



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 022 Vernon

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electronic version of report: www.studentsuccess.gov.bc.ca/

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

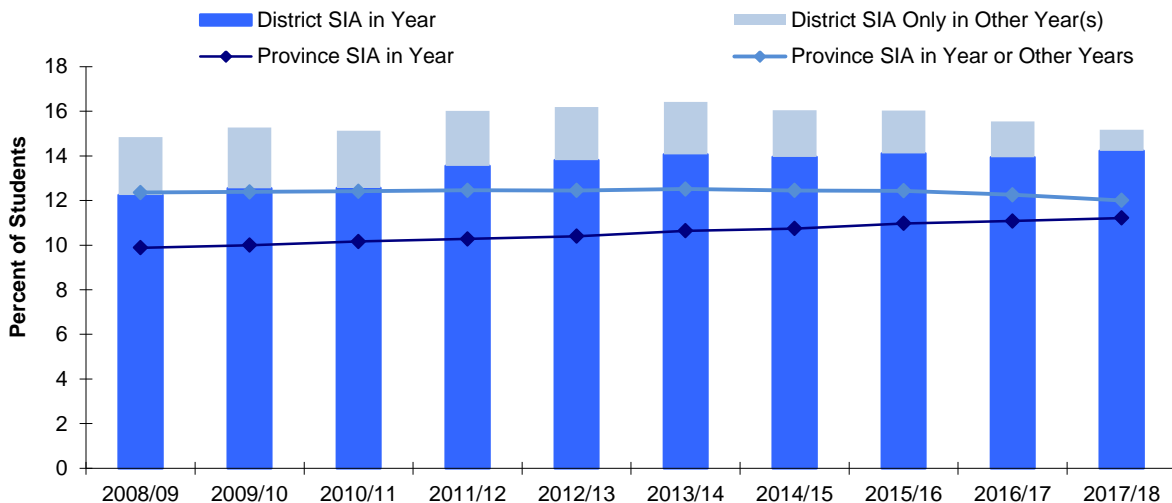
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2008/09	9,047	1,108	12.2	235	2.6	579,485	57,257	9.9	14,326	2.5
2009/10	8,752	1,098	12.5	239	2.7	580,480	58,017	10.0	13,887	2.4
2010/11	8,762	1,100	12.6	226	2.6	579,110	58,834	10.2	13,044	2.3
2011/12	8,497	1,151	13.5	210	2.5	569,734	58,531	10.3	12,445	2.2
2012/13	8,248	1,139	13.8	196	2.4	564,529	58,717	10.4	11,569	2.0
2013/14	8,127	1,143	14.1	191	2.4	558,983	59,502	10.6	10,444	1.9
2014/15	8,246	1,150	13.9	173	2.1	552,786	59,382	10.7	9,449	1.7
2015/16	8,359	1,180	14.1	160	1.9	553,376	60,706	11.0	8,109	1.5
2016/17	8,489	1,183	13.9	137	1.6	557,626	61,799	11.1	6,534	1.2
2017/18	8,619	1,226	14.2	81	0.9	563,245	63,182	11.2	4,434	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

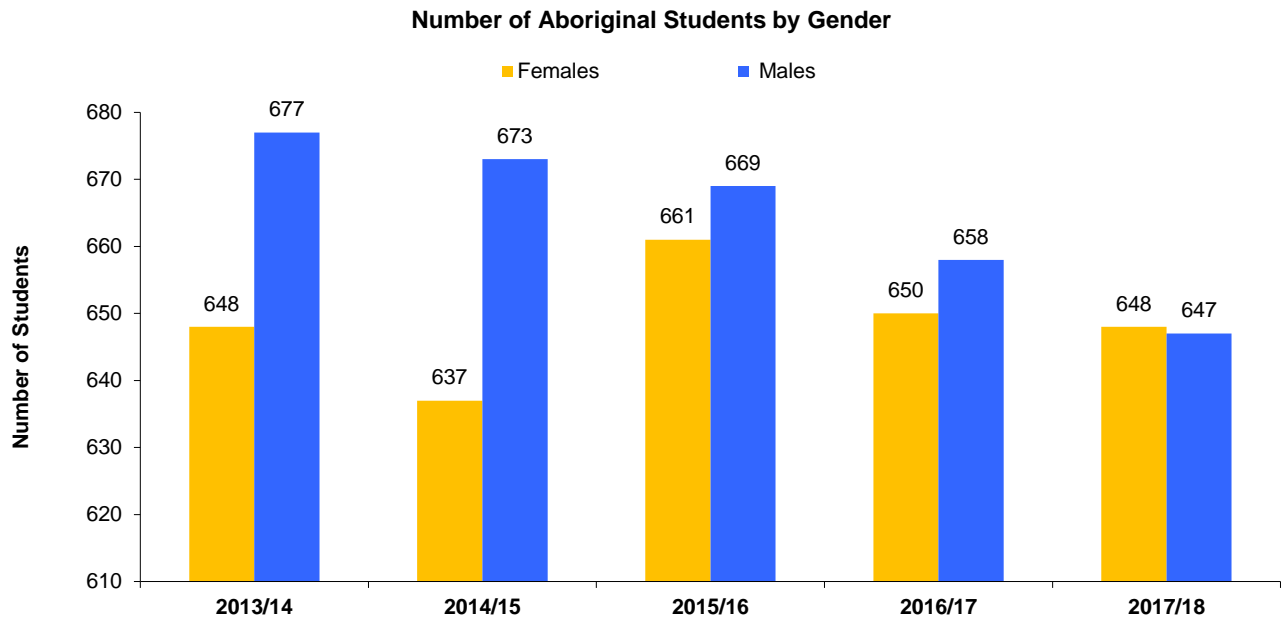
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	
		#	%	#		#	#	#		
2013/14	8,127	1,325	16.3	648	8.0	677	8.3	69,182	34,363	34,819
2014/15	8,246	1,310	15.9	637	7.7	673	8.2	67,939	33,645	34,294
2015/16	8,359	1,330	15.9	661	7.9	669	8.0	67,749	33,432	34,317
2016/17	8,489	1,308	15.4	650	7.7	658	7.8	67,078	33,137	33,941
2017/18	8,619	1,295	15.0	648	7.5	647	7.5	66,142	32,575	33,567

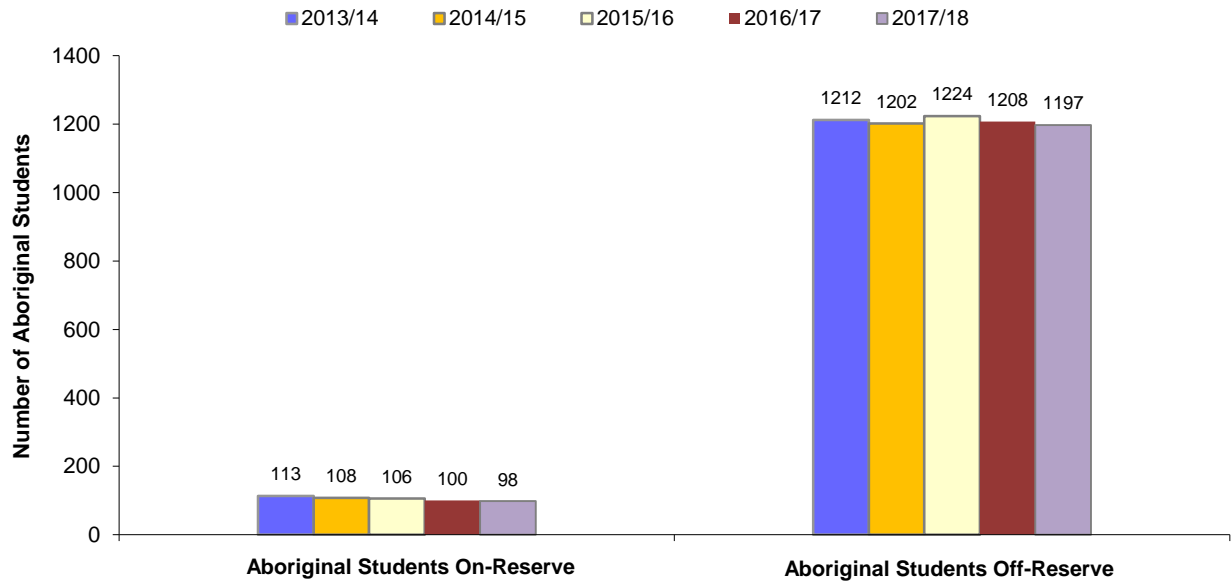


* Public schools only.

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 #
2013/14	1,325	50	63	113	598	614	1,212	8,812	60,370
2014/15	1,310	46	62	108	591	611	1,202	8,143	59,796
2015/16	1,330	46	60	106	615	609	1,224	7,694	60,055
2016/17	1,308	40	60	100	610	598	1,208	7,285	59,793
2017/18	1,295	46	52	98	602	595	1,197	7,820	58,322

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

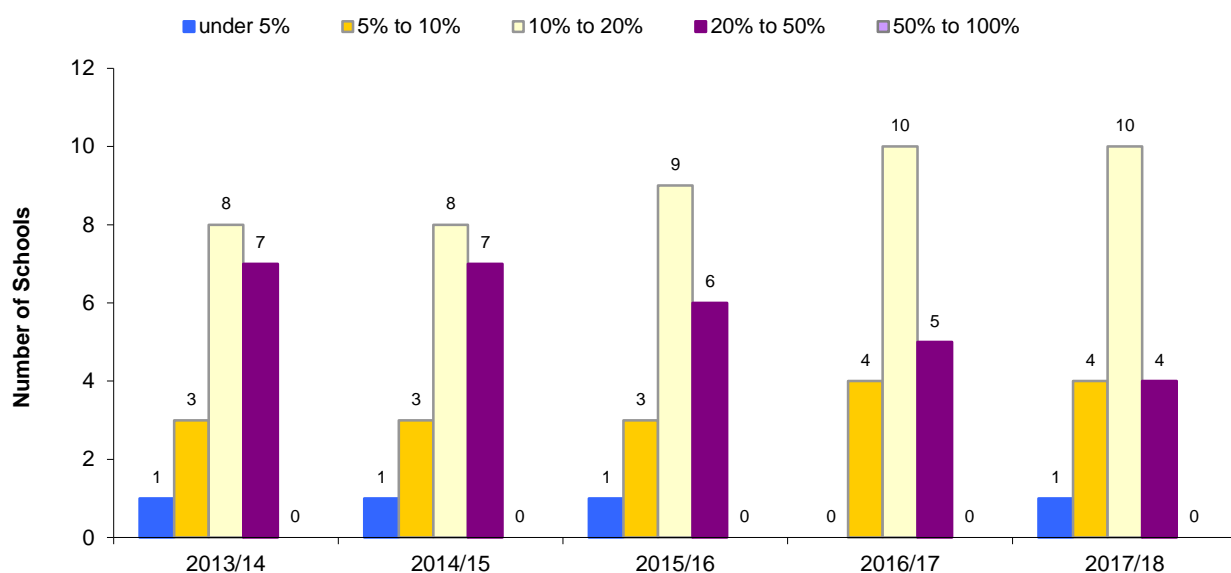


* Public schools only.

