



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 042 Maple Ridge-Pitt Meadows

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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

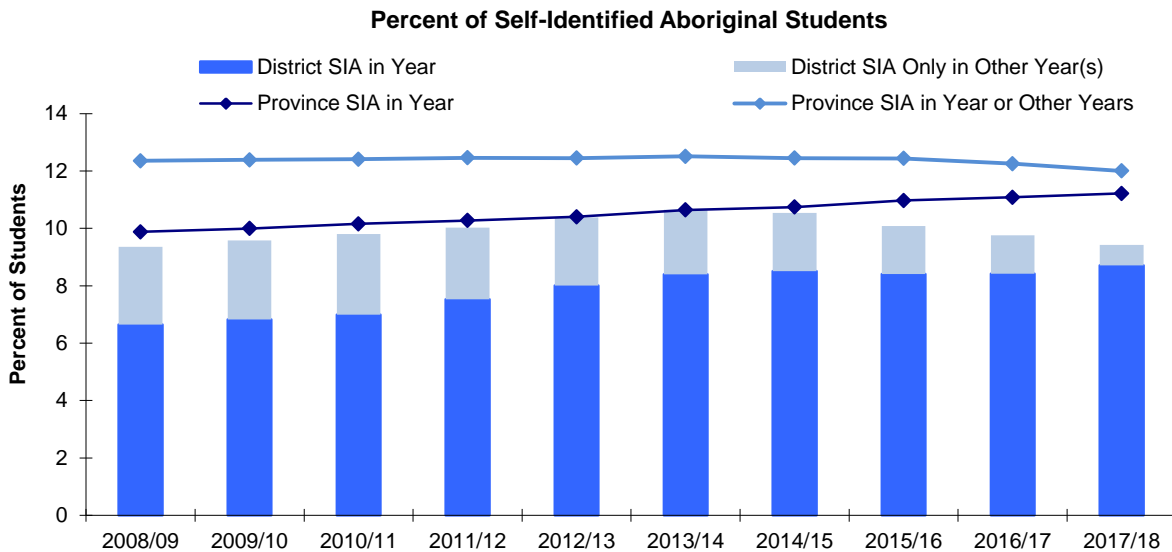
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	15,355	1,021	6.6	416	2.7	579,485	57,257	9.9	14,326	2.5
2009/10	15,509	1,059	6.8	427	2.8	580,480	58,017	10.0	13,887	2.4
2010/11	15,309	1,071	7.0	429	2.8	579,110	58,834	10.2	13,044	2.3
2011/12	15,188	1,144	7.5	378	2.5	569,734	58,531	10.3	12,445	2.2
2012/13	14,759	1,181	8.0	352	2.4	564,529	58,717	10.4	11,569	2.0
2013/14	14,623	1,228	8.4	330	2.3	558,983	59,502	10.6	10,444	1.9
2014/15	14,489	1,233	8.5	294	2.0	552,786	59,382	10.7	9,449	1.7
2015/16	14,999	1,261	8.4	251	1.7	553,376	60,706	11.0	8,109	1.5
2016/17	15,036	1,266	8.4	201	1.3	557,626	61,799	11.1	6,534	1.2
2017/18	15,074	1,313	8.7	108	0.7	563,245	63,182	11.2	4,434	0.8



Note:

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

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

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

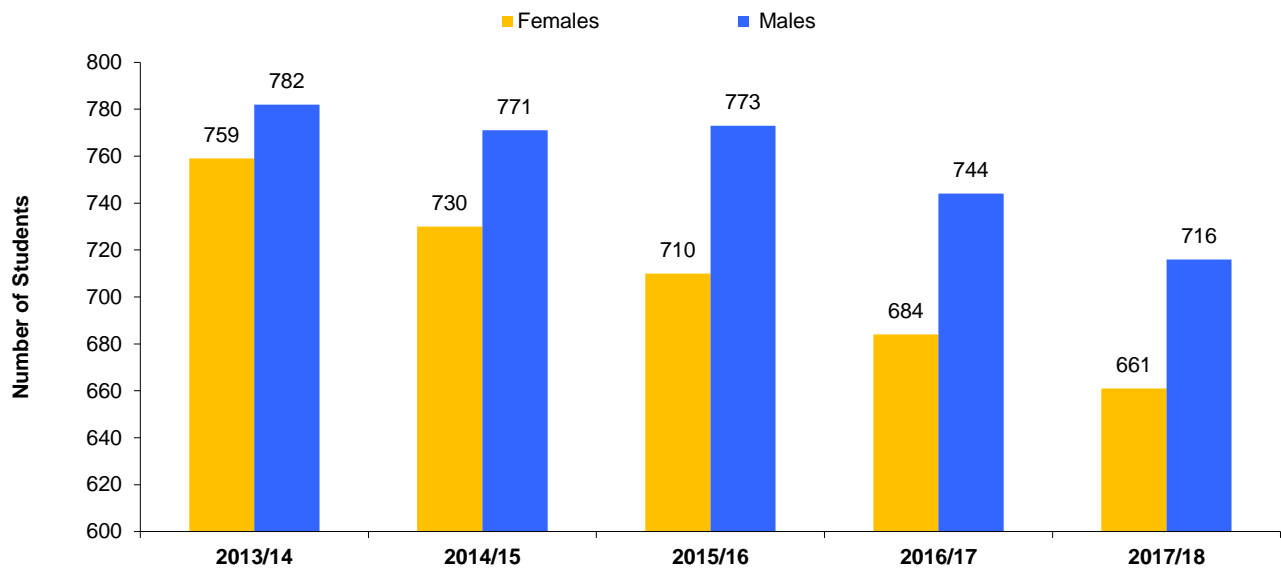
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males	
		#	%	#		#	#	#		
2013/14	14,623	1,541	10.5	759	5.2	782	5.3	69,182	34,363	34,819
2014/15	14,489	1,501	10.4	730	5.0	771	5.3	67,939	33,645	34,294
2015/16	14,999	1,483	9.9	710	4.7	773	5.2	67,749	33,432	34,317
2016/17	15,036	1,428	9.5	684	4.5	744	4.9	67,078	33,137	33,941
2017/18	15,074	1,377	9.1	661	4.4	716	4.7	66,142	32,575	33,567

Number of Aboriginal Students by Gender

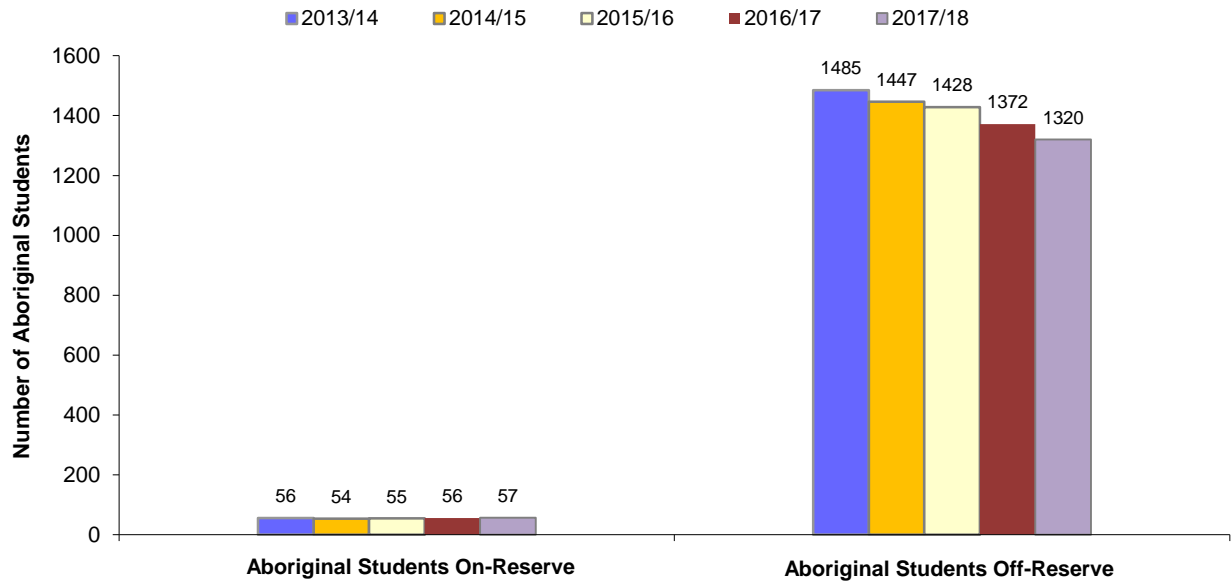


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	1,541	28	28	56	731	754	1,485	8,812	60,370
2014/15	1,501	27	27	54	703	744	1,447	8,143	59,796
2015/16	1,483	30	25	55	680	748	1,428	7,694	60,055
2016/17	1,428	31	25	56	653	719	1,372	7,285	59,793
2017/18	1,377	32	25	57	629	691	1,320	7,820	58,322

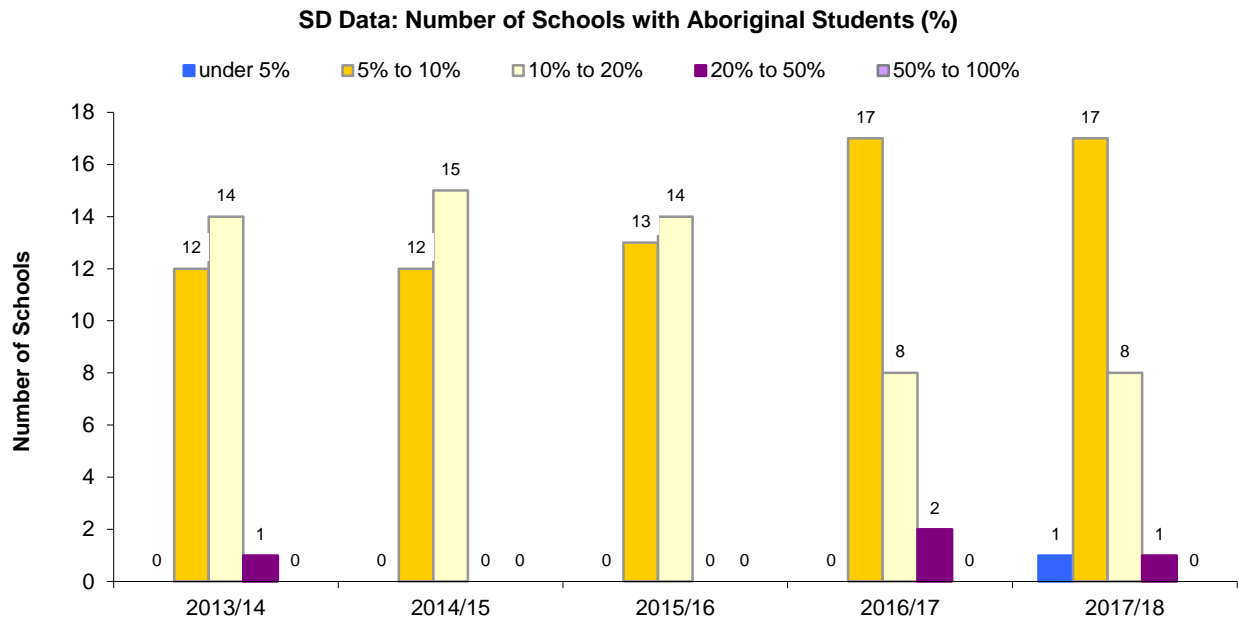
SD Data: Number of Aboriginal Students, On- or Off-Reserve



