



# Aboriginal Report 2015/16 - 2019/20

## How Are We Doing?

School District 005  
Southeast Kootenay

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

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Questions/Comments:

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Ministry of  
Education

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## ABORIGINAL REPORT - HOW ARE WE DOING?

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

Since its inception in 1999, this report has included data from all students, regardless of residency status. As such, the statistics contained within this report may differ from the statistics posted on the Student Success website: (<https://studentsuccess.gov.bc.ca/>), which includes data for B.C. residents only.

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

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.

### 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

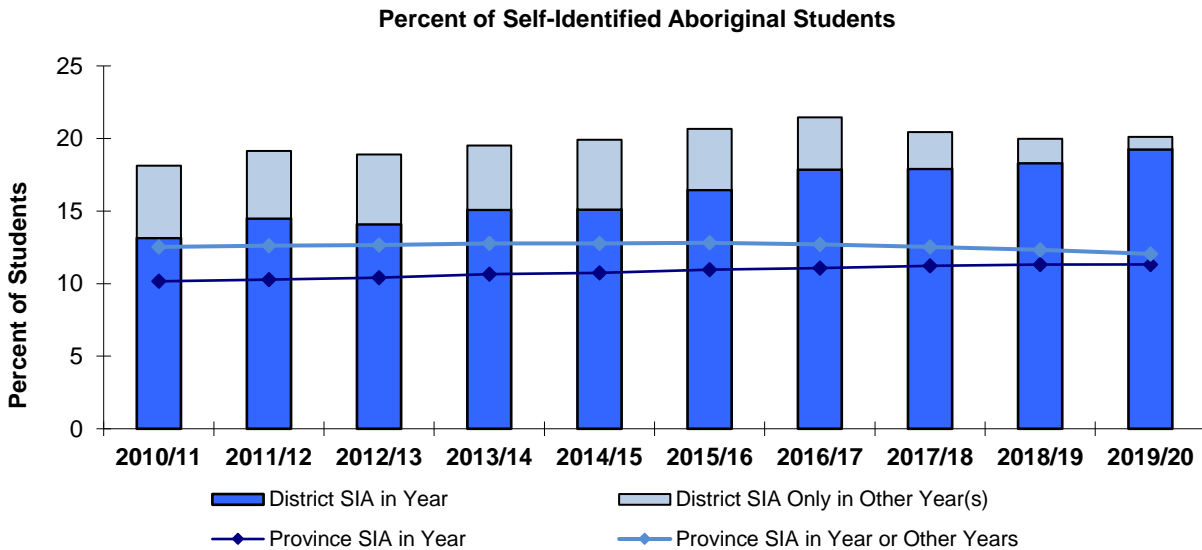
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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)*	
		#	%	#	%		#	%	#	%
2010/11	5,365	705	13.1	268	5.0	579,110	58,834	10.2	13,761	2.4
2011/12	5,331	772	14.5	249	4.7	569,734	58,531	10.3	13,354	2.3
2012/13	5,259	741	14.1	253	4.8	564,529	58,717	10.4	12,709	2.3
2013/14	5,260	794	15.1	233	4.4	558,983	59,502	10.6	11,851	2.1
2014/15	5,276	797	15.1	254	4.8	552,786	59,382	10.7	11,202	2.0
2015/16	5,396	888	16.5	227	4.2	553,376	60,706	11.0	10,200	1.8
2016/17	5,475	978	17.9	197	3.6	557,625	61,799	11.1	9,074	1.6
2017/18	5,525	989	17.9	141	2.6	563,242	63,181	11.2	7,432	1.3
2018/19	5,613	1,027	18.3	95	1.7	568,983	64,326	11.3	5,835	1.0
2019/20	5,707	1,099	19.3	49	0.9	575,998	65,214	11.3	4,196	0.7



**Note:**

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

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

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

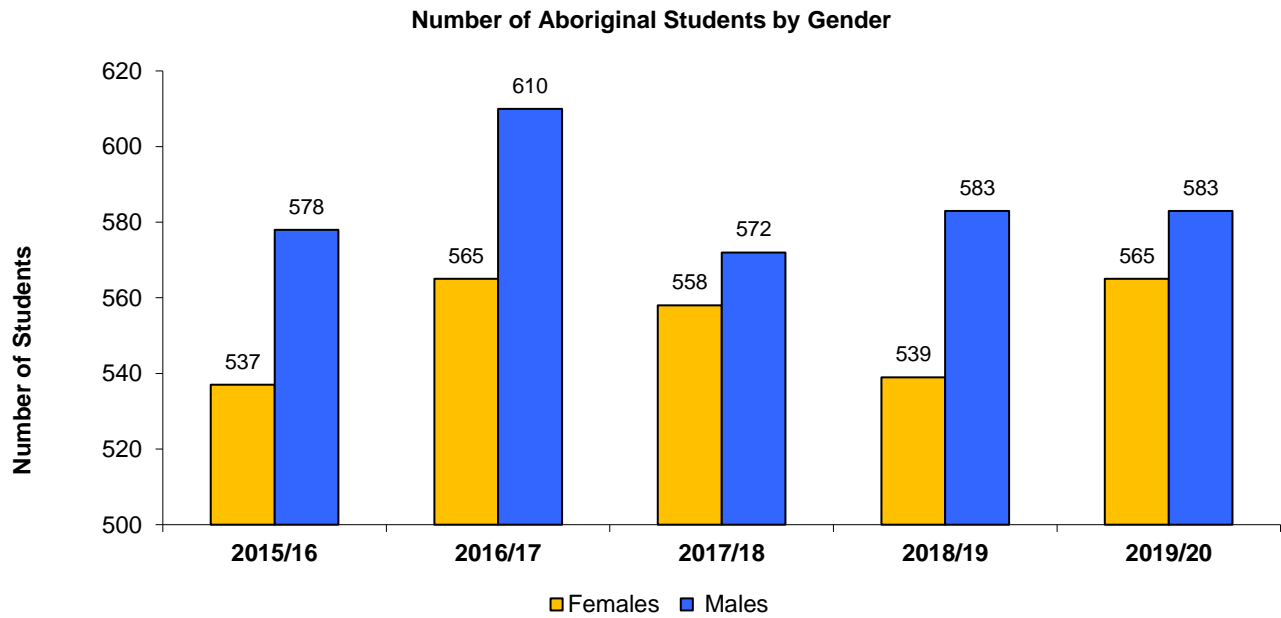
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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 Students #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2015/16	5,396	1,115	20.7	537	10.0	578	10.7	70,906	35,054	35,852
2016/17	5,475	1,175	21.5	565	10.3	610	11.1	70,873	35,095	35,778
2017/18	5,525	1,130	20.5	558	10.1	572	10.4	70,613	34,845	35,768
2018/19	5,613	1,122	20.0	539	9.6	583	10.4	70,161	34,701	35,460
2019/20	5,707	1,148	20.1	565	9.9	583	10.2	69,410	34,272	35,138



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

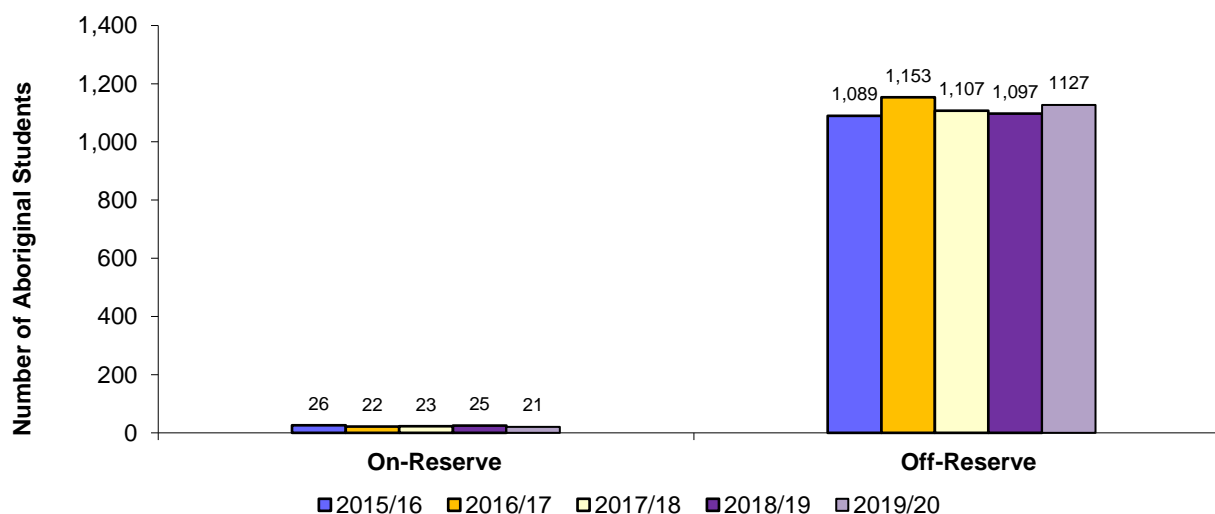
### September Count

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 #
2015/16	1,115	10	16	26	527	562	1,089	7,694	63,212
2016/17	1,175	Msk	16	22	559	594	1,153	7,285	63,588
2017/18	1,130	Msk	14	23	549	558	1,107	7,820	62,793
2018/19	1,122	11	14	25	528	569	1,097	7,993	62,168
2019/20	1,148	11	10	21	554	573	1,127	8,209	61,201

### 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 #
2015/16	1,115	10	16	26	525	564	1,089	7,572	63,044
2016/17	1,166	Msk	16	22	558	586	1,144	7,245	63,217
2017/18	1,117	Msk	14	22	538	557	1,095	7,762	62,578
2018/19	1,130	12	15	27	531	572	1,103	7,977	62,142
2019/20	1,138	11	Msk	20	552	566	1,118	8,113	61,067

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

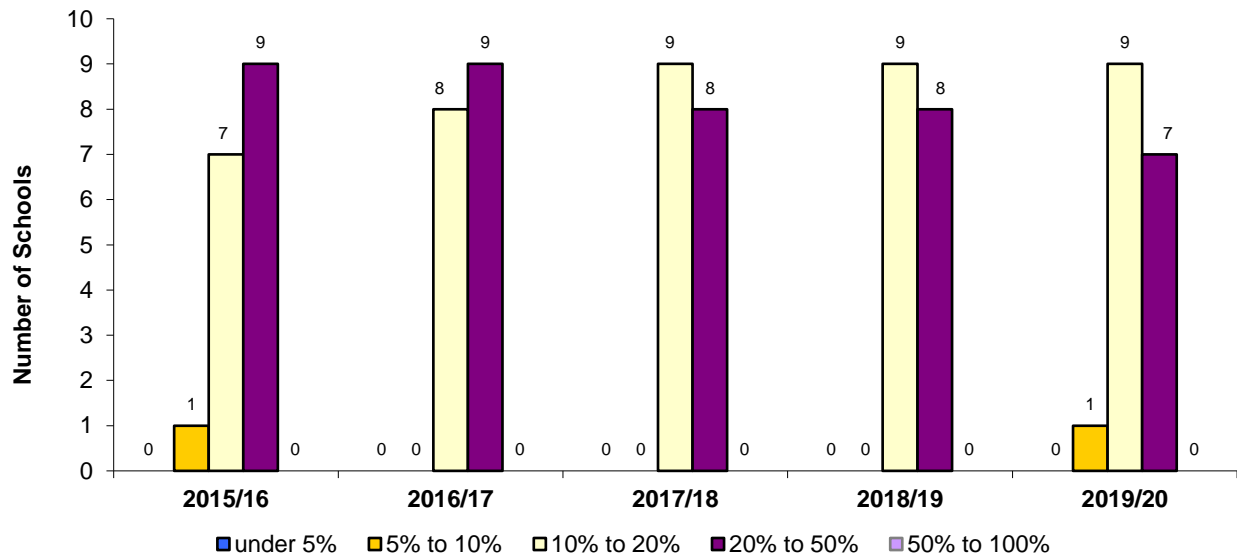


\* Public schools only

## 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 %
2015/16	17	0	1	7	9	0	1,379	369	219	329	366	96
2016/17	17	0	0	8	9	0	1,368	377	222	327	346	96
2017/18	17	0	0	9	8	0	1,376	391	218	335	345	87
2018/19	17	0	0	9	8	0	1,385	399	224	339	337	86
2019/20	17	0	1	9	7	0	1,389	418	233	335	316	87

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

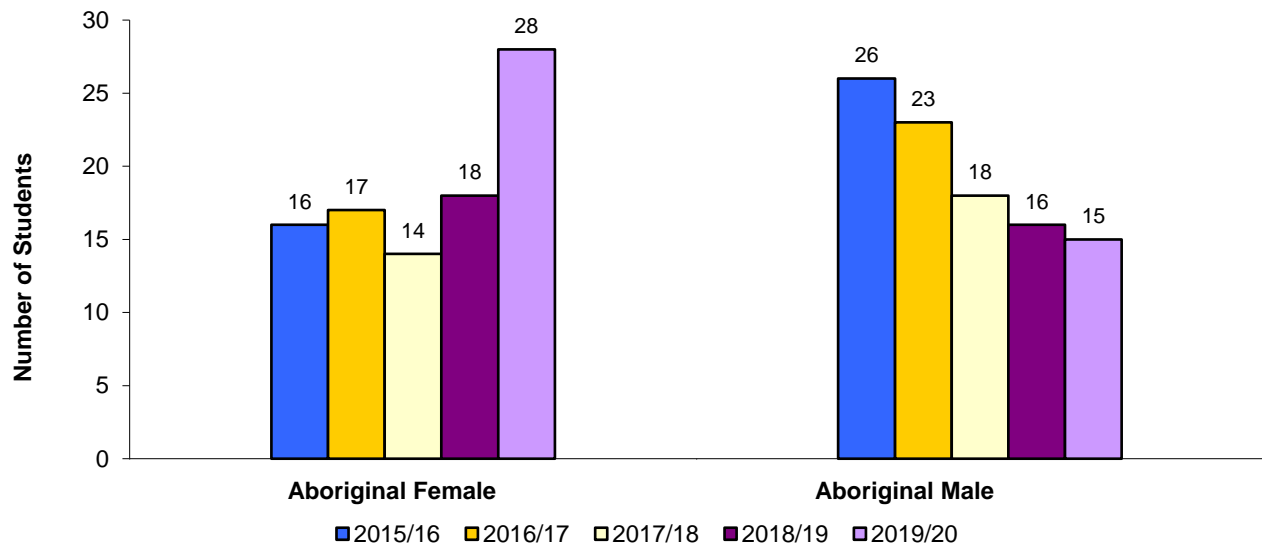


\* Public schools only

## 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 #
2015/16	99	16	26	42	32	25	57	1,614	1,535	2,015	2,468
2016/17	93	17	23	40	28	25	53	1,618	1,561	2,020	2,454
2017/18	86	14	18	32	31	23	54	1,519	1,528	1,991	2,395
2018/19	88	18	16	34	31	23	54	1,511	1,443	1,959	2,339
2019/20	102	28	15	43	34	25	59	1,566	1,493	2,138	2,544

