



Aboriginal Report

How Are We Doing?

2022/2023

PROVINCE

Public schools only

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

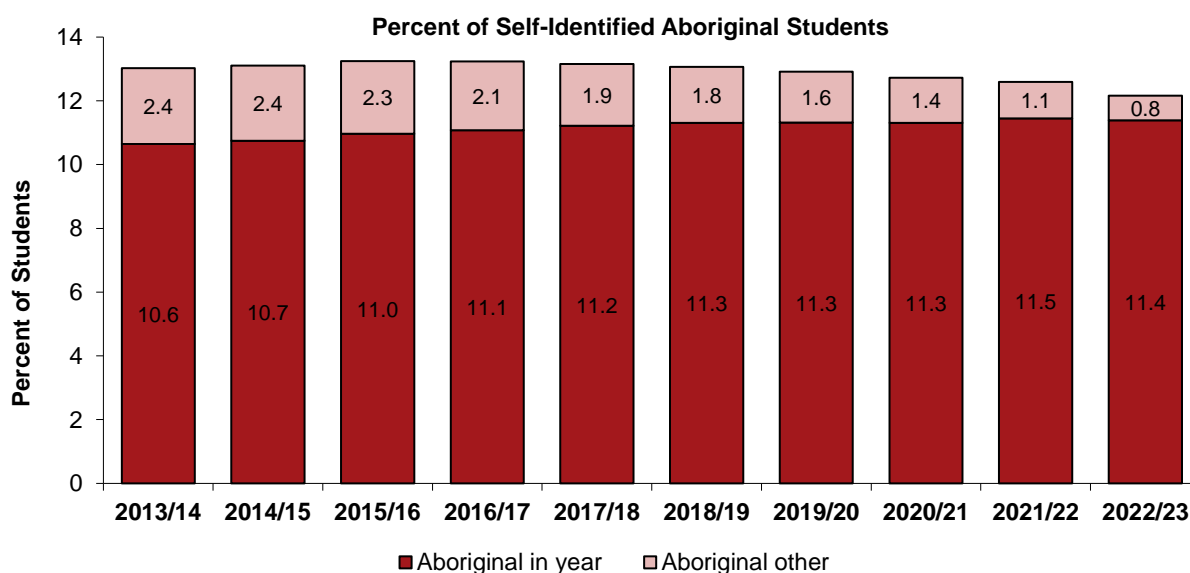
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students #	SIA in Year*		SIA Only in Other Year(s)*		Never SIA*	
		#	%	#	%	#	%
2013/14	558,983	59,502	10.6	13,325	2.4	486,156	87.0
2014/15	552,786	59,382	10.7	13,068	2.4	480,336	86.9
2015/16	553,376	60,706	11.0	12,567	2.3	480,103	86.8
2016/17	557,625	61,801	11.1	11,979	2.1	483,845	86.8
2017/18	563,241	63,182	11.2	10,930	1.9	489,129	86.8
2018/19	568,982	64,326	11.3	10,009	1.8	494,647	86.9
2019/20	576,000	65,215	11.3	9,152	1.6	501,633	87.1
2020/21	568,285	64,272	11.3	8,037	1.4	495,976	87.3
2021/22	578,797	66,282	11.5	6,635	1.1	505,880	87.4
2022/23	590,583	67,285	11.4	4,553	0.8	518,745	87.8



Note:

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

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

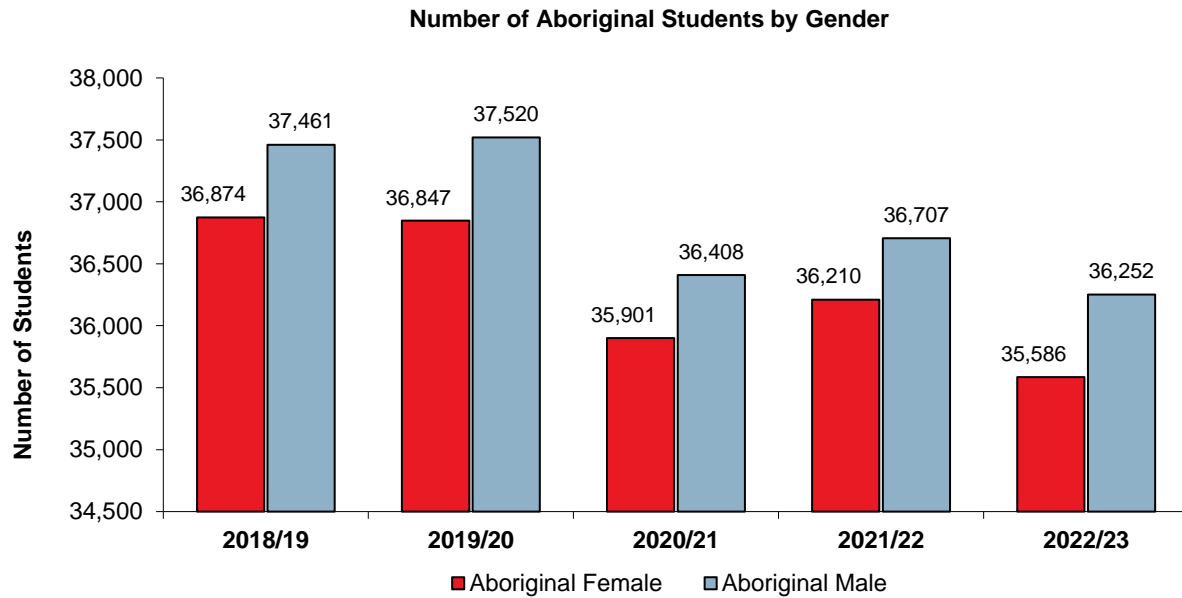
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. Column (3) shows students who have never identified themselves as Aboriginal.

ABORIGINAL STUDENTS BY GENDER

School Year	All Students	Aboriginal Students		Aboriginal Female	% of All Students	Aboriginal Male	% of All Students
		#	%	#		#	
2018/19	568,982	74,335	13.1	36,874	6.5	37,461	6.6
2019/20	576,000	74,367	12.9	36,847	6.4	37,520	6.5
2020/21	568,285	72,309	12.7	35,901	6.3	36,408	6.4
2021/22	578,797	72,917	12.6	36,210	6.3	36,707	6.3
2022/23	590,583	71,838	12.2	35,586	6.0	36,252	6.1



ABORIGINAL STUDENTS, ON- OR OFF-RESERVE

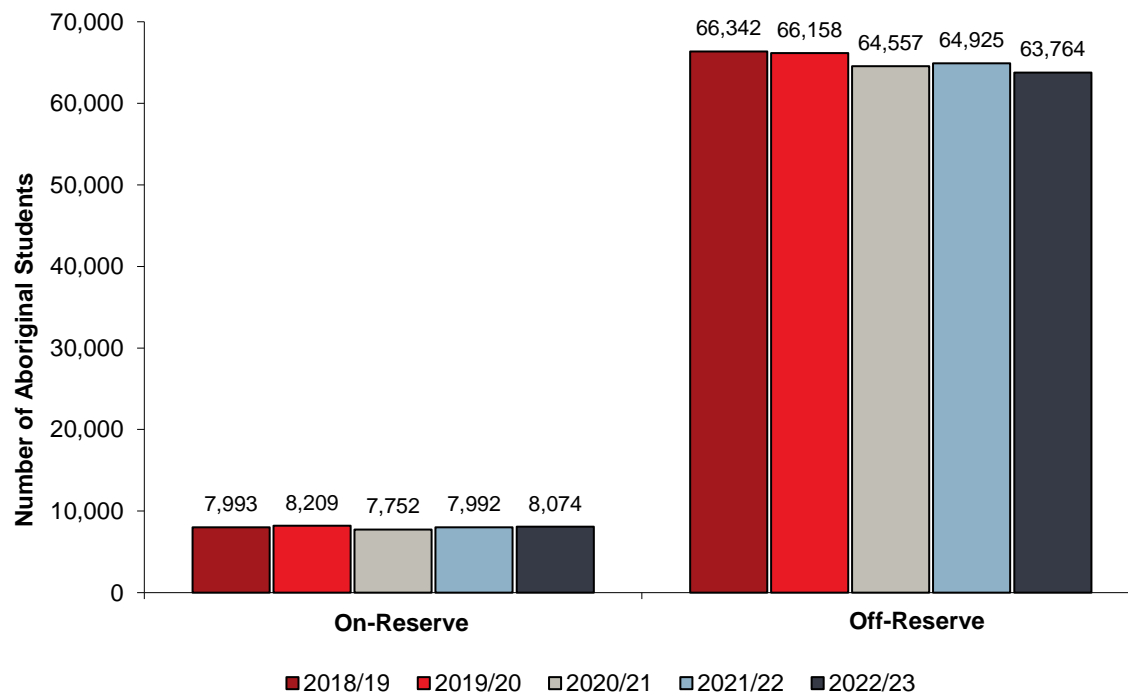
September Count

On-Reserve					Off-Reserve		
School Year	Aboriginal Students #	Aboriginal Female #	Aboriginal Male #	Total Aboriginal #	Aboriginal Female #	Aboriginal Male #	Total Aboriginal #
2018/19	74,335	3,912	4,081	7,993	32,962	33,380	66,342
2019/20	74,367	4,039	4,170	8,209	32,808	33,350	66,158
2020/21	72,309	3,801	3,951	7,752	32,100	32,457	64,557
2021/22	72,917	3,890	4,102	7,992	32,320	32,605	64,925
2022/23	71,838	3,913	4,161	8,074	31,673	32,091	63,764

February Count

On-Reserve					Off-Reserve		
School Year	Aboriginal Students #	Aboriginal Female #	Aboriginal Male #	Total Aboriginal #	Aboriginal Female #	Aboriginal Male #	Total Aboriginal #
2018/19	74,282	3,951	4,056	8,007	32,955	33,320	66,275
2019/20	74,143	3,975	4,081	8,056	32,741	33,346	66,087
2020/21	72,218	3,799	3,914	7,713	32,085	32,420	64,505
2021/22	72,316	3,856	4,060	7,916	32,066	32,334	64,400
2022/23	71,478	3,864	4,137	8,001	31,519	31,958	63,477

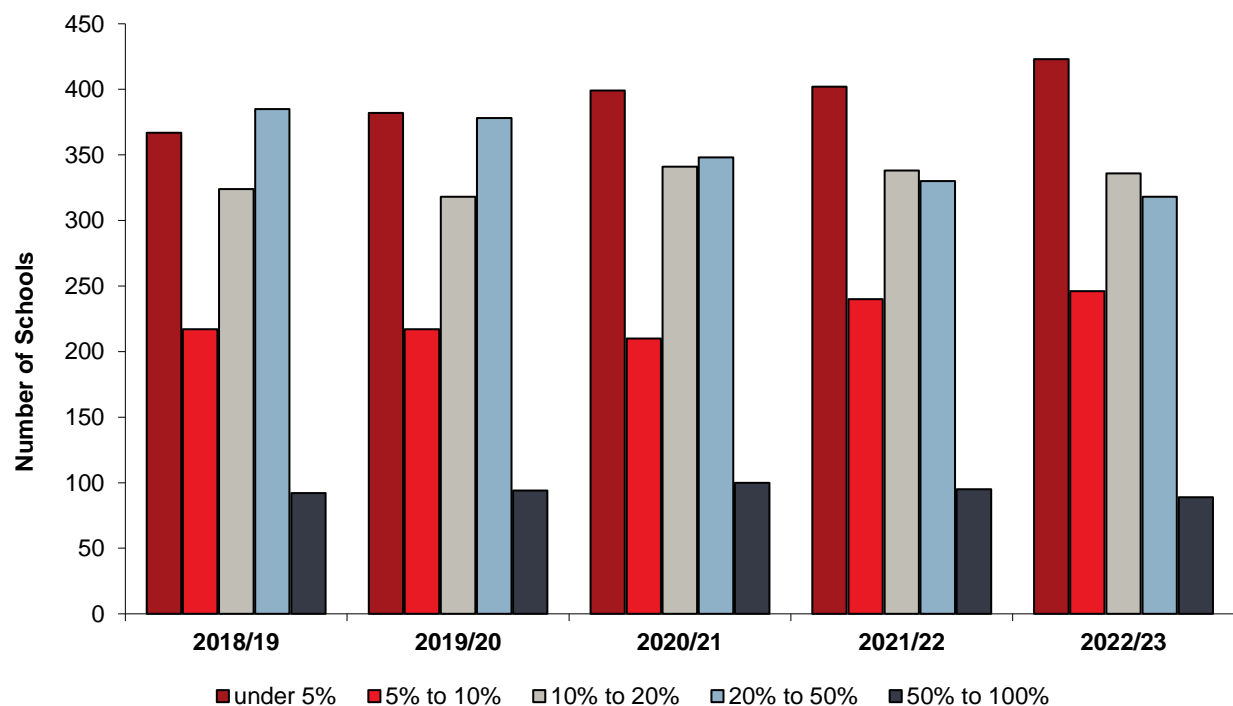
Number of Aboriginal Students, On or Off-Reserve (September Count)



NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

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

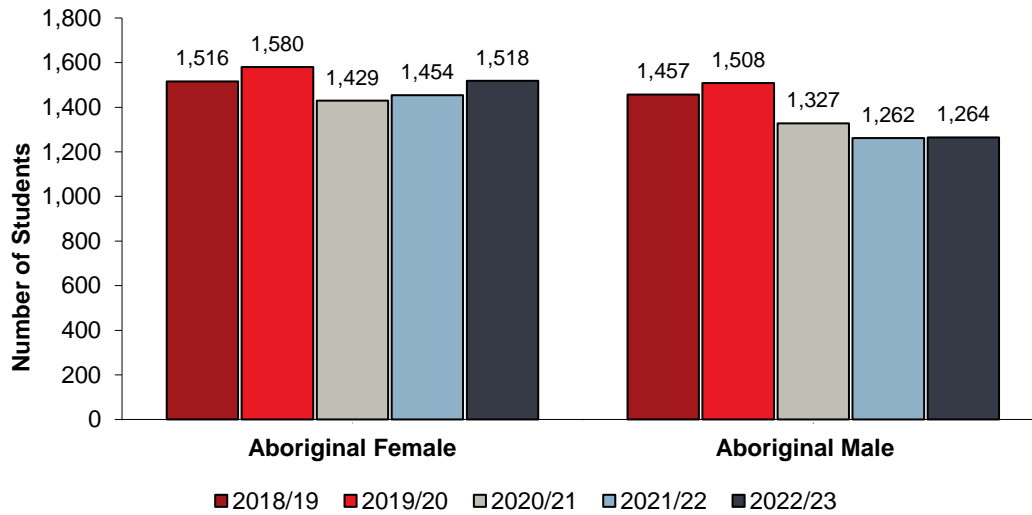
Number of Schools with Aboriginal Students (%)



STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	Aboriginal			Non-Aboriginal				
		Aboriginal #	%	Female #	Male #	Non-Aboriginal #	%	Female #	Male #
2018/19	7,236	2,973	41	1,516	1,457	4,263	59	1,943	2,320
2019/20	7,727	3,088	40	1,580	1,508	4,639	60	2,114	2,525
2020/21	6,365	2,756	43	1,429	1,327	3,609	57	1,778	1,831
2021/22	6,108	2,716	44	1,454	1,262	3,392	56	1,761	1,631
2022/23	6,528	2,782	43	1,518	1,264	3,746	57	2,004	1,742

Number of Aboriginal Students in Alternate Programs



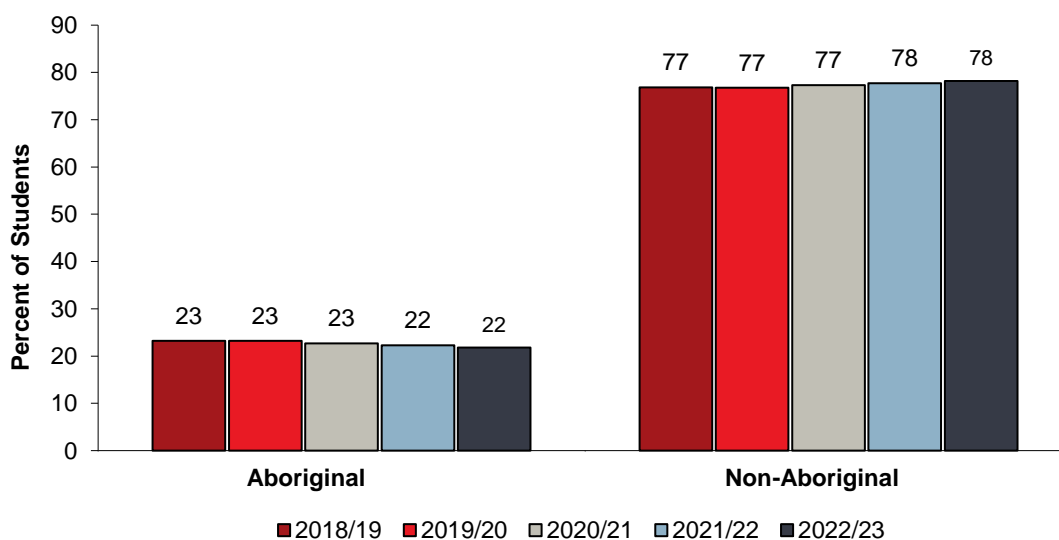
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

