



Aboriginal Report 2012/13 - 2016/17

How Are We Doing?

School District 023 Central Okanagan

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electronic version of report: www.bced.gov.bc.ca/reporting/systemperformance/

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ABORIGINAL REPORT - HOW ARE WE DOING?

The Aboriginal "How Are We Doing?" report provides information about Aboriginal students (including adults) performance in public schools.

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 enrollments and not on others.

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; see:

www.bced.gov.bc.ca/reporting/privacy.php

- **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?

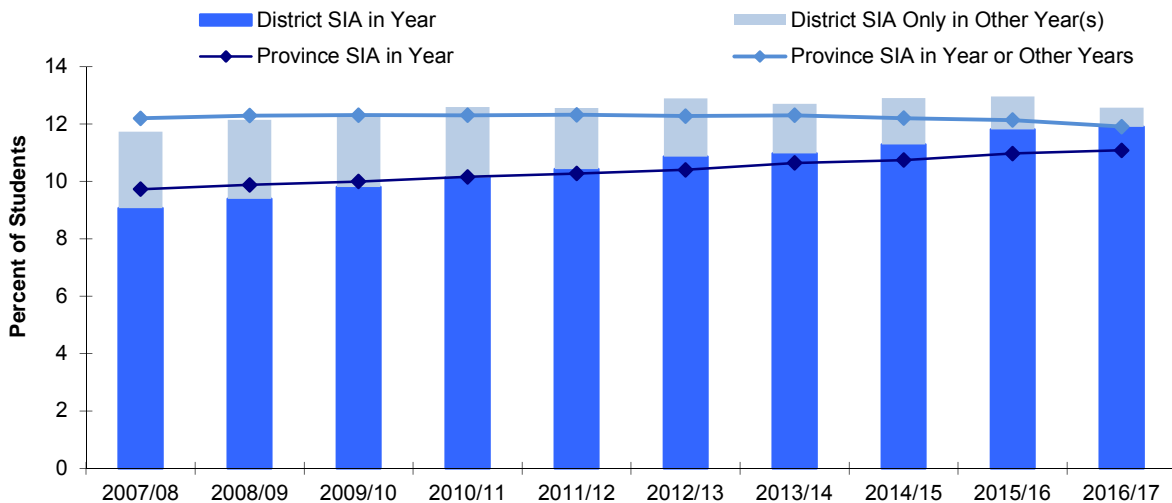
PLEASE NOTE

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)*	
		#	%	#	%		#	%	#	%
2007/08	21,676	1,965	9.1	577	2.7	583,619	56,760	9.7	14,419	2.5
2008/09	21,737	2,041	9.4	600	2.8	579,485	57,257	9.9	13,975	2.4
2009/10	21,822	2,139	9.8	538	2.5	580,480	58,017	10.0	13,433	2.3
2010/11	21,778	2,208	10.1	533	2.4	579,110	58,834	10.2	12,434	2.1
2011/12	21,561	2,249	10.4	458	2.1	569,734	58,531	10.3	11,670	2.0
2012/13	21,328	2,317	10.9	433	2.0	564,531	58,717	10.4	10,585	1.9
2013/14	21,293	2,337	11.0	368	1.7	558,983	59,502	10.6	9,265	1.7
2014/15	21,327	2,407	11.3	346	1.6	552,786	59,382	10.7	8,067	1.5
2015/16	21,582	2,548	11.8	250	1.2	553,377	60,706	11.0	6,463	1.2
2016/17	22,092	2,628	11.9	148	0.7	557,627	61,800	11.1	4,601	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

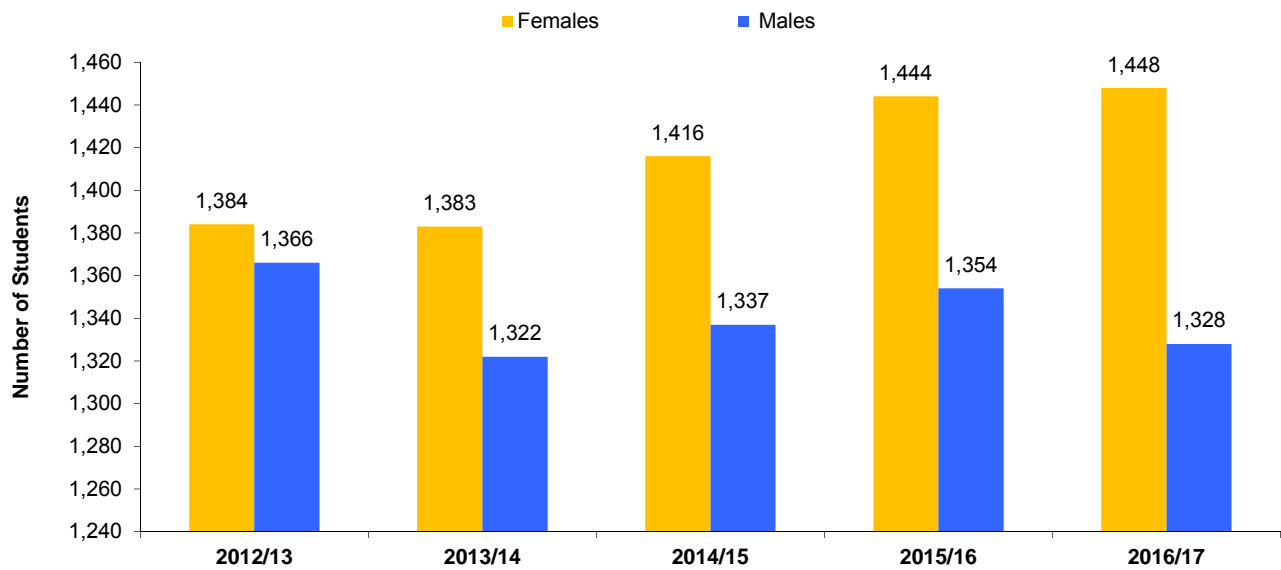
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students #	Aboriginal Students %	Aboriginal Females #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #	% of All Students	Aboriginal Males #
2012/13	21,328	2,750	12.9	1,384	6.5	1,366	6.4	69,302	34,502	34,800
2013/14	21,293	2,705	12.7	1,383	6.5	1,322	6.2	68,767	34,140	34,627
2014/15	21,327	2,753	12.9	1,416	6.6	1,337	6.3	67,449	33,388	34,061
2015/16	21,582	2,798	13.0	1,444	6.7	1,354	6.3	67,169	33,129	34,040
2016/17	22,092	2,776	12.6	1,448	6.6	1,328	6.0	66,401	32,785	33,616

Number of Aboriginal Students by Gender

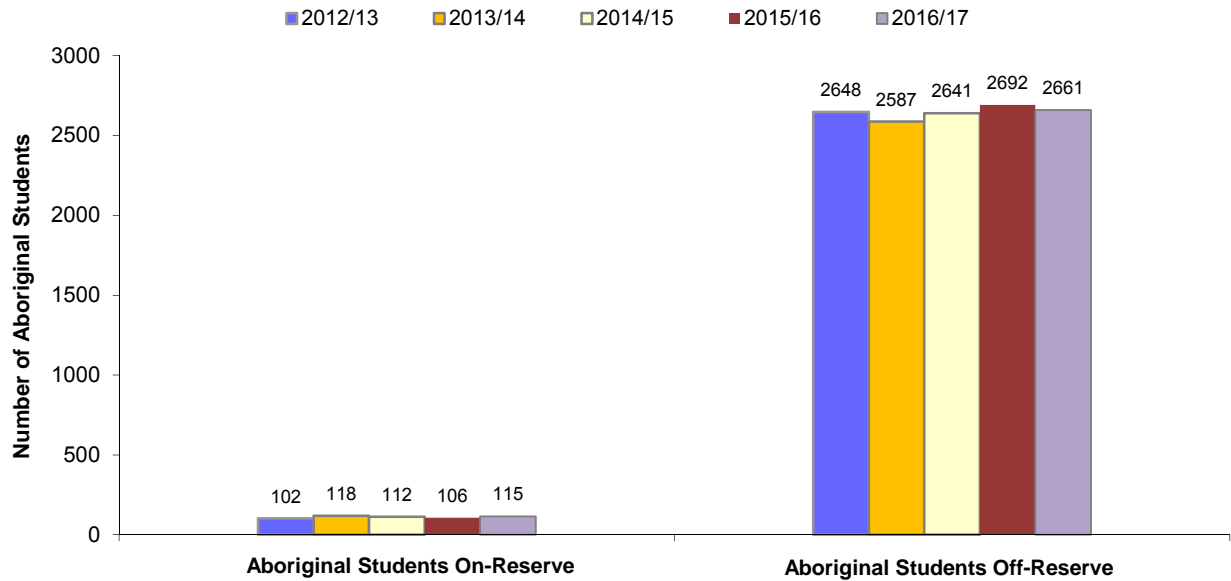


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2012/13	2,750	52	50	102	1,332	1,316	2,648	8,926	60,376
2013/14	2,705	63	55	118	1,320	1,267	2,587	8,812	59,955
2014/15	2,753	60	52	112	1,356	1,285	2,641	8,143	59,306
2015/16	2,798	62	44	106	1,382	1,310	2,692	7,694	59,475
2016/17	2,776	67	48	115	1,381	1,280	2,661	7,285	59,116

District Data: Number of Aboriginal Students, On- or Off-Reserve

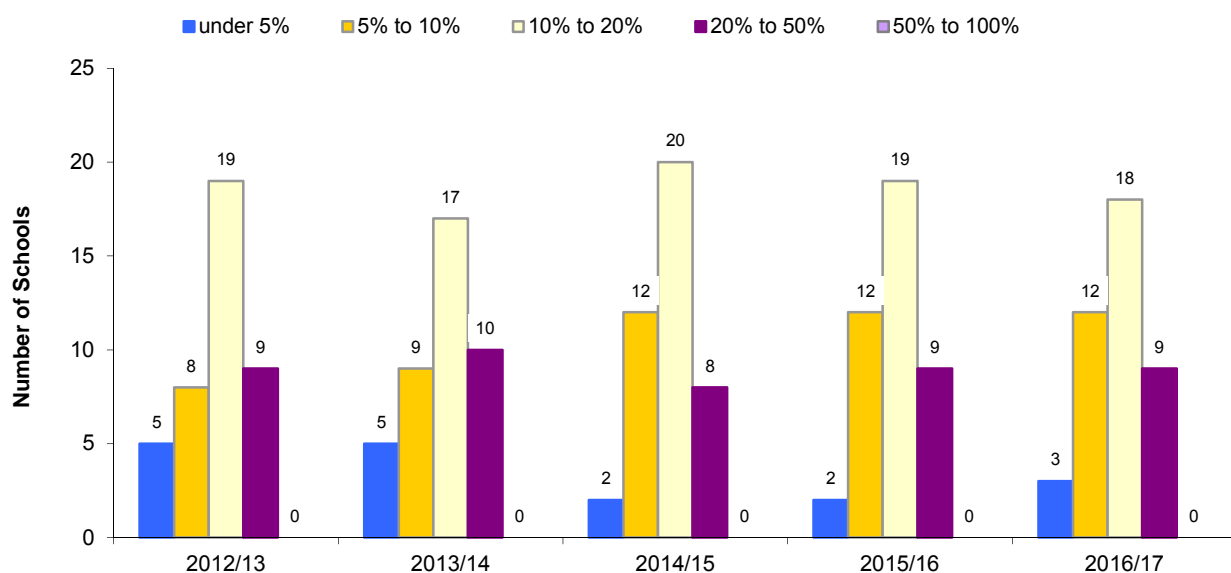


* Public schools only.

