



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 057 Prince George

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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?

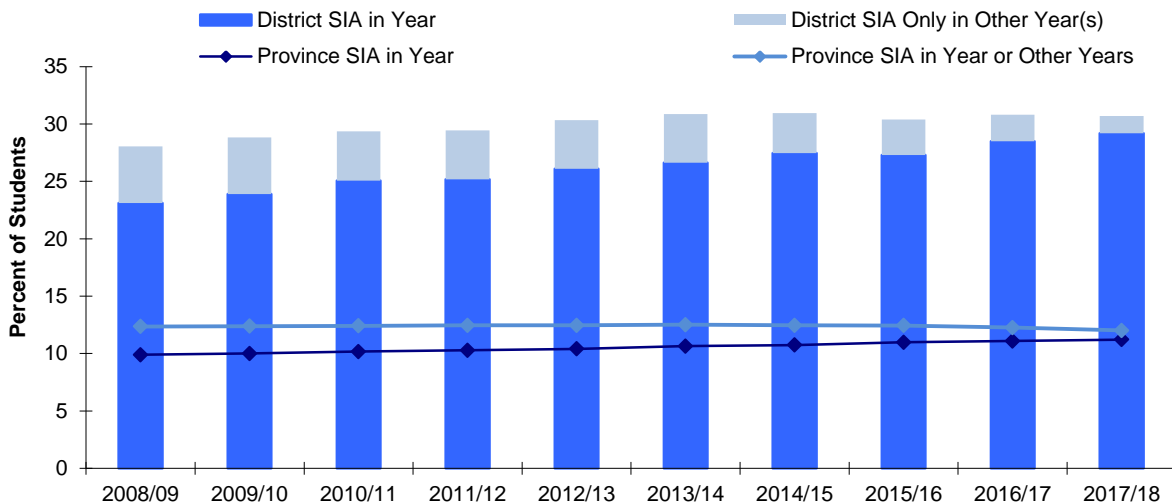
PLEASE NOTE

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	14,975	3,460	23.1	740	4.9	579,485	57,257	9.9	14,326	2.5
2009/10	14,428	3,446	23.9	713	4.9	580,480	58,017	10.0	13,887	2.4
2010/11	14,126	3,541	25.1	606	4.3	579,110	58,834	10.2	13,044	2.3
2011/12	13,895	3,500	25.2	593	4.3	569,734	58,531	10.3	12,445	2.2
2012/13	13,520	3,528	26.1	575	4.3	564,529	58,717	10.4	11,569	2.0
2013/14	13,012	3,466	26.6	551	4.2	558,983	59,502	10.6	10,444	1.9
2014/15	12,915	3,548	27.5	450	3.5	552,786	59,382	10.7	9,449	1.7
2015/16	12,988	3,546	27.3	402	3.1	553,376	60,706	11.0	8,109	1.5
2016/17	13,065	3,722	28.5	304	2.3	557,626	61,799	11.1	6,534	1.2
2017/18	13,240	3,865	29.2	199	1.5	563,245	63,182	11.2	4,434	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

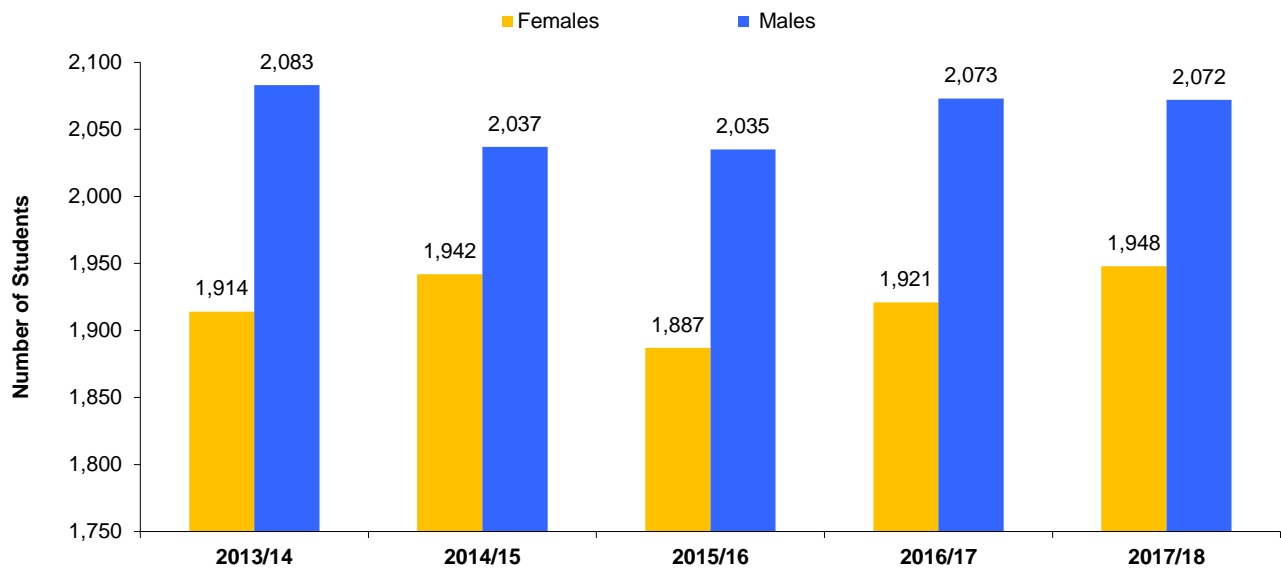
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students	Aboriginal Females	Aboriginal Males
		#	%	#		#		#	#	#
2013/14	13,012	3,997	30.7	1,914	14.7	2,083	16.0	69,182	34,363	34,819
2014/15	12,915	3,979	30.8	1,942	15.0	2,037	15.8	67,939	33,645	34,294
2015/16	12,988	3,922	30.2	1,887	14.5	2,035	15.7	67,749	33,432	34,317
2016/17	13,065	3,994	30.6	1,921	14.7	2,073	15.9	67,078	33,137	33,941
2017/18	13,240	4,020	30.4	1,948	14.7	2,072	15.6	66,142	32,575	33,567

Number of Aboriginal Students by Gender

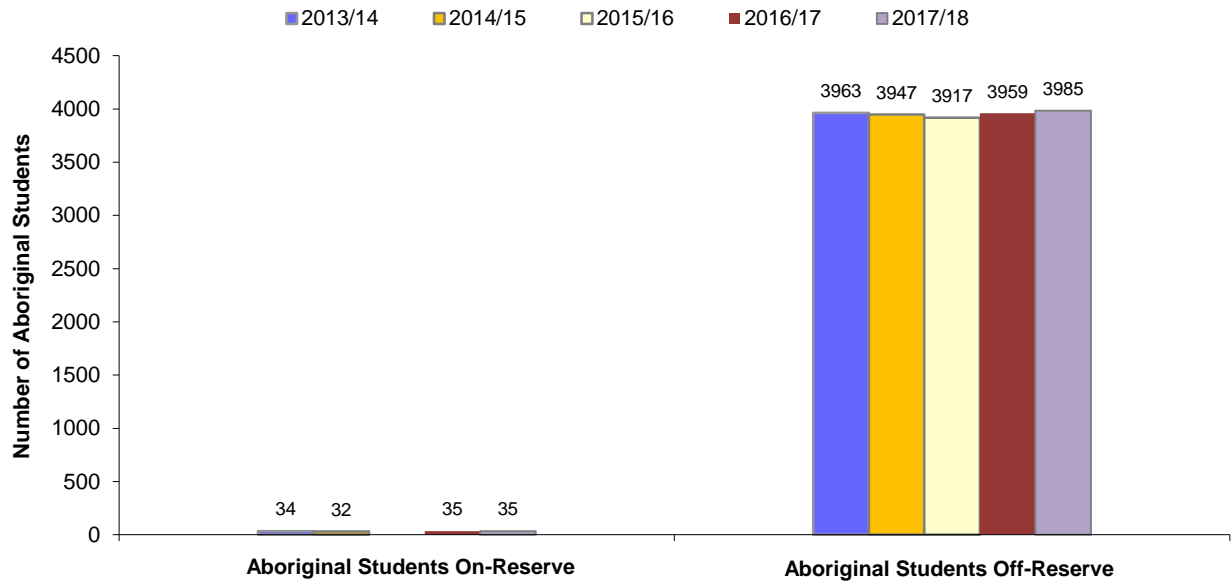


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		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	3,997	17	17	34	1,897	2,066	3,963	8,812	60,370
2014/15	3,979	13	19	32	1,929	2,018	3,947	8,143	59,796
2015/16	3,922	Msk	Msk	Msk	1,882	2,035	3,917	7,694	60,055
2016/17	3,994	20	15	35	1,901	2,058	3,959	7,285	59,793
2017/18	4,020	18	17	35	1,930	2,055	3,985	7,820	58,322

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

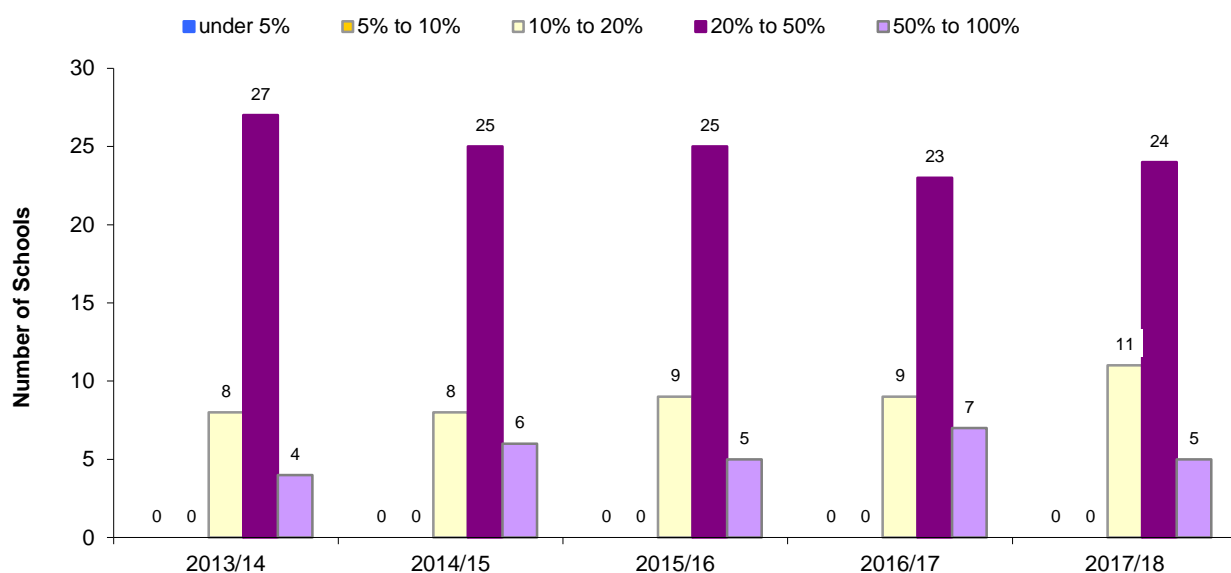


* Public schools only.

