



Aboriginal Report 2011/12 - 2015/16

How Are We Doing?

School District 061 Greater Victoria

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electronic version of report: www.bced.gov.bc.ca/reporting/

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ABORIGINAL REPORT - HOW ARE WE DOING?

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

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

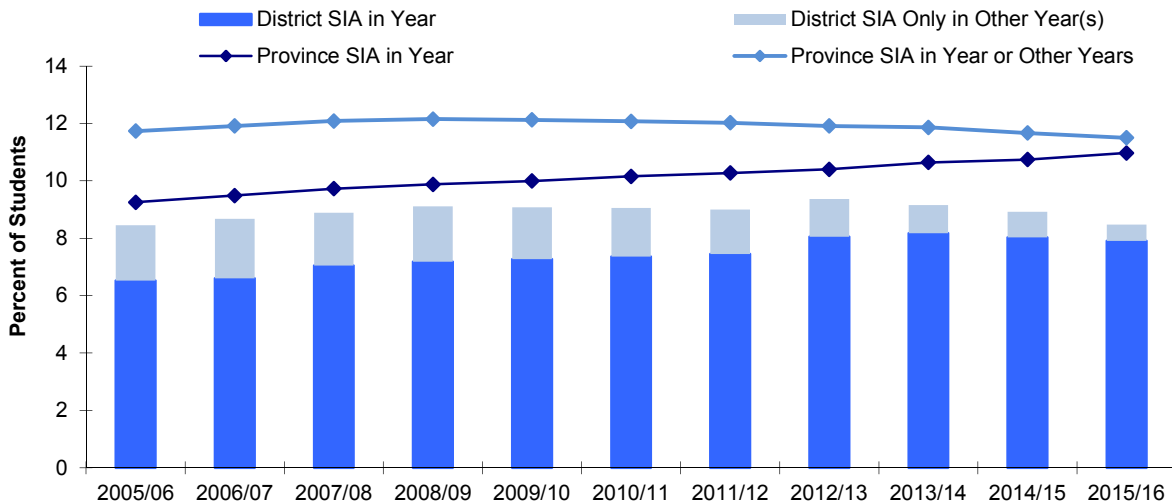
PLEASE NOTE

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

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year* #	%	SIA Only in Other Year(s)* #	%	All Students #	SIA in Year* #	%	SIA Only in Other Year(s)* #	%
2005/06	21,036	1,373	6.5	405	1.9	599,491	55,462	9.3	14,907	2.5
2006/07	20,587	1,359	6.6	428	2.1	587,815	55,768	9.5	14,268	2.4
2007/08	20,633	1,454	7.0	381	1.8	583,618	56,760	9.7	13,790	2.4
2008/09	20,533	1,474	7.2	397	1.9	579,485	57,257	9.9	13,157	2.3
2009/10	20,478	1,488	7.3	371	1.8	580,480	58,017	10.0	12,360	2.1
2010/11	20,277	1,493	7.4	343	1.7	579,110	58,834	10.2	11,086	1.9
2011/12	19,878	1,480	7.4	310	1.6	569,735	58,531	10.3	9,996	1.8
2012/13	19,864	1,600	8.1	261	1.3	564,531	58,717	10.4	8,553	1.5
2013/14	19,500	1,593	8.2	193	1.0	558,983	59,502	10.6	6,809	1.2
2014/15	19,546	1,570	8.0	173	0.9	552,787	59,382	10.7	5,134	0.9
2015/16	19,715	1,558	7.9	112	0.6	553,378	60,706	11.0	2,925	0.5

Percent of Self-Identified Aboriginal Students



Note:

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

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

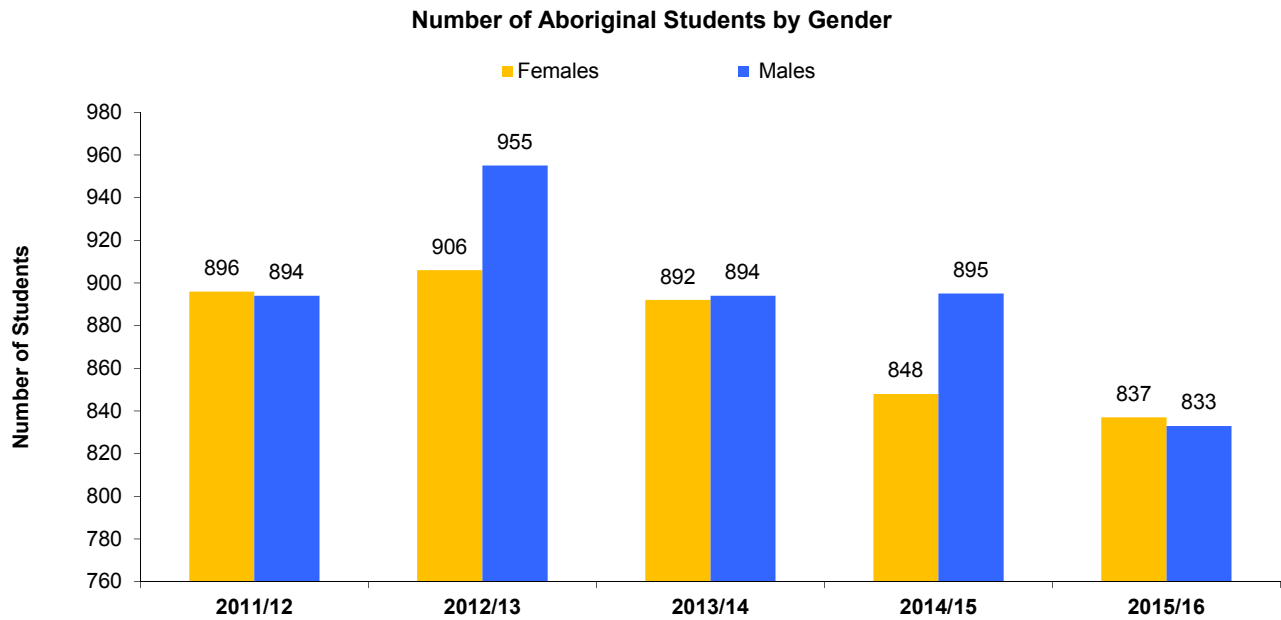
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2011/12	19,878	1,790	9.0	896	4.5	894	4.5	68,527	34,003	34,524
2012/13	19,864	1,861	9.4	906	4.6	955	4.8	67,270	33,465	33,805
2013/14	19,500	1,786	9.2	892	4.6	894	4.6	66,311	32,872	33,439
2014/15	19,546	1,743	8.9	848	4.3	895	4.6	64,516	31,873	32,643
2015/16	19,715	1,670	8.5	837	4.2	833	4.2	63,631	31,349	32,282

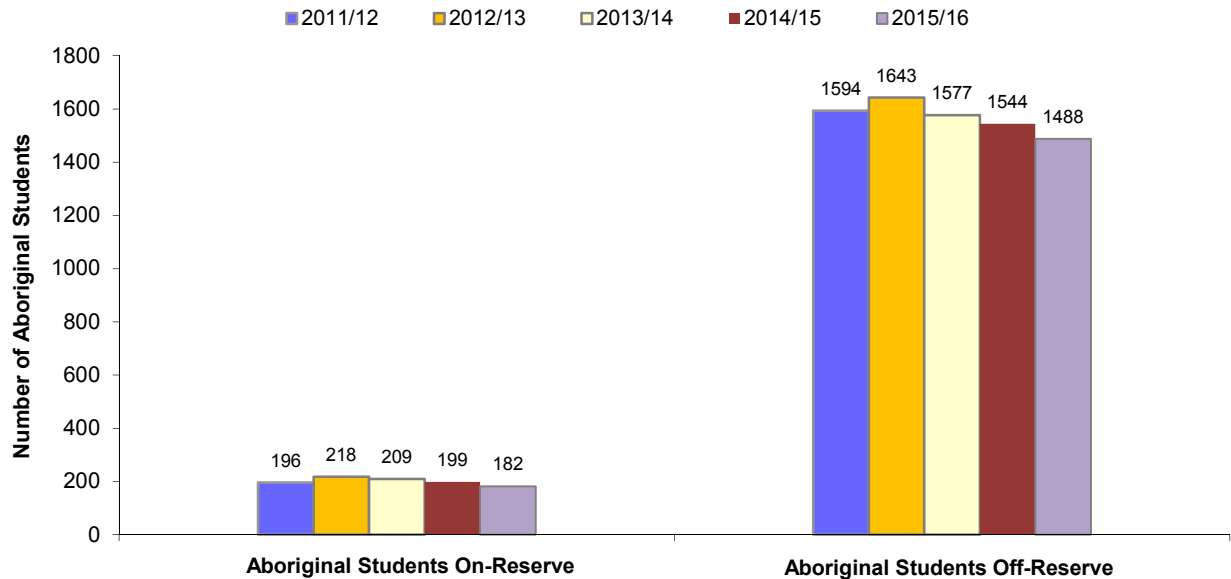


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2011/12	1,790	97	99	196	799	795	1,594	9,324	59,203
2012/13	1,861	109	109	218	797	846	1,643	8,926	58,344
2013/14	1,786	99	110	209	793	784	1,577	8,812	57,499
2014/15	1,743	88	111	199	760	784	1,544	8,143	56,373
2015/16	1,670	86	96	182	751	737	1,488	7,694	55,937

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

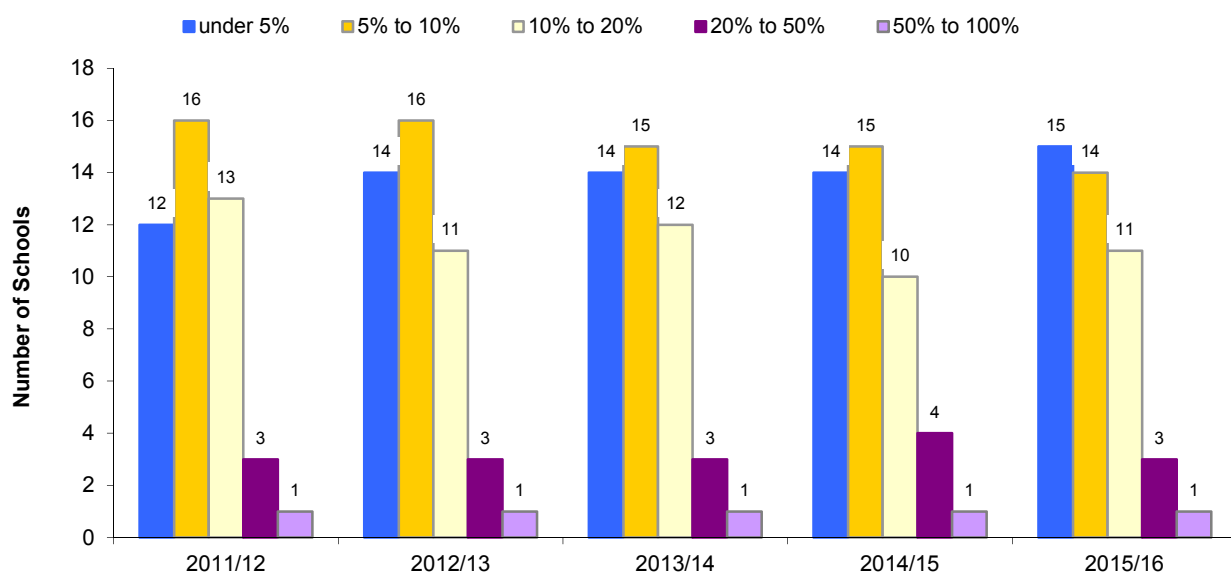


* Public schools only.

