



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 023 Central Okanagan

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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?

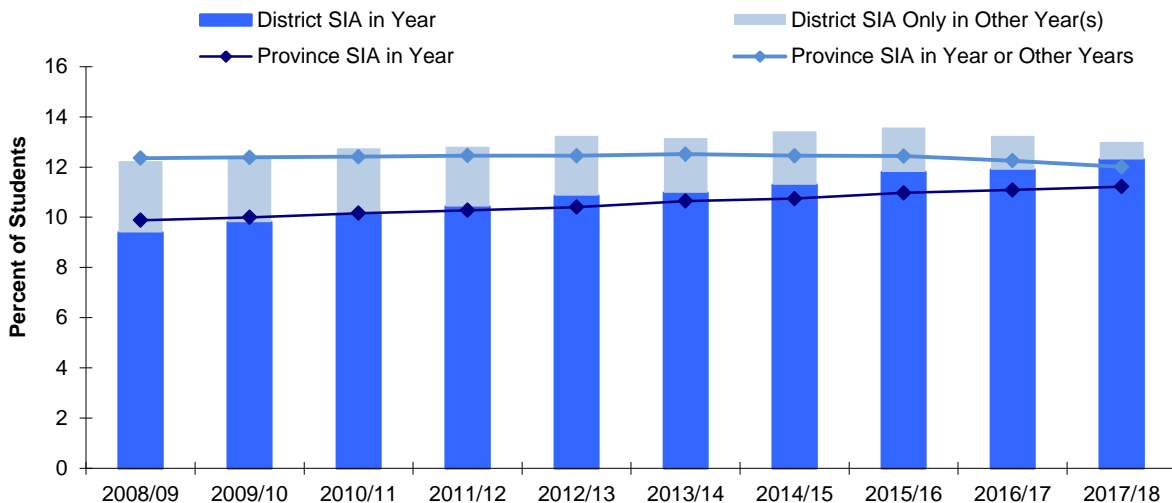
PLEASE NOTE

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	21,737	2,041	9.4	619	2.8	579,485	57,257	9.9	14,326	2.5
2009/10	21,822	2,139	9.8	564	2.6	580,480	58,017	10.0	13,887	2.4
2010/11	21,778	2,208	10.1	569	2.6	579,110	58,834	10.2	13,044	2.3
2011/12	21,561	2,249	10.4	512	2.4	569,734	58,531	10.3	12,445	2.2
2012/13	21,328	2,317	10.9	508	2.4	564,529	58,717	10.4	11,569	2.0
2013/14	21,293	2,337	11.0	465	2.2	558,983	59,502	10.6	10,444	1.9
2014/15	21,327	2,407	11.3	456	2.1	552,786	59,382	10.7	9,449	1.7
2015/16	21,582	2,548	11.8	381	1.8	553,376	60,706	11.0	8,109	1.5
2016/17	22,092	2,628	11.9	299	1.4	557,626	61,799	11.1	6,534	1.2
2017/18	22,375	2,752	12.3	158	0.7	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

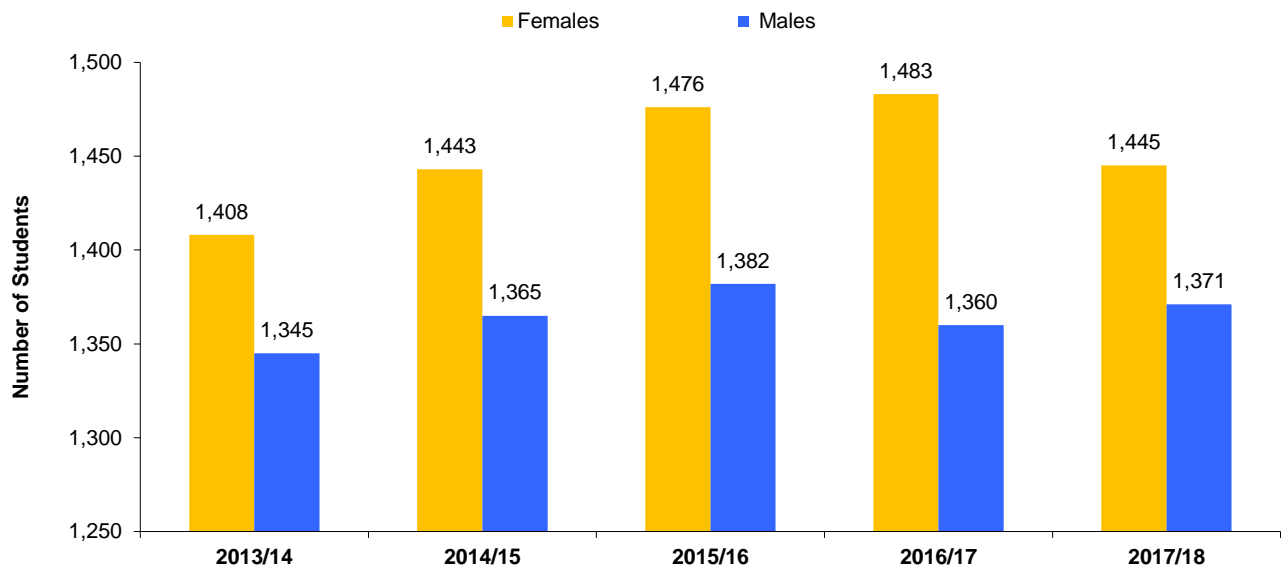
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2013/14	21,293	2,753	12.9	1,408	6.6	1,345	6.3	69,182	34,363	34,819
2014/15	21,327	2,808	13.2	1,443	6.8	1,365	6.4	67,939	33,645	34,294
2015/16	21,582	2,858	13.2	1,476	6.8	1,382	6.4	67,749	33,432	34,317
2016/17	22,092	2,843	12.9	1,483	6.7	1,360	6.2	67,078	33,137	33,941
2017/18	22,375	2,816	12.6	1,445	6.5	1,371	6.1	66,142	32,575	33,567

Number of Aboriginal Students by Gender

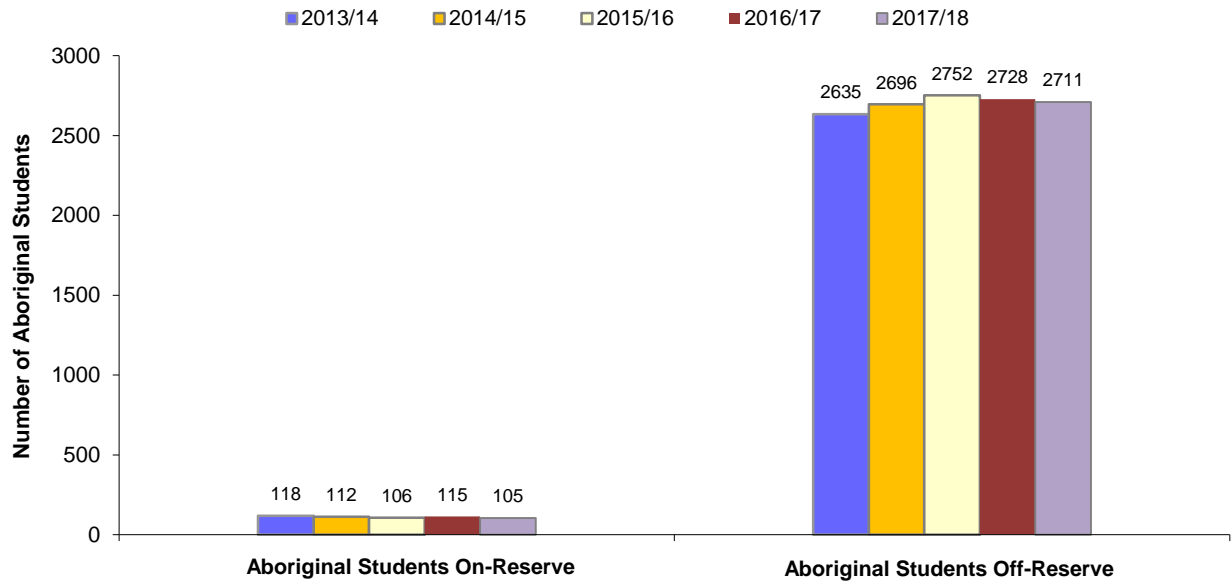


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	2,753	63	55	118	1,345	1,290	2,635	8,812	60,370
2014/15	2,808	60	52	112	1,383	1,313	2,696	8,143	59,796
2015/16	2,858	62	44	106	1,414	1,338	2,752	7,694	60,055
2016/17	2,843	67	48	115	1,416	1,312	2,728	7,285	59,793
2017/18	2,816	57	48	105	1,388	1,323	2,711	7,820	58,322

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

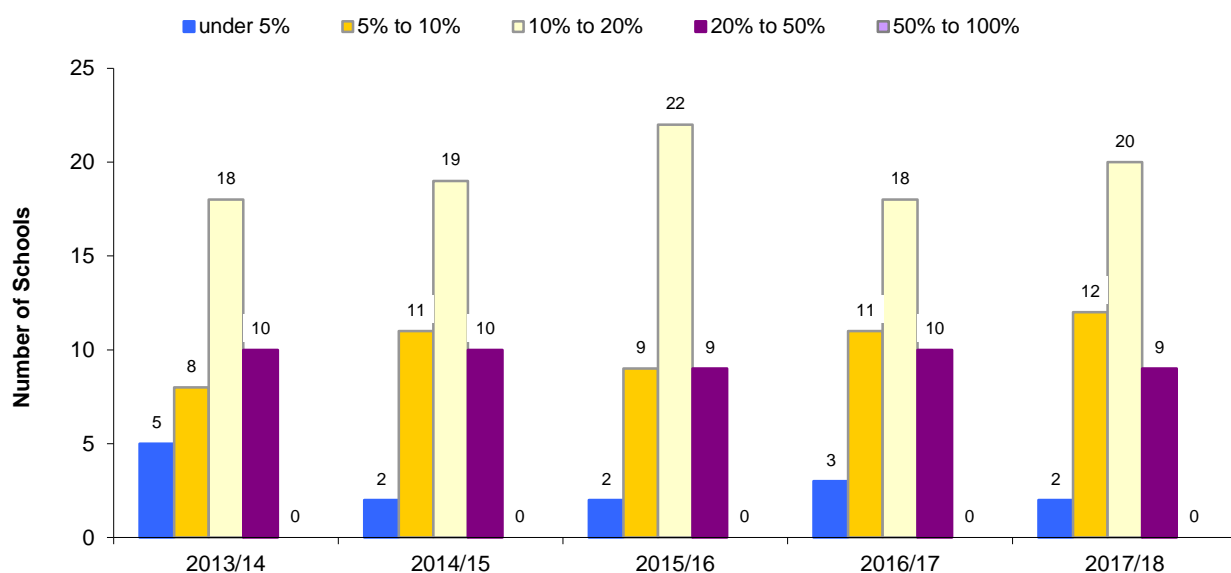


* Public schools only.

