



Aboriginal Report 2012/13 - 2016/17

How Are We Doing?

School District 068 Nanaimo-Ladysmith

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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?

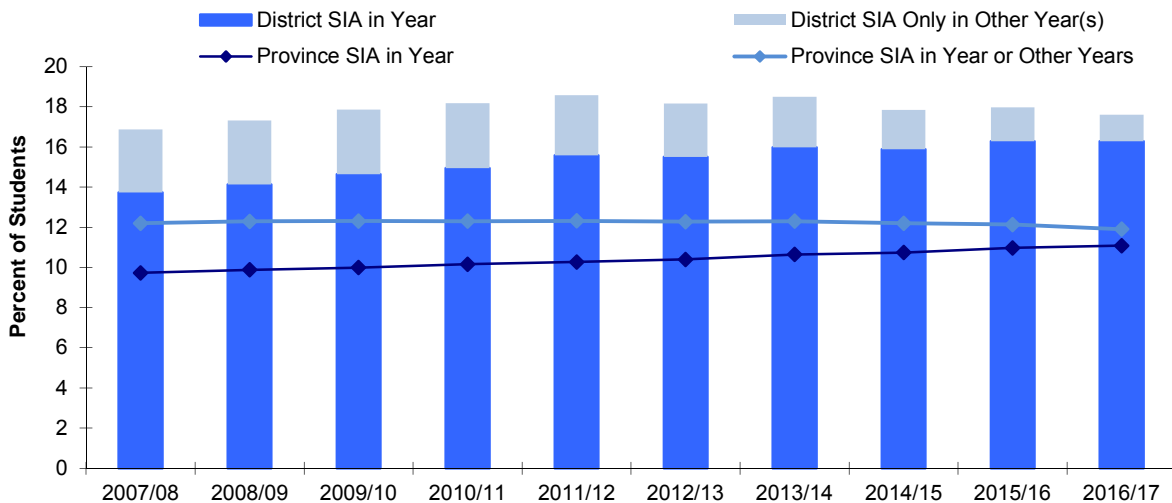
PLEASE NOTE

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	14,920	2,050	13.7	467	3.1	583,619	56,760	9.7	14,419	2.5
2008/09	14,834	2,097	14.1	471	3.2	579,485	57,257	9.9	13,975	2.4
2009/10	14,692	2,152	14.6	472	3.2	580,480	58,017	10.0	13,433	2.3
2010/11	14,258	2,131	14.9	461	3.2	579,110	58,834	10.2	12,434	2.1
2011/12	14,183	2,211	15.6	423	3.0	569,734	58,531	10.3	11,670	2.0
2012/13	13,971	2,165	15.5	373	2.7	564,531	58,717	10.4	10,585	1.9
2013/14	13,875	2,218	16.0	349	2.5	558,983	59,502	10.6	9,265	1.7
2014/15	13,708	2,177	15.9	270	2.0	552,786	59,382	10.7	8,067	1.5
2015/16	13,660	2,224	16.3	231	1.7	553,377	60,706	11.0	6,463	1.2
2016/17	13,897	2,262	16.3	185	1.3	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

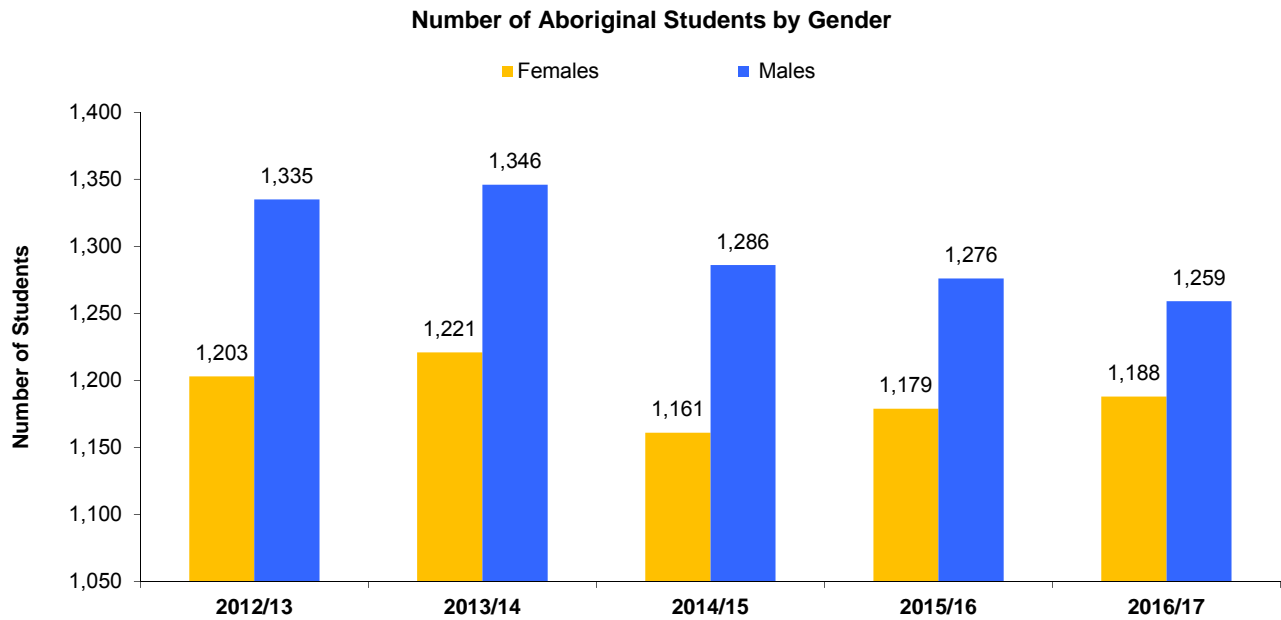
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	13,971	2,538	18.2	1,203	8.6	1,335	9.6	69,302	34,502	34,800
2013/14	13,875	2,567	18.5	1,221	8.8	1,346	9.7	68,767	34,140	34,627
2014/15	13,708	2,447	17.9	1,161	8.5	1,286	9.4	67,449	33,388	34,061
2015/16	13,660	2,455	18.0	1,179	8.6	1,276	9.3	67,169	33,129	34,040
2016/17	13,897	2,447	17.6	1,188	8.5	1,259	9.1	66,401	32,785	33,616

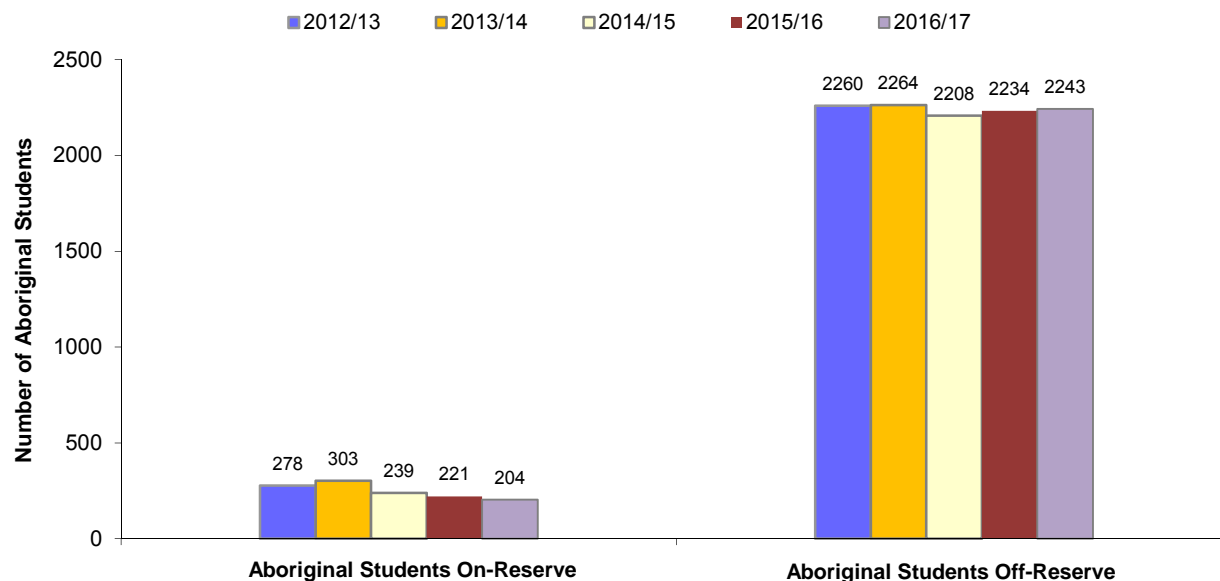


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2012/13	2,538	118	160	278	1,085	1,175	2,260	8,926	60,376
2013/14	2,567	143	160	303	1,078	1,186	2,264	8,812	59,955
2014/15	2,447	109	130	239	1,052	1,156	2,208	8,143	59,306
2015/16	2,455	105	116	221	1,074	1,160	2,234	7,694	59,475
2016/17	2,447	102	102	204	1,086	1,157	2,243	7,285	59,116

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

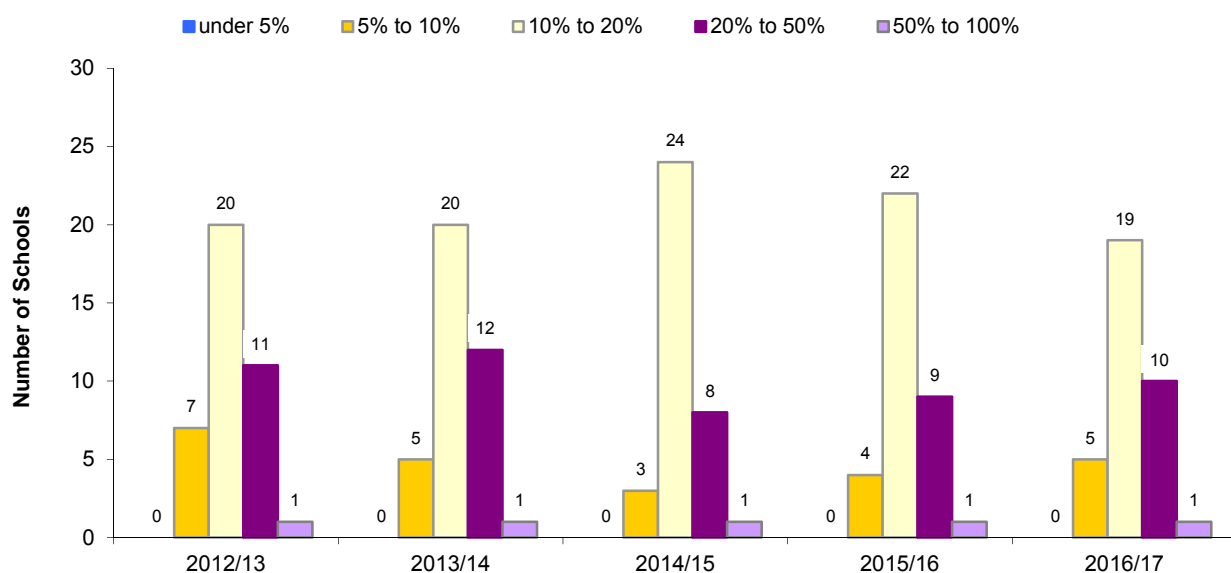


* Public schools only.

