



Aboriginal Report 2016/17 - 2020/21

How Are We Doing?

School District 075
Mission

[electronic version of report: https://studentsuccess.gov.bc.ca/](https://studentsuccess.gov.bc.ca/)

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2016/17 - 2020/21	
Students Who Self-Identify as Aboriginal, 2011/12 - 2020/21	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students with Disabilities or Diverse Abilities (12 Categories)	8
Students with Disabilities or Diverse Abilities (Groups)	9
Grade Distribution of Students with Behaviour Disabilities	10
Foundation Skills Assessment (FSA) Grades 4 and 7, 2016/17 - 2020/21	
Reading Comprehension, Grade 4	11
Writing, Grade 4	12
Numeracy, Grade 4	13
Reading Comprehension, Grade 7	14
Writing, Grade 7	15
Numeracy, Grade 7	16
Graduation Assessments & Course Marks, 2020/21	
Grade 10 Numeracy Assessment	17
Grade 10 Literacy Assessment	18
Course Mark Overview	19
English 10 (Combined)	20
English First Peoples 10 (Combined)	21
Foundations of Math and Pre-calculus 10	22
Workplace Math 10	23
Science 10	24
Life Sciences 11	25
Pre-calculus 11	26
Science for Citizens 11	27
BC First Peoples 12	28
English First Peoples 12	29
English 12 (Combined)	30
Foundations of Math 12	31
Contemporary Indigenous Studies 12	32
First Nations Languages Courses	33
Transitions, 2015/16 - 2020/21	
Progress of Students Entering Grade 8 in September 2015, by Cohort and Gender	34
School Completion, 2016/17 - 2020/21	
Five-Year Completion Rate, by Cohort and Gender	35
Six-Year Completion Rate, by Cohort and Gender	36
Six, Seven and Eight-Year Completion Rates, 2013/14 - 2015/16 Cohorts	37
BC School Completion Certificate and BC Certificate of Graduation	38
BC Adult Graduation Diploma	39
Education Experiences of Children and Youth in Care, 2015/16 - 2019/20	
Enrolment in Care by Aboriginal Status and Gender	41
Six-Year Completion by Aboriginal Status and Gender	41
Graduation Rates by Aboriginal Status and Gender	41
Post-Secondary Transitions, 2016/17 - 2019/20	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	42
Student Learning Survey Results, 2016/17 - 2020/21	
Overview	44
Survey Results, grade 3/4	45
Survey Results, grade 7	47
Survey Results, grade 10	59
Survey Results, grade 12	51
Glossary	53

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:

[\(https://studentsuccess.gov.bc.ca/\)](https://studentsuccess.gov.bc.ca/)

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

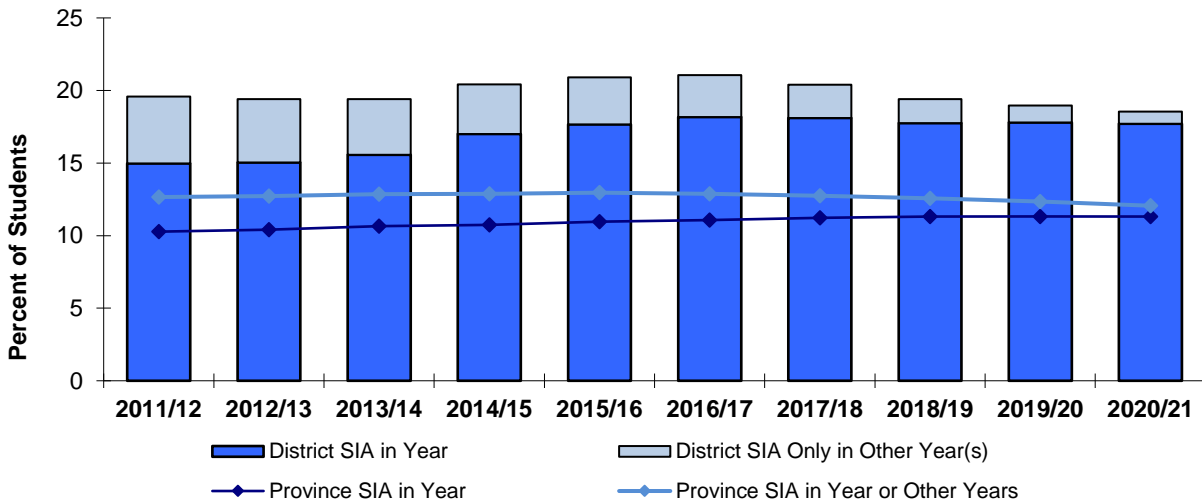
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year* # %		SIA Only in Other Year(s)* # %		All Students #	SIA in Year* # %		SIA Only in Other Year(s)* # %	
2011/12	6,227	933	15.0	287	4.6	569,733	58,531	10.3	13,630	2.4
2012/13	6,031	907	15.0	263	4.4	564,529	58,717	10.4	13,092	2.3
2013/14	5,990	932	15.6	231	3.9	558,983	59,502	10.6	12,369	2.2
2014/15	5,978	1,016	17.0	205	3.4	552,786	59,382	10.7	11,831	2.1
2015/16	6,027	1,064	17.7	196	3.3	553,376	60,706	11.0	11,009	2.0
2016/17	6,072	1,103	18.2	176	2.9	557,625	61,799	11.1	10,043	1.8
2017/18	6,300	1,140	18.1	145	2.3	563,241	63,181	11.2	8,610	1.5
2018/19	6,283	1,116	17.8	103	1.6	568,982	64,326	11.3	7,242	1.3
2019/20	6,394	1,138	17.8	75	1.2	575,999	65,214	11.3	5,909	1.0
2020/21	6,382	1,130	17.7	54	0.8	568,283	64,271	11.3	4,269	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

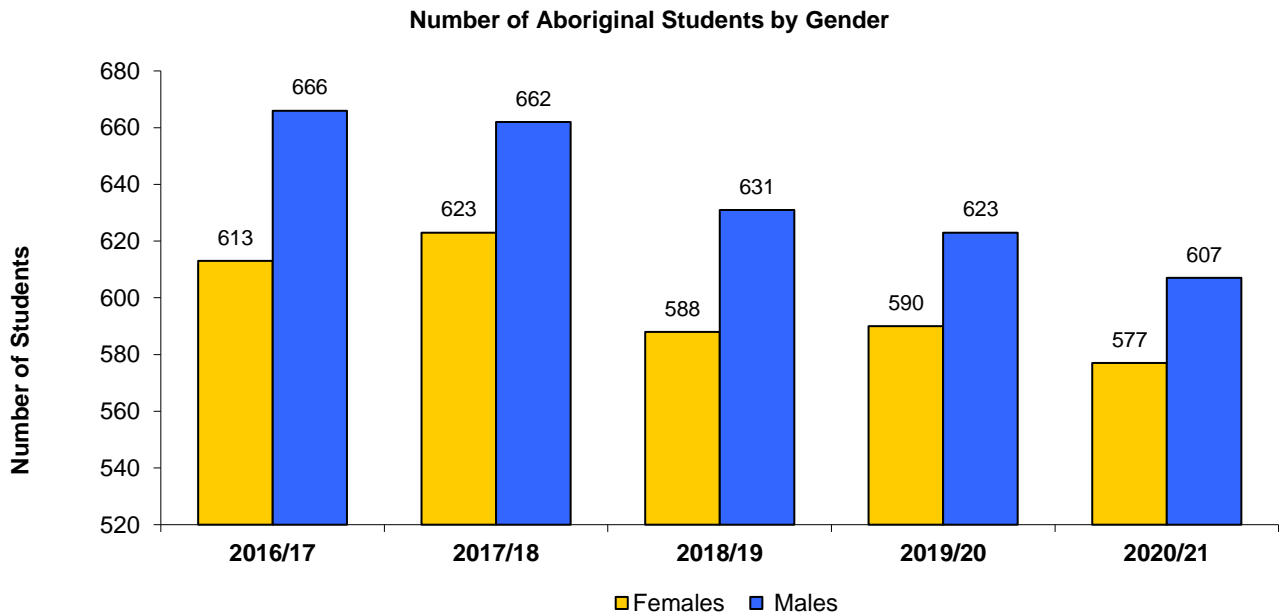
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2016/17	6,072	1,279	21.1	613	10.1	666	11.0	71,842	35,589	36,253
2017/18	6,300	1,285	20.4	623	9.9	662	10.5	71,791	35,459	36,332
2018/19	6,283	1,219	19.4	588	9.4	631	10.0	71,568	35,412	36,156
2019/20	6,394	1,213	19.0	590	9.2	623	9.7	71,123	35,147	35,976
2020/21	6,382	1,184	18.6	577	9.0	607	9.5	68,540	33,911	34,629



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

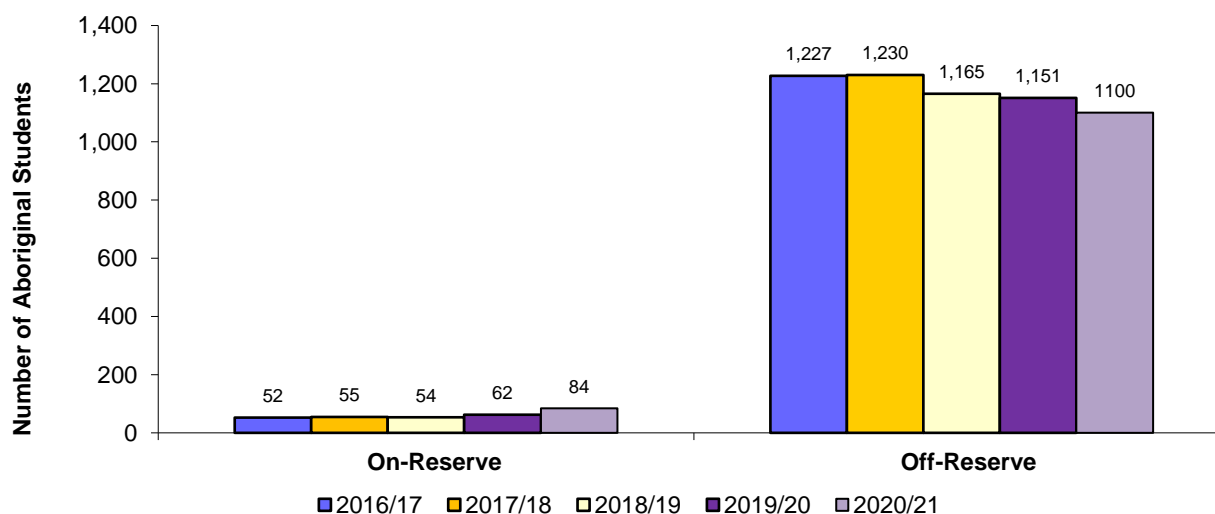
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2016/17	1,279	27	25	52	586	641	1,227	7,285	64,557
2017/18	1,285	31	24	55	592	638	1,230	7,820	63,971
2018/19	1,219	29	25	54	559	606	1,165	7,993	63,575
2019/20	1,213	35	27	62	555	596	1,151	8,209	62,914
2020/21	1,184	43	41	84	534	566	1,100	7,751	60,789

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2016/17	1,277	26	25	51	594	632	1,226	7,245	64,189
2017/18	1,263	31	27	58	573	632	1,205	7,762	63,758
2018/19	1,232	31	25	56	573	603	1,176	7,977	63,559
2019/20	1,207	35	27	62	553	592	1,145	8,113	62,791
2020/21	1,205	45	41	86	538	581	1,119	7,662	60,929

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

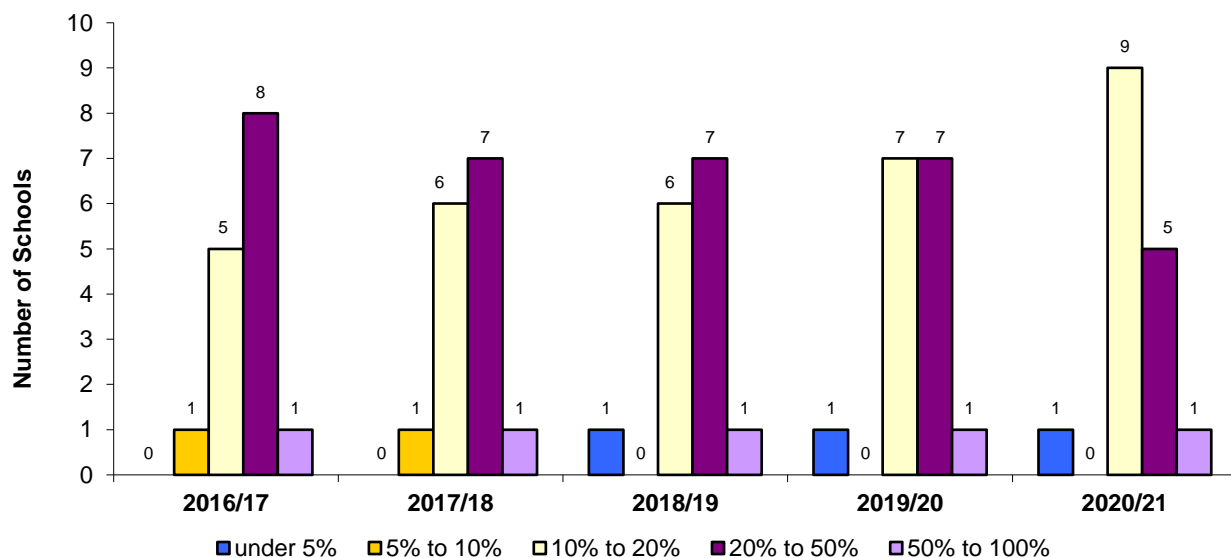


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2016/17	15	0	1	5	8	1	1,368	375	223	323	351	96
2017/18	15	0	1	6	7	1	1,376	387	218	337	346	88
2018/19	15	1	0	6	7	1	1,385	398	217	343	338	89
2019/20	16	1	0	7	7	1	1,389	415	232	330	323	89
2020/21	16	1	0	9	5	1	1,398	441	229	341	298	89