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	41	5	8	18	10	0	1,393	370	241	341	346	95
2014/15	42	2	11	19	10	0	1,385	393	223	335	337	97
2015/16	42	2	9	22	9	0	1,380	396	224	349	318	93
2016/17	42	3	11	18	10	0	1,369	400	229	348	300	92
2017/18	43	2	12	20	9	0	1,377	416	238	335	303	85

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

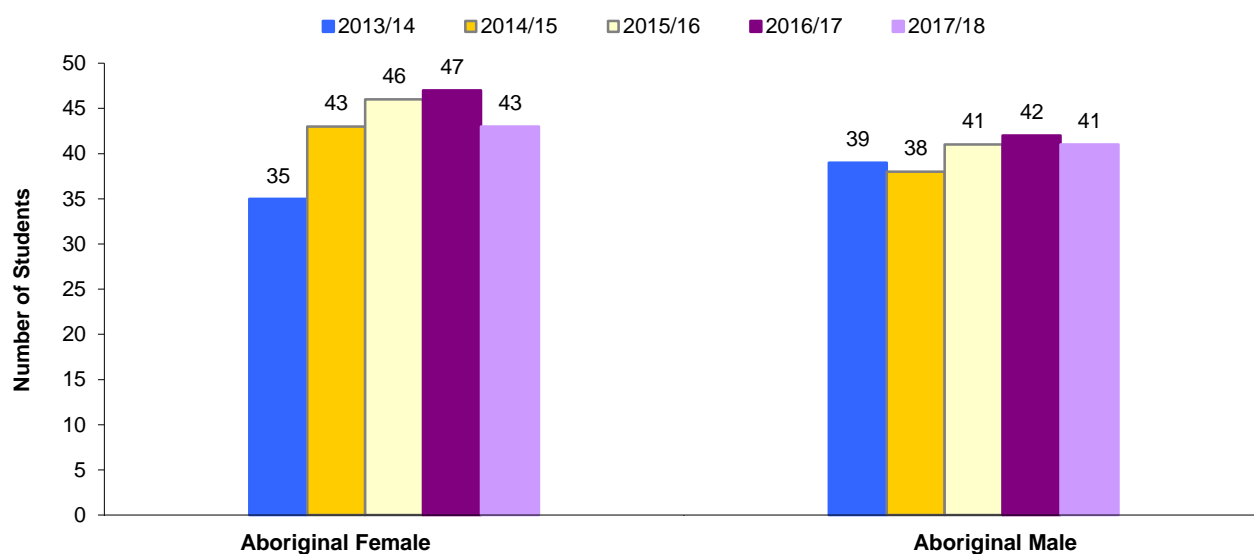


* Public schools only.

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	244	35	39	74	73	97	170	1,610	1,594	2,033	2,757
2014/15	249	43	38	81	70	98	168	1,595	1,560	1,981	2,618
2015/16	240	46	41	87	75	78	153	1,609	1,527	2,022	2,474
2016/17	261	47	42	89	84	88	172	1,605	1,543	2,037	2,468
2017/18	194	43	41	84	54	56	110	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



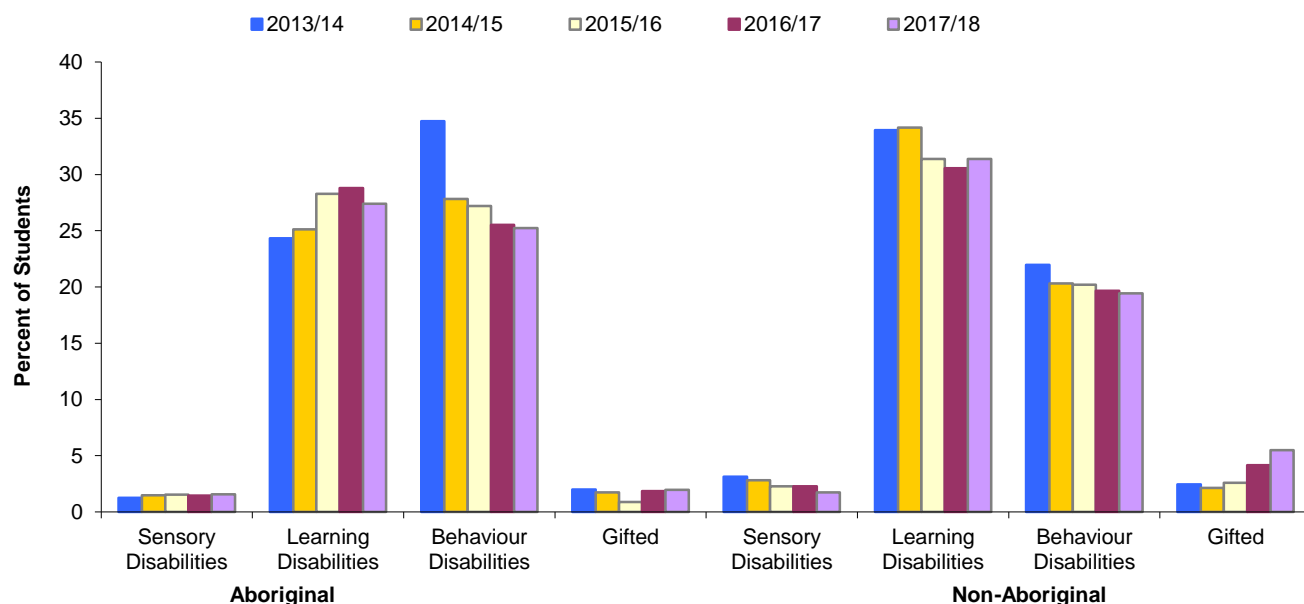
* Public schools only.

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	403	1,438	5	1	45	3	98	24	488	34	140	35	316	22	8	2	35	2
2014/15	406	1,492	6	1	42	3	102	25	510	34	113	28	303	20	7	2	32	2
2015/16	456	1,583	7	2	36	2	129	28	497	31	124	27	320	20	4	1	41	3
2016/17	486	1,714	7	1	39	2	140	29	524	31	124	26	337	20	9	2	71	4
2017/18	511	1,838	8	2	32	2	140	27	577	31	129	25	357	19	10	2	101	5

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).

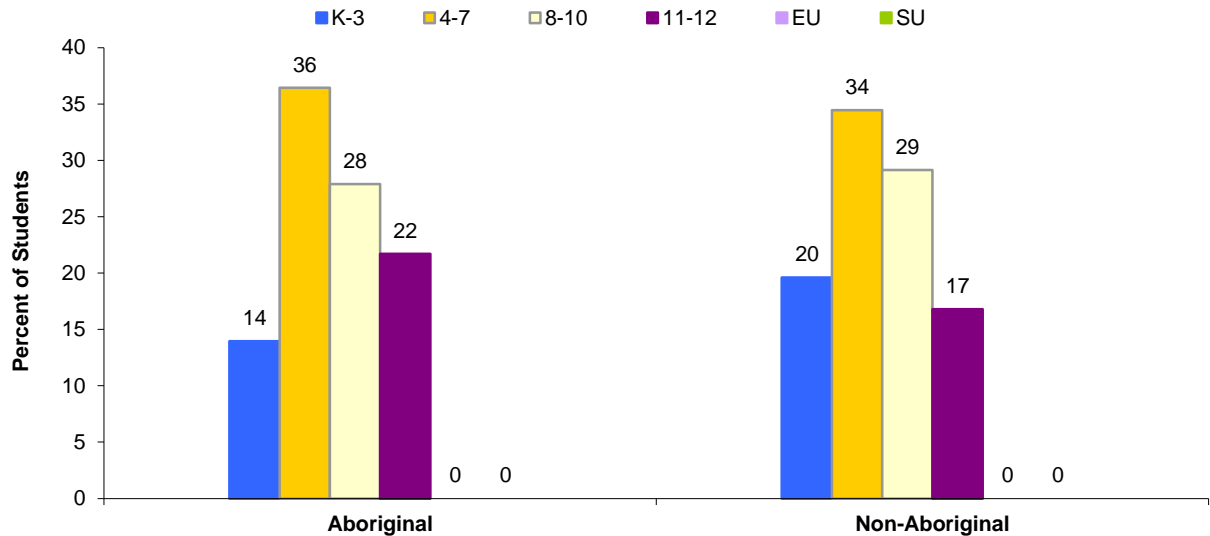
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	140	21	15	39	28	49	35	31	22	0	0	Msk	Msk
2014/15	113	18	16	34	30	34	30	27	24	0	0	0	0
2015/16	124	23	19	40	32	33	27	27	22	0	0	Msk	Msk
2016/17	124	24	19	39	31	35	28	25	20	0	0	Msk	Msk
2017/18	129	18	14	47	36	36	28	28	22	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	316	46	15	104	33	94	30	67	21	0	0	Msk	Msk
2014/15	303	41	14	107	35	78	26	77	25	0	0	0	0
2015/16	320	48	15	107	33	106	33	58	18	0	0	Msk	Msk
2016/17	337	59	18	109	32	103	31	66	20	0	0	Msk	Msk
2017/18	357	70	20	123	34	104	29	60	17	0	0	0	0

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



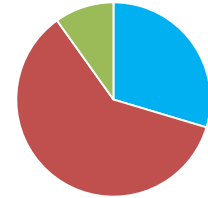
* Total includes Graduated Adults.

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

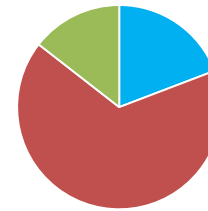
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	145	85	37	26	101	70	7	5
2014/15	142	75	23	16	108	76	11	8
2015/16	147	73	33	22	98	67	16	11
2016/17	160	70	47	29	108	68	5	3
			Emerging		On Track		Extending	
2017/18	162	70	48	30	98	60	16	10



■ Emerging ■ On Track ■ Extending

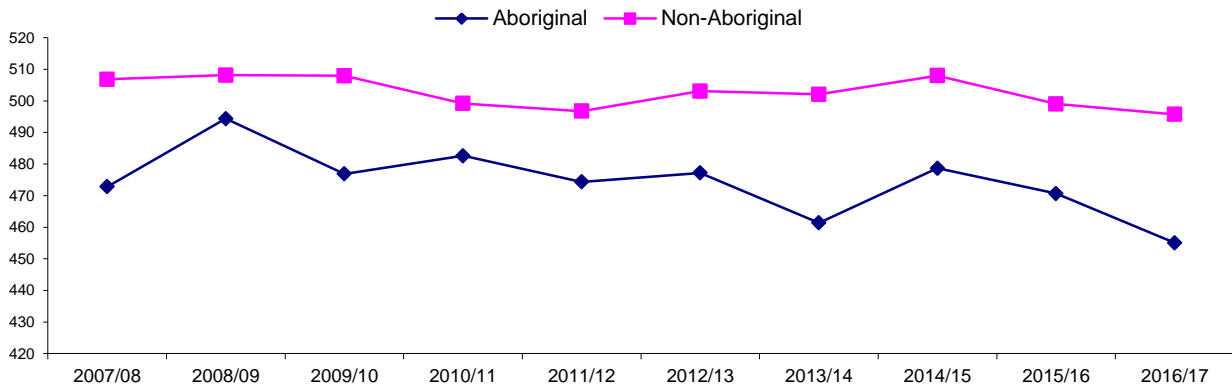
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,138	89	149	13	818	72	171	15
2014/15	1,049	80	124	12	758	72	167	16
2015/16	993	75	130	13	747	75	116	12
2016/17	974	67	148	15	717	74	109	11
			Emerging		On Track		Extending	
2017/18	1,078	72	207	19	715	66	156	14



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

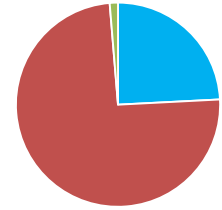


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

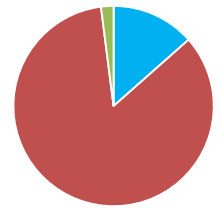
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	142	84	39	27	102	72	1	1
2014/15	144	76	36	25	105	73	3	2
2015/16	143	71	38	27	101	71	4	3
2016/17	154	68	46	30	107	69	1	1
			Emerging		On Track		Extending	
2017/18	153	66	37	24	114	75	2	1



