



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 041 Burnaby

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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?

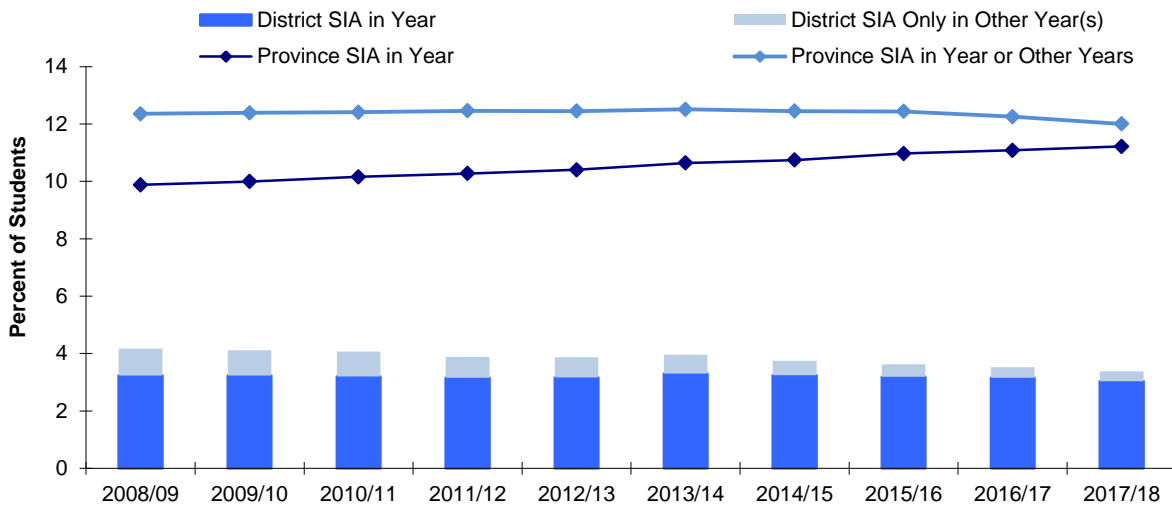
PLEASE NOTE

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	25,464	824	3.2	239	0.9	579,485	57,257	9.9	14,326	2.5
2009/10	25,764	833	3.2	226	0.9	580,480	58,017	10.0	13,887	2.4
2010/11	25,655	821	3.2	223	0.9	579,110	58,834	10.2	13,044	2.3
2011/12	25,537	805	3.2	185	0.7	569,734	58,531	10.3	12,445	2.2
2012/13	25,023	793	3.2	175	0.7	564,529	58,717	10.4	11,569	2.0
2013/14	24,962	825	3.3	164	0.7	558,983	59,502	10.6	10,444	1.9
2014/15	24,752	803	3.2	124	0.5	552,786	59,382	10.7	9,449	1.7
2015/16	24,891	794	3.2	108	0.4	553,376	60,706	11.0	8,109	1.5
2016/17	25,119	793	3.2	92	0.4	557,626	61,799	11.1	6,534	1.2
2017/18	25,482	773	3.0	87	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

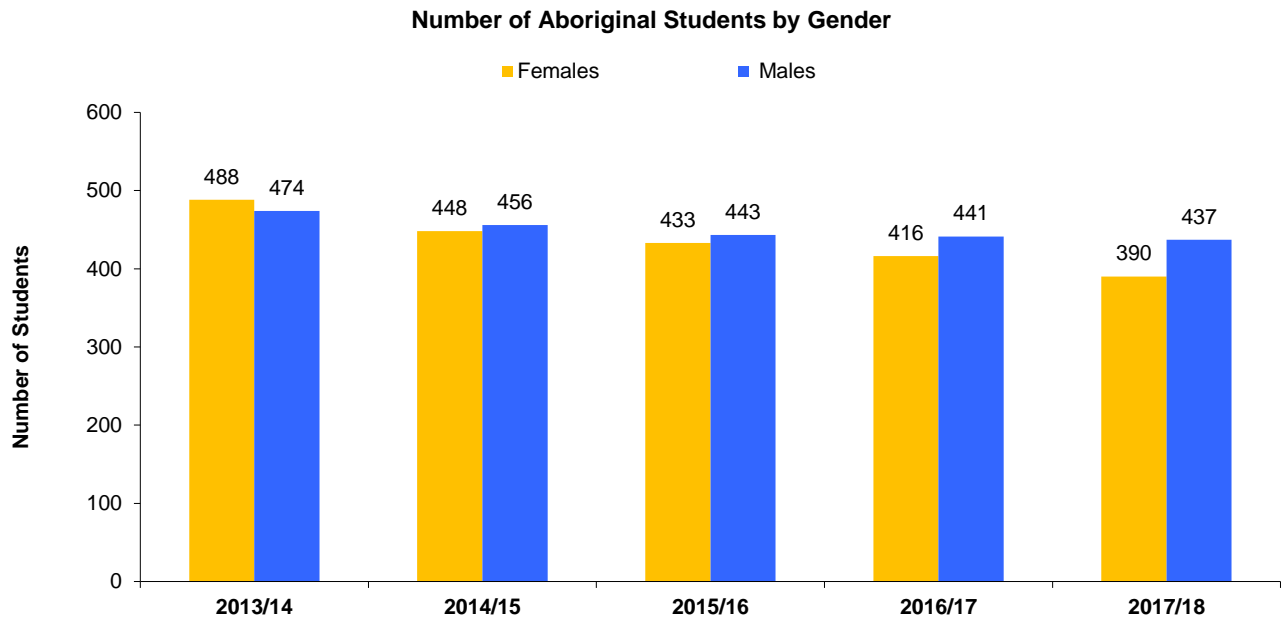
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	% of All Students	Aboriginal Students	Aboriginal Females	Aboriginal Males
		#	%	#		#		#	#	#
2013/14	24,962	962	3.9	488	2.0	474	1.9	69,182	34,363	34,819
2014/15	24,752	904	3.7	448	1.8	456	1.8	67,939	33,645	34,294
2015/16	24,891	876	3.5	433	1.7	443	1.8	67,749	33,432	34,317
2016/17	25,119	857	3.4	416	1.7	441	1.8	67,078	33,137	33,941
2017/18	25,482	827	3.2	390	1.5	437	1.7	66,142	32,575	33,567

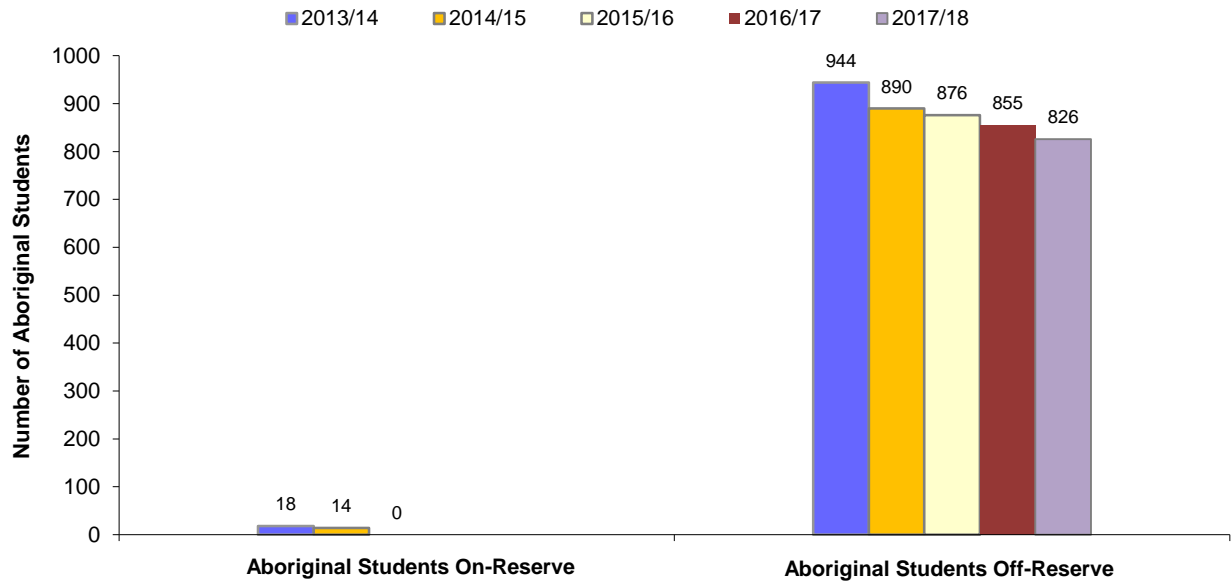


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	962	8	10	18	480	464	944	8,812	60,370
2014/15	904	4	10	14	444	446	890	8,143	59,796
2015/16	876	0	0	0	433	443	876	7,694	60,055
2016/17	857	Msk	Msk	Msk	416	439	855	7,285	59,793
2017/18	827	Msk	Msk	Msk	390	436	826	7,820	58,322

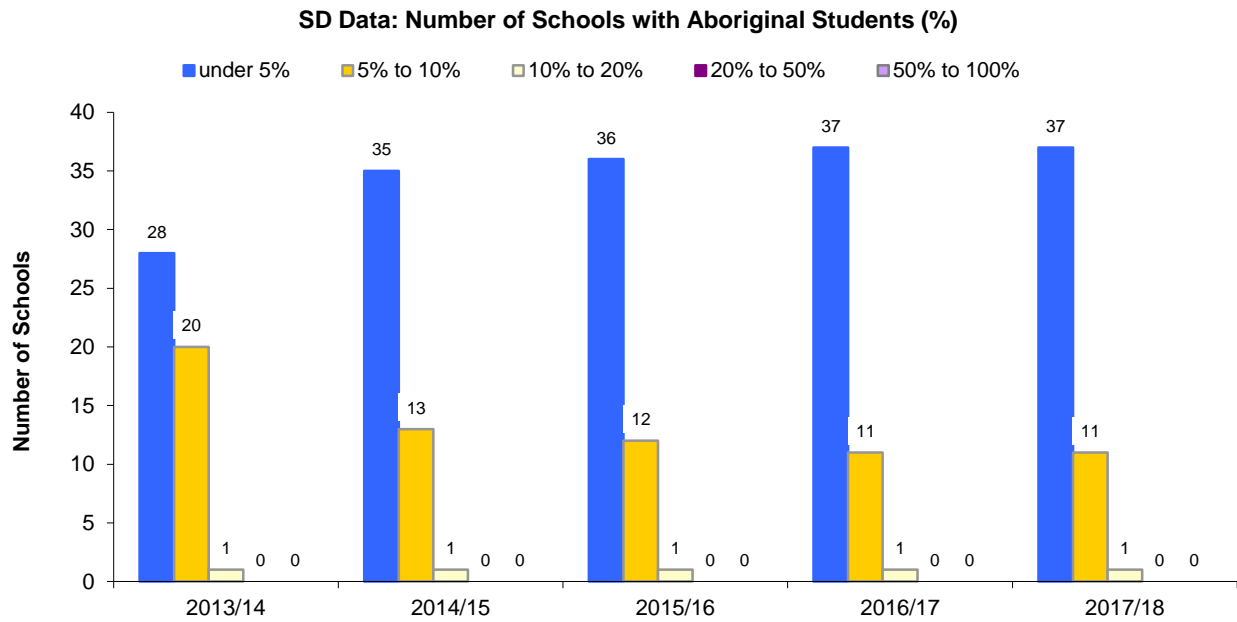
SD Data: Number of Aboriginal Students, On- or Off-Reserve



* 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	49	28	20	1	0	0	1,393	370	241	341	346	95
2014/15	49	35	13	1	0	0	1,385	393	223	335	337	97
2015/16	49	36	12	1	0	0	1,380	396	224	349	318	93
2016/17	49	37	11	1	0	0	1,369	400	229	348	300	92
2017/18	49	37	11	1	0	0	1,377	416	238	335	303	85

