



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 035 Langley

4875 222nd St
Langley, BC, V3A 3Z7
Phone: 604 534-7891

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

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2013/14 - 2017/18	
Students Who Self-Identify as Aboriginal, 2008/09 - 2017/18	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students in Special Needs Performance Reporting Groups	8
Grade Distribution of Students with Behaviour Disabilities	9
Foundation Skills Assessment (FSA) Grades 4 and 7, 2013/14 - 2017/18	
Reading Comprehension, Grade 4	10
Writing, Grade 4	11
Numeracy, Grade 4	12
Reading Comprehension, Grade 7	13
Writing, Grade 7	14
Numeracy, Grade 7	15
Required Examinations Results, 2013/14 - 2017/18	
Overview	16
English 10	17
English 10: First Peoples	18
Mathematics 10	
Foundations and Pre-Calculus	19
Apprenticeship and Workplace	20
Science 10	21
Civic Studies 11	22
Social Studies 11	23
BC First Nations Studies 12	24
English 12: First Peoples	25
English 12	26
Communications 12	27
Transitions, 2012/13 - 2017/18	
Progress of Students Entering Grade 8 in September 2012, by Cohort and Gender	28
School Completion, 2013/14 - 2017/18	
Six-Year Completion Rate, by Cohort and Gender	29
Six, Seven and Eight-Year Completion Rates, 2010/11 - 2012/13 Cohorts	30
BC School Completion Certificate and BC Certificate of Graduation	31
Education Experiences of Children in Care, 2013/14 - 2017/18	
Enrolment in Care by Aboriginal Status and Gender	32
Six-Year Completion by Aboriginal Status and Gender	32
Graduation Rates by Aboriginal Status and Gender	32
Post-Secondary Transitions, 2013/14 - 2016/17	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	33
Student Learning Survey Results, 2013/14 - 2017/18	
Overview	35
Survey Results, grade 3/4	36
Survey Results, grade 7	38
Survey Results, grade 10	40
Survey Results, grade 12	42
Glossary	44

ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

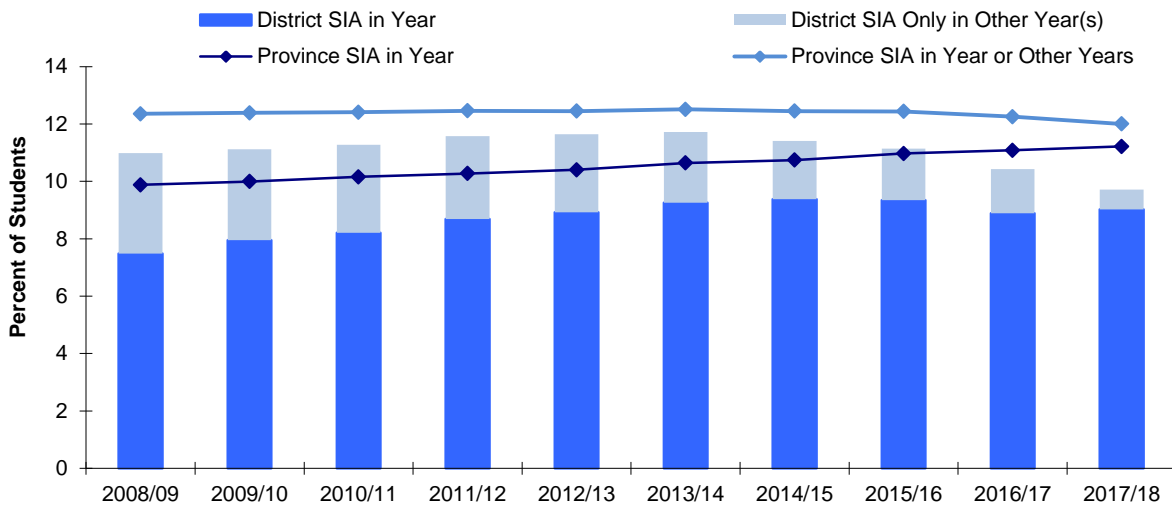
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2008/09	19,767	1,480	7.5	692	3.5	579,485	57,257	9.9	14,326	2.5
2009/10	19,788	1,573	7.9	627	3.2	580,480	58,017	10.0	13,887	2.4
2010/11	19,812	1,626	8.2	608	3.1	579,110	58,834	10.2	13,044	2.3
2011/12	19,603	1,703	8.7	567	2.9	569,734	58,531	10.3	12,445	2.2
2012/13	19,902	1,776	8.9	542	2.7	564,529	58,717	10.4	11,569	2.0
2013/14	19,944	1,847	9.3	491	2.5	558,983	59,502	10.6	10,444	1.9
2014/15	20,204	1,896	9.4	408	2.0	552,786	59,382	10.7	9,449	1.7
2015/16	20,512	1,916	9.3	369	1.8	553,376	60,706	11.0	8,109	1.5
2016/17	21,586	1,919	8.9	331	1.5	557,626	61,799	11.1	6,534	1.2
2017/18	21,892	1,974	9.0	153	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

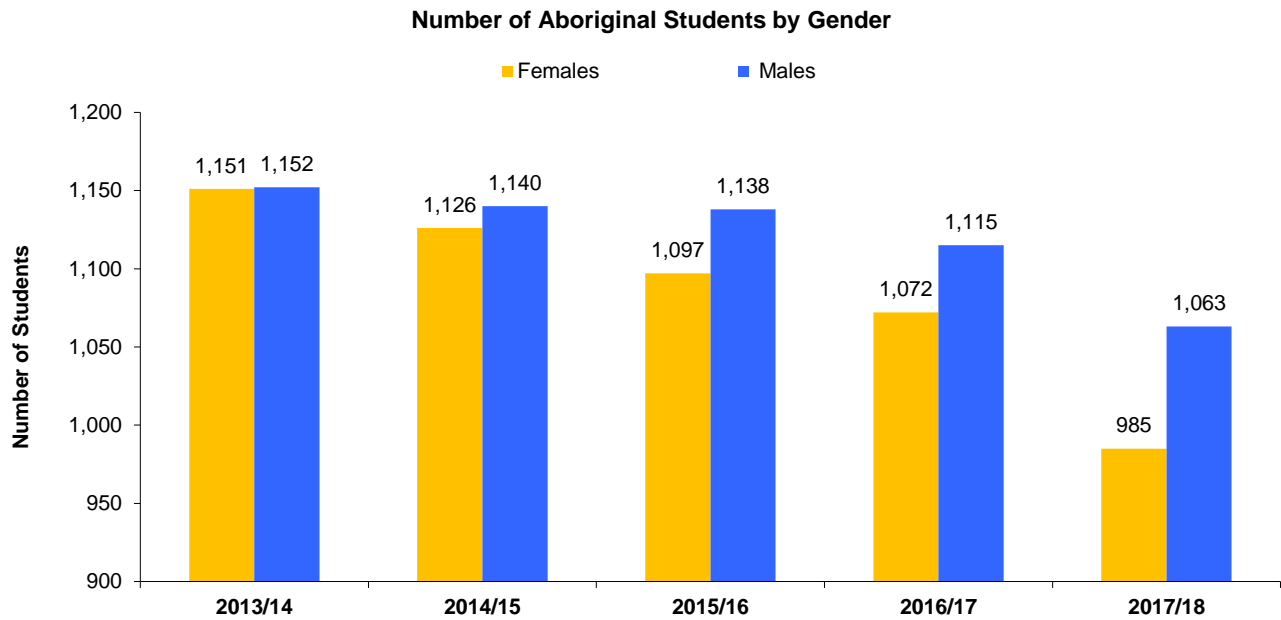
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Females	Aboriginal Males		
		#	%	#		#	#	#		
2013/14	19,944	2,303	11.5	1,151	5.8	1,152	5.8	69,182	34,363	34,819
2014/15	20,204	2,266	11.2	1,126	5.6	1,140	5.6	67,939	33,645	34,294
2015/16	20,512	2,235	10.9	1,097	5.3	1,138	5.5	67,749	33,432	34,317
2016/17	21,586	2,187	10.1	1,072	5.0	1,115	5.2	67,078	33,137	33,941
2017/18	21,892	2,048	9.4	985	4.5	1,063	4.9	66,142	32,575	33,567

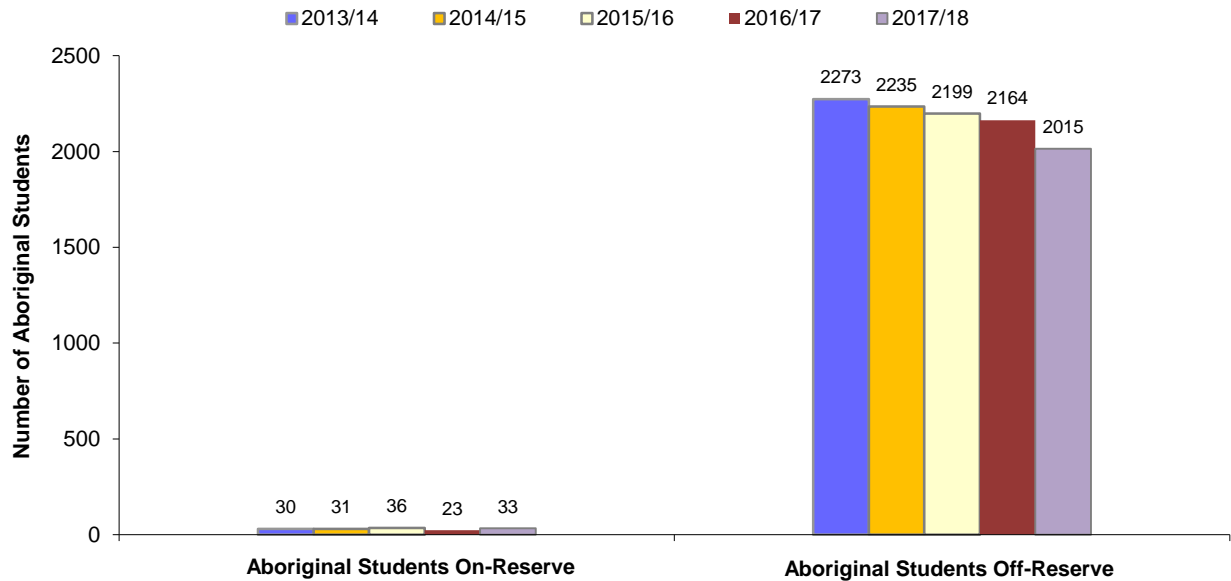


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		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	2,303	17	13	30	1,134	1,139	2,273	8,812	60,370
2014/15	2,266	18	13	31	1,108	1,127	2,235	8,143	59,796
2015/16	2,235	19	17	36	1,078	1,121	2,199	7,694	60,055
2016/17	2,187	14	9	23	1,058	1,106	2,164	7,285	59,793
2017/18	2,048	16	17	33	969	1,046	2,015	7,820	58,322

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

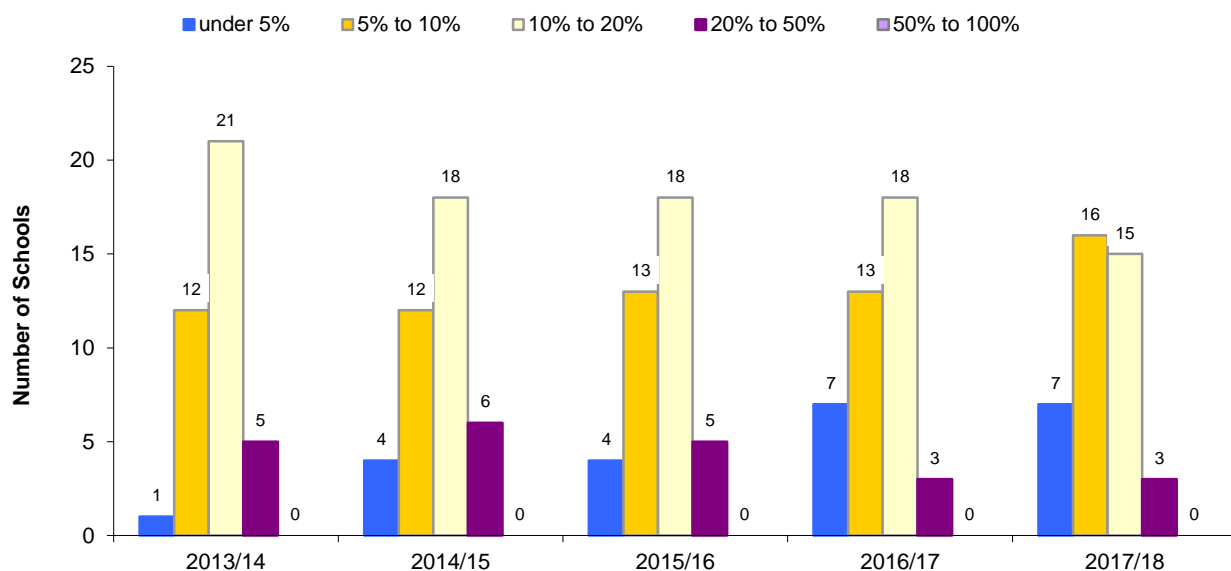


* Public schools only.

