



# Aboriginal Report 2012/13 - 2016/17

## How Are We Doing?

### School District 063 Saanich

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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?

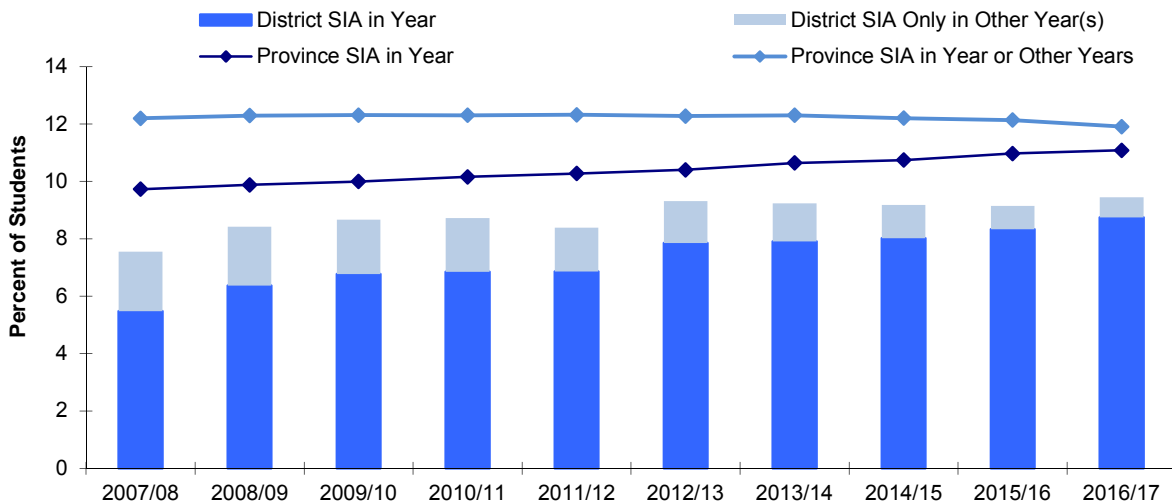
PLEASE NOTE

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	8,797	482	5.5	182	2.1	583,619	56,760	9.7	14,419	2.5
2008/09	9,143	582	6.4	188	2.1	579,485	57,257	9.9	13,975	2.4
2009/10	9,700	657	6.8	183	1.9	580,480	58,017	10.0	13,433	2.3
2010/11	9,713	665	6.8	182	1.9	579,110	58,834	10.2	12,434	2.1
2011/12	10,040	688	6.9	154	1.5	569,734	58,531	10.3	11,670	2.0
2012/13	10,228	803	7.9	150	1.5	564,531	58,717	10.4	10,585	1.9
2013/14	9,815	776	7.9	130	1.3	558,983	59,502	10.6	9,265	1.7
2014/15	9,185	736	8.0	107	1.2	552,786	59,382	10.7	8,067	1.5
2015/16	8,914	743	8.3	72	0.8	553,377	60,706	11.0	6,463	1.2
2016/17	8,155	713	8.7	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

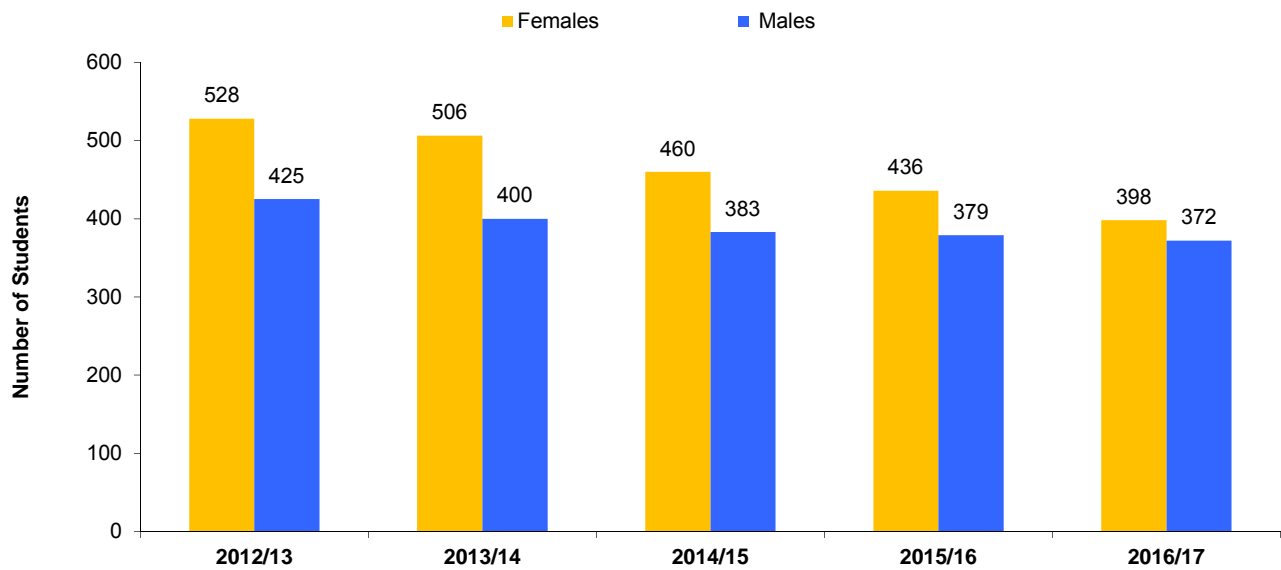
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2012/13	10,228	953	9.3	528	5.2	425	4.2	69,302	34,502	34,800
2013/14	9,815	906	9.2	506	5.2	400	4.1	68,767	34,140	34,627
2014/15	9,185	843	9.2	460	5.0	383	4.2	67,449	33,388	34,061
2015/16	8,914	815	9.1	436	4.9	379	4.3	67,169	33,129	34,040
2016/17	8,155	770	9.4	398	4.9	372	4.6	66,401	32,785	33,616

**Number of Aboriginal Students by Gender**

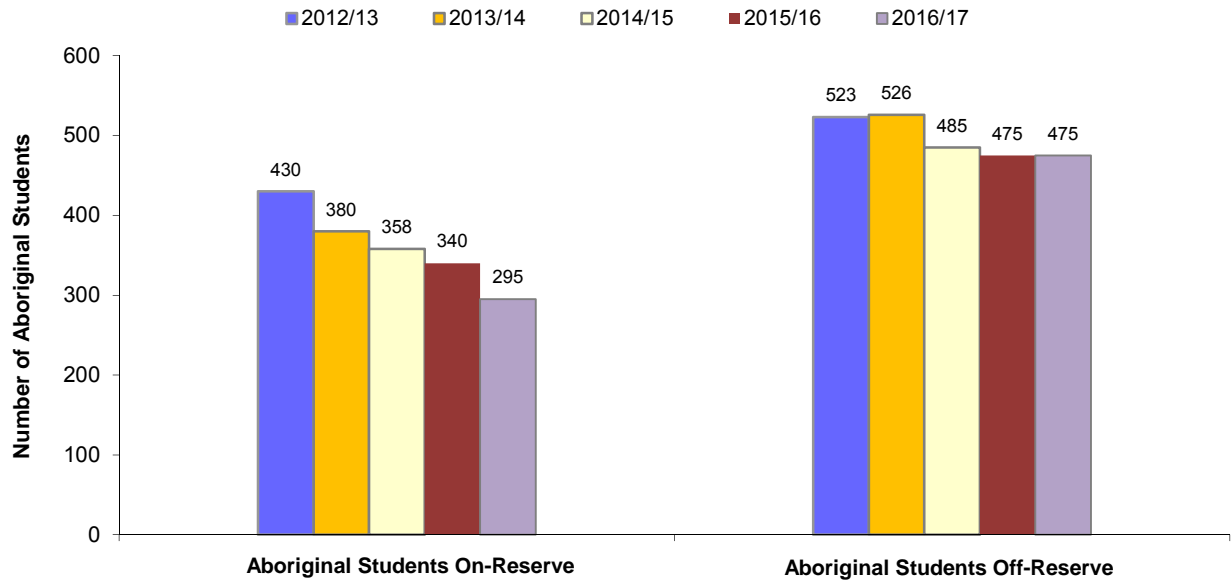


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2012/13	953	231	199	430	297	226	523	8,926	60,376
2013/14	906	212	168	380	294	232	526	8,812	59,955
2014/15	843	186	172	358	274	211	485	8,143	59,306
2015/16	815	171	169	340	265	210	475	7,694	59,475
2016/17	770	146	149	295	252	223	475	7,285	59,116

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

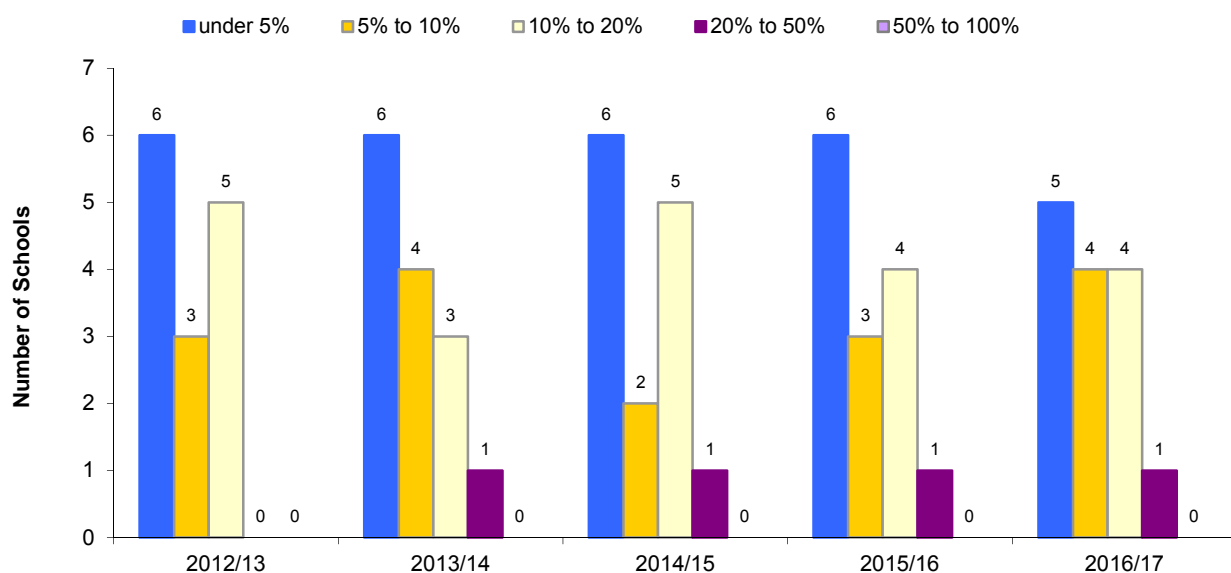


\* Public schools only.