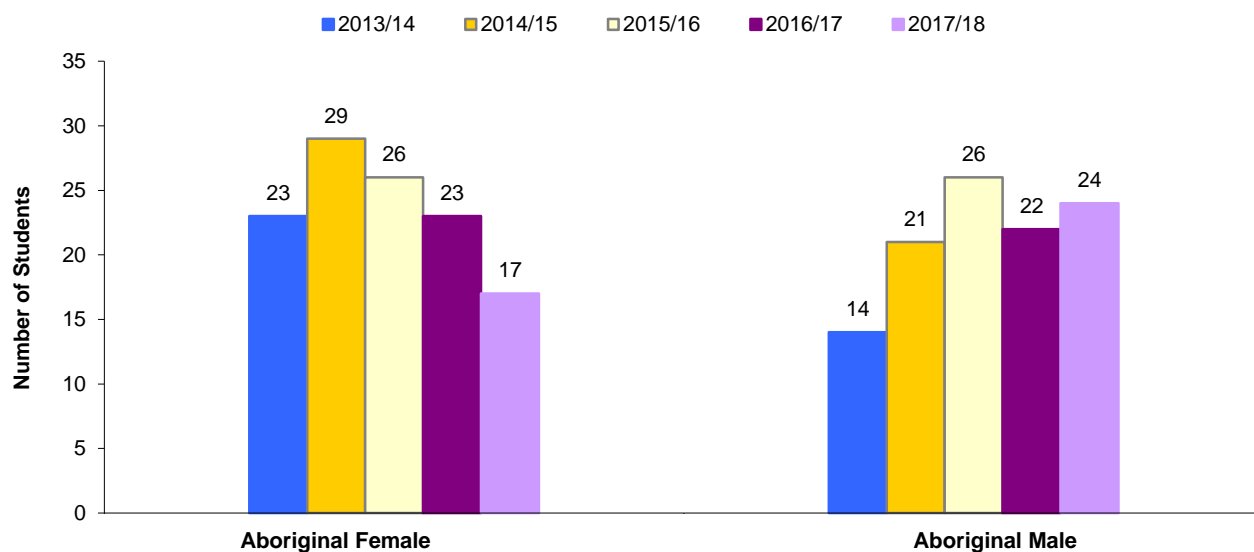


* Public schools only.

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	241	23	14	37	78	126	204	1,610	1,594	2,033	2,757
2014/15	255	29	21	50	81	124	205	1,595	1,560	1,981	2,618
2015/16	211	26	26	52	56	103	159	1,609	1,527	2,022	2,474
2016/17	217	23	22	45	71	101	172	1,605	1,543	2,037	2,468
2017/18	199	17	24	41	64	94	158	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



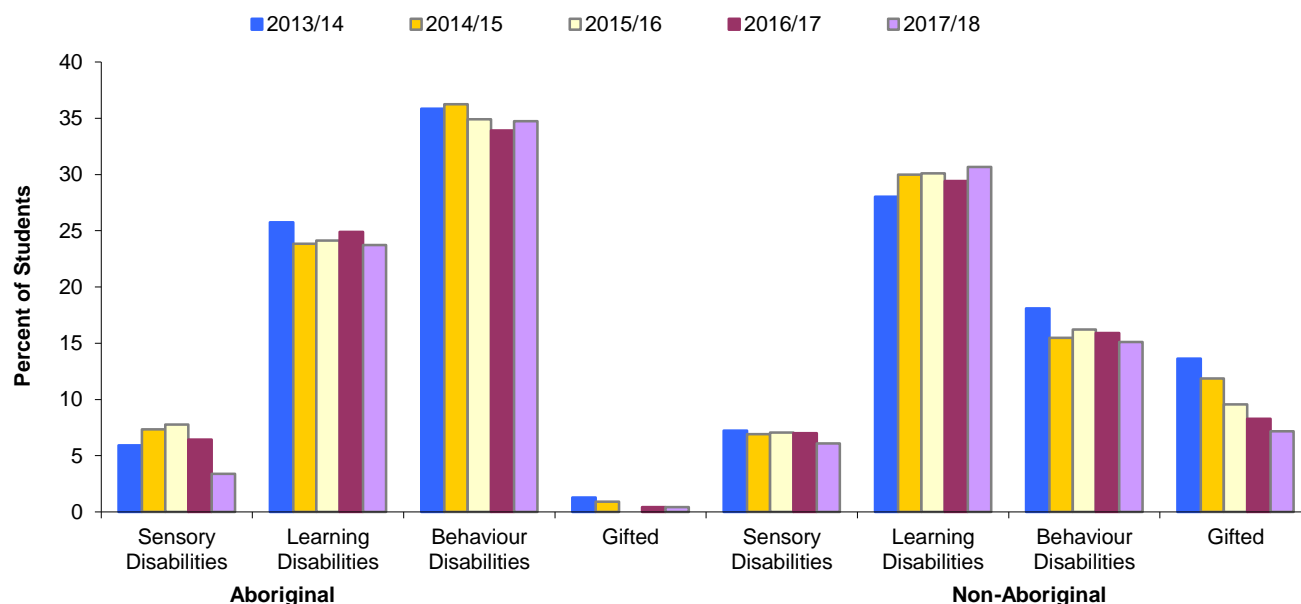
* Public schools only.

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	237	1,906	14	6	138	7	61	26	534	28	85	36	345	18	3	1	260	14
2014/15	218	1,913	16	7	132	7	52	24	574	30	79	36	296	15	2	1	227	12
2015/16	232	1,954	18	8	138	7	56	24	588	30	81	35	317	16	0	0	187	10
2016/17	233	1,957	15	6	137	7	58	25	576	29	79	34	311	16	1	0	162	8
2017/18	236	2,066	8	3	126	6	56	24	634	31	82	35	312	15	1	0	148	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).

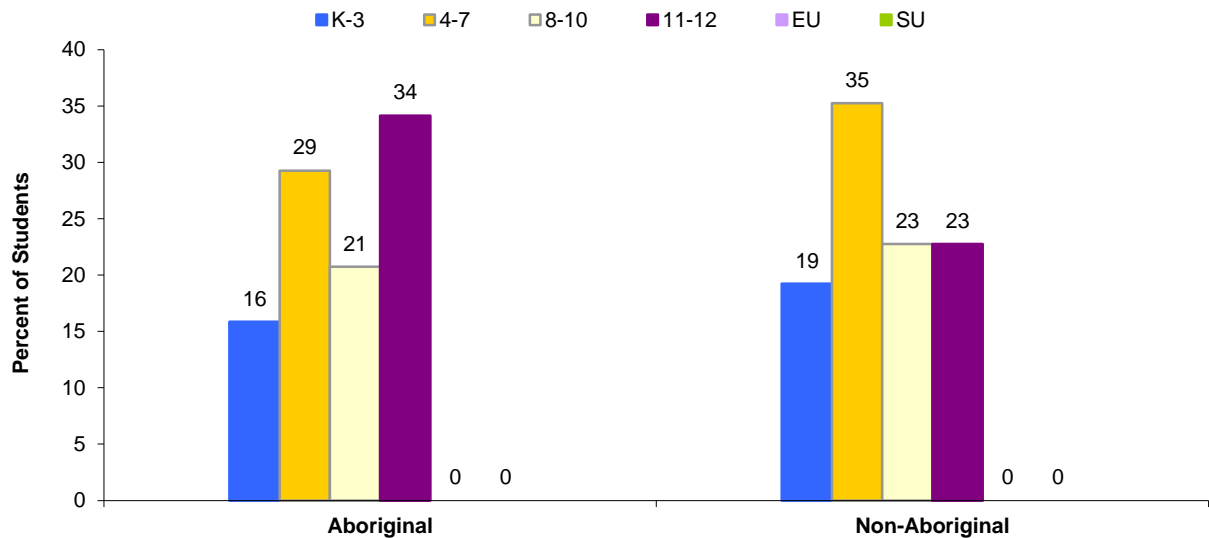
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	85	16	19	18	21	30	35	21	25	0	0	0	0
2014/15	79	11	14	23	29	18	23	27	34	0	0	0	0
2015/16	81	9	11	32	40	14	17	26	32	0	0	Msk	Msk
2016/17	79	12	15	24	30	16	20	27	34	0	0	Msk	Msk
2017/18	82	13	16	24	29	17	21	28	34	0	0	0	0

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	345	71	21	96	28	90	26	88	26	0	0	0	0
2014/15	296	50	17	100	34	77	26	69	23	0	0	0	0
2015/16	317	50	16	110	35	83	26	72	23	0	0	Msk	Msk
2016/17	311	64	21	118	38	73	23	55	18	0	0	Msk	Msk
2017/18	312	60	19	110	35	71	23	71	23	0	0	0	0

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



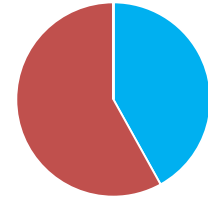
* Total includes Graduated Adults.

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

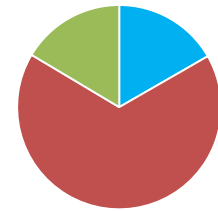
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	39	62	5	13	28	72	6	15
2014/15	42	58	11	26	27	64	4	10
2015/16	49	67	15	31	33	67	1	2
2016/17	39	68	13	33	25	64	1	3
			Emerging		On Track		Extending	
2017/18	31	54	13	42	18	58	0	0



■ Emerging ■ On Track ■ Extending

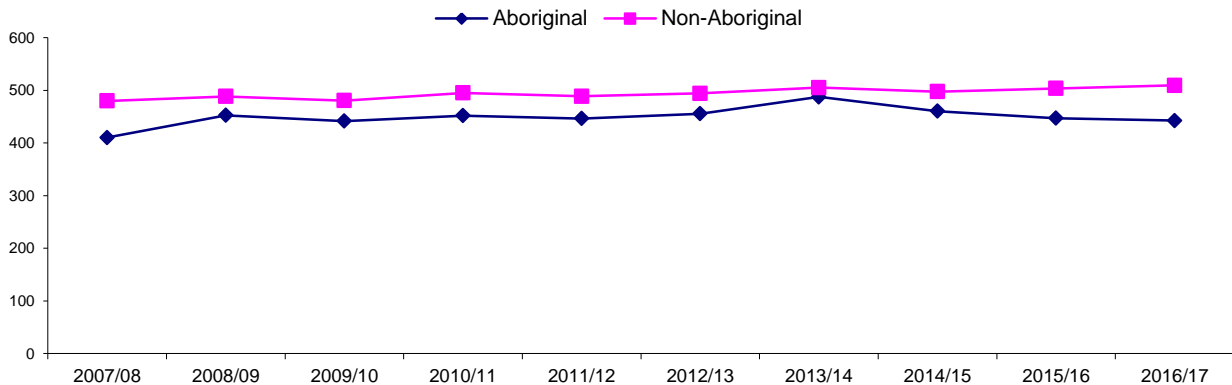
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,247	81	181	15	853	68	213	17
2014/15	1,265	79	191	15	920	73	154	12
2015/16	1,217	78	165	14	877	72	175	14
2016/17	1,233	70	133	11	912	74	188	15
			Emerging		On Track		Extending	
2017/18	1,192	70	199	17	797	67	196	16



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

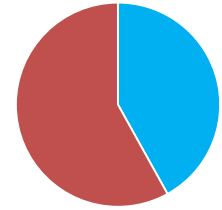


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

GRADE 4: ABORIGINAL

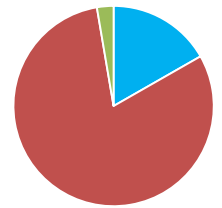
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	38	60	8	21	29	76	1	3
2014/15	43	59	12	28	31	72	0	0
2015/16	50	68	22	44	28	56	0	0
2016/17	38	67	9	24	28	74	1	3
			Emerging		On Track		Extending	
2017/18	31	54	13	42	18	58	0	0