* 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	27	0	12	14	1	0	1,393	370	241	341	346	95
2014/15	27	0	12	15	0	0	1,385	393	223	335	337	97
2015/16	27	0	13	14	0	0	1,380	396	224	349	318	93
2016/17	27	0	17	8	2	0	1,369	400	229	348	300	92
2017/18	27	1	17	8	1	0	1,377	416	238	335	303	85

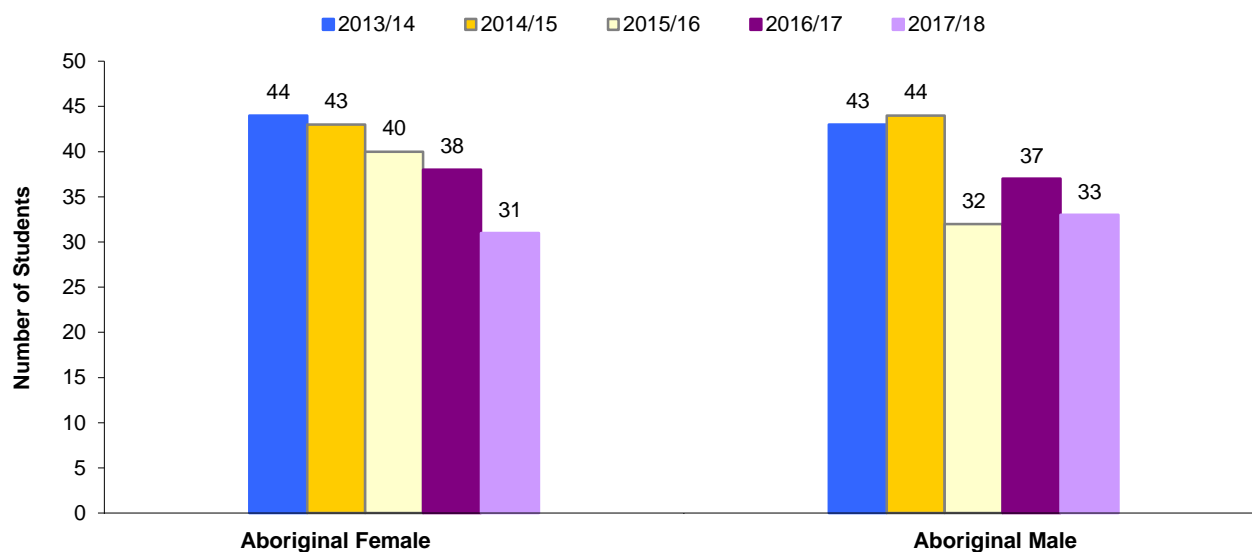


* Public schools only.

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	285	44	43	87	92	106	198	1,610	1,594	2,033	2,757
2014/15	266	43	44	87	88	91	179	1,595	1,560	1,981	2,618
2015/16	276	40	32	72	94	110	204	1,609	1,527	2,022	2,474
2016/17	251	38	37	75	81	95	176	1,605	1,543	2,037	2,468
2017/18	248	31	33	64	88	96	184	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



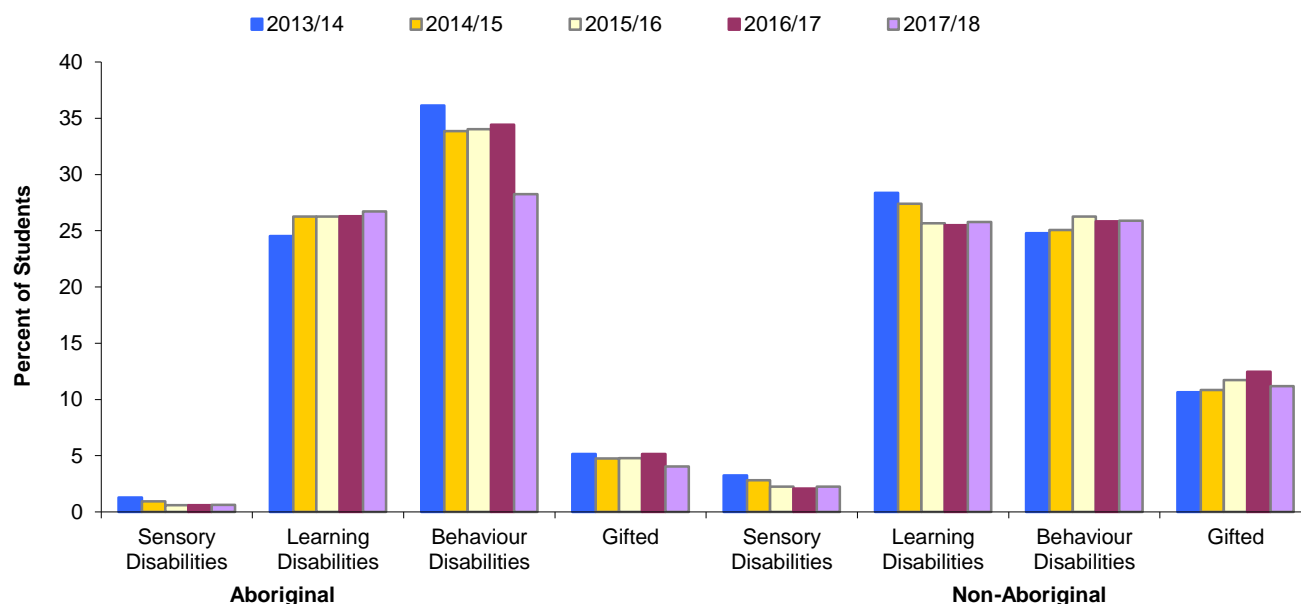
* Public schools only.

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	310	1,259	4	1	41	3	76	25	357	28	112	36	312	25	16	5	134	11
2014/15	316	1,273	3	1	36	3	83	26	349	27	107	34	319	25	15	5	138	11
2015/16	335	1,332	2	1	30	2	88	26	342	26	114	34	350	26	16	5	156	12
2016/17	331	1,451	2	1	30	2	87	26	370	25	114	34	375	26	17	5	181	12
2017/18	322	1,602	2	1	36	2	86	27	413	26	91	28	415	26	13	4	179	11

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).

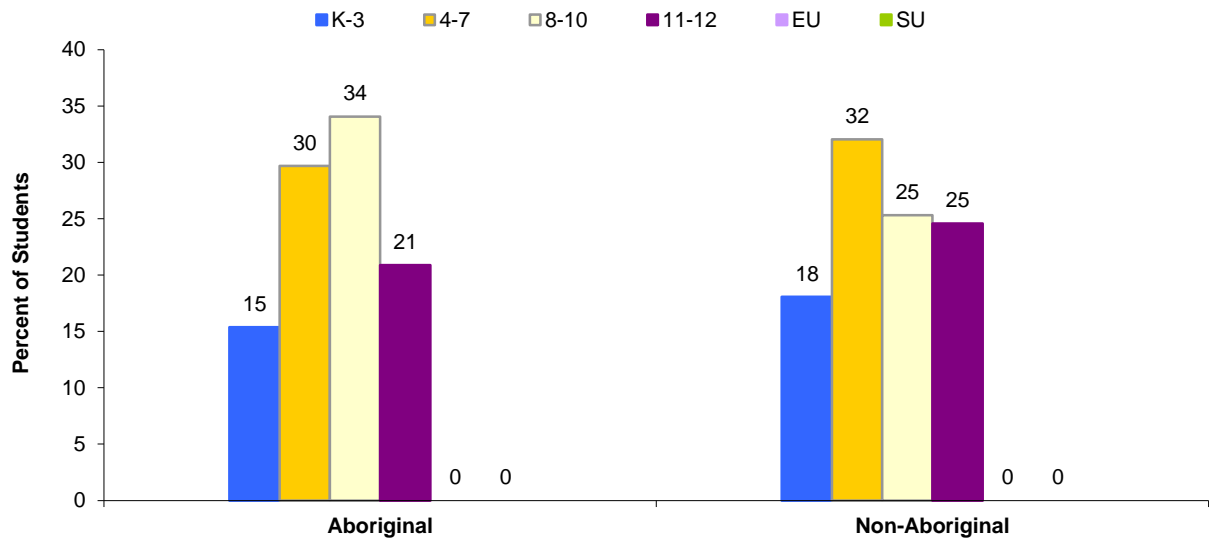
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	112	18	16	43	38	30	27	21	19	0	0	0	0
2014/15	107	21	20	35	33	27	25	24	22	0	0	0	0
2015/16	114	22	19	34	30	33	29	25	22	0	0	0	0
2016/17	114	18	16	30	26	39	34	27	24	0	0	0	0
2017/18	91	14	15	27	30	31	34	19	21	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	312	47	15	73	23	102	33	90	29	0	0	0	0
2014/15	319	52	16	87	27	87	27	93	29	0	0	0	0
2015/16	350	68	19	96	27	102	29	84	24	0	0	0	0
2016/17	375	75	20	114	30	89	24	97	26	0	0	0	0
2017/18	415	75	18	133	32	105	25	102	25	0	0	0	0

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



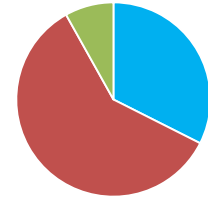
* Total includes Graduated Adults.

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

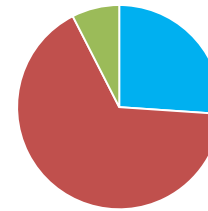
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	65	61	23	35	39	60	3	5
2014/15	43	43	17	40	24	56	2	5
2015/16	39	38	11	28	27	69	1	3
2016/17	25	25	15	60	9	36	1	4
			Emerging		On Track		Extending	
2017/18	37	31	12	32	22	59	3	8



■ Emerging ■ On Track ■ Extending

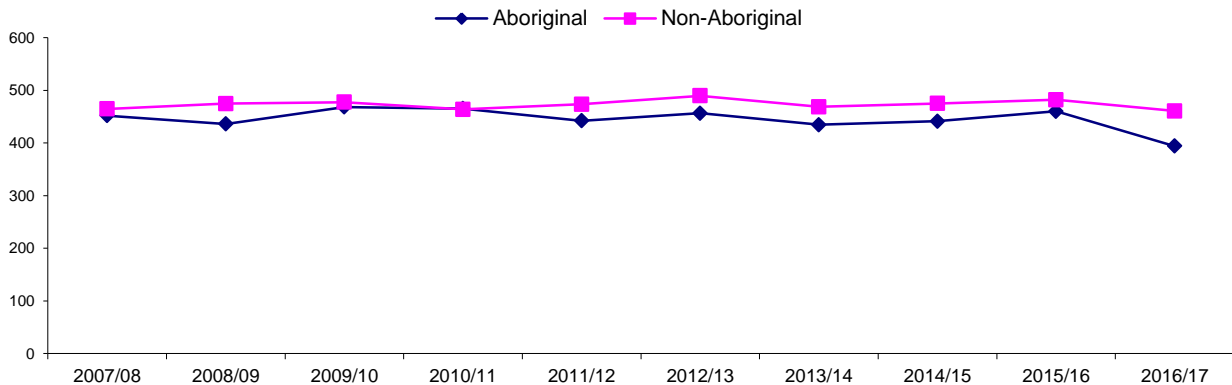
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	615	68	154	25	401	65	60	10
2014/15	378	44	89	24	251	66	38	10
2015/16	360	38	70	19	267	74	23	6
2016/17	326	33	88	27	215	66	23	7
			Emerging		On Track		Extending	
2017/18	372	37	97	26	247	66	28	8



