



# Aboriginal Report 2012/13 - 2016/17

## How Are We Doing?

### School District 073 Kamloops/Thompson

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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?

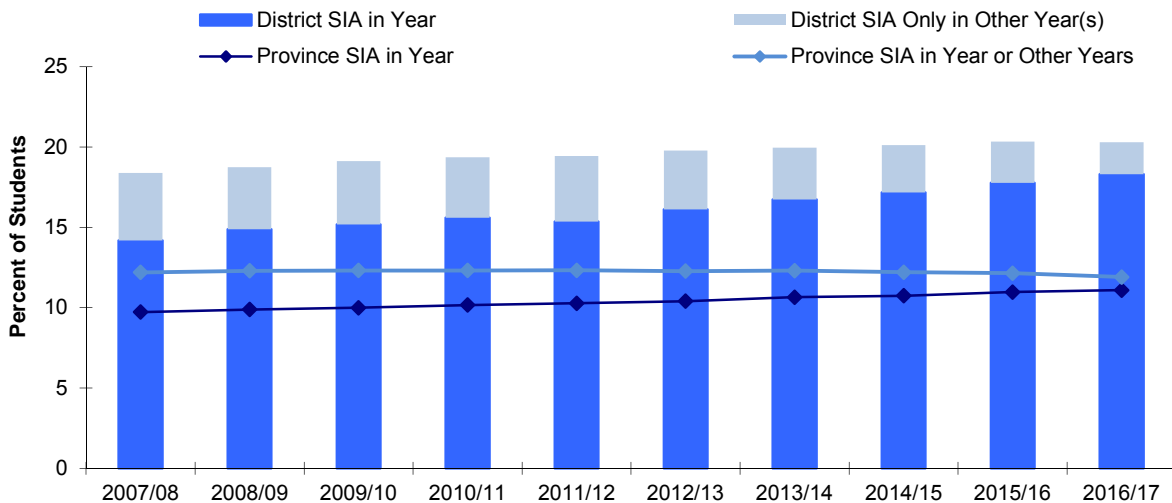
PLEASE NOTE

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	15,235	2,159	14.2	641	4.2	583,619	56,760	9.7	14,419	2.5
2008/09	14,956	2,224	14.9	578	3.9	579,485	57,257	9.9	13,975	2.4
2009/10	15,087	2,290	15.2	593	3.9	580,480	58,017	10.0	13,433	2.3
2010/11	15,121	2,357	15.6	571	3.8	579,110	58,834	10.2	12,434	2.1
2011/12	15,004	2,305	15.4	612	4.1	569,734	58,531	10.3	11,670	2.0
2012/13	14,792	2,382	16.1	543	3.7	564,531	58,717	10.4	10,585	1.9
2013/14	14,459	2,419	16.7	466	3.2	558,983	59,502	10.6	9,265	1.7
2014/15	14,504	2,491	17.2	425	2.9	552,786	59,382	10.7	8,067	1.5
2015/16	14,408	2,559	17.8	372	2.6	553,377	60,706	11.0	6,463	1.2
2016/17	14,410	2,636	18.3	289	2.0	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

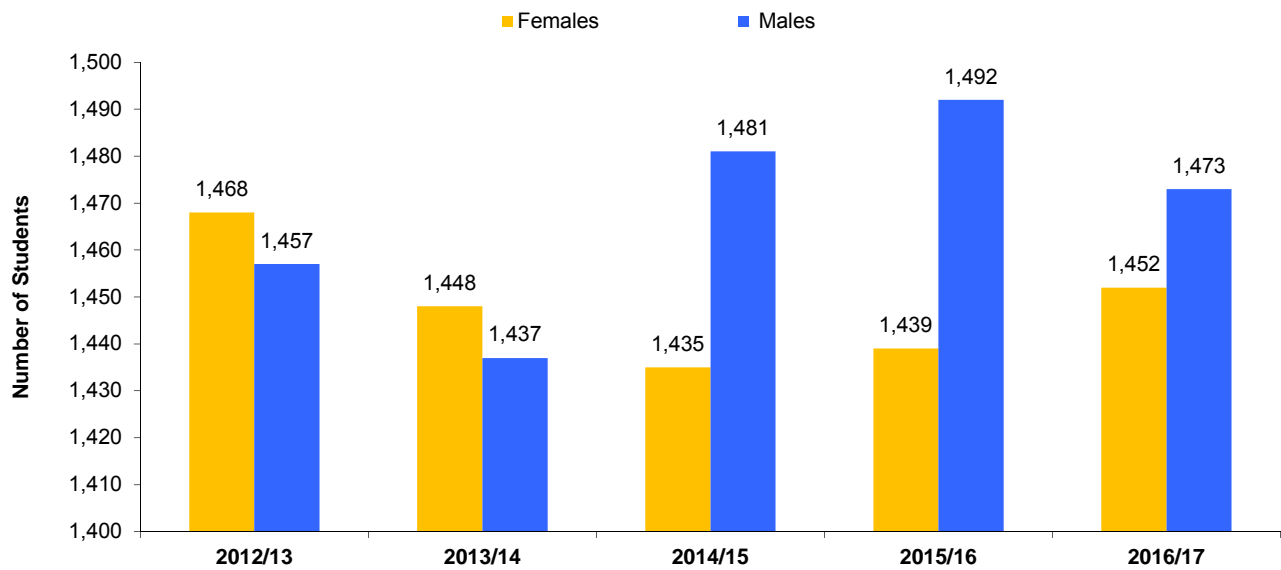
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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 Students #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2012/13	14,792	2,925	19.8	1,468	9.9	1,457	9.8	69,302	34,502	34,800
2013/14	14,459	2,885	20.0	1,448	10.0	1,437	9.9	68,767	34,140	34,627
2014/15	14,504	2,916	20.1	1,435	9.9	1,481	10.2	67,449	33,388	34,061
2015/16	14,408	2,931	20.3	1,439	10.0	1,492	10.4	67,169	33,129	34,040
2016/17	14,410	2,925	20.3	1,452	10.1	1,473	10.2	66,401	32,785	33,616

**Number of Aboriginal Students by Gender**

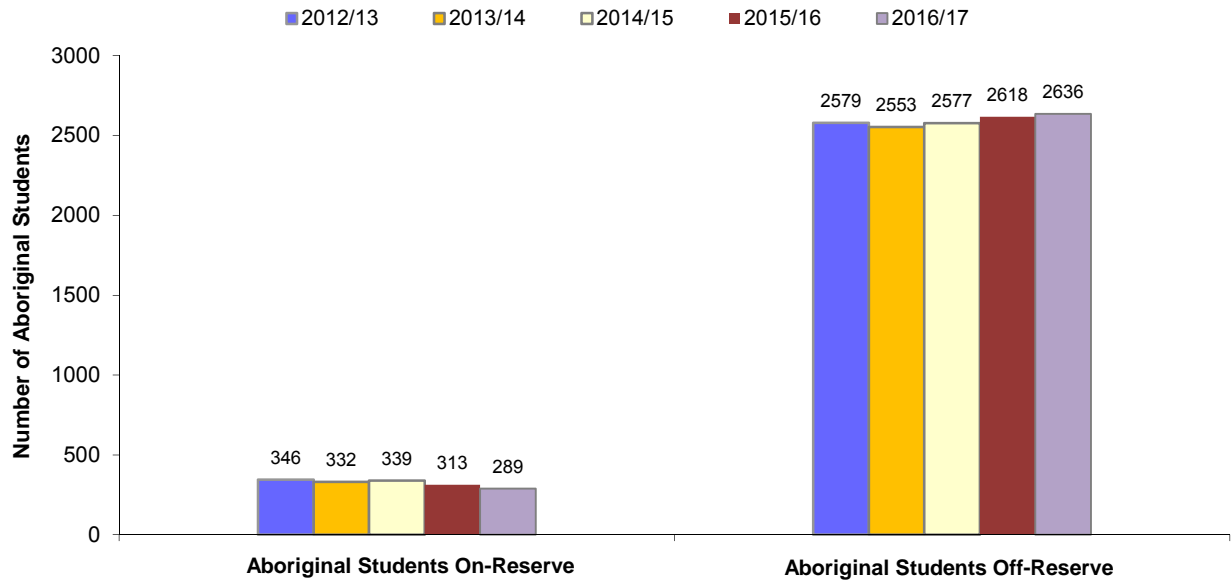


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2012/13	2,925	166	180	346	1,302	1,277	2,579	8,926	60,376
2013/14	2,885	164	168	332	1,284	1,269	2,553	8,812	59,955
2014/15	2,916	161	178	339	1,274	1,303	2,577	8,143	59,306
2015/16	2,931	153	160	313	1,286	1,332	2,618	7,694	59,475
2016/17	2,925	146	143	289	1,306	1,330	2,636	7,285	59,116

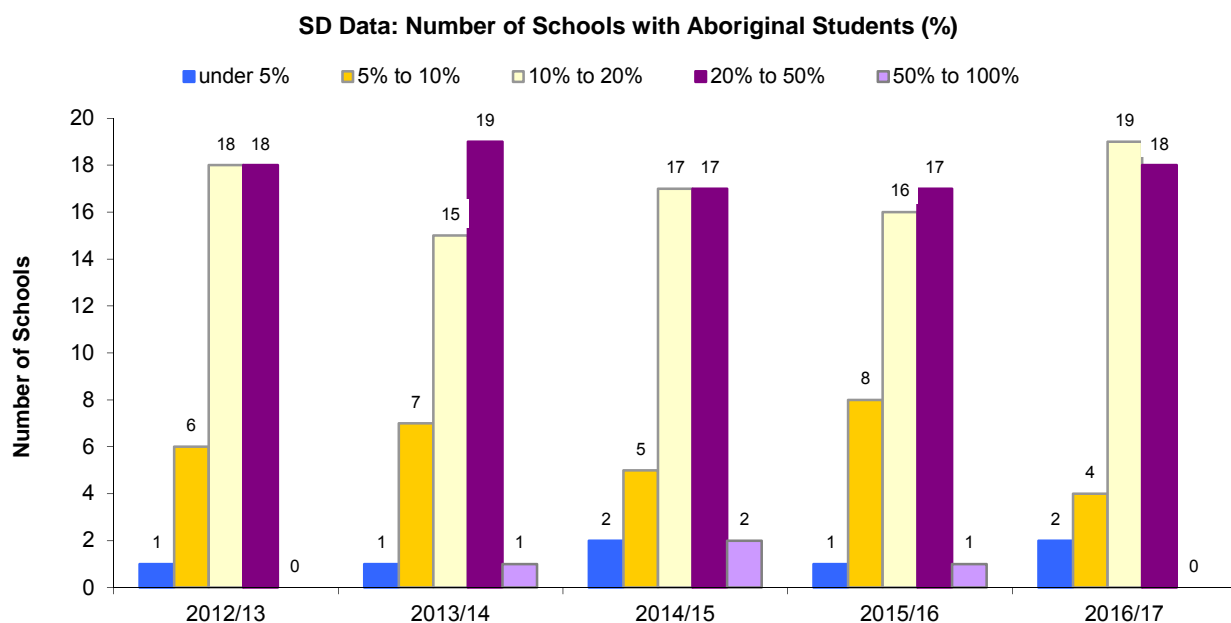
**District Data: Number of Aboriginal Students, On- or Off-Reserve**



\* 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	43	1	6	18	18	0	1,403	379	241	353	336	94
2013/14	43	1	7	15	19	1	1,393	374	243	341	340	95
2014/15	43	2	5	17	17	2	1,385	395	227	333	334	96
2015/16	43	1	8	16	17	1	1,380	401	224	347	316	92
2016/17	43	2	4	19	18	0	1,369	405	232	346	294	92

