



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 048 Sea To Sky

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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?

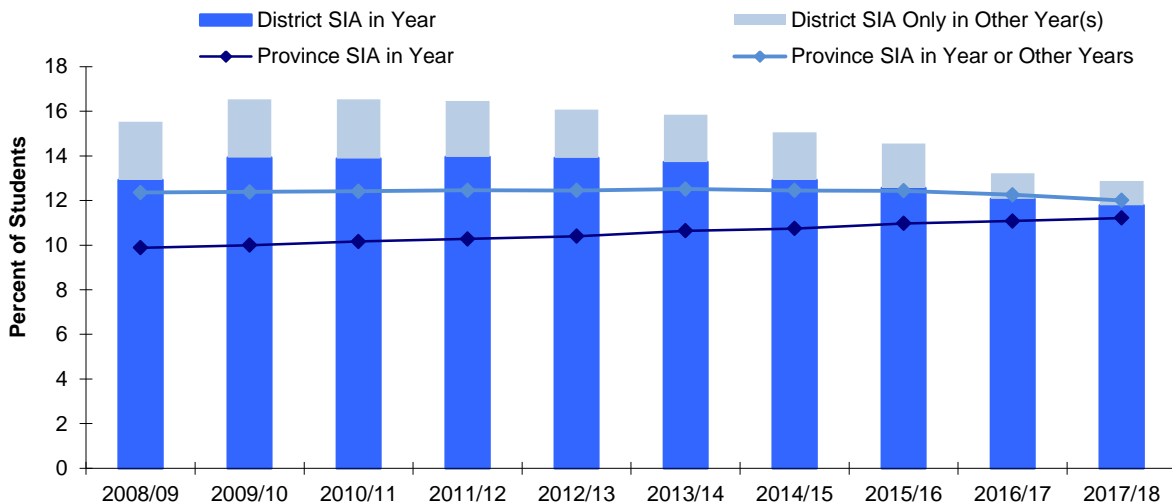
PLEASE NOTE

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	4,255	550	12.9	111	2.6	579,485	57,257	9.9	14,326	2.5
2009/10	4,210	586	13.9	110	2.6	580,480	58,017	10.0	13,887	2.4
2010/11	4,199	583	13.9	111	2.6	579,110	58,834	10.2	13,044	2.3
2011/12	4,245	592	13.9	107	2.5	569,734	58,531	10.3	12,445	2.2
2012/13	4,313	600	13.9	93	2.2	564,529	58,717	10.4	11,569	2.0
2013/14	4,480	615	13.7	95	2.1	558,983	59,502	10.6	10,444	1.9
2014/15	4,596	594	12.9	98	2.1	552,786	59,382	10.7	9,449	1.7
2015/16	4,824	606	12.6	96	2.0	553,376	60,706	11.0	8,109	1.5
2016/17	4,919	594	12.1	56	1.1	557,626	61,799	11.1	6,534	1.2
2017/18	5,007	590	11.8	55	1.1	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

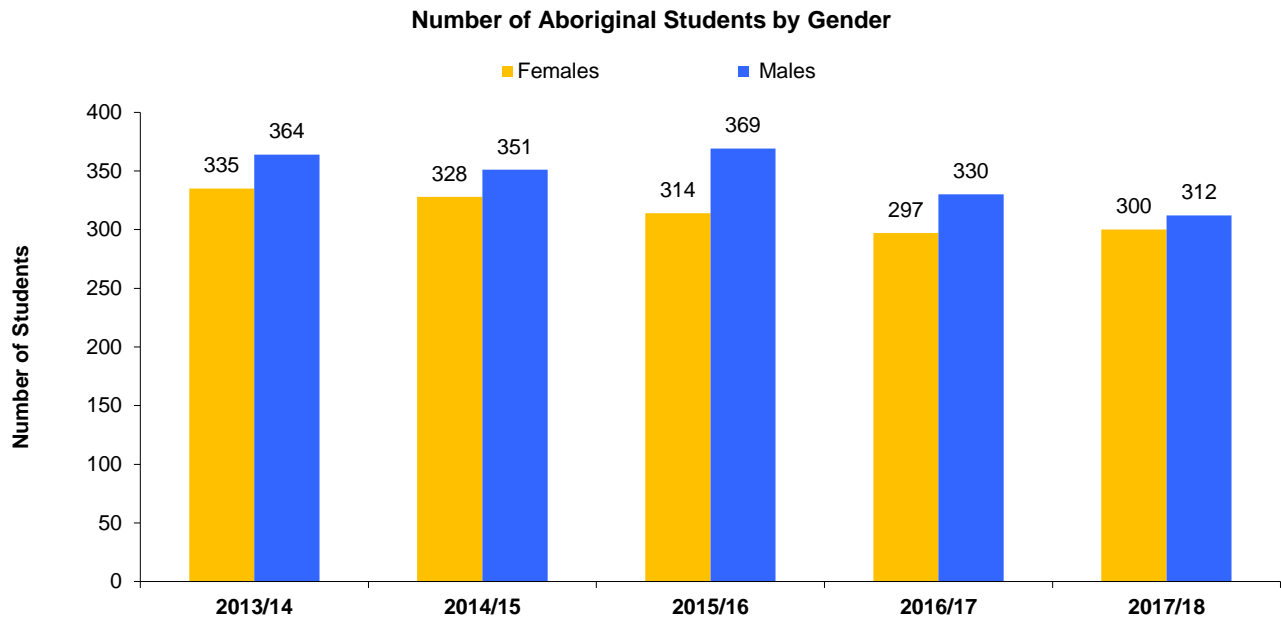
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	4,480	699	15.6	335	7.5	364	8.1	69,182	34,363	34,819
2014/15	4,596	679	14.8	328	7.1	351	7.6	67,939	33,645	34,294
2015/16	4,824	683	14.2	314	6.5	369	7.6	67,749	33,432	34,317
2016/17	4,919	627	12.7	297	6.0	330	6.7	67,078	33,137	33,941
2017/18	5,007	612	12.2	300	6.0	312	6.2	66,142	32,575	33,567

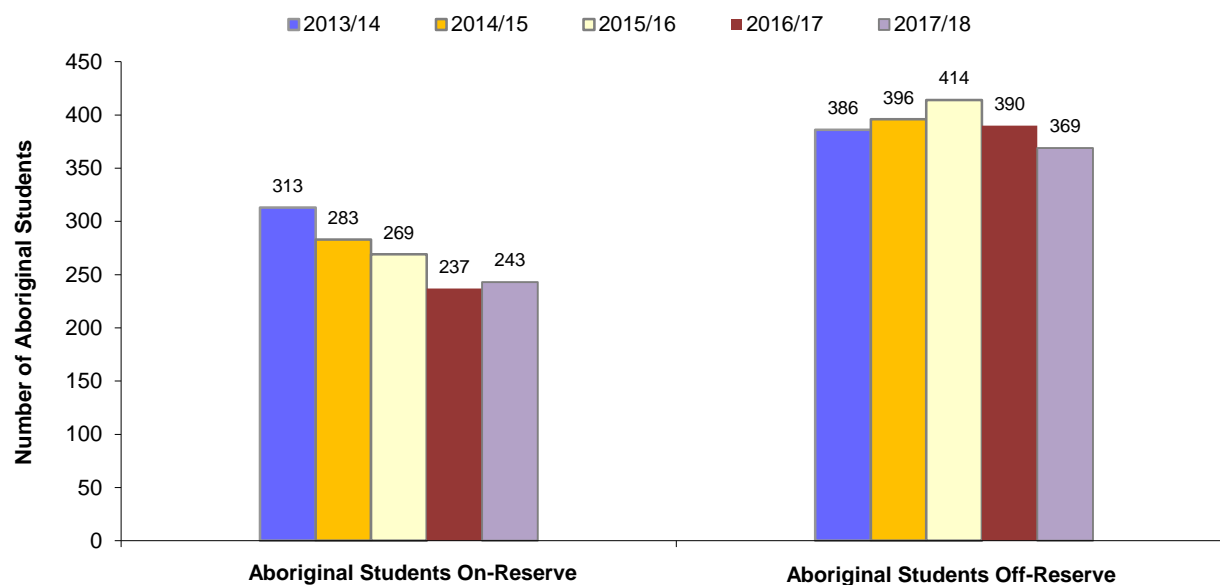


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2013/14	699	145	168	313	190	196	386	8,812	60,370
2014/15	679	140	143	283	188	208	396	8,143	59,796
2015/16	683	119	150	269	195	219	414	7,694	60,055
2016/17	627	113	124	237	184	206	390	7,285	59,793
2017/18	612	123	120	243	177	192	369	7,820	58,322

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

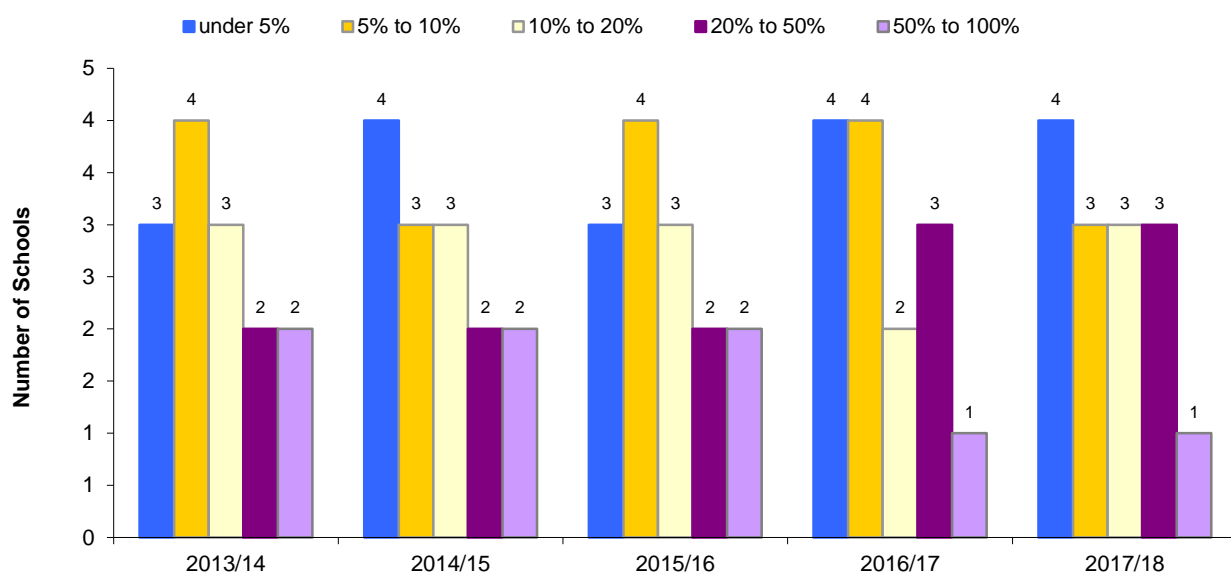


* Public schools only.