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	39	0	0	8	27	4	1,393	370	241	341	346	95
2014/15	39	0	0	8	25	6	1,385	393	223	335	337	97
2015/16	39	0	0	9	25	5	1,380	396	224	349	318	93
2016/17	39	0	0	9	23	7	1,369	400	229	348	300	92
2017/18	40	0	0	11	24	5	1,377	416	238	335	303	85

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

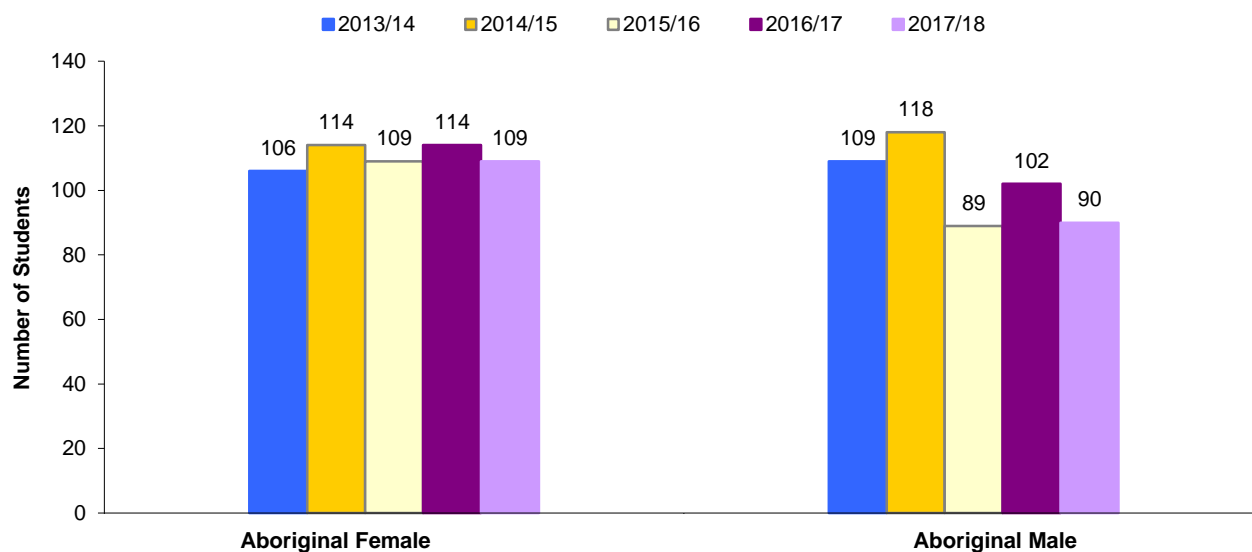


* Public schools only.

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	390	106	109	215	78	97	175	1,610	1,594	2,033	2,757
2014/15	404	114	118	232	78	94	172	1,595	1,560	1,981	2,618
2015/16	360	109	89	198	79	83	162	1,609	1,527	2,022	2,474
2016/17	348	114	102	216	67	65	132	1,605	1,543	2,037	2,468
2017/18	337	109	90	199	73	65	138	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



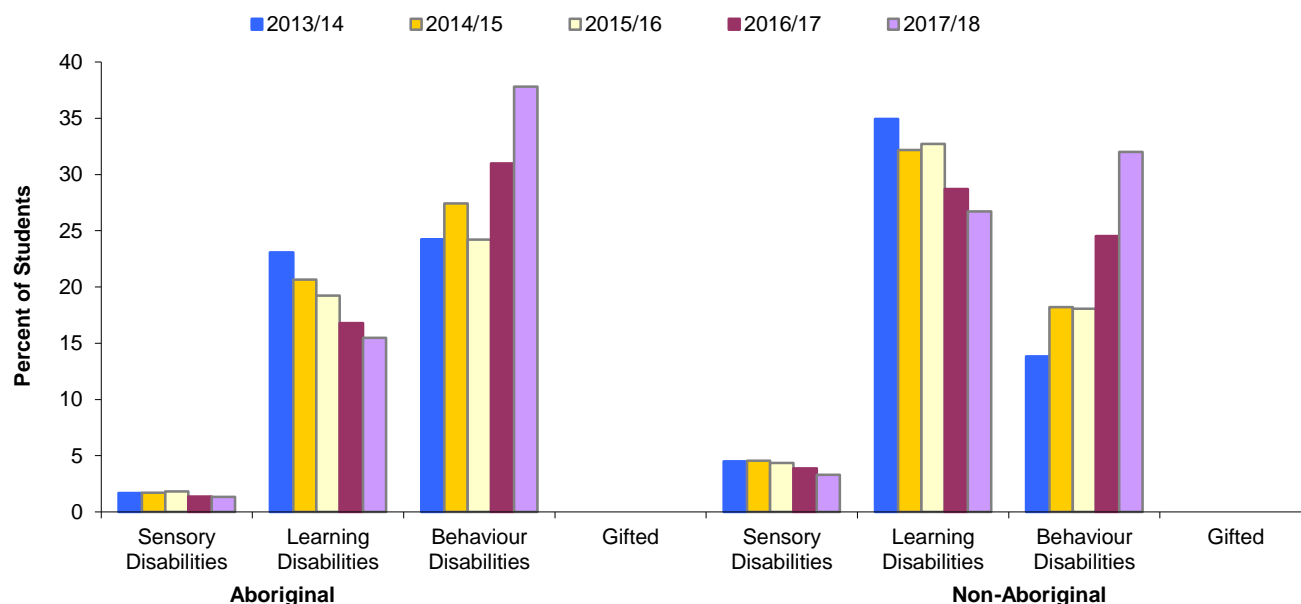
* Public schools only.

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	594	644	10	2	29	5	137	23	225	35	144	24	89	14	Msk	Msk	Msk	Msk
2014/15	649	659	11	2	30	5	134	21	212	32	178	27	120	18	Msk	Msk	Msk	Msk
2015/16	603	642	11	2	28	4	116	19	210	33	146	24	116	18	Msk	Msk	Msk	Msk
2016/17	655	648	9	1	25	4	110	17	186	29	203	31	159	25	Msk	Msk	Msk	Msk
2017/18	743	700	10	1	23	3	115	15	187	27	281	38	224	32	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).

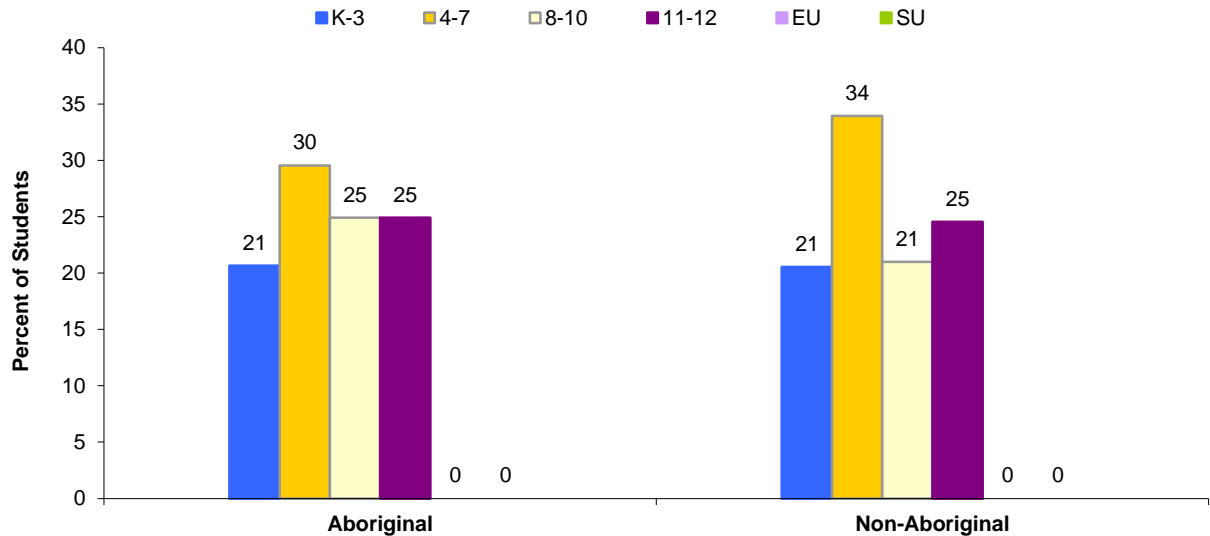
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	144	29	20	24	17	37	26	42	29	0	0	12	8
2014/15	178	24	13	47	26	39	22	60	34	0	0	8	4
2015/16	146	22	15	45	31	32	22	47	32	0	0	0	0
2016/17	203	39	19	68	33	48	24	48	24	0	0	0	0
2017/18	281	58	21	83	30	70	25	70	25	0	0	0	0

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	89	12	13	14	16	30	34	30	34	0	0	3	3
2014/15	120	16	13	19	16	32	27	48	40	0	0	5	4
2015/16	116	19	16	24	21	29	25	44	38	0	0	0	0
2016/17	159	35	22	47	30	29	18	48	30	0	0	0	0
2017/18	224	46	21	76	34	47	21	55	25	0	0	0	0

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



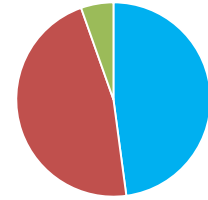
* Total includes Graduated Adults.

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

GRADE 4: ABORIGINAL

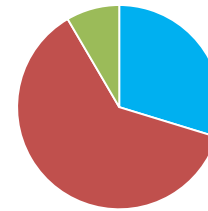
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	275	89	104	38	161	59	10	4
2014/15	250	89	99	40	145	58	6	2
2015/16	237	87	91	38	135	57	11	5
2016/17	274	92	101	37	165	60	8	3
			Emerging		On Track		Extending	
2017/18	259	90	124	48	121	47	14	5



■ Emerging ■ On Track ■ Extending

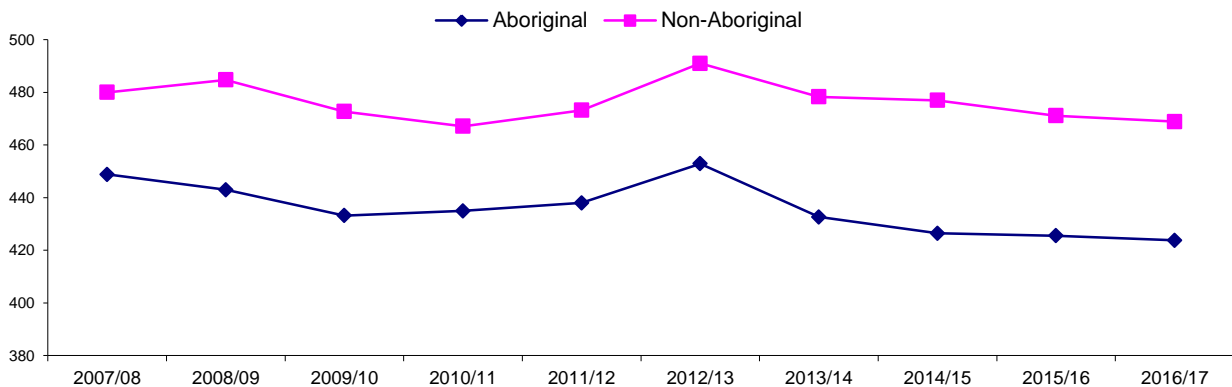
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	550	94	111	20	385	70	54	10
2014/15	579	94	132	23	370	64	77	13
2015/16	610	94	142	23	421	69	47	8
2016/17	614	94	140	23	430	70	44	7
			Emerging		On Track		Extending	
2017/18	676	96	201	30	418	62	57	8



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

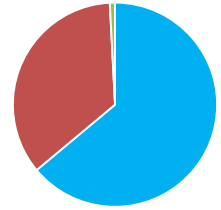


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

GRADE 4: ABORIGINAL

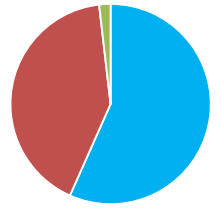
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	270	88	122	45	147	54	1	0
2014/15	248	89	87	35	157	63	4	2
2015/16	225	83	123	55	101	45	1	0
2016/17	268	90	134	50	130	49	4	1
			Emerging		On Track		Extending	
2017/18	244	85	156	64	86	35	2	1



