



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 045 West Vancouver

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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?

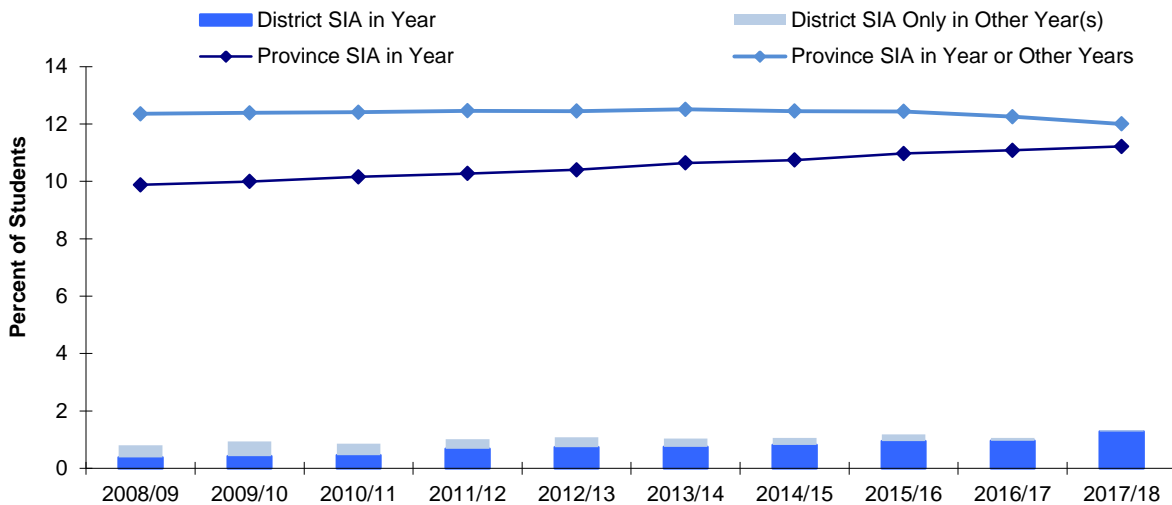
PLEASE NOTE

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	6,890	26	0.4	29	0.4	579,485	57,257	9.9	14,326	2.5
2009/10	6,920	29	0.4	36	0.5	580,480	58,017	10.0	13,887	2.4
2010/11	7,028	32	0.5	28	0.4	579,110	58,834	10.2	13,044	2.3
2011/12	7,203	49	0.7	24	0.3	569,734	58,531	10.3	12,445	2.2
2012/13	7,112	52	0.7	25	0.4	564,529	58,717	10.4	11,569	2.0
2013/14	7,131	53	0.7	21	0.3	558,983	59,502	10.6	10,444	1.9
2014/15	7,268	59	0.8	18	0.2	552,786	59,382	10.7	9,449	1.7
2015/16	7,292	69	0.9	17	0.2	553,376	60,706	11.0	8,109	1.5
2016/17	7,293	70	1.0	7	0.1	557,626	61,799	11.1	6,534	1.2
2017/18	7,343	94	1.3	3	0.0	563,245	63,182	11.2	4,434	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

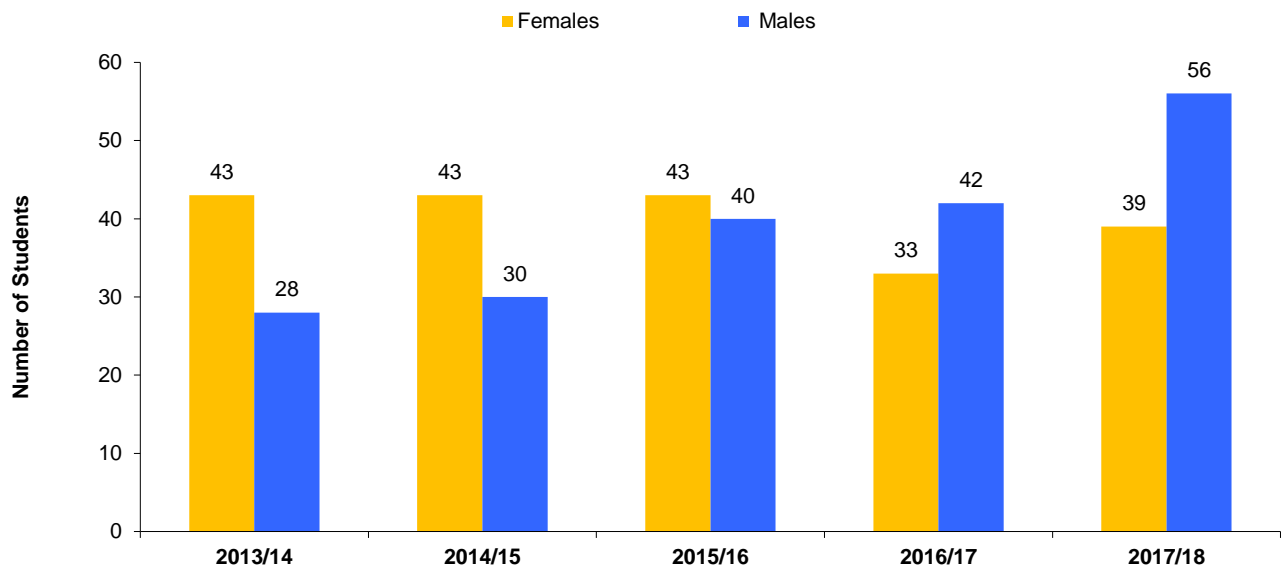
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *		
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males
		#	%	#		#	#	#	
2013/14	7,131	71	1.0	43	0.6	28	69,182	34,363	34,819
2014/15	7,268	73	1.0	43	0.6	30	67,939	33,645	34,294
2015/16	7,292	83	1.1	43	0.6	40	67,749	33,432	34,317
2016/17	7,293	75	1.0	33	0.5	42	67,078	33,137	33,941
2017/18	7,343	95	1.3	39	0.5	56	66,142	32,575	33,567

Number of Aboriginal Students by Gender

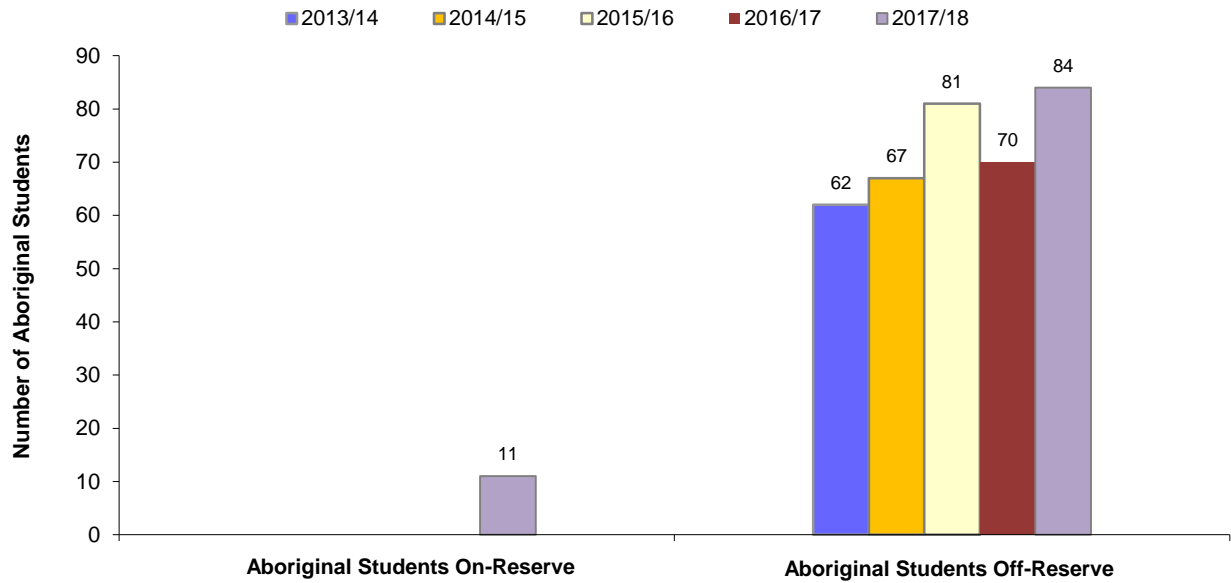


* Public schools only.

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	71	Msk	Msk	Msk	36	26	62	8,812	60,370
2014/15	73	Msk	Msk	Msk	38	29	67	8,143	59,796
2015/16	83	Msk	Msk	Msk	42	39	81	7,694	60,055
2016/17	75	Msk	Msk	Msk	31	39	70	7,285	59,793
2017/18	95	2	9	11	37	47	84	7,820	58,322

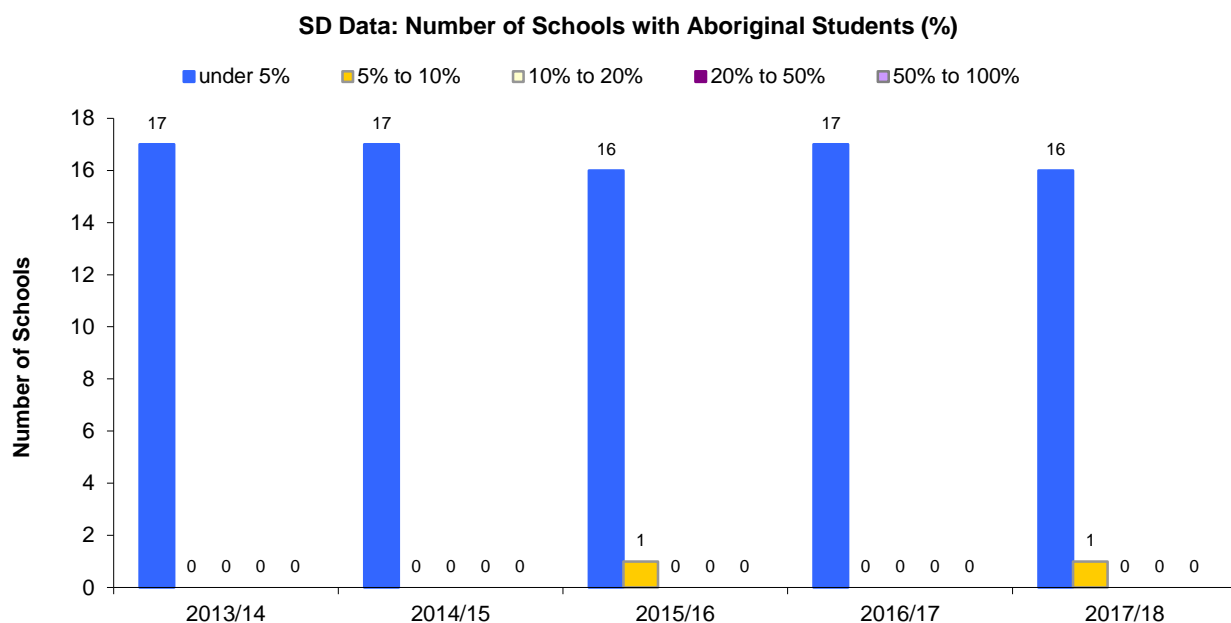
SD Data: Number of Aboriginal Students, On- or Off-Reserve