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	39	1	12	21	5	0	1,393	370	241	341	346	95
2014/15	40	4	12	18	6	0	1,385	393	223	335	337	97
2015/16	40	4	13	18	5	0	1,380	396	224	349	318	93
2016/17	41	7	13	18	3	0	1,369	400	229	348	300	92
2017/18	41	7	16	15	3	0	1,377	416	238	335	303	85

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

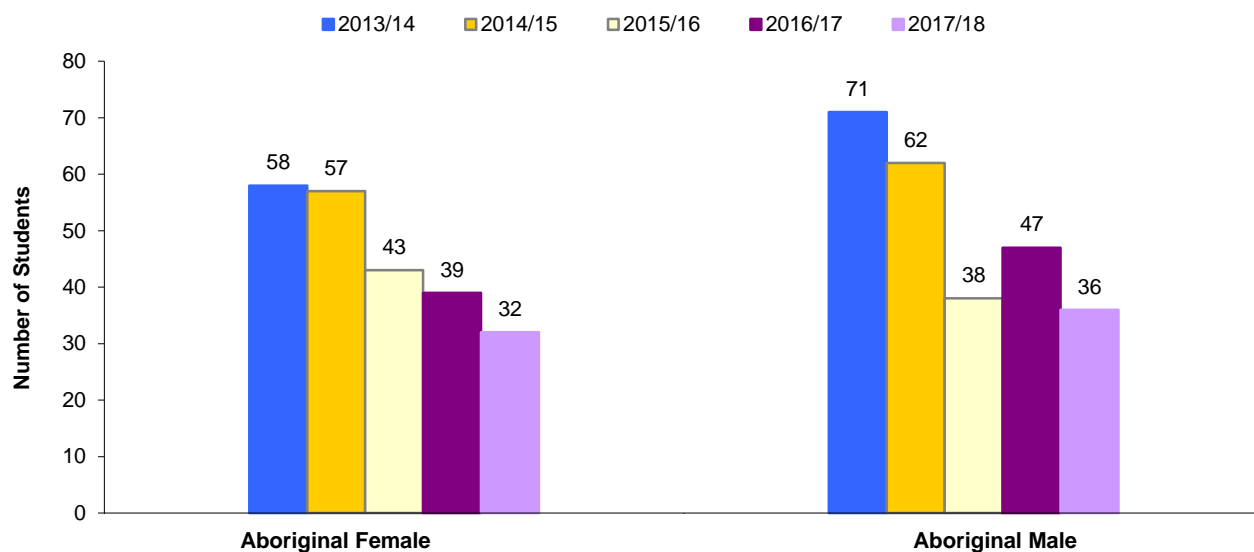


* Public schools only.

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	396	58	71	129	117	150	267	1,610	1,594	2,033	2,757
2014/15	371	57	62	119	106	146	252	1,595	1,560	1,981	2,618
2015/16	283	43	38	81	93	109	202	1,609	1,527	2,022	2,474
2016/17	302	39	47	86	87	129	216	1,605	1,543	2,037	2,468
2017/18	275	32	36	68	91	116	207	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



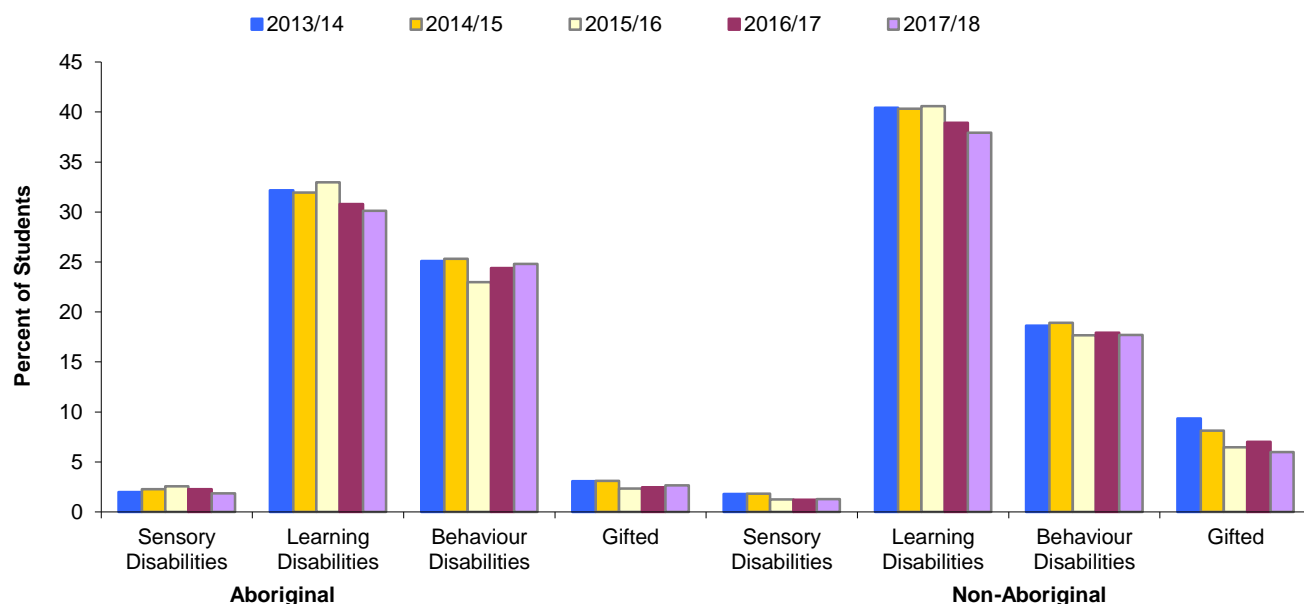
* Public schools only.

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	454	1,722	9	2	31	2	146	32	696	40	114	25	321	19	14	3	161	9
2014/15	482	1,760	11	2	32	2	154	32	710	40	122	25	333	19	15	3	143	8
2015/16	470	1,761	12	3	22	1	155	33	715	41	108	23	311	18	11	2	114	6
2016/17	484	1,908	11	2	23	1	149	31	743	39	118	24	342	18	12	2	134	7
2017/18	488	2,027	9	2	26	1	147	30	769	38	121	25	359	18	13	3	121	6

Percent of Students in Special Needs Performance Reporting Groups



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

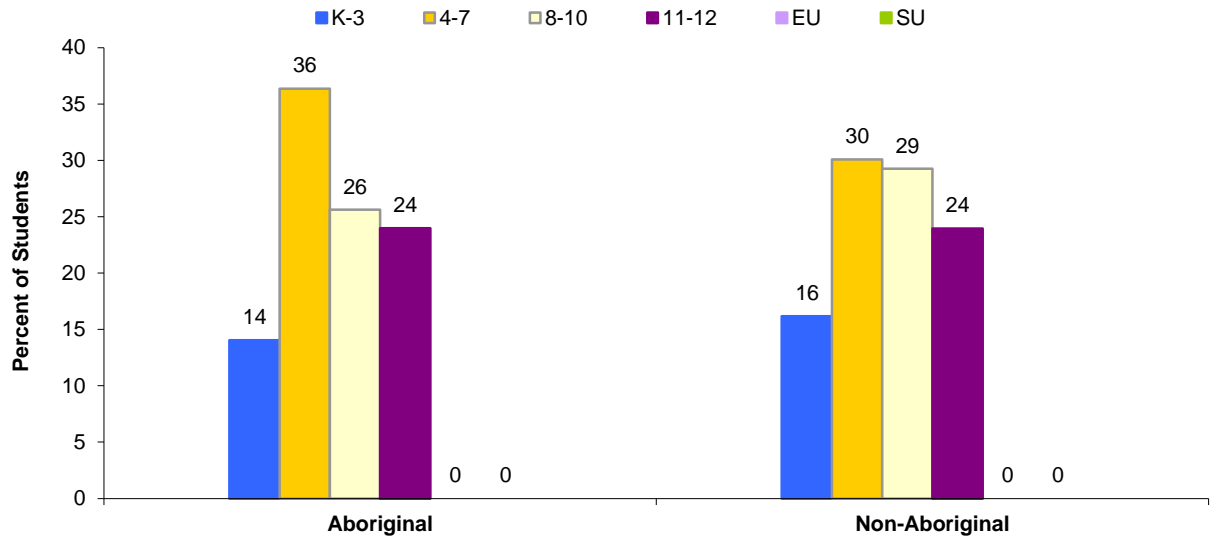
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	114	12	11	33	29	45	39	23	20	0	0	0	0
2014/15	122	15	12	34	28	37	30	36	30	0	0	0	0
2015/16	108	19	18	31	29	38	35	20	19	0	0	0	0
2016/17	118	19	16	29	25	35	30	35	30	0	0	0	0
2017/18	121	17	14	44	36	31	26	29	24	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	321	40	12	94	29	111	35	71	22	0	0	0	0
2014/15	333	40	12	92	28	106	32	94	28	0	0	0	0
2015/16	311	39	13	85	27	101	32	85	27	0	0	0	0
2016/17	342	44	13	105	31	112	33	80	23	0	0	0	0
2017/18	359	58	16	108	30	105	29	86	24	0	0	0	0

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



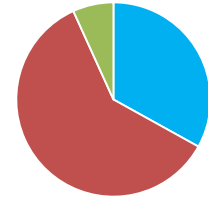
* Total includes Graduated Adults.