■ Emerging ■ On Track
■ Extending

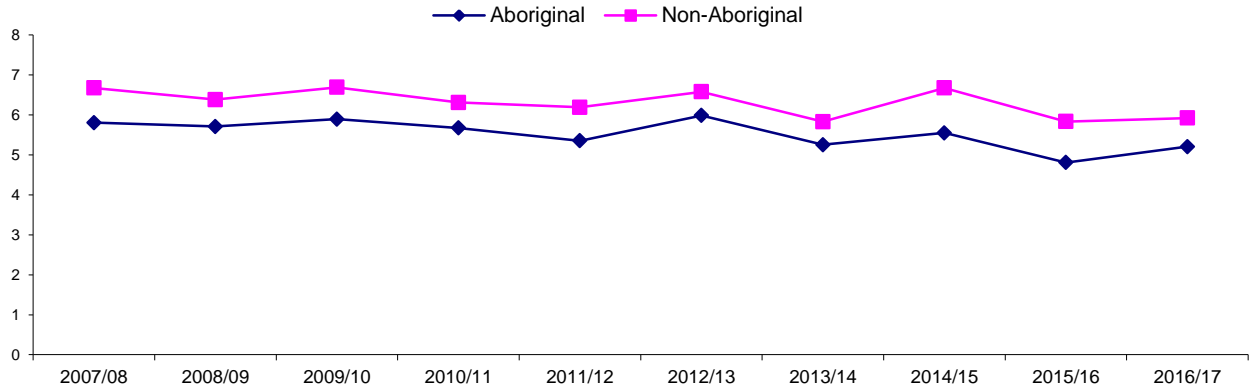
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	543	93	178	33	361	66	4	1
2014/15	579	94	113	20	433	75	33	6
2015/16	599	92	178	30	411	69	10	2
2016/17	611	94	205	34	388	64	18	3
			Emerging		On Track		Extending	
2017/18	653	93	370	57	271	42	12	2



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

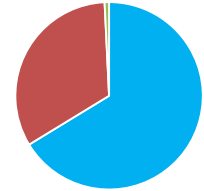


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

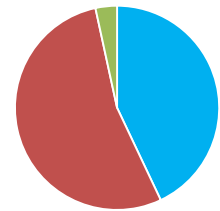
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	274	89	147	54	126	46	1	0
2014/15	249	89	151	61	96	39	2	1
2015/16	229	84	115	50	107	47	7	3
2016/17	272	92	148	54	121	44	3	1
			Emerging		On Track		Extending	
2017/18	261	91	173	66	86	33	2	1



■ Emerging ■ On Track ■ Extending

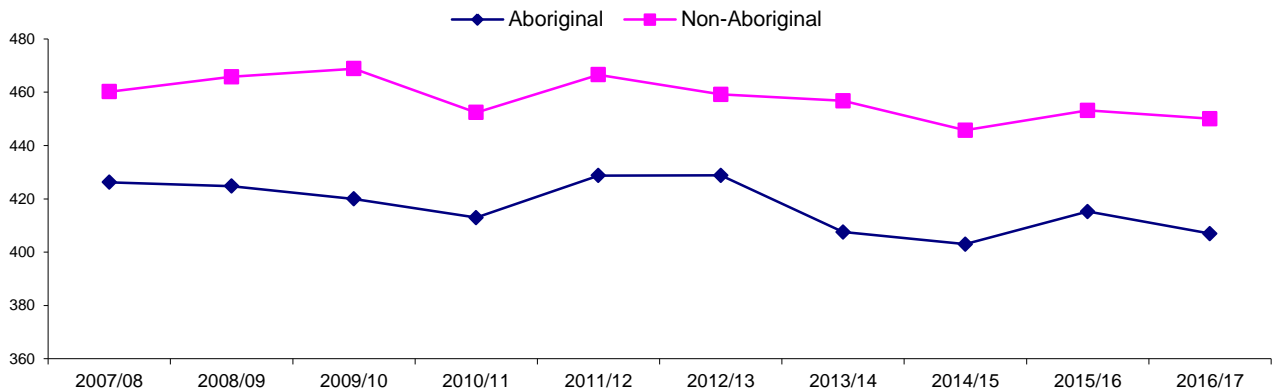
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	546	94	171	31	352	64	23	4
2014/15	582	94	226	39	334	57	22	4
2015/16	612	94	180	29	417	68	15	2
2016/17	614	94	211	34	375	61	28	5
			Emerging		On Track		Extending	
2017/18	675	96	290	43	362	54	23	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

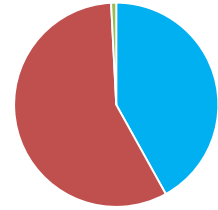


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

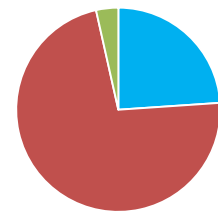
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	229	88	78	34	138	60	13	6
2014/15	243	86	102	42	128	53	13	5
2015/16	281	92	123	44	146	52	12	4
2016/17	281	91	135	48	135	48	11	4
			Emerging		On Track		Extending	
2017/18	248	89	104	42	142	57	2	1



■ Meeting ■ On Track ■ Exceeding

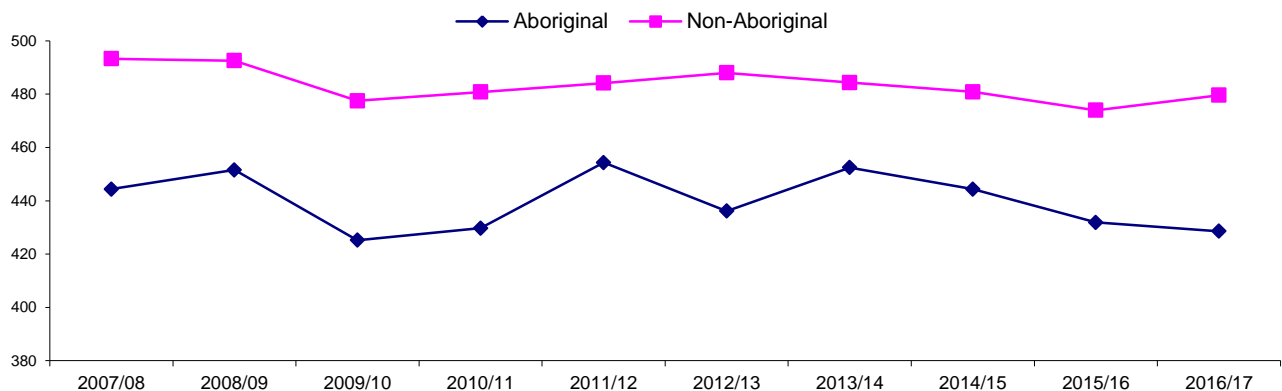
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	566	95	140	25	371	66	55	10
2014/15	573	93	147	26	367	64	59	10
2015/16	590	94	151	26	388	66	51	9
2016/17	564	94	152	27	357	63	55	10
			Emerging		On Track		Extending	
2017/18	627	97	150	24	455	73	22	4



■ Meeting ■ On Track ■ Exceeding

Average FSA Scaled Score - Grade 7 Reading

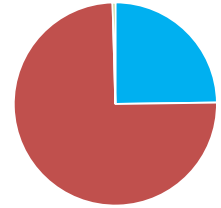


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

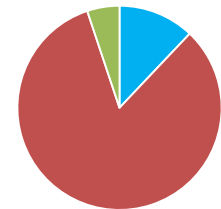
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	228	87	77	34	150	66	1	0
2014/15	236	83	58	25	173	73	5	2
2015/16	270	88	89	33	180	67	1	0
2016/17	269	87	80	30	185	69	4	1
			Emerging		On Track		Extending	
2017/18	226	81	56	25	169	75	1	0



■ Emerging ■ On Track
■ Extending

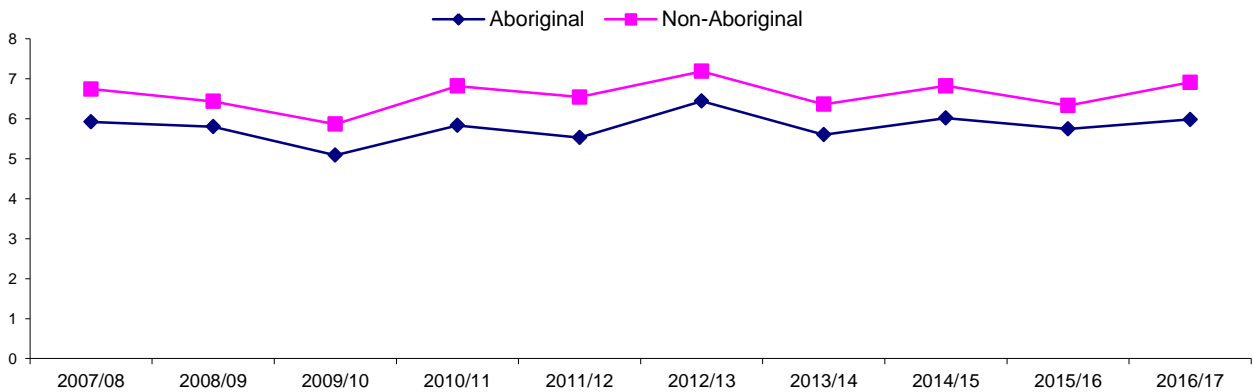
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	562	94	116	21	434	77	12	2
2014/15	573	93	97	17	442	77	34	6
2015/16	572	92	120	21	437	76	15	3
2016/17	554	93	75	14	446	81	33	6
			Emerging		On Track		Extending	
2017/18	605	94	73	12	501	83	31	5



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

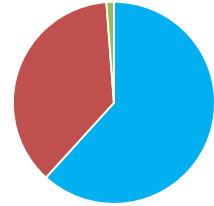


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

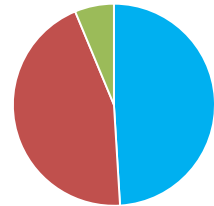
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	230	88	120	52	107	47	3	1
2014/15	243	86	153	63	89	37	1	0
2015/16	282	92	151	54	127	45	4	1
2016/17	274	89	181	66	90	33	3	1
			Emerging		On Track		Extending	
2017/18	251	90	155	62	93	37	3	1



■ Emerging ■ On Track
■ Extending

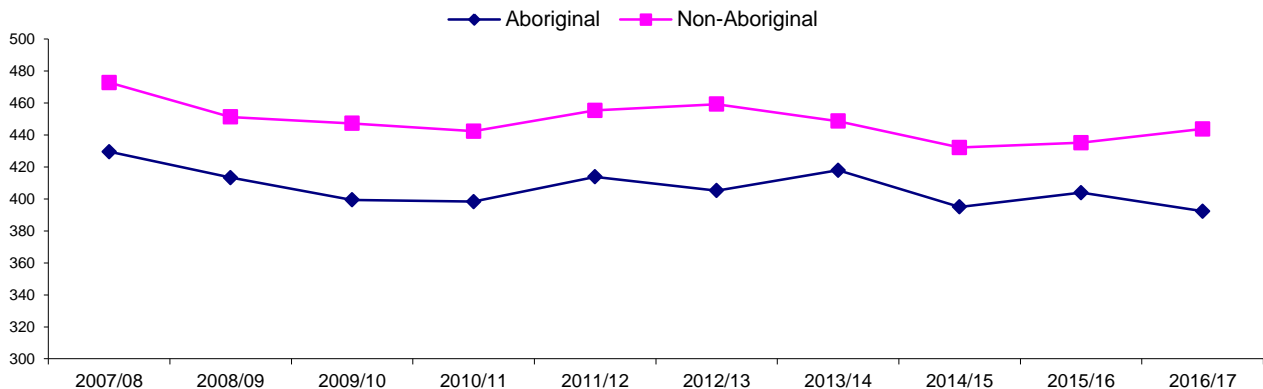
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	565	95	191	34	356	63	18	3
2014/15	572	93	249	44	304	53	19	3
2015/16	587	94	230	39	338	58	19	3
2016/17	561	94	221	39	319	57	21	4
			Emerging		On Track		Extending	
2017/18	622	97	305	49	278	45	39	6



■ 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).

