



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 020 Kootenay-Columbia

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

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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?

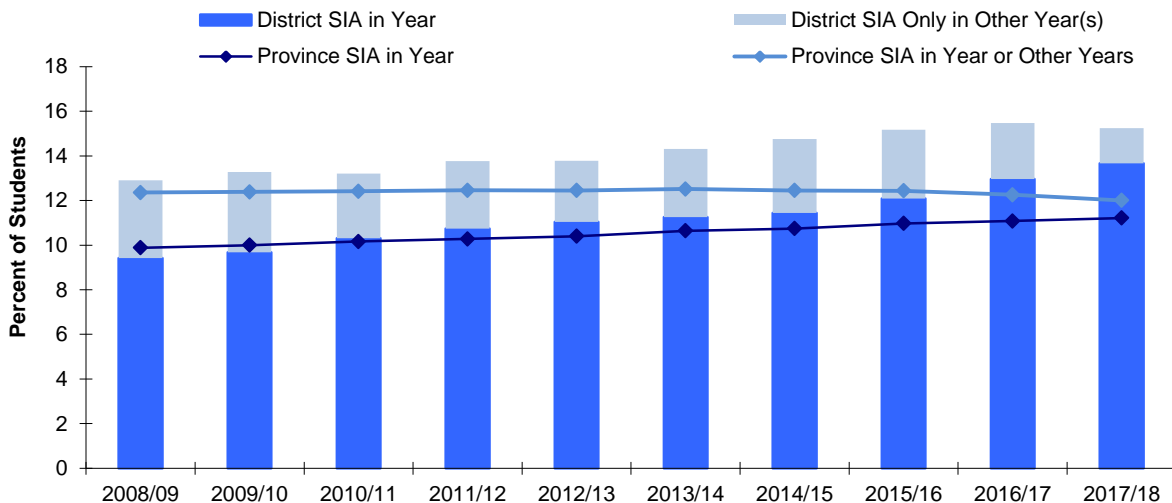
**PLEASE NOTE**

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)*	
		#	%	#	%		#	%	#	%
2008/09	4,279	403	9.4	149	3.5	579,485	57,257	9.9	14,326	2.5
2009/10	4,112	398	9.7	148	3.6	580,480	58,017	10.0	13,887	2.4
2010/11	4,045	417	10.3	117	2.9	579,110	58,834	10.2	13,044	2.3
2011/12	3,968	426	10.7	120	3.0	569,734	58,531	10.3	12,445	2.2
2012/13	3,870	427	11.0	106	2.7	564,529	58,717	10.4	11,569	2.0
2013/14	3,739	421	11.3	114	3.0	558,983	59,502	10.6	10,444	1.9
2014/15	3,661	419	11.4	121	3.3	552,786	59,382	10.7	9,449	1.7
2015/16	3,657	442	12.1	113	3.1	553,376	60,706	11.0	8,109	1.5
2016/17	3,774	489	13.0	95	2.5	557,626	61,799	11.1	6,534	1.2
2017/18	3,826	523	13.7	60	1.6	563,245	63,182	11.2	4,434	0.8

**Percent of Self-Identified Aboriginal Students**



**Note:**

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

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

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

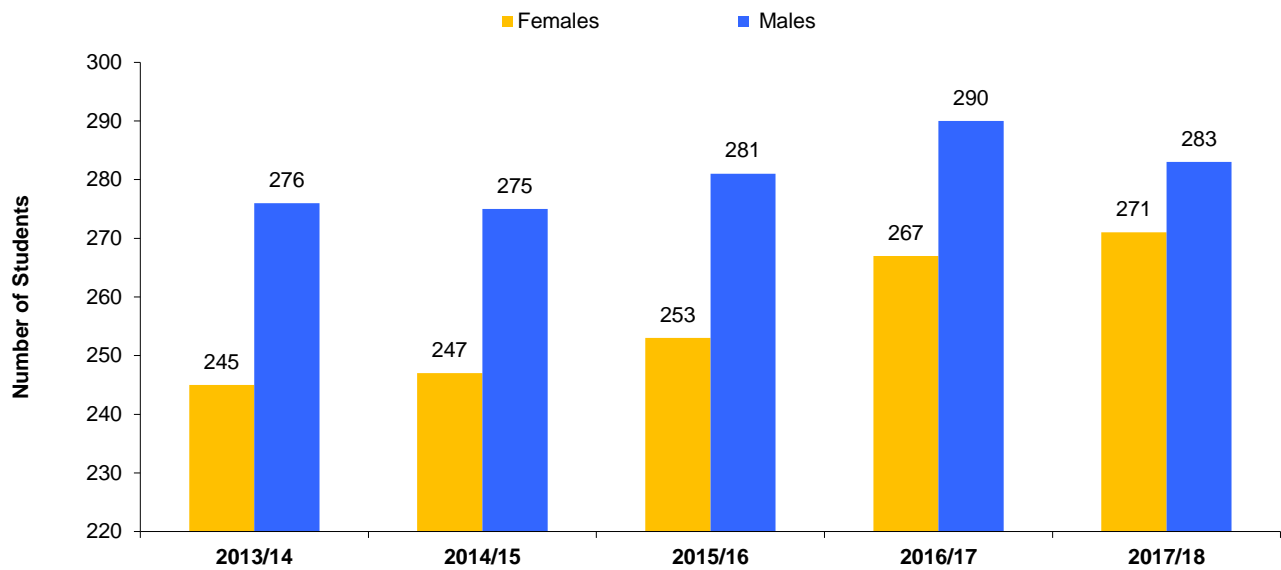
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee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

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

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males	
		#	%	#		#	#	#		
2013/14	3,739	521	13.9	245	6.6	276	7.4	69,182	34,363	34,819
2014/15	3,661	522	14.3	247	6.7	275	7.5	67,939	33,645	34,294
2015/16	3,657	534	14.6	253	6.9	281	7.7	67,749	33,432	34,317
2016/17	3,774	557	14.8	267	7.1	290	7.7	67,078	33,137	33,941
2017/18	3,826	554	14.5	271	7.1	283	7.4	66,142	32,575	33,567

**Number of Aboriginal Students by Gender**

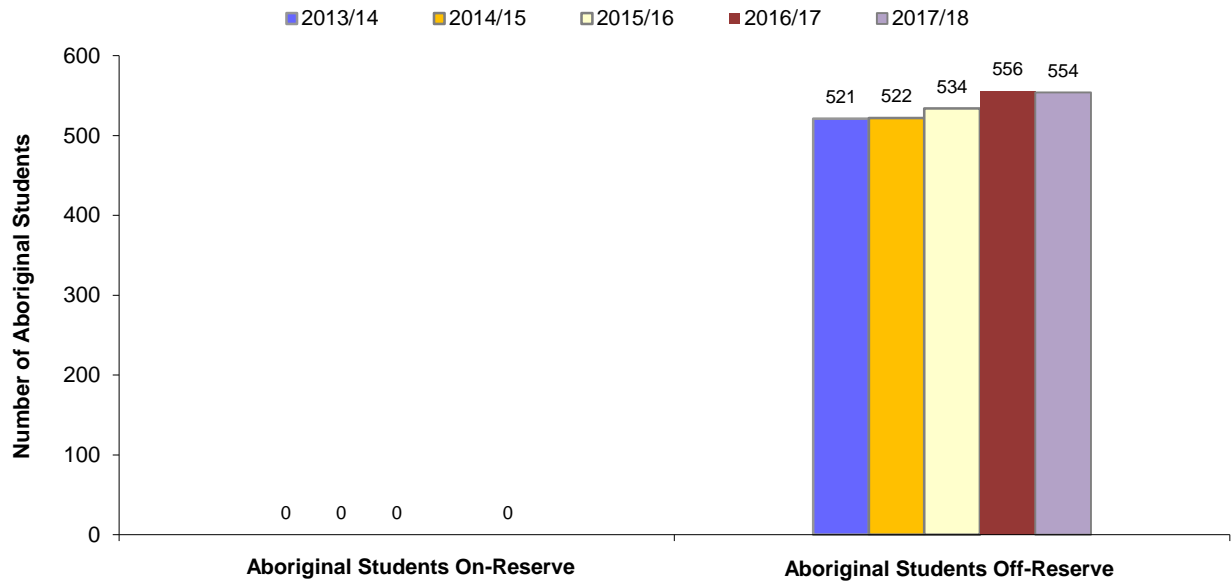


\* Public schools only.

