



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 085 Vancouver Island North

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

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

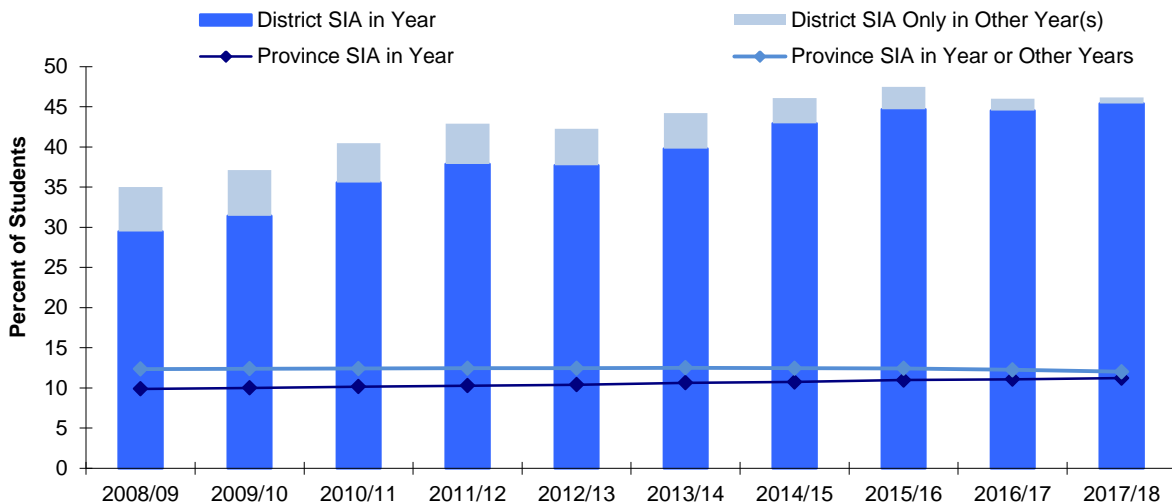
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

| School Year | District | | | | | Province | | | | |
|-------------|-------------------|--------------|------|-------------------------------|-----|-------------------|--------------|------|-------------------------------|-----|
| | All Students # | SIA in Year* | | SIA Only in Other Year(s)* | | All Students # | SIA in Year* | | SIA Only in Other Year(s)* | |
| | | # | % | # | % | | # | % | # | % |
| 2008/09 | 1,594 | 470 | 29.5 | 88 | 5.5 | 579,485 | 57,257 | 9.9 | 14,326 | 2.5 |
| 2009/10 | 1,541 | 484 | 31.4 | 88 | 5.7 | 580,480 | 58,017 | 10.0 | 13,887 | 2.4 |
| 2010/11 | 1,515 | 539 | 35.6 | 74 | 4.9 | 579,110 | 58,834 | 10.2 | 13,044 | 2.3 |
| 2011/12 | 1,473 | 558 | 37.9 | 74 | 5.0 | 569,734 | 58,531 | 10.3 | 12,445 | 2.2 |
| 2012/13 | 1,386 | 523 | 37.7 | 63 | 4.5 | 564,529 | 58,717 | 10.4 | 11,569 | 2.0 |
| 2013/14 | 1,377 | 548 | 39.8 | 61 | 4.4 | 558,983 | 59,502 | 10.6 | 10,444 | 1.9 |
| 2014/15 | 1,334 | 573 | 43.0 | 42 | 3.1 | 552,786 | 59,382 | 10.7 | 9,449 | 1.7 |
| 2015/16 | 1,323 | 591 | 44.7 | 37 | 2.8 | 553,376 | 60,706 | 11.0 | 8,109 | 1.5 |
| 2016/17 | 1,361 | 606 | 44.5 | 20 | 1.5 | 557,626 | 61,799 | 11.1 | 6,534 | 1.2 |
| 2017/18 | 1,352 | 614 | 45.4 | 10 | 0.7 | 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

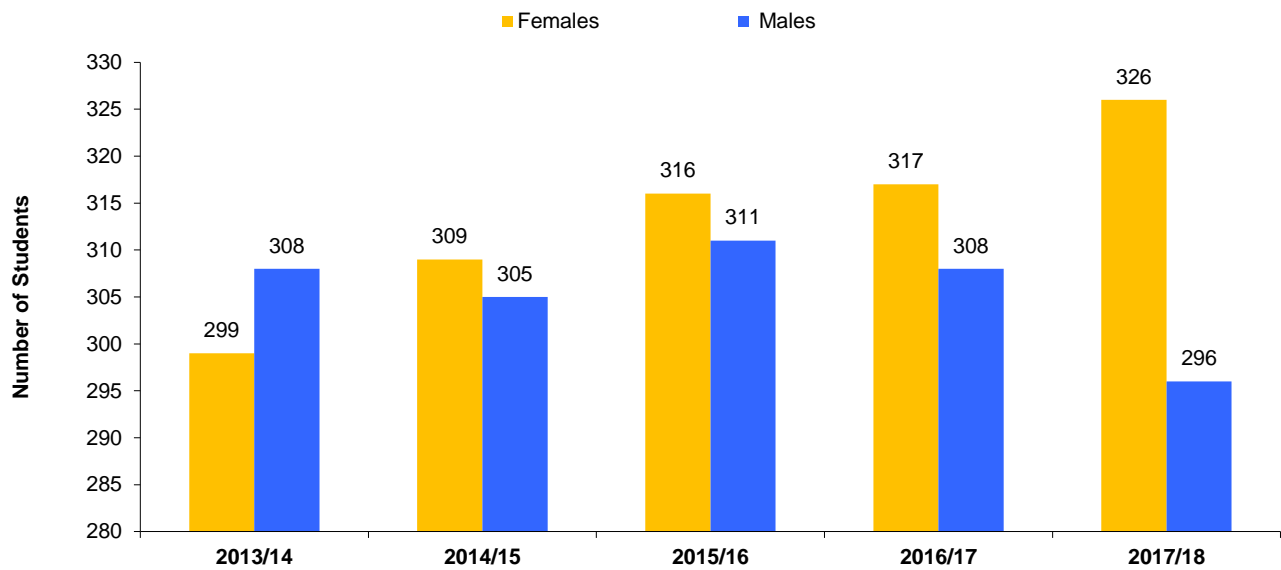
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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 | District | | | | | | Province * | | | |
|-------------|----------------|---------------------|------|----------------------|-------------------|--------------------|-------------------|-----------------------|----------------------|--------------------|
| | All Students # | Aboriginal Students | | Aboriginal Females # | % of All Students | Aboriginal Males # | % of All Students | Aboriginal Students # | Aboriginal Females # | Aboriginal Males # |
| | | # | % | | | | | | | |
| 2013/14 | 1,377 | 607 | 44.1 | 299 | 21.7 | 308 | 22.4 | 69,182 | 34,363 | 34,819 |
| 2014/15 | 1,334 | 614 | 46.0 | 309 | 23.2 | 305 | 22.9 | 67,939 | 33,645 | 34,294 |
| 2015/16 | 1,323 | 627 | 47.4 | 316 | 23.9 | 311 | 23.5 | 67,749 | 33,432 | 34,317 |
| 2016/17 | 1,361 | 625 | 45.9 | 317 | 23.3 | 308 | 22.6 | 67,078 | 33,137 | 33,941 |
| 2017/18 | 1,352 | 622 | 46.0 | 326 | 24.1 | 296 | 21.9 | 66,142 | 32,575 | 33,567 |

Number of Aboriginal Students by Gender

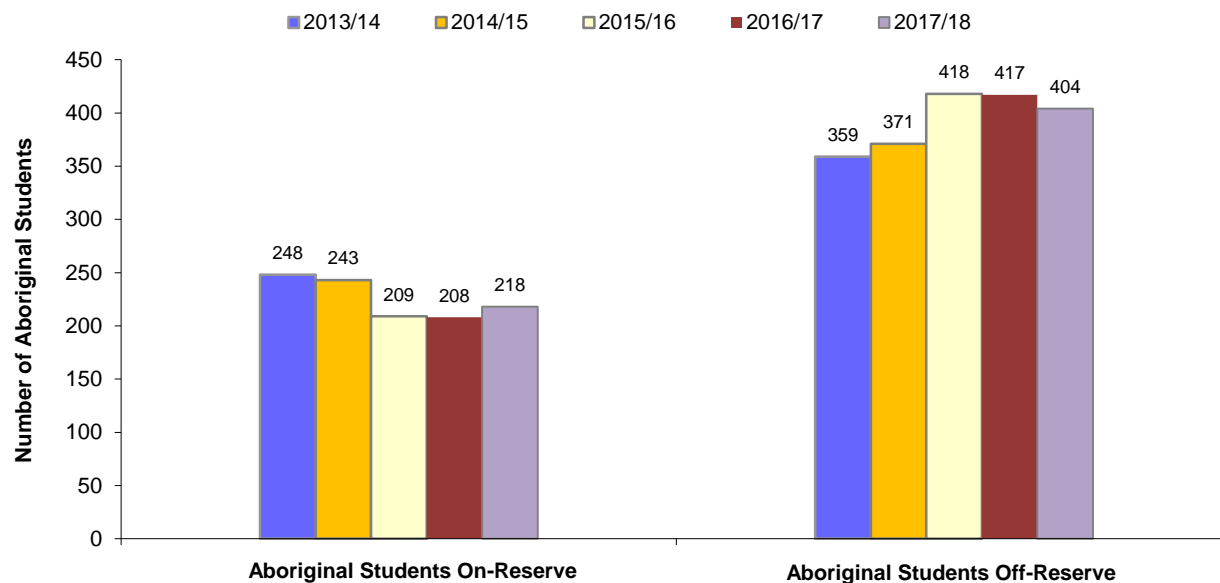


* Public schools only.

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 | 607 | 121 | 127 | 248 | 178 | 181 | 359 | 8,812 | 60,370 |
| 2014/15 | 614 | 118 | 125 | 243 | 191 | 180 | 371 | 8,143 | 59,796 |
| 2015/16 | 627 | 98 | 111 | 209 | 218 | 200 | 418 | 7,694 | 60,055 |
| 2016/17 | 625 | 99 | 109 | 208 | 218 | 199 | 417 | 7,285 | 59,793 |
| 2017/18 | 622 | 109 | 109 | 218 | 217 | 187 | 404 | 7,820 | 58,322 |

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

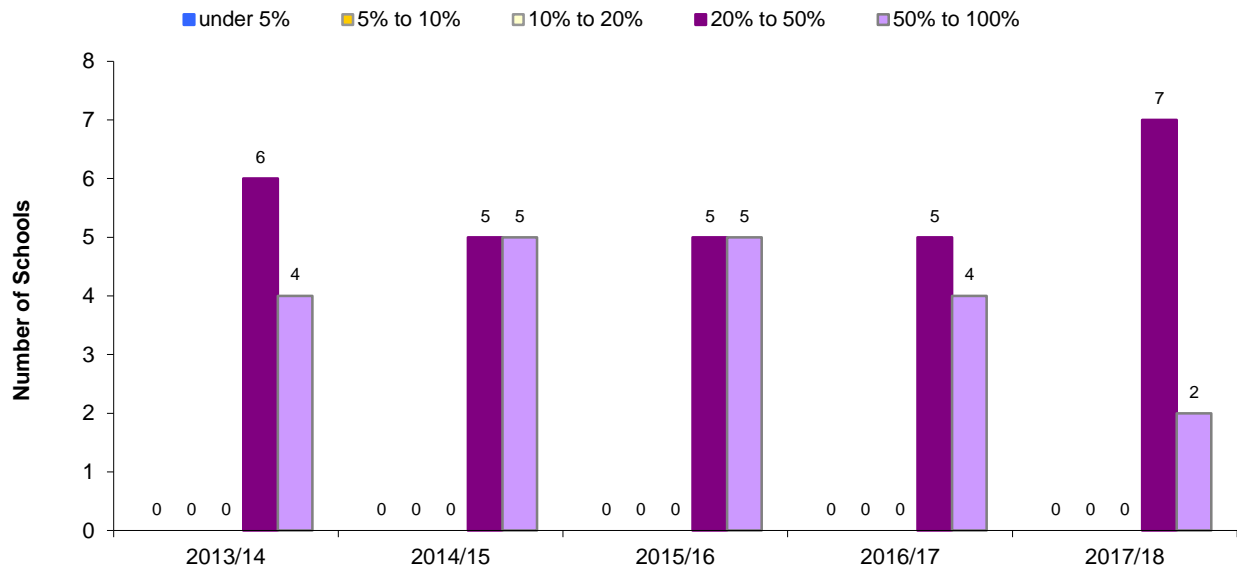


* Public schools only.

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 | 10 | 0 | 0 | 0 | 6 | 4 | 1,393 | 370 | 241 | 341 | 346 | 95 |
| 2014/15 | 10 | 0 | 0 | 0 | 5 | 5 | 1,385 | 393 | 223 | 335 | 337 | 97 |
| 2015/16 | 10 | 0 | 0 | 0 | 5 | 5 | 1,380 | 396 | 224 | 349 | 318 | 93 |
| 2016/17 | 9 | 0 | 0 | 0 | 5 | 4 | 1,369 | 400 | 229 | 348 | 300 | 92 |
| 2017/18 | 9 | 0 | 0 | 0 | 7 | 2 | 1,377 | 416 | 238 | 335 | 303 | 85 |

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

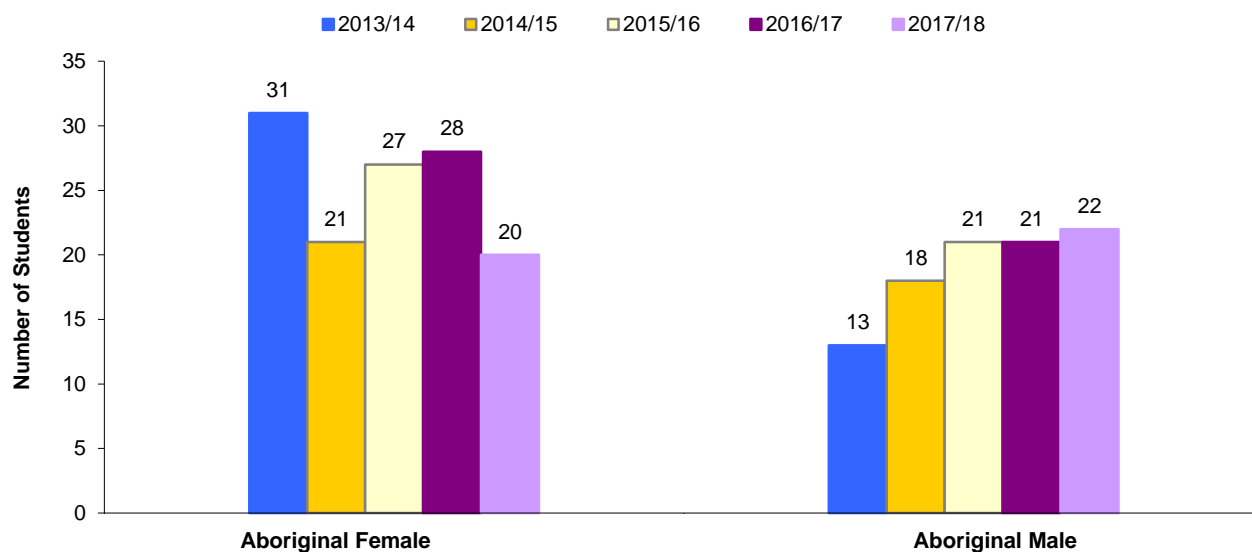


* Public schools only.