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2012/13	41	5	8	19	9	0	1,403	379	241	353	336	94
2013/14	41	5	9	17	10	0	1,393	374	243	341	340	95
2014/15	42	2	12	20	8	0	1,385	395	227	333	334	96
2015/16	42	2	12	19	9	0	1,380	401	224	347	316	92
2016/17	42	3	12	18	9	0	1,369	405	232	346	294	92

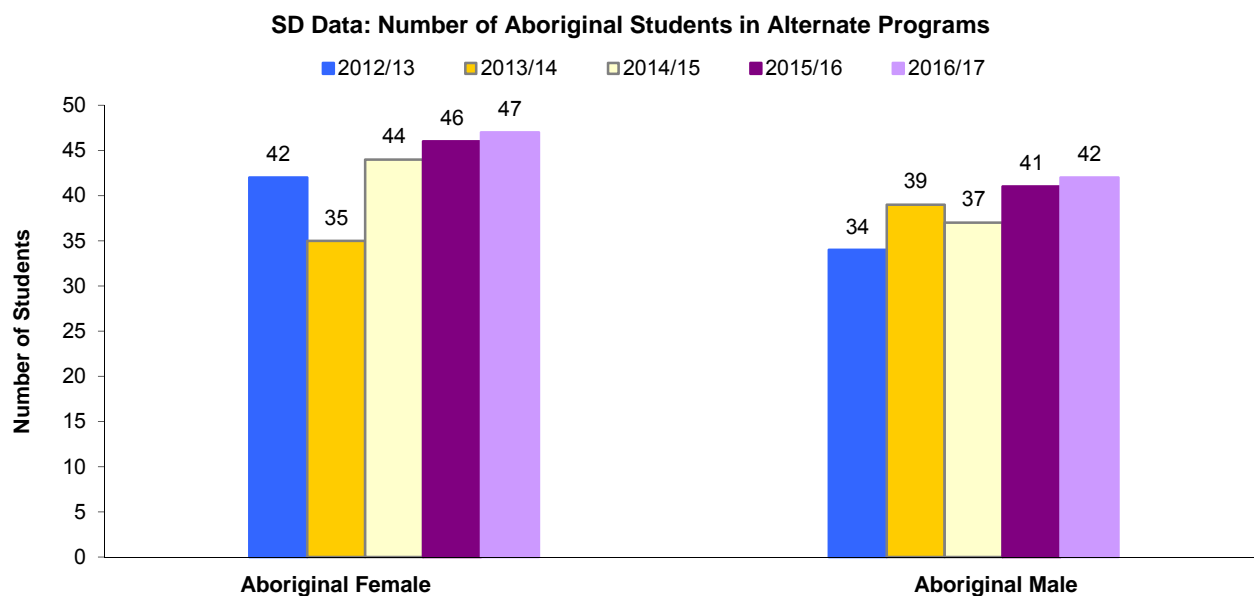
SD Data: Number of Schools with Aboriginal Students (%)



* 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 #
2012/13	258	42	34	76	85	97	182	1,697	1,632	2,227	2,965
2013/14	244	35	39	74	73	97	170	1,610	1,594	2,033	2,757
2014/15	249	44	37	81	70	98	168	1,596	1,558	1,981	2,619
2015/16	240	46	41	87	75	78	153	1,609	1,524	2,022	2,477
2016/17	261	47	42	89	84	88	172	1,604	1,539	2,038	2,472



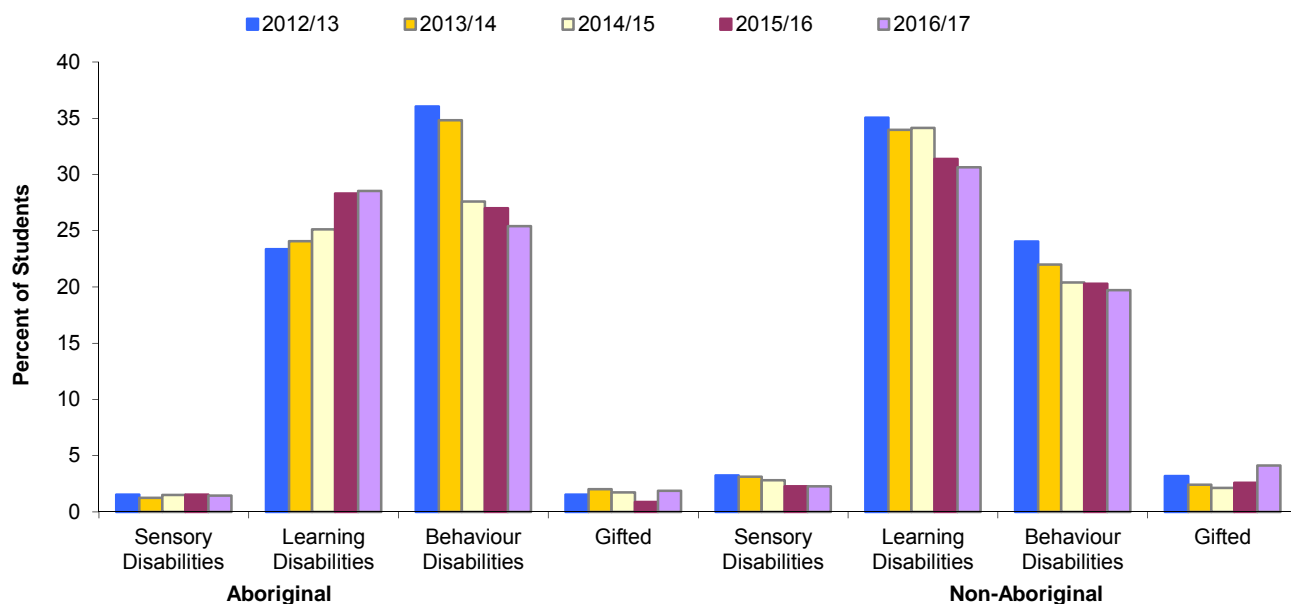
* Public schools only.

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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

School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2012/13	394	1,352	6	2	44	3	92	23	474	35	142	36	325	24	6	2	43	3
2013/14	399	1,442	5	1	45	3	96	24	490	34	139	35	317	22	8	2	35	2
2014/15	402	1,496	6	1	42	3	101	25	511	34	111	28	305	20	7	2	32	2
2015/16	452	1,587	7	2	36	2	128	28	498	31	122	27	322	20	4	1	41	3
2016/17	480	1,720	7	1	39	2	137	29	527	31	122	25	339	20	9	2	71	4

Percent of Students in Special Needs Performance Reporting Groups



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

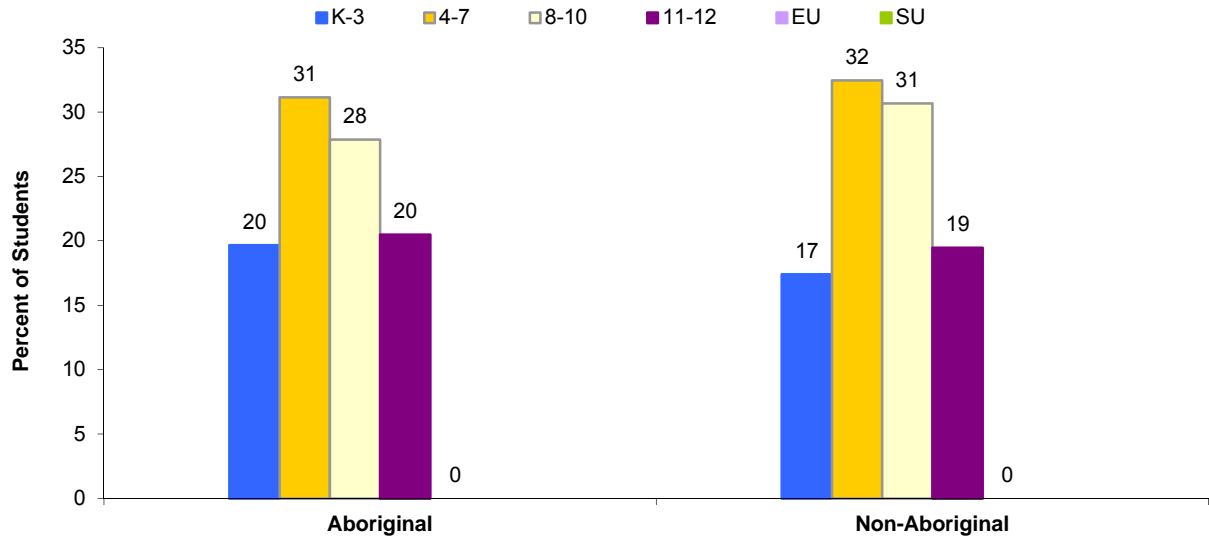
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	142	18	13	33	23	51	36	39	27	0	0	Msk	Msk
2013/14	139	21	15	38	27	49	35	31	22	0	0	Msk	Msk
2014/15	111	18	16	32	29	34	31	27	24	0	0	0	0
2015/16	122	23	19	38	31	33	27	27	22	0	0	Msk	Msk
2016/17	122	24	20	38	31	34	28	25	20	0	0	Msk	Msk

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	325	35	11	99	30	97	30	92	28	0	0	Msk	Msk
2013/14	317	46	15	105	33	94	30	67	21	0	0	Msk	Msk
2014/15	305	41	13	109	36	78	26	77	25	0	0	0	0
2015/16	322	48	15	109	34	106	33	58	18	0	0	Msk	Msk
2016/17	339	59	17	110	32	104	31	66	19	0	0	Msk	Msk

Students with Behaviour Disabilities - Grade Distribution 2016/17



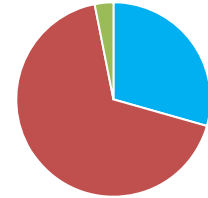
* Total includes Graduated Adults.

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

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

GRADE 4: ABORIGINAL

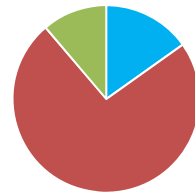
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	154	85	26	17	111	72	17	11
2013/14	145	85	37	26	101	70	7	5
2014/15	142	75	23	16	108	76	11	8
2015/16	147	73	33	22	98	67	16	11
2016/17	160	70	47	29	108	68	5	3



- Not Yet Meeting
- Meeting
- Exceeding

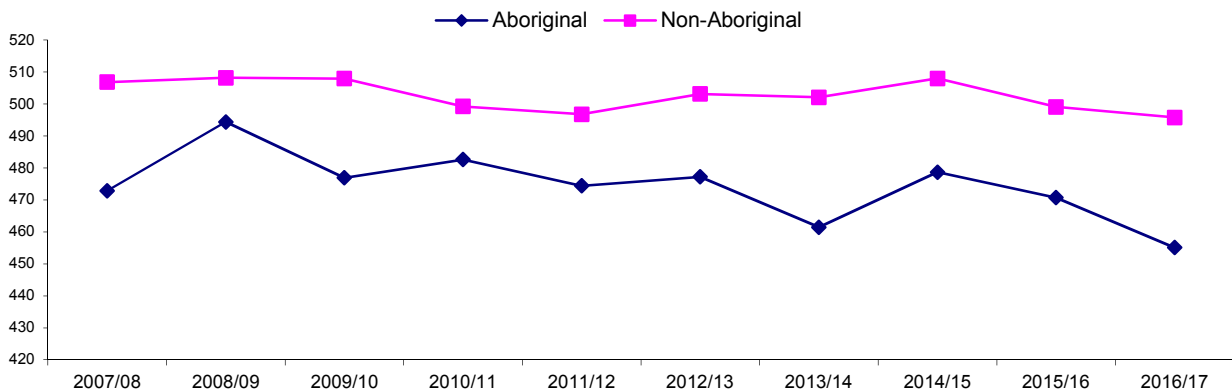
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	1,153	87	182	16	795	69	176	15
2013/14	1,138	89	149	13	818	72	171	15
2014/15	1,049	80	124	12	758	72	167	16
2015/16	993	75	130	13	747	75	116	12
2016/17	974	67	148	15	717	74	109	11



- Not Yet Meeting
- Meeting
- Exceeding

Average FSA Scaled Score - Grade 4 Reading

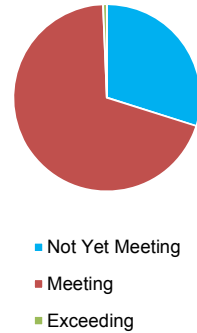


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

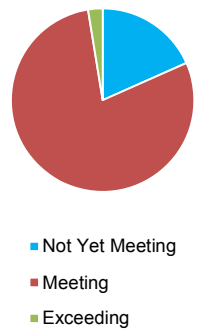
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	151	83	39	26	105	70	7	5
2013/14	142	84	39	27	102	72	1	1
2014/15	144	76	36	25	105	73	3	2
2015/16	143	71	38	27	101	71	4	3
2016/17	154	68	46	30	107	69	1	1

