



# Aboriginal Report 2012/13 - 2016/17

## How Are We Doing?

### School District 040 New Westminster

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electronic version of report: [www.bced.gov.bc.ca/reporting/systemperformance/](http://www.bced.gov.bc.ca/reporting/systemperformance/)

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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](http://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?

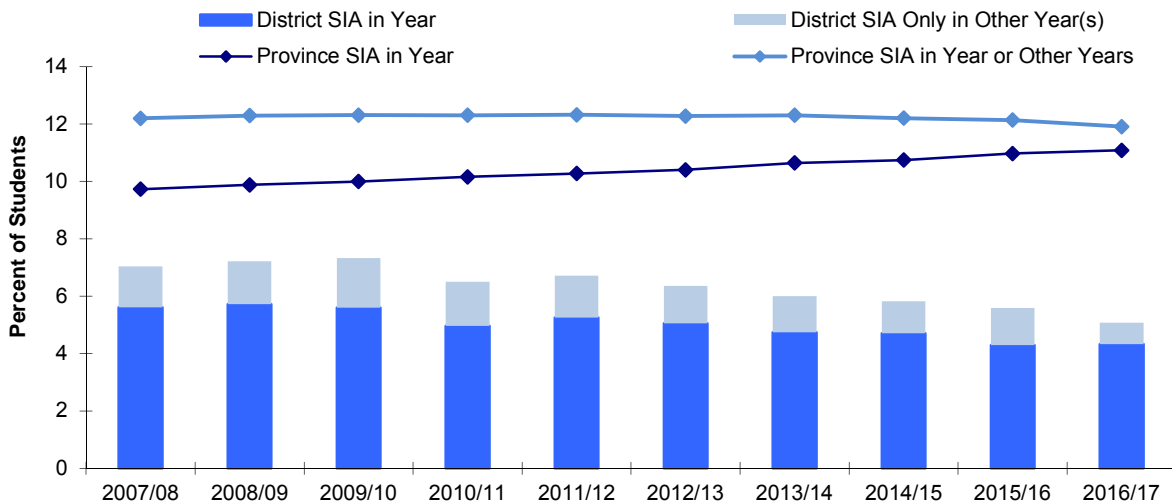
PLEASE NOTE

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)*	
		#	%	#	%		#	%	#	%
2007/08	7,394	415	5.6	105	1.4	583,619	56,760	9.7	14,419	2.5
2008/09	7,434	425	5.7	111	1.5	579,485	57,257	9.9	13,975	2.4
2009/10	7,128	399	5.6	123	1.7	580,480	58,017	10.0	13,433	2.3
2010/11	7,559	375	5.0	116	1.5	579,110	58,834	10.2	12,434	2.1
2011/12	7,584	398	5.2	111	1.5	569,734	58,531	10.3	11,670	2.0
2012/13	7,548	381	5.0	99	1.3	564,531	58,717	10.4	10,585	1.9
2013/14	7,663	363	4.7	97	1.3	558,983	59,502	10.6	9,265	1.7
2014/15	7,417	349	4.7	83	1.1	552,786	59,382	10.7	8,067	1.5
2015/16	7,731	332	4.3	100	1.3	553,377	60,706	11.0	6,463	1.2
2016/17	7,633	330	4.3	57	0.7	557,627	61,800	11.1	4,601	0.8

**Percent of Self-Identified Aboriginal Students**



**Note:**

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

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

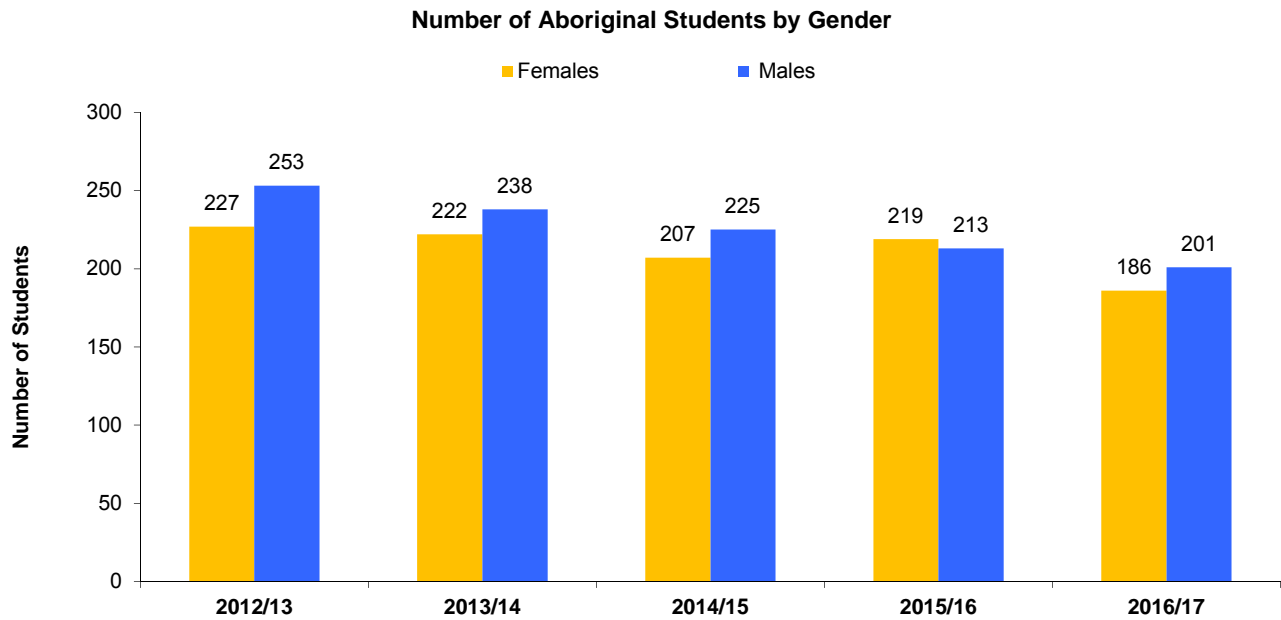
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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

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

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *		
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males
		#	%	#		#	#	#	
2012/13	7,548	480	6.4	227	3.0	253	69,302	34,502	34,800
2013/14	7,663	460	6.0	222	2.9	238	68,767	34,140	34,627
2014/15	7,417	432	5.8	207	2.8	225	67,449	33,388	34,061
2015/16	7,731	432	5.6	219	2.8	213	67,169	33,129	34,040
2016/17	7,633	387	5.1	186	2.4	201	66,401	32,785	33,616

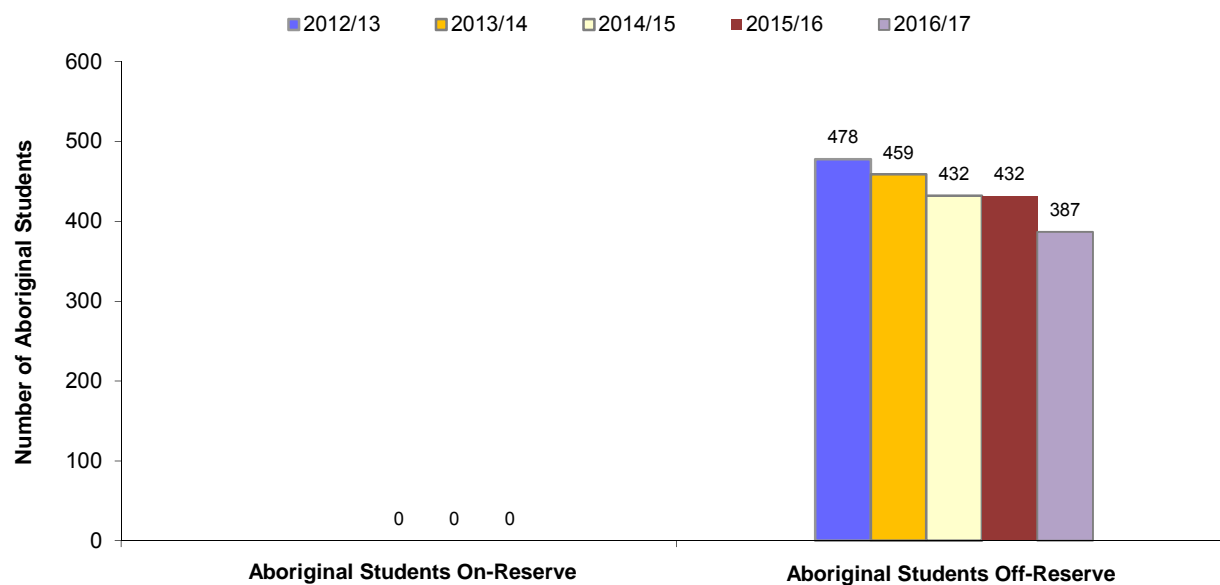


\* Public schools only.

## 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 #
2012/13	480	Msk	Msk	Msk	227	251	478	8,926	60,376
2013/14	460	Msk	Msk	Msk	222	237	459	8,812	59,955
2014/15	432	0	0	0	207	225	432	8,143	59,306
2015/16	432	0	0	0	219	213	432	7,694	59,475
2016/17	387	0	0	0	186	201	387	7,285	59,116

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

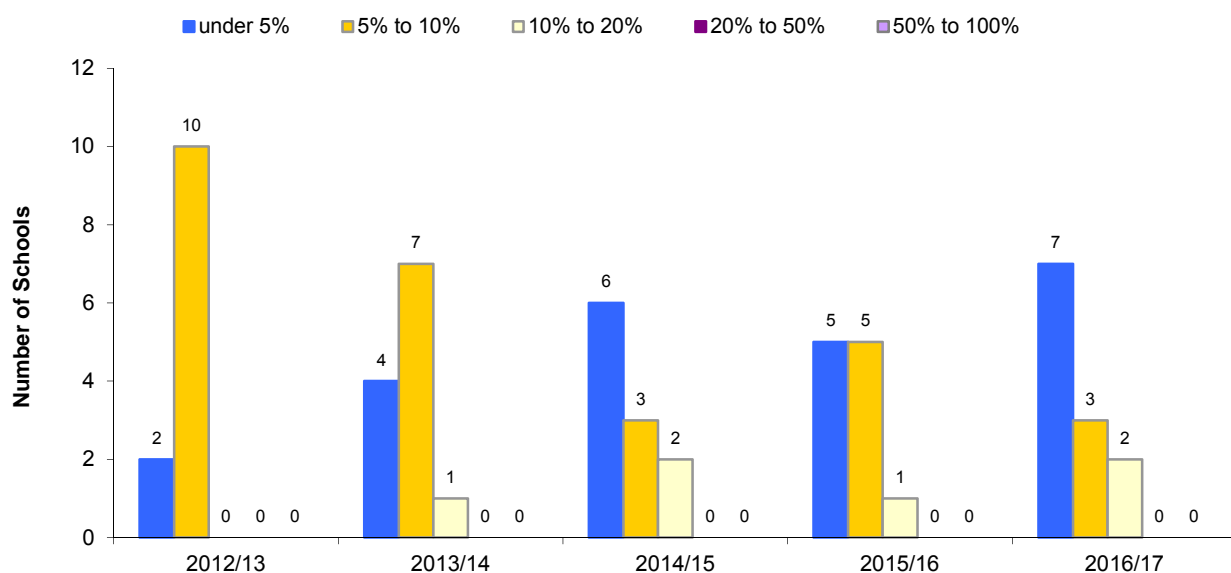


\* Public schools only.