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

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

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	64,864	15,046	23	49,818	77
2019/20	68,236	15,860	23	52,376	77
2020/21	68,716	15,603	23	53,113	77
2021/22	72,739	16,187	22	56,552	78
2022/23	76,301	16,621	22	59,680	78

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

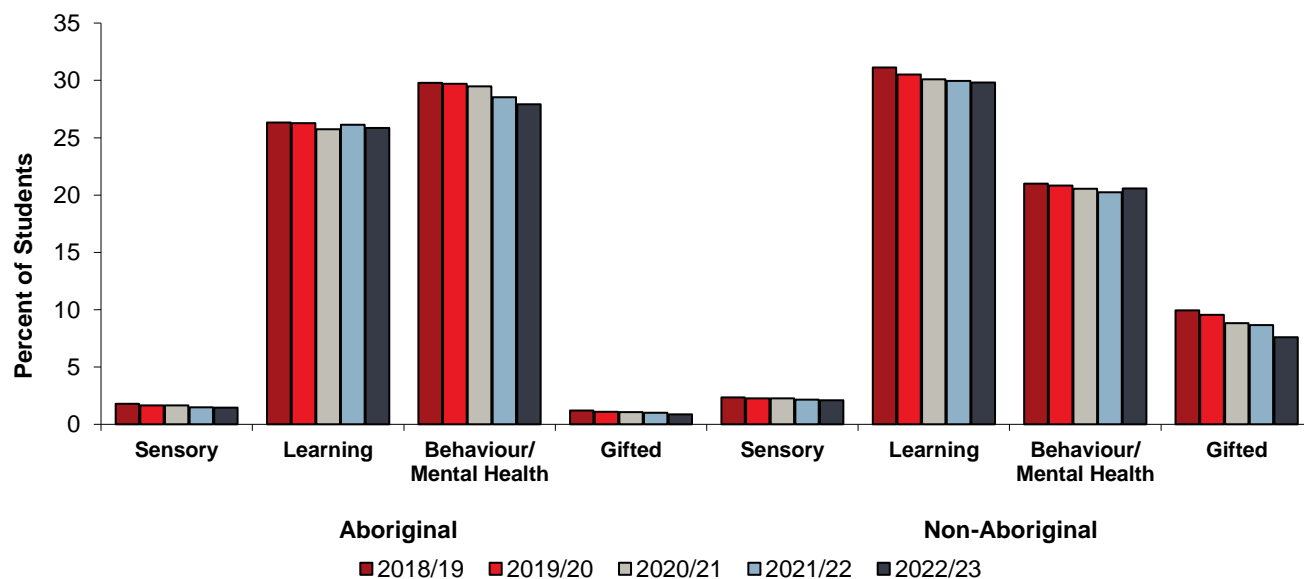


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

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

School Year	Sensory Designation						Learning Designation				Behaviour/Mental Health Designation				Gifted Designation			
	Non- Aboriginal		Aboriginal		Non- Aboriginal		Aboriginal		Non- Aboriginal		Aboriginal		Non- Aboriginal		Aboriginal		Non- Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2018/19	15,046	49,818	268	2	1,173	2	3,963	26	15,507	31	4,481	30	10,460	21	182	1	4,948	10
2019/20	15,860	52,376	262	2	1,186	2	4,168	26	15,976	31	4,710	30	10,903	21	174	1	4,999	10
2020/21	15,603	53,113	259	2	1,211	2	4,017	26	15,983	30	4,602	29	10,920	21	166	1	4,682	9
2021/22	16,187	56,552	240	1	1,220	2	4,229	26	16,943	30	4,619	29	11,446	20	165	1	4,896	9
2022/23	16,621	59,680	241	1	1,249	2	4,296	26	17,799	30	4,639	28	12,278	21	144	1	4,542	8

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



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

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

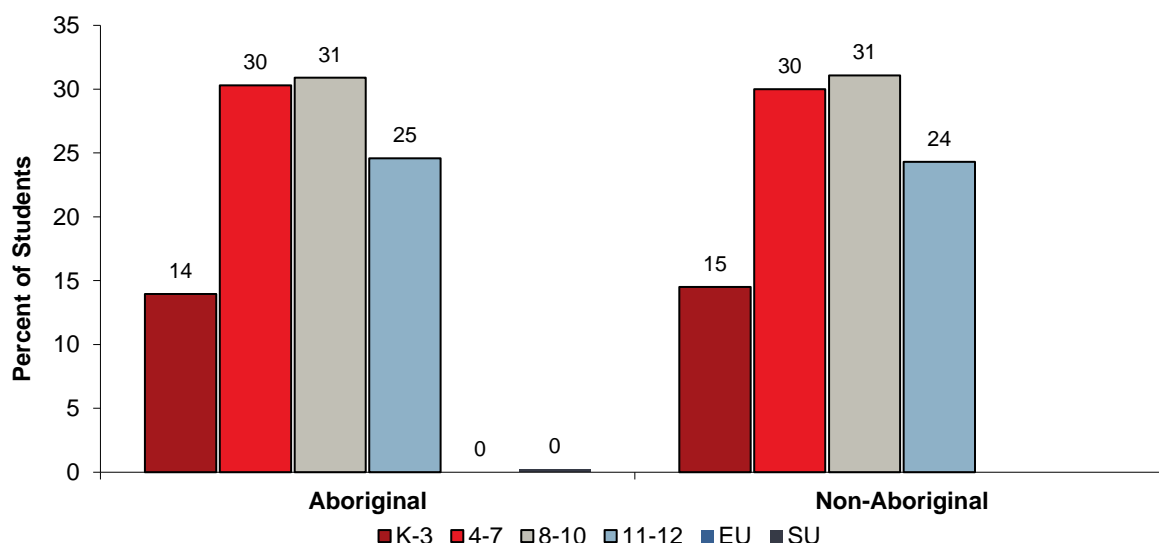
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	4,481	803	18	1,444	32	1,256	28	908	20	0	0	67	1
2019/20	4,710	817	17	1,513	32	1,320	28	1,006	21	0	0	52	1
2020/21	4,602	675	15	1,478	32	1,312	29	1,101	24	0	0	35	1
2021/22	4,619	595	13	1,462	32	1,412	31	1,137	25	0	0	10	0
2022/23	4,639	648	14	1,406	30	1,433	31	1,141	25	0	0	10	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	10,460	1,743	17	3,480	33	2,739	26	2,402	23	Msk	Msk	Msk	Msk
2019/20	10,903	1,753	16	3,724	34	2,912	27	2,468	23	0	0	44	0
2020/21	10,920	1,526	14	3,625	33	3,093	28	2,631	24	Msk	Msk	Msk	Msk
2021/22	11,446	1,570	14	3,662	32	3,430	30	2,761	24	Msk	Msk	Msk	Msk
2022/23	12,278	1,781	15	3,682	30	3,817	31	2,985	24	Msk	Msk	Msk	Msk

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



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

BC Residents

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

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

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

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

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	4,304	73	1,561	36	2,466	57	277	6
2019/20	4,149	73	1,585	38	2,304	56	260	6
2020/21	3,416	63	948	28	2,242	66	226	7
2021/22	3,669	71	1,460	40	1,974	54	235	6
2022/23	3,840	74	1,590	41	2,064	54	186	5

Grade 4: Aboriginal

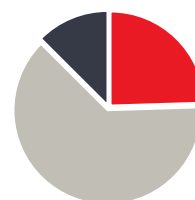


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

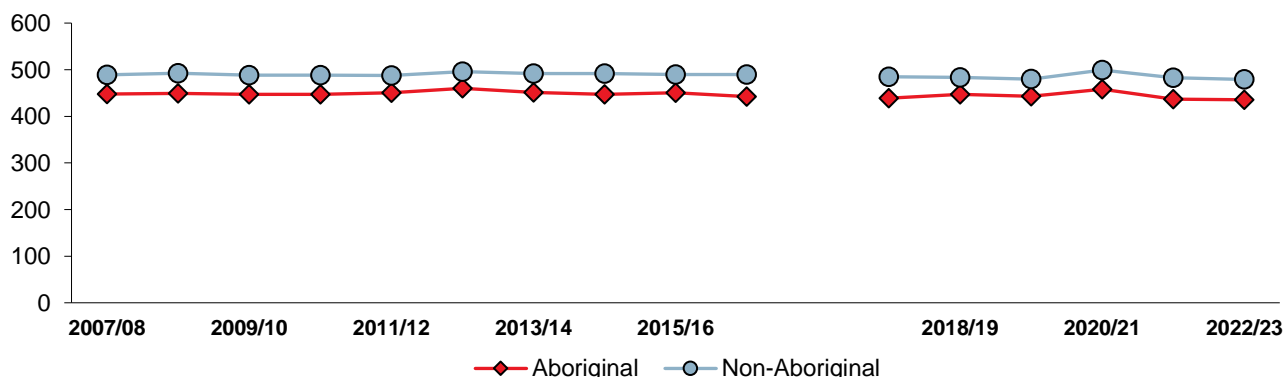
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	26,105	72	5,827	22	16,888	65	3,390	13
2019/20	25,484	72	6,103	24	16,255	64	3,126	12
2020/21	23,147	64	3,720	16	15,781	68	3,646	16
2021/22	25,657	70	5,926	23	16,430	64	3,301	13
2022/23	26,651	72	6,533	25	16,781	63	3,337	13

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



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

BC Residents

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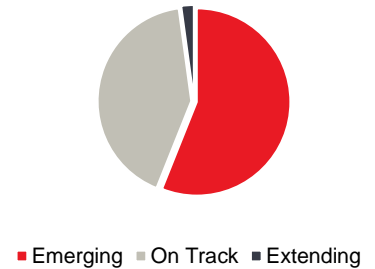
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	4,274	73	2,178	51	1,994	47	102	2
2019/20	4,134	72	1,989	48	2,034	49	111	3
2020/21	3,363	62	1,467	44	1,756	52	140	4
2021/22	3,653	71	1,972	54	1,582	43	99	3
2022/23	3,850	74	2,158	56	1,609	42	83	2

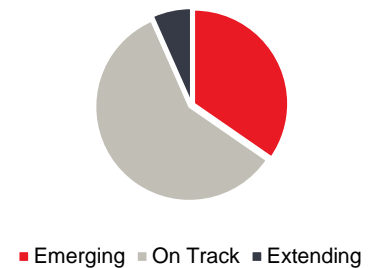
Grade 4: Aboriginal



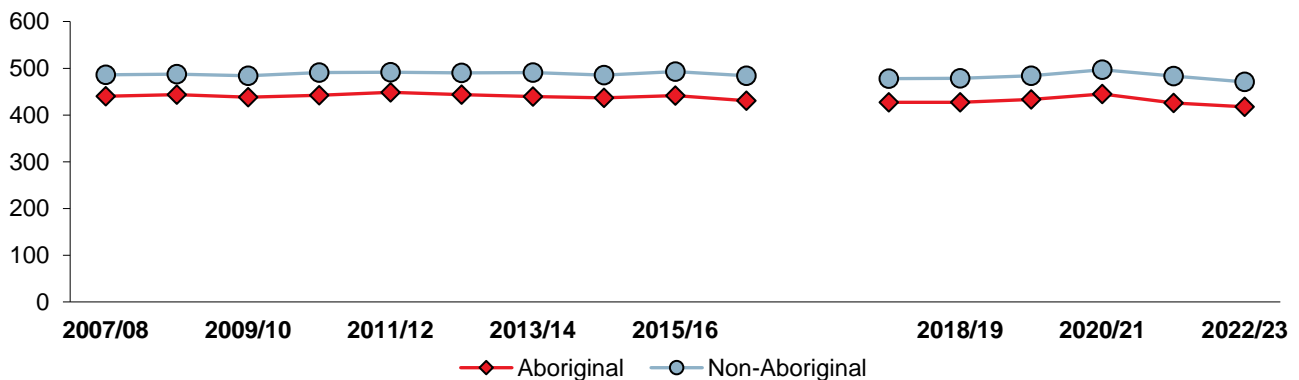
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	26,020	72	7,934	30	16,341	63	1,745	7
2019/20	25,414	72	7,350	29	16,012	63	2,052	8
2020/21	23,061	64	5,914	26	14,689	64	2,458	11
2021/22	25,593	70	8,055	31	15,377	60	2,161	8
2022/23	26,625	72	9,220	35	15,639	59	1,766	7

Grade 4: Non-Aboriginal



Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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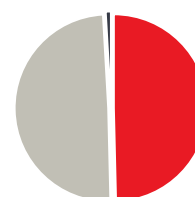
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	4,062	71	1,532	38	2,471	61	59	1
2019/20	4,352	73	1,728	40	2,576	59	48	1
2020/21	3,513	58	1,328	38	2,156	61	29	1
2021/22	4,147	71	1,887	46	2,213	53	47	1
2022/23	4,135	73	2,052	50	2,046	49	37	1

Grade 7: Aboriginal

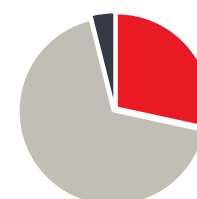


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

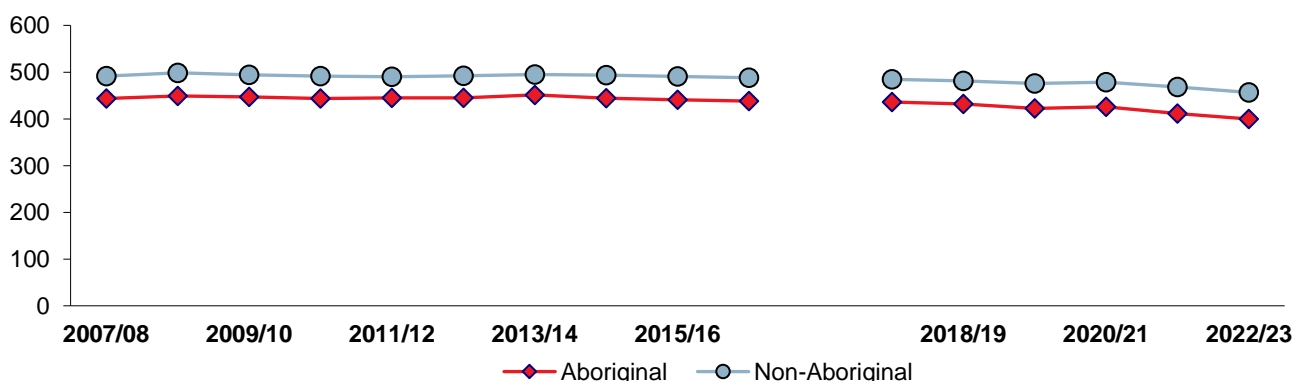
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	24,816	71	5,091	21	18,265	74	1,460	6
2019/20	26,205	71	5,411	21	19,565	75	1,229	5
2020/21	22,776	61	4,368	19	17,309	76	1,099	5
2021/22	25,674	68	6,033	23	18,582	72	1,059	4
2022/23	25,833	69	7,336	28	17,489	68	1,008	4

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



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

BC Residents

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

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

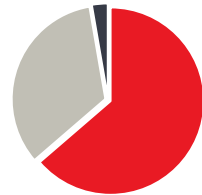
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	4,022	71	2,344	58	1,582	39	96	2
2019/20	4,320	72	2,591	60	1,616	37	113	3
2020/21	3,487	58	1,866	54	1,517	44	104	3
2021/22	4,117	70	2,465	60	1,547	38	105	3
2022/23	4,069	72	2,591	64	1,367	34	111	3

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

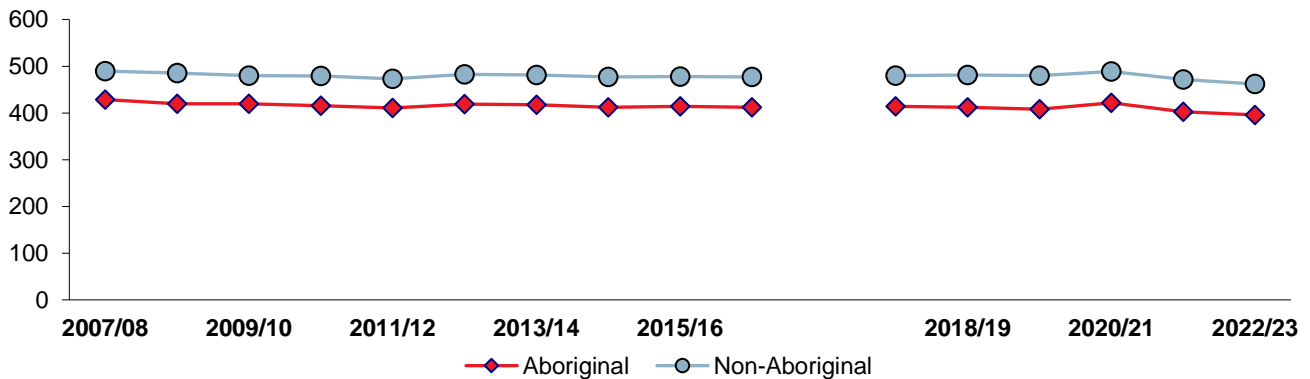
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	24,743	71	7,549	31	14,288	58	2,906	12
2019/20	26,117	71	8,484	32	14,159	54	3,474	13
2020/21	22,705	61	6,489	29	12,932	57	3,284	14
2021/22	25,639	68	8,952	35	13,642	53	3,045	12
2022/23	25,703	69	10,147	39	12,906	50	2,650	10

