



Aboriginal Report 2014/15 - 2018/19

How Are We Doing?

Province (Public Schools Only)

electronic version of report: <https://studentsuccess.gov.bc.ca/>

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

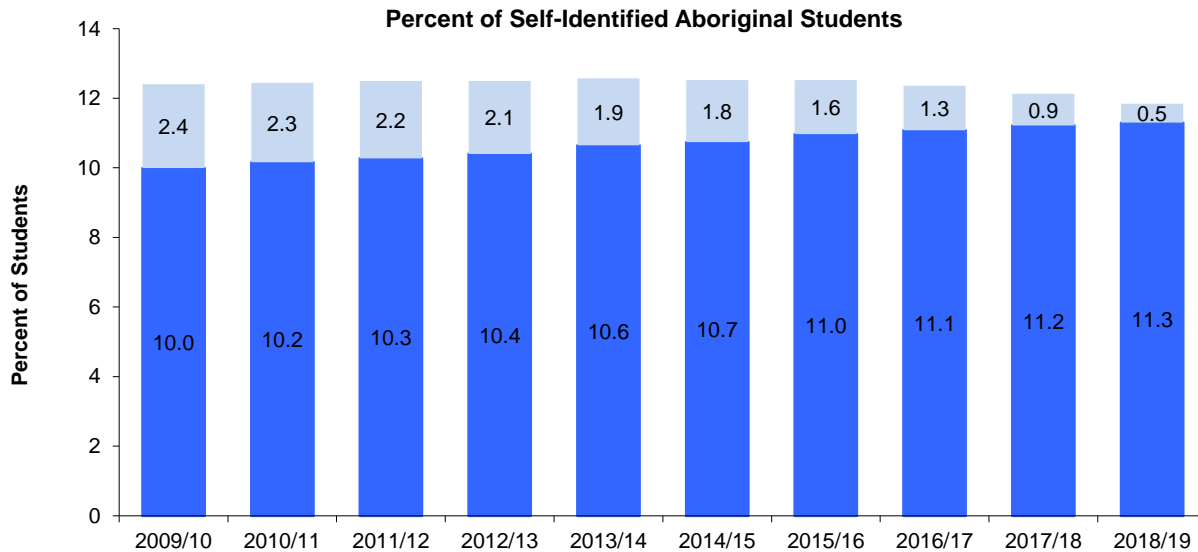
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete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

PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students #	SIA in Year*		SIA Only in Other Year(s)*		Never SIA*	
		#	%	#	%	#	%
2009/10	580,479	58,017	10.0	14,016	2.4	508,446	87.6
2010/11	579,110	58,834	10.2	13,219	2.3	507,057	87.6
2011/12	569,734	58,531	10.3	12,661	2.2	498,542	87.5
2012/13	564,529	58,717	10.4	11,844	2.1	493,968	87.5
2013/14	558,983	59,502	10.6	10,783	1.9	488,698	87.4
2014/15	552,786	59,382	10.7	9,870	1.8	483,534	87.5
2015/16	553,376	60,706	11.0	8,608	1.6	484,062	87.5
2016/17	557,625	61,799	11.1	7,132	1.3	488,694	87.6
2017/18	563,243	63,181	11.2	5,151	0.9	494,911	87.9
2018/19	568,985	64,326	11.3	3,068	0.5	501,591	88.2



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

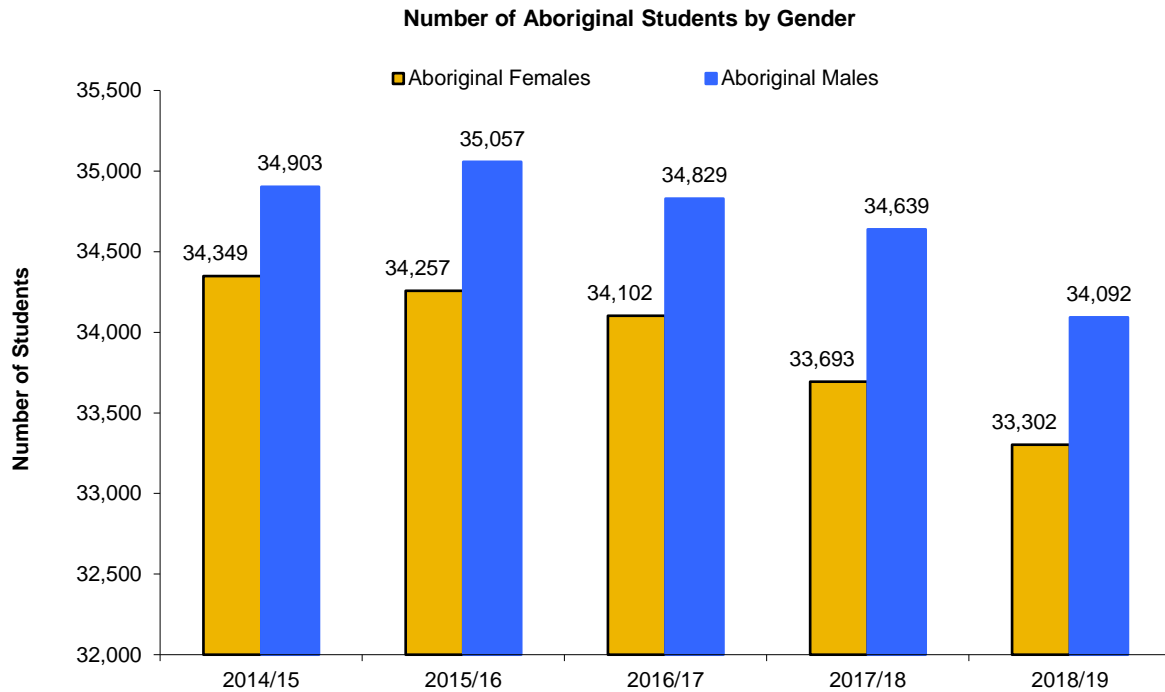
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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. Column (3) shows students who have never identified themselves as Aboriginal.

ABORIGINAL STUDENTS BY GENDER

School Year	All Students	Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students
		#	%	#		#	
2014/15	552,786	69,252	12.5	34,349	6.2	34,903	6.3
2015/16	553,376	69,314	12.5	34,257	6.2	35,057	6.3
2016/17	557,625	68,931	12.4	34,102	6.1	34,829	6.2
2017/18	563,243	68,332	12.1	33,693	6.0	34,639	6.1
2018/19	568,985	67,394	11.8	33,302	5.9	34,092	6.0



ABORIGINAL STUDENTS, ON- OR OFF-RESERVE

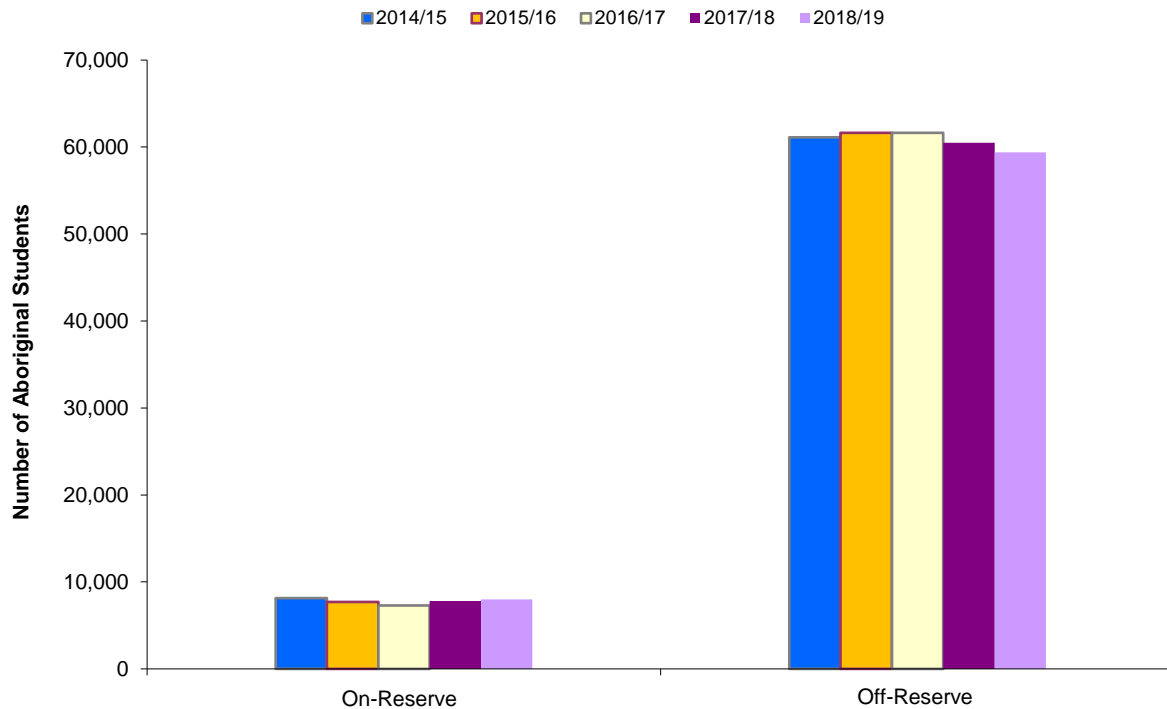
September Count

School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2014/15	69,252	3,980	4,163	8,143	30,367	30,742	61,109
2015/16	69,314	3,777	3,917	7,694	30,482	31,138	61,620
2016/17	68,931	3,579	3,706	7,285	30,524	31,122	61,646
2017/18	68,332	3,831	3,989	7,820	29,864	30,648	60,512
2018/19	67,394	3,913	4,078	7,991	29,394	30,009	59,403

February Count

School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2014/15	69,040	3,943	4,131	8,074	30,317	30,649	60,966
2015/16	69,015	3,723	3,849	7,572	30,476	30,967	61,443
2016/17	68,531	3,557	3,688	7,245	30,369	30,917	61,286
2017/18	68,050	3,803	3,959	7,762	29,811	30,477	60,288
2018/19	67,340	3,929	4,046	7,975	29,395	29,970	59,365

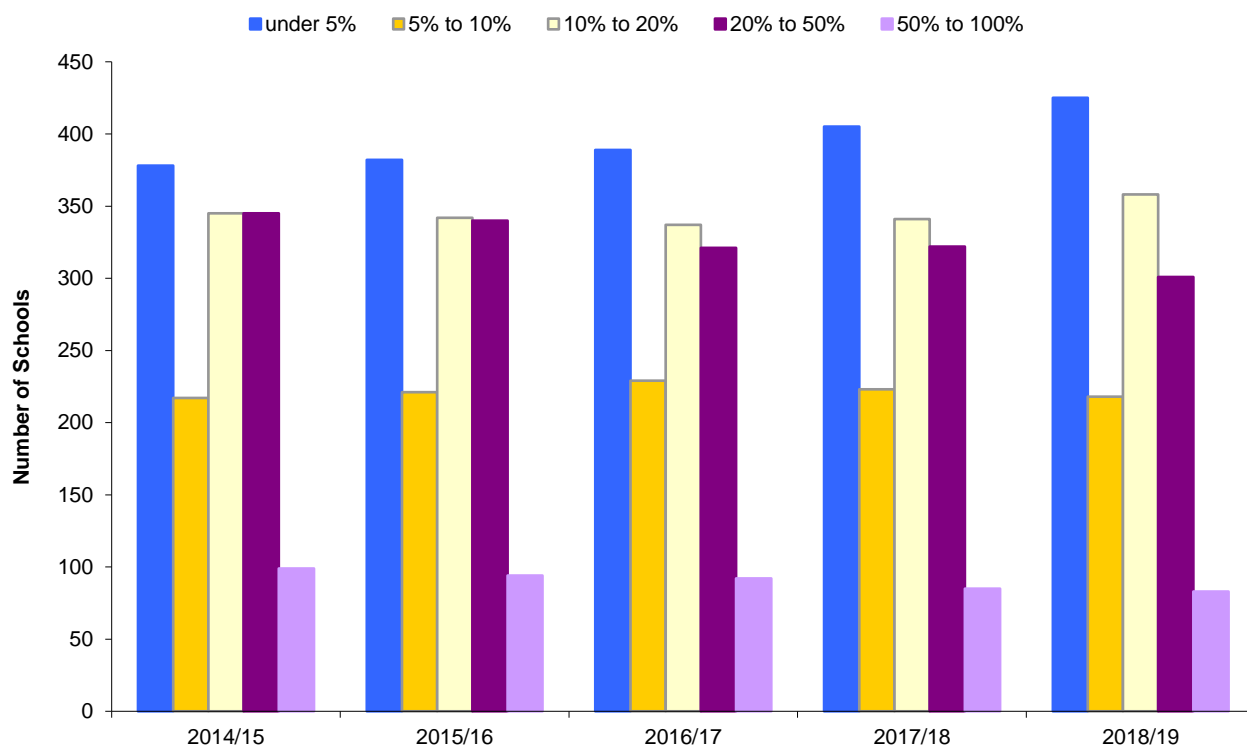
Number of Aboriginal Students, On or Off-Reserve (September Count)



NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	Total Schools #	Number of Schools				
		under 5%	5% to 10%	10% to 20%	20% to 50%	50% to 100%
2014/15	1,384	378	217	345	345	99
2015/16	1,379	382	221	342	340	94
2016/17	1,368	389	229	337	321	92
2017/18	1,376	405	223	341	322	85
2018/19	1,385	425	218	358	301	83

