



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 038 Richmond

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

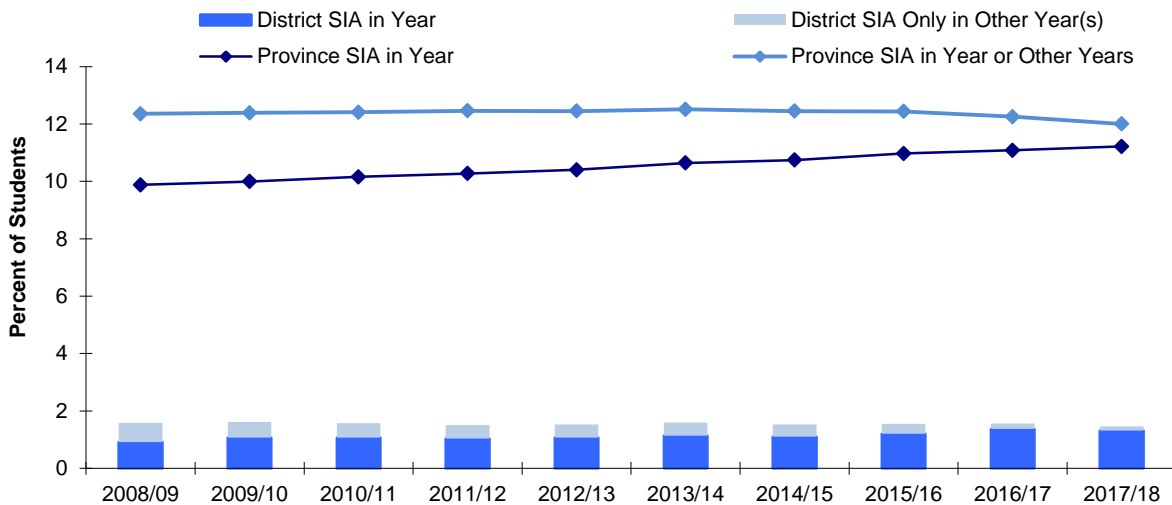
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2008/09	23,025	210	0.9	154	0.7	579,485	57,257	9.9	14,326	2.5
2009/10	22,971	246	1.1	125	0.5	580,480	58,017	10.0	13,887	2.4
2010/11	23,201	249	1.1	115	0.5	579,110	58,834	10.2	13,044	2.3
2011/12	22,479	233	1.0	106	0.5	569,734	58,531	10.3	12,445	2.2
2012/13	22,138	237	1.1	102	0.5	564,529	58,717	10.4	11,569	2.0
2013/14	21,811	248	1.1	99	0.5	558,983	59,502	10.6	10,444	1.9
2014/15	21,306	236	1.1	88	0.4	552,786	59,382	10.7	9,449	1.7
2015/16	21,293	256	1.2	73	0.3	553,376	60,706	11.0	8,109	1.5
2016/17	20,845	285	1.4	39	0.2	557,626	61,799	11.1	6,534	1.2
2017/18	20,855	273	1.3	32	0.2	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

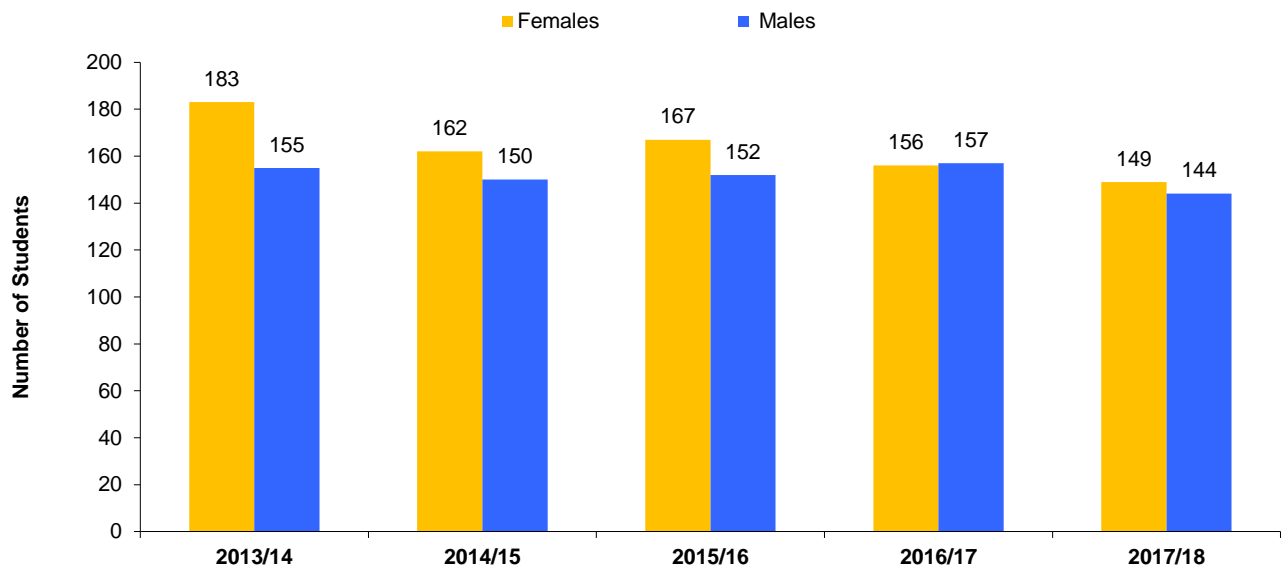
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2013/14	21,811	338	1.5	183	0.8	155	0.7	69,182	34,363	34,819
2014/15	21,306	312	1.5	162	0.8	150	0.7	67,939	33,645	34,294
2015/16	21,293	319	1.5	167	0.8	152	0.7	67,749	33,432	34,317
2016/17	20,845	313	1.5	156	0.7	157	0.8	67,078	33,137	33,941
2017/18	20,855	293	1.4	149	0.7	144	0.7	66,142	32,575	33,567

Number of Aboriginal Students by Gender

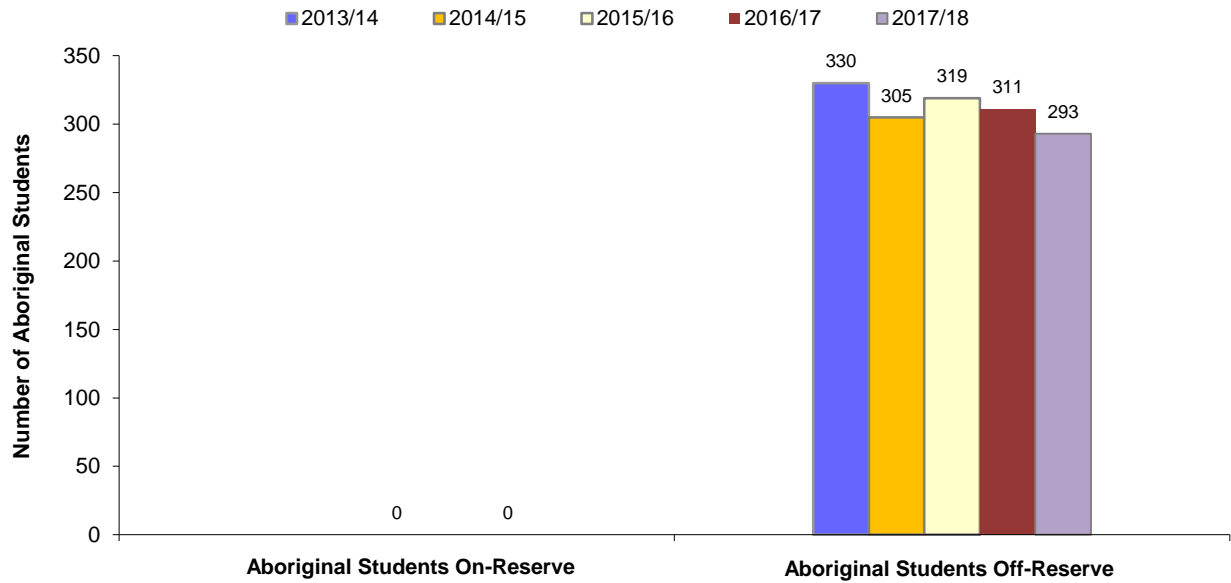


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2013/14	338	Msk	Msk	Msk	175	155	330	8,812	60,370
2014/15	312	Msk	Msk	Msk	155	150	305	8,143	59,796
2015/16	319	0	0	0	167	152	319	7,694	60,055
2016/17	313	Msk	Msk	Msk	155	156	311	7,285	59,793
2017/18	293	0	0	0	149	144	293	7,820	58,322

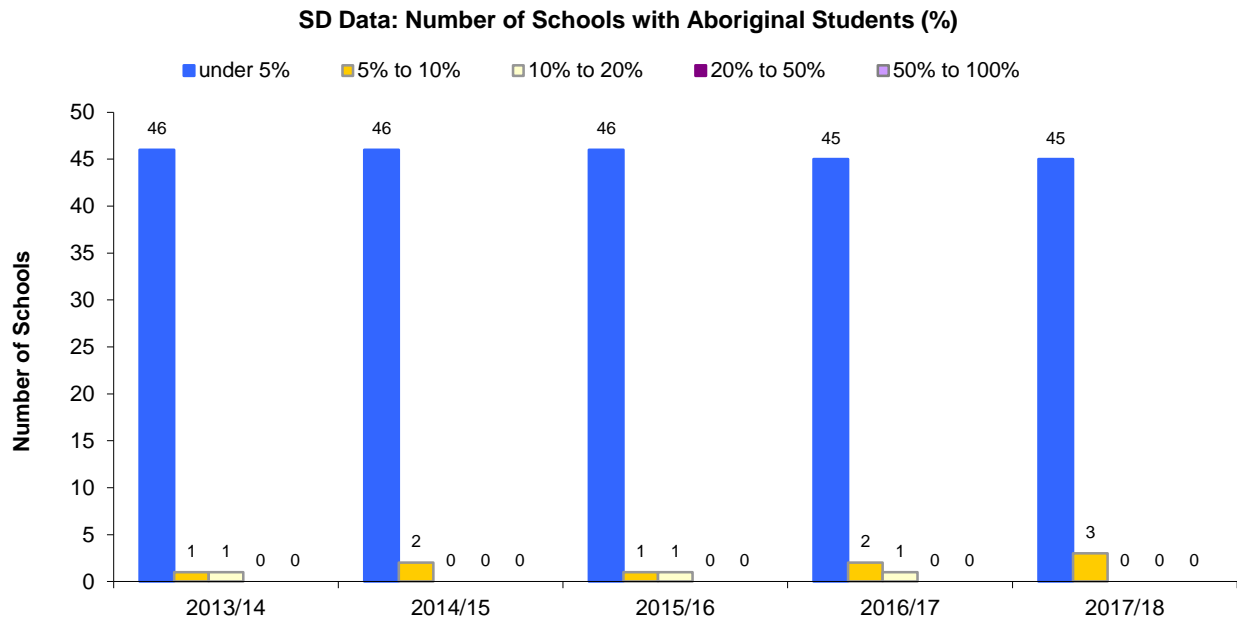
SD Data: Number of Aboriginal Students, On- or Off-Reserve



* 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	48	46	1	1	0	0	1,393	370	241	341	346	95
2014/15	48	46	2	0	0	0	1,385	393	223	335	337	97
2015/16	48	46	1	1	0	0	1,380	396	224	349	318	93
2016/17	48	45	2	1	0	0	1,369	400	229	348	300	92
2017/18	48	45	3	0	0	0	1,377	416	238	335	303	85

