



Aboriginal Report 2012/13 - 2016/17

How Are We Doing?

School District 057 Prince George

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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?

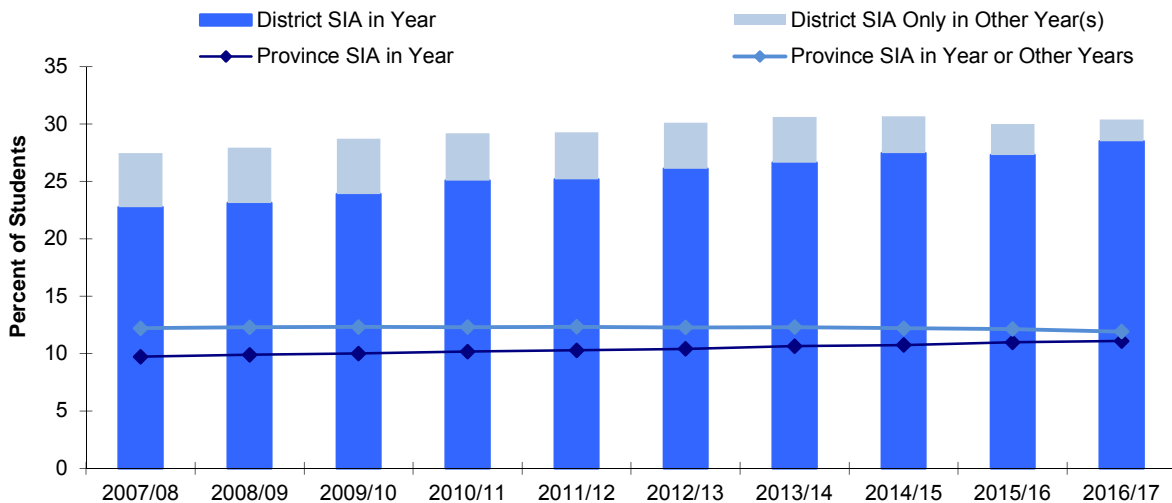
PLEASE NOTE

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	15,508	3,528	22.7	733	4.7	583,619	56,760	9.7	14,419	2.5
2008/09	14,975	3,460	23.1	725	4.8	579,485	57,257	9.9	13,975	2.4
2009/10	14,428	3,446	23.9	699	4.8	580,480	58,017	10.0	13,433	2.3
2010/11	14,126	3,541	25.1	583	4.1	579,110	58,834	10.2	12,434	2.1
2011/12	13,895	3,500	25.2	566	4.1	569,734	58,531	10.3	11,670	2.0
2012/13	13,520	3,528	26.1	545	4.0	564,531	58,717	10.4	10,585	1.9
2013/14	13,012	3,466	26.6	517	4.0	558,983	59,502	10.6	9,265	1.7
2014/15	12,915	3,548	27.5	413	3.2	552,786	59,382	10.7	8,067	1.5
2015/16	12,988	3,546	27.3	352	2.7	553,377	60,706	11.0	6,463	1.2
2016/17	13,065	3,722	28.5	247	1.9	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

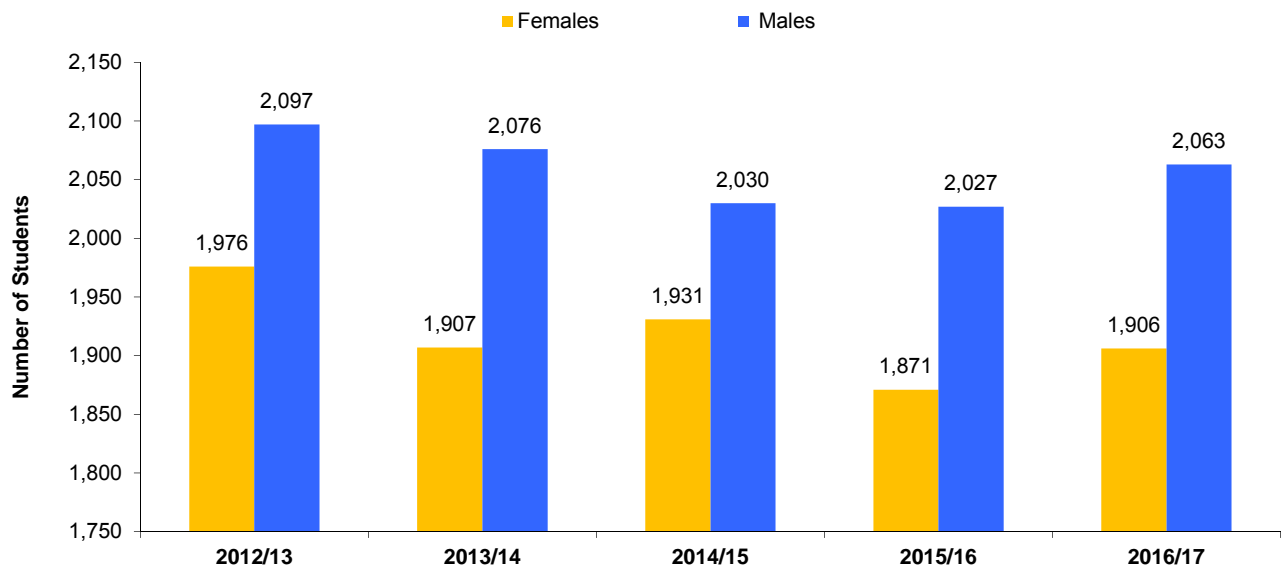
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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 Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2012/13	13,520	4,073	30.1	1,976	14.6	2,097	15.5	69,302	34,502	34,800
2013/14	13,012	3,983	30.6	1,907	14.7	2,076	16.0	68,767	34,140	34,627
2014/15	12,915	3,961	30.7	1,931	15.0	2,030	15.7	67,449	33,388	34,061
2015/16	12,988	3,898	30.0	1,871	14.4	2,027	15.6	67,169	33,129	34,040
2016/17	13,065	3,969	30.4	1,906	14.6	2,063	15.8	66,401	32,785	33,616

Number of Aboriginal Students by Gender

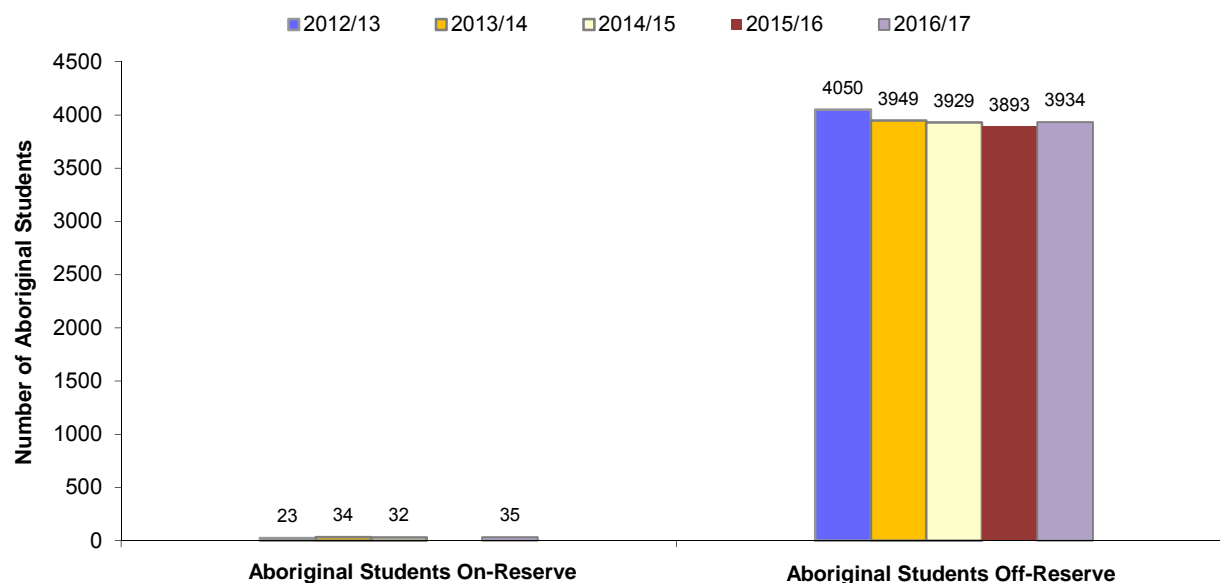


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2012/13	4,073	9	14	23	1,967	2,083	4,050	8,926	60,376
2013/14	3,983	17	17	34	1,890	2,059	3,949	8,812	59,955
2014/15	3,961	13	19	32	1,918	2,011	3,929	8,143	59,306
2015/16	3,898	Msk	Msk	Msk	1,866	2,027	3,893	7,694	59,475
2016/17	3,969	20	15	35	1,886	2,048	3,934	7,285	59,116

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

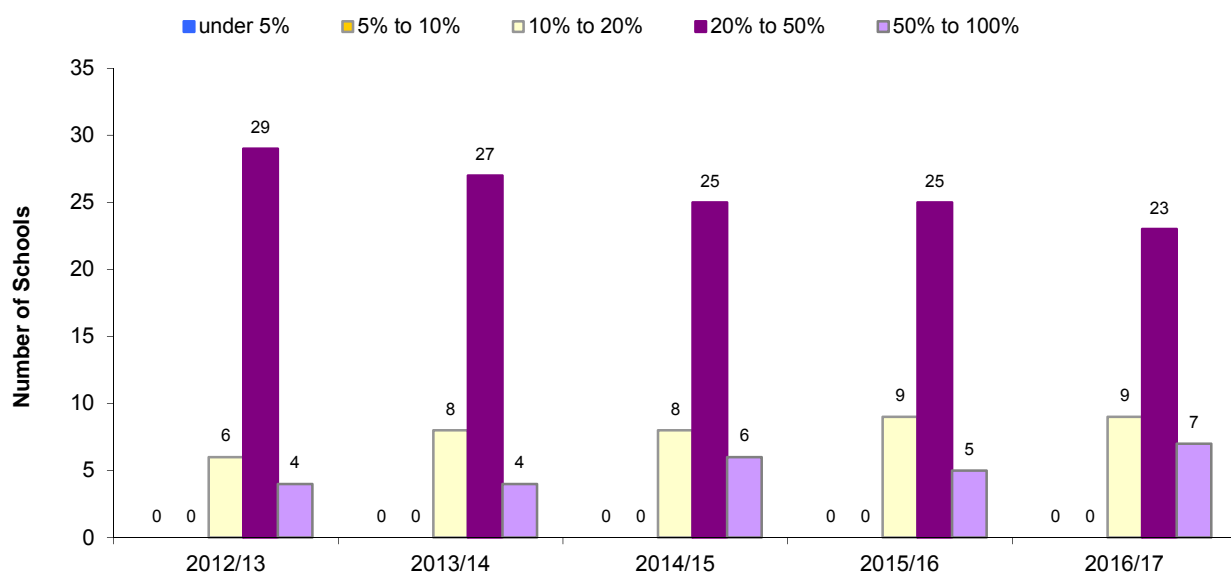


* Public schools only.