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	14	3	4	3	2	2	1,393	370	241	341	346	95
2014/15	14	4	3	3	2	2	1,385	393	223	335	337	97
2015/16	14	3	4	3	2	2	1,380	396	224	349	318	93
2016/17	14	4	4	2	3	1	1,369	400	229	348	300	92
2017/18	14	4	3	3	3	1	1,377	416	238	335	303	85

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

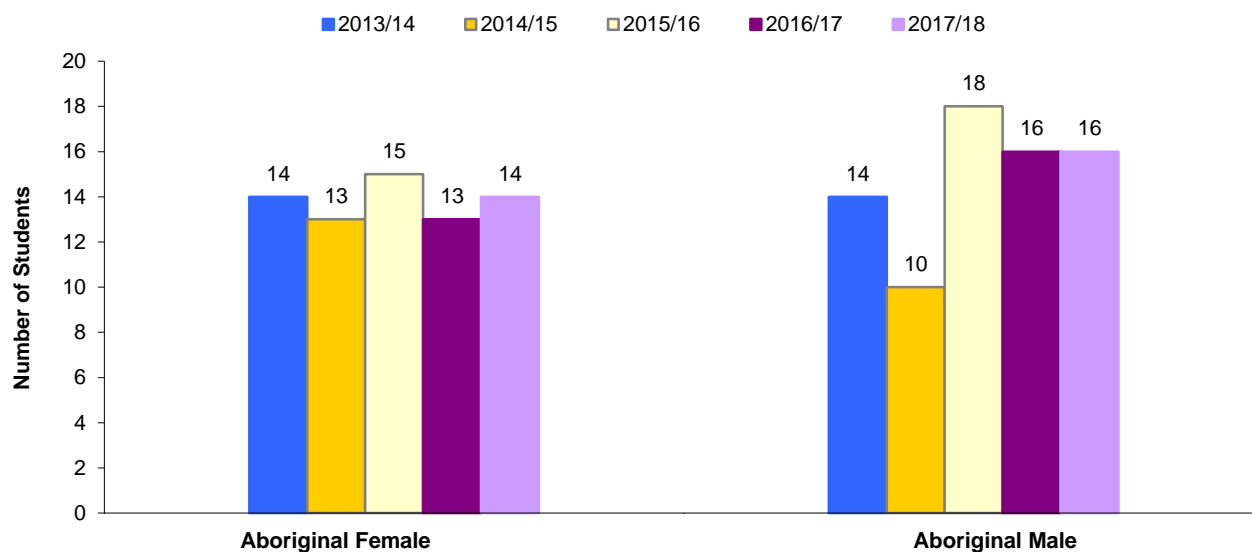


* Public schools only.

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2013/14	67	14	14	28	14	25	39	1,610	1,594	2,033	2,757
2014/15	77	13	10	23	19	35	54	1,595	1,560	1,981	2,618
2015/16	69	15	18	33	12	24	36	1,609	1,527	2,022	2,474
2016/17	74	13	16	29	21	24	45	1,605	1,543	2,037	2,468
2017/18	77	14	16	30	26	21	47	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



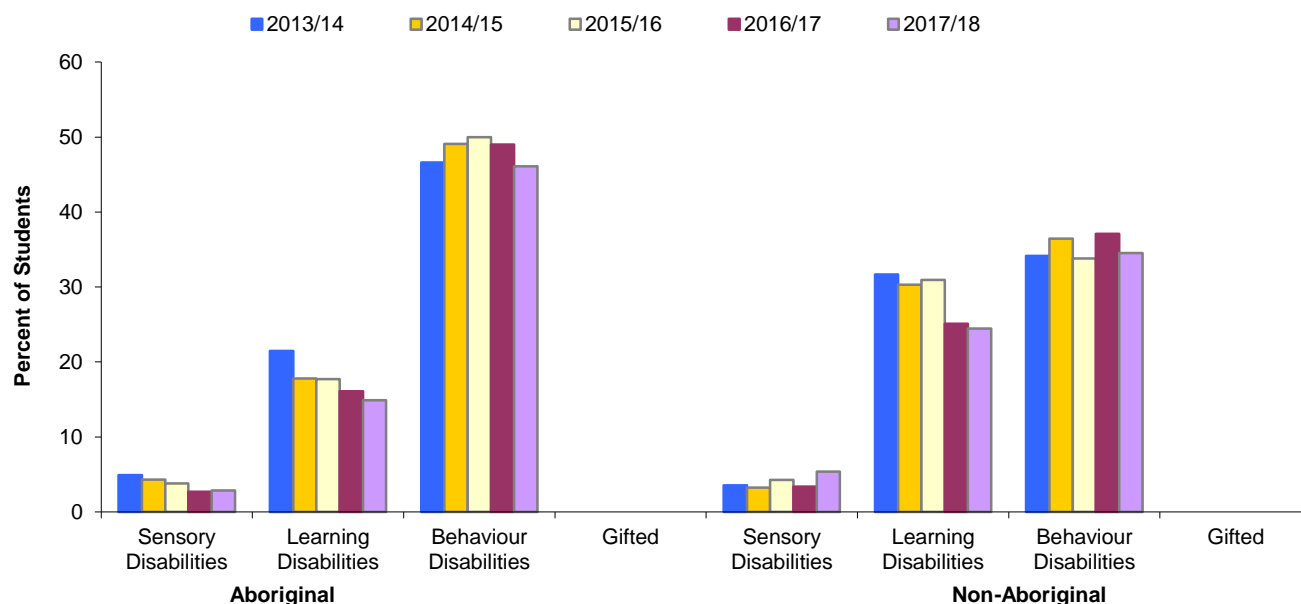
* Public schools only.

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	163	281	8	5	10	4	35	21	89	32	76	47	96	34	Msk	Msk	Msk	Msk
2014/15	163	277	7	4	9	3	29	18	84	30	80	49	101	36	Msk	Msk	Msk	Msk
2015/16	158	281	6	4	12	4	28	18	87	31	79	50	95	34	Msk	Msk	Msk	Msk
2016/17	149	267	4	3	9	3	24	16	67	25	73	49	99	37	Msk	Msk	Msk	Msk
2017/18	141	278	4	3	15	5	21	15	68	24	65	46	96	35	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).

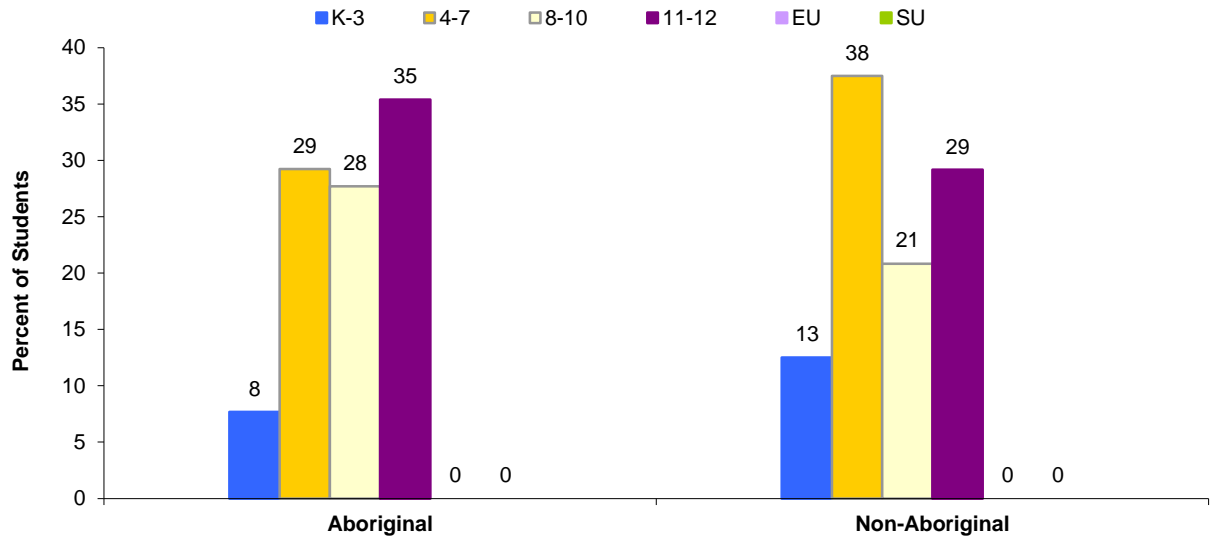
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	76	14	18	25	33	15	20	22	29	0	0	0	0
2014/15	80	16	20	18	23	25	31	20	25	0	0	0	0
2015/16	79	13	16	19	24	22	28	25	32	0	0	0	0
2016/17	73	8	11	19	26	22	30	24	33	0	0	0	0
2017/18	65	5	8	19	29	18	28	23	35	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	96	18	19	23	24	28	29	27	28	0	0	0	0
2014/15	101	12	12	25	25	30	30	34	34	0	0	0	0
2015/16	95	6	6	39	41	22	23	28	29	0	0	0	0
2016/17	99	10	10	39	39	22	22	28	28	0	0	0	0
2017/18	96	12	13	36	38	20	21	28	29	0	0	0	0

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



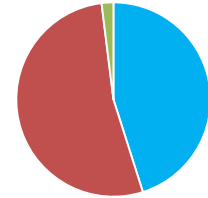
* Total includes Graduated Adults.

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

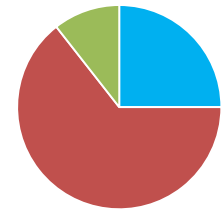
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	48	91	16	33	27	56	5	10
2014/15	43	96	16	37	24	56	3	7
2015/16	44	81	17	39	22	50	5	11
2016/17	39	89	15	38	24	62	0	0
			Emerging		On Track		Extending	
2017/18	51	86	23	45	27	53	1	2



■ Emerging ■ On Track ■ Extending

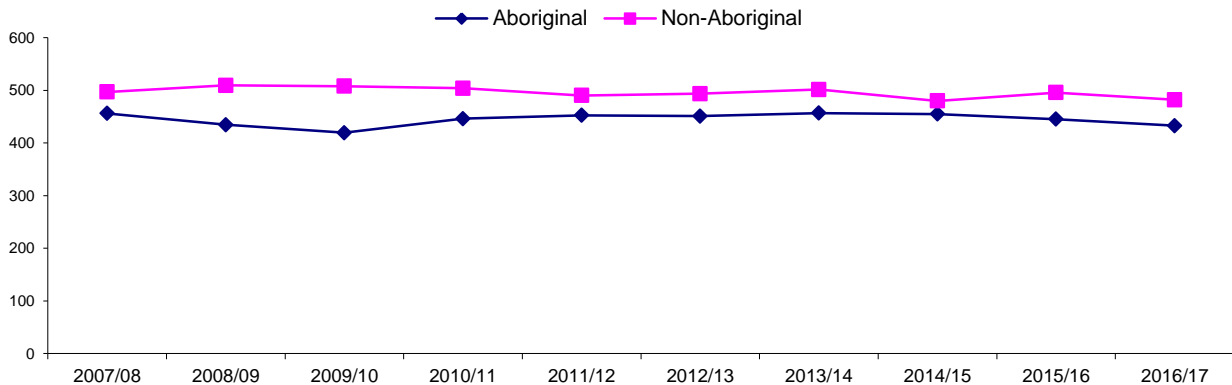
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	267	95	46	17	174	65	47	18
2014/15	267	94	44	16	203	76	20	7
2015/16	307	97	58	19	208	68	41	13
2016/17	281	93	50	18	207	74	24	9
			Emerging		On Track		Extending	
2017/18	312	88	78	25	201	64	33	11



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

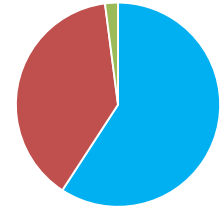


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

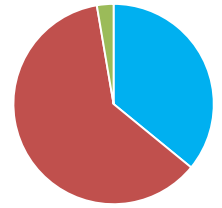
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	47	89	10	21	37	79	0	0
2014/15	43	96	10	23	32	74	1	2
2015/16	40	74	15	38	25	63	0	0
2016/17	40	91	10	25	29	73	1	3
			Emerging		On Track		Extending	
2017/18	49	83	29	59	19	39	1	2