## 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 #
2013/14	521	0	0	0	245	276	521	8,812	60,370
2014/15	522	0	0	0	247	275	522	8,143	59,796
2015/16	534	0	0	0	253	281	534	7,694	60,055
2016/17	557	Msk	Msk	Msk	267	289	556	7,285	59,793
2017/18	554	0	0	0	271	283	554	7,820	58,322

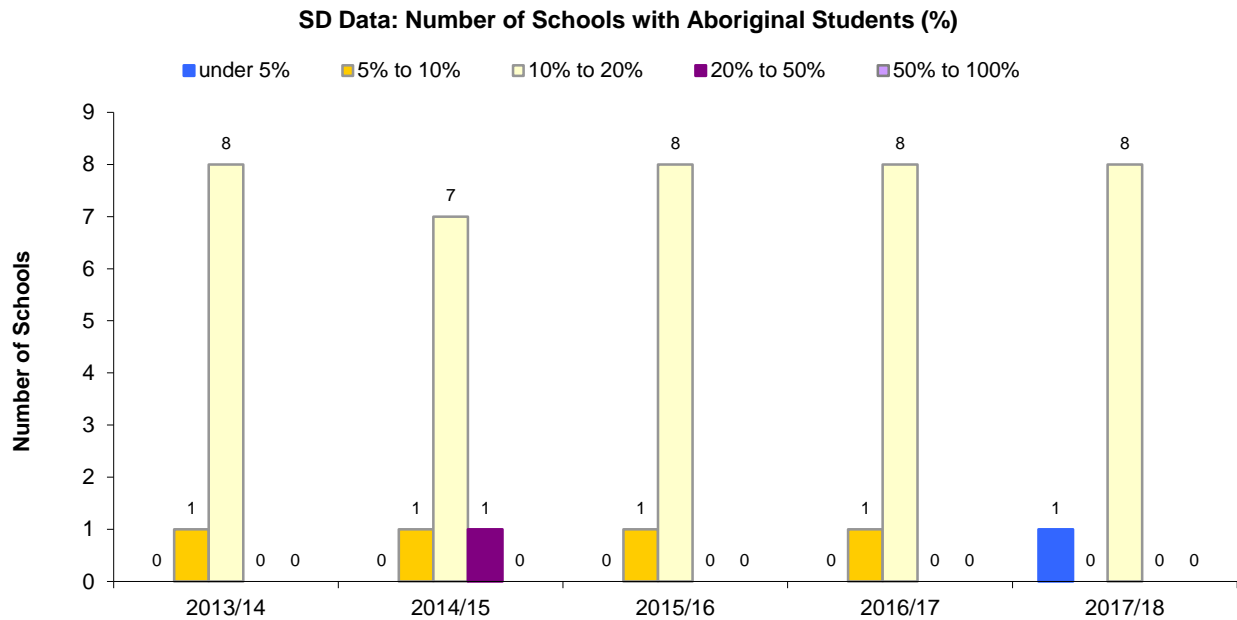
**SD Data: Number of Aboriginal Students, On- or Off-Reserve**



\* 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 %
2013/14	9	0	1	8	0	0	1,393	370	241	341	346	95
2014/15	9	0	1	7	1	0	1,385	393	223	335	337	97
2015/16	9	0	1	8	0	0	1,380	396	224	349	318	93
2016/17	9	0	1	8	0	0	1,369	400	229	348	300	92
2017/18	9	1	0	8	0	0	1,377	416	238	335	303	85

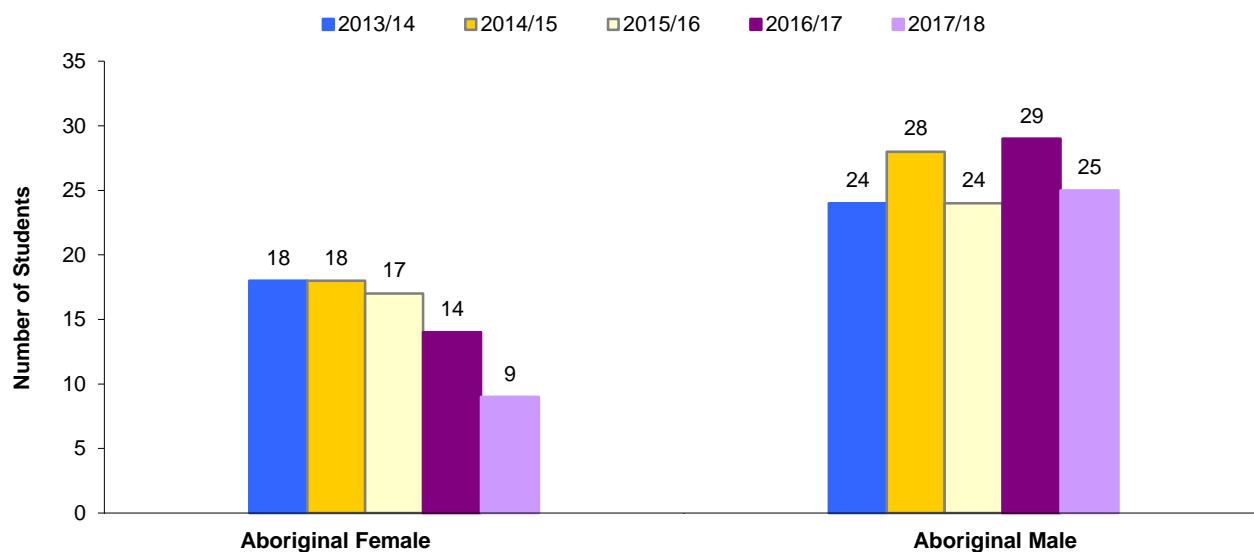


\* Public schools only.

## 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 #
2013/14	136	18	24	42	36	58	94	1,610	1,594	2,033	2,757
2014/15	136	18	28	46	27	63	90	1,595	1,560	1,981	2,618
2015/16	110	17	24	41	26	43	69	1,609	1,527	2,022	2,474
2016/17	92	14	29	43	20	29	49	1,605	1,543	2,037	2,468
2017/18	79	9	25	34	21	24	45	1,500	1,498	2,016	2,419

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



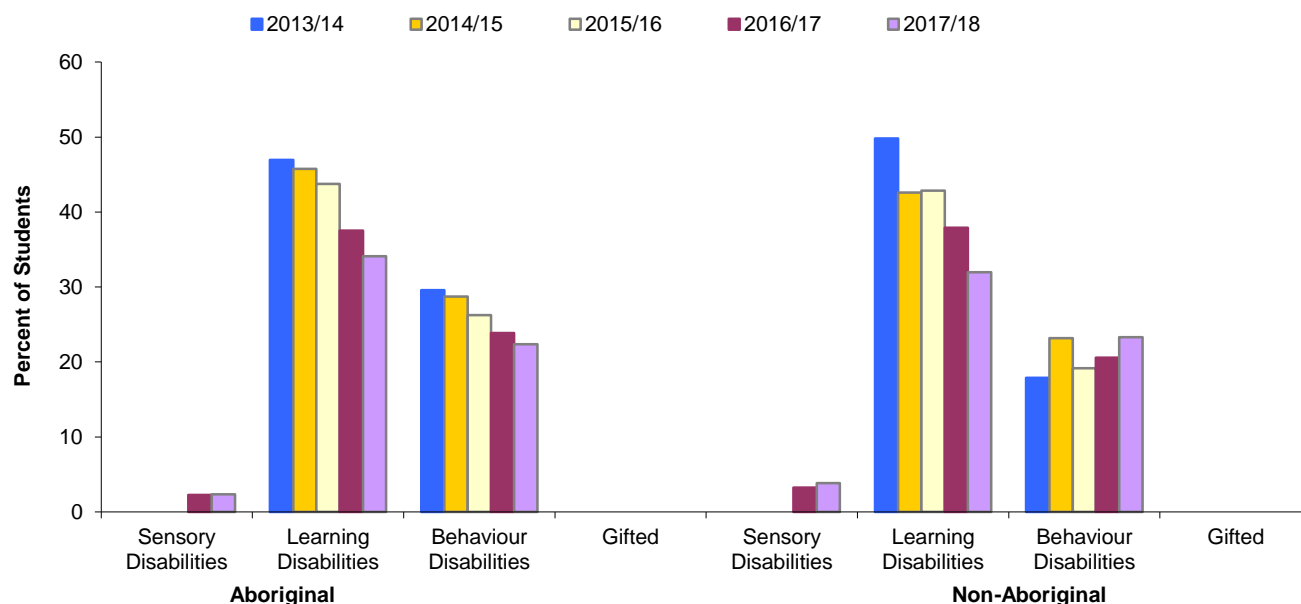
\* Public schools only.

