



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 036 Surrey

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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?

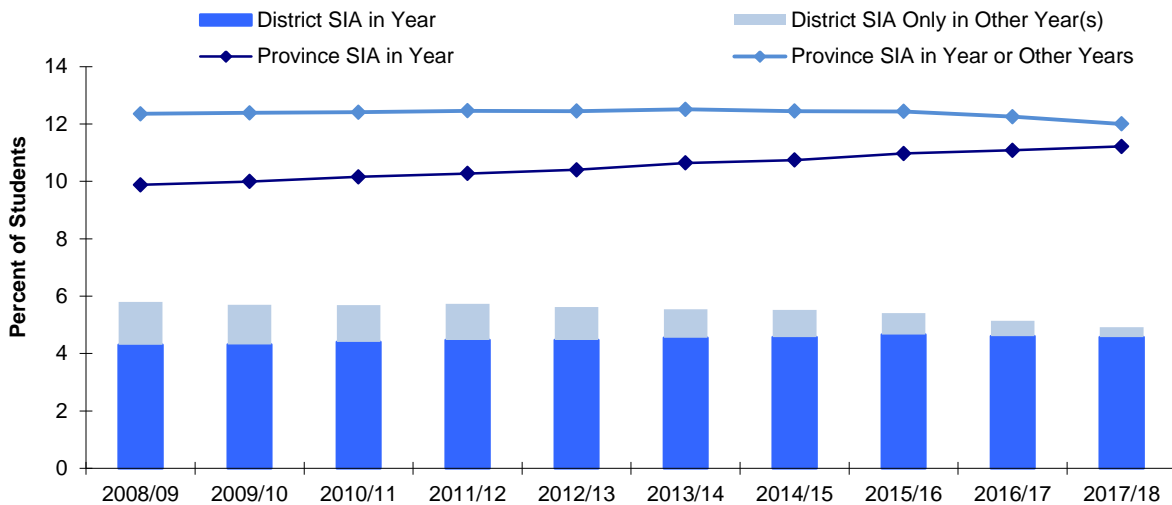
PLEASE NOTE

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	67,713	2,911	4.3	1,016	1.5	579,485	57,257	9.9	14,326	2.5
2009/10	69,108	2,978	4.3	961	1.4	580,480	58,017	10.0	13,887	2.4
2010/11	72,276	3,183	4.4	929	1.3	579,110	58,834	10.2	13,044	2.3
2011/12	69,461	3,108	4.5	872	1.3	569,734	58,531	10.3	12,445	2.2
2012/13	71,973	3,217	4.5	830	1.2	564,529	58,717	10.4	11,569	2.0
2013/14	72,273	3,286	4.5	717	1.0	558,983	59,502	10.6	10,444	1.9
2014/15	70,764	3,234	4.6	669	0.9	552,786	59,382	10.7	9,449	1.7
2015/16	70,941	3,306	4.7	529	0.7	553,376	60,706	11.0	8,109	1.5
2016/17	71,838	3,309	4.6	383	0.5	557,626	61,799	11.1	6,534	1.2
2017/18	72,782	3,325	4.6	250	0.3	563,245	63,182	11.2	4,434	0.8

Percent of Self-Identified Aboriginal Students



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as aboriginal in this year, but did so in at least 1 other year

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

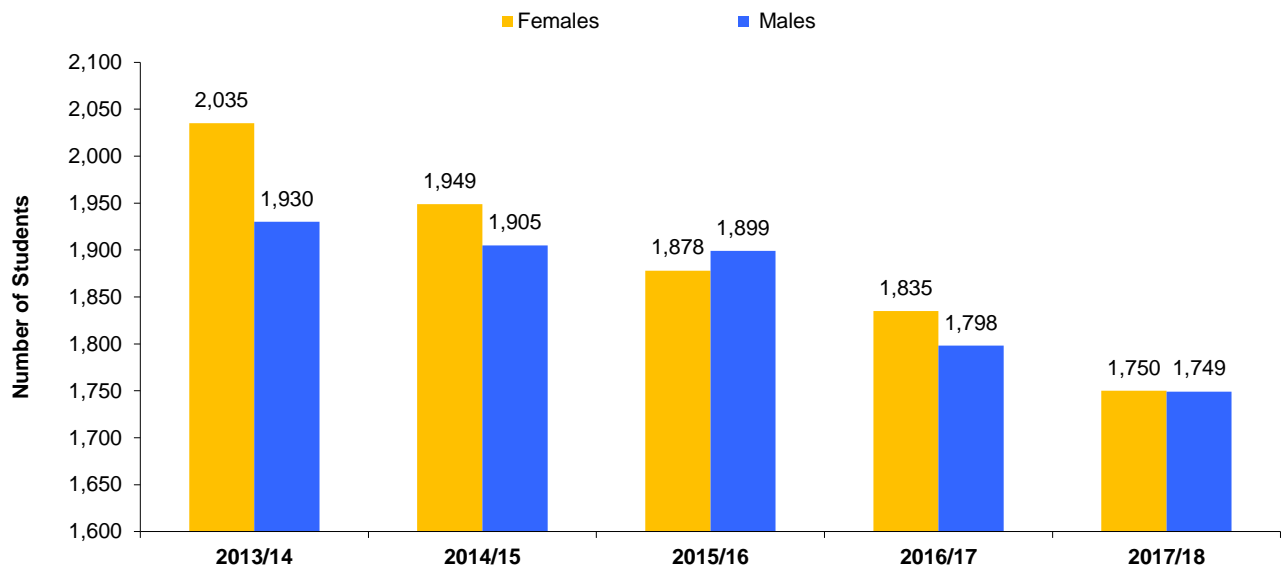
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *		
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males
		#	%	#		#	#	#	
2013/14	72,273	3,965	5.5	2,035	2.8	1,930	69,182	34,363	34,819
2014/15	70,764	3,854	5.4	1,949	2.8	1,905	67,939	33,645	34,294
2015/16	70,941	3,777	5.3	1,878	2.6	1,899	67,749	33,432	34,317
2016/17	71,838	3,633	5.1	1,835	2.6	1,798	67,078	33,137	33,941
2017/18	72,782	3,499	4.8	1,750	2.4	1,749	66,142	32,575	33,567

Number of Aboriginal Students by Gender

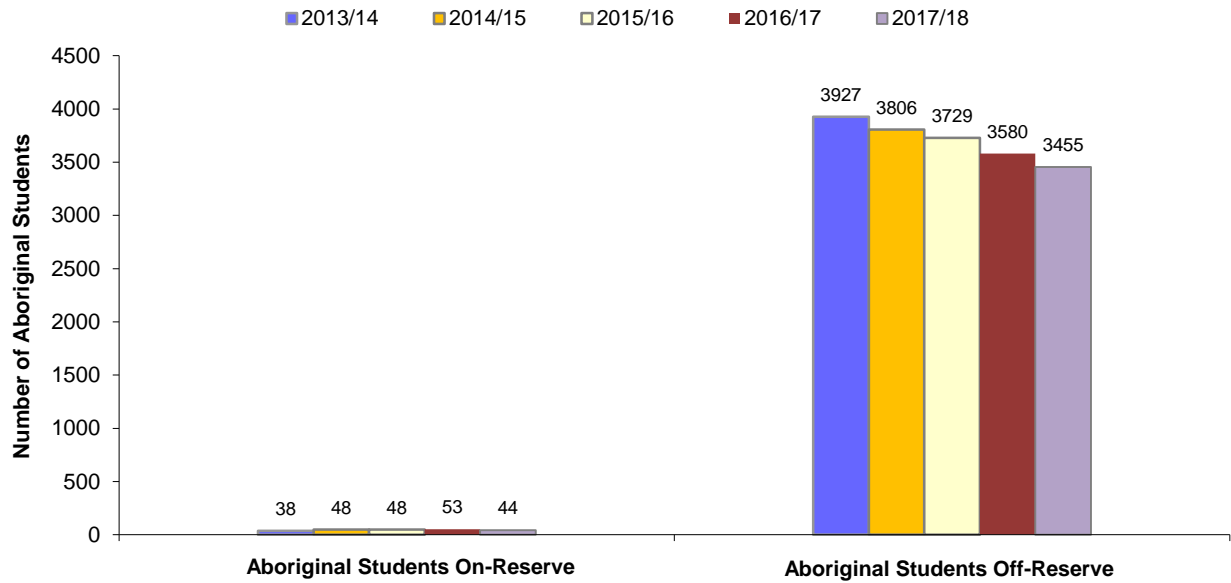


* Public schools only.

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	3,965	17	21	38	2,018	1,909	3,927	8,812	60,370
2014/15	3,854	29	19	48	1,920	1,886	3,806	8,143	59,796
2015/16	3,777	29	19	48	1,849	1,880	3,729	7,694	60,055
2016/17	3,633	31	22	53	1,804	1,776	3,580	7,285	59,793
2017/18	3,499	23	21	44	1,727	1,728	3,455	7,820	58,322

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

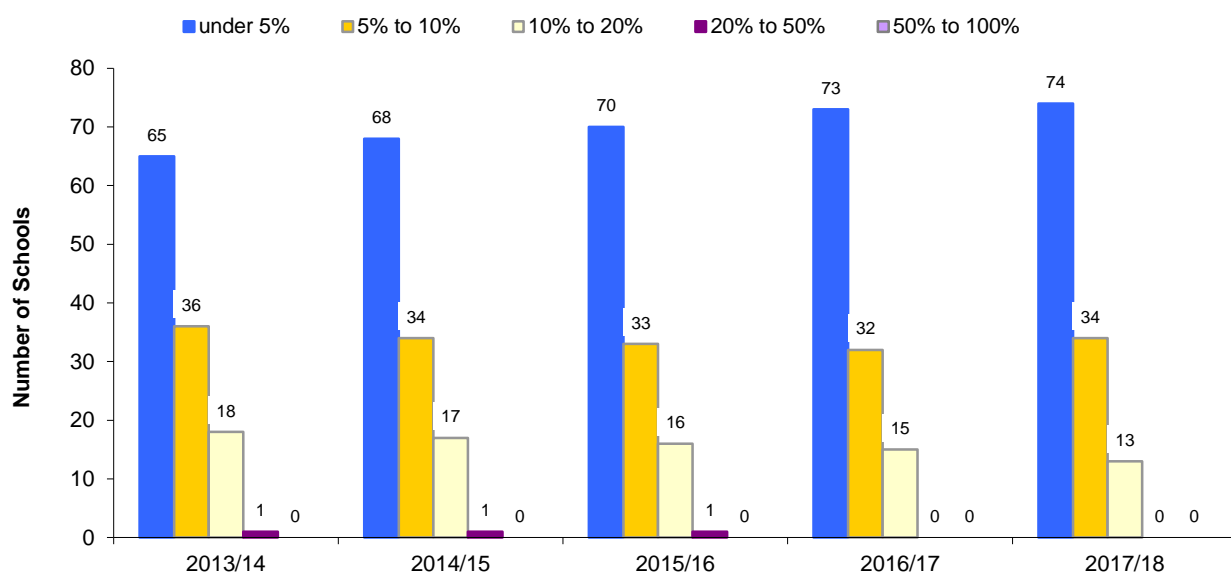


* Public schools only.