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	39	0	0	6	29	4	1,403	379	241	353	336	94
2013/14	39	0	0	8	27	4	1,393	374	243	341	340	95
2014/15	39	0	0	8	25	6	1,385	395	227	333	334	96
2015/16	39	0	0	9	25	5	1,380	401	224	347	316	92
2016/17	39	0	0	9	23	7	1,369	405	232	346	294	92

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

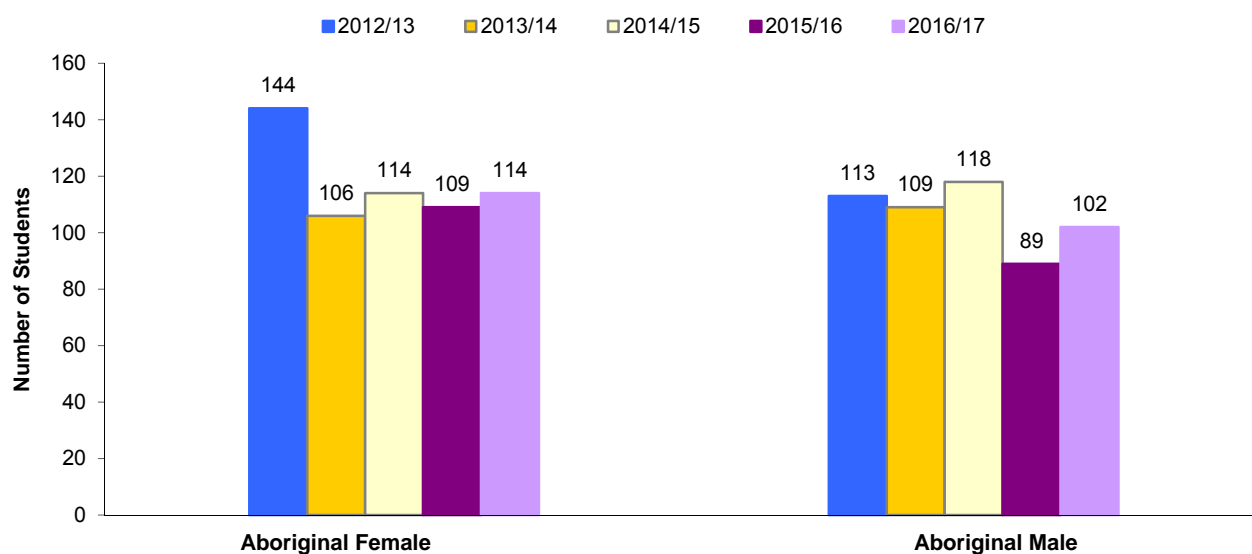


* Public schools only.

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	461	144	113	257	93	111	204	1,697	1,632	2,227	2,965
2013/14	390	106	109	215	78	97	175	1,610	1,594	2,033	2,757
2014/15	404	114	118	232	78	94	172	1,596	1,558	1,981	2,619
2015/16	360	109	89	198	79	83	162	1,609	1,524	2,022	2,477
2016/17	348	114	102	216	67	65	132	1,604	1,539	2,038	2,472

SD Data: Number of Aboriginal Students in Alternate Programs



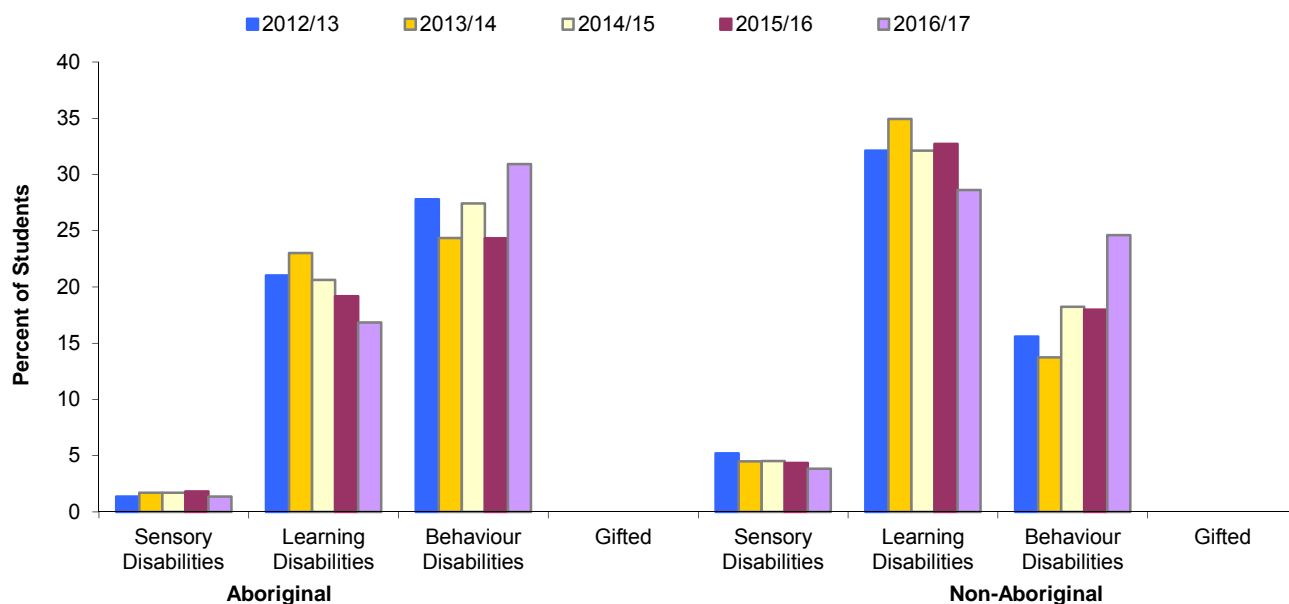
* Public schools only.

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	590	635	8	1	33	5	124	21	204	32	164	28	99	16	Msk	Msk	Msk	Msk
2013/14	591	647	10	2	29	4	136	23	226	35	144	24	89	14	Msk	Msk	Msk	Msk
2014/15	645	663	11	2	30	5	133	21	213	32	177	27	121	18	Msk	Msk	Msk	Msk
2015/16	600	645	11	2	28	4	115	19	211	33	146	24	116	18	Msk	Msk	Msk	Msk
2016/17	653	650	9	1	25	4	110	17	186	29	202	31	160	25	Msk	Msk	Msk	Msk

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).

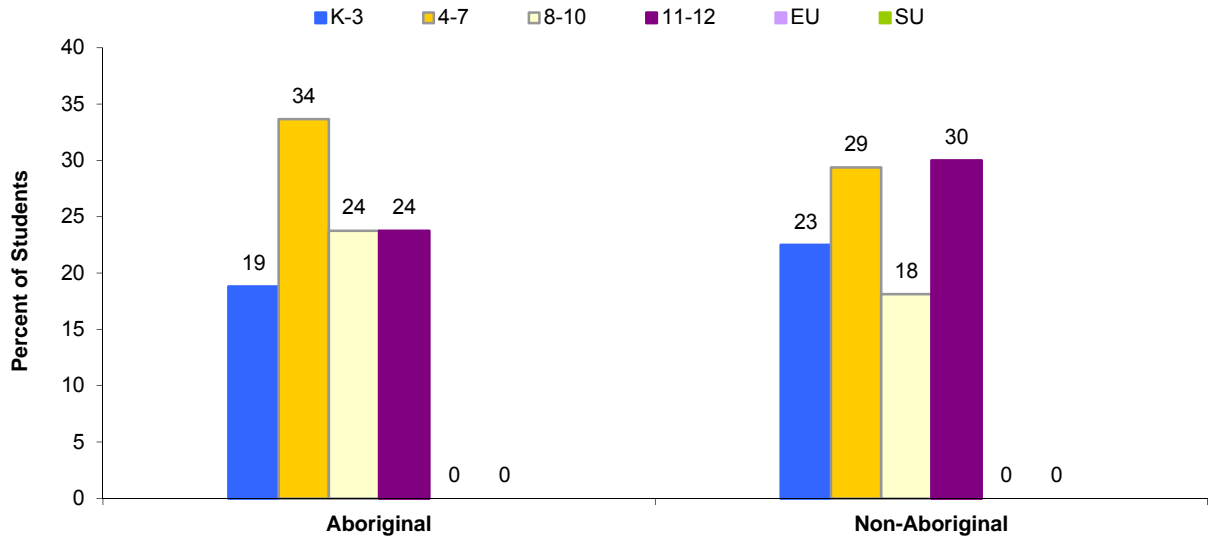
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	164	23	14	24	15	48	29	55	34	0	0	14	9
2013/14	144	29	20	24	17	37	26	42	29	0	0	12	8
2014/15	177	24	14	47	27	39	22	60	34	0	0	7	4
2015/16	146	22	15	45	31	32	22	47	32	0	0	0	0
2016/17	202	38	19	68	34	48	24	48	24	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	99	12	12	11	11	29	29	42	42	0	0	5	5
2013/14	89	12	13	14	16	30	34	30	34	0	0	3	3
2014/15	121	16	13	19	16	32	26	48	40	0	0	6	5
2015/16	116	19	16	24	21	29	25	44	38	0	0	0	0
2016/17	160	36	23	47	29	29	18	48	30	0	0	0	0

Students with Behaviour Disabilities - Grade Distribution 2016/17



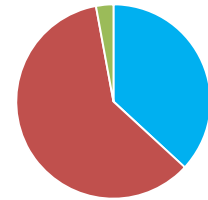
* Total includes Graduated Adults.

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

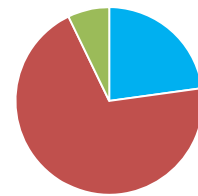
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	276	95	77	28	184	67	15	5
2013/14	275	89	104	38	161	59	10	4
2014/15	250	89	99	40	145	58	6	2
2015/16	237	87	91	38	135	57	11	5
2016/17	274	92	101	37	165	60	8	3



■ Not Yet Meeting
■ Meeting
■ Exceeding

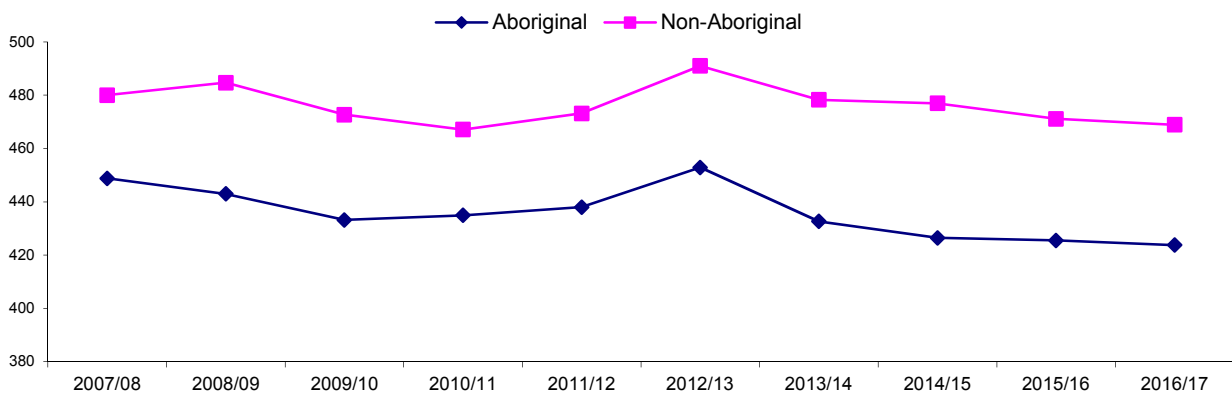
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	587	95	102	17	414	71	71	12
2013/14	550	94	111	20	385	70	54	10
2014/15	579	94	132	23	370	64	77	13
2015/16	610	94	142	23	421	69	47	8
2016/17	614	94	140	23	430	70	44	7



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 4 Reading

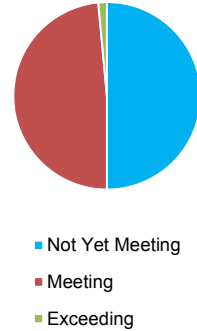


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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.