■ Emerging ■ On Track
■ Extending

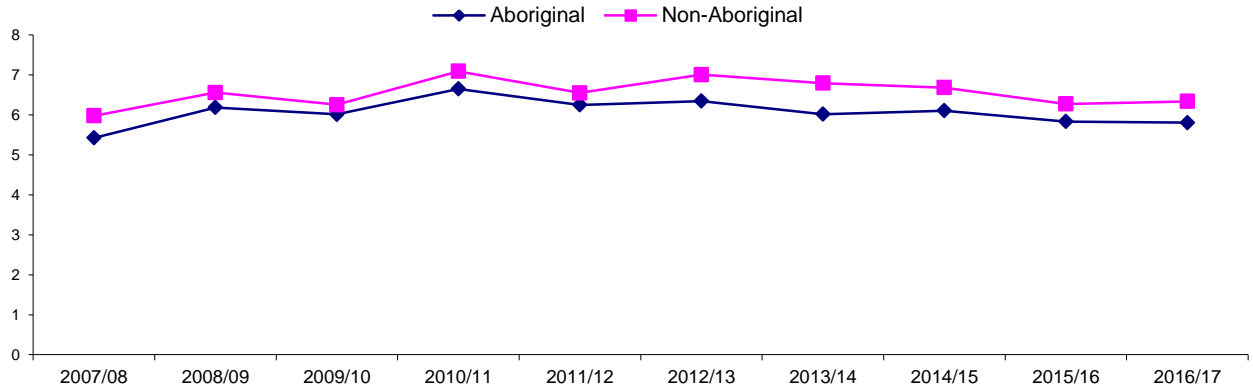
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,136	88	174	15	918	81	44	4
2014/15	1,042	79	153	15	829	80	60	6
2015/16	967	73	179	19	762	79	26	3
2016/17	942	65	173	18	745	79	24	3
			Emerging		On Track		Extending	
2017/18	1,039	69	140	13	878	85	21	2



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

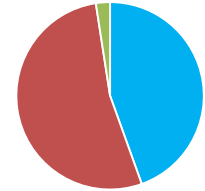


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

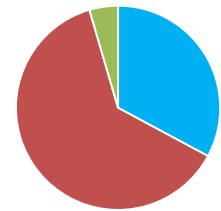
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	146	86	56	38	81	55	9	6
2014/15	144	76	36	25	104	72	4	3
2015/16	145	72	44	30	96	66	5	3
2016/17	157	69	52	33	97	62	8	5
			Emerging		On Track		Extending	
2017/18	164	70	73	45	87	53	4	2



■ Emerging ■ On Track ■ Extending

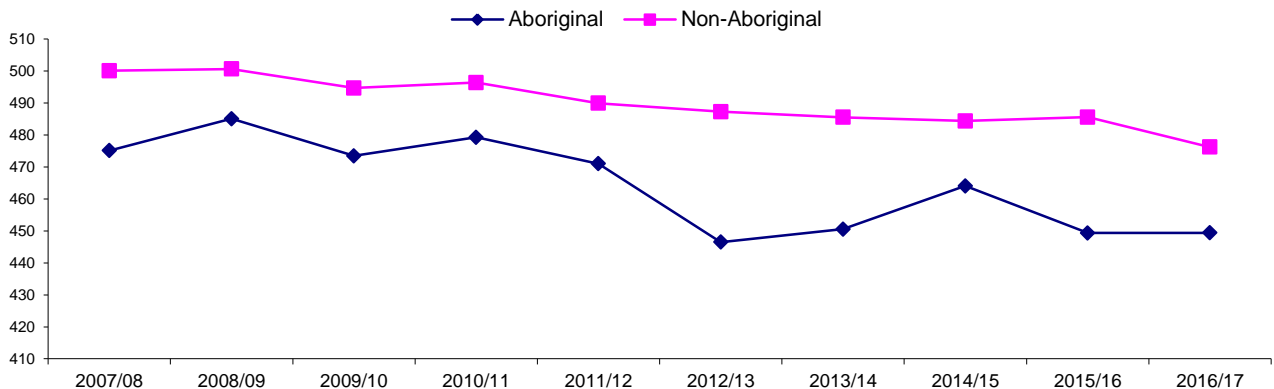
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,136	88	230	20	818	72	88	8
2014/15	1,039	79	211	20	753	72	75	7
2015/16	975	73	181	19	722	74	72	7
2016/17	956	66	197	21	706	74	53	6
			Emerging		On Track		Extending	
2017/18	1,081	72	355	33	677	63	49	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

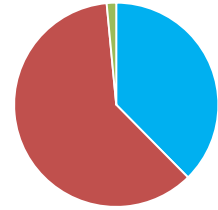


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

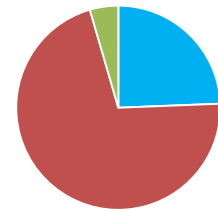
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	142	68	51	36	80	56	11	8
2014/15	120	62	47	39	67	56	6	5
2015/16	106	54	43	41	55	52	8	8
2016/17	89	47	46	52	38	43	5	6
			Emerging		On Track		Extending	
2017/18	133	61	50	38	81	61	2	2



■ Emerging ■ On Track ■ Extending

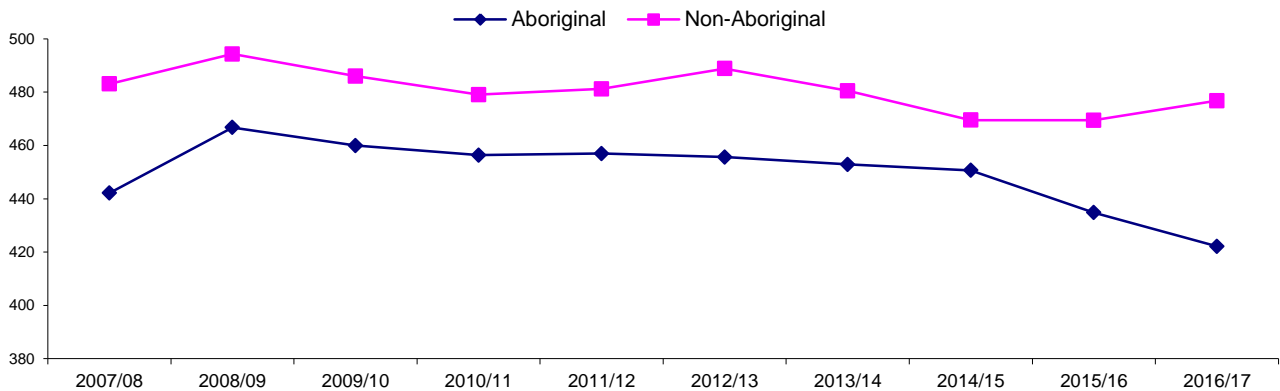
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,068	78	256	24	732	69	80	7
2014/15	969	68	270	28	629	65	70	7
2015/16	799	57	217	27	507	63	75	9
2016/17	679	49	192	28	410	60	77	11
			Emerging		On Track		Extending	
2017/18	911	64	222	24	648	71	41	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

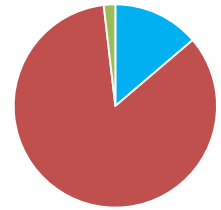


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

GRADE 7: ABORIGINAL

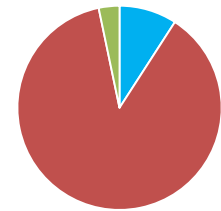
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	141	67	49	35	92	65	0	0
2014/15	109	56	24	22	80	73	5	5
2015/16	98	49	27	28	70	71	1	1
2016/17	79	42	32	41	45	57	2	3
			Emerging		On Track		Extending	
2017/18	109	50	15	14	92	84	2	2



■ Emerging ■ On Track
■ Extending

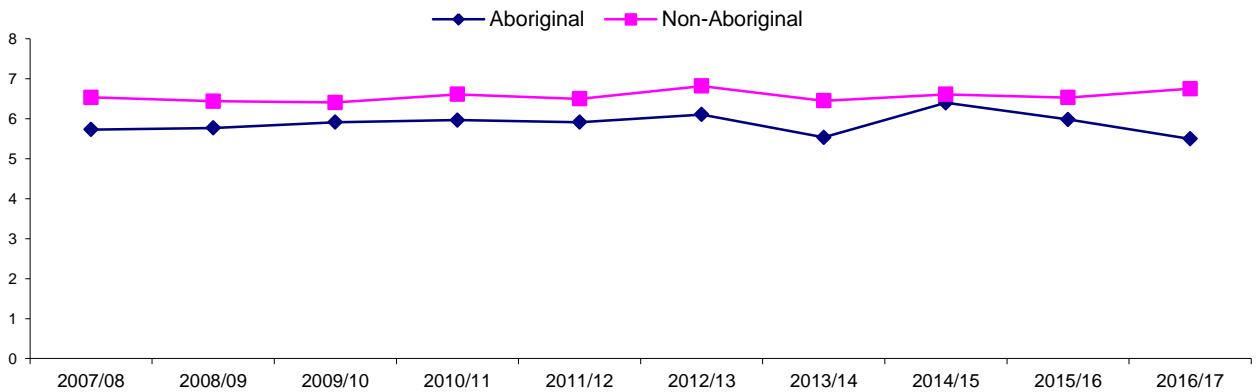
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,040	76	196	19	803	77	41	4
2014/15	926	65	165	18	722	78	39	4
2015/16	763	55	148	19	590	77	25	3
2016/17	623	45	121	19	458	74	44	7
			Emerging		On Track		Extending	
2017/18	822	58	75	9	720	88	27	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

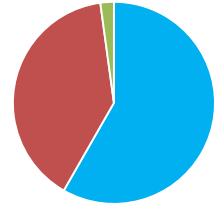


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

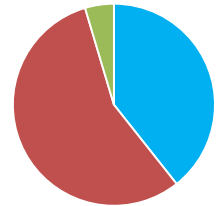
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	144	69	81	56	56	39	7	5
2014/15	109	56	67	61	40	37	2	2
2015/16	97	49	51	53	45	46	1	1
2016/17	83	44	49	59	32	39	2	2
			Emerging		On Track		Extending	
2017/18	139	64	81	58	55	40	3	2



■ Emerging ■ On Track
■ Extending

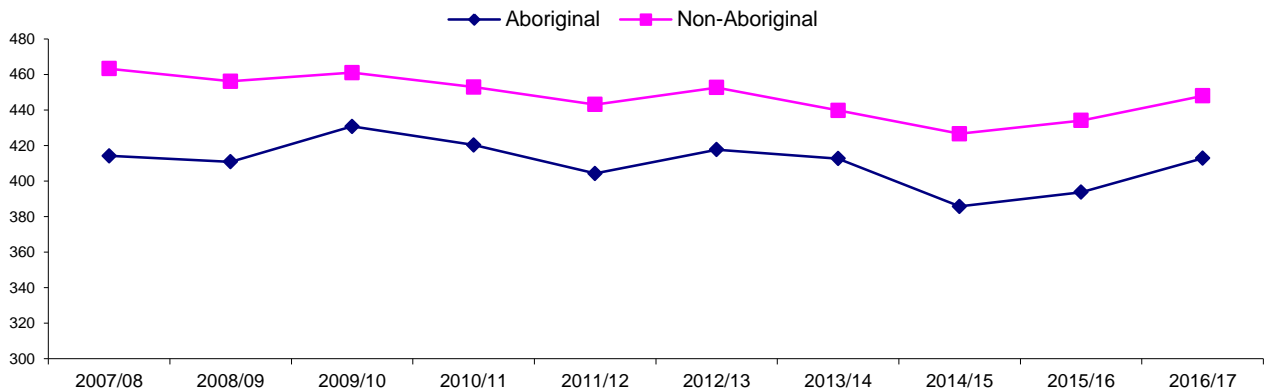
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,047	76	399	38	618	59	30	3
2014/15	946	67	419	44	492	52	35	4
2015/16	771	55	292	38	462	60	17	2
2016/17	645	46	255	40	350	54	40	6
			Emerging		On Track		Extending	
2017/18	910	64	358	39	510	56	42	5



■ 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).

