



# Aboriginal Report

## **How Are We Doing?**

### **2023/2024**

**School District: 075**  
**Mission**

#### QUESTIONS/COMMENTS CONTACT:

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BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

# Table of Contents

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

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

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

### POINTS OF INQUIRY

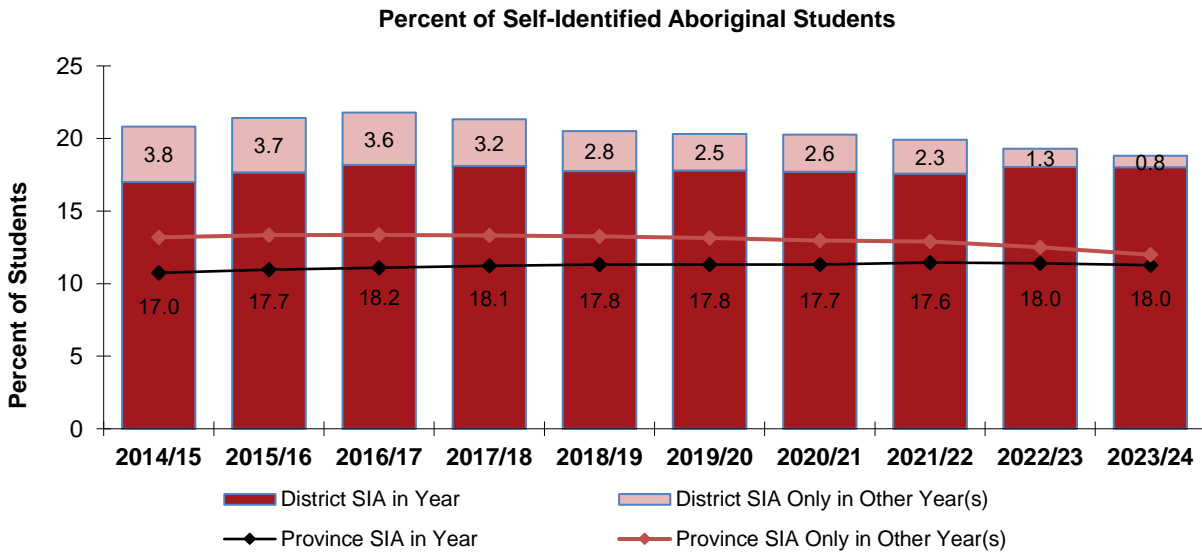
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	5,978	1,016	17.0	228	3.8	552,785	59,382	10.7	13,462	2.4
2015/16	6,027	1,064	17.7	226	3.7	553,375	60,706	11.0	13,089	2.4
2016/17	6,072	1,103	18.2	220	3.6	557,624	61,801	11.1	12,665	2.3
2017/18	6,300	1,140	18.1	203	3.2	563,240	63,182	11.2	11,796	2.1
2018/19	6,283	1,116	17.8	173	2.8	568,982	64,326	11.3	11,062	1.9
2019/20	6,394	1,138	17.8	161	2.5	576,000	65,215	11.3	10,440	1.8
2020/21	6,382	1,130	17.7	163	2.6	568,284	64,272	11.3	9,478	1.7
2021/22	6,625	1,165	17.6	154	2.3	578,797	66,282	11.5	8,372	1.4
2022/23	6,654	1,200	18.0	84	1.3	590,583	67,285	11.4	6,573	1.1
2023/24	6,757	1,218	18.0	53	0.8	604,738	68,098	11.3	4,417	0.7



**Note:**

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

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

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

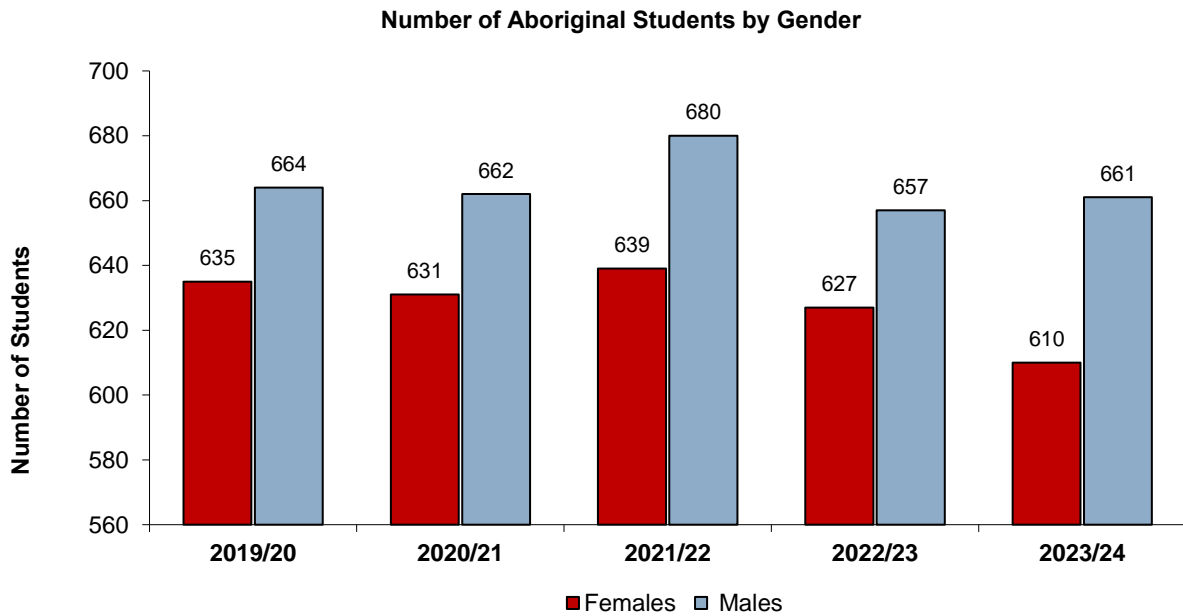
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering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

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

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2019/20	6,394	1,299	20.3	635	9.9	664	10.4	75,655	37,515	38,140
2020/21	6,382	1,293	20.3	631	9.9	662	10.4	73,750	36,654	37,096
2021/22	6,625	1,319	19.9	639	9.6	680	10.3	74,654	37,107	37,547
2022/23	6,654	1,284	19.3	627	9.4	657	9.9	73,858	36,624	37,234
2023/24	6,757	1,271	18.8	610	9.0	661	9.8	72,515	35,995	36,520



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

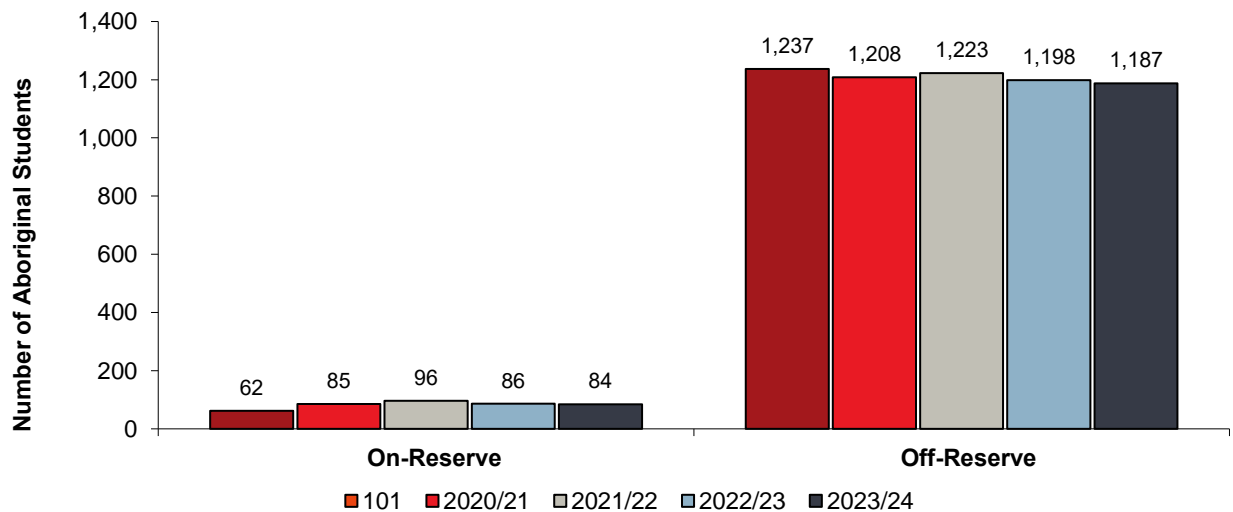
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2019/20	1,299	35	27	62	600	637	1,237	8,209	67,446
2020/21	1,293	43	42	85	588	620	1,208	7,754	65,996
2021/22	1,319	47	49	96	592	631	1,223	7,992	66,662
2022/23	1,284	43	43	86	584	614	1,198	8,074	65,784
2023/24	1,271	45	39	84	565	622	1,187	8,127	64,388

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2019/20	1,293	35	27	62	598	633	1,231	8,056	67,371
2020/21	1,317	42	40	82	598	637	1,235	7,713	65,958
2021/22	1,320	56	49	105	597	618	1,215	7,916	66,147
2022/23	1,297	41	41	82	587	628	1,215	8,001	65,503
2023/24	1,257	42	38	80	567	610	1,177	8,035	63,986

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

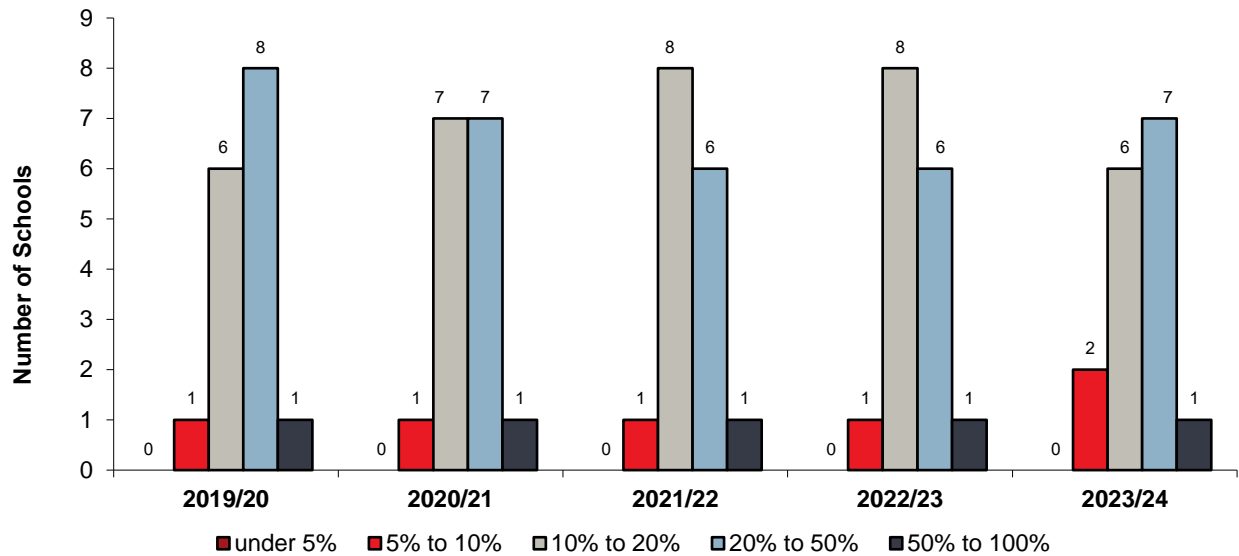


\* Public schools only

## NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	16	0	1	6	8	1	1,386	370	212	322	386	96
2020/21	16	0	1	7	7	1	1,395	380	214	331	370	100
2021/22	16	0	1	8	6	1	1,402	387	239	335	344	97
2022/23	16	0	1	8	6	1	1,409	409	245	326	338	91
2023/24	16	0	2	6	7	1	1,409	431	241	316	332	89

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

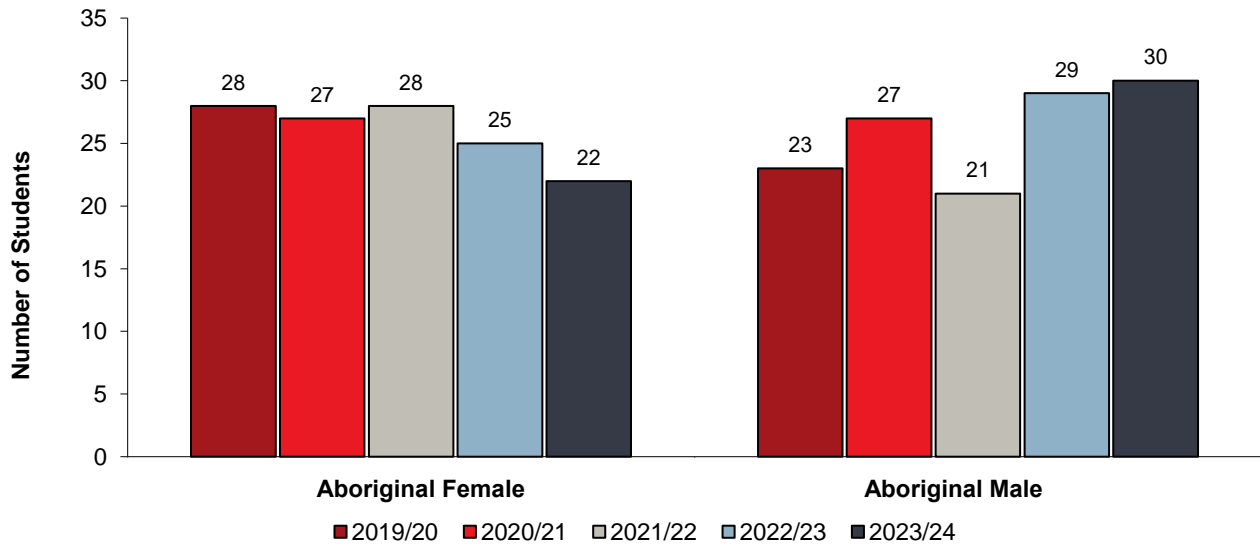


\* Public schools only

## 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 #
2019/20	89	28	23	51	14	24	38	1,580	1,508	2,114	2,525
2020/21	95	27	27	54	16	25	41	1,430	1,327	1,778	1,830
2021/22	91	28	21	49	20	22	42	1,455	1,265	1,758	1,630
2022/23	102	25	29	54	23	25	48	1,524	1,268	1,997	1,739
2023/24	97	22	30	52	21	24	45	1,577	1,250	2,066	1,828