## 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 %
2012/13	12	2	10	0	0	0	1,403	379	241	353	336	94
2013/14	12	4	7	1	0	0	1,393	374	243	341	340	95
2014/15	11	6	3	2	0	0	1,385	395	227	333	334	96
2015/16	11	5	5	1	0	0	1,380	401	224	347	316	92
2016/17	12	7	3	2	0	0	1,369	405	232	346	294	92

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

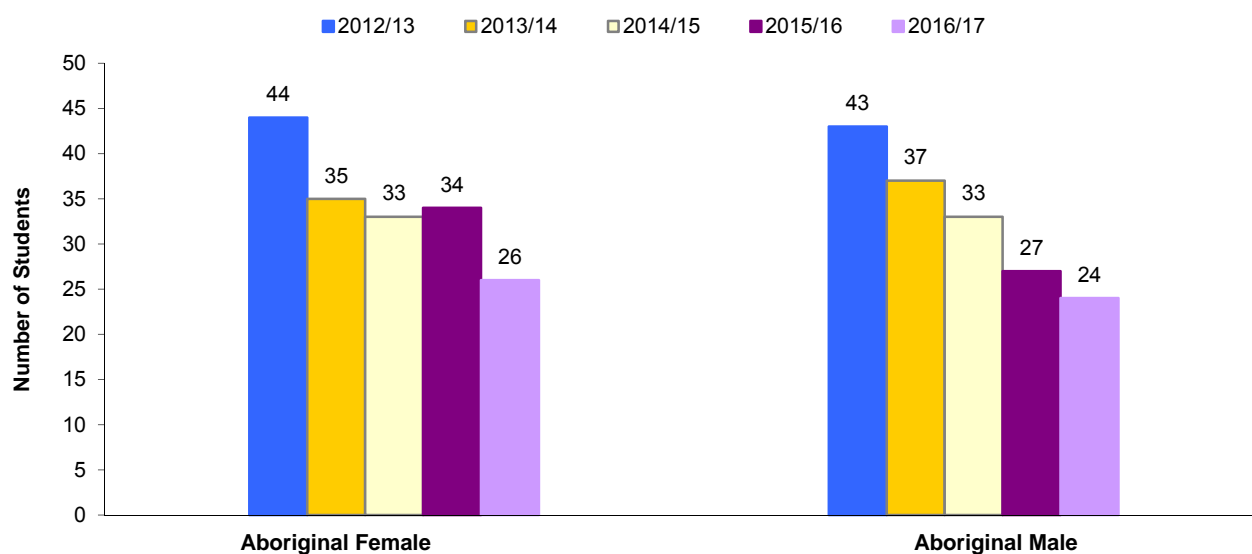


\* Public schools only.

## 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 #
2012/13	260	44	43	87	67	106	173	1,697	1,632	2,227	2,965
2013/14	212	35	37	72	55	85	140	1,610	1,594	2,033	2,757
2014/15	203	33	33	66	71	66	137	1,596	1,558	1,981	2,619
2015/16	202	34	27	61	69	72	141	1,609	1,524	2,022	2,477
2016/17	186	26	24	50	62	74	136	1,604	1,539	2,038	2,472

**SD Data: Number of Aboriginal Students in Alternate Programs**



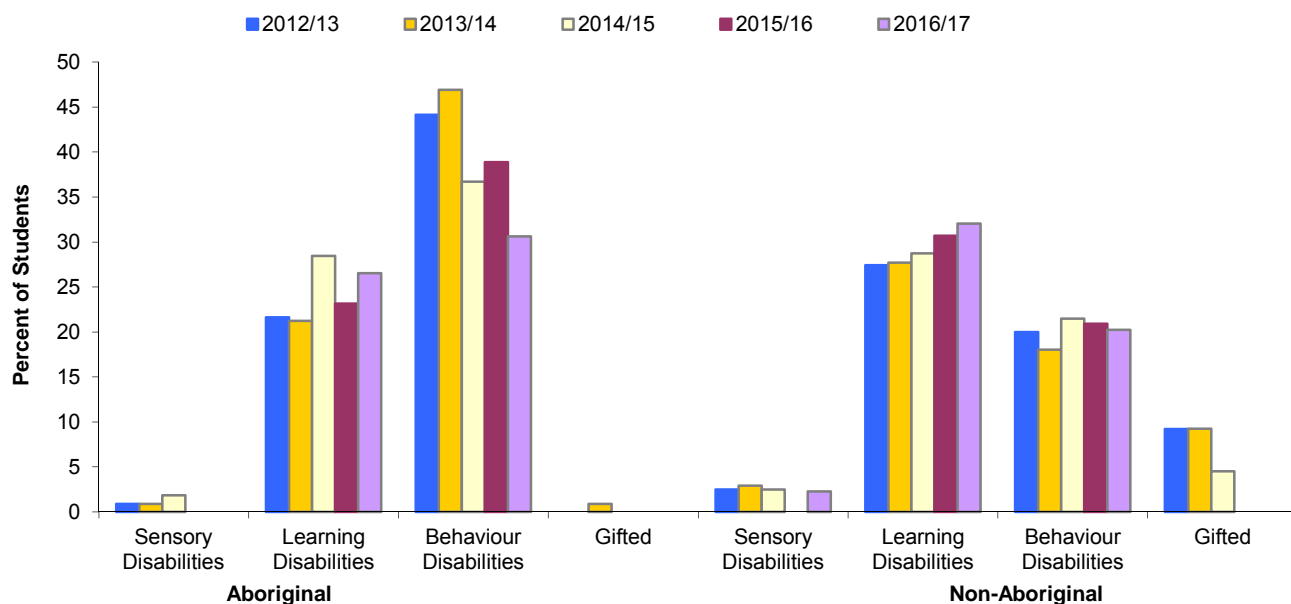
\* Public schools only.

## 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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2012/13	111	445	1	1	11	2	24	22	122	27	49	44	89	20	0	0	41	9
2013/14	113	444	1	1	13	3	24	21	123	28	53	47	80	18	1	1	41	9
2014/15	109	442	2	2	11	2	31	28	127	29	40	37	95	21	0	0	20	5
2015/16	108	430	Msk	Msk	Msk	Msk	25	23	132	31	42	39	90	21	Msk	Msk	Msk	Msk
2016/17	98	440	0	0	10	2	26	27	141	32	30	31	89	20	Msk	Msk	Msk	Msk

**Percent of Students in Special Needs Performance Reporting Groups**





## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

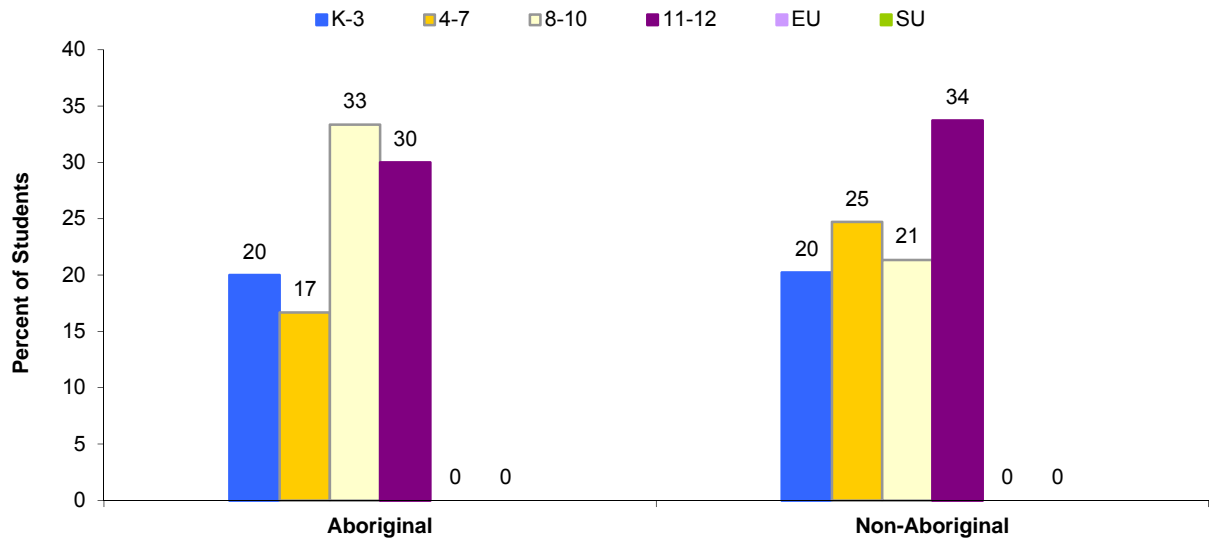
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	49	5	10	1	2	29	59	14	29	0	0	0	0
2013/14	53	8	15	5	9	21	40	19	36	0	0	0	0
2014/15	40	6	15	7	18	17	43	10	25	0	0	0	0
2015/16	42	4	10	6	14	14	33	18	43	0	0	0	0
2016/17	30	6	20	5	17	10	33	9	30	0	0	0	0

### Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	89	11	12	23	26	35	39	20	22	0	0	0	0
2013/14	80	14	18	21	26	31	39	14	18	0	0	0	0
2014/15	95	19	20	16	17	35	37	25	26	0	0	0	0
2015/16	90	12	13	21	23	30	33	27	30	0	0	0	0
2016/17	89	18	20	22	25	19	21	30	34	0	0	0	0

**Students with Behaviour Disabilities - Grade Distribution 2016/17**



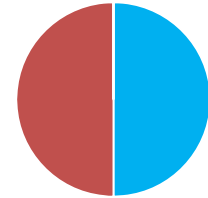
\* Total includes Graduated Adults.

## 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

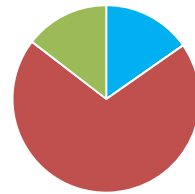
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	27	82	7	26	17	63	3	11
2013/14	19	76	10	53	9	47	0	0
2014/15	13	57	6	46	6	46	1	8
2015/16	21	64	8	38	11	52	2	10
2016/17	16	57	8	50	8	50	0	0



- Not Yet Meeting
- Meeting
- Exceeding

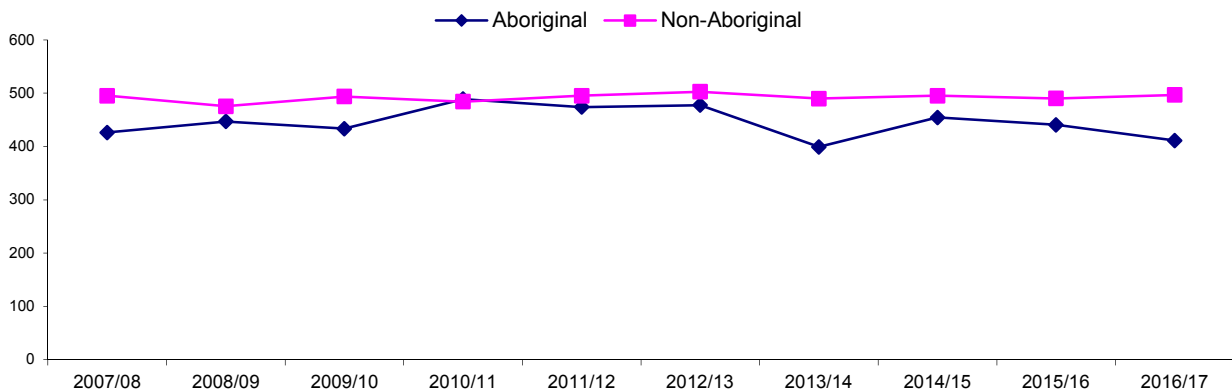
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	374	84	61	16	246	66	67	18
2013/14	368	84	75	20	239	65	54	15
2014/15	385	85	65	17	262	68	58	15
2015/16	376	81	70	19	257	68	49	13
2016/17	419	80	64	15	294	70	61	15



- Not Yet Meeting
- Meeting
- Exceeding

**Average FSA Scaled Score - Grade 4 Reading**

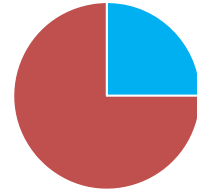


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

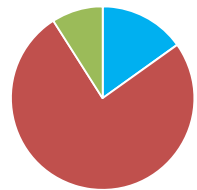
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	27	82	7	26	20	74	0	0
2013/14	18	72	9	50	9	50	0	0
2014/15	13	57	7	54	6	46	0	0
2015/16	20	61	5	25	15	75	0	0
2016/17	16	57	4	25	12	75	0	0