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



\* Public schools only

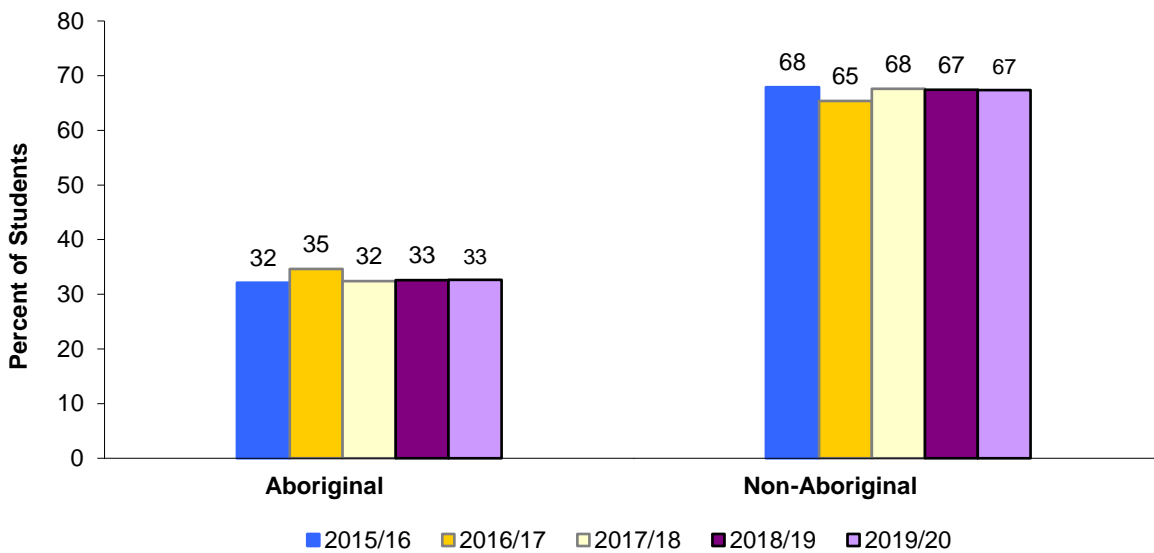
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 CATEGORIES)

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 #	%
2015/16	672	216	32	456	68
2016/17	742	257	35	485	65
2017/18	710	230	32	480	68
2018/19	712	232	33	480	67
2019/20	766	250	33	516	67

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



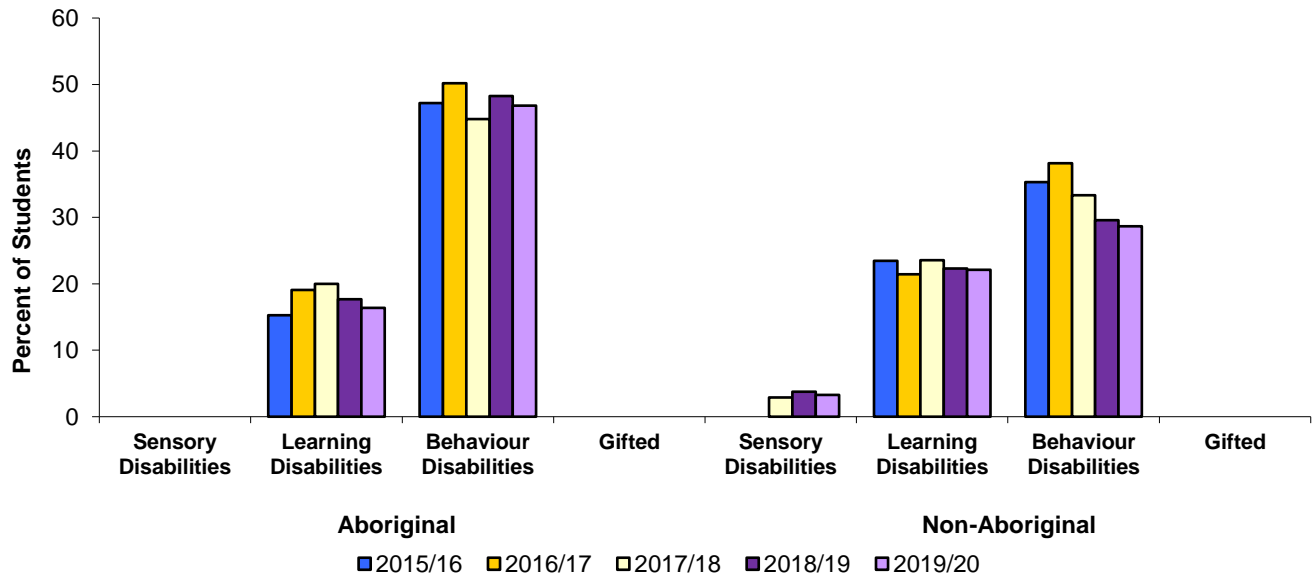


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (PERFORMANCE REPORTING GROUPS)

Performance Reporting 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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015/16	216	456	Msk	Msk	Msk	Msk	33	15	107	23	102	47	161	35	0	0	Msk	Msk
2016/17	257	485	Msk	Msk	Msk	Msk	49	19	104	21	129	50	185	38	0	0	Msk	Msk
2017/18	230	480	Msk	Msk	14	3	46	20	113	24	103	45	160	33	0	0	Msk	Msk
2018/19	232	480	Msk	Msk	18	4	41	18	107	22	112	48	142	30	0	0	0	0
2019/20	250	516	Msk	Msk	17	3	41	16	114	22	117	47	148	29	0	0	Msk	Msk

**Percent of Students with Disabilities or Diverse Abilities  
(Performance Reporting 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).

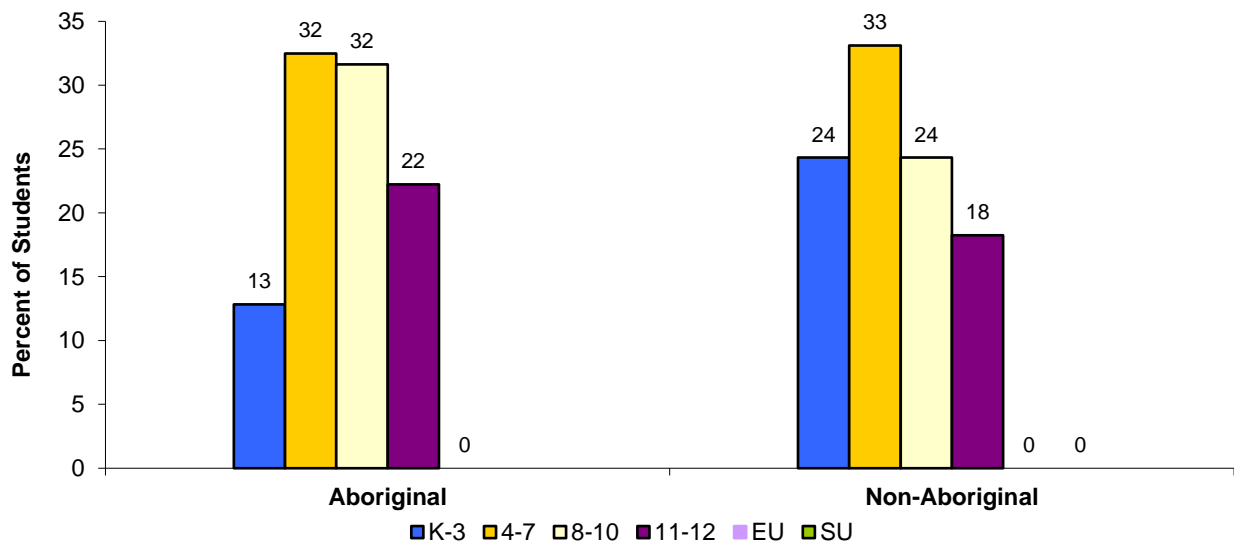
### Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2015/16	102	15	15	27	26	30	29	30	29	0	0	0	0
2016/17	129	16	12	29	22	33	26	51	40	0	0	0	0
2017/18	103	15	15	29	28	28	27	31	30	0	0	0	0
2018/19	112	12	11	32	29	39	35	29	26	0	0	0	0
2019/20	117	Msk	Msk	38	32	37	32	26	22	0	0	Msk	Msk

### Non-Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2015/16	161	35	22	39	24	61	38	26	16	0	0	0	0
2016/17	185	34	18	42	23	42	23	67	36	0	0	0	0
2017/18	160	31	19	53	33	27	17	49	31	0	0	0	0
2018/19	142	31	22	50	35	28	20	33	23	0	0	0	0
2019/20	148	36	24	49	33	36	24	27	18	0	0	0	0

**Percent of Students with Behaviour Disabilities - Grade Distribution 2019/20**



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

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](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	
			#	%	#	%	#	%
2015/16	56	72	Msk	Msk	35	63	Msk	Msk
2016/17	45	67	Msk	Msk	31	69	Msk	Msk
			Emerging		On Track		Extending	
2017/18	69	97	Msk	Msk	38	55	Msk	Msk
2018/19	70	90	Msk	Msk	45	64	Msk	Msk
2019/20	72	86	Msk	Msk	48	67	Msk	Msk

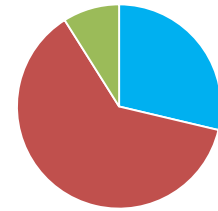
■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

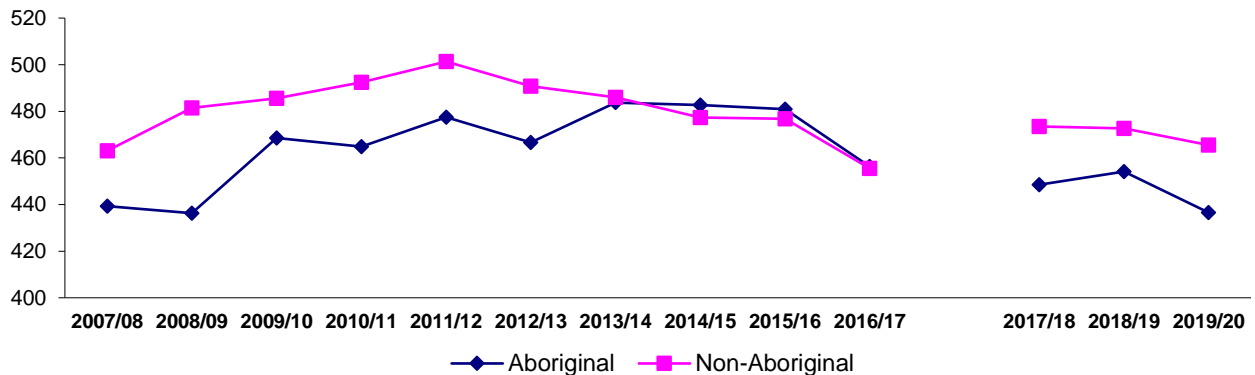
### Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	253	76	54	21	177	70	22	9
2016/17	260	77	72	28	173	67	15	6
			Emerging		On Track		Extending	
2017/18	331	96	83	25	210	63	38	11
2018/19	324	90	91	28	196	60	37	11
2019/20	324	85	93	29	202	62	29	9

■ Emerging ■ On Track ■ Extending



### Average FSA Scaled Score - Grade 4 Reading



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

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.

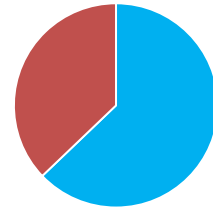
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### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	52	67	16	31	36	69	0	0
2016/17	45	67	10	22	35	78	0	0
			Emerging		On Track		Extending	
2017/18	65	92	Msk	Msk	43	66	Msk	Msk
2018/19	66	85	20	30	46	70	0	0
2019/20	70	83	44	63	26	37	0	0

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

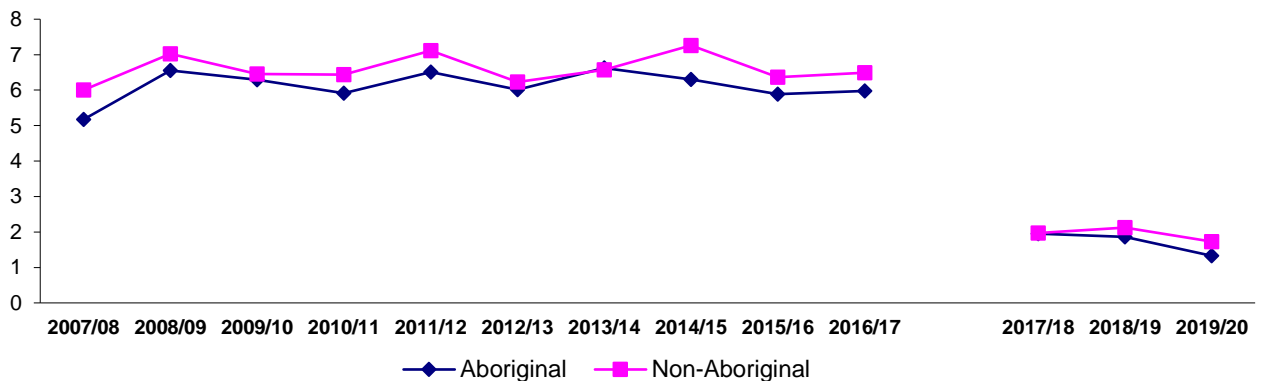
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	251	76	Msk	Msk	183	73	Msk	Msk
2016/17	249	74	Msk	Msk	193	78	Msk	Msk
			Emerging		On Track		Extending	
2017/18	312	91	Msk	Msk	220	71	Msk	Msk
2018/19	324	90	70	22	239	74	15	5
2019/20	314	82	Msk	Msk	185	59	Msk	Msk

Grade 4: Non-Aboriginal

■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 4 Writing



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

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.