■ Emerging ■ On Track
■ Extending

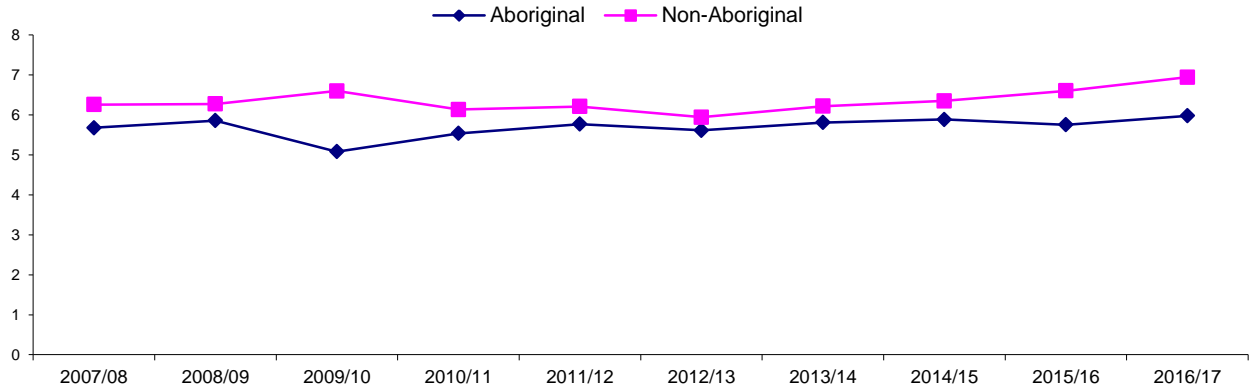
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	264	94	24	9	237	90	3	1
2014/15	267	94	16	6	244	91	7	3
2015/16	304	96	34	11	257	85	13	4
2016/17	280	92	33	12	221	79	26	9
			Emerging		On Track		Extending	
2017/18	298	84	107	36	183	61	8	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

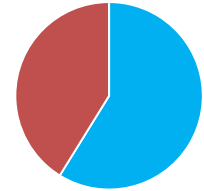


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

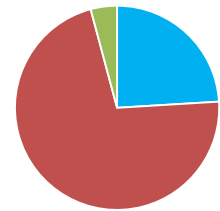
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	47	89	19	40	27	57	1	2
2014/15	43	96	18	42	23	53	2	5
2015/16	47	87	27	57	19	40	1	2
2016/17	39	89	22	56	17	44	0	0
			Emerging		On Track		Extending	
2017/18	51	86	30	59	21	41	0	0



■ Emerging ■ On Track
■ Extending

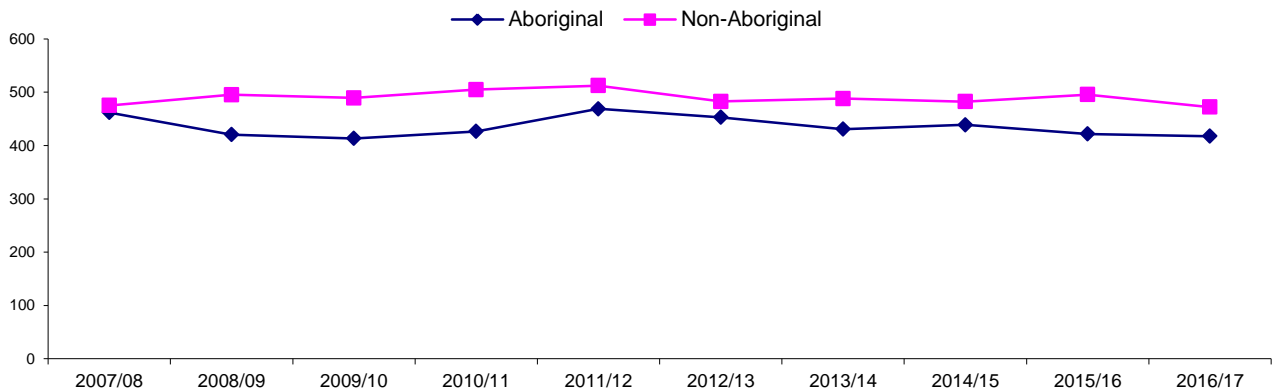
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	268	96	41	15	210	78	17	6
2014/15	269	95	59	22	197	73	13	5
2015/16	303	95	47	16	224	74	32	11
2016/17	282	93	62	22	200	71	20	7
			Emerging		On Track		Extending	
2017/18	312	88	75	24	224	72	13	4



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

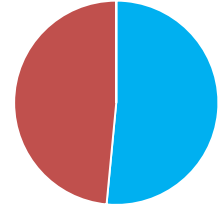


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

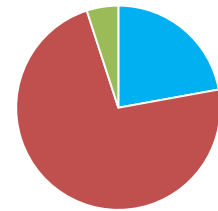
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	47	96	16	34	26	55	5	11
2014/15	52	91	28	54	24	46	0	0
2015/16	48	96	23	48	21	44	4	8
2016/17	54	98	28	52	24	44	2	4
			Emerging		On Track		Extending	
2017/18	33	100	17	52	16	48	0	0



■ Emerging ■ On Track ■ Extending

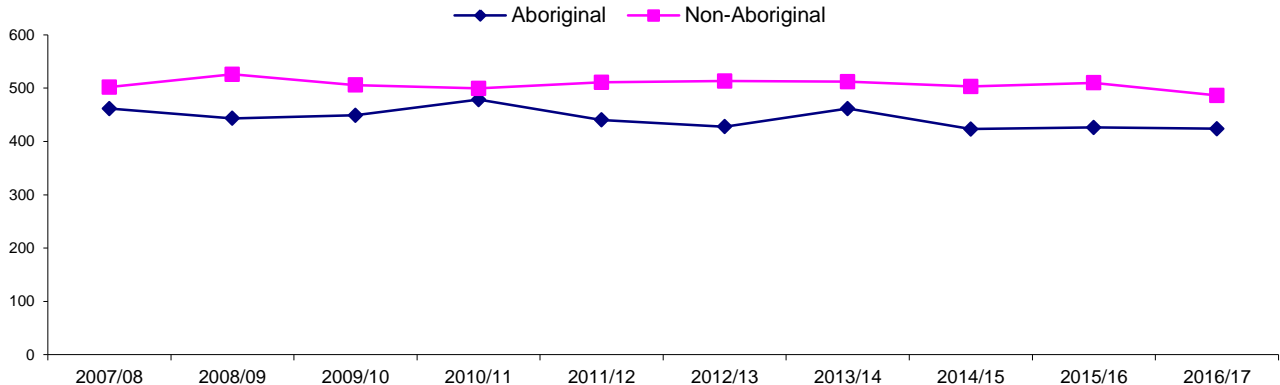
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	240	96	33	14	177	74	30	13
2014/15	247	98	46	19	169	68	32	13
2015/16	247	96	46	19	171	69	30	12
2016/17	284	97	79	28	165	58	40	14
			Emerging		On Track		Extending	
2017/18	280	96	62	22	204	73	14	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

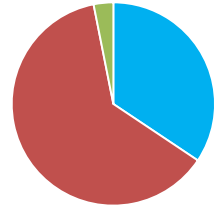


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

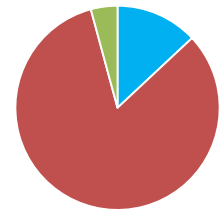
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	46	94	4	9	41	89	1	2
2014/15	48	84	4	8	44	92	0	0
2015/16	47	94	10	21	32	68	5	11
2016/17	51	93	11	22	40	78	0	0
			Emerging		On Track		Extending	
2017/18	32	97	11	34	20	63	1	3



■ Emerging ■ On Track
■ Extending

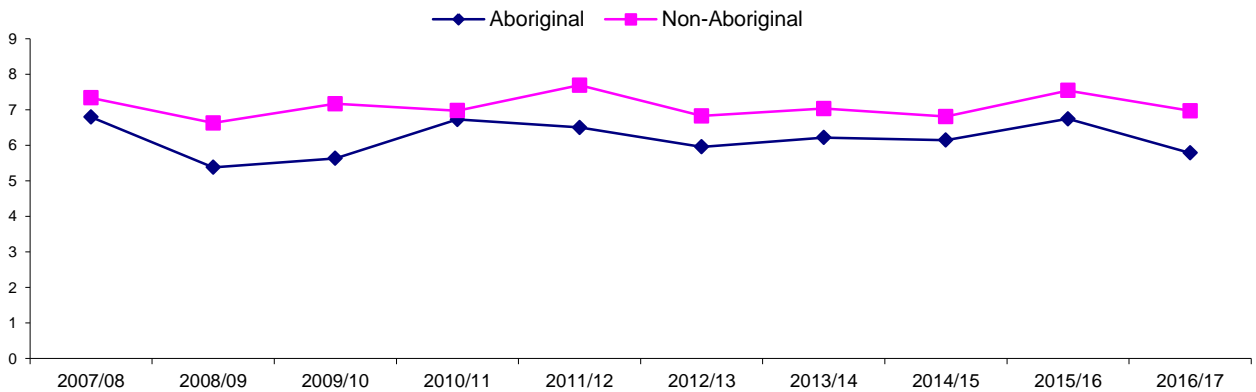
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	238	95	7	3	218	92	13	5
2014/15	242	96	15	6	219	90	8	3
2015/16	243	95	22	9	192	79	29	12
2016/17	280	95	34	12	223	80	23	8
			Emerging		On Track		Extending	
2017/18	261	89	34	13	216	83	11	4



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

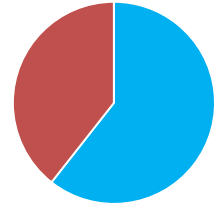


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

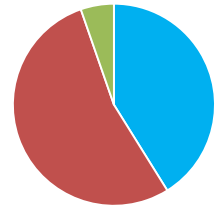
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	46	94	22	48	24	52	0	0
2014/15	48	84	32	67	16	33	0	0
2015/16	47	94	21	45	24	51	2	4
2016/17	55	100	37	67	18	33	0	0
			Emerging		On Track		Extending	
2017/18	33	100	20	61	13	39	0	0



■ Emerging ■ On Track
■ Extending

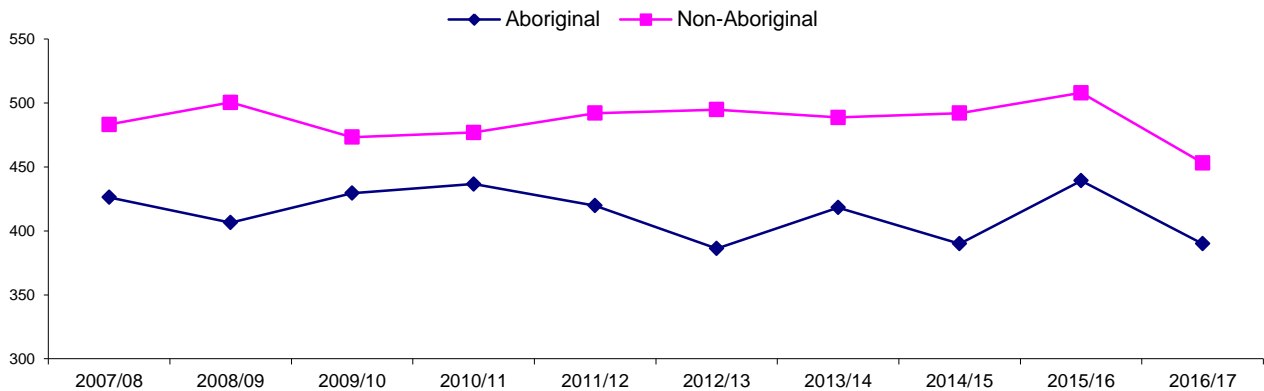
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	240	96	50	21	168	70	22	9
2014/15	246	98	54	22	159	65	33	13
2015/16	246	96	40	16	172	70	34	14
2016/17	284	97	93	33	176	62	15	5
			Emerging		On Track		Extending	
2017/18	282	96	116	41	151	54	15	5



