



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 067 Okanagan Skaha

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electronic version of report: www.studentsuccess.gov.bc.ca/

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ABORIGINAL REPORT - HOW ARE WE DOING?

The Aboriginal "How Are We Doing?" report provides information about Aboriginal students (including adults) performance in public schools.

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrollments and not on others.

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data; see:

www.bced.gov.bc.ca/reporting/privacy.php

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

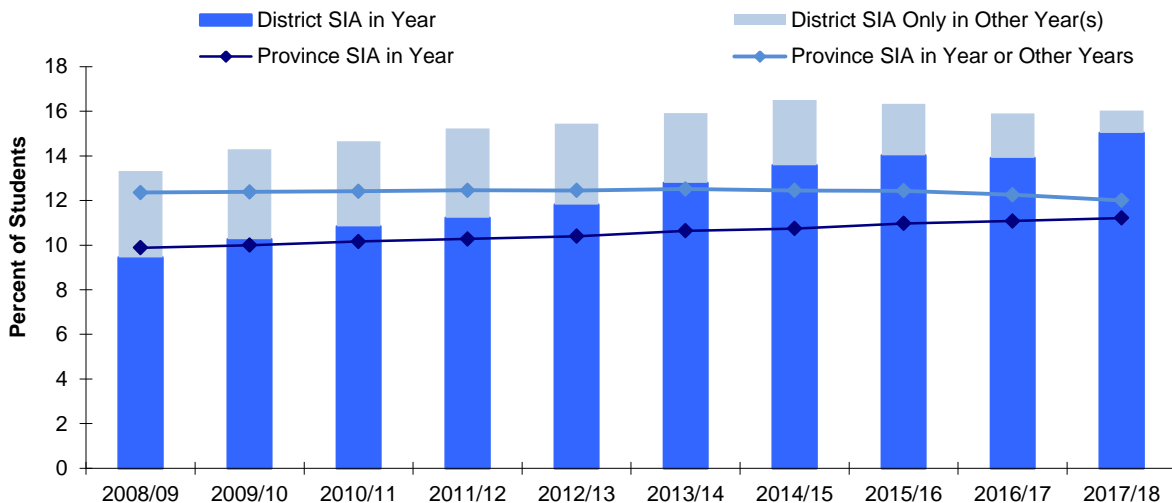
PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2008/09	6,780	641	9.5	262	3.9	579,485	57,257	9.9	14,326	2.5
2009/10	6,564	674	10.3	264	4.0	580,480	58,017	10.0	13,887	2.4
2010/11	6,354	689	10.8	242	3.8	579,110	58,834	10.2	13,044	2.3
2011/12	6,230	699	11.2	250	4.0	569,734	58,531	10.3	12,445	2.2
2012/13	6,017	711	11.8	218	3.6	564,529	58,717	10.4	11,569	2.0
2013/14	5,864	750	12.8	183	3.1	558,983	59,502	10.6	10,444	1.9
2014/15	5,757	782	13.6	168	2.9	552,786	59,382	10.7	9,449	1.7
2015/16	5,743	805	14.0	133	2.3	553,376	60,706	11.0	8,109	1.5
2016/17	5,808	808	13.9	116	2.0	557,626	61,799	11.1	6,534	1.2
2017/18	5,807	873	15.0	58	1.0	563,245	63,182	11.2	4,434	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

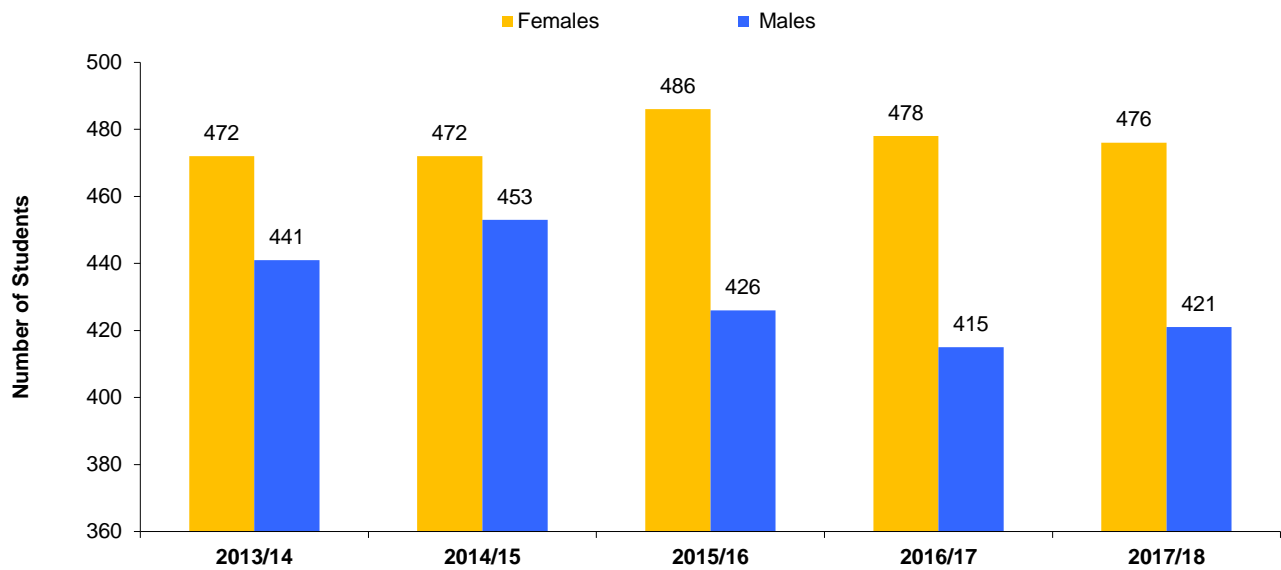
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2013/14	5,864	913	15.6	472	8.0	441	7.5	69,182	34,363	34,819
2014/15	5,757	925	16.1	472	8.2	453	7.9	67,939	33,645	34,294
2015/16	5,743	912	15.9	486	8.5	426	7.4	67,749	33,432	34,317
2016/17	5,808	893	15.4	478	8.2	415	7.1	67,078	33,137	33,941
2017/18	5,807	897	15.4	476	8.2	421	7.2	66,142	32,575	33,567

Number of Aboriginal Students by Gender

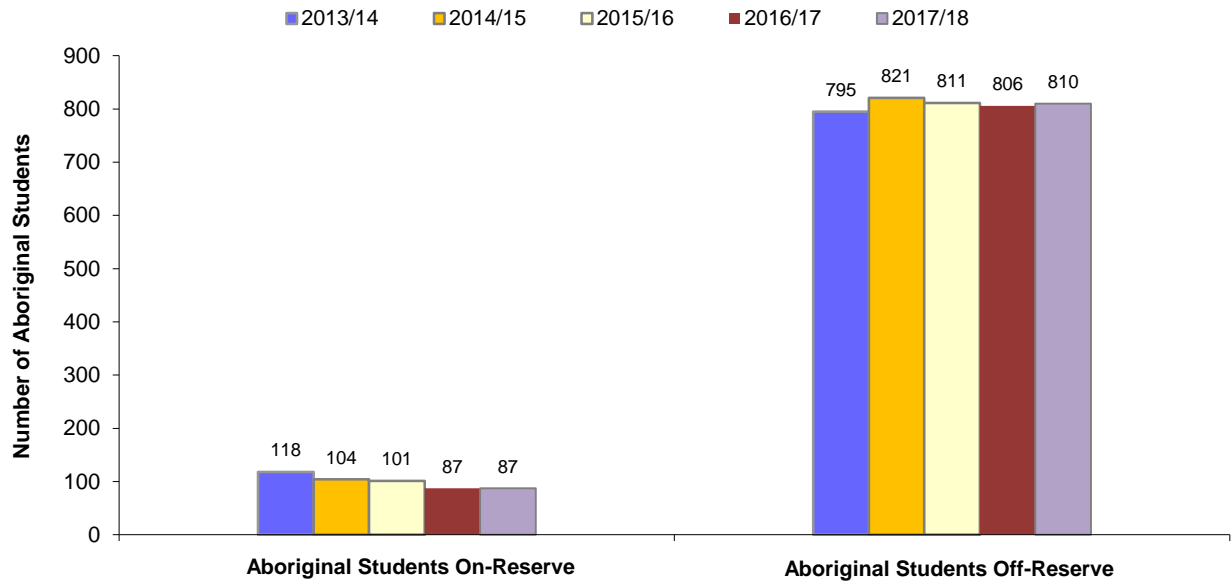


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	913	51	67	118	421	374	795	8,812	60,370
2014/15	925	43	61	104	429	392	821	8,143	59,796
2015/16	912	44	57	101	442	369	811	7,694	60,055
2016/17	893	43	44	87	435	371	806	7,285	59,793
2017/18	897	41	46	87	435	375	810	7,820	58,322

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

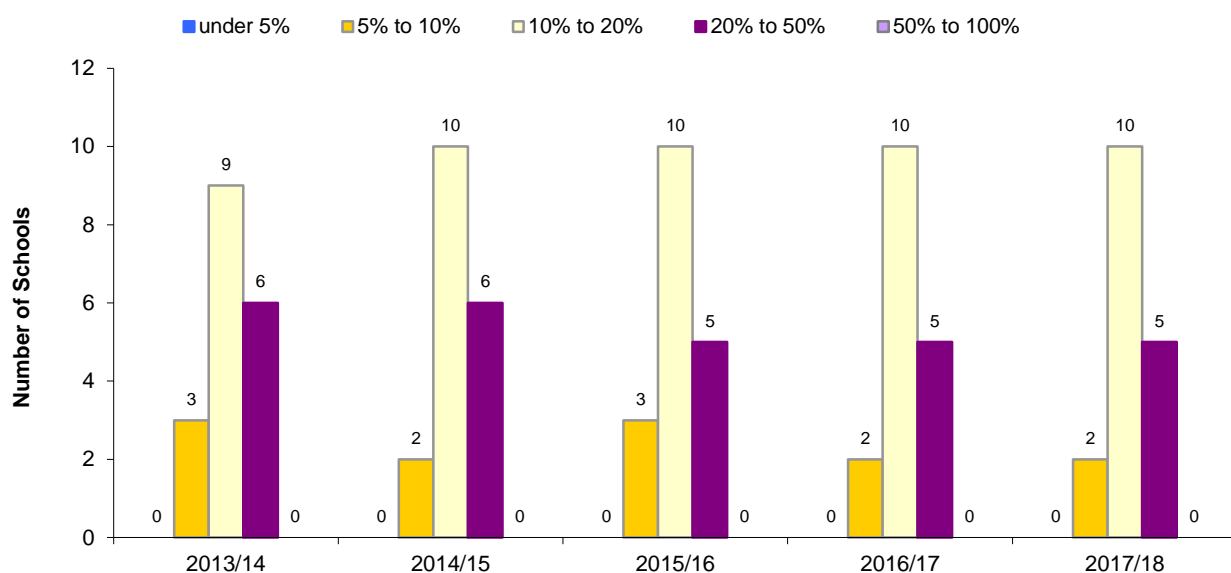


* Public schools only.