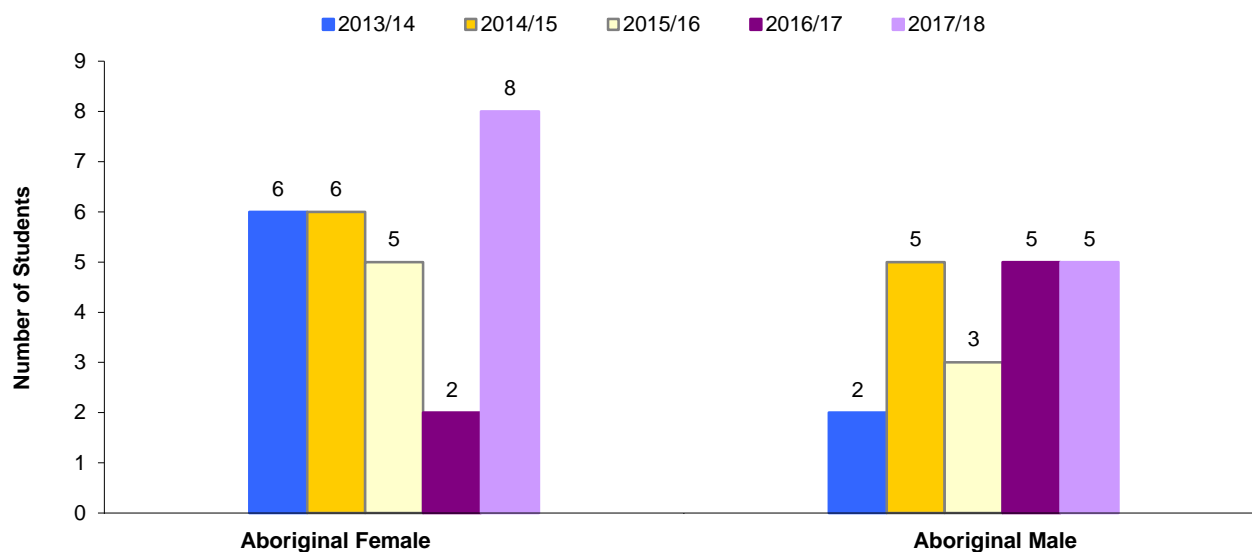


* Public schools only.

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	74	6	2	8	19	47	66	1,610	1,594	2,033	2,757
2014/15	61	6	5	11	22	28	50	1,595	1,560	1,981	2,618
2015/16	72	5	3	8	24	40	64	1,609	1,527	2,022	2,474
2016/17	79	2	5	7	29	43	72	1,605	1,543	2,037	2,468
2017/18	94	8	5	13	32	49	81	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



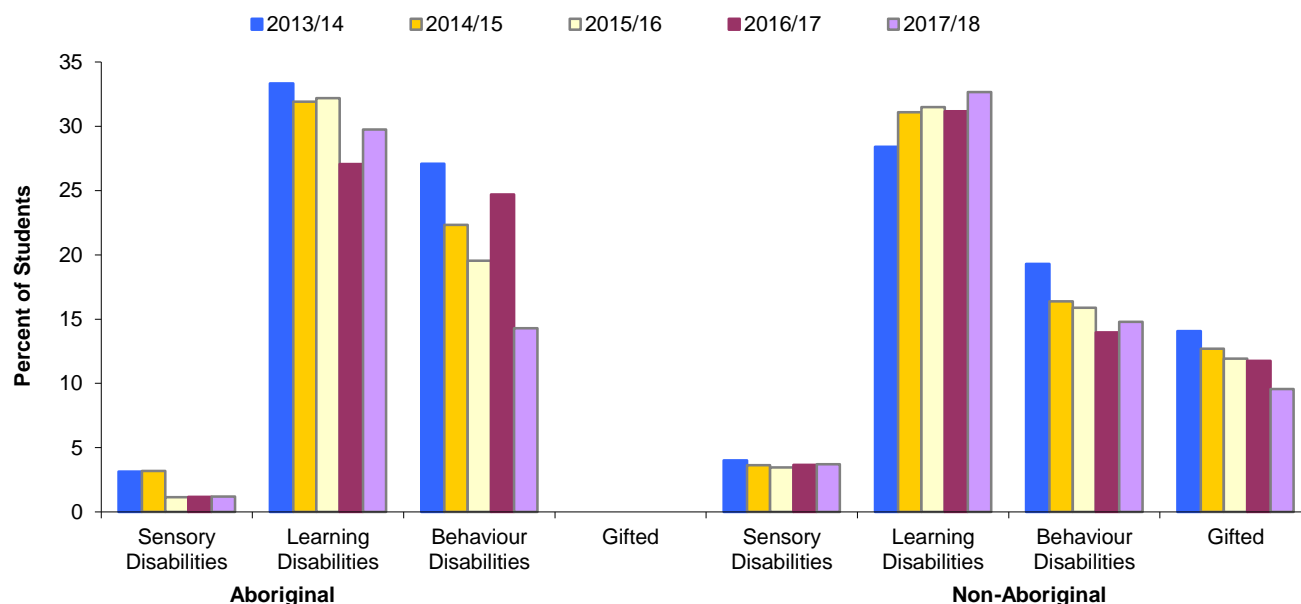
* Public schools only.

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	96	1,549	3	3	62	4	32	33	440	28	26	27	299	19	0	0	218	14
2014/15	94	1,489	3	3	54	4	30	32	463	31	21	22	244	16	0	0	189	13
2015/16	87	1,441	1	1	50	3	28	32	454	32	17	20	229	16	0	0	172	12
2016/17	85	1,395	1	1	51	4	23	27	435	31	21	25	195	14	0	0	164	12
2017/18	84	1,433	1	1	53	4	25	30	468	33	12	14	212	15	0	0	137	10

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).

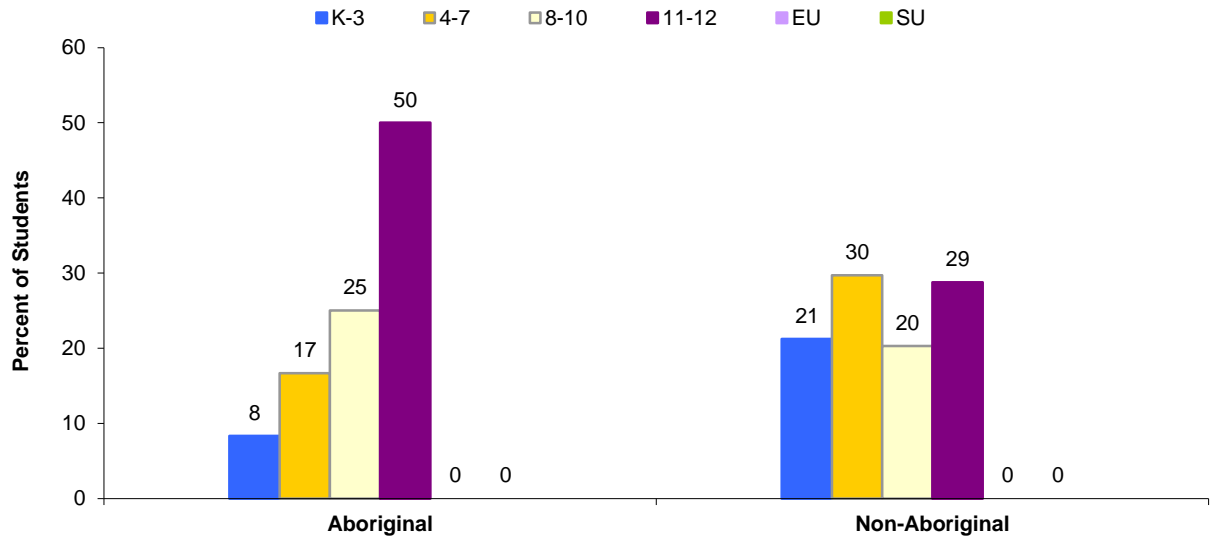
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	26	5	19	6	23	8	31	7	27	0	0	Msk	Msk
2014/15	21	3	14	2	10	9	43	7	33	0	0	0	0
2015/16	17	2	12	2	12	1	6	12	71	0	0	0	0
2016/17	21	3	14	3	14	4	19	11	52	0	0	0	0
2017/18	12	1	8	2	17	3	25	6	50	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	299	43	14	75	25	78	26	102	34	0	0	Msk	Msk
2014/15	244	27	11	76	31	62	25	79	32	0	0	0	0
2015/16	229	40	17	60	26	60	26	69	30	0	0	0	0
2016/17	195	29	15	58	30	47	24	61	31	0	0	0	0
2017/18	212	45	21	63	30	43	20	61	29	0	0	0	0

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



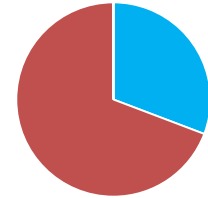
* Total includes Graduated Adults.

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

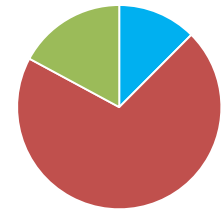
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	18	78	4	22	13	72	1	6
2014/15	18	60	5	28	12	67	1	6
2015/16	14	74	4	29	8	57	2	14
2016/17	18	69	7	39	11	61	0	0
2017/18	13	50	4	31	9	69	0	0



■ Emerging ■ On Track ■ Extending

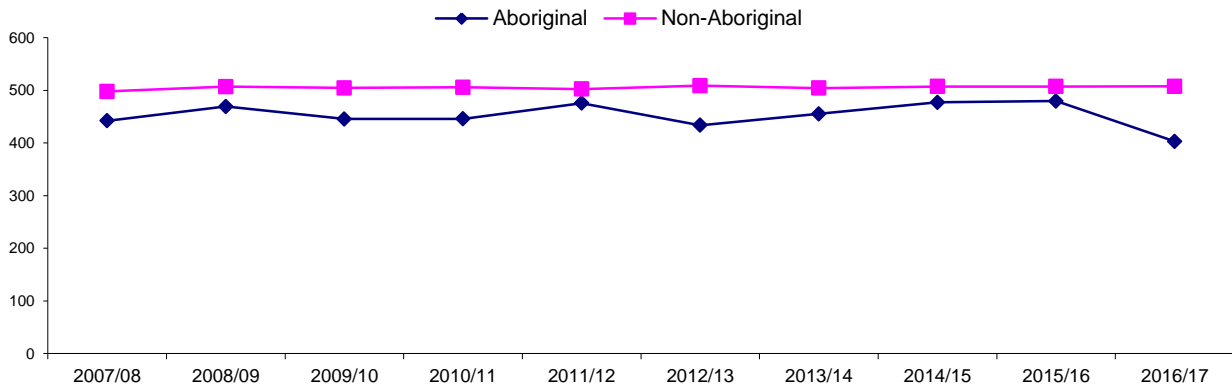
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,187	83	164	14	831	70	192	16
2014/15	1,003	75	128	13	721	72	154	15
2015/16	1,102	78	127	12	799	73	176	16
2016/17	970	66	116	12	704	73	150	15
2017/18	858	65	107	12	604	70	147	17



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

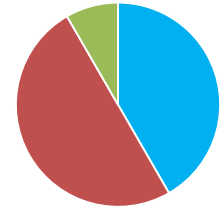


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

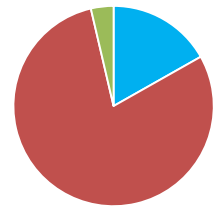
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	19	83	5	26	13	68	1	5
2014/15	18	60	2	11	15	83	1	6
2015/16	13	68	4	31	9	69	0	0
2016/17	15	58	2	13	13	87	0	0
			Emerging		On Track		Extending	
2017/18	12	46	5	42	6	50	1	8