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	7	20	11	1	1,403	379	241	353	336	94
2013/14	38	0	5	20	12	1	1,393	374	243	341	340	95
2014/15	36	0	3	24	8	1	1,385	395	227	333	334	96
2015/16	36	0	4	22	9	1	1,380	401	224	347	316	92
2016/17	35	0	5	19	10	1	1,369	405	232	346	294	92

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

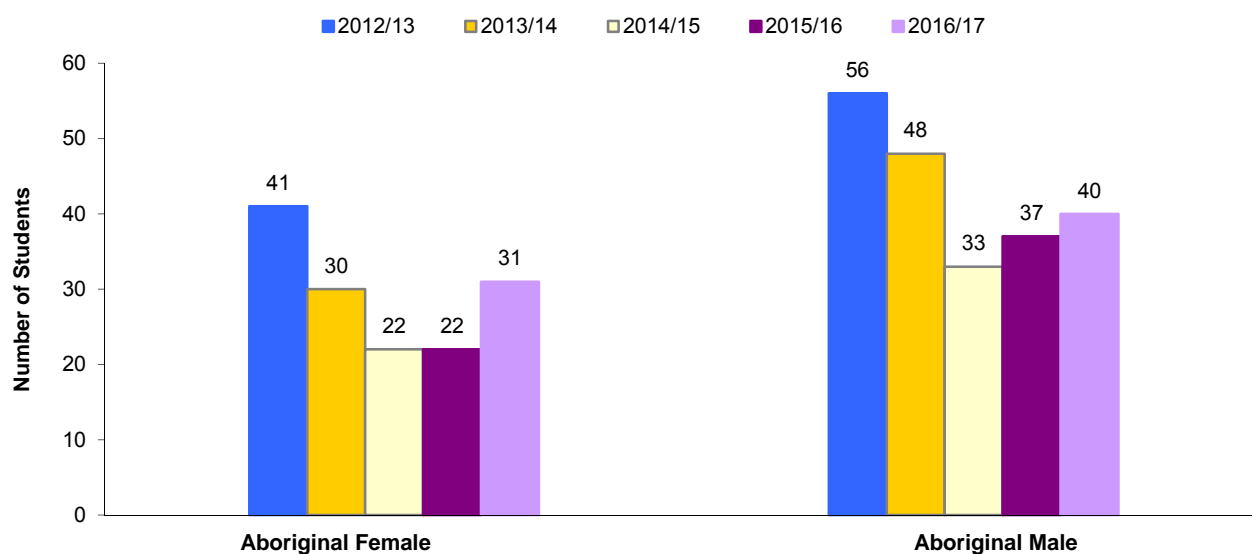


* Public schools only.

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	200	41	56	97	44	59	103	1,697	1,632	2,227	2,965
2013/14	146	30	48	78	31	37	68	1,610	1,594	2,033	2,757
2014/15	108	22	33	55	21	32	53	1,596	1,558	1,981	2,619
2015/16	118	22	37	59	30	29	59	1,609	1,524	2,022	2,477
2016/17	130	31	40	71	34	25	59	1,604	1,539	2,038	2,472

SD Data: Number of Aboriginal Students in Alternate Programs



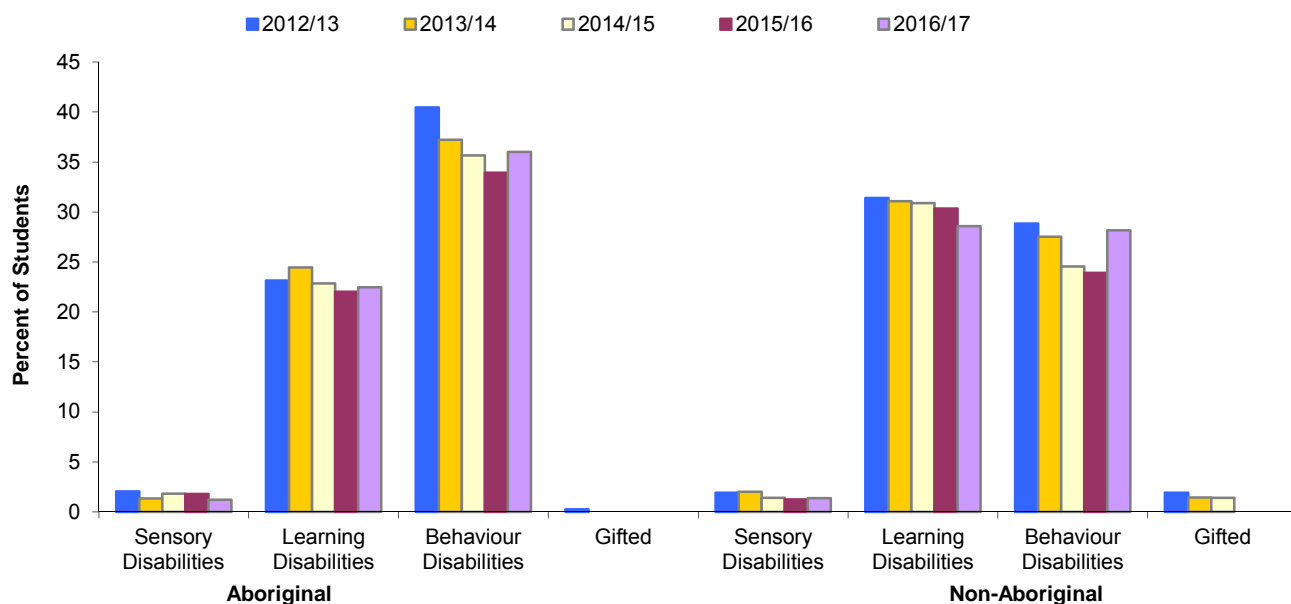
* Public schools only.

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	393	888	8	2	17	2	91	23	279	31	159	40	256	29	1	0	17	2
2013/14	368	843	5	1	17	2	90	24	262	31	137	37	232	28	0	0	12	1
2014/15	328	774	6	2	11	1	75	23	239	31	117	36	190	25	0	0	11	1
2015/16	336	715	6	2	9	1	74	22	217	30	114	34	171	24	Msk	Msk	Msk	Msk
2016/17	325	731	4	1	10	1	73	22	209	29	117	36	206	28	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).

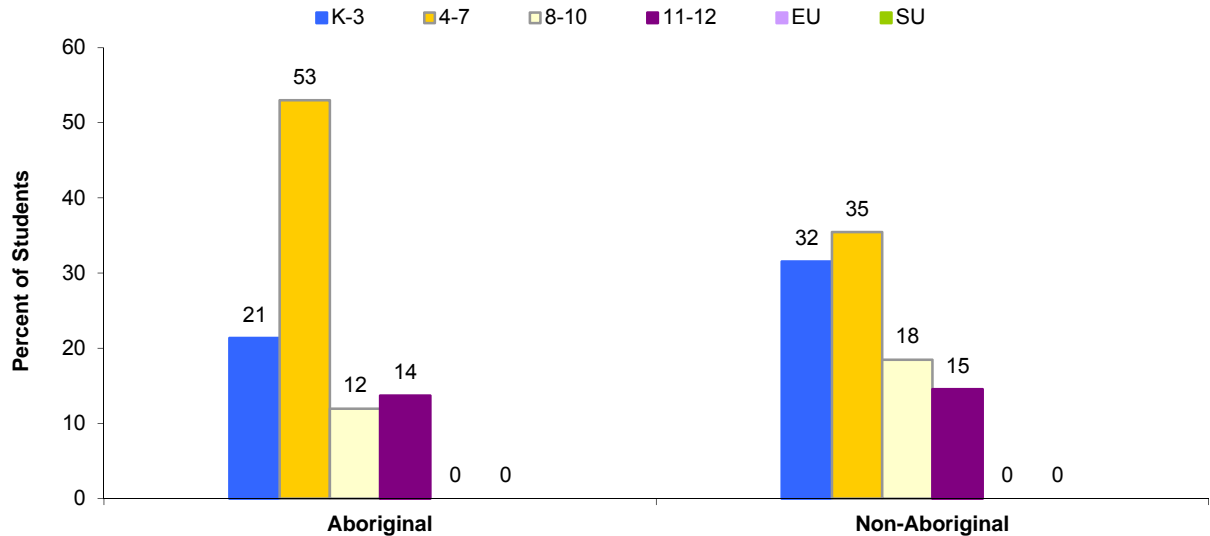
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	159	28	18	54	34	37	23	39	25	0	0	0	0
2013/14	137	29	21	48	35	36	26	24	18	0	0	0	0
2014/15	117	26	22	49	42	21	18	21	18	0	0	0	0
2015/16	114	36	32	45	39	24	21	9	8	0	0	0	0
2016/17	117	25	21	62	53	14	12	16	14	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	256	51	20	78	30	68	27	58	23	0	0	0	0
2013/14	232	58	25	75	32	57	25	42	18	0	0	0	0
2014/15	190	47	25	60	32	54	28	29	15	0	0	0	0
2015/16	171	60	35	60	35	32	19	19	11	0	0	0	0
2016/17	206	65	32	73	35	38	18	30	15	0	0	0	0

Students with Behaviour Disabilities - Grade Distribution 2016/17



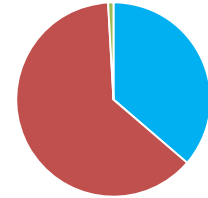
* Total includes Graduated Adults.

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

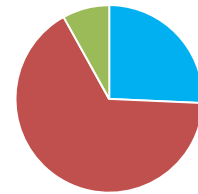
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	168	92	69	41	93	55	6	4
2013/14	133	82	49	37	77	58	7	5
2014/15	129	72	58	45	68	53	3	2
2015/16	125	66	50	40	72	58	3	2
2016/17	113	57	41	36	71	63	1	1



- Not Yet Meeting
- Meeting
- Exceeding

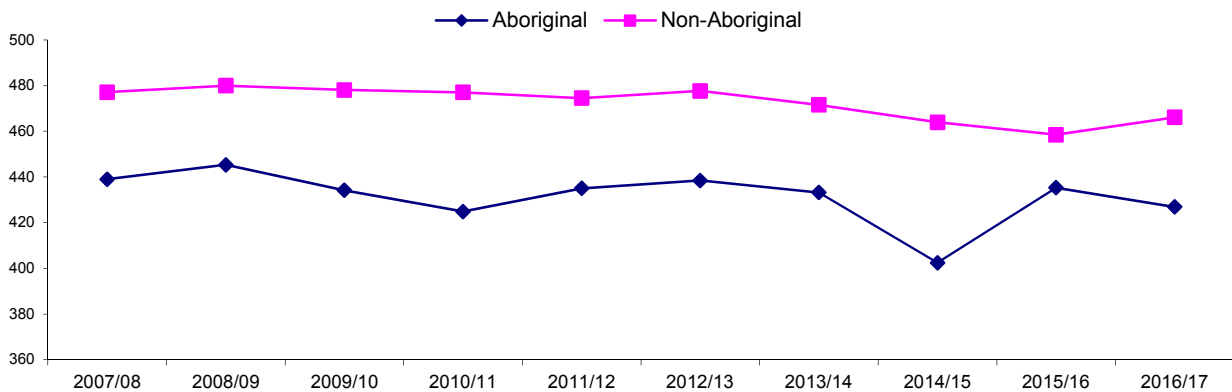
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	702	94	144	21	484	69	74	11
2013/14	702	92	174	25	462	66	66	9
2014/15	594	77	157	26	386	65	51	9
2015/16	568	73	166	29	359	63	43	8
2016/17	595	64	153	26	394	66	48	8



- Not Yet Meeting
- Meeting
- Exceeding

Average FSA Scaled Score - Grade 4 Reading

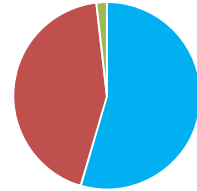


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	168	92	64	38	99	59	5	3
2013/14	130	80	45	35	82	63	3	2
2014/15	125	70	53	42	72	58	0	0
2015/16	119	63	40	34	78	66	1	1
2016/17	110	55	60	55	48	44	2	2



