



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 043 Coquitlam

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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?

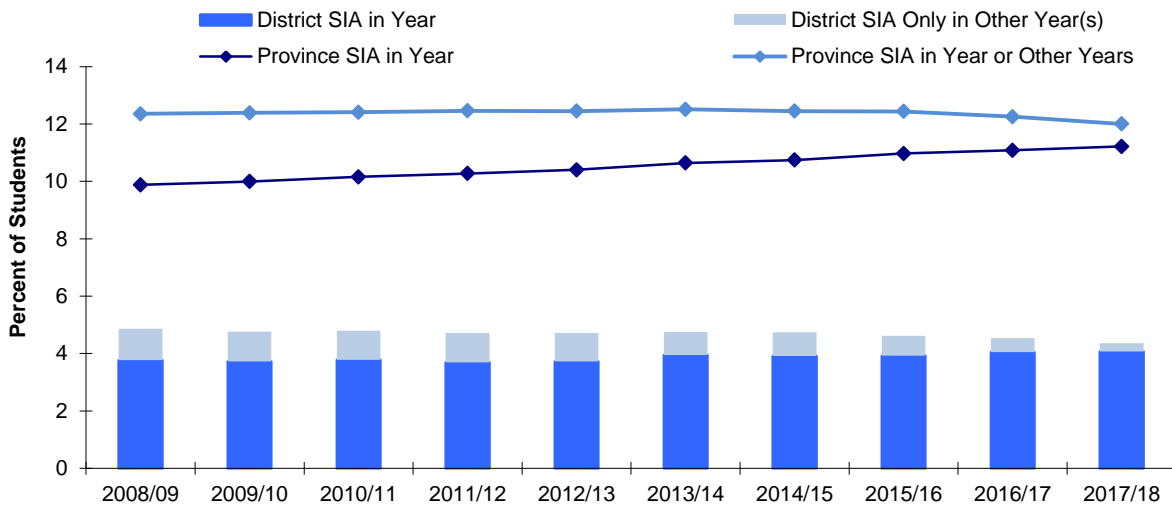
PLEASE NOTE

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	31,763	1,196	3.8	349	1.1	579,485	57,257	9.9	14,326	2.5
2009/10	32,588	1,212	3.7	338	1.0	580,480	58,017	10.0	13,887	2.4
2010/11	33,131	1,252	3.8	336	1.0	579,110	58,834	10.2	13,044	2.3
2011/12	33,610	1,239	3.7	345	1.0	569,734	58,531	10.3	12,445	2.2
2012/13	33,437	1,245	3.7	332	1.0	564,529	58,717	10.4	11,569	2.0
2013/14	33,516	1,322	3.9	269	0.8	558,983	59,502	10.6	10,444	1.9
2014/15	33,144	1,296	3.9	275	0.8	552,786	59,382	10.7	9,449	1.7
2015/16	32,961	1,293	3.9	227	0.7	553,376	60,706	11.0	8,109	1.5
2016/17	33,033	1,338	4.1	162	0.5	557,626	61,799	11.1	6,534	1.2
2017/18	33,157	1,348	4.1	97	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

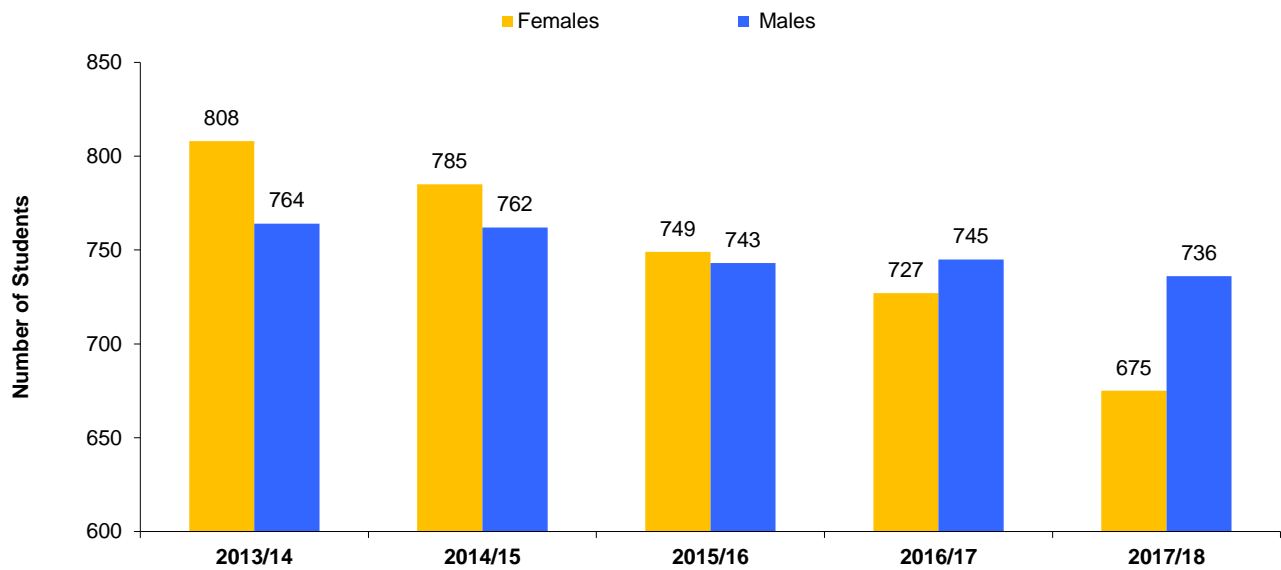
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	33,516	1,572	4.7	808	2.4	764	2.3	69,182	34,363	34,819
2014/15	33,144	1,547	4.7	785	2.4	762	2.3	67,939	33,645	34,294
2015/16	32,961	1,492	4.5	749	2.3	743	2.3	67,749	33,432	34,317
2016/17	33,033	1,472	4.5	727	2.2	745	2.3	67,078	33,137	33,941
2017/18	33,157	1,411	4.3	675	2.0	736	2.2	66,142	32,575	33,567

Number of Aboriginal Students by Gender

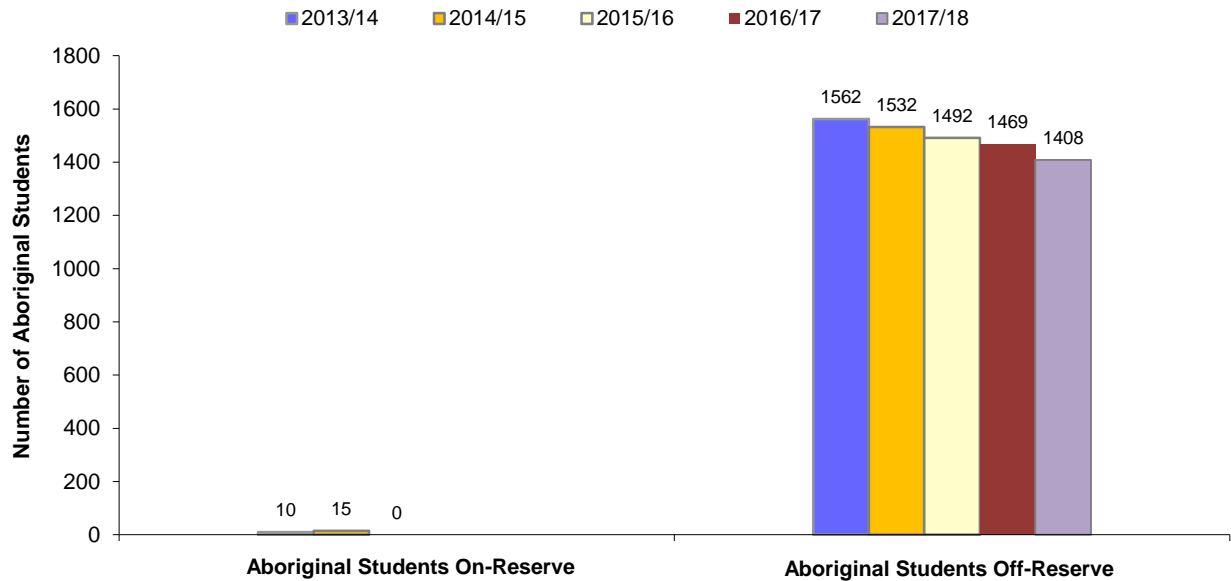


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2013/14	1,572	5	5	10	803	759	1,562	8,812	60,370
2014/15	1,547	6	9	15	779	753	1,532	8,143	59,796
2015/16	1,492	0	0	0	749	743	1,492	7,694	60,055
2016/17	1,472	Msk	Msk	Msk	726	743	1,469	7,285	59,793
2017/18	1,411	Msk	Msk	Msk	673	735	1,408	7,820	58,322

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

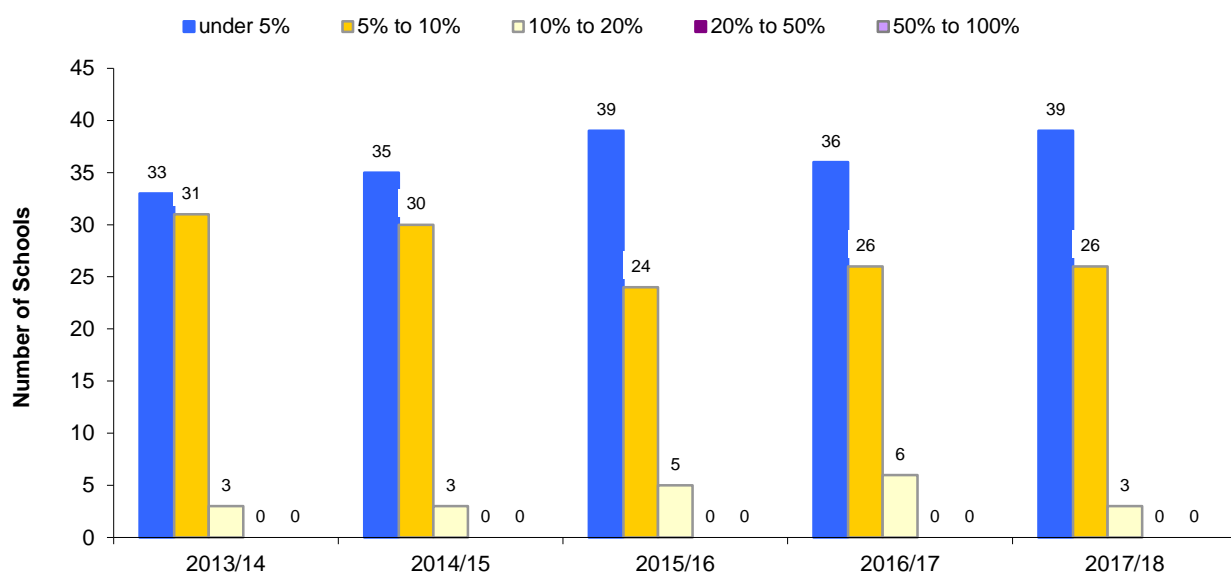


* Public schools only.

