



Aboriginal Report 2016/17 - 2020/21

How Are We Doing?

School District 083
North Okanagan-Shuswap

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

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

Report Date: November 2021

Questions/Comments:

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Ministry of
Education

ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

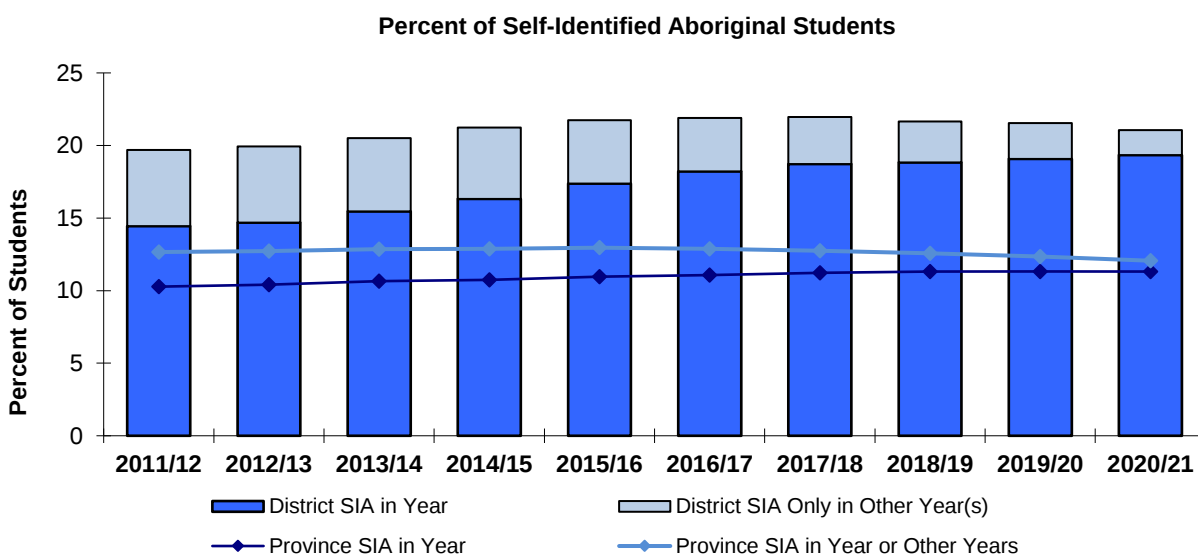
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2011/12	6,746	975	14.5	354	5.2	569,733	58,531	10.3	13,630	2.4
2012/13	6,072	892	14.7	319	5.3	564,529	58,717	10.4	13,092	2.3
2013/14	5,957	921	15.5	301	5.1	558,983	59,502	10.6	12,369	2.2
2014/15	5,818	949	16.3	286	4.9	552,786	59,382	10.7	11,831	2.1
2015/16	5,866	1,020	17.4	256	4.4	553,376	60,706	11.0	11,009	2.0
2016/17	5,992	1,091	18.2	221	3.7	557,625	61,799	11.1	10,043	1.8
2017/18	6,115	1,145	18.7	198	3.2	563,241	63,181	11.2	8,610	1.5
2018/19	6,283	1,183	18.8	178	2.8	568,982	64,326	11.3	7,242	1.3
2019/20	6,398	1,221	19.1	158	2.5	575,999	65,214	11.3	5,909	1.0
2020/21	6,394	1,236	19.3	111	1.7	568,283	64,271	11.3	4,269	0.8



Note:

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

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

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

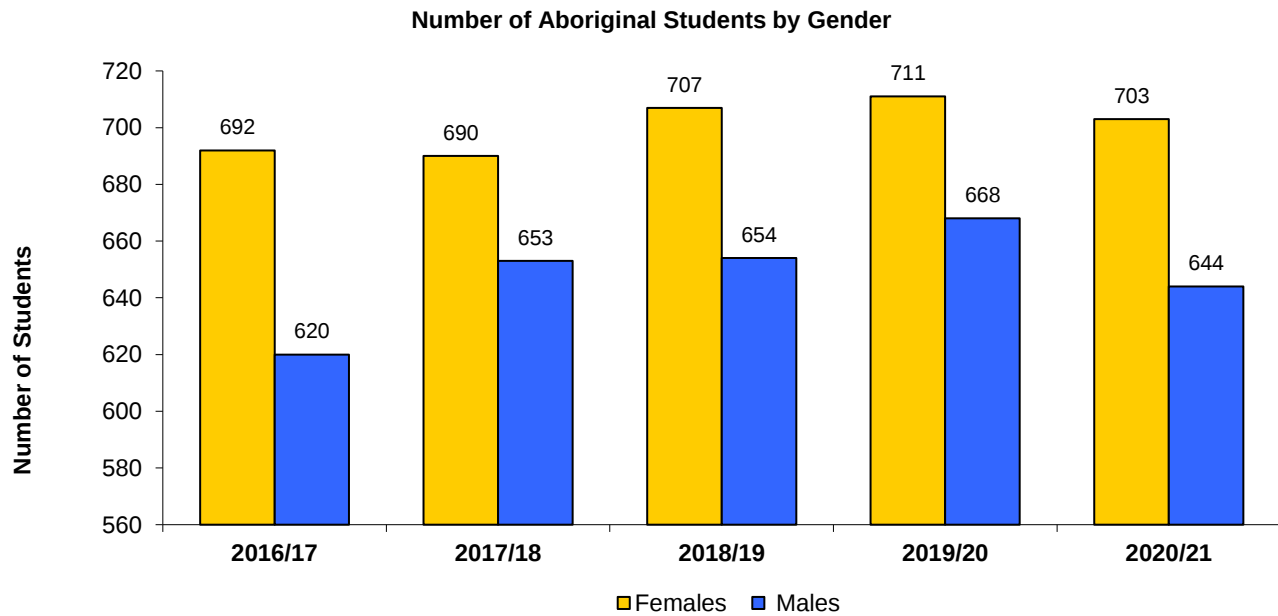
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	District							Province *		
	All Students #	Aboriginal		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		Students								
		#	%							
2016/17	5,992	1,312	21.9	692	11.5	620	10.3	71,842	35,589	36,253
2017/18	6,115	1,343	22.0	690	11.3	653	10.7	71,791	35,459	36,332
2018/19	6,283	1,361	21.7	707	11.3	654	10.4	71,568	35,412	36,156
2019/20	6,398	1,379	21.6	711	11.1	668	10.4	71,123	35,147	35,976
2020/21	6,394	1,347	21.1	703	11.0	644	10.1	68,540	33,911	34,629



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

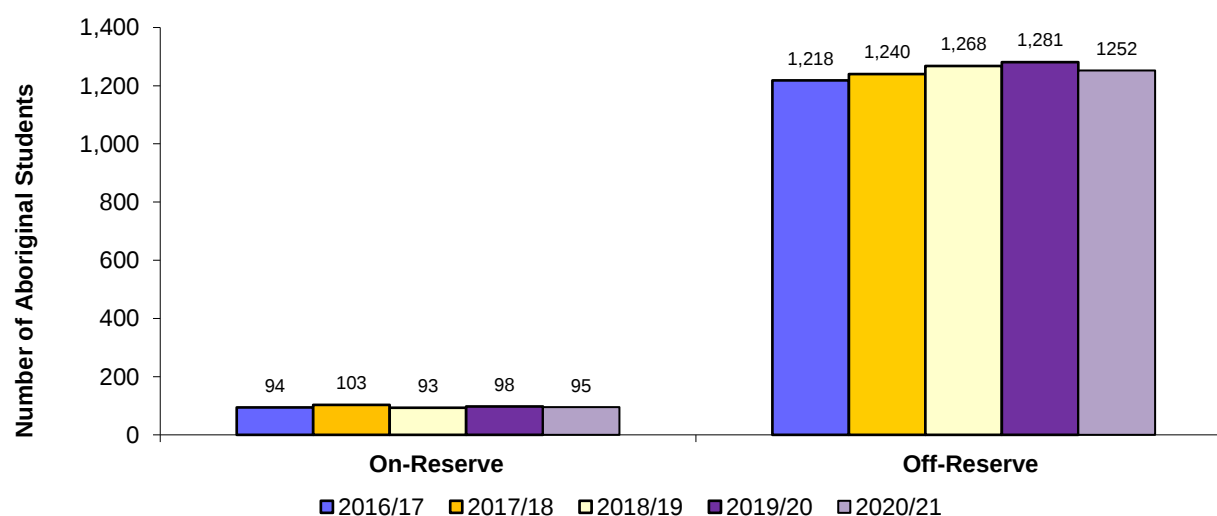
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2016/17	1,312	48	46	94	644	574	1,218	7,285	64,557
2017/18	1,343	54	49	103	636	604	1,240	7,820	63,971
2018/19	1,361	47	46	93	660	608	1,268	7,993	63,575
2019/20	1,379	48	50	98	663	618	1,281	8,209	62,914
2020/21	1,347	44	51	95	659	593	1,252	7,751	60,789

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve	Off-Reserve
								Total Aboriginal #	Total Aboriginal #
2016/17	1,309	46	44	90	642	577	1,219	7,245	64,189
2017/18	1,342	51	47	98	647	597	1,244	7,762	63,758
2018/19	1,337	48	41	89	649	599	1,248	7,977	63,559
2019/20	1,362	46	47	93	660	609	1,269	8,113	62,791
2020/21	1,332	45	49	94	653	585	1,238	7,662	60,929

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

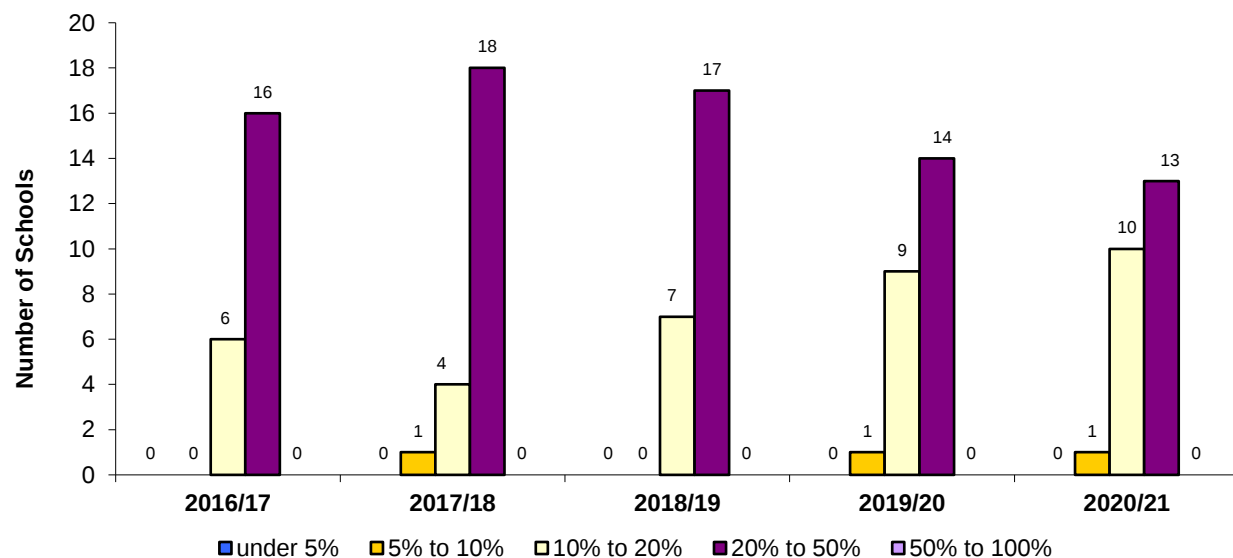


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

District							Province *					
School Year	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2016/17	22	0	0	6	16	0	1,368	375	223	323	351	96
2017/18	23	0	1	4	18	0	1,376	387	218	337	346	88
2018/19	24	0	0	7	17	0	1,385	398	217	343	338	89
2019/20	24	0	1	9	14	0	1,389	415	232	330	323	89
2020/21	24	0	1	10	13	0	1,398	441	229	341	298	89

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

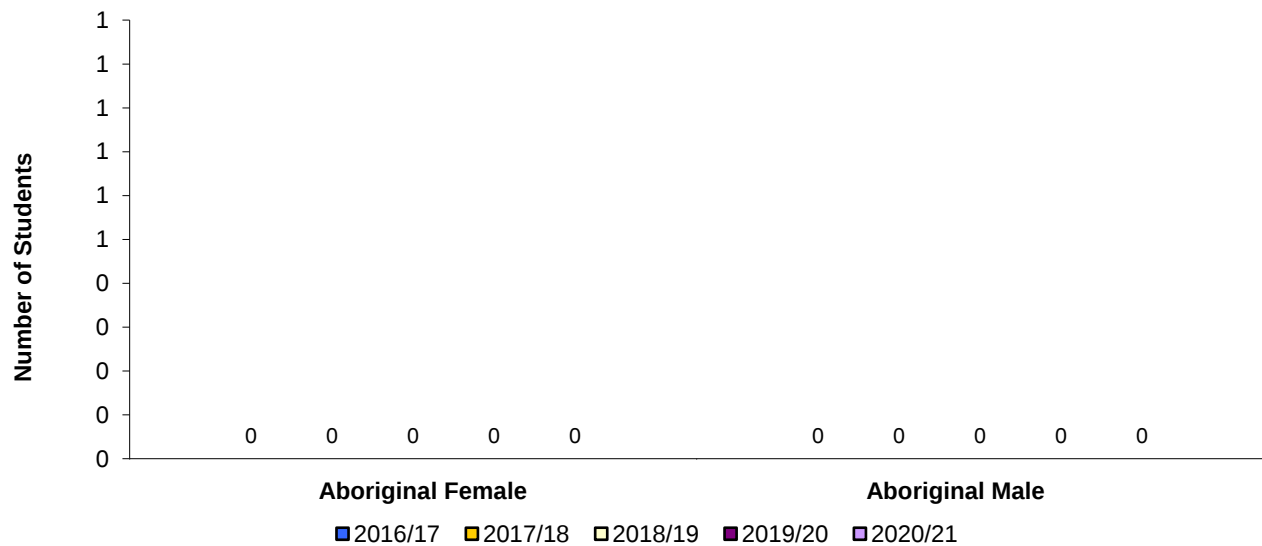


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2016/17	44	Msk	Msk	21	Msk	Msk	23	1,618	1,561	2,020	2,454
2017/18	40	Msk	Msk	20	Msk	Msk	20	1,519	1,530	1,990	2,394
2018/19	41	Msk	Msk	13	11	17	28	1,513	1,446	1,956	2,337
2019/20	40	Msk	Msk	16	10	14	24	1,568	1,496	2,136	2,541
2020/21	32	Msk	Msk	16	Msk	Msk	16	1,412	1,308	1,805	1,853