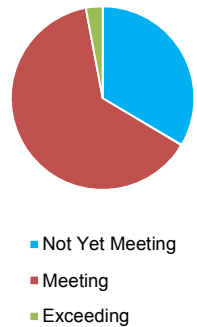
GRADE 4: ABORIGINAL

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2012/13	273	94	67	25	202	74	4	1		
2013/14	270	88	122	45	147	54	1	0		
2014/15	248	89	87	35	157	63	4	2		
2015/16	225	83	123	55	101	45	1	0		
2016/17	268	90	134	50	130	49	4	1		

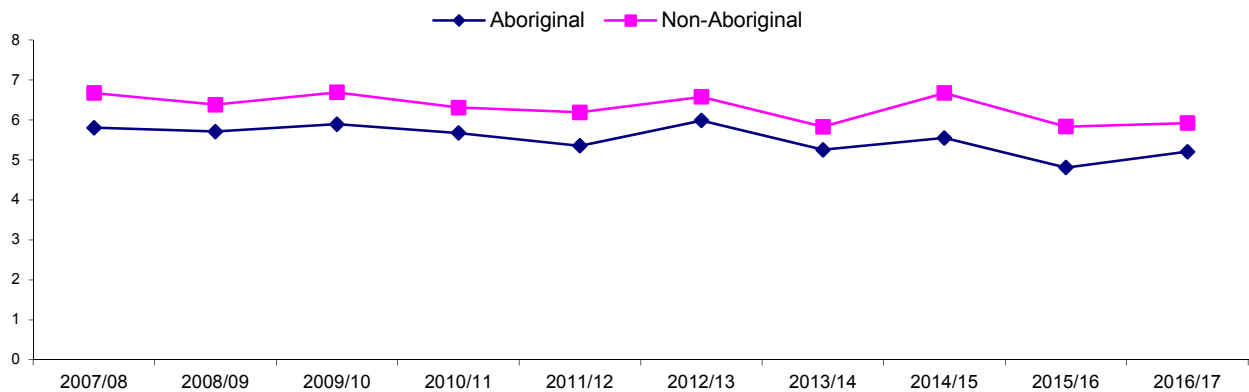


GRADE 4: NON-ABORIGINAL

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2012/13	577	93	82	14	478	83	17	3		
2013/14	543	93	178	33	361	66	4	1		
2014/15	579	94	113	20	433	75	33	6		
2015/16	599	92	178	30	411	69	10	2		
2016/17	611	94	205	34	388	64	18	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	274	94	130	47	140	51	4	1
2013/14	274	89	147	54	126	46	1	0
2014/15	249	89	151	61	96	39	2	1
2015/16	229	84	115	50	107	47	7	3
2016/17	272	92	148	54	121	44	3	1

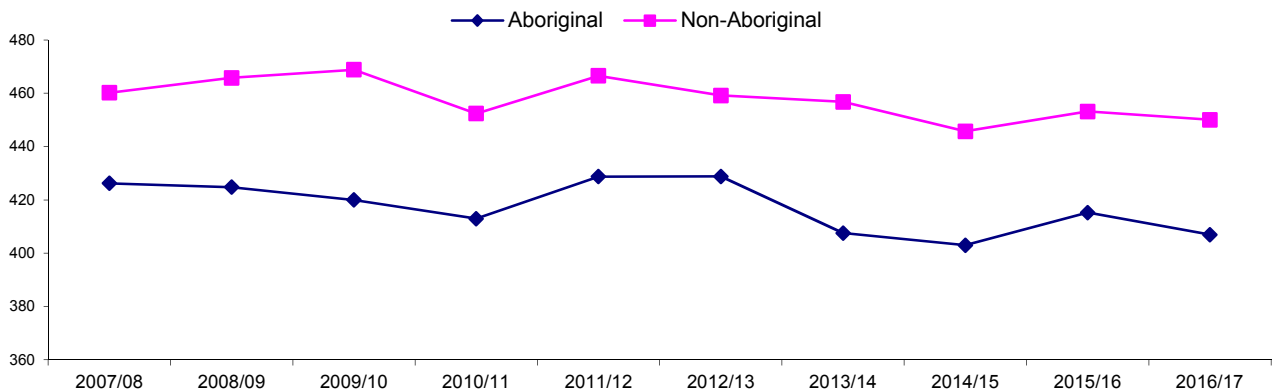


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	583	94	180	31	372	64	31	5
2013/14	546	94	171	31	352	64	23	4
2014/15	582	94	226	39	334	57	22	4
2015/16	612	94	180	29	417	68	15	2
2016/17	614	94	211	34	375	61	28	5



Average FSA Scaled Score - Grade 4 Numeracy



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

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

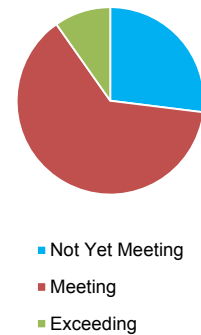
GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	260	94	103	40	151	58	6	2
2013/14	229	88	78	34	138	60	13	6
2014/15	243	86	102	42	128	53	13	5
2015/16	281	92	123	44	146	52	12	4
2016/17	281	91	135	48	135	48	11	4

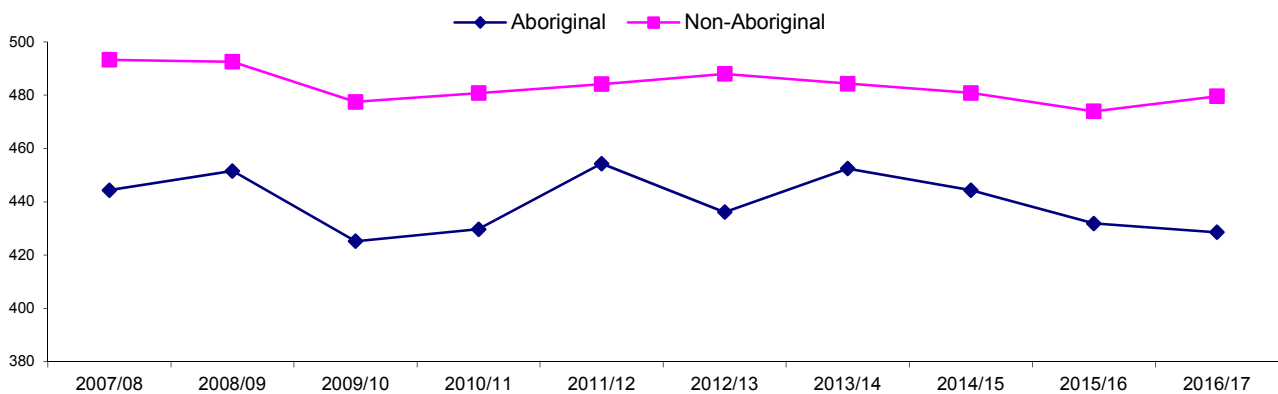


GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	582	94	133	23	394	68	55	9
2013/14	566	95	140	25	371	66	55	10
2014/15	573	93	147	26	367	64	59	10
2015/16	590	94	151	26	388	66	51	9
2016/17	564	94	152	27	357	63	55	10



Average FSA Scaled Score - Grade 7 Reading

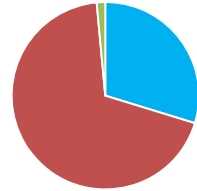


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

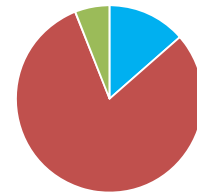
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	253	91	57	23	193	76	3	1
2013/14	228	87	77	34	150	66	1	0
2014/15	236	83	58	25	173	73	5	2
2015/16	270	88	89	33	180	67	1	0
2016/17	269	87	80	30	185	69	4	1



■ Not Yet Meeting
■ Meeting
■ Exceeding

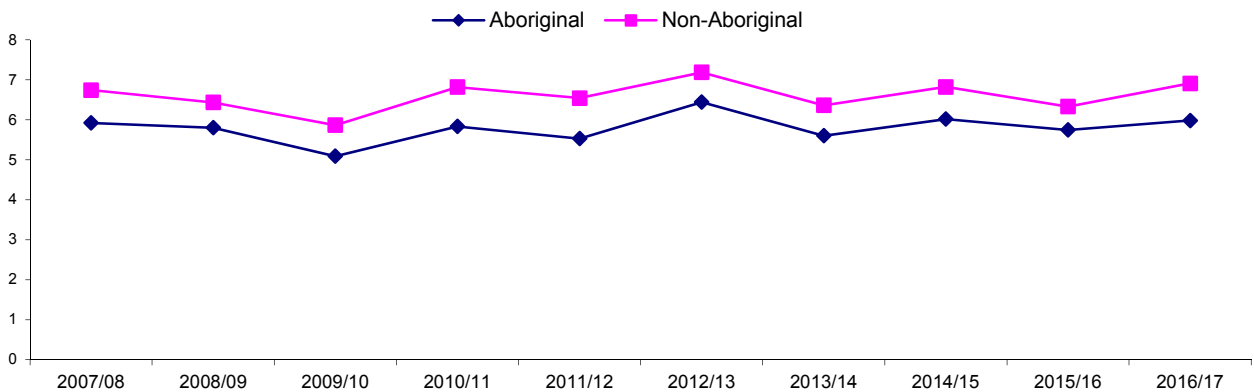
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	579	94	80	14	470	81	29	5
2013/14	562	94	116	21	434	77	12	2
2014/15	573	93	97	17	442	77	34	6
2015/16	572	92	120	21	437	76	15	3
2016/17	554	93	75	14	446	81	33	6



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Writing

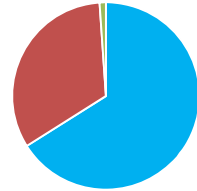


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

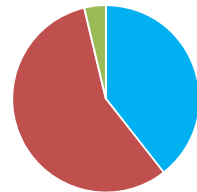
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	255	92	137	54	113	44	5	2
2013/14	230	88	120	52	107	47	3	1
2014/15	243	86	153	63	89	37	1	0
2015/16	282	92	151	54	127	45	4	1
2016/17	274	89	181	66	90	33	3	1



- Not Yet Meeting
- Meeting
- Exceeding

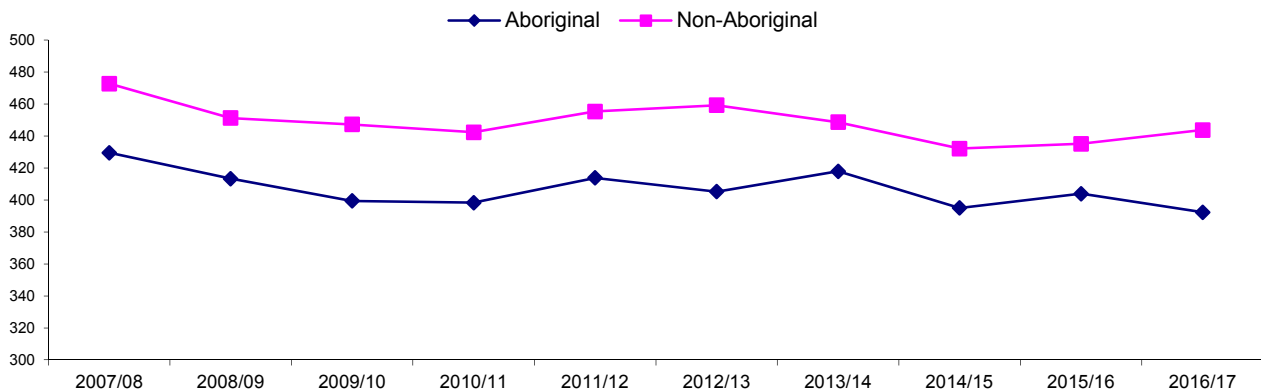
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	581	94	174	30	380	65	27	5
2013/14	565	95	191	34	356	63	18	3
2014/15	572	93	249	44	304	53	19	3
2015/16	587	94	230	39	338	58	19	3
2016/17	561	94	221	39	319	57	21	4



- 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).