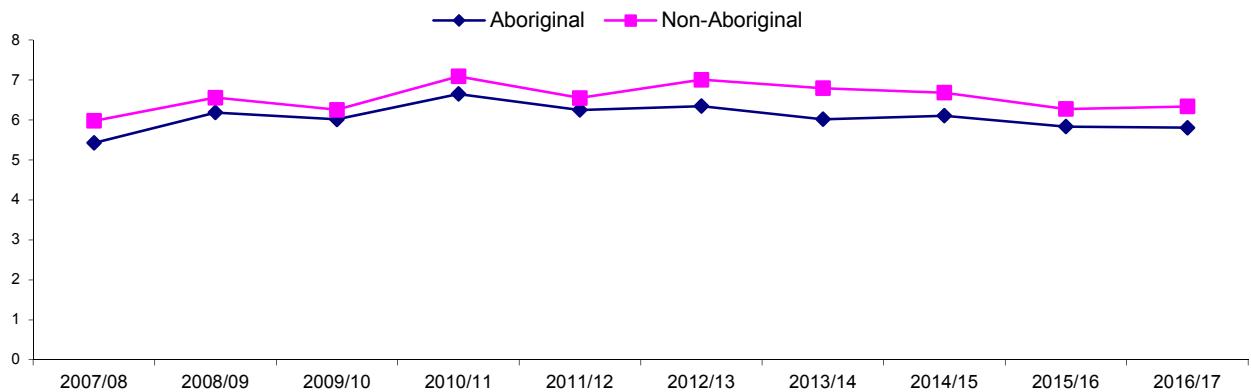


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	1,151	87	195	17	839	73	117	10
2013/14	1,136	88	174	15	918	81	44	4
2014/15	1,042	79	153	15	829	80	60	6
2015/16	967	73	179	19	762	79	26	3
2016/17	942	65	173	18	745	79	24	3



Average FSA Scaled Score - Grade 4 Writing

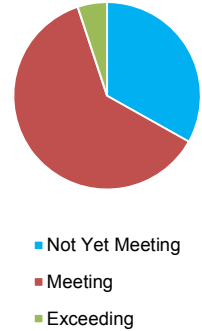


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

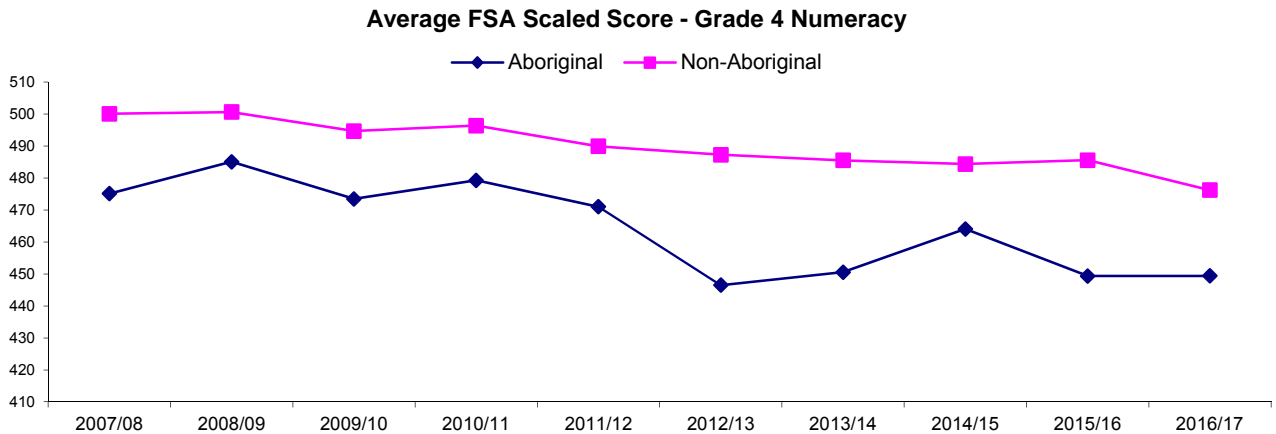
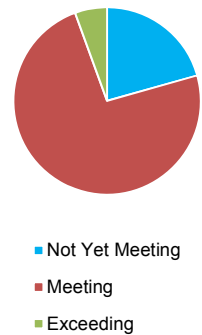
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	153	85	62	41	80	52	11	7
2013/14	146	86	56	38	81	55	9	6
2014/15	144	76	36	25	104	72	4	3
2015/16	145	72	44	30	96	66	5	3
2016/17	157	69	52	33	97	62	8	5



GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	1,151	87	217	19	824	72	110	10
2013/14	1,136	88	230	20	818	72	88	8
2014/15	1,039	79	211	20	753	72	75	7
2015/16	975	73	181	19	722	74	72	7
2016/17	956	66	197	21	706	74	53	6

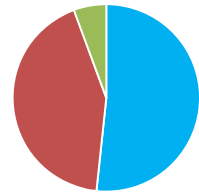


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

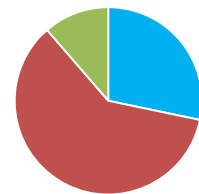
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	191	81	59	31	121	63	11	6
2013/14	142	68	51	36	80	56	11	8
2014/15	120	62	47	39	67	56	6	5
2015/16	106	54	43	41	55	52	8	8
2016/17	89	47	46	52	38	43	5	6



■ Not Yet Meeting
■ Meeting
■ Exceeding

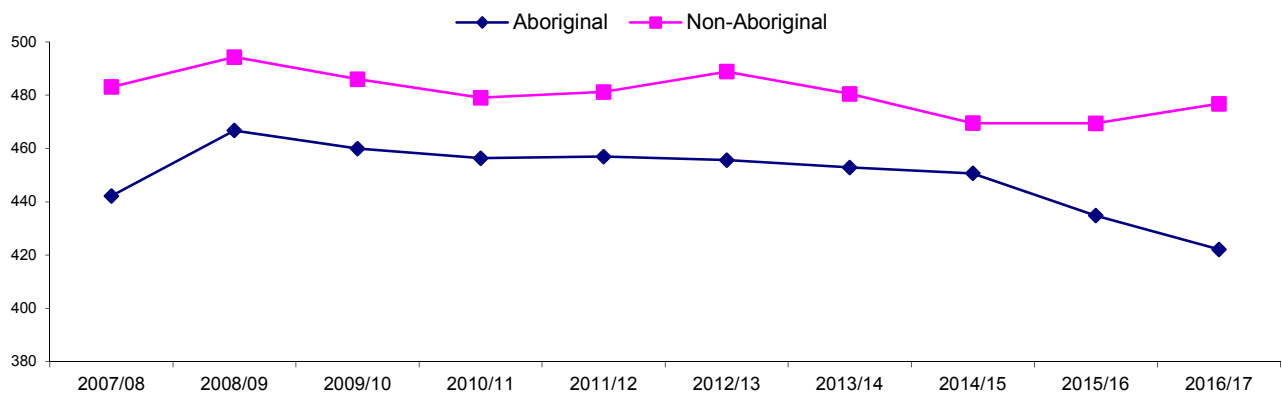
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	1,151	83	239	21	798	69	114	10
2013/14	1,068	78	256	24	732	69	80	7
2014/15	969	68	270	28	629	65	70	7
2015/16	799	57	217	27	507	63	75	9
2016/17	679	49	192	28	410	60	77	11



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Reading

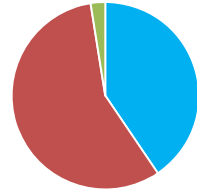


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

GRADE 7: ABORIGINAL

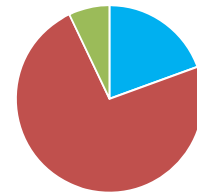
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	187	79	53	28	128	68	6	3
2013/14	141	67	49	35	92	65	0	0
2014/15	109	56	24	22	80	73	5	5
2015/16	98	49	27	28	70	71	1	1
2016/17	79	42	32	41	45	57	2	3



■ Not Yet Meeting
■ Meeting
■ Exceeding

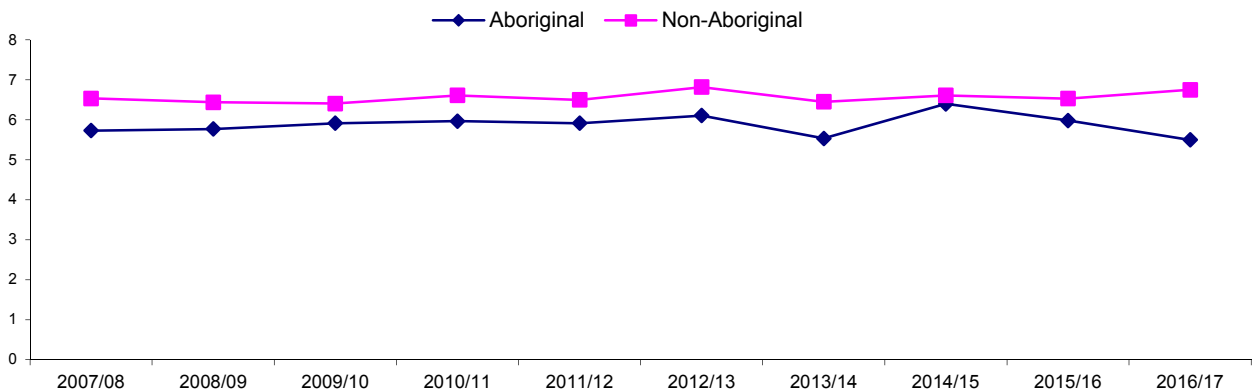
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	1,123	81	177	16	870	77	76	7
2013/14	1,040	76	196	19	803	77	41	4
2014/15	926	65	165	18	722	78	39	4
2015/16	763	55	148	19	590	77	25	3
2016/17	623	45	121	19	458	74	44	7



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Writing

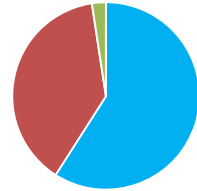


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

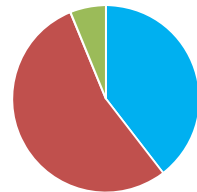
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	187	79	88	47	97	52	2	1
2013/14	144	69	81	56	56	39	7	5
2014/15	109	56	67	61	40	37	2	2
2015/16	97	49	51	53	45	46	1	1
2016/17	83	44	49	59	32	39	2	2



- Not Yet Meeting
- Meeting
- Exceeding

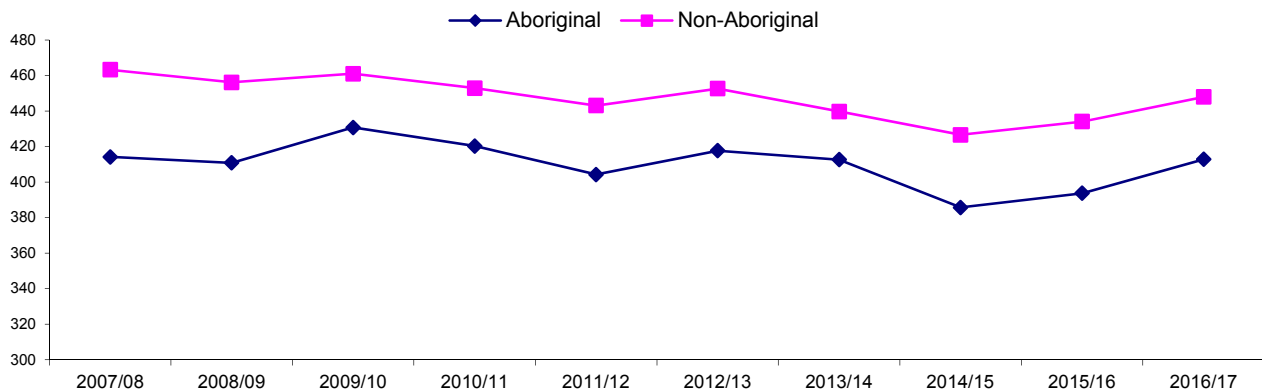
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	1,145	83	365	32	726	63	54	5
2013/14	1,047	76	399	38	618	59	30	3
2014/15	946	67	419	44	492	52	35	4
2015/16	771	55	292	38	462	60	17	2
2016/17	645	46	255	40	350	54	40	6



- Not Yet Meeting
- Meeting
- Exceeding

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

Certain courses must be taken in Grades 10, 11 and 12 in order to meet graduation requirements. Results presented in this section include graduation program exams written in August, November, January, April and June of the school year indicated.

The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the exam scores provide 20% towards the final mark and in Grade 12 the exam scores provide 40% towards the final mark (exception: BC First Nations Studies 12 exam provides 20% of the final mark).