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

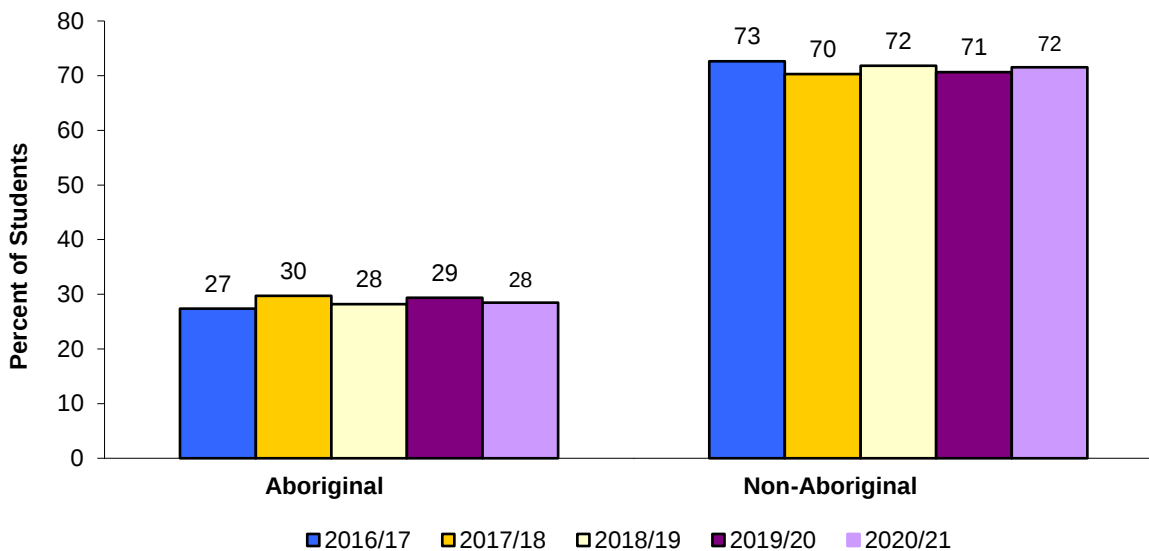
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 CATEGORIES)

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

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

School Year	Total 12 Categories #	Aboriginal		Non-Aboriginal	
		#	%	#	%
2016/17	939	257	27	682	73
2017/18	1,026	305	30	721	70
2018/19	1,111	313	28	798	72
2019/20	1,145	336	29	809	71
2020/21	1,117	318	28	799	72

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

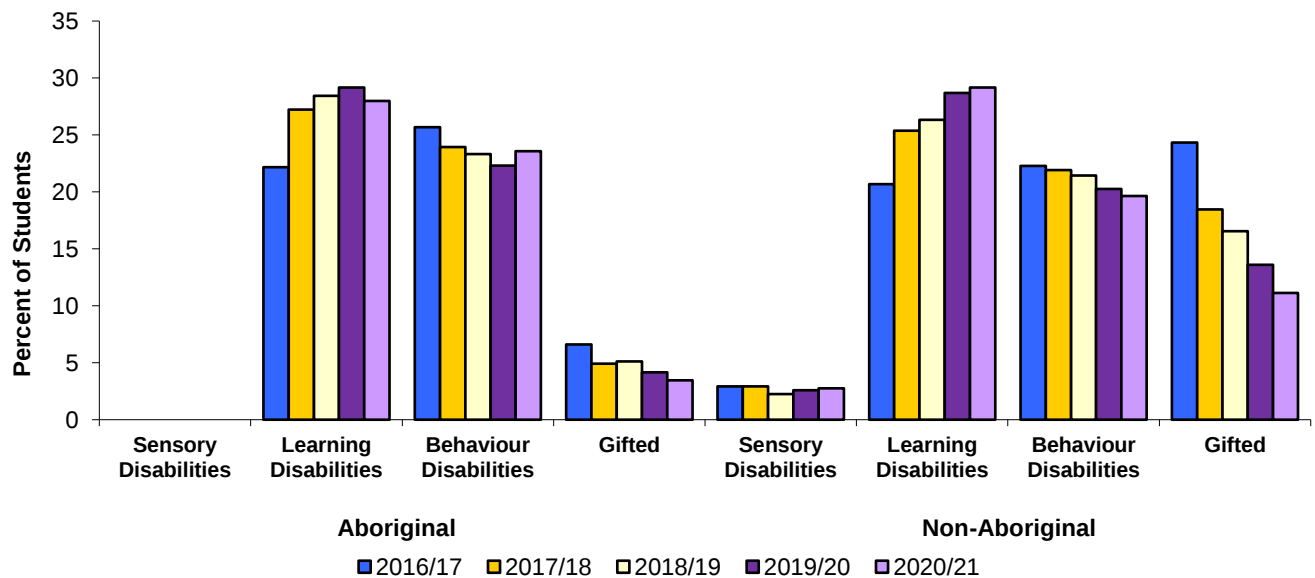


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (GROUPS)

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

School Year	Abor (12 Cat) #	Non-Abor (12 Cat) #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2016/17	257	682	Msk	Msk	20	3	57	22	141	21	66	26	152	22	17	7	166	24
2017/18	305	721	Msk	Msk	21	3	83	27	183	25	73	24	158	22	15	5	133	18
2018/19	313	798	Msk	Msk	18	2	89	28	210	26	73	23	171	21	16	5	132	17
2019/20	336	809	Msk	Msk	21	3	98	29	232	29	75	22	164	20	14	4	110	14
2020/21	318	799	Msk	Msk	22	3	89	28	233	29	75	24	157	20	11	3	89	11

Percent of Students with Disabilities or Diverse Abilities (Groups)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

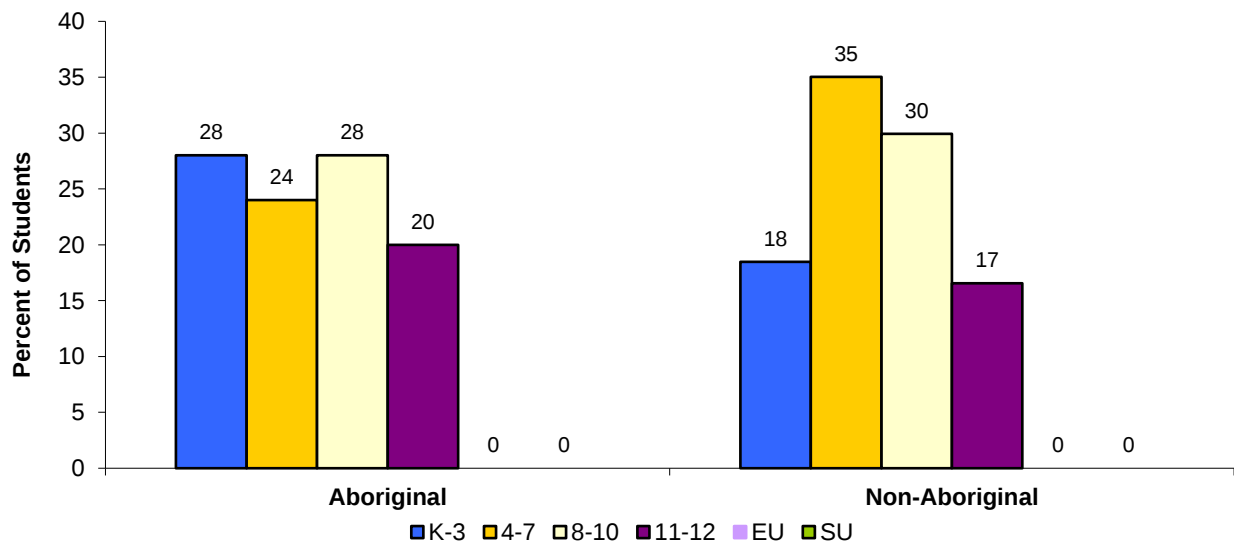
Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2016/17	66	Msk	Msk	20	30	24	36	Msk	Msk	0	0	0	0
2017/18	73	13	18	19	26	28	38	13	18	0	0	0	0
2018/19	73	19	26	23	32	19	26	12	16	0	0	0	0
2019/20	75	23	31	24	32	14	19	14	19	0	0	0	0
2020/21	75	21	28	18	24	21	28	15	20	0	0	0	0

Non-Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2016/17	152	27	18	48	32	44	29	33	22	0	0	0	0
2017/18	158	30	19	55	35	45	28	28	18	0	0	0	0
2018/19	171	39	23	65	38	42	25	25	15	0	0	0	0
2019/20	164	36	22	63	38	41	25	24	15	0	0	0	0
2020/21	157	29	18	55	35	47	30	26	17	0	0	0	0

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



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

BC Residents

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

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

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

GRADE 4: ABORIGINAL

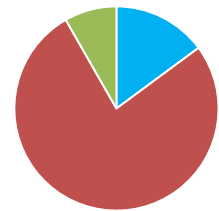
Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	73	81	Msk	Msk	39	53	Msk	Msk
			Emerging		On Track		Extending	
2017/18	83	95	Msk	Msk	55	66	Msk	Msk
2018/19	89	86	Msk	Msk	53	60	Msk	Msk
2019/20	94	85	Msk	Msk	57	61	Msk	Msk
2020/21	74	91	Msk	Msk	51	69	Msk	Msk

GRADE 4: NON-ABORIGINAL

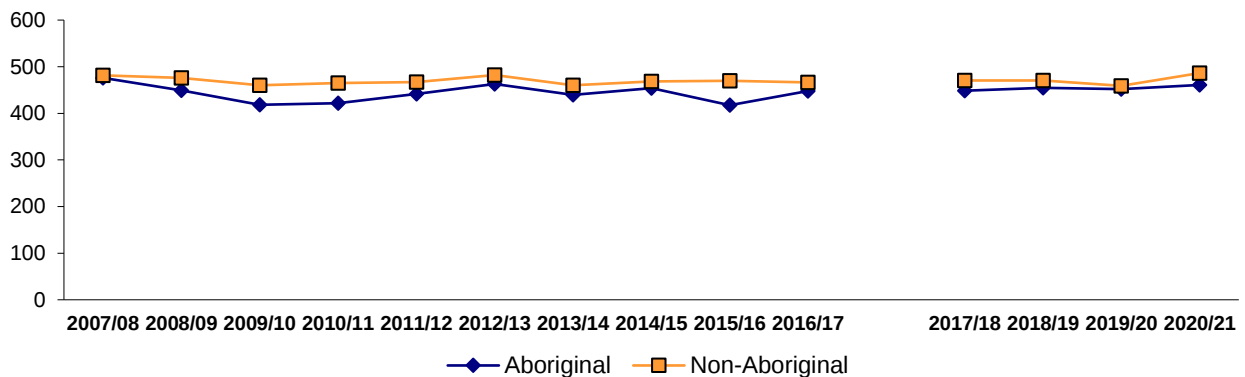
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	344	88	79	23	242	70	23	7
			Emerging		On Track		Extending	
2017/18	362	95	85	23	244	67	33	9
2018/19	367	93	100	27	229	62	38	10
2019/20	377	90	105	28	251	67	21	6
2020/21	363	91	54	15	279	77	30	8

Grade 4: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 4 Reading



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

BC Residents

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

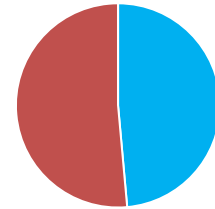
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https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	74	82	Msk	Msk	45	61	Msk	Msk
			Emerging		On Track		Extending	
2017/18	79	91	17	22	62	78	0	0
2018/19	88	85	13	15	75	85	0	0
2019/20	92	84	Msk	Msk	50	54	Msk	Msk
2020/21	70	86	34	49	36	51	0	0

Grade 4: Aboriginal



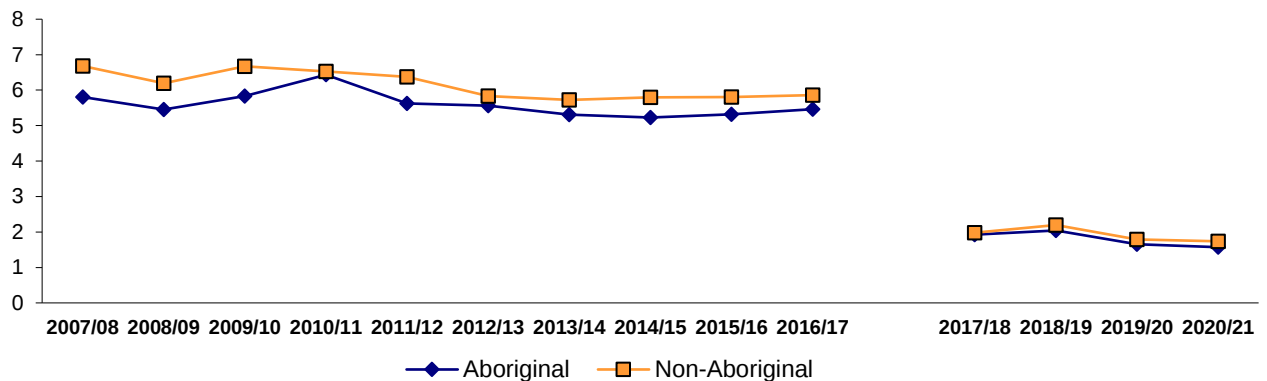
■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	342	88	Msk	Msk	224	65	Msk	Msk
			Emerging		On Track		Extending	
2017/18	349	91	Msk	Msk	280	80	Msk	Msk
2018/19	357	90	Msk	Msk	320	90	Msk	Msk
2019/20	371	88	Msk	Msk	249	67	Msk	Msk
2020/21	358	90	Msk	Msk	219	61	Msk	Msk

Grade 4: Non-Aboriginal

Average FSA Score - Grade 4 Writing



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

BC Residents

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GRADE 4: ABORIGINAL

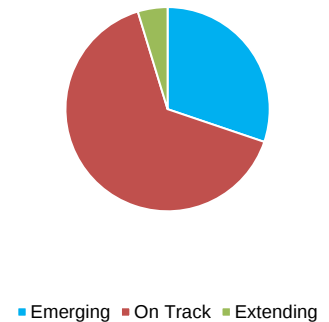
Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	74	82	Msk	Msk	45	61	Msk	Msk
			Emerging		On Track		Extending	
2017/18	83	95	42	51	Msk	Msk	Msk	Msk
2018/19	90	87	48	53	Msk	Msk	Msk	Msk
2019/20	94	85	Msk	Msk	49	52	Msk	Msk
2020/21	74	91	Msk	Msk	40	54	Msk	Msk