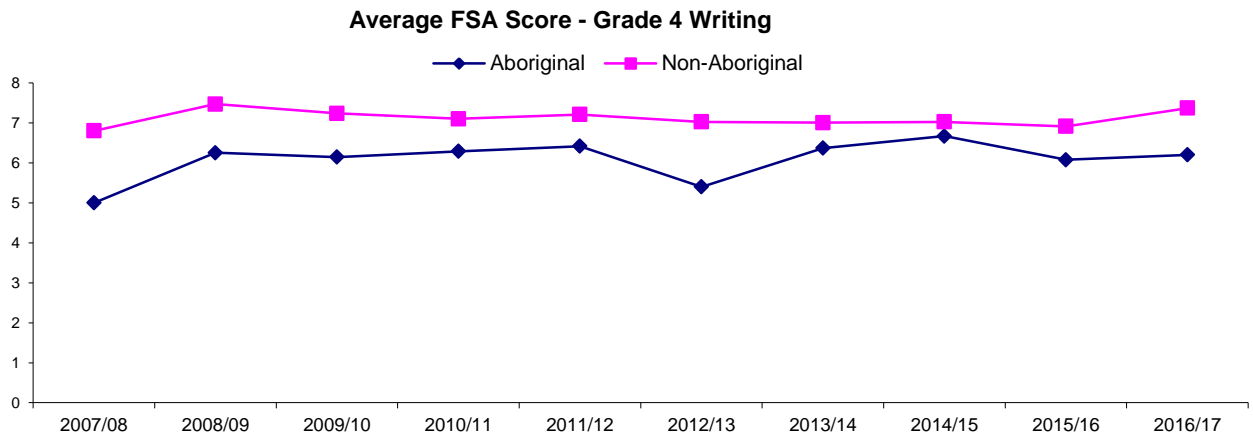
■ Emerging ■ On Track
■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,169	82	88	8	1,008	86	73	6
2014/15	987	74	122	12	805	82	60	6
2015/16	1,089	77	92	8	960	88	37	3
2016/17	959	65	75	8	798	83	86	9
			Emerging		On Track		Extending	
2017/18	821	62	138	17	653	80	30	4



■ Emerging ■ On Track
■ Extending

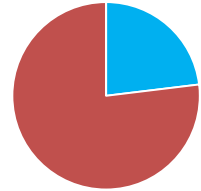


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

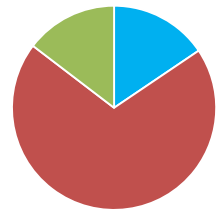
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	19	83	4	21	14	74	1	5
2014/15	18	60	4	22	13	72	1	6
2015/16	14	74	4	29	9	64	1	7
2016/17	18	69	10	56	8	44	0	0
			Emerging		On Track		Extending	
2017/18	13	50	3	23	10	77	0	0



■ Emerging ■ On Track
■ Extending

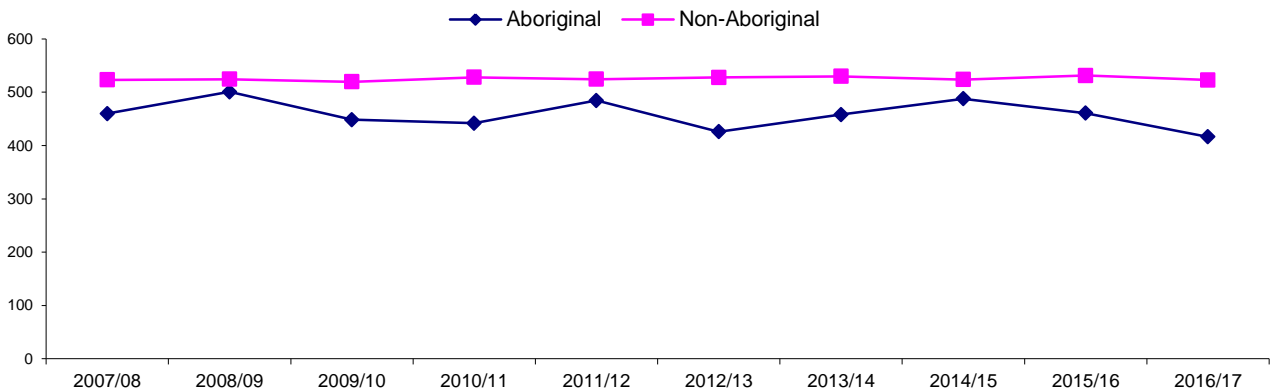
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,192	83	138	12	810	68	244	20
2014/15	1,001	75	117	12	717	72	167	17
2015/16	1,103	78	107	10	784	71	212	19
2016/17	972	66	106	11	703	72	163	17
			Emerging		On Track		Extending	
2017/18	862	65	134	16	602	70	126	15



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

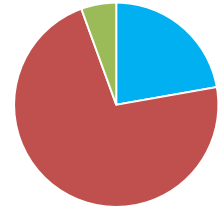


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

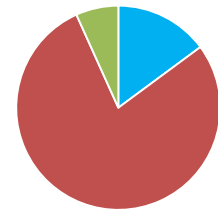
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	20	69	5	25	12	60	3	15
2014/15	9	50	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	15	56	4	27	11	73	0	0
2016/17	16	67	4	25	11	69	1	6
			Emerging		On Track		Extending	
2017/18	18	58	4	22	13	72	1	6



■ Emerging ■ On Track ■ Extending

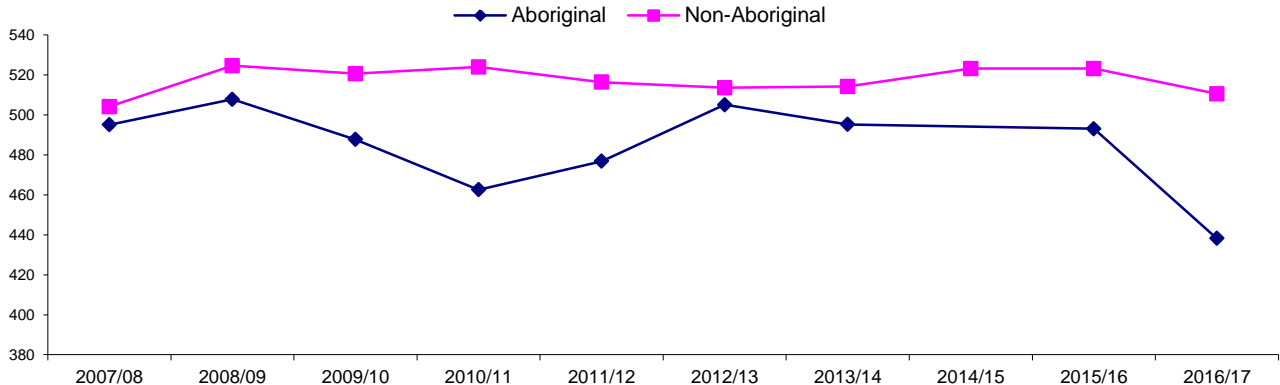
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,303	84	198	15	913	70	192	15
2014/15	1,164	77	154	13	777	67	233	20
2015/16	1,134	78	137	12	803	71	194	17
2016/17	1,050	69	175	17	695	66	180	17
			Emerging		On Track		Extending	
2017/18	935	67	139	15	733	78	63	7



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

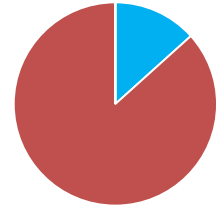


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

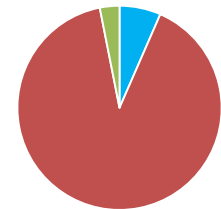
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	18	62	3	17	14	78	1	6
2014/15	7	39	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	14	52	6	43	8	57	0	0
2016/17	16	67	4	25	12	75	0	0
			Emerging		On Track		Extending	
2017/18	15	48	2	13	13	87	0	0



■ Emerging ■ On Track
■ Extending

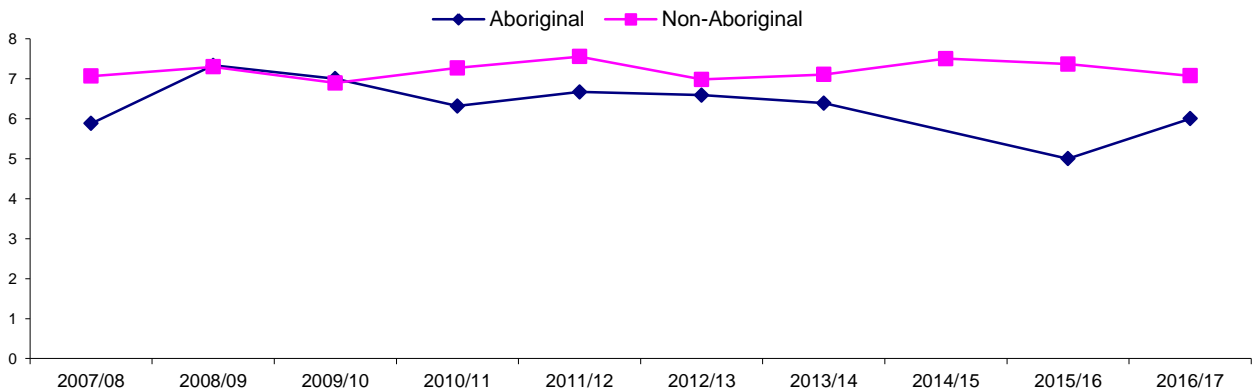
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,291	83	70	5	1,181	91	40	3
2014/15	1,155	76	68	6	1,010	87	77	7
2015/16	1,130	77	57	5	981	87	92	8
2016/17	1,034	68	94	9	880	85	60	6
			Emerging		On Track		Extending	
2017/18	901	65	59	7	814	90	28	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

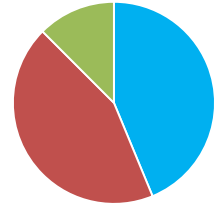


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

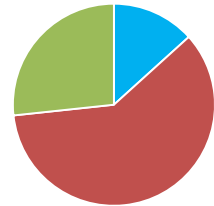
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	18	62	5	28	11	61	2	11
2014/15	9	50	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	15	56	6	40	8	53	1	7
2016/17	17	71	5	29	11	65	1	6
			Emerging		On Track		Exceeding	
2017/18	16	52	7	44	7	44	2	13



■ Emerging ■ On Track
■ Extending

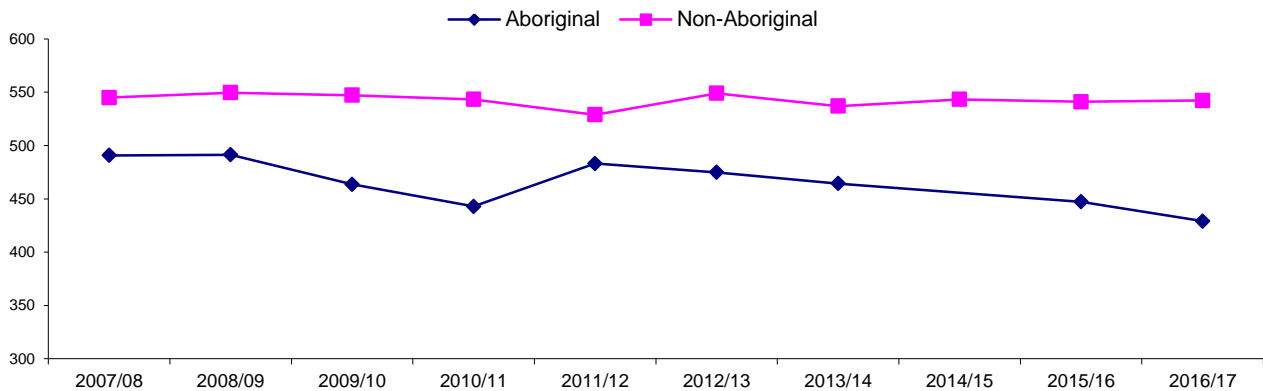
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,313	85	151	12	842	64	320	24
2014/15	1,179	78	119	10	750	64	310	26
2015/16	1,139	78	134	12	704	62	301	26
2016/17	1,053	69	114	11	667	63	272	26
			Emerging		On Track		Exceeding	
2017/18	933	67	124	13	560	60	249	27