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



\* Public schools only



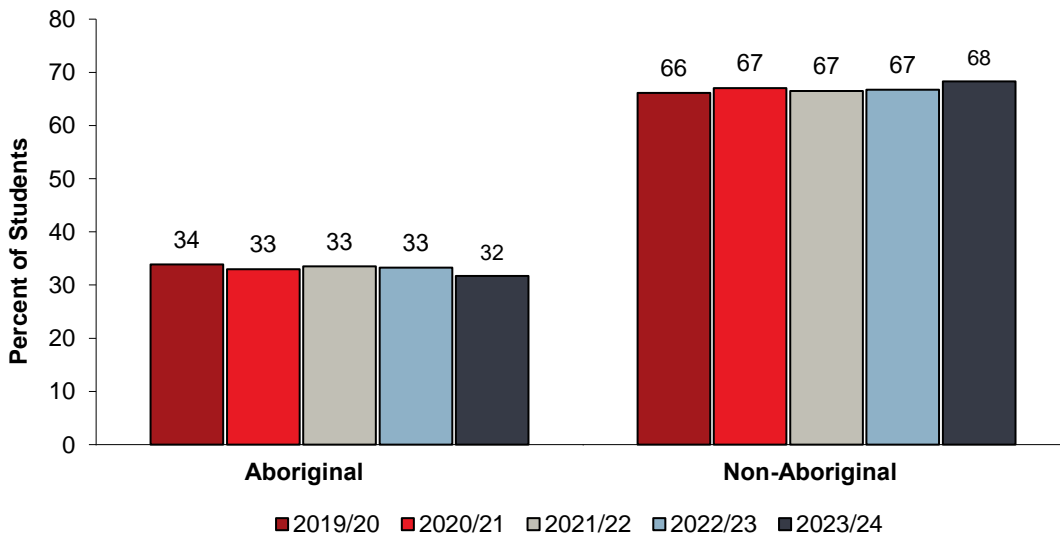
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	753	255	34	498	66
2020/21	773	255	33	518	67
2021/22	836	280	33	556	67
2022/23	895	298	33	597	67
2023/24	1,003	318	32	685	68

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

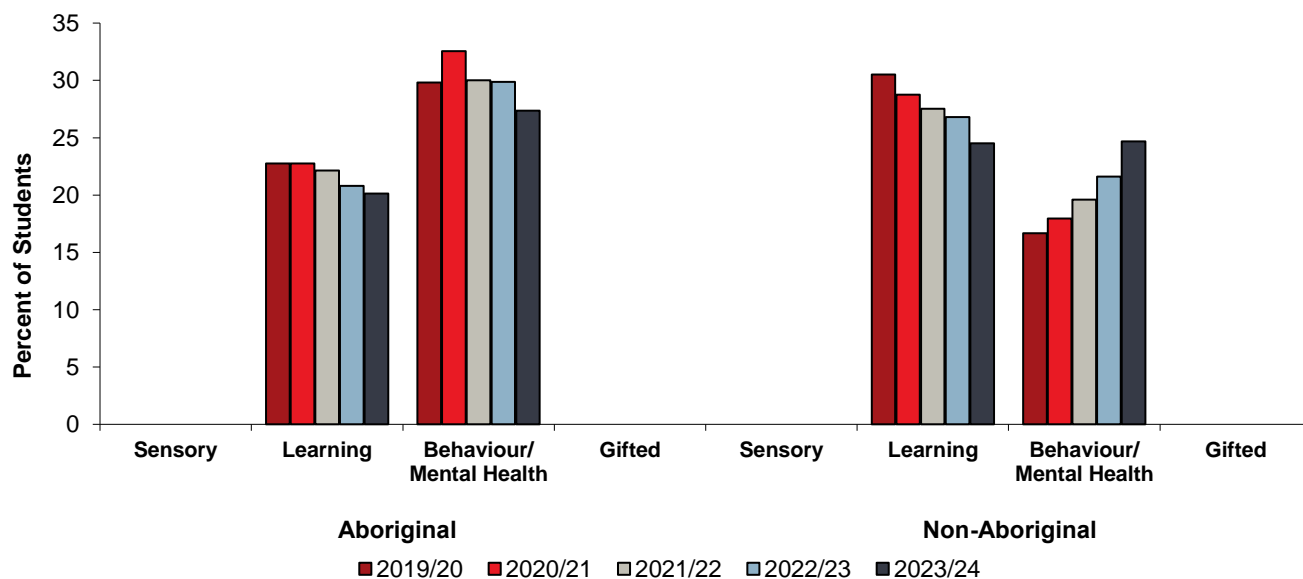


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designations				Gifted Designation							
	Aboriginal	Non-Aboriginal	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal					
	#	#	#	%	#	%	#	%	#	%	#	%	#	%				
2019/20	255	498	Msk	Msk	Msk	Msk	58	23	152	31	76	30	83	17	Msk	Msk	Msk	Msk
2020/21	255	518	Msk	Msk	Msk	Msk	58	23	149	29	83	33	93	18	Msk	Msk	Msk	Msk
2021/22	280	556	Msk	Msk	Msk	Msk	62	22	153	28	84	30	109	20	Msk	Msk	Msk	Msk
2022/23	298	597	Msk	Msk	Msk	Msk	62	21	160	27	89	30	129	22	0	0	Msk	Msk
2023/24	318	685	Msk	Msk	Msk	Msk	64	20	168	25	87	27	169	25	0	0	Msk	Msk

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



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

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

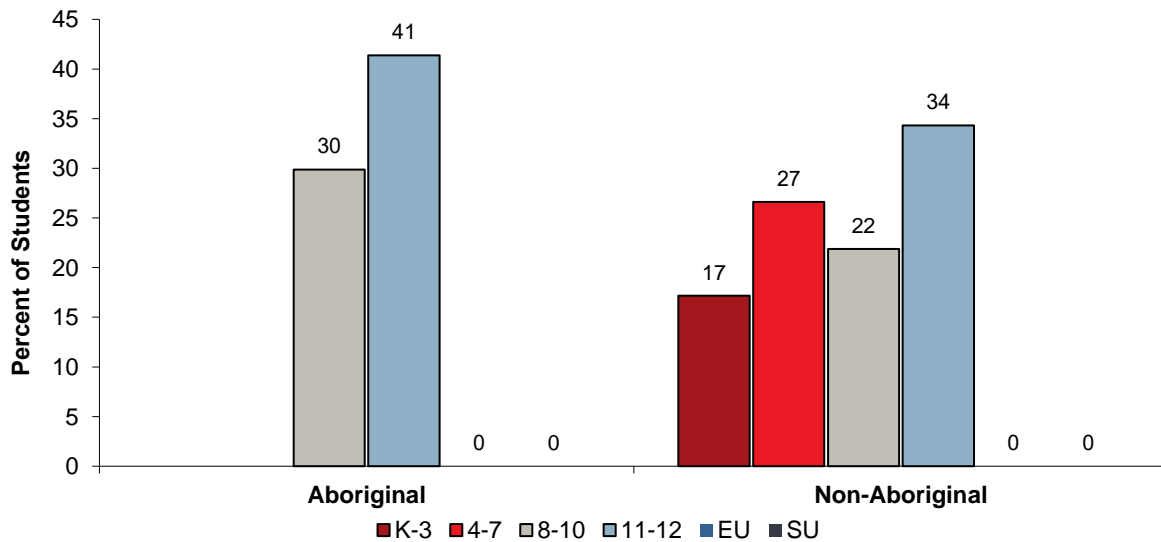
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	76	Msk	Msk	Msk	Msk	20	26	35	46	0	0	0	0
2020/21	83	Msk	Msk	23	28	Msk	Msk	33	40	0	0	0	0
2021/22	84	10	12	21	25	26	31	27	32	0	0	0	0
2022/23	89	10	11	15	17	32	36	32	36	0	0	0	0
2023/24	87	Msk	Msk	Msk	Msk	26	30	36	41	0	0	0	0

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	83	11	13	24	29	23	28	25	30	0	0	0	0
2020/21	93	Msk	Msk	32	34	Msk	Msk	29	31	0	0	0	0
2021/22	109	13	12	34	31	33	30	29	27	0	0	0	0
2022/23	129	16	12	35	27	36	28	42	33	0	0	0	0
2023/24	169	29	17	45	27	37	22	58	34	0	0	0	0

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



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

BC Residents

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

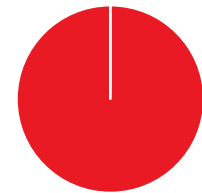
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	
			#	%	#	%	#	%
2019/20	74	70	Msk	Msk	37	50	Msk	Msk
2020/21	44	38	Msk	Msk	33	75	Msk	Msk
2021/22	60	57	23	38	37	62	0	0
2022/23	43	49	Msk	Msk	24	56	Msk	Msk
2023/24	46	52	24	52	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

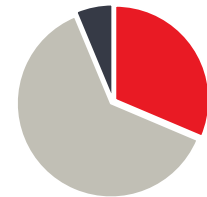


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

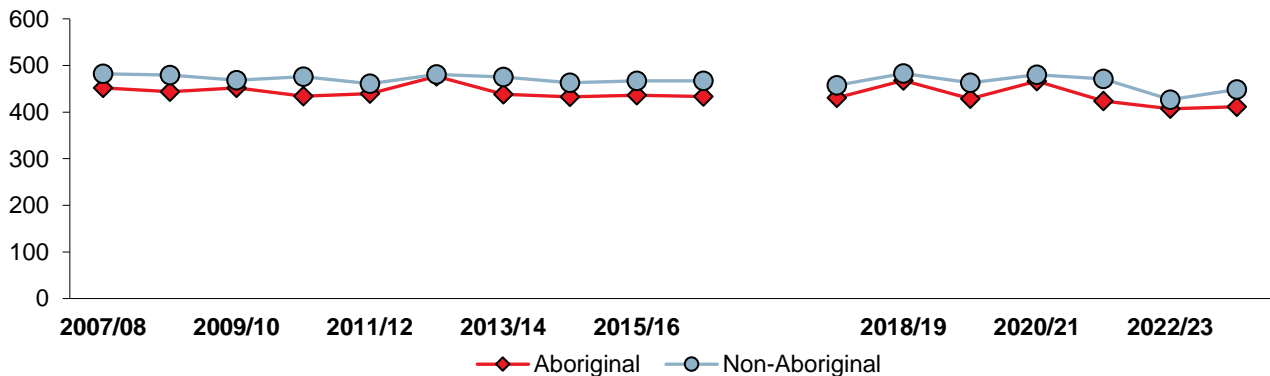
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	317	75	103	32	195	62	19	6
2020/21	209	52	36	17	158	76	15	7
2021/22	219	56	58	26	134	61	27	12
2022/23	260	59	116	45	131	50	13	5
2023/24	239	61	75	31	149	62	15	6

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.

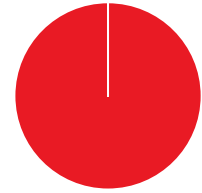
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<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	
			#	%	#	%	#	%
2019/20	72	69	Msk	Msk	43	60	Msk	Msk
2020/21	43	37	Msk	Msk	26	60	Msk	Msk
2021/22	54	51	Msk	Msk	33	61	Msk	Msk
2022/23	47	53	24	51	Msk	Msk	Msk	Msk
2023/24	46	52	29	63	Msk	Msk	Msk	Msk

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

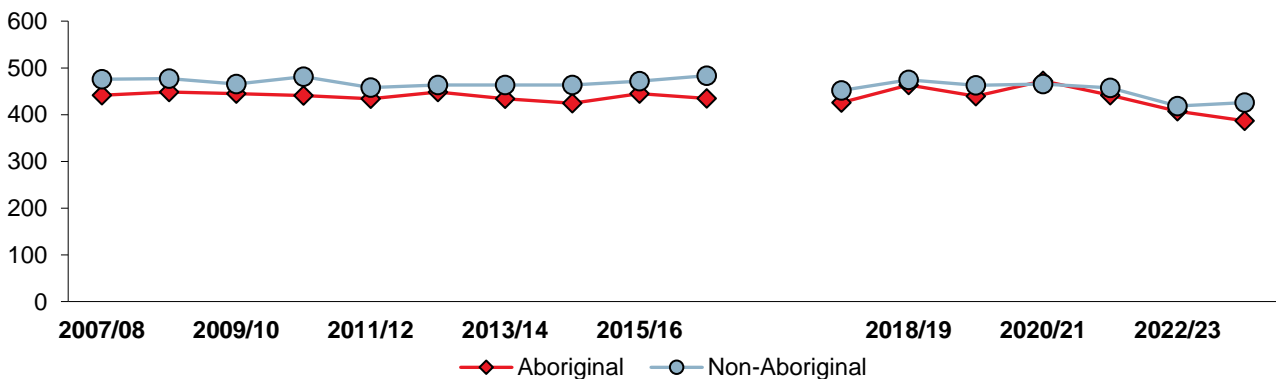
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	318	76	117	37	189	59	12	4
2020/21	205	51	70	34	124	60	11	5
2021/22	214	54	Msk	Msk	112	52	Msk	Msk
2022/23	267	61	148	55	Msk	Msk	Msk	Msk
2023/24	242	61	120	50	Msk	Msk	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

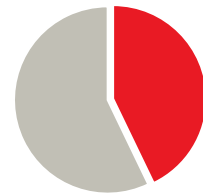
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	57	63	34	60	23	40	0	0
2020/21	41	45	19	46	22	54	0	0
2021/22	87	75	51	59	36	41	0	0
2022/23	47	45	32	68	15	32	0	0
2023/24	63	53	27	43	36	57	0	0

Grade 7: Aboriginal

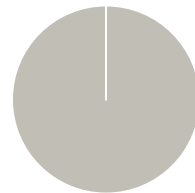


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

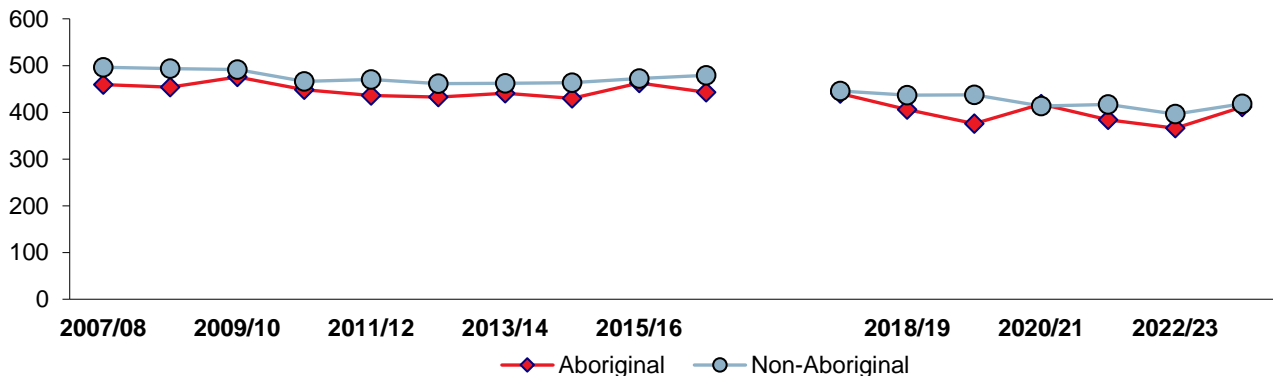
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	261	71	Msk	Msk	172	66	Msk	Msk
2020/21	156	40	67	43	89	57	0	0
2021/22	261	71	114	44	147	56	0	0
2022/23	217	52	112	52	Msk	Msk	Msk	Msk
2023/24	223	55	Msk	Msk	134	60	Msk	Msk