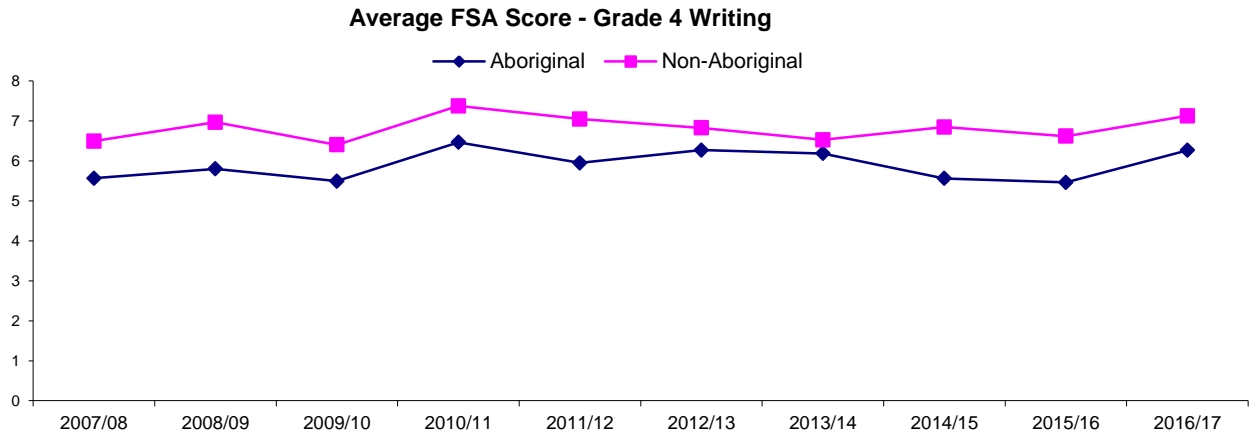
■ Emerging ■ On Track
■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,236	80	144	12	1,067	86	25	2
2014/15	1,246	78	92	7	1,108	89	46	4
2015/16	1,209	77	170	14	1,010	84	29	2
2016/17	1,218	70	108	9	1,058	87	52	4
			Emerging		On Track		Extending	
2017/18	1,159	68	194	17	934	81	31	3



■ Emerging ■ On Track
■ Extending

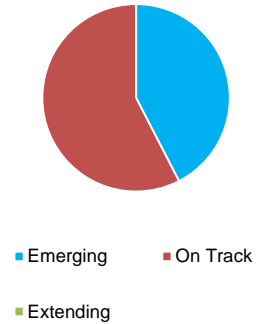


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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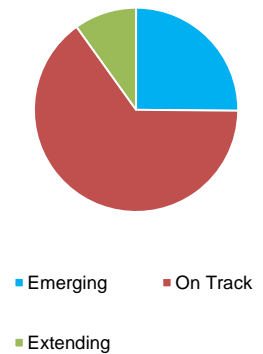
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	38	60	8	21	28	74	2	5
2014/15	39	53	16	41	22	56	1	3
2015/16	49	67	11	22	38	78	0	0
2016/17	39	68	16	41	23	59	0	0
			Emerging		On Track		Extending	
2017/18	33	58	14	42	19	58	0	0

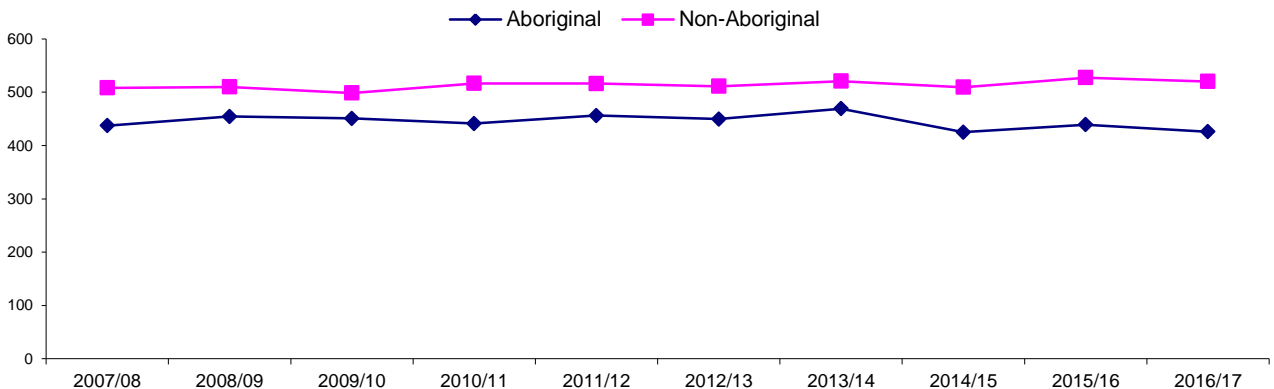


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,257	82	157	12	883	70	217	17
2014/15	1,284	81	187	15	928	72	169	13
2015/16	1,229	78	132	11	870	71	227	18
2016/17	1,260	72	163	13	882	70	215	17
			Emerging		On Track		Extending	
2017/18	1,213	71	305	25	788	65	120	10



Average FSA Scaled Score - Grade 4 Numeracy

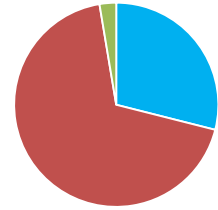


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

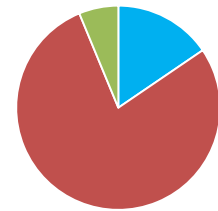
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	54	72	17	31	37	69	0	0
2014/15	38	64	12	32	23	61	3	8
2015/16	38	58	15	39	20	53	3	8
2016/17	32	59	16	50	13	41	3	9
			Emerging		On Track		Extending	
2017/18	38	55	11	29	26	68	1	3



■ Emerging ■ On Track ■ Extending

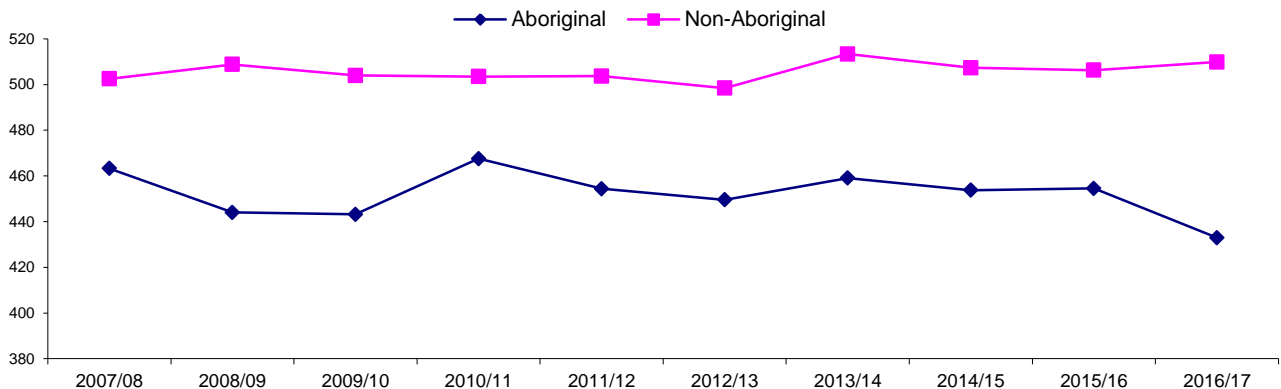
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,364	84	222	16	915	67	227	17
2014/15	1,331	83	219	16	914	69	198	15
2015/16	1,223	77	193	16	861	70	169	14
2016/17	1,172	73	213	18	746	64	213	18
			Emerging		On Track		Extending	
2017/18	1,169	72	181	15	915	78	73	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

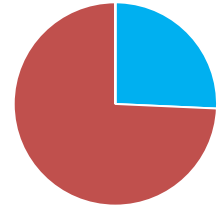


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

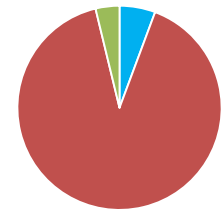
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	54	72	11	20	42	78	1	2
2014/15	36	61	6	17	29	81	1	3
2015/16	37	57	8	22	28	76	1	3
2016/17	31	57	10	32	20	65	1	3
			Emerging		On Track		Extending	
2017/18	35	51	9	26	26	74	0	0



■ Emerging ■ On Track
■ Extending

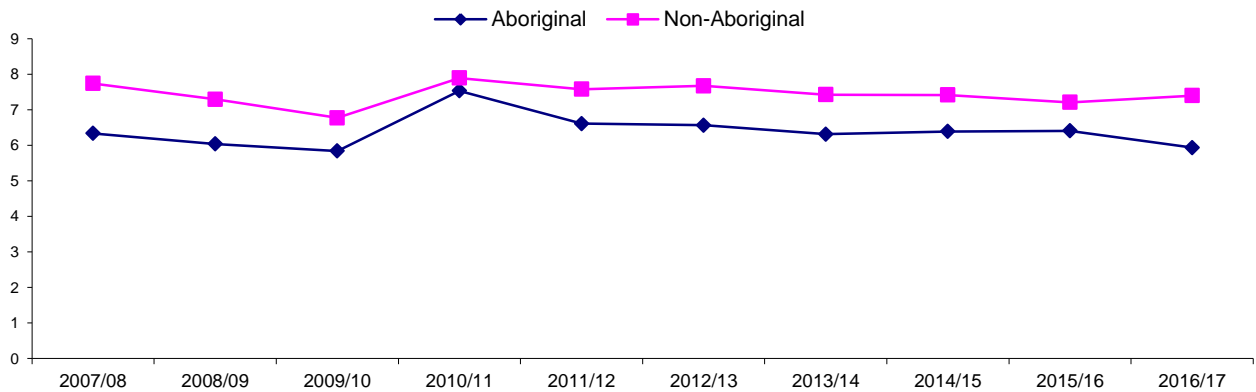
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,342	83	65	5	1,177	88	100	7
2014/15	1,318	82	69	5	1,207	92	42	3
2015/16	1,213	77	79	7	1,106	91	28	2
2016/17	1,153	72	94	8	965	84	94	8
			Emerging		On Track		Extending	
2017/18	1,111	68	63	6	1,006	91	42	4



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

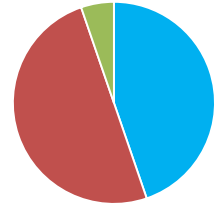


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

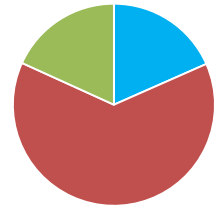
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	51	68	22	43	29	57	0	0
2014/15	36	61	19	53	16	44	1	3
2015/16	38	58	16	42	19	50	3	8
2016/17	30	56	16	53	12	40	2	7
			Emerging		On Track		Exceeding	
2017/18	38	55	17	45	19	50	2	5



■ Emerging ■ On Track
■ Extending

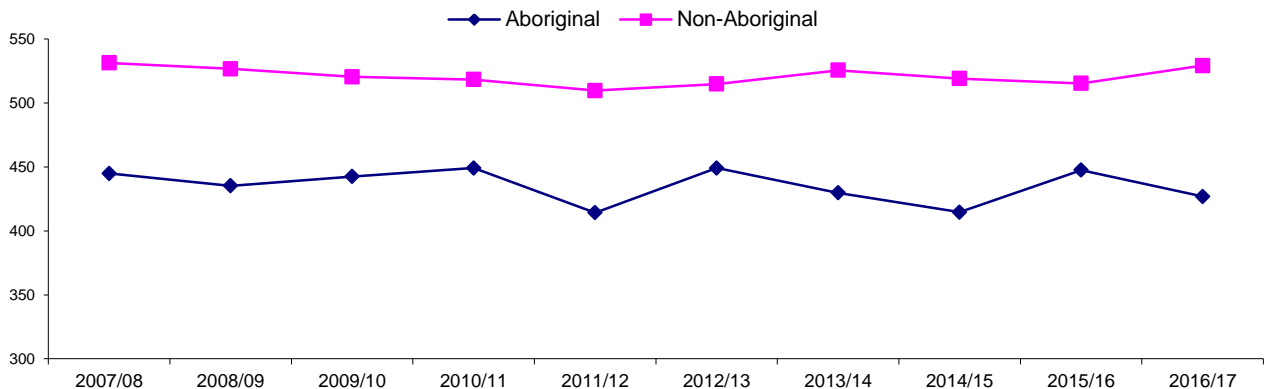
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,365	84	168	12	917	67	280	21
2014/15	1,328	82	207	16	854	64	267	20
2015/16	1,232	78	169	14	850	69	213	17
2016/17	1,187	74	168	14	737	62	282	24
			Emerging		On Track		Exceeding	
2017/18	1,175	72	216	18	745	63	214	18



■ 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).

