



Aboriginal Report 2014/15 - 2018/19

How Are We Doing?

School District 067 Okanagan Skaha

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electronic version of report: <https://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.

In alignment with collective government directions and in collaboration with our partners, the Ministry of Education is in the process of updating terminology from Aboriginal to Indigenous. This work is still in transition, so the Ministry has intentionally retained Aboriginal terminology for consistency in this year's Report.

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?

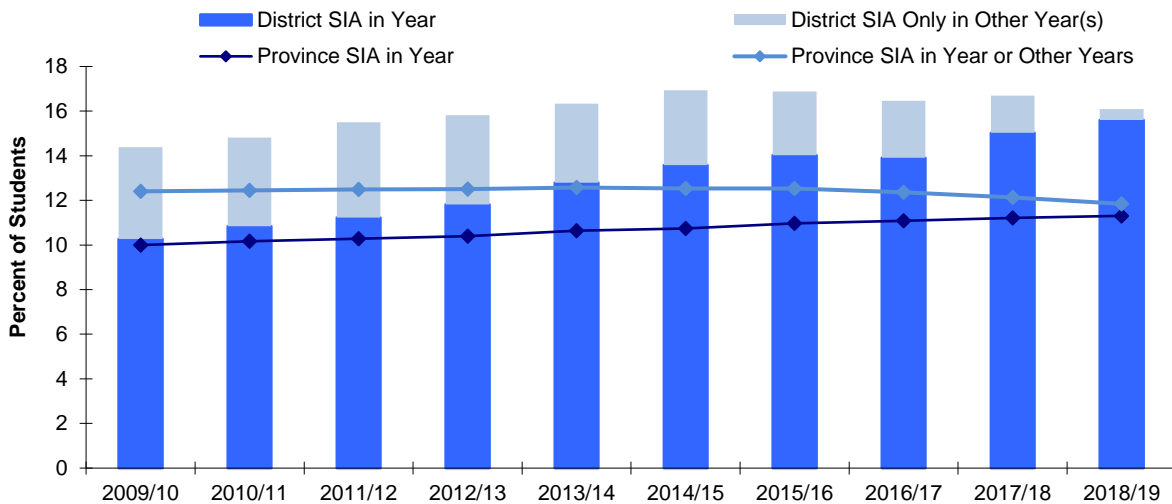
PLEASE NOTE

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)* #	%
2009/10	6,564	674	10.3	270	4.1	580,479	58,017	10.0	14,016	2.4
2010/11	6,354	689	10.8	252	4.0	579,110	58,834	10.2	13,219	2.3
2011/12	6,230	699	11.2	267	4.3	569,734	58,531	10.3	12,661	2.2
2012/13	6,017	711	11.8	241	4.0	564,529	58,717	10.4	11,844	2.1
2013/14	5,864	750	12.8	208	3.5	558,983	59,502	10.6	10,783	1.9
2014/15	5,757	782	13.6	193	3.4	552,786	59,382	10.7	9,870	1.8
2015/16	5,743	805	14.0	164	2.9	553,376	60,706	11.0	8,608	1.6
2016/17	5,808	808	13.9	148	2.5	557,625	61,799	11.1	7,132	1.3
2017/18	5,807	873	15.0	96	1.7	563,243	63,181	11.2	5,151	0.9
2018/19	5,853	913	15.6	29	0.5	568,985	64,326	11.3	3,068	0.5

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.

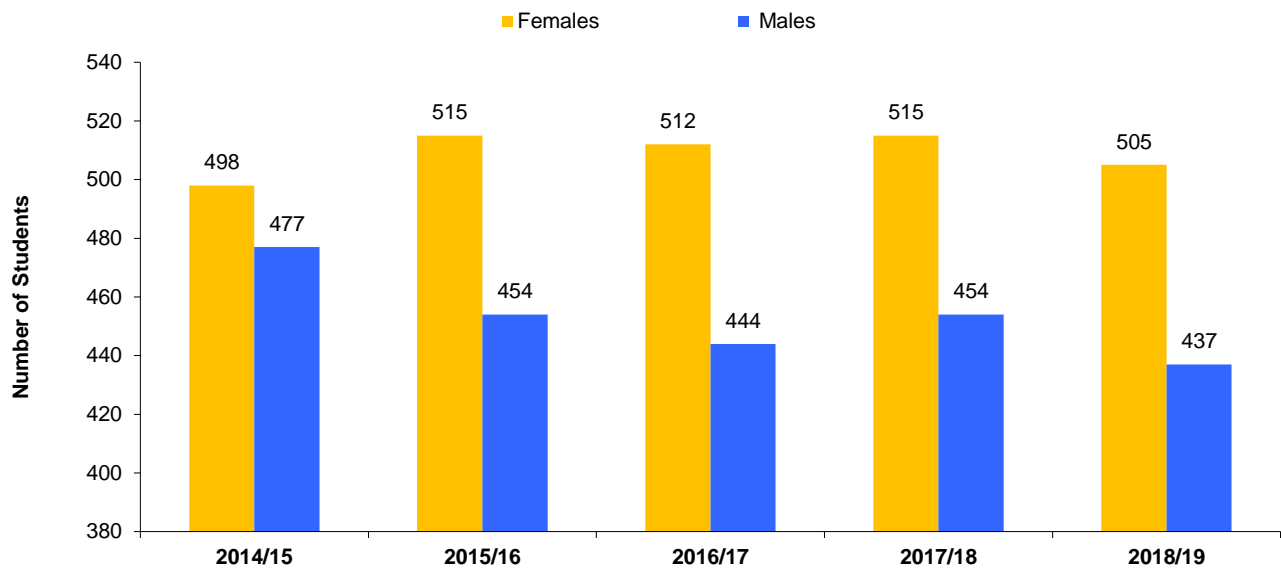
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only.

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
		#	%	#		#		#	#	#
2014/15	5,757	975	16.9	498	8.7	477	8.3	69,252	34,349	34,903
2015/16	5,743	969	16.9	515	9.0	454	7.9	69,314	34,257	35,057
2016/17	5,808	956	16.5	512	8.8	444	7.6	68,931	34,102	34,829
2017/18	5,807	969	16.7	515	8.9	454	7.8	68,332	33,693	34,639
2018/19	5,853	942	16.1	505	8.6	437	7.5	67,394	33,302	34,092

Number of Aboriginal Students by Gender



* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

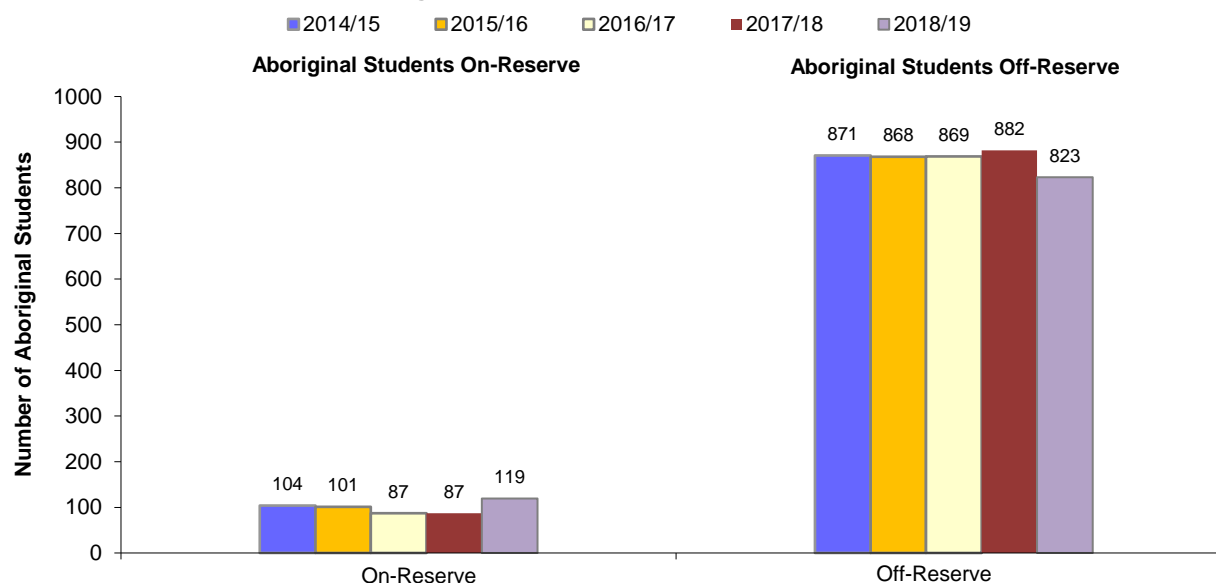
September Count

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 #
2014/15	975	43	61	104	453	418	871	8,143	61,109
2015/16	969	44	57	101	470	398	868	7,694	61,620
2016/17	956	43	44	87	468	401	869	7,285	61,646
2017/18	969	41	46	87	473	409	882	7,820	60,512
2018/19	942	52	67	119	452	371	823	7,991	59,403

February Count

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 #
2014/15	965	41	60	101	449	415	864	8,074	60,966
2015/16	968	44	57	101	472	395	867	7,572	61,443
2016/17	947	42	41	83	466	398	864	7,245	61,286
2017/18	958	37	47	84	472	402	874	7,762	60,288
2018/19	946	51	65	116	460	370	830	7,975	59,365

Number of Aboriginal Students, On or Off-Reserve (September Count)

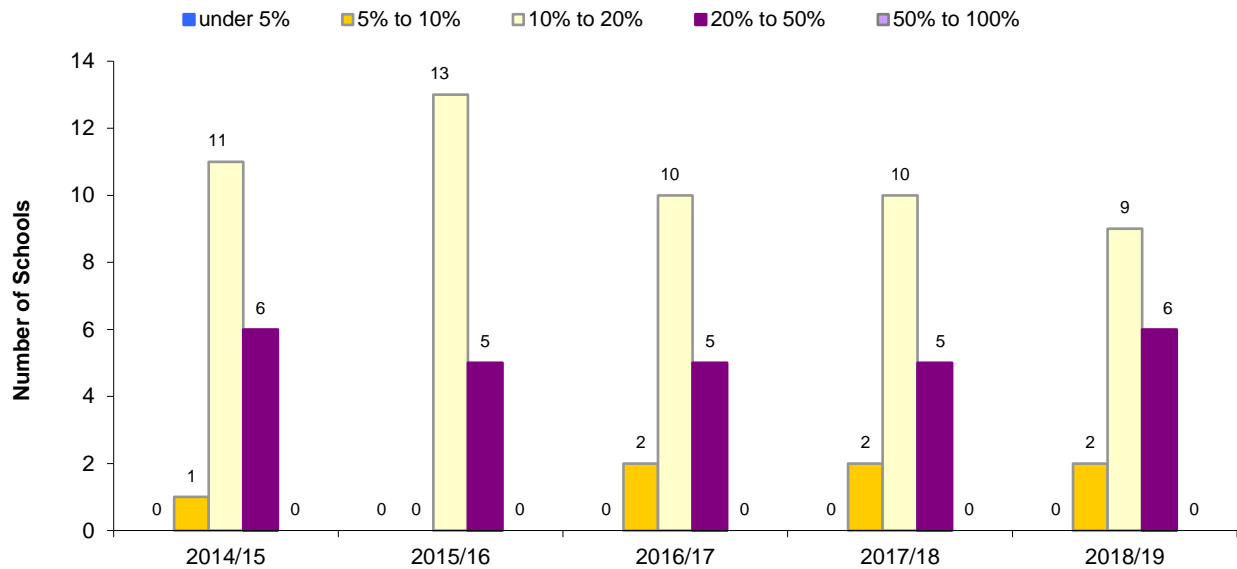


* Public schools only.