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### GRADE 4: ABORIGINAL

#### Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	56	72	Msk	Msk	44	79	Msk	Msk
2016/17	45	67	Msk	Msk	31	69	Msk	Msk
			Emerging		On Track		Extending	
2017/18	68	96	28	41	40	59	0	0
2018/19	70	90	40	57	Msk	Msk	Msk	Msk
2019/20	73	87	37	51	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

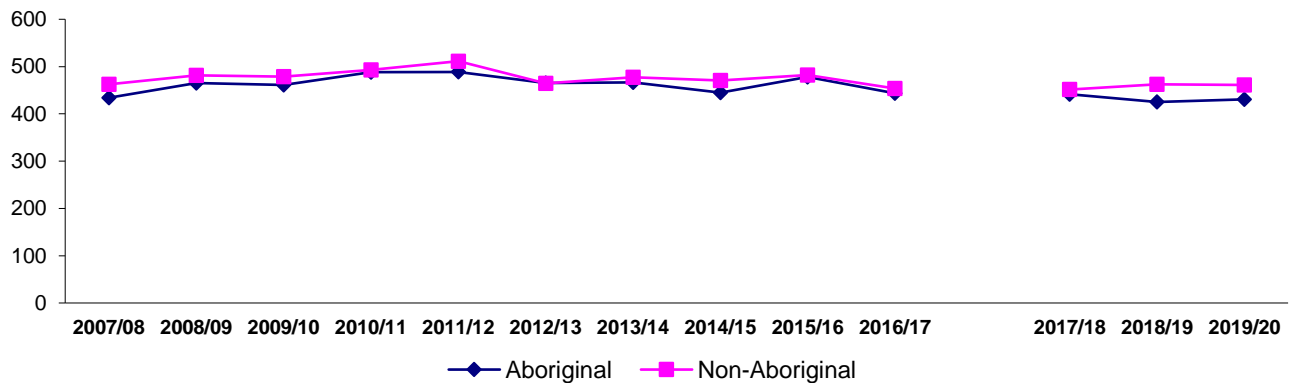
### GRADE 4: NON-ABORIGINAL

#### Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	250	75	48	19	184	74	18	7
2016/17	257	76	Msk	Msk	172	67	Msk	Msk
			Emerging		On Track		Extending	
2017/18	328	95	128	39	190	58	10	3
2018/19	318	89	107	34	200	63	11	3
2019/20	320	84	Msk	Msk	207	65	Msk	Msk

■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 4 Numeracy**



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

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.

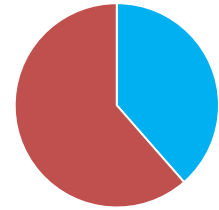
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications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

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa\\_description\\_specification\\_june2017.pdf](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	
			#	%	#	%	#	%
2015/16	66	80	Msk	Msk	36	55	Msk	Msk
2016/17	49	65	21	43	28	57	0	0
			Emerging		On Track		Extending	
2017/18	100	91	Msk	Msk	64	64	Msk	Msk
2018/19	81	84	Msk	Msk	46	57	Msk	Msk
2019/20	83	90	32	39	51	61	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

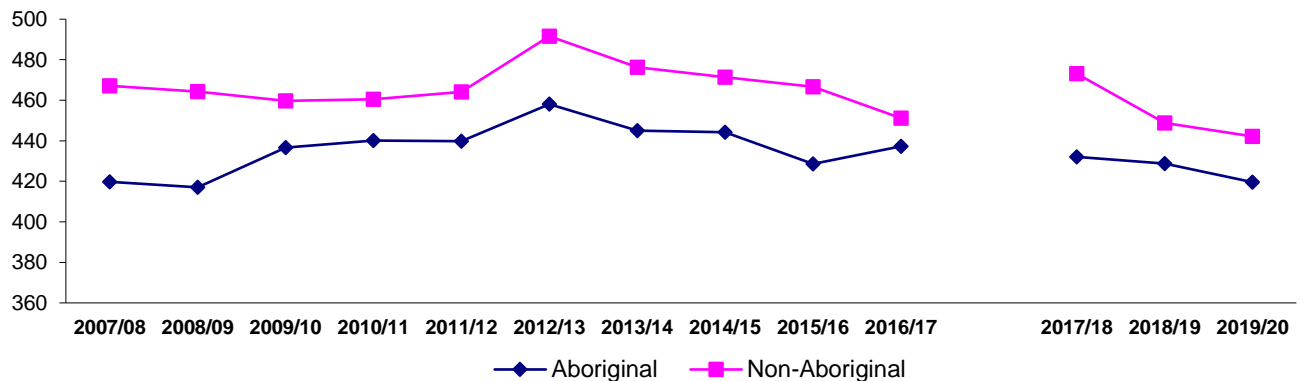
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	260	81	77	30	161	62	22	8
2016/17	213	68	81	38	116	54	16	8
			Emerging		On Track		Extending	
2017/18	309	95	59	19	239	77	11	4
2018/19	306	88	85	28	210	69	11	4
2019/20	322	89	Msk	Msk	220	68	Msk	Msk

Grade 7: Non-Aboriginal

■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading



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

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.

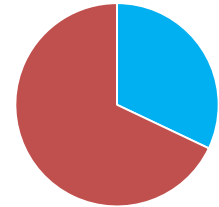
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications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

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### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	61	74	16	26	45	74	0	0
2016/17	50	67	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Extending	
2017/18	89	81	Msk	Msk	71	80	Msk	Msk
2018/19	77	80	Msk	Msk	62	81	Msk	Msk
2019/20	78	85	25	32	53	68	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

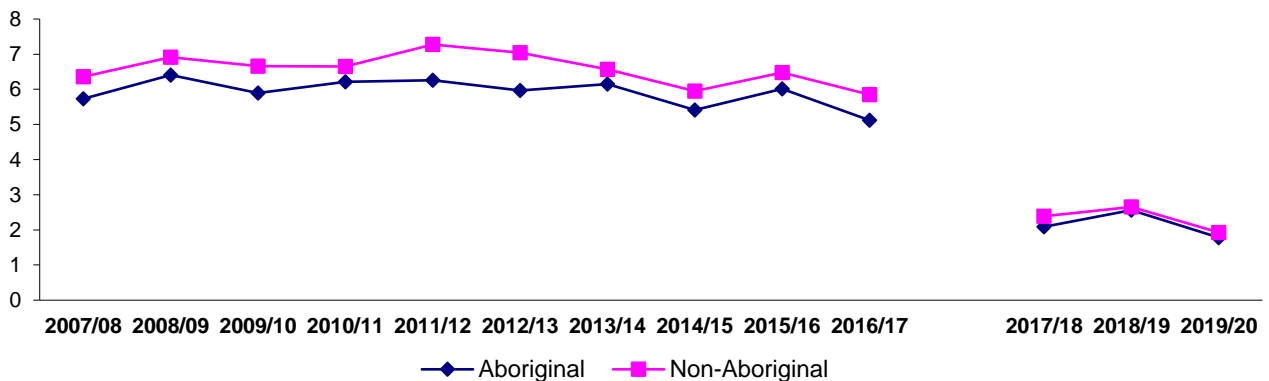
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	250	78	53	21	184	74	13	5
2016/17	206	66	Msk	Msk	125	61	Msk	Msk
			Emerging		On Track		Extending	
2017/18	301	92	25	8	257	85	19	6
2018/19	296	85	22	7	228	77	46	16
2019/20	306	85	Msk	Msk	232	76	Msk	Msk

Grade 7: Non-Aboriginal

■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 7 Writing



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

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

### GRADE 7: ABORIGINAL

### Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	65	79	44	68	21	32	0	0
2016/17	52	69	34	65	18	35	0	0
			Emerging		On Track		Extending	
2017/18	101	92	66	65	Msk	Msk	Msk	Msk
2018/19	85	89	55	65	30	35	0	0
2019/20	84	91	48	57	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

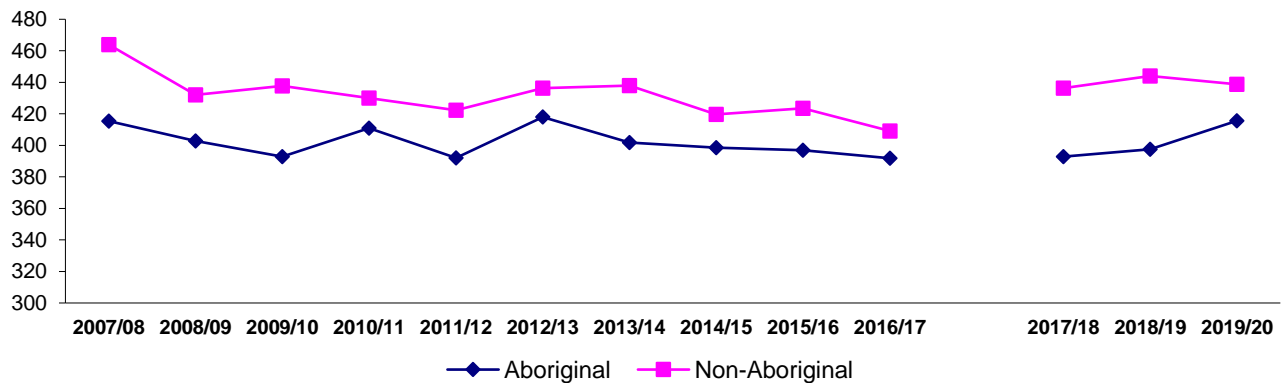
### GRADE 7: NON-ABORIGINAL

### Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	261	82	Msk	Msk	137	52	Msk	Msk
2016/17	227	73	Msk	Msk	103	45	Msk	Msk
			Emerging		On Track		Extending	
2017/18	307	94	148	48	147	48	12	4
2018/19	313	90	138	44	160	51	15	5
2019/20	324	90	Msk	Msk	164	51	Msk	Msk

■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 7 Numeracy**





## GRADE 10 NUMERACY ASSESSMENT

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 Numeracy

(includes Grade 10 first-time writers only)

School Year	Writers count	Participation	Emerging		Developing		Proficient		Extending	
	#		%	#	%	#	%	#	%	#
Aboriginal	12	60	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	49	84	Msk	Msk	30	61	Msk	Msk	0	0

### 2018/19 Grade 10 Numeracy

(includes Grade 10 first-time writers only)

School Year	Writers count	Participation	Emerging		Developing		Proficient		Extending	
	#		%	#	%	#	%	#	%	#
Aboriginal	27	87	20	74	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	78	79	Msk	Msk	41	53	Msk	Msk	0	0

### 2019/20 Grade 10 Numeracy

(includes Grade 10 first-time writers only)

School Year	Writers count	Participation	Emerging		Developing		Proficient		Extending	
	#		%	#	%	#	%	#	%	#
Aboriginal	30	45	Msk	Msk	17	57	Msk	Msk	0	0
Non-Aboriginal	134	44	45	34	52	39	Msk	Msk	Msk	Msk

#### Numeracy 2019/20: Aboriginal

#### Numeracy 2019/20: Non-Aboriginal

■ Emerging ■ Developing ■ Proficient/Extending

■ 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

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 Literacy

(includes Grade 10 first-time writers only)

School Year	Writers count #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	44	61	Msk	Msk	14	32	23	52	Msk	Msk
Non-Aboriginal	165	53	Msk	Msk	58	35	98	59	Msk	Msk

#### Literacy 2019/20: Aboriginal

#### Literacy 2019/20: Non-Aboriginal

■ Emerging ■ Developing ■ Proficient/Extending

■ 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

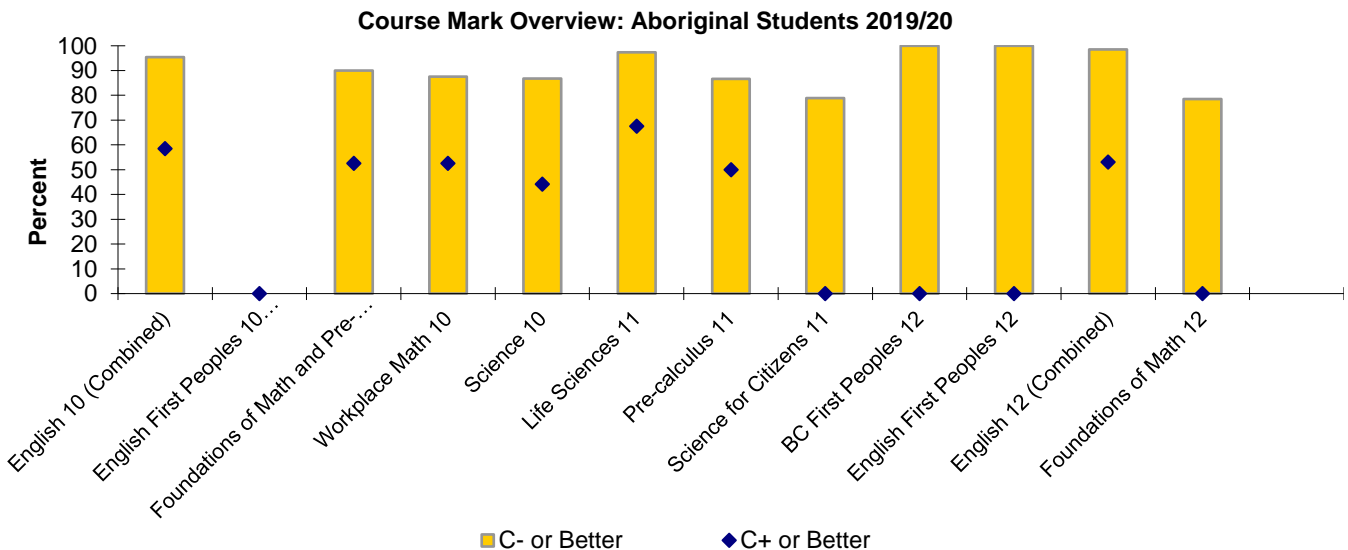
in order to protect individual privacy. However, in order to avoid the masked number being easily calculated, the second-lowest number must also be masked. As such, a masked Graduation Assessment category means that either fewer than 10 learners are in that category, or that the category has the next-smallest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

## COURSE MARK RESULTS 2019/20: OVERVIEW

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)	152	145	95	89	59	652	620	95	431	66
English First Peoples 10 (Combined)	-	-	-	-	-	-	-	-	-	-
Foundations of Math and Pre-calculus 10	40	36	90	21	53	232	213	92	163	70
Workplace Math 10	40	35	88	21	53	94	89	95	44	47
Science 10	68	59	87	30	44	297	287	97	191	64
Life Sciences 11	37	36	97	25	68	180	176	98	134	74
Pre-calculus 11	30	26	87	15	50	189	176	93	132	70
Science for Citizens 11	19	15	79	Msk	Msk	58	54	93	21	36
BC First Peoples 12	15	15	100	Msk	Msk	19	19	100	11	58
English First Peoples 12	15	15	100	Msk	Msk	10	10	100	Msk	Msk
English 12 (Combined)	66	65	98	35	53	323	316	98	233	72
Foundations of Math 12	14	11	79	Msk	Msk	39	39	100	22	56
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.