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 | 45 | 31 | 13 | 44 | 1 | 0 | 1 | 1,610 | 1,594 | 2,033 | 2,757 |
| 2014/15 | 42 | 21 | 18 | 39 | 2 | 1 | 3 | 1,595 | 1,560 | 1,981 | 2,618 |
| 2015/16 | 50 | 27 | 21 | 48 | 1 | 1 | 2 | 1,609 | 1,527 | 2,022 | 2,474 |
| 2016/17 | 52 | 28 | 21 | 49 | 2 | 1 | 3 | 1,605 | 1,543 | 2,037 | 2,468 |
| 2017/18 | 44 | 20 | 22 | 42 | 1 | 1 | 2 | 1,500 | 1,498 | 2,016 | 2,419 |

SD Data: Number of Aboriginal Students in Alternate Programs



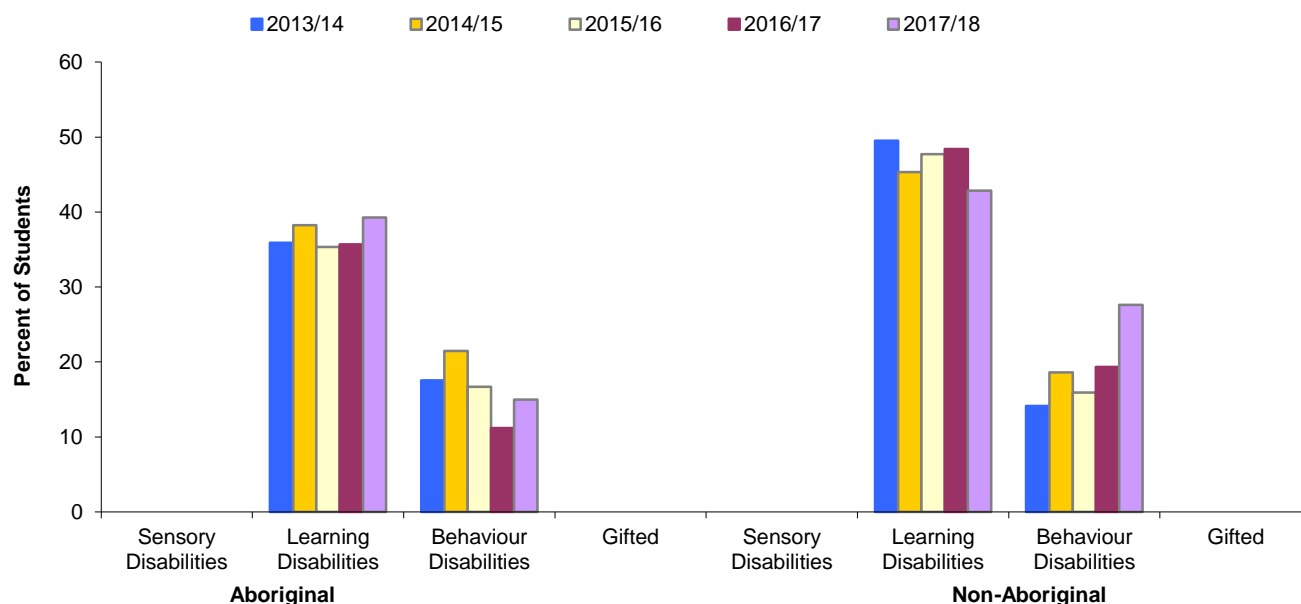
* Public schools only.

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 | 131 | 99 | Msk | Msk | Msk | Msk | 47 | 36 | 49 | 49 | 23 | 18 | 14 | 14 | 0 | 0 | 0 | 0 |
| 2014/15 | 149 | 86 | Msk | Msk | Msk | Msk | 57 | 38 | 39 | 45 | 32 | 21 | 16 | 19 | 0 | 0 | 0 | 0 |
| 2015/16 | 150 | 88 | Msk | Msk | Msk | Msk | 53 | 35 | 42 | 48 | 25 | 17 | 14 | 16 | 0 | 0 | 0 | 0 |
| 2016/17 | 143 | 93 | Msk | Msk | Msk | Msk | 51 | 36 | 45 | 48 | 16 | 11 | 18 | 19 | Msk | Msk | Msk | Msk |
| 2017/18 | 140 | 105 | Msk | Msk | Msk | Msk | 55 | 39 | 45 | 43 | 21 | 15 | 29 | 28 | Msk | Msk | Msk | Msk |

Percent of Students in Special Needs Performance Reporting Groups



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

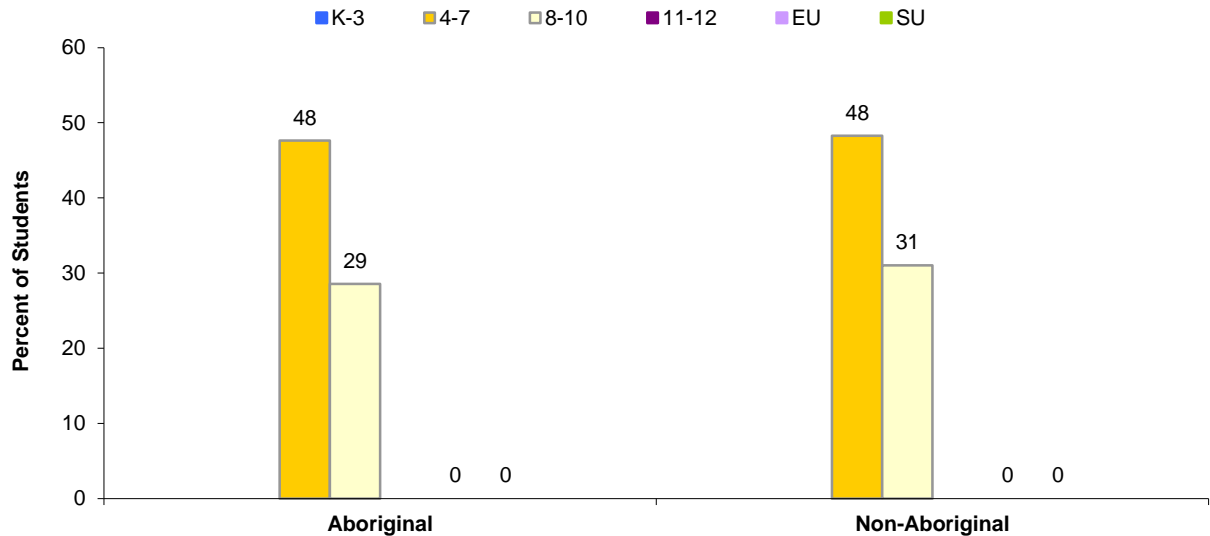
Aboriginal Students

| School Year | Total Behaviour Disabilities* # | K-3 | | 4-7 | | 8-10 | | 11-12 | | Elementary Ungraded (EU) | | Secondary Ungraded (SU) | |
|-------------|------------------------------------|-----|-----|-----|----|------|-----|-------|-----|--------------------------|---|-------------------------|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| 2013/14 | 23 | Msk | Msk | 11 | 48 | Msk | Msk | Msk | Msk | 0 | 0 | 0 | 0 |
| 2014/15 | 32 | 4 | 13 | 12 | 38 | 14 | 44 | Msk | Msk | 0 | 0 | 0 | 0 |
| 2015/16 | 25 | Msk | Msk | 9 | 36 | 12 | 48 | Msk | Msk | 0 | 0 | 0 | 0 |
| 2016/17 | 16 | 2 | 13 | 7 | 44 | 6 | 38 | Msk | Msk | 0 | 0 | 0 | 0 |
| 2017/18 | 21 | Msk | Msk | 10 | 48 | 6 | 29 | Msk | Msk | 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 | 14 | Msk | Msk | 4 | 29 | Msk | Msk | Msk | Msk | 0 | 0 | 0 | 0 |
| 2014/15 | 16 | 6 | 38 | 6 | 38 | 4 | 25 | Msk | Msk | 0 | 0 | 0 | 0 |
| 2015/16 | 14 | Msk | Msk | 5 | 36 | 2 | 14 | Msk | Msk | 0 | 0 | 0 | 0 |
| 2016/17 | 18 | 8 | 44 | 5 | 28 | 5 | 28 | Msk | Msk | 0 | 0 | 0 | 0 |
| 2017/18 | 29 | Msk | Msk | 14 | 48 | 9 | 31 | Msk | Msk | 0 | 0 | 0 | 0 |

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



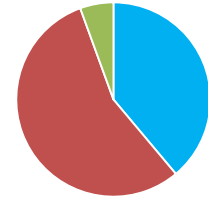
* Total includes Graduated Adults.

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

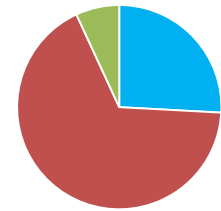
| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|----------------|----------------|-----------------|-----------------|-----------|-----------|-----------|-----------|----------|
| | | | # | % | # | % | # | % |
| 2013/14 | 41 | 95 | 15 | 37 | 25 | 61 | 1 | 2 |
| 2014/15 | 43 | 90 | 13 | 30 | 29 | 67 | 1 | 2 |
| 2015/16 | 37 | 93 | 9 | 24 | 28 | 76 | 0 | 0 |
| 2016/17 | 40 | 91 | 15 | 38 | 23 | 58 | 2 | 5 |
| 2017/18 | 36 | 88 | 14 | 39 | 20 | 56 | 2 | 6 |



■ Emerging ■ On Track ■ Extending

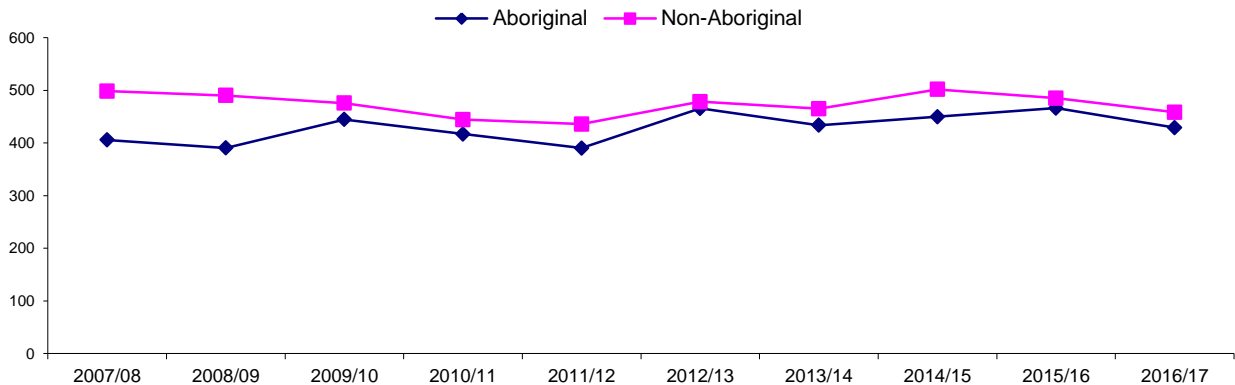
GRADE 4: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|----------------|----------------|-----------------|-----------------|-----------|-----------|-----------|-----------|----------|
| | | | # | % | # | % | # | % |
| 2013/14 | 47 | 96 | 13 | 28 | 31 | 66 | 3 | 6 |
| 2014/15 | 51 | 98 | 10 | 20 | 31 | 61 | 10 | 20 |
| 2015/16 | 55 | 93 | 12 | 22 | 36 | 65 | 7 | 13 |
| 2016/17 | 49 | 96 | 12 | 24 | 32 | 65 | 5 | 10 |
| 2017/18 | 58 | 92 | 15 | 26 | 39 | 67 | 4 | 7 |



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

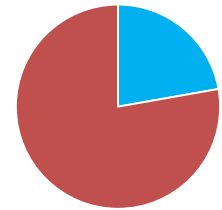


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

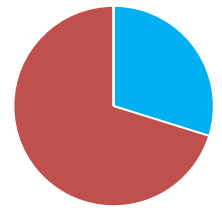
| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|---|
| | | | # | % | # | % | # | % |
| 2013/14 | 42 | 98 | 19 | 45 | 23 | 55 | 0 | 0 |
| 2014/15 | 41 | 85 | 13 | 32 | 27 | 66 | 1 | 2 |
| 2015/16 | 37 | 93 | 9 | 24 | 26 | 70 | 2 | 5 |
| 2016/17 | 41 | 93 | 14 | 34 | 27 | 66 | 0 | 0 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 36 | 88 | 8 | 22 | 28 | 78 | 0 | 0 |



■ Emerging ■ On Track
■ Extending

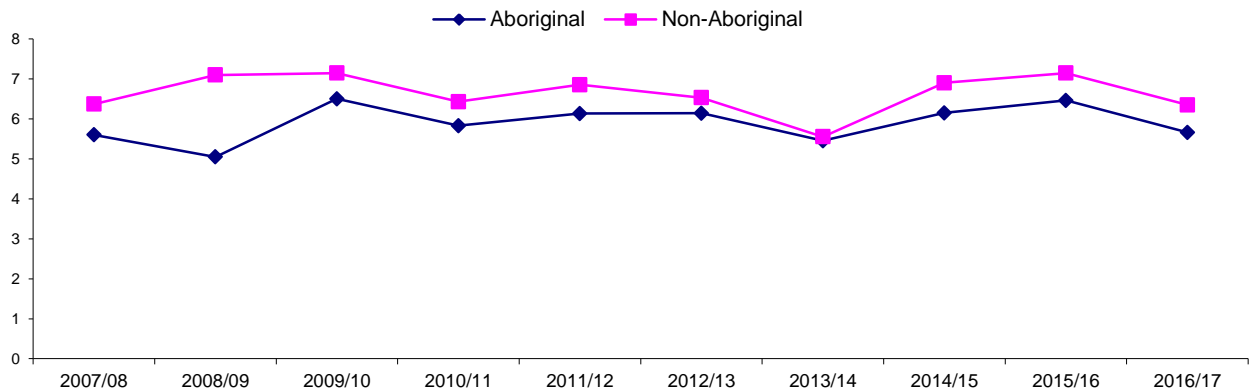
GRADE 4: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|----|
| | | | # | % | # | % | # | % |
| 2013/14 | 47 | 96 | 21 | 45 | 25 | 53 | 1 | 2 |
| 2014/15 | 50 | 96 | 9 | 18 | 37 | 74 | 4 | 8 |
| 2015/16 | 55 | 93 | 7 | 13 | 42 | 76 | 6 | 11 |
| 2016/17 | 49 | 96 | 9 | 18 | 39 | 80 | 1 | 2 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 57 | 90 | 17 | 30 | 40 | 70 | 0 | 0 |



