



Aboriginal Report 2012/13 - 2016/17

How Are We Doing?

School District 062 Sooke

3143 Jacklin Rd
Victoria, BC, V9B 5R1
Phone: 250 474-9800

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

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2012/13 - 2016/17	
Students Who Self-Identify as Aboriginal, 2007/08 - 2016/17	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students in Special Needs Performance Reporting Groups	8
Grade Distribution of Students with Behaviour Disabilities	9
Foundation Skills Assessment (FSA) Grades 4 and 7, 2012/13 - 2016/17	
Reading Comprehension, Grade 4	10
Writing, Grade 4	11
Numeracy, Grade 4	12
Reading Comprehension, Grade 7	13
Writing, Grade 7	14
Numeracy, Grade 7	15
Required Examinations Results, 2012/13 - 2016/17	
Overview	16
English 10	17
English 10: First Peoples	18
Mathematics 10	
Foundations and Pre-Calculus	19
Apprenticeship and Workplace	20
Science 10	21
Civic Studies 11	22
Social Studies 11	23
BC First Nations Studies 12	24
English 12: First Peoples	25
English 12	26
Communications 12	27
Transitions, 2011/12 - 2016/17	
Progress of Students Entering Grade 8 in September 2011, by Cohort and Gender	28
School Completion, 2012/13 - 2016/17	
Six-Year Completion Rate, by Cohort and Gender	29
Six, Seven and Eight-Year Completion Rates, 2009/10 - 2011/12 Cohorts	30
BC School Completion Certificate and BC Certificate of Graduation	31
Education Experiences of Children in Care, 2012/13 - 2016/17	
Enrolment in Care by Aboriginal Status and Gender	32
Six-Year Completion by Aboriginal Status and Gender	32
Graduation Rates by Aboriginal Status and Gender	32
Post-Secondary Transitions, 2012/13 - 2015/16	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	33
Satisfaction Survey Results, 2012/13 - 2016/17	
Overview	35
Satisfaction Survey Results, grade 3/4	36
Satisfaction Survey Results, grade 7	38
Satisfaction Survey Results, grade 10	40
Satisfaction Survey Results, grade 12	42
Glossary	44

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?

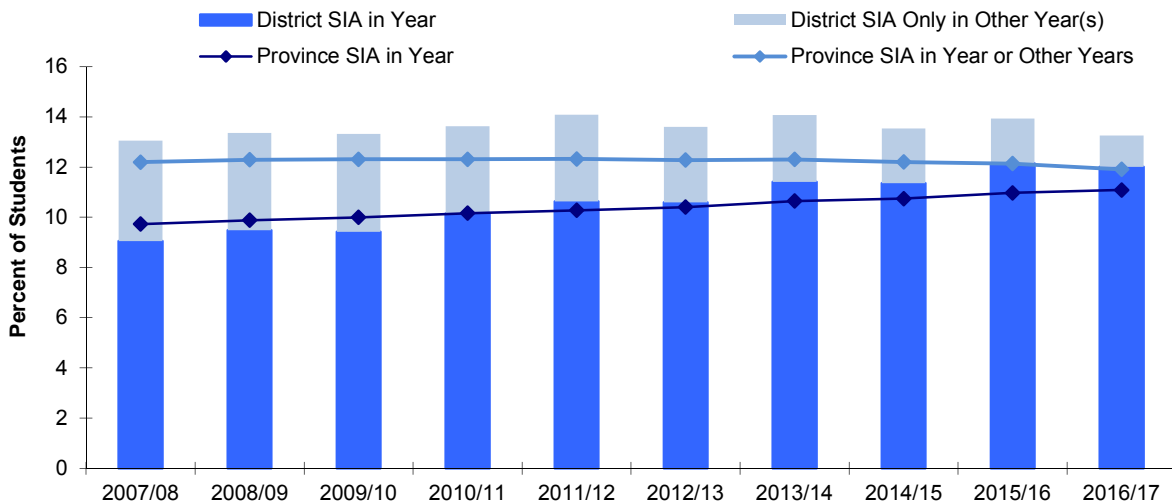
PLEASE NOTE

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	8,883	804	9.1	355	4.0	583,619	56,760	9.7	14,419	2.5
2008/09	9,146	867	9.5	355	3.9	579,485	57,257	9.9	13,975	2.4
2009/10	9,268	873	9.4	361	3.9	580,480	58,017	10.0	13,433	2.3
2010/11	9,457	960	10.2	329	3.5	579,110	58,834	10.2	12,434	2.1
2011/12	9,630	1,024	10.6	332	3.4	569,734	58,531	10.3	11,670	2.0
2012/13	9,963	1,055	10.6	300	3.0	564,531	58,717	10.4	10,585	1.9
2013/14	9,946	1,134	11.4	265	2.7	558,983	59,502	10.6	9,265	1.7
2014/15	9,825	1,116	11.4	214	2.2	552,786	59,382	10.7	8,067	1.5
2015/16	10,222	1,242	12.2	182	1.8	553,377	60,706	11.0	6,463	1.2
2016/17	10,934	1,313	12.0	136	1.2	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

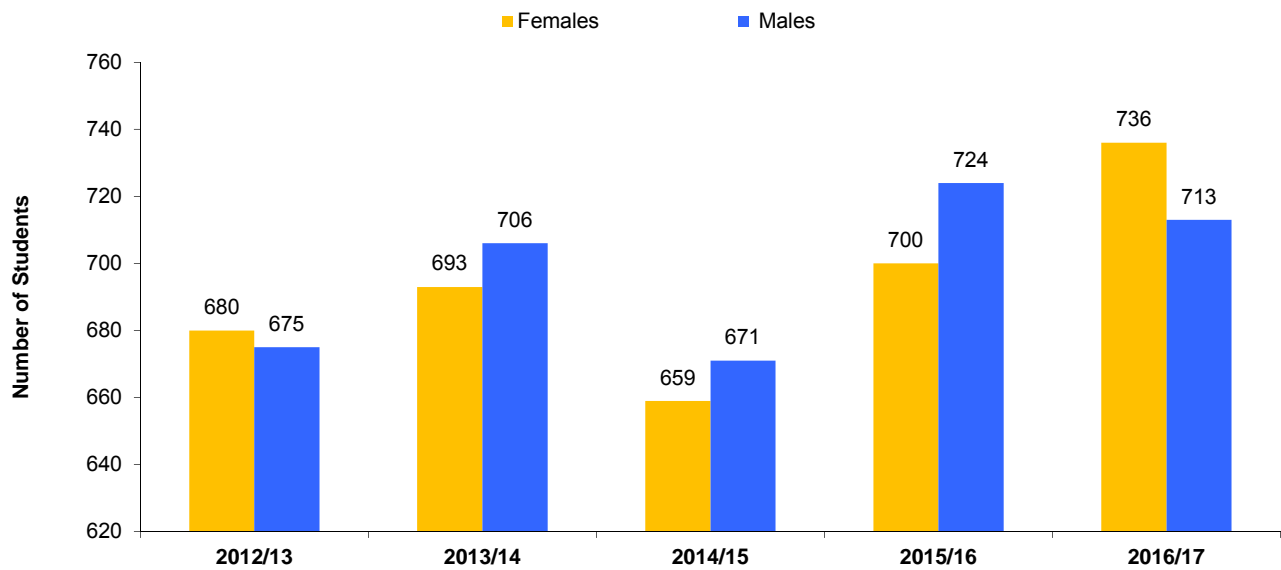
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	Aboriginal Students	Aboriginal Females	Aboriginal Males	
		#	%	#		#	#	#	#	
2012/13	9,963	1,355	13.6	680	6.8	675	6.8	69,302	34,502	34,800
2013/14	9,946	1,399	14.1	693	7.0	706	7.1	68,767	34,140	34,627
2014/15	9,825	1,330	13.5	659	6.7	671	6.8	67,449	33,388	34,061
2015/16	10,222	1,424	13.9	700	6.8	724	7.1	67,169	33,129	34,040
2016/17	10,934	1,449	13.3	736	6.7	713	6.5	66,401	32,785	33,616

Number of Aboriginal Students by Gender

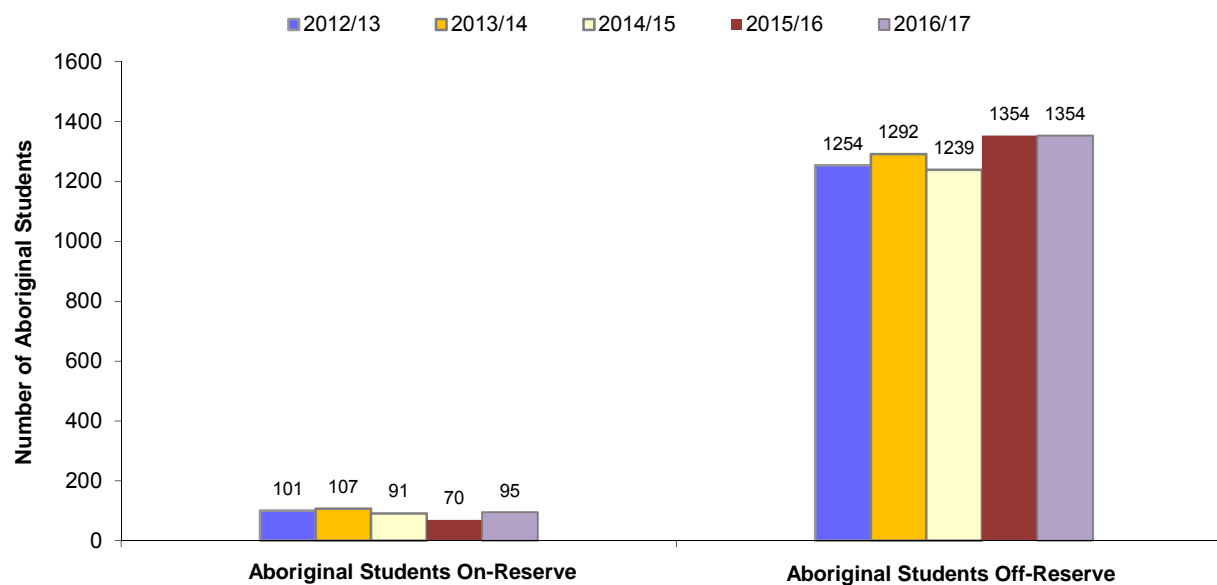


* Public schools only.

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	1,355	54	47	101	626	628	1,254	8,926	60,376
2013/14	1,399	56	51	107	637	655	1,292	8,812	59,955
2014/15	1,330	49	42	91	610	629	1,239	8,143	59,306
2015/16	1,424	33	37	70	667	687	1,354	7,694	59,475
2016/17	1,449	52	43	95	684	670	1,354	7,285	59,116

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

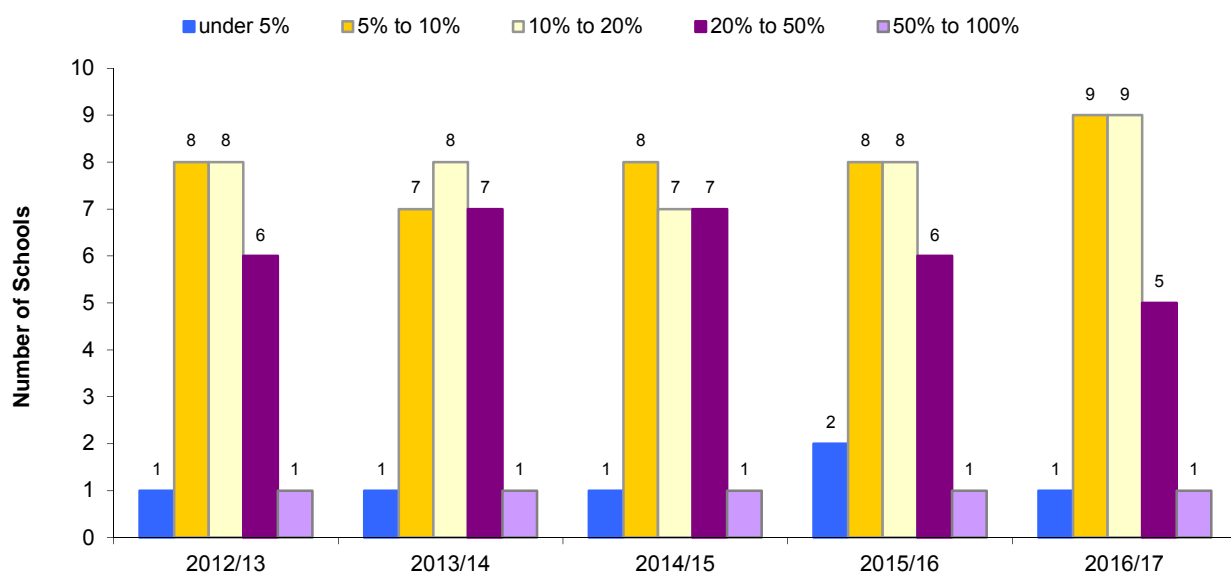


* Public schools only.