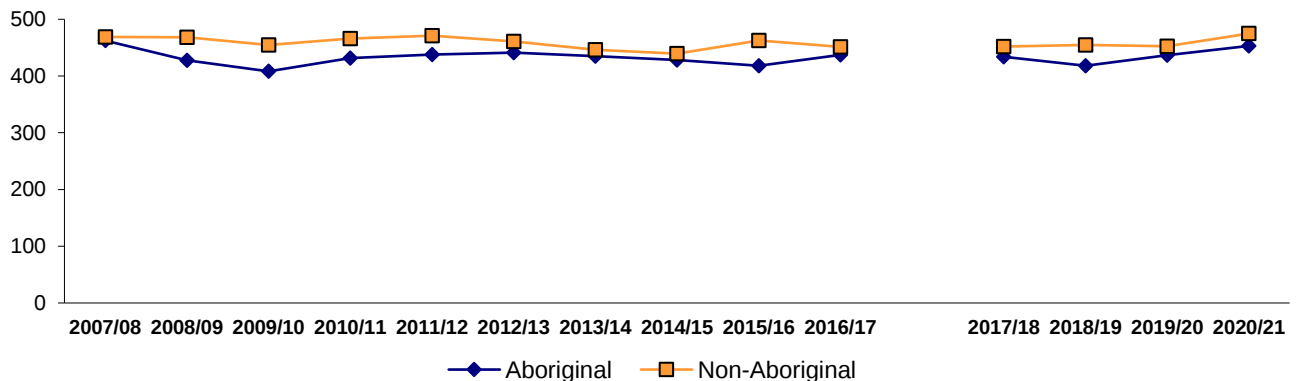
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	348	89	107	31	227	65	14	4
			Emerging		On Track		Extending	
2017/18	362	95	Msk	Msk	218	60	Msk	Msk
2018/19	367	93	Msk	Msk	219	60	Msk	Msk
2019/20	380	90	142	37	226	59	12	3
2020/21	361	90	109	30	235	65	17	5

Grade 4: Non-Aboriginal



Average FSA Scaled Score - Grade 4 Numeracy



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

BC Residents

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

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

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

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

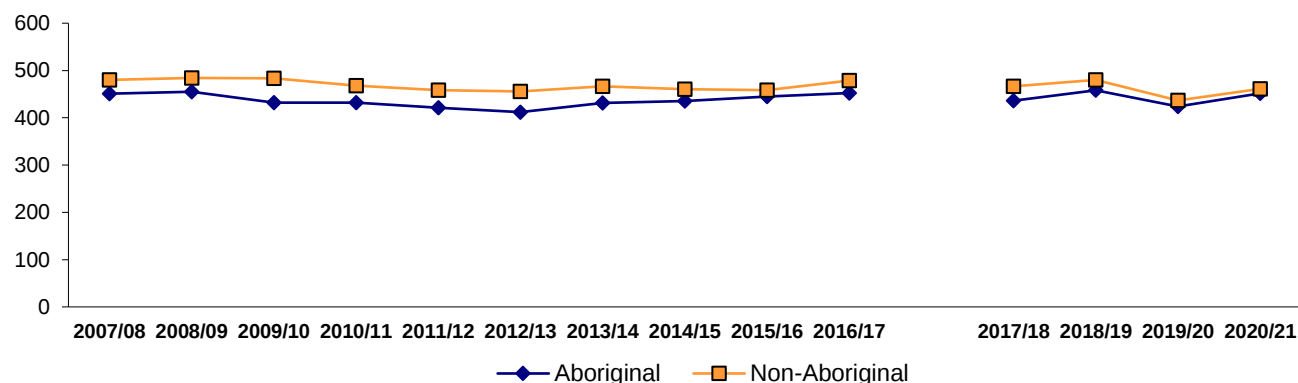
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	82	86	Msk	Msk	51	62	Msk	Msk
			Emerging		On Track		Extending	
2017/18	97	84	Msk	Msk	61	63	Msk	Msk
2018/19	100	88	24	24	76	76	0	0
2019/20	97	80	35	36	62	64	0	0
2020/21	85	89	Msk	Msk	57	67	Msk	Msk

GRADE 7: NON-ABORIGINAL

Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	309	92	74	24	208	67	27	9
			Emerging		On Track		Extending	
2017/18	340	93	88	26	240	71	12	4
2018/19	350	94	Msk	Msk	280	80	Msk	Msk
2019/20	361	89	Msk	Msk	245	68	Msk	Msk
2020/21	371	89	Msk	Msk	296	80	Msk	Msk

Average FSA Scaled Score - Grade 7 Reading



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

BC Residents

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

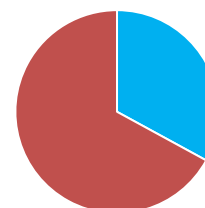
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications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

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

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	79	83	Msk	Msk	48	61	Msk	Msk
			Emerging		On Track		Extending	
2017/18	89	77	Msk	Msk	61	69	Msk	Msk
2018/19	98	86	Msk	Msk	83	85	Msk	Msk
2019/20	92	75	10	11	82	89	0	0
2020/21	85	89	28	33	57	67	0	0

Grade 7: Aboriginal



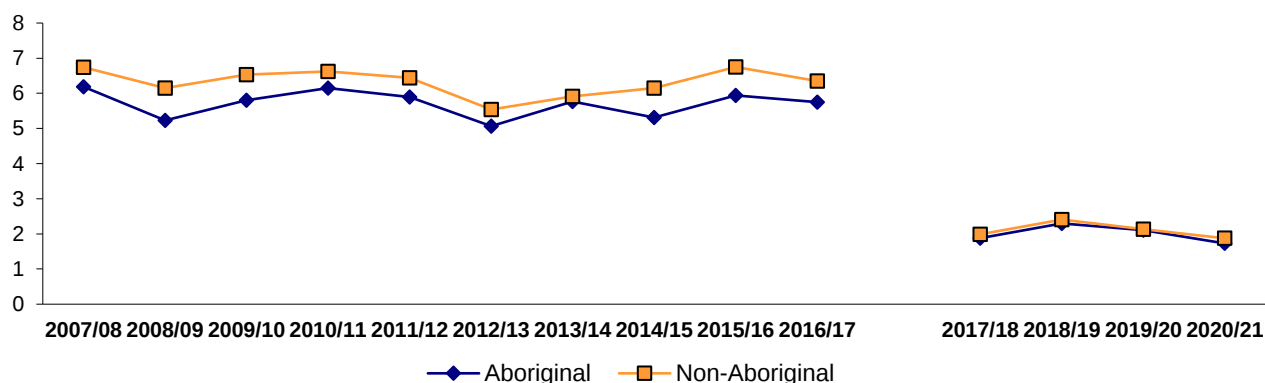
Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	304	90	70	23	221	73	13	4
			Emerging		On Track		Extending	
2017/18	319	87	Msk	Msk	240	75	Msk	Msk
2018/19	337	90	28	8	295	88	14	4
2019/20	343	85	Msk	Msk	320	93	Msk	Msk
2020/21	358	86	Msk	Msk	252	70	Msk	Msk

Grade 7: Non-Aboriginal

Average FSA Score - Grade 7 Writing



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

BC Residents

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

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

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

GRADE 7: ABORIGINAL

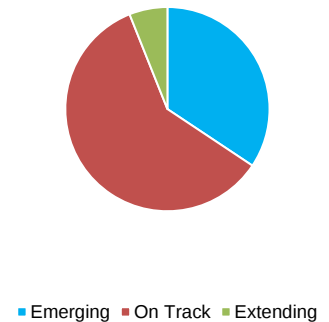
Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	82	86	35	43	47	57	0	0
			Emerging		On Track		Extending	
2017/18	97	84	60	62	Msk	Msk	Msk	Msk
2018/19	100	88	60	60	Msk	Msk	Msk	Msk
2019/20	98	80	55	56	Msk	Msk	Msk	Msk
2020/21	84	88	Msk	Msk	42	50	Msk	Msk

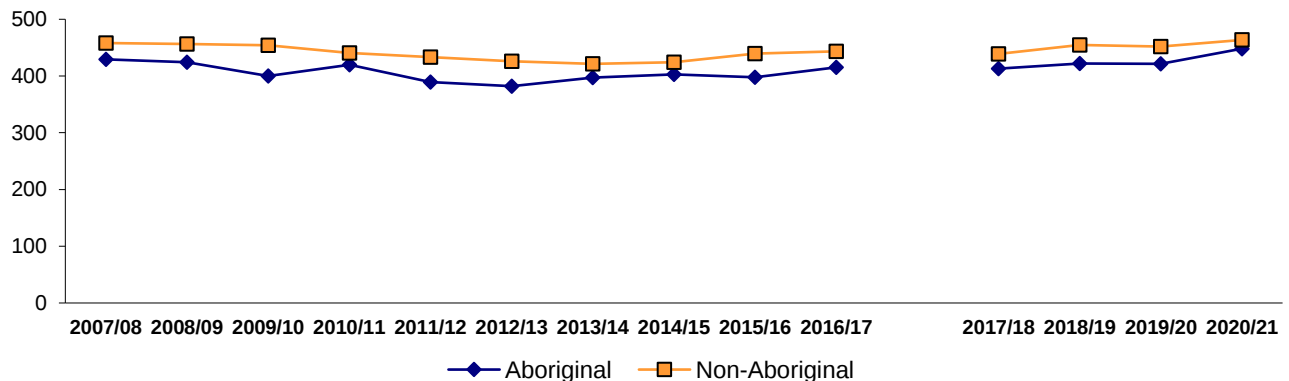
GRADE 7: NON-ABORIGINAL

Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	311	92	108	35	188	60	15	5
			Emerging		On Track		Extending	
2017/18	340	93	164	48	162	48	14	4
2018/19	351	94	143	41	191	54	17	5
2019/20	359	89	147	41	199	55	13	4
2020/21	364	88	125	34	217	60	22	6



Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

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

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

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

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	63	56	Msk	Msk	29	46	Msk	Msk	0	0
Non-Aboriginal	241	73	84	35	111	46	Msk	Msk	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	64	61	30	47	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	278	78	105	38	121	44	Msk	Msk	Msk	Msk

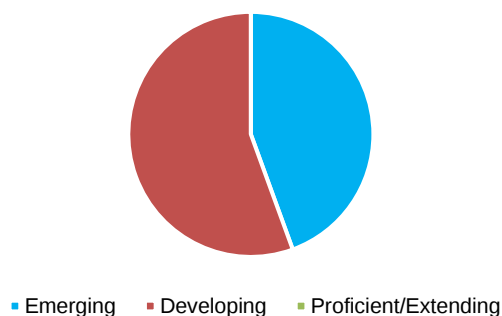
2019/20 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	49	46	18	37	21	43	10	20	0	0
Non-Aboriginal	186	55	Msk	Msk	79	42	58	31	Msk	Msk

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

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	66	51	24	36	30	45	Msk	Msk	Msk	Msk
Non-Aboriginal	220	53	Msk	Msk	113	51	63	29	Msk	Msk

Numeracy 2020/21: Aboriginal



Note:

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

The Ministry masking policy <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations> requires suppression of values below 10

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

GRADE 10 LITERACY ASSESSMENT

BC Residents

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

The Grade 10 Literacy Assessment is a new provincial measure that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It assesses a student's ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. For further information, please visit:

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

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

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	28	26	Msk	Msk	Msk	Msk	18	64	0	0
Non-Aboriginal	129	38	Msk	Msk	35	27	82	64	Msk	Msk

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

School Year	Writers only	Participation	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	60	47	Msk	Msk	21	35	32	53	Msk	Msk
Non-Aboriginal	225	54	Msk	Msk	61	27	138	61	Msk	Msk

Note:

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

The Ministry masking policy <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations> requires suppression of values below 10

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

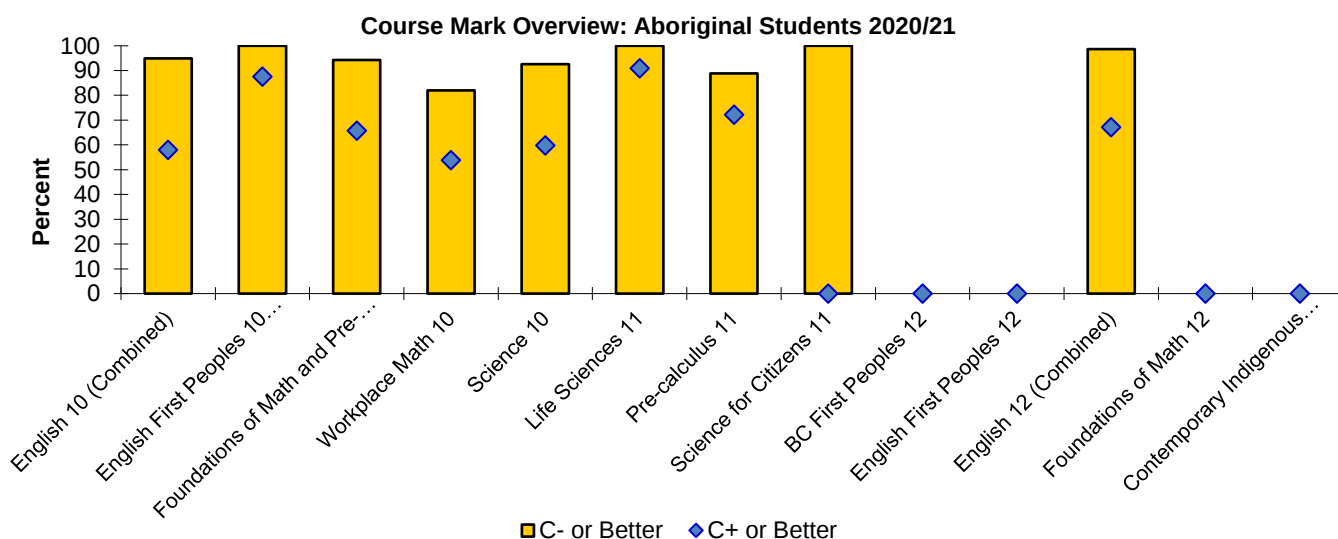
COURSE MARK RESULTS 2020/21: OVERVIEW

BC Residents

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

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

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	%	#	#	%	#	%
English 10 (Combined)	195	185	95	113	58	727	705	97	529	73
English First Peoples 10 (Combined)	16	16	100	14	88	10	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	70	66	94	46	66	279	273	98	220	79
Workplace Math 10	39	32	82	21	54	92	92	100	58	63
Science 10	107	99	93	64	60	361	355	98	267	74
Life Sciences 11	33	33	100	30	91	155	152	98	130	84
Pre-calculus 11	36	32	89	26	72	165	159	96	132	80
Science for Citizens 11	17	17	100	Msk	Msk	42	42	100	26	62
BC First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12 (Combined)	73	72	99	49	67	347	342	99	256	74
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	32	32	100	27	84
Contemporary Indigenous Studies 12	-	-	-	-	-	-	-	-	-	-



Note:

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

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

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

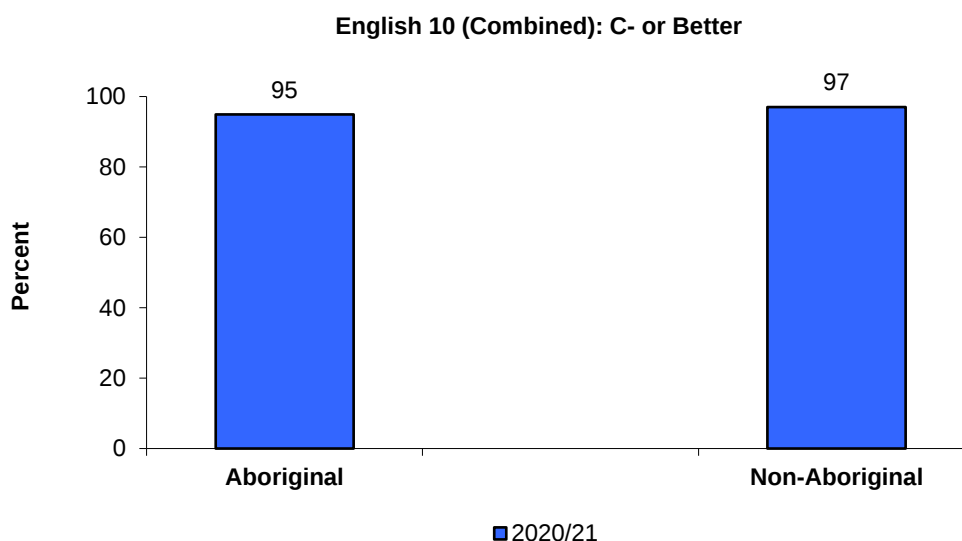
English 12 (Combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	172	166	97	91	53	677	669	99	474	70	
2020/21	195	185	95	113	58	727	705	97	529	73	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 10	Course Mark Count		Course	Total Gr 10	Course Mark Count	
	Mark Count	Students *	Gr 10	Non-Gr 10	Mark Count	Students *	Gr 10	Non-Gr 10
	#	#	#	#	#	#	#	#
2019/20	172	107	151	21	677	340	614	63
2020/21	195	129	184	11	727	413	707	20



Note:

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

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

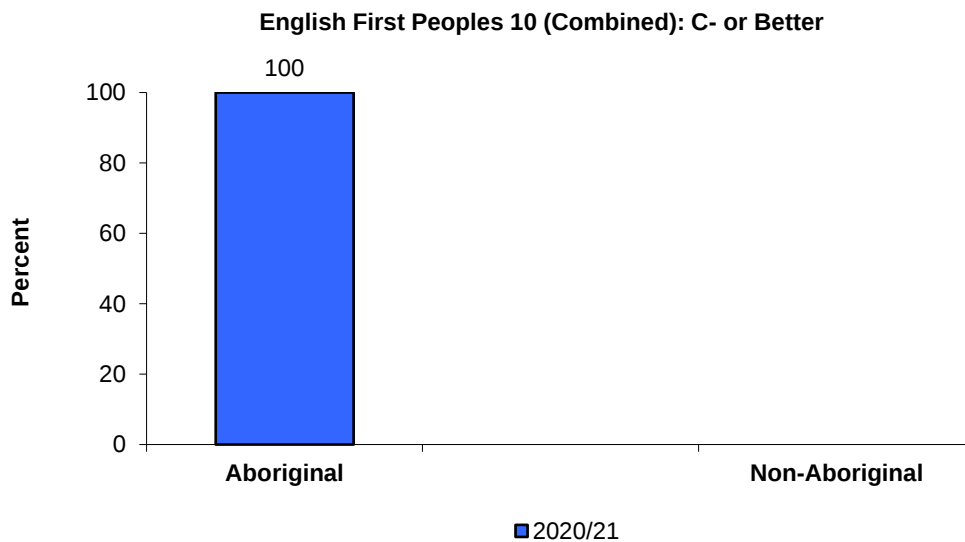
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	22	22	100	16	73	11	11	100	10	91	
2020/21	16	16	100	14	88	10	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	22	107	22	0	11	340	Msk	Msk	
2020/21	16	129	16	0	10	413	10	0	



Note:

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

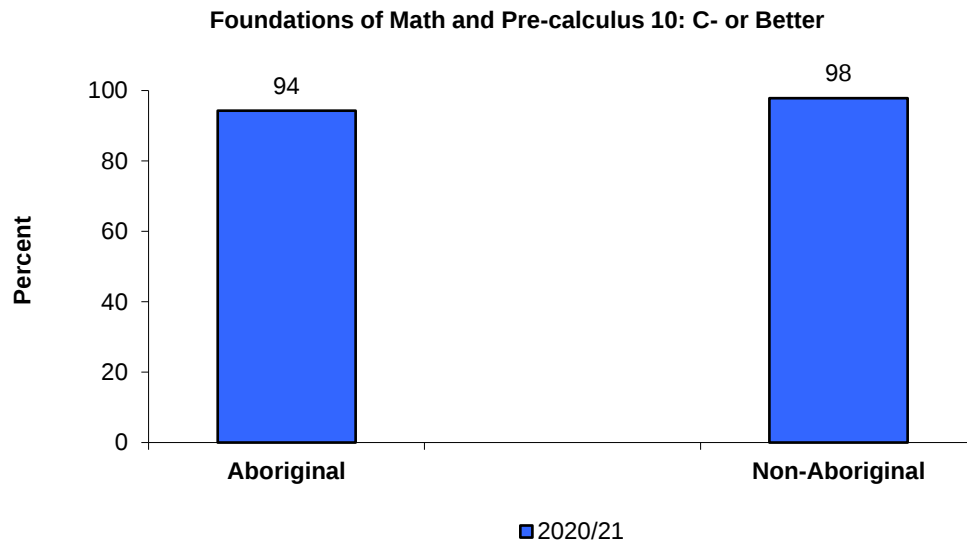
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal				
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	%		#	%	#	%
2019/20	67	60	90	41	61	248	245	99	202	81
2020/21	70	66	94	46	66	279	273	98	220	79

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	67	107	Msk	Msk	248	340	229	19	
2020/21	70	129	Msk	Msk	279	413	267	12	



Note:

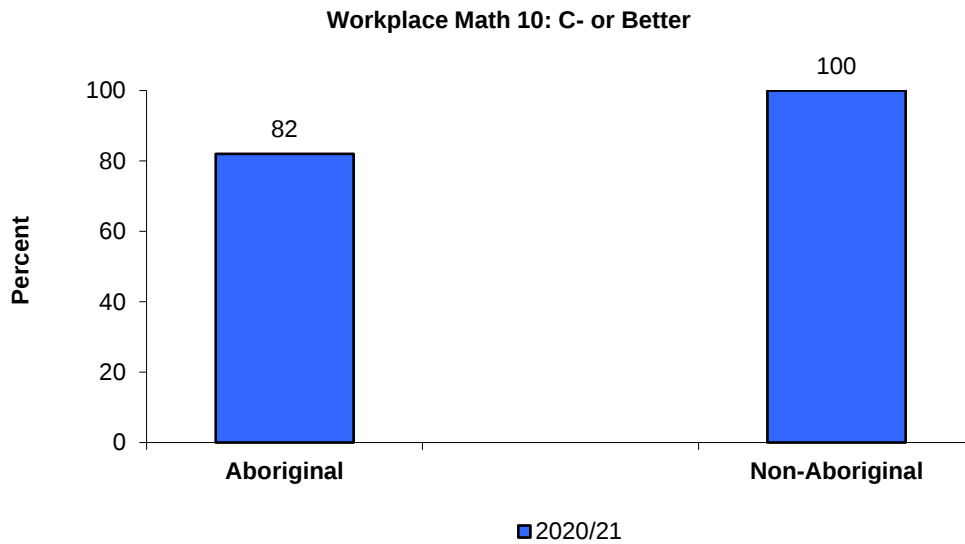
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal				
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	%		#	%	#	%
2019/20	39	37	95	19	49	80	79	99	44	55
2020/21	39	32	82	21	54	92	92	100	58	63

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	39	107	27	12	80	340	67	13	
2020/21	39	129	Msk	Msk	92	413	79	13	



Note:

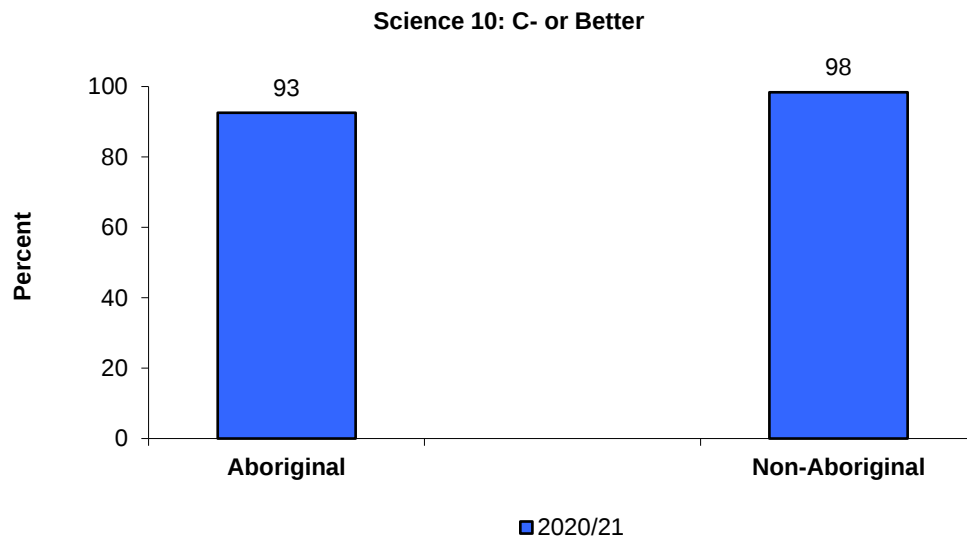
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	88	86	98	51	58	340	330	97	237	70	
2020/21	107	99	93	64	60	361	355	98	267	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	88	107	Msk	Msk	340	340	311	29	
2020/21	107	129	Msk	Msk	361	413	Msk	Msk	



Note:

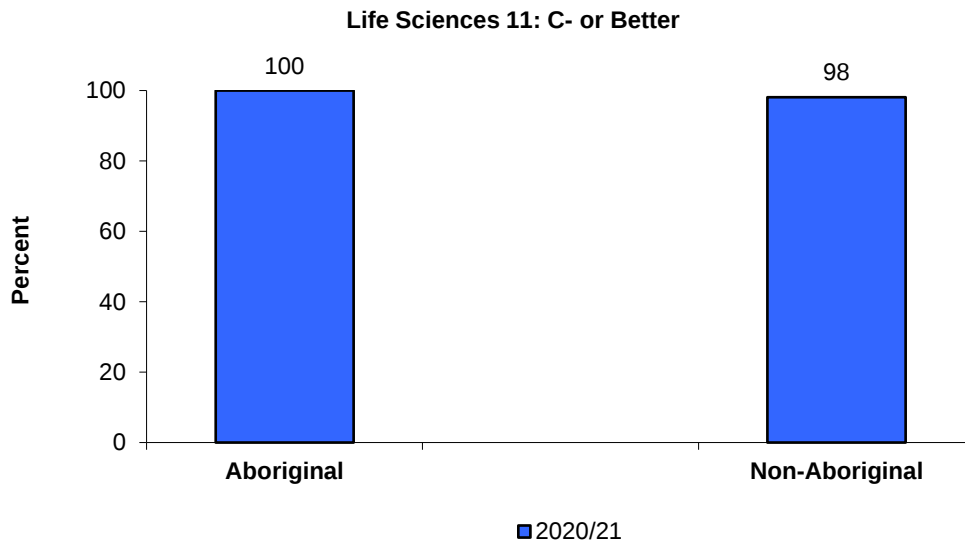
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	40	39	98	31	78	160	159	99	120	75	
2020/21	33	33	100	30	91	155	152	98	130	84	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	40	104	28	12	160	363	105	55	
2020/21	33	109	22	11	155	341	97	58	



Note:

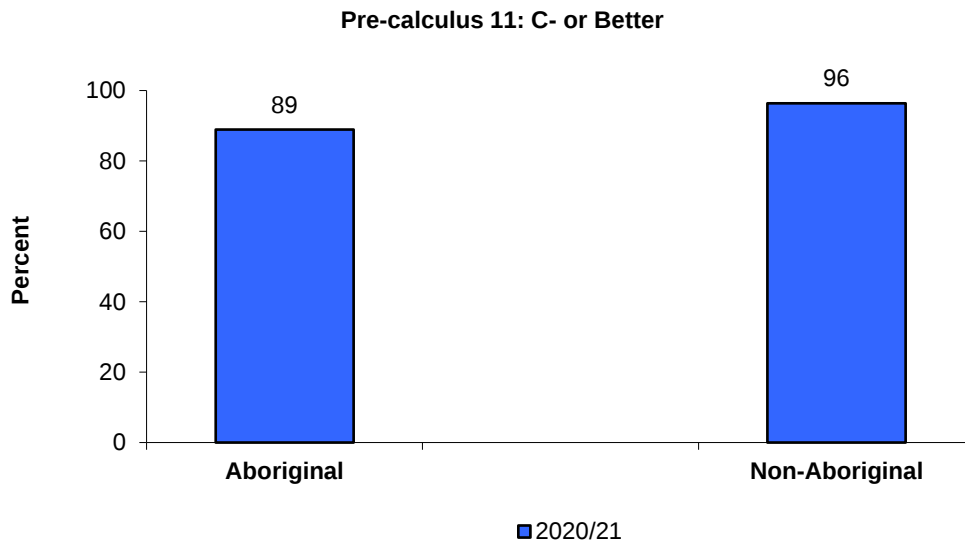
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	30	26	87	22	73	188	182	97	155	82	
2020/21	36	32	89	26	72	165	159	96	132	80	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	30	104	Msk	Msk	188	363	160	28	
2020/21	36	109	Msk	Msk	165	341	141	24	



Note:

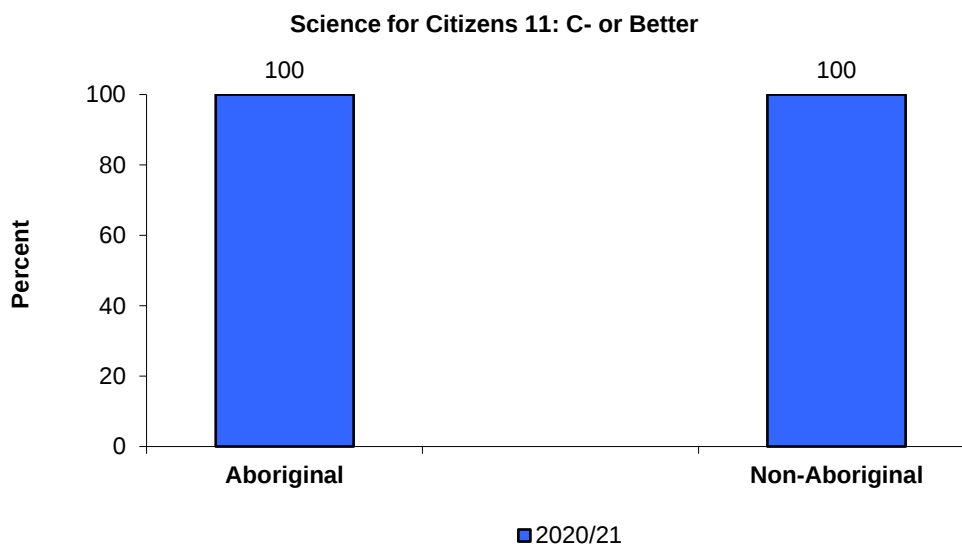
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	20	18	90	Msk	Msk	50	48	96	31	62	
2020/21	17	17	100	Msk	Msk	42	42	100	26	62	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 11	Course Mark Count		Course Mark Count	Total Gr 11	Course Mark Count	
	Mark Count	Students *	Gr 11	Non-Gr 11		Students *	Gr 11	Non-Gr 11
	#	#	#	#		#	#	#
2019/20	20	104	Msk	Msk	50	363	34	16
2020/21	17	109	Msk	Msk	42	341	30	12