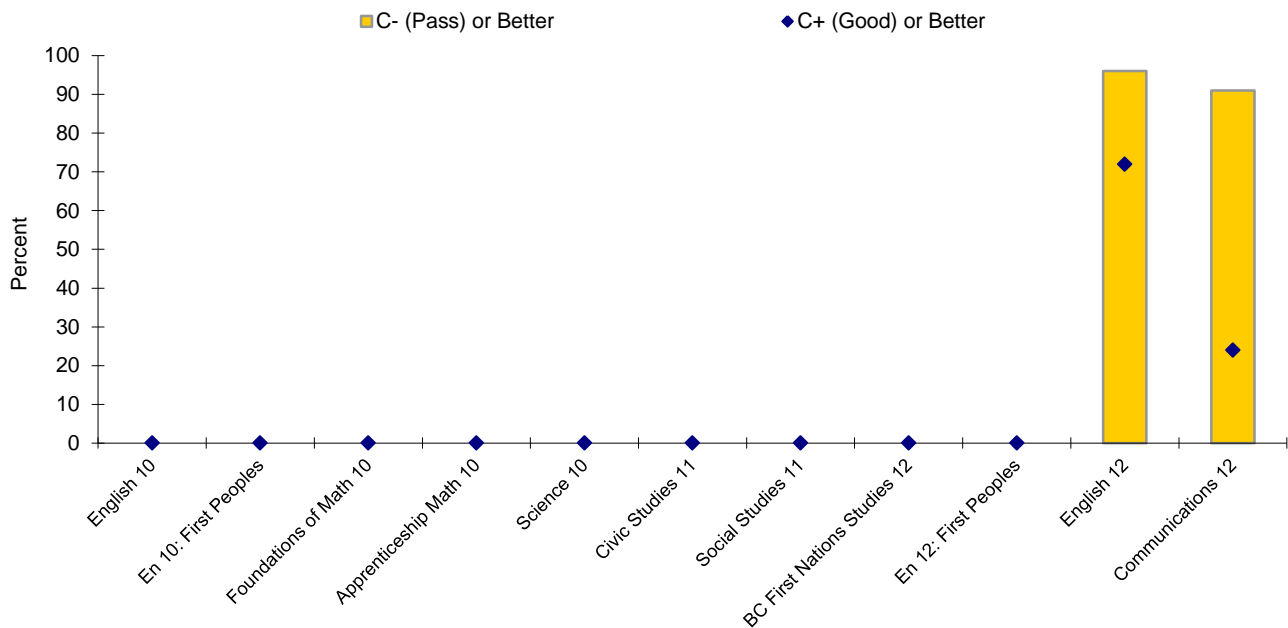
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	155	149	96	112	72	1,339	1,325	99	1,034	77
Communications 12	33	30	91	8	24	124	122	98	51	41

Final Marks Overview: Aboriginal Results 2017/18

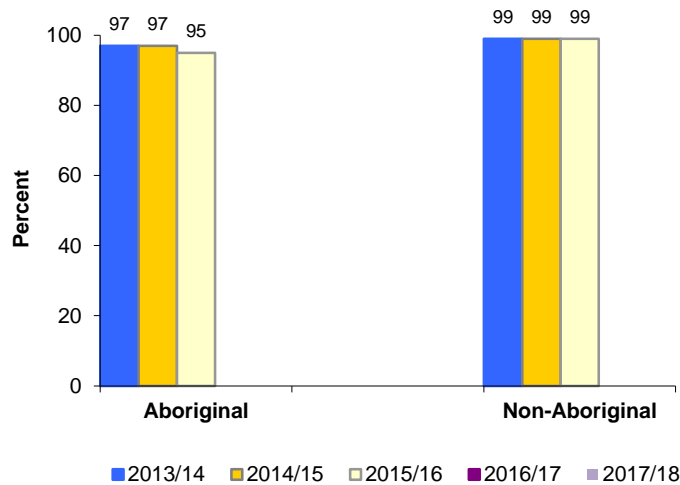


FINAL MARKS: ENGLISH 10

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	188	183	97	107	57	1,411	1,391	99	1,059	75
2014/15	193	187	97	127	66	1,479	1,462	99	1,155	78
2015/16	202	192	95	121	60	1,482	1,470	99	1,143	77
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	188	237	173	15	1,411	1,547	1,359	52		
2014/15	193	235	174	19	1,479	1,596	1,411	68		
2015/16	202	256	190	12	1,482	1,626	1,401	81		
2016/17	-	233	-	-	-	1,624	-	-		
2017/18	-	230	-	-	-	1,538	-	-		

ENGLISH 10: C- (Pass) or Better



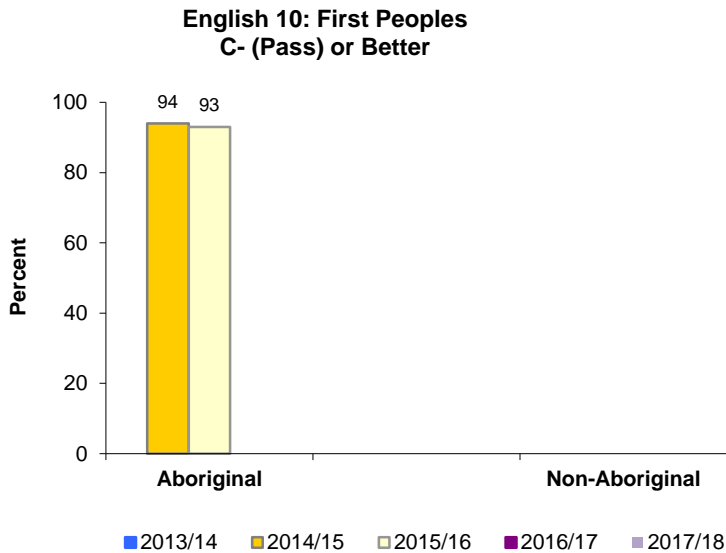
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	18	17	94	13	72	Msk	Msk	Msk	Msk	Msk
2015/16	14	13	93	6	43	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	237	Msk	Msk	Msk	1,547	Msk	Msk
2014/15	18	235	18	0	Msk	1,596	Msk	Msk
2015/16	14	256	12	2	Msk	1,626	Msk	Msk
2016/17	-	233	-	-	-	1,624	-	-
2017/18	-	230	-	-	-	1,538	-	-



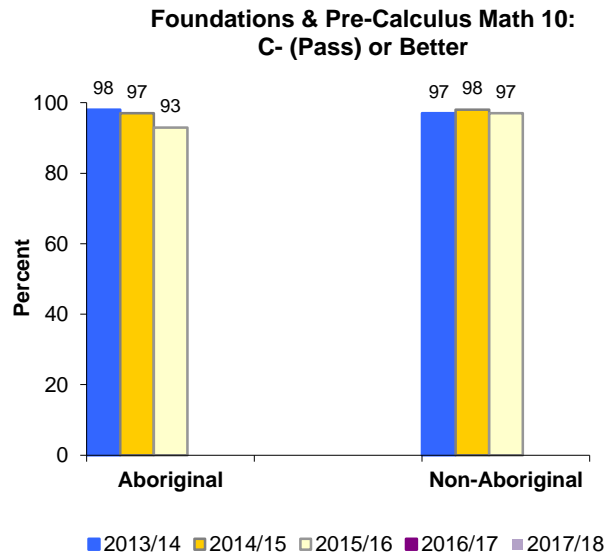
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	112	110	98	69	62	1,149	1,115	97	798	69
2014/15	119	115	97	70	59	1,240	1,219	98	875	71
2015/16	125	116	93	81	65	1,201	1,170	97	891	74
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	112	237	104	8	1,149	1,547	1,033	116		
2014/15	119	235	111	8	1,240	1,596	1,113	127		
2015/16	125	256	110	15	1,201	1,626	1,087	114		
2016/17	-	233	-	-	-	1,624	-	-		
2017/18	-	230	-	-	-	1,538	-	-		



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

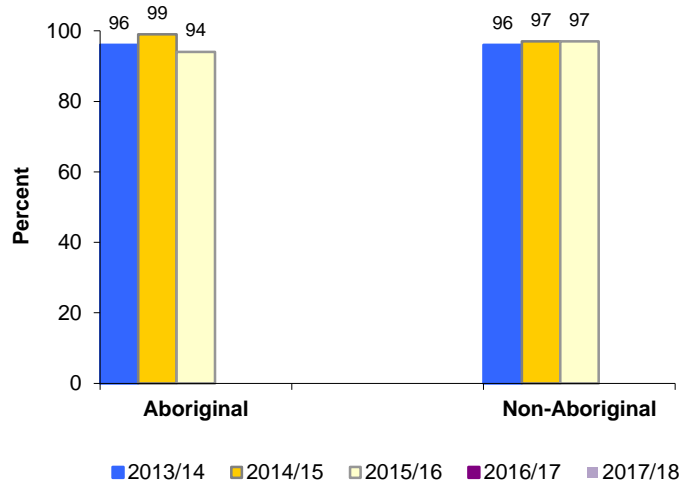
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	98	94	96	49	50	336	322	96	188	56
2014/15	84	83	99	48	57	299	290	97	155	52
2015/16	94	88	94	46	49	314	305	97	182	58
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	98	237	80	18	336	1,547	292	44		
2014/15	84	235	74	10	299	1,596	255	44		
2015/16	94	256	80	14	314	1,626	268	46		
2016/17	-	233	-	-	-	1,624	-	-		
2017/18	-	230	-	-	-	1,538	-	-		

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.

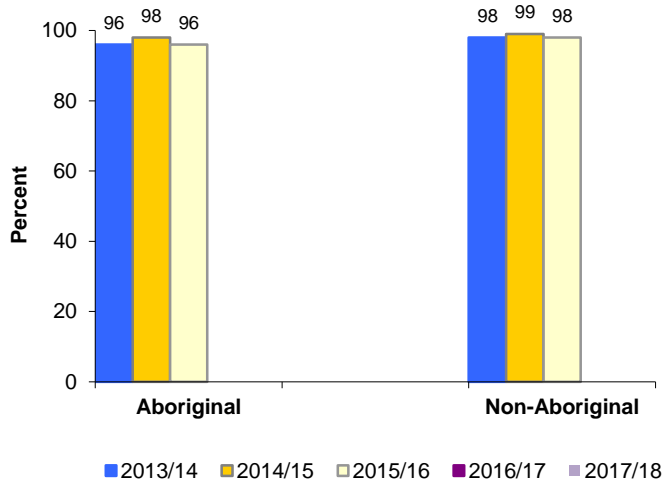
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	191	183	96	106	55	1,399	1,378	98	1,044	75
2014/15	211	207	98	122	58	1,509	1,487	99	1,158	77
2015/16	200	191	96	125	63	1,476	1,445	98	1,122	76
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	191	237	175	16	1,399	1,547	1,340	59	
2014/15	211	235	188	23	1,509	1,596	1,427	82	
2015/16	200	256	187	13	1,476	1,626	1,413	63	
2016/17	-	233	-	-	-	1,624	-	-	
2017/18	-	230	-	-	-	1,538	-	-	

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.