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 %
2014/15	18	0	1	11	6	0	1,384	378	217	345	345	99
2015/16	18	0	0	13	5	0	1,379	382	221	342	340	94
2016/17	17	0	2	10	5	0	1,368	389	229	337	321	92
2017/18	17	0	2	10	5	0	1,376	405	223	341	322	85
2018/19	17	0	2	9	6	0	1,385	425	218	358	301	83

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

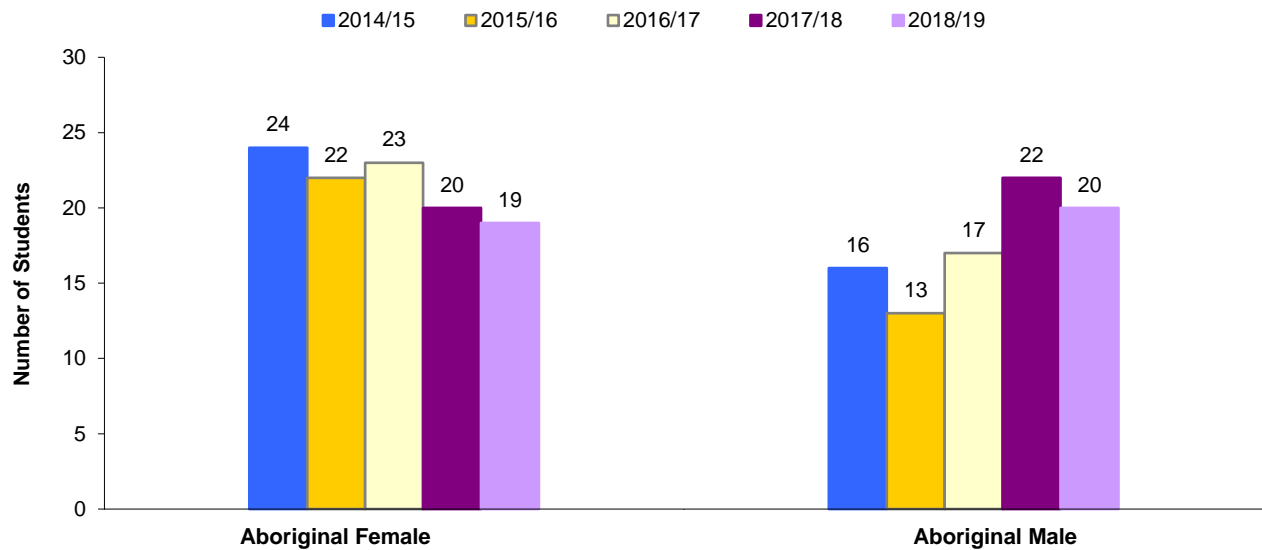


* Public schools only.

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 #
2014/15	93	24	16	40	27	26	53	1,598	1,561	1,977	2,618
2015/16	85	22	13	35	24	26	50	1,613	1,531	2,017	2,471
2016/17	88	23	17	40	21	27	48	1,613	1,553	2,027	2,460
2017/18	95	20	22	42	29	24	53	1,510	1,512	2,005	2,406
2018/19	90	19	20	39	24	27	51	1,489	1,415	1,983	2,365

SD Data: Number of Aboriginal Students in Alternate Programs



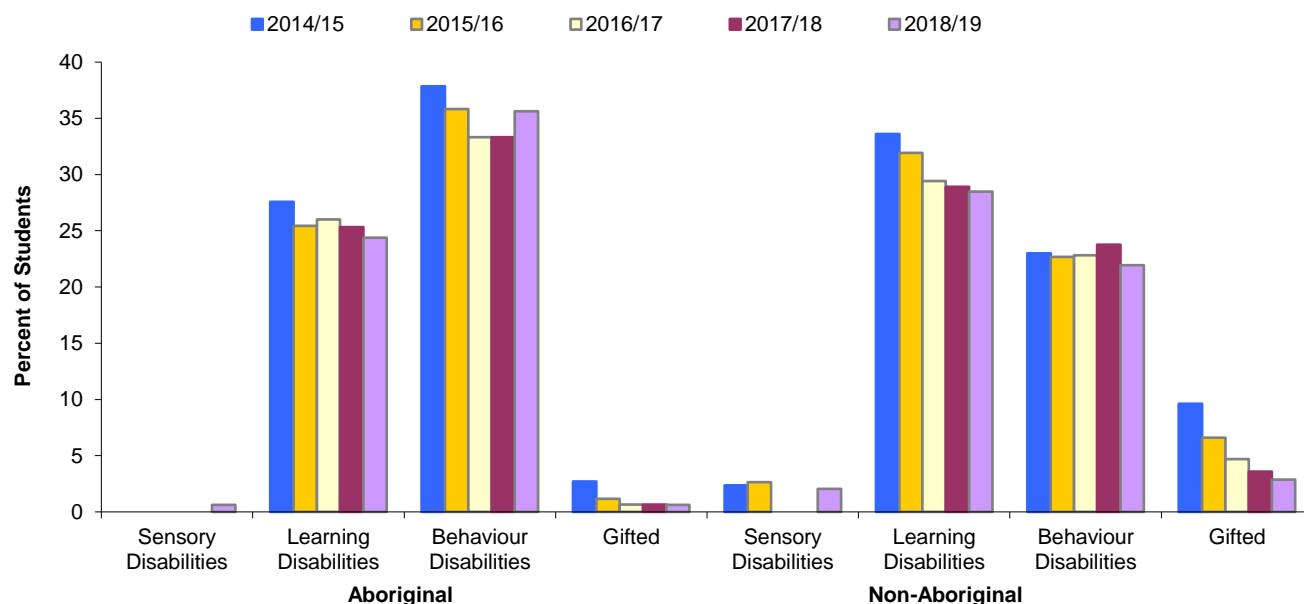
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STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/15	185	509	0	0	12	2	51	28	171	34	70	38	117	23	5	3	49	10
2015/16	173	454	0	0	12	3	44	25	145	32	62	36	103	23	2	1	30	7
2016/17	150	425	Msk	Msk	Msk	Msk	39	26	125	29	50	33	97	23	1	1	20	5
2017/18	150	446	Msk	Msk	Msk	Msk	38	25	129	29	50	33	106	24	1	1	16	4
2018/19	160	488	1	1	10	2	39	24	139	28	57	36	107	22	1	1	14	3

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).

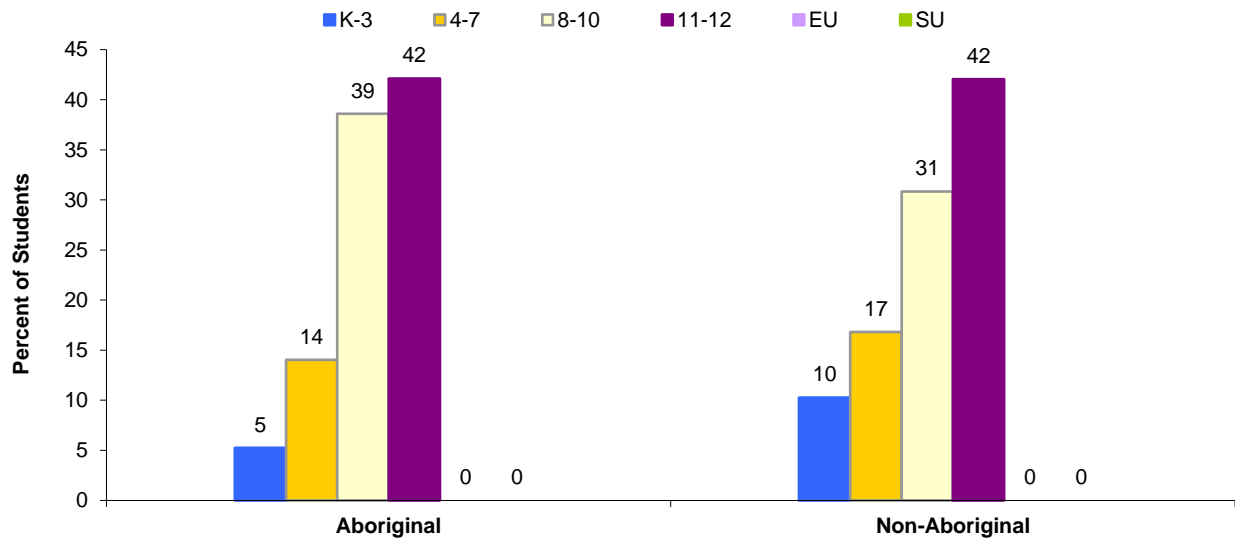
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2014/15	70	6	9	8	11	27	39	29	41	0	0	0	0
2015/16	62	3	5	9	15	25	40	25	40	0	0	0	0
2016/17	50	1	2	7	14	20	40	22	44	0	0	Msk	Msk
2017/18	50	4	8	6	12	13	26	27	54	0	0	0	0
2018/19	57	3	5	8	14	22	39	24	42	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
2014/15	117	12	10	17	15	32	27	56	48	0	0	0	0
2015/16	103	12	12	18	17	37	36	36	35	0	0	0	0
2016/17	97	10	10	11	11	43	44	32	33	0	0	Msk	Msk
2017/18	106	13	12	17	16	37	35	39	37	0	0	0	0
2018/19	107	11	10	18	17	33	31	45	42	0	0	0	0

Percent of Students with Behaviour Disabilities - Grade Distribution 2018/19



* Total includes Graduated Adults.

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

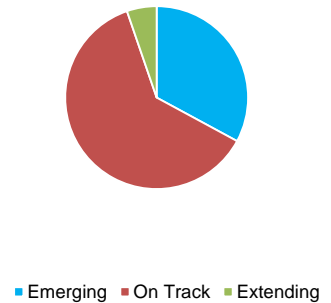
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The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.

For more information, please visit the FSA Description and Specifications page:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

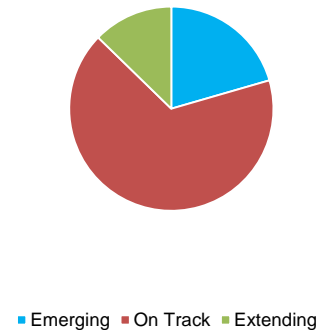
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	56	93	13	23	36	64	7	13
2015/16	61	91	7	11	49	80	5	8
2016/17	52	91	15	29	33	63	4	8
			Emerging		On Track		Extending	
2017/18	62	98	20	32	37	60	5	8
2018/19	76	94	25	33	47	62	4	5

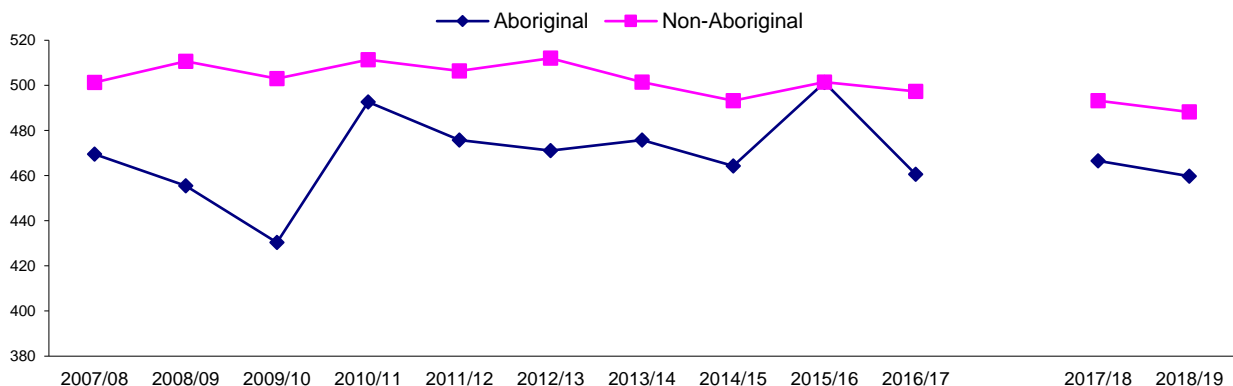


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	297	92	51	17	217	73	29	10
2015/16	304	95	40	13	221	73	43	14
2016/17	304	93	47	15	225	74	32	11
			Emerging		On Track		Extending	
2017/18	326	97	64	20	208	64	54	17
2018/19	346	97	71	21	231	67	44	13



Average FSA Scaled Score - Grade 4 Reading



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

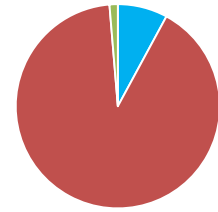
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GRADE 4: ABORIGINAL

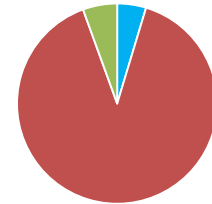
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	55	92	6	11	44	80	5	9
2015/16	61	91	13	21	46	75	2	3
2016/17	52	91	10	19	39	75	3	6
			Emerging		On Track		Extending	
2017/18	58	92	18	31	39	67	1	2
2018/19	76	94	6	8	69	91	1	1