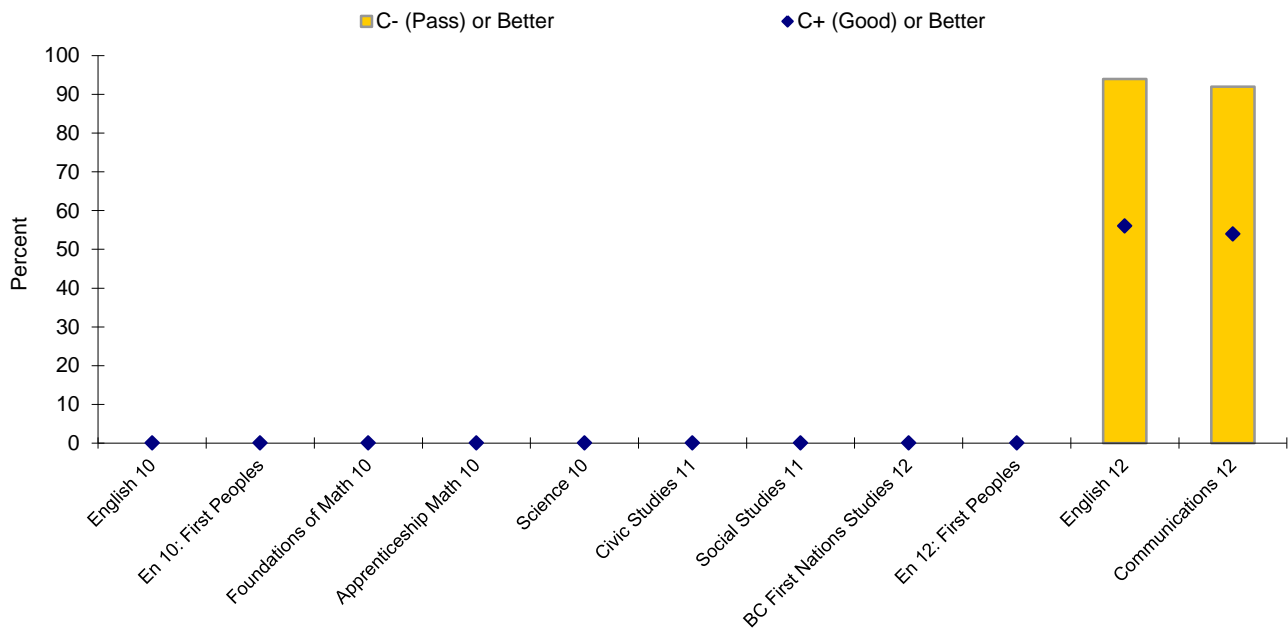
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	32	30	94	18	56	1,934	1,856	96	1,397	72
Communications 12	26	24	92	14	54	186	175	94	86	46

Final Marks Overview: Aboriginal Results 2017/18

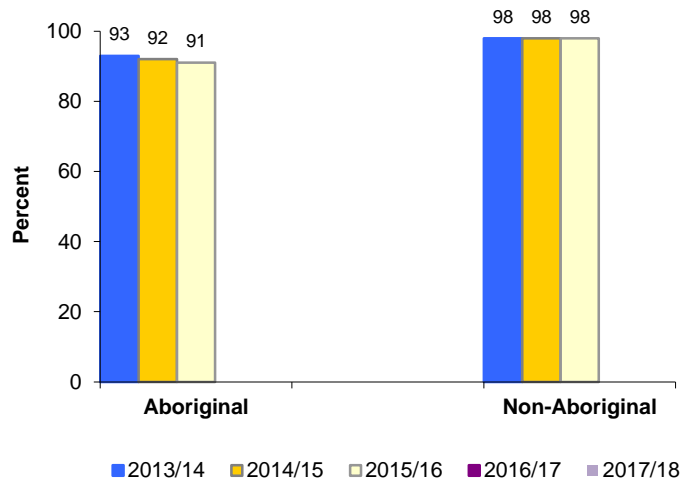


FINAL MARKS: ENGLISH 10

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	46	43	93	26	57	2,048	2,016	98	1,539	75
2014/15	51	47	92	22	43	2,062	2,012	98	1,484	72
2015/16	70	64	91	39	56	2,087	2,049	98	1,517	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	46	82	39	7	2,048	2,027	1,732	316	
2014/15	51	83	43	8	2,062	1,962	1,684	378	
2015/16	70	88	52	18	2,087	2,091	1,688	399	
2016/17	-	71	-	-	-	2,072	-	-	
2017/18	-	56	-	-	-	2,003	-	-	

ENGLISH 10: C- (Pass) or Better



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

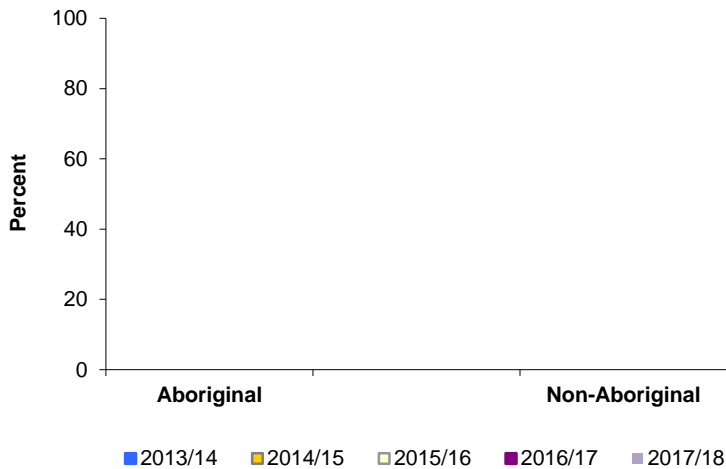
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	Msk	82	Msk	Msk	-	2,027	-	-
2014/15	-	83	-	-	-	1,962	-	-
2015/16	-	88	-	-	-	2,091	-	-
2016/17	-	71	-	-	-	2,072	-	-
2017/18	-	56	-	-	-	2,003	-	-

**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.

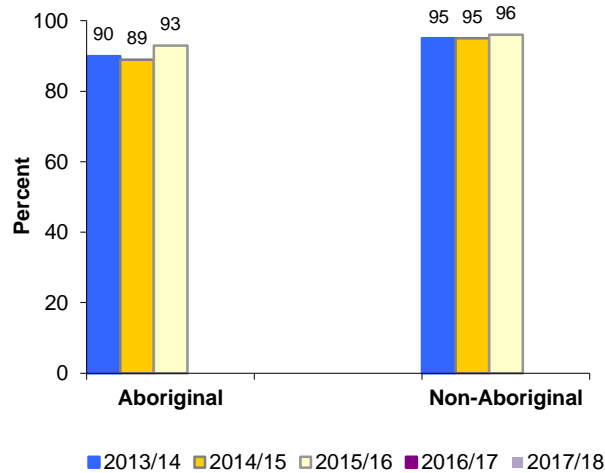
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	30	27	90	14	47	1,812	1,722	95	1,348	74
2014/15	27	24	89	15	56	1,725	1,637	95	1,230	71
2015/16	28	26	93	15	54	1,789	1,712	96	1,313	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	30	82	27	3	1,812	2,027	1,540	272
2014/15	27	83	24	3	1,725	1,962	1,518	207
2015/16	28	88	24	4	1,789	2,091	1,543	246
2016/17	-	71	-	-	-	2,072	-	-
2017/18	-	56	-	-	-	2,003	-	-

**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.

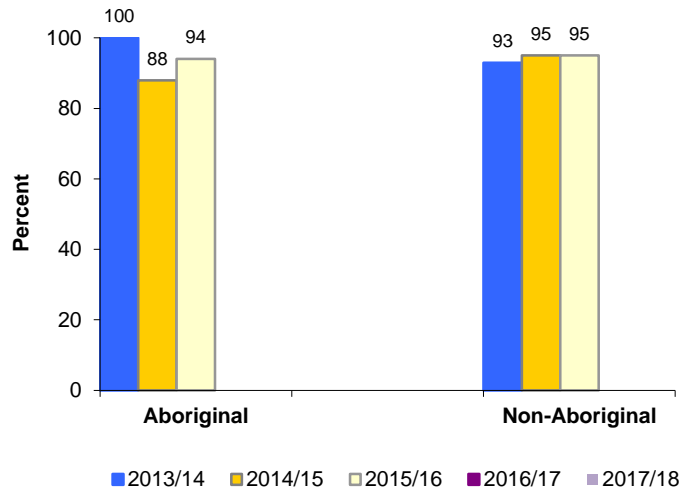
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	18	18	100	5	28	249	231	93	102	41
2014/15	33	29	88	11	33	264	252	95	118	45
2015/16	35	33	94	24	69	239	226	95	128	54
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	18	82	10	8	249	2,027	175	74		
2014/15	33	83	17	16	264	1,962	147	117		
2015/16	35	88	24	11	239	2,091	158	81		
2016/17	-	71	-	-	-	2,072	-	-		
2017/18	-	56	-	-	-	2,003	-	-		

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.

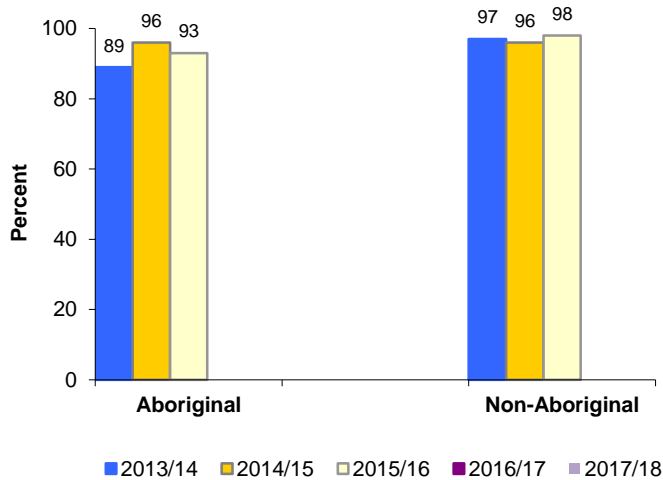
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	57	51	89	19	33	1,907	1,858	97	1,377	72
2014/15	53	51	96	22	42	1,965	1,891	96	1,413	72
2015/16	69	64	93	41	59	1,999	1,950	98	1,492	75
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	57	82	36	21	1,907	2,027	1,403	504	
2014/15	53	83	36	17	1,965	1,962	1,546	419	
2015/16	69	88	51	18	1,999	2,091	1,523	476	
2016/17	-	71	-	-	-	2,072	-	-	
2017/18	-	56	-	-	-	2,003	-	-	

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.

