



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 046 Sunshine Coast

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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?

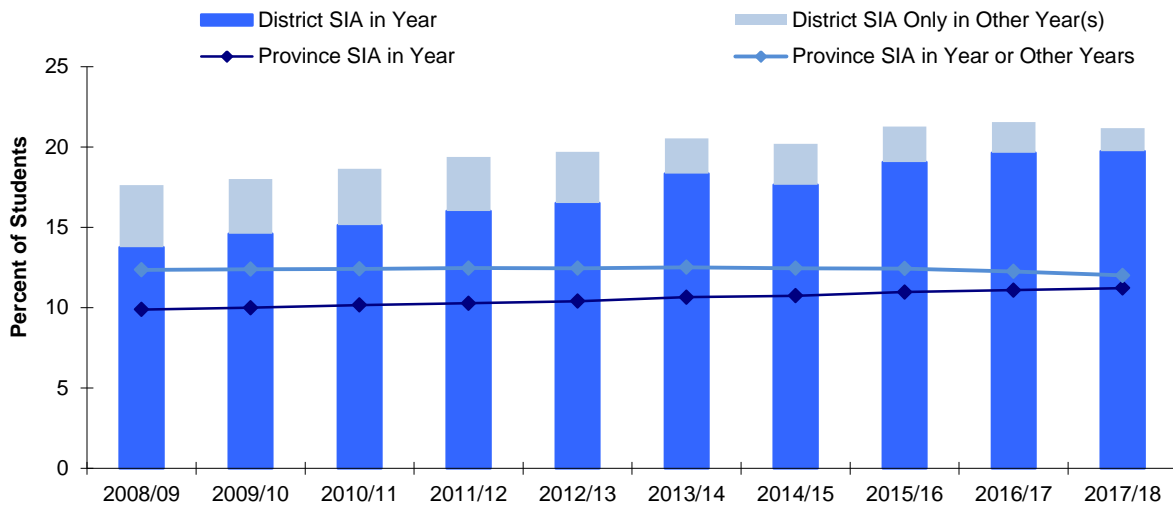
PLEASE NOTE

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	3,519	484	13.8	136	3.9	579,485	57,257	9.9	14,326	2.5
2009/10	3,392	495	14.6	116	3.4	580,480	58,017	10.0	13,887	2.4
2010/11	3,299	499	15.1	116	3.5	579,110	58,834	10.2	13,044	2.3
2011/12	3,215	515	16.0	108	3.4	569,734	58,531	10.3	12,445	2.2
2012/13	3,142	519	16.5	100	3.2	564,529	58,717	10.4	11,569	2.0
2013/14	3,059	561	18.3	67	2.2	558,983	59,502	10.6	10,444	1.9
2014/15	3,027	534	17.6	77	2.5	552,786	59,382	10.7	9,449	1.7
2015/16	3,107	592	19.1	69	2.2	553,376	60,706	11.0	8,109	1.5
2016/17	3,113	611	19.6	60	1.9	557,626	61,799	11.1	6,534	1.2
2017/18	3,140	620	19.7	45	1.4	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

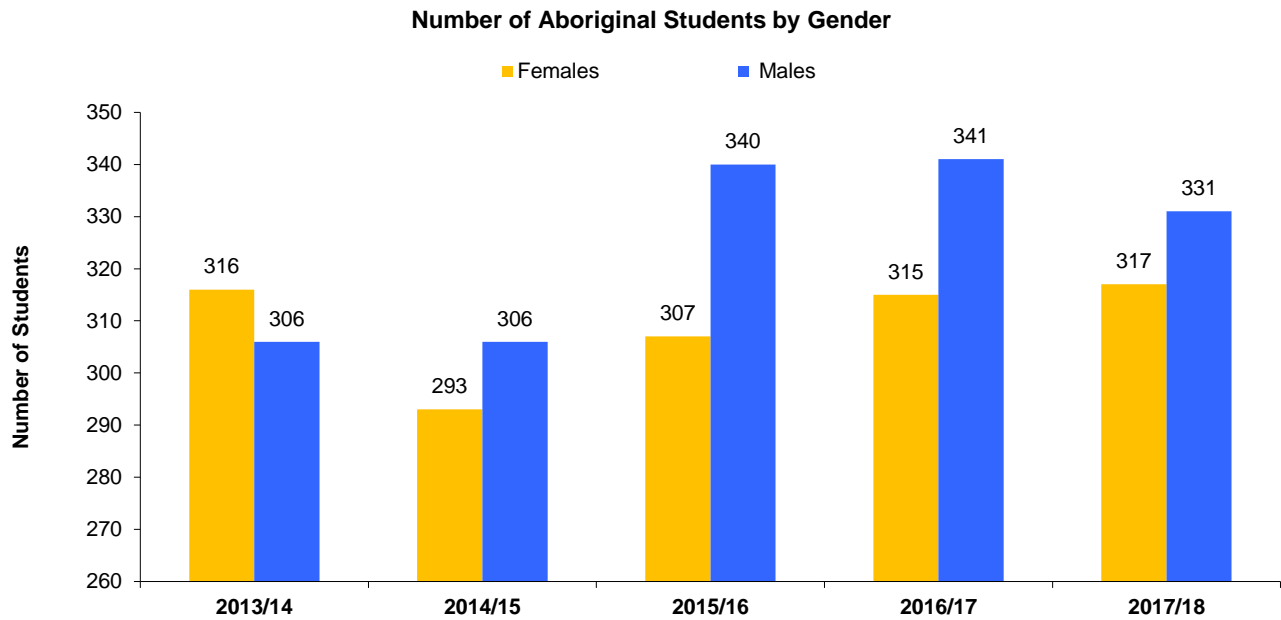
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	3,059	622	20.3	316	10.3	306	10.0	69,182	34,363	34,819
2014/15	3,027	599	19.8	293	9.7	306	10.1	67,939	33,645	34,294
2015/16	3,107	647	20.8	307	9.9	340	10.9	67,749	33,432	34,317
2016/17	3,113	656	21.1	315	10.1	341	11.0	67,078	33,137	33,941
2017/18	3,140	648	20.6	317	10.1	331	10.5	66,142	32,575	33,567

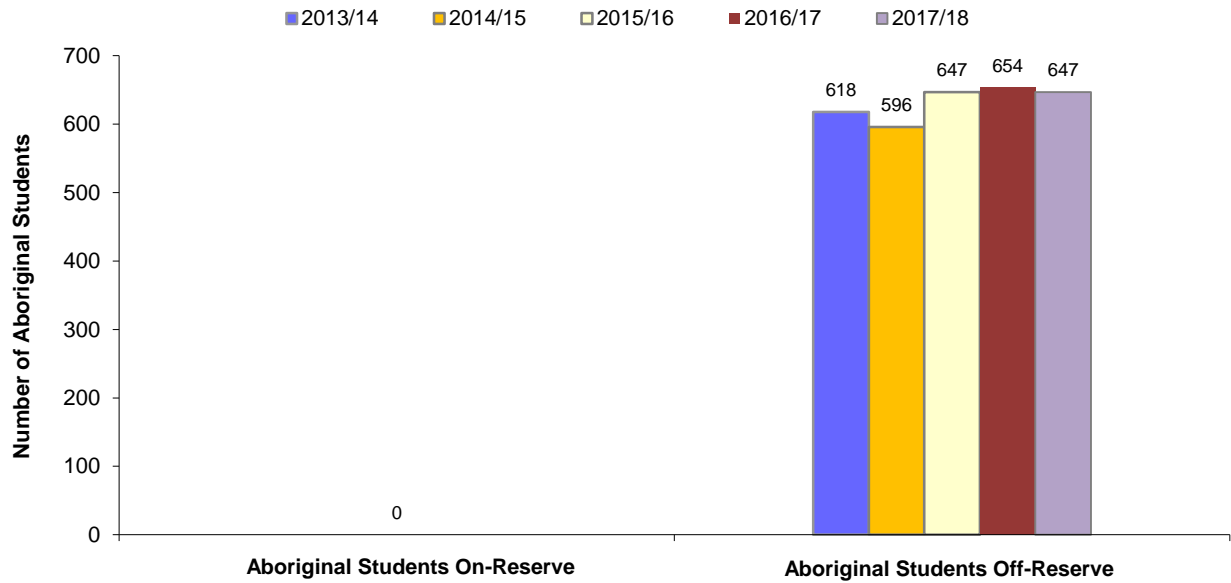


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	622	Msk	Msk	Msk	315	303	618	8,812	60,370
2014/15	599	Msk	Msk	Msk	292	304	596	8,143	59,796
2015/16	647	0	0	0	307	340	647	7,694	60,055
2016/17	656	Msk	Msk	Msk	314	340	654	7,285	59,793
2017/18	648	Msk	Msk	Msk	317	330	647	7,820	58,322

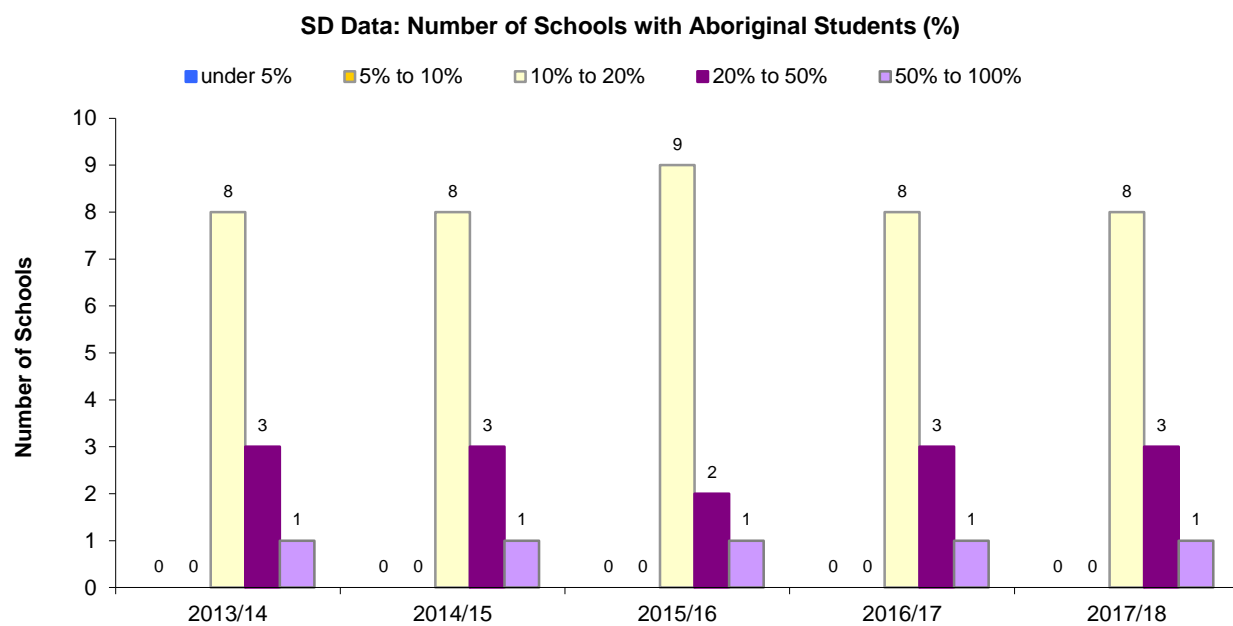
SD Data: Number of Aboriginal Students, On- or Off-Reserve



* 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	12	0	0	8	3	1	1,393	370	241	341	346	95
2014/15	12	0	0	8	3	1	1,385	393	223	335	337	97
2015/16	12	0	0	9	2	1	1,380	396	224	349	318	93
2016/17	12	0	0	8	3	1	1,369	400	229	348	300	92
2017/18	12	0	0	8	3	1	1,377	416	238	335	303	85