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

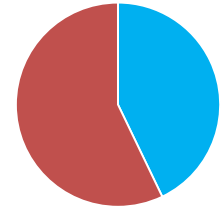


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

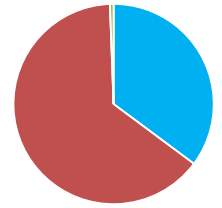
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	64	60	23	36	40	63	1	2
2014/15	37	37	11	30	26	70	0	0
2015/16	36	35	11	31	25	69	0	0
2016/17	23	23	5	22	18	78	0	0
			Emerging		On Track		Extending	
2017/18	35	29	15	43	20	57	0	0



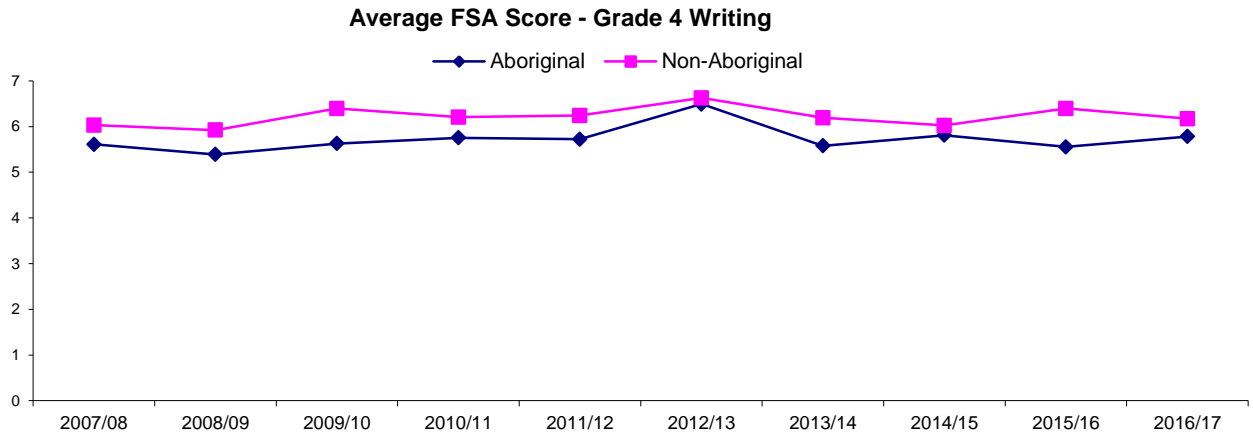
■ Emerging ■ On Track
■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	607	67	127	21	466	77	14	2
2014/15	352	41	74	21	274	78	4	1
2015/16	352	37	45	13	304	86	3	1
2016/17	310	32	43	14	263	85	4	1
			Emerging		On Track		Extending	
2017/18	344	34	121	35	221	64	2	1



■ Emerging ■ On Track
■ Extending

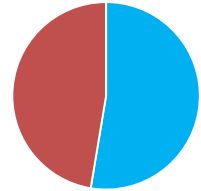


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

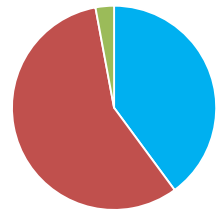
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	65	61	24	37	38	58	3	5
2014/15	40	40	16	40	23	58	1	3
2015/16	36	35	12	33	24	67	0	0
2016/17	27	26	11	41	15	56	1	4
			Emerging		On Track		Extending	
2017/18	38	31	20	53	18	47	0	0



■ Emerging ■ On Track ■ Extending

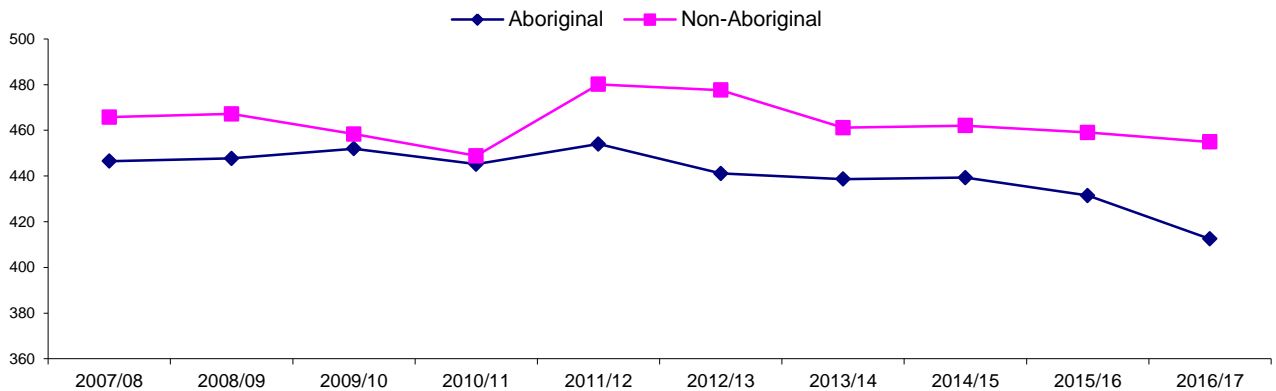
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	612	67	172	28	419	68	21	3
2014/15	367	43	101	28	255	69	11	3
2015/16	355	37	96	27	242	68	17	5
2016/17	330	34	105	32	214	65	11	3
			Emerging		On Track		Extending	
2017/18	376	37	150	40	215	57	11	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

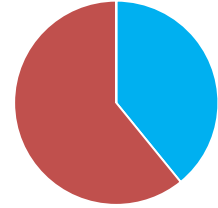


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

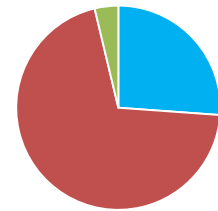
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	44	44	10	23	31	70	3	7
2014/15	42	39	14	33	27	64	1	2
2015/16	28	25	12	43	14	50	2	7
2016/17	24	22	11	46	9	38	4	17
			Emerging		On Track		Extending	
2017/18	23	22	9	39	14	61	0	0



■ Emerging ■ On Track ■ Extending

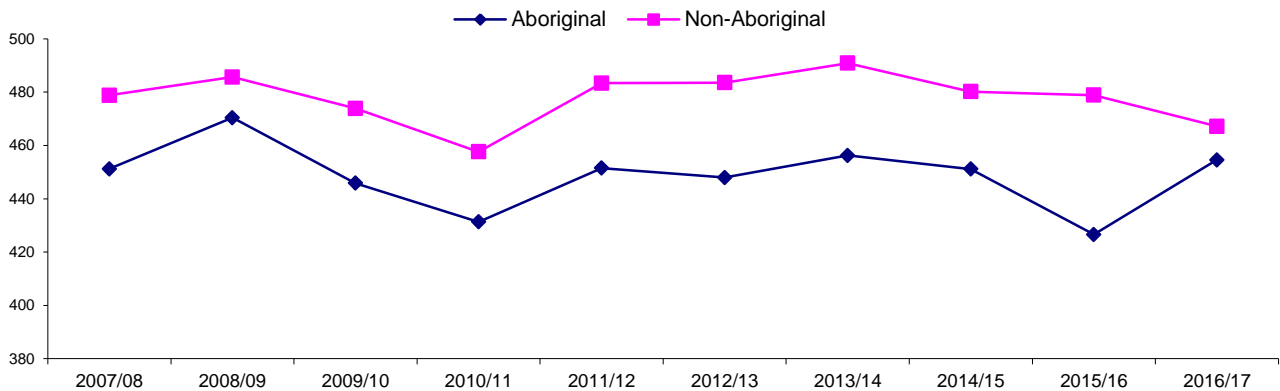
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	515	58	106	21	361	70	48	9
2014/15	351	38	97	28	219	62	35	10
2015/16	338	36	82	24	216	64	40	12
2016/17	353	36	106	30	223	63	24	7
			Emerging		On Track		Extending	
2017/18	241	27	63	26	169	70	9	4



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

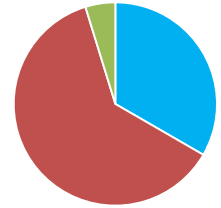


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

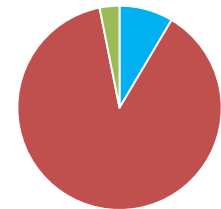
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	43	43	15	35	28	65	0	0
2014/15	41	38	7	17	34	83	0	0
2015/16	25	23	5	20	18	72	2	8
2016/17	23	21	3	13	20	87	0	0
			Emerging		On Track		Extending	
2017/18	21	20	7	33	13	62	1	5



■ Emerging ■ On Track
■ Extending

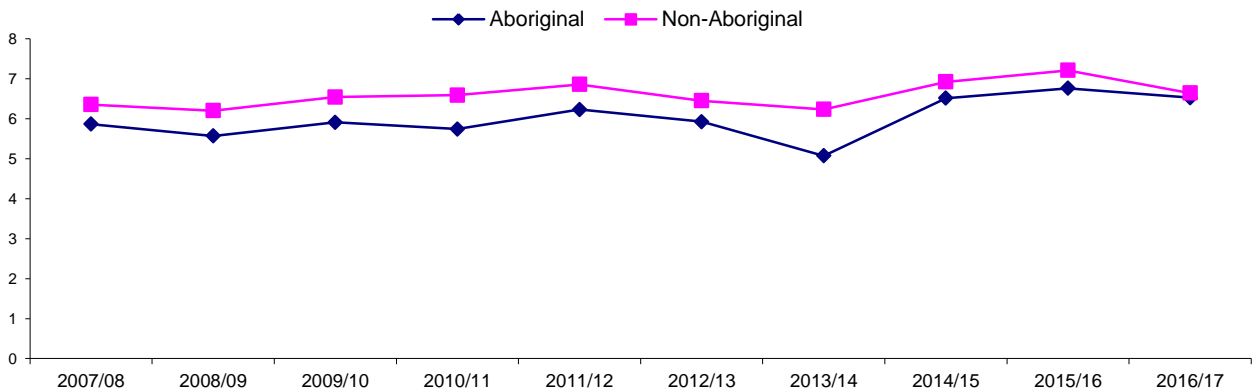
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	499	56	72	14	420	84	7	1
2014/15	329	36	35	11	281	85	13	4
2015/16	328	35	28	9	280	85	20	6
2016/17	341	35	65	19	266	78	10	3
			Emerging		On Track		Extending	
2017/18	223	25	19	9	197	88	7	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

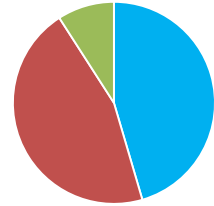


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

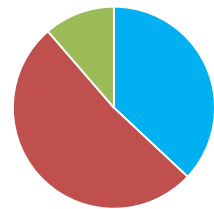
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	45	45	23	51	20	44	2	4
2014/15	42	39	19	45	23	55	0	0
2015/16	28	25	16	57	9	32	3	11
2016/17	23	21	12	52	7	30	4	17
			Emerging		On Track		Extending	
2017/18	22	21	10	45	10	45	2	9



