



# Aboriginal Report 2012/13 - 2016/17

## How Are We Doing?

### School District 072 Campbell River

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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?

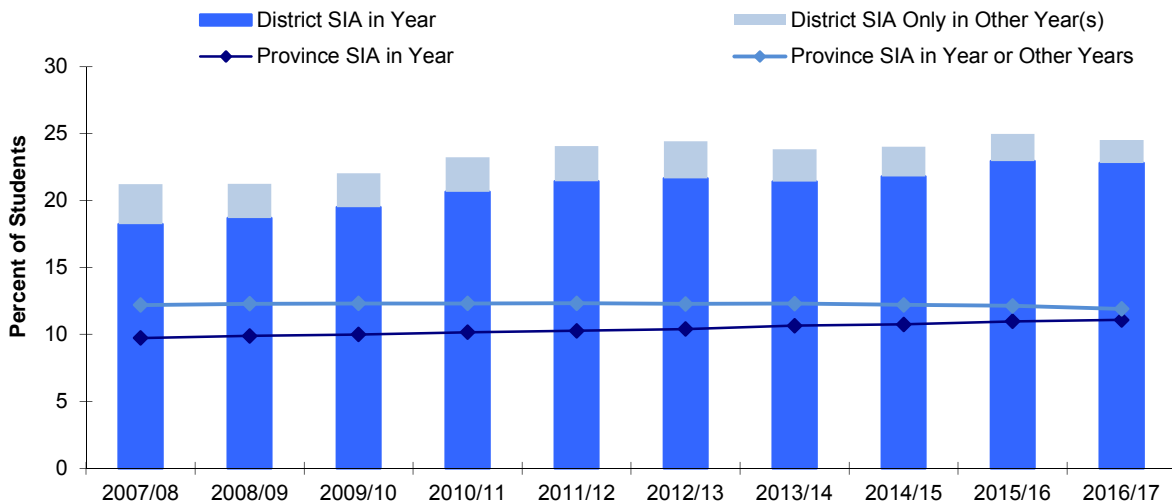
PLEASE NOTE

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	5,953	1,086	18.2	178	3.0	583,619	56,760	9.7	14,419	2.5
2008/09	5,731	1,071	18.7	147	2.6	579,485	57,257	9.9	13,975	2.4
2009/10	5,649	1,102	19.5	143	2.5	580,480	58,017	10.0	13,433	2.3
2010/11	5,441	1,124	20.7	140	2.6	579,110	58,834	10.2	12,434	2.1
2011/12	5,296	1,135	21.4	139	2.6	569,734	58,531	10.3	11,670	2.0
2012/13	5,228	1,132	21.7	145	2.8	564,531	58,717	10.4	10,585	1.9
2013/14	5,207	1,115	21.4	126	2.4	558,983	59,502	10.6	9,265	1.7
2014/15	5,188	1,131	21.8	115	2.2	552,786	59,382	10.7	8,067	1.5
2015/16	5,257	1,206	22.9	107	2.0	553,377	60,706	11.0	6,463	1.2
2016/17	5,324	1,214	22.8	91	1.7	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

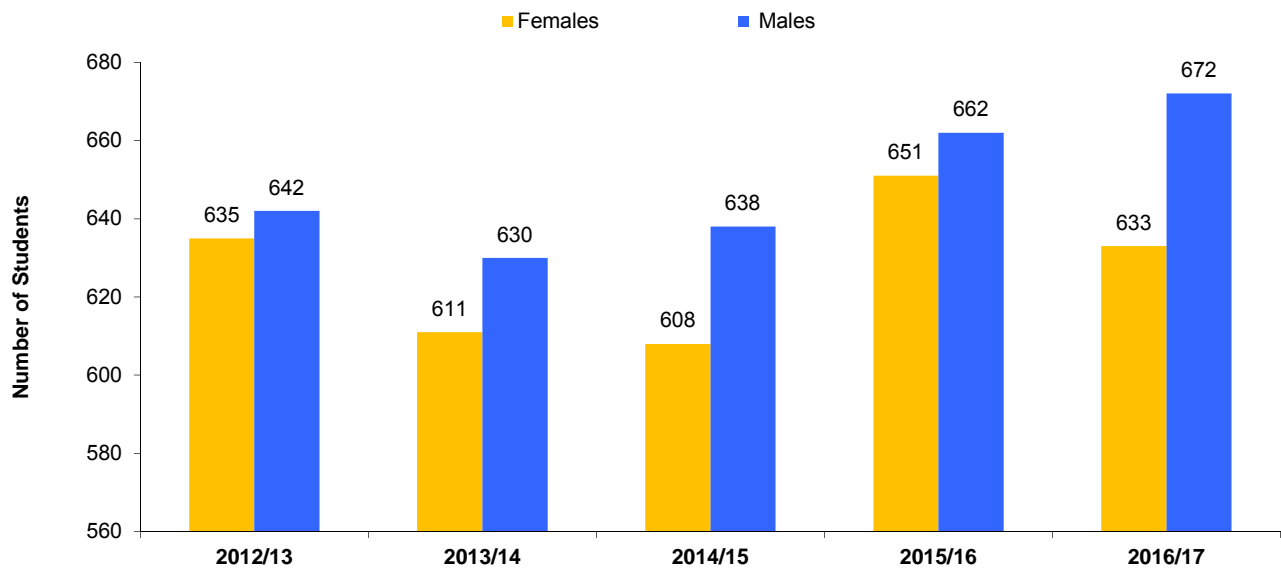
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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 Students %	Aboriginal Females #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #	% of All Students	Aboriginal Males #
2012/13	5,228	1,277	24.4	635	12.1	642	12.3	69,302	34,502	34,800
2013/14	5,207	1,241	23.8	611	11.7	630	12.1	68,767	34,140	34,627
2014/15	5,188	1,246	24.0	608	11.7	638	12.3	67,449	33,388	34,061
2015/16	5,257	1,313	25.0	651	12.4	662	12.6	67,169	33,129	34,040
2016/17	5,324	1,305	24.5	633	11.9	672	12.6	66,401	32,785	33,616

**Number of Aboriginal Students by Gender**

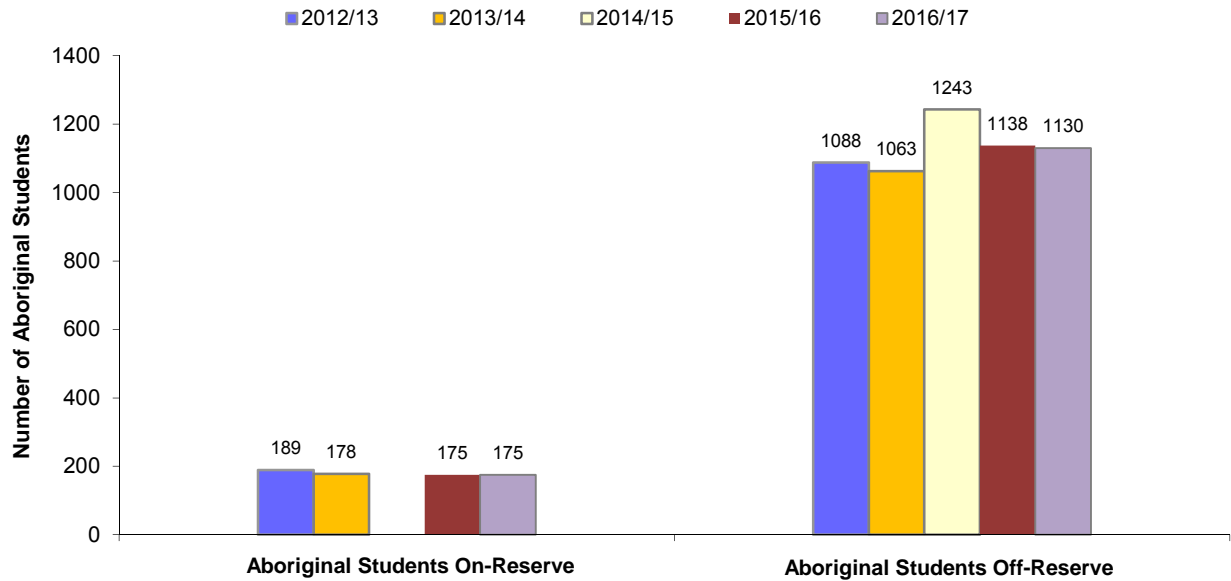


\* Public schools only.

## 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	1,277	94	95	189	541	547	1,088	8,926	60,376
2013/14	1,241	93	85	178	518	545	1,063	8,812	59,955
2014/15	1,246	Msk	Msk	Msk	606	637	1,243	8,143	59,306
2015/16	1,313	89	86	175	562	576	1,138	7,694	59,475
2016/17	1,305	79	96	175	554	576	1,130	7,285	59,116

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

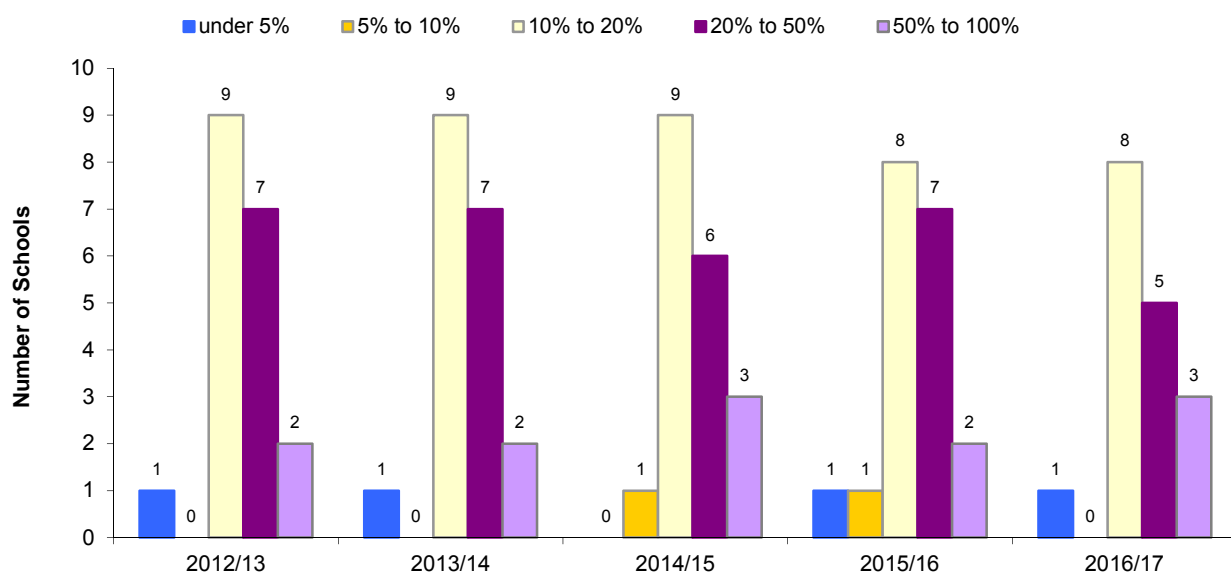


\* Public schools only.