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

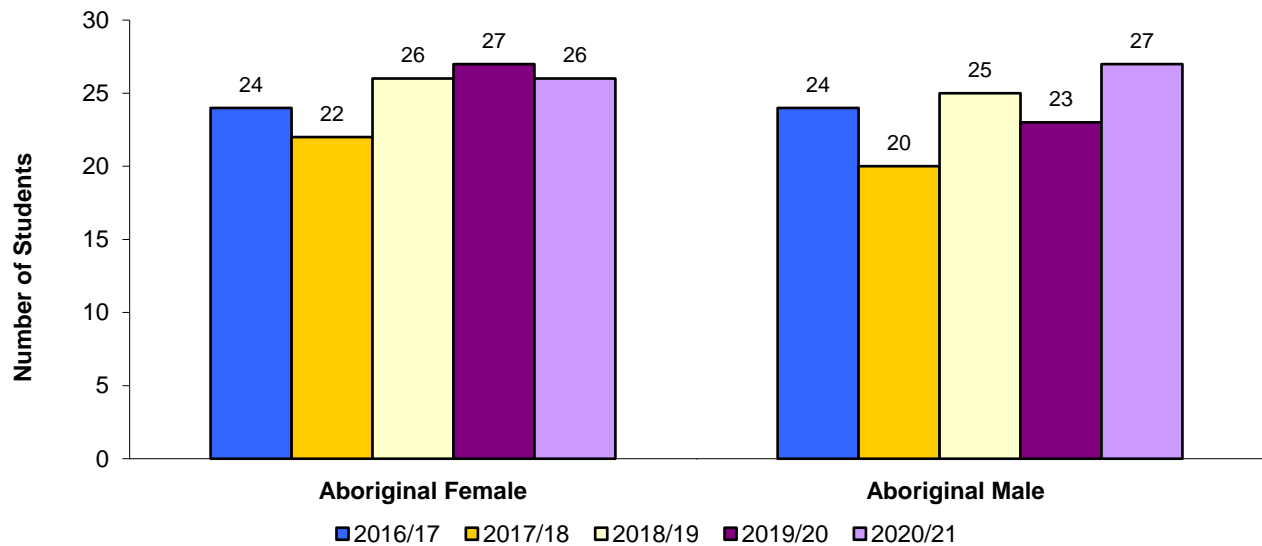


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2016/17	100	24	24	48	20	32	52	1,618	1,561	2,020	2,454
2017/18	87	22	20	42	15	30	45	1,519	1,530	1,990	2,394
2018/19	89	26	25	51	10	28	38	1,513	1,446	1,956	2,337
2019/20	89	27	23	50	15	24	39	1,568	1,496	2,136	2,541
2020/21	95	26	27	53	17	25	42	1,412	1,308	1,805	1,853

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

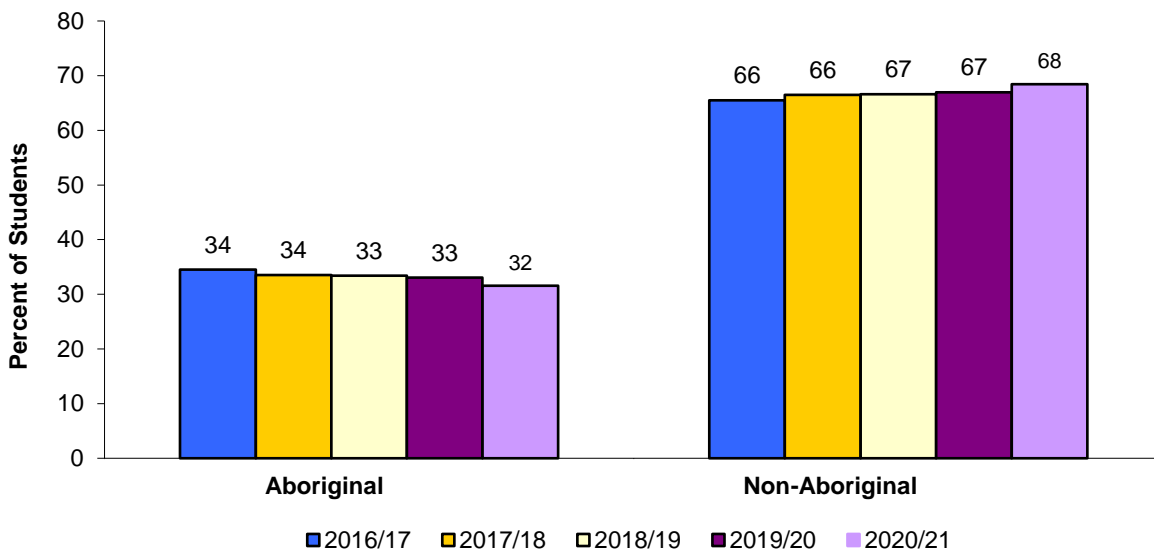
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 CATEGORIES)

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	Total 12 Categories #	Aboriginal		Non-Aboriginal	
		Total #	%	Total #	%
2016/17	632	218	34	414	66
2017/18	668	224	34	444	66
2018/19	706	236	33	470	67
2019/20	753	249	33	504	67
2020/21	773	244	32	529	68

Percent of Students with Disabilities or Diverse Abilities (12 Categories)

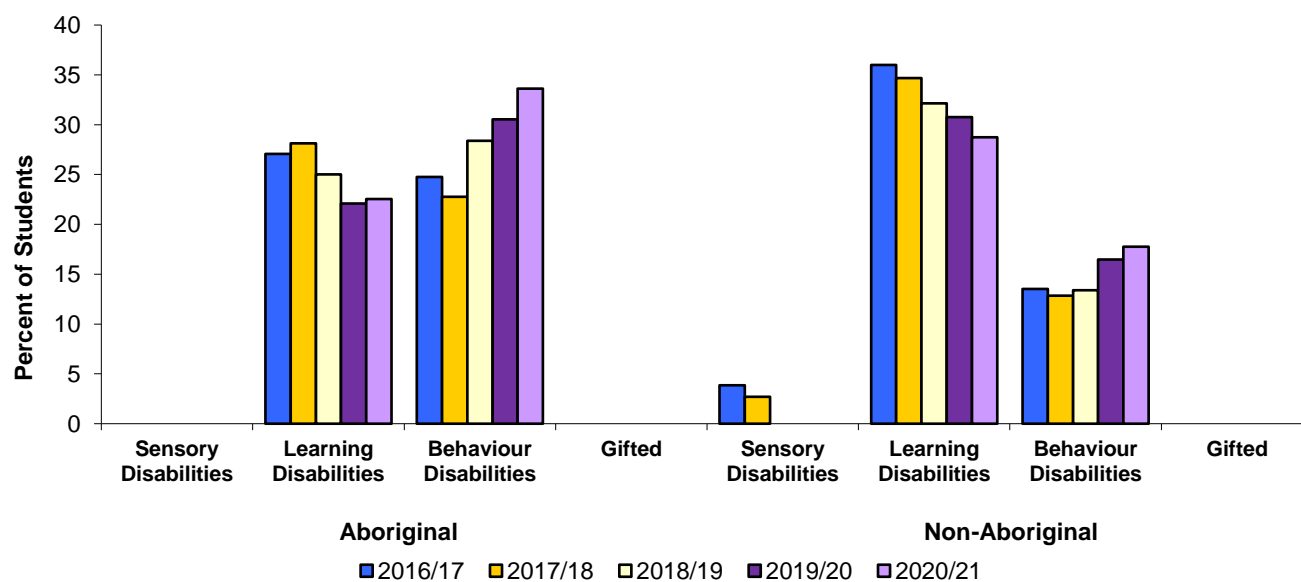


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (GROUPS)

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

School Year	Abor (12 Cat) #	Non-Abor (12 Cat) #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2016/17	218	414	Msk	Msk	16	4	59	27	149	36	54	25	56	14	0	0	0	0
2017/18	224	444	Msk	Msk	12	3	63	28	154	35	51	23	57	13	0	0	Msk	Msk
2018/19	236	470	Msk	Msk	Msk	Msk	59	25	151	32	67	28	63	13	0	0	Msk	Msk
2019/20	249	504	Msk	Msk	Msk	Msk	55	22	155	31	76	31	83	16	Msk	Msk	Msk	Msk
2020/21	244	529	Msk	Msk	Msk	Msk	55	23	152	29	82	34	94	18	Msk	Msk	Msk	Msk

Percent of Students with Disabilities or Diverse Abilities (Groups)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

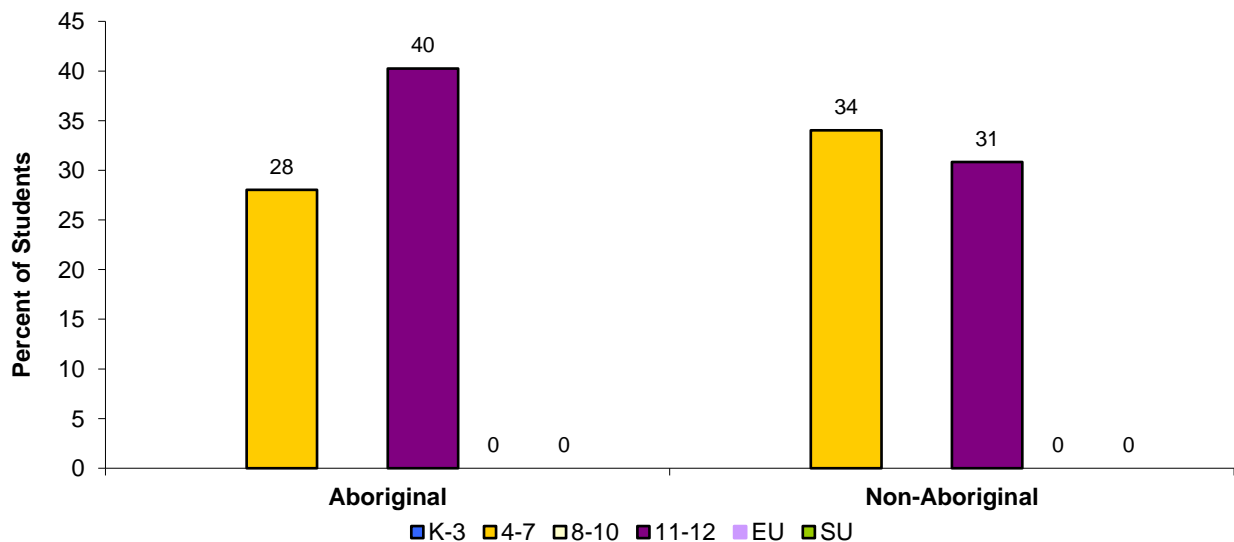
Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2016/17	54	Msk	Msk	Msk	Msk	18	33	20	37	0	0	0	0
2017/18	51	Msk	Msk	Msk	Msk	21	41	16	31	0	0	0	0
2018/19	67	Msk	Msk	Msk	Msk	25	37	19	28	0	0	0	0
2019/20	76	Msk	Msk	Msk	Msk	20	26	35	46	0	0	0	0
2020/21	82	Msk	Msk	23	28	Msk	Msk	33	40	0	0	0	0

Non-Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2016/17	56	Msk	Msk	14	25	Msk	Msk	25	45	0	0	0	0
2017/18	57	Msk	Msk	16	28	Msk	Msk	23	40	0	0	0	0
2018/19	63	Msk	Msk	22	35	Msk	Msk	19	30	0	0	0	0
2019/20	83	11	13	24	29	23	28	25	30	0	0	0	0
2020/21	94	Msk	Msk	32	34	Msk	Msk	29	31	0	0	0	0

Percent of Students with Behaviour Disabilities - Grade Distribution 2020/21



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

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

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 Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 4: ABORIGINAL

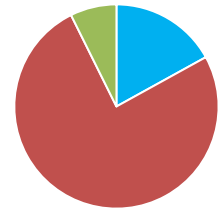
Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	61	73	Msk	Msk	38	62	Msk	Msk
			Emerging		On Track		Extending	
2017/18	63	73	Msk	Msk	35	56	Msk	Msk
2018/19	84	76	Msk	Msk	54	64	Msk	Msk
2019/20	69	73	Msk	Msk	34	49	Msk	Msk
2020/21	36	36	Msk	Msk	25	69	Msk	Msk

GRADE 4: NON-ABORIGINAL

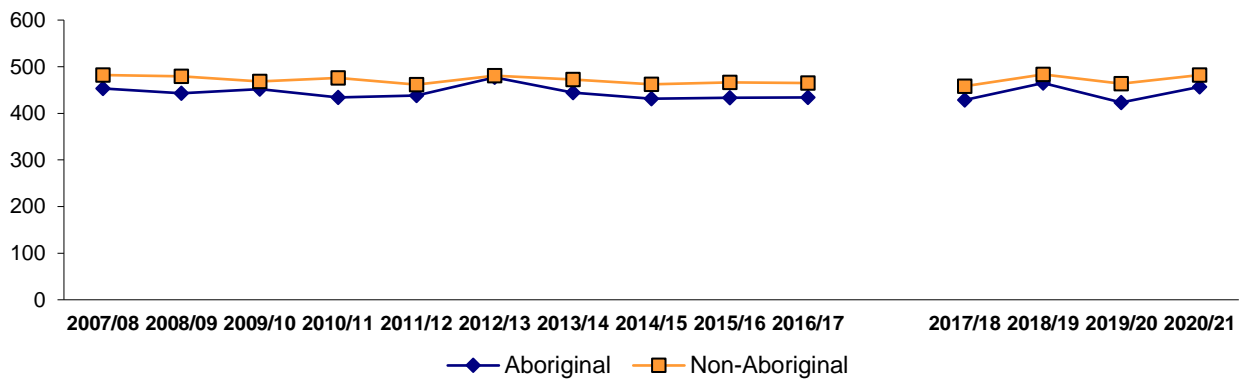
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	328	87	80	24	226	69	22	7
			Emerging		On Track		Extending	
2017/18	297	75	92	31	181	61	24	8
2018/19	300	81	65	22	203	68	32	11
2019/20	322	75	104	32	198	61	20	6
2020/21	218	53	37	17	165	76	16	7

Grade 4: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 4 Reading



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

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

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 Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

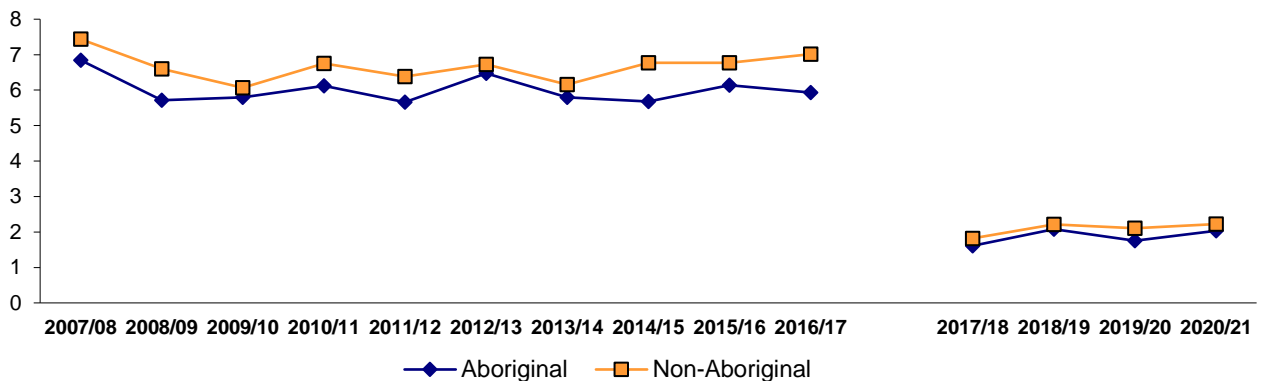
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	58	70	Msk	Msk	31	53	Msk	Msk
			Emerging		On Track		Extending	
2017/18	54	63	27	50	27	50	0	0
2018/19	80	72	12	15	68	85	0	0
2019/20	62	66	Msk	Msk	37	60	Msk	Msk
2020/21	32	32	Msk	Msk	25	78	Msk	Msk