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	120	65	36	18	1	0	1,393	370	241	341	346	95
2014/15	120	68	34	17	1	0	1,385	393	223	335	337	97
2015/16	120	70	33	16	1	0	1,380	396	224	349	318	93
2016/17	120	73	32	15	0	0	1,369	400	229	348	300	92
2017/18	121	74	34	13	0	0	1,377	416	238	335	303	85

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

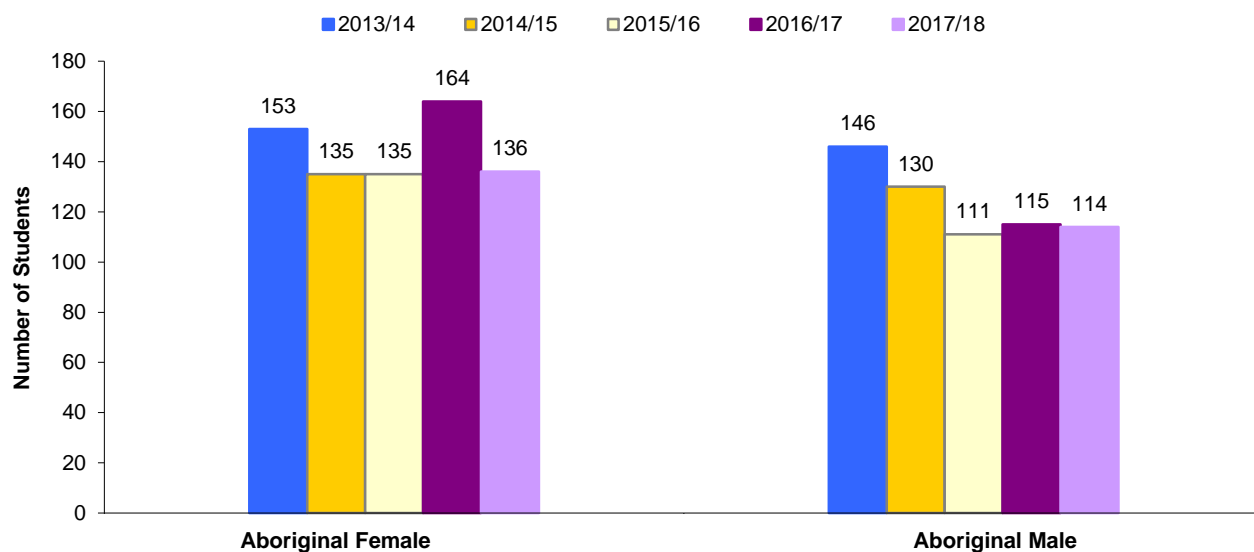


* Public schools only.

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	1,037	153	146	299	288	450	738	1,610	1,594	2,033	2,757
2014/15	1,004	135	130	265	274	465	739	1,595	1,560	1,981	2,618
2015/16	945	135	111	246	269	430	699	1,609	1,527	2,022	2,474
2016/17	999	164	115	279	287	433	720	1,605	1,543	2,037	2,468
2017/18	936	136	114	250	282	404	686	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



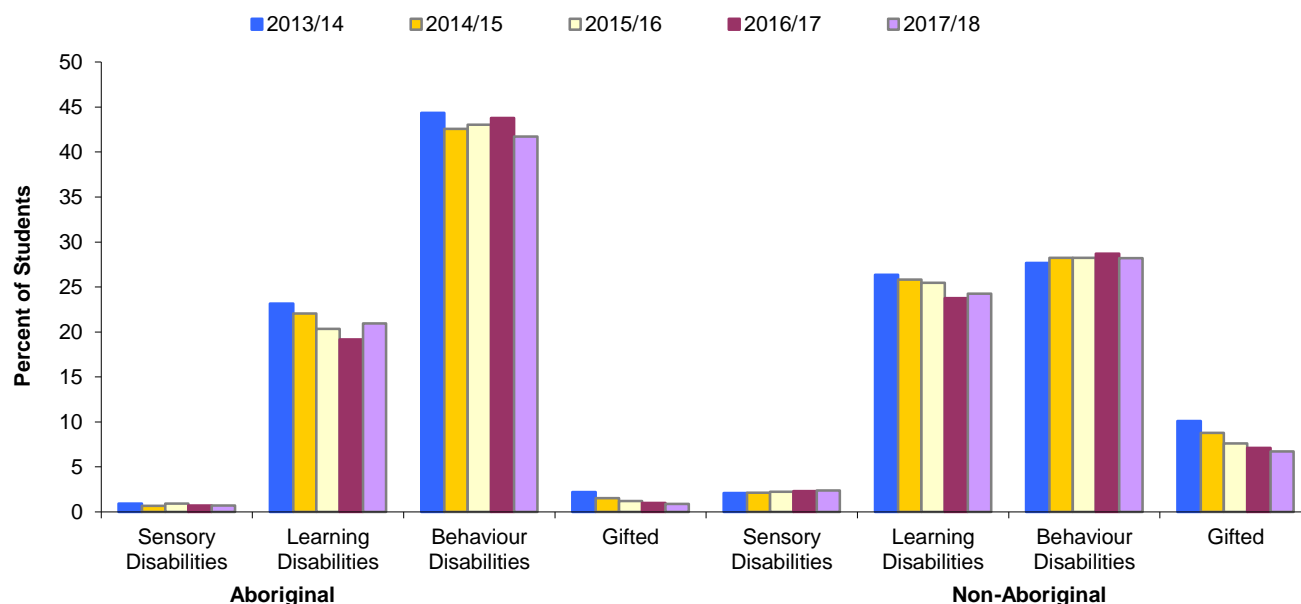
* Public schools only.

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	994	6,000	9	1	126	2	230	23	1,582	26	441	44	1,661	28	22	2	605	10
2014/15	1,038	5,992	7	1	128	2	229	22	1,547	26	442	43	1,693	28	16	2	526	9
2015/16	1,092	6,141	10	1	137	2	222	20	1,565	25	470	43	1,734	28	13	1	468	8
2016/17	1,121	6,312	8	1	146	2	215	19	1,499	24	491	44	1,811	29	11	1	450	7
2017/18	1,122	6,640	8	1	157	2	235	21	1,611	24	468	42	1,873	28	10	1	447	7

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).

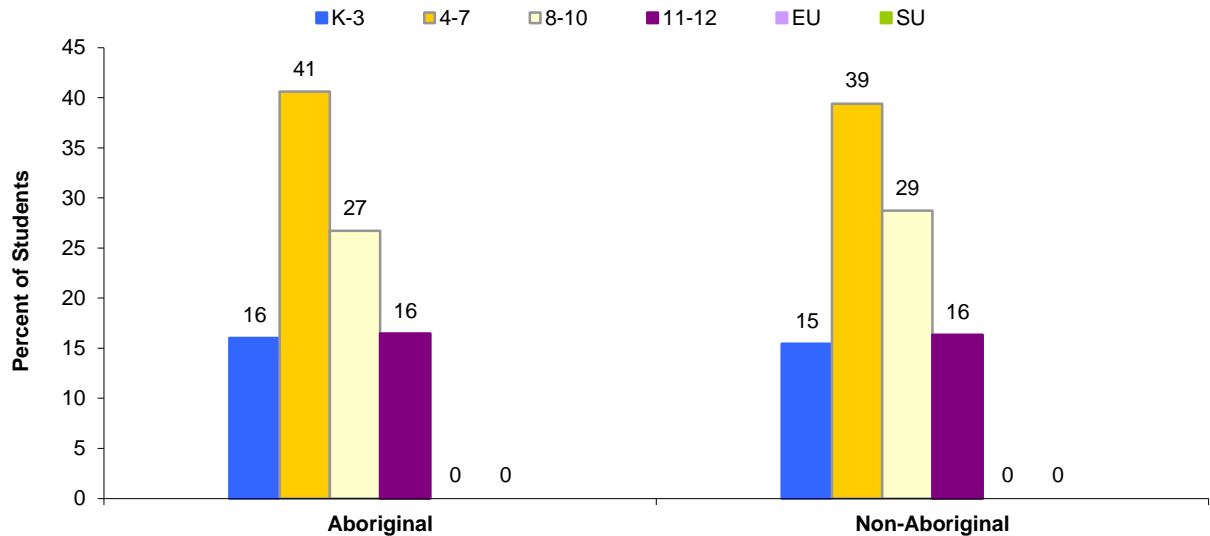
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	441	77	17	131	30	145	33	87	20	0	0	0	0
2014/15	442	79	18	141	32	136	31	86	19	0	0	0	0
2015/16	470	79	17	160	34	135	29	96	20	0	0	Msk	Msk
2016/17	491	80	16	180	37	139	28	92	19	0	0	Msk	Msk
2017/18	468	75	16	190	41	125	27	77	16	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	1,661	238	14	590	36	498	30	327	20	0	0	0	0
2014/15	1,693	255	15	583	34	510	30	343	20	0	0	0	0
2015/16	1,734	259	15	606	35	536	31	332	19	0	0	Msk	Msk
2016/17	1,811	264	15	672	37	549	30	325	18	0	0	Msk	Msk
2017/18	1,873	289	15	738	39	538	29	306	16	0	0	0	0

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



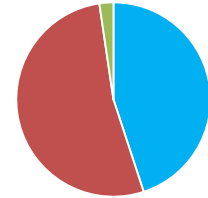
* Total includes Graduated Adults.

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

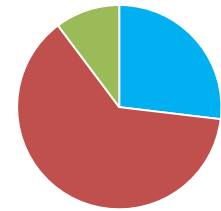
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	214	76	66	31	137	64	11	5
2014/15	191	72	69	36	111	58	11	6
2015/16	162	60	61	38	96	59	5	3
2016/17	175	64	67	38	102	58	6	3
			Emerging		On Track		Extending	
2017/18	129	47	58	45	68	53	3	2



■ Emerging ■ On Track ■ Extending

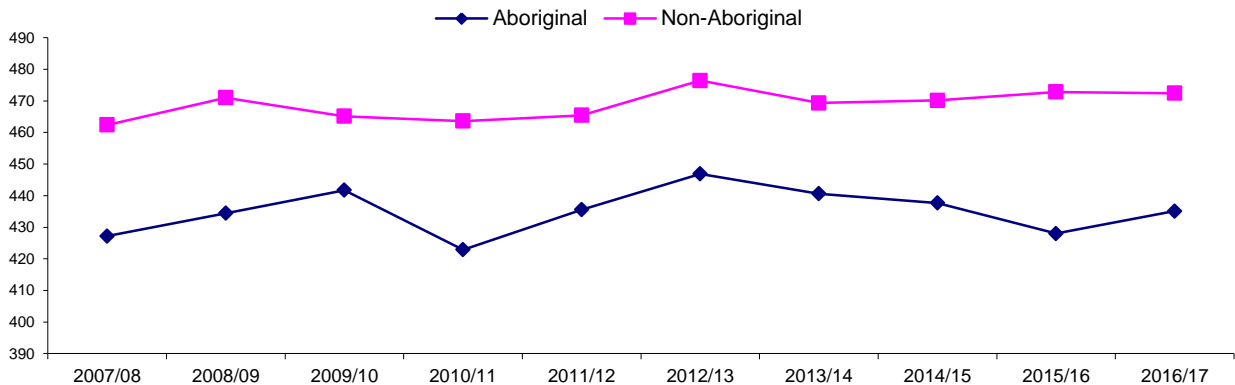
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	4,066	88	1,016	25	2,658	65	392	10
2014/15	3,942	85	932	24	2,672	68	338	9
2015/16	3,672	77	848	23	2,501	68	323	9
2016/17	3,585	71	793	22	2,492	70	300	8
			Emerging		On Track		Extending	
2017/18	3,493	67	939	27	2,196	63	358	10



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

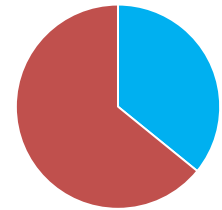


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

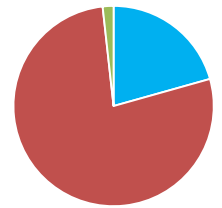
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	213	75	53	25	157	74	3	1
2014/15	182	68	40	22	138	76	4	2
2015/16	158	58	55	35	102	65	1	1
2016/17	167	61	52	31	114	68	1	1
			Emerging		On Track		Extending	
2017/18	106	39	38	36	68	64	0	0