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

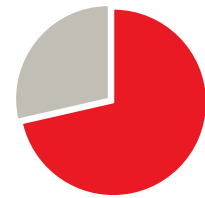
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	63	69	47	75	16	25	0	0
2020/21	40	44	24	60	16	40	0	0
2021/22	88	76	67	76	21	24	0	0
2022/23	36	34	Msk	Msk	Msk	Msk	0	0
2023/24	56	47	40	71	16	29	0	0

Grade 7: Aboriginal

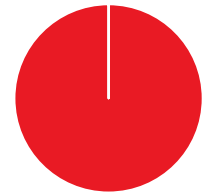


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

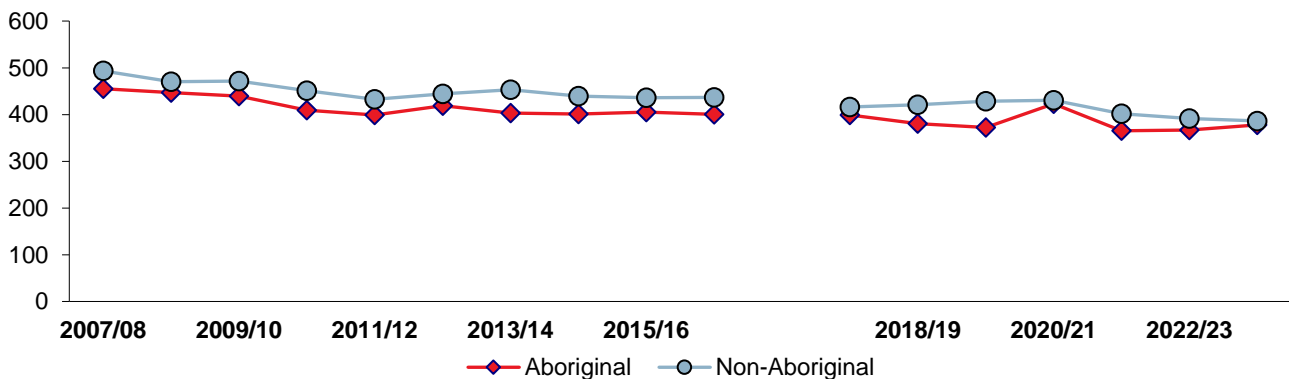
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	274	75	Msk	Msk	134	49	Msk	Msk
2020/21	152	39	76	50	Msk	Msk	Msk	Msk
2021/22	264	72	164	62	Msk	Msk	Msk	Msk
2022/23	200	48	134	67	Msk	Msk	Msk	Msk
2023/24	215	53	146	68	Msk	Msk	Msk	Msk

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

### 2019/20 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	130	64	49	41	32	Msk	Msk	Msk	Msk
Non-Aboriginal	84	530	154	29	200	38	160	30	16	Msk

### 2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	72	100	55	55	35	35	10	10	0	0
Non-Aboriginal	89	485	200	41	210	43	Msk	Msk	Msk	Msk

### 2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	50	59	16	27	33	56	10	17	0	0
Non-Aboriginal	80	307	58	19	135	44	101	33	13	4

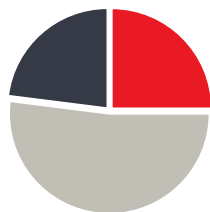
### 2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	50	60	24	40	24	40	Msk	Msk	Msk	Msk
Non-Aboriginal	78	328	58	18	161	49	98	30	11	3

### 2023/24 Grade 10

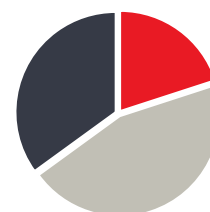
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	63	69	17	25	36	52	16	23	0	0
Non-Aboriginal	84	357	72	20	159	45	108	30	18	5

**Numeracy 10 2023/24: Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

**Numeracy 10 2023/24: Non-Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

### 2019/20 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	64	65	Msk	Msk	16	25	36	55	Msk	Msk
Non-Aboriginal	85	299	Msk	Msk	75	25	213	71	Msk	Msk

### 2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	70	76	Msk	Msk	25	33	29	38	Msk	Msk
Non-Aboriginal	89	328	29	9	127	39	161	49	11	3

### 2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	51	65	Msk	Msk	22	34	32	49	Msk	Msk
Non-Aboriginal	81	313	25	8	85	27	179	57	24	8

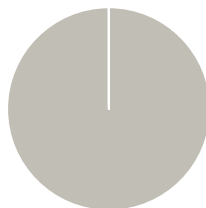
### 2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	54	63	Msk	Msk	31	49	22	35	Msk	Msk
Non-Aboriginal	80	337	23	7	107	32	190	56	17	5

### 2023/24 Grade 10

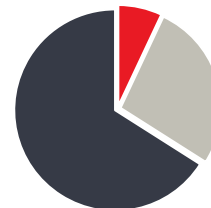
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	65	64	Msk	Msk	16	25	40	63	Msk	Msk
Non-Aboriginal	86	363	25	7	99	27	214	59	25	7

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

Participation Rate (new):

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

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

Performance Indicators (new):

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

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

### 2021/22 Grade 12

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	43	58	0	0	Msk	Msk	34	59	Msk	Msk
Non-Aboriginal	66	294	Msk	Msk	82	28	174	59	Msk	Msk

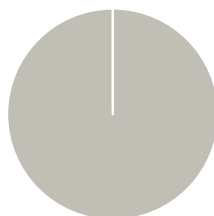
### 2022/23 Grade 12

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	47	54	Msk	Msk	18	33	29	54	Msk	Msk
Non-Aboriginal	80	297	Msk	Msk	87	29	174	59	Msk	Msk

### 2023/24 Grade 12

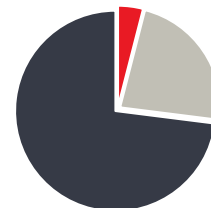
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	46	57	Msk	Msk	20	35	30	53	Msk	Msk
Non-Aboriginal	77	331	13	4	76	23	199	60	43	13

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

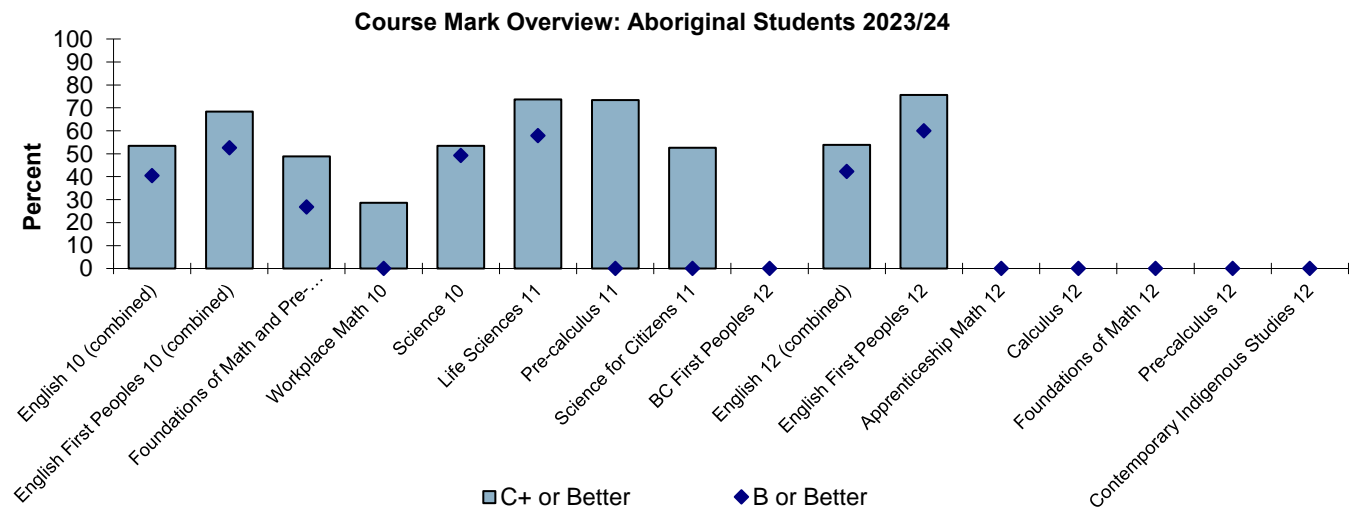
## COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	116	62	53	47	41	631	445	71	359	57
English First Peoples 10 (combined)*	19	13	68	10	53	51	45	88	41	80
Foundations of Math and Pre-calculus 10	41	20	49	11	27	286	154	54	129	45
Workplace Math 10	42	12	29	Msk	Msk	124	54	44	41	33
Science 10	73	39	53	36	49	381	230	60	194	51
Life Sciences 11	19	14	74	11	58	159	121	76	99	62
Pre-calculus 11	15	11	73	Msk	Msk	175	124	71	101	58
Science for Citizens 11	19	10	53	Msk	Msk	55	37	67	29	53
BC First Peoples 12	15	Msk	Msk	Msk	Msk	79	63	80	54	68
English 12 (combined)*	26	14	54	11	42	143	103	72	92	64
English First Peoples 12	45	34	76	27	60	230	180	78	161	70
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	-	-	-	-	-	-	-	-	-	-
Foundations of Math 12	-	-	-	-	-	20	11	55	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	89	76	85	64	72
Contemporary Indigenous Studies 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk



**Note:**

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

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

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

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

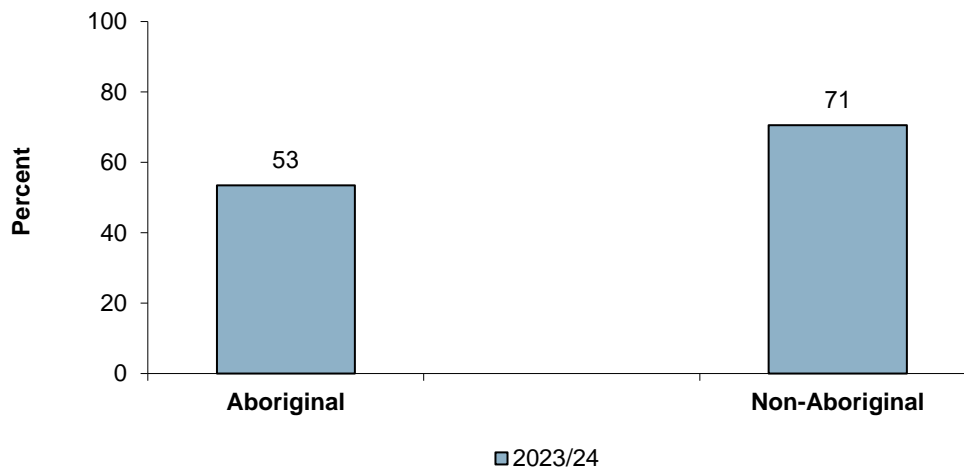
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	133	70	53	55	41	622	396	64	314	50
2020/21	174	98	56	73	42	677	407	60	345	51
2021/22	159	63	40	51	32	723	470	65	402	56
2022/23	125	75	60	59	47	685	473	69	397	58
2023/24	116	62	53	47	41	631	445	71	359	57

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	133	105	114	19	622	356	588	34	
2020/21	174	103	146	28	677	362	634	43	
2021/22	159	121	145	14	723	385	678	45	
2022/23	125	107	110	15	685	396	644	41	
2023/24	116	98	101	15	631	385	579	52	

**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.

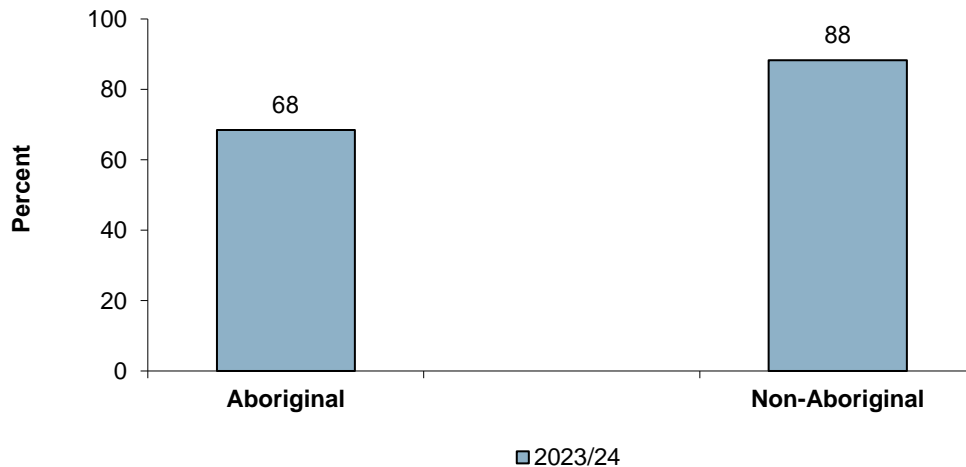
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

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	31	19	61	10	32	46	21	46	12	26
2020/21	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
2022/23	17	Msk	Msk	Msk	Msk	30	22	73	14	47
2022/23	16	Msk	Msk	Msk	Msk	22	Msk	Msk	Msk	Msk
2023/24	19	13	68	10	53	51	45	88	41	80

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	31	105	Msk	Msk	46	356	Msk	Msk		
2020/21	Msk	103	Msk	Msk	12	362	Msk	Msk		
2022/23	17	121	17	0	30	385	30	0		
2022/23	16	107	Msk	Msk	22	396	Msk	Msk		
2023/24	19	98	19	0	51	385	51	0		

**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.

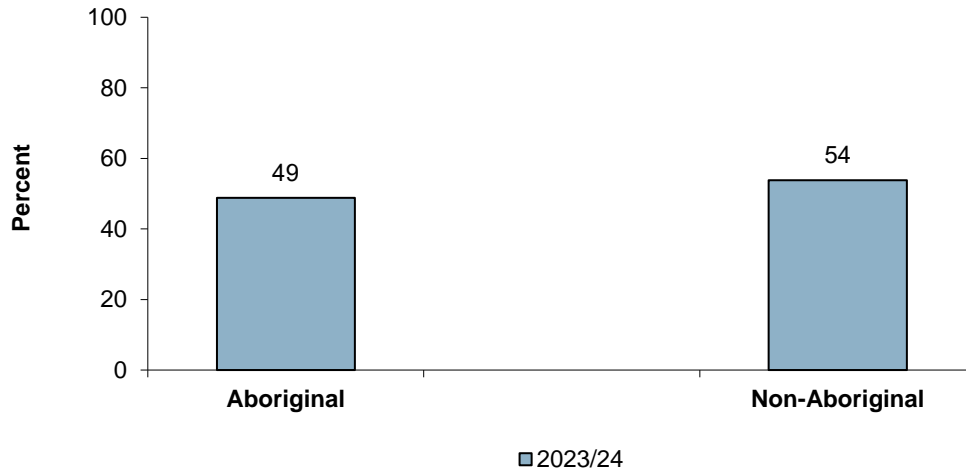
**COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10**