■ Not Yet Meeting
■ Meeting
■ Exceeding

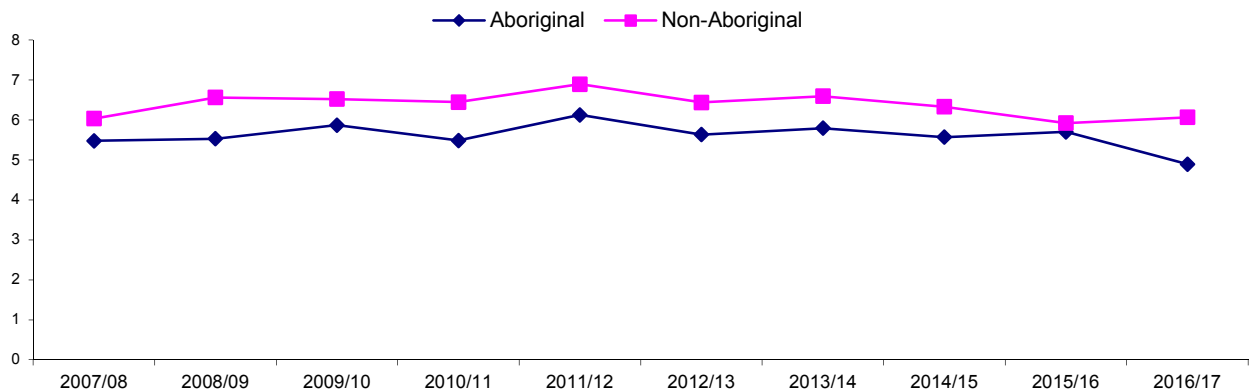
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	696	93	142	20	524	75	30	4
2013/14	693	90	133	19	528	76	32	5
2014/15	583	75	153	26	402	69	28	5
2015/16	547	71	183	33	352	64	12	2
2016/17	573	62	171	30	386	67	16	3



■ 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.

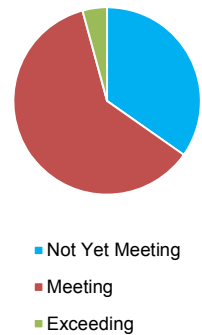
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	168	92	82	49	84	50	2	1
2013/14	134	82	56	42	73	54	5	4
2014/15	127	71	84	66	42	33	1	1
2015/16	119	63	65	55	51	43	3	3
2016/17	112	56	63	56	48	43	1	1

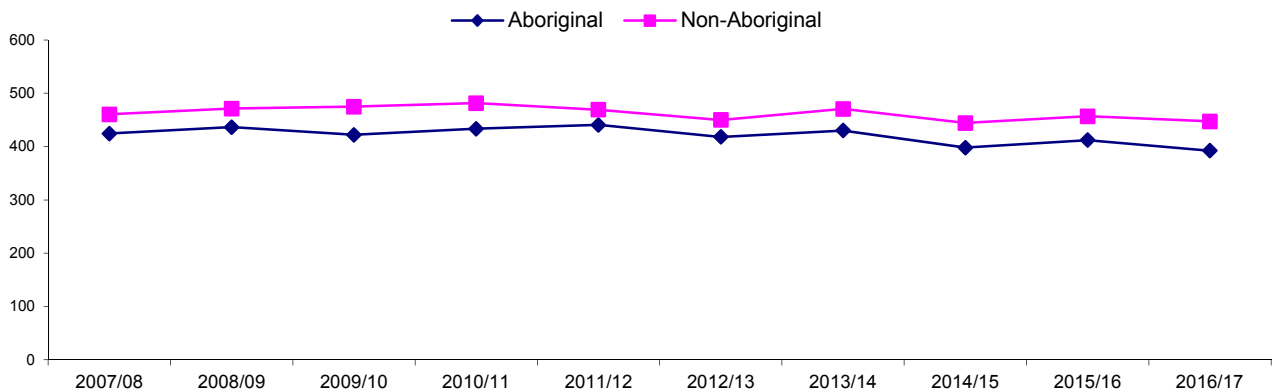


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	698	93	226	32	447	64	25	4
2013/14	697	91	196	28	461	66	40	6
2014/15	589	76	226	38	337	57	26	4
2015/16	566	73	177	31	361	64	28	5
2016/17	593	64	206	35	362	61	25	4



Average FSA Scaled Score - Grade 4 Numeracy

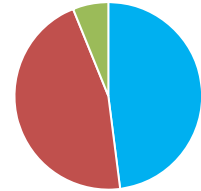


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

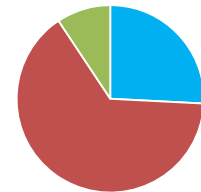
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	152	90	68	45	77	51	7	5
2013/14	151	86	70	46	77	51	4	3
2014/15	130	66	57	44	68	52	5	4
2015/16	110	60	51	46	56	51	3	3
2016/17	98	57	47	48	45	46	6	6



■ Not Yet Meeting
■ Meeting
■ Exceeding

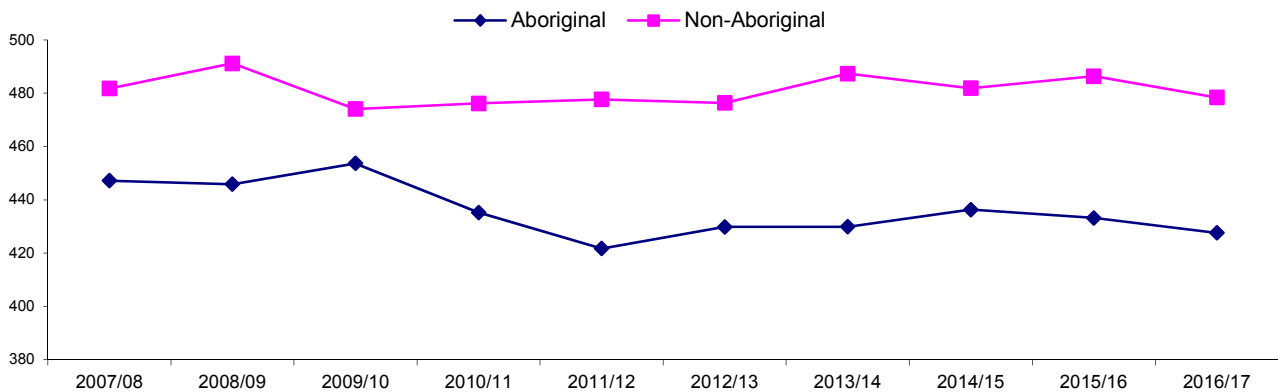
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	698	91	204	29	423	61	71	10
2013/14	741	90	167	23	505	68	69	9
2014/15	528	73	128	24	350	66	50	9
2015/16	515	67	114	22	348	68	53	10
2016/17	547	67	141	26	355	65	51	9



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Reading

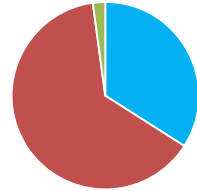


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

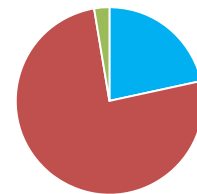
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	148	88	44	30	100	68	4	3
2013/14	146	83	47	32	95	65	4	3
2014/15	120	61	28	23	83	69	9	8
2015/16	105	57	36	34	67	64	2	2
2016/17	94	54	32	34	60	64	2	2



■ Not Yet Meeting
■ Meeting
■ Exceeding

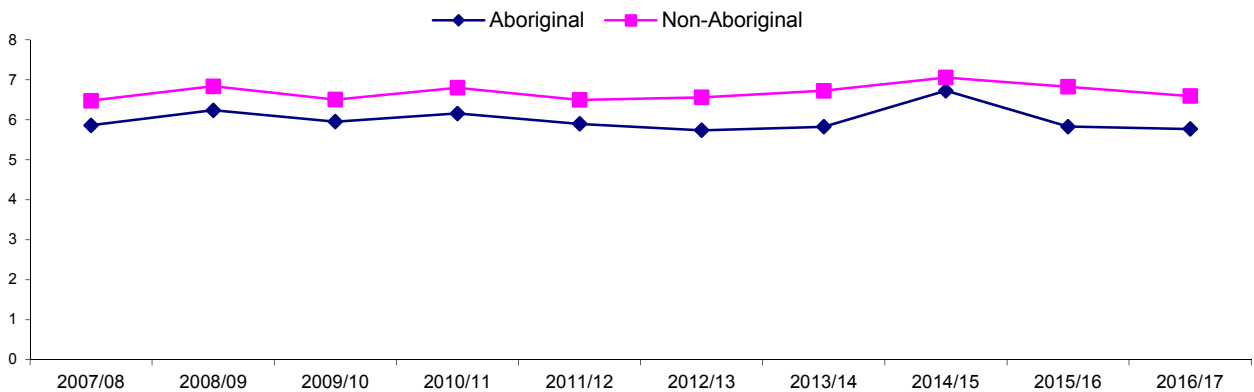
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	687	90	130	19	521	76	36	5
2013/14	727	88	128	18	573	79	26	4
2014/15	515	71	76	15	396	77	43	8
2015/16	505	65	80	16	388	77	37	7
2016/17	528	64	114	22	400	76	14	3



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Writing

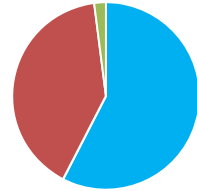


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

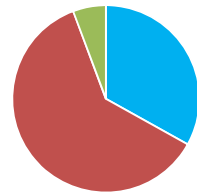
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	147	87	86	59	58	39	3	2
2013/14	147	84	93	63	52	35	2	1
2014/15	121	61	72	60	47	39	2	2
2015/16	109	60	60	55	48	44	1	1
2016/17	99	57	57	58	40	40	2	2



■ Not Yet Meeting
■ Meeting
■ Exceeding

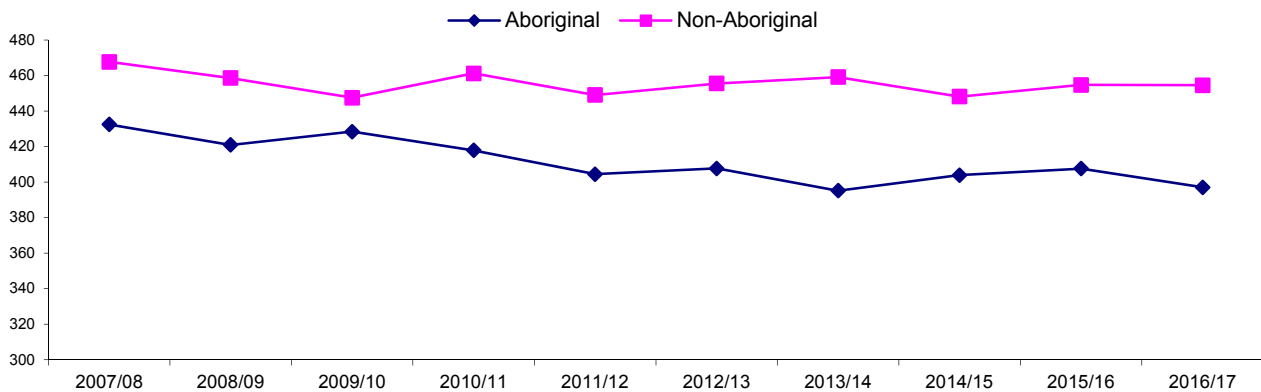
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	689	90	223	32	423	61	43	6
2013/14	740	90	236	32	458	62	46	6
2014/15	528	73	191	36	313	59	24	5
2015/16	509	66	162	32	323	63	24	5
2016/17	544	66	180	33	333	61	31	6