Note:

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

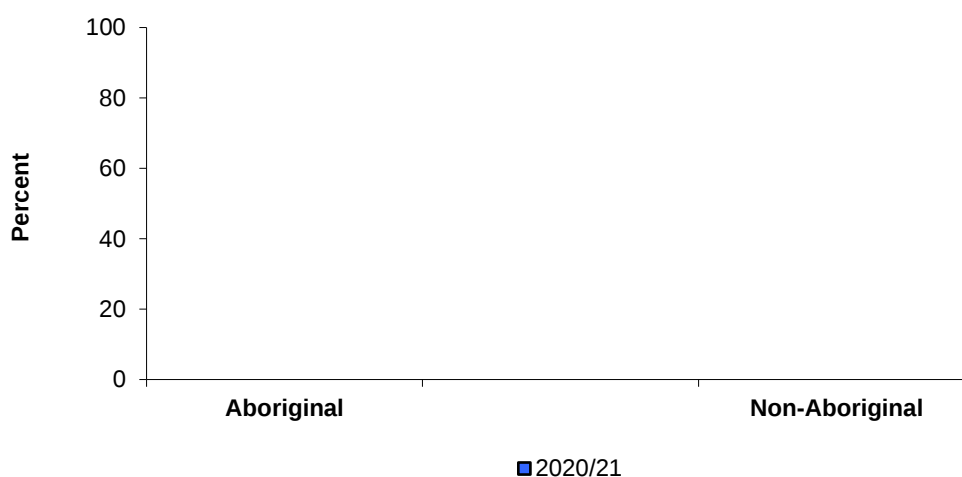
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

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

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	Msk	128	Msk	Msk	-	403	-	-
2020/21	Msk	112	Msk	Msk	Msk	416	Msk	Msk

BC First Peoples 12: C- or Better



Note:

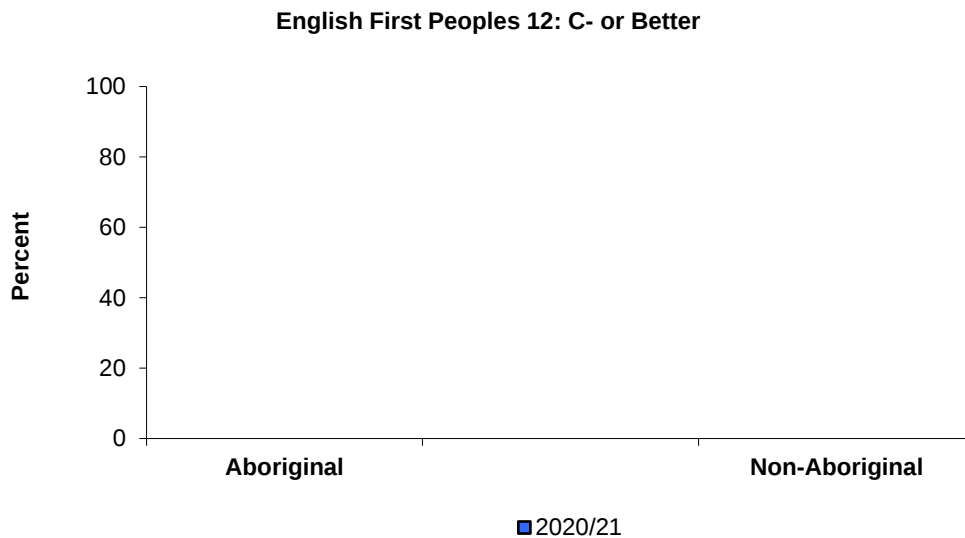
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

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

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	Msk	128	Msk	Msk	Msk	403	Msk	Msk
2020/21	Msk	112	Msk	Msk	Msk	416	Msk	Msk



Note:

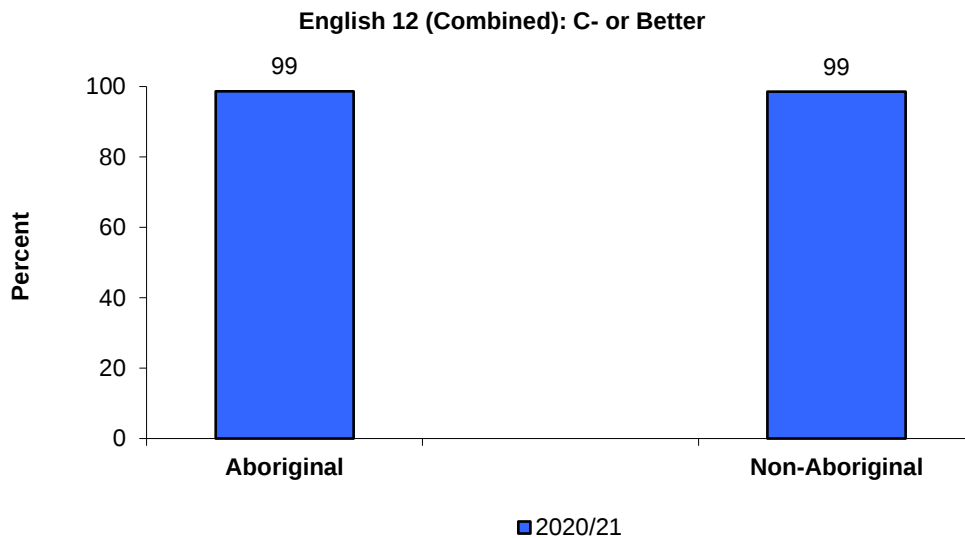
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	103	103	100	57	55	323	316	98	231	72	
2020/21	73	72	99	49	67	347	342	99	256	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	103	128	Msk	Msk	323	403	310	13	
2020/21	73	112	Msk	Msk	347	416	334	13	



Note:

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

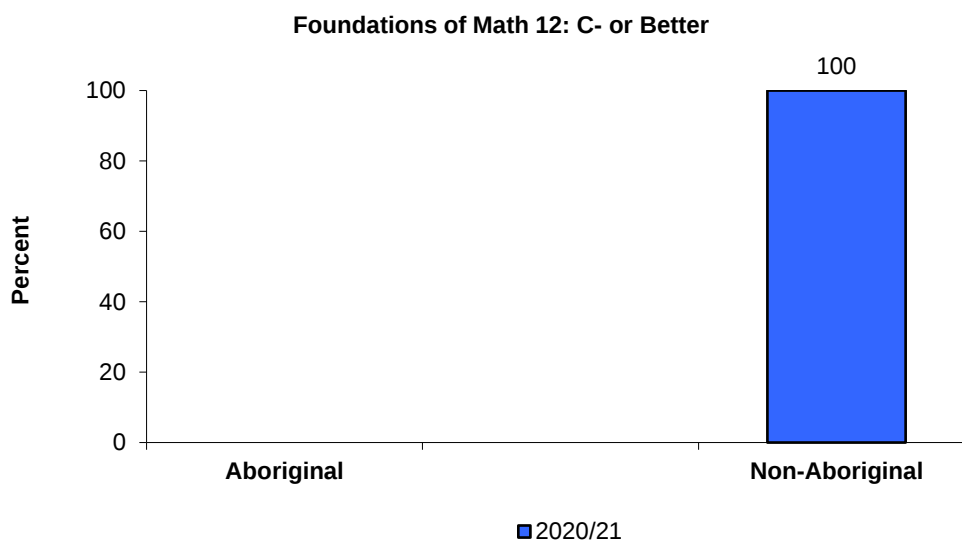
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	17	17	100	11	65	63	63	100	56	89	
2020/21	Msk	Msk	Msk	Msk	Msk	32	32	100	27	84	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12
	#	#	#	#		#	#	#
2019/20	17	128	Msk	Msk	63	403	Msk	Msk
2020/21	Msk	112	Msk	Msk	32	416	Msk	Msk



Note:

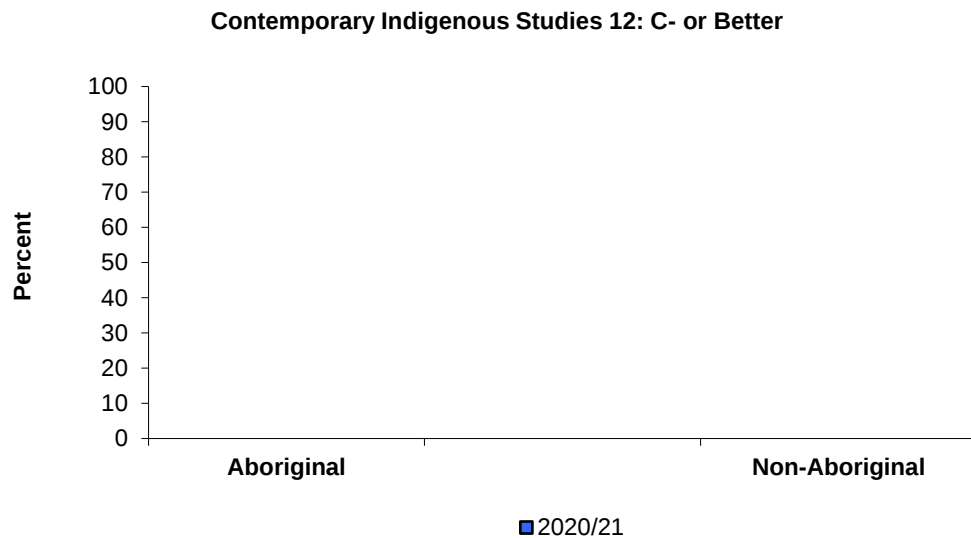
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

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

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	-	128	-	-	-	403	-	-	
2020/21	-	112	-	-	-	416	-	-	



Note:

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

FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2016/17 - 2020/21

BC Residents

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

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

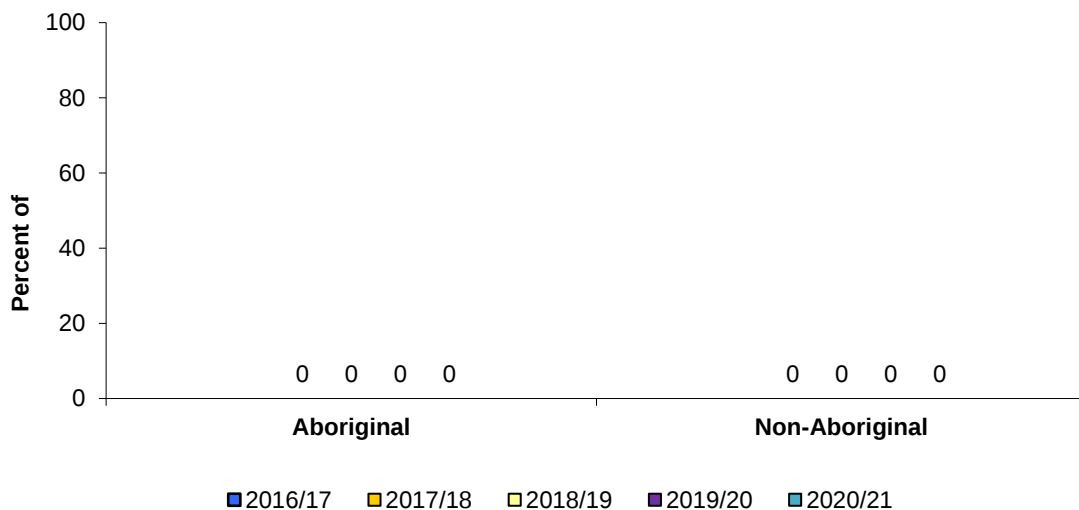
There are currently 18 approved First Nations languages courses in B.C. Courses where no students were enrolled during the 2019/20 school year are omitted from the following language listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

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

List of First Nations Languages Courses in District:

Secwepemctsin

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

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

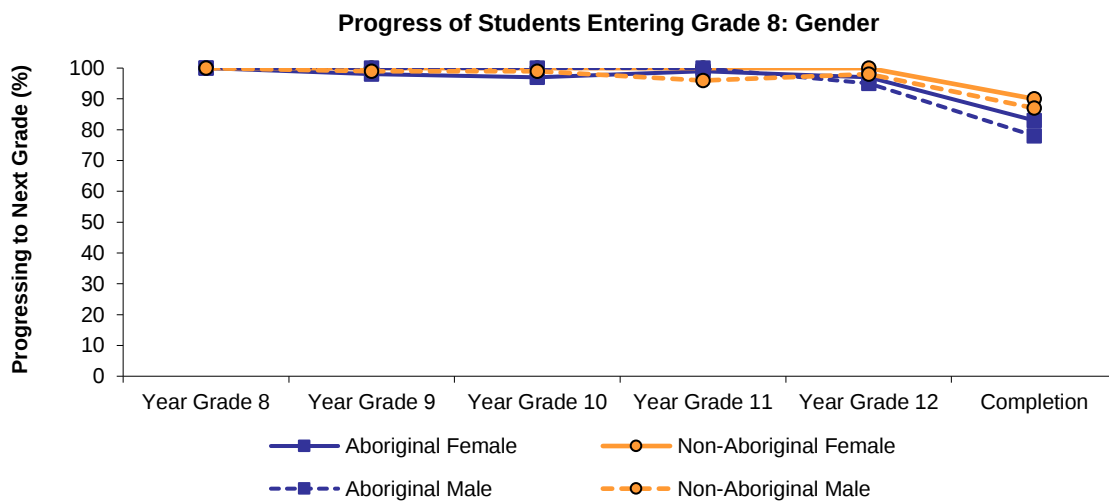
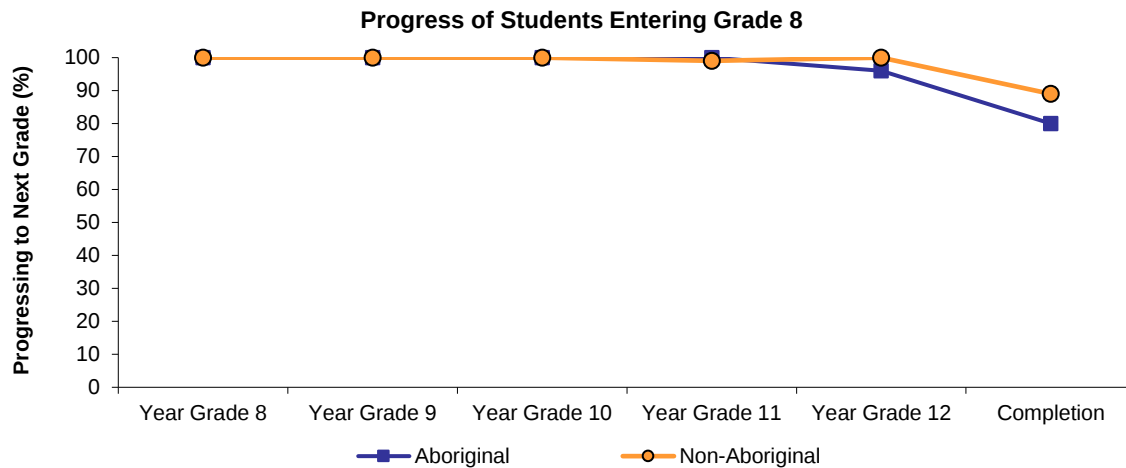
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2015