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	38	18	47	13	34	271	145	54	107	39
2020/21	42	13	31	10	24	279	114	41	88	32
2022/23	51	11	22	10	20	300	165	55	135	45
2022/23	28	17	61	10	36	258	132	51	107	41
2023/24	41	20	49	11	27	286	154	54	129	45

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	38	105	Msk	Msk	271	356	250	21	
2020/21	42	103	Msk	Msk	279	362	260	19	
2022/23	51	121	41	10	300	385	259	41	
2022/23	28	107	Msk	Msk	258	396	238	20	
2023/24	41	98	Msk	Msk	286	385	263	23	

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



**Note:**

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

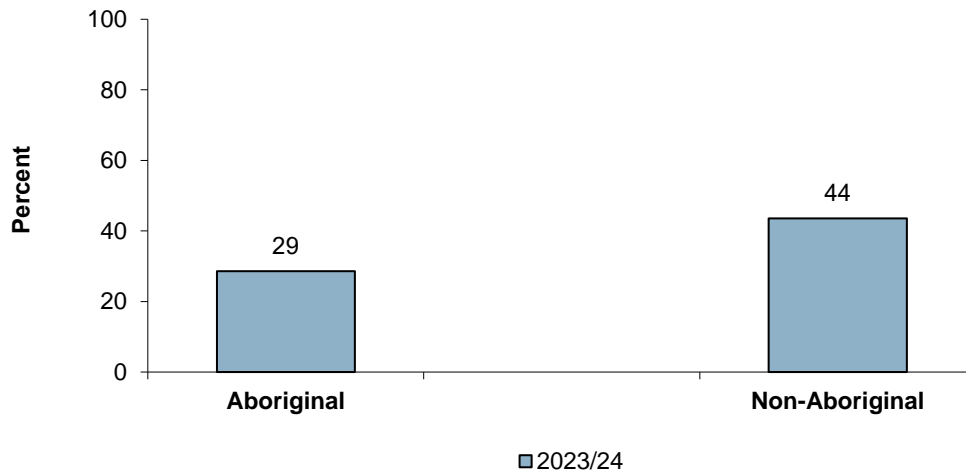
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	50	19	38	12	24	94	42	45	33	35
2020/21	53	18	34	13	25	91	21	23	13	14
2022/23	41	15	37	11	27	111	40	36	27	24
2022/23	44	15	34	12	27	108	35	32	24	22
2023/24	42	12	29	Msk	Msk	124	54	44	41	33

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	50	105	32	18	94	356	72	22		
2020/21	53	103	34	19	91	362	78	13		
2022/23	41	121	29	12	111	385	84	27		
2022/23	44	107	Msk	Msk	108	396	85	23		
2023/24	42	98	31	11	124	385	94	30		

**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.

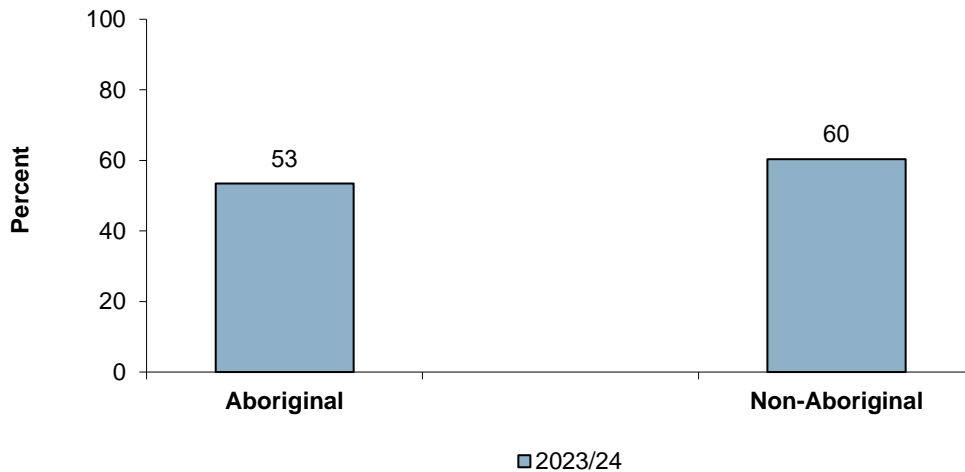
## COURSE MARKS: SCIENCE 10

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	78	30	38	23	29	318	166	52	130	41
2020/21	71	34	48	25	35	340	180	53	154	45
2022/23	77	30	39	25	32	375	218	58	175	47
2022/23	64	34	53	24	38	356	206	58	164	46
2023/24	73	39	53	36	49	381	230	60	194	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	78	105	68	10	318	356	303	15	
2020/21	71	103	Msk	Msk	340	362	315	25	
2022/23	77	121	67	10	375	385	337	38	
2022/23	64	107	53	11	356	396	324	32	
2023/24	73	98	62	11	381	385	349	32	

**Science 10: C+ or Better**



**Note:**

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



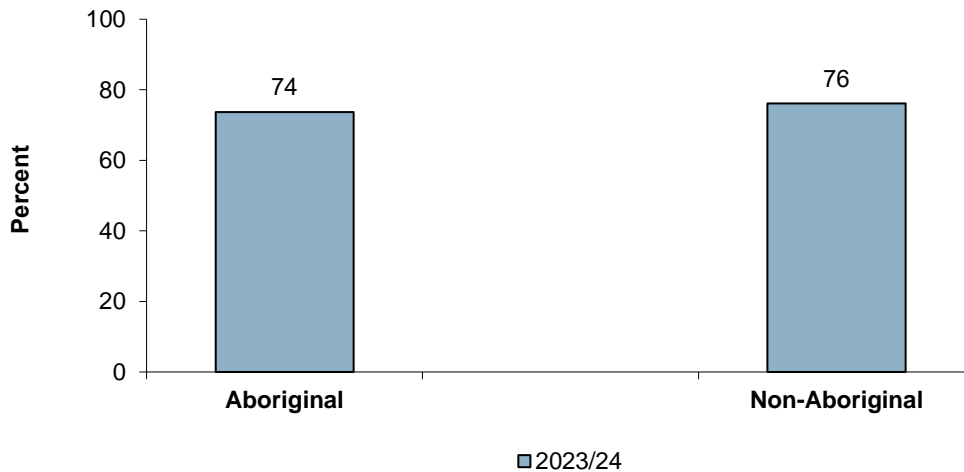
## COURSE MARKS: LIFE SCIENCES 11

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	19	11	58	Msk	Msk	129	72	56	60	47
2020/21	19	10	53	Msk	Msk	129	67	52	54	42
2022/23	25	15	60	14	56	153	114	75	99	65
2022/23	13	Msk	Msk	Msk	Msk	145	117	81	107	74
2023/24	19	14	74	11	58	159	121	76	99	62

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #		
2019/20	19	112	Msk	Msk	129	379	Msk	Msk		
2020/21	19	103	Msk	Msk	129	360	107	22		
2022/23	25	109	Msk	Msk	153	361	119	34		
2022/23	13	88	Msk	Msk	145	386	129	16		
2023/24	19	98	Msk	Msk	159	380	138	21		

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



**Note:**

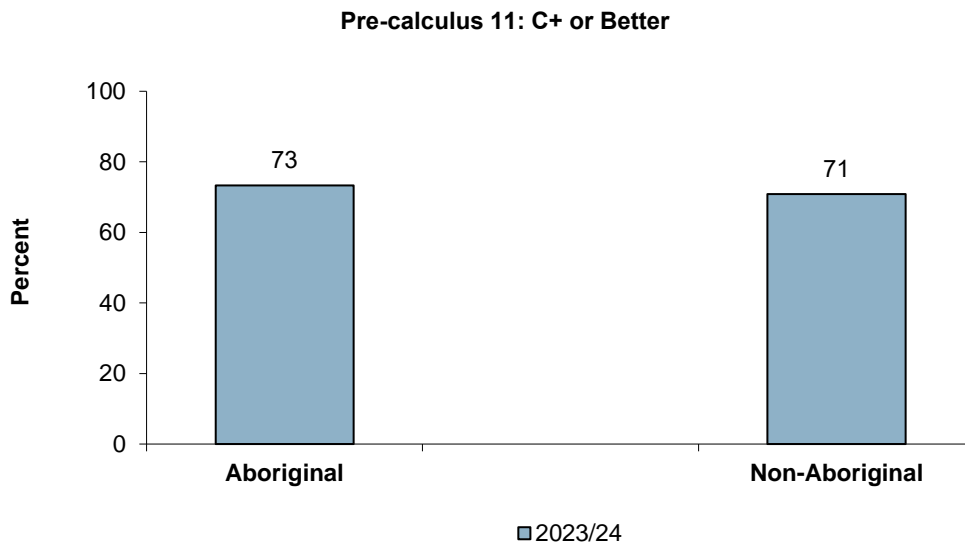
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## 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	17	Msk	Msk	Msk	Msk	154	88	57	77	50
2020/21	18	Msk	Msk	Msk	Msk	148	76	51	65	44
2022/23	16	Msk	Msk	Msk	Msk	143	100	70	85	59
2022/23	17	Msk	Msk	Msk	Msk	159	102	64	81	51
2023/24	15	11	73	Msk	Msk	175	124	71	101	58

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		Course Mark Count #	Total Gr 11 Students * #	Course Mark Count			
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #		
2019/20	17	112	Msk	Msk	154	379	137	17		
2020/21	18	103	Msk	Msk	148	360	133	15		
2022/23	16	109	Msk	Msk	143	361	120	23		
2022/23	17	88	Msk	Msk	159	386	145	14		
2023/24	15	98	Msk	Msk	175	380	144	31		



**Note:**

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

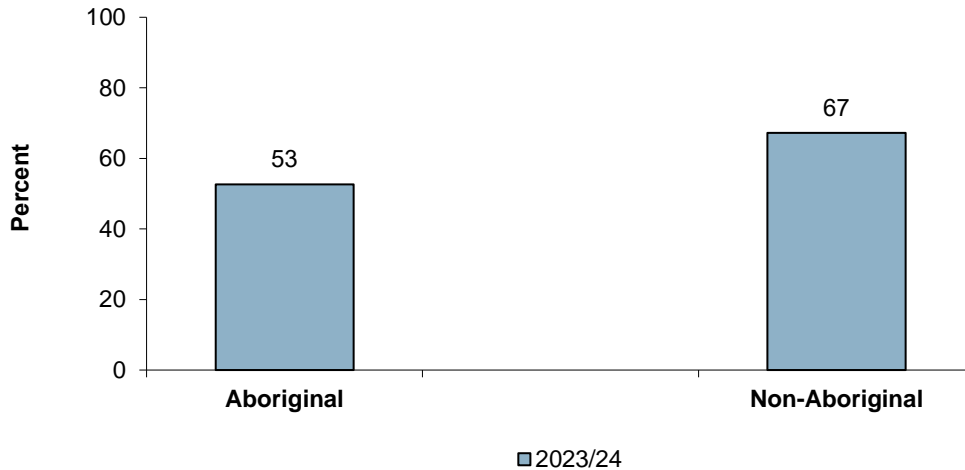
## COURSE MARKS: SCIENCE FOR CITIZENS 11

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	18	12	67	Msk	Msk	38	18	47	15	39
2020/21	Msk	Msk	Msk	Msk	Msk	34	15	44	10	29
2022/23	Msk	Msk	Msk	Msk	Msk	32	18	56	14	44
2022/23	17	Msk	Msk	Msk	Msk	29	17	59	15	52
2023/24	19	10	53	Msk	Msk	55	37	67	29	53

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #		
2019/20	18	112	Msk	Msk	38	379	Msk	Msk		
2020/21	Msk	103	Msk	Msk	34	360	21	13		
2022/23	Msk	109	Msk	Msk	32	361	20	12		
2022/23	17	88	Msk	Msk	29	386	18	11		
2023/24	19	98	Msk	Msk	55	380	41	14		

**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.

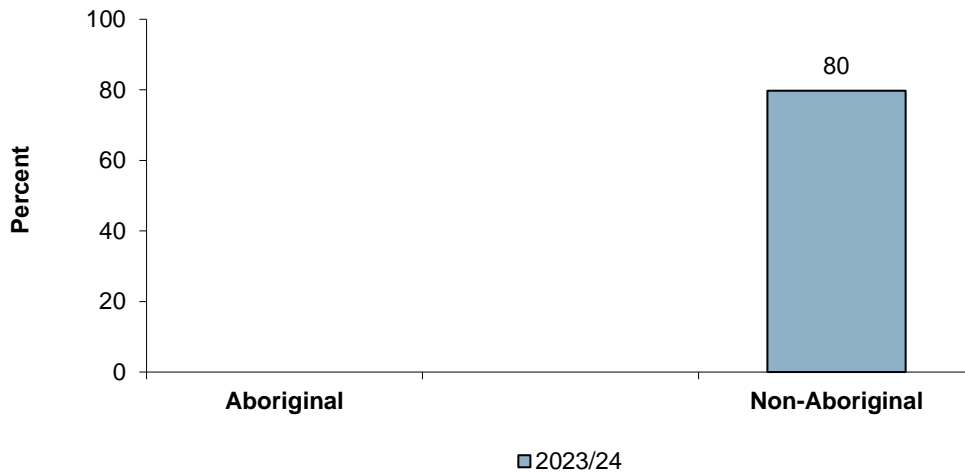
## COURSE MARKS: BC FIRST PEOPLES 12

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	Msk	Msk	Msk	Msk	Msk	26	15	58	12	46
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	13	Msk	Msk	Msk	Msk	19	18	95	16	84
2023/24	15	Msk	Msk	Msk	Msk	79	63	80	54	68

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	Msk	130	Msk	Msk	26	473	Msk	Msk	
2020/21	Msk	136	Msk	Msk	Msk	466	Msk	Msk	
2022/23	Msk	125	Msk	Msk	Msk	446	Msk	Msk	
2022/23	13	130	Msk	Msk	19	436	Msk	Msk	
2023/24	15	140	Msk	Msk	79	490	36	43	