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,109	37	992	47	886	42	221	10	10	0
Non-Aboriginal	19,787	53	4,999	25	8,899	45	5,200	26	689	3

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,037	36	895	44	772	38	346	17	24	1
Non-Aboriginal	18,193	49	3,841	21	6,624	36	6,671	37	1,057	6

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	3,304	58	1,244	38	1,407	43	619	19	34	1
Non-Aboriginal	29,860	80	5,670	19	12,271	41	10,649	36	1,270	4

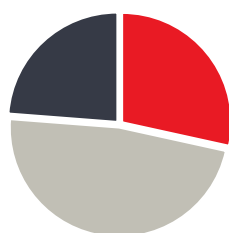
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	3,426	58	1,043	30	1,546	45	747	22	90	3
Non-Aboriginal	29,952	79	4,219	14	11,260	38	11,416	38	3,057	10

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	3,962	64	1,127	28	1,893	48	851	21	91	2
Non-Aboriginal	34,252	85	4,391	13	13,600	40	12,636	37	3,625	11

Numeracy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,267	40	236	10	761	34	1,196	53	74	3
Non-Aboriginal	20,221	54	768	4	4,056	20	13,124	65	2,273	11

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	3,622	64	414	11	1,296	36	1,768	49	144	4
Non-Aboriginal	31,205	84	1,227	4	6,591	21	19,857	64	3,530	11

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	3,799	64	390	10	1,299	34	1,973	52	137	4
Non-Aboriginal	32,127	85	1,129	4	6,319	20	20,802	65	3,877	12

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

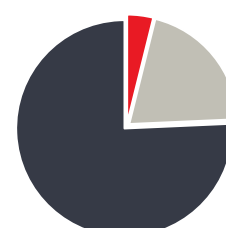
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	4,289	69	428	10	1,567	37	2,128	50	166	4
Non-Aboriginal	36,328	90	1,408	4	7,418	20	23,174	64	4,328	12

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

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

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

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

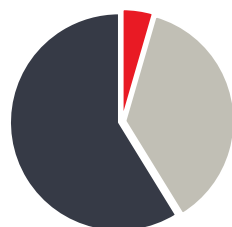
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,806	56	174	5	1,335	35	2,057	54	240	6
Non-Aboriginal	34,410	78	538	2	6,165	18	21,108	61	6,599	19

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

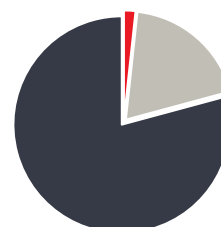
School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,853	56	173	4	1,415	37	2,000	52	265	7
Non-Aboriginal	34,658	78	593	2	6,617	19	21,049	61	6,399	18

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

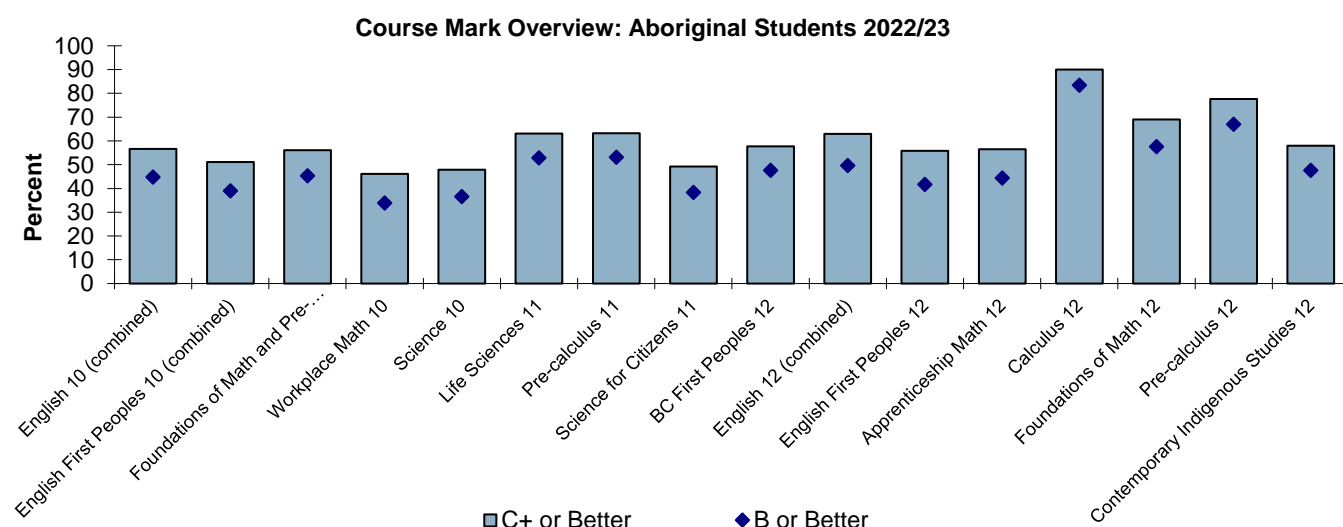
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
	#	#	%	#	%	#	#	%	#	%
English 10 (combined)*	7,749	4,393	57	3,466	45	64,207	49,651	77	42,876	67
English First Peoples 10 (combined)*	3,436	1,756	51	1,339	39	15,443	11,923	77	10,344	67
Foundations of Math and Pre-calculus 10	2,716	1,525	56	1,231	45	31,670	22,466	71	19,615	62
Workplace Math 10	3,133	1,447	46	1,061	34	8,746	4,950	57	3,887	44
Science 10	5,449	2,609	48	1,991	37	39,388	28,980	74	25,304	64
Life Sciences 11	1,538	971	63	812	53	15,665	12,337	79	11,034	70
Pre-calculus 11	1,494	945	63	794	53	25,042	19,443	78	17,462	70
Science for Citizens 11	822	405	49	315	38	2,679	1,647	61	1,287	48
BC First Peoples 12	972	561	58	463	48	3,077	2,482	81	2,238	73
English 12 (combined)*	4,034	2,539	63	2,002	50	37,681	30,918	82	27,367	73
English First Peoples 12	1,218	680	56	508	42	2,904	2,302	79	1,996	69
Apprenticeship Math 12	214	121	57	95	44	471	283	60	216	46
Calculus 12	169	152	90	141	83	4,780	4,303	90	4,032	84
Foundations of Math 12	375	259	69	216	58	4,400	3,164	72	2,631	60
Pre-calculus 12	738	573	78	494	67	16,975	14,161	83	12,945	76
Contemporary Indigenous Studies 12	357	207	58	170	48	1,224	1,027	84	933	76



Note:

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

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

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

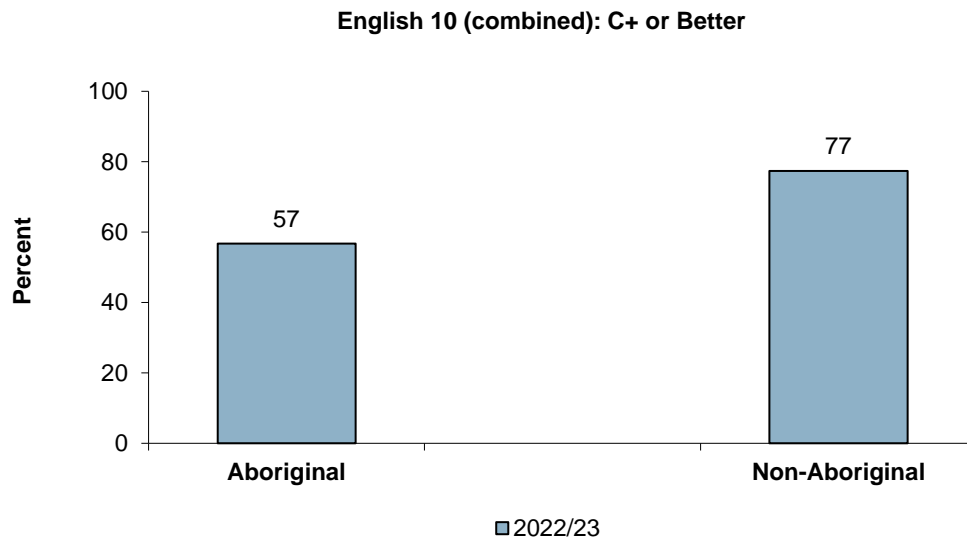
English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	9,684	5,287	55	4,057	42	74,096	56,127	76	48,259	65	
2020/21	9,343	5,606	60	4,346	47	72,687	57,870	80	50,444	69	
2021/22	9,334	5,189	56	4,098	44	73,634	57,457	78	49,986	68	
2022/23	7,749	4,393	57	3,466	45	64,207	49,651	77	42,876	67	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	9,684	5,895	8,304	1,380	74,096	38,241	67,825	6,271	
2020/21	9,343	5,896	8,004	1,339	72,687	38,130	66,902	5,785	
2021/22	9,334	6,101	8,019	1,315	73,634	38,918	68,073	5,561	
2022/23	7,749	6,373	6,637	1,112	64,207	41,519	58,886	5,321	



Note:

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

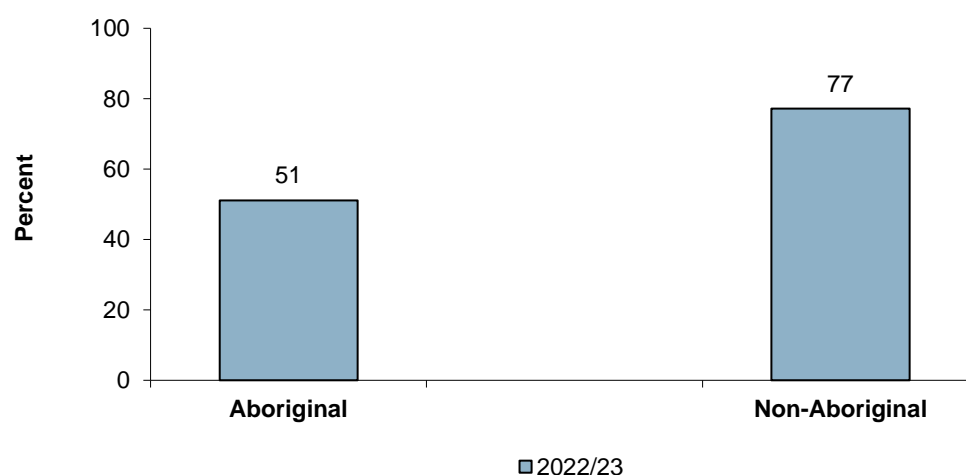
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2019/20	861	394	46	262	30	1,073	784	73	649	60	
2020/21	939	449	48	330	35	757	555	73	474	63	
2021/22	1,544	671	43	500	32	2,126	1,582	74	1,334	63	
2022/23	3,436	1,756	51	1,339	39	15,443	11,923	77	10,344	67	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	861	5,895	700	161	1,073	38,241	980	93	
2020/21	939	5,896	784	155	757	38,130	713	44	
2021/22	1,544	6,101	1,262	282	2,126	38,918	2,007	119	
2022/23	3,436	6,373	2,999	437	15,443	41,519	14,856	587	

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



Note:

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

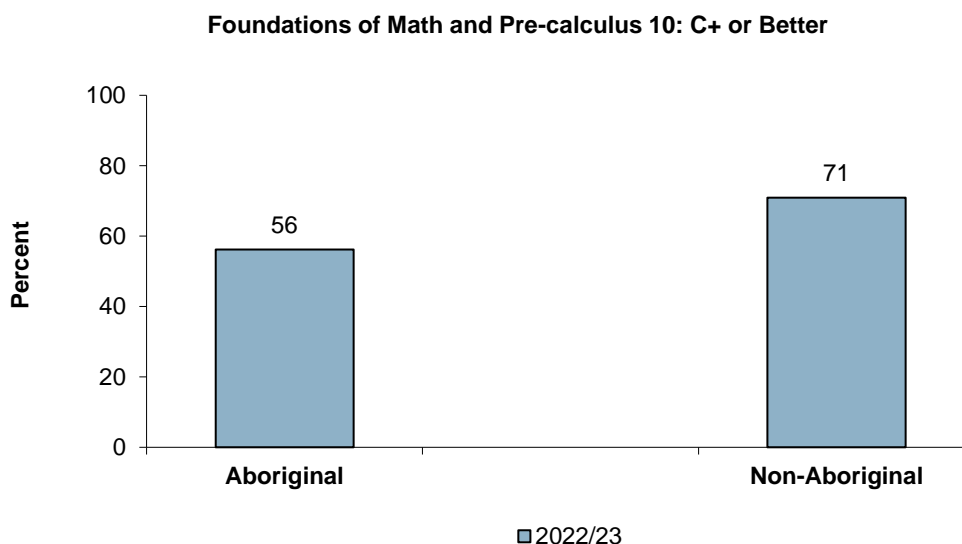
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2019/20	2,700	1,532	57	1,209	45	30,834	21,971	71	18,910	61	
2020/21	2,544	1,567	62	1,305	51	29,871	22,389	75	19,783	66	
2021/22	2,689	1,549	58	1,274	47	30,956	22,570	73	19,772	64	
2022/23	2,716	1,525	56	1,231	45	31,670	22,466	71	19,615	62	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	2,700	5,895	2,345	355	30,834	38,241	26,423	4,411	
2020/21	2,544	5,896	2,229	315	29,871	38,130	25,756	4,115	
2021/22	2,689	6,101	2,352	337	30,956	38,918	26,954	4,002	
2022/23	2,716	6,373	2,401	315	31,670	41,519	28,382	3,288	



Note:

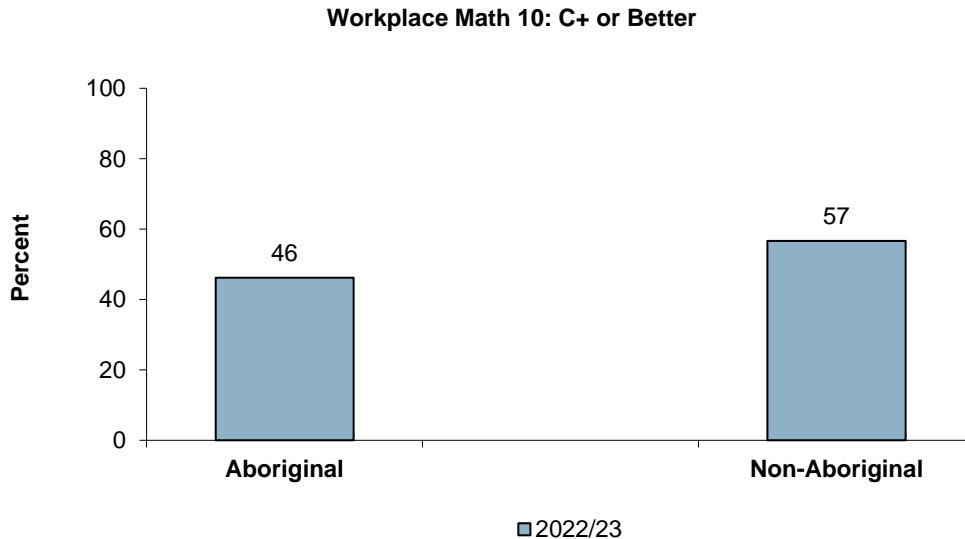
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	2,692	1,179	44	834	31	8,070	4,510	56	3,485	43	
2020/21	2,731	1,456	53	1,109	41	8,023	5,149	64	4,134	52	
2021/22	2,958	1,309	44	947	32	7,892	4,584	58	3,573	45	
2022/23	3,133	1,447	46	1,061	34	8,746	4,950	57	3,887	44	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 10	Course Mark Count			Total Gr 10	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 10 #	Non-Gr 10 #	Mark Count #	Students * #	Gr 10 #	Non-Gr 10 #
2019/20	2,692	5,895	1,926	766	8,070	38,241	6,047	2,023
2020/21	2,731	5,896	1,964	767	8,023	38,130	6,123	1,900
2021/22	2,958	6,101	2,138	820	7,892	38,918	6,137	1,755
2022/23	3,133	6,373	2,290	843	8,746	41,519	6,920	1,826