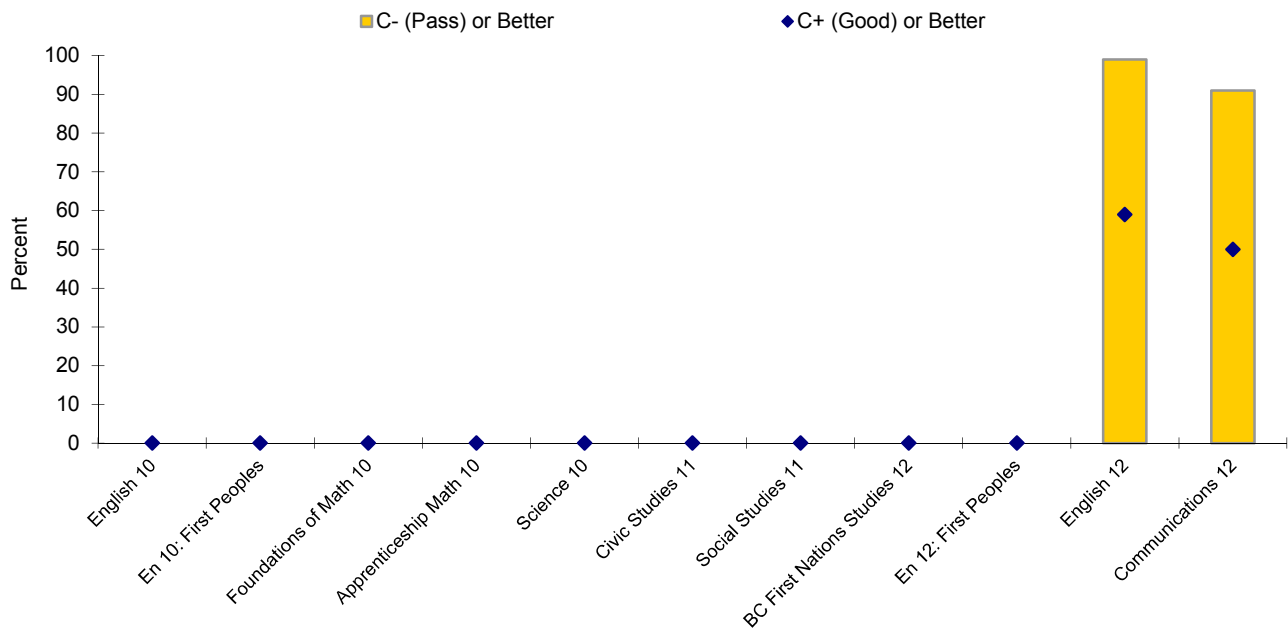
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12	140	139	99	83	59	574	566	99	431	75
Communications 12	44	40	91	22	50	91	89	98	56	62

Final Marks Overview: Aboriginal Results 2016/17

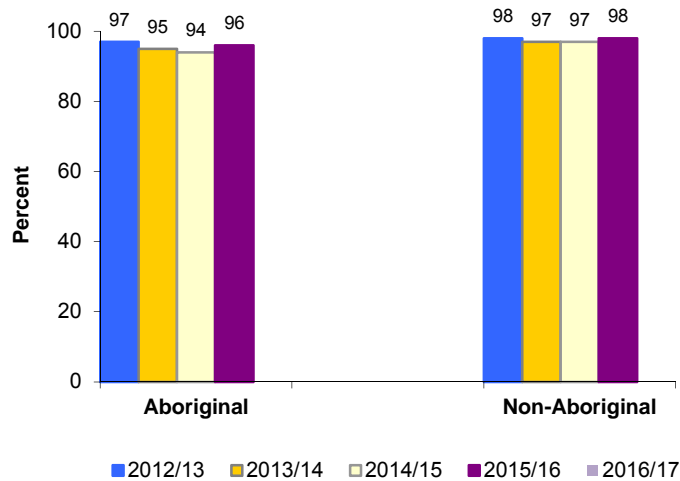


FINAL MARKS: ENGLISH 10

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	236	229	97	142	60	761	746	98	574	75
2013/14	237	224	95	147	62	702	681	97	541	77
2014/15	230	216	94	138	60	696	674	97	531	76
2015/16	246	236	96	147	60	689	678	98	520	75
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	236	334	204	32	761	823	693	68	
2013/14	237	309	197	40	702	758	642	60	
2014/15	230	301	199	31	696	761	640	56	
2015/16	246	324	206	40	689	711	622	67	
2016/17	-	279	-	-	-	662	-	-	

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.

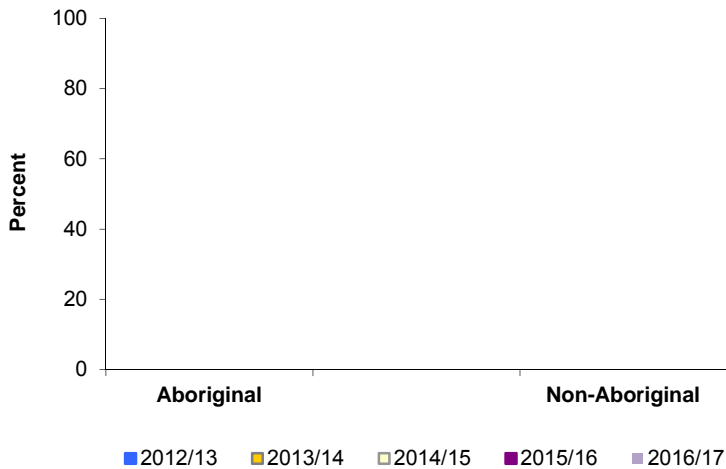
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
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	-	334	-	-	-	823	-	-
2013/14	-	309	-	-	-	758	-	-
2014/15	-	301	-	-	-	761	-	-
2015/16	-	324	-	-	-	711	-	-
2016/17	-	279	-	-	-	662	-	-

**English 10: First Peoples
C- (Pass) or Better**



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

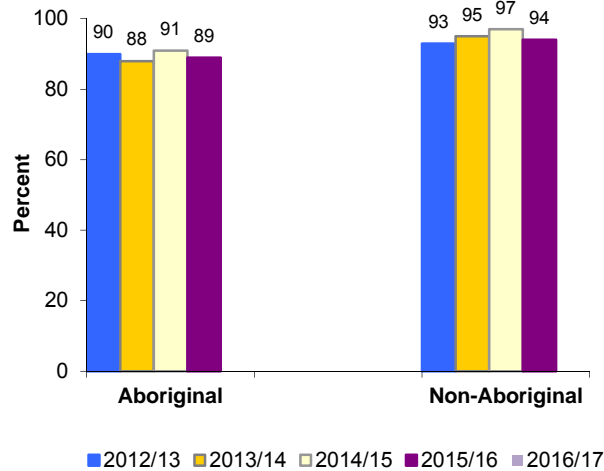
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: 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	114	90	51	40	556	519	93	328	59
2013/14	112	99	88	53	47	528	500	95	318	60
2014/15	108	98	91	54	50	517	500	97	338	65
2015/16	112	100	89	60	54	478	451	94	310	65
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	334	107	20	556	823	514	42
2013/14	112	309	99	13	528	758	486	42
2014/15	108	301	92	16	517	761	466	51
2015/16	112	324	98	14	478	711	435	43
2016/17	-	279	-	-	-	662	-	-

**Foundations & Pre-Calculus 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.

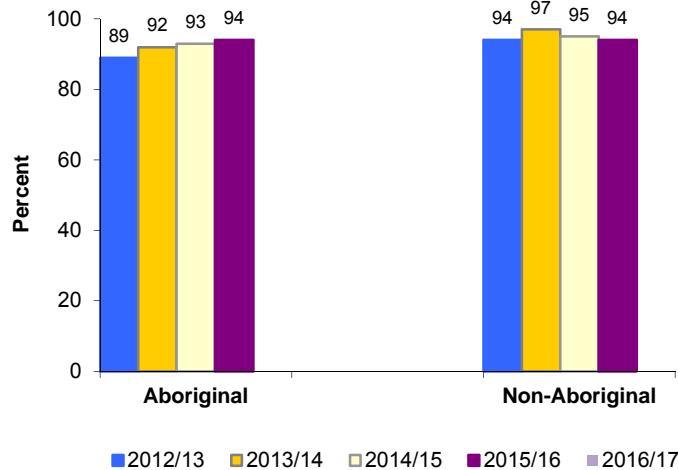
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: 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	137	122	89	59	43	238	224	94	108	45
2013/14	118	109	92	47	40	210	203	97	94	45
2014/15	135	126	93	60	44	212	202	95	95	45
2015/16	139	130	94	72	52	194	183	94	93	48
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	137	334	93	44	238	823	170	68		
2013/14	118	309	74	44	210	758	131	79		
2014/15	135	301	85	50	212	761	165	47		
2015/16	139	324	97	42	194	711	150	44		
2016/17	-	279	-	-	-	662	-	-		

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.

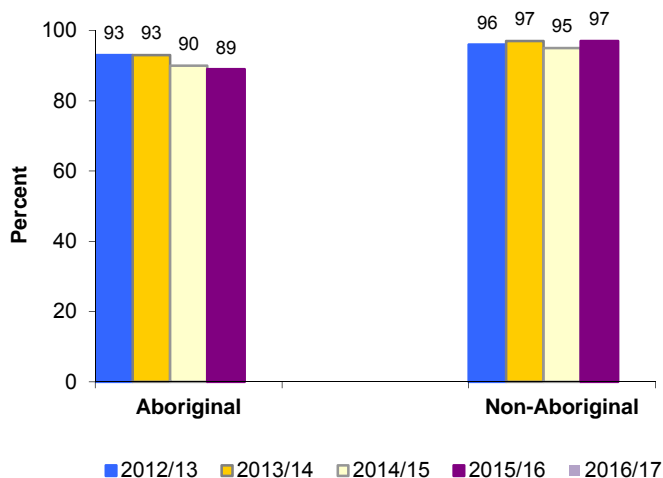
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	246	229	93	97	39	744	713	96	447	60
2013/14	214	199	93	78	36	699	677	97	448	64
2014/15	208	187	90	87	42	673	642	95	439	65
2015/16	233	208	89	107	46	644	622	97	425	66
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	246	334	192	54	744	823	670	74	
2013/14	214	309	179	35	699	758	636	63	
2014/15	208	301	171	37	673	761	607	66	
2015/16	233	324	185	48	644	711	577	67	
2016/17	-	279	-	-	-	662	-	-	

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.

