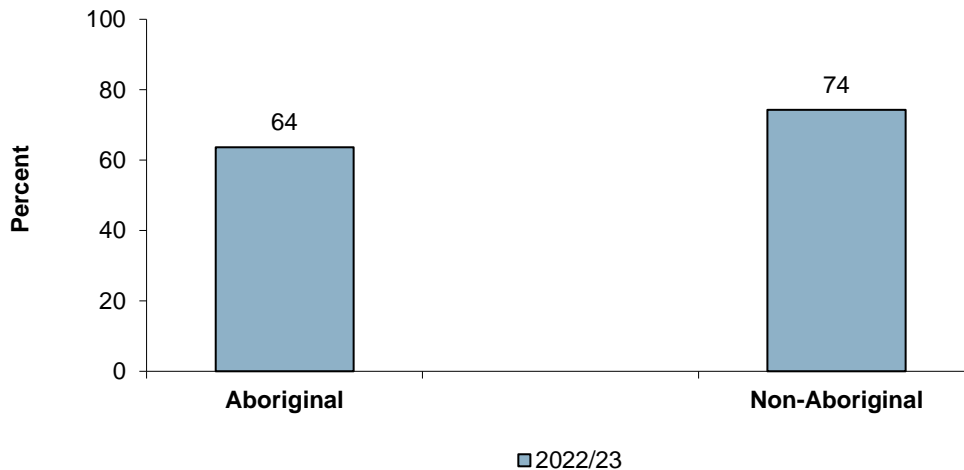
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	18	Msk	Msk	Msk	Msk	91	47	52	37	41
2020/21	18	11	61	Msk	Msk	83	73	88	60	72
2021/22	23	12	52	Msk	Msk	101	67	66	61	60
2022/23	22	14	64	11	50	70	52	74	46	66

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	18	82	Msk	Msk	91	353	78	13	
2020/21	18	122	Msk	Msk	83	343	62	21	
2021/22	23	115	Msk	Msk	101	340	Msk	Msk	
2022/23	22	110	Msk	Msk	70	341	58	12	

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



**Note:**

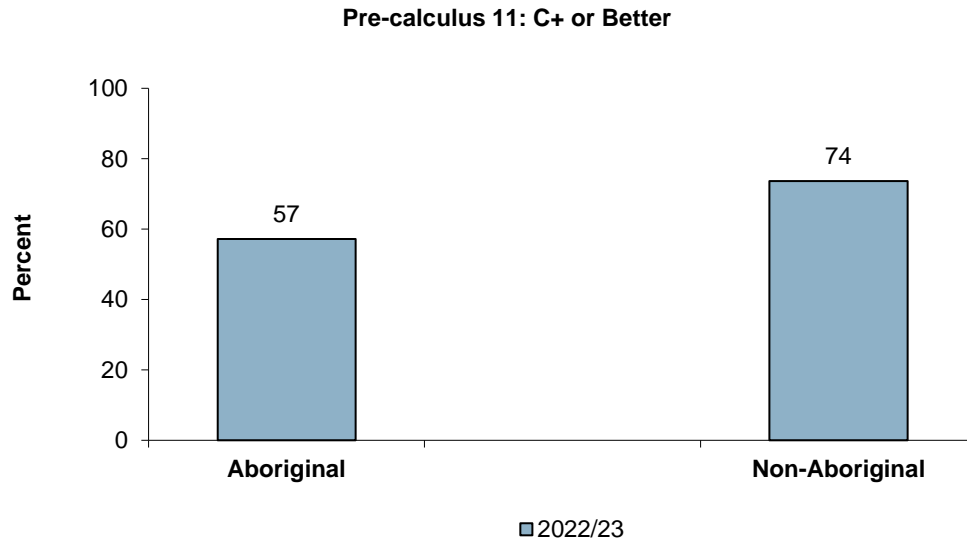
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	28	13	46	Msk	Msk	179	120	67	103	58
2020/21	30	21	70	17	57	157	121	77	99	63
2021/22	29	20	69	17	59	186	152	82	135	73
2022/23	35	20	57	13	37	152	112	74	90	59

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	28	82	Msk	Msk	179	353	148	31	
2020/21	30	122	Msk	Msk	157	343	139	18	
2021/22	29	115	Msk	Msk	186	340	154	32	
2022/23	35	110	Msk	Msk	152	341	125	27	



**Note:**

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

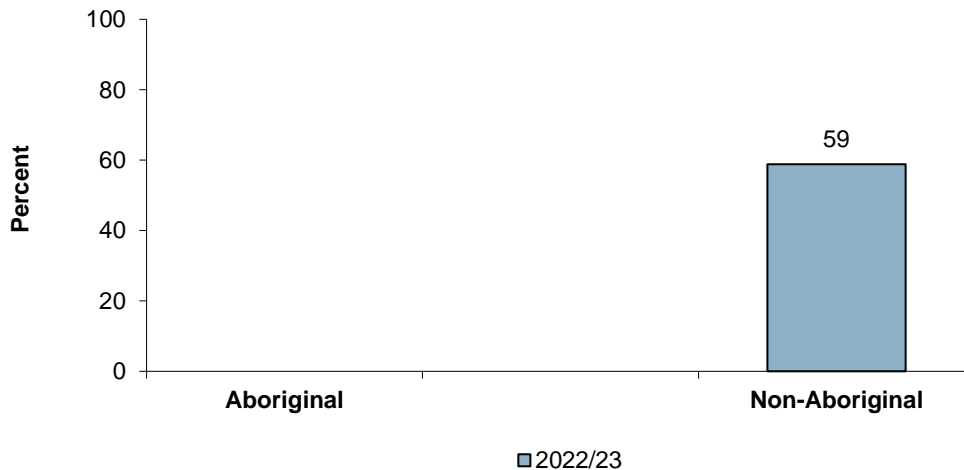
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	20	13	65	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	14	11	79	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	17	10	59	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2019/20	Msk	82	Msk	Msk	20	353	Msk	Msk	
2020/21	Msk	122	Msk	Msk	14	343	Msk	Msk	
2021/22	Msk	115	Msk	Msk	Msk	340	Msk	Msk	
2022/23	Msk	110	Msk	Msk	17	341	Msk	Msk	

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



**Note:**

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

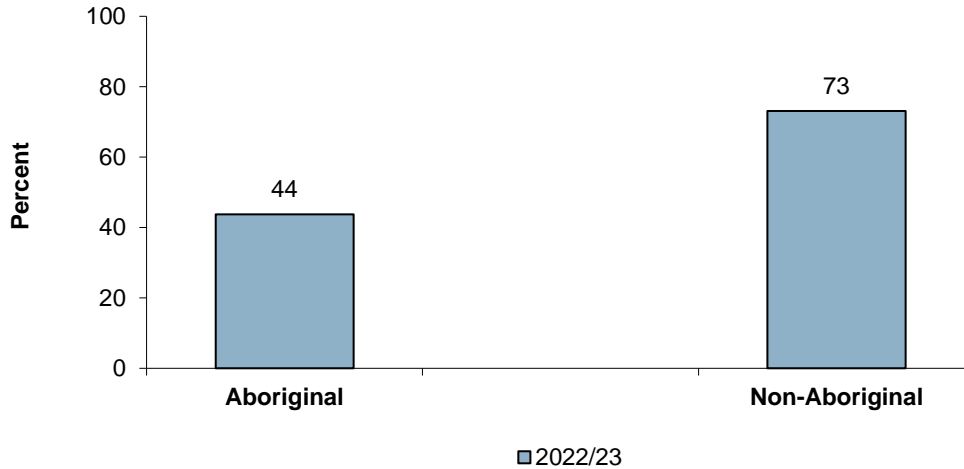
## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	20	Msk	Msk	Msk	Msk	13	Msk	Msk	Msk	Msk
2021/22	23	11	48	Msk	Msk	15	12	80	11	73
2022/23	32	14	44	12	38	26	19	73	19	73

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	19	143	Msk	Msk	Msk	597	Msk	Msk		
2020/21	20	128	Msk	Msk	13	606	Msk	Msk		
2021/22	23	160	12	11	15	489	Msk	Msk		
2022/23	32	146	15	17	26	466	Msk	Msk		