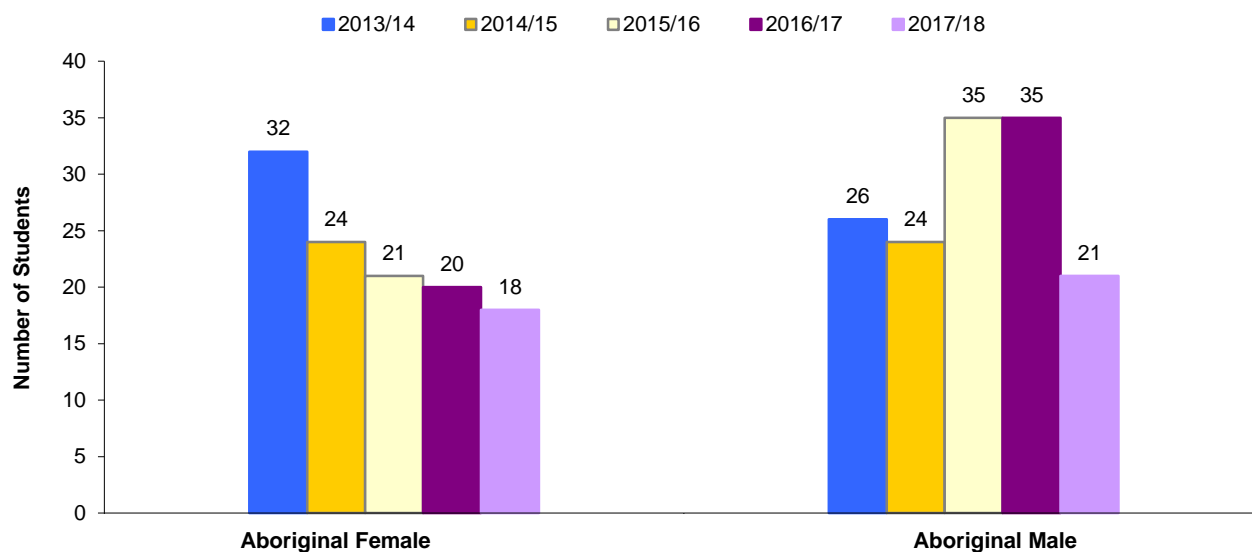


* Public schools only.

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	165	32	26	58	42	65	107	1,610	1,594	2,033	2,757
2014/15	157	24	24	48	45	64	109	1,595	1,560	1,981	2,618
2015/16	190	21	35	56	49	85	134	1,609	1,527	2,022	2,474
2016/17	143	20	35	55	31	57	88	1,605	1,543	2,037	2,468
2017/18	121	18	21	39	31	51	82	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



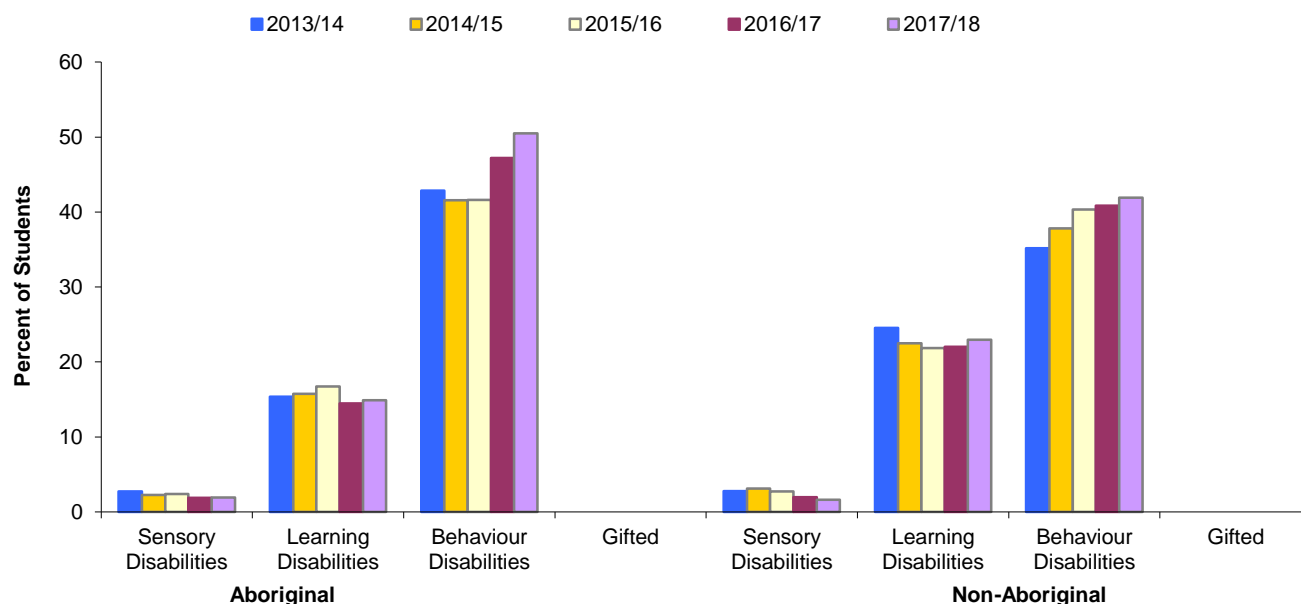
* Public schools only.

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	182	432	5	3	12	3	28	15	106	25	78	43	152	35	Msk	Msk	Msk	Msk
2014/15	178	418	4	2	13	3	28	16	94	22	74	42	158	38	Msk	Msk	Msk	Msk
2015/16	209	439	5	2	12	3	35	17	96	22	87	42	177	40	Msk	Msk	Msk	Msk
2016/17	214	409	4	2	8	2	31	14	90	22	101	47	167	41	Msk	Msk	Msk	Msk
2017/18	208	427	4	2	7	2	31	15	98	23	105	50	179	42	Msk	Msk	Msk	Msk

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).

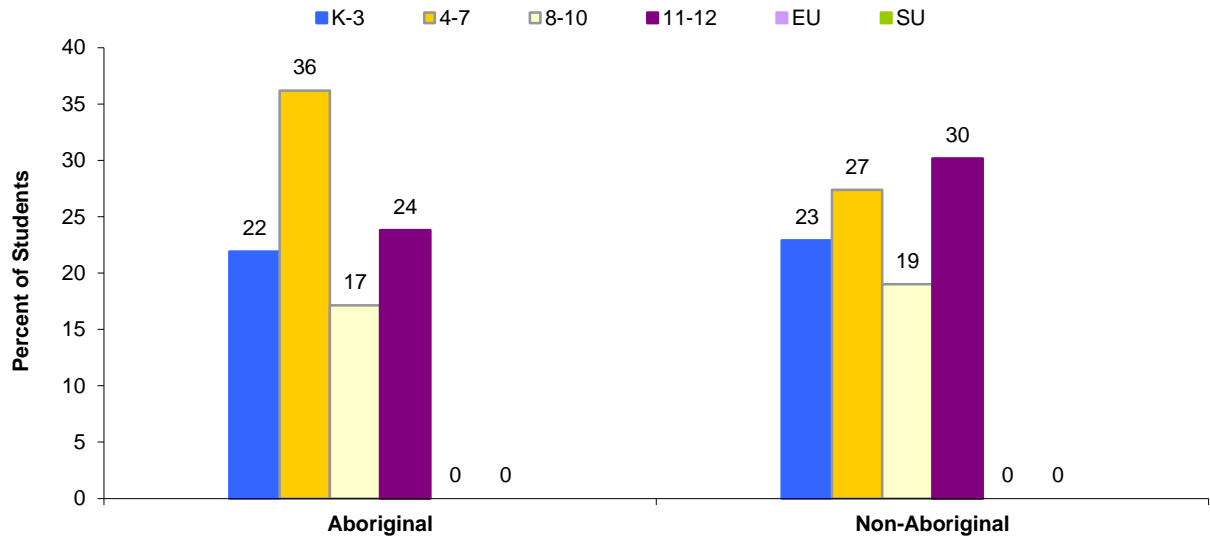
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	78	17	22	19	24	23	29	11	14	0	0	8	10
2014/15	74	14	19	23	31	19	26	15	20	0	0	3	4
2015/16	87	21	24	30	34	13	15	23	26	0	0	Msk	Msk
2016/17	101	26	26	28	28	17	17	30	30	0	0	0	0
2017/18	105	23	22	38	36	18	17	25	24	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	152	25	16	43	28	46	30	27	18	0	0	11	7
2014/15	158	30	19	39	25	40	25	38	24	0	0	11	7
2015/16	177	33	19	54	31	36	20	49	28	0	0	Msk	Msk
2016/17	167	32	19	52	31	31	19	52	31	0	0	0	0
2017/18	179	41	23	49	27	34	19	54	30	0	0	0	0

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



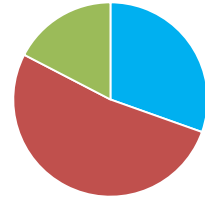
* Total includes Graduated Adults.

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

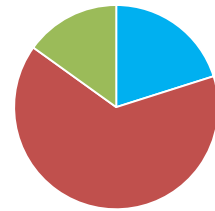
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	24	77	3	13	20	83	1	4
2014/15	44	85	9	20	30	68	5	11
2015/16	45	85	9	20	33	73	3	7
2016/17	42	88	6	14	28	67	8	19
			Emerging		On Track		Extending	
2017/18	46	73	14	30	24	52	8	17



■ Emerging ■ On Track ■ Extending

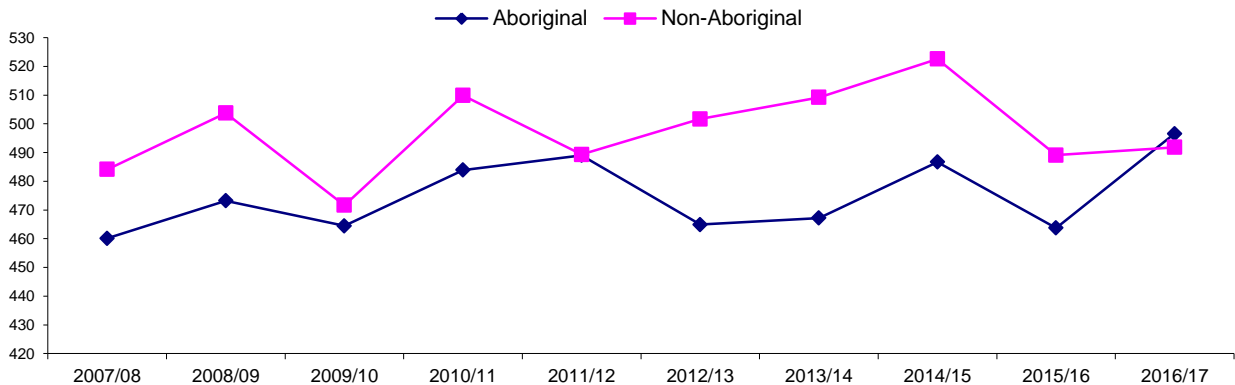
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	142	81	21	15	102	72	19	13
2014/15	147	87	20	14	96	65	31	21
2015/16	166	85	32	19	113	68	21	13
2016/17	159	88	31	19	109	69	19	12
			Emerging		On Track		Extending	
2017/18	179	89	36	20	116	65	27	15