■ Emerging ■ On Track
■ Extending

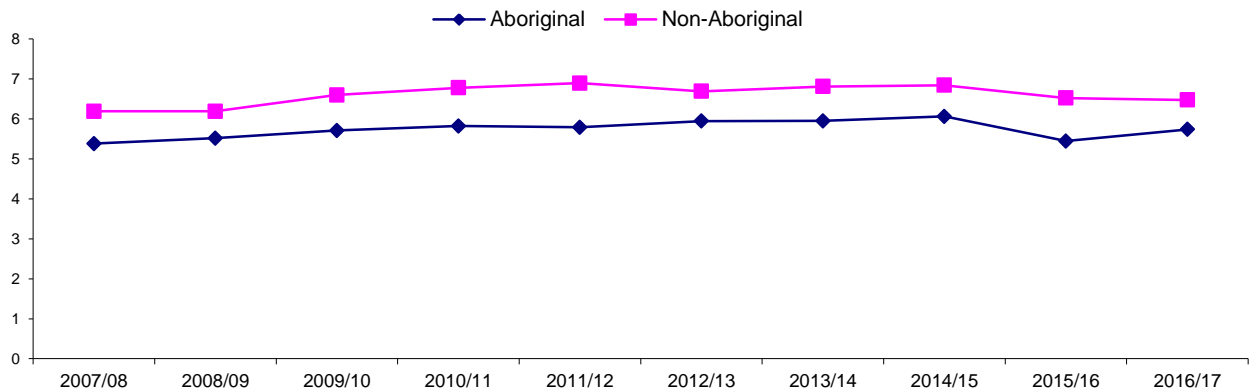
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	4,016	87	425	11	3,521	88	70	2
2014/15	3,907	84	457	12	3,316	85	134	3
2015/16	3,627	76	431	12	3,103	86	93	3
2016/17	3,510	69	465	13	2,981	85	64	2
			Emerging		On Track		Extending	
2017/18	3,309	64	683	21	2,568	78	58	2



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

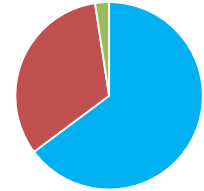


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

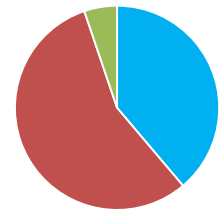
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	217	77	109	50	101	47	7	3
2014/15	195	73	94	48	93	48	8	4
2015/16	161	59	78	48	78	48	5	3
2016/17	171	62	87	51	82	48	2	1
			Emerging		On Track		Extending	
2017/18	125	46	81	65	41	33	3	2



■ Emerging ■ On Track ■ Extending

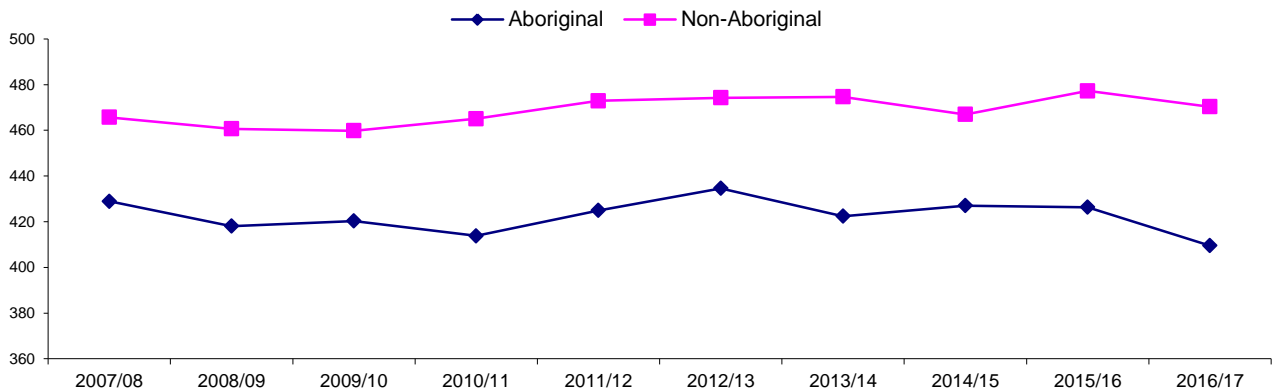
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	4,068	88	1,054	26	2,702	66	312	8
2014/15	3,952	85	1,124	28	2,591	66	237	6
2015/16	3,675	77	927	25	2,428	66	320	9
2016/17	3,553	70	1,004	28	2,308	65	241	7
			Emerging		On Track		Extending	
2017/18	3,480	67	1,351	39	1,948	56	181	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

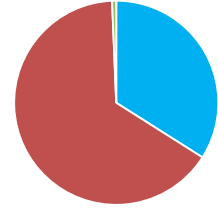


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

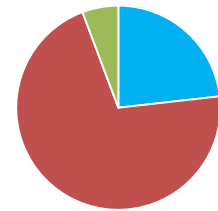
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	225	76	90	40	129	57	6	3
2014/15	198	72	77	39	112	57	9	5
2015/16	195	70	74	38	110	56	11	6
2016/17	162	63	67	41	89	55	6	4
			Emerging		On Track		Extending	
2017/18	153	57	52	34	100	65	1	1



■ Emerging ■ On Track ■ Extending

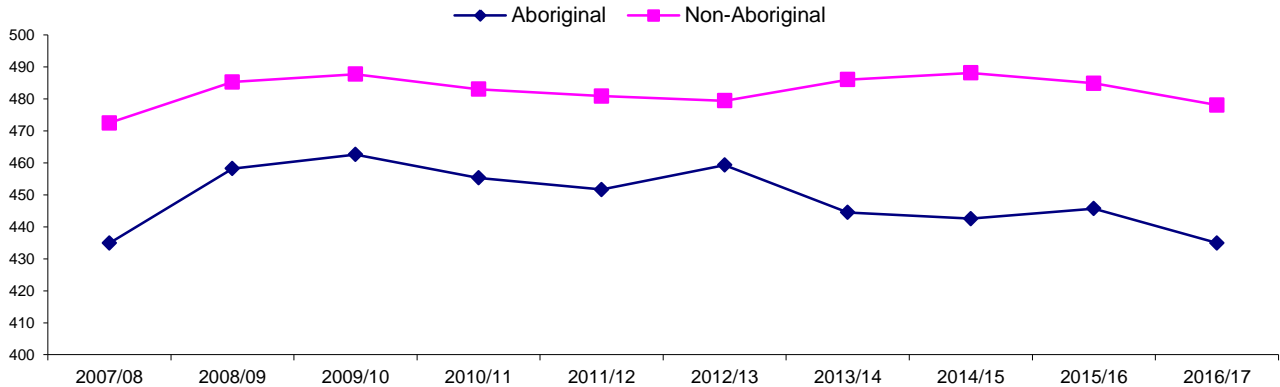
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	4,312	89	1,039	24	2,840	66	433	10
2014/15	4,168	86	966	23	2,744	66	458	11
2015/16	3,920	81	972	25	2,525	64	423	11
2016/17	3,738	75	1,012	27	2,349	63	377	10
			Emerging		On Track		Extending	
2017/18	3,571	70	829	23	2,538	71	204	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

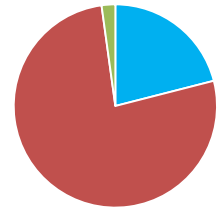


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

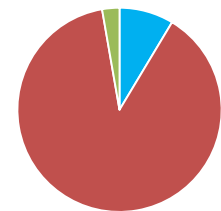
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	215	73	62	29	152	71	1	0
2014/15	189	69	50	26	138	73	1	1
2015/16	186	67	43	23	139	75	4	2
2016/17	145	56	50	34	90	62	5	3
			Emerging		On Track		Extending	
2017/18	138	52	29	21	106	77	3	2



■ Emerging ■ On Track
■ Extending

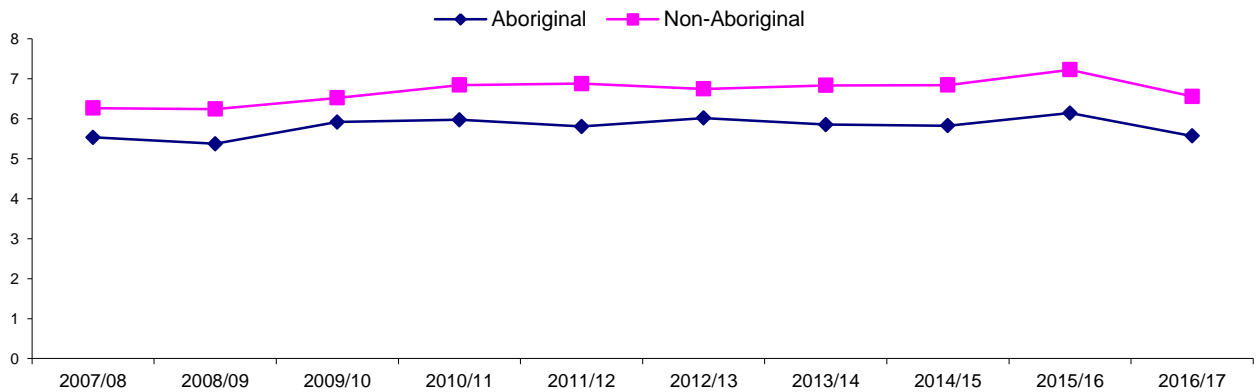
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	4,266	88	454	11	3,694	87	118	3
2014/15	4,132	85	325	8	3,686	89	121	3
2015/16	3,868	80	344	9	3,244	84	280	7
2016/17	3,670	74	494	13	3,054	83	122	3
			Emerging		On Track		Extending	
2017/18	3,429	67	295	9	3,040	89	94	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

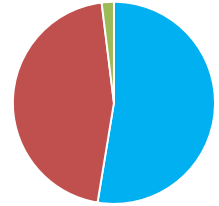


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

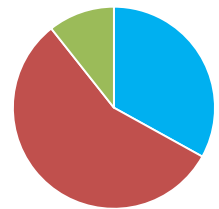
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	216	73	109	50	104	48	3	1
2014/15	200	73	96	48	100	50	4	2
2015/16	195	70	103	53	81	42	11	6
2016/17	153	59	78	51	72	47	3	2
			Emerging		On Track		Extending	
2017/18	154	58	81	53	70	45	3	2



■ Emerging ■ On Track
■ Extending

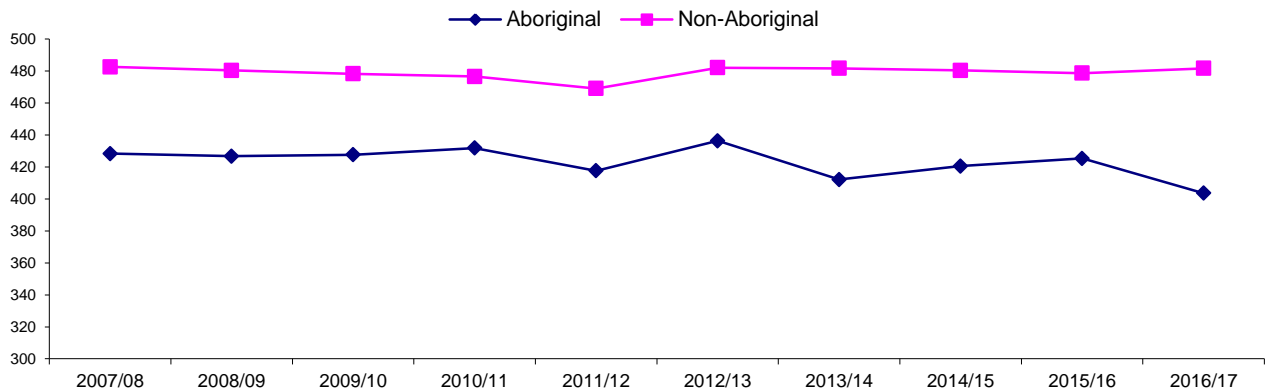
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	4,315	89	1,039	24	2,836	66	440	10
2014/15	4,183	86	1,057	25	2,656	63	470	11
2015/16	3,927	82	1,049	27	2,443	62	435	11
2016/17	3,728	75	933	25	2,380	64	415	11
			Emerging		On Track		Extending	
2017/18	3,575	70	1,181	33	2,013	56	381	11