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

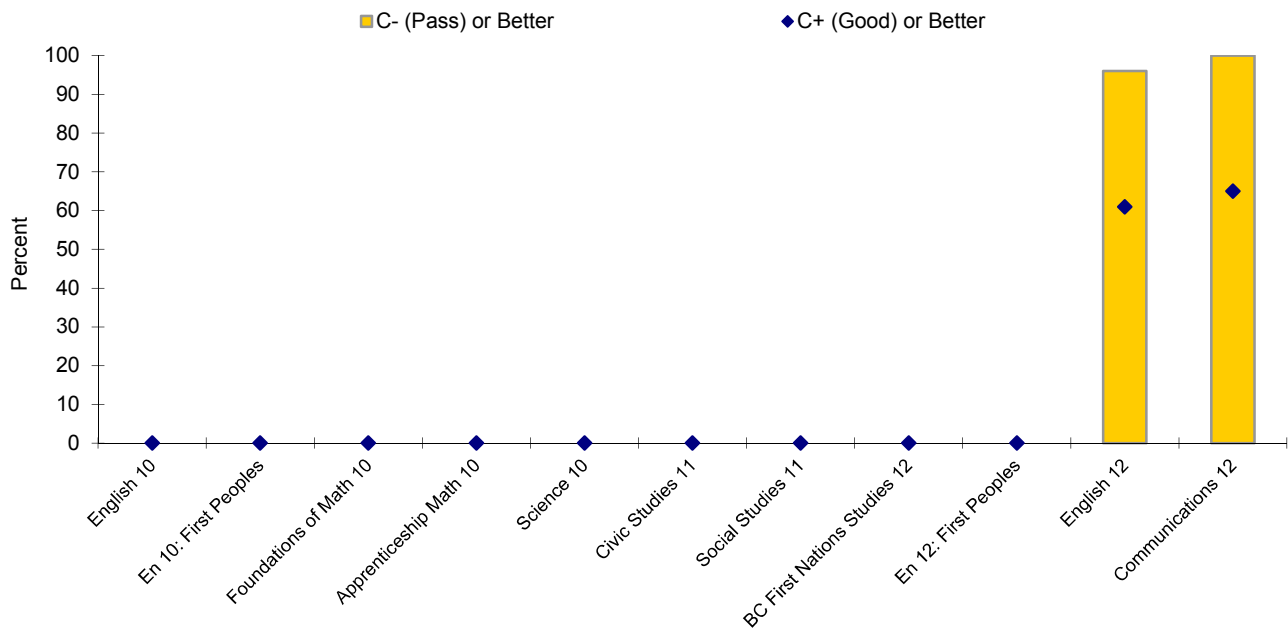
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	-	-	-	-	-	-	-	-	-	-
English 12	74	71	96	45	61	712	693	97	492	69
Communications 12	26	26	100	17	65	101	97	96	53	52

Final Marks Overview: Aboriginal Results 2016/17

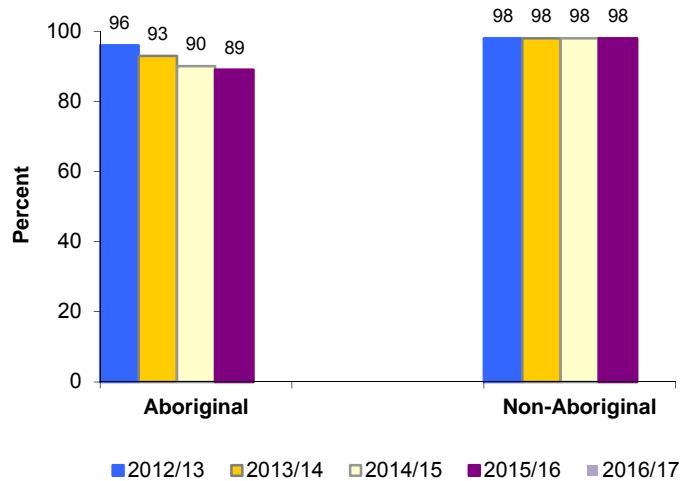


FINAL MARKS: ENGLISH 10

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	159	152	96	85	53	939	920	98	677	72
2013/14	147	137	93	78	53	839	821	98	584	70
2014/15	136	123	90	64	47	882	862	98	615	70
2015/16	136	121	89	62	46	761	742	98	510	67
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	159	217	137	22	939	995	845	94	
2013/14	147	203	122	25	839	941	768	71	
2014/15	136	183	115	21	882	963	783	99	
2015/16	136	179	110	26	761	867	675	86	
2016/17	-	185	-	-	-	930	-	-	

ENGLISH 10: C- (Pass) or Better



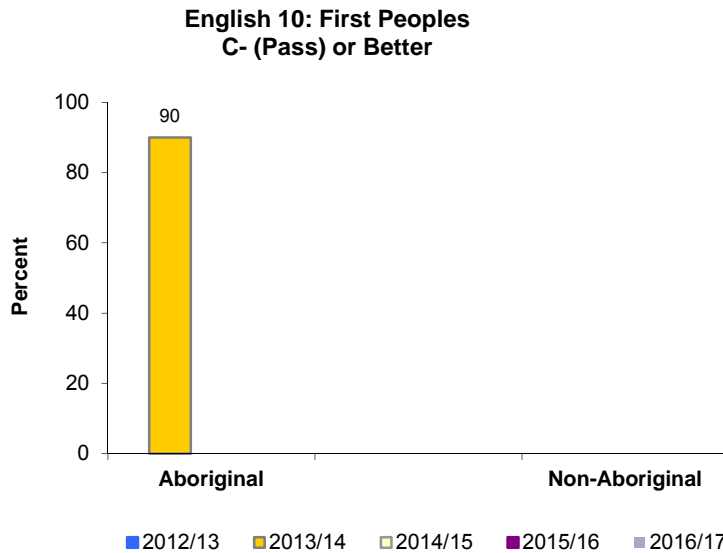
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	-	-	-	-	-
2013/14	10	9	90	2	20	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
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 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	217	Msk	Msk	-	995	-	-
2013/14	10	203	2	8	-	941	-	-
2014/15	-	183	-	-	-	963	-	-
2015/16	Msk	179	Msk	Msk	Msk	867	Msk	Msk
2016/17	-	185	-	-	-	930	-	-



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

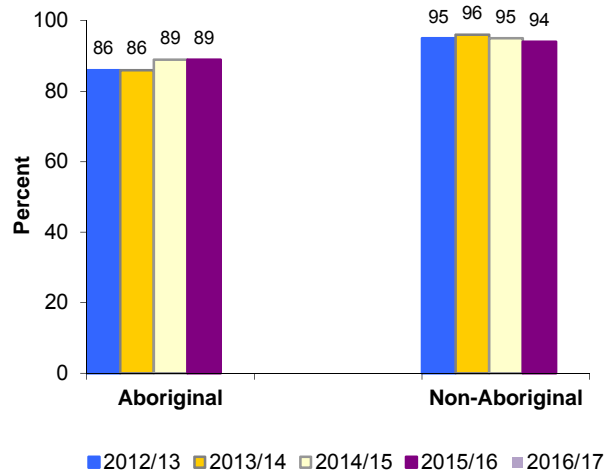
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	88	76	86	44	50	734	700	95	467	64
2013/14	73	63	86	37	51	666	640	96	451	68
2014/15	72	64	89	32	44	668	634	95	436	65
2015/16	65	58	89	30	46	609	571	94	378	62
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	88	217	68	20	734	995	611	123	
2013/14	73	203	59	14	666	941	540	126	
2014/15	72	183	55	17	668	963	553	115	
2015/16	65	179	56	9	609	867	511	98	
2016/17	-	185	-	-	-	930	-	-	

**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.

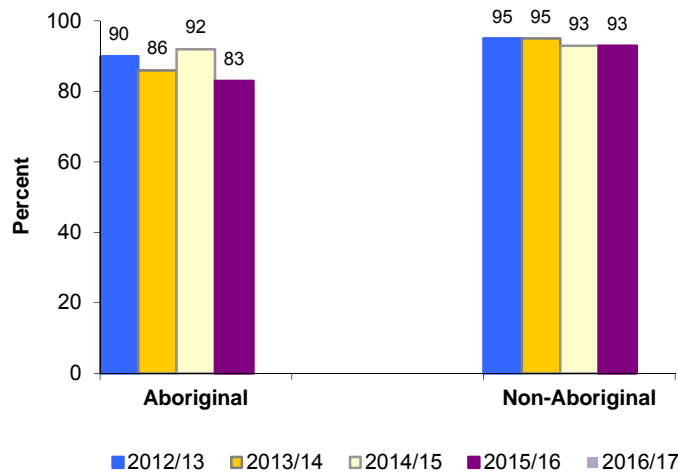
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	102	92	90	25	25	254	241	95	115	45
2013/14	92	79	86	29	32	231	220	95	109	47
2014/15	71	65	92	27	38	204	189	93	76	37
2015/16	58	48	83	13	22	204	190	93	76	37
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	102	217	68	34	254	995	165	89		
2013/14	92	203	54	38	231	941	184	47		
2014/15	71	183	47	24	204	963	147	57		
2015/16	58	179	40	18	204	867	136	68		
2016/17	-	185	-	-	-	930	-	-		

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.

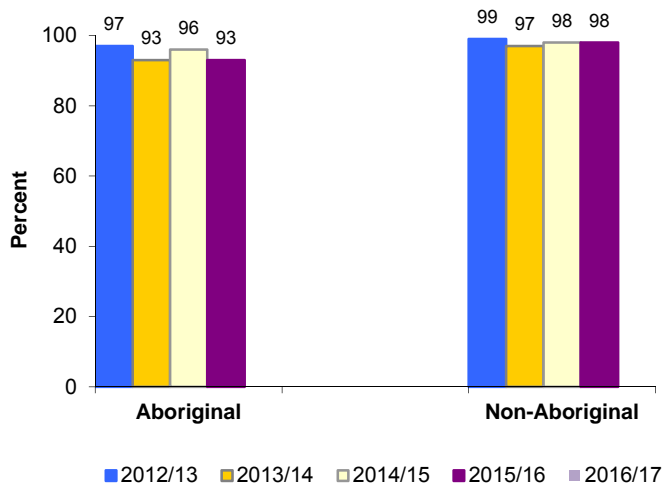
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	164	159	97	78	48	907	895	99	634	70
2013/14	147	137	93	70	48	861	835	97	593	69
2014/15	148	142	96	69	47	860	839	98	619	72
2015/16	122	114	93	57	47	778	762	98	529	68
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	164	217	137	27	907	995	820	87		
2013/14	147	203	126	21	861	941	780	81		
2014/15	148	183	124	24	860	963	787	73		
2015/16	122	179	107	15	778	867	707	71		
2016/17	-	185	-	-	-	930	-	-		

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.

