



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 071 Comox Valley

607 Cumberland Rd
Courtenay, BC, V9N 7G5
Phone: 250 334-5500

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?

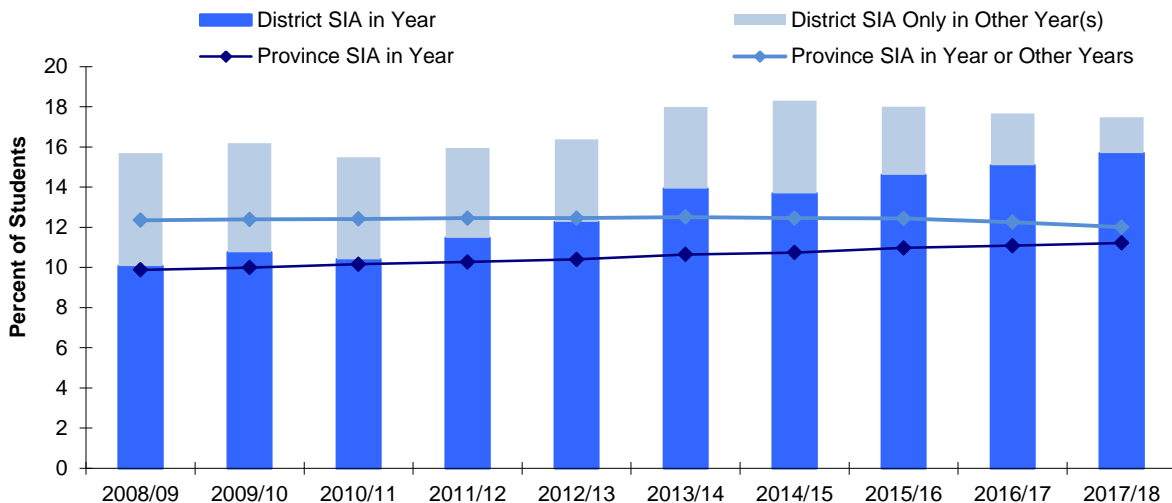
PLEASE NOTE

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	9,057	912	10.1	510	5.6	579,485	57,257	9.9	14,326	2.5
2009/10	9,305	1,000	10.7	506	5.4	580,480	58,017	10.0	13,887	2.4
2010/11	9,960	1,036	10.4	507	5.1	579,110	58,834	10.2	13,044	2.3
2011/12	9,843	1,129	11.5	441	4.5	569,734	58,531	10.3	12,445	2.2
2012/13	9,877	1,212	12.3	406	4.1	564,529	58,717	10.4	11,569	2.0
2013/14	8,667	1,207	13.9	352	4.1	558,983	59,502	10.6	10,444	1.9
2014/15	8,596	1,177	13.7	396	4.6	552,786	59,382	10.7	9,449	1.7
2015/16	8,188	1,196	14.6	278	3.4	553,376	60,706	11.0	8,109	1.5
2016/17	8,301	1,252	15.1	215	2.6	557,626	61,799	11.1	6,534	1.2
2017/18	8,852	1,389	15.7	158	1.8	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

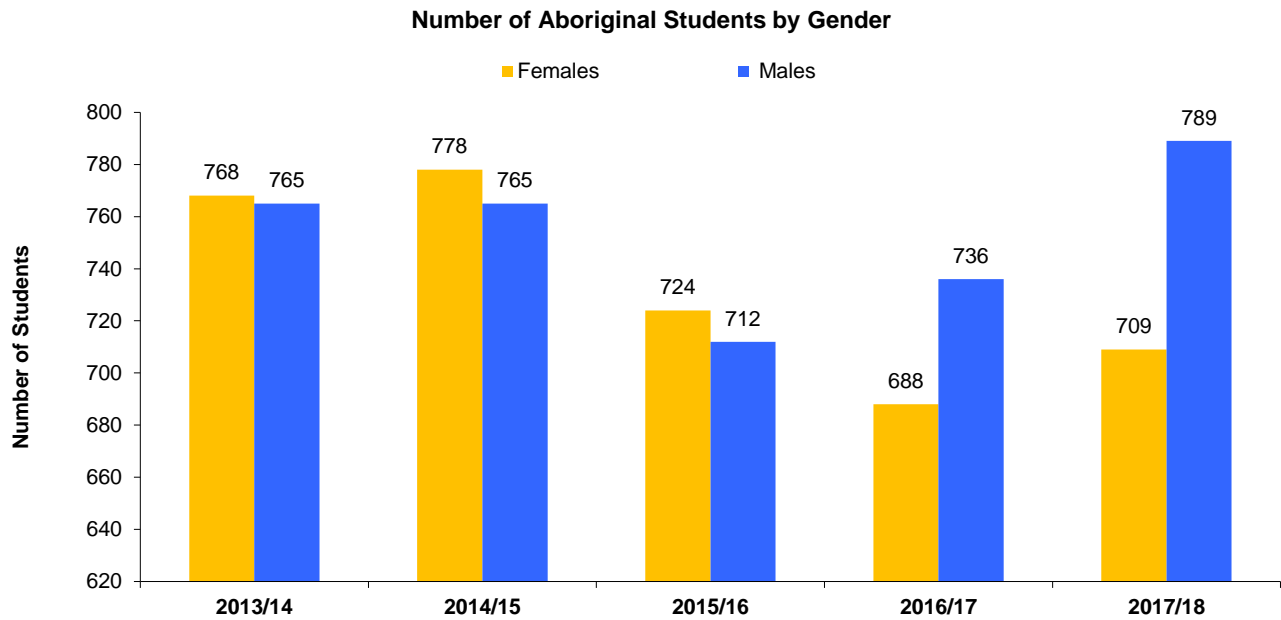
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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	8,667	1,533	17.7	768	8.9	765	8.8	69,182	34,363	34,819
2014/15	8,596	1,543	18.0	778	9.1	765	8.9	67,939	33,645	34,294
2015/16	8,188	1,436	17.5	724	8.8	712	8.7	67,749	33,432	34,317
2016/17	8,301	1,424	17.2	688	8.3	736	8.9	67,078	33,137	33,941
2017/18	8,852	1,498	16.9	709	8.0	789	8.9	66,142	32,575	33,567

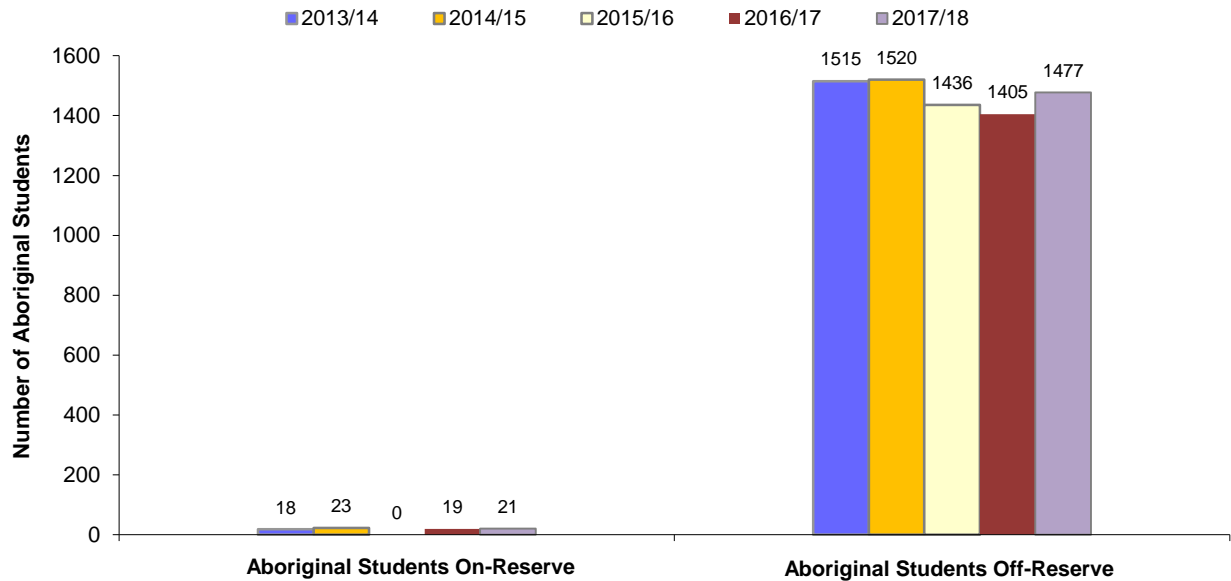


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	1,533	5	13	18	763	752	1,515	8,812	60,370
2014/15	1,543	8	15	23	770	750	1,520	8,143	59,796
2015/16	1,436	0	0	0	724	712	1,436	7,694	60,055
2016/17	1,424	6	13	19	682	723	1,405	7,285	59,793
2017/18	1,498	7	14	21	702	775	1,477	7,820	58,322

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

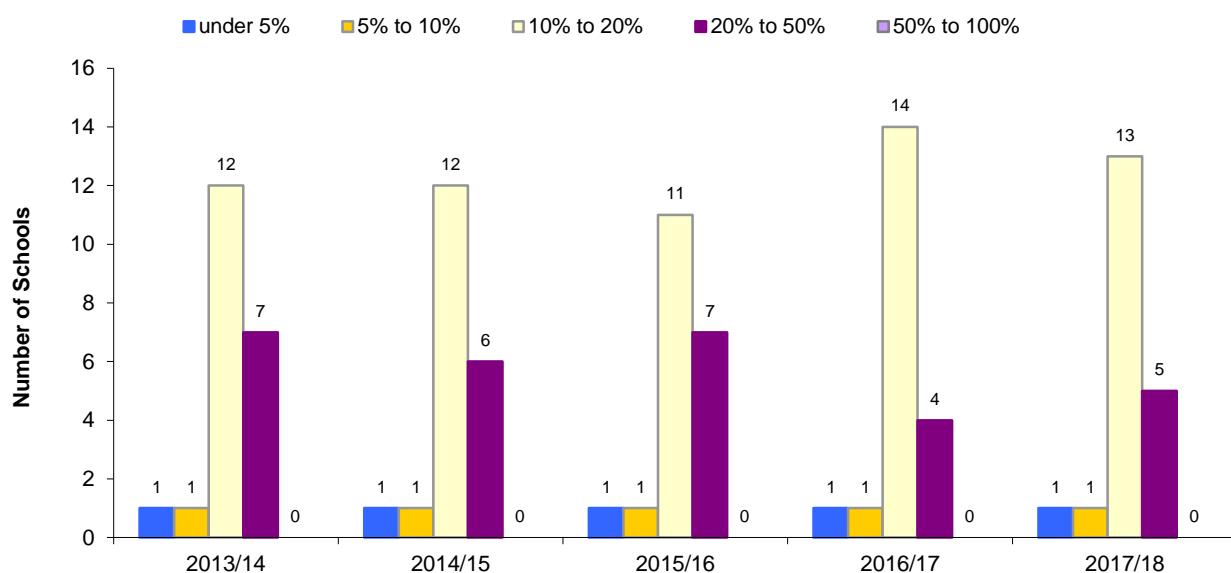


* Public schools only.