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

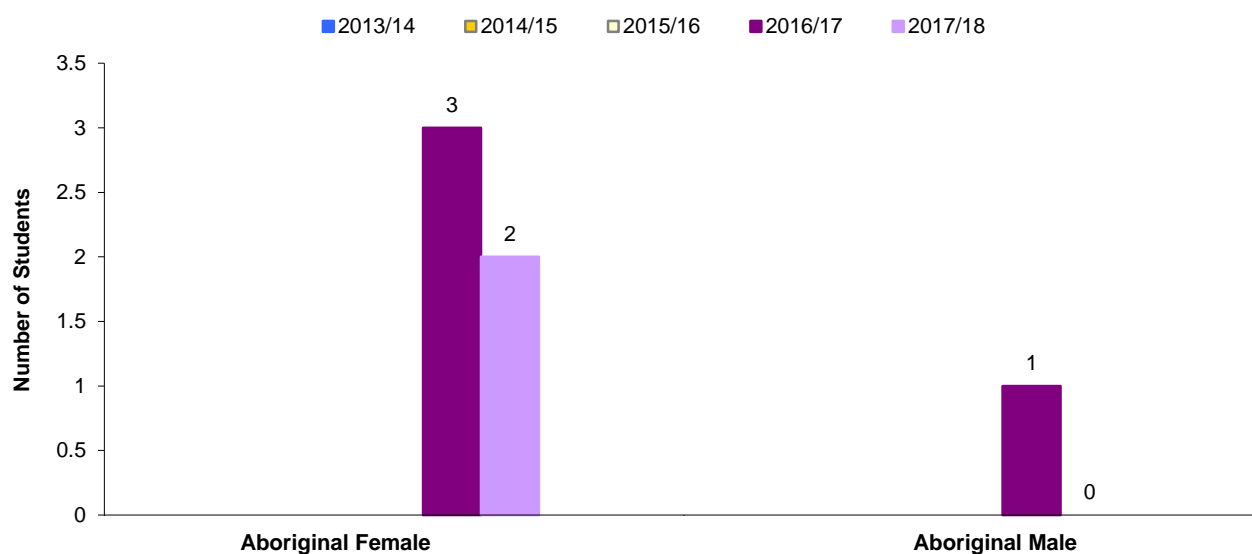


* Public schools only.

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2013/14	-	-	-	-	-	-	-	1,610	1,594	2,033	2,757
2014/15	-	-	-	-	-	-	-	1,595	1,560	1,981	2,618
2015/16	-	-	-	-	-	-	-	1,609	1,527	2,022	2,474
2016/17	19	3	1	4	7	8	15	1,605	1,543	2,037	2,468
2017/18	17	2	0	2	10	5	15	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



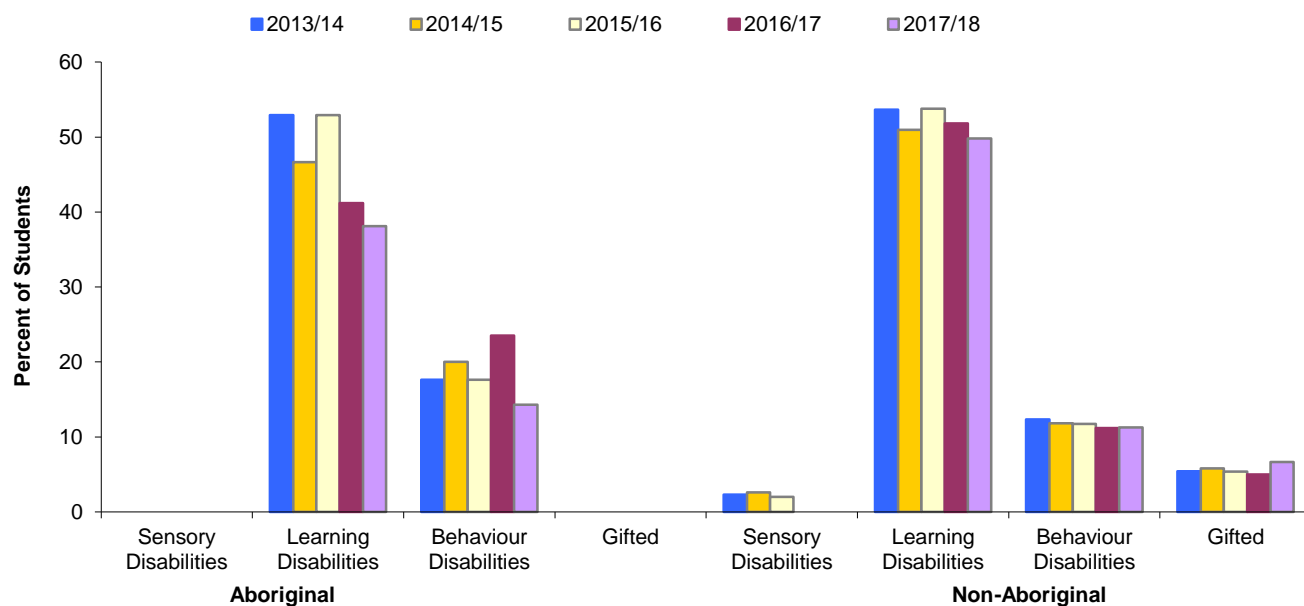
* Public schools only.

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	17	479	0	0	11	2	9	53	257	54	3	18	59	12	0	0	26	5
2014/15	15	465	0	0	12	3	7	47	237	51	3	20	55	12	0	0	27	6
2015/16	17	502	0	0	10	2	9	53	270	54	3	18	59	12	0	0	27	5
2016/17	17	519	Msk	Msk	Msk	Msk	7	41	269	52	4	24	58	11	0	0	26	5
2017/18	21	542	Msk	Msk	Msk	Msk	8	38	270	50	3	14	61	11	0	0	36	7

Percent of Students in Special Needs Performance Reporting Groups



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

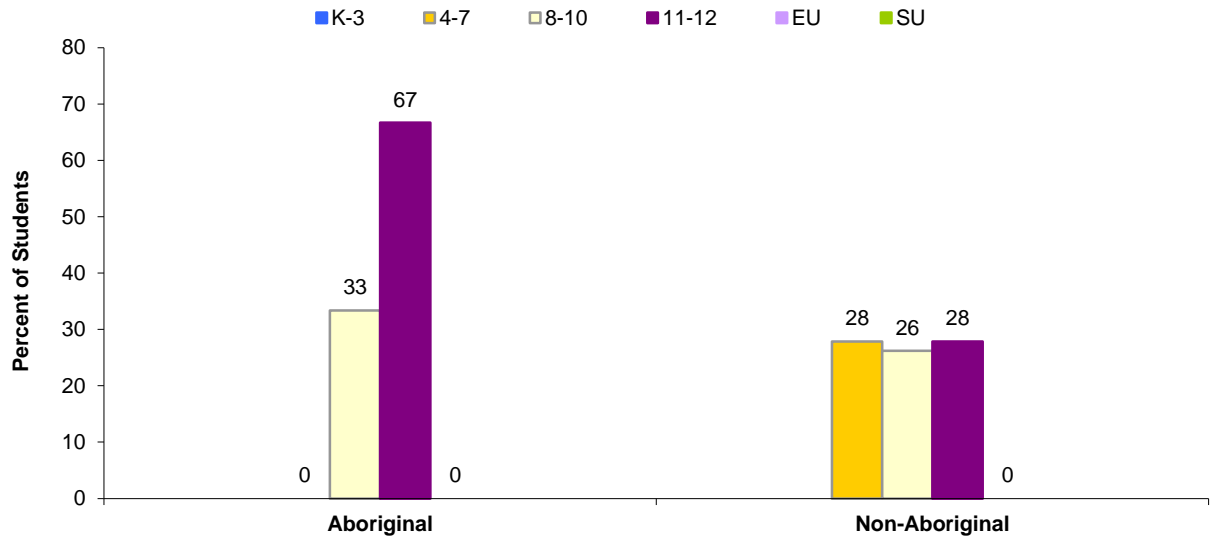
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	3	Msk	Msk	0	0	2	67	1	33	0	0	0	0
2014/15	3	Msk	Msk	0	0	Msk	Msk	2	67	0	0	0	0
2015/16	3	Msk	Msk	0	0	2	67	1	33	0	0	0	0
2016/17	4	Msk	Msk	0	0	Msk	Msk	Msk	Msk	0	0	4	100
2017/18	3	Msk	Msk	0	0	1	33	2	67	0	0	Msk	Msk

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	59	Msk	Msk	18	31	12	20	24	41	0	0	0	0
2014/15	55	Msk	Msk	20	36	Msk	Msk	21	38	0	0	0	0
2015/16	59	Msk	Msk	17	29	8	14	25	42	0	0	0	0
2016/17	58	Msk	Msk	19	33	Msk	Msk	Msk	Msk	0	0	14	24
2017/18	61	Msk	Msk	17	28	16	26	17	28	0	0	Msk	Msk

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.

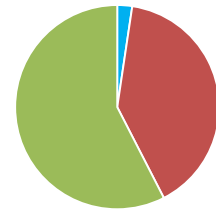
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Extending	
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

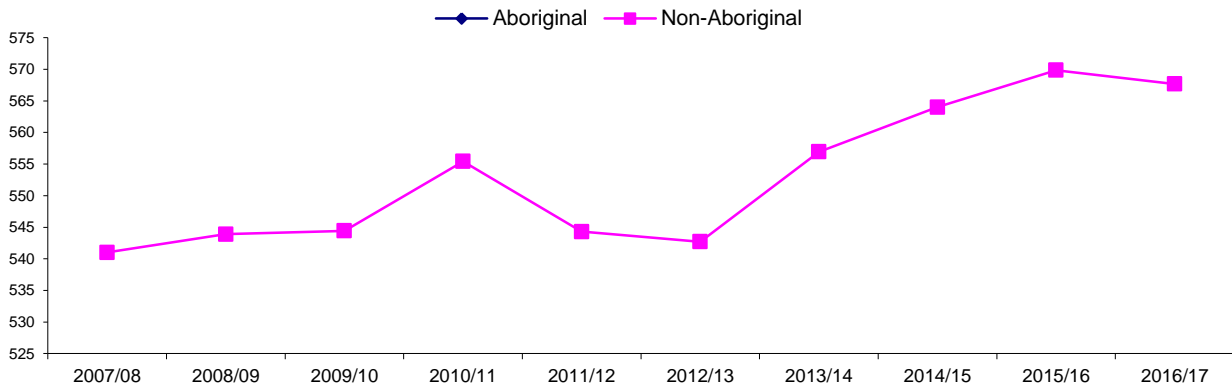
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	413	87	12	3	278	67	123	30
2014/15	412	86	12	3	260	63	140	34
2015/16	409	89	9	2	246	60	154	38
2016/17	427	90	10	2	281	66	136	32
			Emerging		On Track		Extending	
2017/18	424	88	10	2	170	40	244	58



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

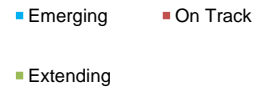


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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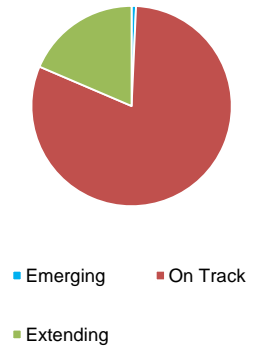
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Exceeding	
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