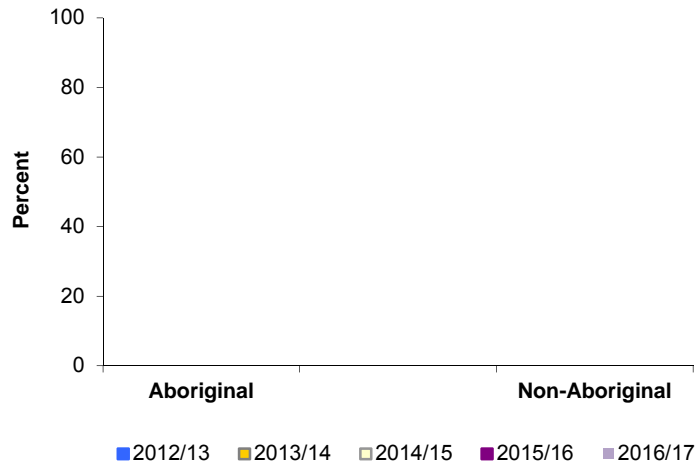
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	294	-	-	-	1,326	-	-		
2013/14	-	267	-	-	-	1,156	-	-		
2014/15	-	254	-	-	-	1,056	-	-		
2015/16	-	221	-	-	-	1,068	-	-		
2016/17	-	196	-	-	-	1,015	-	-		

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.

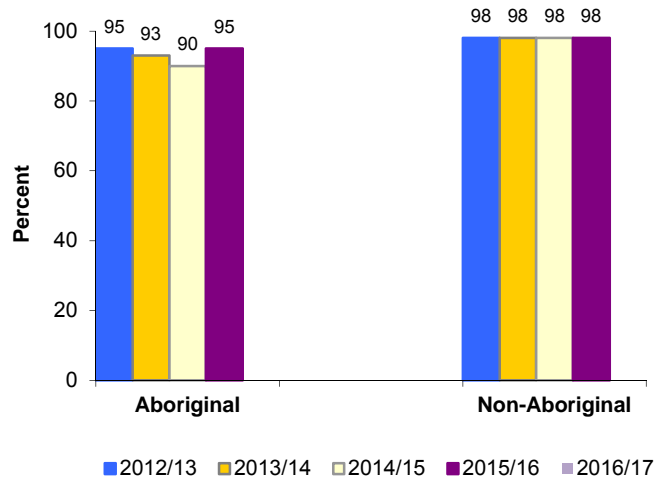
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	127	121	95	63	50	916	899	98	634	69
2013/14	122	114	93	67	55	830	813	98	602	73
2014/15	108	97	90	58	54	785	766	98	564	72
2015/16	102	97	95	60	59	789	776	98	602	76
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	127	294	107	20	916	1,326	823	93
2013/14	122	267	104	18	830	1,156	755	75
2014/15	108	254	90	18	785	1,056	690	95
2015/16	102	221	90	12	789	1,068	704	85
2016/17	-	196	-	-	-	1,015	-	-

Social Studies 11: C- (Pass) or Better



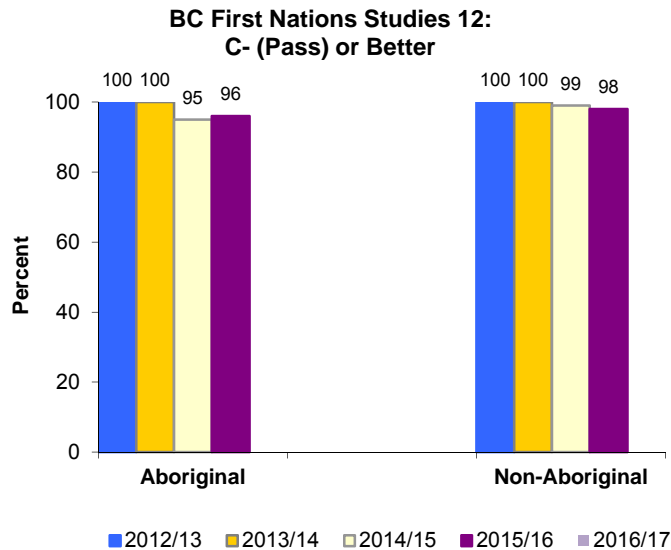
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	10	10	100	5	50	40	40	100	29	73
2013/14	20	20	100	8	40	50	50	100	39	78
2014/15	22	21	95	11	50	73	72	99	52	71
2015/16	25	24	96	14	56	62	61	98	41	66
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	10	258	1	9	40	1,265	10	30		
2013/14	20	292	7	13	50	1,339	15	35		
2014/15	22	275	8	14	73	1,302	23	50		
2015/16	25	263	8	17	62	1,201	20	42		
2016/17	-	228	-	-	-	1,125	-	-		



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

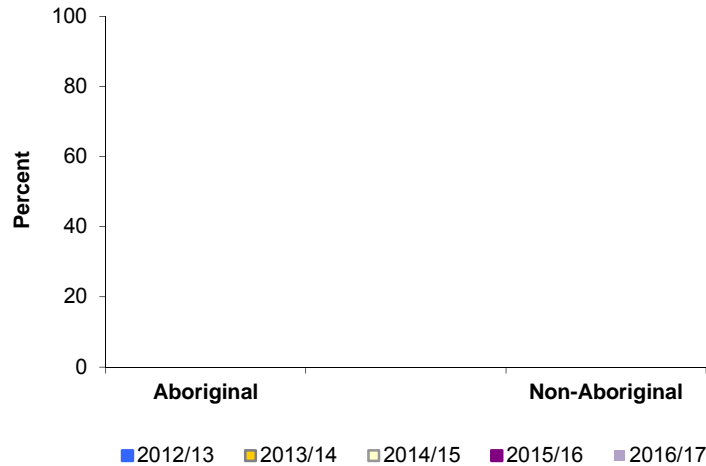
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	-	-	-	-	-
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	258	Msk	Msk	-	1,265	-	-		
2013/14	Msk	292	Msk	Msk	-	1,339	-	-		
2014/15	-	275	-	-	-	1,302	-	-		
2015/16	Msk	263	Msk	Msk	Msk	1,201	Msk	Msk		
2016/17	-	228	-	-	-	1,125	-	-		

**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.

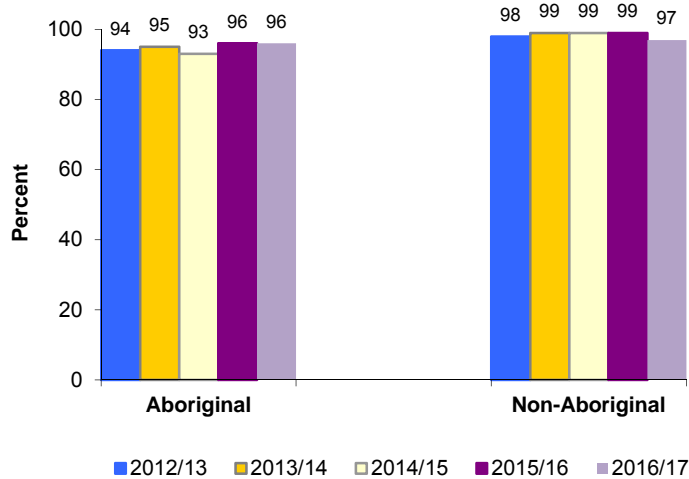
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	98	92	94	54	55	775	762	98	575	74
2013/14	101	96	95	53	52	823	817	99	597	73
2014/15	86	80	93	48	56	758	748	99	545	72
2015/16	79	76	96	45	57	696	688	99	486	70
2016/17	74	71	96	45	61	712	693	97	492	69

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	98	258	92	6	775	1,265	716	59	
2013/14	101	292	91	10	823	1,339	751	72	
2014/15	86	275	84	2	758	1,302	708	50	
2015/16	79	263	72	7	696	1,201	628	68	
2016/17	74	228	69	5	712	1,125	648	64	

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.

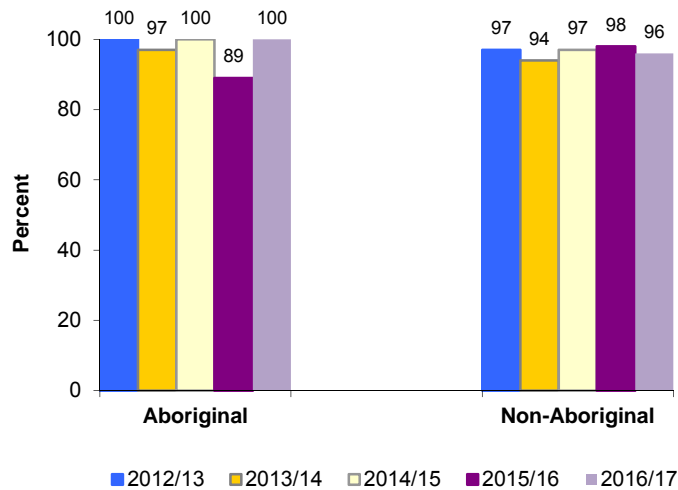
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	24	24	100	14	58	158	154	97	99	63
2013/14	32	31	97	12	38	127	120	94	79	62
2014/15	26	26	100	17	65	105	102	97	67	64
2015/16	27	24	89	14	52	125	122	98	64	51
2016/17	26	26	100	17	65	101	97	96	53	52

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	24	258	15	9	158	1,265	117	41		
2013/14	32	292	23	9	127	1,339	81	46		
2014/15	26	275	21	5	105	1,302	77	28		
2015/16	27	263	25	2	125	1,201	107	18		
2016/17	26	228	21	5	101	1,125	81	20		

Communications 12: C- (Pass) or Better



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

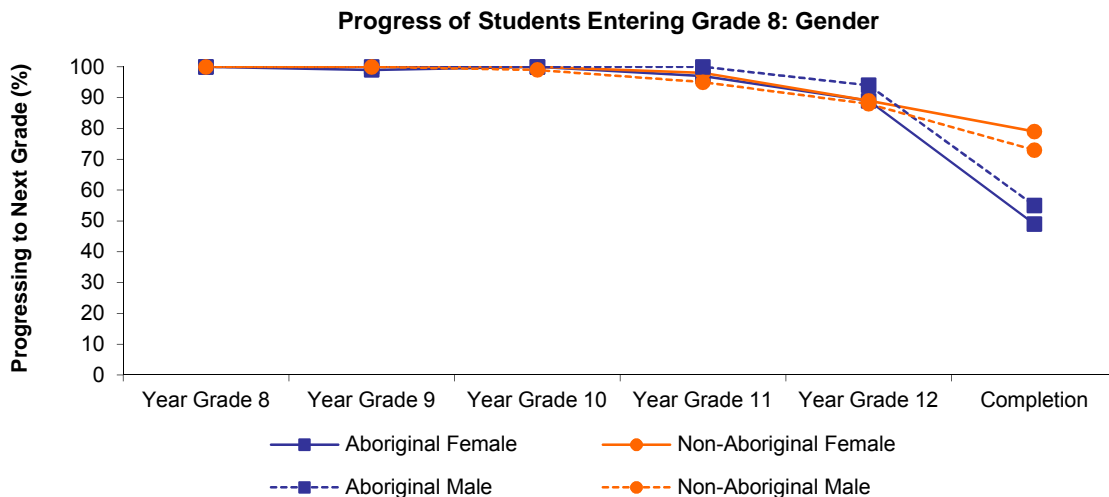
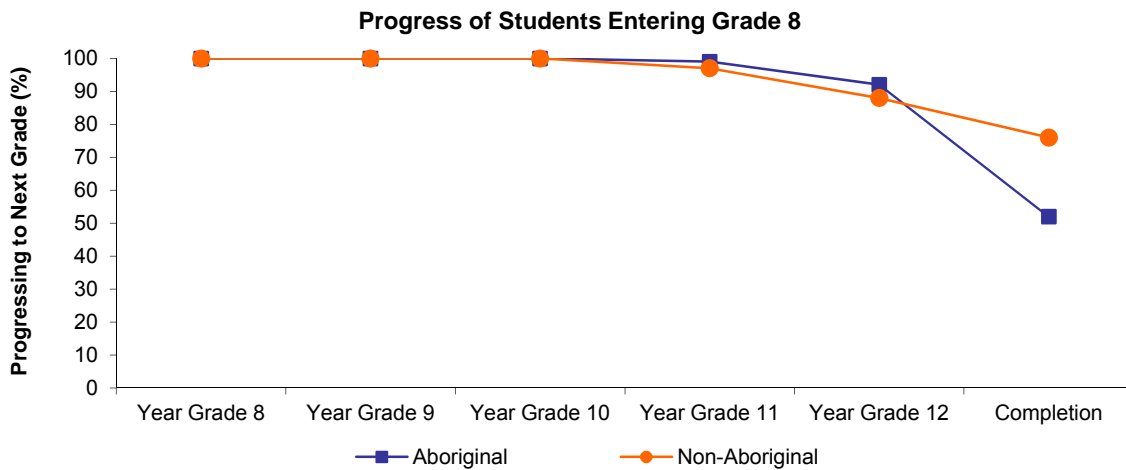
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2011