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	21	1	1	12	7	0	1,393	370	241	341	346	95
2014/15	20	1	1	12	6	0	1,385	393	223	335	337	97
2015/16	20	1	1	11	7	0	1,380	396	224	349	318	93
2016/17	20	1	1	14	4	0	1,369	400	229	348	300	92
2017/18	20	1	1	13	5	0	1,377	416	238	335	303	85

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

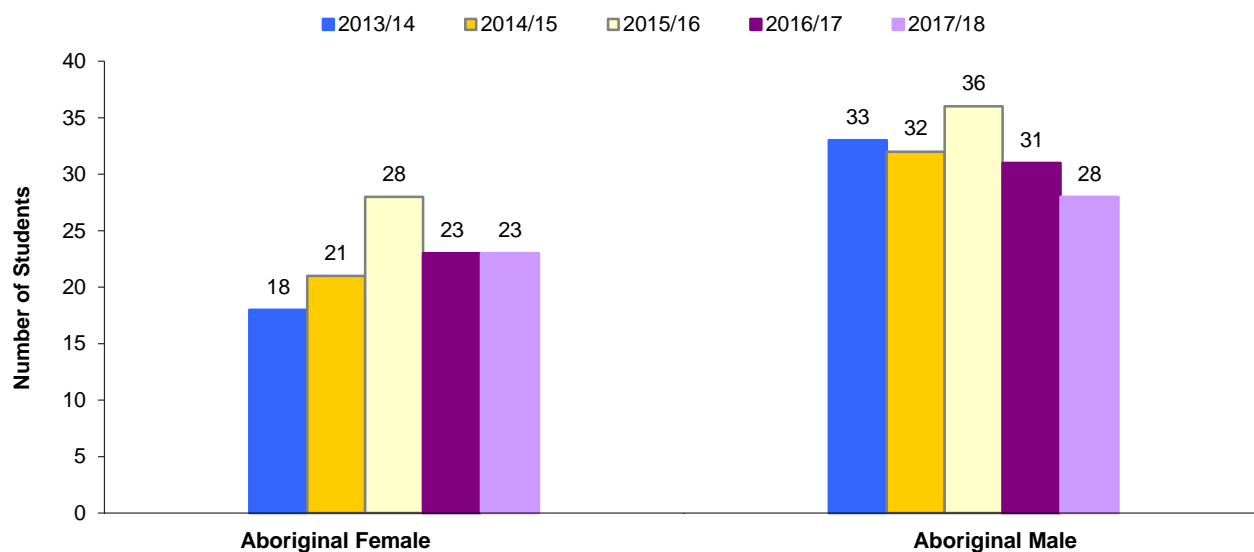


* Public schools only.

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	120	18	33	51	35	34	69	1,610	1,594	2,033	2,757
2014/15	126	21	32	53	30	43	73	1,595	1,560	1,981	2,618
2015/16	133	28	36	64	27	42	69	1,609	1,527	2,022	2,474
2016/17	125	23	31	54	37	34	71	1,605	1,543	2,037	2,468
2017/18	122	23	28	51	38	33	71	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



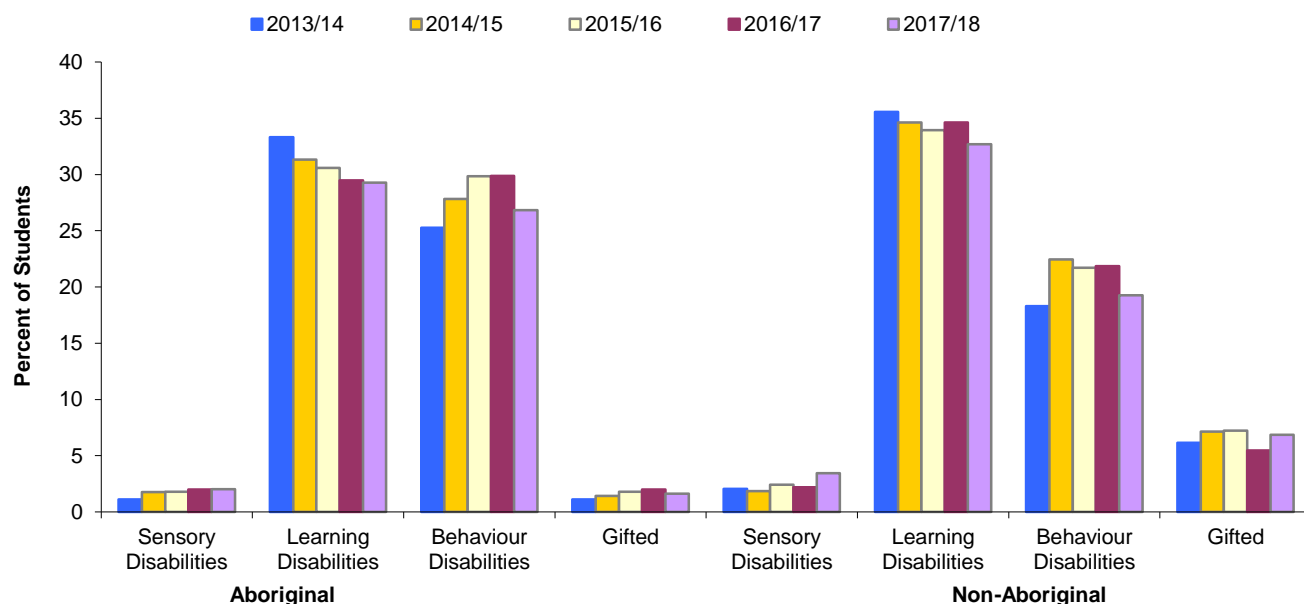
* Public schools only.

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	273	683	3	1	14	2	91	33	243	36	69	25	125	18	3	1	42	6
2014/15	284	699	5	2	13	2	89	31	242	35	79	28	157	22	4	1	50	7
2015/16	278	663	5	2	16	2	85	31	225	34	83	30	144	22	5	2	48	7
2016/17	251	641	5	2	14	2	74	29	222	35	75	30	140	22	5	2	35	5
2017/18	246	670	5	2	23	3	72	29	219	33	66	27	129	19	4	2	46	7

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).

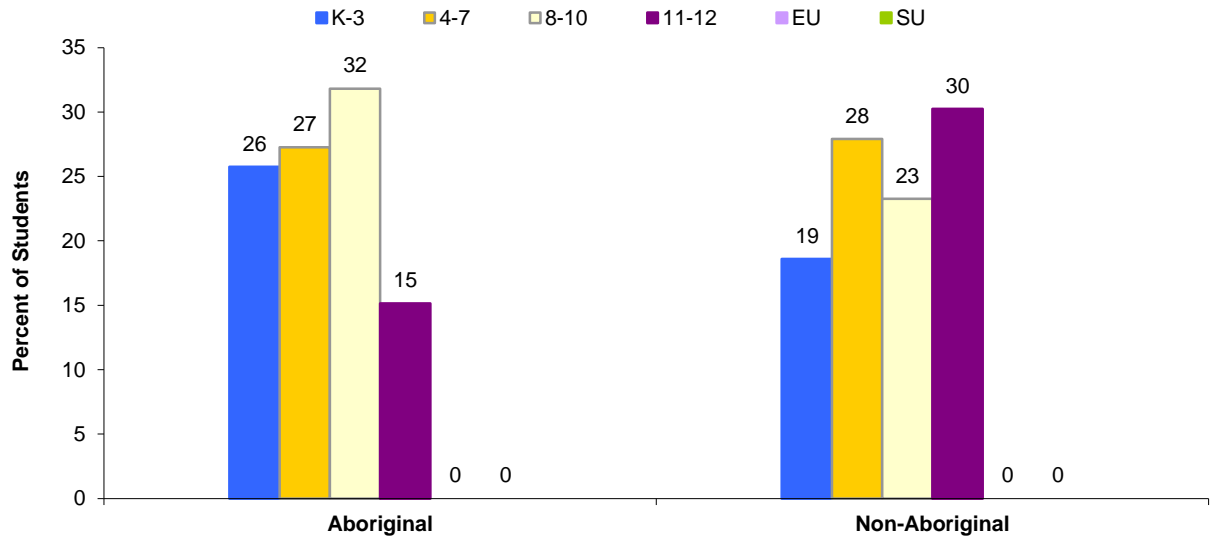
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	69	12	17	19	28	19	28	19	28	0	0	0	0
2014/15	79	12	15	20	25	26	33	21	27	0	0	0	0
2015/16	83	16	19	24	29	24	29	19	23	0	0	0	0
2016/17	75	24	32	20	27	20	27	11	15	0	0	0	0
2017/18	66	17	26	18	27	21	32	10	15	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	125	26	21	36	29	38	30	25	20	0	0	0	0
2014/15	157	31	20	33	21	64	41	29	18	0	0	0	0
2015/16	144	27	19	30	21	55	38	32	22	0	0	0	0
2016/17	140	25	18	40	29	41	29	34	24	0	0	0	0
2017/18	129	24	19	36	28	30	23	39	30	0	0	0	0

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



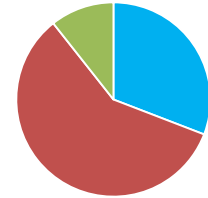
* Total includes Graduated Adults.

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

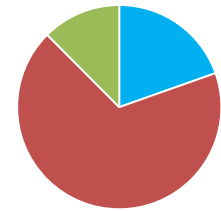
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	76	86	25	33	49	64	2	3
2014/15	77	88	24	31	49	64	4	5
2015/16	85	84	23	27	59	69	3	4
2016/17	90	79	25	28	64	71	1	1
			Emerging		On Track		Extending	
2017/18	94	82	29	31	55	59	10	11



■ Emerging ■ On Track ■ Extending

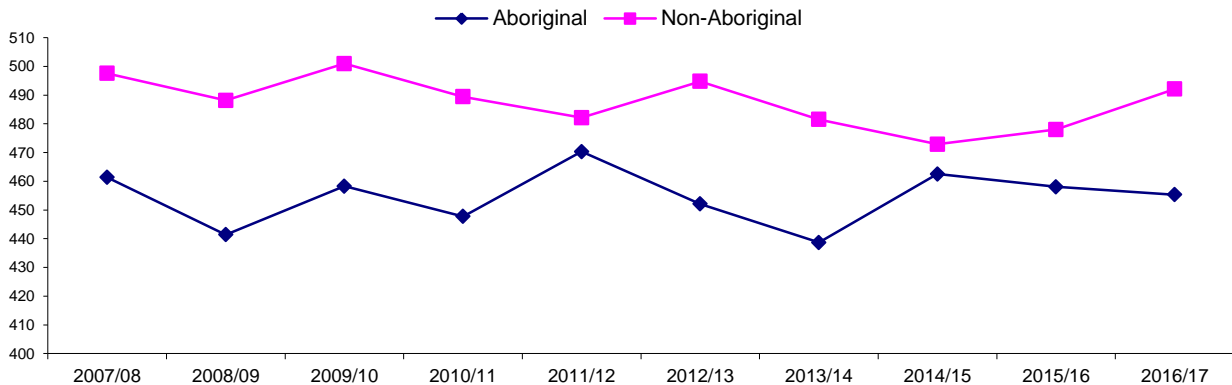
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	420	89	83	20	298	71	39	9
2014/15	391	87	91	23	256	65	44	11
2015/16	380	88	84	22	257	68	39	10
2016/17	400	78	67	17	284	71	49	12
			Emerging		On Track		Extending	
2017/18	449	85	88	20	305	68	56	12



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

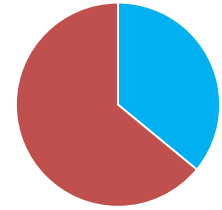


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

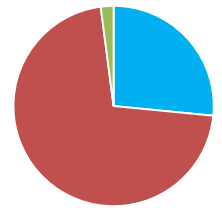
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	73	83	28	38	45	62	0	0
2014/15	72	82	24	33	48	67	0	0
2015/16	86	85	32	37	54	63	0	0
2016/17	88	77	50	57	38	43	0	0
			Emerging		On Track		Extending	
2017/18	89	77	32	36	57	64	0	0