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	67	33	31	3	0	0	1,393	370	241	341	346	95
2014/15	68	35	30	3	0	0	1,385	393	223	335	337	97
2015/16	68	39	24	5	0	0	1,380	396	224	349	318	93
2016/17	68	36	26	6	0	0	1,369	400	229	348	300	92
2017/18	68	39	26	3	0	0	1,377	416	238	335	303	85

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

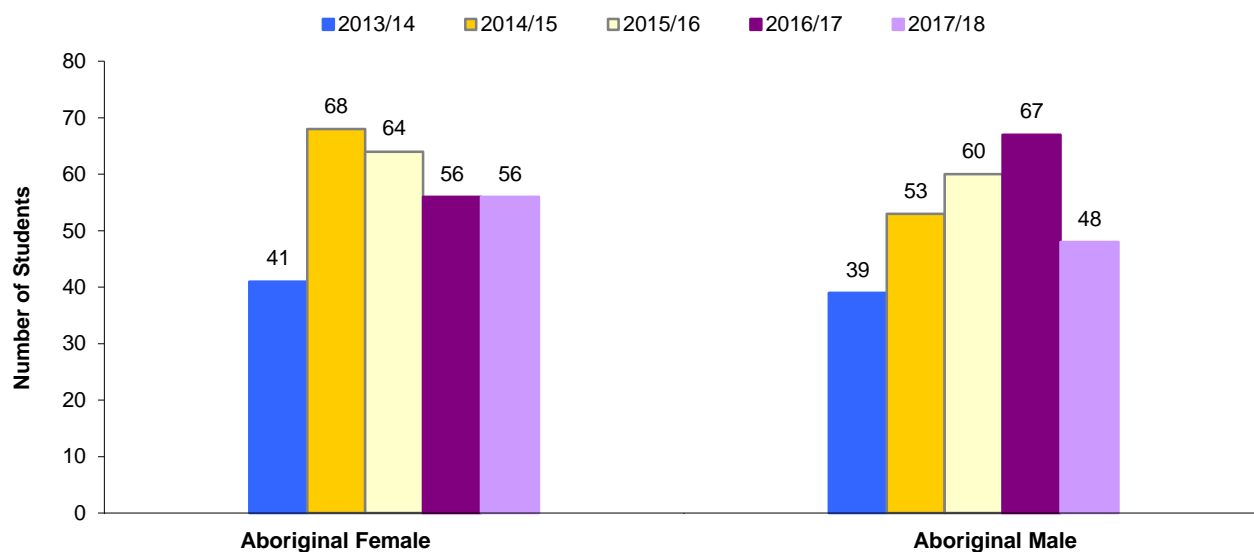


* Public schools only.

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2013/14	381	41	39	80	128	173	301	1,610	1,594	2,033	2,757
2014/15	415	68	53	121	134	160	294	1,595	1,560	1,981	2,618
2015/16	409	64	60	124	127	158	285	1,609	1,527	2,022	2,474
2016/17	398	56	67	123	119	156	275	1,605	1,543	2,037	2,468
2017/18	403	56	48	104	121	178	299	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



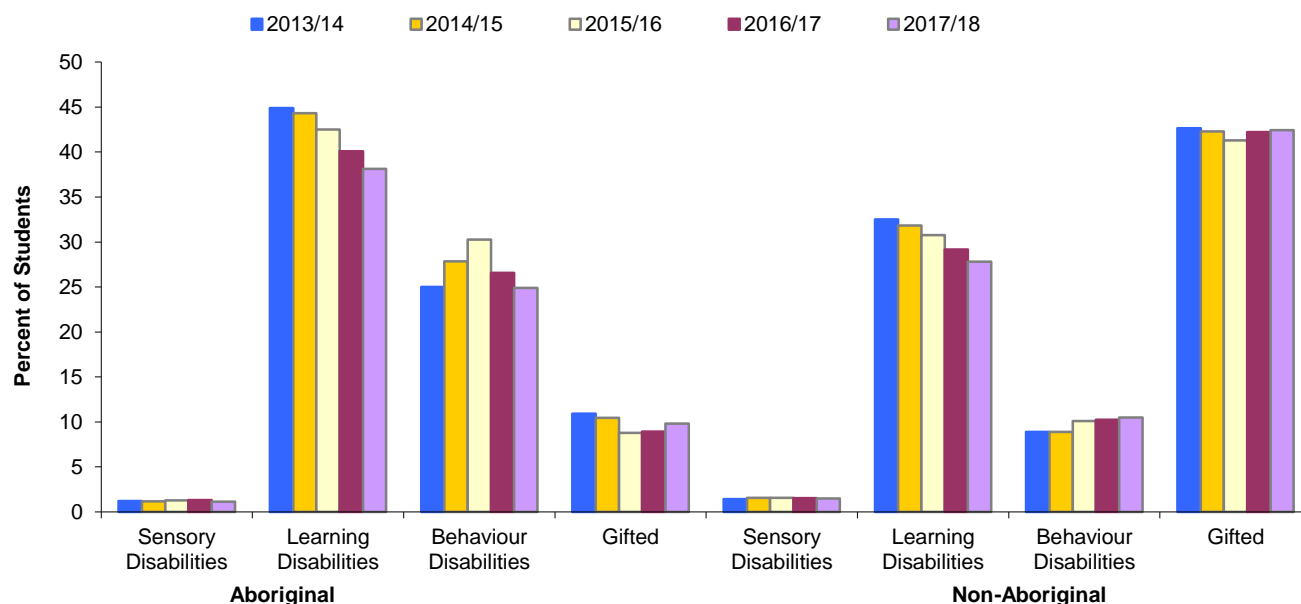
* Public schools only.

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	412	4,449	5	1	64	1	185	45	1,447	33	103	25	396	9	45	11	1,897	43
2014/15	431	4,460	5	1	69	2	191	44	1,419	32	120	28	397	9	45	10	1,886	42
2015/16	466	4,500	6	1	70	2	198	42	1,385	31	141	30	454	10	41	9	1,859	41
2016/17	459	4,519	6	1	69	2	184	40	1,318	29	122	27	463	10	41	9	1,908	42
2017/18	438	4,675	5	1	69	1	167	38	1,300	28	109	25	491	11	43	10	1,984	42

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).

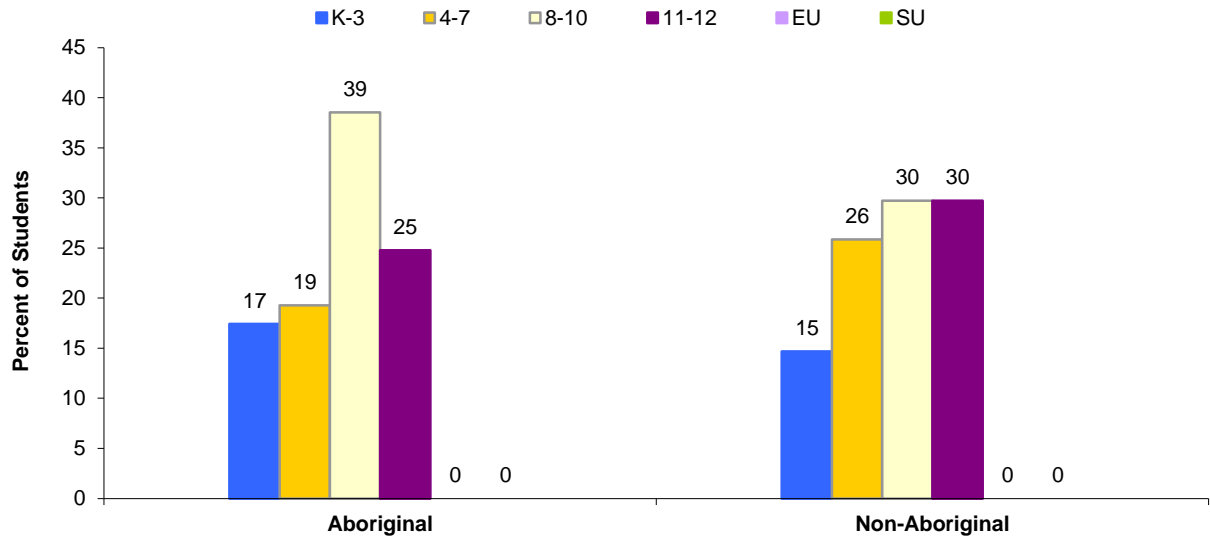
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	103	9	9	17	17	45	44	32	31	0	0	0	0
2014/15	120	9	8	21	18	46	38	43	36	0	0	Msk	Msk
2015/16	141	18	13	23	16	42	30	58	41	0	0	Msk	Msk
2016/17	122	16	13	23	19	38	31	45	37	0	0	0	0
2017/18	109	19	17	21	19	42	39	27	25	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	396	52	13	74	19	111	28	159	40	0	0	0	0
2014/15	397	67	17	68	17	113	28	149	38	0	0	Msk	Msk
2015/16	454	69	15	88	19	150	33	143	31	0	0	Msk	Msk
2016/17	463	64	14	105	23	128	28	166	36	0	0	0	0
2017/18	491	72	15	127	26	146	30	146	30	0	0	0	0

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



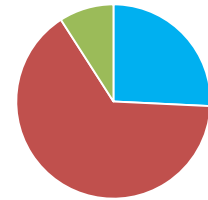
* Total includes Graduated Adults.

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

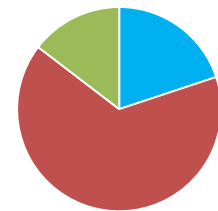
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	75	74	29	39	39	52	7	9
2014/15	68	66	24	35	39	57	5	7
2015/16	68	71	20	29	45	66	3	4
2016/17	79	68	24	30	53	67	2	3
2017/18	66	80	17	26	43	65	6	9



■ Emerging ■ On Track ■ Extending

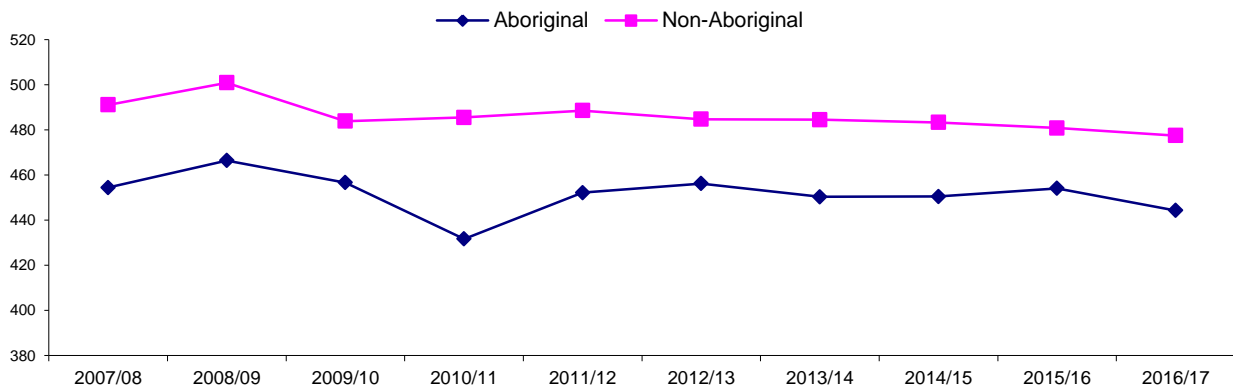
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,781	86	346	19	1,220	69	215	12
2014/15	1,689	83	321	19	1,178	70	190	11
2015/16	1,747	82	337	19	1,236	71	174	10
2016/17	1,828	81	387	21	1,246	68	195	11
2017/18	1,773	82	353	20	1,161	65	259	15



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

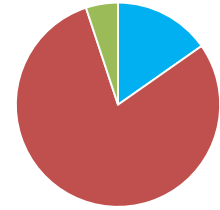


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

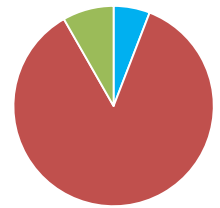
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	70	69	13	19	57	81	0	0
2014/15	67	65	16	24	48	72	3	4
2015/16	67	70	21	31	43	64	3	4
2016/17	79	68	22	28	52	66	5	6
			Emerging		On Track		Extending	
2017/18	59	71	9	15	47	80	3	5