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

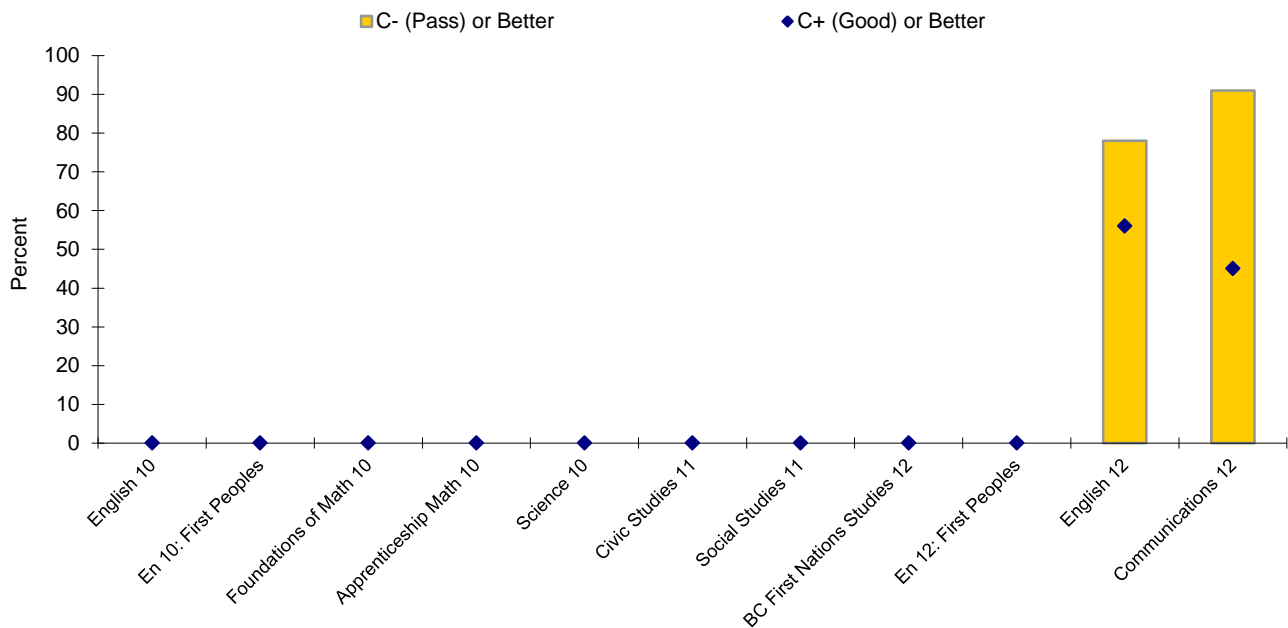
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12	18	14	78	10	56	242	237	98	195	81
Communications 12	11	10	91	5	45	61	61	100	30	49

Final Marks Overview: Aboriginal Results 2017/18

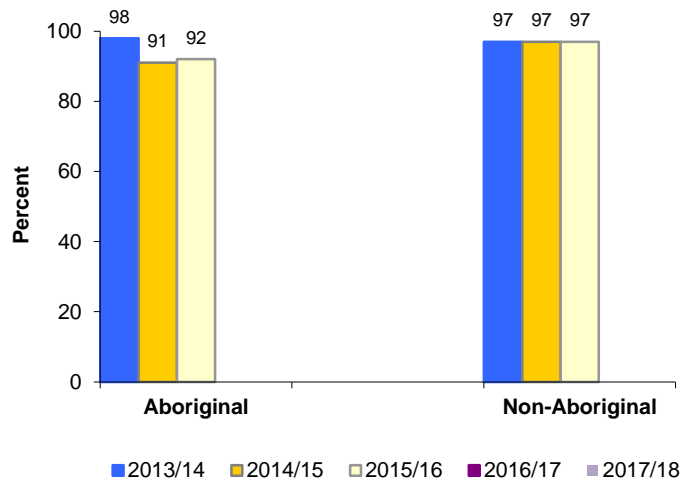


FINAL MARKS: ENGLISH 10

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	45	44	98	27	60	272	264	97	196	72
2014/15	44	40	91	17	39	250	242	97	167	67
2015/16	36	33	92	19	53	287	277	97	206	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	45	55	40	5	272	278	249	23	
2014/15	44	53	42	2	250	252	230	20	
2015/16	36	54	31	5	287	286	256	31	
2016/17	-	55	-	-	-	256	-	-	
2017/18	-	62	-	-	-	286	-	-	

ENGLISH 10: C- (Pass) or Better



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

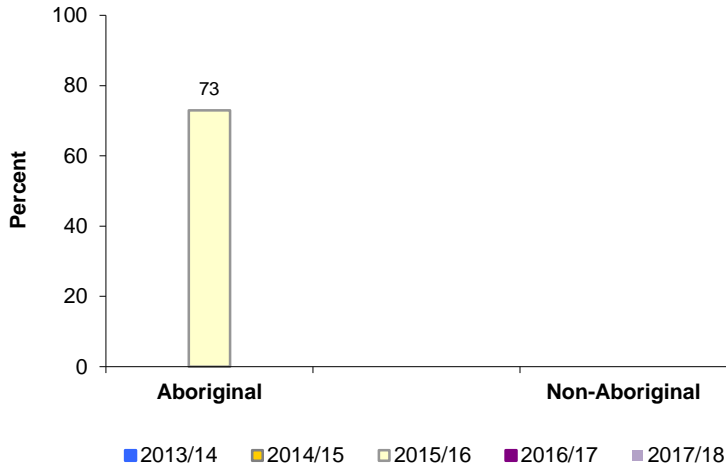
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	11	8	73	2	18	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	-	55	-	-	-	278	-	-
2014/15	Msk	53	Msk	Msk	Msk	252	Msk	Msk
2015/16	11	54	8	3	Msk	286	Msk	Msk
2016/17	-	55	-	-	-	256	-	-
2017/18	-	62	-	-	-	286	-	-

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



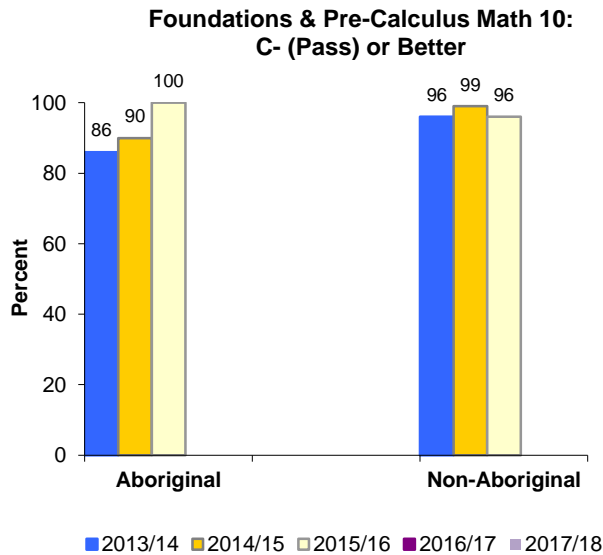
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	28	24	86	14	50	197	190	96	128	65
2014/15	20	18	90	9	45	204	202	99	152	75
2015/16	20	20	100	11	55	227	219	96	174	77
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	28	55	27	1	197	278	183	14
2014/15	20	53	17	3	204	252	190	14
2015/16	20	54	17	3	227	286	204	23
2016/17	-	55	-	-	-	256	-	-
2017/18	-	62	-	-	-	286	-	-



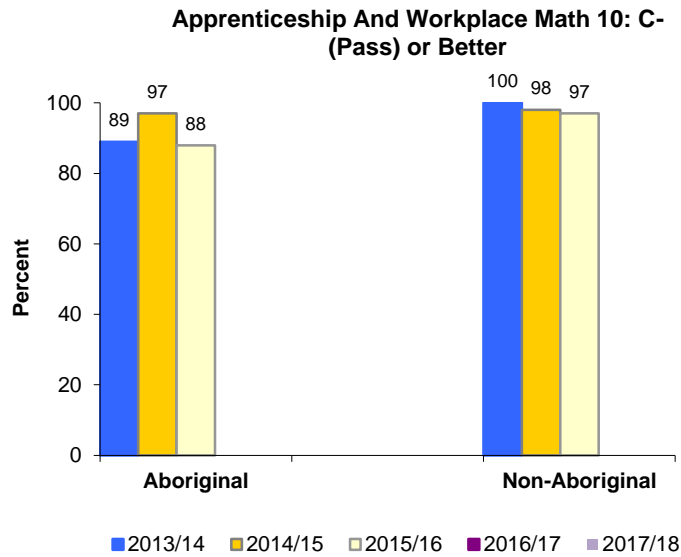
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	28	25	89	11	39	81	81	100	51	63
2014/15	30	29	97	18	60	59	58	98	32	54
2015/16	24	21	88	7	29	65	63	97	36	55
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	28	55	21	7	81	278	73	8		
2014/15	30	53	25	5	59	252	44	15		
2015/16	24	54	19	5	65	286	57	8		
2016/17	-	55	-	-	-	256	-	-		
2017/18	-	62	-	-	-	286	-	-		



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

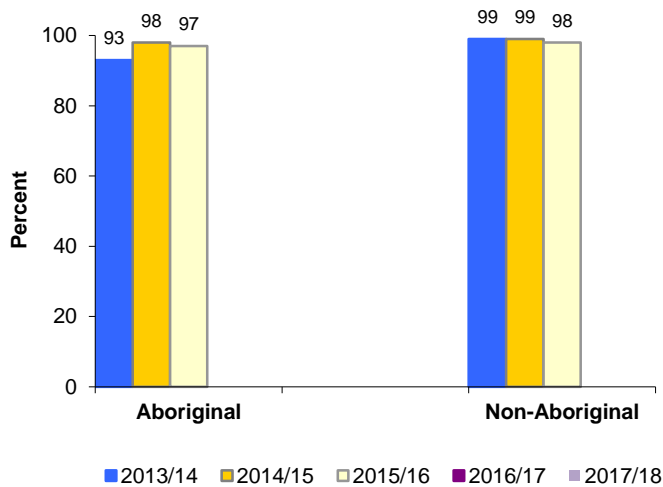
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	43	40	93	23	53	259	256	99	177	68
2014/15	50	49	98	27	54	260	258	99	186	72
2015/16	37	36	97	19	51	282	275	98	202	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	43	55	39	4	259	278	246	13	
2014/15	50	53	43	7	260	252	234	26	
2015/16	37	54	36	1	282	286	262	20	
2016/17	-	55	-	-	-	256	-	-	
2017/18	-	62	-	-	-	286	-	-	

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.