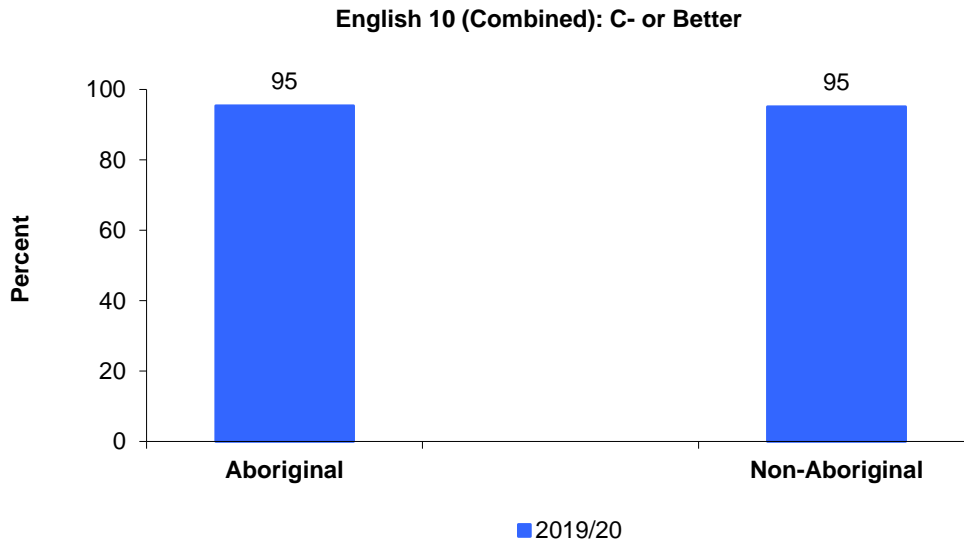
English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

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)

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	152	145	95	89	59	652	620	95	431	66

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	152	84	128	24	329	605	47		



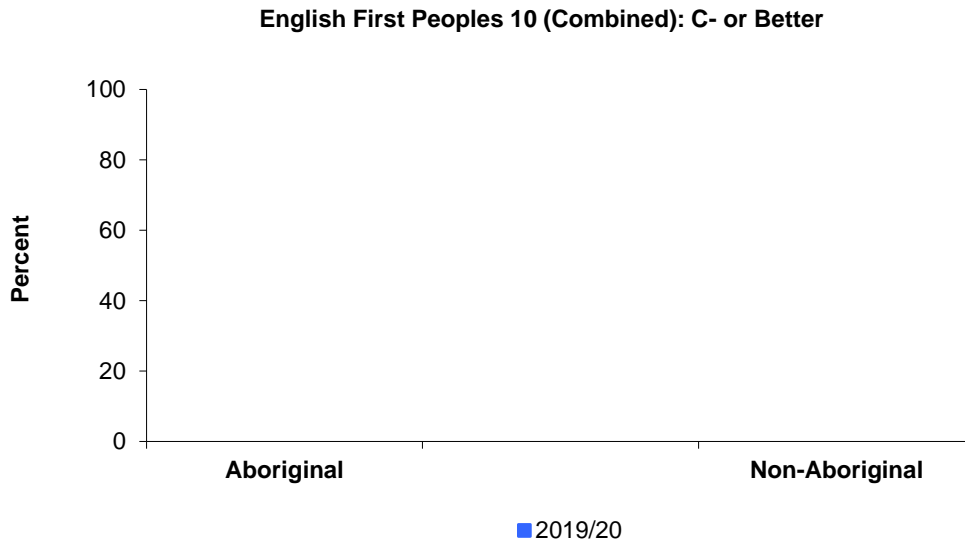
**Note:**

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)

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	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count	
		Students #	Gr 10 #	Non-Gr 10 #		Students #	Gr 10 #	Non-Gr 10 #
2019/20	-	84	-	-	-	329	-	-



**Note:**

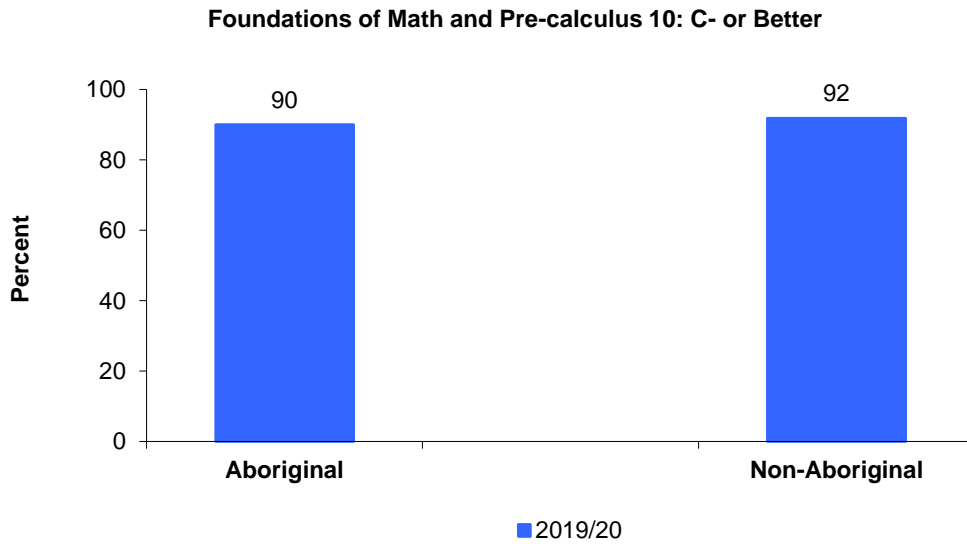
English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

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

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

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	40	36	90	21	53	232	213	92	163	70

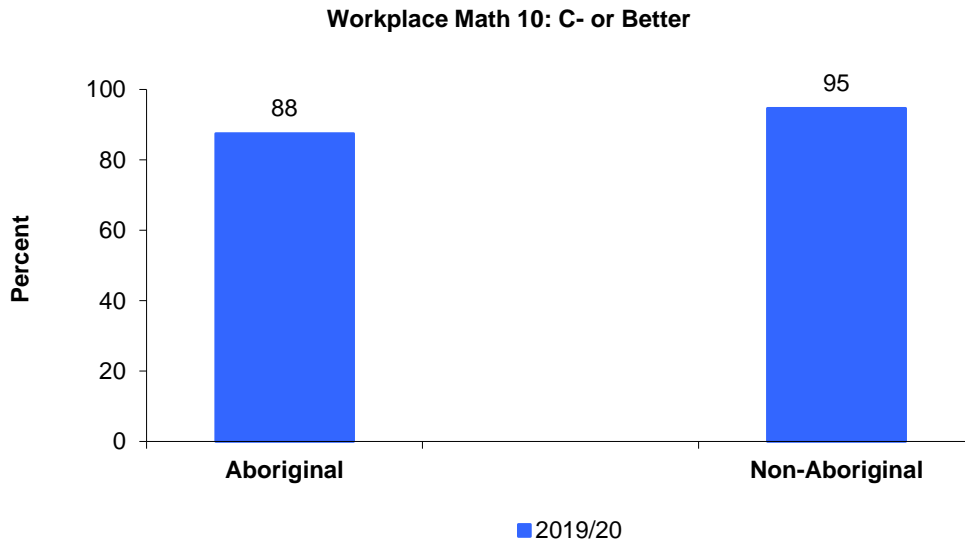
School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students #	Course Mark Count		Course Mark Count #	Total Gr 10 Students #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	40	84	Msk	Msk	232	329	214	18	



## COURSE MARKS: WORKPLACE MATH 10

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	40	35	88	21	53	94	89	95	44	47

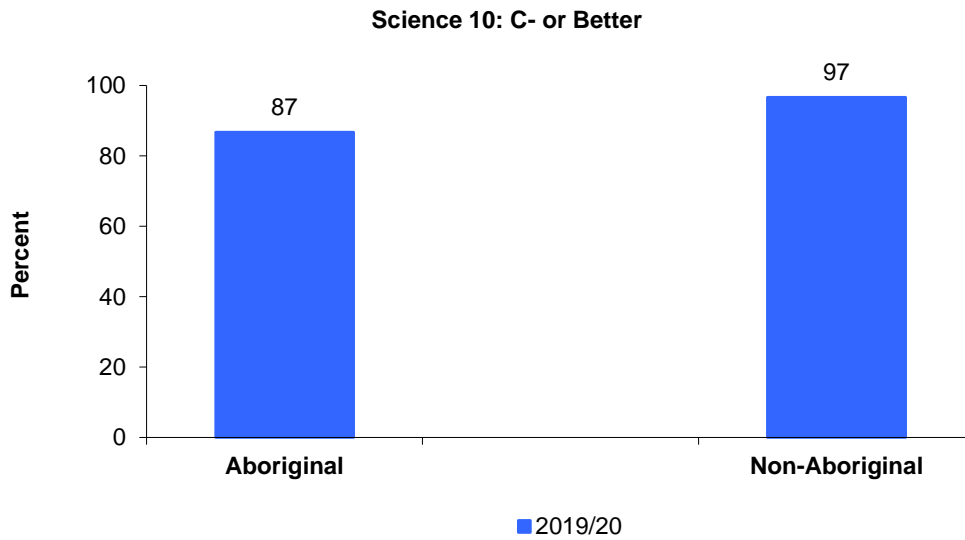
School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students #	Course Mark Count		Total Gr 10 Students #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2019/20	40	84	Msk	Msk	329	76	18		



## COURSE MARKS: SCIENCE 10

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	68	59	87	30	44	297	287	97	191	64

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	68	84	Msk	Msk	329	280	17		

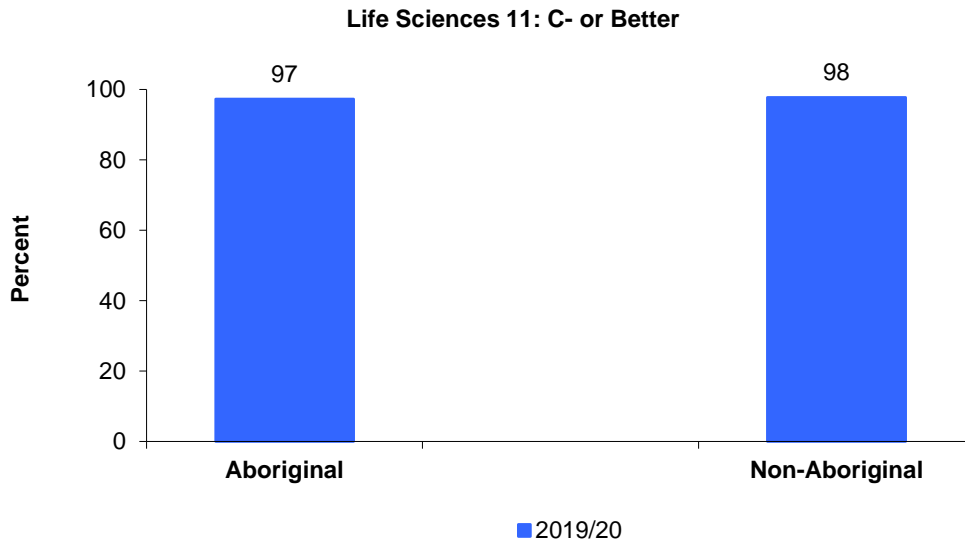




## COURSE MARKS: LIFE SCIENCES 11

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	37	36	97	25	68	180	176	98	134	74

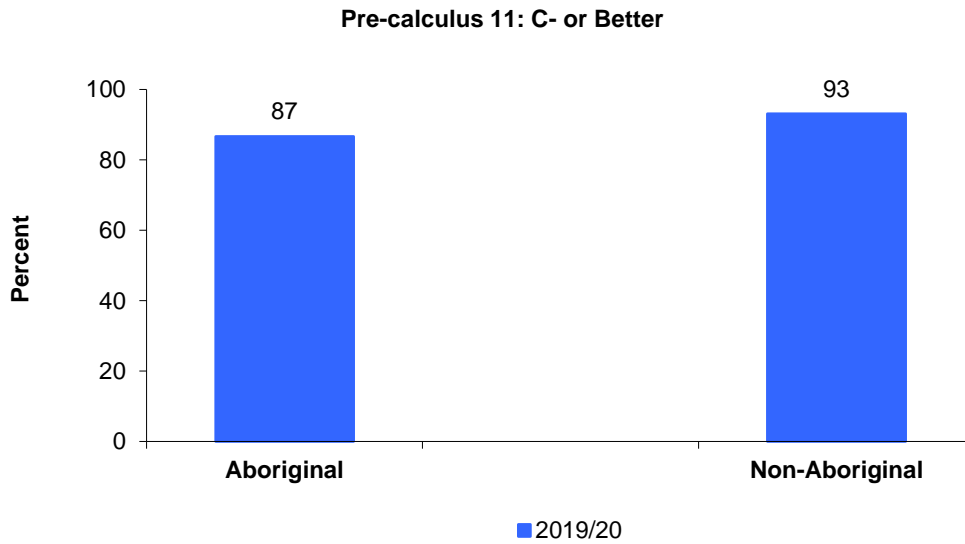
School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students #	Course Mark Count		Total Gr 11 Students #	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2019/20	37	107	Msk	Msk	344	164	16		



## COURSE MARKS: PRE-CALCULUS 11

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C- or Better		C+ or Better		C- or Better		C+ or Better		
		#	%	#	%	#	%	#	%	
2019/20	30	26	87	15	50	189	176	93	132	70

