



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 034 Abbotsford

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electronic version of report: [www.studentsuccess.gov.bc.ca/](http://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](http://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?

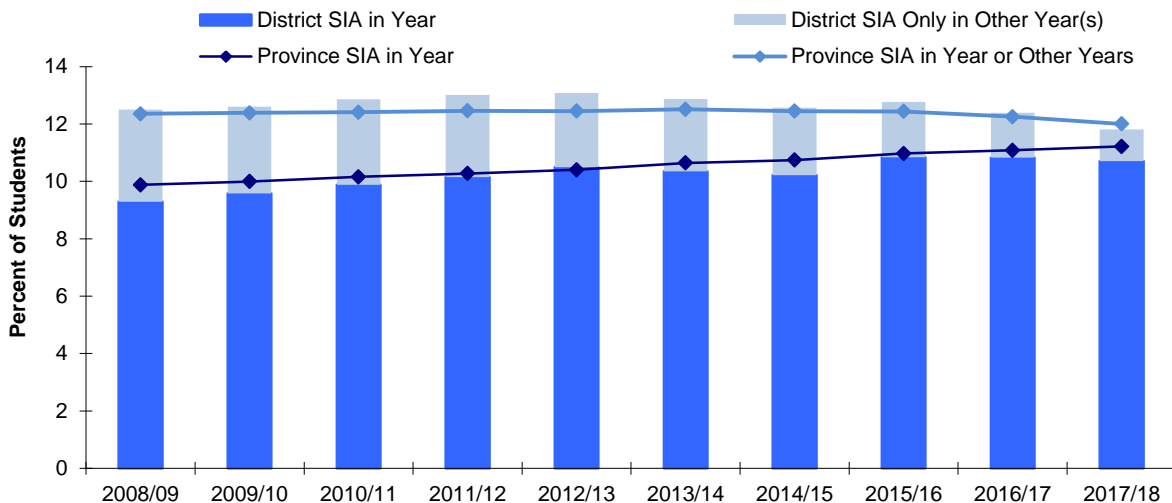
PLEASE NOTE

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	19,567	1,817	9.3	630	3.2	579,485	57,257	9.9	14,326	2.5
2009/10	19,509	1,869	9.6	589	3.0	580,480	58,017	10.0	13,887	2.4
2010/11	19,880	1,964	9.9	593	3.0	579,110	58,834	10.2	13,044	2.3
2011/12	19,402	1,968	10.1	558	2.9	569,734	58,531	10.3	12,445	2.2
2012/13	19,394	2,036	10.5	501	2.6	564,529	58,717	10.4	11,569	2.0
2013/14	19,182	1,986	10.4	482	2.5	558,983	59,502	10.6	10,444	1.9
2014/15	19,292	1,970	10.2	454	2.4	552,786	59,382	10.7	9,449	1.7
2015/16	19,092	2,070	10.8	369	1.9	553,376	60,706	11.0	8,109	1.5
2016/17	19,500	2,111	10.8	305	1.6	557,626	61,799	11.1	6,534	1.2
2017/18	19,483	2,086	10.7	215	1.1	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

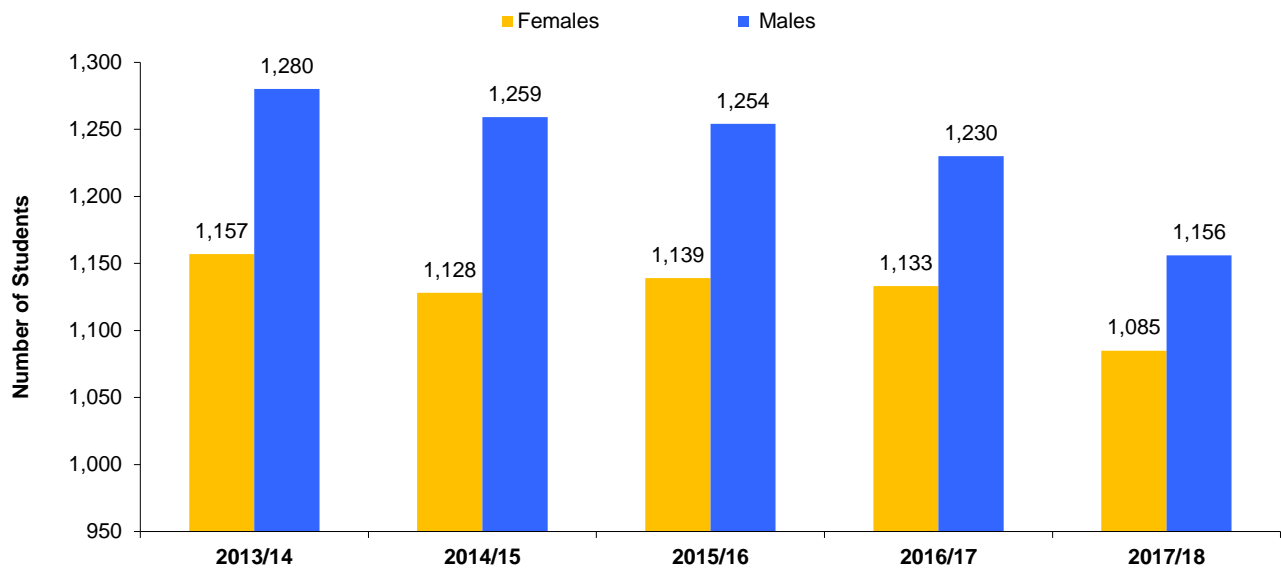
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	19,182	2,437	12.7	1,157	6.0	1,280	6.7	69,182	34,363	34,819
2014/15	19,292	2,387	12.4	1,128	5.8	1,259	6.5	67,939	33,645	34,294
2015/16	19,092	2,393	12.5	1,139	6.0	1,254	6.6	67,749	33,432	34,317
2016/17	19,500	2,363	12.1	1,133	5.8	1,230	6.3	67,078	33,137	33,941
2017/18	19,483	2,241	11.5	1,085	5.6	1,156	5.9	66,142	32,575	33,567

**Number of Aboriginal Students by Gender**

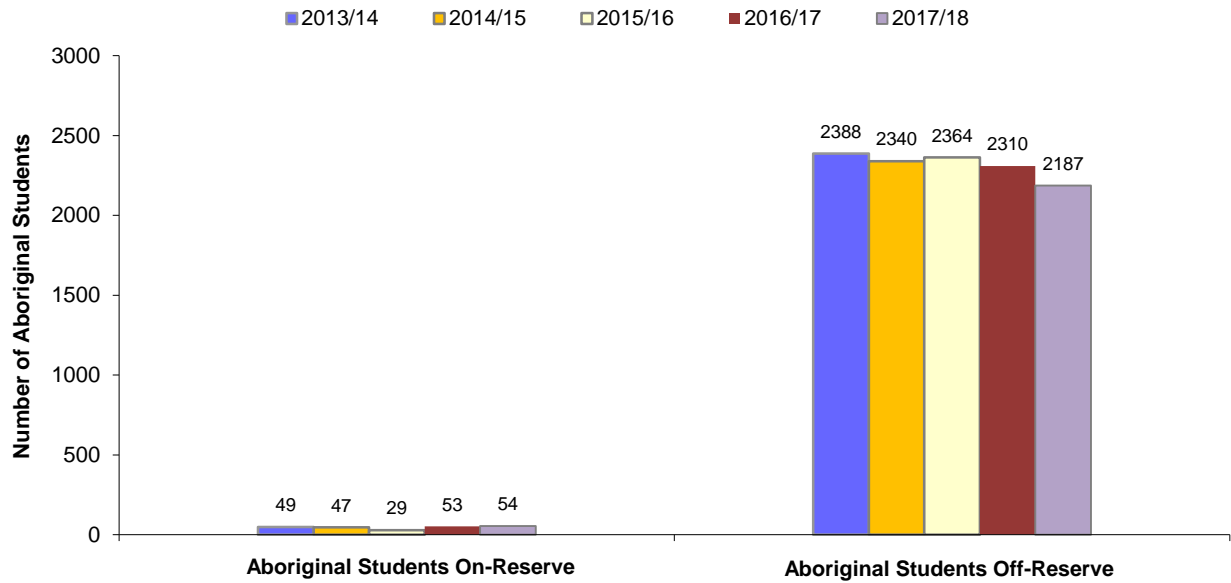


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2013/14	2,437	27	22	49	1,130	1,258	2,388	8,812	60,370
2014/15	2,387	21	26	47	1,107	1,233	2,340	8,143	59,796
2015/16	2,393	13	16	29	1,126	1,238	2,364	7,694	60,055
2016/17	2,363	25	28	53	1,108	1,202	2,310	7,285	59,793
2017/18	2,241	23	31	54	1,062	1,125	2,187	7,820	58,322

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

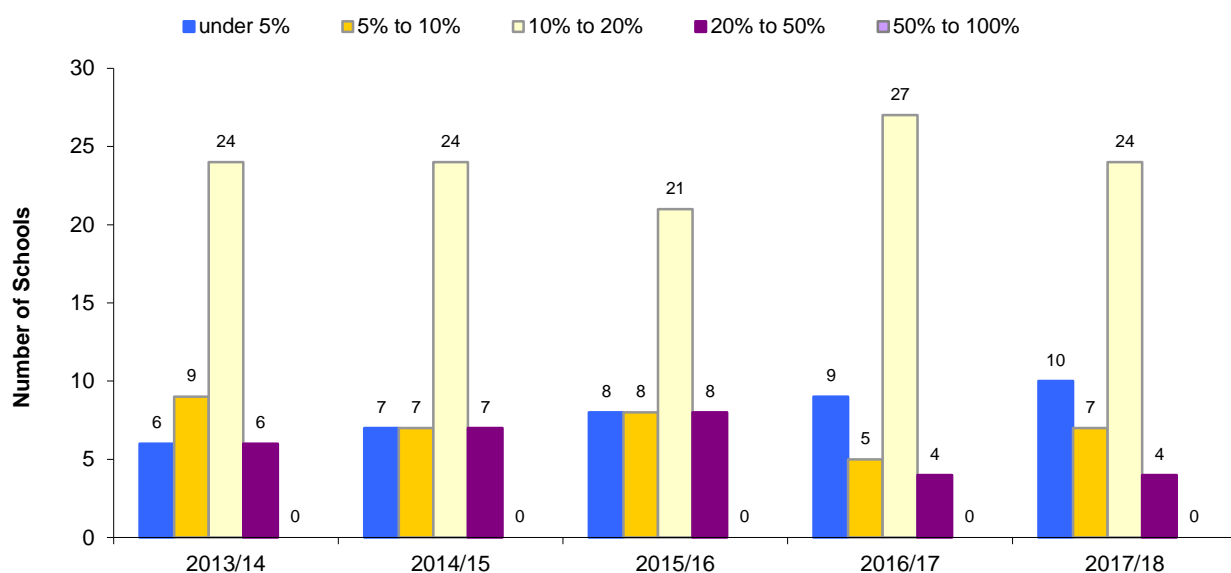


\* Public schools only.