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	18	0	3	9	6	0	1,393	370	241	341	346	95
2014/15	18	0	2	10	6	0	1,385	393	223	335	337	97
2015/16	18	0	3	10	5	0	1,380	396	224	349	318	93
2016/17	17	0	2	10	5	0	1,369	400	229	348	300	92
2017/18	17	0	2	10	5	0	1,377	416	238	335	303	85

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

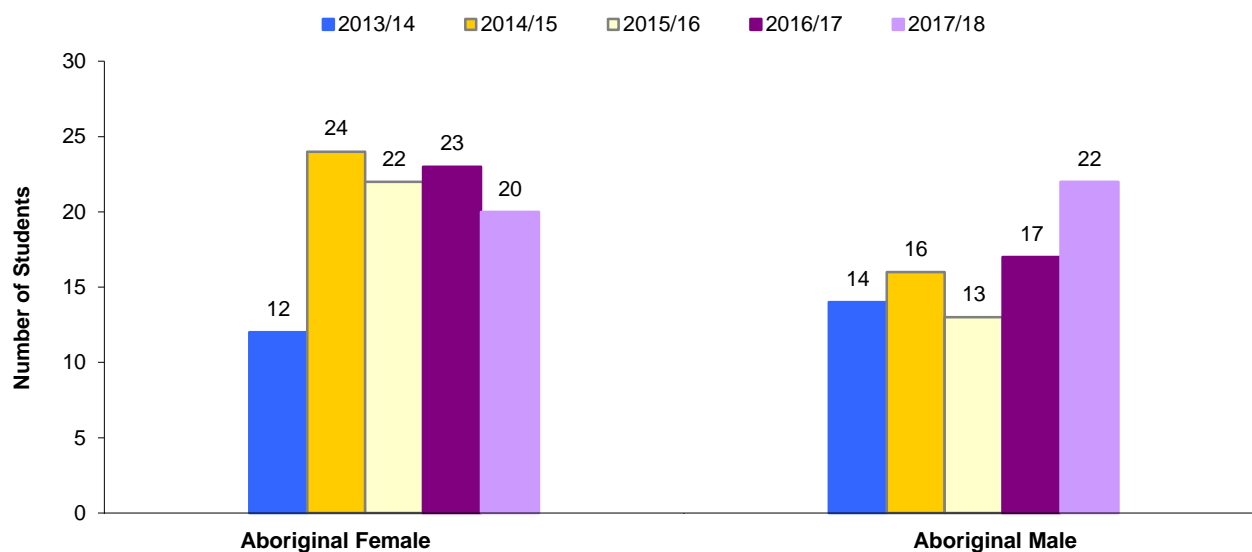


* Public schools only.

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	68	12	14	26	18	24	42	1,610	1,594	2,033	2,757
2014/15	93	24	16	40	27	26	53	1,595	1,560	1,981	2,618
2015/16	85	22	13	35	24	26	50	1,609	1,527	2,022	2,474
2016/17	88	23	17	40	21	27	48	1,605	1,543	2,037	2,468
2017/18	95	20	22	42	29	24	53	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



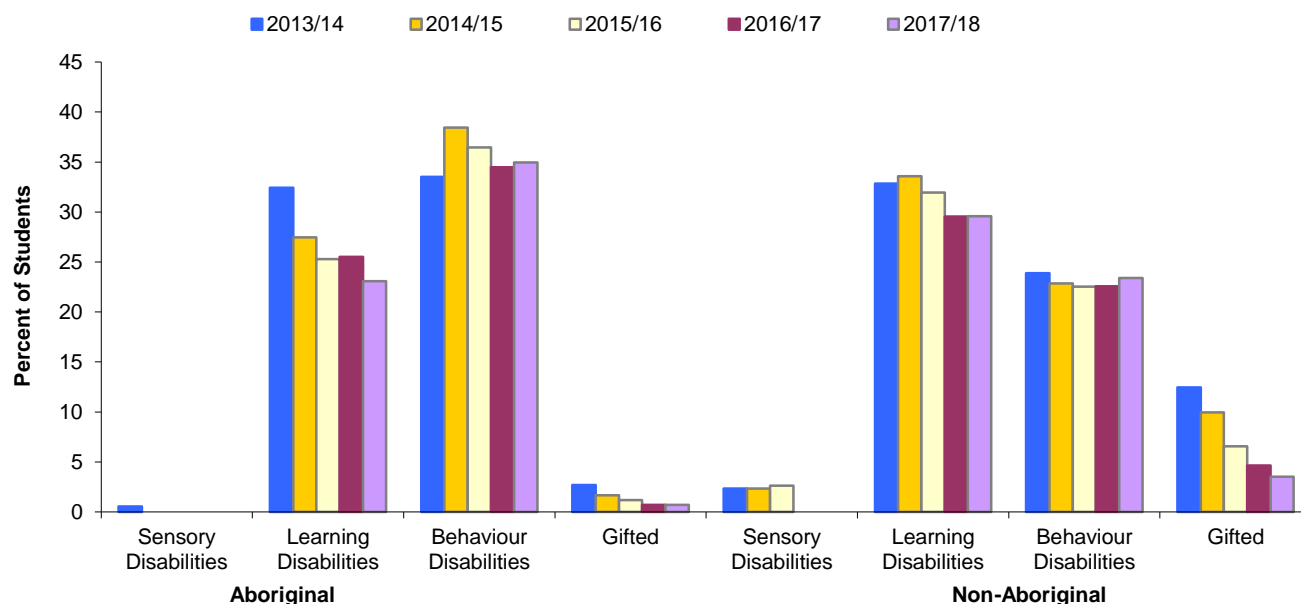
* Public schools only.

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	185	603	1	1	14	2	60	32	198	33	62	34	144	24	5	3	75	12
2014/15	182	512	0	0	12	2	50	27	172	34	70	38	117	23	3	2	51	10
2015/16	170	457	0	0	12	3	43	25	146	32	62	36	103	23	2	1	30	7
2016/17	145	430	Msk	Msk	Msk	Msk	37	26	127	30	50	34	97	23	1	1	20	5
2017/18	143	453	Msk	Msk	Msk	Msk	33	23	134	30	50	35	106	23	1	1	16	4

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).

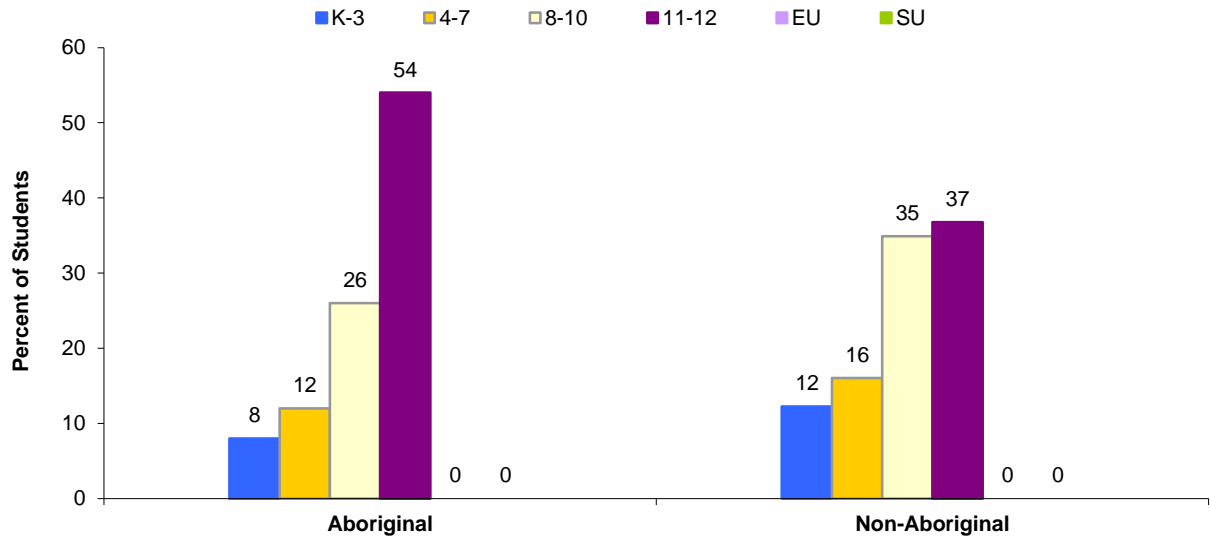
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	62	6	10	11	18	21	34	24	39	0	0	0	0
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

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	144	13	9	23	16	35	24	73	51	0	0	0	0
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

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



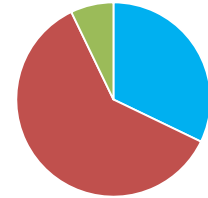
* Total includes Graduated Adults.

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

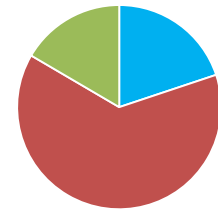
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	47	92	12	26	28	60	7	15
2014/15	56	93	13	23	36	64	7	13
2015/16	61	91	7	11	49	80	5	8
2016/17	52	91	15	29	33	63	4	8
			Emerging		On Track		Extending	
2017/18	56	97	18	32	34	61	4	7



■ Emerging ■ On Track ■ Extending

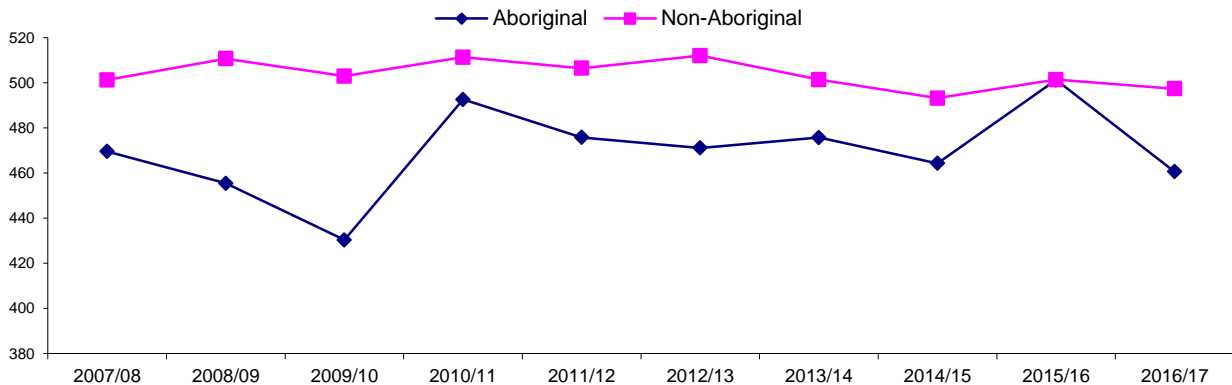
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	280	94	45	16	195	70	40	14
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	332	97	66	20	211	64	55	17