■ Emerging ■ On Track ■ Extending

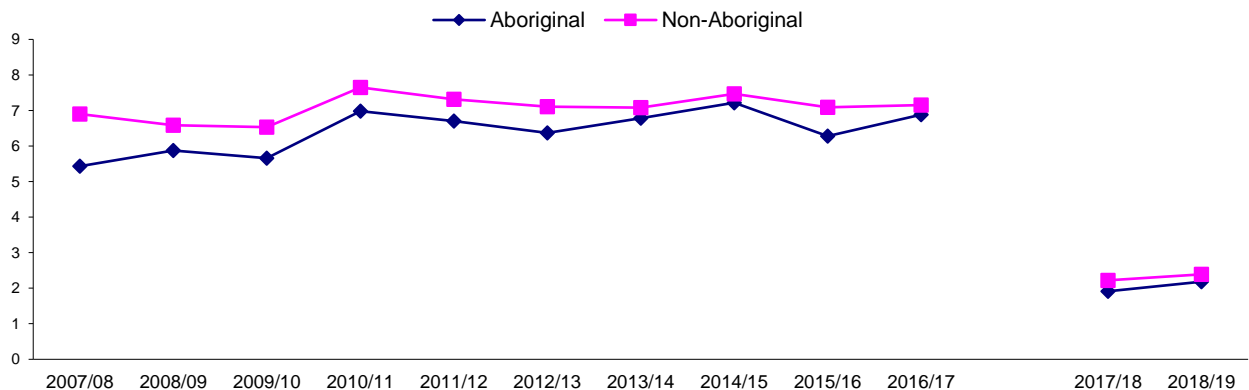
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	296	92	26	9	239	81	31	10
2015/16	306	96	39	13	244	80	23	8
2016/17	300	92	35	12	235	78	30	10
			Emerging		On Track		Extending	
2017/18	315	93	49	16	246	78	20	6
2018/19	343	96	16	5	308	90	19	6



■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 4 Writing



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

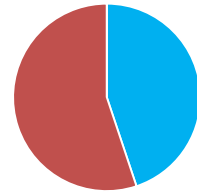
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GRADE 4: ABORIGINAL

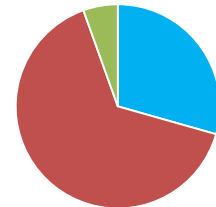
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	56	93	21	38	33	59	2	4
2015/16	61	91	12	20	48	79	1	2
2016/17	52	91	21	40	30	58	1	2
			Emerging		On Track		Extending	
2017/18	63	100	28	44	32	51	3	5
2018/19	78	96	35	45	43	55	0	0



■ Emerging ■ On Track ■ Extending

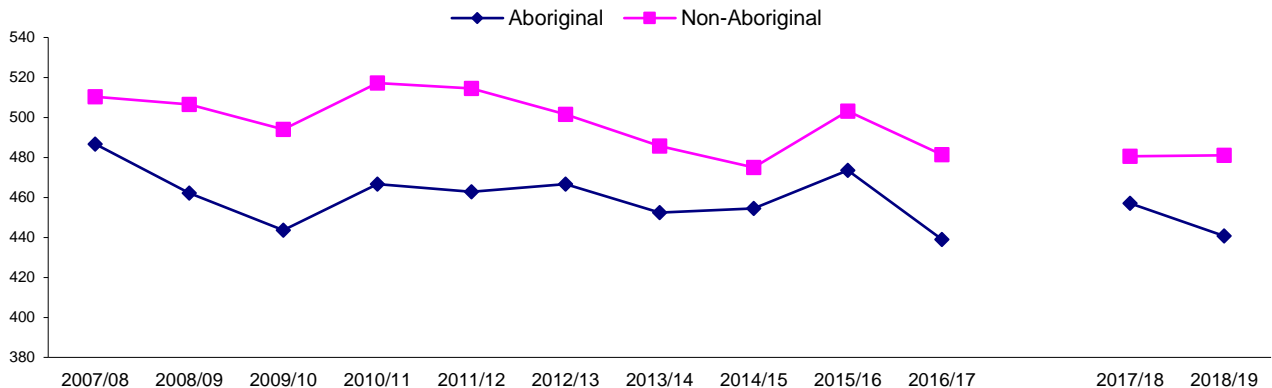
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	298	93	72	24	206	69	20	7
2015/16	309	97	51	17	218	71	40	13
2016/17	300	92	60	20	218	73	22	7
			Emerging		On Track		Extending	
2017/18	324	96	87	27	222	69	15	5
2018/19	347	97	102	29	226	65	19	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



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

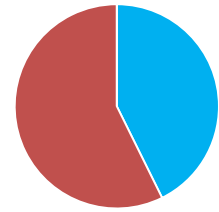
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GRADE 7: ABORIGINAL

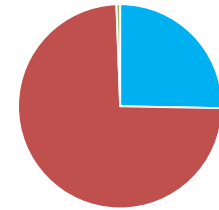
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	50	85	19	38	27	54	4	8
2015/16	75	93	32	43	42	56	1	1
2016/17	44	80	12	27	29	66	3	7
			Emerging		On Track		Extending	
2017/18	74	100	17	23	56	76	1	1
2018/19	82	98	35	43	47	57	0	0



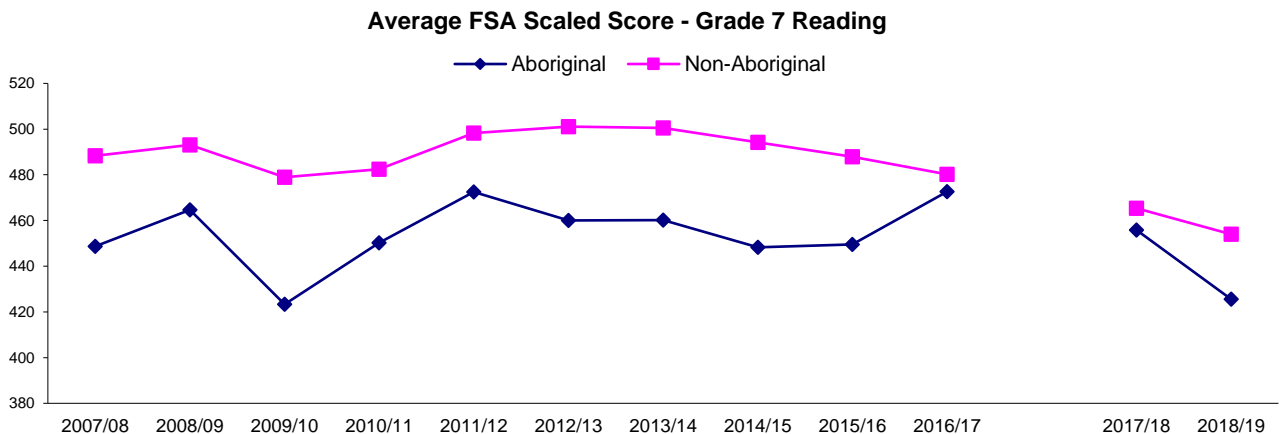
■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	348	92	66	19	245	70	37	11
2015/16	350	98	73	21	249	71	28	8
2016/17	295	91	82	28	182	62	31	11
			Emerging		On Track		Extending	
2017/18	355	98	74	21	275	77	6	2
2018/19	340	97	86	25	252	74	2	1



■ Emerging ■ On Track ■ Extending



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

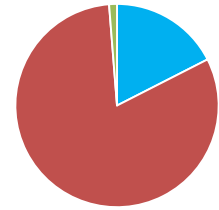
To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected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

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.

For more information, please visit the FSA Description and Specifications page:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

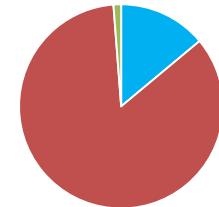
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	47	80	17	36	30	64	0	0
2015/16	75	93	27	36	48	64	0	0
2016/17	44	80	17	39	27	61	0	0
			Emerging		On Track		Extending	
2017/18	70	95	8	11	62	89	0	0
2018/19	80	95	14	18	65	81	1	1



■ Emerging ■ On Track ■ Extending

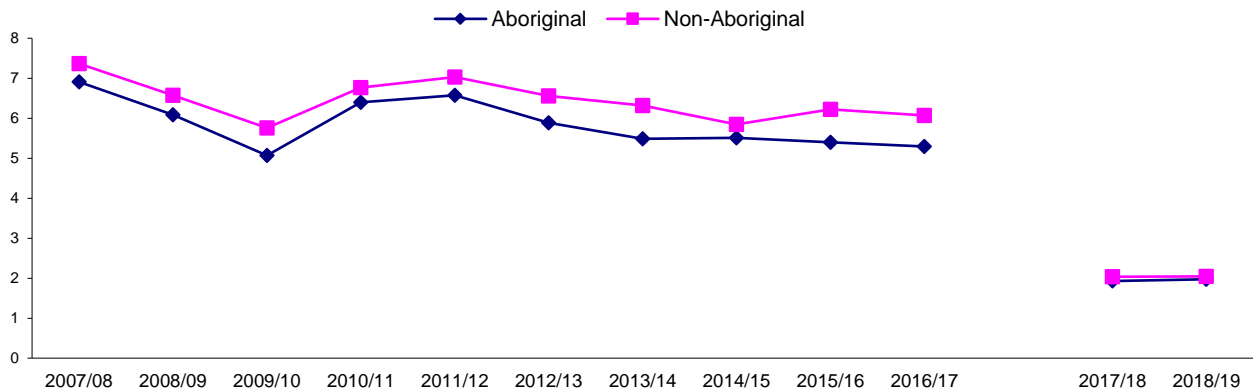
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	347	92	89	26	253	73	5	1
2015/16	347	97	54	16	287	83	6	2
2016/17	293	90	51	17	237	81	5	2
			Emerging		On Track		Extending	
2017/18	342	94	24	7	318	93	0	0
2018/19	330	94	46	14	280	85	4	1



■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 7 Writing



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

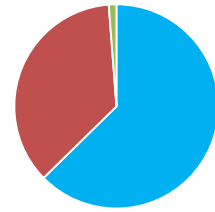
To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected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

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.

For more information, please visit the FSA Description and Specifications page:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

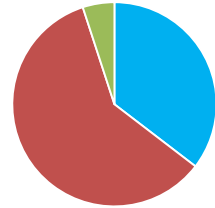
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	48	81	27	56	21	44	0	0
2015/16	75	93	37	49	38	51	0	0
2016/17	45	82	26	58	18	40	1	2
			Emerging		On Track		Extending	
2017/18	74	100	40	54	33	45	1	1
2018/19	83	99	52	63	30	36	1	1



■ Emerging ■ On Track ■ Extending

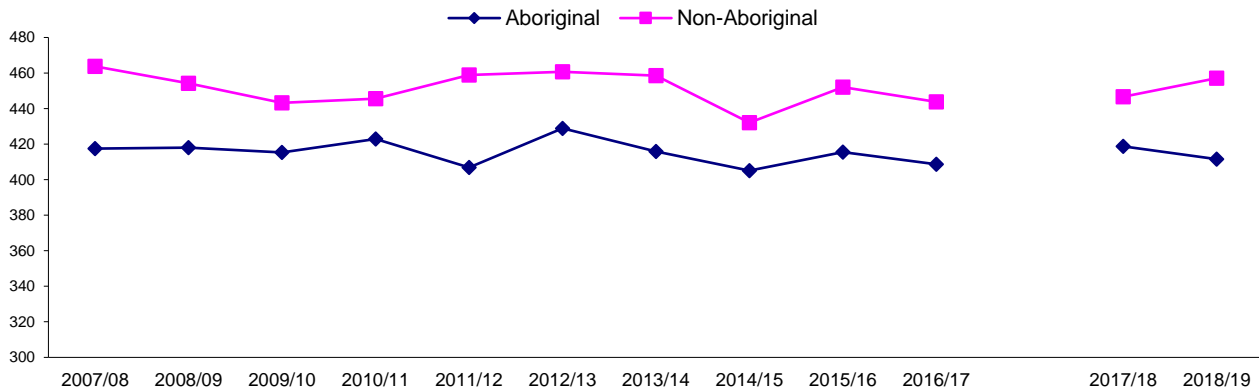
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	346	92	136	39	204	59	6	2
2015/16	350	98	112	32	229	65	9	3
2016/17	293	90	115	39	166	57	12	4
			Emerging		On Track		Extending	
2017/18	353	98	151	43	192	54	10	3
2018/19	339	97	120	35	202	60	17	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).