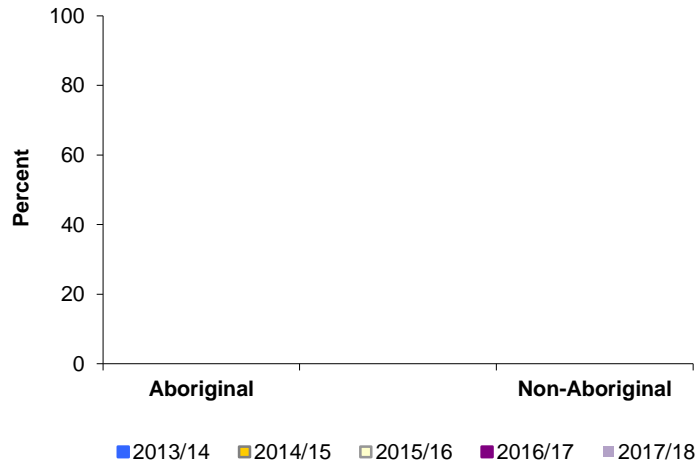
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
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	Msk	240	Msk	Msk	-	1,794	-	-		
2014/15	-	235	-	-	-	1,629	-	-		
2015/16	-	233	-	-	-	1,707	-	-		
2016/17	-	254	-	-	-	1,638	-	-		
2017/18	-	236	-	-	-	1,581	-	-		

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.

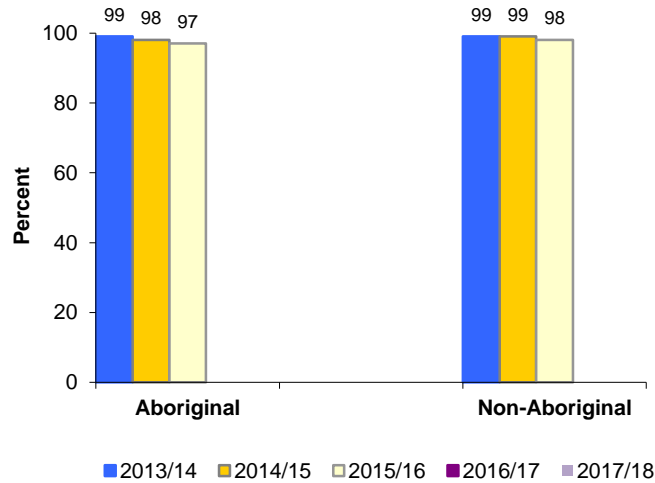
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	155	154	99	91	59	1,454	1,436	99	1,102	76
2014/15	131	129	98	74	56	1,359	1,349	99	968	71
2015/16	143	139	97	90	63	1,414	1,392	98	1,067	75
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	155	240	143	12	1,454	1,794	1,358	96
2014/15	131	235	120	11	1,359	1,629	1,256	103
2015/16	143	233	128	15	1,414	1,707	1,314	100
2016/17	-	254	-	-	-	1,638	-	-
2017/18	-	236	-	-	-	1,581	-	-

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.

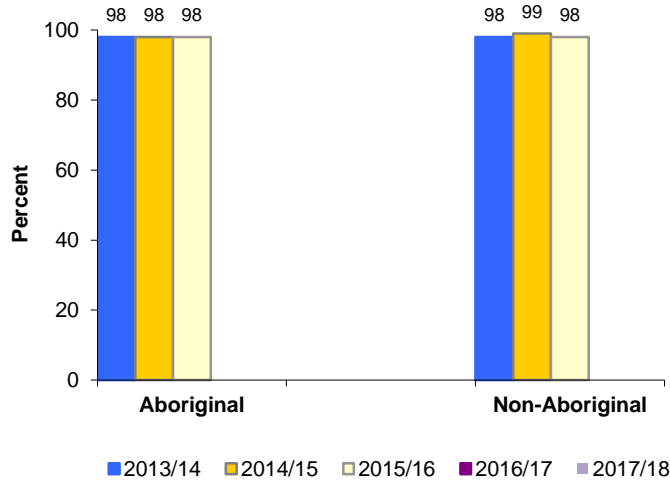
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	42	41	98	22	52	171	168	98	100	58
2014/15	50	49	98	28	56	115	114	99	70	61
2015/16	47	46	98	30	64	95	93	98	52	55
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	42	215	12	30	171	1,712	63	108	
2014/15	50	243	12	38	115	1,778	44	71	
2015/16	47	265	16	31	95	1,693	39	56	
2016/17	-	240	-	-	-	1,774	-	-	
2017/18	-	274	-	-	-	1,694	-	-	

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



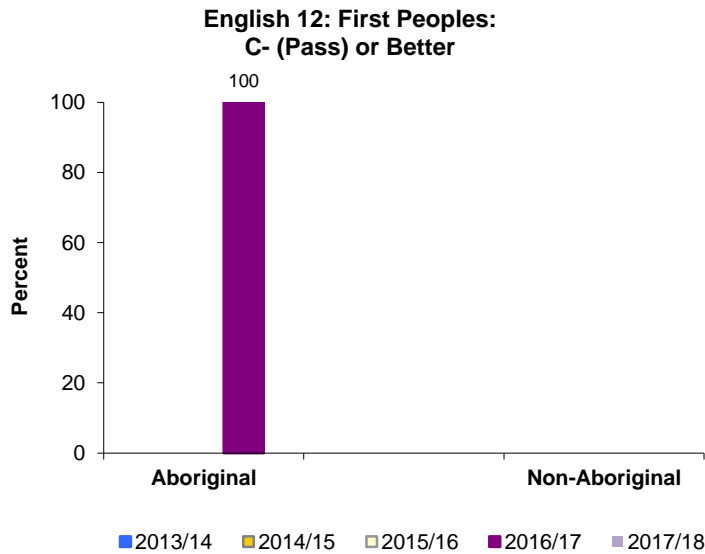
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	12	12	100	4	33	Msk	Msk	Msk	Msk	Msk
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	Msk	215	Msk	Msk	-	1,712	-	-		
2014/15	Msk	243	Msk	Msk	Msk	1,778	Msk	Msk		
2015/16	Msk	265	Msk	Msk	Msk	1,693	Msk	Msk		
2016/17	12	240	11	1	Msk	1,774	Msk	Msk		
2017/18	Msk	274	-	-	Msk	1,694	-	-		



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

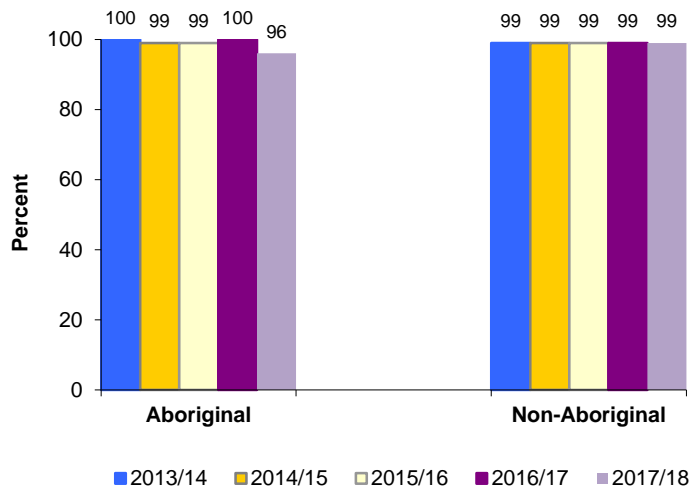
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	124	124	100	83	67	1,338	1,330	99	1,039	78
2014/15	130	129	99	93	72	1,404	1,396	99	1,115	79
2015/16	140	138	99	91	65	1,273	1,263	99	942	74
2016/17	113	113	100	75	66	1,313	1,296	99	957	73
2017/18	155	149	96	112	72	1,339	1,325	99	1,034	77

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	124	215	116	8	1,338	1,712	1,307	31	
2014/15	130	243	126	4	1,404	1,778	1,368	36	
2015/16	140	265	132	8	1,273	1,693	1,235	38	
2016/17	113	240	111	2	1,313	1,774	1,277	36	
2017/18	155	274	-	-	1,339	1,694	-	-	

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.

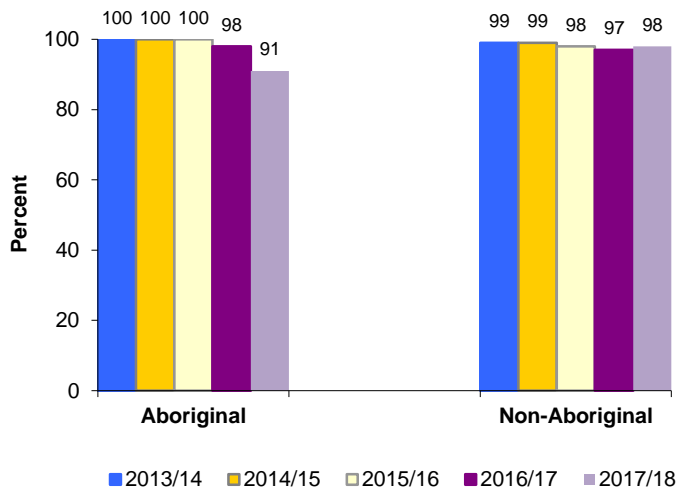
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	48	48	100	28	58	202	199	99	125	62
2014/15	40	40	100	23	58	198	196	99	127	64
2015/16	48	48	100	26	54	172	169	98	79	46
2016/17	45	44	98	29	64	176	171	97	82	47
2017/18	33	30	91	8	24	124	122	98	51	41

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	48	215	43	5	202	1,712	184	18		
2014/15	40	243	38	2	198	1,778	192	6		
2015/16	48	265	46	2	172	1,693	161	11		
2016/17	45	240	39	6	176	1,774	165	11		
2017/18	33	274	-	-	124	1,694	-	-		

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.

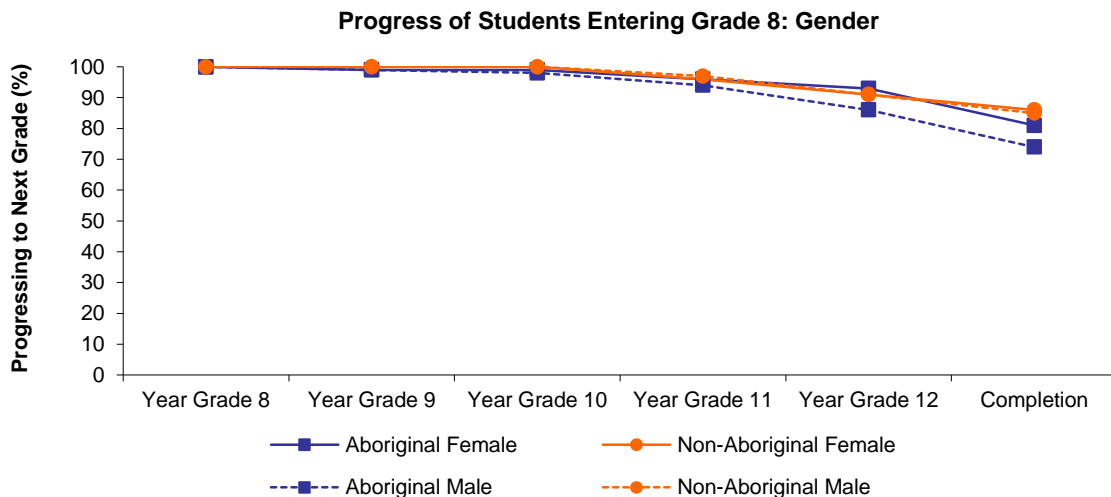
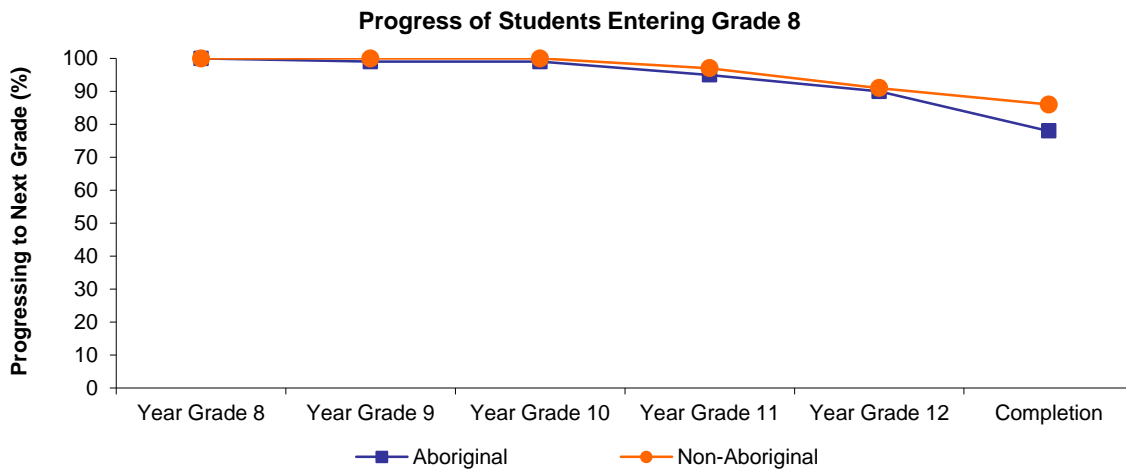
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	99	99	99	100	100	100
	Grade 10	99	99	98	100	100	100
	Grade 11	95	96	94	97	96	97
	Grade 12	90	93	86	91	91	91
2017/18	Completion	78	81	74	86	86	85