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

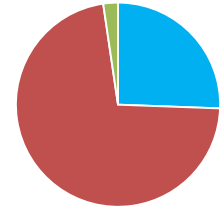


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	23	74	1	4	21	91	1	4
2014/15	42	81	6	14	35	83	1	2
2015/16	43	81	9	21	29	67	5	12
2016/17	42	88	11	26	29	69	2	5
			Emerging		On Track		Extending	
2017/18	43	68	11	26	31	72	1	2



■ Emerging ■ On Track
■ Extending

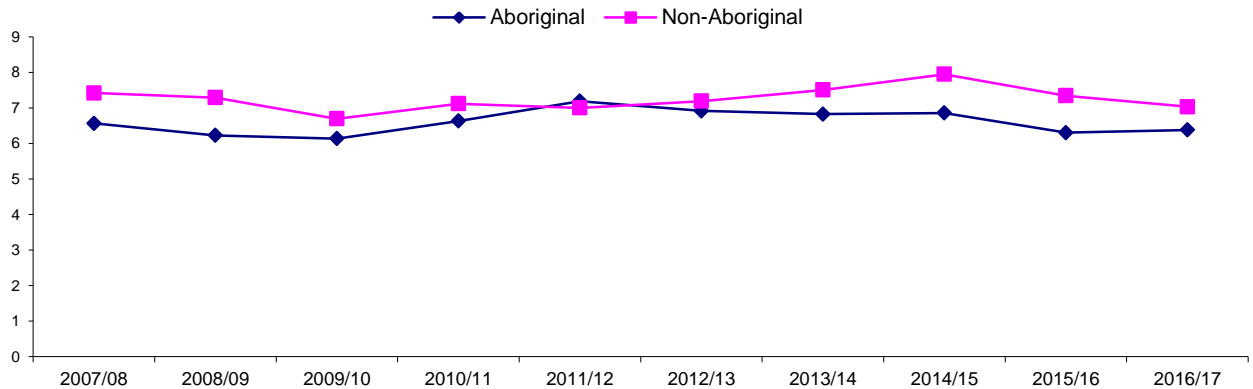
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	131	75	12	9	104	79	15	11
2014/15	146	86	13	9	97	66	36	25
2015/16	164	84	20	12	120	73	24	15
2016/17	158	88	30	19	110	70	18	11
			Emerging		On Track		Extending	
2017/18	175	87	25	14	139	79	11	6



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

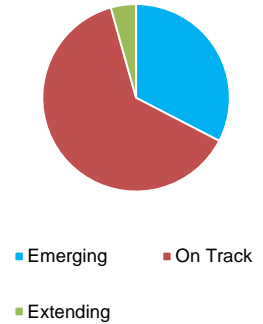


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

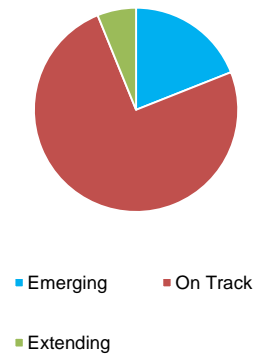
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	24	77	7	29	16	67	1	4
2014/15	45	87	7	16	35	78	3	7
2015/16	43	81	14	33	29	67	0	0
2016/17	42	88	11	26	29	69	2	5
			Emerging		On Track		Extending	
2017/18	46	73	15	33	29	63	2	4

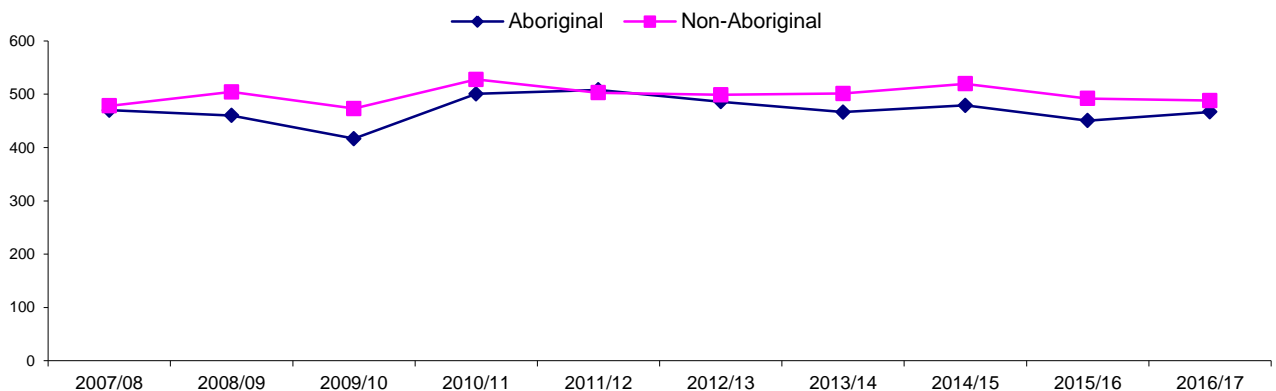


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	141	81	22	16	102	72	17	12
2014/15	150	89	18	12	101	67	31	21
2015/16	167	86	35	21	116	69	16	10
2016/17	156	87	29	19	116	74	11	7
			Emerging		On Track		Extending	
2017/18	179	89	34	19	134	75	11	6



Average FSA Scaled Score - Grade 4 Numeracy

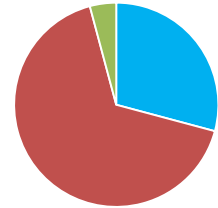


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

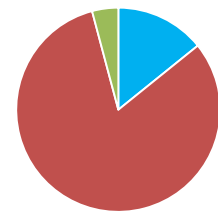
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	32	74	7	22	21	66	4	13
2014/15	38	90	11	29	23	61	4	11
2015/16	40	82	17	43	20	50	3	8
2016/17	24	83	5	21	18	75	1	4
			Emerging		On Track		Extending	
2017/18	48	91	14	29	32	67	2	4



■ Emerging ■ On Track ■ Extending

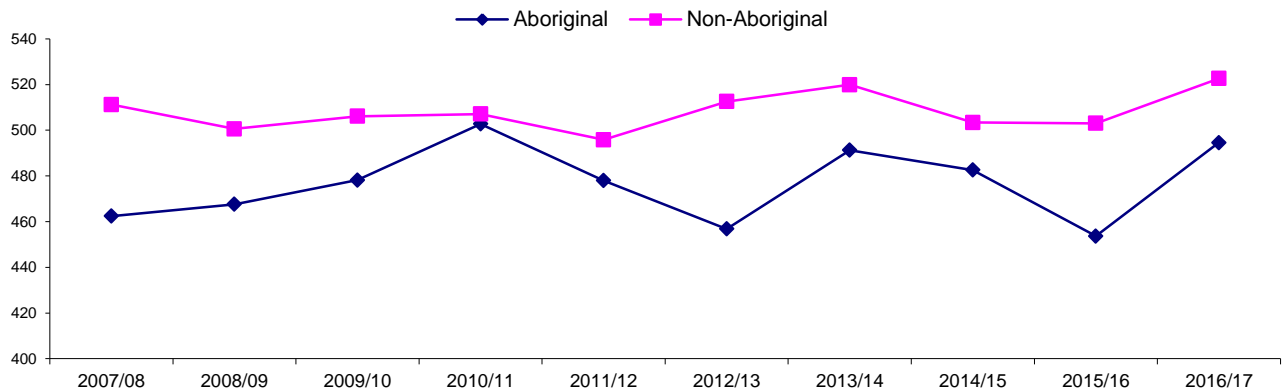
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	142	84	18	13	100	70	24	17
2014/15	161	86	26	16	113	70	22	14
2015/16	146	90	26	18	98	67	22	15
2016/17	155	88	17	11	108	70	30	19
			Emerging		On Track		Extending	
2017/18	169	88	24	14	138	82	7	4



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

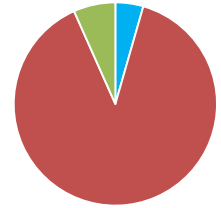


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

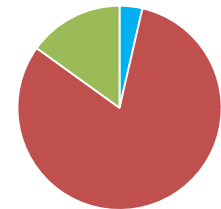
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	31	72	5	16	23	74	3	10
2014/15	38	90	4	11	32	84	2	5
2015/16	37	76	10	27	24	65	3	8
2016/17	24	83	4	17	19	79	1	4
			Emerging		On Track		Extending	
2017/18	45	85	2	4	40	89	3	7



■ Emerging ■ On Track
■ Extending

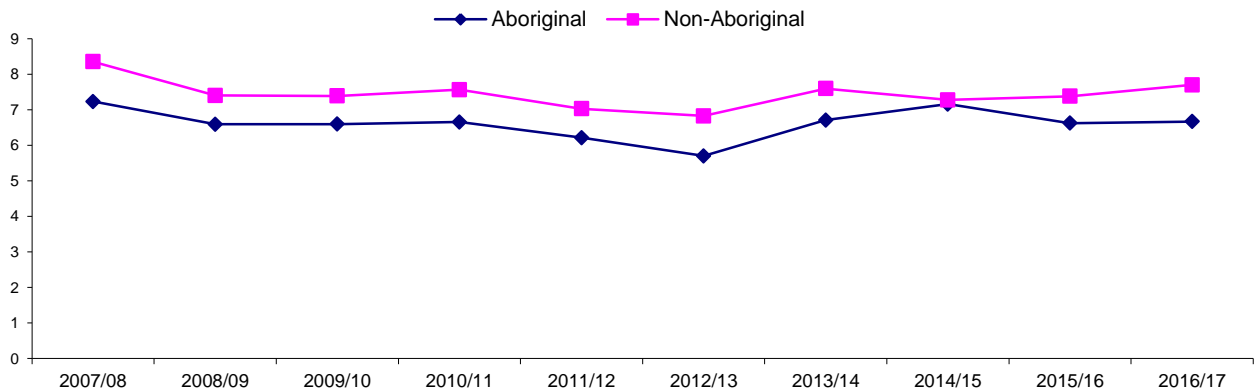
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	139	82	11	8	112	81	16	12
2014/15	160	85	15	9	135	84	10	6
2015/16	145	89	17	12	111	77	17	12
2016/17	153	87	17	11	117	76	19	12
			Emerging		On Track		Extending	
2017/18	166	86	6	4	135	81	25	15



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

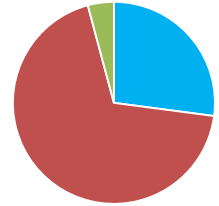


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

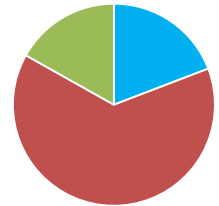
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	31	72	7	23	21	68	3	10
2014/15	38	90	9	24	26	68	3	8
2015/16	39	80	13	33	26	67	0	0
2016/17	24	83	10	42	13	54	1	4
			Emerging		On Track		Extending	
2017/18	48	91	13	27	33	69	2	4



■ Emerging ■ On Track
■ Extending

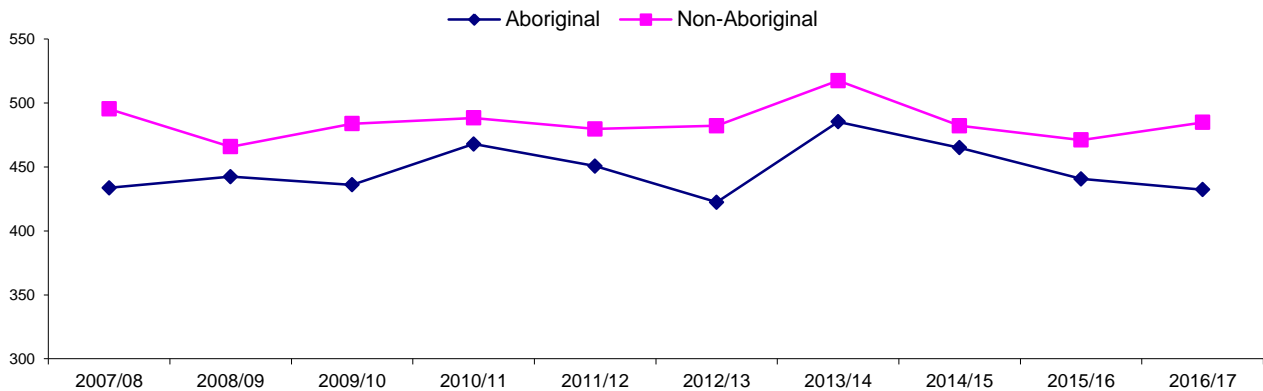
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	141	83	18	13	99	70	24	17
2014/15	163	87	40	25	106	65	17	10
2015/16	147	90	36	24	103	70	8	5
2016/17	154	88	34	22	106	69	14	9
			Emerging		On Track		Extending	
2017/18	172	90	33	19	110	64	29	17



■ 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).