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

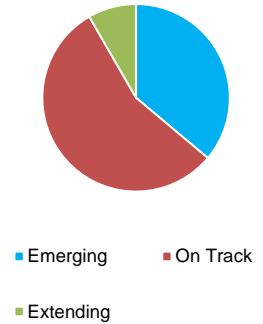


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

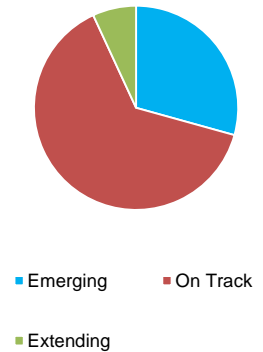
GRADE 4: ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|---|
| | | | # | % | # | % | # | % |
| 2013/14 | 42 | 98 | 21 | 50 | 19 | 45 | 2 | 5 |
| 2014/15 | 43 | 90 | 11 | 26 | 30 | 70 | 2 | 5 |
| 2015/16 | 38 | 95 | 13 | 34 | 23 | 61 | 2 | 5 |
| 2016/17 | 43 | 98 | 16 | 37 | 27 | 63 | 0 | 0 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 36 | 88 | 13 | 36 | 20 | 56 | 3 | 8 |

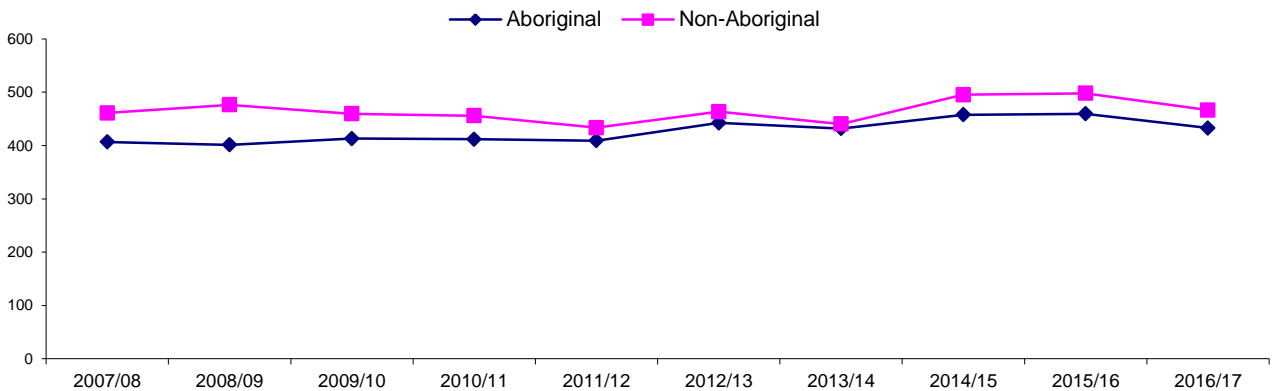


GRADE 4: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|----|
| | | | # | % | # | % | # | % |
| 2013/14 | 47 | 96 | 15 | 32 | 30 | 64 | 2 | 4 |
| 2014/15 | 49 | 94 | 10 | 20 | 33 | 67 | 6 | 12 |
| 2015/16 | 55 | 93 | 11 | 20 | 38 | 69 | 6 | 11 |
| 2016/17 | 50 | 98 | 10 | 20 | 40 | 80 | 0 | 0 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 58 | 92 | 17 | 29 | 37 | 64 | 4 | 7 |



Average FSA Scaled Score - Grade 4 Numeracy

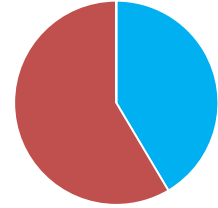


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

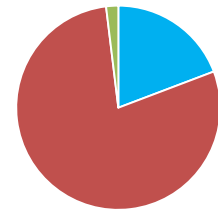
| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|---|
| | | | # | % | # | % | # | % |
| 2013/14 | 41 | 91 | 16 | 39 | 22 | 54 | 3 | 7 |
| 2014/15 | 44 | 92 | 16 | 36 | 26 | 59 | 2 | 5 |
| 2015/16 | 40 | 95 | 14 | 35 | 26 | 65 | 0 | 0 |
| 2016/17 | 45 | 98 | 14 | 31 | 29 | 64 | 2 | 4 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 41 | 89 | 17 | 41 | 24 | 59 | 0 | 0 |



■ Emerging ■ On Track ■ Extending

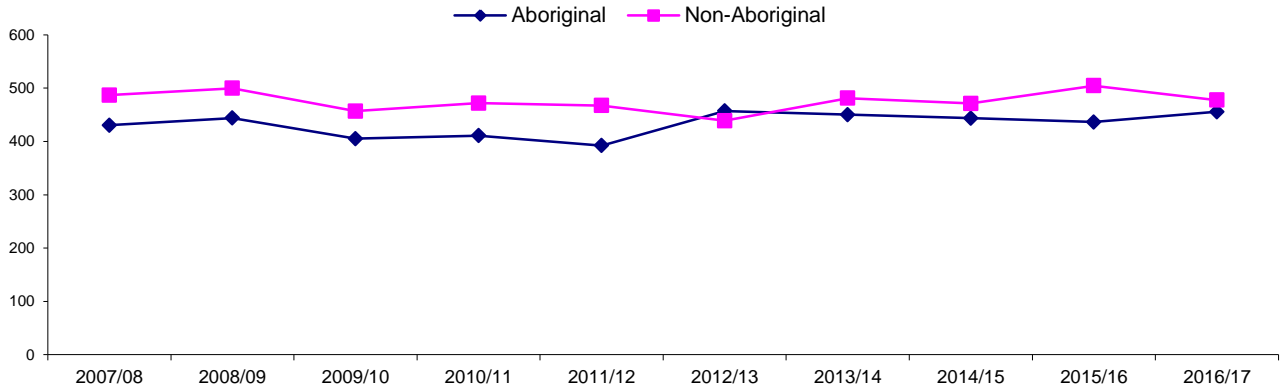
GRADE 7: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|----|
| | | | # | % | # | % | # | % |
| 2013/14 | 54 | 95 | 18 | 33 | 30 | 56 | 6 | 11 |
| 2014/15 | 51 | 98 | 14 | 27 | 34 | 67 | 3 | 6 |
| 2015/16 | 49 | 100 | 9 | 18 | 33 | 67 | 7 | 14 |
| 2016/17 | 46 | 96 | 14 | 30 | 27 | 59 | 5 | 11 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 52 | 96 | 10 | 19 | 41 | 79 | 1 | 2 |



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

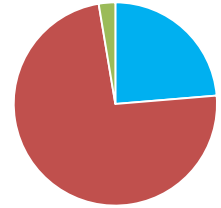


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

GRADE 7: ABORIGINAL

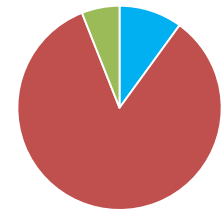
| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|---|
| | | | # | % | # | % | # | % |
| 2013/14 | 41 | 91 | 14 | 34 | 26 | 63 | 1 | 2 |
| 2014/15 | 44 | 92 | 8 | 18 | 36 | 82 | 0 | 0 |
| 2015/16 | 40 | 95 | 14 | 35 | 26 | 65 | 0 | 0 |
| 2016/17 | 42 | 91 | 16 | 38 | 26 | 62 | 0 | 0 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 38 | 83 | 9 | 24 | 28 | 74 | 1 | 3 |



■ Emerging ■ On Track
■ Extending

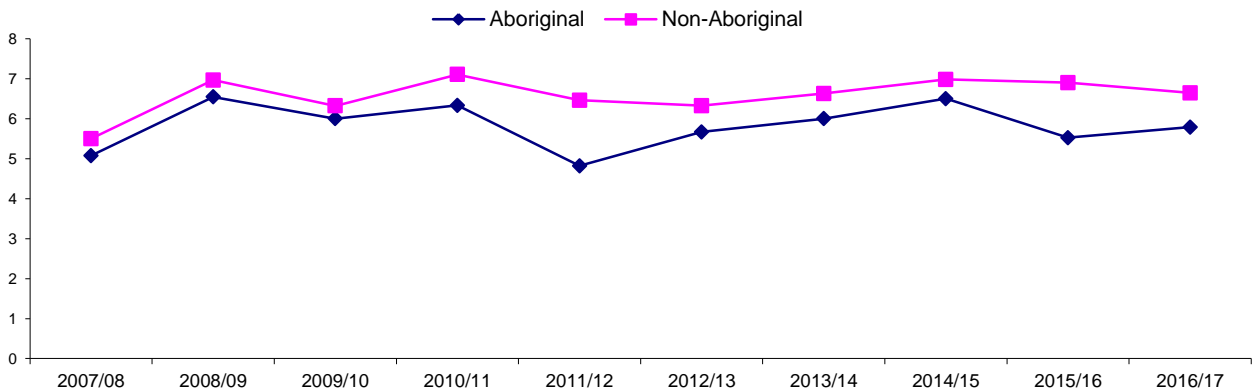
GRADE 7: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|---|
| | | | # | % | # | % | # | % |
| 2013/14 | 54 | 95 | 15 | 28 | 35 | 65 | 4 | 7 |
| 2014/15 | 51 | 98 | 6 | 12 | 42 | 82 | 3 | 6 |
| 2015/16 | 49 | 100 | 5 | 10 | 43 | 88 | 1 | 2 |
| 2016/17 | 45 | 94 | 7 | 16 | 38 | 84 | 0 | 0 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 50 | 93 | 5 | 10 | 42 | 84 | 3 | 6 |



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

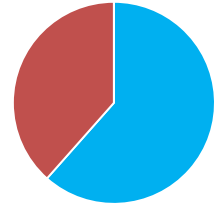


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

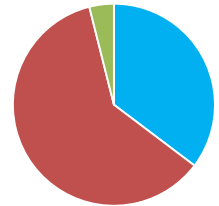
| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|---|
| | | | # | % | # | % | # | % |
| 2013/14 | 42 | 93 | 24 | 57 | 16 | 38 | 2 | 5 |
| 2014/15 | 44 | 92 | 21 | 48 | 22 | 50 | 1 | 2 |
| 2015/16 | 40 | 95 | 19 | 48 | 21 | 53 | 0 | 0 |
| 2016/17 | 45 | 98 | 21 | 47 | 21 | 47 | 3 | 7 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 39 | 85 | 24 | 62 | 15 | 38 | 0 | 0 |



■ Emerging ■ On Track
■ Extending

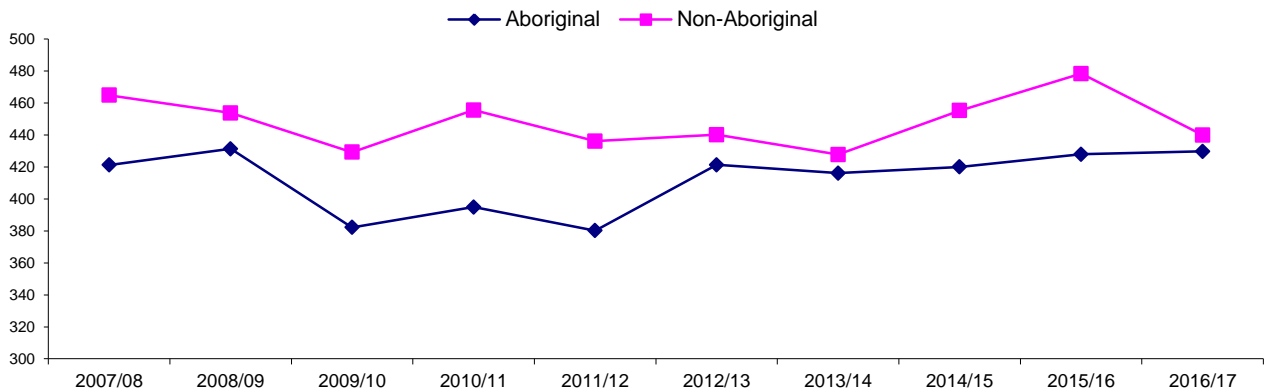
GRADE 7: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|-------------|----------------|-----------------|-----------------|----|----------|----|-----------|----|
| | | | # | % | # | % | # | % |
| 2013/14 | 54 | 95 | 25 | 46 | 28 | 52 | 1 | 2 |
| 2014/15 | 50 | 96 | 18 | 36 | 30 | 60 | 2 | 4 |
| 2015/16 | 48 | 98 | 14 | 29 | 32 | 67 | 2 | 4 |
| 2016/17 | 46 | 96 | 21 | 46 | 20 | 43 | 5 | 11 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 51 | 94 | 18 | 35 | 31 | 61 | 2 | 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).

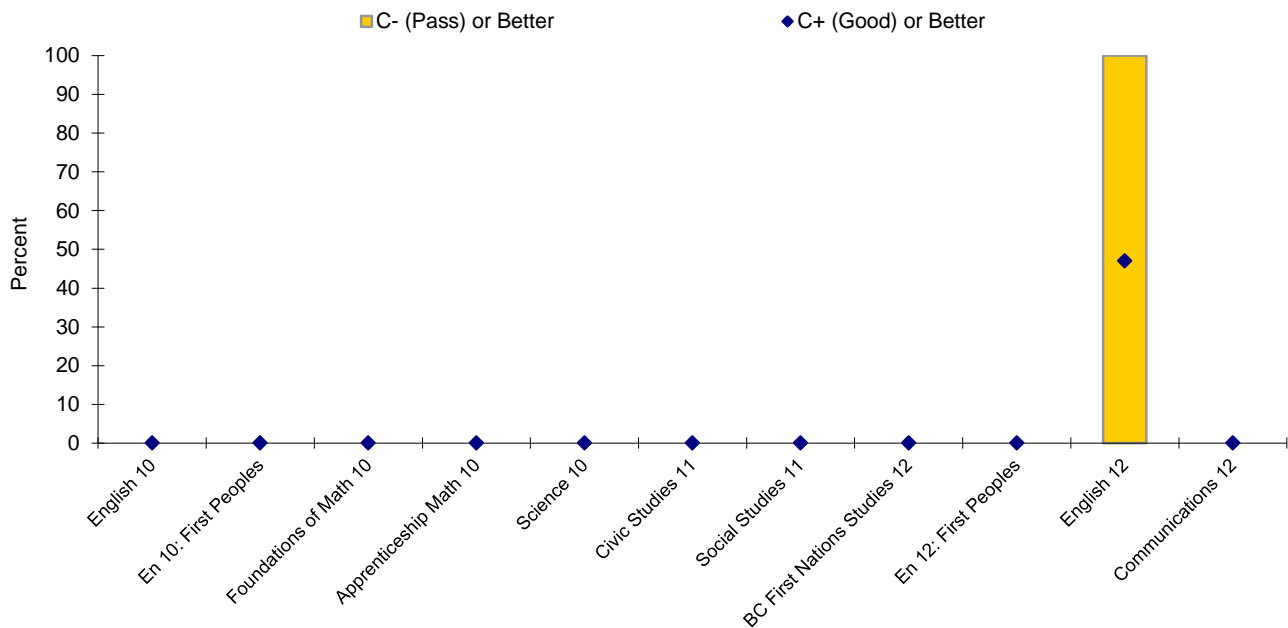
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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 | Msk | Msk | Msk | Msk | Msk | - | - | - | - | - |
| English 12 | 15 | 15 | 100 | 7 | 47 | 55 | 53 | 96 | 36 | 65 |
| Communications 12 | Msk | Msk | Msk | Msk | Msk | 12 | 12 | 100 | 5 | 42 |

