



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 069 Qualicum

PO Box 430
Parksville, BC, V9P 2G5
Phone: 250 248-4241

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

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2013/14 - 2017/18	
Students Who Self-Identify as Aboriginal, 2008/09 - 2017/18	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students in Special Needs Performance Reporting Groups	8
Grade Distribution of Students with Behaviour Disabilities	9
Foundation Skills Assessment (FSA) Grades 4 and 7, 2013/14 - 2017/18	
Reading Comprehension, Grade 4	10
Writing, Grade 4	11
Numeracy, Grade 4	12
Reading Comprehension, Grade 7	13
Writing, Grade 7	14
Numeracy, Grade 7	15
Required Examinations Results, 2013/14 - 2017/18	
Overview	16
English 10	17
English 10: First Peoples	18
Mathematics 10	
Foundations and Pre-Calculus	19
Apprenticeship and Workplace	20
Science 10	21
Civic Studies 11	22
Social Studies 11	23
BC First Nations Studies 12	24
English 12: First Peoples	25
English 12	26
Communications 12	27
Transitions, 2012/13 - 2017/18	
Progress of Students Entering Grade 8 in September 2012, by Cohort and Gender	28
School Completion, 2013/14 - 2017/18	
Six-Year Completion Rate, by Cohort and Gender	29
Six, Seven and Eight-Year Completion Rates, 2010/11 - 2012/13 Cohorts	30
BC School Completion Certificate and BC Certificate of Graduation	31
Education Experiences of Children in Care, 2013/14 - 2017/18	
Enrolment in Care by Aboriginal Status and Gender	32
Six-Year Completion by Aboriginal Status and Gender	32
Graduation Rates by Aboriginal Status and Gender	32
Post-Secondary Transitions, 2013/14 - 2016/17	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	33
Student Learning Survey Results, 2013/14 - 2017/18	
Overview	35
Survey Results, grade 3/4	36
Survey Results, grade 7	38
Survey Results, grade 10	40
Survey Results, grade 12	42
Glossary	44

ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

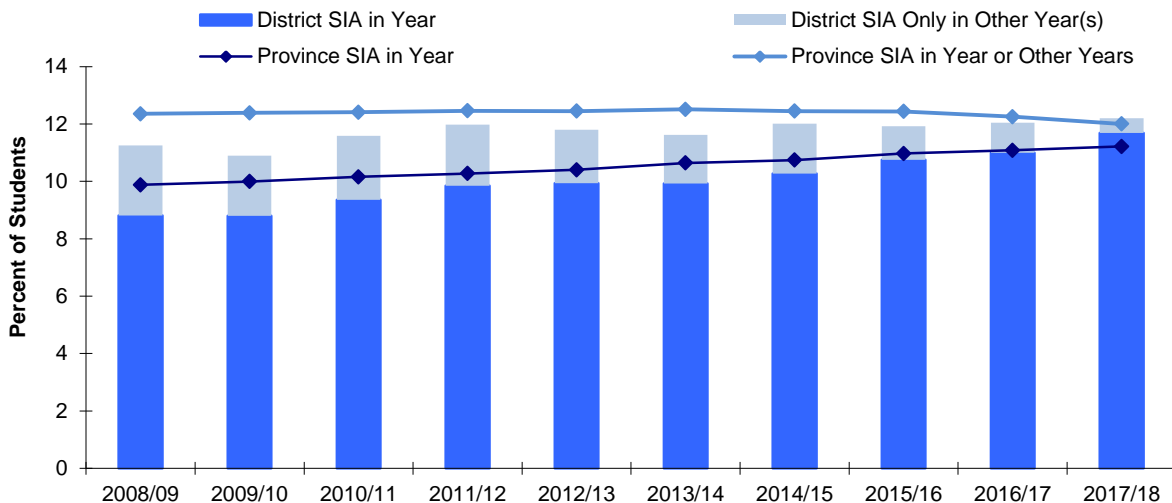
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2008/09	4,914	433	8.8	120	2.4	579,485	57,257	9.9	14,326	2.5
2009/10	4,635	408	8.8	97	2.1	580,480	58,017	10.0	13,887	2.4
2010/11	4,437	415	9.4	99	2.2	579,110	58,834	10.2	13,044	2.3
2011/12	4,324	426	9.9	92	2.1	569,734	58,531	10.3	12,445	2.2
2012/13	4,245	422	9.9	79	1.9	564,529	58,717	10.4	11,569	2.0
2013/14	4,233	420	9.9	72	1.7	558,983	59,502	10.6	10,444	1.9
2014/15	4,097	421	10.3	71	1.7	552,786	59,382	10.7	9,449	1.7
2015/16	4,204	452	10.8	49	1.2	553,376	60,706	11.0	8,109	1.5
2016/17	4,285	471	11.0	45	1.1	557,626	61,799	11.1	6,534	1.2
2017/18	4,296	502	11.7	22	0.5	563,245	63,182	11.2	4,434	0.8

Percent of Self-Identified Aboriginal Students



Note:

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

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

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

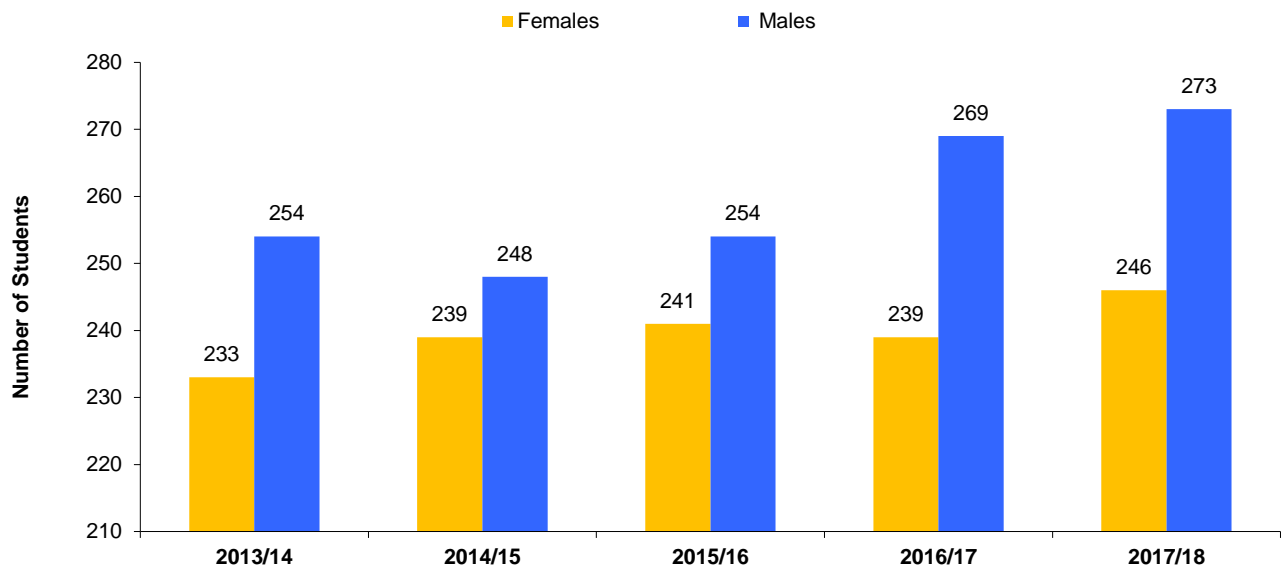
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2013/14	4,233	487	11.5	233	5.5	254	6.0	69,182	34,363	34,819
2014/15	4,097	487	11.9	239	5.8	248	6.1	67,939	33,645	34,294
2015/16	4,204	495	11.8	241	5.7	254	6.0	67,749	33,432	34,317
2016/17	4,285	508	11.9	239	5.6	269	6.3	67,078	33,137	33,941
2017/18	4,296	519	12.1	246	5.7	273	6.4	66,142	32,575	33,567

Number of Aboriginal Students by Gender

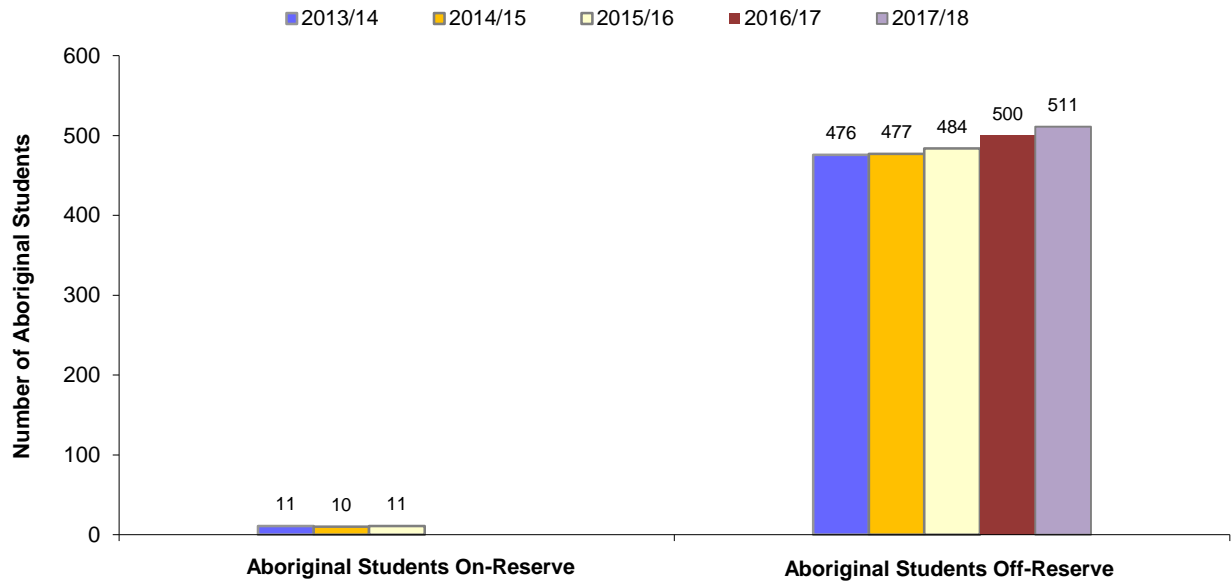


* Public schools only.

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	487	5	6	11	228	248	476	8,812	60,370
2014/15	487	6	4	10	233	244	477	8,143	59,796
2015/16	495	5	6	11	236	248	484	7,694	60,055
2016/17	508	Msk	Msk	Msk	235	265	500	7,285	59,793
2017/18	519	Msk	Msk	Msk	242	269	511	7,820	58,322

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

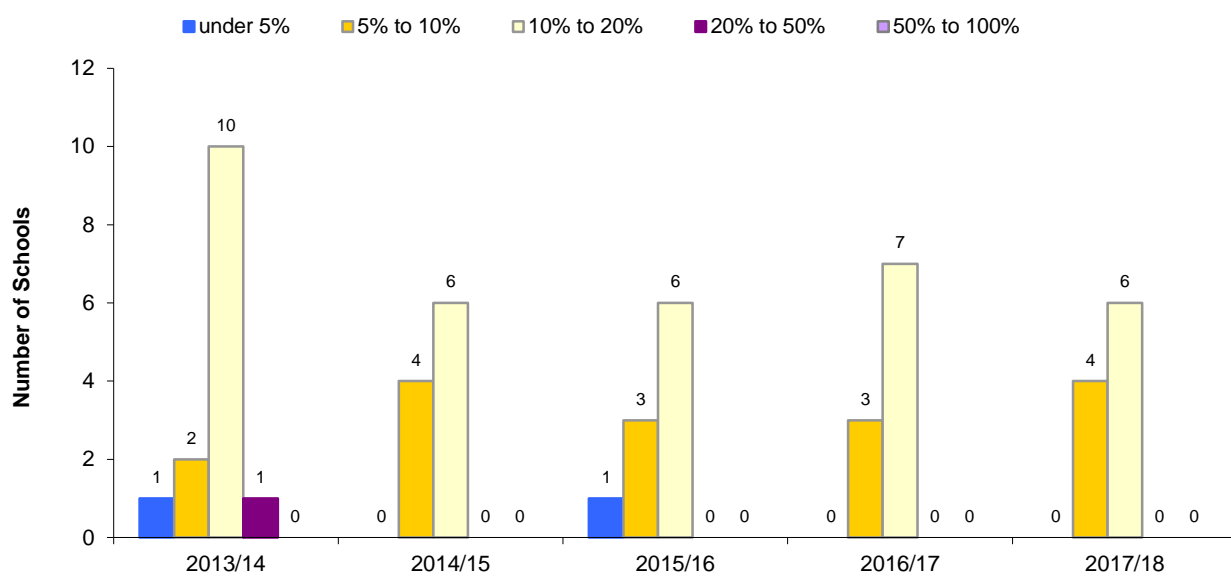


* Public schools only.