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

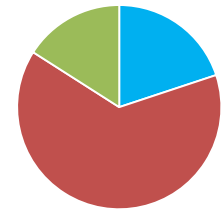
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	110	83	20	18	80	73	10	9
2014/15	119	82	27	23	86	72	6	5
2015/16	99	78	26	26	65	66	8	8
2016/17	97	70	22	23	69	71	6	6
			Emerging		On Track		Extending	
2017/18	118	71	39	33	71	60	8	7



■ Emerging ■ On Track ■ Extending

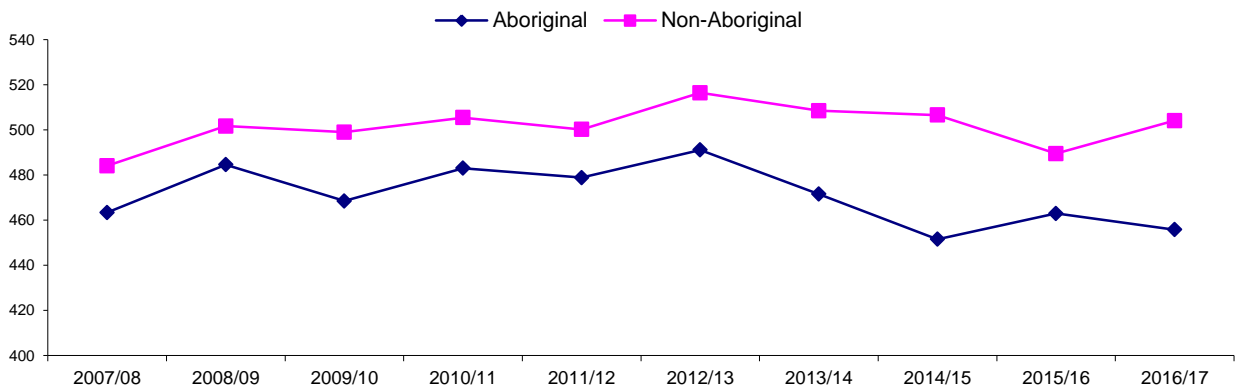
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,134	90	147	13	800	71	187	16
2014/15	1,123	88	157	14	779	69	187	17
2015/16	1,137	85	193	17	794	70	150	13
2016/17	1,164	82	151	13	843	72	170	15
			Emerging		On Track		Extending	
2017/18	1,165	85	232	20	747	64	186	16



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

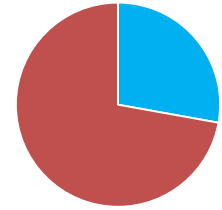


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

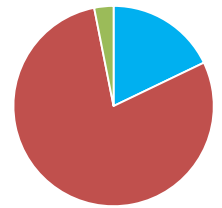
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	109	82	13	12	93	85	3	3
2014/15	117	81	23	20	89	76	5	4
2015/16	97	76	19	20	76	78	2	2
2016/17	96	70	16	17	80	83	0	0
			Emerging		On Track		Extending	
2017/18	115	69	32	28	83	72	0	0



■ Emerging ■ On Track
■ Extending

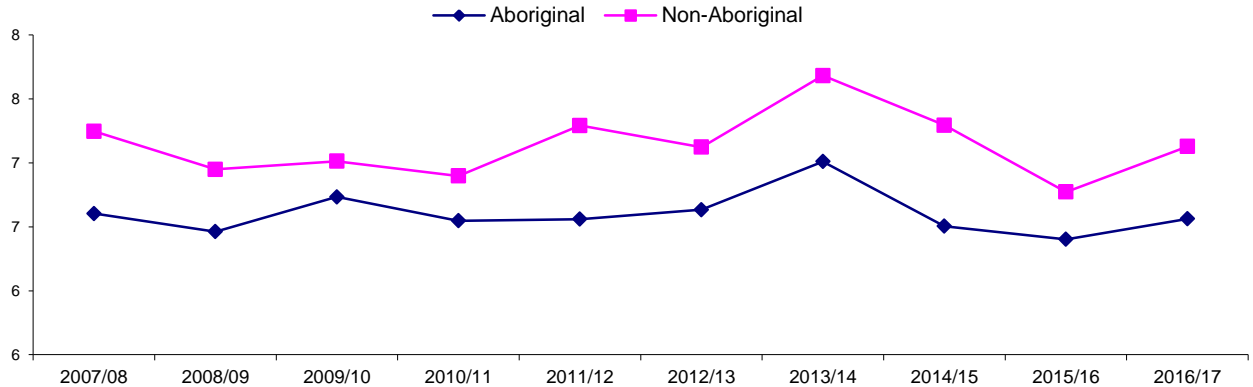
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,129	89	77	7	934	83	118	10
2014/15	1,113	88	135	12	871	78	107	10
2015/16	1,117	83	168	15	909	81	40	4
2016/17	1,133	80	135	12	926	82	72	6
			Emerging		On Track		Extending	
2017/18	1,091	79	195	18	862	79	34	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

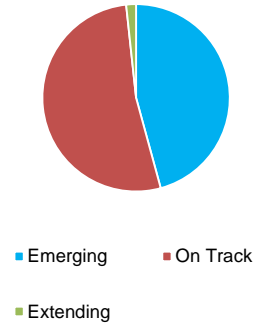


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

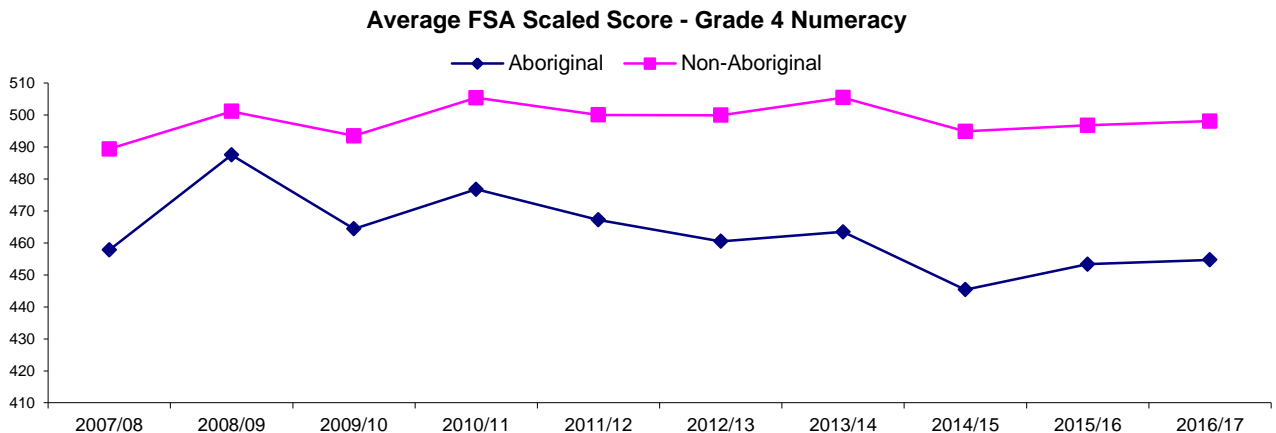
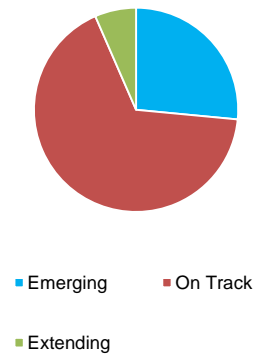
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	109	82	27	25	76	70	6	6
2014/15	112	77	41	37	70	63	1	1
2015/16	97	76	31	32	63	65	3	3
2016/17	93	67	27	29	63	68	3	3
			Emerging		On Track		Extending	
2017/18	118	71	54	46	62	53	2	2



GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,134	90	196	17	790	70	148	13
2014/15	1,118	88	210	19	774	69	134	12
2015/16	1,128	84	206	18	789	70	133	12
2016/17	1,164	82	208	18	815	70	141	12
			Emerging		On Track		Extending	
2017/18	1,162	85	308	27	778	67	76	7

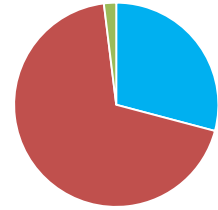


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

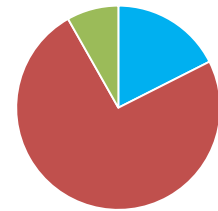
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	143	88	32	22	99	69	12	8
2014/15	129	87	36	28	84	65	9	7
2015/16	149	81	55	37	86	58	8	5
2016/17	93	75	34	37	55	59	4	4
			Emerging		On Track		Extending	
2017/18	103	69	30	29	71	69	2	2



■ Emerging ■ On Track ■ Extending

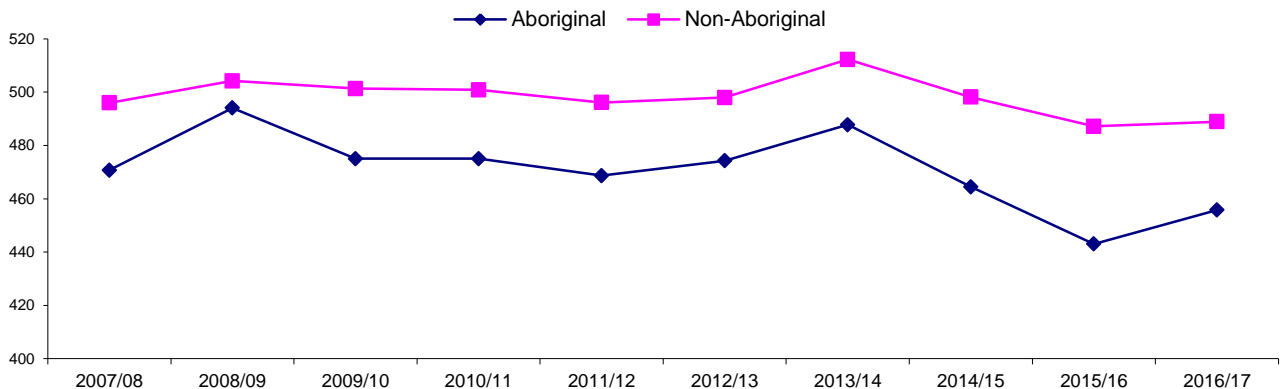
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,147	93	178	16	778	68	191	17
2014/15	1,122	88	196	17	790	70	136	12
2015/16	1,151	85	246	21	778	68	127	11
2016/17	1,125	82	256	23	737	66	132	12
			Emerging		On Track		Extending	
2017/18	1,134	81	199	18	842	74	93	8



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

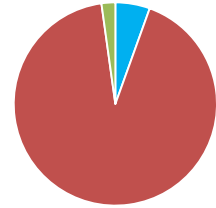


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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	140	86	19	14	117	84	4	3
2014/15	126	85	24	19	100	79	2	2
2015/16	141	77	41	29	96	68	4	3
2016/17	86	69	26	30	58	67	2	2
			Emerging		On Track		Extending	
2017/18	91	61	5	5	84	92	2	2



■ Emerging ■ On Track
■ Extending

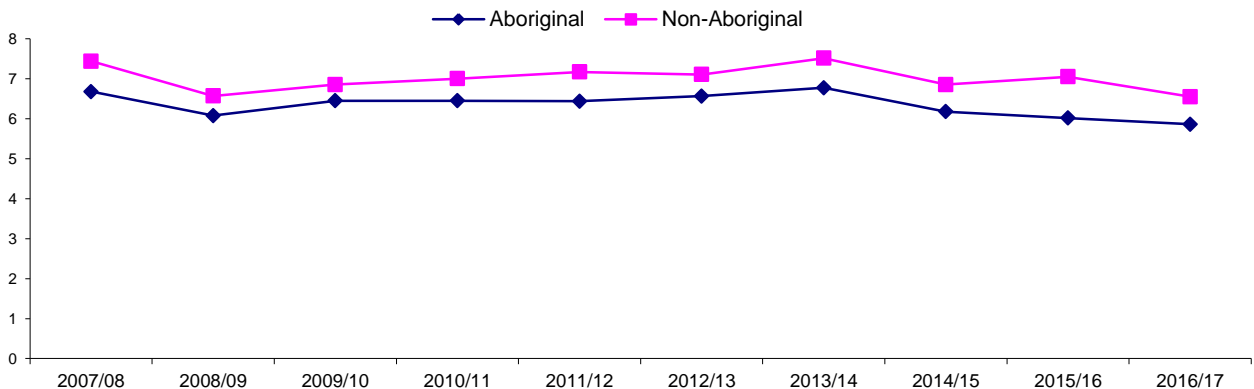
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,130	92	84	7	927	82	119	11
2014/15	1,114	87	112	10	976	88	26	2
2015/16	1,135	84	150	13	914	81	71	6
2016/17	1,107	80	214	19	861	78	32	3
			Emerging		On Track		Extending	
2017/18	1,061	76	43	4	977	92	41	4



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

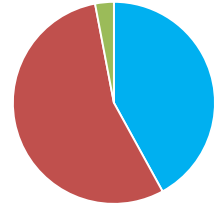


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

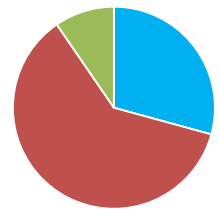
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	140	86	47	34	84	60	9	6
2014/15	127	85	53	42	71	56	3	2
2015/16	141	77	69	49	69	49	3	2
2016/17	90	73	45	50	43	48	2	2
			Emerging		On Track		Extending	
2017/18	100	67	42	42	55	55	3	3



■ Emerging ■ On Track
■ Extending

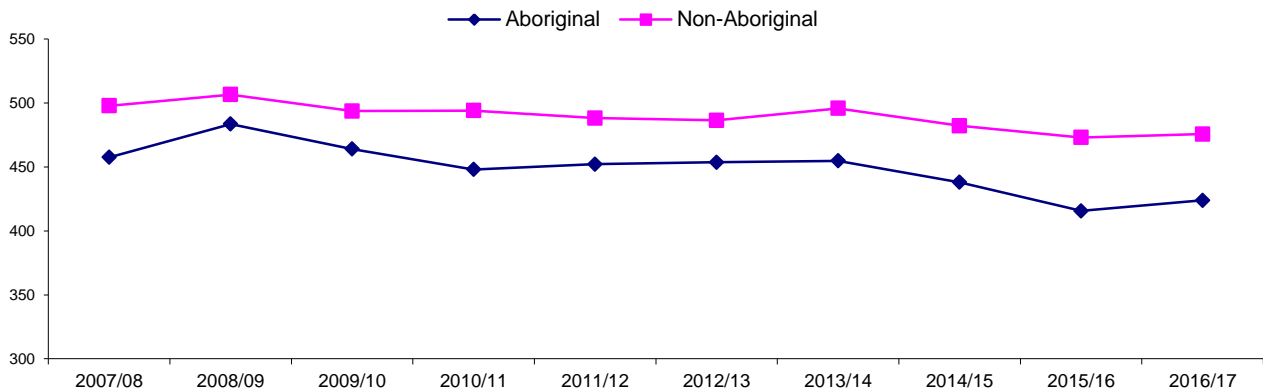
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,144	93	239	21	745	65	160	14
2014/15	1,122	88	245	22	763	68	114	10
2015/16	1,154	85	322	28	715	62	117	10
2016/17	1,122	81	336	30	643	57	143	13
			Emerging		On Track		Extending	
2017/18	1,118	80	327	29	684	61	107	10



■ 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).