GRADE 4: NON-ABORIGINAL

Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	321	85	71	22	213	66	37	12
			Emerging		On Track		Extending	
2017/18	273	69	Msk	Msk	179	66	Msk	Msk
2018/19	281	76	Msk	Msk	254	90	Msk	Msk
2019/20	316	74	Msk	Msk	260	82	Msk	Msk
2020/21	190	46	Msk	Msk	153	81	Msk	Msk

Average FSA Score - Grade 4 Writing



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

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

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 Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 4: ABORIGINAL

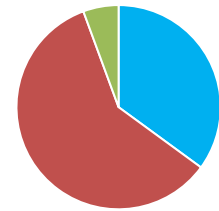
Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	58	70	Msk	Msk	35	60	Msk	Msk
			Emerging		On Track		Extending	
2017/18	61	71	34	56	Msk	Msk	Msk	Msk
2018/19	82	74	Msk	Msk	48	59	Msk	Msk
2019/20	67	71	Msk	Msk	39	58	Msk	Msk
2020/21	35	35	Msk	Msk	21	60	Msk	Msk

GRADE 4: NON-ABORIGINAL

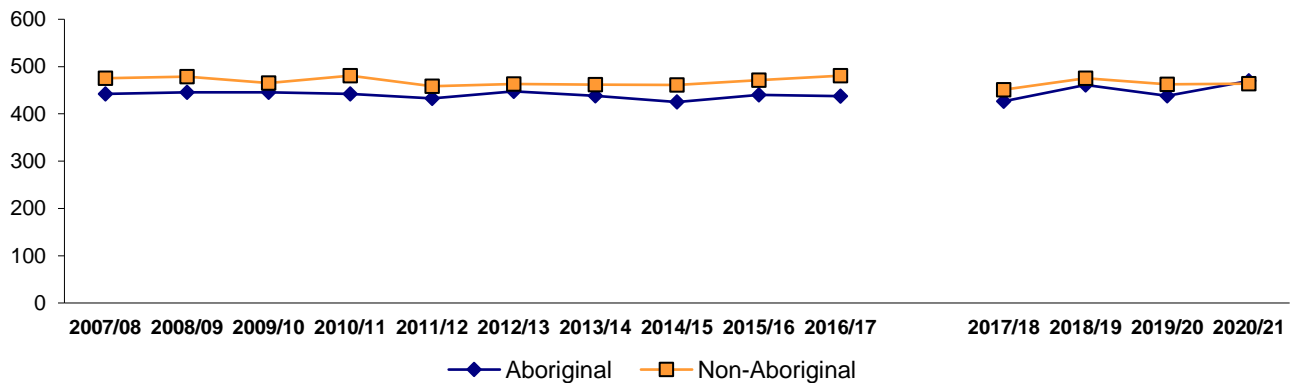
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	326	86	83	25	219	67	24	7
			Emerging		On Track		Extending	
2017/18	294	75	Msk	Msk	164	56	Msk	Msk
2018/19	293	79	90	31	188	64	15	5
2019/20	323	76	118	37	193	60	12	4
2020/21	214	52	75	35	127	59	12	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

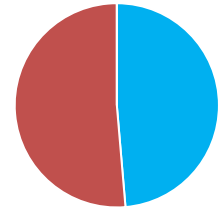
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications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

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	72	88	Msk	Msk	43	60	Msk	Msk
			Emerging		On Track		Extending	
2017/18	79	81	Msk	Msk	55	70	Msk	Msk
2018/19	74	86	Msk	Msk	38	51	Msk	Msk
2019/20	55	65	33	60	22	40	0	0
2020/21	37	45	18	49	19	51	0	0

Grade 7: Aboriginal



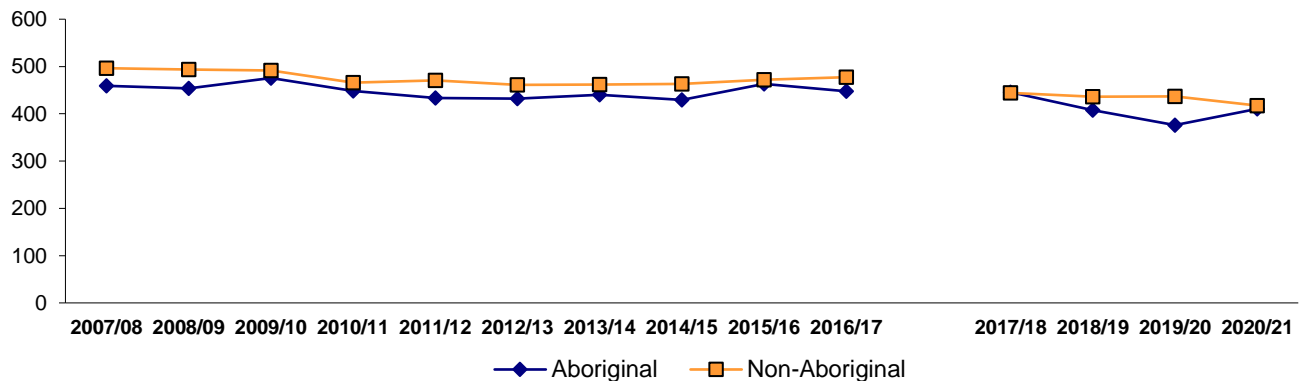
■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	321	89	83	26	209	65	29	9
			Emerging		On Track		Extending	
2017/18	298	89	99	33	189	63	10	3
2018/19	328	92	Msk	Msk	199	61	Msk	Msk
2019/20	262	71	Msk	Msk	173	66	Msk	Msk
2020/21	167	42	Msk	Msk	98	59	Msk	Msk

Grade 7: Non-Aboriginal

Average FSA Scaled Score - Grade 7 Reading



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

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

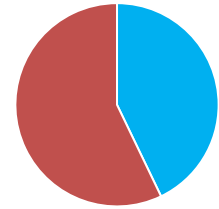
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications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

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	72	88	Msk	Msk	52	72	Msk	Msk
			Emerging		On Track		Extending	
2017/18	65	66	Msk	Msk	42	65	Msk	Msk
2018/19	63	73	Msk	Msk	49	78	Msk	Msk
2019/20	52	62	Msk	Msk	37	71	Msk	Msk
2020/21	35	42	15	43	20	57	0	0

Grade 7: Aboriginal



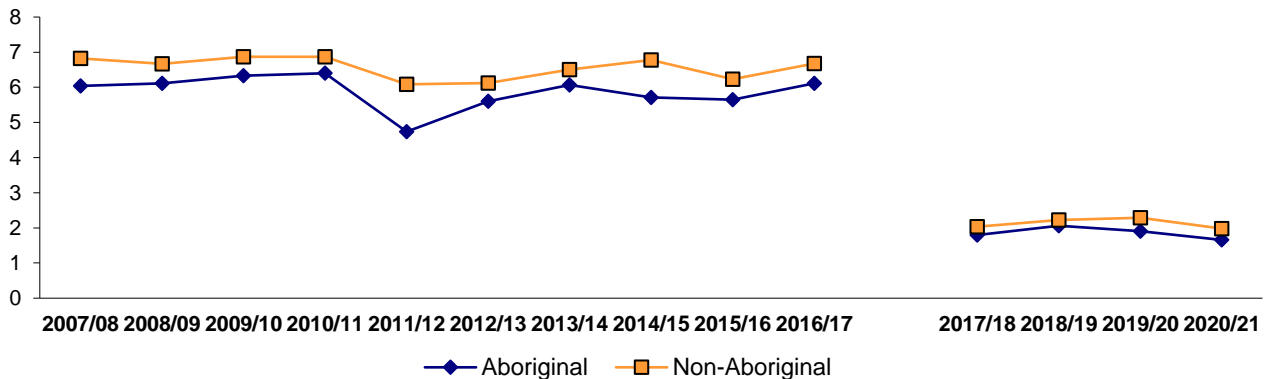
■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	319	89	Msk	Msk	256	80	Msk	Msk
			Emerging		On Track		Extending	
2017/18	262	79	Msk	Msk	203	77	Msk	Msk
2018/19	298	83	42	14	245	82	11	4
2019/20	250	68	Msk	Msk	206	82	Msk	Msk
2020/21	154	39	Msk	Msk	118	77	Msk	Msk

Grade 7: Non-Aboriginal

Average FSA Score - Grade 7 Writing



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

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

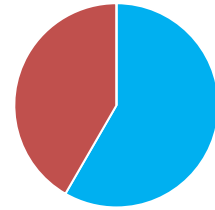
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications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

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	72	88	44	61	Msk	Msk	Msk	Msk
			Emerging		On Track		Extending	
2017/18	80	82	49	61	31	39	0	0
2018/19	74	86	49	66	25	34	0	0
2019/20	59	70	44	75	15	25	0	0
2020/21	36	43	21	58	15	42	0	0

Grade 7: Aboriginal



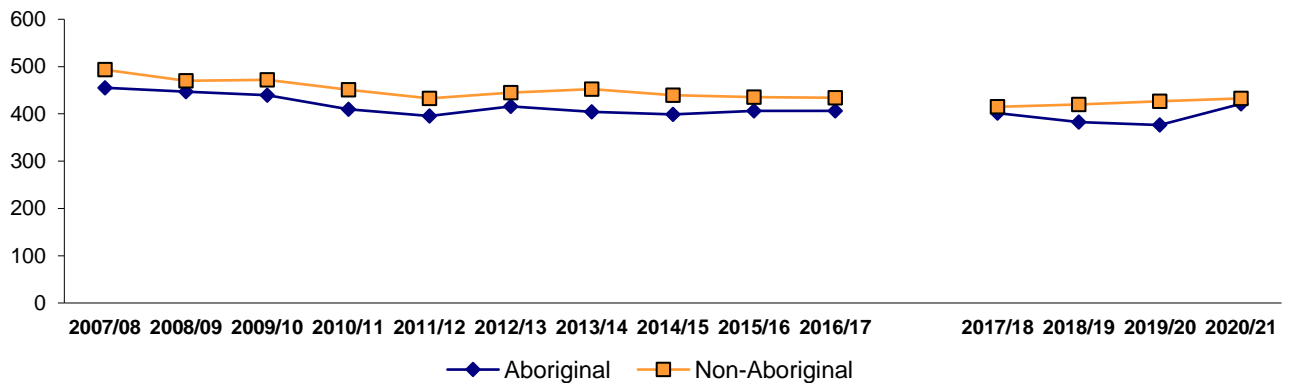
■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	325	91	142	44	173	53	10	3
			Emerging		On Track		Extending	
2017/18	302	91	171	57	Msk	Msk	Msk	Msk
2018/19	326	91	178	55	Msk	Msk	Msk	Msk
2019/20	277	75	Msk	Msk	134	48	Msk	Msk
2020/21	163	41	81	50	Msk	Msk	Msk	Msk

Grade 7: Non-Aboriginal

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

B.C.'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 measure that assesses student proficiency in numeracy. 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>

2017/18 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	-	-	-	-	-	-	-	-	-	-

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	10	3	Msk	Msk	Msk	Msk	Msk	Msk	0	0

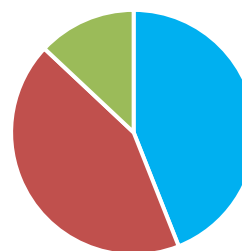
2019/20 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	69	66	42	61	14	20	13	19	0	0
Non-Aboriginal	297	83	93	31	114	38	Msk	Msk	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	64	65	39	61	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	316	86	139	44	135	43	42	13	0	0

Numeracy 2020/21: Non-Aboriginal



■ Emerging
 ■ Developing
 ■ Proficient/Extending

Note:

These figures includes Grade 10 first-time writers only. Due to the Covid 19 pandemic, the April 2020 administration was cancelled, resulting in a significant percentage of students not participating in that year's assessment. Consequently, these students will be writing in the following school year(s), thereby impacting participation rates going forward.

The Ministry masking policy <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> requires suppression of values below 10

in order to protect individual privacy. However, in order to avoid the masked number being easily calculated, the second-lowest number must also be masked. As such, a masked Graduation Assessment category means that either fewer than 10 learners are in that category, or that the category has the next-smallest number, and has been masked to protect the smallest cell size.

GRADE 10 LITERACY ASSESSMENT

BC Residents

B.C.'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 new provincial measure that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It assesses a student's ability to use critical thinking and analysis to make meaning from a diverse array of texts. 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	63	61	Msk	Msk	15	24	35	56	Msk	Msk
Non-Aboriginal	298	84	Msk	Msk	76	26	211	71	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	62	63	Msk	Msk	23	37	20	32	Msk	Msk
Non-Aboriginal	316	86	Msk	Msk	120	38	159	50	Msk	Msk

Note:

These figures includes Grade 10 first-time writers only. Due to the Covid 19 pandemic, the April 2020 administration was cancelled, resulting in a significant percentage of students not participating in that year's assessment. Consequently, these students will be writing in the following school year(s), thereby impacting participation rates going forward.

The Ministry masking policy <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> requires suppression of values below 10

in order to protect individual privacy. However, in order to avoid the masked number being easily calculated, the second-lowest number must also be masked. As such, a masked Graduation Assessment category means that either fewer than 10 learners are in that category, or that the category has the next-smallest number, and has been masked to protect the smallest cell size.