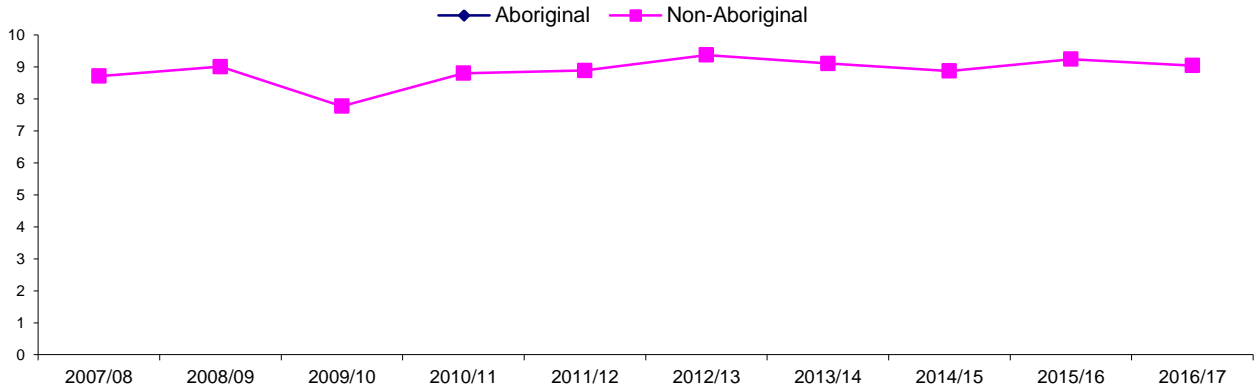


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	410	86	1	0	323	79	86	21
2014/15	408	86	0	0	347	85	61	15
2015/16	405	88	1	0	310	77	94	23
2016/17	427	90	3	1	359	84	65	15
			Emerging		On Track		Exceeding	
2017/18	420	87	3	1	339	81	78	19



Average FSA Score - Grade 4 Writing

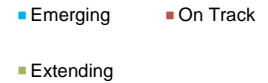


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

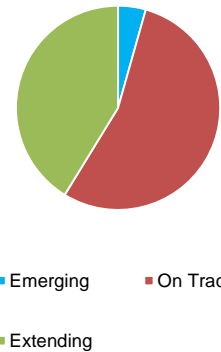
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Exceeding	
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

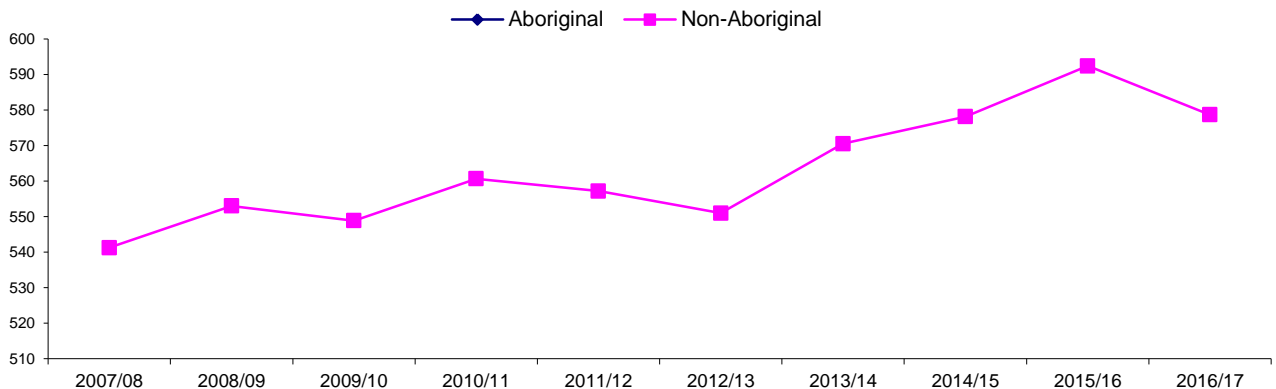


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	420	88	18	4	260	62	142	34
2014/15	414	87	10	2	272	66	132	32
2015/16	415	91	11	3	232	56	172	41
2016/17	431	91	10	2	269	62	152	35
			Emerging		On Track		Exceeding	
2017/18	434	90	19	4	236	54	179	41



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

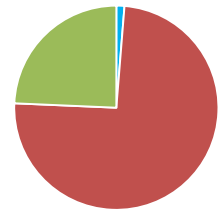
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Extending	
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

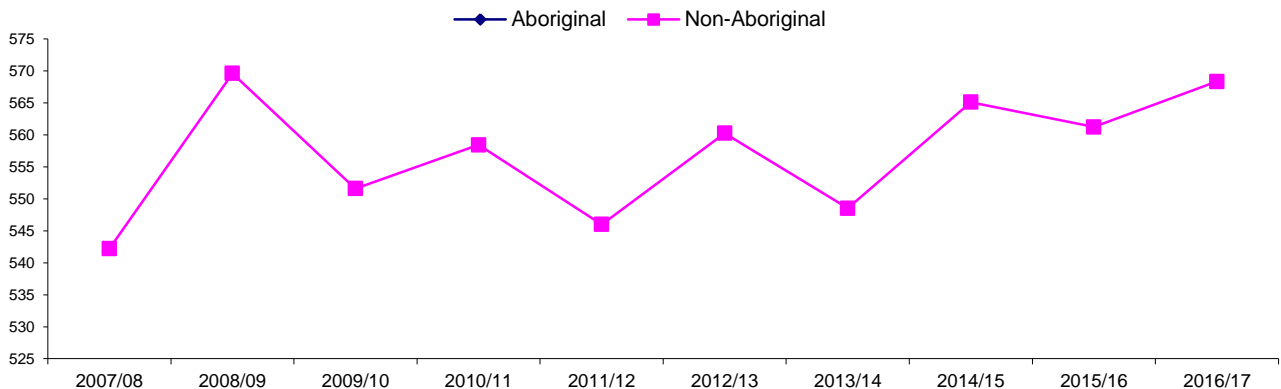
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	479	92	25	5	329	69	125	26
2014/15	453	90	18	4	290	64	145	32
2015/16	492	91	17	3	333	68	142	29
2016/17	453	91	14	3	286	63	153	34
			Emerging		On Track		Extending	
2017/18	469	91	6	1	349	74	114	24

■ Emerging ■ On Track ■ Extending



Average FSA Scaled Score - Grade 7 Reading

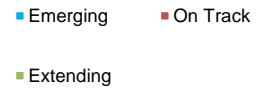


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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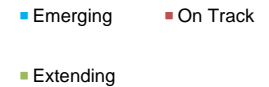
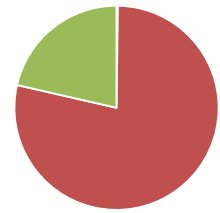
GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Exceeding	
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

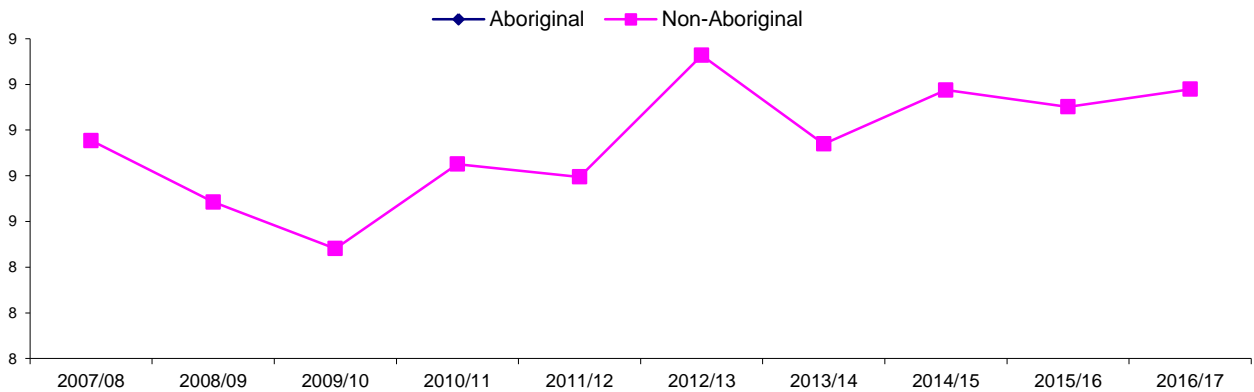


GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	478	91	6	1	402	84	70	15
2014/15	451	90	0	0	368	82	83	18
2015/16	490	91	0	0	413	84	77	16
2016/17	448	90	2	0	364	81	82	18
			Emerging		On Track		Exceeding	
2017/18	467	90	1	0	366	78	100	21



Average FSA Score - Grade 7 Writing

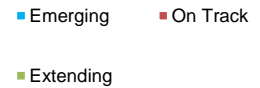


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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.

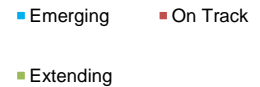
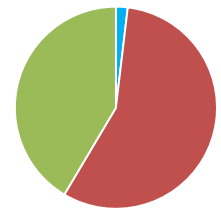
GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
			Emerging		On Track		Exceeding	
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

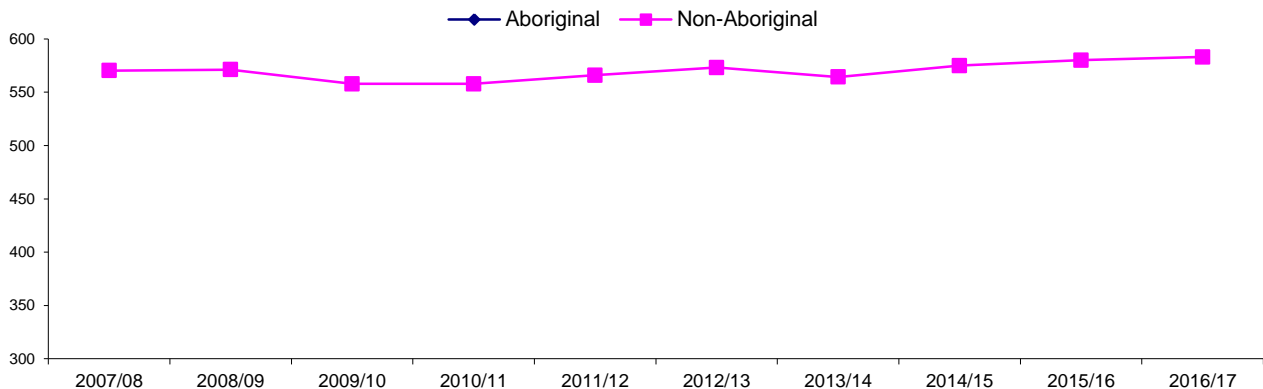


GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	491	94	19	4	324	66	148	30
2014/15	460	92	21	5	271	59	168	37
2015/16	504	94	17	3	304	60	183	36
2016/17	457	91	16	4	268	59	173	38
			Emerging		On Track		Exceeding	
2017/18	480	93	9	2	272	57	199	41



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).