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

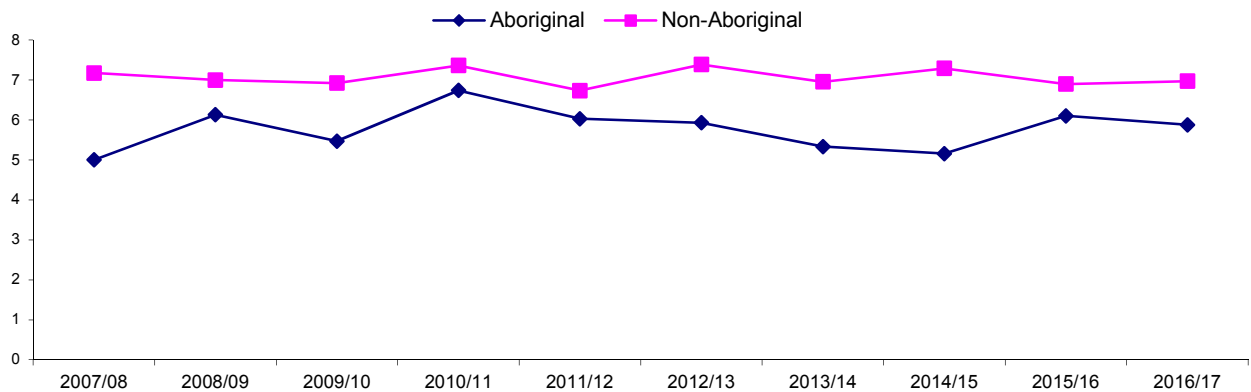
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	365	82	26	7	319	87	20	5
2013/14	359	82	39	11	306	85	14	4
2014/15	382	84	26	7	322	84	34	9
2015/16	365	79	50	14	294	81	21	6
2016/17	410	78	62	15	311	76	37	9



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

**Average FSA Scaled Score - Grade 4 Writing**

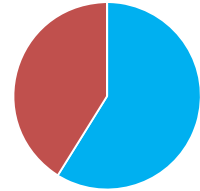


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

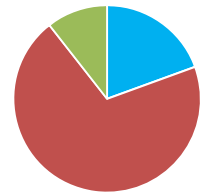
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	28	85	12	43	15	54	1	4
2013/14	17	68	14	82	2	12	1	6
2014/15	13	57	5	38	8	62	0	0
2015/16	21	64	12	57	9	43	0	0
2016/17	17	61	10	59	7	41	0	0



- Not Yet Meeting
- Meeting
- Exceeding

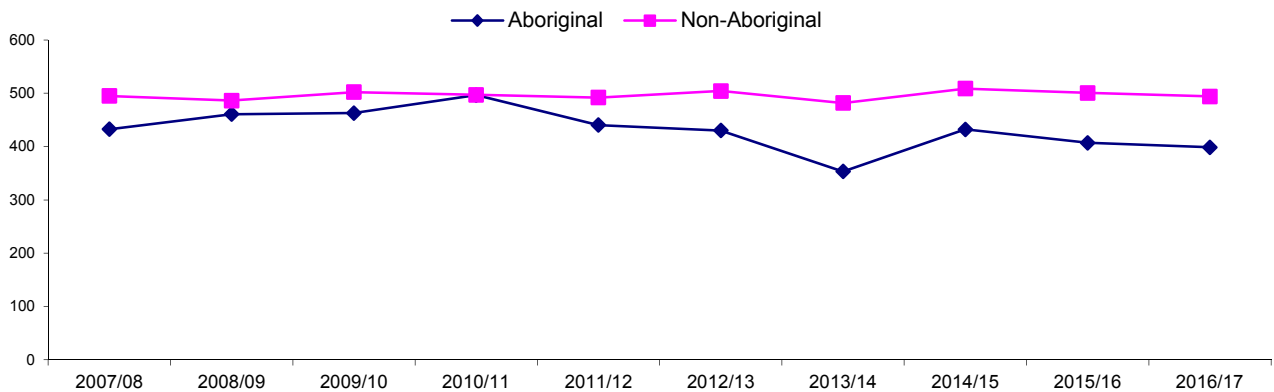
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	373	84	64	17	252	68	57	15
2013/14	369	84	93	25	231	63	45	12
2014/15	386	85	59	15	278	72	49	13
2015/16	370	80	64	17	261	71	45	12
2016/17	417	79	81	19	292	70	44	11



- Not Yet Meeting
- Meeting
- Exceeding

**Average FSA Scaled Score - Grade 4 Numeracy**

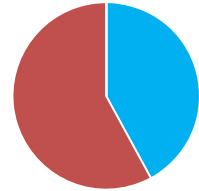


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

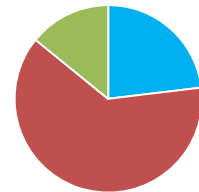
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	30	75	12	40	15	50	3	10
2013/14	18	60	5	28	12	67	1	6
2014/15	29	88	5	17	21	72	3	10
2015/16	22	73	7	32	15	68	0	0
2016/17	19	83	8	42	11	58	0	0



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

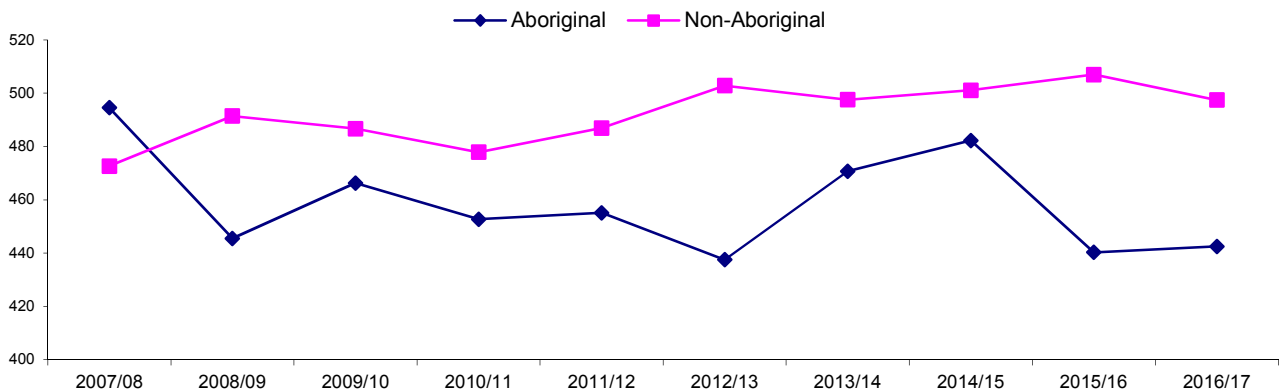
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	401	90	76	19	261	65	64	16
2013/14	388	87	77	20	264	68	47	12
2014/15	373	87	70	19	254	68	49	13
2015/16	372	83	59	16	256	69	57	15
2016/17	381	85	88	23	239	63	54	14



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

**Average FSA Scaled Score - Grade 7 Reading**

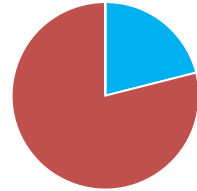


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

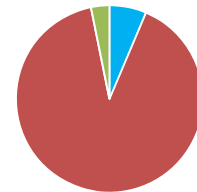
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	29	73	8	28	21	72	0	0
2013/14	18	60	0	0	17	94	1	6
2014/15	29	88	7	24	22	76	0	0
2015/16	20	67	3	15	15	75	2	10
2016/17	19	83	4	21	15	79	0	0



- Not Yet Meeting
- Meeting
- Exceeding

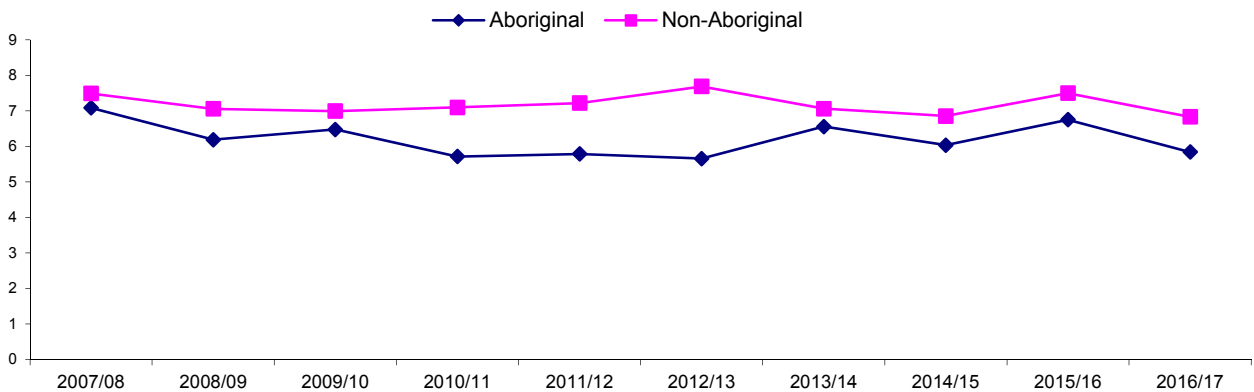
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	394	89	13	3	348	88	33	8
2013/14	373	83	17	5	343	92	13	3
2014/15	370	86	33	9	328	89	9	2
2015/16	367	82	30	8	307	84	30	8
2016/17	377	84	24	6	341	90	12	3



- Not Yet Meeting
- Meeting
- Exceeding

**Average FSA Scaled Score - Grade 7 Writing**

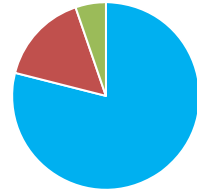


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

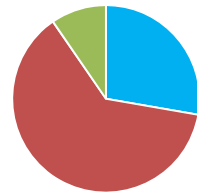
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	29	73	13	45	16	55	0	0
2013/14	18	60	5	28	12	67	1	6
2014/15	29	88	8	28	20	69	1	3
2015/16	20	67	8	40	12	60	0	0
2016/17	19	83	15	79	3	16	1	5



- Not Yet Meeting
- Meeting
- Exceeding

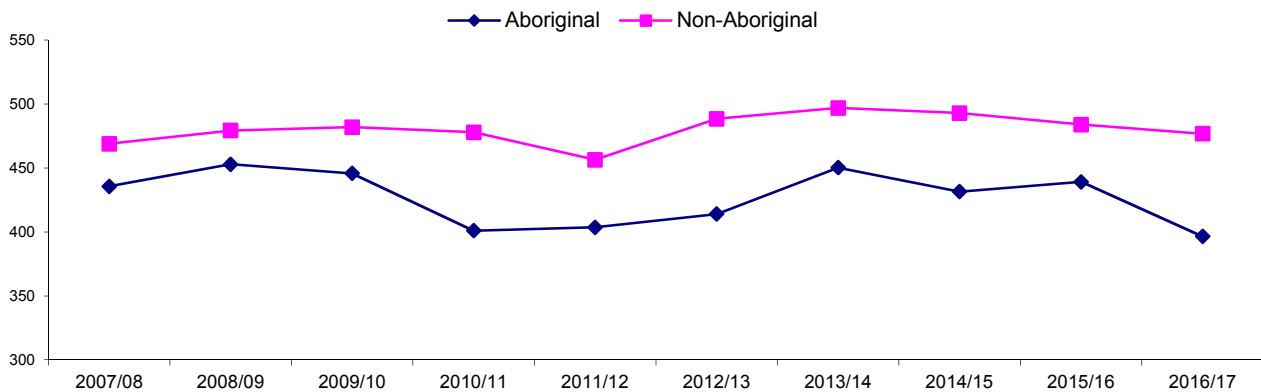
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	402	91	83	21	276	69	43	11
2013/14	385	86	66	17	273	71	46	12
2014/15	373	87	64	17	274	73	35	9
2015/16	373	83	81	22	251	67	41	11
2016/17	386	86	107	28	242	63	37	10



- 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. 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).