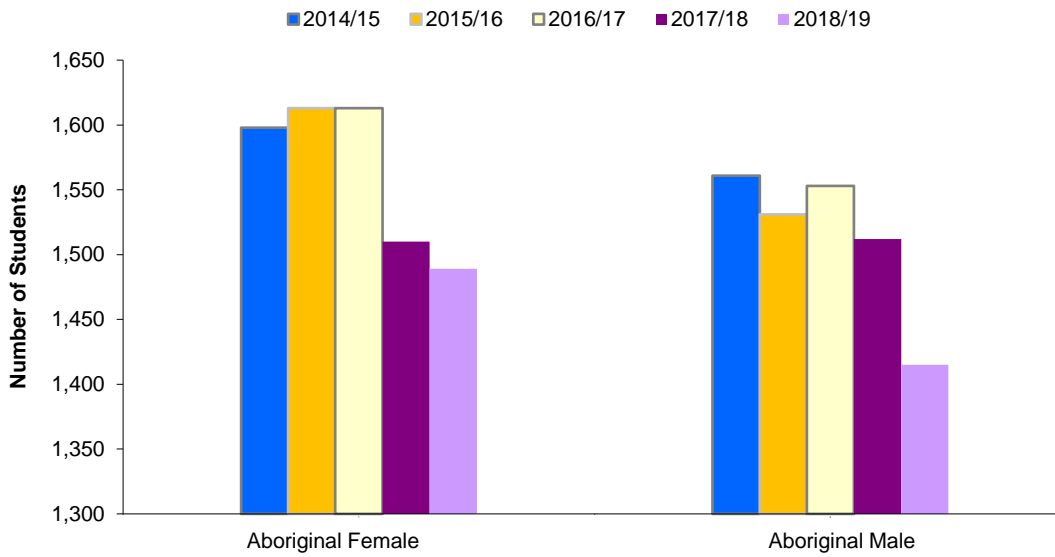
Number of Schools with Aboriginal Students (%)



STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
2014/15	3,159	1,598	1,561	4,595	1,977	2,618
2015/16	3,144	1,613	1,531	4,488	2,017	2,471
2016/17	3,166	1,613	1,553	4,487	2,027	2,460
2017/18	3,022	1,510	1,512	4,411	2,005	2,406
2018/19	2,904	1,489	1,415	4,348	1,983	2,365

Number of Aboriginal Students in Alternate Programs

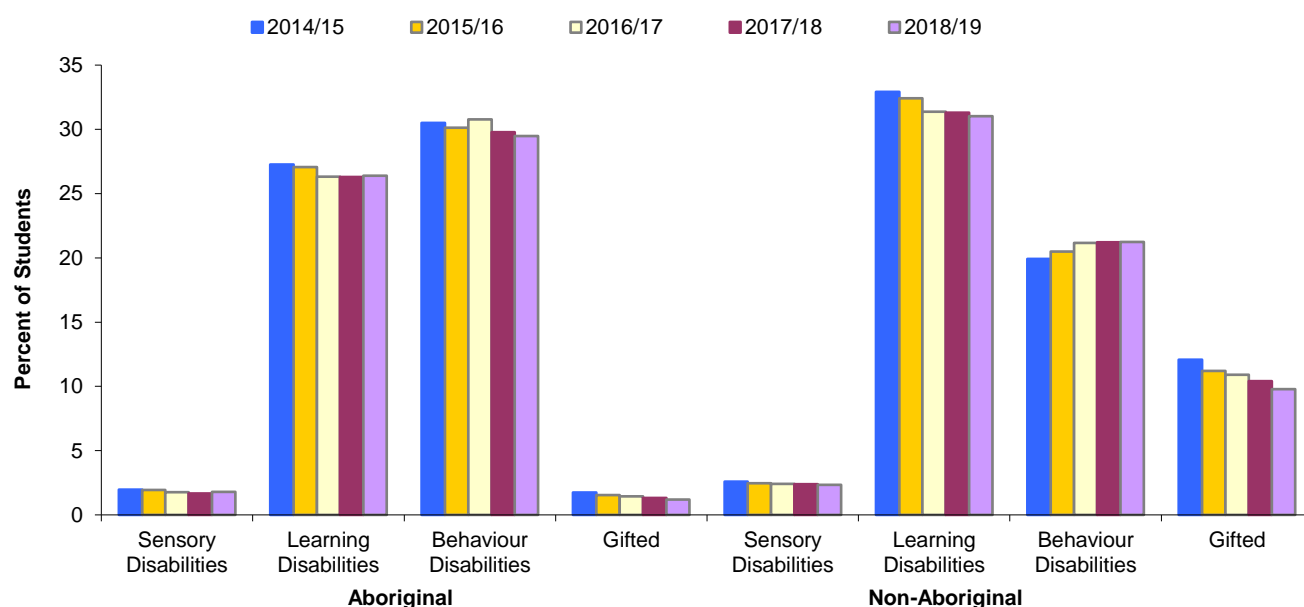


STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes Category P (Gifted).

School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2014/15	12,773	44,287	250	2	1,143	3	3,483	27	14,575	33	3,896	31	8,820	20	223	2	5,344	12
2015/16	13,068	44,872	255	2	1,105	2	3,537	27	14,548	32	3,936	30	9,193	20	202	2	5,022	11
2016/17	13,414	45,840	236	2	1,106	2	3,529	26	14,379	31	4,127	31	9,699	21	194	1	4,998	11
2017/18	13,649	48,258	226	2	1,147	2	3,589	26	15,108	31	4,063	30	10,238	21	181	1	5,023	10
2018/19	14,128	50,736	253	2	1,188	2	3,730	26	15,740	31	4,165	29	10,776	21	170	1	4,960	10

Percent of Students in Special Needs Performance Reporting Groups



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

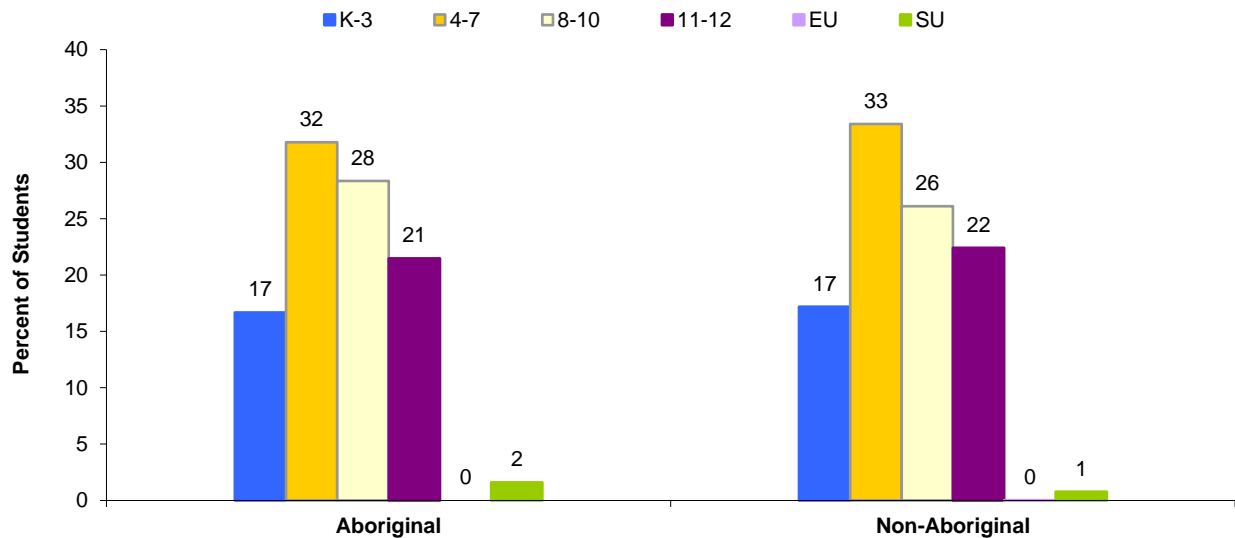
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2014/15	3,896	599	15	1,037	27	1,119	29	971	25	1	0	168	4
2015/16	3,936	641	16	1,101	28	1,108	28	939	24	0	0	147	4
2016/17	4,127	696	17	1,158	28	1,184	29	975	24	0	0	114	3
2017/18	4,063	655	16	1,267	31	1,169	29	910	22	0	0	60	1
2018/19	4,165	695	17	1,324	32	1,181	28	895	21	0	0	67	2

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2014/15	8,820	1,398	16	2,501	28	2,510	28	2,277	26	0	0	125	1
2015/16	9,193	1,531	17	2,682	29	2,612	28	2,226	24	0	0	131	1
2016/17	9,699	1,601	17	2,969	31	2,625	27	2,377	25	0	0	123	1
2017/18	10,238	1,772	17	3,304	32	2,692	26	2,386	23	0	0	78	1
2018/19	10,776	1,851	17	3,600	33	2,814	26	2,415	22	1	0	83	1

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



* Total includes Graduated Adults.

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

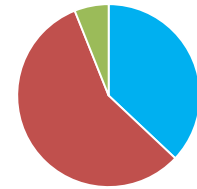
To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected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

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

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

GRADE 4: ABORIGINAL

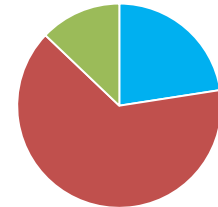
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	3,616	77	1,241	34	2,162	60	213	6
2015/16	3,633	76	1,173	32	2,255	62	205	6
2016/17	3,613	74	1,252	35	2,208	61	153	4
			Emerging		On Track		Extending	
2017/18	3,948	76	1,555	39	2,159	55	234	6
2018/19	3,750	74	1,388	37	2,135	57	227	6



■ Emerging ■ On Track ■ Extending

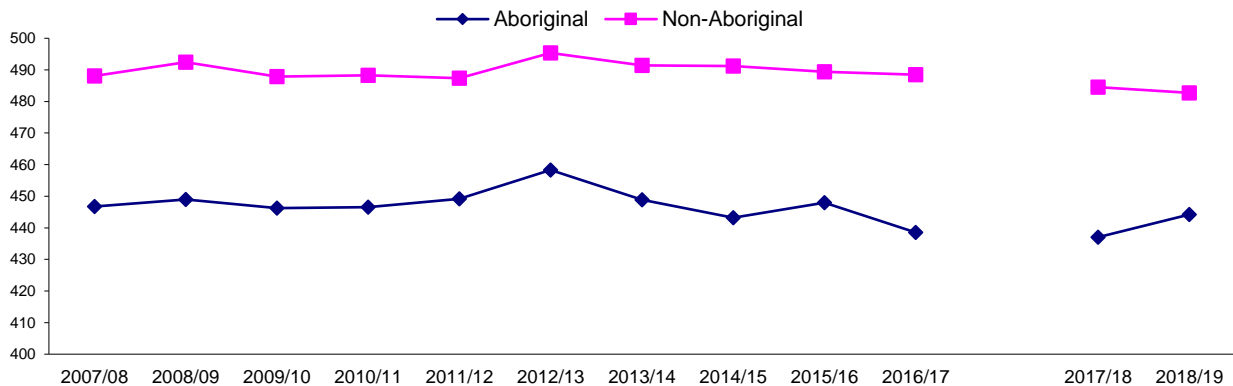
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	26,597	80	4,725	18	18,456	69	3,416	13
2015/16	26,649	78	4,820	18	18,572	70	3,257	12
2016/17	26,916	75	4,841	18	18,934	70	3,141	12
			Emerging		On Track		Extending	
2017/18	26,861	75	5,751	21	17,273	64	3,837	14
2018/19	26,758	73	6,034	23	17,276	65	3,448	13



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading



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

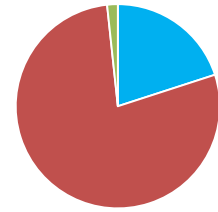
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GRADE 4: ABORIGINAL

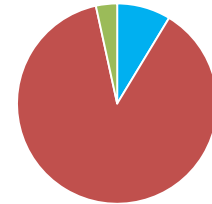
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	3,522	75	1,086	31	2,324	66	112	3
2015/16	3,541	74	1,200	34	2,265	64	76	2
2016/17	3,535	72	1,223	35	2,223	63	89	3
			Emerging		On Track		Extending	
2017/18	3,632	69	1,349	37	2,245	62	38	1
2018/19	3,499	69	700	20	2,740	78	59	2



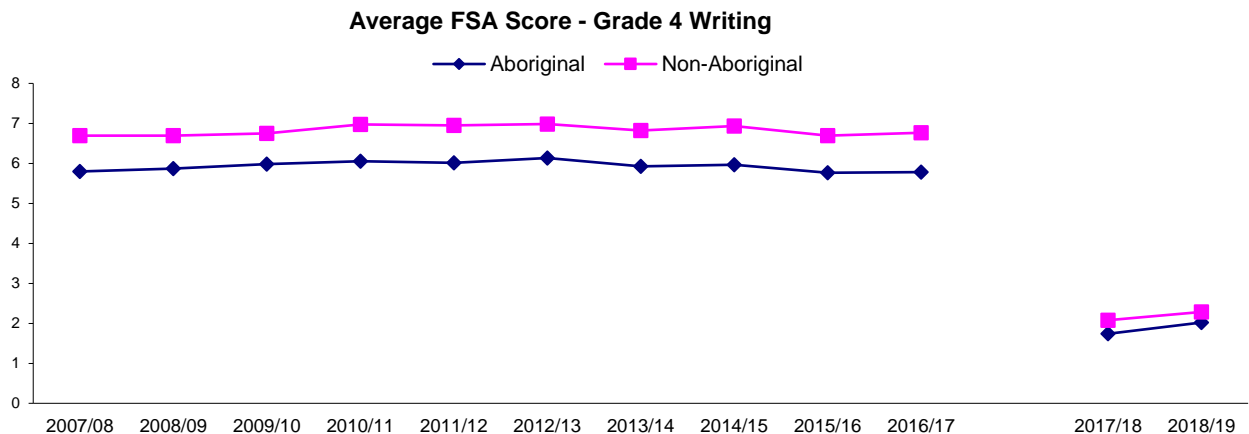
■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	26,235	79	3,582	14	20,921	80	1,732	7
2015/16	26,240	77	4,148	16	20,825	79	1,267	5
2016/17	26,430	73	4,243	16	20,691	78	1,496	6
			Emerging		On Track		Extending	
2017/18	25,601	72	5,167	20	19,540	76	894	3
2018/19	25,759	70	2,233	9	22,645	88	881	3