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

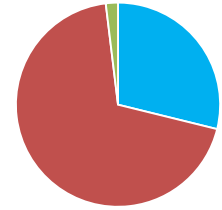


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

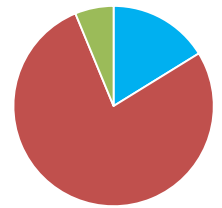
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	46	90	4	9	41	89	1	2
2014/15	55	92	6	11	44	80	5	9
2015/16	61	91	13	21	46	75	2	3
2016/17	52	91	10	19	39	75	3	6
			Emerging		On Track		Extending	
2017/18	52	90	15	29	36	69	1	2



■ Emerging ■ On Track
■ Extending

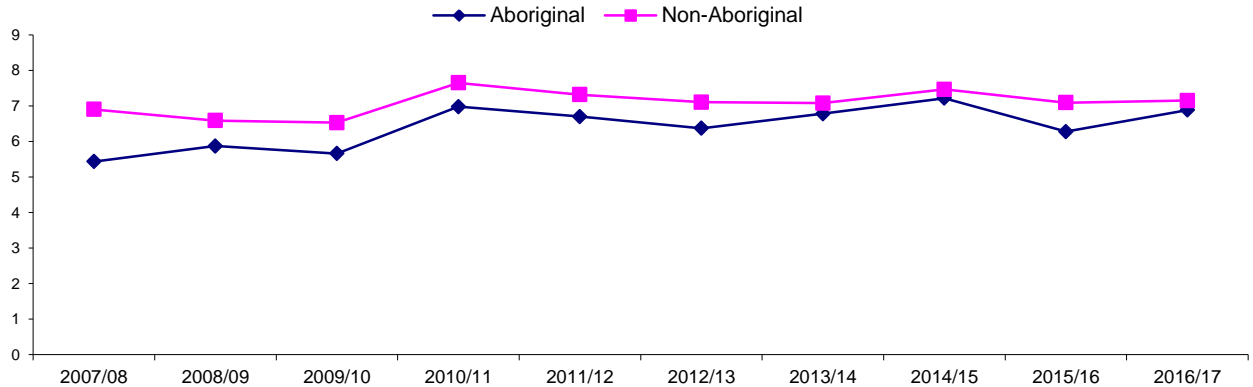
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	278	93	30	11	227	82	21	8
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	321	94	52	16	249	78	20	6



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

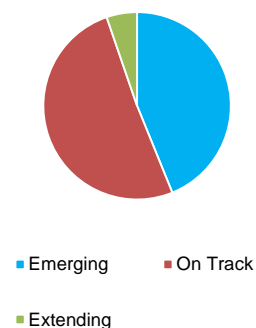


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

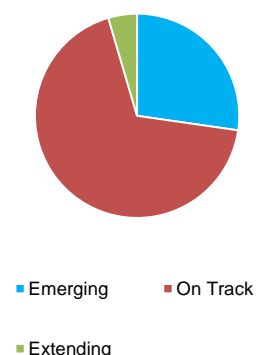
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	48	94	17	35	27	56	4	8
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	57	98	25	44	29	51	3	5

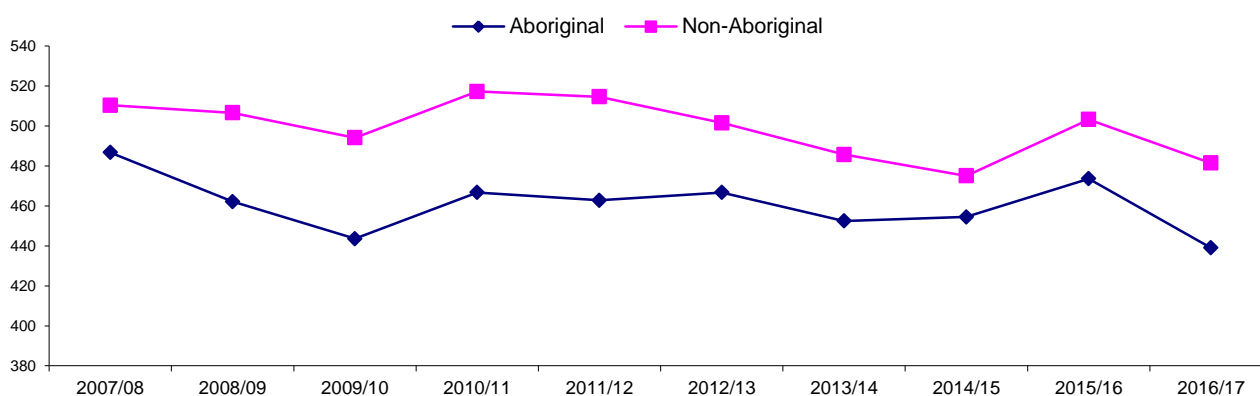


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	276	93	56	20	194	70	26	9
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	330	96	90	27	225	68	15	5



Average FSA Scaled Score - Grade 4 Numeracy

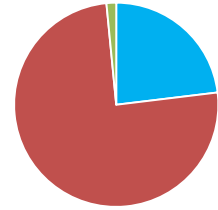


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

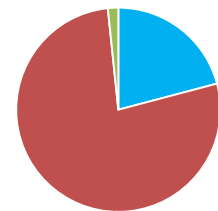
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	62	85	13	21	49	79	0	0
2014/15	50	85	19	38	27	54	4	8
2015/16	75	93	32	43	42	56	1	1
2016/17	44	80	12	27	29	66	3	7
			Emerging		On Track		Extending	
2017/18	65	100	15	23	49	75	1	2



■ Emerging ■ On Track ■ Extending

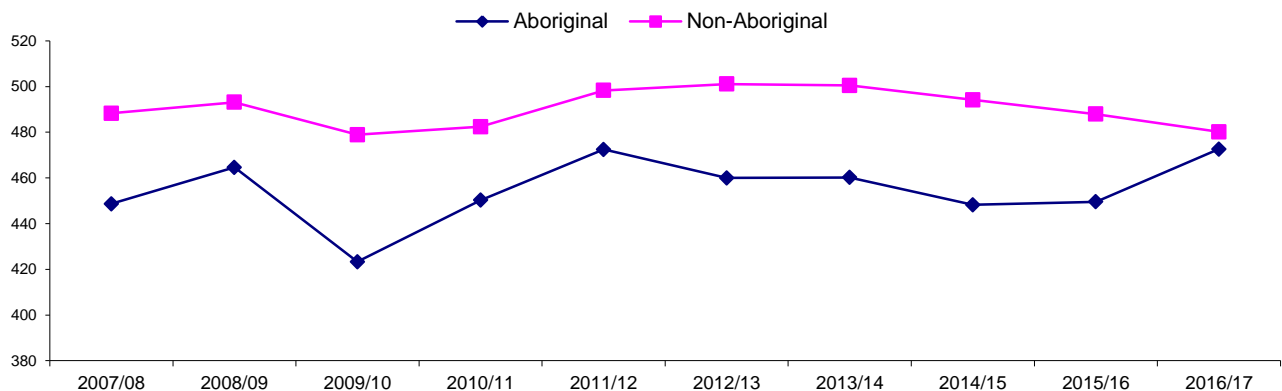
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	342	91	59	17	247	72	36	11
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	364	98	76	21	282	77	6	2



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

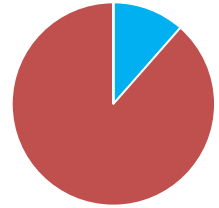


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

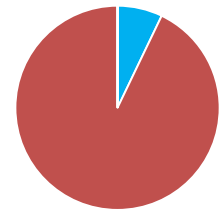
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	60	82	17	28	43	72	0	0
2014/15	47	80	17	36	30	64	0	0
2015/16	75	93	27	36	48	64	0	0
2016/17	44	80	17	39	27	61	0	0
2017/18	61	94	7	11	54	89	0	0



■ Emerging ■ On Track
■ Extending

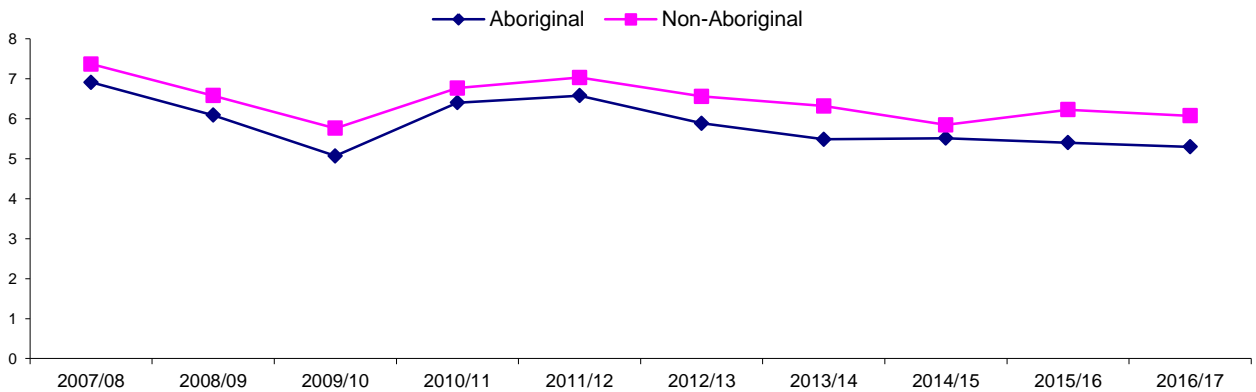
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	339	90	43	13	289	85	7	2
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
2017/18	351	95	25	7	326	93	0	0



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

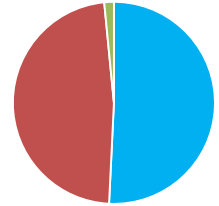


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

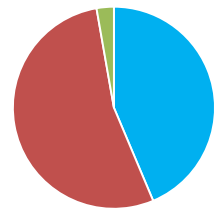
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	62	85	30	48	32	52	0	0
2014/15	48	81	27	56	21	44	0	0
2015/16	75	93	37	49	38	51	0	0
2016/17	45	82	26	58	18	40	1	2
			Emerging		On Track		Extending	
2017/18	65	100	33	51	31	48	1	2



■ Emerging ■ On Track
■ Extending

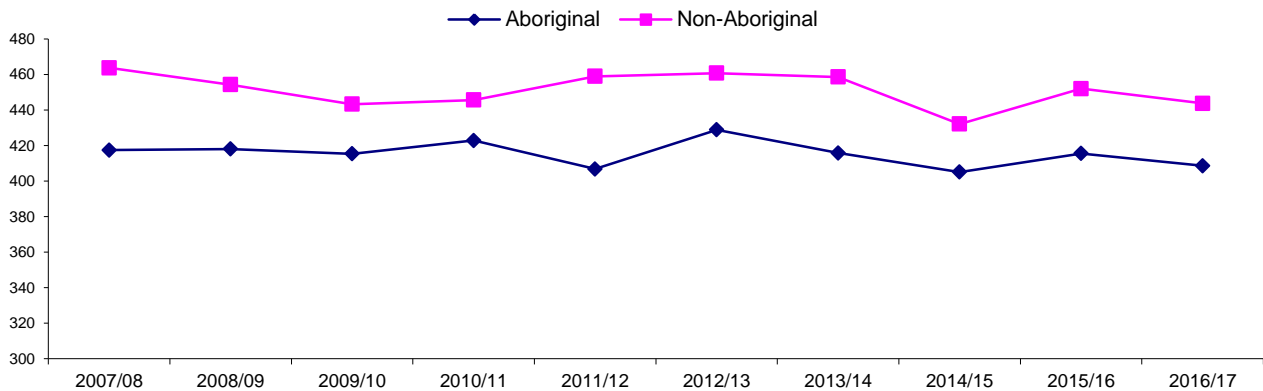
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	340	90	97	29	232	68	11	3
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	362	98	158	44	194	54	10	3



■ 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).