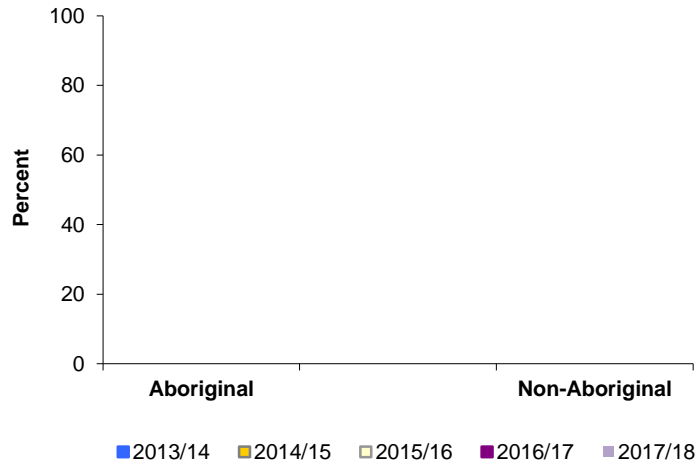
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	44	-	-	-	297	-	-		
2014/15	-	54	-	-	-	283	-	-		
2015/16	-	51	-	-	-	275	-	-		
2016/17	-	48	-	-	-	276	-	-		
2017/18	-	53	-	-	-	253	-	-		

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.

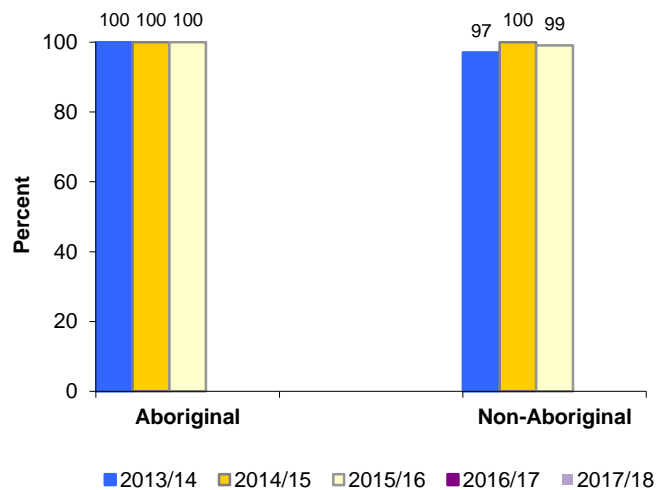
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	21	21	100	12	57	256	249	97	196	77
2014/15	28	28	100	22	79	264	264	100	214	81
2015/16	25	25	100	15	60	273	270	99	211	77
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	21	44	17	4	256	297	226	30		
2014/15	28	54	27	1	264	283	229	35		
2015/16	25	51	20	5	273	275	233	40		
2016/17	-	48	-	-	-	276	-	-		
2017/18	-	53	-	-	-	253	-	-		

Social Studies 11: C- (Pass) or Better



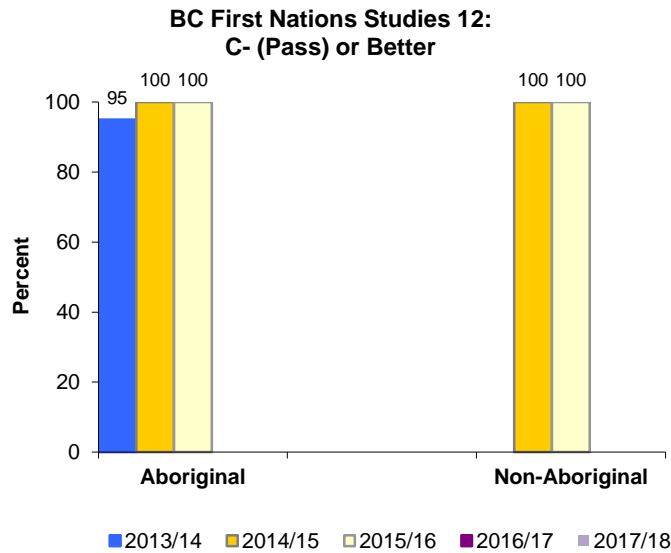
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	20	19	95	14	70	Msk	Msk	Msk	Msk	Msk
2014/15	10	10	100	7	70	14	14	100	8	57
2015/16	24	24	100	15	63	15	15	100	11	73
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	20	70	7	13	Msk	339	Msk	Msk	
2014/15	10	69	5	5	14	372	12	2	
2015/16	24	85	7	17	15	384	10	5	
2016/17	-	69	-	-	-	337	-	-	
2017/18	-	70	-	-	-	355	-	-	



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

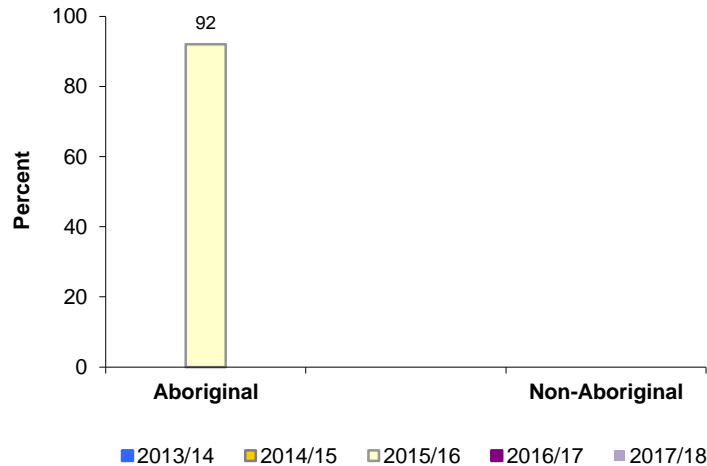
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	12	11	92	4	33	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	Msk	70	Msk	Msk	Msk	339	Msk	Msk		
2014/15	Msk	69	Msk	Msk	Msk	372	Msk	Msk		
2015/16	12	85	12	0	Msk	384	Msk	Msk		
2016/17	Msk	69	Msk	Msk	Msk	337	Msk	Msk		
2017/18	Msk	70	-	-	Msk	355	-	-		

**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.

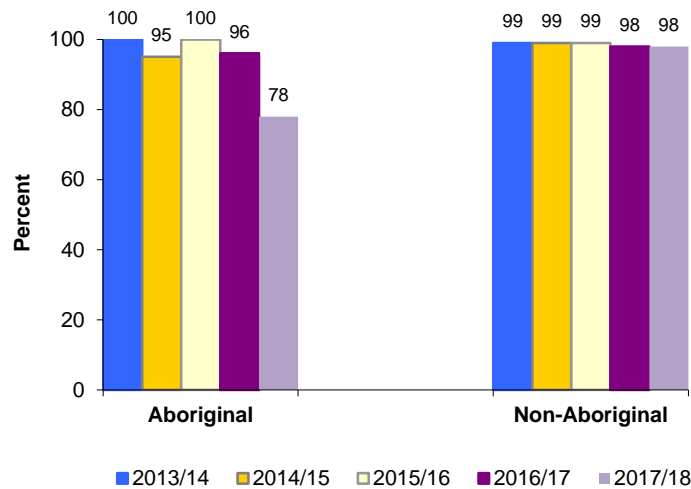
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	21	21	100	13	62	253	251	99	180	71
2014/15	22	21	95	10	45	255	253	99	202	79
2015/16	25	25	100	20	80	234	232	99	172	74
2016/17	24	23	96	12	50	248	243	98	181	73
2017/18	18	14	78	10	56	242	237	98	195	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	21	70	19	2	253	339	238	15	
2014/15	22	69	22	0	255	372	216	39	
2015/16	25	85	24	1	234	384	220	14	
2016/17	24	69	22	2	248	337	230	18	
2017/18	18	70	-	-	242	355	-	-	

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.

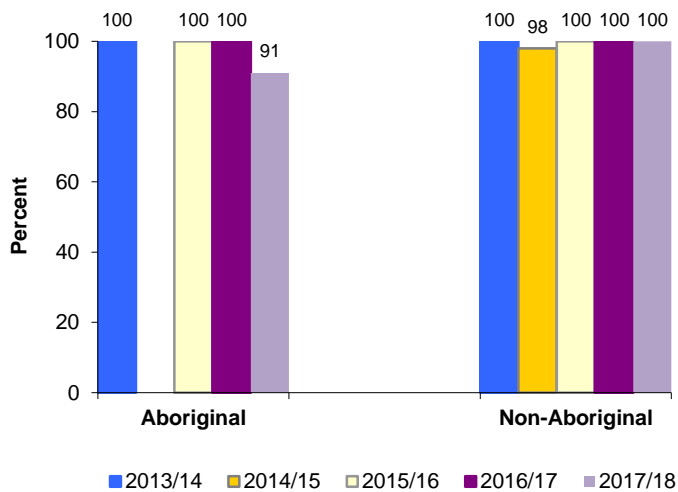
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
	Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
2013/14	14	14	100	6	43	31	31	100	17	55
2014/15	Msk	Msk	Msk	Msk	Msk	51	50	98	27	53
2015/16	14	14	100	9	64	39	39	100	22	56
2016/17	19	19	100	10	53	32	32	100	14	44
2017/18	11	10	91	5	45	61	61	100	30	49

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned	Total Gr 12	Students Assigned Final Mark		Students Assigned	Total Gr 12	Students Assigned Final Mark			
	Final Mark #	Students ¹ #	Gr 12 #	Non-Gr 12 ² #	Final Mark #	Students ¹ #	Gr 12 #	Non-Gr 12 ² #		
2013/14	14	70	13	1	31	339	26	5		
2014/15	Msk	69	Msk	Msk	51	372	43	8		
2015/16	14	85	11	3	39	384	33	6		
2016/17	19	69	19	0	32	337	30	2		
2017/18	11	70	-	-	61	355	-	-		

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.

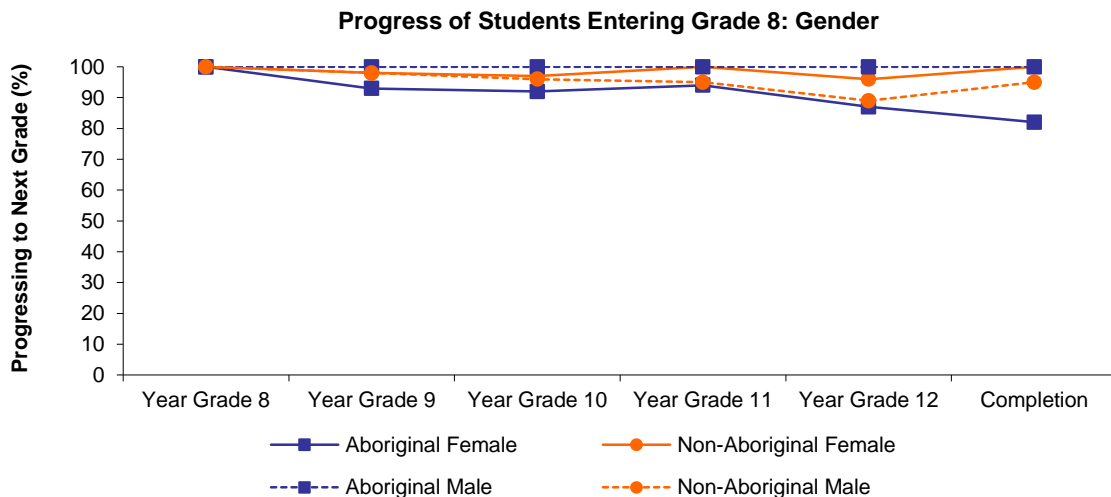
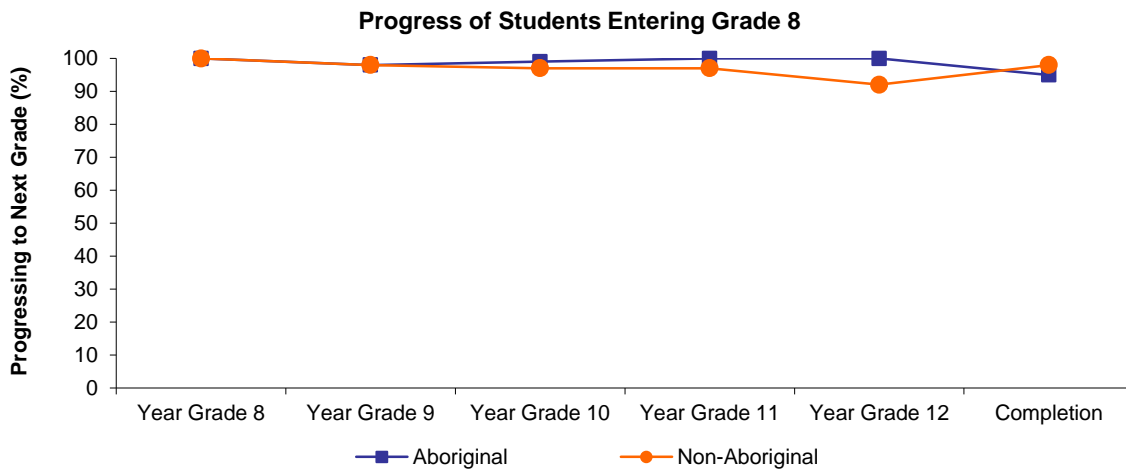
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	98	93	100	98	98	98
	Grade 10	99	92	100	97	97	96
	Grade 11	100	94	100	97	100	95
	Grade 12	100	87	100	92	96	89
2017/18	Completion	95	82	100	98	100	95