Final Marks Overview: Aboriginal Results 2017/18

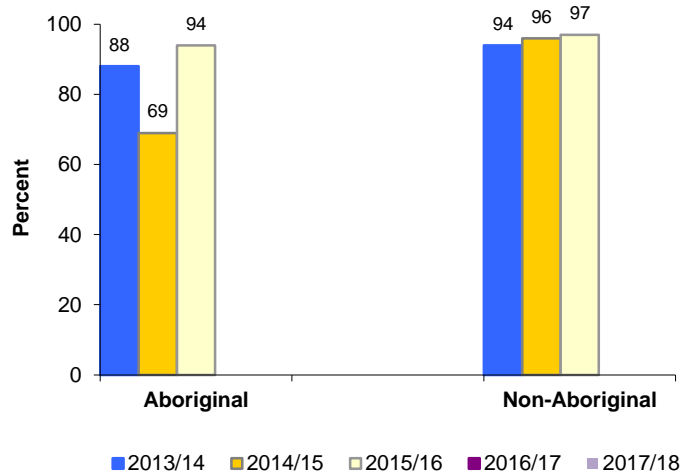


FINAL MARKS: ENGLISH 10

| 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 | 25 | 22 | 88 | 7 | 28 | 53 | 50 | 94 | 31 | 58 |
| 2014/15 | 26 | 18 | 69 | 6 | 23 | 70 | 67 | 96 | 45 | 64 |
| 2015/16 | 31 | 29 | 94 | 9 | 29 | 61 | 59 | 97 | 36 | 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 | 25 | 56 | 19 | 6 | 53 | 62 | 50 | 3 | | |
| 2014/15 | 26 | 58 | 20 | 6 | 70 | 71 | 62 | 8 | | |
| 2015/16 | 31 | 48 | 18 | 13 | 61 | 61 | 55 | 6 | | |
| 2016/17 | - | 84 | - | - | - | 63 | - | - | | |
| 2017/18 | - | 73 | - | - | - | 57 | - | - | | |

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.

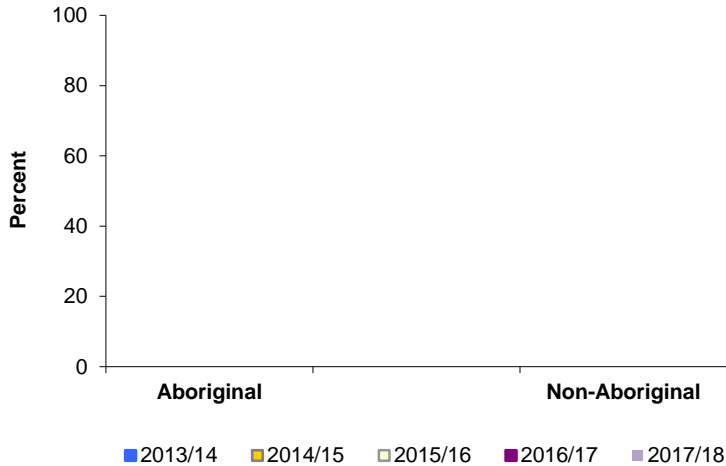
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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 | Msk | Msk | Msk | Msk | Msk | - | - | - | - | - |
| 2014/15 | Msk | Msk | Msk | Msk | Msk | Msk | Msk | Msk | Msk | Msk |
| 2015/16 | Msk | Msk | Msk | Msk | Msk | - | - | - | - | - |
| 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 | Msk | 56 | Msk | Msk | - | 62 | - | - |
| 2014/15 | Msk | 58 | Msk | Msk | Msk | 71 | Msk | Msk |
| 2015/16 | Msk | 48 | Msk | Msk | - | 61 | - | - |
| 2016/17 | - | 84 | - | - | - | 63 | - | - |
| 2017/18 | - | 73 | - | - | - | 57 | - | - |

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



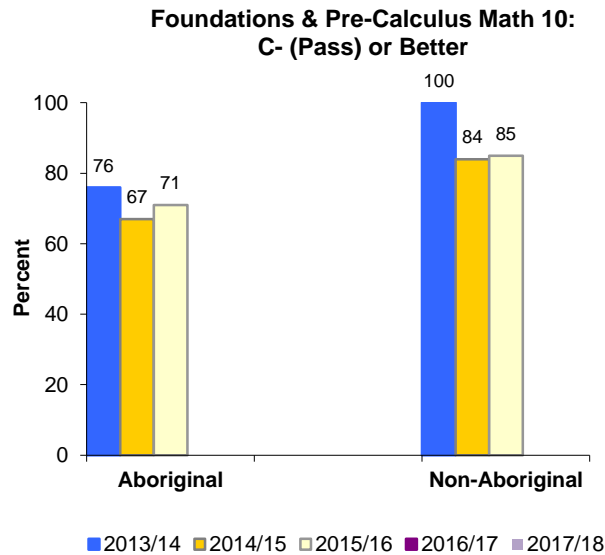
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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 | 21 | 16 | 76 | 5 | 24 | 38 | 38 | 100 | 27 | 71 |
| 2014/15 | 18 | 12 | 67 | 2 | 11 | 45 | 38 | 84 | 24 | 53 |
| 2015/16 | 17 | 12 | 71 | 3 | 18 | 40 | 34 | 85 | 19 | 48 |
| 2016/17 | - | - | - | - | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - | - | - | - | - |

| School Year | Aboriginal | | | | | Non-Aboriginal | | | |
|-------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--|
| | Students Assigned Final Mark # | Total Gr 10 Students ¹ # | Students Assigned Final Mark | | Students Assigned Final Mark # | Total Gr 10 Students ¹ # | Students Assigned Final Mark | | |
| | | | Gr 10 # | Non-Gr 10 ² # | | | Gr 10 # | Non-Gr 10 ² # | |
| 2013/14 | 21 | 56 | 16 | 5 | 38 | 62 | 36 | 2 | |
| 2014/15 | 18 | 58 | 13 | 5 | 45 | 71 | 43 | 2 | |
| 2015/16 | 17 | 48 | 12 | 5 | 40 | 61 | 38 | 2 | |
| 2016/17 | - | 84 | - | - | - | 63 | - | - | |
| 2017/18 | - | 73 | - | - | - | 57 | - | - | |



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

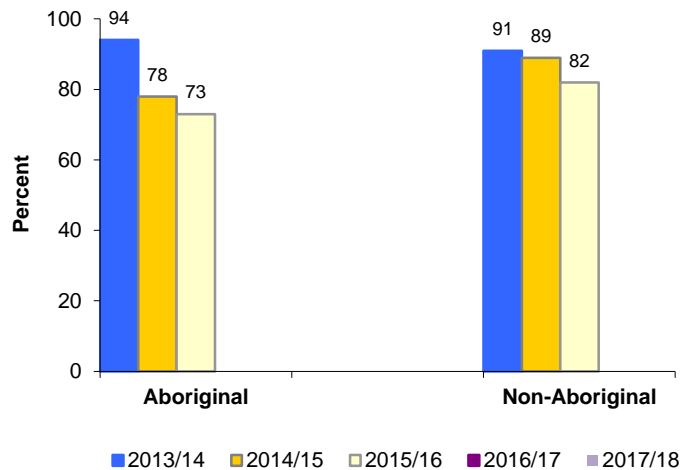
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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 | 17 | 16 | 94 | 0 | 0 | 22 | 20 | 91 | 7 | 32 |
| 2014/15 | 18 | 14 | 78 | 3 | 17 | 19 | 17 | 89 | 6 | 32 |
| 2015/16 | 22 | 16 | 73 | 7 | 32 | 17 | 14 | 82 | 1 | 6 |
| 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 | 17 | 56 | 7 | 10 | 22 | 62 | 18 | 4 | | |
| 2014/15 | 18 | 58 | 12 | 6 | 19 | 71 | 18 | 1 | | |
| 2015/16 | 22 | 48 | 14 | 8 | 17 | 61 | 14 | 3 | | |
| 2016/17 | - | 84 | - | - | - | 63 | - | - | | |
| 2017/18 | - | 73 | - | - | - | 57 | - | - | | |

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.

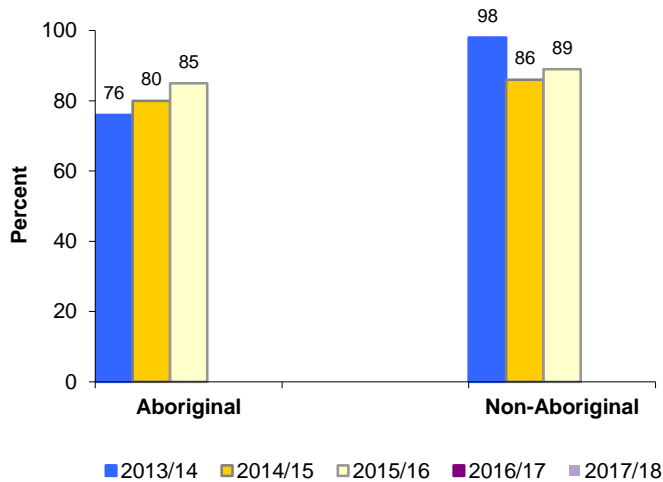
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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 | 34 | 26 | 76 | 8 | 24 | 53 | 52 | 98 | 32 | 60 |
| 2014/15 | 30 | 24 | 80 | 4 | 13 | 65 | 56 | 86 | 30 | 46 |
| 2015/16 | 39 | 33 | 85 | 7 | 18 | 63 | 56 | 89 | 25 | 40 |
| 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 | 34 | 56 | 24 | 10 | 53 | 62 | 51 | 2 | |
| 2014/15 | 30 | 58 | 22 | 8 | 65 | 71 | 62 | 3 | |
| 2015/16 | 39 | 48 | 25 | 14 | 63 | 61 | 55 | 8 | |
| 2016/17 | - | 84 | - | - | - | 63 | - | - | |
| 2017/18 | - | 73 | - | - | - | 57 | - | - | |

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.

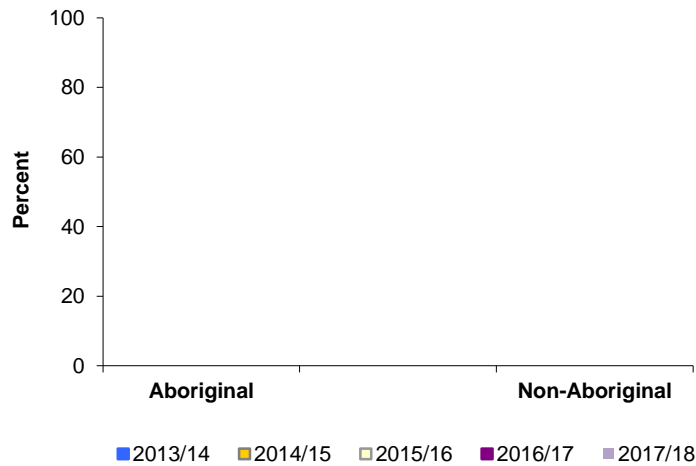
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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 | - | 72 | - | - | - | 48 | - | - |
| 2014/15 | - | 51 | - | - | - | 62 | - | - |
| 2015/16 | - | 60 | - | - | - | 67 | - | - |
| 2016/17 | - | 56 | - | - | - | 65 | - | - |
| 2017/18 | - | 71 | - | - | - | 56 | - | - |

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.

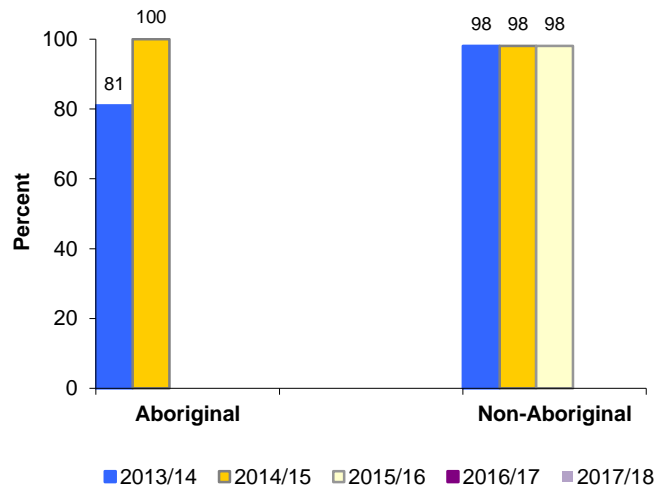
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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 | 27 | 22 | 81 | 10 | 37 | 40 | 39 | 98 | 24 | 60 |
| 2014/15 | 11 | 11 | 100 | 6 | 55 | 40 | 39 | 98 | 25 | 63 |
| 2015/16 | Msk | Msk | Msk | Msk | Msk | 55 | 54 | 98 | 32 | 58 |
| 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 | 27 | 72 | 22 | 5 | 40 | 48 | 30 | 10 |
| 2014/15 | 11 | 51 | 7 | 4 | 40 | 62 | 38 | 2 |
| 2015/16 | Msk | 60 | Msk | Msk | 55 | 67 | 48 | 7 |
| 2016/17 | - | 56 | - | - | - | 65 | - | - |
| 2017/18 | - | 71 | - | - | - | 56 | - | - |

Social Studies 11: C- (Pass) or Better



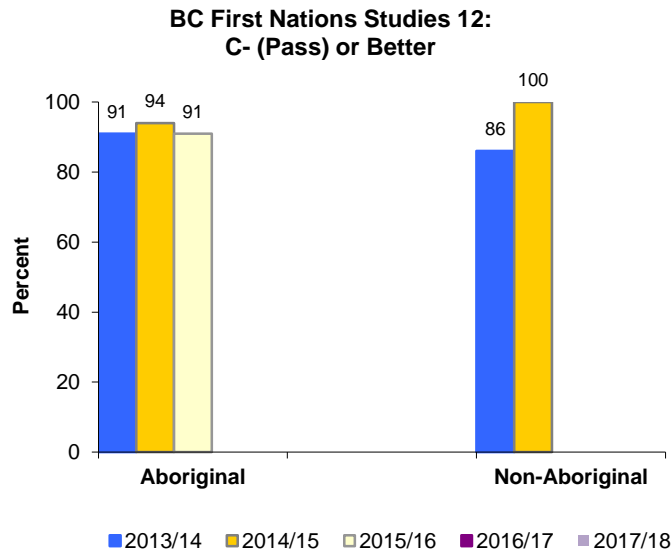
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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 | 22 | 20 | 91 | 10 | 45 | 14 | 12 | 86 | 8 | 57 |
| 2014/15 | 17 | 16 | 94 | 11 | 65 | 15 | 15 | 100 | 9 | 60 |
| 2015/16 | 22 | 20 | 91 | 10 | 45 | Msk | Msk | Msk | Msk | Msk |
| 2016/17 | - | - | - | - | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - | - | - | - | - |

| School Year | Aboriginal | | | | | Non-Aboriginal | | | |
|-------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--|
| | Students Assigned Final Mark # | Total Gr 12 Students ¹ # | Students Assigned Final Mark | | Students Assigned Final Mark # | Total Gr 12 Students ¹ # | Students Assigned Final Mark | | |
| | | | Gr 12 # | Non-Gr 12 ² # | | | Gr 12 # | Non-Gr 12 ² # | |
| 2013/14 | 22 | 40 | 7 | 15 | 14 | 87 | 7 | 7 | |
| 2014/15 | 17 | 62 | 9 | 8 | 15 | 40 | 7 | 8 | |
| 2015/16 | 22 | 53 | 4 | 18 | Msk | 53 | Msk | Msk | |
| 2016/17 | - | 48 | - | - | - | 62 | - | - | |
| 2017/18 | - | 46 | - | - | - | 64 | - | - | |