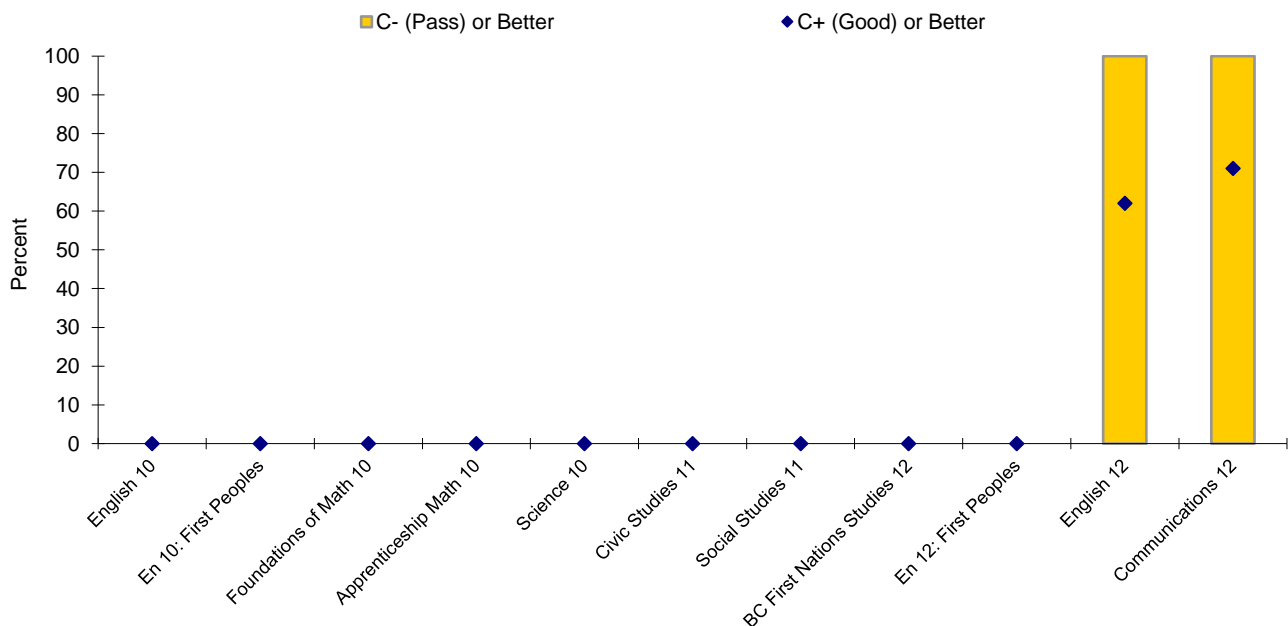
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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/>. Given the phasing out of provincial exams in 2016/17, no new data are available for many of the listed courses. The Ministry is working with partners to provide an alternative for the 2020 Aboriginal: How Are We Doing? Report.

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	41	39	95	30	73		
English 12	45	45	100	28	62	347	346	100	285	82		
Communications 12	17	17	100	12	71	58	55	95	30	52		

Final Marks Overview: Aboriginal Results 2018/19

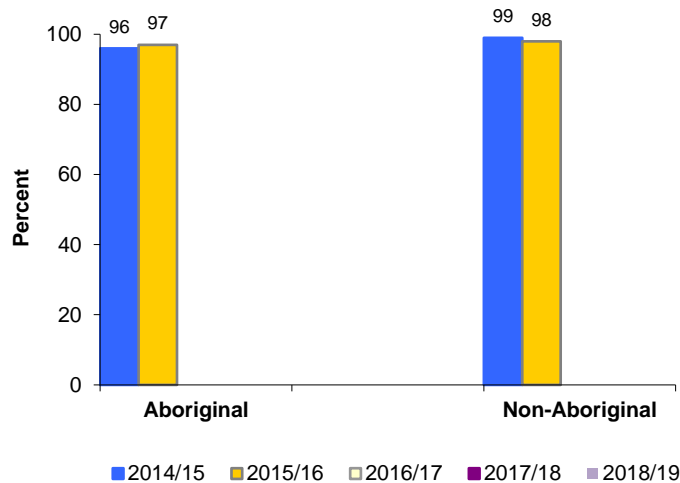


FINAL MARKS: ENGLISH 10

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	
		#	%	#	%		#	%	#	%
2014/15	53	51	96	29	55	459	453	99	341	74
2015/16	58	56	97	32	55	416	409	98	323	78
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2014/15	53	81	48	5	459	505	428	31	
2015/16	58	90	53	5	416	498	378	38	
2016/17	-	98	-	-	-	469	-	-	
2017/18	-	77	-	-	-	454	-	-	
2018/19	-	97	-	-	-	454	-	-	

ENGLISH 10: C- (Pass) or Better



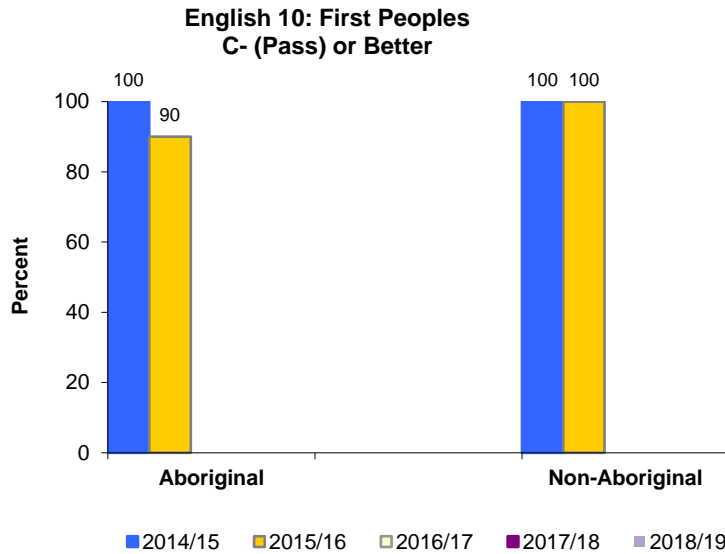
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	
		#	%	#	%		#	%	#	%
2014/15	12	12	100	7	58	34	34	100	29	85
2015/16	10	9	90	8	80	45	45	100	36	80
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #
2014/15	12	81	12	0	34	505	34	0
2015/16	10	90	10	0	45	498	44	1
2016/17	-	98	-	-	-	469	-	-
2017/18	-	77	-	-	-	454	-	-
2018/19	-	97	-	-	-	454	-	-



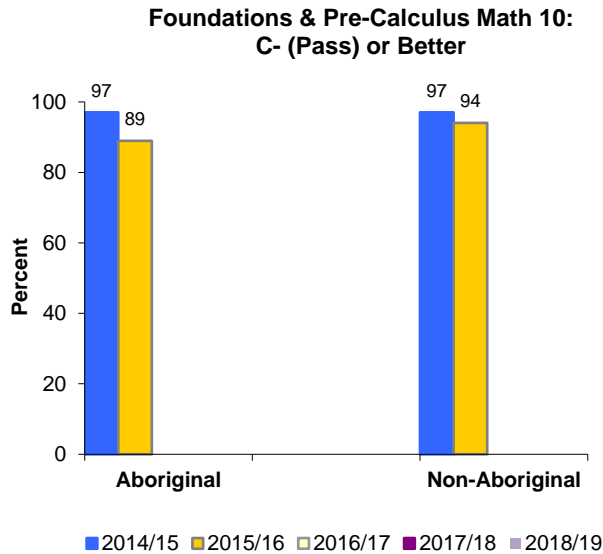
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	
		#	%	#	%		#	%	#	%
2014/15	36	35	97	17	47	382	369	97	247	65
2015/16	36	32	89	20	56	358	338	94	239	67
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #		
2014/15	36	81	29	7	382	505	348	34		
2015/16	36	90	35	1	358	498	324	34		
2016/17	-	98	-	-	-	469	-	-		
2017/18	-	77	-	-	-	454	-	-		
2018/19	-	97	-	-	-	454	-	-		



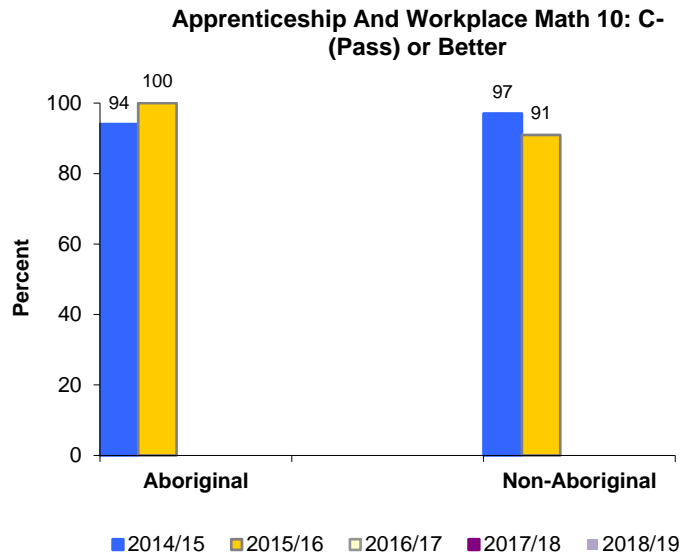
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	
		#	%	#	%		#	%	#	%
2014/15	33	31	94	15	45	96	93	97	49	51
2015/16	25	25	100	13	52	102	93	91	49	48
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #		
2014/15	33	81	20	13	96	505	71	25		
2015/16	25	90	19	6	102	498	71	31		
2016/17	-	98	-	-	-	469	-	-		
2017/18	-	77	-	-	-	454	-	-		
2018/19	-	97	-	-	-	454	-	-		



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

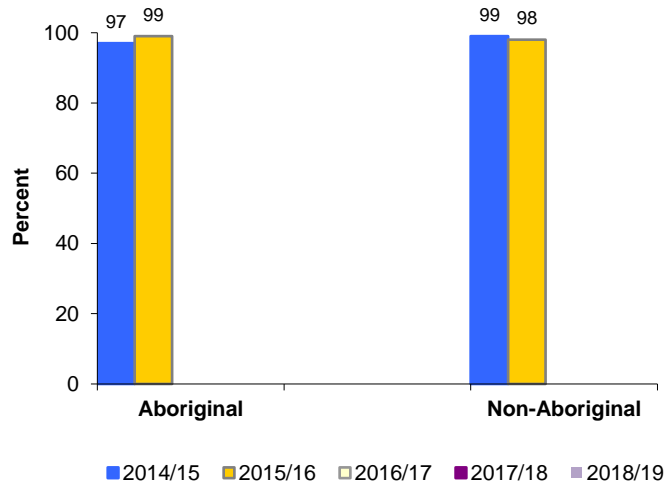
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2014/15	60	58	97	37	62	480	475	99	363	76
2015/16	70	69	99	48	69	445	438	98	332	75
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #		
2014/15	60	81	52	8	480	505	455	25		
2015/16	70	90	58	12	445	498	415	30		
2016/17	-	98	-	-	-	469	-	-		
2017/18	-	77	-	-	-	454	-	-		
2018/19	-	97	-	-	-	454	-	-		

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.

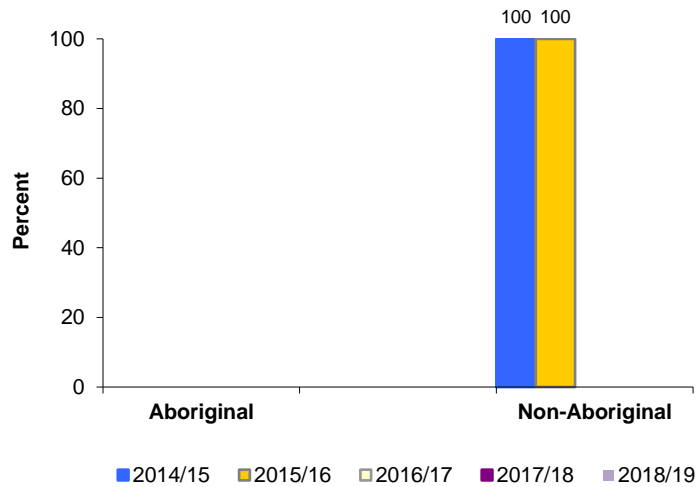
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2014/15	Msk	Msk	Msk	Msk	Msk	17	17	100	14	82
2015/16	-	-	-	-	-	47	47	100	33	70
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #		
2014/15	Msk	104	Msk	Msk	17	496	17	0		
2015/16	-	72	-	-	47	517	43	4		
2016/17	-	86	-	-	-	498	-	-		
2017/18	-	108	-	-	-	467	-	-		
2018/19	-	94	-	-	-	511	-	-		

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.