Note:

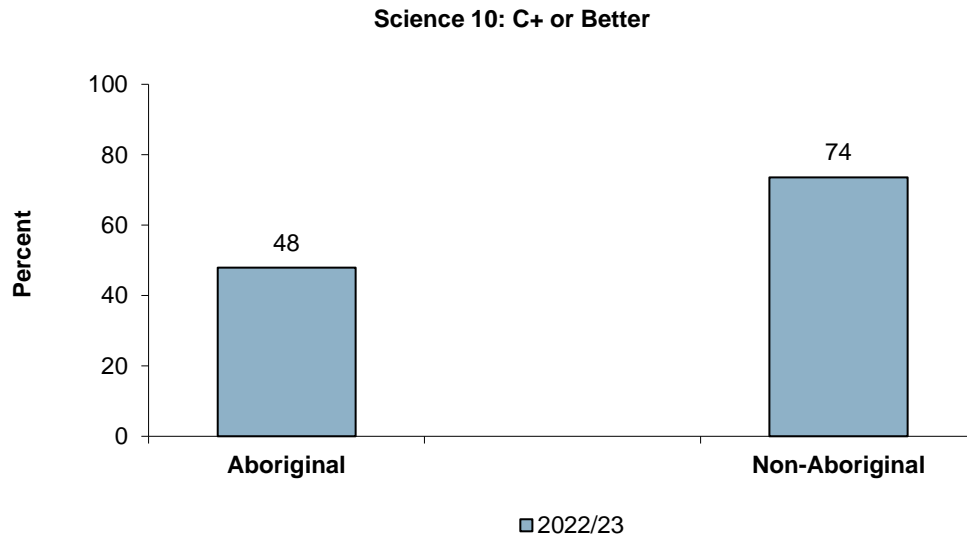
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	4,962	2,529	51	1,935	39	36,754	26,770	73	23,357	64	
2020/21	4,848	2,656	55	2,087	43	36,451	28,170	77	25,045	69	
2021/22	5,156	2,578	50	2,003	39	37,378	28,039	75	24,762	66	
2022/23	5,449	2,609	48	1,991	37	39,388	28,980	74	25,304	64	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 10	Course Mark Count		Course	Total Gr 10	Course Mark Count	
	Mark Count	Students *	Gr 10	Non-Gr 10	Mark Count	Students *	Gr 10	Non-Gr 10
	#	#	#	#	#	#	#	#
2019/20	4,962	5,895	4,202	760	36,754	38,241	33,344	3,410
2020/21	4,848	5,896	4,125	723	36,451	38,130	32,930	3,521
2021/22	5,156	6,101	4,346	810	37,378	38,918	33,947	3,431
2022/23	5,449	6,373	4,611	838	39,388	41,519	36,289	3,099



Note:

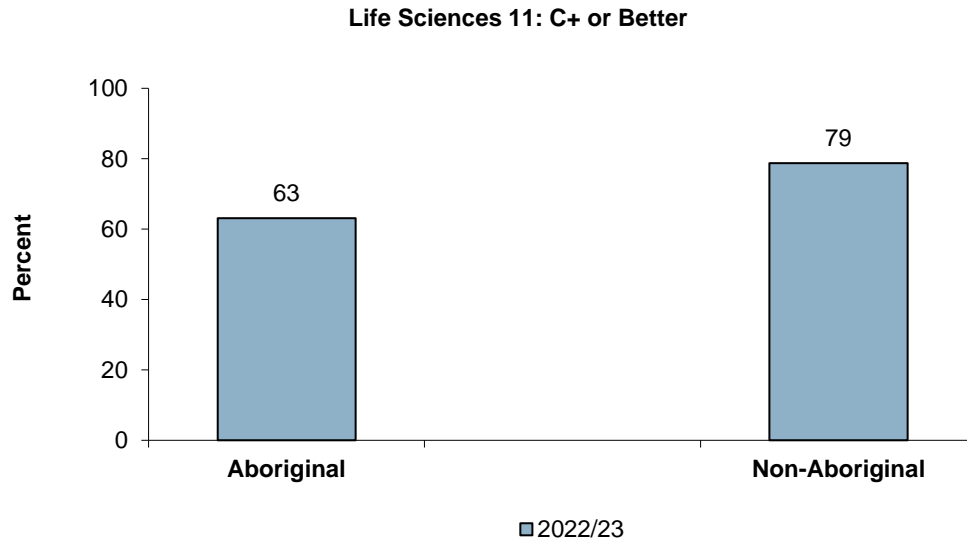
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	1,598	1,000	63	826	52	16,042	12,634	79	11,230	70	
2020/21	1,505	1,031	69	879	58	16,553	13,695	83	12,408	75	
2021/22	1,576	997	63	819	52	16,030	12,700	79	11,305	71	
2022/23	1,538	971	63	812	53	15,665	12,337	79	11,034	70	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	1,598	6,242	1,368	230	16,042	39,205	13,567	2,475	
2020/21	1,505	6,026	1,249	256	16,553	38,966	13,635	2,918	
2021/22	1,576	6,184	1,279	297	16,030	39,372	13,381	2,649	
2022/23	1,538	6,202	1,262	276	15,665	40,689	12,991	2,674	



Note:

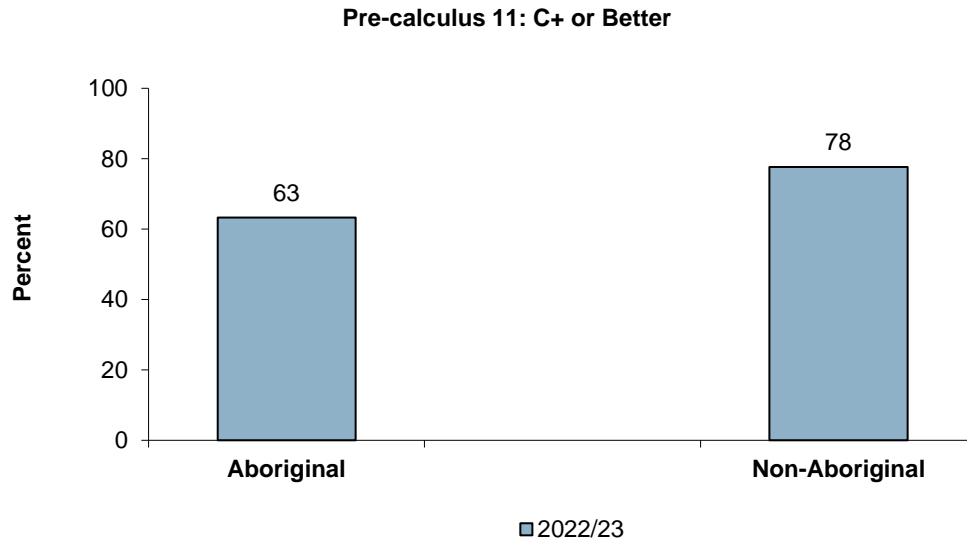
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	1,486	984	66	780	52	23,975	18,802	78	16,662	69	
2020/21	1,409	996	71	855	61	23,688	19,096	81	17,336	73	
2021/22	1,447	969	67	825	57	23,633	18,453	78	16,596	70	
2022/23	1,494	945	63	794	53	25,042	19,443	78	17,462	70	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	1,486	6,242	1,210	276	23,975	39,205	17,890	6,085	
2020/21	1,409	6,026	1,156	253	23,688	38,966	17,409	6,279	
2021/22	1,447	6,184	1,189	258	23,633	39,372	17,704	5,929	
2022/23	1,494	6,202	1,248	246	25,042	40,689	18,854	6,188	



Note:

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

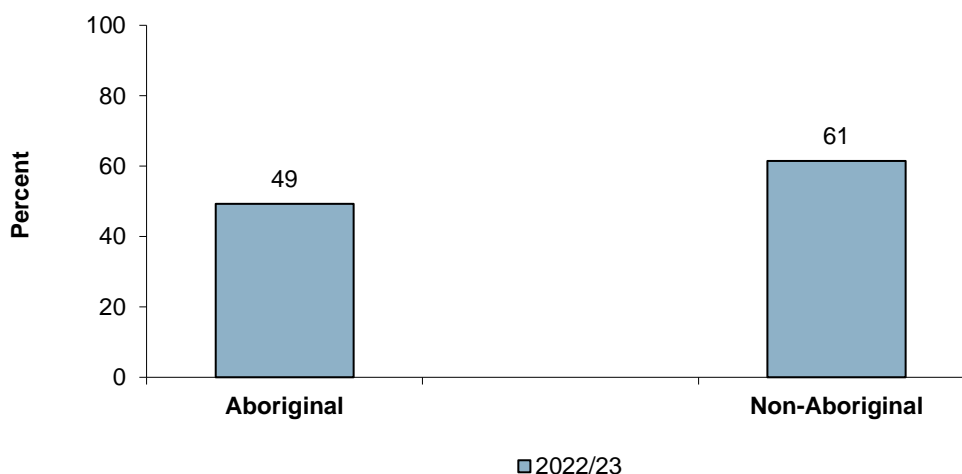
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2019/20	627	337	54	262	42	2,383	1,484	62	1,191	50	
2020/21	722	426	59	320	44	2,582	1,822	71	1,496	58	
2021/22	729	391	54	293	40	2,511	1,602	64	1,292	51	
2022/23	822	405	49	315	38	2,679	1,647	61	1,287	48	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	627	6,242	399	228	2,383	39,205	1,616	767	
2020/21	722	6,026	485	237	2,582	38,966	1,730	852	
2021/22	729	6,184	471	258	2,511	39,372	1,673	838	
2022/23	822	6,202	528	294	2,679	40,689	1,850	829	

Science for Citizens 11: C+ or Better



Note:

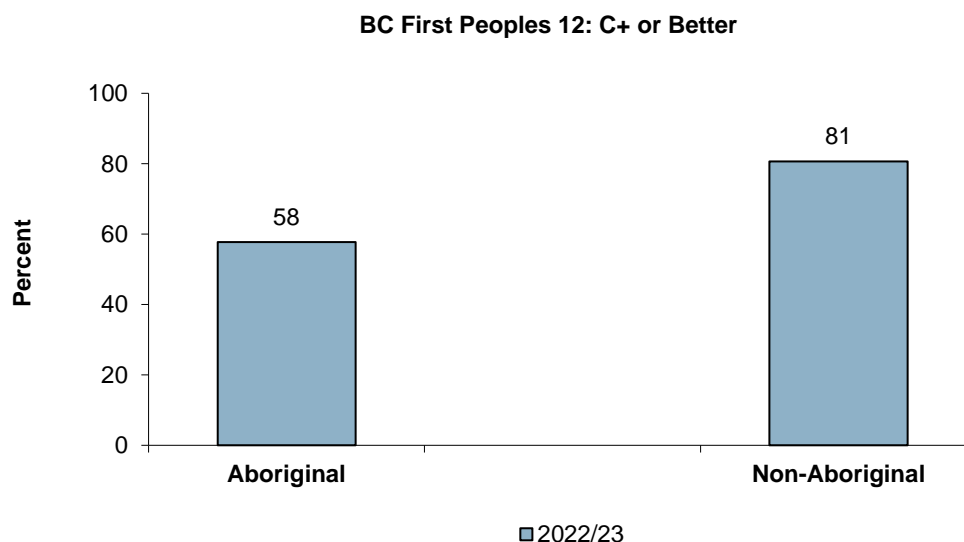
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	542	332	61	263	49	864	640	74	548	63	
2020/21	576	356	62	303	53	851	715	84	639	75	
2021/22	625	395	63	328	52	869	668	77	601	69	
2022/23	972	561	58	463	48	3,077	2,482	81	2,238	73	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	542	7,189	270	272	864	47,467	478	386	
2020/21	576	7,204	295	281	851	47,449	512	339	
2021/22	625	7,314	328	297	869	47,004	506	363	
2022/23	972	7,507	415	557	3,077	47,306	742	2,335	



Note:

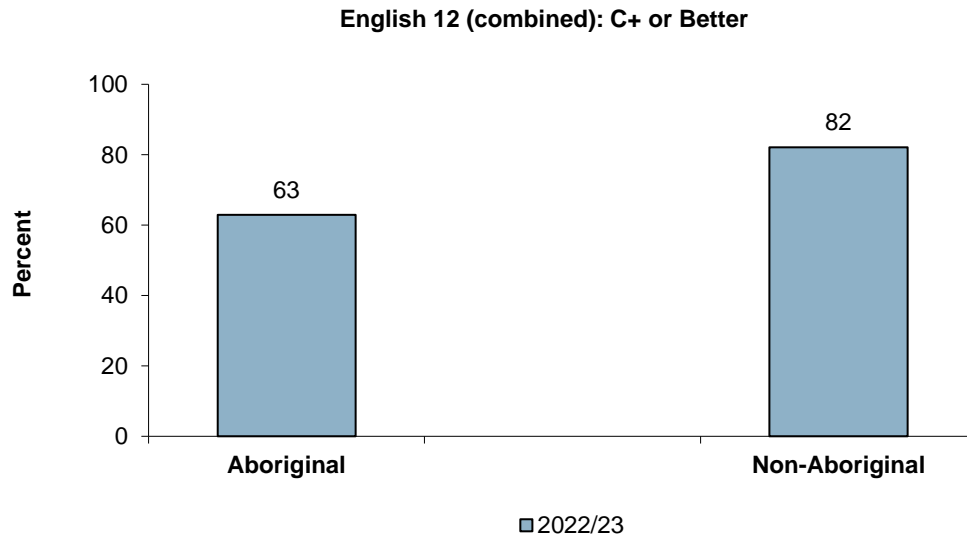
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	4,121	2,594	63	2,021	49	38,494	31,205	81	27,114	70	
2020/21	4,341	2,926	67	2,293	53	39,626	32,991	83	29,074	73	
2021/22	4,161	2,603	63	2,033	49	38,607	31,368	81	27,682	72	
2022/23	4,034	2,539	63	2,002	50	37,681	30,918	82	27,367	73	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	4,121	7,189	3,617	504	38,494	47,467	34,648	3,846	
2020/21	4,341	7,204	3,815	526	39,626	47,449	34,991	4,635	
2021/22	4,161	7,314	3,747	414	38,607	47,004	34,611	3,996	
2022/23	4,034	7,507	3,668	366	37,681	47,306	34,067	3,614	



Note:

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

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

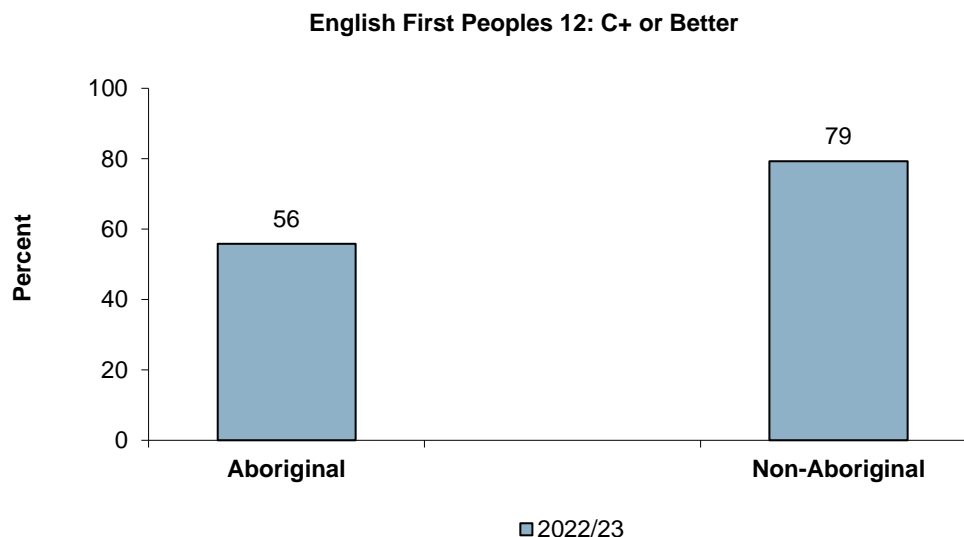
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2019/20	477	241	51	176	37	664	505	76	442	67	
2020/21	682	400	59	296	43	1,041	828	80	705	68	
2021/22	771	422	55	322	42	1,341	1,011	75	864	64	
2022/23	1,218	680	56	508	42	2,904	2,302	79	1,996	69	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	477	7,189	438	39	664	47,467	635	29	
2020/21	682	7,204	606	76	1,041	47,449	952	89	
2021/22	771	7,314	689	82	1,341	47,004	1,232	109	
2022/23	1,218	7,507	1,047	171	2,904	47,306	2,372	532	



Note:

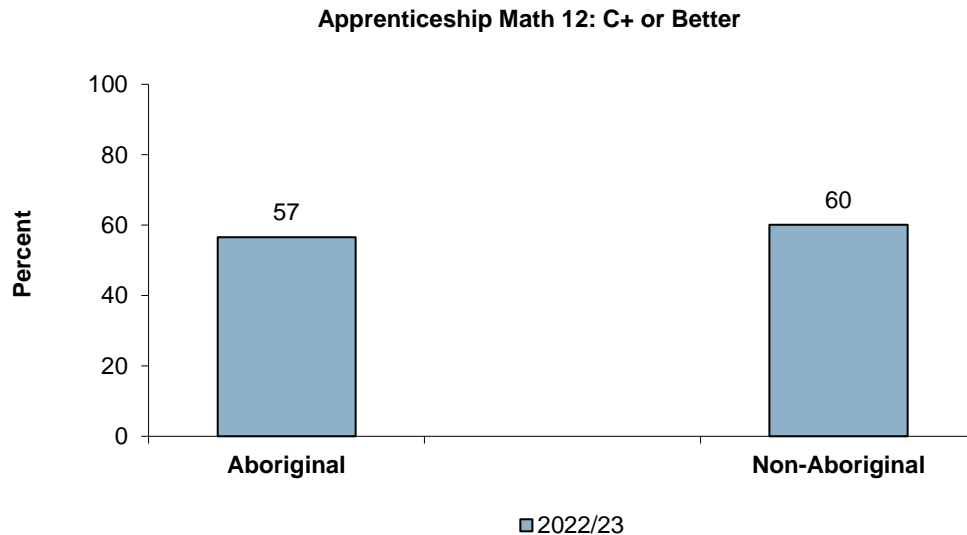
* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	187	107	57	84	45	434	275	63	221	51	
2020/21	221	130	59	99	45	526	360	68	306	58	
2021/22	195	103	53	74	38	477	287	60	236	49	
2022/23	214	121	57	95	44	471	283	60	216	46	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	187	7,189	114	73	434	47,467	293	141	
2020/21	221	7,204	122	99	526	47,449	284	242	
2021/22	195	7,314	102	93	477	47,004	233	244	
2022/23	214	7,507	115	99	471	47,306	238	233	



Note:

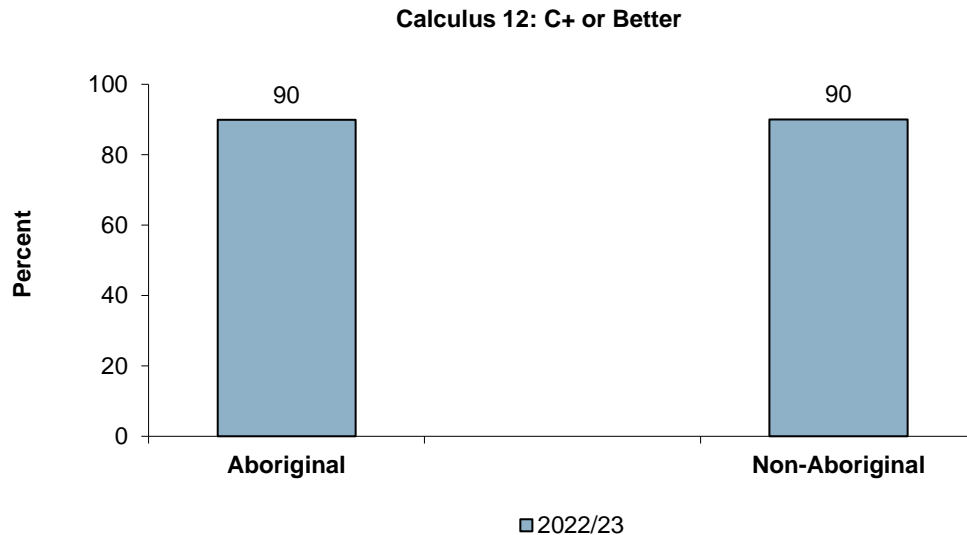
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	138	116	84	111	80	4,758	4,394	92	4,157	87	
2020/21	159	141	89	132	83	4,697	4,361	93	4,128	88	
2021/22	142	125	88	116	82	4,496	4,118	92	3,919	87	
2022/23	169	152	90	141	83	4,780	4,303	90	4,032	84	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	138	7,189	Msk	Msk	4,758	47,467	4,484	274	
2020/21	159	7,204	Msk	Msk	4,697	47,449	4,350	347	
2021/22	142	7,314	Msk	Msk	4,496	47,004	4,202	294	
2022/23	169	7,507	Msk	Msk	4,780	47,306	4,439	341	



Note:

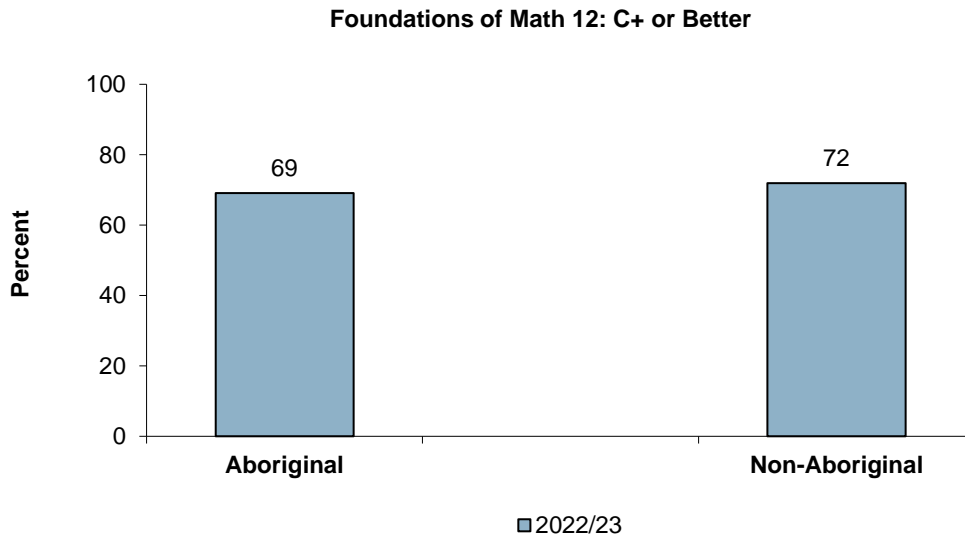
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	413	269	65	205	50	4,849	3,470	72	2,922	60	
2020/21	416	329	79	270	65	4,645	3,605	78	3,119	67	
2021/22	399	263	66	211	53	4,372	3,161	72	2,671	61	
2022/23	375	259	69	216	58	4,400	3,164	72	2,631	60	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	413	7,189	381	32	4,849	47,467	4,618	231	
2020/21	416	7,204	391	25	4,645	47,449	4,349	296	
2021/22	399	7,314	374	25	4,372	47,004	4,120	252	
2022/23	375	7,507	351	24	4,400	47,306	4,161	239	



Note:

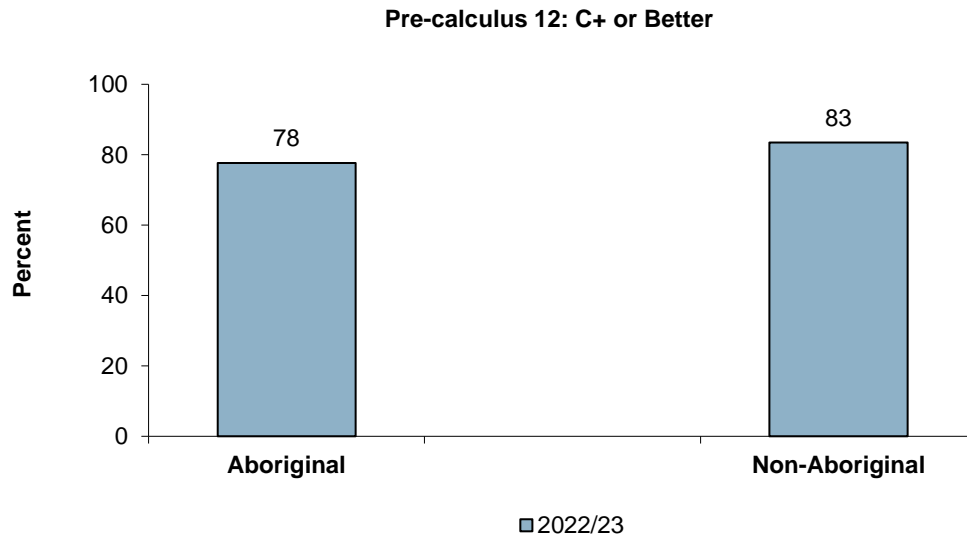
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	753	577	77	501	67	16,600	14,128	85	12,902	78	
2020/21	777	613	79	532	68	17,299	14,971	87	13,750	79	
2021/22	726	569	78	489	67	16,771	13,893	83	12,615	75	
2022/23	738	573	78	494	67	16,975	14,161	83	12,945	76	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	753	7,189	644	109	16,600	47,467	12,061	4,539	
2020/21	777	7,204	659	118	17,299	47,449	12,253	5,046	
2021/22	726	7,314	603	123	16,771	47,004	12,176	4,595	
2022/23	738	7,507	611	127	16,975	47,306	12,312	4,663	



Note:

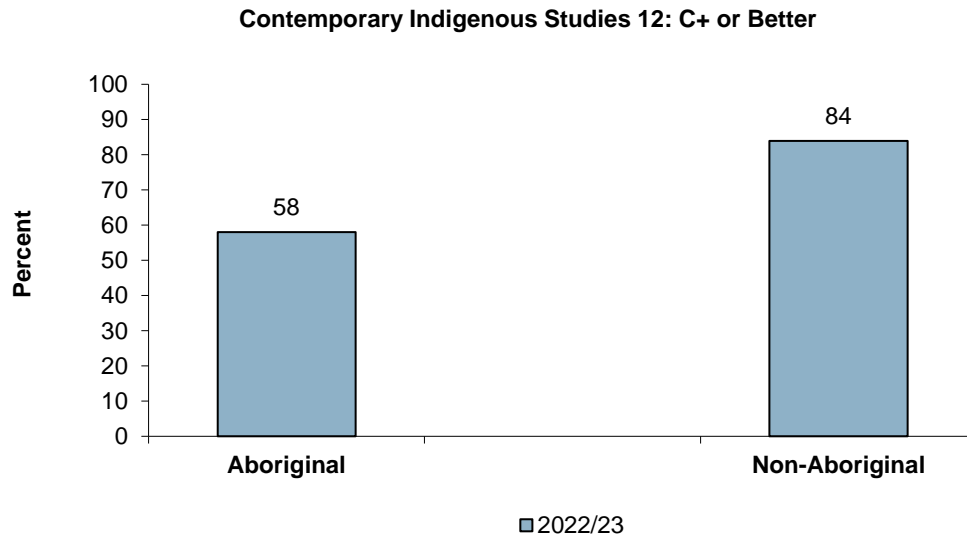
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	116	61	53	52	45	82	64	78	60	73	
2020/21	131	53	40	36	27	118	85	72	73	62	
2021/22	152	81	53	64	42	65	51	78	49	75	
2022/23	357	207	58	170	48	1,224	1,027	84	933	76	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	116	7,189	54	62	82	47,467	37	45	
2020/21	131	7,204	73	58	118	47,449	64	54	
2021/22	152	7,314	87	65	65	47,004	31	34	
2022/23	357	7,507	136	221	1,224	47,306	164	1,060	



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) 2022/23: OVERVIEW

BC Residents

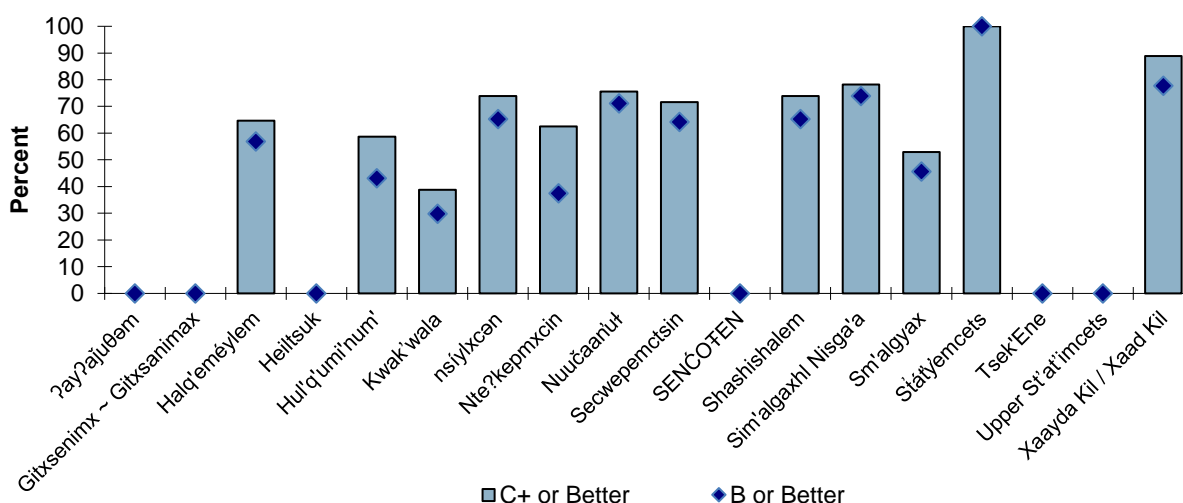
There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

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

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

	Course Mark Count	Aboriginal				Course Mark Count	Non-Aboriginal			
		C+ or Better		B or Better			C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
ʔayʔajuθəm	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Gitxsenimx ~ Gitxsanimax	23	Msk	Msk	Msk	Msk	-	-	-	-	-
Halq'eméylem	51	33	65	29	57	15	15	100	14	93
Heiltsuk	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
Hul'q'umi'num'	58	34	59	25	43	17	15	88	13	76
Kwak'wala	67	26	39	20	30	-	-	-	-	-
nsíylxcən	23	17	74	15	65	Msk	Msk	Msk	Msk	Msk
Nteʔkepmxcin	32	20	63	12	38	Msk	Msk	Msk	Msk	Msk
Nuučaanuł	45	34	76	32	71	-	-	-	-	-
Secwepemctsin	67	48	72	43	64	Msk	Msk	Msk	Msk	Msk
SENĆOŦEN	14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Shashishalem	23	17	74	15	65	-	-	-	-	-
Sim'algaxhl Nisga'a	23	18	78	17	74	-	-	-	-	-
Sm'algyax	68	36	53	31	46	Msk	Msk	Msk	Msk	Msk
Stát'yemcets	13	13	100	13	100	-	-	-	-	-
Tsek'Ene	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
Upper St'at'imcets	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Xaayda Kil / Xaad Kil	18	16	89	14	78	Msk	Msk	Msk	Msk	Msk

First Nations Languages Courses for Aboriginal Students, 2022/23



Note:

- ' represents No data

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

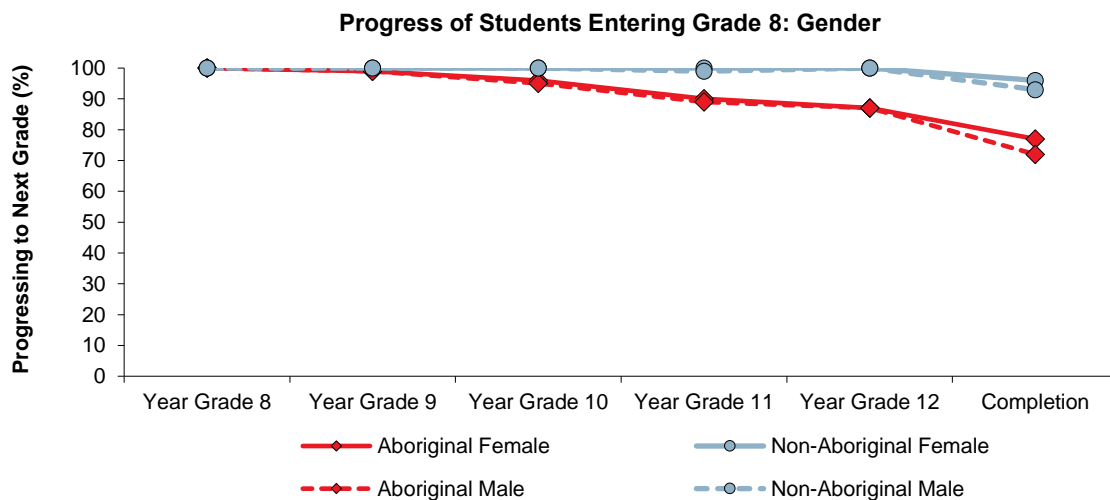
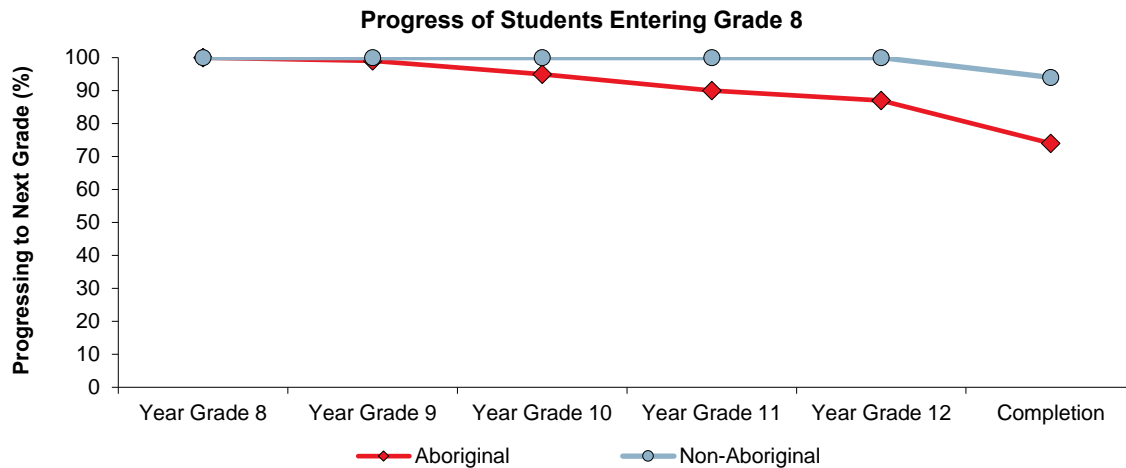
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	99	99	99	100	100	100
	Grade 10	95	96	95	100	100	100
	Grade 11	90	90	89	100	100	99
	Grade 12	87	87	87	100	100	100
2022/23	Completion	74	77	72	94	96	93