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 %
2013/14	19	1	3	8	7	0	1,393	370	241	341	346	95
2014/15	19	1	3	8	7	0	1,385	393	223	335	337	97
2015/16	19	1	3	9	6	0	1,380	396	224	349	318	93
2016/17	19	0	4	10	5	0	1,369	400	229	348	300	92
2017/18	19	1	4	10	4	0	1,377	416	238	335	303	85

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

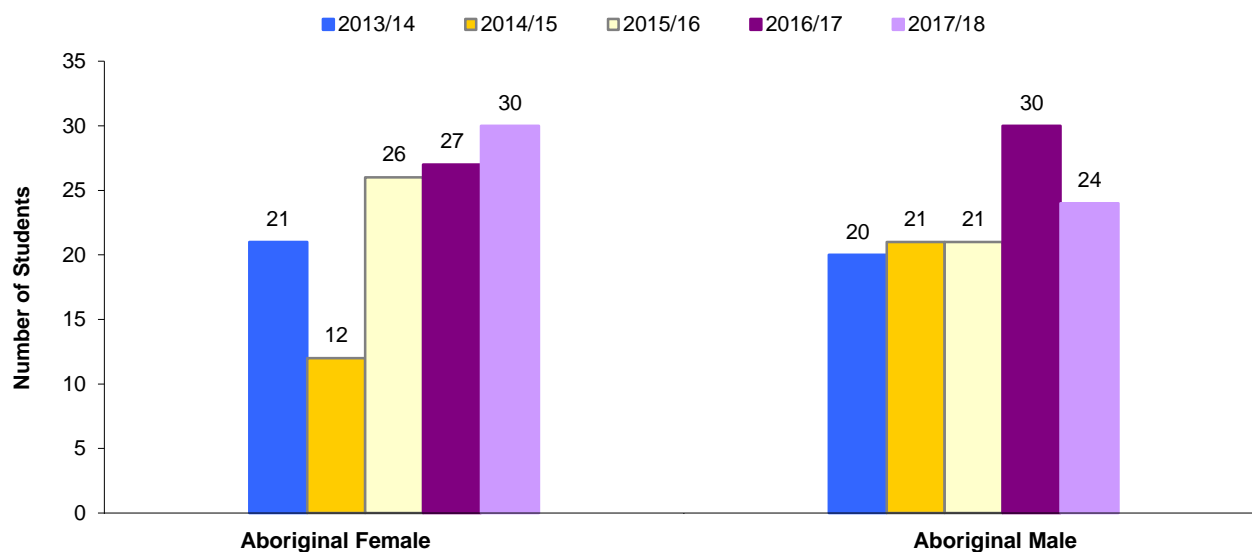


* Public schools only.

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 #
2013/14	92	21	20	41	19	32	51	1,610	1,594	2,033	2,757
2014/15	91	12	21	33	24	34	58	1,595	1,560	1,981	2,618
2015/16	105	26	21	47	31	27	58	1,609	1,527	2,022	2,474
2016/17	167	27	30	57	50	60	110	1,605	1,543	2,037	2,468
2017/18	198	30	24	54	67	77	144	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



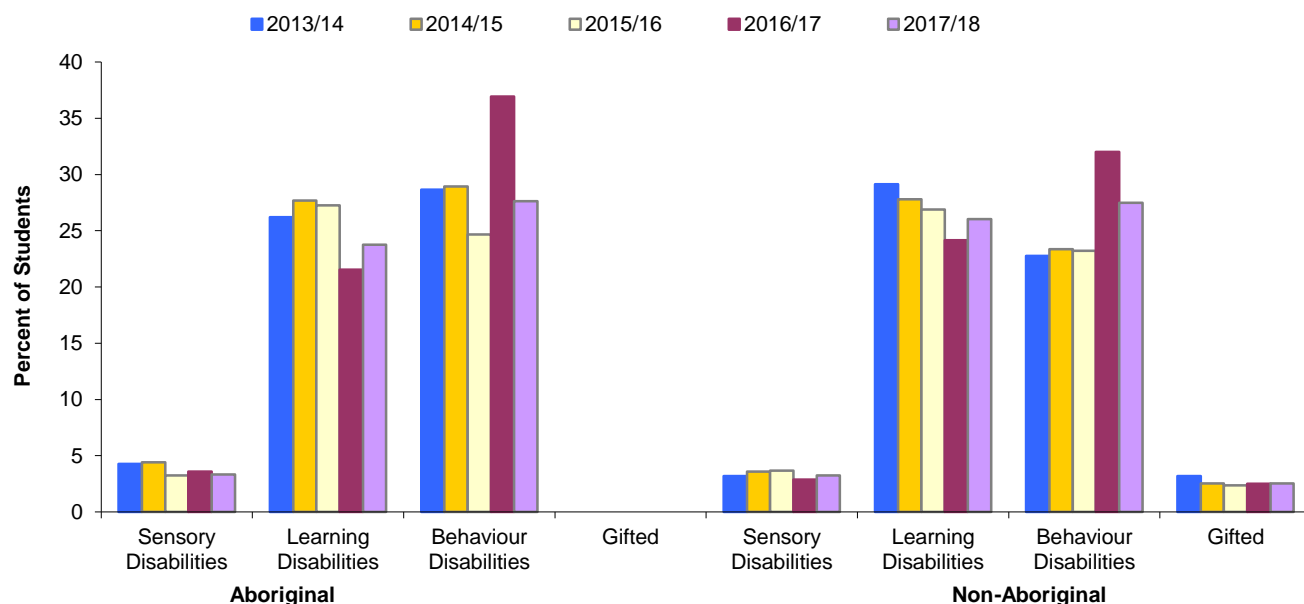
* Public schools only.

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2013/14	164	470	7	4	15	3	43	26	137	29	47	29	107	23	0	0	15	3
2014/15	159	475	7	4	17	4	44	28	132	28	46	29	111	23	0	0	12	3
2015/16	154	465	5	3	17	4	42	27	125	27	38	25	108	23	0	0	11	2
2016/17	195	559	7	4	16	3	42	22	135	24	72	37	179	32	0	0	14	3
2017/18	181	553	6	3	18	3	43	24	144	26	50	28	152	27	0	0	14	3

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).

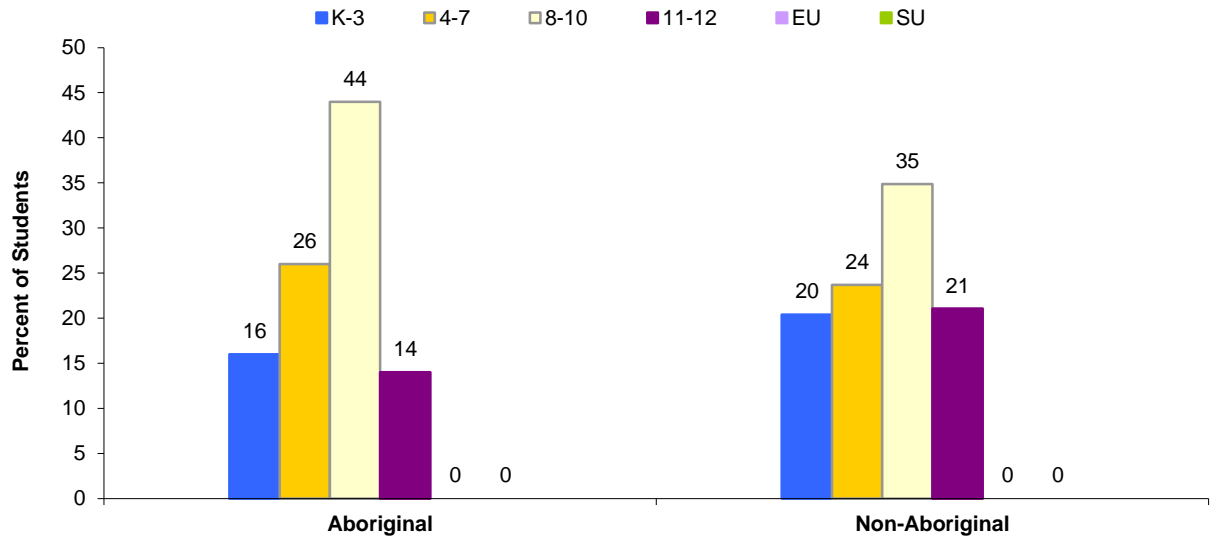
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	47	5	11	14	30	19	40	9	19	0	0	0	0
2014/15	46	6	13	15	33	15	33	10	22	0	0	0	0
2015/16	38	6	16	12	32	10	26	10	26	0	0	0	0
2016/17	72	6	8	15	21	39	54	12	17	0	0	0	0
2017/18	50	8	16	13	26	22	44	7	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	107	20	19	46	43	27	25	14	13	0	0	0	0
2014/15	111	24	22	39	35	36	32	12	11	0	0	0	0
2015/16	108	23	21	38	35	37	34	10	9	0	0	0	0
2016/17	179	34	19	48	27	70	39	27	15	0	0	0	0
2017/18	152	31	20	36	24	53	35	32	21	0	0	0	0

Percent of Students with Behaviour Disabilities - Grade Distribution 2017/18



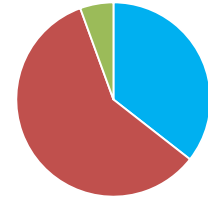
* Total includes Graduated Adults.

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

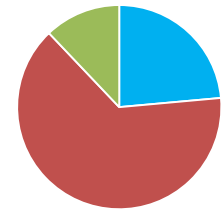
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	73	83	21	29	49	67	3	4
2014/15	87	84	31	36	51	59	5	6
2015/16	83	87	18	22	59	71	6	7
2016/17	57	80	18	32	39	68	0	0
			Emerging		On Track		Extending	
2017/18	90	87	32	36	53	59	5	6



■ Emerging ■ On Track ■ Extending

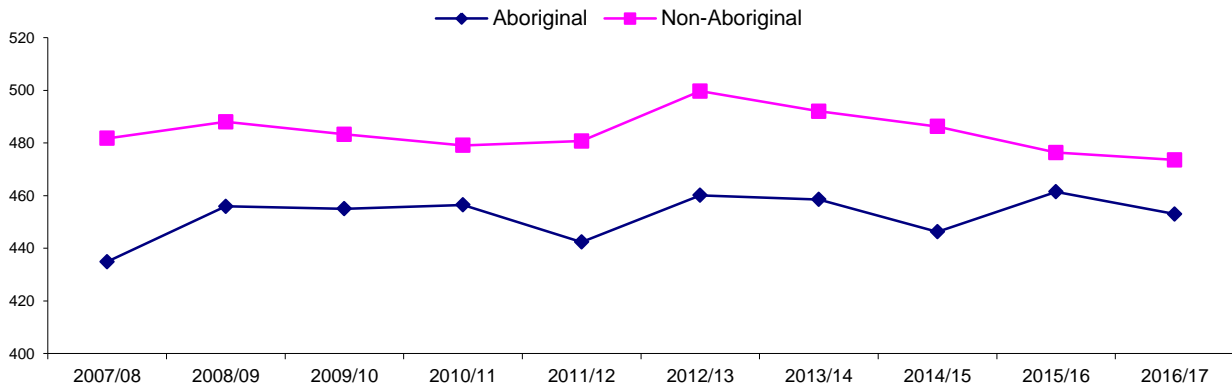
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	447	91	83	19	305	68	59	13
2014/15	447	90	91	20	305	68	51	11
2015/16	435	88	100	23	288	66	47	11
2016/17	495	89	114	23	329	66	52	11
			Emerging		On Track		Extending	
2017/18	488	89	115	24	314	64	59	12



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

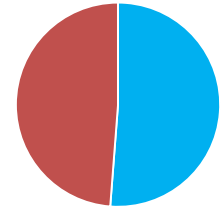


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

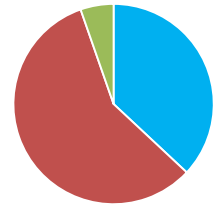
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	74	84	18	24	51	69	5	7
2014/15	78	76	25	32	50	64	3	4
2015/16	83	87	21	25	58	70	4	5
2016/17	57	80	23	40	33	58	1	2
			Emerging		On Track		Exceeding	
2017/18	82	79	42	51	40	49	0	0



