



EDUCATION AND STUDENT SERVICES COMMITTEE

PUBLIC MEETING

AGENDA

The Central Okanagan Board of Education acknowledges that this meeting is being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, January 9, 2019
TIME: 6:00 pm
LOCATION: School Board Office, Board Room
1040 Hollywood Road S.
Kelowna, B.C.

1. **AGENDA**
Additions/Amendments/Deletions
2. **REPORTS/MATTERS ARISING**

2.1 **Public Education and Student Services Committee Report – December 5, 2018**
(Attachment)

3. **RECOGNITION/PRESENTATIONS/DELEGATIONS**

3.1 **Foundry Kelowna – Establishing Priorities for 2019**

Presenters: Shelagh Turner, CMHA Kelowna – Executive Director
Mike Gawliuk, CMHA Kelowna – Director of Service Delivery and Program Innovation
Melissa Feddersen, Foundry Kelowna – Manager

3.2 **The Purpose of the School Completion 'Evergreen' Certificate Program**

Presenter: Vianne Kintzinger, Assistant Superintendent

4. **PUBLIC QUESTION/COMMENT PERIOD**
5. **COMMITTEE MEMBERS QUERIES/COMMENTS**
6. **DISCUSSION/INFORMATION ITEMS**

6.1 **Our Lives Through Our Eyes – Nk'Mip Children's Art**
(Attachment)

Presenters: Nataley Nagy, Kelowna Art Gallery – Executive Director
Linda Digby, Kelowna Museums – Executive Director

6.2 **Aboriginal Report 2013/14 – 2017/18 – How Are We Doing?**
(Attachment)

Presenter: Terry-Lee Beaudry, Deputy Superintendent of Schools

7. **COMMITTEE CORRESPONDENCE**
8. **ITEMS REQUIRING SPECIAL MENTION**
9. **RECOMMENDATIONS/REFERRALS TO
THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**
10. **ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE
MEETINGS**

- *The Aboriginal Education Program Annual Report is deferred as staff is focusing on the development of the District's third Enhancement Agreement.*
- *Report on Nutrition Programs Offered in the District*
- *Report on the Supports for Children in Care*

February 6, 2019	March 6, 2019	April 3, 2019
Board Authority/Authorized Course Proposal – Mount Boucherie Secondary Volleyball 10 and 11 Proposals for Substantive Change	Aboriginal Education Program Review – Level 1 (Equity Scan) (New Enhancement Agreement) Blended Learning Program Review (Level 3)	Proposals for Board Authority/Authorized Courses Career Life Programs and Dual Credit Programs Review – Level 3
May 1, 2019	June 5, 2019	REVIEW LEGEND
Draft Program Review Cycle and Meeting Schedule 2017/2018 <i>Deputy Superintendent (T. Beaudry)</i>	Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients <u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate <u>LEVEL THREE REVIEW</u> • Limited or no surveying and/or interviews to gather informal feedback

11. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- February 6, 2019, March 6, 2019, April 3, 2019, May 1, 2019, and June 5, 2019.

12. MEDIA QUESTIONS

13. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Education and Student Services DATE: December 5, 2018

CHAIRPERSON: Trustee Norah Bowman STAFF CONTACT: Terry-Lee Beaudry, Deputy Superintendent

*The Committee Chairperson acknowledged that the meeting was being held on the
Traditional Territory of the Okanagan People.*

Board Attendees:

Trustee N. Bowman - Chairperson
Trustee C. Desrosiers – Committee Member
Trustee A. Geistlinger – Committee Member
Trustee M. Baxter

Staff:

T. Beaudry, Deputy Superintendent of Schools
M. DesRochers, Executive Assistant (Recorder)

Absent:

K. Kaardal, Superintendent of Schools/CEO

Partner Group Representation:

COPAC	Nicole Garcia, Vice-President
COPVPA	Raquel Steen, Past President
COPVPA	Brady Ibbetson, Elementary Representative
COTA	Lori Dawson Bedard, First Vice-President
CUPE	No Representative
District Student Council	Matthew Richardson, Grade 12, Kelowna Secondary
District Student Council	Theresa Schwab, Grade 12, Rutland Senior Secondary

Agenda – Additions/Amendments/Deletions

Public Education and Student Services Committee Agenda – December 5, 2018 – approved as presented.

Reports/Matters Arising

Public Education and Student Services Committee Report – October 3, 2018 – received as presented.

Presentations

1. Ministry of Education Equity Scan Pilot Project

Joanne De Guevara, District Principal of Aboriginal Education, outlined the Ministry of Education's Equity Scan Pilot that involved six districts in the province. Central Okanagan Public Schools, one of the six districts participating in the Equity Scan pilot, established a District Equity Scan Team comprised of Elders, teachers, Principals/Vice-Principals, Aboriginal Advocates, community members, and District Staff. The Equity Scan Team met several times over the 2017-2018 school year to navigate through 74 questions that the Ministry of Education provided. Specific questions were posed to teachers, Principals/Vice-Principals, and community members to garner feedback. On May 23, 2018, a few Equity Scan Team members presented data at the Provincial Equity Scan Gathering. The Ministry of Education is gathering data from each pilot district to create a tool kit for the rest of the province. Districts involved in the Equity Scan Pilot are also mandated to create an action plan. The District will use the action plan created to establish the next Enhancement Agreement.

The District Principal of Aboriginal Education and Brady Ibbetson left the meeting at 6:26 pm.

2. Collaborative Learning Services Update

Jamie Robinson, District Principal for Leadership in Learning & Innovation, provided background on the establishment of the Collaborative Learning Services (CLS), a group consisting of the following teams: Aboriginal Education, Learning Technology, Student Support Services, International Education/ESL, Career Programs, Health Promotion, French Language, and Early Learning. Two years ago, these teams were brought together to talk about their roles and discussed re-designing their services together to provide even more effective support based on the needs of schools. Over the past few months, a prototype model was introduced and is currently being refined. There are ten teachers within the CLS, working 0.5 FTE, collaborating to support schools. The CLS team is currently working in six elementary schools, collaborating with teachers in classrooms to support vulnerable learners.

Items Requiring Special Mention

- Grade 12 Graduation Transition Presentations (MAP/Capstone) were held today, December 5th, at Okanagan Mission Secondary, and will be held at Rutland Senior Secondary on December 6, 2018, Kelowna Secondary on December 12, Mount Boucherie Secondary on December 13, and George Elliot Secondary on January 31st.

Items for Future Education and Student Services Committee Meetings

- *The Aboriginal Education Program Annual Report was deferred as staff is focusing on the development of the District's third Enhancement Agreement.*
- *Report on Nutrition Programs Offered in the District*
- *Report on the Supports for Children in Care*
- *Information on Evergreen Certificates*

January 9, 2019	February 6, 2019	March 6, 2019	April 3, 2019
Board Authority/Authorized Course Proposal – Mount Boucherie Secondary Volleyball 10	Proposals for Substantive Change Aboriginal Education Program Review – Level 1 (Equity Scan) (New Enhancement Agreement) Proposed Blended Learning Program Review (Level 3)	No Scheduled Items	Proposals for Board Authority/Authorized Courses Career Life Programs and Dual Credit Programs Review – Level 3
May 1, 2019	June 5, 2019	REVIEW LEGEND	
Draft Program Review Cycle and Meeting Schedule 2017/2018 <i>Deputy Superintendent (T. Beaudry)</i>	Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients <u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate <u>LEVEL THREE REVIEW</u> • Limited or no surveying and/or interviews to gather informal feedback	

Future Education and Student Services 2017 Committee Meetings

- January 9, 2019, February 6, 2019, March 6, 2019, April 3, 2019, May 1, 2019, and June 5, 2019.

Questions – Please Contact:

Trustee Norah Bowman, Chairperson

Terry-Lee Beaudry, Deputy Superintendent of Schools

E-mail: Norah.Bowman@sd23.bc.ca

Phone: 250.470.3225 e-mail: Terry.Beaudry@sd23.bc.ca

Norah Bowman, Chairperson

Our Lives Through Our Eyes

Nk'Mip Children's Art

January 19 to April 14, 2019



PUBLIC PROGRAMS

at the Okanagan Heritage Museum and the Kelowna Art Gallery

Guided Tours - Saturdays at 1 pm

Tours will begin at the Kelowna Art Gallery. Visitors will then be guided over to the Okanagan Heritage Museum to experience the other half of the exhibition.

Living the Seasons - Syilx (Okanagan) Calendar

Saturday, February 2, 10 am to 12 pm
Kelowna Art Gallery

Everything you wanted to know about Indians but were afraid to ask

Saturday, March 2, 10 am to 12 pm
Okanagan Heritage Museum

Our Shared History - Talking Circle

Saturday, March 16, 10 am to 12 pm
Okanagan Heritage Museum

Fire and Water - Syilx (Okanagan) Relationship with the Land

Saturday, April 13, 10 am to 12 pm
Kelowna Art Gallery

A shared exhibition held at the Okanagan Heritage Museum and the Kelowna Art Gallery



Our Lives Through Our Eyes: Nk'Mip Children's Art is organized collaboratively by the Kelowna Art Gallery and the Kelowna Museums Society, with assistance from the Osoyoos Museum Society and the Osoyoos Indian Band. Guest curated by Dr. Andrea Walsh.

Program Registration:

Register at www.eventbrite.com
Cost: \$5 each session

For more information contact education@kelownamuseums.ca

Generously supported by



The Kelowna Art Gallery and the Kelowna Museums Society gratefully acknowledge the financial assistance of City of Kelowna, Canada Council for the Arts, British Columbia Arts Council, Province of British Columbia, Central Okanagan Public Schools, Central Okanagan Foundation, and our members, donors, and sponsors. Image credit: Inkameep Day School, 1942. Mr. Walsh with his students. Edward, Jane, Harry, Caroline, Liza, Tillie, Alice, Jim S, Noel, Bobby, Raymond. Courtesy of the Osoyoos Museum, #0111.



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

Province (Public Schools Only)

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

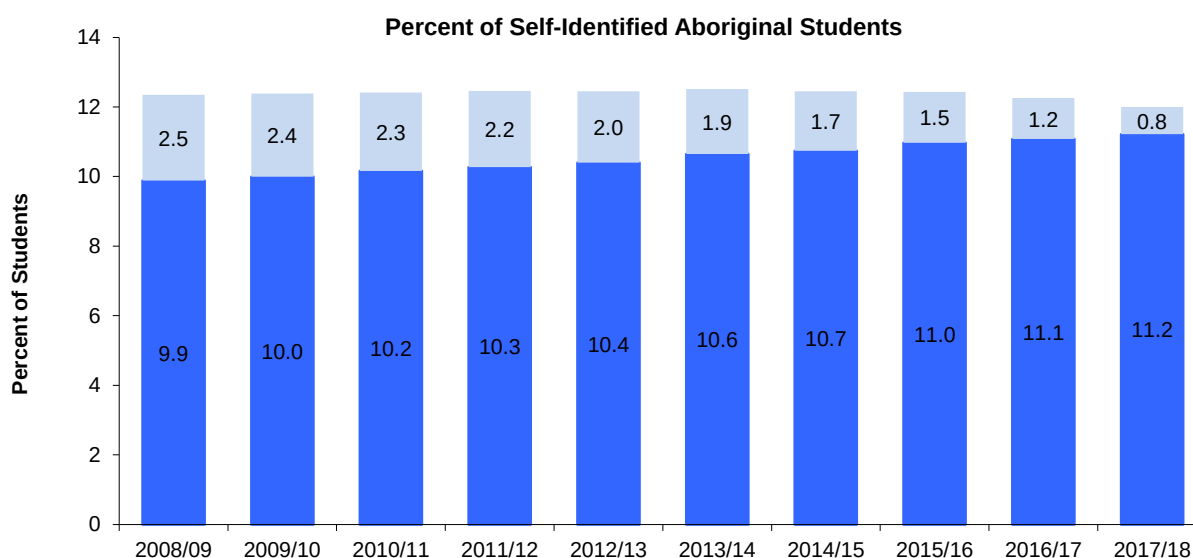
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	All Students #	SIA in Year*		SIA Only in Other Year(s)*		Never SIA*	
		#	%	#	%	#	%
2008/09	579,485	57,257	9.9	14,326	2.5	508,111	87.7
2009/10	580,480	58,017	10.0	13,887	2.4	508,843	87.7
2010/11	579,110	58,834	10.2	13,044	2.3	507,618	87.7
2011/12	569,734	58,531	10.3	12,445	2.2	499,249	87.6
2012/13	564,529	58,717	10.4	11,569	2.0	494,880	87.7
2013/14	558,983	59,502	10.6	10,444	1.9	489,801	87.6
2014/15	552,786	59,382	10.7	9,449	1.7	484,847	87.7
2015/16	553,376	60,706	11.0	8,109	1.5	485,627	87.8
2016/17	557,626	61,799	11.1	6,534	1.2	490,548	88.0
2017/18	563,245	63,182	11.2	4,434	0.8	497,103	88.3



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

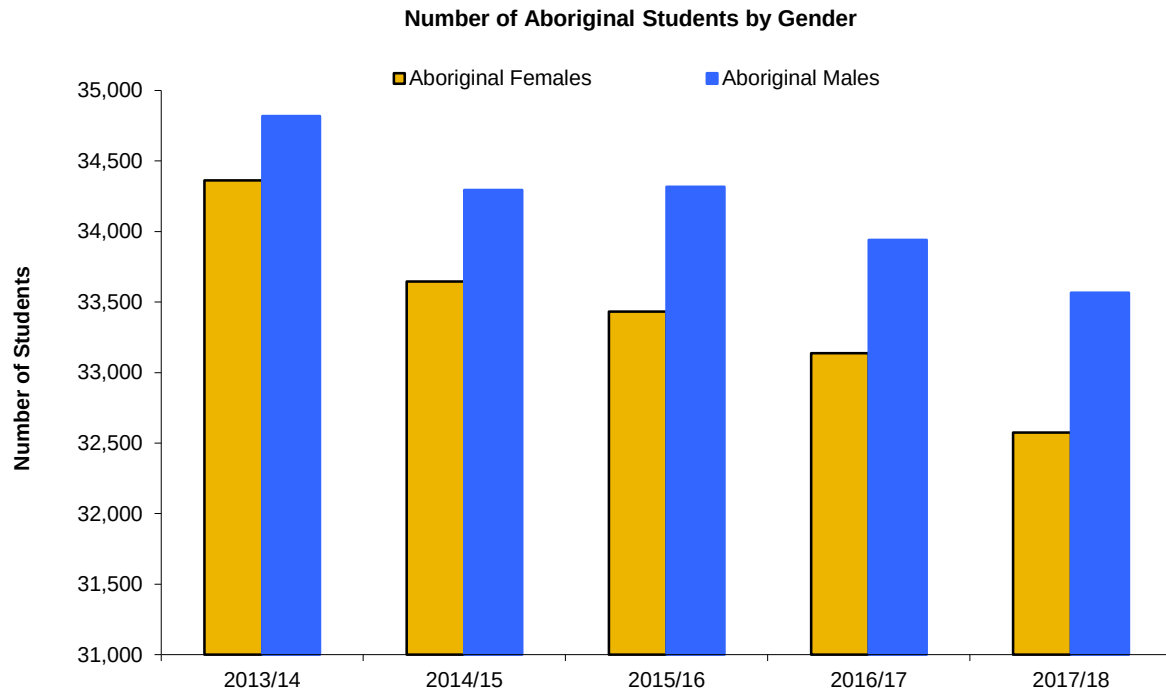
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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