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



**Note:**

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

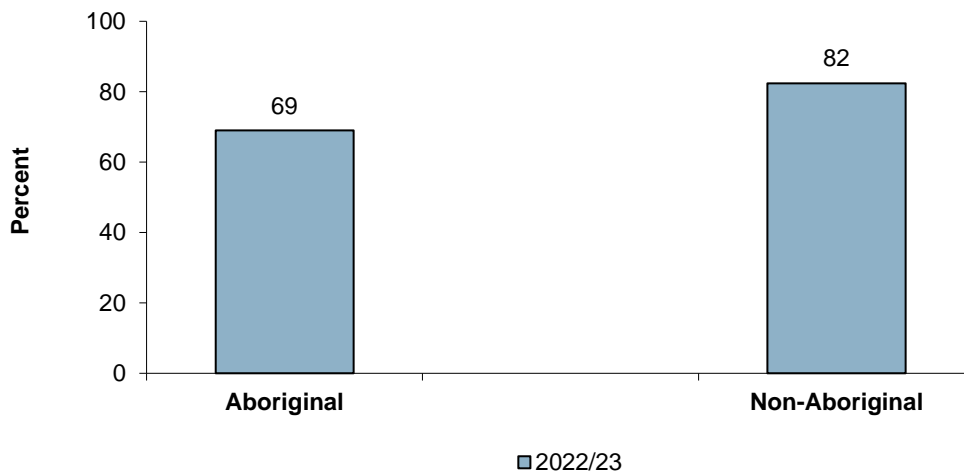
## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	79	56	71	41	52	304	247	81	204	67
2020/21	80	55	69	43	54	322	253	79	217	67
2021/22	89	52	58	40	45	304	229	75	201	66
2022/23	87	60	69	48	55	289	238	82	214	74

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	79	143	58	21	304	597	231	73		
2020/21	80	128	50	30	322	606	242	80		
2021/22	89	160	70	19	304	489	230	74		
2022/23	87	146	68	19	289	466	244	45		

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



**Note:**

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

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

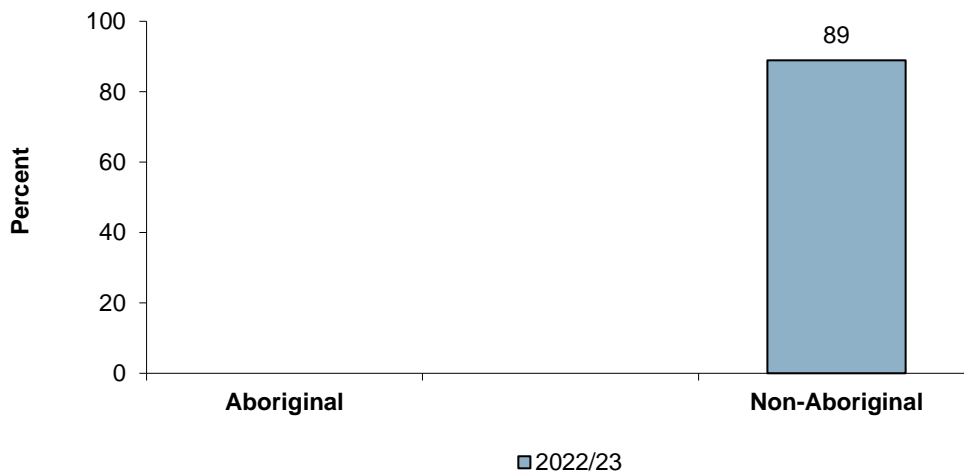
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	13	Msk	Msk	Msk	Msk	36	32	89	29	81

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	-	143	-	-	-	597	-	-	
2020/21	-	128	-	-	-	606	-	-	
2021/22	Msk	160	Msk	Msk	Msk	489	Msk	Msk	
2022/23	13	146	Msk	Msk	36	466	24	12	

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



**Note:**

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

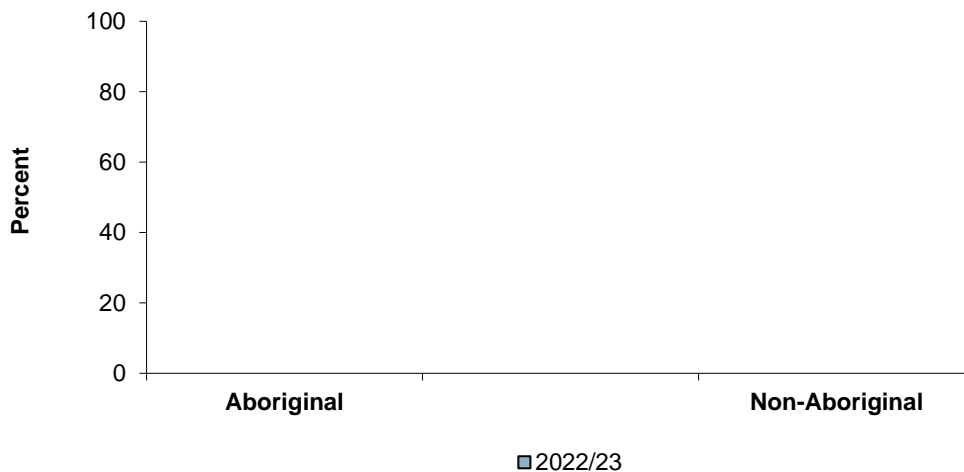
**COURSE MARKS: APPRENTICESHIP MATH 12**

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	143	Msk	Msk	Msk	597	Msk	Msk		
2020/21	Msk	128	Msk	Msk	Msk	606	Msk	Msk		
2021/22	-	160	-	-	-	489	-	-		
2022/23	-	146	-	-	-	466	-	-		

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



**Note:**

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

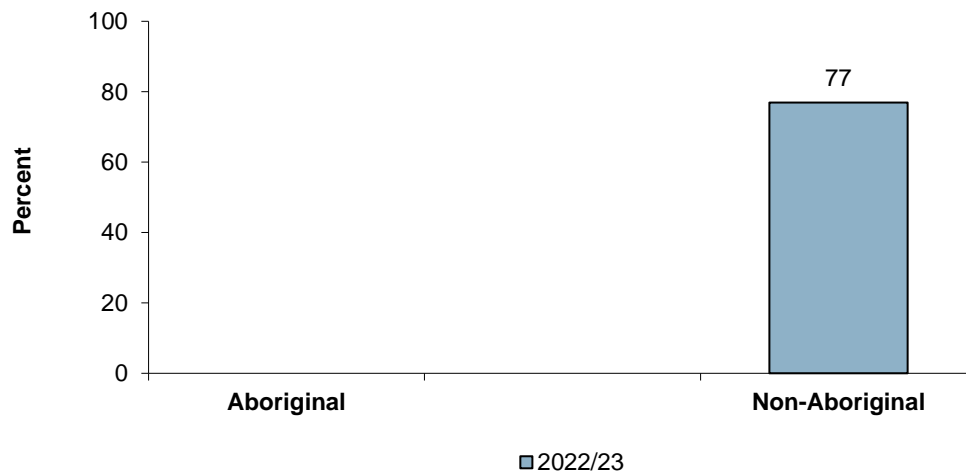
## COURSE MARKS: CALCULUS 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	11	10	91	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	10	10	100	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	13	10	77	10	77

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	143	Msk	Msk	11	597	11	0	
2020/21	Msk	128	Msk	Msk	10	606	10	0	
2021/22	Msk	160	Msk	Msk	10	489	Msk	Msk	
2022/23	Msk	146	Msk	Msk	13	466	13	0	

**Calculus 12: C+ or Better**



**Note:**

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



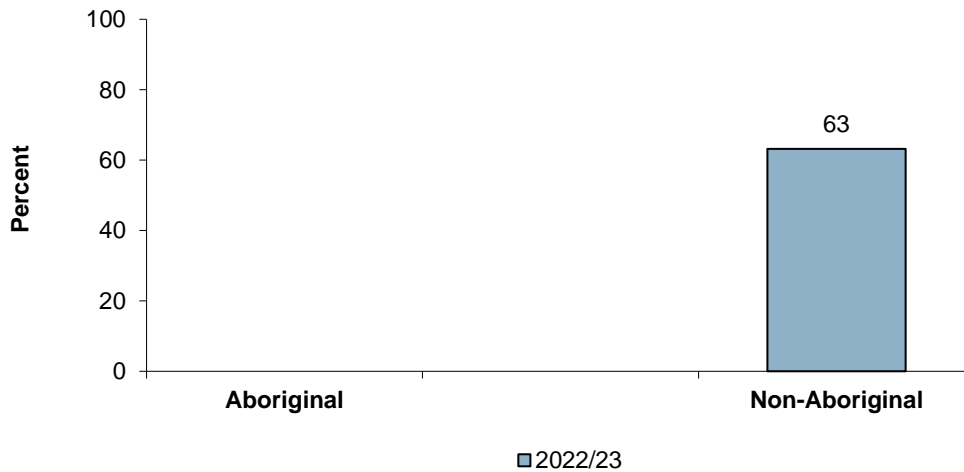
## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	30	18	60	14	47
2020/21	Msk	Msk	Msk	Msk	Msk	30	24	80	15	50
2021/22	15	10	67	Msk	Msk	33	24	73	20	61
2022/23	Msk	Msk	Msk	Msk	Msk	19	12	63	10	53

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	143	Msk	Msk	30	597	Msk	Msk		
2020/21	Msk	128	Msk	Msk	30	606	30	0		
2021/22	15	160	Msk	Msk	33	489	Msk	Msk		
2022/23	Msk	146	Msk	Msk	19	466	19	0		