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

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

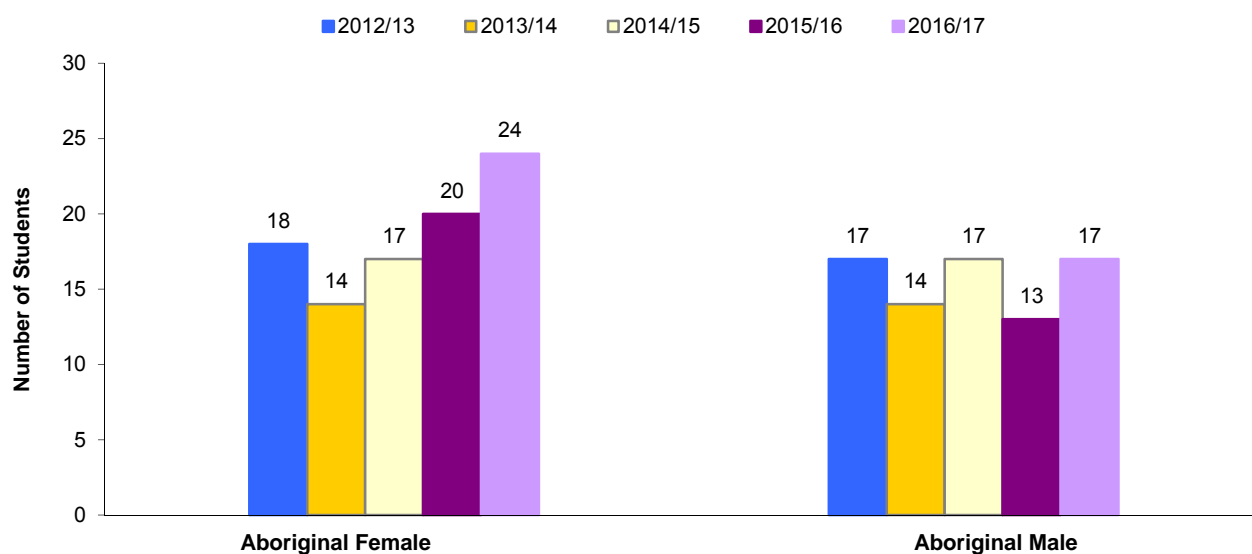


\* Public schools only.

## 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	128	18	17	35	41	52	93	1,697	1,632	2,227	2,965
2013/14	126	14	14	28	47	51	98	1,610	1,594	2,033	2,757
2014/15	132	17	17	34	42	56	98	1,596	1,558	1,981	2,619
2015/16	137	20	13	33	51	53	104	1,609	1,524	2,022	2,477
2016/17	144	24	17	41	44	59	103	1,604	1,539	2,038	2,472

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



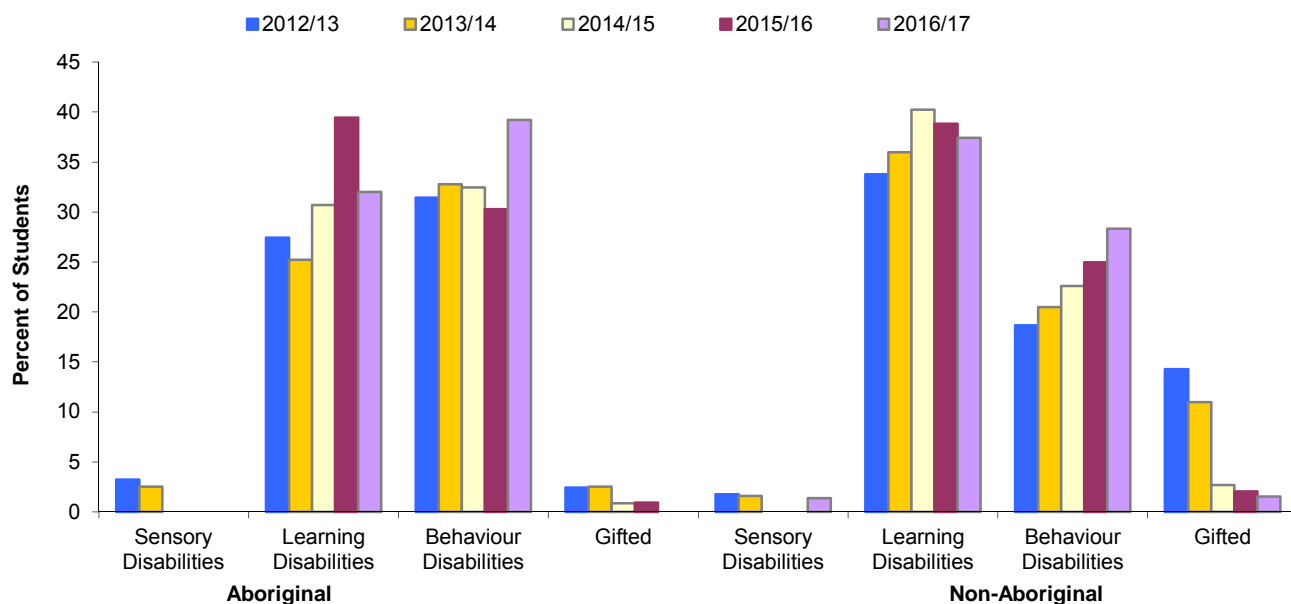
\* Public schools only.

## 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	124	847	4	3	15	2	34	27	286	34	39	31	158	19	3	2	121	14
2013/14	119	756	3	3	12	2	30	25	272	36	39	33	155	21	3	3	83	11
2014/15	114	708	Msk	Msk	Msk	Msk	35	31	285	40	37	32	160	23	1	1	19	3
2015/16	109	729	Msk	Msk	Msk	Msk	43	39	283	39	33	30	182	25	1	1	15	2
2016/17	125	724	0	0	10	1	40	32	271	37	49	39	205	28	0	0	11	2

**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).

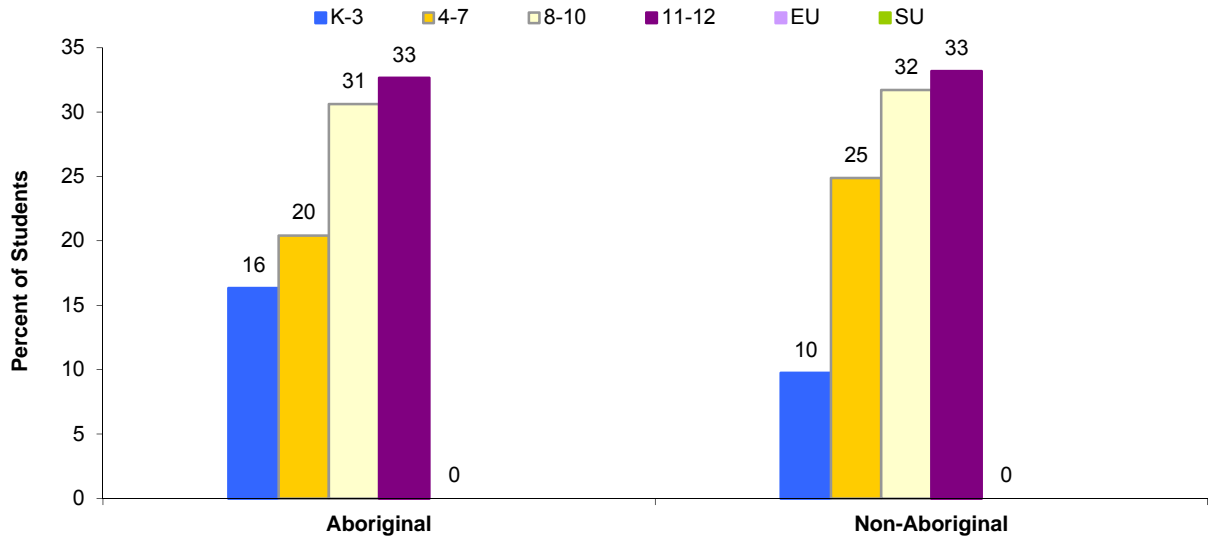
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	39	2	5	8	21	16	41	11	28	0	0	Msk	Msk
2013/14	39	3	8	8	21	17	44	11	28	0	0	Msk	Msk
2014/15	37	4	11	10	27	11	30	11	30	0	0	Msk	Msk
2015/16	33	8	24	10	30	7	21	8	24	0	0	Msk	Msk
2016/17	49	8	16	10	20	15	31	16	33	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	158	17	11	28	18	47	30	56	35	0	0	Msk	Msk
2013/14	155	11	7	41	26	54	35	47	30	0	0	Msk	Msk
2014/15	160	18	11	38	24	49	31	47	29	0	0	Msk	Msk
2015/16	182	14	8	37	20	75	41	52	29	0	0	Msk	Msk
2016/17	205	20	10	51	25	65	32	68	33	0	0	Msk	Msk

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



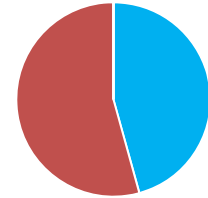
\* Total includes Graduated Adults.

## 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

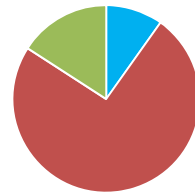
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	34	89	10	29	24	71	0	0
2013/14	37	79	18	49	18	49	1	3
2014/15	32	82	18	56	11	34	3	9
2015/16	25	60	4	16	20	80	1	4
2016/17	35	74	16	46	19	54	0	0



- Not Yet Meeting
- Meeting
- Exceeding

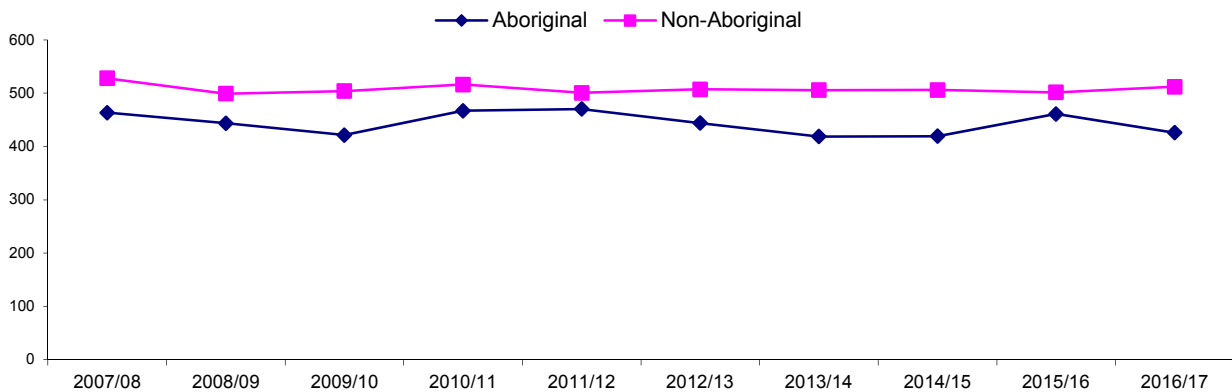
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	385	93	47	12	278	72	60	16
2013/14	393	92	56	14	265	67	72	18
2014/15	345	85	53	15	234	68	58	17
2015/16	340	80	58	17	222	65	60	18
2016/17	315	81	31	10	234	74	50	16



- Not Yet Meeting
- Meeting
- Exceeding

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

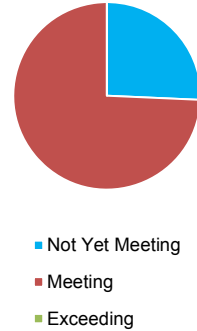


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	32	84	7	22	25	78	0	0		
2013/14	36	77	5	14	30	83	1	3		
2014/15	30	77	7	23	23	77	0	0		
2015/16	25	60	8	32	17	68	0	0		
2016/17	35	74	9	26	26	74	0	0		