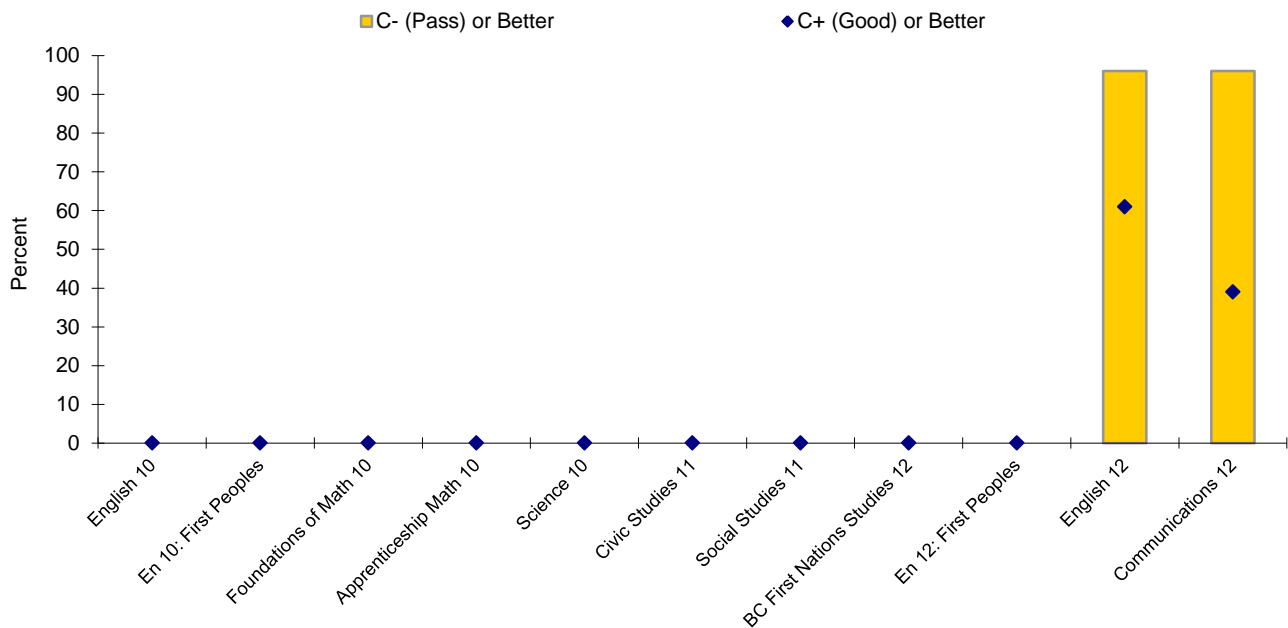
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	25	25	100	25	100
English 12	126	121	96	77	61	1,366	1,322	97	959	70
Communications 12	23	22	96	9	39	175	164	94	91	52

Final Marks Overview: Aboriginal Results 2017/18

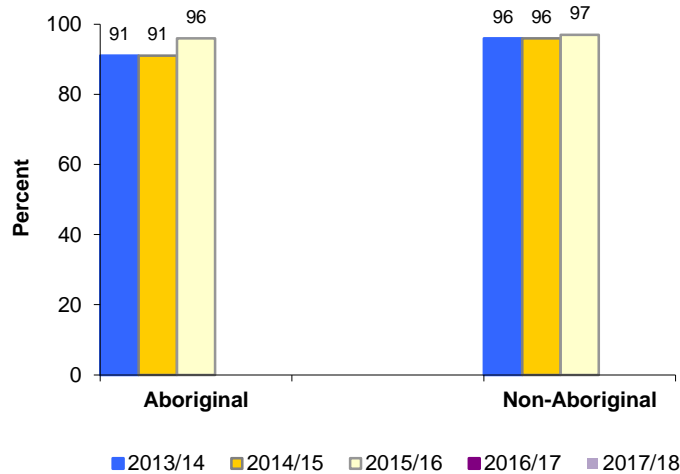


FINAL MARKS: ENGLISH 10

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	164	149	91	68	41	1,390	1,337	96	878	63
2014/15	161	146	91	79	49	1,472	1,406	96	931	63
2015/16	179	172	96	94	53	1,498	1,449	97	993	66
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	164	191	150	14	1,390	1,440	1,264	126	
2014/15	161	198	147	14	1,472	1,528	1,311	161	
2015/16	179	204	162	17	1,498	1,504	1,329	169	
2016/17	-	176	-	-	-	1,600	-	-	
2017/18	-	161	-	-	-	1,612	-	-	

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.

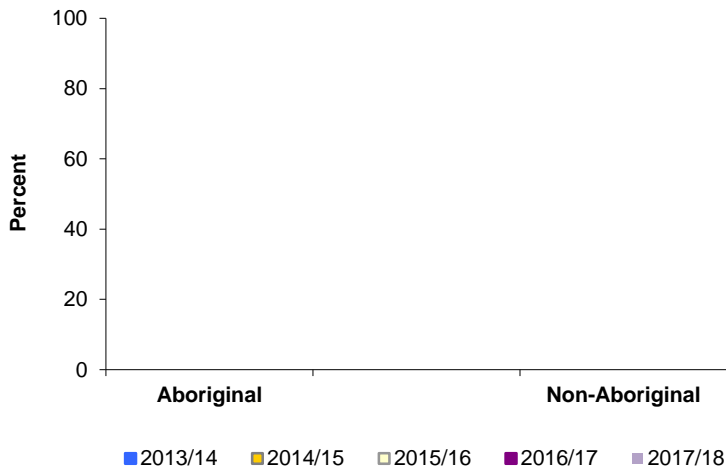
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
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	-	-	-	1,440	-	-
2014/15	-	198	-	-	-	1,528	-	-
2015/16	-	204	-	-	-	1,504	-	-
2016/17	-	176	-	-	-	1,600	-	-
2017/18	-	161	-	-	-	1,612	-	-

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



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

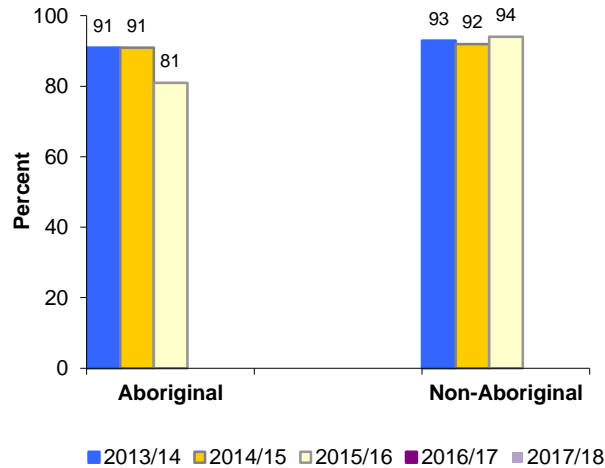
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	119	108	91	53	45	1,234	1,145	93	728	59
2014/15	100	91	91	44	44	1,179	1,086	92	723	61
2015/16	97	79	81	39	40	1,296	1,219	94	786	61
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	119	191	91	28	1,234	1,440	934	300	
2014/15	100	198	80	20	1,179	1,528	911	268	
2015/16	97	204	75	22	1,296	1,504	962	334	
2016/17	-	176	-	-	-	1,600	-	-	
2017/18	-	161	-	-	-	1,612	-	-	

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



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

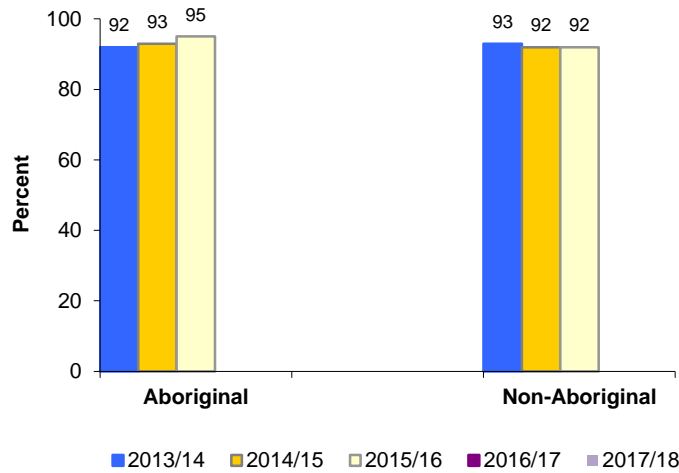
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	72	66	92	22	31	272	253	93	96	35
2014/15	71	66	93	25	35	293	271	92	111	38
2015/16	79	75	95	33	42	274	253	92	117	43
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	72	191	54	18	272	1,440	205	67		
2014/15	71	198	48	23	293	1,528	218	75		
2015/16	79	204	51	28	274	1,504	201	73		
2016/17	-	176	-	-	-	1,600	-	-		
2017/18	-	161	-	-	-	1,612	-	-		

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.

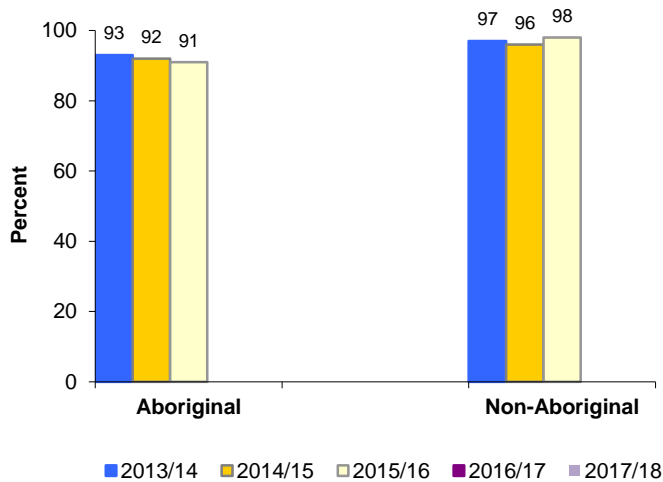
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	156	145	93	62	40	1,350	1,307	97	840	62
2014/15	171	158	92	68	40	1,419	1,366	96	914	64
2015/16	174	158	91	71	41	1,469	1,439	98	971	66
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	156	191	130	26	1,350	1,440	1,139	211	
2014/15	171	198	139	32	1,419	1,528	1,193	226	
2015/16	174	204	142	32	1,469	1,504	1,205	264	
2016/17	-	176	-	-	-	1,600	-	-	
2017/18	-	161	-	-	-	1,612	-	-	

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.