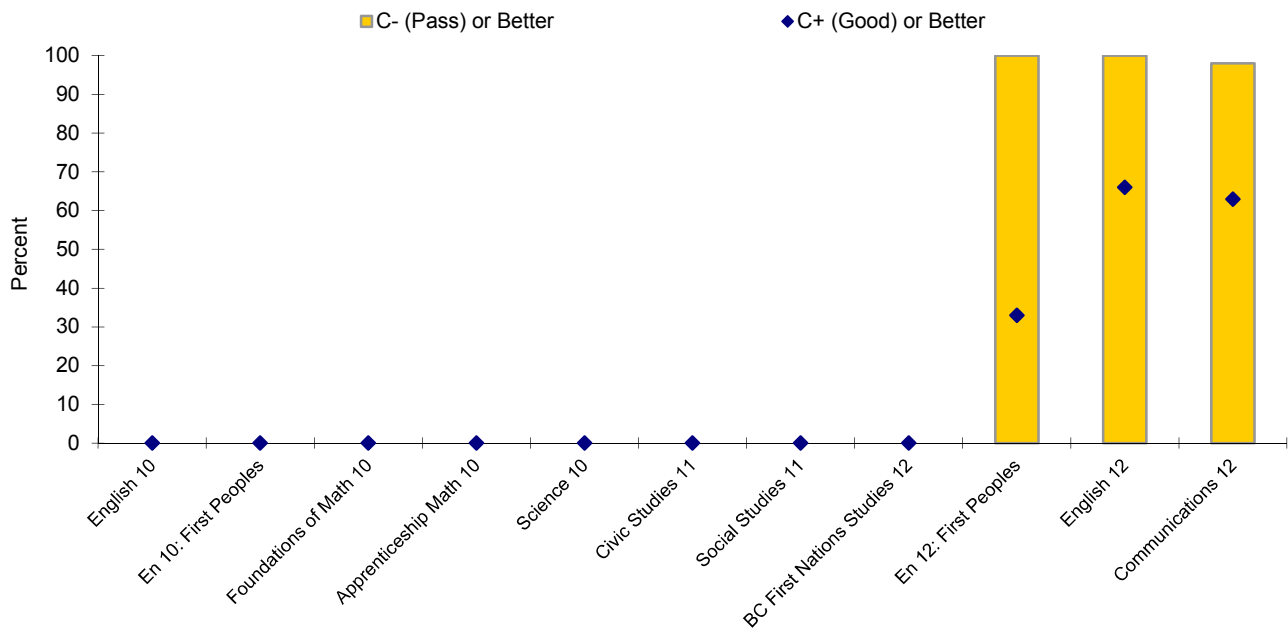
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark is reported in the year a course mark or exam mark is submitted.

Starting in 2016/17, course-based provincial exams are being replaced by Numeracy and Literacy assessments. This move was based on consultation with the Advisory Group on Provincial Assessment. For more information, please visit the BC's new curriculum website <https://curriculum.gov.bc.ca/graduation-info/>

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	12	12	100	4	33	Msk	Msk	Msk	Msk	Msk
English 12	112	112	100	74	66	1,311	1,293	99	956	73
Communications 12	43	42	98	27	63	174	169	97	81	47

Final Marks Overview: Aboriginal Results 2016/17

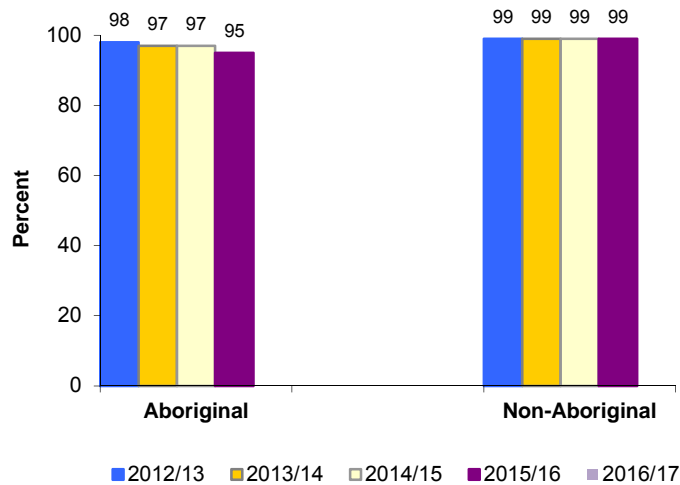


FINAL MARKS: ENGLISH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	209	204	98	132	63	1,631	1,617	99	1,256	77
2013/14	188	183	97	107	57	1,411	1,391	99	1,059	75
2014/15	193	187	97	127	66	1,479	1,461	99	1,155	78
2015/16	197	187	95	117	59	1,487	1,472	99	1,147	77
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2012/13	209	242	195	14	1,631	1,732	1,548	83	
2013/14	188	237	173	15	1,411	1,547	1,359	52	
2014/15	193	235	174	19	1,479	1,596	1,411	68	
2015/16	197	255	185	12	1,487	1,627	1,406	81	
2016/17	-	231	-	-	-	1,626	-	-	

ENGLISH 10: C- (Pass) or Better



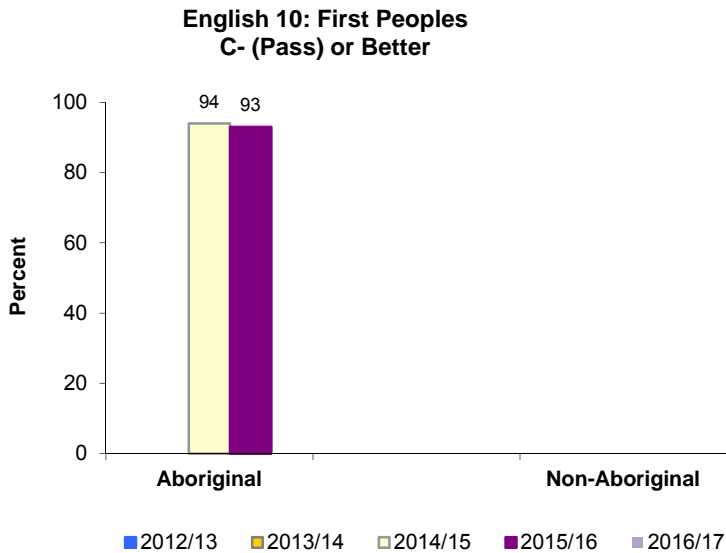
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	18	17	94	13	72	Msk	Msk	Msk	Msk	Msk
2015/16	14	13	93	6	43	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2012/13	-	242	-	-	-	1,732	-	-
2013/14	Msk	237	Msk	Msk	Msk	1,547	Msk	Msk
2014/15	18	235	18	0	Msk	1,596	Msk	Msk
2015/16	14	255	12	2	Msk	1,627	Msk	Msk
2016/17	-	231	-	-	-	1,626	-	-



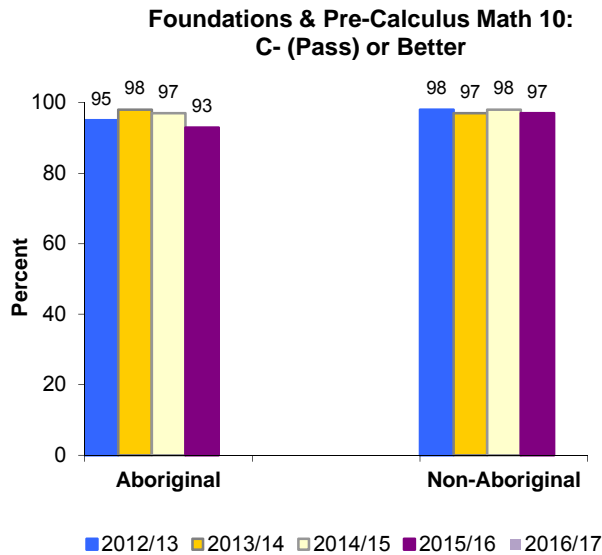
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	127	121	95	68	54	1,299	1,272	98	962	74
2013/14	112	110	98	69	62	1,149	1,115	97	798	69
2014/15	119	115	97	70	59	1,240	1,219	98	875	71
2015/16	120	111	93	78	65	1,206	1,174	97	894	74
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2012/13	127	242	122	5	1,299	1,732	1,179	120	
2013/14	112	237	104	8	1,149	1,547	1,033	116	
2014/15	119	235	111	8	1,240	1,596	1,113	127	
2015/16	120	255	105	15	1,206	1,627	1,092	114	
2016/17	-	231	-	-	-	1,626	-	-	



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

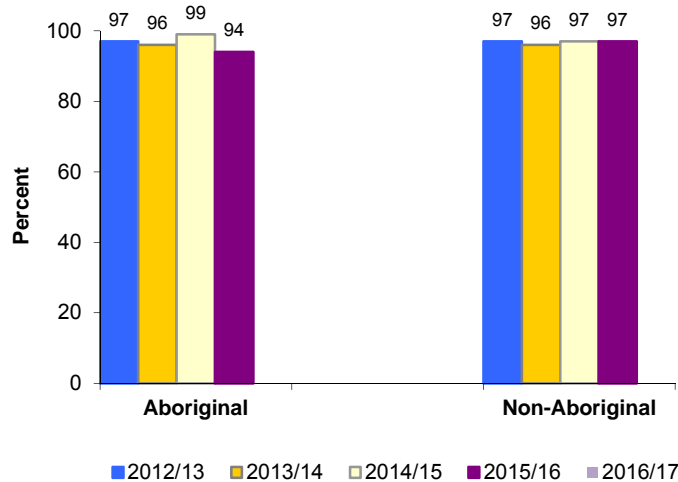
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	103	100	97	49	48	409	398	97	215	53
2013/14	98	94	96	49	50	336	322	96	188	56
2014/15	84	83	99	48	57	299	290	97	154	52
2015/16	94	88	94	46	49	314	304	97	182	58
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2012/13	103	242	70	33	409	1,732	330	79		
2013/14	98	237	80	18	336	1,547	292	44		
2014/15	84	235	74	10	299	1,596	255	44		
2015/16	94	255	80	14	314	1,627	268	46		
2016/17	-	231	-	-	-	1,626	-	-		

Apprenticeship And Workplace Math 10: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

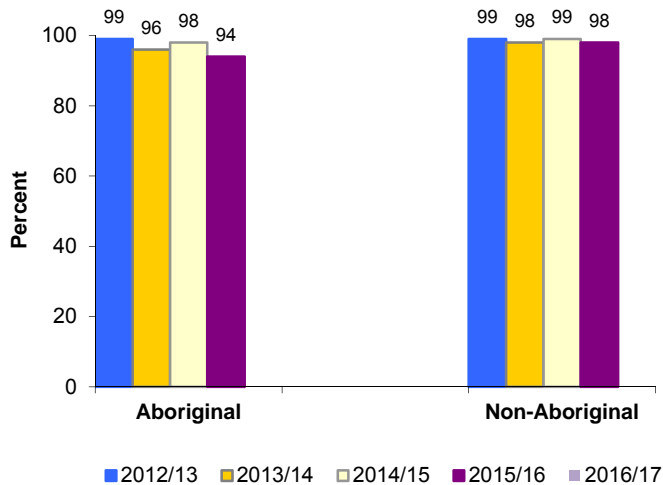
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: SCIENCE 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	203	200	99	133	66	1,601	1,585	99	1,202	75
2013/14	191	183	96	106	55	1,399	1,378	98	1,044	75
2014/15	211	206	98	122	58	1,509	1,487	99	1,158	77
2015/16	196	185	94	121	62	1,479	1,446	98	1,125	76
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2012/13	203	242	191	12	1,601	1,732	1,536	65	
2013/14	191	237	175	16	1,399	1,547	1,340	59	
2014/15	211	235	188	23	1,509	1,596	1,427	82	
2015/16	196	255	182	14	1,479	1,627	1,416	63	
2016/17	-	231	-	-	-	1,626	-	-	

Science 10: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

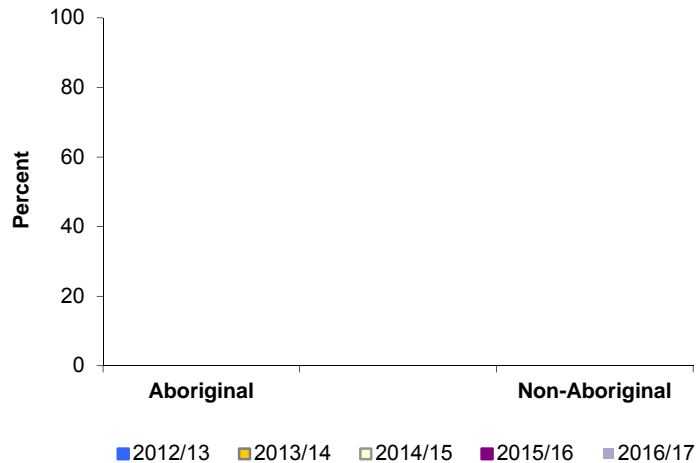
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2012/13	-	214	-	-	-	1,801	-	-		
2013/14	Msk	240	Msk	Msk	-	1,794	-	-		
2014/15	-	235	-	-	-	1,629	-	-		
2015/16	-	233	-	-	-	1,707	-	-		
2016/17	-	253	-	-	-	1,639	-	-		