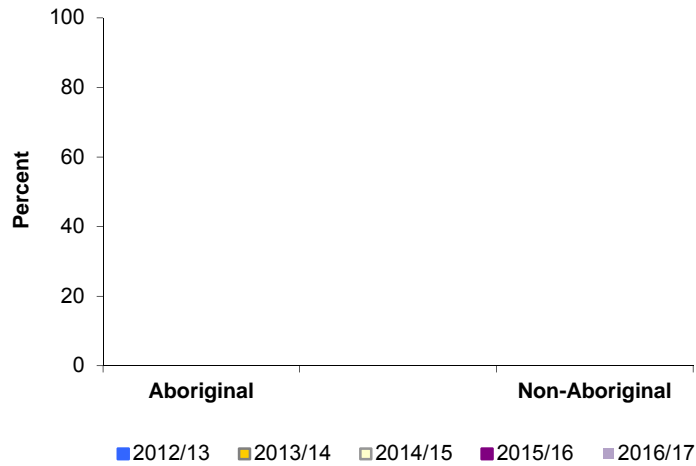
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	-	-	-	-	-	-	-	-	-
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	-	504	-	-	-	1,050	-	-		
2013/14	-	494	-	-	-	1,098	-	-		
2014/15	-	462	-	-	-	1,023	-	-		
2015/16	-	479	-	-	-	1,053	-	-		
2016/17	-	467	-	-	-	860	-	-		

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.

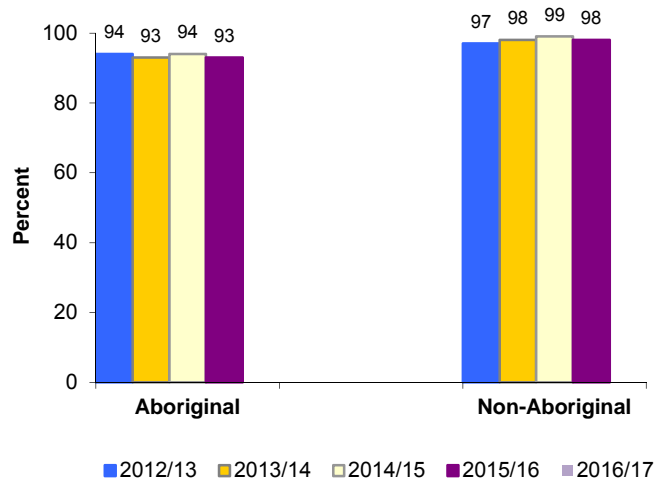
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	215	203	94	115	53	719	701	97	499	69
2013/14	208	193	93	95	46	705	691	98	481	68
2014/15	188	177	94	92	49	680	673	99	486	71
2015/16	194	180	93	92	47	668	652	98	461	69
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	215	504	177	38	719	1,050	604	115	
2013/14	208	494	166	42	705	1,098	602	103	
2014/15	188	462	151	37	680	1,023	579	101	
2015/16	194	479	163	31	668	1,053	587	81	
2016/17	-	467	-	-	-	860	-	-	

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.

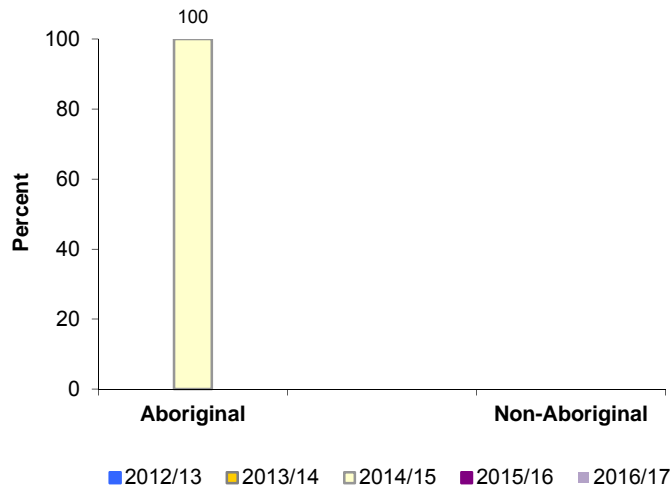
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	14	14	100	10	71	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
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	Msk	356	Msk	Msk	Msk	1,003	Msk	Msk		
2013/14	Msk	377	Msk	Msk	Msk	901	Msk	Msk		
2014/15	14	342	5	9	Msk	863	Msk	Msk		
2015/16	Msk	330	Msk	Msk	Msk	866	Msk	Msk		
2016/17	-	412	-	-	-	976	-	-		

**BC First Nations Studies 12:
C- (Pass) or Better**



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

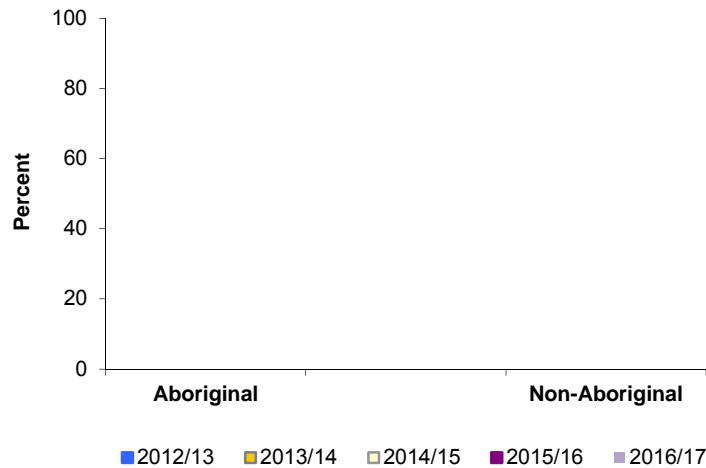
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: 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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	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	Msk	356	Msk	Msk	Msk	1,003	Msk	Msk		
2013/14	Msk	377	Msk	Msk	Msk	901	Msk	Msk		
2014/15	-	342	-	-	-	863	-	-		
2015/16	-	330	-	-	Msk	866	Msk	Msk		
2016/17	Msk	412	Msk	Msk	Msk	976	Msk	Msk		

**English 12: First Peoples:
C- (Pass) or Better**



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

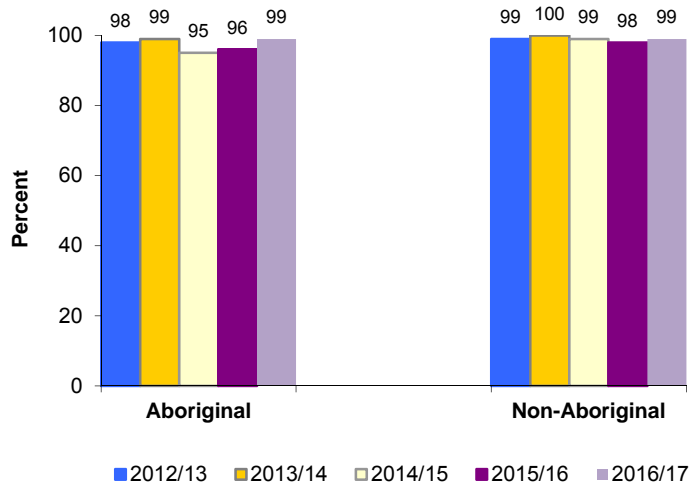
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: 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	112	110	98	59	53	630	625	99	454	72
2013/14	156	154	99	99	63	603	600	100	442	73
2014/15	150	143	95	83	55	597	591	99	437	73
2015/16	131	126	96	68	52	574	562	98	413	72
2016/17	140	139	99	83	59	574	566	99	431	75

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	112	356	105	7	630	1,003	609	21	
2013/14	156	377	149	7	603	901	570	33	
2014/15	150	342	143	7	597	863	566	31	
2015/16	131	330	123	8	574	866	543	31	
2016/17	140	412	125	15	574	976	552	22	

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.

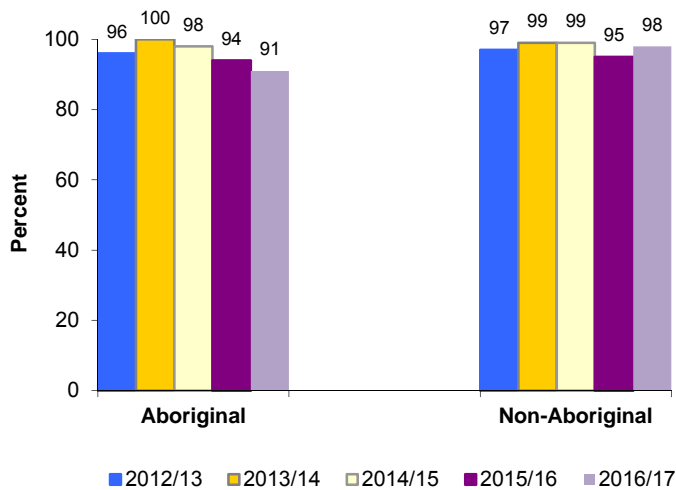
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	46	44	96	33	72	106	103	97	74	70
2013/14	54	54	100	37	69	96	95	99	65	68
2014/15	50	49	98	30	60	88	87	99	54	61
2015/16	51	48	94	21	41	98	93	95	59	60
2016/17	44	40	91	22	50	91	89	98	56	62

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	46	356	45	1	106	1,003	97	9		
2013/14	54	377	45	9	96	901	79	17		
2014/15	50	342	43	7	88	863	72	16		
2015/16	51	330	45	6	98	866	77	21		
2016/17	44	412	38	6	91	976	82	9		

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.

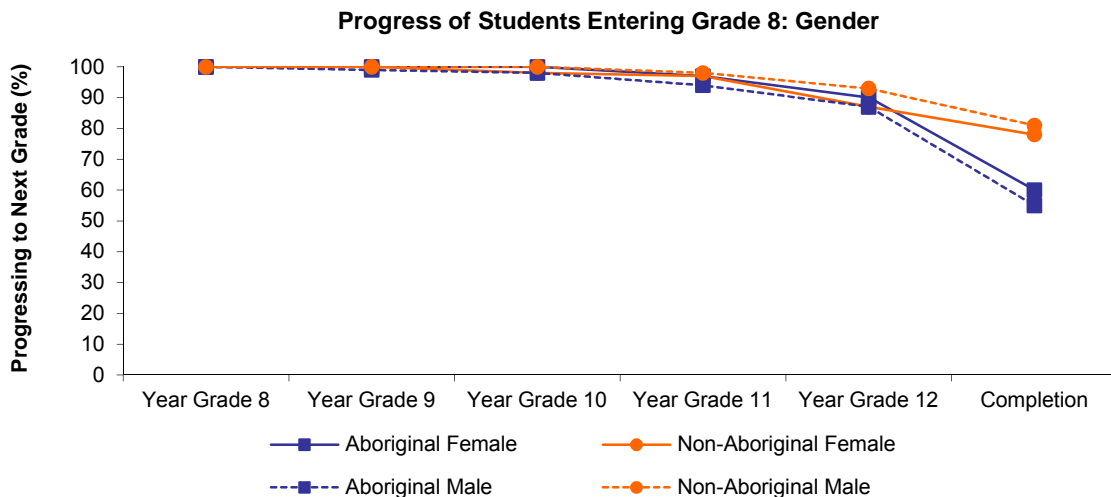
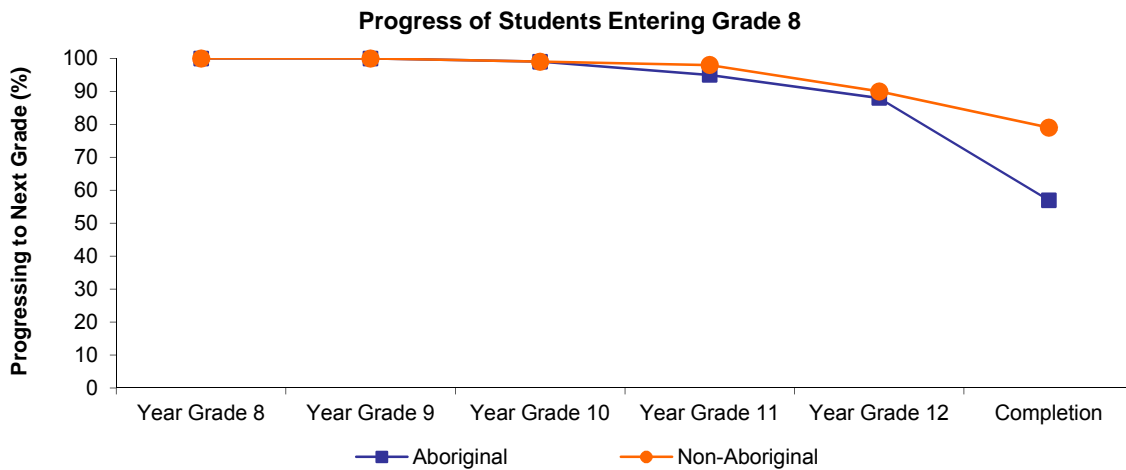
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	100	99	100	100	100
	Grade 10	99	100	98	99	98	100
	Grade 11	95	97	94	98	97	98
	Grade 12	88	90	87	90	87	93
2016/17	Completion	57	60	55	79	78	81