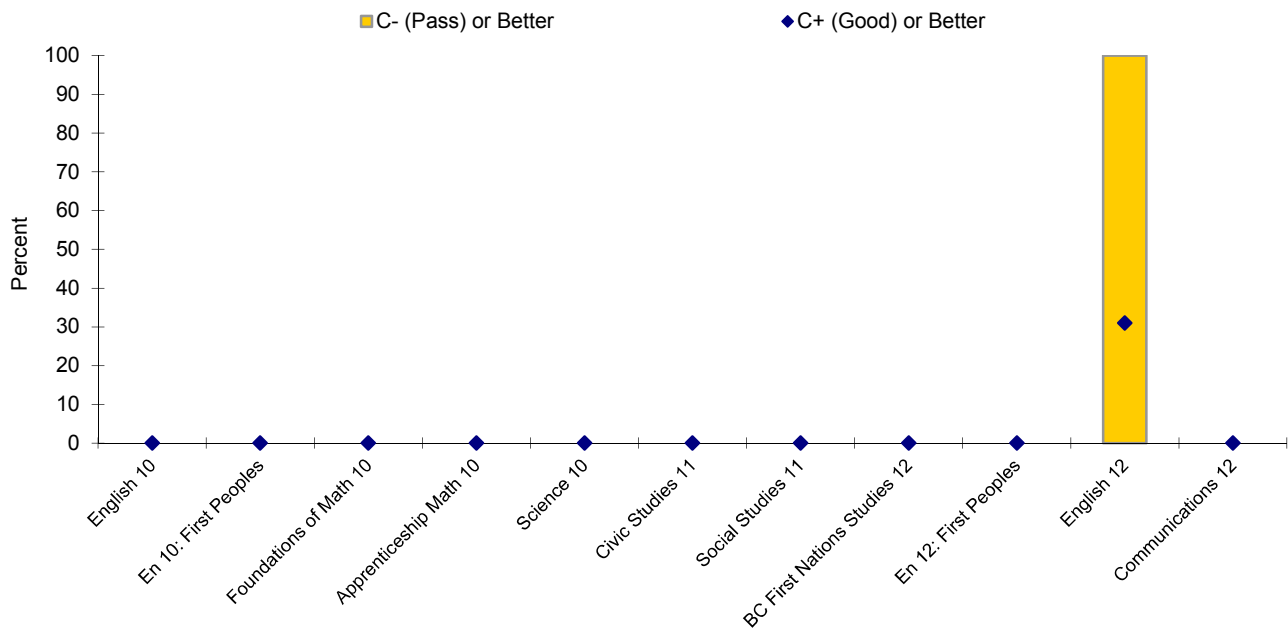
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	-	-	-	-	-	-	-	-	-	-
English 12	13	13	100	4	31	369	361	98	274	74
Communications 12	Msk	Msk	Msk	Msk	Msk	66	63	95	32	48

**Final Marks Overview: Aboriginal Results 2016/17**



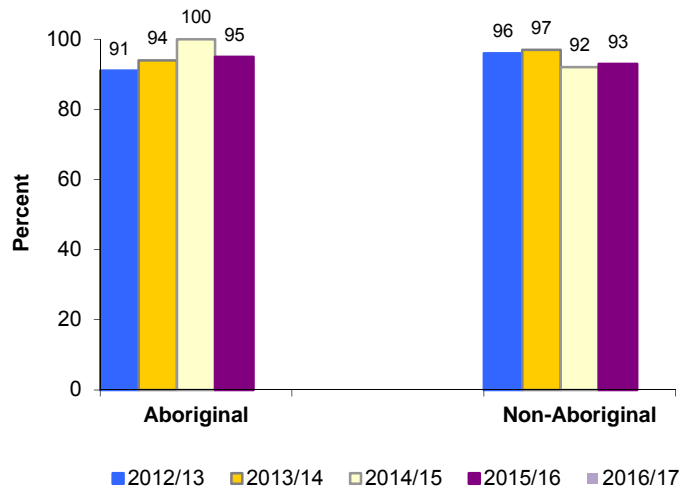


## FINAL MARKS: ENGLISH 10

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	
		#	%	#	%		#	%	#	%
2012/13	32	29	91	14	44	489	467	96	270	55
2013/14	18	17	94	9	50	440	426	97	253	58
2014/15	26	26	100	8	31	450	415	92	244	54
2015/16	19	18	95	12	63	534	494	93	305	57
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #	
2012/13	32	66	26	6	489	521	391	98	
2013/14	18	43	16	2	440	446	352	88	
2014/15	26	49	22	4	450	466	362	88	
2015/16	19	41	16	3	534	537	409	125	
2016/17	-	42	-	-	-	471	-	-	

**ENGLISH 10: C- (Pass) or Better**



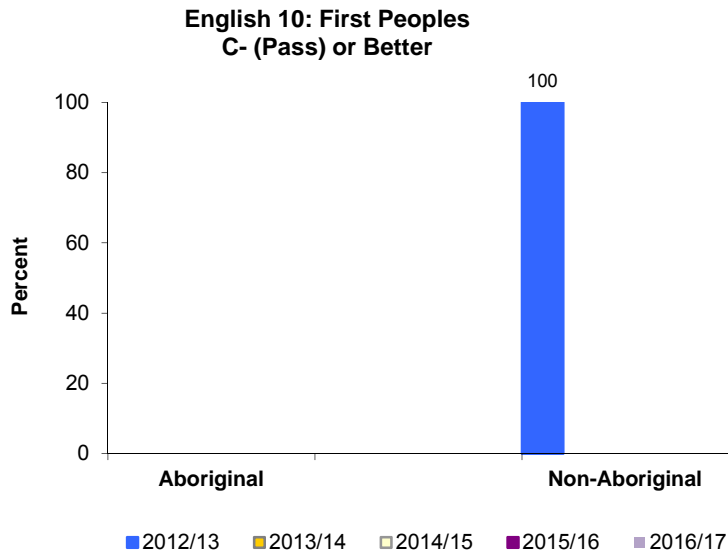
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<sup>2</sup> 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	
		#	%	#	%		#	%	#	%
2012/13	Msk	Msk	Msk	Msk	Msk	15	15	100	9	60
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #
2012/13	Msk	66	Msk	Msk	15	521	15	0
2013/14	-	43	-	-	-	446	-	-
2014/15	Msk	49	Msk	Msk	Msk	466	Msk	Msk
2015/16	-	41	-	-	-	537	-	-
2016/17	-	42	-	-	-	471	-	-



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

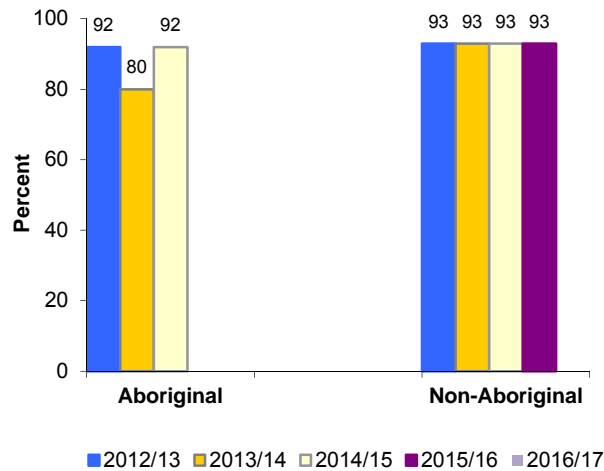
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

**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	
		#	%	#	%		#	%	#	%
2012/13	24	22	92	10	42	413	384	93	277	67
2013/14	10	8	80	3	30	410	381	93	259	63
2014/15	13	12	92	2	15	416	385	93	280	67
2015/16	Msk	Msk	Msk	Msk	Msk	438	409	93	296	68
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #	
2012/13	24	66	21	3	413	521	327	86	
2013/14	10	43	7	3	410	446	311	99	
2014/15	13	49	9	4	416	466	306	110	
2015/16	Msk	41	Msk	Msk	438	537	365	73	
2016/17	-	42	-	-	-	471	-	-	

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



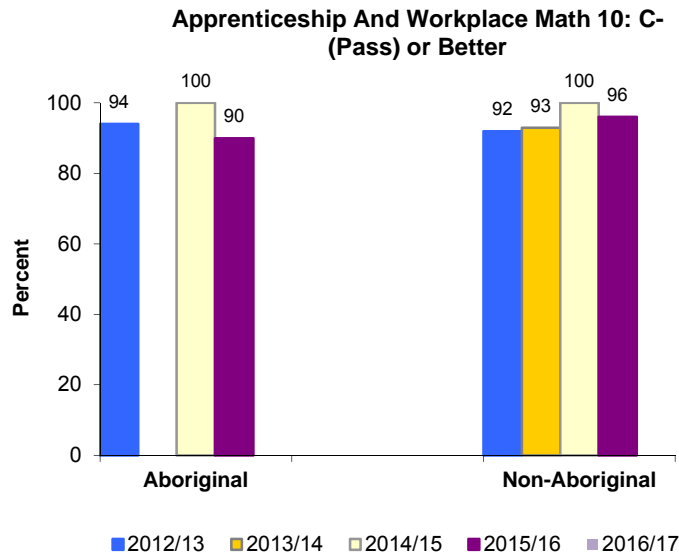
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<sup>2</sup> 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	
		#	%	#	%		#	%	#	%
2012/13	18	17	94	8	44	109	100	92	43	39
2013/14	Msk	Msk	Msk	Msk	Msk	89	83	93	42	47
2014/15	13	13	100	8	62	67	67	100	38	57
2015/16	10	9	90	3	30	77	74	96	32	42
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2012/13	18	66	7	11	109	521	53	56		
2013/14	Msk	43	Msk	Msk	89	446	48	41		
2014/15	13	49	8	5	67	466	41	26		
2015/16	10	41	4	6	77	537	45	32		
2016/17	-	42	-	-	-	471	-	-		



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

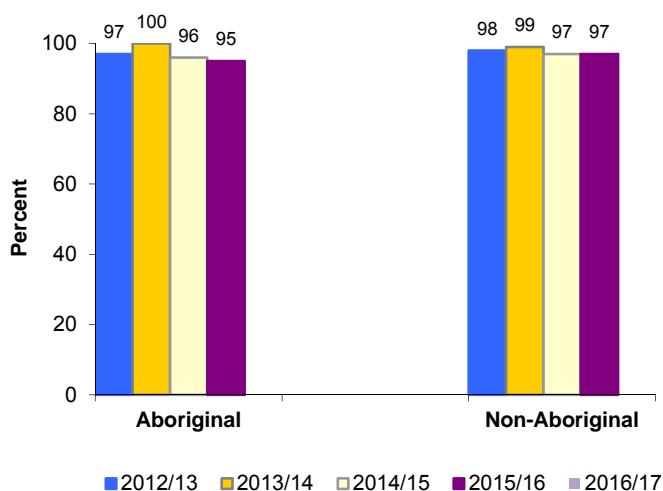
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2012/13	37	36	97	24	65	474	463	98	340	72
2013/14	15	15	100	5	33	405	400	99	289	71
2014/15	26	25	96	9	35	412	398	97	293	71
2015/16	19	18	95	10	53	479	466	97	329	69
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2012/13	37	66	32	5	474	521	410	64		
2013/14	15	43	13	2	405	446	359	46		
2014/15	26	49	23	3	412	466	367	45		
2015/16	19	41	18	1	479	537	426	53		
2016/17	-	42	-	-	-	471	-	-		

**Science 10: C- (Pass) or Better**



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

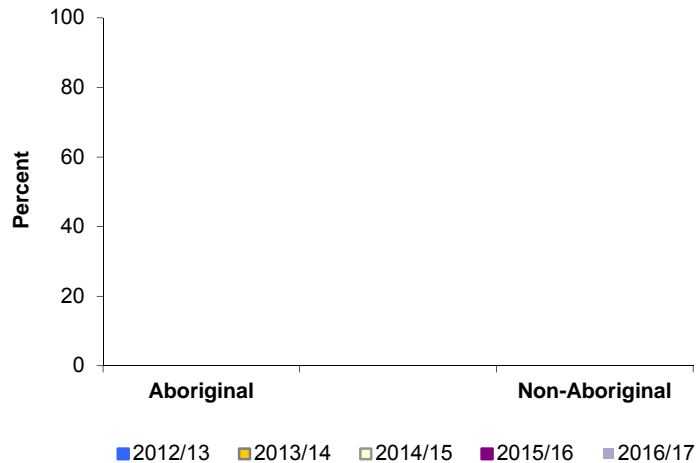
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2012/13	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 <sup>2</sup> #			Gr 11 #	Non-Gr 11 <sup>2</sup> #
2012/13	Msk	52	Msk	Msk	Msk	600	Msk	Msk
2013/14	-	47	-	-	Msk	615	Msk	Msk
2014/15	-	36	-	-	-	594	-	-
2015/16	-	40	-	-	-	580	-	-
2016/17	-	26	-	-	-	640	-	-