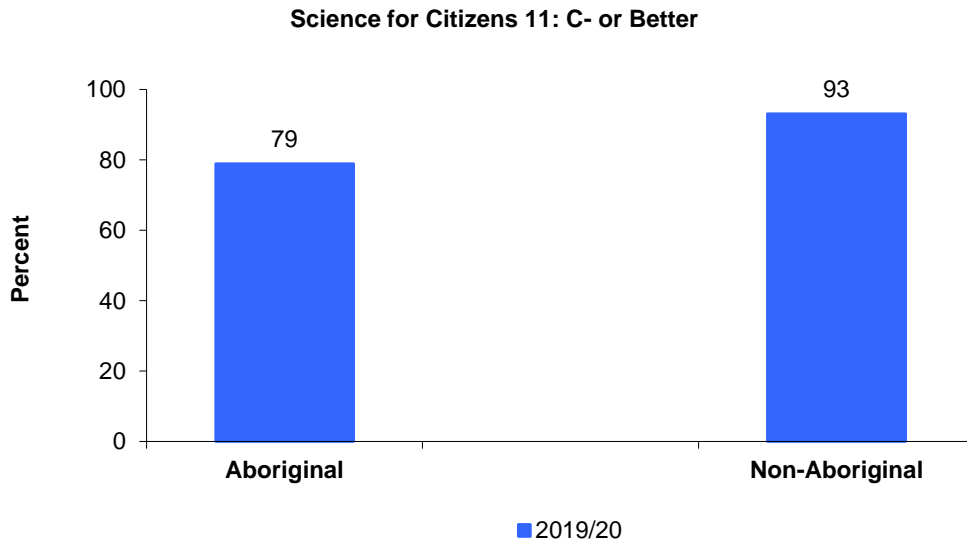
School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students #	Course Mark Count		Total Gr 11 Students #	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2019/20	30	107	Msk	Msk	344	170	19		



**COURSE MARKS: SCIENCE FOR CITIZENS 11**

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	19	15	79	Msk	Msk	58	54	93	21	36

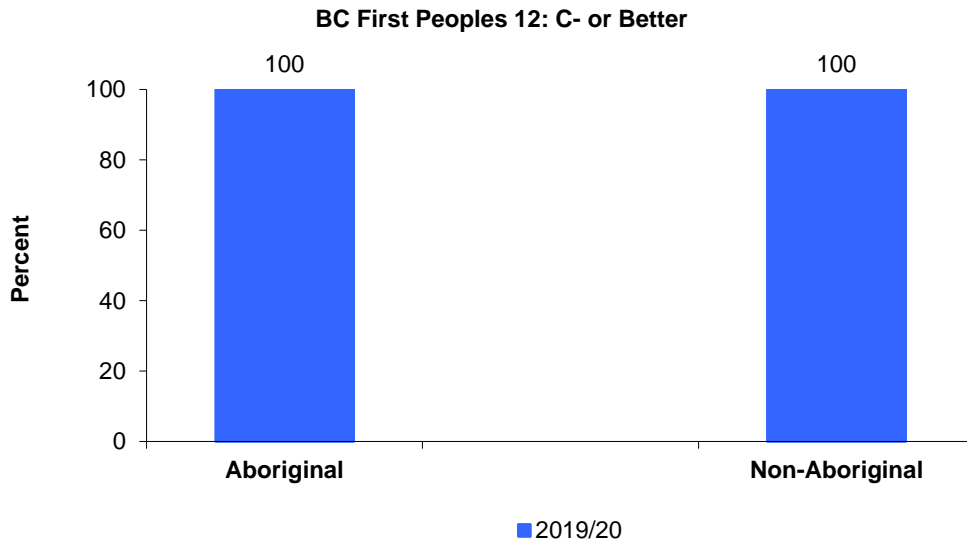
School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students #	Course Mark Count		Course Mark Count #	Total Gr 11 Students #	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	19	107	Msk	Msk	58	344	38	20	



**COURSE MARKS: BC FIRST PEOPLES 12**

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	15	15	100	Msk	Msk	19	19	100	11	58

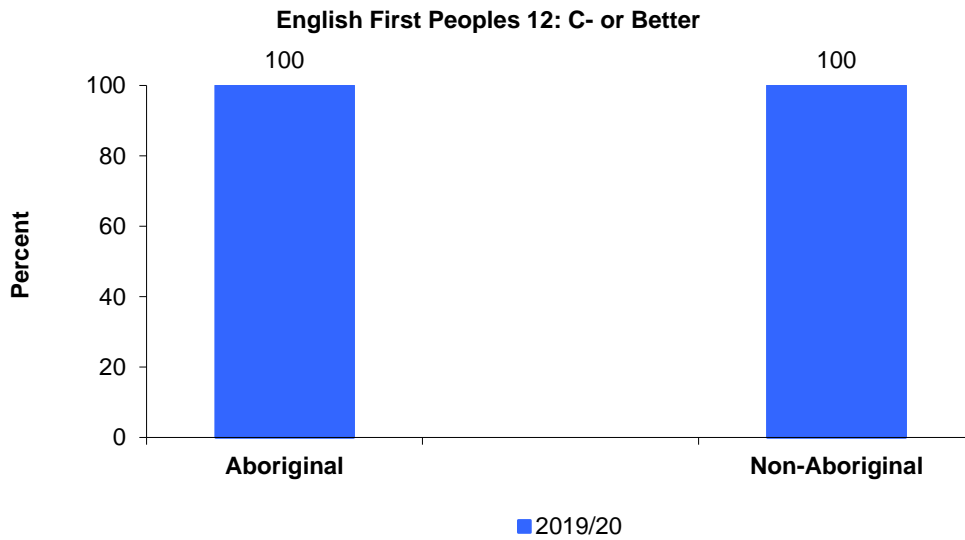
School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students #	Course Mark Count		Course Mark Count #	Total Gr 12 Students #	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	15	106	Msk	Msk	19	385	Msk	Msk		



## COURSE MARKS: ENGLISH FIRST PEOPLES 12

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	15	15	100	Msk	Msk	10	10	100	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students #	Course Mark Count		Course Mark Count #	Total Gr 12 Students #	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	15	106	Msk	Msk	10	385	Msk	Msk		



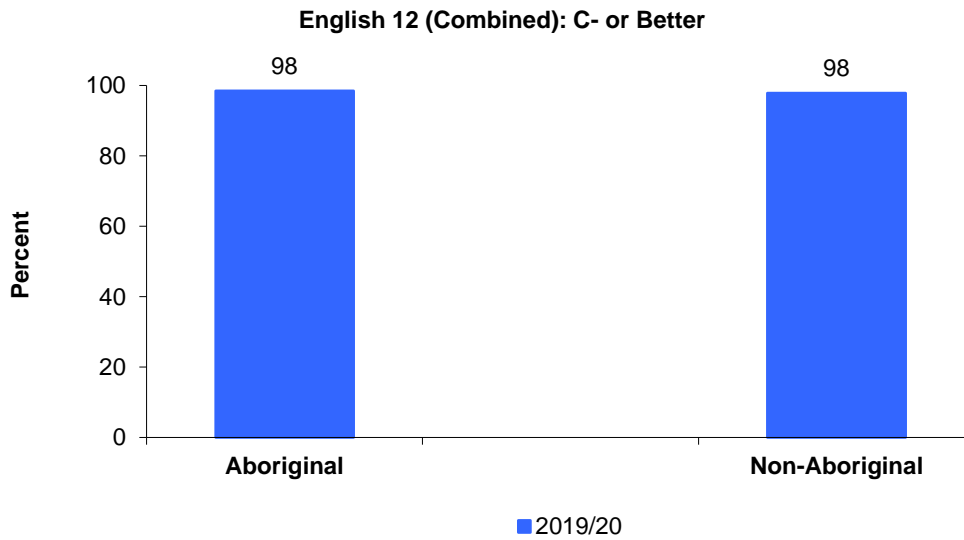
**Note:**

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)

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	66	65	98	35	53	323	316	98	233	72

School Year	Aboriginal				Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students #	Course Mark Count		Course Mark Count #	Total Gr 12 Students #	Course Mark Count	
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #
2019/20	66	106	54	12	323	385	272	51



**Note:**

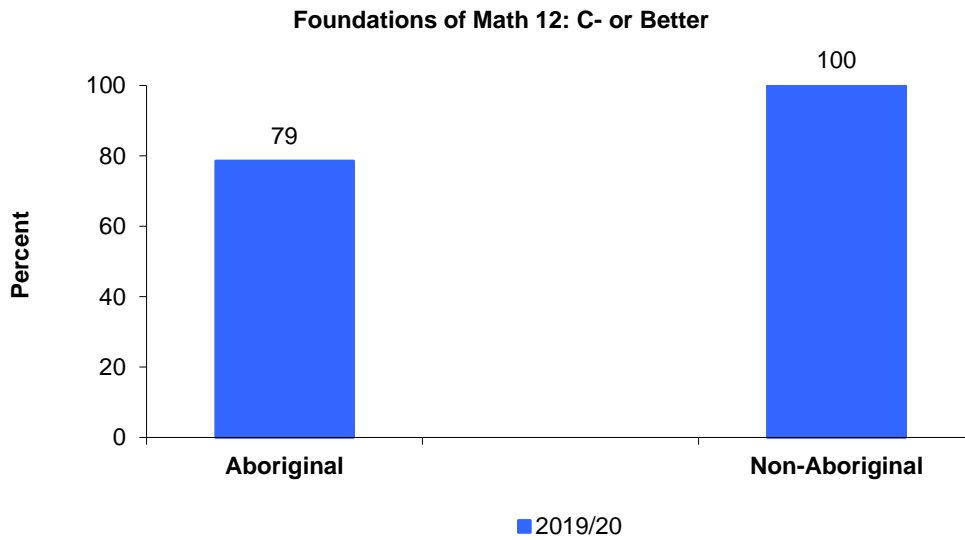
English 12 (Combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

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

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	14	11	79	Msk	Msk	39	39	100	22	56

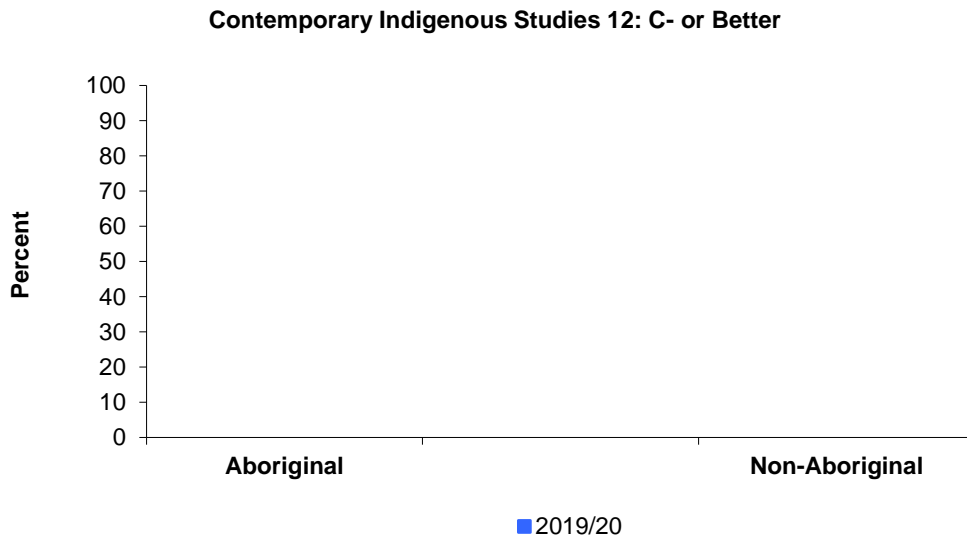
School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students #	Course Mark Count		Course Mark Count #	Total Gr 12 Students #	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	14	106	Msk	Msk	39	385	Msk	Msk		



**COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12**

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	-	-	-	-	-	-	-	-	-	-

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	-	106	-	-	-	385	-	-		





## FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2015/16 - 2019/20

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>

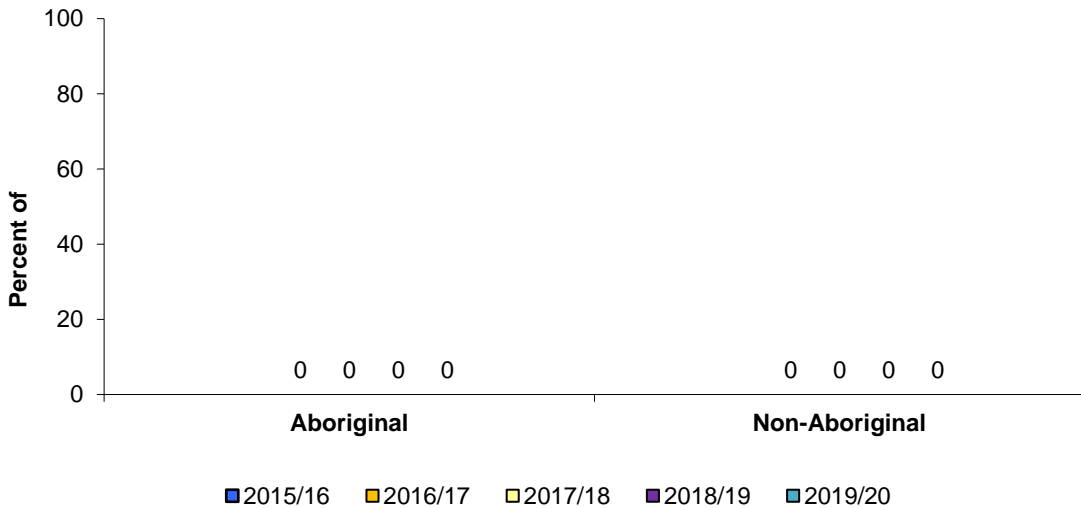
There are currently 18 approved First Nations languages courses in B.C. Courses where no students were enrolled during the 2019/20 school year are omitted from the following language listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal			
		C- or Better		C+ or Better			C- or Better		C+ or Better	
		#	%	#	%		#	%	#	%
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-