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	Grade 8	100	100	100	100	100	100
	Grade 9	100	98	100	100	100	99
	Grade 10	100	97	100	100	100	99
	Grade 11	100	99	100	99	100	96
	Grade 12	96	97	95	100	100	98
2020/21	Completion	80	83	78	89	90	87



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

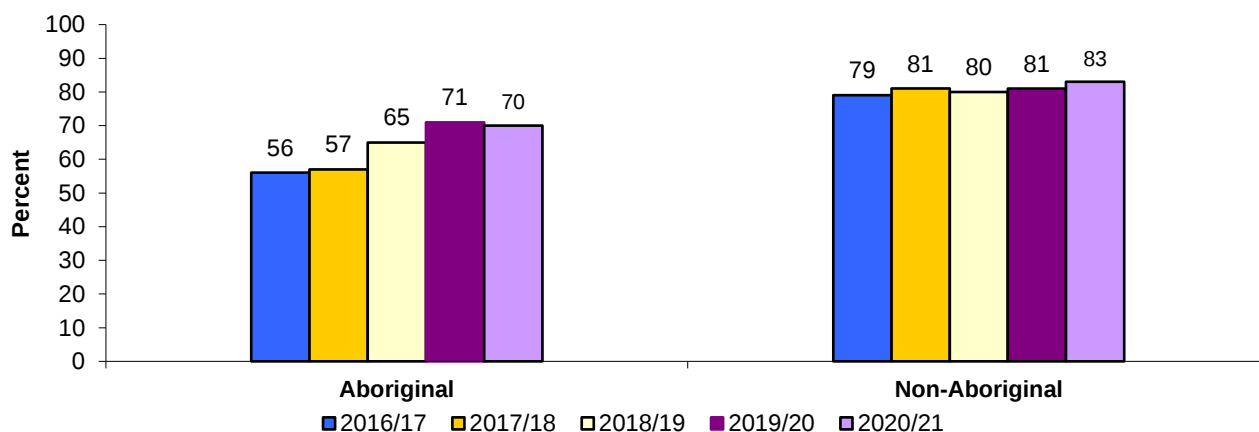
BC Residents

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

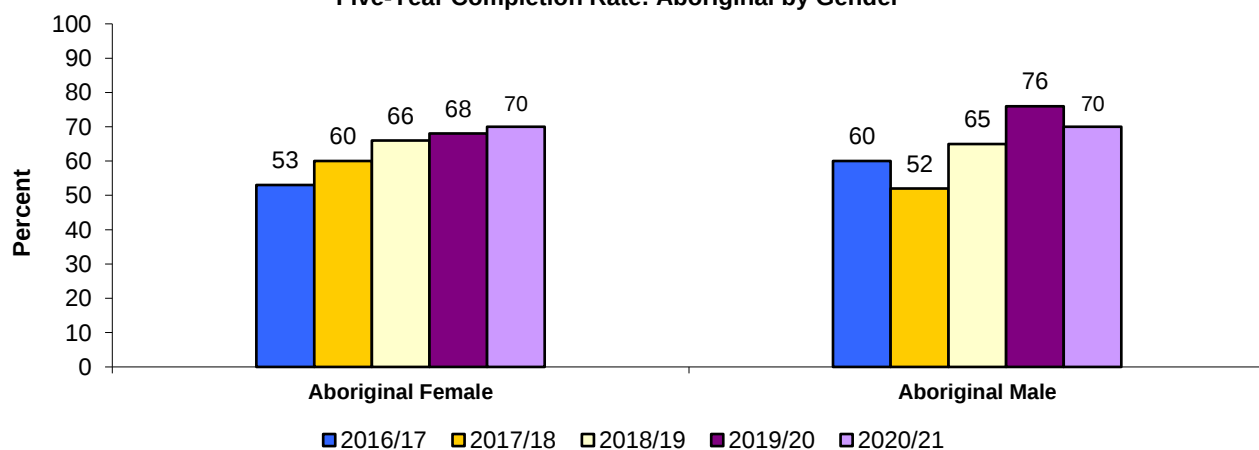
FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	56	53	60	79	87	73
2017/18	57	60	52	81	83	79
2018/19	65	66	65	80	87	75
2019/20	71	68	76	81	84	78
2020/21	70	70	70	83	86	79

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



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

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

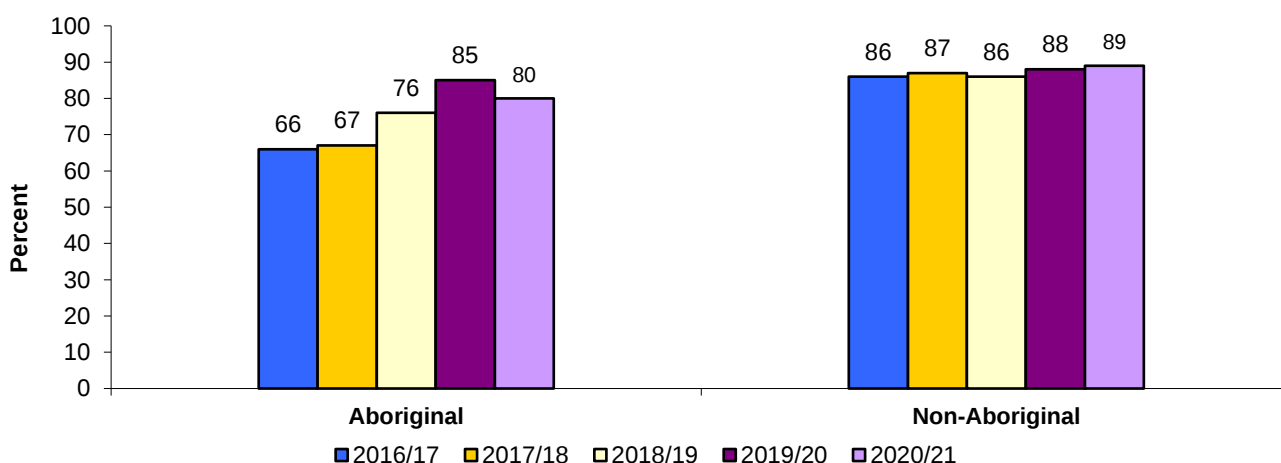
BC Residents

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

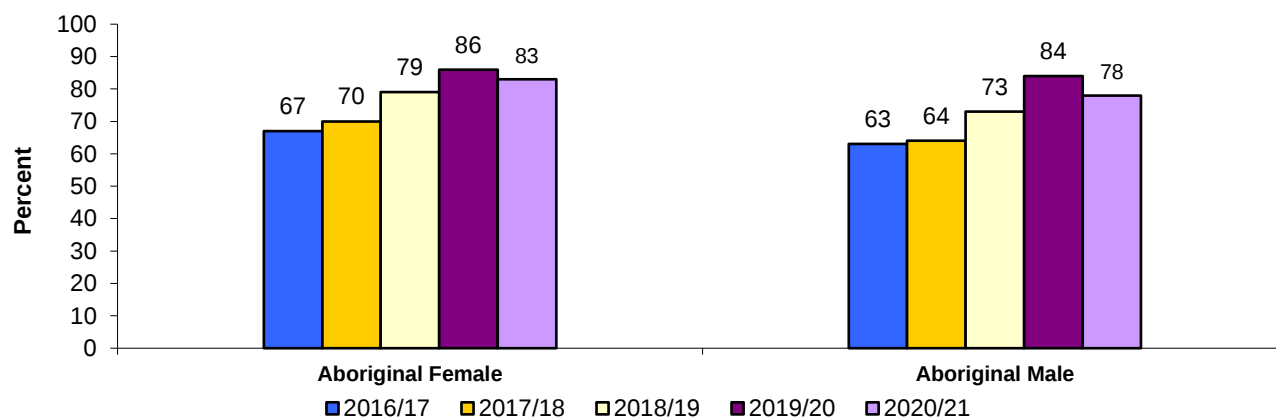
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	66	67	63	86	91	82
2017/18	67	70	64	87	87	86
2018/19	76	79	73	86	91	81
2019/20	85	86	84	88	92	85
2020/21	80	83	78	89	90	87

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



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

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

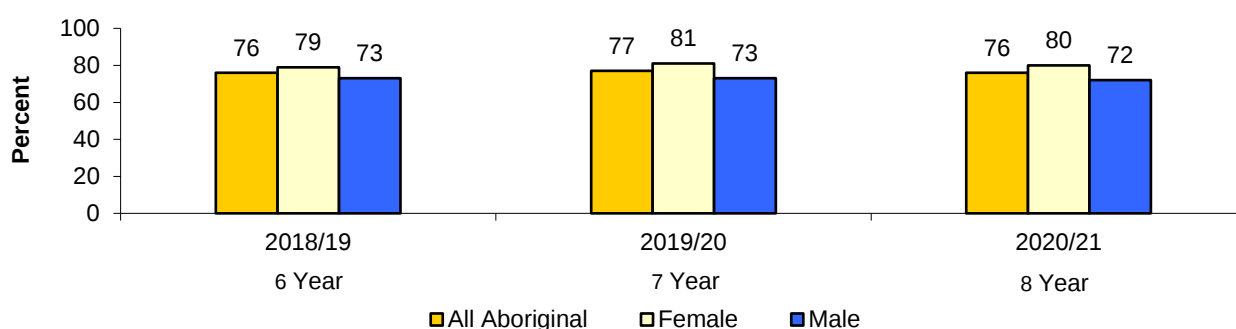
BC Residents

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

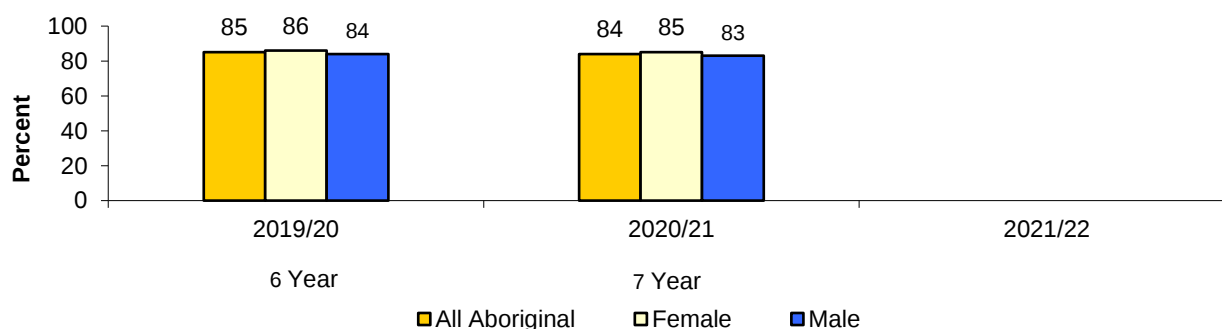
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2013/14	76	79	73	77	81	73	76	80	72
2014/15	85	86	84	84	85	83	-	-	-
2015/16	80	83	78	-	-	-	-	-	-

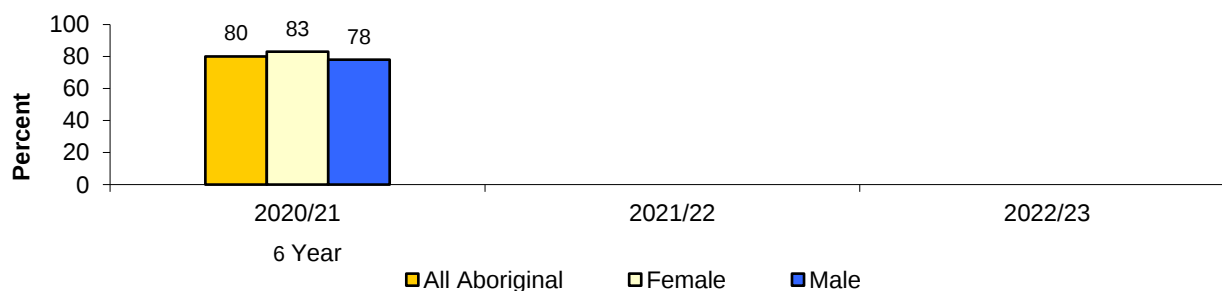
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2013/14 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate		
	#	#	%		#	%	
2016/17	101	Msk	Msk	413	13	3	
2017/18	109	Msk	Msk	406	Msk	Msk	
2018/19	123	Msk	Msk	444	Msk	Msk	
2019/20	125	Msk	Msk	383	12	3	
2020/21	111	Msk	Msk	399	10	3	

BC CERTIFICATE OF GRADUATION ("Dogwood")

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation		
	#	#	%		#	%	
2016/17	101	54	53	413	321	78	
2017/18	109	61	56	406	290	71	
2018/19	123	77	63	444	325	73	
2019/20	125	80	64	383	279	73	
2020/21	111	66	59	399	309	77	

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood")*

Aboriginal			Non-Aboriginal		
School Year	September Gr 12 Students	BC Adult Graduation Diploma	September Gr 12 Students	BC Adult Graduation Diploma	
	#	#		#	#
2016/17	101	Msk	413	14	
2017/18	109	11	406	11	
2018/19	123	Msk	444	28	
2019/20	125	15	383	22	
2020/21	111	11	399	16	

Note:

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

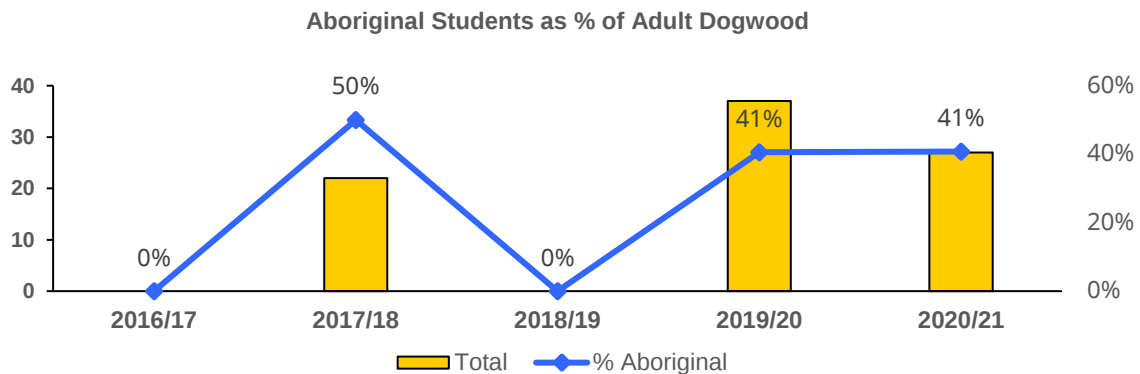
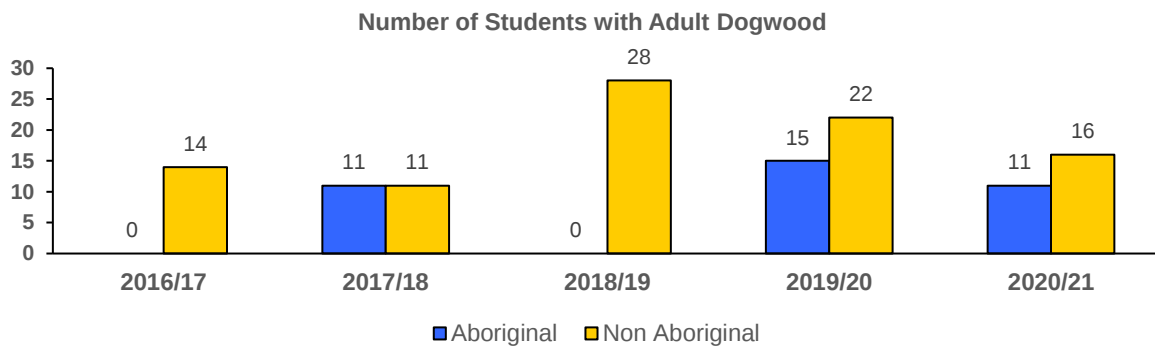
BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2016/17	Msk	Msk	Msk	14	Msk
2017/18	22	11	50	11	50
2018/19	Msk	Msk	Msk	28	Msk
2019/20	37	15	41	22	59
2020/21	27	11	41	16	59



PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

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

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2016/17	Msk	Msk	Msk	79	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	46	Msk	46	Msk	Msk	Msk	Msk
2019/20	Msk	45	Msk	55	Msk	Msk	Msk	Msk
2020/21	Msk	63	Msk	Msk	Msk	Msk	Msk	Msk

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

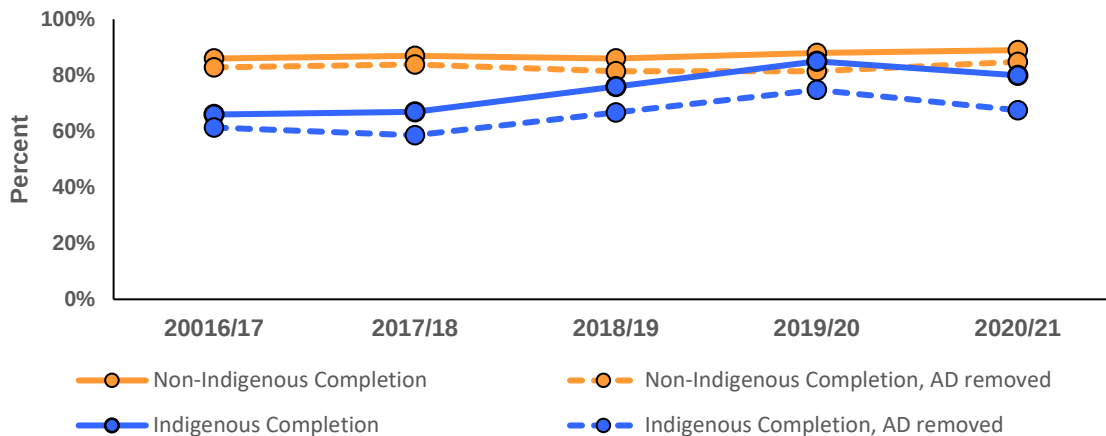
School Year	Aboriginal						Non-Aboriginal					
	Age: Under 19		Age: 19-20		Age: Over 20		Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%	#	%	#	%	#	%
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	10	71	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	22	79	Msk	Msk	Msk	Msk
2019/20	11	73	Msk	Msk	Msk	Msk	14	64	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	11	69	Msk	Msk	Msk	Msk

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

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

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
2016/17	66	-5	61	86	-3	83
2017/18	67	-8	59	87	-3	84
2018/19	76	-9	67	86	-5	81
2019/20	85	-10	75	88	-7	81
2020/21	80	-12	68	89	-4	85

Six-Year Completion Rate - Adult Dogwood Contribution



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

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

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

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

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

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYIC #	Aboriginal CYIC		Non Aboriginal CYIC	
		#	%	#	%
2015/16	113	59	52	54	48
2016/17	109	49	45	60	55
2017/18	97	51	53	46	47
2018/19	100	54	54	46	46
2019/20	80	45	56	35	44

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2015/16	1,276	59	5
2016/17	1,312	49	4
2017/18	1,343	51	4
2018/19	1,361	54	4
2019/20	1,379	45	3

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYIC %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	90	Msk	Msk	Msk	Msk	Msk	99

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Community College							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	71	100	12	16.9	Msk	Msk	Msk	Msk	-	-
Non-Aboriginal	349	100	88	25.2	41	11.7	17	4.9	Msk	Msk

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Community College							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	35	100	-	-	Msk	Msk	-	-	-	-
Non-Aboriginal	103	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to an Institute							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	71	100	Msk	Msk	-	-	-	-	Msk	Msk
Non-Aboriginal	349	100	Msk	Msk	Msk	Msk	-	-	-	-

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to an Institute							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	35	100	-	-	-	-	-	-	-	-
Non-Aboriginal	103	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.

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Research-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	71	100	Msk	Msk	Msk	Msk	-	-	-	-
Non-Aboriginal	349	100	29	8.3	Msk	Msk	Msk	Msk	Msk	Msk

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Research-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	35	100	-	-	-	-	-	-	-	-
Non-Aboriginal	103	100	-	-	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Teaching-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	71	100	Msk	Msk	-	-	Msk	Msk	-	-
Non-Aboriginal	349	100	21	6.0	11	3.2	Msk	Msk	Msk	Msk

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Teaching-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	35	100	-	-	-	-	-	-	-	-
Non-Aboriginal	103	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.

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

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

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

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

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

CAVEAT

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

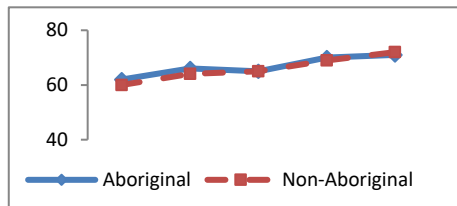
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

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

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

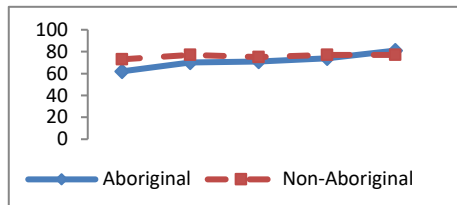
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	82	51	62	302	182	60
2017/18	80	53	66	345	222	64
2018/19	93	60	65	356	230	65
2019/20	74	52	70	318	219	69
2020/21	72	51	71	342	245	72

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	82	51	62	304	221	73
2017/18	80	56	70	349	267	77
2018/19	94	67	71	359	269	75
2019/20	77	57	74	322	248	77
2020/21	72	58	81	341	264	77

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



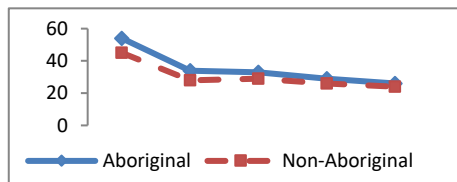
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All or many		Gr 4 Respondents	All or many	
	#	#	%	#	#	%
2016/17	80	36	45	304	155	51
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	79	64	81	296	254	86
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

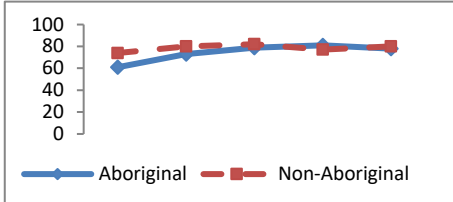
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	81	44	54	304	138	45
2017/18	79	27	34	346	97	28
2018/19	95	31	33	354	104	29
2019/20	73	21	29	316	81	26
2020/21	73	19	26	344	84	24

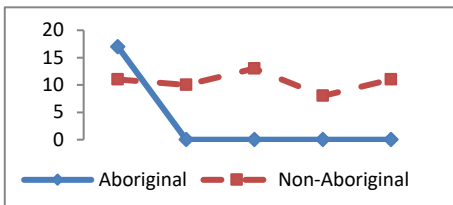
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



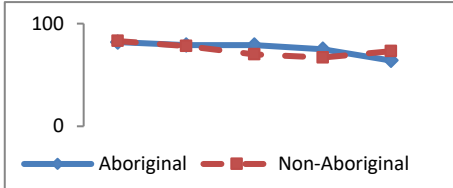
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	71	43	61	311	230	74
2017/18	64	47	73	357	284	80
2018/19	81	64	79	370	304	82
2019/20	74	60	81	314	242	77
2020/21	74	58	78	338	271	80

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	72	12	17	306	33	11
2017/18	64	Msk	Msk	359	37	10
2018/19	79	Msk	Msk	369	47	13
2019/20	73	Msk	Msk	315	26	8
2020/21	73	Msk	Msk	336	37	11

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



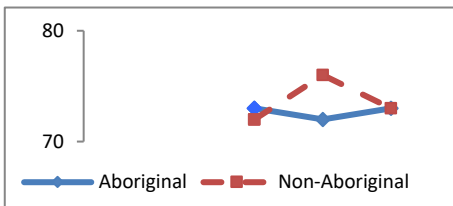
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2016/17	82	67	82	303	250	83
2017/18	80	63	79	350	273	78
2018/19	94	74	79	356	249	70
2019/20	76	57	75	321	216	67
2020/21	73	47	64	341	250	73

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	82	Msk	Msk	302	15	5
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

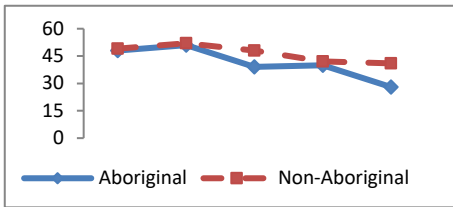
I am happy at my school.



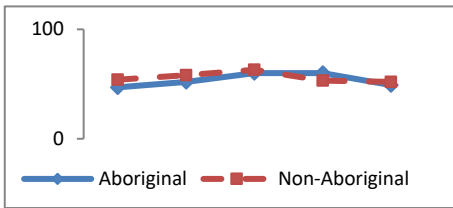
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	-	-	-	-	-	-
2017/18	80	46	58	345	245	71
2018/19	93	68	73	357	257	72
2019/20	75	54	72	318	241	76
2020/21	73	53	73	342	251	73

STUDENT LEARNING SURVEY RESULTS, GRADE 7

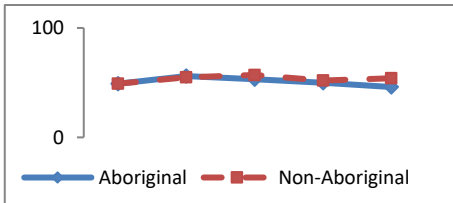
Do you like school?



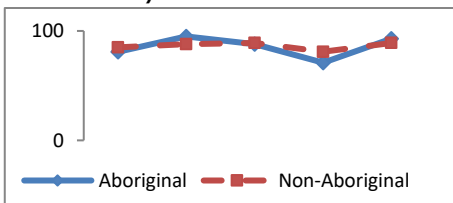
Do adults in the school treat all students fairly?



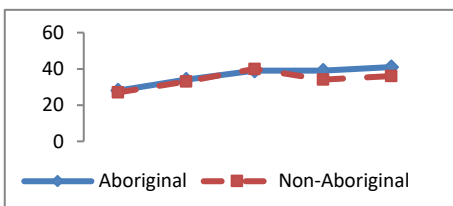
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	93	45	48
2017/18	88	45	51
2018/19	95	37	39
2019/20	57	23	40
2020/21	81	23	28

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	280	136	49
2017/18	313	162	52
2018/19	340	163	48
2019/20	193	81	42
2020/21	340	138	41

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	93	44	47
2017/18	88	46	52
2018/19	94	56	60
2019/20	57	34	60
2020/21	82	40	49

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	282	153	54
2017/18	315	184	58
2018/19	341	216	63
2019/20	194	102	53
2020/21	340	176	52

Aboriginal

School Year	Gr 7 Respondents #	All or many	
		#	%
2016/17	92	45	49
2017/18	86	48	56
2018/19	94	50	53
2019/20	56	28	50
2020/21	82	38	46

School Year	Gr 7 Respondents #	All or many	
		#	%
2016/17	281	138	49
2017/18	300	165	55
2018/19	331	190	57
2019/20	188	98	52
2020/21	331	180	54

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	93	75	81
2017/18	87	83	95
2018/19	95	84	88
2019/20	56	40	71
2020/21	82	76	93

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	278	237	85
2017/18	307	271	88
2018/19	338	302	89
2019/20	189	153	81
2020/21	332	295	89

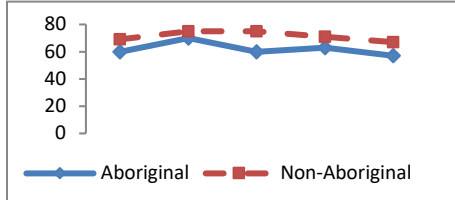
Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	92	26	28
2017/18	87	30	34
2018/19	95	37	39
2019/20	56	22	39
2020/21	81	33	41

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	281	75	27
2017/18	316	103	33
2018/19	340	137	40
2019/20	193	65	34
2020/21	338	123	36

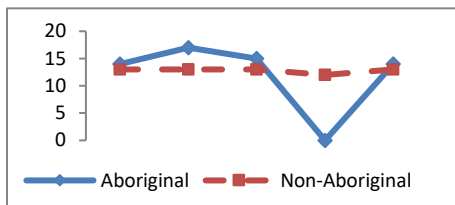
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



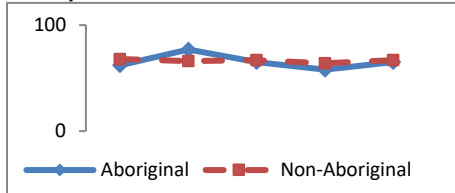
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	90	54	60	280	194	69
2017/18	76	53	70	324	243	75
2018/19	84	50	60	348	262	75
2019/20	52	33	63	193	137	71
2020/21	81	46	57	338	226	67

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



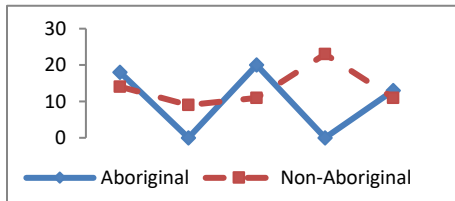
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	91	13	14	279	37	13
2017/18	76	13	17	322	41	13
2018/19	86	13	15	349	44	13
2019/20	52	Msk	Msk	193	23	12
2020/21	81	11	14	338	44	13

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2016/17	93	58	62	282	193	68
2017/18	88	68	77	313	207	66
2018/19	92	60	65	340	228	67
2019/20	55	32	58	194	124	64
2020/21	82	53	65	340	229	67

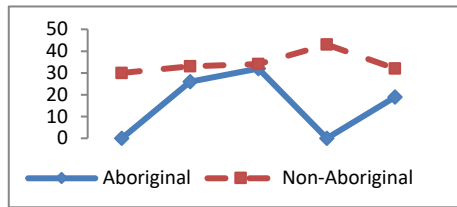
I would like to go to a different school.