■ Emerging ■ On Track
■ Extending

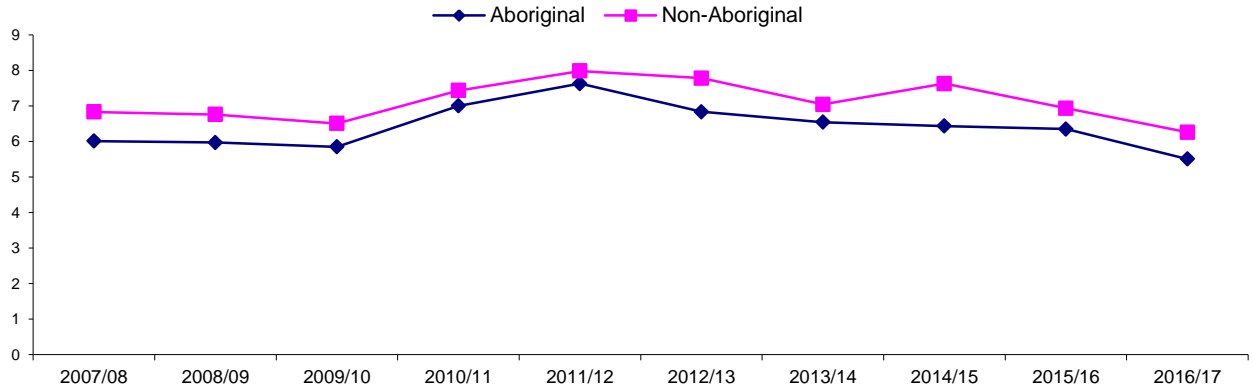
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	441	90	68	15	337	76	36	8
2014/15	439	88	58	13	314	72	67	15
2015/16	435	88	90	21	318	73	27	6
2016/17	487	87	163	33	295	61	29	6
			Emerging		On Track		Exceeding	
2017/18	468	85	173	37	270	58	25	5



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

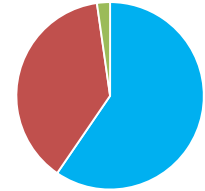


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

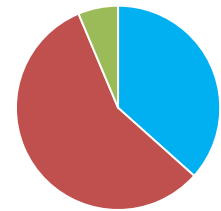
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	74	84	24	32	49	66	1	1
2014/15	86	83	42	49	43	50	1	1
2015/16	85	89	33	39	51	60	1	1
2016/17	57	80	29	51	28	49	0	0
			Emerging		On Track		Extending	
2017/18	89	86	53	60	34	38	2	2



■ Emerging ■ On Track ■ Extending

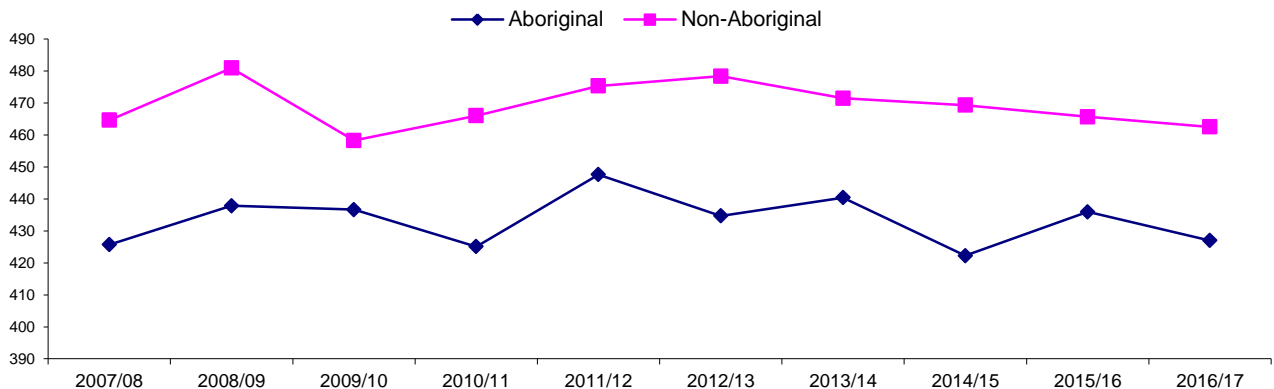
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	446	91	111	25	311	70	24	5
2014/15	449	90	106	24	319	71	24	5
2015/16	434	88	134	31	272	63	28	6
2016/17	492	88	143	29	326	66	23	5
			Emerging		On Track		Extending	
2017/18	489	89	179	37	279	57	31	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

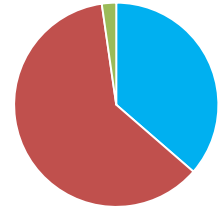


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

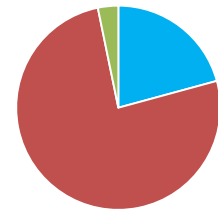
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	85	90	19	22	58	68	8	9
2014/15	83	88	28	34	51	61	4	5
2015/16	95	88	31	33	60	63	4	4
2016/17	70	82	26	37	40	57	4	6
			Emerging		On Track		Extending	
2017/18	88	84	32	36	54	61	2	2



■ Emerging ■ On Track ■ Extending

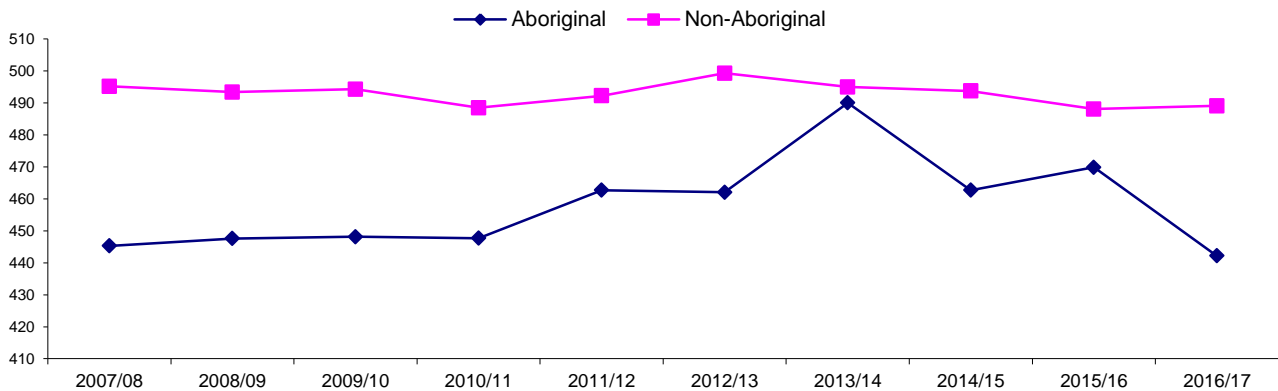
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	466	89	108	23	309	66	49	11
2014/15	455	90	100	22	313	69	42	9
2015/16	483	91	110	23	321	66	52	11
2016/17	463	87	104	22	309	67	50	11
			Emerging		On Track		Extending	
2017/18	496	92	103	21	377	76	16	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

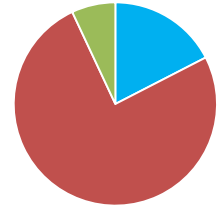


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

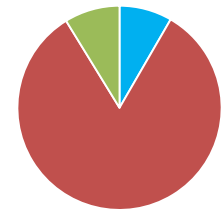
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	86	91	13	15	66	77	7	8
2014/15	79	84	14	18	62	78	3	4
2015/16	90	83	20	22	64	71	6	7
2016/17	67	79	13	19	45	67	9	13
			Emerging		On Track		Extending	
2017/18	86	82	15	17	65	76	6	7



■ Emerging ■ On Track
■ Extending

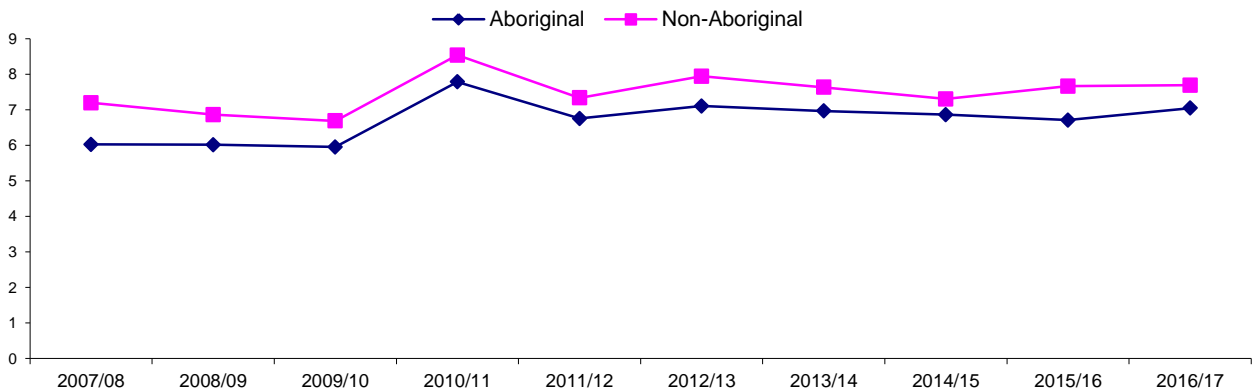
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	465	89	42	9	354	76	69	15
2014/15	454	90	51	11	367	81	36	8
2015/16	469	88	45	10	356	76	68	14
2016/17	455	85	49	11	318	70	88	19
			Emerging		On Track		Extending	
2017/18	479	89	40	8	397	83	42	9



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

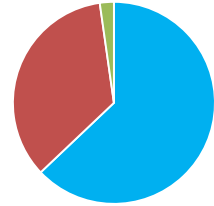


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

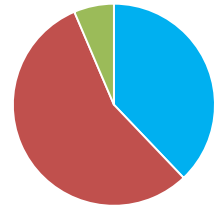
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	82	87	27	33	53	65	2	2
2014/15	81	86	38	47	43	53	0	0
2015/16	93	86	50	54	41	44	2	2
2016/17	69	81	37	54	31	45	1	1
			Emerging		On Track		Extending	
2017/18	89	85	56	63	31	35	2	2



■ Emerging ■ On Track
■ Extending

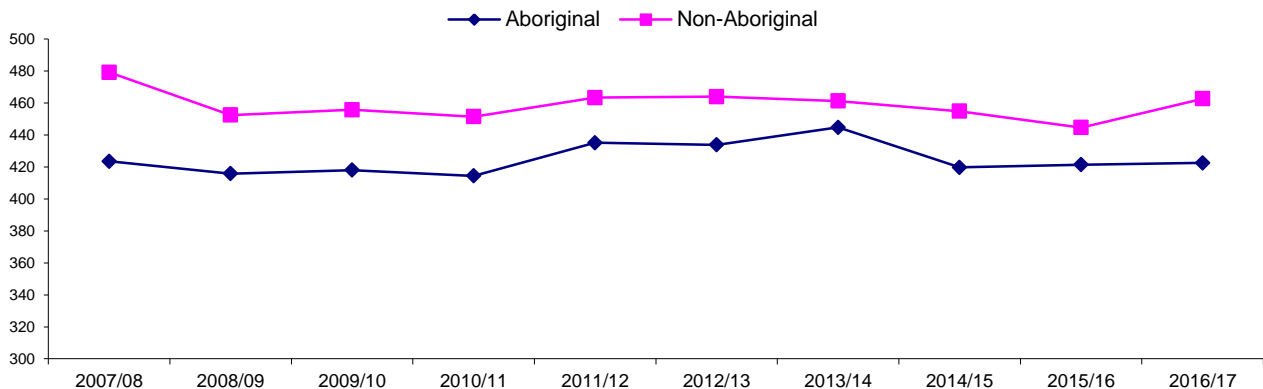
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	463	88	144	31	294	63	25	5
2014/15	455	90	143	31	296	65	16	4
2015/16	467	88	162	35	282	60	23	5
2016/17	463	87	149	32	275	59	39	8
			Emerging		On Track		Extending	
2017/18	499	93	189	38	278	56	32	6