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

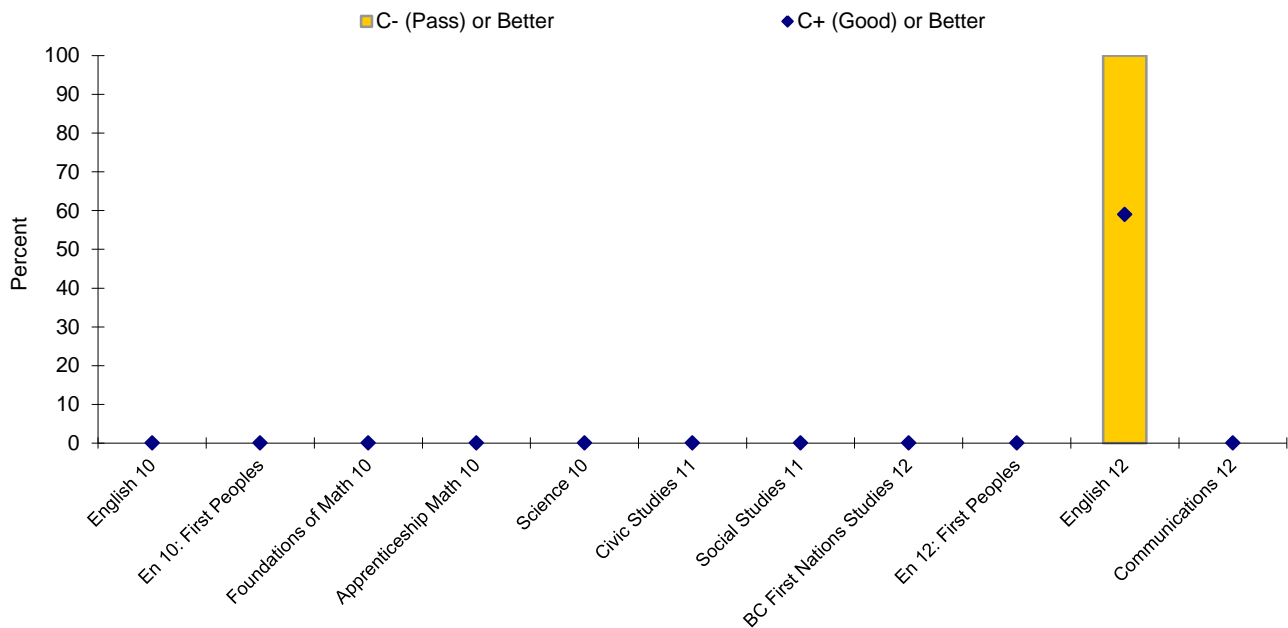
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	-	-	-	-	-	-	-	-	-	-
English 12	17	17	100	10	59	1,786	1,731	97	1,339	75
Communications 12	Msk	Msk	Msk	Msk	Msk	94	90	96	49	52

Final Marks Overview: Aboriginal Results 2017/18

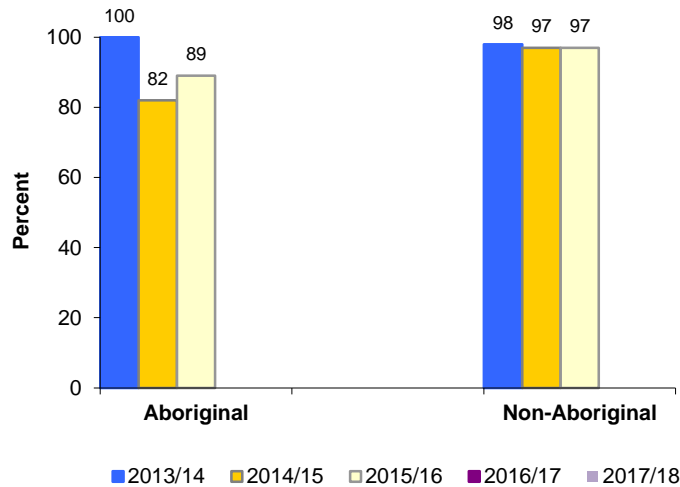


FINAL MARKS: ENGLISH 10

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	17	17	100	7	41	1,975	1,935	98	1,404	71
2014/15	28	23	82	16	57	1,727	1,675	97	1,228	71
2015/16	27	24	89	10	37	1,976	1,922	97	1,402	71
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	17	22	15	2	1,975	1,935	1,606	369	
2014/15	28	32	26	2	1,727	1,753	1,436	291	
2015/16	27	23	20	7	1,976	1,915	1,587	389	
2016/17	-	31	-	-	-	2,008	-	-	
2017/18	-	16	-	-	-	1,959	-	-	

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.

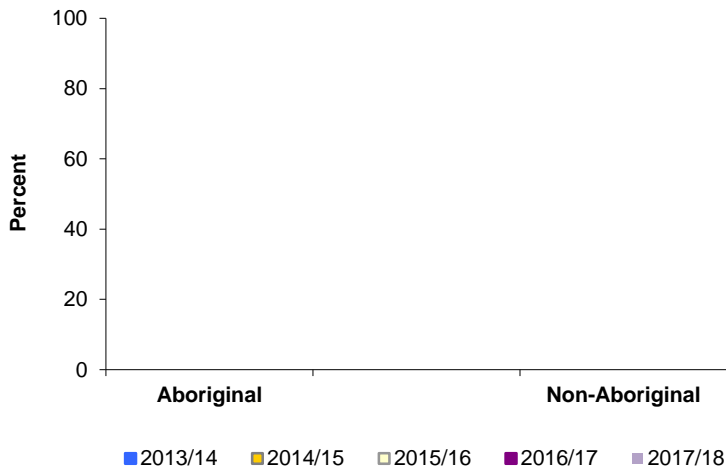
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
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	-	22	-	-	-	1,935	-	-
2014/15	Msk	32	Msk	Msk	-	1,753	-	-
2015/16	-	23	-	-	-	1,915	-	-
2016/17	-	31	-	-	-	2,008	-	-
2017/18	-	16	-	-	-	1,959	-	-

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



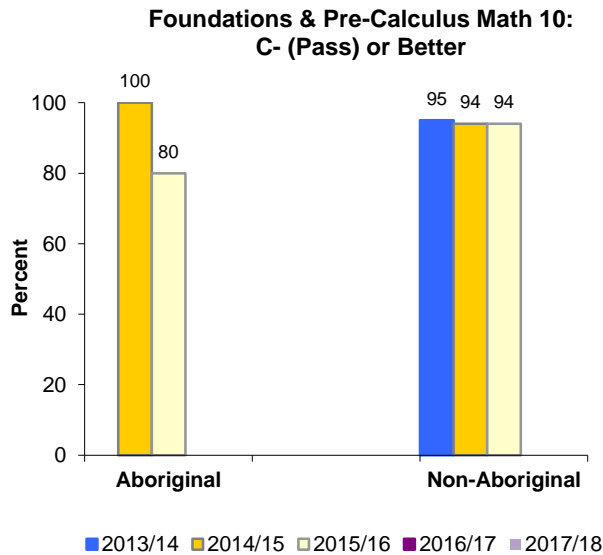
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	Msk	Msk	Msk	Msk	Msk	1,835	1,742	95	1,293	70
2014/15	16	16	100	5	31	1,629	1,526	94	1,169	72
2015/16	10	8	80	3	30	1,769	1,670	94	1,261	71
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2013/14	Msk	22	Msk	Msk	1,835	1,935	1,483	352		
2014/15	16	32	13	3	1,629	1,753	1,337	292		
2015/16	10	23	8	2	1,769	1,915	1,453	316		
2016/17	-	31	-	-	-	2,008	-	-		
2017/18	-	16	-	-	-	1,959	-	-		



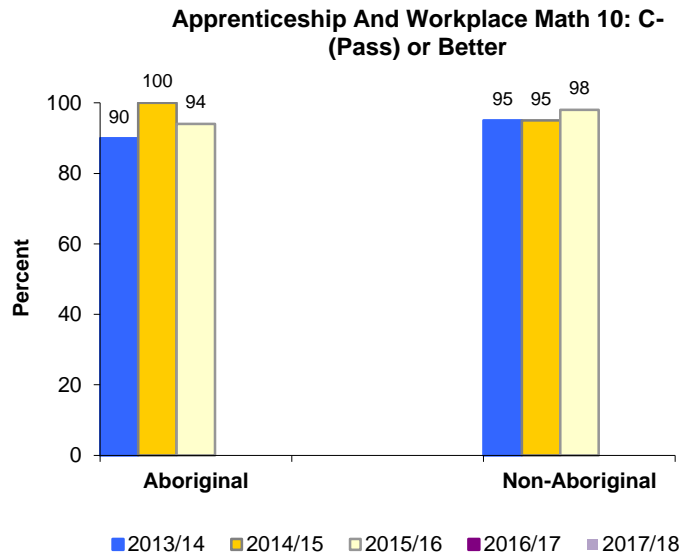
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	10	9	90	1	10	203	192	95	94	46
2014/15	14	14	100	5	36	179	170	95	85	47
2015/16	16	15	94	11	69	172	168	98	79	46
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	10	22	7	3	203	1,935	139	64		
2014/15	14	32	11	3	179	1,753	129	50		
2015/16	16	23	9	7	172	1,915	115	57		
2016/17	-	31	-	-	-	2,008	-	-		
2017/18	-	16	-	-	-	1,959	-	-		



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

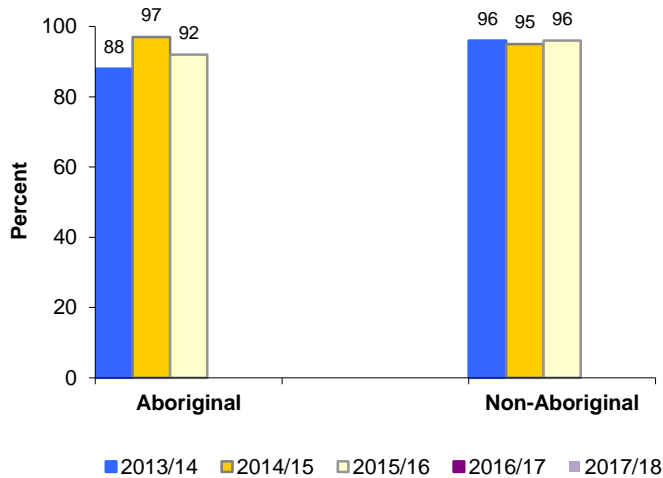
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	16	14	88	5	31	1,924	1,840	96	1,367	71
2014/15	29	28	97	11	38	1,810	1,711	95	1,246	69
2015/16	25	23	92	9	36	1,942	1,865	96	1,409	73
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	16	22	14	2	1,924	1,935	1,713	211	
2014/15	29	32	25	4	1,810	1,753	1,613	197	
2015/16	25	23	19	6	1,942	1,915	1,720	222	
2016/17	-	31	-	-	-	2,008	-	-	
2017/18	-	16	-	-	-	1,959	-	-	

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.

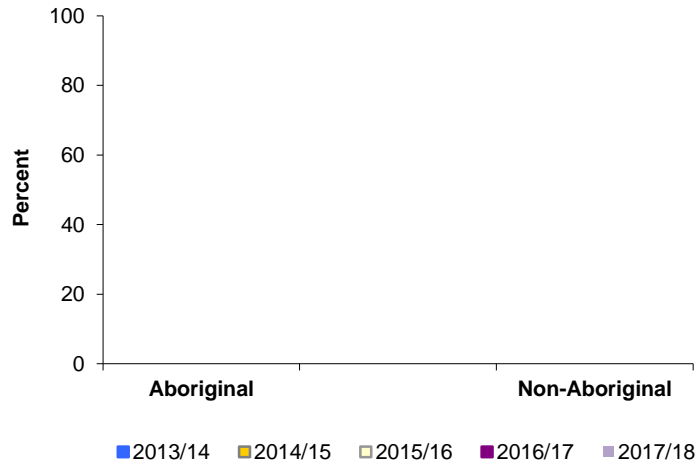
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	-	-	-	-	-	-	-	-	-
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	-	26	-	-	Msk	2,174	Msk	Msk		
2014/15	Msk	16	Msk	Msk	Msk	2,072	Msk	Msk		
2015/16	-	29	-	-	-	1,903	-	-		
2016/17	-	23	-	-	-	2,126	-	-		
2017/18	-	31	-	-	-	2,035	-	-		

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.