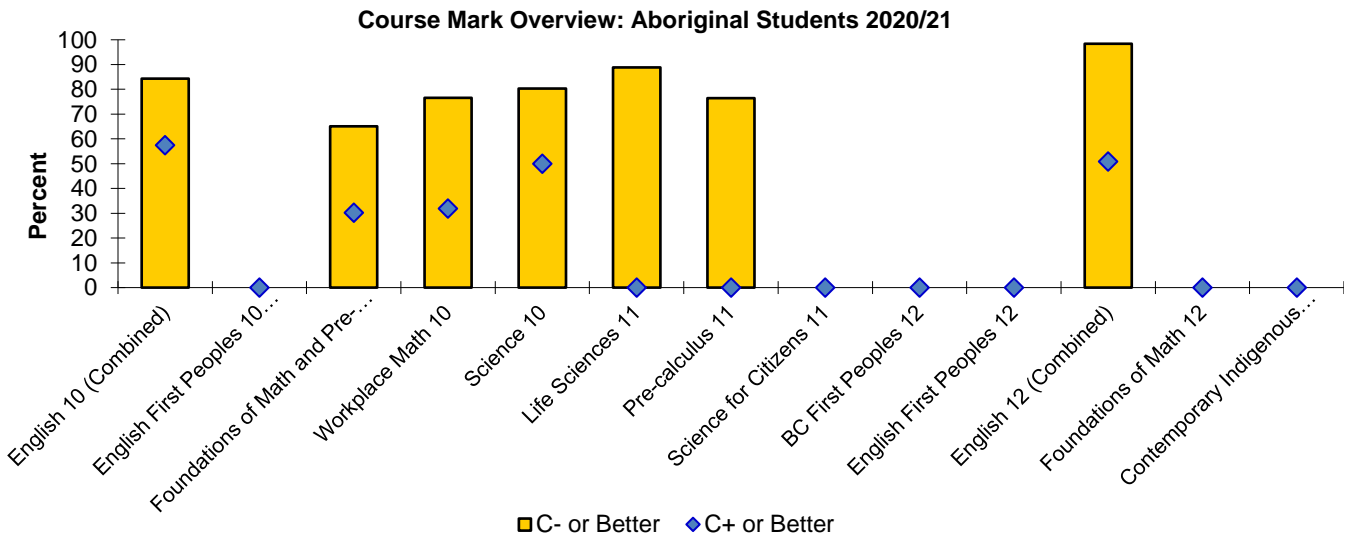
COURSE MARK RESULTS 2020/21: OVERVIEW

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 #	%	C+ or Better #	%	Course Mark Count #	C- or Better #	%	C+ or Better #	%
English 10 (Combined)	160	135	84	92	58	688	627	91	412	60
English First Peoples 10 (Combined)	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	43	28	65	13	30	279	218	78	114	41
Workplace Math 10	47	36	77	15	32	95	70	74	24	25
Science 10	66	53	80	33	50	346	275	79	179	52
Life Sciences 11	18	16	89	Msk	Msk	129	110	85	67	52
Pre-calculus 11	17	13	76	Msk	Msk	149	115	77	76	51
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	34	28	82	15	44
BC First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	16	16	100	Msk	Msk
English 12 (Combined)	61	60	98	31	51	314	301	96	184	59
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	37	28	76	17	46
Contemporary Indigenous Studies 12	-	-	-	-	-	-	-	-	-	-



Note:

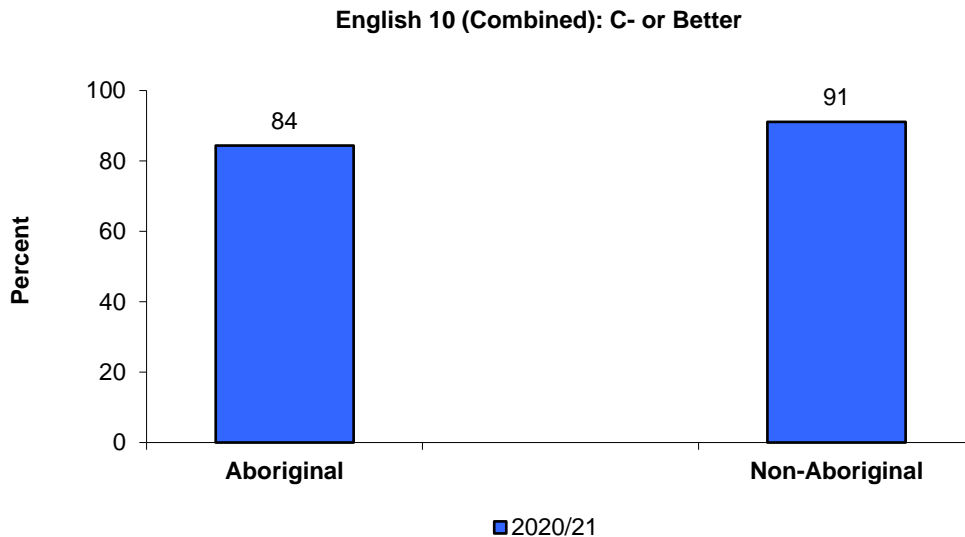
For combined courses (as marked), the course mark count will be greater than the student count.
 English 10 (Combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New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

COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	130	112	86	66	51	623	583	94	397	64
2020/21	160	135	84	92	58	688	627	91	412	60

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2019/20	130	104	113	17	623	356	589	34	
2020/21	160	98	135	25	688	367	646	42	



Note:

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

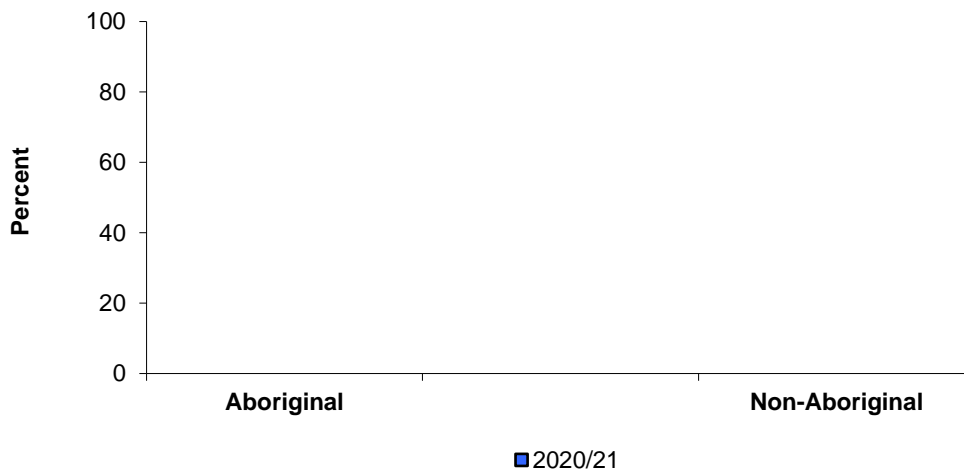
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	31	25	81	19	61	45	40	89	20	44
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			#	Gr 10 #		#	Gr 10 #		
2019/20	31	104	Msk	Msk	45	356	Msk	Msk	
2020/21	Msk	98	Msk	Msk	Msk	367	Msk	Msk	

English First Peoples 10 (Combined): C- or Better



Note:

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

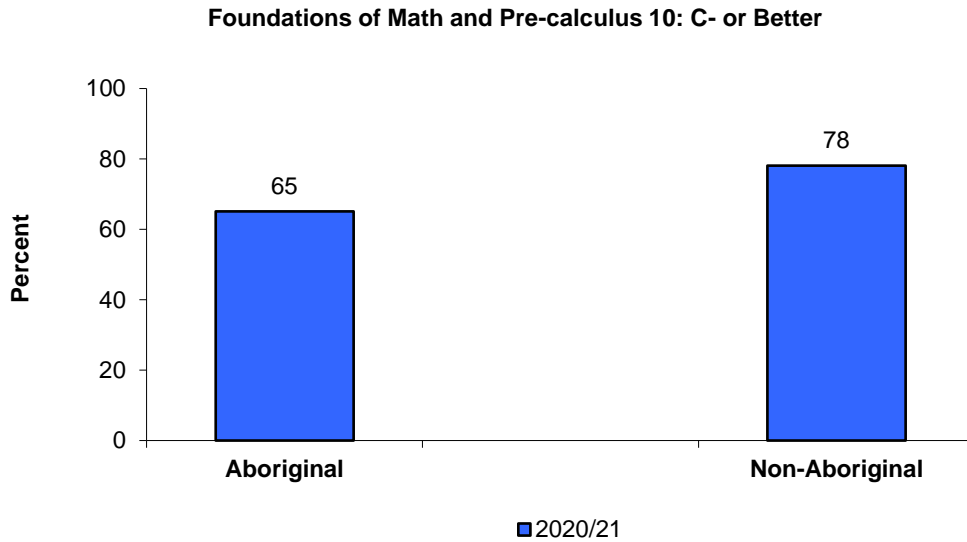
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	38	32	84	18	47	273	240	88	145	53
2020/21	43	28	65	13	30	279	218	78	114	41

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2019/20	38	104	Msk	Msk	273	356	252	21	
2020/21	43	98	Msk	Msk	279	367	260	19	



Note:

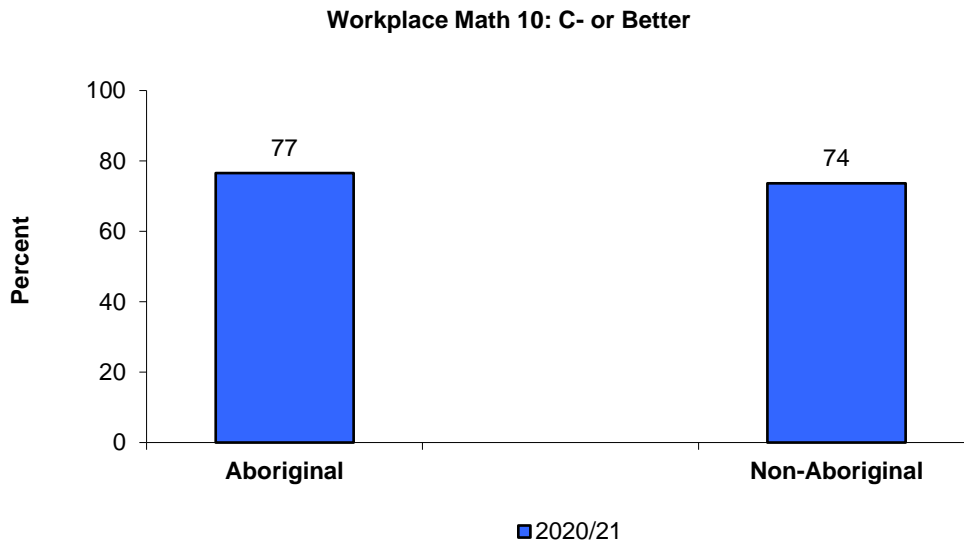
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	51	42	82	19	37	95	85	89	42	44
2020/21	47	36	77	15	32	95	70	74	24	25

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2019/20	51	104	33	18	95	356	73	22	
2020/21	47	98	29	18	95	367	81	14	



Note:

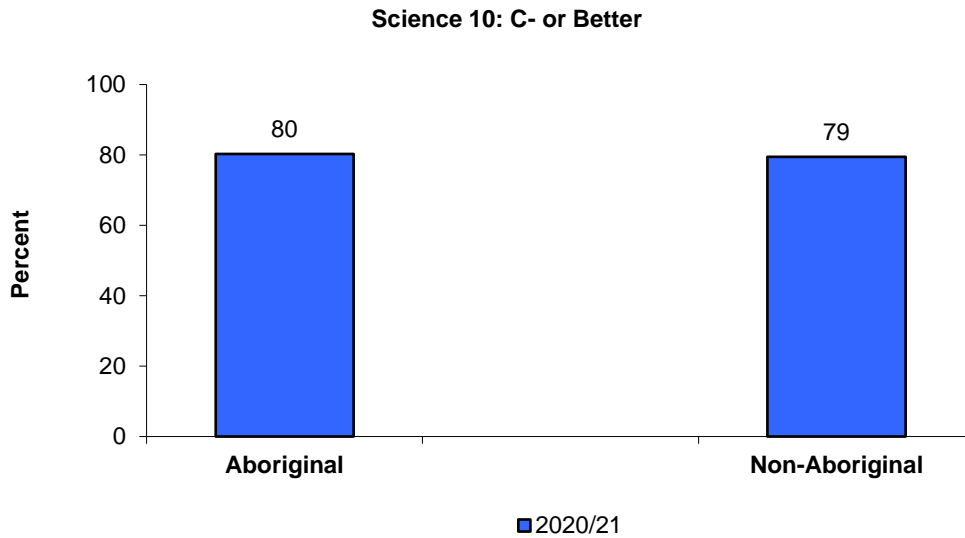
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	76	65	86	29	38	321	290	90	167	52
2020/21	66	53	80	33	50	346	275	79	179	52

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2019/20	76	104	Msk	Msk	321	356	305	16	
2020/21	66	98	Msk	Msk	346	367	321	25	



Note:

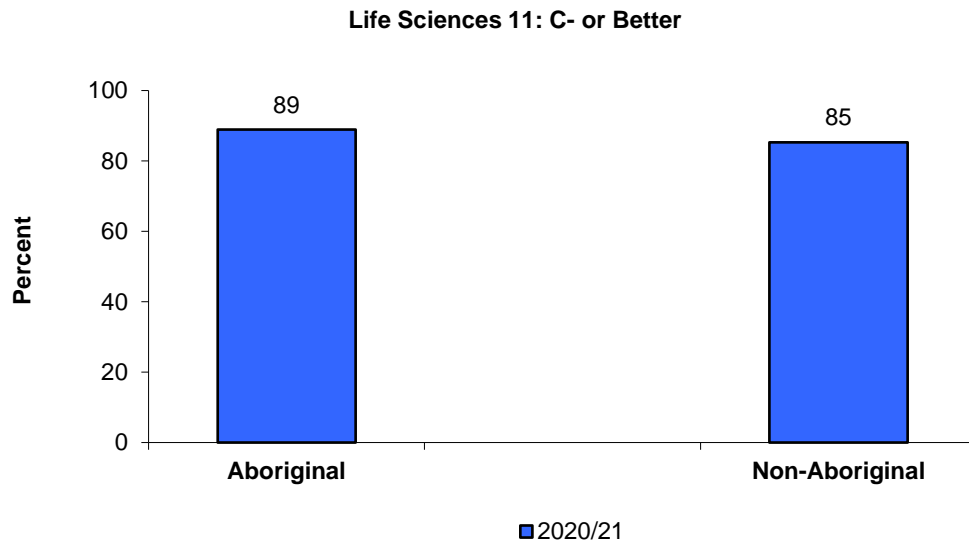
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	19	16	84	11	58	129	111	86	72	56
2020/21	18	16	89	Msk	Msk	129	110	85	67	52

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students *	Course Mark Count		Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2019/20	19	112	Msk	Msk	378	Msk	Msk		
2020/21	18	102	Msk	Msk	360	108	21		



Note:

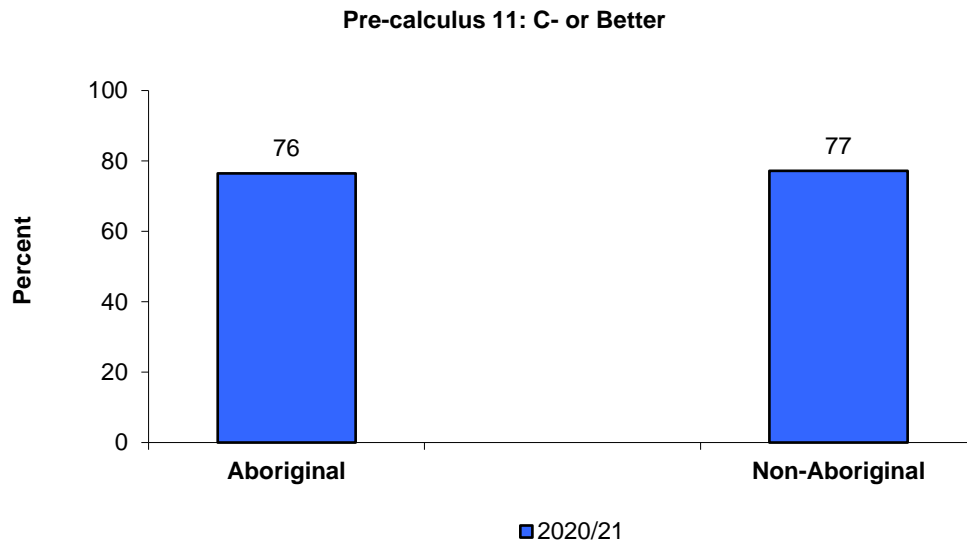
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better	
		#	%	#	%		#	%	#	%
2019/20	17	14	82	Msk	Msk	154	146	95	88	57
2020/21	17	13	76	Msk	Msk	149	115	77	76	51