**Foundations of Math 12: C+ or Better**



**Note:**

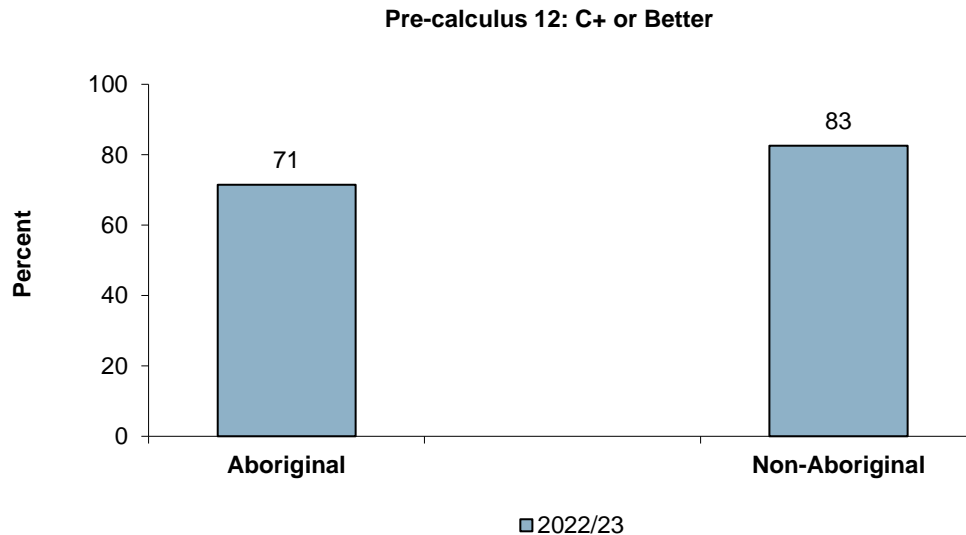
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	16	15	94	14	88	112	100	89	91	81
2020/21	17	12	71	Msk	Msk	110	100	91	91	83
2021/22	Msk	Msk	Msk	Msk	Msk	113	95	84	88	78
2022/23	14	10	71	Msk	Msk	103	85	83	78	76

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	16	143	Msk	Msk	112	597	78	34		
2020/21	17	128	Msk	Msk	110	606	85	25		
2021/22	Msk	160	Msk	Msk	113	489	80	33		
2022/23	14	146	Msk	Msk	103	466	82	21		



**Note:**

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

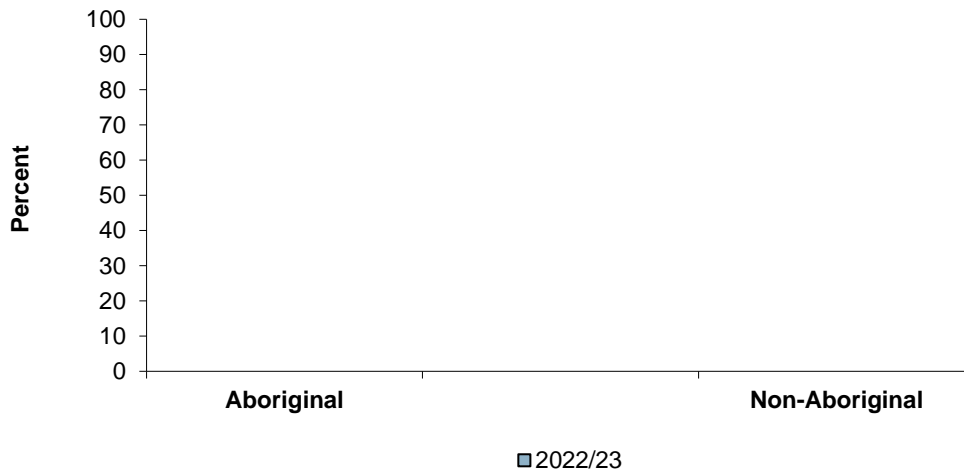
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

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

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	143	-	-	-	597	-	-		
2020/21	-	128	-	-	-	606	-	-		
2021/22	-	160	-	-	-	489	-	-		
2022/23	-	146	-	-	-	466	-	-		

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



**Note:**

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

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

BC Residents

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

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

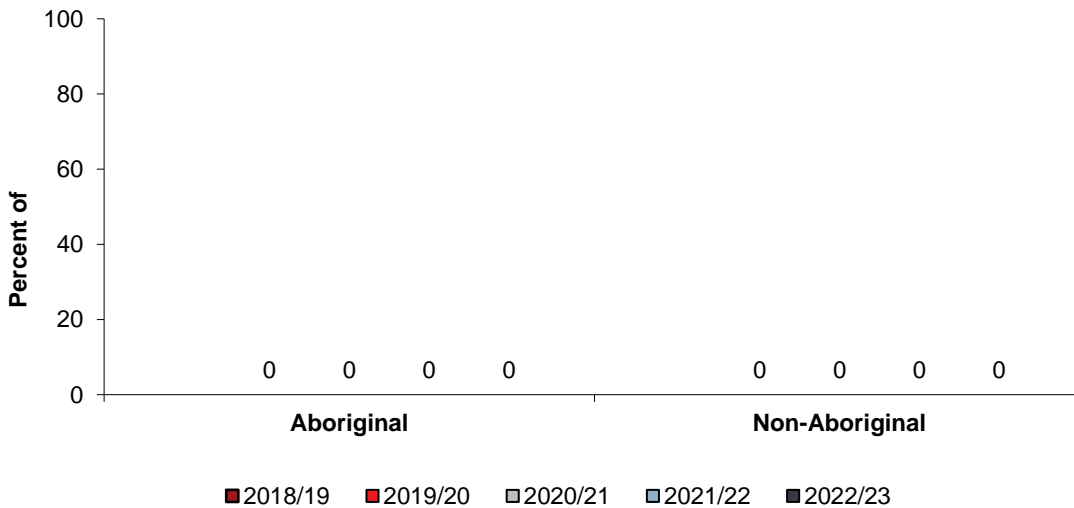
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal			
		C+ or Better		B or Better			C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2018/19	-	-	-	-	-	-	-	-	-	-
2019/20	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-

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

Hul'q'umi'num'

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



**Note:**

- ' represents No data

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

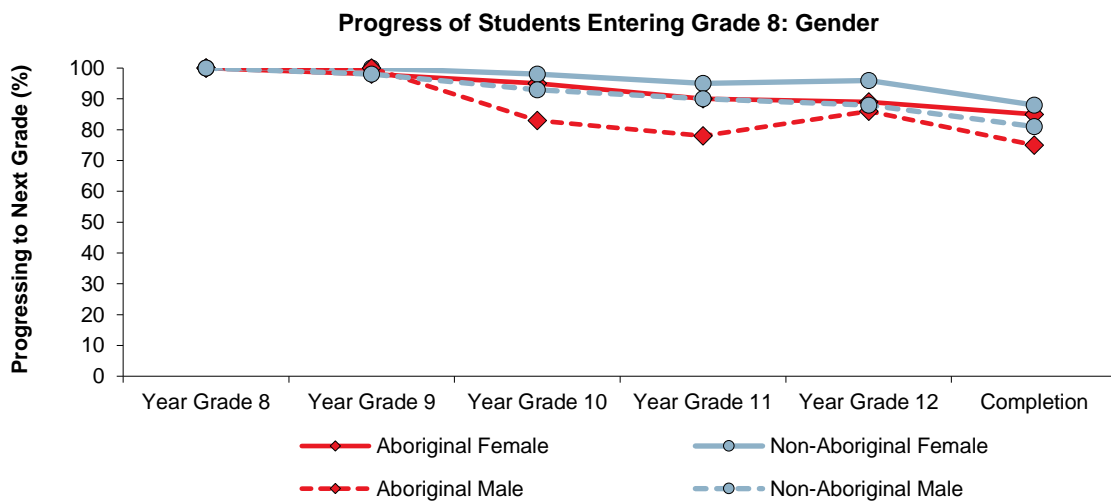
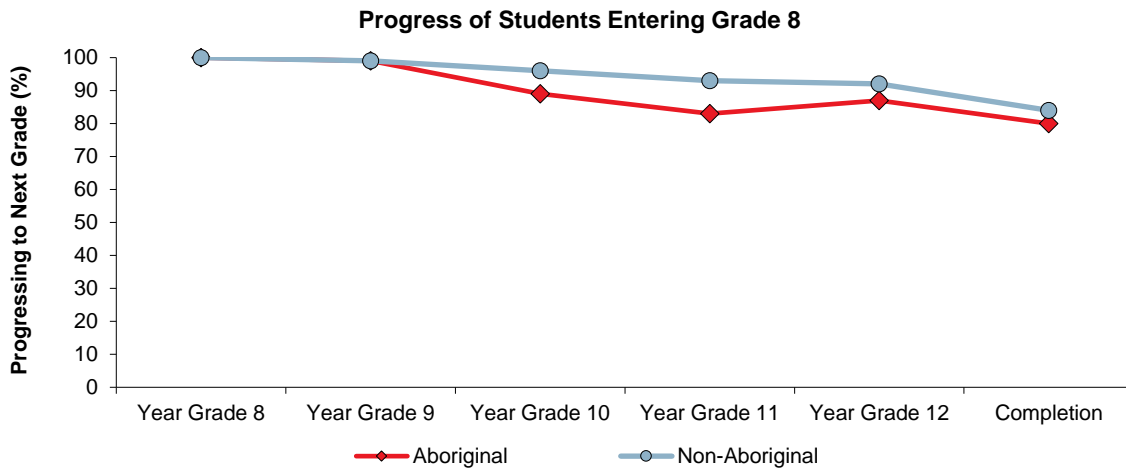
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