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

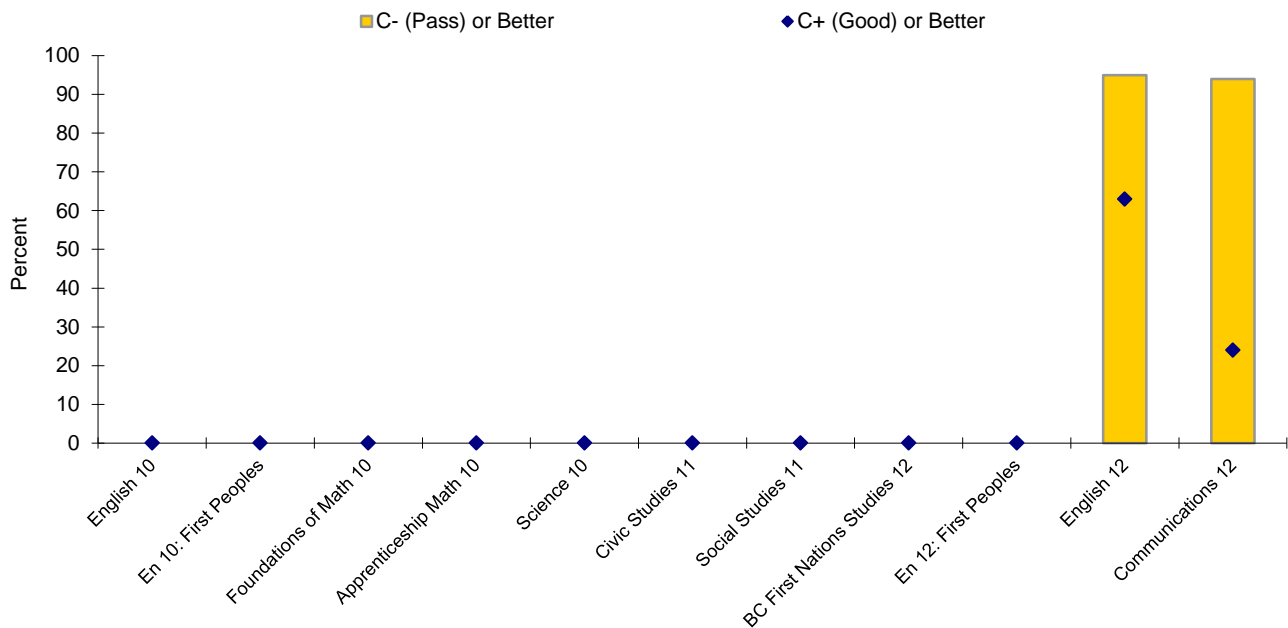
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12	60	57	95	38	63	431	421	98	322	75
Communications 12	17	16	94	4	24	63	62	98	25	40

Final Marks Overview: Aboriginal Results 2017/18

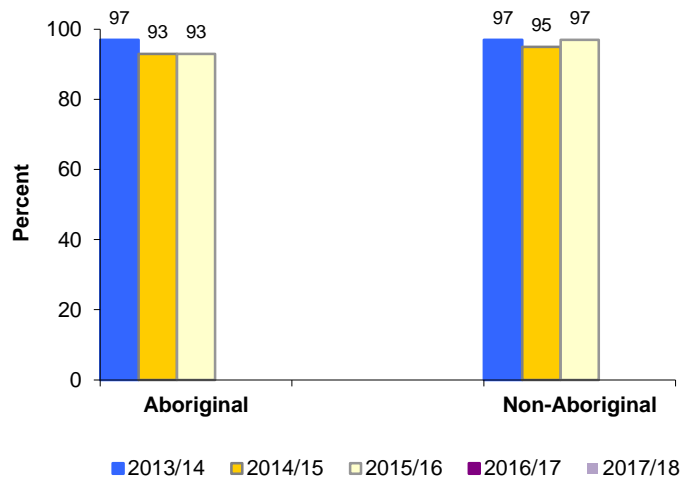


FINAL MARKS: ENGLISH 10

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	
		#	%	#	%		#	%	#	%
2013/14	88	85	97	54	61	579	562	97	393	68
2014/15	92	86	93	48	52	603	574	95	388	64
2015/16	97	90	93	53	55	552	533	97	359	65
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #		
2013/14	88	115	80	8	579	607	520	59		
2014/15	92	122	84	8	603	614	521	82		
2015/16	97	110	83	14	552	556	465	87		
2016/17	-	116	-	-	-	591	-	-		
2017/18	-	109	-	-	-	564	-	-		

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.

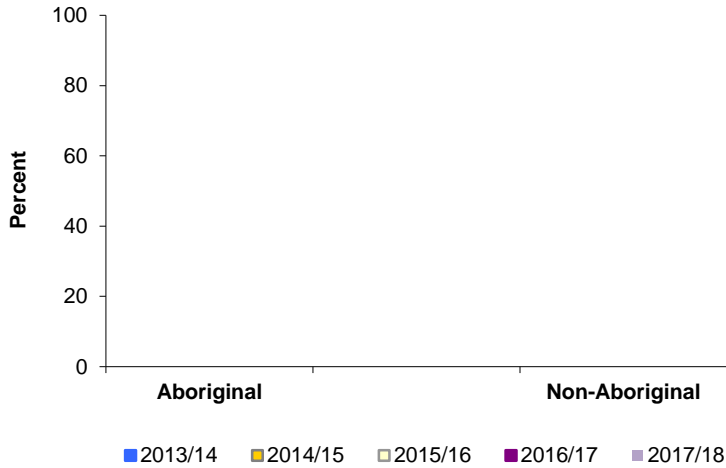
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #
2013/14	Msk	115	Msk	Msk	Msk	607	Msk	Msk
2014/15	-	122	-	-	-	614	-	-
2015/16	Msk	110	Msk	Msk	Msk	556	Msk	Msk
2016/17	-	116	-	-	-	591	-	-
2017/18	-	109	-	-	-	564	-	-

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



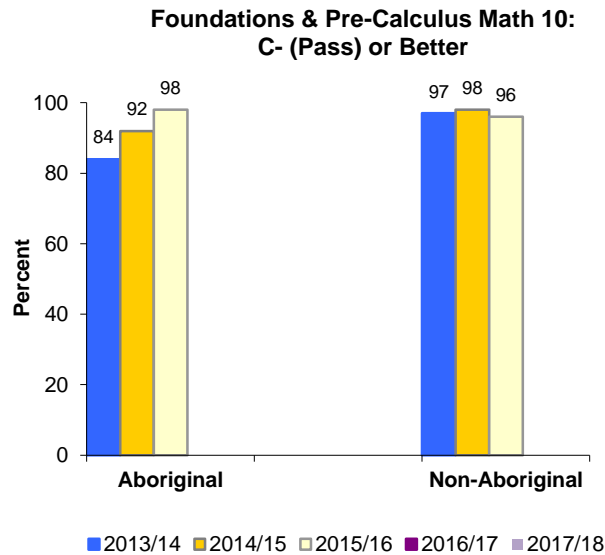
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	56	47	84	27	48	440	428	97	317	72
2014/15	52	48	92	28	54	431	423	98	295	68
2015/16	52	51	98	29	56	385	369	96	268	70
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #		
2013/14	56	115	52	4	440	607	405	35		
2014/15	52	122	49	3	431	614	398	33		
2015/16	52	110	49	3	385	556	349	36		
2016/17	-	116	-	-	-	591	-	-		
2017/18	-	109	-	-	-	564	-	-		



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

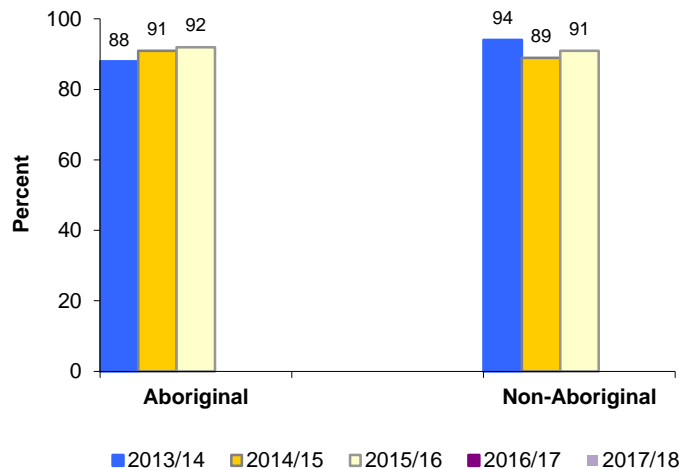
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2013/14	41	36	88	19	46	140	132	94	69	49
2014/15	47	43	91	16	34	121	108	89	57	47
2015/16	49	45	92	15	31	153	139	91	73	48
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #		
2013/14	41	115	31	10	140	607	109	31		
2014/15	47	122	34	13	121	614	106	15		
2015/16	49	110	37	12	153	556	123	30		
2016/17	-	116	-	-	-	591	-	-		
2017/18	-	109	-	-	-	564	-	-		

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.

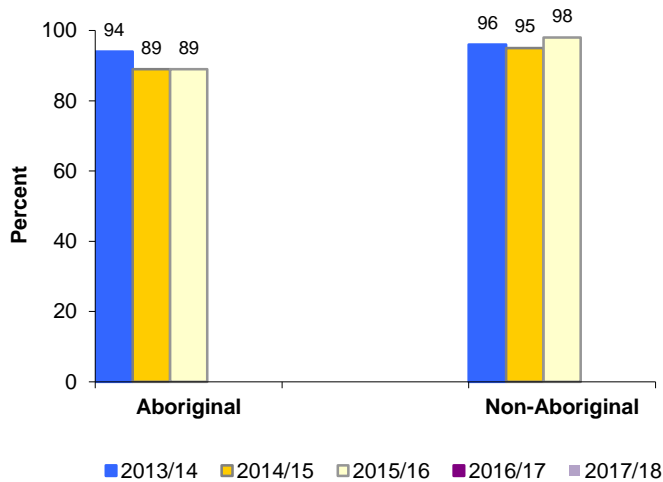
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2013/14	93	87	94	47	51	558	538	96	376	67
2014/15	97	86	89	45	46	536	508	95	369	69
2015/16	102	91	89	49	48	528	516	98	351	66
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #	
2013/14	93	115	86	7	558	607	519	39	
2014/15	97	122	84	13	536	614	516	20	
2015/16	102	110	90	12	528	556	482	46	
2016/17	-	116	-	-	-	591	-	-	
2017/18	-	109	-	-	-	564	-	-	

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.