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

-

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



**Note:**

- ' represents No data

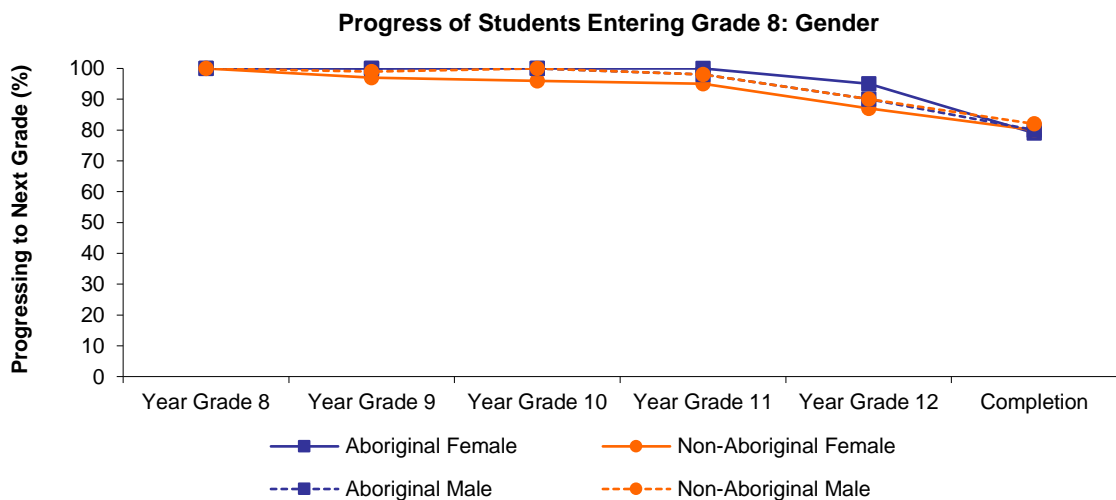
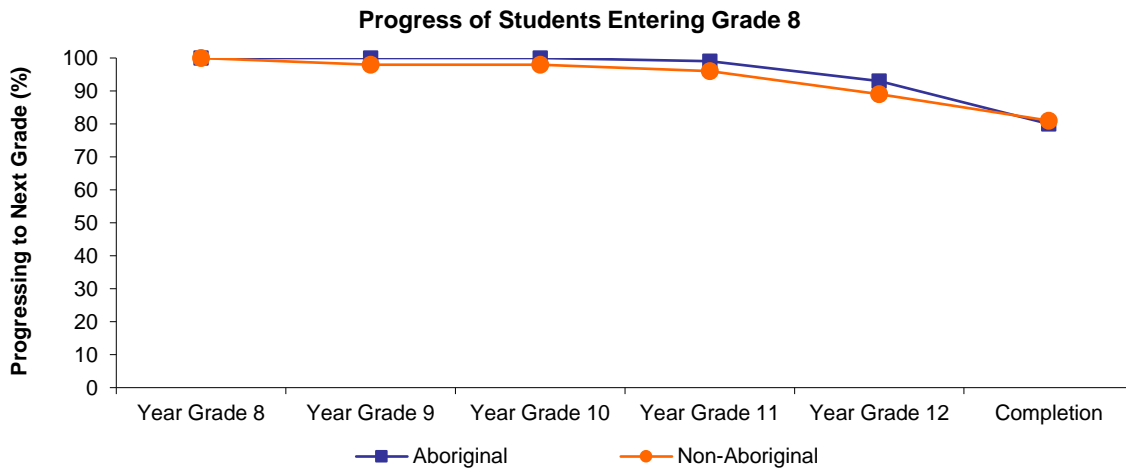
The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

## PROGRESS OF STUDENTS ENTERING GRADE 8

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 2014

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	98	97	99
	Grade 10	100	100	100	98	96	100
	Grade 11	99	100	98	96	95	98
	Grade 12	93	95	90	89	87	90
2019/20	Completion	80	79	80	81	80	82



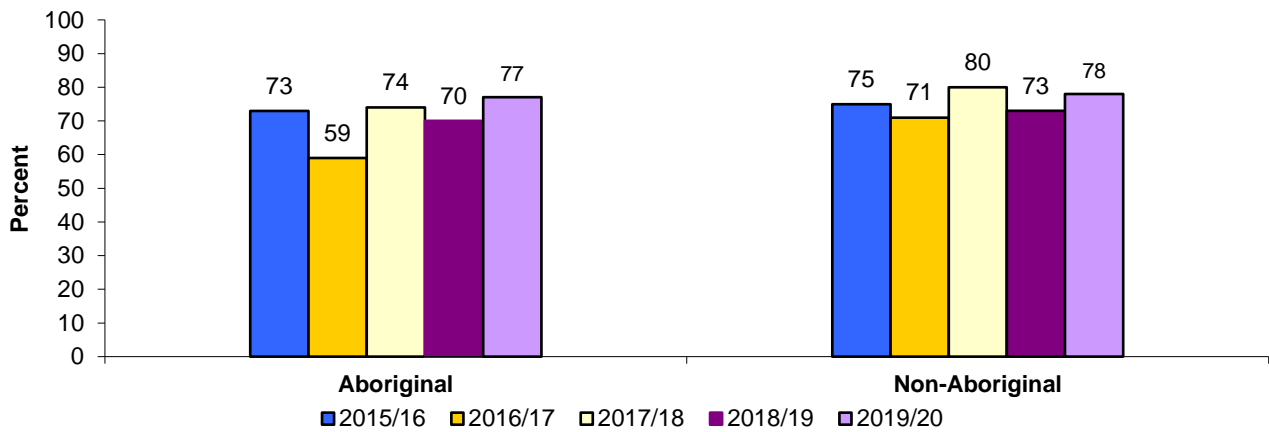
## FIVE-YEAR COMPLETION RATE, 2015/16 - 2019/20

The five-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 5 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

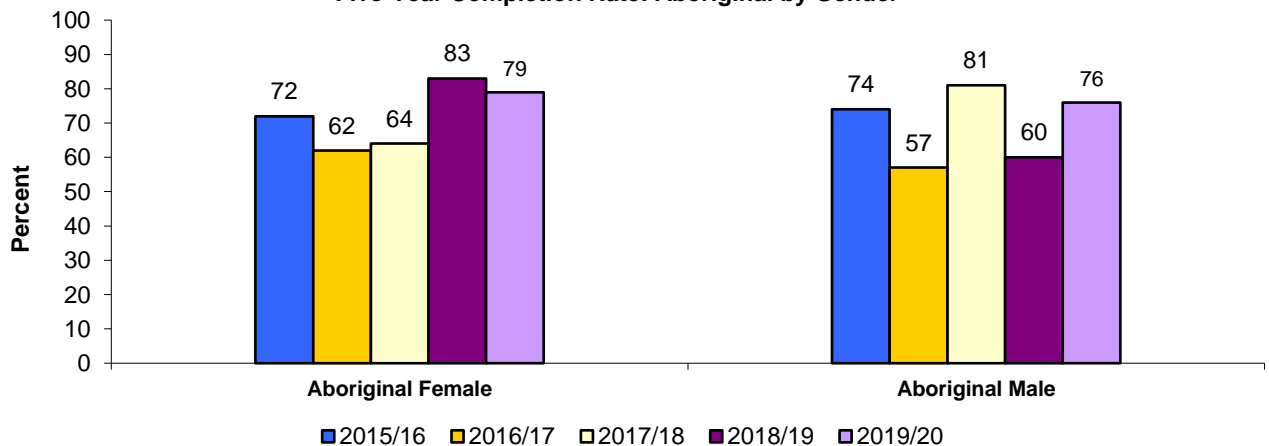
### FIVE-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	73	72	74	75	73	77
2016/17	59	62	57	71	74	68
2017/18	74	64	81	80	80	81
2018/19	70	83	60	73	74	72
2019/20	77	79	76	78	78	78

**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).

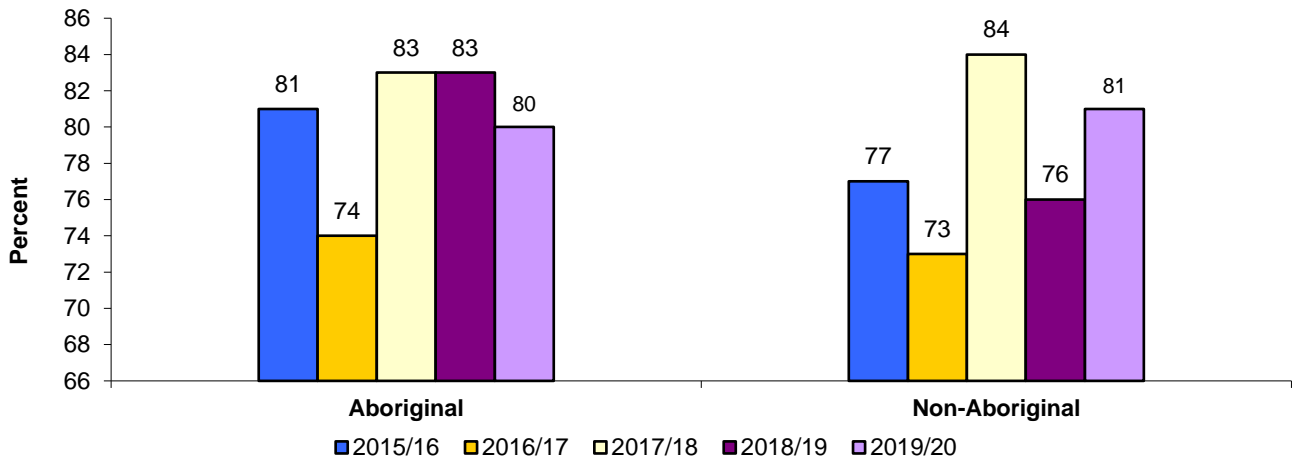
## SIX-YEAR COMPLETION RATE, 2015/16 - 2019/20

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 6 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

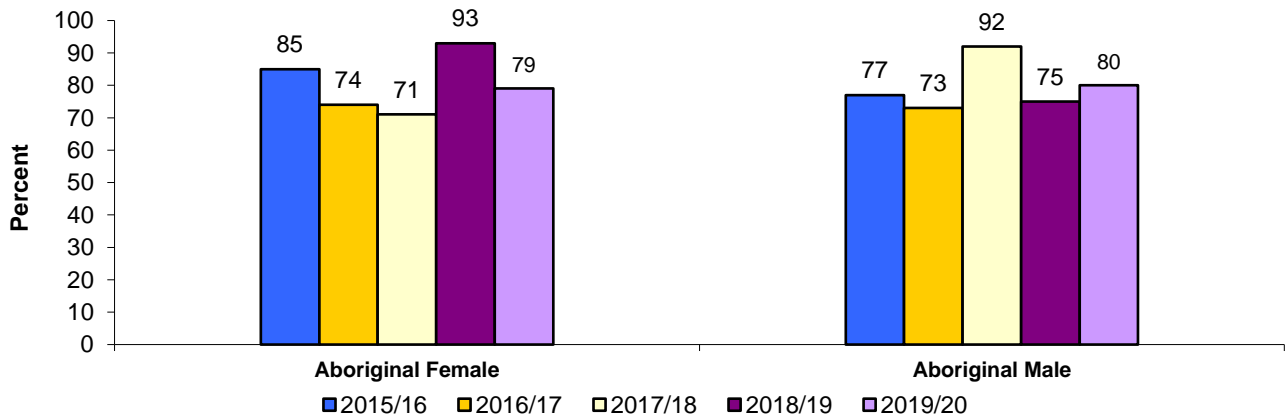
### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	81	85	77	77	76	78
2016/17	74	74	73	73	74	71
2017/18	83	71	92	84	82	85
2018/19	83	93	75	76	77	76
2019/20	80	79	80	81	80	82

**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).

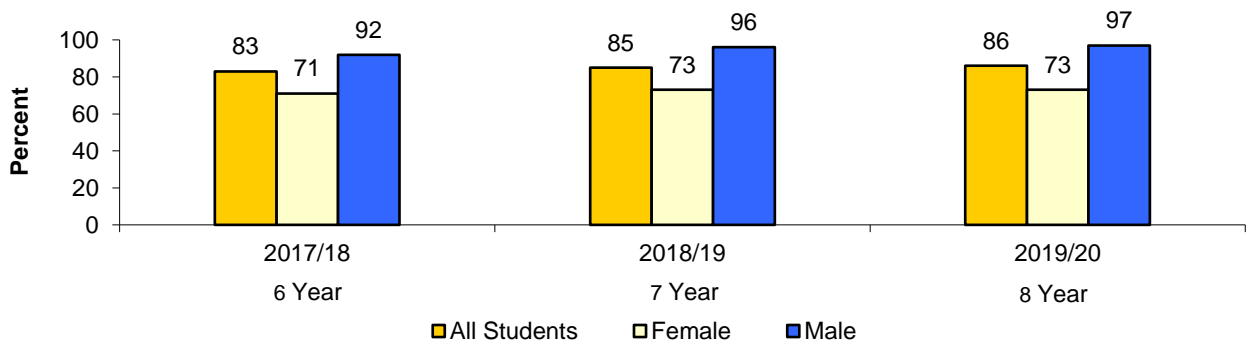
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2013/14 and 2014/15 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

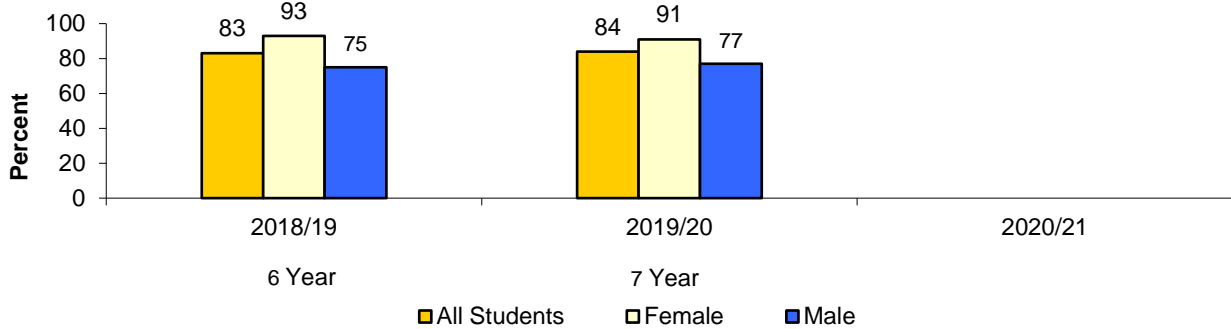
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

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 %
2012/13	83	71	92	85	73	96	86	73	97
2013/14	83	93	75	84	91	77	-	-	-
2014/15	80	79	80	-	-	-	-	-	-

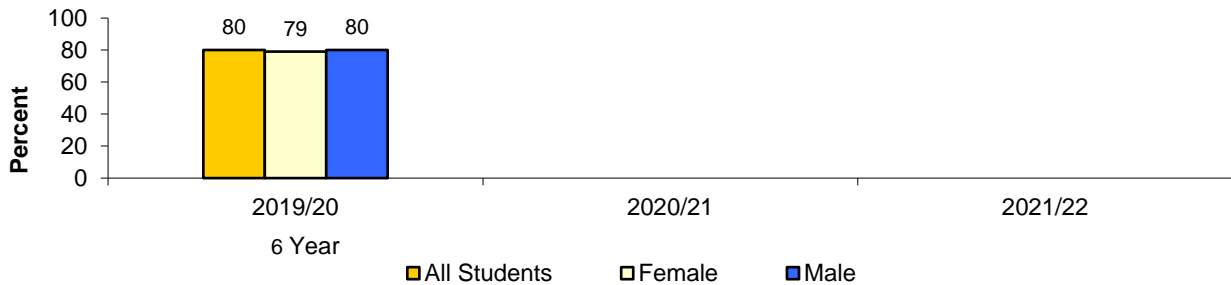
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2012/13 Cohort**