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

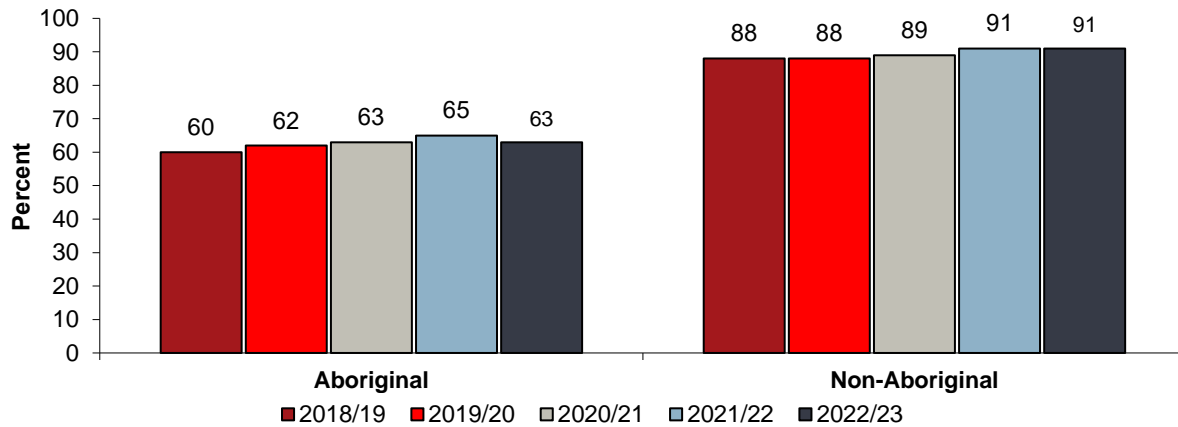
BC Residents

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

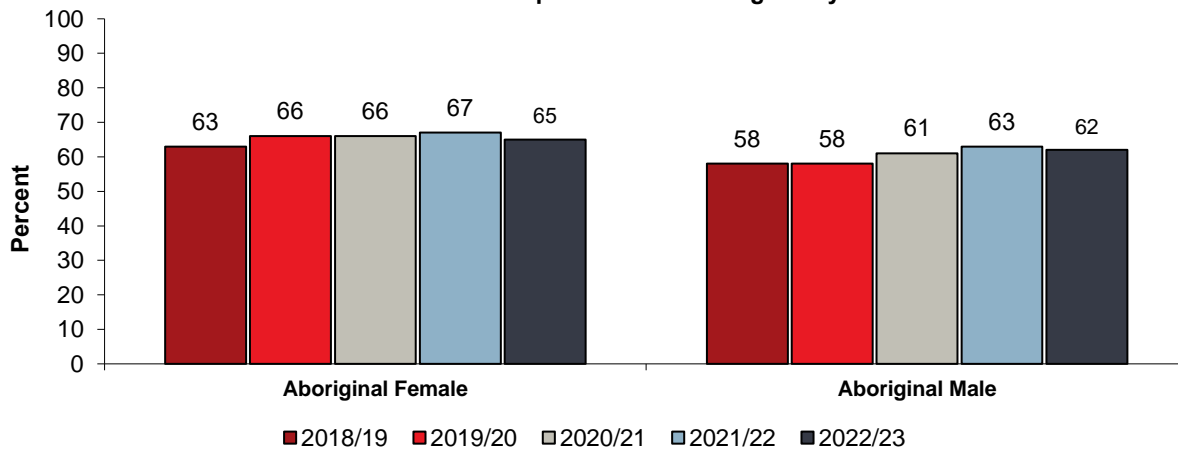
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	60	63	58	88	91	85
2019/20	62	66	58	88	91	86
2020/21	63	66	61	89	91	87
2021/22	65	67	63	91	93	89
2022/23	63	65	62	91	93	89

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



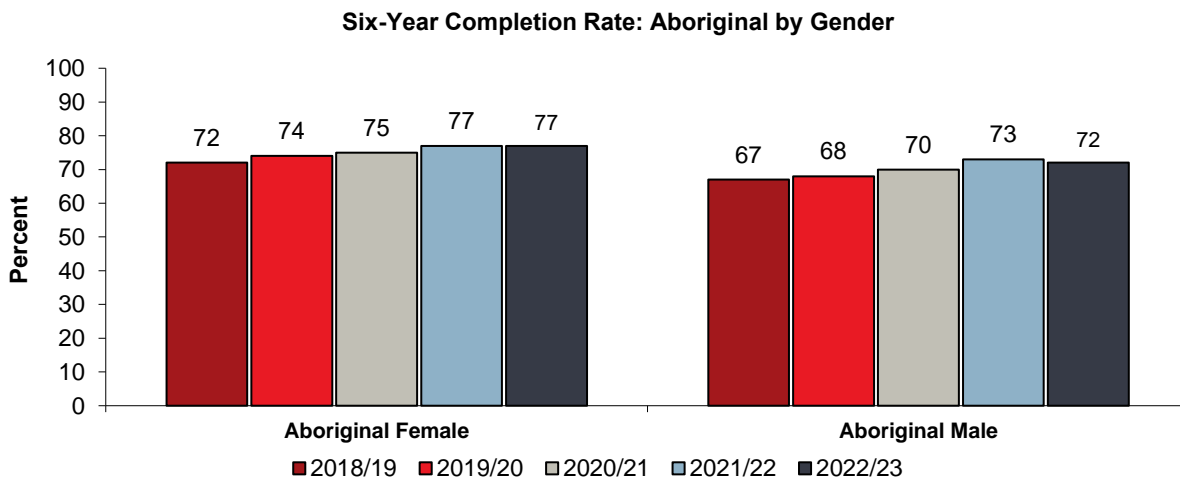
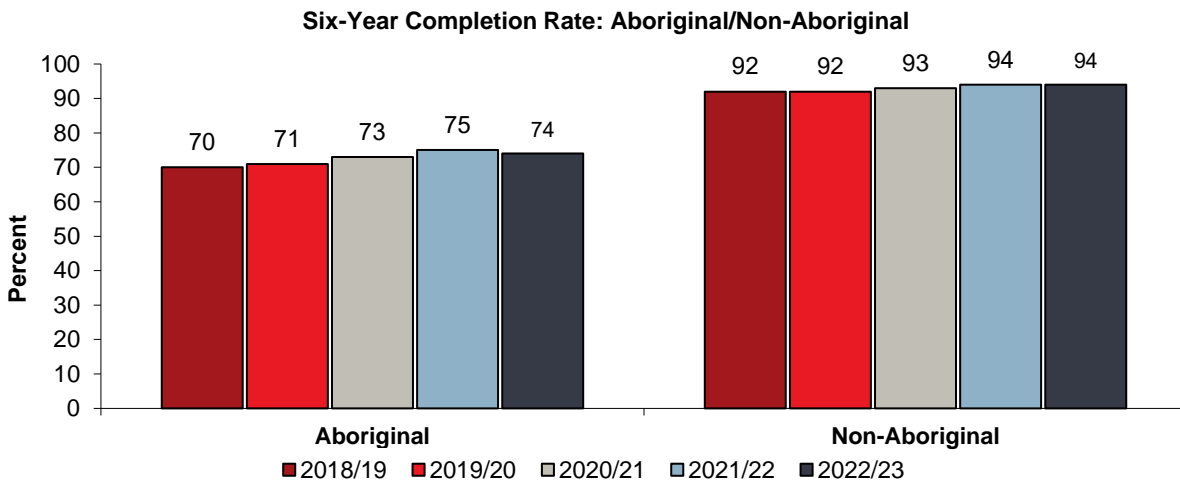
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

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

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	70	72	67	92	94	89
2019/20	71	74	68	92	94	90
2020/21	73	75	70	93	95	91
2021/22	75	77	73	94	95	92
2022/23	74	77	72	94	96	93



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

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

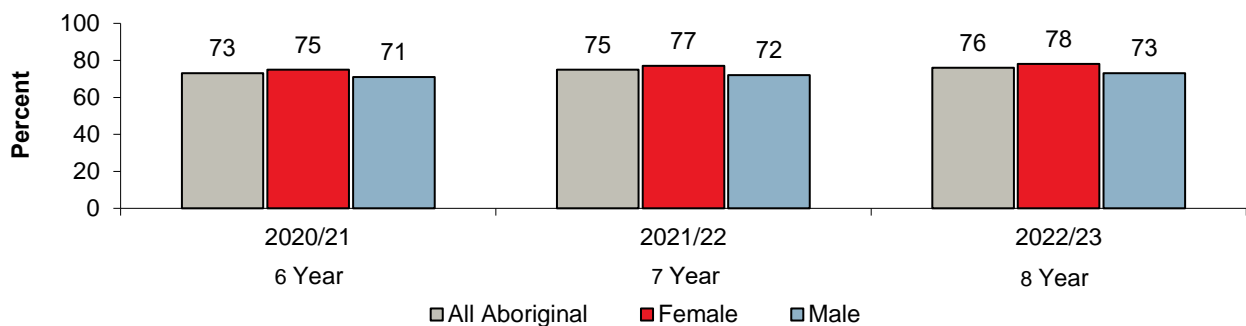
BC Residents

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

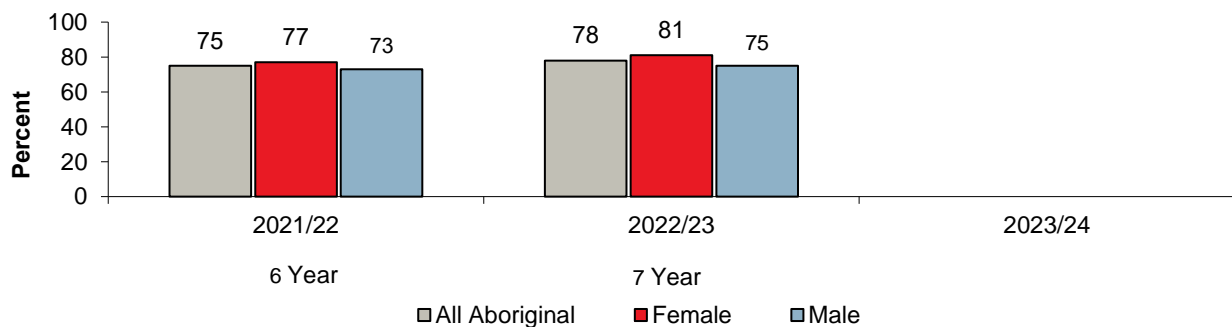
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	73	75	71	75	77	72	76	78	73
2016/17	75	77	73	78	81	75	-	-	-
2017/18	74	77	72	-	-	-	-	-	-

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



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	6,214	195	3	43,725	462	1
2019/20	6,509	225	3	44,421	455	1
2020/21	6,523	213	3	44,004	487	1
2021/22	6,750	209	3	44,264	524	1
2022/23	6,927	223	3	44,298	504	1

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	6,214	3,306	53	43,725	32,906	75
2019/20	6,509	3,428	53	44,421	32,905	74
2020/21	6,523	3,531	54	44,004	33,370	76
2021/22	6,750	3,481	52	44,264	33,189	75
2022/23	6,927	3,695	53	44,298	33,743	76

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

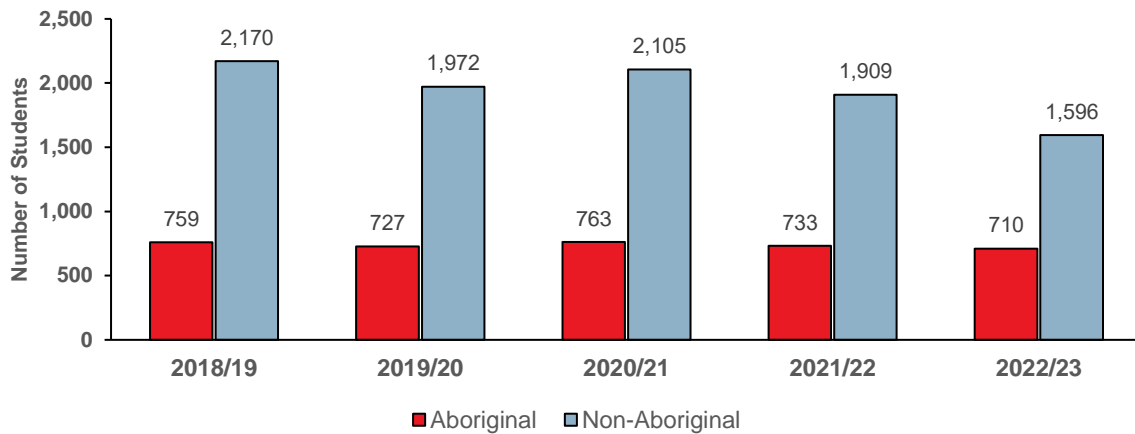
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits.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

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

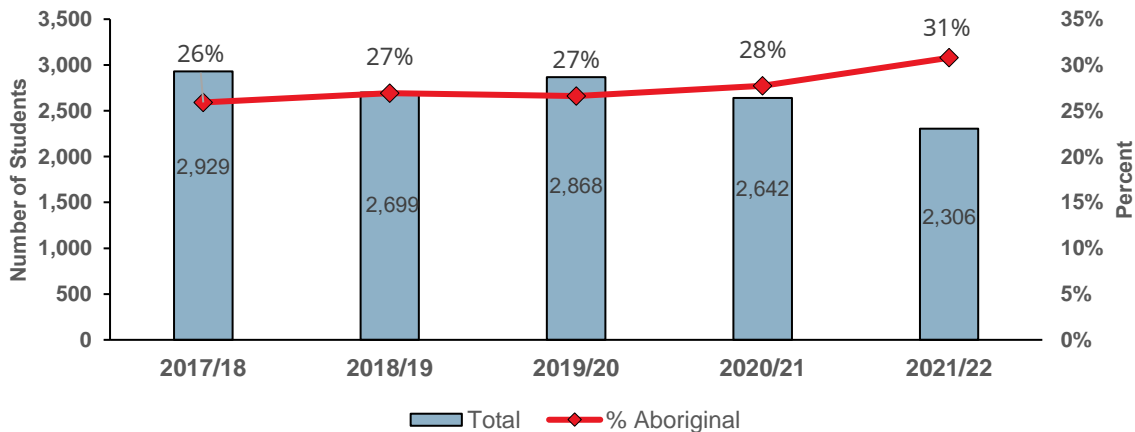
NUMBER OF ADULT DOGWOOD

School Year	All Students	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2018/19	2,929	759	26	2,170	74
2019/20	2,699	727	27	1,972	73
2020/21	2,868	763	27	2,105	73
2021/22	2,642	733	28	1,909	72
2022/23	2,306	710	31	1,596	69

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

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

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

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	27	17	42	23	20	34	11	25
2019/20	30	18	43	27	18	31	9	24
2020/21	36	24	42	22	13	26	9	28
2021/22	36	23	47	25	7	24	10	29
2022/23	36	24	45	28	10	23	9	24

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2018/19	391	52	199	26	169	22
2019/20	367	50	212	29	148	20
2020/21	408	53	231	30	124	16
2021/22	417	57	229	31	87	12
2022/23	410	58	209	29	91	13

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2018/19	698	32	512	24	960	44
2019/20	662	34	517	26	793	40
2020/21	764	36	505	24	836	40
2021/22	672	35	466	24	771	40
2022/23	614	38	425	27	557	35