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2013/14	14	1	2	10	1	0	1,393	370	241	341	346	95
2014/15	10	0	4	6	0	0	1,385	393	223	335	337	97
2015/16	10	1	3	6	0	0	1,380	396	224	349	318	93
2016/17	10	0	3	7	0	0	1,369	400	229	348	300	92
2017/18	10	0	4	6	0	0	1,377	416	238	335	303	85

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

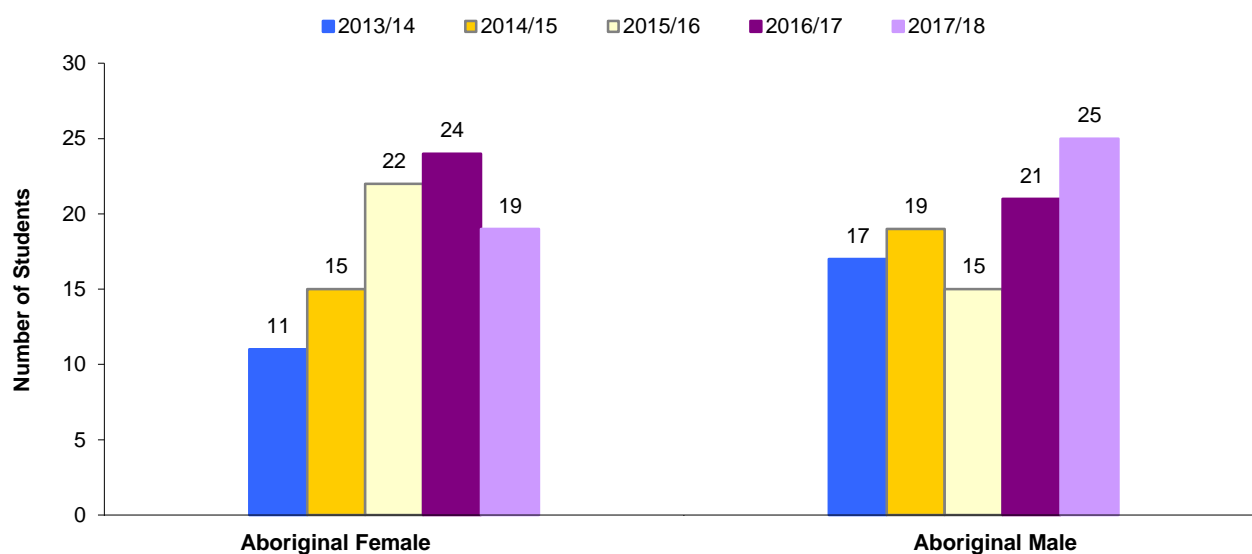


* Public schools only.

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	125	11	17	28	46	51	97	1,610	1,594	2,033	2,757
2014/15	127	15	19	34	46	47	93	1,595	1,560	1,981	2,618
2015/16	148	22	15	37	54	57	111	1,609	1,527	2,022	2,474
2016/17	147	24	21	45	51	51	102	1,605	1,543	2,037	2,468
2017/18	128	19	25	44	41	43	84	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



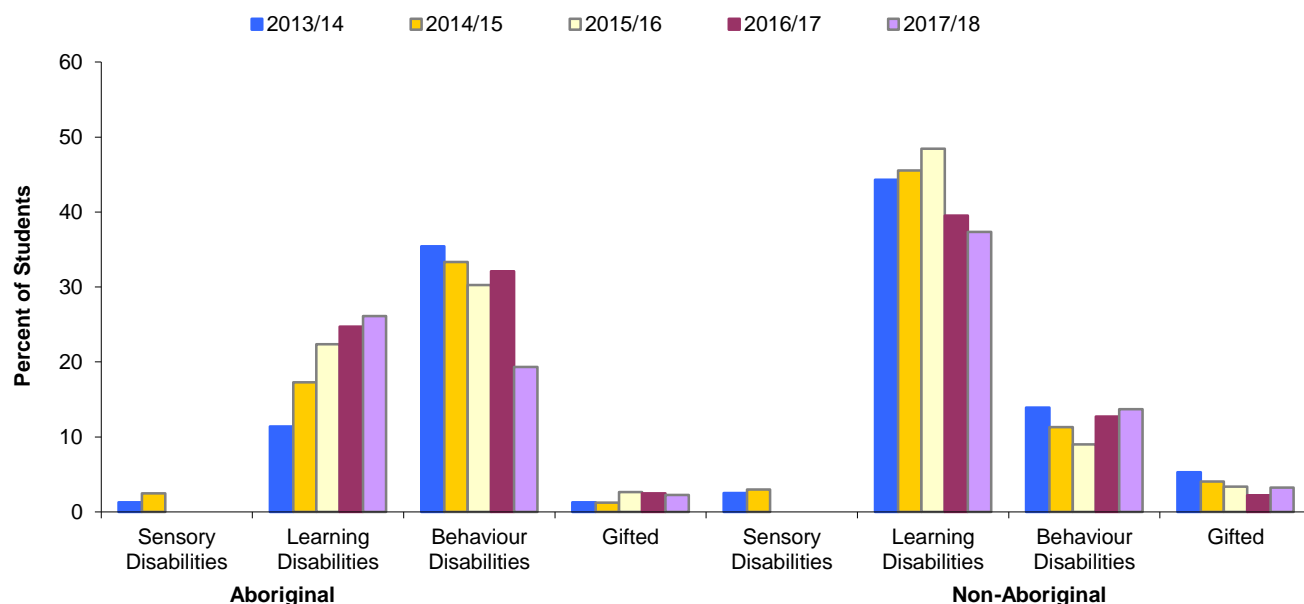
* Public schools only.

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	79	359	1	1	9	3	9	11	159	44	28	35	50	14	1	1	19	5
2014/15	81	371	2	2	11	3	14	17	169	46	27	33	42	11	1	1	15	4
2015/16	76	355	Msk	Msk	Msk	Msk	17	22	172	48	23	30	32	9	2	3	12	3
2016/17	81	362	Msk	Msk	Msk	Msk	20	25	143	40	26	32	46	13	2	2	8	2
2017/18	88	372	Msk	Msk	Msk	Msk	23	26	139	37	17	19	51	14	2	2	12	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).

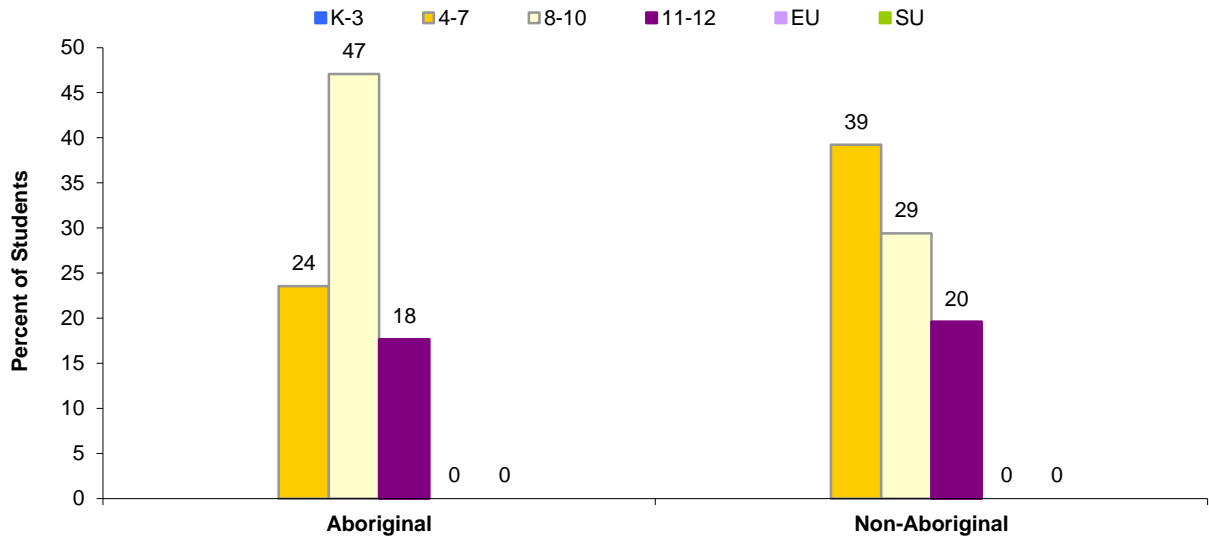
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	28	Msk	Msk	14	50	5	18	5	18	0	0	0	0
2014/15	27	Msk	Msk	16	59	7	26	Msk	Msk	0	0	0	0
2015/16	23	Msk	Msk	11	48	9	39	2	9	0	0	0	0
2016/17	26	4	15	9	35	8	31	5	19	0	0	0	0
2017/18	17	Msk	Msk	4	24	8	47	3	18	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	50	Msk	Msk	16	32	16	32	15	30	0	0	0	0
2014/15	42	Msk	Msk	16	38	14	33	Msk	Msk	0	0	0	0
2015/16	32	Msk	Msk	12	38	7	22	10	31	0	0	0	0
2016/17	46	10	22	17	37	12	26	7	15	0	0	0	0
2017/18	51	Msk	Msk	20	39	15	29	10	20	0	0	0	0

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



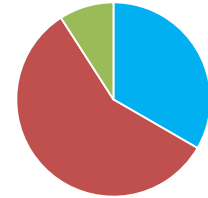
* Total includes Graduated Adults.