■ Emerging ■ On Track
■ Extending

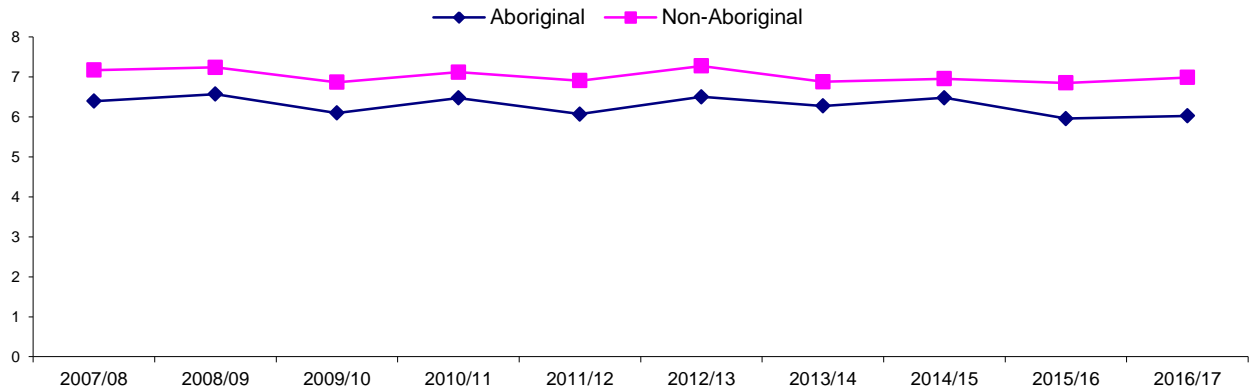
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,749	85	221	13	1,457	83	71	4
2014/15	1,658	81	210	13	1,344	81	104	6
2015/16	1,716	80	236	14	1,338	78	142	8
2016/17	1,795	79	185	10	1,497	83	113	6
			Emerging		On Track		Extending	
2017/18	1,706	79	100	6	1,465	86	141	8



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

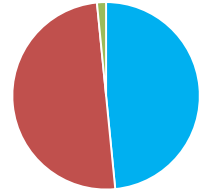


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

GRADE 4: ABORIGINAL

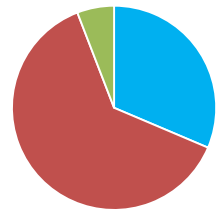
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	71	70	18	25	49	69	4	6
2014/15	68	66	28	41	30	44	10	15
2015/16	67	70	21	31	43	64	3	4
2016/17	79	68	39	49	38	48	2	3
2017/18	64	77	31	48	32	50	1	2



■ Emerging ■ On Track ■ Extending

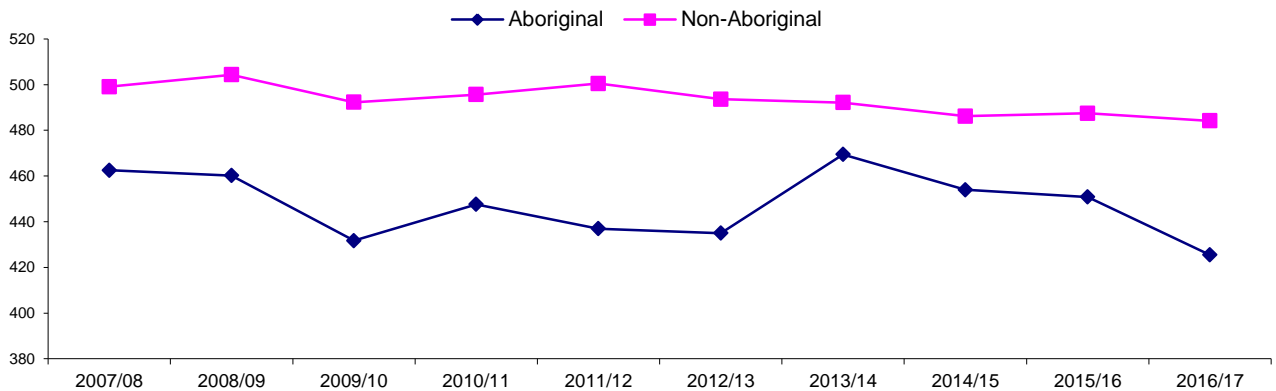
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,766	85	336	19	1,248	71	182	10
2014/15	1,665	82	337	20	1,191	72	137	8
2015/16	1,740	82	343	20	1,224	70	173	10
2016/17	1,812	80	377	21	1,294	71	141	8
2017/18	1,775	82	557	31	1,114	63	104	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

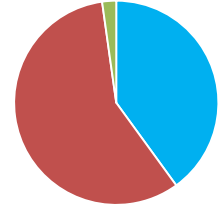


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

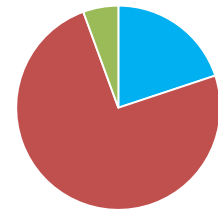
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	75	75	32	43	39	52	4	5
2014/15	113	88	41	36	66	58	6	5
2015/16	72	72	26	36	42	58	4	6
2016/17	66	67	24	36	39	59	3	5
			Emerging		On Track		Extending	
2017/18	90	78	36	40	52	58	2	2



■ Emerging ■ On Track ■ Extending

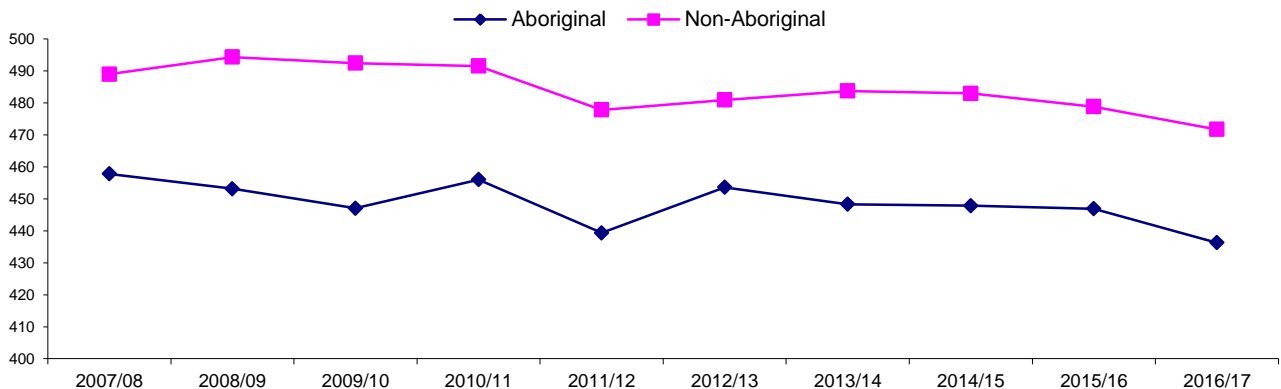
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,885	86	453	24	1,267	67	165	9
2014/15	1,836	85	435	24	1,227	67	174	9
2015/16	1,863	84	466	25	1,223	66	174	9
2016/17	1,842	83	506	27	1,164	63	172	9
			Emerging		On Track		Extending	
2017/18	1,829	84	364	20	1,363	75	102	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

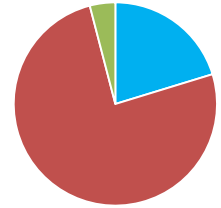


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

GRADE 7: ABORIGINAL

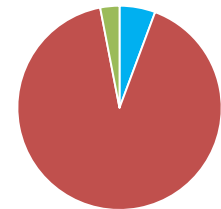
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	74	74	16	22	58	78	0	0
2014/15	113	88	27	24	85	75	1	1
2015/16	69	69	13	19	55	80	1	1
2016/17	66	67	22	33	43	65	1	2
			Emerging		On Track		Extending	
2017/18	74	64	15	20	56	76	3	4



■ Emerging ■ On Track
■ Extending

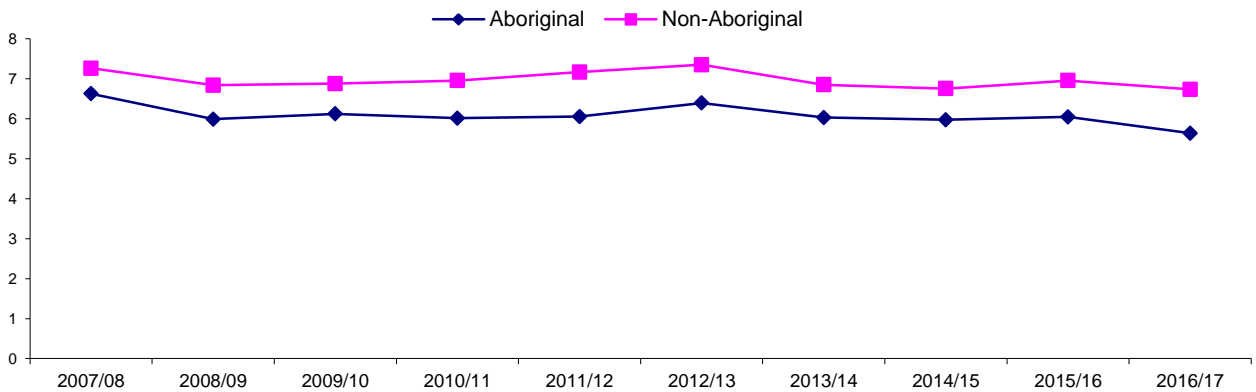
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,846	84	152	8	1,629	88	65	4
2014/15	1,800	84	188	10	1,544	86	68	4
2015/16	1,834	82	230	13	1,517	83	87	5
2016/17	1,781	80	195	11	1,511	85	75	4
			Emerging		On Track		Extending	
2017/18	1,710	78	97	6	1,561	91	52	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

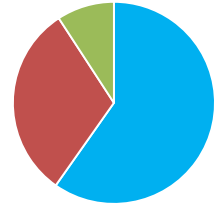


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

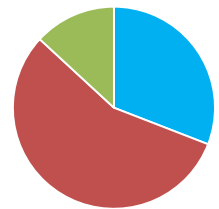
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	76	76	30	39	46	61	0	0
2014/15	112	88	64	57	46	41	2	2
2015/16	71	71	40	56	30	42	1	1
2016/17	71	72	34	48	37	52	0	0
			Emerging		On Track		Exceeding	
2017/18	87	75	52	60	27	31	8	9



■ Emerging ■ On Track
■ Extending

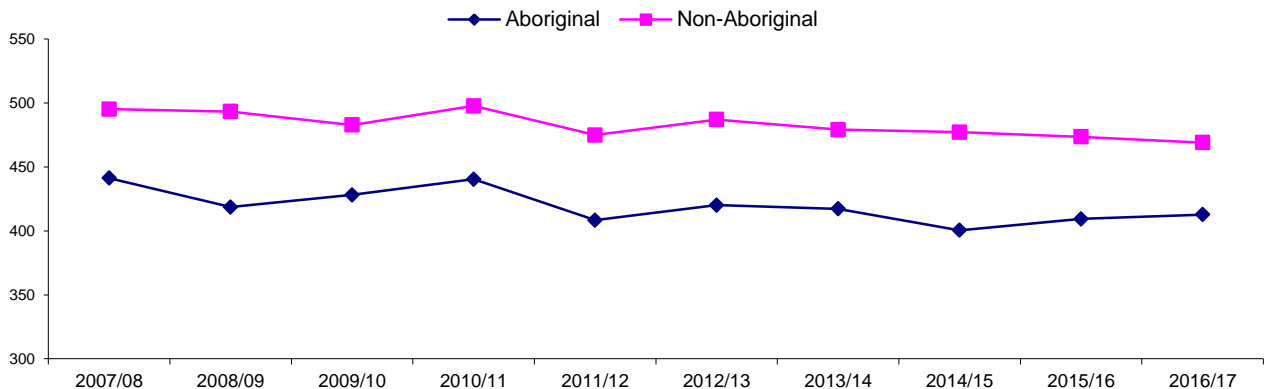
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	1,871	85	507	27	1,170	63	194	10
2014/15	1,838	85	498	27	1,139	62	201	11
2015/16	1,856	83	498	27	1,183	64	175	9
2016/17	1,832	83	521	28	1,111	61	200	11
			Emerging		On Track		Exceeding	
2017/18	1,813	83	560	31	1,015	56	238	13



■ 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).