### Civic Studies 11: C- (Pass) or Better



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

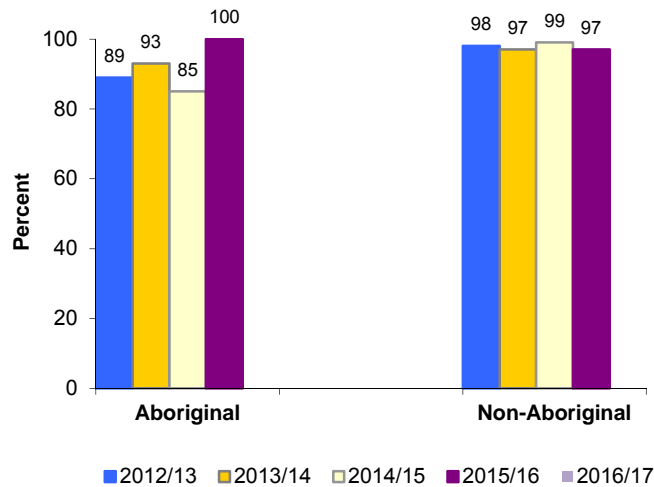
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	
		#	%	#	%		#	%	#	%
2012/13	28	25	89	15	54	440	429	98	303	69
2013/14	29	27	93	12	41	478	462	97	321	67
2014/15	20	17	85	12	60	399	395	99	285	71
2015/16	23	23	100	13	57	452	439	97	318	70
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 11 #	Non-Gr 11 <sup>2</sup> #			Gr 11 #	Non-Gr 11 <sup>2</sup> #	
2012/13	28	52	21	7	440	600	304	136	
2013/14	29	47	24	5	478	615	368	110	
2014/15	20	36	13	7	399	594	300	99	
2015/16	23	40	19	4	452	580	320	132	
2016/17	-	26	-	-	-	640	-	-	

**Social Studies 11: C- (Pass) or Better**



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

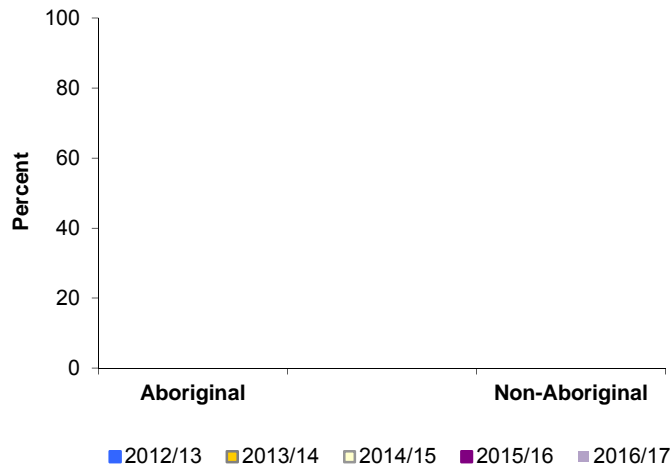
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	
		#	%	#	%		#	%	#	%
2012/13	Msk	Msk	Msk	Msk	Msk	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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2012/13	Msk	49	Msk	Msk	Msk	549	Msk	Msk		
2013/14	Msk	44	Msk	Msk	Msk	557	Msk	Msk		
2014/15	Msk	43	Msk	Msk	Msk	607	Msk	Msk		
2015/16	Msk	38	Msk	Msk	Msk	611	Msk	Msk		
2016/17	-	42	-	-	-	538	-	-		

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



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

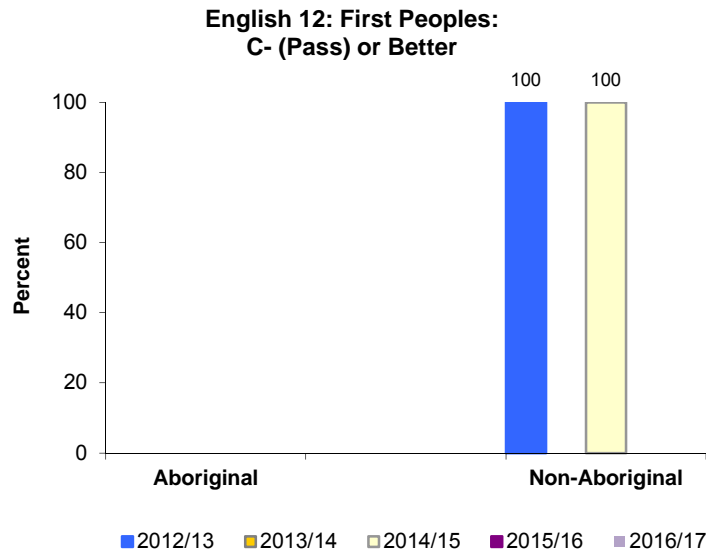
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.



## 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	
		#	%	#	%		#	%	#	%
2012/13	Msk	Msk	Msk	Msk	Msk	18	18	100	13	72
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	24	24	100	15	63
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2012/13	Msk	49	Msk	Msk	18	549	14	4		
2013/14	Msk	44	Msk	Msk	Msk	557	Msk	Msk		
2014/15	Msk	43	Msk	Msk	24	607	24	0		
2015/16	-	38	-	-	-	611	-	-		
2016/17	-	42	-	-	-	538	-	-		



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

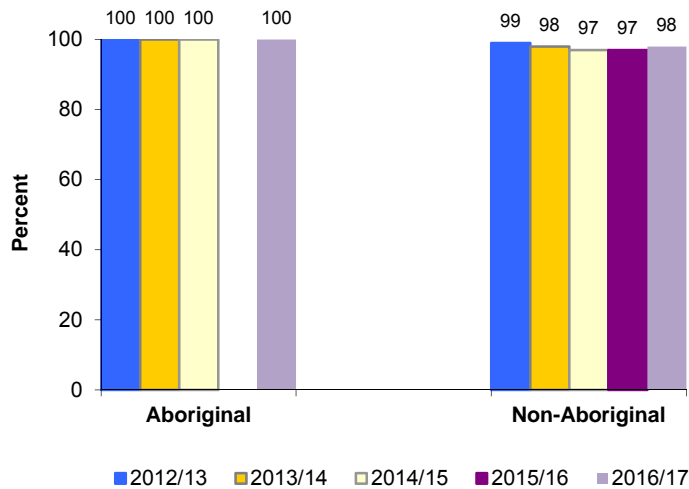
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2012/13	27	27	100	17	63	391	389	99	276	71
2013/14	11	11	100	8	73	386	377	98	297	77
2014/15	16	16	100	13	81	394	381	97	289	73
2015/16	Msk	Msk	Msk	Msk	Msk	397	385	97	281	71
2016/17	13	13	100	4	31	369	361	98	274	74

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #	
2012/13	27	49	20	7	391	549	335	56	
2013/14	11	44	10	1	386	557	328	58	
2014/15	16	43	14	2	394	607	360	34	
2015/16	Msk	38	Msk	Msk	397	611	354	43	
2016/17	13	42	12	1	369	538	346	23	

**English 12: C- (Pass) or Better**



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

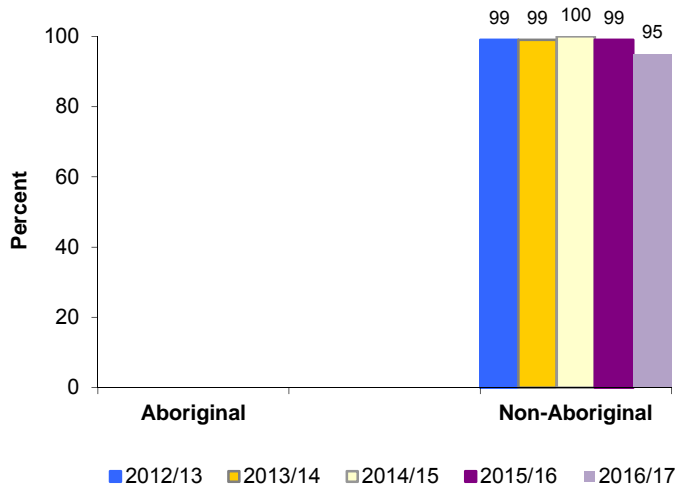
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2012/13	Msk	Msk	Msk	Msk	Msk	88	87	99	48	55
2013/14	Msk	Msk	Msk	Msk	Msk	74	73	99	51	69
2014/15	Msk	Msk	Msk	Msk	Msk	74	74	100	48	65
2015/16	Msk	Msk	Msk	Msk	Msk	72	71	99	37	51
2016/17	Msk	Msk	Msk	Msk	Msk	66	63	95	32	48

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2012/13	Msk	49	Msk	Msk	88	549	68	20		
2013/14	Msk	44	Msk	Msk	74	557	56	18		
2014/15	Msk	43	Msk	Msk	74	607	70	4		
2015/16	Msk	38	Msk	Msk	72	611	61	11		
2016/17	Msk	42	Msk	Msk	66	538	57	9		

**Communications 12: C- (Pass) or Better**



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

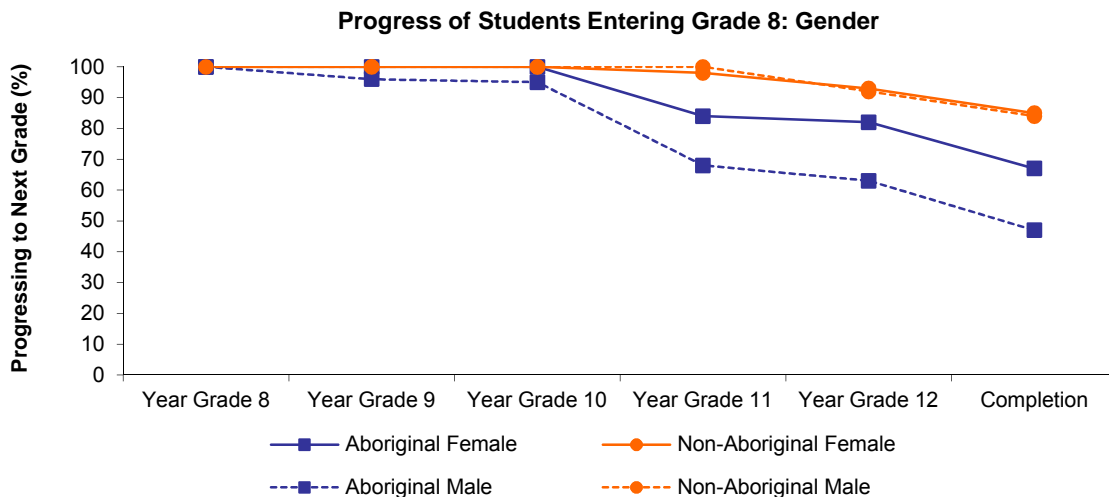
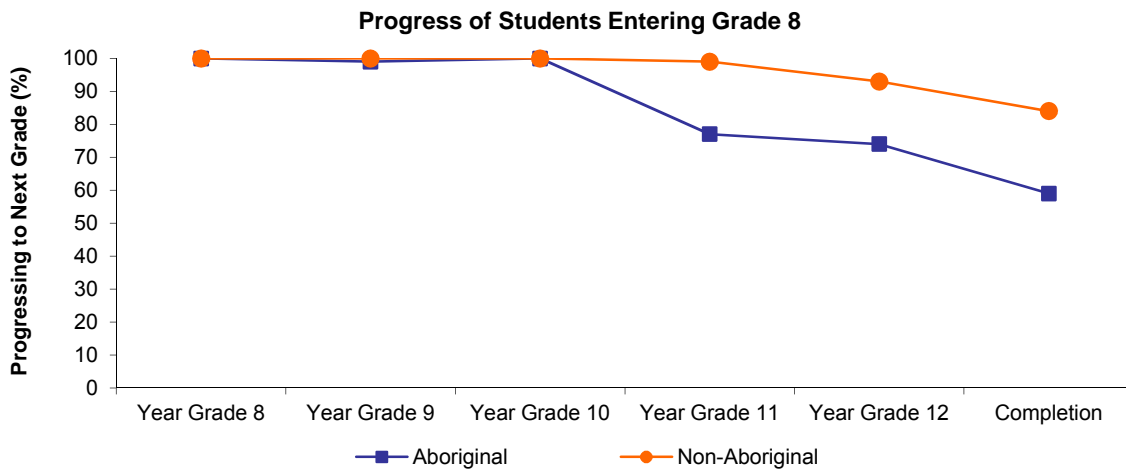
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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 2011