■ Emerging ■ On Track ■ Extending



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

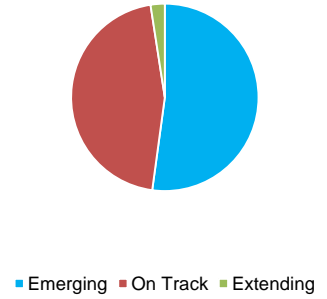
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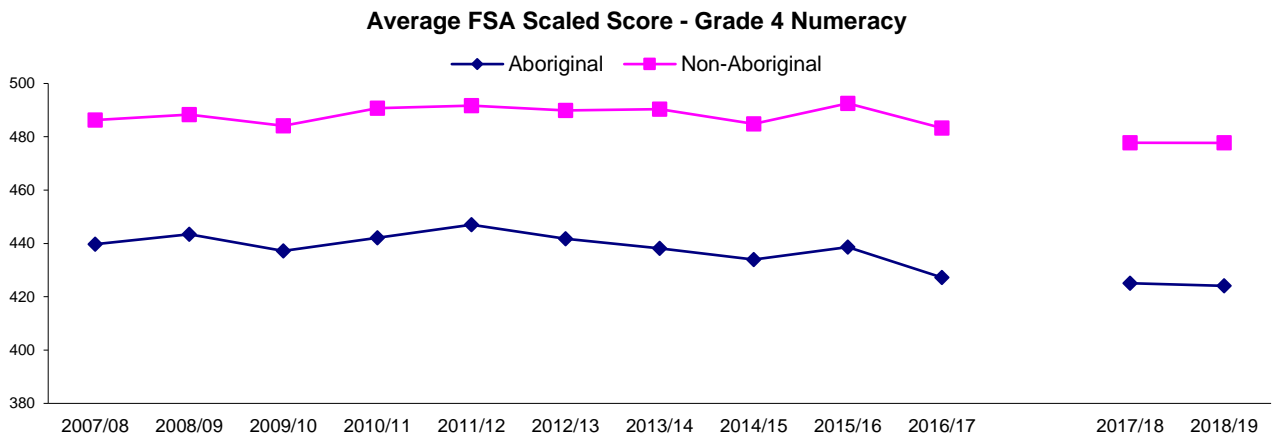
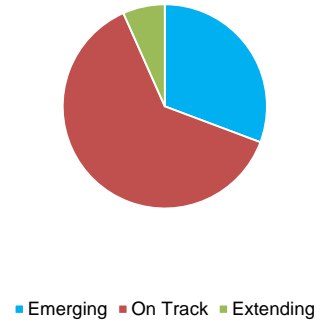
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	3,583	76	1,538	43	1,946	54	99	3
2015/16	3,602	76	1,437	40	2,049	57	116	3
2016/17	3,583	73	1,613	45	1,887	53	83	2
			Emerging		On Track		Extending	
2017/18	3,943	75	2,117	54	1,740	44	86	2
2018/19	3,718	74	1,939	52	1,688	45	91	2



GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	26,530	80	5,789	22	18,416	69	2,325	9
2015/16	26,583	78	5,159	19	18,559	70	2,865	11
2016/17	26,818	74	6,039	23	18,379	69	2,400	9
			Emerging		On Track		Extending	
2017/18	26,838	75	8,433	31	16,544	62	1,861	7
2018/19	26,679	73	8,194	31	16,708	63	1,777	7



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

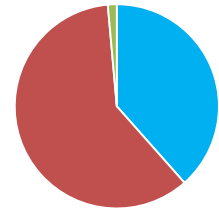
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GRADE 7: ABORIGINAL

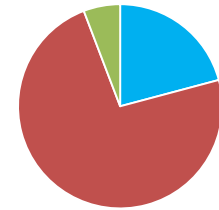
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	3,655	75	1,453	40	2,035	56	167	5
2015/16	3,681	74	1,519	41	1,982	54	180	5
2016/17	3,463	72	1,470	42	1,843	53	150	4
			Emerging		On Track		Extending	
2017/18	3,718	73	1,359	37	2,280	61	79	2
2018/19	3,736	72	1,437	38	2,246	60	53	1



■ Emerging ■ On Track ■ Extending

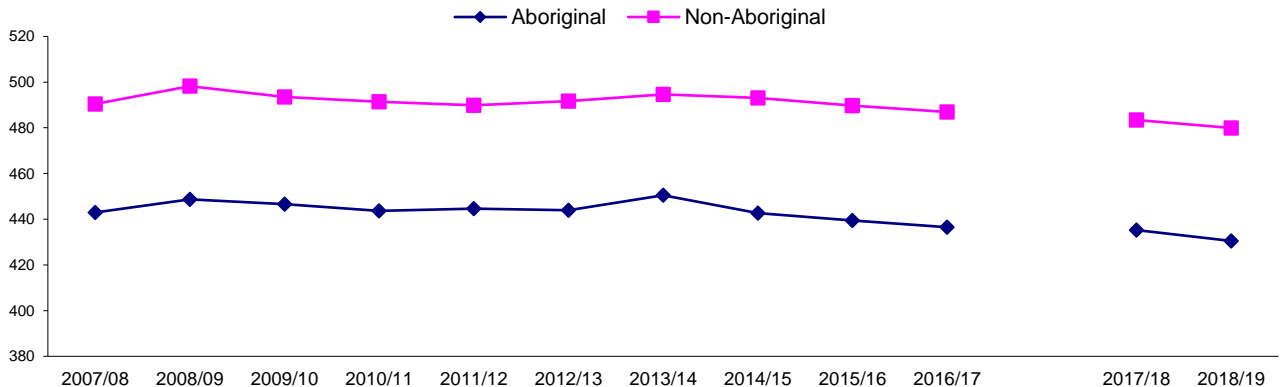
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	26,596	79	5,691	21	17,693	67	3,212	12
2015/16	26,264	77	5,726	22	17,518	67	3,020	11
2016/17	25,818	75	6,236	24	16,420	64	3,162	12
			Emerging		On Track		Extending	
2017/18	25,604	74	5,072	20	18,919	74	1,613	6
2018/19	25,370	72	5,289	21	18,610	73	1,471	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading



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

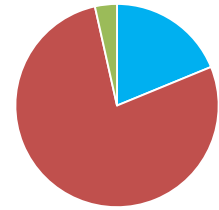
To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected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

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

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

GRADE 7: ABORIGINAL

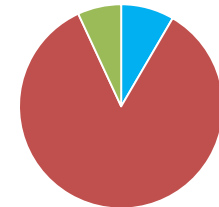
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	3,503	72	886	25	2,528	72	89	3
2015/16	3,469	70	1,094	32	2,280	66	95	3
2016/17	3,281	68	1,100	34	2,069	63	112	3
			Emerging		On Track		Extending	
2017/18	3,354	66	595	18	2,668	80	91	3
2018/19	3,345	65	629	19	2,599	78	117	3



■ Emerging ■ On Track ■ Extending

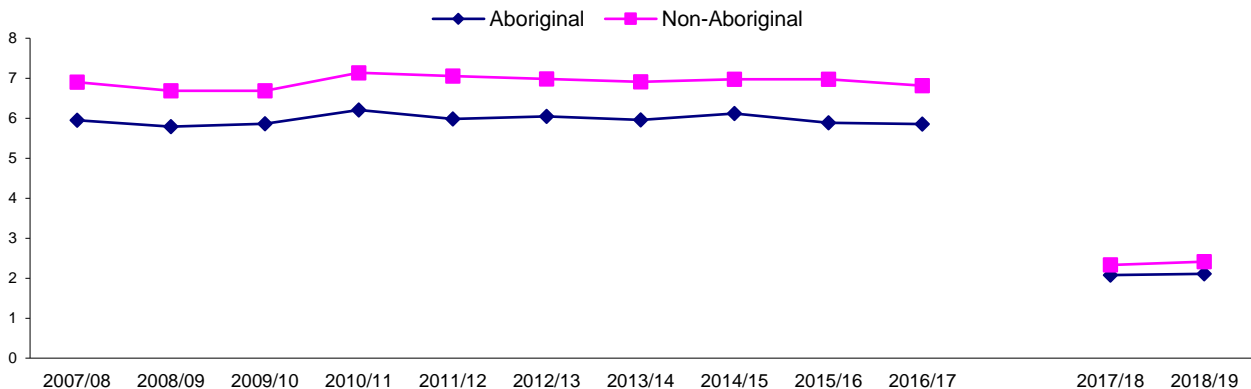
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	26,187	78	2,868	11	21,957	84	1,362	5
2015/16	25,779	76	3,434	13	20,668	80	1,677	7
2016/17	25,250	73	3,867	15	19,805	78	1,578	6
			Emerging		On Track		Extending	
2017/18	24,310	70	1,897	8	21,323	88	1,090	4
2018/19	24,069	68	2,026	8	20,379	85	1,664	7



■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 7 Writing



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

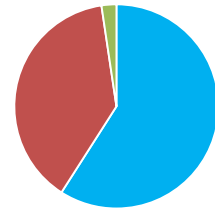
To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected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

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

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

GRADE 7: ABORIGINAL

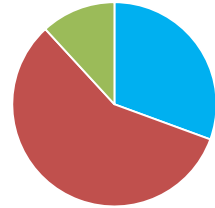
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	3,592	74	1,932	54	1,599	45	61	2
2015/16	3,594	72	1,911	53	1,591	44	92	3
2016/17	3,409	71	1,860	55	1,461	43	88	3
			Emerging		On Track		Extending	
2017/18	3,716	73	2,171	58	1,433	39	112	3
2018/19	3,700	72	2,185	59	1,428	39	87	2



■ Emerging ■ On Track ■ Extending

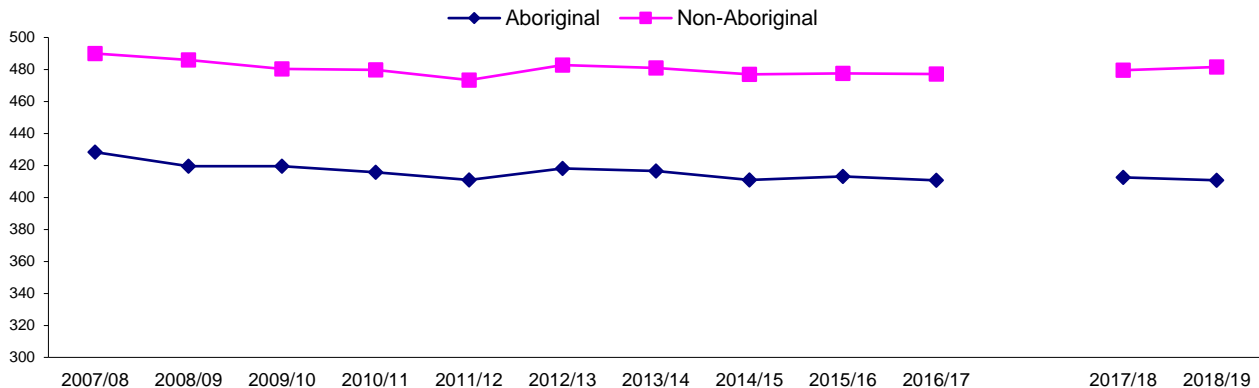
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	26,548	79	7,145	27	16,584	62	2,819	11
2015/16	26,156	77	6,887	26	16,474	63	2,795	11
2016/17	25,762	75	7,137	28	15,703	61	2,922	11
			Emerging		On Track		Extending	
2017/18	25,571	74	8,005	31	14,656	57	2,910	11
2018/19	25,307	71	7,741	31	14,572	58	2,994	12



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

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

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

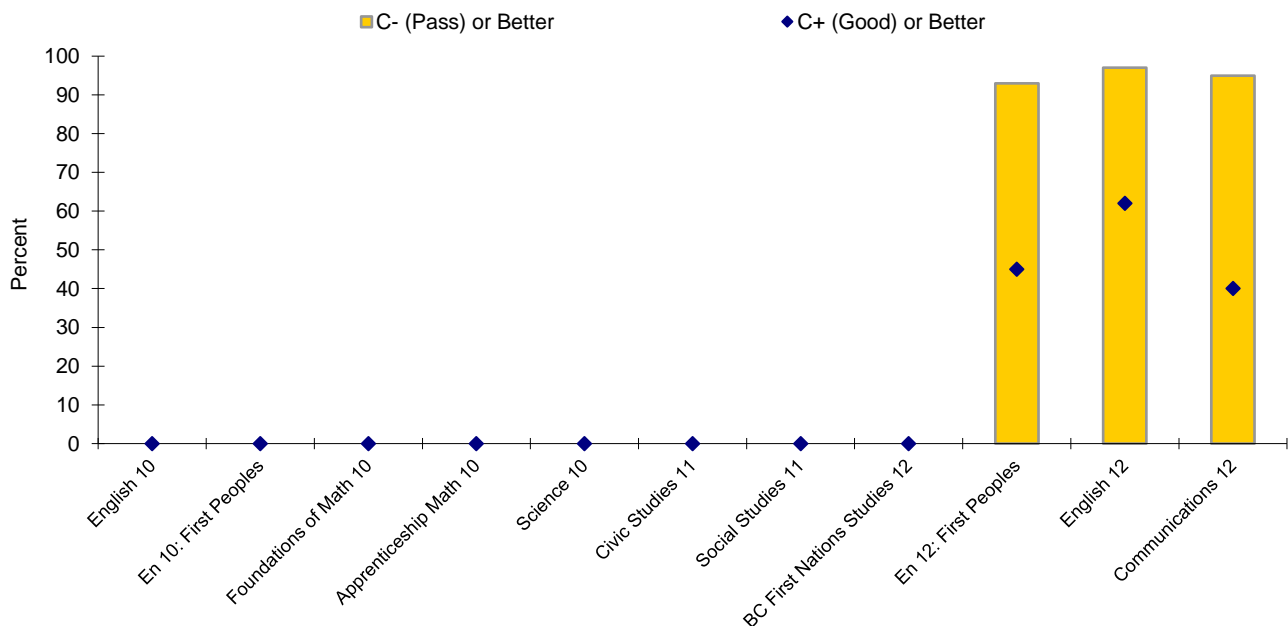
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

Course-based provincial exams are being replaced by Numeracy and Literacy assessments. This move was based on consultation with the Advisory Group on Provincial Assessment. For more information, please visit the BC's new curriculum website <https://curriculum.gov.bc.ca/>. Given the phasing out of provincial exams in 2016/17, no new data are available for many of the listed courses. The Ministry is working with partners to provide an alternative for the 2020 Aboriginal: How Are We Doing? Report.