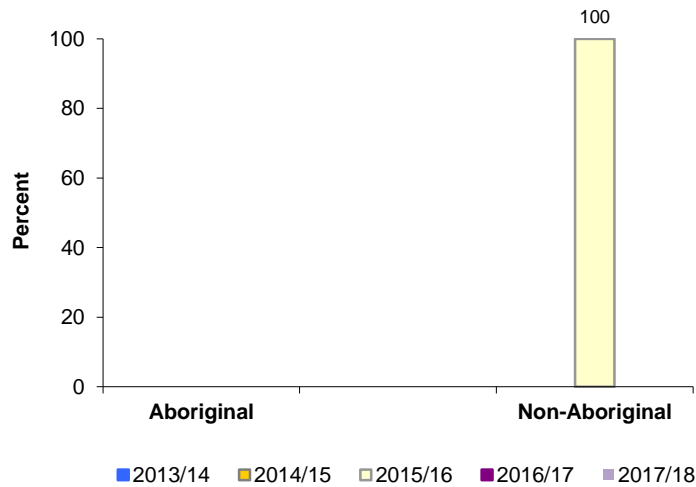
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	11	11	100	11	100
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	-	170	-	-	Msk	1,484	Msk	Msk		
2014/15	Msk	183	Msk	Msk	Msk	1,515	Msk	Msk		
2015/16	Msk	198	Msk	Msk	11	1,678	10	1		
2016/17	-	221	-	-	-	1,764	-	-		
2017/18	-	184	-	-	-	1,825	-	-		

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.

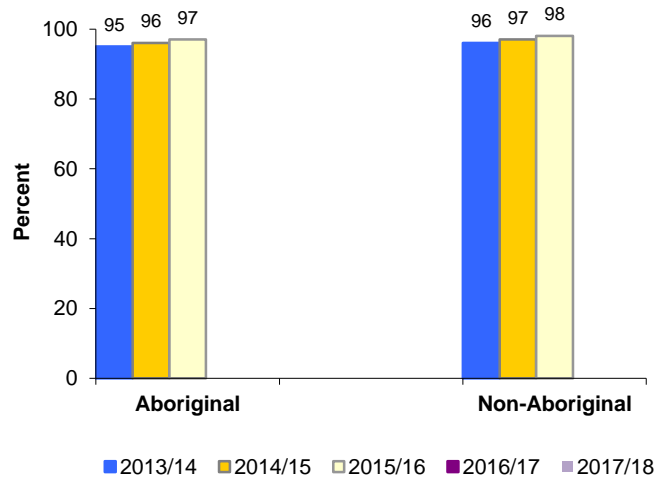
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	107	102	95	61	57	1,302	1,252	96	860	66
2014/15	117	112	96	60	51	1,279	1,242	97	853	67
2015/16	136	132	97	65	48	1,465	1,437	98	998	68
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	107	170	92	15	1,302	1,484	1,081	221
2014/15	117	183	97	20	1,279	1,515	1,081	198
2015/16	136	198	116	20	1,465	1,678	1,193	272
2016/17	-	221	-	-	-	1,764	-	-
2017/18	-	184	-	-	-	1,825	-	-

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.

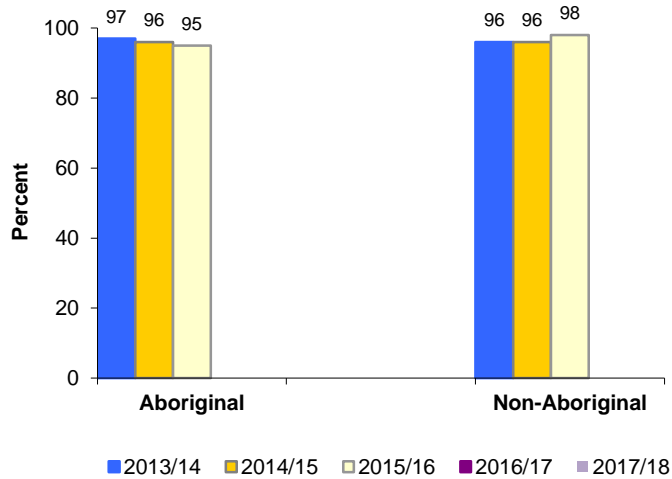
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	33	32	97	18	55	76	73	96	40	53
2014/15	27	26	96	20	74	57	55	96	35	61
2015/16	19	18	95	9	47	41	40	98	23	56
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	33	267	20	13	76	2,072	51	25	
2014/15	27	266	10	17	57	1,975	26	31	
2015/16	19	230	10	9	41	1,946	20	21	
2016/17	-	267	-	-	-	2,115	-	-	
2017/18	-	243	-	-	-	1,993	-	-	

**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.

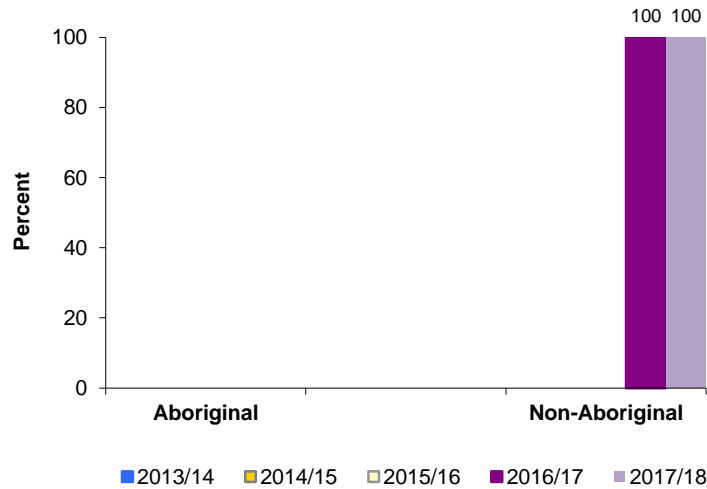
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	Msk	Msk	Msk	Msk	Msk	13	13	100	13	100
2017/18	Msk	Msk	Msk	Msk	Msk	25	25	100	25	100

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	-	267	-	-	Msk	2,072	Msk	Msk		
2014/15	-	266	-	-	-	1,975	-	-		
2015/16	-	230	-	-	-	1,946	-	-		
2016/17	Msk	267	Msk	Msk	13	2,115	13	0		
2017/18	Msk	243	-	-	25	1,993	-	-		

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



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

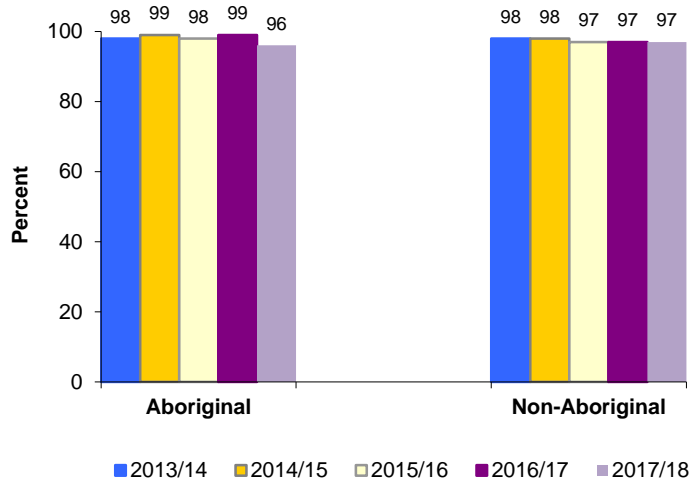
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	126	124	98	78	62	1,323	1,303	98	934	71
2014/15	111	110	99	82	74	1,230	1,201	98	894	73
2015/16	104	102	98	61	59	1,315	1,279	97	901	69
2016/17	107	106	99	65	61	1,424	1,375	97	961	67
2017/18	126	121	96	77	61	1,366	1,322	97	959	70

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	126	267	115	11	1,323	2,072	1,235	88	
2014/15	111	266	101	10	1,230	1,975	1,139	91	
2015/16	104	230	95	9	1,315	1,946	1,224	91	
2016/17	107	267	105	2	1,424	2,115	1,316	108	
2017/18	126	243	-	-	1,366	1,993	-	-	

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.

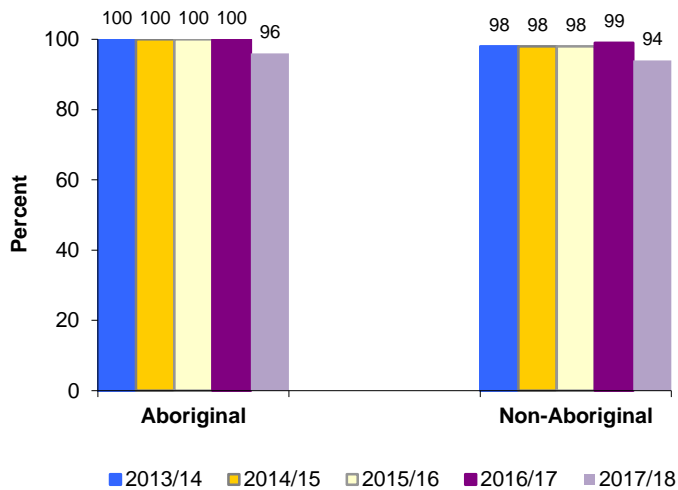
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	33	33	100	26	79	199	196	98	148	74
2014/15	28	28	100	19	68	195	192	98	108	55
2015/16	26	26	100	15	58	203	198	98	119	59
2016/17	27	27	100	18	67	178	176	99	96	54
2017/18	23	22	96	9	39	175	164	94	91	52

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	33	267	28	5	199	2,072	164	35	
2014/15	28	266	26	2	195	1,975	167	28	
2015/16	26	230	22	4	203	1,946	160	43	
2016/17	27	267	24	3	178	2,115	148	30	
2017/18	23	243	-	-	175	1,993	-	-	

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.

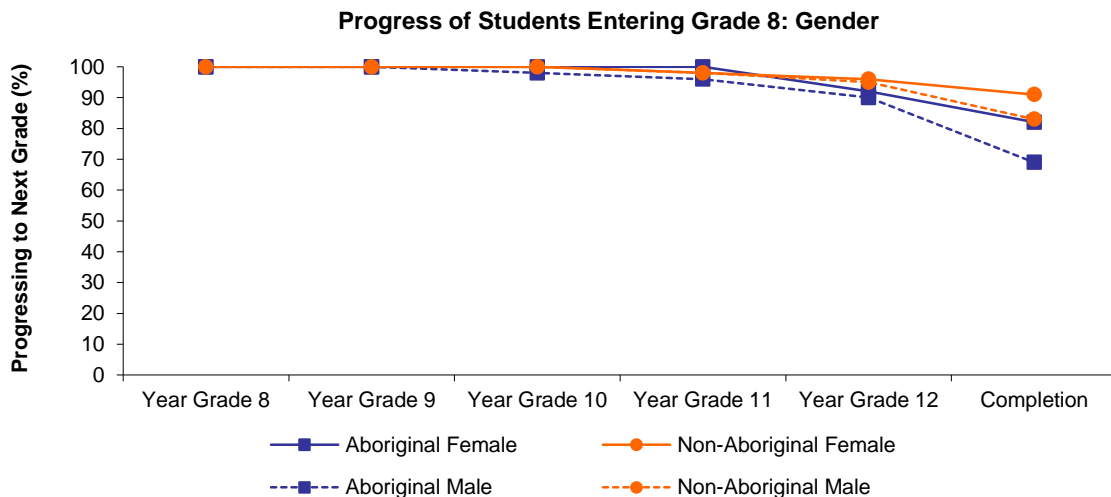
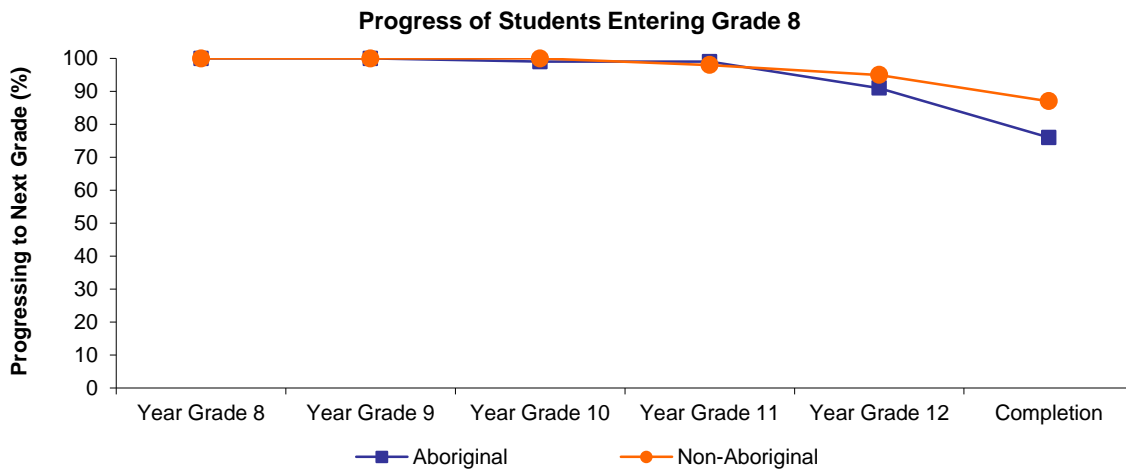
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	100	100	100	100	100	100
	Grade 10	99	100	98	100	100	100
	Grade 11	99	100	96	98	98	98
	Grade 12	91	92	90	95	96	95
2017/18	Completion	76	82	69	87	91	83