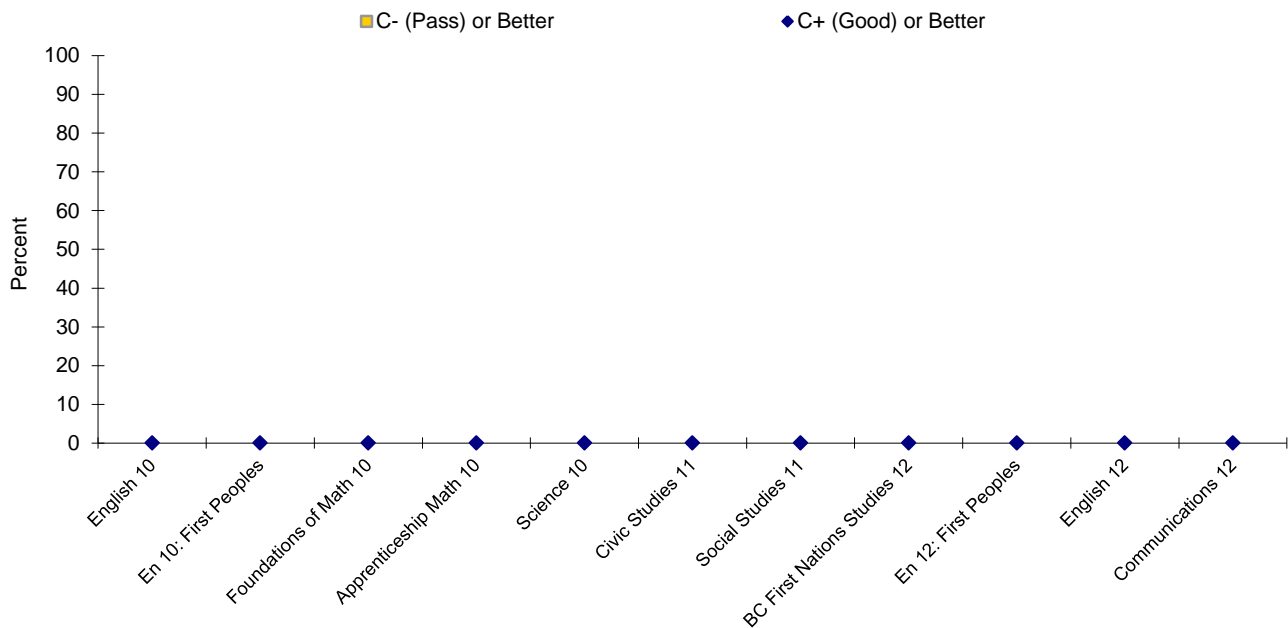
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	Msk	Msk	Msk	Msk	Msk	734	727	99	597	81
Communications 12	Msk	Msk	Msk	Msk	Msk	69	65	94	38	55

Final Marks Overview: Aboriginal Results 2017/18

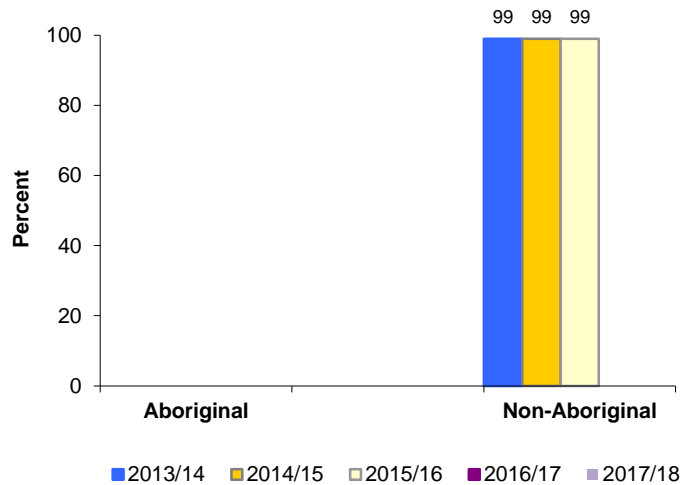


FINAL MARKS: ENGLISH 10

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	Msk	Msk	Msk	Msk	Msk	708	703	99	584	82
2014/15	Msk	Msk	Msk	Msk	Msk	717	708	99	560	78
2015/16	Msk	Msk	Msk	Msk	Msk	801	794	99	652	81
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	Msk	6	Msk	Msk	708	779	643	65	
2014/15	Msk	4	Msk	Msk	717	730	615	102	
2015/16	Msk	11	Msk	Msk	801	816	726	75	
2016/17	-	4	-	-	-	726	-	-	
2017/18	-	10	-	-	-	679	-	-	

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.

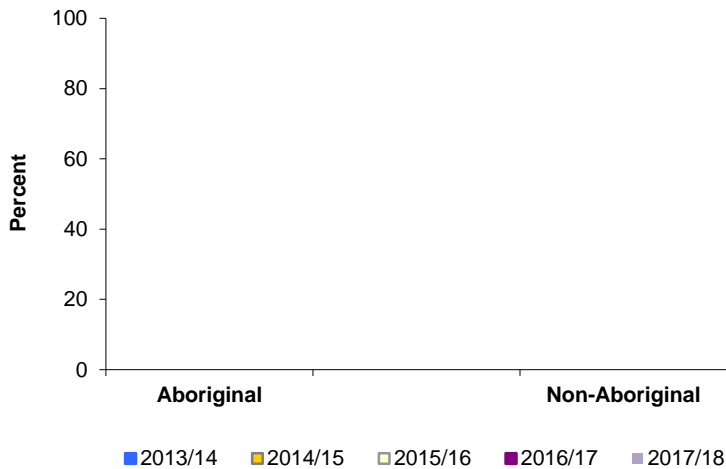
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	6	-	-	-	779	-	-
2014/15	-	4	-	-	-	730	-	-
2015/16	-	11	-	-	-	816	-	-
2016/17	-	4	-	-	-	726	-	-
2017/18	-	10	-	-	-	679	-	-

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



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

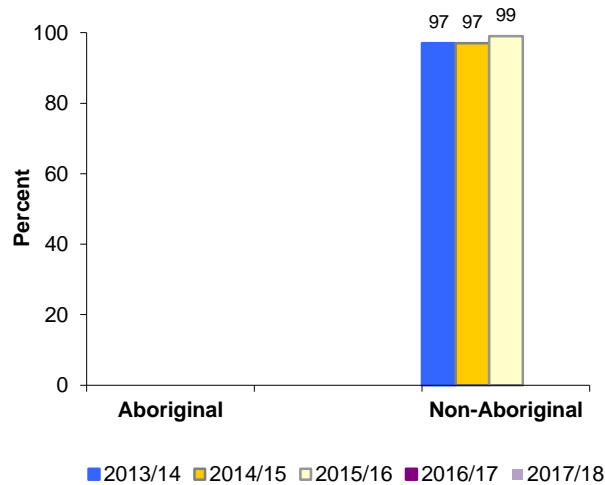
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	679	661	97	494	73
2014/15	Msk	Msk	Msk	Msk	Msk	634	613	97	468	74
2015/16	Msk	Msk	Msk	Msk	Msk	712	702	99	529	74
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	Msk	6	Msk	Msk	679	779	613	66
2014/15	Msk	4	Msk	Msk	634	730	551	83
2015/16	Msk	11	Msk	Msk	712	816	640	72
2016/17	-	4	-	-	-	726	-	-
2017/18	-	10	-	-	-	679	-	-

**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.

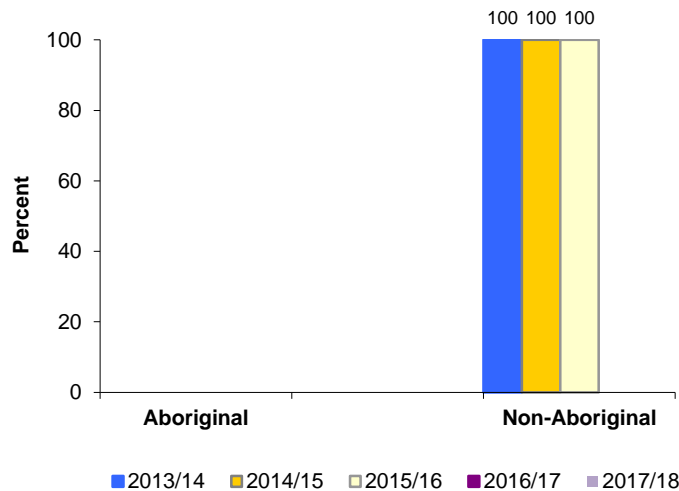
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	27	27	100	13	48
2014/15	Msk	Msk	Msk	Msk	Msk	34	34	100	15	44
2015/16	Msk	Msk	Msk	Msk	Msk	41	41	100	22	54
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	Msk	6	Msk	Msk	27	779	22	5
2014/15	Msk	4	Msk	Msk	34	730	28	6
2015/16	Msk	11	Msk	Msk	41	816	33	8
2016/17	-	4	-	-	-	726	-	-
2017/18	-	10	-	-	-	679	-	-

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.

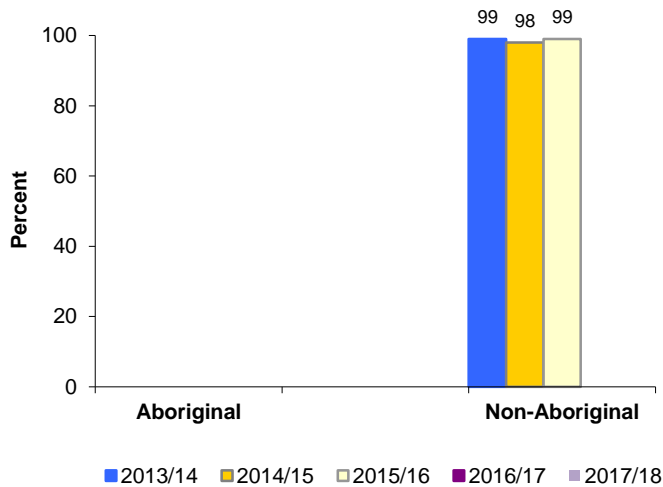
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	700	696	99	541	77
2014/15	Msk	Msk	Msk	Msk	Msk	669	654	98	511	76
2015/16	Msk	Msk	Msk	Msk	Msk	757	747	99	593	78
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	Msk	6	Msk	Msk	700	779	675	25	
2014/15	Msk	4	Msk	Msk	669	730	644	25	
2015/16	Msk	11	Msk	Msk	757	816	725	32	
2016/17	-	4	-	-	-	726	-	-	
2017/18	-	10	-	-	-	679	-	-	

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.

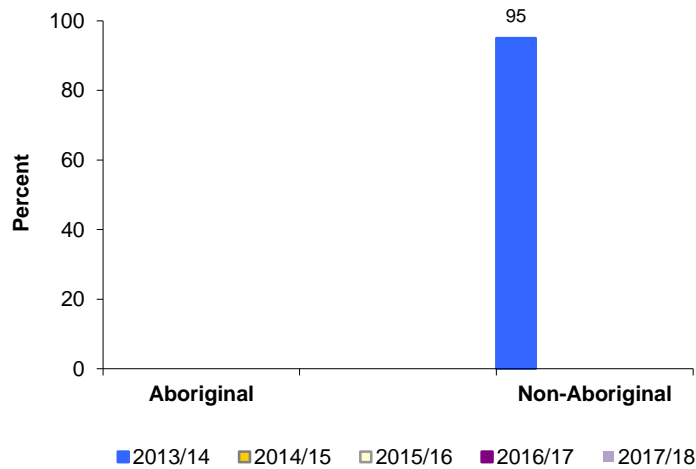
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	-	-	-	-	19	18	95	14	74
2014/15	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #
2013/14	-	6	-	-	19	838	14	5
2014/15	-	7	-	-	Msk	858	Msk	Msk
2015/16	-	7	-	-	-	793	-	-
2016/17	-	7	-	-	-	811	-	-
2017/18	-	10	-	-	-	758	-	-

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.