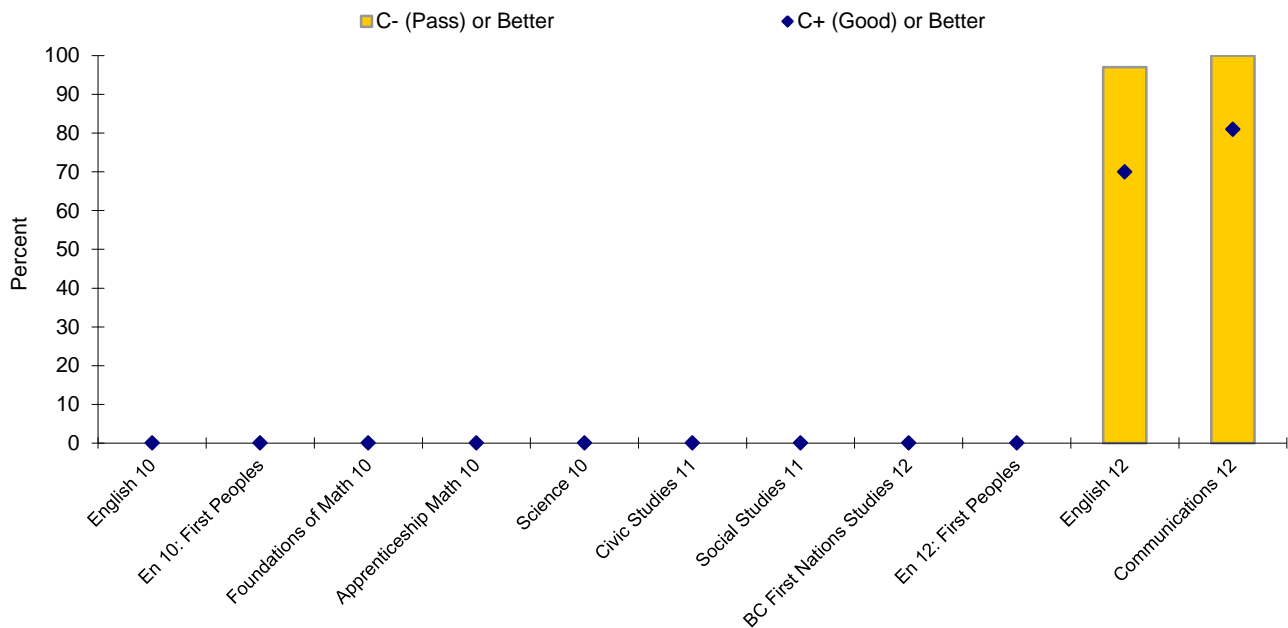
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	66	64	97	46	70	2,714	2,631	97	2,016	74
Communications 12	16	16	100	13	81	156	153	98	75	48

Final Marks Overview: Aboriginal Results 2017/18

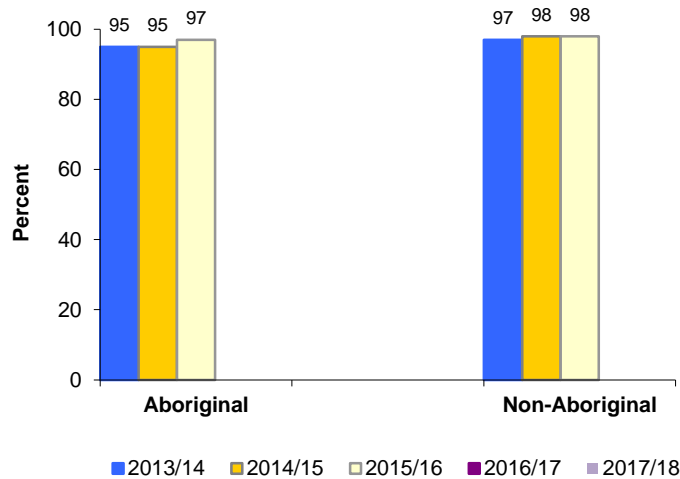


FINAL MARKS: ENGLISH 10

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	92	87	95	48	52	2,580	2,496	97	1,762	68
2014/15	110	104	95	59	54	2,713	2,653	98	1,937	71
2015/16	90	87	97	54	60	2,805	2,745	98	2,010	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	92	134	86	6	2,580	2,533	2,158	422	
2014/15	110	141	91	19	2,713	2,615	2,195	518	
2015/16	90	110	75	15	2,805	2,774	2,268	537	
2016/17	-	113	-	-	-	2,744	-	-	
2017/18	-	138	-	-	-	2,756	-	-	

ENGLISH 10: C- (Pass) or Better



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

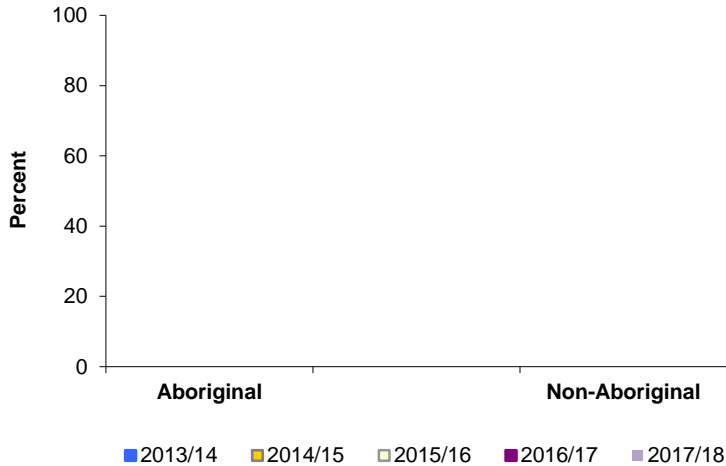
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
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	-	134	-	-	-	2,533	-	-
2014/15	Msk	141	Msk	Msk	Msk	2,615	Msk	Msk
2015/16	Msk	110	Msk	Msk	-	2,774	-	-
2016/17	-	113	-	-	-	2,744	-	-
2017/18	-	138	-	-	-	2,756	-	-

**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.

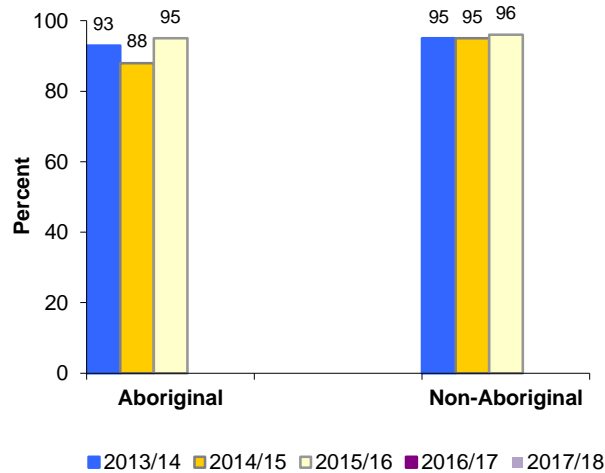
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	67	62	93	28	42	2,275	2,169	95	1,537	68
2014/15	66	58	88	30	45	2,295	2,176	95	1,605	70
2015/16	60	57	95	30	50	2,502	2,406	96	1,762	70
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	67	134	62	5	2,275	2,533	1,988	287		
2014/15	66	141	57	9	2,295	2,615	2,010	285		
2015/16	60	110	52	8	2,502	2,774	2,168	334		
2016/17	-	113	-	-	-	2,744	-	-		
2017/18	-	138	-	-	-	2,756	-	-		

**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.

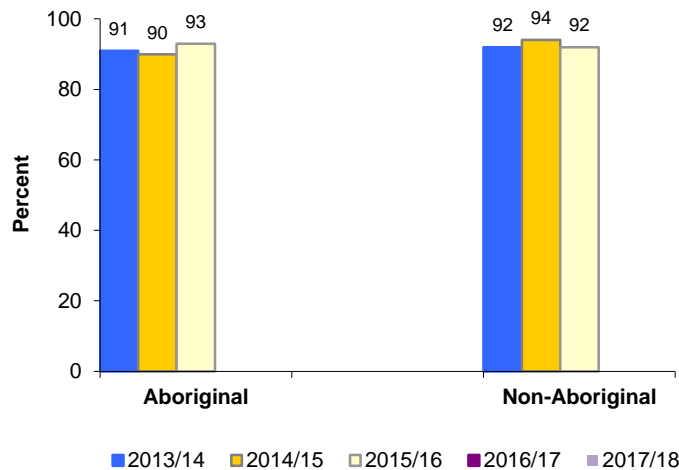
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	44	40	91	19	43	346	317	92	142	41
2014/15	60	54	90	23	38	402	378	94	165	41
2015/16	45	42	93	18	40	346	319	92	172	50
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	44	134	30	14	346	2,533	257	89		
2014/15	60	141	38	22	402	2,615	289	113		
2015/16	45	110	26	19	346	2,774	250	96		
2016/17	-	113	-	-	-	2,744	-	-		
2017/18	-	138	-	-	-	2,756	-	-		

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.

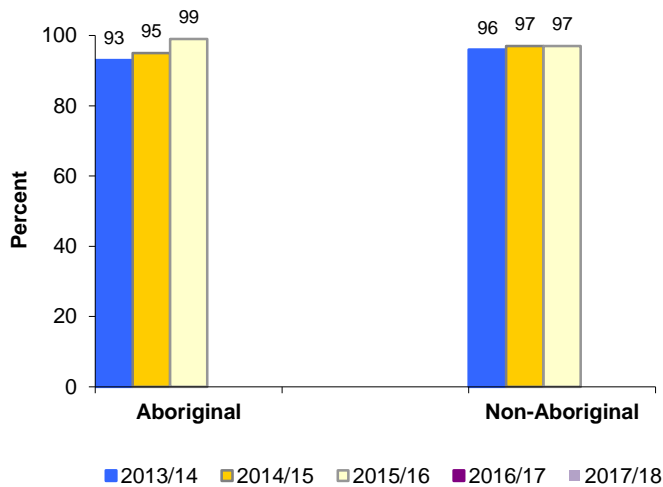
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	107	99	93	39	36	2,460	2,363	96	1,710	70
2014/15	99	94	95	53	54	2,575	2,487	97	1,819	71
2015/16	101	100	99	48	48	2,713	2,635	97	1,907	70
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	107	134	91	16	2,460	2,533	2,231	229	
2014/15	99	141	84	15	2,575	2,615	2,283	292	
2015/16	101	110	80	21	2,713	2,774	2,422	291	
2016/17	-	113	-	-	-	2,744	-	-	
2017/18	-	138	-	-	-	2,756	-	-	

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.