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

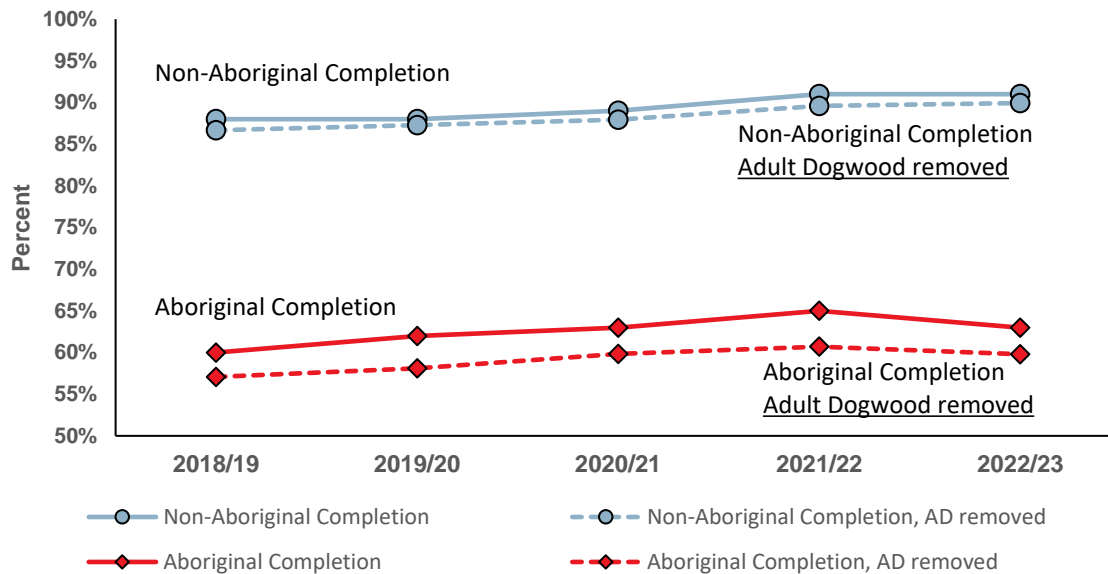
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart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

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	60	-3	57	88	-1	87
2019/20	62	-4	58	88	-1	87
2020/21	63	-3	60	89	-1	88
2021/22	65	-4	61	91	-1	90
2022/23	63	-3	60	91	-1	90

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

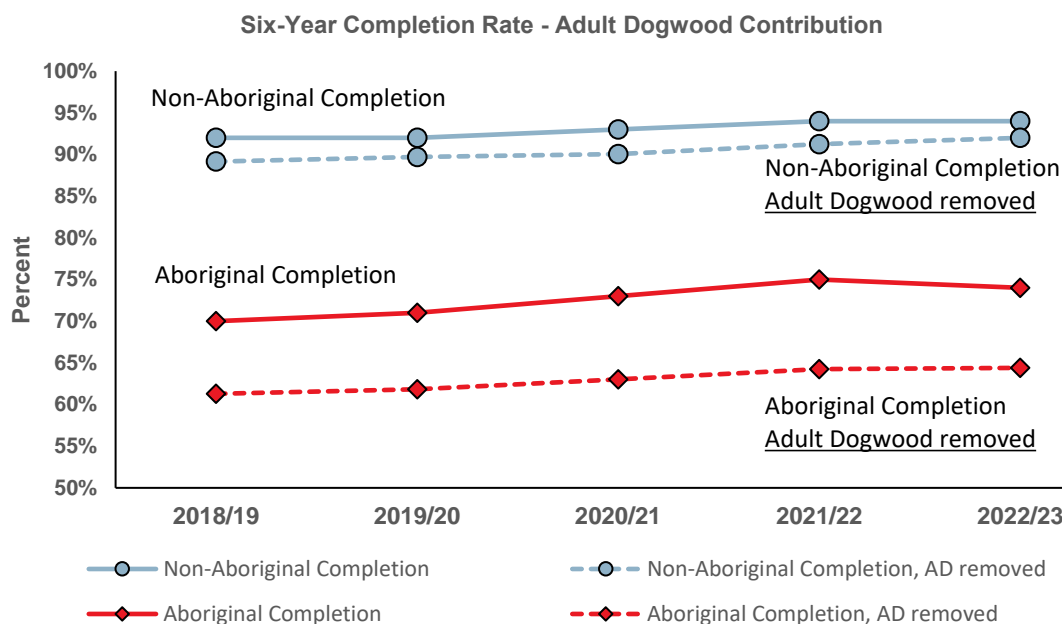
BC Residents

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

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	70	-9	61	92	-3	89
2019/20	71	-9	62	92	-2	90
2020/21	73	-10	63	93	-3	90
2021/22	75	-11	64	94	-3	91
2022/23	74	-10	64	94	-2	92



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

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

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

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

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	17,737	10,341	58	7,396	42
2018/19	17,406	10,183	59	7,223	41
2019/20	16,970	10,039	59	6,931	41
2020/21	16,184	9,592	59	6,592	41
2021/22	15,835	9,444	60	6,391	40

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	74,112	10,341	14
2018/19	74,335	10,183	14
2019/20	74,367	10,039	13
2020/21	72,309	9,592	13
2021/22	72,917	9,444	13

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	53	55	45	50	63	50	57
2018/19	53	53	42	47	64	55	60
2019/20	55	52	46	49	68	55	61
2020/21	57	54	48	51	65	62	64
2021/22	60	59	56	57	68	58	63

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	89	90	89	90	87	90	88
2018/19	90	89	93	90	91	90	91
2019/20	88	89	87	88	91	84	88
2020/21	91	90	91	90	90	93	92
2021/22	92	93	94	94	91	91	91

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	3,182	100	498	15.7	163	5.1	65	2.0	49	1.5
	2018/19	3,213	100	518	16.1	135	4.2	55	1.7		
	2019/20	3,367	100	455	13.5	157	4.7				
	2020/21	3,450	100	463	13.4						
Non-Aboriginal	2017/18	32,297	100	4,943	15.3	1,305	4.0	501	1.6	266	0.8
	2018/19	32,176	100	4,954	15.4	1,176	3.7	477	1.5		
	2019/20	32,187	100	4,551	14.1	1,135	3.5				
	2020/21	32,761	100	3,549	10.8						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	3,182	100	75	2.4	37	1.2	21	0.7	15	0.5
	2018/19	3,213	100	79	2.5	35	1.1	15	0.5		
	2019/20	3,367	100	75	2.2	36	1.1				
	2020/21	3,450	100	71	2.1						
Non-Aboriginal	2017/18	32,297	100	1,052	3.3	414	1.3	192	0.6	142	0.4
	2018/19	32,176	100	1,138	3.5	387	1.2	214	0.7		
	2019/20	32,187	100	1,147	3.6	504	1.6				
	2020/21	32,761	100	1,258	3.8						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	3,182	100	246	7.7	31	1.0	10	0.3	Msk	Msk
	2018/19	3,213	100	297	9.2	32	1.0	11	0.3		
	2019/20	3,367	100	291	8.6	33	1.0				
	2020/21	3,450	100	327	9.5						
Non-Aboriginal	2017/18	32,297	100	7,427	23.0	462	1.4	156	0.5	48	0.1
	2018/19	32,176	100	7,440	23.1	481	1.5	94	0.3		
	2019/20	32,187	100	7,873	24.5	442	1.4				
	2020/21	32,761	100	7,994	24.4						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	3,182	100	449	14.1	109	3.4	42	1.3	26	0.8
	2018/19	3,213	100	362	11.3	89	2.8	37	1.2		
	2019/20	3,367	100	376	11.2	99	2.9				
	2020/21	3,450	100	383	11.1						
Non-Aboriginal	2017/18	32,297	100	4,766	14.8	856	2.7	313	1.0	162	0.5
	2018/19	32,176	100	4,465	13.9	826	2.6	303	0.9		
	2019/20	32,187	100	4,287	13.3	736	2.3				
	2020/21	32,761	100	4,232	12.9						

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

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

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

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

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

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

CAVEAT

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

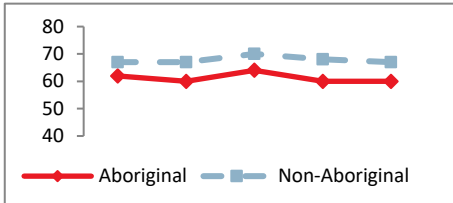
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

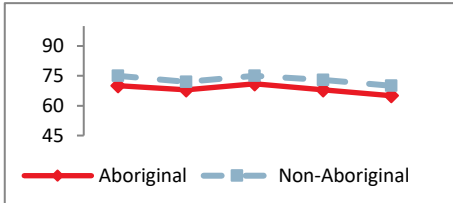
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



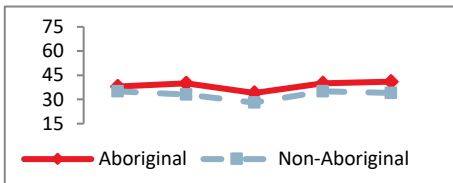
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	4,452	2,768	62	27,428	18,241	67
2019/20	3,067	1,853	60	18,693	12,551	67
2020/21	3,656	2,357	64	26,422	18,388	70
2021/22	3,785	2,284	60	28,794	19,655	68
2022/23	3,936	2,349	60	30,036	20,240	67

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	4,475	3,143	70	27,525	20,711	75
2019/20	3,088	2,115	68	18,757	13,564	72
2020/21	3,676	2,602	71	26,545	19,969	75
2021/22	3,802	2,578	68	28,904	21,035	73
2022/23	3,980	2,573	65	30,164	21,190	70

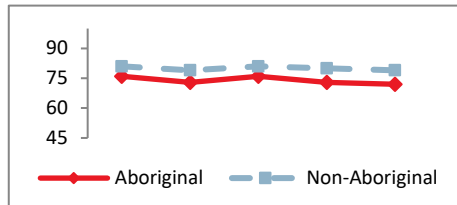
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	4,384	1,659	38	27,193	9,469	35
2019/20	3,024	1,209	40	18,535	6,127	33
2020/21	3,613	1,220	34	26,216	7,394	28
2021/22	3,740	1,487	40	28,618	9,987	35
2022/23	3,921	1,599	41	29,868	10,222	34

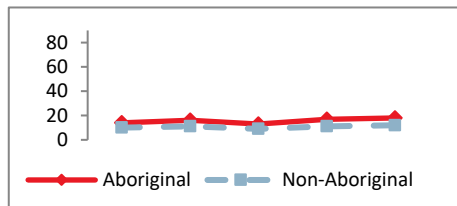
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



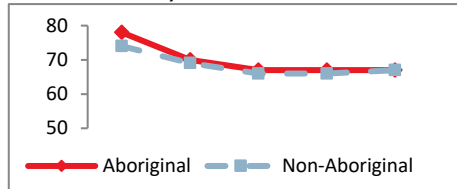
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	3,783	2,859	76	27,938	22,692	81
2019/20	2,671	1,948	73	18,906	14,918	79
2020/21	3,298	2,500	76	26,719	21,542	81
2021/22	3,457	2,525	73	29,043	23,271	80
2022/23	3,772	2,700	72	30,235	23,928	79

Have you ever felt bullied at school?



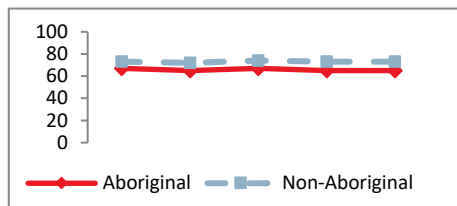
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	3,771	531	14	27,931	2,847	10
2019/20	2,674	426	16	18,911	2,054	11
2020/21	3,291	433	13	26,689	2,396	9
2021/22	3,444	574	17	28,987	3,247	11
2022/23	3,721	661	18	30,057	3,625	12

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	4,446	3,239	73	27,393	20,174	74
2019/20	3,073	2,139	70	18,684	12,982	69
2020/21	3,658	2,459	67	26,393	17,486	66
2021/22	3,784	2,533	67	28,828	18,935	66
2022/23	3,964	2,637	67	30,040	20,025	67

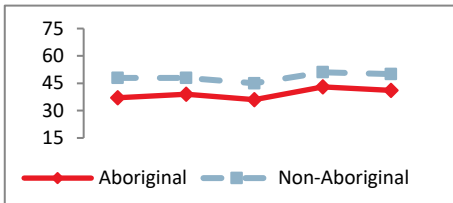
I am happy at my school.



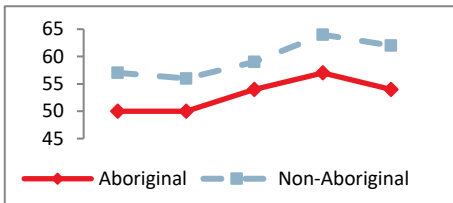
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	4,447	2,963	67	27,341	20,081	73
2019/20	3,080	1,988	65	18,621	13,427	72
2020/21	3,641	2,454	67	26,393	19,626	74
2021/22	3,772	2,445	65	28,761	21,042	73
2022/23	3,926	2,536	65	29,938	21,794	73

STUDENT LEARNING SURVEY RESULTS, GRADE 7

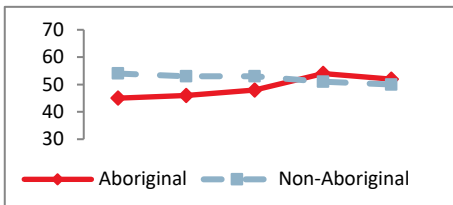
Do you like school?



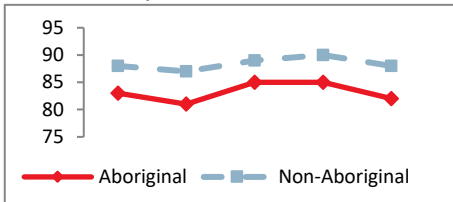
Do adults in the school treat all students fairly?



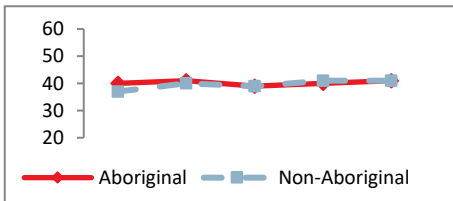
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	4,150	1,540	37
2019/20	3,243	1,268	39
2020/21	3,709	1,346	36
2021/22	4,083	1,756	43
2022/23	4,121	1,681	41

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	26,440	12,637	48
2019/20	19,013	9,042	48
2020/21	26,763	12,106	45
2021/22	29,415	15,109	51
2022/23	30,792	15,250	50

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	4,147	2,063	50
2019/20	3,254	1,633	50
2020/21	3,711	1,994	54
2021/22	4,077	2,318	57
2022/23	4,118	2,244	54

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	26,453	15,086	57
2019/20	19,030	10,717	56
2020/21	26,771	15,718	59
2021/22	29,420	18,973	64
2022/23	30,777	18,980	62

Aboriginal

School Year	Gr 7 Respondents	All or many	
	#	#	%
2018/19	4,030	1,826	45
2019/20	3,178	1,452	46
2020/21	3,605	1,735	48
2021/22	4,022	2,157	54
2022/23	4,058	2,113	52

Non-Aboriginal

School Year	Gr 7 Respondents	All or many	
	#	#	%
2018/19	25,324	13,568	54
2019/20	18,216	9,636	53
2020/21	25,654	13,526	53
2021/22	29,201	14,962	51
2022/23	30,554	15,376	50

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	4,040	3,338	83
2019/20	3,138	2,531	81
2020/21	3,626	3,083	85
2021/22	3,915	3,330	85
2022/23	3,954	3,232	82

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	25,948	22,960	88
2019/20	18,599	16,273	87
2020/21	26,273	23,443	89
2021/22	28,786	25,898	90
2022/23	30,031	26,404	88

Aboriginal

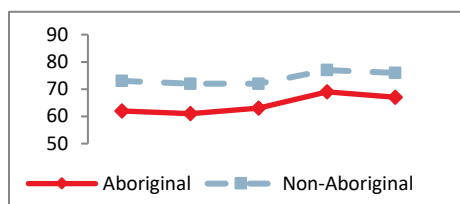
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	4,097	1,622	40
2019/20	3,180	1,305	41
2020/21	3,663	1,444	39
2021/22	4,000	1,592	40
2022/23	4,081	1,667	41

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2018/19	26,202	9,680	37
2019/20	18,813	7,452	40
2020/21	26,519	10,416	39
2021/22	29,126	11,994	41
2022/23	30,516	12,421	41

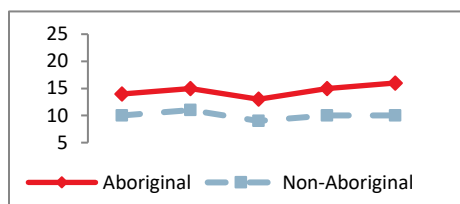
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