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

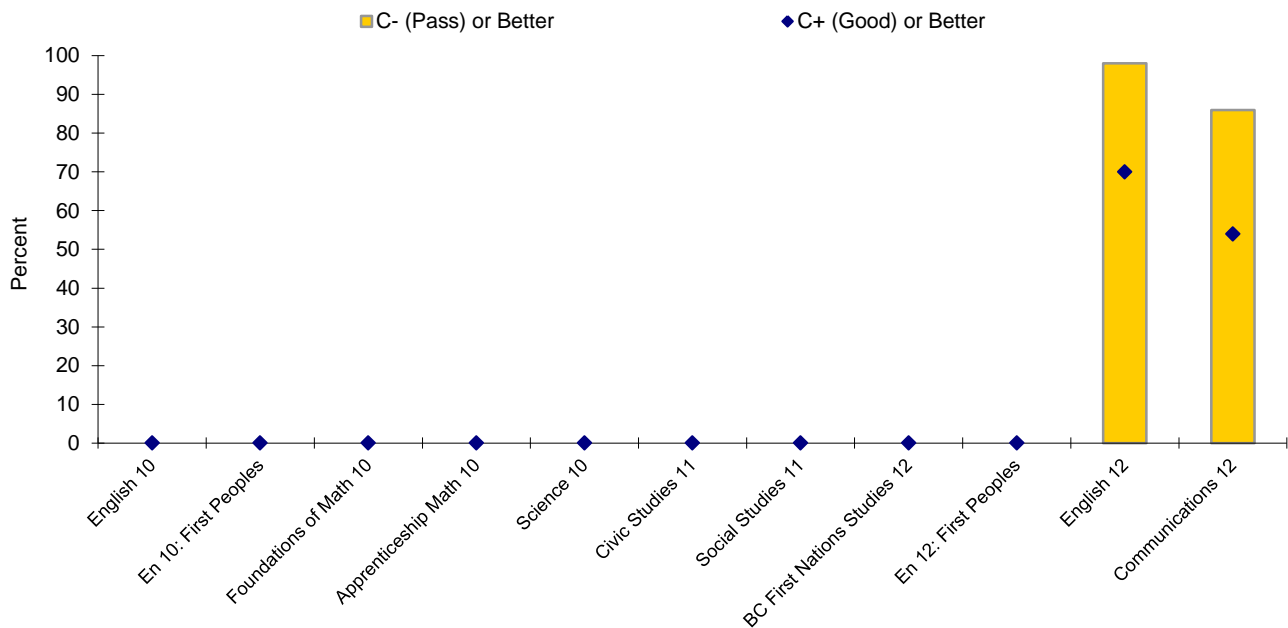
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12	130	128	98	91	70	4,886	4,765	98	3,571	73
Communications 12	56	48	86	30	54	573	551	96	300	52

Final Marks Overview: Aboriginal Results 2017/18

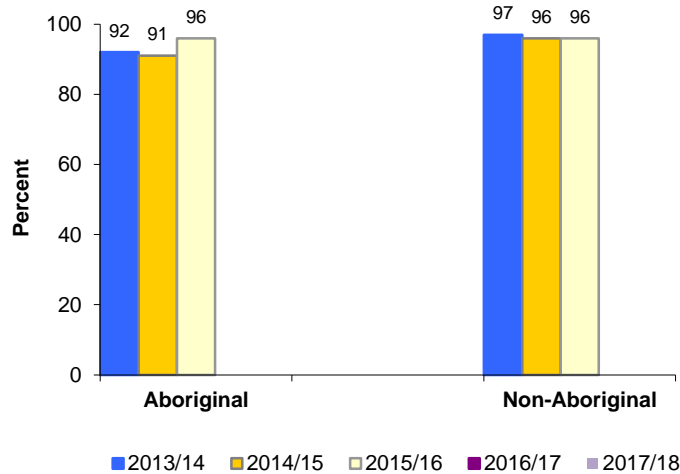


FINAL MARKS: ENGLISH 10

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	235	216	92	118	50	5,419	5,281	97	3,797	70
2014/15	212	193	91	85	40	5,293	5,061	96	3,602	68
2015/16	220	212	96	111	50	5,358	5,167	96	3,595	67
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	235	345	210	25	5,419	5,877	4,838	581	
2014/15	212	334	182	30	5,293	5,757	4,752	541	
2015/16	220	330	175	45	5,358	5,978	4,770	588	
2016/17	-	338	-	-	-	6,072	-	-	
2017/18	-	342	-	-	-	6,093	-	-	

ENGLISH 10: C- (Pass) or Better



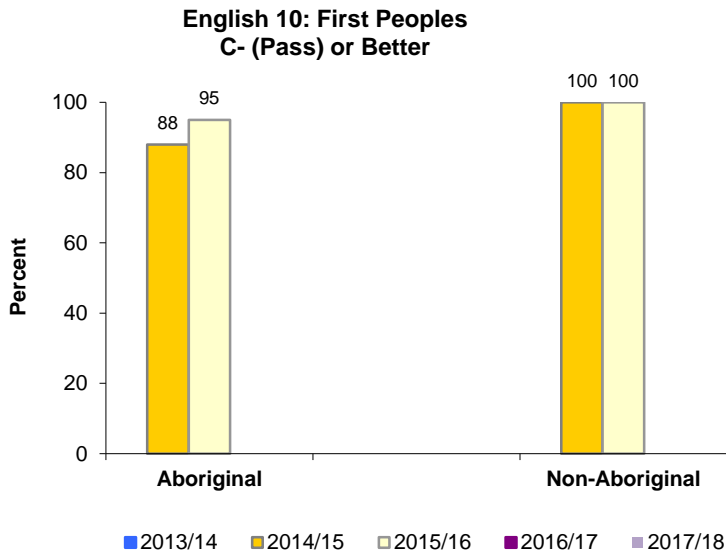
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	16	14	88	4	25	19	19	100	15	79
2015/16	19	18	95	11	58	32	32	100	23	72
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	-	345	-	-	-	5,877	-	-
2014/15	16	334	14	2	19	5,757	19	0
2015/16	19	330	18	1	32	5,978	31	1
2016/17	-	338	-	-	-	6,072	-	-
2017/18	-	342	-	-	-	6,093	-	-



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

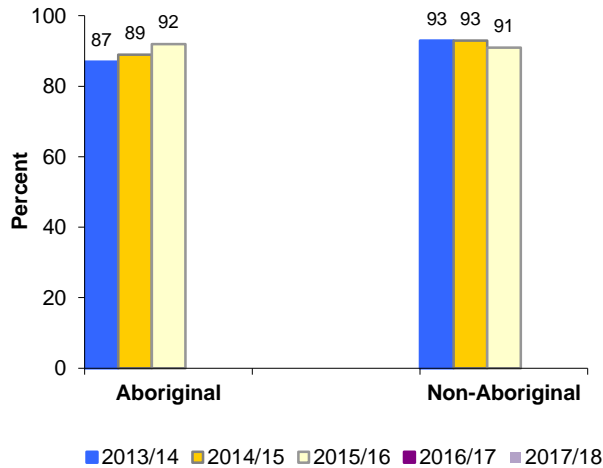
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	124	108	87	51	41	4,896	4,551	93	2,997	61
2014/15	99	88	89	44	44	4,419	4,113	93	2,784	63
2015/16	124	114	92	51	41	4,575	4,186	91	2,870	63
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	124	345	108	16	4,896	5,877	4,209	687		
2014/15	99	334	85	14	4,419	5,757	3,820	599		
2015/16	124	330	106	18	4,575	5,978	3,938	637		
2016/17	-	338	-	-	-	6,072	-	-		
2017/18	-	342	-	-	-	6,093	-	-		

**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.

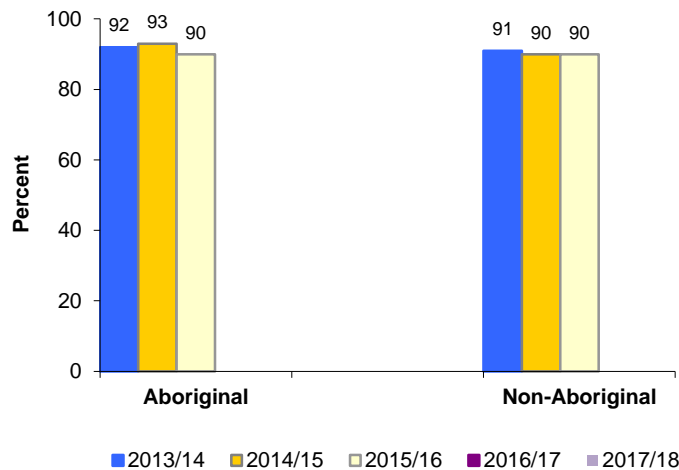
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	130	119	92	60	46	1,034	940	91	438	42
2014/15	130	121	93	55	42	1,098	992	90	474	43
2015/16	120	108	90	56	47	1,072	960	90	450	42
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	130	345	93	37	1,034	5,877	675	359		
2014/15	130	334	92	38	1,098	5,757	787	311		
2015/16	120	330	84	36	1,072	5,978	806	266		
2016/17	-	338	-	-	-	6,072	-	-		
2017/18	-	342	-	-	-	6,093	-	-		

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.

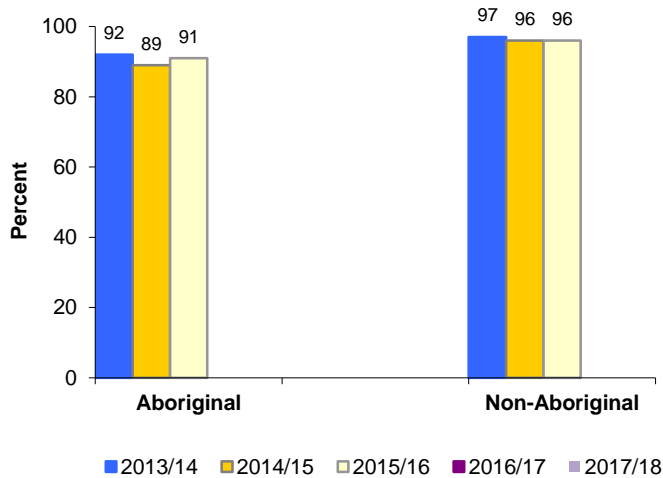
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	224	206	92	89	40	5,422	5,233	97	3,525	65
2014/15	219	195	89	83	38	5,259	5,023	96	3,476	66
2015/16	244	223	91	104	43	5,248	5,026	96	3,484	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	224	345	193	31	5,422	5,877	4,867	555	
2014/15	219	334	178	41	5,259	5,757	4,829	430	
2015/16	244	330	204	40	5,248	5,978	4,823	425	
2016/17	-	338	-	-	-	6,072	-	-	
2017/18	-	342	-	-	-	6,093	-	-	

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.

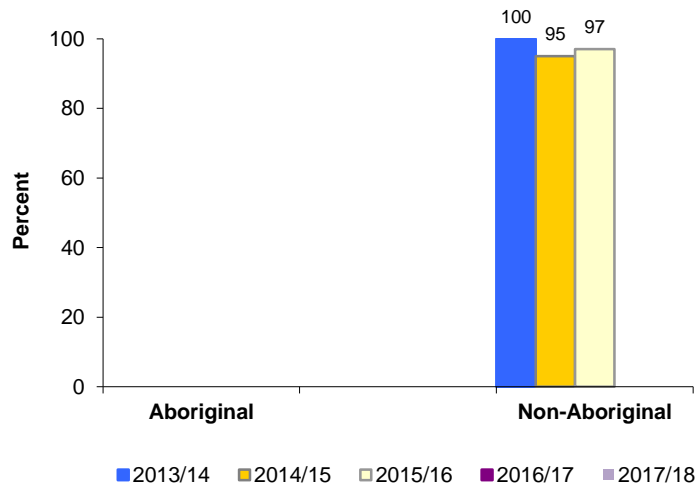
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	52	52	100	30	58
2014/15	Msk	Msk	Msk	Msk	Msk	178	169	95	103	58
2015/16	-	-	-	-	-	149	144	97	94	63
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2013/14	Msk	322	Msk	Msk	52	5,963	48	4		
2014/15	Msk	331	Msk	Msk	178	6,008	173	5		
2015/16	-	324	-	-	149	5,857	137	12		
2016/17	-	329	-	-	-	5,921	-	-		
2017/18	-	315	-	-	-	5,938	-	-		

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.