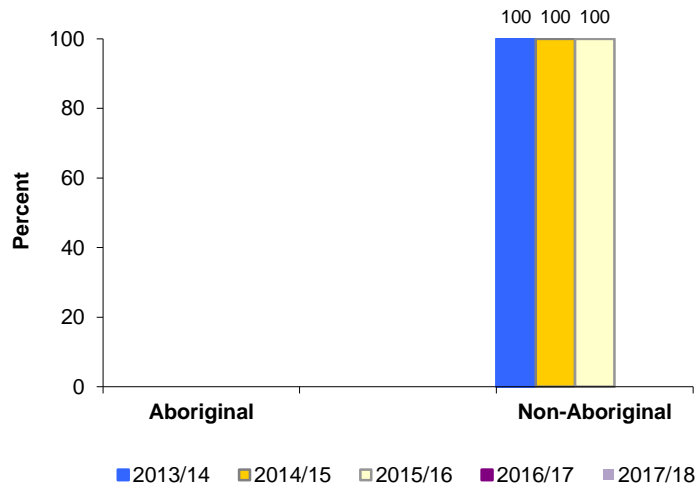
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	-	-	-	-	24	24	100	18	75
2014/15	Msk	Msk	Msk	Msk	Msk	45	45	100	41	91
2015/16	Msk	Msk	Msk	Msk	Msk	55	55	100	48	87
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	-	146	-	-	24	2,833	22	2		
2014/15	Msk	161	Msk	Msk	45	2,925	45	0		
2015/16	Msk	137	Msk	Msk	55	2,906	50	5		
2016/17	-	105	-	-	-	3,051	-	-		
2017/18	-	114	-	-	-	3,014	-	-		

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.

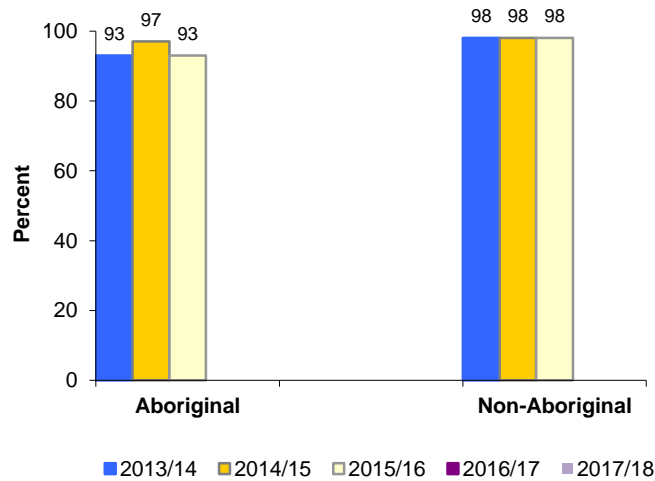
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	108	100	93	55	51	2,525	2,471	98	1,826	72
2014/15	90	87	97	43	48	2,477	2,430	98	1,776	72
2015/16	94	87	93	49	52	2,659	2,595	98	1,959	74
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	108	146	91	17	2,525	2,833	2,026	499	
2014/15	90	161	75	15	2,477	2,925	2,062	415	
2015/16	94	137	82	12	2,659	2,906	2,101	558	
2016/17	-	105	-	-	-	3,051	-	-	
2017/18	-	114	-	-	-	3,014	-	-	

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.

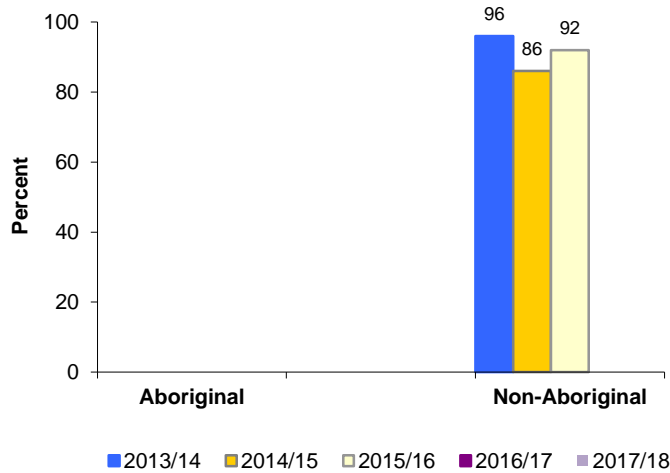
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	73	70	96	42	58
2014/15	Msk	Msk	Msk	Msk	Msk	51	44	86	21	41
2015/16	Msk	Msk	Msk	Msk	Msk	51	47	92	22	43
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	175	Msk	Msk	73	3,943	56	17	
2014/15	Msk	139	Msk	Msk	51	3,206	23	28	
2015/16	Msk	173	Msk	Msk	51	3,076	20	31	
2016/17	-	169	-	-	-	3,227	-	-	
2017/18	-	133	-	-	-	3,368	-	-	

**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.

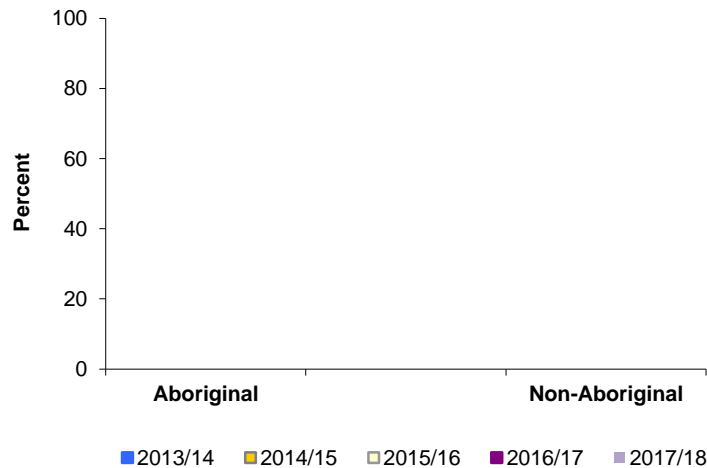
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2016/17	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
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	-	175	-	-	-	3,943	-	-		
2014/15	Msk	139	Msk	Msk	-	3,206	-	-		
2015/16	Msk	173	Msk	Msk	-	3,076	-	-		
2016/17	Msk	169	Msk	Msk	-	3,227	-	-		
2017/18	-	133	-	-	-	3,368	-	-		

**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.

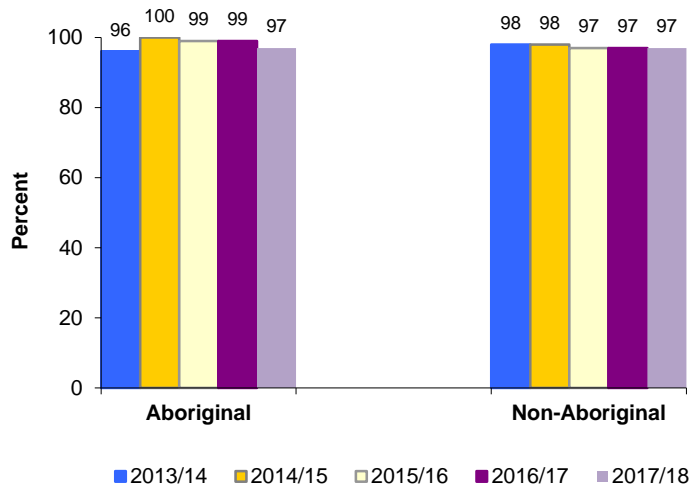
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	73	70	96	42	58	2,681	2,616	98	1,950	73
2014/15	78	78	100	48	62	2,421	2,372	98	1,780	74
2015/16	72	71	99	43	60	2,488	2,416	97	1,792	72
2016/17	70	69	99	46	66	2,586	2,507	97	1,831	71
2017/18	66	64	97	46	70	2,714	2,631	97	2,016	74

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	73	175	66	7	2,681	3,943	2,482	199	
2014/15	78	139	73	5	2,421	3,206	2,307	114	
2015/16	72	173	67	5	2,488	3,076	2,325	163	
2016/17	70	169	69	1	2,586	3,227	2,433	153	
2017/18	66	133	-	-	2,714	3,368	-	-	

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.

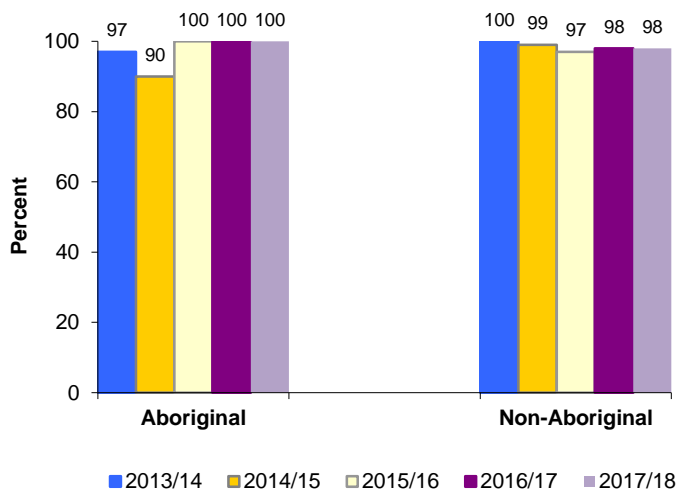
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	30	29	97	18	60	149	149	100	82	55
2014/15	21	19	90	10	48	161	159	99	96	60
2015/16	18	18	100	13	72	181	175	97	87	48
2016/17	21	21	100	14	67	153	150	98	92	60
2017/18	16	16	100	13	81	156	153	98	75	48

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	30	175	29	1	149	3,943	138	11		
2014/15	21	139	16	5	161	3,206	144	17		
2015/16	18	173	17	1	181	3,076	163	18		
2016/17	21	169	20	1	153	3,227	138	15		
2017/18	16	133	-	-	156	3,368	-	-		

Communications 12: C- (Pass) or Better



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

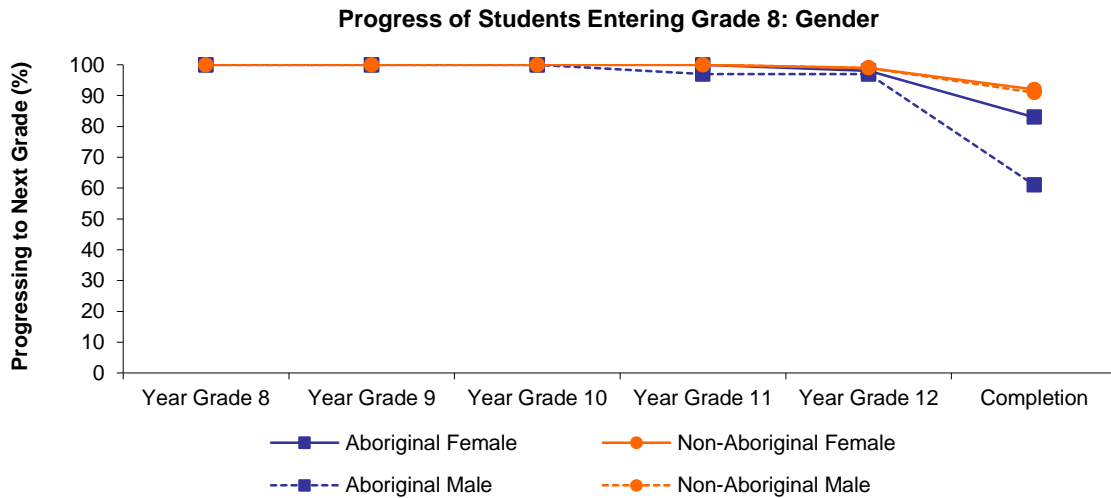
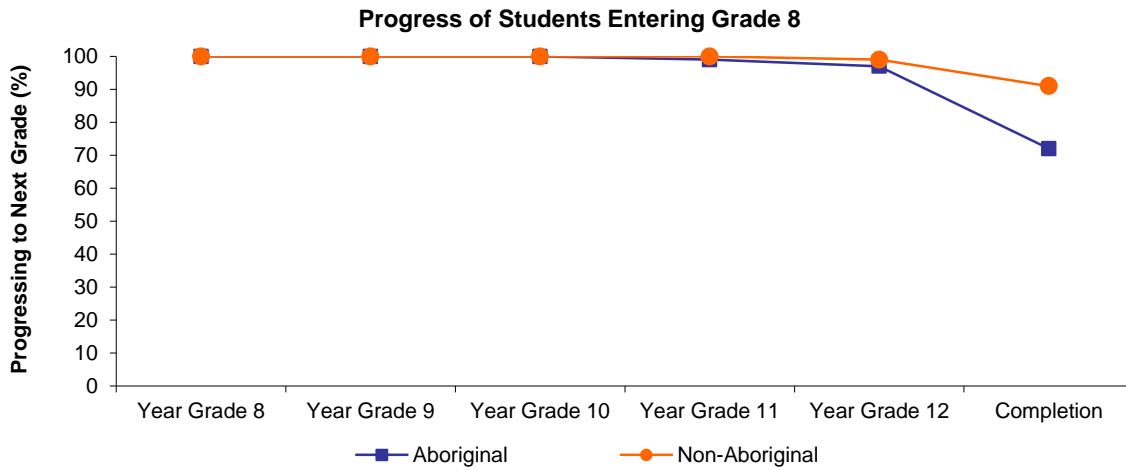
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	100	100	100	100	100	100
	Grade 11	99	100	97	100	100	100
	Grade 12	97	98	97	99	99	99
2017/18	Completion	72	83	61	91	92	91