■ Emerging ■ On Track
■ Extending

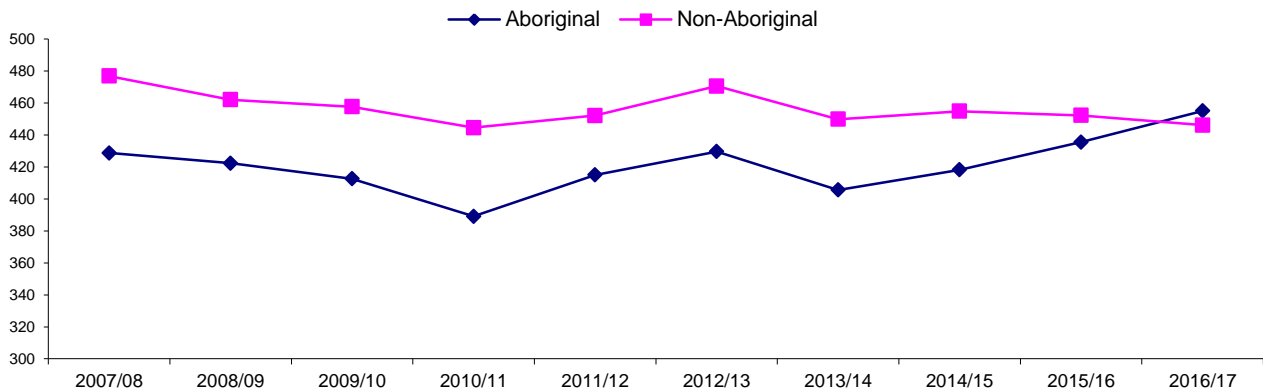
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	504	57	166	33	319	63	19	4
2014/15	344	37	118	34	208	60	18	5
2015/16	332	35	122	37	186	56	24	7
2016/17	347	35	135	39	188	54	24	7
			Emerging		On Track		Extending	
2017/18	238	27	88	37	123	52	27	11



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

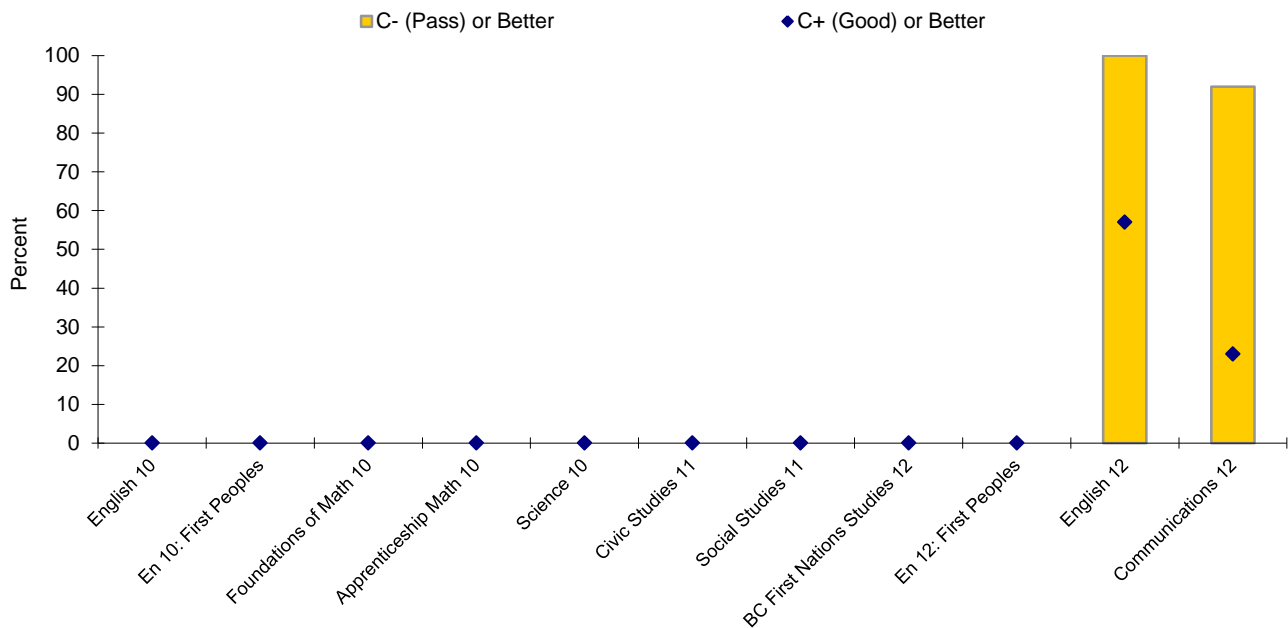
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
English 12	56	56	100	32	57	901	881	98	617	68
Communications 12	13	12	92	3	23	130	126	97	71	55

Final Marks Overview: Aboriginal Results 2017/18

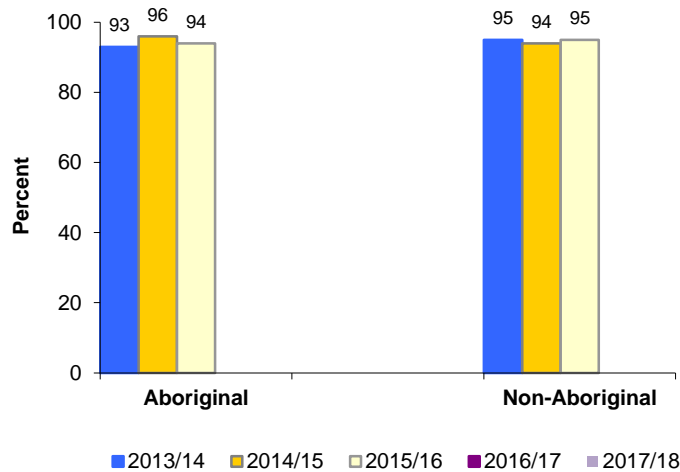


FINAL MARKS: ENGLISH 10

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	87	81	93	44	51	996	950	95	632	63
2014/15	113	108	96	46	41	1,008	952	94	610	61
2015/16	82	77	94	45	55	1,042	993	95	664	64
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	87	146	83	4	996	1,106	933	63	
2014/15	113	133	95	18	1,008	1,057	875	133	
2015/16	82	107	64	18	1,042	1,095	895	147	
2016/17	-	113	-	-	-	1,015	-	-	
2017/18	-	110	-	-	-	1,043	-	-	

ENGLISH 10: C- (Pass) or Better



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

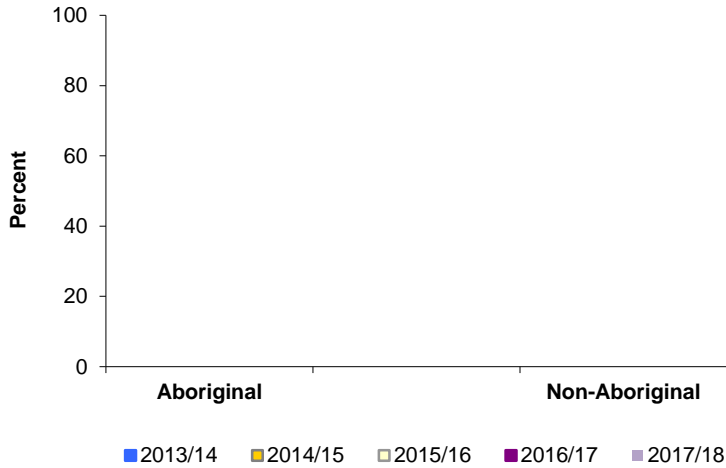
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

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

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	-	146	-	-	-	1,106	-	-
2014/15	-	133	-	-	-	1,057	-	-
2015/16	-	107	-	-	-	1,095	-	-
2016/17	-	113	-	-	-	1,015	-	-
2017/18	-	110	-	-	-	1,043	-	-

**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.

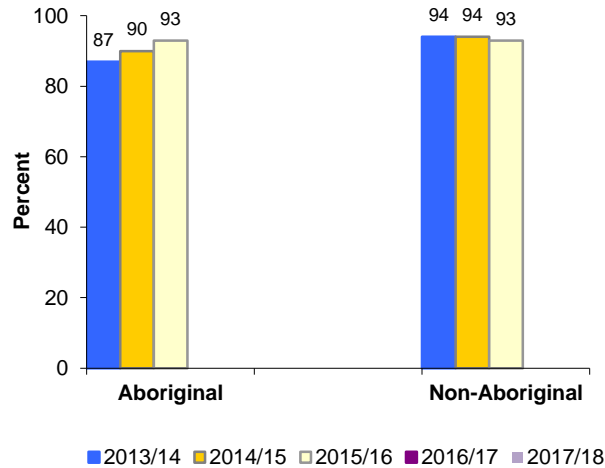
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	47	41	87	21	45	741	700	94	415	56
2014/15	48	43	90	15	31	750	702	94	400	53
2015/16	46	43	93	23	50	795	737	93	465	58
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	47	146	41	6	741	1,106	670	71	
2014/15	48	133	43	5	750	1,057	639	111	
2015/16	46	107	40	6	795	1,095	669	126	
2016/17	-	113	-	-	-	1,015	-	-	
2017/18	-	110	-	-	-	1,043	-	-	

**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.

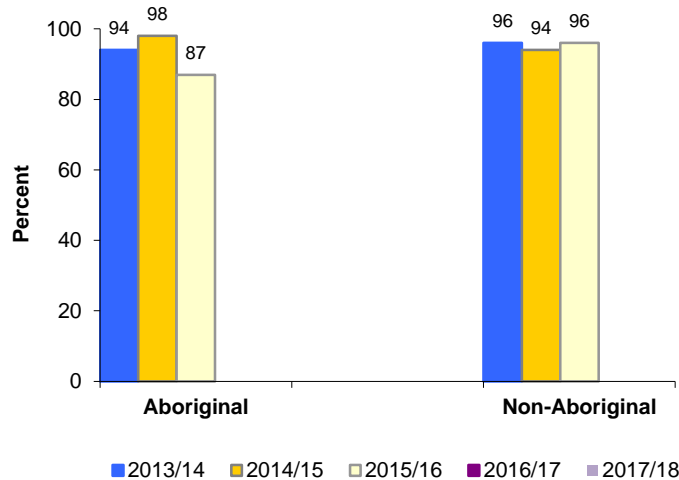
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	54	51	94	26	48	295	284	96	114	39
2014/15	53	52	98	23	43	250	236	94	107	43
2015/16	39	34	87	15	38	255	245	96	107	42
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2013/14	54	146	40	14	295	1,106	231	64		
2014/15	53	133	38	15	250	1,057	183	67		
2015/16	39	107	27	12	255	1,095	191	64		
2016/17	-	113	-	-	-	1,015	-	-		
2017/18	-	110	-	-	-	1,043	-	-		

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.

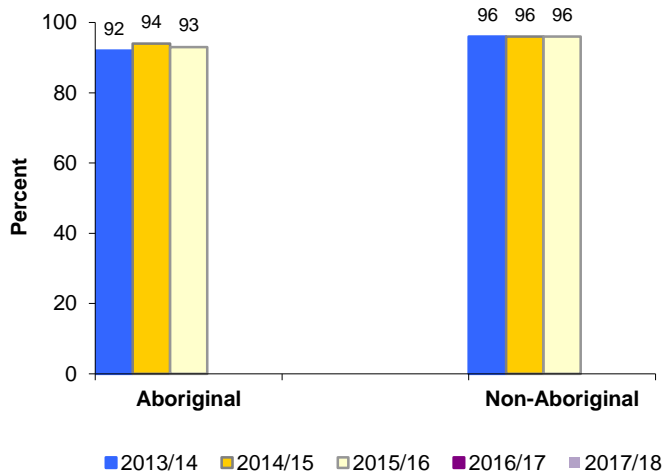
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	106	98	92	39	37	994	955	96	511	51
2014/15	98	92	94	36	37	979	941	96	540	55
2015/16	81	75	93	34	42	1,023	979	96	589	58
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	106	146	86	20	994	1,106	926	68	
2014/15	98	133	85	13	979	1,057	863	116	
2015/16	81	107	67	14	1,023	1,095	895	128	
2016/17	-	113	-	-	-	1,015	-	-	
2017/18	-	110	-	-	-	1,043	-	-	

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.