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

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	99	98	100	99	100	98
	Grade 10	89	95	83	96	98	93
	Grade 11	83	90	78	93	95	90
	Grade 12	87	89	86	92	96	88
2022/23	Completion	80	85	75	84	88	81



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

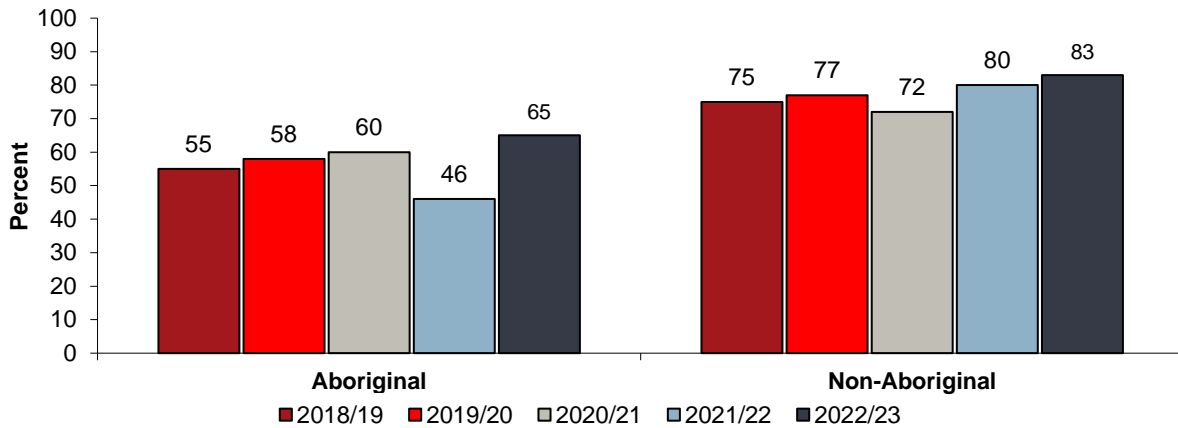
BC Residents

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

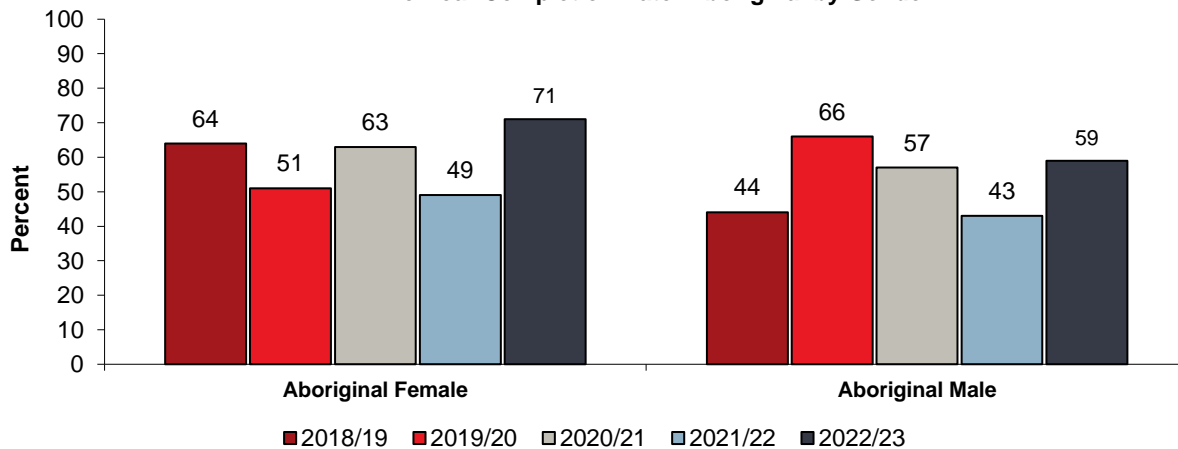
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	55	64	44	75	79	71
2019/20	58	51	66	77	79	75
2020/21	60	63	57	72	75	69
2021/22	46	49	43	80	83	77
2022/23	65	71	59	83	85	82

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



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



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

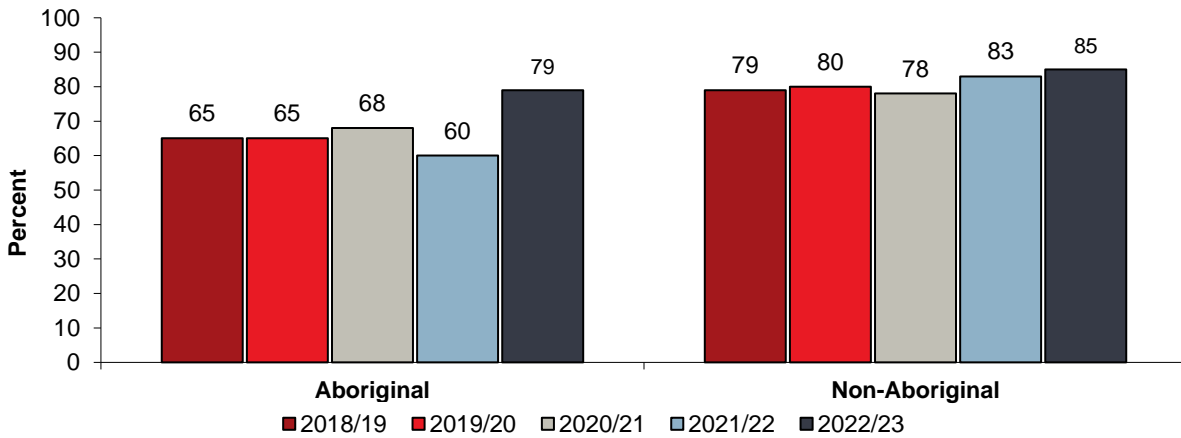
BC Residents

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

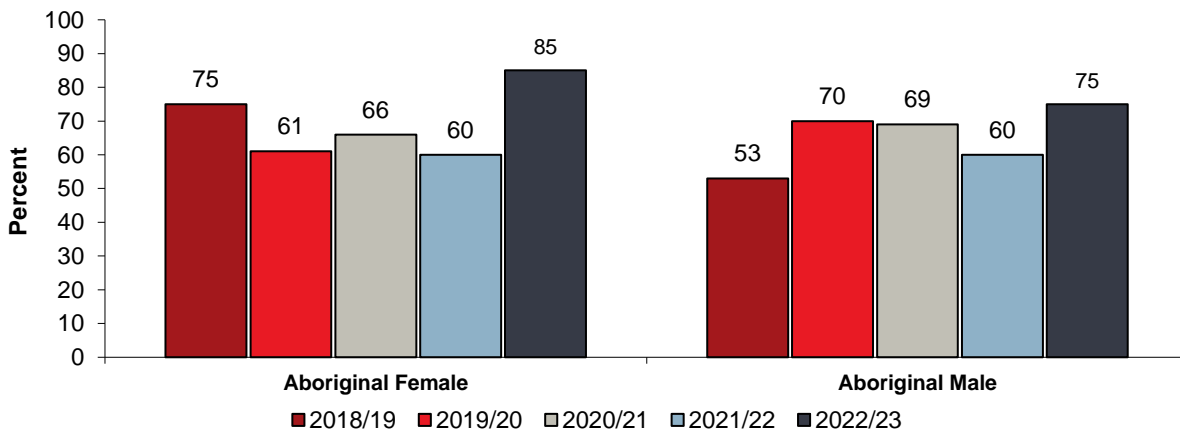
### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	65	75	53	79	83	74
2019/20	65	61	70	80	84	77
2020/21	68	66	69	78	78	78
2021/22	60	60	60	83	85	81
2022/23	79	85	75	85	88	81