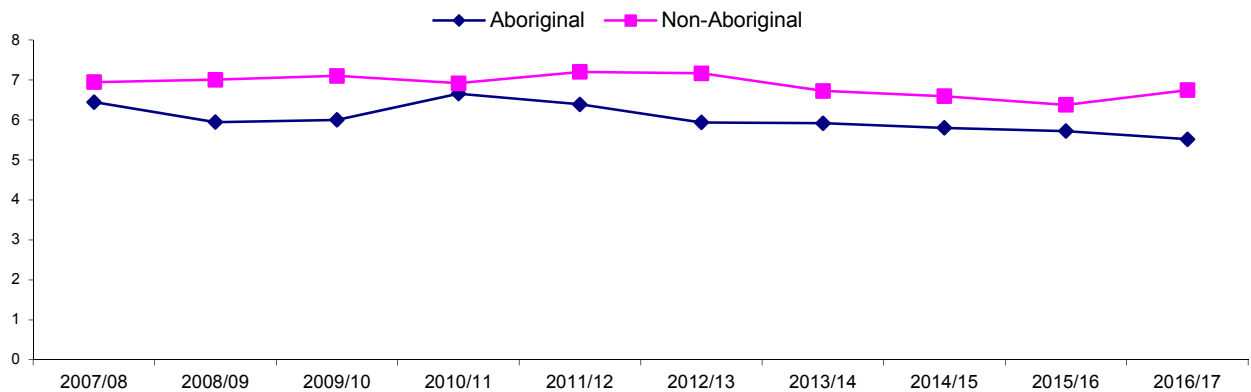


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2012/13	377	91	18	5	344	91	15	4		
2013/14	390	92	37	9	342	88	11	3		
2014/15	340	84	29	9	302	89	9	3		
2015/16	335	79	45	13	281	84	9	3		
2016/17	309	80	24	8	272	88	13	4		



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

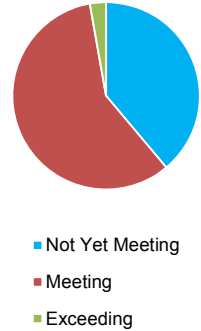


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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	34	89	18	53	14	41	2	6
2013/14	39	83	23	59	14	36	2	5
2014/15	31	79	18	58	12	39	1	3
2015/16	25	60	7	28	17	68	1	4
2016/17	36	77	14	39	21	58	1	3

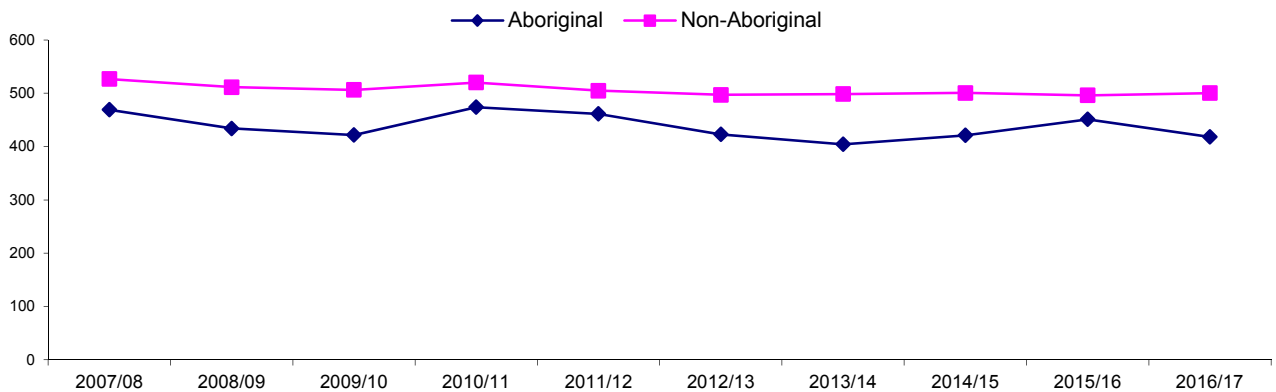


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	383	93	65	17	284	74	34	9
2013/14	391	92	68	17	287	73	36	9
2014/15	344	85	50	15	263	76	31	9
2015/16	339	80	63	19	235	69	41	12
2016/17	311	80	50	16	231	74	30	10



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

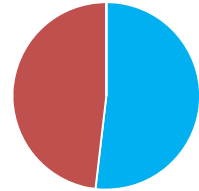


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

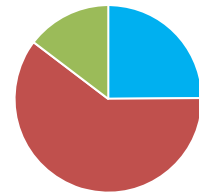
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	40	98	14	35	24	60	2	5
2013/14	40	89	12	30	23	58	5	13
2014/15	31	63	11	35	17	55	3	10
2015/16	33	60	16	48	17	52	0	0
2016/17	27	49	14	52	13	48	0	0



- Not Yet Meeting
- Meeting
- Exceeding

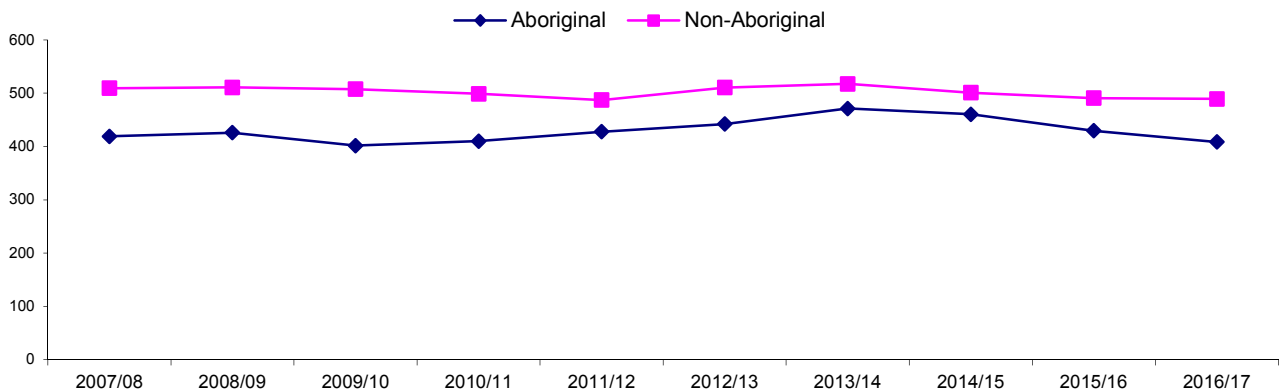
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	428	91	74	17	290	68	64	15
2013/14	453	91	63	14	309	68	81	18
2014/15	369	80	63	17	267	72	39	11
2015/16	377	75	83	22	256	68	38	10
2016/17	354	72	88	25	214	60	52	15



- Not Yet Meeting
- Meeting
- Exceeding

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

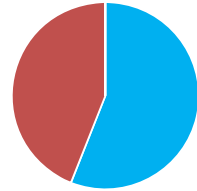


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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### GRADE 7: ABORIGINAL

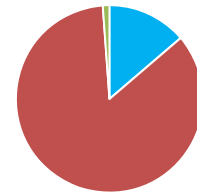
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	39	95	11	28	27	69	1	3
2013/14	39	87	7	18	32	82	0	0
2014/15	28	57	5	18	23	82	0	0
2015/16	27	49	7	26	20	74	0	0
2016/17	25	45	14	56	11	44	0	0



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

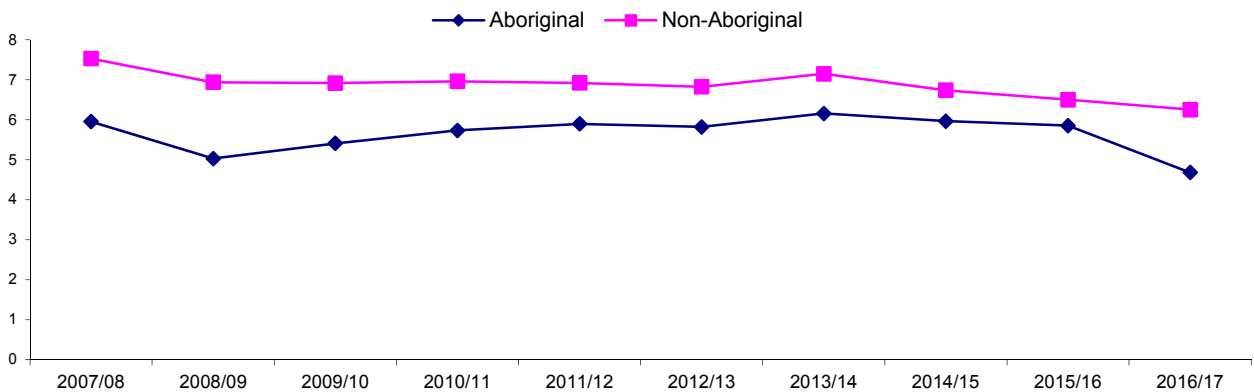
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	423	90	34	8	364	86	25	6
2013/14	440	89	17	4	397	90	26	6
2014/15	365	79	20	5	340	93	5	1
2015/16	366	72	50	14	308	84	8	2
2016/17	350	71	48	14	298	85	4	1



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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

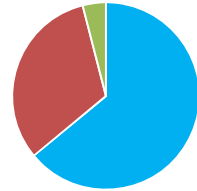


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

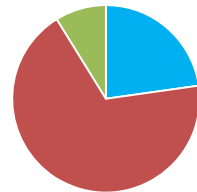
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	40	98	19	48	21	53	0	0
2013/14	38	84	11	29	27	71	0	0
2014/15	31	63	22	71	7	23	2	6
2015/16	30	55	11	37	18	60	1	3
2016/17	25	45	16	64	8	32	1	4



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

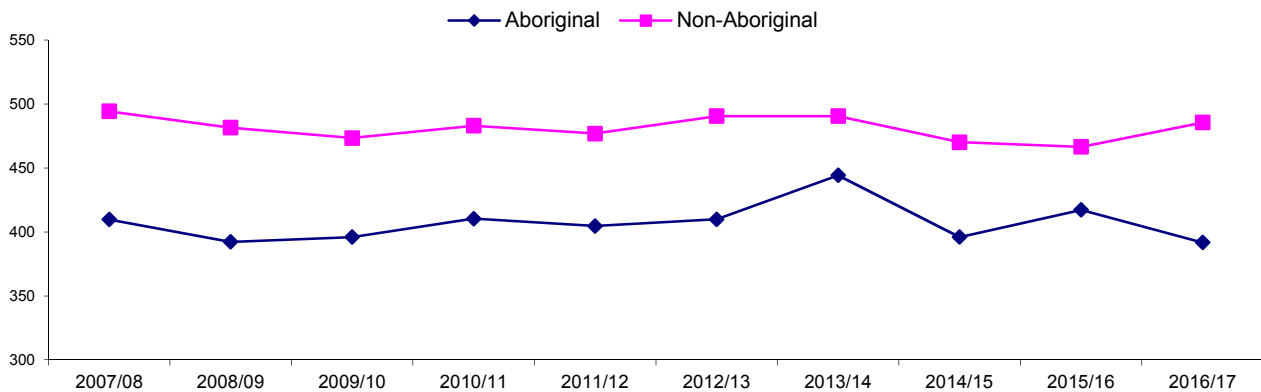
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	427	91	78	18	310	73	39	9
2013/14	448	90	74	17	336	75	38	8
2014/15	369	80	102	28	237	64	30	8
2015/16	371	73	98	26	242	65	31	8
2016/17	352	71	80	23	241	68	31	9



■ 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).