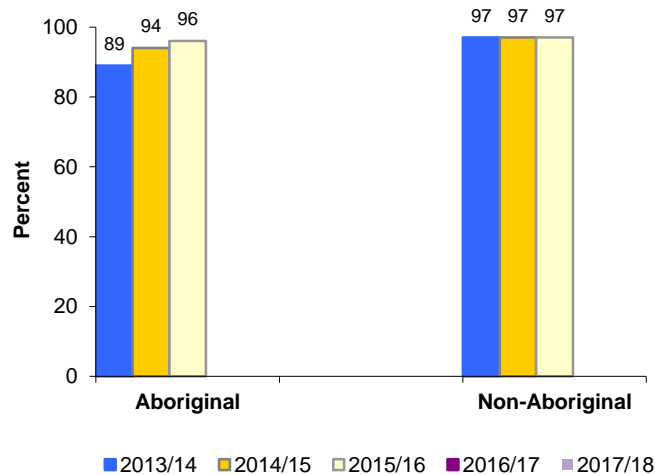
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	19	17	89	4	21	1,945	1,877	97	1,336	69
2014/15	16	15	94	6	38	1,779	1,721	97	1,265	71
2015/16	25	24	96	11	44	1,925	1,874	97	1,384	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	19	26	15	4	1,945	2,174	1,348	597
2014/15	16	16	13	3	1,779	2,072	1,527	252
2015/16	25	29	22	3	1,925	1,903	1,398	527
2016/17	-	23	-	-	-	2,126	-	-
2017/18	-	31	-	-	-	2,035	-	-

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.

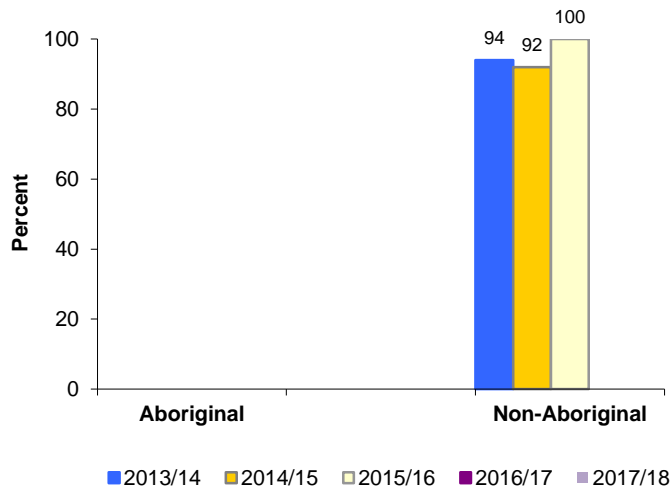
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	32	30	94	24	75
2014/15	Msk	Msk	Msk	Msk	Msk	13	12	92	10	77
2015/16	Msk	Msk	Msk	Msk	Msk	22	22	100	10	45
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	31	Msk	Msk	32	2,729	31	1		
2014/15	Msk	30	Msk	Msk	13	2,480	9	4		
2015/16	Msk	32	Msk	Msk	22	2,465	22	0		
2016/17	-	38	-	-	-	2,144	-	-		
2017/18	-	28	-	-	-	2,242	-	-		

**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.

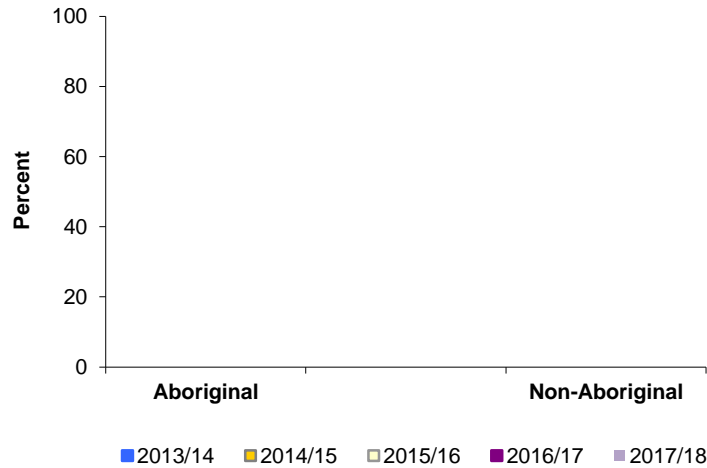
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	-	-	-	-	-
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	-	31	-	-	Msk	2,729	Msk	Msk		
2014/15	-	30	-	-	-	2,480	-	-		
2015/16	-	32	-	-	-	2,465	-	-		
2016/17	-	38	-	-	-	2,144	-	-		
2017/18	-	28	-	-	-	2,242	-	-		

**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.

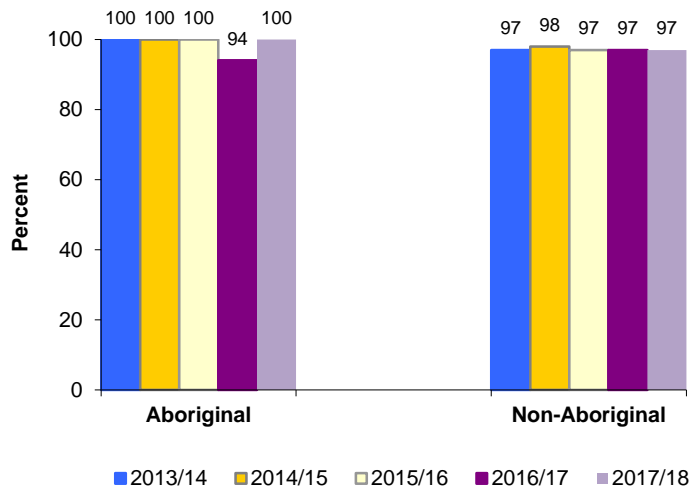
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	14	14	100	8	57	1,904	1,853	97	1,451	76
2014/15	12	12	100	4	33	1,788	1,748	98	1,368	77
2015/16	11	11	100	7	64	1,814	1,755	97	1,378	76
2016/17	18	17	94	12	67	1,709	1,650	97	1,256	73
2017/18	17	17	100	10	59	1,786	1,731	97	1,339	75

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	14	31	12	2	1,904	2,729	1,747	157	
2014/15	12	30	12	0	1,788	2,480	1,705	83	
2015/16	11	32	11	0	1,814	2,465	1,697	117	
2016/17	18	38	18	0	1,709	2,144	1,572	137	
2017/18	17	28	-	-	1,786	2,242	-	-	

English 12: C- (Pass) or Better



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

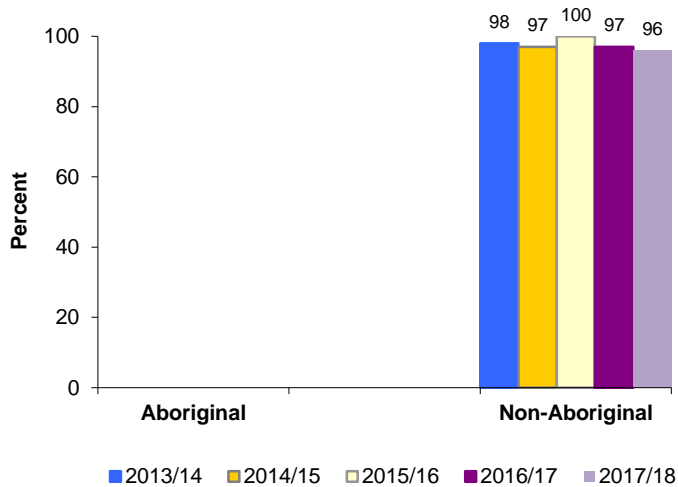
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	123	121	98	73	59
2014/15	Msk	Msk	Msk	Msk	Msk	101	98	97	71	70
2015/16	Msk	Msk	Msk	Msk	Msk	131	131	100	68	52
2016/17	Msk	Msk	Msk	Msk	Msk	88	85	97	56	64
2017/18	Msk	Msk	Msk	Msk	Msk	94	90	96	49	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	Msk	31	Msk	Msk	123	2,729	120	3		
2014/15	Msk	30	Msk	Msk	101	2,480	97	4		
2015/16	Msk	32	Msk	Msk	131	2,465	130	1		
2016/17	Msk	38	Msk	Msk	88	2,144	85	3		
2017/18	Msk	28	-	-	94	2,242	-	-		

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.

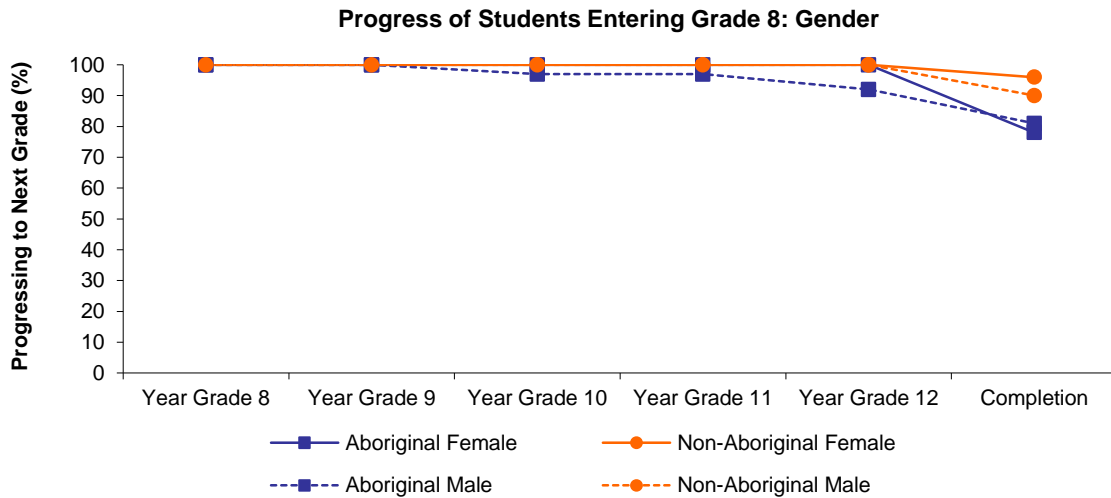
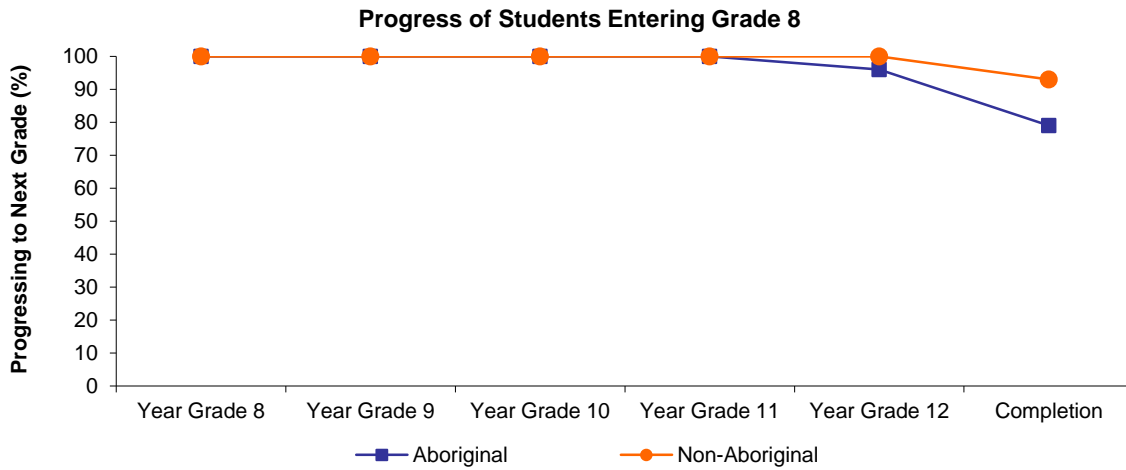
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	100	100	97	100	100	100
	Grade 11	100	100	97	100	100	100
	Grade 12	96	100	92	100	100	100
2017/18	Completion	79	78	81	93	96	90