## 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	19	1	0	9	7	2	1,403	379	241	353	336	94
2013/14	19	1	0	9	7	2	1,393	374	243	341	340	95
2014/15	19	0	1	9	6	3	1,385	395	227	333	334	96
2015/16	19	1	1	8	7	2	1,380	401	224	347	316	92
2016/17	17	1	0	8	5	3	1,369	405	232	346	294	92

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

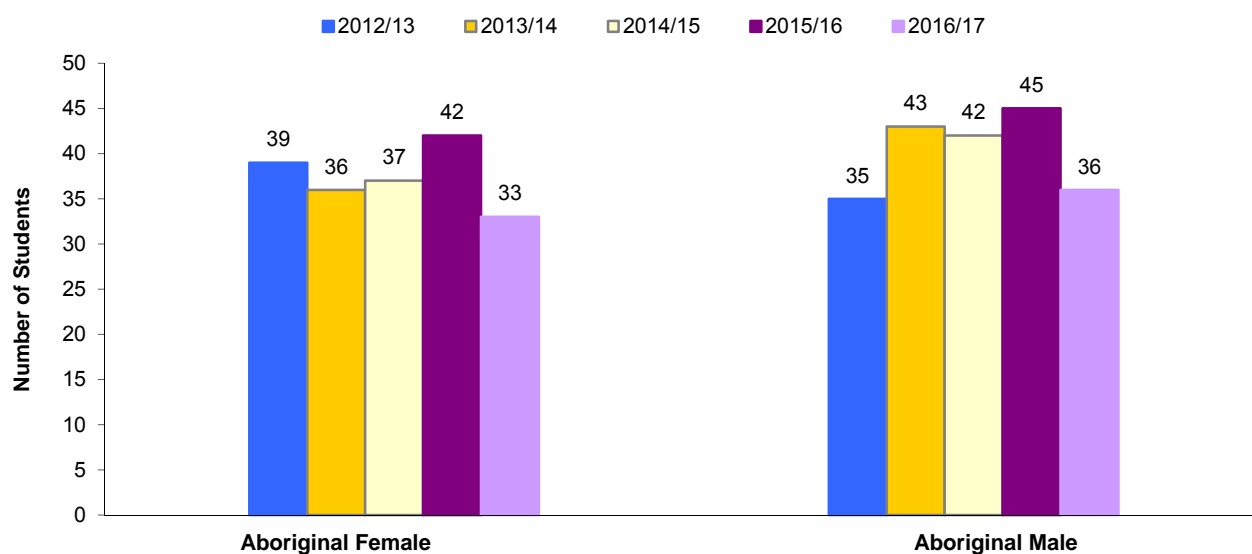


\* Public schools only.

## 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	125	39	35	74	31	20	51	1,697	1,632	2,227	2,965
2013/14	127	36	43	79	26	22	48	1,610	1,594	2,033	2,757
2014/15	144	37	42	79	30	35	65	1,596	1,558	1,981	2,619
2015/16	141	42	45	87	30	24	54	1,609	1,524	2,022	2,477
2016/17	142	33	36	69	44	29	73	1,604	1,539	2,038	2,472

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



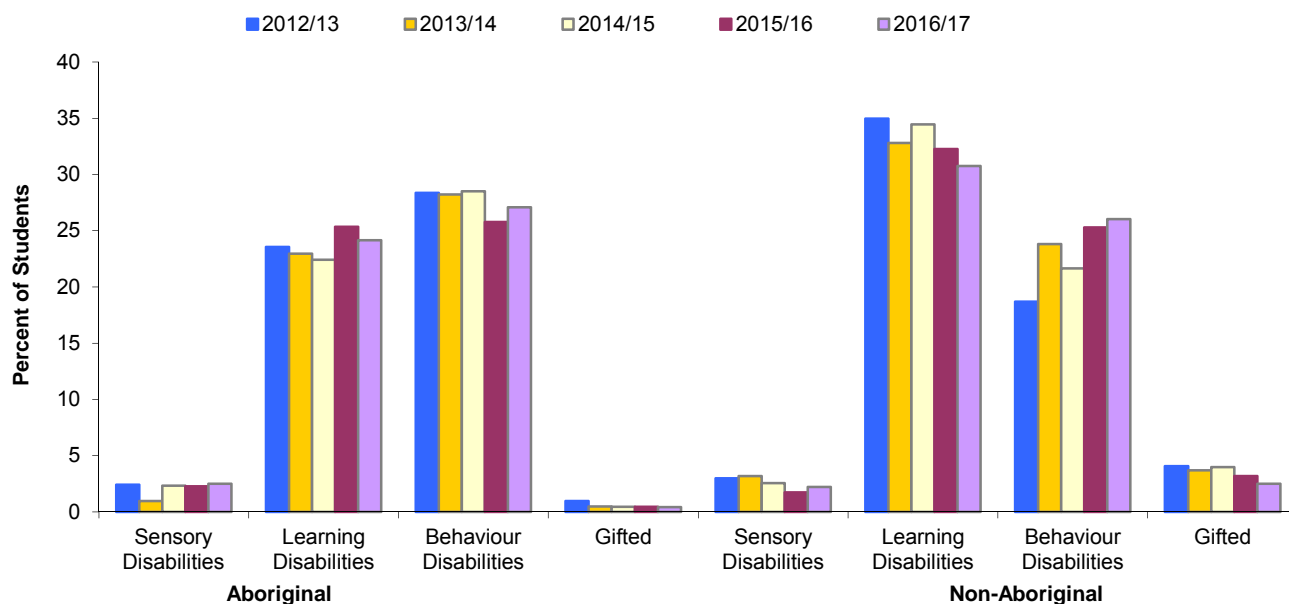
\* Public schools only.

## 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	208	369	5	2	11	3	49	24	129	35	59	28	69	19	2	1	15	4
2013/14	209	378	2	1	12	3	48	23	124	33	59	28	90	24	1	0	14	4
2014/15	214	351	5	2	9	3	48	22	121	34	61	29	76	22	1	0	14	4
2015/16	221	344	5	2	6	2	56	25	111	32	57	26	87	25	1	0	11	3
2016/17	240	361	6	3	8	2	58	24	111	31	65	27	94	26	1	0	9	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).

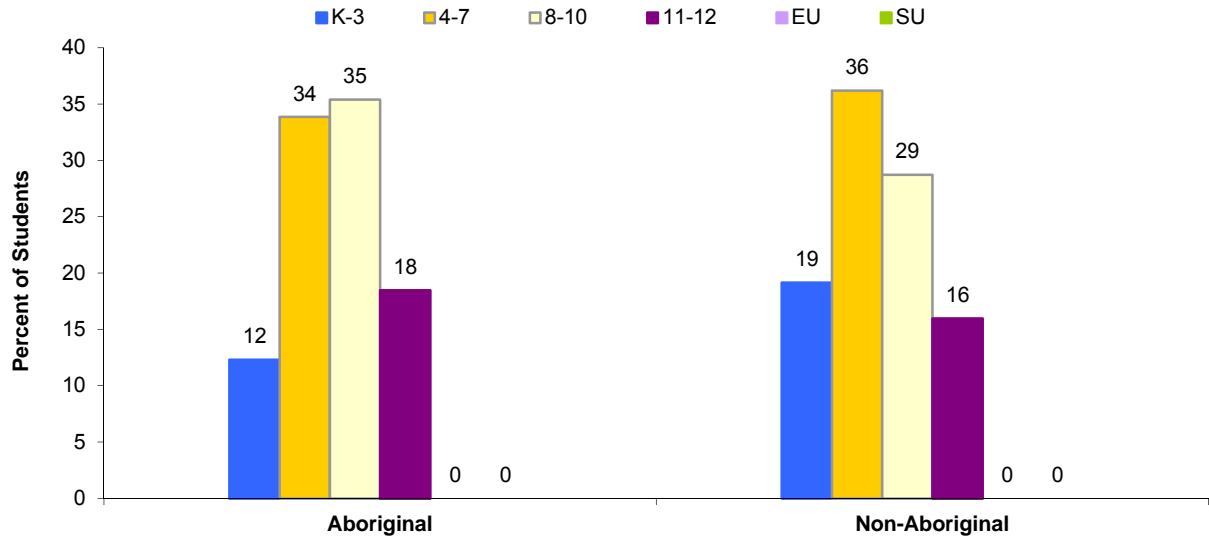
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	59	8	14	18	31	18	31	15	25	0	0	0	0
2013/14	59	7	12	19	32	13	22	20	34	0	0	0	0
2014/15	61	11	18	17	28	18	30	15	25	0	0	0	0
2015/16	57	13	23	18	32	18	32	8	14	0	0	0	0
2016/17	65	8	12	22	34	23	35	12	18	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	69	8	12	23	33	21	30	17	25	0	0	0	0
2013/14	90	17	19	25	28	31	34	17	19	0	0	0	0
2014/15	76	12	16	30	39	22	29	12	16	0	0	0	0
2015/16	87	17	20	34	39	25	29	11	13	0	0	0	0
2016/17	94	18	19	34	36	27	29	15	16	0	0	0	0

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



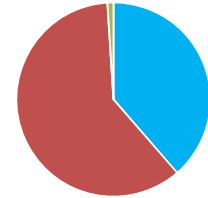
\* Total includes Graduated Adults.

## 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

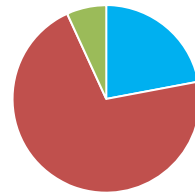
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	60	68	17	28	39	65	4	7
2013/14	57	74	26	46	28	49	3	5
2014/15	63	73	30	48	32	51	1	2
2015/16	74	90	25	34	45	61	4	5
2016/17	101	89	39	39	61	60	1	1



- Not Yet Meeting
- Meeting
- Exceeding

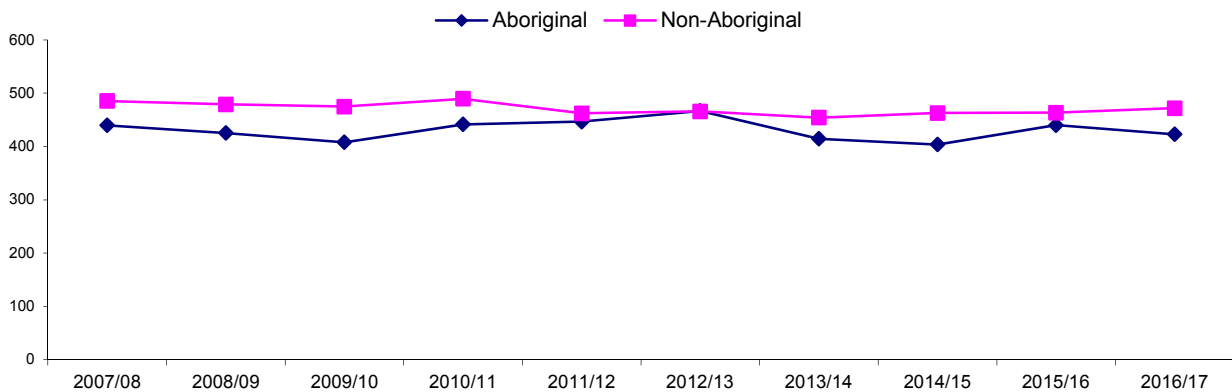
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	208	72	42	20	147	71	19	9
2013/14	217	85	61	28	144	66	12	6
2014/15	171	68	38	22	127	74	6	4
2015/16	251	91	63	25	176	70	12	5
2016/17	263	87	58	22	187	71	18	7