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2011/12	45	12	16	13	3	1	1,404	384	248	355	330	87
2012/13	45	14	16	11	3	1	1,404	399	244	351	320	90
2013/14	45	14	15	12	3	1	1,394	397	248	347	308	94
2014/15	44	14	15	10	4	1	1,386	424	233	335	305	89
2015/16	44	15	14	11	3	1	1,381	431	242	340	279	89

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

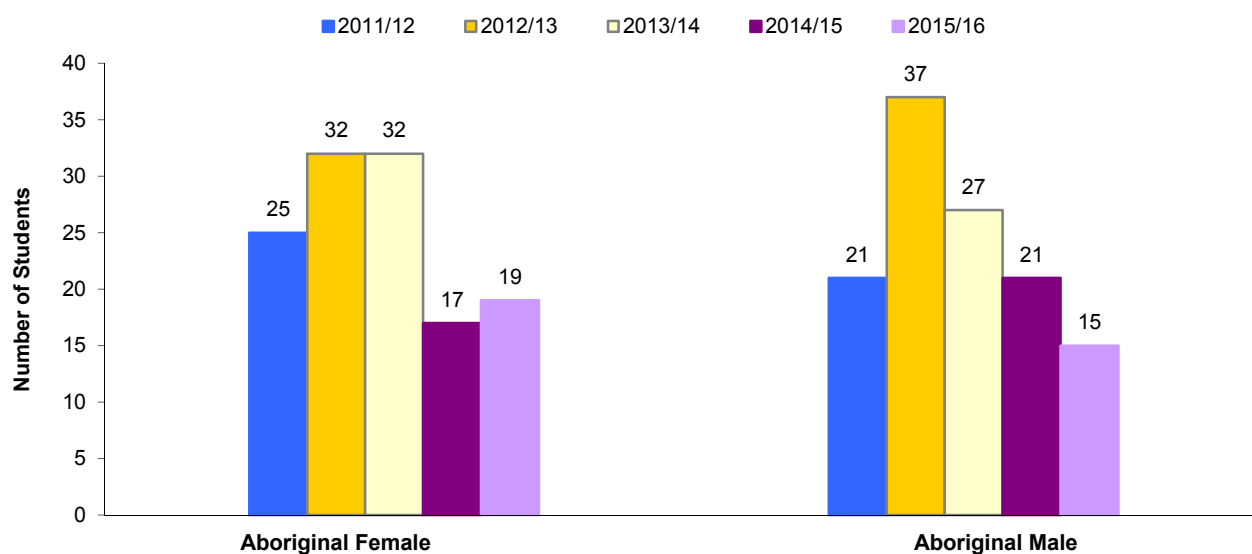


* Public schools only.

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2011/12	144	25	21	46	54	44	98	1,820	1,679	2,543	3,089
2012/13	161	32	37	69	40	52	92	1,693	1,629	2,231	2,968
2013/14	146	32	27	59	42	45	87	1,604	1,590	2,040	2,760
2014/15	127	17	21	38	43	46	89	1,585	1,547	1,992	2,630
2015/16	135	19	15	34	51	50	101	1,590	1,506	2,041	2,495

SD Data: Number of Aboriginal Students in Alternate Programs



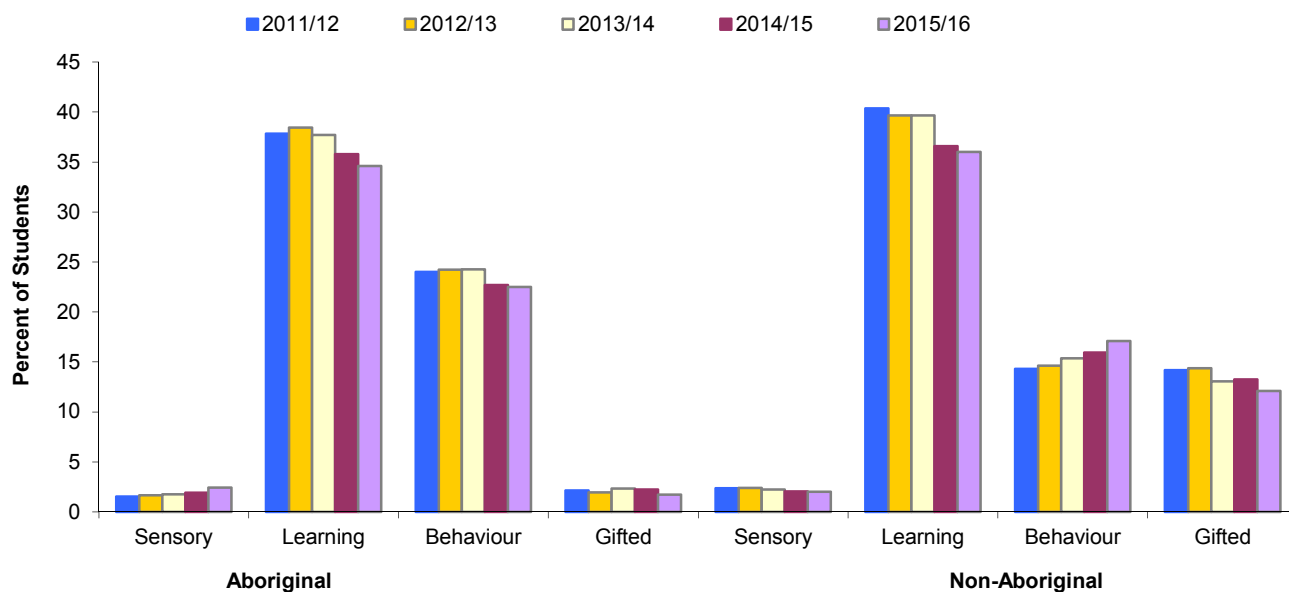
* Public schools only.

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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

School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2011/12	325	1,734	5	2	41	2	123	38	700	40	78	24	248	14	7	2	246	14
2012/13	359	1,803	6	2	43	2	138	38	715	40	87	24	264	15	7	2	259	14
2013/14	342	1,823	6	2	41	2	129	38	723	40	83	24	280	15	8	2	238	13
2014/15	313	1,812	6	2	37	2	112	36	663	37	71	23	289	16	7	2	240	13
2015/16	289	1,836	7	2	37	2	100	35	661	36	65	22	314	17	5	2	222	12

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).

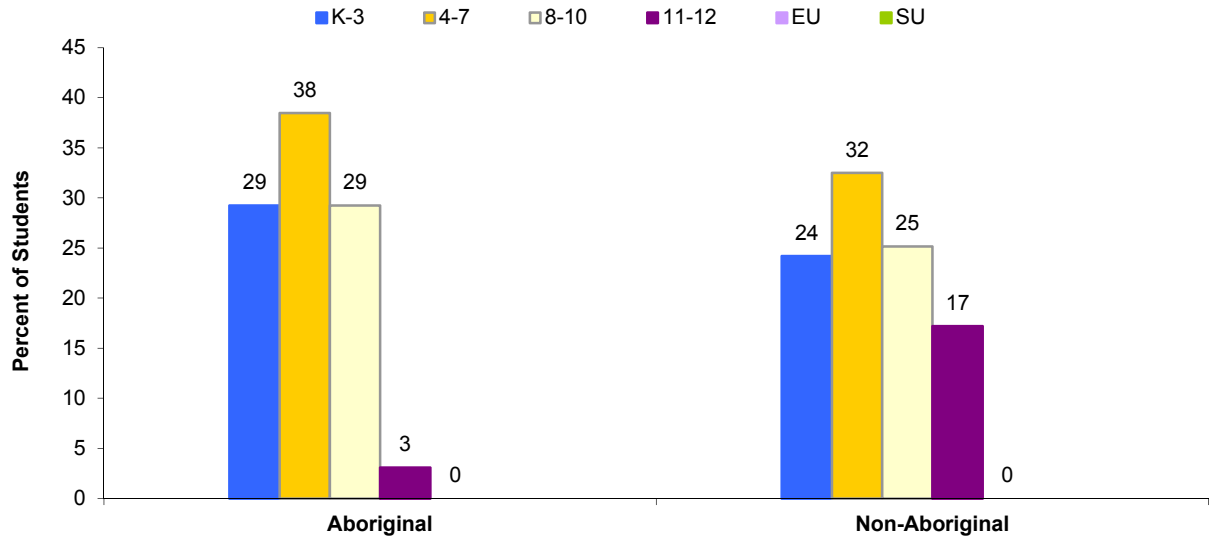
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2011/12	78	15	19	30	38	23	29	9	12	0	0	Msk	Msk
2012/13	87	21	24	28	32	19	22	15	17	0	0	Msk	Msk
2013/14	83	27	33	23	28	19	23	8	10	0	0	6	7
2014/15	71	31	44	19	27	12	17	7	10	0	0	Msk	Msk
2015/16	65	19	29	25	38	19	29	2	3	0	0	Msk	Msk

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2011/12	248	77	31	88	35	59	24	21	8	0	0	Msk	Msk
2012/13	264	79	30	82	31	69	26	30	11	0	0	Msk	Msk
2013/14	280	77	28	95	34	71	25	32	11	0	0	5	2
2014/15	289	69	24	94	33	74	26	51	18	0	0	Msk	Msk
2015/16	314	76	24	102	32	79	25	54	17	0	0	Msk	Msk

Students with Behaviour Disabilities - Grade Distribution 2015/16



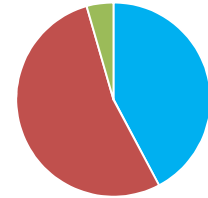
* Total includes Graduated Adults.

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

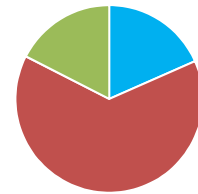
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	116	81	48	41	56	48	12	10
2012/13	97	70	27	28	59	61	11	11
2013/14	93	67	25	27	58	62	10	11
2014/15	67	55	27	40	35	52	5	7
2015/16	90	61	38	42	48	53	4	4



- Not Yet Meeting
- Meeting
- Exceeding

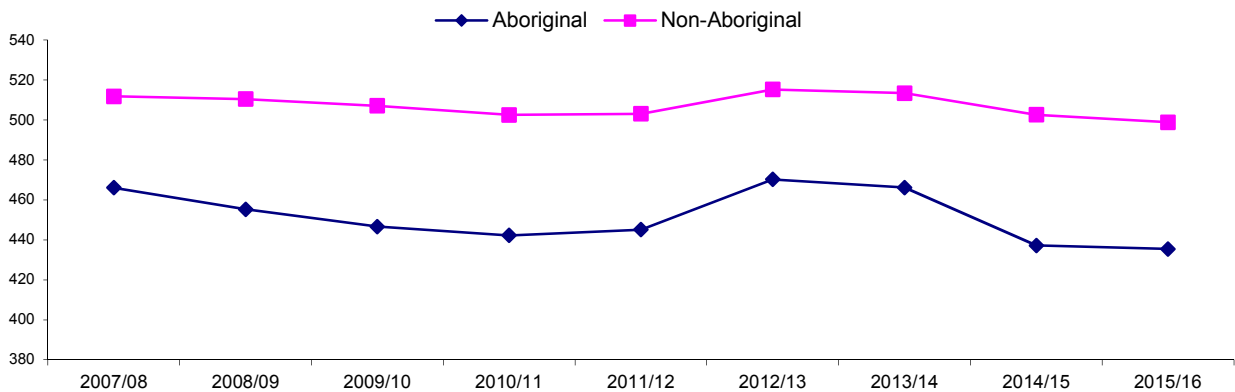
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	1,021	86	147	14	726	71	148	14
2012/13	965	80	125	13	652	68	188	19
2013/14	961	79	131	14	635	66	195	20
2014/15	911	74	140	15	627	69	144	16
2015/16	875	69	161	18	561	64	153	17



- Not Yet Meeting
- Meeting
- Exceeding

Average FSA Scaled Score - Grade 4 Reading

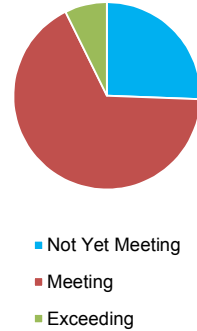


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	
			#	%	#	%	#	%
2011/12	100	69	35	35	63	63	2	2
2012/13	94	68	14	15	75	80	5	5
2013/14	90	65	23	26	63	70	4	4
2014/15	64	53	12	19	46	72	6	9
2015/16	82	55	21	26	55	67	6	7

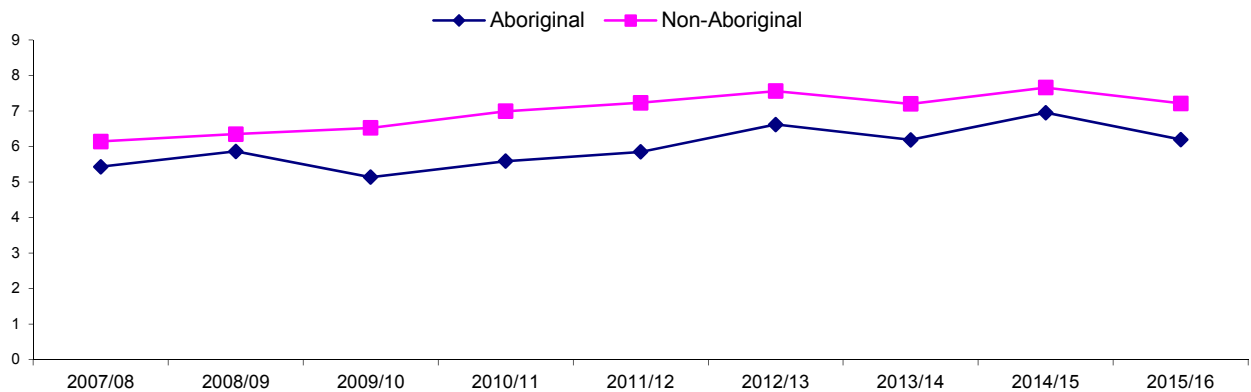


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	996	84	91	9	825	83	80	8
2012/13	945	78	93	10	722	76	130	14
2013/14	946	78	113	12	774	82	59	6
2014/15	891	72	80	9	674	76	137	15
2015/16	836	66	111	13	637	76	88	11