**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.

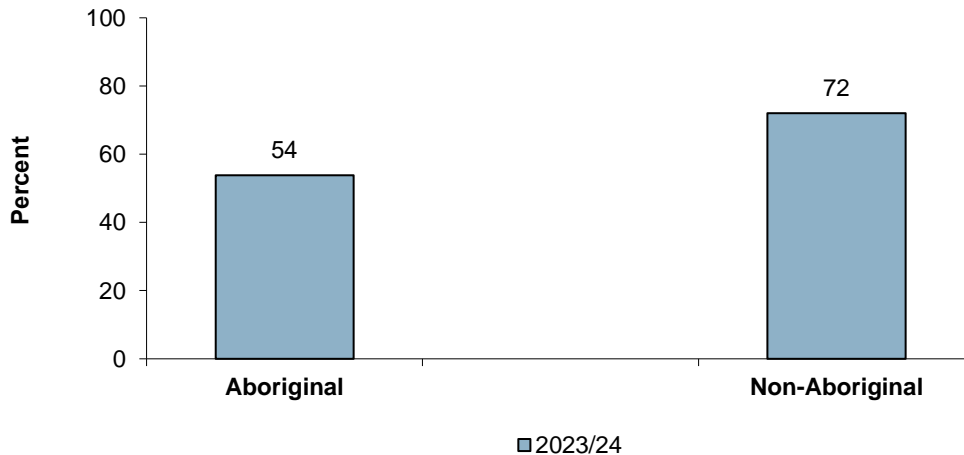
## COURSE MARKS: ENGLISH 12 (COMBINED)

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	54	39	72	27	50	290	216	74	180	62
2020/21	64	32	50	24	38	321	190	59	151	47
2022/23	76	50	66	37	49	333	240	72	203	61
2022/23	72	51	71	37	51	334	233	70	200	60
2023/24	26	14	54	11	42	143	103	72	92	64

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	54	130	Msk	Msk	290	473	276	14		
2020/21	64	136	Msk	Msk	321	466	303	18		
2022/23	76	125	65	11	333	446	319	14		
2022/23	72	130	Msk	Msk	334	436	317	17		
2023/24	26	140	Msk	Msk	143	490	126	17		

**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.

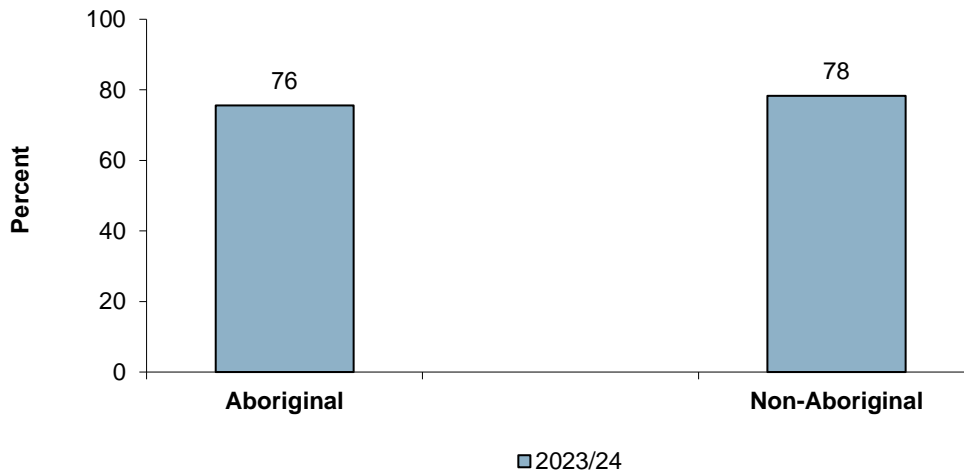
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

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	Msk	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	16	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	13	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	17	12	71	Msk	Msk
2023/24	45	34	76	27	60	230	180	78	161	70

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	Msk	130	Msk	Msk	11	473	11	0	
2020/21	Msk	136	Msk	Msk	16	466	Msk	Msk	
2022/23	11	125	Msk	Msk	13	446	Msk	Msk	
2022/23	Msk	130	Msk	Msk	17	436	17	0	
2023/24	45	140	Msk	Msk	230	490	Msk	Msk	

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



**Note:**

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

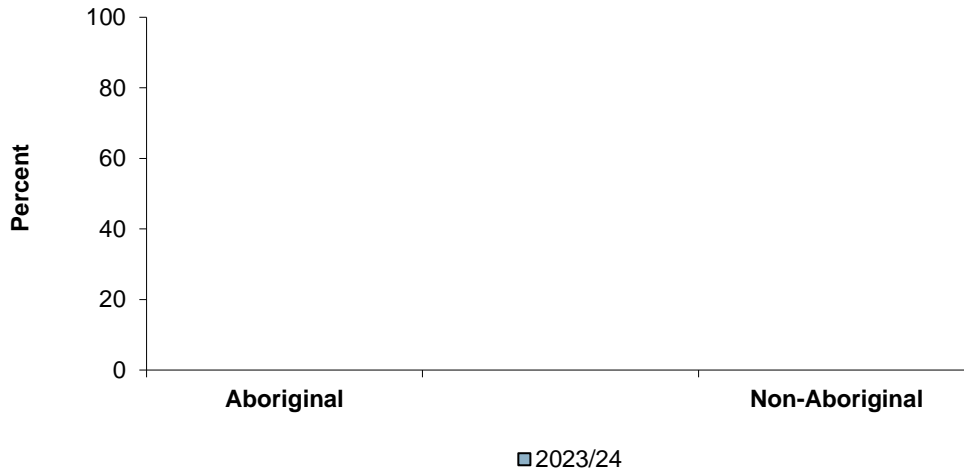
**COURSE MARKS: APPRENTICESHIP MATH 12**

BC Residents

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	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2023/24	-	-	-	-	-	-	-	-	-	-

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	-	130	-	-	-	473	-	-		
2020/21	-	136	-	-	-	466	-	-		
2022/23	-	125	-	-	-	446	-	-		
2022/23	-	130	-	-	-	436	-	-		
2023/24	-	140	-	-	-	490	-	-		

**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.

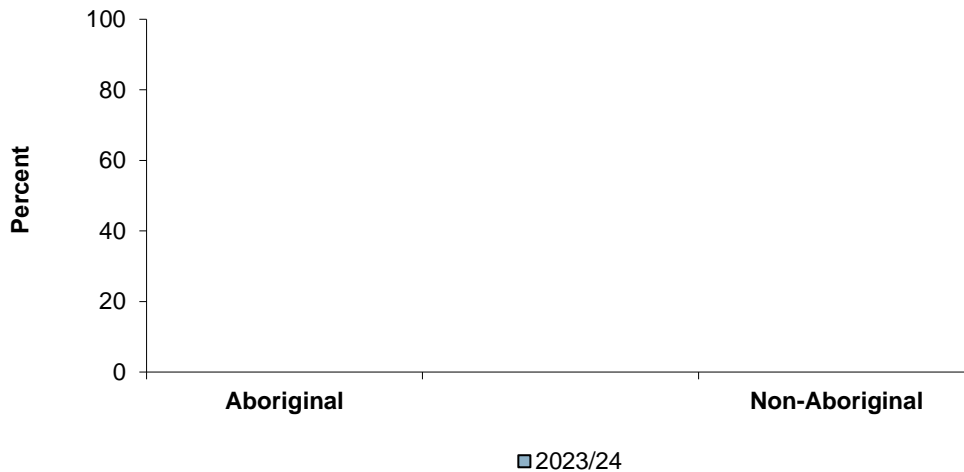
## COURSE MARKS: CALCULUS 12

BC Residents

School Year	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
2020/21	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	11	10	91	10	91
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	-	-	-	-	-

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	-	130	-	-	Msk	473	Msk	Msk	
2020/21	-	136	-	-	-	466	-	-	
2022/23	Msk	125	Msk	Msk	11	446	11	0	
2022/23	-	130	-	-	Msk	436	Msk	Msk	
2023/24	-	140	-	-	-	490	-	-	

**Calculus 12: C+ or Better**



**Note:**

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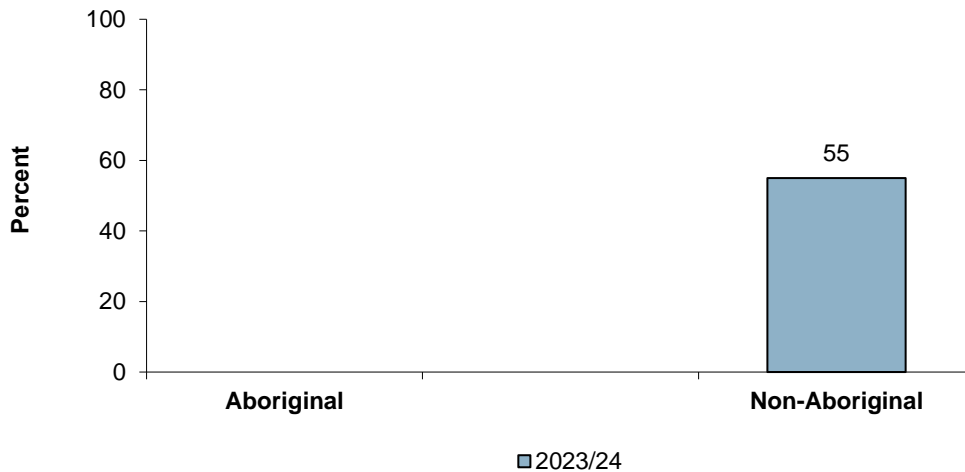
## COURSE MARKS: FOUNDATIONS OF MATH 12

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	40	26	65	22	55
2020/21	Msk	Msk	Msk	Msk	Msk	37	17	46	13	35
2022/23	Msk	Msk	Msk	Msk	Msk	38	27	71	20	53
2022/23	Msk	Msk	Msk	Msk	Msk	25	18	72	15	60
2023/24	-	-	-	-	-	20	11	55	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	Msk	130	Msk	Msk	40	473	Msk	Msk	
2020/21	Msk	136	Msk	Msk	37	466	37	0	
2022/23	Msk	125	Msk	Msk	38	446	38	0	
2022/23	Msk	130	Msk	Msk	25	436	Msk	Msk	
2023/24	-	140	-	-	20	490	Msk	Msk	

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



**Note:**

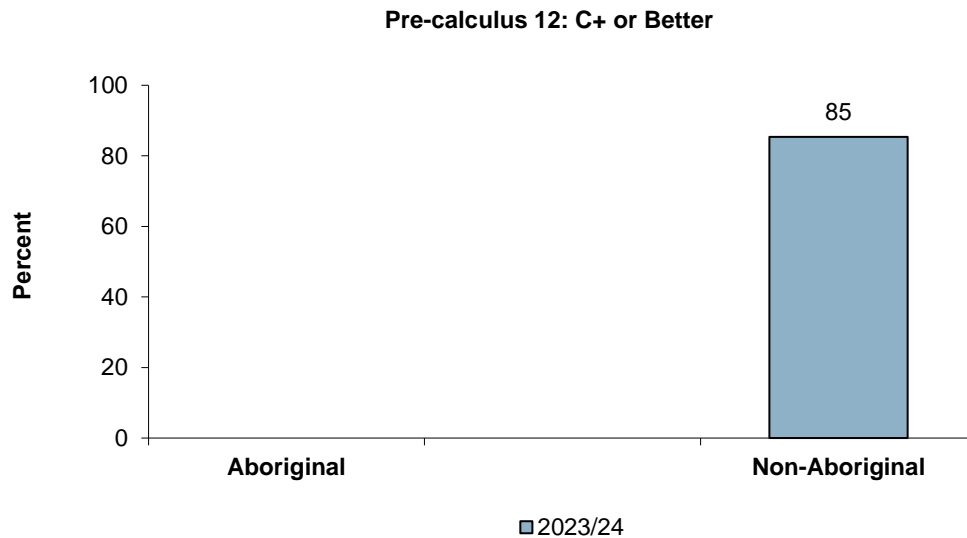
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	10	Msk	Msk	Msk	Msk	74	57	77	49	66
2020/21	Msk	Msk	Msk	Msk	Msk	69	51	74	47	68
2022/23	Msk	Msk	Msk	Msk	Msk	63	44	70	39	62
2022/23	Msk	Msk	Msk	Msk	Msk	75	62	83	54	72
2023/24	Msk	Msk	Msk	Msk	Msk	89	76	85	64	72

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	10	130	Msk	Msk	74	473	Msk	Msk	
2020/21	Msk	136	Msk	Msk	69	466	Msk	Msk	
2022/23	Msk	125	Msk	Msk	63	446	Msk	Msk	
2022/23	Msk	130	Msk	Msk	75	436	Msk	Msk	
2023/24	Msk	140	Msk	Msk	89	490	Msk	Msk	



**Note:**

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

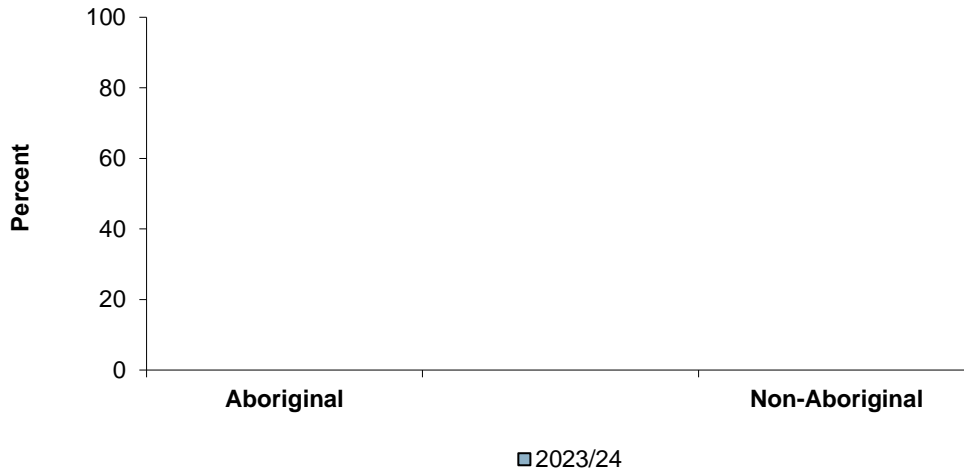
**COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12**

BC Residents

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	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	-	130	-	-	-	473	-	-	
2020/21	-	136	-	-	-	466	-	-	
2022/23	-	125	-	-	-	446	-	-	
2022/23	-	130	-	-	Msk	436	Msk	Msk	
2023/24	-	140	-	-	Msk	490	Msk	Msk	