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2011/12	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	96	100	100	100
	Grade 10	100	100	95	100	100	100
	Grade 11	77	84	68	99	98	100
	Grade 12	74	82	63	93	93	92
2016/17	Completion	59	67	47	84	85	84



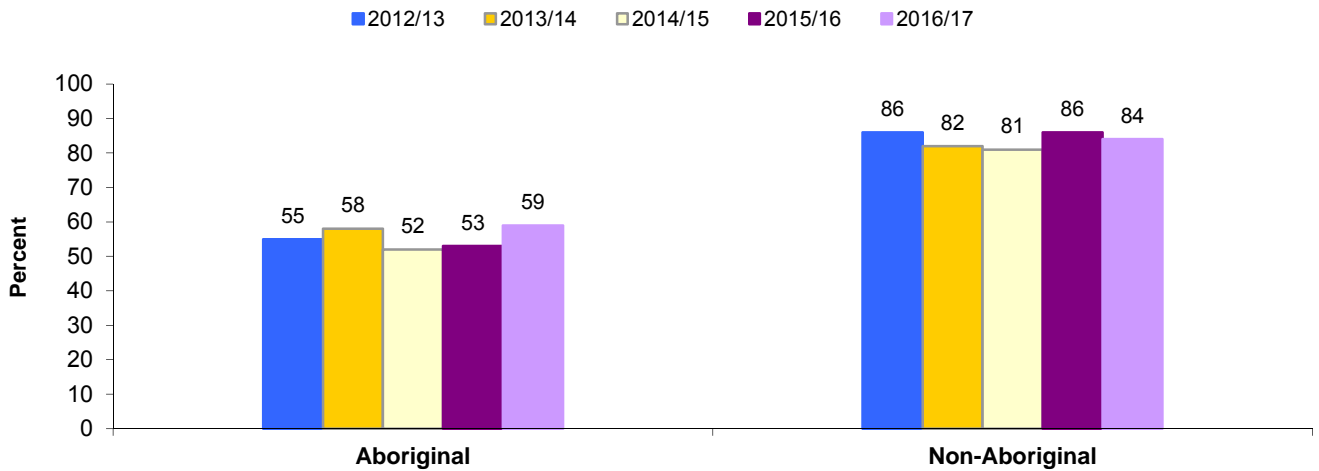
## SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

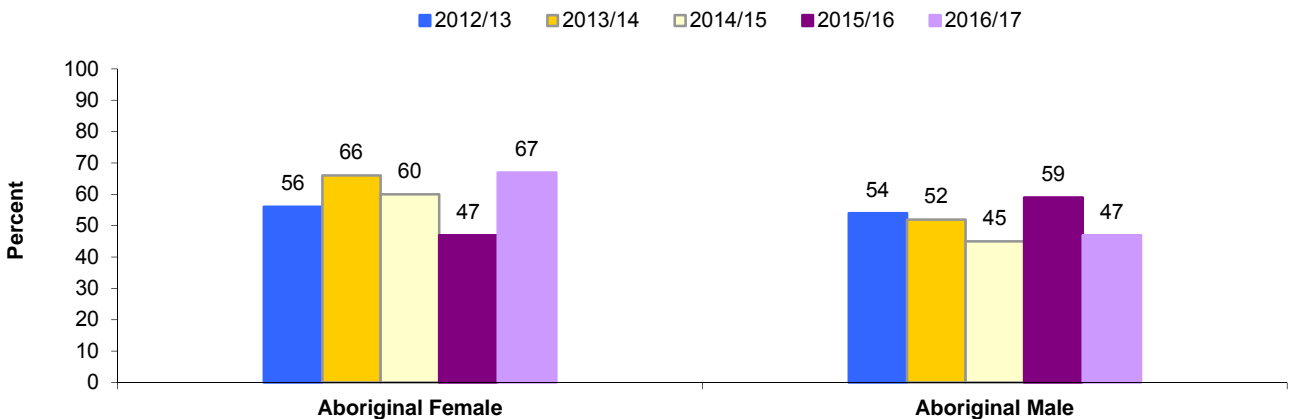
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	55	56	54	86	85	87
2013/14	58	66	52	82	83	81
2014/15	52	60	45	81	82	80
2015/16	53	47	59	86	87	85
2016/17	59	67	47	84	85	84

**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).

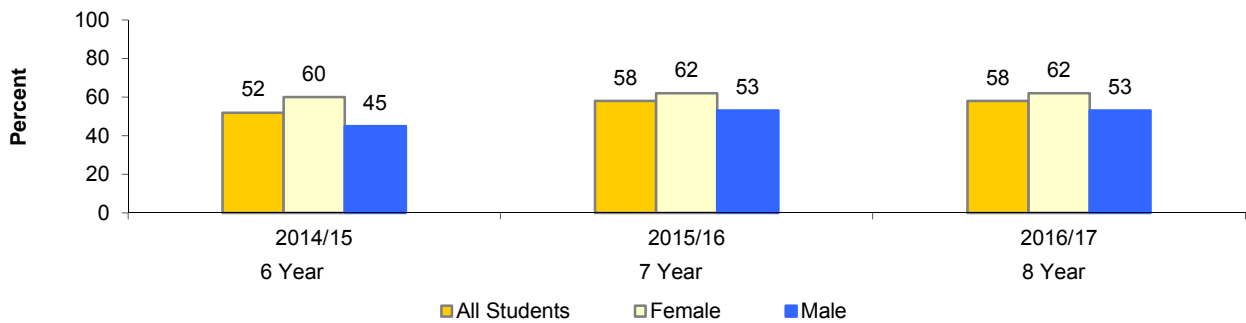
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2010/11 and 2011/12 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

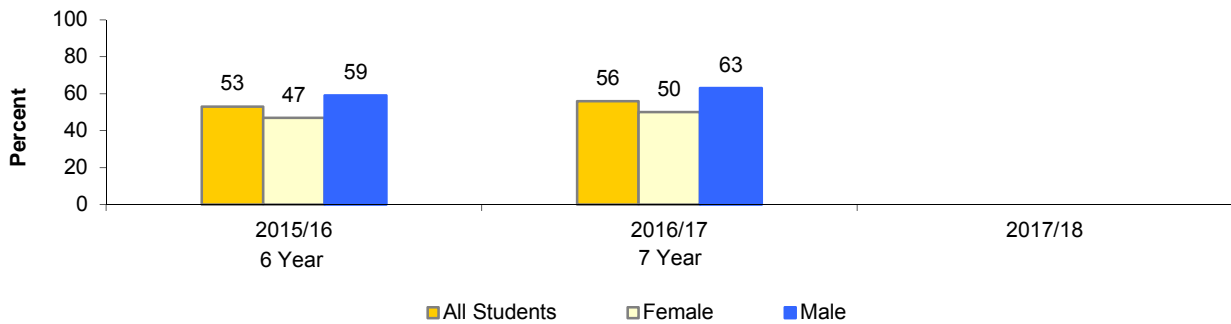
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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 %
2009/10	52	60	45	58	62	53	58	62	53
2010/11	53	47	59	56	50	63	-	-	-
2011/12	59	67	47	-	-	-	-	-	-

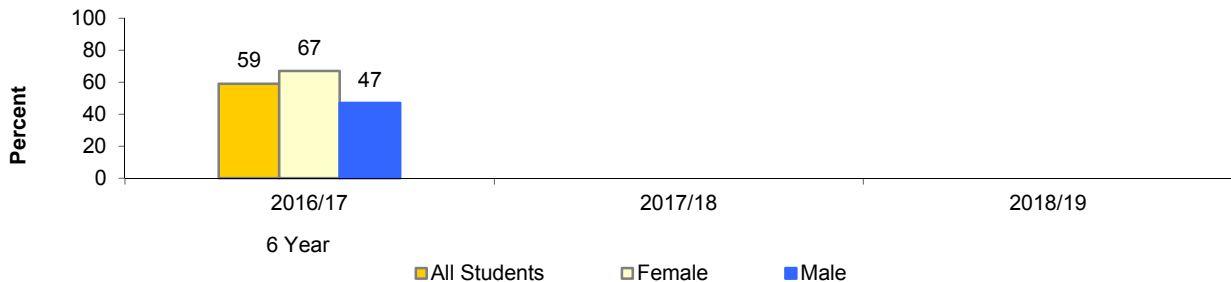
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort**



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



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



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

## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

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

### BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2012/13	46	Msk	Msk	536	Msk	Msk
2013/14	41	0	-	530	Msk	Msk
2014/15	40	Msk	Msk	557	Msk	Msk
2015/16	36	Msk	Msk	568	Msk	Msk
2016/17	40	0	-	515	Msk	Msk

### 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 *	
	#	#	%	#	#	%
2012/13	46	24	52	536	437	82
2013/14	41	18	44	530	410	77
2014/15	40	23	58	557	457	82
2015/16	36	14	39	568	397	70
2016/17	40	18	45	515	379	74

### BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2012/13	46	Msk	Msk	536	75	14
2013/14	41	Msk	Msk	530	81	15
2014/15	40	Msk	Msk	557	63	11
2015/16	36	Msk	Msk	568	75	13
2016/17	40	Msk	Msk	515	41	8

\* 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](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	
		#	%	#	%
2012/13	54	31	57	23	43
2013/14	44	24	55	20	45
2014/15	38	24	63	14	37
2015/16	36	24	67	12	33
2016/17	34	22	65	12	35

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2012/13	480	31	6
2013/14	460	24	5
2014/15	432	24	6
2015/16	432	24	6
2016/17	387	22	6

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2012/13	Msk	-	Msk	Msk	-	Msk	Msk
2013/14	Msk	-	Msk	Msk	-	Msk	Msk
2014/15	Msk	Msk	-	Msk	-	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	-	-	-

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2012/13	Msk	Msk	-	Msk	-	-	-
2013/14	Msk	-	-	-	-	Msk	Msk
2014/15	Msk	-	Msk	Msk	-	-	-
2015/16	-	-	-	-	-	-	-
2016/17	Msk	-	Msk	Msk	-	-	-

\*\* See Glossary for definition



## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	30	100	9	30.0	2	6.7	-	-	1	3.3		
Non-Aboriginal	522	100	125	23.9	22	4.2	7	1.3	3	0.6		

### K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	43	100	3	7.0	2	4.7	2	4.7	1	2.3		
Non-Aboriginal	901	100	84	9.3	11	1.2	10	1.1	6	0.7		

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	30	100	1	3.3	-	-	-	-	1	3.3		
Non-Aboriginal	522	100	30	5.7	14	2.7	6	1.1	7	1.3		

### K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2011/12		2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	43	100	2	4.7	-	-	-	-	-	-		
Non-Aboriginal	901	100	45	5.0	8	0.9	4	0.4	3	0.3		

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

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

For more information, see the website: [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/) or [www.aved.gov.bc.ca/student\\_transitions/](http://www.aved.gov.bc.ca/student_transitions/)

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2011/12		Year of Transition to a Research-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	30	100	1	3.3	1	3.3	-	-	-	-		
Non-Aboriginal	522	100	118	22.6	3	0.6	-	-	-	-		

### K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2011/12		Year of Transition to a Research-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	43	100	-	-	-	-	1	2.3	-	-		
Non-Aboriginal	901	100	6	0.7	-	-	-	-	-	-		

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2011/12		Year of Transition to a Teaching-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	30	100	-	-	-	-	-	-	1	3.3		
Non-Aboriginal	522	100	28	5.4	6	1.1	3	0.6	1	0.2		

### K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2011/12		Year of Transition to a Teaching-Intensive University									
			2012/13		2013/14		2014/15		2015/16			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	43	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	901	100	5	0.6	2	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.

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## STUDENT LEARNING SURVEY RESULTS, 2012/13 - 2016/17

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, Aboriginal ancestry). 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/](http://www.bced.gov.bc.ca/sat_survey/)

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### CAVEAT

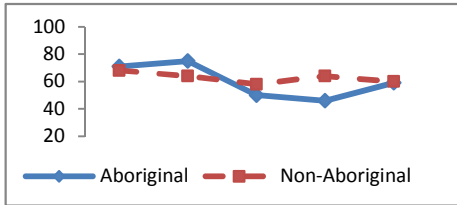
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

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.