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	24	1	8	8	6	1	1,403	379	241	353	336	94
2013/14	24	1	7	8	7	1	1,393	374	243	341	340	95
2014/15	24	1	8	7	7	1	1,385	395	227	333	334	96
2015/16	25	2	8	8	6	1	1,380	401	224	347	316	92
2016/17	25	1	9	9	5	1	1,369	405	232	346	294	92

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

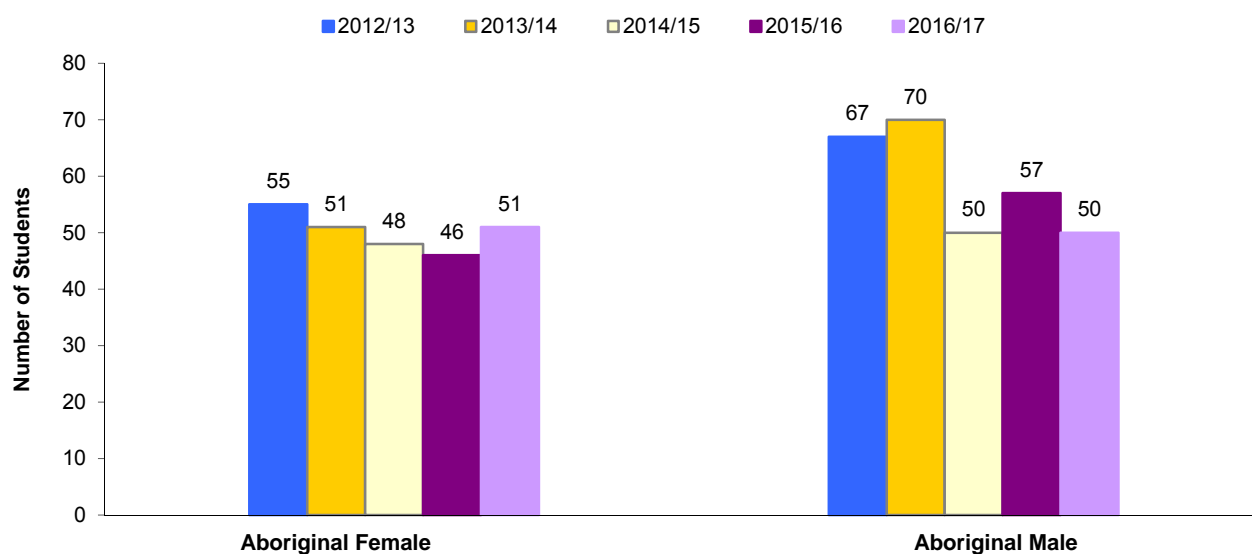


* Public schools only.

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	436	55	67	122	139	175	314	1,697	1,632	2,227	2,965
2013/14	405	51	70	121	119	165	284	1,610	1,594	2,033	2,757
2014/15	264	48	50	98	70	96	166	1,596	1,558	1,981	2,619
2015/16	266	46	57	103	75	88	163	1,609	1,524	2,022	2,477
2016/17	255	51	50	101	78	76	154	1,604	1,539	2,038	2,472

SD Data: Number of Aboriginal Students in Alternate Programs



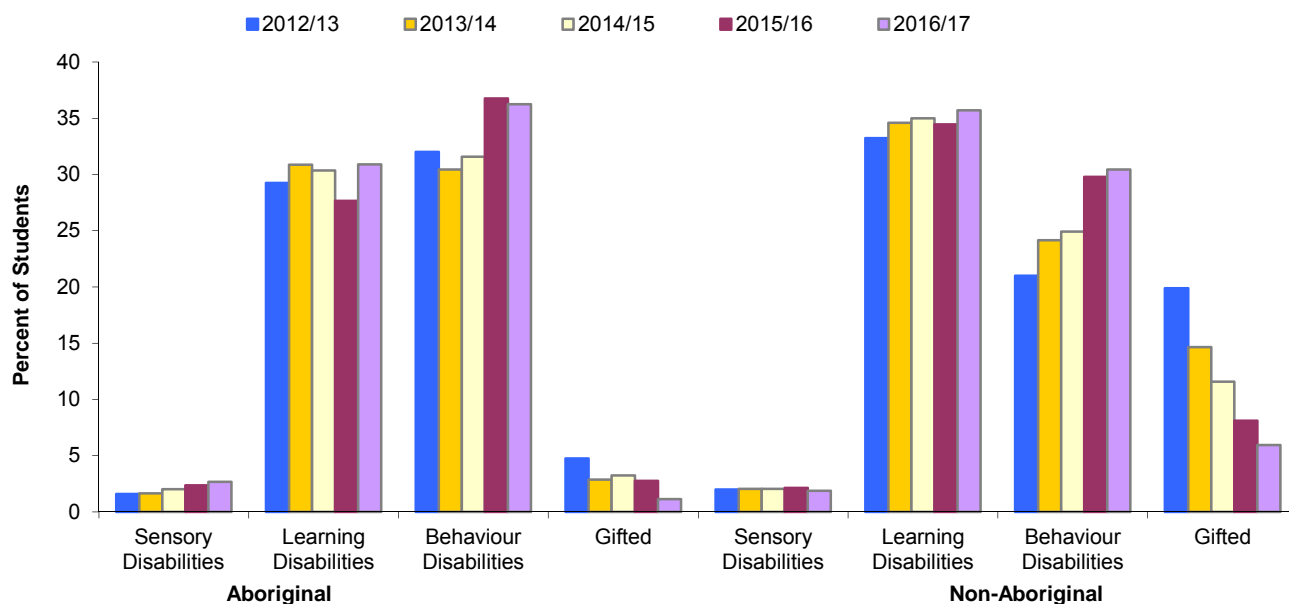
* Public schools only.

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	253	900	4	2	18	2	74	29	299	33	81	32	189	21	12	5	179	20
2013/14	243	832	4	2	17	2	75	31	288	35	74	30	201	24	7	3	122	15
2014/15	247	786	5	2	16	2	75	30	275	35	78	32	196	25	8	3	91	12
2015/16	253	839	6	2	18	2	70	28	289	34	93	37	250	30	7	3	68	8
2016/17	262	910	7	3	17	2	81	31	325	36	95	36	277	30	3	1	54	6

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).

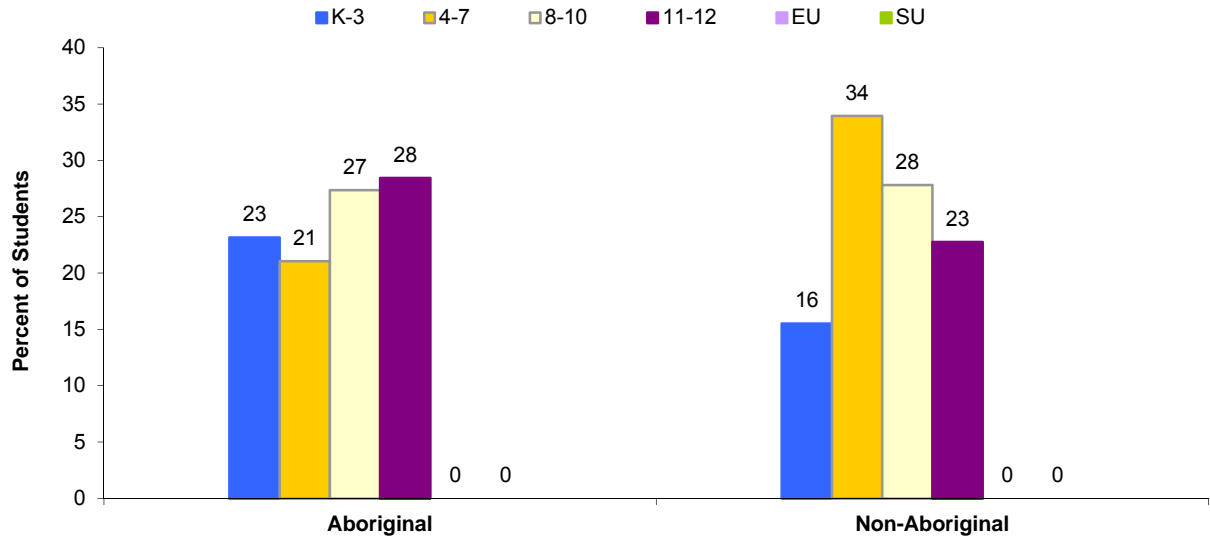
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	81	11	14	22	27	25	31	23	28	0	0	Msk	Msk
2013/14	74	11	15	22	30	18	24	23	31	0	0	Msk	Msk
2014/15	78	13	17	21	27	24	31	20	26	0	0	0	0
2015/16	93	20	22	18	19	29	31	26	28	0	0	0	0
2016/17	95	22	23	20	21	26	27	27	28	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	189	43	23	55	29	51	27	38	20	0	0	Msk	Msk
2013/14	201	36	18	65	32	53	26	45	22	0	0	Msk	Msk
2014/15	196	31	16	70	36	62	32	33	17	0	0	0	0
2015/16	250	43	17	94	38	69	28	44	18	0	0	0	0
2016/17	277	43	16	94	34	77	28	63	23	0	0	0	0

Students with Behaviour Disabilities - Grade Distribution 2016/17



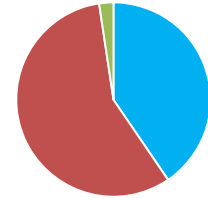
* Total includes Graduated Adults.