Average FSA Scaled Score - Grade 4 Writing

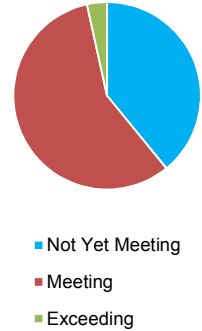


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

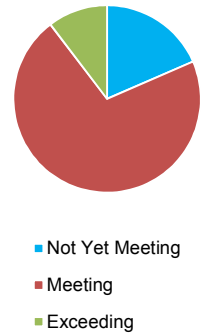
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	107	74	42	39	62	58	3	3
2012/13	95	69	47	49	47	49	1	1
2013/14	89	64	28	31	60	67	1	1
2014/15	66	55	27	41	37	56	2	3
2015/16	87	59	34	39	50	57	3	3

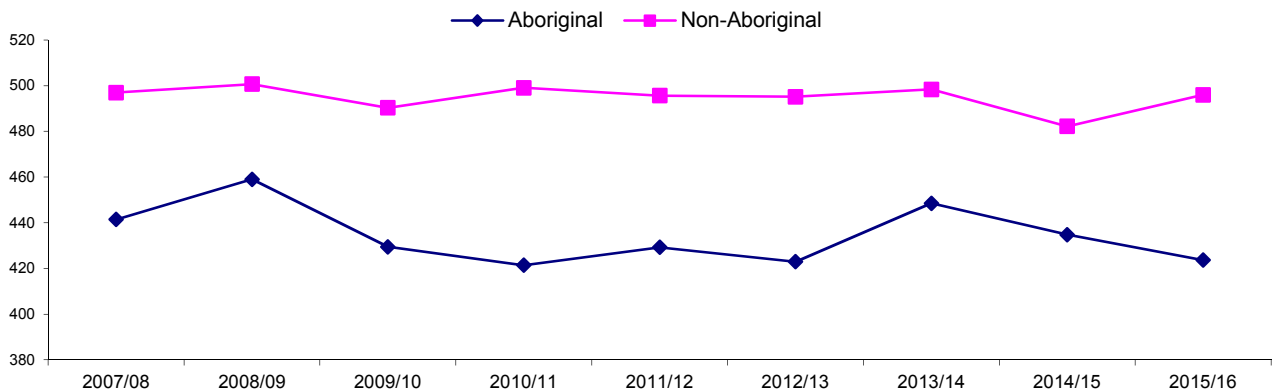


GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	1,000	84	170	17	733	73	97	10
2012/13	963	80	179	19	686	71	98	10
2013/14	955	79	170	18	691	72	94	10
2014/15	902	73	191	21	636	71	75	8
2015/16	860	68	159	18	612	71	89	10



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.

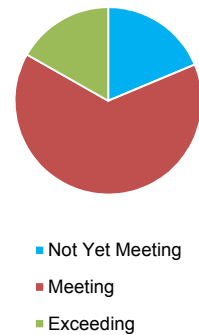
GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	73	66	22	30	46	63	5	7
2012/13	71	57	34	48	34	48	3	4
2013/14	79	66	37	47	37	47	5	6
2014/15	81	62	38	47	41	51	2	2
2015/16	51	41	20	39	28	55	3	6

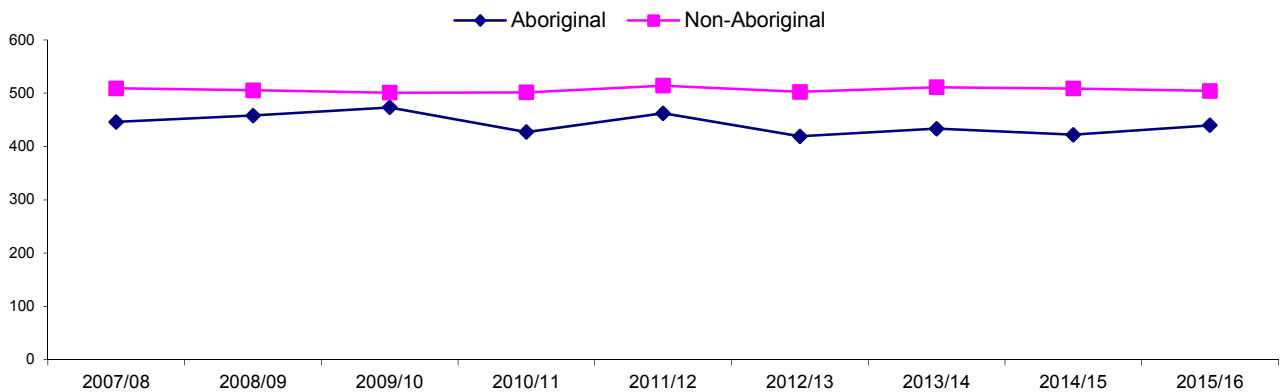


GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	891	74	150	17	602	68	139	16
2012/13	839	71	164	20	547	65	128	15
2013/14	853	72	156	18	554	65	143	17
2014/15	778	67	140	18	519	67	119	15
2015/16	734	60	137	19	474	65	123	17



Average FSA Scaled Score - Grade 7 Reading

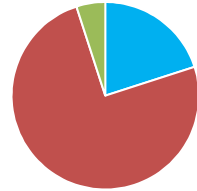


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

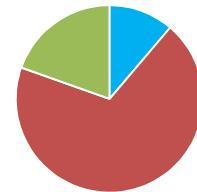
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	67	61	12	18	47	70	8	12
2012/13	63	51	19	30	43	68	1	2
2013/14	77	64	32	42	42	55	3	4
2014/15	67	51	13	19	48	72	6	9
2015/16	40	32	8	20	30	75	2	5



■ Not Yet Meeting
■ Meeting
■ Exceeding

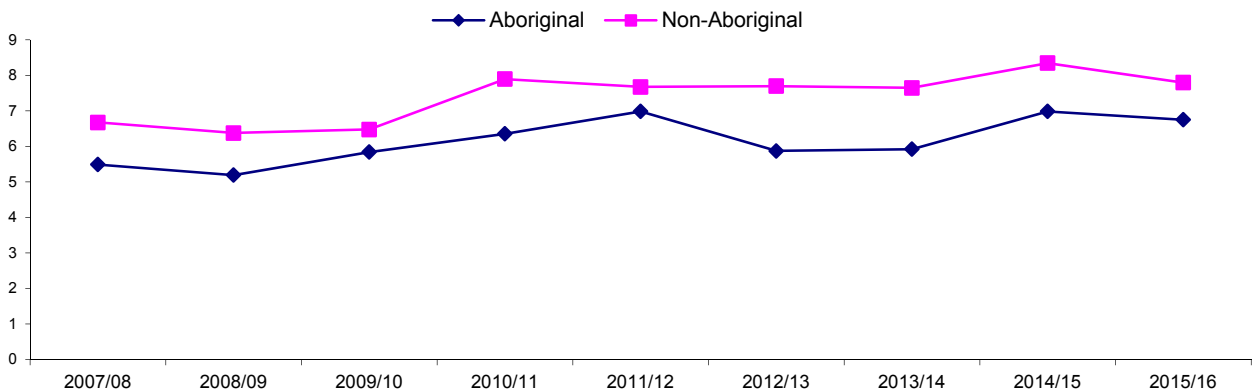
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	875	73	64	7	710	81	101	12
2012/13	821	70	79	10	612	75	130	16
2013/14	830	70	101	12	615	74	114	14
2014/15	747	64	40	5	552	74	155	21
2015/16	695	57	78	11	481	69	136	20



■ Not Yet Meeting
■ Meeting
■ Exceeding

Average FSA Scaled Score - Grade 7 Writing

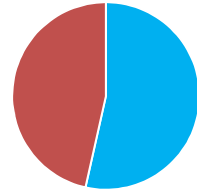


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

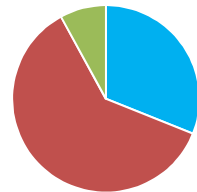
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	71	65	35	49	35	49	1	1
2012/13	66	53	49	74	17	26	0	0
2013/14	77	64	50	65	26	34	1	1
2014/15	78	60	52	67	25	32	1	1
2015/16	43	34	23	53	20	47	0	0



- Not Yet Meeting
- Meeting
- Exceeding

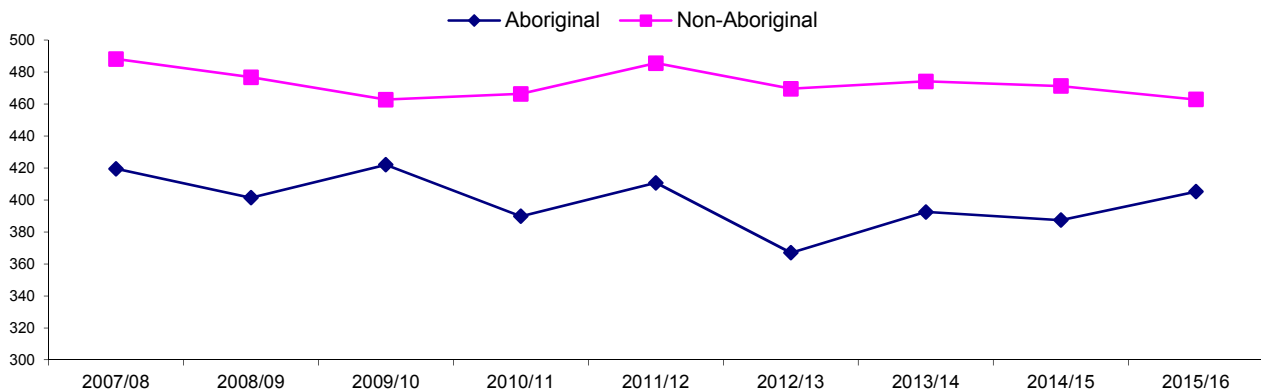
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	878	73	183	21	619	71	76	9
2012/13	828	70	232	28	542	65	54	7
2013/14	845	71	226	27	559	66	60	7
2014/15	766	66	203	27	499	65	64	8
2015/16	715	58	222	31	436	61	57	8



- Not Yet Meeting
- Meeting
- Exceeding

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. These courses have a mandatory exam component. Results presented in this section include graduation program exams written in August, November, January, April and June of the school year indicated.

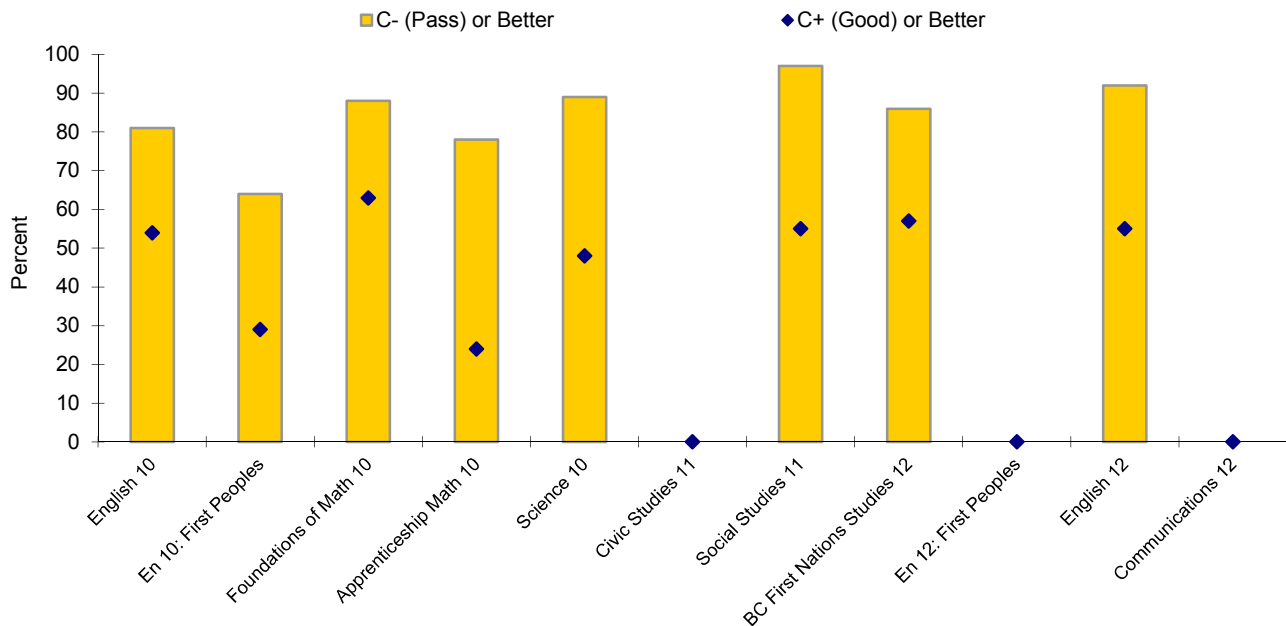
The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the 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.