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	193	179	93	86	45	246	229	93	156	63
English 12	2,666	2,593	97	1,651	62	34,829	34,199	98	26,267	75
Communications 12	783	741	95	317	40	3,900	3,712	95	1,821	47

Final Marks Overview: Aboriginal Results 2018/19

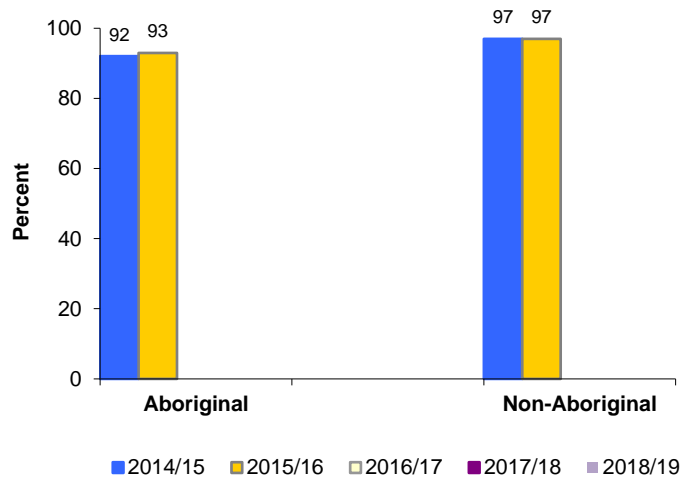


FINAL MARKS: ENGLISH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	4,273	3,926	92	2,100	49	38,753	37,548	97	27,274	70
2015/16	4,274	3,969	93	2,182	51	39,391	38,330	97	27,976	71
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2014/15	4,273	5,679	3,612	661	38,753	41,120	33,851	4,902	
2015/16	4,274	5,634	3,592	682	39,391	41,430	34,017	5,374	
2016/17	-	5,584	-	-	-	41,102	-	-	
2017/18	-	5,636	-	-	-	40,674	-	-	
2018/19	-	5,614	-	-	-	40,600	-	-	

ENGLISH 10: C- (Pass) or Better



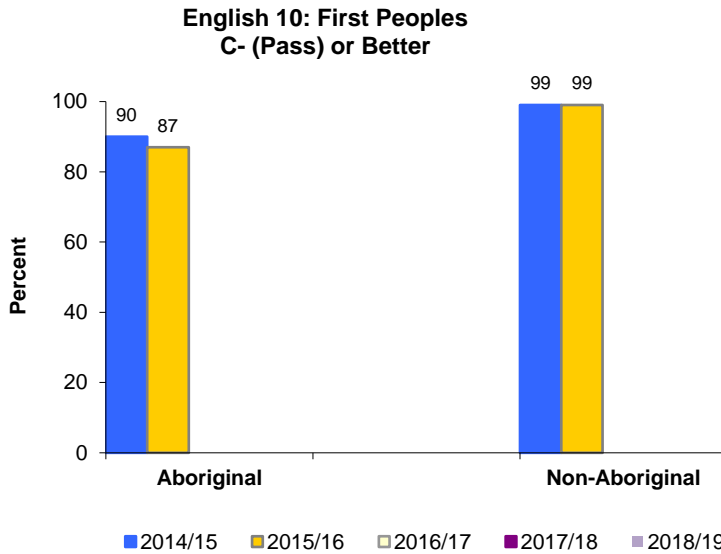
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	202	181	90	86	43	123	122	99	92	75
2015/16	223	195	87	101	45	168	167	99	124	74
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2014/15	202	5,679	169	33	123	41,120	115	8
2015/16	223	5,634	191	32	168	41,430	154	14
2016/17	-	5,584	-	-	-	41,102	-	-
2017/18	-	5,636	-	-	-	40,674	-	-
2018/19	-	5,614	-	-	-	40,600	-	-



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

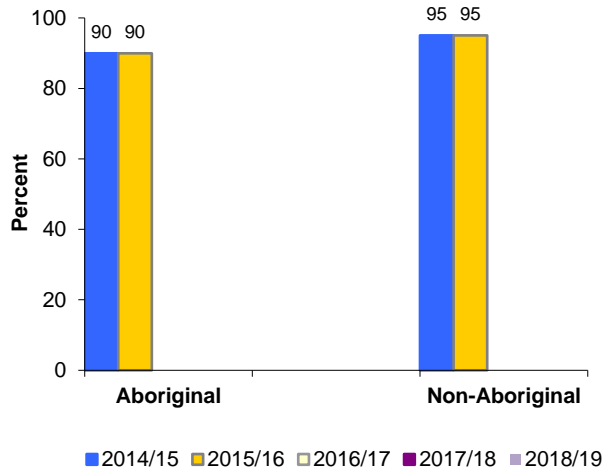
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	2,184	1,971	90	1,060	49	31,385	29,735	95	20,897	67
2015/16	2,347	2,113	90	1,144	49	32,586	30,891	95	21,948	67
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2014/15	2,184	5,679	1,869	315	31,385	41,120	27,038	4,347		
2015/16	2,347	5,634	2,004	343	32,586	41,430	27,698	4,888		
2016/17	-	5,584	-	-	-	41,102	-	-		
2017/18	-	5,636	-	-	-	40,674	-	-		
2018/19	-	5,614	-	-	-	40,600	-	-		

**Foundations & Pre-Calculus Math 10:
C- (Pass) or Better**



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

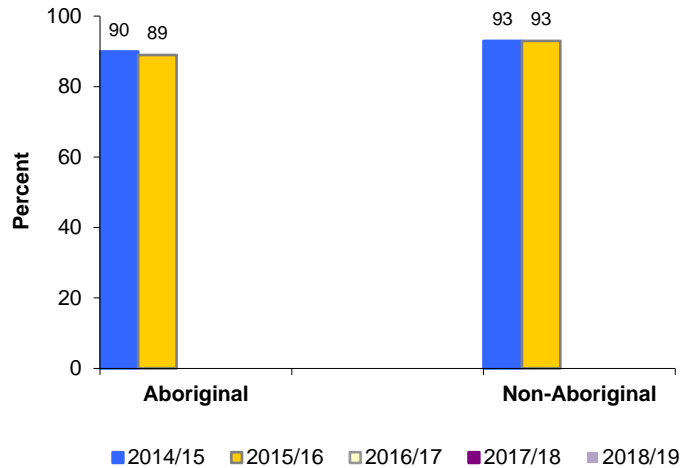
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	2,387	2,160	90	912	38	7,763	7,250	93	3,499	45
2015/16	2,184	1,948	89	826	38	7,533	7,022	93	3,477	46
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2014/15	2,387	5,679	1,612	775	7,763	41,120	5,660	2,103		
2015/16	2,184	5,634	1,530	654	7,533	41,430	5,536	1,997		
2016/17	-	5,584	-	-	-	41,102	-	-		
2017/18	-	5,636	-	-	-	40,674	-	-		
2018/19	-	5,614	-	-	-	40,600	-	-		

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.

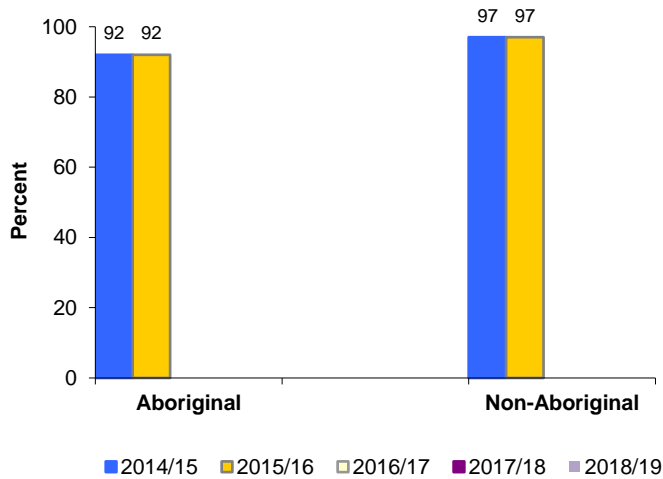
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

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	
		#	%	#	%		#	%	#	%
2014/15	4,342	3,980	92	1,896	44	37,917	36,601	97	26,102	69
2015/16	4,277	3,932	92	1,947	46	38,252	37,101	97	26,665	70
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2014/15	4,342	5,679	3,577	765	37,917	41,120	34,074	3,843		
2015/16	4,277	5,634	3,602	675	38,252	41,430	34,057	4,195		
2016/17	-	5,584	-	-	-	41,102	-	-		
2017/18	-	5,636	-	-	-	40,674	-	-		
2018/19	-	5,614	-	-	-	40,600	-	-		

Science 10: C- (Pass) or Better



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

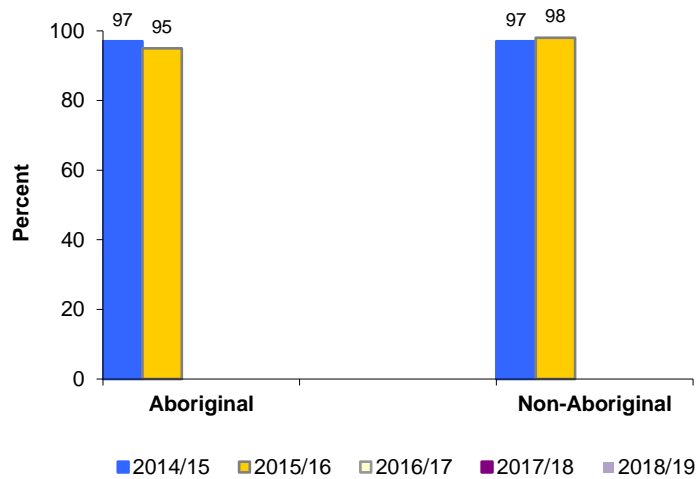
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	68	66	97	40	59	675	658	97	458	68
2015/16	77	73	95	40	52	819	802	98	591	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2014/15	68	6,051	43	25	675	44,874	557	118		
2015/16	77	6,062	53	24	819	44,204	687	132		
2016/17	-	5,966	-	-	-	44,065	-	-		
2017/18	-	5,940	-	-	-	43,562	-	-		
2018/19	-	5,916	-	-	-	43,193	-	-		

Civic Studies 11: C- (Pass) or Better



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

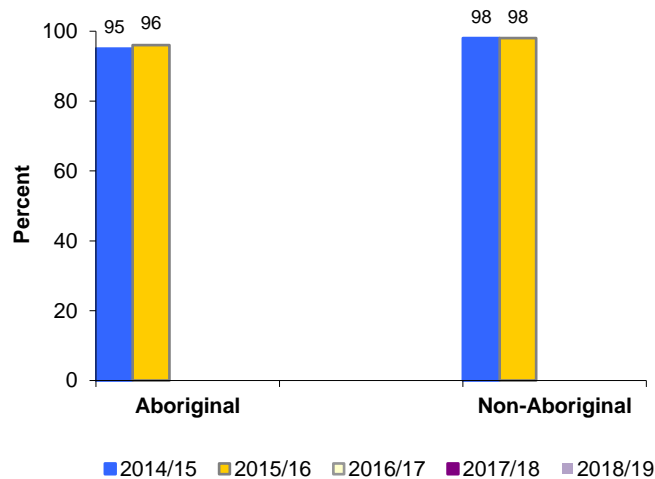
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: SOCIAL STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	2,980	2,824	95	1,585	53	35,054	34,352	98	25,670	73
2015/16	3,027	2,901	96	1,638	54	36,333	35,581	98	26,590	73
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2014/15	2,980	6,051	2,491	489	35,054	44,874	30,693	4,361		
2015/16	3,027	6,062	2,600	427	36,333	44,204	30,274	6,059		
2016/17	-	5,966	-	-	-	44,065	-	-		
2017/18	-	5,940	-	-	-	43,562	-	-		
2018/19	-	5,916	-	-	-	43,193	-	-		