- Not Yet Meeting
- Meeting
- Exceeding

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

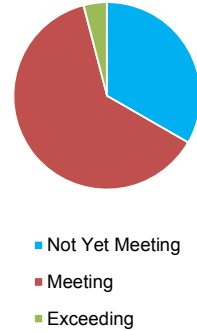


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	60	68	12	20	48	80	0	0
2013/14	55	71	21	38	34	62	0	0
2014/15	59	69	24	41	35	59	0	0
2015/16	71	87	22	31	49	69	0	0
2016/17	99	87	33	33	62	63	4	4

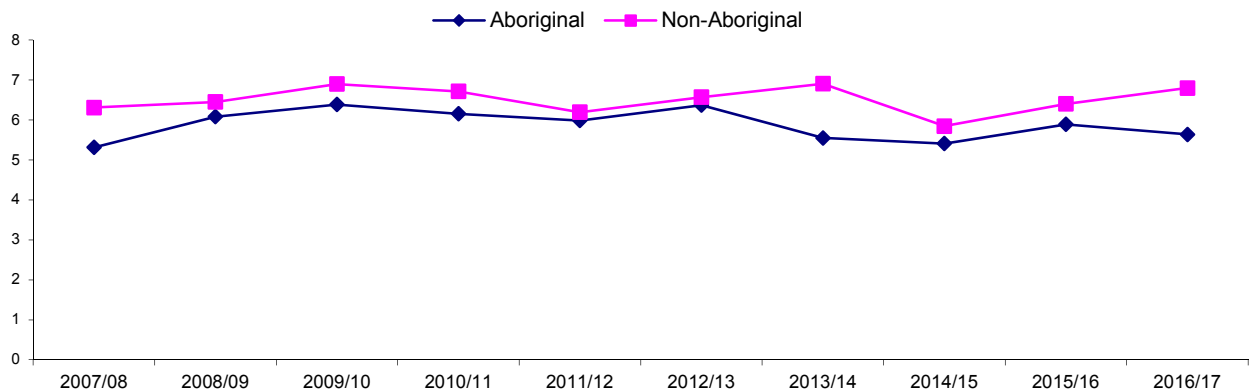


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	205	71	29	14	173	84	3	1
2013/14	212	83	39	18	154	73	19	9
2014/15	167	66	48	29	118	71	1	1
2015/16	247	89	43	17	200	81	4	2
2016/17	256	85	42	16	203	79	11	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.

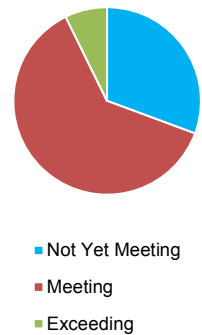
### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	60	68	21	35	35	58	4	7
2013/14	58	75	35	60	22	38	1	2
2014/15	60	70	31	52	29	48	0	0
2015/16	72	88	31	43	40	56	1	1
2016/17	100	88	66	66	33	33	1	1

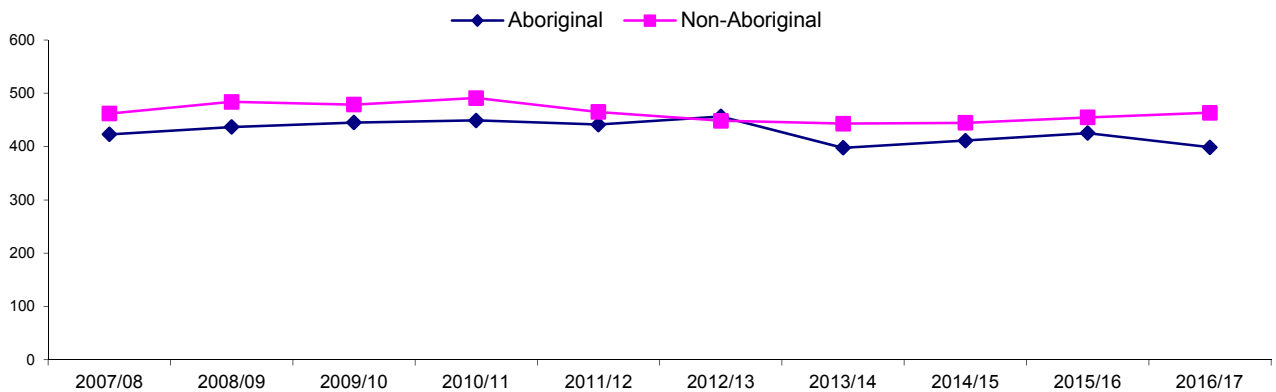


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	207	71	67	32	131	63	9	4
2013/14	217	85	77	35	135	62	5	2
2014/15	169	67	55	33	113	67	1	1
2015/16	251	91	73	29	172	69	6	2
2016/17	261	86	80	31	162	62	19	7



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

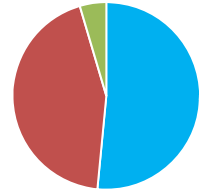


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

### GRADE 7: ABORIGINAL

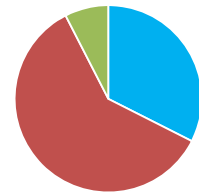
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	62	56	31	50	29	47	2	3
2013/14	61	69	23	38	36	59	2	3
2014/15	46	53	23	50	21	46	2	4
2015/16	77	72	40	52	32	42	5	6
2016/17	66	77	34	52	29	44	3	5



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

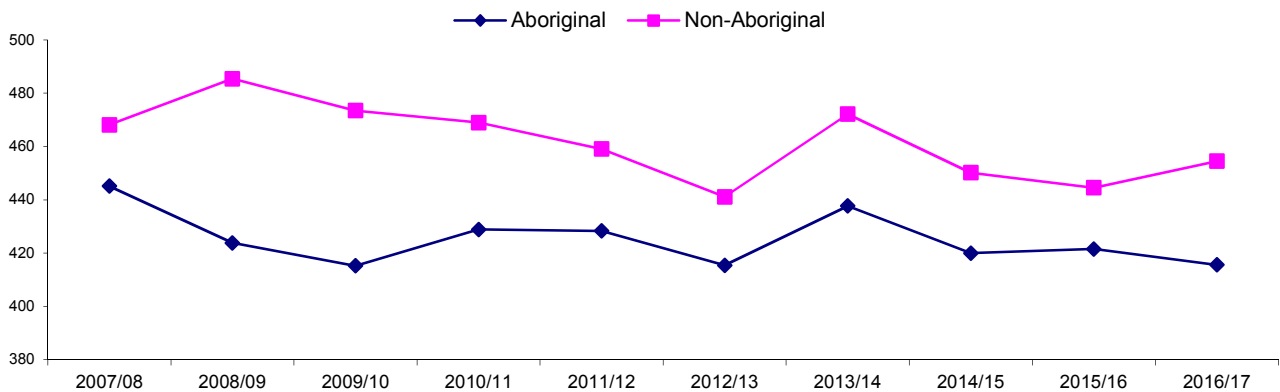
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	162	59	60	37	91	56	11	7
2013/14	215	75	64	30	133	62	18	8
2014/15	175	59	67	38	98	56	10	6
2015/16	222	72	84	38	119	54	19	9
2016/17	225	80	73	32	135	60	17	8



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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

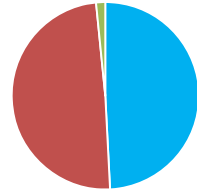


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

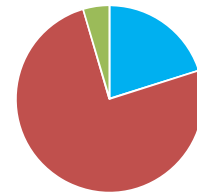
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	55	50	25	45	30	55	0	0
2013/14	53	60	23	43	30	57	0	0
2014/15	40	46	11	28	28	70	1	3
2015/16	73	68	25	34	45	62	3	4
2016/17	63	73	31	49	31	49	1	2



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

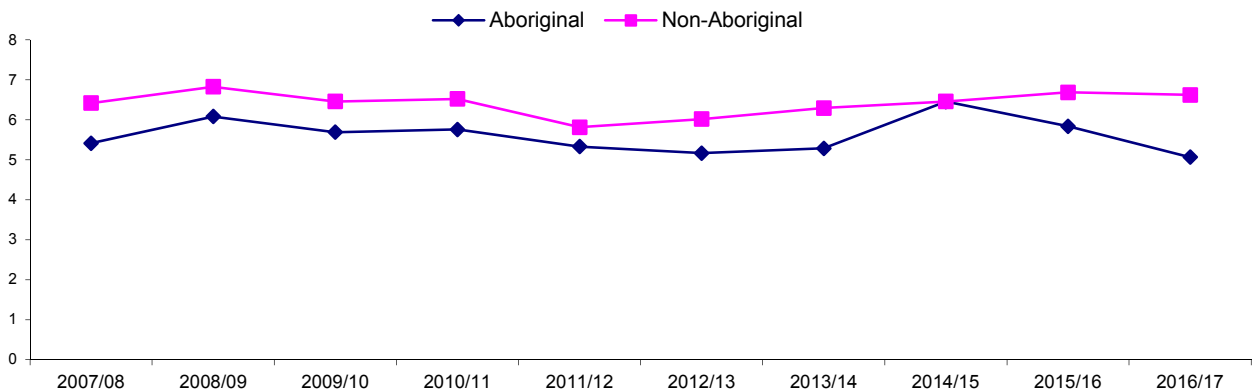
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	146	53	48	33	95	65	3	2
2013/14	205	72	51	25	147	72	7	3
2014/15	162	55	40	25	119	73	3	2
2015/16	216	70	37	17	170	79	9	4
2016/17	219	78	44	20	165	75	10	5



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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

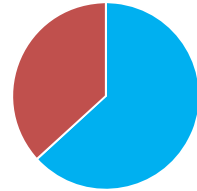


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

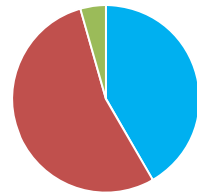
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	55	50	33	60	21	38	1	2
2013/14	63	72	38	60	25	40	0	0
2014/15	46	53	27	59	19	41	0	0
2015/16	78	73	44	56	34	44	0	0
2016/17	68	79	43	63	25	37	0	0



- Not Yet Meeting
- Meeting
- Exceeding

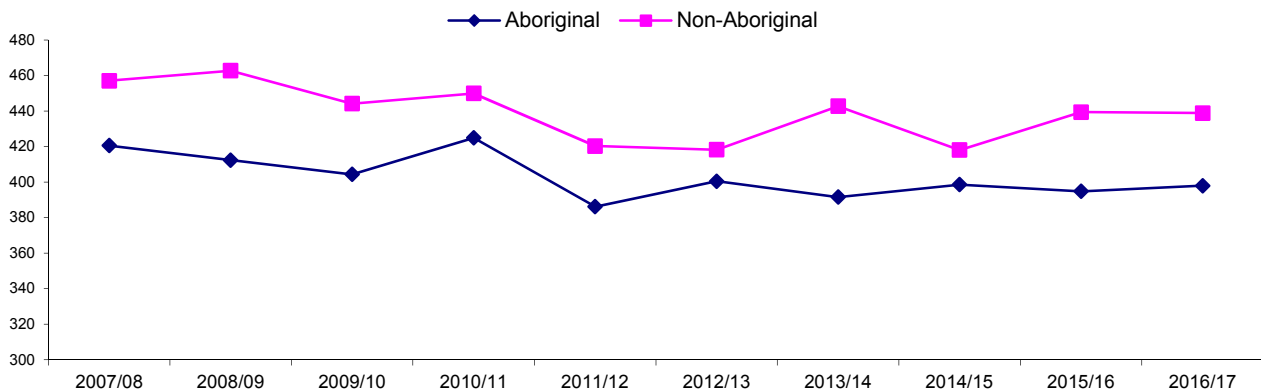
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	147	53	72	49	72	49	3	2
2013/14	210	73	71	34	134	64	5	2
2014/15	172	58	87	51	78	45	7	4
2015/16	229	74	90	39	128	56	11	5
2016/17	228	81	95	42	123	54	10	4



- 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).