## 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	45	6	9	24	6	0	1,393	370	241	341	346	95
2014/15	45	7	7	24	7	0	1,385	393	223	335	337	97
2015/16	45	8	8	21	8	0	1,380	396	224	349	318	93
2016/17	45	9	5	27	4	0	1,369	400	229	348	300	92
2017/18	45	10	7	24	4	0	1,377	416	238	335	303	85

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

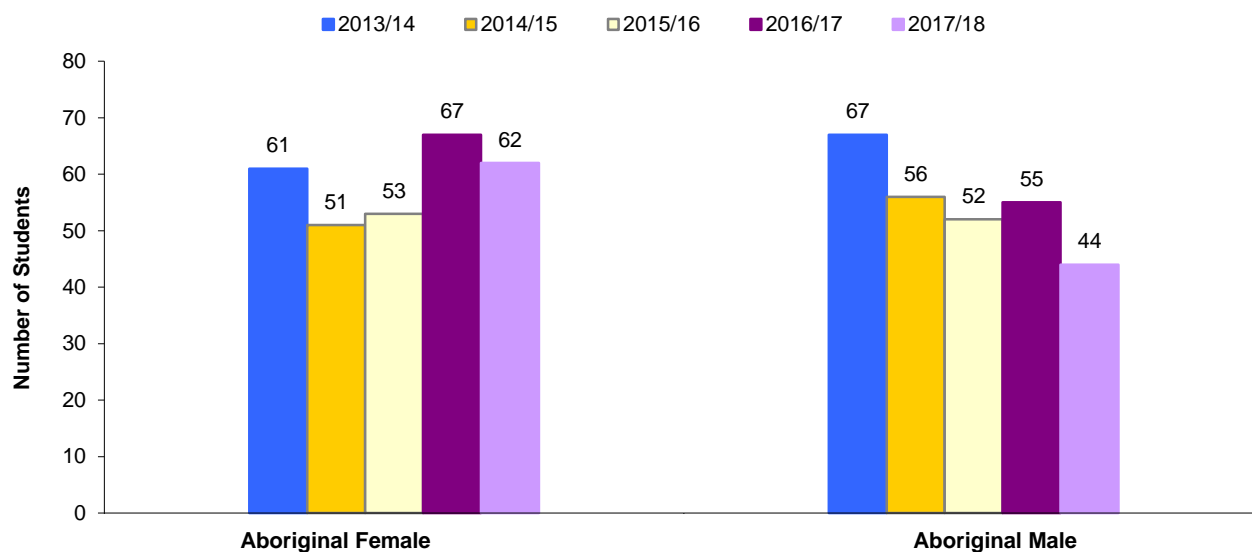


\* Public schools only.

## 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	244	61	67	128	44	72	116	1,610	1,594	2,033	2,757
2014/15	236	51	56	107	56	73	129	1,595	1,560	1,981	2,618
2015/16	232	53	52	105	54	73	127	1,609	1,527	2,022	2,474
2016/17	246	67	55	122	55	69	124	1,605	1,543	2,037	2,468
2017/18	245	62	44	106	67	72	139	1,500	1,498	2,016	2,419

**SD Data: Number of Aboriginal Students in Alternate Programs**



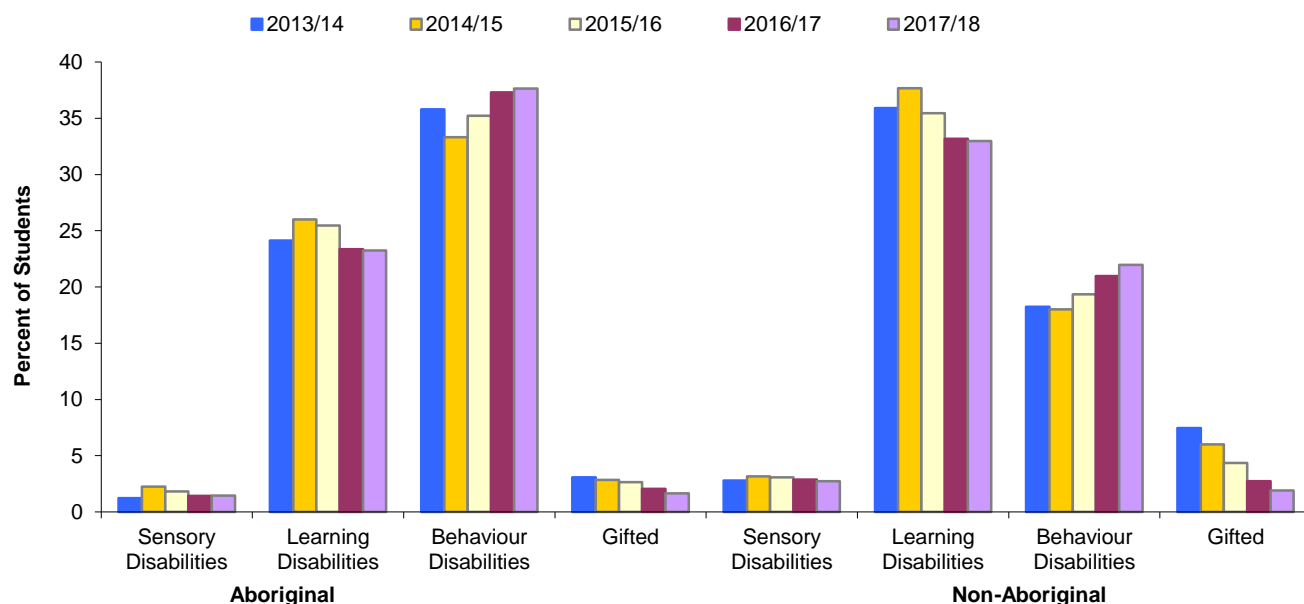
\* Public schools only.

## 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	489	1,222	6	1	34	3	118	24	439	36	175	36	223	18	15	3	91	7
2014/15	492	1,232	11	2	39	3	128	26	464	38	164	33	222	18	14	3	74	6
2015/16	491	1,241	9	2	38	3	125	25	440	35	173	35	240	19	13	3	54	4
2016/17	488	1,320	7	1	38	3	114	23	438	33	182	37	277	21	10	2	36	3
2017/18	486	1,361	7	1	37	3	113	23	449	33	183	38	299	22	8	2	26	2

**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).

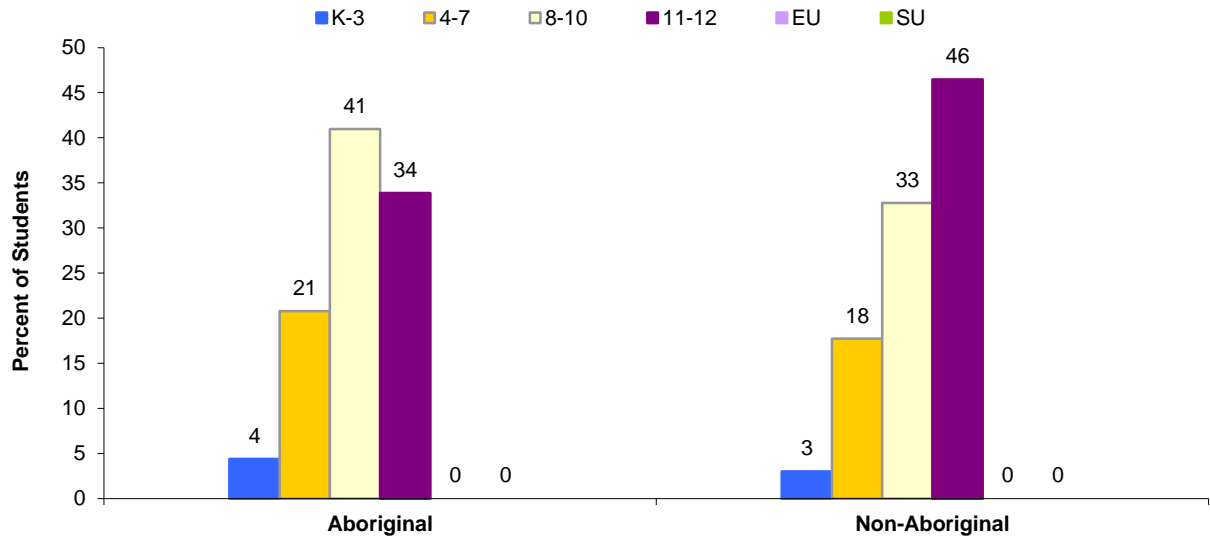
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	175	15	9	25	14	59	34	76	43	0	0	0	0
2014/15	164	17	10	25	15	51	31	71	43	0	0	0	0
2015/16	173	10	6	30	17	62	36	71	41	0	0	0	0
2016/17	182	11	6	25	14	70	38	76	42	0	0	0	0
2017/18	183	8	4	38	21	75	41	62	34	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	223	13	6	33	15	79	35	98	44	0	0	0	0
2014/15	222	14	6	33	15	81	36	94	42	0	0	0	0
2015/16	240	14	6	34	14	80	33	112	47	0	0	0	0
2016/17	277	17	6	41	15	86	31	133	48	0	0	0	0
2017/18	299	9	3	53	18	98	33	139	46	0	0	0	0

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



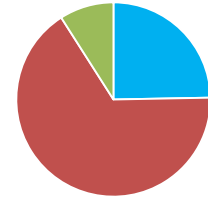
\* Total includes Graduated Adults.

## 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

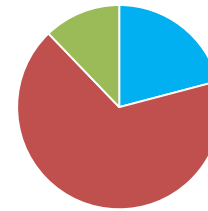
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	162	94	29	18	111	69	22	14
2014/15	156	92	29	19	112	72	15	10
2015/16	158	92	33	21	111	70	14	9
2016/17	147	96	37	25	102	69	8	5
<b>2017/18</b>	<b>166</b>	<b>93</b>	<b>41</b>	<b>25</b>	<b>110</b>	<b>66</b>	<b>15</b>	<b>9</b>



■ Emerging ■ On Track ■ Extending

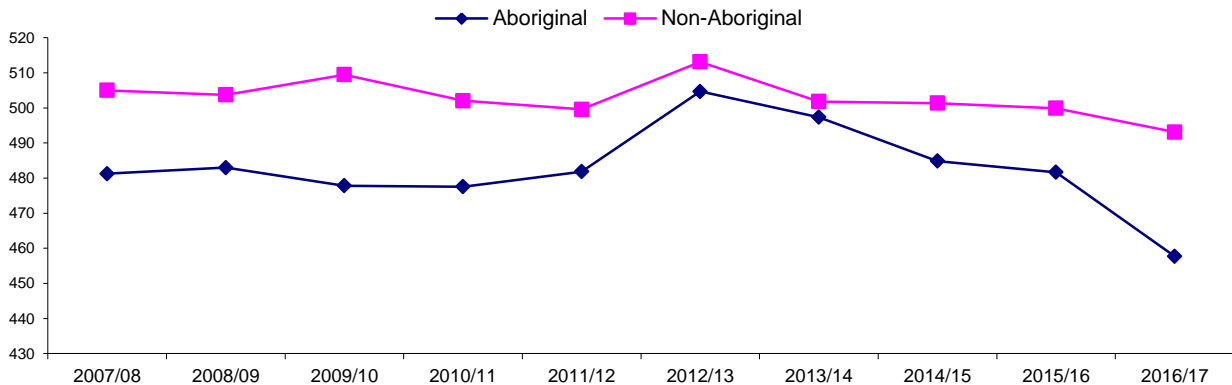
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,145	95	172	15	800	70	173	15
2014/15	1,140	94	155	14	838	74	147	13
2015/16	1,233	96	164	13	908	74	161	13
2016/17	1,277	94	190	15	942	74	145	11
<b>2017/18</b>	<b>1,206</b>	<b>95</b>	<b>252</b>	<b>21</b>	<b>807</b>	<b>67</b>	<b>147</b>	<b>12</b>



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**Average FSA Scaled Score - Grade 4 Reading**

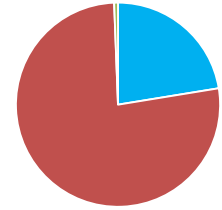


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

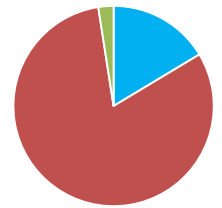
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	160	92	33	21	115	72	12	8
2014/15	157	92	23	15	120	76	14	9
2015/16	157	92	34	22	118	75	5	3
2016/17	147	96	31	21	106	72	10	7
			Emerging		On Track		Extending	
2017/18	165	93	37	22	127	77	1	1