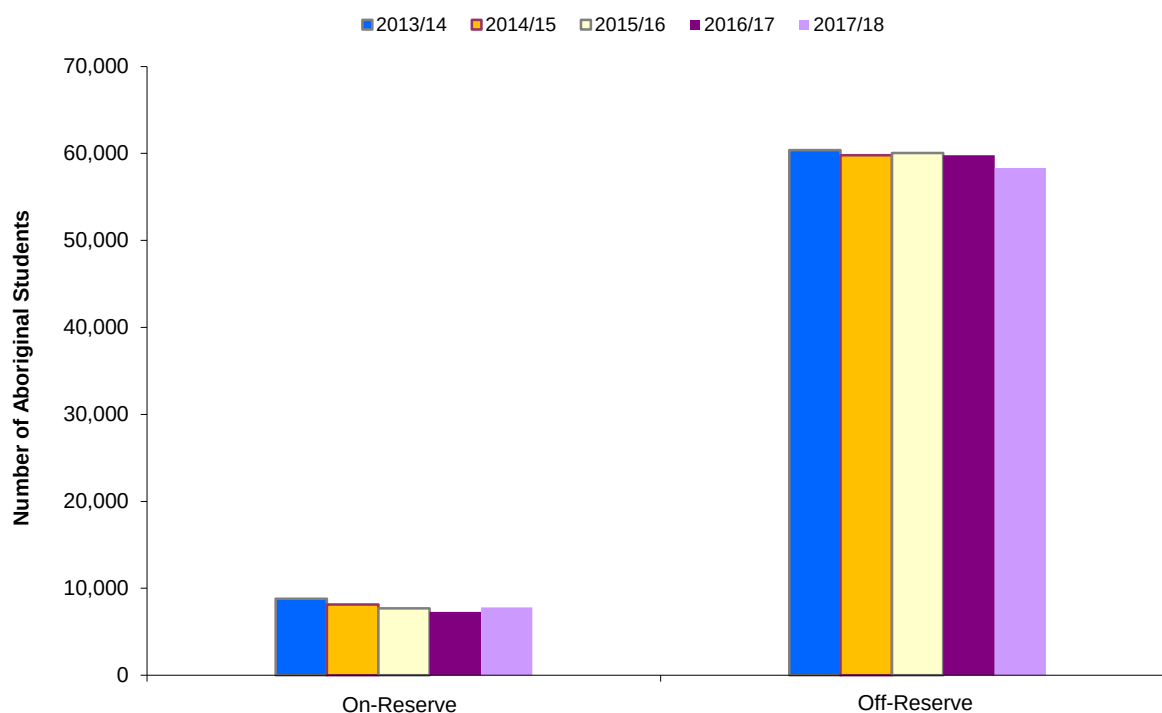
School Year	All Students	Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students
		#	%	#		#	
2013/14	558,983	69,182	12.4	34,363	6.1	34,819	6.2
2014/15	552,786	67,939	12.3	33,645	6.1	34,294	6.2
2015/16	553,376	67,749	12.2	33,432	6.0	34,317	6.2
2016/17	557,626	67,078	12.0	33,137	5.9	33,941	6.1
2017/18	563,245	66,142	11.7	32,575	5.8	33,567	6.0



ABORIGINAL STUDENTS, ON- OR OFF-RESERVE

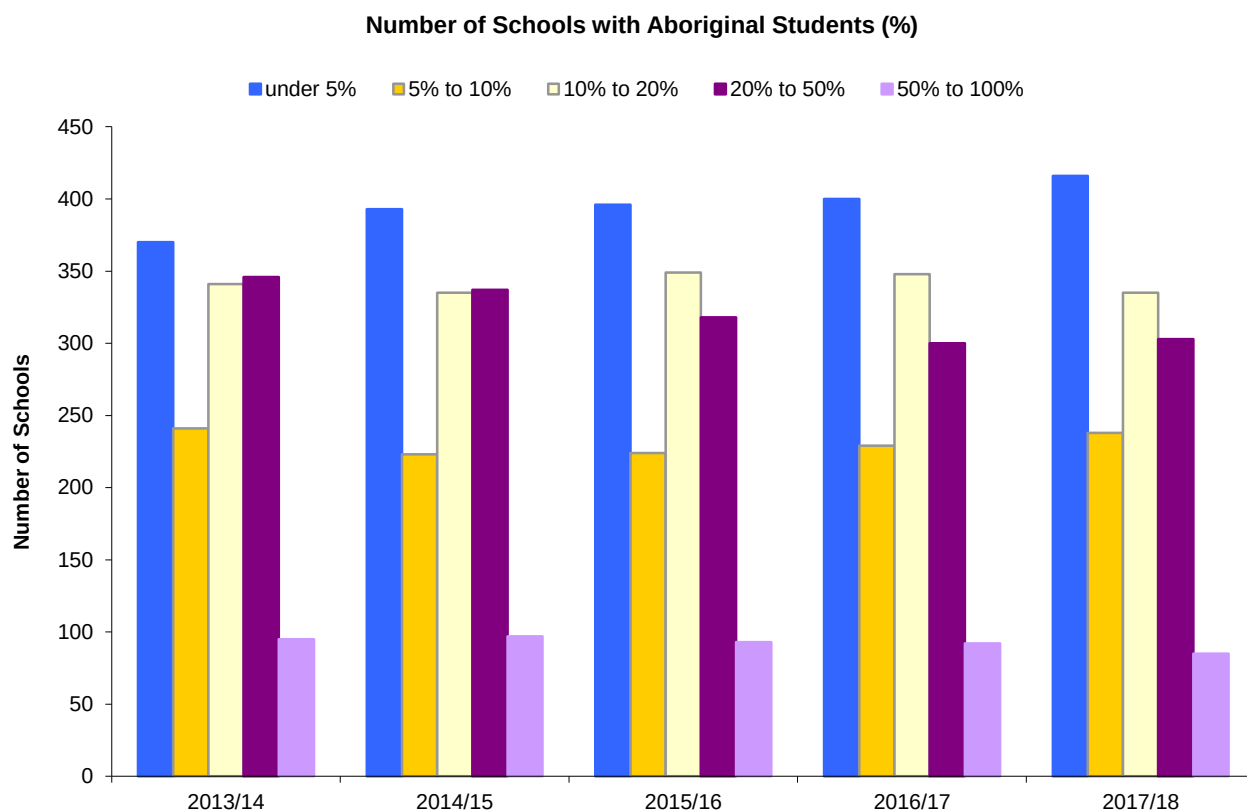
School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2013/14	69,182	4,404	4,408	8,812	29,959	30,411	60,370
2014/15	67,939	3,980	4,163	8,143	29,665	30,131	59,796
2015/16	67,749	3,777	3,917	7,694	29,655	30,400	60,055
2016/17	67,078	3,579	3,706	7,285	29,558	30,235	59,793
2017/18	66,142	3,832	3,988	7,820	28,743	29,579	58,322

Number of Aboriginal Students, On or Off-Reserve



NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

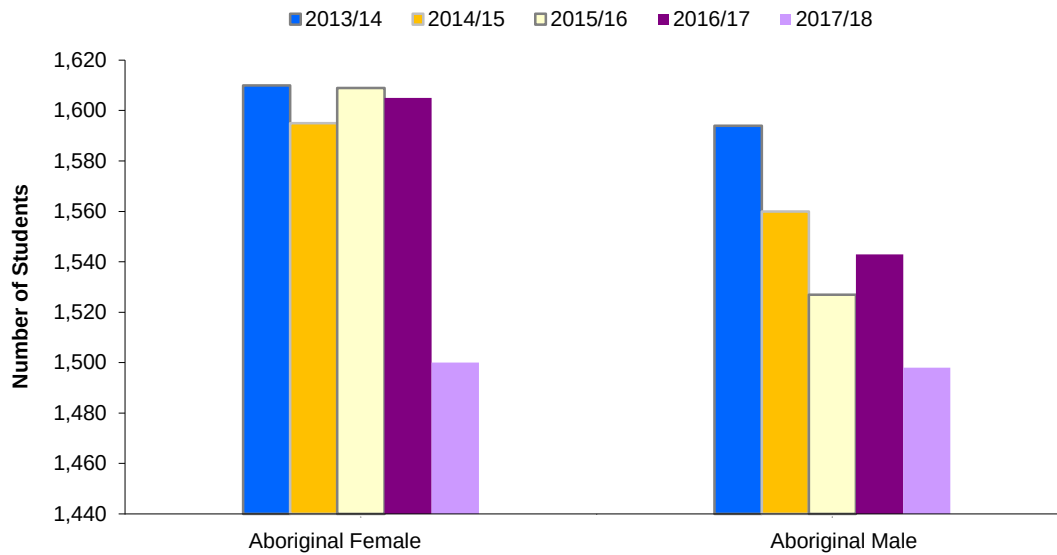
School Year	Total Schools #	Number of Schools				
		under 5%	5% to 10%	10% to 20%	20% to 50%	50% to 100%
2013/14	1,393	370	241	341	346	95
2014/15	1,385	393	223	335	337	97
2015/16	1,380	396	224	349	318	93
2016/17	1,369	400	229	348	300	92
2017/18	1,377	416	238	335	303	85



STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
2013/14	3,204	1,610	1,594	4,790	2,033	2,757
2014/15	3,155	1,595	1,560	4,599	1,981	2,618
2015/16	3,136	1,609	1,527	4,496	2,022	2,474
2016/17	3,148	1,605	1,543	4,505	2,037	2,468
2017/18	2,998	1,500	1,498	4,435	2,016	2,419

Number of Aboriginal Students in Alternate Programs

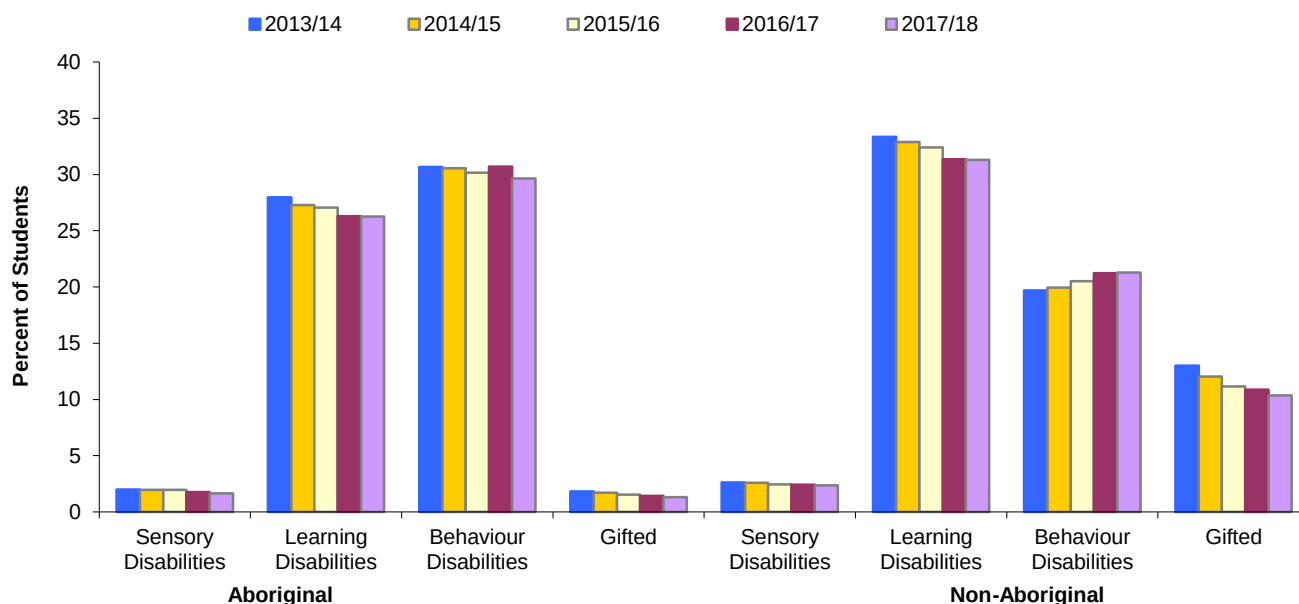


STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2013/14	12,485	44,757	247	2	1,168	3	3,492	28	14,920	33	3,831	31	8,808	20	226	2	5,822	13
2014/15	12,633	44,427	249	2	1,144	3	3,446	27	14,612	33	3,860	31	8,856	20	216	2	5,351	12
2015/16	12,900	45,040	254	2	1,106	2	3,490	27	14,595	32	3,890	30	9,239	21	197	2	5,027	11
2016/17	13,192	46,062	234	2	1,108	2	3,470	26	14,438	31	4,050	31	9,776	21	188	1	5,004	11
2017/18	13,376	48,532	222	2	1,151	2	3,512	26	15,185	31	3,965	30	10,336	21	175	1	5,029	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).