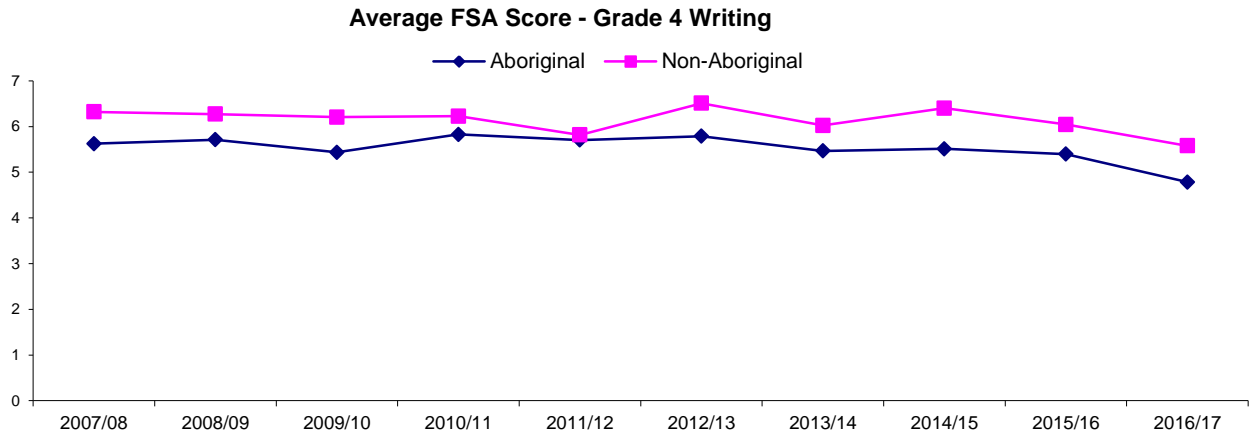
■ Emerging ■ On Track
■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	411	87	111	27	292	71	8	2
2014/15	385	86	66	17	309	80	10	3
2015/16	372	86	78	21	290	78	4	1
2016/17	388	75	150	39	233	60	5	1
			Emerging		On Track		Extending	
2017/18	437	82	116	27	312	71	9	2



■ Emerging ■ On Track
■ Extending

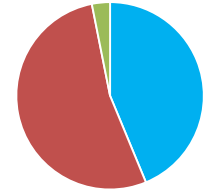


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

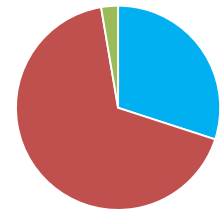
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	75	85	27	36	48	64	0	0
2014/15	75	85	25	33	48	64	2	3
2015/16	89	88	32	36	56	63	1	1
2016/17	91	80	40	44	49	54	2	2
			Emerging		On Track		Extending	
2017/18	96	83	42	44	51	53	3	3



■ Emerging ■ On Track ■ Extending

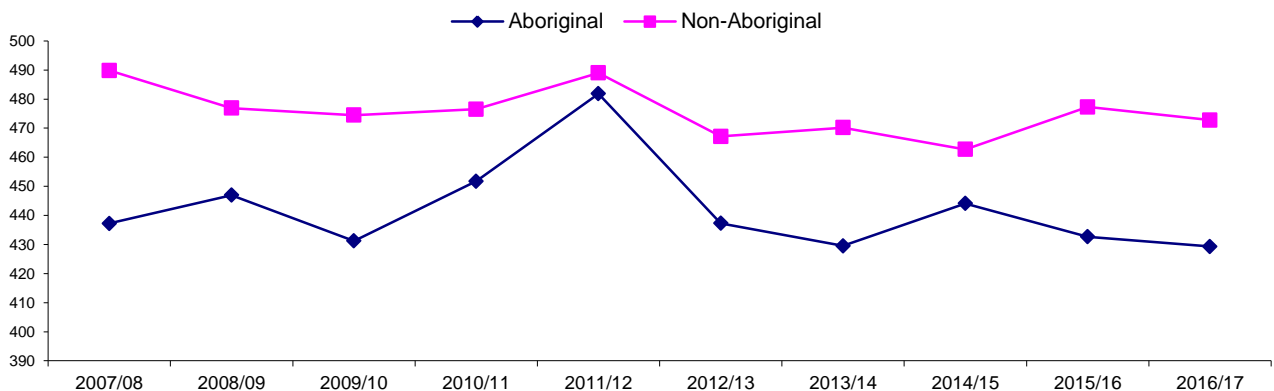
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	419	88	99	24	300	72	20	5
2014/15	388	87	107	28	262	68	19	5
2015/16	379	87	75	20	285	75	19	5
2016/17	402	78	104	26	265	66	33	8
			Emerging		On Track		Extending	
2017/18	450	85	135	30	303	67	12	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

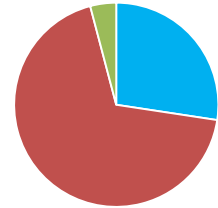


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

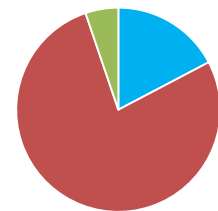
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	92	84	28	30	61	66	3	3
2014/15	79	78	25	32	52	66	2	3
2015/16	80	85	22	28	57	71	1	1
2016/17	70	69	28	40	40	57	2	3
			Emerging		On Track		Extending	
2017/18	73	78	20	27	50	68	3	4



■ Emerging ■ On Track ■ Extending

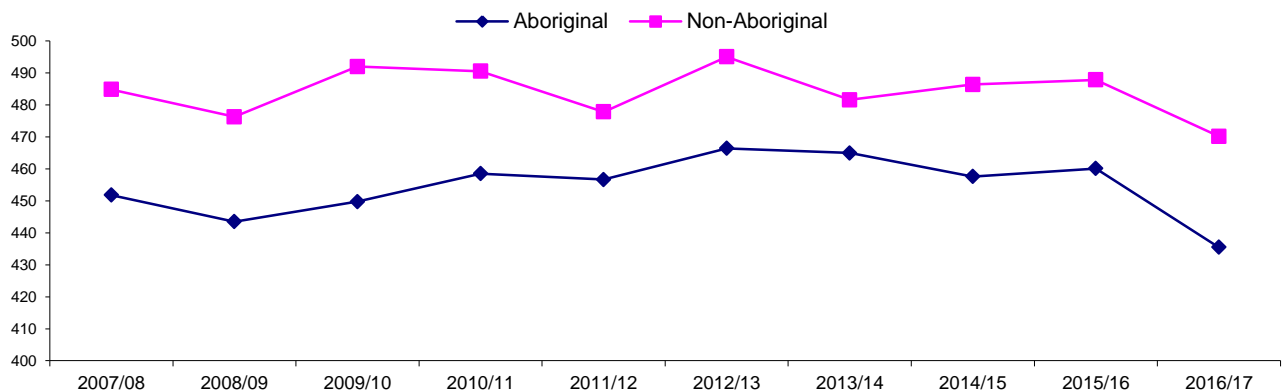
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	414	87	105	25	269	65	40	10
2014/15	391	86	99	25	245	63	47	12
2015/16	401	90	88	22	272	68	41	10
2016/17	375	74	101	27	242	65	32	9
			Emerging		On Track		Extending	
2017/18	422	83	73	17	327	77	22	5



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

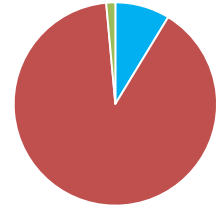


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

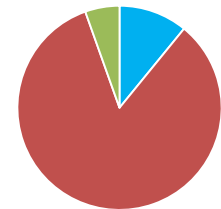
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	87	80	19	22	65	75	3	3
2014/15	77	76	13	17	61	79	3	4
2015/16	78	83	18	23	60	77	0	0
2016/17	60	59	34	57	26	43	0	0
			Emerging		On Track		Extending	
2017/18	69	74	6	9	62	90	1	1



■ Emerging ■ On Track
■ Extending

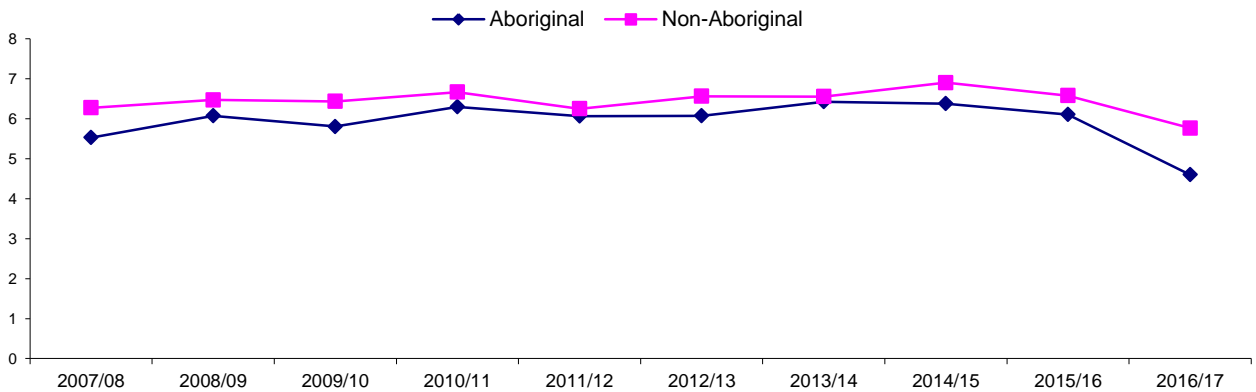
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	401	84	74	18	310	77	17	4
2014/15	386	85	34	9	334	87	18	5
2015/16	391	88	58	15	316	81	17	4
2016/17	350	69	136	39	200	57	14	4
			Emerging		On Track		Extending	
2017/18	404	79	44	11	338	84	22	5



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

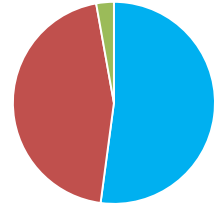


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

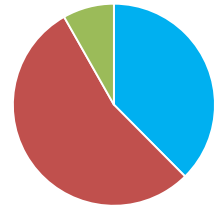
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	91	83	38	42	50	55	3	3
2014/15	81	80	41	51	39	48	1	1
2015/16	81	86	47	58	33	41	1	1
2016/17	69	68	40	58	29	42	0	0
			Emerging		On Track		Extending	
2017/18	71	76	37	52	32	45	2	3



■ Emerging ■ On Track
■ Extending

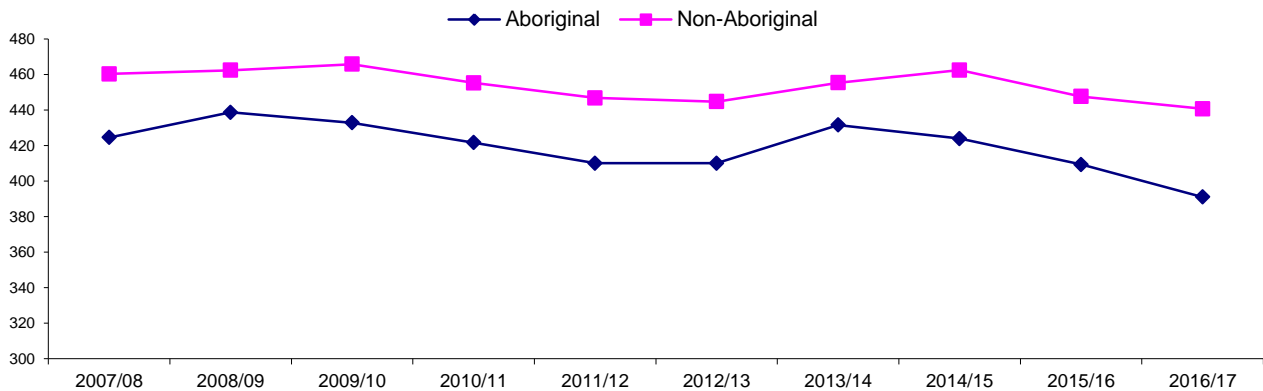
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	403	85	130	32	250	62	23	6
2014/15	388	85	124	32	237	61	27	7
2015/16	394	89	132	34	241	61	21	5
2016/17	367	73	161	44	184	50	22	6
			Emerging		On Track		Extending	
2017/18	426	84	160	38	231	54	35	8