Social Studies 11: C- (Pass) or Better



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

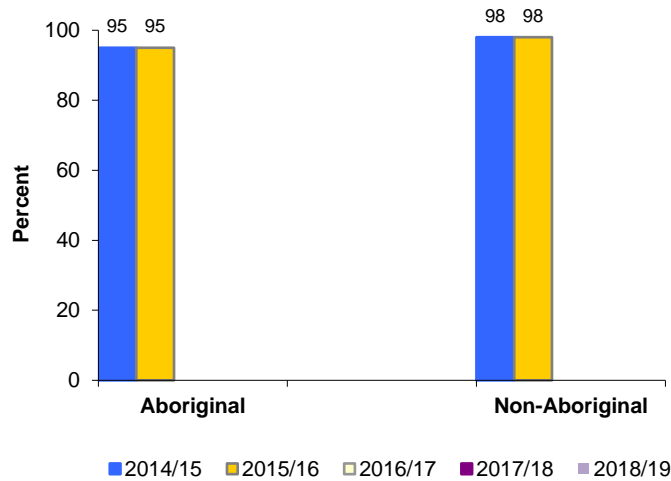
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: BC FIRST NATIONS STUDIES 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	852	812	95	471	55	1,549	1,516	98	991	64
2015/16	769	731	95	427	56	1,489	1,458	98	972	65
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2014/15	852	6,333	300	552	1,549	50,887	743	806		
2015/16	769	6,695	309	460	1,489	50,725	714	775		
2016/17	-	6,755	-	-	-	50,185	-	-		
2017/18	-	6,881	-	-	-	50,790	-	-		
2018/19	-	6,802	-	-	-	50,258	-	-		

**BC First Nations Studies 12:
C- (Pass) or Better**



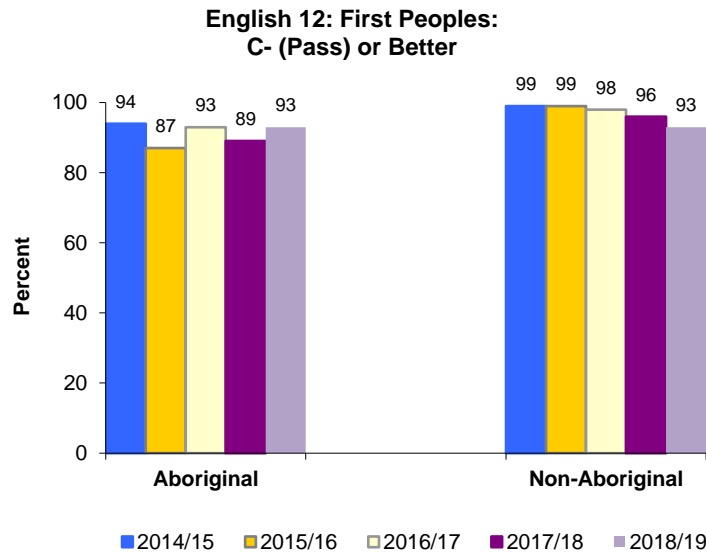
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	101	95	94	47	47	156	154	99	111	71
2015/16	143	125	87	57	40	157	155	99	106	68
2016/17	159	148	93	67	42	242	236	98	155	64
2017/18	134	119	89	56	42	168	161	96	117	70
2018/19	193	179	93	86	45	246	229	93	156	63

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2014/15	101	6,333	92	9	156	50,887	137	19		
2015/16	143	6,695	127	16	157	50,725	128	29		
2016/17	159	6,755	145	14	242	50,185	228	14		
2017/18	134	6,881	118	16	168	50,790	150	18		
2018/19	193	6,802	172	21	246	50,258	207	39		



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

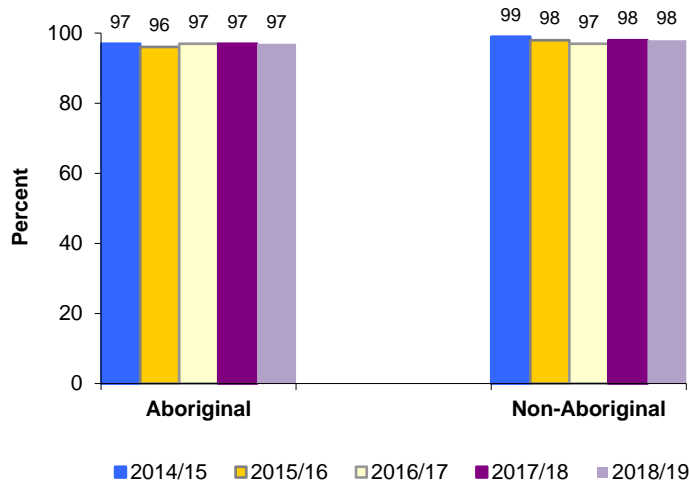
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	2,493	2,409	97	1,429	57	35,133	34,626	99	26,092	74
2015/16	2,538	2,449	96	1,465	58	34,925	34,149	98	25,615	73
2016/17	2,553	2,476	97	1,447	57	34,639	33,771	97	24,851	72
2017/18	2,703	2,613	97	1,690	63	35,174	34,345	98	26,262	75
2018/19	2,666	2,593	97	1,651	62	34,829	34,199	98	26,267	75

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2014/15	2,493	6,333	2,294	199	35,133	50,887	32,728	2,405		
2015/16	2,538	6,695	2,297	241	34,925	50,725	32,171	2,754		
2016/17	2,553	6,755	2,318	235	34,639	50,185	31,870	2,769		
2017/18	2,703	6,881	2,438	265	35,174	50,790	32,523	2,651		
2018/19	2,666	6,802	2,433	233	34,829	50,258	32,402	2,427		

English 12: C- (Pass) or Better



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

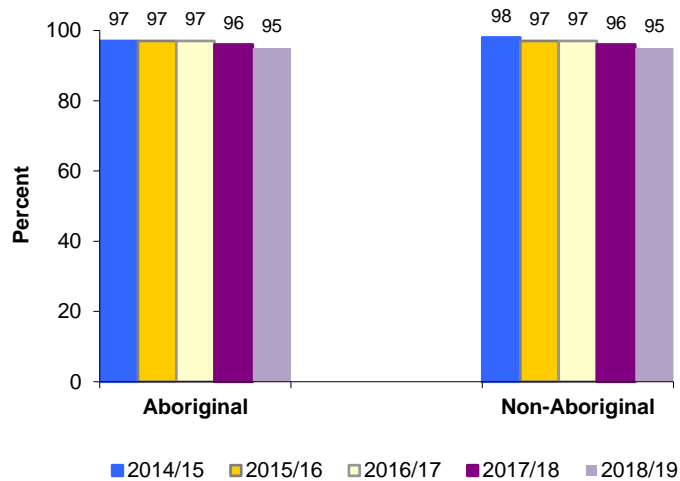
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2014/15	929	904	97	493	53	4,307	4,231	98	2,591	60
2015/16	934	902	97	454	49	4,334	4,194	97	2,243	52
2016/17	928	897	97	471	51	4,212	4,092	97	2,308	55
2017/18	861	825	96	422	49	3,858	3,716	96	2,001	52
2018/19	783	741	95	317	40	3,900	3,712	95	1,821	47

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2014/15	929	6,333	784	145	4,307	50,887	3,711	596		
2015/16	934	6,695	806	128	4,334	50,725	3,709	625		
2016/17	928	6,755	796	132	4,212	50,185	3,494	718		
2017/18	861	6,881	721	140	3,858	50,790	3,186	672		
2018/19	783	6,802	570	213	3,900	50,258	3,009	891		

Communications 12: C- (Pass) or Better



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

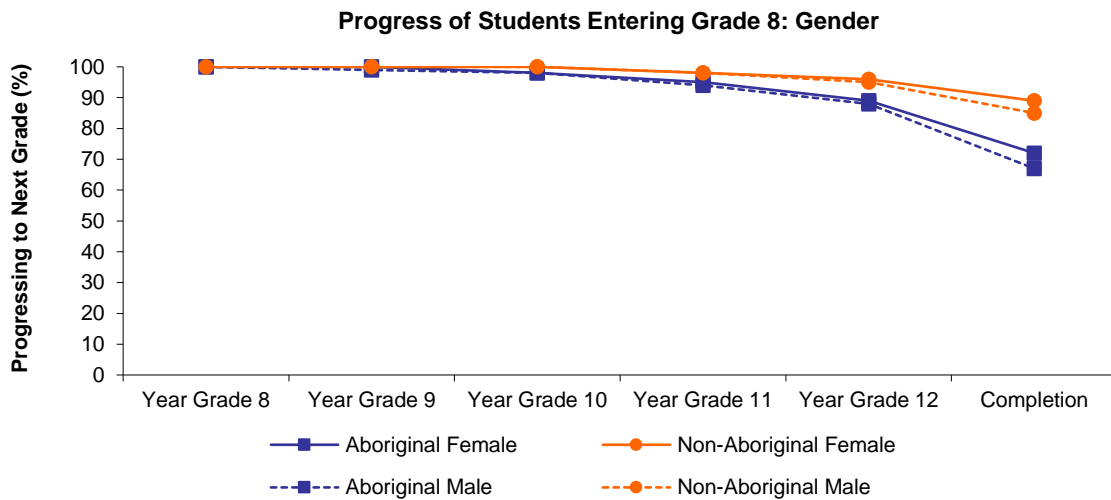
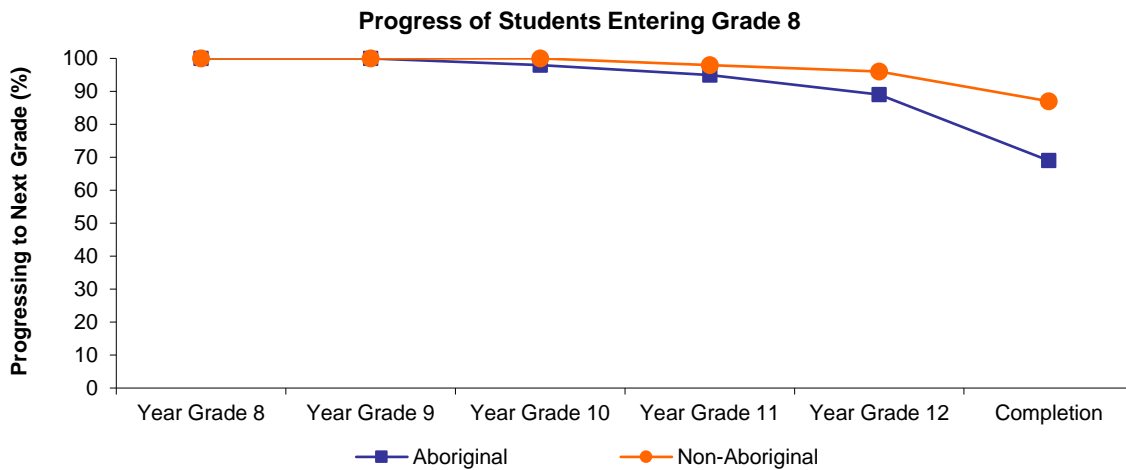
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2013

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	99	100	100	100
	Grade 10	98	98	98	100	100	100
	Grade 11	95	95	94	98	98	98
	Grade 12	89	89	88	96	96	95
2018/19	Completion	69	72	67	87	89	85



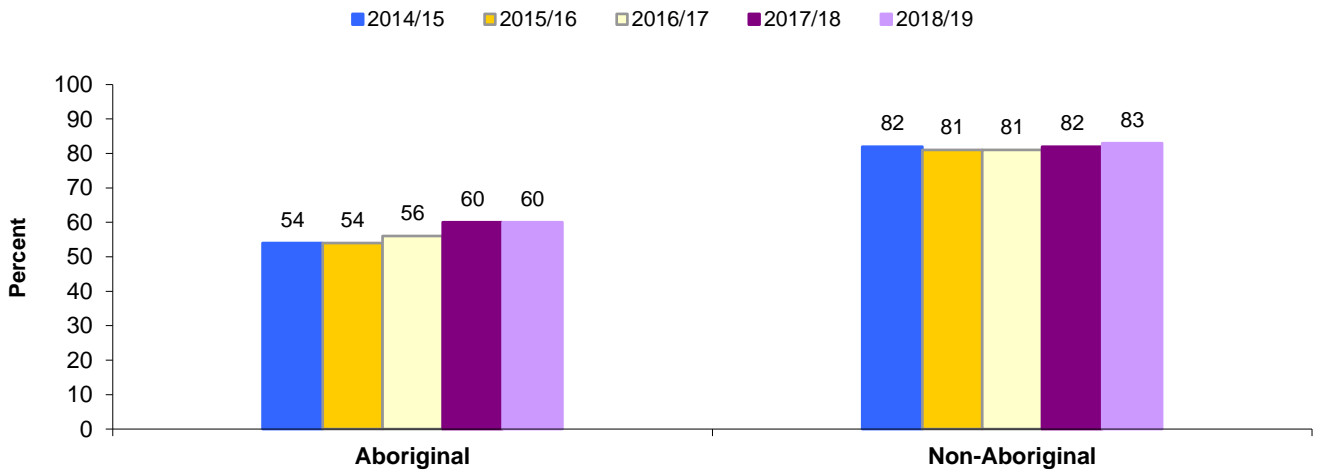
FIVE-YEAR COMPLETION RATE, 2014/15 - 2018/19