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	70	57	81	38	54	1,454	1,383	95	1,075	74
English 10: First Peoples	14	9	64	4	29	Msk	Msk	Msk	Msk	Msk
Foundations of Math 10	32	28	88	20	63	1,216	1,160	95	899	74
Apprenticeship Math 10	41	32	78	10	24	204	174	85	92	45
Science 10	61	54	89	29	48	1,401	1,345	96	1,049	75
Civic Studies 11	Msk	Msk	Msk	Msk	Msk	91	89	98	67	74
Social Studies 11	58	56	97	32	55	1,374	1,324	96	985	72
BC First Nations Studies 12	14	12	86	8	57	20	20	100	16	80
English 12: First Peoples	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12	66	61	92	36	55	1,274	1,235	97	926	73
Communications 12	Msk	Msk	Msk	Msk	Msk	219	206	94	116	53

Final Marks Overview: Aboriginal Results 2015/16

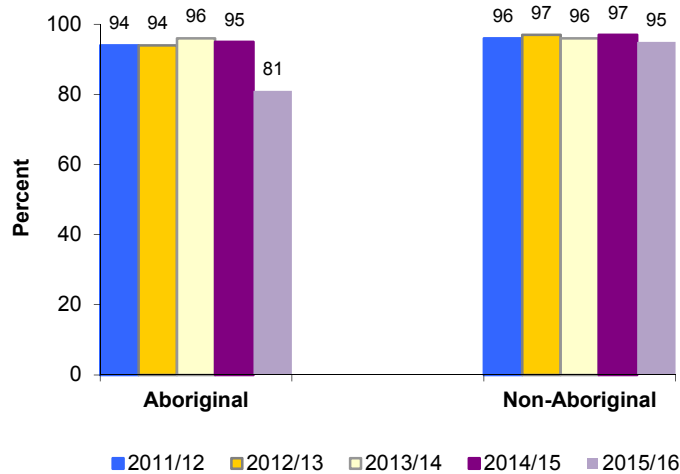


FINAL MARKS: ENGLISH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	112	105	94	60	54	1,536	1,479	96	1,092	71
2012/13	86	81	94	45	52	1,572	1,532	97	1,186	75
2013/14	89	85	96	45	51	1,370	1,318	96	1,010	74
2014/15	82	78	95	54	66	1,430	1,390	97	1,074	75
2015/16	70	57	81	38	54	1,454	1,383	95	1,075	74

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2011/12	112	155	94	18	1,536	1,408	1,263	273	
2012/13	86	143	69	17	1,572	1,435	1,316	256	
2013/14	89	124	75	14	1,370	1,322	1,160	210	
2014/15	82	121	75	7	1,430	1,323	1,192	238	
2015/16	70	120	61	9	1,454	1,291	1,144	310	

ENGLISH 10: C- (Pass) or Better



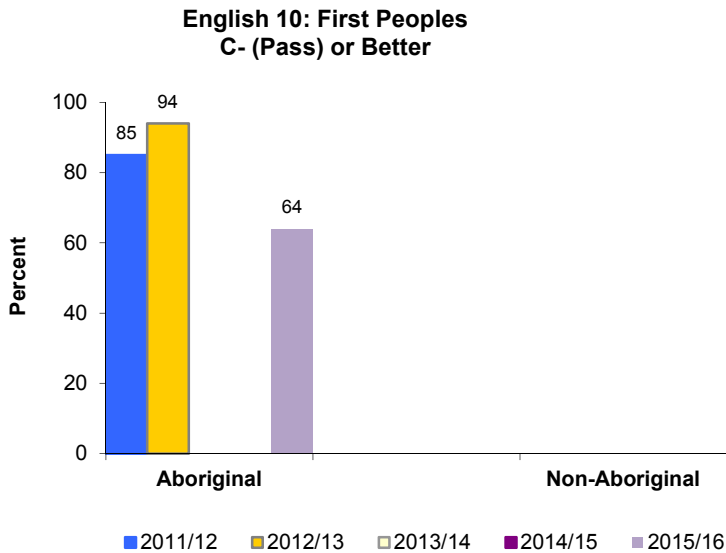
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	13	11	85	3	23	Msk	Msk	Msk	Msk	Msk
2012/13	18	17	94	7	39	Msk	Msk	Msk	Msk	Msk
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	14	9	64	4	29	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2011/12	13	155	10	3	Msk	1,408	Msk	Msk		
2012/13	18	143	16	2	Msk	1,435	Msk	Msk		
2013/14	Msk	124	Msk	Msk	Msk	1,322	Msk	Msk		
2014/15	Msk	121	Msk	Msk	Msk	1,323	Msk	Msk		
2015/16	14	120	12	2	Msk	1,291	Msk	Msk		



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

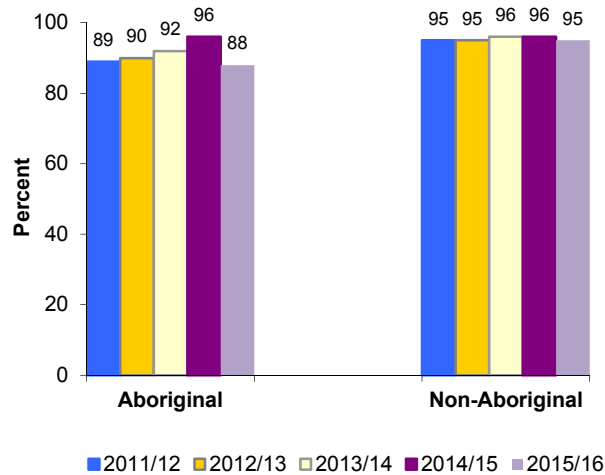
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	61	54	89	28	46	1,245	1,184	95	855	69
2012/13	51	46	90	22	43	1,321	1,260	95	894	68
2013/14	48	44	92	23	48	1,216	1,173	96	853	70
2014/15	52	50	96	28	54	1,168	1,125	96	856	73
2015/16	32	28	88	20	63	1,216	1,160	95	899	74

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2011/12	61	155	57	4	1,245	1,408	1,073	172		
2012/13	51	143	42	9	1,321	1,435	1,117	204		
2013/14	48	124	43	5	1,216	1,322	948	268		
2014/15	52	121	40	12	1,168	1,323	910	258		
2015/16	32	120	27	5	1,216	1,291	920	296		

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



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

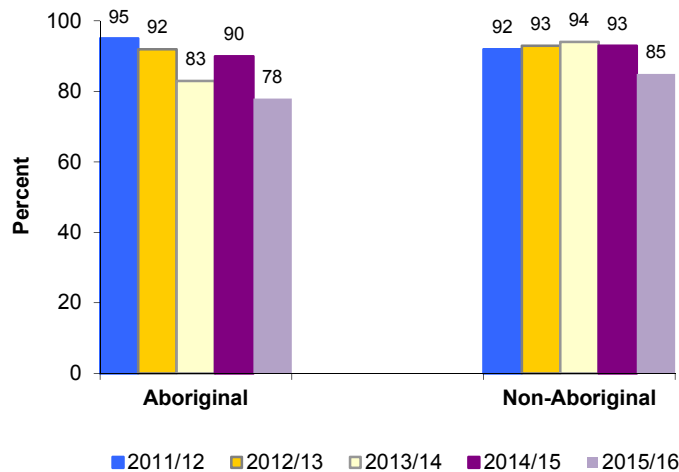
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	61	58	95	27	44	251	231	92	132	53
2012/13	48	44	92	21	44	254	237	93	120	47
2013/14	41	34	83	14	34	227	214	94	98	43
2014/15	40	36	90	15	38	257	239	93	132	51
2015/16	41	32	78	10	24	204	174	85	92	45

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2011/12	61	155	34	27	251	1,408	158	93		
2012/13	48	143	31	17	254	1,435	201	53		
2013/14	41	124	26	15	227	1,322	185	42		
2014/15	40	121	27	13	257	1,323	187	70		
2015/16	41	120	31	10	204	1,291	149	55		

Apprenticeship And Workplace Math 10: C- (Pass) or Better



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

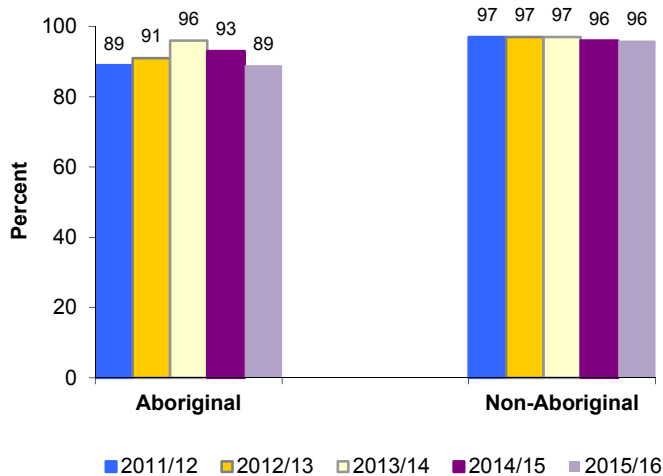
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: SCIENCE 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	111	99	89	52	47	1,414	1,378	97	985	70
2012/13	101	92	91	51	50	1,462	1,422	97	1,033	71
2013/14	89	85	96	47	53	1,322	1,279	97	911	69
2014/15	80	74	93	42	53	1,416	1,356	96	979	69
2015/16	61	54	89	29	48	1,401	1,345	96	1,049	75

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2011/12	111	155	91	20	1,414	1,408	1,246	168	
2012/13	101	143	82	19	1,462	1,435	1,308	154	
2013/14	89	124	73	16	1,322	1,322	1,170	152	
2014/15	80	121	69	11	1,416	1,323	1,198	218	
2015/16	61	120	55	6	1,401	1,291	1,153	248	

Science 10: C- (Pass) or Better



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

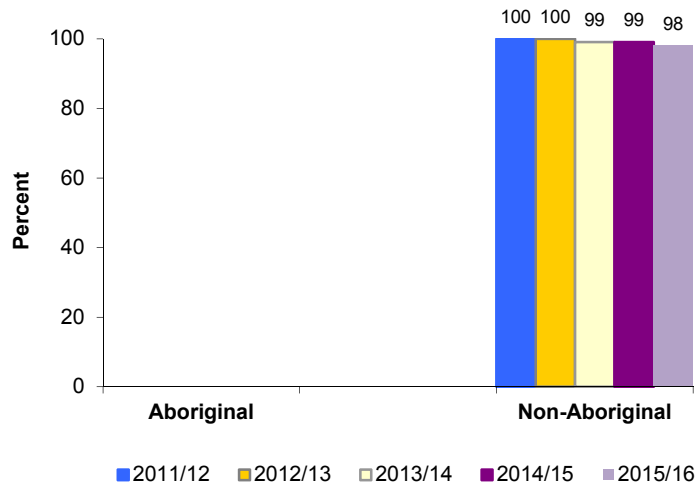
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	Msk	Msk	Msk	Msk	Msk	98	98	100	72	73
2012/13	Msk	Msk	Msk	Msk	Msk	48	48	100	37	77
2013/14	Msk	Msk	Msk	Msk	Msk	97	96	99	75	77
2014/15	Msk	Msk	Msk	Msk	Msk	93	92	99	65	70
2015/16	Msk	Msk	Msk	Msk	Msk	91	89	98	67	74