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



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

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" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2015/16	89	Msk	Msk	389	Msk	Msk
2016/17	109	Msk	Msk	410	19	5
2017/18	95	Msk	Msk	392	Msk	Msk
2018/19	113	Msk	Msk	385	Msk	Msk
2019/20	101	0	0	369	Msk	Msk

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2015/16	89	44	49	389	290	75
2016/17	109	56	51	410	316	77
2017/18	95	58	61	392	285	73
2018/19	113	71	63	385	295	77
2019/20	101	62	61	369	288	78

### BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)\*

School Year	Aboriginal		Non-Aboriginal	
	September Gr 12 Students	BC Adult Graduation Diploma	September Gr 12 Students	BC Adult Graduation Diploma
	#	#	#	#
2015/16	89	14	389	23
2016/17	109	17	410	29
2017/18	95	Msk	392	33
2018/19	113	12	385	26
2019/20	101	13	369	30

**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.

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

### CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non Aboriginal CYICs	
		#	%	#	%
2014/15	71	42	59	29	41
2015/16	96	54	56	42	44
2016/17	81	49	60	32	40
2017/18	76	46	61	30	39
2018/19	61	41	67	20	33

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

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2014/15	1,051	42	4
2015/16	1,115	54	5
2016/17	1,175	49	4
2017/18	1,130	46	4
2018/19	1,122	41	4

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

School Year	All CYICs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2014/15	Msk	0	0	0	Msk	Msk	Msk
2015/16	Msk	0	Msk	Msk	Msk	Msk	Msk
2016/17	59	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	-	Msk

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

School Year	All CYICs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2014/15	Msk	-	Msk	Msk	Msk	-	Msk
2015/16	Msk	Msk	-	Msk	Msk	Msk	Msk
2016/17	100	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	-	Msk
2018/19	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		Year of Transition to a Community College							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	47	100	15	31.9	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	355	100	127	35.8	36	10.1	22	6.2	Msk	Msk

### K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	26	100	-	-	-	-	Msk	Msk	Msk	Msk
Non-Aboriginal	210	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	47	100	-	-	-	-	-	-	-	-
Non-Aboriginal	355	100	-	-	-	-	Msk	Msk	-	-

### K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	26	100	-	-	-	-	-	-	-	-
Non-Aboriginal	210	100	-	-	-	-	-	-	-	-

**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 2014/15		Year of Transition to a Research-Intensive University							
	#	%	2015/16		2016/17		2017/18		2018/19	
			#	%	#	%	#	%	#	%
Aboriginal	47	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	355	100	12	3.4	Msk	Msk	Msk	Msk	-	-

### K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2014/15		Year of Transition to a Research-Intensive University							
	#	%	2015/16		2016/17		2017/18		2018/19	
			#	%	#	%	#	%	#	%
Aboriginal	26	100	-	-	-	-	-	-	-	-
Non-Aboriginal	210	100	-	-	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2014/15		Year of Transition to a Teaching-Intensive University							
	#	%	2015/16		2016/17		2017/18		2018/19	
			#	%	#	%	#	%	#	%
Aboriginal	47	100	-	-	-	-	-	-	-	-
Non-Aboriginal	355	100	Msk	Msk	Msk	Msk	Msk	Msk	-	-

### K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2014/15		Year of Transition to a Teaching-Intensive University							
	#	%	2015/16		2016/17		2017/18		2018/19	
			#	%	#	%	#	%	#	%
Aboriginal	26	100	-	-	-	-	-	-	-	-
Non-Aboriginal	210	100	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.

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## STUDENT LEARNING SURVEY RESULTS, 2015/16 - 2019/20

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

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

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

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

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### CAVEAT

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

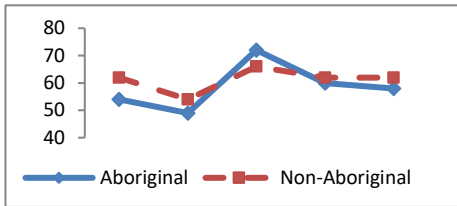
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

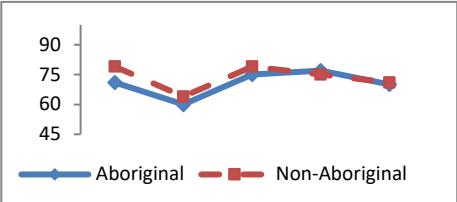
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



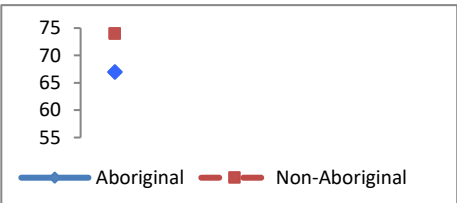
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	80	43	54	285	178	62
2016/17	72	35	49	272	147	54
2017/18	71	51	72	322	213	66
2018/19	70	42	60	341	212	62
2019/20	59	34	58	288	179	62

### 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	
	#	#	%	#	#	%
2015/16	80	57	71	276	218	79
2016/17	72	43	60	275	176	64
2017/18	71	53	75	321	255	79
2018/19	71	55	77	340	256	75
2019/20	57	40	70	286	202	71

### Do your teachers help you with your schoolwork when you need it?



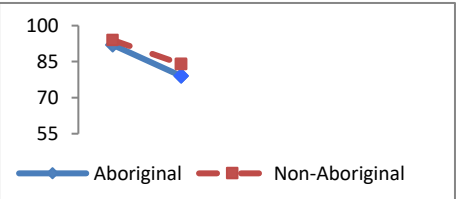
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	84	56	67	281	209	74
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

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



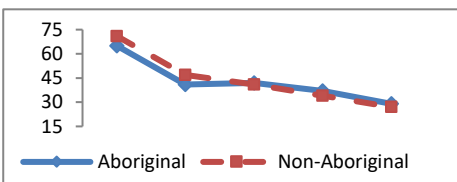
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many	Gr 4 Respondents #	All or many
	#	# %	#	# %
2015/16	-	- -	-	- -
2016/17	68	33 49	269	134 50
2017/18	-	- -	-	- -
2018/19	-	- -	-	- -
2019/20	-	- -	-	- -

### 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	
	#	#	%	#	#	%
2015/16	84	77	92	278	261	94
2016/17	70	55	79	273	229	84
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

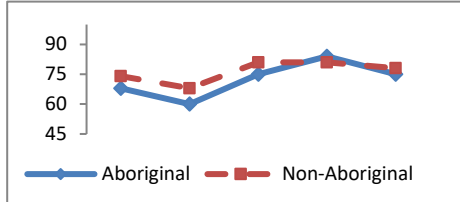
### At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



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	
	#	#	%	#	#	%
2015/16	81	53	65	283	201	71
2016/17	71	29	41	275	130	47
2017/18	71	30	42	318	129	41
2018/19	71	26	37	340	115	34
2019/20	59	17	29	282	77	27

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

**Do you feel safe at school?**



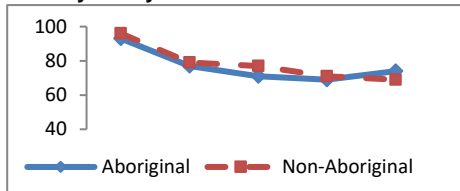
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	85	58	68	281	208	74
2016/17	91	55	60	245	166	68
2017/18	64	48	75	325	264	81
2018/19	61	51	84	348	282	81
2019/20	55	41	75	287	223	78

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



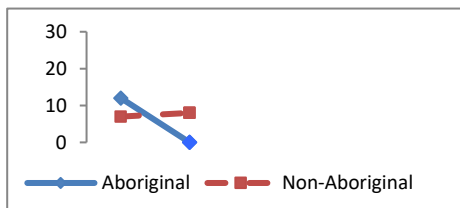
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	83	14	17	279	33	12
2016/17	92	22	24	245	29	12
2017/18	62	Msk	Msk	324	41	13
2018/19	60	Msk	Msk	347	30	9
2019/20	56	Msk	Msk	288	41	14

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



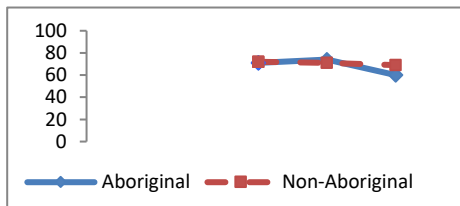
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2015/16	85	79	93	285	274	96
2016/17	71	55	77	275	218	79
2017/18	70	50	71	319	245	77
2018/19	68	47	69	335	238	71
2019/20	57	42	74	286	197	69

**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	
	#	#	%	#	#	%
2015/16	85	10	12	273	20	7
2016/17	71	Msk	Msk	272	23	8
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

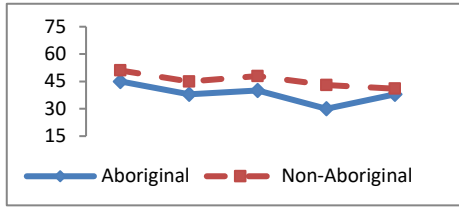
**I am happy at my school.**



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	
	#	#	%	#	#	%
2015/16	-	-	-	-	-	-
2016/17	-	-	-	-	-	-
2017/18	70	50	71	316	228	72
2018/19	70	52	74	333	238	71
2019/20	58	35	60	287	197	69

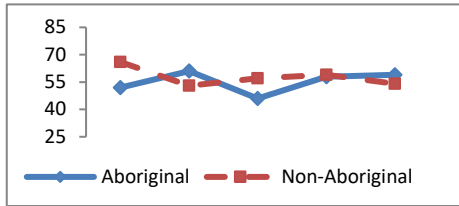
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



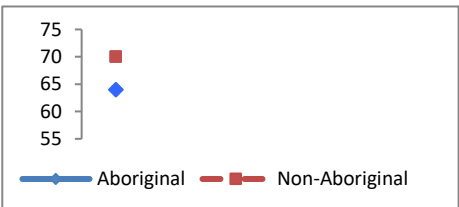
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	69	31	45	275	139	51
2016/17	56	21	38	224	100	45
2017/18	96	38	40	301	143	48
2018/19	76	23	30	287	122	43
2019/20	69	26	38	311	127	41

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



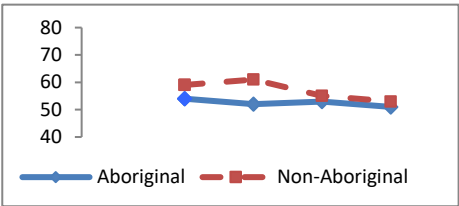
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	69	36	52	268	178	66
2016/17	56	34	61	226	120	53
2017/18	97	45	46	303	172	57
2018/19	76	44	58	287	170	59
2019/20	70	41	59	310	167	54

### Do your teachers help you with your schoolwork when you need it?



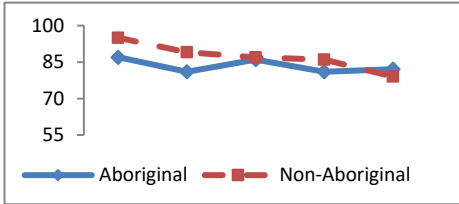
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	69	44	64	277	194	70
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

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



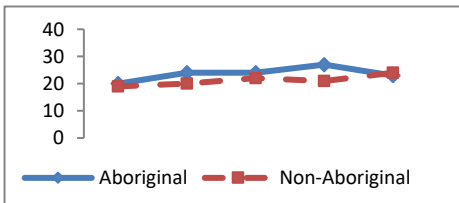
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2015/16	-	- -	-	- -
2016/17	54	29 54	219	130 59
2017/18	92	48 52	287	174 61
2018/19	73	39 53	277	153 55
2019/20	68	35 51	304	161 53

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	67	58	87	275	261	95
2016/17	54	44	81	223	199	89
2017/18	94	81	86	301	263	87
2018/19	74	60	81	283	242	86
2019/20	68	56	82	307	243	79

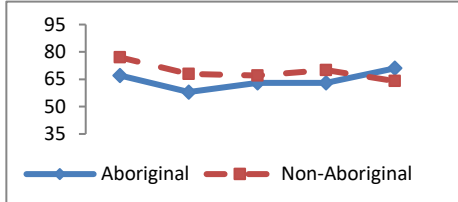
### At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2015/16	69	14	20	268	51	19
2016/17	55	13	24	225	44	20
2017/18	97	23	24	302	65	22
2018/19	75	20	27	285	60	21
2019/20	69	16	23	312	76	24

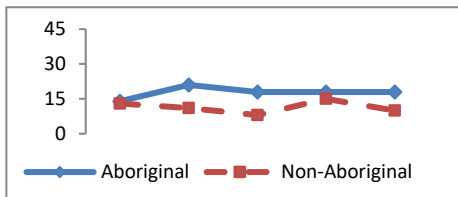
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



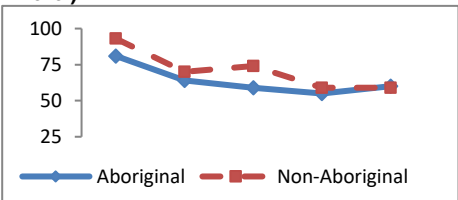
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	67	45	67	272	209	77
2016/17	48	28	58	230	156	68
2017/18	91	57	63	308	206	67
2018/19	64	40	63	295	207	70
2019/20	68	48	71	312	199	64

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



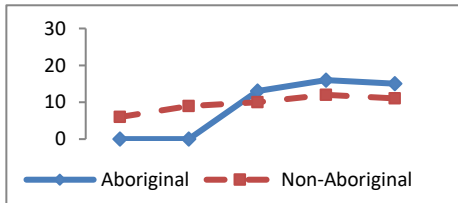
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	70	10	14	272	35	13
2016/17	47	10	21	229	26	11
2017/18	91	16	18	310	25	8
2018/19	65	12	18	297	45	15
2019/20	68	12	18	311	32	10

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2015/16	69	56	81	275	256	93
2016/17	56	36	64	225	158	70
2017/18	97	57	59	303	223	74
2018/19	75	41	55	286	169	59
2019/20	68	41	60	309	182	59

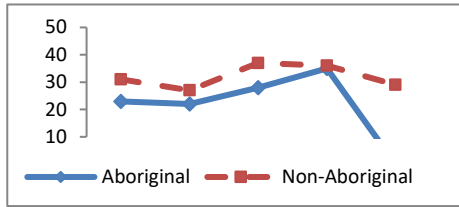
### I would like to go to a different school.