## 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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2013/14	98	291	Msk	Msk	Msk	Msk	46	47	145	50	29	30	52	18	Msk	Msk	Msk	Msk
2014/15	94	298	Msk	Msk	Msk	Msk	43	46	127	43	27	29	69	23	Msk	Msk	Msk	Msk
2015/16	80	266	Msk	Msk	Msk	Msk	35	44	114	43	21	26	51	19	Msk	Msk	Msk	Msk
2016/17	88	277	2	2	9	3	33	38	105	38	21	24	57	21	Msk	Msk	Msk	Msk
2017/18	85	313	2	2	12	4	29	34	100	32	19	22	73	23	Msk	Msk	Msk	Msk

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





## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

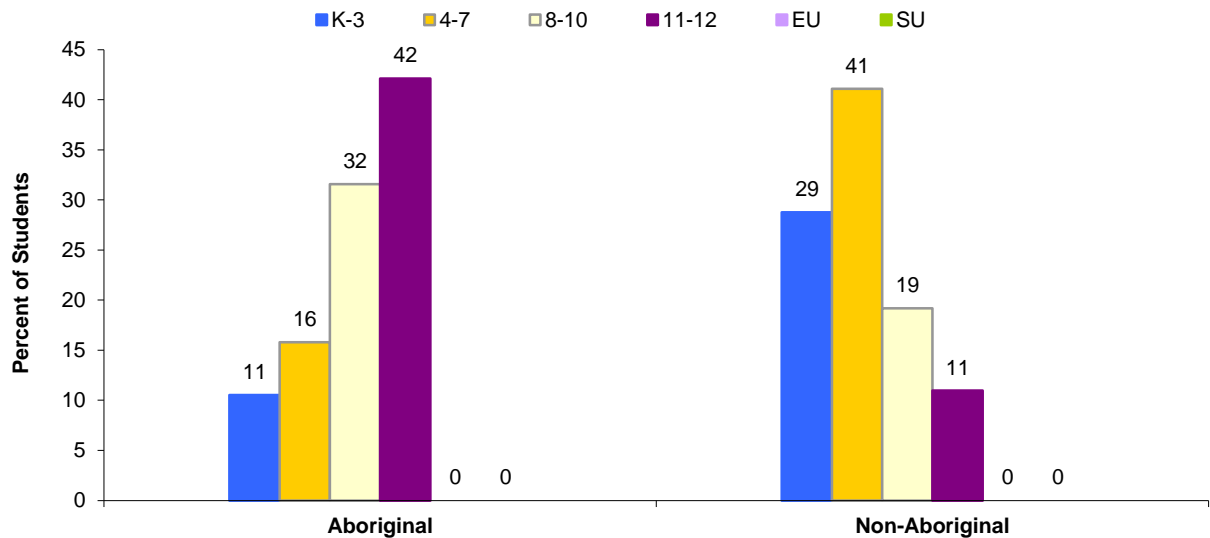
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	29	4	14	8	28	13	45	4	14	0	0	0	0
2014/15	27	0	0	8	30	10	37	9	33	0	0	0	0
2015/16	21	0	0	8	38	7	33	6	29	0	0	0	0
2016/17	21	0	0	8	38	7	33	6	29	0	0	0	0
2017/18	19	2	11	3	16	6	32	8	42	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)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	52	12	23	17	33	16	31	7	13	0	0	0	0
2014/15	69	17	25	20	29	12	17	20	29	0	0	0	0
2015/16	51	11	22	21	41	8	16	11	22	0	0	0	0
2016/17	57	15	26	24	42	9	16	9	16	0	0	0	0
2017/18	73	21	29	30	41	14	19	8	11	0	0	0	0

**Percent of Students with Behaviour Disabilities - Grade Distribution 2017/18**



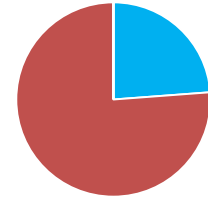
\* Total includes Graduated Adults.

## 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

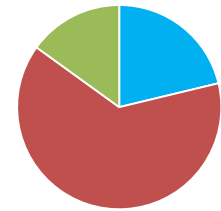
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	21	70	5	24	15	71	1	5
2014/15	23	59	5	22	14	61	4	17
2015/16	27	63	7	26	18	67	2	7
2016/17	18	49	6	33	11	61	1	6
			Emerging		On Track		Extending	
2017/18	21	58	5	24	16	76	0	0



■ Emerging ■ On Track ■ Extending

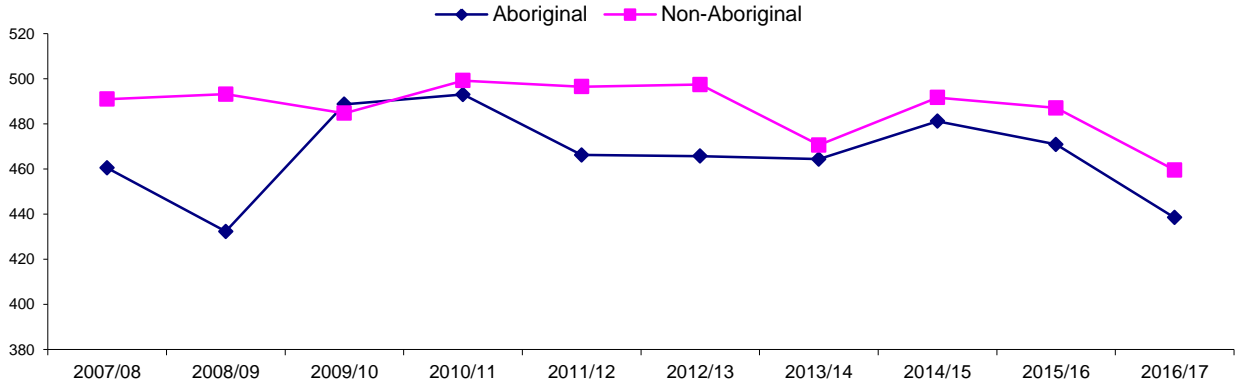
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	155	73	35	23	103	66	17	11
2014/15	151	65	22	15	114	75	15	10
2015/16	122	51	22	18	85	70	15	12
2016/17	102	40	25	25	73	72	4	4
			Emerging		On Track		Extending	
2017/18	113	46	24	21	72	64	17	15



■ Emerging ■ On Track ■ Extending

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

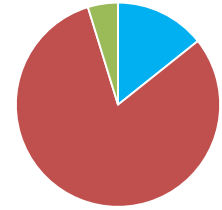


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	
			#	%	#	%	#	%
2013/14	21	70	8	38	13	62	0	0
2014/15	23	59	3	13	19	83	1	4
2015/16	26	60	11	42	15	58	0	0
2016/17	18	49	5	28	12	67	1	6
			Emerging		On Track		Extending	
2017/18	21	58	3	14	17	81	1	5



■ Emerging ■ On Track  
■ Extending

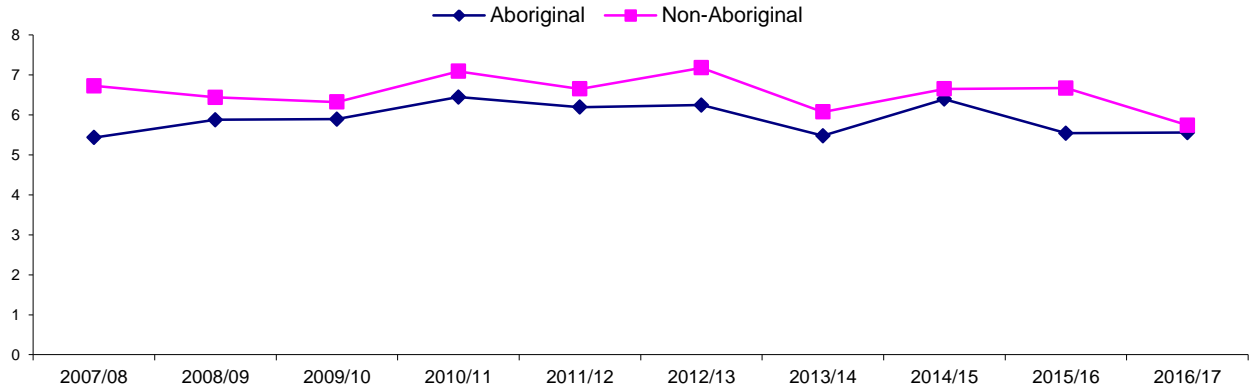
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	154	73	47	31	98	64	9	6
2014/15	148	64	21	14	120	81	7	5
2015/16	120	50	20	17	95	79	5	4
2016/17	103	41	25	24	77	75	1	1
			Emerging		On Track		Extending	
2017/18	108	44	8	7	98	91	2	2