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

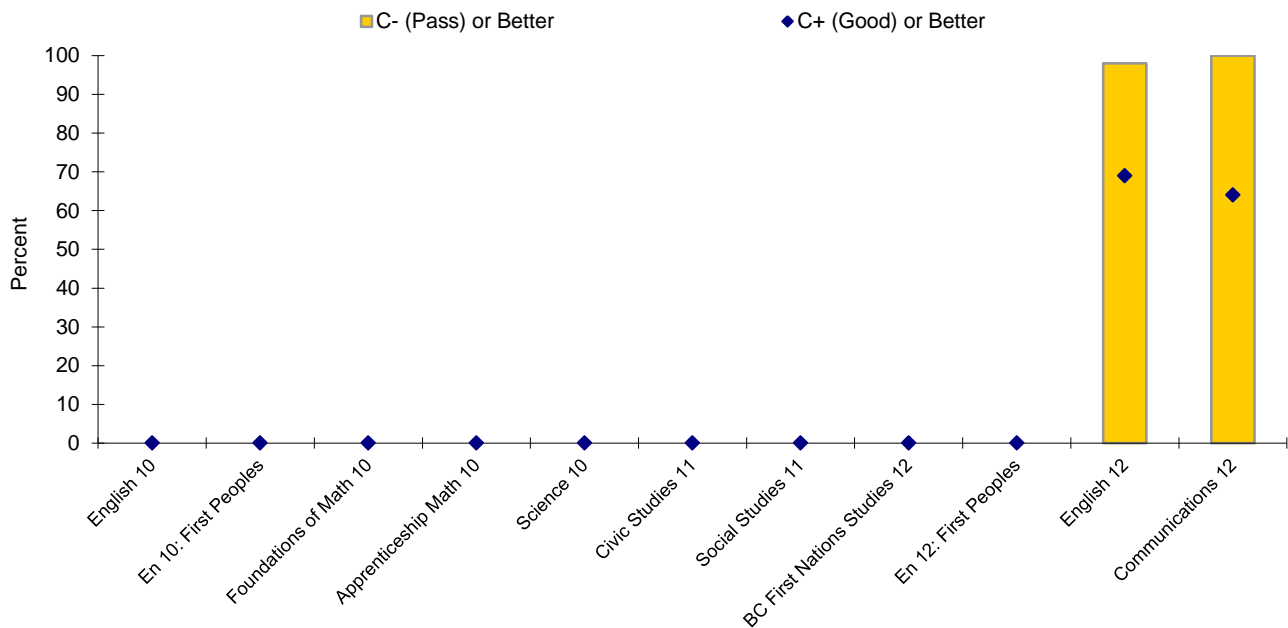
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12	59	58	98	41	69	432	427	99	320	74
Communications 12	22	22	100	14	64	53	53	100	37	70

Final Marks Overview: Aboriginal Results 2017/18

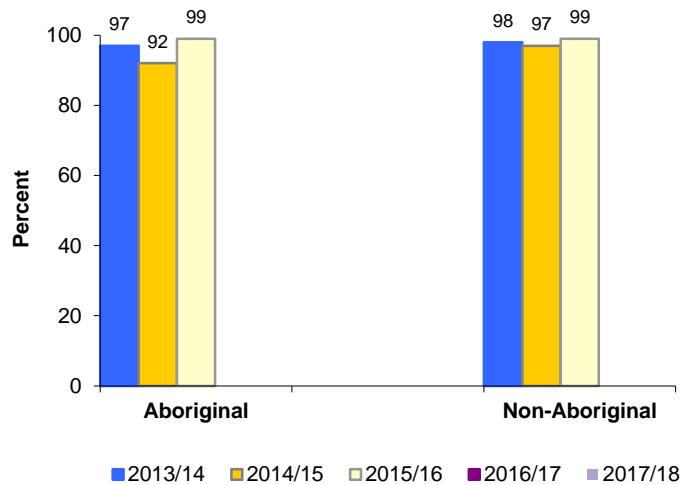


FINAL MARKS: ENGLISH 10

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	86	83	97	51	59	510	499	98	354	69
2014/15	99	91	92	61	62	522	507	97	369	71
2015/16	94	93	99	55	59	496	489	99	366	74
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	86	135	78	8	510	635	481	29	
2014/15	99	144	92	7	522	617	458	64	
2015/16	94	133	87	7	496	567	427	69	
2016/17	-	132	-	-	-	586	-	-	
2017/18	-	123	-	-	-	606	-	-	

ENGLISH 10: C- (Pass) or Better



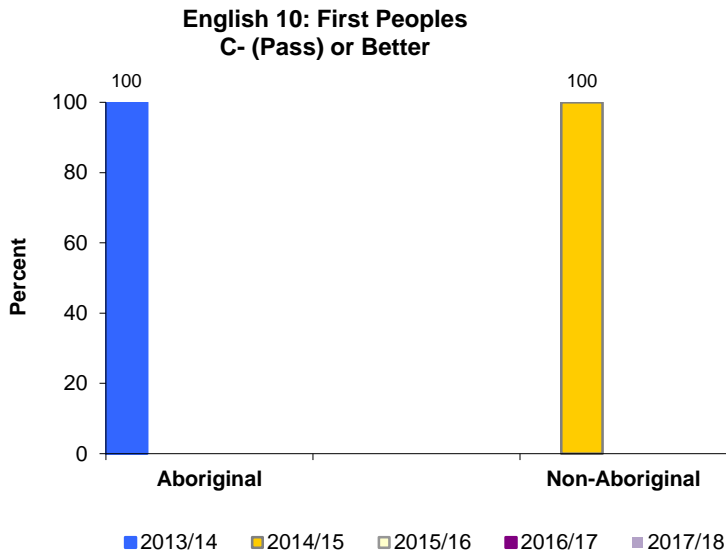
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	21	21	100	14	67	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	10	10	100	8	80
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	21	135	19	2	Msk	635	Msk	Msk
2014/15	Msk	144	Msk	Msk	10	617	10	0
2015/16	-	133	-	-	-	567	-	-
2016/17	-	132	-	-	-	586	-	-
2017/18	-	123	-	-	-	606	-	-



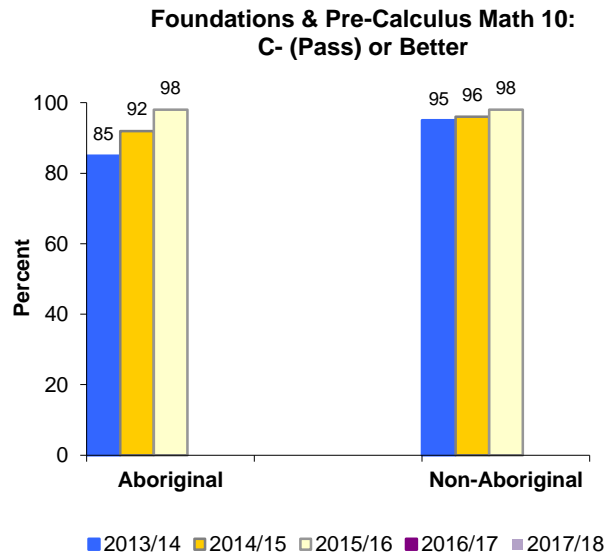
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	66	56	85	28	42	413	394	95	271	66
2014/15	49	45	92	32	65	373	357	96	236	63
2015/16	45	44	98	23	51	353	346	98	231	65
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	66	135	55	11	413	635	376	37	
2014/15	49	144	47	2	373	617	344	29	
2015/16	45	133	36	9	353	567	320	33	
2016/17	-	132	-	-	-	586	-	-	
2017/18	-	123	-	-	-	606	-	-	



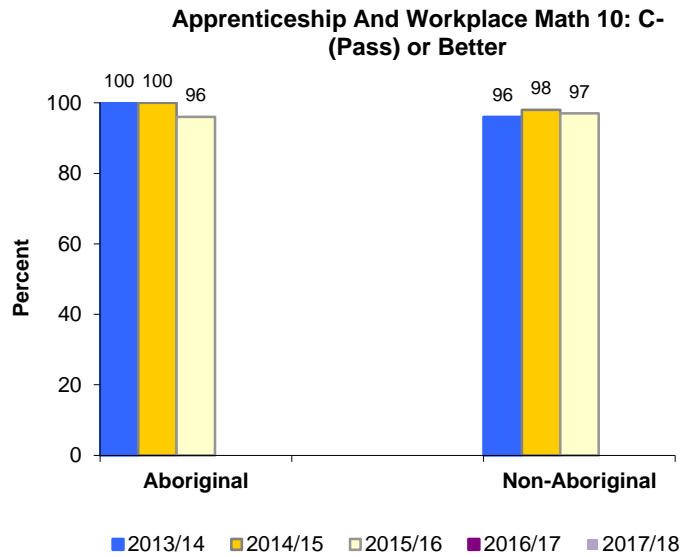
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	52	52	100	30	58	142	136	96	82	58
2014/15	55	55	100	22	40	148	145	98	89	60
2015/16	56	54	96	24	43	132	128	97	73	55
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2013/14	52	135	41	11	142	635	111	31		
2014/15	55	144	37	18	148	617	127	21		
2015/16	56	133	49	7	132	567	102	30		
2016/17	-	132	-	-	-	586	-	-		
2017/18	-	123	-	-	-	606	-	-		



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

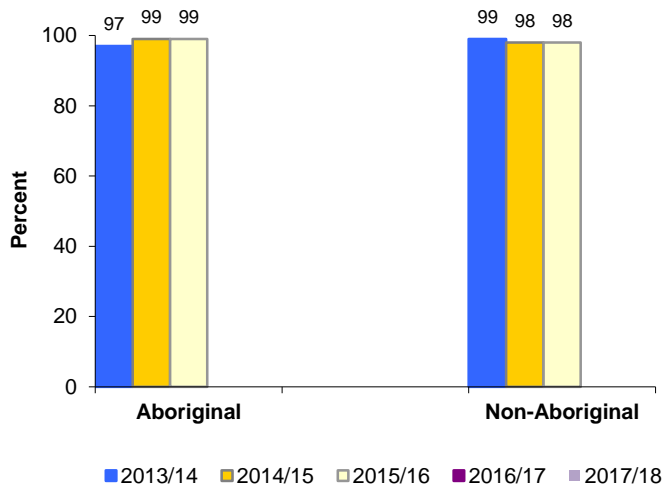
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	109	106	97	55	50	521	517	99	374	72
2014/15	98	97	99	54	55	504	493	98	342	68
2015/16	85	84	99	51	60	452	445	98	318	70
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	109	135	100	9	521	635	490	31	
2014/15	98	144	89	9	504	617	472	32	
2015/16	85	133	82	3	452	567	423	29	
2016/17	-	132	-	-	-	586	-	-	
2017/18	-	123	-	-	-	606	-	-	

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.