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2011/12	Msk	198	Msk	Msk	98	1,727	95	3		
2012/13	Msk	218	Msk	Msk	48	1,567	42	6		
2013/14	Msk	161	Msk	Msk	97	1,537	93	4		
2014/15	Msk	146	Msk	Msk	93	1,387	87	6		
2015/16	Msk	134	Msk	Msk	91	1,350	83	8		

Civic Studies 11: C- (Pass) or Better



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

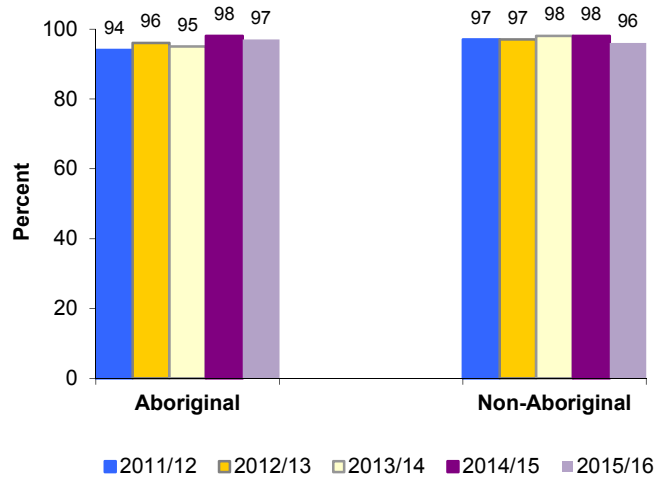
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: SOCIAL STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	66	62	94	28	42	1,508	1,467	97	1,037	69
2012/13	79	76	96	49	62	1,401	1,363	97	1,035	74
2013/14	63	60	95	36	57	1,321	1,290	98	949	72
2014/15	61	60	98	43	70	1,323	1,298	98	1,011	76
2015/16	58	56	97	32	55	1,374	1,324	96	985	72

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark			
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #		
2011/12	66	198	58	8	1,508	1,727	1,265	243		
2012/13	79	218	67	12	1,401	1,567	1,163	238		
2013/14	63	161	58	5	1,321	1,537	1,123	198		
2014/15	61	146	54	7	1,323	1,387	1,043	280		
2015/16	58	134	50	8	1,374	1,350	1,015	359		

Social Studies 11: C- (Pass) or Better



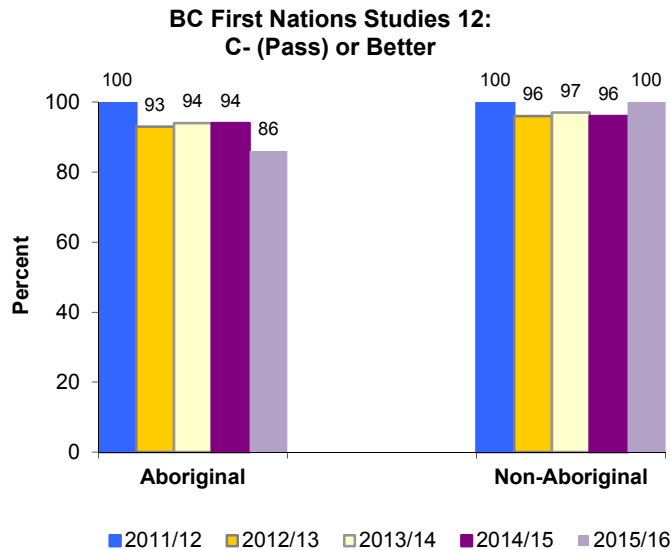
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: BC FIRST NATIONS STUDIES 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	12	12	100	5	42	27	27	100	21	78
2012/13	27	25	93	12	44	27	26	96	15	56
2013/14	17	16	94	9	53	29	28	97	24	83
2014/15	18	17	94	9	50	25	24	96	16	64
2015/16	14	12	86	8	57	20	20	100	16	80

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2011/12	12	113	4	8	27	1,865	14	13		
2012/13	27	140	8	19	27	1,834	17	10		
2013/14	17	186	6	11	29	1,764	22	7		
2014/15	18	128	8	10	25	1,748	11	14		
2015/16	14	143	7	7	20	1,750	9	11		



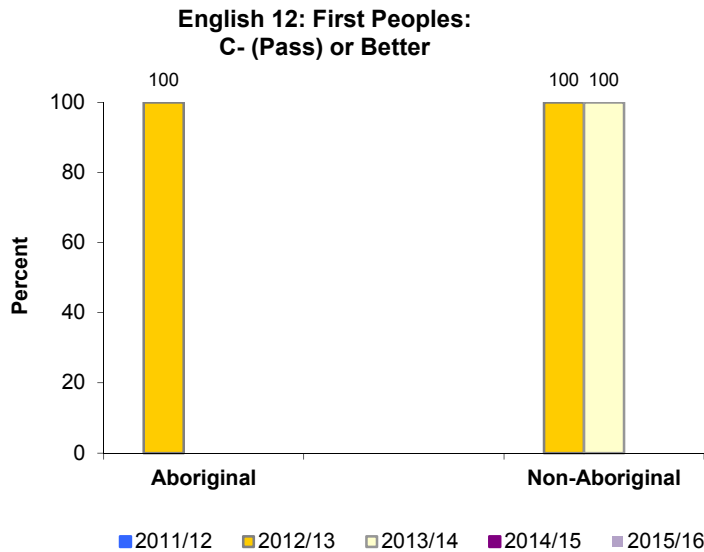
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

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

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2012/13	11	11	100	5	45	15	15	100	10	67
2013/14	Msk	Msk	Msk	Msk	Msk	18	18	100	10	56
2014/15	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2011/12	Msk	113	Msk	Msk	Msk	1,865	Msk	Msk		
2012/13	11	140	7	4	15	1,834	13	2		
2013/14	Msk	186	Msk	Msk	18	1,764	15	3		
2014/15	Msk	128	Msk	Msk	-	1,748	-	-		
2015/16	Msk	143	Msk	Msk	Msk	1,750	Msk	Msk		



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

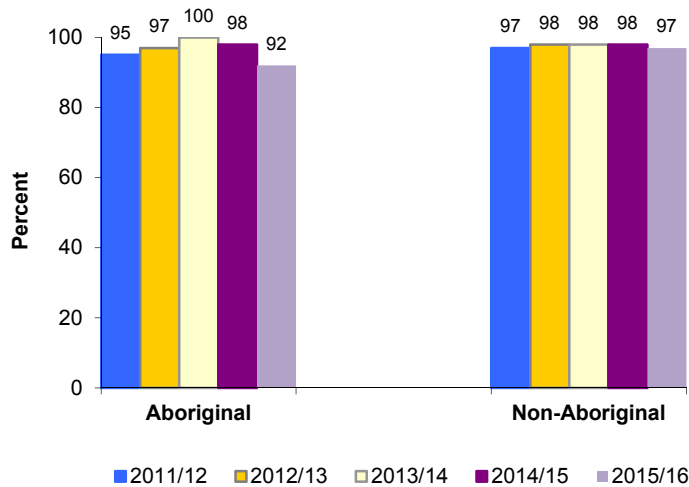
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	58	55	95	37	64	1,537	1,495	97	1,077	70
2012/13	67	65	97	32	48	1,405	1,373	98	1,050	75
2013/14	62	62	100	44	71	1,298	1,271	98	982	76
2014/15	60	59	98	49	82	1,299	1,272	98	1,017	78
2015/16	66	61	92	36	55	1,274	1,235	97	926	73

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2011/12	58	113	56	2	1,537	1,865	1,442	95	
2012/13	67	140	61	6	1,405	1,834	1,330	75	
2013/14	62	186	58	4	1,298	1,764	1,175	123	
2014/15	60	128	57	3	1,299	1,748	1,193	106	
2015/16	66	143	64	2	1,274	1,750	1,175	99	

English 12: C- (Pass) or Better



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

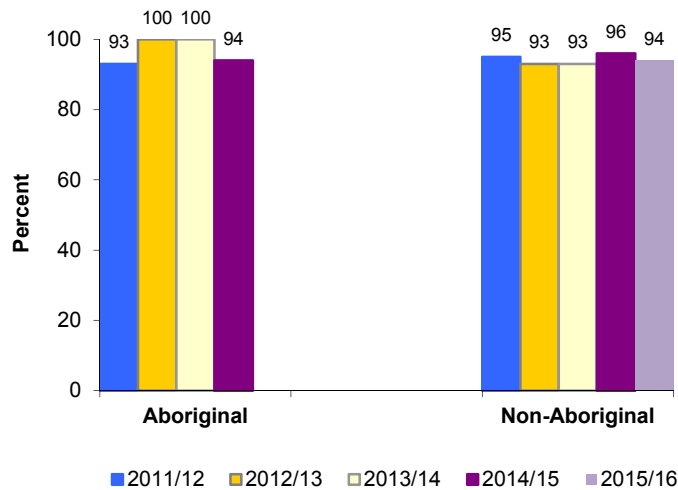
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2011/12	14	13	93	9	64	179	170	95	80	45
2012/13	20	20	100	7	35	240	223	93	112	47
2013/14	17	17	100	9	53	177	164	93	82	46
2014/15	17	16	94	5	29	222	213	96	119	54
2015/16	Msk	Msk	Msk	Msk	Msk	219	206	94	116	53

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2011/12	14	113	13	1	179	1,865	133	46		
2012/13	20	140	11	9	240	1,834	152	88		
2013/14	17	186	14	3	177	1,764	101	76		
2014/15	17	128	12	5	222	1,748	140	82		
2015/16	Msk	143	Msk	Msk	219	1,750	123	96		

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.

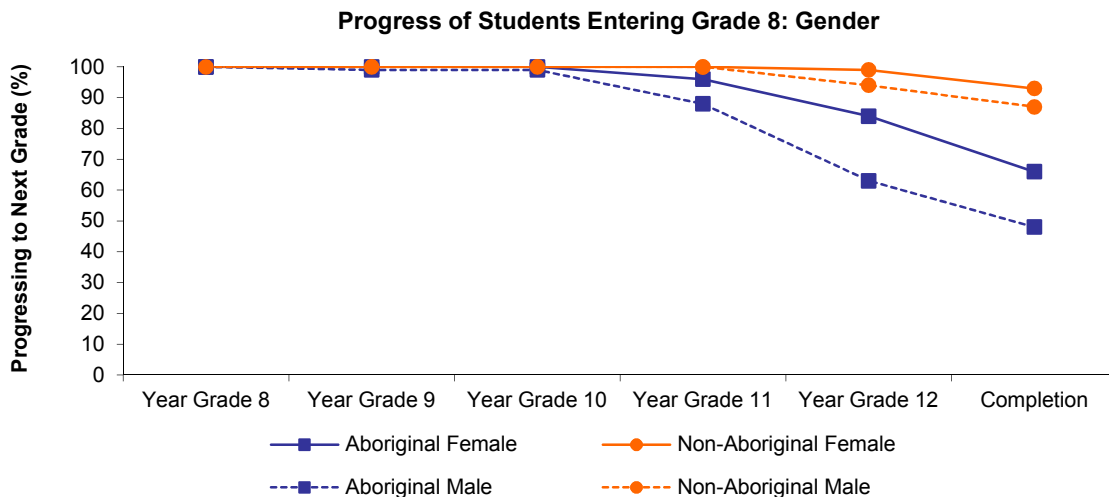
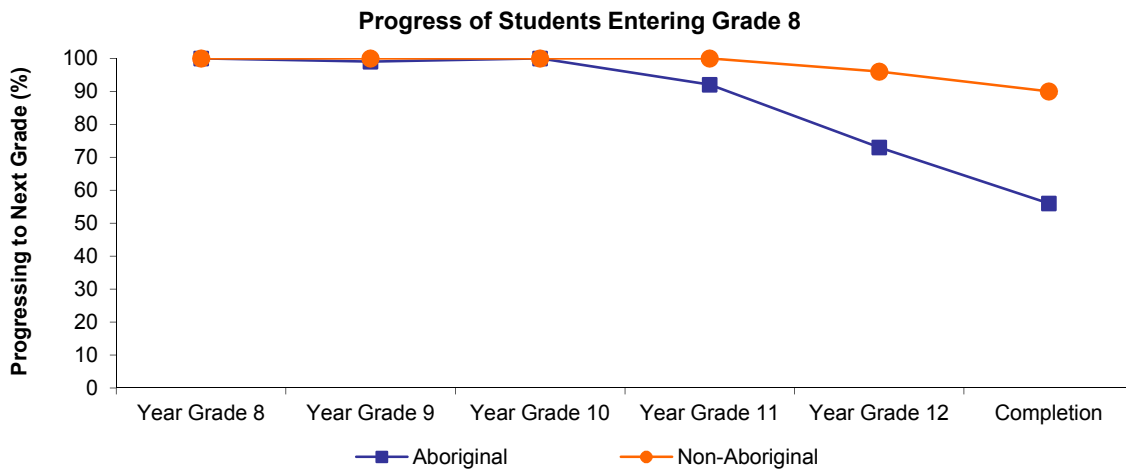
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