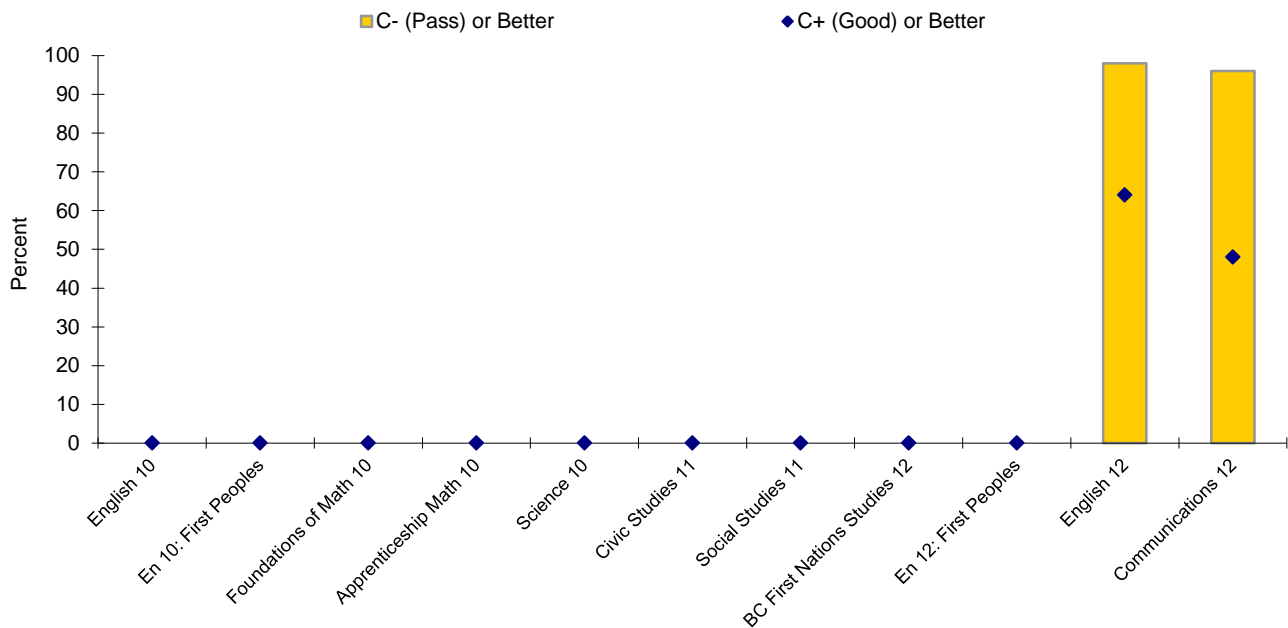
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	146	143	98	94	64	548	544	99	419	76
Communications 12	48	46	96	23	48	82	81	99	54	66

Final Marks Overview: Aboriginal Results 2017/18

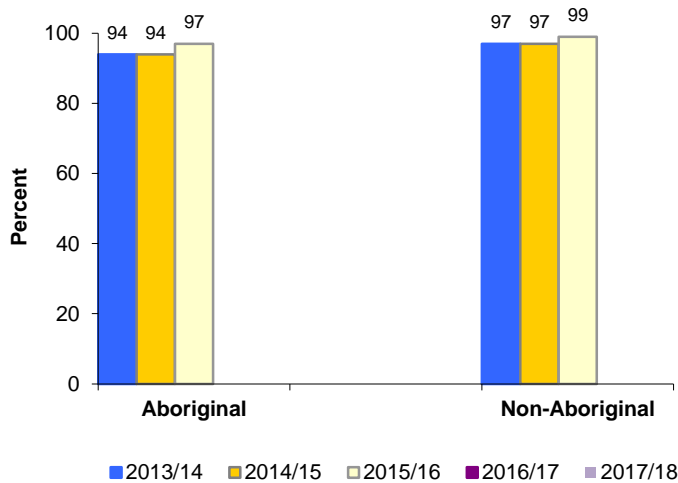


FINAL MARKS: ENGLISH 10

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	238	224	94	147	62	701	681	97	541	77
2014/15	231	217	94	138	60	695	673	97	531	76
2015/16	251	244	97	151	60	684	674	99	516	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	238	310	198	40	701	757	641	60	
2014/15	231	302	199	32	695	760	640	55	
2015/16	251	326	211	40	684	709	617	67	
2016/17	-	280	-	-	-	661	-	-	
2017/18	-	303	-	-	-	694	-	-	

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.

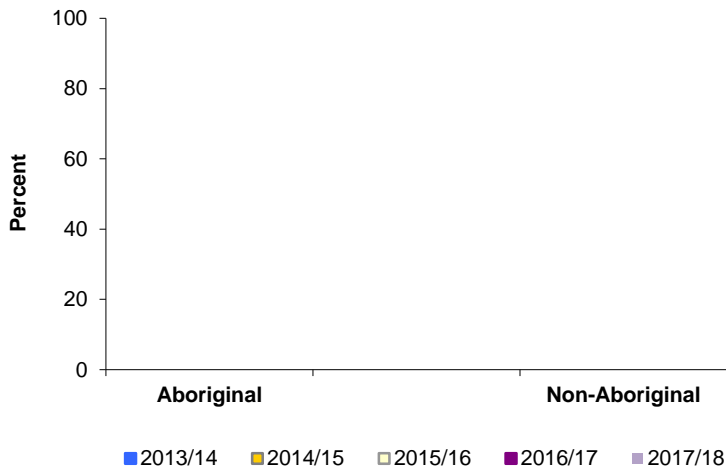
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	310	-	-	-	757	-	-
2014/15	-	302	-	-	-	760	-	-
2015/16	-	326	-	-	-	709	-	-
2016/17	-	280	-	-	-	661	-	-
2017/18	-	303	-	-	-	694	-	-

**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.

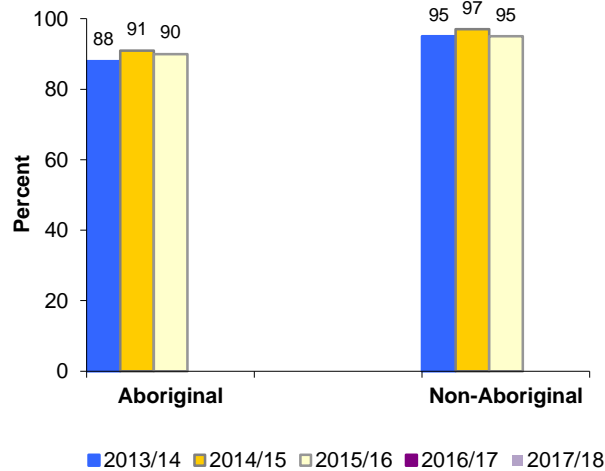
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	112	99	88	53	47	528	500	95	318	60
2014/15	108	98	91	54	50	517	500	97	338	65
2015/16	114	103	90	62	54	476	453	95	309	65
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	112	310	99	13	528	757	486	42	
2014/15	108	302	92	16	517	760	466	51	
2015/16	114	326	100	14	476	709	433	43	
2016/17	-	280	-	-	-	661	-	-	
2017/18	-	303	-	-	-	694	-	-	

**Foundations & Pre-Calculus Math 10:
C- (Pass) or Better**



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

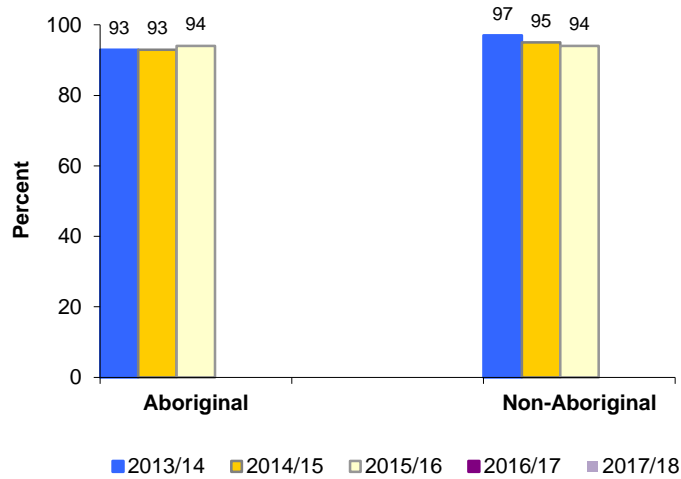
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	120	111	93	47	39	208	201	97	94	45
2014/15	135	126	93	60	44	212	202	95	95	45
2015/16	142	134	94	73	51	192	181	94	92	48
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	120	310	75	45	208	757	130	78		
2014/15	135	302	85	50	212	760	165	47		
2015/16	142	326	100	42	192	709	148	44		
2016/17	-	280	-	-	-	661	-	-		
2017/18	-	303	-	-	-	694	-	-		

Apprenticeship And Workplace Math 10: C- (Pass) or Better



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

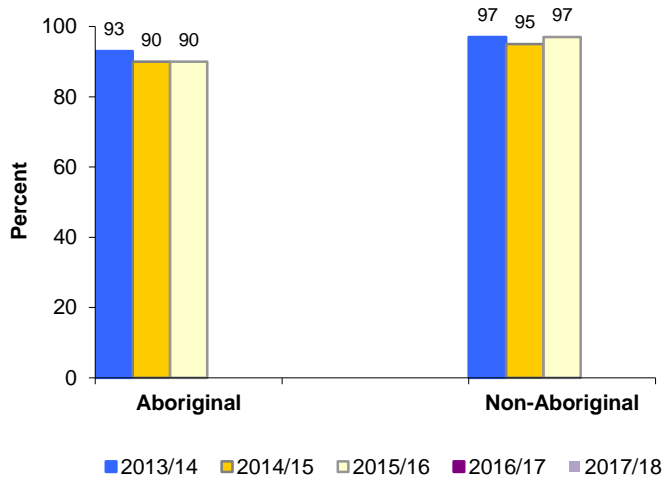
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: SCIENCE 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	215	200	93	78	36	698	676	97	448	64
2014/15	209	188	90	87	42	672	641	95	439	65
2015/16	238	214	90	112	47	639	618	97	420	66
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	215	310	179	36	698	757	636	62	
2014/15	209	302	171	38	672	760	607	65	
2015/16	238	326	190	48	639	709	572	67	
2016/17	-	280	-	-	-	661	-	-	
2017/18	-	303	-	-	-	694	-	-	

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.