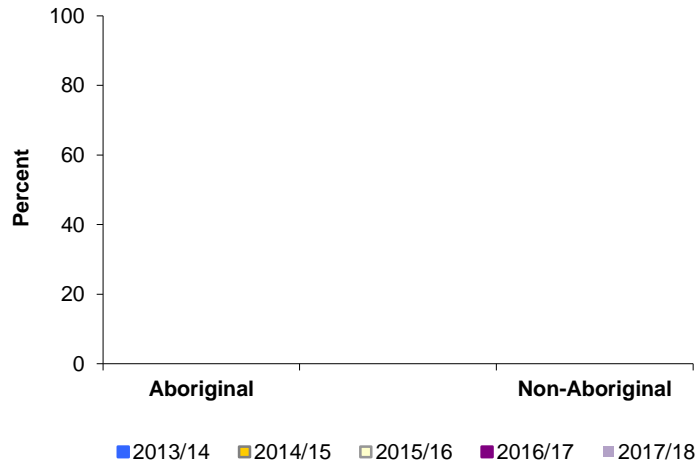
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	-	192	-	-	-	938	-	-		
2014/15	-	180	-	-	-	936	-	-		
2015/16	-	155	-	-	-	818	-	-		
2016/17	-	127	-	-	-	718	-	-		
2017/18	-	148	-	-	-	822	-	-		

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.

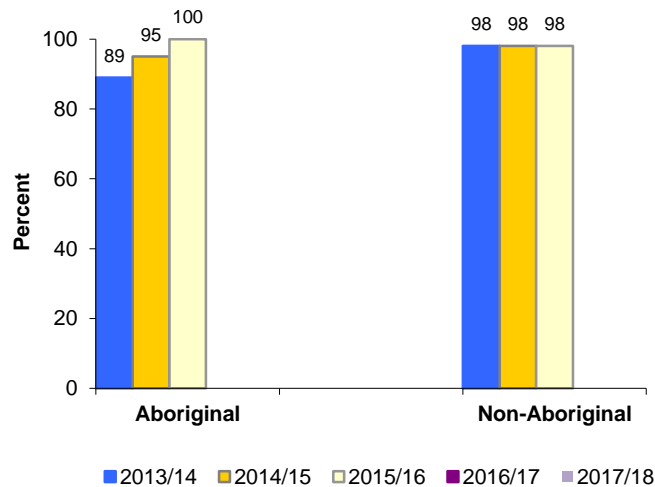
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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	54	48	89	25	46	460	449	98	316	69
2014/15	63	60	95	44	70	460	449	98	353	77
2015/16	86	86	100	52	60	501	492	98	367	73
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	54	192	52	2	460	938	422	38		
2014/15	63	180	57	6	460	936	426	34		
2015/16	86	155	75	11	501	818	451	50		
2016/17	-	127	-	-	-	718	-	-		
2017/18	-	148	-	-	-	822	-	-		

Social Studies 11: C- (Pass) or Better



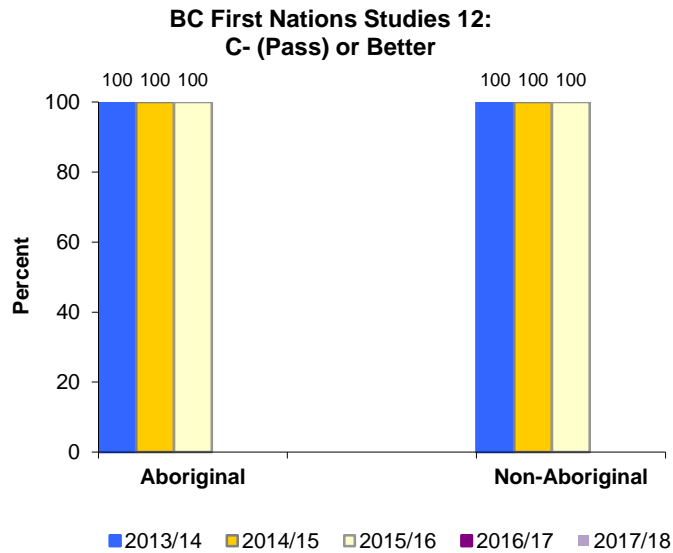
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	42	42	100	24	57	39	39	100	29	74
2014/15	36	36	100	24	67	33	33	100	17	52
2015/16	15	15	100	11	73	15	15	100	14	93
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	42	167	12	30	39	943	21	18	
2014/15	36	147	6	30	33	829	11	22	
2015/16	15	159	9	6	15	866	4	11	
2016/17	-	142	-	-	-	766	-	-	
2017/18	-	144	-	-	-	874	-	-	



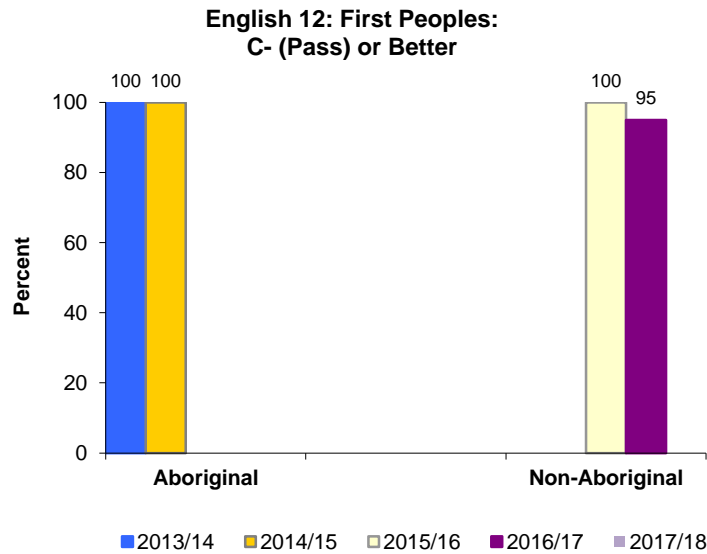
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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	13	13	100	7	54	Msk	Msk	Msk	Msk	Msk
2014/15	11	11	100	7	64	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	14	14	100	7	50
2016/17	Msk	Msk	Msk	Msk	Msk	22	21	95	14	64
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	13	167	13	0	Msk	943	Msk	Msk	
2014/15	11	147	10	1	Msk	829	Msk	Msk	
2015/16	Msk	159	Msk	Msk	14	866	12	2	
2016/17	Msk	142	Msk	Msk	22	766	22	0	
2017/18	Msk	144	-	-	Msk	874	-	-	



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

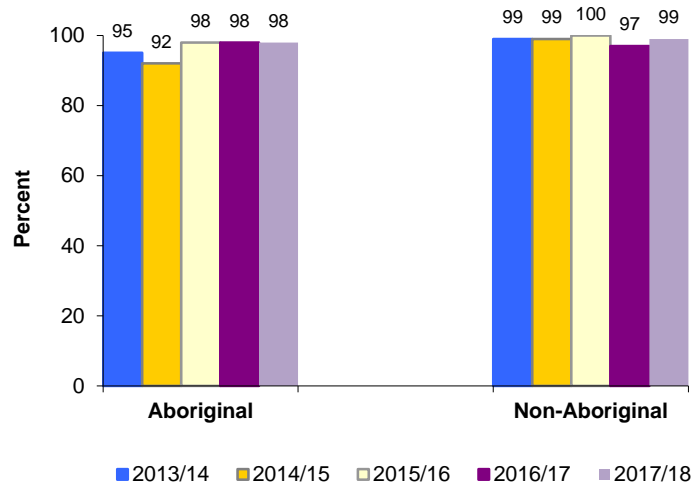
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	63	60	95	35	56	523	517	99	397	76
2014/15	50	46	92	26	52	405	399	99	289	71
2015/16	66	65	98	40	61	447	446	100	320	72
2016/17	54	53	98	31	57	438	426	97	319	73
2017/18	59	58	98	41	69	432	427	99	320	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	63	167	58	5	523	943	493	30	
2014/15	50	147	47	3	405	829	379	26	
2015/16	66	159	59	7	447	866	420	27	
2016/17	54	142	48	6	438	766	402	36	
2017/18	59	144	-	-	432	874	-	-	

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.

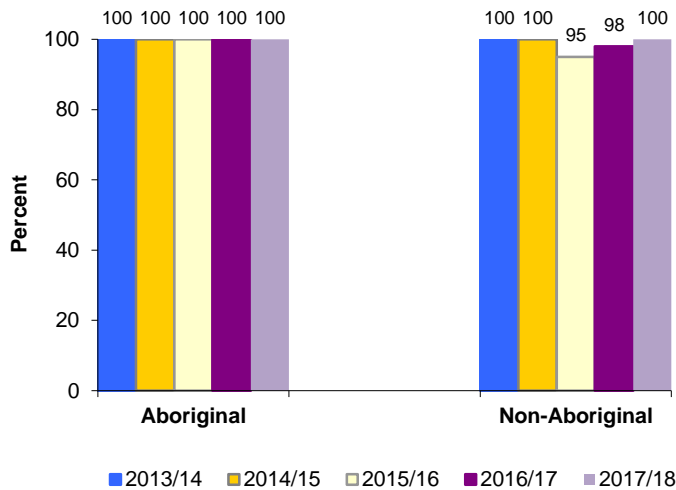
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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	24	24	100	12	50	72	72	100	41	57
2014/15	25	25	100	13	52	70	70	100	46	66
2015/16	25	25	100	15	60	59	56	95	24	41
2016/17	25	25	100	16	64	63	62	98	25	40
2017/18	22	22	100	14	64	53	53	100	37	70

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	24	167	23	1	72	943	65	7		
2014/15	25	147	23	2	70	829	62	8		
2015/16	25	159	22	3	59	866	54	5		
2016/17	25	142	21	4	63	766	56	7		
2017/18	22	144	-	-	53	874	-	-		

Communications 12: C- (Pass) or Better



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

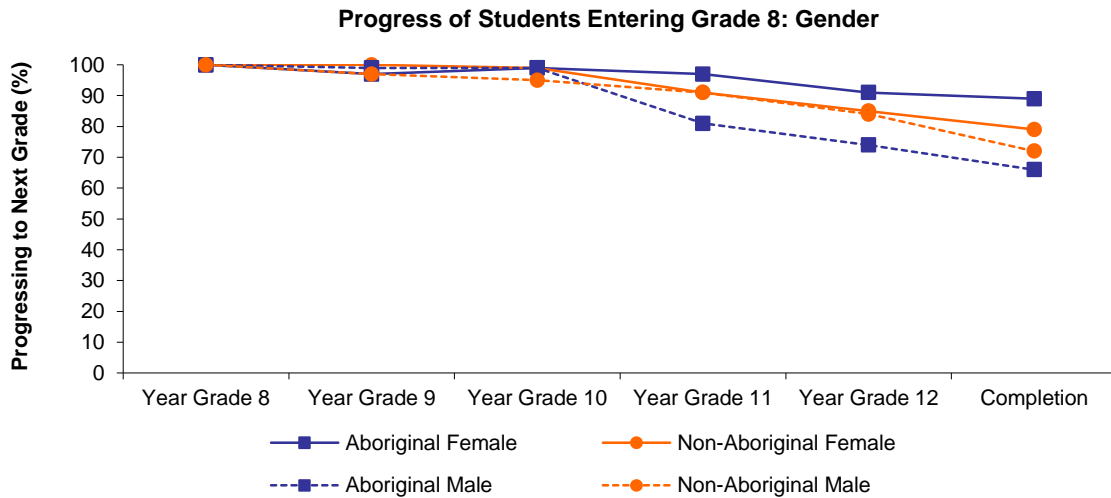
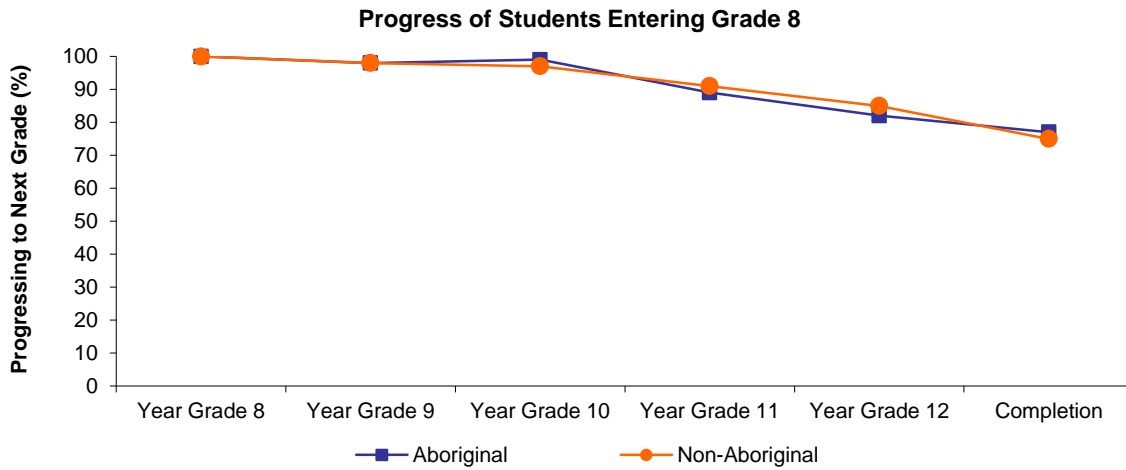
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	98	97	99	98	100	97
	Grade 10	99	99	99	97	99	95
	Grade 11	89	97	81	91	91	91
	Grade 12	82	91	74	85	85	84
2017/18	Completion	77	89	66	75	79	72