Civic Studies 11: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

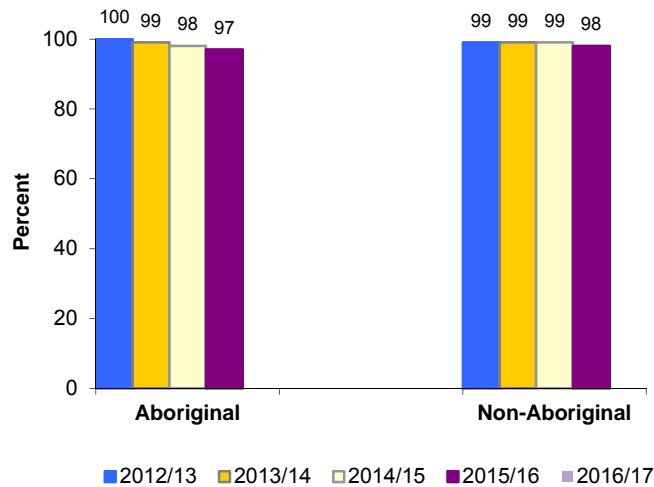
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: SOCIAL STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	126	126	100	67	53	1,457	1,447	99	1,110	76
2013/14	154	153	99	91	59	1,454	1,436	99	1,102	76
2014/15	130	128	98	74	57	1,359	1,349	99	968	71
2015/16	143	139	97	90	63	1,414	1,392	98	1,067	75
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2012/13	126	214	110	16	1,457	1,801	1,364	93		
2013/14	154	240	142	12	1,454	1,794	1,358	96		
2014/15	130	235	119	11	1,359	1,629	1,256	103		
2015/16	143	233	128	15	1,414	1,707	1,314	100		
2016/17	-	253	-	-	-	1,639	-	-		

Social Studies 11: C- (Pass) or Better



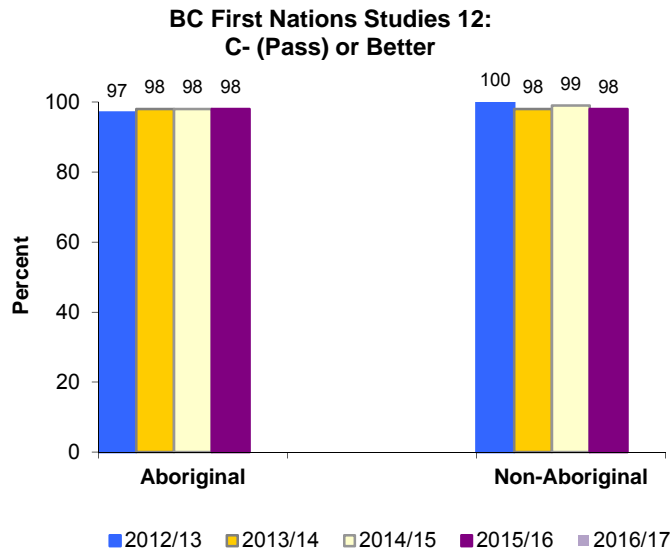
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: BC FIRST NATIONS STUDIES 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	65	63	97	27	42	138	138	100	79	57
2013/14	42	41	98	22	52	171	168	98	100	58
2014/15	50	49	98	28	56	115	114	99	70	61
2015/16	47	46	98	30	64	94	92	98	52	55
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2012/13	65	237	24	41	138	1,786	69	69	
2013/14	42	215	12	30	171	1,712	63	108	
2014/15	50	243	12	38	115	1,778	44	71	
2015/16	47	265	16	31	94	1,693	39	55	
2016/17	-	240	-	-	-	1,774	-	-	



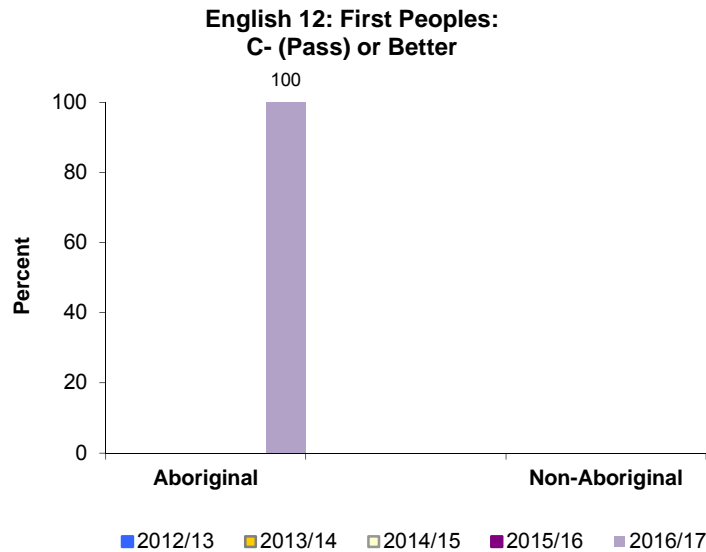
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	12	12	100	4	33	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2012/13	-	237	-	-	-	1,786	-	-		
2013/14	Msk	215	Msk	Msk	-	1,712	-	-		
2014/15	Msk	243	Msk	Msk	Msk	1,778	Msk	Msk		
2015/16	Msk	265	Msk	Msk	Msk	1,693	Msk	Msk		
2016/17	12	240	11	1	Msk	1,774	Msk	Msk		



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

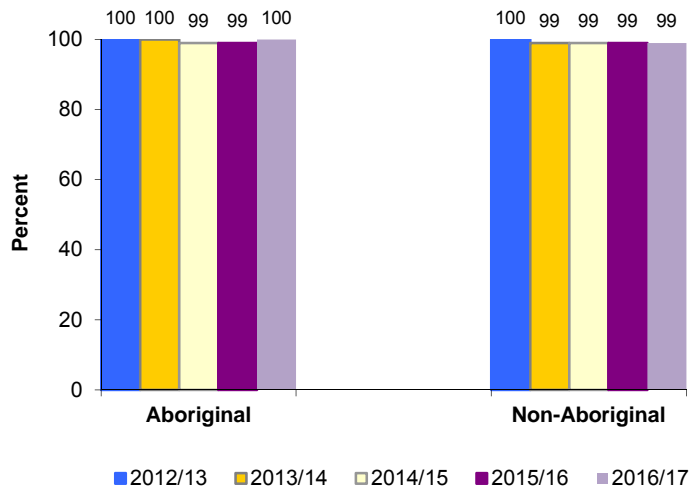
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	126	126	100	81	64	1,442	1,438	100	1,135	79
2013/14	124	124	100	83	67	1,336	1,328	99	1,037	78
2014/15	129	128	99	92	71	1,404	1,396	99	1,115	79
2015/16	140	138	99	91	65	1,273	1,263	99	942	74
2016/17	112	112	100	74	66	1,311	1,293	99	956	73

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2012/13	126	237	124	2	1,442	1,786	1,400	42	
2013/14	124	215	116	8	1,336	1,712	1,307	29	
2014/15	129	243	126	3	1,404	1,778	1,368	36	
2015/16	140	265	132	8	1,273	1,693	1,235	38	
2016/17	112	240	110	2	1,311	1,774	1,276	35	

English 12: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

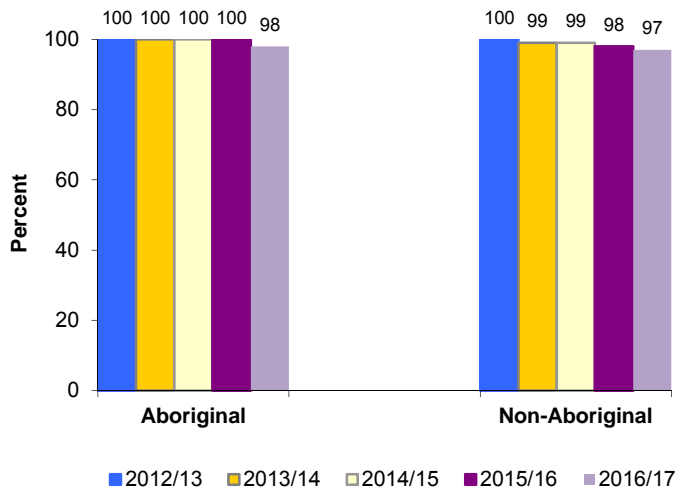
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	49	49	100	23	47	200	199	100	121	61
2013/14	48	48	100	28	58	202	199	99	125	62
2014/15	40	40	100	23	58	198	196	99	127	64
2015/16	48	48	100	26	54	172	169	98	79	46
2016/17	43	42	98	27	63	174	169	97	81	47

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2012/13	49	237	48	1	200	1,786	184	16	
2013/14	48	215	43	5	202	1,712	184	18	
2014/15	40	243	38	2	198	1,778	192	6	
2015/16	48	265	46	2	172	1,693	161	11	
2016/17	43	240	39	4	174	1,774	163	11	

Communications 12: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

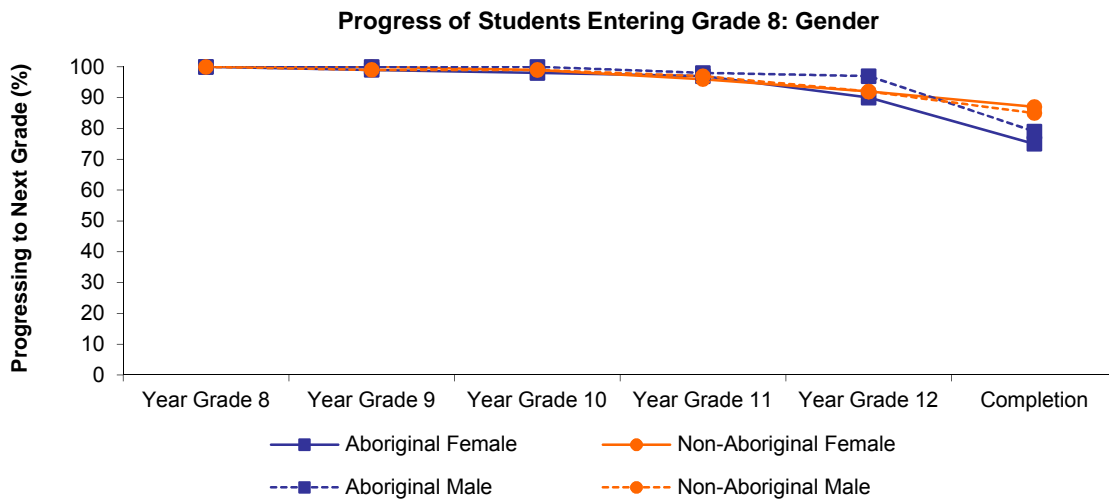
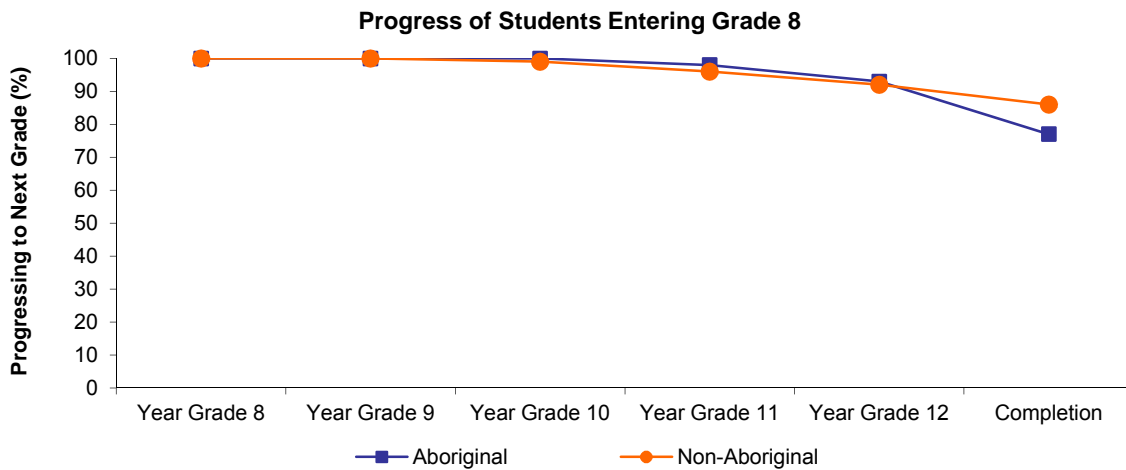
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2011

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2011/12	Grade 8	100	100	100	100	100	100
	Grade 9	100	99	100	100	100	99
	Grade 10	100	98	100	99	99	99
	Grade 11	98	97	98	96	96	97
	Grade 12	93	90	97	92	92	92
2016/17	Completion	77	75	79	86	87	85