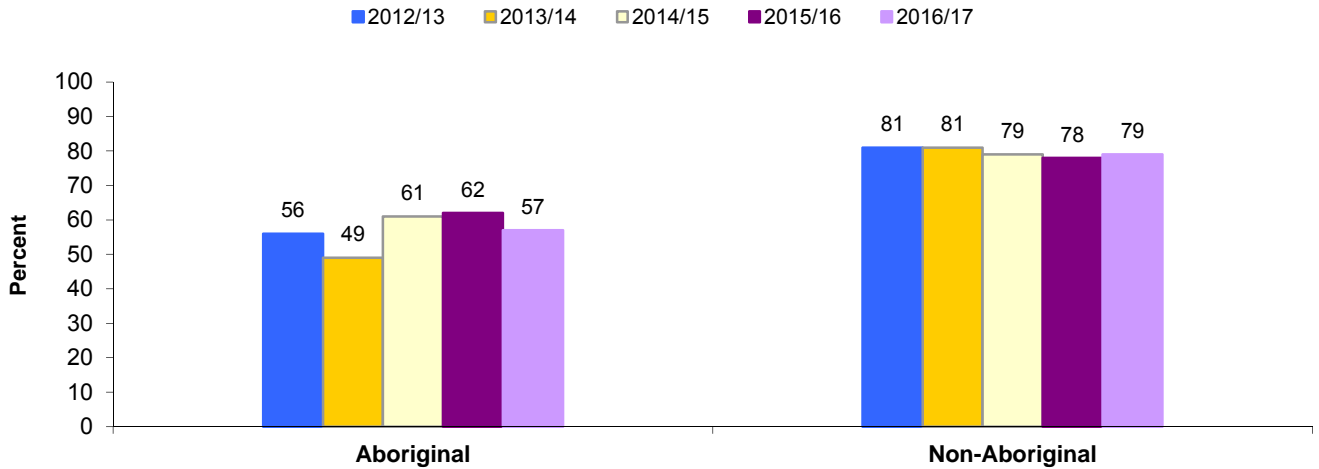
SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

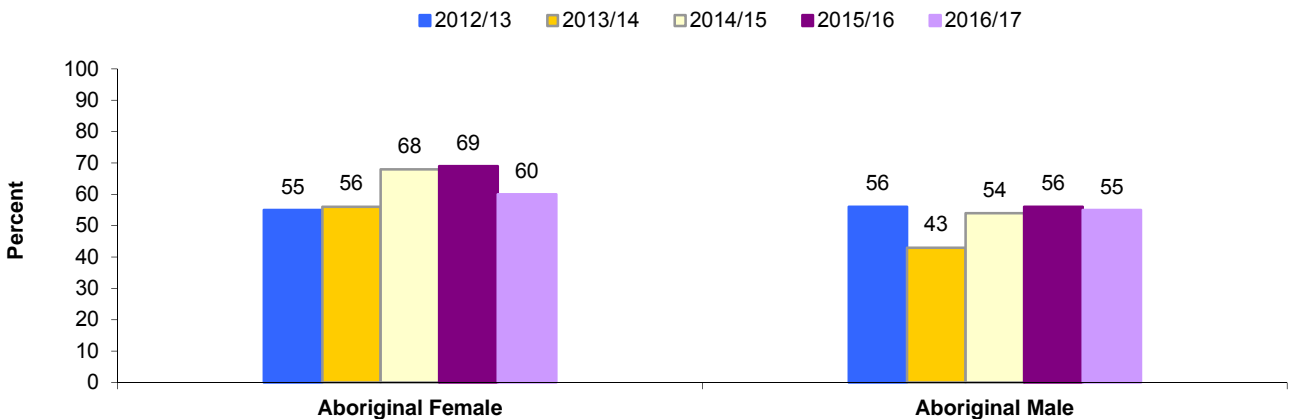
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	56	55	56	81	81	82
2013/14	49	56	43	81	82	80
2014/15	61	68	54	79	81	77
2015/16	62	69	56	78	80	77
2016/17	57	60	55	79	77	81

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



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

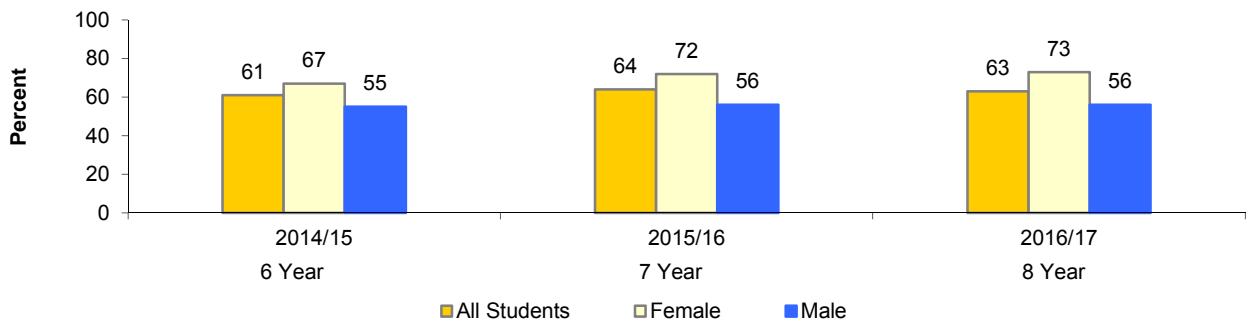
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

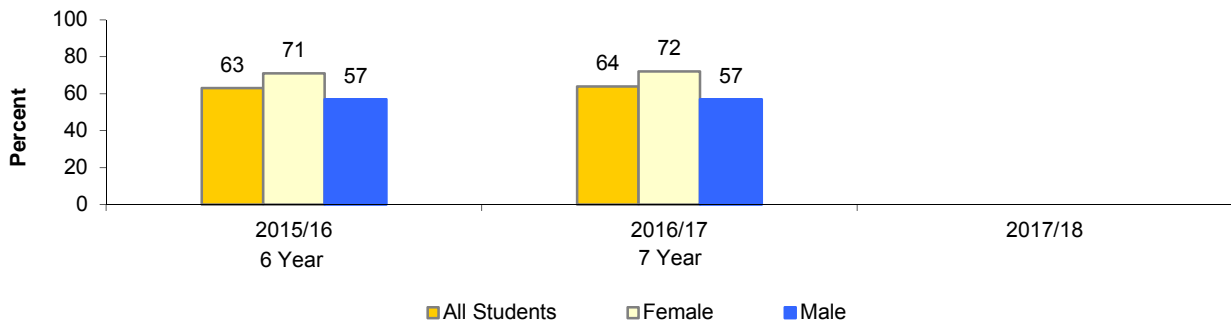
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	61	67	55	64	72	56	63	73	56
2010/11	63	71	57	64	72	57	-	-	-
2011/12	57	60	55	-	-	-	-	-	-

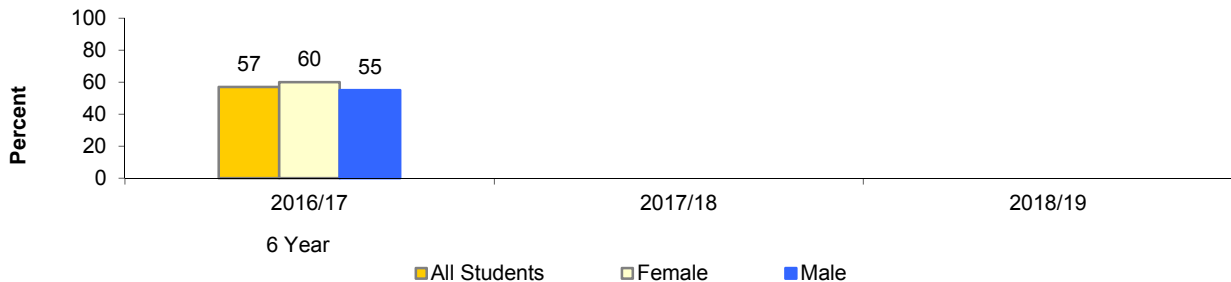
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort



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	344	45	13	979	35	4
2013/14	363	31	9	871	21	2
2014/15	332	27	8	836	27	3
2015/16	315	12	4	822	31	4
2016/17	395	16	4	947	16	2

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	344	151	44	979	694	71
2013/14	363	179	49	871	646	74
2014/15	332	172	52	836	645	77
2015/16	315	155	49	822	608	74
2016/17	395	147	37	947	615	65

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	344	48	14	979	83	8
2013/14	363	23	6	871	69	8
2014/15	332	38	11	836	90	11
2015/16	315	58	18	822	85	10
2016/17	395	30	8	947	92	10

* 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	279	230	82	49	18
2013/14	254	207	81	47	19
2014/15	242	205	85	37	15
2015/16	220	196	89	24	11
2016/17	214	194	91	20	9

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	4,073	230	6
2013/14	3,983	207	5
2014/15	3,961	205	5
2015/16	3,898	196	5
2016/17	3,969	194	5

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	19	22	Msk	20	Msk	Msk	Msk
2013/14	16	17	8	12	Msk	Msk	Msk
2014/15	39	34	33	33	-	Msk	Msk
2015/16	46	59	11	38	Msk	Msk	65
2016/17	26	38	11	27	Msk	Msk	Msk

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	Msk	Msk	Msk	Msk	-	Msk	Msk
2013/14	79	Msk	Msk	70	-	Msk	Msk
2014/15	100	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	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	218	100	65	29.8	18	8.3	6	2.8	11	5.0		
Non-Aboriginal	872	100	242	27.8	70	8.0	29	3.3	13	1.5		

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	248	100	17	6.9	7	2.8	10	4.0	9	3.6		
Non-Aboriginal	669	100	50	7.5	6	0.9	10	1.5	8	1.2		

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	218	100	-	-	-	-	1	0.5	-	-		
Non-Aboriginal	872	100	11	1.3	3	0.3	4	0.5	2	0.2		

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	248	100	-	-	-	-	-	-	2	0.8		
Non-Aboriginal	669	100	1	0.1	3	0.4	3	0.4	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 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	218	100	13	6.0	2	0.9	1	0.5	-	-		
Non-Aboriginal	872	100	162	18.6	13	1.5	1	0.1	2	0.2		

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	248	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	669	100	3	0.4	2	0.3	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	218	100	3	1.4	2	0.9	-	-	2	0.9		
Non-Aboriginal	872	100	20	2.3	7	0.8	2	0.2	1	0.1		

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	248	100	1	0.4	1	0.4	1	0.4	-	-		
Non-Aboriginal	669	100	4	0.6	3	0.4	2	0.3	-	-		

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

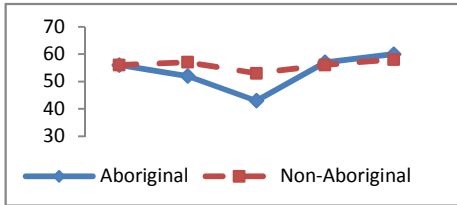
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

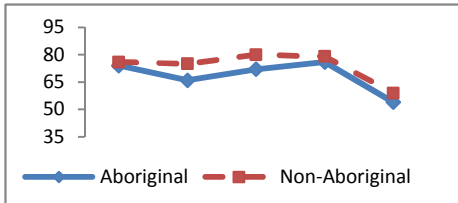
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



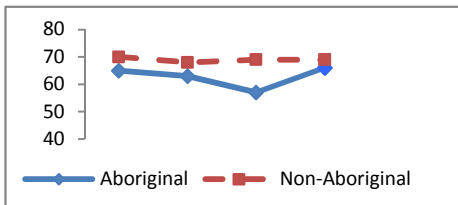
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2012/13	172	96 56	473	266 56
2013/14	146	76 52	404	229 57
2014/15	167	71 43	495	264 53
2015/16	171	98 57	489	275 56
2016/17	192	116 60	551	318 58

Do adults in the school treat all students fairly?