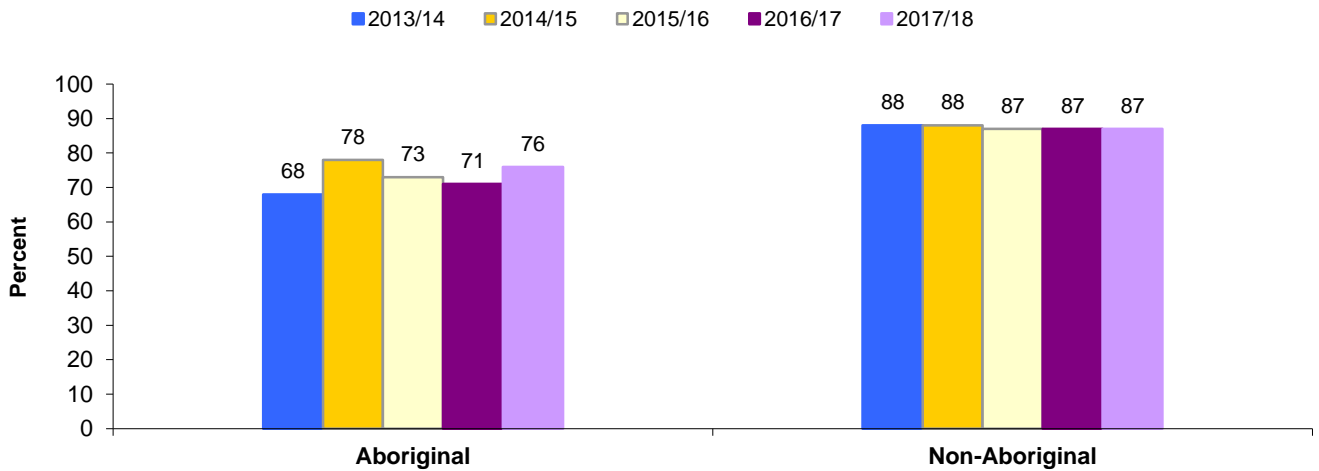
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

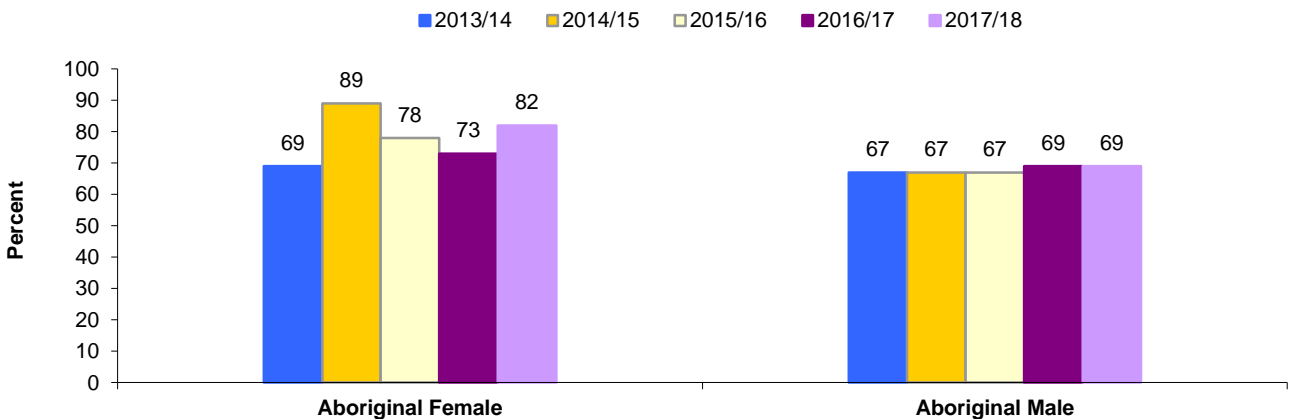
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	68	69	67	88	90	87
2014/15	78	89	67	88	90	87
2015/16	73	78	67	87	88	85
2016/17	71	73	69	87	90	84
2017/18	76	82	69	87	91	83

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).

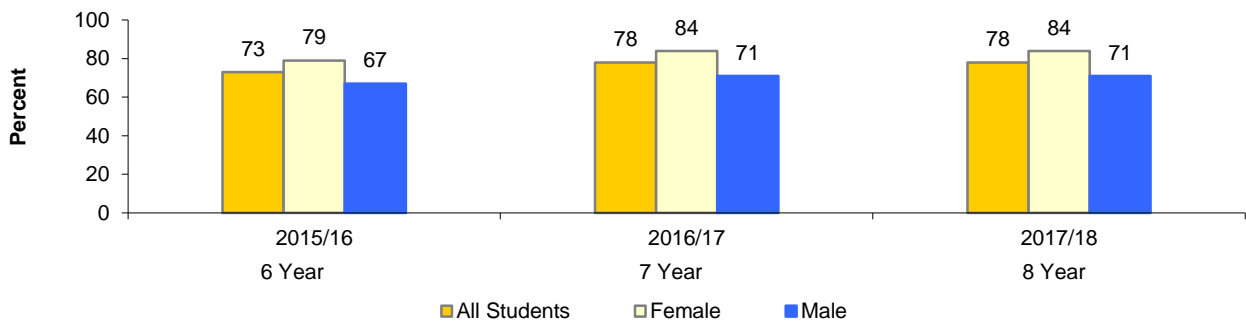
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

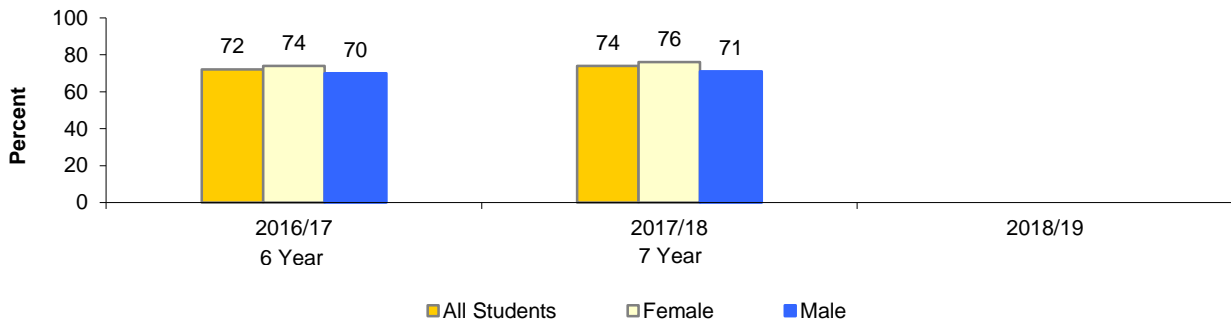
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	73	79	67	78	84	71	78	84	71
2011/12	72	74	70	74	76	71	-	-	-
2012/13	76	82	69	-	-	-	-	-	-

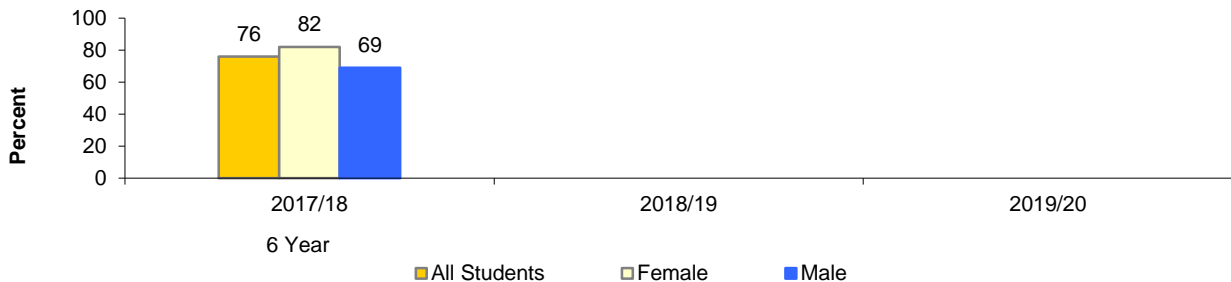
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	239	Msk	Msk	1,882	11	1
2014/15	240	Msk	Msk	1,804	22	1
2015/16	217	Msk	Msk	1,801	14	1
2016/17	253	Msk	Msk	2,004	15	1
2017/18	222	Msk	Msk	1,854	19	1

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2013/14	239	132	55	1,882	1,330	71
2014/15	240	110	46	1,804	1,208	67
2015/16	217	111	51	1,801	1,282	71
2016/17	253	132	52	2,004	1,365	68
2017/18	222	125	56	1,854	1,368	74

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	239	16	7	1,882	133	7
2014/15	240	17	7	1,804	125	7
2015/16	217	16	7	1,801	108	6
2016/17	253	20	8	2,004	105	5
2017/18	222	Msk	Msk	1,854	99	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	165	104	63	61	37
2014/15	160	101	63	59	37
2015/16	138	84	61	54	39
2016/17	123	79	64	44	36
2017/18	102	63	62	39	38

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	2,303	104	5
2014/15	2,266	101	4
2015/16	2,235	84	4
2016/17	2,187	79	4
2017/18	2,048	63	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	65	Msk	Msk	Msk	Msk	Msk	72
2014/15	75	81	Msk	76	Msk	Msk	Msk
2015/16	58	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	89	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	60	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	82	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	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	125	100	2	1.6	-	-	1	0.8	1	0.8		
Non-Aboriginal	1,468	100	48	3.3	16	1.1	9	0.6	7	0.5		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	76	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	442	100	9	2.0	-	-	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	125	100	1	0.8	3	2.4	1	0.8	1	0.8		
Non-Aboriginal	1,468	100	51	3.5	30	2.0	25	1.7	16	1.1		

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	76	100	1	1.3	1	1.3	1	1.3	-	-		
Non-Aboriginal	442	100	6	1.4	2	0.5	1	0.2	1	0.2		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	125	100	12	9.6	1	0.8	-	-	-	-
Non-Aboriginal	1,468	100	182	12.4	12	0.8	2	0.1	4	0.3

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	76	100	-	-	-	-	-	-	-	-
Non-Aboriginal	442	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	125	100	23	18.4	6	4.8	5	4.0	2	1.6
Non-Aboriginal	1,468	100	307	20.9	85	5.8	46	3.1	17	1.2

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	76	100	3	3.9	1	1.3	-	-	1	1.3
Non-Aboriginal	442	100	9	2.0	8	1.8	2	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 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