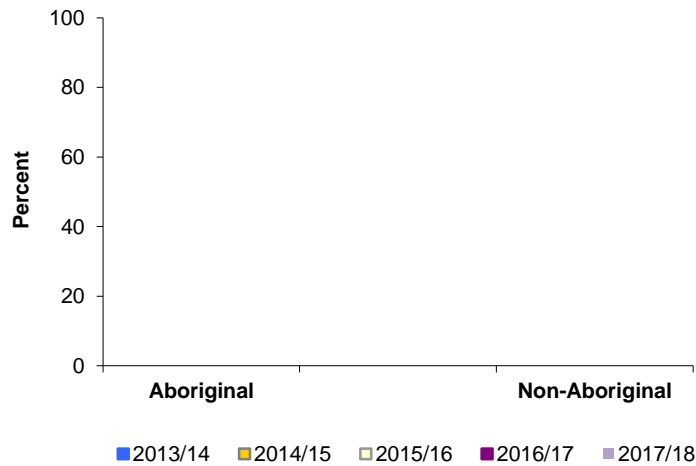
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #
2013/14	-	96	-	-	-	637	-	-
2014/15	-	113	-	-	-	675	-	-
2015/16	-	118	-	-	-	648	-	-
2016/17	-	105	-	-	-	578	-	-
2017/18	-	110	-	-	-	602	-	-

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.

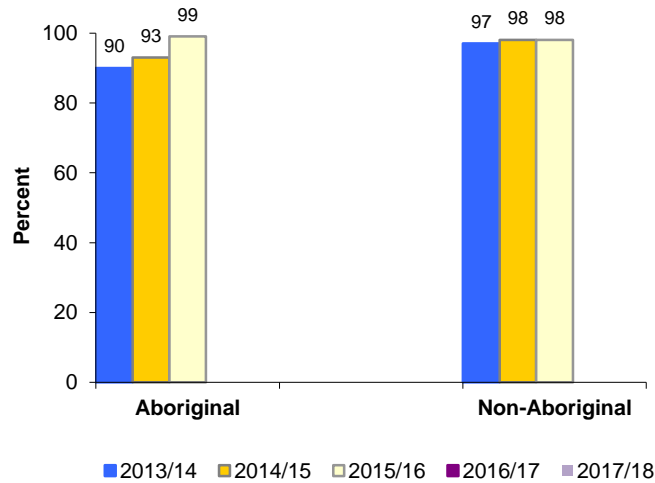
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	
		#	%	#	%		#	%	#	%
2013/14	69	62	90	42	61	540	523	97	383	71
2014/15	89	83	93	48	54	584	570	98	412	71
2015/16	71	70	99	46	65	561	552	98	409	73
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #
2013/14	69	96	55	14	540	637	462	78
2014/15	89	113	77	12	584	675	515	69
2015/16	71	118	63	8	561	648	498	63
2016/17	-	105	-	-	-	578	-	-
2017/18	-	110	-	-	-	602	-	-

Social Studies 11: C- (Pass) or Better



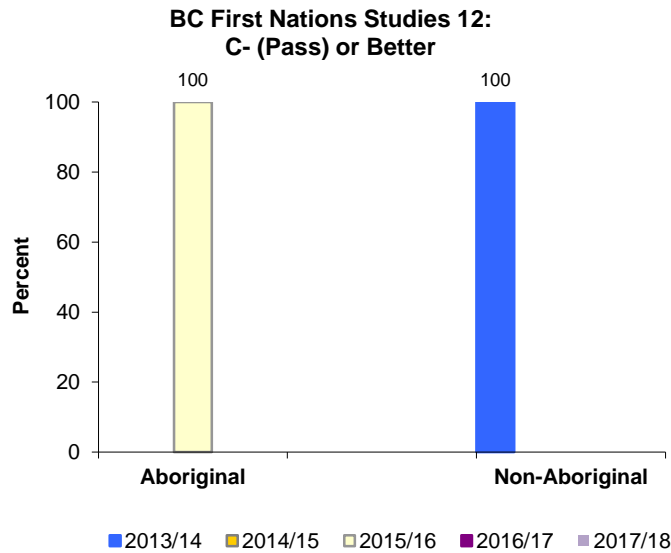
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	22	22	100	17	77
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	12	12	100	8	67	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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 #	
2013/14	Msk	105	Msk	Msk	22	653	6	16	
2014/15	Msk	115	Msk	Msk	Msk	623	Msk	Msk	
2015/16	12	120	3	9	Msk	667	Msk	Msk	
2016/17	-	128	-	-	-	711	-	-	
2017/18	-	119	-	-	-	672	-	-	



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

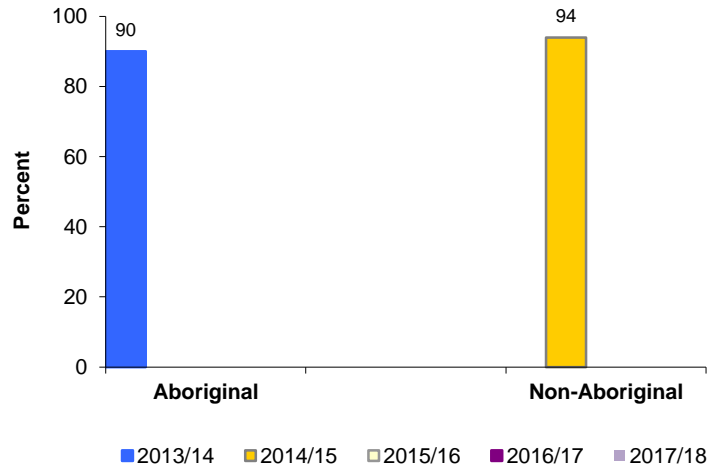
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	
		#	%	#	%		#	%	#	%
2013/14	10	9	90	2	20	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	16	15	94	2	13
2015/16	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2016/17	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	10	105	7	3	Msk	653	Msk	Msk		
2014/15	Msk	115	Msk	Msk	16	623	16	0		
2015/16	Msk	120	Msk	Msk	-	667	-	-		
2016/17	Msk	128	Msk	Msk	-	711	-	-		
2017/18	Msk	119	-	-	Msk	672	-	-		

**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.

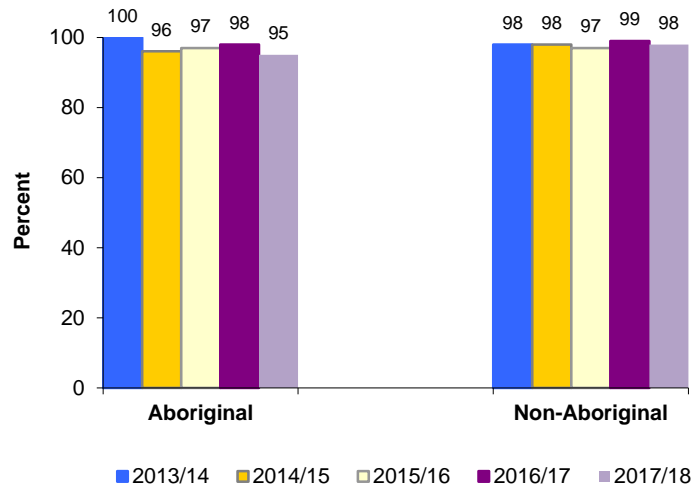
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	
		#	%	#	%		#	%	#	%
2013/14	52	52	100	28	54	534	523	98	371	69
2014/15	52	50	96	26	50	461	451	98	297	64
2015/16	65	63	97	32	49	520	505	97	359	69
2016/17	58	57	98	38	66	484	479	99	336	69
2017/18	60	57	95	38	63	431	421	98	322	75

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	52	105	52	0	534	653	495	39	
2014/15	52	115	48	4	461	623	434	27	
2015/16	65	120	58	7	520	667	484	36	
2016/17	58	128	55	3	484	711	453	31	
2017/18	60	119	-	-	431	672	-	-	

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.

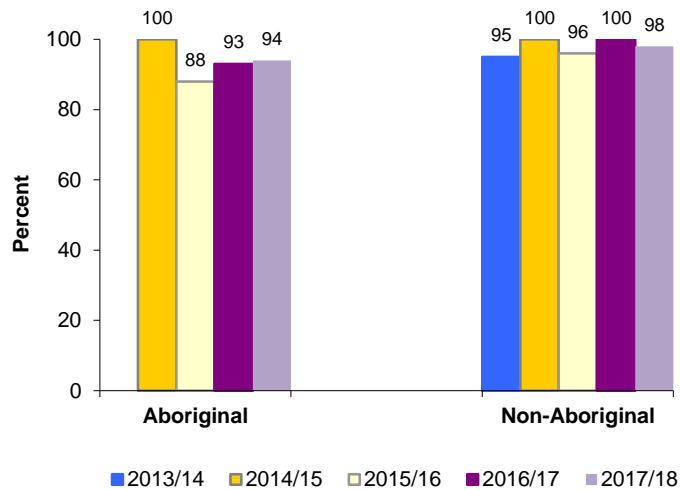
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	40	38	95	19	48
2014/15	18	18	100	7	39	56	56	100	27	48
2015/16	16	14	88	5	31	53	51	96	18	34
2016/17	28	26	93	12	43	60	60	100	28	47
2017/18	17	16	94	4	24	63	62	98	25	40

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 #		
2013/14	Msk	105	Msk	Msk	40	653	31	9		
2014/15	18	115	17	1	56	623	37	19		
2015/16	16	120	13	3	53	667	42	11		
2016/17	28	128	21	7	60	711	49	11		
2017/18	17	119	-	-	63	672	-	-		

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.

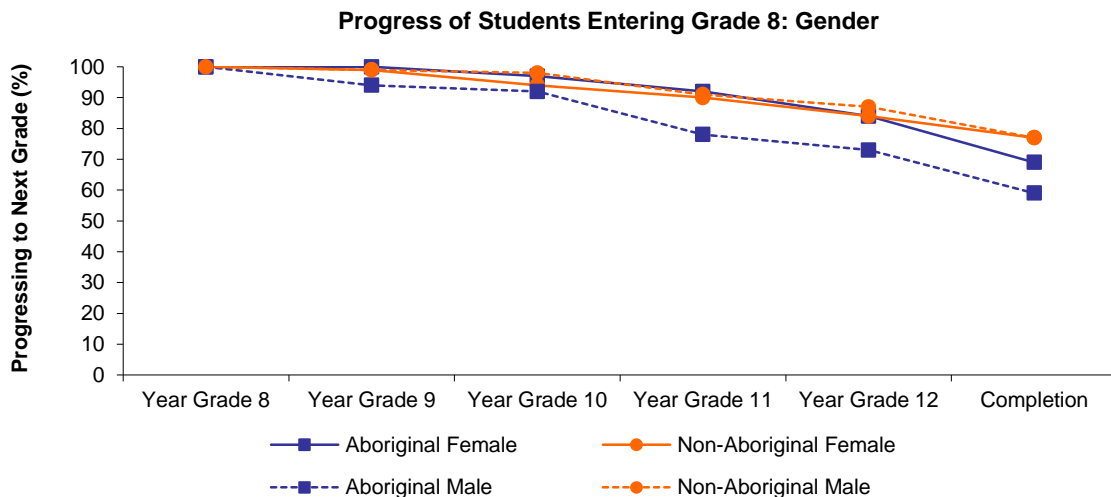
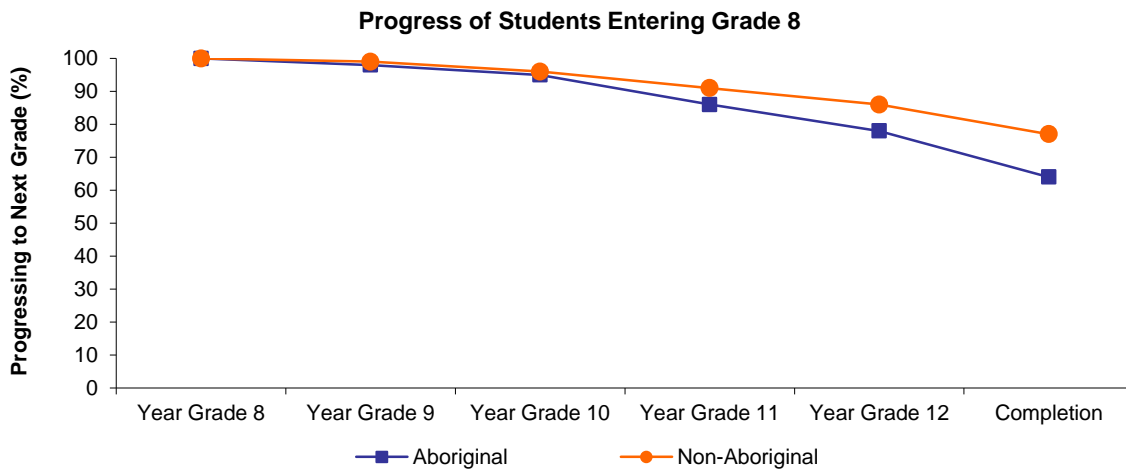
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	98	100	94	99	99	99
	Grade 10	95	97	92	96	94	98
	Grade 11	86	92	78	91	90	91
	Grade 12	78	84	73	86	84	87
2017/18	Completion	64	69	59	77	77	77