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2011/12	Grade 8	100	100	100	100	100	100
	Grade 9	100	99	100	100	100	100
	Grade 10	100	100	100	100	100	99
	Grade 11	99	97	100	97	98	95
	Grade 12	92	89	94	88	89	88
2016/17	Completion	52	49	55	76	79	73



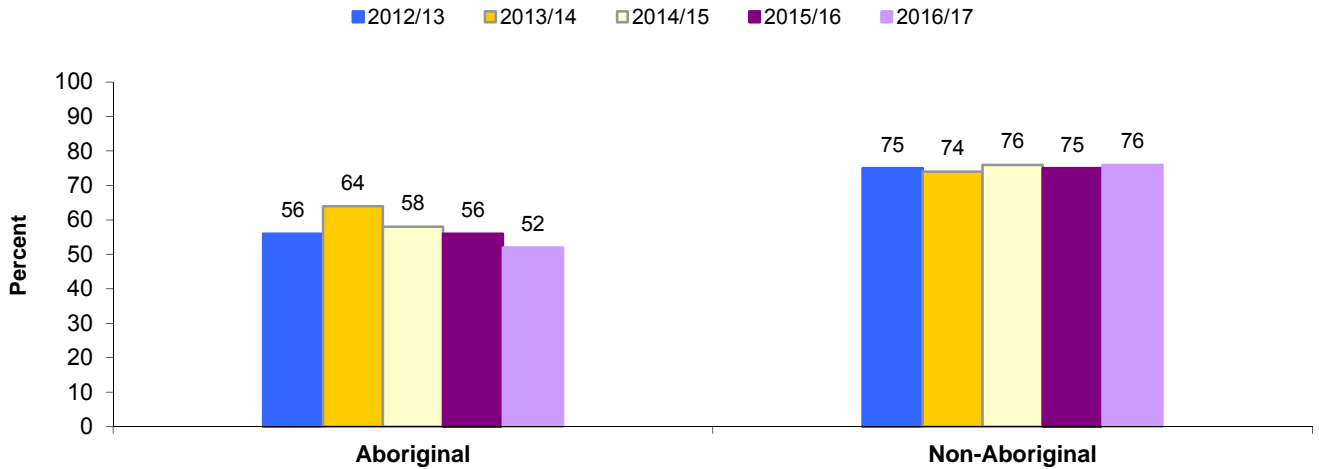
SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

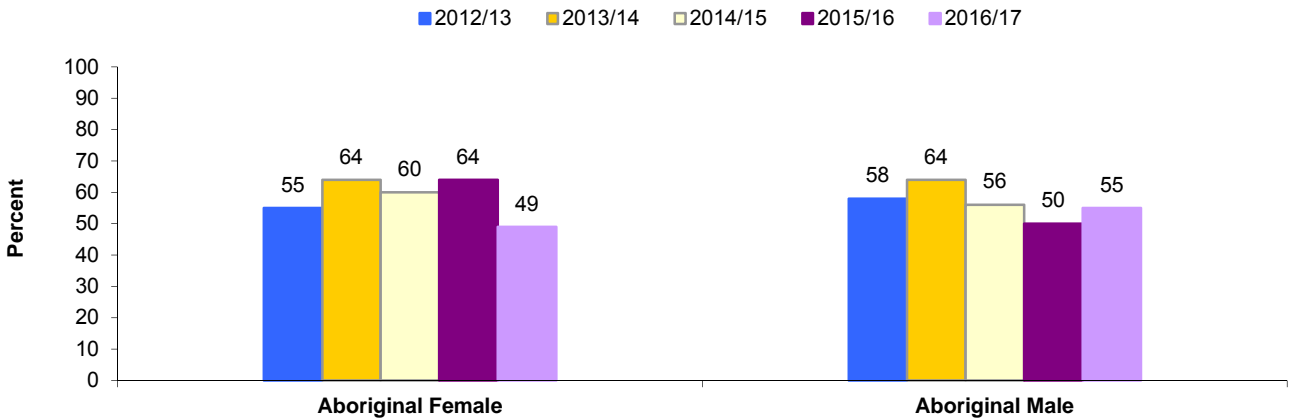
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	56	55	58	75	75	75
2013/14	64	64	64	74	77	71
2014/15	58	60	56	76	77	75
2015/16	56	64	50	75	75	75
2016/17	52	49	55	76	79	73

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).

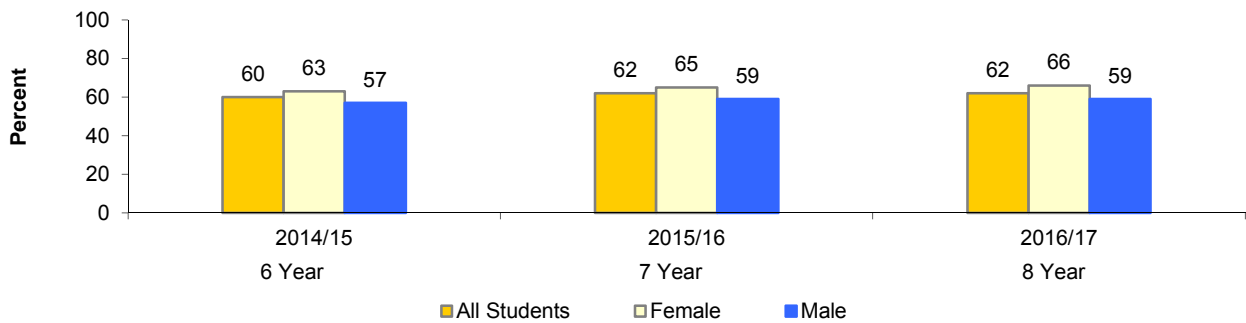
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

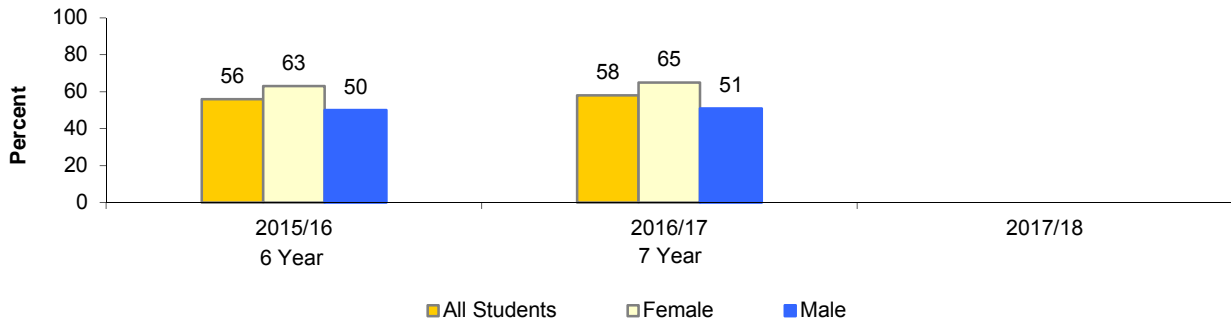
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	60	63	57	62	65	59	62	66	59
2010/11	56	63	50	58	65	51	-	-	-
2011/12	52	49	55	-	-	-	-	-	-

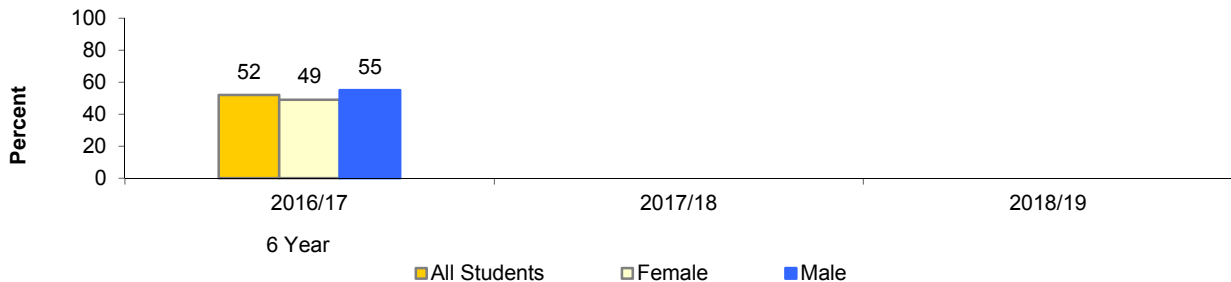
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort



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	240	Msk	Msk	1,226	29	2
2013/14	249	Msk	Msk	1,276	21	2
2014/15	264	Msk	Msk	1,260	13	1
2015/16	246	16	7	1,127	11	1
2016/17	208	Msk	Msk	1,076	10	1

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	240	106	44	1,226	828	68
2013/14	249	106	43	1,276	864	68
2014/15	264	96	36	1,260	773	61
2015/16	246	86	35	1,127	796	71
2016/17	208	88	42	1,076	702	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	240	31	13	1,226	55	4
2013/14	249	43	17	1,276	60	5
2014/15	264	22	8	1,260	26	2
2015/16	246	15	6	1,127	47	4
2016/17	208	17	8	1,076	28	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	190	121	64	69	36
2013/14	181	119	66	62	34
2014/15	159	101	64	58	36
2015/16	142	91	64	51	36
2016/17	130	81	62	49	38

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2012/13	2,538	121	5
2013/14	2,567	119	5
2014/15	2,447	101	4
2015/16	2,455	91	4
2016/17	2,447	81	3

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2012/13	36	Msk	Msk	37	Msk	Msk	Msk
2013/14	55	Msk	Msk	33	Msk	Msk	74
2014/15	35	Msk	Msk	25	Msk	Msk	Msk
2015/16	67	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	36	Msk	Msk	Msk	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	80	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	Msk	Msk	-	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	-	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	108	100	1	0.9	-	-	-	-	1	0.9		
Non-Aboriginal	904	100	13	1.4	10	1.1	9	1.0	6	0.7		

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	140	100	10	7.1	1	0.7	1	0.7	-	-		
Non-Aboriginal	567	100	1	0.2	-	-	4	0.7	1	0.2		

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	108	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	904	100	2	0.2	3	0.3	4	0.4	4	0.4		

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	140	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	567	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	108	100	6	5.6	-	-	-	-	-	-
Non-Aboriginal	904	100	73	8.1	5	0.6	1	0.1	-	-