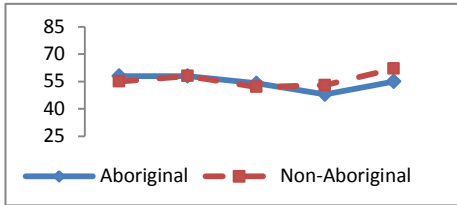
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

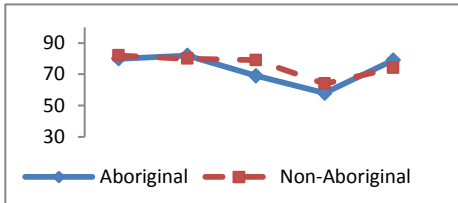
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



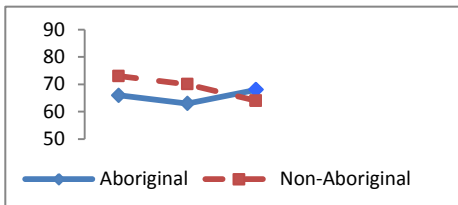
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	90	52	58	689	378	55
2014/15	90	52	58	733	426	58
2015/16	63	34	54	494	256	52
2016/17	77	37	48	793	418	53
2017/18	62	34	55	462	285	62

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	91	73	80	686	565	82
2014/15	85	70	82	729	580	80
2015/16	62	43	69	489	386	79
2016/17	78	45	58	795	510	64
2017/18	62	49	79	462	342	74

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



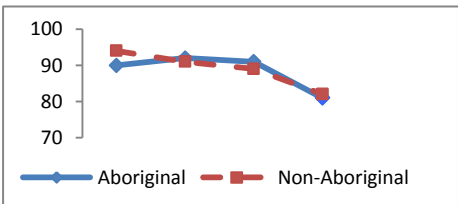
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	94	62	66	702	510	73
2014/15	91	57	63	744	518	70
2015/16	66	45	68	504	325	64
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



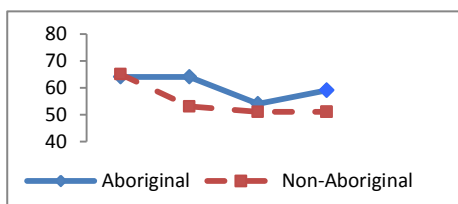
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	78	35	45	797	334	42
2017/18	-	-	-	-	-	-

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	93	84	90	689	646	94
2014/15	88	81	92	742	673	91
2015/16	66	60	91	505	451	89
2016/17	74	60	81	784	643	82
2017/18	-	-	-	-	-	-

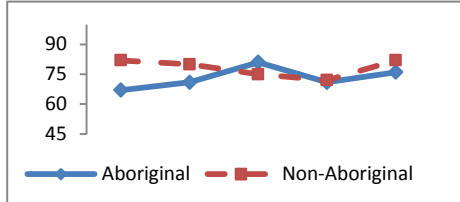
At school, are you being taught about Aboriginal peoples in Canada?



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	92	59	64	696	450	65
2014/15	86	55	64	725	385	53
2015/16	61	33	54	485	249	51
2016/17	73	43	59	793	404	51
2017/18	-	-	-	-	-	-

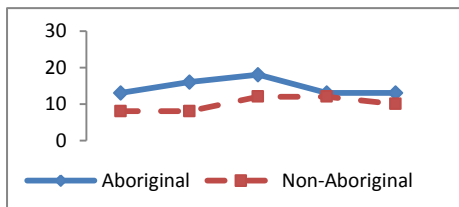
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



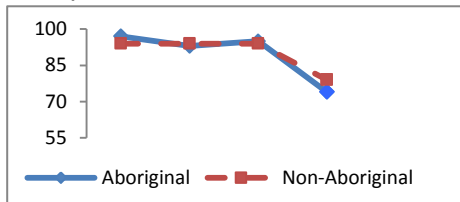
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	92	62	67	695	569	82
2014/15	87	62	71	743	592	80
2015/16	64	52	81	505	378	75
2016/17	102	72	71	760	550	72
2017/18	62	47	76	458	375	82

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



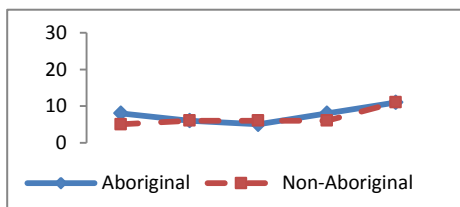
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	92	12	13	688	55	8
2014/15	85	14	16	730	62	8
2015/16	67	12	18	495	59	12
2016/17	101	13	13	761	91	12
2017/18	61	8	13	458	45	10

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	93	90	97	697	658	94
2014/15	90	84	93	751	706	94
2015/16	66	63	95	510	480	94
2016/17	78	58	74	798	631	79
2017/18	-	-	-	-	-	-

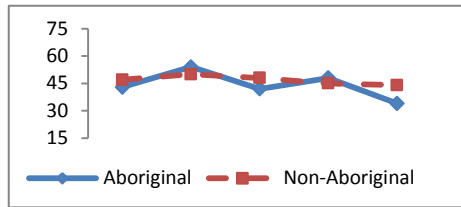
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	91	7	8	678	35	5
2014/15	85	5	6	725	40	6
2015/16	62	3	5	480	30	6
2016/17	77	6	8	796	47	6
2017/18	63	7	11	455	48	11

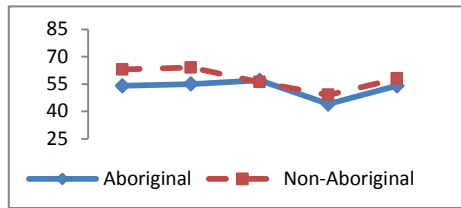
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



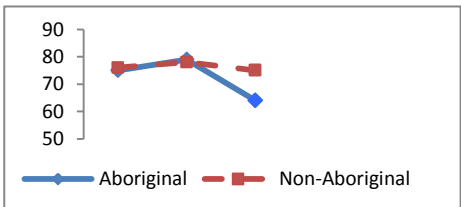
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	26	43	549	257	47
2014/15	57	31	54	498	250	50
2015/16	43	18	42	320	152	48
2016/17	64	31	48	537	240	45
2017/18	67	23	34	677	295	44

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	59	32	54	539	340	63
2014/15	56	31	55	498	318	64
2015/16	42	24	57	314	176	56
2016/17	63	28	44	537	265	49
2017/18	68	37	54	674	391	58

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



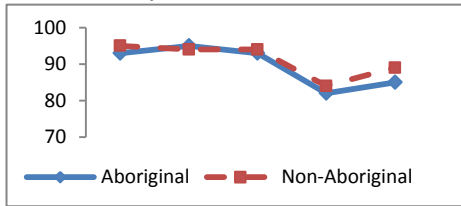
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	59	44	75	553	421	76
2014/15	57	45	79	495	385	78
2015/16	42	27	64	316	237	75
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



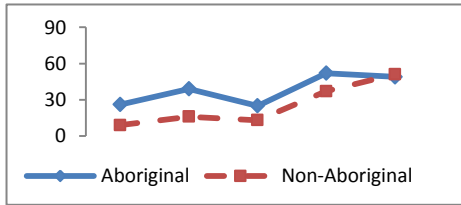
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	64	28 44	535	239 45
2017/18	68	35 51	671	350 52

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	57	53	93	548	519	95
2014/15	57	54	95	499	467	94
2015/16	44	41	93	318	299	94
2016/17	60	49	82	529	442	84
2017/18	62	53	85	656	581	89

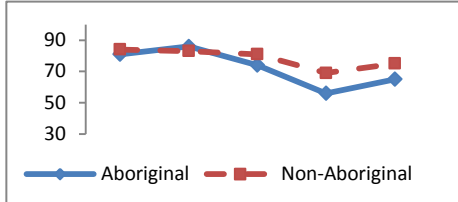
At school, are you being taught about Aboriginal peoples in Canada?



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	57	15	26	537	50	9
2014/15	56	22	39	496	79	16
2015/16	44	11	25	315	42	13
2016/17	63	33	52	535	197	37
2017/18	65	32	49	666	340	51

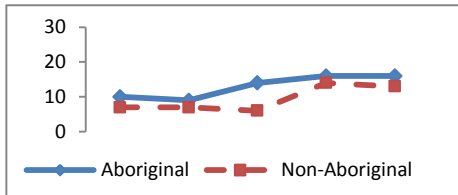
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



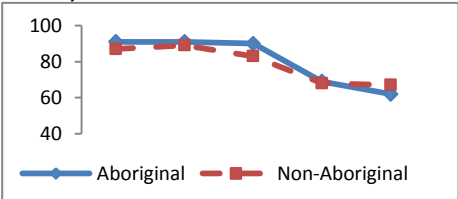
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	58	47	81	550	460	84
2014/15	57	49	86	493	409	83
2015/16	43	32	74	316	257	81
2016/17	86	48	56	510	353	69
2017/18	65	42	65	669	503	75

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



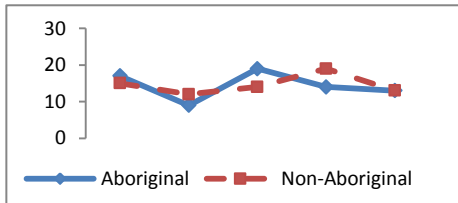
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	59	6	10	545	39	7
2014/15	57	5	9	486	32	7
2015/16	44	6	14	316	18	6
2016/17	86	14	16	510	73	14
2017/18	67	11	16	672	86	13

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	57	52	91	553	481	87
2014/15	56	51	91	491	438	89
2015/16	42	38	90	319	264	83
2016/17	64	44	69	532	364	68
2017/18	68	42	62	674	449	67

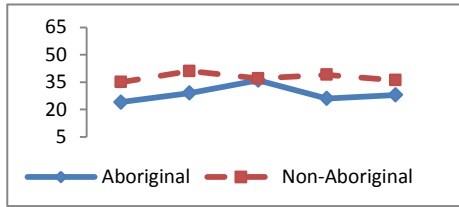
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	60	10	17	543	82	15
2014/15	56	5	9	489	61	12
2015/16	42	8	19	318	45	14
2016/17	63	9	14	532	102	19
2017/18	67	9	13	679	87	13

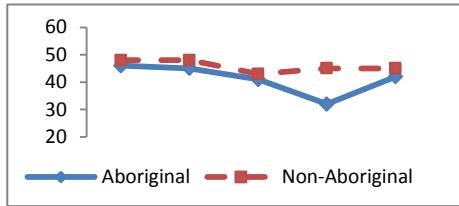
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



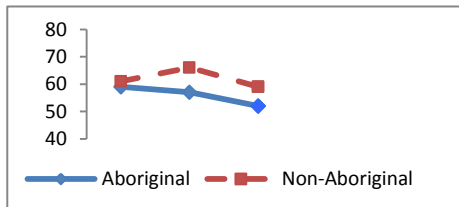
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	123	30	24	1,053	371	35
2014/15	111	32	29	955	391	41
2015/16	100	36	36	801	297	37
2016/17	65	17	26	852	332	39
2017/18	83	23	28	835	300	36

Do adults in the school treat all students fairly?