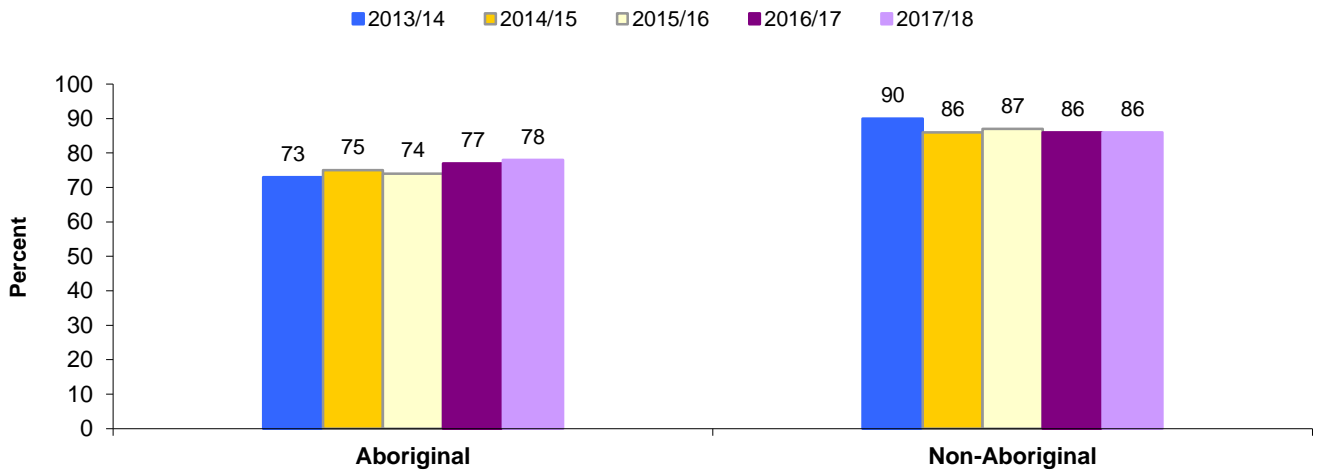
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

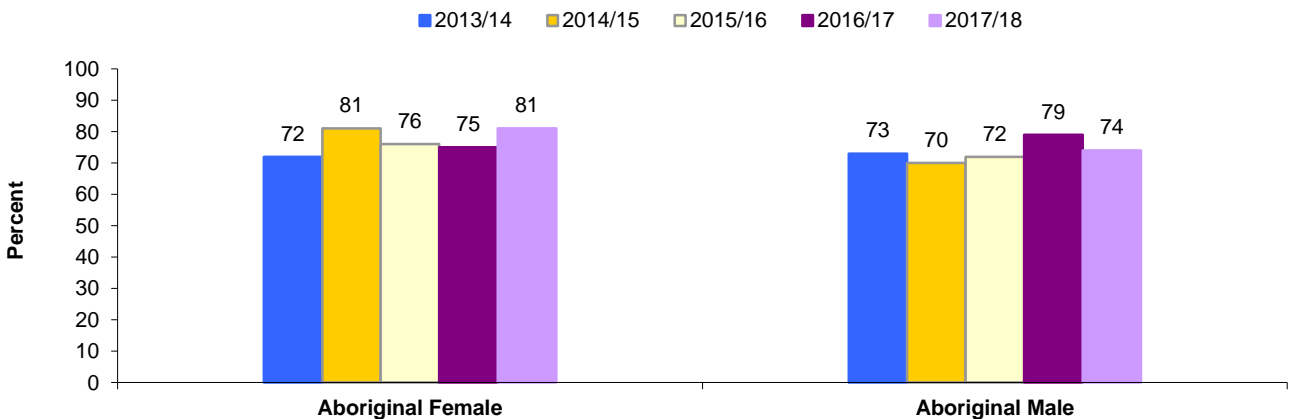
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	73	72	73	90	93	88
2014/15	75	81	70	86	87	85
2015/16	74	76	72	87	89	85
2016/17	77	75	79	86	87	85
2017/18	78	81	74	86	86	85

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



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

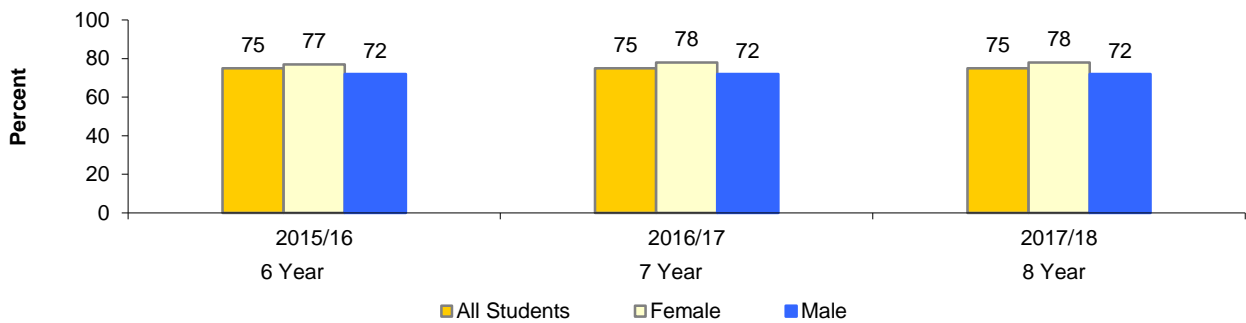
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 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.

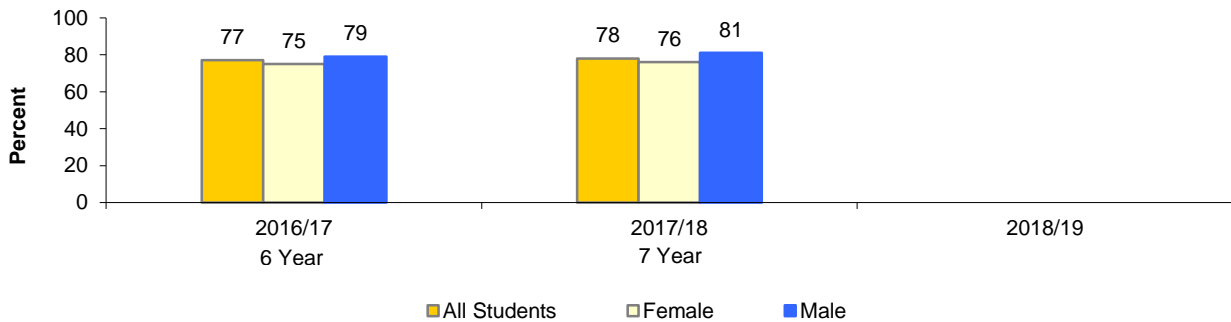
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	75	77	72	75	78	72	75	78	72
2011/12	77	75	79	78	76	81	-	-	-
2012/13	78	81	74	-	-	-	-	-	-

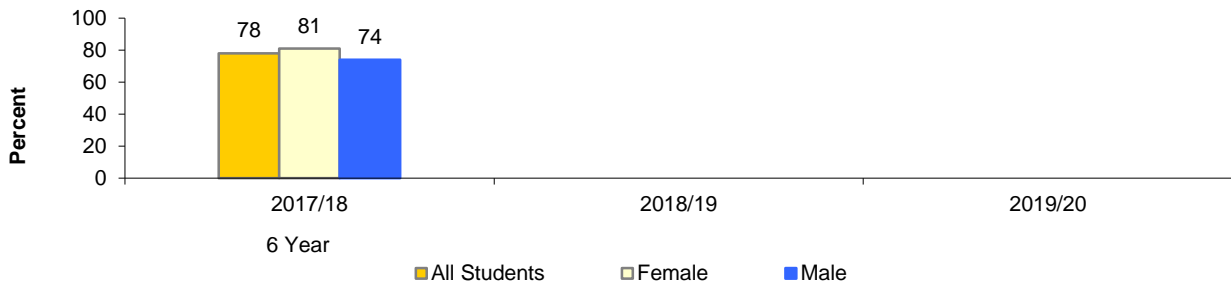
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	208	10	5	1,694	31	2
2014/15	230	Msk	Msk	1,747	32	2
2015/16	242	10	4	1,565	31	2
2016/17	230	Msk	Msk	1,686	53	3
2017/18	254	16	6	1,606	38	2

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2013/14	208	159	76	1,694	1,495	88
2014/15	230	167	73	1,747	1,557	89
2015/16	242	181	75	1,565	1,393	89
2016/17	230	158	69	1,686	1,434	85
2017/18	254	171	67	1,606	1,407	88

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	208	10	5	1,694	40	2
2014/15	230	14	6	1,747	61	3
2015/16	242	11	5	1,565	60	4
2016/17	230	13	6	1,686	82	5
2017/18	254	15	6	1,606	77	5

* 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	204	104	51	100	49
2014/15	179	104	58	75	42
2015/16	158	95	60	63	40
2016/17	134	77	57	57	43
2017/18	115	67	58	48	42

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	2,753	104	4
2014/15	2,808	104	4
2015/16	2,858	95	3
2016/17	2,843	77	3
2017/18	2,816	67	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	51	Msk	70	60	Msk	26	39
2014/15	56	Msk	Msk	Msk	Msk	41	54
2015/16	54	66	43	54	Msk	Msk	55
2016/17	56	Msk	Msk	69	Msk	Msk	45
2017/18	50	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	86	Msk	Msk	Msk	Msk	Msk	92
2014/15	100	Msk	Msk	Msk	-	Msk	Msk
2015/16	100	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk
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	177	100	39	22.0	15	8.5	11	6.2	7	4.0		
Non-Aboriginal	1,626	100	420	25.8	130	8.0	50	3.1	44	2.7		

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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	125	100	3	2.4	4	3.2	-	-	1	0.8		
Non-Aboriginal	698	100	16	2.3	9	1.3	8	1.1	4	0.6		

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	177	100	4	2.3	1	0.6	1	0.6	-	-		
Non-Aboriginal	1,626	100	47	2.9	8	0.5	4	0.2	6	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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	125	100	-	-	1	0.8	-	-	-	-		
Non-Aboriginal	698	100	1	0.1	-	-	1	0.1	1	0.1		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	177	100	18	10.2	1	0.6	-	-	-	-		
Non-Aboriginal	1,626	100	333	20.5	23	1.4	9	0.6	2	0.1		