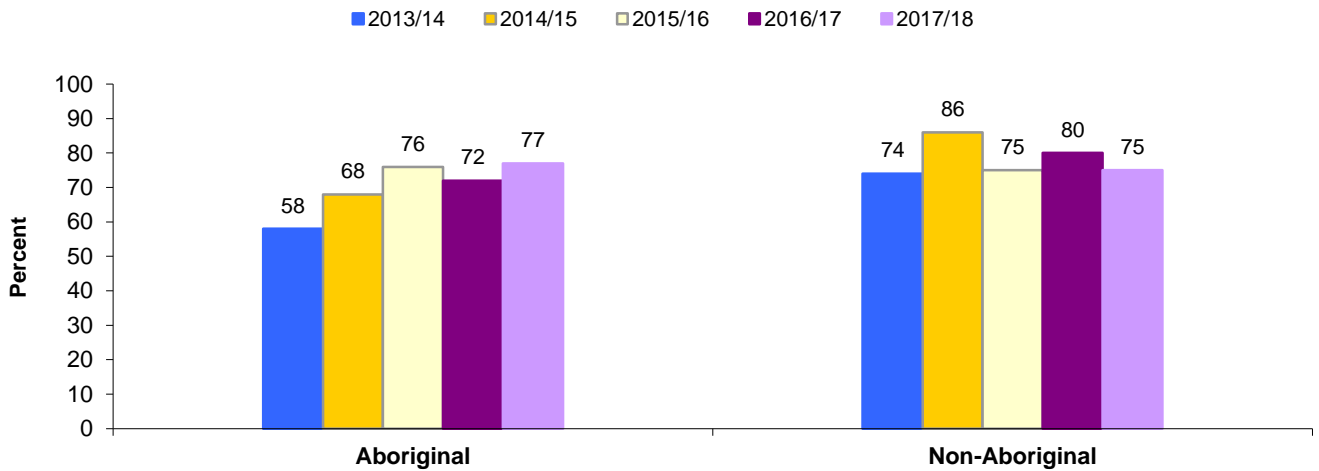
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

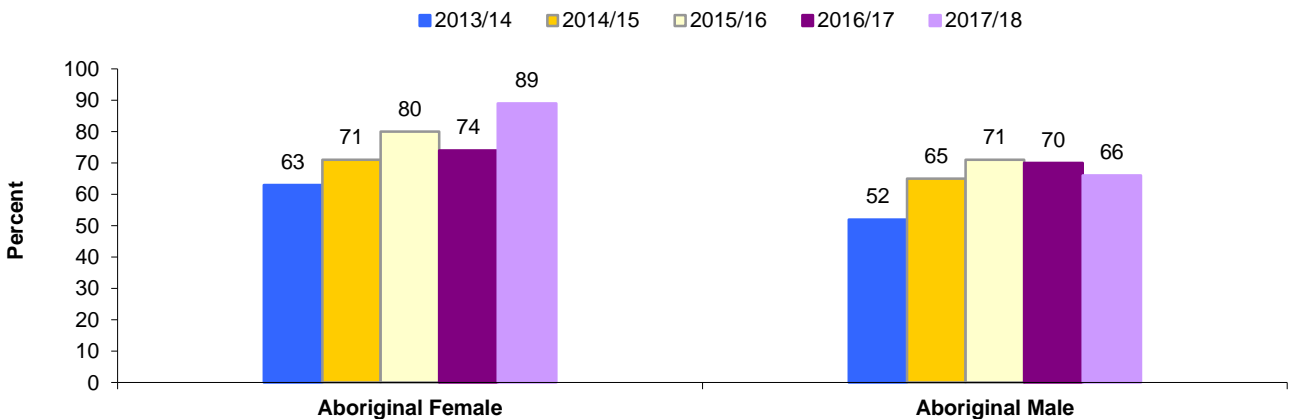
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	58	63	52	74	77	70
2014/15	68	71	65	86	87	86
2015/16	76	80	71	75	80	71
2016/17	72	74	70	80	82	79
2017/18	77	89	66	75	79	72

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).

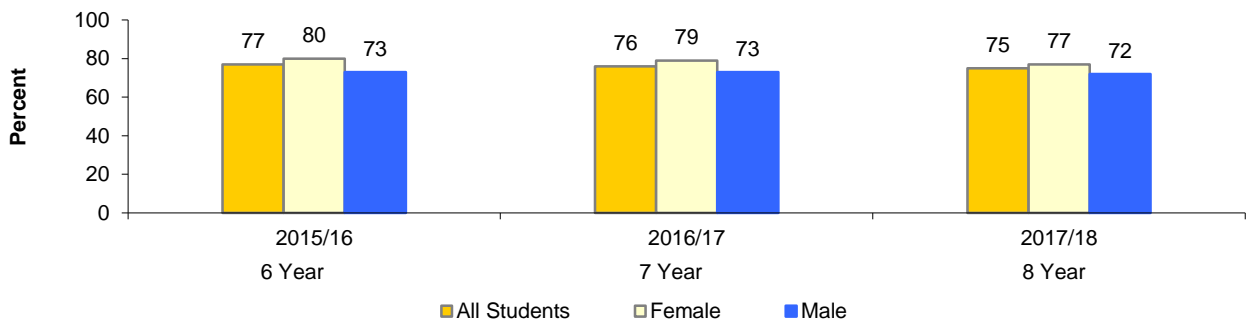
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

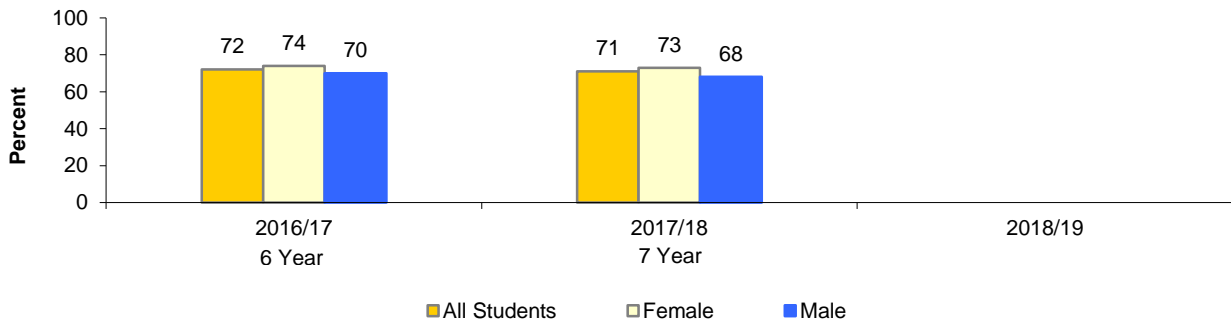
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	77	80	73	76	79	73	75	77	72
2011/12	72	74	70	71	73	68	-	-	-
2012/13	77	89	66	-	-	-	-	-	-

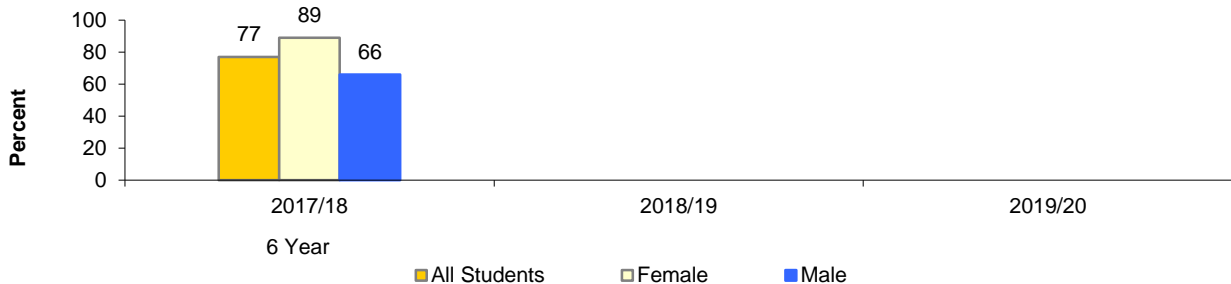
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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



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



* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

The School Completion Certificate ("Evergreen" Certificate) was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2013/14	155	Msk	Msk	896	19	2
2014/15	141	Msk	Msk	756	Msk	Msk
2015/16	143	Msk	Msk	790	Msk	Msk
2016/17	134	Msk	Msk	729	Msk	Msk
2017/18	135	Msk	Msk	823	10	1

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	155	84	54	896	554	62
2014/15	141	66	47	756	435	58
2015/16	143	91	64	790	514	65
2016/17	134	76	57	729	461	63
2017/18	135	82	61	823	472	57

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	155	Msk	Msk	896	23	3
2014/15	141	Msk	Msk	756	22	3
2015/16	143	13	9	790	20	3
2016/17	134	11	8	729	17	2
2017/18	135	Msk	Msk	823	28	3

* 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	74	40	54	34	46
2014/15	72	39	54	33	46
2015/16	52	27	52	25	48
2016/17	47	26	55	21	45
2017/18	42	26	62	16	38

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	1,533	40	3
2014/15	1,543	39	3
2015/16	1,436	27	2
2016/17	1,424	26	2
2017/18	1,498	26	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	69	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	72	Msk	Msk	78	Msk	Msk	Msk
2016/17	44	Msk	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	-	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	-	Msk	-	-	-
2016/17	Msk	-	-	-	Msk	Msk	Msk
2017/18	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	57	100	16	28.1	6	10.5	2	3.5	3	5.3		
Non-Aboriginal	514	100	167	32.5	57	11.1	16	3.1	13	2.5		

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	119	100	11	9.2	8	6.7	3	2.5	4	3.4		
Non-Aboriginal	1,299	100	107	8.2	41	3.2	23	1.8	19	1.5		

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	57	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	514	100	5	1.0	1	0.2	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	119	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	1,299	100	14	1.1	7	0.5	9	0.7	-	-		

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	57	100	5	8.8	-	-	-	-	-	-
Non-Aboriginal	514	100	37	7.2	5	1.0	2	0.4	2	0.4

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	119	100	1	0.8	-	-	-	-	-	-
Non-Aboriginal	1,299	100	9	0.7	1	0.1	4	0.3	-	-

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	57	100	1	1.8	3	5.3	-	-	-	-
Non-Aboriginal	514	100	22	4.3	4	0.8	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	119	100	5	4.2	1	0.8	1	0.8	-	-
Non-Aboriginal	1,299	100	40	3.1	15	1.2	7	0.5	3	0.2

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

STUDENT 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

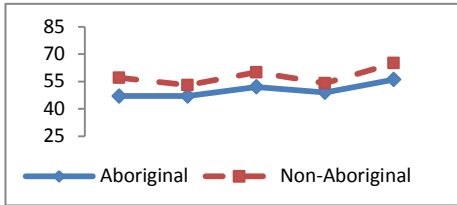
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

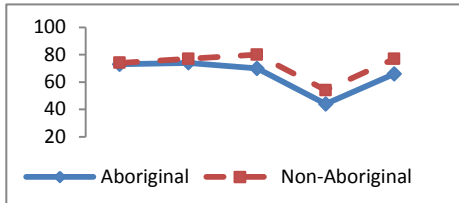
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



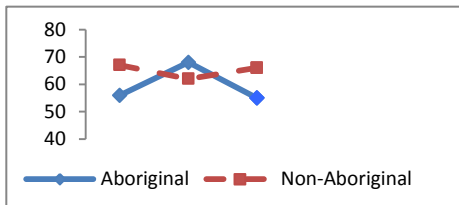
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	60	28	47	346	196	57
2014/15	45	21	47	239	126	53
2015/16	73	38	52	326	194	60
2016/17	72	35	49	291	158	54
2017/18	80	45	56	400	259	65

Do adults in the school treat all students fairly?