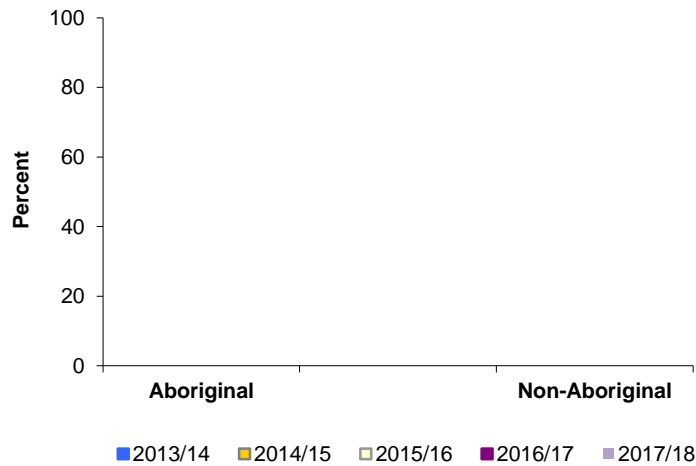
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	160	-	-	-	1,259	-	-		
2014/15	-	145	-	-	-	1,161	-	-		
2015/16	-	160	-	-	-	1,179	-	-		
2016/17	-	116	-	-	-	1,115	-	-		
2017/18	-	117	-	-	-	1,002	-	-		

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.

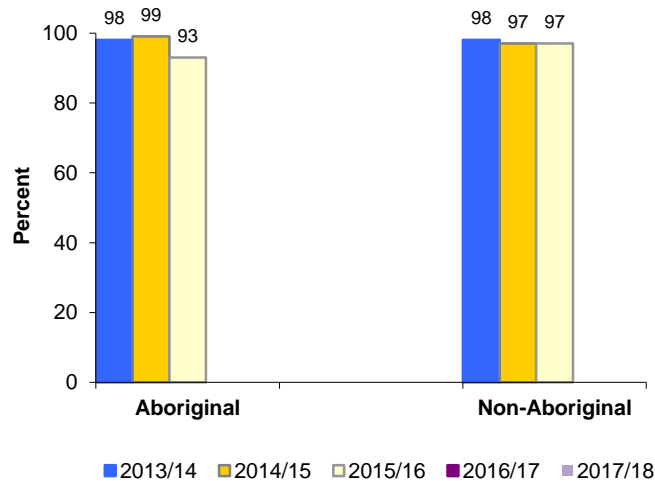
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	62	61	98	37	60	942	924	98	674	72
2014/15	68	67	99	38	56	898	872	97	594	66
2015/16	83	77	93	42	51	890	864	97	620	70
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	62	160	54	8	942	1,259	848	94		
2014/15	68	145	57	11	898	1,161	807	91		
2015/16	83	160	75	8	890	1,179	784	106		
2016/17	-	116	-	-	-	1,115	-	-		
2017/18	-	117	-	-	-	1,002	-	-		

Social Studies 11: C- (Pass) or Better



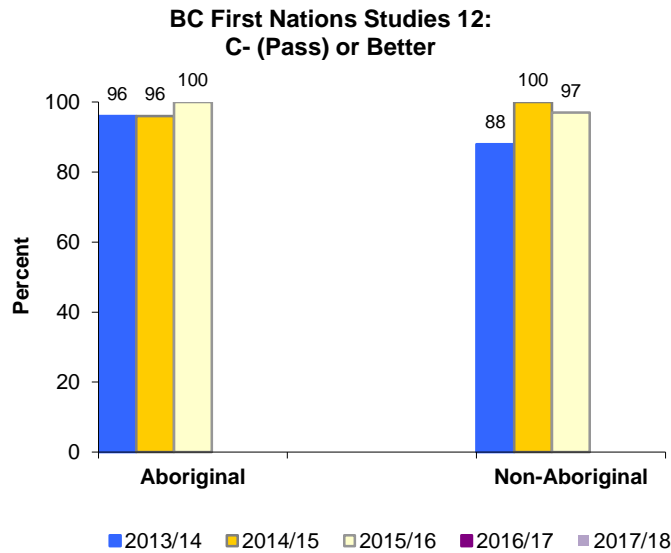
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	27	26	96	14	52	78	69	88	36	46
2014/15	25	24	96	16	64	71	71	100	27	38
2015/16	19	19	100	14	74	70	68	97	40	57
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	27	132	12	15	78	1,400	26	52	
2014/15	25	147	9	16	71	1,315	35	36	
2015/16	19	168	6	13	70	1,329	39	31	
2016/17	-	172	-	-	-	1,328	-	-	
2017/18	-	137	-	-	-	1,312	-	-	



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

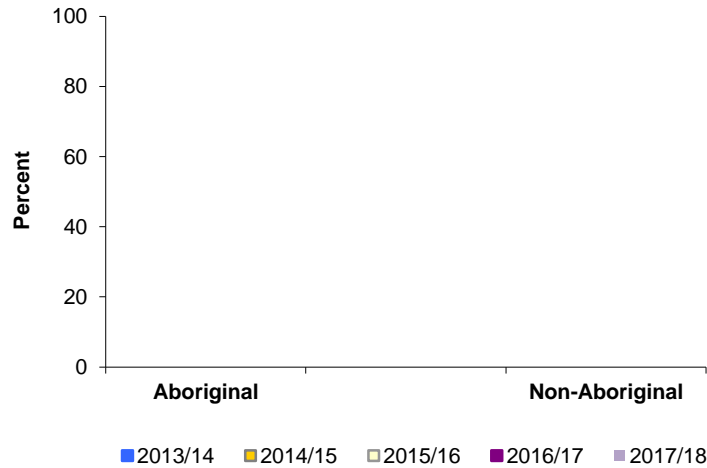
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	-	132	-	-	-	1,400	-	-		
2014/15	-	147	-	-	-	1,315	-	-		
2015/16	-	168	-	-	-	1,329	-	-		
2016/17	-	172	-	-	-	1,328	-	-		
2017/18	-	137	-	-	Msk	1,312	-	-		

**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.

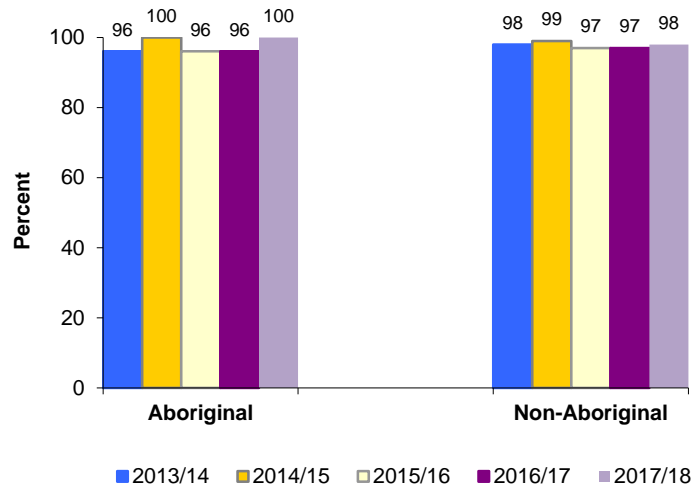
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	57	55	96	28	49	960	943	98	649	68
2014/15	53	53	100	29	55	958	947	99	676	71
2015/16	68	65	96	34	50	864	836	97	604	70
2016/17	79	76	96	41	52	881	858	97	609	69
2017/18	56	56	100	32	57	901	881	98	617	68

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	57	132	49	8	960	1,400	862	98	
2014/15	53	147	48	5	958	1,315	875	83	
2015/16	68	168	62	6	864	1,329	759	105	
2016/17	79	172	70	9	881	1,328	803	78	
2017/18	56	137	-	-	901	1,312	-	-	

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.

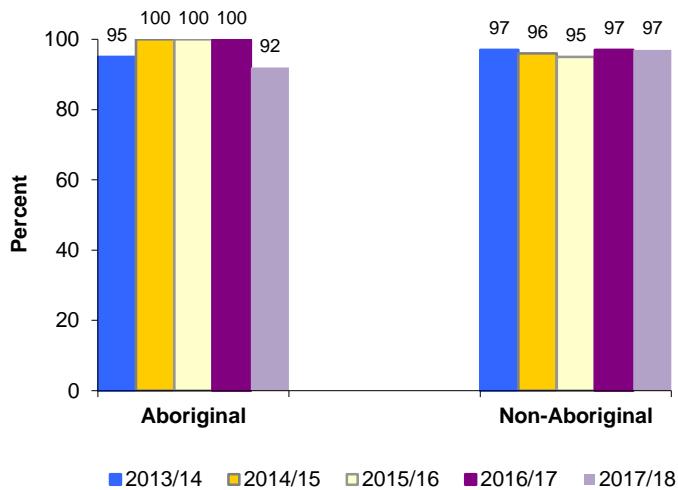
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	19	18	95	14	74	171	166	97	99	58
2014/15	29	29	100	13	45	151	145	96	86	57
2015/16	34	34	100	17	50	174	165	95	84	48
2016/17	33	33	100	21	64	172	167	97	96	56
2017/18	13	12	92	3	23	130	126	97	71	55

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	19	132	17	2	171	1,400	151	20	
2014/15	29	147	23	6	151	1,315	135	16	
2015/16	34	168	26	8	174	1,329	152	22	
2016/17	33	172	30	3	172	1,328	139	33	
2017/18	13	137	-	-	130	1,312	-	-	

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.

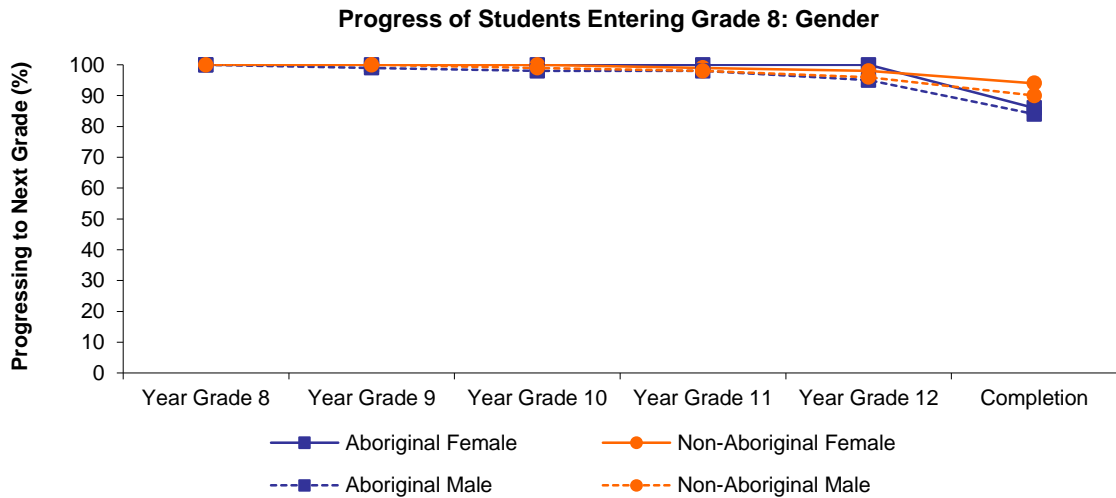
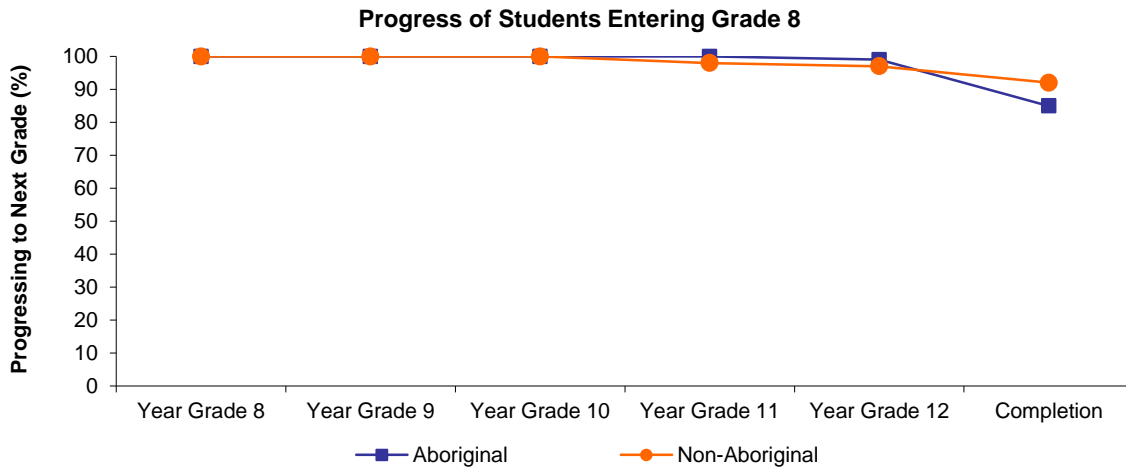
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	99	100	100	100
	Grade 10	100	100	98	100	100	99
	Grade 11	100	100	98	98	99	98
	Grade 12	99	100	95	97	98	96
2017/18	Completion	85	86	84	92	94	90