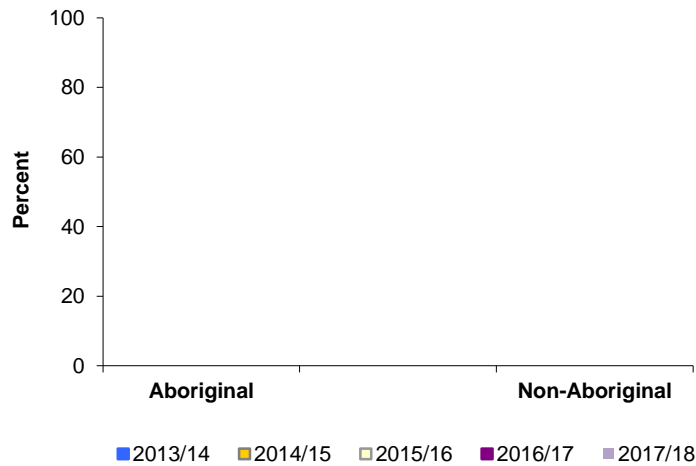
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	494	-	-	-	1,098	-	-		
2014/15	-	463	-	-	-	1,022	-	-		
2015/16	-	480	-	-	-	1,052	-	-		
2016/17	-	470	-	-	-	857	-	-		
2017/18	-	498	-	-	-	950	-	-		

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.

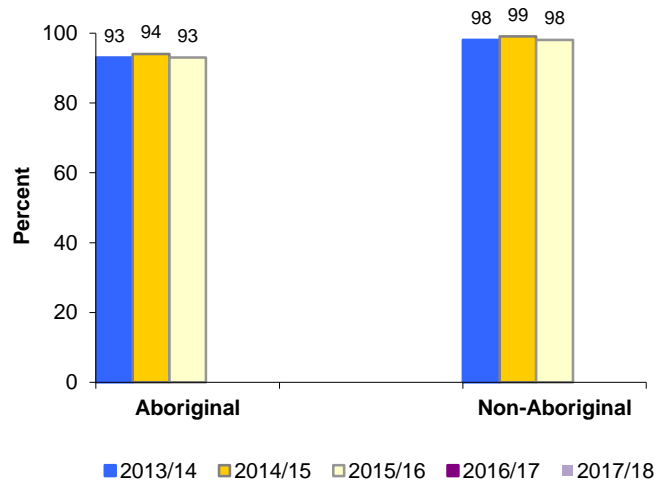
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	208	193	93	95	46	705	691	98	481	68
2014/15	189	178	94	92	49	679	672	99	486	72
2015/16	194	180	93	92	47	668	652	98	461	69
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	208	494	166	42	705	1,098	602	103
2014/15	189	463	152	37	679	1,022	578	101
2015/16	194	480	163	31	668	1,052	587	81
2016/17	-	470	-	-	-	857	-	-
2017/18	-	498	-	-	-	950	-	-

Social Studies 11: C- (Pass) or Better



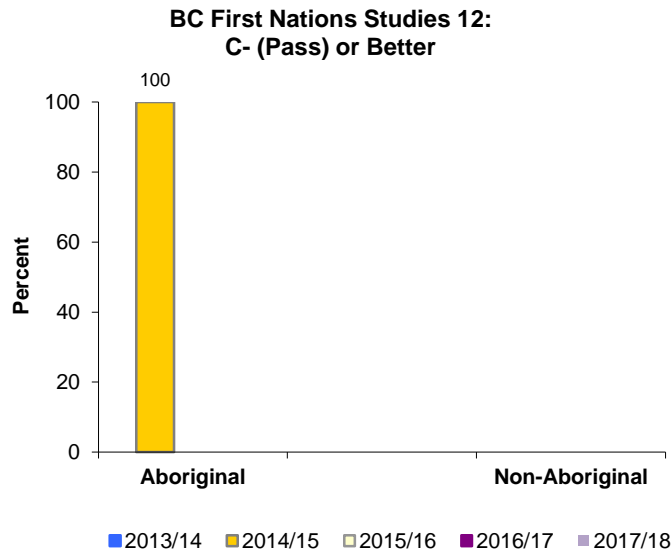
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	Msk	Msk	Msk	Msk	Msk
2014/15	14	14	100	10	71	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	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	378	Msk	Msk	Msk	900	Msk	Msk		
2014/15	14	342	5	9	Msk	863	Msk	Msk		
2015/16	Msk	331	Msk	Msk	Msk	865	Msk	Msk		
2016/17	-	413	-	-	-	975	-	-		
2017/18	-	396	-	-	-	840	-	-		



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

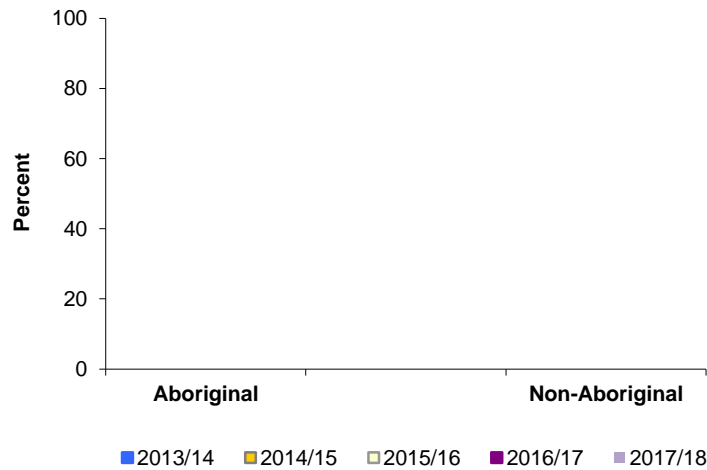
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	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	378	Msk	Msk	Msk	900	Msk	Msk		
2014/15	-	342	-	-	-	863	-	-		
2015/16	-	331	-	-	Msk	865	Msk	Msk		
2016/17	Msk	413	Msk	Msk	Msk	975	Msk	Msk		
2017/18	Msk	396	-	-	Msk	840	-	-		

**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.

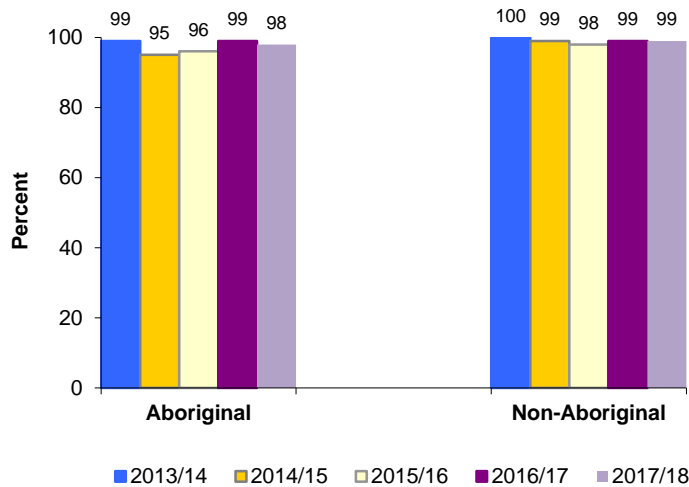
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	157	155	99	99	63	603	600	100	443	73
2014/15	150	143	95	83	55	597	591	99	437	73
2015/16	132	127	96	68	52	573	561	98	413	72
2016/17	140	139	99	83	59	574	566	99	431	75
2017/18	146	143	98	94	64	548	544	99	419	76

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	157	378	150	7	603	900	569	34	
2014/15	150	342	143	7	597	863	566	31	
2015/16	132	331	124	8	573	865	542	31	
2016/17	140	413	125	15	574	975	552	22	
2017/18	146	396	-	-	548	840	-	-	

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.

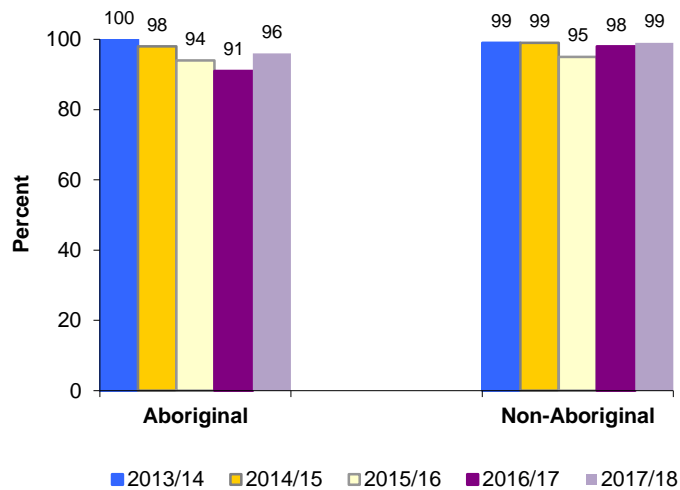
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	54	54	100	37	69	96	95	99	65	68
2014/15	50	49	98	30	60	88	87	99	54	61
2015/16	51	48	94	21	41	98	93	95	59	60
2016/17	44	40	91	22	50	91	89	98	56	62
2017/18	48	46	96	23	48	82	81	99	54	66

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	54	378	45	9	96	900	79	17		
2014/15	50	342	43	7	88	863	72	16		
2015/16	51	331	45	6	98	865	77	21		
2016/17	44	413	38	6	91	975	82	9		
2017/18	48	396	-	-	82	840	-	-		

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.

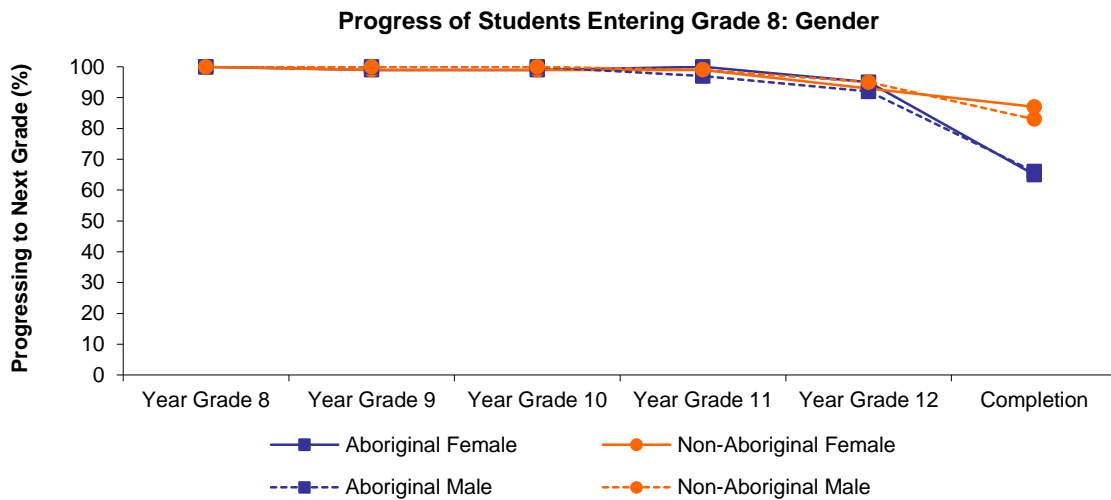
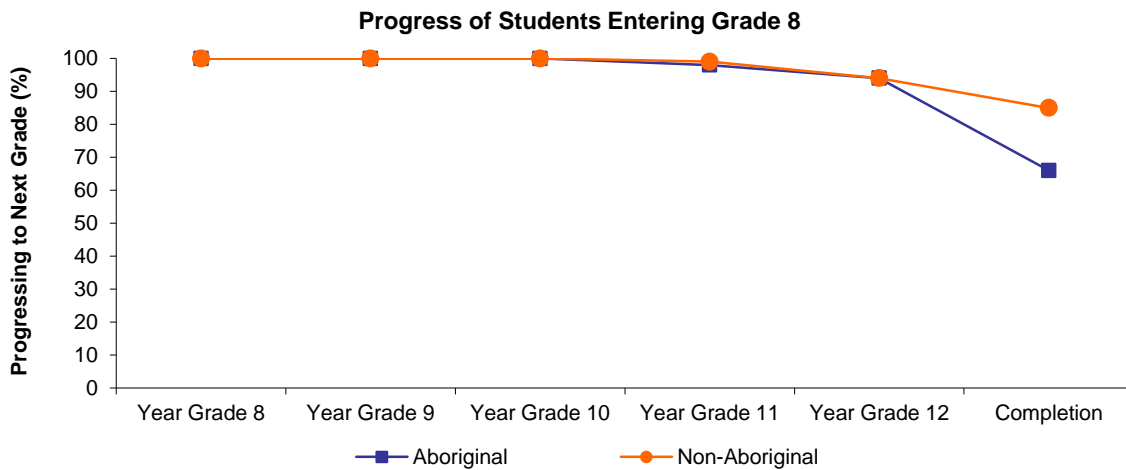
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	99	100	100	99	100
	Grade 10	100	99	100	100	99	100
	Grade 11	98	100	97	99	99	99
	Grade 12	94	95	92	94	93	95
2017/18	Completion	66	65	66	85	87	83