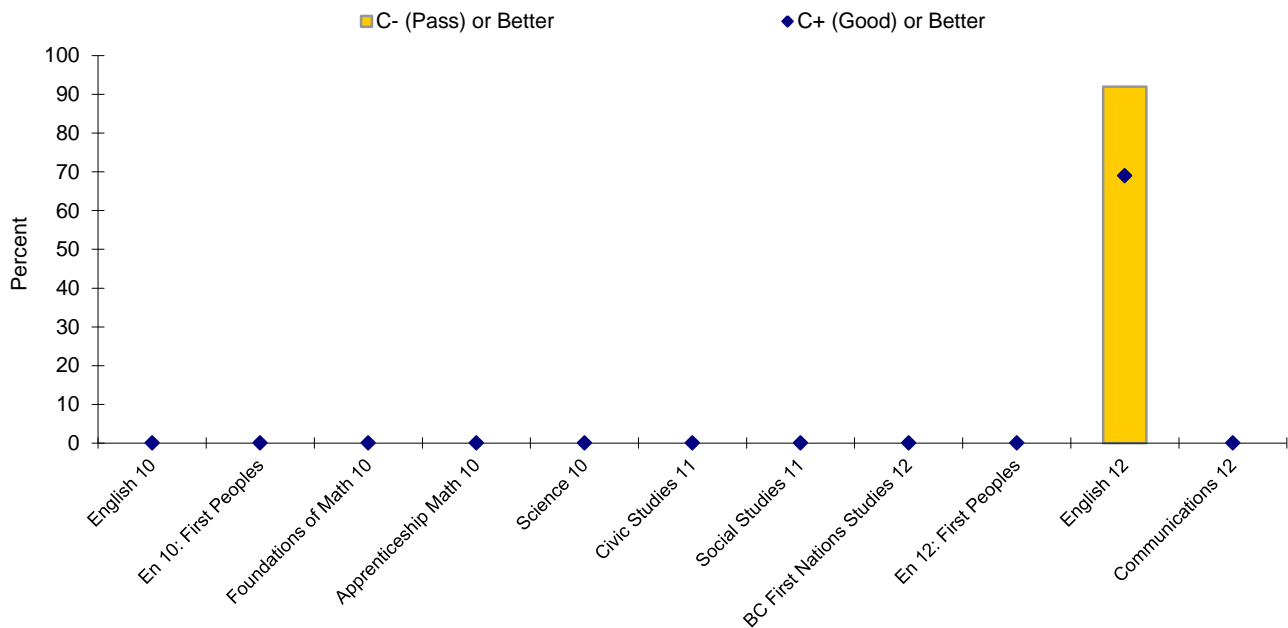
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	26	24	92	18	69	159	158	99	127	80
Communications 12	Msk	Msk	Msk	Msk	Msk	17	16	94	7	41

Final Marks Overview: Aboriginal Results 2017/18

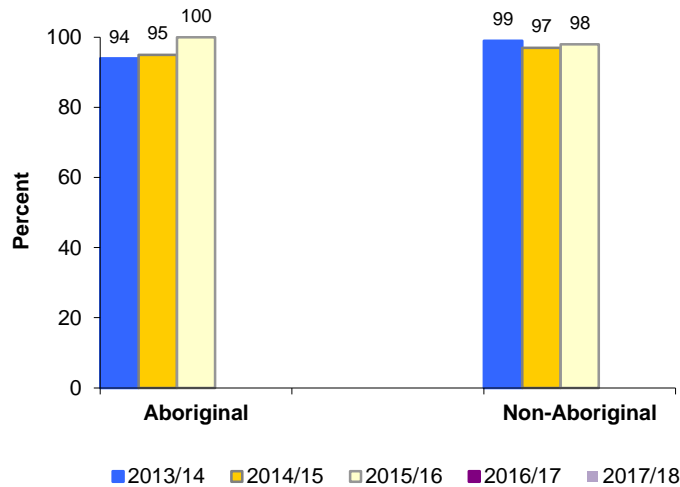


FINAL MARKS: ENGLISH 10

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	32	30	94	15	47	209	206	99	155	74
2014/15	38	36	95	21	55	199	194	97	147	74
2015/16	35	35	100	22	63	193	190	98	145	75
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2013/14	32	34	28	4	209	247	194	15		
2014/15	38	40	30	8	199	196	171	28		
2015/16	35	49	33	2	193	200	178	15		
2016/17	-	49	-	-	-	170	-	-		
2017/18	-	44	-	-	-	182	-	-		

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.

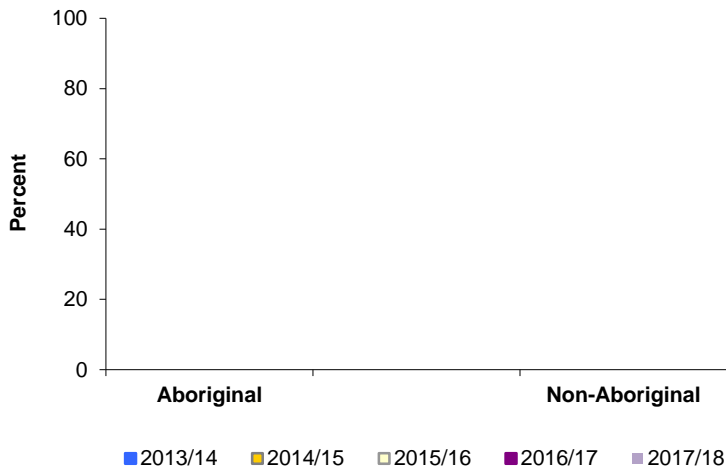
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	34	-	-	-	247	-	-
2014/15	-	40	-	-	-	196	-	-
2015/16	-	49	-	-	-	200	-	-
2016/17	-	49	-	-	-	170	-	-
2017/18	-	44	-	-	-	182	-	-

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



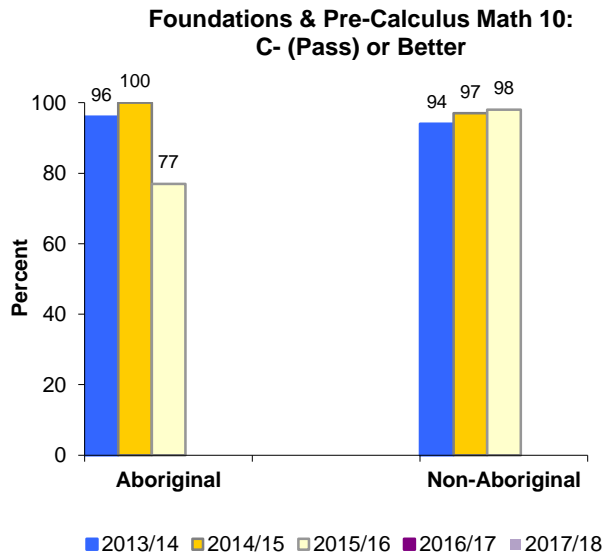
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	23	22	96	11	48	160	151	94	106	66
2014/15	18	18	100	10	56	135	131	97	109	81
2015/16	13	10	77	5	38	129	126	98	87	67
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	23	34	17	6	160	247	146	14
2014/15	18	40	16	2	135	196	120	15
2015/16	13	49	12	1	129	200	112	17
2016/17	-	49	-	-	-	170	-	-
2017/18	-	44	-	-	-	182	-	-



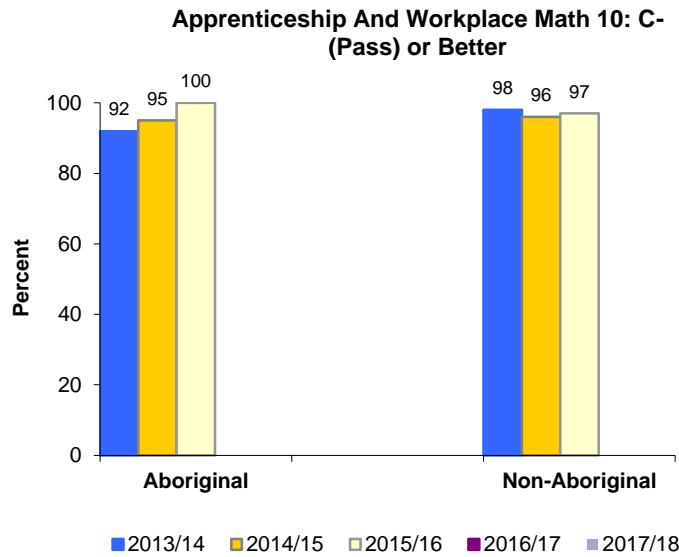
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	13	12	92	5	38	59	58	98	25	42
2014/15	21	20	95	9	43	57	55	96	31	54
2015/16	18	18	100	6	33	67	65	97	38	57
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	13	34	7	6	59	247	49	10		
2014/15	21	40	13	8	57	196	45	12		
2015/16	18	49	16	2	67	200	54	13		
2016/17	-	49	-	-	-	170	-	-		
2017/18	-	44	-	-	-	182	-	-		



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

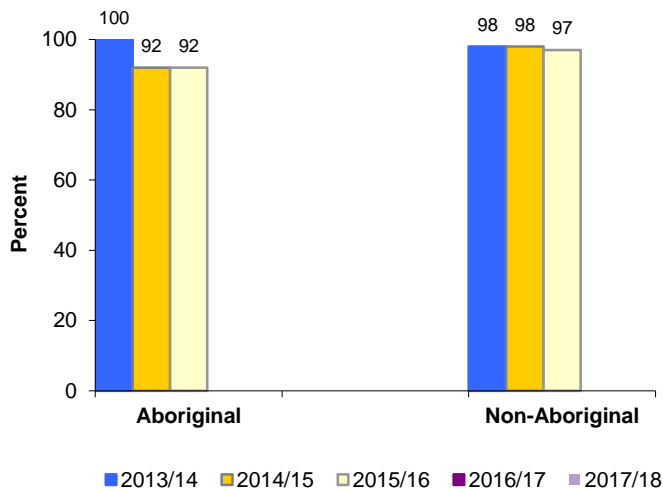
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	31	31	100	17	55	192	189	98	140	73
2014/15	36	33	92	21	58	187	183	98	135	72
2015/16	36	33	92	8	22	182	177	97	129	71
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	31	34	24	7	192	247	185	7	
2014/15	36	40	28	8	187	196	170	17	
2015/16	36	49	32	4	182	200	168	14	
2016/17	-	49	-	-	-	170	-	-	
2017/18	-	44	-	-	-	182	-	-	

Science 10: C- (Pass) or Better



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

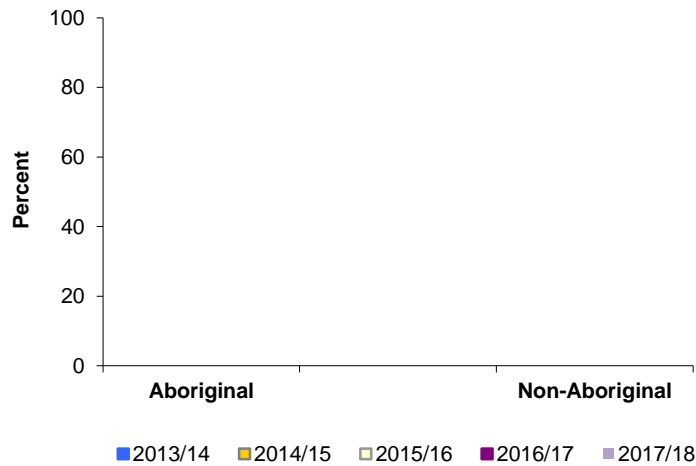
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

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

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2013/14	-	52	-	-	-	238	-	-		
2014/15	-	43	-	-	-	246	-	-		
2015/16	-	43	-	-	-	204	-	-		
2016/17	-	54	-	-	-	210	-	-		
2017/18	-	49	-	-	-	173	-	-		

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.