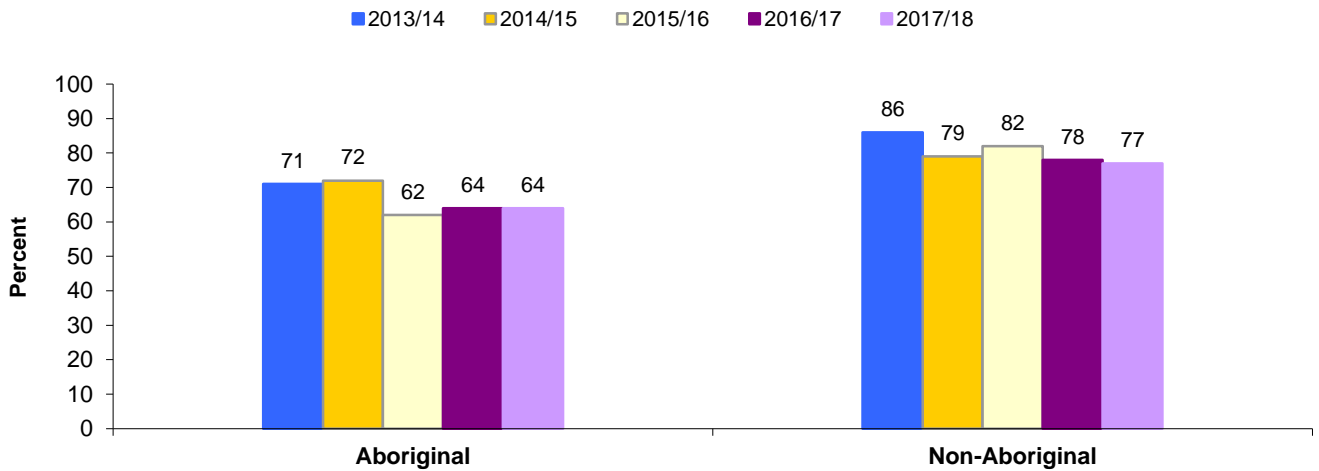
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

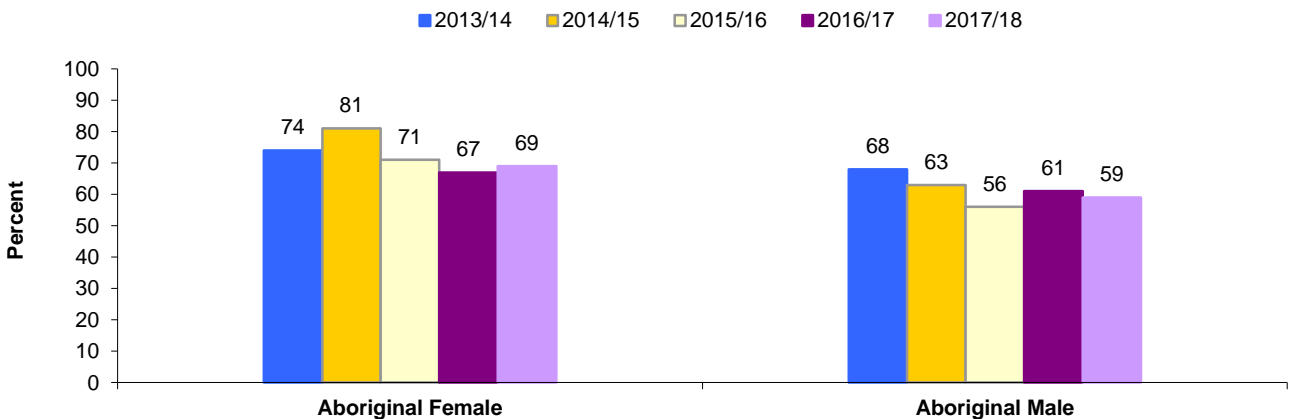
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	71	74	68	86	88	84
2014/15	72	81	63	79	84	75
2015/16	62	71	56	82	82	82
2016/17	64	67	61	78	82	72
2017/18	64	69	59	77	77	77

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).

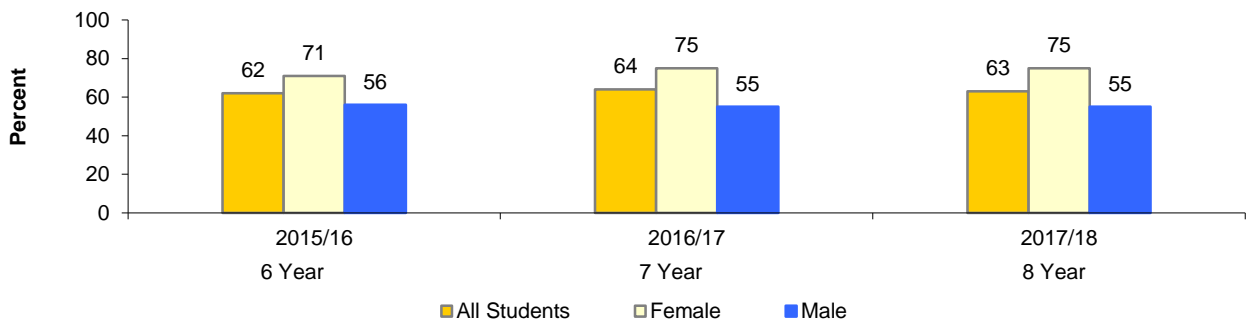
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2011/12 and 2012/13 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

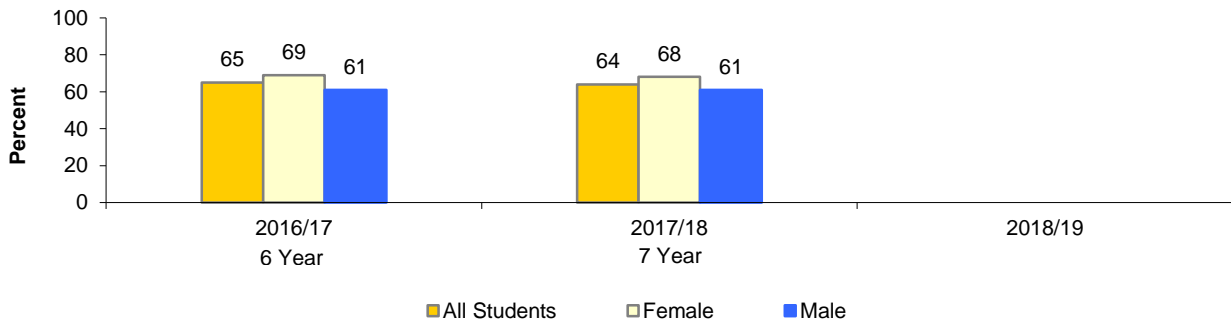
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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 %
2010/11	62	71	56	64	75	55	63	75	55
2011/12	65	69	61	64	68	61	-	-	-
2012/13	64	69	59	-	-	-	-	-	-

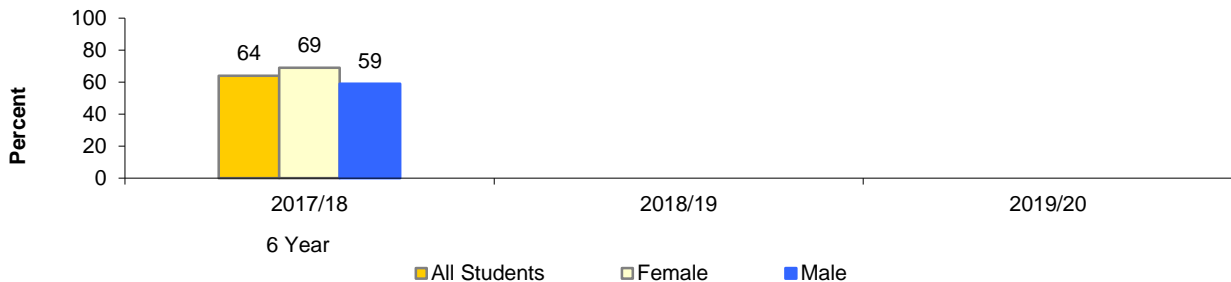
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2012/13 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 *	
	#	#	%	#	#	%
2013/14	95	Msk	Msk	602	12	2
2014/15	93	Msk	Msk	586	12	2
2015/16	108	Msk	Msk	611	15	2
2016/17	122	Msk	Msk	659	12	2
2017/18	111	Msk	Msk	630	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 *	
	#	#	%	#	#	%
2013/14	95	65	68	602	542	90
2014/15	93	64	69	586	518	88
2015/16	108	69	64	611	526	86
2016/17	122	79	65	659	523	79
2017/18	111	82	74	630	483	77

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 *	
	#	#	%	#	#	%
2013/14	95	Msk	Msk	602	Msk	Msk
2014/15	93	Msk	Msk	586	12	2
2015/16	108	Msk	Msk	611	15	2
2016/17	122	0	-	659	Msk	Msk
2017/18	111	Msk	Msk	630	15	2

* 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.

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	97	55	57	42	43
2014/15	84	42	50	42	50
2015/16	78	40	51	38	49
2016/17	73	37	51	36	49
2017/18	55	25	45	30	55

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2013/14	1,325	55	4
2014/15	1,310	42	3
2015/16	1,330	40	3
2016/17	1,308	37	3
2017/18	1,295	25	2

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	52	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	-	-	-
2015/16	52	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	33	Msk	Msk	Msk	-	Msk	Msk
2017/18	38	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 %
2013/14	Msk	Msk	Msk	Msk	Msk	-	Msk
2014/15	Msk	-	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	-	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	85	100	26	30.6	4	4.7	7	8.2	3	3.5		
Non-Aboriginal	612	100	162	26.5	51	8.3	34	5.6	16	2.6		

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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	78	100	11	14.1	4	5.1	3	3.8	-	-		
Non-Aboriginal	343	100	19	5.5	8	2.3	7	2.0	7	2.0		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	85	100	1	1.2	-	-	1	1.2	-	-		
Non-Aboriginal	612	100	-	-	2	0.3	-	-	2	0.3		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	78	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	343	100	-	-	-	-	-	-	1	0.3		

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT 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 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	85	100	3	3.5	-	-	1	1.2	-	-		
Non-Aboriginal	612	100	73	11.9	9	1.5	3	0.5	4	0.7		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	78	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	343	100	1	0.3	2	0.6	-	-	-	-		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	85	100	1	1.2	-	-	-	-	-	-		
Non-Aboriginal	612	100	17	2.8	5	0.8	1	0.2	-	-		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	78	100	1	1.3	-	-	-	-	-	-		
Non-Aboriginal	343	100	5	1.5	2	0.6	1	0.3	-	-		

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT LEARNING SURVEY RESULTS, 2013/14 - 2017/18

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). 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

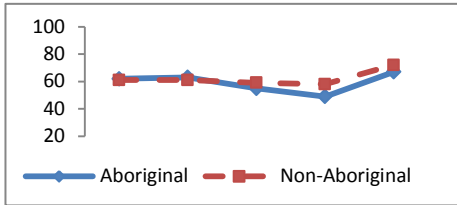
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

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".