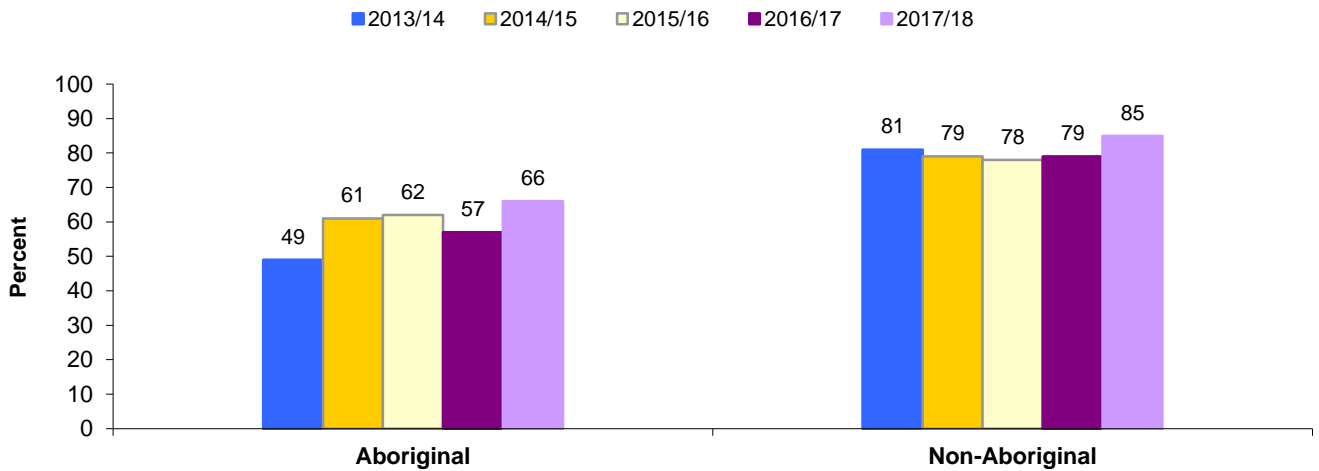
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

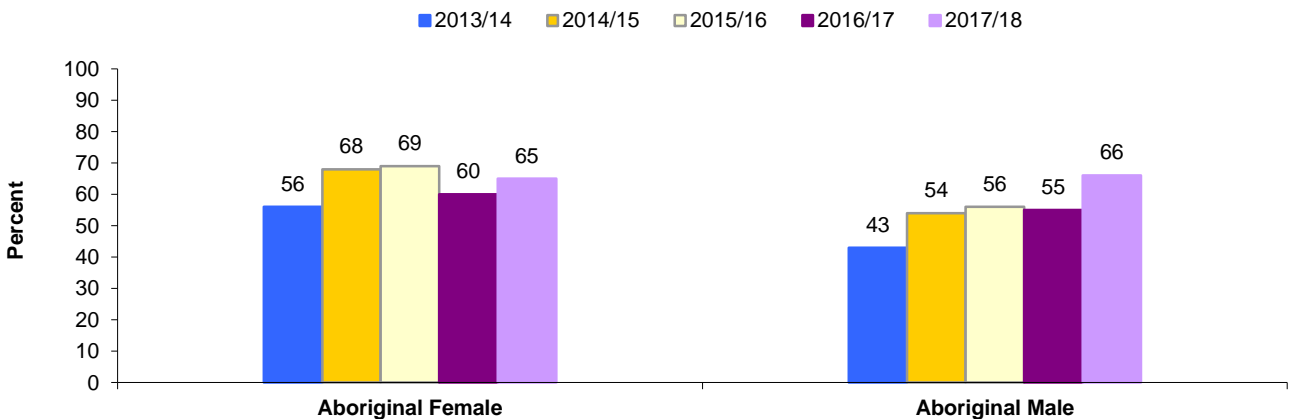
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	49	56	43	81	82	80
2014/15	61	68	54	79	81	77
2015/16	62	69	56	78	80	77
2016/17	57	60	55	79	77	81
2017/18	66	65	66	85	87	83

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).

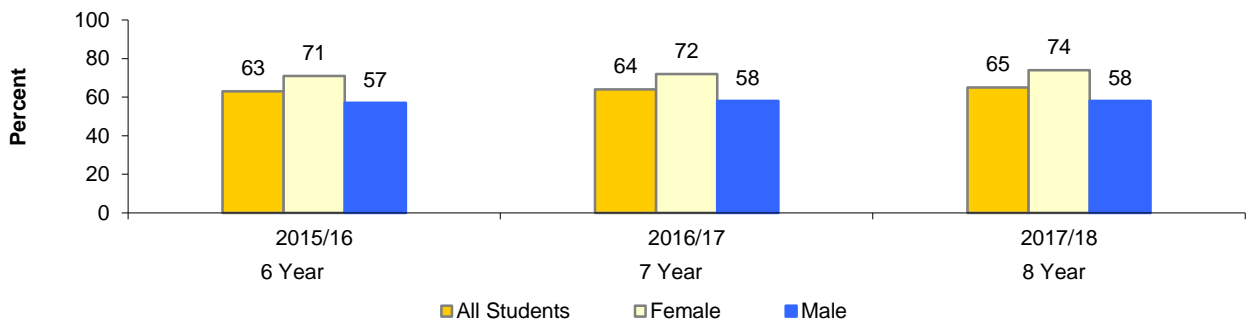
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

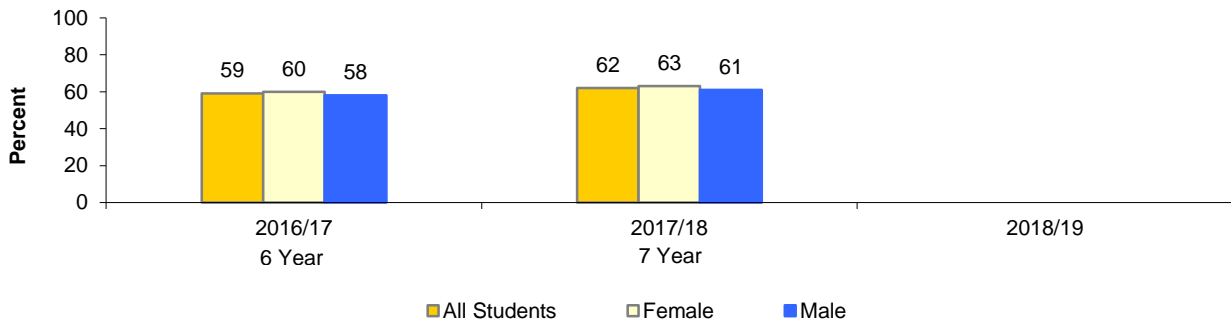
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	63	71	57	64	72	58	65	74	58
2011/12	59	60	58	62	63	61	-	-	-
2012/13	66	65	66	-	-	-	-	-	-

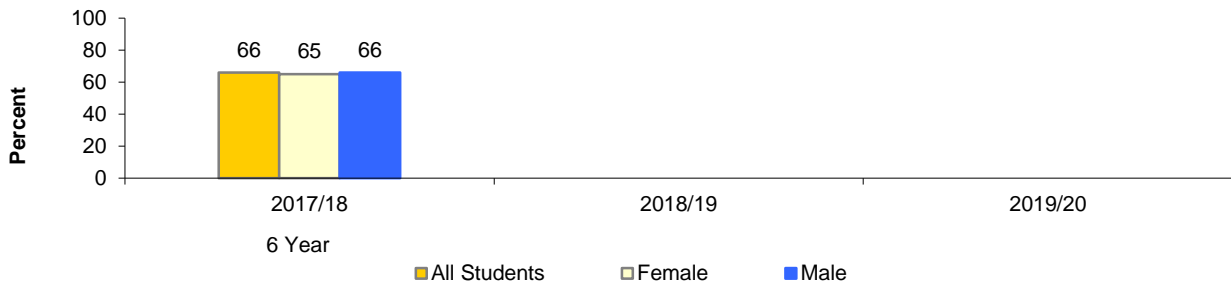
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	364	31	9	870	21	2
2014/15	332	27	8	836	27	3
2015/16	316	12	4	821	31	4
2016/17	396	16	4	946	16	2
2017/18	371	13	4	795	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	364	179	49	870	646	74
2014/15	332	172	52	836	646	77
2015/16	316	155	49	821	609	74
2016/17	396	155	39	946	634	67
2017/18	371	174	47	795	574	72

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	364	24	7	870	70	8
2014/15	332	38	11	836	90	11
2015/16	316	58	18	821	86	10
2016/17	396	43	11	946	104	11
2017/18	371	58	16	795	102	13

* 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	254	208	82	46	18
2014/15	242	206	85	36	15
2015/16	220	197	90	23	10
2016/17	214	195	91	19	9
2017/18	196	178	91	18	9

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	3,997	208	5
2014/15	3,979	206	5
2015/16	3,922	197	5
2016/17	3,994	195	5
2017/18	4,020	178	4

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	16	17	8	12	Msk	Msk	Msk
2014/15	39	34	33	33	-	Msk	Msk
2015/16	46	59	11	38	Msk	Msk	65
2016/17	26	38	11	27	Msk	Msk	Msk
2017/18	45	Msk	Msk	49	-	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	79	Msk	Msk	70	-	Msk	Msk
2014/15	100	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	-	Msk
2017/18	Msk	Msk	Msk	Msk	-	-	-

** 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	205	100	54	26.3	17	8.3	5	2.4	5	2.4		
Non-Aboriginal	771	100	211	27.4	55	7.1	33	4.3	15	1.9		

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	260	100	27	10.4	11	4.2	11	4.2	5	1.9		
Non-Aboriginal	583	100	31	5.3	8	1.4	5	0.9	6	1.0		

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	205	100	2	1.0	-	-	-	-	-	-		
Non-Aboriginal	771	100	7	0.9	5	0.6	4	0.5	4	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	260	100	-	-	3	1.2	-	-	1	0.4		
Non-Aboriginal	583	100	2	0.3	2	0.3	2	0.3	1	0.2		

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	205	100	16	7.8	3	1.5	1	0.5	-	-		
Non-Aboriginal	771	100	145	18.8	7	0.9	2	0.3	2	0.3		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	260	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	583	100	5	0.9	2	0.3	-	-	1	0.2		

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	205	100	4	2.0	3	1.5	2	1.0	1	0.5		
Non-Aboriginal	771	100	12	1.6	4	0.5	3	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	260	100	1	0.4	-	-	1	0.4	-	-		
Non-Aboriginal	583	100	2	0.3	2	0.3	-	-	-	-		

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

STUDENT 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

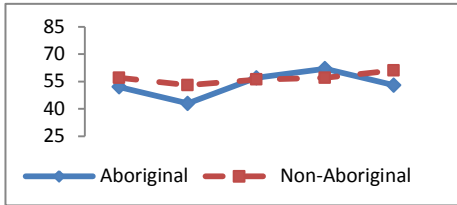
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

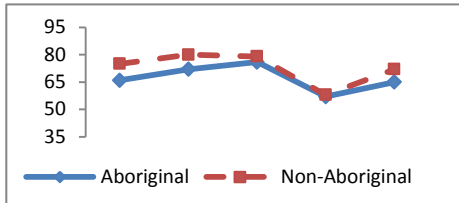
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



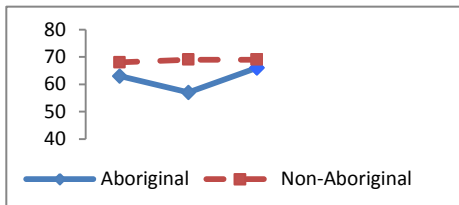
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	146	76	52	404	229	57
2014/15	167	71	43	495	264	53
2015/16	171	98	57	489	275	56
2016/17	215	133	62	534	302	57
2017/18	227	121	53	622	380	61

Do adults in the school treat all students fairly?