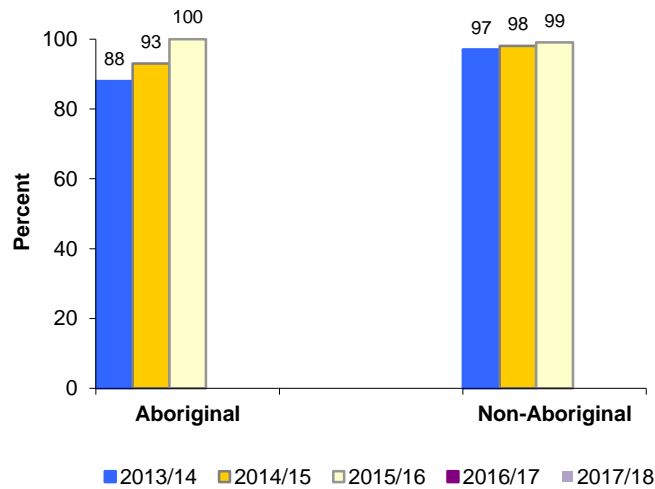
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	32	28	88	12	38	184	178	97	116	63
2014/15	28	26	93	11	39	200	196	98	133	67
2015/16	31	31	100	17	55	179	178	99	122	68
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	32	52	27	5	184	238	172	12
2014/15	28	43	25	3	200	246	176	24
2015/16	31	43	28	3	179	204	162	17
2016/17	-	54	-	-	-	210	-	-
2017/18	-	49	-	-	-	173	-	-

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.

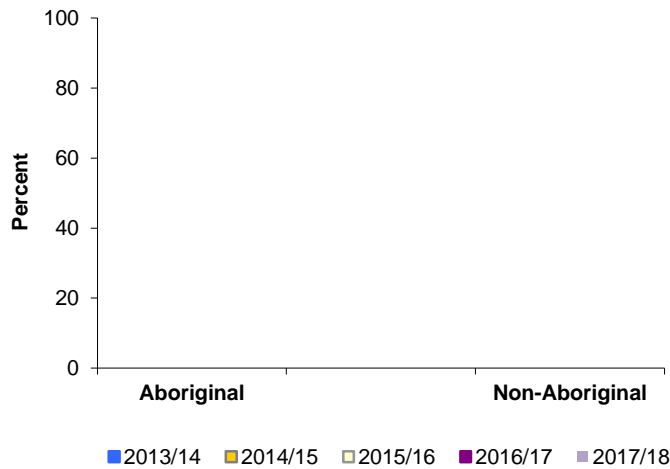
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	-	-	-	-	-
2014/15	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 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	59	Msk	Msk	-	236	-	-		
2014/15	Msk	42	Msk	Msk	-	227	-	-		
2015/16	Msk	55	Msk	Msk	-	271	-	-		
2016/17	-	54	-	-	-	242	-	-		
2017/18	-	58	-	-	-	251	-	-		

**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.

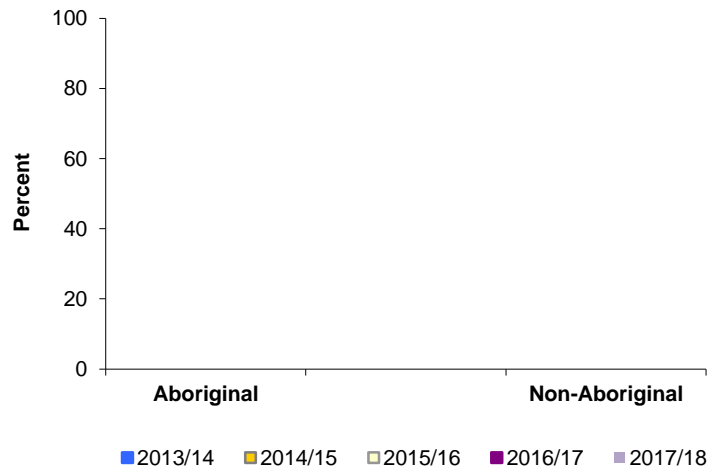
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	59	-	-	-	236	-	-		
2014/15	-	42	-	-	-	227	-	-		
2015/16	-	55	-	-	-	271	-	-		
2016/17	-	54	-	-	-	242	-	-		
2017/18	-	58	-	-	-	251	-	-		

**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.

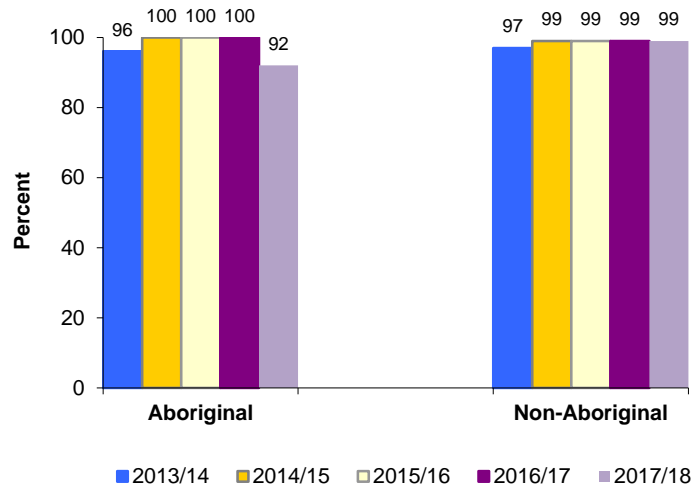
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	24	23	96	15	63	187	182	97	130	70
2014/15	22	22	100	12	55	161	159	99	111	69
2015/16	20	20	100	16	80	163	161	99	118	72
2016/17	23	23	100	11	48	151	150	99	120	79
2017/18	26	24	92	18	69	159	158	99	127	80

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	24	59	22	2	187	236	178	9	
2014/15	22	42	20	2	161	227	153	8	
2015/16	20	55	20	0	163	271	156	7	
2016/17	23	54	22	1	151	242	142	9	
2017/18	26	58	-	-	159	251	-	-	

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.

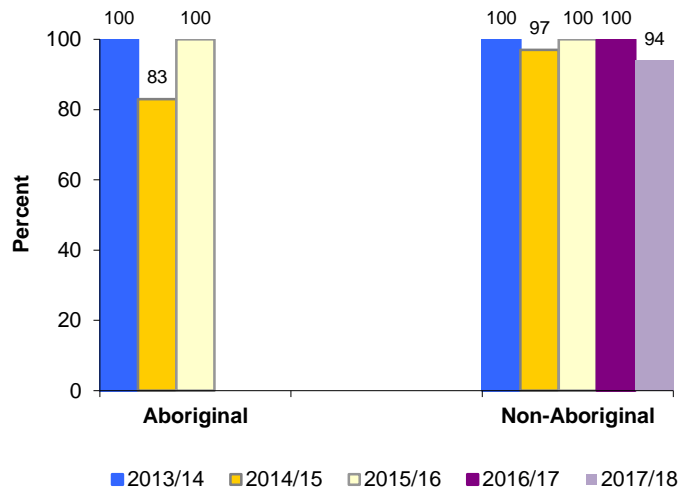
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	15	15	100	11	73	31	31	100	22	71
2014/15	12	10	83	2	17	34	33	97	16	47
2015/16	10	10	100	8	80	28	28	100	19	68
2016/17	Msk	Msk	Msk	Msk	Msk	23	23	100	12	52
2017/18	Msk	Msk	Msk	Msk	Msk	17	16	94	7	41

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	15	59	15	0	31	236	28	3		
2014/15	12	42	6	6	34	227	29	5		
2015/16	10	55	9	1	28	271	26	2		
2016/17	Msk	54	Msk	Msk	23	242	21	2		
2017/18	Msk	58	-	-	17	251	-	-		

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.

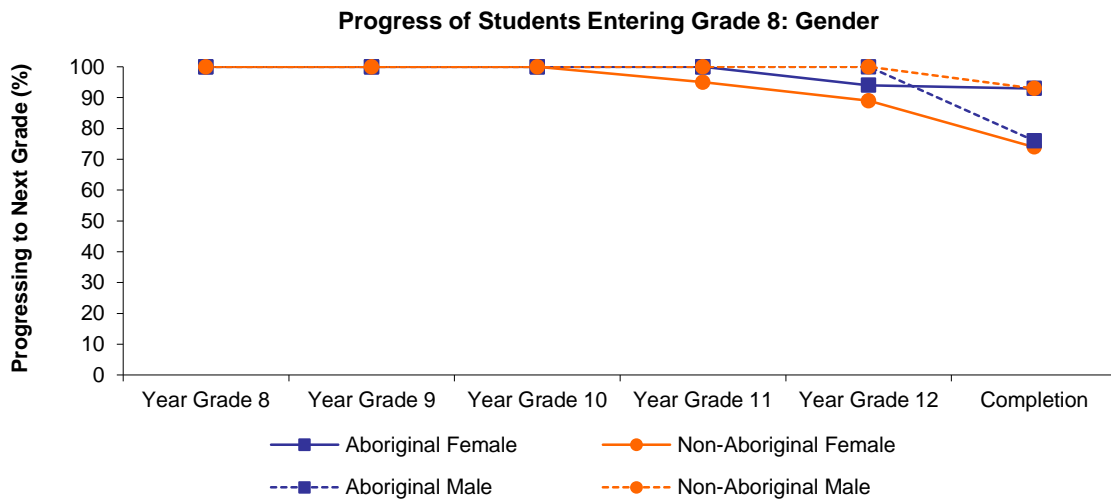
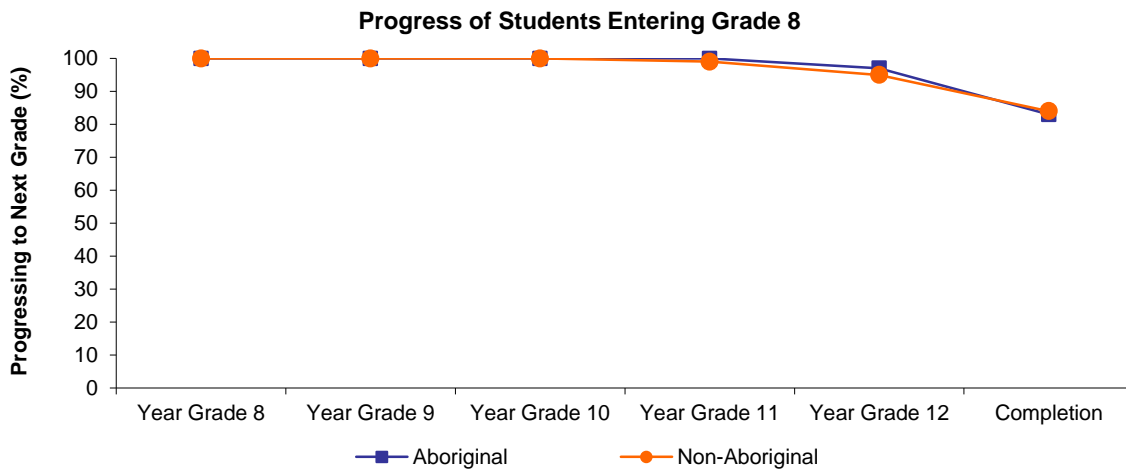
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	100	100	100	99	95	100
	Grade 12	97	94	100	95	89	100
2017/18	Completion	83	93	76	84	74	93