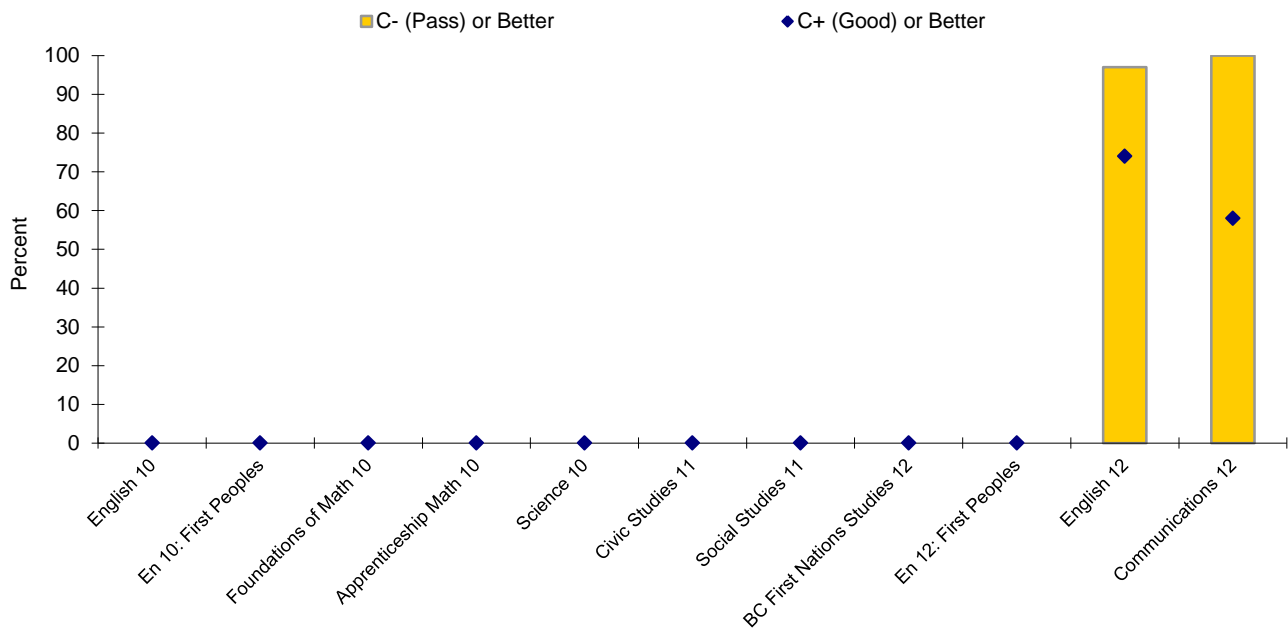
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	23	21	91	17	74
English 12	34	33	97	25	74	353	348	99	275	78
Communications 12	19	19	100	11	58	53	52	98	23	43

Final Marks Overview: Aboriginal Results 2017/18

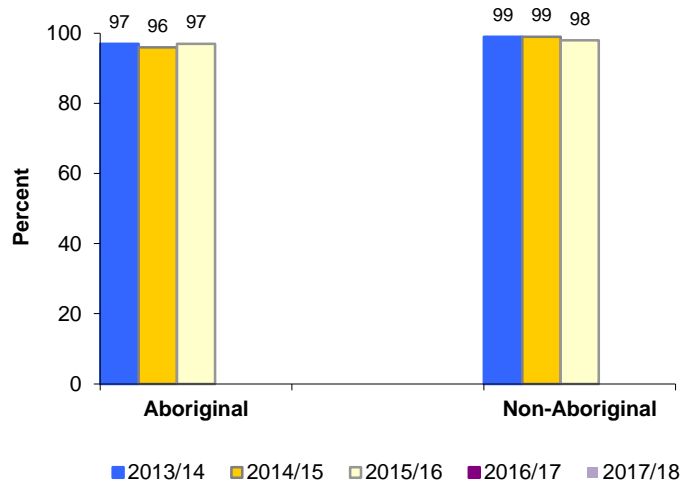


FINAL MARKS: ENGLISH 10

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	66	64	97	33	50	423	420	99	314	74
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	-	-	-	-	-	-	-	-	-	-

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	66	89	57	9	423	475	396	27		
2014/15	53	81	48	5	459	505	428	31		
2015/16	58	90	53	5	416	498	378	38		
2016/17	-	95	-	-	-	472	-	-		
2017/18	-	70	-	-	-	461	-	-		

ENGLISH 10: C- (Pass) or Better



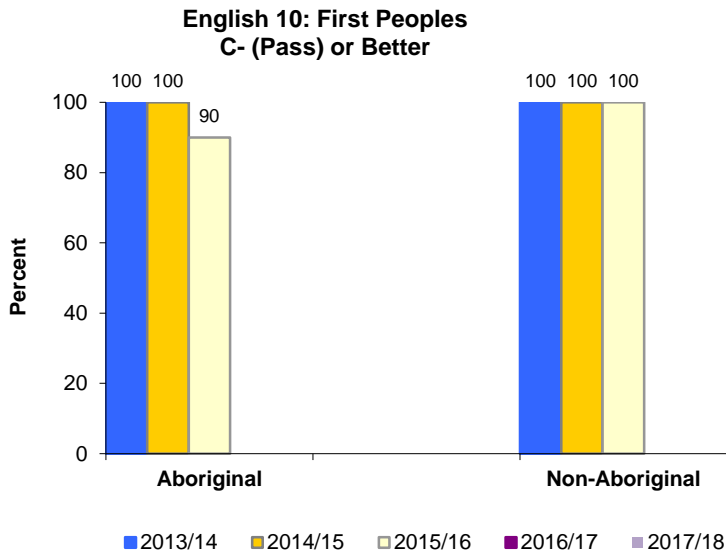
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	11	11	100	10	91	15	15	100	13	87
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	-	-	-	-	-	-	-	-	-	-

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	11	89	11	0	15	475	14	1
2014/15	12	81	12	0	34	505	34	0
2015/16	10	90	10	0	45	498	44	1
2016/17	-	95	-	-	-	472	-	-
2017/18	-	70	-	-	-	461	-	-



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

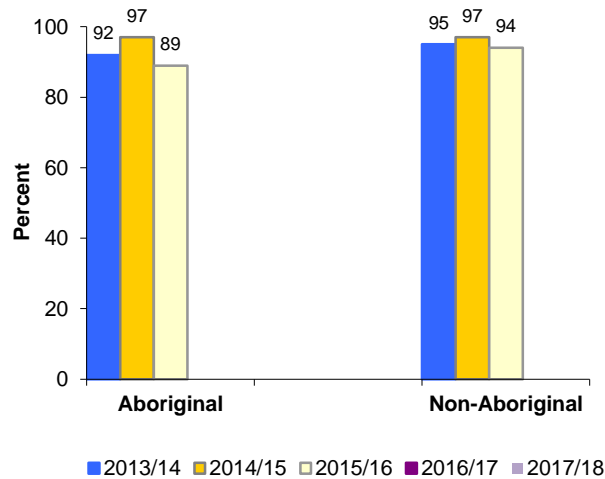
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	48	44	92	21	44	377	360	95	264	70
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	-	-	-	-	-	-	-	-	-	-

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	48	89	41	7	377	475	328	49	
2014/15	36	81	29	7	382	505	348	34	
2015/16	36	90	35	1	358	498	324	34	
2016/17	-	95	-	-	-	472	-	-	
2017/18	-	70	-	-	-	461	-	-	

**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.

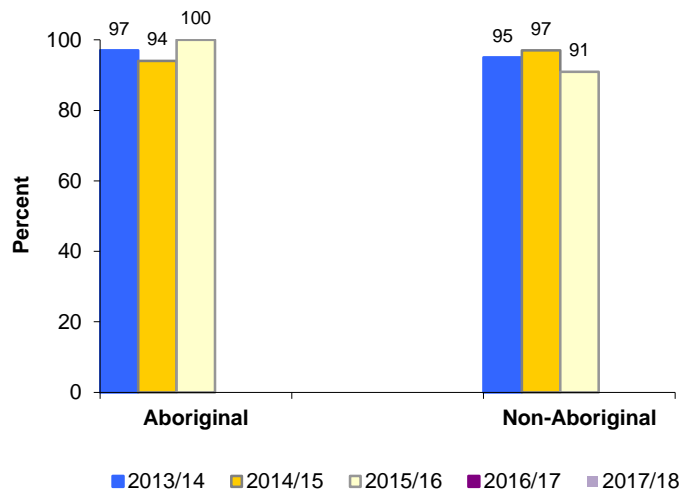
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	29	28	97	12	41	82	78	95	48	59
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	-	-	-	-	-	-	-	-	-	-

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	29	89	21	8	82	475	67	15		
2014/15	33	81	20	13	96	505	71	25		
2015/16	25	90	19	6	102	498	71	31		
2016/17	-	95	-	-	-	472	-	-		
2017/18	-	70	-	-	-	461	-	-		

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.

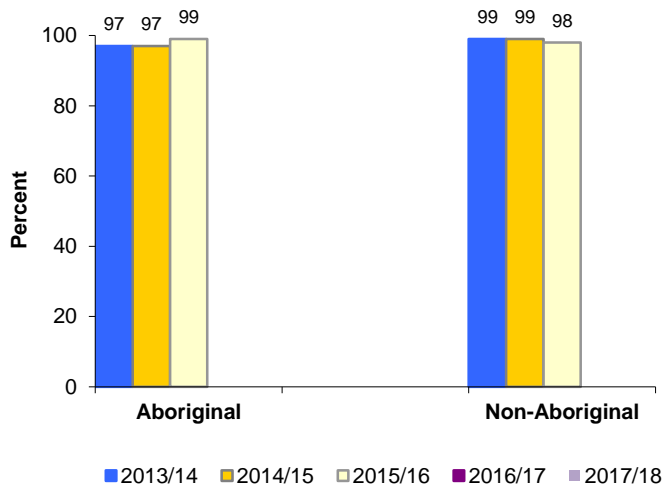
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	79	77	97	46	58	430	425	99	311	72
2014/15	60	58	97	37	62	480	475	99	363	76
2015/16	70	69	99	48	69	445	437	98	332	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	79	89	70	9	430	475	405	25	
2014/15	60	81	52	8	480	505	455	25	
2015/16	70	90	58	12	445	498	415	30	
2016/17	-	95	-	-	-	472	-	-	
2017/18	-	70	-	-	-	461	-	-	

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.