■ Emerging ■ On Track  
■ Extending

**Average FSA Score - Grade 4 Writing**

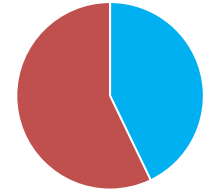


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

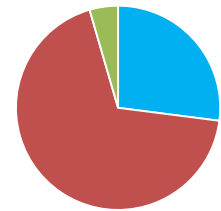
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	22	73	5	23	17	77	0	0
2014/15	23	59	6	26	16	70	1	4
2015/16	27	63	11	41	14	52	2	7
2016/17	18	49	7	39	11	61	0	0
			Emerging		On Track		Extending	
2017/18	21	58	9	43	12	57	0	0



■ Emerging ■ On Track  
■ Extending

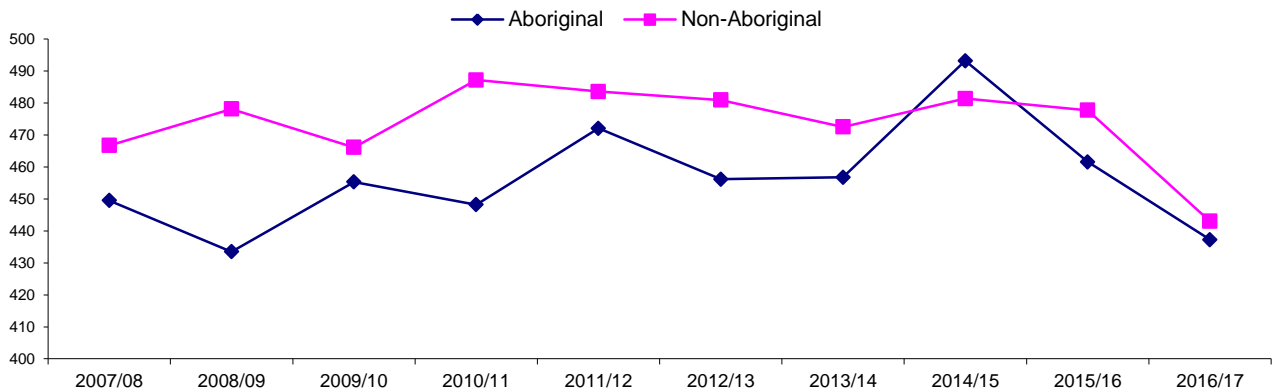
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	156	74	36	23	114	73	6	4
2014/15	148	64	32	22	111	75	5	3
2015/16	121	50	29	24	85	70	7	6
2016/17	103	41	34	33	66	64	3	3
			Emerging		On Track		Extending	
2017/18	111	45	30	27	76	68	5	5



■ Emerging ■ On Track  
■ Extending

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

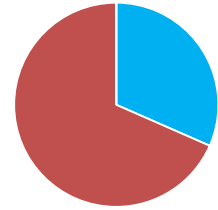


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

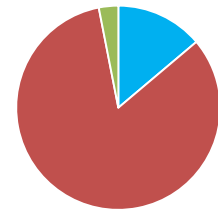
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	25	76	5	20	18	72	2	8
2014/15	19	50	7	37	11	58	1	5
2015/16	26	57	3	12	18	69	5	19
2016/17	14	47	4	29	9	64	1	7
			Emerging		On Track		Extending	
2017/18	19	45	6	32	13	68	0	0



■ Emerging ■ On Track ■ Extending

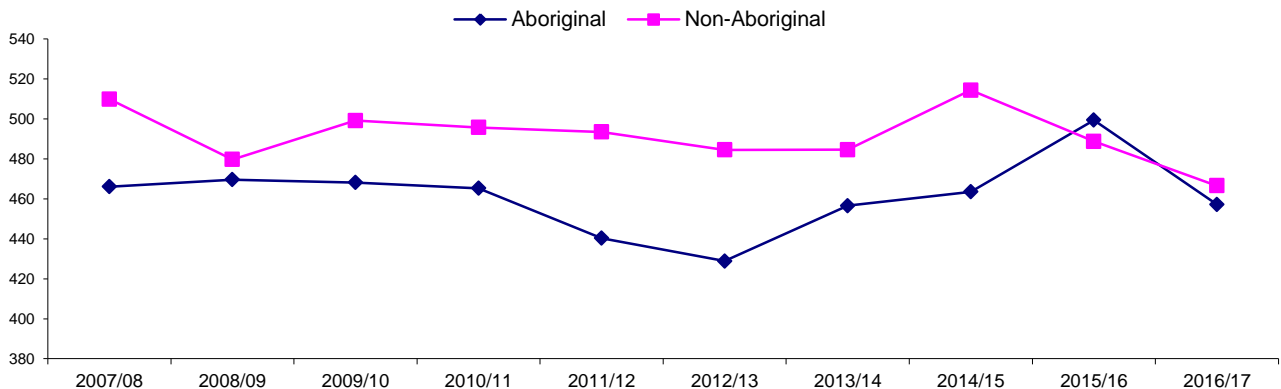
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	73	44	24	117	64	23	13
2014/15	125	62	17	14	97	78	11	9
2015/16	142	60	30	21	97	68	15	11
2016/17	98	43	30	31	60	61	8	8
			Emerging		On Track		Extending	
2017/18	130	55	18	14	108	83	4	3



■ Emerging ■ On Track ■ Extending

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

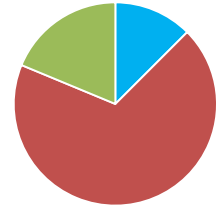


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

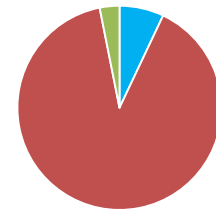
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	24	73	5	21	19	79	0	0
2014/15	18	47	9	50	9	50	0	0
2015/16	26	57	3	12	23	88	0	0
2016/17	11	37	6	55	5	45	0	0
			Emerging		On Track		Extending	
2017/18	16	38	2	13	11	69	3	19



■ Emerging   ■ On Track  
■ Extending

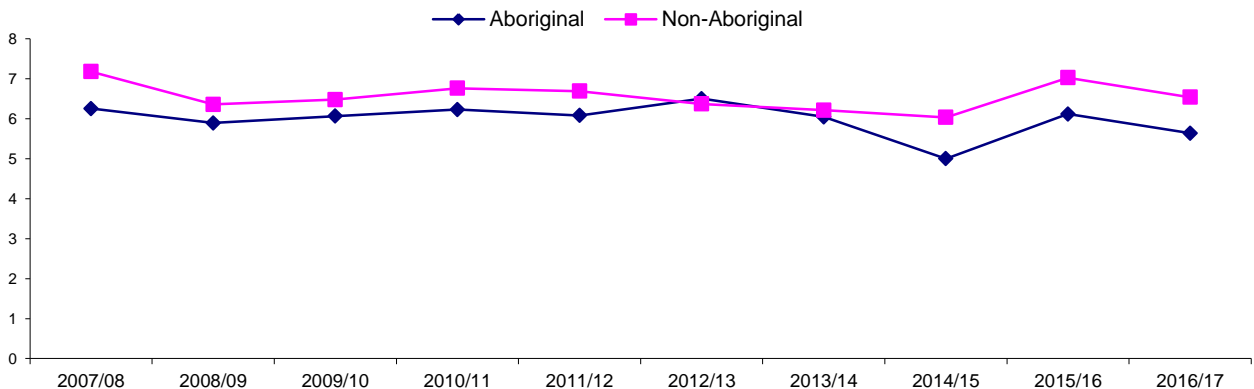
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	73	35	19	146	79	3	2
2014/15	124	61	33	27	88	71	3	2
2015/16	130	55	6	5	119	92	5	4
2016/17	97	42	23	24	71	73	3	3
			Emerging		On Track		Extending	
2017/18	128	54	9	7	115	90	4	3