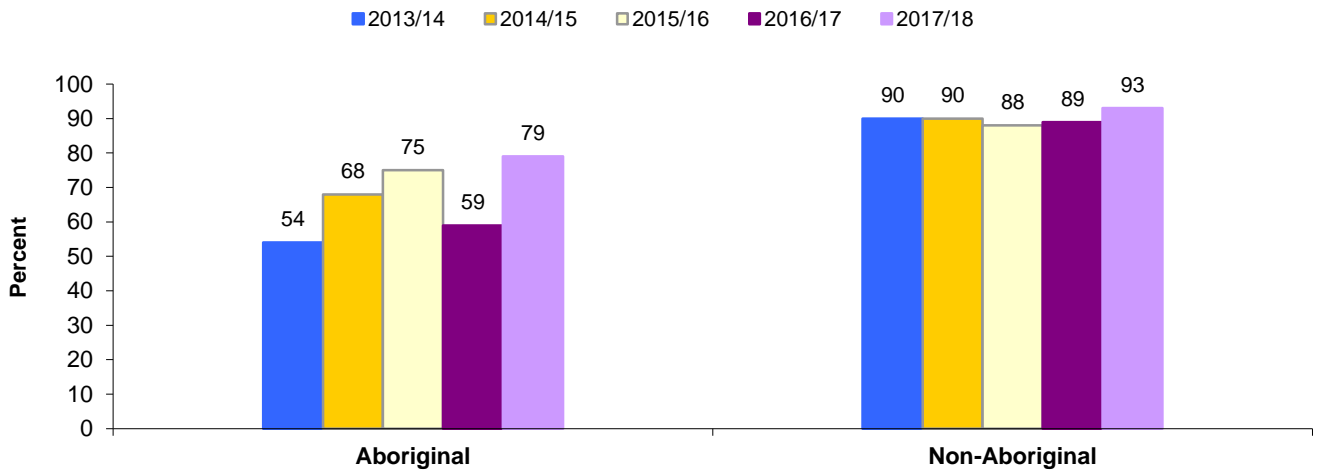
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

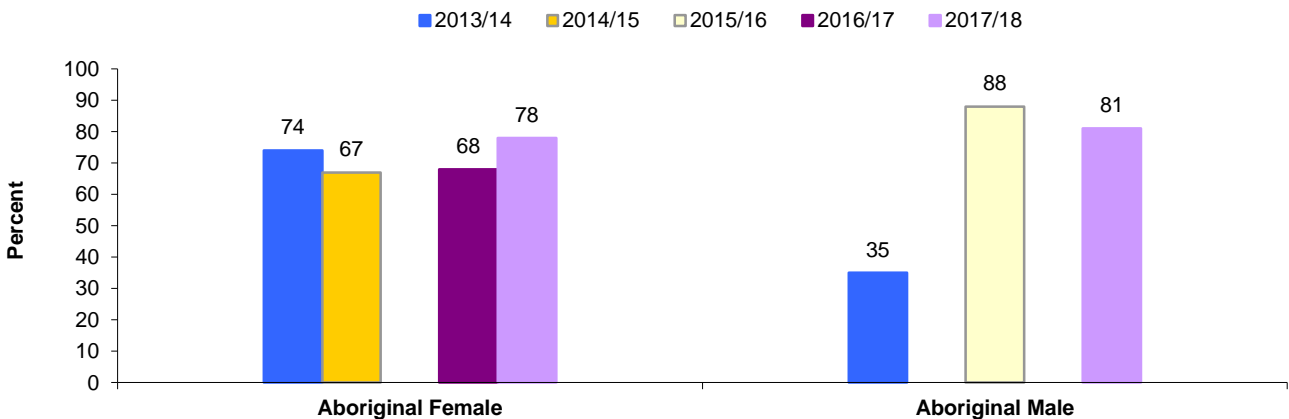
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	54	74	35	90	91	89
2014/15	68	67	Msk	90	94	86
2015/16	75	Msk	88	88	92	85
2016/17	59	68	Msk	89	93	86
2017/18	79	78	81	93	96	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).

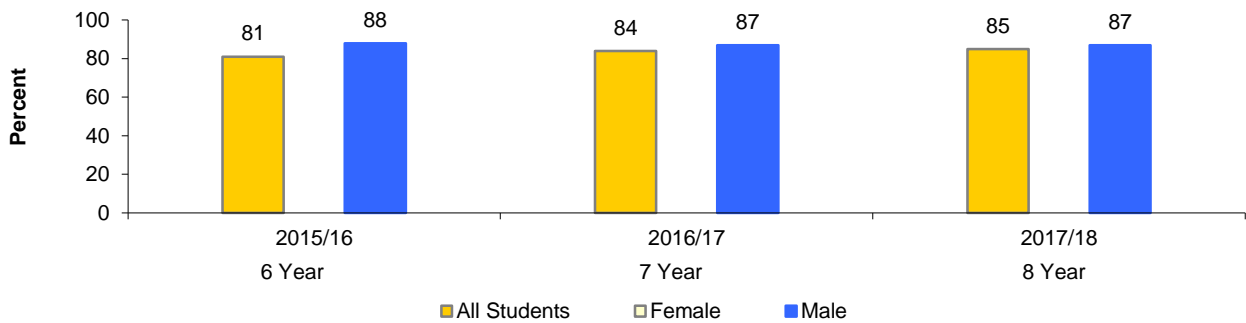
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

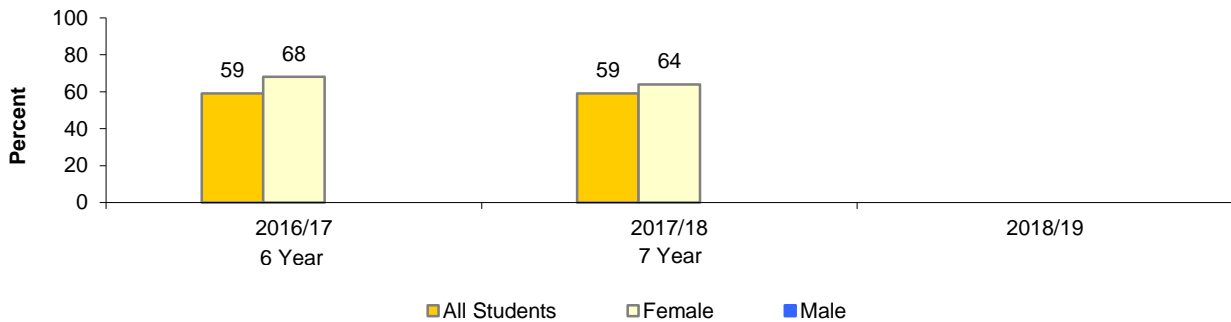
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	81	Msk	88	84	Msk	87	85	Msk	87
2011/12	59	68	Msk	59	64	Msk	-	-	-
2012/13	79	78	81	-	-	-	-	-	-

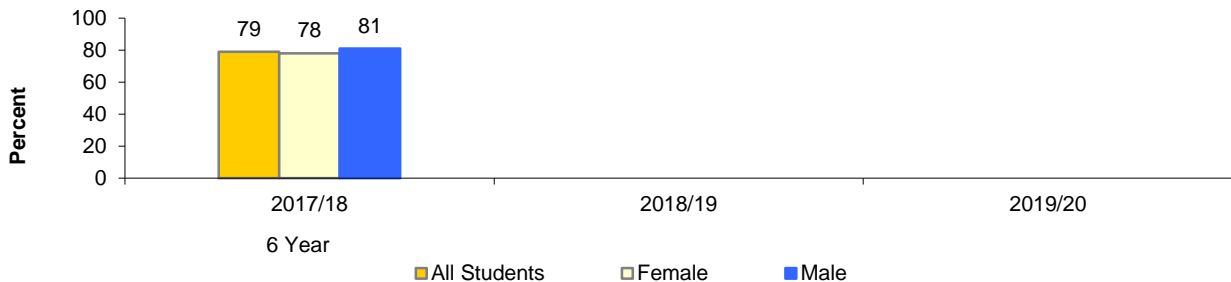
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	30	Msk	Msk	2,585	25	1
2014/15	30	Msk	Msk	2,396	30	1
2015/16	30	Msk	Msk	2,440	25	1
2016/17	34	Msk	Msk	2,103	21	1
2017/18	26	Msk	Msk	2,182	16	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	30	13	43	2,585	1,800	70
2014/15	30	12	40	2,396	1,759	73
2015/16	30	14	47	2,440	1,750	72
2016/17	34	22	65	2,103	1,651	79
2017/18	26	13	50	2,182	1,705	78

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	30	Msk	Msk	2,585	57	2
2014/15	30	Msk	Msk	2,396	51	2
2015/16	30	Msk	Msk	2,440	47	2
2016/17	34	Msk	Msk	2,103	29	1
2017/18	26	Msk	Msk	2,182	34	2

* See Glossary for definitions.

EDUCATION EXPERIENCES OF (EVER*) CHILDREN IN CARE

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

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

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	92	51	55	41	45
2014/15	81	47	58	34	42
2015/16	72	45	63	27	38
2016/17	63	40	63	23	37
2017/18	48	32	67	16	33

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	338	51	15
2014/15	312	47	15
2015/16	319	45	14
2016/17	313	40	13
2017/18	293	32	11

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

CCO (EVER) ELIGIBLE GRADE 12 GRADUATION RATE** (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	-	Msk	Msk	Msk	-	Msk
2014/15	Msk	-	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	-	Msk	-	-	-
2016/17	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	17	100	3	17.6	2	11.8	-	-	-	-		
Non-Aboriginal	1,947	100	356	18.3	51	2.6	19	1.0	9	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	10	100	1	10.0	-	-	-	-	-	-		
Non-Aboriginal	804	100	26	3.2	11	1.4	5	0.6	1	0.1		

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	17	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	1,947	100	81	4.2	25	1.3	13	0.7	9	0.5		

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	10	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	804	100	16	2.0	8	1.0	1	0.1	1	0.1		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	17	100	1	5.9	-	-	-	-	-	-	-	
Non-Aboriginal	1,947	100	676	34.7	25	1.3	3	0.2	-	-	-	

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	10	100	-	-	-	-	-	-	-	-	-	
Non-Aboriginal	804	100	2	0.2	2	0.2	-	-	2	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	17	100	-	-	1	5.9	-	-	-	-	-	
Non-Aboriginal	1,947	100	253	13.0	21	1.1	10	0.5	6	0.3	-	

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	10	100	1	10.0	-	-	-	-	-	-	-	
Non-Aboriginal	804	100	45	5.6	7	0.9	4	0.5	1	0.1	-	

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

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

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

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

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

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

CAVEAT

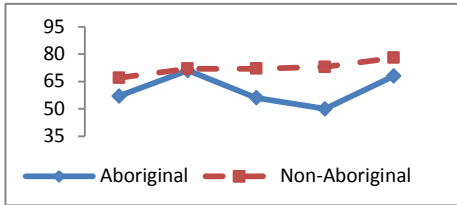
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