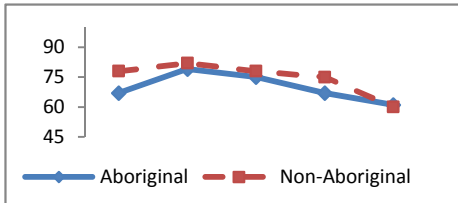
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



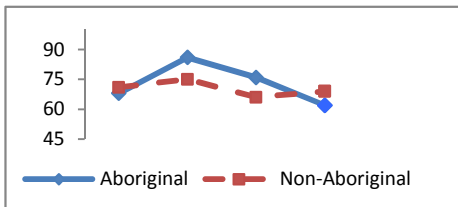
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	35	25	71	355	242	68
2013/14	28	21	75	340	216	64
2014/15	18	9	50	362	211	58
2015/16	37	17	46	347	223	64
2016/17	32	19	59	407	245	60

### Do adults in the school treat all students fairly?



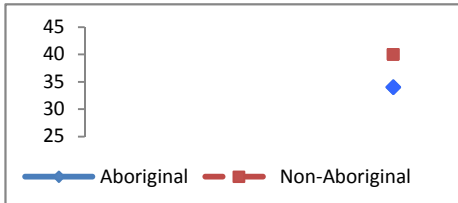
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	33	22	67	345	269	78
2013/14	28	22	79	331	273	82
2014/15	20	15	75	353	274	78
2015/16	36	24	67	340	254	75
2016/17	31	19	61	412	248	60

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



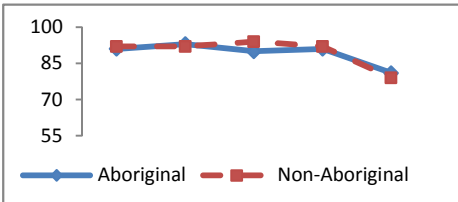
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	34	23	68	357	253	71
2013/14	29	25	86	338	255	75
2014/15	21	16	76	364	239	66
2015/16	37	23	62	356	246	69
2016/17	-	-	-	-	-	-

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



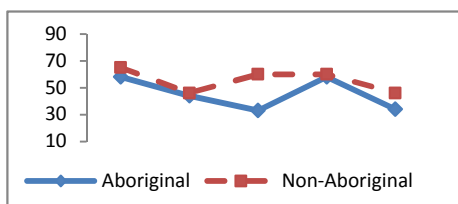
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2012/13	-	-	-	-	-	-
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	32	11	34	405	163	40

### 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 # %	
2012/13	35	32	91	354	324	92
2013/14	29	27	93	336	308	92
2014/15	20	18	90	361	339	94
2015/16	35	32	91	350	321	92
2016/17	31	25	81	404	320	79

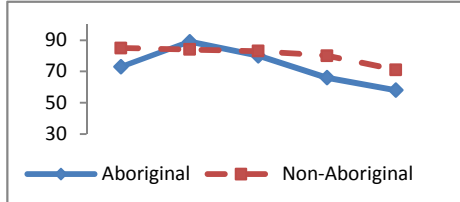
### At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2012/13	33	19	58	336	220	65
2013/14	25	11	44	333	154	46
2014/15	21	7	33	343	205	60
2015/16	36	21	58	341	206	60
2016/17	32	11	34	409	189	46

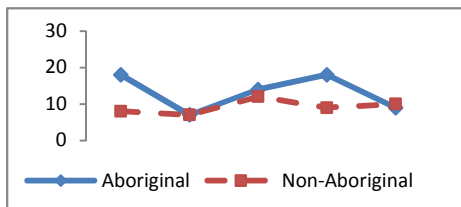
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



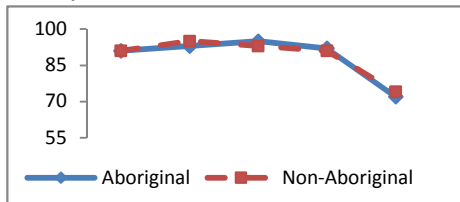
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	33	24	73	355	302	85
2013/14	28	25	89	338	285	84
2014/15	20	16	80	360	299	83
2015/16	35	23	66	350	280	80
2016/17	31	18	58	402	286	71

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



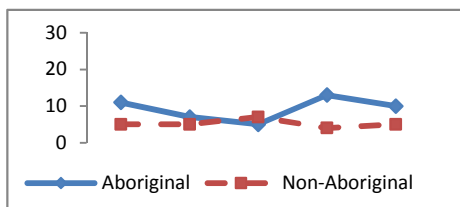
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	34	6	18	350	29	8
2013/14	28	2	7	335	24	7
2014/15	21	3	14	362	44	12
2015/16	34	6	18	349	31	9
2016/17	32	3	9	402	41	10

**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	
	#	#	%	#	#	%
2012/13	35	32	91	363	330	91
2013/14	29	27	93	339	321	95
2014/15	21	20	95	366	342	93
2015/16	36	33	92	359	326	91
2016/17	32	23	72	412	306	74

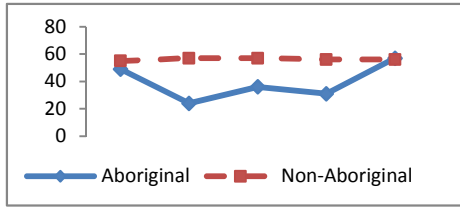
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	35	4	11	347	17	5
2013/14	28	2	7	331	15	5
2014/15	20	1	5	343	23	7
2015/16	32	4	13	341	14	4
2016/17	31	3	10	406	22	5

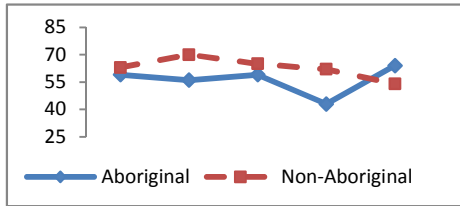
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



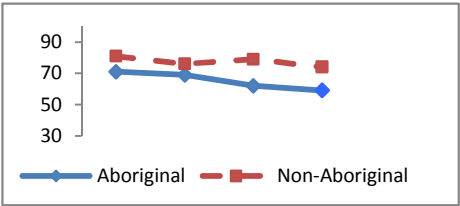
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	35	17	49	386	212	55
2013/14	25	6	24	369	211	57
2014/15	36	13	36	347	197	57
2015/16	29	9	31	371	207	56
2016/17	28	16	57	328	184	56

### 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	
	#	#	%	#	#	%
2012/13	34	20	59	372	233	63
2013/14	27	15	56	361	254	70
2014/15	34	20	59	336	217	65
2015/16	28	12	43	358	221	62
2016/17	28	18	64	331	179	54

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



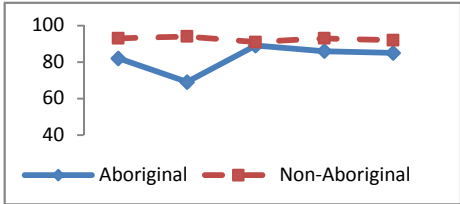
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	34	24	71	385	311	81
2013/14	26	18	69	371	281	76
2014/15	37	23	62	344	273	79
2015/16	29	17	59	371	276	74
2016/17	-	-	-	-	-	-

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



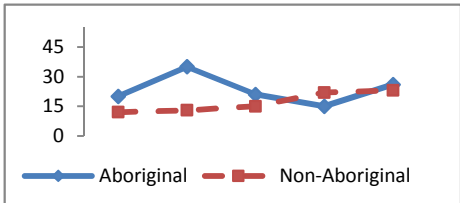
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	28	18 64	329	188 57

### 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	
	#	#	%	#	#	%
2012/13	33	27	82	376	349	93
2013/14	26	18	69	370	348	94
2014/15	35	31	89	341	311	91
2015/16	28	24	86	368	342	93
2016/17	27	23	85	324	297	92

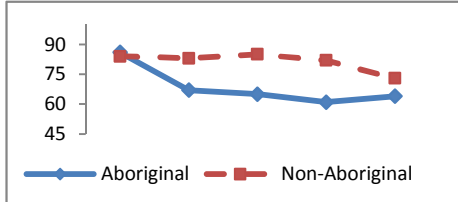
### At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2012/13	35	7	20	363	43	12
2013/14	23	8	35	355	45	13
2014/15	34	7	21	333	50	15
2015/16	27	4	15	351	76	22
2016/17	27	7	26	328	76	23

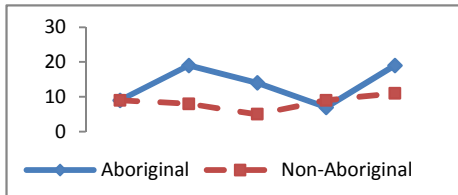
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



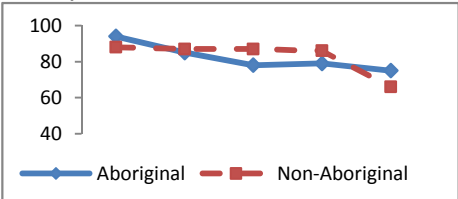
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	35	30	86	378	316	84
2013/14	27	18	67	370	306	83
2014/15	37	24	65	338	286	85
2015/16	28	17	61	370	303	82
2016/17	28	18	64	327	239	73

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



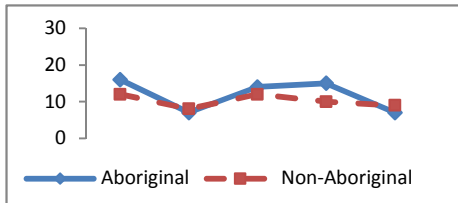
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	34	3	9	379	34	9
2013/14	26	5	19	368	28	8
2014/15	36	5	14	335	17	5
2015/16	27	2	7	366	33	9
2016/17	26	5	19	328	36	11

### 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	
	#	#	%	#	#	%
2012/13	35	33	94	383	338	88
2013/14	27	23	85	365	317	87
2014/15	37	29	78	346	300	87
2015/16	29	23	79	369	319	86
2016/17	28	21	75	330	218	66

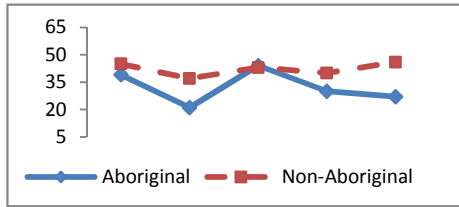
### I would like to go to a different school.