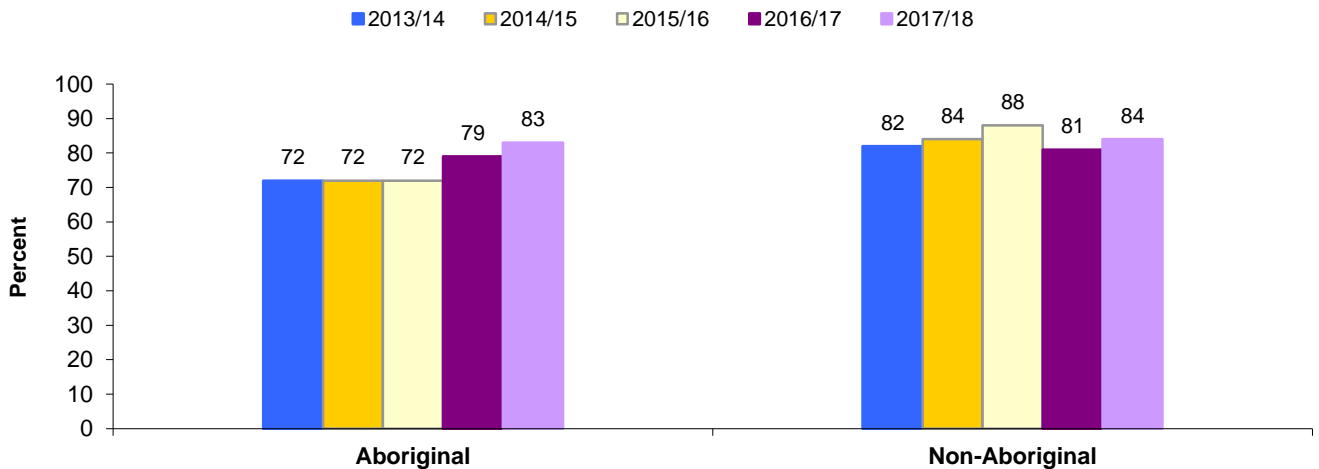
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

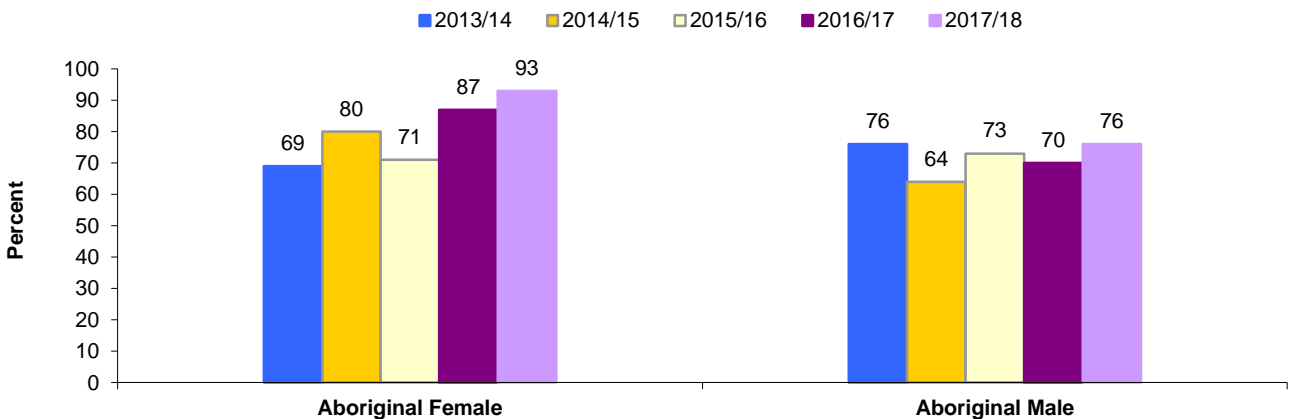
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	72	69	76	82	88	75
2014/15	72	80	64	84	83	85
2015/16	72	71	73	88	92	84
2016/17	79	87	70	81	81	81
2017/18	83	93	76	84	74	93

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



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

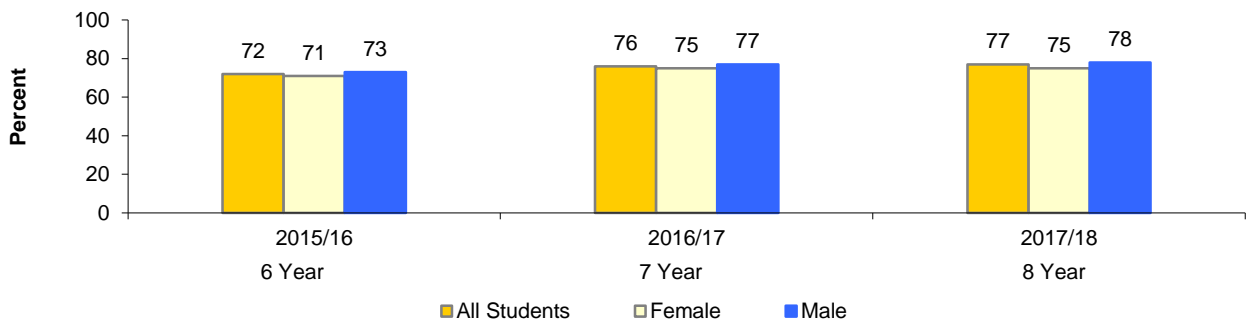
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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

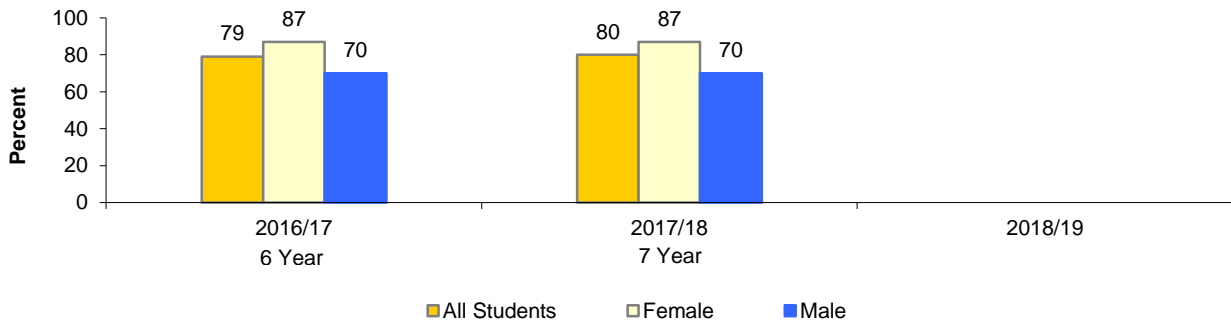
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2010/11	72	71	73	76	75	77	77	75	78
2011/12	79	87	70	80	87	70	-	-	-
2012/13	83	93	76	-	-	-	-	-	-

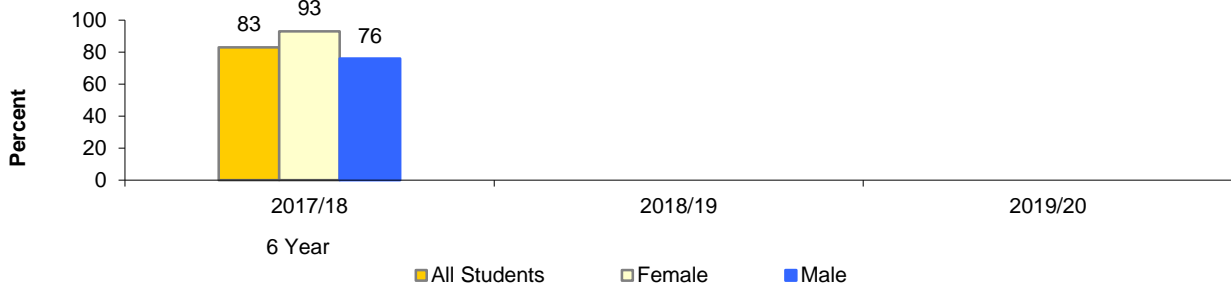
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	57	Msk	Msk	228	Msk	Msk
2014/15	42	Msk	Msk	217	Msk	Msk
2015/16	52	Msk	Msk	254	Msk	Msk
2016/17	50	Msk	Msk	226	Msk	Msk
2017/18	57	Msk	Msk	242	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	57	39	68	228	205	90
2014/15	42	30	71	217	186	86
2015/16	52	26	50	254	182	72
2016/17	50	34	68	226	167	74
2017/18	57	28	49	242	162	67

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	57	Msk	Msk	228	Msk	Msk
2014/15	42	Msk	Msk	217	20	9
2015/16	52	Msk	Msk	254	13	5
2016/17	50	Msk	Msk	226	16	7
2017/18	57	0	-	242	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	56	40	71	16	29
2014/15	51	36	71	15	29
2015/16	41	30	73	11	27
2016/17	31	25	81	6	19
2017/18	30	22	73	8	27

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	622	40	6
2014/15	599	36	6
2015/16	647	30	5
2016/17	656	25	4
2017/18	648	22	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	43	Msk	Msk	Msk	Msk	-	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	-	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	-	-	-
2017/18	Msk	-	Msk	Msk	Msk	Msk	Msk

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	Msk	Msk	Msk	Msk	-	Msk
2014/15	Msk	-	Msk	Msk	-	Msk	Msk
2015/16	Msk	Msk	-	Msk	-	-	-
2016/17	Msk	-	Msk	Msk	Msk	-	Msk
2017/18	Msk	Msk	-	Msk	-	Msk	Msk

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, numerous BC post-secondary institutions have changed their name and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	41	100	4	9.8	3	7.3	-	-	2	4.9		
Non-Aboriginal	220	100	14	6.4	5	2.3	1	0.5	-	-		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	18	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	73	100	2	2.7	-	-	-	-	-	-		

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	41	100	1	2.4	-	-	1	2.4	-	-		
Non-Aboriginal	220	100	8	3.6	4	1.8	1	0.5	1	0.5		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	18	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	73	100	1	1.4	-	-	-	-	-	-		

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

STUDENT 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	41	100	5	12.2	-	-	-	-	-	-
Non-Aboriginal	220	100	44	20.0	2	0.9	1	0.5	-	-

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	18	100	-	-	-	-	-	-	-	-
Non-Aboriginal	73	100	-	-	-	-	-	-	-	-

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	41	100	5	12.2	2	4.9	1	2.4	1	2.4
Non-Aboriginal	220	100	26	11.8	22	10.0	3	1.4	1	0.5

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	18	100	-	-	-	-	1	5.6	1	5.6
Non-Aboriginal	73	100	2	2.7	-	-	-	-	2	2.7

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

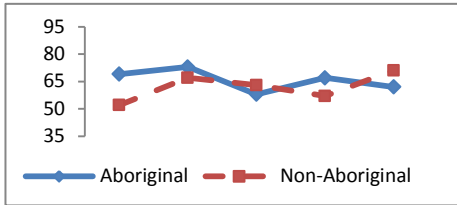
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

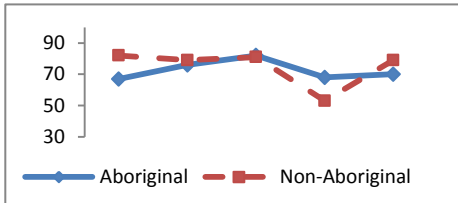
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



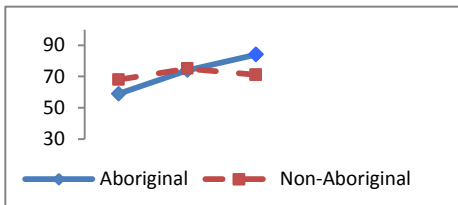
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	29	20	69	143	74	52
2014/15	44	32	73	159	107	67
2015/16	48	28	58	155	98	63
2016/17	39	26	67	157	90	57
2017/18	53	33	62	177	125	71

Do adults in the school treat all students fairly?