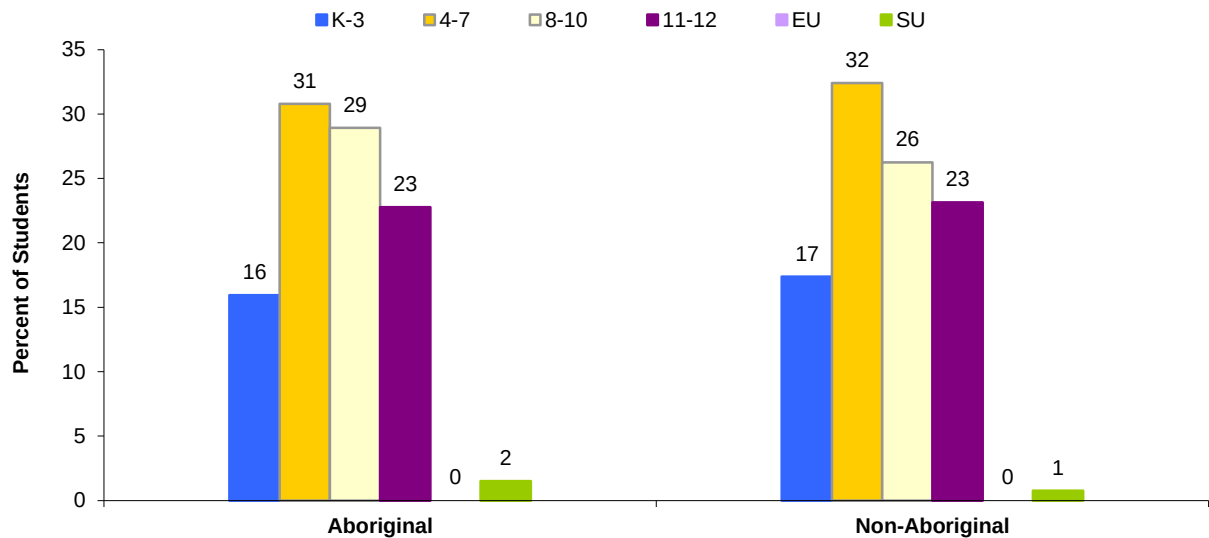
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	3,831	601	16	985	26	1,194	31	929	24	0	0	120	3
2014/15	3,860	585	15	1,021	26	1,115	29	969	25	1	0	168	4
2015/16	3,890	631	16	1,076	28	1,099	28	937	24	0	0	147	4
2016/17	4,050	669	17	1,127	28	1,168	29	973	24	0	0	113	3
2017/18	3,965	632	16	1,221	31	1,147	29	903	23	0	0	60	2

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	8,808	1,384	16	2,509	28	2,571	29	2,201	25	0	0	123	1
2014/15	8,856	1,412	16	2,517	28	2,514	28	2,279	26	0	0	125	1
2015/16	9,239	1,541	17	2,707	29	2,621	28	2,228	24	0	0	131	1
2016/17	9,776	1,628	17	3,000	31	2,641	27	2,379	24	0	0	124	1
2017/18	10,336	1,795	17	3,350	32	2,714	26	2,393	23	0	0	78	1

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



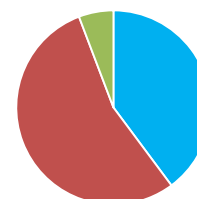
* Total includes Graduated Adults.

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

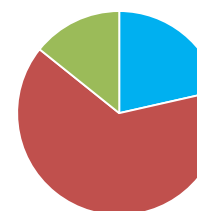
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	3,884	81	1,223	31	2,405	62	256	7
2014/15	3,616	77	1,241	34	2,162	60	213	6
2015/16	3,633	76	1,173	32	2,255	62	205	6
2016/17	3,613	74	1,252	35	2,208	61	153	4
			Emerging		On Track		Extending	
2017/18	3,775	75	1,503	40	2,054	54	218	6



■ Emerging ■ On Track ■ Extending

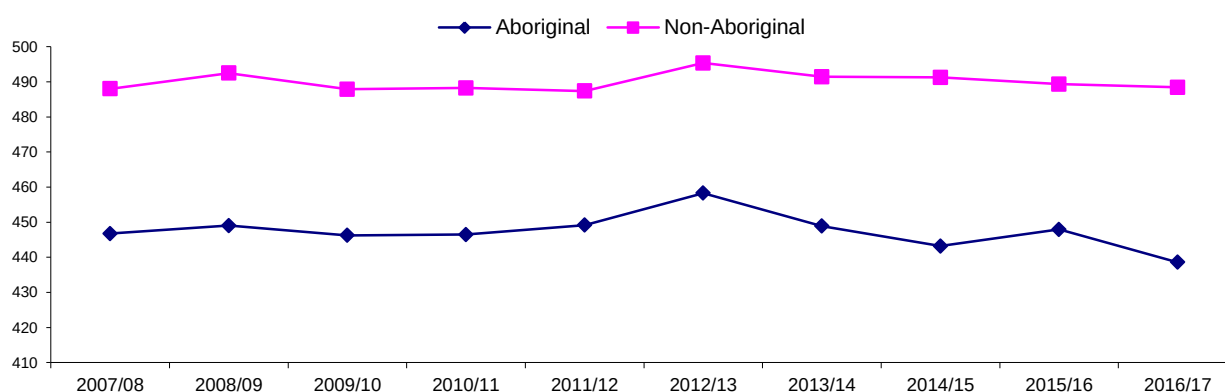
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	27,841	85	5,099	18	18,928	68	3,814	14
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	27,036	75	5,804	21	17,379	64	3,853	14



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

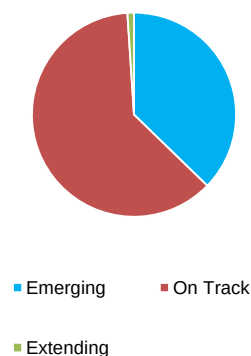


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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.

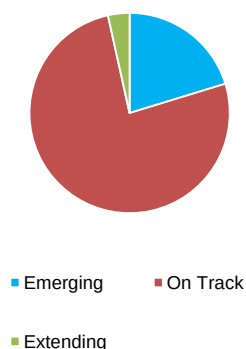
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	3,807	79	1,205	32	2,499	66	103	3
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	3,471	69	1,293	37	2,142	62	36	1

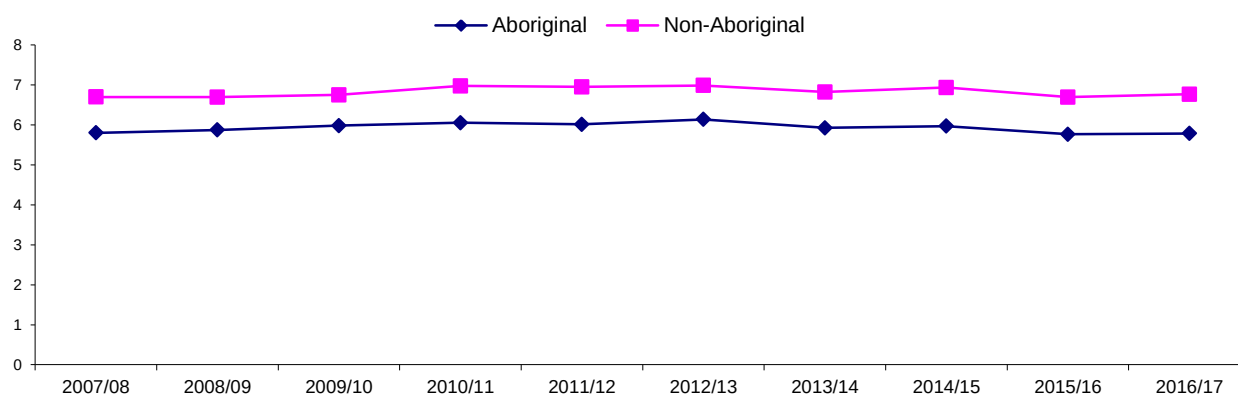


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	27,483	84	4,018	15	22,120	80	1,345	5
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	25,763	71	5,223	20	19,644	76	896	3



Average FSA Score - Grade 4 Writing

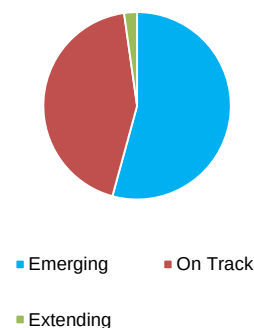


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

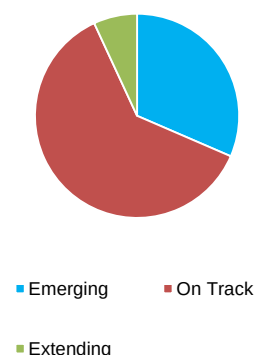
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	3,865	81	1,576	41	2,139	55	150	4
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	3,770	75	2,045	54	1,641	44	84	2

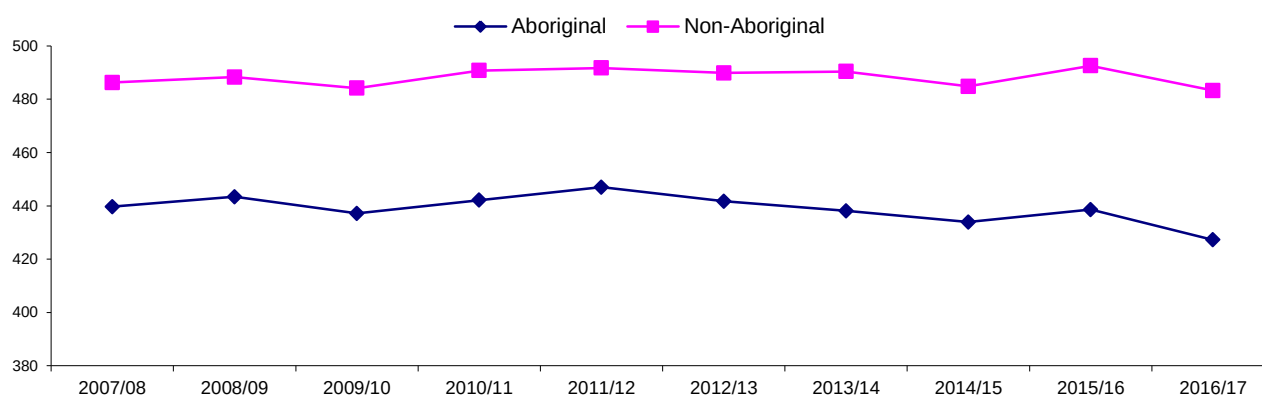


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	27,803	85	5,744	21	19,208	69	2,851	10
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	27,013	75	8,505	31	16,644	62	1,864	7



Average FSA Scaled Score - Grade 4 Numeracy

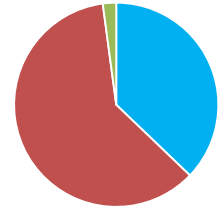


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

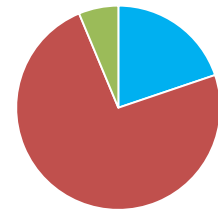
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	3,833	79	1,403	37	2,213	58	217	6
2014/15	3,655	75	1,453	40	2,035	56	167	5
2015/16	3,681	74	1,519	41	1,982	54	180	5
2016/17	3,463	72	1,470	42	1,843	53	150	4
			Emerging		On Track		Extending	
2017/18	3,590	73	1,334	37	2,180	61	76	2



■ Emerging ■ On Track ■ Extending

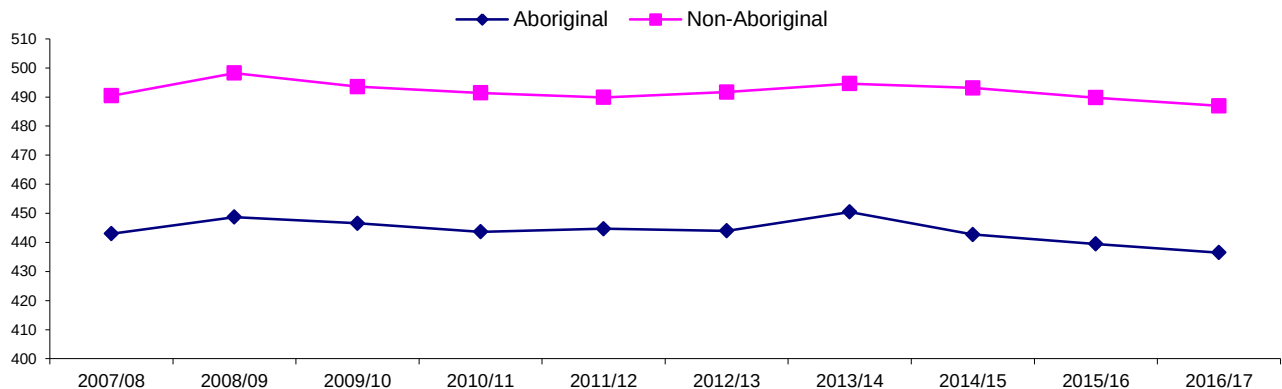
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	28,270	83	5,959	21	18,916	67	3,395	12
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	25,734	74	5,098	20	19,019	74	1,617	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

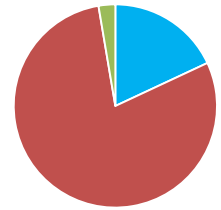


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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.