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

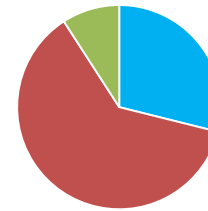
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	37	95	12	32	20	54	5	14
2014/15	31	91	10	32	19	61	2	6
2015/16	40	95	12	30	26	65	2	5
2016/17	31	89	15	48	14	45	2	6
			Emerging		On Track		Extending	
2017/18	33	97	11	33	19	58	3	9



■ Emerging ■ On Track ■ Extending

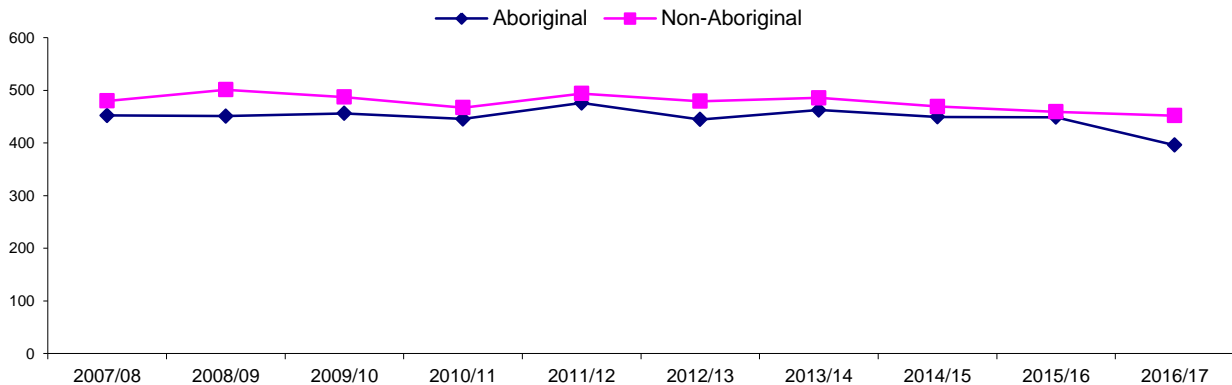
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	224	95	45	20	156	70	23	10
2014/15	240	89	62	26	160	67	18	8
2015/16	228	94	58	25	156	68	14	6
2016/17	239	88	73	31	151	63	15	6
			Emerging		On Track		Extending	
2017/18	263	90	76	29	163	62	24	9



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

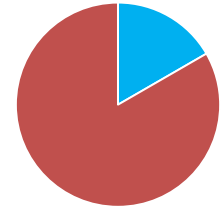


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

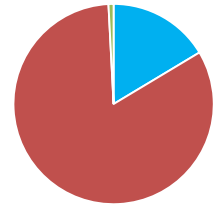
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	37	95	6	16	30	81	1	3
2014/15	31	91	9	29	21	68	1	3
2015/16	40	95	12	30	28	70	0	0
2016/17	31	89	11	35	19	61	1	3
			Emerging		On Track		Extending	
2017/18	30	88	5	17	25	83	0	0



■ Emerging ■ On Track
■ Extending

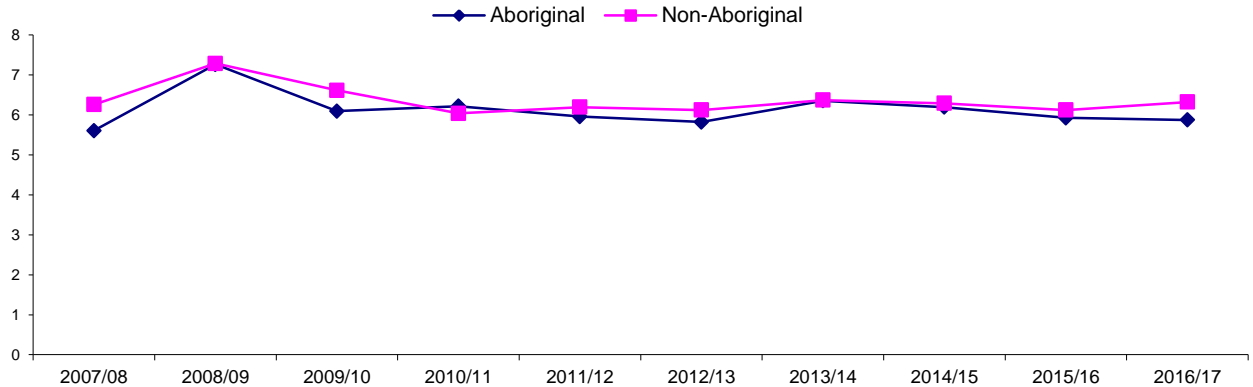
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	222	94	44	20	171	77	7	3
2014/15	236	87	55	23	170	72	11	5
2015/16	226	93	72	32	142	63	12	5
2016/17	234	86	60	26	170	73	4	2
			Emerging		On Track		Extending	
2017/18	244	84	40	16	202	83	2	1



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

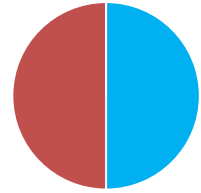


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

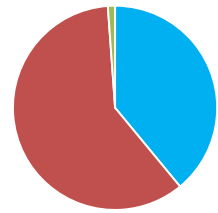
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	37	95	15	41	22	59	0	0
2014/15	31	91	14	45	15	48	2	6
2015/16	40	95	15	38	24	60	1	3
2016/17	30	86	17	57	13	43	0	0
			Emerging		On Track		Extending	
2017/18	32	94	16	50	16	50	0	0



■ Emerging ■ On Track ■ Extending

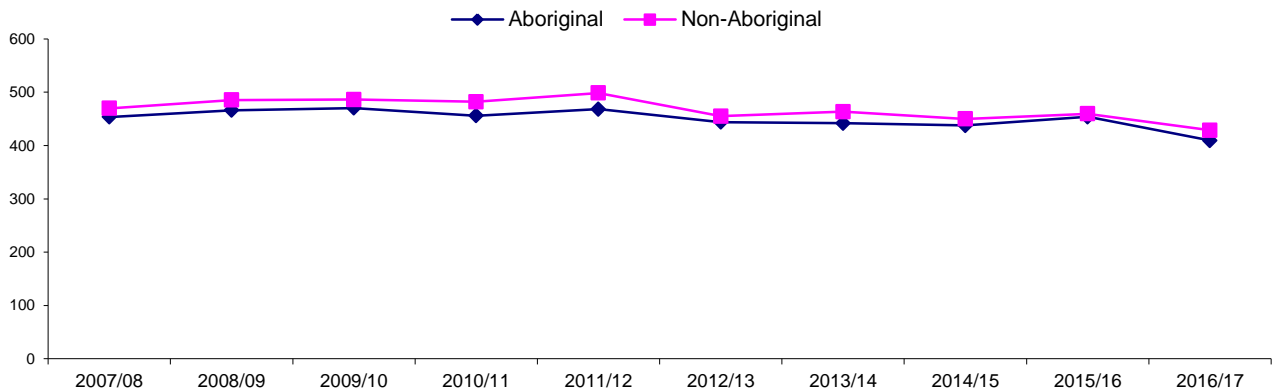
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	221	94	62	28	149	67	10	5
2014/15	244	90	84	34	156	64	4	2
2015/16	229	94	64	28	151	66	14	6
2016/17	242	89	101	42	135	56	6	2
			Emerging		On Track		Extending	
2017/18	264	91	103	39	158	60	3	1



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

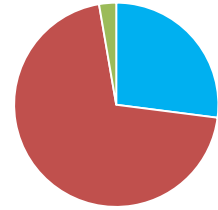


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

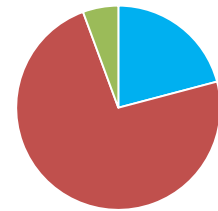
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	29	94	4	14	22	76	3	10
2014/15	30	88	12	40	17	57	1	3
2015/16	40	91	17	43	22	55	1	3
2016/17	27	79	10	37	15	56	2	7
			Emerging		On Track		Extending	
2017/18	37	95	10	27	26	70	1	3



■ Emerging ■ On Track ■ Extending

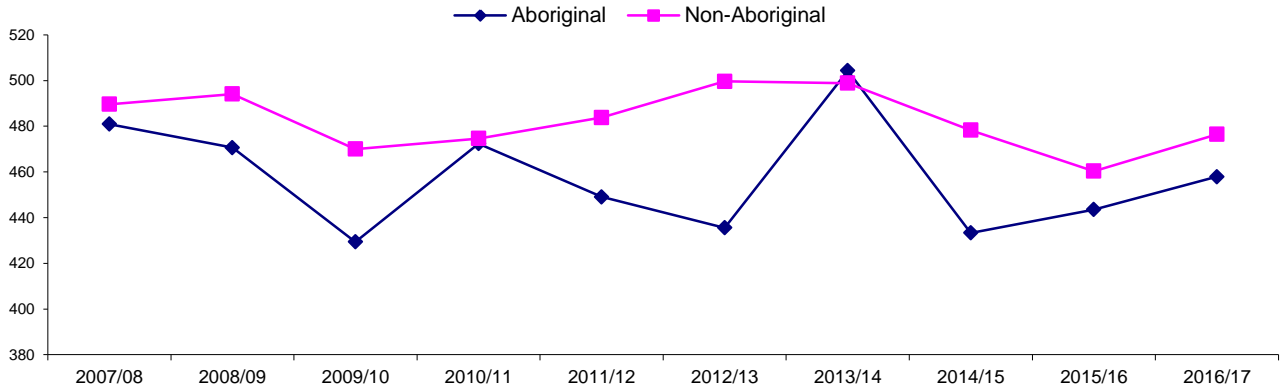
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	251	94	49	20	171	68	31	12
2014/15	211	89	59	28	135	64	17	8
2015/16	275	92	83	30	165	60	27	10
2016/17	218	89	60	28	126	58	32	15
			Emerging		On Track		Extending	
2017/18	249	88	52	21	183	73	14	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

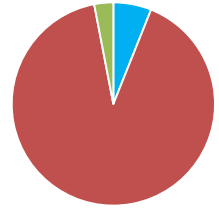


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

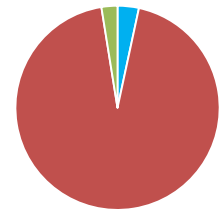
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	29	94	9	31	18	62	2	7
2014/15	30	88	8	27	20	67	2	7
2015/16	37	84	10	27	27	73	0	0
2016/17	25	74	5	20	20	80	0	0
			Emerging		On Track		Extending	
2017/18	33	85	2	6	30	91	1	3



■ Emerging ■ On Track
■ Extending

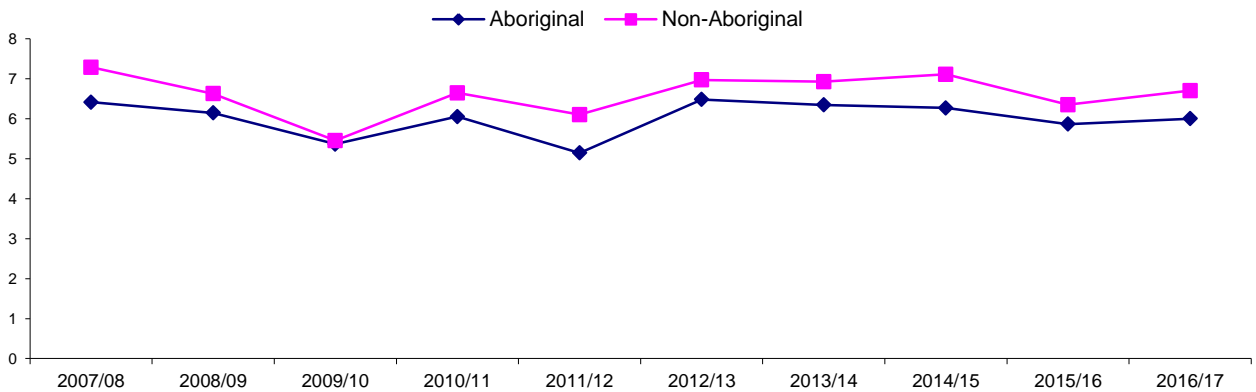
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	250	94	52	21	183	73	15	6
2014/15	203	85	33	16	151	74	19	9
2015/16	267	89	72	27	190	71	5	2
2016/17	217	89	47	22	158	73	12	6
			Emerging		On Track		Extending	
2017/18	237	83	8	3	223	94	6	3



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

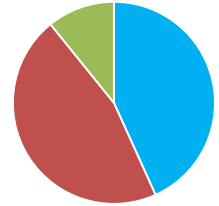


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

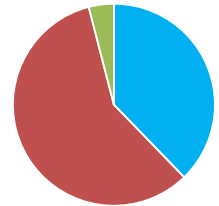
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	29	94	12	41	17	59	0	0
2014/15	30	88	17	57	12	40	1	3
2015/16	37	84	23	62	12	32	2	5
2016/17	26	76	16	62	10	38	0	0
			Emerging		On Track		Exceeding	
2017/18	37	95	16	43	17	46	4	11