■ Emerging   ■ On Track  
■ Extending

### Average FSA Score - Grade 7 Writing

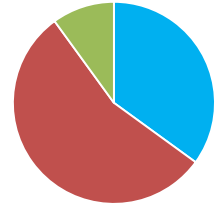


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

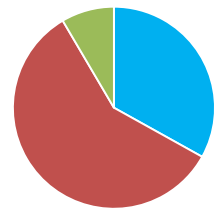
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	24	73	11	46	11	46	2	8
2014/15	18	47	7	39	11	61	0	0
2015/16	27	59	11	41	13	48	3	11
2016/17	12	40	4	33	7	58	1	8
			Emerging		On Track		Extending	
2017/18	20	48	7	35	11	55	2	10



■ Emerging   ■ On Track  
■ Extending

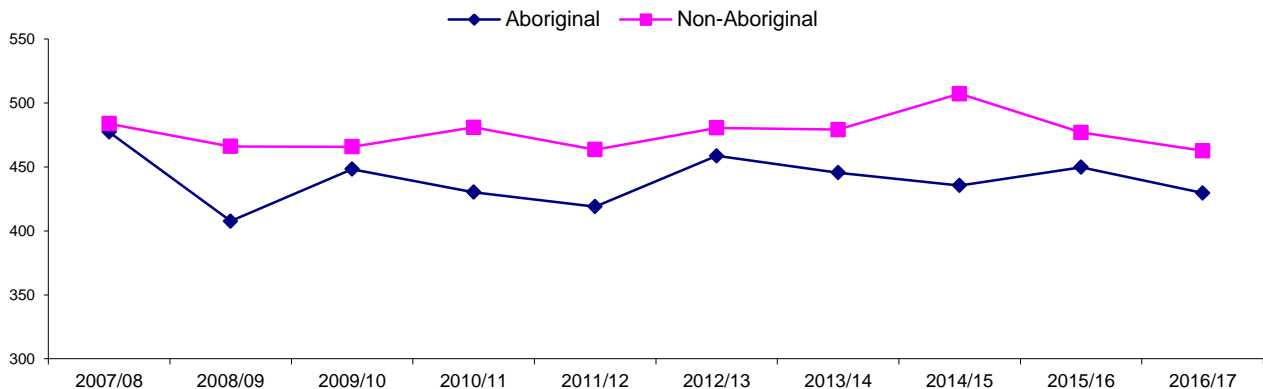
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	182	72	42	23	125	69	15	8
2014/15	128	63	19	15	92	72	17	13
2015/16	133	57	30	23	92	69	11	8
2016/17	98	43	30	31	62	63	6	6
			Emerging		On Track		Extending	
2017/18	130	55	43	33	76	58	11	8



■ Emerging   ■ On Track  
■ Extending

**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).

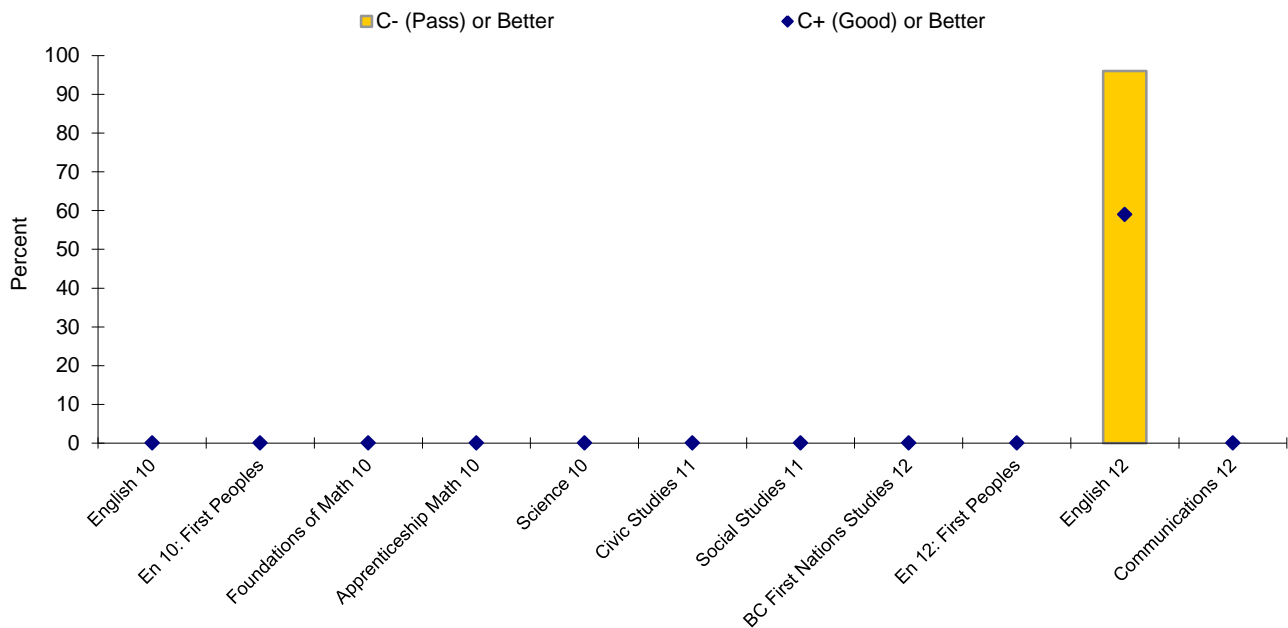
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	27	26	96	16	59	208	205	99	165	79
Communications 12	Msk	Msk	Msk	Msk	Msk	12	12	100	8	67

**Final Marks Overview: Aboriginal Results 2017/18**



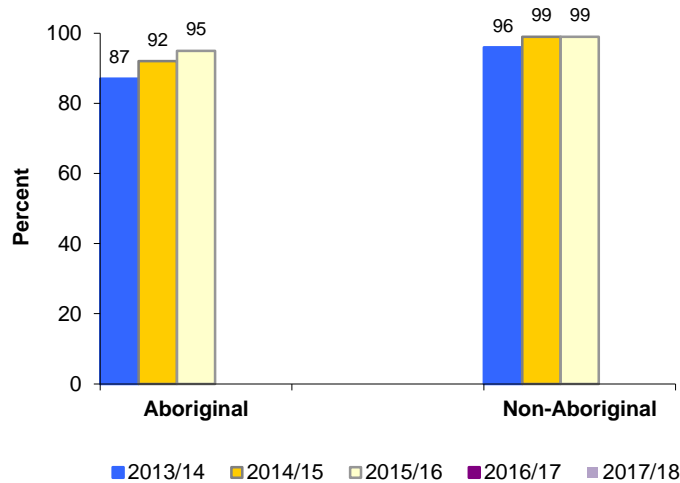


## FINAL MARKS: ENGLISH 10

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	
		#	%	#	%		#	%	#	%
2013/14	30	26	87	15	50	272	262	96	180	66
2014/15	37	34	92	20	54	252	249	99	164	65
2015/16	40	38	95	22	55	233	230	99	172	74
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #	
2013/14	30	44	24	6	272	302	253	19	
2014/15	37	43	32	5	252	265	234	18	
2015/16	40	45	34	6	233	248	224	9	
2016/17	-	39	-	-	-	267	-	-	
2017/18	-	49	-	-	-	233	-	-	

**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.

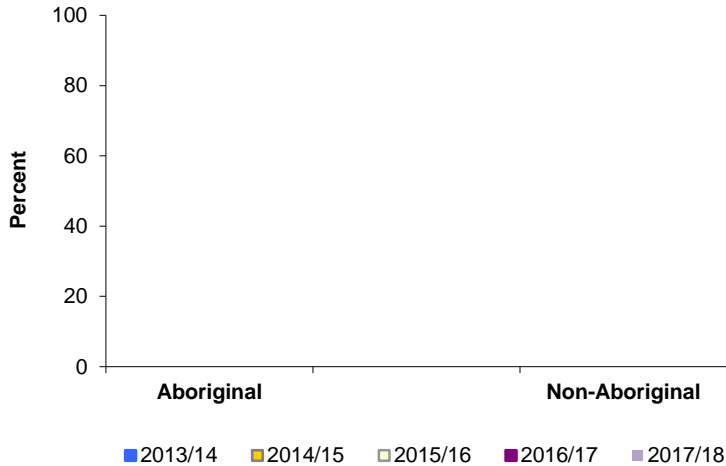
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #
2013/14	-	44	-	-	-	302	-	-
2014/15	-	43	-	-	-	265	-	-
2015/16	-	45	-	-	-	248	-	-
2016/17	-	39	-	-	-	267	-	-
2017/18	-	49	-	-	-	233	-	-