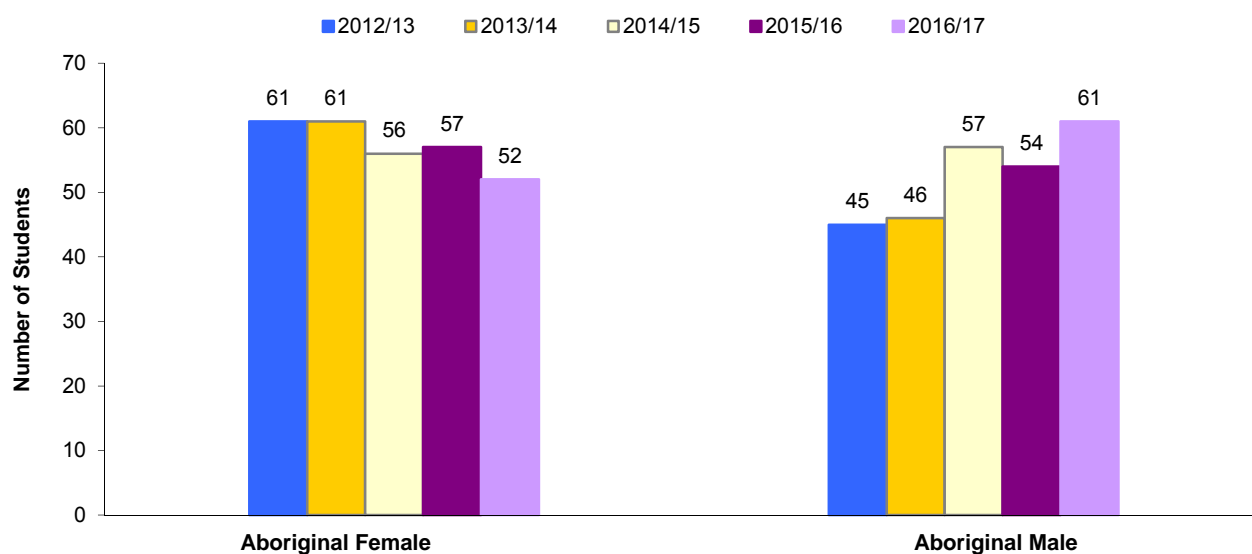


\* Public schools only.

## 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	215	61	45	106	46	63	109	1,697	1,632	2,227	2,965
2013/14	205	61	46	107	40	58	98	1,610	1,594	2,033	2,757
2014/15	194	56	57	113	34	47	81	1,596	1,558	1,981	2,619
2015/16	196	57	54	111	42	43	85	1,609	1,524	2,022	2,477
2016/17	184	52	61	113	35	36	71	1,604	1,539	2,038	2,472

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



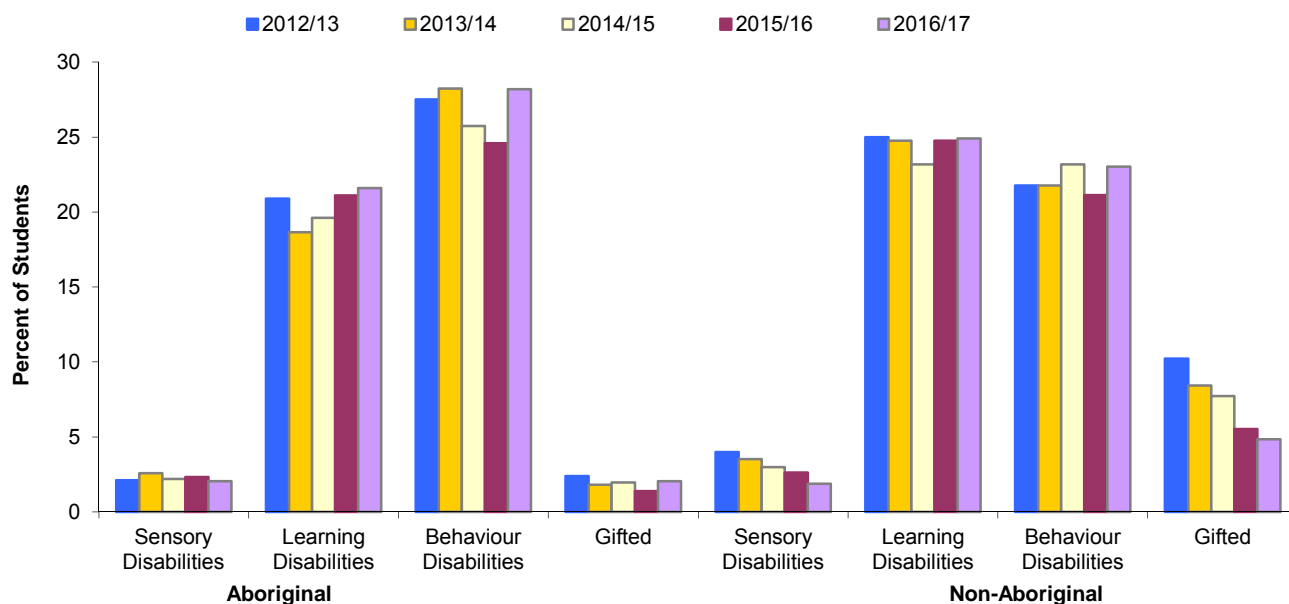
\* Public schools only.

## 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	378	900	8	2	36	4	79	21	225	25	104	28	196	22	9	2	92	10
2013/14	386	937	10	3	33	4	72	19	232	25	109	28	204	22	7	2	79	8
2014/15	408	971	9	2	29	3	80	20	225	23	105	26	225	23	8	2	75	8
2015/16	431	994	10	2	26	3	91	21	246	25	106	25	210	21	6	1	55	6
2016/17	486	1,012	10	2	19	2	105	22	252	25	137	28	233	23	10	2	49	5

**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).

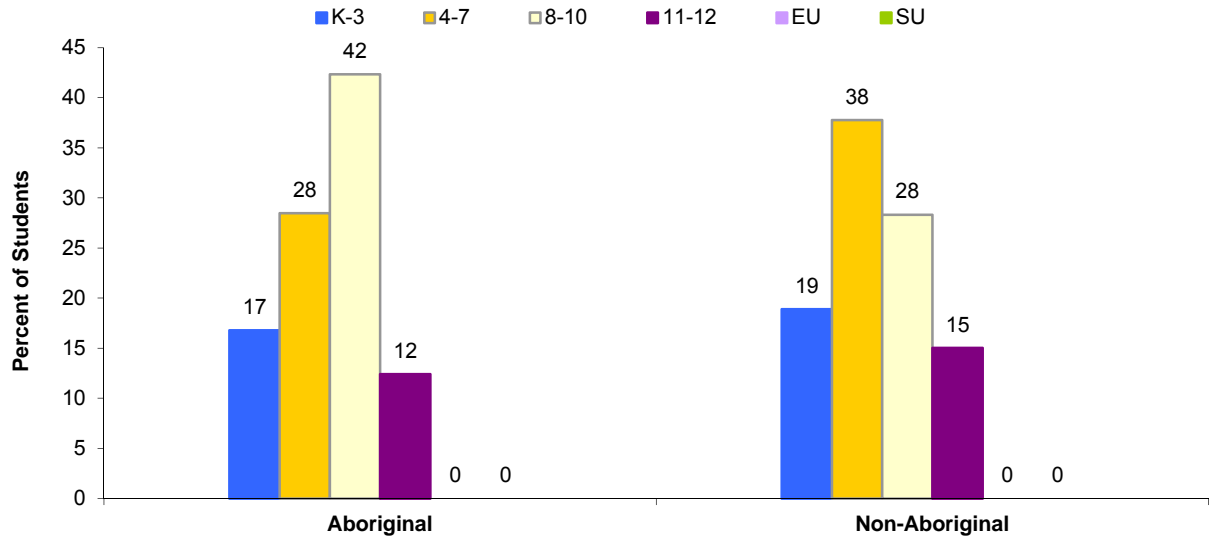
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2012/13	104	18	17	25	24	37	36	21	20	0	0	Msk	Msk
2013/14	109	19	17	33	30	29	27	25	23	0	0	Msk	Msk
2014/15	105	19	18	37	35	28	27	20	19	Msk	Msk	0	0
2015/16	106	13	12	47	44	28	26	18	17	0	0	0	0
2016/17	137	23	17	39	28	58	42	17	12	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	196	40	20	59	30	71	36	26	13	0	0	Msk	Msk
2013/14	204	36	18	63	31	71	35	32	16	0	0	Msk	Msk
2014/15	225	45	20	72	32	73	32	35	16	Msk	Msk	0	0
2015/16	210	53	25	68	32	55	26	34	16	0	0	0	0
2016/17	233	44	19	88	38	66	28	35	15	0	0	0	0

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



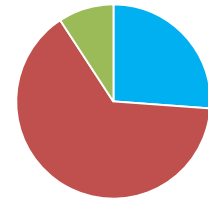
\* Total includes Graduated Adults.

## 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

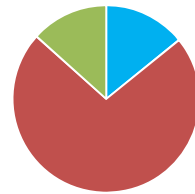
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	197	94	52	26	133	68	12	6
2013/14	189	96	46	24	127	67	16	8
2014/15	151	92	47	31	98	65	6	4
2015/16	179	91	61	34	111	62	7	4
2016/17	195	92	51	26	126	65	18	9



- Not Yet Meeting
- Meeting
- Exceeding

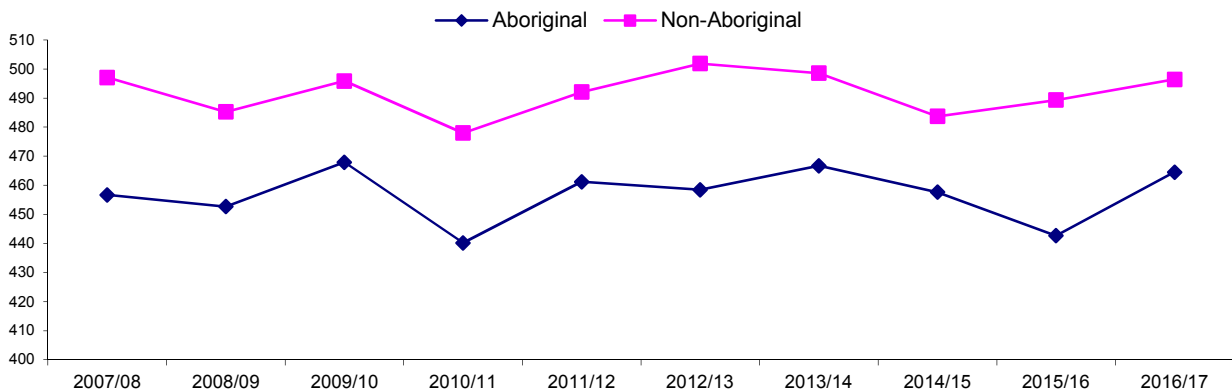
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	728	96	102	14	514	71	112	15
2013/14	767	96	125	16	544	71	98	13
2014/15	800	96	132	17	595	74	73	9
2015/16	785	97	127	16	574	73	84	11
2016/17	875	96	124	14	634	72	117	13



- Not Yet Meeting
- Meeting
- Exceeding

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

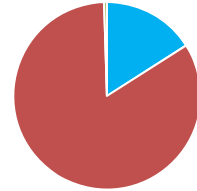


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	196	93	66	34	128	65	2	1
2013/14	186	94	34	18	152	82	0	0
2014/15	151	92	32	21	118	78	1	1
2015/16	178	91	30	17	147	83	1	1
2016/17	194	92	31	16	162	84	1	1