■ Emerging ■ On Track
■ Extending

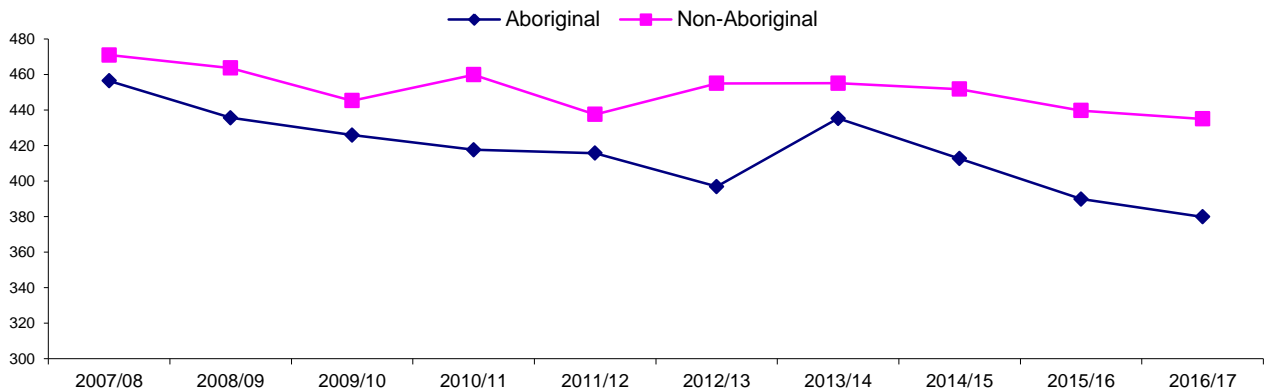
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	249	94	81	33	152	61	16	6
2014/15	207	87	75	36	123	59	9	4
2015/16	274	91	111	41	148	54	15	5
2016/17	219	90	88	40	120	55	11	5
			Emerging		On Track		Exceeding	
2017/18	249	88	94	38	145	58	10	4



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

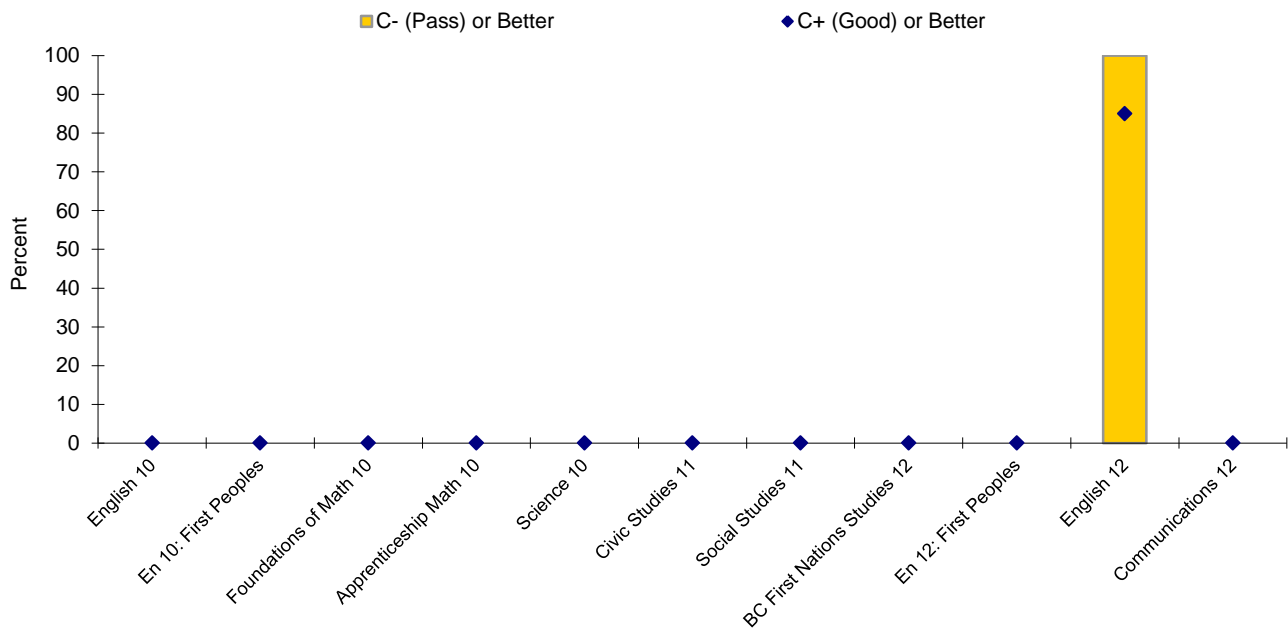
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	-	-	-	-	-	-	-	-	-	-
English 12	20	20	100	17	85	272	267	98	192	71
Communications 12	Msk	Msk	Msk	Msk	Msk	44	41	93	20	45

Final Marks Overview: Aboriginal Results 2017/18

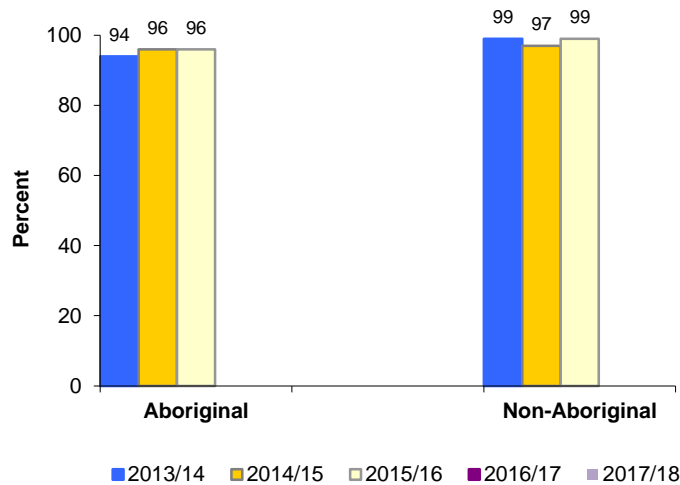


FINAL MARKS: ENGLISH 10

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	33	31	94	18	55	311	308	99	230	74
2014/15	23	22	96	12	52	304	296	97	199	65
2015/16	25	24	96	10	40	310	306	99	213	69
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	33	41	28	5	311	355	286	25		
2014/15	23	42	22	1	304	328	266	38		
2015/16	25	41	24	1	310	328	265	45		
2016/17	-	36	-	-	-	333	-	-		
2017/18	-	37	-	-	-	260	-	-		

ENGLISH 10: C- (Pass) or Better



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

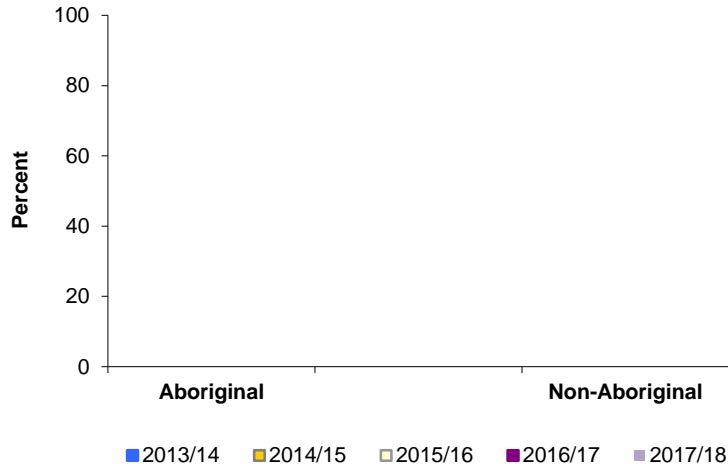
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

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

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	-	41	-	-	-	355	-	-
2014/15	-	42	-	-	-	328	-	-
2015/16	-	41	-	-	-	328	-	-
2016/17	-	36	-	-	-	333	-	-
2017/18	-	37	-	-	-	260	-	-

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



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

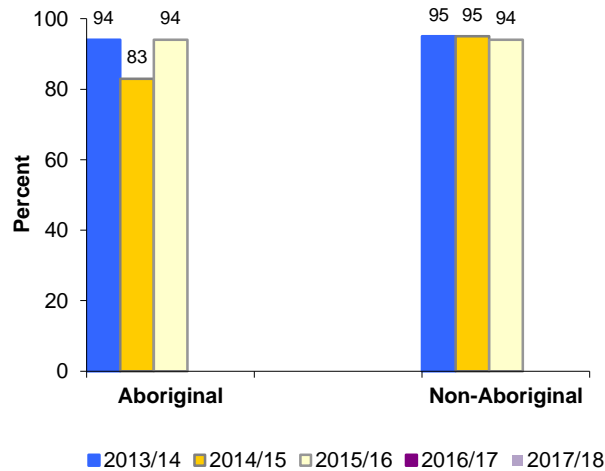
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	18	17	94	8	44	247	235	95	156	63
2014/15	12	10	83	5	42	208	197	95	134	64
2015/16	17	16	94	8	47	217	203	94	128	59
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	18	41	16	2	247	355	222	25
2014/15	12	42	10	2	208	328	182	26
2015/16	17	41	16	1	217	328	200	17
2016/17	-	36	-	-	-	333	-	-
2017/18	-	37	-	-	-	260	-	-

**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.

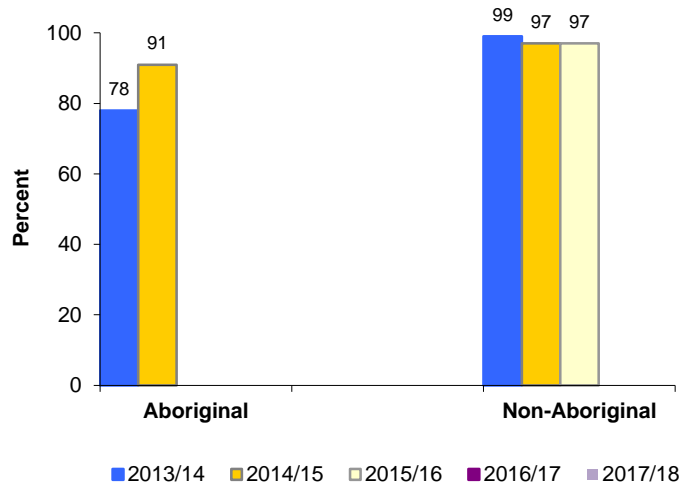
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	18	14	78	5	28	89	88	99	29	33
2014/15	11	10	91	3	27	76	74	97	36	47
2015/16	Msk	Msk	Msk	Msk	Msk	61	59	97	24	39
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	18	41	13	5	89	355	64	25		
2014/15	11	42	10	1	76	328	61	15		
2015/16	Msk	41	Msk	Msk	61	328	48	13		
2016/17	-	36	-	-	-	333	-	-		
2017/18	-	37	-	-	-	260	-	-		

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.

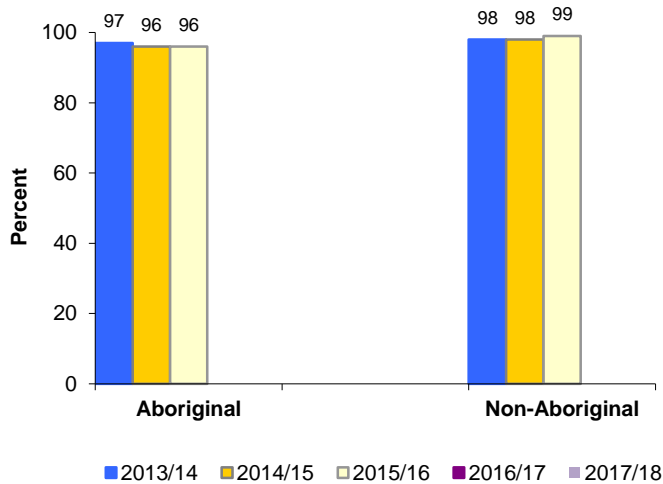
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	30	29	97	13	43	291	284	98	188	65
2014/15	27	26	96	12	44	300	293	98	174	58
2015/16	24	23	96	12	50	292	289	99	187	64
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	30	41	27	3	291	355	276	15	
2014/15	27	42	25	2	300	328	271	29	
2015/16	24	41	24	0	292	328	261	31	
2016/17	-	36	-	-	-	333	-	-	
2017/18	-	37	-	-	-	260	-	-	

Science 10: C- (Pass) or Better



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

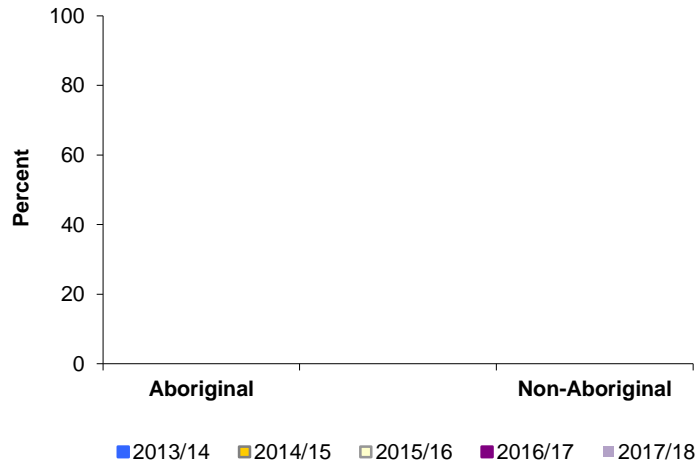
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

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

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2013/14	-	46	-	-	-	386	-	-		
2014/15	-	40	-	-	-	366	-	-		
2015/16	-	43	-	-	-	378	-	-		
2016/17	-	40	-	-	-	373	-	-		
2017/18	-	42	-	-	-	277	-	-		

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.