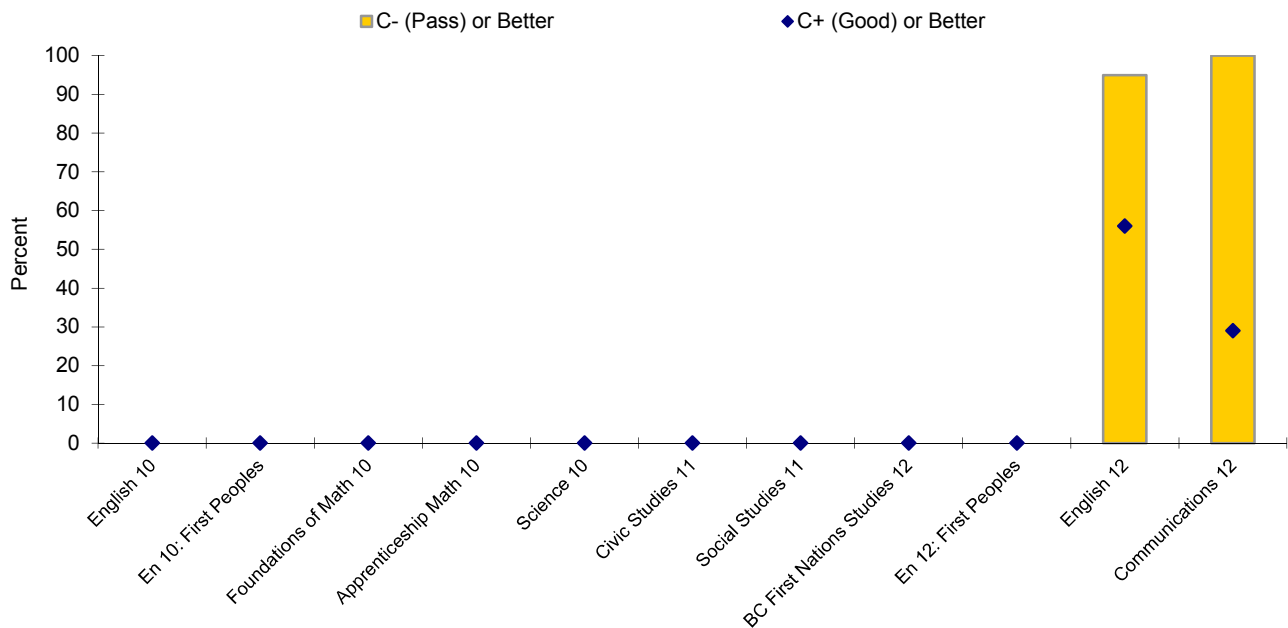
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	57	54	95	32	56	275	272	99	209	76
Communications 12	17	17	100	5	29	44	42	95	20	45

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



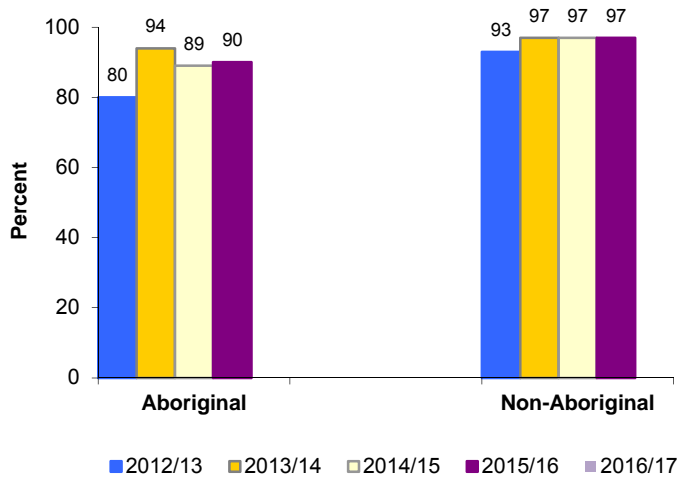


## FINAL MARKS: ENGLISH 10

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	59	47	80	24	41	356	331	93	216	61
2013/14	82	77	94	29	35	322	312	97	222	69
2014/15	81	72	89	37	46	341	331	97	218	64
2015/16	88	79	90	43	49	297	287	97	197	66
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	59	88	49	10	356	370	315	41	
2013/14	82	101	64	18	322	335	291	31	
2014/15	81	104	72	9	341	332	295	46	
2015/16	88	112	74	14	297	316	265	32	
2016/17	-	91	-	-	-	317	-	-	

**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.

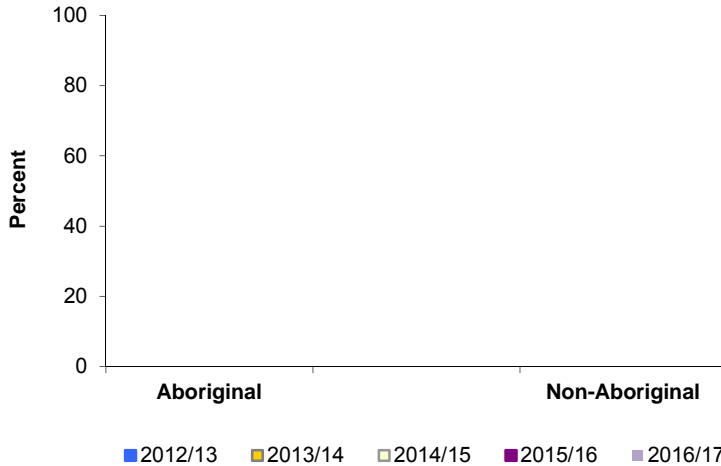
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	-	-	-	-	-	-	-	-	-
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
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	-	88	-	-	-	370	-	-
2013/14	Msk	101	Msk	Msk	-	335	-	-
2014/15	Msk	104	Msk	Msk	-	332	-	-
2015/16	Msk	112	Msk	Msk	-	316	-	-
2016/17	-	91	-	-	-	317	-	-

**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.

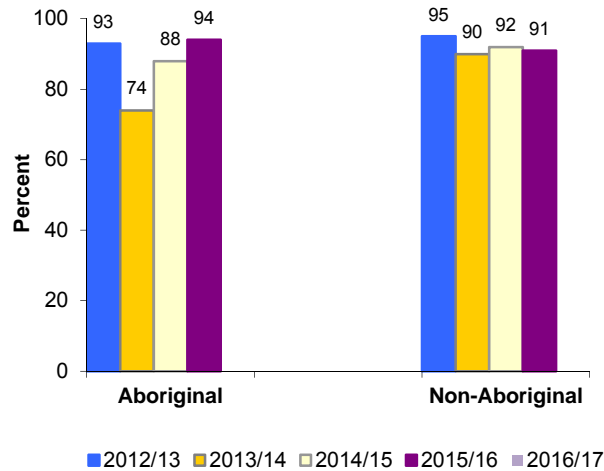
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	42	39	93	20	48	265	251	95	158	60
2013/14	31	23	74	13	42	253	228	90	147	58
2014/15	49	43	88	27	55	243	223	92	148	61
2015/16	47	44	94	28	60	223	203	91	147	66
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	42	88	31	11	265	370	241	24	
2013/14	31	101	28	3	253	335	224	29	
2014/15	49	104	40	9	243	332	206	37	
2015/16	47	112	42	5	223	316	194	29	
2016/17	-	91	-	-	-	317	-	-	

**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.

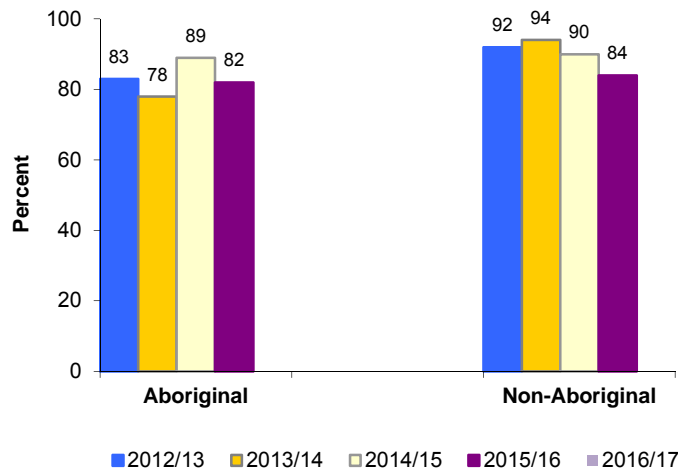
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	35	29	83	10	29	93	86	92	32	34
2013/14	51	40	78	14	27	72	68	94	32	44
2014/15	45	40	89	11	24	104	94	90	45	43
2015/16	51	42	82	19	37	92	77	84	31	34
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	35	88	20	15	93	370	67	26		
2013/14	51	101	36	15	72	335	47	25		
2014/15	45	104	29	16	104	332	75	29		
2015/16	51	112	41	10	92	316	68	24		
2016/17	-	91	-	-	-	317	-	-		

**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.

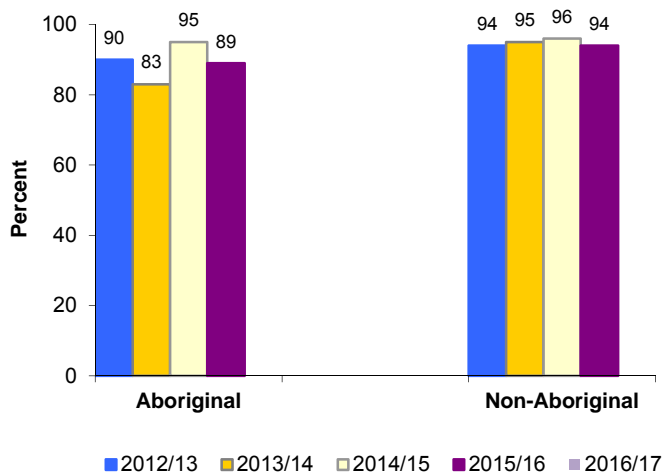
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	51	46	90	26	51	332	312	94	213	64
2013/14	81	67	83	25	31	329	313	95	206	63
2014/15	105	100	95	53	50	328	316	96	219	67
2015/16	85	76	89	40	47	287	269	94	175	61
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	51	88	43	8	332	370	302	30	
2013/14	81	101	64	17	329	335	288	41	
2014/15	105	104	77	28	328	332	294	34	
2015/16	85	112	78	7	287	316	265	22	
2016/17	-	91	-	-	-	317	-	-	