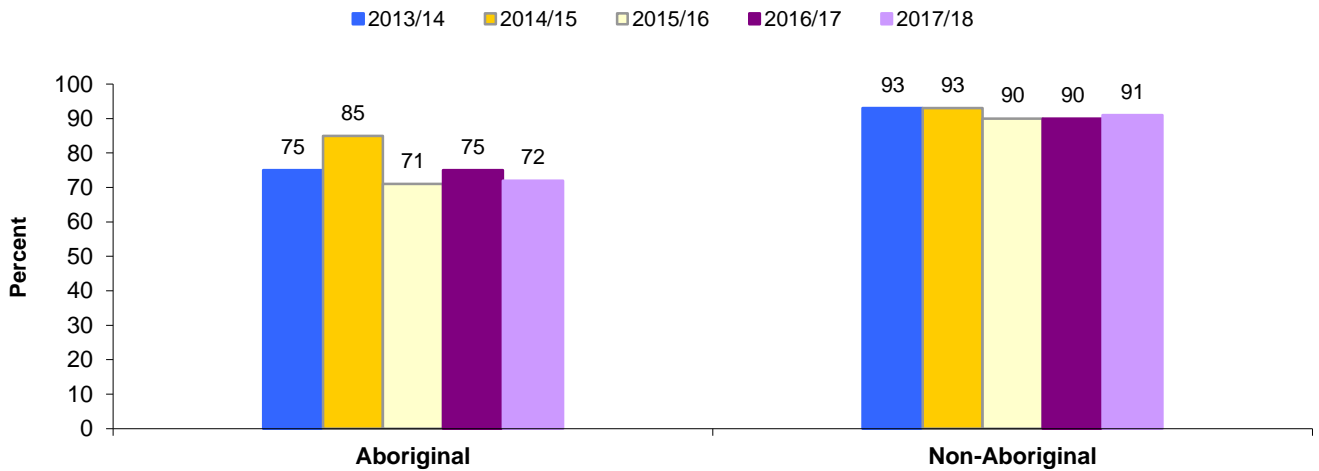
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

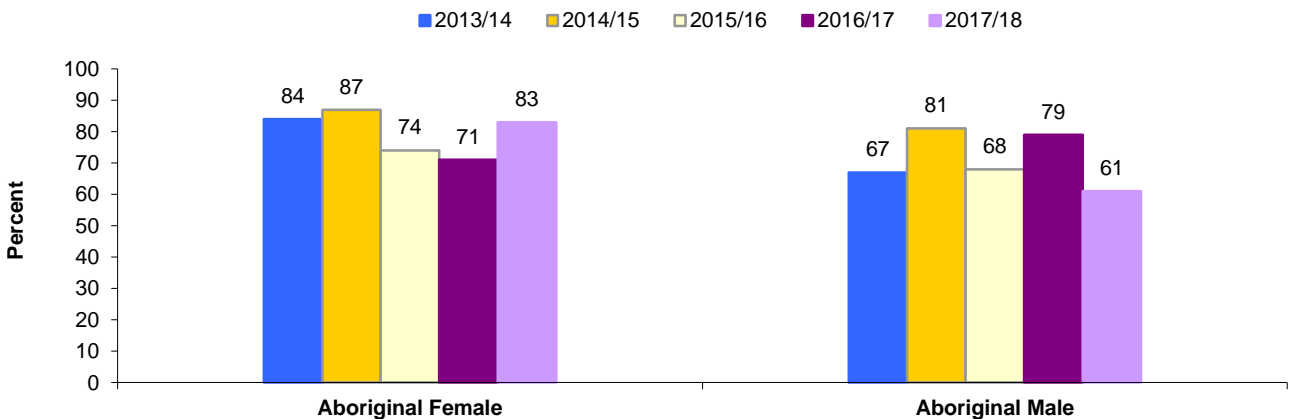
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	75	84	67	93	97	89
2014/15	85	87	81	93	96	90
2015/16	71	74	68	90	92	89
2016/17	75	71	79	90	93	88
2017/18	72	83	61	91	92	91

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

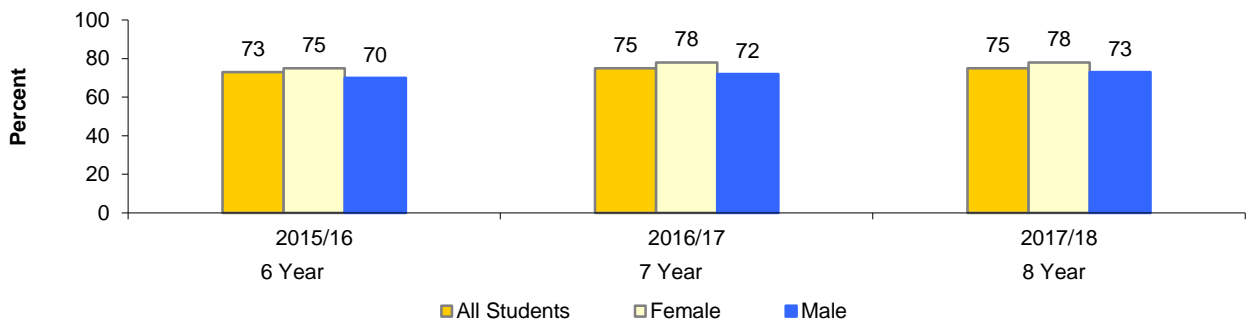
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2011/12 and 2012/13 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

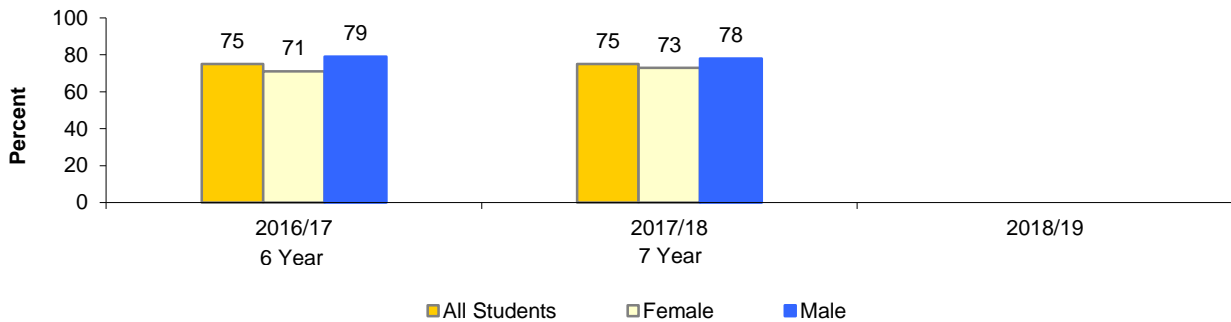
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2010/11	73	75	70	75	78	72	75	78	73
2011/12	75	71	79	75	73	78	-	-	-
2012/13	72	83	61	-	-	-	-	-	-

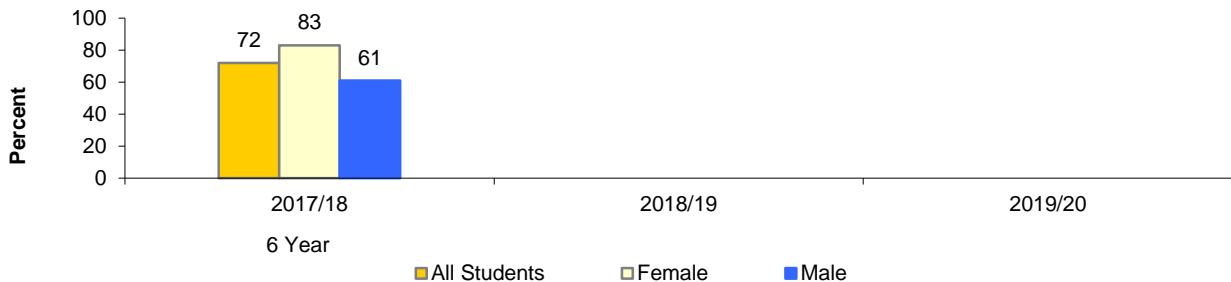
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	163	Msk	Msk	3,775	36	1
2014/15	131	Msk	Msk	3,113	10	0
2015/16	166	Msk	Msk	3,011	22	1
2016/17	163	Msk	Msk	3,156	29	1
2017/18	127	Msk	Msk	3,281	26	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	163	83	51	3,775	2,573	68
2014/15	131	88	67	3,113	2,418	78
2015/16	166	83	50	3,011	2,394	80
2016/17	163	81	50	3,156	2,517	80
2017/18	127	78	61	3,281	2,648	81

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2013/14	163	14	9	3,775	89	2
2014/15	131	13	10	3,113	122	4
2015/16	166	16	10	3,011	112	4
2016/17	163	16	10	3,156	108	3
2017/18	127	16	13	3,281	89	3

* 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	126	58	46	68	54
2014/15	122	60	49	62	51
2015/16	110	57	52	53	48
2016/17	104	55	53	49	47
2017/18	74	40	54	34	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	1,572	58	4
2014/15	1,547	60	4
2015/16	1,492	57	4
2016/17	1,472	55	4
2017/18	1,411	40	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	89	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	51	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	57	Msk	Msk	Msk	Msk	Msk	65
2016/17	36	Msk	-	Msk	Msk	Msk	36
2017/18	63	Msk	Msk	Msk	Msk	Msk	58

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	Msk	-	Msk	Msk	Msk	
2014/15	Msk	-	Msk	Msk	Msk	Msk	
2015/16	Msk	Msk	-	Msk	Msk	Msk	
2016/17	Msk	Msk	-	Msk	Msk	Msk	
2017/18	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	104	100	19	18.3	5	4.8	1	1.0	4	3.8		
Non-Aboriginal	2,694	100	546	20.3	125	4.6	44	1.6	30	1.1		

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	3	6.7	-	-	-	-	1	2.2		
Non-Aboriginal	1,573	100	78	5.0	23	1.5	10	0.6	10	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	104	100	4	3.8	4	3.8	1	1.0	4	3.8		
Non-Aboriginal	2,694	100	142	5.3	71	2.6	24	0.9	21	0.8		

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	-	-	-	-	-	-	-	-		
Non-Aboriginal	1,573	100	28	1.8	12	0.8	7	0.4	4	0.3		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	104	100	6	5.8	-	-	1	1.0	-	-
Non-Aboriginal	2,694	100	715	26.5	32	1.2	7	0.3	7	0.3

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	45	100	-	-	-	-	-	-	-	-
Non-Aboriginal	1,573	100	7	0.4	-	-	-	-	4	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	104	100	-	-	-	-	2	1.9	2	1.9
Non-Aboriginal	2,694	100	118	4.4	20	0.7	10	0.4	4	0.1

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	1,573	100	11	0.7	1	0.1	1	0.1	2	0.1

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

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

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

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

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

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

CAVEAT

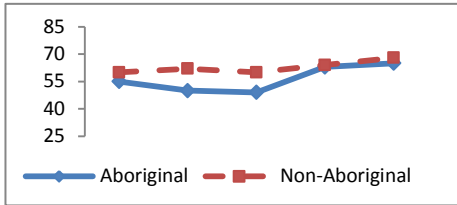
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

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

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

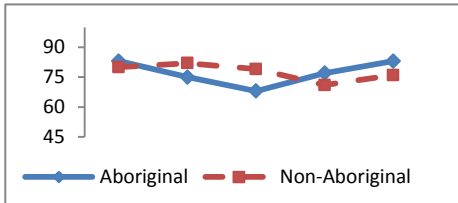
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



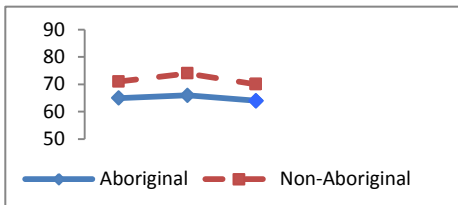
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	87	48	55	1,395	834	60
2014/15	88	44	50	1,373	848	62
2015/16	88	43	49	1,575	945	60
2016/17	73	46	63	1,605	1,032	64
2017/18	63	41	65	1,572	1,072	68

Do adults in the school treat all students fairly?