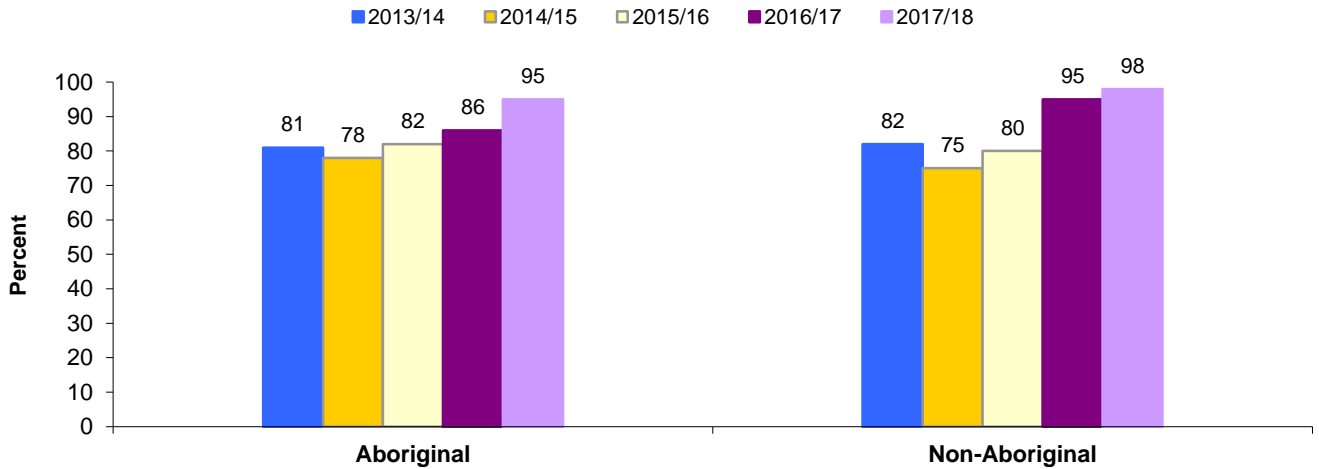
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

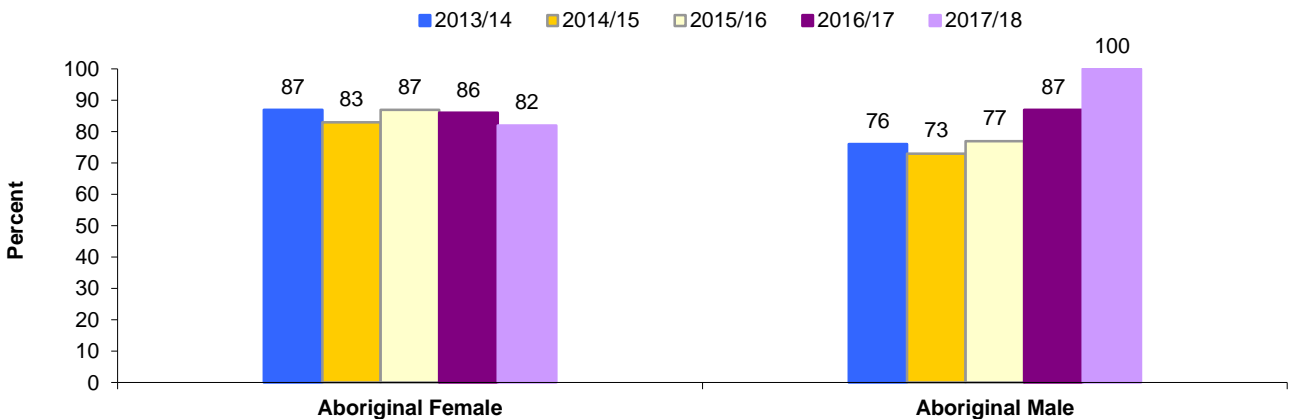
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	81	87	76	82	85	80
2014/15	78	83	73	75	79	71
2015/16	82	87	77	80	85	75
2016/17	86	86	87	95	95	94
2017/18	95	82	100	98	100	95

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).

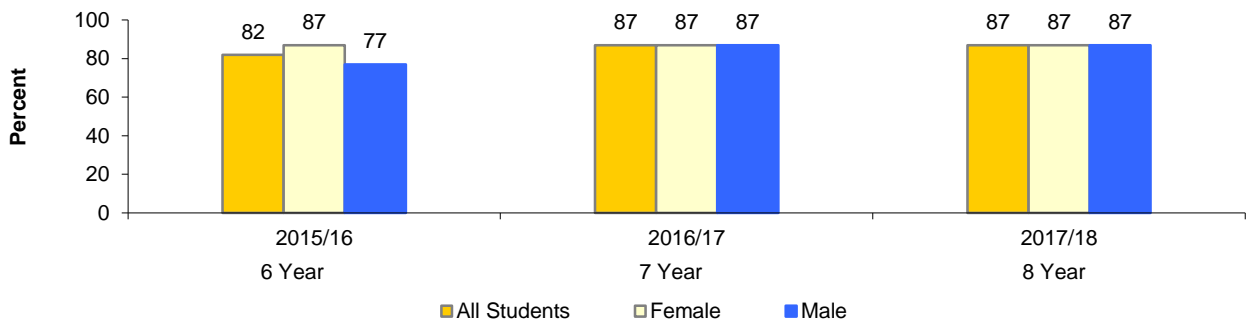
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

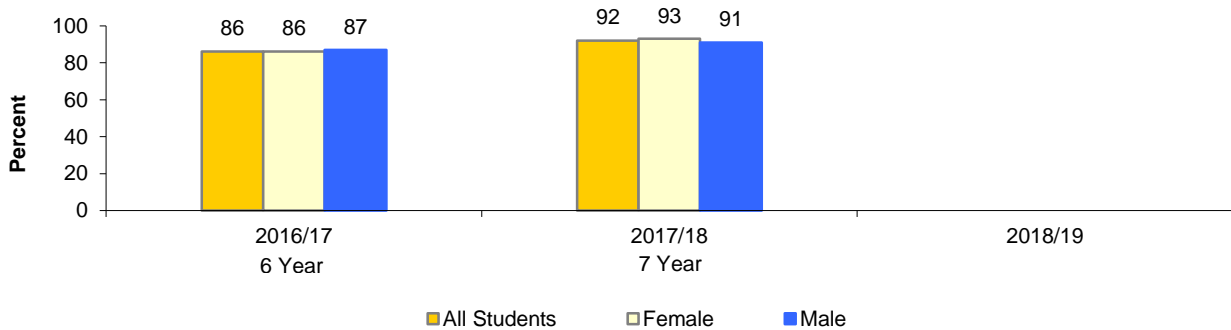
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	82	87	77	87	87	87	87	87	87
2011/12	86	86	87	92	93	91	-	-	-
2012/13	95	82	100	-	-	-	-	-	-

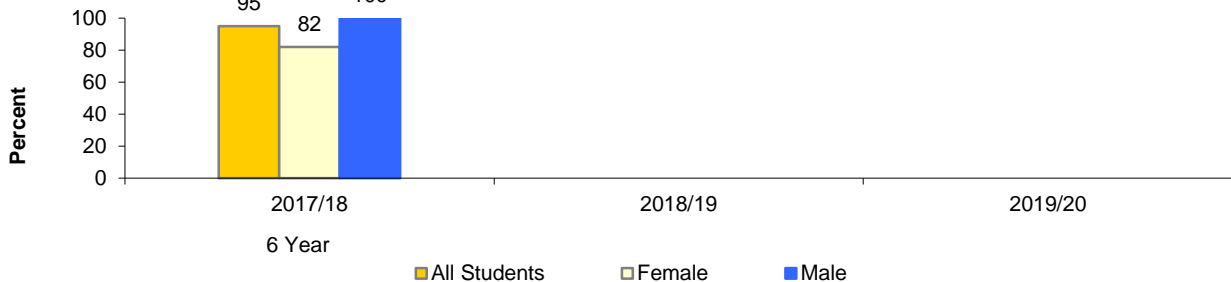
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	68	Msk	Msk	333	Msk	Msk
2014/15	66	Msk	Msk	359	Msk	Msk
2015/16	85	Msk	Msk	377	0	0
2016/17	68	Msk	Msk	322	Msk	Msk
2017/18	68	Msk	Msk	344	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	68	35	51	333	272	82
2014/15	66	30	45	359	261	73
2015/16	85	43	51	377	278	74
2016/17	68	45	66	322	267	83
2017/18	68	26	38	344	280	81

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2013/14	68	Msk	Msk	333	Msk	Msk
2014/15	66	Msk	Msk	359	Msk	Msk
2015/16	85	Msk	Msk	377	Msk	Msk
2016/17	68	Msk	Msk	322	11	3
2017/18	68	11	16	344	14	4

* 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	45	34	76	11	24
2014/15	45	34	76	11	24
2015/16	46	37	80	9	20
2016/17	42	34	81	8	19
2017/18	42	32	76	10	24

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	699	34	5
2014/15	679	34	5
2015/16	683	37	5
2016/17	627	34	5
2017/18	612	32	5

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

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

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	48	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	270	100	18	6.7	8	3.0	5	1.9	1	0.4		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	19	100	1	5.3	-	-	-	-	-	-	-	-
Non-Aboriginal	189	100	-	-	-	-	-	-	-	-	-	-

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	48	100	-	-	-	-	1	2.1	-	-	-	-
Non-Aboriginal	270	100	12	4.4	11	4.1	2	0.7	1	0.4		

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	19	100	1	5.3	-	-	-	-	-	-	-	-
Non-Aboriginal	189	100	-	-	-	-	-	-	-	-	-	-

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	48	100	5	10.4	-	-	-	-	2	4.2
Non-Aboriginal	270	100	42	15.6	8	3.0	1	0.4	-	-

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	19	100	-	-	-	-	-	-	-	-
Non-Aboriginal	189	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	48	100	11	22.9	4	8.3	1	2.1	-	-
Non-Aboriginal	270	100	36	13.3	14	5.2	1	0.4	-	-

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	19	100	2	10.5	1	5.3	-	-	1	5.3
Non-Aboriginal	189	100	-	-	2	1.1	1	0.5	-	-

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

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

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

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

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

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

CAVEAT

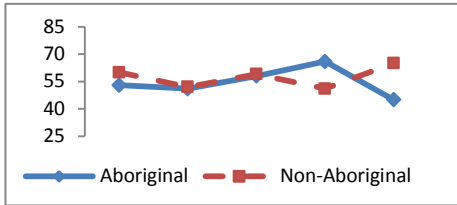
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

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

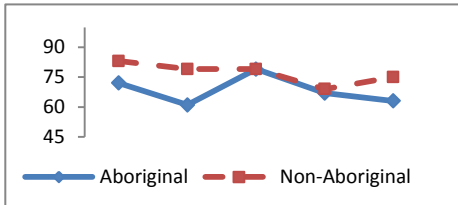
Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

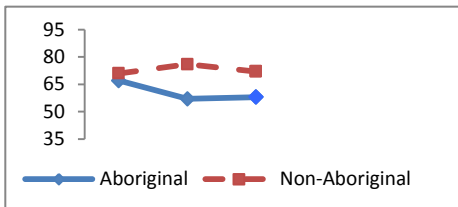
Do you like school?