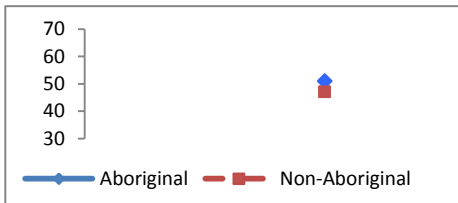
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	30	20	67	143	117	82
2014/15	38	29	76	151	119	79
2015/16	45	37	82	154	125	81
2016/17	38	26	68	156	82	53
2017/18	54	38	70	178	140	79

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



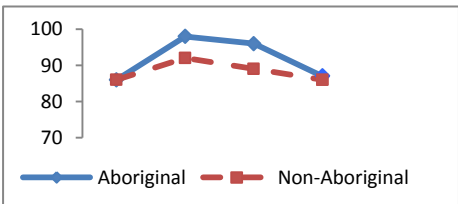
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	29	17	59	146	100	68
2014/15	46	34	74	165	123	75
2015/16	49	41	84	161	115	71
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



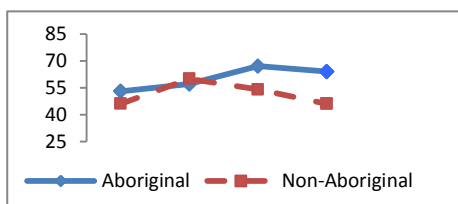
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	39	20	51	159	75	47
2017/18	-	-	-	-	-	-

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	29	25	86	144	124	86
2014/15	42	41	98	164	151	92
2015/16	47	45	96	155	138	89
2016/17	39	34	87	159	137	86
2017/18	-	-	-	-	-	-

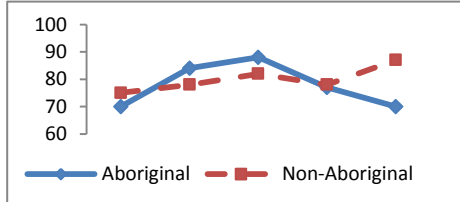
At school, are you being taught about Aboriginal peoples in Canada?



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	30	16	53	144	66	46
2014/15	44	25	57	164	99	60
2015/16	48	32	67	158	86	54
2016/17	39	25	64	160	74	46
2017/18	-	-	-	-	-	-

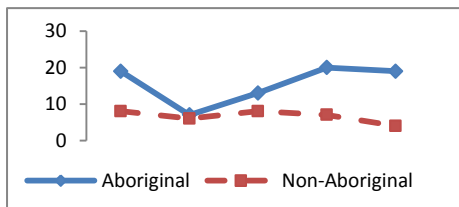
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



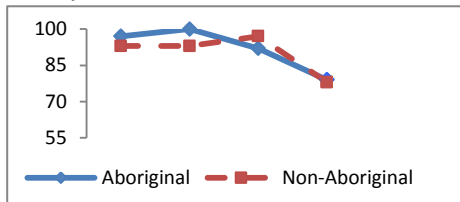
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	30	21	70	146	110	75
2014/15	45	38	84	167	131	78
2015/16	48	42	88	159	130	82
2016/17	48	37	77	142	111	78
2017/18	54	38	70	178	155	87

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



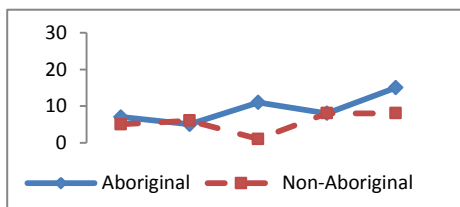
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	27	5	19	147	12	8
2014/15	45	3	7	162	9	6
2015/16	48	6	13	158	12	8
2016/17	49	10	20	142	10	7
2017/18	53	10	19	177	7	4

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	30	29	97	149	139	93
2014/15	41	41	100	153	143	93
2015/16	48	44	92	155	150	97
2016/17	39	31	79	157	122	78
2017/18	-	-	-	-	-	-

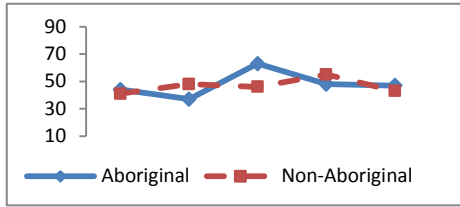
I would like to go to a different school.



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	30	2	7	145	7	5
2014/15	41	2	5	144	9	6
2015/16	46	5	11	151	2	1
2016/17	39	3	8	158	12	8
2017/18	55	8	15	177	15	8

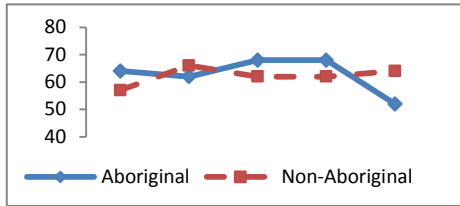
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



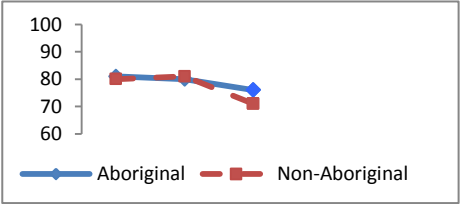
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	34	15	44	140	57	41
2014/15	43	16	37	145	70	48
2015/16	38	24	63	146	67	46
2016/17	25	12	48	155	85	55
2017/18	43	20	47	173	74	43

Do adults in the school treat all students fairly?



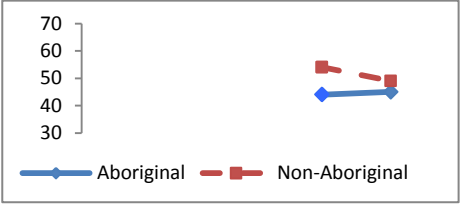
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	36	23	64	141	80	57
2014/15	42	26	62	144	95	66
2015/16	37	25	68	143	88	62
2016/17	25	17	68	156	96	62
2017/18	44	23	52	174	111	64

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



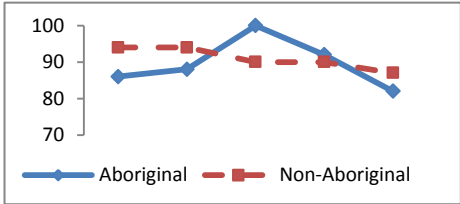
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	36	29	81	140	112	80
2014/15	44	35	80	146	118	81
2015/16	38	29	76	147	104	71
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



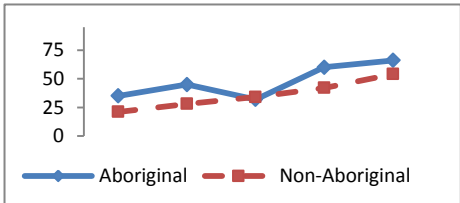
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	25	11 44	155	84 54
2017/18	44	20 45	172	84 49

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	36	31	86	142	134	94
2014/15	43	38	88	144	136	94
2015/16	36	36	100	148	133	90
2016/17	25	23	92	154	138	90
2017/18	44	36	82	172	150	87

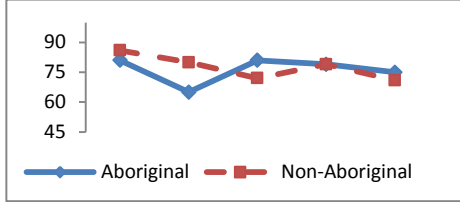
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	34	12	35	141	29	21
2014/15	44	20	45	142	40	28
2015/16	38	12	32	148	51	34
2016/17	25	15	60	154	64	42
2017/18	44	29	66	171	92	54

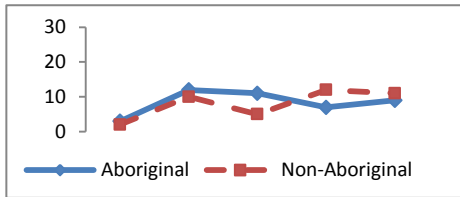
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



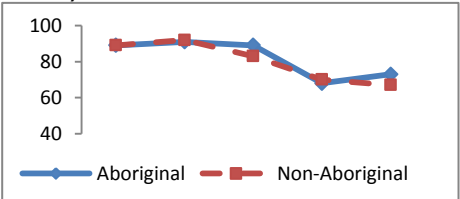
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	36	29	81	140	120	86
2014/15	43	28	65	146	117	80
2015/16	37	30	81	146	105	72
2016/17	28	22	79	153	121	79
2017/18	44	33	75	172	122	71

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



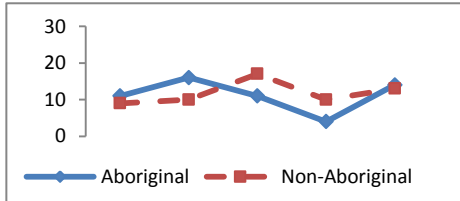
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	34	1	3	138	3	2
2014/15	43	5	12	146	14	10
2015/16	37	4	11	146	8	5
2016/17	28	2	7	153	18	12
2017/18	44	4	9	173	19	11

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	35	31	89	141	126	89
2014/15	44	40	91	145	134	92
2015/16	38	34	89	145	121	83
2016/17	25	17	68	155	109	70
2017/18	44	32	73	173	116	67

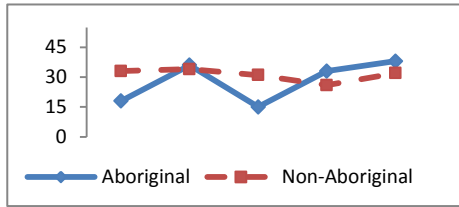
I would like to go to a different school.