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	125	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	698	100	1	0.1	-	-	1	0.1	-	-		

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	177	100	1	0.6	1	0.6	-	-	-	-		
Non-Aboriginal	1,626	100	27	1.7	7	0.4	4	0.2	3	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	125	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	698	100	2	0.3	-	-	1	0.1	1	0.1		

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

STUDENT LEARNING SURVEY RESULTS, 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

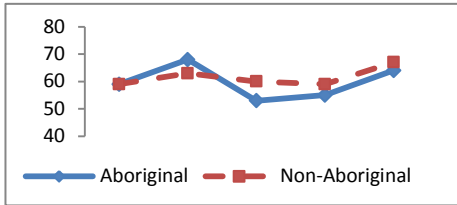
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

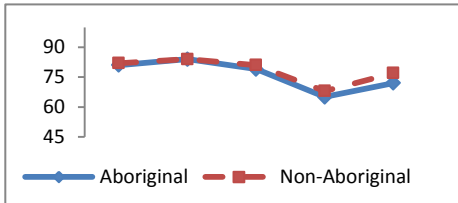
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



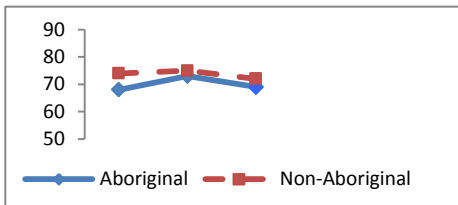
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	145	86	59	1,087	645	59
2014/15	158	107	68	1,100	692	63
2015/16	180	96	53	1,093	660	60
2016/17	193	106	55	1,149	679	59
2017/18	208	133	64	1,353	912	67

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 # %	
2013/14	142	115	81	1,068	881	82
2014/15	155	130	84	1,072	897	84
2015/16	174	137	79	1,061	860	81
2016/17	195	126	65	1,151	781	68
2017/18	208	149	72	1,356	1,039	77

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



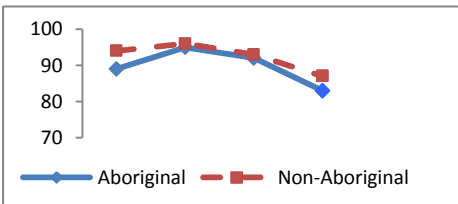
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	145	98	68	1,097	810	74
2014/15	164	120	73	1,115	833	75
2015/16	182	126	69	1,108	798	72
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



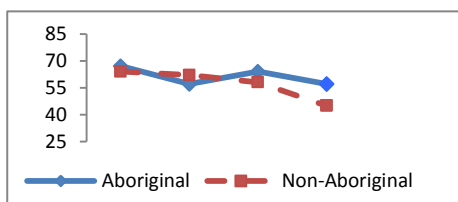
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	193	91	47	1,146	548	48
2017/18	-	-	-	-	-	-

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 # %	
2013/14	143	127	89	1,088	1,025	94
2014/15	161	153	95	1,091	1,042	96
2015/16	179	165	92	1,107	1,033	93
2016/17	184	152	83	1,116	969	87
2017/18	-	-	-	-	-	-

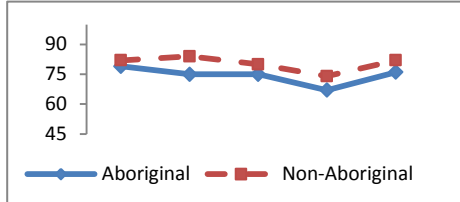
At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2013/14	141	95	67	1,062	682	64
2014/15	157	89	57	1,071	663	62
2015/16	178	114	64	1,084	627	58
2016/17	190	109	57	1,146	521	45
2017/18	-	-	-	-	-	-

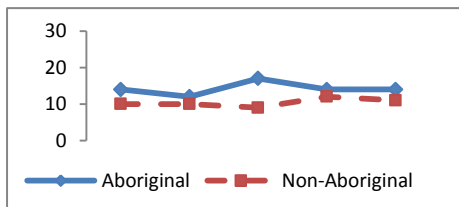
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



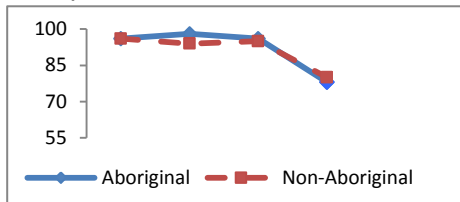
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	146	116	79	1,082	890	82
2014/15	163	122	75	1,100	924	84
2015/16	181	136	75	1,096	879	80
2016/17	207	139	67	1,118	825	74
2017/18	208	159	76	1,347	1,099	82

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



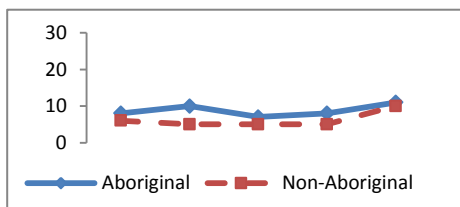
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	145	20	14	1,082	113	10
2014/15	160	19	12	1,089	112	10
2015/16	177	30	17	1,097	100	9
2016/17	208	30	14	1,114	133	12
2017/18	205	28	14	1,345	150	11

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	146	140	96	1,100	1,053	96
2014/15	163	159	98	1,106	1,042	94
2015/16	181	173	96	1,113	1,061	95
2016/17	195	152	78	1,150	920	80
2017/18	-	-	-	-	-	-

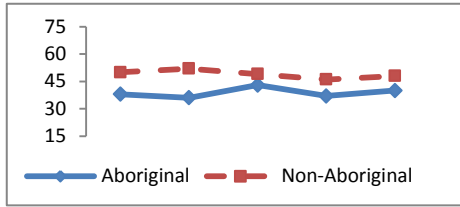
I would like to go to a different school.



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	142	12	8	1,065	62	6
2014/15	155	15	10	1,075	49	5
2015/16	176	13	7	1,075	55	5
2016/17	195	15	8	1,150	58	5
2017/18	209	22	11	1,352	131	10

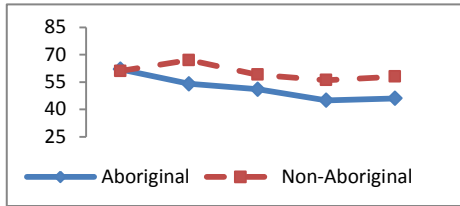
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



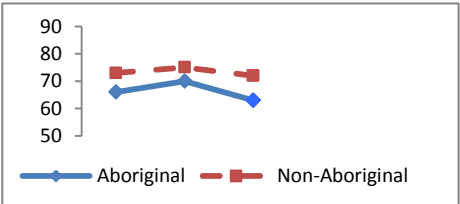
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	61	38	943	474	50
2014/15	143	52	36	916	476	52
2015/16	195	84	43	1,148	568	49
2016/17	139	52	37	1,093	505	46
2017/18	179	71	40	1,237	594	48

Do adults in the school treat all students fairly?



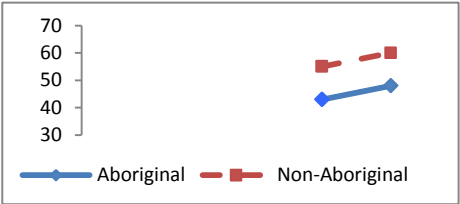
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	156	96	62	938	572	61
2014/15	139	75	54	903	604	67
2015/16	190	96	51	1,134	668	59
2016/17	138	62	45	1,094	613	56
2017/18	180	82	46	1,242	717	58

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



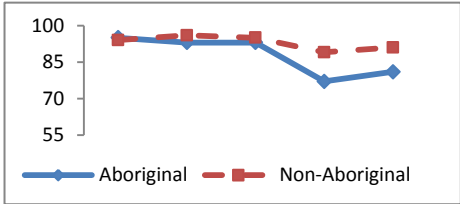
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	105	66	948	695	73
2014/15	139	97	70	922	688	75
2015/16	196	123	63	1,152	831	72
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



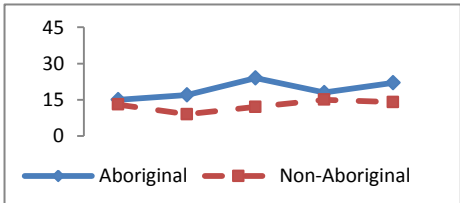
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	139	60 43	1,091	603 55
2017/18	176	84 48	1,234	741 60

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	160	152	95	949	896	94
2014/15	137	127	93	922	882	96
2015/16	195	182	93	1,156	1,102	95
2016/17	137	106	77	1,074	957	89
2017/18	173	140	81	1,198	1,094	91

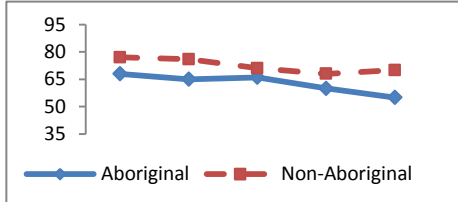
At school, are you being taught about Aboriginal peoples in Canada?



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	157	23	15	916	116	13
2014/15	136	23	17	895	78	9
2015/16	190	45	24	1,098	129	12
2016/17	140	25	18	1,083	160	15
2017/18	173	38	22	1,221	165	14

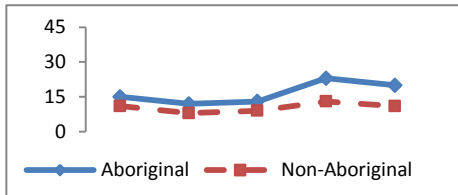
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



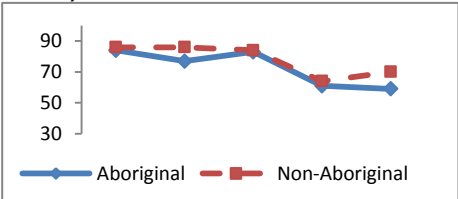
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	108	68	952	736	77
2014/15	139	90	65	914	699	76
2015/16	191	127	66	1,149	818	71
2016/17	177	106	60	1,040	708	68
2017/18	177	97	55	1,226	864	70

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



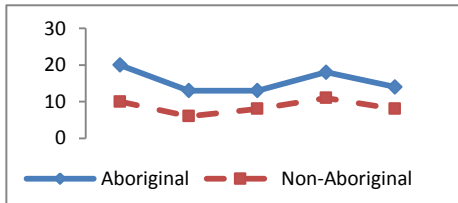
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	24	15	945	107	11
2014/15	137	16	12	916	70	8
2015/16	194	26	13	1,140	107	9
2016/17	175	41	23	1,038	131	13
2017/18	177	36	20	1,225	135	11

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	158	132	84	946	809	86
2014/15	141	109	77	921	796	86
2015/16	195	162	83	1,153	970	84
2016/17	140	86	61	1,092	698	64
2017/18	180	106	59	1,242	865	70

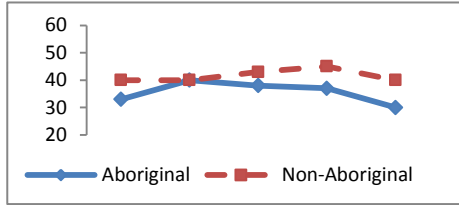
I would like to go to a different school.