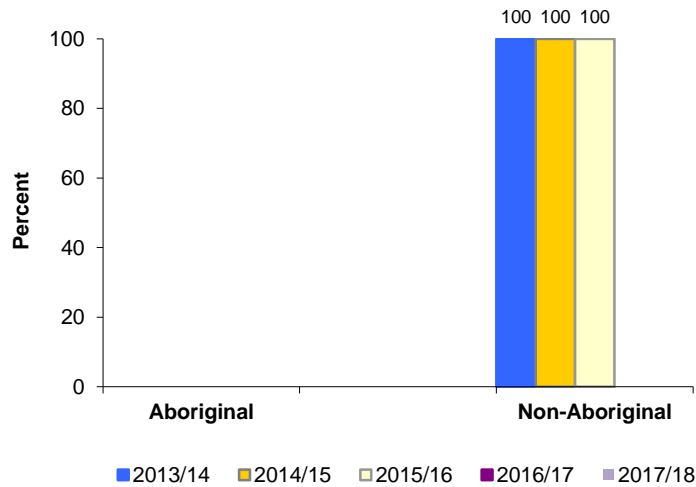
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	Msk	Msk	Msk	Msk	Msk	35	35	100	26	74
2014/15	Msk	Msk	Msk	Msk	Msk	17	17	100	14	82
2015/16	-	-	-	-	-	47	47	100	33	70
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2013/14	Msk	110	Msk	Msk	35	537	32	3		
2014/15	Msk	104	Msk	Msk	17	496	17	0		
2015/16	-	72	-	-	47	517	43	4		
2016/17	-	86	-	-	-	498	-	-		
2017/18	-	105	-	-	-	470	-	-		

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.

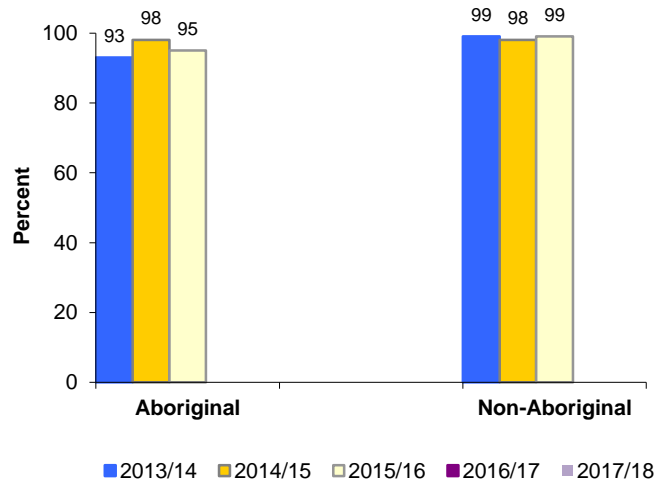
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	57	53	93	34	60	383	379	99	301	79
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	-	-	-	-	-	-	-	-	-	-

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	57	110	47	10	383	537	353	30
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	-	105	-	-	-	470	-	-

Social Studies 11: C- (Pass) or Better



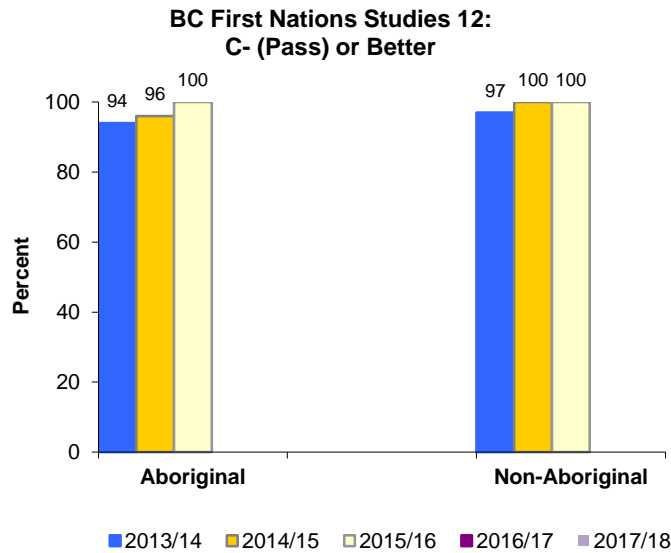
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	17	16	94	8	47	35	34	97	17	49
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	-	-	-	-	-	-	-	-	-	-

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	17	70	3	14	35	548	14	21		
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	-	82	-	-	-	487	-	-		



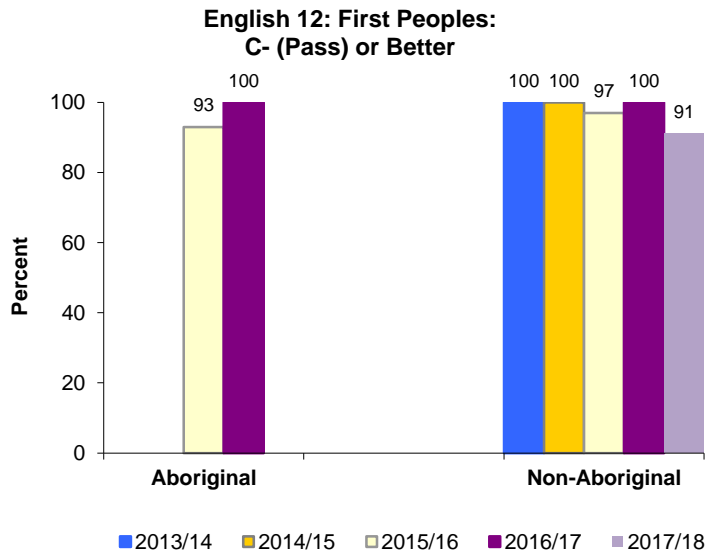
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	47	47	100	36	77
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

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	Msk	70	Msk	Msk	47	548	46	1		
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	82	-	-	23	487	-	-		



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

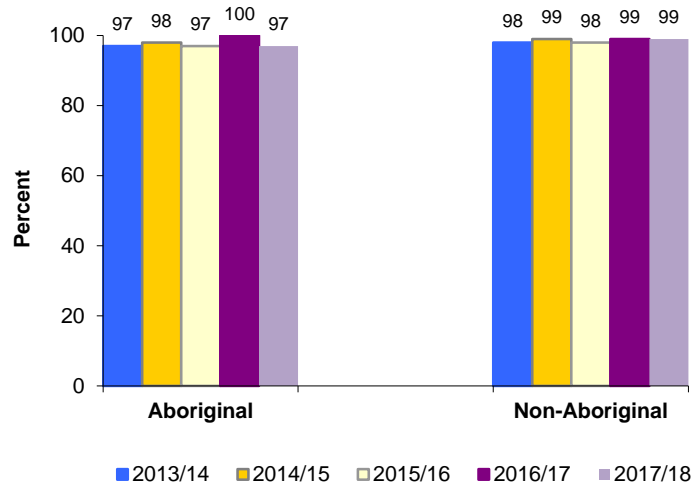
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	37	36	97	21	57	390	383	98	302	77
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	348	99	275	78

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	37	70	35	2	390	548	375	15	
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	82	-	-	353	487	-	-	

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.

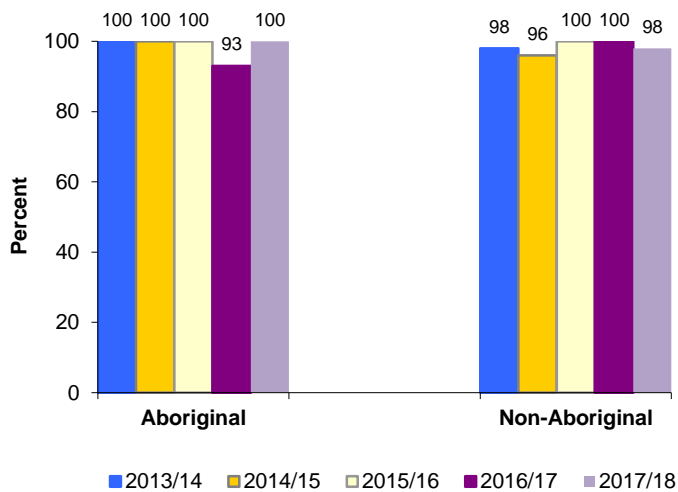
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	20	20	100	9	45	48	47	98	31	65
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

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	20	70	14	6	48	548	44	4		
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	82	-	-	53	487	-	-		

Communications 12: C- (Pass) or Better



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

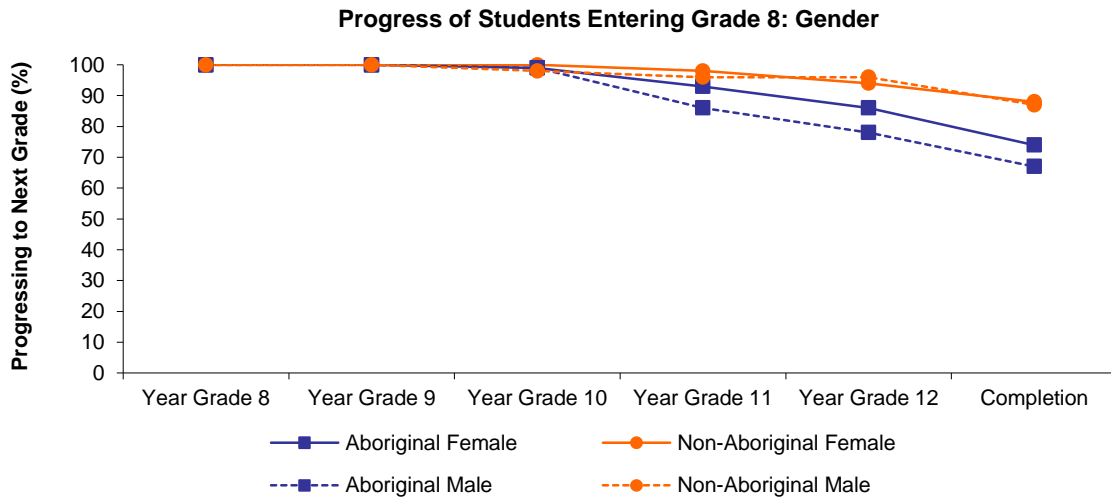
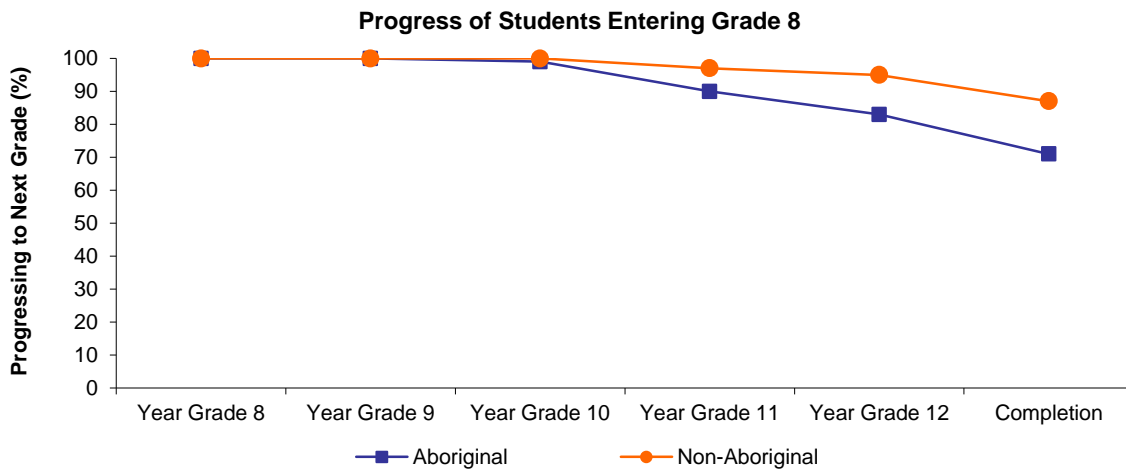
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	99	99	99	100	100	98
	Grade 11	90	93	86	97	98	96
	Grade 12	83	86	78	95	94	96
2017/18	Completion	71	74	67	87	88	87