■ Emerging   ■ On Track  
■ Extending

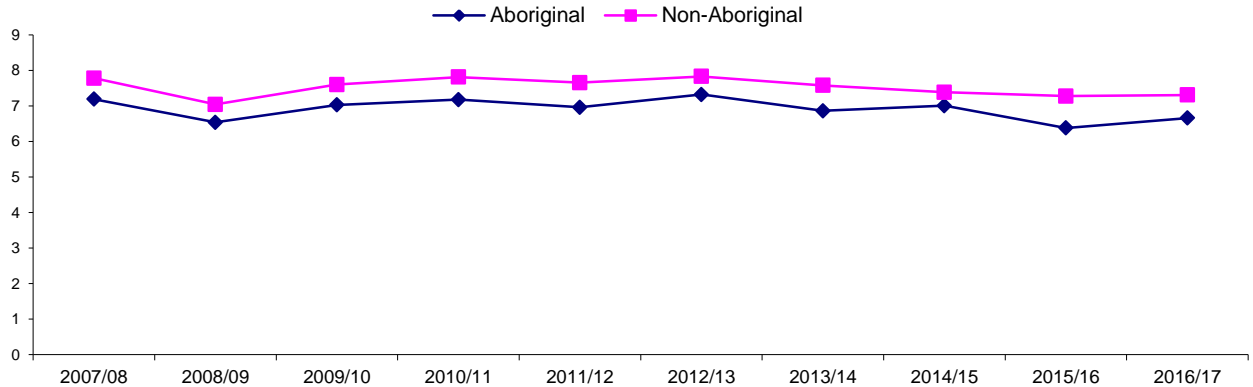
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,141	94	115	10	898	79	128	11
2014/15	1,134	93	116	10	896	79	122	11
2015/16	1,228	96	105	9	1,028	84	95	8
2016/17	1,264	93	138	11	1,015	80	111	9
			Emerging		On Track		Extending	
2017/18	1,184	93	194	16	961	81	29	2



■ Emerging   ■ On Track  
■ Extending

**Average FSA Score - Grade 4 Writing**

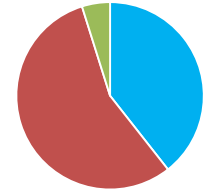


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

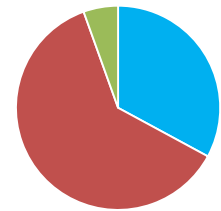
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	161	93	38	24	108	67	15	9
2014/15	157	92	37	24	117	75	3	2
2015/16	156	91	38	24	111	71	7	4
2016/17	148	97	46	31	98	66	4	3
<b>2017/18</b>	<b>165</b>	<b>93</b>	<b>65</b>	<b>39</b>	<b>92</b>	<b>56</b>	<b>8</b>	<b>5</b>



■ Emerging ■ On Track ■ Extending

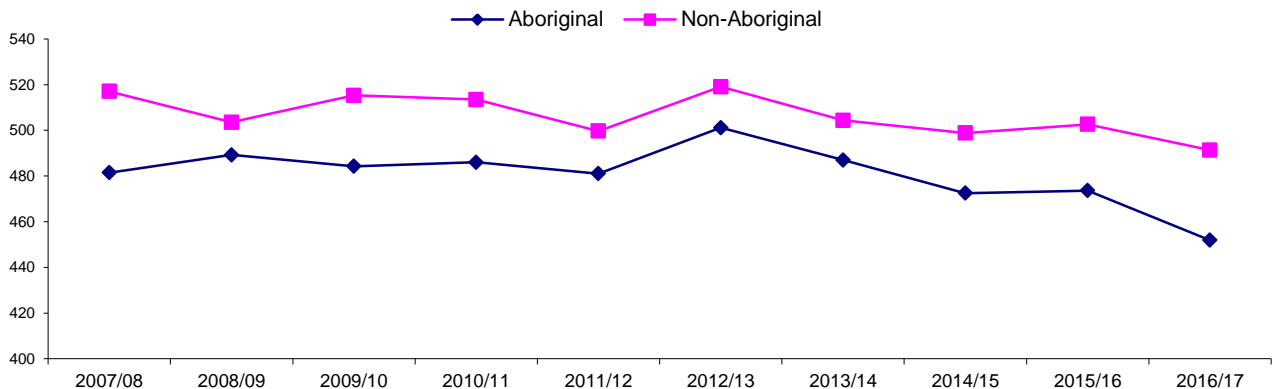
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,143	95	185	16	823	72	135	12
2014/15	1,134	93	188	17	832	73	114	10
2015/16	1,228	96	186	15	897	73	145	12
2016/17	1,274	94	233	18	922	72	119	9
<b>2017/18</b>	<b>1,204</b>	<b>95</b>	<b>396</b>	<b>33</b>	<b>742</b>	<b>62</b>	<b>66</b>	<b>5</b>



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**Average FSA Scaled Score - Grade 4 Numeracy**

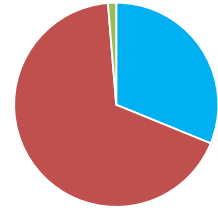


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

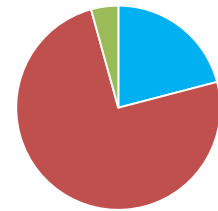
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	158	90	42	27	102	65	14	9
2014/15	169	93	53	31	104	62	12	7
2015/16	153	93	53	35	85	56	15	10
2016/17	151	93	49	32	93	62	9	6
			Emerging		On Track		Extending	
2017/18	154	92	48	31	104	68	2	1



■ Emerging ■ On Track ■ Extending

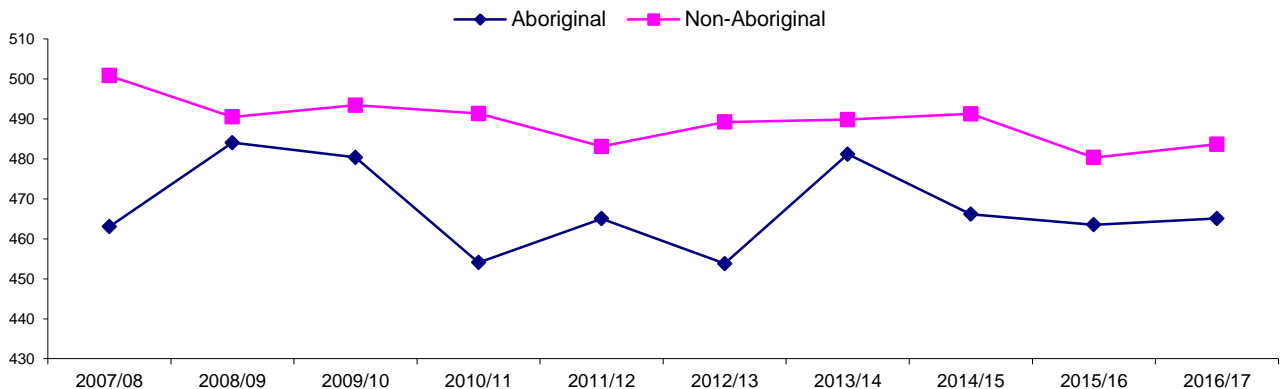
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,135	95	251	22	774	68	110	10
2014/15	1,134	95	239	21	771	68	124	11
2015/16	1,181	96	276	23	803	68	102	9
2016/17	1,190	94	284	24	791	66	115	10
			Emerging		On Track		Extending	
2017/18	1,161	96	243	21	868	75	50	4



■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 7 Reading**

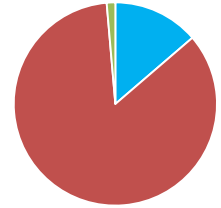


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

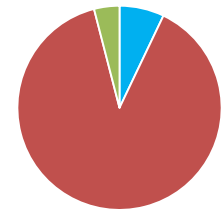
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	155	89	23	15	121	78	11	7
2014/15	167	92	28	17	129	77	10	6
2015/16	150	91	36	24	107	71	7	5
2016/17	152	94	39	26	107	70	6	4
			Emerging		On Track		Extending	
2017/18	146	87	20	14	124	85	2	1



■ Emerging ■ On Track  
■ Extending

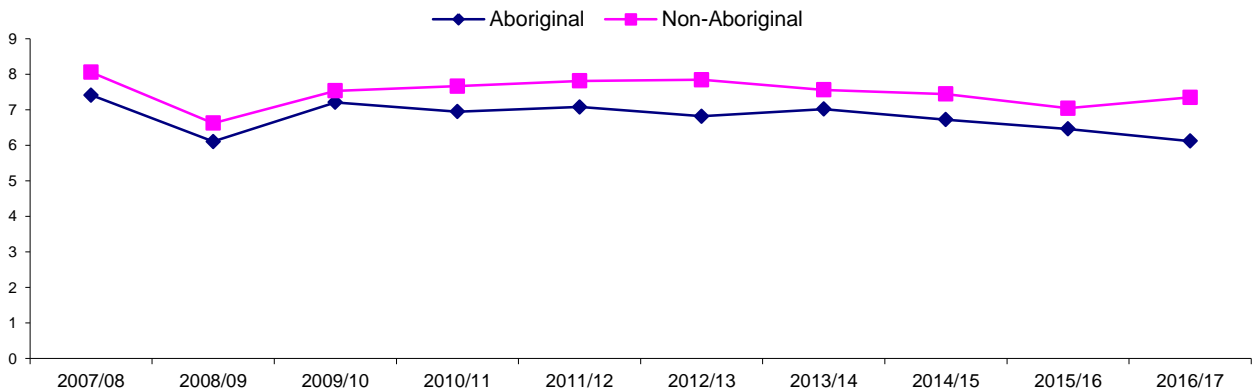
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,129	94	97	9	923	82	109	10
2014/15	1,130	95	95	8	952	84	83	7
2015/16	1,172	95	170	15	908	77	94	8
2016/17	1,186	94	129	11	960	81	97	8
			Emerging		On Track		Extending	
2017/18	1,144	94	81	7	1,017	89	46	4



■ Emerging ■ On Track  
■ Extending

**Average FSA Score - Grade 7 Writing**

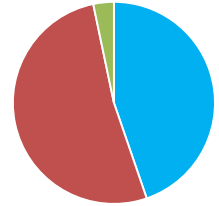


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

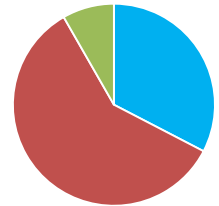
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	156	89	59	38	85	54	12	8
2014/15	165	91	72	44	85	52	8	5
2015/16	154	93	62	40	80	52	12	8
2016/17	152	94	66	43	76	50	10	7
			Emerging		On Track		Extending	
2017/18	152	91	68	45	79	52	5	3



■ Emerging   ■ On Track  
■ Extending

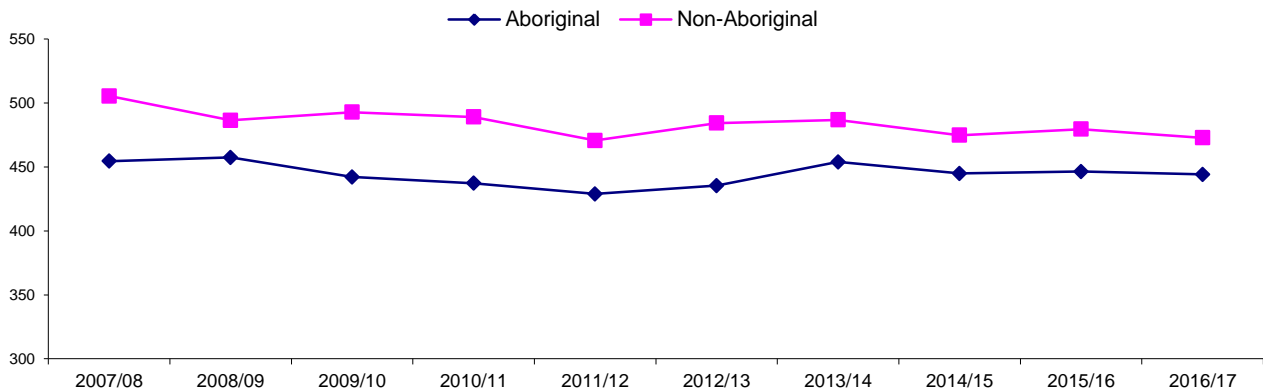
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,137	95	253	22	754	66	130	11
2014/15	1,133	95	295	26	748	66	90	8
2015/16	1,181	96	269	23	796	67	116	10
2016/17	1,192	94	301	25	801	67	90	8
			Emerging		On Track		Extending	
2017/18	1,159	96	378	33	685	59	96	8



■ 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).