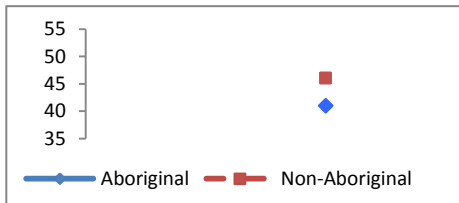
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	144	95	66	399	300	75
2014/15	161	116	72	474	377	80
2015/16	170	130	76	477	377	79
2016/17	214	121	57	531	307	58
2017/18	228	148	65	627	450	72

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



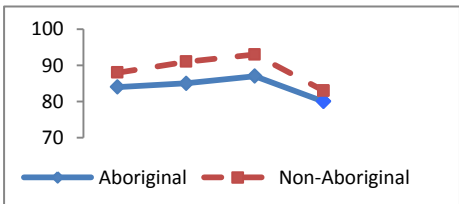
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	152	96	63	419	284	68
2014/15	176	101	57	507	348	69
2015/16	174	115	66	493	340	69
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



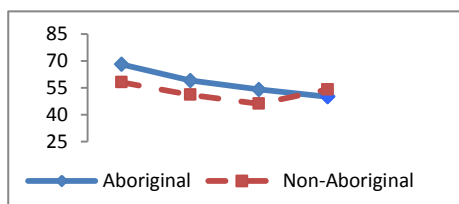
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many	Gr 4 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	208	86 41	526	244 46
2017/18	-	- -	-	- -

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	148	124	84	405	358	88
2014/15	174	148	85	486	443	91
2015/16	173	151	87	489	453	93
2016/17	200	159	80	498	415	83
2017/18	-	-	-	-	-	-

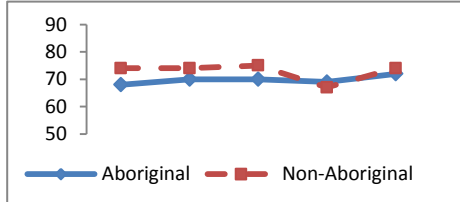
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	152	104	68	407	236	58
2014/15	170	100	59	472	240	51
2015/16	170	92	54	458	212	46
2016/17	203	102	50	512	279	54
2017/18	-	-	-	-	-	-

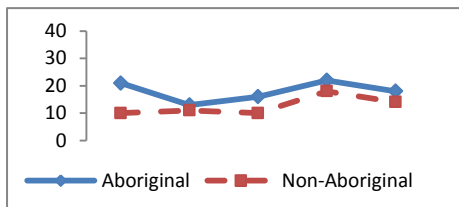
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



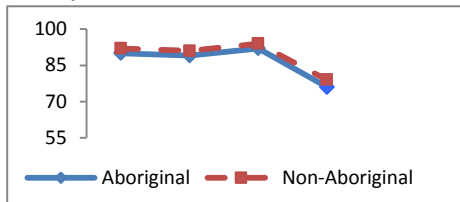
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	150	102	68	413	306	74
2014/15	171	120	70	496	365	74
2015/16	175	122	70	495	372	75
2016/17	185	128	69	541	361	67
2017/18	221	160	72	616	457	74

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



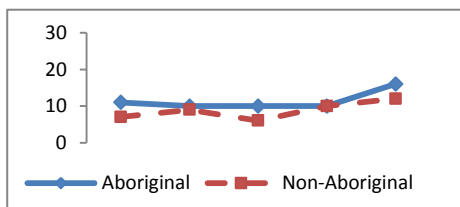
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	150	32	21	411	43	10
2014/15	167	22	13	491	54	11
2015/16	173	27	16	483	47	10
2016/17	182	40	22	540	98	18
2017/18	224	41	18	615	85	14

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	156	140	90	417	384	92
2014/15	170	152	89	504	460	91
2015/16	177	163	92	499	470	94
2016/17	215	163	76	533	423	79
2017/18	-	-	-	-	-	-

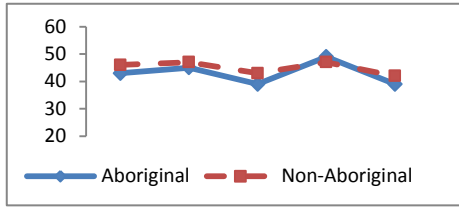
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	146	16	11	412	27	7
2014/15	170	17	10	485	42	9
2015/16	173	18	10	478	27	6
2016/17	215	21	10	530	52	10
2017/18	230	37	16	620	75	12

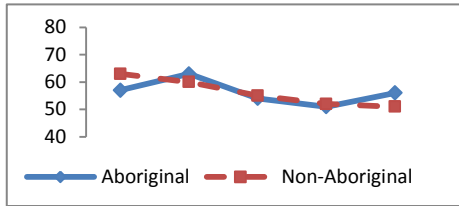
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



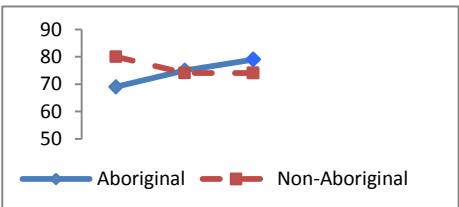
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	162	69	43	419	191	46
2014/15	184	83	45	477	223	47
2015/16	182	71	39	464	198	43
2016/17	235	116	49	485	226	47
2017/18	205	80	39	554	231	42

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	157	89	57	411	259	63
2014/15	184	115	63	467	280	60
2015/16	182	99	54	447	248	55
2016/17	235	119	51	483	252	52
2017/18	207	115	56	553	284	51

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



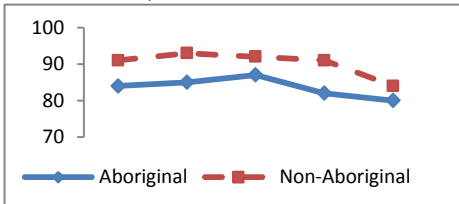
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	162	112	69	416	334	80
2014/15	189	142	75	477	352	74
2015/16	183	144	79	461	343	74
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



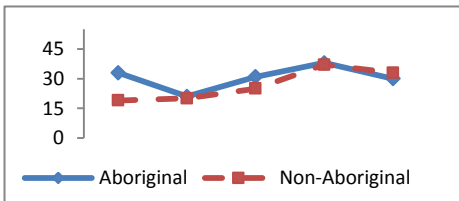
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	230	99 43	487	250 51
2017/18	207	96 46	552	249 45

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	159	134	84	419	380	91
2014/15	189	161	85	469	435	93
2015/16	181	158	87	460	422	92
2016/17	225	184	82	484	439	91
2017/18	205	165	80	544	457	84

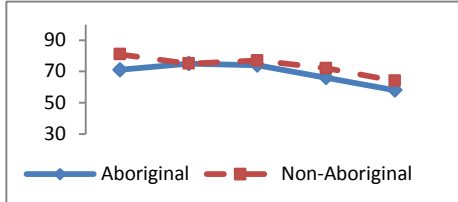
At school, are you being taught about Aboriginal peoples in Canada?



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	161	53	33	409	78	19
2014/15	184	39	21	470	94	20
2015/16	183	57	31	449	111	25
2016/17	231	87	38	486	181	37
2017/18	205	62	30	551	184	33

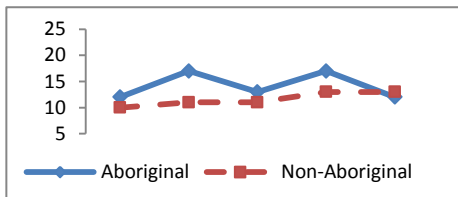
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



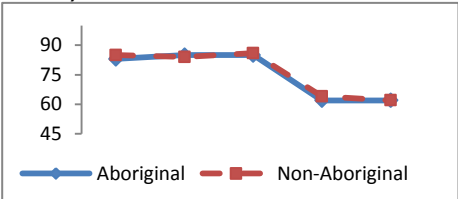
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	161	115	71	414	337	81
2014/15	189	142	75	475	354	75
2015/16	179	132	74	456	349	77
2016/17	205	135	66	503	361	72
2017/18	207	120	58	549	350	64

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



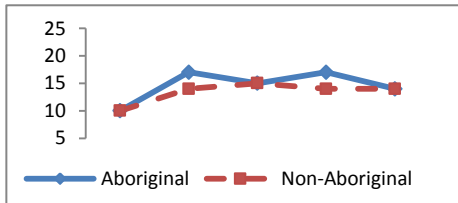
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	161	19	12	416	42	10
2014/15	187	32	17	471	50	11
2015/16	178	24	13	450	48	11
2016/17	206	36	17	500	65	13
2017/18	207	25	12	550	69	13

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	162	134	83	415	352	85
2014/15	188	160	85	475	401	84
2015/16	178	151	85	459	395	86
2016/17	235	145	62	485	311	64
2017/18	207	128	62	558	345	62

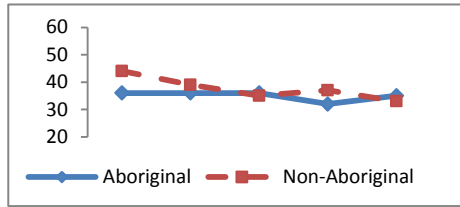
I would like to go to a different school.



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	156	16	10	412	41	10
2014/15	184	32	17	461	63	14
2015/16	179	26	15	447	66	15
2016/17	234	39	17	485	68	14
2017/18	208	30	14	552	78	14

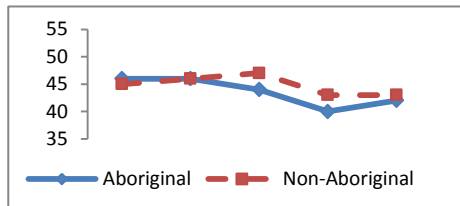
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



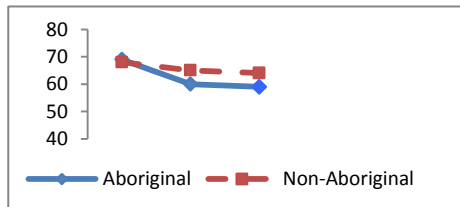
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	162	58	36	558	243	44
2014/15	159	57	36	544	211	39
2015/16	184	66	36	485	169	35
2016/17	139	44	32	443	166	37
2017/18	158	55	35	451	148	33

Do adults in the school treat all students fairly?