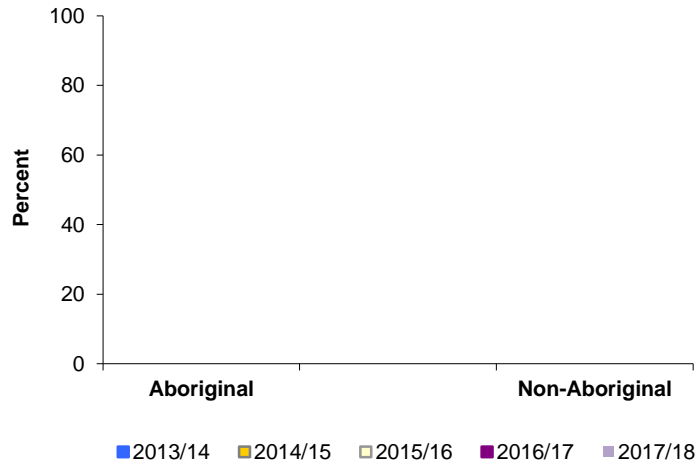
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #
2013/14	-	79	-	-	-	2,214	-	-
2014/15	-	77	-	-	-	2,200	-	-
2015/16	-	88	-	-	-	2,170	-	-
2016/17	-	83	-	-	-	2,213	-	-
2017/18	-	81	-	-	-	2,212	-	-

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.

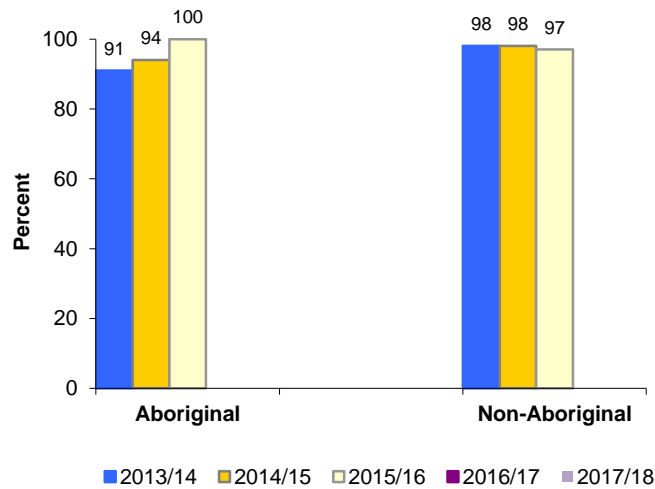
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	46	42	91	25	54	2,030	1,987	98	1,494	74
2014/15	36	34	94	15	42	1,827	1,782	98	1,352	74
2015/16	42	42	100	22	52	2,076	2,023	97	1,551	75
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #
2013/14	46	79	40	6	2,030	2,214	1,348	682
2014/15	36	77	26	10	1,827	2,200	1,481	346
2015/16	42	88	35	7	2,076	2,170	1,403	673
2016/17	-	83	-	-	-	2,213	-	-
2017/18	-	81	-	-	-	2,212	-	-

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.

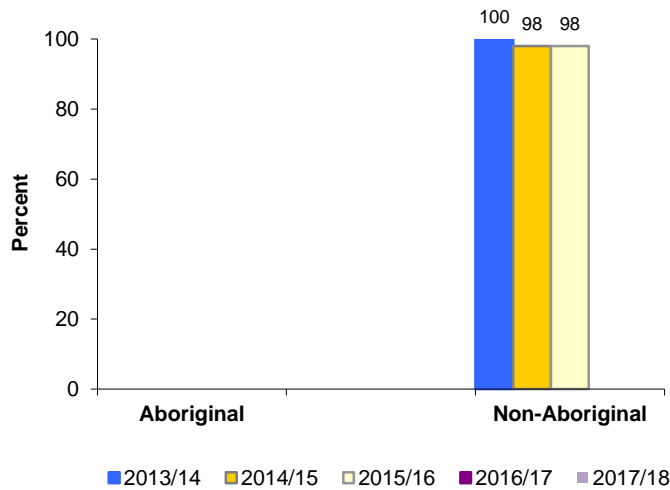
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	20	20	100	18	90
2014/15	Msk	Msk	Msk	Msk	Msk	44	43	98	28	64
2015/16	Msk	Msk	Msk	Msk	Msk	57	56	98	32	56
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	Msk	110	Msk	Msk	20	2,553	15	5		
2014/15	Msk	104	Msk	Msk	44	2,631	28	16		
2015/16	Msk	109	Msk	Msk	57	2,636	35	22		
2016/17	-	107	-	-	-	2,569	-	-		
2017/18	-	107	-	-	-	2,617	-	-		

**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.

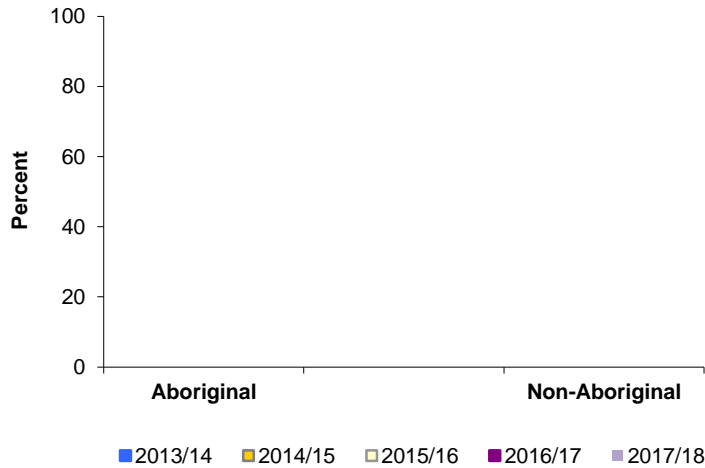
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	-	-	-	-	-
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	-	110	-	-	-	2,553	-	-		
2014/15	-	104	-	-	-	2,631	-	-		
2015/16	-	109	-	-	-	2,636	-	-		
2016/17	-	107	-	-	-	2,569	-	-		
2017/18	-	107	-	-	-	2,617	-	-		

**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.

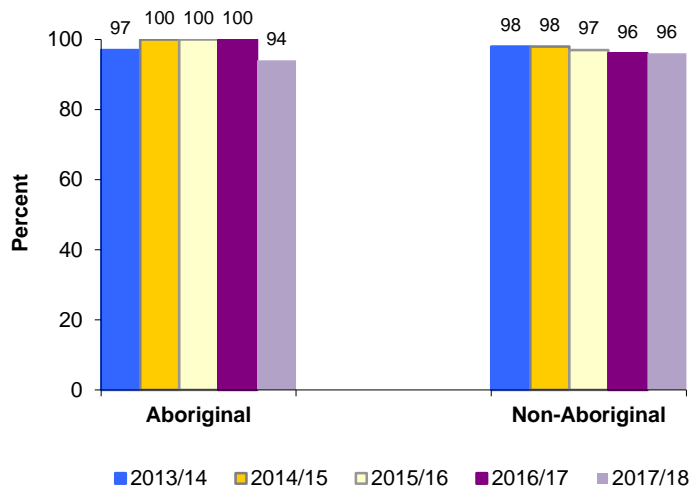
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	29	28	97	17	59	1,961	1,921	98	1,374	70
2014/15	28	28	100	20	71	1,852	1,816	98	1,336	72
2015/16	27	27	100	17	63	1,878	1,817	97	1,377	73
2016/17	35	35	100	14	40	1,911	1,837	96	1,351	71
2017/18	32	30	94	18	56	1,934	1,856	96	1,397	72

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	29	110	28	1	1,961	2,553	1,788	173	
2014/15	28	104	27	1	1,852	2,631	1,753	99	
2015/16	27	109	22	5	1,878	2,636	1,753	125	
2016/17	35	107	32	3	1,911	2,569	1,778	133	
2017/18	32	107	-	-	1,934	2,617	-	-	

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.

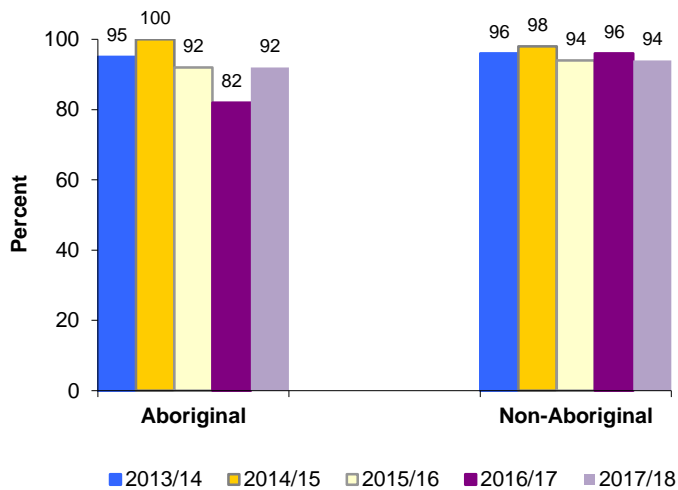
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	22	21	95	15	68	159	152	96	92	58
2014/15	17	17	100	10	59	162	158	98	87	54
2015/16	12	11	92	5	42	180	170	94	82	46
2016/17	17	14	82	9	53	169	163	96	83	49
2017/18	26	24	92	14	54	186	175	94	86	46

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	22	110	21	1	159	2,553	148	11		
2014/15	17	104	17	0	162	2,631	153	9		
2015/16	12	109	12	0	180	2,636	171	9		
2016/17	17	107	15	2	169	2,569	162	7		
2017/18	26	107	-	-	186	2,617	-	-		

Communications 12: C- (Pass) or Better



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

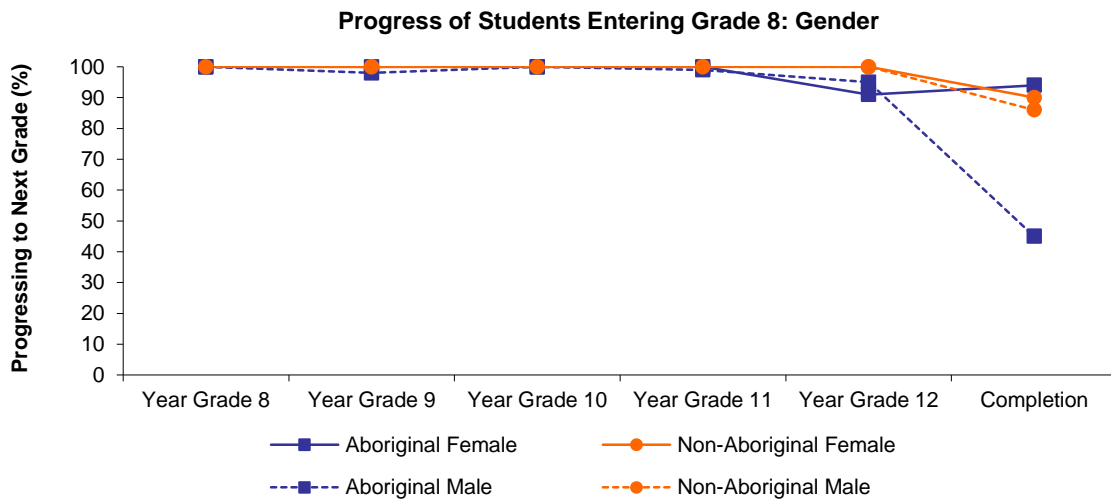
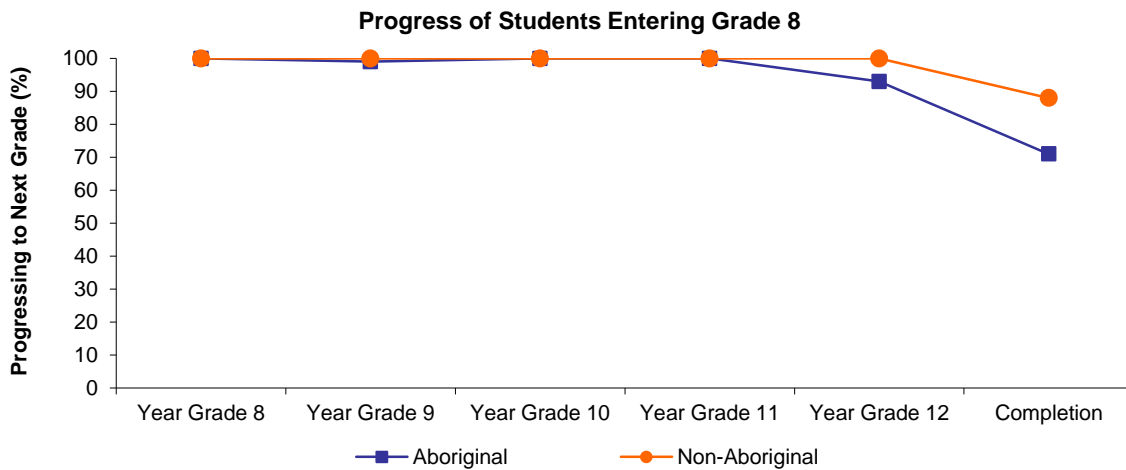
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	98	100	100	100
	Grade 10	100	100	100	100	100	100
	Grade 11	100	100	99	100	100	100
	Grade 12	93	91	95	100	100	100
2017/18	Completion	71	94	45	88	90	86