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

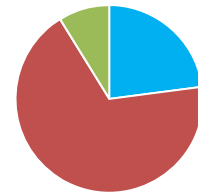
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	40	51	11	28	27	68	2	5
2013/14	48	63	19	40	25	52	4	8
2014/15	48	53	16	33	26	54	6	13
2015/16	37	42	9	24	26	70	2	5
2016/17	42	42	17	40	24	57	1	2



- Not Yet Meeting
- Meeting
- Exceeding

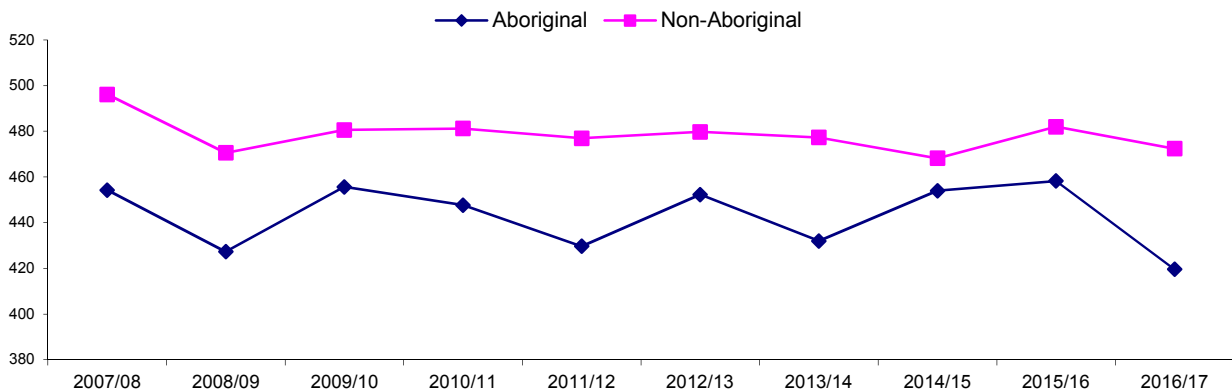
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	359	64	76	21	247	69	36	10
2013/14	383	66	93	24	240	63	50	13
2014/15	340	53	87	26	217	64	36	11
2015/16	271	44	52	19	189	70	30	11
2016/17	227	34	52	23	155	68	20	9



- Not Yet Meeting
- Meeting
- Exceeding

Average FSA Scaled Score - Grade 4 Reading

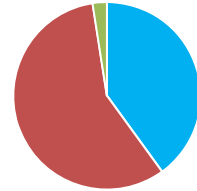


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

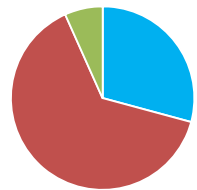
School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2012/13	37	47	17	46	19	51	1	3		
2013/14	46	61	13	28	29	63	4	9		
2014/15	46	51	18	39	26	57	2	4		
2015/16	34	38	15	44	16	47	3	9		
2016/17	40	40	16	40	23	58	1	3		



■ Not Yet Meeting
■ Meeting
■ Exceeding

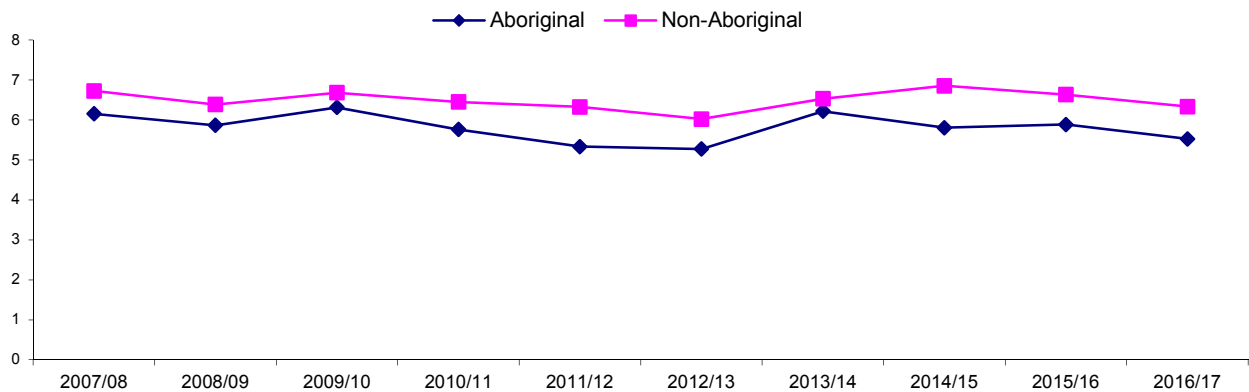
GRADE 4: NON-ABORIGINAL

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2012/13	337	60	119	35	201	60	17	5		
2013/14	374	64	103	28	246	66	25	7		
2014/15	323	50	68	21	227	70	28	9		
2015/16	258	42	65	25	174	67	19	7		
2016/17	209	31	61	29	134	64	14	7		



■ Not Yet Meeting
■ Meeting
■ Exceeding

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.

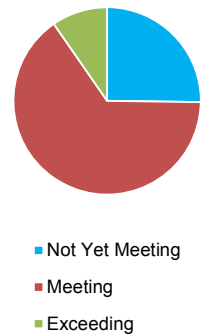
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	39	49	15	38	23	59	1	3
2013/14	46	61	16	35	29	63	1	2
2014/15	46	51	15	33	28	61	3	7
2015/16	36	40	14	39	16	44	6	17
2016/17	41	41	15	37	26	63	0	0

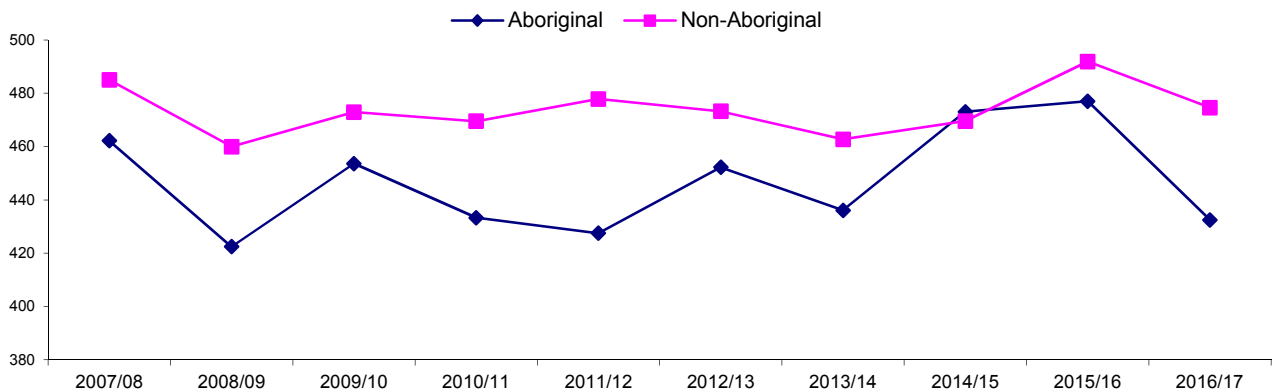


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	354	63	91	26	244	69	19	5
2013/14	381	65	113	30	248	65	20	5
2014/15	328	51	79	24	235	72	14	4
2015/16	263	43	55	21	170	65	38	14
2016/17	218	33	55	25	142	65	21	10



Average FSA Scaled Score - Grade 4 Numeracy

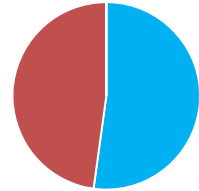


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

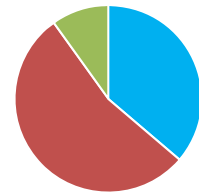
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	59	53	24	41	34	58	1	2
2013/14	41	48	20	49	17	41	4	10
2014/15	30	34	13	43	17	57	0	0
2015/16	22	26	13	59	8	36	1	5
2016/17	23	26	12	52	11	48	0	0



- Not Yet Meeting
- Meeting
- Exceeding

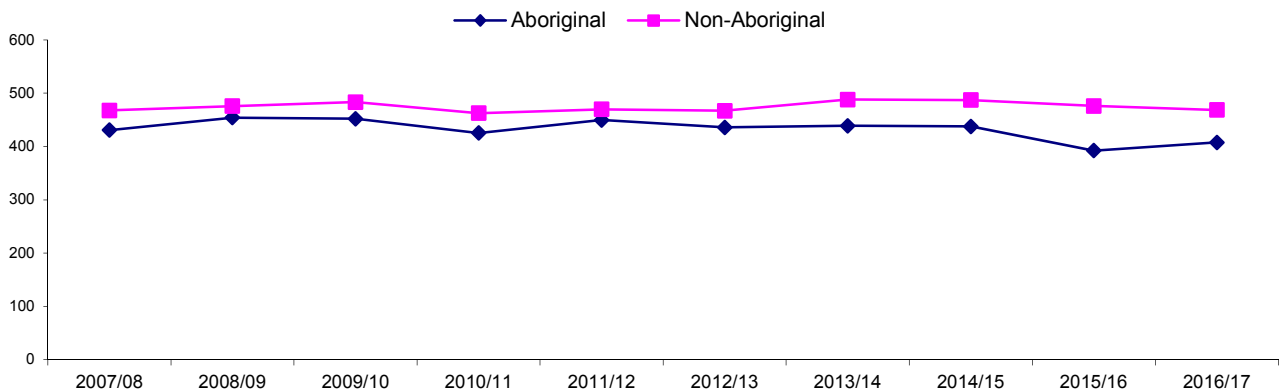
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	325	58	93	29	208	64	24	7
2013/14	338	61	75	22	240	71	23	7
2014/15	263	49	61	23	173	66	29	11
2015/16	239	41	60	25	162	68	17	7
2016/17	182	30	66	36	98	54	18	10



- Not Yet Meeting
- Meeting
- Exceeding

Average FSA Scaled Score - Grade 7 Reading

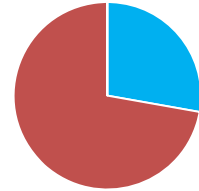


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

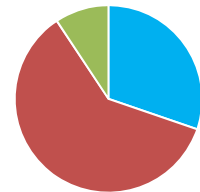
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	58	52	24	41	34	59	0	0
2013/14	35	41	14	40	21	60	0	0
2014/15	22	25	9	41	13	59	0	0
2015/16	15	18	6	40	8	53	1	7
2016/17	18	20	5	28	13	72	0	0



■ Not Yet Meeting
■ Meeting
■ Exceeding

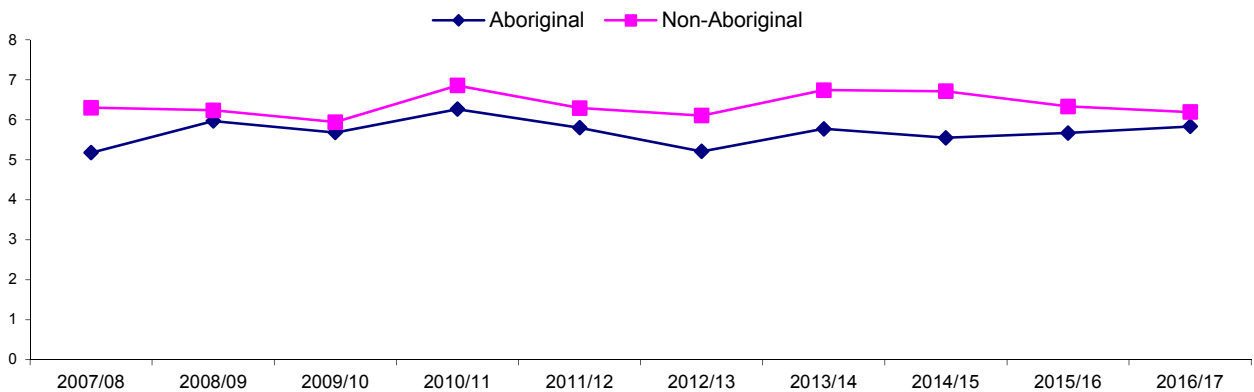
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	305	54	87	29	201	66	17	6
2013/14	325	58	73	22	222	68	30	9
2014/15	248	46	43	17	189	76	16	6
2015/16	217	38	67	31	140	65	10	5
2016/17	172	28	52	30	104	60	16	9



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Writing

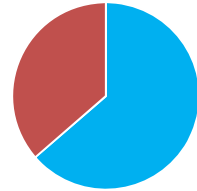


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

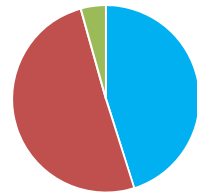
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	59	53	31	53	28	47	0	0
2013/14	40	47	22	55	16	40	2	5
2014/15	24	27	16	67	8	33	0	0
2015/16	18	21	13	72	5	28	0	0
2016/17	22	25	14	64	8	36	0	0



- Not Yet Meeting
- Meeting
- Exceeding

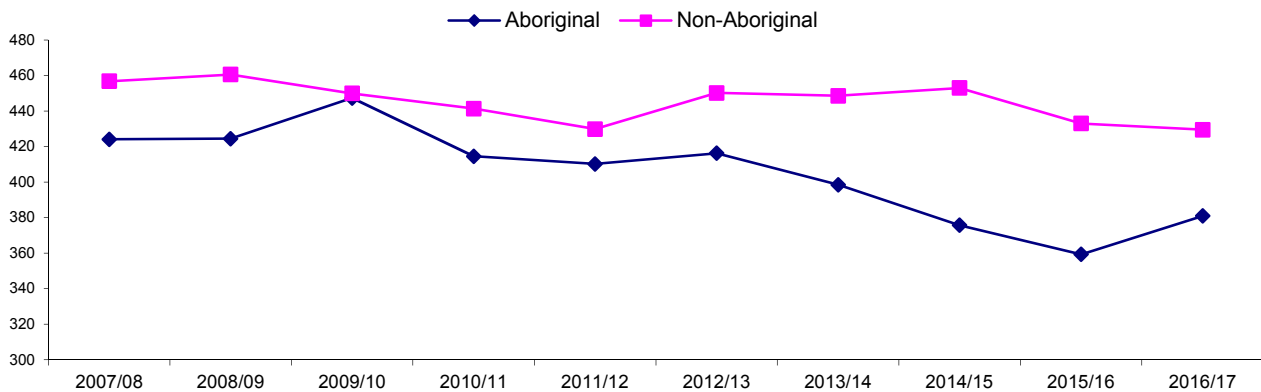
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	311	55	98	32	200	64	13	4
2013/14	335	60	110	33	215	64	10	3
2014/15	260	48	88	34	164	63	8	3
2015/16	225	39	91	40	128	57	6	3
2016/17	184	30	83	45	93	51	8	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).