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



**Note:**

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

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

BC Residents

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

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

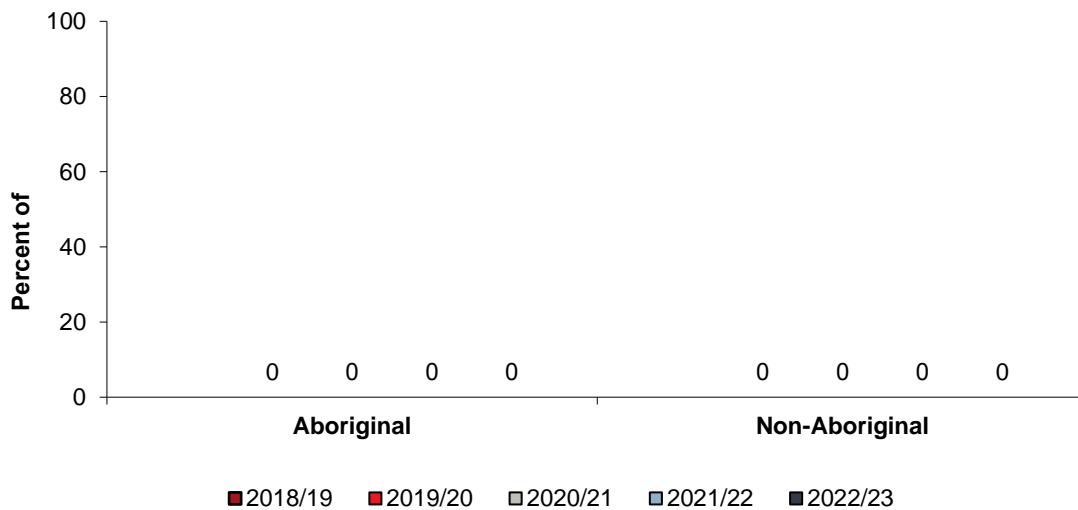
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

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

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

Halq'eméylem

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



**Note:**

- ' represents No data

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

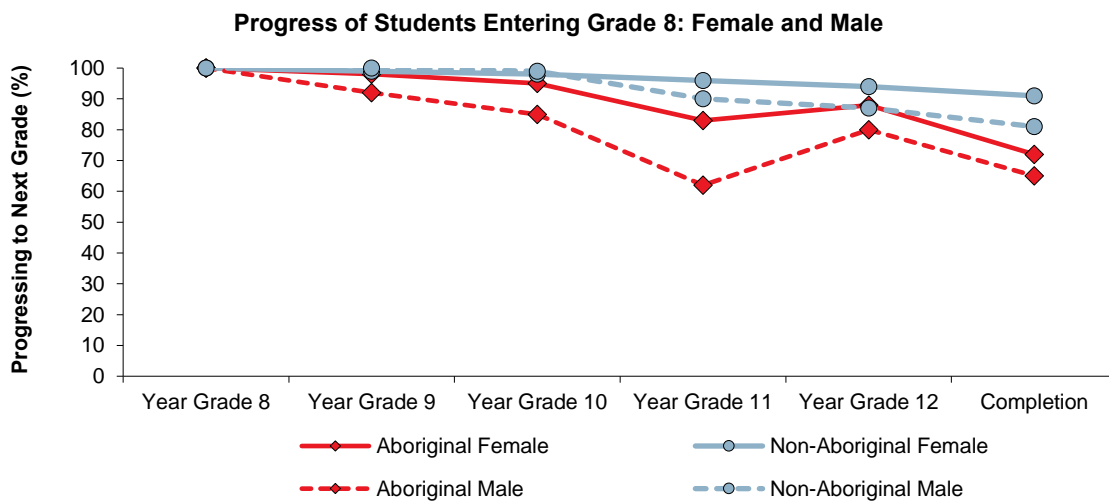
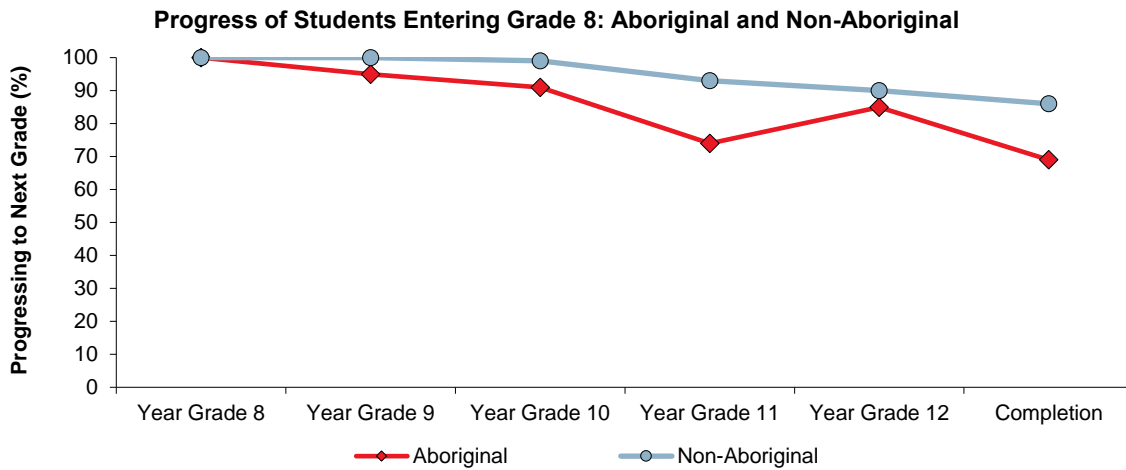
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

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

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	95	98	92	100	99	100
	Grade 10	91	95	85	99	98	99
	Grade 11	74	83	62	93	96	90
	Grade 12	85	88	80	90	94	87
2023/24	Completion	69	72	65	86	91	81



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

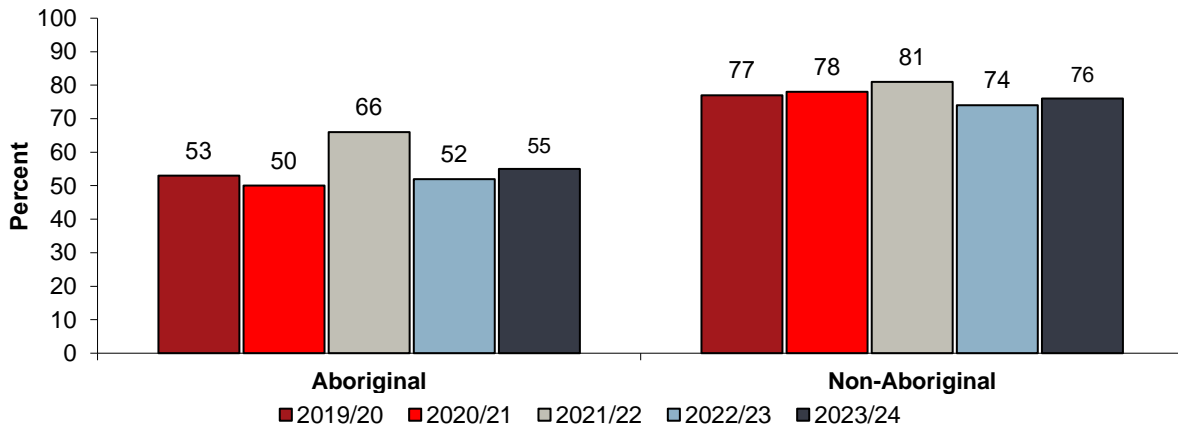
BC Residents

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

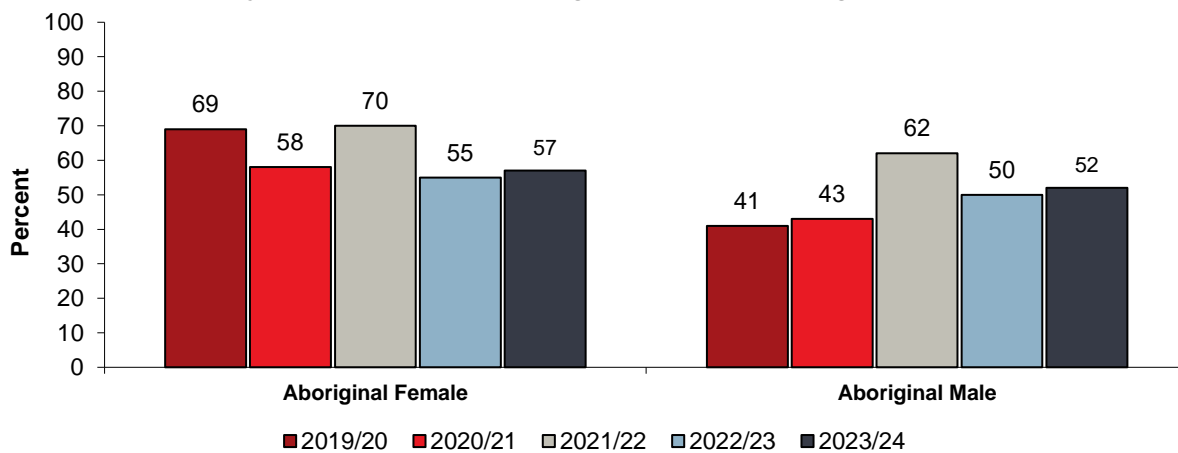
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	53	69	41	77	84	72
2020/21	50	58	43	78	79	77
2021/22	66	70	62	81	82	80
2022/23	52	55	50	74	75	74
2023/24	55	57	52	76	83	70

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



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



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

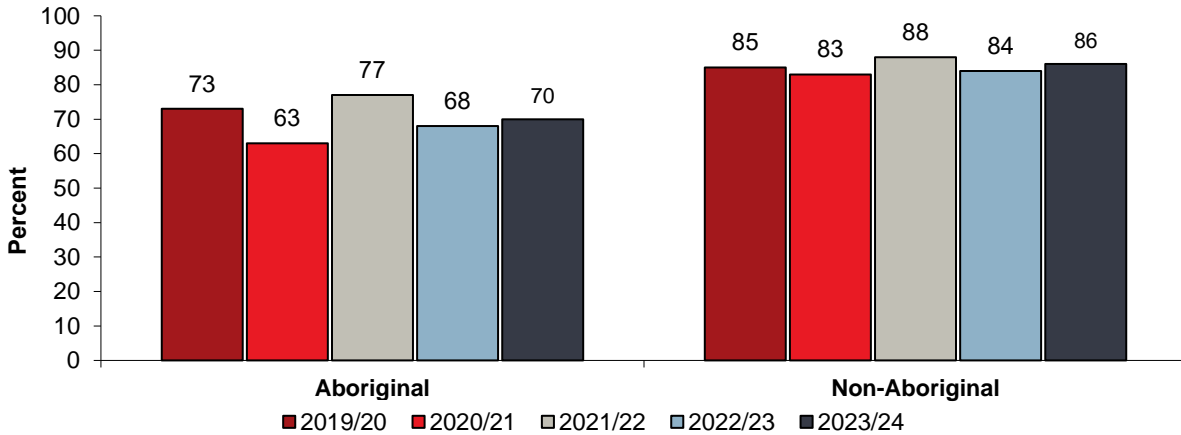
BC Residents

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

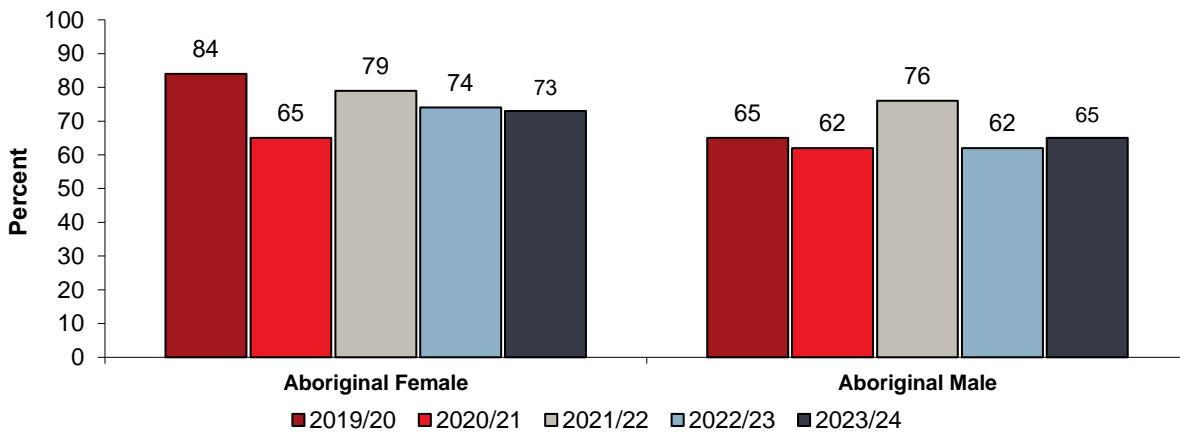
### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	73	84	65	85	88	83
2020/21	63	65	62	83	85	81
2021/22	77	79	76	88	90	86
2022/23	68	74	62	84	88	80
2023/24	70	73	65	86	91	81

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



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



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

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

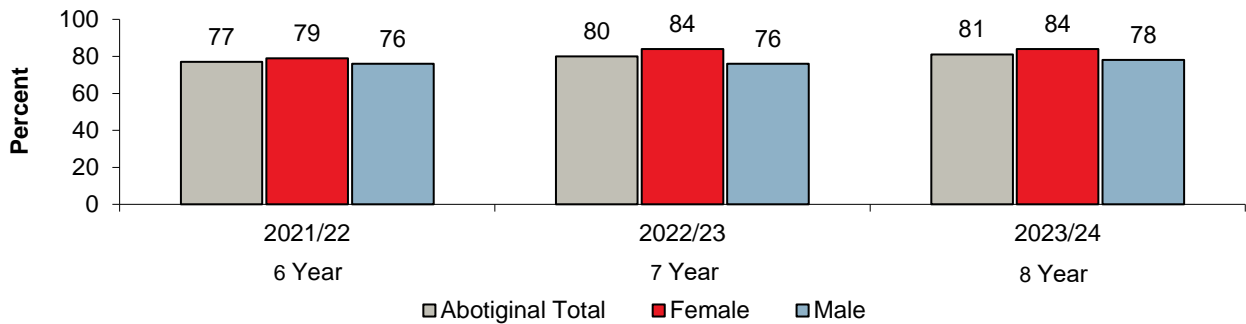
BC Residents

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

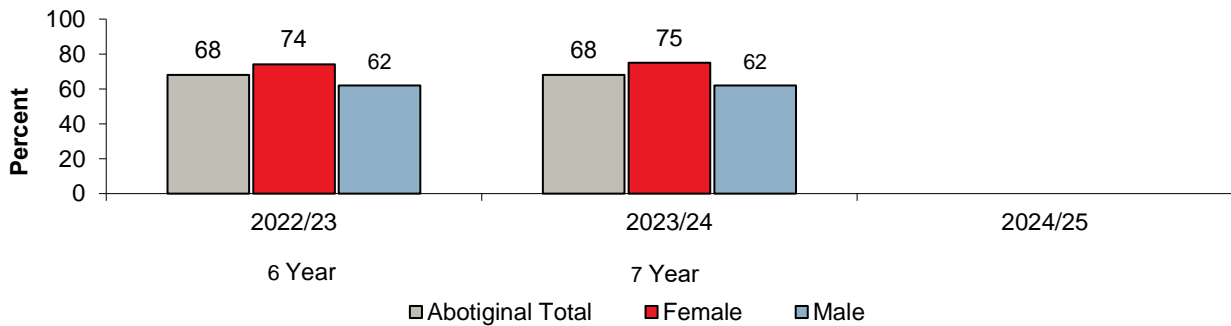
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	77	79	76	80	84	76	81	84	78
2017/18	68	74	62	68	75	62	-	-	-
2018/19	69	72	65	-	-	-	-	-	-