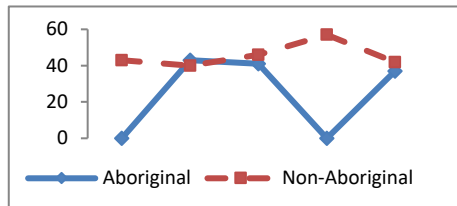
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	93	17	18	277	39	14
2017/18	88	Msk	Msk	315	29	9
2018/19	94	19	20	339	37	11
2019/20	56	Msk	Msk	194	45	23
2020/21	82	11	13	340	36	11

STUDENT LEARNING SURVEY RESULTS, GRADE 10

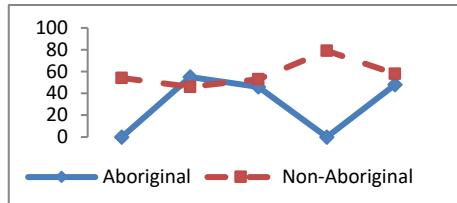
Do you like school?



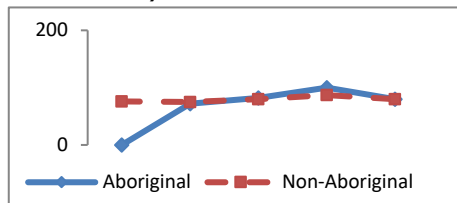
Do adults in the school treat all students fairly?



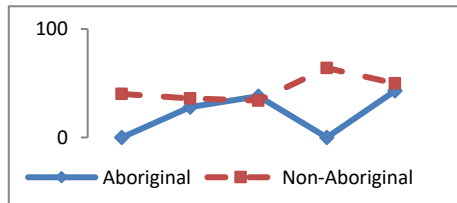
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	14	Msk	Msk
2017/18	46	12	26
2018/19	63	20	32
2019/20	12	Msk	Msk
2020/21	84	16	19

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	54	16	30
2017/18	166	55	33
2018/19	250	85	34
2019/20	54	23	43
2020/21	268	85	32

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	14	Msk	Msk
2017/18	47	20	43
2018/19	63	26	41
2019/20	12	Msk	Msk
2020/21	83	31	37

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	54	23	43
2017/18	167	66	40
2018/19	250	116	46
2019/20	54	31	57
2020/21	269	112	42

Aboriginal

School Year	Gr 10 Respondents #	All or many	
		#	%
2016/17	13	Msk	Msk
2017/18	47	26	55
2018/19	61	28	46
2019/20	12	Msk	Msk
2020/21	82	39	48

Non-Aboriginal

School Year	Gr 10 Respondents #	All or many	
		#	%
2016/17	46	25	54
2017/18	163	75	46
2018/19	237	125	53
2019/20	52	41	79
2020/21	258	149	58

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	14	Msk	Msk
2017/18	46	33	72
2018/19	61	50	82
2019/20	12	12	100
2020/21	80	64	80

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	51	39	76
2017/18	165	123	75
2018/19	245	196	80
2019/20	53	46	87
2020/21	264	212	80

Aboriginal

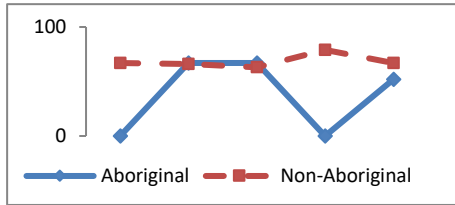
School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	14	Msk	Msk
2017/18	47	13	28
2018/19	61	23	38
2019/20	12	Msk	Msk
2020/21	83	36	43

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2016/17	53	21	40
2017/18	165	59	36
2018/19	250	85	34
2019/20	53	34	64
2020/21	266	134	50

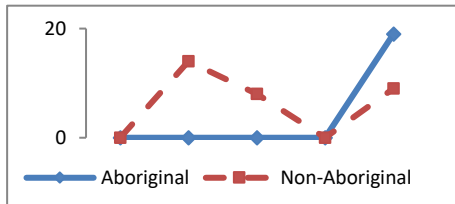
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



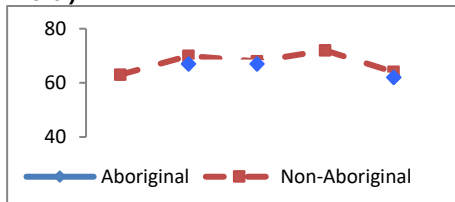
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	12	Msk	Msk	55	37	67
2017/18	43	29	67	169	111	66
2018/19	61	41	67	250	158	63
2019/20	12	Msk	Msk	53	42	79
2020/21	83	43	52	264	178	67

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



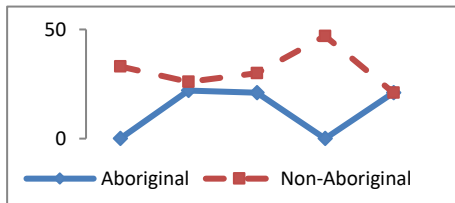
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	12	Msk	Msk	54	Msk	Msk
2017/18	44	Msk	Msk	166	23	14
2018/19	62	Msk	Msk	248	20	8
2019/20	12	0	0	53	Msk	Msk
2020/21	83	16	19	265	24	9

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



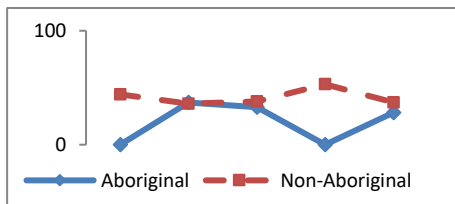
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
		#	%		#	%
2016/17	Msk	Msk	Msk	54	34	63
2017/18	46	31	67	166	116	70
2018/19	63	42	67	249	169	68
2019/20	Msk	Msk	Msk	54	39	72
2020/21	84	52	62	269	171	64

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



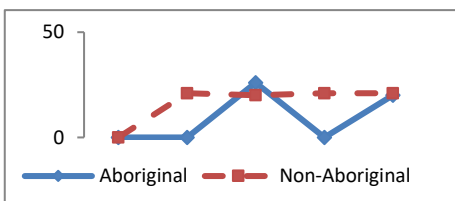
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	14	Msk	Msk	52	17	33
2017/18	46	10	22	166	43	26
2018/19	62	13	21	249	74	30
2019/20	12	Msk	Msk	53	25	47
2020/21	81	17	21	263	56	21

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	14	Msk	Msk	52	23	44
2017/18	46	17	37	164	59	36
2018/19	61	20	33	249	94	38
2019/20	12	Msk	Msk	53	28	53
2020/21	81	23	28	263	98	37

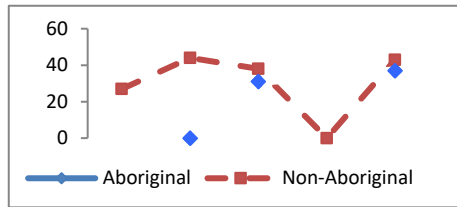
I would like to go to a different school.



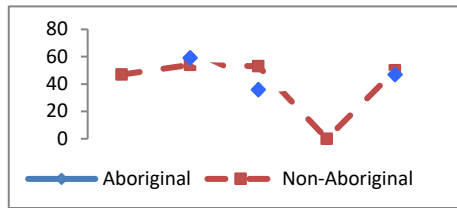
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	14	Msk	Msk	54	Msk	Msk
2017/18	46	Msk	Msk	166	35	21
2018/19	61	16	26	250	50	20
2019/20	12	Msk	Msk	53	11	21
2020/21	83	17	20	268	57	21

STUDENT LEARNING SURVEY RESULTS, GRADE 12

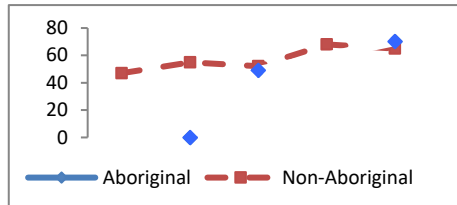
Do you like school?



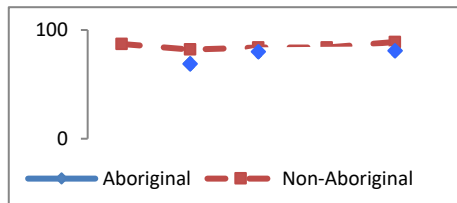
Do adults in the school treat all students fairly?



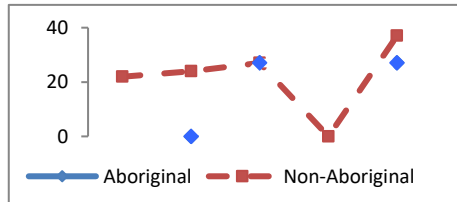
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	Msk	Msk	Msk
2017/18	17	Msk	Msk
2018/19	45	14	31
2019/20	Msk	Msk	Msk
2020/21	59	22	37

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	45	12	27
2017/18	149	65	44
2018/19	232	87	38
2019/20	19	Msk	Msk
2020/21	226	98	43

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	Msk	Msk	Msk
2017/18	17	10	59
2018/19	45	16	36
2019/20	Msk	Msk	Msk
2020/21	59	28	47

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	45	21	47
2017/18	150	81	54
2018/19	232	124	53
2019/20	19	Msk	Msk
2020/21	226	114	50

Aboriginal

School Year	Gr 12 Respondents #	All or many	
		#	%
2016/17	Msk	Msk	Msk
2017/18	16	Msk	Msk
2018/19	45	22	49
2019/20	Msk	Msk	Msk
2020/21	57	40	70

School Year	Gr 12 Respondents #	All or many	
		#	%
2016/17	43	20	47
2017/18	145	80	55
2018/19	221	114	52
2019/20	19	13	68
2020/21	224	145	65

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	Msk	Msk	Msk
2017/18	16	11	69
2018/19	45	36	80
2019/20	Msk	Msk	Msk
2020/21	59	48	81

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	45	39	87
2017/18	149	122	82
2018/19	230	193	84
2019/20	19	16	84
2020/21	225	201	89

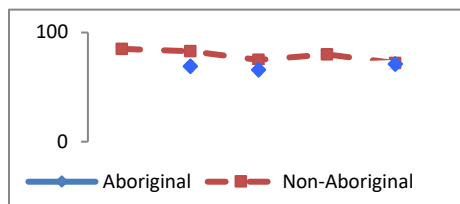
Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	Msk	Msk	Msk
2017/18	16	Msk	Msk
2018/19	45	12	27
2019/20	Msk	Msk	Msk
2020/21	59	16	27

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2016/17	45	10	22
2017/18	150	36	24
2018/19	229	62	27
2019/20	19	Msk	Msk
2020/21	227	85	37

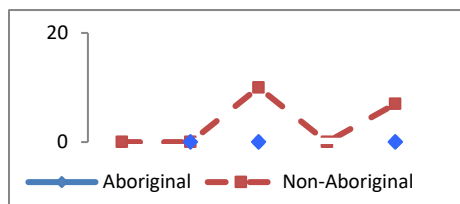
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



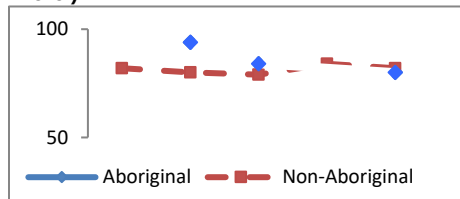
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	47	40	85
2017/18	16	11	69	150	125	83
2018/19	44	29	66	232	175	75
2019/20	Msk	Msk	Msk	20	16	80
2020/21	59	42	71	225	162	72

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



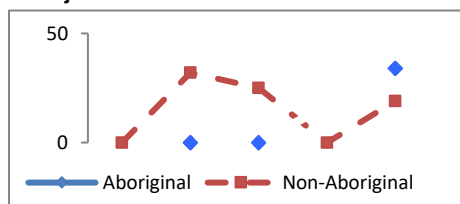
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	47	Msk	Msk
2017/18	16	Msk	Msk	149	Msk	Msk
2018/19	43	Msk	Msk	230	22	10
2019/20	Msk	Msk	Msk	20	Msk	Msk
2020/21	59	Msk	Msk	225	15	7

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



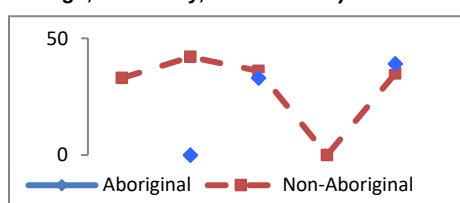
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	45	37	82
2017/18	17	16	94	150	120	80
2018/19	45	38	84	229	182	79
2019/20	Msk	Msk	Msk	19	16	84
2020/21	59	47	80	225	185	82

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



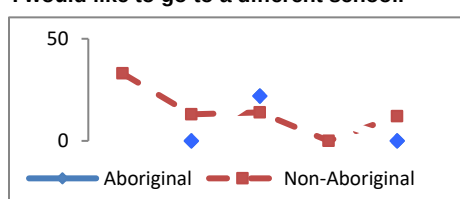
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	45	Msk	Msk
2017/18	16	Msk	Msk	149	48	32
2018/19	45	Msk	Msk	231	58	25
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	20	34	225	43	19

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	45	15	33
2017/18	16	Msk	Msk	150	63	42
2018/19	45	15	33	231	83	36
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	23	39	225	78	35

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	Msk	Msk	Msk	45	15	33
2017/18	17	Msk	Msk	150	20	13
2018/19	45	10	22	232	32	14
2019/20	Msk	Msk	Msk	19	Msk	Msk
2020/21	59	Msk	Msk	224	27	12

GLOSSARY

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

Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
Performance (Foundation Skills Assessment)	Until 2017/18, the student performance levels were: • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
Resident (student)	Resident students are those for which the Ministry of Education will provide operating grant funding to boards of education or eligible independent schools. • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. 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. 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).
Students with Disabilities or Diverse Abilities (in groups)	Groups include the following: • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities (12 Categories)	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)
Student	A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.