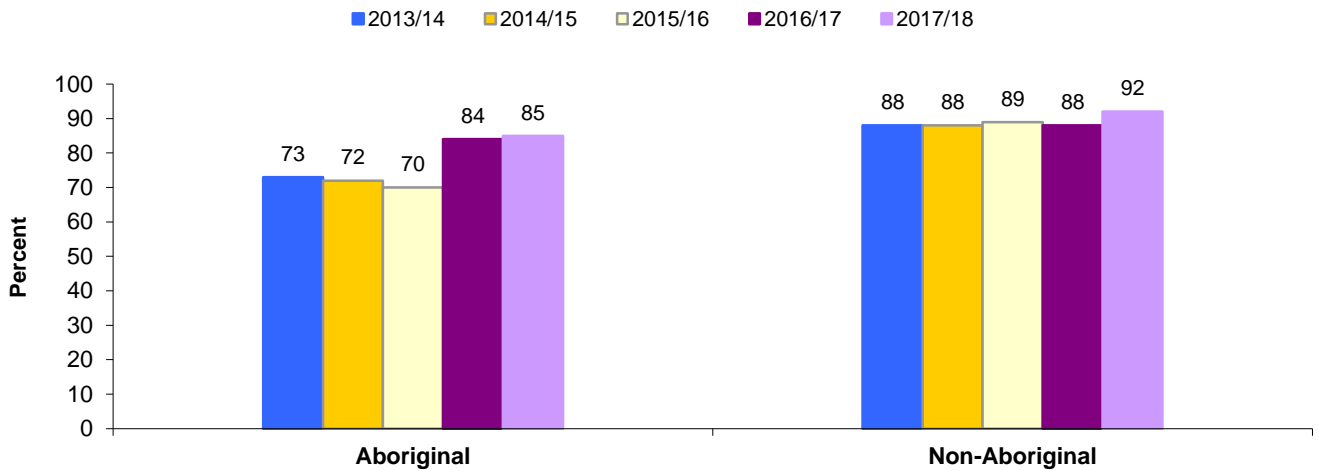
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

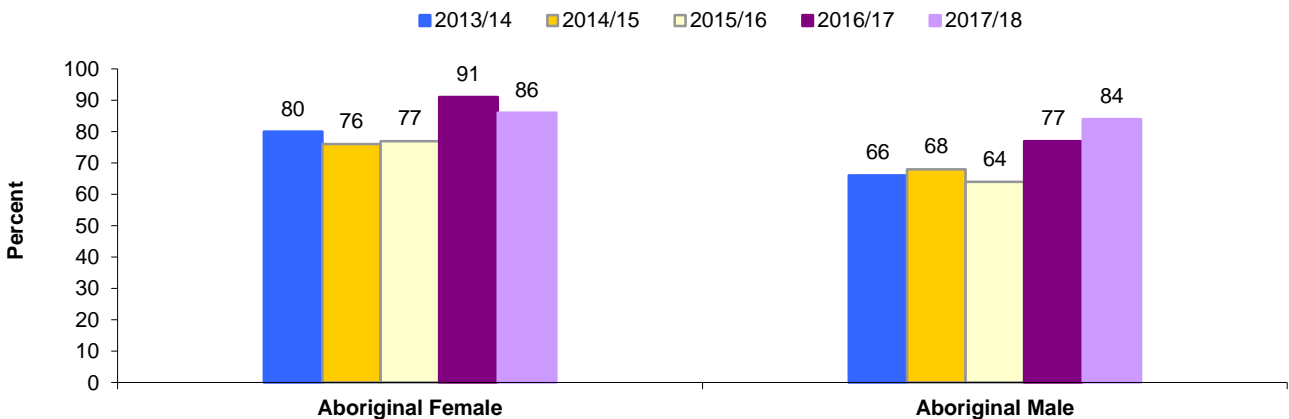
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	73	80	66	88	92	84
2014/15	72	76	68	88	89	87
2015/16	70	77	64	89	91	86
2016/17	84	91	77	88	91	86
2017/18	85	86	84	92	94	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).

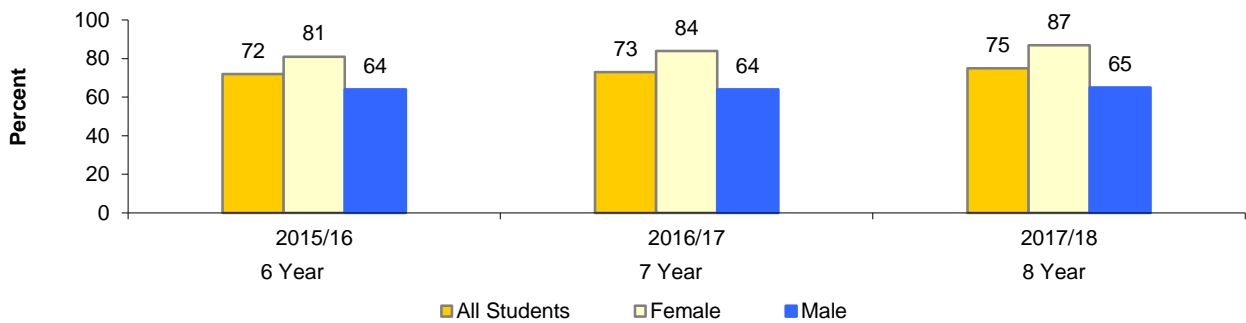
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

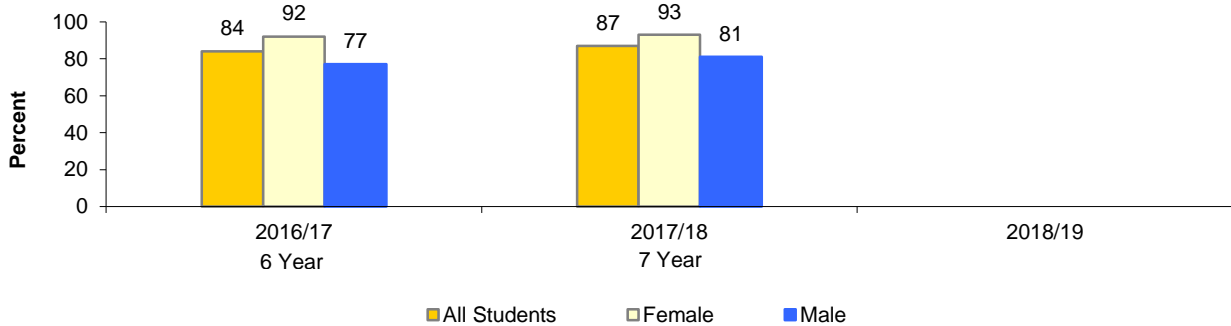
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	72	81	64	73	84	64	75	87	65
2011/12	84	92	77	87	93	81	-	-	-
2012/13	85	86	84	-	-	-	-	-	-

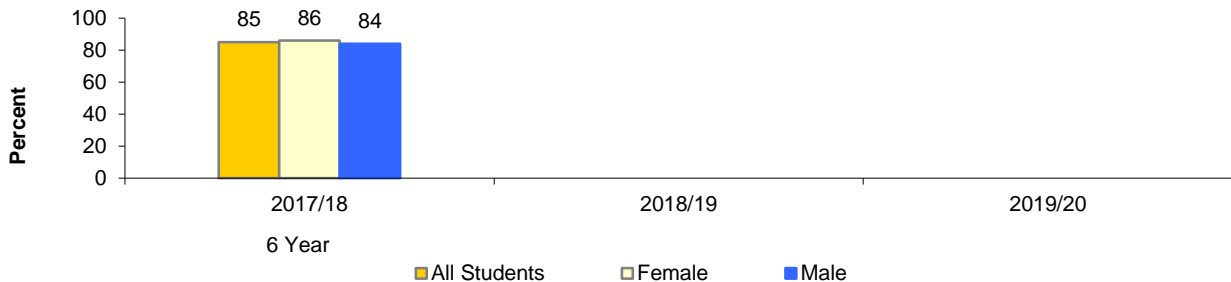
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	127	Msk	Msk	1,355	16	1
2014/15	138	Msk	Msk	1,233	19	2
2015/16	163	Msk	Msk	1,288	22	2
2016/17	160	Msk	Msk	1,288	12	1
2017/18	120	Msk	Msk	1,205	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	127	71	56	1,355	984	73
2014/15	138	75	54	1,233	952	77
2015/16	163	81	50	1,288	890	69
2016/17	160	101	63	1,288	943	73
2017/18	120	65	54	1,205	933	77

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	127	17	13	1,355	106	8
2014/15	138	18	13	1,233	101	8
2015/16	163	16	10	1,288	85	7
2016/17	160	20	13	1,288	75	6
2017/18	120	12	10	1,205	92	8

* 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	138	67	49	71	51
2014/15	119	59	50	60	50
2015/16	125	61	49	64	51
2016/17	98	46	47	52	53
2017/18	80	43	54	37	46

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	1,541	67	4
2014/15	1,501	59	4
2015/16	1,483	61	4
2016/17	1,428	46	3
2017/18	1,377	43	3

CCO (EVER) SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	47	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	56	Msk	Msk	Msk	Msk	Msk	70
2016/17	87	Msk	Msk	100	Msk	Msk	Msk
2017/18	80	-	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	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	94	100	12	12.8	4	4.3	4	4.3	-	-
Non-Aboriginal	1,086	100	150	13.8	41	3.8	27	2.5	16	1.5

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	45	100	1	2.2	1	2.2	1	2.2	-	-
Non-Aboriginal	725	100	8	1.1	2	0.3	-	-	4	0.6

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	94	100	4	4.3	-	-	1	1.1	-	-
Non-Aboriginal	1,086	100	54	5.0	26	2.4	11	1.0	8	0.7

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	45	100	1	2.2	-	-	-	-	-	-
Non-Aboriginal	725	100	5	0.7	-	-	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	94	100	3	3.2	1	1.1	1	1.1	-	-		
Non-Aboriginal	1,086	100	128	11.8	10	0.9	3	0.3	2	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	45	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	725	100	2	0.3	-	-	-	-	-	-		

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	94	100	6	6.4	1	1.1	-	-	1	1.1		
Non-Aboriginal	1,086	100	137	12.6	22	2.0	10	0.9	8	0.7		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	45	100	1	2.2	-	-	-	-	-	-		
Non-Aboriginal	725	100	4	0.6	-	-	3	0.4	3	0.4		

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

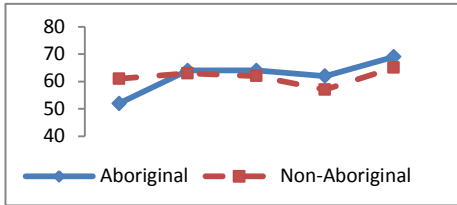
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

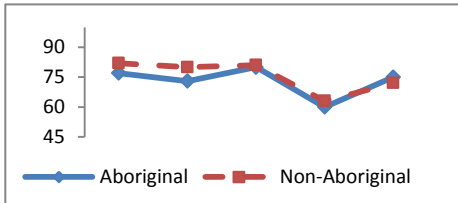
Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

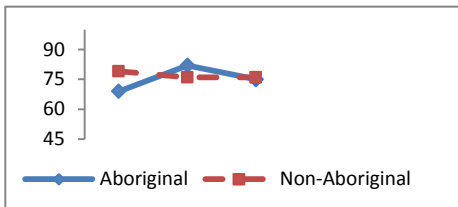
Do you like school?