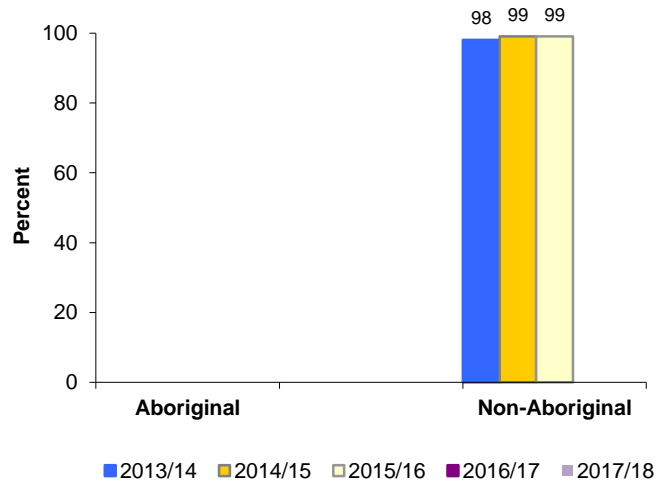
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	Msk	Msk	Msk	Msk	Msk	610	596	98	468	77
2014/15	Msk	Msk	Msk	Msk	Msk	611	607	99	475	78
2015/16	Msk	Msk	Msk	Msk	Msk	663	657	99	527	79
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #
2013/14	Msk	6	Msk	Msk	610	838	548	62
2014/15	Msk	7	Msk	Msk	611	858	573	38
2015/16	Msk	7	Msk	Msk	663	793	603	60
2016/17	-	7	-	-	-	811	-	-
2017/18	-	10	-	-	-	758	-	-

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.

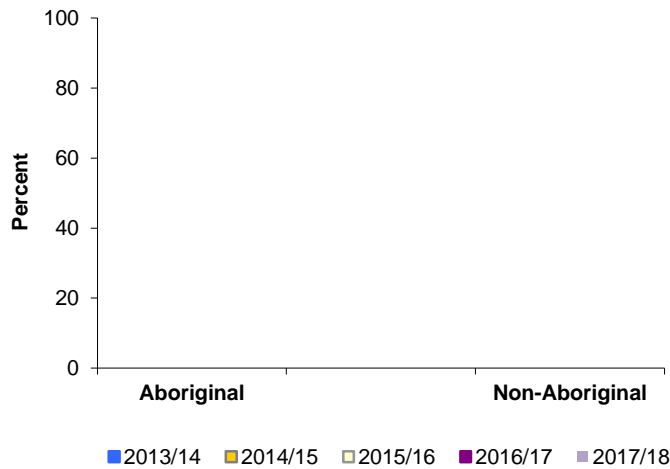
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	-	5	-	-	-	709	-	-	
2014/15	-	4	-	-	Msk	739	Msk	Msk	
2015/16	-	6	-	-	-	738	-	-	
2016/17	-	7	-	-	-	711	-	-	
2017/18	-	7	-	-	-	777	-	-	

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



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

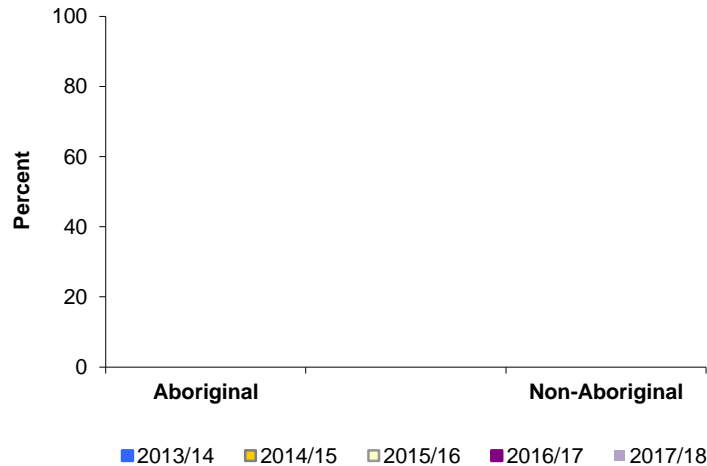
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark	
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #
2013/14	-	5	-	-	-	709	-	-
2014/15	-	4	-	-	-	739	-	-
2015/16	-	6	-	-	-	738	-	-
2016/17	-	7	-	-	-	711	-	-
2017/18	-	7	-	-	-	777	-	-

**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.

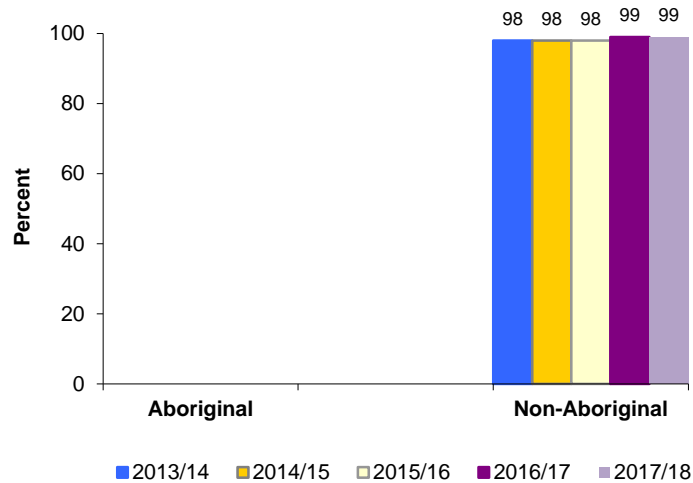
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	Msk	Msk	Msk	Msk	Msk	662	649	98	532	80
2014/15	Msk	Msk	Msk	Msk	Msk	675	660	98	544	81
2015/16	Msk	Msk	Msk	Msk	Msk	660	648	98	526	80
2016/17	Msk	Msk	Msk	Msk	Msk	662	656	99	530	80
2017/18	Msk	Msk	Msk	Msk	Msk	734	727	99	597	81

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	5	Msk	Msk	662	709	641	21	
2014/15	Msk	4	Msk	Msk	675	739	668	7	
2015/16	Msk	6	Msk	Msk	660	738	645	15	
2016/17	Msk	7	Msk	Msk	662	711	653	9	
2017/18	Msk	7	-	-	734	777	-	-	

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.

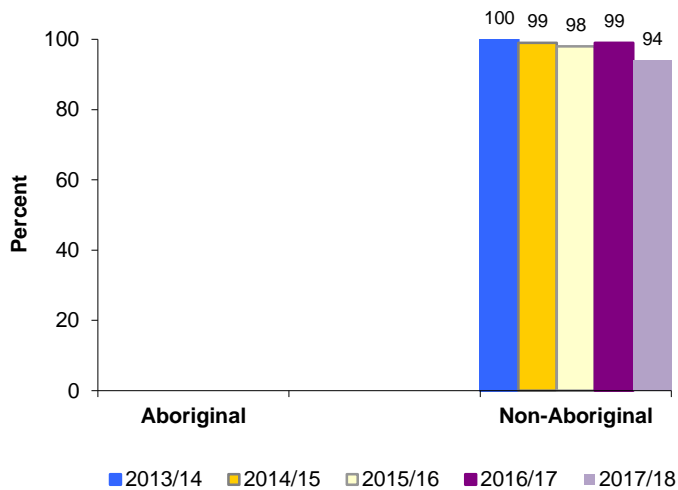
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	68	68	100	41	60
2014/15	Msk	Msk	Msk	Msk	Msk	74	73	99	41	55
2015/16	Msk	Msk	Msk	Msk	Msk	107	105	98	69	64
2016/17	Msk	Msk	Msk	Msk	Msk	88	87	99	59	67
2017/18	Msk	Msk	Msk	Msk	Msk	69	65	94	38	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	-	5	-	-	68	709	67	1		
2014/15	Msk	4	Msk	Msk	74	739	70	4		
2015/16	Msk	6	Msk	Msk	107	738	102	5		
2016/17	Msk	7	Msk	Msk	88	711	84	4		
2017/18	Msk	7	-	-	69	777	-	-		

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.

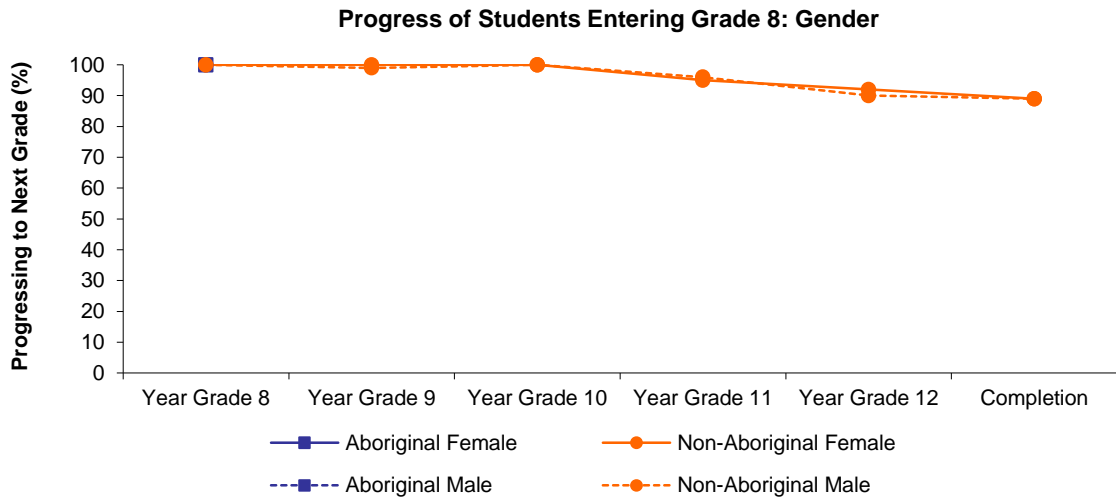
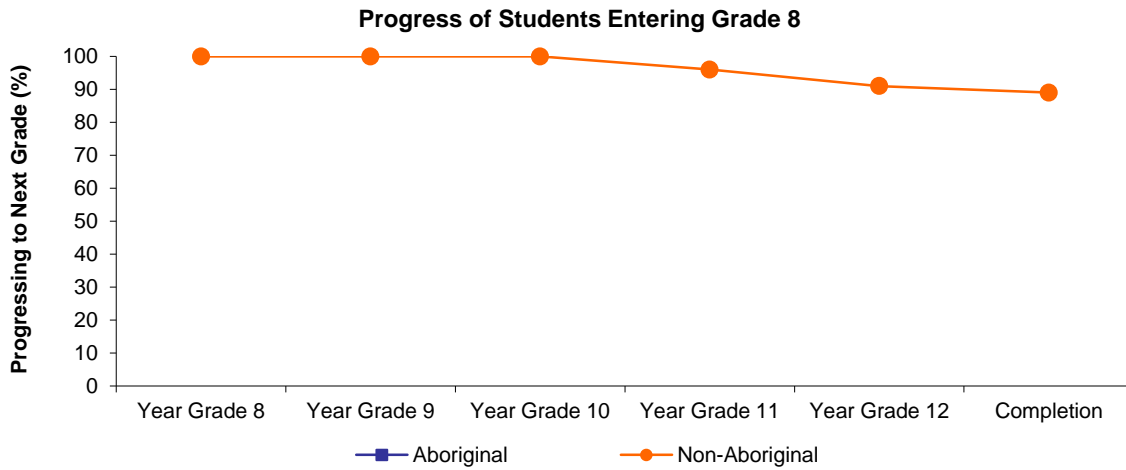
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	Msk	Msk	100	100	100	100
	Grade 9	Msk	Msk	-	100	100	99
	Grade 10	Msk	Msk	Msk	100	100	100
	Grade 11	Msk	Msk	Msk	96	95	96
	Grade 12	Msk	Msk	Msk	91	92	90
2017/18	Completion	Msk	Msk	Msk	89	89	89