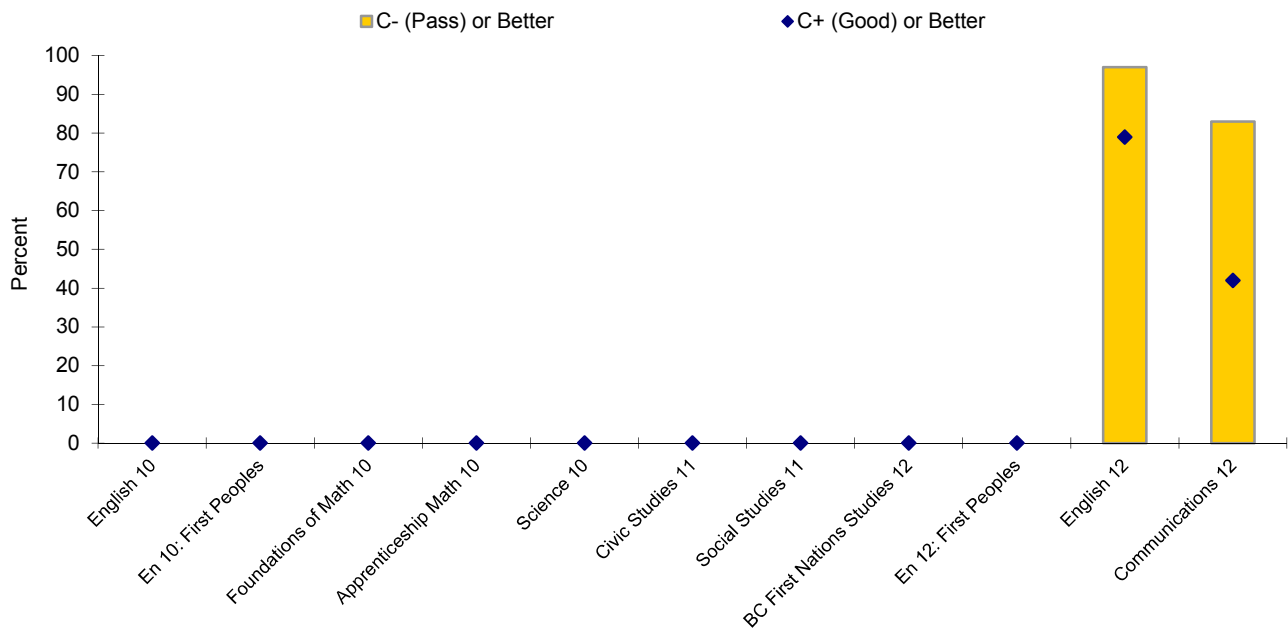
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
English 12	29	28	97	23	79	588	582	99	452	77
Communications 12	12	10	83	5	42	53	47	89	31	58

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



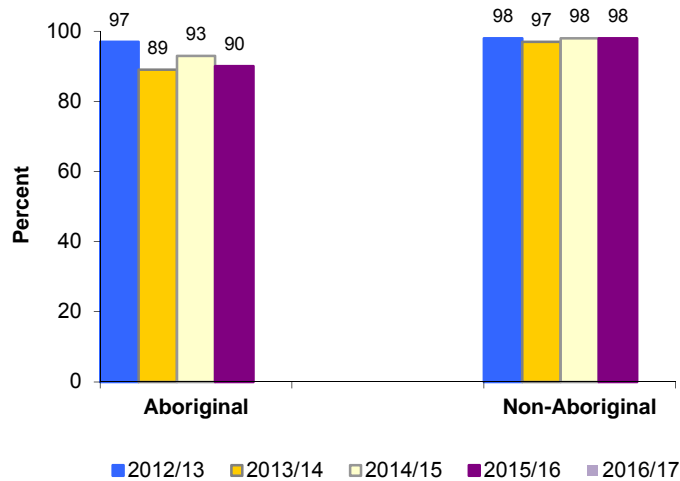


## FINAL MARKS: ENGLISH 10

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	31	97	19	59	659	644	98	506	77
2013/14	36	32	89	16	44	666	647	97	503	76
2014/15	41	38	93	21	51	668	653	98	520	78
2015/16	41	37	90	21	51	643	632	98	498	77
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	69	22	10	659	736	563	96	
2013/14	36	67	30	6	666	717	561	105	
2014/15	41	61	34	7	668	708	565	103	
2015/16	41	59	29	12	643	666	519	124	
2016/17	-	59	-	-	-	707	-	-	

**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.

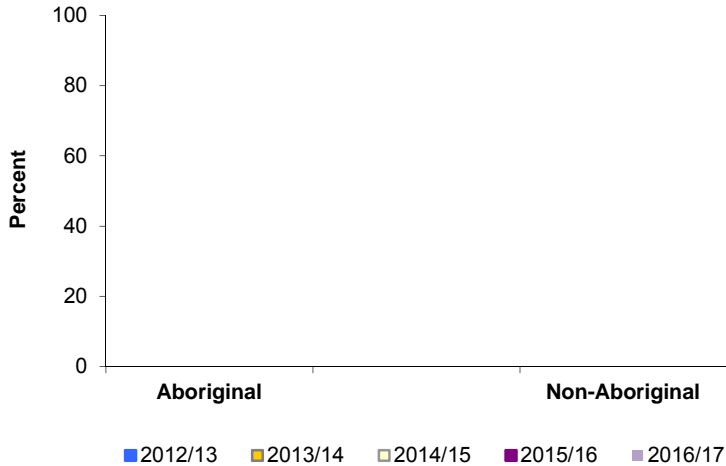
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	-	-	-	-
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
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	69	Msk	Msk	-	736	-	-
2013/14	Msk	67	Msk	Msk	-	717	-	-
2014/15	-	61	-	-	-	708	-	-
2015/16	Msk	59	Msk	Msk	-	666	-	-
2016/17	-	59	-	-	-	707	-	-

**English 10: First Peoples  
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.

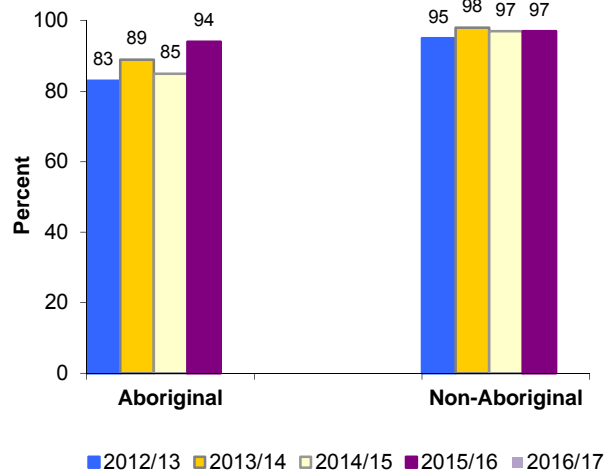
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## FINAL MARKS: 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	12	10	83	7	58	531	504	95	389	73
2013/14	19	17	89	10	53	540	529	98	392	73
2014/15	27	23	85	12	44	519	501	97	383	74
2015/16	17	16	94	10	59	471	456	97	351	75
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	12	69	11	1	531	736	453	78	
2013/14	19	67	16	3	540	717	459	81	
2014/15	27	61	23	4	519	708	440	79	
2015/16	17	59	11	6	471	666	407	64	
2016/17	-	59	-	-	-	707	-	-	

**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.

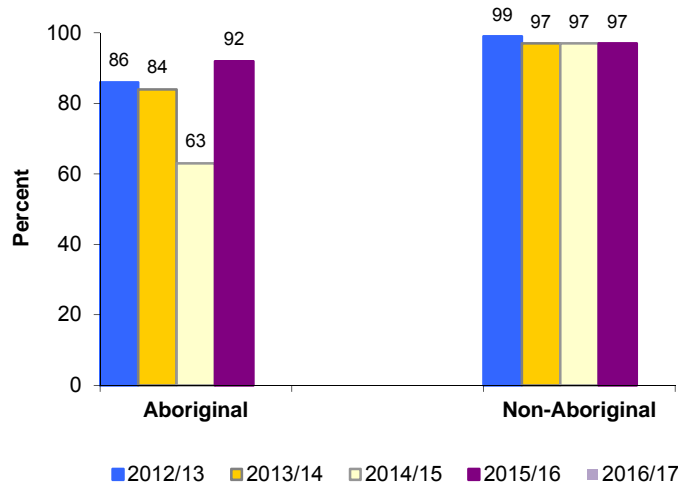
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	22	19	86	5	23	106	105	99	65	61
2013/14	31	26	84	12	39	107	104	97	68	64
2014/15	19	12	63	6	32	92	89	97	57	62
2015/16	25	23	92	9	36	93	90	97	52	56
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	22	69	9	13	106	736	82	24		
2013/14	31	67	17	14	107	717	73	34		
2014/15	19	61	12	7	92	708	68	24		
2015/16	25	59	16	9	93	666	65	28		
2016/17	-	59	-	-	-	707	-	-		

**Apprenticeship And Workplace 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.

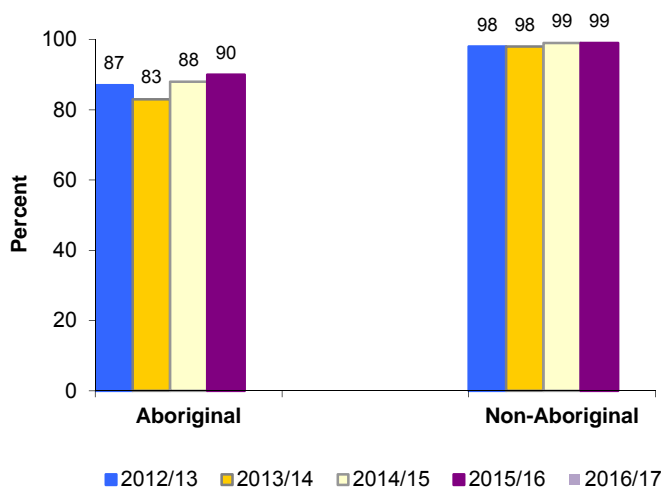
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## FINAL MARKS: 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	39	34	87	14	36	625	611	98	473	76
2013/14	36	30	83	10	28	613	598	98	455	74
2014/15	41	36	88	21	51	568	561	99	421	74
2015/16	39	35	90	13	33	542	537	99	433	80
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	39	69	23	16	625	736	564	61	
2013/14	36	67	28	8	613	717	565	48	
2014/15	41	61	36	5	568	708	537	31	
2015/16	39	59	29	10	542	666	500	42	
2016/17	-	59	-	-	-	707	-	-	

**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.

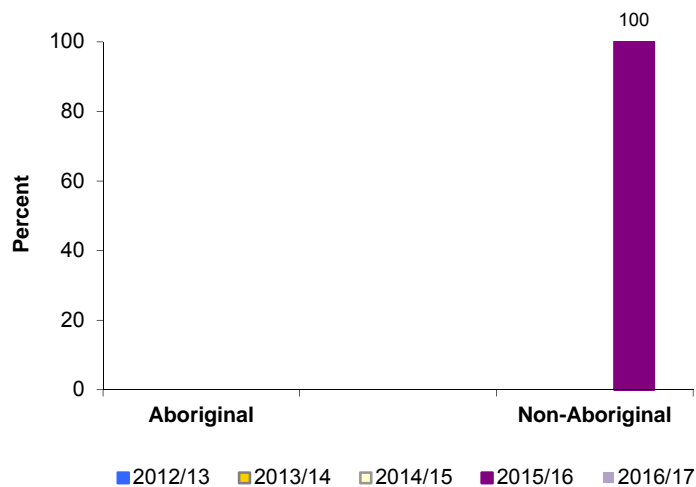
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
	Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	17	17	100	10	59
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned	Total Gr 11	Students Assigned Final Mark		Students Assigned	Total Gr 11	Students Assigned Final Mark			
	Final Mark #	Students <sup>1</sup> #	Gr 11 #	Non-Gr 11 <sup>2</sup> #	Final Mark #	Students <sup>1</sup> #	Gr 11 #	Non-Gr 11 <sup>2</sup> #		
2012/13	-	99	-	-	-	994	-	-		
2013/14	-	77	-	-	-	907	-	-		
2014/15	-	70	-	-	-	855	-	-		
2015/16	Msk	76	Msk	Msk	17	826	12	5		
2016/17	-	74	-	-	-	747	-	-		