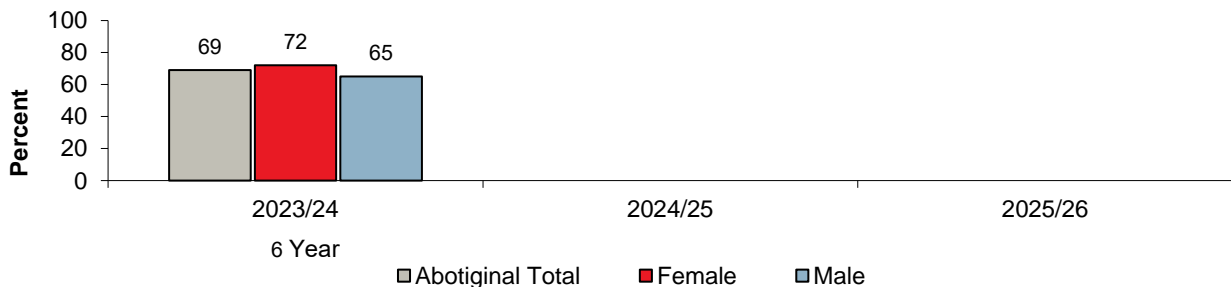
**Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort**



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



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



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



## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

**BC Residents**

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	118	Msk	Msk	417	Msk	Msk
2020/21	120	Msk	Msk	426	Msk	Msk
2021/22	120	Msk	Msk	422	Msk	Msk
2022/23	118	Msk	Msk	392	Msk	Msk
2023/24	124	Msk	Msk	446	Msk	Msk

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	118	58	49	417	287	69
2020/21	120	48	40	426	287	67
2021/22	120	55	46	422	273	65
2022/23	118	52	44	392	279	71
2023/24	124	58	47	446	303	68

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

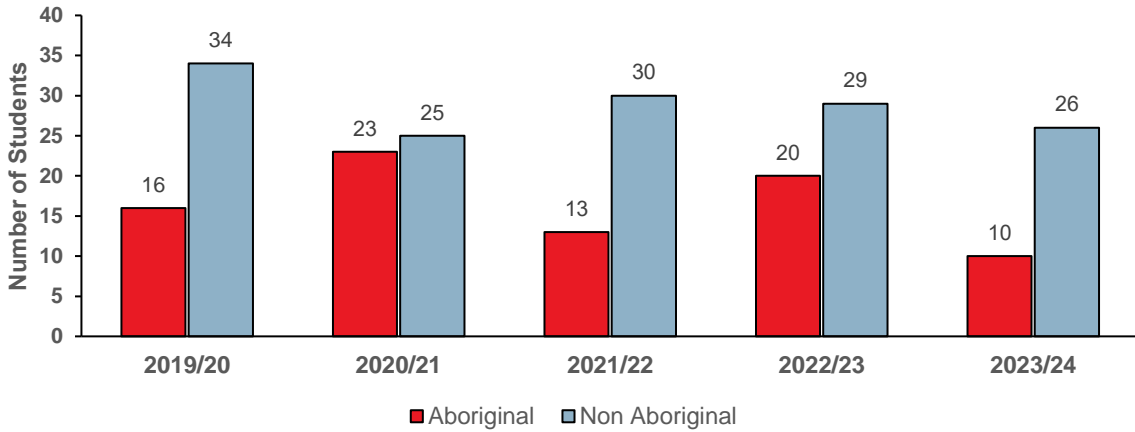
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

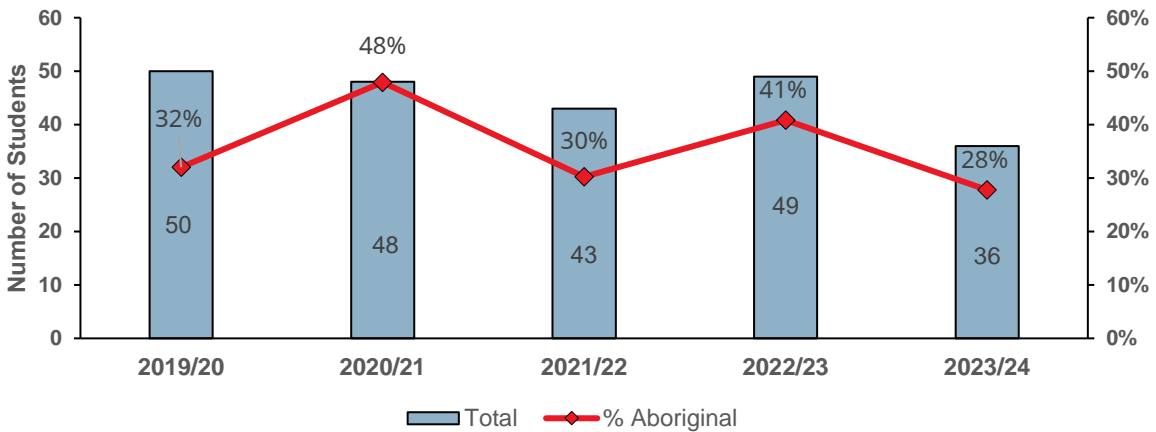
### NUMBER OF ADULT DOGWOOD

School Year	Total		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2019/20	50		16	32	34	68
2020/21	48		23	48	25	52
2021/22	43		13	30	30	70
2022/23	49		20	41	29	59
2023/24	36		10	28	26	72

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2019/20	Msk	Msk	Msk	Msk	Msk	53	Msk	Msk
2020/21	Msk	Msk	48	Msk	Msk	60	-	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	33	Msk	Msk
2022/23	Msk	Msk	55	Msk	Msk	41	Msk	Msk
2023/24	-	Msk	Msk	38	Msk	Msk	Msk	42

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

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2019/20	Msk	Msk	Msk	Msk	Msk
2020/21	17	74	Msk	Msk	-	-
2021/22	Msk	Msk	Msk	Msk	-	-
2022/23	10	50	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	-	-

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2019/20	Msk	Msk	13	38	13
2020/21	Msk	Msk	Msk	Msk	11	44
2021/22	Msk	Msk	Msk	Msk	17	57
2022/23	13	45	10	34	Msk	Msk
2023/24	Msk	Msk	12	46	Msk	Msk

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

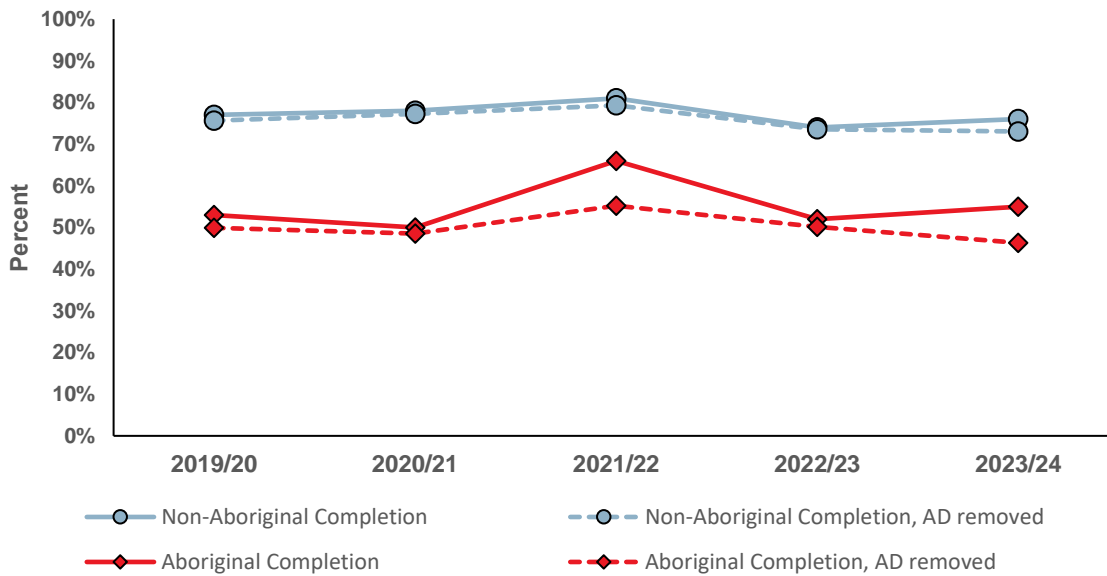
The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	53	-3	50	77	-1	76
2020/21	50	-1	49	78	-1	77
2021/22	66	-11	55	81	-2	79
2022/23	52	-2	50	74	0	74
2023/24	55	-9	46	76	-3	73

**Five-year Completion Rate - Adult Dogwood Contribution**



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

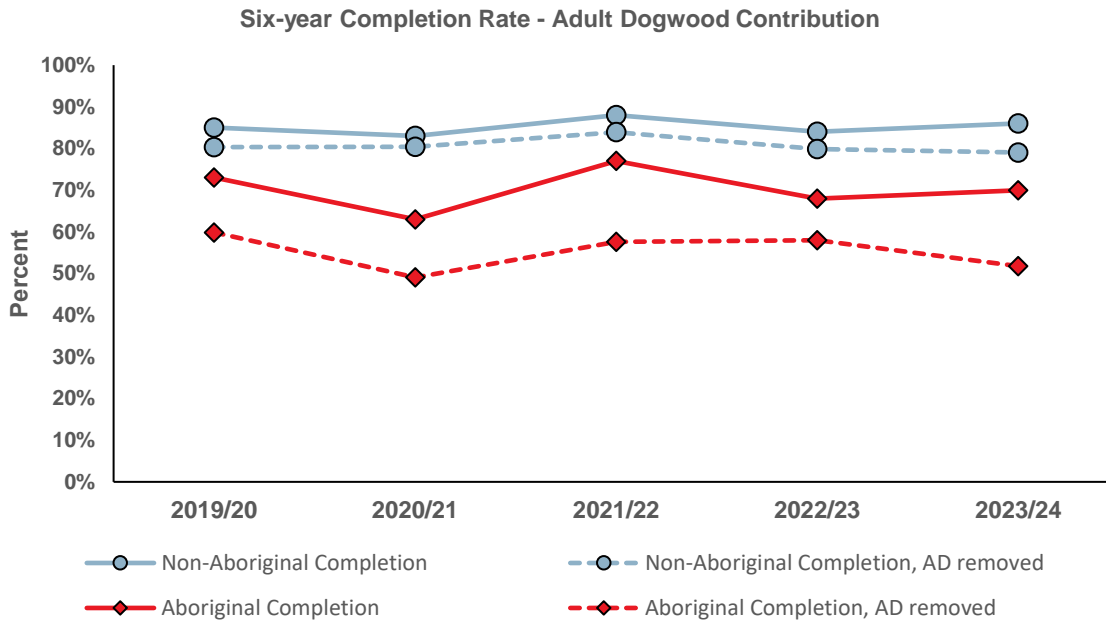
BC Residents

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

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

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	73	-13	60	85	-5	80
2020/21	63	-14	49	83	-3	80
2021/22	77	-19	58	88	-4	84
2022/23	68	-10	58	84	-4	80
2023/24	70	-18	52	86	-7	79



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

BC Residents

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

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

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

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

### ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups #	All Legal Groups #	%	All Legal Groups #	%
2018/19	304	174	57	130	43
2019/20	302	178	59	124	41
2020/21	320	180	56	140	44
2021/22	319	201	63	118	37
2022/23	318	203	64	115	36

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

School Year	Aboriginal Total	Aboriginal	
	September #	All Legal Groups #	%
2018/19	1,289	174	13
2019/20	1,299	178	14
2020/21	1,293	180	14
2021/22	1,319	201	15
2022/23	1,284	203	16

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	36	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	50	Msk	Msk	Msk	62	Msk	Msk
2020/21	34	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	47	Msk	Msk	Msk	65	Msk	Msk
2022/23	35	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	86	Msk	Msk	Msk	94	Msk	Msk
2019/20	81	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	88	82	Msk	Msk	Msk	Msk	Msk
2021/22	89	86	Msk	Msk	92	Msk	Msk
2022/23	91	91	Msk	Msk	91	Msk	Msk

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

#### Transition to Community Colleges

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	48	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	57	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	47	100	Msk	Msk	Msk	Msk				
	2021/22	53	100	Msk	Msk						
Non-Aboriginal	2018/19	251	100	22	8.8	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	277	100	14	5.1	Msk	Msk	-	-		
	2020/21	282	100	10	3.5	Msk	Msk				
	2021/22	258	100	Msk	Msk						

### GRADE 12 GRADUATES ENTERING INSTITUTES

#### Transition to Institutes

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	48	100	-	-	-	-	-	-	-	-
	2019/20	57	100	Msk	Msk	-	-	Msk	Msk		
	2020/21	47	100	-	-	-	-				
	2021/22	53	100	Msk	Msk						
Non-Aboriginal	2018/19	251	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2019/20	277	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	282	100	Msk	Msk	Msk	Msk				
	2021/22	258	100	Msk	Msk						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

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

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

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

#### Transition to Research-Intensive Universities

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	48	100	Msk	Msk	-	-	-	-	-	-
	2019/20	57	100	Msk	Msk	-	-	-	-	-	-
	2020/21	47	100	Msk	Msk	-	-	-	-	-	-
	2021/22	53	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2018/19	251	100	23	9.2	Msk	Msk	-	-	-	-
	2019/20	277	100	17	6.1	Msk	Msk	Msk	Msk	-	-
	2020/21	282	100	16	5.7	-	-	-	-	-	-
	2021/22	258	100	16	6.2	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

#### Transition to Teaching-Intensive Universities

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	48	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2019/20	57	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-
	2020/21	47	100	12	25.5	Msk	Msk	-	-	-	-
	2021/22	53	100	10	18.9	-	-	-	-	-	-
Non-Aboriginal	2018/19	251	100	82	32.7	15	6.0	Msk	Msk	Msk	Msk
	2019/20	277	100	80	28.9	14	5.1	Msk	Msk	-	-
	2020/21	282	100	88	31.2	13	4.6	-	-	-	-
	2021/22	258	100	87	33.7	-	-	-	-	-	-