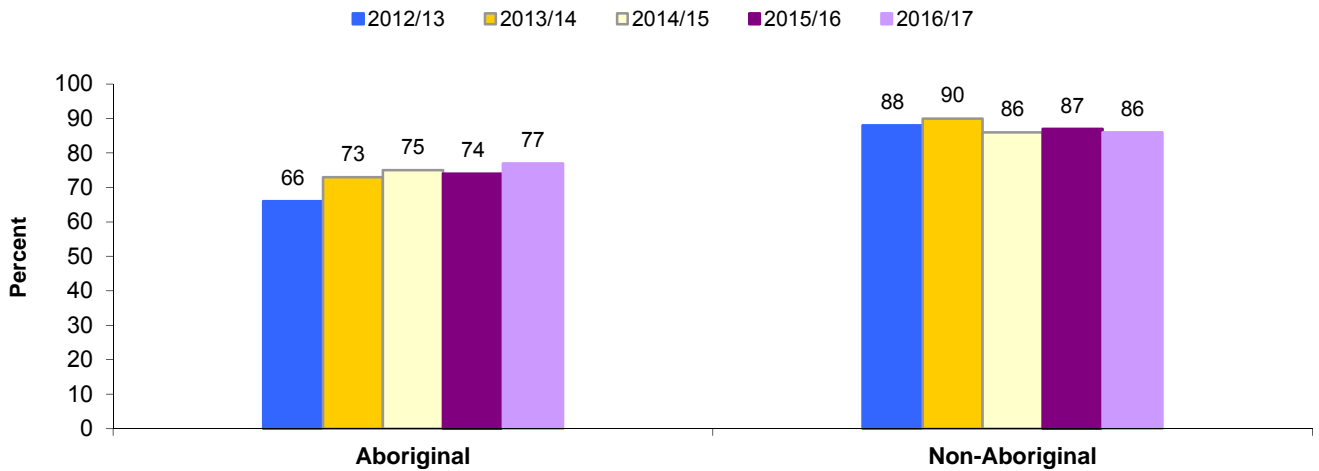
SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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

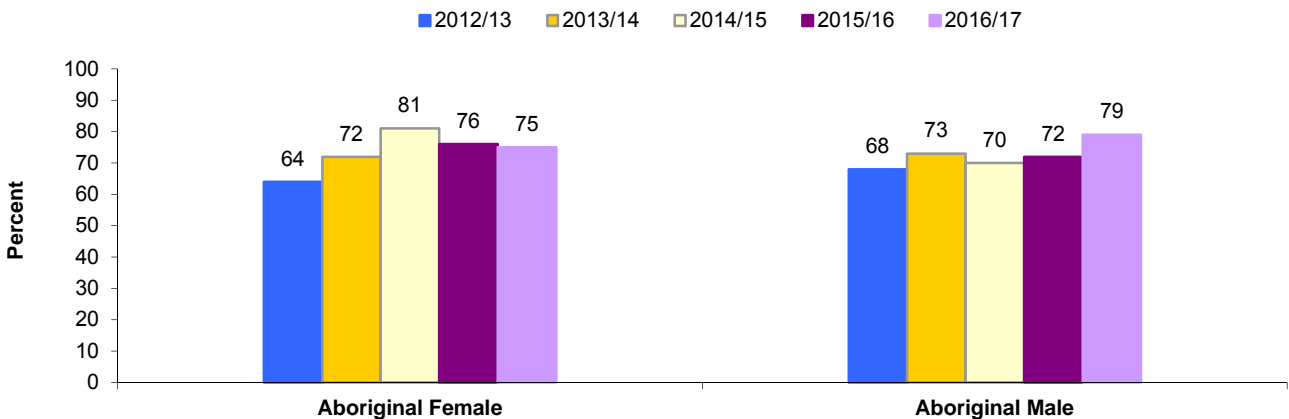
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	66	64	68	88	90	86
2013/14	73	72	73	90	93	88
2014/15	75	81	70	86	87	85
2015/16	74	76	72	87	89	85
2016/17	77	75	79	86	87	85

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 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

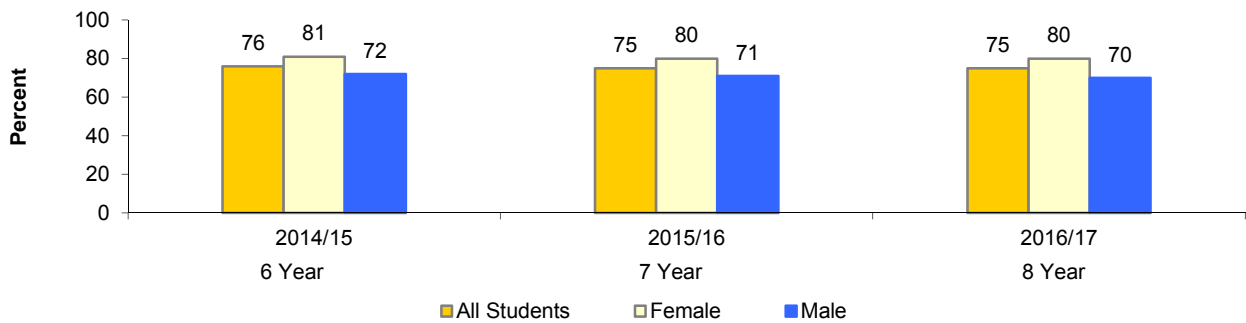
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2010/11 and 2011/12 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

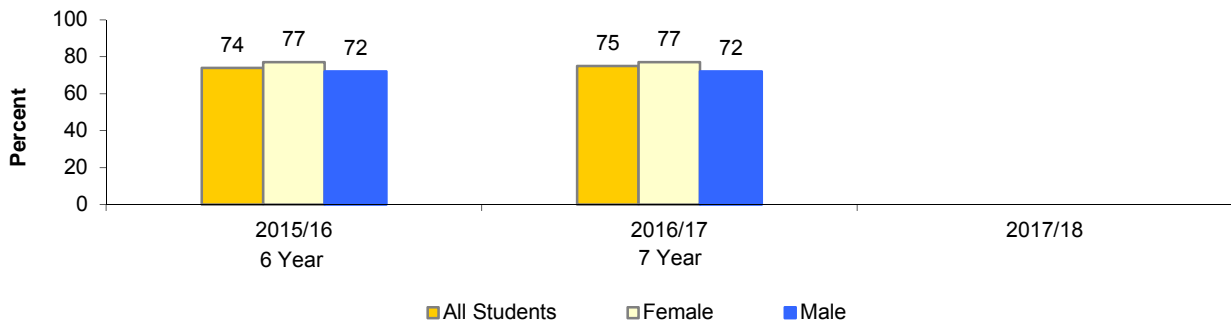
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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 %
2009/10	76	81	72	75	80	71	75	80	70
2010/11	74	77	72	75	77	72	-	-	-
2011/12	77	75	79	-	-	-	-	-	-

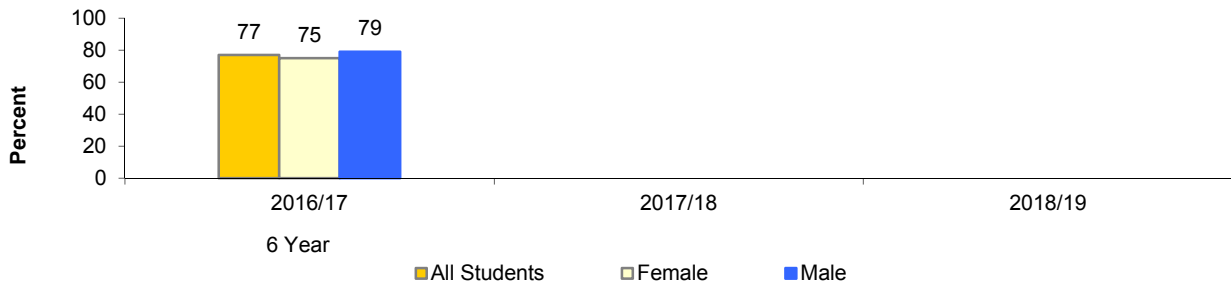
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2011/12 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2012/13	226	12	5	1,744	39	2
2013/14	208	10	5	1,694	31	2
2014/15	230	Msk	Msk	1,747	32	2
2015/16	242	10	4	1,565	31	2
2016/17	230	Msk	Msk	1,686	52	3

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2012/13	226	168	74	1,744	1,592	91
2013/14	208	158	76	1,694	1,495	88
2014/15	230	167	73	1,747	1,554	89
2015/16	242	181	75	1,565	1,391	89
2016/17	230	156	68	1,686	1,426	85

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2012/13	226	Msk	Msk	1,744	37	2
2013/14	208	10	5	1,694	39	2
2014/15	230	13	6	1,747	58	3
2015/16	242	10	4	1,565	53	3
2016/17	230	14	6	1,686	59	3

* See Glossary for definitions.

EDUCATION EXPERIENCES OF (EVER*) CHILDREN IN CARE

A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.

* The results below are based on students who were at one time during their K-12 school years under a CCO. These numbers are different from the MCFD report that focuses only on students who are currently under a CCO, with six-year completion results based on the students who were under a CCO while in their Grade 8 year. See the MCFD report for more details http://www.mcf.gov.bc.ca/about_us/performance.htm

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2012/13	232	123	53	109	47
2013/14	204	104	51	100	49
2014/15	179	104	58	75	42
2015/16	158	95	60	63	40
2016/17	134	77	57	57	43

ABORIGINAL CHILDREN IN CARE AS A PERCENT OF ABORIGINAL ENROLMENT (EVER)

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2012/13	2,750	123	4
2013/14	2,705	104	4
2014/15	2,753	104	4
2015/16	2,798	95	3
2016/17	2,776	77	3

CCO (EVER) SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2012/13	41	Msk	46	50	Msk	11	30
2013/14	51	Msk	70	60	Msk	26	39
2014/15	56	Msk	Msk	Msk	Msk	41	54
2015/16	54	66	43	54	Msk	Msk	55
2016/17	56	Msk	Msk	69	Msk	Msk	45

CCO (EVER) ELIGIBLE GRADE 12 GRADUATION RATE** (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2012/13	90	Msk	Msk	86	Msk	Msk	Msk
2013/14	86	Msk	Msk	Msk	Msk	Msk	92
2014/15	100	Msk	Msk	Msk	-	Msk	Msk
2015/16	100	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, numerous BC post-secondary institutions have changed their name 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.

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	152	100	36	23.7	10	6.6	6	3.9	7	4.6		
Non-Aboriginal	1,573	100	394	25.0	116	7.4	71	4.5	32	2.0		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	141	100	6	4.3	5	3.5	2	1.4	2	1.4		
Non-Aboriginal	824	100	42	5.1	12	1.5	11	1.3	8	1.0		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	152	100	4	2.6	1	0.7	-	-	-	-		
Non-Aboriginal	1,573	100	35	2.2	1	0.1	2	0.1	2	0.1		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	141	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	824	100	1	0.1	1	0.1	-	-	2	0.2		

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

For more information, see the website: www.bced.gov.bc.ca/reporting/ or www.aved.gov.bc.ca/student_transitions/

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2011/12		Year of Transition to a Research-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	152	100	15	9.9	2	1.3	-	-	-	-		
Non-Aboriginal	1,573	100	334	21.2	20	1.3	10	0.6	1	0.1		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2011/12		Year of Transition to a Research-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	141	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	824	100	2	0.2	1	0.1	1	0.1	-	-		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2011/12		Year of Transition to a Teaching-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	152	100	1	0.7	-	-	-	-	-	-		
Non-Aboriginal	1,573	100	15	1.0	4	0.3	5	0.3	5	0.3		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2011/12		Year of Transition to a Teaching-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	141	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	824	100	2	0.2	-	-	2	0.2	1	0.1		

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, 2012/13 - 2016/17

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 40% to 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level, Aboriginal ancestry). 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, visit www.bced.gov.bc.ca/sat_survey/

CAVEAT

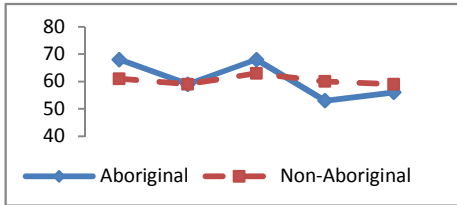
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

In the 2016/17 Student Learning Survey, more questions have been asked, 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 for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

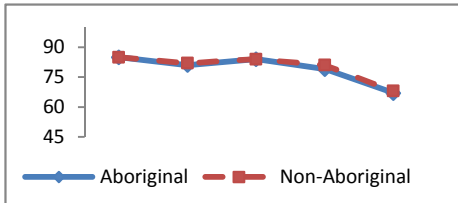
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



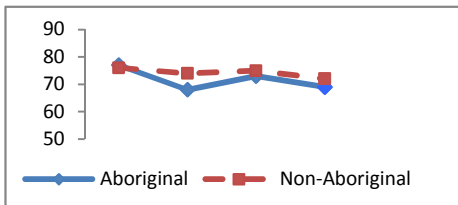
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	148	101	68	1,150	699	61
2013/14	145	86	59	1,087	645	59
2014/15	158	107	68	1,100	692	63
2015/16	180	96	53	1,093	660	60
2016/17	210	118	56	1,121	661	59

Do adults in the school treat all students fairly?