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	36	4	11	137	13	9
2014/15	43	7	16	143	15	10
2015/16	38	4	11	145	25	17
2016/17	25	1	4	154	16	10
2017/18	44	6	14	173	23	13

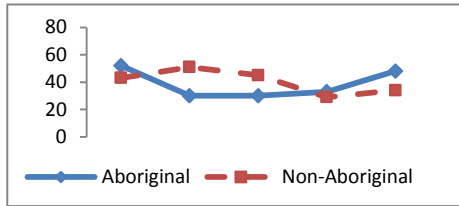
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



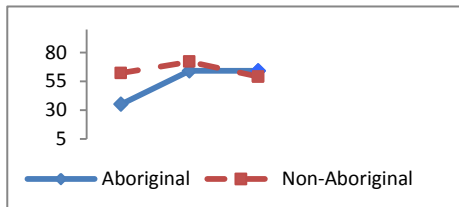
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	22	4	18	165	55	33
2014/15	22	8	36	137	47	34
2015/16	27	4	15	137	43	31
2016/17	27	9	33	117	31	26
2017/18	21	8	38	122	39	32

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	23	12	52	161	69	43
2014/15	23	7	30	134	68	51
2015/16	27	8	30	135	61	45
2016/17	27	9	33	117	34	29
2017/18	21	10	48	122	42	34

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



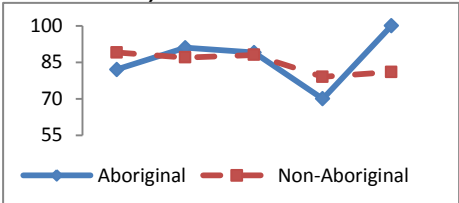
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	23	8	35	164	101	62
2014/15	22	14	64	137	99	72
2015/16	28	18	64	135	80	59
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



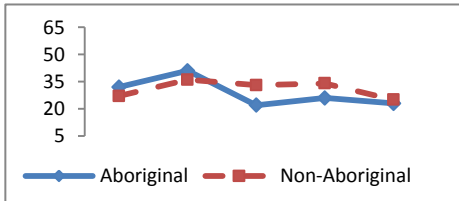
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	%	#	%
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	27	44	117	56
2017/18	22	59	123	46

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	22	18	82	158	140	89
2014/15	23	21	91	131	114	87
2015/16	27	24	89	134	118	88
2016/17	27	19	70	115	91	79
2017/18	22	22	100	121	98	81

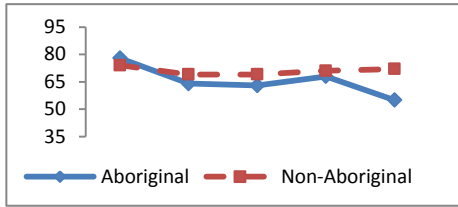
At school, are you being taught about Aboriginal peoples in Canada?



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	22	7	32	159	43	27
2014/15	22	9	41	130	47	36
2015/16	27	6	22	133	44	33
2016/17	27	7	26	116	39	34
2017/18	22	5	23	122	30	25

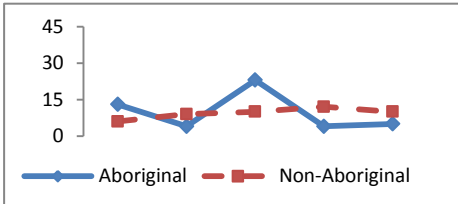
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



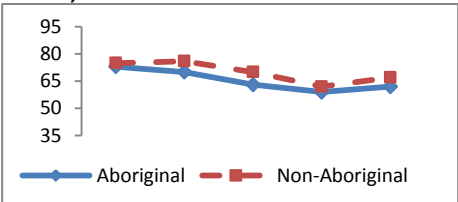
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	23	18	78	164	122	74
2014/15	22	14	64	137	95	69
2015/16	27	17	63	137	95	69
2016/17	28	19	68	116	82	71
2017/18	22	12	55	122	88	72

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



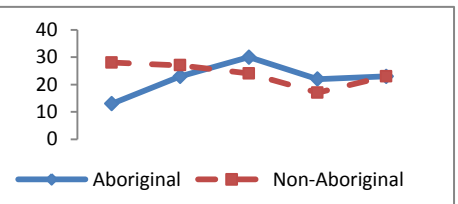
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	23	3	13	163	10	6
2014/15	23	1	4	138	12	9
2015/16	26	6	23	136	13	10
2016/17	28	1	4	116	14	12
2017/18	22	1	5	122	12	10

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



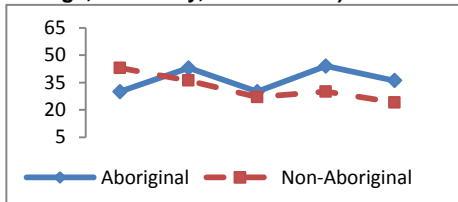
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	22	16	73	161	121	75
2014/15	23	16	70	136	104	76
2015/16	27	17	63	135	95	70
2016/17	27	16	59	116	72	62
2017/18	21	13	62	123	82	67

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



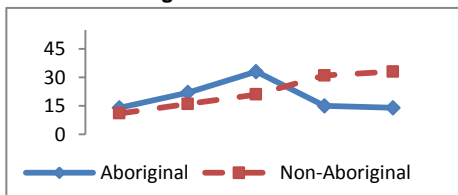
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	23	3	13	162	46	28
2014/15	22	5	23	135	36	27
2015/16	27	8	30	131	31	24
2016/17	27	6	22	115	20	17
2017/18	22	5	23	120	27	23

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	23	7	30	162	70	43
2014/15	23	10	43	136	49	36
2015/16	27	8	30	133	36	27
2016/17	27	12	44	115	34	30
2017/18	22	8	36	121	29	24

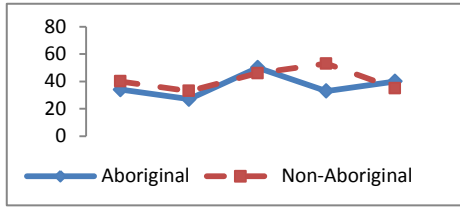
I would like to go to a different school.



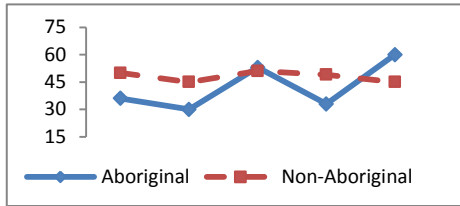
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	22	3	14	158	18	11
2014/15	23	5	22	135	22	16
2015/16	27	9	33	128	27	21
2016/17	27	4	15	117	36	31
2017/18	21	3	14	123	41	33

STUDENT LEARNING SURVEY RESULTS, GRADE 12

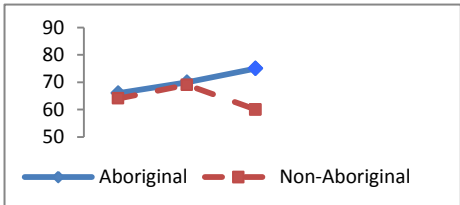
Do you like school?



Do adults in the school treat all students fairly?



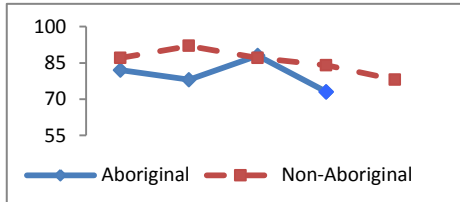
Do your teachers help you with your schoolwork when you need it?



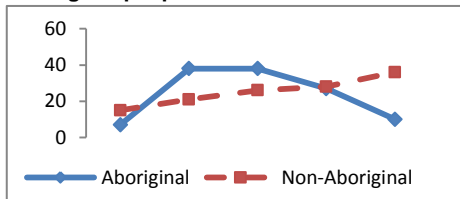
How many teachers help you with your schoolwork when you need it?



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 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	29		10	34	133		53	40
2014/15	22		6	27	136		45	33
2015/16	16		8	50	135		62	46
2016/17	15		5	33	90		48	53
2017/18	10		4	40	95		33	35

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	28		10	36	135		67	50
2014/15	23		7	30	135		61	45
2015/16	15		8	53	134		68	51
2016/17	15		5	33	90		44	49
2017/18	10		6	60	95		43	45

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	29		19	66	134		86	64
2014/15	23		16	70	133		92	69
2015/16	16		12	75	134		81	60
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

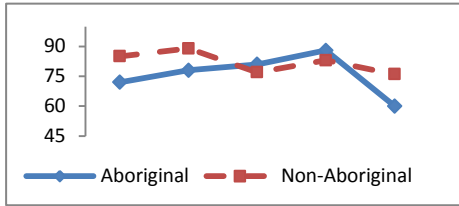
School Year	Gr 12 Respondents		All or many		Gr 12 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	15		5	33	88		40	45
2017/18	10		6	60	96		42	44

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	28		23	82	134		116	87
2014/15	23		18	78	135		124	92
2015/16	16		14	88	135		117	87
2016/17	15		11	73	87		73	84
2017/18	Msk		Msk	Msk	94		73	78

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	27		2	7	131		20	15
2014/15	21		8	38	134		28	21
2015/16	16		6	38	132		34	26
2016/17	15		4	27	88		25	28
2017/18	10		1	10	95		34	36

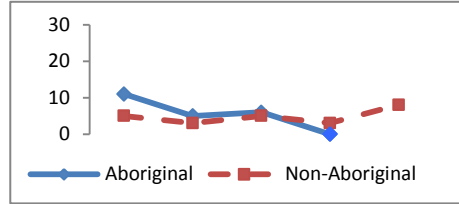
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



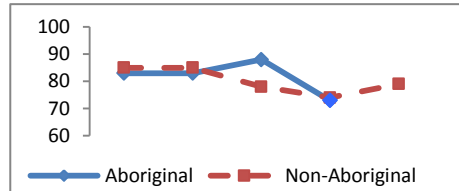
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	29	21	72	131	112	85		
2014/15	23	18	78	132	117	89		
2015/16	16	13	81	134	103	77		
2016/17	16	14	88	87	72	83		
2017/18	10	6	60	96	73	76		

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



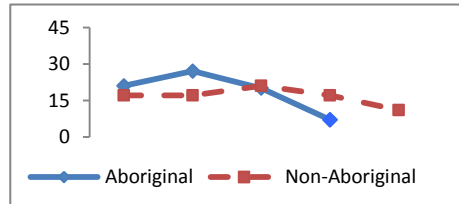
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	28	3	11	134	7	5		
2014/15	22	1	5	132	4	3		
2015/16	16	1	6	134	7	5		
2016/17	16	0	0	87	3	3		
2017/18	Msk	Msk	Msk	96	8	8		

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



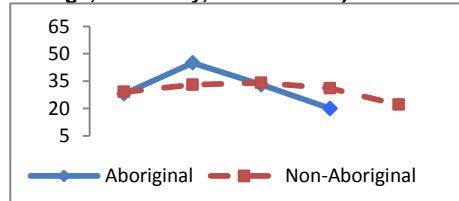
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more			
		#	%		#	%		
2013/14	29	24	83	134	114	85		
2014/15	23	19	83	132	112	85		
2015/16	16	14	88	135	105	78		
2016/17	15	11	73	90	67	74		
2017/18	Msk	Msk	Msk	96	76	79		

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



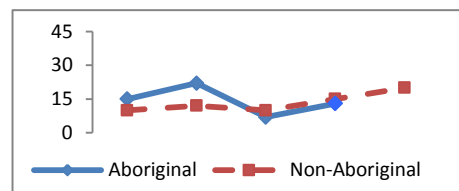
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	28	6	21	134	23	17		
2014/15	22	6	27	134	23	17		
2015/16	15	3	20	133	28	21		
2016/17	15	1	7	88	15	17		
2017/18	Msk	Msk	Msk	94	10	11		

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



School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times			
		#	%		#	%		
2013/14	29	8	28	133	39	29		
2014/15	22	10	45	134	44	33		
2015/16	15	5	33	132	45	34		
2016/17	15	3	20	88	27	31		
2017/18	Msk	Msk	Msk	94	21	22		

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	26	4	15	128	13	10		
2014/15	23	5	22	130	16	12		
2015/16	15	1	7	136	13	10		
2016/17	15	2	13	89	13	15		
2017/18	Msk	Msk	Msk	95	19	20		

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.