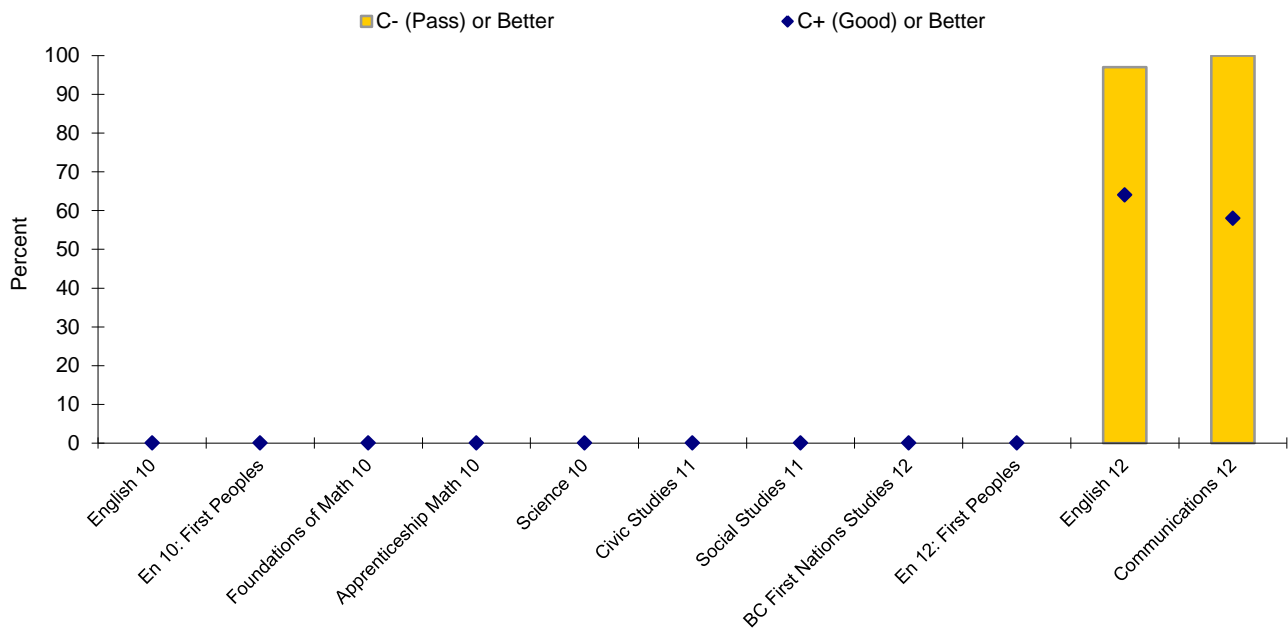
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	-	-	-	-	-	-	-	-	-	-
English 12	121	117	97	77	64	1,124	1,105	98	834	74
Communications 12	59	59	100	34	58	216	207	96	123	57

**Final Marks Overview: Aboriginal Results 2017/18**



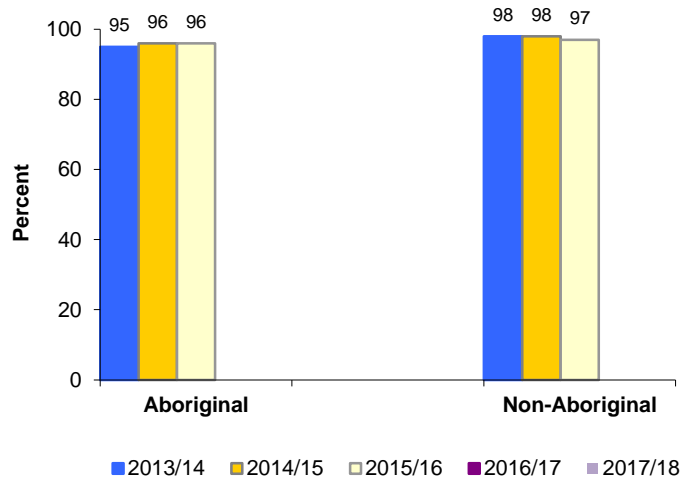


## FINAL MARKS: ENGLISH 10

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	170	161	95	89	52	1,321	1,293	98	947	72
2014/15	179	172	96	95	53	1,245	1,218	98	864	69
2015/16	201	193	96	108	54	1,295	1,257	97	873	67
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #	
2013/14	170	221	154	16	1,321	1,378	1,233	88	
2014/15	179	213	160	19	1,245	1,359	1,160	85	
2015/16	201	235	175	26	1,295	1,287	1,179	116	
2016/17	-	206	-	-	-	1,357	-	-	
2017/18	-	198	-	-	-	1,327	-	-	

### ENGLISH 10: C- (Pass) or Better



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

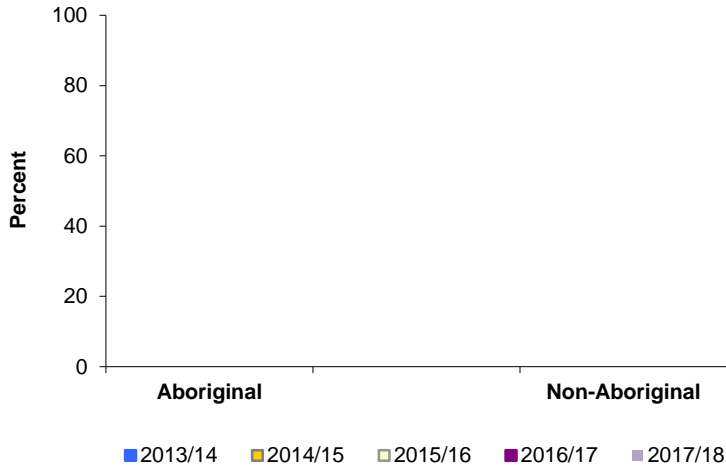
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

**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	-	-	-	-	-	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #
2013/14	-	221	-	-	-	1,378	-	-
2014/15	Msk	213	Msk	Msk	-	1,359	-	-
2015/16	-	235	-	-	-	1,287	-	-
2016/17	-	206	-	-	-	1,357	-	-
2017/18	-	198	-	-	-	1,327	-	-

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



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

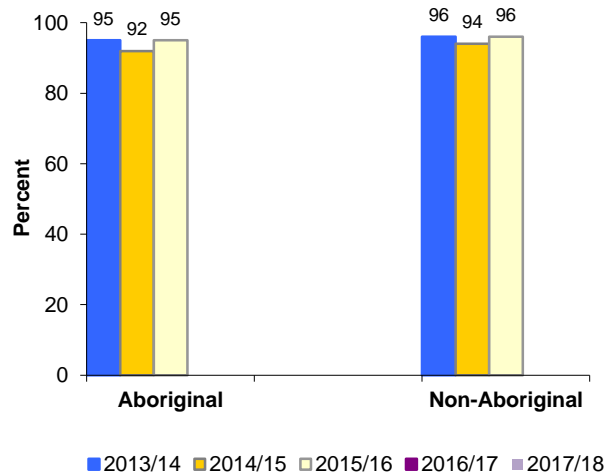
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	81	77	95	51	63	1,105	1,060	96	775	70
2014/15	89	82	92	46	52	980	925	94	670	68
2015/16	117	111	95	63	54	1,052	1,006	96	717	68
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2013/14	81	221	73	8	1,105	1,378	1,000	105		
2014/15	89	213	80	9	980	1,359	870	110		
2015/16	117	235	101	16	1,052	1,287	953	99		
2016/17	-	206	-	-	-	1,357	-	-		
2017/18	-	198	-	-	-	1,327	-	-		

**Foundations & Pre-Calculus Math 10:  
C- (Pass) or Better**



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

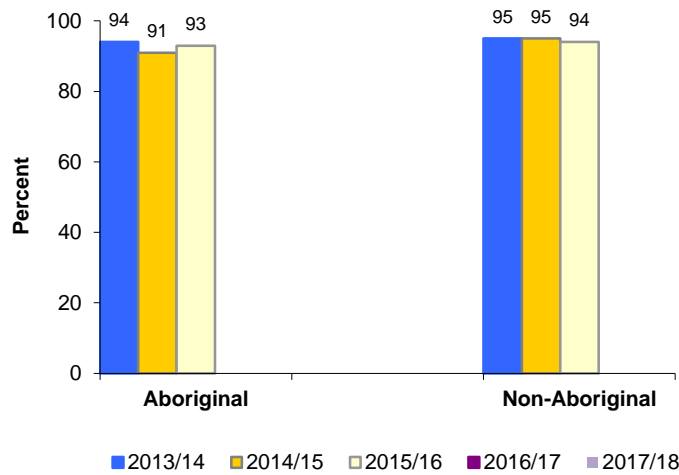
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	95	89	94	41	43	296	282	95	148	50
2014/15	86	78	91	33	38	289	275	95	121	42
2015/16	89	83	93	32	36	274	257	94	122	45
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2013/14	95	221	77	18	296	1,378	226	70		
2014/15	86	213	74	12	289	1,359	244	45		
2015/16	89	235	72	17	274	1,287	206	68		
2016/17	-	206	-	-	-	1,357	-	-		
2017/18	-	198	-	-	-	1,327	-	-		

**Apprenticeship And Workplace Math 10: C- (Pass) or Better**



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

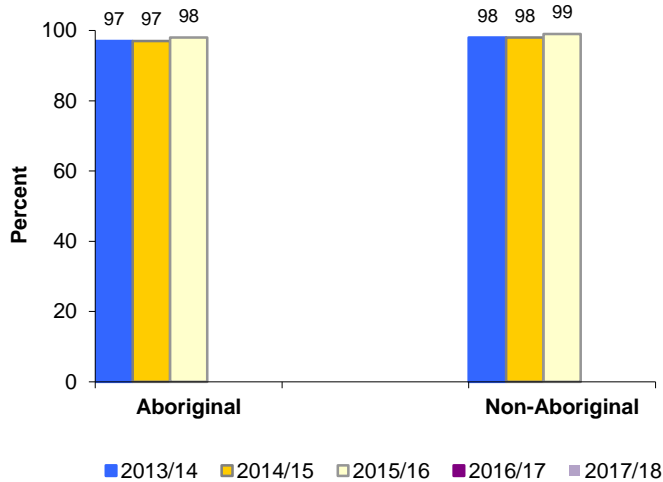
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	166	161	97	92	55	1,308	1,284	98	979	75
2014/15	178	172	97	96	54	1,231	1,208	98	887	72
2015/16	193	189	98	111	58	1,212	1,197	99	875	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #	
2013/14	166	221	147	19	1,308	1,378	1,240	68	
2014/15	178	213	166	12	1,231	1,359	1,170	61	
2015/16	193	235	177	16	1,212	1,287	1,146	66	
2016/17	-	206	-	-	-	1,357	-	-	
2017/18	-	198	-	-	-	1,327	-	-	

**Science 10: C- (Pass) or Better**



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

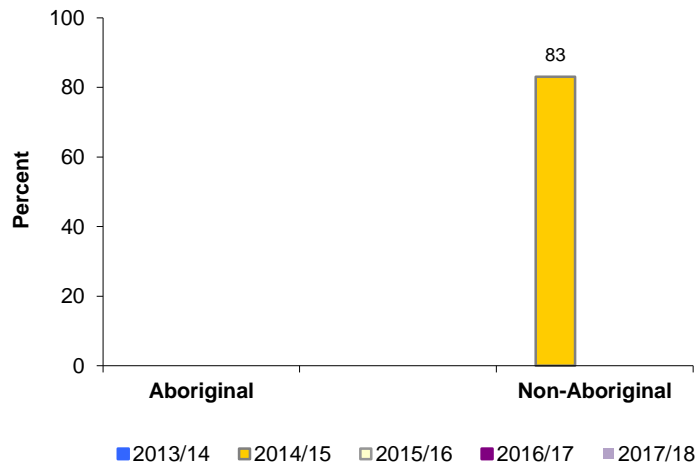
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	12	10	83	6	50
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 11 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 <sup>2</sup> #			Gr 11 #	Non-Gr 11 <sup>2</sup> #		
2013/14	Msk	220	Msk	Msk	Msk	1,631	Msk	Msk		
2014/15	Msk	223	Msk	Msk	12	1,574	6	6		
2015/16	Msk	268	Msk	Msk	Msk	1,491	Msk	Msk		
2016/17	-	287	-	-	-	1,529	-	-		
2017/18	-	257	-	-	-	1,573	-	-		