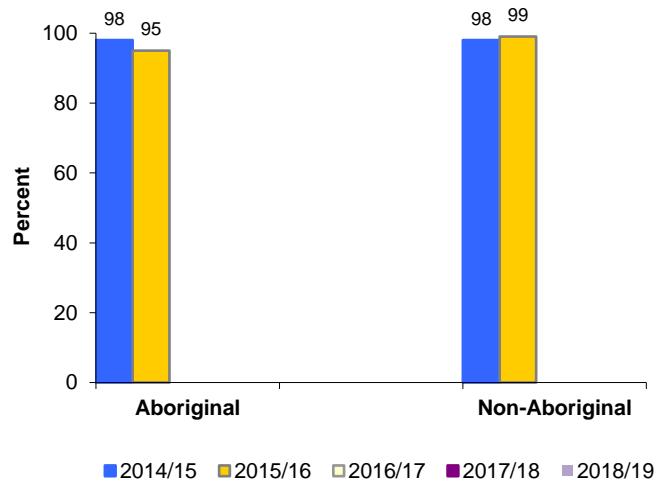
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	
		#	%	#	%		#	%	#	%
2014/15	53	52	98	34	64	398	392	98	312	78
2015/16	38	36	95	25	66	400	396	99	315	79
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #
2014/15	53	104	48	5	398	496	361	37
2015/16	38	72	35	3	400	517	368	32
2016/17	-	86	-	-	-	498	-	-
2017/18	-	108	-	-	-	467	-	-
2018/19	-	94	-	-	-	511	-	-

Social Studies 11: C- (Pass) or Better



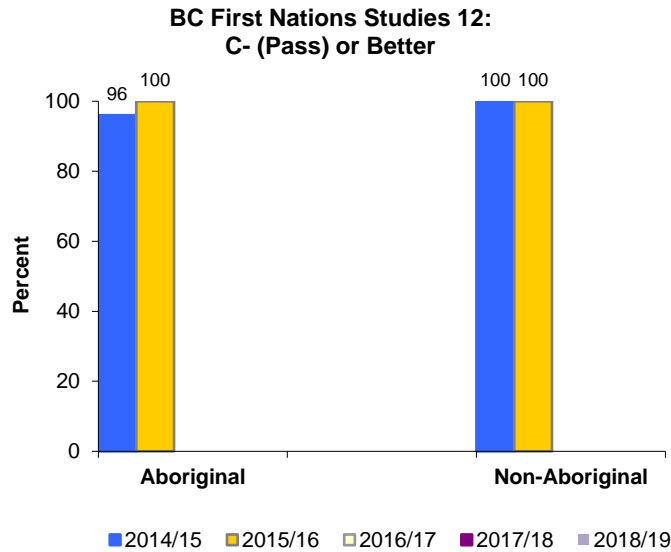
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	
		#	%	#	%		#	%	#	%
2014/15	26	25	96	9	35	33	33	100	11	33
2015/16	14	14	100	9	64	42	42	100	25	60
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

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 #		
2014/15	26	86	8	18	33	486	12	21		
2015/16	14	98	2	12	42	491	13	29		
2016/17	-	72	-	-	-	546	-	-		
2017/18	-	83	-	-	-	486	-	-		
2018/19	-	84	-	-	-	462	-	-		



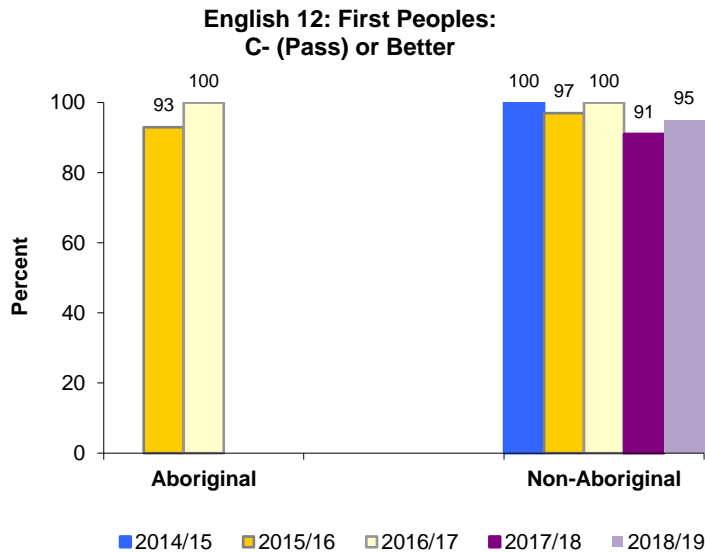
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	
		#	%	#	%		#	%	#	%
2014/15	Msk	Msk	Msk	Msk	Msk	20	20	100	19	95
2015/16	15	14	93	9	60	38	37	97	27	71
2016/17	10	10	100	3	30	46	46	100	33	72
2017/18	Msk	Msk	Msk	Msk	Msk	23	21	91	17	74
2018/19	Msk	Msk	Msk	Msk	Msk	41	39	95	30	73

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 #		
2014/15	Msk	86	Msk	Msk	20	486	20	0		
2015/16	15	98	14	1	38	491	34	4		
2016/17	10	72	8	2	46	546	46	0		
2017/18	Msk	83	Msk	Msk	23	486	20	3		
2018/19	Msk	84	Msk	Msk	41	462	40	1		



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

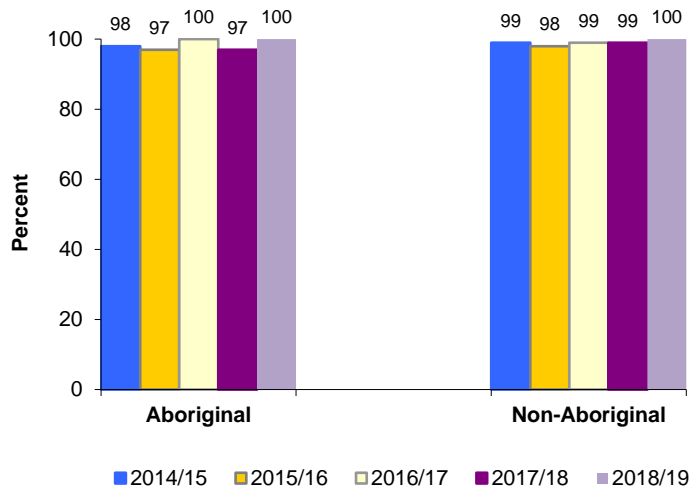
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	
		#	%	#	%		#	%	#	%
2014/15	42	41	98	26	62	343	340	99	259	76
2015/16	30	29	97	16	53	326	320	98	251	77
2016/17	35	35	100	22	63	371	366	99	288	78
2017/18	34	33	97	25	74	353	349	99	275	78
2018/19	45	45	100	28	62	347	346	100	285	82

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 #		
2014/15	42	86	35	7	343	486	324	19		
2015/16	30	98	30	0	326	491	305	21		
2016/17	35	72	31	4	371	546	348	23		
2017/18	34	83	29	5	353	486	335	18		
2018/19	45	84	42	3	347	462	327	20		

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.

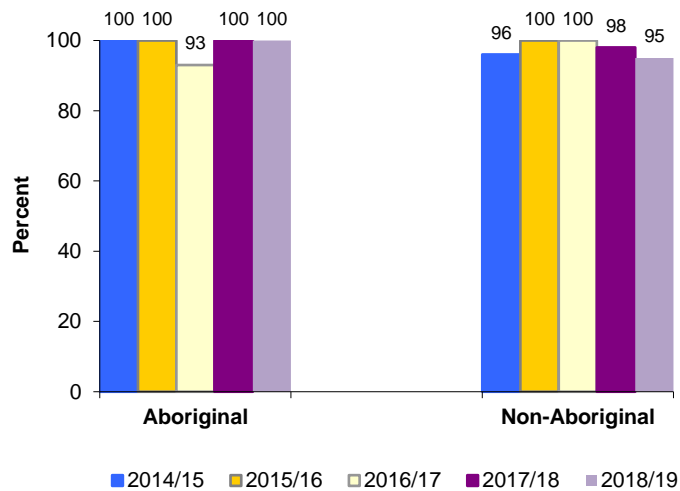
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	
		#	%	#	%		#	%	#	%
2014/15	24	24	100	14	58	85	82	96	48	56
2015/16	20	20	100	6	30	66	66	100	40	61
2016/17	15	14	93	4	27	51	51	100	33	65
2017/18	19	19	100	11	58	53	52	98	23	43
2018/19	17	17	100	12	71	58	55	95	30	52

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 #		
2014/15	24	86	15	9	85	486	71	14		
2015/16	20	98	16	4	66	491	50	16		
2016/17	15	72	10	5	51	546	46	5		
2017/18	19	83	17	2	53	486	44	9		
2018/19	17	84	11	6	58	462	37	21		

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.

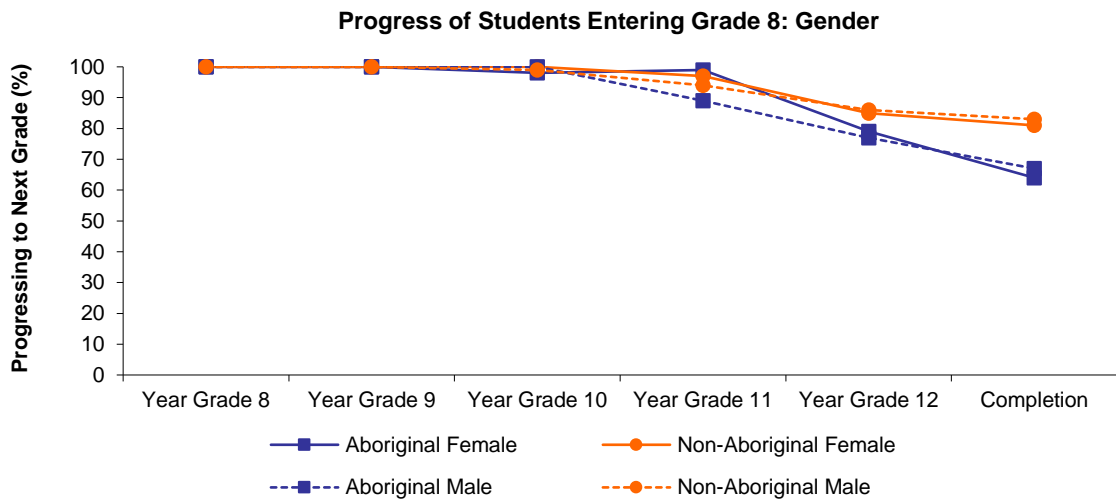
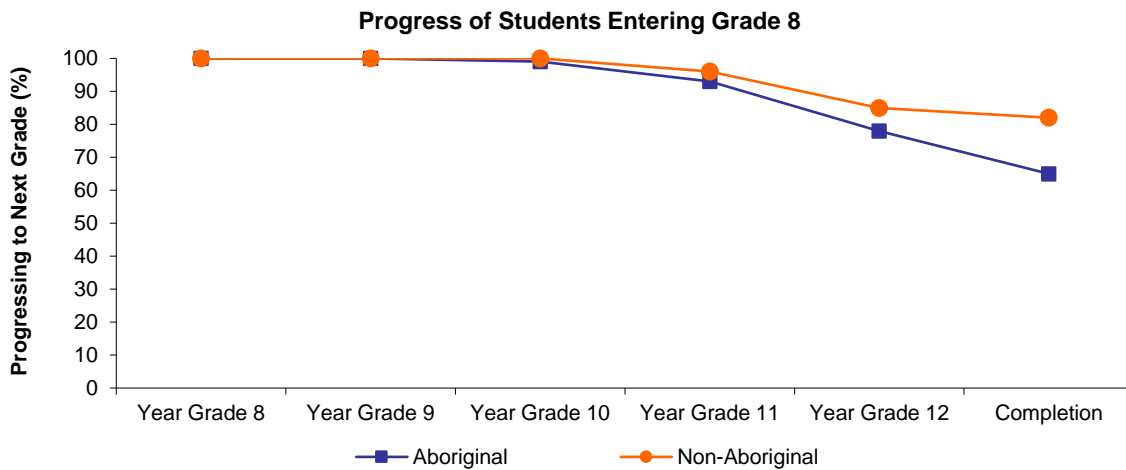
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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 2013

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	99	98	100	100	100	99
	Grade 11	93	99	89	96	97	94
	Grade 12	78	79	77	85	85	86
2018/19	Completion	65	64	67	82	81	83