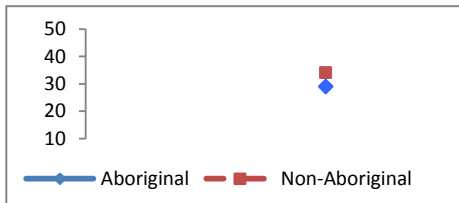
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	45	73	342	252	74
2014/15	47	35	74	239	183	77
2015/16	73	51	70	319	255	80
2016/17	71	31	44	294	158	54
2017/18	76	50	66	399	306	77

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



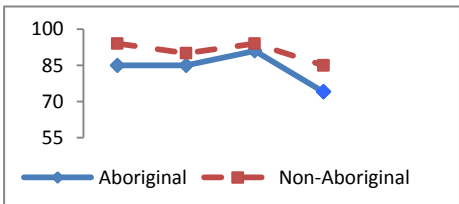
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	34	56	352	237	67
2014/15	47	32	68	243	150	62
2015/16	77	42	55	327	216	66
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



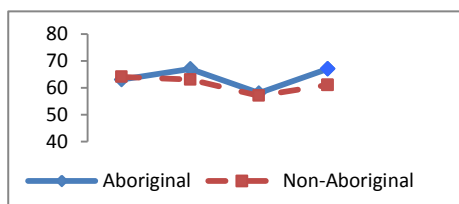
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many		Gr 4 Respondents #	All or many	
	#	#	%	#	#	%
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	68	20	29	294	100	34
2017/18	-	-	-	-	-	-

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	61	52	85	349	327	94
2014/15	46	39	85	238	214	90
2015/16	77	70	91	328	308	94
2016/17	66	49	74	289	247	85
2017/18	-	-	-	-	-	-

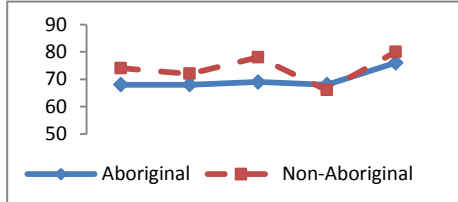
At school, are you being taught about Aboriginal peoples in Canada?



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	63	40	63	346	221	64
2014/15	46	31	67	240	151	63
2015/16	77	45	58	322	185	57
2016/17	66	44	67	287	175	61
2017/18	-	-	-	-	-	-

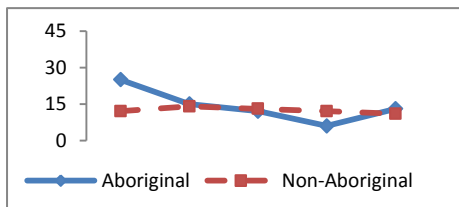
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



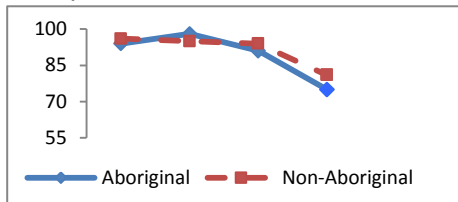
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	63	43	68	348	258	74
2014/15	47	32	68	240	173	72
2015/16	78	54	69	330	256	78
2016/17	65	44	68	290	192	66
2017/18	78	59	76	395	317	80

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



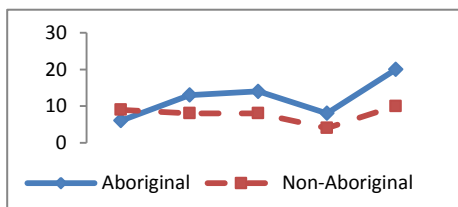
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	64	16	25	345	41	12
2014/15	46	7	15	238	34	14
2015/16	77	9	12	326	41	13
2016/17	64	4	6	289	35	12
2017/18	80	10	13	399	44	11

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	63	59	94	352	339	96
2014/15	46	45	98	244	232	95
2015/16	76	69	91	335	314	94
2016/17	72	54	75	294	238	81
2017/18	-	-	-	-	-	-

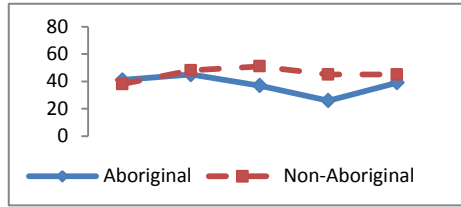
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	4	6	340	31	9
2014/15	46	6	13	238	19	8
2015/16	74	10	14	320	25	8
2016/17	71	6	8	294	12	4
2017/18	80	16	20	397	41	10

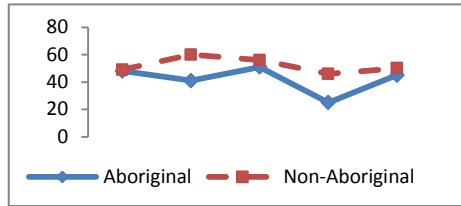
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



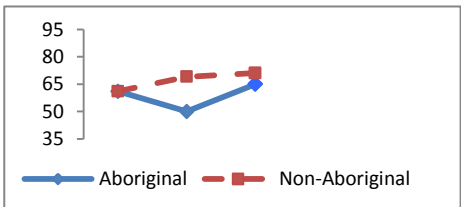
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	66	27	41	379	145	38
2014/15	56	25	45	235	113	48
2015/16	59	22	37	330	168	51
2016/17	54	14	26	283	126	45
2017/18	70	27	39	393	175	45

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	66	32	48	373	184	49
2014/15	58	24	41	224	134	60
2015/16	61	31	51	320	180	56
2016/17	53	13	25	281	128	46
2017/18	71	32	45	395	196	50

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



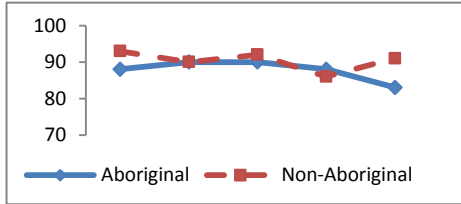
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	67	41	61	374	227	61
2014/15	58	29	50	231	159	69
2015/16	60	39	65	329	232	71
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



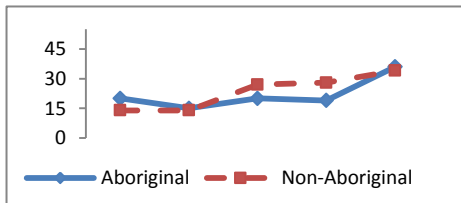
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	53	18 34	284	104 37
2017/18	71	21 30	392	165 42

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	67	59	88	377	352	93
2014/15	59	53	90	231	209	90
2015/16	61	55	90	332	307	92
2016/17	52	46	88	279	239	86
2017/18	71	59	83	385	352	91

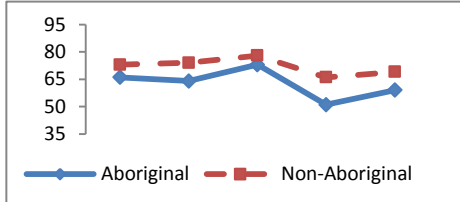
At school, are you being taught about Aboriginal peoples in Canada?



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	66	13	20	371	51	14
2014/15	55	8	15	221	31	14
2015/16	61	12	20	330	88	27
2016/17	52	10	19	283	78	28
2017/18	70	25	36	390	134	34

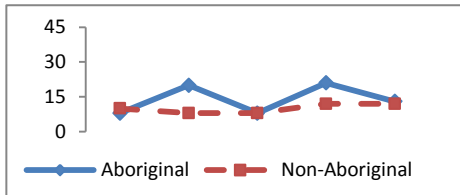
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



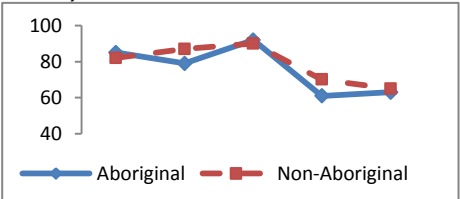
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	67	44	66	372	271	73
2014/15	58	37	64	226	168	74
2015/16	60	44	73	330	258	78
2016/17	53	27	51	280	185	66
2017/18	71	42	59	391	269	69

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



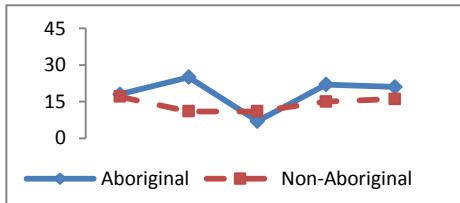
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	64	5	8	375	36	10
2014/15	56	11	20	226	19	8
2015/16	61	5	8	329	25	8
2016/17	52	11	21	280	34	12
2017/18	71	9	13	389	45	12

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	65	55	85	380	312	82
2014/15	58	46	79	230	201	87
2015/16	60	55	92	327	293	90
2016/17	54	33	61	282	196	70
2017/18	71	45	63	395	256	65

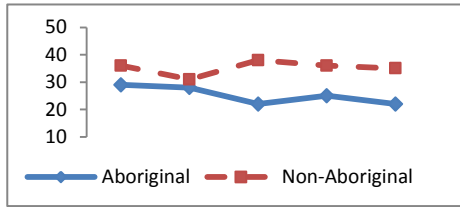
I would like to go to a different school.