### Civic Studies 11: C- (Pass) or Better



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

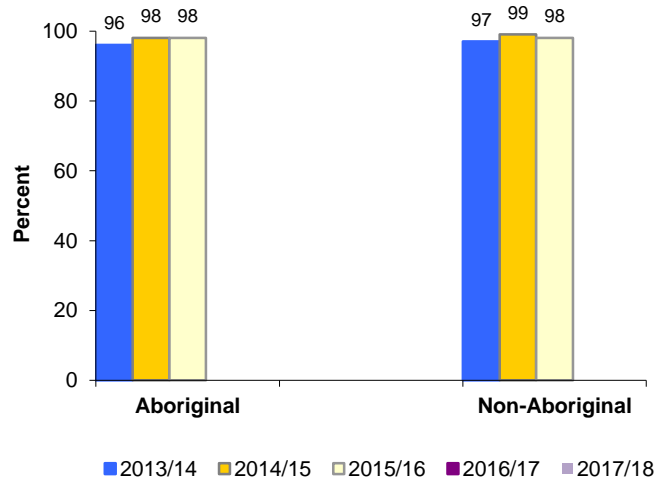
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	127	122	96	74	58	1,299	1,265	97	953	73
2014/15	130	127	98	84	65	1,271	1,252	99	997	78
2015/16	164	160	98	99	60	1,263	1,242	98	942	75
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 <sup>2</sup> #			Gr 11 #	Non-Gr 11 <sup>2</sup> #
2013/14	127	220	103	24	1,299	1,631	1,129	170
2014/15	130	223	118	12	1,271	1,574	1,134	137
2015/16	164	268	151	13	1,263	1,491	1,067	196
2016/17	-	287	-	-	-	1,529	-	-
2017/18	-	257	-	-	-	1,573	-	-

**Social Studies 11: C- (Pass) or Better**



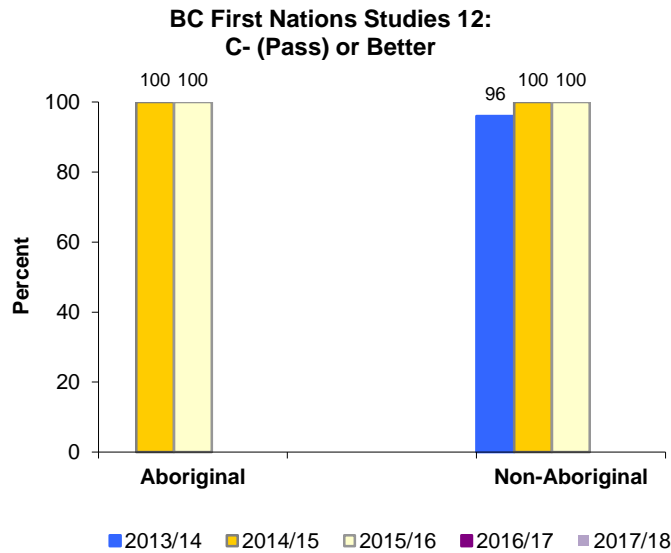
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<sup>2</sup> 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	28	27	96	16	57
2014/15	15	15	100	8	53	30	30	100	18	60
2015/16	21	21	100	15	71	47	47	100	32	68
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2013/14	Msk	241	Msk	Msk	28	1,699	19	9		
2014/15	15	199	12	3	30	1,804	23	7		
2015/16	21	208	13	8	47	1,822	32	15		
2016/17	-	207	-	-	-	1,573	-	-		
2017/18	-	211	-	-	-	1,606	-	-		



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

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

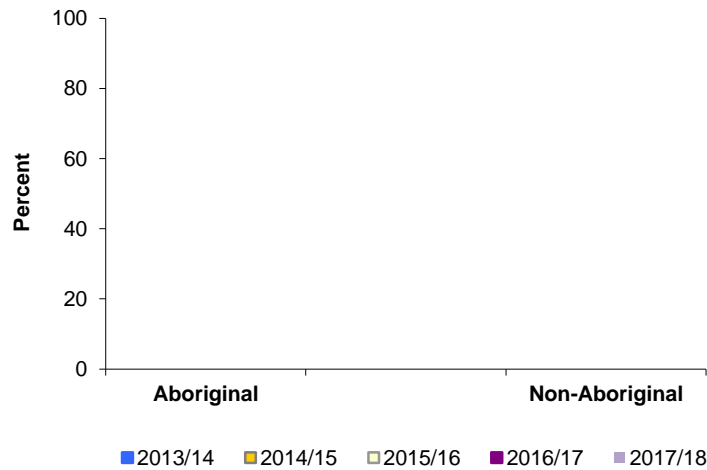


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2013/14	-	241	-	-	-	1,699	-	-		
2014/15	-	199	-	-	-	1,804	-	-		
2015/16	-	208	-	-	-	1,822	-	-		
2016/17	-	207	-	-	-	1,573	-	-		
2017/18	-	211	-	-	-	1,606	-	-		

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



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

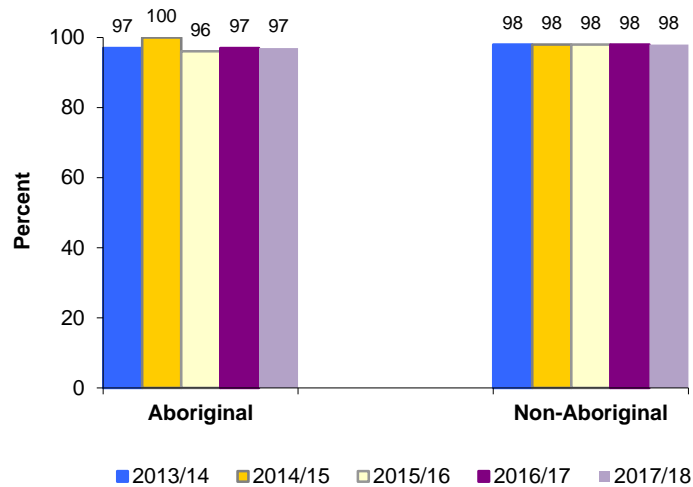
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	122	118	97	72	59	1,158	1,140	98	814	70
2014/15	87	87	100	58	67	1,152	1,134	98	843	73
2015/16	101	97	96	62	61	1,199	1,177	98	880	73
2016/17	116	112	97	66	57	1,080	1,053	98	740	69
2017/18	121	117	97	77	64	1,124	1,105	98	834	74

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #	
2013/14	122	241	105	17	1,158	1,699	1,018	140	
2014/15	87	199	74	13	1,152	1,804	1,047	105	
2015/16	101	208	82	19	1,199	1,822	1,052	147	
2016/17	116	207	98	18	1,080	1,573	936	144	
2017/18	121	211	-	-	1,124	1,606	-	-	

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



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

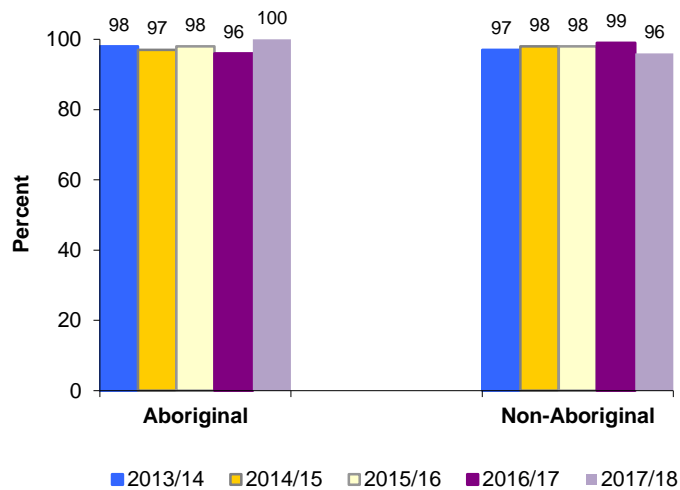
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	44	43	98	27	61	229	222	97	131	57
2014/15	39	38	97	26	67	245	239	98	156	64
2015/16	41	40	98	26	63	194	190	98	123	63
2016/17	52	50	96	30	58	214	211	99	125	58
2017/18	59	59	100	34	58	216	207	96	123	57

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2013/14	44	241	39	5	229	1,699	196	33		
2014/15	39	199	33	6	245	1,804	212	33		
2015/16	41	208	40	1	194	1,822	163	31		
2016/17	52	207	47	5	214	1,573	192	22		
2017/18	59	211	-	-	216	1,606	-	-		

**Communications 12: C- (Pass) or Better**



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

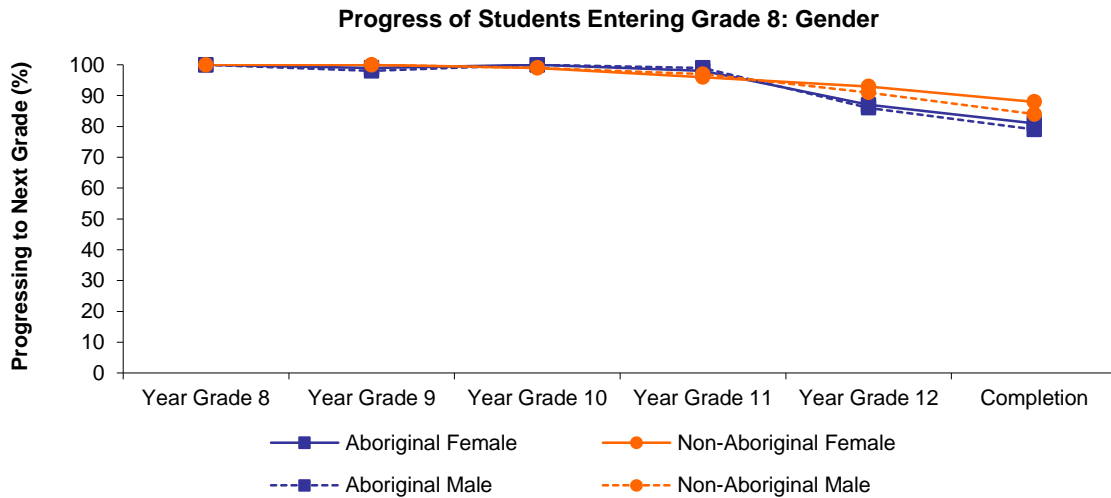
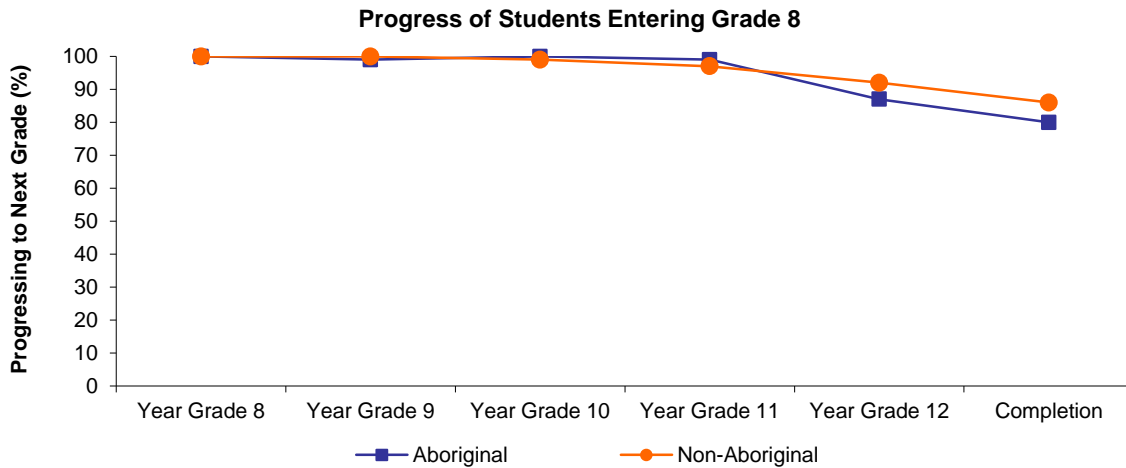
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	98	100	100	100
	Grade 10	100	100	100	99	99	99
	Grade 11	99	98	99	97	96	97
	Grade 12	87	87	86	92	93	91
2017/18	Completion	80	81	79	86	88	84