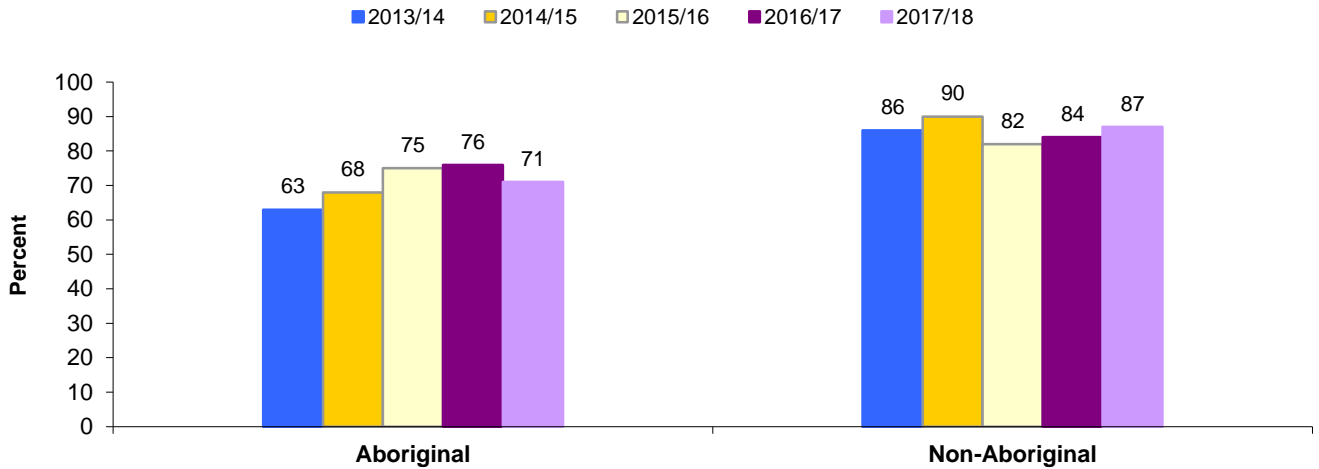
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

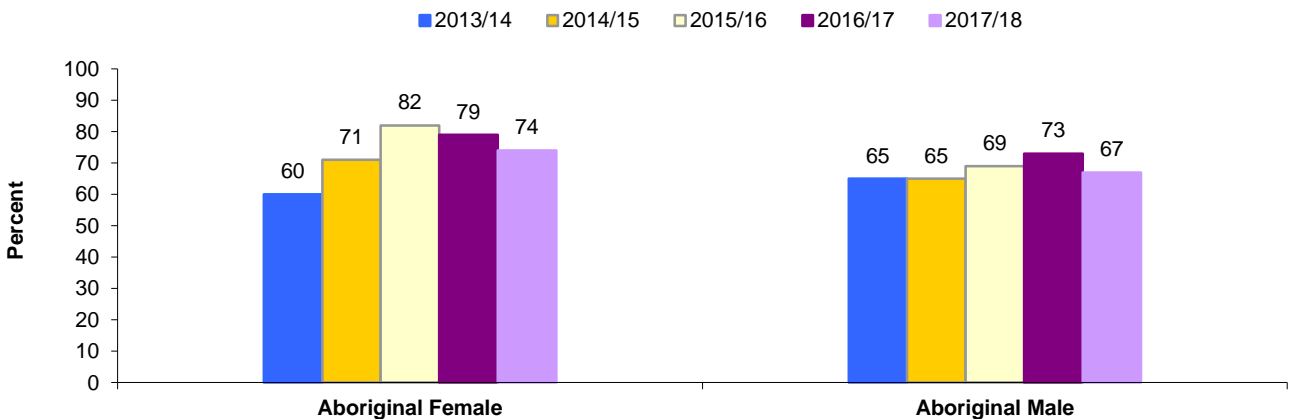
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	63	60	65	86	90	84
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

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).

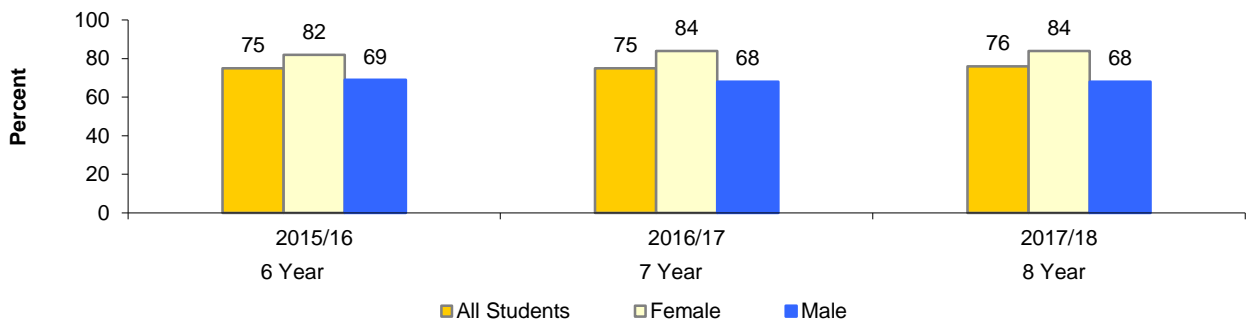
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

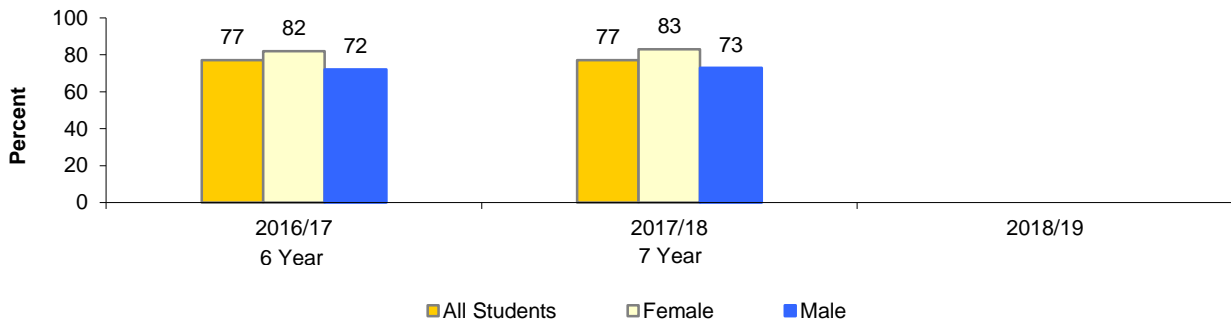
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	75	82	69	75	84	68	76	84	68
2011/12	77	82	72	77	83	73	-	-	-
2012/13	71	74	67	-	-	-	-	-	-

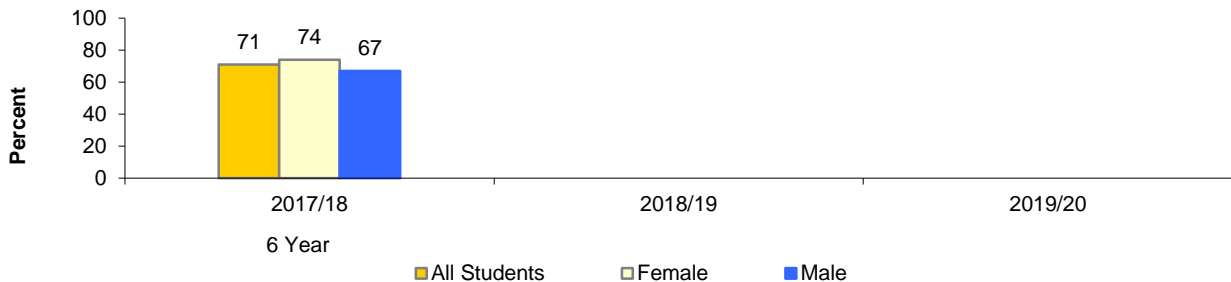
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	67	Msk	Msk	530	Msk	Msk
2014/15	83	0	-	470	Msk	Msk
2015/16	88	Msk	Msk	469	Msk	Msk
2016/17	64	Msk	Msk	526	22	4
2017/18	78	Msk	Msk	470	11	2

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	67	54	81	530	470	89
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	49	63	470	400	85

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	67	Msk	Msk	530	14	3
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

* 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	57	32	56	25	44
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	913	32	4
2014/15	925	33	4
2015/16	912	24	3
2016/17	893	22	2
2017/18	897	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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	60	100	16	26.7	4	6.7	1	1.7	1	1.7		
Non-Aboriginal	491	100	135	27.5	48	9.8	11	2.2	16	3.3		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	48	100	1	2.1	-	-	-	-	1	2.1		
Non-Aboriginal	196	100	8	4.1	8	4.1	6	3.1	5	2.6		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	60	100	1	1.7	1	1.7	2	3.3	-	-		
Non-Aboriginal	491	100	3	0.6	1	0.2	1	0.2	-	-		

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	48	100	4	8.3	1	2.1	1	2.1	-	-		
Non-Aboriginal	196	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 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	60	100	6	10.0	-	-	-	-	1	1.7		
Non-Aboriginal	491	100	76	15.5	3	0.6	1	0.2	-	-		

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	48	100	-	-	-	-	-	-	1	2.1		
Non-Aboriginal	196	100	1	0.5	-	-	-	-	-	-		

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	60	100	1	1.7	-	-	-	-	-	-		
Non-Aboriginal	491	100	14	2.9	2	0.4	2	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	48	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	196	100	-	-	-	-	2	1.0	-	-		

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

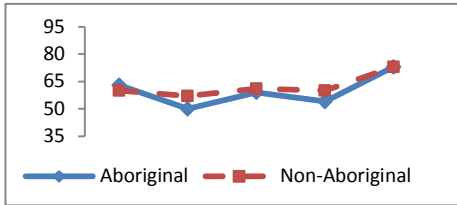
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

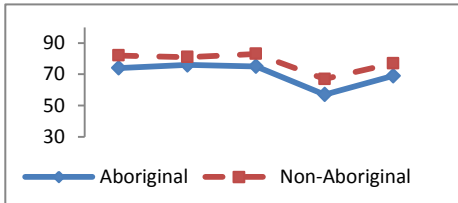
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



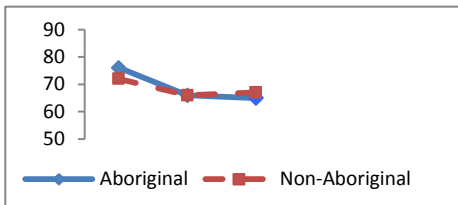
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	35	22 63	277	165 60
2014/15	56	28 50	268	154 57
2015/16	58	34 59	292	179 61
2016/17	54	29 54	290	173 60
2017/18	55	40 73	329	239 73

Do adults in the school treat all students fairly?