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 2010

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2010/11	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	99	100	100	100
	Grade 10	100	100	99	100	100	100
	Grade 11	92	96	88	100	100	100
	Grade 12	73	84	63	96	99	94
2015/16	Completion	56	66	48	90	93	87



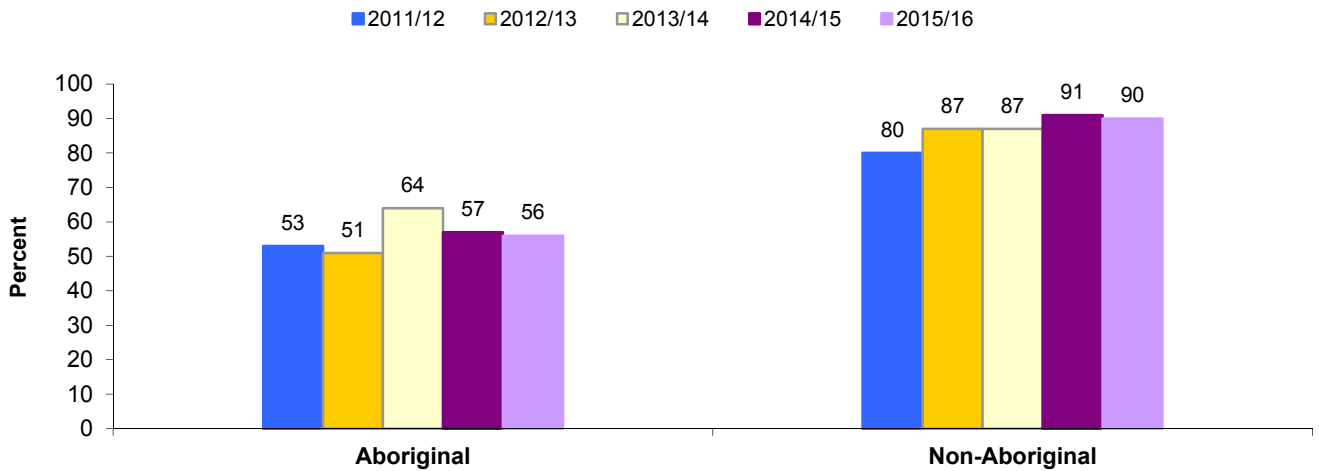
BC SIX-YEAR COMPLETION RATE, 2011/12 - 2015/16

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.

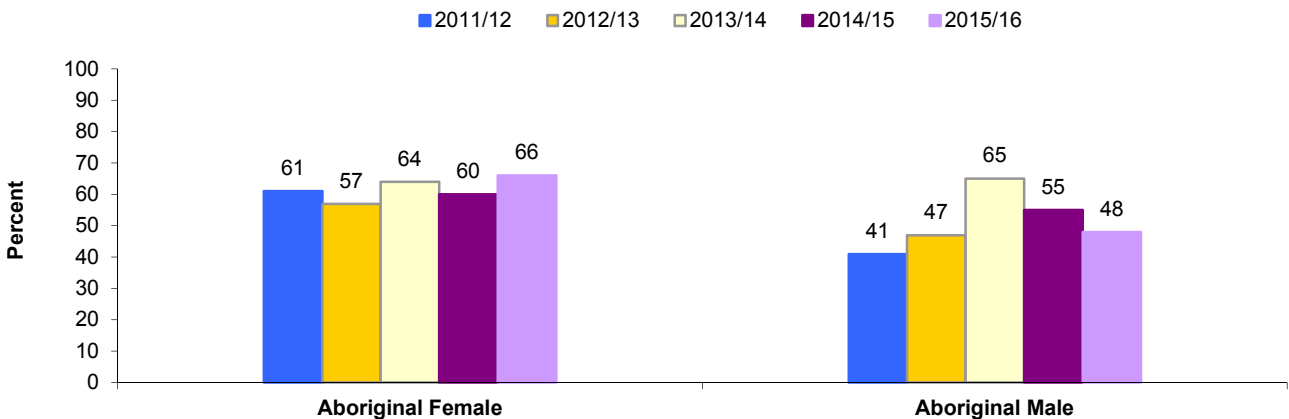
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2011/12	53	61	41	80	83	77
2012/13	51	57	47	87	90	85
2013/14	64	64	65	87	90	85
2014/15	57	60	55	91	90	91
2015/16	56	66	48	90	93	87

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).

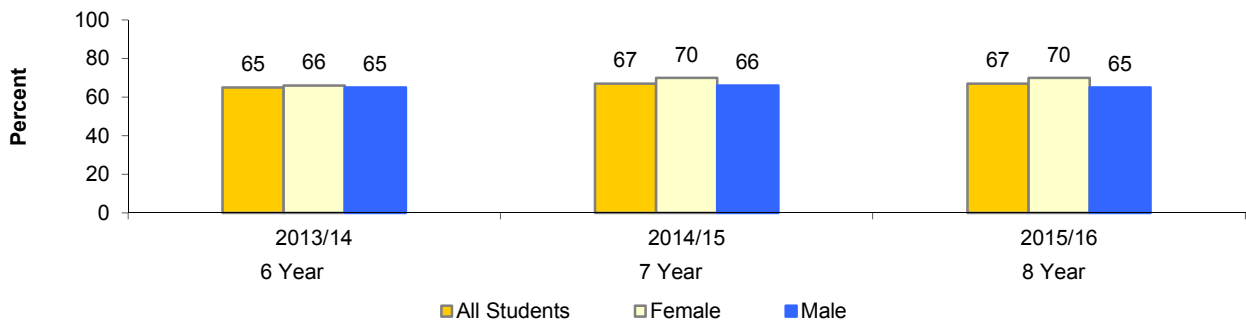
BC SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2009/10 and 2010/11 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

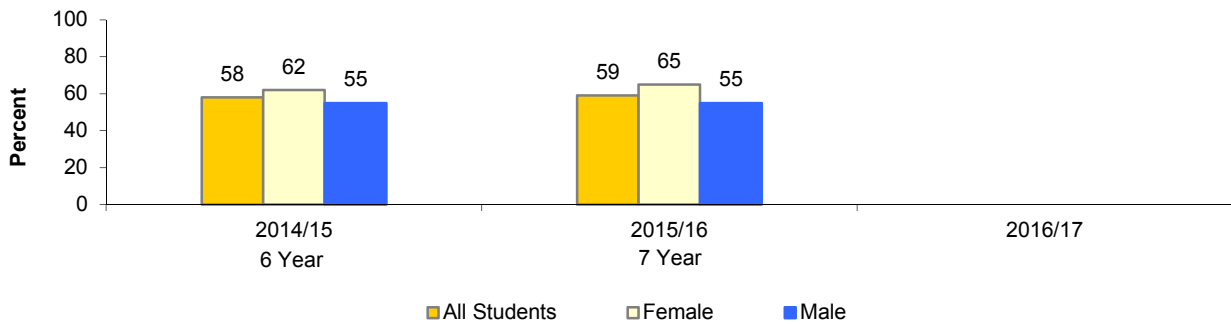
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Students %	Female %	Male %	All Students %	Female %	Male %	All Students %	Female %	Male %
2008/09	65	66	65	67	70	66	67	70	65
2009/10	58	62	55	59	65	55	-	-	-
2010/11	56	66	48	-	-	-	-	-	-

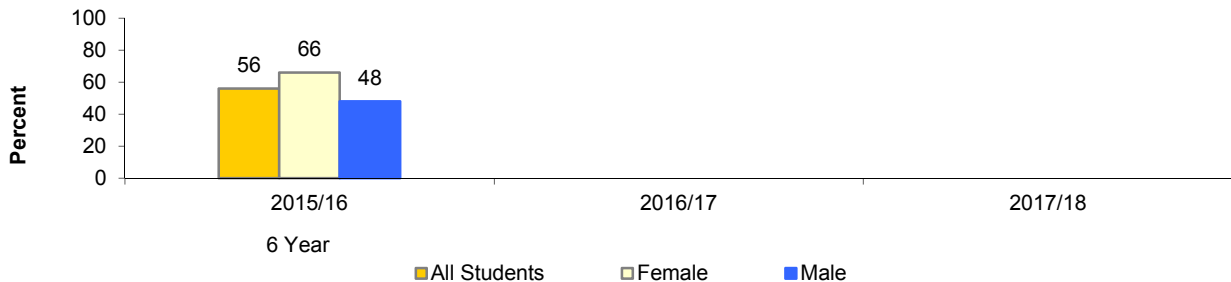
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2008/09 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort



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

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

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2011/12	109	Msk	Msk	1,820	40	2
2012/13	133	17	13	1,801	22	1
2013/14	164	Msk	Msk	1,660	28	2
2014/15	125	12	10	1,649	14	1
2015/16	138	Msk	Msk	1,660	22	1

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2011/12	109	67	61	1,820	1,521	84
2012/13	133	79	59	1,801	1,446	80
2013/14	164	79	48	1,660	1,287	78
2014/15	125	69	55	1,649	1,325	80
2015/16	138	65	47	1,660	1,252	75

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2011/12	109	13	12	1,820	49	3
2012/13	133	14	11	1,801	70	4
2013/14	164	20	12	1,660	78	5
2014/15	125	10	8	1,649	51	3
2015/16	138	Msk	Msk	1,660	37	2

* 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. See the MCFD report for more details http://www.mcf.gov.bc.ca/about_us/performance.htm

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2011/12	252	114	45	138	55
2012/13	238	115	48	123	52
2013/14	215	101	47	114	53
2014/15	178	79	44	99	56
2015/16	152	72	47	80	53

ABORIGINAL CHILDREN IN CARE AS A PERCENT OF ABORIGINAL ENROLMENT (EVER)

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2011/12	1,790	114	6
2012/13	1,861	115	6
2013/14	1,786	101	6
2014/15	1,743	79	5
2015/16	1,670	72	4

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2011/12	35	Msk	Msk	35	Msk	Msk	36
2012/13	41	Msk	23	24	Msk	60	52
2013/14	44	Msk	Msk	35	66	35	51
2014/15	34	Msk	30	42	Msk	Msk	22
2015/16	44	Msk	Msk	Msk	Msk	Msk	46

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2011/12	90	Msk	Msk	Msk	Msk	-	Msk
2012/13	87	Msk	Msk	Msk	Msk	-	83
2013/14	Msk	Msk	Msk	Msk	Msk	-	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	-	-	-	Msk	-	Msk

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year 2010/11		Year of Transition to a Community College									
			2011/12		2012/13		2013/14		2014/15			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	90	100	19	21.1	11	12.2	2	2.2	3	3.3		
Non-Aboriginal	1,475	100	380	25.8	135	9.2	54	3.7	34	2.3		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2010/11		Year of Transition to a Community College									
			2011/12		2012/13		2013/14		2014/15			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	102	100	11	10.8	6	5.9	5	4.9	3	2.9		
Non-Aboriginal	1,236	100	71	5.7	22	1.8	11	0.9	10	0.8		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2010/11		Year of Transition to an Institute									
			2011/12		2012/13		2013/14		2014/15			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	90	100	-	-	1	1.1	-	-	-	-		
Non-Aboriginal	1,475	100	9	0.6	4	0.3	1	0.1	3	0.2		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2010/11		Year of Transition to an Institute									
			2011/12		2012/13		2013/14		2014/15			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	102	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	1,236	100	2	0.2	1	0.1	-	-	-	-		

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 2010/11		Year of Transition to a Research-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	90	100	5	5.6	1	1.1	-	-	-	-
Non-Aboriginal	1,475	100	308	20.9	51	3.5	6	0.4	6	0.4

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2010/11		Year of Transition to a Research-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	102	100	-	-	-	-	-	-	-	-
Non-Aboriginal	1,236	100	6	0.5	1	0.1	2	0.2	2	0.1

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2010/11		Year of Transition to a Teaching-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	90	100	1	1.1	-	-	-	-	-	-
Non-Aboriginal	1,475	100	19	1.3	3	0.2	4	0.3	2	0.1

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2010/11		Year of Transition to a Teaching-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	102	100	1	1.0	2	2.0	-	-	1	1.0
Non-Aboriginal	1,236	100	3	0.2	4	0.3	1	0.1	1	0.1

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

SATISFACTION SURVEY RESULTS, 2011/12 - 2015/16

The Satisfaction Survey is a 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, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less 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 Satisfaction Survey. These questions were selected because they help to provide students' perspectives in regards to their sense of belonging. For more information on the provincial Satisfaction Survey, visit www.bced.gov.bc.ca/sat_survey/

The chart next to each question represents the percentage of students responding "All of the time" or "many times" over five years. If the number of respondents for one year is considerably lower than that of the other years the percentage is not shown on the chart.