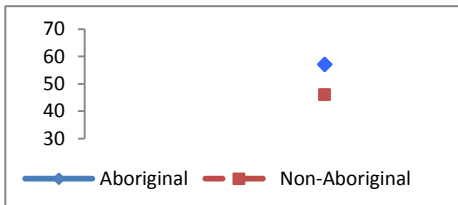
Do adults in the school treat all students fairly?



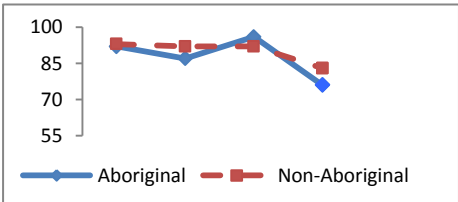
Do your teachers help you with your schoolwork when you need it?



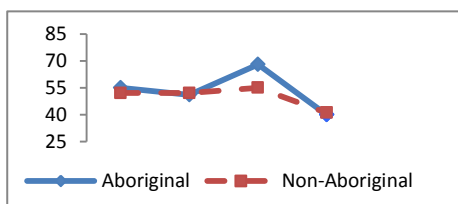
How many teachers help you with your schoolwork when you need it?



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	89		46	52	785		482	61
2014/15	76		49	64	693		436	63
2015/16	89		57	64	843		525	62
2016/17	90		56	62	842		482	57
2017/18	98		68	69	859		555	65

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	82		63	77	779		638	82
2014/15	74		54	73	677		539	80
2015/16	85		68	80	833		678	81
2016/17	90		54	60	840		526	63
2017/18	97		73	75	854		619	72

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	90		62	69	805		632	79
2014/15	78		64	82	706		535	76
2015/16	91		68	75	855		648	76
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

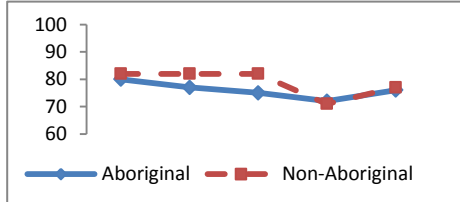
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	89		51	57	847		389	46
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	88		81	92	794		739	93
2014/15	78		68	87	685		631	92
2015/16	91		87	96	841		775	92
2016/17	86		65	76	821		679	83
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	86		47	55	778		407	52
2014/15	76		39	51	669		346	52
2015/16	88		60	68	813		446	55
2016/17	88		35	40	830		338	41
2017/18	-		-	-	-		-	-

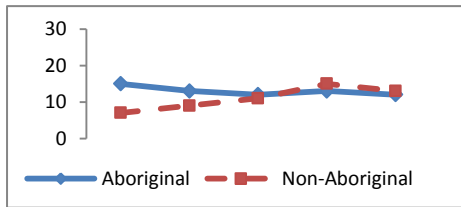
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



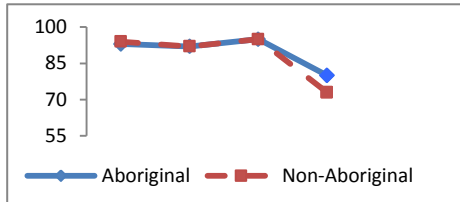
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	88	70	80	792	649	82
2014/15	79	61	77	689	566	82
2015/16	89	67	75	844	690	82
2016/17	112	81	72	802	573	71
2017/18	98	74	76	853	657	77

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



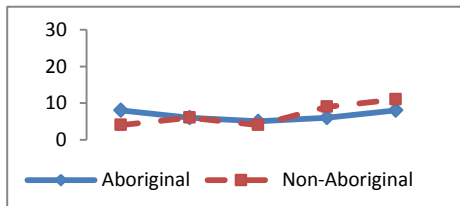
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	88	13	15	785	55	7
2014/15	79	10	13	683	63	9
2015/16	90	11	12	842	96	11
2016/17	112	15	13	800	116	15
2017/18	98	12	12	847	106	13

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	90	84	93	804	753	94
2014/15	78	72	92	705	648	92
2015/16	91	86	95	853	807	95
2016/17	90	72	80	840	617	73
2017/18	-	-	-	-	-	-

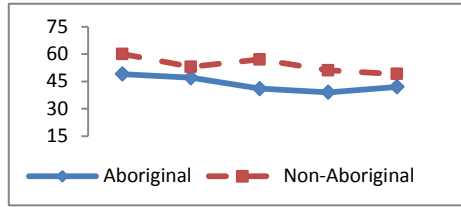
I would like to go to a different school.



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	86	7	8	786	35	4
2014/15	77	5	6	681	40	6
2015/16	88	4	5	824	37	4
2016/17	90	5	6	834	72	9
2017/18	97	8	8	851	91	11

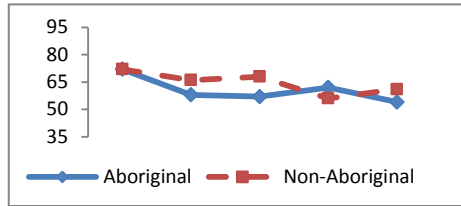
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



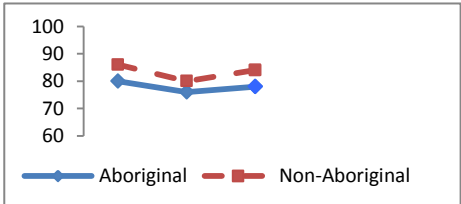
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	91	45	49	759	455	60
2014/15	95	45	47	788	415	53
2015/16	101	41	41	779	443	57
2016/17	88	34	39	808	411	51
2017/18	93	39	42	783	384	49

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	86	62	72	745	535	72
2014/15	95	55	58	768	507	66
2015/16	101	58	57	764	521	68
2016/17	87	54	62	808	454	56
2017/18	93	50	54	783	475	61

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



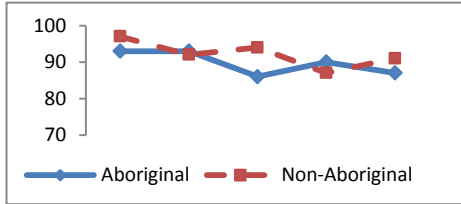
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	90	72	80	769	665	86
2014/15	93	71	76	792	634	80
2015/16	102	80	78	785	660	84
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



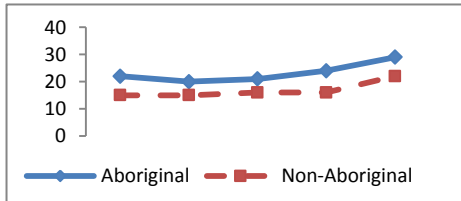
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	#	#	#
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	88	43	805	414
2017/18	91	46	783	419

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	89	83	93	763	740	97
2014/15	94	87	93	791	730	92
2015/16	100	86	86	782	735	94
2016/17	84	76	90	790	687	87
2017/18	91	79	87	775	708	91

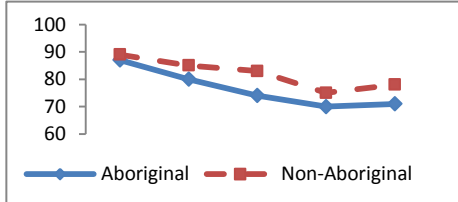
At school, are you being taught about Aboriginal peoples in Canada?



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	88	19	22	737	113	15
2014/15	96	19	20	774	116	15
2015/16	103	22	21	773	123	16
2016/17	86	21	24	798	124	16
2017/18	92	27	29	786	170	22

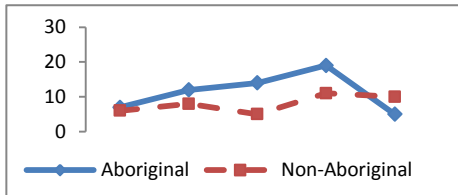
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



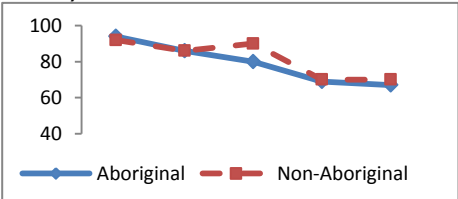
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	90	78	87	763	676	89
2014/15	94	75	80	783	663	85
2015/16	102	75	74	779	650	83
2016/17	104	73	70	772	581	75
2017/18	92	65	71	783	609	78

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



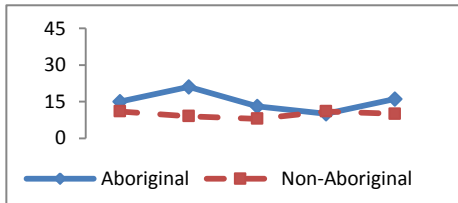
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	87	6	7	756	49	6
2014/15	93	11	12	779	65	8
2015/16	101	14	14	769	41	5
2016/17	105	20	19	776	84	11
2017/18	91	5	5	787	76	10

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	90	85	94	761	703	92
2014/15	94	81	86	785	678	86
2015/16	102	82	80	778	700	90
2016/17	87	60	69	807	565	70
2017/18	93	62	67	787	551	70

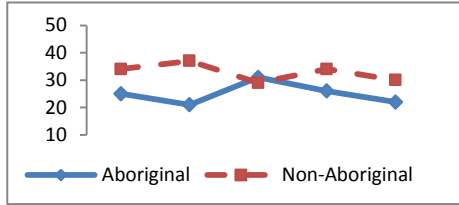
I would like to go to a different school.



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	87	13	15	751	84	11
2014/15	92	19	21	777	72	9
2015/16	99	13	13	767	65	8
2016/17	87	9	10	804	89	11
2017/18	93	15	16	788	82	10

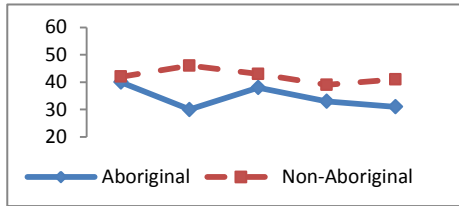
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



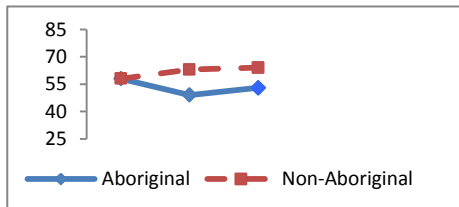
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	76	19	25	588	199	34
2014/15	53	11	21	551	203	37
2015/16	42	13	31	502	144	29
2016/17	47	12	26	439	148	34
2017/18	51	11	22	602	178	30

Do adults in the school treat all students fairly?