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

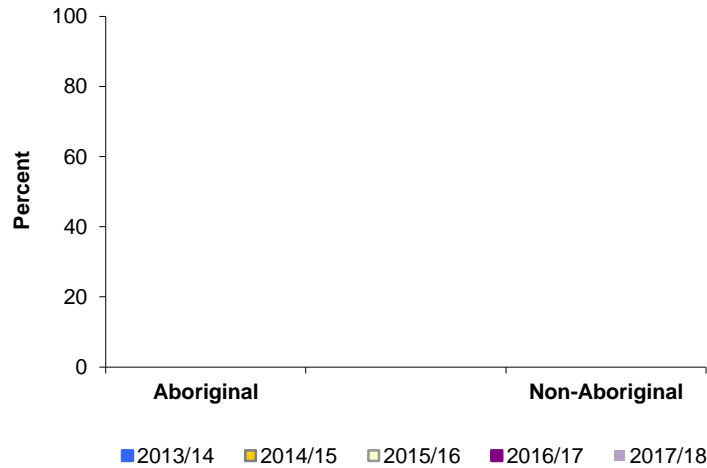
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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

| School Year | Aboriginal | | | | | Non-Aboriginal | | | | |
|-------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--|--|
| | Students Assigned Final Mark # | Total Gr 12 Students ¹ # | Students Assigned Final Mark | | Students Assigned Final Mark # | Total Gr 12 Students ¹ # | Students Assigned Final Mark | | | |
| | | | Gr 12 # | Non-Gr 12 ² # | | | Gr 12 # | Non-Gr 12 ² # | | |
| 2013/14 | Msk | 40 | Msk | Msk | - | 87 | - | - | | |
| 2014/15 | Msk | 62 | Msk | Msk | - | 40 | - | - | | |
| 2015/16 | Msk | 53 | Msk | Msk | - | 53 | - | - | | |
| 2016/17 | Msk | 48 | Msk | Msk | - | 62 | - | - | | |
| 2017/18 | Msk | 46 | - | - | - | 64 | - | - | | |

**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.

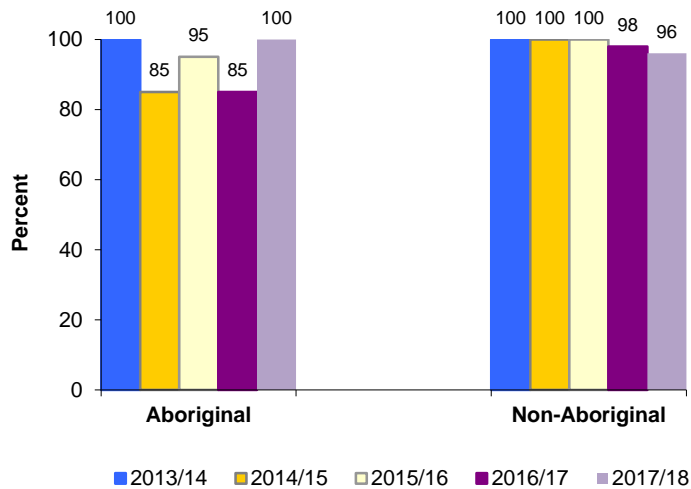
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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 | 14 | 14 | 100 | 5 | 36 | 66 | 66 | 100 | 41 | 62 |
| 2014/15 | 20 | 17 | 85 | 9 | 45 | 22 | 22 | 100 | 14 | 64 |
| 2015/16 | 19 | 18 | 95 | 7 | 37 | 42 | 42 | 100 | 30 | 71 |
| 2016/17 | 20 | 17 | 85 | 3 | 15 | 44 | 43 | 98 | 32 | 73 |
| 2017/18 | 15 | 15 | 100 | 7 | 47 | 55 | 53 | 96 | 36 | 65 |

| 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 | 14 | 40 | 12 | 2 | 66 | 87 | 61 | 5 | |
| 2014/15 | 20 | 62 | 19 | 1 | 22 | 40 | 21 | 1 | |
| 2015/16 | 19 | 53 | 14 | 5 | 42 | 53 | 35 | 7 | |
| 2016/17 | 20 | 48 | 17 | 3 | 44 | 62 | 39 | 5 | |
| 2017/18 | 15 | 46 | - | - | 55 | 64 | - | - | |

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.

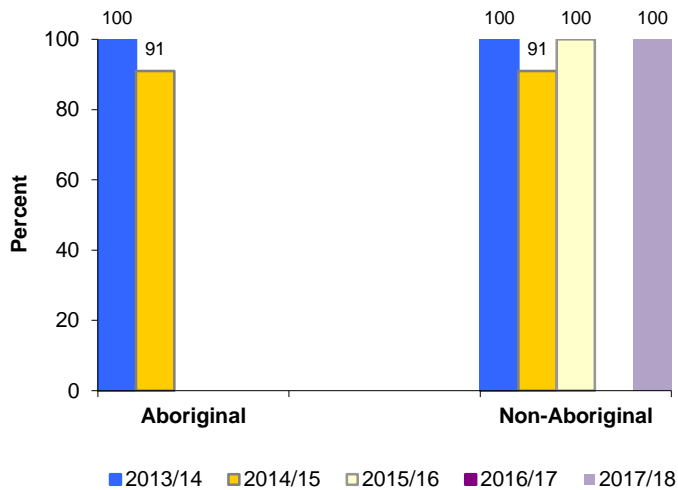
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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 | 12 | 12 | 100 | 3 | 25 | 18 | 18 | 100 | 8 | 44 |
| 2014/15 | 11 | 10 | 91 | 3 | 27 | 11 | 10 | 91 | 6 | 55 |
| 2015/16 | Msk | Msk | Msk | Msk | Msk | 10 | 10 | 100 | 6 | 60 |
| 2016/17 | Msk | Msk | Msk | Msk | Msk | Msk | Msk | Msk | Msk | Msk |
| 2017/18 | Msk | Msk | Msk | Msk | Msk | 12 | 12 | 100 | 5 | 42 |

| 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 | 40 | 7 | 5 | 18 | 87 | 18 | 0 | | |
| 2014/15 | 11 | 62 | 9 | 2 | 11 | 40 | 9 | 2 | | |
| 2015/16 | Msk | 53 | Msk | Msk | 10 | 53 | 8 | 2 | | |
| 2016/17 | Msk | 48 | Msk | Msk | Msk | 62 | Msk | Msk | | |
| 2017/18 | Msk | 46 | - | - | 12 | 64 | - | - | | |

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.

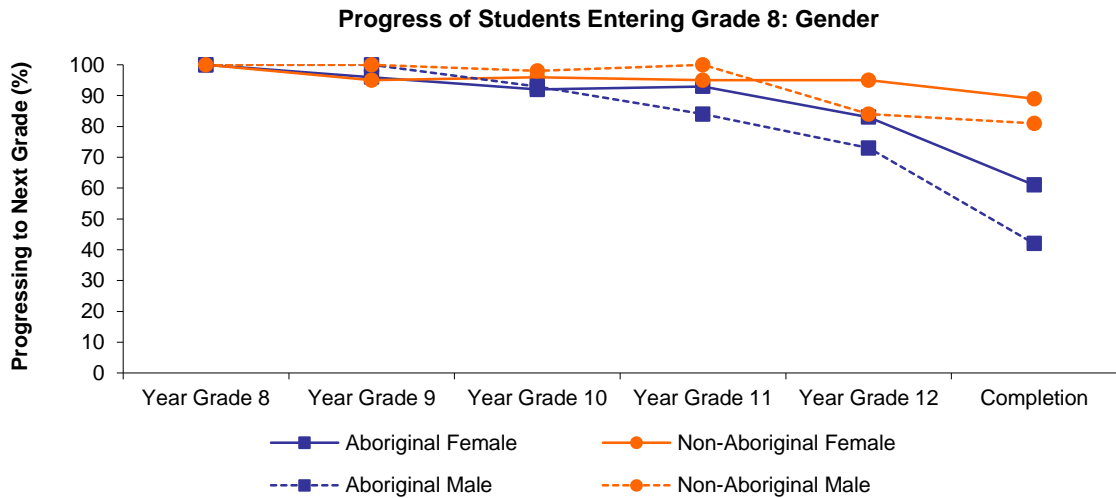
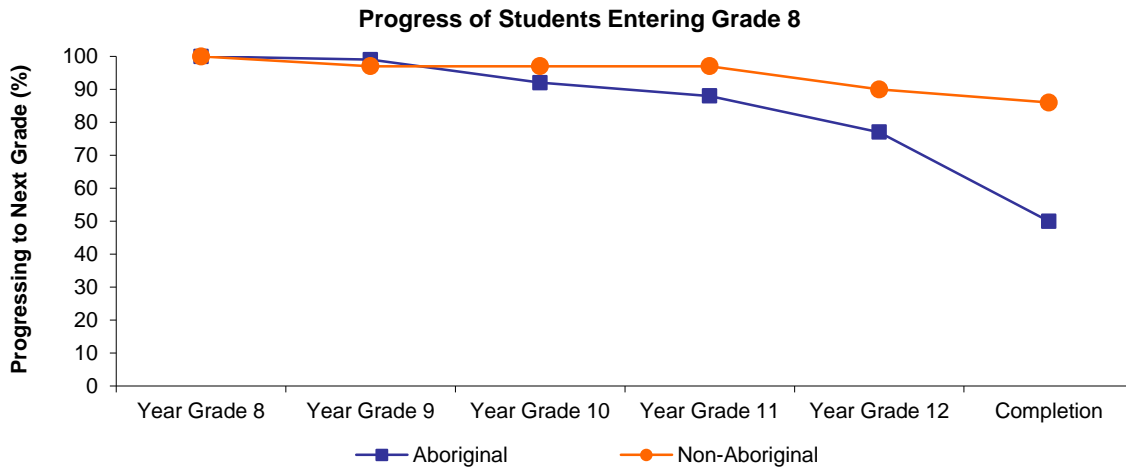
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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 | 99 | 96 | 100 | 97 | 95 | 100 |
| | Grade 10 | 92 | 92 | 93 | 97 | 96 | 98 |
| | Grade 11 | 88 | 93 | 84 | 97 | 95 | 100 |
| | Grade 12 | 77 | 83 | 73 | 90 | 95 | 84 |
| 2017/18 | Completion | 50 | 61 | 42 | 86 | 89 | 81 |



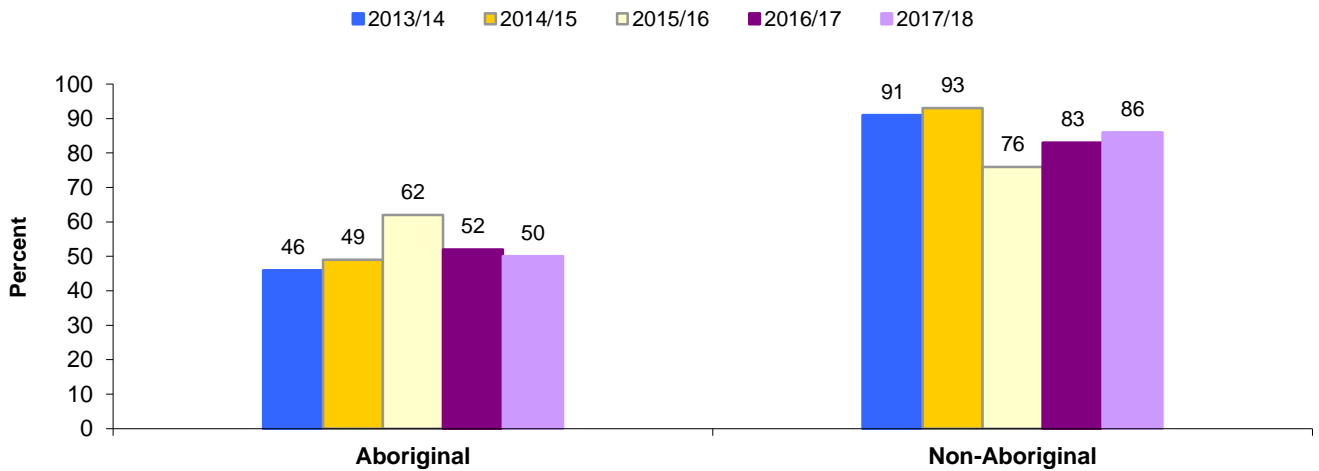
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

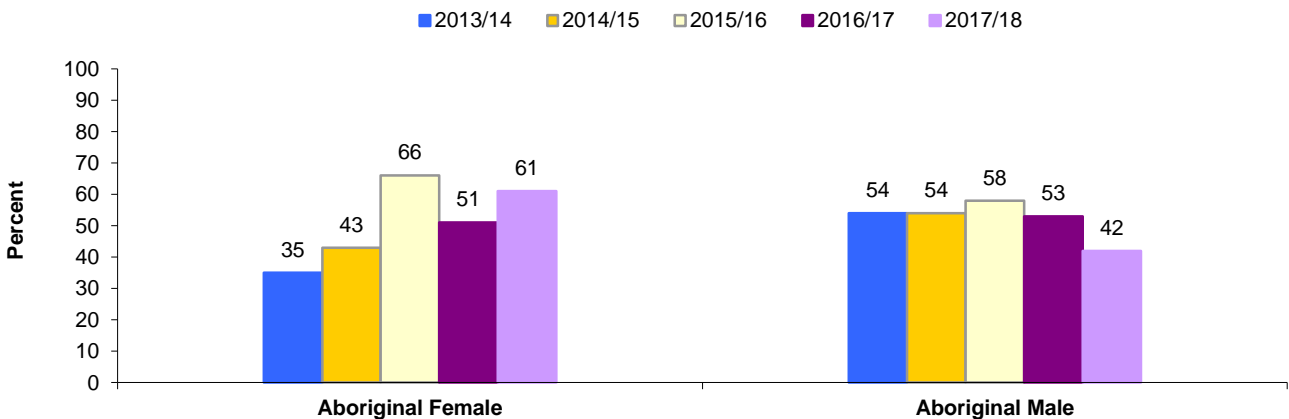
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|----------------|----------|--------|----------------|----------|--------|
| | All Students % | Female % | Male % | All Students % | Female % | Male % |
| 2013/14 | 46 | 35 | 54 | 91 | 86 | 96 |
| 2014/15 | 49 | 43 | 54 | 93 | 100 | 88 |
| 2015/16 | 62 | 66 | 58 | 76 | 91 | 62 |
| 2016/17 | 52 | 51 | 53 | 83 | 80 | 85 |
| 2017/18 | 50 | 61 | 42 | 86 | 89 | 81 |

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).