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



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



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

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

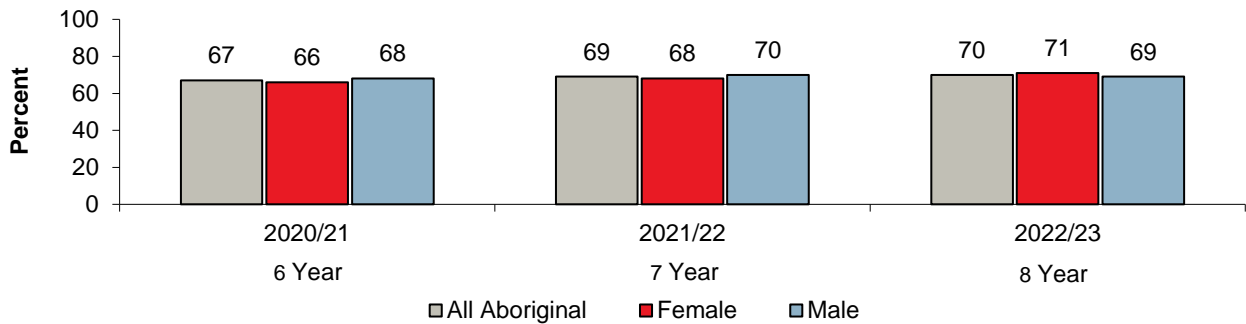
BC Residents

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

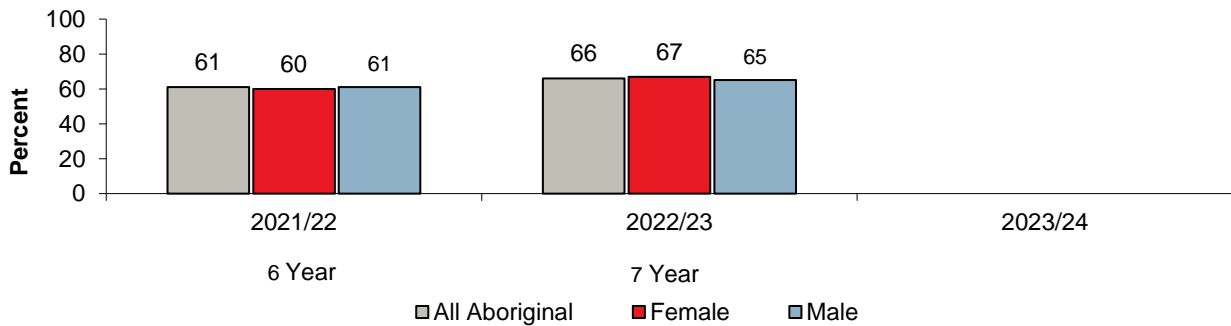
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	67	66	68	69	68	70	70	71	69
2016/17	61	60	61	66	67	65	-	-	-
2017/18	80	85	75	-	-	-	-	-	-

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



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



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



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



## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	130	Msk	Msk	570	Msk	Msk
2019/20	114	Msk	Msk	536	Msk	Msk
2020/21	100	Msk	Msk	534	Msk	Msk
2021/22	149	Msk	Msk	458	Msk	Msk
2022/23	123	Msk	Msk	434	Msk	Msk

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	130	66	51	570	265	46
2019/20	114	56	49	536	254	47
2020/21	100	45	45	534	285	53
2021/22	149	69	46	458	265	58
2022/23	123	73	59	434	275	63

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

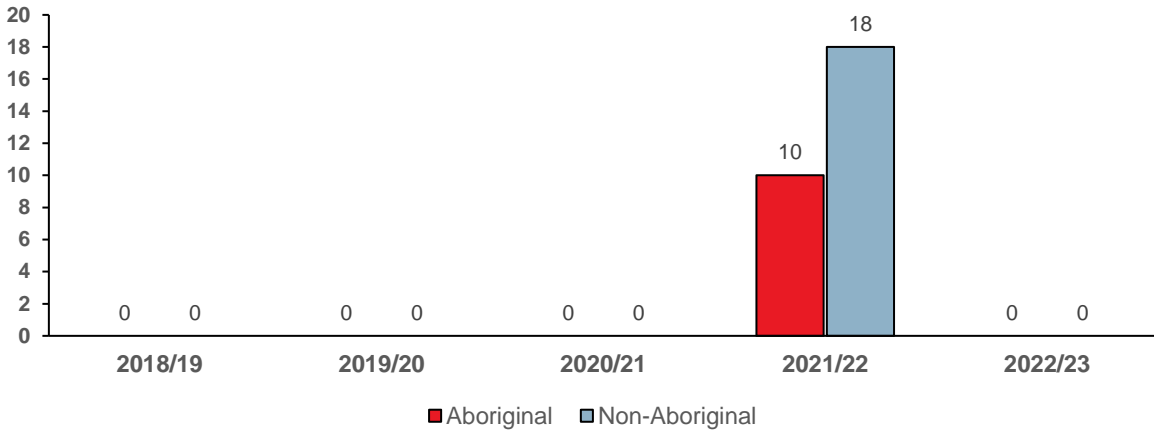
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

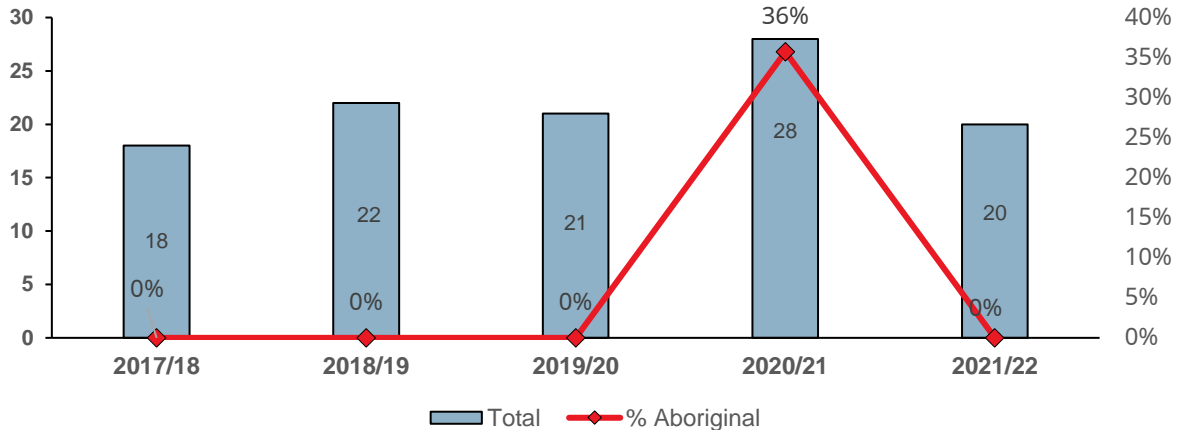
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	18		Msk	Msk	Msk	Msk
2019/20	22		Msk	Msk	Msk	Msk
2020/21	21		Msk	Msk	Msk	Msk
2021/22	28		10	36	18	64
2022/23	20		Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	Msk	Msk	-	-	-	-	Msk	Msk
2019/20	Msk	Msk	-	-	-	-	Msk	71
2020/21	Msk	Msk	-	-	-	-	Msk	Msk
2021/22	Msk	61	-	-	-	-	Msk	Msk
2022/23	Msk	Msk	-	-	-	-	-	Msk

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

#### ABORIGINAL

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

#### NON-ABORIGINAL

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

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

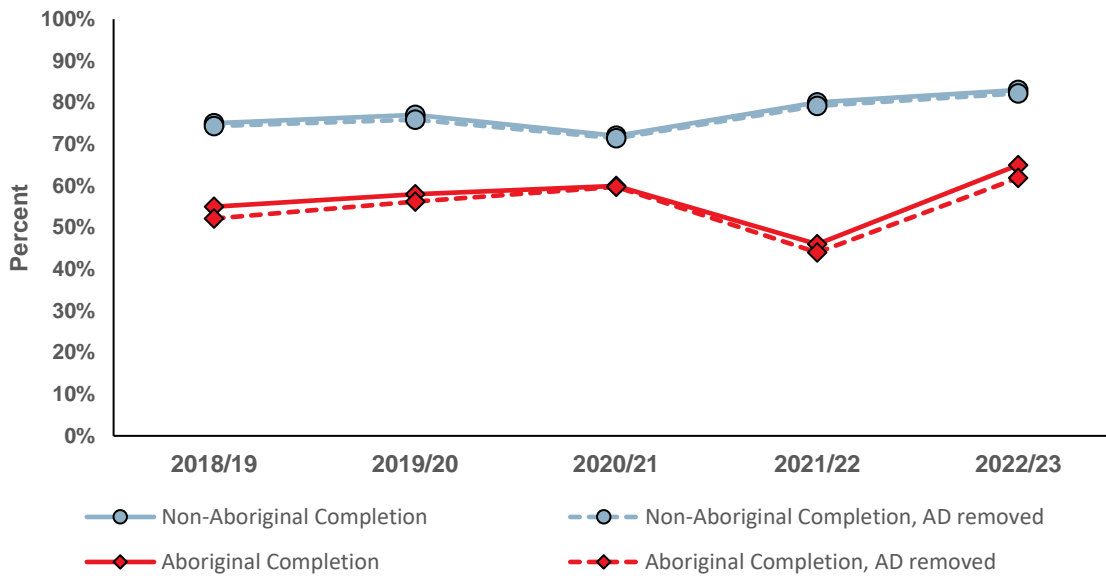
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	55	-3	52	75	-1	74
2019/20	58	-2	56	77	-1	76
2020/21	60	0	60	72	-1	71
2021/22	46	-2	44	80	-1	79
2022/23	65	-3	62	83	-1	82