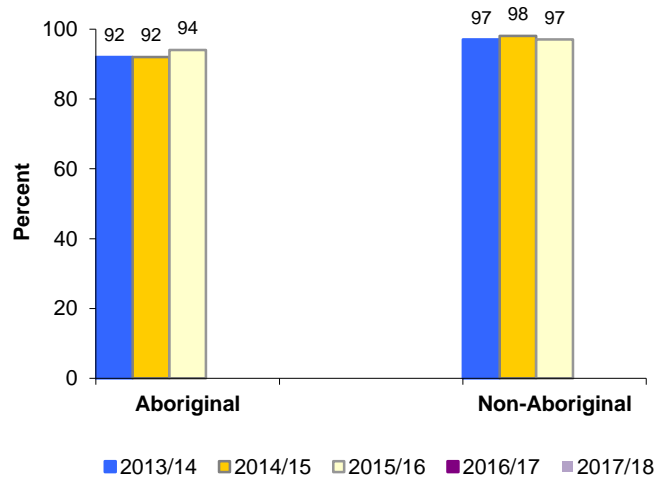
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	169	156	92	82	49	5,136	4,993	97	3,654	71
2014/15	167	153	92	83	50	4,910	4,794	98	3,587	73
2015/16	165	155	94	81	49	4,966	4,828	97	3,562	72
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	169	322	141	28	5,136	5,963	4,468	668		
2014/15	167	331	141	26	4,910	6,008	4,461	449		
2015/16	165	324	141	24	4,966	5,857	4,366	600		
2016/17	-	329	-	-	-	5,921	-	-		
2017/18	-	315	-	-	-	5,938	-	-		

Social Studies 11: C- (Pass) or Better



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

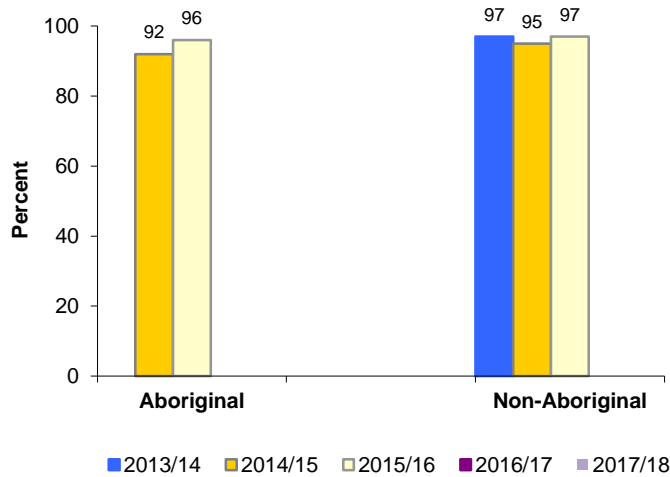
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: BC FIRST NATIONS STUDIES 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	90	87	97	60	67
2014/15	13	12	92	5	38	88	84	95	48	55
2015/16	24	23	96	14	58	170	165	97	122	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	Msk	405	Msk	Msk	90	7,901	58	32	
2014/15	13	337	3	10	88	6,621	48	40	
2015/16	24	334	12	12	170	6,432	92	78	
2016/17	-	322	-	-	-	6,205	-	-	
2017/18	-	315	-	-	-	6,223	-	-	

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



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

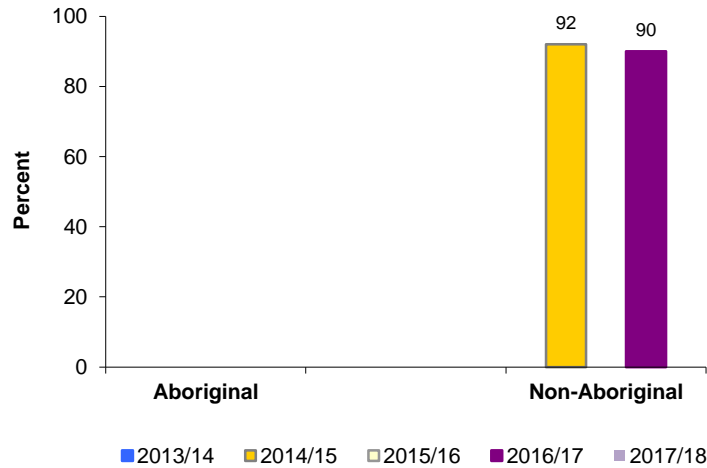
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	12	11	92	10	83
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	Msk	Msk	Msk	Msk	Msk	10	9	90	6	60
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	-	405	-	-	Msk	7,901	Msk	Msk		
2014/15	Msk	337	Msk	Msk	12	6,621	12	0		
2015/16	-	334	-	-	-	6,432	-	-		
2016/17	Msk	322	Msk	Msk	10	6,205	10	0		
2017/18	Msk	315	-	-	Msk	6,223	-	-		

**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.

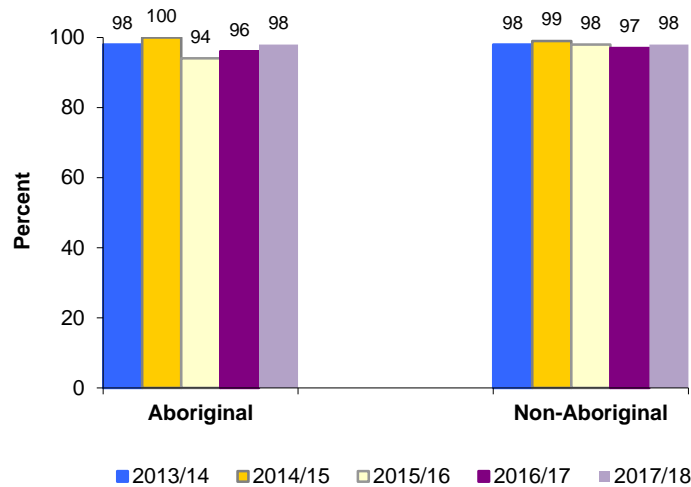
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	111	109	98	64	58	4,962	4,862	98	3,526	71
2014/15	126	126	100	77	61	4,847	4,799	99	3,591	74
2015/16	115	108	94	77	67	4,880	4,782	98	3,530	72
2016/17	121	116	96	69	57	4,767	4,629	97	3,382	71
2017/18	130	128	98	91	70	4,886	4,765	98	3,571	73

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	111	405	102	9	4,962	7,901	4,505	457	
2014/15	126	337	112	14	4,847	6,621	4,561	286	
2015/16	115	334	105	10	4,880	6,432	4,613	267	
2016/17	121	322	112	9	4,767	6,205	4,444	323	
2017/18	130	315	-	-	4,886	6,223	-	-	

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.

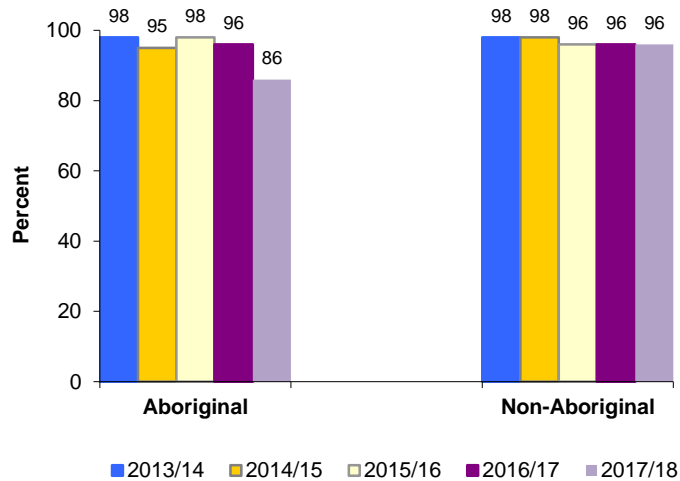
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	41	40	98	23	56	707	696	98	414	59
2014/15	37	35	95	25	68	616	606	98	400	65
2015/16	57	56	98	27	47	619	594	96	320	52
2016/17	53	51	96	30	57	602	576	96	310	51
2017/18	56	48	86	30	54	573	551	96	300	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	41	405	38	3	707	7,901	632	75		
2014/15	37	337	31	6	616	6,621	553	63		
2015/16	57	334	53	4	619	6,432	569	50		
2016/17	53	322	45	8	602	6,205	511	91		
2017/18	56	315	-	-	573	6,223	-	-		

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.

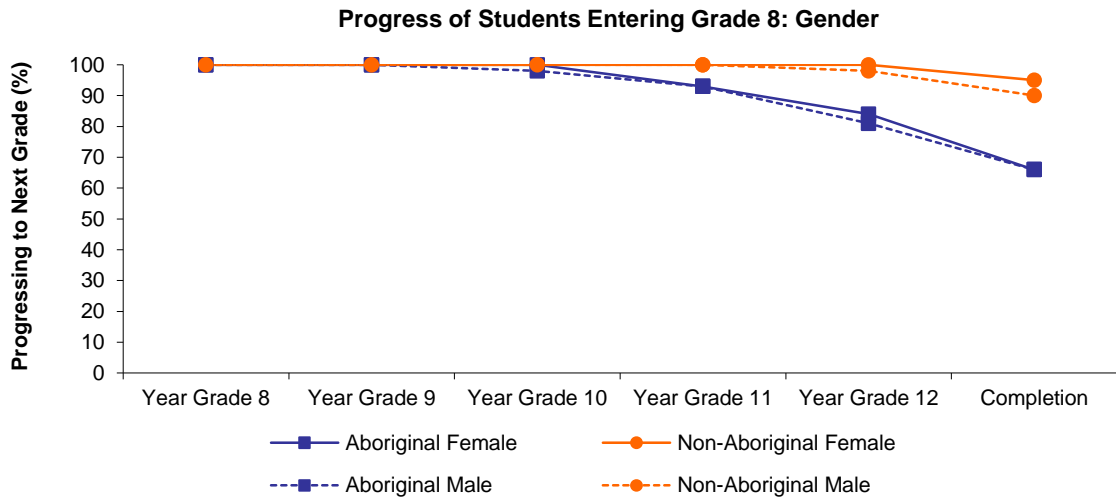
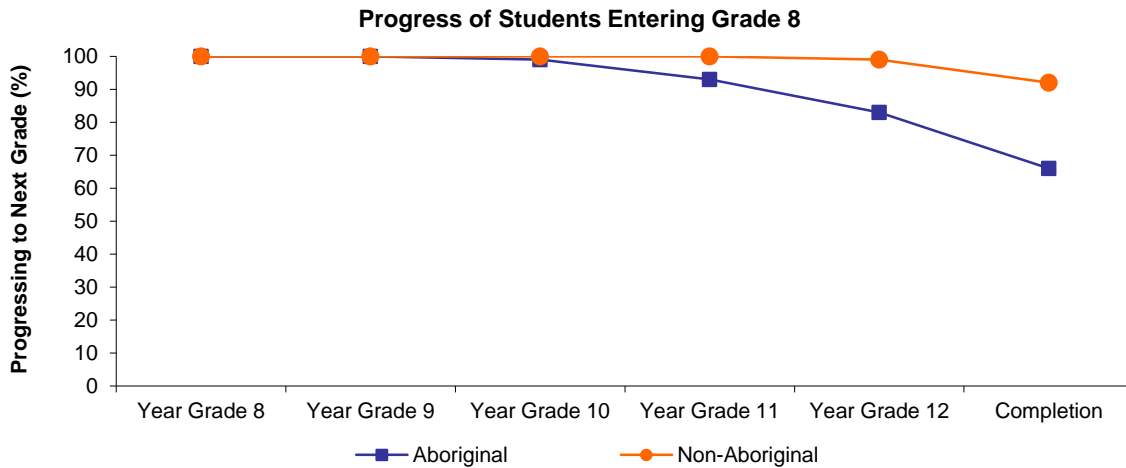
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	93	93	93	100	100	100
	Grade 12	83	84	81	99	100	98
2017/18	Completion	66	66	66	92	95	90