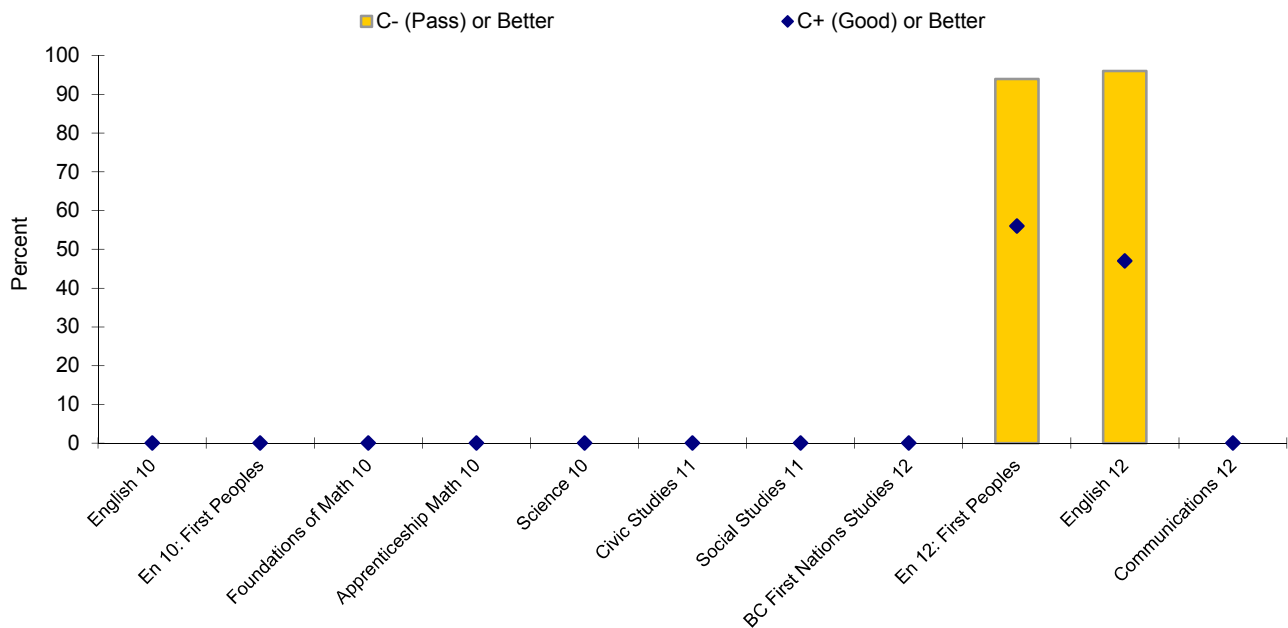
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	16	15	94	9	56	17	17	100	10	59
English 12	55	53	96	26	47	572	543	95	354	62
Communications 12	Msk	Msk	Msk	Msk	Msk	74	68	92	33	45

Final Marks Overview: Aboriginal Results 2016/17

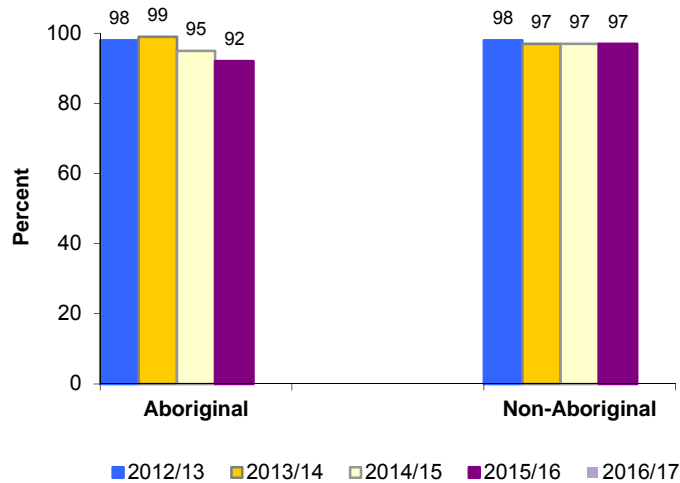


FINAL MARKS: ENGLISH 10

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	92	90	98	53	58	530	517	98	379	72
2013/14	79	78	99	36	46	505	490	97	344	68
2014/15	77	73	95	40	52	533	519	97	366	69
2015/16	98	90	92	51	52	584	566	97	438	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	92	119	85	7	530	606	493	37	
2013/14	79	109	70	9	505	557	476	29	
2014/15	77	118	71	6	533	586	488	45	
2015/16	98	136	85	13	584	639	542	42	
2016/17	-	112	-	-	-	759	-	-	

ENGLISH 10: C- (Pass) or Better



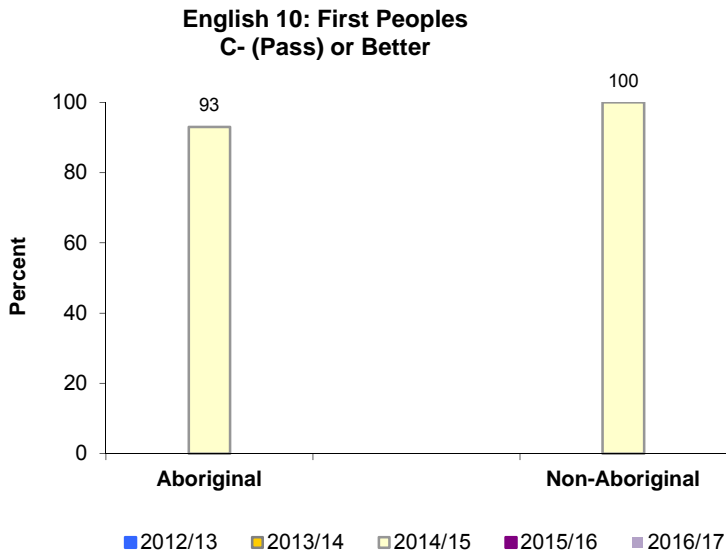
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	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	13	93	10	71	12	12	100	10	83
2015/16	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	Msk	119	Msk	Msk	Msk	606	Msk	Msk
2013/14	Msk	109	Msk	Msk	Msk	557	Msk	Msk
2014/15	14	118	13	1	12	586	11	1
2015/16	Msk	136	Msk	Msk	-	639	-	-
2016/17	-	112	-	-	-	759	-	-



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

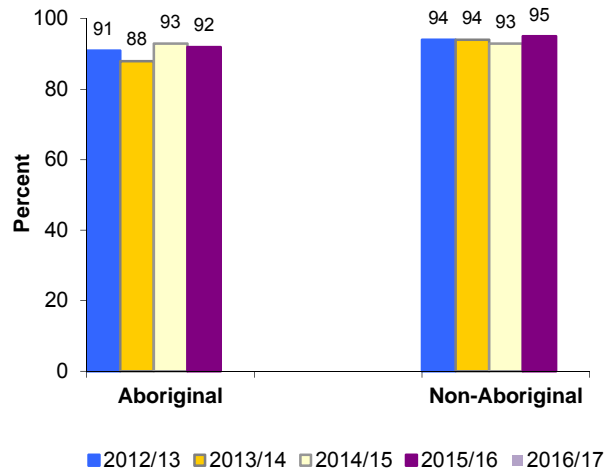
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	67	61	91	29	43	411	388	94	237	58
2013/14	41	36	88	17	41	411	388	94	231	56
2014/15	54	50	93	27	50	398	372	93	210	53
2015/16	62	57	92	39	63	470	445	95	289	61
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	67	119	58	9	411	606	372	39		
2013/14	41	109	34	7	411	557	379	32		
2014/15	54	118	45	9	398	586	362	36		
2015/16	62	136	59	3	470	639	428	42		
2016/17	-	112	-	-	-	759	-	-		

**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.

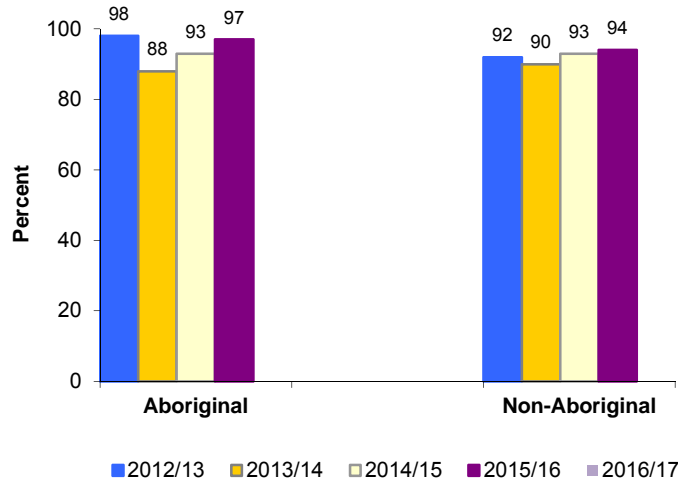
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	40	39	98	16	40	161	148	92	65	40
2013/14	57	50	88	24	42	139	125	90	63	45
2014/15	42	39	93	14	33	154	143	93	73	47
2015/16	34	33	97	11	32	153	144	94	71	46
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	40	119	27	13	161	606	115	46
2013/14	57	109	40	17	139	557	108	31
2014/15	42	118	33	9	154	586	117	37
2015/16	34	136	29	5	153	639	112	41
2016/17	-	112	-	-	-	759	-	-

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.

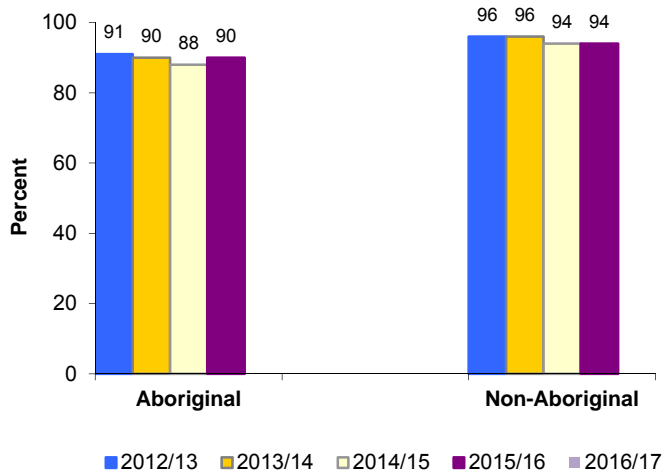
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	103	94	91	43	42	535	511	96	293	55
2013/14	94	85	90	34	36	523	504	96	277	53
2014/15	94	83	88	42	45	530	499	94	291	55
2015/16	89	80	90	42	47	577	542	94	327	57
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	119	82	21	535	606	488	47	
2013/14	94	109	76	18	523	557	483	40	
2014/15	94	118	80	14	530	586	494	36	
2015/16	89	136	78	11	577	639	532	45	
2016/17	-	112	-	-	-	759	-	-	

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.