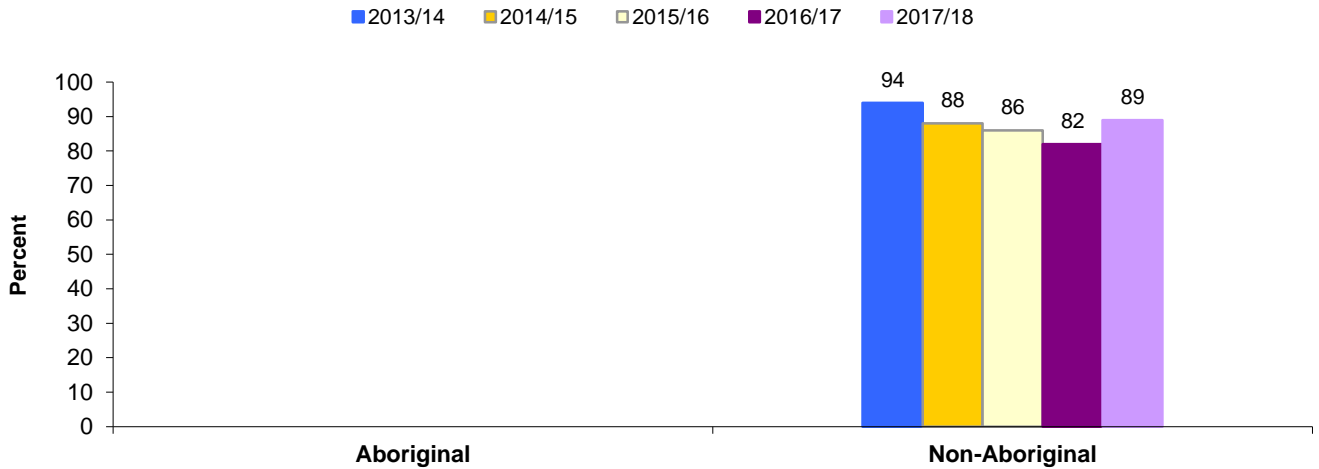
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

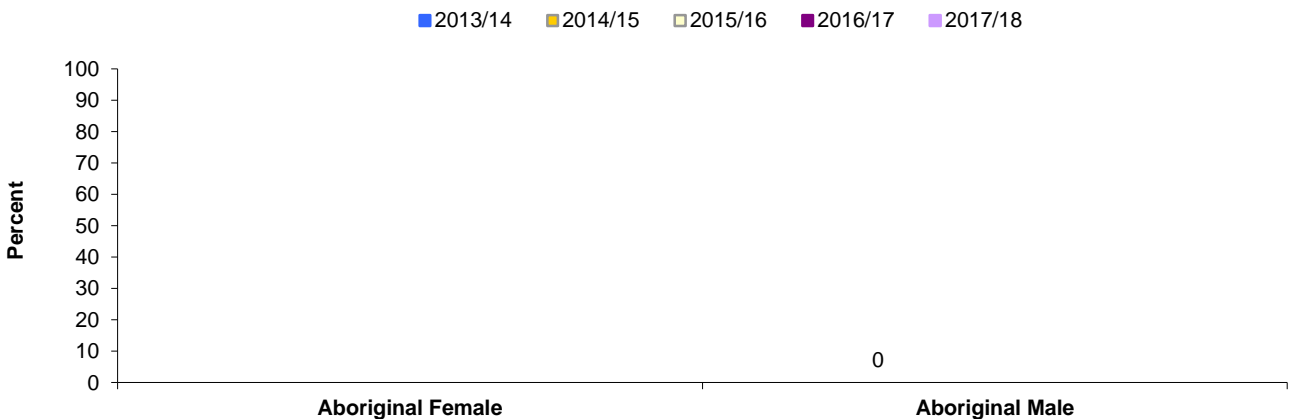
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	Msk	Msk	0	94	95	93
2014/15	Msk	Msk	Msk	88	91	85
2015/16	Msk	Msk	Msk	86	85	87
2016/17	Msk	Msk	Msk	82	80	85
2017/18	Msk	Msk	Msk	89	89	89

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).

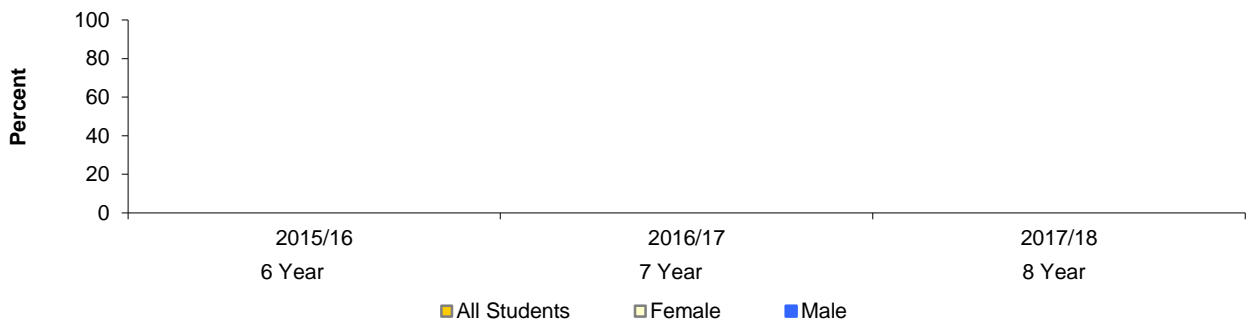
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

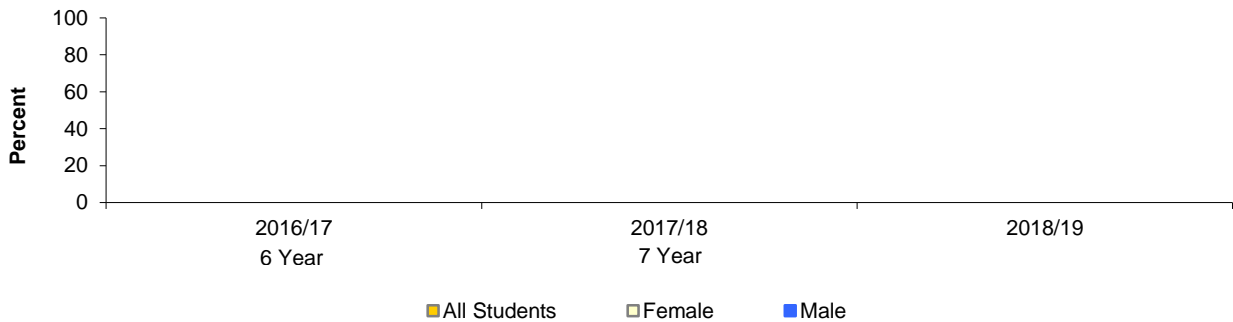
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2011/12	Msk	Msk	Msk	Msk	Msk	Msk	-	-	-
2012/13	Msk	Msk	Msk	-	-	-	-	-	-

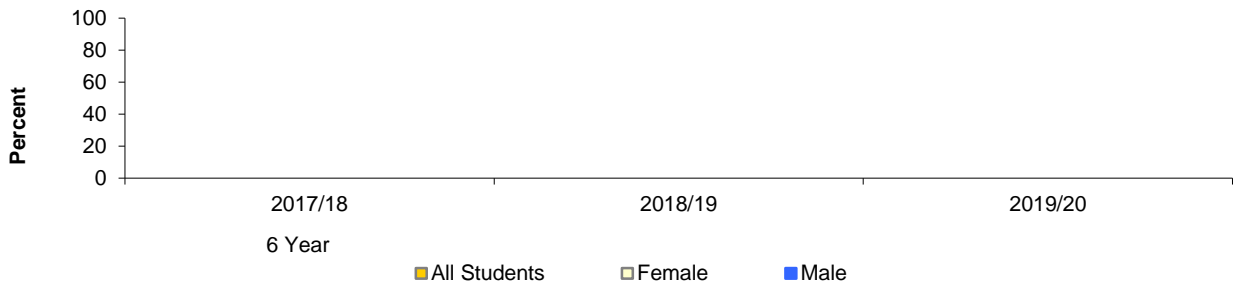
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	5	0	-	708	Msk	Msk
2014/15	4	Msk	Msk	725	Msk	Msk
2015/16	6	0	-	724	Msk	Msk
2016/17	7	0	-	704	Msk	Msk
2017/18	7	0	-	771	Msk	Msk

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	5	Msk	Msk	708	669	94
2014/15	4	Msk	Msk	725	676	93
2015/16	6	Msk	Msk	724	675	93
2016/17	7	Msk	Msk	704	671	95
2017/18	7	Msk	Msk	771	739	96

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	-	-	-	-	-	-
2014/15	4	0	-	725	Msk	Msk
2015/16	6	Msk	Msk	724	Msk	Msk
2016/17	7	0	-	704	Msk	Msk
2017/18	7	0	-	771	Msk	Msk

* 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	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	Msk

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	71	Msk	Msk
2014/15	73	Msk	Msk
2015/16	83	Msk	Msk
2016/17	75	Msk	Msk
2017/18	95	Msk	Msk

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

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	-	-	-	-	-	-	-
2014/15	Msk	-	-	-	Msk	Msk	Msk
2015/16	Msk	-	-	-	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-
2017/18	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	8	100	-	-	-	-	Msk	Msk	-	-		
Non-Aboriginal	721	100	17	2.4	6	0.8	5	0.7	2	0.3		

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	2	100	Msk	Msk	-	-	-	-	-	-		
Non-Aboriginal	331	100	1	0.3	2	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	8	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	721	100	8	1.1	4	0.6	2	0.3	2	0.3		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	2	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	331	100	-	-	-	-	1	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	8	100	Msk	Msk	-	-	-	-	Msk	Msk
Non-Aboriginal	721	100	229	31.8	16	2.2	7	1.0	2	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	2	100	-	-	-	-	-	-	-	-
Non-Aboriginal	331	100	-	-	1	0.3	1	0.3	2	0.6

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	8	100	-	-	-	-	-	-	-	-
Non-Aboriginal	721	100	82	11.4	14	1.9	10	1.4	2	0.3

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Teaching-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	2	100	-	-	-	-	-	-	-	-
Non-Aboriginal	331	100	2	0.6	-	-	-	-	-	-

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

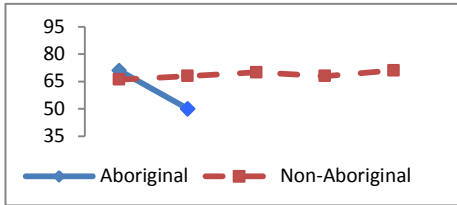
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

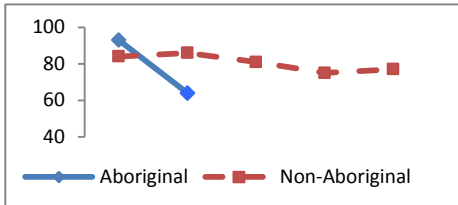
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