CAVEAT

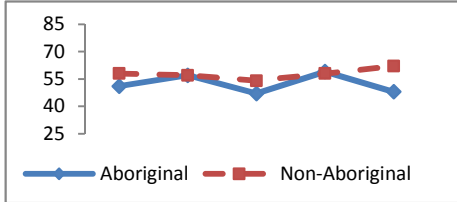
Survey report users should keep in mind that during the 2011/12 school year, due to labour disputes survey participation was optional.

Response rates for that one year fell far below typical levels, and so those responses may not be representative of the school populations.

Report users should carefully compare any results for 2011/12 against trends established in earlier and subsequent years, and consider discounting the 2011/12 results if they differ greatly from established trends.

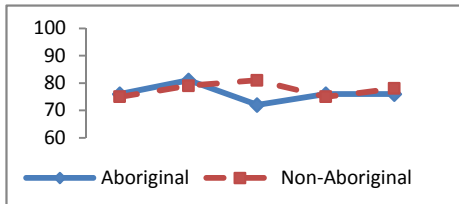
SATISFACTION SURVEY RESULTS, GRADE 3/4

Do you like school?



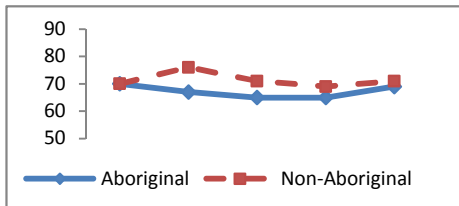
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	82	42	51	602	351	58
2012/13	145	82	57	1,038	590	57
2013/14	142	67	47	1,039	558	54
2014/15	126	74	59	1,006	586	58
2015/16	93	45	48	890	556	62

Do adults in the school treat all students fairly?



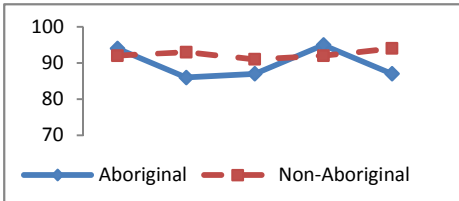
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	84	64	76	607	456	75
2012/13	147	119	81	1,033	815	79
2013/14	140	101	72	1,032	835	81
2014/15	123	93	76	968	722	75
2015/16	90	68	76	874	680	78

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



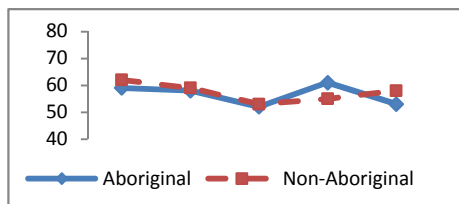
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	83	58	70	617	430	70
2012/13	153	103	67	1,060	802	76
2013/14	147	96	65	1,067	761	71
2014/15	130	84	65	1,016	702	69
2015/16	93	64	69	899	641	71

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	
	#	#	%	#	#	%
2011/12	82	77	94	612	563	92
2012/13	152	131	86	1,048	971	93
2013/14	142	123	87	1,055	957	91
2014/15	129	123	95	998	914	92
2015/16	90	78	87	896	838	94

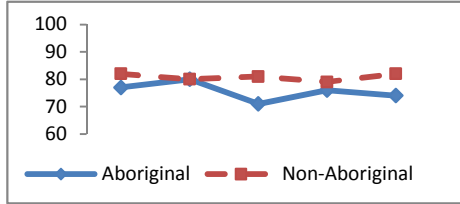
At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2011/12	83	49	59	606	373	62
2012/13	145	84	58	1,018	596	59
2013/14	143	75	52	1,034	547	53
2014/15	122	75	61	989	544	55
2015/16	94	50	53	875	506	58

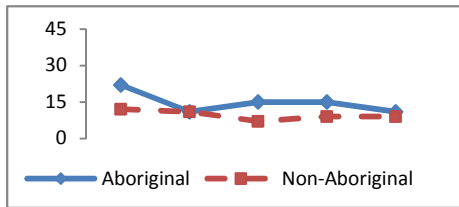
SATISFACTION SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



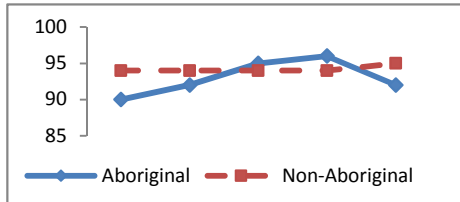
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	83	64	77	610	501	82
2012/13	153	123	80	1,056	848	80
2013/14	146	104	71	1,057	857	81
2014/15	124	94	76	1,001	792	79
2015/16	94	70	74	892	732	82

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



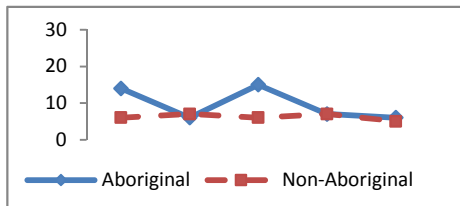
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	83	18	22	617	73	12
2012/13	150	16	11	1,043	115	11
2013/14	143	22	15	1,059	73	7
2014/15	125	19	15	992	87	9
2015/16	94	10	11	890	83	9

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	
	#	#	%	#	#	%
2011/12	84	76	90	624	585	94
2012/13	154	141	92	1,060	994	94
2013/14	147	139	95	1,065	1,004	94
2014/15	129	124	96	1,008	944	94
2015/16	97	89	92	903	857	95

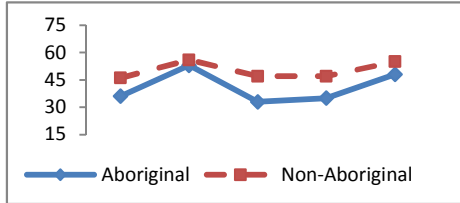
I would like to go to a different school.



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	
	#	#	%	#	#	%
2011/12	84	12	14	594	34	6
2012/13	144	8	6	1,029	72	7
2013/14	143	21	15	1,032	57	6
2014/15	123	9	7	978	65	7
2015/16	94	6	6	873	47	5

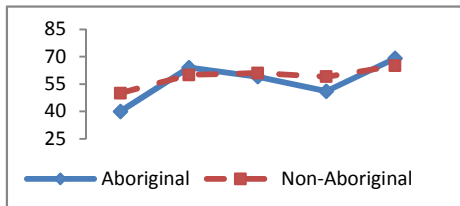
SATISFACTION SURVEY RESULTS, GRADE 7

Do you like school?



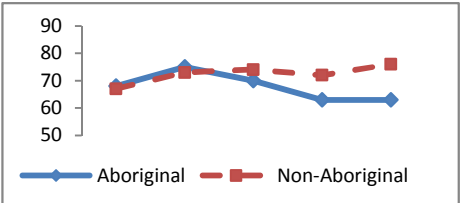
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	70	25	36	534	246	46
2012/13	103	55	53	957	536	56
2013/14	114	38	33	898	422	47
2014/15	104	36	35	863	404	47
2015/16	62	30	48	658	364	55

Do adults in the school treat all students fairly?



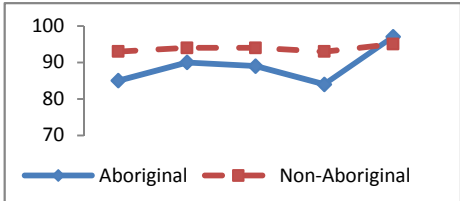
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	72	29	40	542	272	50
2012/13	102	65	64	950	573	60
2013/14	110	65	59	888	541	61
2014/15	103	53	51	860	507	59
2015/16	62	43	69	663	431	65

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



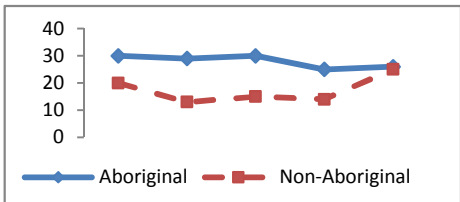
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	74	50	68	542	361	67
2012/13	104	78	75	962	707	73
2013/14	115	81	70	904	667	74
2014/15	105	66	63	879	637	72
2015/16	65	41	63	666	504	76

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	73	62	85	547	511	93
2012/13	105	94	90	959	898	94
2013/14	111	99	89	901	847	94
2014/15	105	88	84	868	806	93
2015/16	66	64	97	665	633	95

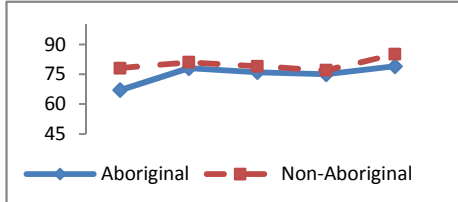
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	73	22	30	538	105	20
2012/13	103	30	29	943	122	13
2013/14	110	33	30	877	132	15
2014/15	103	26	25	849	117	14
2015/16	65	17	26	649	164	25

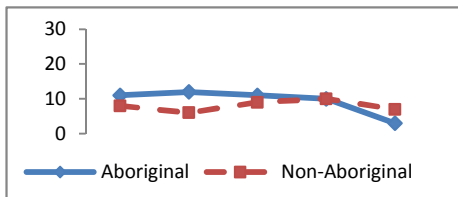
SATISFACTION SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



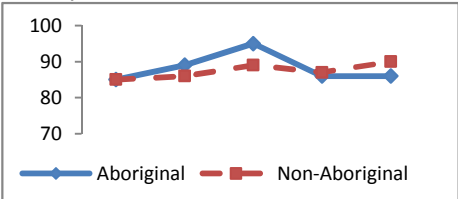
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2011/12	73	49	67	547	426	78
2012/13	104	81	78	958	772	81
2013/14	110	84	76	905	715	79
2014/15	108	81	75	867	670	77
2015/16	63	50	79	662	565	85

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



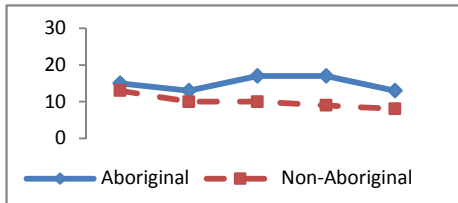
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2011/12	72	8	11	547	46	8
2012/13	105	13	12	960	61	6
2013/14	111	12	11	902	78	9
2014/15	102	10	10	854	89	10
2015/16	65	2	3	665	44	7

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2011/12	72	61	85	549	464	85
2012/13	105	93	89	960	825	86
2013/14	115	109	95	895	795	89
2014/15	105	90	86	867	751	87
2015/16	65	56	86	663	594	90

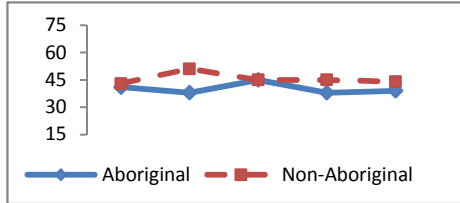
I would like to go to a different school.



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	
	#	#	%	#	#	%
2011/12	73	11	15	539	71	13
2012/13	99	13	13	938	94	10
2013/14	109	19	17	881	89	10
2014/15	102	17	17	844	80	9
2015/16	63	8	13	659	53	8

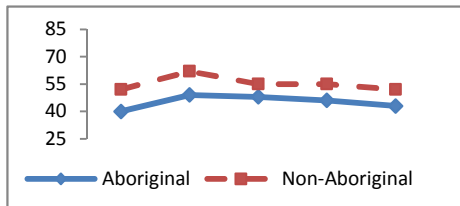
SATISFACTION SURVEY RESULTS, GRADE 10

Do you like school?