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

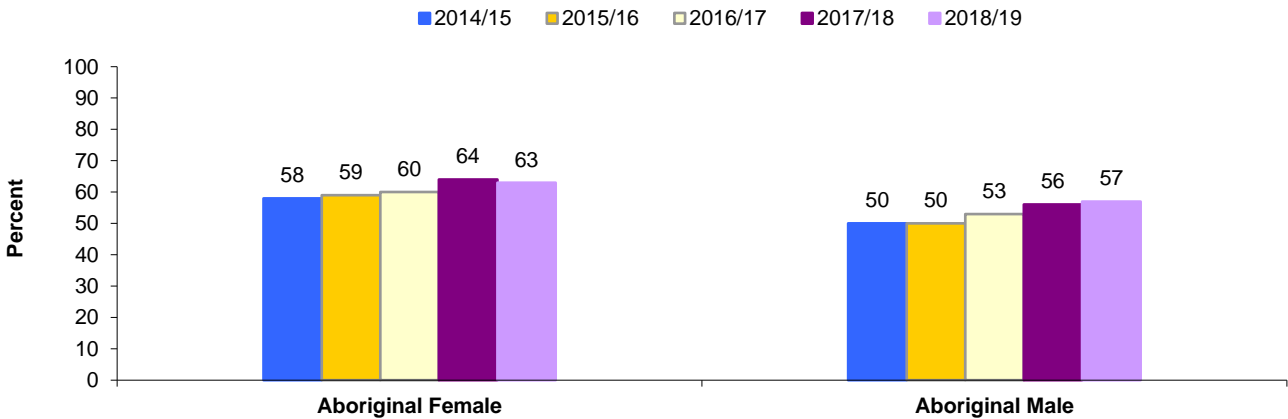
FIVE-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	54	58	50	82	84	79
2015/16	54	59	50	81	84	78
2016/17	56	60	53	81	84	78
2017/18	60	64	56	82	84	80
2018/19	60	63	57	83	85	80

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



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

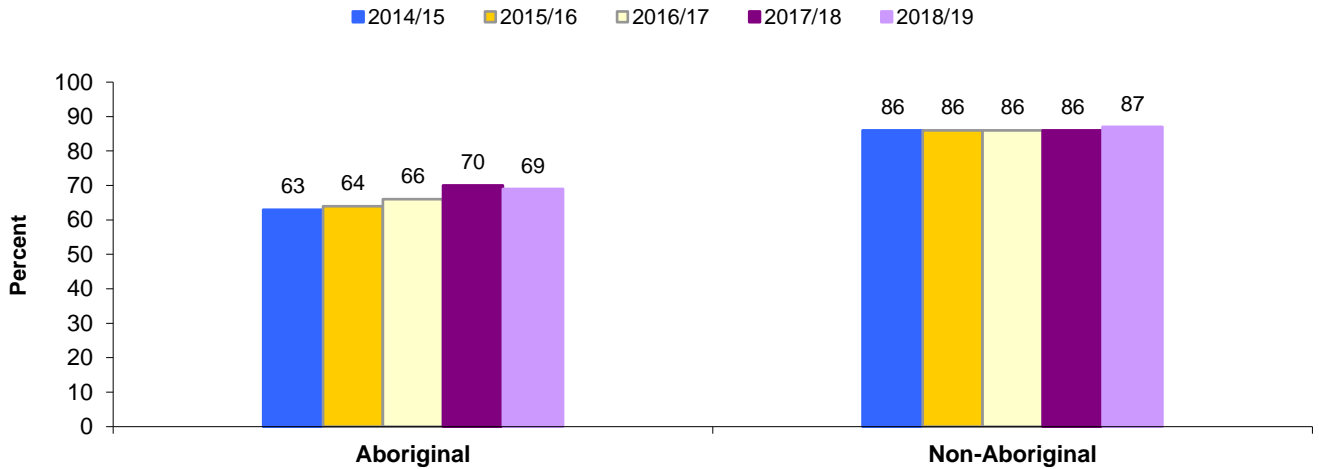
SIX-YEAR COMPLETION RATE, 2014/15 - 2018/19

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

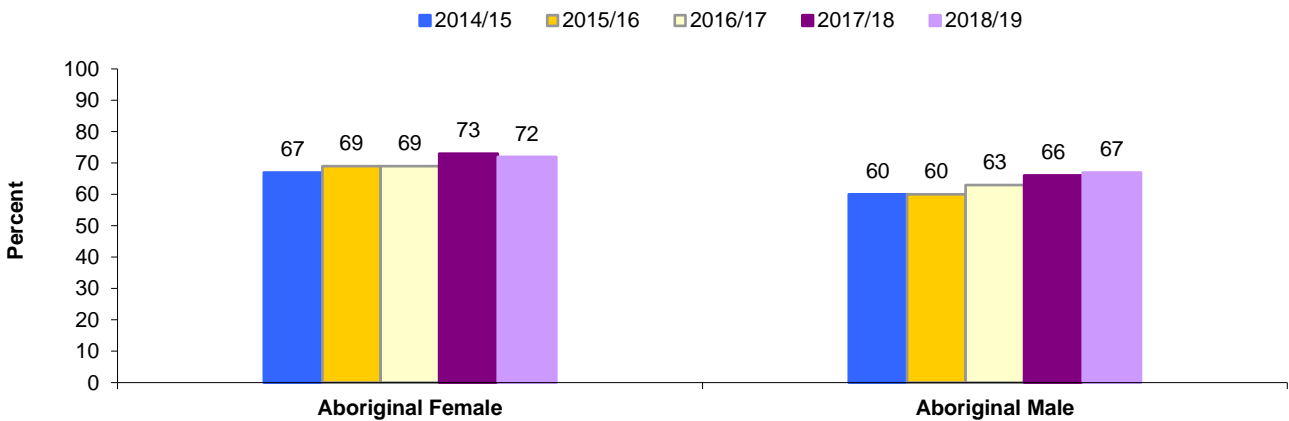
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	63	67	60	86	88	84
2015/16	64	69	60	86	88	84
2016/17	66	69	63	86	88	84
2017/18	70	73	66	86	88	85
2018/19	69	72	67	87	89	85

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



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

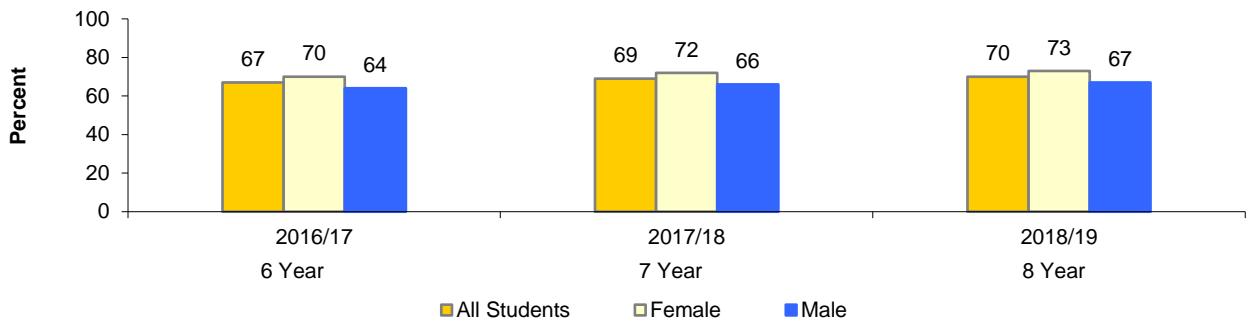
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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

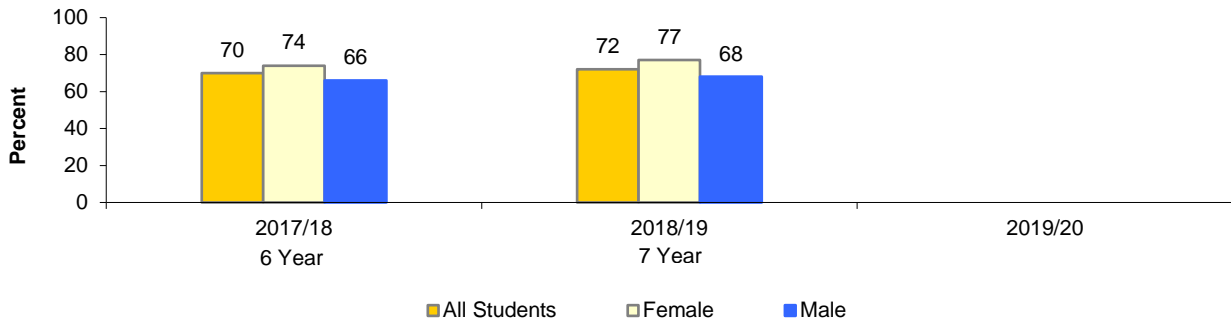
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2011/12	67	70	64	69	72	66	70	73	67
2012/13	70	74	66	72	77	68	-	-	-
2013/14	69	72	67	-	-	-	-	-	-

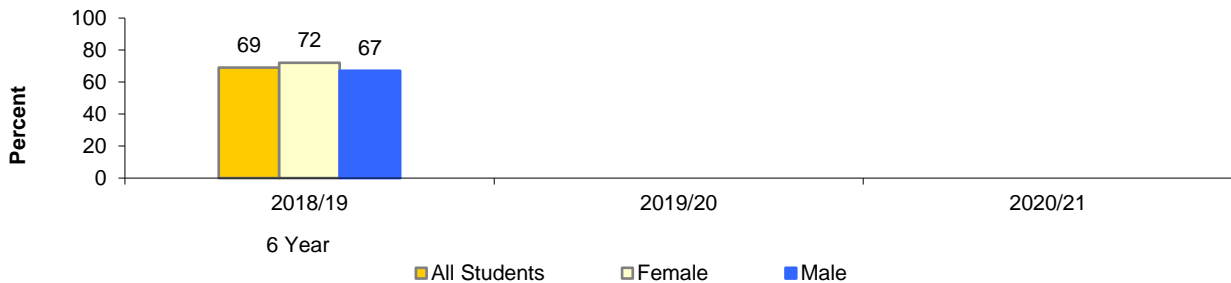
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2011/12 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2014/15	5,957	257	4	48,428	604	1
2015/16	6,184	283	5	47,935	649	1
2016/17	6,232	224	4	47,581	533	1
2017/18	6,299	227	4	48,117	508	1
2018/19	6,173	196	3	47,412	480	1

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2014/15	5,957	3,066	51	48,428	36,132	75
2015/16	6,184	3,146	51	47,935	35,620	74
2016/17	6,232	3,232	52	47,581	35,427	74
2017/18	6,299	3,289	52	48,117	35,882	75
2018/19	6,173	3,192	52	47,412	35,195	74

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2014/15	5,957	679	11	48,428	2,471	5
2015/16	6,184	723	12	47,935	2,308	5
2016/17	6,232	703	11	47,581	2,180	5
2017/18	6,299	686	11	48,117	2,322	5
2018/19	6,173	680	11	47,412	1,974	4

* See Glossary for definitions.

EDUCATION EXPERIENCES OF (EVER*) CHILDREN IN CARE

A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.

* The results below are based on students who were at one time during their K-12 school years under a CCO. These numbers are different from the MCFD report that focuses only on students who are currently under a CCO, with six-year completion results based on the students who were under a CCO while in their Grade 8 year.

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

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	5,168	3,213	62	1,955	38
2014/15	4,717	2,996	64	1,721	36
2015/16	4,314	2,778	64	1,536	36
2016/17	3,884	2,577	66	1,307	34
2017/18	3,309	2,228	67	1,081	33

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	70,285	3,213	5
2014/15	69,252	2,996	4
2015/16	69,314	2,778	4
2016/17	68,931	2,577	4
2017/18	68,332	2,228	3

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	45	44	37	40	62	43	51
2014/15	50	51	38	44	71	50	58
2015/16	47	40	37	38	69	50	59
2016/17	55	57	43	50	58	62	60
2017/18	58	61	57	59	71	45	58

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	87	84	83	83	94	87	90
2014/15	92	91	91	91	98	88	93
2015/16	95	93	95	93	97	96	96
2016/17	92	95	92	93	92	89	90
2017/18	94	94	92	93	96	93	94

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,839	100	632	16.5	214	5.6	116	3.0	71	1.8		
Non-Aboriginal	39,679	100	6,208	15.6	1,719	4.3	704	1.8	428	1.1		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,522	100	229	6.5	109	3.1	78	2.2	58	1.6		
Non-Aboriginal	24,217	100	1,294	5.3	348	1.4	219	0.9	178	0.7		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,839	100	91	2.4	35	0.9	20	0.5	23	0.6		
Non-Aboriginal	39,679	100	1,233	3.1	577	1.5	264	0.7	172	0.4		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,522	100	38	1.1	20	0.6	13	0.4	20	0.6		
Non-Aboriginal	24,217	100	322	1.3	118	0.5	85	0.4	74	0.3		

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

For more information, see the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Research-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,839	100	206	5.4	31	0.8	6	0.2	3	0.1		
Non-Aboriginal	39,679	100	7,895	19.9	524	1.3	137	0.3	59	0.1		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Research-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,522	100	10	0.3	3	0.1	3	0.1	-	-		
Non-Aboriginal	24,217	100	98	0.4	26	0.1	33	0.1	20	0.1		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Teaching-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,839	100	390	10.2	116	3.0	41	1.1	28	0.7		
Non-Aboriginal	39,679	100	5,234	13.2	1,142	2.9	449	1.1	246	0.6		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Teaching-Intensive University									
	2013/14		2014/15		2015/16		2016/17		2017/18			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,522	100	110	3.1	40	1.1	31	0.9	25	0.7		
Non-Aboriginal	24,217	100	492	2.0	109	0.5	89	0.4	56	0.2		

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

STUDENT LEARNING SURVEY RESULTS, 2014/15 - 2018/19

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, visit <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

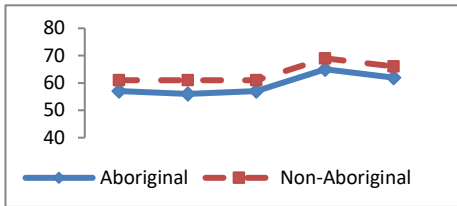
With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?