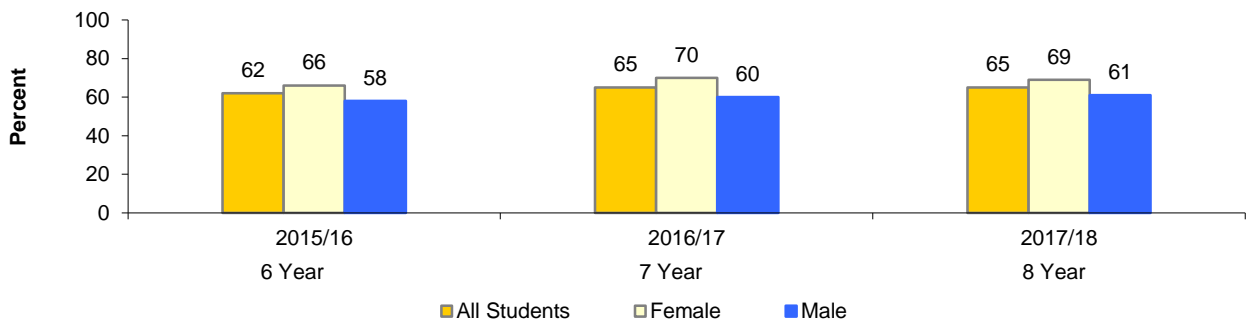
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

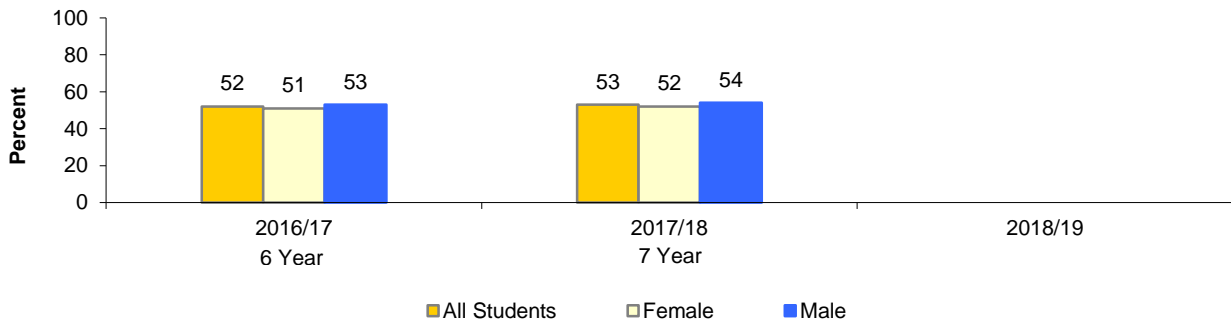
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

| 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 | 62 | 66 | 58 | 65 | 70 | 60 | 65 | 69 | 61 |
| 2011/12 | 52 | 51 | 53 | 53 | 52 | 54 | - | - | - |
| 2012/13 | 50 | 61 | 42 | - | - | - | - | - | - |

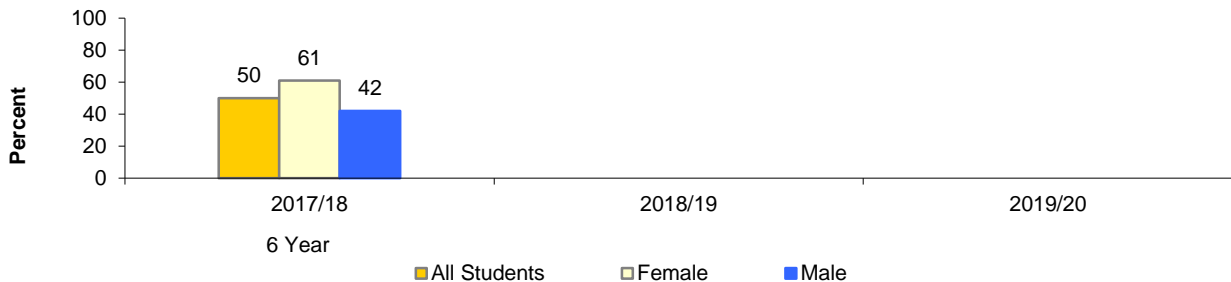
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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 | 38 | Msk | Msk | 86 | Msk | Msk |
| 2014/15 | 60 | Msk | Msk | 40 | 0 | 0 |
| 2015/16 | 51 | Msk | Msk | 52 | Msk | Msk |
| 2016/17 | 46 | Msk | Msk | 62 | Msk | Msk |
| 2017/18 | 42 | Msk | Msk | 63 | 0 | 0 |

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 | 38 | 26 | 68 | 86 | 82 | 95 |
| 2014/15 | 60 | 25 | 42 | 40 | 32 | 80 |
| 2015/16 | 51 | 21 | 41 | 52 | 45 | 87 |
| 2016/17 | 46 | 20 | 43 | 62 | 52 | 84 |
| 2017/18 | 42 | 20 | 48 | 63 | 53 | 84 |

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 | 38 | Msk | Msk | 86 | Msk | Msk |
| 2014/15 | 60 | Msk | Msk | 40 | Msk | Msk |
| 2015/16 | 51 | 10 | 20 | 52 | 0 | 0 |
| 2016/17 | 46 | Msk | Msk | 62 | Msk | Msk |
| 2017/18 | 42 | Msk | Msk | 63 | Msk | Msk |

* 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 | 41 | 41 | 100 | 0 | 0 |
| 2014/15 | 45 | 45 | 100 | 0 | 0 |
| 2015/16 | 43 | 43 | 100 | 0 | 0 |
| 2016/17 | 36 | 36 | 100 | 0 | 0 |
| 2017/18 | 32 | 32 | 100 | 0 | 0 |

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 | 607 | 41 | 7 |
| 2014/15 | 614 | 45 | 7 |
| 2015/16 | 627 | 43 | 7 |
| 2016/17 | 625 | 36 | 6 |
| 2017/18 | 622 | 32 | 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 | - | - | - |
| 2014/15 | Msk | Msk | Msk | Msk | - | - | - |
| 2015/16 | Msk | Msk | Msk | Msk | - | - | - |
| 2016/17 | Msk | Msk | Msk | Msk | - | - | - |
| 2017/18 | 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 | - | - | - |
| 2014/15 | Msk | - | Msk | Msk | - | - | - |
| 2015/16 | Msk | Msk | - | Msk | - | - | - |
| 2016/17 | - | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - | - |

** 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 | 28 | 100 | 3 | 10.7 | 8 | 28.6 | - | - | 1 | 3.6 | | |
| Non-Aboriginal | 66 | 100 | 17 | 25.8 | 1 | 1.5 | 6 | 9.1 | 2 | 3.0 | | |

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 | 21 | 100 | 3 | 14.3 | 1 | 4.8 | 1 | 4.8 | - | - | | |
| Non-Aboriginal | 18 | 100 | - | - | - | - | - | - | 1 | 5.6 | | |

GRADE 12 GRADUATES ENTERING INSTITUTES

| Demographic Group | Grade 12 Graduates of School Year | | Year of Transition to an Institute | | | | | | | | | |
|-------------------|-----------------------------------|-----|------------------------------------|-----|---------|---|---------|-----|---------|---|--|--|
| | 2012/13 | | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | | |
| | # | % | # | % | # | % | # | % | # | % | | |
| Aboriginal | 28 | 100 | 1 | 3.6 | - | - | - | - | - | - | | |
| Non-Aboriginal | 66 | 100 | 1 | 1.5 | - | - | 1 | 1.5 | - | - | | |

K-12 NON-GRADUATES ENTERING INSTITUTES

| Demographic Group | K-12 Non-Graduates of Year of Last Enrolment | | Year of Transition to an Institute | | | | | | | | | |
|-------------------|--|-----|------------------------------------|---|---------|---|---------|---|---------|---|--|--|
| | 2012/13 | | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | | |
| | # | % | # | % | # | % | # | % | # | % | | |
| Aboriginal | 21 | 100 | - | - | - | - | - | - | - | - | | |
| Non-Aboriginal | 18 | 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 | 28 | 100 | - | - | - | - | - | - | - | - | - | - |
| Non-Aboriginal | 66 | 100 | 5 | 7.6 | 1 | 1.5 | - | - | - | - | - | - |

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 | 21 | 100 | - | - | - | - | - | - | - | - | - | - |
| Non-Aboriginal | 18 | 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 | 28 | 100 | 3 | 10.7 | - | - | - | - | - | - | - | - |
| Non-Aboriginal | 66 | 100 | 9 | 13.6 | 1 | 1.5 | 1 | 1.5 | - | - | - | - |

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 | 21 | 100 | - | - | - | - | - | - | - | - | - | - |
| Non-Aboriginal | 18 | 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 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

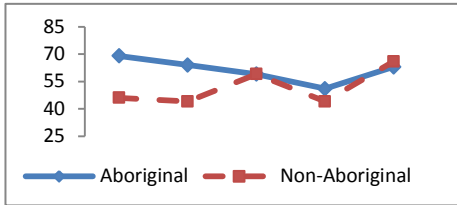
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

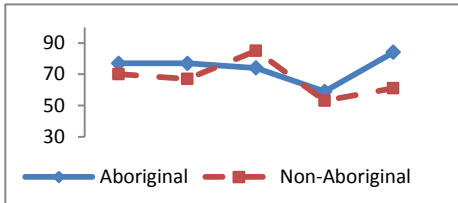
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



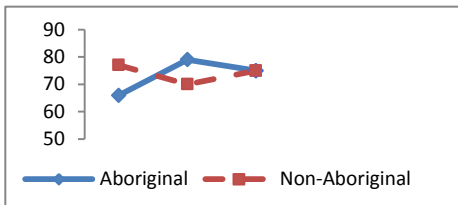
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-----------------------------------|----|--------------------|-----------------------------------|----|
| | Gr 4 Respondents # | All of the time or many times # % | | Gr 4 Respondents # | All of the time or many times # % | |
| 2013/14 | 32 | 22 | 69 | 56 | 26 | 46 |
| 2014/15 | 28 | 18 | 64 | 48 | 21 | 44 |
| 2015/16 | 27 | 16 | 59 | 37 | 22 | 59 |
| 2016/17 | 37 | 19 | 51 | 45 | 20 | 44 |
| 2017/18 | 40 | 25 | 63 | 56 | 37 | 66 |

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 | 30 | 23 | 77 | 56 | 39 | 70 |
| 2014/15 | 31 | 24 | 77 | 46 | 31 | 67 |
| 2015/16 | 27 | 20 | 74 | 39 | 33 | 85 |
| 2016/17 | 37 | 22 | 59 | 45 | 24 | 53 |
| 2017/18 | 38 | 32 | 84 | 57 | 35 | 61 |

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



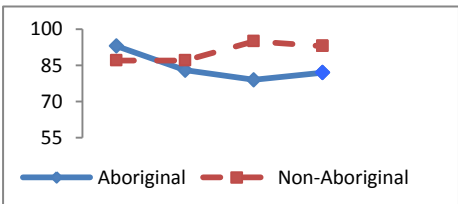
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-----------------------------------|----|--------------------|-----------------------------------|----|
| | Gr 4 Respondents # | All of the time or many times # % | | Gr 4 Respondents # | All of the time or many times # % | |
| 2013/14 | 29 | 19 | 66 | 56 | 43 | 77 |
| 2014/15 | 29 | 23 | 79 | 50 | 35 | 70 |
| 2015/16 | 28 | 21 | 75 | 40 | 30 | 75 |
| 2016/17 | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - |

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



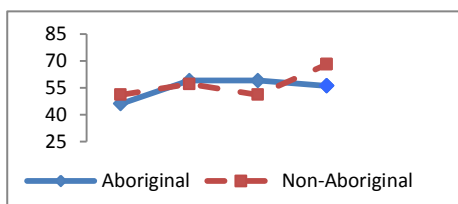
| School Year | Aboriginal | | Non-Aboriginal | |
|-------------|--------------------|-----------------|--------------------|-----------------|
| | Gr 4 Respondents # | All or many # % | Gr 4 Respondents # | All or many # % |
| 2013/14 | - | - | - | - |
| 2014/15 | - | - | - | - |
| 2015/16 | - | - | - | - |
| 2016/17 | 36 | 17 47 | 45 | 21 47 |
| 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 | 30 | 28 | 93 | 54 | 47 | 87 |
| 2014/15 | 29 | 24 | 83 | 47 | 41 | 87 |
| 2015/16 | 28 | 22 | 79 | 39 | 37 | 95 |
| 2016/17 | 34 | 28 | 82 | 40 | 37 | 93 |
| 2017/18 | - | - | - | - | - | - |

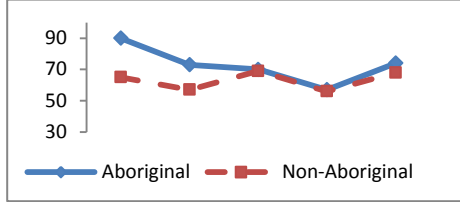
At school, are you being taught about Aboriginal peoples in Canada?



| 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 | 28 | 13 | 46 | 51 | 26 | 51 |
| 2014/15 | 27 | 16 | 59 | 42 | 24 | 57 |
| 2015/16 | 29 | 17 | 59 | 37 | 19 | 51 |
| 2016/17 | 34 | 19 | 56 | 44 | 30 | 68 |
| 2017/18 | - | - | - | - | - | - |

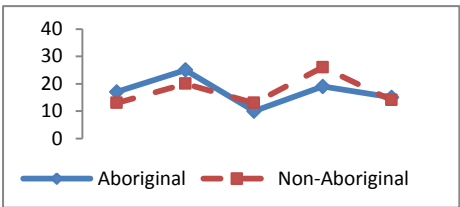
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



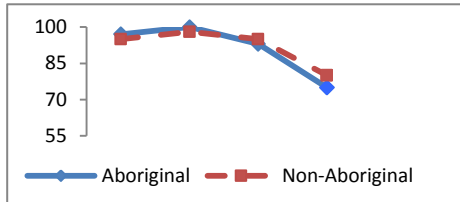
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
| | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 31 | 28 | 90 | 55 | 36 | 65 |
| 2014/15 | 30 | 22 | 73 | 49 | 28 | 57 |
| 2015/16 | 27 | 19 | 70 | 39 | 27 | 69 |
| 2016/17 | 35 | 20 | 57 | 43 | 24 | 56 |
| 2017/18 | 39 | 29 | 74 | 57 | 39 | 68 |