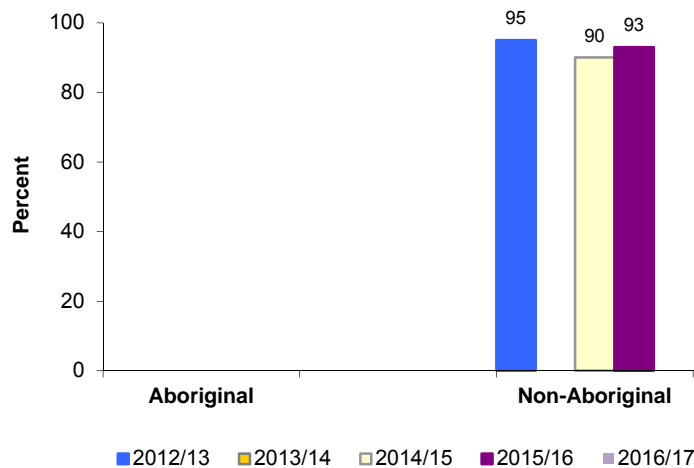
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	39	37	95	19	49
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	10	9	90	3	30
2015/16	Msk	Msk	Msk	Msk	Msk	14	13	93	9	64
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	Msk	113	Msk	Msk	39	642	36	3		
2013/14	-	124	-	-	-	603	-	-		
2014/15	Msk	108	Msk	Msk	10	594	9	1		
2015/16	Msk	136	Msk	Msk	14	744	14	0		
2016/17	-	152	-	-	-	854	-	-		

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.

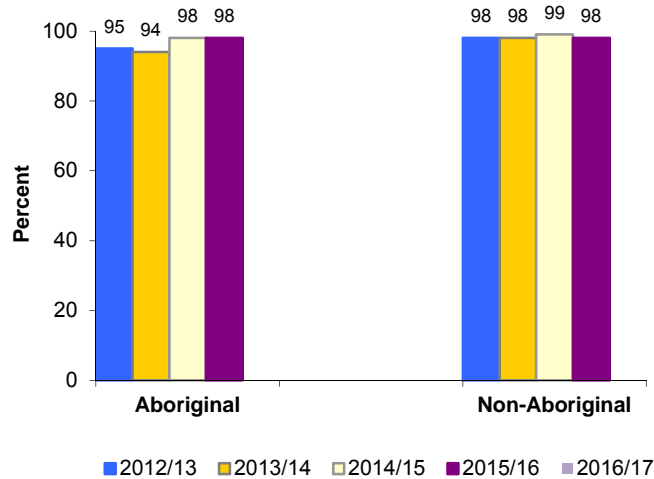
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	56	53	95	26	46	454	445	98	309	68
2013/14	78	73	94	49	63	494	486	98	339	69
2014/15	54	53	98	36	67	449	443	99	339	76
2015/16	60	59	98	38	63	489	481	98	357	73
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	56	113	47	9	454	642	403	51		
2013/14	78	124	71	7	494	603	440	54		
2014/15	54	108	44	10	449	594	412	37		
2015/16	60	136	49	11	489	744	454	35		
2016/17	-	152	-	-	-	854	-	-		

Social Studies 11: C- (Pass) or Better



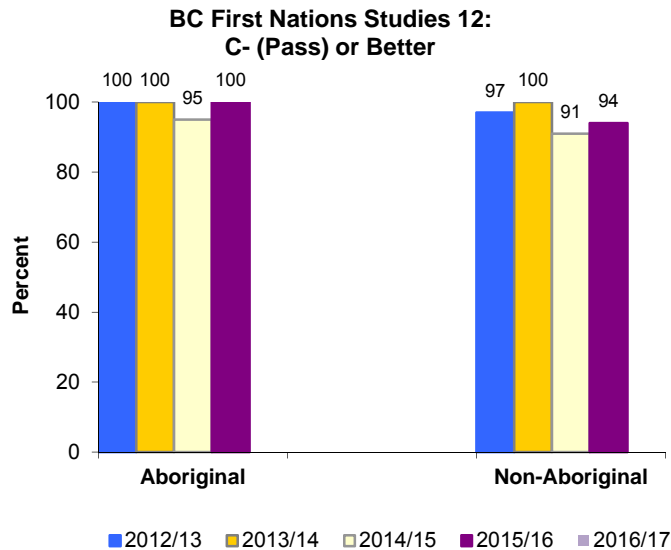
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	16	16	100	10	63	38	37	97	20	53
2013/14	16	16	100	8	50	27	27	100	15	56
2014/15	21	20	95	14	67	35	32	91	20	57
2015/16	35	35	100	22	63	66	62	94	37	56
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	16	127	7	9	38	940	22	16	
2013/14	16	143	10	6	27	893	13	14	
2014/15	21	171	7	14	35	940	18	17	
2015/16	35	201	14	21	66	1,110	38	28	
2016/17	-	195	-	-	-	1,182	-	-	



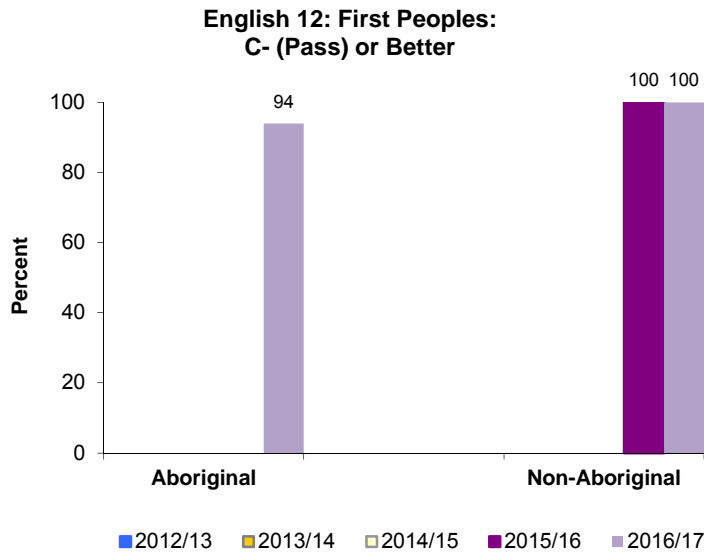
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	-	-	-	-	-
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	17	17	100	10	59
2016/17	16	15	94	9	56	17	17	100	10	59

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	127	Msk	Msk	-	940	-	-		
2013/14	Msk	143	Msk	Msk	-	893	-	-		
2014/15	Msk	171	Msk	Msk	Msk	940	Msk	Msk		
2015/16	Msk	201	Msk	Msk	17	1,110	14	3		
2016/17	16	195	15	1	17	1,182	15	2		



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

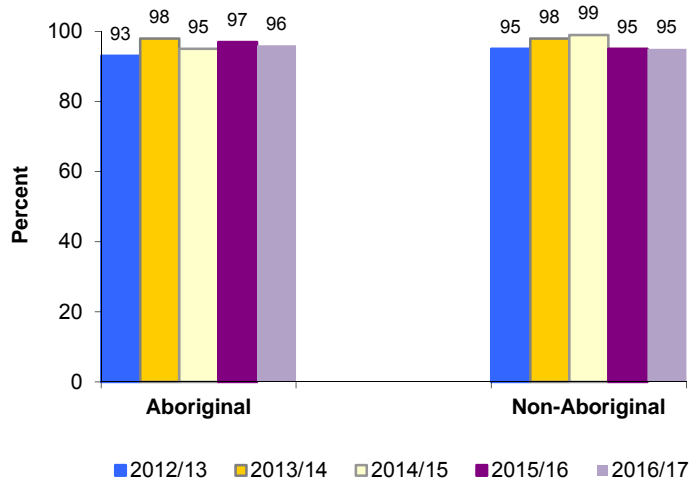
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	59	55	93	31	53	541	516	95	359	66
2013/14	53	52	98	29	55	512	500	98	366	71
2014/15	80	76	95	43	54	501	495	99	352	70
2015/16	61	59	97	40	66	481	456	95	329	68
2016/17	55	53	96	26	47	572	543	95	354	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	59	127	47	12	541	940	485	56	
2013/14	53	143	50	3	512	893	469	43	
2014/15	80	171	73	7	501	940	471	30	
2015/16	61	201	51	10	481	1,110	446	35	
2016/17	55	195	51	4	572	1,182	529	43	

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.

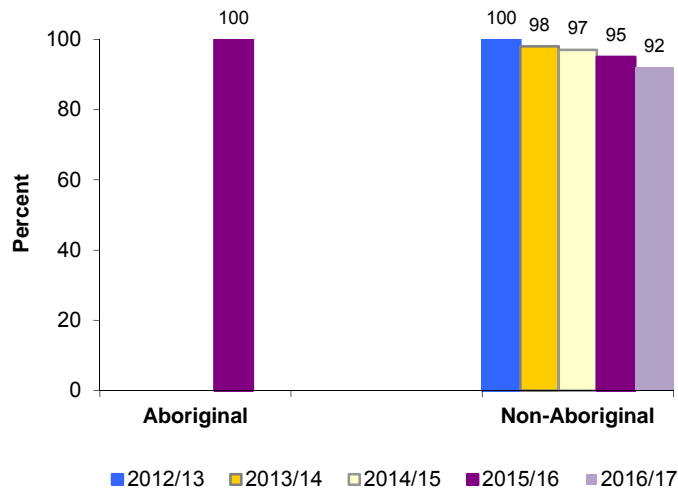
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	Msk	Msk	Msk	Msk	Msk	45	45	100	25	56
2013/14	Msk	Msk	Msk	Msk	Msk	62	61	98	27	44
2014/15	Msk	Msk	Msk	Msk	Msk	30	29	97	21	70
2015/16	12	12	100	9	75	59	56	95	25	42
2016/17	Msk	Msk	Msk	Msk	Msk	74	68	92	33	45

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	127	Msk	Msk	45	940	40	5		
2013/14	Msk	143	Msk	Msk	62	893	38	24		
2014/15	Msk	171	Msk	Msk	30	940	21	9		
2015/16	12	201	11	1	59	1,110	36	23		
2016/17	Msk	195	Msk	Msk	74	1,182	55	19		

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.