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	17	112	Msk	Msk	154	378	137	17	
2020/21	17	102	Msk	Msk	149	360	134	15	



Note:

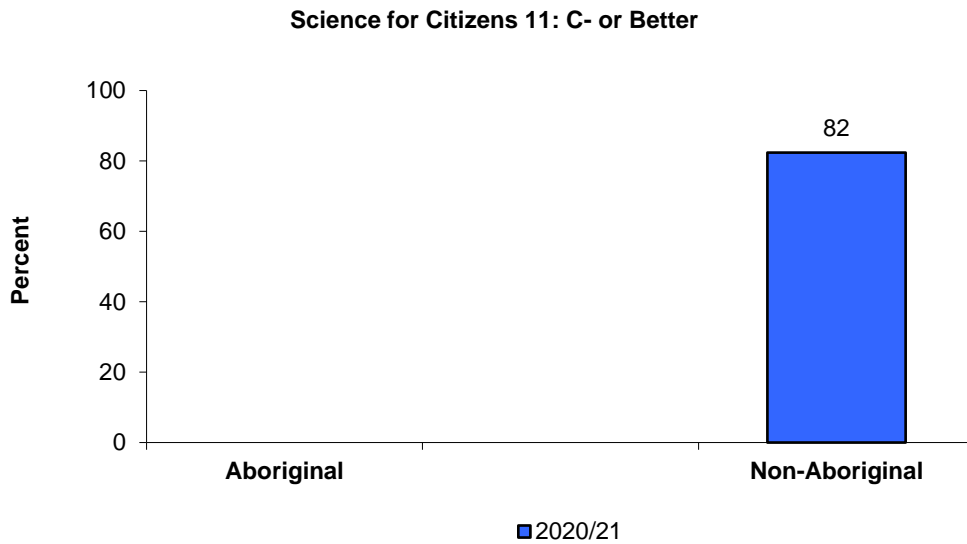
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	18	17	94	12	67	38	36	95	18	47
2020/21	Msk	Msk	Msk	Msk	Msk	34	28	82	15	44

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students *	Course Mark Count		Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2019/20	18	112	Msk	Msk	38	378	Msk	Msk	
2020/21	Msk	102	Msk	Msk	34	360	21	13	



Note:

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

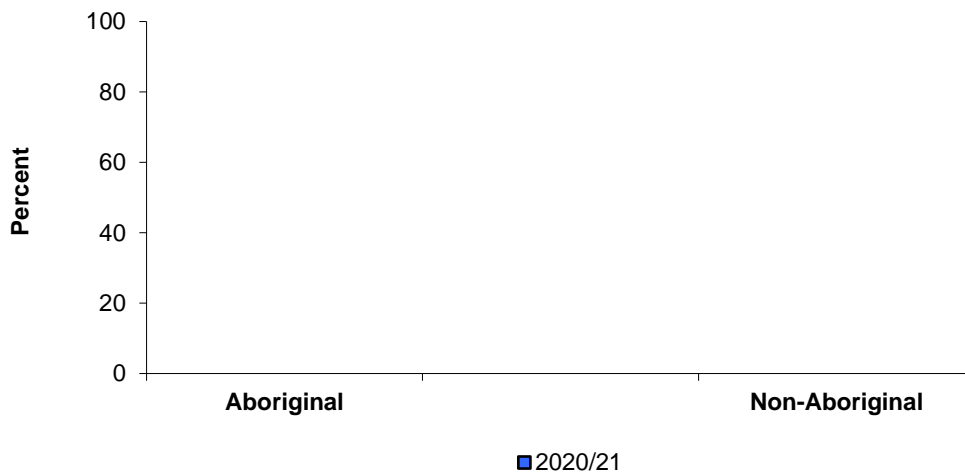
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	26	25	96	15	58
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	130	Msk	Msk	472	Msk	Msk		
2020/21	Msk	136	Msk	Msk	465	Msk	Msk		

BC First Peoples 12: C- or Better



Note:

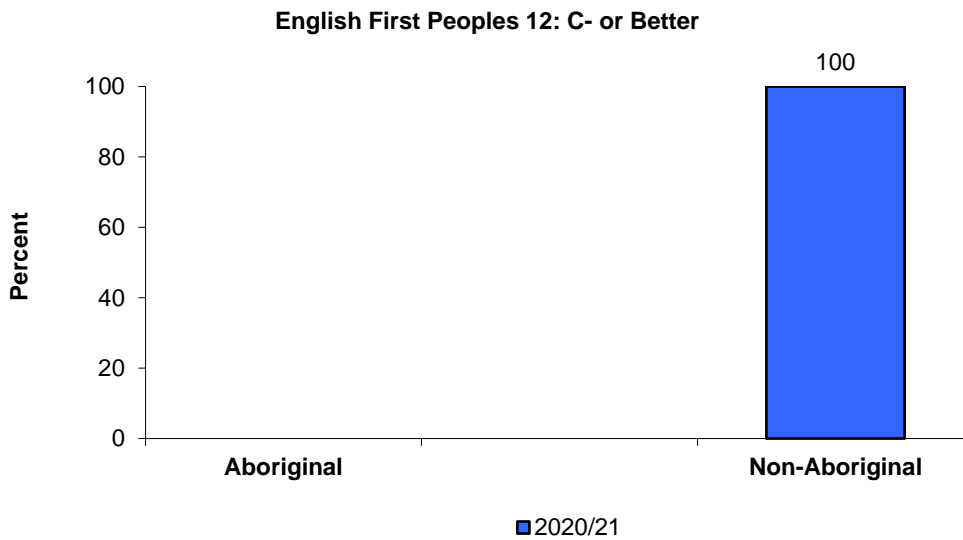
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	11	10	91	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	16	16	100	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	130	Msk	Msk	472	11	0		
2020/21	Msk	136	Msk	Msk	465	16	Msk		



Note:

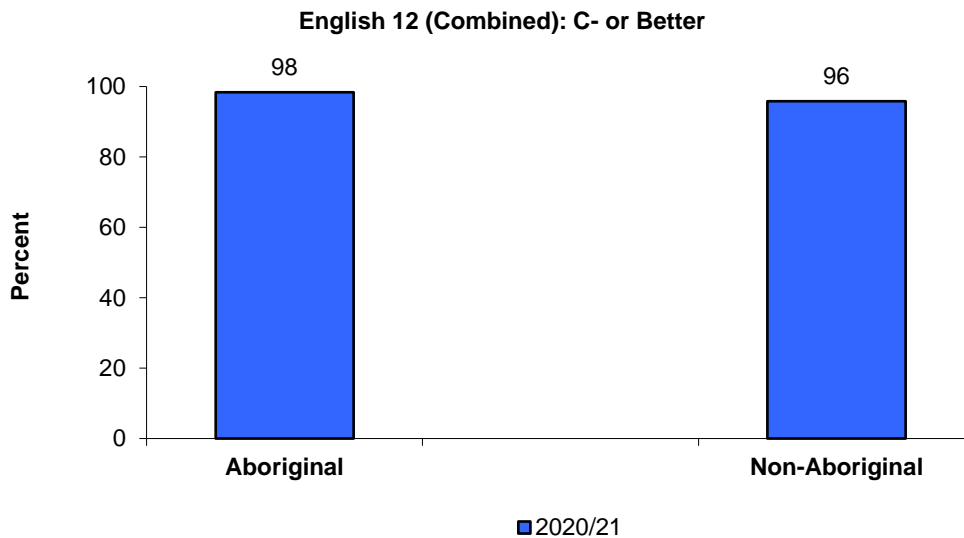
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	53	52	98	38	72	289	283	98	215	74
2020/21	61	60	98	31	51	314	301	96	184	59

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	53	130	Msk	Msk	289	472	275	14	
2020/21	61	136	Msk	Msk	314	465	300	14	



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.

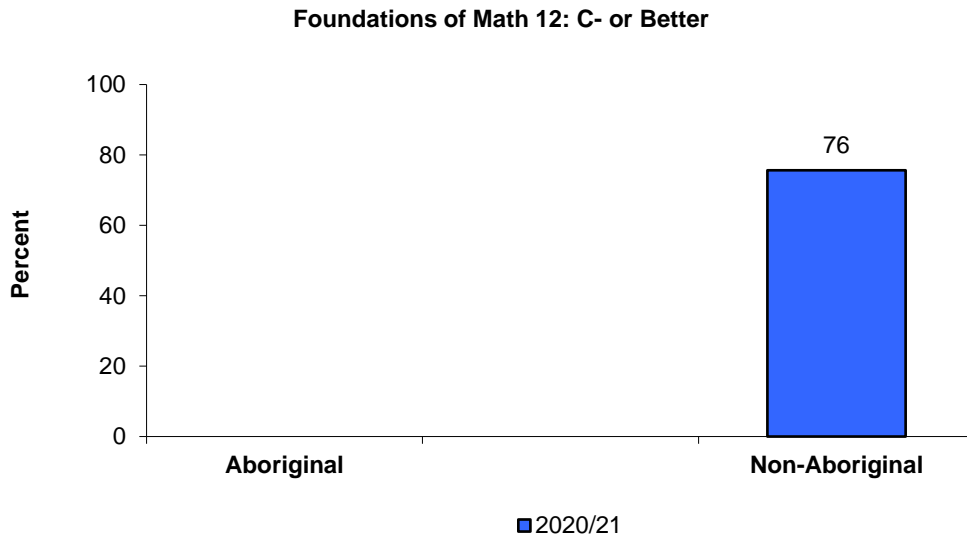
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	40	39	98	26	65
2020/21	Msk	Msk	Msk	Msk	Msk	37	28	76	17	46

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	130	Msk	Msk	472	Msk	Msk		
2020/21	Msk	136	Msk	Msk	465	37	0		



Note:

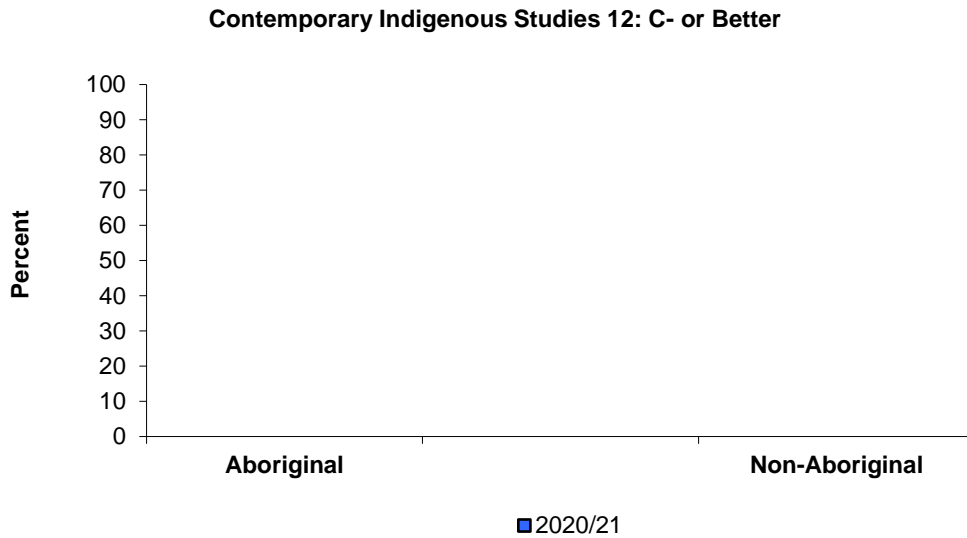
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	130	-	-	-	472	-	-		
2020/21	-	136	-	-	-	465	-	-		



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) 2016/17 - 2020/21

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/languages-template/indigenous-languages>

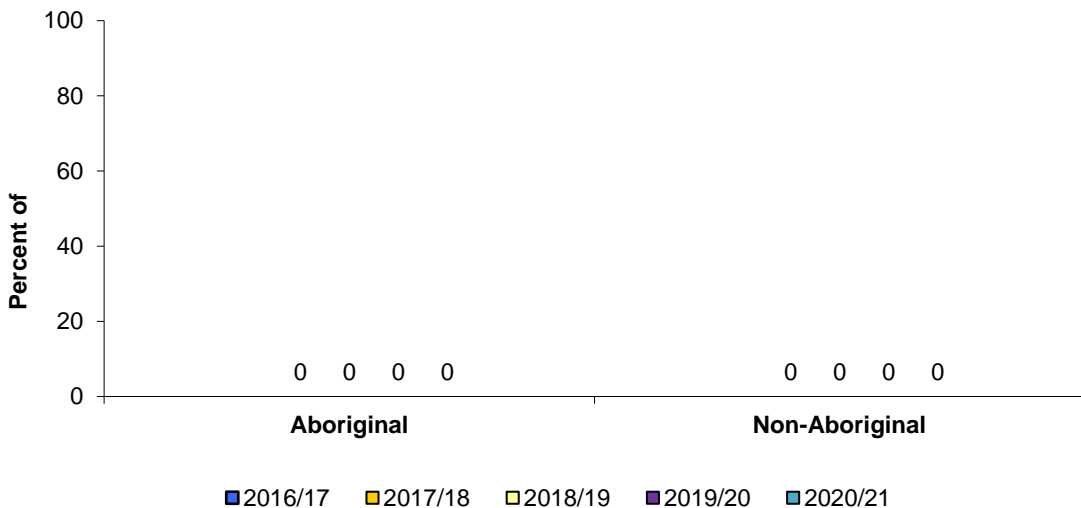
There are currently 18 approved First Nations languages courses in B.C. Courses where no students were enrolled during the 2019/20 school year are omitted from the following language listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal			
		C- or Better		C+ or Better			C- or Better		C+ or Better	
		#	%	#	%		#	%	#	%
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-

List of First Nations Languages Courses in District:

0

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

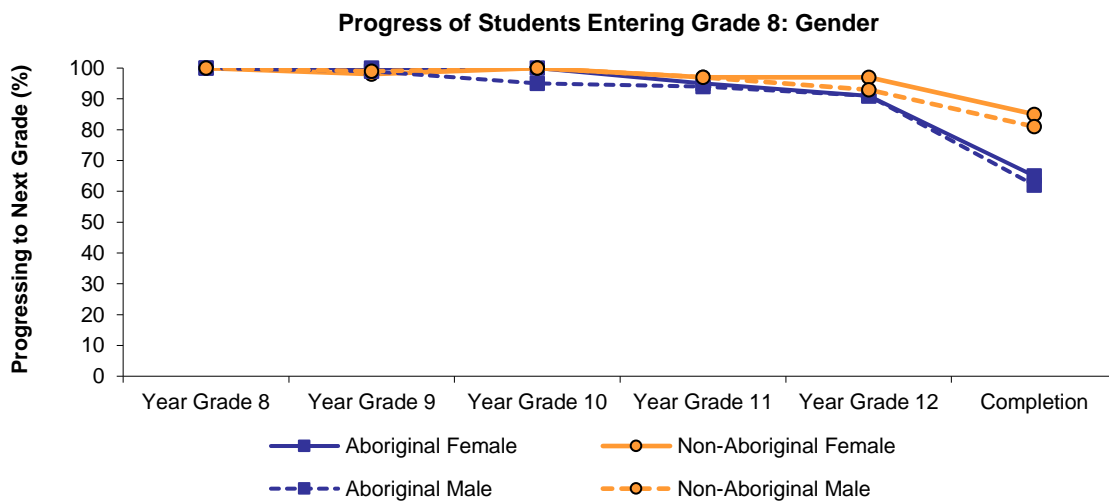
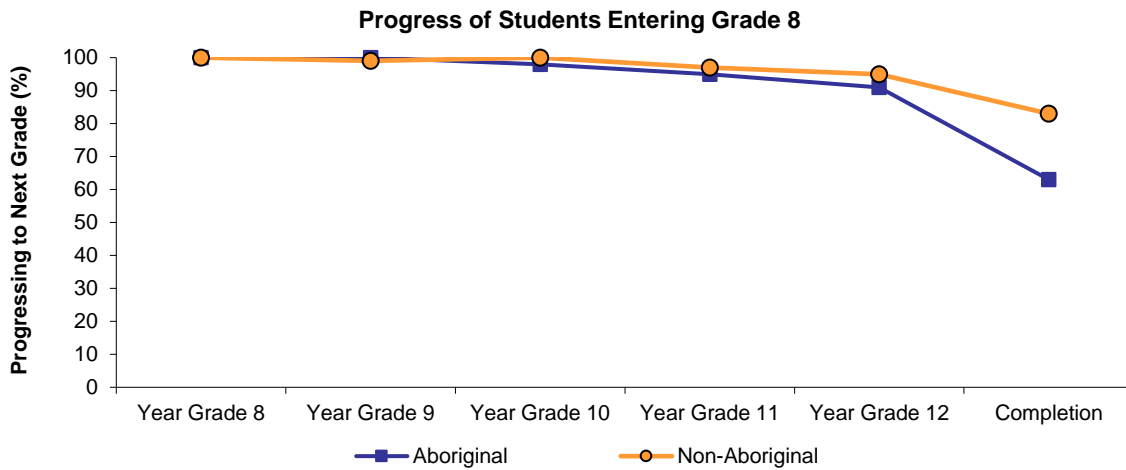
PROGRESS OF STUDENTS ENTERING GRADE 8

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 2015

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	99	99	98	99
	Grade 10	98	100	95	100	100	100
	Grade 11	95	95	94	97	97	97
	Grade 12	91	91	91	95	97	93
2020/21	Completion	63	65	62	83	85	81



FIVE-YEAR COMPLETION RATE, 2016/17 - 2020/21

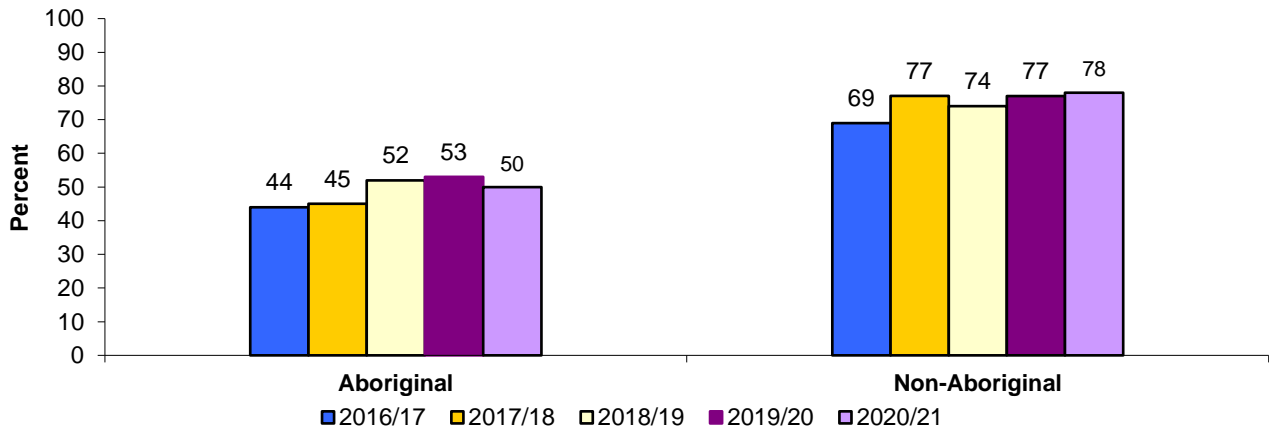
BC Residents

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.

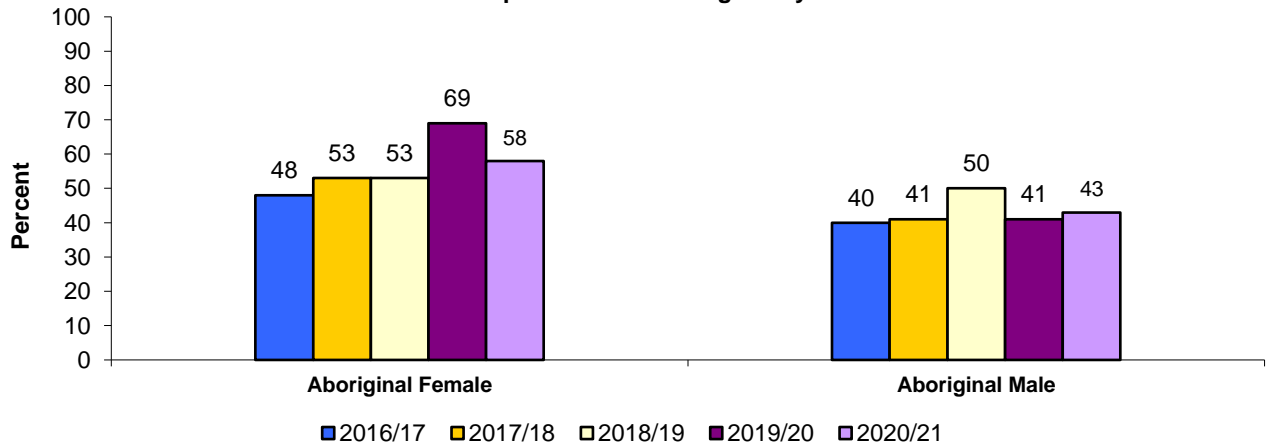
FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	44	48	40	69	77	61
2017/18	45	53	41	77	84	72
2018/19	52	53	50	74	80	70
2019/20	53	69	41	77	84	72
2020/21	50	58	43	78	79	77

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



* When the five-year rate is reported, numbers for prior school years are not updated (Page 35).

SIX-YEAR COMPLETION RATE, 2016/17 - 2020/21

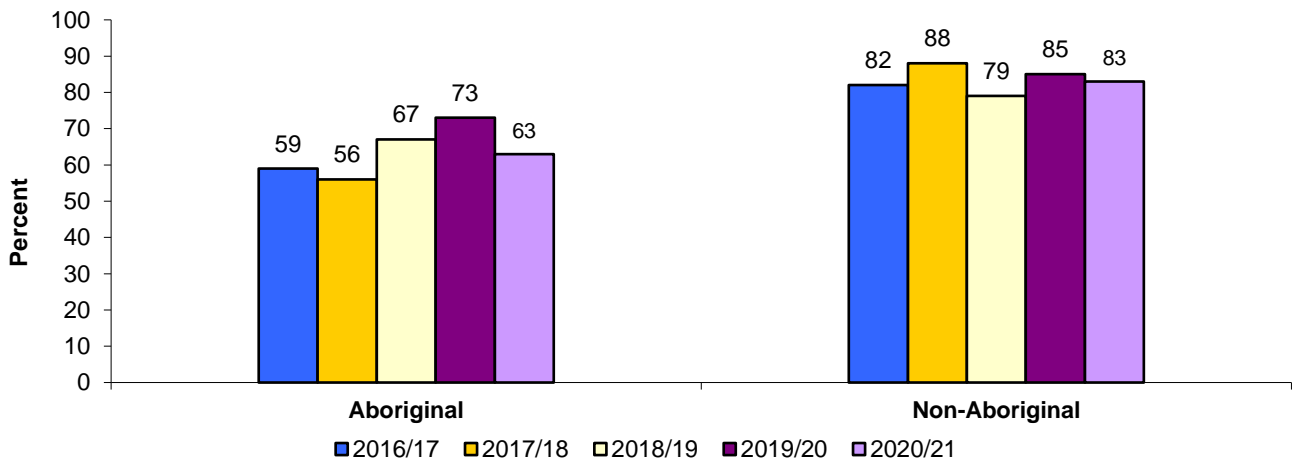
BC Residents

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.

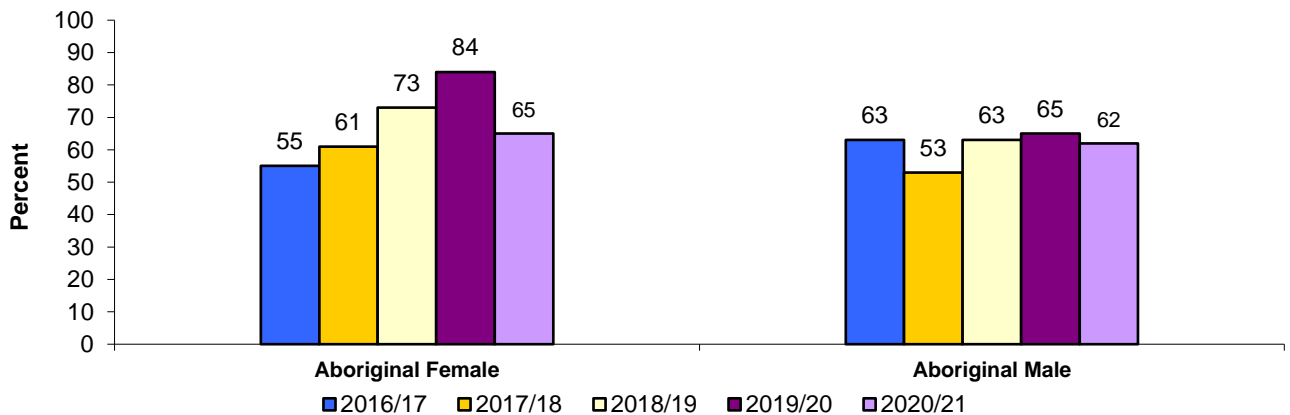
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	59	55	63	82	91	73
2017/18	56	61	53	88	92	84
2018/19	67	73	63	79	84	75
2019/20	73	84	65	85	88	83
2020/21	63	65	62	83	85	81

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* When the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).

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

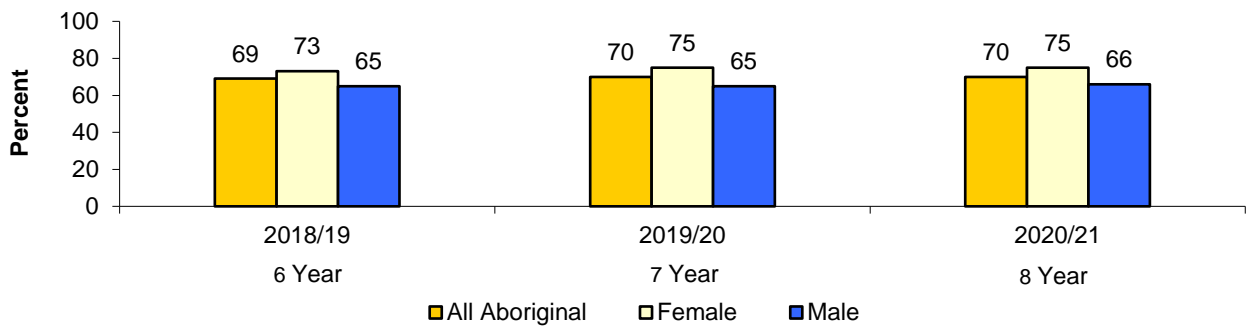
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2014/15 and 2015/16 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

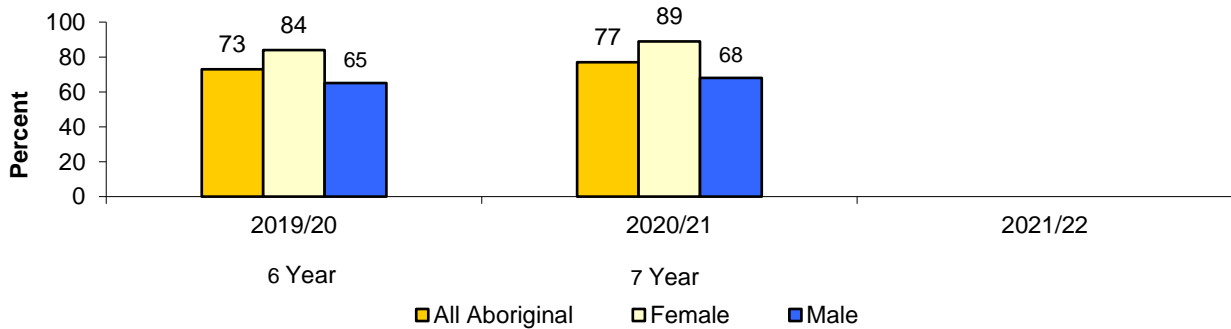
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

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 %
2013/14	69	73	65	70	75	65	70	75	66
2014/15	73	84	65	77	89	68	-	-	-
2015/16	63	65	62	-	-	-	-	-	-

Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2013/14 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2014/15 Cohort



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



* 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).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate ("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.

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	
	#	#	%	#	#	%
2016/17	90	Msk	Msk	381	Msk	Msk
2017/18	96	Msk	Msk	387	Msk	Msk
2018/19	100	Msk	Msk	375	Msk	Msk
2019/20	118	Msk	Msk	417	Msk	Msk
2020/21	120	Msk	Msk	426	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2016/17	90	49	54	381	298	78
2017/18	96	54	56	387	258	67
2018/19	100	48	48	375	255	68
2019/20	118	57	48	417	286	69
2020/21	120	48	40	426	278	65

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood")*

School Year	Aboriginal		Non-Aboriginal	
	September Gr 12 Students	BC Adult Graduation Diploma	September Gr 12 Students	BC Adult Graduation Diploma
	#	#	#	#
2016/17	90	14	381	29
2017/18	96	10	387	41
2018/19	100	21	375	33
2019/20	118	15	417	34
2020/21	120	23	426	22

Note:

* A proportion of Adult Dogwood recipients do not come from the Grade 12 cohort. Therefore, the percent column has been removed for this year's report. However, the Grade 12 cohort count has been retained to show relative scale of the populations.