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



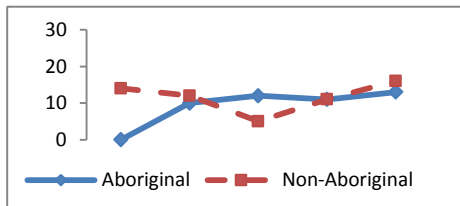
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
| | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 29 | 5 | 17 | 52 | 7 | 13 |
| 2014/15 | 28 | 7 | 25 | 50 | 10 | 20 |
| 2015/16 | 29 | 3 | 10 | 38 | 5 | 13 |
| 2016/17 | 36 | 7 | 19 | 43 | 11 | 26 |
| 2017/18 | 39 | 6 | 15 | 57 | 8 | 14 |

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



| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|------------------|--------------------|-----|------------------|--------------------|----|
| | Gr 4 Respondents | Two adults or more | | Gr 4 Respondents | Two adults or more | |
| | # | # | % | # | # | % |
| 2013/14 | 31 | 30 | 97 | 55 | 52 | 95 |
| 2014/15 | 31 | 31 | 100 | 49 | 48 | 98 |
| 2015/16 | 28 | 26 | 93 | 40 | 38 | 95 |
| 2016/17 | 36 | 27 | 75 | 45 | 36 | 80 |
| 2017/18 | - | - | - | - | - | - |

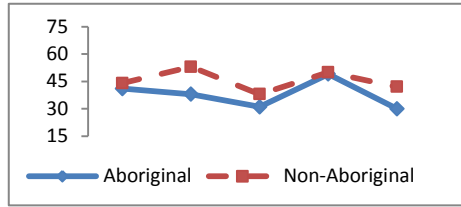
I would like to go to a different school.



| 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 | 30 | 0 | 0 | 51 | 7 | 14 |
| 2014/15 | 31 | 3 | 10 | 50 | 6 | 12 |
| 2015/16 | 26 | 3 | 12 | 38 | 2 | 5 |
| 2016/17 | 37 | 4 | 11 | 45 | 5 | 11 |
| 2017/18 | 38 | 5 | 13 | 57 | 9 | 16 |

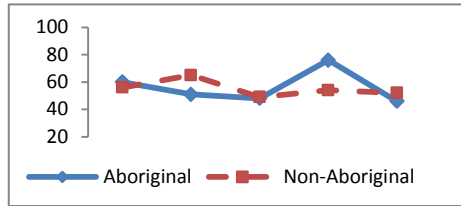
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



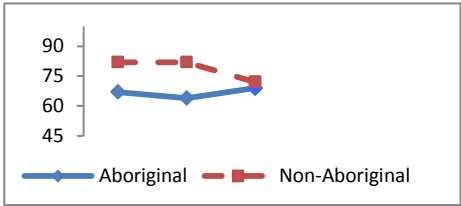
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-------------------------------|----|--------------------|-------------------------------|----|
| | Gr 7 Respondents # | All of the time or many times | | Gr 7 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 29 | 12 | 41 | 62 | 27 | 44 |
| 2014/15 | 42 | 16 | 38 | 51 | 27 | 53 |
| 2015/16 | 29 | 9 | 31 | 47 | 18 | 38 |
| 2016/17 | 45 | 22 | 49 | 46 | 23 | 50 |
| 2017/18 | 37 | 11 | 30 | 48 | 20 | 42 |

Do adults in the school treat all students fairly?



| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-------------------------------|----|--------------------|-------------------------------|----|
| | Gr 7 Respondents # | All of the time or many times | | Gr 7 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 30 | 18 | 60 | 62 | 35 | 56 |
| 2014/15 | 37 | 19 | 51 | 48 | 31 | 65 |
| 2015/16 | 29 | 14 | 48 | 45 | 22 | 49 |
| 2016/17 | 45 | 34 | 76 | 46 | 25 | 54 |
| 2017/18 | 37 | 17 | 46 | 48 | 25 | 52 |

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



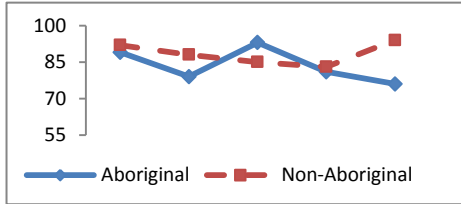
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-------------------------------|----|--------------------|-------------------------------|----|
| | Gr 7 Respondents # | All of the time or many times | | Gr 7 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 30 | 20 | 67 | 62 | 51 | 82 |
| 2014/15 | 42 | 27 | 64 | 51 | 42 | 82 |
| 2015/16 | 29 | 20 | 69 | 46 | 33 | 72 |
| 2016/17 | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - |

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



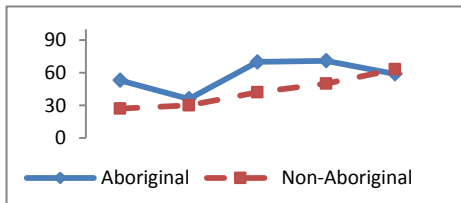
| School Year | Aboriginal | | Non-Aboriginal | |
|-------------|--------------------|-------------|--------------------|-------------|
| | Gr 7 Respondents # | All or many | Gr 7 Respondents # | All or many |
| | # | # % | # | # % |
| 2013/14 | - | - - | - | - - |
| 2014/15 | - | - - | - | - - |
| 2015/16 | - | - - | - | - - |
| 2016/17 | 45 | 30 67 | 46 | 30 65 |
| 2017/18 | 38 | 16 42 | 48 | 22 46 |

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 | 27 | 24 | 89 | 63 | 58 | 92 |
| 2014/15 | 42 | 33 | 79 | 50 | 44 | 88 |
| 2015/16 | 28 | 26 | 93 | 47 | 40 | 85 |
| 2016/17 | 43 | 35 | 81 | 46 | 38 | 83 |
| 2017/18 | 38 | 29 | 76 | 47 | 44 | 94 |

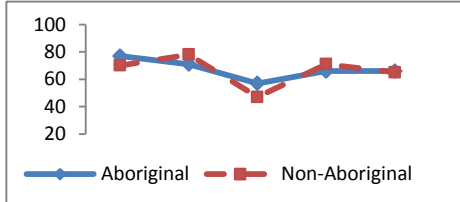
At school, are you being taught about Aboriginal peoples in Canada?



| 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 | 30 | 16 | 53 | 62 | 17 | 27 |
| 2014/15 | 42 | 15 | 36 | 50 | 15 | 30 |
| 2015/16 | 30 | 21 | 70 | 48 | 20 | 42 |
| 2016/17 | 45 | 32 | 71 | 46 | 23 | 50 |
| 2017/18 | 37 | 22 | 59 | 48 | 30 | 63 |

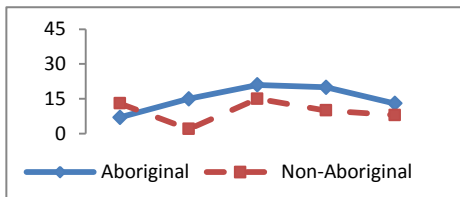
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



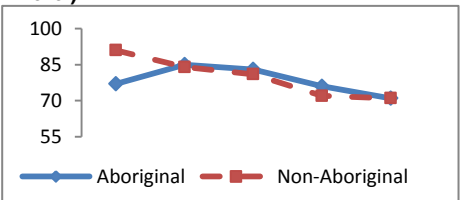
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-------------------------------|----|--------------------|-------------------------------|----|
| | Gr 7 Respondents # | All of the time or many times | | Gr 7 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 30 | 23 | 77 | 64 | 45 | 70 |
| 2014/15 | 38 | 27 | 71 | 49 | 38 | 78 |
| 2015/16 | 30 | 17 | 57 | 47 | 22 | 47 |
| 2016/17 | 41 | 27 | 66 | 48 | 34 | 71 |
| 2017/18 | 38 | 25 | 66 | 48 | 31 | 65 |

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



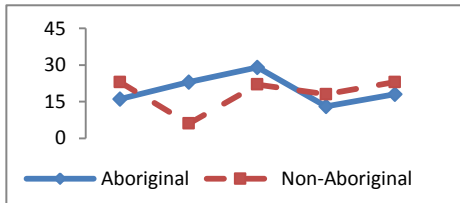
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-------------------------------|----|--------------------|-------------------------------|----|
| | Gr 7 Respondents # | All of the time or many times | | Gr 7 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 30 | 2 | 7 | 62 | 8 | 13 |
| 2014/15 | 39 | 6 | 15 | 51 | 1 | 2 |
| 2015/16 | 28 | 6 | 21 | 47 | 7 | 15 |
| 2016/17 | 41 | 8 | 20 | 48 | 5 | 10 |
| 2017/18 | 38 | 5 | 13 | 48 | 4 | 8 |

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



| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|--------------------|-------------------------------|----|--------------------|--------------------|----|
| | Gr 7 Respondents # | All of the time or many times | | Gr 7 Respondents # | Two adults or more | |
| | # | # | % | # | # | % |
| 2013/14 | 31 | 24 | 77 | 64 | 58 | 91 |
| 2014/15 | 41 | 35 | 85 | 50 | 42 | 84 |
| 2015/16 | 29 | 24 | 83 | 48 | 39 | 81 |
| 2016/17 | 45 | 34 | 76 | 46 | 33 | 72 |
| 2017/18 | 38 | 27 | 71 | 48 | 34 | 71 |

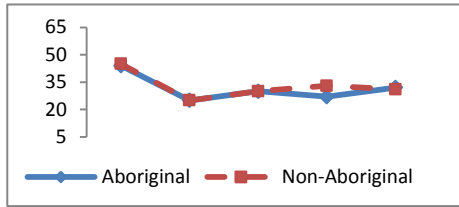
I would like to go to a different school.



| 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 | 31 | 5 | 16 | 60 | 14 | 23 |
| 2014/15 | 35 | 8 | 23 | 48 | 3 | 6 |
| 2015/16 | 28 | 8 | 29 | 45 | 10 | 22 |
| 2016/17 | 45 | 6 | 13 | 45 | 8 | 18 |
| 2017/18 | 38 | 7 | 18 | 48 | 11 | 23 |

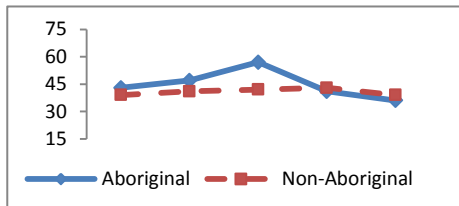
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



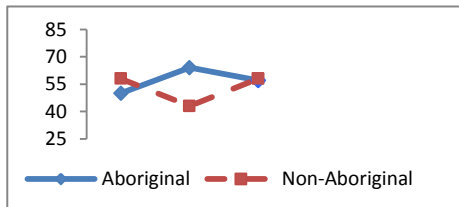
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-----------------------------------|----|---------------------|-----------------------------------|----|
| | Gr 10 Respondents # | All of the time or many times # % | | Gr 10 Respondents # | All of the time or many times # % | |
| 2013/14 | 27 | 12 | 44 | 42 | 19 | 45 |
| 2014/15 | 32 | 8 | 25 | 56 | 14 | 25 |
| 2015/16 | 20 | 6 | 30 | 54 | 16 | 30 |
| 2016/17 | 41 | 11 | 27 | 51 | 17 | 33 |
| 2017/18 | 56 | 18 | 32 | 51 | 16 | 31 |

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 | 28 | 12 | 43 | 41 | 16 | 39 |
| 2014/15 | 32 | 15 | 47 | 54 | 22 | 41 |
| 2015/16 | 21 | 12 | 57 | 52 | 22 | 42 |
| 2016/17 | 41 | 17 | 41 | 51 | 22 | 43 |
| 2017/18 | 56 | 20 | 36 | 51 | 20 | 39 |

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



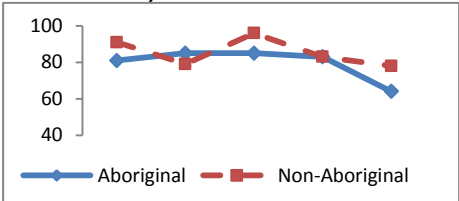
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-----------------------------------|----|---------------------|-----------------------------------|----|
| | Gr 10 Respondents # | All of the time or many times # % | | Gr 10 Respondents # | All of the time or many times # % | |
| 2013/14 | 28 | 14 | 50 | 43 | 25 | 58 |
| 2014/15 | 33 | 21 | 64 | 56 | 24 | 43 |
| 2015/16 | 21 | 12 | 57 | 53 | 31 | 58 |
| 2016/17 | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - |

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



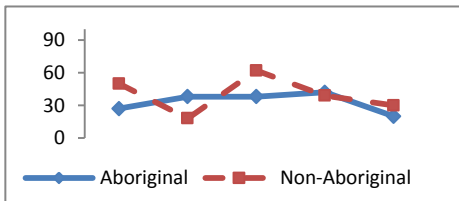
| School Year | Aboriginal | | Non-Aboriginal | |
|-------------|---------------------|-----------------|---------------------|-----------------|
| | Gr 10 Respondents # | All or many # % | Gr 10 Respondents # | All or many # % |
| 2013/14 | - | - | - | - |
| 2014/15 | - | - | - | - |
| 2015/16 | - | - | - | - |
| 2016/17 | 39 | 19 49 | 50 | 25 50 |
| 2017/18 | 56 | 26 46 | 51 | 34 67 |

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 | 26 | 21 | 81 | 44 | 40 | 91 |
| 2014/15 | 33 | 28 | 85 | 57 | 45 | 79 |
| 2015/16 | 20 | 17 | 85 | 54 | 52 | 96 |
| 2016/17 | 36 | 30 | 83 | 48 | 40 | 83 |
| 2017/18 | 55 | 35 | 64 | 50 | 39 | 78 |

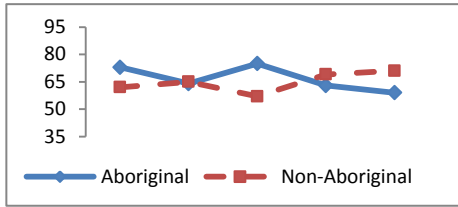
At school, are you being taught about Aboriginal peoples in Canada?



| 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 | 26 | 7 | 27 | 44 | 22 | 50 |
| 2014/15 | 32 | 12 | 38 | 57 | 10 | 18 |
| 2015/16 | 21 | 8 | 38 | 52 | 32 | 62 |
| 2016/17 | 36 | 15 | 42 | 49 | 19 | 39 |
| 2017/18 | 56 | 11 | 20 | 50 | 15 | 30 |

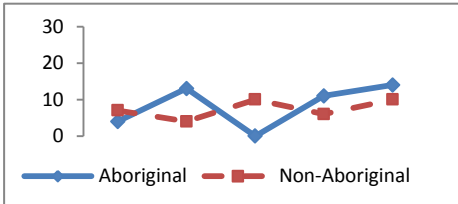
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