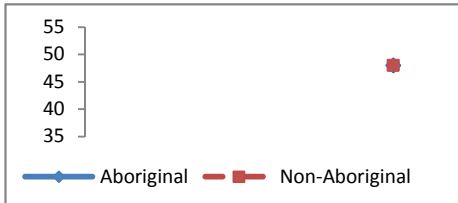
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	147	125	85	1,134	960	85
2013/14	142	115	81	1,068	881	82
2014/15	155	130	84	1,072	897	84
2015/16	174	137	79	1,061	860	81
2016/17	212	142	67	1,123	761	68

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



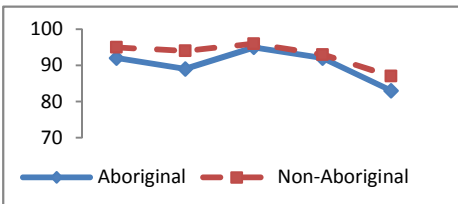
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	153	118	77	1,160	878	76
2013/14	145	98	68	1,097	810	74
2014/15	164	120	73	1,115	833	75
2015/16	182	126	69	1,108	798	72
2016/17	-	-	-	-	-	-

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



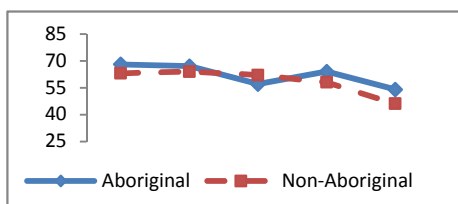
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2012/13	-	-	-	-	-	-
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	209	100	48	1,115	531	48

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 # %	
2012/13	151	139	92	1,156	1,096	95
2013/14	143	127	89	1,088	1,025	94
2014/15	161	153	95	1,091	1,042	96
2015/16	179	165	92	1,107	1,033	93
2016/17	202	168	83	1,082	941	87

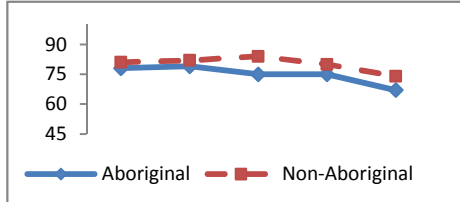
At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2012/13	147	100	68	1,149	725	63
2013/14	141	95	67	1,062	682	64
2014/15	157	89	57	1,071	663	62
2015/16	178	114	64	1,084	627	58
2016/17	206	111	54	1,114	513	46

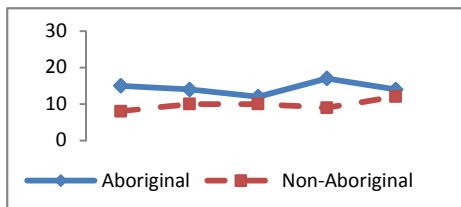
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



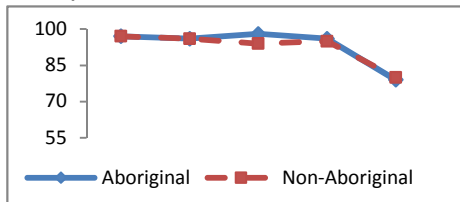
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	150	117	78	1,161	942	81
2013/14	146	116	79	1,082	890	82
2014/15	163	122	75	1,100	924	84
2015/16	181	136	75	1,096	879	80
2016/17	207	139	67	1,118	825	74

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



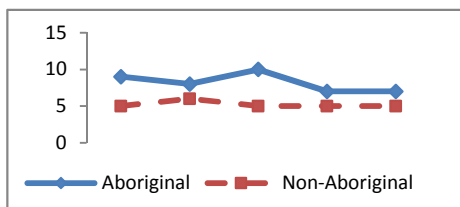
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	149	23	15	1,145	94	8
2013/14	145	20	14	1,082	113	10
2014/15	160	19	12	1,089	112	10
2015/16	177	30	17	1,097	100	9
2016/17	208	30	14	1,114	133	12

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2012/13	154	150	97	1,172	1,133	97
2013/14	146	140	96	1,100	1,053	96
2014/15	163	159	98	1,106	1,042	94
2015/16	181	173	96	1,113	1,061	95
2016/17	211	167	79	1,123	896	80

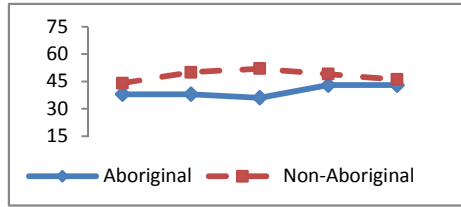
I would like to go to a different school.



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	
	#	#	%	#	#	%
2012/13	148	13	9	1,133	61	5
2013/14	142	12	8	1,065	62	6
2014/15	155	15	10	1,075	49	5
2015/16	176	13	7	1,075	55	5
2016/17	212	14	7	1,122	58	5

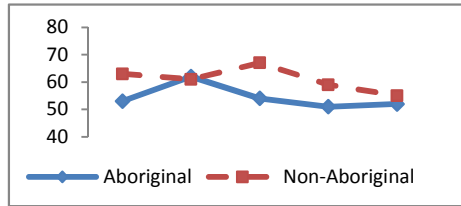
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



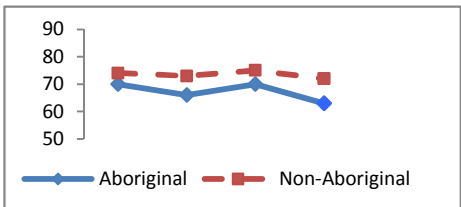
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	166	63	38	948	417	44
2013/14	159	61	38	943	474	50
2014/15	143	52	36	916	476	52
2015/16	195	84	43	1,148	568	49
2016/17	176	75	43	1,044	479	46

Do adults in the school treat all students fairly?



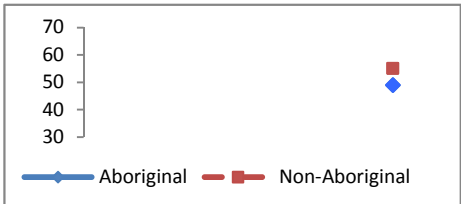
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	163	86	53	942	590	63
2013/14	156	96	62	938	572	61
2014/15	139	75	54	903	604	67
2015/16	190	96	51	1,134	668	59
2016/17	176	91	52	1,044	579	55

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



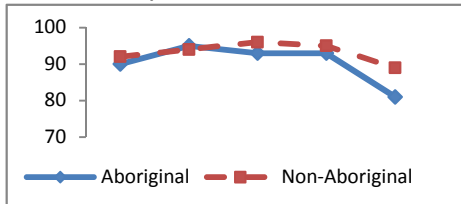
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	168	118	70	957	712	74
2013/14	159	105	66	948	695	73
2014/15	139	97	70	922	688	75
2015/16	196	123	63	1,152	831	72
2016/17	-	-	-	-	-	-

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



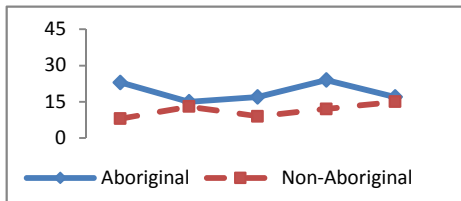
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2012/13	-	-	-	-
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	177	86 49	1,040	570 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	163	147	90	955	880	92
2013/14	160	152	95	949	896	94
2014/15	137	127	93	922	882	96
2015/16	195	182	93	1,156	1,102	95
2016/17	176	142	81	1,022	910	89

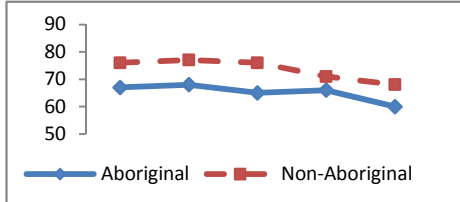
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	159	37	23	919	75	8
2013/14	157	23	15	916	116	13
2014/15	136	23	17	895	78	9
2015/16	190	45	24	1,098	129	12
2016/17	178	31	17	1,032	151	15

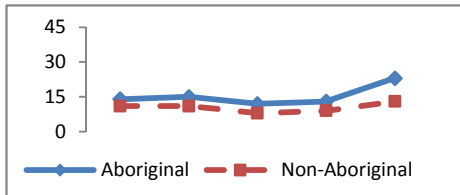
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



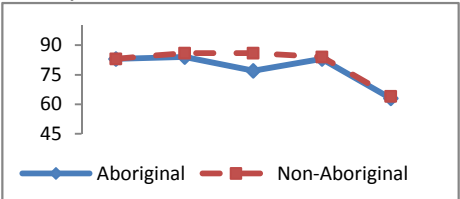
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	164	110	67	951	719	76
2013/14	159	108	68	952	736	77
2014/15	139	90	65	914	699	76
2015/16	191	127	66	1,149	818	71
2016/17	177	106	60	1,040	708	68

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



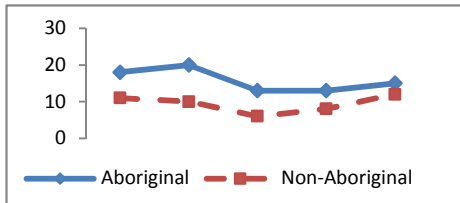
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	164	23	14	950	104	11
2013/14	159	24	15	945	107	11
2014/15	137	16	12	916	70	8
2015/16	194	26	13	1,140	107	9
2016/17	175	41	23	1,038	131	13

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	
	#	#	%	#	#	%
2012/13	167	138	83	954	794	83
2013/14	158	132	84	946	809	86
2014/15	141	109	77	921	796	86
2015/16	195	162	83	1,153	970	84
2016/17	178	112	63	1,043	666	64

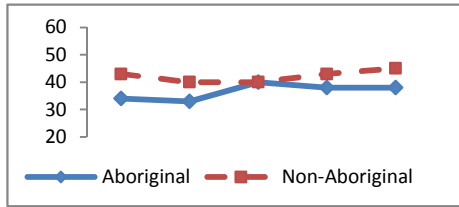
I would like to go to a different school.



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	
	#	#	%	#	#	%
2012/13	163	29	18	938	101	11
2013/14	153	30	20	930	96	10
2014/15	135	18	13	909	57	6
2015/16	180	24	13	1,117	88	8
2016/17	177	26	15	1,043	120	12

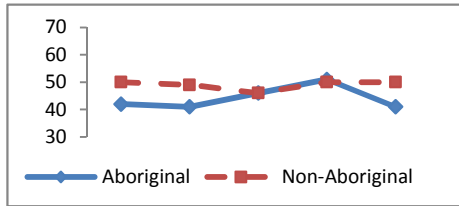
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



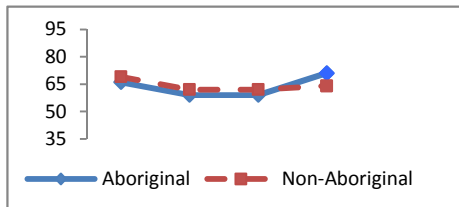
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	146	49	34	978	425	43
2013/14	152	50	33	953	383	40
2014/15	117	47	40	878	355	40
2015/16	144	54	38	1,099	471	43
2016/17	164	62	38	1,116	506	45

Do adults in the school treat all students fairly?