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

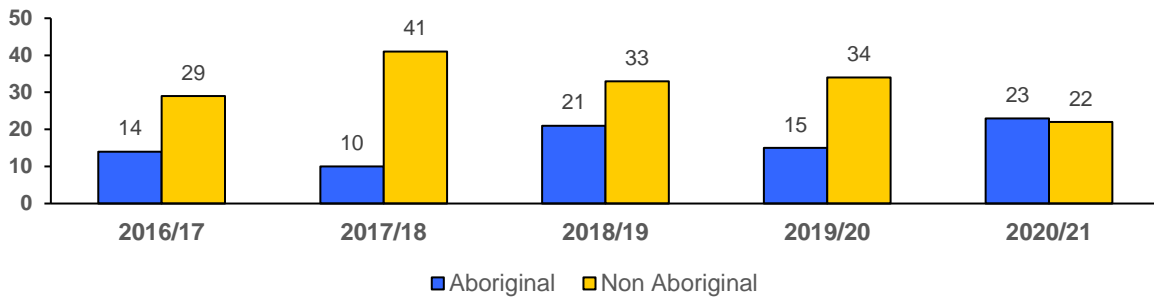
BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "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>

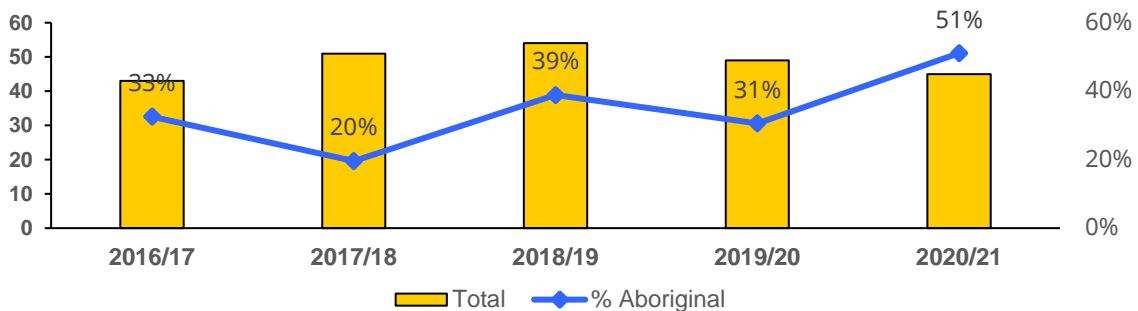
NUMBER OF ADULT DOGWOOD

School Year	Total		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2016/17	43		14	33	29	67
2017/18	51		10	20	41	80
2018/19	54		21	39	33	61
2019/20	49		15	31	34	69
2020/21	45		23	51	22	49

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



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
	%	%	%	%	%	%	%	%
2016/17	Msk	Msk	Msk	Msk	Msk	55	Msk	Msk
2017/18	Msk	Msk	Msk	37	Msk	41	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	52	64	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	53	Msk	Msk
2020/21	Msk	Msk	48	Msk	Msk	64	Msk	Msk

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "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 & PERCENT OF ADULT DOGWOOD BY AGE GROUP

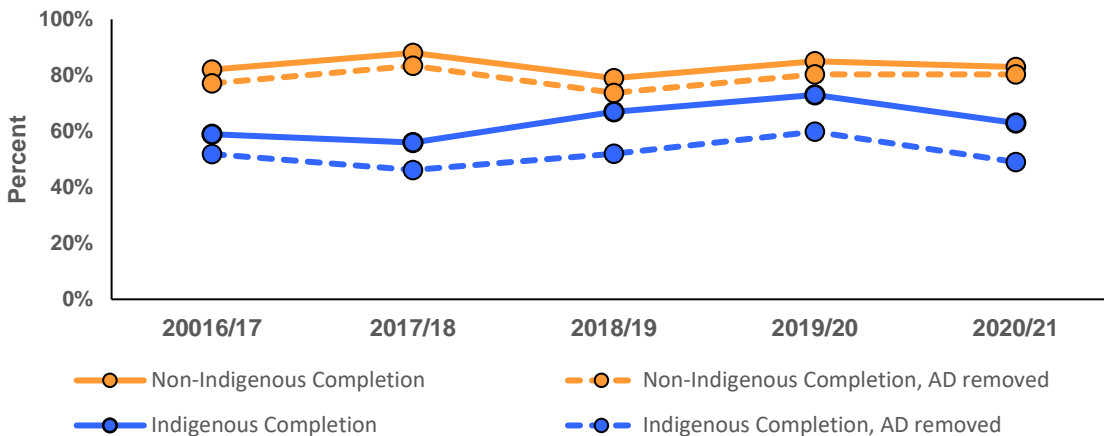
School Year	Aboriginal						Non-Aboriginal						
	Age: Under 19		Age: 19-20		Age: Over 20		Age: Under 19		Age: 19-20		Age: Over 20		
	#	%	#	%	#	%	#	%	#	%	#	%	
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	11	38
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	18	44	Msk	Msk
2018/19	11	52	Msk	Msk	Msk	Msk	14	42	Msk	Msk	Msk	Msk	
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	14	41	Msk	Msk	
2020/21	17	74	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

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
2016/17	59	-7	52	82	-5	77
2017/18	56	-10	46	88	-5	83
2018/19	67	-15	52	79	-5	74
2019/20	73	-13	60	85	-5	80
2020/21	63	-14	49	83	-3	80

Six-Year Completion Rate - Adult Dogwood Contribution



EDUCATION EXPERIENCES OF (EVER*) CHILDREN AND YOUTH IN CARE

CYIC - refers to a child or youth who is in the custody, care or guardianship of a Director (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement. This cohort includes students identified in the B.C. K-12 education system as children under a Continuing Custody Order (CCO), Youth Agreement (YAG), interim and temporary custody orders, children under Diverse Needs or Voluntary Care agreements, and children under orders from another province or jurisdiction. This cohort, ages 5-19, does not include adult and graduated adult students.

The results below are based on students who were under CYIC at least once during their K-12 school years. The data was obtained from the Ministry of Children and Family Development in January 2020 and matched with the data in the Education Data Warehouse.

These numbers are different from the CYIC numbers reported in the Ministry of Children and Family Development website that include more age groupings and more categories.

MCFD website: <https://mcfcd.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 CYIC #	Aboriginal CYIC		Non Aboriginal CYIC	
		#	%	#	%
2015/16	156	86	55	70	45
2016/17	150	96	64	54	36
2017/18	142	94	66	48	34
2018/19	122	79	65	43	35
2019/20	96	62	65	34	35

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2015/16	1,260	86	7
2016/17	1,279	96	8
2017/18	1,285	94	7
2018/19	1,219	79	6
2019/20	1,213	62	5

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYIC %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYIC %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk

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.

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Community College							
	#	%	2016/17		2017/18		2018/19		2019/20	
			#	%	#	%	#	%	#	%
Aboriginal	52	100	-	-	Msk	Msk	Msk	Msk	-	-
Non-Aboriginal	308	100	18	5.8	Msk	Msk	Msk	Msk	-	-

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Community College							
	#	%	2016/17		2017/18		2018/19		2019/20	
			#	%	#	%	#	%	#	%
Aboriginal	48	100	-	-	-	-	-	-	-	-
Non-Aboriginal	184	100	Msk	Msk	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to an Institute							
	#	%	2016/17		2017/18		2018/19		2019/20	
			#	%	#	%	#	%	#	%
Aboriginal	52	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	308	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to an Institute							
	#	%	2016/17		2017/18		2018/19		2019/20	
			#	%	#	%	#	%	#	%
Aboriginal	48	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	184	100	Msk	Msk	Msk	Msk	-	-	Msk	Msk

Note:

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

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.

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Research-Intensive University									
	#	%	2016/17		2017/18		2018/19		2019/20			
			#	%	#	%	#	%	#	%		
Aboriginal	52	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	308	100	23	7.5	Msk	Msk	-	-	-	-	-	-

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Research-Intensive University									
	#	%	2016/17		2017/18		2018/19		2019/20			
			#	%	#	%	#	%	#	%		
Aboriginal	48	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	184	100	-	-	-	-	-	-	Msk	Msk	-	-

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Teaching-Intensive University									
	#	%	2016/17		2017/18		2018/19		2019/20			
			#	%	#	%	#	%	#	%		
Aboriginal	52	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-	-	-
Non-Aboriginal	308	100	73	23.7	23	7.5	11	3.6	Msk	Msk	-	-

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Teaching-Intensive University									
	#	%	2016/17		2017/18		2018/19		2019/20			
			#	%	#	%	#	%	#	%		
Aboriginal	48	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	184	100	Msk	Msk	-	-	-	-	Msk	Msk	-	-

Note

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT LEARNING SURVEY RESULTS, 2016/17 - 2020/21

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.

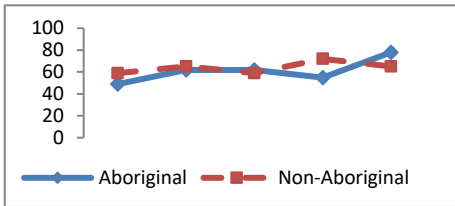
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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.

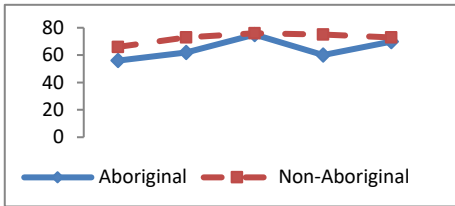
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

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	
	#	#	%	#	#	%
2016/17	72	35	49	326	193	59
2017/18	52	32	62	296	191	65
2018/19	85	53	62	343	202	59
2019/20	38	21	55	193	139	72
2020/21	49	38	78	248	160	65

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	
	#	#	%	#	#	%
2016/17	73	41	56	328	215	66
2017/18	53	33	62	295	214	73
2018/19	84	63	75	343	261	76
2019/20	40	24	60	194	146	75
2020/21	50	35	70	250	182	73

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



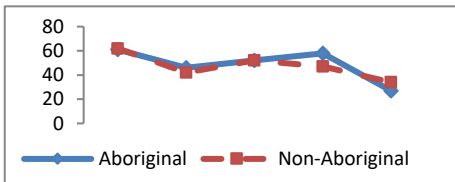
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many		Gr 4 Respondents #	All or many	
	#	#	%	#	#	%
2016/17	73	27	37	292	141	48
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

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



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	
	#	#	%	#	#	%
2016/17	71	52	73	321	275	86
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

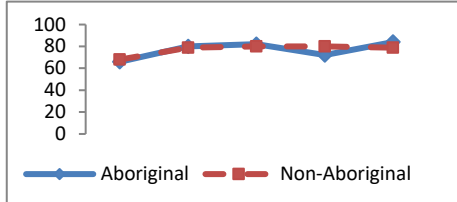
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



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	
	#	#	%	#	#	%
2016/17	72	44	61	325	203	62
2017/18	52	24	46	294	123	42
2018/19	85	44	52	343	177	52
2019/20	40	23	58	191	90	47
2020/21	49	13	27	245	84	34

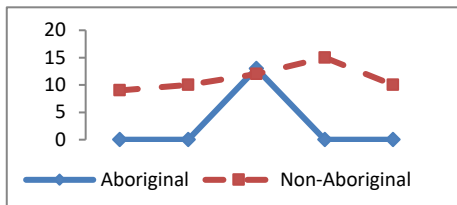
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



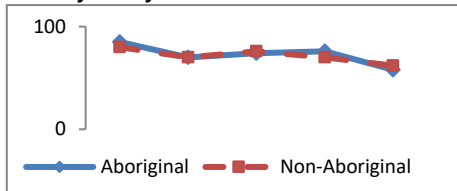
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	76	50	66	314	215	68
2017/18	46	37	80	302	238	79
2018/19	77	63	82	349	278	80
2019/20	36	26	72	196	156	80
2020/21	49	41	84	248	196	79

At school, are you bullied, teased, or picked on?/ 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	
	#	#	%	#	#	%
2016/17	77	Msk	Msk	310	27	9
2017/18	47	Msk	Msk	298	30	10
2018/19	76	10	13	351	41	12
2019/20	36	Msk	Msk	193	29	15
2020/21	49	Msk	Msk	249	25	10

How many adults at your school care about you?/ How many adults do you think care about you at your school?



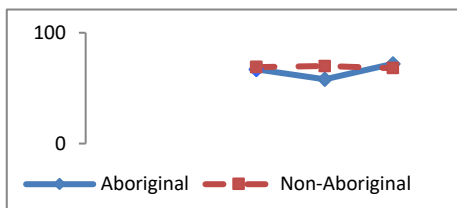
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2016/17	74	63	85	327	263	80
2017/18	53	37	70	296	207	70
2018/19	85	63	74	344	262	76
2019/20	38	29	76	191	133	70
2020/21	50	29	58	249	155	62

I would like to go to a different 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	
	#	#	%	#	#	%
2016/17	74	Msk	Msk	326	30	9
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

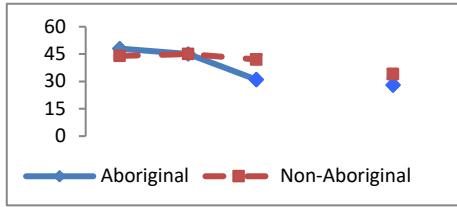
I am happy at my school.



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	
	#	#	%	#	#	%
2016/17	-	-	-	-	-	-
2017/18	52	38	73	297	201	68
2018/19	84	56	67	343	236	69
2019/20	40	23	58	193	136	70
2020/21	50	36	72	246	168	68

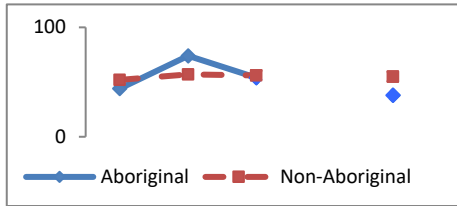
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



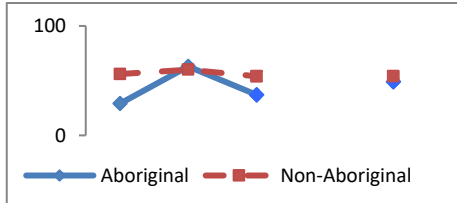
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2016/17	64	31	48	290	127	44
2017/18	58	26	45	249	112	45
2018/19	70	22	31	309	131	42
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	57	16	28	313	106	34

Do adults in the school treat all students fairly?