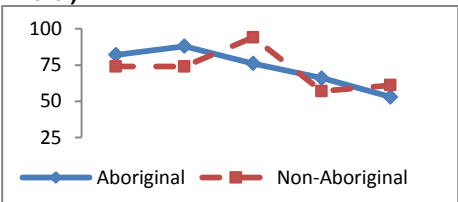
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-----------------------------------|----|---------------------|-----------------------------------|----|
| | Gr 10 Respondents # | All of the time or many times # % | | Gr 10 Respondents # | All of the time or many times # % | |
| 2013/14 | 26 | 19 | 73 | 42 | 26 | 62 |
| 2014/15 | 33 | 21 | 64 | 54 | 35 | 65 |
| 2015/16 | 20 | 15 | 75 | 53 | 30 | 57 |
| 2016/17 | 35 | 22 | 63 | 54 | 37 | 69 |
| 2017/18 | 56 | 33 | 59 | 51 | 36 | 71 |

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



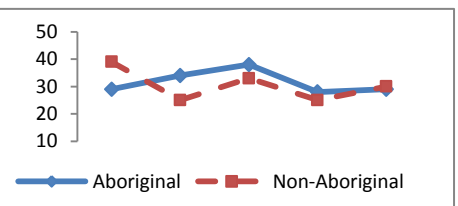
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-----------------------------------|----|---------------------|-----------------------------------|----|
| | Gr 10 Respondents # | All of the time or many times # % | | Gr 10 Respondents # | All of the time or many times # % | |
| 2013/14 | 27 | 1 | 4 | 43 | 3 | 7 |
| 2014/15 | 32 | 4 | 13 | 51 | 2 | 4 |
| 2015/16 | 21 | 0 | 0 | 52 | 5 | 10 |
| 2016/17 | 35 | 4 | 11 | 54 | 3 | 6 |
| 2017/18 | 56 | 8 | 14 | 51 | 5 | 10 |

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



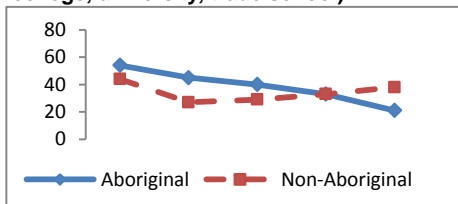
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|------------------------|----|---------------------|------------------------|----|
| | Gr 10 Respondents # | Two adults or more # % | | Gr 10 Respondents # | Two adults or more # % | |
| 2013/14 | 28 | 23 | 82 | 43 | 32 | 74 |
| 2014/15 | 32 | 28 | 88 | 57 | 42 | 74 |
| 2015/16 | 21 | 16 | 76 | 53 | 50 | 94 |
| 2016/17 | 41 | 27 | 66 | 51 | 29 | 57 |
| 2017/18 | 57 | 30 | 53 | 51 | 31 | 61 |

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



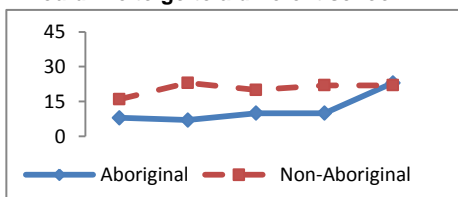
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-----------------------------------|----|---------------------|-----------------------------------|----|
| | Gr 10 Respondents # | All of the time or many times # % | | Gr 10 Respondents # | All of the time or many times # % | |
| 2013/14 | 28 | 8 | 29 | 44 | 17 | 39 |
| 2014/15 | 32 | 11 | 34 | 55 | 14 | 25 |
| 2015/16 | 21 | 8 | 38 | 52 | 17 | 33 |
| 2016/17 | 36 | 10 | 28 | 48 | 12 | 25 |
| 2017/18 | 56 | 16 | 29 | 50 | 15 | 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 | 28 | 15 | 54 | 43 | 19 | 44 |
| 2014/15 | 31 | 14 | 45 | 56 | 15 | 27 |
| 2015/16 | 20 | 8 | 40 | 51 | 15 | 29 |
| 2016/17 | 36 | 12 | 33 | 48 | 16 | 33 |
| 2017/18 | 56 | 12 | 21 | 50 | 19 | 38 |

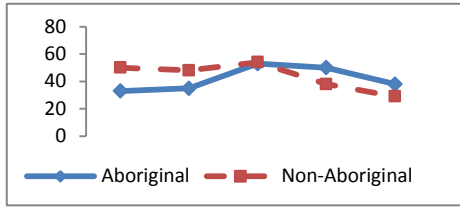
I would like to go to a different school.



| 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 | 26 | 2 | 8 | 44 | 7 | 16 |
| 2014/15 | 29 | 2 | 7 | 52 | 12 | 23 |
| 2015/16 | 20 | 2 | 10 | 50 | 10 | 20 |
| 2016/17 | 40 | 4 | 10 | 51 | 11 | 22 |
| 2017/18 | 57 | 13 | 23 | 51 | 11 | 22 |

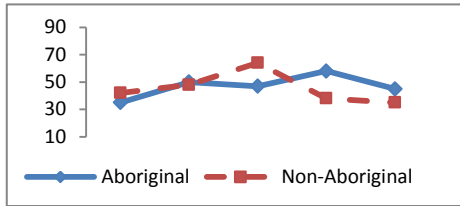
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



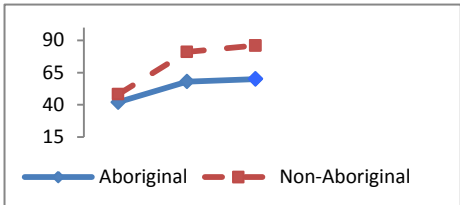
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-------------------------------|----|---------------------|-------------------------------|----|
| | Gr 12 Respondents # | All of the time or many times | | Gr 12 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 33 | 11 | 33 | 78 | 39 | 50 |
| 2014/15 | 23 | 8 | 35 | 31 | 15 | 48 |
| 2015/16 | 15 | 8 | 53 | 28 | 15 | 54 |
| 2016/17 | 26 | 13 | 50 | 53 | 20 | 38 |
| 2017/18 | 21 | 8 | 38 | 52 | 15 | 29 |

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 | 31 | 11 | 35 | 78 | 33 | 42 |
| 2014/15 | 22 | 11 | 50 | 31 | 15 | 48 |
| 2015/16 | 15 | 7 | 47 | 28 | 18 | 64 |
| 2016/17 | 26 | 15 | 58 | 53 | 20 | 38 |
| 2017/18 | 22 | 10 | 45 | 52 | 18 | 35 |

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



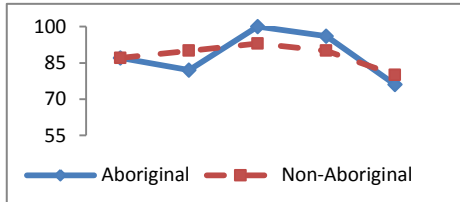
| School Year | Aboriginal | | | Non-Aboriginal | | |
|-------------|---------------------|-------------------------------|----|---------------------|-------------------------------|----|
| | Gr 12 Respondents # | All of the time or many times | | Gr 12 Respondents # | All of the time or many times | |
| | # | # | % | # | # | % |
| 2013/14 | 33 | 14 | 42 | 77 | 37 | 48 |
| 2014/15 | 24 | 14 | 58 | 31 | 25 | 81 |
| 2015/16 | 15 | 9 | 60 | 28 | 24 | 86 |
| 2016/17 | - | - | - | - | - | - |
| 2017/18 | - | - | - | - | - | - |

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



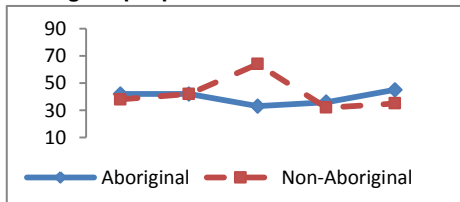
| School Year | Aboriginal | | Non-Aboriginal | |
|-------------|---------------------|-------------|---------------------|-------------|
| | Gr 12 Respondents # | All or many | Gr 12 Respondents # | All or many |
| | # | % | # | % |
| 2013/14 | - | - | - | - |
| 2014/15 | - | - | - | - |
| 2015/16 | - | - | - | - |
| 2016/17 | 25 | 52 | 51 | 41 |
| 2017/18 | 22 | 45 | 51 | 35 |

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 | 31 | 27 | 87 | 76 | 66 | 87 |
| 2014/15 | 22 | 18 | 82 | 30 | 27 | 90 |
| 2015/16 | 15 | 15 | 100 | 28 | 26 | 93 |
| 2016/17 | 24 | 23 | 96 | 49 | 44 | 90 |
| 2017/18 | 21 | 16 | 76 | 51 | 41 | 80 |

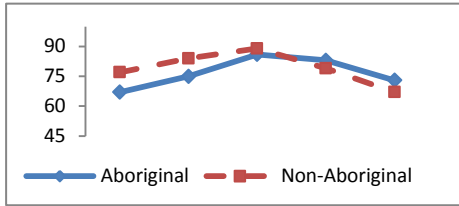
At school, are you being taught about Aboriginal peoples in Canada?



| 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 | 31 | 13 | 42 | 77 | 29 | 38 |
| 2014/15 | 24 | 10 | 42 | 31 | 13 | 42 |
| 2015/16 | 15 | 5 | 33 | 28 | 18 | 64 |
| 2016/17 | 25 | 9 | 36 | 50 | 16 | 32 |
| 2017/18 | 22 | 10 | 45 | 52 | 18 | 35 |

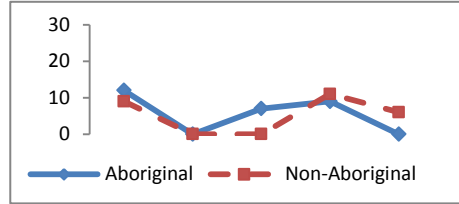
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



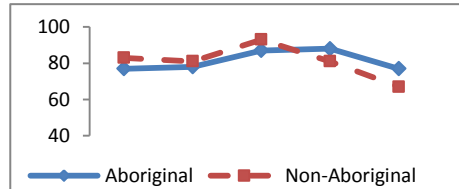
| School Year | Aboriginal | | | | Non-Aboriginal | | | |
|-------------|---------------------|-------------------------------|----|---------------------|-------------------------------|----|--|--|
| | Gr 12 Respondents # | All of the time or many times | | Gr 12 Respondents # | All of the time or many times | | | |
| | | # | % | | # | % | | |
| 2013/14 | 33 | 22 | 67 | 77 | 59 | 77 | | |
| 2014/15 | 24 | 18 | 75 | 31 | 26 | 84 | | |
| 2015/16 | 14 | 12 | 86 | 28 | 25 | 89 | | |
| 2016/17 | 23 | 19 | 83 | 52 | 41 | 79 | | |
| 2017/18 | 22 | 16 | 73 | 52 | 35 | 67 | | |

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



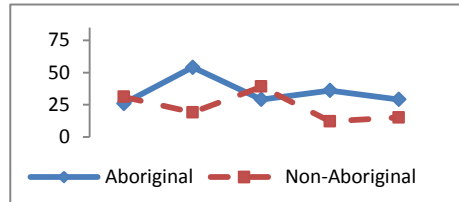
| School Year | Aboriginal | | | | Non-Aboriginal | | | |
|-------------|---------------------|-------------------------------|----|---------------------|-------------------------------|----|--|--|
| | Gr 12 Respondents # | All of the time or many times | | Gr 12 Respondents # | All of the time or many times | | | |
| | | # | % | | # | % | | |
| 2013/14 | 33 | 4 | 12 | 77 | 7 | 9 | | |
| 2014/15 | 24 | 0 | 0 | 31 | 0 | 0 | | |
| 2015/16 | 15 | 1 | 7 | 28 | 0 | 0 | | |
| 2016/17 | 23 | 2 | 9 | 53 | 6 | 11 | | |
| 2017/18 | 22 | 0 | 0 | 52 | 3 | 6 | | |

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



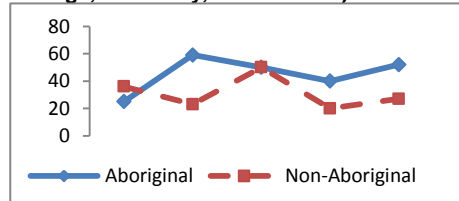
| School Year | Aboriginal | | | | Non-Aboriginal | | | |
|-------------|---------------------|--------------------|----|---------------------|--------------------|----|--|--|
| | Gr 12 Respondents # | Two adults or more | | Gr 12 Respondents # | Two adults or more | | | |
| | | # | % | | # | % | | |
| 2013/14 | 31 | 24 | 77 | 78 | 65 | 83 | | |
| 2014/15 | 23 | 18 | 78 | 31 | 25 | 81 | | |
| 2015/16 | 15 | 13 | 87 | 28 | 26 | 93 | | |
| 2016/17 | 26 | 23 | 88 | 53 | 43 | 81 | | |
| 2017/18 | 22 | 17 | 77 | 51 | 34 | 67 | | |

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



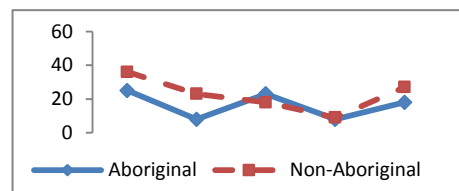
| School Year | Aboriginal | | | | Non-Aboriginal | | | |
|-------------|---------------------|-------------------------------|----|---------------------|-------------------------------|----|--|--|
| | Gr 12 Respondents # | All of the time or many times | | Gr 12 Respondents # | All of the time or many times | | | |
| | | # | % | | # | % | | |
| 2013/14 | 31 | 8 | 26 | 78 | 24 | 31 | | |
| 2014/15 | 24 | 13 | 54 | 31 | 6 | 19 | | |
| 2015/16 | 14 | 4 | 29 | 28 | 11 | 39 | | |
| 2016/17 | 25 | 9 | 36 | 50 | 6 | 12 | | |
| 2017/18 | 21 | 6 | 29 | 52 | 8 | 15 | | |

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 | 32 | 8 | 25 | 77 | 28 | 36 | | |
| 2014/15 | 22 | 13 | 59 | 30 | 7 | 23 | | |
| 2015/16 | 14 | 7 | 50 | 28 | 14 | 50 | | |
| 2016/17 | 25 | 10 | 40 | 50 | 10 | 20 | | |
| 2017/18 | 21 | 11 | 52 | 52 | 14 | 27 | | |

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 | 32 | 8 | 25 | 75 | 27 | 36 | | |
| 2014/15 | 24 | 2 | 8 | 31 | 7 | 23 | | |
| 2015/16 | 13 | 3 | 23 | 28 | 5 | 18 | | |
| 2016/17 | 26 | 2 | 8 | 53 | 5 | 9 | | |
| 2017/18 | 22 | 4 | 18 | 52 | 14 | 27 | | |

GLOSSARY

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

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

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