Five-Year Completion Rate - Adult Dogwood Contribution



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

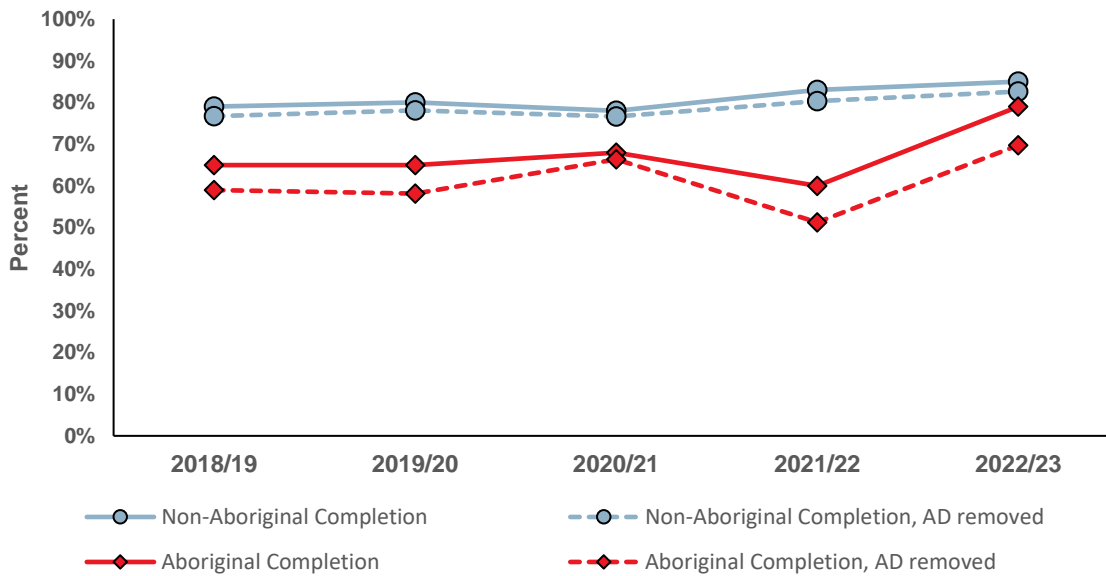
The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	65	-6	59	79	-2	77
2019/20	65	-7	58	80	-2	78
2020/21	68	-2	66	78	-1	77
2021/22	60	-9	51	83	-3	80
2022/23	79	-9	70	85	-2	83

**Six-Year Completion Rate - Adult Dogwood Contribution**



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

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

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

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

### CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	200	133	67	67	34
2018/19	186	126	68	60	32
2019/20	203	140	69	63	31
2020/21	183	118	64	65	36
2021/22	180	116	64	64	36

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

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,481	133	9
2018/19	1,456	126	9
2019/20	1,469	140	10
2020/21	1,405	118	8
2021/22	1,415	116	8

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

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

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

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	93	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	77	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	92	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	92	Msk	Msk	Msk	Msk	Msk	Msk

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	59	100	16	27.1	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	65	100	15	23.1	Msk	Msk	Msk	Msk		
	2019/20	58	100	17	29.3	Msk	Msk				
	2020/21	45	100	Msk	Msk						
Non-Aboriginal	2017/18	261	100	65	24.9	14	5.4	Msk	Msk	Msk	Msk
	2018/19	257	100	51	19.8	18	7.0	Msk	Msk		
	2019/20	244	100	48	19.7	17	7.0				
	2020/21	277	100	43	15.5						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	59	100	-	-	-	-	Msk	Msk	-	-
	2018/19	65	100	-	-	-	-	-	-		
	2019/20	58	100	Msk	Msk	-	-				
	2020/21	45	100	Msk	Msk						
Non-Aboriginal	2017/18	261	100	Msk	Msk	-	-	Msk	Msk	Msk	Msk
	2018/19	257	100	-	-	Msk	Msk	Msk	Msk		
	2019/20	244	100	Msk	Msk	Msk	Msk				
	2020/21	277	100	Msk	Msk						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	59	100	Msk	Msk	-	-	-	-	-	-
	2018/19	65	100	Msk	Msk	-	-	-	-	-	-
	2019/20	58	100	Msk	Msk	Msk	Msk				
	2020/21	45	100	Msk	Msk						
Non-Aboriginal	2017/18	261	100	16	6.1	Msk	Msk	-	-	-	-
	2018/19	257	100	19	7.4	Msk	Msk	Msk	Msk		
	2019/20	244	100	15	6.1	Msk	Msk				
	2020/21	277	100	19	6.9						

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	59	100	-	-	-	-	-	-	-	-
	2018/19	65	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	58	100	Msk	Msk	Msk	Msk				
	2020/21	45	100	Msk	Msk						
Non-Aboriginal	2017/18	261	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	257	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2019/20	244	100	Msk	Msk	Msk	Msk				
	2020/21	277	100	16	5.8						



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

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

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

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

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

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### CAVEAT

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

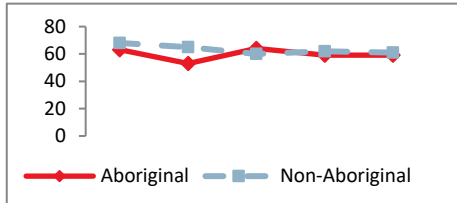
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

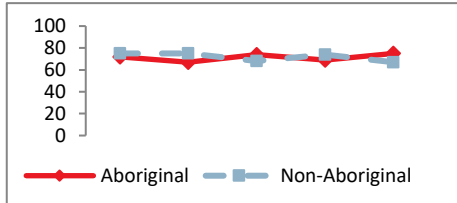
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



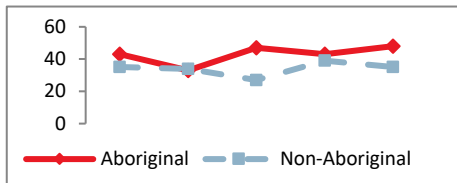
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	89	56	63	341	232	68
2019/20	99	52	53	303	196	65
2020/21	72	46	64	301	182	60
2021/22	91	54	59	330	206	62
2022/23	90	53	59	328	199	61

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	89	64	72	341	255	75
2019/20	99	66	67	306	231	75
2020/21	72	53	74	300	205	68
2021/22	90	62	69	330	245	74
2022/23	88	66	75	326	219	67

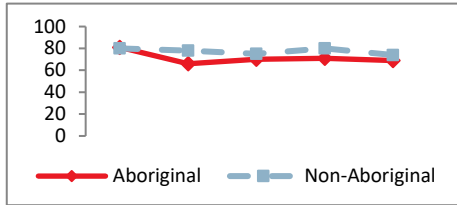
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	90	39	43	336	118	35
2019/20	98	32	33	303	102	34
2020/21	73	34	47	301	81	27
2021/22	90	39	43	330	128	39
2022/23	88	42	48	327	116	35

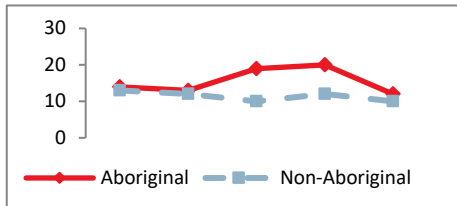
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

### Do you feel safe at school?



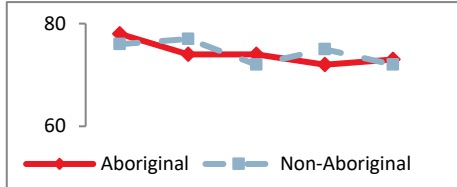
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	77	62	81	351	280	80
2019/20	80	53	66	321	250	78
2020/21	70	49	70	303	226	75
2021/22	82	58	71	335	268	80
2022/23	89	61	69	329	245	74

### Have you ever felt bullied at school?



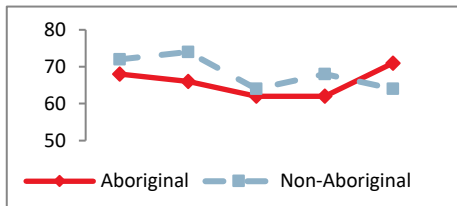
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	76	11	14	351	44	13
2019/20	79	10	13	325	40	12
2020/21	69	13	19	301	29	10
2021/22	82	16	20	337	40	12
2022/23	86	10	12	330	32	10

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	89	65	73	343	260	76
2019/20	99	73	74	303	232	77
2020/21	72	53	74	299	214	72
2021/22	89	64	72	330	248	75
2022/23	91	66	73	326	234	72