**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.

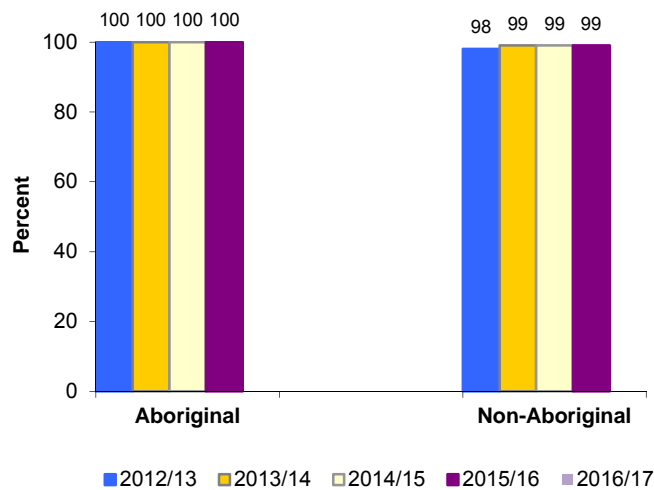
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	16	16	100	8	50	566	557	98	438	77
2013/14	11	11	100	7	64	493	487	99	399	81
2014/15	15	15	100	8	53	551	548	99	452	82
2015/16	17	17	100	12	71	554	550	99	459	83
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	16	99	13	3	566	994	510	56
2013/14	11	77	10	1	493	907	449	44
2014/15	15	70	14	1	551	855	497	54
2015/16	17	76	16	1	554	826	493	61
2016/17	-	74	-	-	-	747	-	-

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



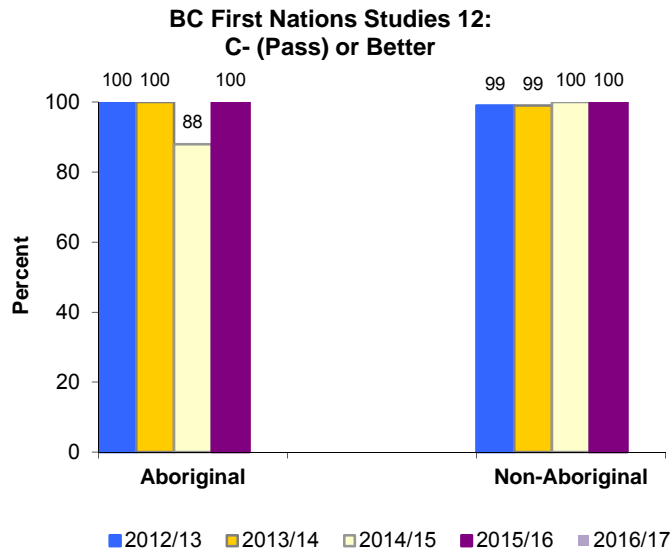
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	16	16	100	9	56	136	134	99	97	71
2013/14	17	17	100	8	47	147	146	99	118	80
2014/15	17	15	88	7	41	112	112	100	86	77
2015/16	20	20	100	14	70	89	89	100	75	84
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	16	80	5	11	136	1,210	64	72	
2013/14	17	80	4	13	147	1,258	52	95	
2014/15	17	102	6	11	112	1,232	51	61	
2015/16	20	94	9	11	89	1,113	37	52	
2016/17	-	122	-	-	-	1,239	-	-	



<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.

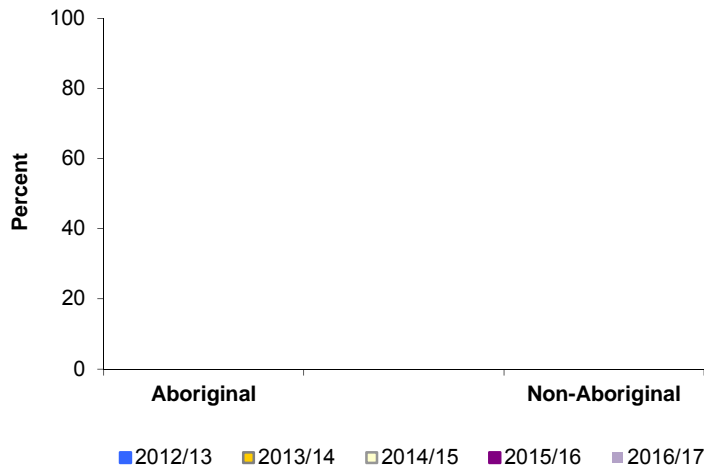


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	Msk	Msk	Msk	Msk	Msk
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

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	80	Msk	Msk	Msk	1,210	Msk	Msk
2013/14	Msk	80	Msk	Msk	Msk	1,258	Msk	Msk
2014/15	Msk	102	Msk	Msk	-	1,232	-	-
2015/16	Msk	94	Msk	Msk	Msk	1,113	Msk	Msk
2016/17	-	122	-	-	Msk	1,239	Msk	Msk

**English 12: First Peoples:  
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.

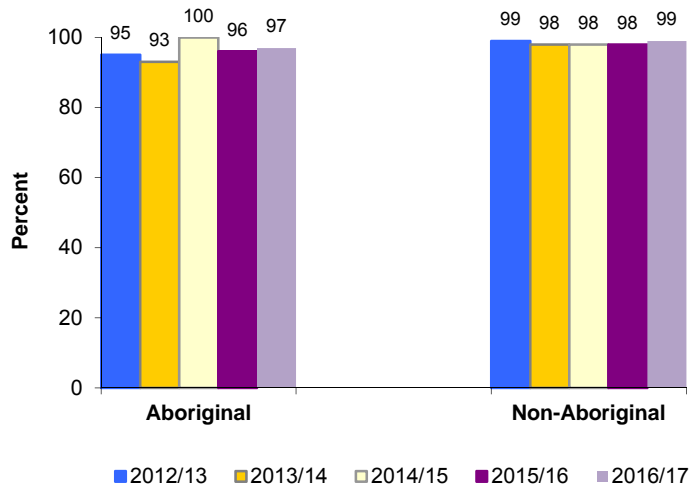
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## FINAL MARKS: ENGLISH 12

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	19	18	95	11	58	642	634	99	483	75
2013/14	15	14	93	9	60	636	621	98	459	72
2014/15	13	13	100	7	54	604	594	98	464	77
2015/16	26	25	96	16	62	597	587	98	461	77
2016/17	29	28	97	23	79	588	582	99	452	77

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	19	80	16	3	642	1,210	597	45	
2013/14	15	80	13	2	636	1,258	570	66	
2014/15	13	102	12	1	604	1,232	555	49	
2015/16	26	94	25	1	597	1,113	560	37	
2016/17	29	122	27	2	588	1,239	539	49	

**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.

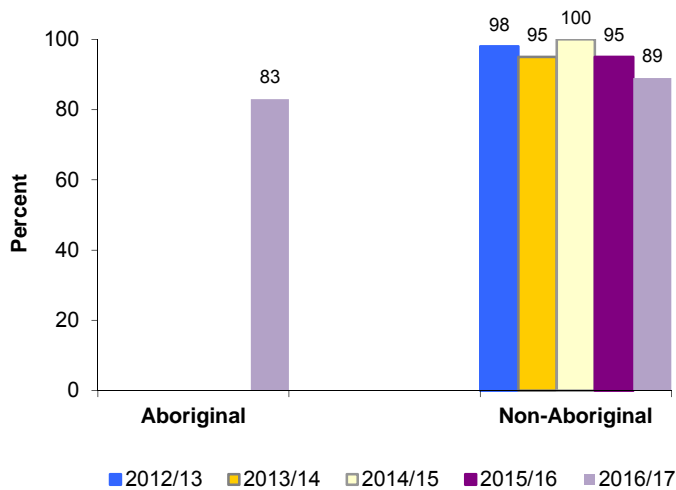
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	57	56	98	34	60
2013/14	Msk	Msk	Msk	Msk	Msk	41	39	95	20	49
2014/15	Msk	Msk	Msk	Msk	Msk	42	42	100	27	64
2015/16	Msk	Msk	Msk	Msk	Msk	37	35	95	21	57
2016/17	12	10	83	5	42	53	47	89	31	58

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	80	Msk	Msk	57	1,210	42	15		
2013/14	Msk	80	Msk	Msk	41	1,258	37	4		
2014/15	Msk	102	Msk	Msk	42	1,232	35	7		
2015/16	Msk	94	Msk	Msk	37	1,113	32	5		
2016/17	12	122	12	0	53	1,239	48	5		

**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.

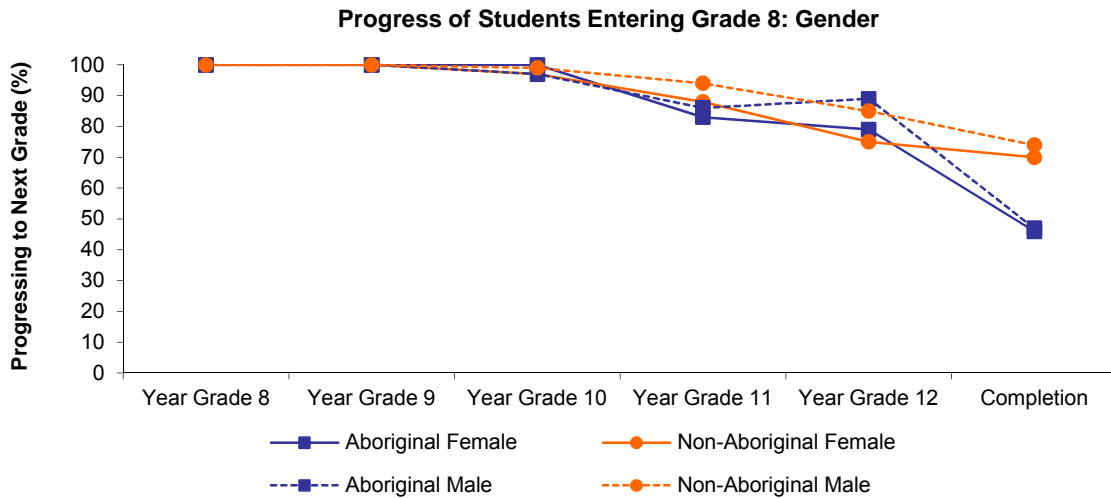
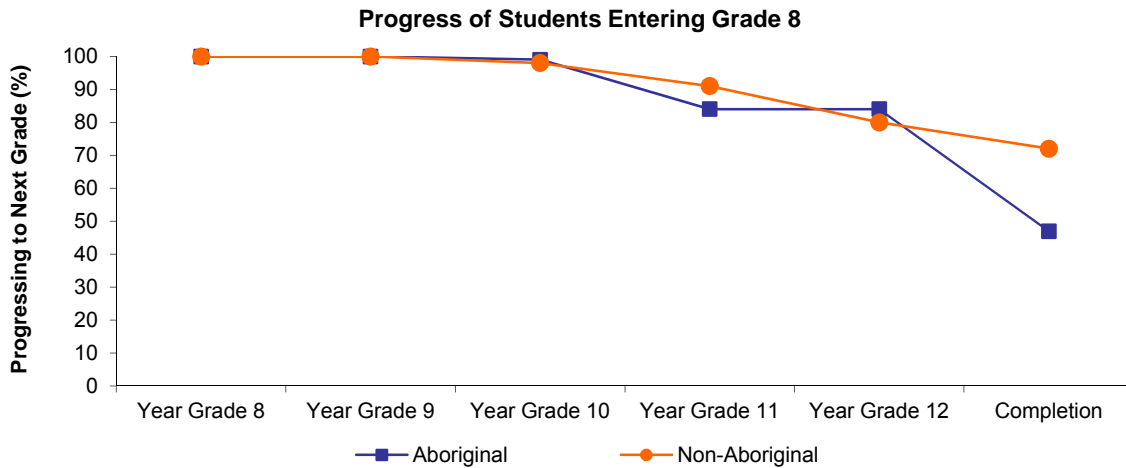
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	100	100	100	100	100	100
	Grade 10	99	100	97	98	97	99
	Grade 11	84	83	86	91	88	94
	Grade 12	84	79	89	80	75	85
2016/17	Completion	47	46	47	72	70	74