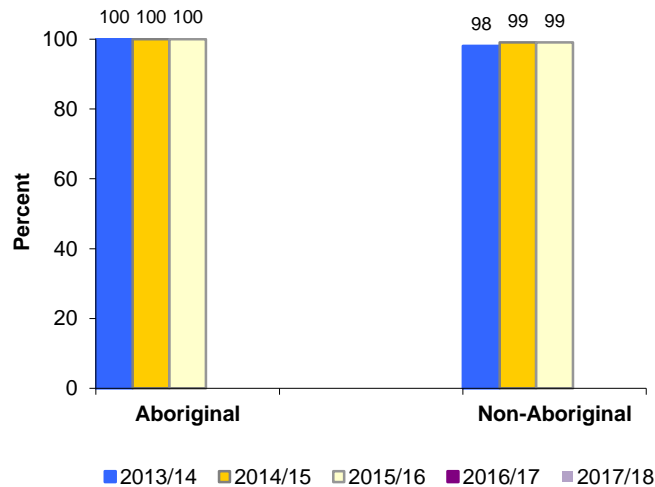
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	18	18	100	15	83	191	187	98	136	71
2014/15	13	13	100	10	77	181	180	99	144	80
2015/16	10	10	100	6	60	161	159	99	121	75
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	18	46	17	1	191	386	167	24		
2014/15	13	40	13	0	181	366	172	9		
2015/16	10	43	10	0	161	378	146	15		
2016/17	-	40	-	-	-	373	-	-		
2017/18	-	42	-	-	-	277	-	-		

Social Studies 11: C- (Pass) or Better



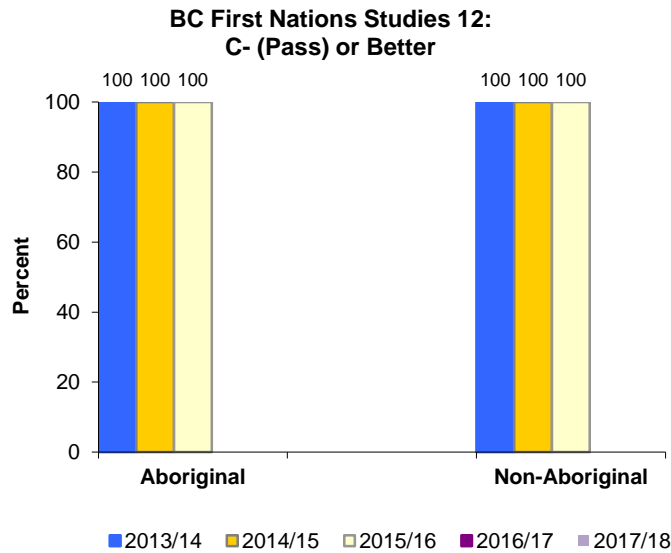
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	12	12	100	8	67	118	118	100	83	70
2014/15	14	14	100	9	64	138	138	100	96	70
2015/16	14	14	100	9	64	118	118	100	81	69
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	12	41	3	9	118	394	51	67	
2014/15	14	53	3	11	138	398	64	74	
2015/16	14	55	4	10	118	478	29	89	
2016/17	-	62	-	-	-	467	-	-	
2017/18	-	75	-	-	-	470	-	-	



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

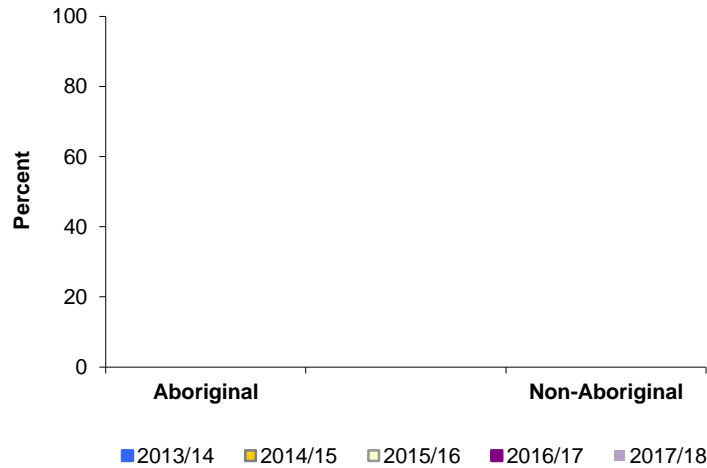
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	-	41	-	-	-	394	-	-		
2014/15	-	53	-	-	-	398	-	-		
2015/16	-	55	-	-	-	478	-	-		
2016/17	-	62	-	-	-	467	-	-		
2017/18	-	75	-	-	-	470	-	-		

**English 12: First Peoples:
C- (Pass) or Better**



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

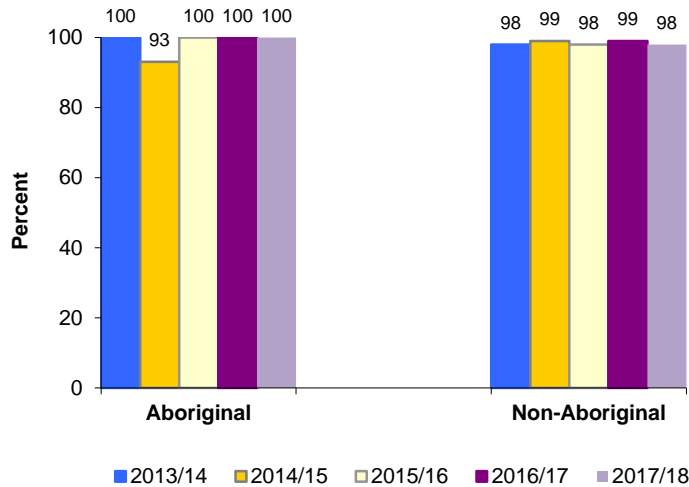
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	19	19	100	11	58	247	241	98	176	71
2014/15	27	25	93	20	74	258	256	99	194	75
2015/16	21	21	100	17	81	293	288	98	229	78
2016/17	15	15	100	7	47	256	254	99	176	69
2017/18	20	20	100	17	85	272	267	98	192	71

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	19	41	16	3	247	394	208	39	
2014/15	27	53	22	5	258	398	215	43	
2015/16	21	55	19	2	293	478	229	64	
2016/17	15	62	12	3	256	467	212	44	
2017/18	20	75	-	-	272	470	-	-	

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.

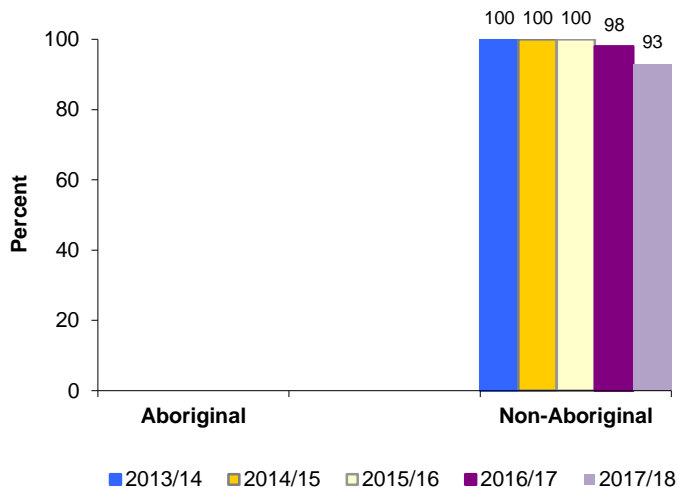
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	Msk	Msk	Msk	Msk	Msk	51	51	100	28	55
2014/15	Msk	Msk	Msk	Msk	Msk	47	47	100	31	66
2015/16	Msk	Msk	Msk	Msk	Msk	44	44	100	24	55
2016/17	Msk	Msk	Msk	Msk	Msk	40	39	98	14	35
2017/18	Msk	Msk	Msk	Msk	Msk	44	41	93	20	45

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	41	Msk	Msk	51	394	40	11		
2014/15	Msk	53	Msk	Msk	47	398	41	6		
2015/16	Msk	55	Msk	Msk	44	478	29	15		
2016/17	Msk	62	Msk	Msk	40	467	22	18		
2017/18	Msk	75	-	-	44	470	-	-		

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.

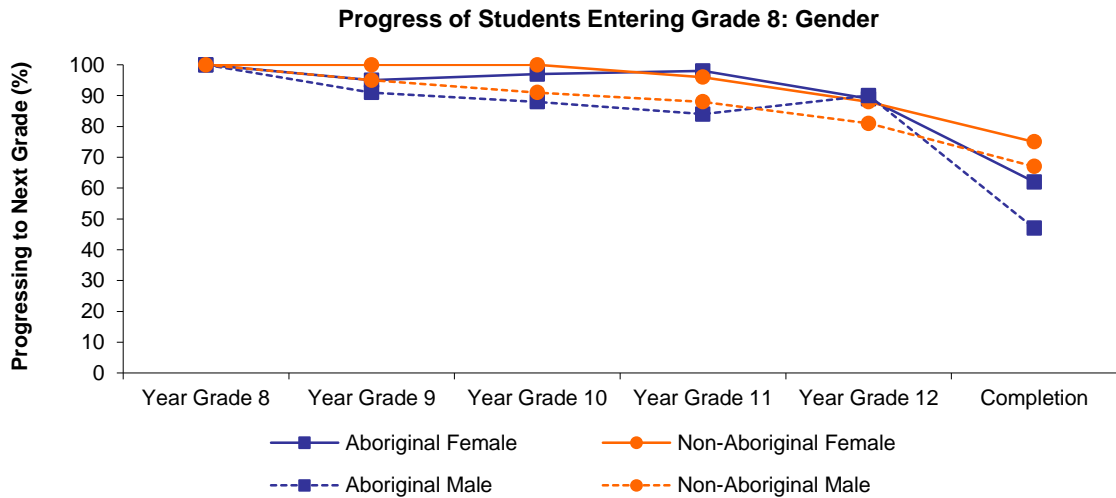
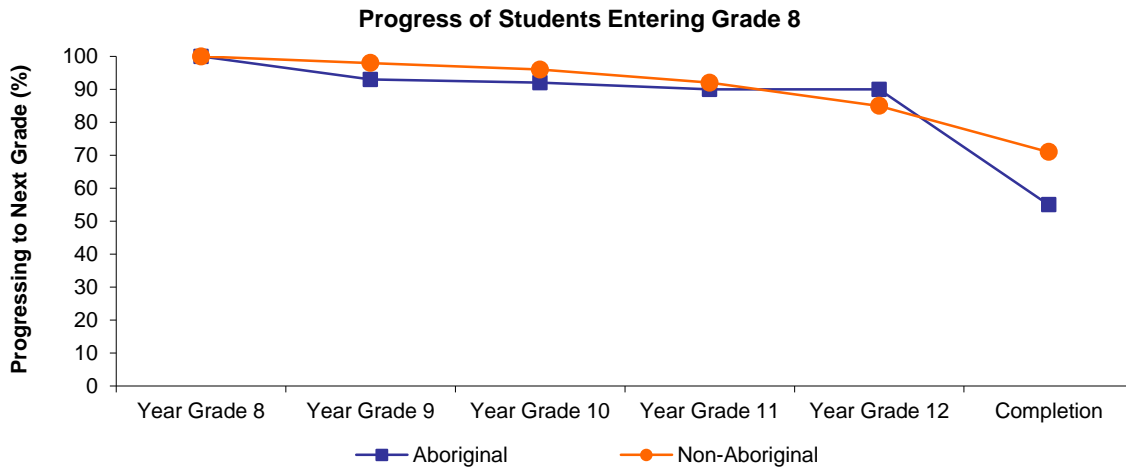
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	93	95	91	98	100	95
	Grade 10	92	97	88	96	100	91
	Grade 11	90	98	84	92	96	88
	Grade 12	90	89	90	85	88	81
2017/18	Completion	55	62	47	71	75	67