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

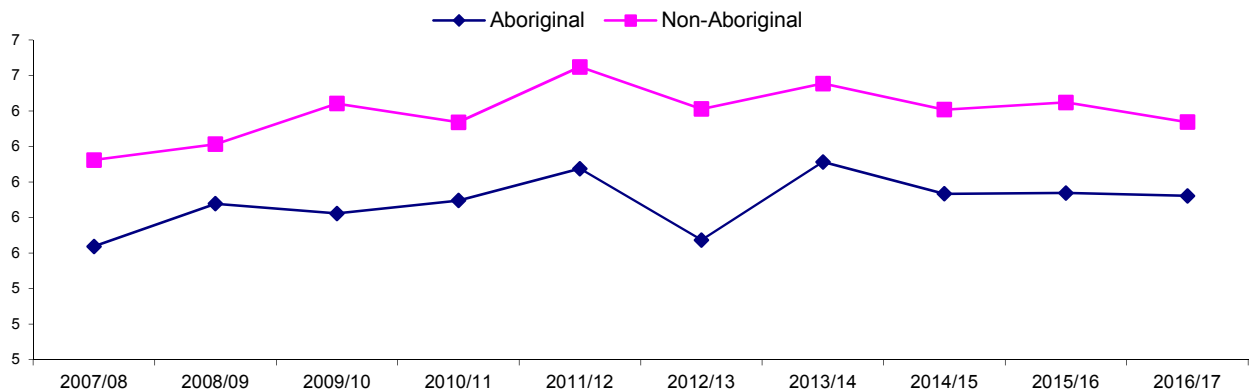
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	725	95	106	15	606	84	13	2
2013/14	759	95	102	13	647	85	10	1
2014/15	797	96	93	12	694	87	10	1
2015/16	784	97	69	9	710	91	5	1
2016/17	875	96	78	9	784	90	13	1



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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



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

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

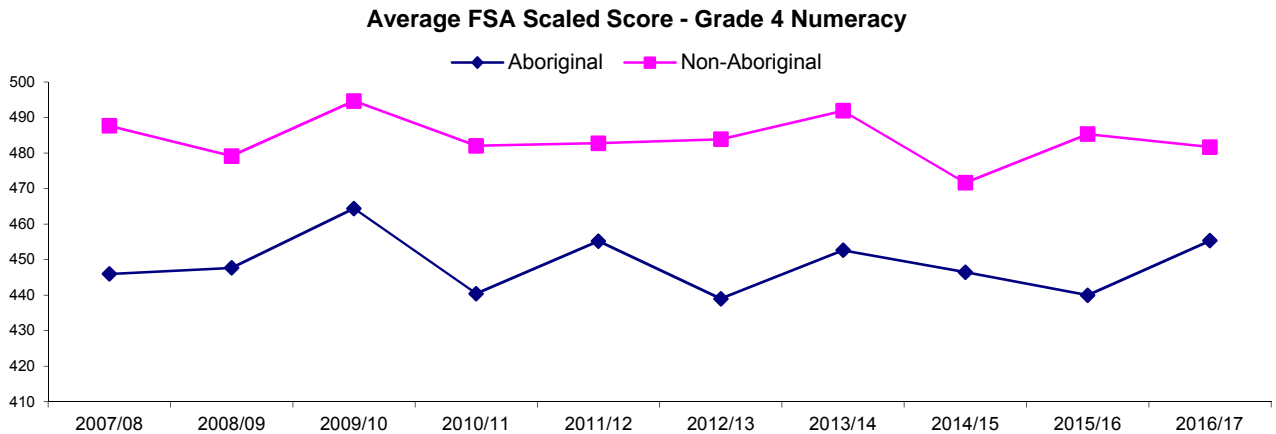
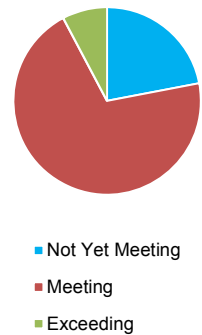
### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	198	94	81	41	112	57	5	3
2013/14	188	95	66	35	116	62	6	3
2014/15	151	92	55	36	94	62	2	1
2015/16	180	92	65	36	114	63	1	1
2016/17	196	93	66	34	122	62	8	4



### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	727	95	147	20	527	72	53	7
2013/14	770	96	143	19	563	73	64	8
2014/15	798	96	198	25	563	71	37	5
2015/16	786	97	165	21	555	71	66	8
2016/17	878	96	193	22	617	70	68	8

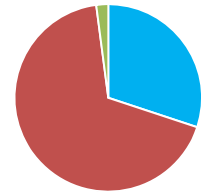


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

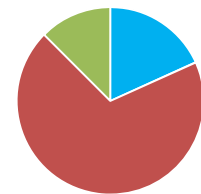
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	168	92	51	30	108	64	9	5
2013/14	184	94	47	26	124	67	13	7
2014/15	187	90	57	30	120	64	10	5
2015/16	207	92	70	34	130	63	7	3
2016/17	193	90	58	30	131	68	4	2



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

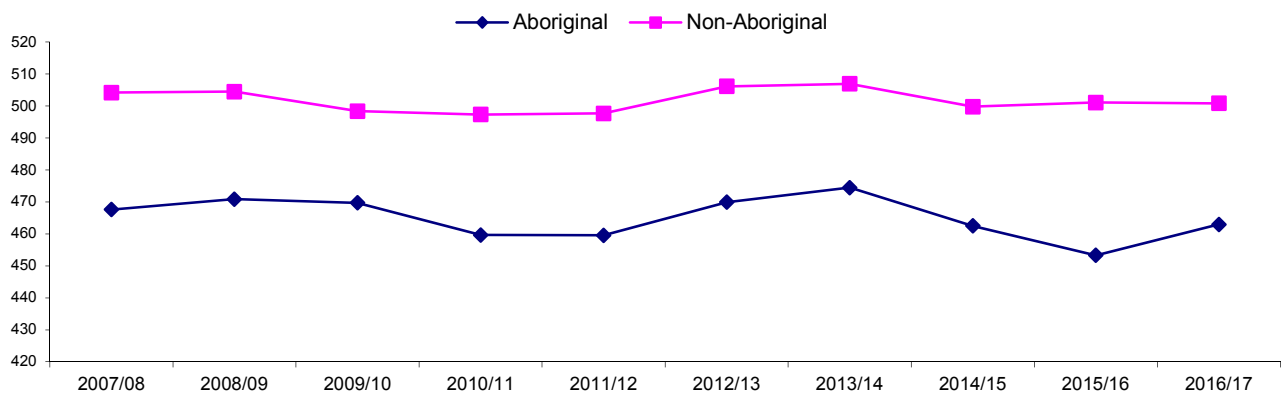
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	748	96	126	17	528	71	94	13
2013/14	734	96	108	15	533	73	93	13
2014/15	768	95	136	18	534	70	98	13
2015/16	758	95	117	15	565	75	76	10
2016/17	799	95	146	18	553	69	100	13



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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

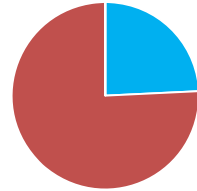


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

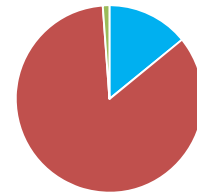
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	168	92	24	14	144	86	0	0
2013/14	184	94	32	17	151	82	1	1
2014/15	186	89	20	11	166	89	0	0
2015/16	200	89	42	21	156	78	2	1
2016/17	190	88	46	24	144	76	0	0



- Not Yet Meeting
- Meeting
- Exceeding

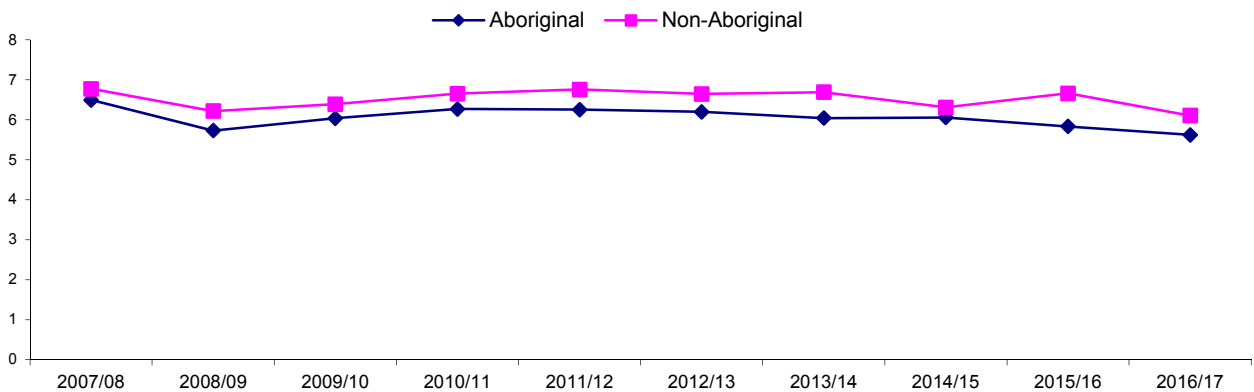
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	747	96	50	7	690	92	7	1
2013/14	732	96	67	9	650	89	15	2
2014/15	763	95	66	9	691	91	6	1
2015/16	755	95	67	9	662	88	26	3
2016/17	794	95	112	14	673	85	9	1



- Not Yet Meeting
- Meeting
- Exceeding

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

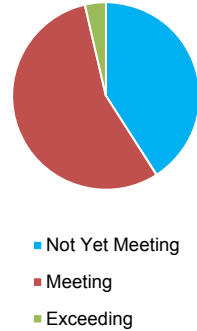


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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.

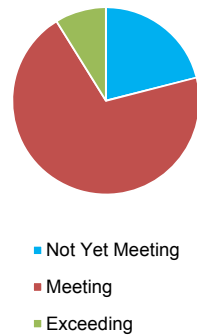
### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	167	92	73	44	92	55	2	1
2013/14	184	94	69	38	107	58	8	4
2014/15	186	89	70	38	114	61	2	1
2015/16	202	90	99	49	95	47	8	4
2016/17	193	90	79	41	107	55	7	4

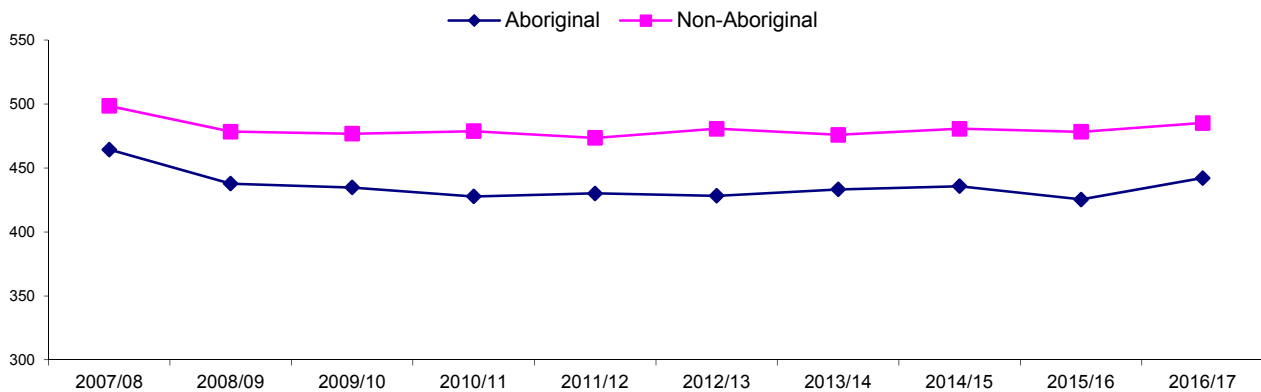


### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	742	95	176	24	513	69	53	7
2013/14	734	96	183	25	492	67	59	8
2014/15	766	95	179	23	521	68	66	9
2015/16	758	95	180	24	515	68	63	8
2016/17	800	95	168	21	561	70	71	9