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2011/12		Year of Transition to a Research-Intensive University							
	#	%	2012/13		2013/14		2014/15		2015/16	
			#	%	#	%	#	%	#	%
Aboriginal	140	100	-	-	-	-	-	-	-	-
Non-Aboriginal	567	100	-	-	-	-	-	-	-	-

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	108	100	39	36.1	7	6.5	6	5.6	5	4.6
Non-Aboriginal	904	100	330	36.5	74	8.2	44	4.9	19	2.1

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	140	100	14	10.0	7	5.0	5	3.6	-	-
Non-Aboriginal	567	100	29	5.1	9	1.6	4	0.7	5	0.9

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

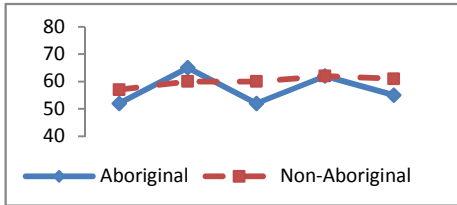
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

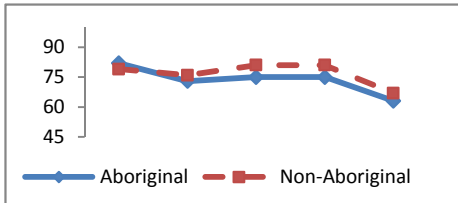
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



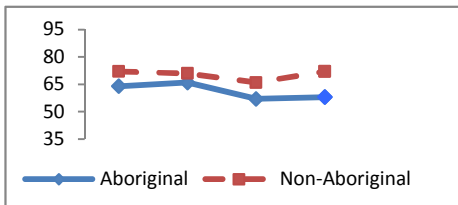
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	112	58	52	590	335	57
2013/14	102	66	65	762	456	60
2014/15	141	73	52	654	392	60
2015/16	144	89	62	745	462	62
2016/17	169	93	55	787	484	61

Do adults in the school treat all students fairly?



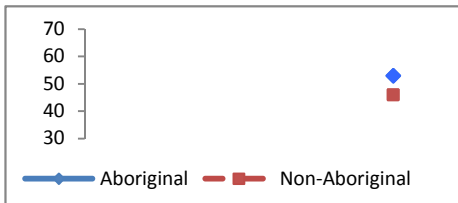
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	111	91	82	594	472	79
2013/14	106	77	73	748	571	76
2014/15	143	107	75	632	510	81
2015/16	144	108	75	721	583	81
2016/17	169	106	63	787	524	67

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



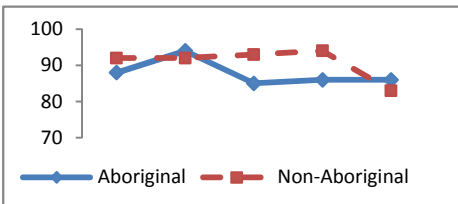
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	113	72	64	604	435	72
2013/14	105	69	66	770	543	71
2014/15	144	82	57	661	433	66
2015/16	153	89	58	759	546	72
2016/17	-	-	-	-	-	-

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



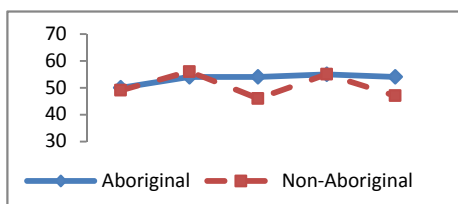
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	170	90 53	773	354 46

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	113	99	88	600	553	92
2013/14	109	102	94	762	704	92
2014/15	137	117	85	641	595	93
2015/16	152	131	86	749	702	94
2016/17	168	144	86	753	628	83

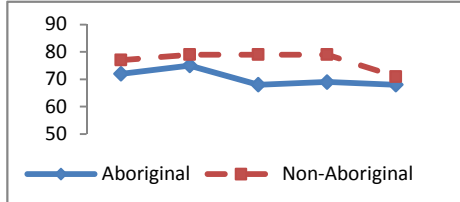
At school, are you being taught about Aboriginal peoples in Canada?



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	112	56	50	575	284	49
2013/14	99	53	54	727	406	56
2014/15	128	69	54	614	285	46
2015/16	141	77	55	725	399	55
2016/17	169	92	54	761	361	47

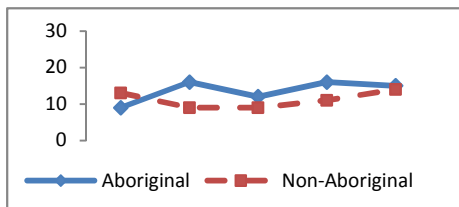
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



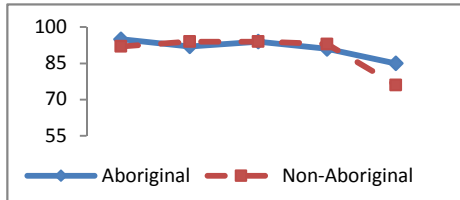
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	113	81	72	608	466	77
2013/14	108	81	75	767	608	79
2014/15	138	94	68	657	521	79
2015/16	150	103	69	749	594	79
2016/17	168	115	68	772	549	71

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



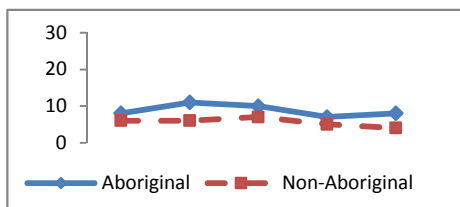
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	112	10	9	600	76	13
2013/14	108	17	16	758	66	9
2014/15	139	16	12	658	58	9
2015/16	153	25	16	739	80	11
2016/17	168	25	15	771	108	14

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	114	108	95	606	560	92
2013/14	110	101	92	774	730	94
2014/15	143	135	94	659	620	94
2015/16	154	140	91	748	694	93
2016/17	169	144	85	782	598	76

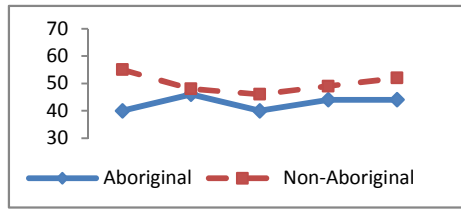
I would like to go to a different school.



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	111	9	8	596	37	6
2013/14	103	11	11	748	42	6
2014/15	138	14	10	630	44	7
2015/16	144	10	7	731	38	5
2016/17	168	13	8	781	34	4

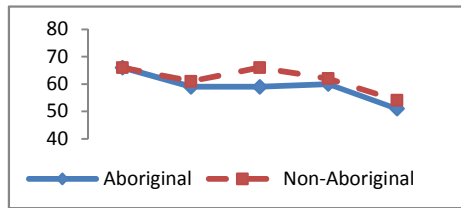
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



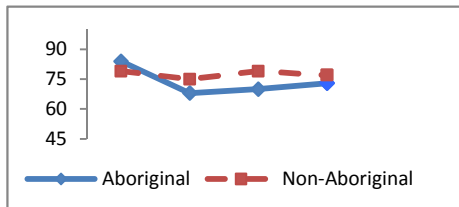
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2012/13	99	40 40	573	315 55
2013/14	126	58 46	679	329 48
2014/15	138	55 40	593	275 46
2015/16	134	59 44	661	326 49
2016/17	167	74 44	676	353 52

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	98	65 66	569	373 66
2013/14	125	74 59	675	414 61
2014/15	130	77 59	589	386 66
2015/16	136	82 60	650	404 62
2016/17	164	84 51	677	368 54

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



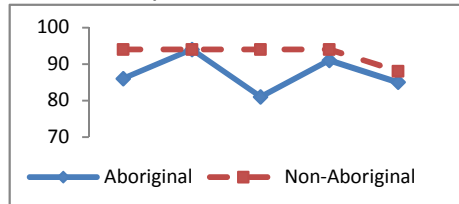
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2012/13	99	83 84	576	455 79
2013/14	127	86 68	682	514 75
2014/15	137	96 70	592	469 79
2015/16	135	98 73	656	505 77
2016/17	-	- -	-	- -

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



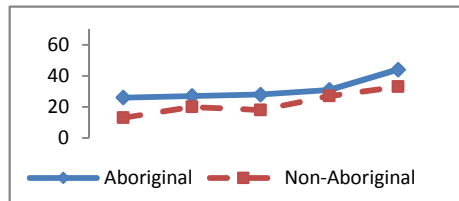
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	166	70 42	675	342 51

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	100	86 86	571	535 94
2013/14	126	119 94	677	634 94
2014/15	136	110 81	588	554 94
2015/16	133	121 91	656	614 94
2016/17	160	136 85	663	582 88

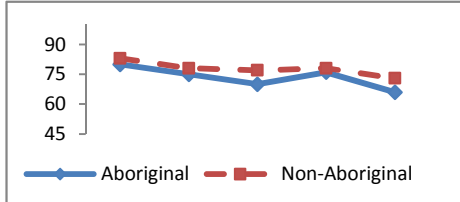
At school, are you being taught about Aboriginal peoples in Canada?



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	96	25 26	557	71 13
2013/14	122	33 27	670	137 20
2014/15	135	38 28	575	104 18
2015/16	131	41 31	651	179 27
2016/17	162	71 44	674	223 33

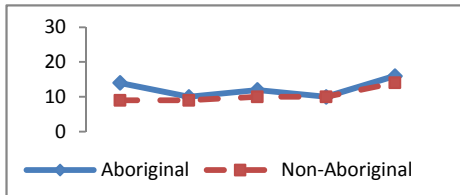
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



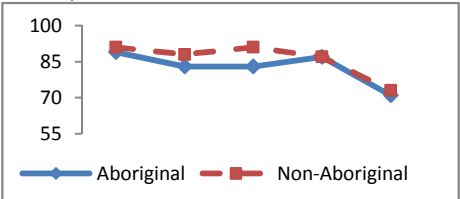
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	99	79	80	575	475	83
2013/14	124	93	75	685	535	78
2014/15	136	95	70	590	453	77
2015/16	135	102	76	658	514	78
2016/17	163	107	66	663	484	73

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



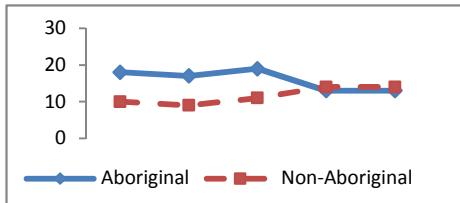
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	98	14	14	574	51	9
2013/14	125	13	10	674	63	9
2014/15	135	16	12	586	56	10
2015/16	134	13	10	646	67	10
2016/17	166	27	16	667	93	14

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	100	89	89	570	516	91
2013/14	123	102	83	673	595	88
2014/15	136	113	83	598	545	91
2015/16	135	118	87	658	574	87
2016/17	164	116	71	669	486	73

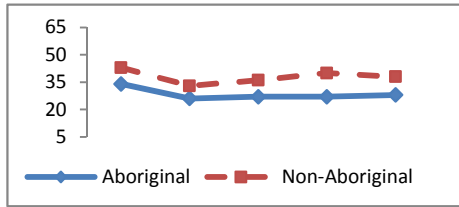
I would like to go to a different school.