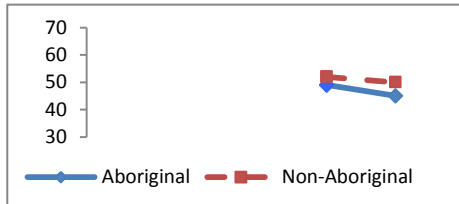
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	123	56	46	1,038	494	48
2014/15	109	49	45	950	455	48
2015/16	101	41	41	784	336	43
2016/17	65	21	32	851	381	45
2017/18	83	35	42	837	375	45

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



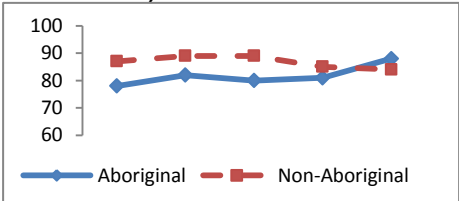
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	123	72	59	1,053	643	61
2014/15	108	62	57	963	639	66
2015/16	101	53	52	791	467	59
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



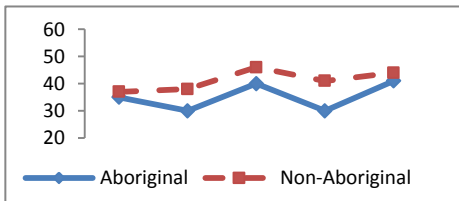
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	65	32 49	851	439 52
2017/18	83	37 45	830	411 50

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	120	94	78	1,040	908	87
2014/15	109	89	82	940	833	89
2015/16	100	80	80	778	695	89
2016/17	63	51	81	817	697	85
2017/18	80	70	88	815	683	84

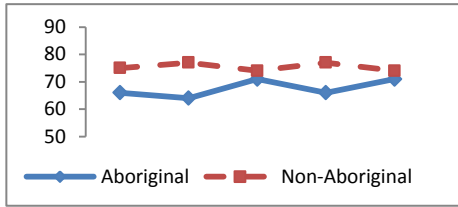
At school, are you being taught about Aboriginal peoples in Canada?



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	120	42	35	1034	378	37
2014/15	106	32	30	941	361	38
2015/16	102	41	40	781	359	46
2016/17	64	19	30	841	347	41
2017/18	82	34	41	826	361	44

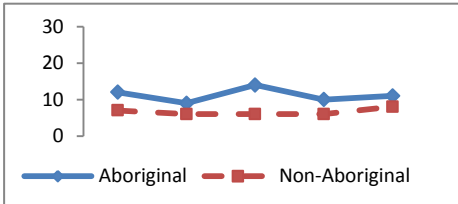
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



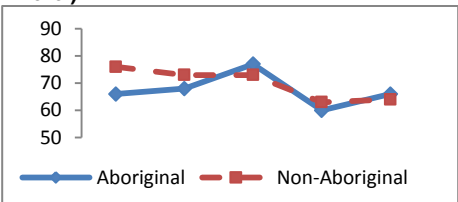
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	119	79	66	1,047	786	75
2014/15	111	71	64	960	741	77
2015/16	92	65	71	786	579	74
2016/17	67	44	66	827	639	77
2017/18	82	58	71	820	603	74

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



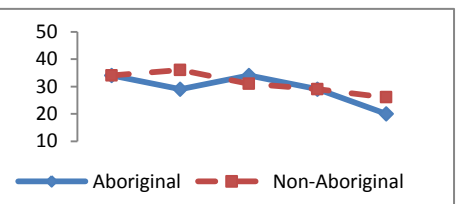
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	120	14	12	1,042	68	7
2014/15	112	10	9	948	58	6
2015/16	100	14	14	783	45	6
2016/17	67	7	10	822	51	6
2017/18	82	9	11	827	65	8

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



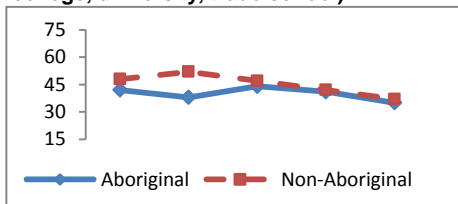
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	121	80	66	1,053	796	76
2014/15	112	76	68	956	699	73
2015/16	100	77	77	795	582	73
2016/17	65	39	60	854	537	63
2017/18	83	55	66	840	534	64

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



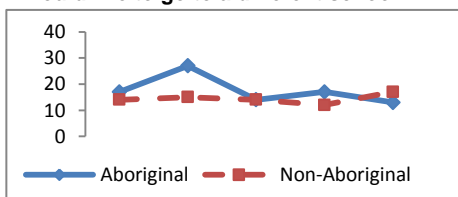
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	120	41	34	1,034	353	34
2014/15	109	32	29	944	338	36
2015/16	99	34	34	780	244	31
2016/17	63	18	29	823	236	29
2017/18	80	16	20	815	211	26

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	119	50	42	1,039	502	48
2014/15	106	40	38	948	489	52
2015/16	98	43	44	784	372	47
2016/17	59	24	41	819	343	42
2017/18	80	28	35	813	303	37

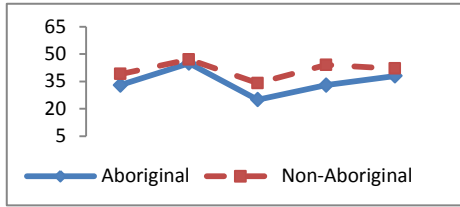
I would like to go to a different school.



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	116	20	17	1,014	143	14
2014/15	100	27	27	929	140	15
2015/16	101	14	14	774	105	14
2016/17	64	11	17	858	106	12
2017/18	83	11	13	835	146	17

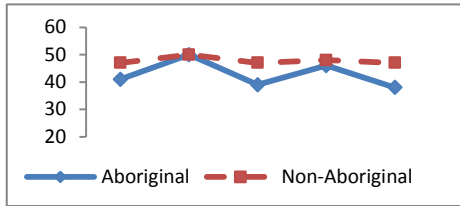
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



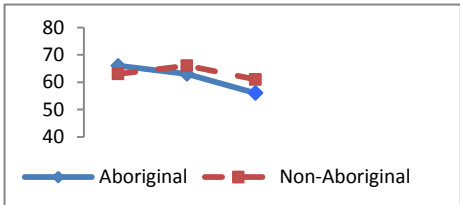
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	90	30	33	894	347	39
2014/15	69	31	45	796	374	47
2015/16	57	14	25	733	246	34
2016/17	54	18	33	674	295	44
2017/18	64	24	38	652	277	42

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	88	36	41	878	409	47
2014/15	66	33	50	770	384	50
2015/16	57	22	39	710	335	47
2016/17	54	25	46	674	326	48
2017/18	63	24	38	654	309	47

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



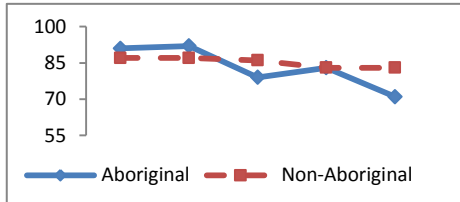
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	90	59	66	892	562	63
2014/15	67	42	63	786	516	66
2015/16	59	33	56	723	442	61
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



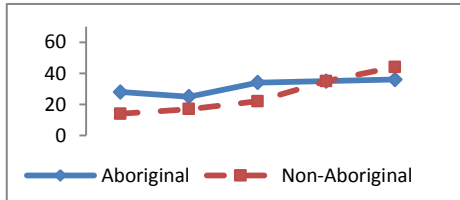
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	54	25 46	668	368 55
2017/18	64	30 47	649	366 56

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	90	82	91	875	765	87
2014/15	66	61	92	779	680	87
2015/16	58	46	79	706	608	86
2016/17	54	45	83	660	545	83
2017/18	63	45	71	633	528	83

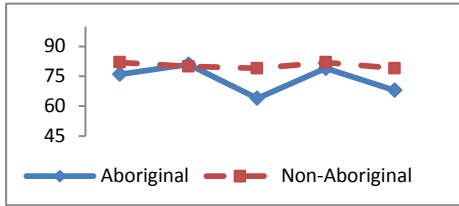
At school, are you being taught about Aboriginal peoples in Canada?



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	90	25	28	868	124	14
2014/15	68	17	25	769	131	17
2015/16	58	20	34	699	153	22
2016/17	54	19	35	671	238	35
2017/18	64	23	36	646	282	44

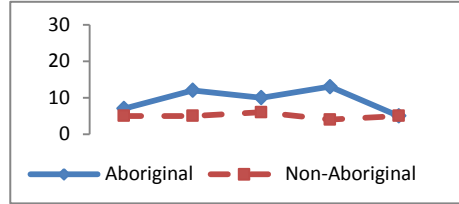
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



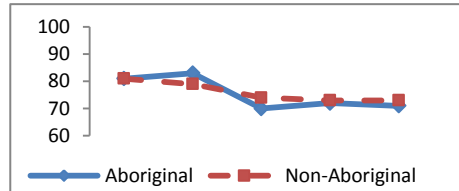
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	90	68	76	882	720	82
2014/15	68	55	81	786	625	80
2015/16	59	38	64	715	565	79
2016/17	56	44	79	660	540	82
2017/18	60	41	68	646	508	79

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



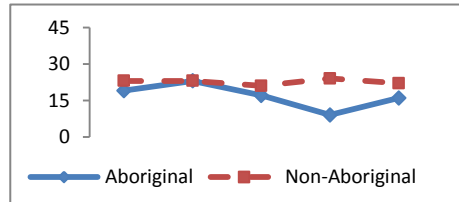
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	89	6	7	885	44	5
2014/15	67	8	12	780	42	5
2015/16	58	6	10	710	40	6
2016/17	56	7	13	667	24	4
2017/18	63	3	5	648	34	5

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



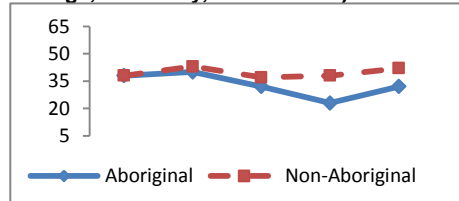
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	90	73	81	892	726	81
2014/15	69	57	83	792	625	79
2015/16	60	42	70	723	533	74
2016/17	54	39	72	674	493	73
2017/18	63	45	71	652	478	73

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



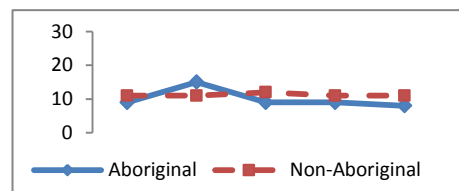
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	89	17	19	880	201	23
2014/15	66	15	23	778	181	23
2015/16	59	10	17	701	146	21
2016/17	54	5	9	668	159	24
2017/18	62	10	16	642	144	22

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	88	33	38	883	333	38
2014/15	65	26	40	777	337	43
2015/16	59	19	32	703	258	37
2016/17	53	12	23	668	257	38
2017/18	63	20	32	636	270	42

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	86	8	9	866	98	11
2014/15	67	10	15	769	85	11
2015/16	55	5	9	693	80	12
2016/17	54	5	9	672	77	11
2017/18	63	5	8	652	73	11

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/2004 school year forward. Status Indians are Aboriginal people who meet the requirements of the <i>Indian Act</i> and who are registered under the <i>Act</i> .
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate .
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are <i>eligible to graduate</i> if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Final Mark	The final mark is based on the blend of a student's best course mark and best exam mark. These best marks may have been earned in different school years. Final marks may be greater than either the best exam marks or best course marks observed in the reported year. The final marks are usually derived from a blend of the best exam percent and the best course percent, using a 80/20 mix for Grades 10 and 11, and a 60/40 mix for Grade 12. (The sole exception is BC First Nations Studies 12, or FNS12, which alone of all Grade 12 examinable courses uses the 80/20 mix.)
Grade-to-Grade Transition Rate	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a passing grade in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine). Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations

Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.
On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participant (Provincial Examination)	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Pass Rate	The number of students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year, divided by the number of students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This is also known as the "success rate".
Performance (Foundation Skills Assessment)	The student performance levels are: <ul style="list-style-type: none"> • <i>Exceeding Expectations</i> - exceeded the expectations for student's grade • <i>Meeting Expectations</i> - met the accepted expectations for student's grade • <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centers; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering BC educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
School District	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.
Six-Year Completion Rate	The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12. In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).
Special Education Program	A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a Certificate of Graduation and/or other outcomes as specified in the student's Individual Education Plan (IEP).

Special Needs (in performance-oriented reports)	When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included: <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.
Special Needs Categories	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)
Student	A school-aged or adult individual enrolled in a BC school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.
Subject	In the Provincial Required Examinations reports, "Subject" includes both French and English variants of equivalent curricula, in combination. For example, the subject Principles of Mathematics 10 contains both the English and French variants of the curriculum - respectively, Principles of Mathematics 10 and Principes de mathématiques 10.