**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.

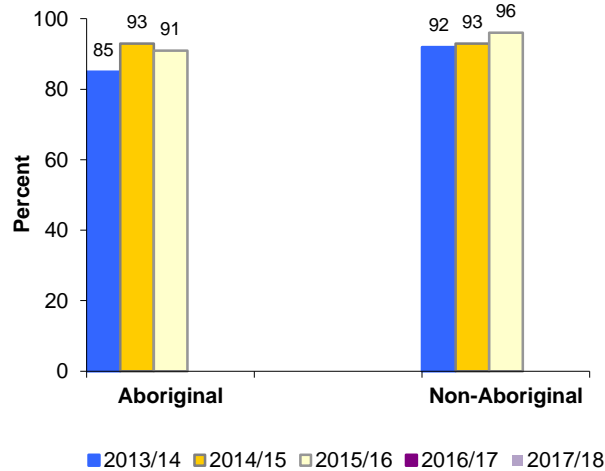
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2013/14	20	17	85	9	45	220	202	92	127	58
2014/15	29	27	93	14	48	224	209	93	131	58
2015/16	23	21	91	12	52	207	199	96	135	65
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #
2013/14	20	44	14	6	220	302	208	12
2014/15	29	43	26	3	224	265	207	17
2015/16	23	45	21	2	207	248	189	18
2016/17	-	39	-	-	-	267	-	-
2017/18	-	49	-	-	-	233	-	-

**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.

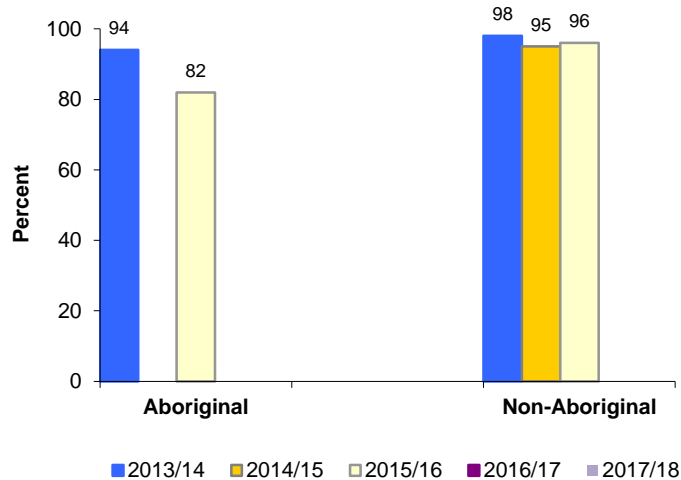
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	#	%	#		%	#	%	#
2013/14	16	15	94	7	44	55	54	98	33	60
2014/15	Msk	Msk	Msk	Msk	Msk	44	42	95	23	52
2015/16	11	9	82	2	18	50	48	96	27	54
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #		
2013/14	16	44	10	6	55	302	43	12		
2014/15	Msk	43	Msk	Msk	44	265	26	18		
2015/16	11	45	8	3	50	248	37	13		
2016/17	-	39	-	-	-	267	-	-		
2017/18	-	49	-	-	-	233	-	-		

**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.

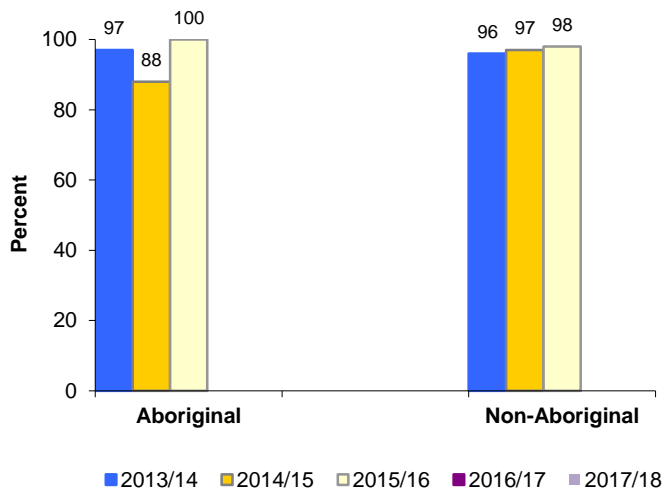
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2013/14	31	30	97	11	35	270	260	96	178	66
2014/15	33	29	88	16	48	255	248	97	167	65
2015/16	34	34	100	15	44	243	239	98	166	68
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #	
2013/14	31	44	26	5	270	302	257	13	
2014/15	33	43	32	1	255	265	237	18	
2015/16	34	45	30	4	243	248	227	16	
2016/17	-	39	-	-	-	267	-	-	
2017/18	-	49	-	-	-	233	-	-	

**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.

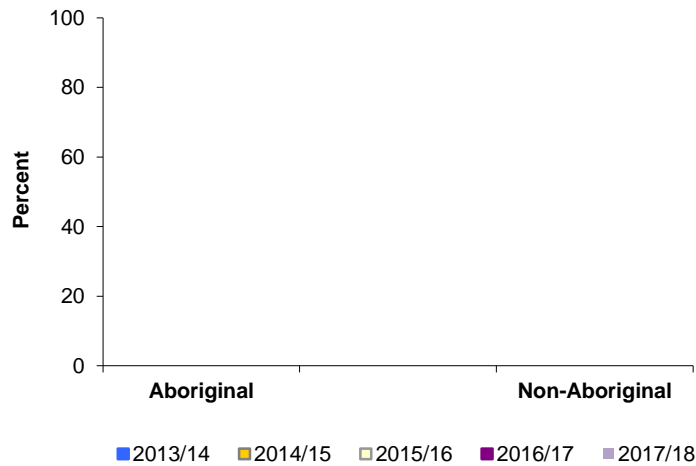
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #		
2013/14	-	46	-	-	-	278	-	-		
2014/15	-	41	-	-	-	285	-	-		
2015/16	-	46	-	-	-	275	-	-		
2016/17	-	59	-	-	-	275	-	-		
2017/18	-	43	-	-	-	274	-	-		

### 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.

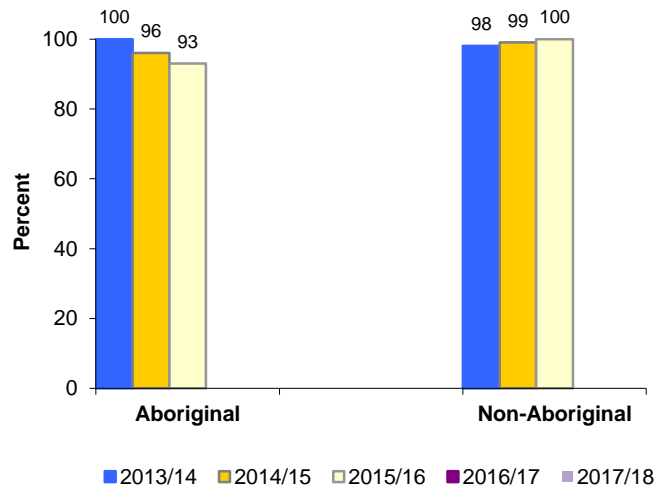
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	
		#	%	#	%		#	%	#	%
2013/14	24	24	100	9	38	233	229	98	164	70
2014/15	24	23	96	14	58	222	220	99	163	73
2015/16	28	26	93	14	50	230	229	100	170	74
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #
2013/14	24	46	23	1	233	278	221	12
2014/15	24	41	22	2	222	285	212	10
2015/16	28	46	27	1	230	275	216	14
2016/17	-	59	-	-	-	275	-	-
2017/18	-	43	-	-	-	274	-	-

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



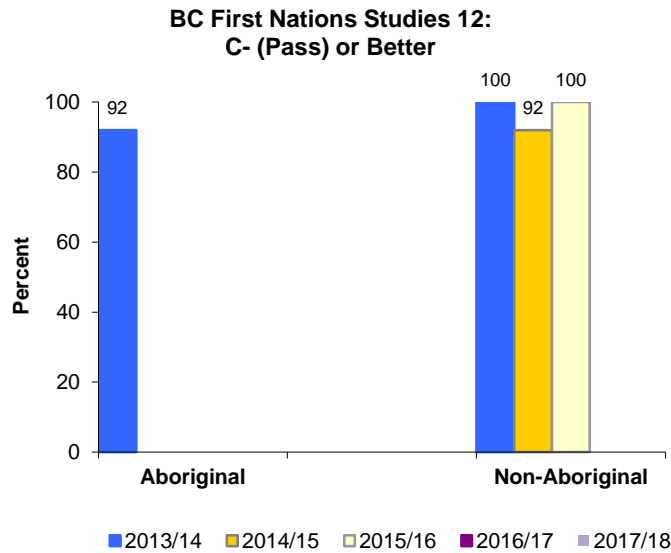
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2013/14	13	12	92	10	77	32	32	100	17	53
2014/15	Msk	Msk	Msk	Msk	Msk	37	34	92	18	49
2015/16	Msk	Msk	Msk	Msk	Msk	19	19	100	9	47
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #		
2013/14	13	49	7	6	32	321	17	15		
2014/15	Msk	52	Msk	Msk	37	326	10	27		
2015/16	Msk	48	Msk	Msk	19	306	9	10		
2016/17	-	37	-	-	-	267	-	-		
2017/18	-	47	-	-	-	271	-	-		



<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.