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	11	18	375	62	17
2014/15	57	14	25	218	24	11
2015/16	59	4	7	323	36	11
2016/17	54	12	22	282	42	15
2017/18	71	15	21	395	62	16

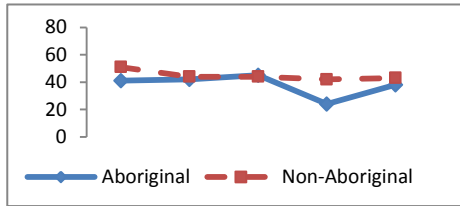
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



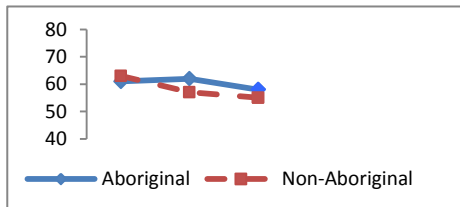
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	84	24	29	432	157	36
2014/15	36	10	28	261	81	31
2015/16	45	10	22	274	104	38
2016/17	65	16	25	341	122	36
2017/18	49	11	22	306	106	35

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	81	33	41	427	218	51
2014/15	36	15	42	254	112	44
2015/16	44	20	45	261	114	44
2016/17	66	16	24	339	143	42
2017/18	50	19	38	305	131	43

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



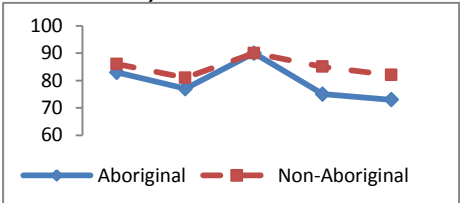
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	82	50	61	436	275	63
2014/15	37	23	62	263	151	57
2015/16	45	26	58	270	149	55
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



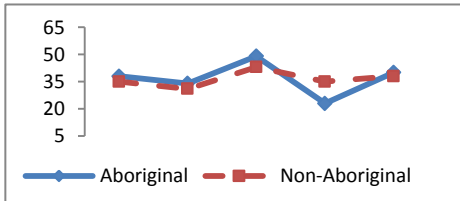
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	%	#	%
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	65	31	339	48
2017/18	50	54	307	54

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	78	65	83	426	366	86
2014/15	35	27	77	254	207	81
2015/16	42	38	90	271	243	90
2016/17	64	48	75	336	285	85
2017/18	49	36	73	299	244	82

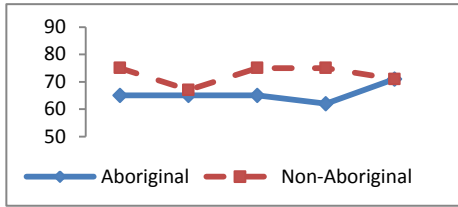
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	80	30	38	420	145	35
2014/15	35	12	34	256	80	31
2015/16	43	21	49	269	115	43
2016/17	64	15	23	336	119	35
2017/18	50	20	40	303	115	38

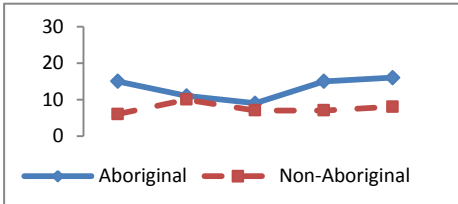
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



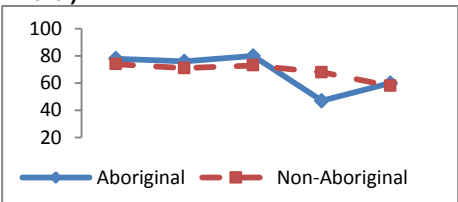
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	84	55	65	427	322	75
2014/15	37	24	65	263	176	67
2015/16	43	28	65	267	200	75
2016/17	60	37	62	339	253	75
2017/18	49	35	71	307	218	71

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



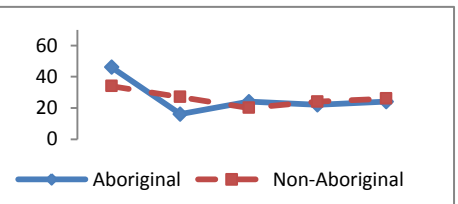
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	84	13	15	429	26	6
2014/15	37	4	11	255	25	10
2015/16	44	4	9	268	19	7
2016/17	61	9	15	337	23	7
2017/18	50	8	16	306	23	8

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



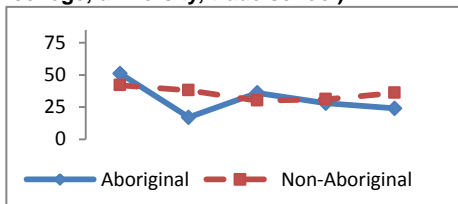
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	83	65	78	431	319	74
2014/15	37	28	76	258	184	71
2015/16	45	36	80	271	199	73
2016/17	66	31	47	340	230	68
2017/18	50	30	60	307	177	58

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



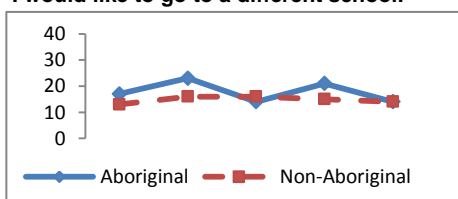
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	80	37	46	430	148	34
2014/15	37	6	16	257	69	27
2015/16	45	11	24	268	54	20
2016/17	63	14	22	336	80	24
2017/18	49	12	24	298	76	26

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	81	41	51	428	179	42
2014/15	36	6	17	253	97	38
2015/16	44	16	36	268	81	30
2016/17	64	18	28	335	103	31
2017/18	49	12	24	300	108	36

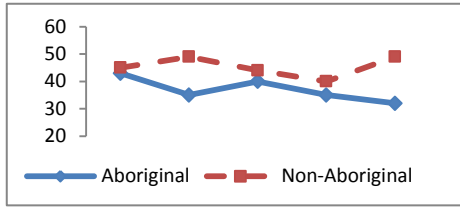
I would like to go to a different school.



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	81	14	17	419	54	13
2014/15	35	8	23	251	39	16
2015/16	43	6	14	265	42	16
2016/17	66	14	21	338	50	15
2017/18	50	7	14	307	42	14

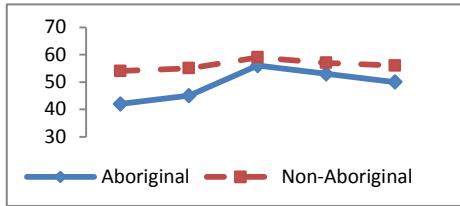
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



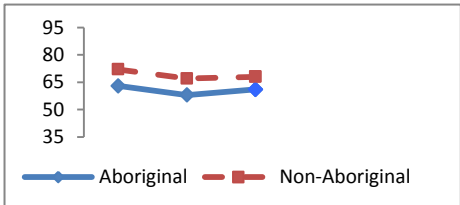
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	26	43	389	176	45
2014/15	49	17	35	244	119	49
2015/16	42	17	40	318	140	44
2016/17	34	12	35	243	98	40
2017/18	34	11	32	249	121	49

Do adults in the school treat all students fairly?



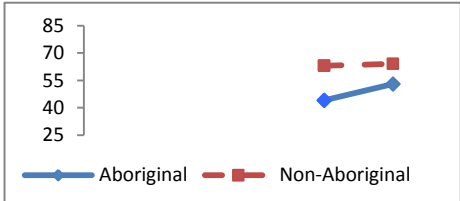
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	60	25	42	383	206	54
2014/15	49	22	45	238	130	55
2015/16	43	24	56	317	186	59
2016/17	34	18	53	243	139	57
2017/18	34	17	50	249	140	56

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



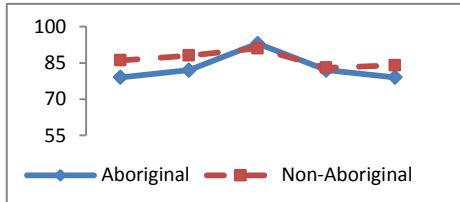
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	39	63	385	279	72
2014/15	50	29	58	241	161	67
2015/16	44	27	61	319	218	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



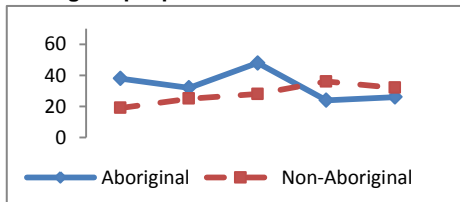
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All or many		Gr 12 Respondents #	All or many	
	#	#	%	#	#	%
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	34	15	44	245	154	63
2017/18	34	18	53	246	157	64

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	48	79	383	331	86
2014/15	50	41	82	239	210	88
2015/16	44	41	93	316	288	91
2016/17	34	28	82	244	202	83
2017/18	34	27	79	242	203	84

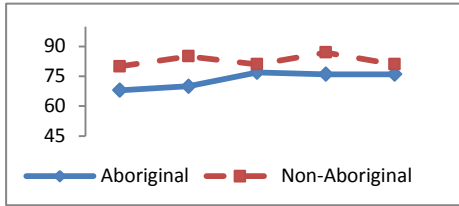
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	61	23	38	379	73	19
2014/15	50	16	32	236	60	25
2015/16	44	21	48	313	88	28
2016/17	34	8	24	244	88	36
2017/18	34	9	26	248	79	32

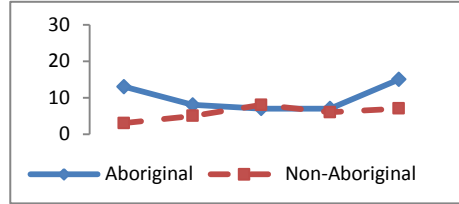
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



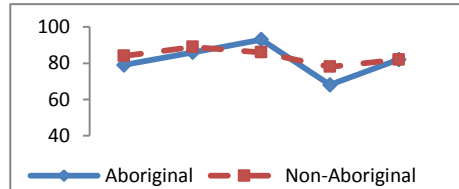
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times			
	#	#	%	#	#	%		
2013/14	62	42	68	386	308	80		
2014/15	50	35	70	238	203	85		
2015/16	43	33	77	315	255	81		
2016/17	29	22	76	247	214	87		
2017/18	33	25	76	246	200	81		

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



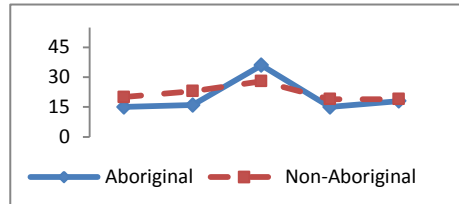
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times			
	#	#	%	#	#	%		
2013/14	61	8	13	385	12	3		
2014/15	48	4	8	238	13	5		
2015/16	44	3	7	317	26	8		
2016/17	29	2	7	247	14	6		
2017/18	33	5	15	247	18	7		

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



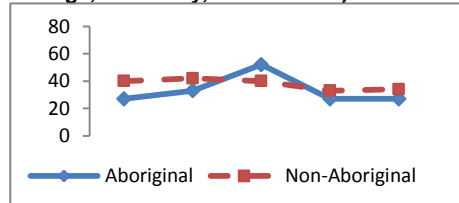
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more			
	#	#	%	#	#	%		
2013/14	63	50	79	385	323	84		
2014/15	51	44	86	244	218	89		
2015/16	43	40	93	320	275	86		
2016/17	34	23	68	244	191	78		
2017/18	34	28	82	248	203	82		

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



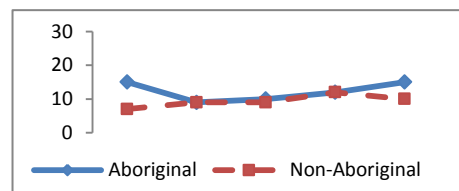
School Year	Aboriginal				Non-Aboriginal			
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times			
	#	#	%	#	#	%		
2013/14	62	9	15	382	78	20		
2014/15	49	8	16	241	56	23		
2015/16	44	16	36	312	86	28		
2016/17	34	5	15	245	46	19		
2017/18	34	6	18	243	45	19		

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	60	16	27	383	154	40		
2014/15	49	16	33	241	102	42		
2015/16	44	23	52	316	125	40		
2016/17	33	9	27	243	79	33		
2017/18	33	9	27	244	84	34		

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	62	9	15	370	26	7		
2014/15	46	4	9	233	20	9		
2015/16	39	4	10	305	26	9		
2016/17	34	4	12	244	30	12		
2017/18	34	5	15	247	24	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>