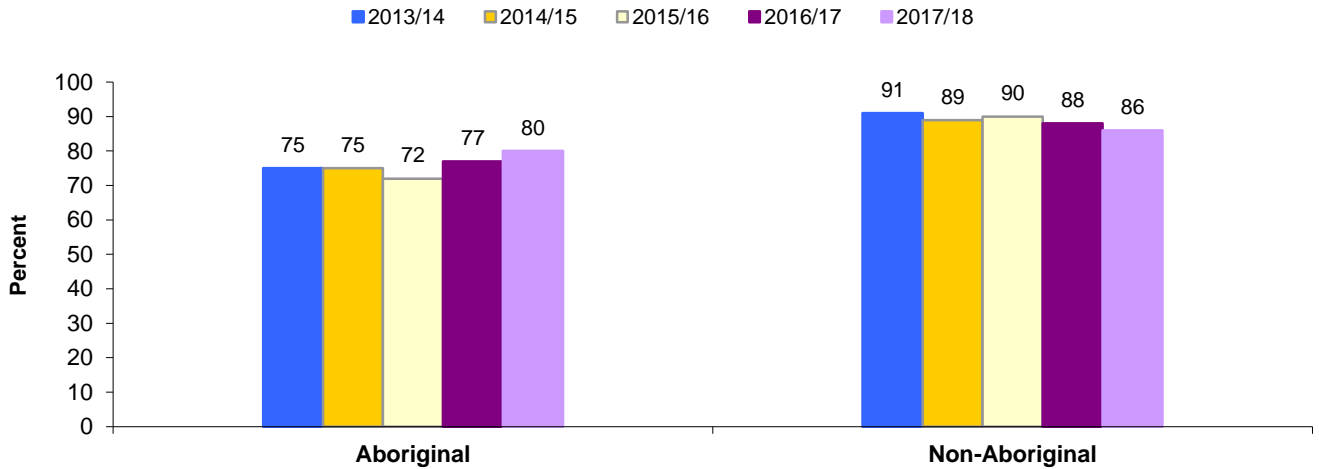
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

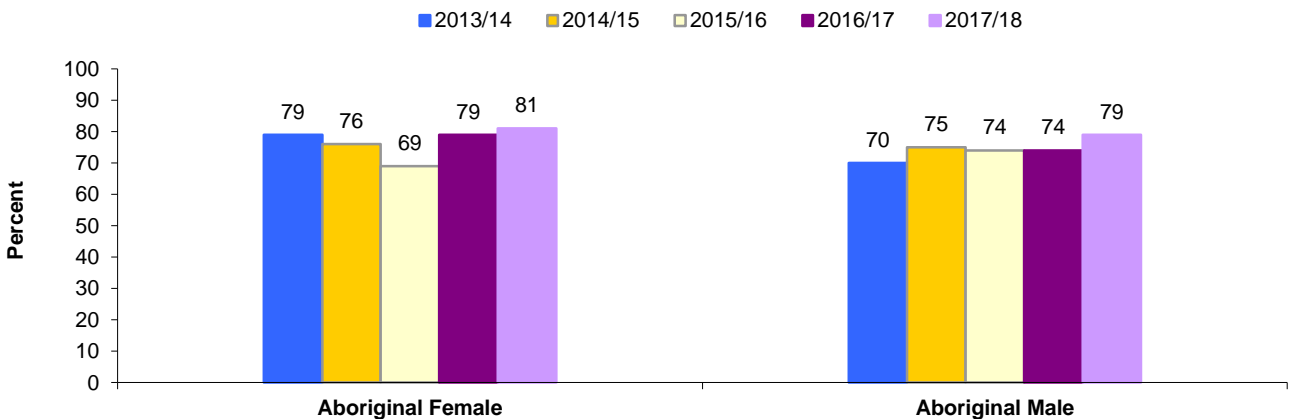
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	75	79	70	91	92	89
2014/15	75	76	75	89	91	88
2015/16	72	69	74	90	91	89
2016/17	77	79	74	88	90	86
2017/18	80	81	79	86	88	84

**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).

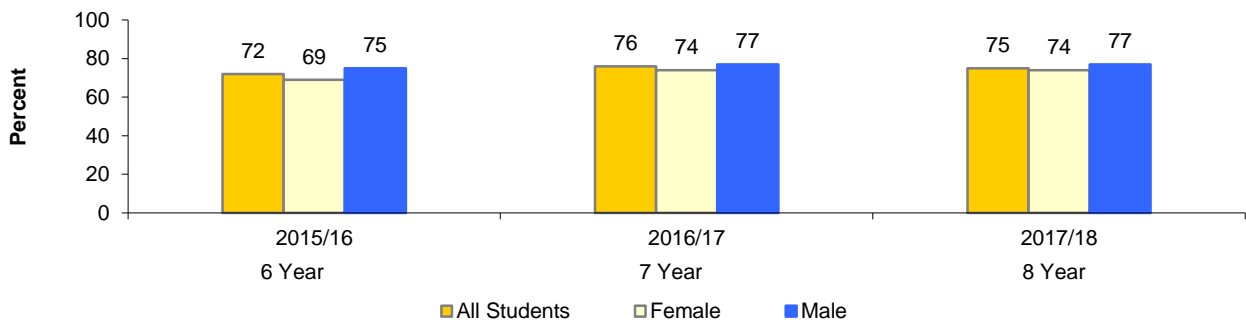
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

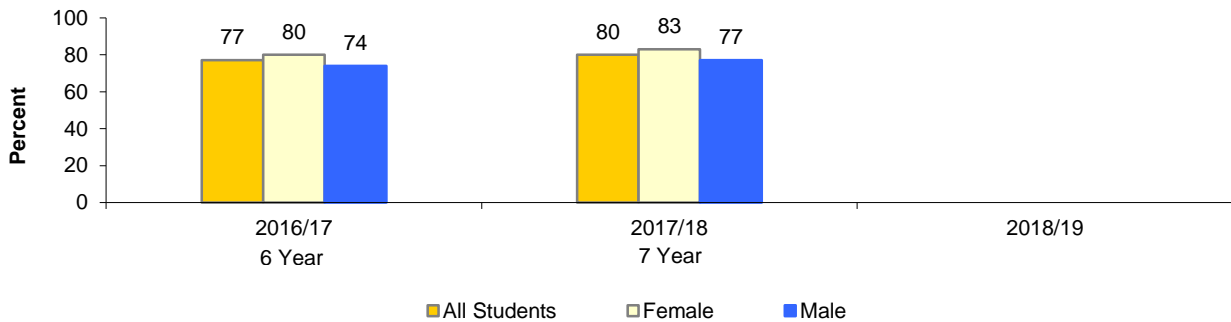
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	72	69	75	76	74	77	75	74	77
2011/12	77	80	74	80	83	77	-	-	-
2012/13	80	81	79	-	-	-	-	-	-

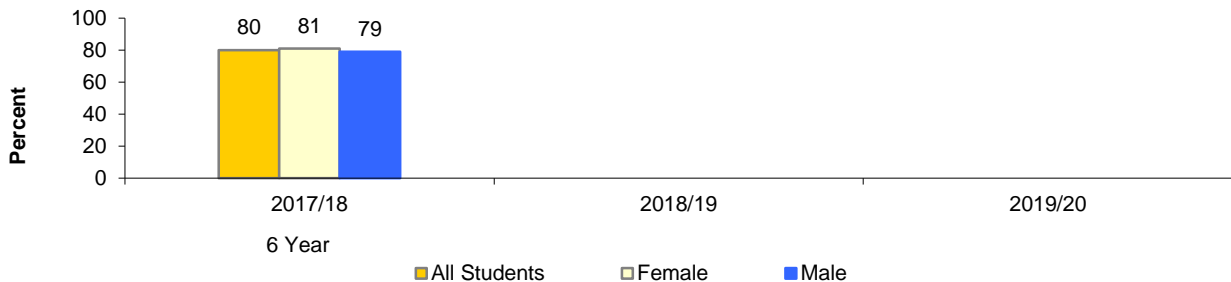
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort**



**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	222	Msk	Msk	1,558	24	2
2014/15	178	Msk	Msk	1,630	18	1
2015/16	186	Msk	Msk	1,561	24	2
2016/17	197	Msk	Msk	1,441	22	2
2017/18	204	Msk	Msk	1,478	28	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	222	146	66	1,558	1,248	80
2014/15	178	110	62	1,630	1,268	78
2015/16	186	124	67	1,561	1,251	80
2016/17	197	150	76	1,441	1,192	83
2017/18	204	167	82	1,478	1,214	82

### 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	222	18	8	1,558	49	3
2014/15	178	24	13	1,630	52	3
2015/16	186	18	10	1,561	53	3
2016/17	197	29	15	1,441	50	3
2017/18	204	14	7	1,478	50	3

\* See Glossary for definitions.

## EDUCATION EXPERIENCES OF (EVER\*) CHILDREN IN CARE

A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.

\* The results below are based on students who were at one time during their K-12 school years under a CCO. These numbers are different from the MCFD report that focuses only on students who are currently under a CCO, with six-year completion results based on the students who were under a CCO while in their Grade 8 year.

### CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	211	121	57	90	43
2014/15	177	100	56	77	44
2015/16	155	88	57	67	43
2016/17	146	83	57	63	43
2017/18	120	71	59	49	41

### 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	2,437	121	5
2014/15	2,387	100	4
2015/16	2,393	88	4
2016/17	2,363	83	4
2017/18	2,241	71	3

### 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	62	Msk	50	64	Msk	Msk	60
2014/15	66	Msk	Msk	59	Msk	Msk	74
2015/16	62	Msk	Msk	61	Msk	Msk	Msk
2016/17	68	Msk	Msk	73	Msk	Msk	62
2017/18	72	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	100	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	91	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	100	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	100	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	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	162	100	3	1.9	2	1.2	1	0.6	1	0.6		
Non-Aboriginal	1,317	100	9	0.7	13	1.0	2	0.2	1	0.1		

### 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	94	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	585	100	4	0.7	1	0.2	1	0.2	-	-		

### 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	162	100	6	3.7	3	1.9	2	1.2	-	-		
Non-Aboriginal	1,317	100	25	1.9	17	1.3	8	0.6	5	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	94	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	585	100	3	0.5	1	0.2	3	0.5	3	0.5		

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/](http://www.bced.gov.bc.ca/reporting/) or [www.aved.gov.bc.ca/student\\_transitions/](http://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	162	100	3	1.9	-	-	-	-	-	-		
Non-Aboriginal	1,317	100	116	8.8	6	0.5	3	0.2	1	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	94	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	585	100	-	-	-	-	1	0.2	-	-		

### 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	162	100	29	17.9	8	4.9	6	3.7	4	2.5		
Non-Aboriginal	1,317	100	540	41.0	86	6.5	43	3.3	21	1.6		

### 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	94	100	1	1.1	3	3.2	1	1.1	-	-		
Non-Aboriginal	585	100	33	5.6	9	1.5	2	0.3	3	0.5		

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

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## 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/](http://www.bced.gov.bc.ca/sat_survey/)

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### CAVEAT

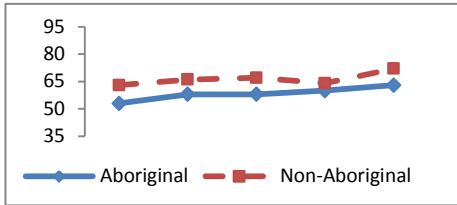
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

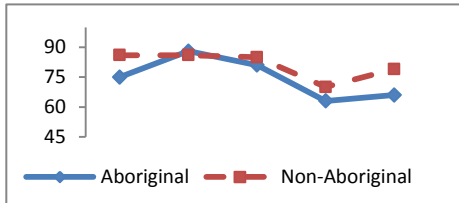
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