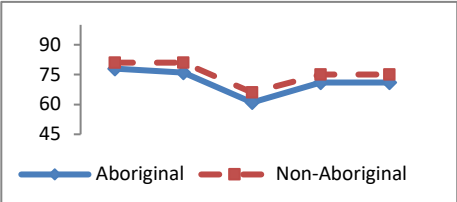


Aboriginal

Non-Aboriginal

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2014/15	3,498		2,010	57	23,714		14,539	61
2015/16	3,656		2,058	56	24,284		14,869	61
2016/17	3,830		2,176	57	25,400		15,573	61
2017/18	3,847		2,505	65	25,180		17,380	69
2018/19	3,861		2,410	62	28,015		18,595	66

Do adults in the school treat all students fairly?



School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2014/15	3,434		2,686	78	23,178		18,765	81
2015/16	3,562		2,718	76	23,684		19,078	81
2016/17	3,833		2,341	61	25,438		16,795	66
2017/18	3,866		2,739	71	25,247		19,041	75
2018/19	3,884		2,743	71	28,112		21,108	75

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



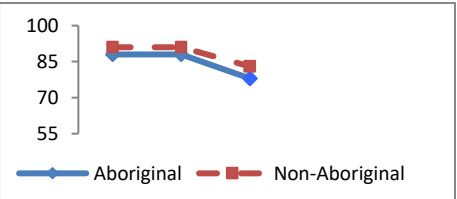
School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2014/15	3,609		2,394	66	24,081		17,179	71
2015/16	3,761		2,475	66	24,563		17,174	70
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-
2018/19	-		-	-	-		-	-

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



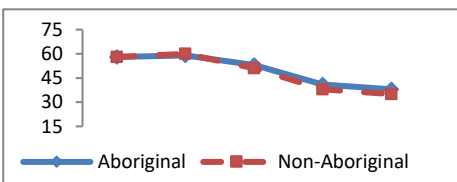
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	3,718		1,693	46	24,757		11,649	47
2017/18	-		-	-	-		-	-
2018/19	-		-	-	-		-	-

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



School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2014/15	3,545		3,114	88	23,741		21,672	91
2015/16	3,711		3,265	88	24,328		22,232	91
2016/17	3,620		2,819	78	24,565		20,343	83
2017/18	-		-	-	-		-	-
2018/19	-		-	-	-		-	-

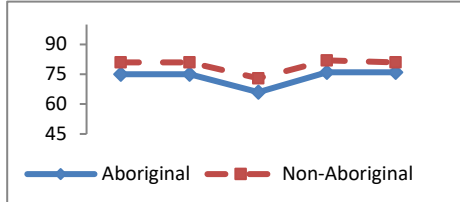
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2014/15	3,440		2,010	58	23,112		13,520	58
2015/16	3,604		2,140	59	23,764		14,205	60
2016/17	3,699		1,960	53	25,010		12,803	51
2017/18	3,811		1,561	41	24,981		9,504	38
2018/19	3,807		1,462	38	27,766		9,662	35

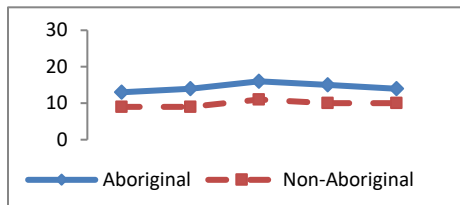
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



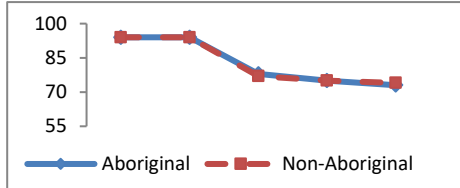
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	3,553	2,648	75	23,901	19,354	81
2015/16	3,724	2,776	75	24,434	19,727	81
2016/17	4,089	2,689	66	24,543	17,957	73
2017/18	3,652	2,791	76	25,254	20,653	82
2018/19	3,783	2,859	76	27,935	22,690	81

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



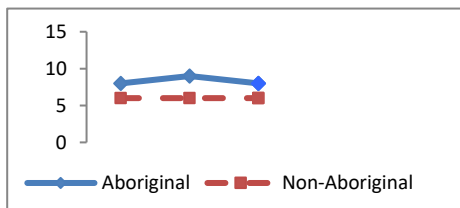
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	3,514	449	13	23,616	2,103	9
2015/16	3,687	531	14	24,159	2,287	9
2016/17	4,077	657	16	24,523	2,818	11
2017/18	3,652	549	15	25,203	2,628	10
2018/19	3,771	531	14	27,928	2,844	10

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2014/15	3,605	3,378	94	24,096	22,658	94
2015/16	3,784	3,549	94	24,672	23,285	94
2016/17	3,838	2,989	78	25,438	19,573	77
2017/18	3,851	2,881	75	25,125	18,927	75
2018/19	3,864	2,802	73	27,971	20,609	74

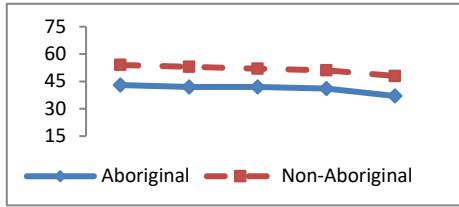
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	3,436	281	8	23,202	1,327	6
2015/16	3,607	331	9	23,698	1,341	6
2016/17	3,830	325	8	25,381	1,453	6
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

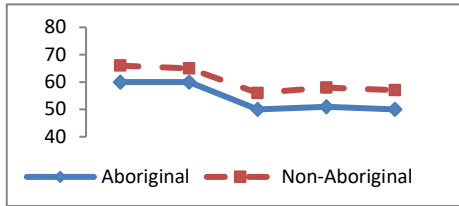
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2014/15	3,461	1,499 43	23,421	12,683 54
2015/16	3,511	1,488 42	24,064	12,861 53
2016/17	3,573	1,513 42	24,648	12,732 52
2017/18	3,667	1,487 41	24,939	12,752 51
2018/19	3,799	1,418 37	26,794	12,760 48

Do adults in the school treat all students fairly?



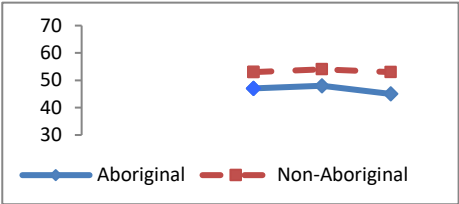
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2014/15	3,380	2,037 60	23,000	15,243 66
2015/16	3,454	2,056 60	23,666	15,316 65
2016/17	3,580	1,794 50	24,672	13,697 56
2017/18	3,671	1,854 51	24,964	14,480 58
2018/19	3,794	1,896 50	26,809	15,255 57

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



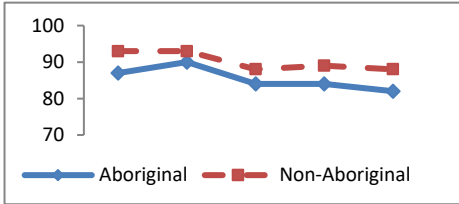
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2014/15	3,454	2,465 71	23,486	18,085 77
2015/16	3,544	2,531 71	24,132	18,590 77
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -
2018/19	-	- -	-	- -

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



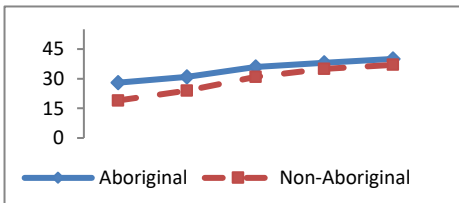
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	3,482	1,648 47	23,691	12,640 53
2017/18	3,580	1,704 48	23,947	13,038 54
2018/19	3,691	1,674 45	25,666	13,721 53

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2014/15	3,439	3,004 87	23,409	21,801 93
2015/16	3,529	3,171 90	24,084	22,468 93
2016/17	3,480	2,933 84	24,245	21,441 88
2017/18	3,551	2,978 84	24,516	21,722 89
2018/19	3,695	3,036 82	26,296	23,265 88

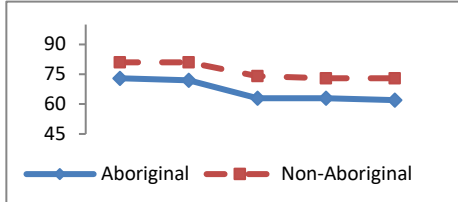
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
2014/15	3,404	947 28	22,915	4,313 19
2015/16	3,491	1,075 31	23,624	5,686 24
2016/17	3,539	1,259 36	24,486	7,634 31
2017/18	3,600	1,367 38	24,783	8,741 35
2018/19	3,748	1,511 40	26,554	9,792 37

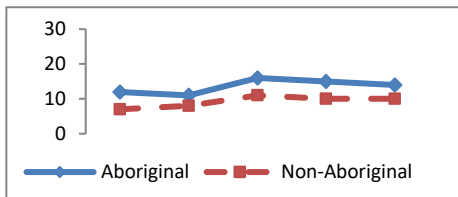
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



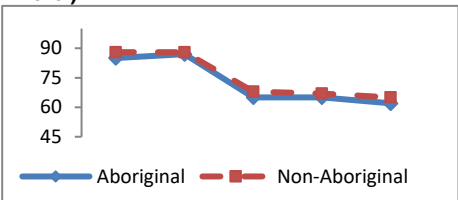
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	3,421	2,481	73	23,361	19,027	81
2015/16	3,510	2,536	72	24,052	19,377	81
2016/17	3,848	2,421	63	23,996	17,650	74
2017/18	3,506	2,195	63	24,929	18,310	73
2018/19	3,729	2,328	62	26,691	19,565	73

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



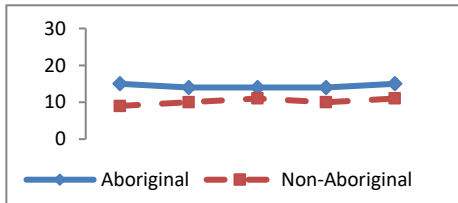
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	3,408	392	12	23,213	1,740	7
2015/16	3,488	389	11	23,889	1,823	8
2016/17	3,846	634	16	23,999	2,609	11
2017/18	3,490	518	15	24,951	2,536	10
2018/19	3,720	519	14	26,699	2,683	10

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2014/15	3,465	2,953	85	23,425	20,657	88
2015/16	3,539	3,065	87	24,100	21,177	88
2016/17	3,585	2,328	65	24,637	16,777	68
2017/18	3,676	2,393	65	24,957	16,769	67
2018/19	3,798	2,337	62	26,784	17,519	65

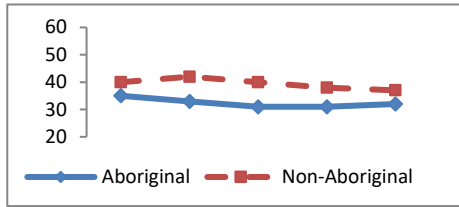
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2014/15	3,356	489	15	22,896	2,133	9
2015/16	3,405	472	14	23,520	2,261	10
2016/17	3,582	507	14	24,596	2,690	11
2017/18	3,669	508	14	24,913	2,594	10
2018/19	3,789	585	15	26,744	2,954	11

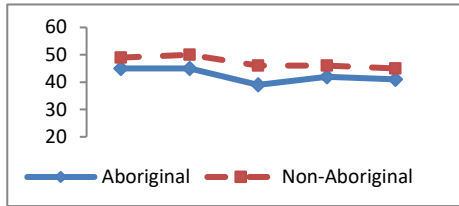
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



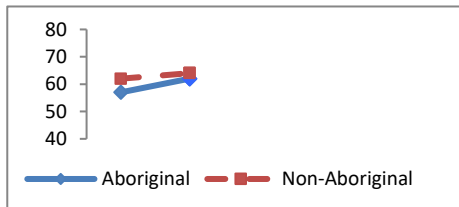
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2014/15	3,037	1,061	35	23,622	9,556	40
2015/16	2,968	986	33	22,191	9,236	42
2016/17	2,297	717	31	18,438	7,458	40
2017/18	2,499	787	31	18,202	6,970	38
2018/19	2,714	864	32	22,411	8,330	37

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2014/15	2,978	1,347	45	23,125	11,272	49
2015/16	2,916	1,323	45	21,654	10,733	50
2016/17	2,302	904	39	18,446	8,416	46
2017/18	2,505	1,057	42	18,246	8,373	46
2018/19	2,720	1,102	41	22,435	10,095	45