GRADE 7: ABORIGINAL

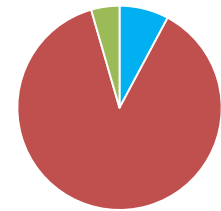
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	3,707	76	1,090	29	2,519	68	98	3
2014/15	3,503	72	886	25	2,528	72	89	3
2015/16	3,469	70	1,094	32	2,280	66	95	3
2016/17	3,281	68	1,100	34	2,069	63	112	3
			Emerging		On Track		Extending	
2017/18	3,231	65	583	18	2,562	79	86	3



■ Emerging ■ On Track
■ Extending

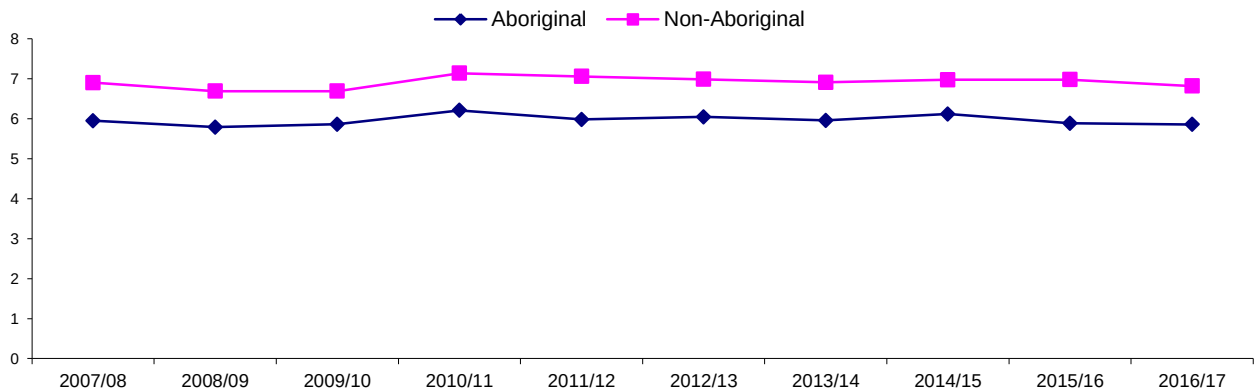
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	27,819	82	3,481	13	22,827	82	1,511	5
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	24,435	70	1,909	8	21,431	88	1,095	4



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

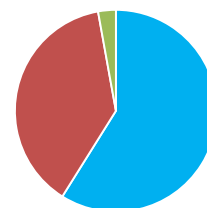


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

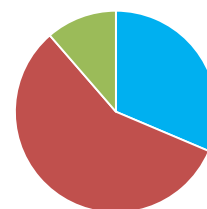
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	3,776	78	1,907	51	1,783	47	86	2
2014/15	3,592	74	1,932	54	1,599	45	61	2
2015/16	3,594	72	1,911	53	1,591	44	92	3
2016/17	3,409	71	1,860	55	1,461	43	88	3
			Emerging		On Track		Extending	
2017/18	3,589	73	2,114	59	1,373	38	102	3



■ Emerging ■ On Track
■ Extending

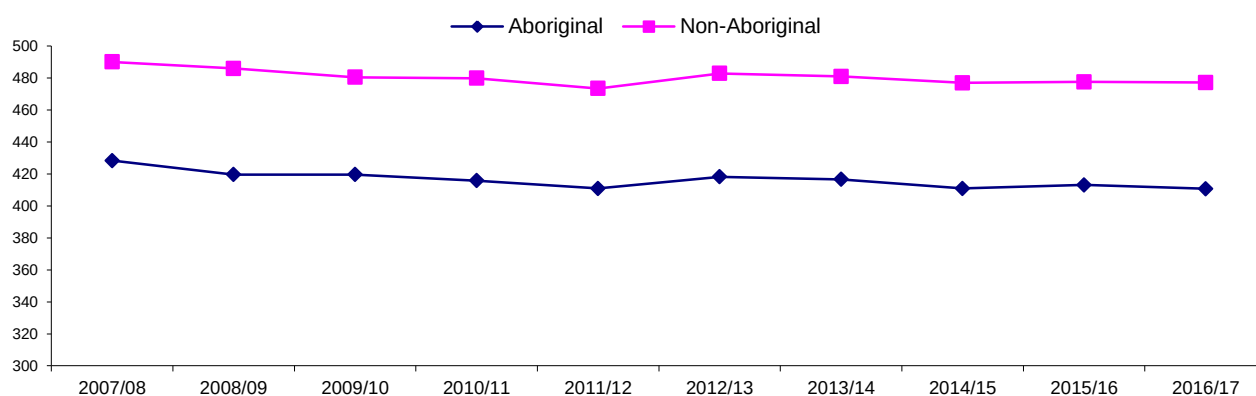
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	28,185	83	6,997	25	18,235	65	2,953	10
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	25,701	74	8,063	31	14,718	57	2,920	11



■ 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).

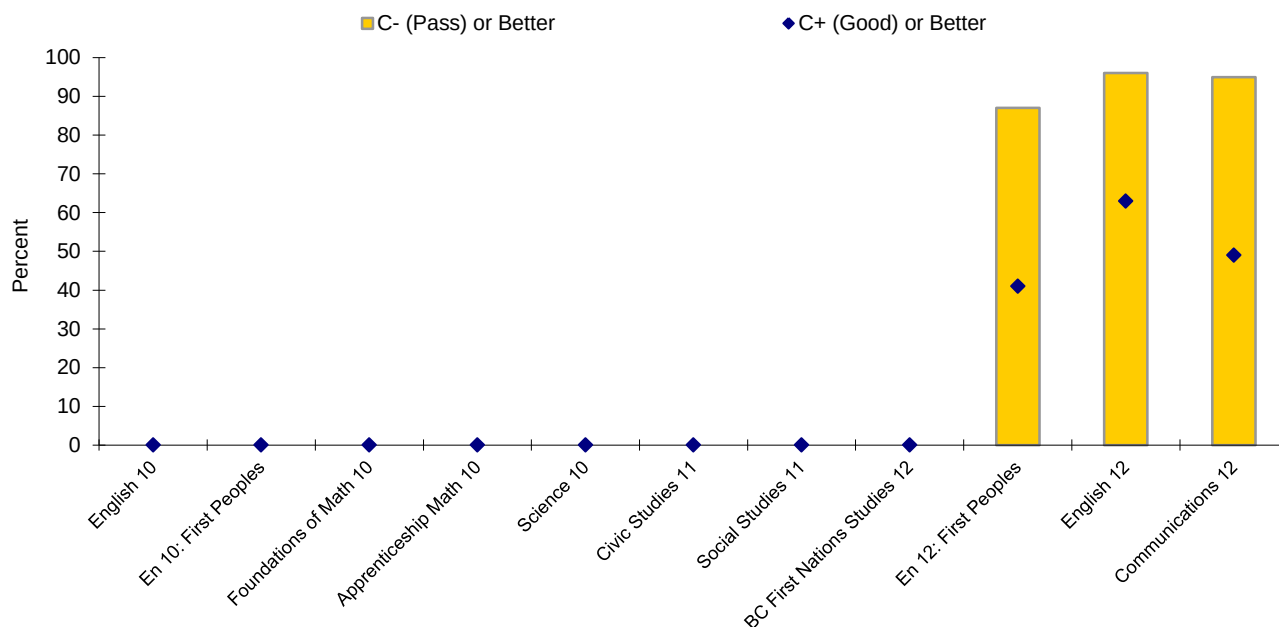
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	133	116	87	55	41	168	160	95	117	70
English 12	2,680	2,586	96	1,675	63	35,139	34,280	98	26,215	75
Communications 12	845	803	95	415	49	3,839	3,687	96	1,990	52

Final Marks Overview: Aboriginal Results 2017/18

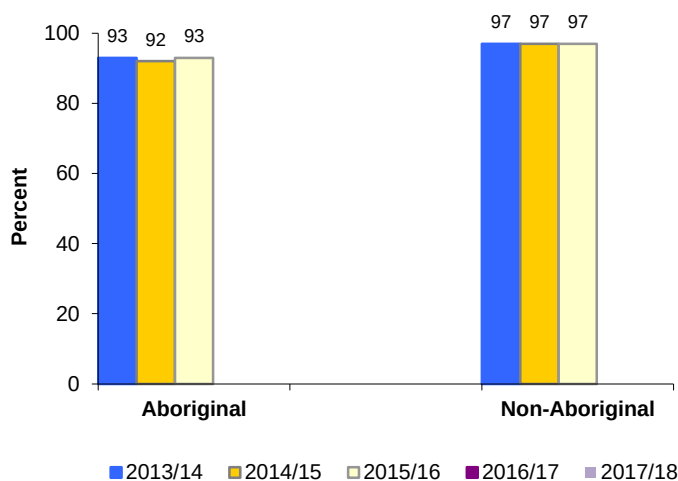


FINAL MARKS: ENGLISH 10

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark					Final Mark					
	#	#	%	#	%	#	#	%	#	%	
2013/14	4,096	3,795	93	2,018	49	38,947	37,942	97	27,511	71	
2014/15	4,267	3,920	92	2,098	49	38,758	37,552	97	27,274	70	
2015/16	4,255	3,950	93	2,173	51	39,403	38,339	97	27,980	71	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 10	Students Assigned Final Mark		Students Assigned	Total Gr 10	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²
	#	#	#	#	#	#	#	#
2013/14	4,096	5,833	3,534	562	38,947	42,243	34,527	4,420
2014/15	4,267	5,669	3,606	661	38,758	41,130	33,855	4,903
2015/16	4,255	5,610	3,578	677	39,403	41,454	34,026	5,377
2016/17	-	5,488	-	-	-	41,198	-	-
2017/18	-	5,531	-	-	-	40,779	-	-

ENGLISH 10: C- (Pass) or Better



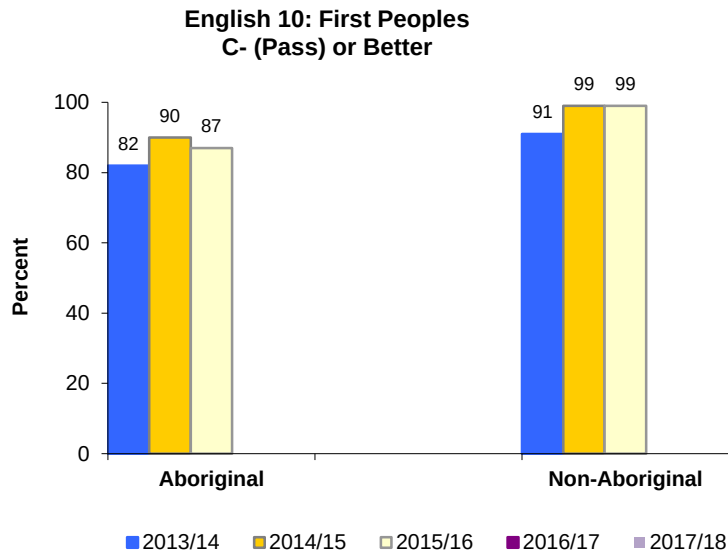
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark					Final Mark					
	#	#	%	#	%	#	#	%	#	%	
2013/14	233	191	82	101	43	76	69	91	52	68	
2014/15	202	181	90	86	43	123	122	99	92	75	
2015/16	223	194	87	101	45	168	167	99	124	74	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal					Non-Aboriginal				
	Students Assigned	Total Gr 10	Students Assigned Final Mark		Students Assigned	Total Gr 10	Students Assigned Final Mark		
School Year	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²	
	#	#	#	#	#	#	#	#	
2013/14	233	5,833	175	58	76	42,243	71	5	
2014/15	202	5,669	169	33	123	41,130	115	8	
2015/16	223	5,610	191	32	168	41,454	154	14	
2016/17	-	5,488	-	-	-	41,198	-	-	
2017/18	-	5,531	-	-	-	40,779	-	-	



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

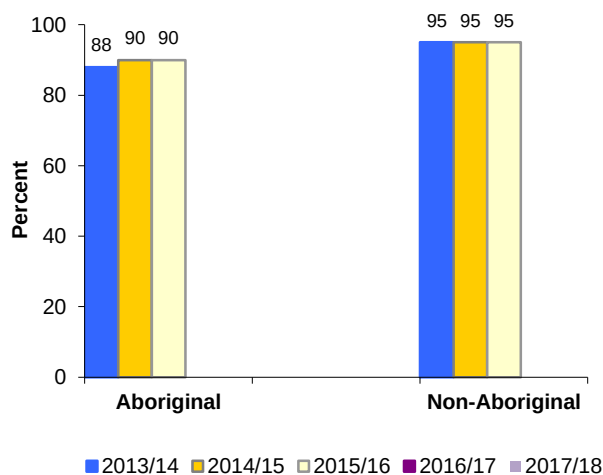
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark					Final Mark					
	#	#	%	#	%	#	#	%	#	%	
2013/14	2,318	2,035	88	1,033	45	33,229	31,533	95	21,703	65	
2014/15	2,181	1,968	90	1,059	49	31,388	29,737	95	20,898	67	
2015/16	2,334	2,100	90	1,136	49	32,586	30,888	95	21,942	67	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 10	Students Assigned Final Mark		Students Assigned	Total Gr 10	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²
	#	#	#	#	#	#	#	#
2013/14	2,318	5,833	1,966	352	33,229	42,243	28,427	4,802
2014/15	2,181	5,669	1,866	315	31,388	41,130	27,041	4,347
2015/16	2,334	5,610	1,995	339	32,586	41,454	27,706	4,880
2016/17	-	5,488	-	-	-	41,198	-	-
2017/18	-	5,531	-	-	-	40,779	-	-

**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.

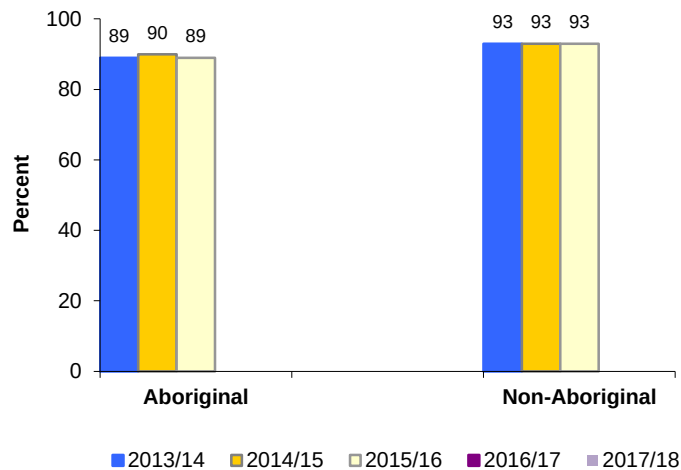
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark					Final Mark					
	#	#	%	#	%	#	#	%	#	%	
2013/14	2,291	2,043	89	848	37	7,748	7,226	93	3,417	44	
2014/15	2,381	2,152	90	908	38	7,769	7,256	93	3,502	45	
2015/16	2,181	1,945	89	824	38	7,536	7,020	93	3,477	46	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal						Non-Aboriginal					
School Year	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		Students Assigned Final Mark	Total Gr 10 Students ¹	Non-Gr 10 ²
	#	#	Gr 10	Non-Gr 10 ²		#	#	Gr 10		#	
			#	#				#			
2013/14	2,291	5,833	1,568	723	7,748	42,243	5,709	2,039			
2014/15	2,381	5,669	1,608	773	7,769	41,130	5,663	2,106			
2015/16	2,181	5,610	1,528	653	7,536	41,454	5,538	1,998			
2016/17	-	5,488	-	-	-	41,198	-	-			
2017/18	-	5,531	-	-	-	40,779	-	-			

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.