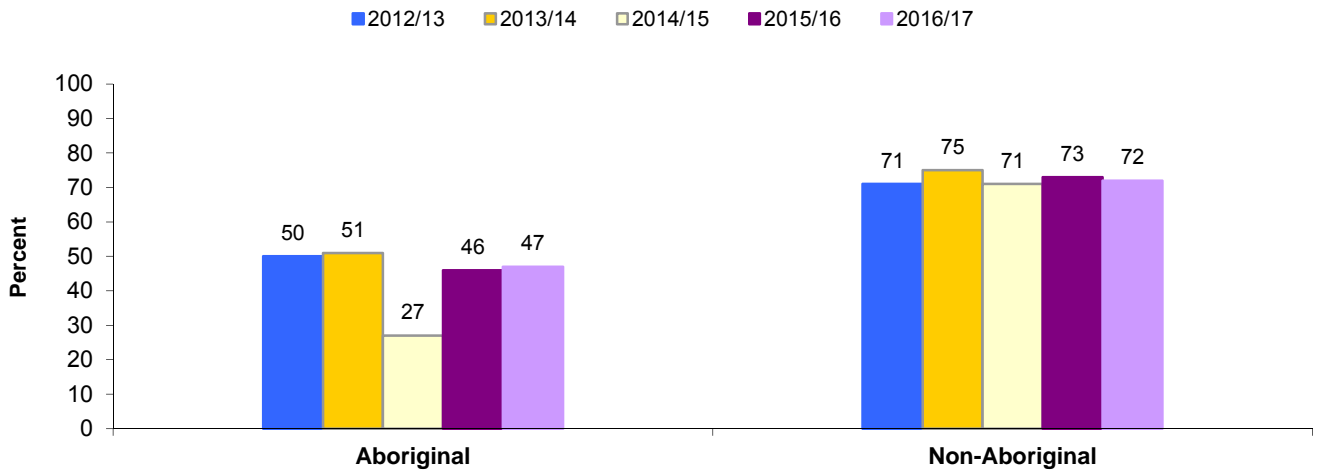
## SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

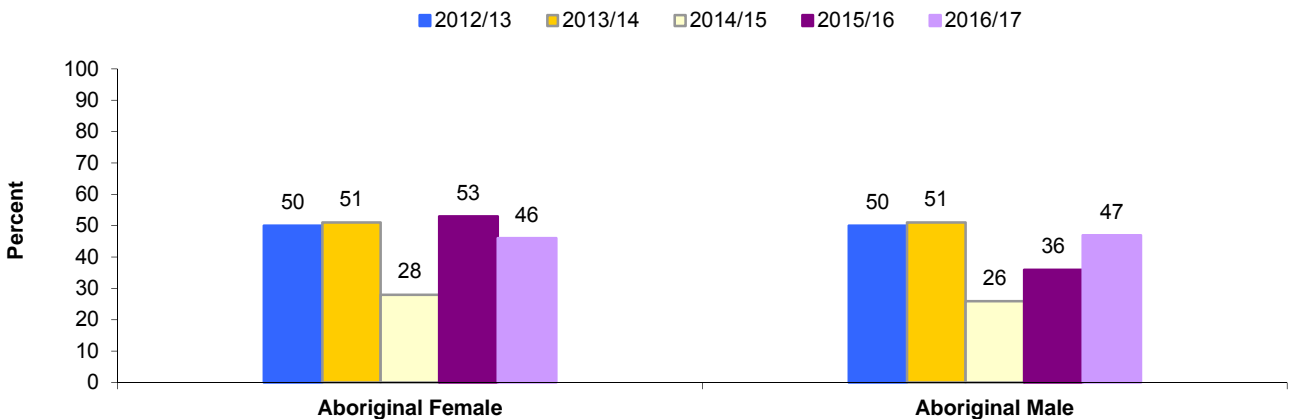
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	50	50	50	71	69	73
2013/14	51	51	51	75	75	75
2014/15	27	28	26	71	71	72
2015/16	46	53	36	73	73	73
2016/17	47	46	47	72	70	74

**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).

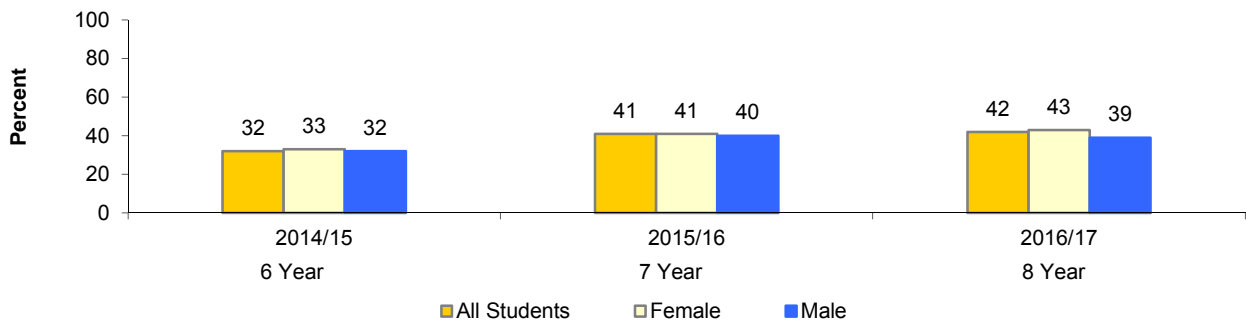
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

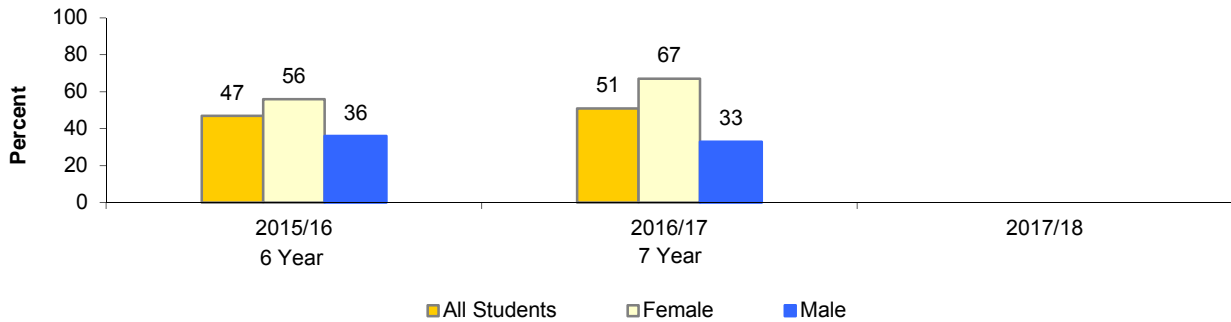
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	32	33	32	41	41	40	42	43	39
2010/11	47	56	36	51	67	33	-	-	-
2011/12	47	46	47	-	-	-	-	-	-

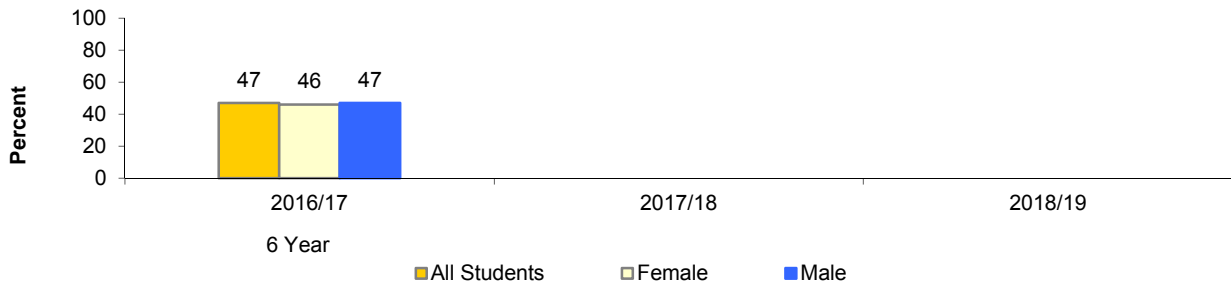
#### Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort



#### 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	73	Msk	Msk	1,118	Msk	Msk
2013/14	75	0	-	1,175	Msk	Msk
2014/15	98	Msk	Msk	1,150	13	1
2015/16	81	Msk	Msk	1,028	10	1
2016/17	112	Msk	Msk	1,133	11	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 *	
	#	#	%	#	#	%
2012/13	73	34	47	1,118	656	59
2013/14	75	19	25	1,175	607	52
2014/15	98	25	26	1,150	592	51
2015/16	81	26	32	1,028	615	60
2016/17	112	31	28	1,133	593	52

### 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	73	13	18	1,118	73	7
2013/14	75	Msk	Msk	1,175	75	6
2014/15	98	15	15	1,150	109	9
2015/16	81	17	21	1,028	74	7
2016/17	112	15	13	1,133	68	6

\* 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	87	44	51	43	49
2013/14	79	42	53	37	47
2014/15	80	45	56	35	44
2015/16	68	33	49	35	51
2016/17	50	27	54	23	46

### 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	953	44	5
2013/14	906	42	5
2014/15	843	45	5
2015/16	815	33	4
2016/17	770	27	4

### 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	Msk	Msk
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	28	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	-	Msk
2016/17	Msk	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	Msk	Msk	Msk
2013/14	Msk	Msk	-	Msk	-	Msk	Msk
2014/15	Msk	-	-	-	Msk	-	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	-	Msk
2016/17	-	-	-	-	-	-	-

\*\* 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	35	100	12	34.3	9	25.7	1	2.9	1	2.9		
Non-Aboriginal	719	100	195	27.1	82	11.4	28	3.9	14	1.9		

### 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	110	100	16	14.5	5	4.5	1	0.9	4	3.6		
Non-Aboriginal	871	100	63	7.2	20	2.3	15	1.7	11	1.3		

### 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	35	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	719	100	5	0.7	3	0.4	4	0.6	-	-		

### 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	110	100	-	-	1	0.9	-	-	-	-		
Non-Aboriginal	871	100	8	0.9	4	0.5	3	0.3	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	35	100	1	2.9	-	-	-	-	-	-
Non-Aboriginal	719	100	130	18.1	17	2.4	4	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	110	100	1	0.9	-	-	-	-	-	-
Non-Aboriginal	871	100	14	1.6	1	0.1	1	0.1	1	0.1

### 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	35	100	-	-	-	-	-	-	-	-
Non-Aboriginal	719	100	12	1.7	8	1.1	2	0.3	-	-

### 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	110	100	3	2.7	2	1.8	1	0.9	1	0.9
Non-Aboriginal	871	100	16	1.8	4	0.5	4	0.5	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.