**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.

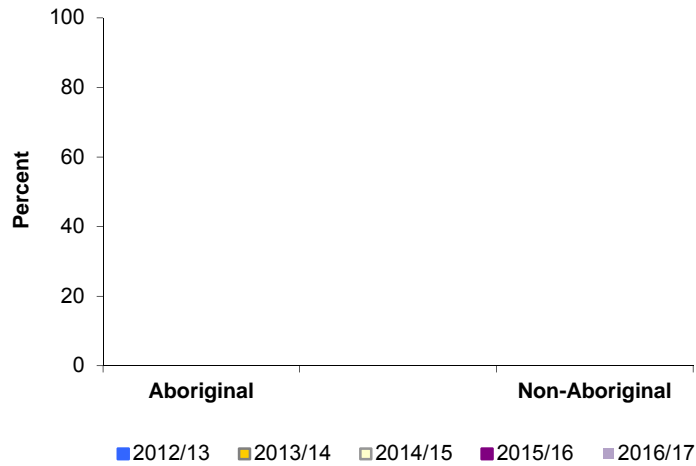
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-
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	-	104	-	-	-	379	-	-		
2013/14	-	87	-	-	-	374	-	-		
2014/15	-	97	-	-	-	351	-	-		
2015/16	-	104	-	-	-	366	-	-		
2016/17	-	110	-	-	-	320	-	-		

### 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.

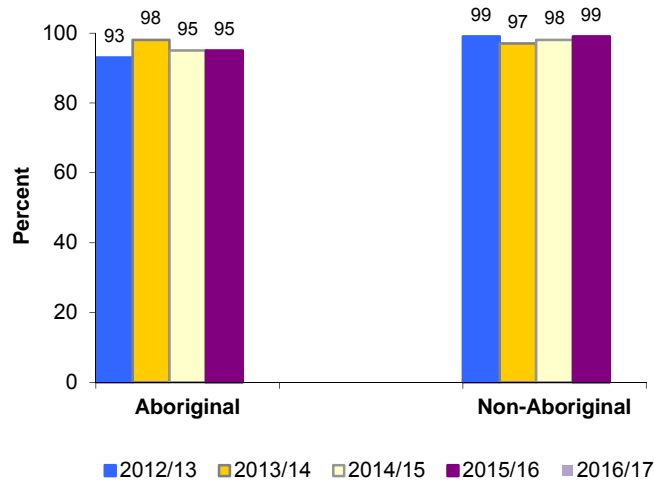
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	42	39	93	28	67	304	300	99	208	68
2013/14	45	44	98	27	60	311	301	97	224	72
2014/15	65	62	95	31	48	311	306	98	213	68
2015/16	73	69	95	44	60	326	322	99	246	75
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	42	104	33	9	304	379	272	32	
2013/14	45	87	37	8	311	374	278	33	
2014/15	65	97	56	9	311	351	273	38	
2015/16	73	104	58	15	326	366	289	37	
2016/17	-	110	-	-	-	320	-	-	

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



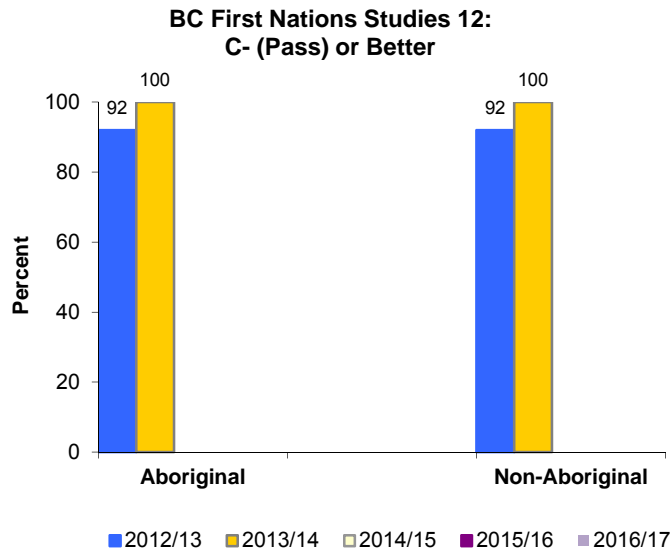
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	13	12	92	3	23	24	22	92	14	58
2013/14	10	10	100	5	50	17	17	100	9	53
2014/15	-	-	-	-	-	-	-	-	-	-
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	13	148	5	8	24	477	8	16		
2013/14	10	136	6	4	17	486	10	7		
2014/15	-	108	-	-	-	461	-	-		
2015/16	Msk	138	Msk	Msk	Msk	449	Msk	Msk		
2016/17	-	142	-	-	-	461	-	-		



<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.

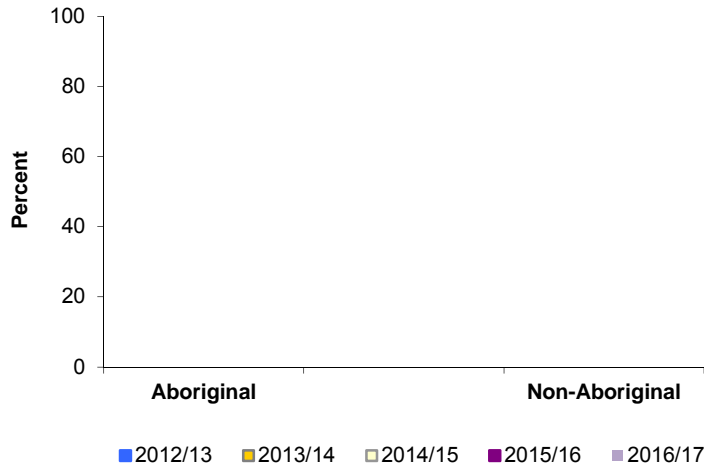


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
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	-	148	-	-	-	477	-	-
2013/14	-	136	-	-	-	486	-	-
2014/15	-	108	-	-	-	461	-	-
2015/16	-	138	-	-	-	449	-	-
2016/17	-	142	-	-	-	461	-	-

**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.

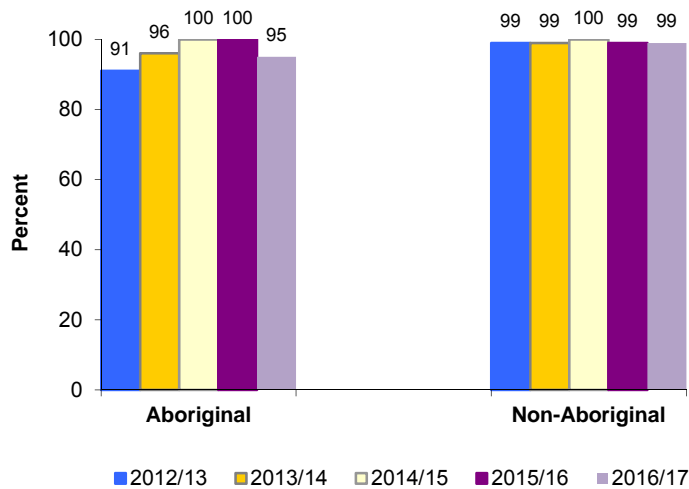
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	45	41	91	21	47	287	285	99	199	69
2013/14	45	43	96	22	49	290	288	99	200	69
2014/15	38	38	100	22	58	279	279	100	203	73
2015/16	41	41	100	20	49	252	250	99	182	72
2016/17	57	54	95	32	56	275	272	99	209	76

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	45	148	43	2	287	477	273	14	
2013/14	45	136	40	5	290	486	273	17	
2014/15	38	108	34	4	279	461	261	18	
2015/16	41	138	39	2	252	449	244	8	
2016/17	57	142	52	5	275	461	251	24	

**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.

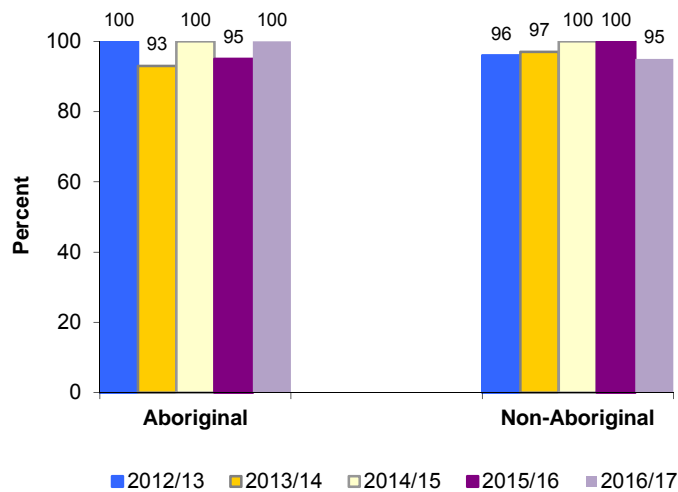
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	20	20	100	12	60	50	48	96	35	70
2013/14	14	13	93	8	57	36	35	97	24	67
2014/15	11	11	100	5	45	42	42	100	20	48
2015/16	20	19	95	10	50	26	26	100	16	62
2016/17	17	17	100	5	29	44	42	95	20	45

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	20	148	19	1	50	477	47	3		
2013/14	14	136	11	3	36	486	35	1		
2014/15	11	108	11	0	42	461	39	3		
2015/16	20	138	19	1	26	449	23	3		
2016/17	17	142	15	2	44	461	42	2		

**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.

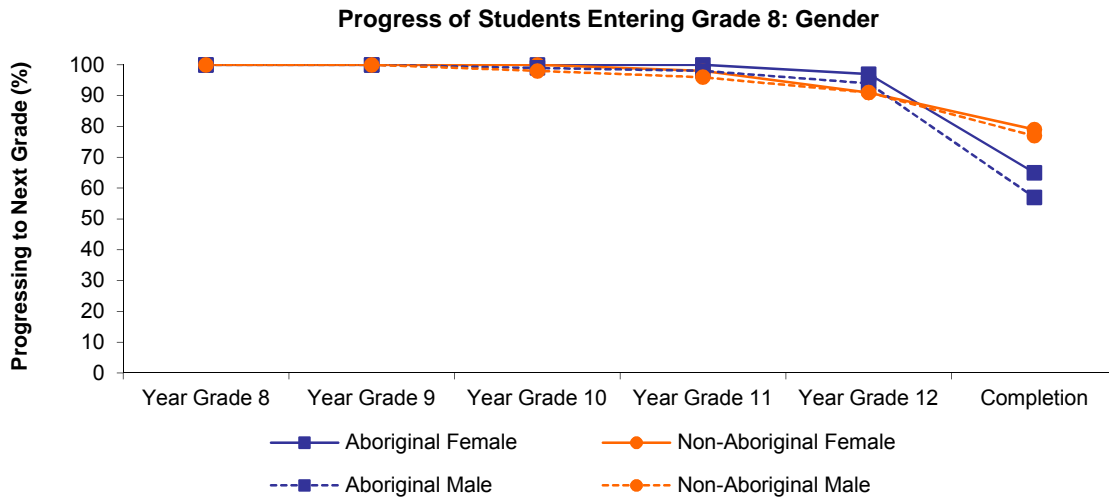
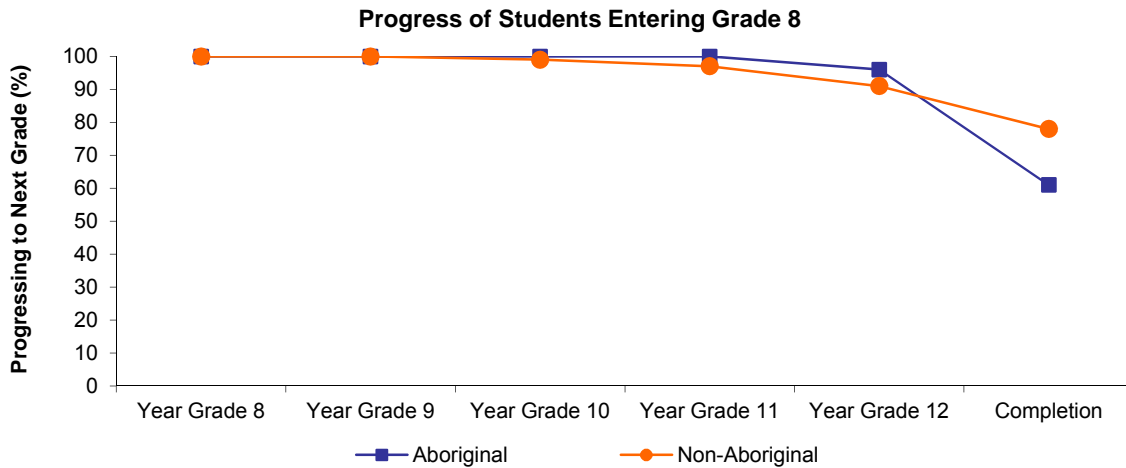
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	100	100	99	99	100	98
	Grade 11	100	100	98	97	98	96
	Grade 12	96	97	94	91	91	91
2016/17	Completion	61	65	57	78	79	77