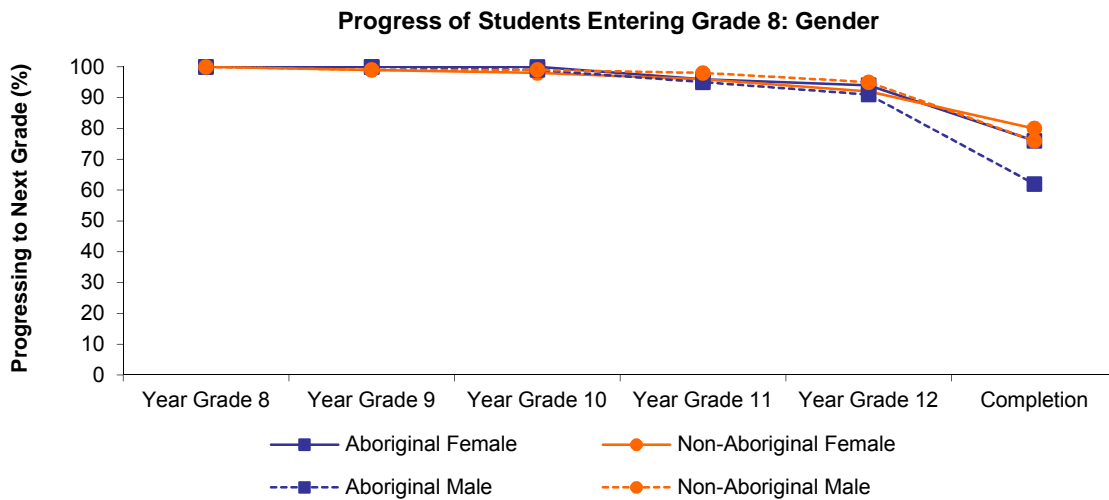
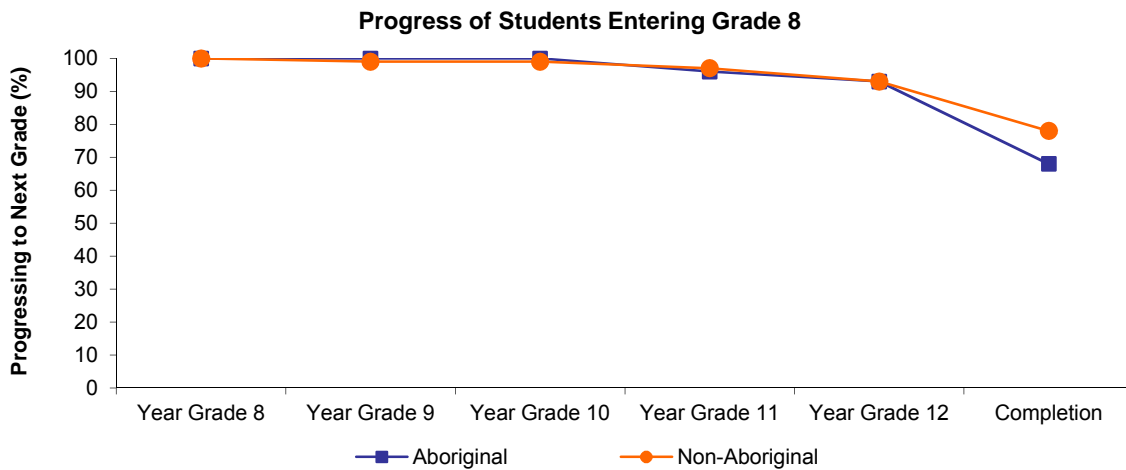
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	100	99	99	99
	Grade 10	100	100	99	99	98	99
	Grade 11	96	96	95	97	96	98
	Grade 12	93	94	91	93	92	95
2016/17	Completion	68	76	62	78	80	76



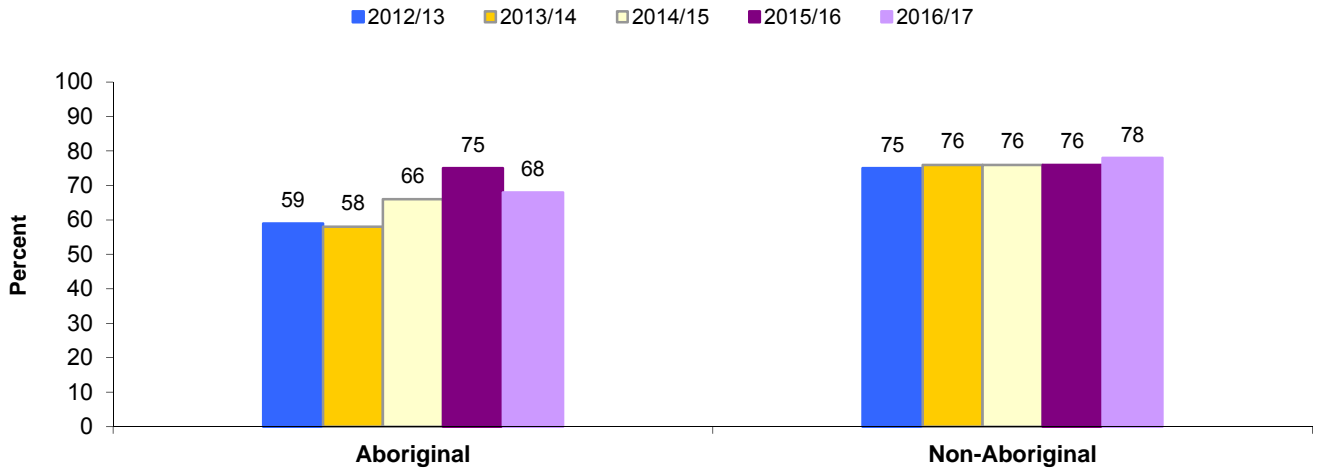
SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

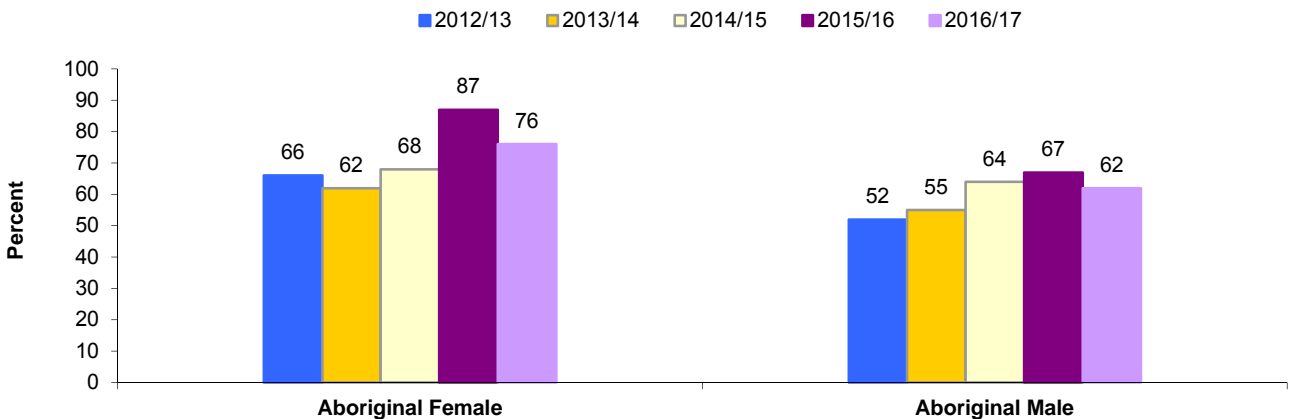
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	59	66	52	75	78	73
2013/14	58	62	55	76	76	75
2014/15	66	68	64	76	74	78
2015/16	75	87	67	76	76	77
2016/17	68	76	62	78	80	76

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).

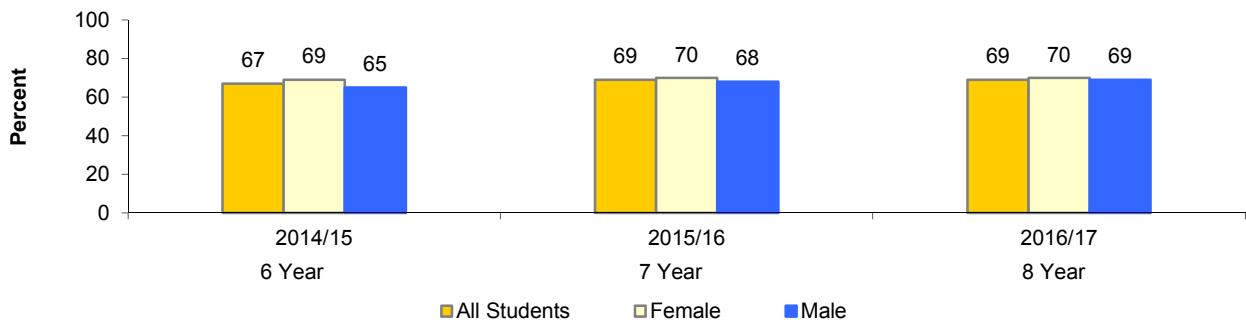
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

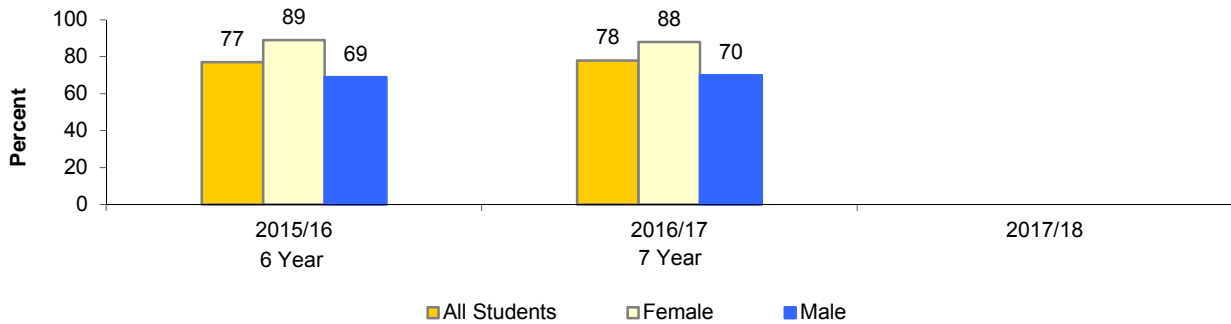
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	67	69	65	69	70	68	69	70	69
2010/11	77	89	69	78	88	70	-	-	-
2011/12	68	76	62	-	-	-	-	-	-

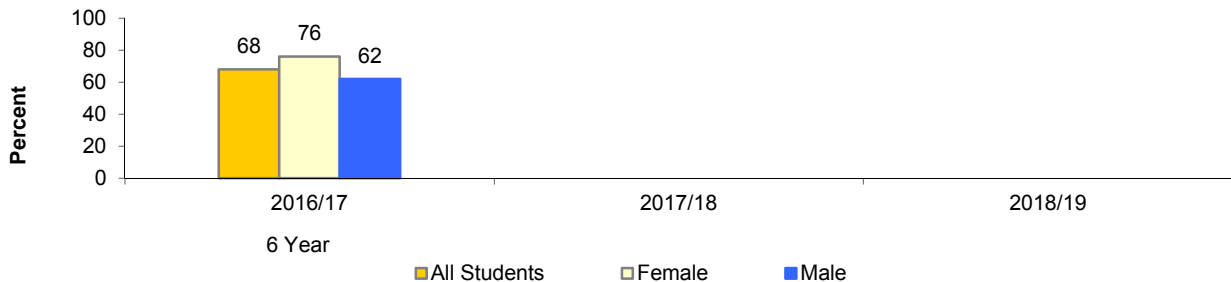
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort



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	122	Msk	Msk	893	Msk	Msk
2013/14	141	0	-	867	0	0
2014/15	165	Msk	Msk	910	Msk	Msk
2015/16	193	Msk	Msk	1,028	Msk	Msk
2016/17	186	Msk	Msk	1,128	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2012/13	122	53	43	893	476	53
2013/14	141	57	40	867	471	54
2014/15	165	73	44	910	469	52
2015/16	193	66	34	1,028	464	45
2016/17	186	66	35	1,128	502	45

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	122	25	20	893	84	9
2013/14	141	14	10	867	68	8
2014/15	165	14	8	910	43	5
2015/16	193	15	8	1,028	38	4
2016/17	186	Msk	Msk	1,128	33	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	171	79	46	92	54
2013/14	164	81	49	83	51
2014/15	127	63	50	64	50
2015/16	130	61	47	69	53
2016/17	116	57	49	59	51

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	1,355	79	6
2013/14	1,399	81	6
2014/15	1,330	63	5
2015/16	1,424	61	4
2016/17	1,449	57	4