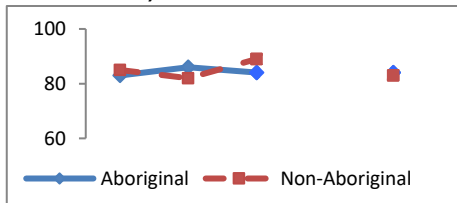
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2016/17	64	28	44	293	153	52
2017/18	58	43	74	247	142	57
2018/19	68	37	54	310	174	56
2019/20	Msk	Msk	Msk	16	10	63
2020/21	56	21	38	317	173	55

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



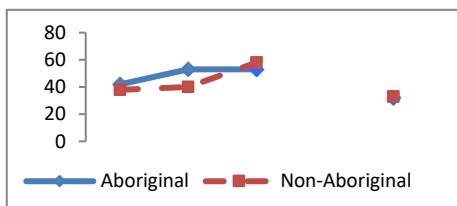
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All or many # %		Gr 7 Respondents #	All or many # %	
2016/17	63	18	29	283	159	56
2017/18	59	37	63	245	148	60
2018/19	68	25	37	300	163	54
2019/20	Msk	Msk	Msk	13	10	77
2020/21	55	27	49	300	163	54

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2016/17	64	53	83	286	243	85
2017/18	57	49	86	244	201	82
2018/19	69	58	84	308	274	89
2019/20	Msk	Msk	Msk	14	11	79
2020/21	57	48	84	314	262	83

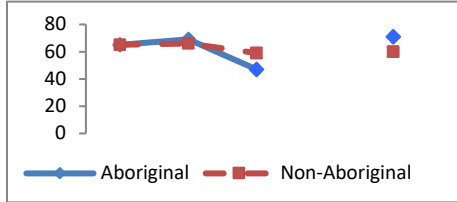
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2016/17	64	27	42	293	110	38
2017/18	58	31	53	250	101	40
2018/19	70	37	53	310	180	58
2019/20	Msk	Msk	Msk	15	Msk	Msk
2020/21	57	18	32	315	103	33

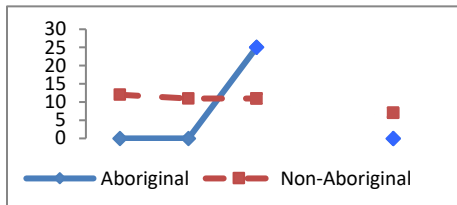
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



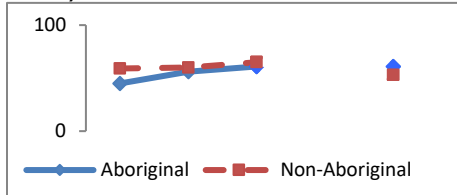
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	60	39	65	296	193	65
2017/18	54	37	69	253	168	66
2018/19	68	32	47	312	183	59
2019/20	Msk	Msk	Msk	15	12	80
2020/21	56	40	71	314	187	60

At school, are you bullied, teased, or picked on?



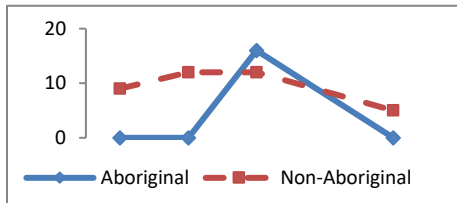
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	60	Msk	Msk	296	35	12
2017/18	54	Msk	Msk	254	29	11
2018/19	65	16	25	307	34	11
2019/20	Msk	Msk	Msk	15	0	0
2020/21	57	Msk	Msk	312	22	7

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	
	#	#	%	#	#	%
2016/17	64	29	45	292	173	59
2017/18	57	32	56	249	149	60
2018/19	70	43	61	311	202	65
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	57	35	61	315	167	53

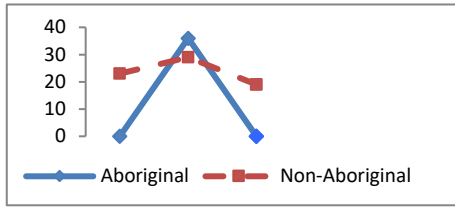
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	64	Msk	Msk	292	25	9
2017/18	58	Msk	Msk	250	29	12
2018/19	69	11	16	312	38	12
2019/20	Msk	Msk	Msk	16	Msk	Msk
2020/21	56	Msk	Msk	313	16	5

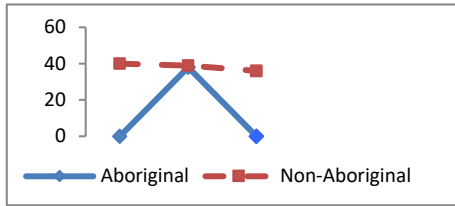
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



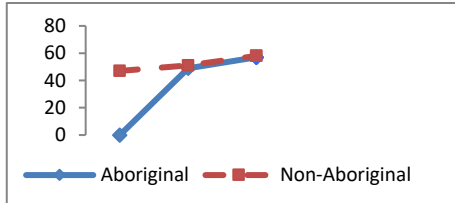
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	20	Msk	Msk	95	22	23
2017/18	36	13	36	140	41	29
2018/19	21	Msk	Msk	62	12	19
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

Do adults in the school treat all students fairly?



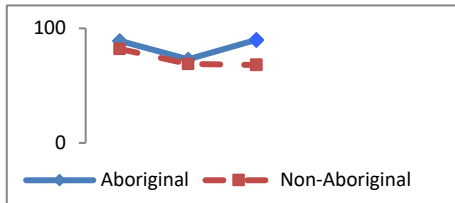
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	20	Msk	Msk	96	38	40
2017/18	37	14	38	140	54	39
2018/19	21	Msk	Msk	61	22	36
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

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



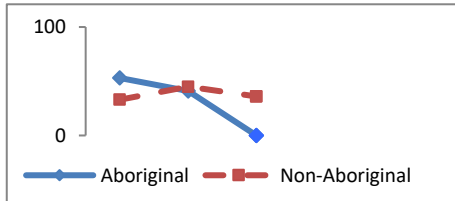
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many	
	#	#	%	#	#	%
2016/17	20	Msk	Msk	91	43	47
2017/18	37	18	49	136	69	51
2018/19	21	12	57	59	34	58
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

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	
	#	#	%	#	#	%
2016/17	19	17	89	85	70	82
2017/18	37	27	73	138	95	69
2018/19	20	18	90	59	40	68
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

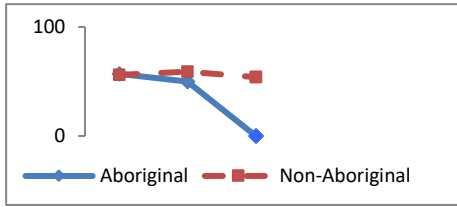
At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2016/17	19	10	53	90	30	33
2017/18	37	15	41	140	63	45
2018/19	20	Msk	Msk	59	21	36
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

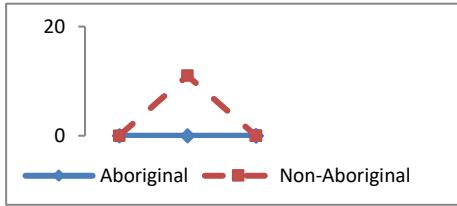
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



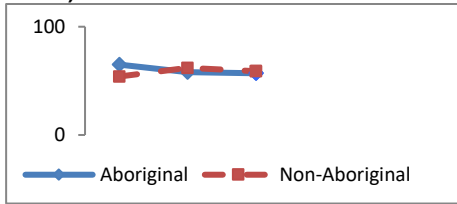
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2016/17	23	13	57	89	50	56
2017/18	36	18	50	141	83	59
2018/19	19	Msk	Msk	61	33	54
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

At school, are you bullied, teased, or picked on?



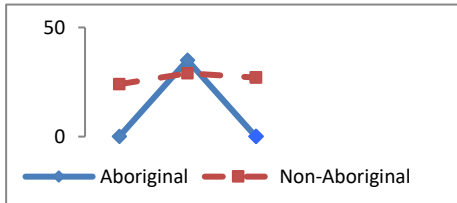
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2016/17	23	Msk	Msk	88	Msk	Msk
2017/18	35	Msk	Msk	140	16	11
2018/19	20	Msk	Msk	60	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

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



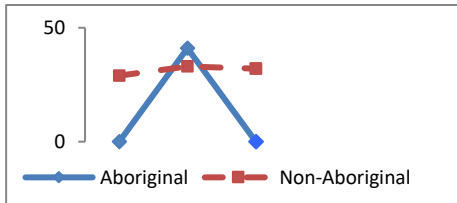
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2016/17	20	13	65	96	52	54
2017/18	36	21	58	140	87	62
2018/19	21	12	57	61	36	59
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

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



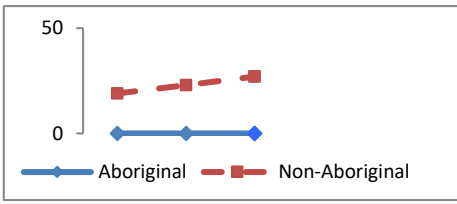
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2016/17	18	Msk	Msk	85	20	24
2017/18	37	13	35	139	40	29
2018/19	20	Msk	Msk	59	16	27
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade 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 # %	
2016/17	18	Msk	Msk	84	24	29
2017/18	37	15	41	139	46	33
2018/19	20	Msk	Msk	59	19	32
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

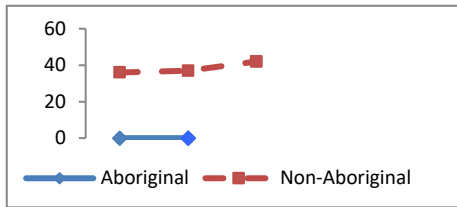
I would like to go to a different school.



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 # %	
2016/17	20	Msk	Msk	95	18	19
2017/18	37	Msk	Msk	140	32	23
2018/19	21	Msk	Msk	62	17	27
2019/20	-	-	-	-	-	-
2020/21	-	-	-	Msk	Msk	Msk

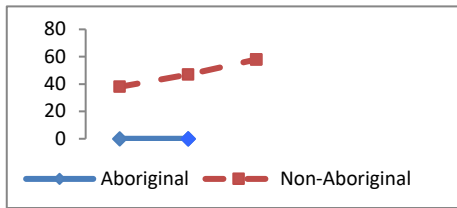
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



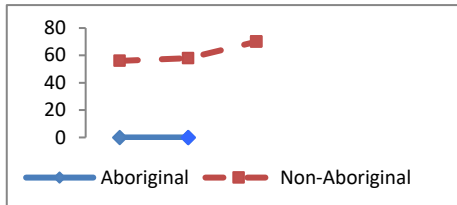
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2016/17	13	Msk	Msk	96	35	36
2017/18	13	Msk	Msk	73	27	37
2018/19	Msk	Msk	Msk	24	10	42
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

Do adults in the school treat all students fairly?



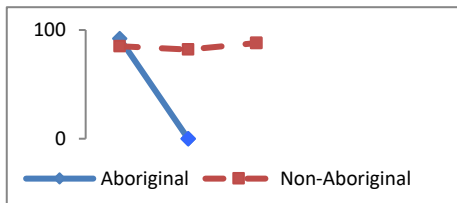
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2016/17	13	Msk	Msk	96	36	38
2017/18	13	Msk	Msk	73	34	47
2018/19	Msk	Msk	Msk	24	14	58
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

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



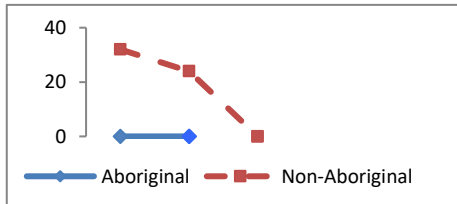
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2016/17	13	Msk Msk	91	51 56
2017/18	12	Msk Msk	69	40 58
2018/19	Msk	Msk Msk	23	16 70
2019/20	-	- -	-	- -
2020/21	-	- -	-	- -

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2016/17	13	12 92	89	76 85
2017/18	12	Msk Msk	71	58 82
2018/19	Msk	Msk Msk	24	21 88
2019/20	-	- -	-	- -
2020/21	-	- -	-	- -

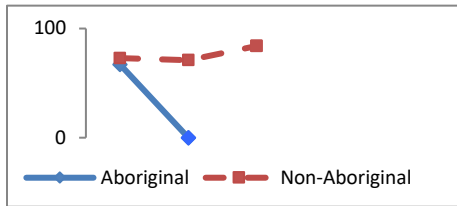
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2016/17	13	Msk Msk	92	29 32
2017/18	12	Msk Msk	71	17 24
2018/19	Msk	Msk Msk	23	Msk Msk
2019/20	-	- -	-	- -
2020/21	-	- -	-	- -

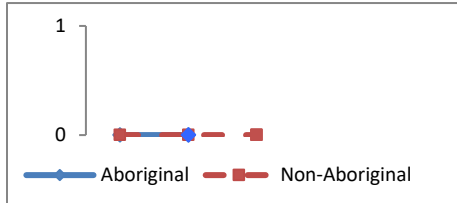
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	15	10	67	91	66	73
2017/18	11	Msk	Msk	73	52	71
2018/19	Msk	Msk	Msk	25	21	84
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

At school, are you bullied, teased, or picked on?



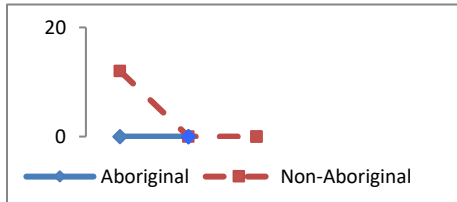
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	15	Msk	Msk	91	Msk	Msk
2017/18	12	0	0	73	Msk	Msk
2018/19	Msk	Msk	Msk	25	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

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



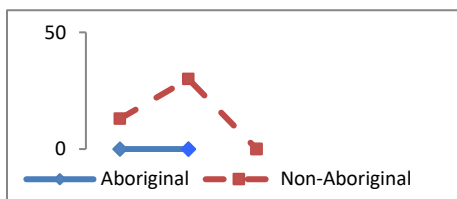
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	96	79	82
2017/18	Msk	Msk	Msk	72	57	79
2018/19	Msk	Msk	Msk	24	21	88
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

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



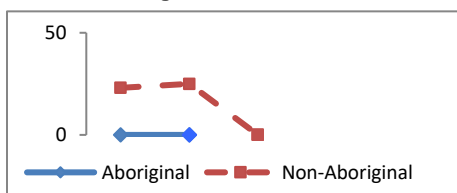
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	13	Msk	Msk	89	11	12
2017/18	12	Msk	Msk	71	Msk	Msk
2018/19	Msk	Msk	Msk	24	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	13	Msk	Msk	89	12	13
2017/18	12	Msk	Msk	70	21	30
2018/19	Msk	Msk	Msk	24	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	13	Msk	Msk	96	22	23
2017/18	13	Msk	Msk	73	18	25
2018/19	Msk	Msk	Msk	24	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

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.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education 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 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 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 (in groups)	<p>Groups 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 (12 Categories)	<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	<p>A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>