### 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).

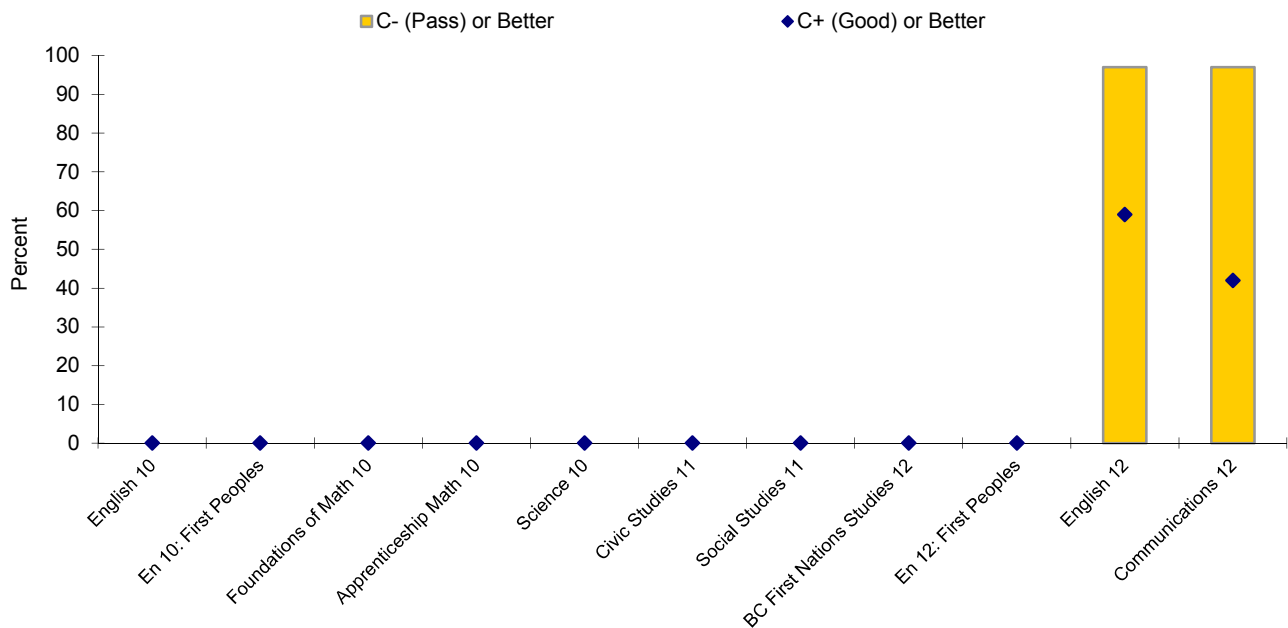
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	18	17	94	10	56
English 12	143	139	97	85	59	699	679	97	437	63
Communications 12	31	30	97	13	42	75	73	97	50	67

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



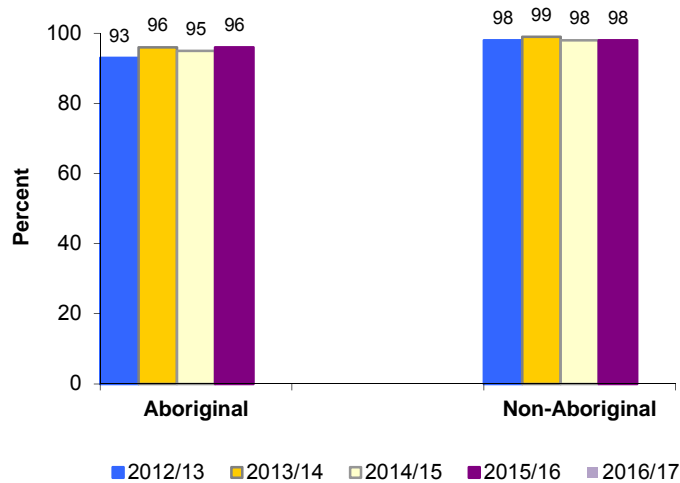


## FINAL MARKS: ENGLISH 10

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	198	185	93	101	51	902	888	98	656	73
2013/14	224	215	96	129	58	899	891	99	676	75
2014/15	238	227	95	130	55	828	808	98	605	73
2015/16	192	185	96	112	58	809	795	98	606	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	198	250	165	33	902	980	840	62	
2013/14	224	288	199	25	899	984	842	57	
2014/15	238	270	199	39	828	918	778	50	
2015/16	192	246	174	18	809	849	742	67	
2016/17	-	248	-	-	-	878	-	-	

**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.

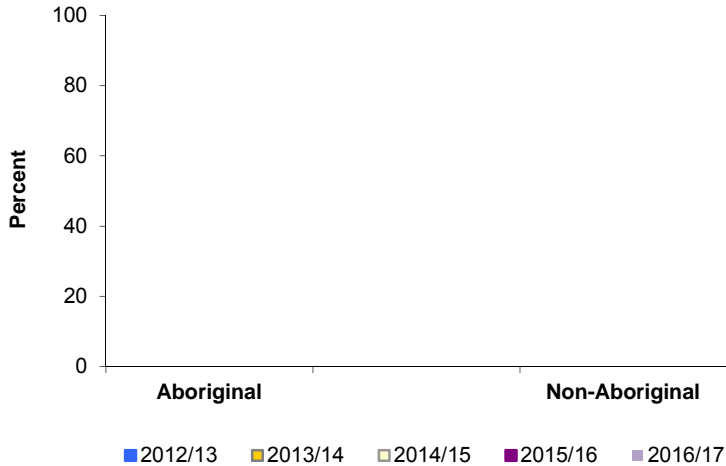
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	-	-	-	-	-	-	-	-	-
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	250	Msk	Msk	-	980	-	-
2013/14	Msk	288	Msk	Msk	-	984	-	-
2014/15	-	270	-	-	-	918	-	-
2015/16	-	246	-	-	-	849	-	-
2016/17	-	248	-	-	-	878	-	-

**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.

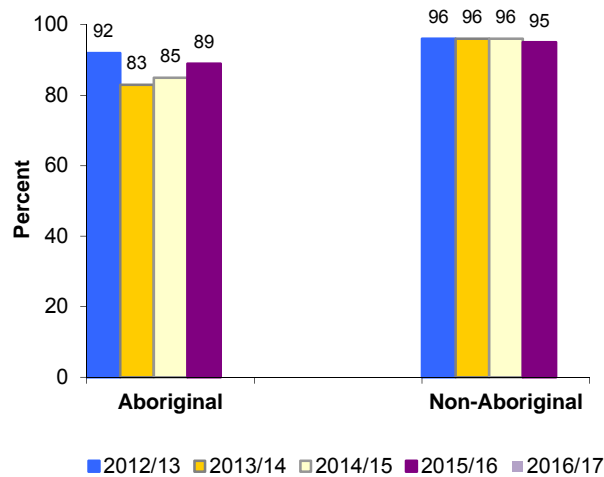
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	117	108	92	53	45	751	721	96	418	56
2013/14	139	116	83	66	47	682	655	96	408	60
2014/15	114	97	85	50	44	650	625	96	409	63
2015/16	114	102	89	61	54	623	593	95	398	64
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	117	250	95	22	751	980	678	73	
2013/14	139	288	122	17	682	984	640	42	
2014/15	114	270	102	12	650	918	596	54	
2015/16	114	246	100	14	623	849	585	38	
2016/17	-	248	-	-	-	878	-	-	

**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.

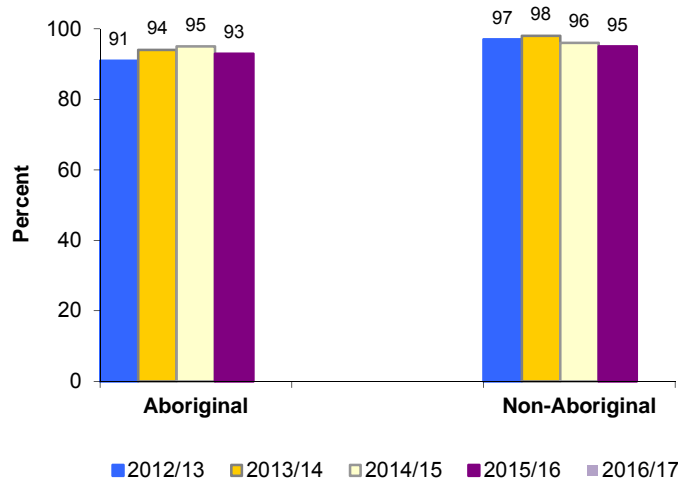
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	92	84	91	33	36	212	205	97	84	40
2013/14	94	88	94	36	38	221	216	98	107	48
2014/15	121	115	95	40	33	188	181	96	84	45
2015/16	99	92	93	42	42	188	178	95	78	41
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	92	250	59	33	212	980	145	67		
2013/14	94	288	62	32	221	984	167	54		
2014/15	121	270	77	44	188	918	149	39		
2015/16	99	246	63	36	188	849	139	49		
2016/17	-	248	-	-	-	878	-	-		

**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.

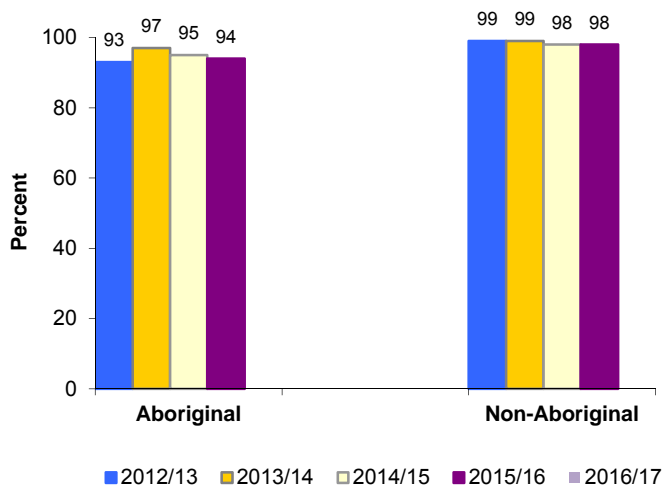
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	181	169	93	86	48	896	888	99	598	67
2013/14	216	209	97	94	44	880	870	99	591	67
2014/15	221	210	95	98	44	819	804	98	555	68
2015/16	193	182	94	99	51	790	776	98	567	72
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	181	250	157	24	896	980	832	64		
2013/14	216	288	188	28	880	984	832	48		
2014/15	221	270	194	27	819	918	766	53		
2015/16	193	246	170	23	790	849	736	54		
2016/17	-	248	-	-	-	878	-	-		

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



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

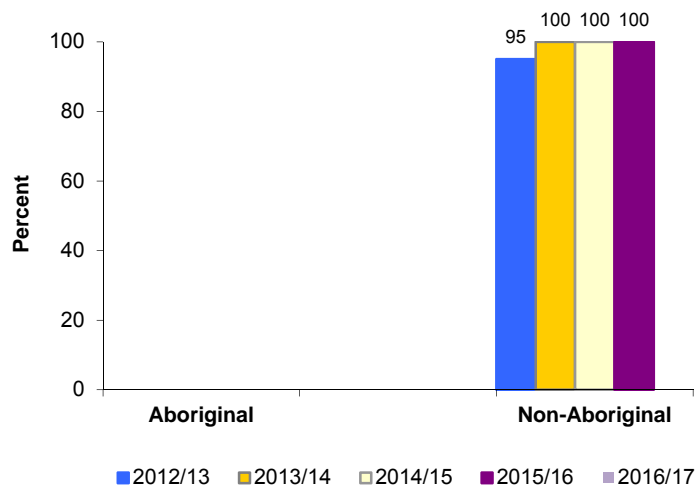
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	Msk	Msk	Msk	Msk	Msk	65	62	95	39	60
2013/14	Msk	Msk	Msk	Msk	Msk	49	49	100	40	82
2014/15	Msk	Msk	Msk	Msk	Msk	27	27	100	16	59
2015/16	Msk	Msk	Msk	Msk	Msk	19	19	100	11	58
2016/17	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 11 #	Non-Gr 11 <sup>2</sup> #			Gr 11 #	Non-Gr 11 <sup>2</sup> #	
2012/13	Msk	247	Msk	Msk	65	1,079	47	18	
2013/14	Msk	249	Msk	Msk	49	1,057	45	4	
2014/15	Msk	285	Msk	Msk	27	1,035	23	4	
2015/16	Msk	270	Msk	Msk	19	960	14	5	
2016/17	-	251	-	-	-	903	-	-	