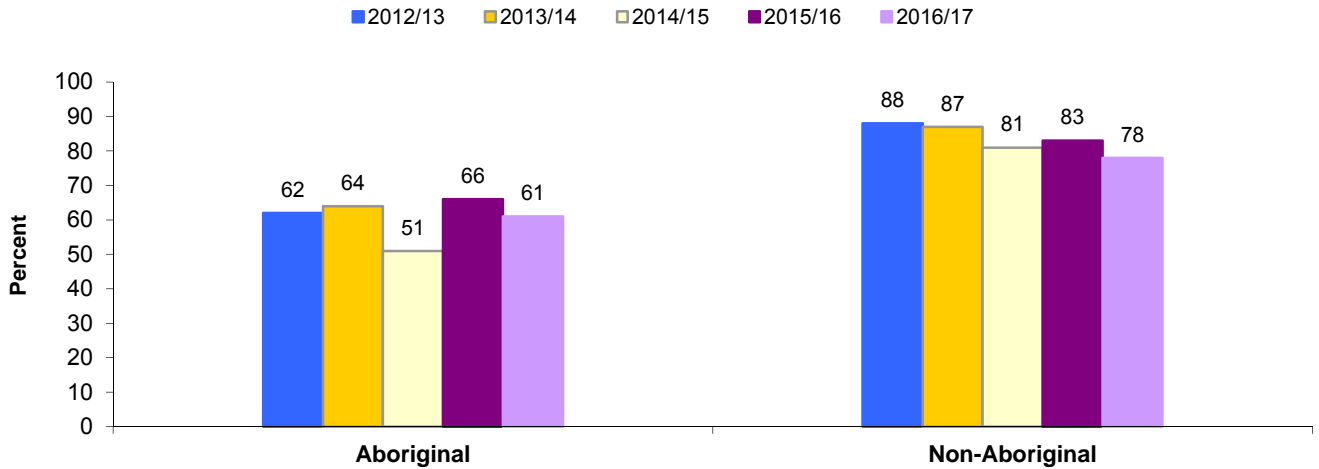
## SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

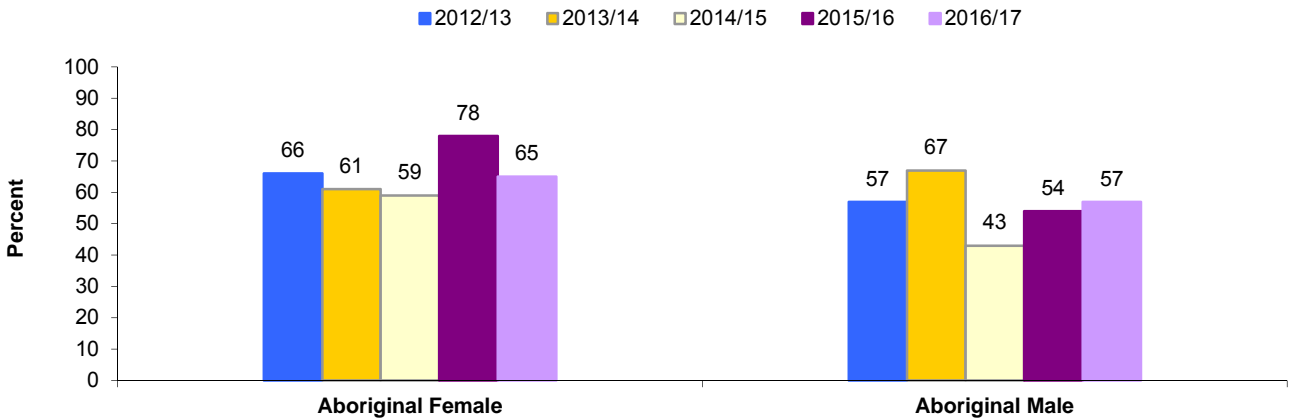
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	62	66	57	88	88	88
2013/14	64	61	67	87	93	81
2014/15	51	59	43	81	80	81
2015/16	66	78	54	83	86	81
2016/17	61	65	57	78	79	77

**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).

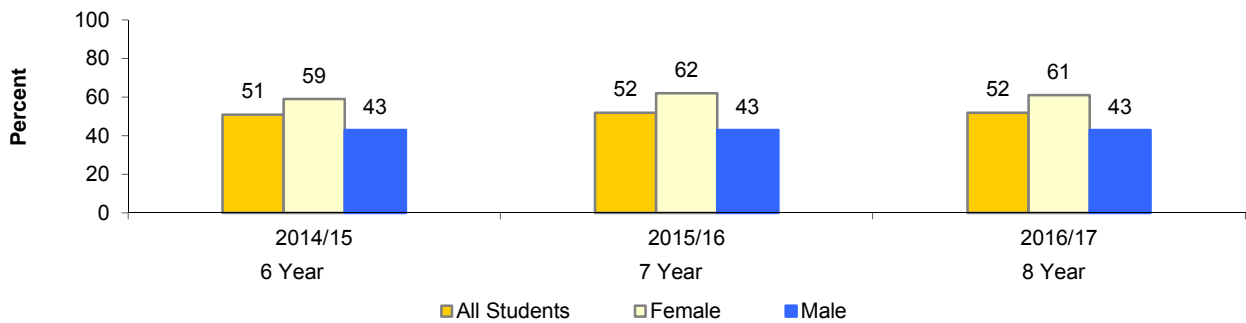
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

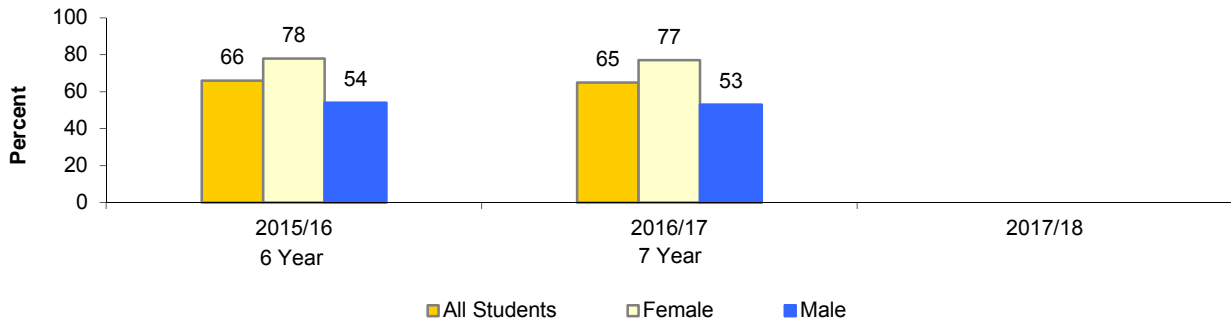
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	51	59	43	52	62	43	52	61	43
2010/11	66	78	54	65	77	53	-	-	-
2011/12	61	65	57	-	-	-	-	-	-

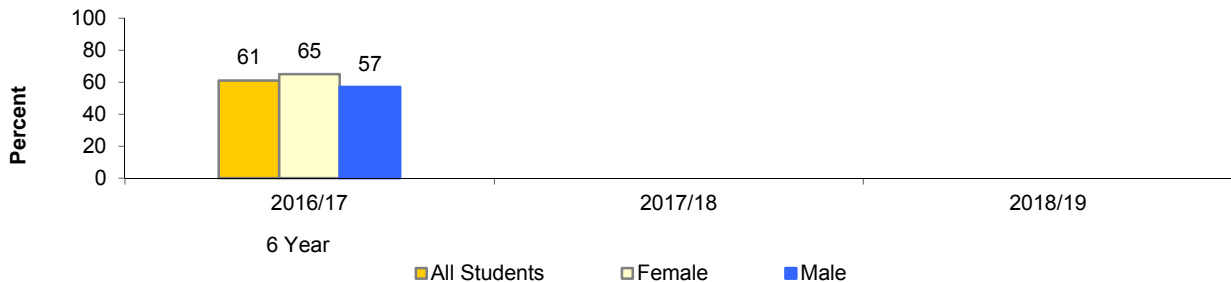
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort**



**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	138	12	9	432	13	3
2013/14	119	Msk	Msk	449	12	3
2014/15	94	Msk	Msk	425	12	3
2015/16	123	Msk	Msk	409	Msk	Msk
2016/17	125	Msk	Msk	409	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	138	57	41	432	307	71
2013/14	119	46	39	449	291	65
2014/15	94	46	49	425	302	71
2015/16	123	59	48	409	276	67
2016/17	125	63	50	409	284	69

### 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	138	19	14	432	19	4
2013/14	119	11	9	449	20	4
2014/15	94	Msk	Msk	425	13	3
2015/16	123	Msk	Msk	409	13	3
2016/17	125	Msk	Msk	409	Msk	Msk

\* 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	68	53	78	15	22
2013/14	57	44	77	13	23
2014/15	58	44	76	14	24
2015/16	51	34	67	17	33
2016/17	53	38	72	15	28

### 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	1,277	53	4
2013/14	1,241	44	4
2014/15	1,246	44	4
2015/16	1,313	34	3
2016/17	1,305	38	3

### 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	44	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	40	Msk	Msk	Msk	-	Msk	Msk
2014/15	31	Msk	Msk	Msk	-	Msk	Msk
2015/16	Msk	-	Msk	Msk	-	Msk	Msk
2016/17	36	Msk	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	-	-	-
2014/15	Msk	-	Msk	Msk	-	Msk	Msk
2015/16	Msk	-	-	-	-	Msk	Msk
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	63	100	21	33.3	5	7.9	5	7.9	1	1.6		
Non-Aboriginal	326	100	91	27.9	29	8.9	14	4.3	6	1.8		

### 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	63	100	6	9.5	2	3.2	-	-	-	-		
Non-Aboriginal	168	100	22	13.1	6	3.6	4	2.4	2	1.2		

### 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	63	100	-	-	1	1.6	-	-	-	-		
Non-Aboriginal	326	100	8	2.5	3	0.9	-	-	1	0.3		

### 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	63	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	168	100	1	0.6	-	-	1	0.6	-	-		

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	63	100	2	3.2	-	-	-	-	-	-
Non-Aboriginal	326	100	32	9.8	3	0.9	1	0.3	1	0.3