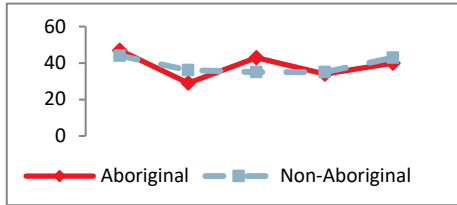
### I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	88	60	68	342	245	72
2019/20	99	65	66	305	227	74
2020/21	71	44	62	301	193	64
2021/22	90	56	62	327	222	68
2022/23	91	65	71	326	208	64

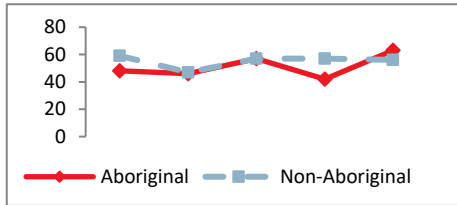
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



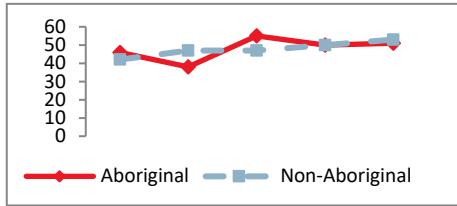
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	66	31	47	225	100	44
2019/20	72	21	29	254	92	36
2020/21	56	24	43	248	87	35
2021/22	62	21	34	277	97	35
2022/23	81	32	40	253	109	43

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



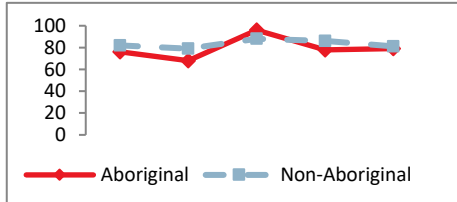
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	66	32	48	227	133	59
2019/20	72	33	46	256	121	47
2020/21	56	32	57	245	139	57
2021/22	62	26	42	277	157	57
2022/23	81	51	63	251	141	56

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



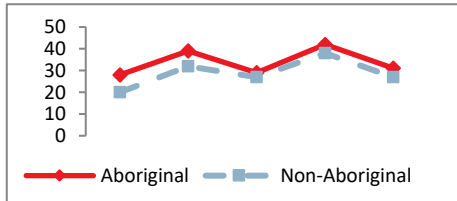
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All or many		Gr 7 Respondents	All or many	
	#	#	%	#	#	%
2018/19	65	30	46	212	89	42
2019/20	66	25	38	248	116	47
2020/21	55	30	55	241	114	47
2021/22	60	30	50	270	135	50
2022/23	78	40	51	251	134	53

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	66	50	76	215	177	82
2019/20	63	43	68	238	187	79
2020/21	47	45	96	229	201	88
2021/22	58	45	78	259	222	86
2022/23	77	61	79	247	201	81

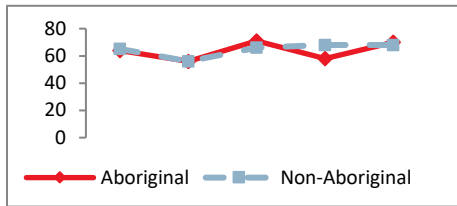
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	65	18	28	220	44	20
2019/20	66	26	39	243	77	32
2020/21	52	15	29	238	65	27
2021/22	60	25	42	268	101	38
2022/23	77	24	31	249	66	27

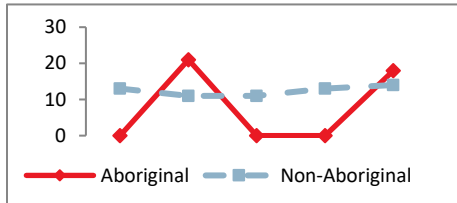
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

**Do you feel safe at school?**



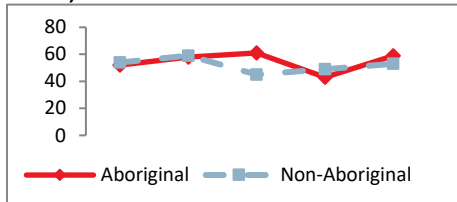
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	59	38	64	228	149	65
2019/20	63	35	56	258	145	56
2020/21	48	34	71	254	168	66
2021/22	57	33	58	278	189	68
2022/23	74	52	70	253	171	68

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



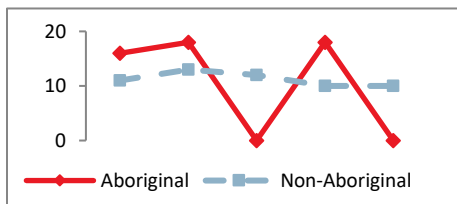
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	60	Msk	Msk	230	29	13
2019/20	63	13	21	256	27	11
2020/21	47	Msk	Msk	255	27	11
2021/22	57	Msk	Msk	277	36	13
2022/23	76	14	18	255	35	14

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	65	34	52	226	121	54
2019/20	71	41	58	249	148	59
2020/21	56	34	61	248	111	45
2021/22	61	26	43	278	135	49
2022/23	80	47	59	250	132	53

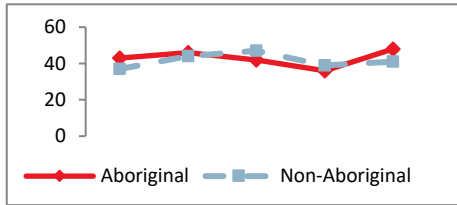
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	67	11	16	227	24	11
2019/20	72	13	18	251	32	13
2020/21	55	Msk	Msk	245	29	12
2021/22	62	11	18	277	29	10
2022/23	79	Msk	Msk	251	25	10

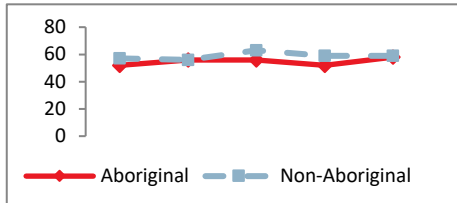
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



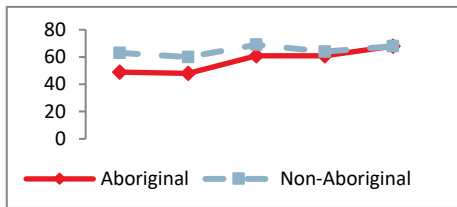
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	20	43	215	80	37
2019/20	63	29	46	232	101	44
2020/21	66	28	42	250	117	47
2021/22	56	20	36	236	91	39
2022/23	56	27	48	241	100	41

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



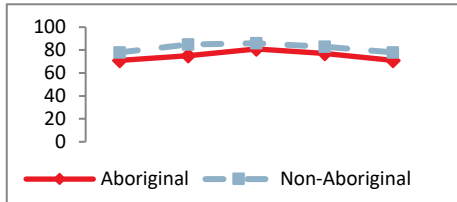
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	24	52	217	123	57
2019/20	63	35	56	234	131	56
2020/21	66	37	56	252	159	63
2021/22	56	29	52	235	138	59
2022/23	57	33	58	240	141	59

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



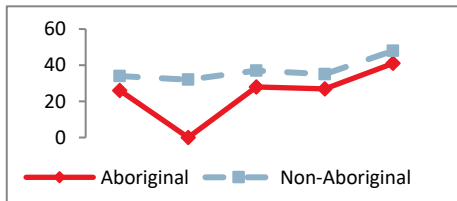
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	45	22	49	211	133	63
2019/20	61	29	48	229	138	60
2020/21	64	39	61	246	169	69
2021/22	56	34	61	237	151	64
2022/23	56	38	68	240	162	68

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	32	71	212	165	78
2019/20	63	47	75	226	193	85
2020/21	64	52	81	249	213	86
2021/22	53	41	77	230	191	83
2022/23	55	39	71	234	183	78

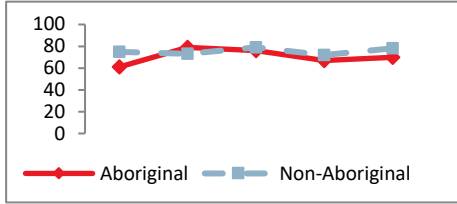
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	46	12	26	214	73	34
2019/20	63	Msk	Msk	227	72	32
2020/21	64	18	28	252	92	37
2021/22	55	15	27	236	82	35
2022/23	56	23	41	237	114	48

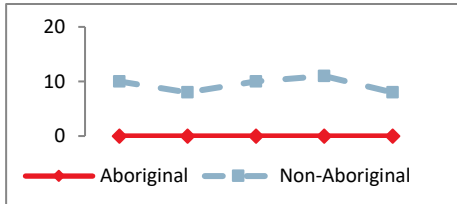
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