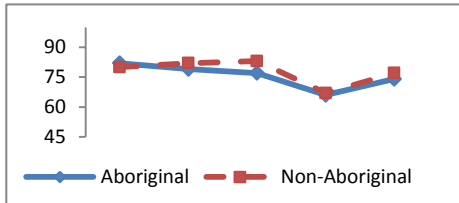
Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

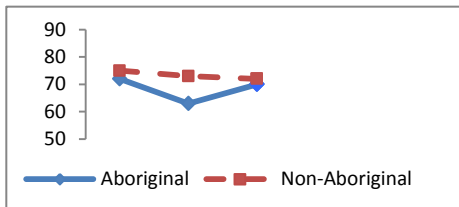
Do you like school?



Do adults in the school treat all students fairly?



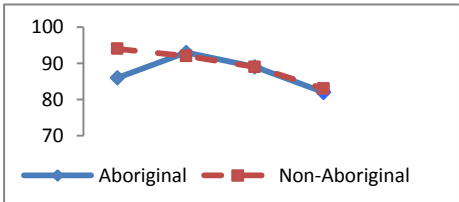
Do your teachers help you with your schoolwork when you need it?



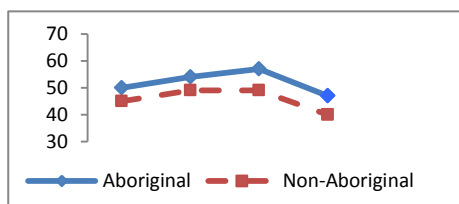
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	101		63	62	404		246	61
2014/15	104		66	63	406		246	61
2015/16	85		47	55	395		234	59
2016/17	57		28	49	456		263	58
2017/18	84		56	67	456		330	72

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	97		80	82	397		317	80
2014/15	104		82	79	402		331	82
2015/16	84		65	77	387		323	83
2016/17	56		37	66	454		302	67
2017/18	84		62	74	455		351	77

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	105		76	72	400		299	75
2014/15	106		67	63	422		310	73
2015/16	90		63	70	399		289	72
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

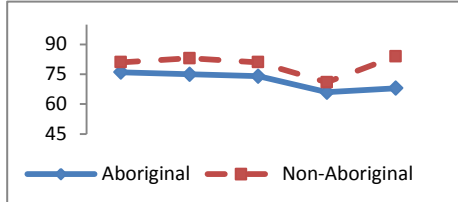
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	58		26	45	450		202	45
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	103		89	86	401		377	94
2014/15	104		97	93	415		381	92
2015/16	91		81	89	394		351	89
2016/17	55		45	82	442		369	83
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	103		51	50	390		174	45
2014/15	106		57	54	396		194	49
2015/16	88		50	57	385		190	49
2016/17	58		27	47	447		180	40
2017/18	-		-	-	-		-	-

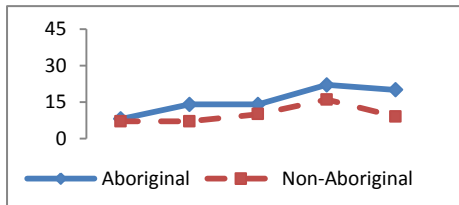
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



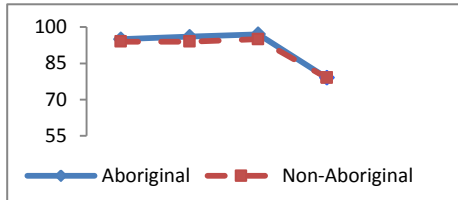
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	106	81	76	399	324	81
2014/15	106	80	75	411	343	83
2015/16	89	66	74	399	323	81
2016/17	86	57	66	421	298	71
2017/18	84	57	68	452	378	84

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



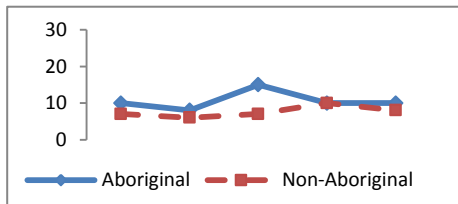
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	102	8	8	403	28	7
2014/15	105	15	14	409	29	7
2015/16	85	12	14	389	40	10
2016/17	86	19	22	415	68	16
2017/18	84	17	20	451	40	9

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	
	#	#	%	#	#	%
2013/14	106	101	95	406	381	94
2014/15	106	102	96	424	399	94
2015/16	90	87	97	397	376	95
2016/17	57	45	79	455	358	79
2017/18	-	-	-	-	-	-

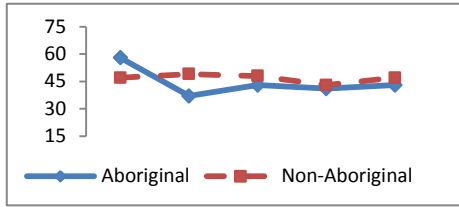
I would like to go to a different school.



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	
	#	#	%	#	#	%
2013/14	103	10	10	393	29	7
2014/15	101	8	8	407	23	6
2015/16	89	13	15	381	27	7
2016/17	58	6	10	453	44	10
2017/18	82	8	10	452	37	8

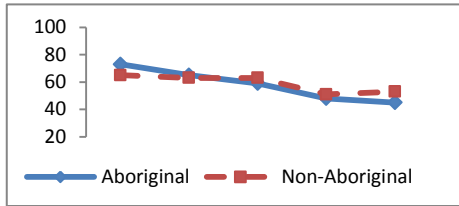
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



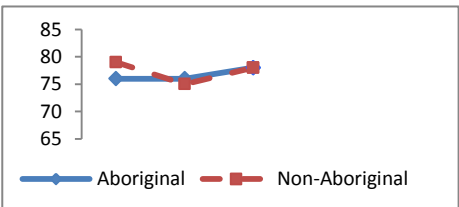
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	89	52	58	444	208	47
2014/15	95	35	37	438	213	49
2015/16	116	50	43	487	235	48
2016/17	69	28	41	435	187	43
2017/18	83	36	43	436	207	47

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	86	63	73	441	285	65
2014/15	93	60	65	433	273	63
2015/16	117	69	59	473	300	63
2016/17	69	33	48	434	222	51
2017/18	85	38	45	440	232	53

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



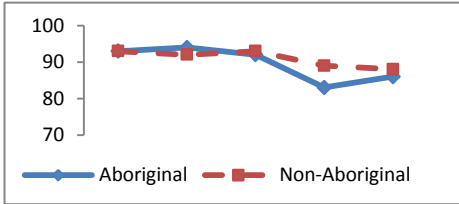
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	88	67	76	452	359	79
2014/15	96	73	76	438	329	75
2015/16	119	93	78	484	377	78
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



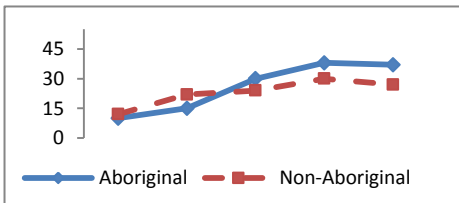
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	67	27 40	435	183 42
2017/18	84	36 43	433	218 50

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 # %	
2013/14	86	80	93	447	416	93
2014/15	94	88	94	440	405	92
2015/16	118	108	92	482	450	93
2016/17	66	55	83	426	380	89
2017/18	80	69	86	427	377	88

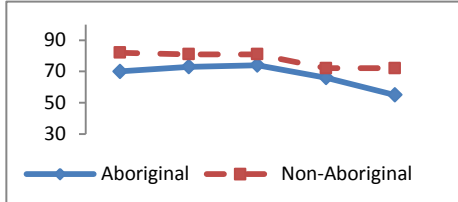
At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2013/14	86	9	10	426	51	12
2014/15	93	14	15	428	93	22
2015/16	116	35	30	475	114	24
2016/17	68	26	38	433	132	30
2017/18	82	30	37	431	115	27

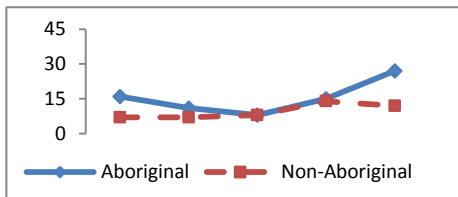
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



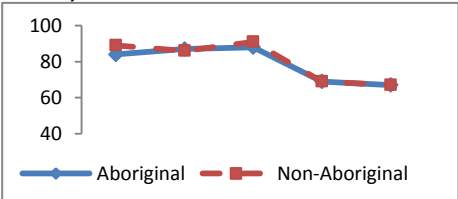
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	90	63	70	444	363	82
2014/15	95	69	73	438	354	81
2015/16	117	86	74	480	389	81
2016/17	94	62	66	398	287	72
2017/18	84	46	55	435	314	72

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



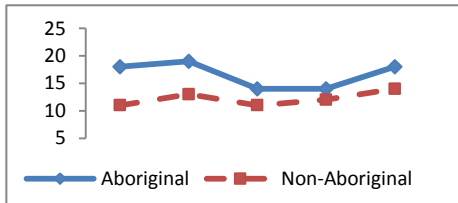
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	88	14	16	444	32	7
2014/15	93	10	11	436	29	7
2015/16	118	10	8	479	36	8
2016/17	95	14	15	399	55	14
2017/18	85	23	27	434	52	12

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	
	#	#	%	#	#	%
2013/14	86	72	84	450	401	89
2014/15	95	83	87	441	379	86
2015/16	118	104	88	485	439	91
2016/17	68	47	69	435	301	69
2017/18	85	57	67	438	292	67

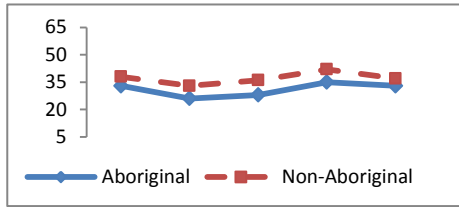
I would like to go to a different school.



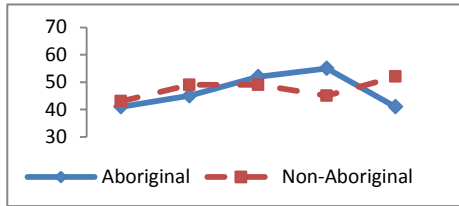
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	88	16	18	437	50	11
2014/15	91	17	19	430	57	13
2015/16	114	16	14	471	54	11
2016/17	69	10	14	438	51	12
2017/18	85	15	18	433	59	14

STUDENT LEARNING SURVEY RESULTS, GRADE 10

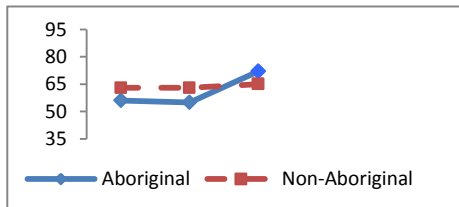
Do you like school?