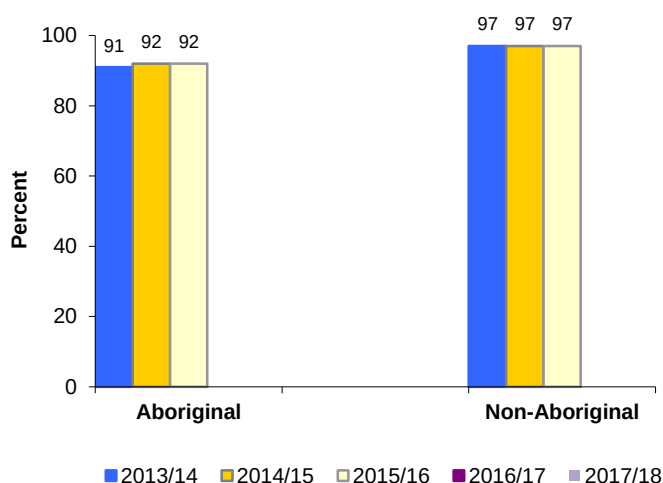
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: SCIENCE 10

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark	#	%	#	%	Final Mark	#	%	#	%	
	#					#					%
2013/14	4,211	3,846	91	1,733	41	38,190	37,068	97	25,969	68	
2014/15	4,333	3,972	92	1,893	44	37,925	36,607	97	26,105	69	
2015/16	4,262	3,916	92	1,937	45	38,263	37,105	97	26,670	70	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 10	Students Assigned Final Mark		Students Assigned	Total Gr 10	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²	Final Mark	Students ¹	Gr 10	Non-Gr 10 ²
	#	#	#	#	#	#	#	#
2013/14	4,211	5,833	3,532	679	38,190	42,243	34,295	3,895
2014/15	4,333	5,669	3,568	765	37,925	41,130	34,081	3,844
2015/16	4,262	5,610	3,590	672	38,263	41,454	34,067	4,196
2016/17	-	5,488	-	-	-	41,198	-	-
2017/18	-	5,531	-	-	-	40,779	-	-

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.

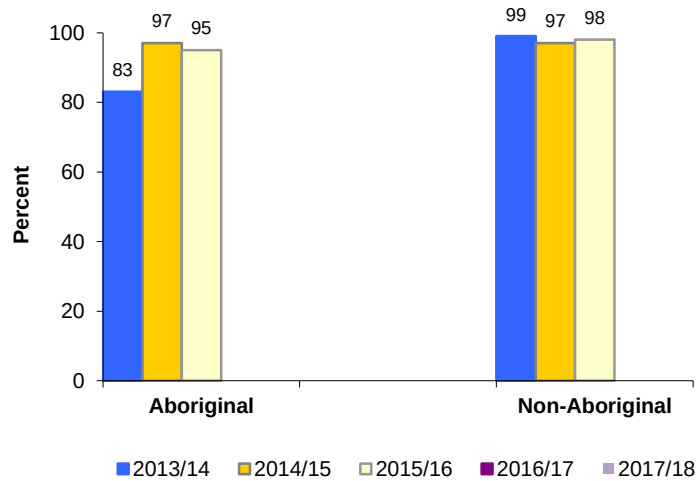
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
	Final Mark					Final Mark				
	#	#	%	#	%	#	#	%	#	%
2013/14	94	78	83	50	53	649	640	99	450	69
2014/15	68	66	97	40	59	675	658	97	458	68
2015/16	76	72	95	40	53	819	802	98	591	72
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

Aboriginal					Non-Aboriginal				
School Year	Students Assigned	Total Gr 11	Students Assigned Final Mark		Students Assigned	Total Gr 11	Students Assigned Final Mark		
	Final Mark	Students ¹	Gr 11	Non-Gr 11 ²	Final Mark	Students ¹	Gr 11	Non-Gr 11 ²	
	#	#	#	#	#	#	#	#	
2013/14	94	6,326	65	29	649	46,432	516	133	
2014/15	68	6,045	43	25	675	44,880	557	118	
2015/16	76	6,050	52	24	819	44,217	687	132	
2016/17	-	5,943	-	-	-	44,088	-	-	
2017/18	-	5,836	-	-	-	43,666	-	-	

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.

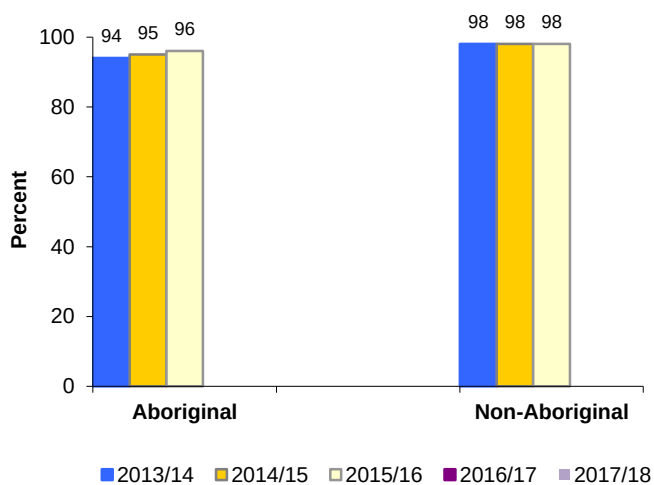
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: SOCIAL STUDIES 11

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark	#	%	#	%	Final Mark	#	%	#	%	
	#										
2013/14	2,999	2,806	94	1,516	51	36,793	35,912	98	26,328	72	
2014/15	2,977	2,821	95	1,584	53	35,056	34,353	98	25,670	73	
2015/16	3,020	2,894	96	1,634	54	36,340	35,588	98	26,594	73	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 11	Students Assigned Final Mark		Students Assigned	Total Gr 11	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 11	Non-Gr 11 ²	Final Mark	Students ¹	Gr 11	Non-Gr 11 ²
	#	#	#	#	#	#	#	#
2013/14	2,999	6,326	2,537	462	36,793	46,432	30,754	6,039
2014/15	2,977	6,045	2,489	488	35,056	44,880	30,694	4,362
2015/16	3,020	6,050	2,595	425	36,340	44,217	30,279	6,061
2016/17	-	5,943	-	-	-	44,088	-	-
2017/18	-	5,836	-	-	-	43,666	-	-

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.

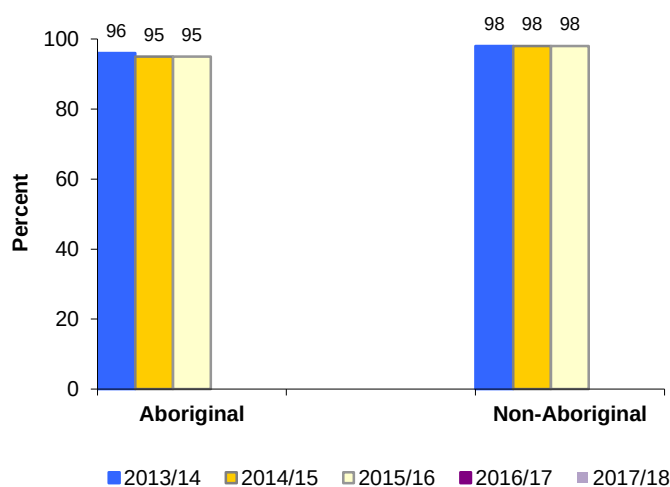
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: BC FIRST NATIONS STUDIES 12

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark	#	%	#	%	Final Mark	#	%	#	%	
	#										
2013/14	796	766	96	397	50	1,592	1,555	98	1,050	66	
2014/15	852	812	95	470	55	1,549	1,516	98	991	64	
2015/16	768	730	95	426	55	1,490	1,459	98	973	65	
2016/17	-	-	-	-	-	-	-	-	-	-	
2017/18	-	-	-	-	-	-	-	-	-	-	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 12	Students Assigned Final Mark		Students Assigned	Total Gr 12	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 12	Non-Gr 12 ²	Final Mark	Students ¹	Gr 12	Non-Gr 12 ²
	#	#	#	#	#	#	#	#
2013/14	796	6,569	320	476	1,592	54,361	817	775
2014/15	852	6,329	300	552	1,549	50,891	743	806
2015/16	768	6,690	308	460	1,490	50,730	715	775
2016/17	-	6,741	-	-	-	50,199	-	-
2017/18	-	6,851	-	-	-	50,822	-	-

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



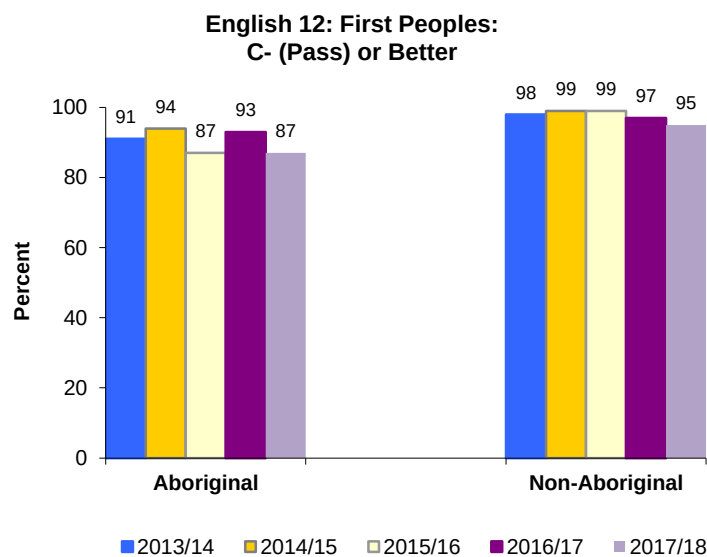
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark					Final Mark					
	#	#	%	#	%	#	#	%	#	%	
2013/14	101	92	91	46	46	183	180	98	125	68	
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	235	97	155	64	
2017/18	133	116	87	55	41	168	160	95	117	70	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 12	Students Assigned Final Mark		Students Assigned	Total Gr 12	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 12	Non-Gr 12 ²	Final Mark	Students ¹	Gr 12	Non-Gr 12 ²
	#	#	#	#	#	#	#	#
2013/14	101	6,569	88	13	183	54,361	169	14
2014/15	101	6,329	92	9	156	50,891	137	19
2015/16	143	6,690	127	16	157	50,730	128	29
2016/17	159	6,741	145	14	242	50,199	228	14
2017/18	133	6,851	117	16	168	50,822	150	18



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

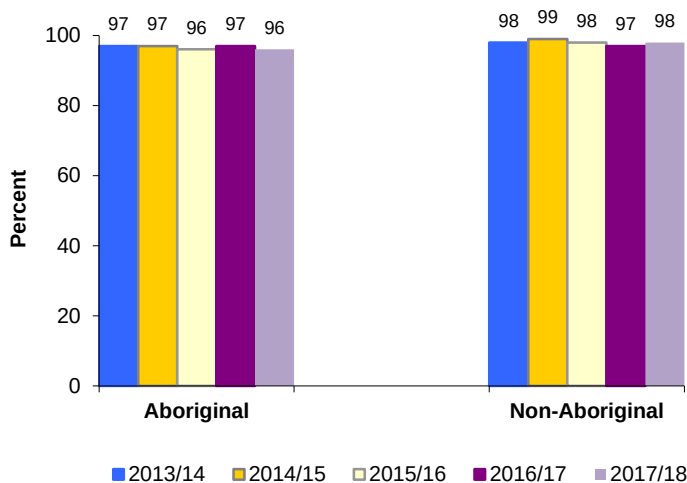
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

Aboriginal						Non-Aboriginal					
School Year	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		
	Final Mark					Final Mark					
	#	#	%	#	%	#	#	%	#	%	
2013/14	2,534	2,463	97	1,429	56	36,466	35,848	98	26,521	73	
2014/15	2,493	2,409	97	1,429	57	35,131	34,624	99	26,090	74	
2015/16	2,535	2,446	96	1,465	58	34,925	34,146	98	25,614	73	
2016/17	2,549	2,472	97	1,445	57	34,642	33,772	97	24,851	72	
2017/18	2,680	2,586	96	1,675	63	35,139	34,280	98	26,215	75	

Aboriginal					Non-Aboriginal				
School Year	Students Assigned	Total Gr 12	Students Assigned Final Mark		Students Assigned	Total Gr 12	Students Assigned Final Mark		
	Final Mark	Students ¹			Final Mark	Students ¹			
	#	#	Gr 12	Non-Gr 12 ²	#	#	Gr 12	Non-Gr 12 ²	
2013/14	2,534	6,569	2,309	225	36,466	54,361	33,387	3,079	
2014/15	2,493	6,329	2,294	199	35,131	50,891	32,728	2,403	
2015/16	2,535	6,690	2,296	239	34,925	50,730	32,171	2,754	
2016/17	2,549	6,741	2,315	234	34,642	50,199	31,873	2,769	
2017/18	2,680	6,851	2,425	255	35,139	50,822	32,512	2,627	

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.