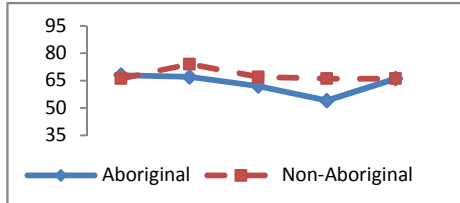
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	22	9	41	277	119	43
2012/13	85	32	38	900	462	51
2013/14	89	40	45	985	444	45
2014/15	88	33	38	1,047	466	45
2015/16	62	24	39	897	398	44

Does staff treat all students fairly at school?



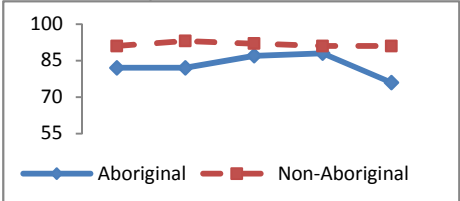
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	8	40	267	139	52
2012/13	81	40	49	871	540	62
2013/14	86	41	48	963	530	55
2014/15	91	42	46	1,020	566	55
2015/16	60	26	43	870	453	52

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



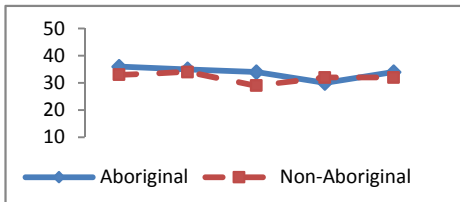
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	22	15	68	275	181	66
2012/13	86	58	67	895	659	74
2013/14	90	56	62	984	664	67
2014/15	92	50	54	1,046	687	66
2015/16	62	41	66	886	589	66

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	22	18	82	264	239	91
2012/13	84	69	82	871	809	93
2013/14	89	77	87	977	897	92
2014/15	91	80	88	1,028	931	91
2015/16	62	47	76	882	807	91

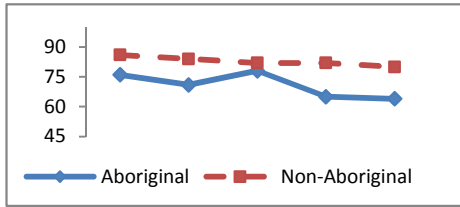
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	22	8	36	261	87	33
2012/13	86	30	35	863	295	34
2013/14	87	30	34	968	284	29
2014/15	93	28	30	1026	331	32
2015/16	62	21	34	878	277	32

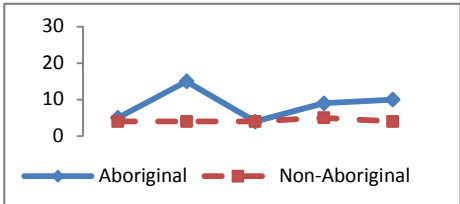
SATISFACTION SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



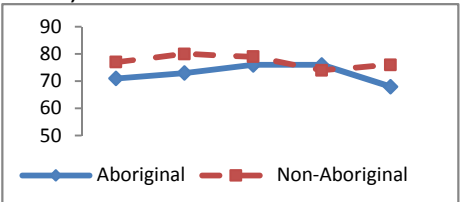
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	21	16	76	278	238	86
2012/13	82	58	71	899	758	84
2013/14	90	70	78	984	806	82
2014/15	89	58	65	1,039	847	82
2015/16	59	38	64	888	708	80

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



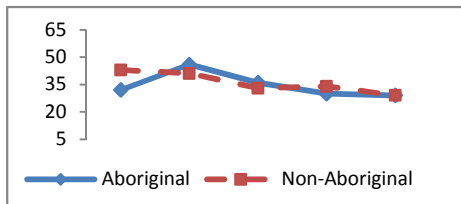
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	21	1	5	271	10	4
2012/13	82	12	15	886	33	4
2013/14	90	4	4	981	42	4
2014/15	87	8	9	1,026	56	5
2015/16	62	6	10	876	37	4

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



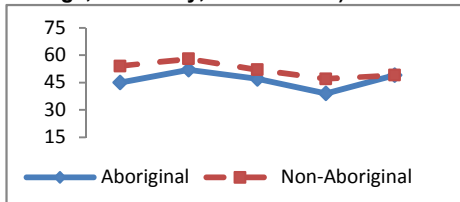
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2011/12	21	15	71	278	214	77
2012/13	86	63	73	889	712	80
2013/14	91	69	76	983	774	79
2014/15	93	71	76	1,045	778	74
2015/16	63	43	68	897	683	76

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



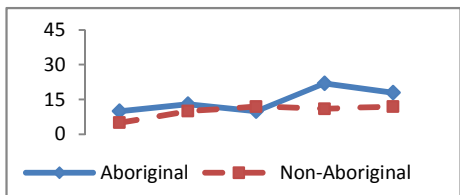
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	22	7	32	268	116	43
2012/13	85	39	46	872	360	41
2013/14	86	31	36	970	321	33
2014/15	92	28	30	1,024	345	34
2015/16	62	18	29	855	246	29

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	22	10	45	268	144	54
2012/13	86	45	52	880	509	58
2013/14	87	41	47	974	511	52
2014/15	87	34	39	1,024	485	47
2015/16	63	31	49	865	420	49

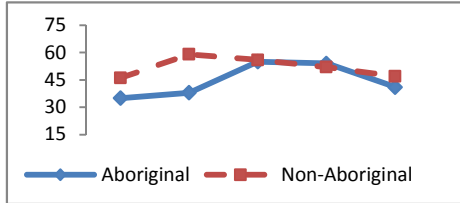
I would like to transfer to a different school.



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 # %	
2011/12	21	2	10	264	13	5
2012/13	79	10	13	868	83	10
2013/14	83	8	10	967	119	12
2014/15	90	20	22	1,007	112	11
2015/16	60	11	18	850	105	12

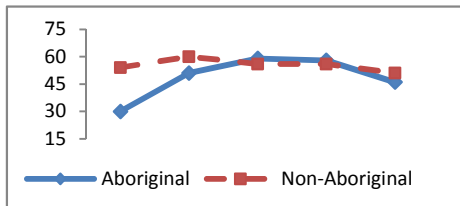
SATISFACTION SURVEY RESULTS, GRADE 12

Do you like school?



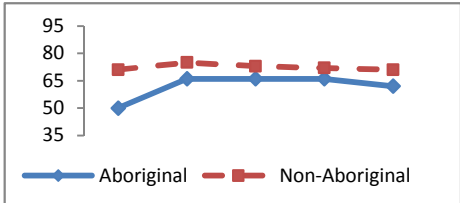
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	7	35	296	137	46
2012/13	69	26	38	848	500	59
2013/14	62	34	55	844	476	56
2014/15	56	30	54	832	434	52
2015/16	39	16	41	676	317	47

Does staff treat all students fairly at school?



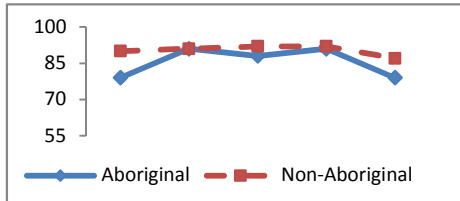
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	6	30	295	159	54
2012/13	68	35	51	842	501	60
2013/14	61	36	59	831	467	56
2014/15	55	32	58	819	459	56
2015/16	35	16	46	669	344	51

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



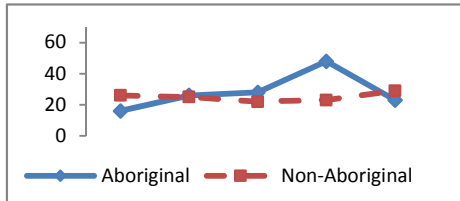
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	10	50	303	214	71
2012/13	68	45	66	853	639	75
2013/14	62	41	66	844	618	73
2014/15	56	37	66	830	597	72
2015/16	37	23	62	679	479	71

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	19	15	79	289	260	90
2012/13	69	63	91	833	760	91
2013/14	60	53	88	833	765	92
2014/15	55	50	91	821	755	92
2015/16	38	30	79	672	585	87

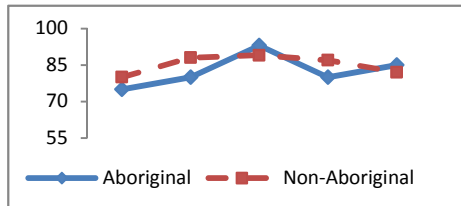
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	19	3	16	289	74	26
2012/13	68	18	26	808	204	25
2013/14	60	17	28	826	185	22
2014/15	56	27	48	813	185	23
2015/16	39	9	23	661	193	29

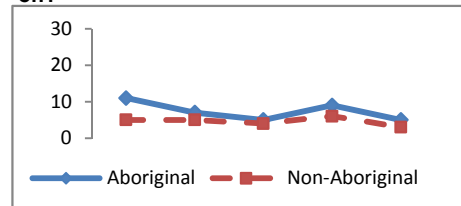
SATISFACTION SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



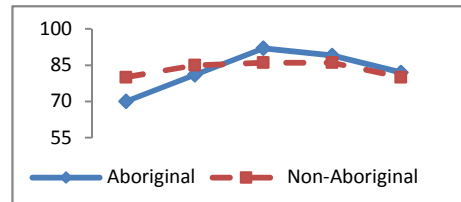
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	15	75	300	241	80
2012/13	69	55	80	850	750	88
2013/14	61	57	93	839	749	89
2014/15	54	43	80	823	717	87
2015/16	34	29	85	673	555	82

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



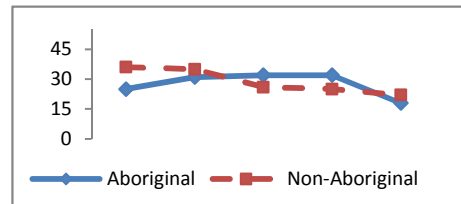
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	18	2	11	300	14	5
2012/13	69	5	7	843	38	5
2013/14	61	3	5	832	31	4
2014/15	55	5	9	817	46	6
2015/16	37	2	5	673	19	3

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



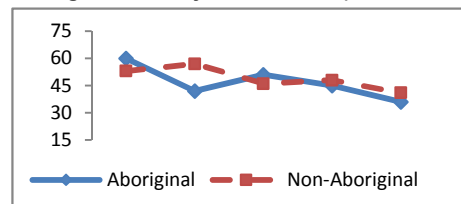
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2011/12	20	14	70	302	241	80
2012/13	68	55	81	839	717	85
2013/14	61	56	92	847	728	86
2014/15	56	50	89	834	719	86
2015/16	39	32	82	681	546	80

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



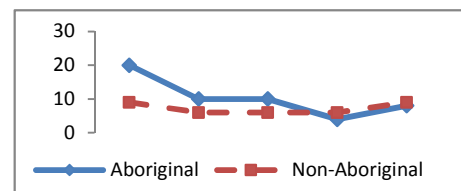
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	5	25	296	108	36
2012/13	70	22	31	838	291	35
2013/14	60	19	32	837	219	26
2014/15	56	18	32	820	205	25
2015/16	39	7	18	669	147	22

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	20	12	60	299	159	53
2012/13	69	29	42	844	484	57
2013/14	61	31	51	839	387	46
2014/15	56	25	45	824	397	48
2015/16	36	13	36	674	276	41

I would like to transfer 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	
	#	#	%	#	#	%
2011/12	20	4	20	293	27	9
2012/13	68	7	10	827	48	6
2013/14	59	6	10	831	54	6
2014/15	54	2	4	808	45	6
2015/16	37	3	8	658	60	9

GLOSSARY

For complete listing of glossary: www.bced.gov.bc.ca/reporting/glossary.php

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

Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).</p>
Special Education Program	A supplemental program provided by schools to assist students, identified as having “special requirements”, in achieving a Certificate of Graduation and/or other outcomes as specified in the student’s Individual Education Plan (IEP).
Special Needs (in performance-oriented reports)	<p>When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry’s student achievement measures are most meaningful.</p>
Special Needs Categories	<p>Category A – Physically Dependent</p> <p>Category B – Deafblind</p> <p>Category C – Moderate to Profound Intellectual Disability</p> <p>Category D – Physical Disability / Chronic Health Impairment</p> <p>Category E – Visual Impairment</p> <p>Category F – Deaf or Hard of Hearing</p> <p>Category G – Autism Spectrum Disorder</p> <p>Category H – Intensive Behaviour Interventions / Serious Mental Illness</p> <p>Category K – Mild Intellectual Disability</p> <p>Category P – Gifted</p> <p>Category Q – Learning Disability (formerly Category J)</p> <p>Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
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.