### 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	63	100	-	-	-	-	-	-	-	-
Non-Aboriginal	168	100	-	-	-	-	-	-	-	-

### 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	63	100	2	3.2	2	3.2	-	-	-	-
Non-Aboriginal	326	100	12	3.7	10	3.1	1	0.3	2	0.6

### 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	63	100	-	-	-	-	-	-	-	-
Non-Aboriginal	168	100	1	0.6	1	0.6	-	-	1	0.6

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

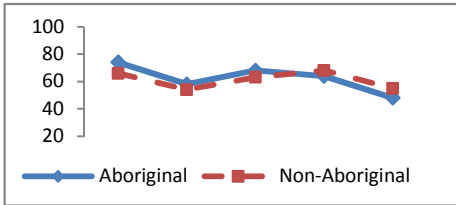
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

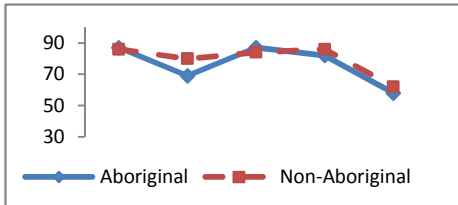
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



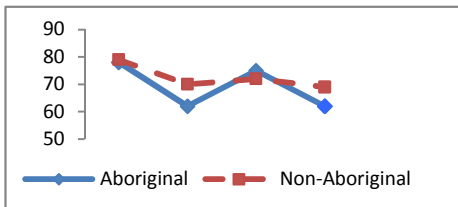
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	78	58	74	253	167	66
2013/14	64	37	58	229	123	54
2014/15	75	51	68	215	135	63
2015/16	76	49	64	233	159	68
2016/17	56	27	48	243	133	55

### 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	75	65	87	245	210	86
2013/14	65	45	69	238	191	80
2014/15	75	65	87	212	179	84
2015/16	71	58	82	226	194	86
2016/17	57	33	58	242	151	62

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



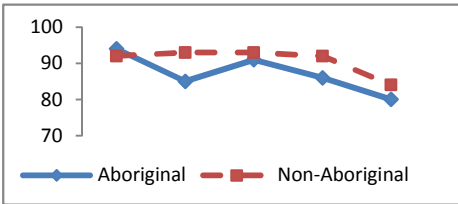
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2012/13	80	62	78	252	200	79
2013/14	65	40	62	235	164	70
2014/15	76	57	75	220	159	72
2015/16	76	47	62	240	165	69
2016/17	-	-	-	-	-	-

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



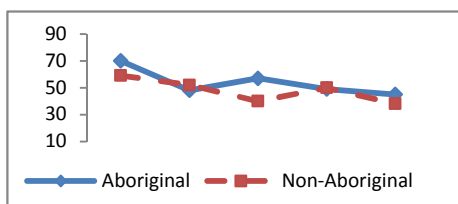
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2012/13	-	-	-	-
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	55	30 55	238	99 42

### 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	81	76	94	251	232	92
2013/14	62	53	85	238	222	93
2014/15	74	67	91	218	202	93
2015/16	72	62	86	238	220	92
2016/17	54	43	80	231	193	84

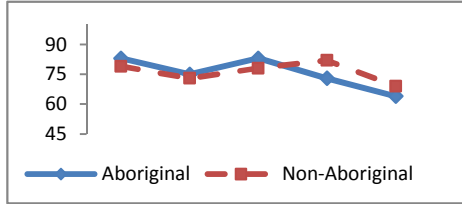
### At school, are you being taught about Aboriginal peoples in Canada?



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	77	54	70	240	142	59
2013/14	63	30	48	225	116	52
2014/15	70	40	57	206	82	40
2015/16	74	36	49	233	117	50
2016/17	56	25	45	240	90	38

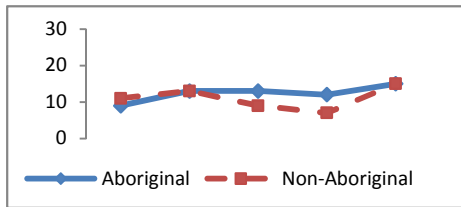
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



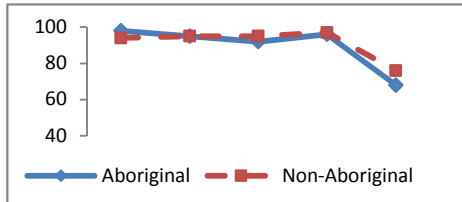
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	78	65	83	254	200	79
2013/14	63	47	75	243	178	73
2014/15	77	64	83	223	175	78
2015/16	74	54	73	239	197	82
2016/17	56	36	64	239	164	69

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



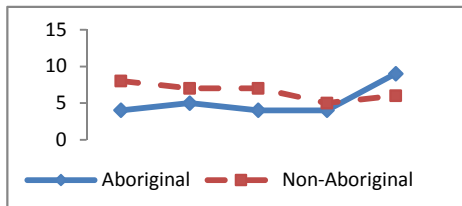
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	79	7	9	251	28	11
2013/14	62	8	13	237	31	13
2014/15	76	10	13	217	20	9
2015/16	73	9	12	229	15	7
2016/17	55	8	15	240	35	15

**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	80	78	98	257	242	94
2013/14	64	61	95	243	230	95
2014/15	76	70	92	223	212	95
2015/16	77	74	96	242	234	97
2016/17	57	39	68	241	183	76

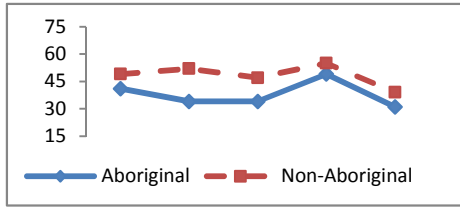
**I would like to go to a different school.**



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	76	3	4	250	20	8
2013/14	60	3	5	235	16	7
2014/15	70	3	4	222	16	7
2015/16	67	3	4	229	12	5
2016/17	56	5	9	243	14	6

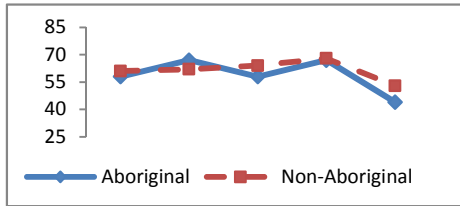
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



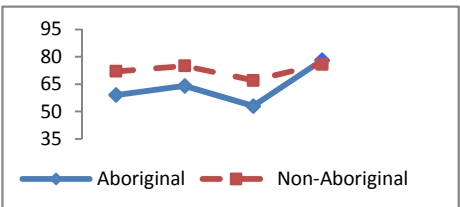
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	76	31	41	236	115	49
2013/14	53	18	34	232	121	52
2014/15	59	20	34	242	114	47
2015/16	75	37	49	247	135	55
2016/17	68	21	31	234	92	39

### 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	71	41	58	238	146	61
2013/14	55	37	67	229	141	62
2014/15	60	35	58	235	151	64
2015/16	75	50	67	245	166	68
2016/17	68	30	44	234	124	53

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



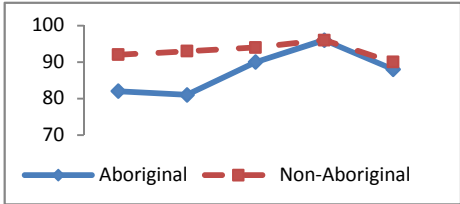
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	76	45	59	237	171	72
2013/14	55	35	64	232	174	75
2014/15	60	32	53	241	162	67
2015/16	77	60	78	250	190	76
2016/17	-	-	-	-	-	-

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



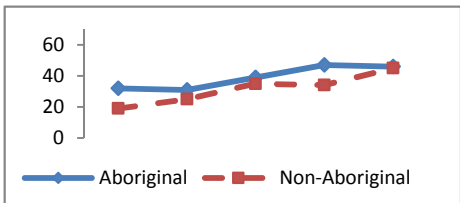
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	67	30 45	233	104 45

### 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	76	62	82	237	218	92
2013/14	54	44	81	234	218	93
2014/15	60	54	90	242	228	94
2015/16	74	71	96	252	241	96
2016/17	67	59	88	232	208	90

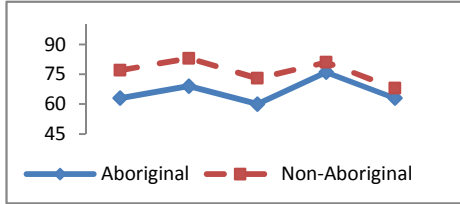
### At school, are you being taught about Aboriginal peoples in Canada?



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	75	24	32	231	44	19
2013/14	54	17	31	223	55	25
2014/15	57	22	39	237	83	35
2015/16	75	35	47	250	85	34
2016/17	67	31	46	233	104	45

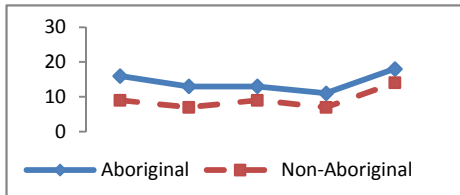
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



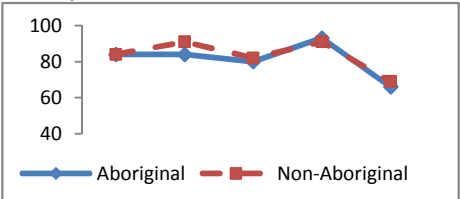
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	76	48	63	239	183	77
2013/14	54	37	69	229	190	83
2014/15	60	36	60	240	174	73
2015/16	74	56	76	248	200	81
2016/17	68	43	63	232	157	68

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



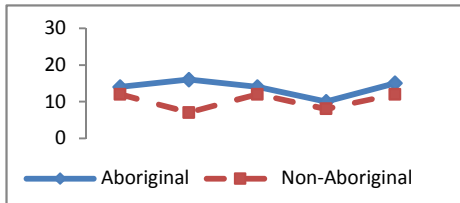
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	70	11	16	237	22	9
2013/14	55	7	13	227	15	7
2014/15	60	8	13	242	22	9
2015/16	75	8	11	247	17	7
2016/17	67	12	18	230	32	14

**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	76	64	84	237	199	84
2013/14	55	46	84	236	214	91
2014/15	61	49	80	241	198	82
2015/16	76	71	93	253	231	91
2016/17	67	44	66	233	161	69

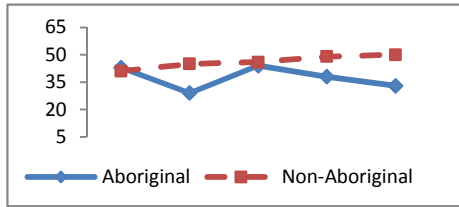
**I would like to go to a different school.**



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	74	10	14	230	27	12
2013/14	51	8	16	222	15	7
2014/15	58	8	14	238	28	12
2015/16	73	7	10	240	18	8
2016/17	68	10	15	233	29	12

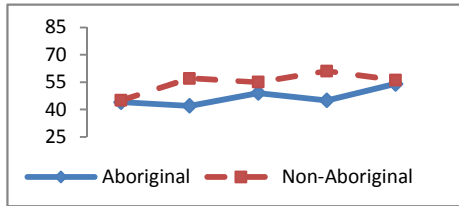
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