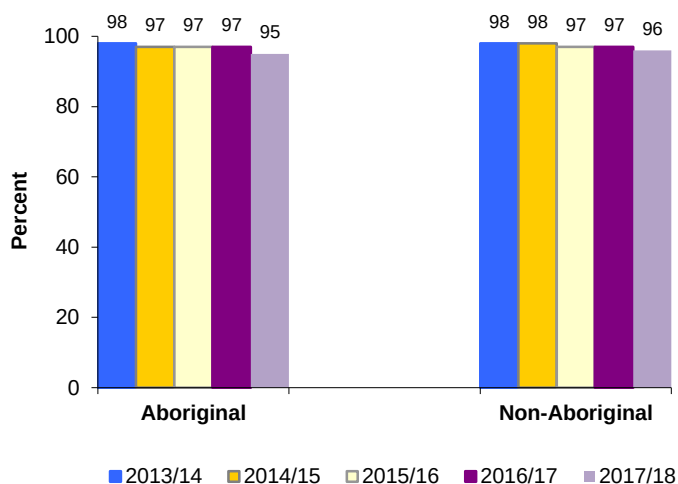
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

Aboriginal						Non-Aboriginal					
School Year	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	949	933	98	509	54	4,486	4,385	98	2,629	59	
2014/15	929	904	97	493	53	4,306	4,230	98	2,589	60	
2015/16	932	900	97	452	48	4,336	4,196	97	2,245	52	
2016/17	926	895	97	471	51	4,212	4,091	97	2,309	55	
2017/18	845	803	95	415	49	3,839	3,687	96	1,990	52	

Aboriginal					Non-Aboriginal			
	Students Assigned	Total Gr 12	Students Assigned Final Mark		Students Assigned	Total Gr 12	Students Assigned Final Mark	
School Year	Final Mark	Students ¹	Gr 12	Non-Gr 12 ²	Final Mark	Students ¹	Gr 12	Non-Gr 12 ²
	#	#	#	#	#	#	#	#
2013/14	949	6,569	811	138	4,486	54,361	3,822	664
2014/15	929	6,329	784	145	4,306	50,891	3,711	595
2015/16	932	6,690	804	128	4,336	50,730	3,711	625
2016/17	926	6,741	794	132	4,212	50,199	3,493	719
2017/18	845	6,851	712	133	3,839	50,822	3,177	662

Communications 12: C- (Pass) or Better



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

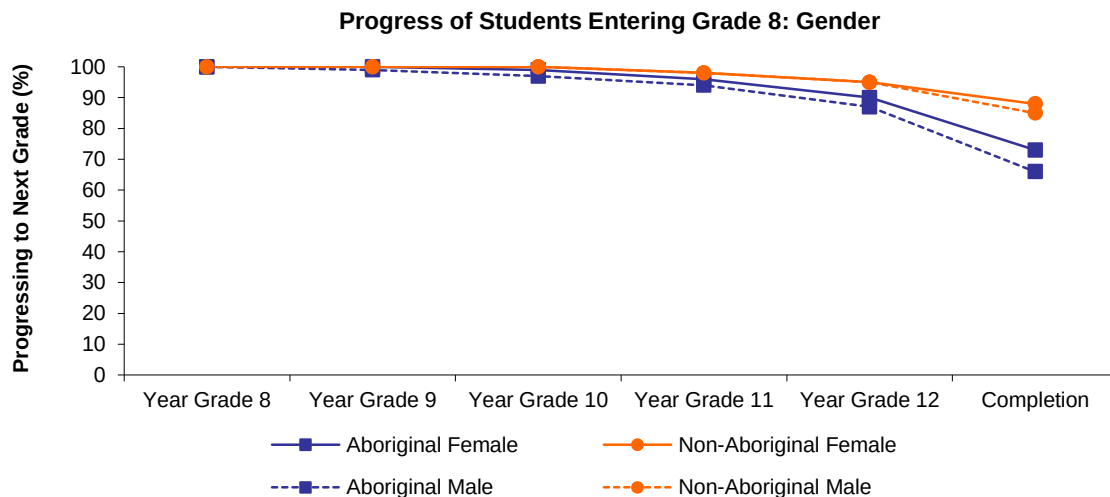
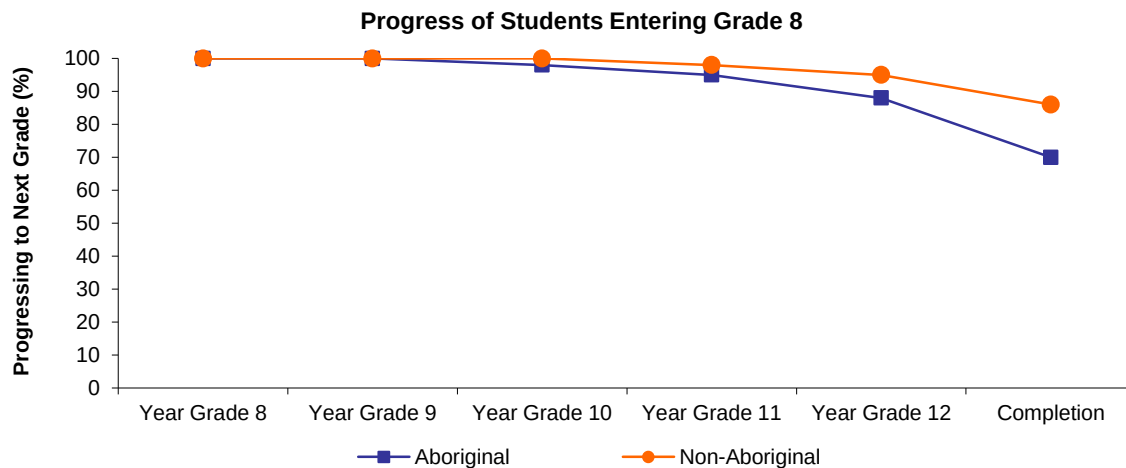
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

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

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	99	100	100	100
	Grade 10	98	99	97	100	100	100
	Grade 11	95	96	94	98	98	98
	Grade 12	88	90	87	95	95	95
2017/18	Completion	70	73	66	86	88	85



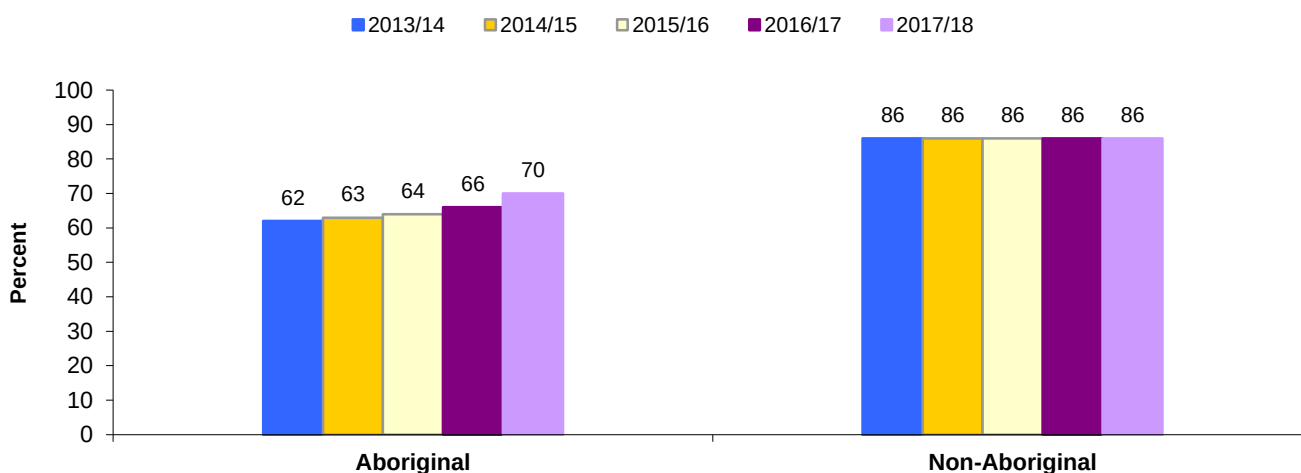
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

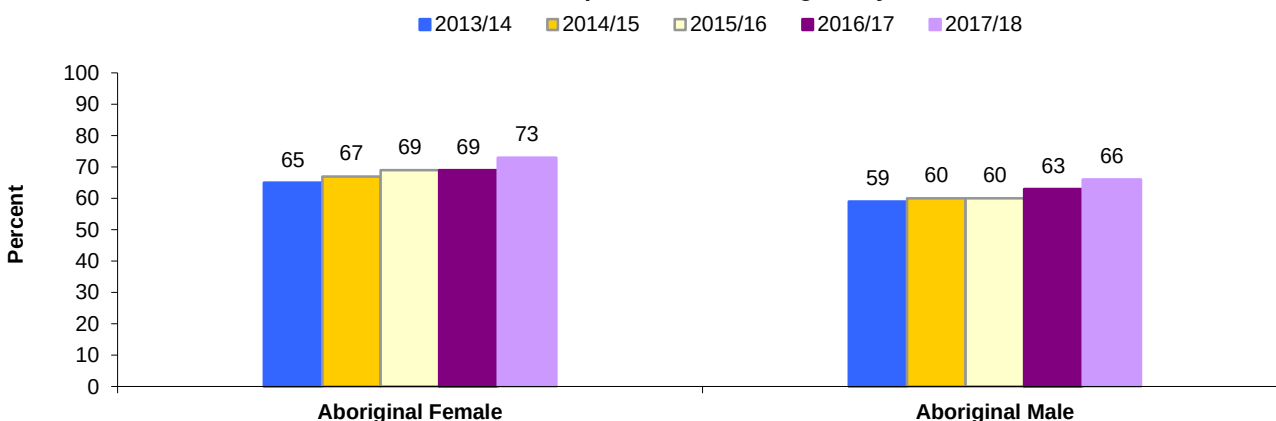
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	62	65	59	86	89	84
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

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).

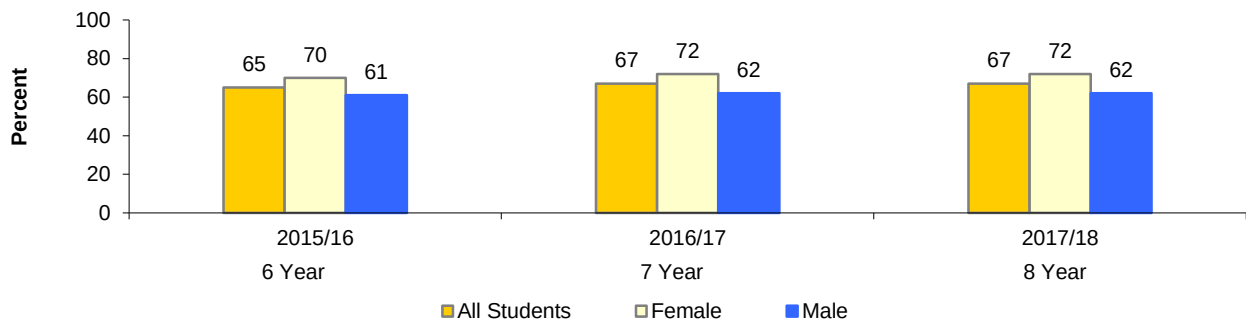
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

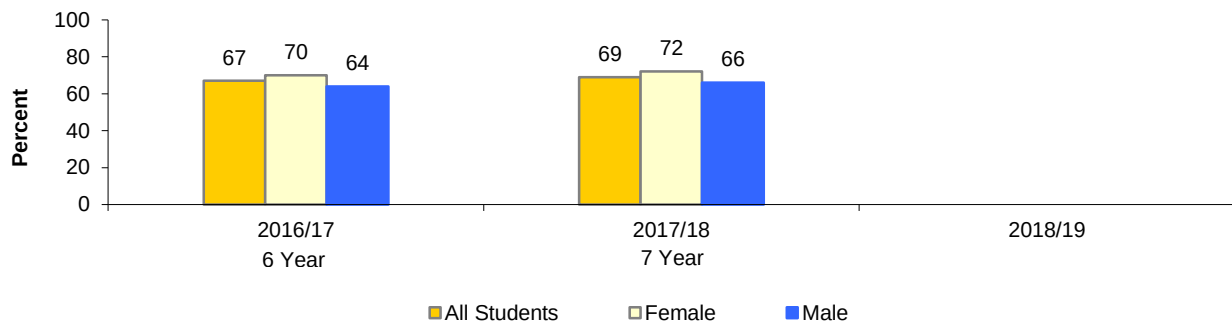
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

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	65	70	61	67	72	62	67	72	62
2011/12	67	70	64	69	72	66	-	-	-
2012/13	70	73	66	-	-	-	-	-	-

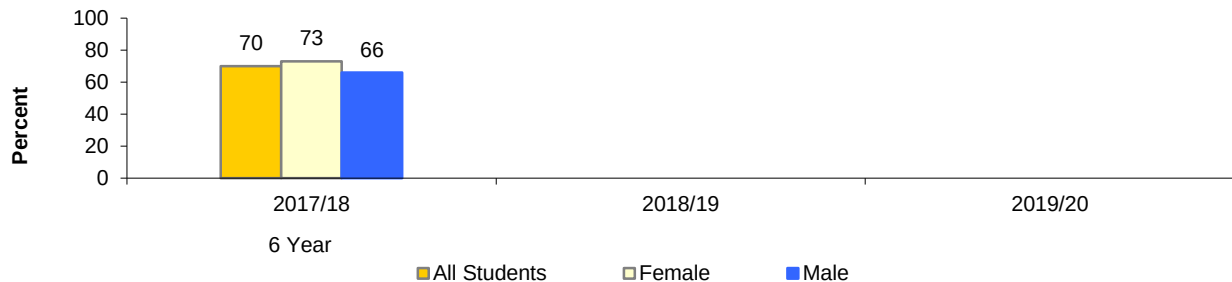
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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



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



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

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *		
	#	#	%		#	%	
2013/14	6,103	261	4	51,592	698	1	
2014/15	5,954	240	4	48,431	622	1	
2015/16	6,179	256	4	47,940	677	1	
2016/17	6,222	194	3	47,591	567	1	
2017/18	6,274	222	4	48,143	540	1	

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *		
	#	#	%		#	%	
2013/14	6,103	3,073	50	51,592	36,877	71	
2014/15	5,954	3,055	51	48,431	36,136	75	
2015/16	6,179	3,138	51	47,940	35,619	74	
2016/17	6,222	3,223	52	47,591	35,415	74	
2017/18	6,274	3,192	51	48,143	35,561	74	

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *		
	#	#	%		#	%	
2013/14	6,103	683	11	51,592	2,885	6	
2014/15	5,954	673	11	48,431	2,470	5	
2015/16	6,179	716	12	47,940	2,291	5	
2016/17	6,222	687	11	47,591	2,155	5	
2017/18	6,274	620	10	48,143	2,067	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.