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

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

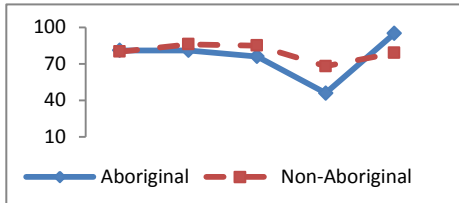
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



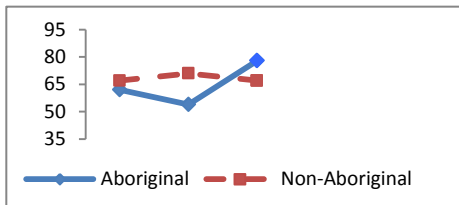
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	21	12	57	1,192	795	67
2014/15	24	17	71	1,057	763	72
2015/16	27	15	56	1,067	773	72
2016/17	24	12	50	1,210	887	73
2017/18	22	15	68	1,045	817	78

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	21	17	81	1,158	931	80
2014/15	26	21	81	1,039	895	86
2015/16	25	19	76	1,034	875	85
2016/17	24	11	46	1,211	824	68
2017/18	22	21	95	1,040	817	79

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



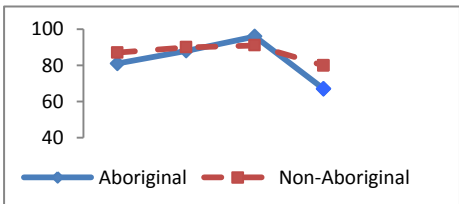
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	21	13	62	1,194	800	67
2014/15	26	14	54	1,073	759	71
2015/16	27	21	78	1,069	717	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



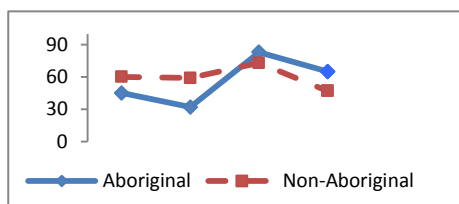
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	23	12	52	1,215	549	45
2017/18	-	-	-	-	-	-

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	21	17	81	1,185	1,031	87
2014/15	25	22	88	1,050	944	90
2015/16	26	25	96	1,050	952	91
2016/17	21	14	67	1,194	953	80
2017/18	-	-	-	-	-	-

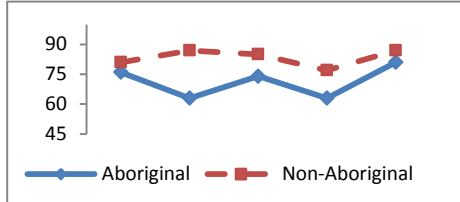
At school, are you being taught about Aboriginal peoples in Canada?



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	20	9	45	1,160	699	60
2014/15	25	8	32	1,031	606	59
2015/16	24	20	83	1,042	756	73
2016/17	23	15	65	1,199	559	47
2017/18	-	-	-	-	-	-

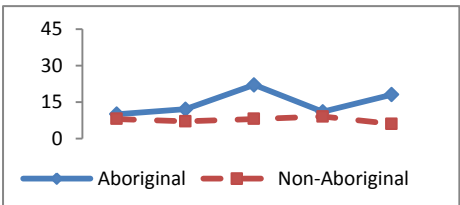
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



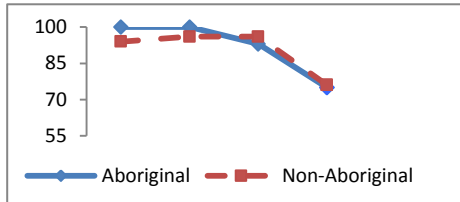
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	21	16	76	1,194	968	81
2014/15	27	17	63	1,068	927	87
2015/16	27	20	74	1,062	905	85
2016/17	46	29	63	1,179	912	77
2017/18	21	17	81	1,036	897	87

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



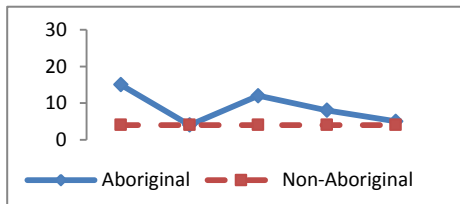
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	21	2	10	1,184	92	8
2014/15	25	3	12	1,049	77	7
2015/16	27	6	22	1,052	79	8
2016/17	45	5	11	1,168	101	9
2017/18	22	4	18	1,029	64	6

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	21	21	100	1,196	1,130	94
2014/15	27	27	100	1,069	1,022	96
2015/16	27	25	93	1,067	1,026	96
2016/17	24	18	75	1,217	926	76
2017/18	-	-	-	-	-	-

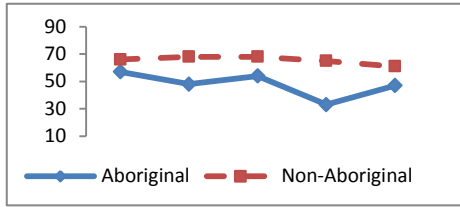
I would like to go to a different school.



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	20	3	15	1,158	51	4
2014/15	27	1	4	1,039	44	4
2015/16	25	3	12	1,035	46	4
2016/17	24	2	8	1,204	46	4
2017/18	22	1	5	1,026	43	4

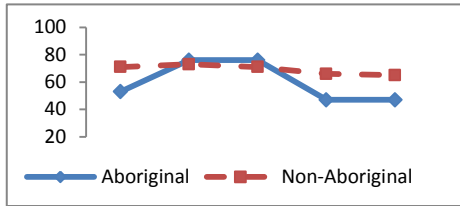
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



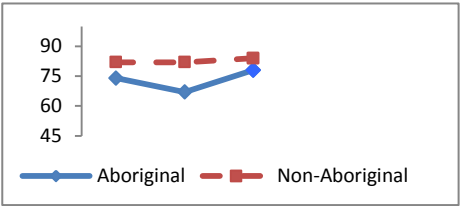
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	42	24	57	1,347	886	66
2014/15	21	10	48	1,186	806	68
2015/16	37	20	54	1,207	817	68
2016/17	15	5	33	1,288	843	65
2017/18	19	9	47	1,236	749	61

Do adults in the school treat all students fairly?



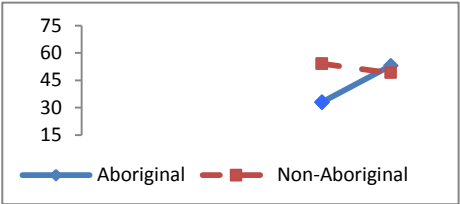
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	40	21	53	1,307	927	71
2014/15	21	16	76	1,165	856	73
2015/16	34	26	76	1,177	837	71
2016/17	15	7	47	1,294	848	66
2017/18	19	9	47	1,240	804	65

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



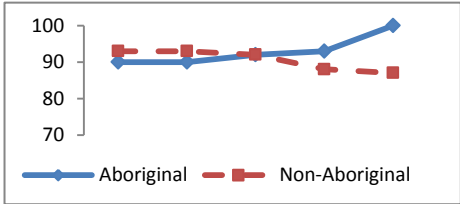
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	42	31	74	1,344	1,106	82
2014/15	21	14	67	1,184	973	82
2015/16	37	29	78	1,203	1,005	84
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



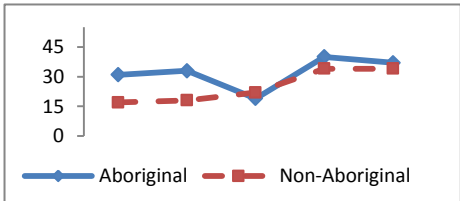
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	15	5 33	1,298	697 54
2017/18	19	10 53	1,241	613 49

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	42	38	90	1,338	1,238	93
2014/15	21	19	90	1,181	1,093	93
2015/16	37	34	92	1,197	1,107	92
2016/17	15	14	93	1,290	1,137	88
2017/18	19	19	100	1,232	1,067	87

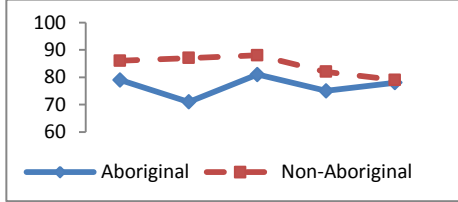
At school, are you being taught about Aboriginal peoples in Canada?



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	42	13	31	1,310	223	17
2014/15	21	7	33	1,171	210	18
2015/16	37	7	19	1,195	260	22
2016/17	15	6	40	1,295	445	34
2017/18	19	7	37	1,242	419	34

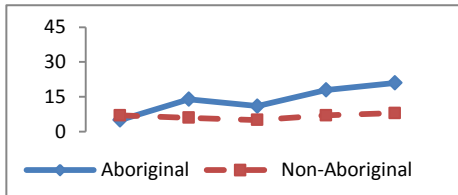
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



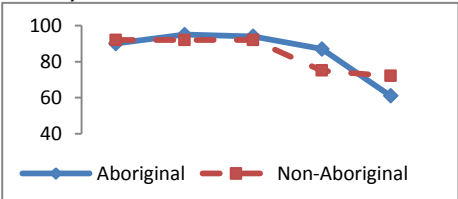
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	42	33	79	1,338	1,151	86
2014/15	21	15	71	1,191	1,036	87
2015/16	37	30	81	1,206	1,065	88
2016/17	32	24	75	1,262	1,037	82
2017/18	18	14	78	1,226	971	79

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



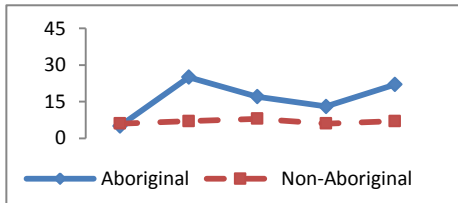
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	42	2	5	1,324	91	7
2014/15	21	3	14	1,184	75	6
2015/16	37	4	11	1,198	64	5
2016/17	33	6	18	1,261	90	7
2017/18	19	4	21	1,230	104	8

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	41	37	90	1,335	1,225	92
2014/15	21	20	95	1,189	1,099	92
2015/16	36	34	94	1,205	1,111	92
2016/17	15	13	87	1,292	974	75
2017/18	18	11	61	1,236	884	72

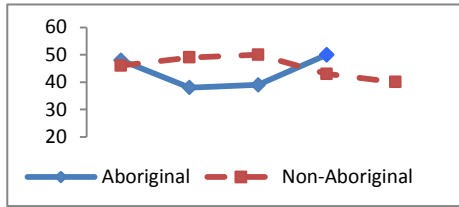
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	42	2	5	1,321	82	6
2014/15	20	5	25	1,171	77	7
2015/16	35	6	17	1,168	92	8
2016/17	15	2	13	1,288	77	6
2017/18	18	4	22	1,237	81	7

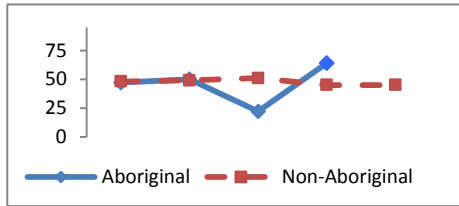
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



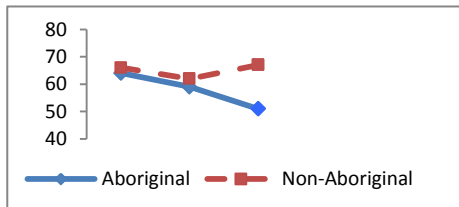
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	44	21	48	1,525	700	46
2014/15	42	16	38	1,324	645	49
2015/16	36	14	39	1,358	676	50
2016/17	14	7	50	1,402	596	43
2017/18	Msk	Msk	Msk	801	318	40

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	43	20	47	1,490	712	48
2014/15	42	21	50	1,290	633	49
2015/16	36	8	22	1,337	678	51
2016/17	14	9	64	1,401	624	45
2017/18	Msk	Msk	Msk	807	362	45

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



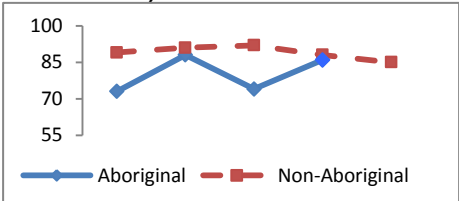
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	45	29	64	1,513	997	66
2014/15	41	24	59	1,324	819	62
2015/16	37	19	51	1,356	910	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



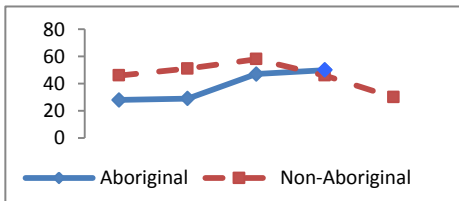
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	14	6 43	1,396	747 54
2017/18	Msk	Msk Msk	804	443 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	44	32	73	1,476	1,312	89
2014/15	41	36	88	1,312	1,190	91
2015/16	35	26	74	1,332	1,219	92
2016/17	14	12	86	1,397	1,228	88
2017/18	Msk	Msk	Msk	807	689	85

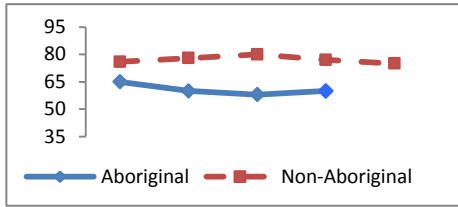
At school, are you being taught about Aboriginal peoples in Canada?