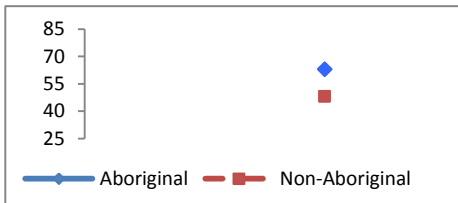
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	82	68	83	1,381	1,109	80
2014/15	91	68	75	1,349	1,100	82
2015/16	82	56	68	1,548	1,230	79
2016/17	73	56	77	1,612	1,141	71
2017/18	65	54	83	1,573	1,198	76

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



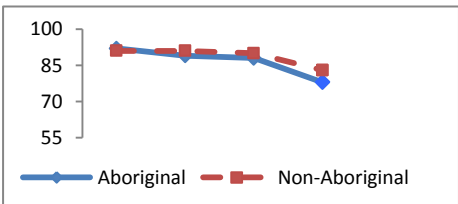
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	89	58	65	1,420	1,005	71
2014/15	93	61	66	1,395	1,033	74
2015/16	87	56	64	1,591	1,119	70
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



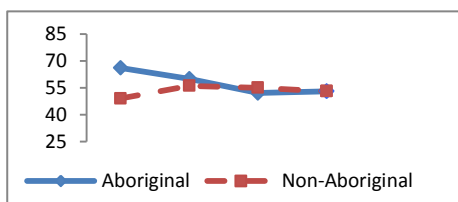
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	73	46	63	1,598	769	48
2017/18	-	-	-	-	-	-

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	88	81	92	1,406	1,277	91
2014/15	92	82	89	1,378	1,259	91
2015/16	86	76	88	1,595	1,438	90
2016/17	72	56	78	1,551	1,281	83
2017/18	-	-	-	-	-	-

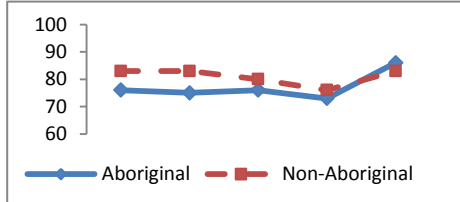
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	83	55	66	1,356	661	49
2014/15	86	52	60	1,333	753	56
2015/16	84	44	52	1,528	845	55
2016/17	73	39	53	1,589	836	53
2017/18	-	-	-	-	-	-

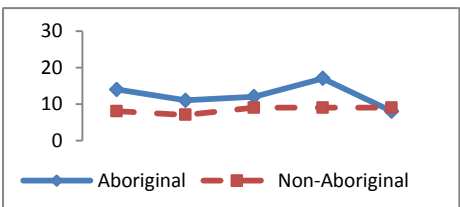
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



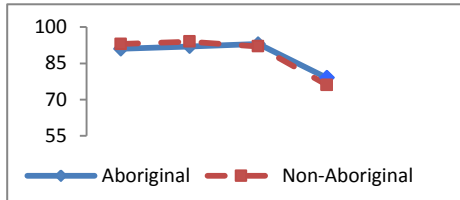
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	82	62	76	1,425	1,180	83
2014/15	92	69	75	1,385	1,147	83
2015/16	85	65	76	1,590	1,269	80
2016/17	105	77	73	1,549	1,173	76
2017/18	64	55	86	1,566	1,295	83

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



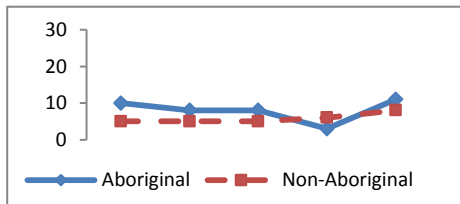
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	88	12	14	1,403	114	8
2014/15	90	10	11	1,367	101	7
2015/16	83	10	12	1,575	144	9
2016/17	107	18	17	1,557	147	9
2017/18	64	5	8	1,570	148	9

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	88	80	91	1,424	1,322	93
2014/15	93	86	92	1,402	1,318	94
2015/16	89	83	93	1,615	1,490	92
2016/17	75	59	79	1,611	1,228	76
2017/18	-	-	-	-	-	-

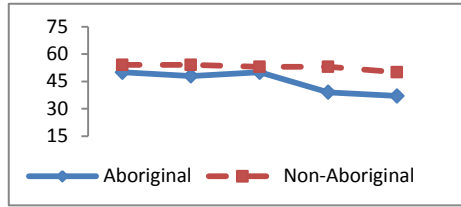
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	80	8	10	1,398	64	5
2014/15	88	7	8	1,349	72	5
2015/16	85	7	8	1,548	84	5
2016/17	73	2	3	1,605	94	6
2017/18	64	7	11	1,578	134	8

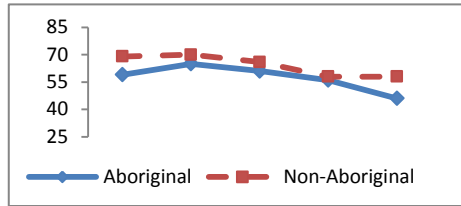
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



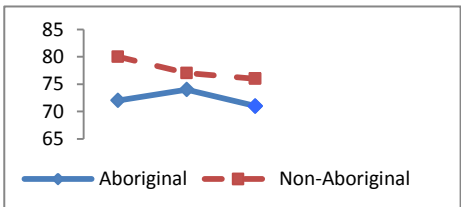
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	96	48	50	1,567	852	54
2014/15	98	47	48	1,404	756	54
2015/16	117	58	50	1,825	970	53
2016/17	71	28	39	1,803	955	53
2017/18	79	29	37	1,742	863	50

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	95	56	59	1,555	1,072	69
2014/15	96	62	65	1,373	966	70
2015/16	116	71	61	1,804	1,187	66
2016/17	71	40	56	1,806	1,050	58
2017/18	79	36	46	1,741	1,014	58

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



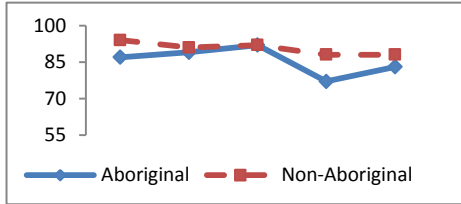
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	94	68	72	1,576	1,257	80
2014/15	99	73	74	1,403	1,082	77
2015/16	115	82	71	1,826	1,393	76
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



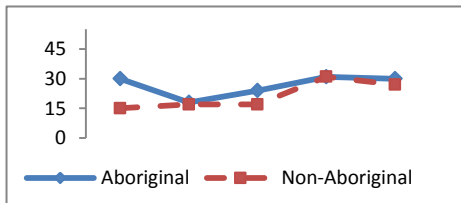
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	71	39 55	1,798	1,001 56
2017/18	79	41 52	1,739	960 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	94	82	87	1,573	1,472	94
2014/15	95	85	89	1,385	1,265	91
2015/16	116	107	92	1,824	1,680	92
2016/17	70	54	77	1,759	1,549	88
2017/18	77	64	83	1,709	1,510	88

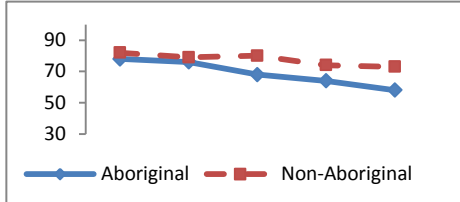
At school, are you being taught about Aboriginal peoples in Canada?



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	93	28	30	1,530	225	15
2014/15	98	18	18	1,356	235	17
2015/16	116	28	24	1,783	311	17
2016/17	70	22	31	1,783	555	31
2017/18	79	24	30	1,735	467	27

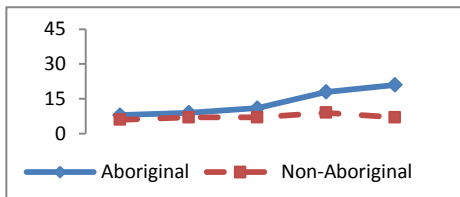
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



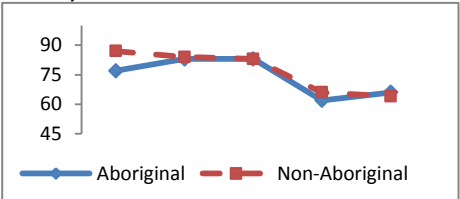
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	96	75	78	1,574	1,294	82
2014/15	98	74	76	1,391	1,099	79
2015/16	116	79	68	1,837	1,461	80
2016/17	114	73	64	1,727	1,271	74
2017/18	79	46	58	1,735	1,265	73

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



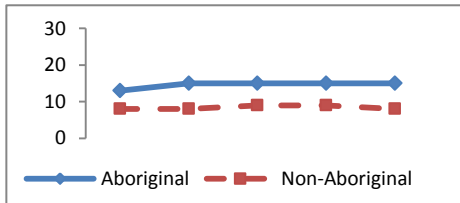
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	96	8	8	1,567	97	6
2014/15	94	8	9	1,378	95	7
2015/16	115	13	11	1,818	124	7
2016/17	116	21	18	1,726	149	9
2017/18	77	16	21	1,738	130	7

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	96	74	77	1,566	1,364	87
2014/15	100	83	83	1,391	1,170	84
2015/16	120	100	83	1,842	1,533	83
2016/17	71	44	62	1,803	1,192	66
2017/18	79	52	66	1,745	1,118	64

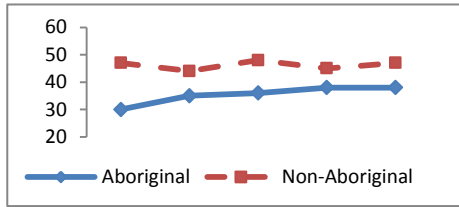
I would like to go to a different school.