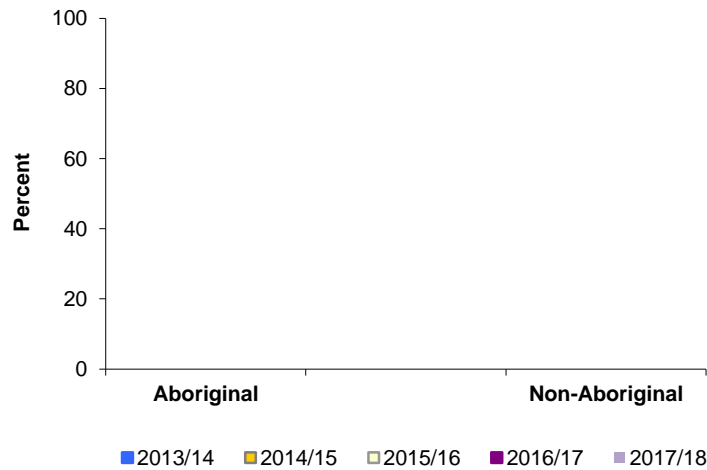


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

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> #		
2013/14	-	49	-	-	-	321	-	-		
2014/15	-	52	-	-	-	326	-	-		
2015/16	-	48	-	-	-	306	-	-		
2016/17	-	37	-	-	-	267	-	-		
2017/18	-	47	-	-	-	271	-	-		

**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.

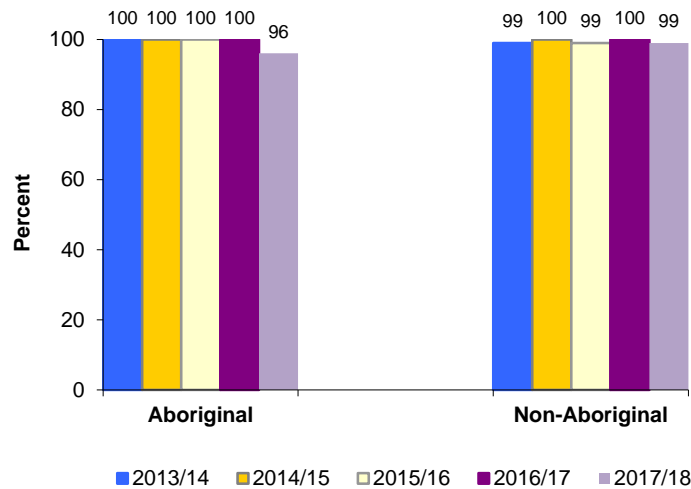
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2013/14	27	27	100	20	74	211	209	99	145	69
2014/15	19	19	100	11	58	214	214	100	161	75
2015/16	20	20	100	14	70	220	217	99	168	76
2016/17	27	27	100	16	59	210	209	100	157	75
2017/18	27	26	96	16	59	208	205	99	165	79

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> #	
2013/14	27	49	25	2	211	321	202	9	
2014/15	19	52	18	1	214	326	204	10	
2015/16	20	48	18	2	220	306	206	14	
2016/17	27	37	24	3	210	267	196	14	
2017/18	27	47	-	-	208	271	-	-	

**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.

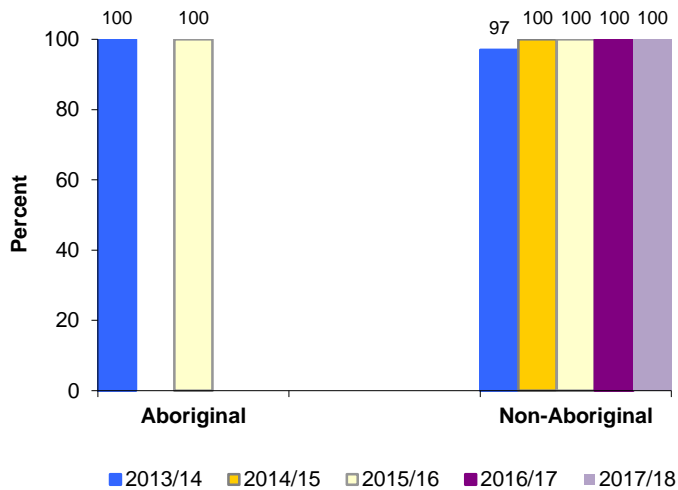
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2013/14	10	10	100	7	70	34	33	97	19	56
2014/15	Msk	Msk	Msk	Msk	Msk	34	34	100	25	74
2015/16	10	10	100	4	40	35	35	100	18	51
2016/17	Msk	Msk	Msk	Msk	Msk	33	33	100	24	73
2017/18	Msk	Msk	Msk	Msk	Msk	12	12	100	8	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> #		
2013/14	10	49	5	5	34	321	25	9		
2014/15	Msk	52	Msk	Msk	34	326	30	4		
2015/16	10	48	9	1	35	306	29	6		
2016/17	Msk	37	Msk	Msk	33	267	23	10		
2017/18	Msk	47	-	-	12	271	-	-		

**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.

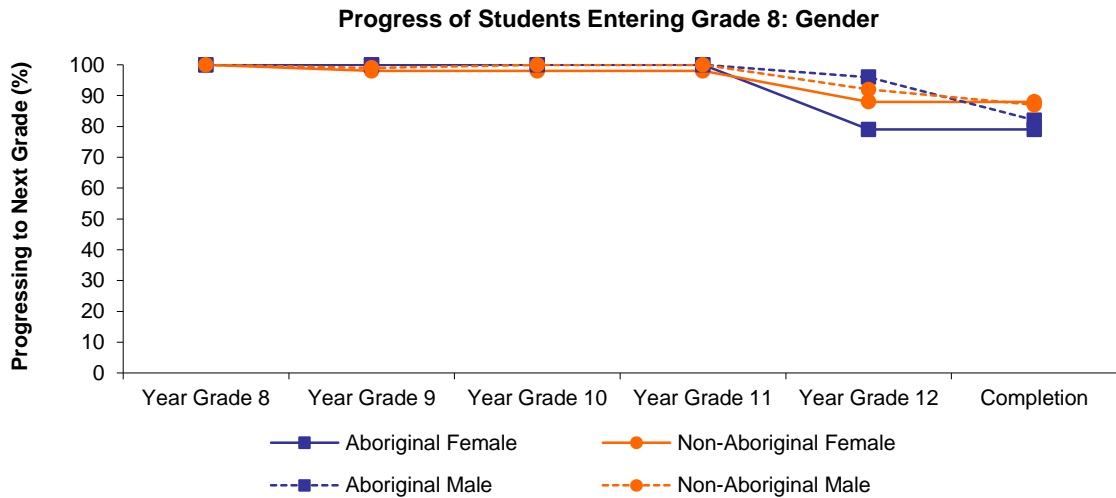
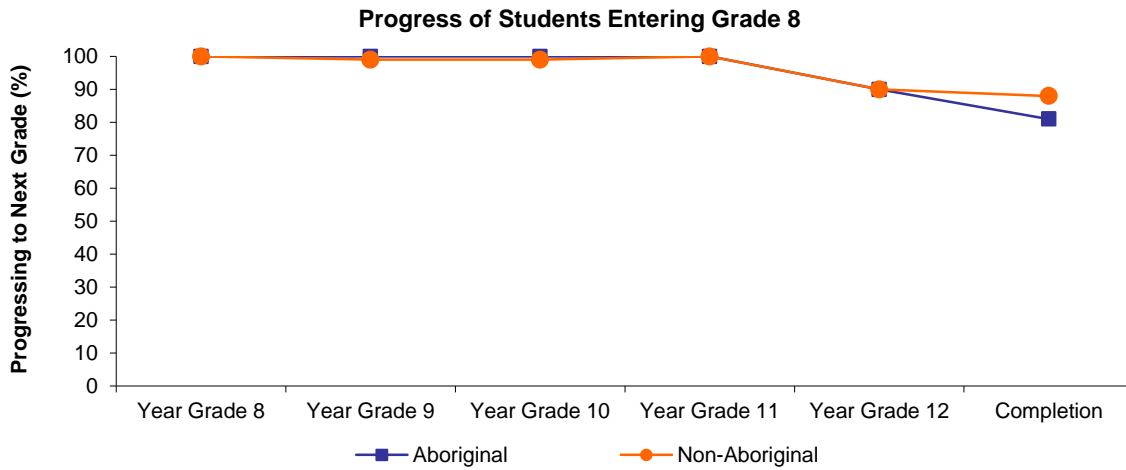
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	99	98	99
	Grade 10	100	100	100	99	98	100
	Grade 11	100	100	100	100	98	100
	Grade 12	90	79	96	90	88	92
2017/18	Completion	81	79	82	88	88	87