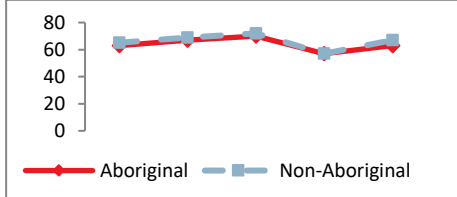
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	25	61	220	166	75
2019/20	62	49	79	232	170	73
2020/21	62	47	76	252	199	79
2021/22	51	34	67	240	173	72
2022/23	53	37	70	241	189	78

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



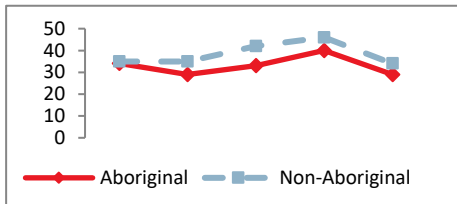
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	41	Msk	Msk	220	21	10
2019/20	62	Msk	Msk	230	19	8
2020/21	63	Msk	Msk	252	25	10
2021/22	50	Msk	Msk	240	26	11
2022/23	53	Msk	Msk	240	19	8

**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.)**



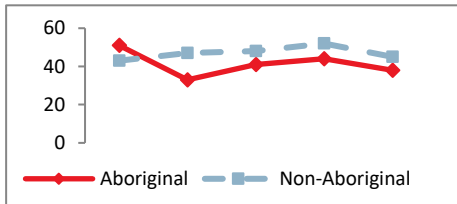
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	46	29	63	217	141	65
2019/20	63	42	67	233	160	69
2020/21	66	46	70	251	180	72
2021/22	56	32	57	235	133	57
2022/23	57	36	63	239	161	67

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



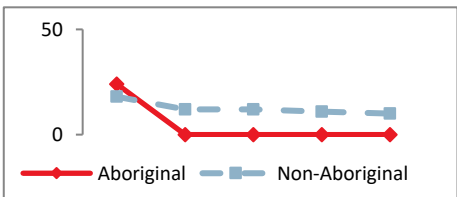
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	44	15	34	212	74	35
2019/20	62	18	29	225	78	35
2020/21	63	21	33	249	105	42
2021/22	55	22	40	229	105	46
2022/23	55	16	29	232	80	34

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	23	51	212	91	43
2019/20	63	21	33	224	105	47
2020/21	64	26	41	249	120	48
2021/22	55	24	44	231	119	52
2022/23	55	21	38	233	105	45

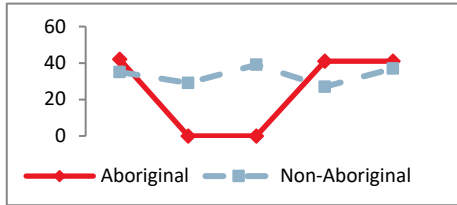
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	45	11	24	217	38	18
2019/20	62	Msk	Msk	233	27	12
2020/21	66	Msk	Msk	251	29	12
2021/22	56	Msk	Msk	235	25	11
2022/23	57	Msk	Msk	238	24	10

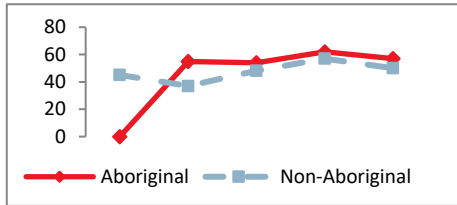
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



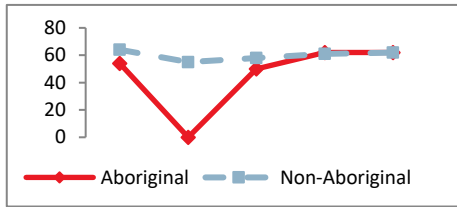
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	10	42	126	44	35
2019/20	20	Msk	Msk	91	26	29
2020/21	24	Msk	Msk	137	53	39
2021/22	29	12	41	108	29	27
2022/23	34	14	41	108	40	37

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



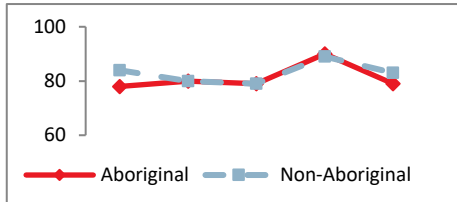
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	Msk	Msk	126	57	45
2019/20	20	11	55	91	34	37
2020/21	24	13	54	138	66	48
2021/22	29	18	62	108	62	57
2022/23	35	20	57	107	54	50

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



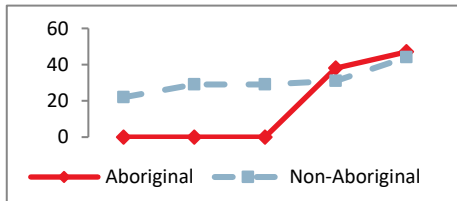
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	24	13	54	119	76	64
2019/20	19	Msk	Msk	86	47	55
2020/21	22	11	50	135	78	58
2021/22	29	18	62	106	65	61
2022/23	34	21	62	105	65	62

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	18	78	120	101	84
2019/20	20	16	80	85	68	80
2020/21	24	19	79	134	106	79
2021/22	29	26	90	100	89	89
2022/23	33	26	79	100	83	83

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

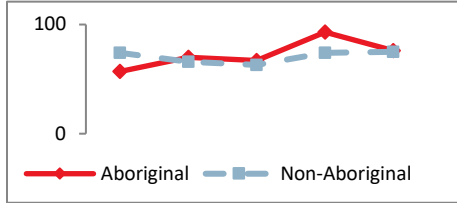


School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	120	26	22
2019/20	20	Msk	Msk	85	25	29
2020/21	24	Msk	Msk	138	40	29
2021/22	29	11	38	105	33	31
2022/23	34	16	47	104	46	44



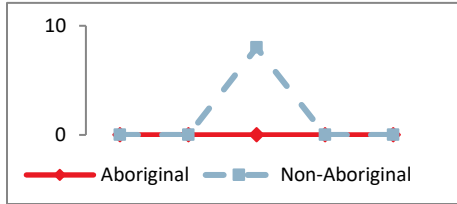
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



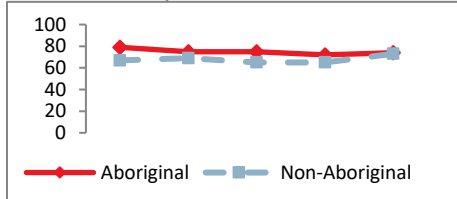
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	13	57	122	90	74
2019/20	20	14	70	89	59	66
2020/21	24	16	67	138	87	63
2021/22	29	27	93	106	78	74
2022/23	34	26	76	107	80	75

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



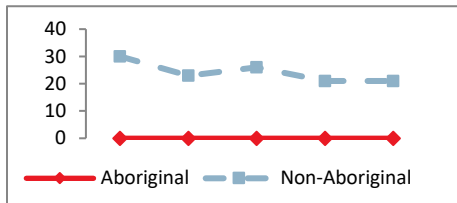
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	24	Msk	Msk	122	Msk	Msk
2019/20	20	Msk	Msk	88	Msk	Msk
2020/21	24	Msk	Msk	138	11	8
2021/22	29	Msk	Msk	104	Msk	Msk
2022/23	34	Msk	Msk	107	Msk	Msk

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



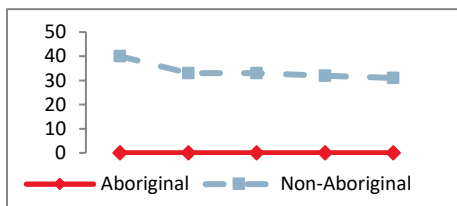
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	24	19	79	126	85	67
2019/20	20	15	75	91	63	69
2020/21	24	18	75	138	90	65
2021/22	29	21	72	108	70	65
2022/23	35	26	74	107	78	73

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



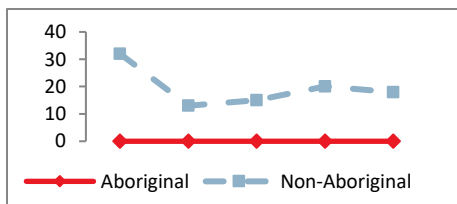
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	119	36	30
2019/20	20	Msk	Msk	86	20	23
2020/21	24	Msk	Msk	134	35	26
2021/22	29	Msk	Msk	102	21	21
2022/23	34	Msk	Msk	102	21	21

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	120	48	40
2019/20	20	Msk	Msk	86	28	33
2020/21	24	Msk	Msk	134	44	33
2021/22	29	Msk	Msk	101	32	32
2022/23	33	Msk	Msk	101	31	31

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	23	Msk	Msk	125	40	32
2019/20	19	0	0	91	12	13
2020/21	24	Msk	Msk	138	21	15
2021/22	29	Msk	Msk	107	21	20
2022/23	35	Msk	Msk	106	19	18

## GLOSSARY

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

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

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