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	153	30	20	930	96	10
2014/15	135	18	13	909	57	6
2015/16	180	24	13	1,117	88	8
2016/17	139	25	18	1,092	122	11
2017/18	181	25	14	1,244	104	8

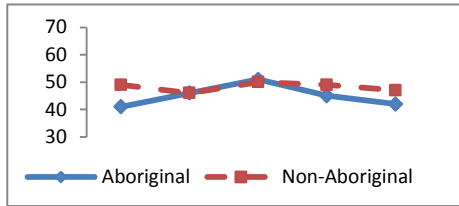
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



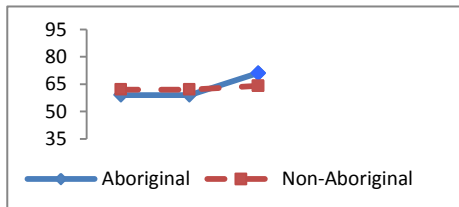
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	152	50	33	953	383	40
2014/15	117	47	40	878	355	40
2015/16	144	54	38	1,099	471	43
2016/17	134	50	37	1,151	519	45
2017/18	116	35	30	1,016	409	40

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	
	#	#	%	#	#	%
2013/14	147	61	41	938	458	49
2014/15	117	54	46	858	394	46
2015/16	140	72	51	1,072	539	50
2016/17	134	60	45	1,156	572	49
2017/18	115	48	42	1,014	479	47

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



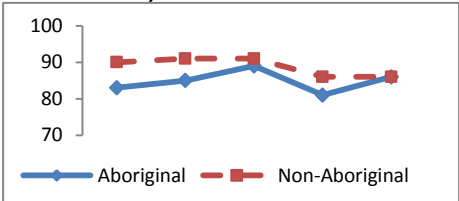
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	148	87	59	951	592	62
2014/15	119	70	59	873	540	62
2015/16	146	103	71	1,102	703	64
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



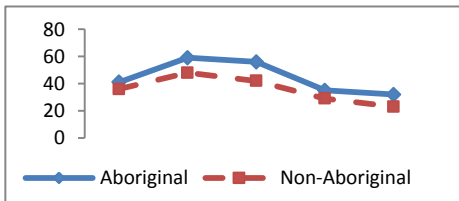
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	127	70 55	1,103	625 57
2017/18	113	41 36	1,009	551 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	149	124	83	930	834	90
2014/15	121	103	85	858	784	91
2015/16	143	127	89	1,074	977	91
2016/17	99	80	81	895	771	86
2017/18	112	96	86	999	857	86

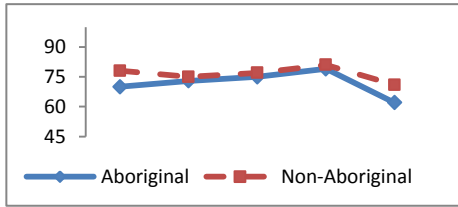
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	146	60	41	921	335	36
2014/15	120	71	59	861	411	48
2015/16	140	78	56	1082	458	42
2016/17	118	41	35	1064	309	29
2017/18	111	35	32	1001	227	23

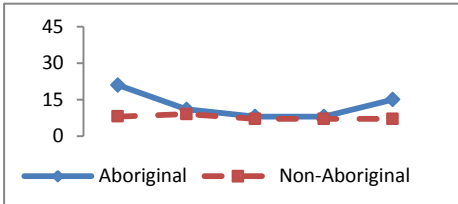
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



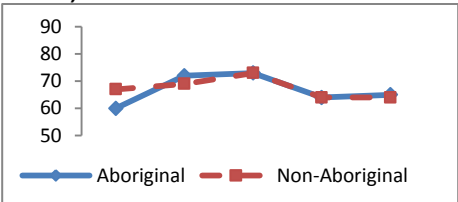
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	148	104	70	944	732	78
2014/15	117	85	73	867	652	75
2015/16	142	107	75	1,091	836	77
2016/17	156	123	79	1,075	869	81
2017/18	113	70	62	1,007	711	71

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



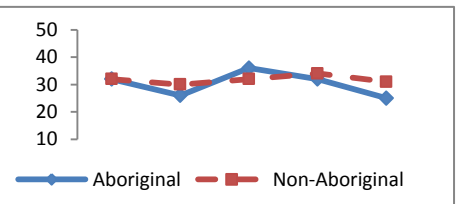
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	147	31	21	940	76	8
2014/15	121	13	11	866	75	9
2015/16	142	11	8	1,090	72	7
2016/17	156	13	8	1,076	71	7
2017/18	112	17	15	1,009	75	7

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



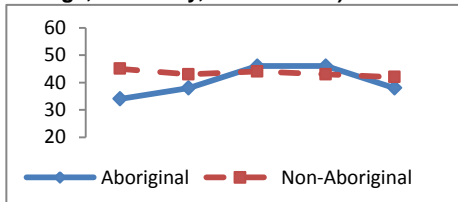
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	152	91	60	950	640	67
2014/15	121	87	72	876	603	69
2015/16	144	105	73	1,097	797	73
2016/17	133	85	64	1,158	743	64
2017/18	115	75	65	1,018	648	64

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



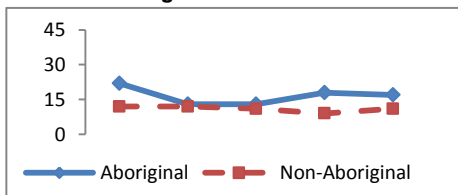
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	152	48	32	939	299	32
2014/15	117	31	26	866	263	30
2015/16	145	52	36	1,078	343	32
2016/17	104	33	32	951	324	34
2017/18	112	28	25	1,004	313	31

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	150	51	34	940	422	45
2014/15	117	44	38	865	373	43
2015/16	142	65	46	1,082	478	44
2016/17	105	48	46	943	410	43
2017/18	112	42	38	999	417	42

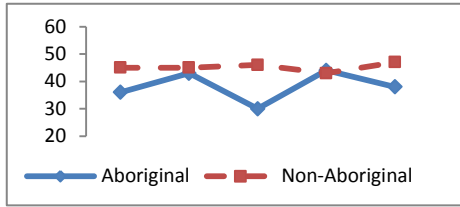
I would like to go to a different school.



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	145	32	22	914	113	12
2014/15	113	15	13	847	100	12
2015/16	135	18	13	1,053	121	11
2016/17	134	24	18	1,158	108	9
2017/18	115	20	17	1,013	115	11

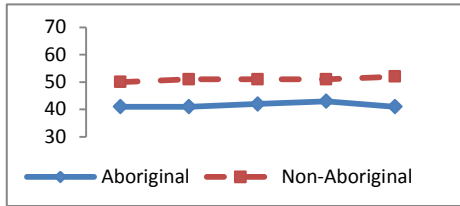
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



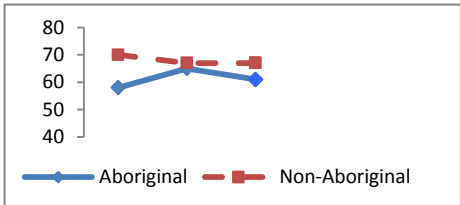
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	110	40	36	790	359	45
2014/15	84	36	43	702	316	45
2015/16	109	33	30	699	319	46
2016/17	72	32	44	649	277	43
2017/18	69	26	38	648	303	47

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	110	45	41	780	387	50
2014/15	85	35	41	688	351	51
2015/16	108	45	42	690	353	51
2016/17	72	31	43	651	335	51
2017/18	68	28	41	646	333	52

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



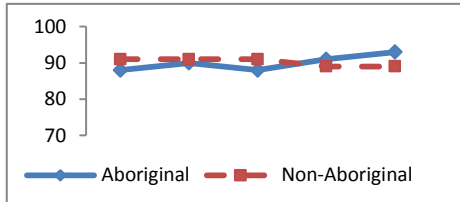
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	111	64	58	786	553	70
2014/15	84	55	65	706	473	67
2015/16	110	67	61	695	468	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



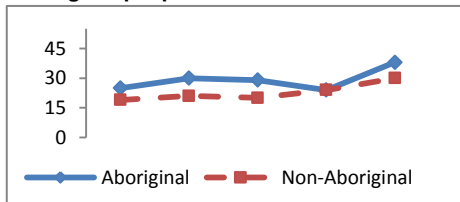
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	70	38 54	647	367 57
2017/18	69	33 48	645	412 64

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	108	95	88	770	700	91
2014/15	82	74	90	693	628	91
2015/16	108	95	88	682	624	91
2016/17	68	62	91	586	521	89
2017/18	67	62	93	635	565	89

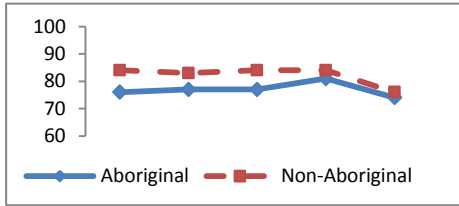
At school, are you being taught about Aboriginal peoples in Canada?



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	109	27	25	765	147	19
2014/15	82	25	30	687	145	21
2015/16	107	31	29	674	134	20
2016/17	70	17	24	637	151	24
2017/18	69	26	38	642	191	30

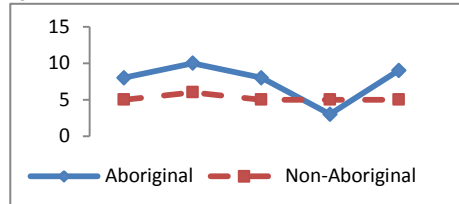
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



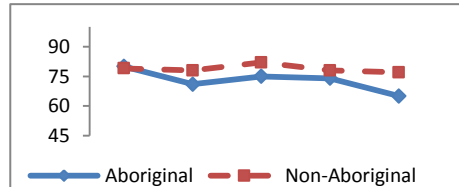
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	110	84 76	783	656 84
2014/15	82	63 77	704	586 83
2015/16	105	81 77	689	577 84
2016/17	88	71 81	625	528 84
2017/18	69	51 74	642	491 76

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



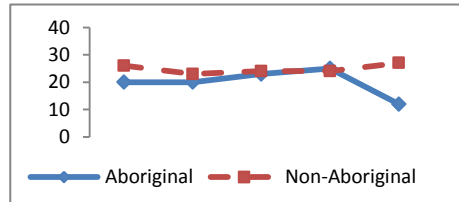
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	109	9 8	782	38 5
2014/15	83	8 10	696	39 6
2015/16	106	9 8	691	36 5
2016/17	89	3 3	624	31 5
2017/18	69	6 9	645	30 5

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



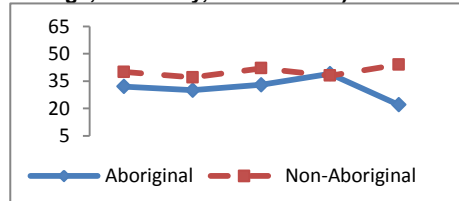
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	111	89 80	791	622 79
2014/15	86	61 71	700	544 78
2015/16	110	83 75	701	577 82
2016/17	72	53 74	651	506 78
2017/18	69	45 65	649	500 77

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



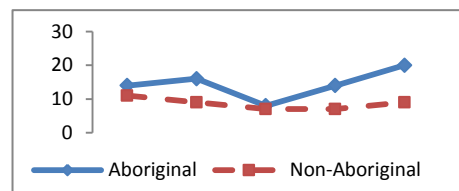
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	111	22 20	783	205 26
2014/15	82	16 20	694	160 23
2015/16	108	25 23	686	163 24
2016/17	69	17 25	613	146 24
2017/18	66	8 12	636	169 27

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	109	35 32	777	313 40
2014/15	81	24 30	692	258 37
2015/16	108	36 33	691	292 42
2016/17	69	27 39	607	230 38
2017/18	67	15 22	634	278 44

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	109	15 14	768	87 11
2014/15	80	13 16	677	62 9
2015/16	109	9 8	675	47 7
2016/17	72	10 14	647	47 7
2017/18	69	14 20	646	60 9

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.