**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.

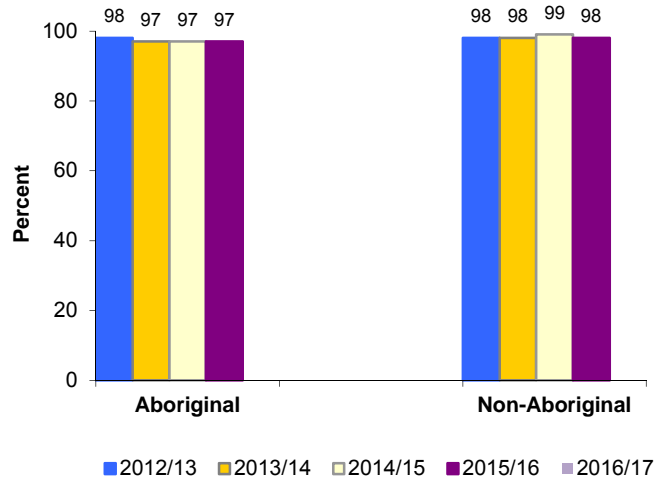
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	151	148	98	82	54	859	841	98	585	68
2013/14	147	143	97	76	52	805	792	98	562	70
2014/15	143	138	97	84	59	784	777	99	575	73
2015/16	153	148	97	86	56	736	722	98	519	71
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	151	247	121	30	859	1,079	759	100	
2013/14	147	249	130	17	805	1,057	730	75	
2014/15	143	285	130	13	784	1,035	720	64	
2015/16	153	270	130	23	736	960	662	74	
2016/17	-	251	-	-	-	903	-	-	

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



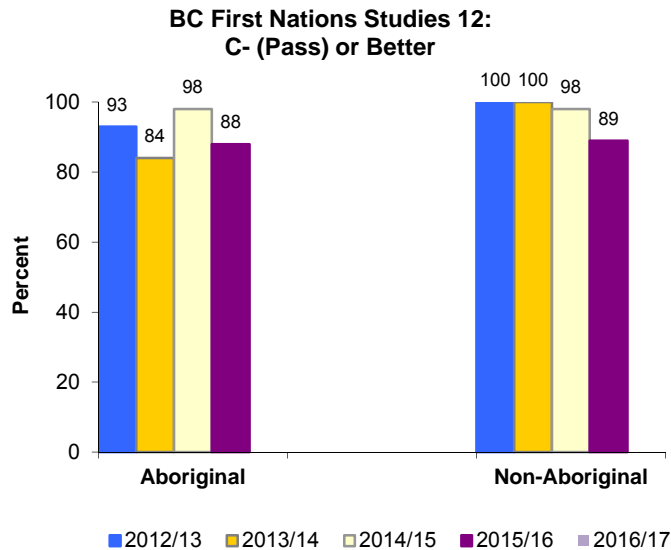
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	30	28	93	17	57	33	33	100	27	82
2013/14	25	21	84	12	48	20	20	100	15	75
2014/15	61	60	98	34	56	60	59	98	44	73
2015/16	41	36	88	24	59	45	40	89	18	40
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	30	245	9	21	33	1,072	14	19	
2013/14	25	236	6	19	20	1,039	8	12	
2014/15	61	235	6	55	60	1,026	12	48	
2015/16	41	372	9	32	45	1,253	11	34	
2016/17	-	393	-	-	-	1,278	-	-	



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

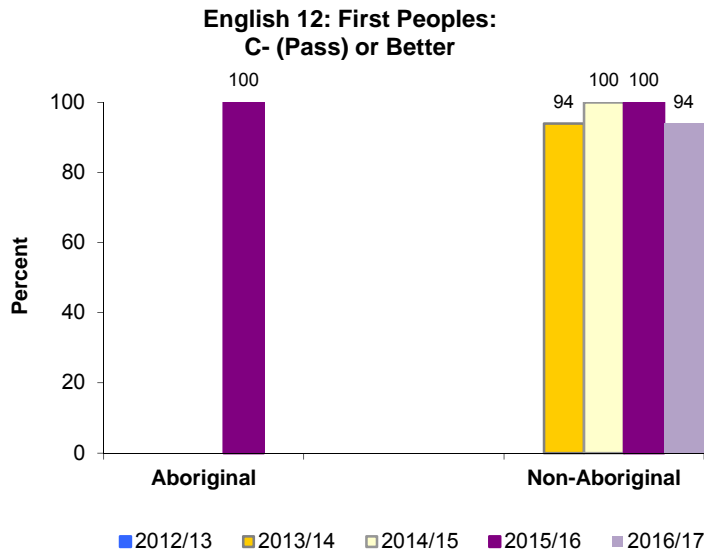
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.



## 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
2013/14	Msk	Msk	Msk	Msk	Msk	17	16	94	10	59
2014/15	Msk	Msk	Msk	Msk	Msk	25	25	100	21	84
2015/16	17	17	100	11	65	27	27	100	19	70
2016/17	Msk	Msk	Msk	Msk	Msk	18	17	94	10	56

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	-	245	-	-	Msk	1,072	Msk	Msk		
2013/14	Msk	236	Msk	Msk	17	1,039	15	2		
2014/15	Msk	235	Msk	Msk	25	1,026	23	2		
2015/16	17	372	14	3	27	1,253	23	4		
2016/17	Msk	393	Msk	Msk	18	1,278	18	0		



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

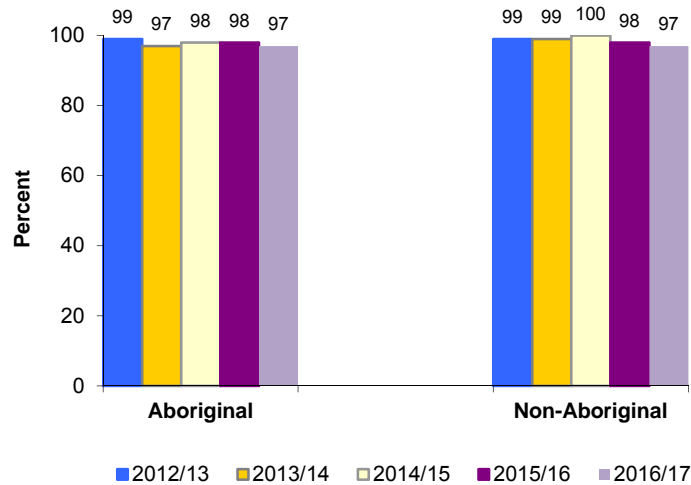
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	136	135	99	80	59	837	827	99	599	72
2013/14	137	133	97	75	55	819	813	99	598	73
2014/15	126	123	98	71	56	788	785	100	590	75
2015/16	152	149	98	94	62	845	828	98	619	73
2016/17	143	139	97	85	59	699	679	97	437	63

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	136	245	121	15	837	1,072	755	82	
2013/14	137	236	120	17	819	1,039	726	93	
2014/15	126	235	109	17	788	1,026	708	80	
2015/16	152	372	130	22	845	1,253	724	121	
2016/17	143	393	122	21	699	1,278	647	52	

**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.

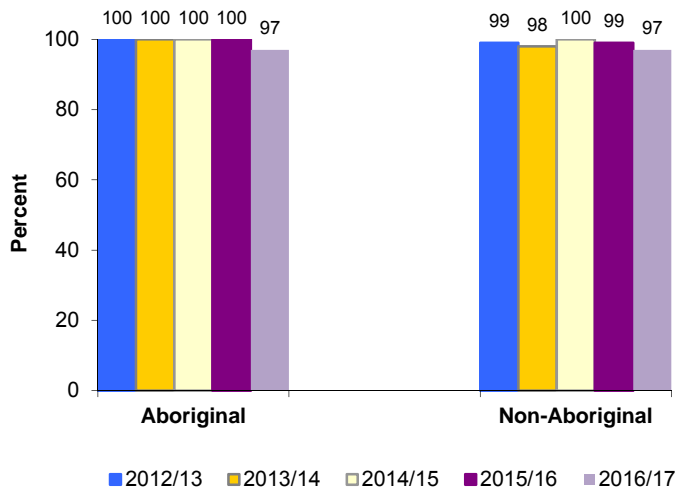
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	40	40	100	25	63	116	115	99	64	55
2013/14	29	29	100	16	55	97	95	98	50	52
2014/15	38	38	100	30	79	89	89	100	60	67
2015/16	31	31	100	18	58	74	73	99	33	45
2016/17	31	30	97	13	42	75	73	97	50	67

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	40	245	30	10	116	1,072	87	29	
2013/14	29	236	23	6	97	1,039	73	24	
2014/15	38	235	22	16	89	1,026	64	25	
2015/16	31	372	23	8	74	1,253	60	14	
2016/17	31	393	27	4	75	1,278	63	12	

**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.

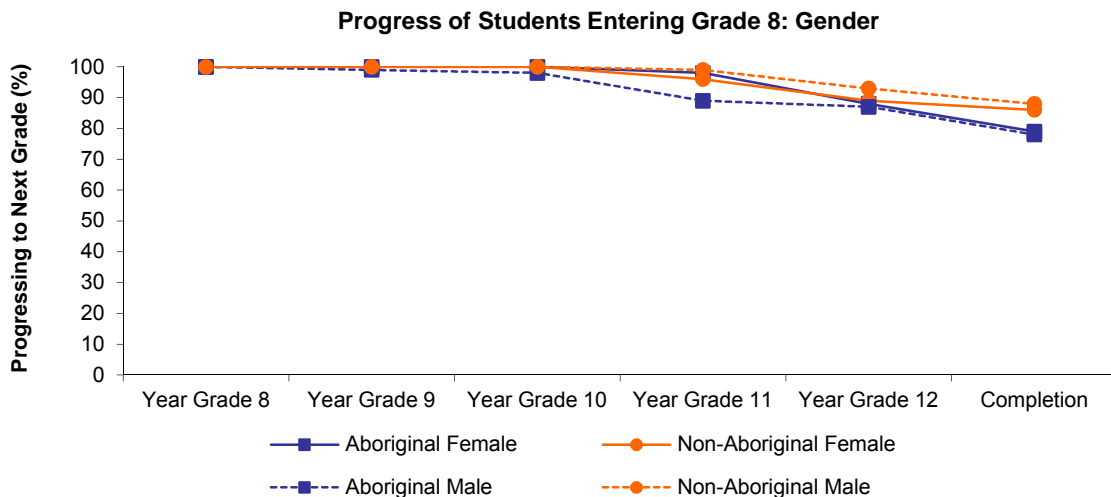
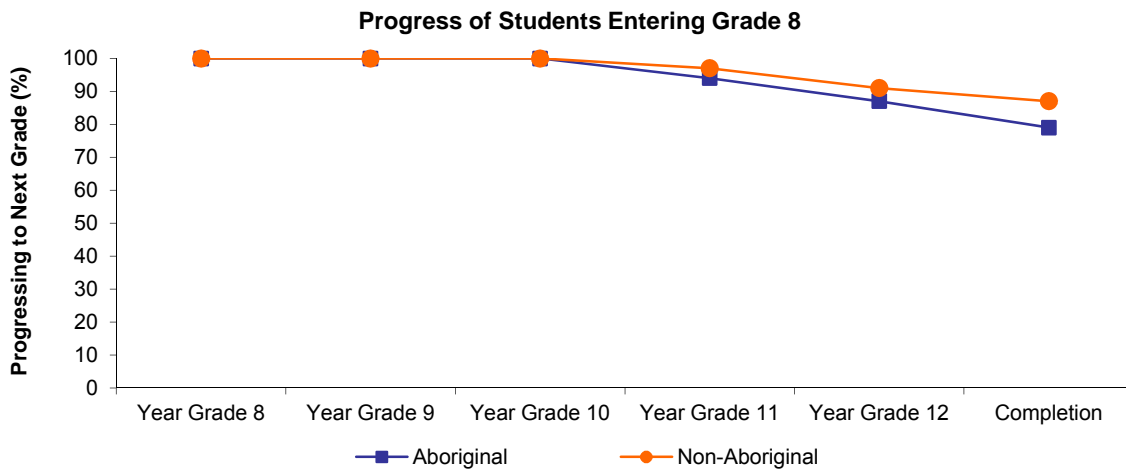
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	99	100	100	100
	Grade 10	100	100	98	100	100	100
	Grade 11	94	98	89	97	96	99
	Grade 12	87	88	87	91	89	93
2016/17	Completion	79	79	78	87	86	88