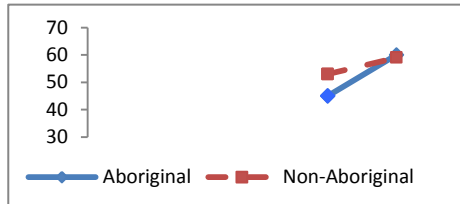
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	153	70	46	552	247	45
2014/15	150	69	46	537	245	46
2015/16	184	81	44	476	222	47
2016/17	139	55	40	444	191	43
2017/18	158	66	42	451	194	43

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



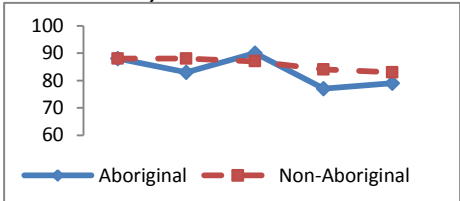
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	159	110	69	562	381	68
2014/15	157	94	60	542	355	65
2015/16	185	110	59	484	309	64
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



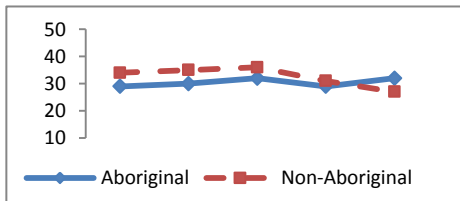
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	138	62 45	443	233 53
2017/18	156	93 60	447	262 59

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	158	139	88	556	489	88
2014/15	151	125	83	533	468	88
2015/16	180	162	90	480	418	87
2016/17	137	106	77	436	367	84
2017/18	151	120	79	439	363	83

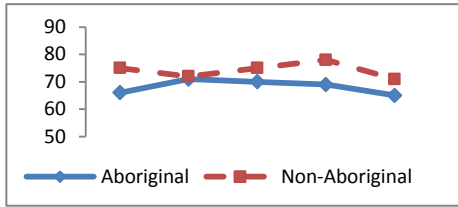
At school, are you being taught about Aboriginal peoples in Canada?



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	160	46	29	554	189	34
2014/15	151	46	30	520	181	35
2015/16	183	58	32	469	169	36
2016/17	139	40	29	440	137	31
2017/18	154	50	32	439	117	27

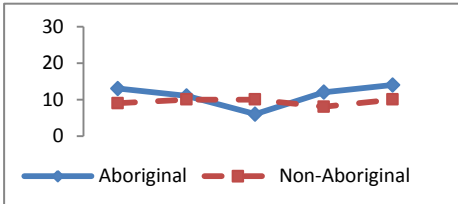
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



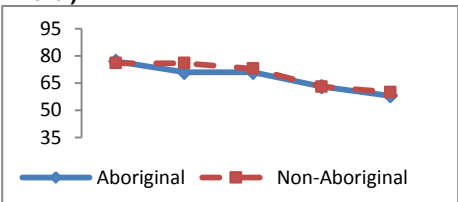
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	159	105	66	557	418	75
2014/15	157	112	71	537	387	72
2015/16	184	129	70	478	359	75
2016/17	138	95	69	436	338	78
2017/18	155	100	65	445	317	71

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



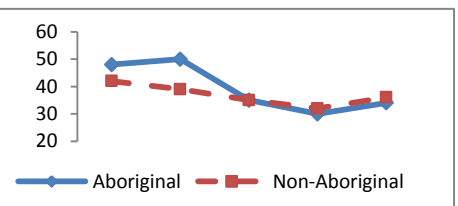
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	160	20	13	560	51	9
2014/15	157	17	11	538	55	10
2015/16	181	10	6	476	46	10
2016/17	136	16	12	438	34	8
2017/18	156	22	14	446	43	10

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



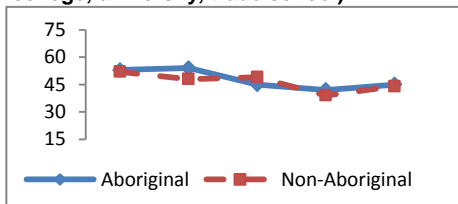
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	157	121	77	553	419	76
2014/15	158	112	71	547	413	76
2015/16	186	132	71	486	354	73
2016/17	138	87	63	442	279	63
2017/18	158	92	58	449	269	60

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



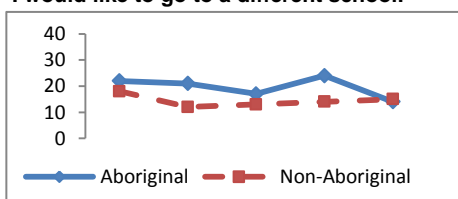
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	159	77	48	556	231	42
2014/15	151	75	50	546	213	39
2015/16	187	66	35	477	167	35
2016/17	138	41	30	439	142	32
2017/18	152	51	34	440	159	36

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	159	84	53	553	286	52
2014/15	154	83	54	540	261	48
2015/16	183	83	45	476	233	49
2016/17	137	57	42	438	171	39
2017/18	152	68	45	442	196	44

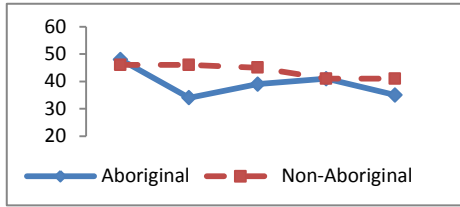
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	155	34	22	534	94	18
2014/15	147	31	21	527	65	12
2015/16	180	30	17	470	61	13
2016/17	139	34	24	443	60	14
2017/18	159	23	14	452	67	15

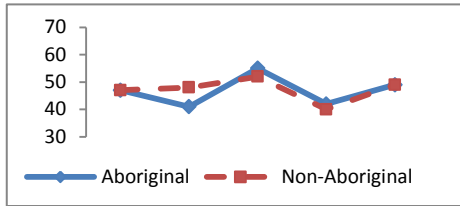
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



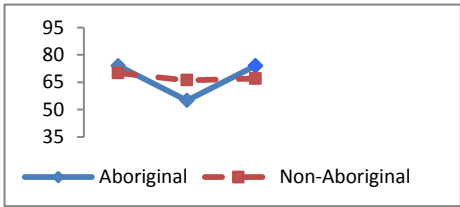
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	109	52	48	398	182	46
2014/15	116	40	34	402	183	46
2015/16	94	37	39	405	183	45
2016/17	101	41	41	375	155	41
2017/18	94	33	35	301	124	41

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	109	51	47	394	186	47
2014/15	115	47	41	401	192	48
2015/16	92	51	55	397	206	52
2016/17	102	43	42	376	152	40
2017/18	94	46	49	300	147	49

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



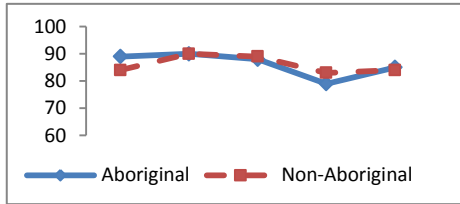
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	110	81	74	399	279	70
2014/15	115	63	55	404	267	66
2015/16	95	70	74	403	272	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



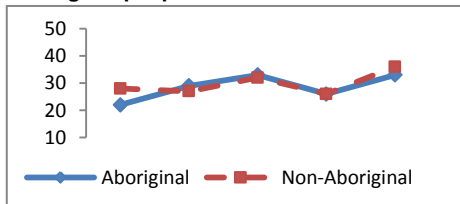
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	102	55 54	377	198 53
2017/18	94	57 61	301	192 64

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	106	94	89	396	331	84
2014/15	110	99	90	396	358	90
2015/16	96	84	88	395	350	89
2016/17	101	80	79	376	313	83
2017/18	94	80	85	301	254	84

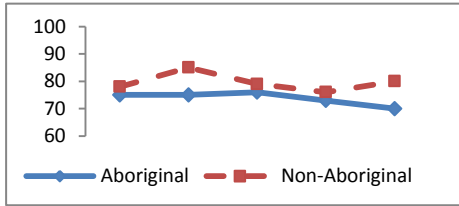
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	106	23	22	386	108	28
2014/15	112	33	29	394	105	27
2015/16	95	31	33	391	126	32
2016/17	102	27	26	377	97	26
2017/18	94	31	33	300	108	36

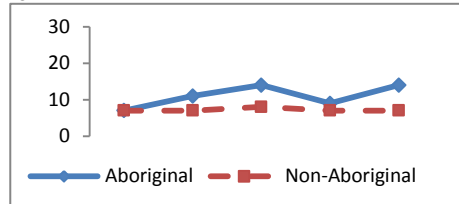
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



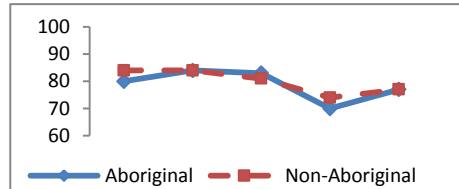
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	110	83 75	398	312 78
2014/15	115	86 75	398	340 85
2015/16	94	71 76	401	315 79
2016/17	91	66 73	384	290 76
2017/18	94	66 70	301	241 80

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



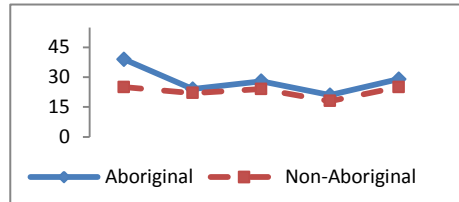
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	110	8 7	396	26 7
2014/15	115	13 11	399	26 7
2015/16	96	13 14	405	31 8
2016/17	92	8 9	383	27 7
2017/18	94	13 14	300	21 7

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



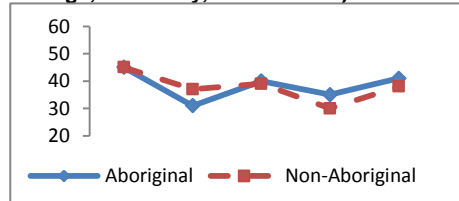
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	110	88 80	398	333 84
2014/15	116	98 84	404	341 84
2015/16	95	79 83	408	329 81
2016/17	101	71 70	378	280 74
2017/18	93	72 77	299	231 77

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



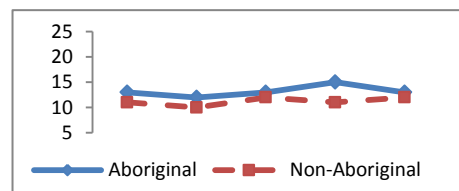
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	109	43 39	397	98 25
2014/15	115	28 24	398	89 22
2015/16	96	27 28	399	94 24
2016/17	100	21 21	377	69 18
2017/18	94	27 29	301	74 25

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	107	48 45	395	178 45
2014/15	115	36 31	399	146 37
2015/16	92	37 40	399	157 39
2016/17	99	35 35	378	115 30
2017/18	93	38 41	301	115 38

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	103	13 13	396	45 11
2014/15	114	14 12	388	38 10
2015/16	94	12 13	387	47 12
2016/17	102	15 15	377	41 11
2017/18	93	12 13	299	35 12

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.