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	91	12	13	1,547	121	8
2014/15	96	14	15	1,375	115	8
2015/16	110	16	15	1,791	170	9
2016/17	71	11	15	1,800	169	9
2017/18	79	12	15	1,739	135	8

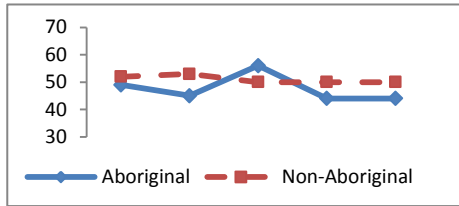
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



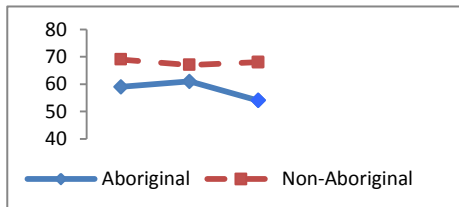
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	60	18	30	1,084	513	47
2014/15	81	28	35	1,312	575	44
2015/16	64	23	36	1,144	544	48
2016/17	34	13	38	885	402	45
2017/18	53	20	38	1,235	581	47

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	61	30	49	1,060	549	52
2014/15	78	35	45	1,289	687	53
2015/16	64	36	56	1,126	558	50
2016/17	34	15	44	881	437	50
2017/18	52	23	44	1,241	625	50

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



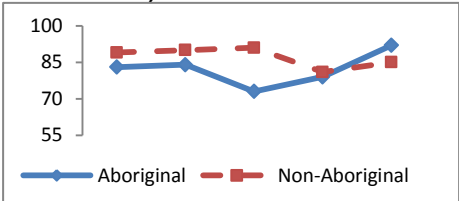
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	36	59	1,075	737	69
2014/15	82	50	61	1,310	882	67
2015/16	65	35	54	1,145	777	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



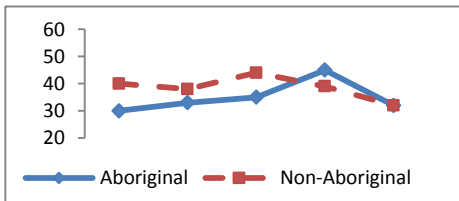
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	33	18 55	879	519 59
2017/18	52	26 50	1,215	765 63

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	59	49	83	1,060	945	89
2014/15	79	66	84	1,295	1,171	90
2015/16	60	44	73	1,128	1,021	91
2016/17	33	26	79	855	692	81
2017/18	49	45	92	1,151	984	85

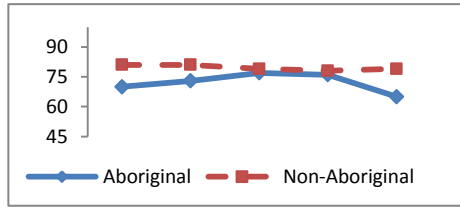
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	18	30	1044	413	40
2014/15	81	27	33	1273	489	38
2015/16	60	21	35	1117	489	44
2016/17	33	15	45	872	336	39
2017/18	50	16	32	1183	378	32

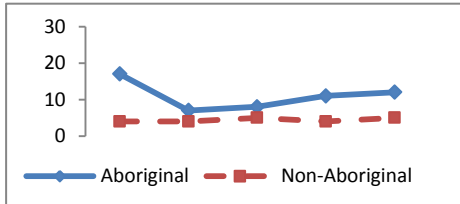
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



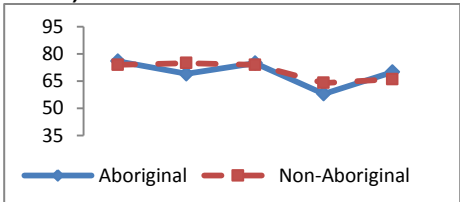
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	61	43	70	1,075	873	81
2014/15	80	58	73	1,302	1,049	81
2015/16	60	46	77	1,145	905	79
2016/17	54	41	76	844	660	78
2017/18	52	34	65	1,214	965	79

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



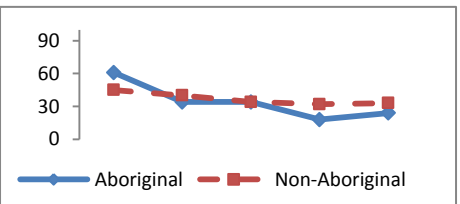
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	60	10	17	1,065	45	4
2014/15	82	6	7	1,304	53	4
2015/16	59	5	8	1,136	58	5
2016/17	54	6	11	843	34	4
2017/18	52	6	12	1,216	60	5

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



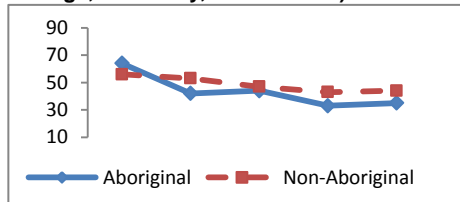
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	62	47	76	1,081	796	74
2014/15	81	56	69	1,313	982	75
2015/16	64	48	75	1,150	852	74
2016/17	33	19	58	882	561	64
2017/18	53	37	70	1,237	819	66

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



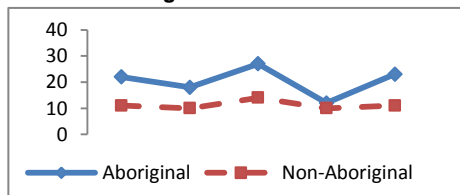
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	59	36	61	1,055	479	45
2014/15	82	28	34	1,279	509	40
2015/16	62	21	34	1,118	376	34
2016/17	33	6	18	861	273	32
2017/18	49	12	24	1,148	381	33

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	59	38	64	1,049	584	56
2014/15	81	34	42	1,282	674	53
2015/16	61	27	44	1,126	530	47
2016/17	33	11	33	858	372	43
2017/18	49	17	35	1,149	502	44

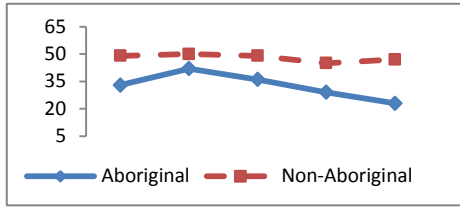
I would like to go to a different school.



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	60	13	22	1,044	117	11
2014/15	79	14	18	1,274	128	10
2015/16	59	16	27	1,092	149	14
2016/17	34	4	12	883	84	10
2017/18	53	12	23	1,240	139	11

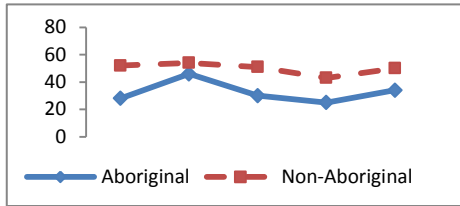
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



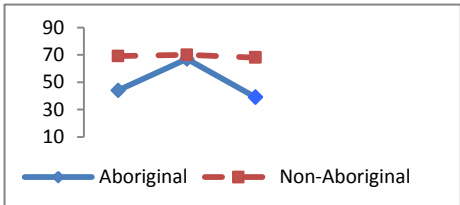
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	36	12	33	1,002	487	49
2014/15	57	24	42	1,179	593	50
2015/16	33	12	36	1,179	572	49
2016/17	28	8	29	734	327	45
2017/18	35	8	23	1,359	636	47

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	36	10	28	987	513	52
2014/15	54	25	46	1,156	622	54
2015/16	33	10	30	1,157	594	51
2016/17	28	7	25	734	319	43
2017/18	35	12	34	1,363	683	50

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	36	16	44	993	681	69
2014/15	55	37	67	1,177	822	70
2015/16	33	13	39	1,166	796	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



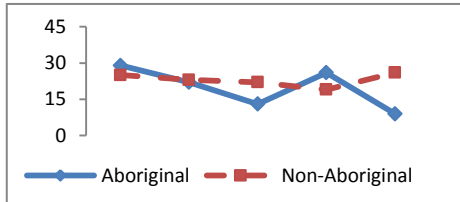
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	28	14 50	727	407 56
2017/18	34	17 50	1,335	858 64

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	34	27	79	965	868	90
2014/15	54	47	87	1,161	1,044	90
2015/16	33	29	88	1,146	1,032	90
2016/17	28	22	79	708	578	82
2017/18	33	30	91	1,304	1,095	84

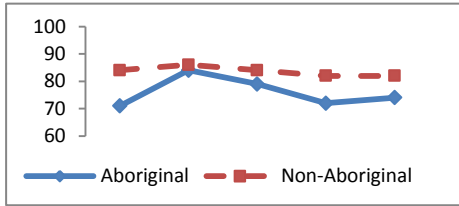
At school, are you being taught about Aboriginal peoples in Canada?



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	34	10	29	966	244	25
2014/15	55	12	22	1,154	263	23
2015/16	32	4	13	1,144	253	22
2016/17	27	7	26	720	138	19
2017/18	33	3	9	1,323	342	26

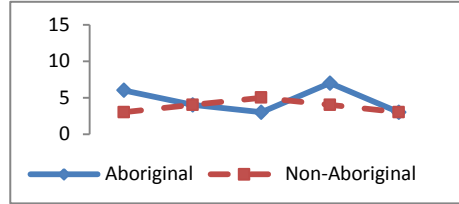
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



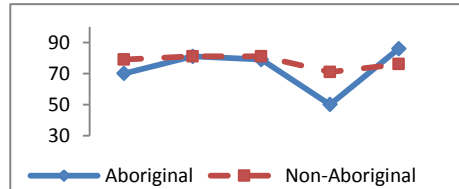
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	35	25 71	999	837 84
2014/15	57	48 84	1,166	1,008 86
2015/16	33	26 79	1,155	968 84
2016/17	29	21 72	719	591 82
2017/18	34	25 74	1,345	1,097 82

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



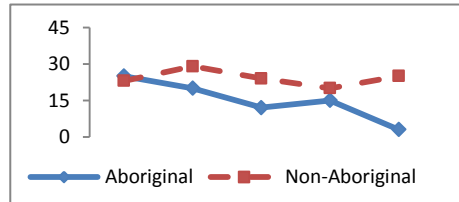
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	36	2 6	990	33 3
2014/15	56	2 4	1,165	48 4
2015/16	31	1 3	1,162	53 5
2016/17	29	2 7	723	31 4
2017/18	34	1 3	1,347	47 3

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



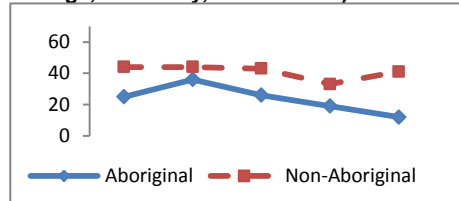
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	37	26 70	999	789 79
2014/15	57	46 81	1,175	946 81
2015/16	34	27 79	1,172	950 81
2016/17	28	14 50	735	519 71
2017/18	35	30 86	1,360	1,028 76

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



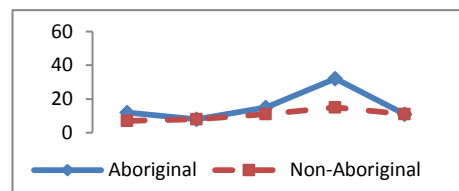
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	36	9 25	983	231 23
2014/15	55	11 20	1,147	330 29
2015/16	34	4 12	1,156	279 24
2016/17	27	4 15	709	142 20
2017/18	33	1 3	1,306	322 25

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	36	9 25	991	439 44
2014/15	56	20 36	1,160	508 44
2015/16	34	9 26	1,158	494 43
2016/17	27	5 19	708	231 33
2017/18	33	4 12	1,299	534 41

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	34	4 12	982	73 7
2014/15	52	4 8	1,150	89 8
2015/16	33	5 15	1,132	119 11
2016/17	28	9 32	734	107 15
2017/18	35	4 11	1,357	149 11

GLOSSARY

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

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

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