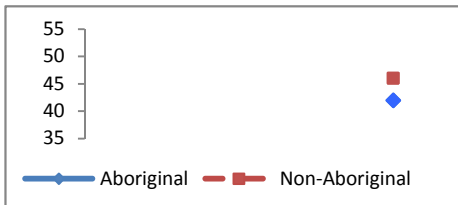
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2012/13	174	128 74	457	349 76
2013/14	144	95 66	399	300 75
2014/15	161	116 72	474	377 80
2015/16	170	130 76	477	377 79
2016/17	192	103 54	547	322 59

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



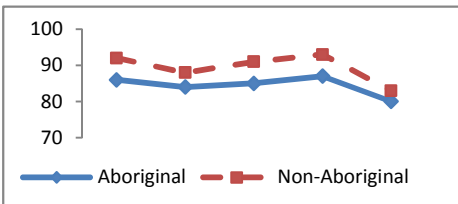
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2012/13	178	116 65	478	334 70
2013/14	152	96 63	419	284 68
2014/15	176	101 57	507	348 69
2015/16	174	115 66	493	340 69
2016/17	-	- -	-	- -

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



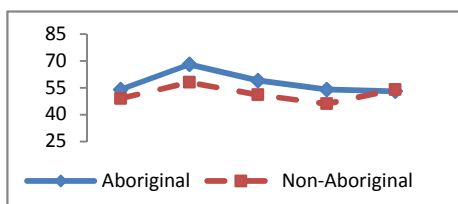
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	184	77 42	542	250 46

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	177	153 86	474	435 92
2013/14	148	124 84	405	358 88
2014/15	174	148 85	486	443 91
2015/16	173	151 87	489	453 93
2016/17	177	142 80	514	425 83

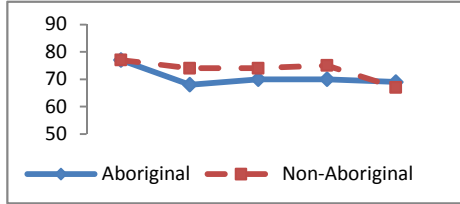
At school, are you being taught about Aboriginal peoples in Canada?



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	175	95 54	457	225 49
2013/14	152	104 68	407	236 58
2014/15	170	100 59	472	240 51
2015/16	170	92 54	458	212 46
2016/17	180	96 53	527	282 54

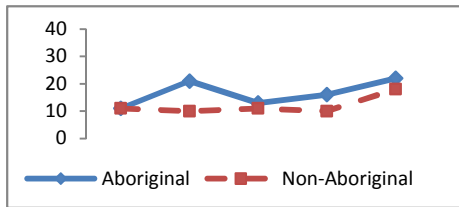
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



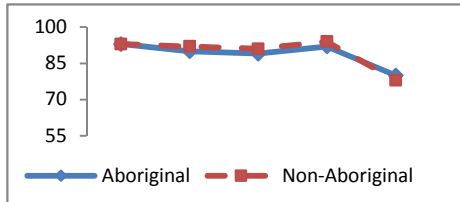
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	176	135	77	478	368	77
2013/14	150	102	68	413	306	74
2014/15	171	120	70	496	365	74
2015/16	175	122	70	495	372	75
2016/17	185	128	69	541	361	67

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



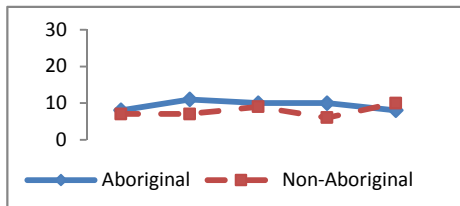
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	177	20	11	469	50	11
2013/14	150	32	21	411	43	10
2014/15	167	22	13	491	54	11
2015/16	173	27	16	483	47	10
2016/17	182	40	22	540	98	18

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	179	167	93	481	447	93
2013/14	156	140	90	417	384	92
2014/15	170	152	89	504	460	91
2015/16	177	163	92	499	470	94
2016/17	192	153	80	550	427	78

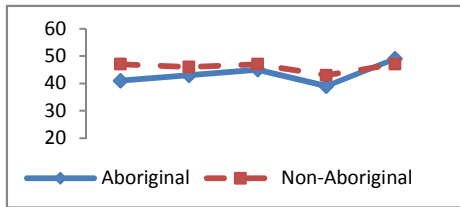
I would like to go to a different school.



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	173	14	8	468	34	7
2013/14	146	16	11	412	27	7
2014/15	170	17	10	485	42	9
2015/16	173	18	10	478	27	6
2016/17	192	16	8	548	55	10

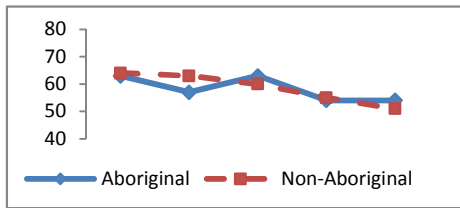
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



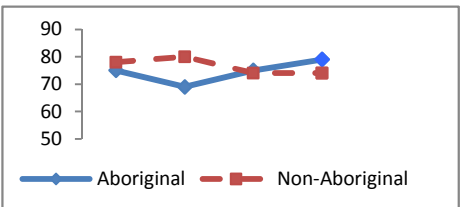
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	168	69	41	428	203	47
2013/14	162	69	43	419	191	46
2014/15	184	83	45	477	223	47
2015/16	182	71	39	464	198	43
2016/17	207	102	49	503	238	47

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	164	103	63	422	269	64
2013/14	157	89	57	411	259	63
2014/15	184	115	63	467	280	60
2015/16	182	99	54	447	248	55
2016/17	208	113	54	500	256	51

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



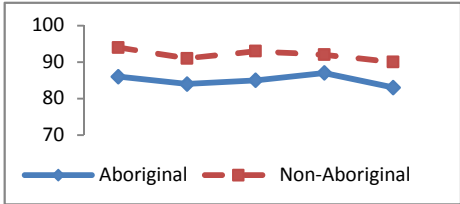
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	170	127	75	428	333	78
2013/14	162	112	69	416	334	80
2014/15	189	142	75	477	352	74
2015/16	183	144	79	461	343	74
2016/17	-	-	-	-	-	-

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



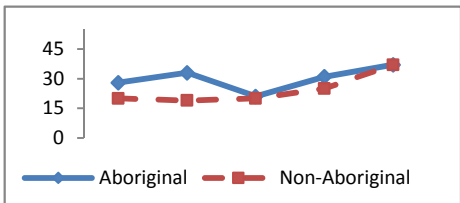
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	205	97 47	503	248 49

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	166	142	86	429	404	94
2013/14	159	134	84	419	380	91
2014/15	189	161	85	469	435	93
2015/16	181	158	87	460	422	92
2016/17	204	169	83	497	447	90

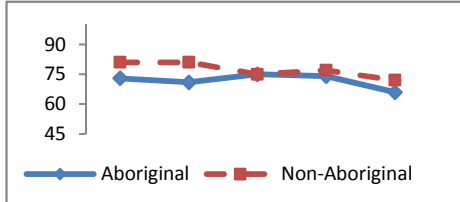
At school, are you being taught about Aboriginal peoples in Canada?



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	167	46	28	418	82	20
2013/14	161	53	33	409	78	19
2014/15	184	39	21	470	94	20
2015/16	183	57	31	449	111	25
2016/17	206	76	37	503	188	37

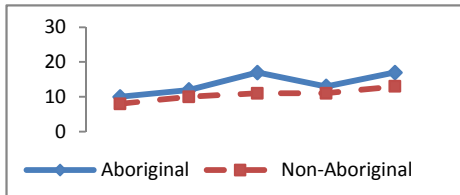
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



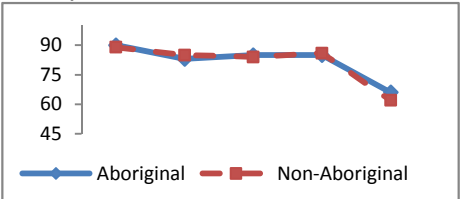
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	167	122	73	427	347	81
2013/14	161	115	71	414	337	81
2014/15	189	142	75	475	354	75
2015/16	179	132	74	456	349	77
2016/17	205	135	66	503	361	72

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



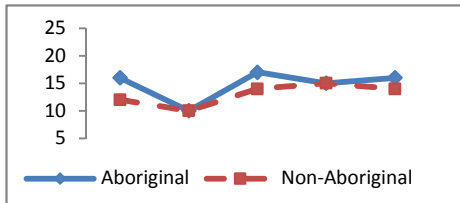
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	165	17	10	425	32	8
2013/14	161	19	12	416	42	10
2014/15	187	32	17	471	50	11
2015/16	178	24	13	450	48	11
2016/17	206	36	17	500	65	13

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	150	90	427	382	89
2013/14	162	134	83	415	352	85
2014/15	188	160	85	475	401	84
2015/16	178	151	85	459	395	86
2016/17	207	136	66	503	314	62

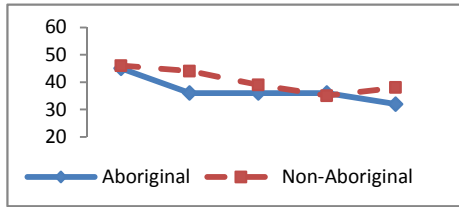
I would like to go to a different school.