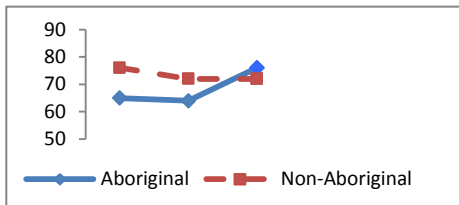
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	133	71 53	1,056	666 63
2014/15	139	81 58	1,007	663 66
2015/16	140	81 58	1,150	766 67
2016/17	141	85 60	1,120	717 64
2017/18	147	92 63	1,016	730 72

### Do adults in the school treat all students fairly?



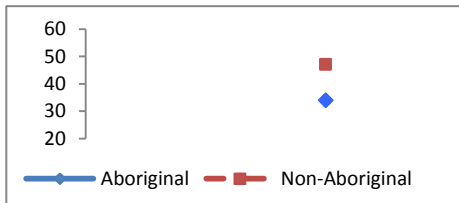
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	138	104 75	1,037	892 86
2014/15	132	116 88	986	845 86
2015/16	136	110 81	1,133	962 85
2016/17	139	88 63	1,129	795 70
2017/18	146	97 66	1,023	812 79

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



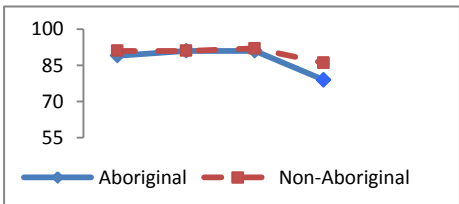
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	142	92 65	1,054	798 76
2014/15	137	88 64	1,007	727 72
2015/16	141	107 76	1,152	826 72
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -

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



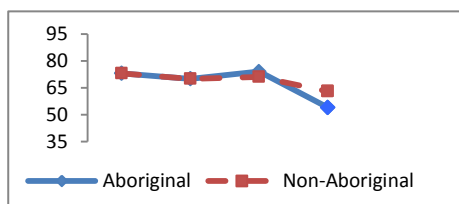
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	137	46 34	1,120	526 47
2017/18	-	- -	-	- -

### 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	141	125 89	1,047	955 91
2014/15	138	125 91	1,002	915 91
2015/16	143	130 91	1,140	1,049 92
2016/17	132	104 79	1,095	938 86
2017/18	-	- -	-	- -

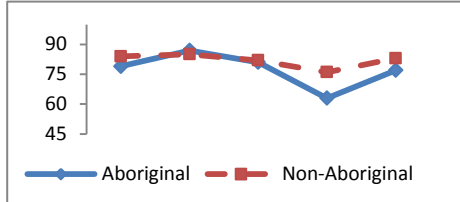
### At school, are you being taught about Aboriginal peoples in Canada?



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	103 73	1,033	750 73
2014/15	138	97 70	995	696 70
2015/16	144	106 74	1,148	815 71
2016/17	134	72 54	1,104	692 63
2017/18	-	- -	-	- -

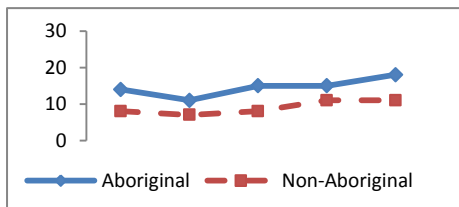
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



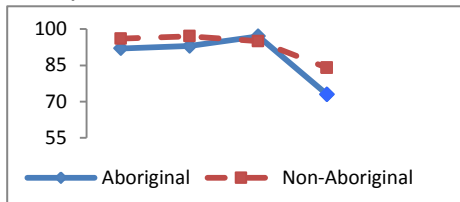
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	143	113	79	1,057	891	84
2014/15	139	121	87	1,003	851	85
2015/16	140	114	81	1,153	950	82
2016/17	144	90	63	1,082	820	76
2017/18	146	113	77	1,012	837	83

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



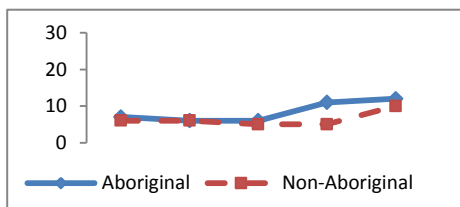
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	140	19	14	1,046	80	8
2014/15	138	15	11	993	72	7
2015/16	144	22	15	1,151	89	8
2016/17	145	22	15	1,091	122	11
2017/18	146	26	18	1,012	115	11

**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	143	131	92	1,061	1,022	96
2014/15	138	129	93	1,009	979	97
2015/16	144	139	97	1,166	1,113	95
2016/17	139	101	73	1,129	947	84
2017/18	-	-	-	-	-	-

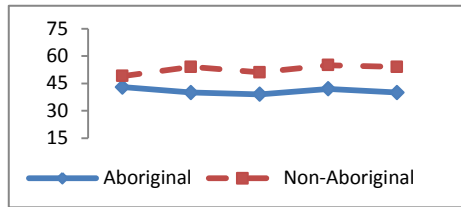
**I would like to go to a different school.**



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	10	7	1,026	60	6
2014/15	132	8	6	980	59	6
2015/16	140	9	6	1,119	57	5
2016/17	139	15	11	1,131	56	5
2017/18	146	17	12	1,016	102	10

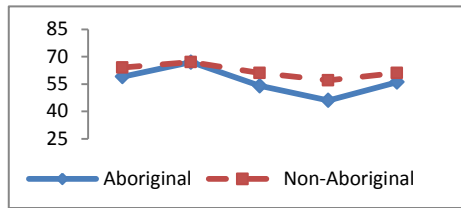
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



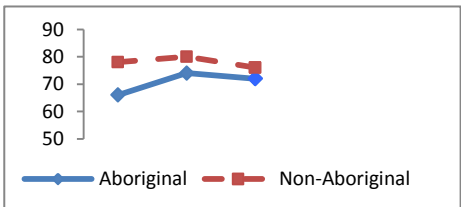
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	137	59	43	1,030	503	49
2014/15	146	59	40	1,012	546	54
2015/16	148	58	39	1,102	567	51
2016/17	143	60	42	1,090	598	55
2017/18	124	50	40	1,041	558	54

### Do adults in the school treat all students fairly?



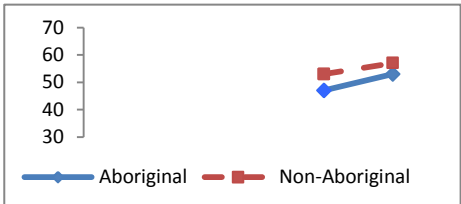
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	137	81	59	1,021	653	64
2014/15	140	94	67	988	661	67
2015/16	145	78	54	1,095	671	61
2016/17	144	66	46	1,092	618	57
2017/18	124	69	56	1,045	633	61

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



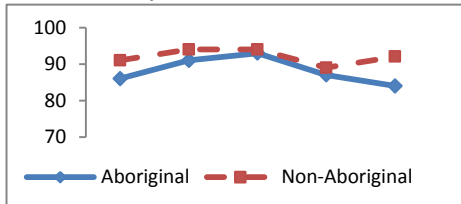
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	138	91	66	1,034	804	78
2014/15	144	106	74	1,014	808	80
2015/16	148	107	72	1,111	840	76
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



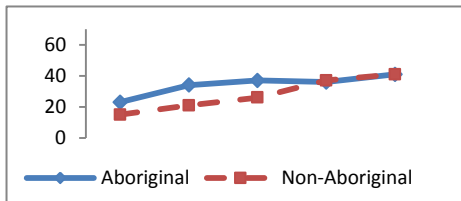
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	141	66 47	1,095	584 53
2017/18	123	65 53	1,040	588 57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	137	118	86	1,035	947	91
2014/15	144	131	91	1,009	948	94
2015/16	147	137	93	1,109	1,037	94
2016/17	139	121	87	1,067	948	89
2017/18	123	103	84	1,027	942	92

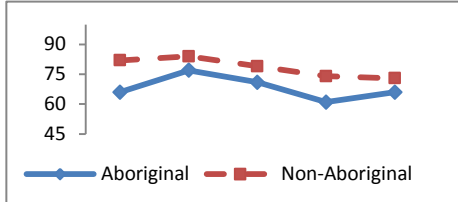
### At school, are you being taught about Aboriginal peoples in Canada?



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	137	32	23	1,007	155	15
2014/15	143	49	34	999	206	21
2015/16	147	54	37	1,099	287	26
2016/17	141	51	36	1,087	399	37
2017/18	123	51	41	1,039	429	41

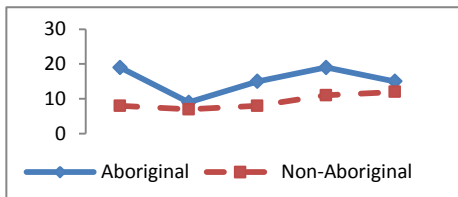
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



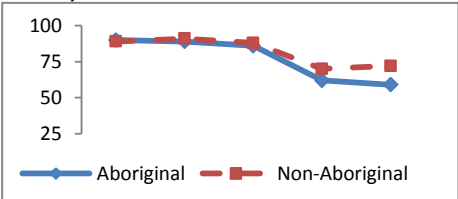
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	136	90	66	1,039	854	82
2014/15	145	111	77	1,008	851	84
2015/16	148	105	71	1,112	876	79
2016/17	130	79	61	1,101	819	74
2017/18	122	80	66	1,033	752	73

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



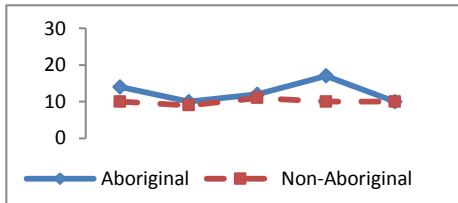
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	138	26	19	1,034	78	8
2014/15	143	13	9	1,013	68	7
2015/16	146	22	15	1,110	85	8
2016/17	132	25	19	1,097	125	11
2017/18	122	18	15	1,033	119	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	136	123	90	1,035	921	89
2014/15	144	128	89	1,015	919	91
2015/16	148	128	86	1,118	988	88
2016/17	144	89	62	1,090	760	70
2017/18	124	73	59	1,046	756	72

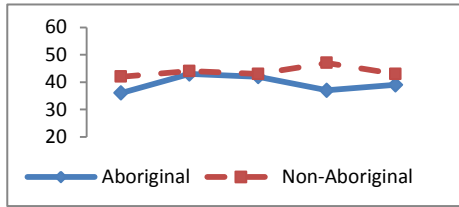
### I would like to go to a different school.