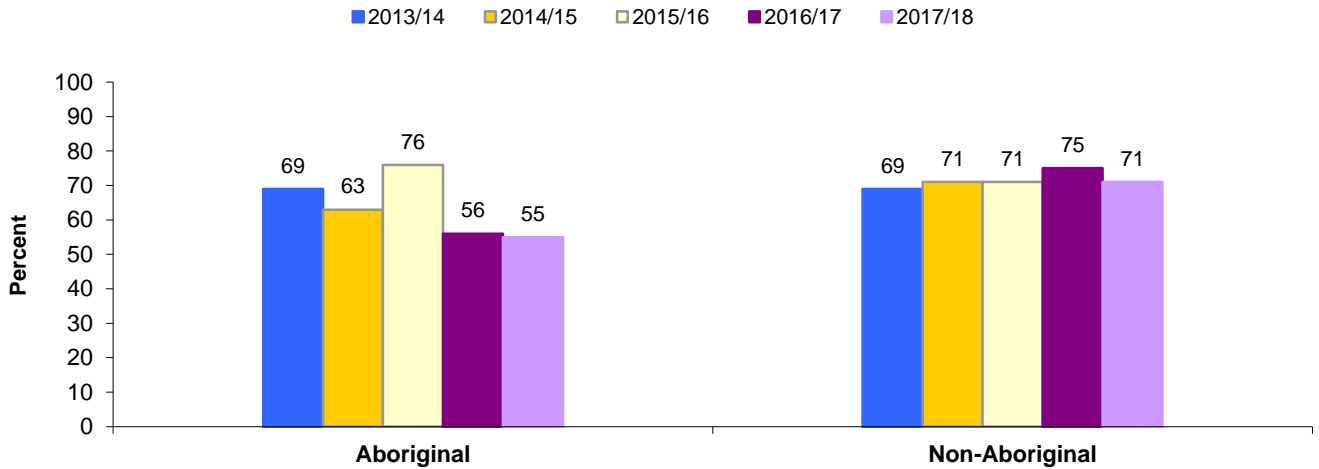
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

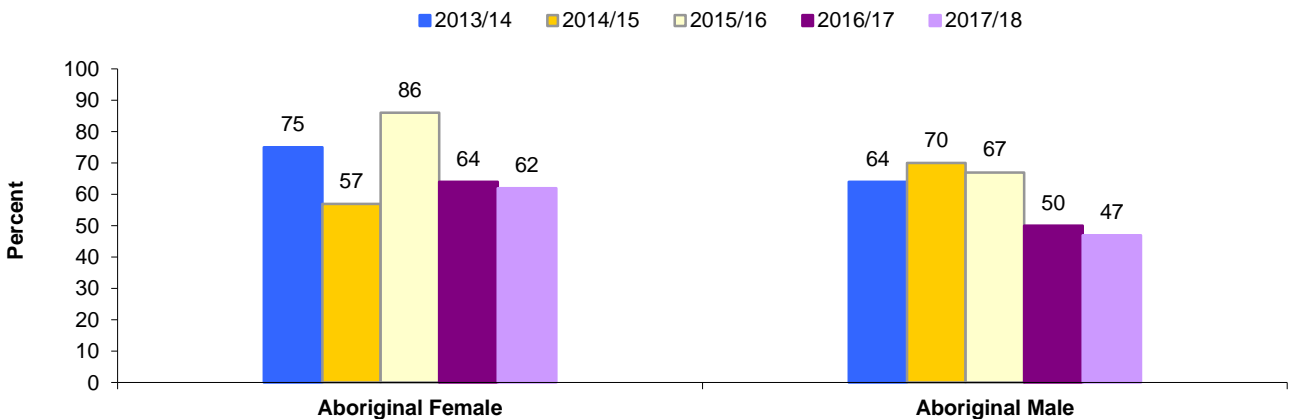
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	69	75	64	69	70	68
2014/15	63	57	70	71	71	70
2015/16	76	86	67	71	67	75
2016/17	56	64	50	75	73	77
2017/18	55	62	47	71	75	67

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).

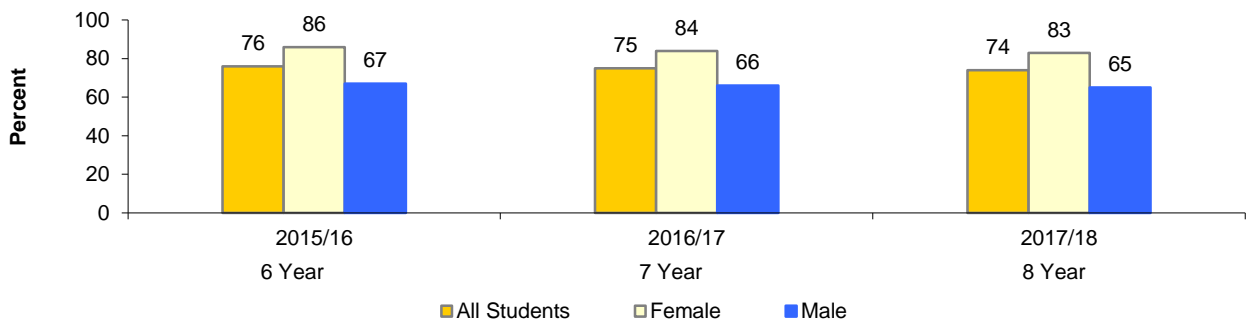
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

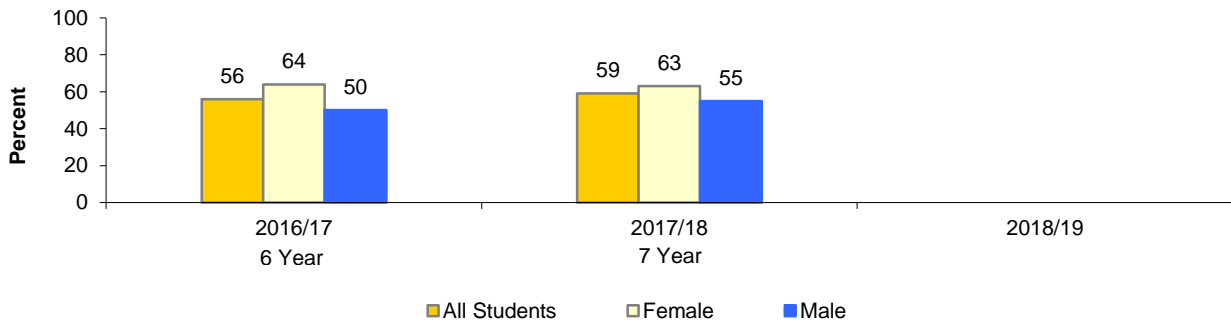
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	76	86	67	75	84	66	74	83	65
2011/12	56	64	50	59	63	55	-	-	-
2012/13	55	62	47	-	-	-	-	-	-

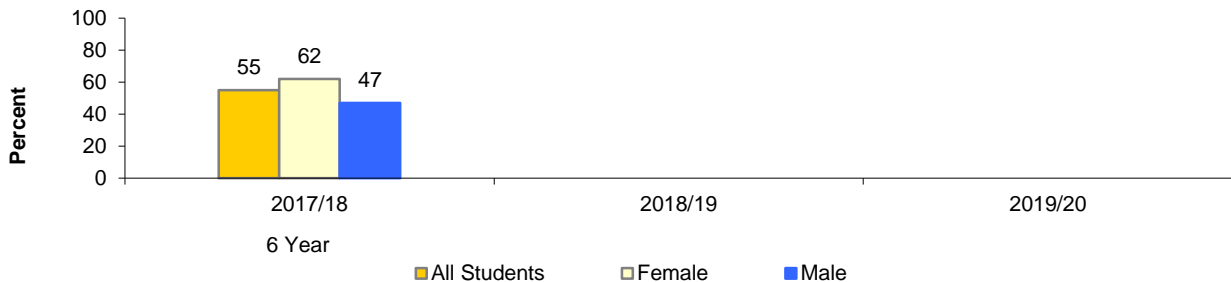
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	36	0	-	380	Msk	Msk
2014/15	46	0	-	383	Msk	Msk
2015/16	51	Msk	Msk	451	Msk	Msk
2016/17	59	0	-	441	Msk	Msk
2017/18	72	Msk	Msk	442	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2013/14	36	22	61	380	286	75
2014/15	46	24	52	383	261	68
2015/16	51	28	55	451	314	70
2016/17	59	15	25	441	270	61
2017/18	72	25	35	442	294	67

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2013/14	36	Msk	Msk	380	12	3
2014/15	46	Msk	Msk	383	Msk	Msk
2015/16	51	Msk	Msk	451	22	5
2016/17	59	Msk	Msk	441	22	5
2017/18	72	10	14	442	23	5

* 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	44	21	48	23	52
2014/15	48	24	50	24	50
2015/16	49	29	59	20	41
2016/17	45	26	58	19	42
2017/18	46	26	57	20	43

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	487	21	4
2014/15	487	24	5
2015/16	495	29	6
2016/17	508	26	5
2017/18	519	26	5

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

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

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

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

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	33	100	-	-	-	-	-	-	-	-	-	
Non-Aboriginal	261	100	15	5.7	7	2.7	-	-	3	1.1		

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	30	100	2	6.7	-	-	-	-	-	-		
Non-Aboriginal	226	100	1	0.4	1	0.4	3	1.3	1	0.4		

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	33	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	261	100	11	4.2	1	0.4	-	-	1	0.4		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	30	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	226	100	-	-	-	-	-	-	-	-		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	33	100	3	9.1	-	-	-	-	-	-	-	
Non-Aboriginal	261	100	29	11.1	3	1.1	-	-	-	-	-	

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	30	100	-	-	-	-	-	-	-	-	-	
Non-Aboriginal	226	100	-	-	-	-	-	-	-	-	-	

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	33	100	7	21.2	2	6.1	1	3.0	-	-		
Non-Aboriginal	261	100	72	27.6	20	7.7	4	1.5	3	1.1		

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	30	100	1	3.3	1	3.3	-	-	-	-		
Non-Aboriginal	226	100	3	1.3	3	1.3	3	1.3	1	0.4		

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

STUDENT 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

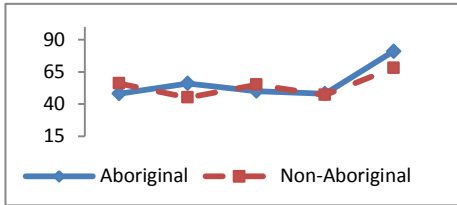
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

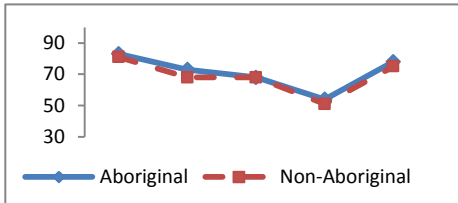
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



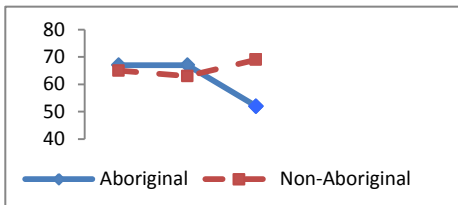
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	23	11	48	205	115	56
2014/15	32	18	56	154	69	45
2015/16	50	25	50	165	90	55
2016/17	25	12	48	190	90	47
2017/18	26	21	81	228	154	68

Do adults in the school treat all students fairly?