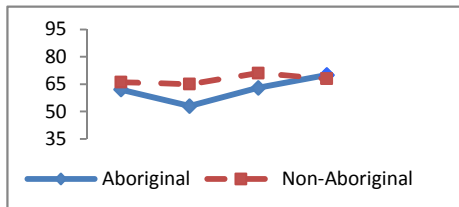
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	37	16	43	220	90	41
2013/14	66	19	29	231	104	45
2014/15	54	24	44	211	98	46
2015/16	55	21	38	206	101	49
2016/17	24	8	33	100	50	50

### 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	39	17	44	216	97	45
2013/14	66	28	42	228	131	57
2014/15	57	28	49	210	116	55
2015/16	55	25	45	200	122	61
2016/17	24	13	54	100	56	56

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



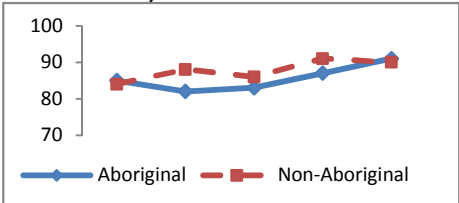
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	39	24	62	217	143	66
2013/14	66	35	53	225	146	65
2014/15	56	35	63	213	152	71
2015/16	57	40	70	202	138	68
2016/17	-	-	-	-	-	-

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



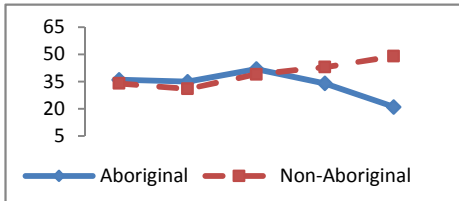
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	24	12 50	100	66 66

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	39	33	85	214	179	84
2013/14	66	54	82	225	197	88
2014/15	54	45	83	207	179	86
2015/16	53	46	87	200	182	91
2016/17	23	21	91	98	88	90

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

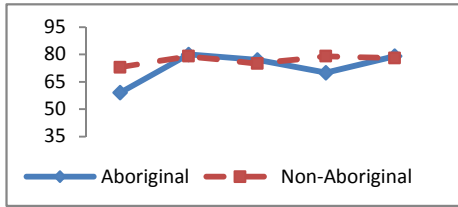


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	39	14	36	213	72	34
2013/14	66	23	35	217	68	31
2014/15	52	22	42	205	80	39
2015/16	53	18	34	199	86	43
2016/17	24	5	21	100	49	49



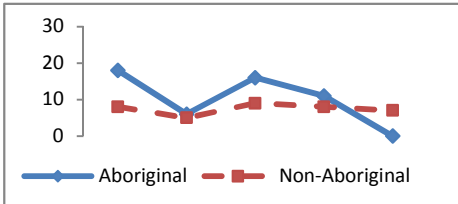
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



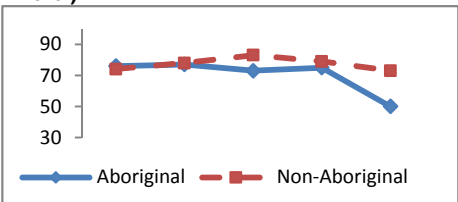
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	39	23	59	216	157	73
2013/14	66	53	80	228	179	79
2014/15	57	44	77	211	159	75
2015/16	57	40	70	203	160	79
2016/17	24	19	79	99	77	78

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



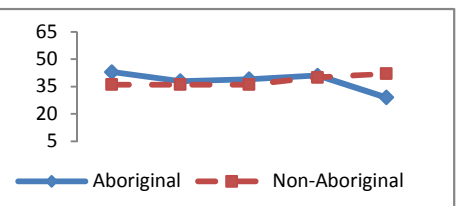
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	39	7	18	217	17	8
2013/14	65	4	6	228	12	5
2014/15	55	9	16	208	18	9
2015/16	55	6	11	203	16	8
2016/17	24	0	0	99	7	7

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



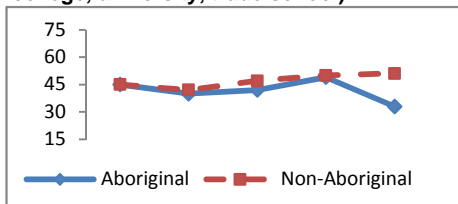
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	37	28	76	216	159	74
2013/14	65	50	77	226	177	78
2014/15	56	41	73	213	177	83
2015/16	56	42	75	206	163	79
2016/17	24	12	50	100	73	73

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



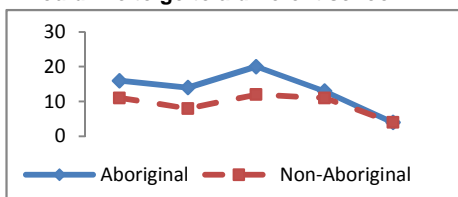
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	37	16	43	212	76	36
2013/14	65	25	38	227	82	36
2014/15	54	21	39	211	75	36
2015/16	56	23	41	198	79	40
2016/17	24	7	29	99	42	42

### 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	38	17	45	213	96	45
2013/14	67	27	40	226	96	42
2014/15	55	23	42	207	98	47
2015/16	53	26	49	202	101	50
2016/17	24	8	33	99	50	51

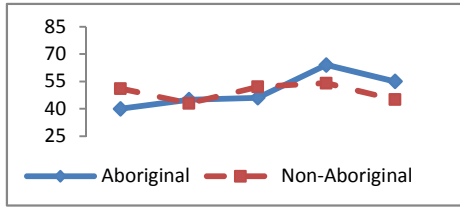
### I would like to go to a different school.



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	38	6	16	207	23	11
2013/14	66	9	14	219	18	8
2014/15	51	10	20	207	25	12
2015/16	53	7	13	201	23	11
2016/17	24	1	4	100	4	4

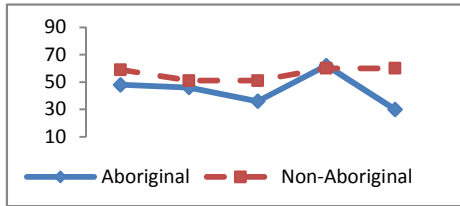
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



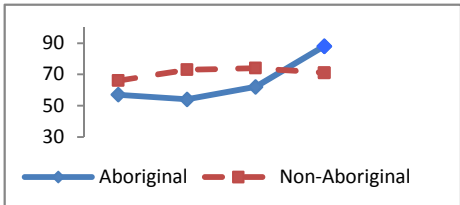
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	30	12	40	136	69	51
2013/14	38	17	45	198	85	43
2014/15	26	12	46	178	92	52
2015/16	25	16	64	121	65	54
2016/17	20	11	55	80	36	45

### 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	29	14	48	133	79	59
2013/14	37	17	46	194	98	51
2014/15	25	9	36	177	91	51
2015/16	26	16	62	118	71	60
2016/17	20	6	30	80	48	60

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



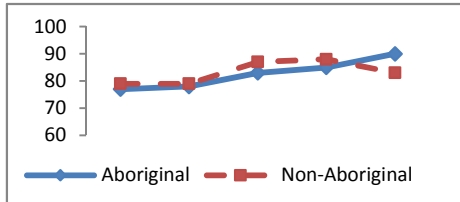
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	30	17	57	135	89	66
2013/14	39	21	54	199	146	73
2014/15	26	16	62	178	131	74
2015/16	25	22	88	119	85	71
2016/17	-	-	-	-	-	-

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



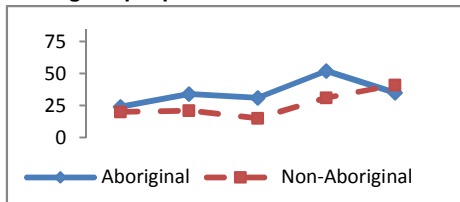
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	20	12 60	80	63 79

### 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	30	23	77	135	107	79
2013/14	37	29	78	194	153	79
2014/15	24	20	83	173	151	87
2015/16	26	22	85	119	105	88
2016/17	20	18	90	80	66	83

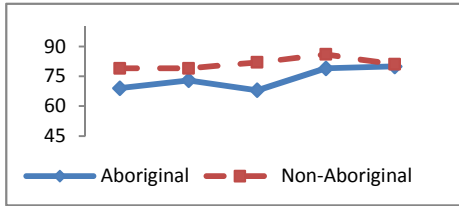
### At school, are you being taught about Aboriginal peoples in Canada?



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	29	7	24	131	26	20
2013/14	38	13	34	194	41	21
2014/15	26	8	31	171	26	15
2015/16	25	13	52	120	37	31
2016/17	20	7	35	80	33	41

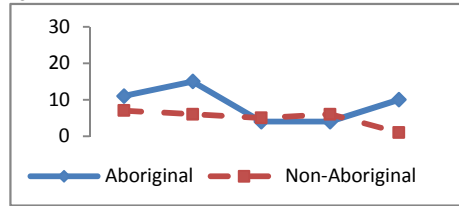
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



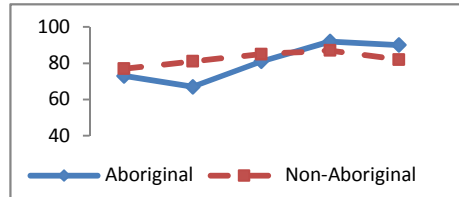
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	29	20	69	134	106	79
2013/14	37	27	73	193	153	79
2014/15	25	17	68	177	146	82
2015/16	24	19	79	118	101	86
2016/17	20	16	80	80	65	81

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



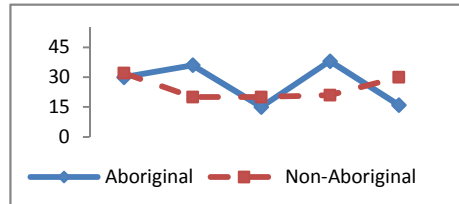
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	27	3	11	136	10	7
2013/14	39	6	15	193	12	6
2014/15	25	1	4	176	9	5
2015/16	25	1	4	116	7	6
2016/17	20	2	10	80	1	1

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



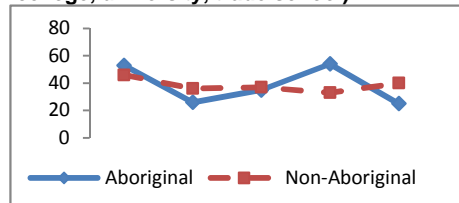
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2012/13	30	22	73	139	107	77
2013/14	39	26	67	198	161	81
2014/15	26	21	81	179	152	85
2015/16	26	24	92	120	104	87
2016/17	20	18	90	79	65	82

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



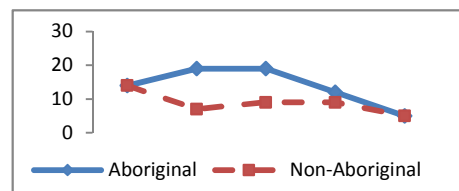
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	30	9	30	136	44	32
2013/14	39	14	36	198	40	20
2014/15	26	4	15	173	35	20
2015/16	26	10	38	120	25	21
2016/17	19	3	16	80	24	30

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	30	16	53	136	62	46
2013/14	39	10	26	196	70	36
2014/15	26	9	35	171	63	37
2015/16	26	14	54	120	39	33
2016/17	20	5	25	80	32	40

### 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	28	4	14	133	18	14
2013/14	37	7	19	189	14	7
2014/15	26	5	19	174	16	9
2015/16	25	3	12	117	11	9
2016/17	20	1	5	80	4	5

## 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.