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	137	19	14	1,027	106	10
2014/15	147	14	10	992	92	9
2015/16	145	18	12	1,075	120	11
2016/17	144	24	17	1,093	105	10
2017/18	123	12	10	1,040	105	10

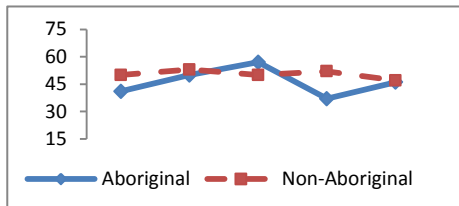
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



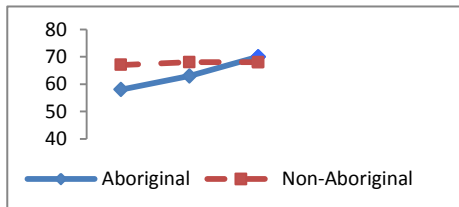
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	118	42	36	1,060	447	42
2014/15	120	52	43	954	423	44
2015/16	136	57	42	1,045	448	43
2016/17	89	33	37	843	393	47
2017/18	90	35	39	838	357	43

### 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	116	47	41	1,044	524	50
2014/15	113	56	50	944	502	53
2015/16	134	77	57	1,027	514	50
2016/17	90	33	37	843	442	52
2017/18	90	41	46	843	397	47

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



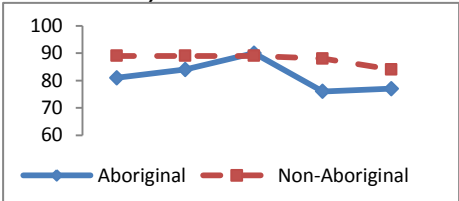
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	118	69	58	1,068	714	67
2014/15	120	75	63	941	643	68
2015/16	138	96	70	1,049	712	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



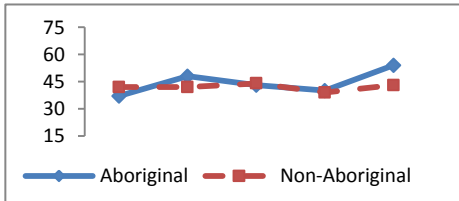
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	90	40 44	839	528 63
2017/18	89	48 54	838	469 56

### 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	116	94	81	1,046	931	89
2014/15	114	96	84	950	842	89
2015/16	136	123	90	1,041	927	89
2016/17	89	68	76	834	735	88
2017/18	86	66	77	829	699	84

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

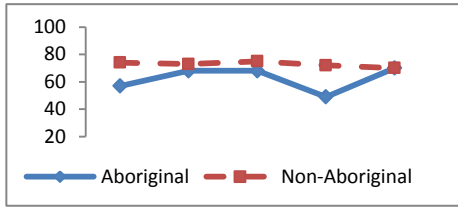


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	116	43	37	1047	443	42
2014/15	116	56	48	938	390	42
2015/16	138	59	43	1036	452	44
2016/17	90	36	40	836	326	39
2017/18	89	48	54	838	360	43



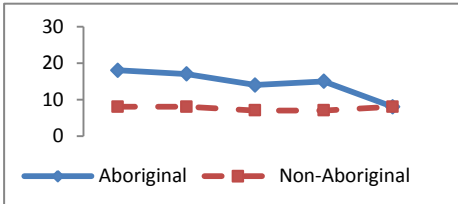
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



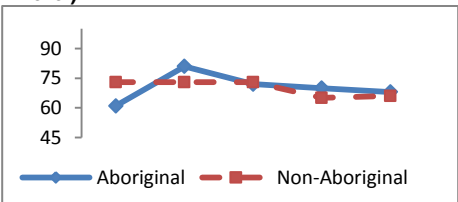
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	117	67	57	1,055	785	74
2014/15	117	80	68	954	701	73
2015/16	139	94	68	1,030	776	75
2016/17	86	42	49	844	608	72
2017/18	88	62	70	835	585	70

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



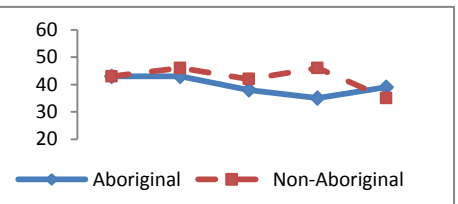
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	114	21	18	1,055	84	8
2014/15	115	20	17	943	78	8
2015/16	138	20	14	1,028	70	7
2016/17	86	13	15	843	57	7
2017/18	88	7	8	837	64	8

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



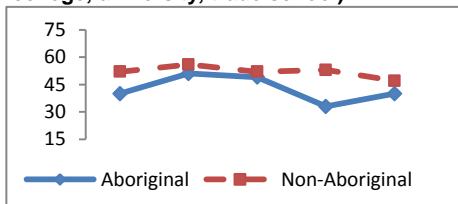
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	119	73	61	1,063	780	73
2014/15	118	96	81	958	697	73
2015/16	137	99	72	1,052	769	73
2016/17	90	63	70	844	551	65
2017/18	90	61	68	839	552	66

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



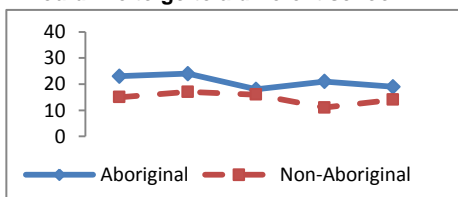
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	117	50	43	1,052	452	43
2014/15	117	50	43	945	432	46
2015/16	136	52	38	1,039	438	42
2016/17	89	31	35	833	387	46
2017/18	87	34	39	831	290	35

### 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	116	46	40	1,048	547	52
2014/15	113	58	51	949	536	56
2015/16	134	65	49	1,035	538	52
2016/17	88	29	33	825	439	53
2017/18	87	35	40	828	389	47

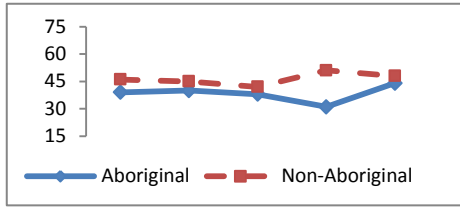
### I would like to go to a different school.



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	114	26	23	1,035	158	15
2014/15	114	27	24	913	158	17
2015/16	132	24	18	1,014	163	16
2016/17	90	19	21	842	96	11
2017/18	90	17	19	840	119	14

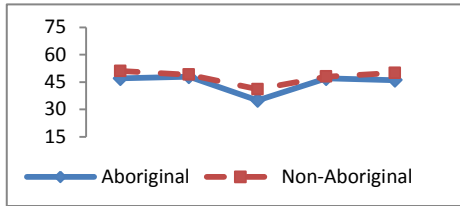
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



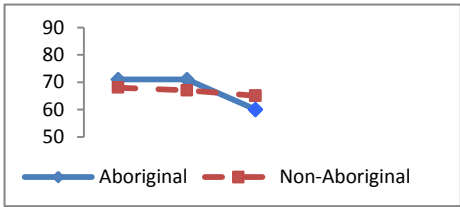
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	105	41	39	835	383	46
2014/15	70	28	40	780	352	45
2015/16	97	37	38	859	357	42
2016/17	77	24	31	742	375	51
2017/18	61	27	44	541	262	48

### Do adults in the school treat all students fairly?



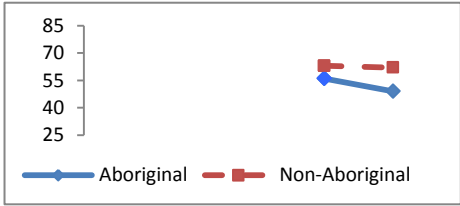
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	104	49	47	821	422	51
2014/15	66	32	48	770	377	49
2015/16	95	33	35	847	347	41
2016/17	77	36	47	742	353	48
2017/18	61	28	46	542	273	50

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



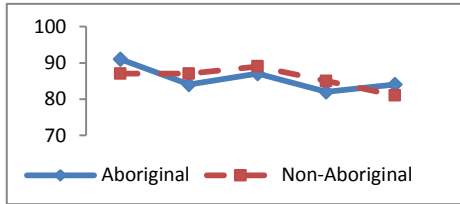
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	103	73	71	828	564	68
2014/15	69	49	71	777	521	67
2015/16	97	58	60	858	561	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



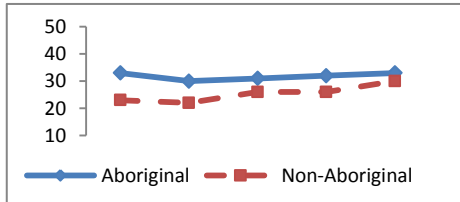
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	77	43 56	732	463 63
2017/18	61	30 49	537	331 62

### 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	105	96	91	826	717	87
2014/15	68	57	84	766	669	87
2015/16	94	82	87	846	755	89
2016/17	77	63	82	730	618	85
2017/18	61	51	84	531	429	81

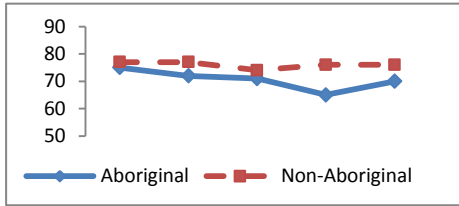
### At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	105	35	33	821	189	23
2014/15	67	20	30	766	171	22
2015/16	96	30	31	835	219	26
2016/17	77	25	32	734	192	26
2017/18	61	20	33	536	160	30

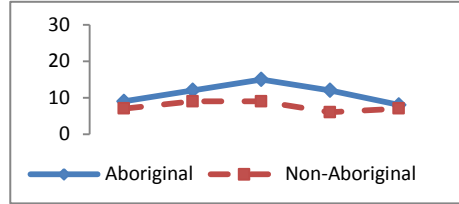
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



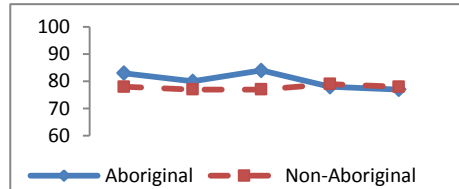
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	104	78	75	828	640	77		
2014/15	68	49	72	770	596	77		
2015/16	94	67	71	856	637	74		
2016/17	75	49	65	734	555	76		
2017/18	61	43	70	536	405	76		

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



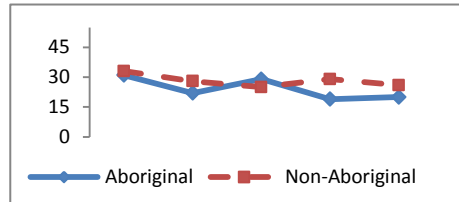
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	103	9	9	827	57	7		
2014/15	67	8	12	772	71	9		
2015/16	94	14	15	855	73	9		
2016/17	76	9	12	732	43	6		
2017/18	61	5	8	539	38	7		

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



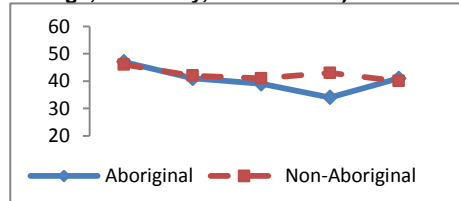
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more			
		#	%		#	%		
2013/14	106	88	83	837	655	78		
2014/15	70	56	80	783	605	77		
2015/16	98	82	84	863	661	77		
2016/17	77	60	78	740	585	79		
2017/18	61	47	77	541	421	78		

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



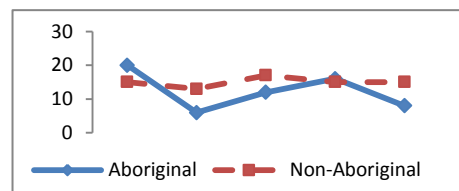
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	101	31	31	817	268	33		
2014/15	67	15	22	768	212	28		
2015/16	95	28	29	838	211	25		
2016/17	77	15	19	732	212	29		
2017/18	61	12	20	532	136	26		

### 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	103	48	47	827	379	46		
2014/15	66	27	41	766	324	42		
2015/16	95	37	39	852	346	41		
2016/17	76	26	34	726	314	43		
2017/18	61	25	41	532	214	40		

### 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	103	21	20	803	123	15		
2014/15	63	4	6	753	95	13		
2015/16	91	11	12	821	136	17		
2016/17	77	12	16	741	108	15		
2017/18	60	5	8	542	83	15		

## GLOSSARY

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	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> .
<b>Alternate Programs</b>	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.
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b> .
<b>Eligible Grade 12 Graduation Rate</b>	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.
<b>Enrolment</b>	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.
<b>Final Mark</b>	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.)
<b>Grade-to-Grade Transition Rate</b>	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.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Hyphen</b>	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.
<b>Msk</b>	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 <a href="http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations">http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations</a>

<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who attend a school and who live off a reserve.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participant (Provincial Examination)</b>	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.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Pass Rate</b>	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".
<b>Performance (Foundation Skills Assessment)</b>	The student performance levels are: <ul style="list-style-type: none"> <li>• <i>Exceeding Expectations</i> - exceeded the expectations for student's grade</li> <li>• <i>Meeting Expectations</i> - met the accepted expectations for student's grade</li> <li>• <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.</li> </ul>
<b>Public School</b>	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).
<b>School District</b>	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.
<b>School Year</b>	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.
<b>Six-Year Completion Rate</b>	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).
<b>Special Education Program</b>	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).

<b>Special Needs (in performance-oriented reports)</b>	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"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul> 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.
<b>Special Needs Categories</b>	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)
<b>Student</b>	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.
<b>Student Cohort</b>	A group of students who share particular characteristics and who are tracked over a period of time.
<b>Subject</b>	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.