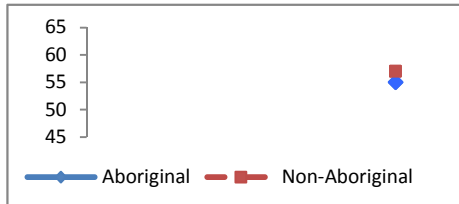
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	142	60	42	959	479	50
2013/14	147	61	41	938	458	49
2014/15	117	54	46	858	394	46
2015/16	140	72	51	1,072	539	50
2016/17	164	68	41	1,121	562	50

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



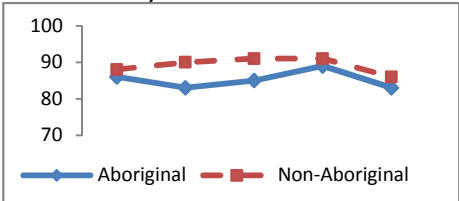
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	146	96	66	974	674	69
2013/14	148	87	59	951	592	62
2014/15	119	70	59	873	540	62
2015/16	146	103	71	1,102	703	64
2016/17	-	-	-	-	-	-

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



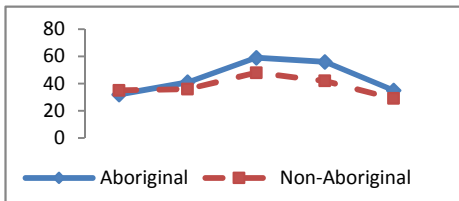
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	155	85 55	1,070	607 57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	138	119	86	966	847	88
2013/14	149	124	83	930	834	90
2014/15	121	103	85	858	784	91
2015/16	143	127	89	1,074	977	91
2016/17	117	97	83	874	751	86

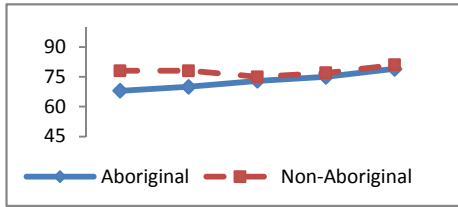
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	139	45	32	952	333	35
2013/14	146	60	41	921	335	36
2014/15	120	71	59	861	411	48
2015/16	140	78	56	1082	458	42
2016/17	147	52	35	1032	297	29

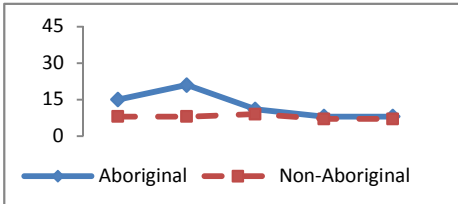
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



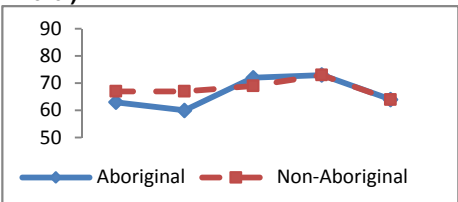
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	143	97	68	966	753	78
2013/14	148	104	70	944	732	78
2014/15	117	85	73	867	652	75
2015/16	142	107	75	1,091	836	77
2016/17	156	123	79	1,075	869	81

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



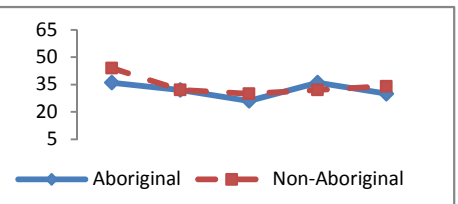
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	144	22	15	969	73	8
2013/14	147	31	21	940	76	8
2014/15	121	13	11	866	75	9
2015/16	142	11	8	1,090	72	7
2016/17	156	13	8	1,076	71	7

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



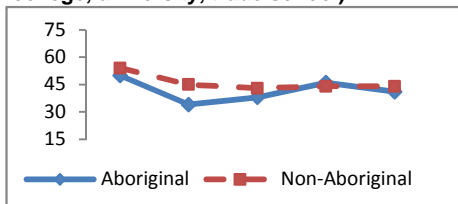
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	146	92	63	979	660	67
2013/14	152	91	60	950	640	67
2014/15	121	87	72	876	603	69
2015/16	144	105	73	1,097	797	73
2016/17	162	104	64	1,124	722	64

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



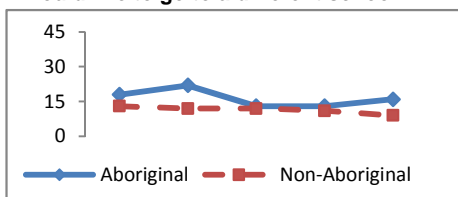
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	140	51	36	954	415	44
2013/14	152	48	32	939	299	32
2014/15	117	31	26	866	263	30
2015/16	145	52	36	1,078	343	32
2016/17	125	37	30	928	319	34

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 # %	
2012/13	141	71	50	954	515	54
2013/14	150	51	34	940	422	45
2014/15	117	44	38	865	373	43
2015/16	142	65	46	1,082	478	44
2016/17	126	52	41	919	404	44

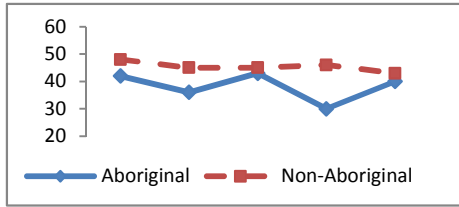
I would like to go to a different school.



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 # %	
2012/13	141	25	18	949	122	13
2013/14	145	32	22	914	113	12
2014/15	113	15	13	847	100	12
2015/16	135	18	13	1,053	121	11
2016/17	164	26	16	1,123	106	9

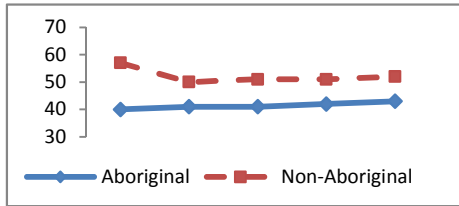
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



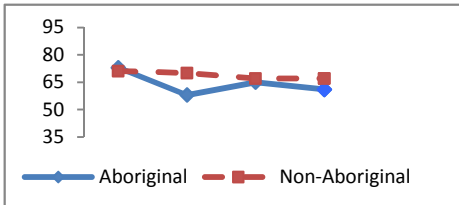
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	74	31	42	718	343	48
2013/14	110	40	36	790	359	45
2014/15	84	36	43	702	316	45
2015/16	109	33	30	699	319	46
2016/17	91	36	40	627	272	43

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	72	29	40	707	404	57
2013/14	110	45	41	780	387	50
2014/15	85	35	41	688	351	51
2015/16	108	45	42	690	353	51
2016/17	91	39	43	630	326	52

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



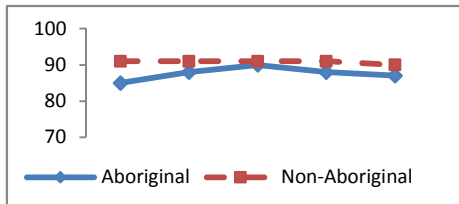
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	73	53	73	718	507	71
2013/14	111	64	58	786	553	70
2014/15	84	55	65	706	473	67
2015/16	110	67	61	695	468	67
2016/17	-	-	-	-	-	-

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



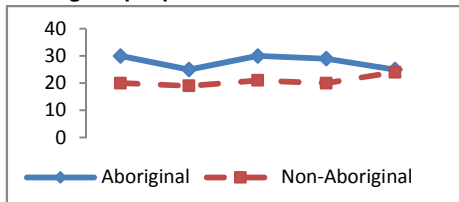
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2012/13	-	-	-	-
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	89	45 51	625	359 57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	73	62	85	711	650	91
2013/14	108	95	88	770	700	91
2014/15	82	74	90	693	628	91
2015/16	108	95	88	682	624	91
2016/17	84	73	87	568	509	90

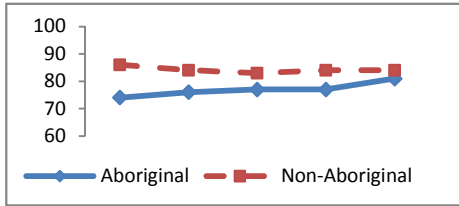
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	71	21	30	708	145	20
2013/14	109	27	25	765	147	19
2014/15	82	25	30	687	145	21
2015/16	107	31	29	674	134	20
2016/17	88	22	25	616	145	24

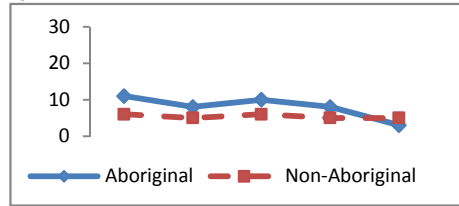
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



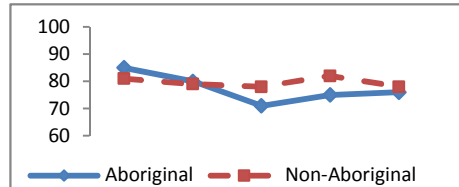
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	72	53	74	711	614	86
2013/14	110	84	76	783	656	84
2014/15	82	63	77	704	586	83
2015/16	105	81	77	689	577	84
2016/17	88	71	81	625	528	84

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



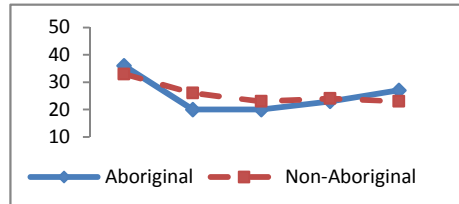
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	71	8	11	712	40	6
2013/14	109	9	8	782	38	5
2014/15	83	8	10	696	39	6
2015/16	106	9	8	691	36	5
2016/17	89	3	3	624	31	5

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



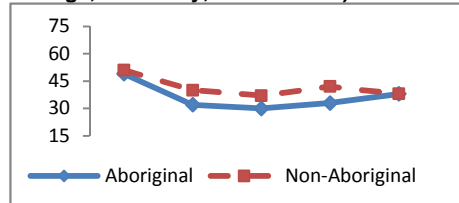
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2012/13	74	63	85	713	580	81
2013/14	111	89	80	791	622	79
2014/15	86	61	71	700	544	78
2015/16	110	83	75	701	577	82
2016/17	90	68	76	630	489	78

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



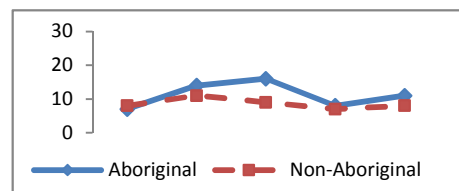
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	69	25	36	709	232	33
2013/14	111	22	20	783	205	26
2014/15	82	16	20	694	160	23
2015/16	108	25	23	686	163	24
2016/17	85	23	27	594	139	23

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	70	34	49	707	360	51
2013/14	109	35	32	777	313	40
2014/15	81	24	30	692	258	37
2015/16	108	36	33	691	292	42
2016/17	85	32	38	588	224	38

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	
	#	#	%	#	#	%
2012/13	68	5	7	697	57	8
2013/14	109	15	14	768	87	11
2014/15	80	13	16	677	62	9
2015/16	109	9	8	675	47	7
2016/17	90	10	11	626	47	8

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 2003/2004 school year forward. Status Indians are Aboriginal people who meet the requirements of the <i>Indian Act</i> and who are registered under the <i>Act</i> .
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 <i>eligible to graduate</i> 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.
Final Mark	The final mark is based on the blend of a student's best course mark and best exam mark. These best marks may have been earned in different school years. Final marks may be greater than either the best exam marks or best course marks observed in the reported year. The final marks are usually derived from a blend of the best exam percent and the best course percent, using a 80/20 mix for Grades 10 and 11, and a 60/40 mix for Grade 12. (The sole exception is BC First Nations Studies 12, or FNS12, which alone of all Grade 12 examinable courses uses the 80/20 mix.)
Grade-to-Grade Transition Rate	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
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 passing grade in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine). Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations

Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.
On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participant (Provincial Examination)	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
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.
Pass Rate	The number of students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year, divided by the number of students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This is also known as the "success rate".
Performance (Foundation Skills Assessment)	The student performance levels are: <ul style="list-style-type: none"> • <i>Exceeding Expectations</i> - exceeded the expectations for student's grade • <i>Meeting Expectations</i> - met the accepted expectations for student's grade • <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.
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 Centers; 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 BC 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).
School District	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . 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 or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. 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 BC. 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 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).
Special Education Program	A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a Certificate of Graduation and/or other outcomes as specified in the student's Individual Education Plan (IEP).

Special Needs (in performance-oriented reports)	When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included: <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.
Special Needs 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 BC 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.
Subject	In the Provincial Required Examinations reports, "Subject" includes both French and English variants of equivalent curricula, in combination. For example, the subject Principles of Mathematics 10 contains both the English and French variants of the curriculum - respectively, Principles of Mathematics 10 and Principes de mathématiques 10.