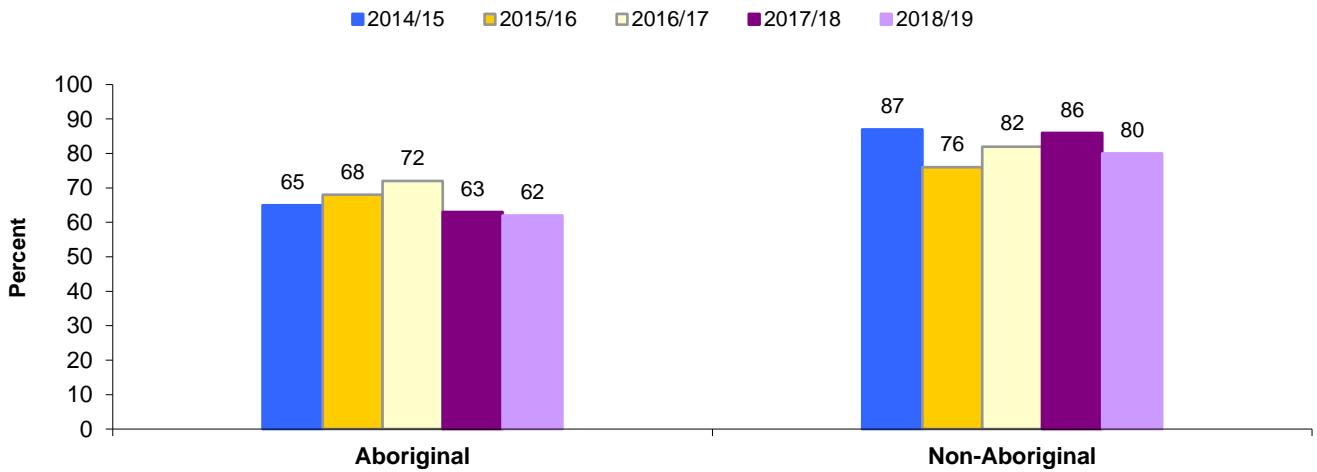
FIVE-YEAR COMPLETION RATE, 2014/15 - 2018/19

The five-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 5 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

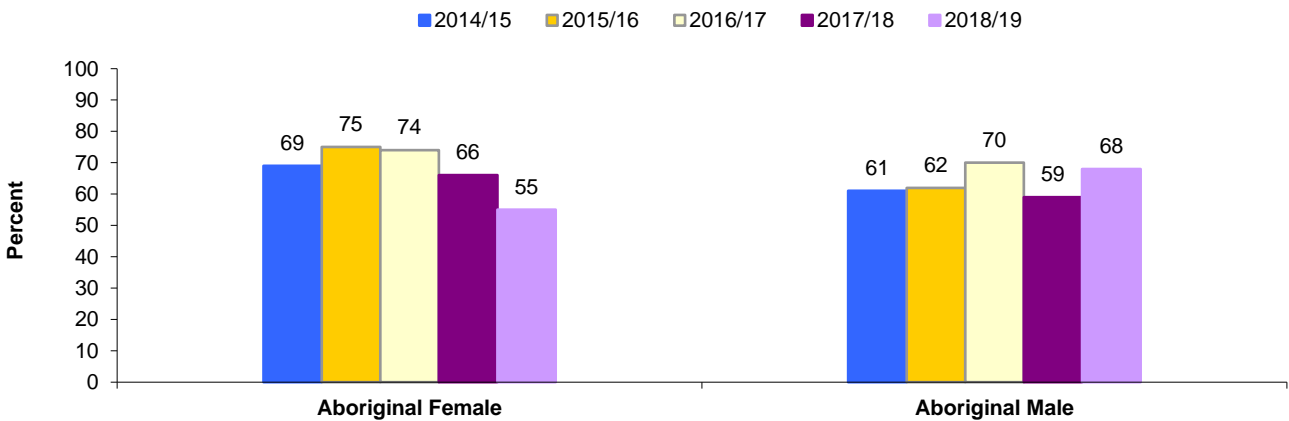
FIVE-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	65	69	61	87	88	86
2015/16	68	75	62	76	81	72
2016/17	72	74	70	82	85	79
2017/18	63	66	59	86	86	85
2018/19	62	55	68	80	79	80

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



* When the five-year rate is reported, numbers for prior school years are not updated (Page 29).

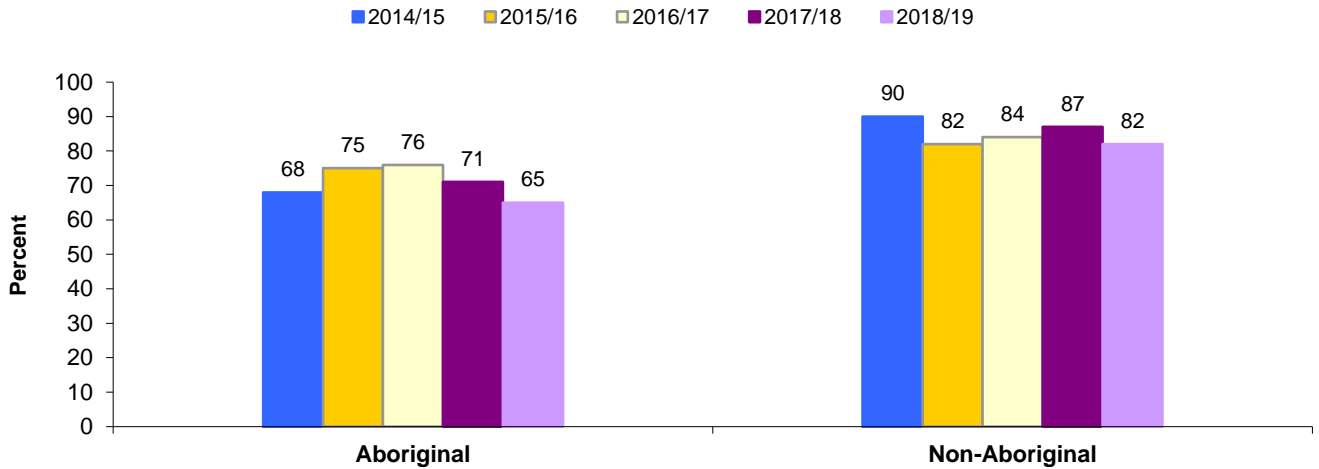
SIX-YEAR COMPLETION RATE, 2014/15 - 2018/19

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 6 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

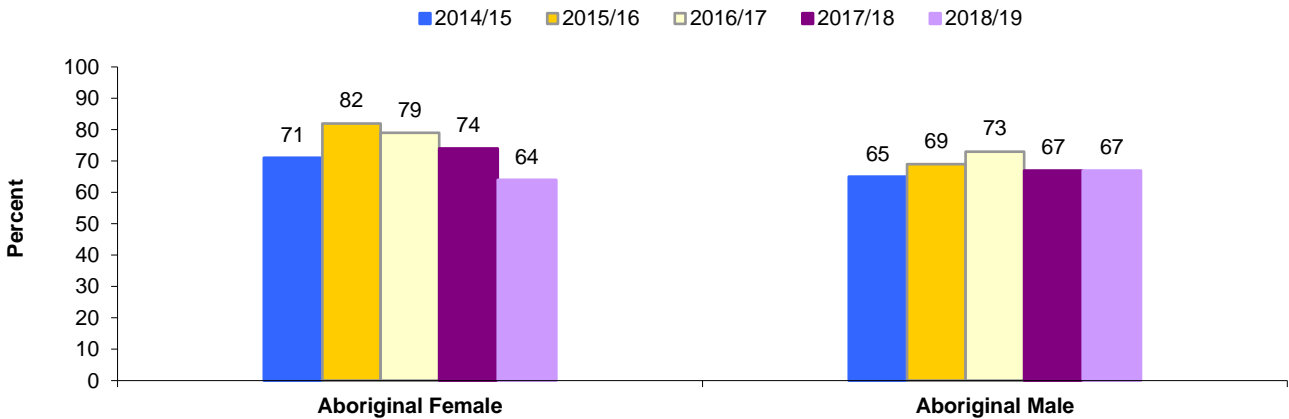
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	68	71	65	90	90	90
2015/16	75	82	69	82	85	78
2016/17	76	79	73	84	87	81
2017/18	71	74	67	87	88	87
2018/19	65	64	67	82	81	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 30). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 31).

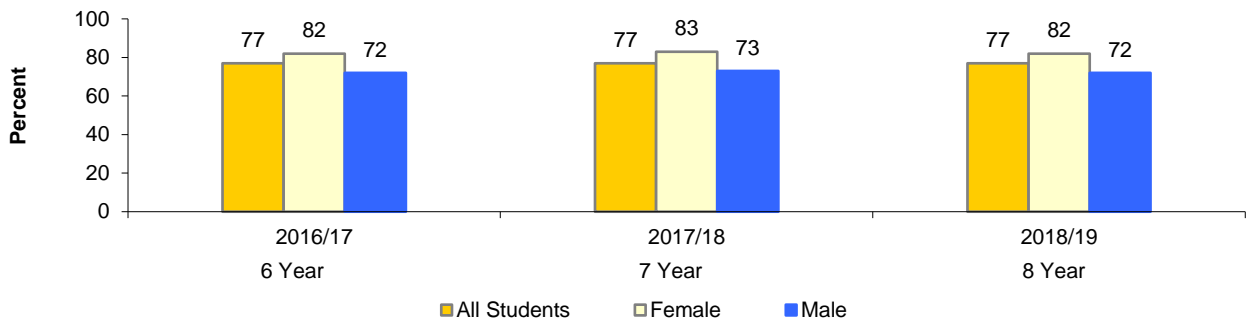
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2012/13 and 2013/14 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

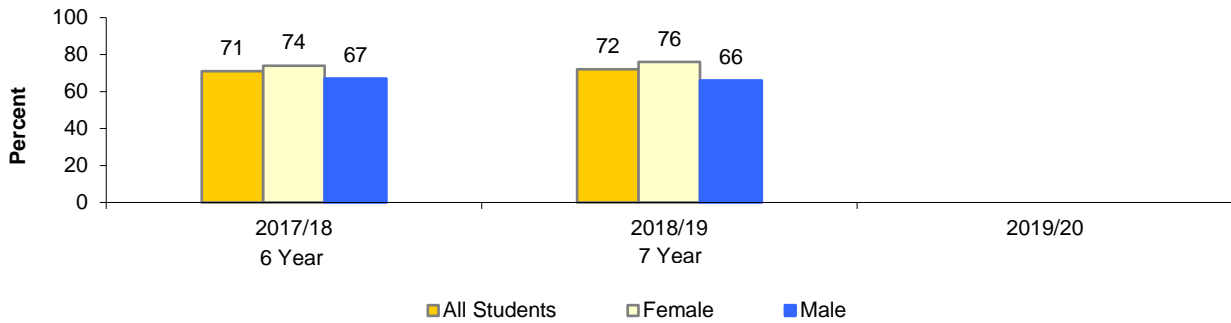
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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 %
2011/12	77	82	72	77	83	73	77	82	72
2012/13	71	74	67	72	76	66	-	-	-
2013/14	65	64	67	-	-	-	-	-	-

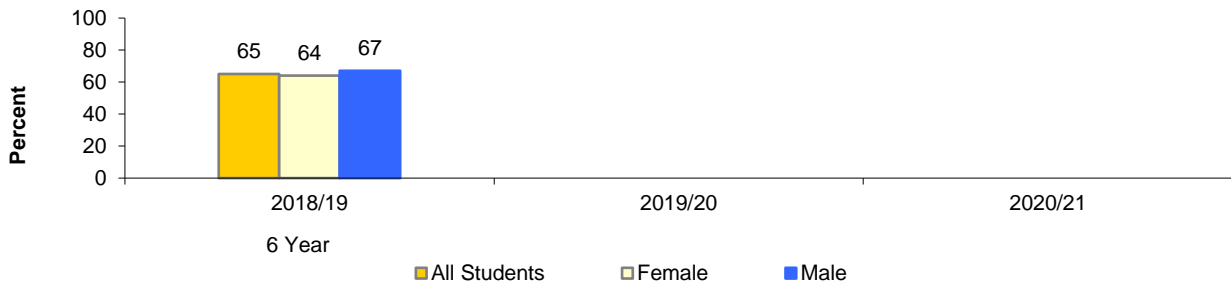
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2011/12 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2012/13 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2013/14 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 30). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 31).

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 *	
	#	#	%	#	#	%
2014/15	83	0	-	470	Msk	Msk
2015/16	88	Msk	Msk	469	Msk	Msk
2016/17	64	12	19	526	13	2
2017/18	78	Msk	Msk	470	11	2
2018/19	79	Msk	Msk	445	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 *	
	#	#	%	#	#	%
2014/15	83	64	77	470	405	86
2015/16	88	64	73	469	417	89
2016/17	64	48	75	526	447	85
2017/18	78	51	65	470	403	86
2018/19	79	71	90	445	419	94

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 *	
	#	#	%	#	#	%
2014/15	83	Msk	Msk	470	20	4
2015/16	88	Msk	Msk	469	15	3
2016/17	64	Msk	Msk	526	10	2
2017/18	78	Msk	Msk	470	11	2
2018/19	79	Msk	Msk	445	10	2

* 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.