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	165	26	16	419	51	12
2013/14	156	16	10	412	41	10
2014/15	184	32	17	461	63	14
2015/16	179	26	15	447	66	15
2016/17	207	34	16	502	69	14

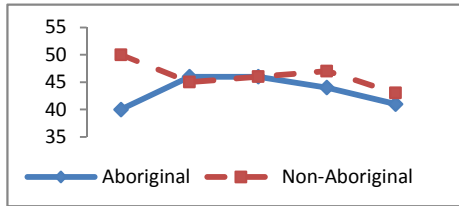
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



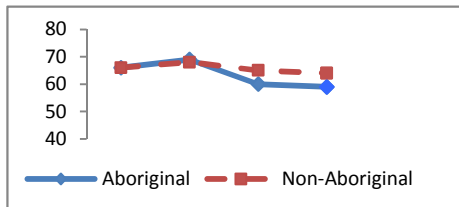
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	177	79	45	585	269	46
2013/14	162	58	36	558	243	44
2014/15	159	57	36	544	211	39
2015/16	184	66	36	485	169	35
2016/17	138	44	32	438	165	38

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	176	71	40	574	286	50
2013/14	153	70	46	552	247	45
2014/15	150	69	46	537	245	46
2015/16	184	81	44	476	222	47
2016/17	138	56	41	439	189	43

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



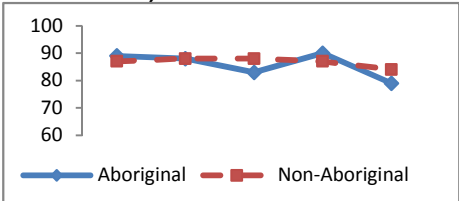
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	177	117	66	584	388	66
2013/14	159	110	69	562	381	68
2014/15	157	94	60	542	355	65
2015/16	185	110	59	484	309	64
2016/17	-	-	-	-	-	-

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



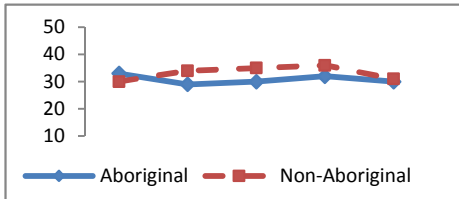
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	137	61 45	438	231 53

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	174	155	89	569	496	87
2013/14	158	139	88	556	489	88
2014/15	151	125	83	533	468	88
2015/16	180	162	90	480	418	87
2016/17	136	107	79	431	363	84

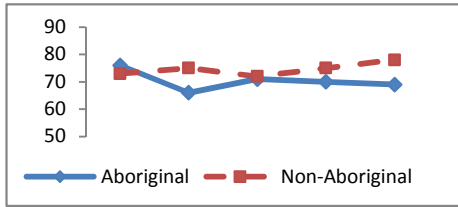
At school, are you being taught about Aboriginal peoples in Canada?



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	175	58	33	569	168	30
2013/14	160	46	29	554	189	34
2014/15	151	46	30	520	181	35
2015/16	183	58	32	469	169	36
2016/17	138	41	30	435	133	31

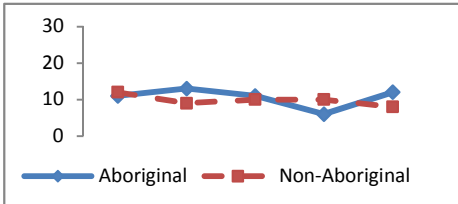
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



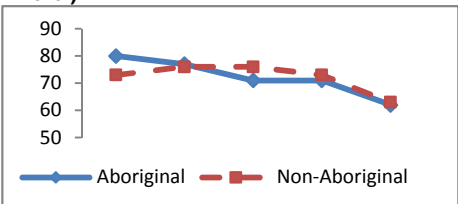
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	172	130	76	582	426	73
2013/14	159	105	66	557	418	75
2014/15	157	112	71	537	387	72
2015/16	184	129	70	478	359	75
2016/17	138	95	69	436	338	78

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



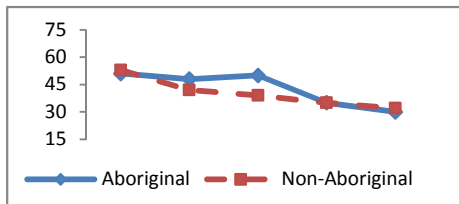
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	174	20	11	578	67	12
2013/14	160	20	13	560	51	9
2014/15	157	17	11	538	55	10
2015/16	181	10	6	476	46	10
2016/17	136	16	12	438	34	8

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



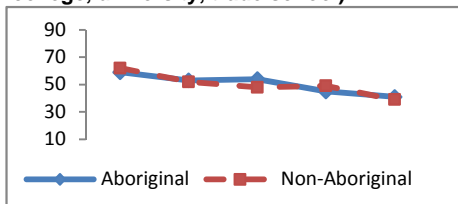
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	177	141	80	577	424	73
2013/14	157	121	77	553	419	76
2014/15	158	112	71	547	413	76
2015/16	186	132	71	486	354	73
2016/17	137	85	62	437	275	63

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



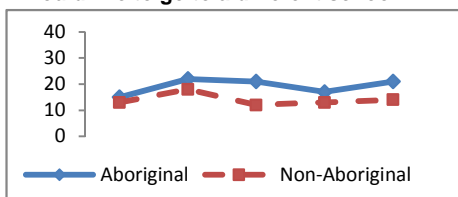
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	177	91	51	573	302	53
2013/14	159	77	48	556	231	42
2014/15	151	75	50	546	213	39
2015/16	187	66	35	477	167	35
2016/17	137	41	30	435	141	32

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	177	104	59	574	356	62
2013/14	159	84	53	553	286	52
2014/15	154	83	54	540	261	48
2015/16	183	83	45	476	233	49
2016/17	136	56	41	434	171	39

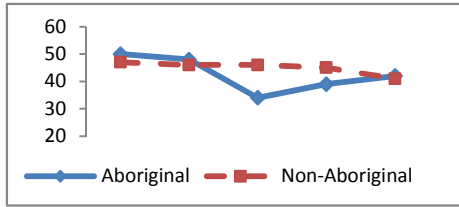
I would like to go to a different school.



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	171	25	15	570	75	13
2013/14	155	34	22	534	94	18
2014/15	147	31	21	527	65	12
2015/16	180	30	17	470	61	13
2016/17	137	29	21	439	63	14

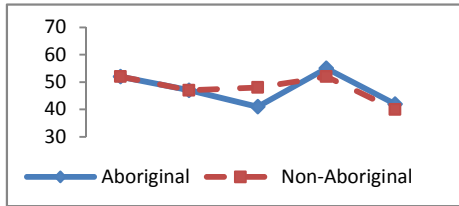
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



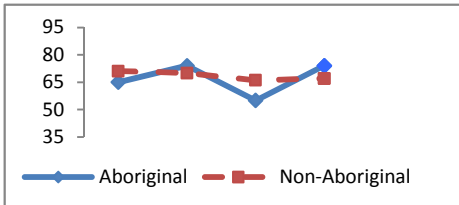
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	124	62	50	494	230	47
2013/14	109	52	48	398	182	46
2014/15	116	40	34	402	183	46
2015/16	94	37	39	405	183	45
2016/17	92	39	42	383	157	41

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	116	60	52	463	239	52
2013/14	109	51	47	394	186	47
2014/15	115	47	41	401	192	48
2015/16	92	51	55	397	206	52
2016/17	93	39	42	384	155	40

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



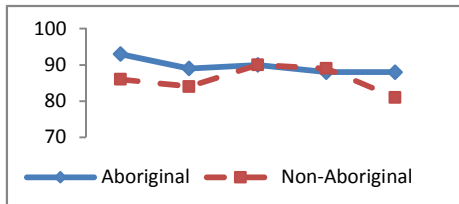
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	123	80	65	479	338	71
2013/14	110	81	74	399	279	70
2014/15	115	63	55	404	267	66
2015/16	95	70	74	403	272	67
2016/17	-	-	-	-	-	-

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



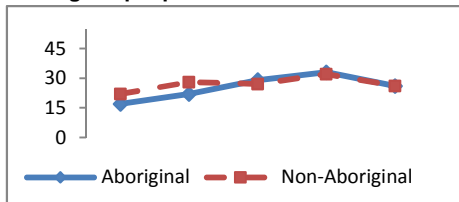
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	93	52 56	385	201 52

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	113	105	93	467	400	86
2013/14	106	94	89	396	331	84
2014/15	110	99	90	396	358	90
2015/16	96	84	88	395	350	89
2016/17	92	81	88	384	311	81

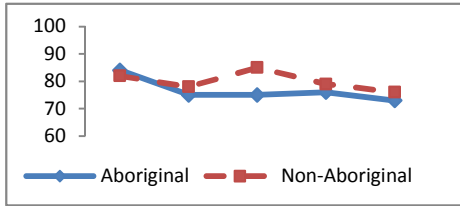
At school, are you being taught about Aboriginal peoples in Canada?



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	111	19	17	464	101	22
2013/14	106	23	22	386	108	28
2014/15	112	33	29	394	105	27
2015/16	95	31	33	391	126	32
2016/17	93	24	26	385	100	26

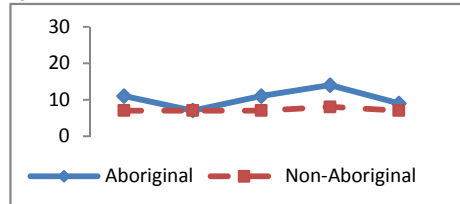
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



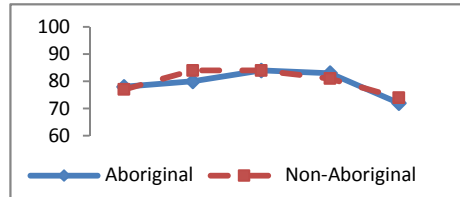
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	119	100	84	468	386	82
2013/14	110	83	75	398	312	78
2014/15	115	86	75	398	340	85
2015/16	94	71	76	401	315	79
2016/17	91	66	73	384	290	76

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



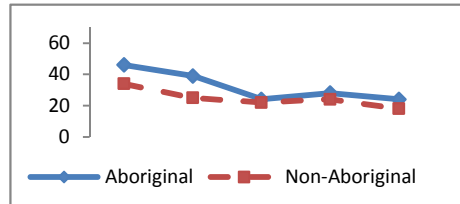
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	119	13	11	470	32	7
2013/14	110	8	7	396	26	7
2014/15	115	13	11	399	26	7
2015/16	96	13	14	405	31	8
2016/17	92	8	9	383	27	7

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



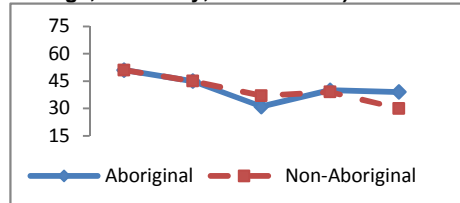
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2012/13	118	92	78	470	363	77
2013/14	110	88	80	398	333	84
2014/15	116	98	84	404	341	84
2015/16	95	79	83	408	329	81
2016/17	92	66	72	386	284	74

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



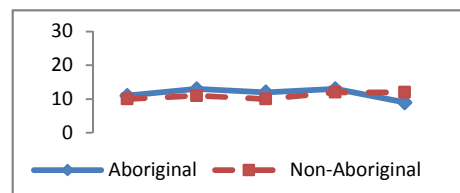
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	116	53	46	465	156	34
2013/14	109	43	39	397	98	25
2014/15	115	28	24	398	89	22
2015/16	96	27	28	399	94	24
2016/17	92	22	24	384	68	18

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	114	58	51	464	238	51
2013/14	107	48	45	395	178	45
2014/15	115	36	31	399	146	37
2015/16	92	37	40	399	157	39
2016/17	92	36	39	384	114	30

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	115	13	11	453	45	10
2013/14	103	13	13	396	45	11
2014/15	114	14	12	388	38	10
2015/16	94	12	13	387	47	12
2016/17	92	8	9	386	47	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 2003/2004 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.