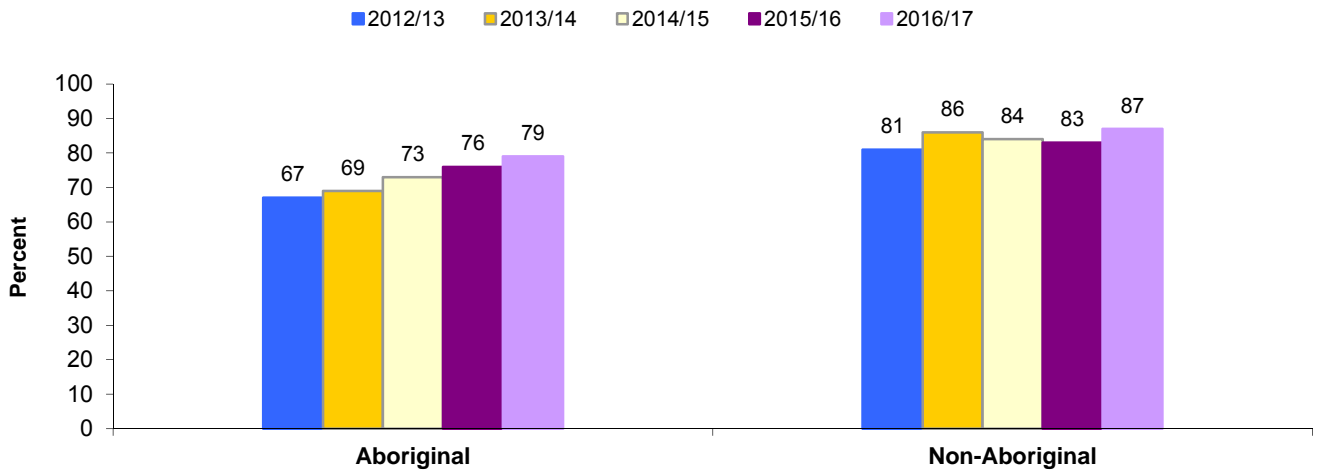
## SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

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.

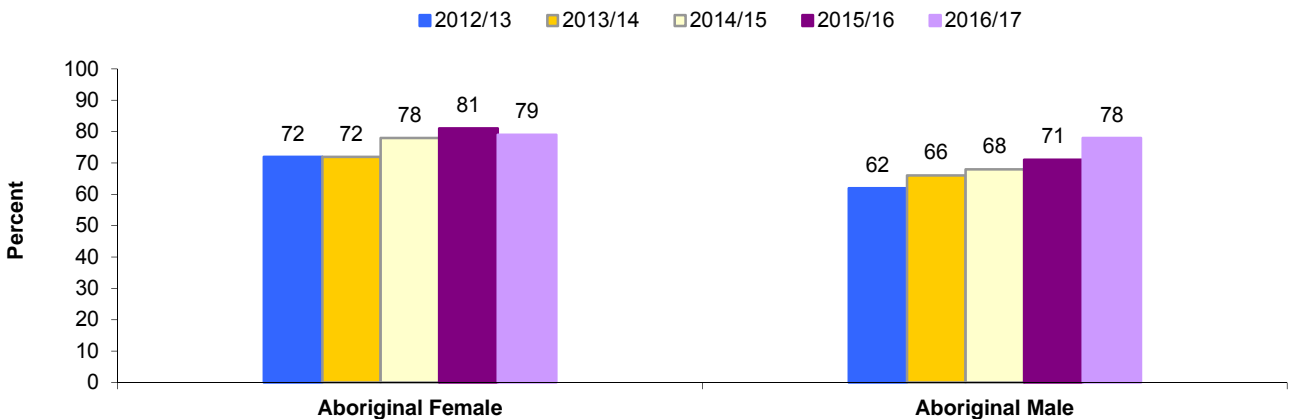
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	67	72	62	81	83	79
2013/14	69	72	66	86	88	84
2014/15	73	78	68	84	83	86
2015/16	76	81	71	83	85	82
2016/17	79	79	78	87	86	88

**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).

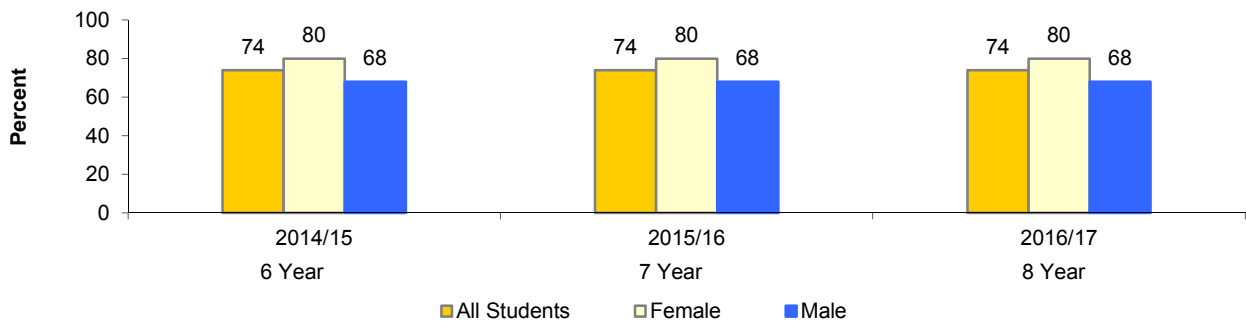
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

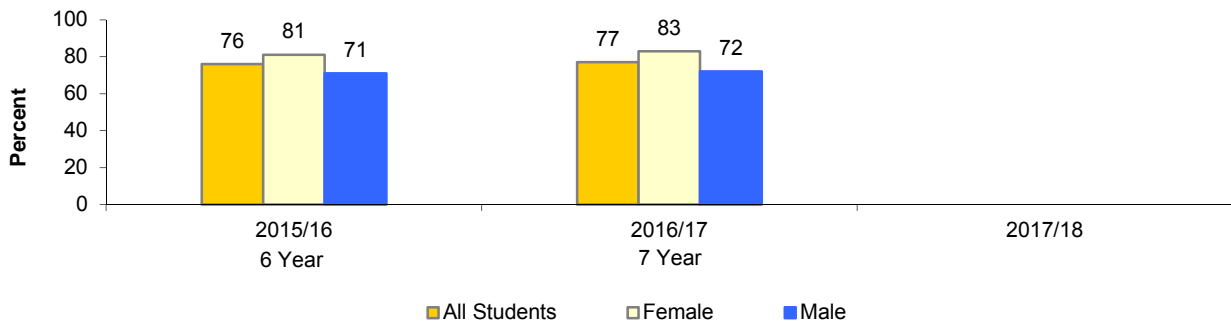
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	74	80	68	74	80	68	74	80	68
2010/11	76	81	71	77	83	72	-	-	-
2011/12	79	79	78	-	-	-	-	-	-

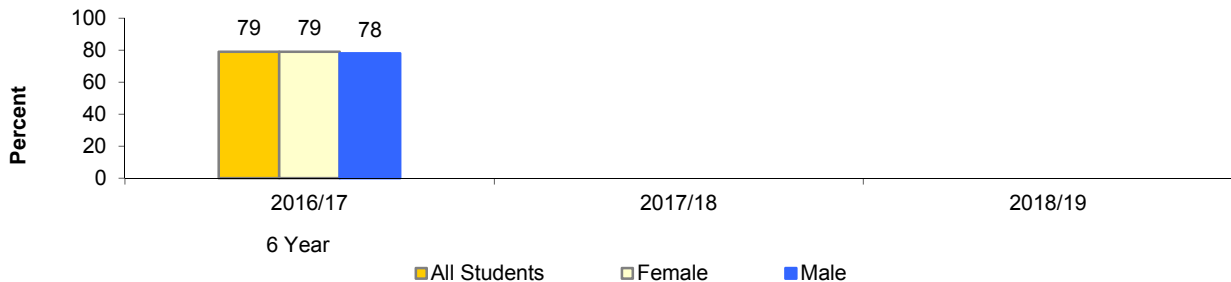
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort**



**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	243	17	7	1,057	28	3
2013/14	232	19	8	1,031	28	3
2014/15	234	19	8	1,018	29	3
2015/16	310	15	5	1,124	22	2
2016/17	299	Msk	Msk	1,111	25	2

### 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	243	171	70	1,057	936	89
2013/14	232	157	68	1,031	901	87
2014/15	234	153	65	1,018	881	87
2015/16	310	191	62	1,124	867	77
2016/17	299	180	60	1,111	814	73

### 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	243	43	18	1,057	756	72
2013/14	232	44	19	1,031	552	54
2014/15	234	47	20	1,018	183	18
2015/16	310	30	10	1,124	141	13
2016/17	299	43	14	1,111	123	11

\* 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	240	129	54	111	46
2013/14	219	121	55	98	45
2014/15	218	127	58	91	42
2015/16	200	118	59	82	41
2016/17	188	114	61	74	39

### 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	2,925	129	4
2013/14	2,885	121	4
2014/15	2,916	127	4
2015/16	2,931	118	4
2016/17	2,925	114	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	57	Msk	Msk	51	Msk	Msk	66
2013/14	54	Msk	Msk	32	Msk	Msk	Msk
2014/15	60	Msk	Msk	56	Msk	Msk	65
2015/16	60	Msk	Msk	47	Msk	Msk	Msk
2016/17	59	45	Msk	48	Msk	60	70

### 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	90	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	91	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	92	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	100	Msk	Msk	Msk	Msk	Msk	100
2016/17	100	Msk	Msk	100	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	219	100	5	2.3	3	1.4	2	0.9	1	0.5		
Non-Aboriginal	1,513	100	18	1.2	14	0.9	9	0.6	5	0.3		

### 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	154	100	5	3.2	3	1.9	4	2.6	2	1.3		
Non-Aboriginal	652	100	10	1.5	4	0.6	6	0.9	2	0.3		

### 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	219	100	1	0.5	-	-	-	-	-	-		
Non-Aboriginal	1,513	100	15	1.0	5	0.3	4	0.3	5	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	154	100	3	1.9	1	0.6	-	-	1	0.6		
Non-Aboriginal	652	100	4	0.6	3	0.5	1	0.2	3	0.5		

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	219	100	3	1.4	1	0.5	1	0.5	-	-		
Non-Aboriginal	1,513	100	38	2.5	4	0.3	-	-	3	0.2		

### 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	154	100	-	-	1	0.6	-	-	-	-		
Non-Aboriginal	652	100	4	0.6	-	-	-	-	-	-		