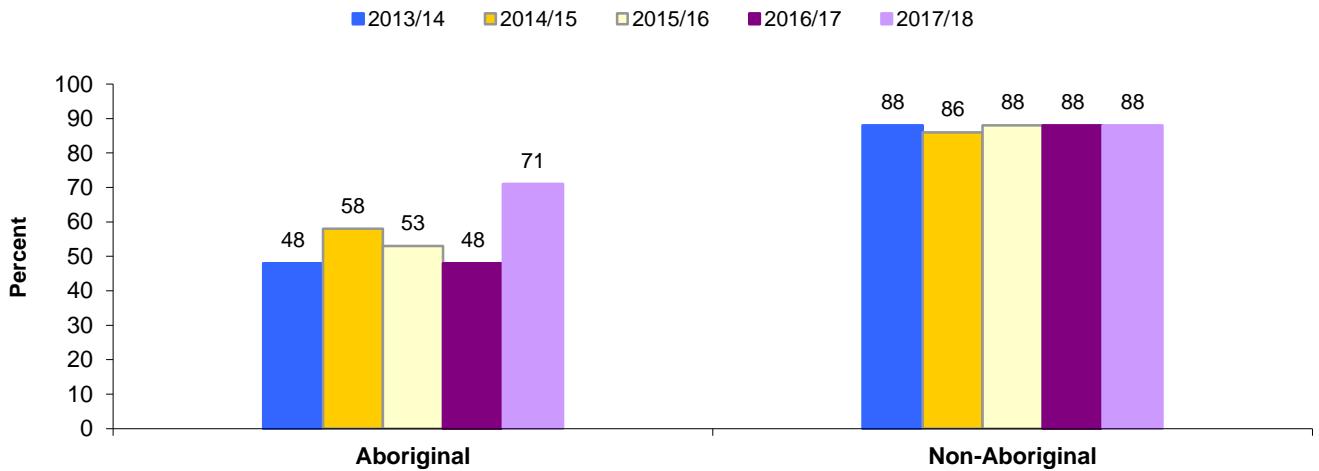
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

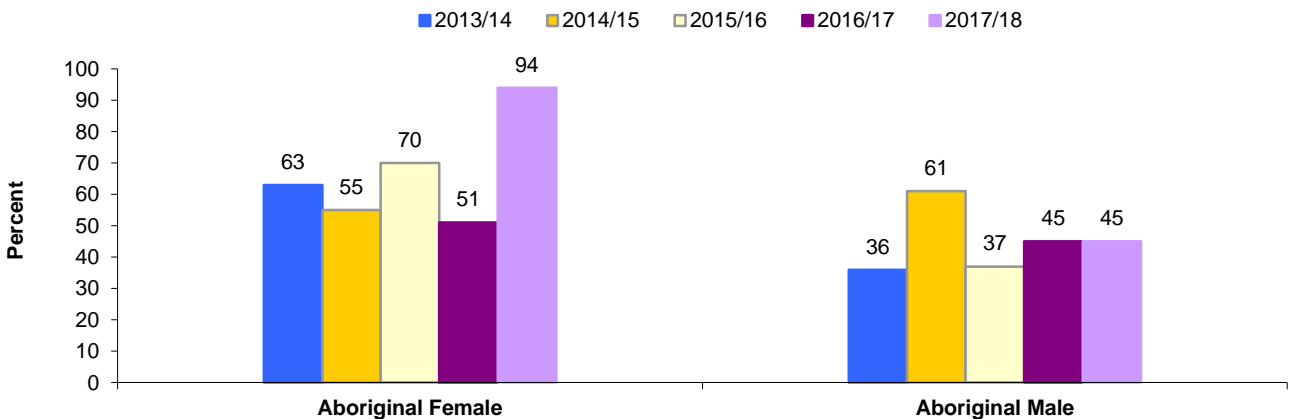
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	48	63	36	88	91	85
2014/15	58	55	61	86	91	82
2015/16	53	70	37	88	91	85
2016/17	48	51	45	88	92	84
2017/18	71	94	45	88	90	86

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).

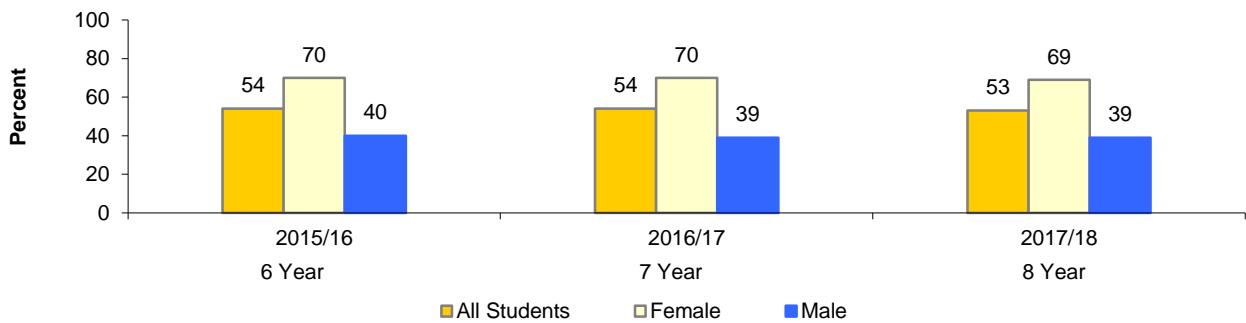
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

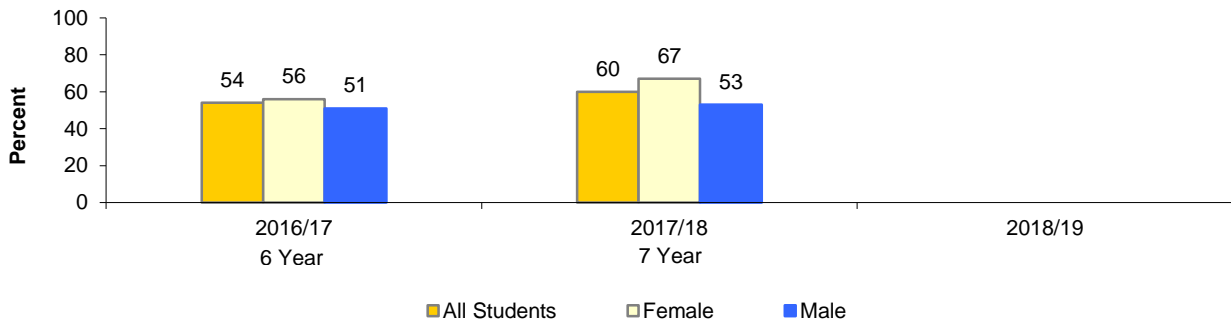
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	54	70	40	54	70	39	53	69	39
2011/12	54	56	51	60	67	53	-	-	-
2012/13	71	94	45	-	-	-	-	-	-

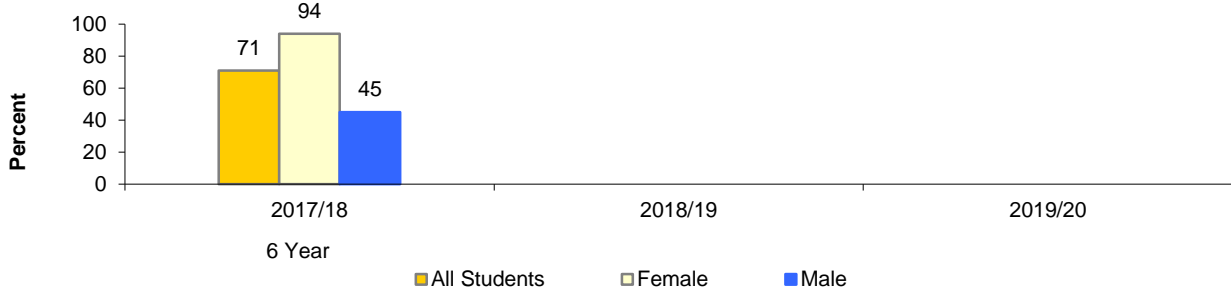
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	104	Msk	Msk	2,508	25	1
2014/15	96	Msk	Msk	2,568	23	1
2015/16	104	Msk	Msk	2,593	38	1
2016/17	104	Msk	Msk	2,490	Msk	Msk
2017/18	102	Msk	Msk	2,540	35	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	104	43	41	2,508	1,802	72
2014/15	96	41	43	2,568	1,857	72
2015/16	104	34	33	2,593	1,850	71
2016/17	104	48	46	2,490	1,828	73
2017/18	102	44	43	2,540	1,896	75

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	104	Msk	Msk	2,508	65	3
2014/15	96	Msk	Msk	2,568	50	2
2015/16	104	Msk	Msk	2,593	46	2
2016/17	104	Msk	Msk	2,490	52	2
2017/18	102	13	13	2,540	51	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	90	44	49	46	51
2014/15	85	47	55	38	45
2015/16	91	55	60	36	40
2016/17	69	43	62	26	38
2017/18	61	38	62	23	38

ABORIGINAL CHILDREN IN CARE AS A PERCENT OF ABORIGINAL ENROLMENT (EVER)

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2013/14	962	44	5
2014/15	904	47	5
2015/16	876	55	6
2016/17	857	43	5
2017/18	827	38	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	11	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	24	Msk	Msk	23	Msk	Msk	Msk
2015/16	17	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	41	Msk	Msk	22	Msk	Msk	Msk
2017/18	49	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	Msk
2014/15	Msk	-	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	-	Msk	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	48	100	9	18.8	3	6.3	-	-	-	-		
Non-Aboriginal	2,128	100	412	19.4	70	3.3	24	1.1	8	0.4		

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	55	100	4	7.3	2	3.6	-	-	-	-		
Non-Aboriginal	1,362	100	90	6.6	16	1.2	12	0.9	5	0.4		

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	48	100	2	4.2	1	2.1	-	-	-	-		
Non-Aboriginal	2,128	100	118	5.5	43	2.0	18	0.8	6	0.3		