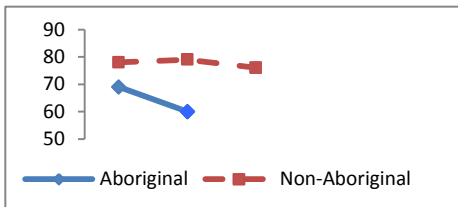
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	14	10	71	438	288	66
2014/15	10	5	50	454	310	68
2015/16	Msk	Msk	Msk	430	301	70
2016/17	Msk	Msk	Msk	431	291	68
2017/18	Msk	Msk	Msk	442	313	71

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	14	13	93	428	361	84
2014/15	11	7	64	426	367	86
2015/16	Msk	Msk	Msk	406	329	81
2016/17	Msk	Msk	Msk	431	322	75
2017/18	Msk	Msk	Msk	441	340	77

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



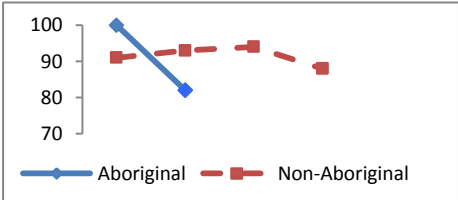
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	13	9	69	443	346	78
2014/15	10	6	60	446	352	79
2015/16	Msk	Msk	Msk	428	327	76
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



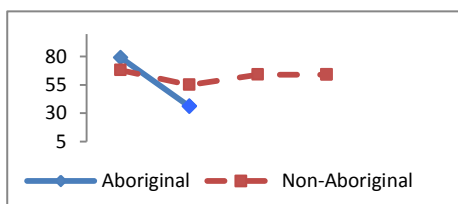
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	Msk	Msk	Msk	425	245	58
2017/18	-	-	-	-	-	-

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	14	14	100	432	393	91
2014/15	11	9	82	440	407	93
2015/16	Msk	Msk	Msk	422	395	94
2016/17	Msk	Msk	Msk	419	369	88
2017/18	-	-	-	-	-	-

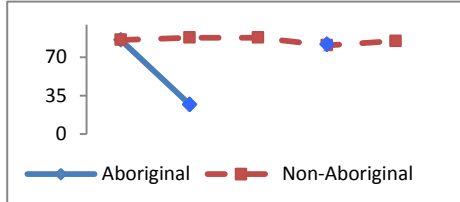
At school, are you being taught about Aboriginal peoples in Canada?



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	14	11	79	433	293	68
2014/15	11	4	36	437	241	55
2015/16	Msk	Msk	Msk	429	273	64
2016/17	Msk	Msk	Msk	424	271	64
2017/18	-	-	-	-	-	-

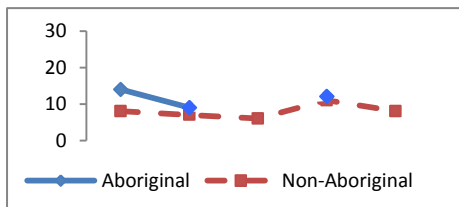
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



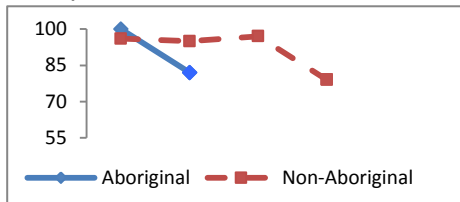
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	12	86	443	380	86
2014/15	11	3	27	435	381	88
2015/16	Msk	Msk	Msk	424	374	88
2016/17	17	14	82	409	332	81
2017/18	Msk	Msk	Msk	439	374	85

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



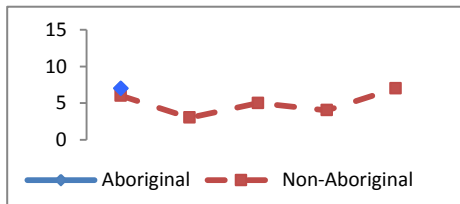
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	2	14	427	35	8
2014/15	11	1	9	438	30	7
2015/16	Msk	Msk	Msk	416	23	6
2016/17	17	2	12	411	46	11
2017/18	Msk	Msk	Msk	439	33	8

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	14	14	100	438	419	96
2014/15	11	9	82	450	426	95
2015/16	Msk	Msk	Msk	430	416	97
2016/17	Msk	Msk	Msk	431	342	79
2017/18	-	-	-	-	-	-

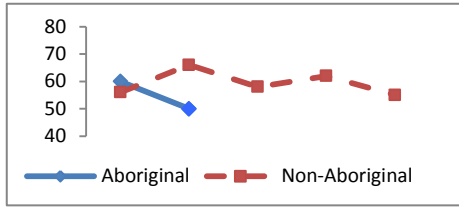
I would like to go to a different school.



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	14	1	7	434	27	6
2014/15	Msk	Msk	Msk	430	12	3
2015/16	Msk	Msk	Msk	411	19	5
2016/17	Msk	Msk	Msk	430	17	4
2017/18	Msk	Msk	Msk	443	29	7

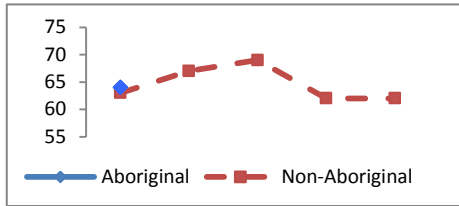
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



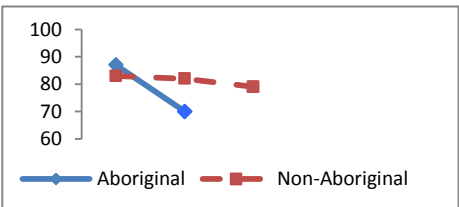
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	15	9	60	462	260	56
2014/15	10	5	50	459	301	66
2015/16	Msk	Msk	Msk	469	272	58
2016/17	Msk	Msk	Msk	457	282	62
2017/18	Msk	Msk	Msk	458	252	55

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	14	9	64	453	287	63
2014/15	Msk	Msk	Msk	445	299	67
2015/16	Msk	Msk	Msk	460	316	69
2016/17	Msk	Msk	Msk	458	283	62
2017/18	Msk	Msk	Msk	459	286	62

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



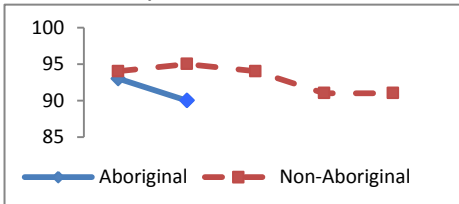
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	15	13	87	457	378	83
2014/15	10	7	70	455	374	82
2015/16	Msk	Msk	Msk	468	369	79
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



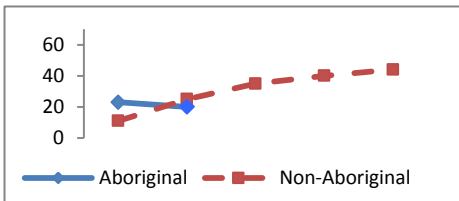
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	#	#	%
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	Msk	Msk	457	262
2017/18	Msk	Msk	455	262

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	14	13	93	453	424	94
2014/15	10	9	90	458	434	95
2015/16	Msk	Msk	Msk	467	440	94
2016/17	Msk	Msk	Msk	453	413	91
2017/18	Msk	Msk	Msk	454	414	91

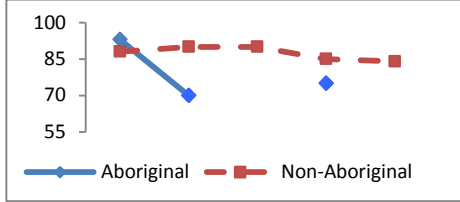
At school, are you being taught about Aboriginal peoples in Canada?



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	13	3	23	444	47	11
2014/15	10	2	20	449	111	25
2015/16	Msk	Msk	Msk	465	163	35
2016/17	Msk	Msk	Msk	452	182	40
2017/18	Msk	Msk	Msk	458	203	44

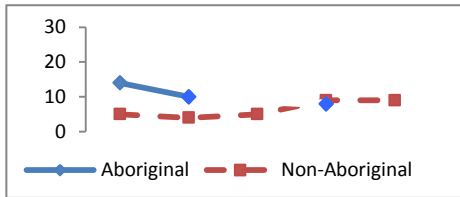
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



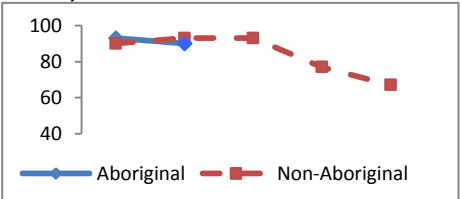
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	13	93	458	401	88
2014/15	10	7	70	454	407	90
2015/16	Msk	Msk	Msk	464	416	90
2016/17	12	9	75	447	380	85
2017/18	Msk	Msk	Msk	456	383	84

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



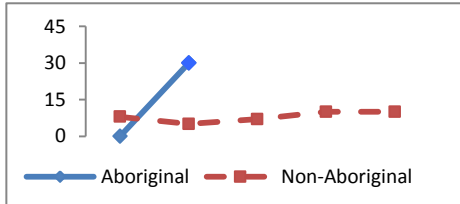
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	2	14	452	21	5
2014/15	10	1	10	457	20	4
2015/16	Msk	Msk	Msk	459	24	5
2016/17	12	1	8	445	42	9
2017/18	Msk	Msk	Msk	457	43	9

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	15	14	93	456	412	90
2014/15	10	9	90	454	420	93
2015/16	Msk	Msk	Msk	462	430	93
2016/17	Msk	Msk	Msk	456	351	77
2017/18	Msk	Msk	Msk	457	307	67

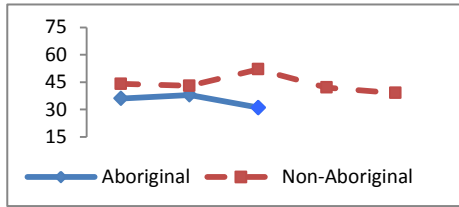
I would like to go to a different school.



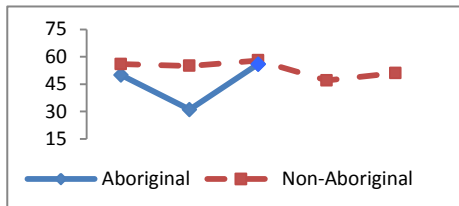
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	0	0	457	38	8
2014/15	10	3	30	445	23	5
2015/16	Msk	Msk	Msk	459	34	7
2016/17	Msk	Msk	Msk	454	47	10
2017/18	Msk	Msk	Msk	455	45	10

STUDENT LEARNING SURVEY RESULTS, GRADE 10

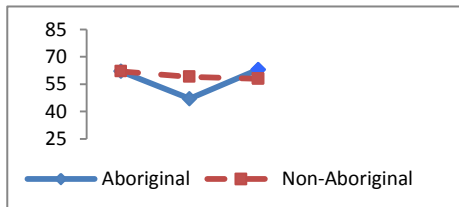
Do you like school?



Do adults in the school treat all students fairly?



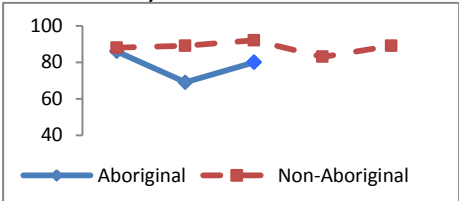
Do your teachers help you with your schoolwork when you need it?