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	
	#	#	%	#	#	%
2012/13	32	5	16	372	43	12
2013/14	27	2	7	356	29	8
2014/15	36	5	14	330	40	12
2015/16	26	4	15	358	35	10
2016/17	28	2	7	330	29	9

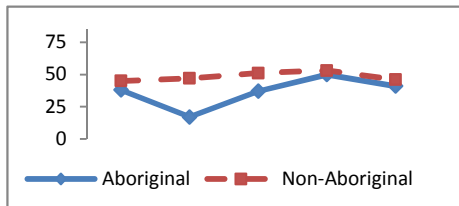
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



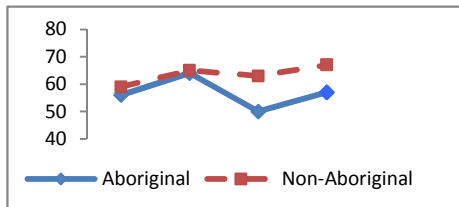
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	28	11	39	369	165	45
2013/14	14	3	21	286	107	37
2014/15	18	8	44	304	131	43
2015/16	23	7	30	326	132	40
2016/17	22	6	27	239	110	46

### Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	26	10	38	359	160	45
2013/14	12	2	17	286	134	47
2014/15	19	7	37	298	153	51
2015/16	22	11	50	318	167	53
2016/17	22	9	41	239	110	46

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



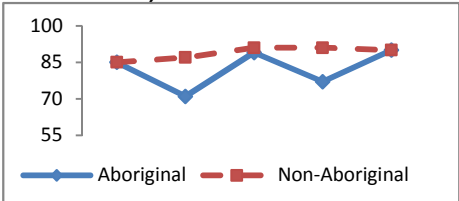
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	27	15	56	372	221	59
2013/14	14	9	64	288	186	65
2014/15	18	9	50	303	192	63
2015/16	23	13	57	325	219	67
2016/17	-	-	-	-	-	-

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



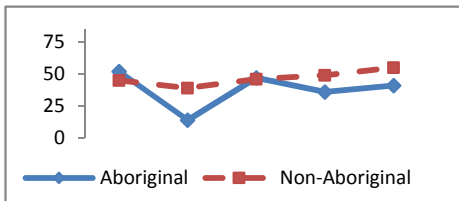
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	22	9 41	237	132 56

### 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	
	#	#	%	#	#	%
2012/13	27	23	85	374	318	85
2013/14	14	10	71	286	248	87
2014/15	18	16	89	304	277	91
2015/16	22	17	77	328	298	91
2016/17	21	19	90	239	215	90

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

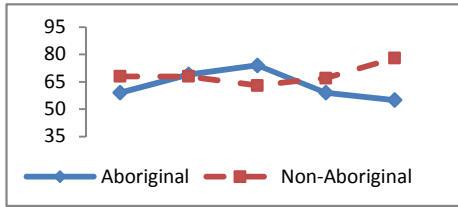


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	27	14	52	368	165	45
2013/14	14	2	14	285	111	39
2014/15	17	8	47	301	137	46
2015/16	22	8	36	327	161	49
2016/17	22	9	41	238	132	55



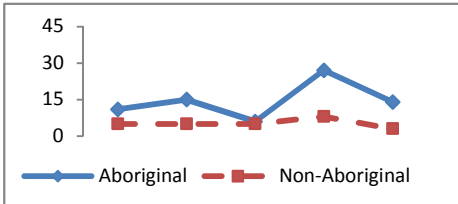
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



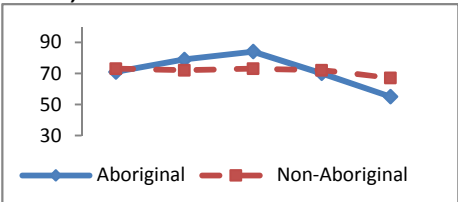
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	27	16	59	374	253	68
2013/14	13	9	69	284	193	68
2014/15	19	14	74	304	193	63
2015/16	22	13	59	326	220	67
2016/17	22	12	55	237	186	78

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



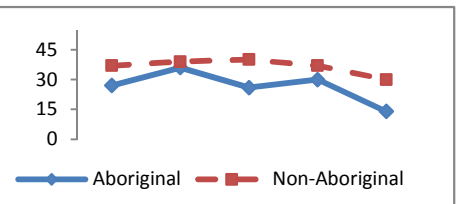
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	27	3	11	371	18	5
2013/14	13	2	15	286	15	5
2014/15	18	1	6	301	16	5
2015/16	22	6	27	318	25	8
2016/17	22	3	14	239	6	3

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



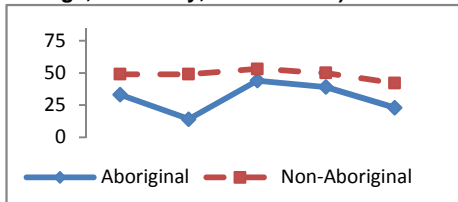
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	28	20	71	374	273	73
2013/14	14	11	79	288	206	72
2014/15	19	16	84	306	224	73
2015/16	23	16	70	325	235	72
2016/17	22	12	55	240	161	67

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



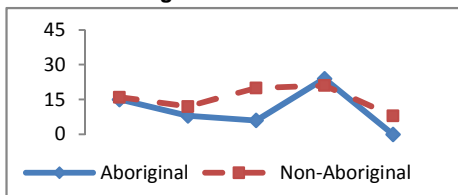
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	26	7	27	368	135	37
2013/14	14	5	36	285	110	39
2014/15	19	5	26	297	118	40
2015/16	23	7	30	316	118	37
2016/17	22	3	14	238	72	30

### 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 # %	
2012/13	27	9	33	371	183	49
2013/14	14	2	14	288	141	49
2014/15	18	8	44	300	158	53
2015/16	23	9	39	318	158	50
2016/17	22	5	23	238	100	42

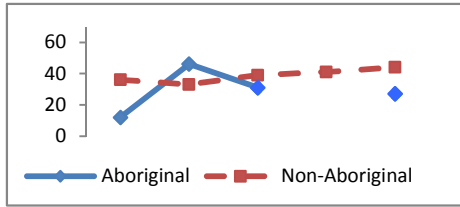
### I would like to go to a different school.



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 # %	
2012/13	27	4	15	359	59	16
2013/14	13	1	8	274	32	12
2014/15	18	1	6	287	57	20
2015/16	21	5	24	310	64	21
2016/17	22	0	0	239	20	8

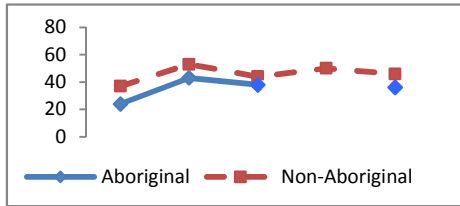
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

**Do you like school?**



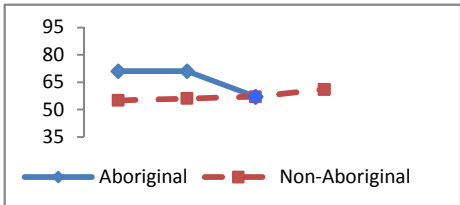
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	17	2	12	237	85	36
2013/14	13	6	46	245	81	33
2014/15	13	4	31	271	107	39
2015/16	Msk	Msk	Msk	210	87	41
2016/17	11	3	27	149	65	44

**Do adults in the school treat all students fairly?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	17	4	24	231	86	37
2013/14	14	6	43	245	129	53
2014/15	13	5	38	267	118	44
2015/16	Msk	Msk	Msk	207	104	50
2016/17	11	4	36	150	69	46

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



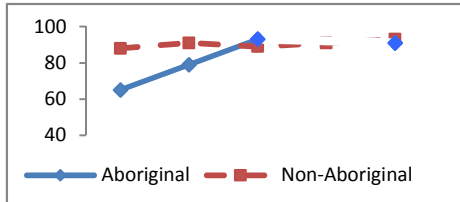
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	17	12	71	231	126	55
2013/14	14	10	71	243	135	56
2014/15	14	8	57	275	157	57
2015/16	Msk	Msk	Msk	209	127	61
2016/17	-	-	-	-	-	-

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



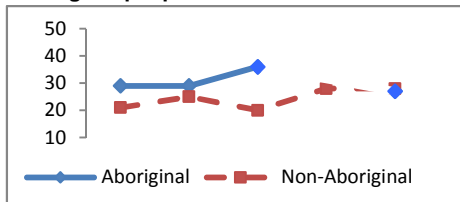
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	11	6 55	150	78 52

**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	
	#	#	%	#	#	%
2012/13	17	11	65	232	205	88
2013/14	14	11	79	246	223	91
2014/15	14	13	93	274	245	89
2015/16	Msk	Msk	Msk	209	191	91
2016/17	11	10	91	150	140	93

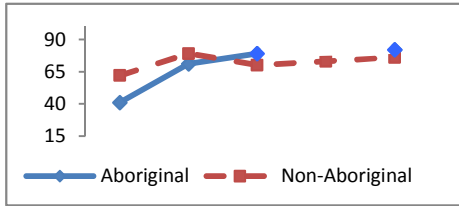
**At school, are you being taught about Aboriginal peoples in Canada?**



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	
	#	#	%	#	#	%
2012/13	17	5	29	234	50	21
2013/14	14	4	29	243	61	25
2014/15	14	5	36	265	52	20
2015/16	Msk	Msk	Msk	206	58	28
2016/17	11	3	27	151	43	28

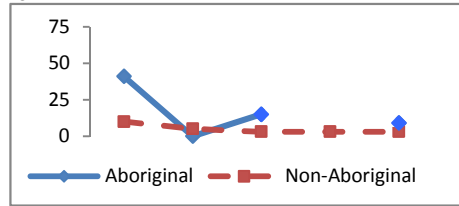
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



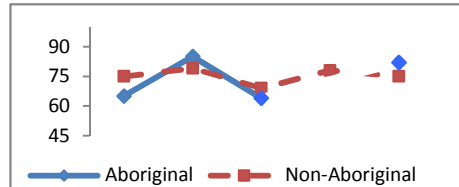
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	17	7	41	233	145	62
2013/14	14	10	71	245	193	79
2014/15	14	11	79	268	188	70
2015/16	Msk	Msk	Msk	209	152	73
2016/17	11	9	82	149	113	76

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



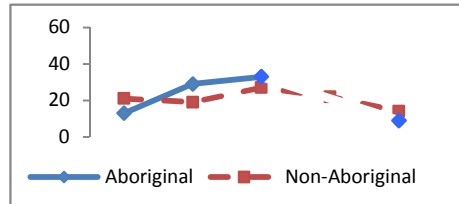
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	17	7	41	230	24	10
2013/14	13	0	0	241	11	5
2014/15	13	2	15	268	7	3
2015/16	Msk	Msk	Msk	207	7	3
2016/17	11	1	9	151	5	3

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



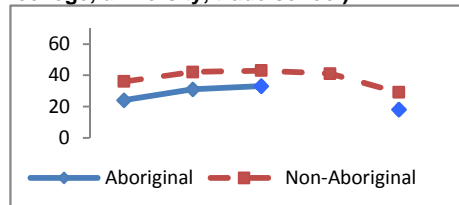
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2012/13	17	11	65	235	177	75
2013/14	13	11	85	249	196	79
2014/15	14	9	64	278	193	69
2015/16	Msk	Msk	Msk	211	165	78
2016/17	11	9	82	151	113	75

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



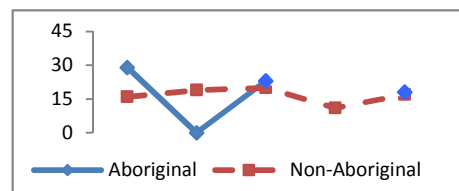
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	16	2	13	230	48	21
2013/14	14	4	29	240	46	19
2014/15	12	4	33	270	73	27
2015/16	Msk	Msk	Msk	209	46	22
2016/17	11	1	9	150	21	14

### 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	
	#	#	%	#	#	%
2012/13	17	4	24	234	84	36
2013/14	13	4	31	246	104	42
2014/15	12	4	33	274	118	43
2015/16	Msk	Msk	Msk	209	85	41
2016/17	11	2	18	150	44	29

### 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	
	#	#	%	#	#	%
2012/13	17	5	29	224	36	16
2013/14	12	0	0	236	44	19
2014/15	13	3	23	272	55	20
2015/16	Msk	Msk	Msk	198	21	11
2016/17	11	2	18	151	26	17

## GLOSSARY

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	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> .
<b>Alternate Programs</b>	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.
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b> .
<b>Eligible Grade 12 Graduation Rate</b>	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.
<b>Enrolment</b>	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.
<b>Final Mark</b>	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.)
<b>Grade-to-Grade Transition Rate</b>	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.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Hyphen</b>	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.
<b>Msk</b>	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 <a href="http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations">http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations</a>

<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who attend a school and who live off a reserve.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participant (Provincial Examination)</b>	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.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Pass Rate</b>	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".
<b>Performance (Foundation Skills Assessment)</b>	The student performance levels are: <ul style="list-style-type: none"> <li>• <i>Exceeding Expectations</i> - exceeded the expectations for student's grade</li> <li>• <i>Meeting Expectations</i> - met the accepted expectations for student's grade</li> <li>• <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.</li> </ul>
<b>Public School</b>	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).
<b>School District</b>	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.
<b>School Year</b>	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.
<b>Six-Year Completion Rate</b>	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).
<b>Special Education Program</b>	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).

<b>Special Needs (in performance-oriented reports)</b>	When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included: <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul> 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.
<b>Special Needs Categories</b>	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)
<b>Student</b>	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.
<b>Student Cohort</b>	A group of students who share particular characteristics and who are tracked over a period of time.
<b>Subject</b>	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.