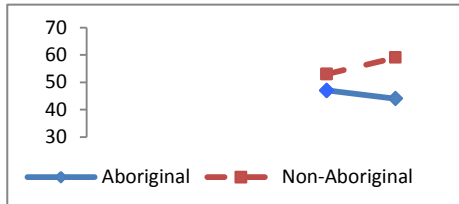
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	73	29	40	562	235	42
2014/15	53	16	30	535	244	46
2015/16	39	15	38	478	206	43
2016/17	48	16	33	439	171	39
2017/18	51	16	31	603	245	41

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



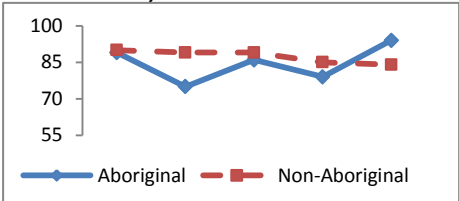
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	77	45	58	584	338	58
2014/15	53	26	49	550	347	63
2015/16	40	21	53	495	315	64
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



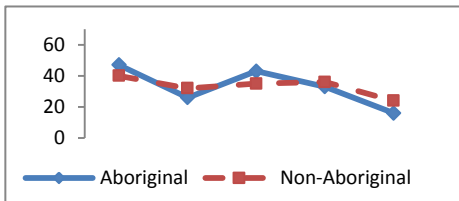
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	47	22 47	431	230 53
2017/18	52	23 44	599	355 59

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	75	67	89	567	512	90
2014/15	52	39	75	547	485	89
2015/16	42	36	86	491	435	89
2016/17	47	37	79	414	352	85
2017/18	52	49	94	585	492	84

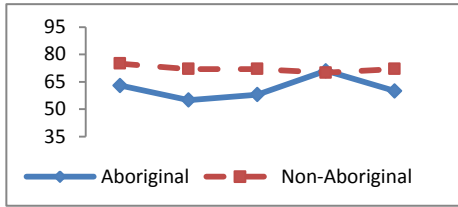
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	74	35	47	564	224	40
2014/15	53	14	26	535	171	32
2015/16	42	18	43	486	170	35
2016/17	48	16	33	425	155	36
2017/18	51	8	16	591	140	24

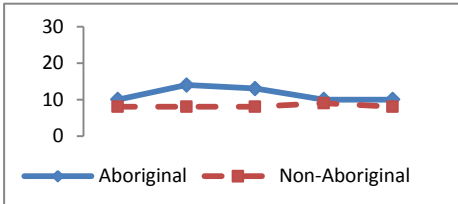
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



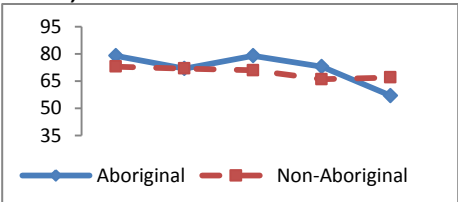
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	73	46	63	575	433	75
2014/15	49	27	55	543	393	72
2015/16	40	23	58	489	354	72
2016/17	58	41	71	408	286	70
2017/18	52	31	60	597	432	72

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



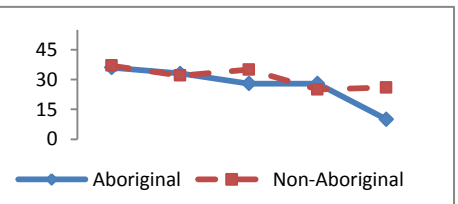
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	71	7	10	578	44	8
2014/15	51	7	14	540	45	8
2015/16	39	5	13	486	41	8
2016/17	58	6	10	412	36	9
2017/18	52	5	10	597	47	8

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



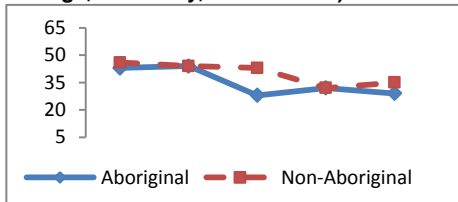
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	76	60	79	577	419	73
2014/15	53	38	72	542	390	72
2015/16	42	33	79	489	349	71
2016/17	48	35	73	438	291	66
2017/18	51	29	57	602	405	67

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



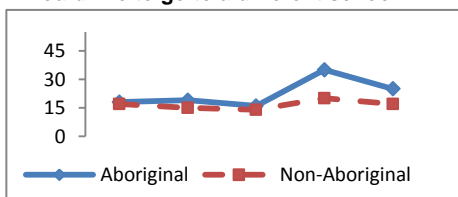
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	75	27	36	571	210	37
2014/15	54	18	33	539	174	32
2015/16	39	11	28	489	171	35
2016/17	47	13	28	417	106	25
2017/18	51	5	10	588	154	26

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	74	32	43	568	263	46
2014/15	52	23	44	540	239	44
2015/16	40	11	28	493	213	43
2016/17	47	15	32	414	132	32
2017/18	52	15	29	585	207	35

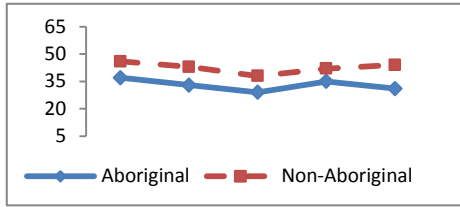
I would like to go to a different school.



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	73	13	18	561	97	17
2014/15	52	10	19	527	79	15
2015/16	37	6	16	472	67	14
2016/17	48	17	35	439	87	20
2017/18	51	13	25	603	101	17

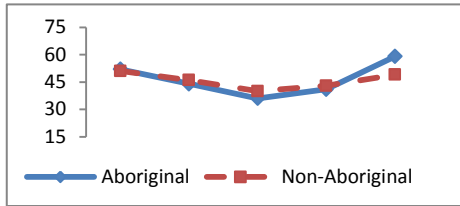
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



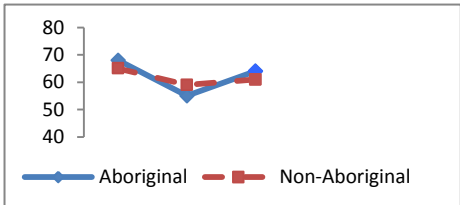
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	59	22	37	597	273	46
2014/15	55	18	33	593	256	43
2015/16	58	17	29	509	192	38
2016/17	40	14	35	412	173	42
2017/18	29	9	31	482	210	44

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	58	30	52	587	298	51
2014/15	57	25	44	585	269	46
2015/16	58	21	36	500	201	40
2016/17	39	16	41	411	177	43
2017/18	29	17	59	482	234	49

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



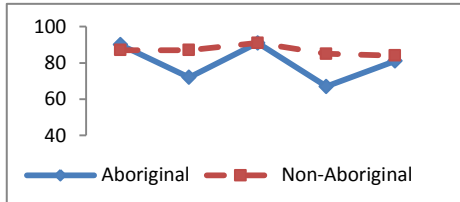
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	59	40	68	601	389	65
2014/15	56	31	55	597	353	59
2015/16	58	37	64	511	313	61
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



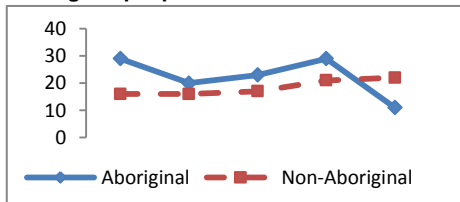
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	40	18 45	406	243 60
2017/18	28	14 50	474	301 64

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	59	53	90	588	514	87
2014/15	57	41	72	586	511	87
2015/16	56	51	91	503	458	91
2016/17	36	24	67	387	329	85
2017/18	27	22	81	459	387	84

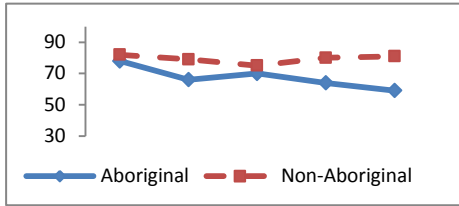
At school, are you being taught about Aboriginal peoples in Canada?



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	59	17	29	583	93	16
2014/15	56	11	20	584	95	16
2015/16	56	13	23	501	85	17
2016/17	38	11	29	395	84	21
2017/18	27	3	11	460	102	22

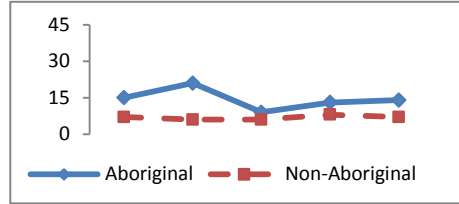
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



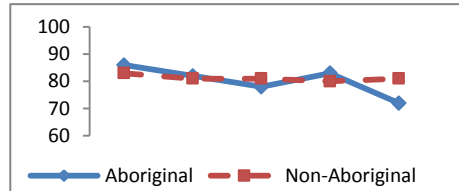
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	59	46	78	594	489	82		
2014/15	56	37	66	587	463	79		
2015/16	57	40	70	500	373	75		
2016/17	47	30	64	398	319	80		
2017/18	27	16	59	471	383	81		

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



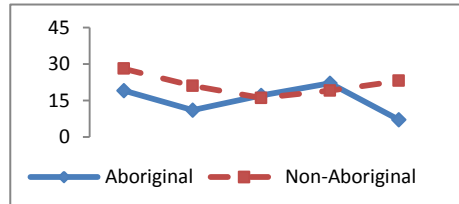
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	59	9	15	594	40	7		
2014/15	56	12	21	587	38	6		
2015/16	57	5	9	499	32	6		
2016/17	47	6	13	395	30	8		
2017/18	28	4	14	470	34	7		

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



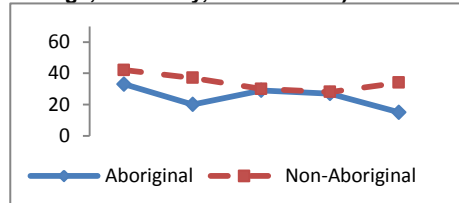
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more			
		#	%		#	%		
2013/14	59	51	86	598	499	83		
2014/15	57	47	82	592	479	81		
2015/16	58	45	78	508	410	81		
2016/17	40	33	83	411	329	80		
2017/18	29	21	72	482	390	81		

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



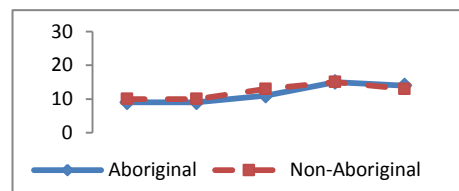
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	59	11	19	598	167	28		
2014/15	56	6	11	591	127	21		
2015/16	58	10	17	506	83	16		
2016/17	37	8	22	386	74	19		
2017/18	27	2	7	461	104	23		

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	58	19	33	592	250	42		
2014/15	55	11	20	591	219	37		
2015/16	58	17	29	506	150	30		
2016/17	37	10	27	387	110	28		
2017/18	27	4	15	461	157	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	55	5	9	582	56	10		
2014/15	53	5	9	581	57	10		
2015/16	56	6	11	495	66	13		
2016/17	40	6	15	410	63	15		
2017/18	29	4	14	482	61	13		

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.