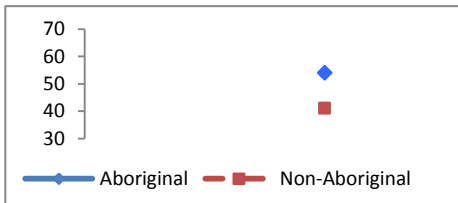
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	24	20	83	207	168	81
2014/15	33	24	73	157	107	68
2015/16	47	32	68	158	108	68
2016/17	26	14	54	192	97	51
2017/18	27	21	78	231	174	75

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



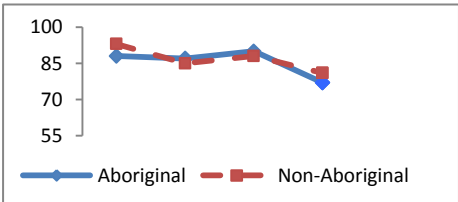
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	24	16	67	211	137	65
2014/15	33	22	67	160	101	63
2015/16	50	26	52	170	117	69
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



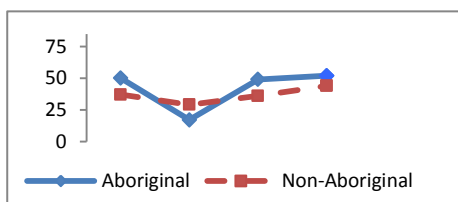
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	26	14	54	191	79	41
2017/18	-	-	-	-	-	-

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	24	21	88	208	193	93
2014/15	31	27	87	157	134	85
2015/16	50	45	90	168	148	88
2016/17	26	20	77	189	154	81
2017/18	-	-	-	-	-	-

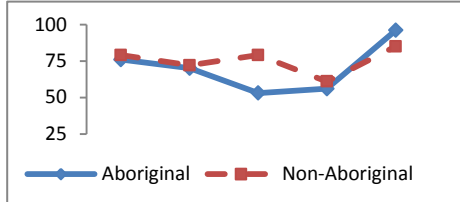
At school, are you being taught about Aboriginal peoples in Canada?



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	22	11	50	193	72	37
2014/15	30	5	17	145	42	29
2015/16	47	23	49	151	55	36
2016/17	25	13	52	188	82	44
2017/18	-	-	-	-	-	-

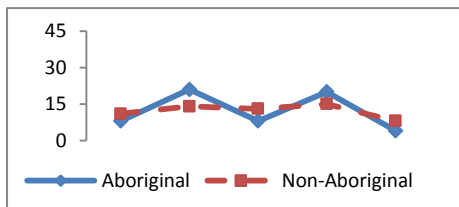
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



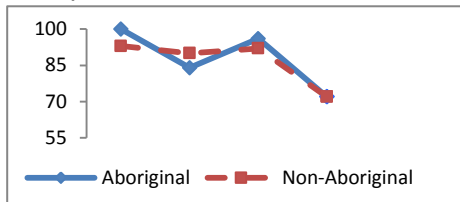
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	25	19	76	207	164	79
2014/15	33	23	70	154	111	72
2015/16	49	26	53	163	129	79
2016/17	34	19	56	176	107	61
2017/18	26	25	96	224	190	85

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



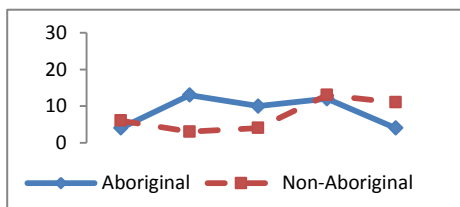
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	24	2	8	207	23	11
2014/15	33	7	21	155	21	14
2015/16	48	4	8	166	21	13
2016/17	35	7	20	176	26	15
2017/18	26	1	4	226	18	8

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	24	24	100	209	195	93
2014/15	32	27	84	159	143	90
2015/16	50	48	96	171	157	92
2016/17	25	18	72	181	131	72
2017/18	-	-	-	-	-	-

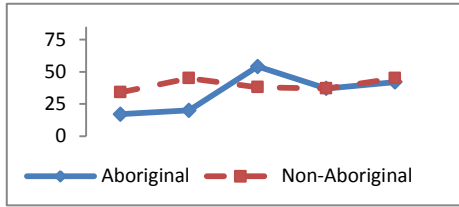
I would like to go to a different school.



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	25	1	4	204	12	6
2014/15	32	4	13	156	4	3
2015/16	50	5	10	159	7	4
2016/17	26	3	12	192	24	13
2017/18	27	1	4	229	26	11

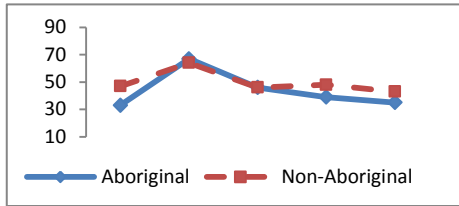
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



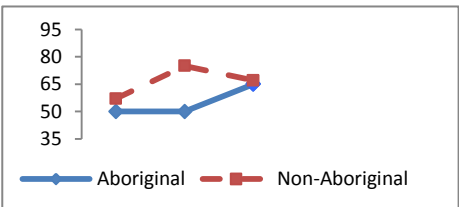
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	24	4	17	137	47	34
2014/15	20	4	20	121	54	45
2015/16	37	20	54	202	76	38
2016/17	27	10	37	166	62	37
2017/18	26	11	42	203	91	45

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	24	8	33	135	63	47
2014/15	18	12	67	120	77	64
2015/16	37	17	46	197	90	46
2016/17	28	11	39	164	78	48
2017/18	26	9	35	201	86	43

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



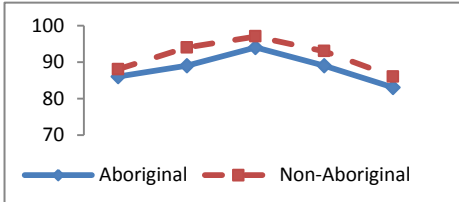
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	24	12	50	138	79	57
2014/15	20	10	50	124	93	75
2015/16	37	24	65	204	137	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



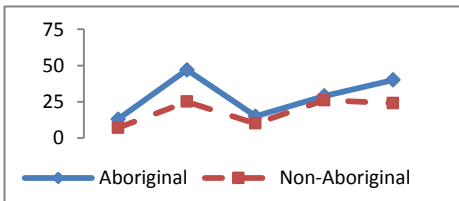
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	28	11 39	164	68 41
2017/18	26	13 50	200	95 48

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	22	19	86	137	120	88
2014/15	19	17	89	124	117	94
2015/16	36	34	94	201	194	97
2016/17	27	24	89	162	151	93
2017/18	23	19	83	190	163	86

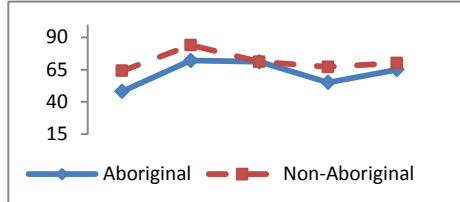
At school, are you being taught about Aboriginal peoples in Canada?



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	23	3	13	133	9	7
2014/15	19	9	47	117	29	25
2015/16	33	5	15	196	20	10
2016/17	28	8	29	161	42	26
2017/18	25	10	40	196	48	24

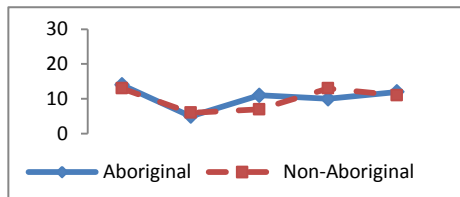
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



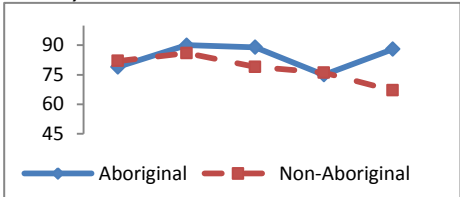
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	23	11	48	135	87	64
2014/15	18	13	72	117	98	84
2015/16	35	25	71	200	141	71
2016/17	33	18	55	159	107	67
2017/18	26	17	65	200	140	70

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



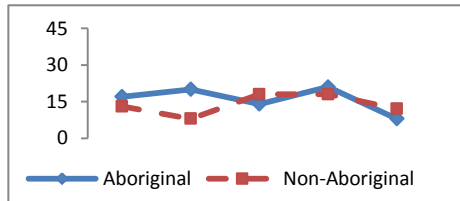
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	22	3	14	138	18	13
2014/15	20	1	5	120	7	6
2015/16	37	4	11	202	14	7
2016/17	31	3	10	160	20	13
2017/18	26	3	12	200	21	11

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	
	#	#	%	#	#	%
2013/14	24	19	79	137	113	82
2014/15	20	18	90	120	103	86
2015/16	37	33	89	202	160	79
2016/17	28	21	75	165	126	76
2017/18	26	23	88	203	137	67

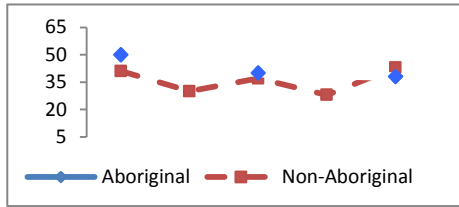
I would like to go to a different school.



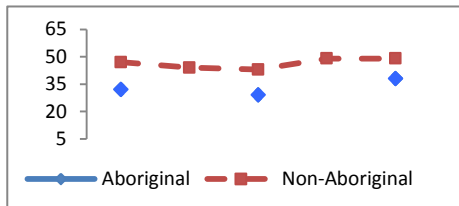
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	23	4	17	135	18	13
2014/15	20	4	20	121	10	8
2015/16	36	5	14	197	35	18
2016/17	28	6	21	163	29	18
2017/18	26	2	8	201	25	12

STUDENT LEARNING SURVEY RESULTS, GRADE 10

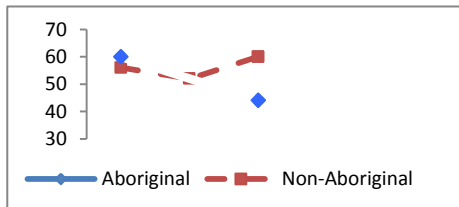
Do you like school?



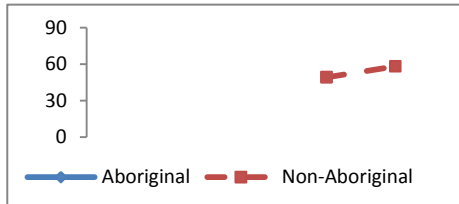
Do adults in the school treat all students fairly?



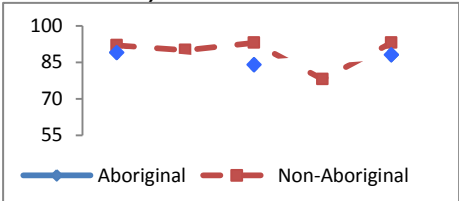
Do your teachers help you with your schoolwork when you need it?



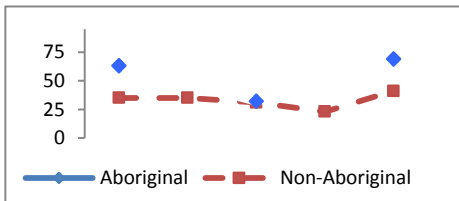
How many teachers help you with your schoolwork when you need it?