### 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	219	100	68	31.1	16	7.3	7	3.2	3	1.4		
Non-Aboriginal	1,513	100	379	25.0	108	7.1	33	2.2	32	2.1		

### 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	154	100	10	6.5	3	1.9	1	0.6	1	0.6		
Non-Aboriginal	652	100	29	4.4	8	1.2	9	1.4	4	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

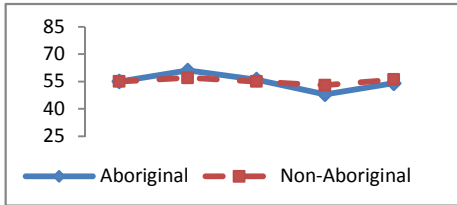
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

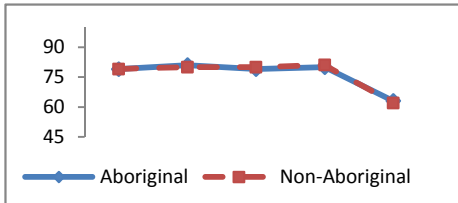
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



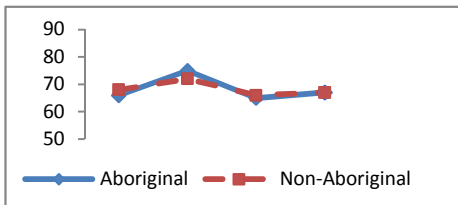
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2012/13	170	94 55	683	376 55
2013/14	156	95 61	687	391 57
2014/15	149	83 56	737	406 55
2015/16	177	85 48	705	377 53
2016/17	215	116 54	759	424 56

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



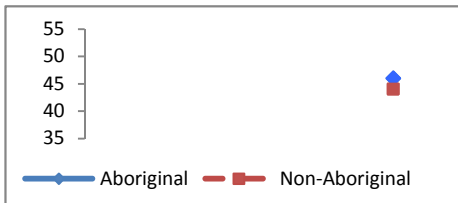
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2012/13	159	125 79	677	538 79
2013/14	152	123 81	686	549 80
2014/15	142	112 79	739	589 80
2015/16	181	144 80	691	559 81
2016/17	216	137 63	757	468 62

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



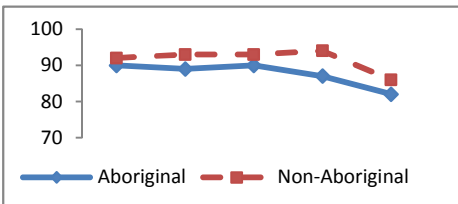
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2012/13	174	115 66	688	470 68
2013/14	155	117 75	701	505 72
2014/15	151	98 65	761	504 66
2015/16	190	127 67	720	482 67
2016/17	-	- -	-	- -

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



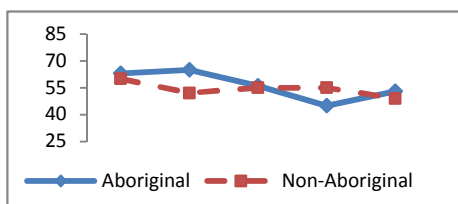
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	216	100 46	751	328 44

### 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	169	152 90	682	625 92
2013/14	157	140 89	699	652 93
2014/15	150	135 90	752	700 93
2015/16	191	166 87	706	667 94
2016/17	209	171 82	737	633 86

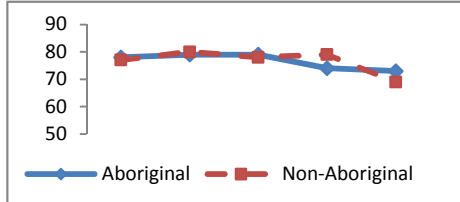
### At school, are you being taught about Aboriginal peoples in Canada?



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	164	104 63	666	401 60
2013/14	148	96 65	671	346 52
2014/15	144	80 56	727	400 55
2015/16	185	84 45	686	377 55
2016/17	209	111 53	740	366 49

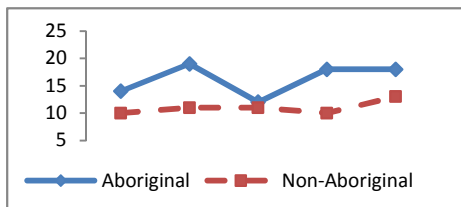
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



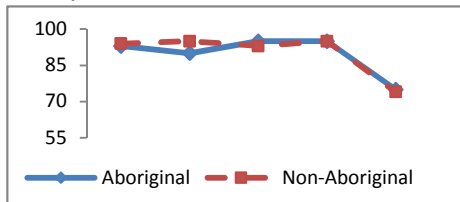
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	169	131	78	690	531	77
2013/14	155	123	79	698	555	80
2014/15	147	116	79	753	589	78
2015/16	188	140	74	704	557	79
2016/17	215	156	73	750	520	69

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



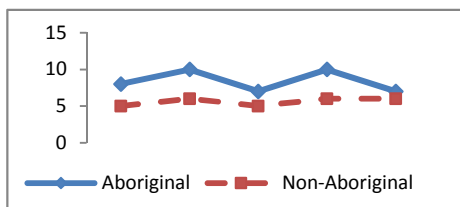
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	169	24	14	680	67	10
2013/14	152	29	19	689	77	11
2014/15	149	18	12	749	82	11
2015/16	185	33	18	706	72	10
2016/17	215	39	18	751	101	13

**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	169	157	93	689	650	94
2013/14	156	141	90	706	669	95
2014/15	150	142	95	759	708	93
2015/16	191	182	95	718	683	95
2016/17	215	161	75	760	559	74

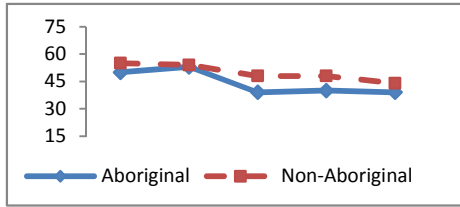
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	159	13	8	665	35	5
2013/14	154	16	10	688	39	6
2014/15	145	10	7	739	39	5
2015/16	186	19	10	697	39	6
2016/17	215	15	7	755	49	6

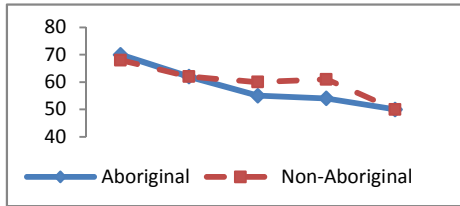
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



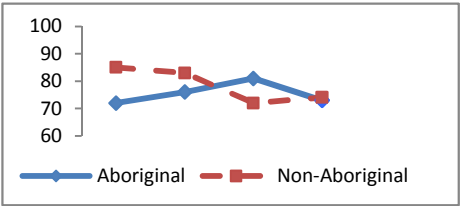
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	125	62	50	549	302	55
2013/14	121	64	53	538	292	54
2014/15	170	66	39	693	332	48
2015/16	160	64	40	696	336	48
2016/17	181	70	39	741	325	44

### 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	125	87	70	542	369	68
2013/14	118	73	62	537	331	62
2014/15	166	91	55	680	408	60
2015/16	160	86	54	695	426	61
2016/17	183	91	50	742	373	50

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



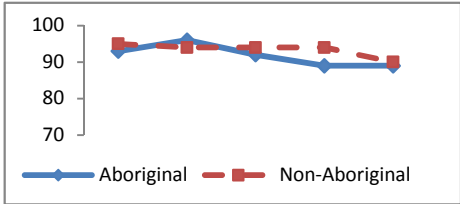
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2012/13	125	90	72	549	466	85
2013/14	119	91	76	542	452	83
2014/15	167	135	81	698	505	72
2015/16	161	117	73	705	522	74
2016/17	-	-	-	-	-	-

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



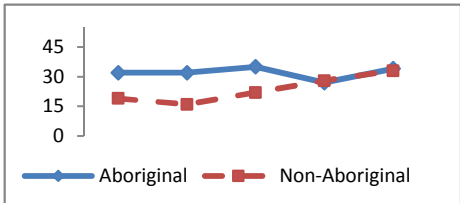
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	181	88 49	743	405 55

### 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	126	117	93	548	519	95
2013/14	118	113	96	539	508	94
2014/15	165	152	92	692	651	94
2015/16	161	144	89	705	660	94
2016/17	180	161	89	732	661	90

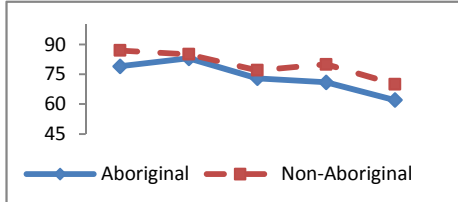
### At school, are you being taught about Aboriginal peoples in Canada?



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	122	39	32	539	104	19
2013/14	117	38	32	525	83	16
2014/15	165	57	35	685	150	22
2015/16	161	43	27	688	194	28
2016/17	182	61	34	741	247	33

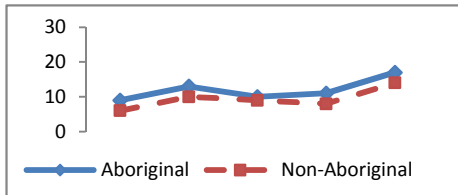
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



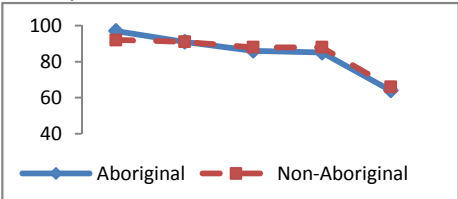
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	126	100	79	547	477	87
2013/14	117	97	83	533	452	85
2014/15	160	116	73	692	530	77
2015/16	160	113	71	700	558	80
2016/17	182	113	62	736	514	70

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



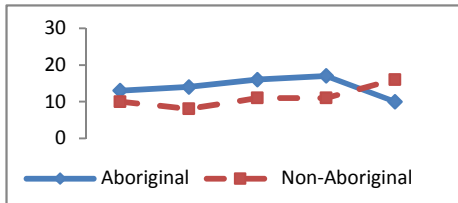
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	124	11	9	548	34	6
2013/14	117	15	13	537	52	10
2014/15	168	17	10	686	63	9
2015/16	160	17	11	698	58	8
2016/17	182	31	17	740	105	14

**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	127	123	97	551	508	92
2013/14	117	106	91	540	491	91
2014/15	168	145	86	691	606	88
2015/16	160	136	85	705	619	88
2016/17	183	118	64	739	489	66

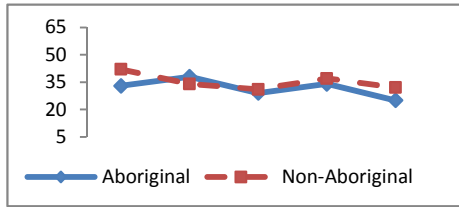
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2012/13	125	16	13	540	56	10
2013/14	112	16	14	529	44	8
2014/15	165	27	16	673	72	11
2015/16	158	27	17	693	74	11
2016/17	181	18	10	734	118	16

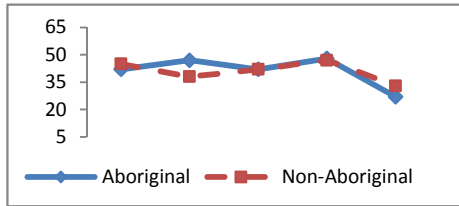
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



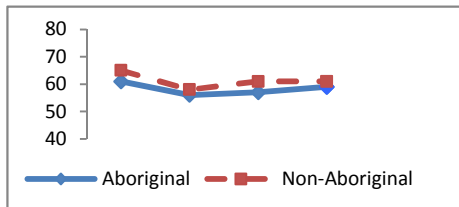
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
2012/13	136	45 33	670	283 42
2013/14	176	66 38	705	241 34
2014/15	171	50 29	641	198 31
2015/16	178	60 34	720	263 37
2016/17	158	40 25	664	214 32