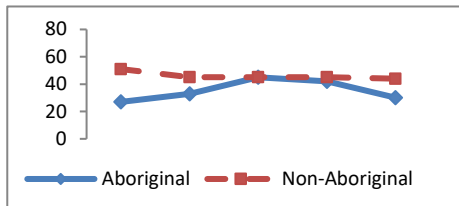
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	66	Msk	Msk	268	17	6
2016/17	56	Msk	Msk	226	21	9
2017/18	97	13	13	301	29	10
2018/19	75	12	16	285	33	12
2019/20	68	10	15	309	33	11

## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



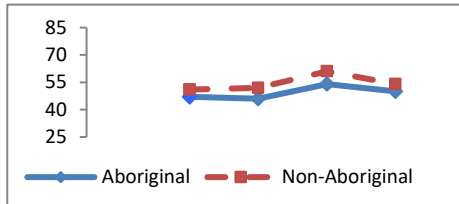
### Do adults in the school treat all students fairly?



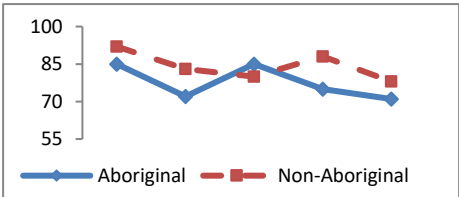
### Do your teachers help you with your schoolwork when you need it?



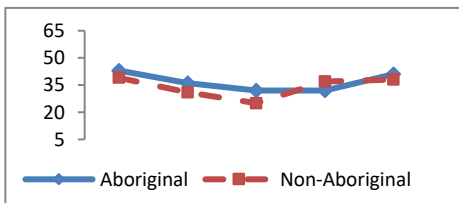
### How many teachers help you with your schoolwork when you need it?



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



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



### Aboriginal

### Non-Aboriginal

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2015/16	52		12	23	237		73	31
2016/17	63		14	22	239		65	27
2017/18	68		19	28	266		98	37
2018/19	60		21	35	251		90	36
2019/20	53		Msk	Msk	243		70	29

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2015/16	52		14	27	233		118	51
2016/17	63		21	33	240		107	45
2017/18	67		30	45	266		121	45
2018/19	60		25	42	254		114	45
2019/20	53		16	30	243		106	44

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2015/16	52		29	56	234		140	60
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-
2018/19	-		-	-	-		-	-
2019/20	-		-	-	-		-	-

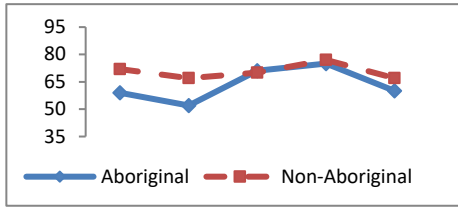
School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2015/16	-		-	-	-		-	-
2016/17	60		28	47	232		119	51
2017/18	68		31	46	257		133	52
2018/19	57		31	54	243		149	61
2019/20	52		26	50	236		127	54

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2015/16	53		45	85	229		211	92
2016/17	60		43	72	238		198	83
2017/18	67		57	85	263		211	80
2018/19	59		44	75	246		217	88
2019/20	52		37	71	242		189	78

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2015/16	53		23	43	227		89	39
2016/17	61		22	36	236		72	31
2017/18	68		22	32	265		67	25
2018/19	60		19	32	247		92	37
2019/20	51		21	41	243		93	38

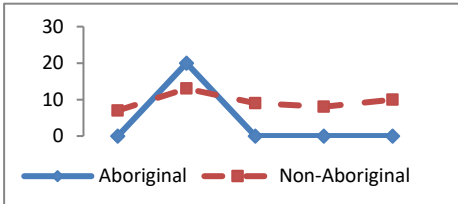
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



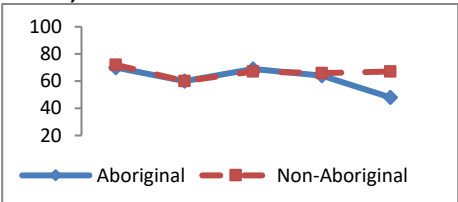
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	51	30	59	230	166	72
2016/17	65	34	52	238	160	67
2017/18	66	47	71	268	188	70
2018/19	51	38	75	255	196	77
2019/20	52	31	60	242	162	67

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



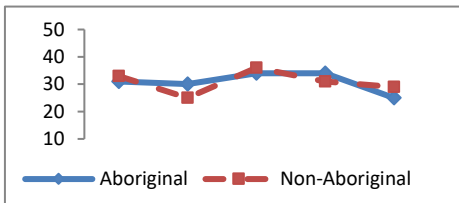
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	52	Msk	Msk	231	17	7
2016/17	65	13	20	238	31	13
2017/18	66	Msk	Msk	265	24	9
2018/19	52	Msk	Msk	257	21	8
2019/20	52	Msk	Msk	241	23	10

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



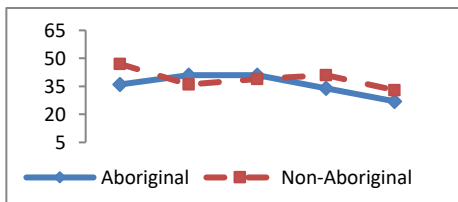
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2015/16	50	35	70	233	167	72
2016/17	63	38	60	240	143	60
2017/18	68	47	69	267	180	67
2018/19	59	38	64	253	166	66
2019/20	54	26	48	244	163	67

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



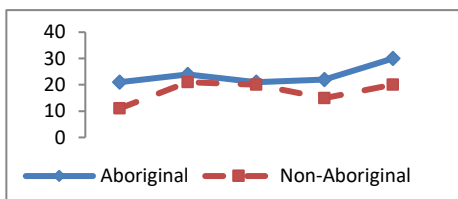
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	51	16	31	234	77	33
2016/17	61	18	30	237	59	25
2017/18	68	23	34	264	95	36
2018/19	59	20	34	246	76	31
2019/20	52	13	25	243	70	29

### 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	
	#	#	%	#	#	%
2015/16	50	18	36	236	110	47
2016/17	61	25	41	237	85	36
2017/18	68	28	41	262	103	39
2018/19	58	20	34	246	100	41
2019/20	52	14	27	241	80	33

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

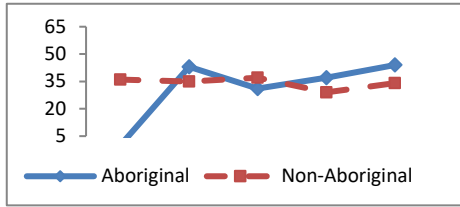


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	52	11	21	224	25	11
2016/17	63	15	24	238	49	21
2017/18	68	14	21	266	53	20
2018/19	60	13	22	250	38	15
2019/20	53	16	30	243	49	20



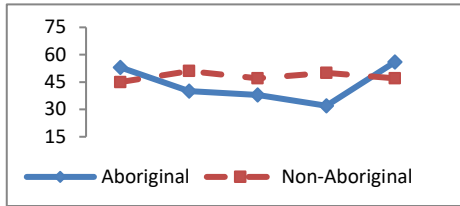
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



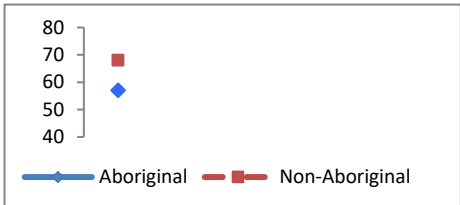
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	29	Msk	Msk	267	95	36
2016/17	30	13	43	181	64	35
2017/18	48	15	31	218	80	37
2018/19	41	15	37	170	50	29
2019/20	36	16	44	162	55	34

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



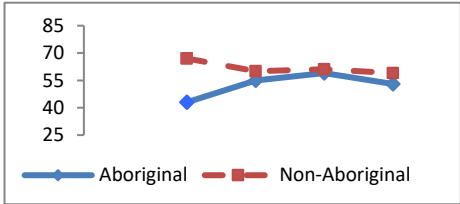
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	30	16	53	260	117	45
2016/17	30	12	40	180	92	51
2017/18	48	18	38	217	102	47
2018/19	41	13	32	171	86	50
2019/20	36	20	56	161	75	47

### Do your teachers help you with your schoolwork when you need it?



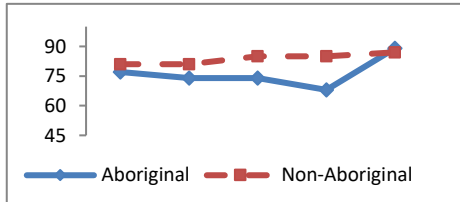
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2015/16	30	17	57	269	184	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

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



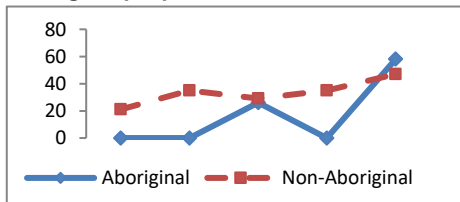
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2015/16	-	-	-	-	-	-
2016/17	30	13	43	174	117	67
2017/18	44	24	55	210	125	60
2018/19	39	23	59	168	102	61
2019/20	36	19	53	159	94	59

### 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	
	#	#	%	#	#	%
2015/16	30	23	77	262	212	81
2016/17	27	20	74	176	143	81
2017/18	46	34	74	212	180	85
2018/19	41	28	68	166	141	85
2019/20	36	32	89	158	138	87

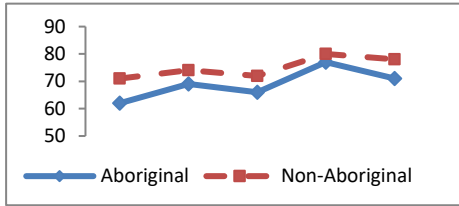
### At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2015/16	29	Msk	Msk	263	56	21
2016/17	28	Msk	Msk	179	62	35
2017/18	47	12	26	214	63	29
2018/19	41	Msk	Msk	167	58	35
2019/20	36	21	58	161	76	47

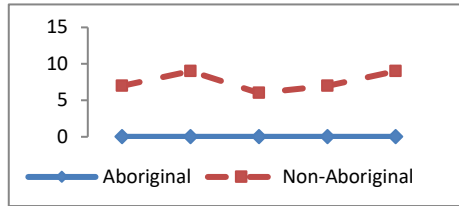
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



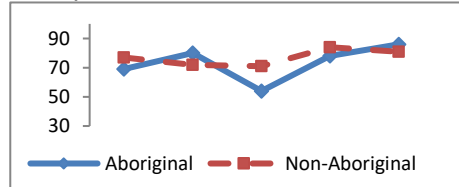
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2015/16	29	18 62	262	186 71
2016/17	32	22 69	176	131 74
2017/18	47	31 66	218	158 72
2018/19	39	30 77	172	138 80
2019/20	35	25 71	159	124 78

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



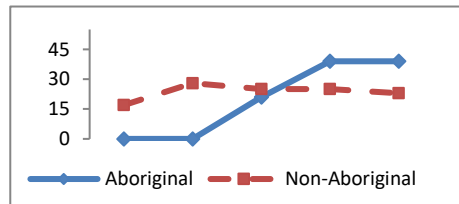
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2015/16	29	Msk Msk	262	19 7
2016/17	33	Msk Msk	176	16 9
2017/18	47	Msk Msk	216	13 6
2018/19	39	Msk Msk	172	12 7
2019/20	35	Msk Msk	158	14 9

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



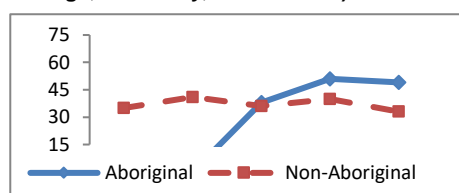
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2015/16	29	20 69	265	203 77
2016/17	30	24 80	181	130 72
2017/18	48	26 54	217	155 71
2018/19	41	32 78	171	144 84
2019/20	36	31 86	162	132 81

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



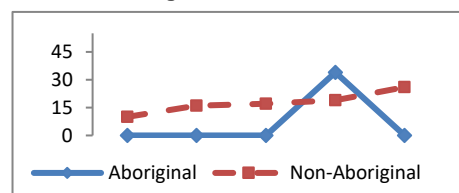
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2015/16	28	Msk Msk	265	45 17
2016/17	27	Msk Msk	176	49 28
2017/18	47	10 21	211	52 25
2018/19	41	16 39	167	41 25
2019/20	36	14 39	158	36 23

### 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 # %
2015/16	28	Msk Msk	263	91 35
2016/17	26	Msk Msk	176	73 41
2017/18	47	18 38	212	77 36
2018/19	41	21 51	166	66 40
2019/20	35	17 49	158	52 33

### 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 # %
2015/16	29	Msk Msk	253	26 10
2016/17	30	Msk Msk	180	29 16
2017/18	47	Msk Msk	217	37 17
2018/19	41	14 34	170	32 19
2019/20	36	Msk Msk	162	42 26

## GLOSSARY

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

<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Participation Rate (Graduation Assessment)</b>	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
<b>Performance (Foundation Skills Assessment)</b>	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> <li>• Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade</li> <li>• Meeting - met the accepted expectations for student's grade</li> <li>• Exceeding - exceeded the expectations for student's grade</li> </ul> <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Performance (Graduation Assessment)</b>	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
<b>School District</b>	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.
<b>Six-Year Completion Rate</b>	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>

<b>Students with Disabilities or Diverse Abilities (in performance-oriented reports)</b>	<p>When the Ministry of Education reports on the performance of Students with Disabilities or Diverse Abilities, only these three groupings are included:</p> <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul> <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.</p>
<b>Students with Disabilities or Diverse Abilities (12 Categories)</b>	<p>Category A – Physically Dependent  Category B – Deafblind  Category C – Moderate to Profound Intellectual Disability  Category D – Physical Disability / Chronic Health Impairment  Category E – Visual Impairment  Category F – Deaf or Hard of Hearing  Category G – Autism Spectrum Disorder  Category H – Intensive Behaviour Interventions / Serious Mental Illness  Category K – Mild Intellectual Disability  Category P – Gifted  Category Q – Learning Disability (formerly Category J)  Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
<b>Student</b>	<p>A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
<b>Student Cohort</b>	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>