The data in the page are not updated. The Ministry of Education is currently working with the Ministry of Children and Family Development to improve data alignment in our reports.

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	57	34	60	23	40
2014/15	53	33	62	20	38
2015/16	47	24	51	23	49
2016/17	43	22	51	21	49
2017/18	40	22	55	18	45

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	958	34	4
2014/15	975	33	3
2015/16	969	24	2
2016/17	956	22	2
2017/18	969	22	2

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	Msk
2014/15	Msk	-	Msk	Msk	Msk	-	Msk
2015/16	43	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	-	Msk	Msk	Msk	-	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	-	-	-	Msk	Msk	Msk
2014/15	Msk	-	Msk	Msk	-	-	-
2015/16	Msk	-	-	-	Msk	-	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	-	Msk
2017/18	Msk	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									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	59	100	17	28.8	6	10.2	1	1.7	1	1.7		
Non-Aboriginal	483	100	129	26.7	37	7.7	14	2.9	14	2.9		

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									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	42	100	1	2.4	1	2.4	1	2.4	-	-		
Non-Aboriginal	190	100	7	3.7	6	3.2	3	1.6	2	1.1		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	59	100	-	-	1	1.7	2	3.4	-	-		
Non-Aboriginal	483	100	2	0.4	1	0.2	2	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									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	42	100	1	2.4	-	-	-	-	-	-		
Non-Aboriginal	190	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: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Research-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	59	100	5	8.5	2	3.4	-	-	-	-		
Non-Aboriginal	483	100	81	16.8	8	1.7	2	0.4	3	0.6		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Research-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	42	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	190	100	-	-	1	0.5	1	0.5	-	-		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Teaching-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	59	100	1	1.7	-	-	-	-	-	-		
Non-Aboriginal	483	100	16	3.3	2	0.4	5	1.0	2	0.4		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Teaching-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	42	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	190	100	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, 2014/15 - 2018/19

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 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 <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

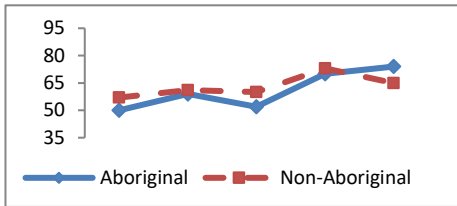
With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

More questions have been added since 2016/17, including 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 after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

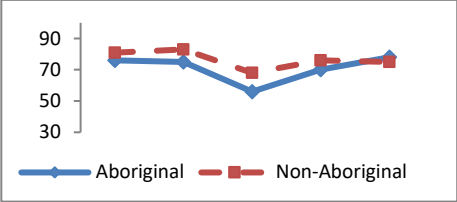
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

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	
	#	#	%	#	#	%
2014/15	56	28	50	268	154	57
2015/16	58	34	59	292	179	61
2016/17	63	33	52	281	169	60
2017/18	61	43	70	323	236	73
2018/19	69	51	74	323	211	65

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	
	#	#	%	#	#	%
2014/15	55	42	76	260	210	81
2015/16	56	42	75	287	237	83
2016/17	63	35	56	279	189	68
2017/18	61	43	70	322	246	76
2018/19	69	54	78	327	246	75

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



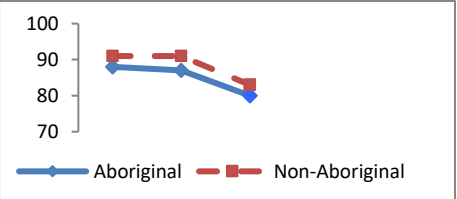
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	59	39	66	267	177	66
2015/16	62	40	65	298	200	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

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



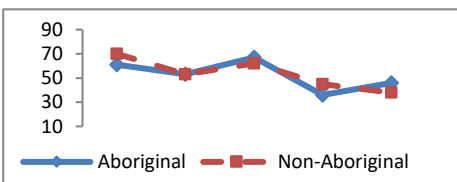
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many		Gr 4 Respondents #	All or many	
	#	#	%	#	#	%
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	60	33	55	273	140	51
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

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	
	#	#	%	#	#	%
2014/15	60	53	88	265	240	91
2015/16	62	54	87	296	268	91
2016/17	59	47	80	277	229	83
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

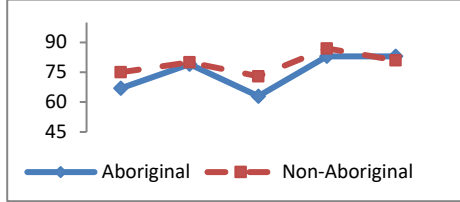
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



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	
	#	#	%	#	#	%
2014/15	56	34	61	258	180	70
2015/16	58	31	53	279	149	53
2016/17	60	40	67	280	174	62
2017/18	61	22	36	320	143	45
2018/19	67	31	46	321	123	38

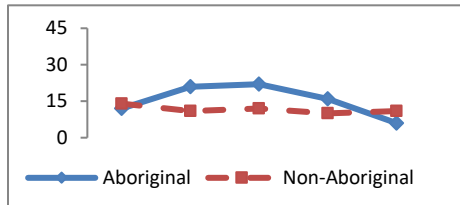
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



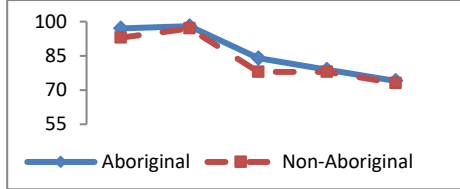
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	60	40	67	270	203	75
2015/16	61	48	79	293	233	80
2016/17	59	37	63	282	207	73
2017/18	52	43	83	326	282	87
2018/19	63	52	83	326	264	81

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



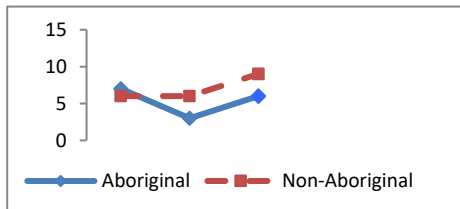
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	58	7	12	263	36	14
2015/16	58	12	21	297	32	11
2016/17	59	13	22	281	35	12
2017/18	55	9	16	328	33	10
2018/19	63	4	6	323	36	11

How many adults at your school care about you?/ How many adults do you think care about you at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2014/15	59	57	97	271	253	93
2015/16	62	61	98	292	284	97
2016/17	63	53	84	280	217	78
2017/18	61	48	79	324	253	78
2018/19	69	51	74	325	238	73

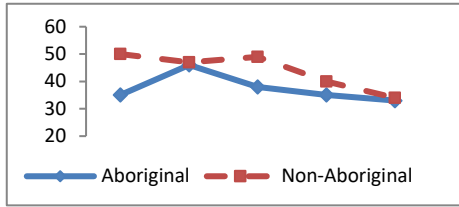
I would like to go to a different school.



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	
	#	#	%	#	#	%
2014/15	57	4	7	261	15	6
2015/16	58	2	3	281	18	6
2016/17	63	4	6	278	26	9
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

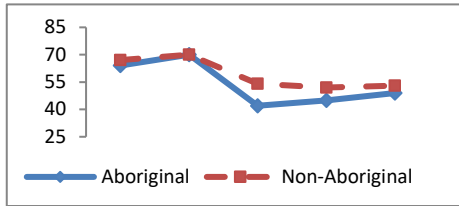
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



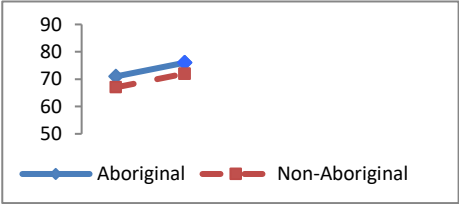
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	52	18	35	349	176	50
2015/16	74	34	46	323	151	47
2016/17	55	21	38	281	139	49
2017/18	68	24	35	340	137	40
2018/19	76	25	33	332	114	34

Do adults in the school treat all students fairly?



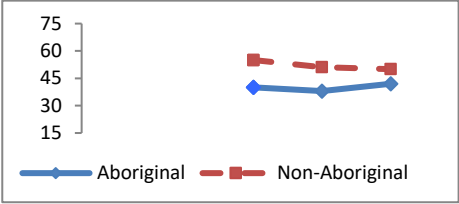
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	50	32	64	343	230	67
2015/16	71	50	70	318	222	70
2016/17	57	24	42	280	152	54
2017/18	69	31	45	339	176	52
2018/19	75	37	49	331	174	53

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



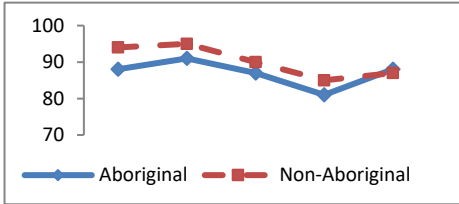
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	49	35	71	353	238	67
2015/16	75	57	76	320	230	72
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

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



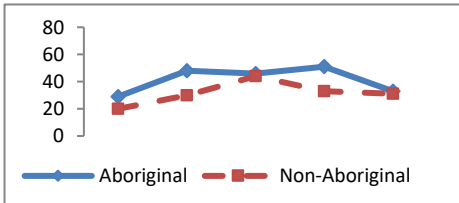
School Year	Aboriginal		Non-Aboriginal		
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many	
	#	#	#	%	
2014/15	-	-	-	-	
2015/16	-	-	-	-	
2016/17	55	22	271	150	55
2017/18	66	25	325	166	51
2018/19	72	30	322	161	50

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	
	#	#	%	#	#	%
2014/15	51	45	88	348	328	94
2015/16	77	70	91	318	302	95
2016/17	55	48	87	278	249	90
2017/18	69	56	81	335	285	85
2018/19	75	66	88	330	286	87

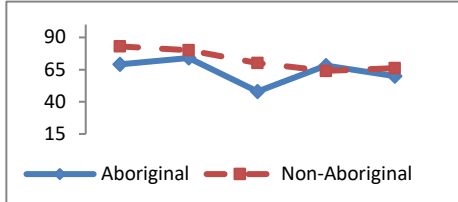
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	52	15	29	342	70	20
2015/16	75	36	48	322	95	30
2016/17	57	26	46	281	124	44
2017/18	68	35	51	338	112	33
2018/19	76	25	33	331	104	31

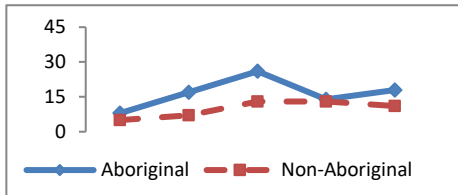
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



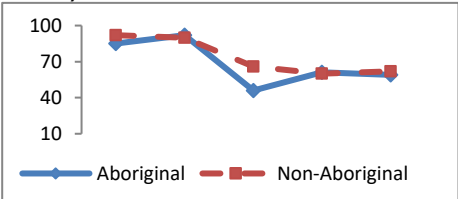
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	51	35	69	348	288	83
2015/16	73	54	74	318	253	80
2016/17	52	25	48	282	198	70
2017/18	59	40	68	345	221	64
2018/19	73	44	60	333	220	66

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



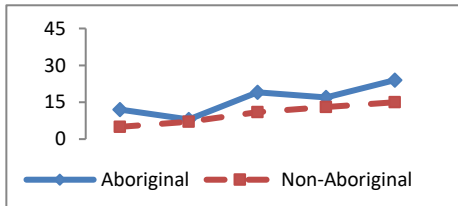
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	52	4	8	348	19	5
2015/16	70	12	17	318	22	7
2016/17	53	14	26	283	36	13
2017/18	58	8	14	348	46	13
2018/19	72	13	18	332	35	11

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	
	#	#	%	#	#	%
2014/15	53	45	85	348	319	92
2015/16	77	71	92	322	291	90
2016/17	57	26	46	281	186	66
2017/18	69	42	61	339	204	60
2018/19	76	45	59	330	206	62

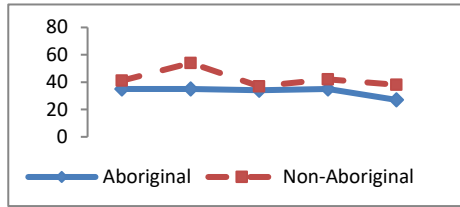
I would like to go to a different school.