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	43	12	28	1466	677	46
2014/15	41	12	29	1301	666	51
2015/16	36	17	47	1317	761	58
2016/17	14	7	50	1407	654	46
2017/18	Msk	Msk	Msk	808	242	30

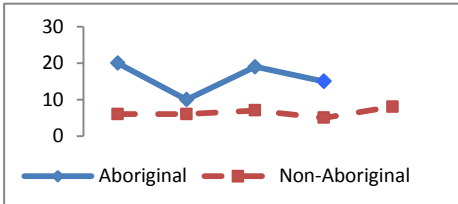
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



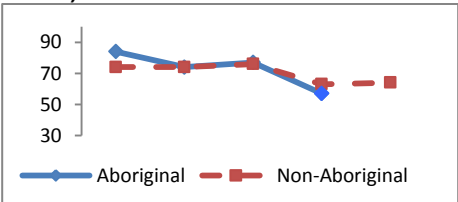
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	43	28	65	1,519	1,162	76
2014/15	42	25	60	1,309	1,022	78
2015/16	36	21	58	1,346	1,083	80
2016/17	35	21	60	1,338	1,025	77
2017/18	Msk	Msk	Msk	794	596	75

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



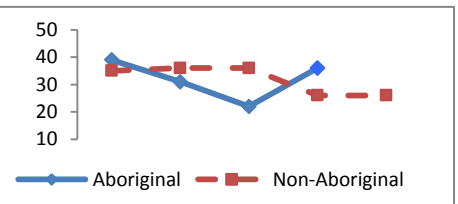
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	41	8	20	1,484	83	6
2014/15	42	4	10	1,305	75	6
2015/16	36	7	19	1,339	95	7
2016/17	34	5	15	1,344	71	5
2017/18	Msk	Msk	Msk	801	65	8

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



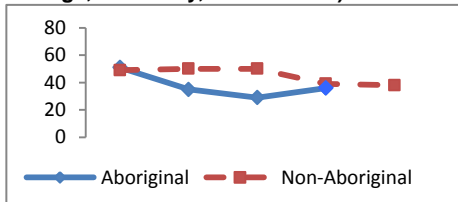
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	44	37	84	1,511	1,124	74
2014/15	42	31	74	1,325	985	74
2015/16	35	27	77	1,371	1,043	76
2016/17	14	8	57	1,399	884	63
2017/18	Msk	Msk	Msk	803	511	64

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



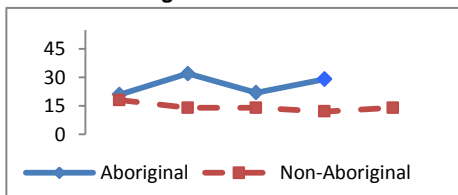
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	44	17	39	1,484	516	35
2014/15	42	13	31	1,293	469	36
2015/16	36	8	22	1,327	474	36
2016/17	14	5	36	1,399	370	26
2017/18	Msk	Msk	Msk	806	207	26

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	45	23	51	1,503	734	49
2014/15	40	14	35	1,297	649	50
2015/16	35	10	29	1,339	672	50
2016/17	14	5	36	1,400	543	39
2017/18	Msk	Msk	Msk	800	306	38

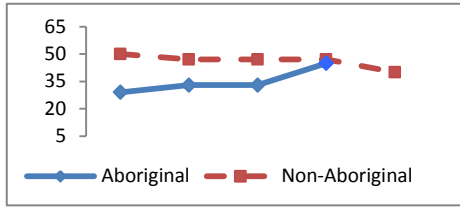
I would like to go to a different school.



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	39	8	21	1,454	260	18
2014/15	41	13	32	1,263	181	14
2015/16	36	8	22	1,303	181	14
2016/17	14	4	29	1,405	165	12
2017/18	Msk	Msk	Msk	803	109	14

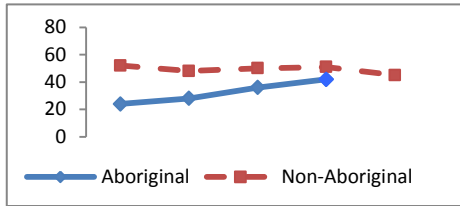
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



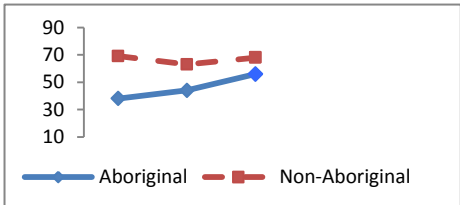
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	38	11	29	1,454	729	50
2014/15	30	10	33	1,328	620	47
2015/16	30	10	33	1,289	601	47
2016/17	11	5	45	1,153	543	47
2017/18	Msk	Msk	Msk	800	321	40

Do adults in the school treat all students fairly?



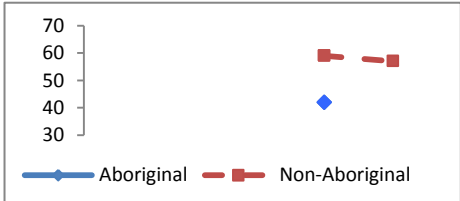
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	41	10	24	1,422	746	52
2014/15	32	9	28	1,310	633	48
2015/16	28	10	36	1,280	646	50
2016/17	12	5	42	1,153	584	51
2017/18	Msk	Msk	Msk	803	365	45

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



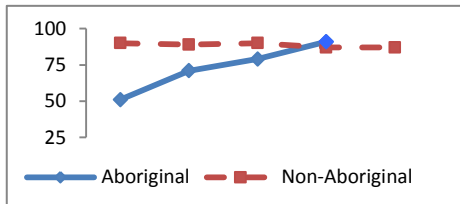
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	39	15	38	1,444	992	69
2014/15	32	14	44	1,321	837	63
2015/16	27	15	56	1,298	880	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



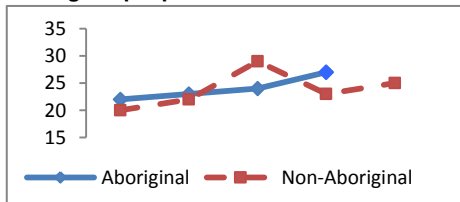
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	12	5 42	1,150	679 59
2017/18	Msk	Msk Msk	797	457 57

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	39	20	51	1,416	1,271	90
2014/15	31	22	71	1,306	1,163	89
2015/16	29	23	79	1,271	1,139	90
2016/17	11	10	91	1,141	998	87
2017/18	Msk	Msk	Msk	793	691	87

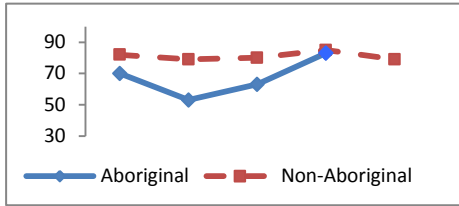
At school, are you being taught about Aboriginal peoples in Canada?



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	37	8	22	1,400	274	20
2014/15	31	7	23	1,278	286	22
2015/16	29	7	24	1,257	361	29
2016/17	11	3	27	1,147	265	23
2017/18	Msk	Msk	Msk	795	201	25

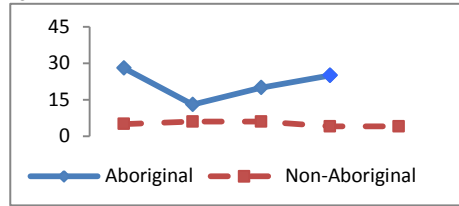
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



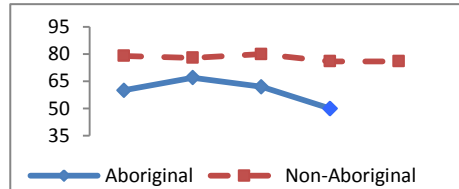
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	40	28	70	1,430	1,170	82
2014/15	32	17	53	1,318	1,041	79
2015/16	30	19	63	1,295	1,042	80
2016/17	24	20	83	1,130	959	85
2017/18	Msk	Msk	Msk	789	620	79

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



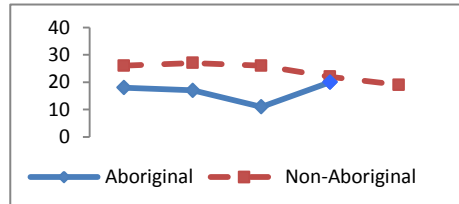
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	39	11	28	1,430	76	5
2014/15	31	4	13	1,306	74	6
2015/16	30	6	20	1,283	76	6
2016/17	24	6	25	1,130	43	4
2017/18	Msk	Msk	Msk	793	31	4

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



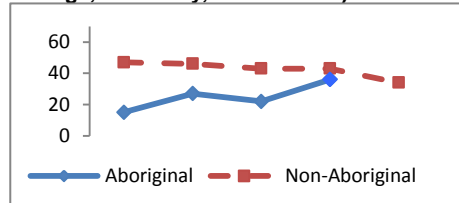
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	40	24	60	1,450	1,149	79
2014/15	33	22	67	1,337	1,047	78
2015/16	29	18	62	1,307	1,043	80
2016/17	12	6	50	1,153	878	76
2017/18	Msk	Msk	Msk	804	609	76

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



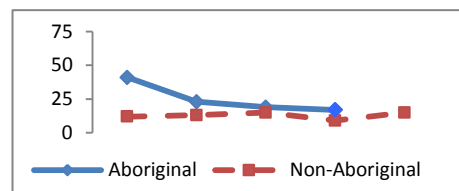
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	40	7	18	1,420	370	26
2014/15	30	5	17	1,304	346	27
2015/16	28	3	11	1,282	329	26
2016/17	10	2	20	1,151	257	22
2017/18	Msk	Msk	Msk	795	153	19

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	39	6	15	1,435	670	47
2014/15	30	8	27	1,318	600	46
2015/16	27	6	22	1,291	561	43
2016/17	11	4	36	1,145	498	43
2017/18	Msk	Msk	Msk	794	271	34

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	39	16	41	1,391	165	12
2014/15	31	7	23	1,270	160	13
2015/16	26	5	19	1,244	190	15
2016/17	12	2	17	1,154	107	9
2017/18	Msk	Msk	Msk	802	122	15

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.