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	55	100	2	3.6	-	-	-	-	-	-		
Non-Aboriginal	1,362	100	30	2.2	3	0.2	4	0.3	3	0.2		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	48	100	3	6.3	-	-	-	-	-	-		
Non-Aboriginal	2,128	100	722	33.9	13	0.6	7	0.3	2	0.1		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	55	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	1,362	100	3	0.2	2	0.1	3	0.2	1	0.1		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	48	100	3	6.3	-	-	-	-	-	-		
Non-Aboriginal	2,128	100	143	6.7	19	0.9	4	0.2	4	0.2		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	55	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	1,362	100	8	0.6	7	0.5	3	0.2	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

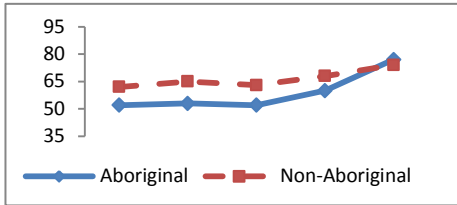
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

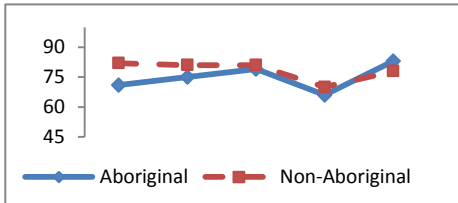
Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

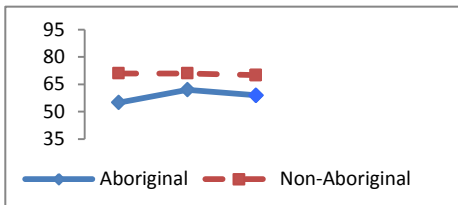
Do you like school?



Do adults in the school treat all students fairly?



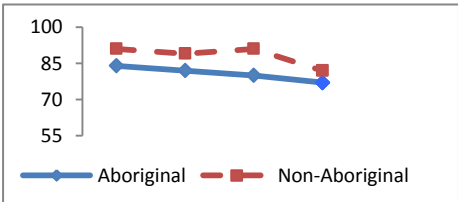
Do your teachers help you with your schoolwork when you need it?



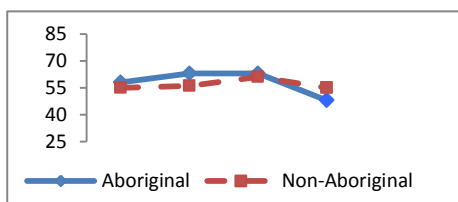
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	44		23	52	976		602	62
2014/15	57		30	53	1,054		684	65
2015/16	66		34	52	1,158		733	63
2016/17	40		24	60	1,351		925	68
2017/18	22		17	77	793		584	74

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	45		32	71	967		795	82
2014/15	56		42	75	1,023		824	81
2015/16	63		50	79	1,109		899	81
2016/17	41		27	66	1,357		948	70
2017/18	24		20	83	794		618	78

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	42		23	55	985		704	71
2014/15	60		37	62	1,067		755	71
2015/16	66		39	59	1,151		809	70
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

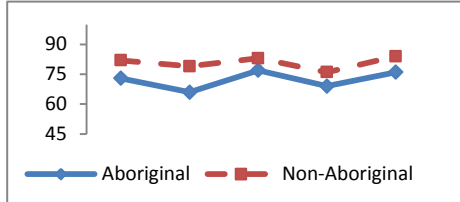
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	41		20	49	1,348		641	48
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	43		36	84	972		883	91
2014/15	57		47	82	1,053		933	89
2015/16	64		51	80	1,139		1,032	91
2016/17	39		30	77	1,305		1,074	82
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	43		25	58	936		514	55
2014/15	54		34	63	1,015		573	56
2015/16	65		41	63	1,128		684	61
2016/17	40		19	48	1,336		733	55
2017/18	-		-	-	-		-	-

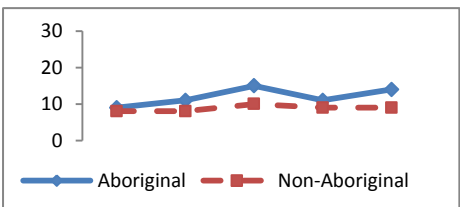
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



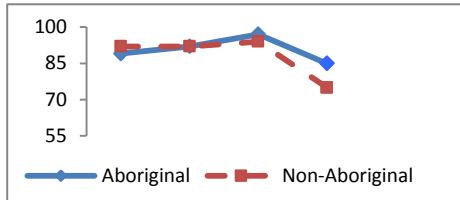
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	45	33	73	984	810	82
2014/15	59	39	66	1,072	843	79
2015/16	65	50	77	1,159	959	83
2016/17	58	40	69	1,310	996	76
2017/18	21	16	76	791	663	84

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



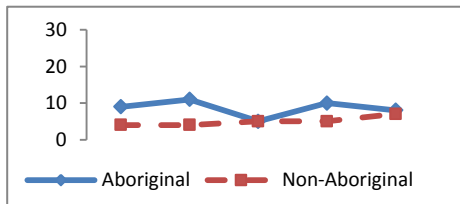
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	45	4	9	978	78	8
2014/15	57	6	11	1,045	86	8
2015/16	65	10	15	1,141	113	10
2016/17	56	6	11	1,311	112	9
2017/18	22	3	14	789	71	9

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	45	40	89	992	915	92
2014/15	60	55	92	1,070	980	92
2015/16	67	65	97	1,163	1,097	94
2016/17	41	35	85	1,355	1,019	75
2017/18	-	-	-	-	-	-

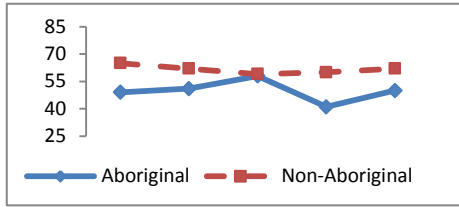
I would like to go to a different school.



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	44	4	9	950	41	4
2014/15	54	6	11	1,025	45	4
2015/16	63	3	5	1,114	57	5
2016/17	41	4	10	1,350	64	5
2017/18	24	2	8	789	59	7

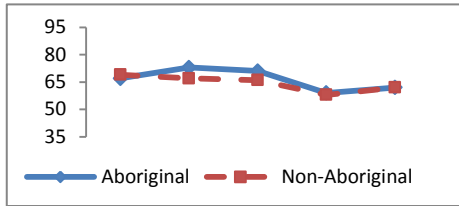
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



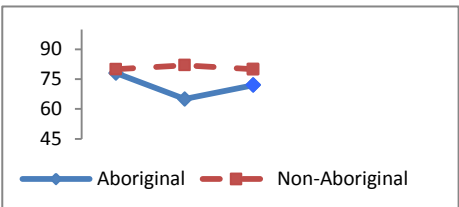
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	55	27	49	892	580	65
2014/15	51	26	51	1,064	656	62
2015/16	52	30	58	1,186	700	59
2016/17	34	14	41	1,337	803	60
2017/18	40	20	50	982	605	62

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	52	35	67	870	598	69
2014/15	51	37	73	1,039	694	67
2015/16	51	36	71	1,162	765	66
2016/17	34	20	59	1,337	781	58
2017/18	39	24	62	982	612	62

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



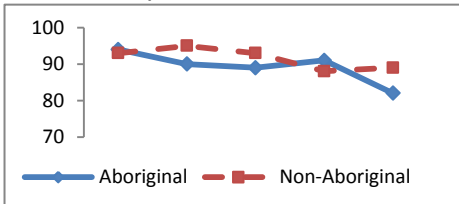
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	55	43	78	882	710	80
2014/15	52	34	65	1,071	879	82
2015/16	54	39	72	1,194	959	80
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



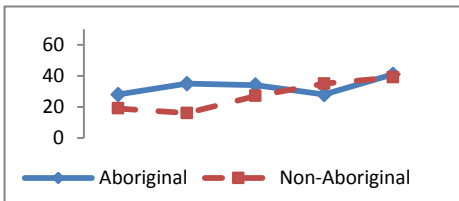
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	#	#	%
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	34	20	1,333	691
2017/18	39	18	983	536

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	54	51	94	889	829	93
2014/15	52	47	90	1,071	1,014	95
2015/16	54	48	89	1,181	1,097	93
2016/17	32	29	91	1,319	1,161	88
2017/18	38	31	82	969	867	89

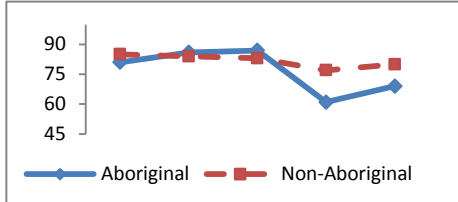
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	54	15	28	871	162	19
2014/15	49	17	35	1,031	167	16
2015/16	53	18	34	1,170	315	27
2016/17	32	9	28	1,331	463	35
2017/18	39	16	41	974	376	39

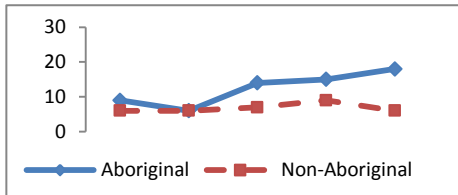
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



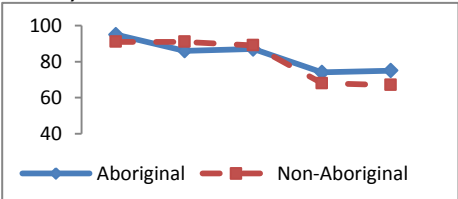
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	54	44	81	890	754	85
2014/15	51	44	86	1,071	895	84
2015/16	55	48	87	1,175	973	83
2016/17	54	33	61	1,301	1,007	77
2017/18	39	27	69	978	787	80

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



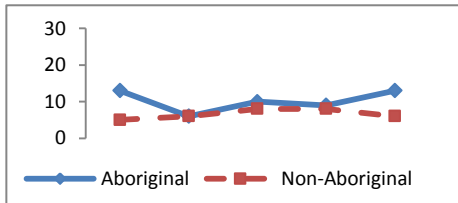
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	53	5	9	878	49	6
2014/15	49	3	6	1,063	66	6
2015/16	51	7	14	1,178	85	7
2016/17	54	8	15	1,304	118	9
2017/18	39	7	18	978	56	6

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	55	52	95	890	814	91
2014/15	51	44	86	1,067	971	91
2015/16	55	48	87	1,185	1,057	89
2016/17	34	25	74	1,340	910	68
2017/18	40	30	75	982	655	67

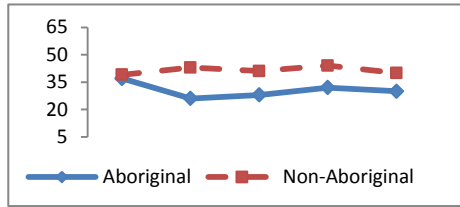
I would like to go to a different school.



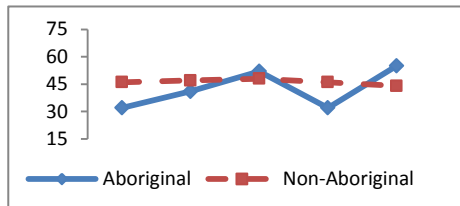
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	53	7	13	872	46	5
2014/15	51	3	6	1,040	65	6
2015/16	49	5	10	1,148	88	8
2016/17	34	3	9	1,333	113	8
2017/18	40	5	13	982	61	6

STUDENT LEARNING SURVEY RESULTS, GRADE 10

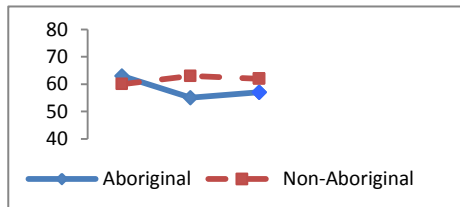
Do you like school?