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	5,168	3,197	62	1,971	38
2014/15	4,717	2,981	63	1,736	37
2015/16	4,314	2,763	64	1,551	36
2016/17	3,884	2,560	66	1,324	34
2017/18	3,308	2,212	67	1,096	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	69,182	3,197	5
2014/15	67,939	2,981	4
2015/16	67,749	2,763	4
2016/17	67,078	2,560	4
2017/18	66,142	2,212	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	56	58	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 2012/13		Year of Transition to a Community College									
			2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,957	100	690	17.4	209	5.3	115	2.9	80	2.0		
Non-Aboriginal	41,538	100	6,681	16.1	1,817	4.4	764	1.8	458	1.1		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Community College									
			2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,770	100	324	8.6	134	3.6	82	2.2	64	1.7		
Non-Aboriginal	26,010	100	1,369	5.3	399	1.5	225	0.9	175	0.7		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to an Institute									
			2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,957	100	70	1.8	32	0.8	33	0.8	13	0.3		
Non-Aboriginal	41,538	100	1,238	3.0	588	1.4	280	0.7	183	0.4		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to an Institute									
			2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,770	100	41	1.1	19	0.5	19	0.5	6	0.2		
Non-Aboriginal	26,010	100	350	1.3	101	0.4	89	0.3	52	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 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	3,957	100	205	5.2	17	0.4	7	0.2	6	0.2
Non-Aboriginal	41,538	100	8,196	19.7	467	1.1	148	0.4	68	0.2

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University							
			2013/14		2014/15		2015/16		2016/17	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,770	100	12	0.3	1	0	1	0	2	0.1
Non-Aboriginal	26,010	100	101	0.4	24	0.1	29	0.1	26	0.1

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	3,957	100	393	9.9	130	3.3	66	1.7	40	1.0
Non-Aboriginal	41,538	100	5,375	12.9	1,106	2.7	466	1.1	225	0.5

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	3,770	100	133	3.5	37	1.0	32	0.8	22	0.6
Non-Aboriginal	26,010	100	512	2.0	145	0.6	92	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, 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

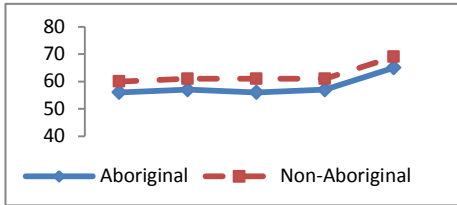
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

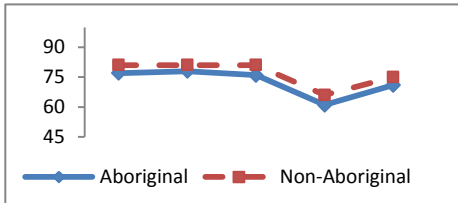
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

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	3,530	1,987	56	24,308	14,529	60
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	3,667	2,095	57	25,563	15,654	61
2017/18	3,667	2,394	65	25,358	17,491	69

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	3,506	2,717	77	23,986	19,467	81
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	3,670	2,252	61	25,601	16,884	66
2017/18	3,686	2,613	71	25,425	19,167	75

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



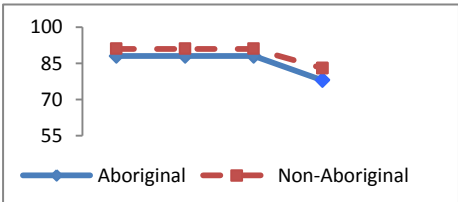
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	3,635	2,450	67	24,638	17,705	72
2014/15	3,609	2,394	66	24,081	17,179	71
2015/16	3,761	2,475	66	24,563	17,174	70
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



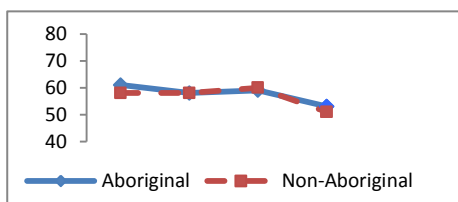
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	3,611	1,621	45	25,460	11,721	46
2017/18	-	-	-	-	-	-

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	3,577	3,147	88	24,391	22,188	91
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	3,465	2,698	78	24,720	20,464	83
2017/18	-	-	-	-	-	-

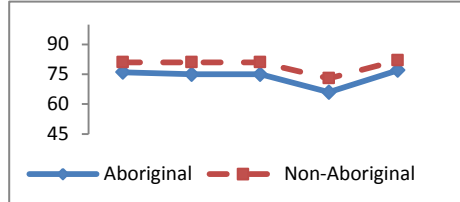
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	3,496	2,127	61	23,840	13,854	58
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	3,540	1,873	53	25,169	12,890	51
2017/18	-	-	-	-	-	-

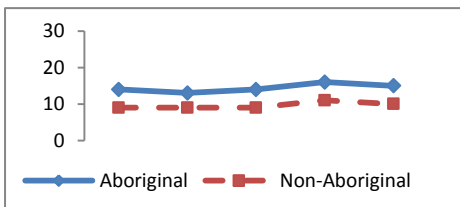
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



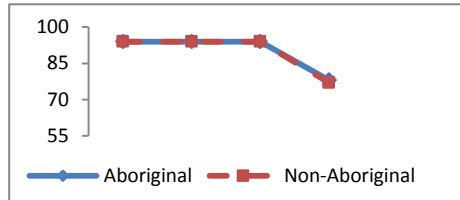
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	3,620	2,761	76	24,524	19,869	81
2014/15	3,553	2,648	75	23,901	19,354	81
2015/16	3,724	2,776	75	24,434	19,727	81
2016/17	4,089	2,689	66	24,543	17,957	73
2017/18	3,648	2,791	77	25,235	20,653	82

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



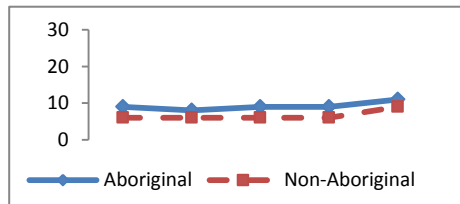
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	3,564	484	14	24,276	2,084	9
2014/15	3,514	449	13	23,616	2,103	9
2015/16	3,687	531	14	24,159	2,287	9
2016/17	4,077	657	16	24,523	2,818	11
2017/18	3,648	549	15	25,189	2,628	10

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	3,653	3,416	94	24,738	23,256	94
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	3,676	2,858	78	25,600	19,704	77
2017/18	-	-	-	-	-	-

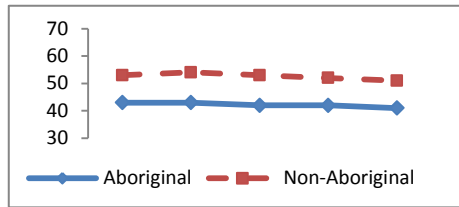
I would like to go to a different school.



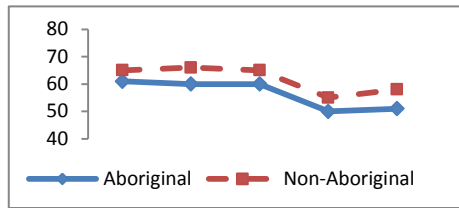
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	3,523	315	9	24,014	1,333	6
2014/15	3,436	281	8	23,202	1,327	6
2015/16	3,607	331	9	23,698	1,341	6
2016/17	3,669	313	9	25,542	1,465	6
2017/18	3,673	399	11	25,283	2,261	9

STUDENT LEARNING SURVEY RESULTS, GRADE 7

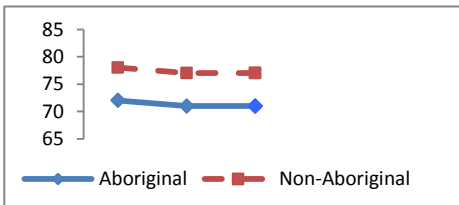
Do you like school?



Do adults in the school treat all students fairly?



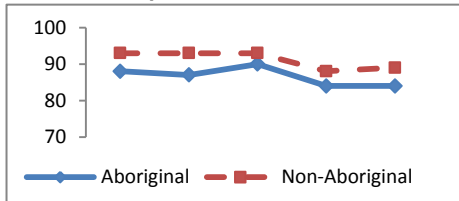
Do your teachers help you with your schoolwork when you need it?



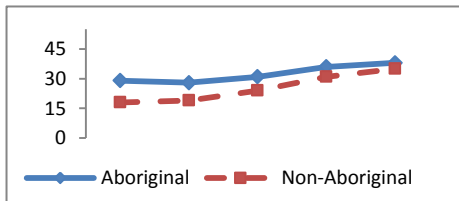
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	3,512	1,517	43
2014/15	3,461	1,499	43
2015/16	3,511	1,488	42
2016/17	3,493	1,475	42
2017/18	3,535	1,434	41

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	23,875	12,691	53
2014/15	23,421	12,683	54
2015/16	24,064	12,861	53
2016/17	24,728	12,770	52
2017/18	25,071	12,805	51

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	3,439	2,092	61
2014/15	3,380	2,037	60
2015/16	3,454	2,056	60
2016/17	3,499	1,755	50
2017/18	3,539	1,794	51

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	23,534	15,302	65
2014/15	23,000	15,243	66
2015/16	23,666	15,316	65
2016/17	24,753	13,736	55
2017/18	25,096	14,540	58

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	3,532	2,541	72
2014/15	3,454	2,465	71
2015/16	3,544	2,531	71
2016/17	-	-	-
2017/18	-	-	-

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	23,975	18,735	78
2014/15	23,486	18,085	77
2015/16	24,132	18,590	77
2016/17	-	-	-
2017/18	-	-	-

Aboriginal

School Year	Gr 7 Respondents #	All or many	
		#	%
2013/14	-	-	-
2014/15	-	-	-
2015/16	-	-	-
2016/17	3,478	1,612	46
2017/18	3,512	1,643	47

Non-Aboriginal

School Year	Gr 7 Respondents #	All or many	
		#	%
2013/14	-	-	-
2014/15	-	-	-
2015/16	-	-	-
2016/17	24,726	12,676	51
2017/18	25,037	13,099	52

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	3,487	3,071	88
2014/15	3,439	3,004	87
2015/16	3,529	3,171	90
2016/17	3,400	2,860	84
2017/18	3,420	2,864	84

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	23,920	22,289	93
2014/15	23,409	21,801	93
2015/16	24,084	22,468	93
2016/17	24,325	21,514	88
2017/18	24,647	21,836	89

Aboriginal

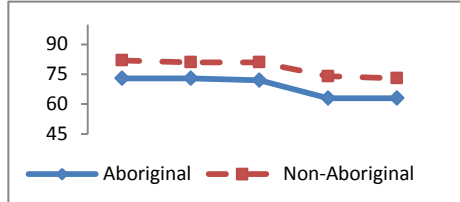
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	3,453	993	29
2014/15	3,404	947	28
2015/16	3,491	1,075	31
2016/17	3,460	1,229	36
2017/18	3,468	1,319	38

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2013/14	23,289	4,182	18
2014/15	22,915	4,313	19
2015/16	23,624	5,686	24
2016/17	24,565	7,664	31
2017/18	24,915	8,789	35

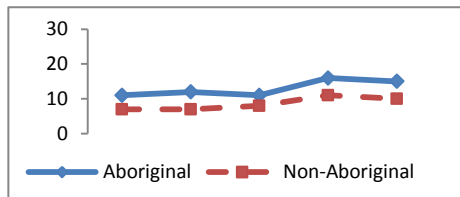
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



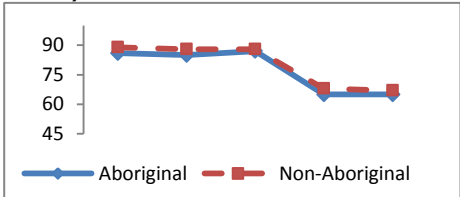
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	3,497	2,555	73	23,905	19,534	82
2014/15	3,421	2,481	73	23,361	19,027	81
2015/16	3,510	2,536	72	24,052	19,377	81
2016/17	3,848	2,421	63	23,996	17,650	74
2017/18	3,506	2,195	63	24,929	18,310	73

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



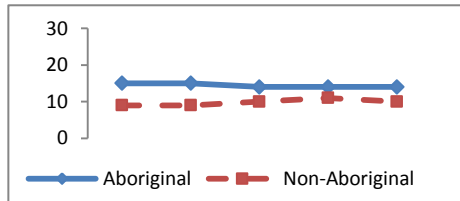
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	3,481	394	11	23,772	1,770	7
2014/15	3,408	392	12	23,213	1,740	7
2015/16	3,488	389	11	23,889	1,823	8
2016/17	3,846	634	16	23,999	2,609	11
2017/18	3,490	518	15	24,951	2,536	10

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	3,512	3,035	86	23,906	21,189	89
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	3,504	2,275	65	24,718	16,830	68
2017/18	3,545	2,309	65	25,088	16,853	67

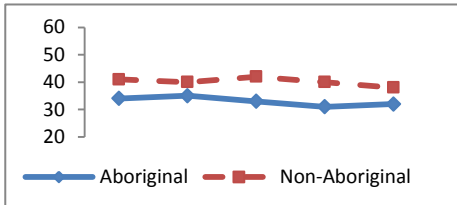
I would like to go to a different school.



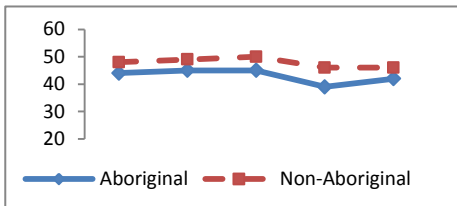
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	3,411	497	15	23,464	2,179	9
2014/15	3,356	489	15	22,896	2,133	9
2015/16	3,405	472	14	23,520	2,261	10
2016/17	3,501	496	14	24,677	2,701	11
2017/18	3,540	478	14	25,042	2,624	10

STUDENT LEARNING SURVEY RESULTS, GRADE 10

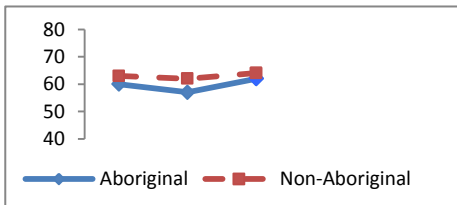
Do you like school?



Do adults in the school treat all students fairly?



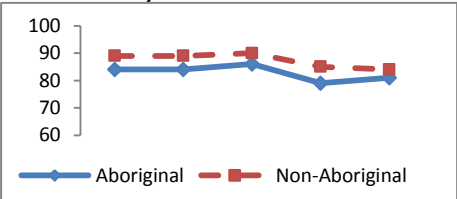
Do your teachers help you with your schoolwork when you need it?