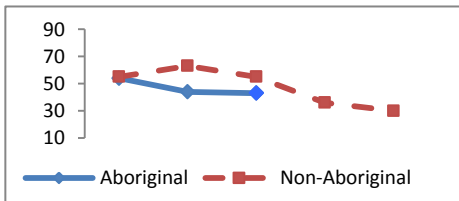
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	14		5	36	628		274	44
2014/15	16		6	38	557		241	43
2015/16	16		5	31	590		308	52
2016/17	Msk		Msk	Msk	638		265	42
2017/18	Msk		Msk	Msk	507		199	39

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	14		7	50	619		344	56
2014/15	16		5	31	545		300	55
2015/16	16		9	56	578		335	58
2016/17	Msk		Msk	Msk	635		301	47
2017/18	Msk		Msk	Msk	506		257	51

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	13		8	62	634		396	62
2014/15	15		7	47	553		325	59
2015/16	16		10	63	583		340	58
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

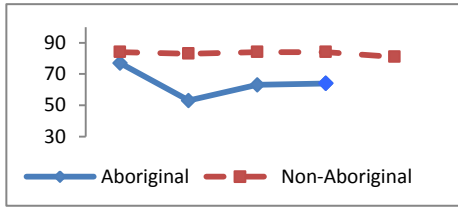
School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	Msk		Msk	Msk	638		317	50
2017/18	Msk		Msk	Msk	506		268	53

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	14		12	86	622		548	88
2014/15	16		11	69	551		493	89
2015/16	15		12	80	583		535	92
2016/17	Msk		Msk	Msk	630		525	83
2017/18	Msk		Msk	Msk	498		441	89

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	13		7	54	625		345	55
2014/15	16		7	44	551		345	63
2015/16	14		6	43	585		322	55
2016/17	Msk		Msk	Msk	639		231	36
2017/18	Msk		Msk	Msk	504		150	30

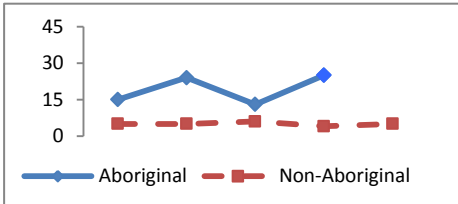
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



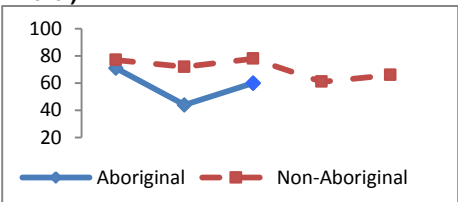
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	13	10	77	627	529	84
2014/15	17	9	53	555	461	83
2015/16	16	10	63	578	486	84
2016/17	14	9	64	580	485	84
2017/18	Msk	Msk	Msk	504	409	81

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



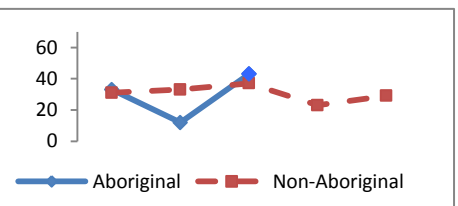
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	13	2	15	623	34	5
2014/15	17	4	24	549	25	5
2015/16	16	2	13	581	33	6
2016/17	16	4	25	582	25	4
2017/18	Msk	Msk	Msk	506	24	5

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



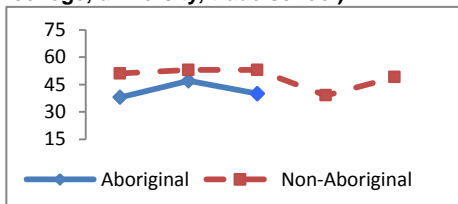
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	14	10	71	629	487	77
2014/15	18	8	44	558	402	72
2015/16	15	9	60	589	459	78
2016/17	Msk	Msk	Msk	637	390	61
2017/18	Msk	Msk	Msk	506	336	66

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



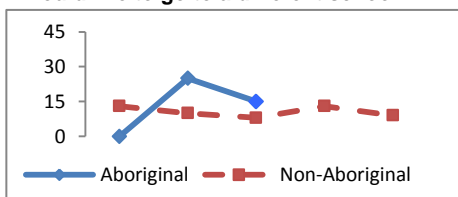
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	12	4	33	626	195	31
2014/15	17	2	12	536	175	33
2015/16	14	6	43	578	211	37
2016/17	Msk	Msk	Msk	632	143	23
2017/18	Msk	Msk	Msk	499	143	29

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	13	5	38	624	317	51
2014/15	17	8	47	548	291	53
2015/16	15	6	40	580	310	53
2016/17	Msk	Msk	Msk	632	244	39
2017/18	Msk	Msk	Msk	499	243	49

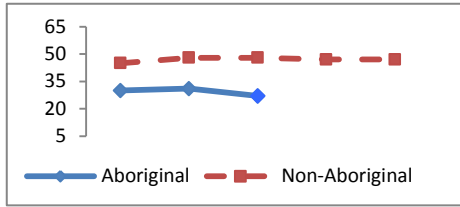
I would like to go to a different school.



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	12	0	0	613	80	13
2014/15	16	4	25	546	54	10
2015/16	13	2	15	565	46	8
2016/17	Msk	Msk	Msk	634	83	13
2017/18	Msk	Msk	Msk	504	46	9

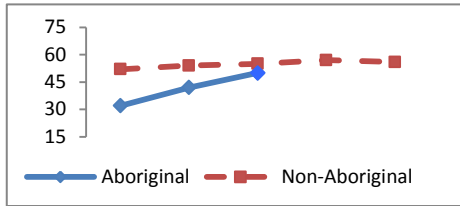
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



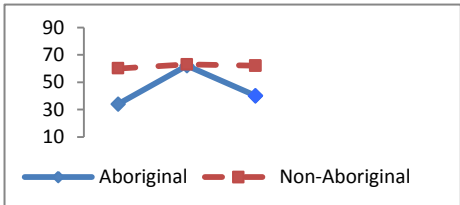
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	30	9	30	509	229	45
2014/15	13	4	31	512	246	48
2015/16	15	4	27	558	266	48
2016/17	Msk	Msk	Msk	559	264	47
2017/18	Msk	Msk	Msk	570	270	47

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	28	9	32	504	263	52
2014/15	12	5	42	502	272	54
2015/16	14	7	50	541	297	55
2016/17	Msk	Msk	Msk	555	315	57
2017/18	Msk	Msk	Msk	571	320	56

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



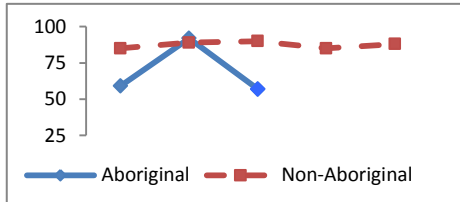
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	10	34	511	306	60
2014/15	13	8	62	504	316	63
2015/16	15	6	40	550	340	62
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



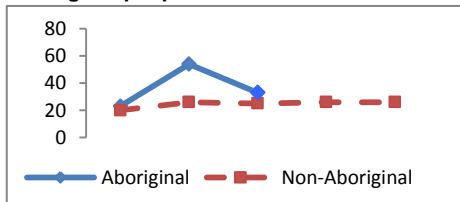
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	Msk	Msk Msk	552	335 61
2017/18	Msk	Msk Msk	568	330 58

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	27	16	59	506	428	85
2014/15	13	12	92	505	447	89
2015/16	14	8	57	549	494	90
2016/17	Msk	Msk	Msk	548	467	85
2017/18	Msk	Msk	Msk	562	497	88

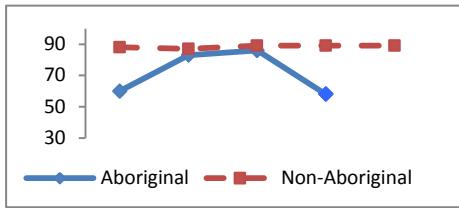
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	26	6	23	502	101	20
2014/15	13	7	54	498	129	26
2015/16	15	5	33	548	137	25
2016/17	Msk	Msk	Msk	553	145	26
2017/18	Msk	Msk	Msk	564	146	26

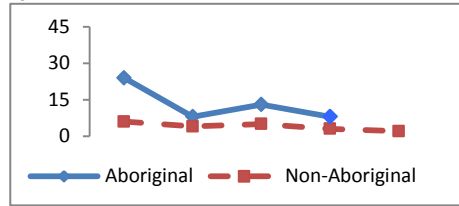
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



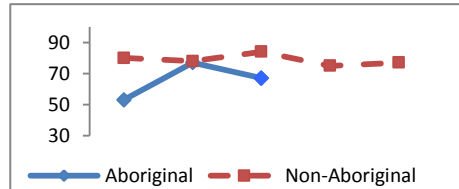
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	30	18	60	510	450	88
2014/15	12	10	83	503	437	87
2015/16	14	12	86	551	491	89
2016/17	12	7	58	544	483	89
2017/18	Msk	Msk	Msk	568	508	89

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



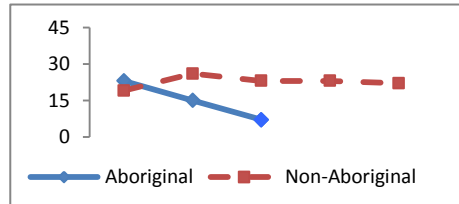
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	7	24	506	29	6
2014/15	12	1	8	498	18	4
2015/16	15	2	13	543	25	5
2016/17	12	1	8	546	16	3
2017/18	Msk	Msk	Msk	568	12	2

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



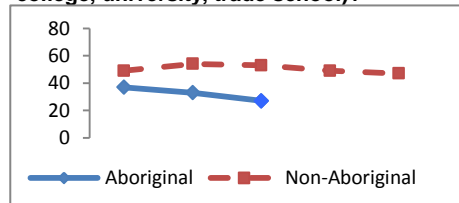
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	30	16	53	512	409	80
2014/15	13	10	77	510	400	78
2015/16	15	10	67	562	473	84
2016/17	Msk	Msk	Msk	556	417	75
2017/18	Msk	Msk	Msk	571	440	77

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



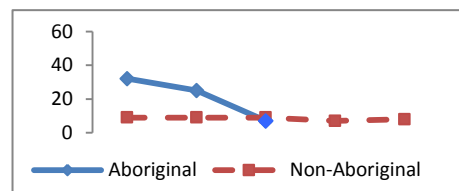
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	30	7	23	509	98	19
2014/15	13	2	15	503	133	26
2015/16	15	1	7	550	124	23
2016/17	Msk	Msk	Msk	549	129	23
2017/18	Msk	Msk	Msk	562	123	22

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	30	11	37	510	250	49
2014/15	12	4	33	506	273	54
2015/16	15	4	27	554	294	53
2016/17	Msk	Msk	Msk	546	266	49
2017/18	Msk	Msk	Msk	560	265	47

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	28	9	32	498	47	9
2014/15	12	3	25	492	46	9
2015/16	14	1	7	548	49	9
2016/17	Msk	Msk	Msk	558	41	7
2017/18	Msk	Msk	Msk	568	44	8

GLOSSARY

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

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

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