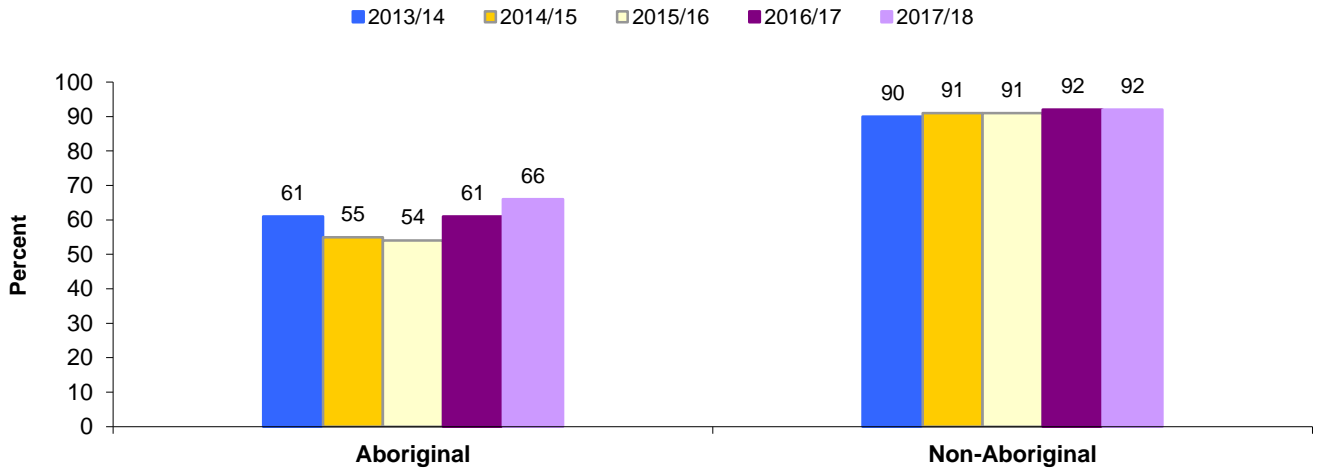
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

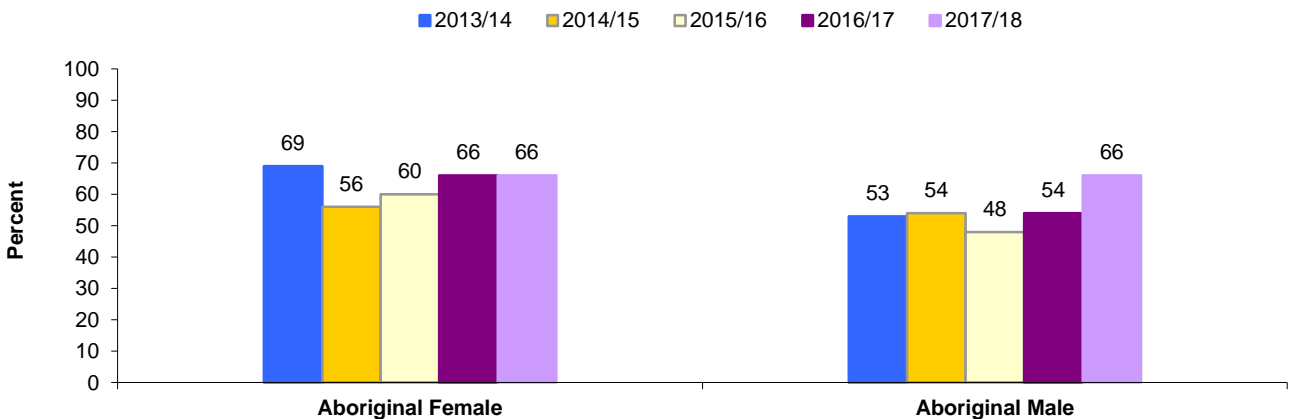
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	61	69	53	90	93	88
2014/15	55	56	54	91	93	88
2015/16	54	60	48	91	95	87
2016/17	61	66	54	92	95	89
2017/18	66	66	66	92	95	90

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).

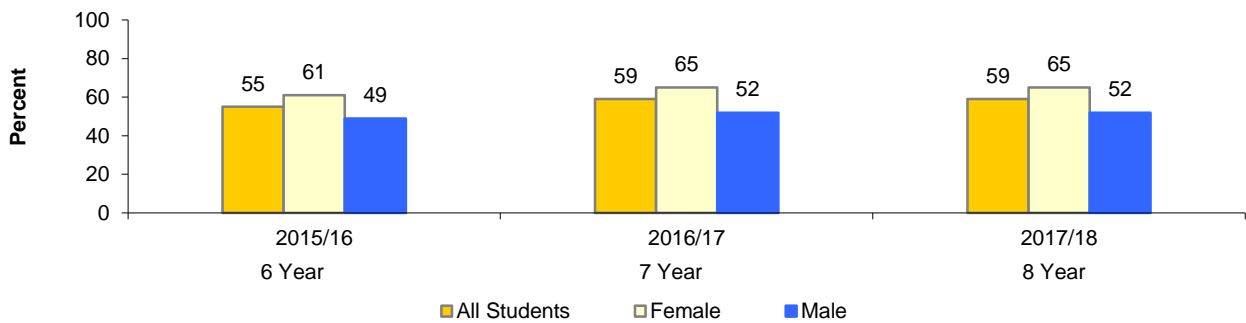
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

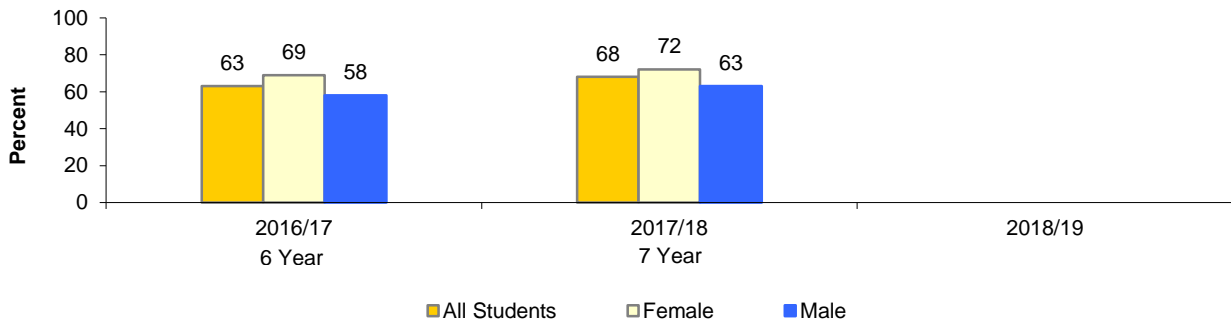
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	55	61	49	59	65	52	59	65	52
2011/12	63	69	58	68	72	63	-	-	-
2012/13	66	66	66	-	-	-	-	-	-

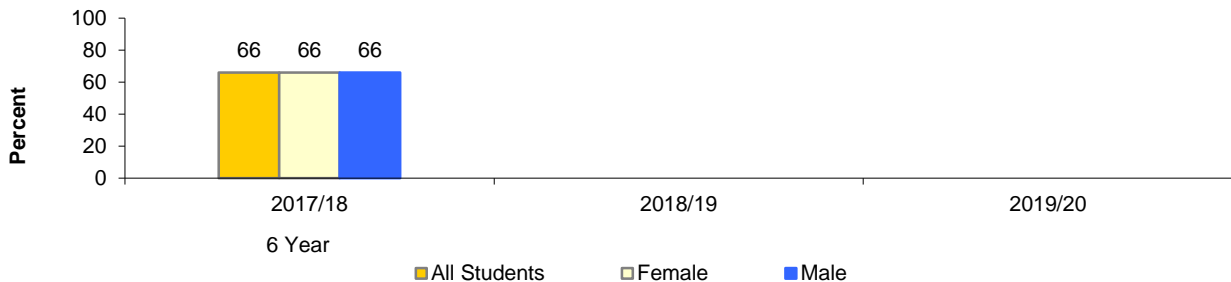
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	372	13	3	7,569	116	2
2014/15	326	22	7	6,339	93	1
2015/16	326	15	5	6,217	102	2
2016/17	308	Msk	Msk	6,071	72	1
2017/18	300	Msk	Msk	6,038	81	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	372	132	35	7,569	4,931	65
2014/15	326	136	42	6,339	4,946	78
2015/16	326	145	44	6,217	4,929	79
2016/17	308	154	50	6,071	4,782	79
2017/18	300	151	50	6,038	4,880	81

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	372	47	13	7,569	308	4
2014/15	326	44	13	6,339	333	5
2015/16	326	48	15	6,217	272	4
2016/17	308	46	15	6,071	271	4
2017/18	300	44	15	6,038	269	4

* 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	464	278	60	186	40
2014/15	419	256	61	163	39
2015/16	375	230	61	145	39
2016/17	329	203	62	126	38
2017/18	280	183	65	97	35

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	3,965	278	7
2014/15	3,854	256	7
2015/16	3,777	230	6
2016/17	3,633	203	6
2017/18	3,499	183	5

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	43	39	20	28	Msk	47	59
2014/15	50	46	Msk	47	Msk	Msk	55
2015/16	46	36	28	32	Msk	50	64
2016/17	58	54	34	41	71	75	73
2017/18	59	36	53	44	Msk	Msk	83

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	77	Msk	Msk	80	Msk	Msk	75
2014/15	83	Msk	Msk	80	Msk	Msk	86
2015/16	90	Msk	Msk	73	100	Msk	100
2016/17	89	Msk	Msk	Msk	Msk	Msk	83
2017/18	88	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	225	100	27	12.0	3	1.3	3	1.3	-	-		
Non-Aboriginal	5,330	100	587	11.0	136	2.6	45	0.8	33	0.6		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	187	100	5	2.7	2	1.1	5	2.7	1	0.5		
Non-Aboriginal	2,765	100	99	3.6	35	1.3	14	0.5	6	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	225	100	6	2.7	-	-	4	1.8	2	0.9		
Non-Aboriginal	5,330	100	227	4.3	91	1.7	50	0.9	34	0.6		

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	187	100	2	1.1	-	-	-	-	1	0.5		
Non-Aboriginal	2,765	100	41	1.5	11	0.4	13	0.5	7	0.3		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	225	100	15	6.7	2	0.9	-	-	-	-		
Non-Aboriginal	5,330	100	1,188	22.3	41	0.8	19	0.4	6	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	187	100	-	-	-	-	-	-	1	0.5		
Non-Aboriginal	2,765	100	8	0.3	3	0.1	2	0.1	1	0		

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	225	100	21	9.3	9	4.0	2	0.9	1	0.4		
Non-Aboriginal	5,330	100	1,192	22.4	188	3.5	58	1.1	39	0.7		

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	187	100	4	2.1	-	-	3	1.6	-	-		
Non-Aboriginal	2,765	100	92	3.3	14	0.5	8	0.3	3	0.1		

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

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

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 40% to 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, visit www.bced.gov.bc.ca/sat_survey/

CAVEAT

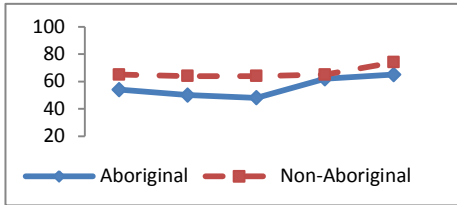
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

In the 2016/17 Student Learning Survey, more questions have been asked, new questions related to themes and categories of interest to clients, new open – ended questions, and the survey has been "PENed".