### 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	138	58 42	661	298 45
2013/14	176	83 47	697	266 38
2014/15	166	69 42	633	264 42
2015/16	172	82 48	711	335 47
2016/17	158	43 27	665	222 33

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



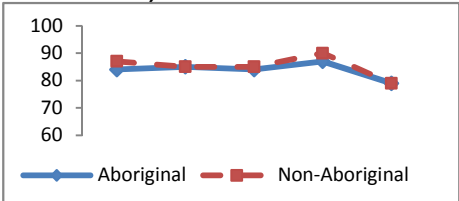
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
2012/13	137	84 61	670	434 65
2013/14	177	99 56	706	411 58
2014/15	171	97 57	648	397 61
2015/16	180	107 59	722	444 61
2016/17	-	- -	-	- -

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



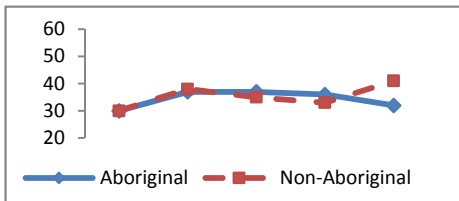
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many # %	Gr 10 Respondents #	All or many # %
2012/13	-	- -	-	- -
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	158	62 39	662	319 48

### 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	138	116 84	668	579 87
2013/14	170	145 85	693	587 85
2014/15	171	144 84	630	538 85
2015/16	179	156 87	714	645 90
2016/17	157	124 79	653	517 79

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

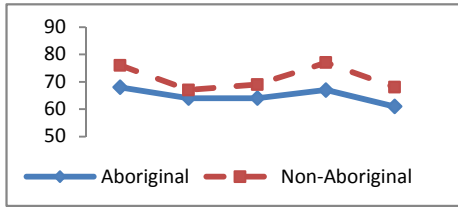


School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
2012/13	139	42 30	661	198 30
2013/14	171	63 37	694	266 38
2014/15	171	63 37	631	219 35
2015/16	176	63 36	715	236 33
2016/17	158	51 32	656	267 41



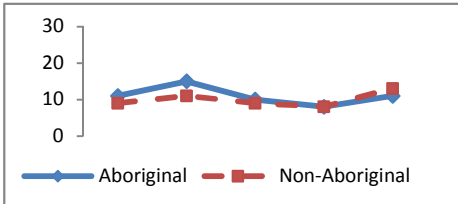
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



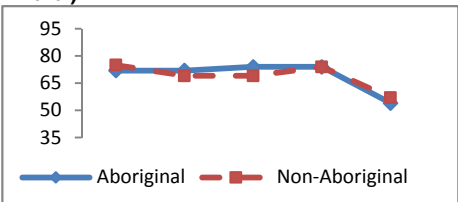
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	136	92	68	667	506	76
2013/14	177	114	64	701	471	67
2014/15	169	109	64	638	441	69
2015/16	175	117	67	711	544	77
2016/17	158	96	61	662	449	68

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



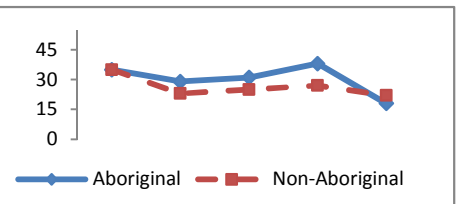
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	138	15	11	667	60	9
2013/14	176	26	15	699	77	11
2014/15	169	17	10	632	60	9
2015/16	177	15	8	705	53	8
2016/17	157	18	11	662	85	13

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



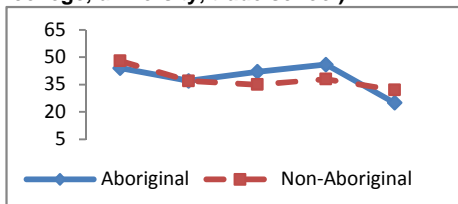
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2012/13	139	100	72	662	497	75
2013/14	175	126	72	701	485	69
2014/15	173	128	74	640	439	69
2015/16	180	133	74	720	535	74
2016/17	156	84	54	663	380	57

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



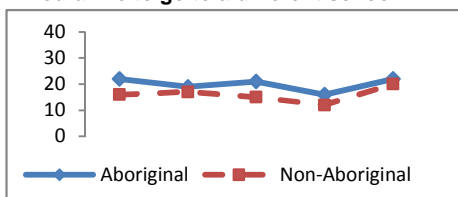
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	136	48	35	659	231	35
2013/14	174	51	29	696	161	23
2014/15	173	54	31	630	155	25
2015/16	177	68	38	713	194	27
2016/17	158	28	18	657	147	22

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	138	61	44	662	315	48
2013/14	172	63	37	693	256	37
2014/15	173	73	42	627	219	35
2015/16	173	79	46	716	272	38
2016/17	157	40	25	652	209	32

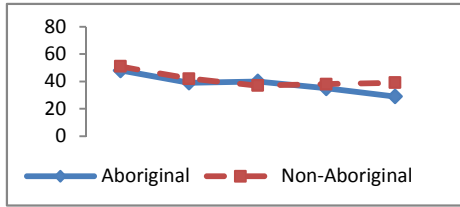
### I would like to go to a different school.



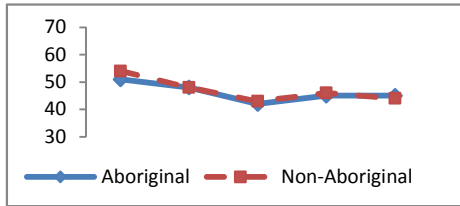
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2012/13	132	29	22	649	103	16
2013/14	170	33	19	676	118	17
2014/15	163	35	21	618	95	15
2015/16	172	27	16	702	87	12
2016/17	157	35	22	663	132	20

## STUDENT LEARNING SURVEY RESULTS, GRADE 12

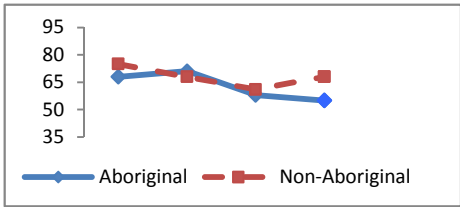
**Do you like school?**



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



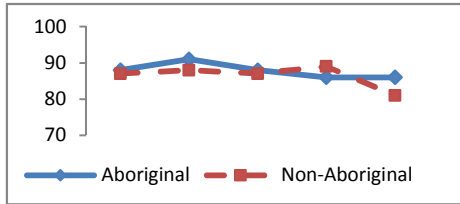
**Do your teachers help you with your schoolwork when you need it?**



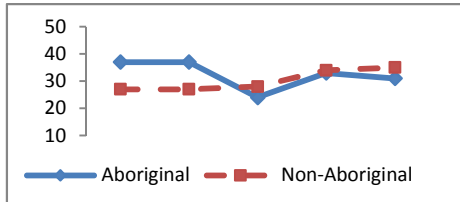
**How many teachers help you with your schoolwork when you need it?**



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



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



### Aboriginal

### Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	109	52	48	518	264	51
2013/14	115	45	39	553	234	42
2014/15	103	41	40	596	220	37
2015/16	162	56	35	658	251	38
2016/17	119	35	29	525	207	39

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	109	56	51	514	275	54
2013/14	114	55	48	542	262	48
2014/15	104	44	42	587	251	43
2015/16	161	72	45	652	302	46
2016/17	119	53	45	524	233	44

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	110	75	68	523	392	75
2013/14	115	82	71	551	377	68
2014/15	105	61	58	594	361	61
2015/16	160	88	55	656	447	68
2016/17	-	-	-	-	-	-

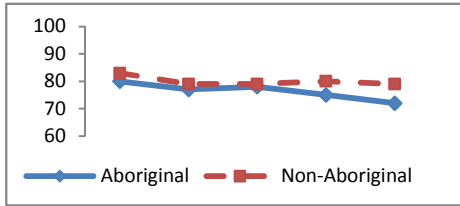
School Year	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2012/13	-	-	-	-	-	-
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	119	64	54	522	304	58

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	109	96	88	517	450	87
2013/14	114	104	91	550	482	88
2014/15	100	88	88	590	516	87
2015/16	158	136	86	649	578	89
2016/17	118	102	86	506	408	81

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2012/13	109	40	37	516	138	27
2013/14	114	42	37	539	145	27
2014/15	100	24	24	591	165	28
2015/16	157	52	33	643	219	34
2016/17	119	37	31	515	179	35

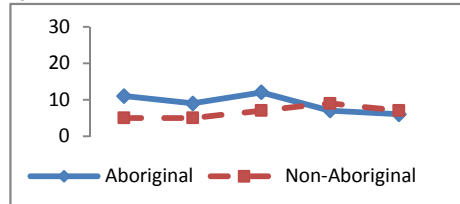
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



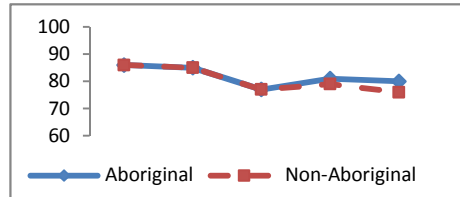
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	112	90 80	515	427 83
2013/14	115	89 77	547	430 79
2014/15	102	80 78	591	464 79
2015/16	159	119 75	651	521 80
2016/17	119	86 72	522	412 79

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



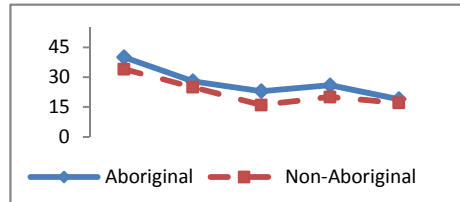
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	112	12 11	517	26 5
2013/14	115	10 9	551	25 5
2014/15	102	12 12	579	42 7
2015/16	161	12 7	656	60 9
2016/17	119	7 6	522	37 7

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



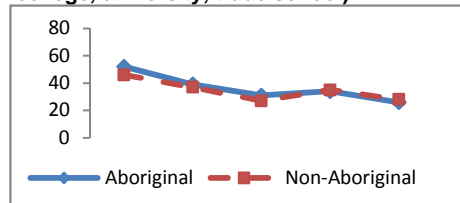
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2012/13	111	96 86	523	448 86
2013/14	111	94 85	555	469 85
2014/15	106	82 77	588	453 77
2015/16	162	132 81	656	516 79
2016/17	118	94 80	524	400 76

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



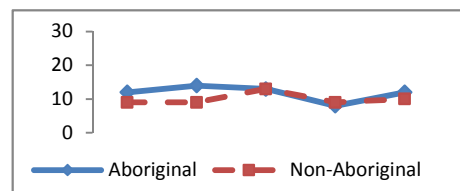
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2012/13	112	45 40	515	174 34
2013/14	113	32 28	542	135 25
2014/15	104	24 23	587	91 16
2015/16	160	41 26	650	129 20
2016/17	118	22 19	508	87 17

### 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	103	54 52	514	235 46
2013/14	110	43 39	538	199 37
2014/15	102	32 31	586	158 27
2015/16	161	55 34	652	227 35
2016/17	118	31 26	505	142 28

### 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	106	13 12	511	47 9
2013/14	111	16 14	535	49 9
2014/15	101	13 13	568	71 13
2015/16	155	13 8	628	54 9
2016/17	119	14 12	523	54 10

## 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>	<p>When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included:</p> <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul> <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.</p>
<b>Special Needs Categories</b>	<p>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)</p>
<b>Student</b>	<p>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.</p>
<b>Student Cohort</b>	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>
<b>Subject</b>	<p>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.</p>