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



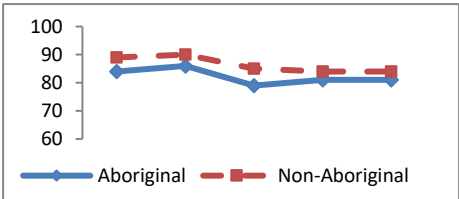
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2014/15	3,054	1,747	57	23,581	14,642	62
2015/16	2,992	1,855	62	22,096	14,064	64
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-

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



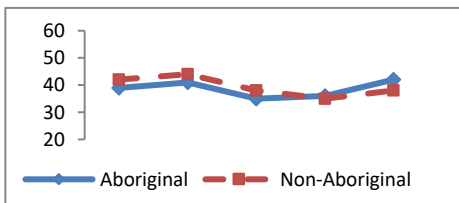
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many #	Gr 10 Respondents #	All or many #
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	2,220	1,073	17,723	10,001
2017/18	2,445	1,236	17,546	10,000
2018/19	2,628	1,348	21,626	11,994

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2014/15	3,008	2,532	84	23,192	20,639	89
2015/16	2,927	2,518	86	21,817	19,599	90
2016/17	2,214	1,746	79	17,765	15,045	85
2017/18	2,437	1,973	81	17,730	14,884	84
2018/19	2,641	2,149	81	21,779	18,356	84

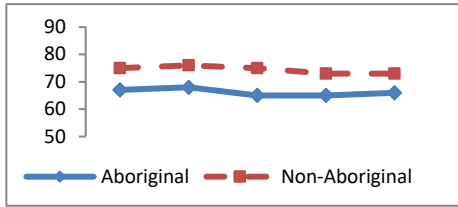
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2014/15	2,994	1,170	39	23,031	9,676	42
2015/16	2,928	1,187	41	21,672	9,629	44
2016/17	2,253	787	35	18,179	6,972	38
2017/18	2,487	903	36	17,968	6,265	35
2018/19	2,681	1,117	42	22,059	8,446	38

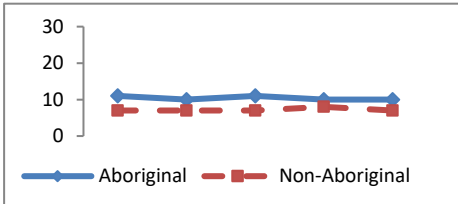
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



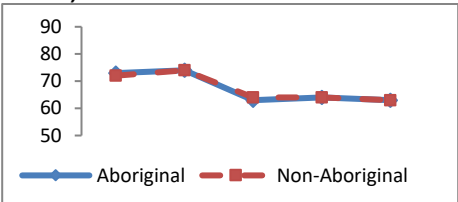
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2014/15	2,991	2,000	67	23,379	17,450	75
2015/16	2,922	2,000	68	21,925	16,628	76
2016/17	2,451	1,597	65	17,880	13,404	75
2017/18	2,440	1,590	65	18,107	13,184	73
2018/19	2,672	1,776	66	22,778	16,607	73

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



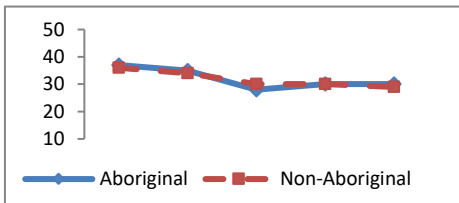
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2014/15	3,010	329	11	23,255	1,566	7
2015/16	2,931	296	10	21,842	1,475	7
2016/17	2,461	269	11	17,848	1,199	7
2017/18	2,438	253	10	18,115	1,412	8
2018/19	2,682	265	10	22,767	1,575	7

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



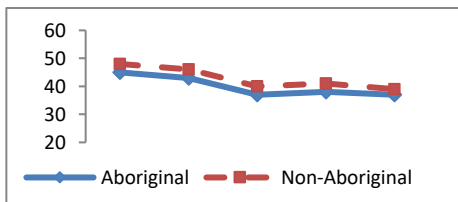
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2014/15	3,067	2,236	73	23,590	17,095	72
2015/16	2,981	2,217	74	22,142	16,428	74
2016/17	2,295	1,447	63	18,452	11,837	64
2017/18	2,504	1,615	64	18,241	11,678	64
2018/19	2,724	1,718	63	22,421	14,132	63

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



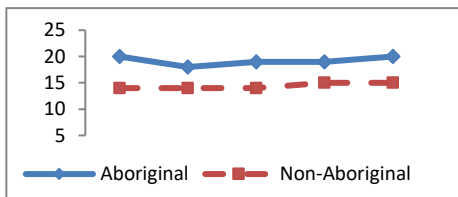
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2014/15	3,009	1,105	37	23,177	8,356	36
2015/16	2,937	1,015	35	21,691	7,377	34
2016/17	2,224	631	28	17,899	5,365	30
2017/18	2,459	745	30	17,796	5,392	30
2018/19	2,654	797	30	21,852	6,278	29

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2014/15	2,979	1,329	45	23,182	11,126	48
2015/16	2,917	1,256	43	21,750	10,027	46
2016/17	2,218	817	37	17,837	7,149	40
2017/18	2,448	923	38	17,768	7,207	41
2018/19	2,642	977	37	21,824	8,437	39

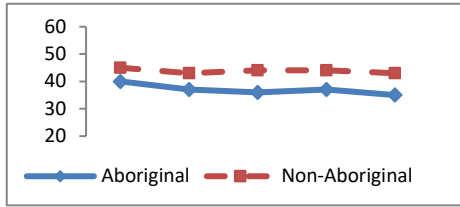
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2014/15	2,905	569	20	22,685	3,232	14
2015/16	2,835	512	18	21,261	3,028	14
2016/17	2,293	435	19	18,431	2,581	14
2017/18	2,505	468	19	18,225	2,760	15
2018/19	2,711	532	20	22,396	3,436	15

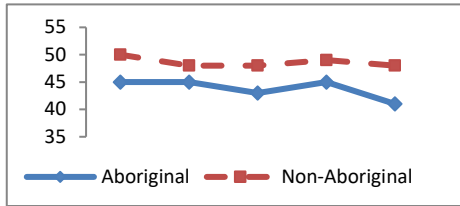
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



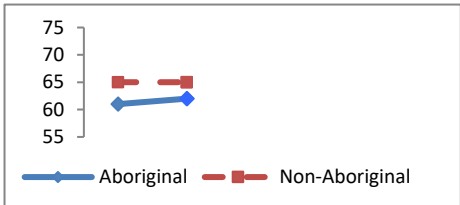
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,105	837 40	20,347	9,112 45
2015/16	2,110	781 37	18,541	7,971 43
2016/17	1,396	506 36	14,418	6,336 44
2017/18	1,554	572 37	14,721	6,419 44
2018/19	1,723	602 35	18,216	7,747 43

Do adults in the school treat all students fairly?



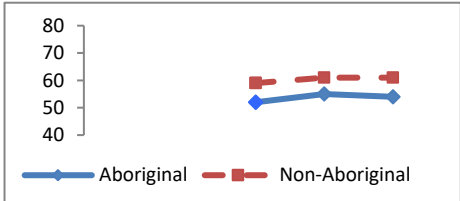
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,066	935 45	20,016	9,916 50
2015/16	2,090	949 45	18,224	8,815 48
2016/17	1,397	605 43	14,420	6,930 48
2017/18	1,556	705 45	14,736	7,203 49
2018/19	1,721	705 41	18,224	8,791 48

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



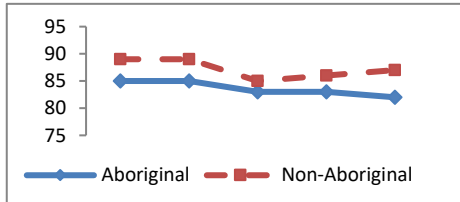
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,104	1,279 61	20,278	13,177 65
2015/16	2,114	1,310 62	18,494	12,096 65
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -
2018/19	-	- -	-	- -

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



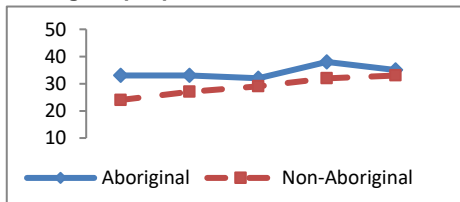
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	1,354	709 52	13,952	8,296 59
2017/18	1,505	832 55	14,231	8,720 61
2018/19	1,670	905 54	17,619	10,797 61

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,056	1,740 85	19,975	17,760 89
2015/16	2,099	1,791 85	18,193	16,261 89
2016/17	1,368	1,142 83	14,078	12,014 85
2017/18	1,525	1,273 83	14,341	12,265 86
2018/19	1,691	1,392 82	17,861	15,576 87

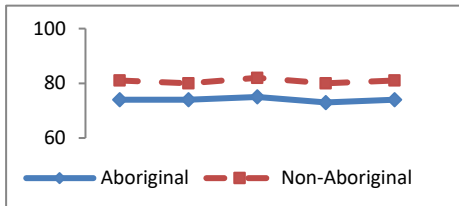
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,062	671 33	19,827	4,721 24
2015/16	2,095	698 33	18,052	4,944 27
2016/17	1,383	439 32	14,248	4,090 29
2017/18	1,544	579 38	14,497	4,658 32
2018/19	1,700	603 35	17,967	5,888 33

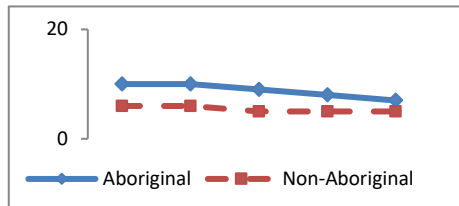
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



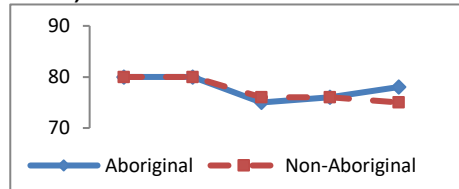
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,077	1,527 74	20,123	16,236 81
2015/16	2,086	1,540 74	18,332	14,672 80
2016/17	1,510	1,130 75	14,079	11,483 82
2017/18	1,538	1,128 73	14,581	11,684 80
2018/19	1,675	1,237 74	18,662	15,055 81

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



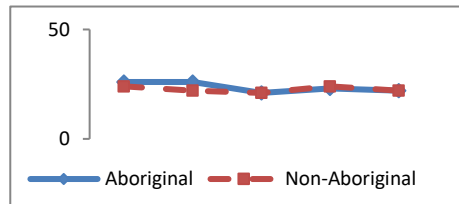
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,069	208 10	20,074	1,149 6
2015/16	2,093	219 10	18,277	1,100 6
2016/17	1,520	141 9	14,079	730 5
2017/18	1,544	124 8	14,593	785 5
2018/19	1,682	122 7	18,672	983 5

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



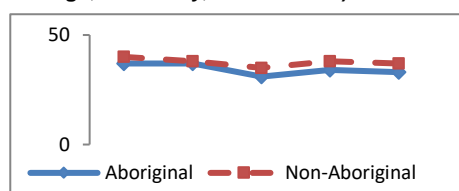
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2014/15	2,127	1,702 80	20,367	16,219 80
2015/16	2,137	1,708 80	18,569	14,789 80
2016/17	1,398	1,042 75	14,418	10,921 76
2017/18	1,552	1,187 76	14,731	11,244 76
2018/19	1,719	1,339 78	18,218	13,753 75

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



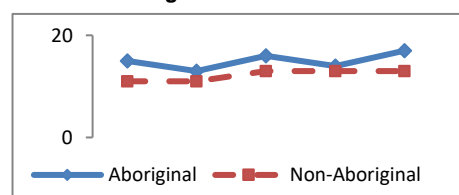
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,075	541 26	20,017	4,854 24
2015/16	2,105	555 26	18,234	4,046 22
2016/17	1,366	290 21	14,157	3,002 21
2017/18	1,527	354 23	14,372	3,383 24
2018/19	1,693	380 22	17,893	3,934 22

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,069	765 37	20,080	8,105 40
2015/16	2,086	781 37	18,328	7,031 38
2016/17	1,366	419 31	14,115	5,003 35
2017/18	1,521	524 34	14,346	5,487 38
2018/19	1,688	559 33	17,891	6,693 37

I would like to go to a different school.



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2014/15	2,025	295 15	19,662	2,162 11
2015/16	2,031	261 13	17,857	2,011 11
2016/17	1,394	230 16	14,403	1,810 13
2017/18	1,549	220 14	14,707	1,853 13
2018/19	1,718	293 17	18,191	2,379 13

GLOSSARY

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

Msk	<p>Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine).</p> <p>Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations/</p>
Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.
On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participant (Provincial Examination)	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Pass Rate	The number of students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year, divided by the number of students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This is also known as the "success rate".
Performance (Foundation Skills Assessment)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.</p>
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centers; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering BC educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 30). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 31).</p>
Special Education Program	<p>A supplemental program provided by schools to assist students, identified as having “special requirements”, in achieving a Certificate of Graduation and/or other outcomes as specified in the student’s Individual Education Plan (IEP).</p>
Special Needs (in performance-oriented reports)	<p>When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry’s student achievement measures are most meaningful.</p>
Special Needs Categories	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A school-aged or adult individual enrolled in a BC school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>
Subject	<p>In the Provincial Required Examinations reports, "Subject" includes both French and English variants of equivalent curricula, in combination. For example, the subject Principles of Mathematics 10 contains both the English and French variants of the curriculum - respectively, Principles of Mathematics 10 and Principes de mathématiques 10.</p>