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	94	17	18	562	59	10
2013/14	122	21	17	673	61	9
2014/15	129	25	19	580	63	11
2015/16	136	18	13	647	93	14
2016/17	166	21	13	672	94	14

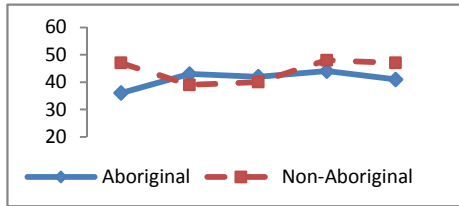
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



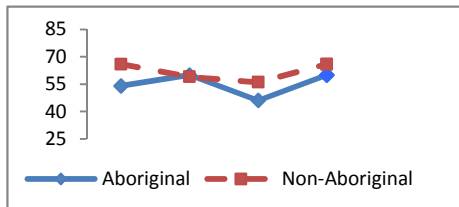
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	116	39	34	696	298	43
2013/14	107	28	26	657	220	33
2014/15	82	22	27	602	215	36
2015/16	90	24	27	591	234	40
2016/17	69	19	28	456	174	38

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	111	40	36	683	318	47
2013/14	110	47	43	642	249	39
2014/15	81	34	42	590	237	40
2015/16	89	39	44	585	279	48
2016/17	69	28	41	459	218	47

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



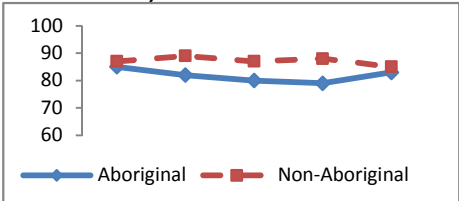
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	114	61	54	695	459	66
2013/14	109	65	60	651	382	59
2014/15	84	39	46	603	336	56
2015/16	92	55	60	592	391	66
2016/17	-	-	-	-	-	-

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



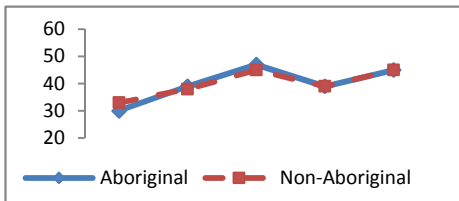
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	68	32 47	458	243 53

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	110	93	85	679	591	87
2013/14	105	86	82	638	567	89
2014/15	83	66	80	584	507	87
2015/16	86	68	79	568	499	88
2016/17	66	55	83	453	385	85

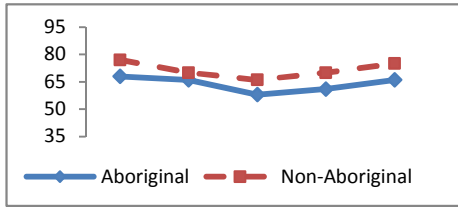
At school, are you being taught about Aboriginal peoples in Canada?



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	111	33	30	680	221	33
2013/14	106	41	39	634	242	38
2014/15	81	38	47	581	260	45
2015/16	88	34	39	573	226	39
2016/17	67	30	45	459	207	45

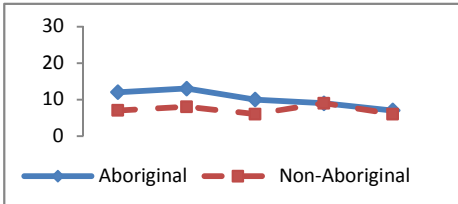
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



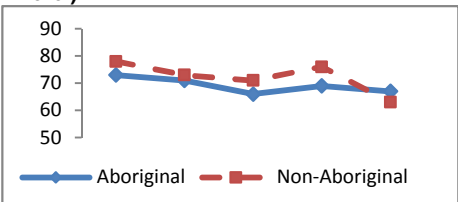
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	113	77	68	687	531	77
2013/14	108	71	66	644	451	70
2014/15	83	48	58	599	393	66
2015/16	90	55	61	589	415	70
2016/17	67	44	66	456	343	75

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



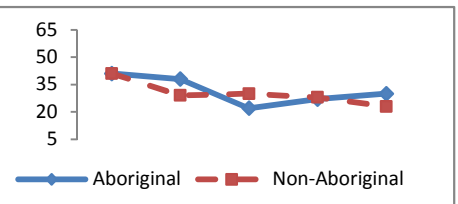
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	113	14	12	687	47	7
2013/14	109	14	13	646	50	8
2014/15	84	8	10	598	38	6
2015/16	89	8	9	591	52	9
2016/17	67	5	7	454	25	6

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



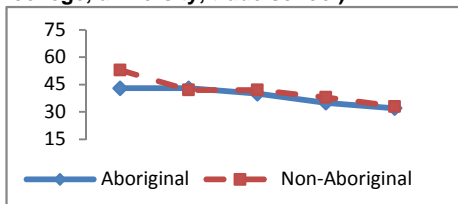
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	115	84	73	688	536	78
2013/14	113	80	71	652	476	73
2014/15	82	54	66	608	431	71
2015/16	91	63	69	592	452	76
2016/17	69	46	67	459	289	63

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



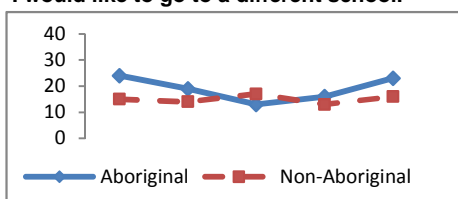
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	114	47	41	692	285	41
2013/14	107	41	38	644	189	29
2014/15	81	18	22	596	178	30
2015/16	89	24	27	583	162	28
2016/17	66	20	30	455	105	23

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	114	49	43	689	364	53
2013/14	106	46	43	640	270	42
2014/15	81	32	40	600	251	42
2015/16	88	31	35	584	224	38
2016/17	66	21	32	453	150	33

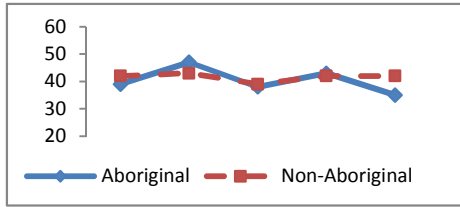
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	110	26	24	675	104	15
2013/14	103	20	19	636	92	14
2014/15	79	10	13	567	98	17
2015/16	87	14	16	584	73	13
2016/17	69	16	23	458	72	16

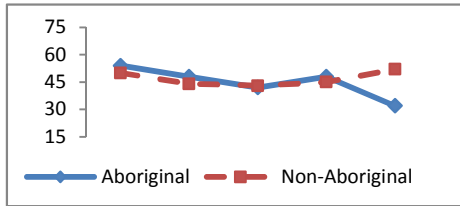
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



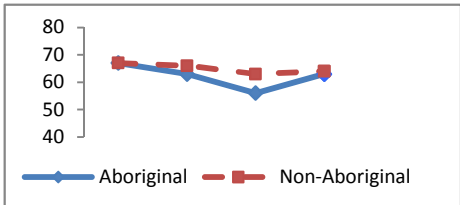
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	89	35	39	517	219	42
2013/14	81	38	47	533	228	43
2014/15	52	20	38	436	168	39
2015/16	56	24	43	424	180	42
2016/17	48	17	35	318	133	42

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	84	45	54	502	253	50
2013/14	79	38	48	528	232	44
2014/15	48	20	42	427	183	43
2015/16	56	27	48	422	192	45
2016/17	47	15	32	319	166	52

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



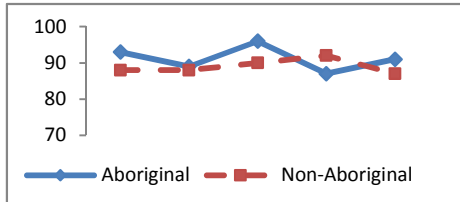
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	89	60	67	518	346	67
2013/14	81	51	63	535	351	66
2014/15	50	28	56	440	276	63
2015/16	56	35	63	424	270	64
2016/17	-	-	-	-	-	-

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



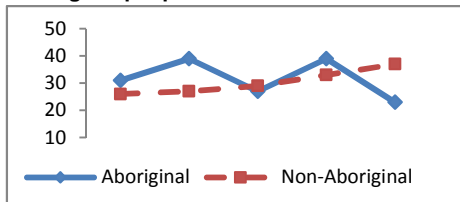
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	48	21 44	316	179 57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	88	82	93	507	447	88
2013/14	79	70	89	521	459	88
2014/15	48	46	96	424	382	90
2015/16	55	48	87	412	377	92
2016/17	47	43	91	311	270	87

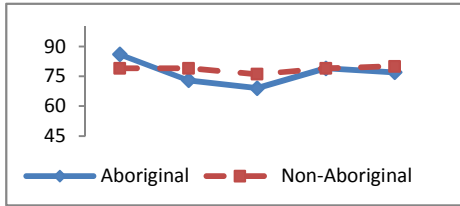
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2012/13	88	27	31	502	130	26
2013/14	79	31	39	519	142	27
2014/15	49	13	27	417	120	29
2015/16	56	22	39	413	135	33
2016/17	48	11	23	314	117	37

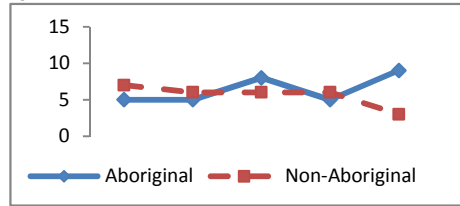
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



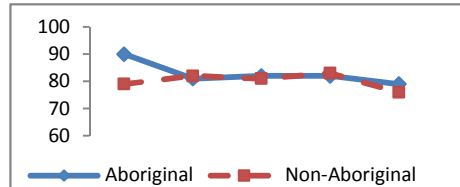
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	87	75 86	511	406 79
2013/14	81	59 73	525	417 79
2014/15	51	35 69	428	324 76
2015/16	56	44 79	421	332 79
2016/17	44	34 77	316	254 80

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



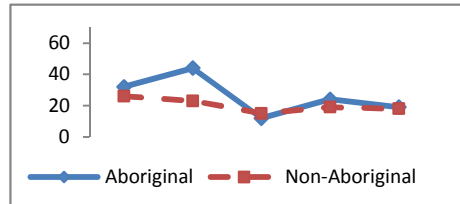
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	87	4 5	508	35 7
2013/14	81	4 5	527	29 6
2014/15	50	4 8	432	28 6
2015/16	56	3 5	419	26 6
2016/17	47	4 9	313	9 3

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



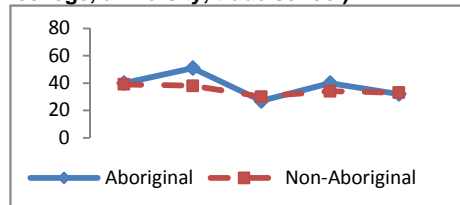
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2012/13	87	78 90	513	404 79
2013/14	81	66 81	536	440 82
2014/15	51	42 82	436	351 81
2015/16	55	45 82	427	355 83
2016/17	47	37 79	316	239 76

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



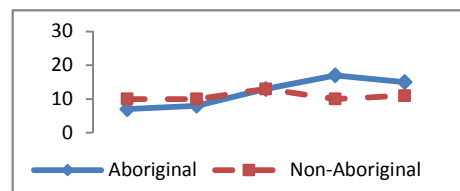
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	88	28 32	515	134 26
2013/14	81	36 44	529	120 23
2014/15	50	6 12	430	66 15
2015/16	55	13 24	425	79 19
2016/17	47	9 19	312	56 18

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	87	35 40	512	199 39
2013/14	81	40 51	528	201 38
2014/15	51	14 27	431	128 30
2015/16	55	22 40	423	145 34
2016/17	47	15 32	313	104 33

I would like to go to a different school.



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	85	6 7	501	50 10
2013/14	79	6 8	515	51 10
2014/15	48	6 13	414	54 13
2015/16	54	9 17	415	42 10
2016/17	48	7 15	318	35 11

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.