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	
	#	#	%	#	#	%
2014/15	50	6	12	331	15	5
2015/16	71	6	8	319	22	7
2016/17	57	11	19	280	30	11
2017/18	69	12	17	337	44	13
2018/19	75	18	24	331	48	15

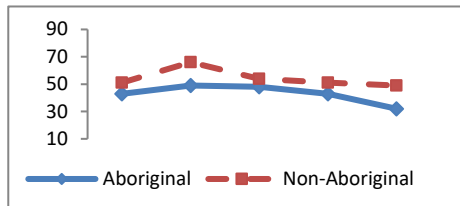
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



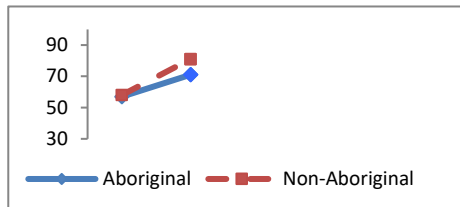
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	55	19	35	320	132	41
2015/16	65	23	35	323	174	54
2016/17	56	19	34	317	117	37
2017/18	49	17	35	338	142	42
2018/19	59	16	27	362	138	38

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	
	#	#	%	#	#	%
2014/15	51	22	43	312	159	51
2015/16	63	31	49	323	212	66
2016/17	56	27	48	316	170	54
2017/18	49	21	43	338	172	51
2018/19	60	19	32	364	177	49

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



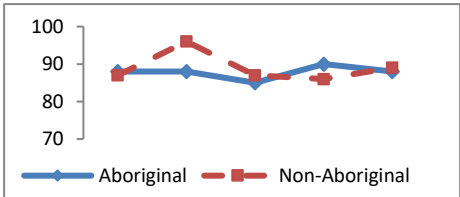
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	53	30	57	320	187	58
2015/16	65	46	71	322	262	81
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

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



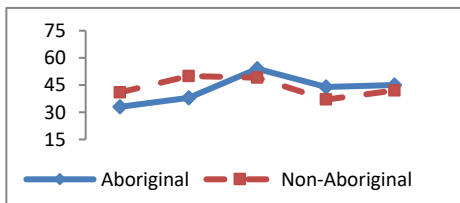
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	55	29 53	307	177 58
2017/18	47	25 53	326	209 64
2018/19	60	27 45	355	199 56

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	
	#	#	%	#	#	%
2014/15	52	46	88	317	276	87
2015/16	64	56	88	319	305	96
2016/17	55	47	85	314	273	87
2017/18	48	43	90	332	287	86
2018/19	60	53	88	359	318	89

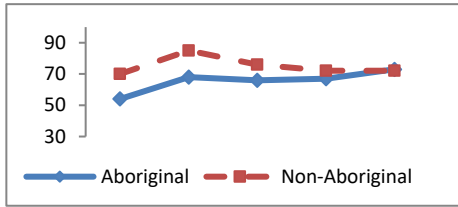
At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2014/15	52	17	33	313	128	41
2015/16	63	24	38	319	161	50
2016/17	54	29	54	315	155	49
2017/18	48	21	44	335	125	37
2018/19	60	27	45	358	150	42

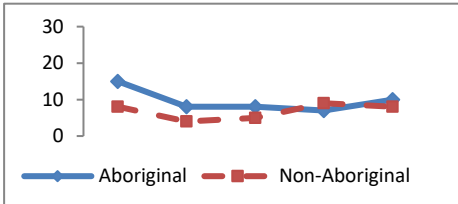
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



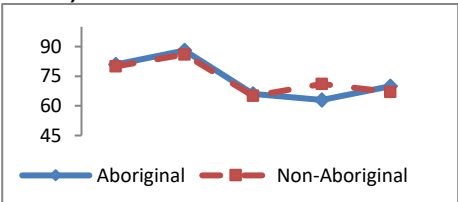
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	50	27	54	310	216	70
2015/16	65	44	68	322	275	85
2016/17	53	35	66	316	241	76
2017/18	42	28	67	340	246	72
2018/19	60	44	73	362	259	72

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



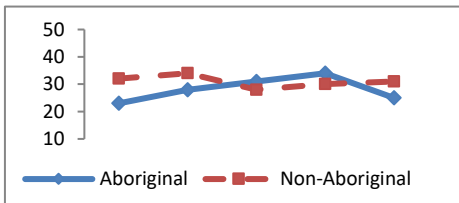
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	48	7	15	315	26	8
2015/16	64	5	8	319	14	4
2016/17	53	4	8	316	15	5
2017/18	42	3	7	341	29	9
2018/19	60	6	10	360	30	8

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



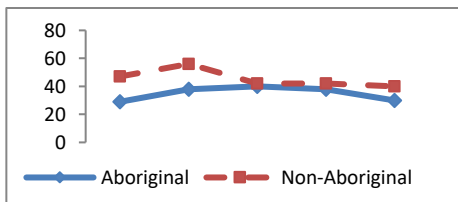
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2014/15	53	43	81	320	257	80
2015/16	65	57	88	324	280	86
2016/17	56	37	66	316	206	65
2017/18	49	31	63	340	240	71
2018/19	60	42	70	363	245	67

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



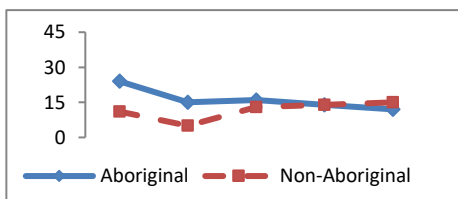
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2014/15	52	12	23	309	99	32
2015/16	65	18	28	320	108	34
2016/17	55	17	31	314	88	28
2017/18	47	16	34	332	100	30
2018/19	60	15	25	361	112	31

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	
	#	#	%	#	#	%
2014/15	48	14	29	311	145	47
2015/16	64	24	38	315	177	56
2016/17	55	22	40	312	131	42
2017/18	48	18	38	333	140	42
2018/19	60	18	30	360	143	40

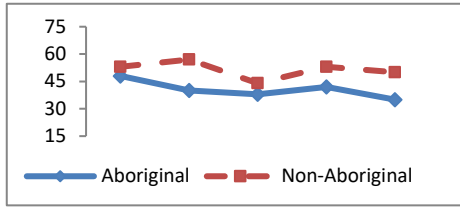
I would like to go to a different school.



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	
	#	#	%	#	#	%
2014/15	50	12	24	302	34	11
2015/16	61	9	15	319	17	5
2016/17	55	9	16	316	42	13
2017/18	49	7	14	340	48	14
2018/19	60	7	12	365	56	15

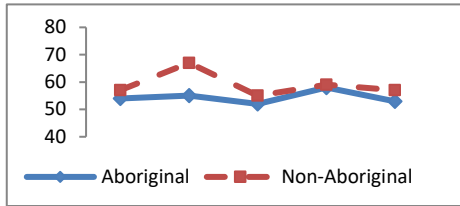
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



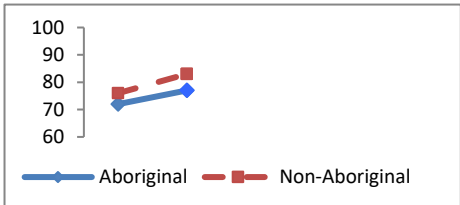
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2014/15	54	26	48	329	173	53
2015/16	57	23	40	302	173	57
2016/17	24	9	38	299	132	44
2017/18	36	15	42	258	138	53
2018/19	43	15	35	290	144	50

Do adults in the school treat all students fairly?



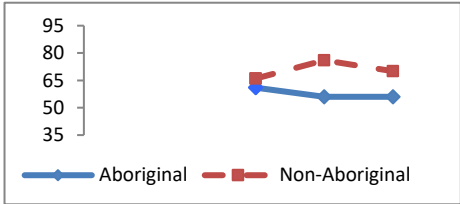
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2014/15	54	29	54	317	180	57
2015/16	56	31	55	301	202	67
2016/17	23	12	52	300	166	55
2017/18	36	21	58	258	151	59
2018/19	43	23	53	290	166	57

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



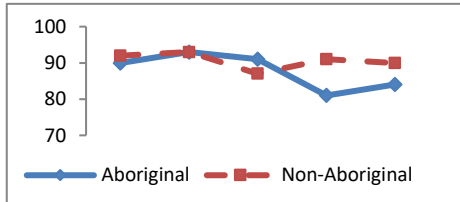
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2014/15	54	39	72	328	248	76
2015/16	56	43	77	300	248	83
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

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



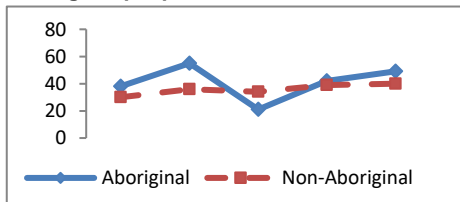
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	23	14 61	281	186 66
2017/18	34	19 56	248	189 76
2018/19	43	24 56	277	193 70

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 # %	
2014/15	51	46	90	325	300	92
2015/16	55	51	93	292	272	93
2016/17	22	20	91	297	258	87
2017/18	36	29	81	255	233	91
2018/19	43	36	84	286	258	90

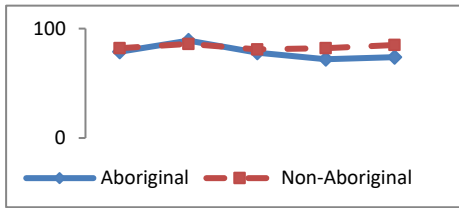
At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2014/15	52	20	38	326	97	30
2015/16	55	30	55	291	106	36
2016/17	24	5	21	297	101	34
2017/18	36	15	42	257	101	39
2018/19	41	20	49	287	115	40

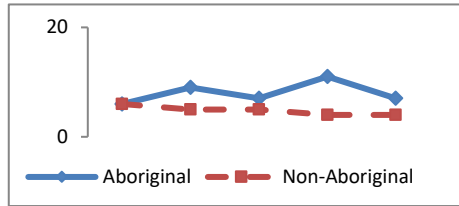
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



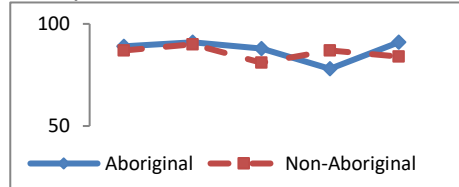
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	53	42 79	325	265 82
2015/16	54	48 89	298	255 86
2016/17	27	21 78	291	237 81
2017/18	36	26 72	257	211 82
2018/19	42	31 74	287	244 85

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



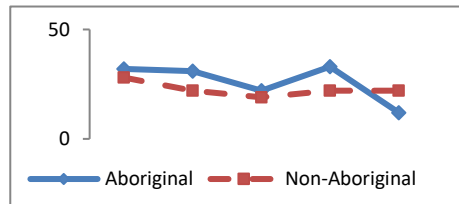
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	54	3 6	321	20 6
2015/16	54	5 9	302	15 5
2016/17	28	2 7	292	16 5
2017/18	35	4 11	258	11 4
2018/19	42	3 7	288	12 4

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



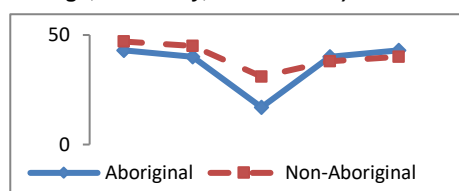
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2014/15	54	48 89	325	284 87
2015/16	57	52 91	303	272 90
2016/17	24	21 88	300	242 81
2017/18	36	28 78	257	223 87
2018/19	43	39 91	289	244 84

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



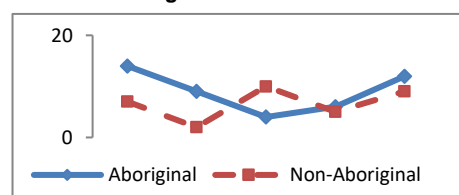
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	53	17 32	328	93 28
2015/16	52	16 31	300	65 22
2016/17	23	5 22	297	55 19
2017/18	36	12 33	255	57 22
2018/19	42	5 12	288	62 22

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	51	22 43	327	153 47
2015/16	52	21 40	300	136 45
2016/17	23	4 17	298	92 31
2017/18	35	14 40	255	97 38
2018/19	42	18 43	288	114 40

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 # %
2014/15	51	7 14	319	21 7
2015/16	54	5 9	295	7 2
2016/17	24	1 4	299	30 10
2017/18	35	2 6	258	14 5
2018/19	43	5 12	288	26 9

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 Indian Act and who are registered under the Act.
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 eligible to graduate 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	<p>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).</p> <p>Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations/</p>
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)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.</p>
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 School Act. 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	<p>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.</p> <p>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.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 30). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 31).</p>
Special Education Program	<p>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).</p>
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>