Do adults in the school treat all students fairly?



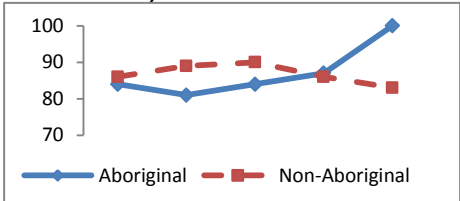
Do your teachers help you with your schoolwork when you need it?



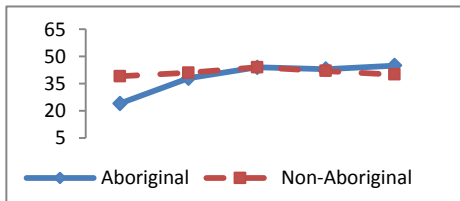
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	38		14	37	1,049		413	39
2014/15	34		9	26	1,143		492	43
2015/16	46		13	28	1,328		545	41
2016/17	25		8	32	941		418	44
2017/18	20		6	30	913		368	40

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	34		11	32	1,022		470	46
2014/15	32		13	41	1,106		522	47
2015/16	44		23	52	1,262		605	48
2016/17	25		8	32	946		438	46
2017/18	20		11	55	918		408	44

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	38		24	63	1,040		622	60
2014/15	33		18	55	1,140		716	63
2015/16	46		26	57	1,316		816	62
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

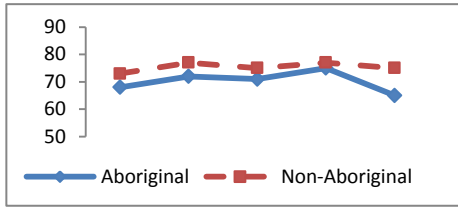
School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	24		15	63	938		537	57
2017/18	20		14	70	912		497	54

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	37		31	84	1,034		892	86
2014/15	32		26	81	1,115		996	89
2015/16	45		38	84	1,296		1,168	90
2016/17	23		20	87	927		793	86
2017/18	20		20	100	887		736	83

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	37		9	24	1036		399	39
2014/15	32		12	38	1110		460	41
2015/16	45		20	44	1286		562	44
2016/17	23		10	43	943		393	42
2017/18	20		9	45	907		359	40

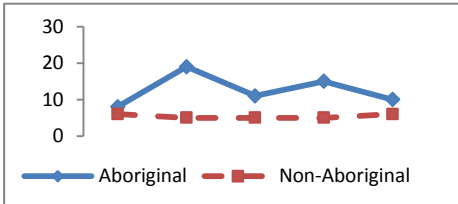
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



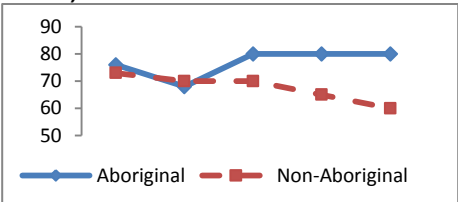
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	37	25	68	1,046	764	73
2014/15	32	23	72	1,135	875	77
2015/16	45	32	71	1,311	989	75
2016/17	32	24	75	920	704	77
2017/18	20	13	65	907	678	75

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



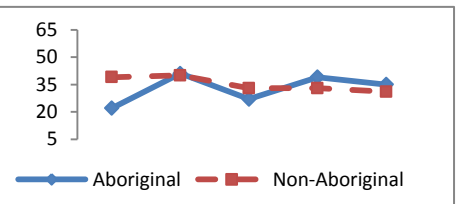
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	38	3	8	1,033	60	6
2014/15	32	6	19	1,127	59	5
2015/16	45	5	11	1,304	70	5
2016/17	33	5	15	914	44	5
2017/18	20	2	10	908	52	6

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



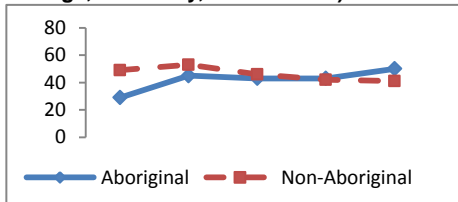
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	38	29	76	1,047	763	73
2014/15	34	23	68	1,140	802	70
2015/16	46	37	80	1,321	921	70
2016/17	25	20	80	945	618	65
2017/18	20	16	80	916	550	60

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



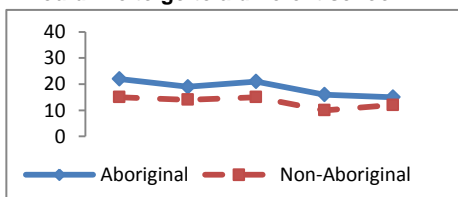
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	36	8	22	1,030	400	39
2014/15	32	13	41	1,118	443	40
2015/16	45	12	27	1,282	429	33
2016/17	23	9	39	926	310	33
2017/18	20	7	35	902	277	31

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	38	11	29	1,029	502	49
2014/15	31	14	45	1,123	590	53
2015/16	46	20	43	1,293	600	46
2016/17	23	10	43	925	389	42
2017/18	20	10	50	896	367	41

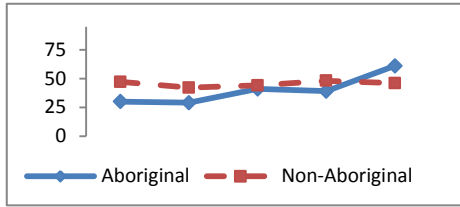
I would like to go to a different school.



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	36	8	22	995	146	15
2014/15	31	6	19	1,093	155	14
2015/16	42	9	21	1,270	187	15
2016/17	25	4	16	941	96	10
2017/18	20	3	15	917	107	12

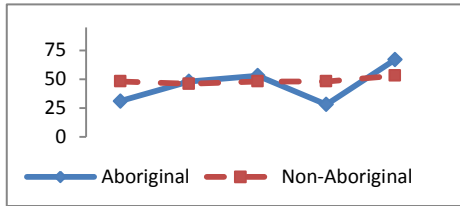
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



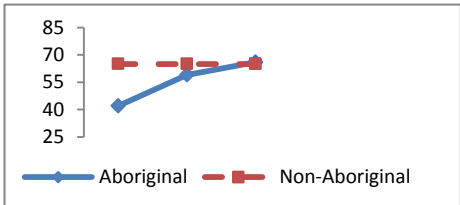
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	30	9	30	1,058	493	47
2014/15	34	10	29	1,349	563	42
2015/16	37	15	41	1,145	505	44
2016/17	18	7	39	990	480	48
2017/18	18	11	61	968	448	46

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	29	9	31	1,043	503	48
2014/15	33	16	48	1,330	611	46
2015/16	34	18	53	1,116	539	48
2016/17	18	5	28	994	475	48
2017/18	18	12	67	968	509	53

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



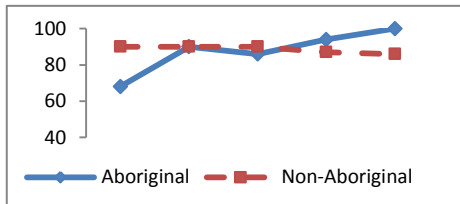
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	31	13	42	1,063	693	65
2014/15	34	20	59	1,342	874	65
2015/16	35	23	66	1,131	732	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



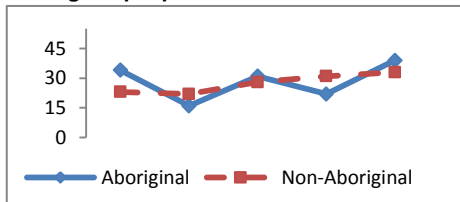
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	18	9 50	988	583 59
2017/18	18	9 50	965	587 61

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	28	19	68	1,049	948	90
2014/15	30	27	90	1,320	1,187	90
2015/16	37	32	86	1,110	1,002	90
2016/17	17	16	94	977	848	87
2017/18	18	18	100	956	824	86

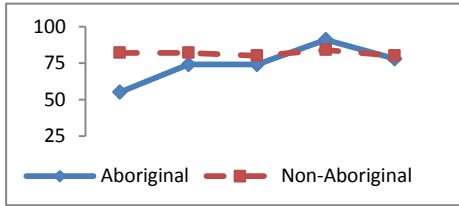
At school, are you being taught about Aboriginal peoples in Canada?



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	29	10	34	1,038	243	23
2014/15	31	5	16	1,316	293	22
2015/16	36	11	31	1,107	310	28
2016/17	18	4	22	983	304	31
2017/18	18	7	39	963	321	33

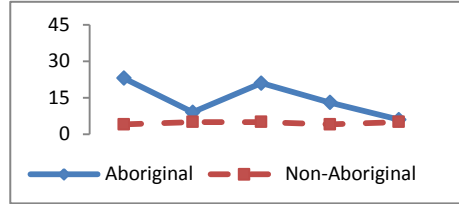
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



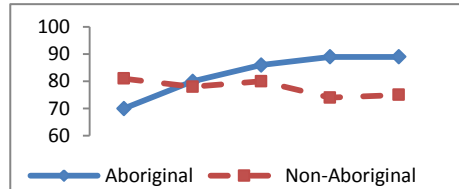
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	29	16 55	1,062	876 82
2014/15	34	25 74	1,346	1,098 82
2015/16	35	26 74	1,128	898 80
2016/17	23	21 91	977	820 84
2017/18	18	14 78	964	774 80

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



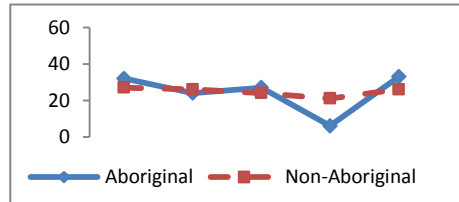
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	31	7 23	1,063	46 4
2014/15	35	3 9	1,339	68 5
2015/16	33	7 21	1,127	55 5
2016/17	24	3 13	971	39 4
2017/18	18	1 6	966	50 5

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



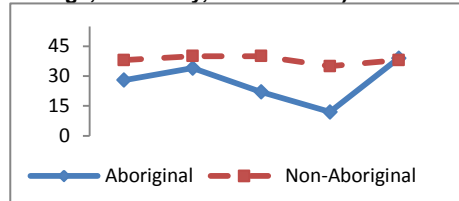
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	30	21 70	1,066	860 81
2014/15	35	28 80	1,359	1,061 78
2015/16	37	32 86	1,144	919 80
2016/17	18	16 89	991	736 74
2017/18	18	16 89	974	732 75

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



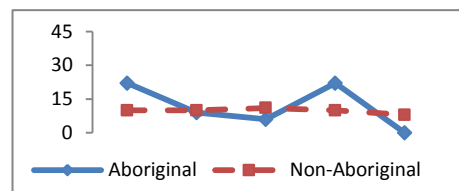
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	31	10 32	1,056	288 27
2014/15	34	8 24	1,336	344 26
2015/16	37	10 27	1,119	271 24
2016/17	17	1 6	980	210 21
2017/18	18	6 33	952	252 26

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	29	8 28	1,061	404 38
2014/15	35	12 34	1,342	538 40
2015/16	37	8 22	1,132	456 40
2016/17	17	2 12	976	346 35
2017/18	18	7 39	954	367 38

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	27	6 22	1,028	103 10
2014/15	35	3 9	1,310	131 10
2015/16	32	2 6	1,101	116 11
2016/17	18	4 22	991	95 10
2017/18	18	0 0	973	78 8

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.