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	39	Msk	Msk	30	Msk	Msk	Msk
2013/14	35	Msk	Msk	Msk	Msk	Msk	28
2014/15	67	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	22	-	Msk	Msk	Msk	Msk	Msk
2016/17	51	Msk	Msk	Msk	Msk	Msk	54

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	
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	
2014/15	Msk	-	Msk	Msk	Msk	-	
2015/16	Msk	-	Msk	Msk	Msk	-	
2016/17	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	76	100	21	27.6	6	7.9	5	6.6	1	1.3		
Non-Aboriginal	612	100	155	25.3	43	7.0	33	5.4	15	2.5		

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	61	100	1	1.6	3	4.9	2	3.3	-	-		
Non-Aboriginal	485	100	19	3.9	9	1.9	3	0.6	2	0.4		

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	76	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	612	100	7	1.1	2	0.3	1	0.2	1	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	61	100	-	-	1	1.6	-	-	-	-		
Non-Aboriginal	485	100	-	-	1	0.2	1	0.2	1	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	76	100	3	3.9	-	-	-	-	-	-		
Non-Aboriginal	612	100	64	10.5	9	1.5	1	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	61	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	485	100	1	0.2	-	-	-	-	1	0.2		

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	76	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	612	100	4	0.7	1	0.2	3	0.5	3	0.5		

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	61	100	1	1.6	-	-	-	-	-	-		
Non-Aboriginal	485	100	5	1.0	1	0.2	-	-	1	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 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

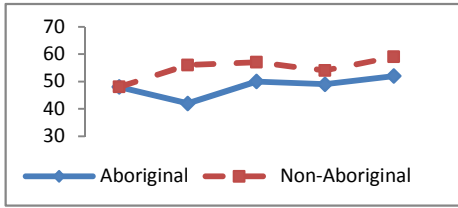
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

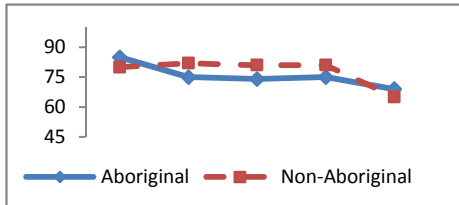
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



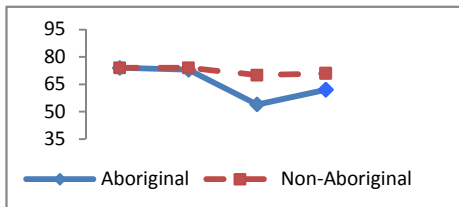
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	54	26	48	349	166	48
2013/14	69	29	42	360	200	56
2014/15	58	29	50	329	188	57
2015/16	68	33	49	389	210	54
2016/17	73	38	52	427	250	59

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	54	46	85	335	267	80
2013/14	69	52	75	356	292	82
2014/15	58	43	74	310	250	81
2015/16	63	47	75	378	305	81
2016/17	74	51	69	428	279	65

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



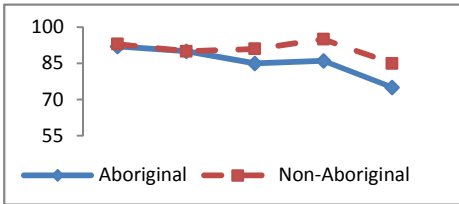
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	54	40	74	351	258	74
2013/14	70	51	73	365	269	74
2014/15	59	32	54	332	232	70
2015/16	66	41	62	392	278	71
2016/17	-	-	-	-	-	-

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



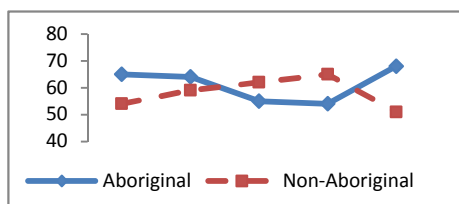
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	74	41 55	422	201 48

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	51	47	92	345	320	93
2013/14	68	61	90	355	320	90
2014/15	60	51	85	328	297	91
2015/16	66	57	86	383	362	95
2016/17	72	54	75	412	349	85

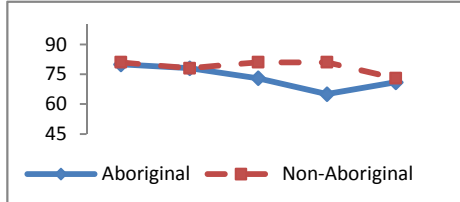
At school, are you being taught about Aboriginal peoples in Canada?



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	52	34	65	333	181	54
2013/14	67	43	64	352	208	59
2014/15	56	31	55	312	192	62
2015/16	61	33	54	365	239	65
2016/17	74	50	68	414	212	51

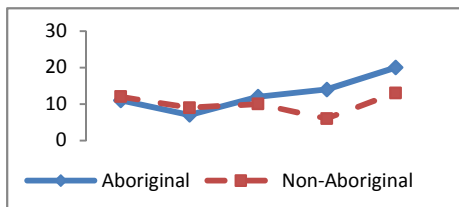
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



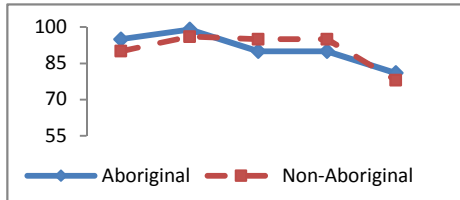
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	54	43	80	346	280	81
2013/14	69	54	78	361	280	78
2014/15	60	44	73	331	267	81
2015/16	65	42	65	390	315	81
2016/17	72	51	71	421	308	73

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



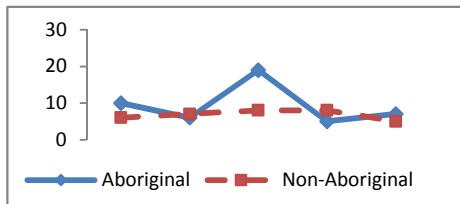
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	55	6	11	338	42	12
2013/14	68	5	7	354	33	9
2014/15	58	7	12	323	32	10
2015/16	64	9	14	381	22	6
2016/17	71	14	20	420	53	13

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	55	52	95	345	311	90
2013/14	71	70	99	370	355	96
2014/15	61	55	90	326	311	95
2015/16	68	61	90	391	372	95
2016/17	72	58	81	429	335	78

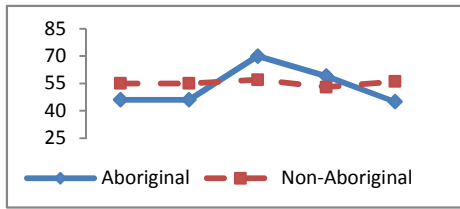
I would like to go to a different school.



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	51	5	10	336	20	6
2013/14	69	4	6	357	25	7
2014/15	59	11	19	318	24	8
2015/16	64	3	5	377	29	8
2016/17	74	5	7	427	20	5

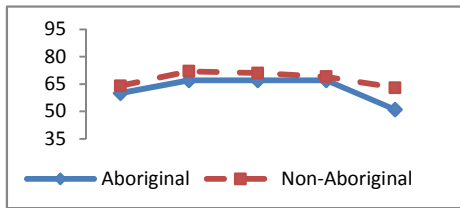
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



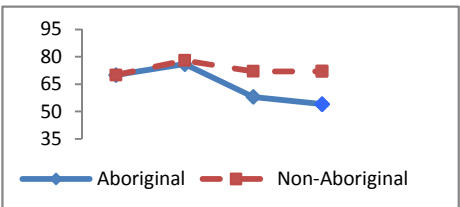
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	57	26	46	375	207	55
2013/14	65	30	46	441	241	55
2014/15	37	26	70	289	166	57
2015/16	49	29	59	322	170	53
2016/17	49	22	45	384	216	56

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	57	34	60	363	234	64
2013/14	63	42	67	439	315	72
2014/15	36	24	67	285	201	71
2015/16	46	31	67	318	221	69
2016/17	49	25	51	382	239	63

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



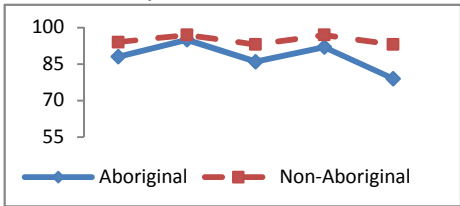
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	57	40	70	372	262	70
2013/14	66	50	76	445	345	78
2014/15	38	22	58	294	211	72
2015/16	50	27	54	325	234	72
2016/17	-	-	-	-	-	-

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



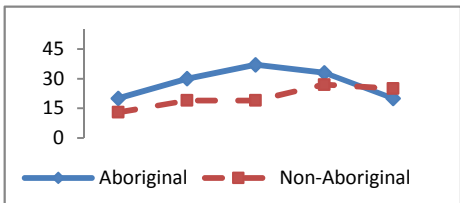
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	49	19 39	384	184 48

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	57	50	88	375	353	94
2013/14	66	63	95	441	427	97
2014/15	37	32	86	291	272	93
2015/16	52	48	92	328	319	97
2016/17	48	38	79	380	354	93

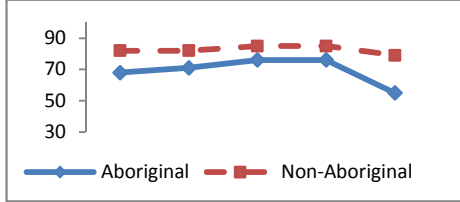
At school, are you being taught about Aboriginal peoples in Canada?



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	55	11	20	364	48	13
2013/14	64	19	30	436	84	19
2014/15	38	14	37	281	53	19
2015/16	51	17	33	316	84	27
2016/17	49	10	20	382	95	25

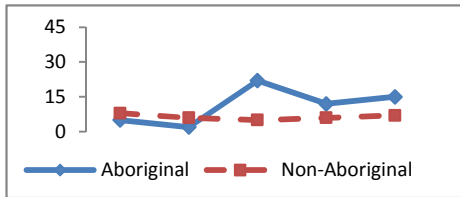
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



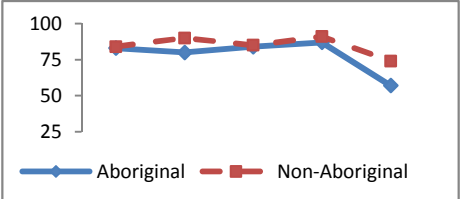
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	56	38	68	370	303	82
2013/14	66	47	71	447	368	82
2014/15	37	28	76	293	248	85
2015/16	49	37	76	325	277	85
2016/17	49	27	55	384	302	79

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



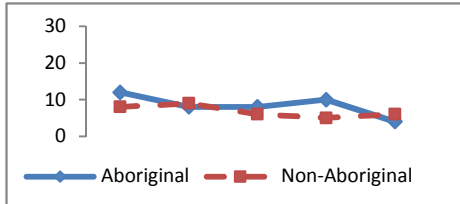
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	55	3	5	374	29	8
2013/14	66	1	2	443	26	6
2014/15	37	8	22	291	16	5
2015/16	52	6	12	324	19	6
2016/17	48	7	15	380	27	7

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2012/13	58	48	83	371	311	84
2013/14	65	52	80	441	396	90
2014/15	37	31	84	291	247	85
2015/16	52	45	87	326	297	91
2016/17	49	28	57	382	282	74

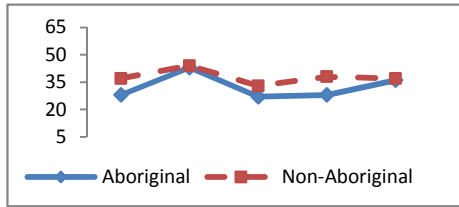
I would like to go to a different school.