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

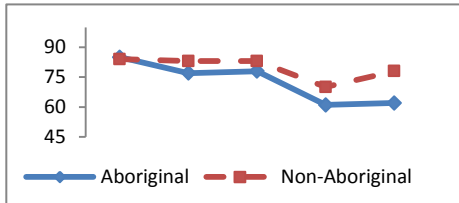
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



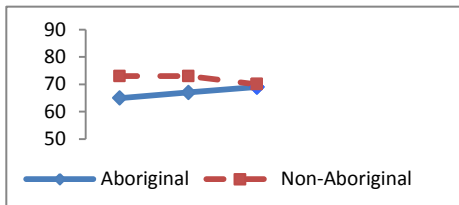
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	171	92	54	2,115	1,385	65
2014/15	143	72	50	2,089	1,328	64
2015/16	190	92	48	2,676	1,717	64
2016/17	116	72	62	2,290	1,488	65
2017/18	96	62	65	2,349	1,736	74

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	167	142	85	2,064	1,732	84
2014/15	143	110	77	2,042	1,693	83
2015/16	191	149	78	2,605	2,156	83
2016/17	117	71	61	2,291	1,604	70
2017/18	94	58	62	2,355	1,832	78

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



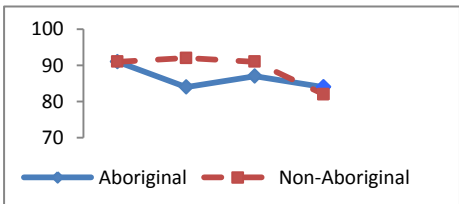
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	176	115	65	2,130	1,551	73
2014/15	149	100	67	2,115	1,538	73
2015/16	196	135	69	2,697	1,898	70
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



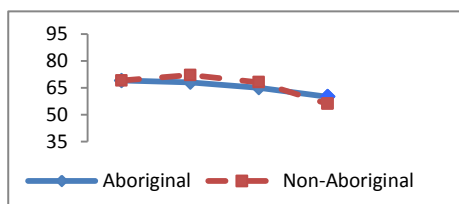
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	113	46	41	2,281	998	44
2017/18	-	-	-	-	-	-

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	170	155	91	2,114	1,920	91
2014/15	146	123	84	2,087	1,910	92
2015/16	193	167	87	2,664	2,417	91
2016/17	104	87	84	2,210	1,817	82
2017/18	-	-	-	-	-	-

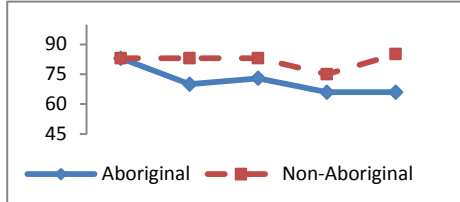
At school, are you being taught about Aboriginal peoples in Canada?



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	170	118	69	2,092	1,440	69
2014/15	145	99	68	2,074	1,483	72
2015/16	187	122	65	2,631	1,788	68
2016/17	108	65	60	2,241	1,249	56
2017/18	-	-	-	-	-	-

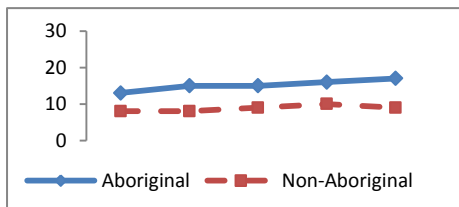
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



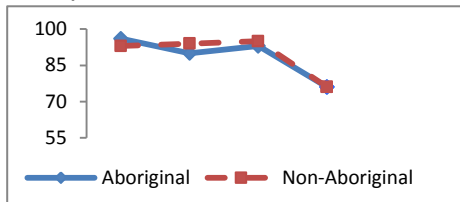
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	172	142	83	2,117	1,754	83
2014/15	146	102	70	2,106	1,752	83
2015/16	192	141	73	2,679	2,232	83
2016/17	184	121	66	2,175	1,621	75
2017/18	94	62	66	2,341	1,994	85

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



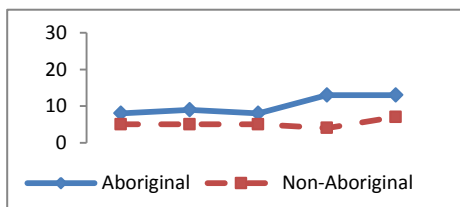
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	165	21	13	2,101	164	8
2014/15	144	22	15	2,082	166	8
2015/16	191	29	15	2,644	244	9
2016/17	184	29	16	2,167	207	10
2017/18	95	16	17	2,336	213	9

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	174	167	96	2,140	1,989	93
2014/15	150	135	90	2,120	1,988	94
2015/16	196	182	93	2,700	2,553	95
2016/17	115	87	76	2,291	1,730	76
2017/18	-	-	-	-	-	-

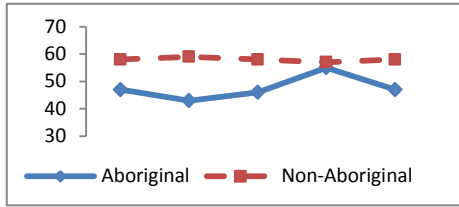
I would like to go to a different school.



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	166	14	8	2,070	113	5
2014/15	138	12	9	2,026	110	5
2015/16	189	16	8	2,583	135	5
2016/17	112	14	13	2,285	84	4
2017/18	95	12	13	2,339	169	7

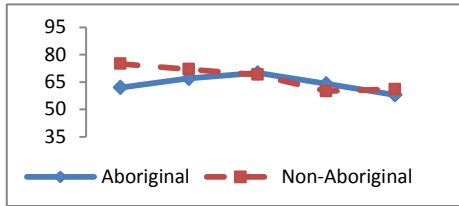
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



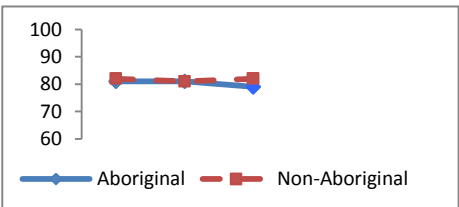
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	169	80	47	2,151	1,242	58
2014/15	167	71	43	2,511	1,489	59
2015/16	175	80	46	2,830	1,651	58
2016/17	105	58	55	2,541	1,442	57
2017/18	104	49	47	2,187	1,274	58

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	165	102	62	2,115	1,584	75
2014/15	166	111	67	2,479	1,794	72
2015/16	172	121	70	2,784	1,919	69
2016/17	106	68	64	2,541	1,526	60
2017/18	103	60	58	2,187	1,334	61

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



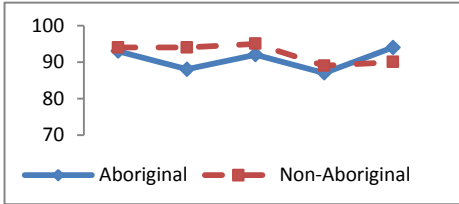
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	170	137	81	2,154	1,769	82
2014/15	167	136	81	2,521	2,047	81
2015/16	175	139	79	2,851	2,349	82
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



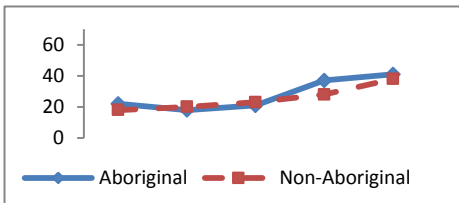
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	105	47 45	2,547	1,283 50
2017/18	101	45 45	2,194	1,136 52

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	168	157	93	2,167	2,047	94
2014/15	167	147	88	2,522	2,380	94
2015/16	177	163	92	2,836	2,686	95
2016/17	103	90	87	2,510	2,238	89
2017/18	100	94	94	2,149	1,927	90

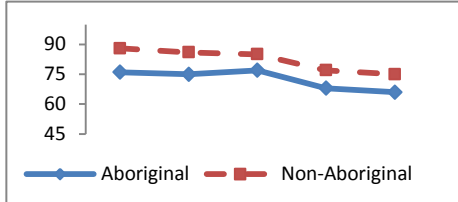
At school, are you being taught about Aboriginal peoples in Canada?



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	165	36	22	2,096	376	18
2014/15	168	30	18	2,438	493	20
2015/16	177	37	21	2,764	629	23
2016/17	106	39	37	2,530	699	28
2017/18	100	41	41	2,174	836	38

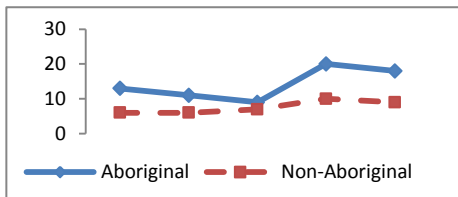
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



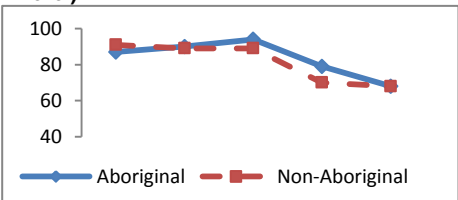
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	169	129	76	2,150	1,884	88
2014/15	163	122	75	2,502	2,153	86
2015/16	176	136	77	2,837	2,410	85
2016/17	149	101	68	2,455	1,890	77
2017/18	101	67	66	2,184	1,645	75

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



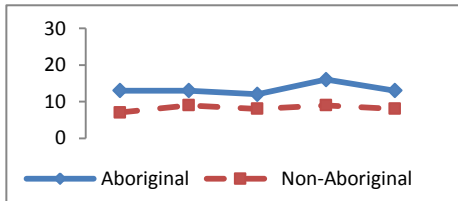
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	170	22	13	2,139	128	6
2014/15	165	18	11	2,475	153	6
2015/16	173	16	9	2,803	191	7
2016/17	148	30	20	2,464	253	10
2017/18	101	18	18	2,185	190	9

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	168	146	87	2,159	1,962	91
2014/15	167	151	90	2,518	2,253	89
2015/16	173	162	94	2,838	2,535	89
2016/17	107	84	79	2,540	1,775	70
2017/18	104	71	68	2,185	1,490	68

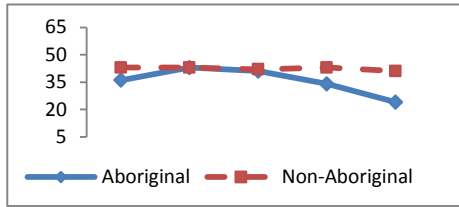
I would like to go to a different school.



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	162	21	13	2,128	148	7
2014/15	163	21	13	2,453	217	9
2015/16	167	20	12	2,743	226	8
2016/17	107	17	16	2,540	224	9
2017/18	103	13	13	2,177	180	8

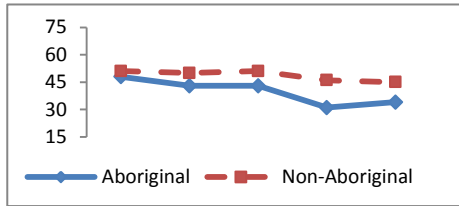
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



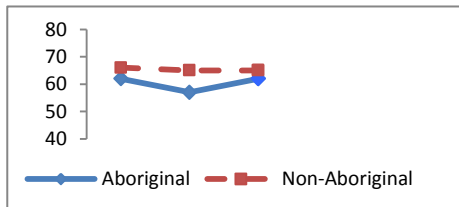
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	57	36	2,686	1,144	43
2014/15	194	83	43	2,977	1,294	43
2015/16	113	46	41	2,660	1,115	42
2016/17	82	28	34	2,574	1,113	43
2017/18	70	17	24	2,276	939	41

Do adults in the school treat all students fairly?