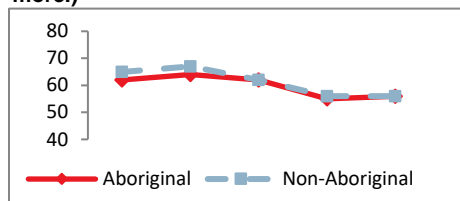
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	3,729	2,328	62	26,691	19,564	73
2019/20	2,980	1,828	61	19,066	13,634	72
2020/21	3,420	2,167	63	26,864	19,244	72
2021/22	3,825	2,631	69	29,587	22,851	77
2022/23	3,970	2,678	67	30,871	23,319	76

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



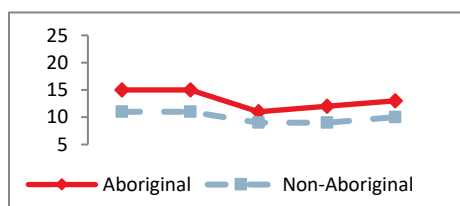
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	3,720	519	14	26,699	2,683	10
2019/20	2,982	451	15	19,093	2,023	11
2020/21	3,423	446	13	26,869	2,468	9
2021/22	3,821	556	15	29,628	2,930	10
2022/23	3,963	652	16	30,871	3,214	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	
	#	#	%	#	#	%
2018/19	4,151	2,566	62	26,428	17,287	65
2019/20	3,237	2,070	64	19,015	12,646	67
2020/21	3,718	2,300	62	26,759	16,561	62
2021/22	4,075	2,243	55	29,410	16,459	56
2022/23	4,126	2,309	56	30,789	17,296	56

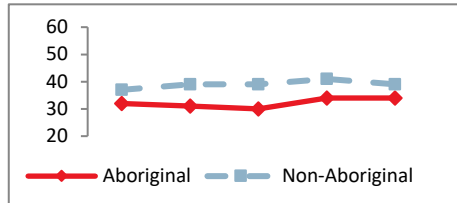
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	4,139	639	15	26,391	2,900	11
2019/20	3,234	487	15	18,977	2,081	11
2020/21	3,704	425	11	26,701	2,419	9
2021/22	4,076	508	12	29,376	2,752	9
2022/23	4,117	536	13	30,705	3,155	10

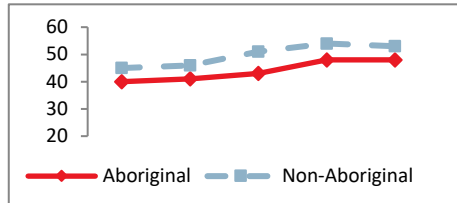
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



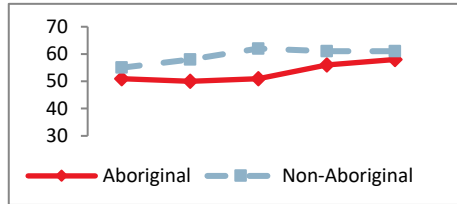
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,822	895	32	22,303	8,299	37
2019/20	1,931	594	31	16,743	6,512	39
2020/21	2,705	819	30	21,464	8,458	39
2021/22	2,843	955	34	22,911	9,453	41
2022/23	2,920	996	34	25,050	9,788	39

Do adults in the school treat all students fairly?



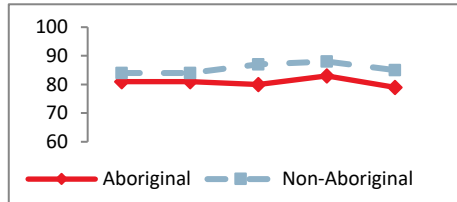
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,829	1,141	40	22,326	10,056	45
2019/20	1,932	786	41	16,758	7,682	46
2020/21	2,710	1,173	43	21,468	10,989	51
2021/22	2,852	1,377	48	22,915	12,287	54
2022/23	2,879	1,387	48	24,948	13,128	53

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



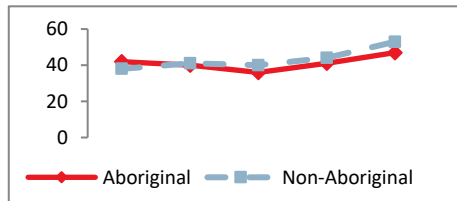
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	2,733	1,400	51	21,521	11,942	55
2019/20	1,878	932	50	16,129	9,337	58
2020/21	2,608	1,323	51	20,447	12,585	62
2021/22	2,824	1,594	56	22,605	13,734	61
2022/23	2,833	1,648	58	24,578	14,978	61

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,743	2,231	81	21,677	18,274	84
2019/20	1,876	1,519	81	16,285	13,741	84
2020/21	2,636	2,118	80	20,840	18,049	87
2021/22	2,726	2,256	83	21,724	19,042	88
2022/23	2,725	2,159	79	23,556	19,907	85

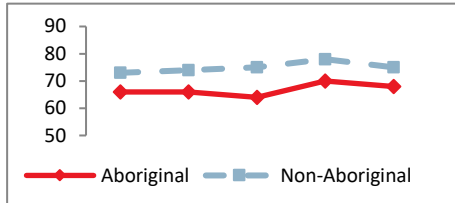
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,788	1,162	42	21,952	8,401	38
2019/20	1,910	757	40	16,493	6,794	41
2020/21	2,678	962	36	21,065	8,474	40
2021/22	2,798	1,138	41	22,367	9,770	44
2022/23	2,817	1,337	47	24,343	12,853	53

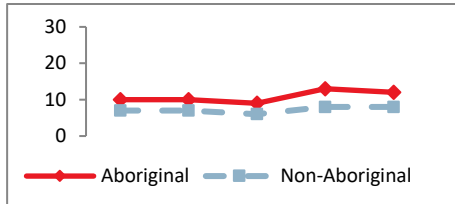
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



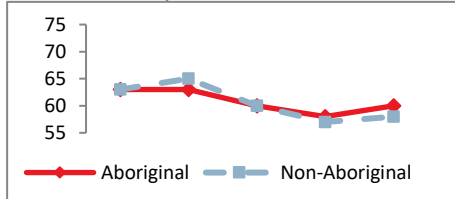
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,672	1,776	66	22,778	16,607	73
2019/20	1,837	1,220	66	16,636	12,288	74
2020/21	2,583	1,641	64	21,353	16,010	75
2021/22	2,691	1,876	70	22,715	17,682	78
2022/23	2,770	1,889	68	24,703	18,606	75

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



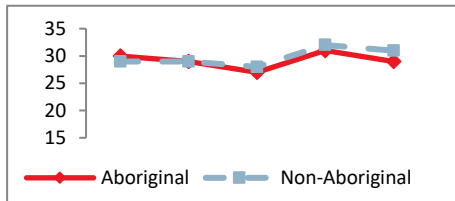
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,682	265	10	22,767	1,575	7
2019/20	1,836	188	10	16,625	1,233	7
2020/21	2,583	237	9	21,344	1,229	6
2021/22	2,694	357	13	22,714	1,713	8
2022/23	2,766	339	12	24,684	1,908	8

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



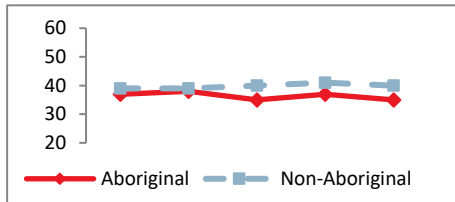
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	2,832	1,790	63	22,313	14,060	63
2019/20	1,937	1,227	63	16,745	10,952	65
2020/21	2,710	1,624	60	21,451	12,946	60
2021/22	2,845	1,653	58	22,908	13,094	57
2022/23	2,882	1,721	60	24,968	14,456	58

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



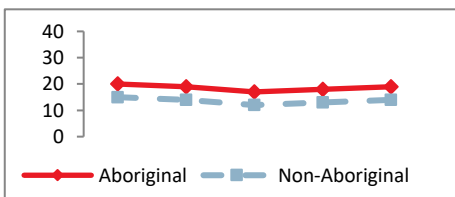
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,756	824	30	21,750	6,251	29
2019/20	1,883	552	29	16,328	4,687	29
2020/21	2,646	716	27	20,878	5,786	28
2021/22	2,742	843	31	21,916	6,909	32
2022/23	2,777	811	29	23,857	7,334	31

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,744	1,006	37	21,722	8,408	39
2019/20	1,891	720	38	16,303	6,403	39
2020/21	2,642	917	35	20,855	8,267	40
2021/22	2,743	1,010	37	21,934	8,900	41
2022/23	2,747	954	35	23,811	9,524	40

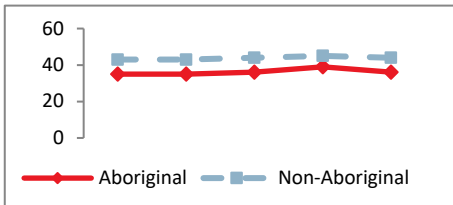
I would like to go to a different school.



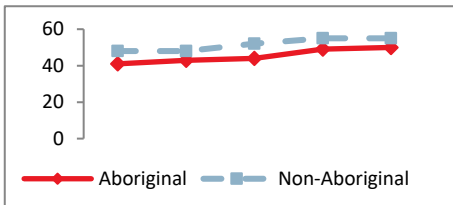
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,820	559	20	22,287	3,409	15
2019/20	1,931	359	19	16,705	2,370	14
2020/21	2,705	461	17	21,418	2,471	12
2021/22	2,844	508	18	22,850	3,006	13
2022/23	2,864	544	19	24,863	3,572	14

STUDENT LEARNING SURVEY RESULTS, GRADE 12

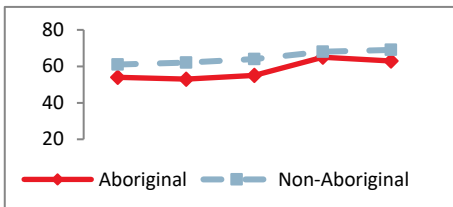
Do you like school?



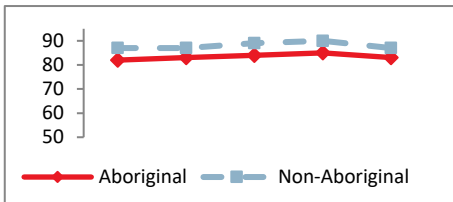
Do adults in the school treat all students fairly?



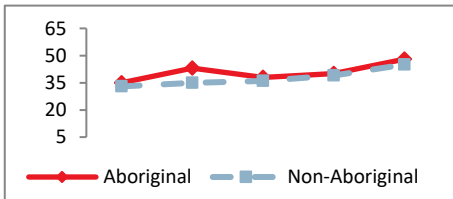
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,727	603	35
2019/20	1,204	416	35
2020/21	1,711	620	36
2021/22	1,733	677	39
2022/23	1,766	627	36

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	18,212	7,746	43
2019/20	12,950	5,558	43
2020/21	16,436	7,173	44
2021/22	17,263	7,840	45
2022/23	17,241	7,636	44

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,725	706	41
2019/20	1,202	515	43
2020/21	1,705	751	44
2021/22	1,739	858	49
2022/23	1,733	873	50

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	18,220	8,790	48
2019/20	12,968	6,175	48
2020/21	16,445	8,482	52
2021/22	17,292	9,487	55
2022/23	17,162	9,486	55

Aboriginal

School Year	Gr 12 Respondents #	All or many	
		#	%
2018/19	1,674	908	54
2019/20	1,177	627	53
2020/21	1,660	907	55
2021/22	1,694	1,107	65
2022/23	1,706	1,080	63

School Year	Gr 12 Respondents #	All or many	
		#	%
2018/19	17,615	10,794	61
2019/20	12,549	7,753	62
2020/21	15,809	10,086	64
2021/22	16,939	11,578	68
2022/23	16,855	11,575	69

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,694	1,394	82
2019/20	1,179	983	83
2020/21	1,668	1,408	84
2021/22	1,637	1,392	85
2022/23	1,636	1,352	83

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	17,858	15,574	87
2019/20	12,615	10,958	87
2020/21	15,952	14,197	89
2021/22	16,289	14,588	90
2022/23	16,111	14,073	87

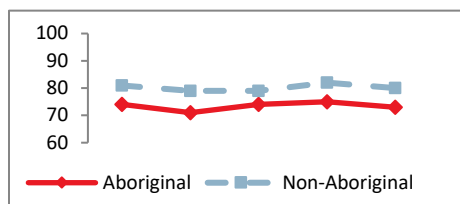
Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,703	603	35
2019/20	1,199	514	43
2020/21	1,688	636	38
2021/22	1,678	674	40
2022/23	1,682	799	48

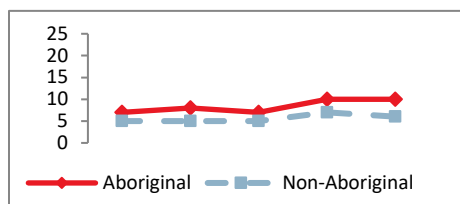
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	17,964	5,888	33
2019/20	12,735	4,444	35
2020/21	16,089	5,825	36
2021/22	16,736	6,604	39
2022/23	16,644	7,517	45

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

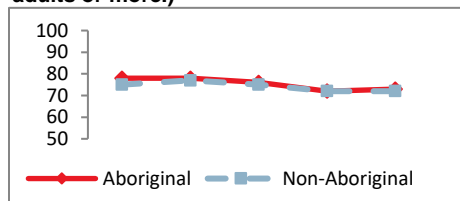
Do you feel safe at school?



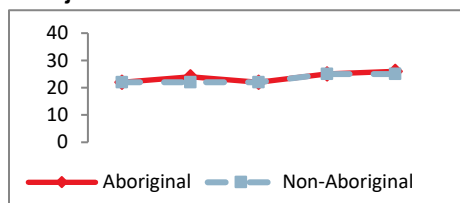
At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



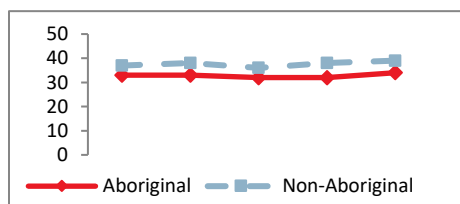
How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



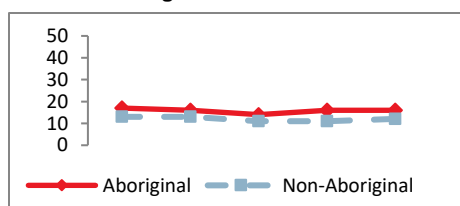
Are you satisfied that school is preparing you for a job in the future?



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



I would like to go to a different school.



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,675	1,237	74
2019/20	1,182	836	71
2020/21	1,685	1,245	74
2021/22	1,679	1,255	75
2022/23	1,688	1,240	73

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	18,662	15,055	81
2019/20	12,833	10,123	79
2020/21	16,242	12,874	79
2021/22	16,955	13,846	82
2022/23	16,905	13,547	80

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,682	122	7
2019/20	1,183	98	8
2020/21	1,690	125	7
2021/22	1,680	170	10
2022/23	1,678	174	10

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	18,672	983	5
2019/20	12,816	688	5
2020/21	16,236	802	5
2021/22	16,951	1,111	7
2022/23	16,899	1,080	6

School Year	Gr 12 Respondents #	Two adults or more	
		#	%
2018/19	1,723	1,343	78
2019/20	1,205	939	78
2020/21	1,705	1,296	76
2021/22	1,737	1,250	72
2022/23	1,738	1,271	73

School Year	Gr 12 Respondents #	Two adults or more	
		#	%
2018/19	18,214	13,749	75
2019/20	12,948	9,950	77
2020/21	16,440	12,275	75
2021/22	17,281	12,418	72
2022/23	17,174	12,300	72

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,696	381	22
2019/20	1,191	288	24
2020/21	1,679	374	22
2021/22	1,652	413	25
2022/23	1,670	429	26

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	17,890	3,933	22
2019/20	12,621	2,736	22
2020/21	15,964	3,471	22
2021/22	16,419	4,078	25
2022/23	16,324	4,114	25

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,691	560	33
2019/20	1,190	389	33
2020/21	1,672	527	32
2021/22	1,654	531	32
2022/23	1,656	566	34

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	17,888	6,692	37
2019/20	12,606	4,736	38
2020/21	15,961	5,746	36
2021/22	16,432	6,241	38
2022/23	16,274	6,269	39

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	1,722	295	17
2019/20	1,193	186	16
2020/21	1,706	231	14
2021/22	1,734	274	16
2022/23	1,725	271	16

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2018/19	18,187	2,377	13
2019/20	12,935	1,655	13
2020/21	16,417	1,758	11
2021/22	17,231	1,962	11
2022/23	17,128	2,122	12

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	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.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
CYIC	Children and Youth in Care. It refers to a child or youth who is in the custody, care of guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	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.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education and Child Care reports or otherwise publicly releases aggregated data. For more information please refer to: 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
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.

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

Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>
Students with Disabilities or Diverse Abilities (selected designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<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>
Student	A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.