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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

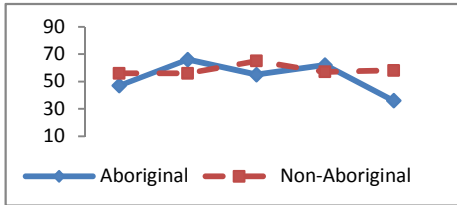
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

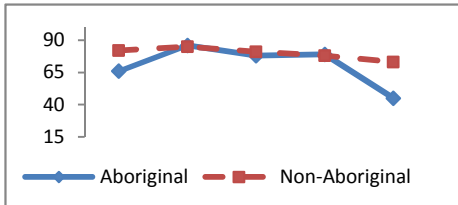
Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

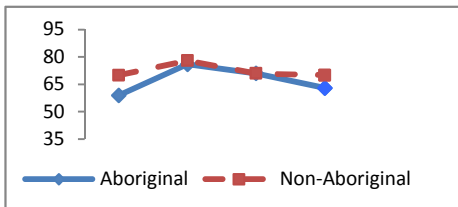
### Do you like school?



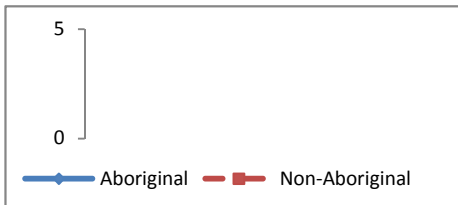
### Do adults in the school treat all students fairly?



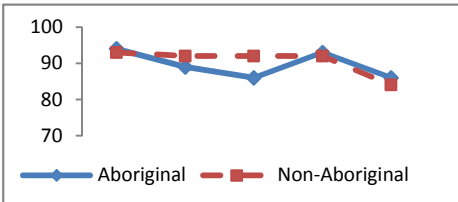
### Do your teachers help you with your schoolwork when you need it?



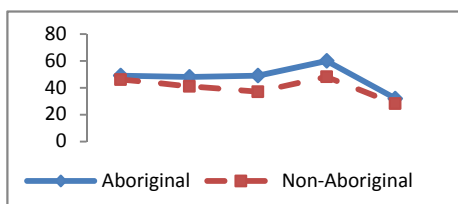
### How many teachers help you with your schoolwork when you need it?



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



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



### Aboriginal

### Non-Aboriginal

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2012/13	38		18	47	336		187	56
2013/14	32		21	66	360		202	56
2014/15	38		21	55	343		223	65
2015/16	29		18	62	300		171	57
2016/17	22		8	36	198		114	58

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2012/13	38		25	66	344		283	82
2013/14	35		30	86	366		311	85
2014/15	41		32	78	345		278	81
2015/16	28		22	79	307		240	78
2016/17	22		10	45	197		143	73

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2012/13	39		23	59	351		244	70
2013/14	37		28	76	377		293	78
2014/15	45		32	71	361		258	71
2015/16	32		20	63	317		222	70
2016/17	-		-	-	-		-	-

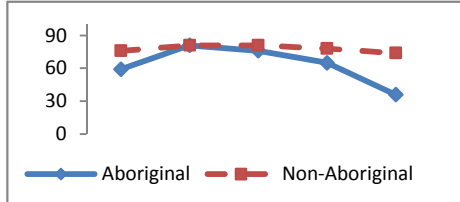
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2012/13	-		-	-	-		-	-
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	22		6	27	196		98	50

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2012/13	36		34	94	346		322	93
2013/14	37		33	89	370		340	92
2014/15	43		37	86	361		332	92
2015/16	30		28	93	310		286	92
2016/17	21		18	86	185		156	84

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2012/13	37		18	49	332		153	46
2013/14	33		16	48	349		144	41
2014/15	37		18	49	329		121	37
2015/16	30		18	60	301		145	48
2016/17	22		7	32	192		54	28

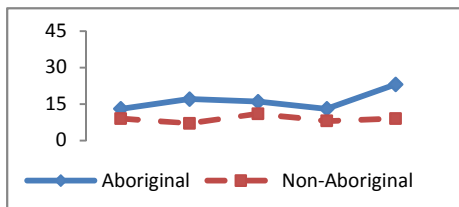
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



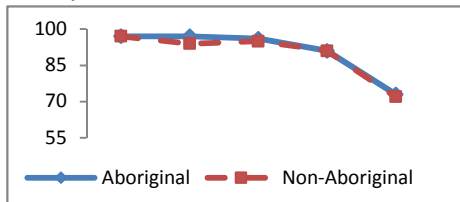
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	39	23	59	353	270	76
2013/14	37	30	81	366	297	81
2014/15	45	34	76	361	291	81
2015/16	31	20	65	315	246	78
2016/17	22	8	36	192	143	74

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



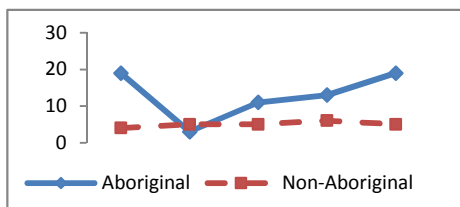
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	38	5	13	338	31	9
2013/14	35	6	17	369	26	7
2014/15	45	7	16	359	39	11
2015/16	31	4	13	307	25	8
2016/17	22	5	23	190	17	9

**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	
	#	#	%	#	#	%
2012/13	39	38	97	348	337	97
2013/14	36	35	97	375	353	94
2014/15	45	43	96	358	340	95
2015/16	32	29	91	315	288	91
2016/17	22	16	73	198	142	72

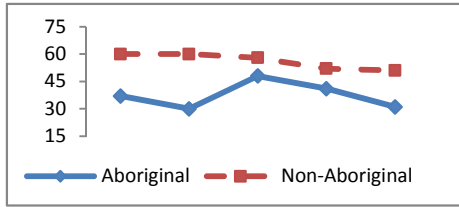
**I would like to go to a different school.**



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	36	7	19	338	15	4
2013/14	34	1	3	366	19	5
2014/15	44	5	11	347	17	5
2015/16	31	4	13	300	17	6
2016/17	21	4	19	195	9	5

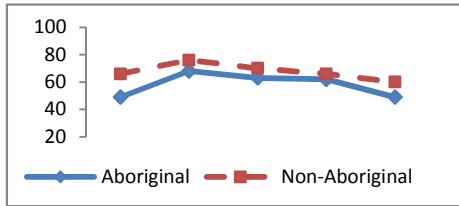
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



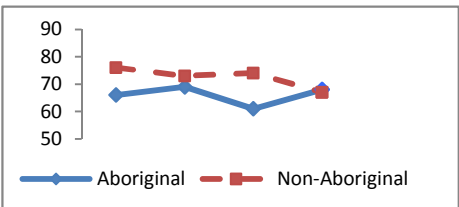
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	38	14	37	411	246	60
2013/14	37	11	30	389	233	60
2014/15	44	21	48	380	219	58
2015/16	41	17	41	412	215	52
2016/17	39	12	31	276	140	51

### 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	41	20	49	407	270	66
2013/14	38	26	68	388	296	76
2014/15	43	27	63	375	264	70
2015/16	42	26	62	397	261	66
2016/17	39	19	49	278	167	60

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



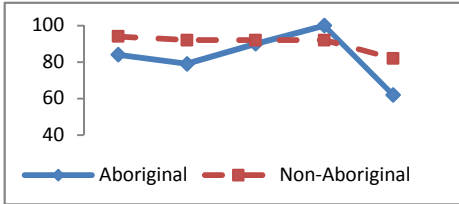
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	44	29	66	415	315	76
2013/14	39	27	69	390	286	73
2014/15	44	27	61	382	281	74
2015/16	41	28	68	403	271	67
2016/17	-	-	-	-	-	-

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



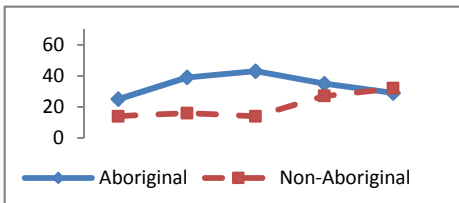
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	39	19 49	277	127 46

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	43	36	84	411	387	94
2013/14	38	30	79	387	356	92
2014/15	41	37	90	377	348	92
2015/16	42	42	100	401	368	92
2016/17	34	21	62	259	212	82

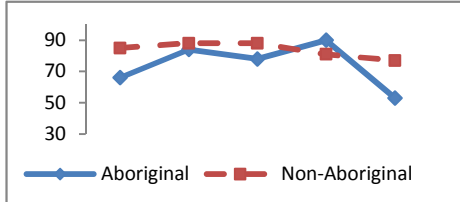
### At school, are you being taught about Aboriginal peoples in Canada?



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	40	10	25	391	56	14
2013/14	38	15	39	375	61	16
2014/15	42	18	43	373	51	14
2015/16	43	15	35	401	107	27
2016/17	38	11	29	271	87	32

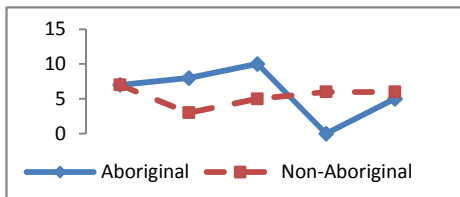
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



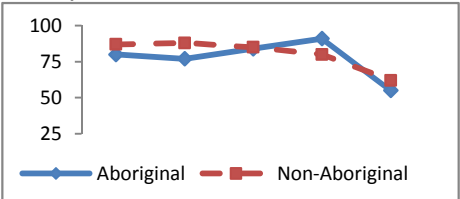
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	41	27	66	413	353	85
2013/14	38	32	84	392	343	88
2014/15	41	32	78	379	332	88
2015/16	42	38	90	401	326	81
2016/17	38	20	53	274	212	77

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



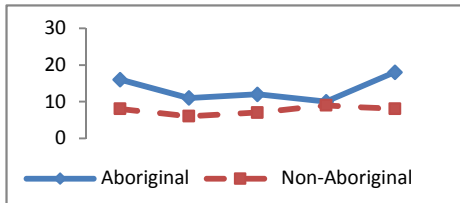
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	42	3	7	410	27	7
2013/14	38	3	8	387	11	3
2014/15	41	4	10	372	18	5
2015/16	41	0	0	406	24	6
2016/17	38	2	5	278	16	6

**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	44	35	80	411	357	87
2013/14	39	30	77	387	340	88
2014/15	44	37	84	376	321	85
2015/16	44	40	91	402	321	80
2016/17	38	21	55	276	171	62

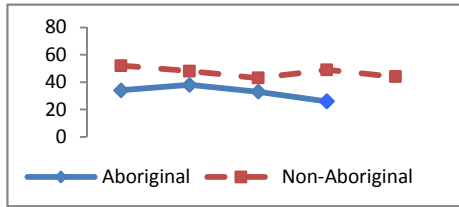
**I would like to go to a different school.**



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	43	7	16	406	32	8
2013/14	38	4	11	385	22	6
2014/15	41	5	12	369	27	7
2015/16	42	4	10	401	35	9
2016/17	39	7	18	277	21	8

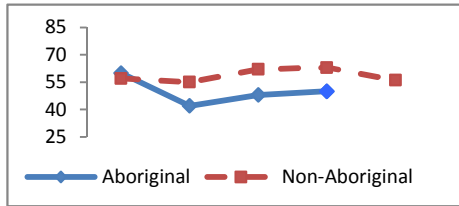
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