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	20		10	50	206		84	41
2014/15	Msk		Msk	Msk	84		25	30
2015/16	25		10	40	156		57	37
2016/17	Msk		Msk	Msk	90		25	28
2017/18	16		6	38	115		50	43

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	19		6	32	201		95	47
2014/15	Msk		Msk	Msk	81		36	44
2015/16	24		7	29	155		66	43
2016/17	Msk		Msk	Msk	90		44	49
2017/18	16		6	38	116		57	49

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	20		12	60	206		116	56
2014/15	Msk		Msk	Msk	83		43	52
2015/16	25		11	44	153		92	60
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

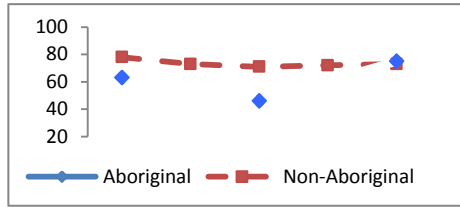
School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	Msk		Msk	Msk	87		43	49
2017/18	16		11	69	115		67	58

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	19		17	89	206		190	92
2014/15	Msk		Msk	Msk	83		75	90
2015/16	25		21	84	151		140	93
2016/17	Msk		Msk	Msk	85		66	78
2017/18	16		14	88	111		103	93

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	19		12	63	206		73	35
2014/15	Msk		Msk	Msk	83		29	35
2015/16	25		8	32	153		48	31
2016/17	Msk		Msk	Msk	86		20	23
2017/18	16		11	69	115		47	41

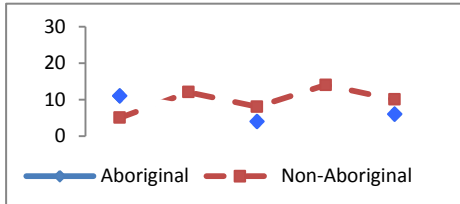
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



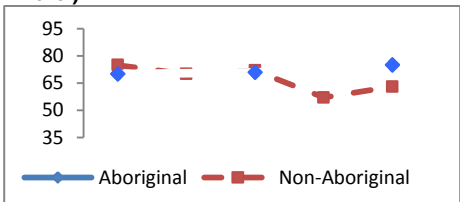
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	19	12	63	204	159	78
2014/15	Msk	Msk	Msk	84	61	73
2015/16	24	11	46	150	107	71
2016/17	Msk	Msk	Msk	87	63	72
2017/18	16	12	75	114	83	73

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



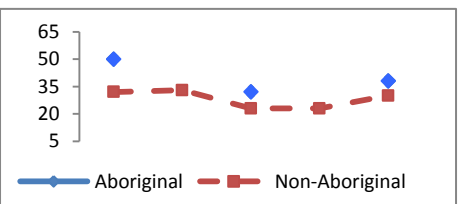
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	19	2	11	207	11	5
2014/15	Msk	Msk	Msk	82	10	12
2015/16	24	1	4	153	12	8
2016/17	Msk	Msk	Msk	88	12	14
2017/18	16	1	6	115	12	10

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



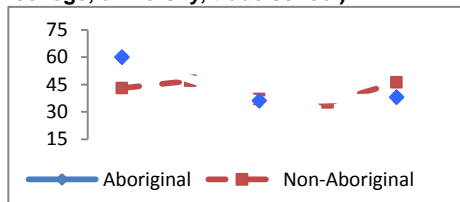
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	20	14	70	206	154	75
2014/15	Msk	Msk	Msk	83	58	70
2015/16	24	17	71	153	110	72
2016/17	Msk	Msk	Msk	90	51	57
2017/18	16	12	75	115	73	63

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



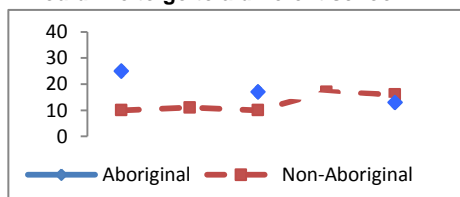
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	20	10	50	201	65	32
2014/15	Msk	Msk	Msk	80	26	33
2015/16	25	8	32	151	35	23
2016/17	Msk	Msk	Msk	86	20	23
2017/18	16	6	38	112	34	30

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	20	12	60	205	88	43
2014/15	Msk	Msk	Msk	81	38	47
2015/16	25	9	36	154	57	37
2016/17	Msk	Msk	Msk	86	30	35
2017/18	16	6	38	112	52	46

I would like to go to a different school.



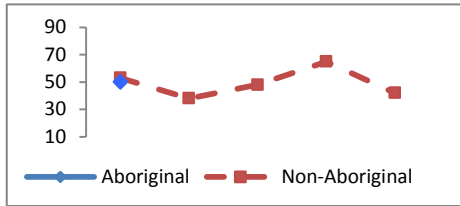
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	20	5	25	196	19	10
2014/15	Msk	Msk	Msk	81	9	11
2015/16	23	4	17	148	15	10
2016/17	Msk	Msk	Msk	90	15	17
2017/18	16	2	13	115	18	16

STUDENT LEARNING SURVEY RESULTS, GRADE 12

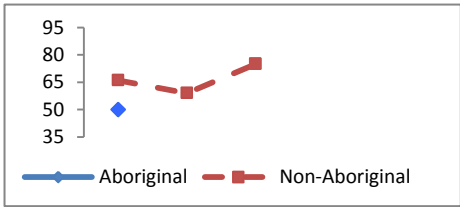
Do you like school?



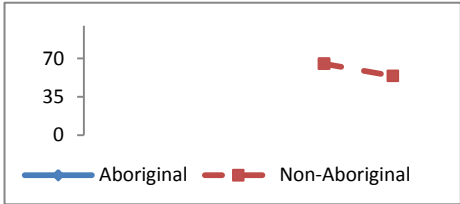
Do adults in the school treat all students fairly?



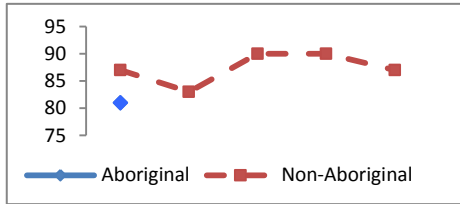
Do your teachers help you with your schoolwork when you need it?



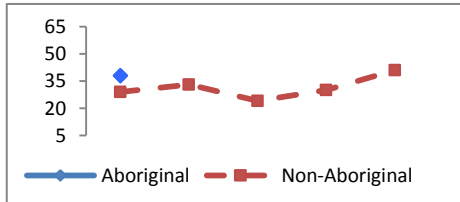
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

Non-Aboriginal

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#		#	%
2013/14	15		4	27	98		46	47
2014/15	Msk		Msk	Msk	77		32	42
2015/16	Msk		Msk	Msk	101		43	43
2016/17	Msk		Msk	Msk	69		37	54
2017/18	Msk		Msk	Msk	77		33	43

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#		#	%
2013/14	16		8	50	95		50	53
2014/15	Msk		Msk	Msk	78		30	38
2015/16	Msk		Msk	Msk	99		48	48
2016/17	Msk		Msk	Msk	69		45	65
2017/18	Msk		Msk	Msk	78		33	42

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#		#	%
2013/14	16		8	50	99		65	66
2014/15	Msk		Msk	Msk	79		47	59
2015/16	Msk		Msk	Msk	99		74	75
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

School Year	Gr 12 Respondents		All or many		Gr 12 Respondents		All or many	
	#		#	%	#		#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	Msk		Msk	Msk	69		45	65
2017/18	Msk		Msk	Msk	78		42	54

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#		#	%
2013/14	16		13	81	99		86	87
2014/15	Msk		Msk	Msk	78		65	83
2015/16	Msk		Msk	Msk	101		91	90
2016/17	Msk		Msk	Msk	68		61	90
2017/18	Msk		Msk	Msk	77		67	87

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#		#	%
2013/14	16		6	38	97		28	29
2014/15	Msk		Msk	Msk	78		26	33
2015/16	Msk		Msk	Msk	100		24	24
2016/17	Msk		Msk	Msk	69		21	30
2017/18	Msk		Msk	Msk	78		32	41

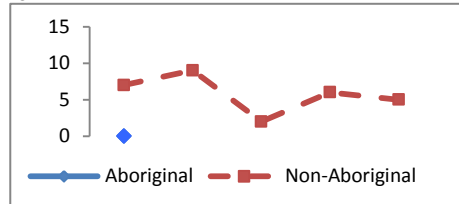
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



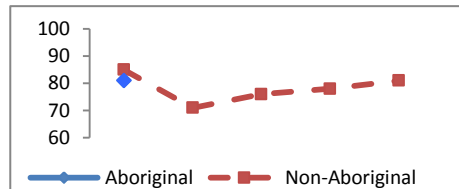
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	16	13	81	100	91	91
2014/15	Msk	Msk	Msk	78	60	77
2015/16	Msk	Msk	Msk	100	86	86
2016/17	Msk	Msk	Msk	67	58	87
2017/18	Msk	Msk	Msk	78	67	86

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



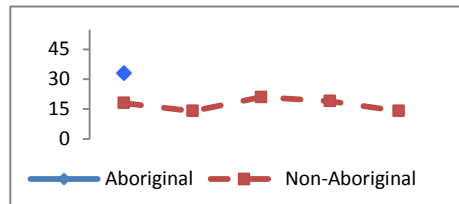
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	16	0	0	99	7	7
2014/15	Msk	Msk	Msk	78	7	9
2015/16	Msk	Msk	Msk	101	2	2
2016/17	Msk	Msk	Msk	67	4	6
2017/18	Msk	Msk	Msk	78	4	5

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



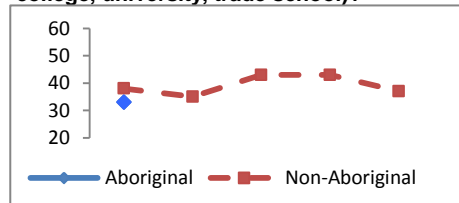
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	16	13	81	99	84	85
2014/15	Msk	Msk	Msk	77	55	71
2015/16	Msk	Msk	Msk	101	77	76
2016/17	Msk	Msk	Msk	69	54	78
2017/18	Msk	Msk	Msk	78	63	81

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



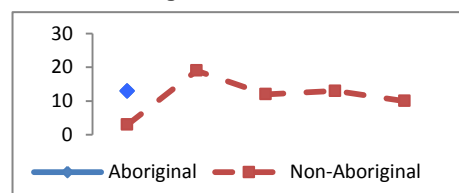
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	15	5	33	94	17	18
2014/15	Msk	Msk	Msk	76	11	14
2015/16	Msk	Msk	Msk	100	21	21
2016/17	Msk	Msk	Msk	68	13	19
2017/18	Msk	Msk	Msk	78	11	14

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	15	5	33	97	37	38
2014/15	Msk	Msk	Msk	75	26	35
2015/16	Msk	Msk	Msk	101	43	43
2016/17	Msk	Msk	Msk	69	30	43
2017/18	Msk	Msk	Msk	78	29	37

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	15	2	13	97	3	3
2014/15	Msk	Msk	Msk	75	14	19
2015/16	Msk	Msk	Msk	100	12	12
2016/17	Msk	Msk	Msk	69	9	13
2017/18	Msk	Msk	Msk	77	8	10

GLOSSARY

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

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

Special Needs (in performance-oriented reports)	<p>When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.</p>
Special Needs Categories	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A school-aged or adult individual enrolled in a BC school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>
Subject	<p>In the Provincial Required Examinations reports, "Subject" includes both French and English variants of equivalent curricula, in combination. For example, the subject Principles of Mathematics 10 contains both the English and French variants of the curriculum - respectively, Principles of Mathematics 10 and Principes de mathématiques 10.</p>