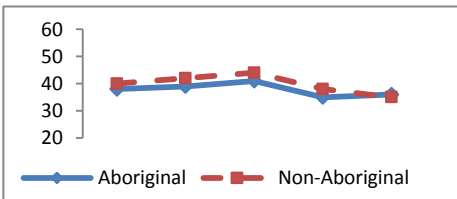
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	3,331	1,126	34
2014/15	3,037	1,061	35
2015/16	2,968	986	33
2016/17	2,247	700	31
2017/18	2,450	774	32

Non-Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	24,940	10,105	41
2014/15	23,622	9,556	40
2015/16	22,191	9,236	42
2016/17	18,488	7,475	40
2017/18	18,251	6,983	38

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	3,263	1,445	44
2014/15	2,978	1,347	45
2015/16	2,916	1,323	45
2016/17	2,252	886	39
2017/18	2,456	1,037	42

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	24,519	11,796	48
2014/15	23,125	11,272	49
2015/16	21,654	10,733	50
2016/17	18,496	8,434	46
2017/18	18,295	8,393	46

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	3,343	2,014	60
2014/15	3,054	1,747	57
2015/16	2,992	1,855	62
2016/17	-	-	-
2017/18	-	-	-

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	24,908	15,670	63
2014/15	23,581	14,642	62
2015/16	22,096	14,064	64
2016/17	-	-	-
2017/18	-	-	-

Aboriginal

School Year	Gr 10 Respondents #	All or many	
		#	%
2013/14	-	-	-
2014/15	-	-	-
2015/16	-	-	-
2016/17	2,229	1,047	47
2017/18	2,446	1,214	50

School Year	Gr 10 Respondents #	All or many	
		#	%
2013/14	-	-	-
2014/15	-	-	-
2015/16	-	-	-
2016/17	18,353	10,027	55
2017/18	18,166	10,022	55

Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	3,246	2,714	84
2014/15	3,008	2,532	84
2015/16	2,927	2,518	86
2016/17	2,165	1,706	79
2017/18	2,389	1,936	81

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	24,431	21,630	89
2014/15	23,192	20,639	89
2015/16	21,817	19,599	90
2016/17	17,814	15,085	85
2017/18	17,778	14,921	84

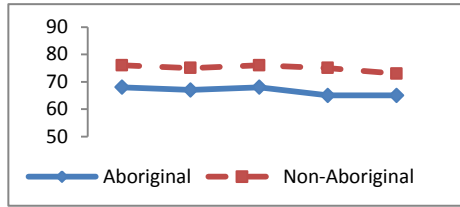
Aboriginal

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	3,244	1,241	38
2014/15	2,994	1,170	39
2015/16	2,928	1,187	41
2016/17	2,205	770	35
2017/18	2,438	878	36

School Year	Gr 10 Respondents #	All of the time or many times	
		#	%
2013/14	24,288	9,683	40
2014/15	23,031	9,676	42
2015/16	21,672	9,629	44
2016/17	18,227	6,989	38
2017/18	18,017	6,290	35

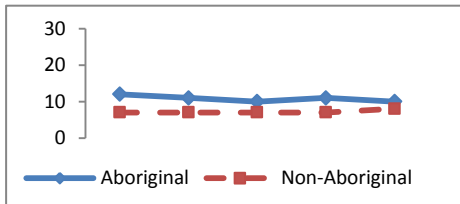
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



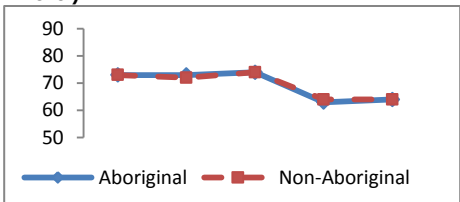
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	3,298	2,256	68	24,796	18,933	76
2014/15	2,991	2,000	67	23,379	17,450	75
2015/16	2,922	2,000	68	21,925	16,628	76
2016/17	2,451	1,597	65	17,880	13,404	75
2017/18	2,440	1,590	65	18,107	13,184	73

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



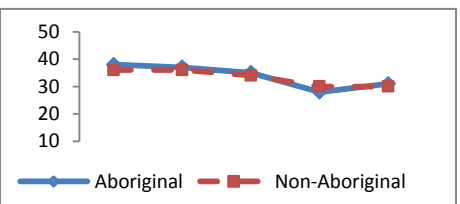
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	3,276	392	12	24,687	1,634	7
2014/15	3,010	329	11	23,255	1,566	7
2015/16	2,931	296	10	21,842	1,475	7
2016/17	2,461	269	11	17,848	1,199	7
2017/18	2,438	253	10	18,115	1,412	8

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



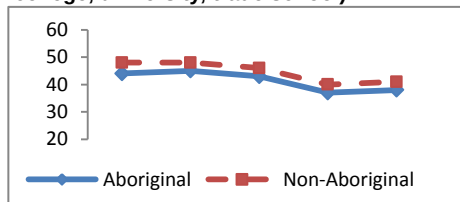
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	3,335	2,426	73	24,874	18,274	73
2014/15	3,067	2,236	73	23,590	17,095	72
2015/16	2,981	2,217	74	22,142	16,428	74
2016/17	2,245	1,415	63	18,502	11,869	64
2017/18	2,456	1,580	64	18,289	11,713	64

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



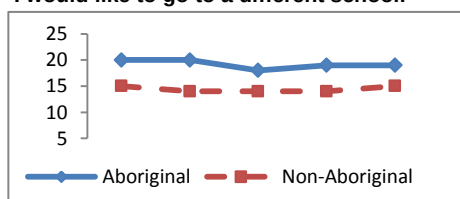
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	3,268	1,255	38	24,544	8,939	36
2014/15	3,009	1,105	37	23,177	8,356	36
2015/16	2,937	1,015	35	21,691	7,377	34
2016/17	2,175	616	28	17,948	5,380	30
2017/18	2,411	736	31	17,844	5,401	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	3,245	1,442	44	24,560	11,817	48
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	2,169	796	37	17,886	7,170	40
2017/18	2,400	908	38	17,816	7,222	41

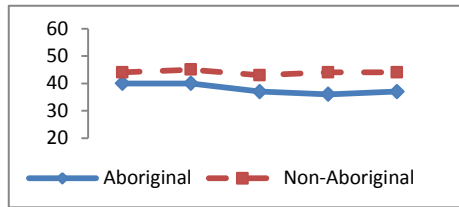
I would like to go to a different school.



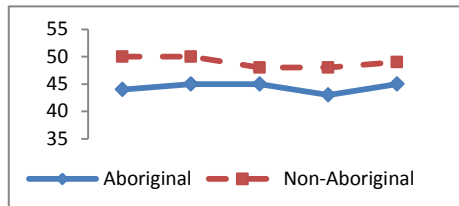
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	3,181	638	20	24,023	3,597	15
2014/15	2,905	569	20	22,685	3,232	14
2015/16	2,835	512	18	21,261	3,028	14
2016/17	2,244	429	19	18,480	2,587	14
2017/18	2,456	456	19	18,274	2,772	15

STUDENT LEARNING SURVEY RESULTS, GRADE 12

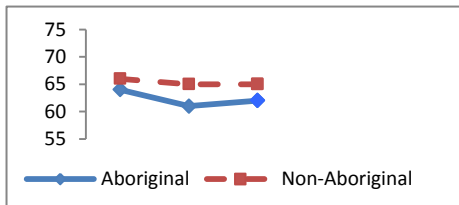
Do you like school?



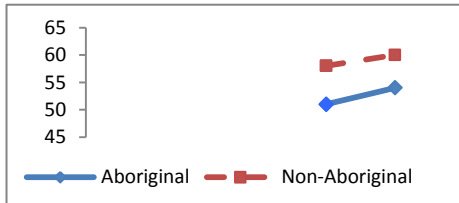
Do adults in the school treat all students fairly?



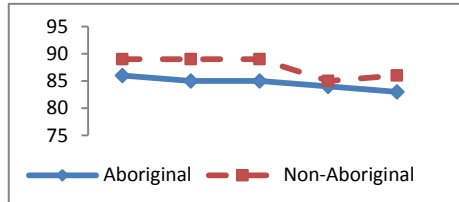
Do your teachers help you with your schoolwork when you need it?



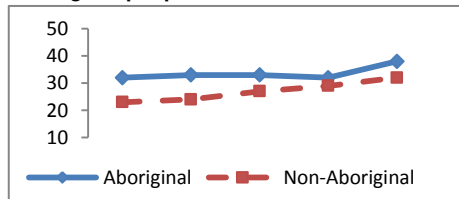
How many teachers help you with your schoolwork when you need it?



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



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



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	2,279	903	40
2014/15	2,105	837	40
2015/16	2,110	781	37
2016/17	1,393	505	36
2017/18	1,554	572	37

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	21,382	9,475	44
2014/15	20,347	9,112	45
2015/16	18,541	7,971	43
2016/17	14,421	6,337	44
2017/18	14,721	6,419	44

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	2,252	989	44
2014/15	2,066	935	45
2015/16	2,090	949	45
2016/17	1,394	603	43
2017/18	1,556	705	45

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	21,106	10,502	50
2014/15	20,016	9,916	50
2015/16	18,224	8,815	48
2016/17	14,423	6,932	48
2017/18	14,736	7,203	49

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	2,288	1,454	64
2014/15	2,104	1,279	61
2015/16	2,114	1,310	62
2016/17	-	-	-
2017/18	-	-	-

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	21,379	14,049	66
2014/15	20,278	13,177	65
2015/16	18,494	12,096	65
2016/17	-	-	-
2017/18	-	-	-

Aboriginal

School Year	Gr 12 Respondents #	All or many	
		#	%
2013/14	-	-	-
2014/15	-	-	-
2015/16	-	-	-
2016/17	1,386	707	51
2017/18	1,545	832	54

Non-Aboriginal

School Year	Gr 12 Respondents #	All or many	
		#	%
2013/14	-	-	-
2014/15	-	-	-
2015/16	-	-	-
2016/17	14,337	8,298	58
2017/18	14,597	8,720	60

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	2,234	1,917	86
2014/15	2,056	1,740	85
2015/16	2,099	1,791	85
2016/17	1,365	1,140	84
2017/18	1,525	1,273	83

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	20,966	18,580	89
2014/15	19,975	17,760	89
2015/16	18,193	16,261	89
2016/17	14,081	12,016	85
2017/18	14,341	12,265	86

Aboriginal

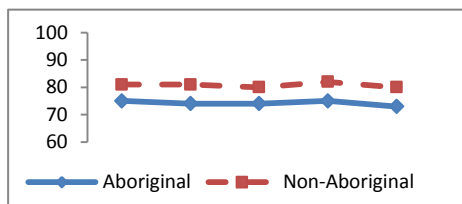
School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	2,234	713	32
2014/15	2,062	671	33
2015/16	2,095	698	33
2016/17	1,380	438	32
2017/18	1,544	579	38

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2013/14	20,789	4,703	23
2014/15	19,827	4,721	24
2015/16	18,052	4,944	27
2016/17	14,251	4,091	29
2017/18	14,497	4,658	32

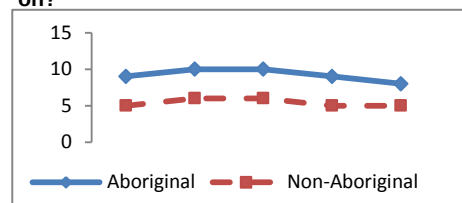
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



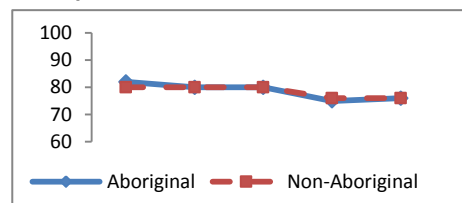
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
		#	%		#	%
2013/14	2,274	1,713	75	21,243	17,294	81
2014/15	2,077	1,527	74	20,123	16,236	81
2015/16	2,086	1,540	74	18,332	14,672	80
2016/17	1,510	1,130	75	14,079	11,483	82
2017/18	1,538	1,128	73	14,581	11,684	80

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



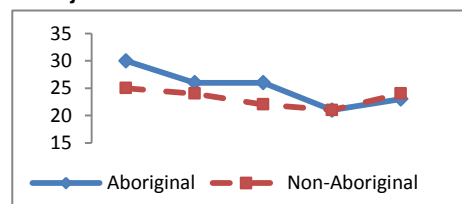
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
		#	%		#	%
2013/14	2,263	211	9	21,237	1,136	5
2014/15	2,069	208	10	20,074	1,149	6
2015/16	2,093	219	10	18,277	1,100	6
2016/17	1,520	141	9	14,079	730	5
2017/18	1,544	124	8	14,593	785	5

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



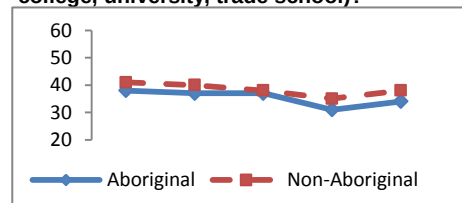
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
		#	%		#	%
2013/14	2,287	1,869	82	21,458	17,253	80
2014/15	2,127	1,702	80	20,367	16,219	80
2015/16	2,137	1,708	80	18,569	14,789	80
2016/17	1,395	1,040	75	14,421	10,923	76
2017/18	1,552	1,187	76	14,731	11,244	76

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



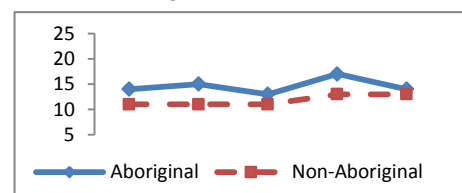
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
		#	%		#	%
2013/14	2,259	676	30	21,146	5,242	25
2014/15	2,075	541	26	20,017	4,854	24
2015/16	2,105	555	26	18,234	4,046	22
2016/17	1,363	290	21	14,160	3,002	21
2017/18	1,527	354	23	14,372	3,383	24

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	2,237	860	38	21,212	8,679	41
2014/15	2,069	765	37	20,080	8,105	40
2015/16	2,086	781	37	18,328	7,031	38
2016/17	1,363	417	31	14,118	5,005	35
2017/18	1,521	524	34	14,346	5,487	38

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
		#	%		#	%
2013/14	2,202	316	14	20,758	2,345	11
2014/15	2,025	295	15	19,662	2,162	11
2015/16	2,031	261	13	17,857	2,011	11
2016/17	1,391	230	17	14,406	1,810	13
2017/18	1,549	220	14	14,707	1,853	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 <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: • <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: • 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.