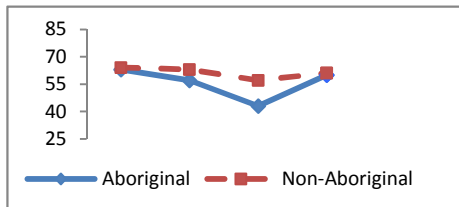
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	44	15	34	427	222	52
2013/14	48	18	38	456	217	48
2014/15	43	14	33	452	193	43
2015/16	42	11	26	367	179	49
2016/17	Msk	Msk	Msk	59	26	44

### 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	43	26	60	409	234	57
2013/14	50	21	42	454	249	55
2014/15	44	21	48	440	273	62
2015/16	40	20	50	361	226	63
2016/17	Msk	Msk	Msk	59	33	56

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



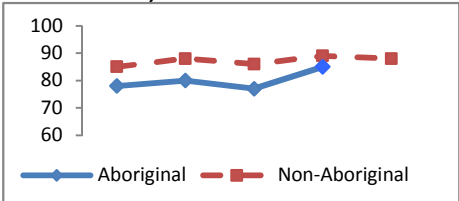
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	46	29	63	421	270	64
2013/14	51	29	57	459	288	63
2014/15	42	18	43	448	257	57
2015/16	40	24	60	363	222	61
2016/17	-	-	-	-	-	-

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



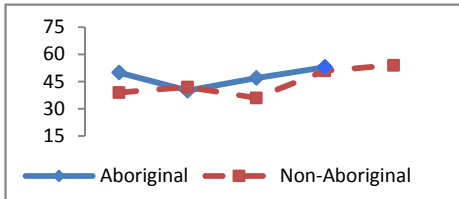
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	Msk	Msk Msk	59	35 59

### 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	46	36	78	426	363	85
2013/14	51	41	80	454	399	88
2014/15	44	34	77	440	380	86
2015/16	40	34	85	361	323	89
2016/17	Msk	Msk	Msk	59	52	88

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

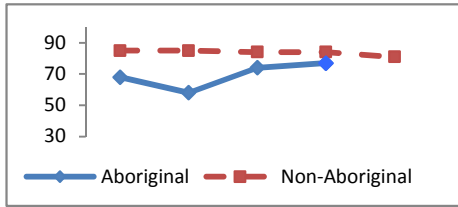


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	42	21	50	422	166	39
2013/14	50	20	40	450	188	42
2014/15	43	20	47	436	155	36
2015/16	40	21	53	356	181	51
2016/17	Msk	Msk	Msk	59	32	54



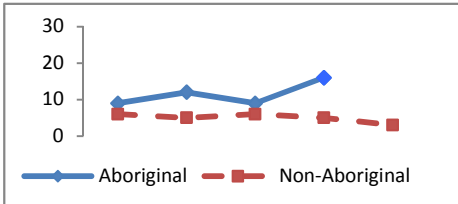
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



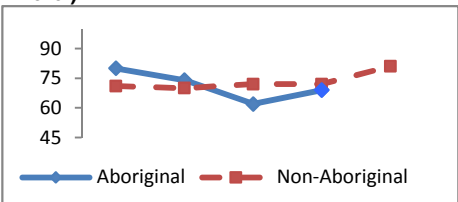
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	44	30	68	422	360	85
2013/14	50	29	58	459	390	85
2014/15	42	31	74	436	365	84
2015/16	39	30	77	359	301	84
2016/17	Msk	Msk	Msk	59	48	81

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



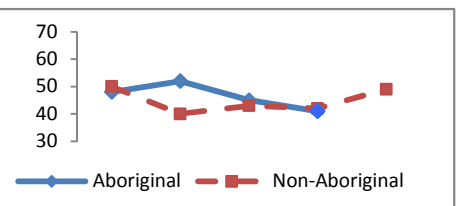
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	44	4	9	421	24	6
2013/14	50	6	12	457	25	5
2014/15	44	4	9	435	26	6
2015/16	37	6	16	359	18	5
2016/17	Msk	Msk	Msk	59	2	3

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



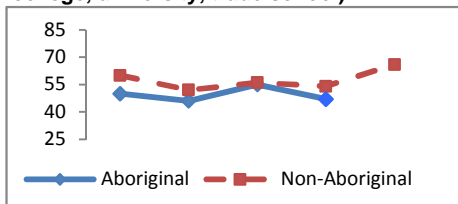
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	46	37	80	418	298	71
2013/14	50	37	74	453	315	70
2014/15	45	28	62	438	314	72
2015/16	42	29	69	355	256	72
2016/17	Msk	Msk	Msk	59	48	81

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



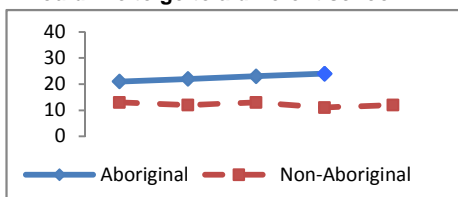
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	42	20	48	406	205	50
2013/14	48	25	52	456	183	40
2014/15	40	18	45	431	186	43
2015/16	39	16	41	355	150	42
2016/17	Msk	Msk	Msk	59	29	49

### 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	42	21	50	406	242	60
2013/14	48	22	46	454	235	52
2014/15	40	22	55	432	242	56
2015/16	36	17	47	353	192	54
2016/17	Msk	Msk	Msk	59	39	66

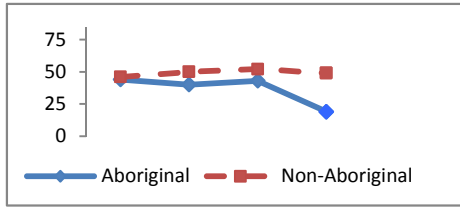
### I would like to go to a different school.



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	43	9	21	416	53	13
2013/14	51	11	22	443	53	12
2014/15	43	10	23	430	54	13
2015/16	38	9	24	348	40	11
2016/17	Msk	Msk	Msk	59	7	12

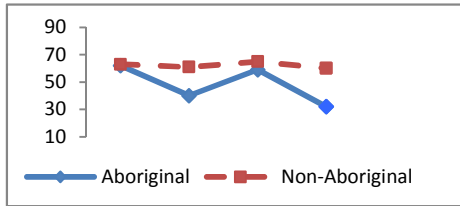
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



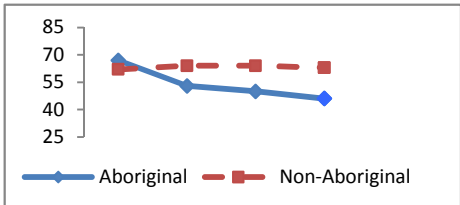
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	36	16	44	446	203	46
2013/14	15	6	40	463	230	50
2014/15	35	15	43	427	224	52
2015/16	32	6	19	323	157	49
2016/17	-	-	-	Msk	Msk	Msk

### 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	34	21	62	438	275	63
2013/14	15	6	40	457	279	61
2014/15	32	19	59	418	270	65
2015/16	34	11	32	308	184	60
2016/17	-	-	-	Msk	Msk	Msk

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



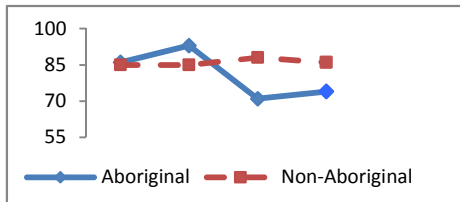
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	36	24	67	445	274	62
2013/14	15	8	53	462	295	64
2014/15	32	16	50	422	271	64
2015/16	35	16	46	318	199	63
2016/17	-	-	-	-	-	-

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



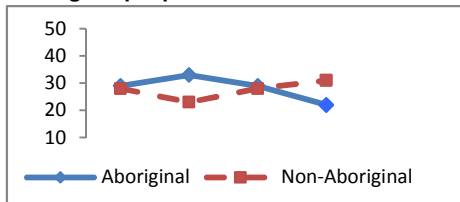
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	-	- -	Msk	Msk Msk

### 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	36	31	86	440	373	85
2013/14	15	14	93	458	391	85
2014/15	35	25	71	419	369	88
2015/16	34	25	74	309	265	86
2016/17	-	-	-	Msk	Msk	Msk

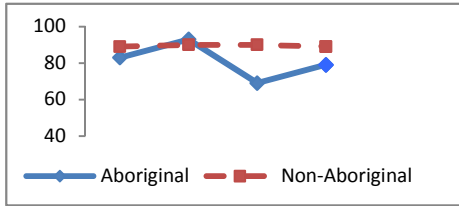
### At school, are you being taught about Aboriginal peoples in Canada?



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	35	10	29	436	120	28
2013/14	15	5	33	453	106	23
2014/15	34	10	29	417	118	28
2015/16	32	7	22	312	96	31
2016/17	-	-	-	Msk	Msk	Msk

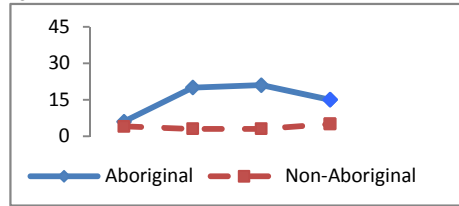
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



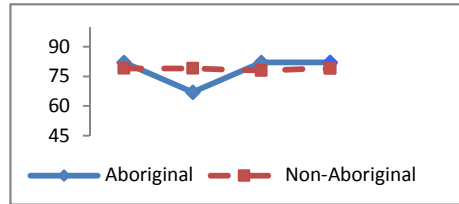
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	35	29	83	440	393	89
2013/14	15	14	93	457	413	90
2014/15	32	22	69	415	373	90
2015/16	33	26	79	313	278	89
2016/17	-	-	-	Msk	Msk	Msk

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



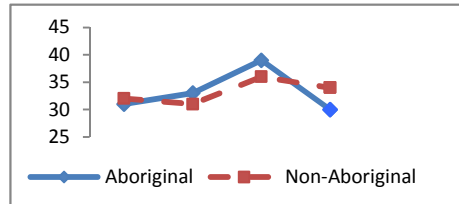
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	36	2	6	442	19	4
2013/14	15	3	20	459	16	3
2014/15	33	7	21	421	14	3
2015/16	33	5	15	311	15	5
2016/17	-	-	-	Msk	Msk	Msk

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



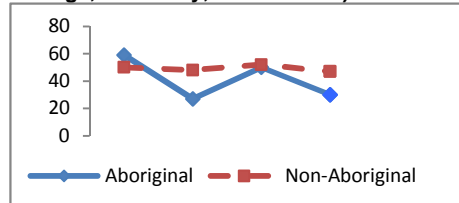
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2012/13	34	28	82	441	349	79
2013/14	15	10	67	462	364	79
2014/15	33	27	82	424	330	78
2015/16	34	28	82	321	253	79
2016/17	-	-	-	Msk	Msk	Msk

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



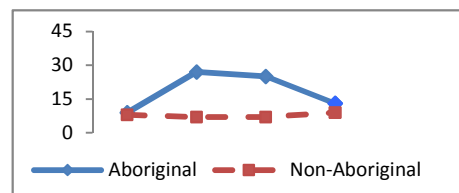
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	35	11	31	437	140	32
2013/14	15	5	33	456	143	31
2014/15	31	12	39	420	152	36
2015/16	33	10	30	305	105	34
2016/17	-	-	-	Msk	Msk	Msk

### 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	34	20	59	434	215	50
2013/14	15	4	27	457	220	48
2014/15	32	16	50	421	218	52
2015/16	33	10	30	306	144	47
2016/17	-	-	-	Msk	Msk	Msk

### 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	35	3	9	438	33	8
2013/14	15	4	27	458	34	7
2014/15	32	8	25	416	28	7
2015/16	32	4	13	305	26	9
2016/17	-	-	-	Msk	Msk	Msk

## 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.