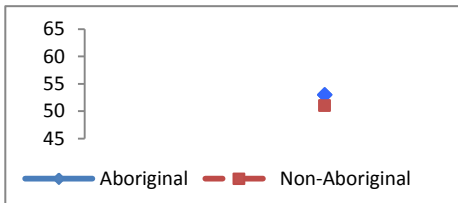
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	35	26 74	273	223 82
2014/15	55	42 76	260	210 81
2015/16	56	42 75	287	237 83
2016/17	54	31 57	288	193 67
2017/18	55	38 69	328	251 77

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



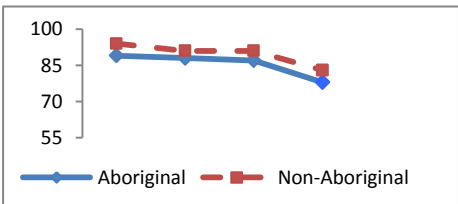
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	37	28 76	282	204 72
2014/15	59	39 66	267	177 66
2015/16	62	40 65	298	200 67
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -

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



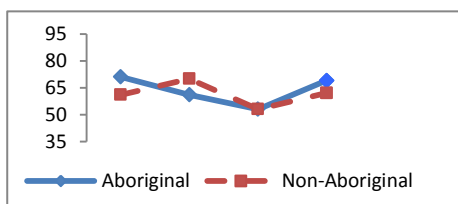
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	53	28 53	286	145 51
2017/18	-	- -	-	- -

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	36	32 89	282	264 94
2014/15	60	53 88	265	240 91
2015/16	62	54 87	296	268 91
2016/17	51	40 78	285	236 83
2017/18	-	- -	-	- -

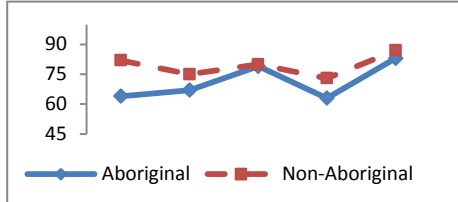
At school, are you being taught about Aboriginal peoples in Canada?



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	34	24 71	272	167 61
2014/15	56	34 61	258	180 70
2015/16	58	31 53	279	149 53
2016/17	52	36 69	288	178 62
2017/18	-	- -	-	- -

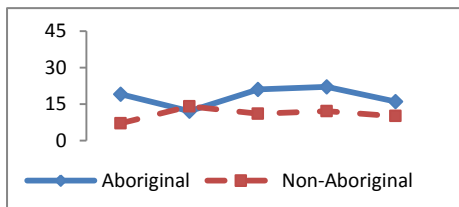
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



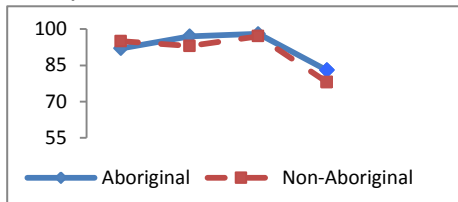
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	36	23	64	282	230	82
2014/15	60	40	67	270	203	75
2015/16	61	48	79	293	233	80
2016/17	59	37	63	282	207	73
2017/18	52	43	83	326	282	87

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



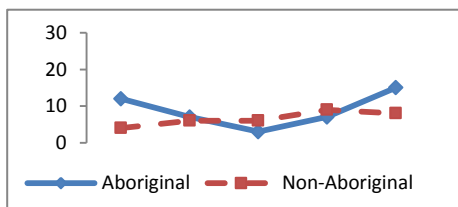
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	36	7	19	274	18	7
2014/15	58	7	12	263	36	14
2015/16	58	12	21	297	32	11
2016/17	59	13	22	281	35	12
2017/18	55	9	16	328	33	10

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	37	34	92	280	265	95
2014/15	59	57	97	271	253	93
2015/16	62	61	98	292	284	97
2016/17	54	45	83	289	225	78
2017/18	-	-	-	-	-	-

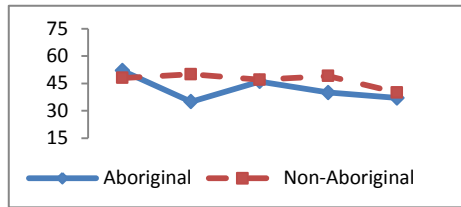
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	34	4	12	276	12	4
2014/15	57	4	7	261	15	6
2015/16	58	2	3	281	18	6
2016/17	54	4	7	287	26	9
2017/18	55	8	15	328	25	8

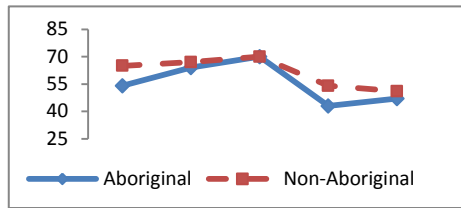
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



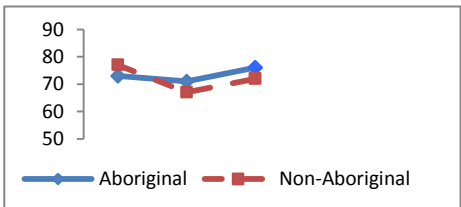
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	32	52	338	162	48
2014/15	52	18	35	349	176	50
2015/16	74	34	46	323	151	47
2016/17	48	19	40	288	141	49
2017/18	59	22	37	349	139	40

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	61	33	54	338	221	65
2014/15	50	32	64	343	230	67
2015/16	71	50	70	318	222	70
2016/17	49	21	43	288	155	54
2017/18	60	28	47	348	179	51

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



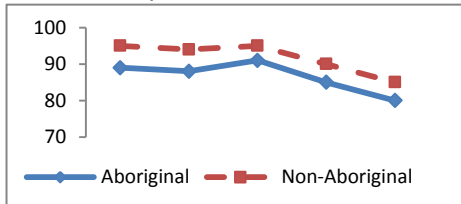
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	63	46	73	341	261	77
2014/15	49	35	71	353	238	67
2015/16	75	57	76	320	230	72
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



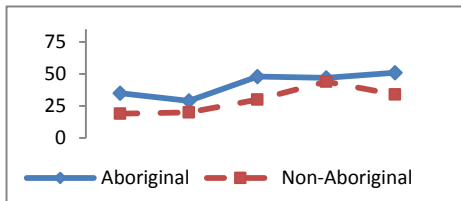
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	48	18 38	289	154 53
2017/18	60	22 37	348	169 49

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	63	56	89	342	324	95
2014/15	51	45	88	348	328	94
2015/16	77	70	91	318	302	95
2016/17	47	40	85	286	257	90
2017/18	60	48	80	344	293	85

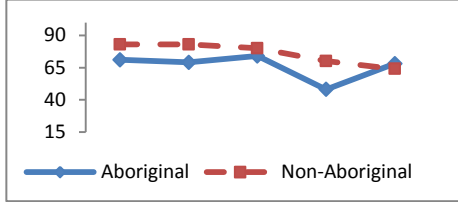
At school, are you being taught about Aboriginal peoples in Canada?



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	62	22	35	332	63	19
2014/15	52	15	29	342	70	20
2015/16	75	36	48	322	95	30
2016/17	49	23	47	289	127	44
2017/18	59	30	51	347	117	34

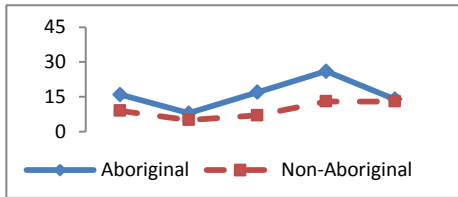
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



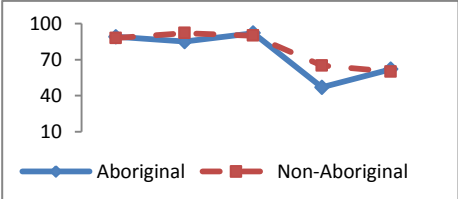
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	44	71	340	282	83
2014/15	51	35	69	348	288	83
2015/16	73	54	74	318	253	80
2016/17	52	25	48	282	198	70
2017/18	59	40	68	345	221	64

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



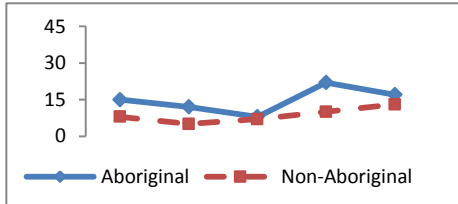
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	10	16	336	29	9
2014/15	52	4	8	348	19	5
2015/16	70	12	17	318	22	7
2016/17	53	14	26	283	36	13
2017/18	58	8	14	348	46	13

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	61	54	89	339	298	88
2014/15	53	45	85	348	319	92
2015/16	77	71	92	322	291	90
2016/17	49	23	47	289	189	65
2017/18	60	37	62	348	209	60

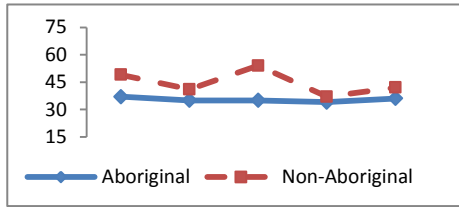
I would like to go to a different school.



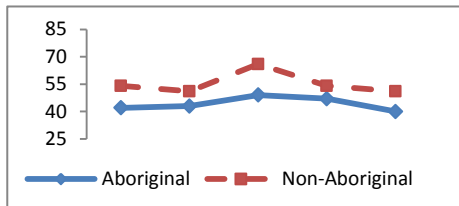
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	9	15	337	26	8
2014/15	50	6	12	331	15	5
2015/16	71	6	8	319	22	7
2016/17	49	11	22	288	30	10
2017/18	60	10	17	346	46	13

STUDENT LEARNING SURVEY RESULTS, GRADE 10

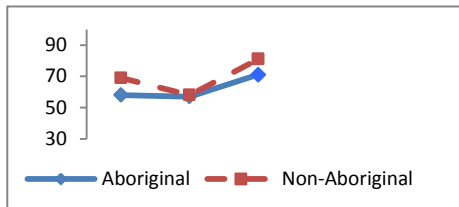
Do you like school?