Do adults in the school treat all students fairly?



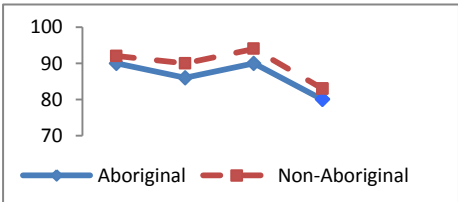
Do your teachers help you with your schoolwork when you need it?



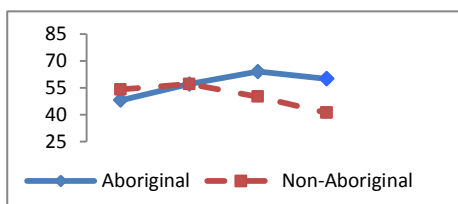
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	30		16	53	246		148	60
2014/15	35		18	51	236		122	52
2015/16	33		19	58	216		128	59
2016/17	32		21	66	269		138	51
2017/18	51		23	45	323		210	65

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	29		21	72	250		208	83
2014/15	33		20	61	238		188	79
2015/16	29		23	79	216		170	79
2016/17	33		22	67	268		184	69
2017/18	52		33	63	323		243	75

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	33		22	67	252		180	71
2014/15	37		21	57	241		183	76
2015/16	33		19	58	221		159	72
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

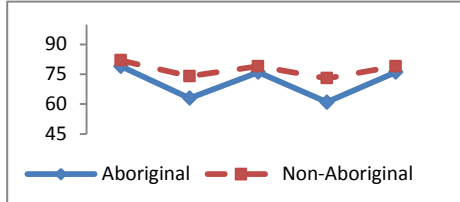
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	33		12	36	267		138	52
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	31		28	90	250		231	92
2014/15	35		30	86	241		216	90
2015/16	31		28	90	223		210	94
2016/17	30		24	80	263		218	83
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	27		13	48	243		131	54
2014/15	35		20	57	227		130	57
2015/16	28		18	64	215		107	50
2016/17	30		18	60	266		110	41
2017/18	-		-	-	-		-	-

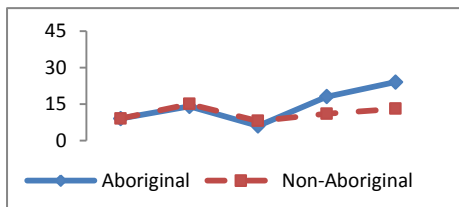
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



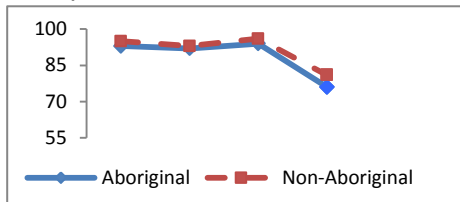
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	33	26	79	251	207	82
2014/15	35	22	63	244	180	74
2015/16	33	25	76	224	178	79
2016/17	33	20	61	264	193	73
2017/18	50	38	76	323	256	79

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



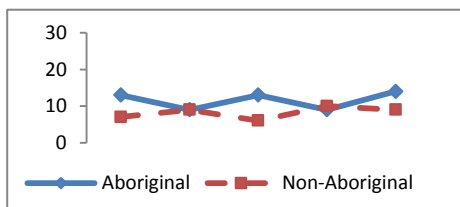
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	33	3	9	256	24	9
2014/15	35	5	14	237	35	15
2015/16	31	2	6	218	18	8
2016/17	33	6	18	264	30	11
2017/18	51	12	24	323	41	13

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	29	27	93	255	242	95
2014/15	37	34	92	246	230	93
2015/16	33	31	94	222	213	96
2016/17	33	25	76	268	216	81
2017/18	-	-	-	-	-	-

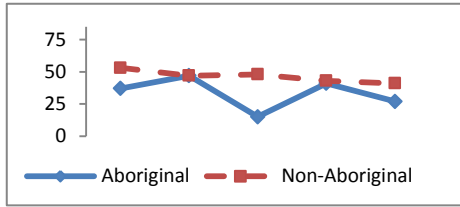
I would like to go to a different school.



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	31	4	13	246	18	7
2014/15	34	3	9	234	20	9
2015/16	31	4	13	207	12	6
2016/17	32	3	9	265	26	10
2017/18	50	7	14	325	28	9

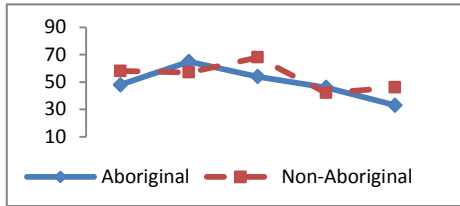
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



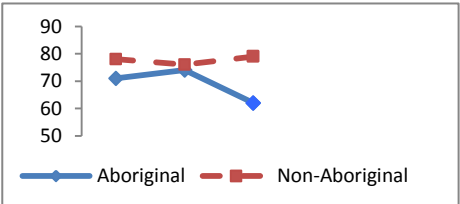
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	43	16	37	209	111	53
2014/15	38	18	47	232	109	47
2015/16	13	2	15	164	78	48
2016/17	46	19	41	261	113	43
2017/18	30	8	27	236	96	41

Do adults in the school treat all students fairly?



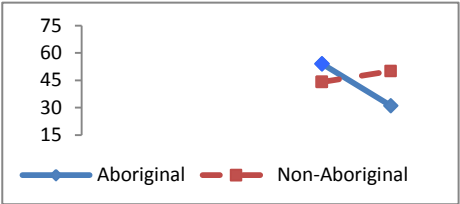
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	44	21	48	210	122	58
2014/15	37	24	65	227	130	57
2015/16	13	7	54	160	109	68
2016/17	46	21	46	260	109	42
2017/18	30	10	33	236	108	46

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



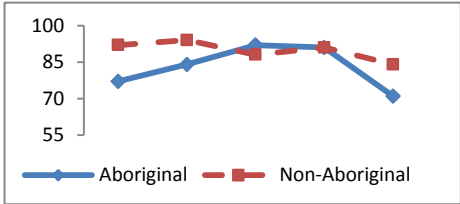
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	45	32	71	211	164	78
2014/15	38	28	74	234	179	76
2015/16	13	8	62	166	131	79
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



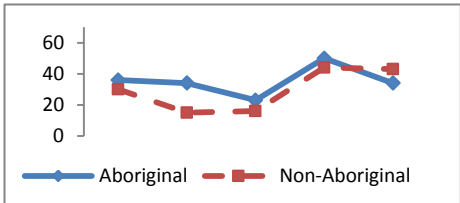
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	46	25 54	260	114 44
2017/18	29	9 31	236	118 50

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	44	34	77	208	191	92
2014/15	38	32	84	233	219	94
2015/16	13	12	92	164	145	88
2016/17	43	39	91	255	231	91
2017/18	24	17	71	232	195	84

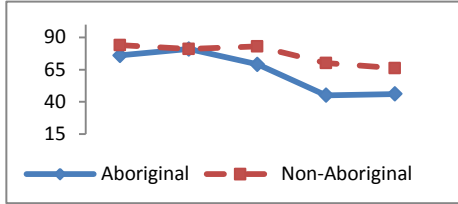
At school, are you being taught about Aboriginal peoples in Canada?



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	44	16	36	206	62	30
2014/15	38	13	34	231	34	15
2015/16	13	3	23	156	25	16
2016/17	46	23	50	259	113	44
2017/18	29	10	34	235	100	43

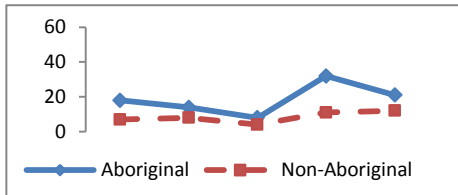
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



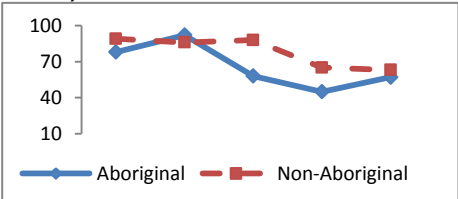
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	46	35	76	211	177	84
2014/15	37	30	81	237	191	81
2015/16	13	9	69	162	134	83
2016/17	33	15	45	266	187	70
2017/18	28	13	46	237	156	66

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



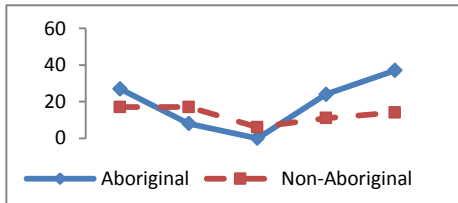
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	45	8	18	207	15	7
2014/15	37	5	14	233	18	8
2015/16	13	1	8	164	7	4
2016/17	34	11	32	265	28	11
2017/18	28	6	21	234	29	12

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	46	36	78	211	187	89
2014/15	38	35	92	234	201	86
2015/16	12	7	58	163	143	88
2016/17	44	20	45	259	168	65
2017/18	30	17	57	235	148	63

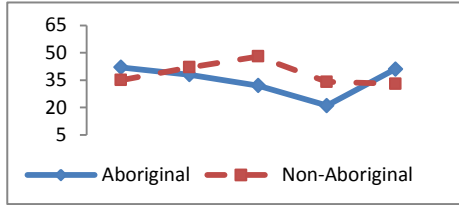
I would like to go to a different school.