Do adults in the school treat all students fairly?



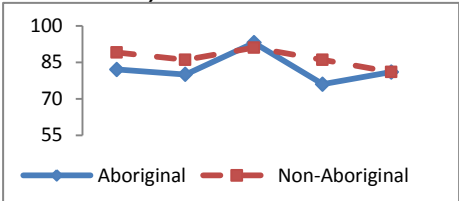
Do your teachers help you with your schoolwork when you need it?



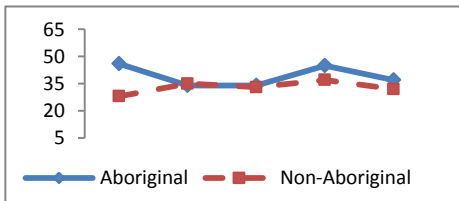
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	72		24	33	446		170	38
2014/15	68		18	26	352		115	33
2015/16	75		21	28	366		133	36
2016/17	55		19	35	369		154	42
2017/18	70		23	33	401		149	37

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	70		29	41	436		189	43
2014/15	66		30	45	340		166	49
2015/16	73		38	52	354		175	49
2016/17	55		30	55	371		168	45
2017/18	70		29	41	401		207	52

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	71		40	56	446		280	63
2014/15	69		38	55	350		220	63
2015/16	74		53	72	365		238	65
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

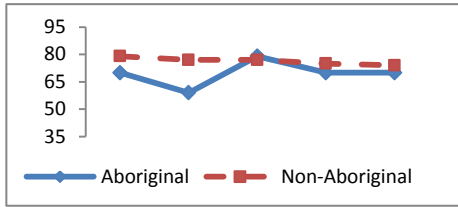
School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	55		35	64	368		216	59
2017/18	70		35	50	400		220	55

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	72		59	82	435		386	89
2014/15	66		53	80	341		292	86
2015/16	75		70	93	362		329	91
2016/17	55		42	76	360		311	86
2017/18	69		56	81	398		324	81

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	72		33	46	435		123	28
2014/15	68		23	34	340		118	35
2015/16	74		25	34	359		120	33
2016/17	55		25	45	367		137	37
2017/18	70		26	37	398		129	32

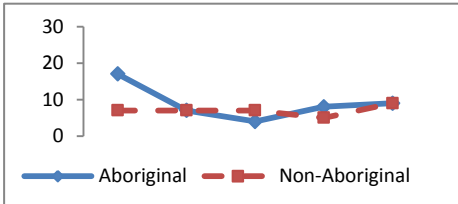
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



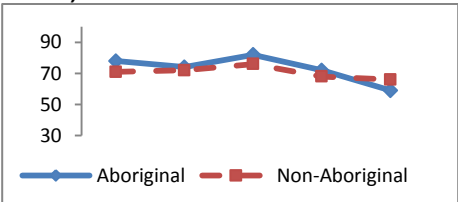
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	71	50	70	448	353	79
2014/15	66	39	59	347	267	77
2015/16	73	58	79	363	278	77
2016/17	64	45	70	354	264	75
2017/18	70	49	70	398	294	74

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



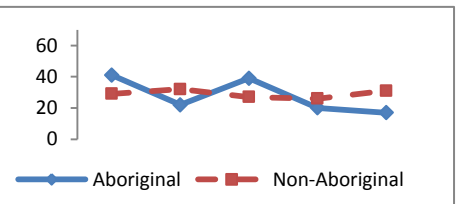
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	71	12	17	439	32	7
2014/15	67	5	7	344	24	7
2015/16	75	3	4	361	27	7
2016/17	66	5	8	355	19	5
2017/18	69	6	9	400	37	9

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



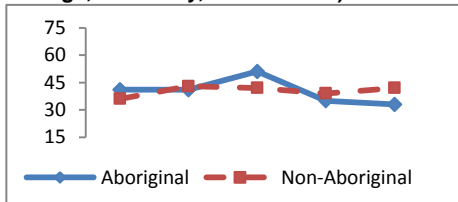
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	72	56	78	446	316	71
2014/15	69	51	74	350	253	72
2015/16	73	60	82	366	279	76
2016/17	54	39	72	370	250	68
2017/18	70	41	59	403	266	66

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



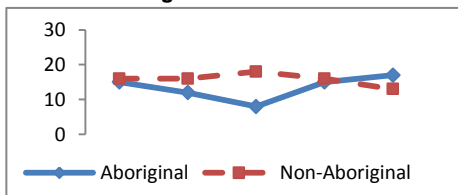
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	71	29	41	440	127	29
2014/15	68	15	22	344	109	32
2015/16	74	29	39	361	96	27
2016/17	55	11	20	365	95	26
2017/18	70	12	17	398	125	31

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 # %	
2013/14	70	29	41	440	158	36
2014/15	68	28	41	343	147	43
2015/16	75	38	51	362	151	42
2016/17	55	19	35	365	143	39
2017/18	69	23	33	398	168	42

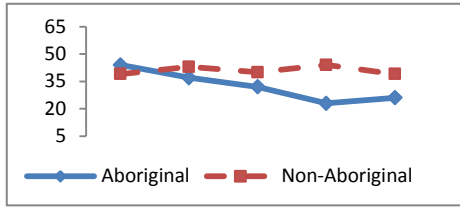
I would like to go to a different school.



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 # %	
2013/14	71	11	15	425	69	16
2014/15	65	8	12	332	52	16
2015/16	74	6	8	355	65	18
2016/17	55	8	15	369	58	16
2017/18	70	12	17	403	51	13

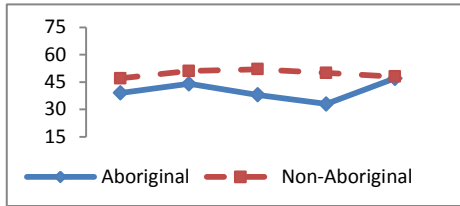
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



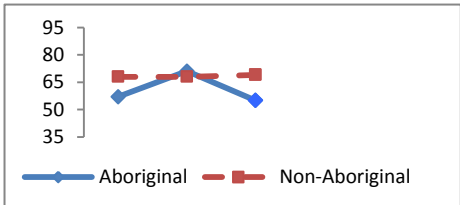
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	45	20	44	297	116	39
2014/15	51	19	37	299	128	43
2015/16	37	12	32	358	144	40
2016/17	35	8	23	282	125	44
2017/18	43	11	26	308	120	39

Do adults in the school treat all students fairly?



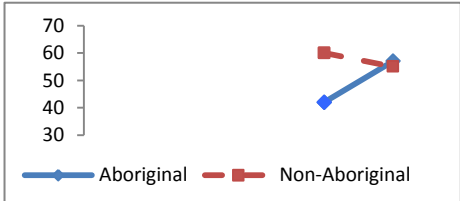
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	44	17	39	295	138	47
2014/15	50	22	44	298	153	51
2015/16	37	14	38	350	182	52
2016/17	36	12	33	280	141	50
2017/18	43	20	47	308	147	48

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



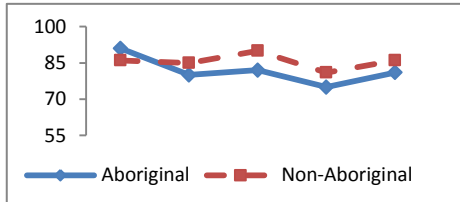
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	44	25	57	296	200	68
2014/15	51	36	71	301	204	68
2015/16	38	21	55	357	247	69
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



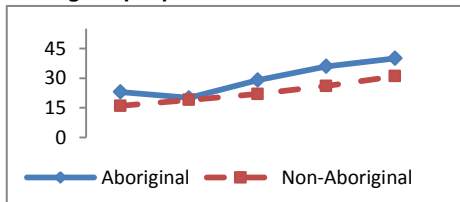
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	36	15 42	281	169 60
2017/18	42	24 57	310	171 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	44	40	91	289	248	86
2014/15	49	39	80	298	254	85
2015/16	38	31	82	350	314	90
2016/17	36	27	75	280	228	81
2017/18	42	34	81	302	261	86

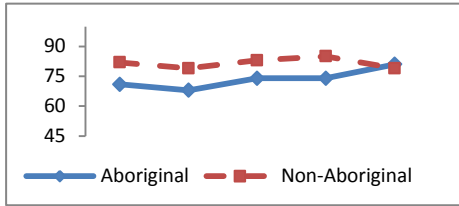
At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2013/14	44	10	23	291	47	16
2014/15	49	10	20	298	58	19
2015/16	38	11	29	349	76	22
2016/17	36	13	36	280	72	26
2017/18	42	17	40	308	97	31

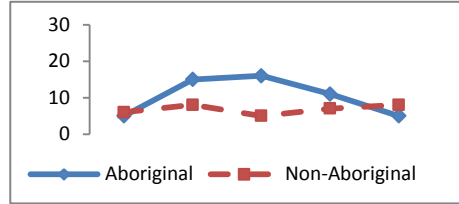
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



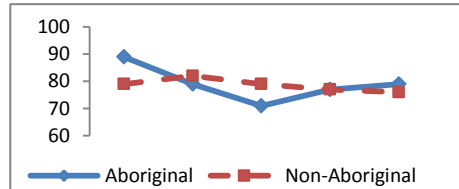
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	45	32	71	296	244	82		
2014/15	50	34	68	299	237	79		
2015/16	38	28	74	354	294	83		
2016/17	47	35	74	269	228	85		
2017/18	42	34	81	309	243	79		

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



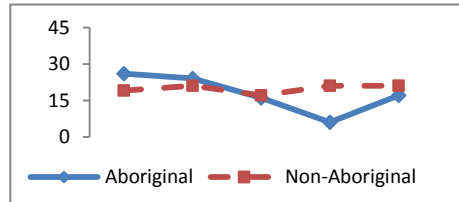
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	44	2	5	295	17	6		
2014/15	52	8	15	297	24	8		
2015/16	38	6	16	350	19	5		
2016/17	47	5	11	270	18	7		
2017/18	42	2	5	309	25	8		

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



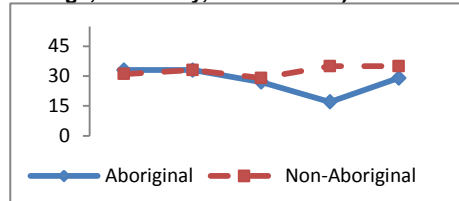
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more			
		#	%		#	%		
2013/14	45	40	89	302	238	79		
2014/15	52	41	79	305	250	82		
2015/16	38	27	71	356	281	79		
2016/17	35	27	77	282	216	77		
2017/18	43	34	79	308	234	76		

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



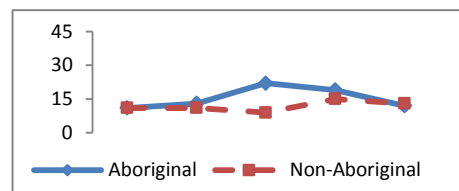
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	43	11	26	299	57	19		
2014/15	50	12	24	298	63	21		
2015/16	37	6	16	347	58	17		
2016/17	35	2	6	279	59	21		
2017/18	42	7	17	306	65	21		

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



School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	43	14	33	298	92	31		
2014/15	51	17	33	298	98	33		
2015/16	37	10	27	351	103	29		
2016/17	36	6	17	278	98	35		
2017/18	42	12	29	307	108	35		

I would like to go to a different school.



School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	44	5	11	294	32	11		
2014/15	48	6	13	293	31	11		
2015/16	37	8	22	341	30	9		
2016/17	36	7	19	281	43	15		
2017/18	43	5	12	310	40	13		

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.