Do adults in the school treat all students fairly?



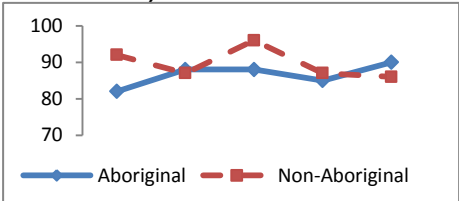
Do your teachers help you with your schoolwork when you need it?



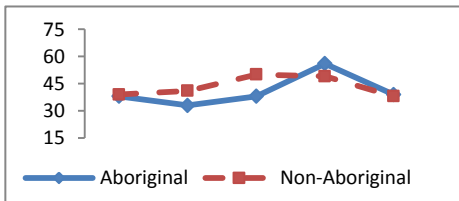
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	51		19	37	310		153	49
2014/15	55		19	35	320		132	41
2015/16	65		23	35	323		174	54
2016/17	53		18	34	320		118	37
2017/18	42		15	36	345		144	42

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	48		20	42	302		163	54
2014/15	51		22	43	312		159	51
2015/16	63		31	49	323		212	66
2016/17	53		25	47	319		172	54
2017/18	42		17	40	345		176	51

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	50		29	58	308		213	69
2014/15	53		30	57	320		187	58
2015/16	65		46	71	322		262	81
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

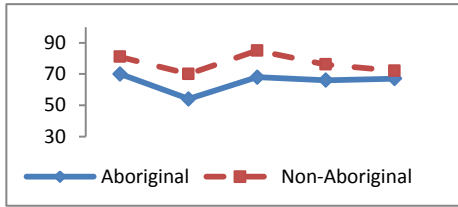
School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	53		27	51	316		179	57
2017/18	42		21	50	340		213	63

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	49		40	82	303		280	92
2014/15	52		46	88	317		276	87
2015/16	64		56	88	319		305	96
2016/17	53		45	85	316		275	87
2017/18	41		37	90	339		293	86

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	48		18	38	300		118	39
2014/15	52		17	33	313		128	41
2015/16	63		24	38	319		161	50
2016/17	52		29	56	317		155	49
2017/18	41		16	39	342		130	38

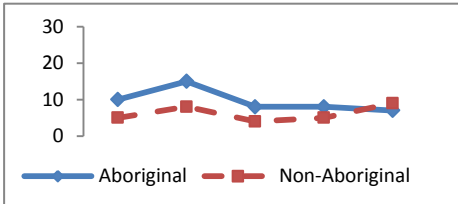
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



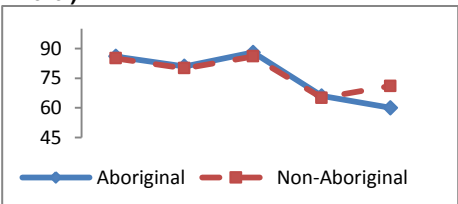
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	50	35	70	306	248	81
2014/15	50	27	54	310	216	70
2015/16	65	44	68	322	275	85
2016/17	53	35	66	316	241	76
2017/18	42	28	67	340	246	72

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



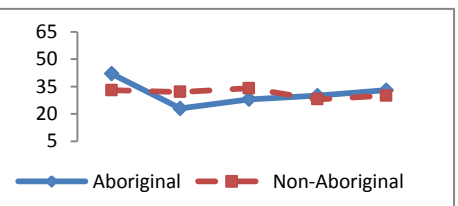
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	49	5	10	306	16	5
2014/15	48	7	15	315	26	8
2015/16	64	5	8	319	14	4
2016/17	53	4	8	316	15	5
2017/18	42	3	7	341	29	9

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



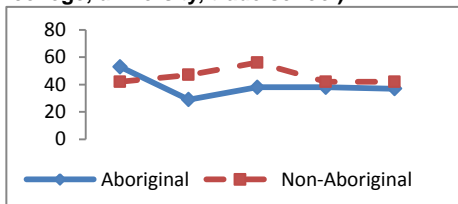
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	50	43	86	311	265	85
2014/15	53	43	81	320	257	80
2015/16	65	57	88	324	280	86
2016/17	53	35	66	319	208	65
2017/18	42	25	60	347	246	71

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



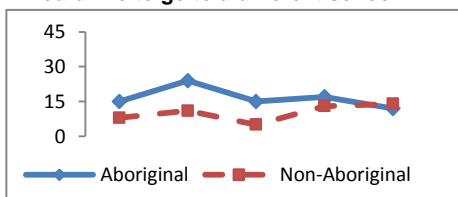
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	50	21	42	304	100	33
2014/15	52	12	23	309	99	32
2015/16	65	18	28	320	108	34
2016/17	53	16	30	316	89	28
2017/18	40	13	33	339	103	30

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	47	25	53	304	127	42
2014/15	48	14	29	311	145	47
2015/16	64	24	38	315	177	56
2016/17	53	20	38	314	133	42
2017/18	41	15	37	340	143	42

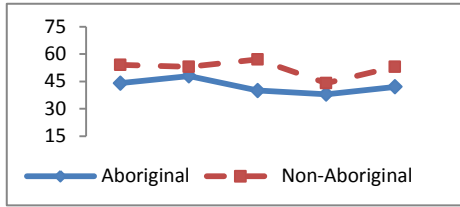
I would like to go to a different school.



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	47	7	15	298	25	8
2014/15	50	12	24	302	34	11
2015/16	61	9	15	319	17	5
2016/17	52	9	17	319	42	13
2017/18	42	5	12	347	50	14

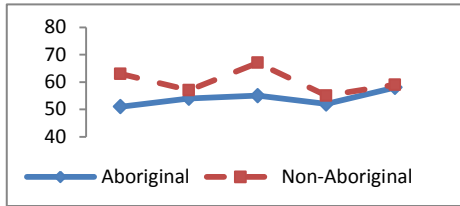
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



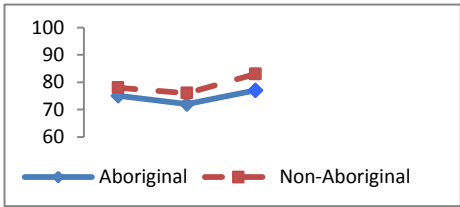
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	55	24	44	380	204	54
2014/15	54	26	48	329	173	53
2015/16	57	23	40	302	173	57
2016/17	24	9	38	299	132	44
2017/18	36	15	42	258	138	53

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	53	27	51	376	237	63
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

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



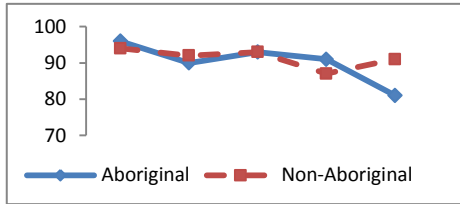
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	55	41	75	380	298	78
2014/15	54	39	72	328	248	76
2015/16	56	43	77	300	248	83
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



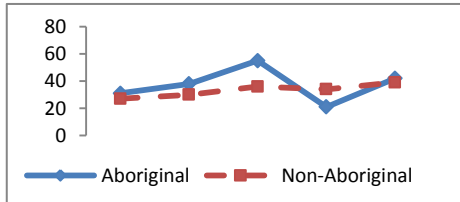
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	24	14	297	186
2017/18	35	19	256	189

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	55	53	96	371	347	94
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

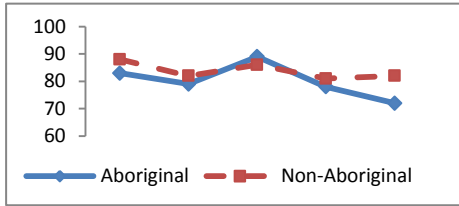
At school, are you being taught about Aboriginal peoples in Canada?



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	54	17	31	369	98	27
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

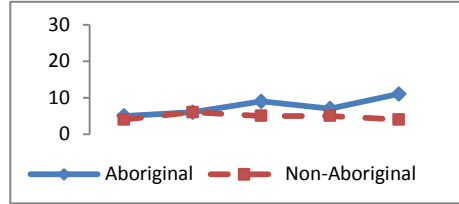
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



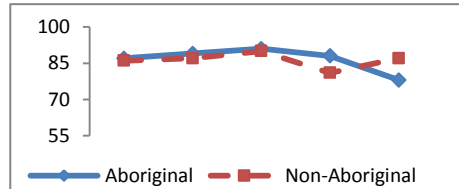
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times			
	#	#	%	#	#	%		
2013/14	54	45	83	378	333	88		
2014/15	53	42	79	325	265	82		
2015/16	54	48	89	298	255	86		
2016/17	27	21	78	291	237	81		
2017/18	36	26	72	257	211	82		

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



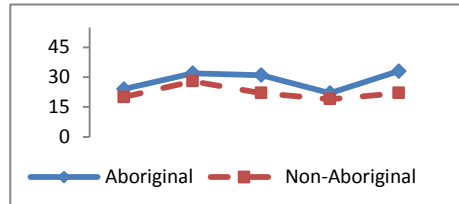
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times			
	#	#	%	#	#	%		
2013/14	55	3	5	379	14	4		
2014/15	54	3	6	321	20	6		
2015/16	54	5	9	302	15	5		
2016/17	28	2	7	292	16	5		
2017/18	35	4	11	258	11	4		

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



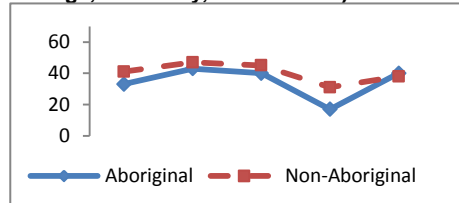
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more			
	#	#	%	#	#	%		
2013/14	55	48	87	379	326	86		
2014/15	54	48	89	325	284	87		
2015/16	57	52	91	303	272	90		
2016/17	24	21	88	300	242	81		
2017/18	36	28	78	257	223	87		

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



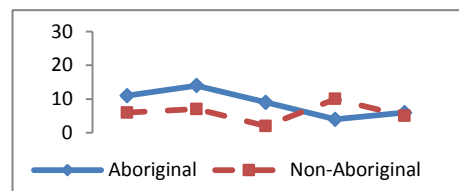
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times			
	#	#	%	#	#	%		
2013/14	54	13	24	372	74	20		
2014/15	53	17	32	328	93	28		
2015/16	52	16	31	300	65	22		
2016/17	23	5	22	297	55	19		
2017/18	36	12	33	255	57	22		

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	54	18	33	376	155	41		
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		

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	54	6	11	373	23	6		
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		

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.