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

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

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

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

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

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### CAVEAT

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

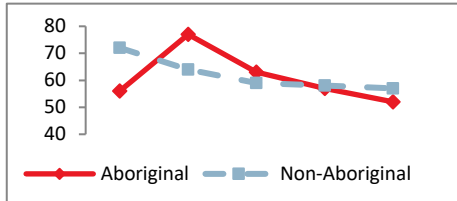
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

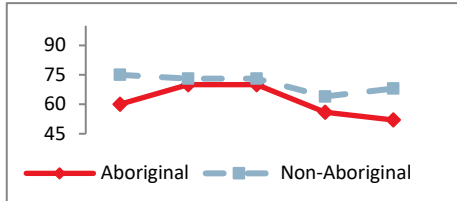
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



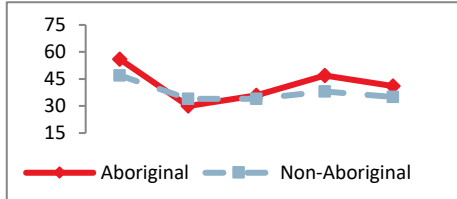
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	41	23	56	190	137	72
2020/21	60	46	77	237	152	64
2021/22	78	49	63	298	177	59
2022/23	42	24	57	226	131	58
2023/24	66	34	52	344	195	57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	43	26	60	191	144	75
2020/21	60	42	70	240	175	73
2021/22	76	53	70	301	221	73
2022/23	43	24	56	225	143	64
2023/24	65	34	52	342	232	68

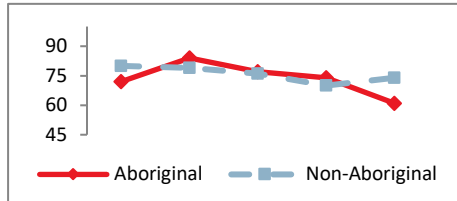
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	43	24	56	188	89	47
2020/21	60	18	30	234	79	34
2021/22	77	28	36	300	103	34
2022/23	43	20	47	223	84	38
2023/24	63	26	41	339	119	35

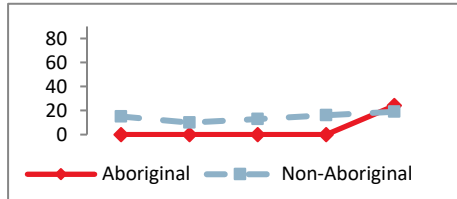
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

### Do you feel safe at school?



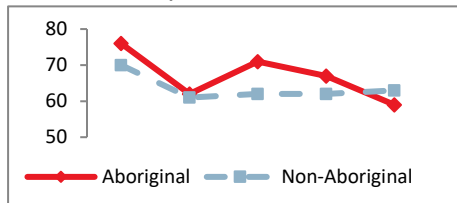
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	36	26	72	196	156	80
2020/21	49	41	84	248	196	79
2021/22	69	53	77	306	234	76
2022/23	38	28	74	230	161	70
2023/24	64	39	61	346	257	74

### Have you ever felt bullied at school?



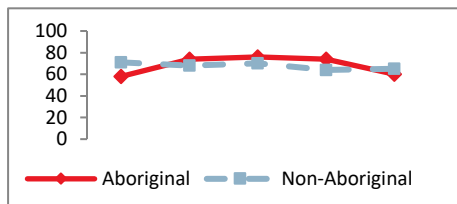
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	36	Msk	Msk	193	29	15
2020/21	49	Msk	Msk	249	25	10
2021/22	69	Msk	Msk	309	41	13
2022/23	38	Msk	Msk	229	37	16
2023/24	59	14	24	342	66	19

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



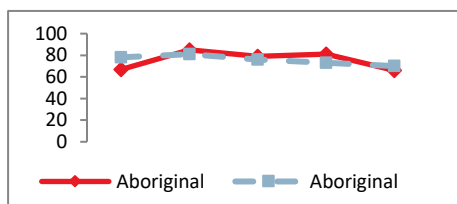
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	41	31	76	188	131	70
2020/21	61	38	62	238	146	61
2021/22	78	55	71	301	186	62
2022/23	42	28	67	226	139	62
2023/24	64	38	59	343	215	63

### I am happy at my school.



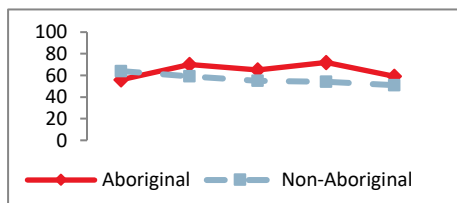
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	43	25	58	190	134	71
2020/21	61	45	74	235	159	68
2021/22	78	59	76	301	211	70
2022/23	43	32	74	225	144	64
2023/24	65	39	60	341	222	65

### Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	43	29	67	190	148	78
2020/21	60	51	85	238	192	81
2021/22	78	62	79	301	230	76
2022/23	43	35	81	226	166	73
2023/24	65	43	66	343	241	70

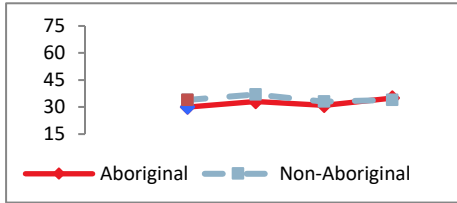
### Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	43	24	56	190	121	64
2020/21	61	43	70	234	139	59
2021/22	77	50	65	302	166	55
2022/23	43	31	72	226	121	54
2023/24	64	38	59	340	173	51

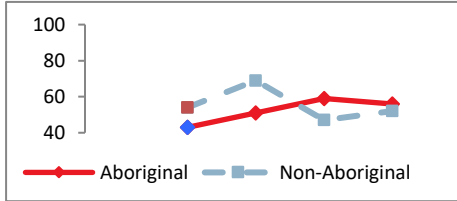
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



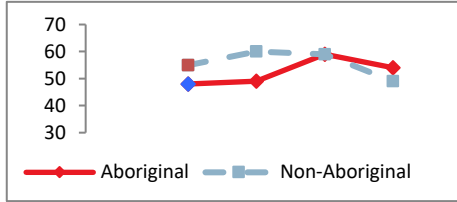
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	64	19	30	308	104	34
2021/22	43	14	33	156	58	37
2022/23	59	18	31	312	104	33
2023/24	77	27	35	329	112	34

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



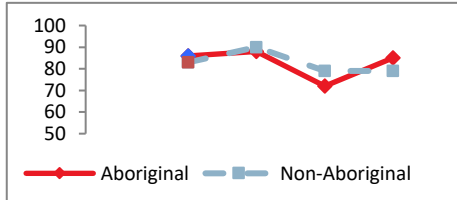
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	16	10	63
2020/21	63	27	43	312	169	54
2021/22	43	22	51	156	107	69
2022/23	59	35	59	312	147	47
2023/24	75	42	56	328	169	52

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



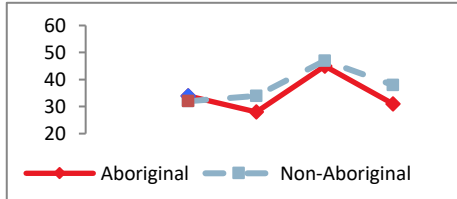
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two teachers or more		Gr 7 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	13	10	77
2020/21	62	30	48	295	161	55
2021/22	43	21	49	156	93	60
2022/23	59	35	59	310	184	59
2023/24	76	41	54	327	161	49

### 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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	14	11	79
2020/21	64	55	86	309	257	83
2021/22	40	35	88	153	137	90
2022/23	58	42	72	306	242	79
2023/24	75	64	85	325	256	79

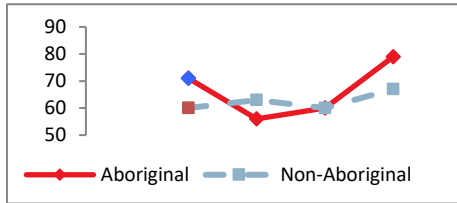
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	15	Msk	Msk
2020/21	64	22	34	310	99	32
2021/22	43	12	28	156	53	34
2022/23	58	26	45	309	144	47
2023/24	74	23	31	327	123	38

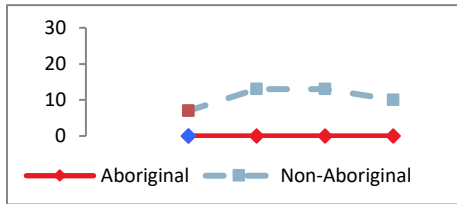
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



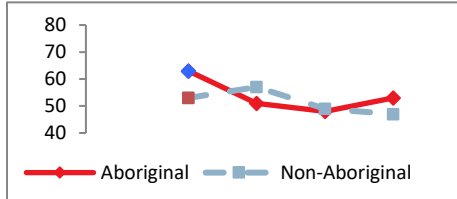
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	15	12	80
2020/21	56	40	71	314	187	60
2021/22	43	24	56	155	98	63
2022/23	58	35	60	311	188	60
2023/24	73	58	79	328	219	67

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



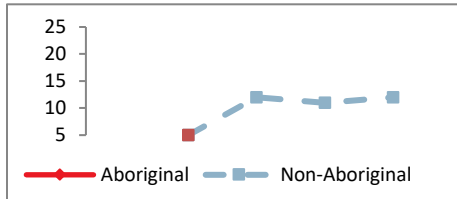
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	15	-	-
2020/21	57	Msk	Msk	312	22	7
2021/22	42	Msk	Msk	156	20	13
2022/23	57	Msk	Msk	313	40	13
2023/24	75	Msk	Msk	330	32	10

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



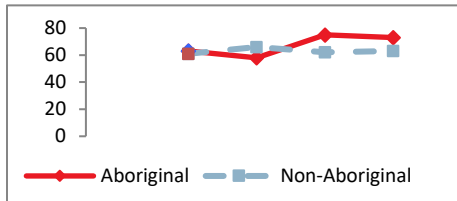
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	64	40	63	310	164	53
2021/22	43	22	51	158	90	57
2022/23	60	29	48	310	152	49
2023/24	77	41	53	329	153	47

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



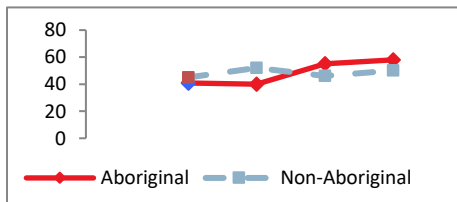
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	63	Msk	Msk	308	16	5
2021/22	43	Msk	Msk	157	19	12
2022/23	60	Msk	Msk	307	34	11
2023/24	77	Msk	Msk	330	41	12

### Do you feel welcome at your 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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	16	10	63
2020/21	64	40	63	309	190	61
2021/22	43	25	58	155	102	66
2022/23	59	44	75	309	191	62
2023/24	77	56	73	328	208	63

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



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	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	15	10	67
2020/21	64	26	41	312	140	45
2021/22	43	17	40	157	81	52
2022/23	60	33	55	312	144	46
2023/24	77	45	58	325	163	50

## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



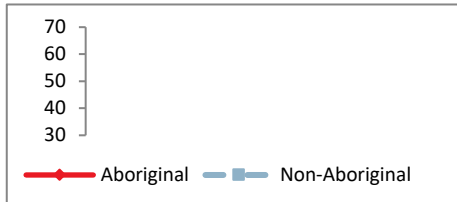
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



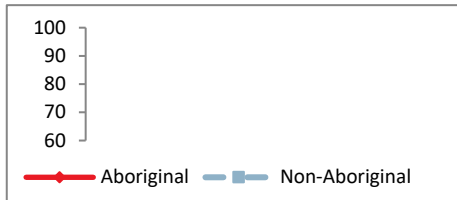
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



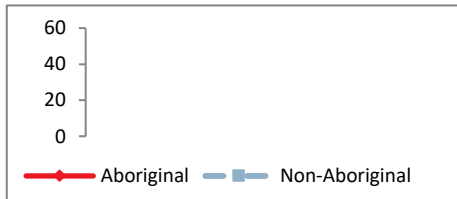
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two teachers or more		Gr 10 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



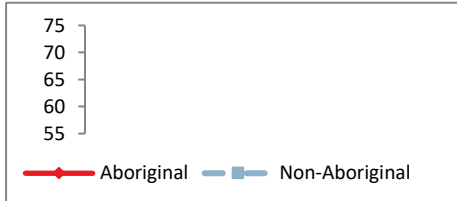
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



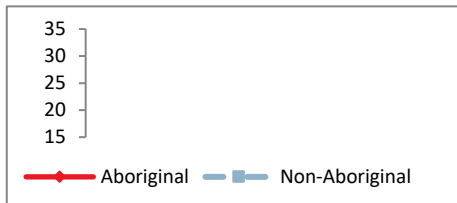
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

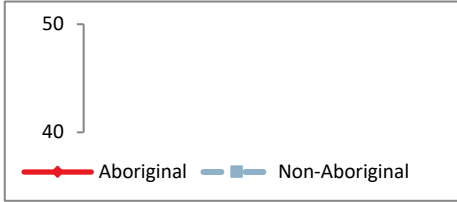
**STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued**

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



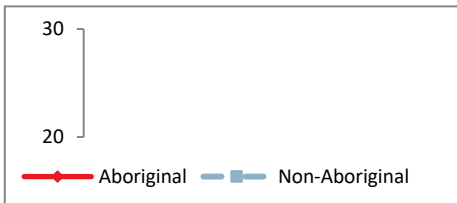
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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

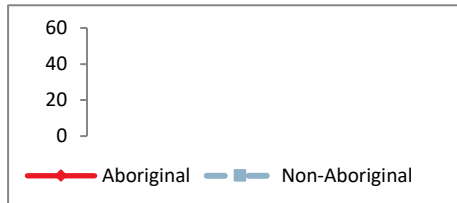


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-



## 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	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



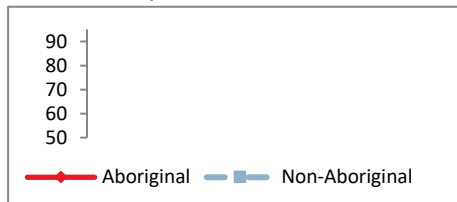
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



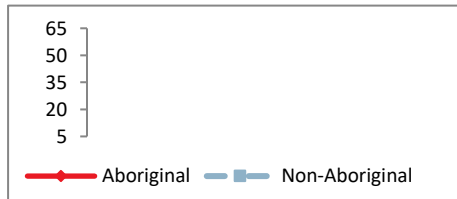
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two teachers or more		Gr 12 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

### 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	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

### 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	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



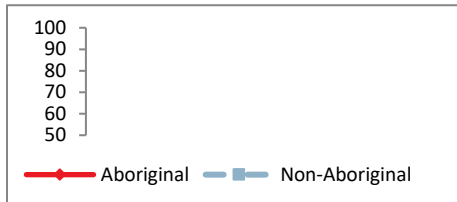
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-

## GLOSSARY

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

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

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