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	45	12	27	206	35	17
2014/15	36	3	8	228	38	17
2015/16	12	0	0	161	10	6
2016/17	45	11	24	260	28	11
2017/18	30	11	37	233	33	14

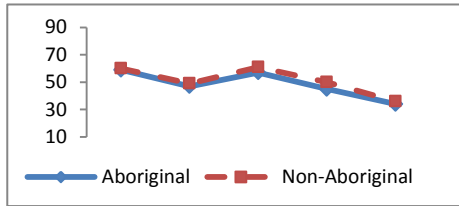
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



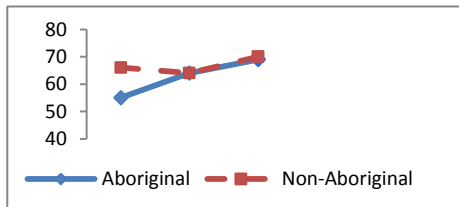
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	31	13	42	131	46	35
2014/15	39	15	38	231	97	42
2015/16	25	8	32	248	118	48
2016/17	29	6	21	182	61	34
2017/18	34	14	41	162	54	33

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	29	17	59	130	78	60
2014/15	36	17	47	226	111	49
2015/16	23	13	57	231	140	61
2016/17	29	13	45	182	91	50
2017/18	35	12	34	162	59	36

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



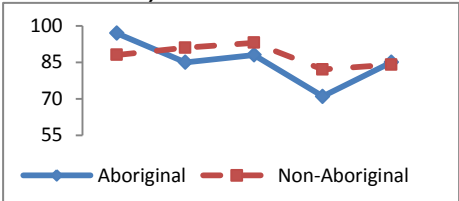
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	31	17	55	134	88	66
2014/15	39	25	64	234	150	64
2015/16	26	18	69	244	171	70
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



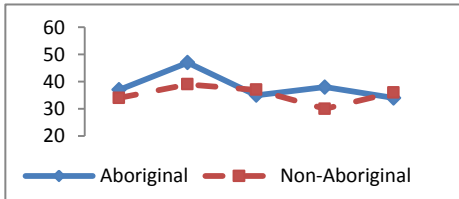
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	%	#	%
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	28	64	182	55
2017/18	35	46	162	52

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	30	29	97	130	115	88
2014/15	39	33	85	227	206	91
2015/16	26	23	88	244	226	93
2016/17	28	20	71	180	148	82
2017/18	33	28	85	155	130	84

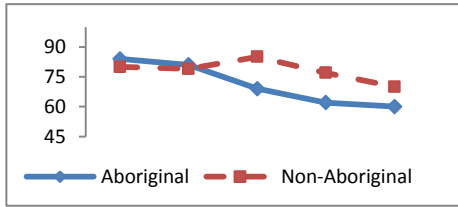
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	30	11	37	129	44	34
2014/15	38	18	47	227	88	39
2015/16	26	9	35	240	88	37
2016/17	29	11	38	180	54	30
2017/18	35	12	34	159	58	36

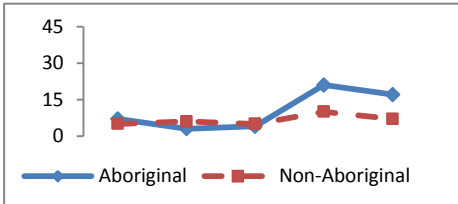
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



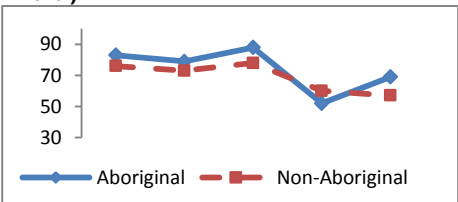
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	31	26	84	133	106	80
2014/15	37	30	81	231	182	79
2015/16	26	18	69	240	205	85
2016/17	29	18	62	180	139	77
2017/18	35	21	60	159	112	70

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



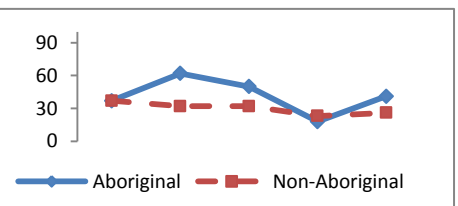
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	30	2	7	133	7	5
2014/15	38	1	3	231	14	6
2015/16	26	1	4	244	13	5
2016/17	29	6	21	178	17	10
2017/18	35	6	17	159	11	7

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



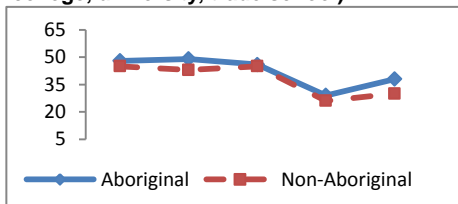
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	30	25	83	131	99	76
2014/15	39	31	79	229	167	73
2015/16	26	23	88	240	187	78
2016/17	29	15	52	182	110	60
2017/18	35	24	69	162	93	57

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



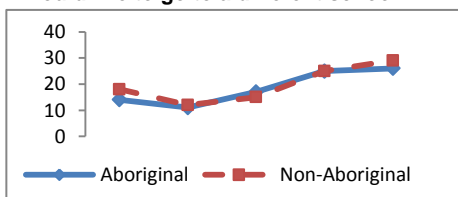
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	30	11	37	131	48	37
2014/15	39	24	62	228	73	32
2015/16	26	13	50	236	75	32
2016/17	28	5	18	180	41	23
2017/18	32	13	41	155	40	26

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	31	15	48	130	59	45
2014/15	39	19	49	229	98	43
2015/16	26	12	46	235	106	45
2016/17	28	8	29	180	47	26
2017/18	32	12	38	153	46	30

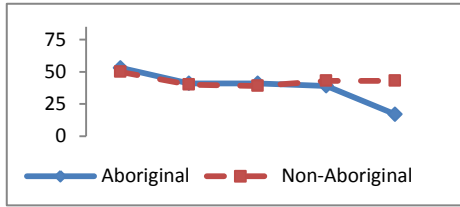
I would like to go to a different school.



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	29	4	14	128	23	18
2014/15	35	4	11	229	27	12
2015/16	24	4	17	232	34	15
2016/17	28	7	25	182	45	25
2017/18	35	9	26	162	47	29

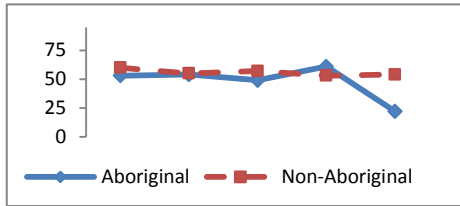
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



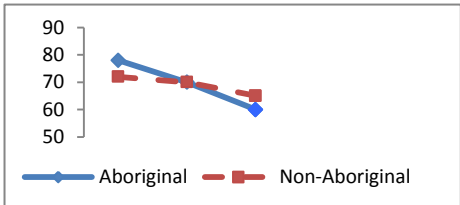
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	32	17	53	143	71	50
2014/15	27	11	41	245	99	40
2015/16	44	18	41	254	100	39
2016/17	18	7	39	136	58	43
2017/18	18	3	17	132	57	43

Do adults in the school treat all students fairly?



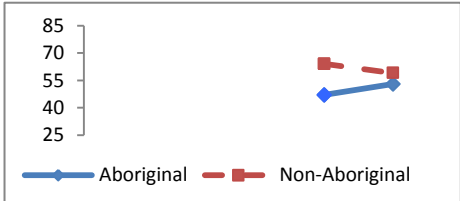
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	30	16	53	141	85	60
2014/15	26	14	54	238	132	55
2015/16	45	22	49	251	144	57
2016/17	18	11	61	136	72	53
2017/18	18	4	22	133	72	54

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



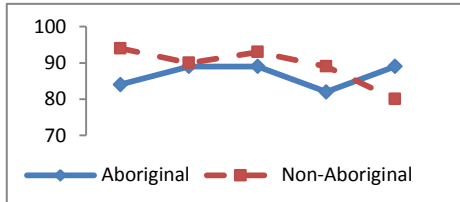
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	32	25	78	145	105	72
2014/15	27	19	70	244	171	70
2015/16	45	27	60	255	166	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



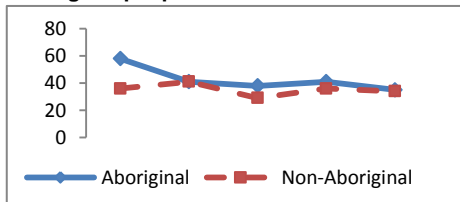
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	17	8 47	138	89 64
2017/18	17	9 53	134	79 59

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	31	26	84	139	130	94
2014/15	27	24	89	233	209	90
2015/16	45	40	89	252	234	93
2016/17	17	14	82	134	119	89
2017/18	18	16	89	133	106	80

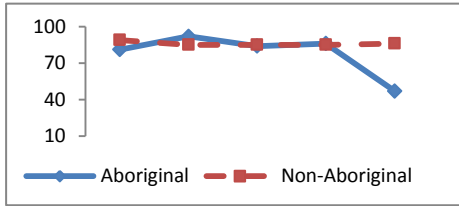
At school, are you being taught about Aboriginal peoples in Canada?



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	31	18	58	138	49	36
2014/15	27	11	41	232	94	41
2015/16	45	17	38	249	73	29
2016/17	17	7	41	134	48	36
2017/18	17	6	35	134	45	34

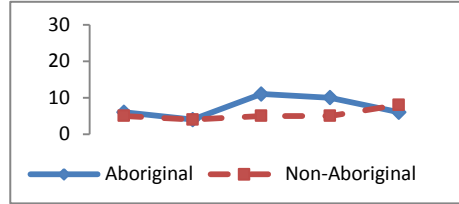
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



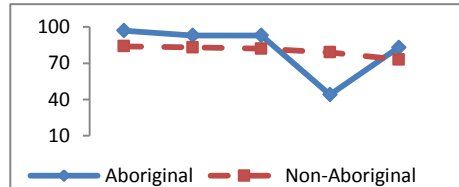
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	32	26 81	145	129 89
2014/15	25	23 92	239	202 85
2015/16	43	36 84	252	213 85
2016/17	21	18 86	134	114 85
2017/18	17	8 47	134	115 86

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



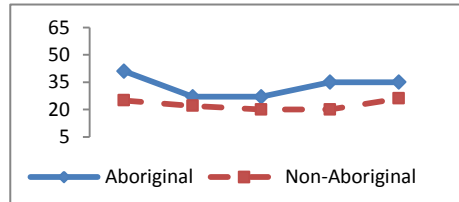
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	32	2 6	143	7 5
2014/15	24	1 4	239	10 4
2015/16	45	5 11	250	12 5
2016/17	21	2 10	135	7 5
2017/18	17	1 6	133	11 8

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



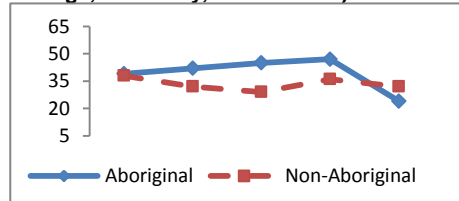
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	32	31 97	145	122 84
2014/15	27	25 93	244	203 83
2015/16	45	42 93	255	208 82
2016/17	18	8 44	137	108 79
2017/18	18	15 83	134	98 73

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



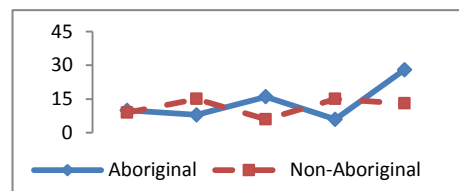
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	32	13 41	143	36 25
2014/15	26	7 27	240	53 22
2015/16	45	12 27	249	49 20
2016/17	17	6 35	134	27 20
2017/18	17	6 35	131	34 26

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	31	12 39	143	55 38
2014/15	26	11 42	237	75 32
2015/16	44	20 45	252	72 29
2016/17	17	8 47	135	49 36
2017/18	17	4 24	131	42 32

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	31	3 10	137	13 9
2014/15	25	2 8	234	35 15
2015/16	44	7 16	249	16 6
2016/17	18	1 6	138	21 15
2017/18	18	5 28	134	18 13

GLOSSARY

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

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

Special Needs (in performance-oriented reports)	<p>When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) <p>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.</p>
Special Needs Categories	<p>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)</p>
Student	<p>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.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>
Subject	<p>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.</p>