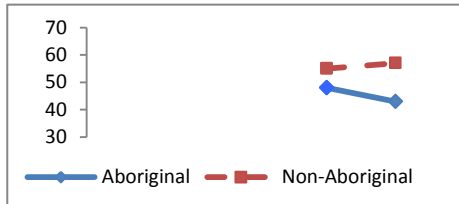
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	155	75	48	2,636	1,353	51
2014/15	190	81	43	2,916	1,468	50
2015/16	115	50	43	2,601	1,332	51
2016/17	83	26	31	2,575	1,193	46
2017/18	70	24	34	2,281	1,036	45

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



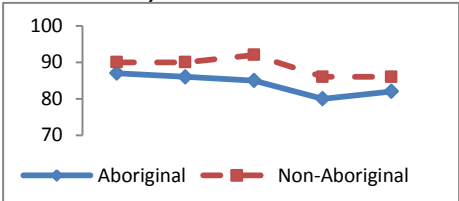
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	99	62	2,687	1,760	66
2014/15	192	110	57	2,981	1,949	65
2015/16	117	73	62	2,660	1,726	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



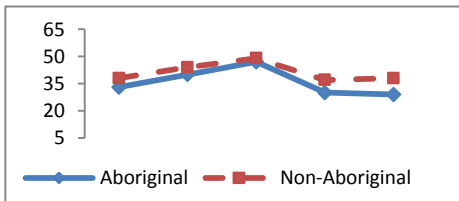
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	82	39 48	2,552	1,414 55
2017/18	69	30 43	2,260	1,277 57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	155	135	87	2,630	2,368	90
2014/15	187	161	86	2,911	2,634	90
2015/16	112	95	85	2,628	2,406	92
2016/17	81	65	80	2,491	2,138	86
2017/18	68	56	82	2,193	1,881	86

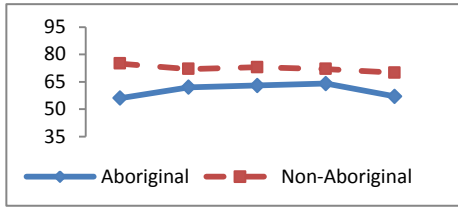
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	155	51	33	2603	998	38
2014/15	189	75	40	2882	1264	44
2015/16	112	53	47	2610	1277	49
2016/17	82	25	30	2532	933	37
2017/18	69	20	29	2241	859	38

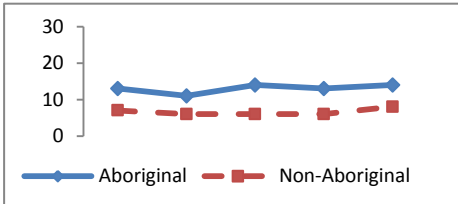
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



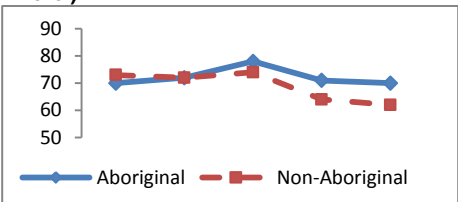
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	157	88	56	2,673	2,004	75
2014/15	190	118	62	2,940	2,113	72
2015/16	112	70	63	2,643	1,937	73
2016/17	119	76	64	2,504	1,811	72
2017/18	69	39	57	2,264	1,580	70

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



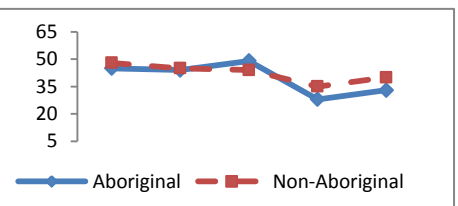
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	154	20	13	2,676	181	7
2014/15	189	20	11	2,925	189	6
2015/16	112	16	14	2,624	155	6
2016/17	120	16	13	2,500	159	6
2017/18	69	10	14	2,256	187	8

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



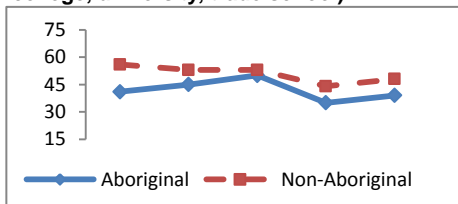
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	162	113	70	2,675	1,957	73
2014/15	194	140	72	2,975	2,154	72
2015/16	117	91	78	2,665	1,960	74
2016/17	83	59	71	2,578	1,660	64
2017/18	69	48	70	2,278	1,411	62

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



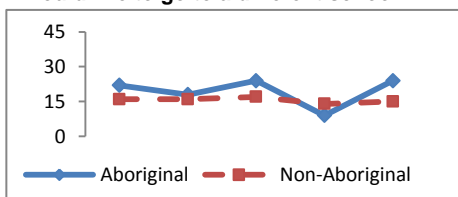
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	154	69	45	2,644	1,271	48
2014/15	189	83	44	2,928	1,332	45
2015/16	115	56	49	2,625	1,159	44
2016/17	82	23	28	2,494	879	35
2017/18	69	23	33	2,206	875	40

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	152	62	41	2,653	1,492	56
2014/15	187	85	45	2,931	1,552	53
2015/16	116	58	50	2,628	1,398	53
2016/17	82	29	35	2,492	1,090	44
2017/18	69	27	39	2,204	1,052	48

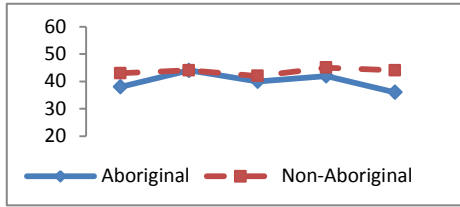
I would like to go to a different school.



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	149	33	22	2,581	410	16
2014/15	191	35	18	2,867	458	16
2015/16	110	26	24	2,550	431	17
2016/17	82	7	9	2,571	367	14
2017/18	70	17	24	2,276	343	15

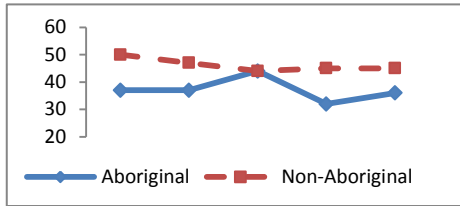
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



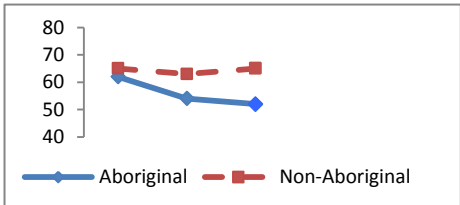
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	92	35	38	2,063	884	43
2014/15	95	42	44	2,144	938	44
2015/16	104	42	40	2,072	879	42
2016/17	53	22	42	1,832	833	45
2017/18	36	13	36	1,400	618	44

Do adults in the school treat all students fairly?



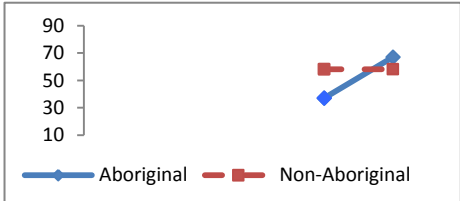
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	92	34	37	2,032	1,006	50
2014/15	94	35	37	2,117	992	47
2015/16	104	46	44	2,042	892	44
2016/17	53	17	32	1,836	818	45
2017/18	36	13	36	1,403	630	45

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



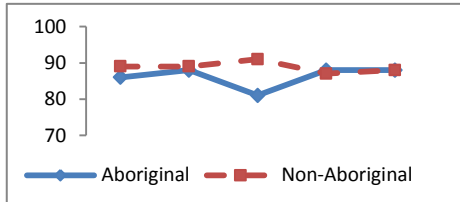
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	94	58	62	2,073	1,350	65
2014/15	95	51	54	2,142	1,354	63
2015/16	103	54	52	2,076	1,345	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



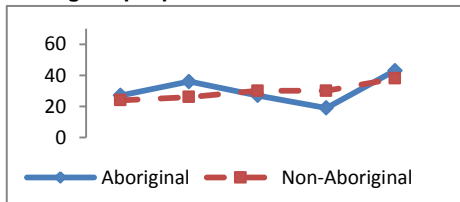
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	51	19 37	1,815	1,044 58
2017/18	36	24 67	1,381	801 58

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	91	78	86	2,032	1,809	89
2014/15	91	80	88	2,108	1,886	89
2015/16	103	83	81	2,039	1,847	91
2016/17	51	45	88	1,788	1,562	87
2017/18	33	29	88	1,347	1,189	88

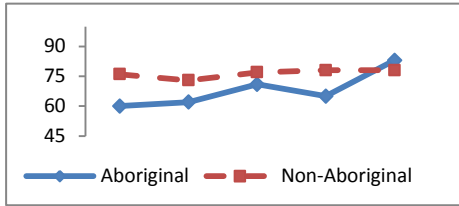
At school, are you being taught about Aboriginal peoples in Canada?



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	93	25	27	2,019	482	24
2014/15	90	32	36	2,089	536	26
2015/16	103	28	27	2,027	612	30
2016/17	52	10	19	1,806	550	30
2017/18	35	15	43	1,362	523	38

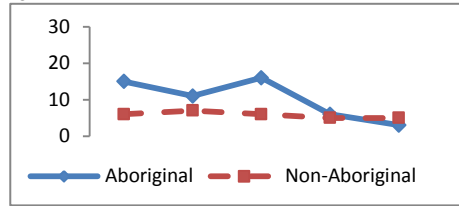
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



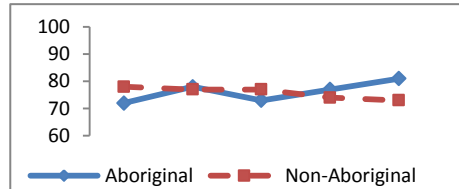
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	95	57 60	2,045	1,558 76
2014/15	94	58 62	2,120	1,542 73
2015/16	102	72 71	2,051	1,581 77
2016/17	65	42 65	1,795	1,401 78
2017/18	36	30 83	1,378	1,080 78

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



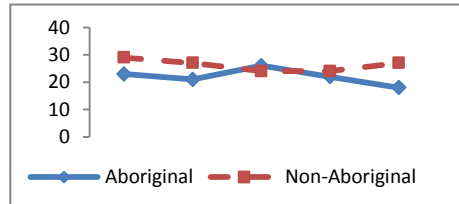
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	93	14 15	2,050	133 6
2014/15	93	10 11	2,122	159 7
2015/16	104	17 16	2,047	123 6
2016/17	64	4 6	1,795	96 5
2017/18	36	1 3	1,376	73 5

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



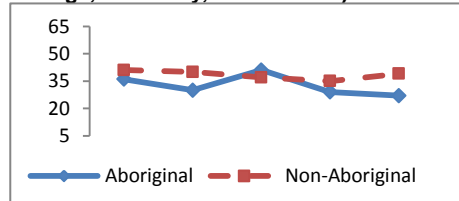
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	94	68 72	2,066	1,608 78
2014/15	96	75 78	2,153	1,656 77
2015/16	107	78 73	2,078	1,590 77
2016/17	53	41 77	1,834	1,359 74
2017/18	36	29 81	1,397	1,021 73

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



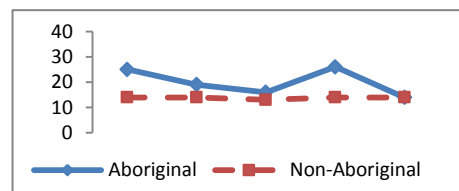
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	91	21 23	2,034	583 29
2014/15	95	20 21	2,108	568 27
2015/16	103	27 26	2,041	500 24
2016/17	51	11 22	1,798	429 24
2017/18	33	6 18	1,352	361 27

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	90	32 36	2,044	833 41
2014/15	96	29 30	2,118	853 40
2015/16	102	42 41	2,047	757 37
2016/17	51	15 29	1,792	624 35
2017/18	33	9 27	1,347	521 39

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	89	22 25	1,994	288 14
2014/15	94	18 19	2,058	291 14
2015/16	101	16 16	2,001	263 13
2016/17	53	14 26	1,829	263 14
2017/18	36	5 14	1,396	189 14

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.