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	57	7	12	364	29	8
2013/14	62	5	8	423	38	9
2014/15	37	3	8	290	18	6
2015/16	49	5	10	319	17	5
2016/17	49	2	4	383	22	6

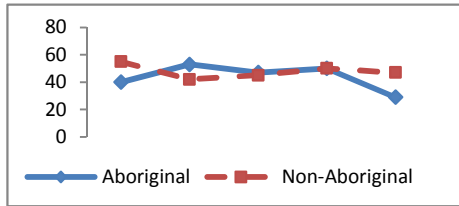
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



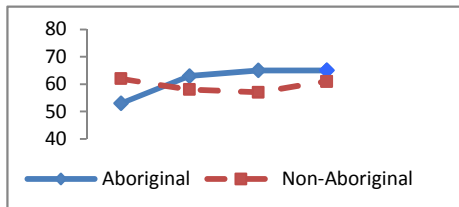
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	60	17	28	342	125	37
2013/14	63	27	43	383	167	44
2014/15	59	16	27	353	115	33
2015/16	57	16	28	395	149	38
2016/17	42	15	36	203	75	37

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	62	25	40	338	185	55
2013/14	62	33	53	385	160	42
2014/15	58	27	47	341	155	45
2015/16	56	28	50	383	192	50
2016/17	42	12	29	203	96	47

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



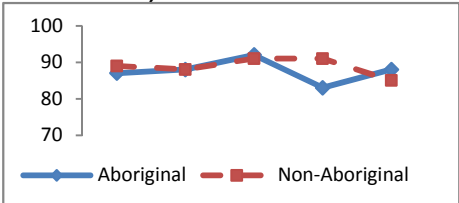
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	59	31	53	340	210	62
2013/14	62	39	63	385	224	58
2014/15	57	37	65	352	199	57
2015/16	57	37	65	397	241	61
2016/17	-	-	-	-	-	-

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



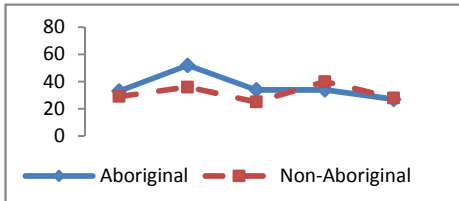
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	42	19 45	202	111 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	61	53	87	337	300	89
2013/14	58	51	88	373	329	88
2014/15	59	54	92	344	313	91
2015/16	59	49	83	391	355	91
2016/17	40	35	88	198	169	85

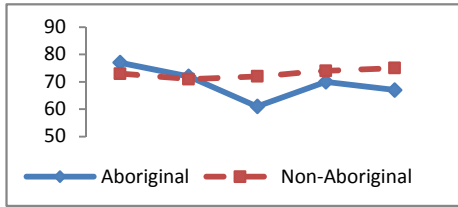
At school, are you being taught about Aboriginal peoples in Canada?



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	60	20	33	334	96	29
2013/14	56	29	52	379	137	36
2014/15	58	20	34	340	86	25
2015/16	59	20	34	387	155	40
2016/17	41	11	27	201	57	28

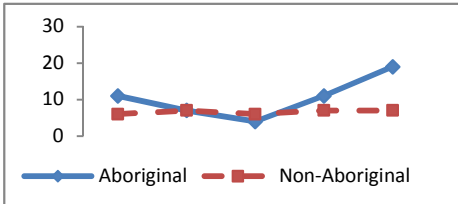
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



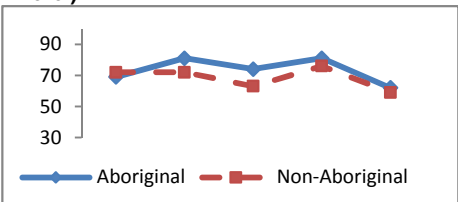
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	61	47	77	338	248	73
2013/14	60	43	72	382	270	71
2014/15	56	34	61	347	251	72
2015/16	57	40	70	394	291	74
2016/17	42	28	67	203	153	75

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



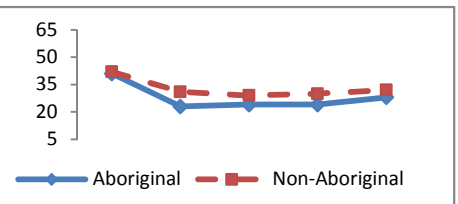
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	62	7	11	337	20	6
2013/14	61	4	7	382	26	7
2014/15	56	2	4	345	22	6
2015/16	57	6	11	390	29	7
2016/17	42	8	19	201	14	7

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



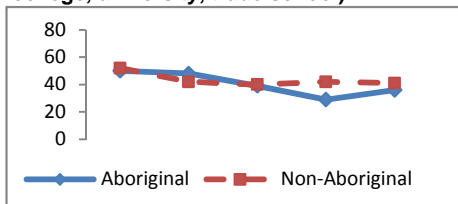
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	62	43	69	344	246	72
2013/14	62	50	81	386	278	72
2014/15	58	43	74	349	221	63
2015/16	59	48	81	397	302	76
2016/17	42	26	62	202	119	59

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



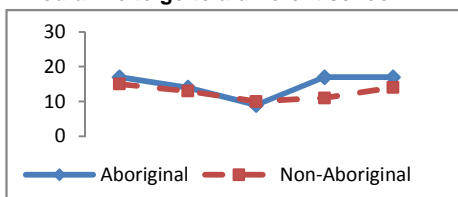
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	59	24	41	338	141	42
2013/14	61	14	23	384	118	31
2014/15	58	14	24	345	99	29
2015/16	55	13	24	386	114	30
2016/17	40	11	28	201	65	32

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	60	30	50	338	176	52
2013/14	61	29	48	381	160	42
2014/15	59	23	39	343	137	40
2015/16	55	16	29	386	163	42
2016/17	39	14	36	202	82	41

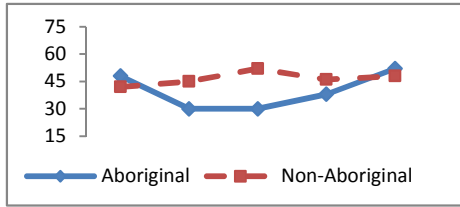
I would like to go to a different school.



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	60	10	17	331	48	15
2013/14	57	8	14	363	47	13
2014/15	56	5	9	327	34	10
2015/16	52	9	17	372	42	11
2016/17	42	7	17	202	29	14

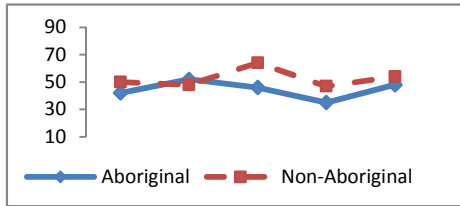
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



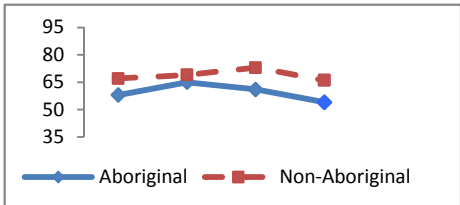
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	27	13	48	289	122	42
2013/14	23	7	30	260	117	45
2014/15	40	12	30	261	135	52
2015/16	26	10	38	219	100	46
2016/17	29	15	52	200	96	48

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	26	11	42	283	141	50
2013/14	23	12	52	253	121	48
2014/15	39	18	46	253	161	64
2015/16	26	9	35	216	102	47
2016/17	29	14	48	198	107	54

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



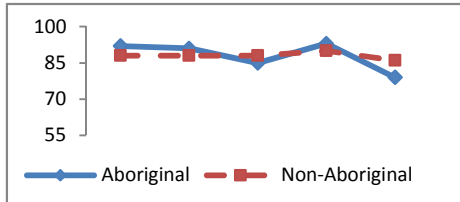
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	26	15	58	288	192	67
2013/14	23	15	65	259	180	69
2014/15	41	25	61	259	190	73
2015/16	26	14	54	222	146	66
2016/17	-	-	-	-	-	-

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



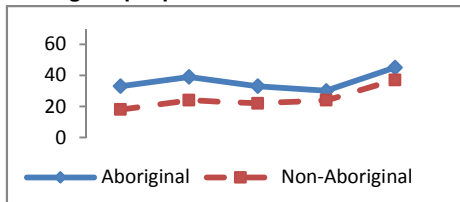
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	28	16 57	198	118 60

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	25	23	92	285	250	88
2013/14	23	21	91	247	217	88
2014/15	40	34	85	256	226	88
2015/16	27	25	93	220	199	90
2016/17	29	23	79	195	167	86

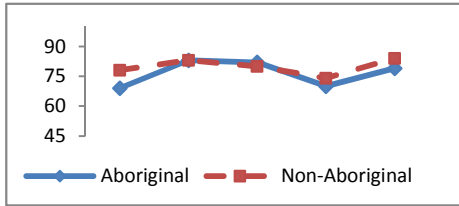
At school, are you being taught about Aboriginal peoples in Canada?



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	27	9	33	283	52	18
2013/14	23	9	39	248	60	24
2014/15	39	13	33	256	57	22
2015/16	27	8	30	217	52	24
2016/17	29	13	45	197	73	37

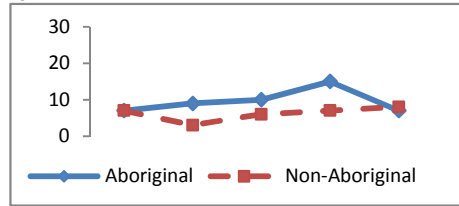
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



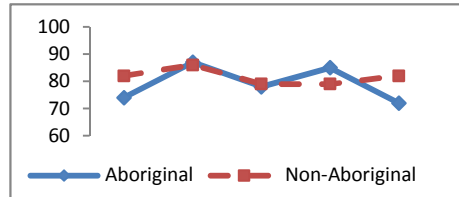
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	26	18 69	286	222 78
2013/14	23	19 83	257	214 83
2014/15	39	32 82	257	205 80
2015/16	27	19 70	222	164 74
2016/17	29	23 79	198	166 84

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



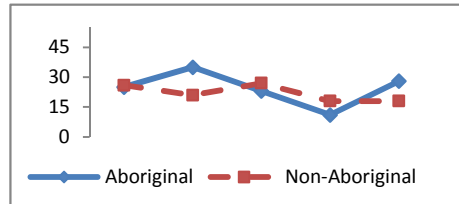
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	27	2 7	286	19 7
2013/14	22	2 9	258	8 3
2014/15	40	4 10	260	15 6
2015/16	27	4 15	216	16 7
2016/17	29	2 7	197	15 8

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



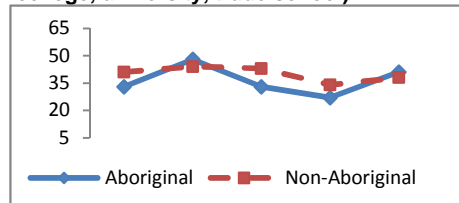
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2012/13	27	20 74	290	239 82
2013/14	23	20 87	262	225 86
2014/15	41	32 78	265	209 79
2015/16	27	23 85	221	174 79
2016/17	29	21 72	199	163 82

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



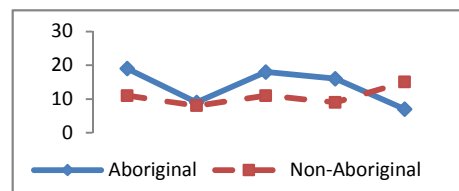
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	24	6 25	285	73 26
2013/14	23	8 35	256	53 21
2014/15	40	9 23	253	68 27
2015/16	27	3 11	218	39 18
2016/17	29	8 28	196	35 18

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	24	8 33	288	117 41
2013/14	23	11 48	258	114 44
2014/15	40	13 33	256	111 43
2015/16	26	7 27	221	75 34
2016/17	29	12 41	196	75 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	26	5 19	282	32 11
2013/14	22	2 9	251	20 8
2014/15	40	7 18	249	28 11
2015/16	25	4 16	213	20 9
2016/17	29	2 7	200	29 15

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.