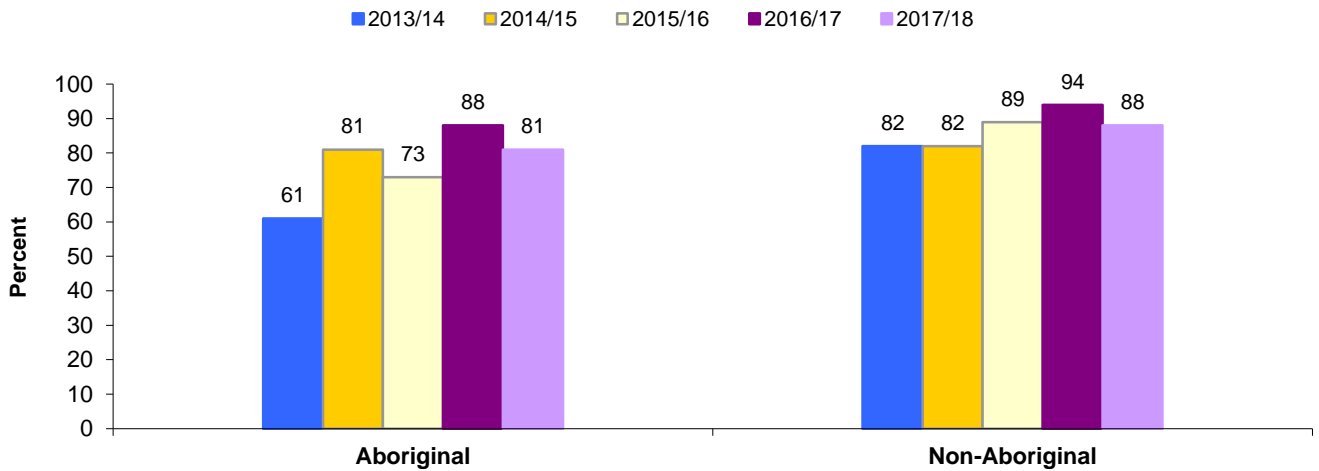
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

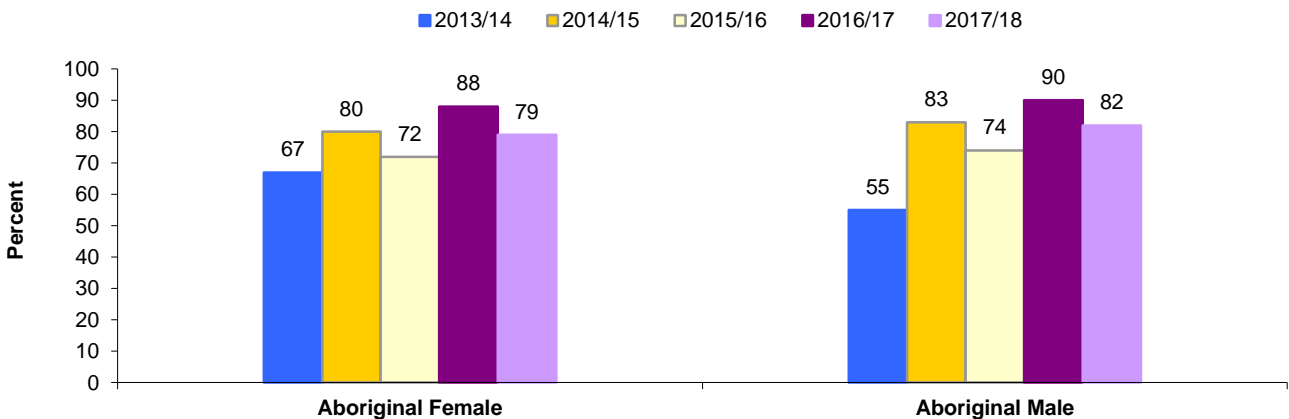
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	61	67	55	82	85	80
2014/15	81	80	83	82	86	79
2015/16	73	72	74	89	91	88
2016/17	88	88	90	94	99	90
2017/18	81	79	82	88	88	87

**Six-Year Completion Rate: Aboriginal/Non-Aboriginal**



**Six-Year Completion Rate: Aboriginal by Gender**



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

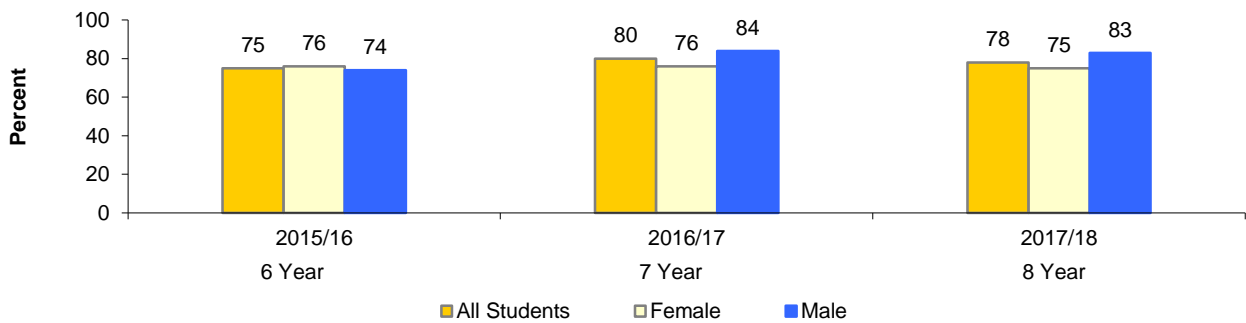
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2011/12 and 2012/13 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

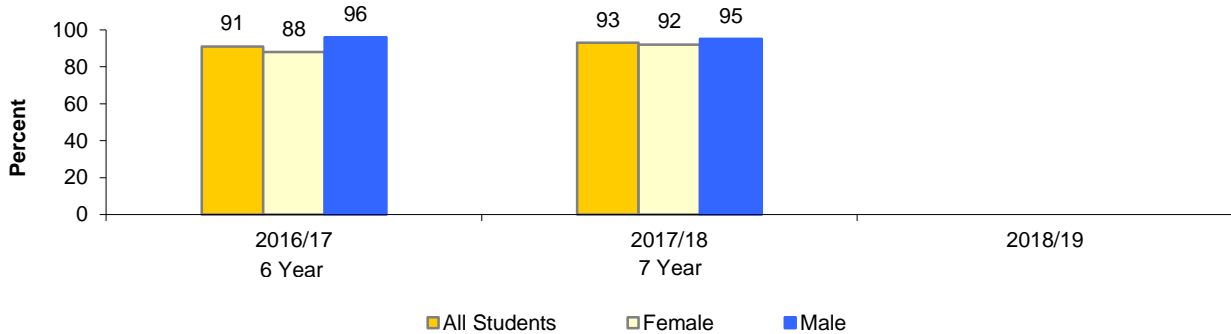
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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 %
2010/11	75	76	74	80	76	84	78	75	83
2011/12	91	88	96	93	92	95	-	-	-
2012/13	81	79	82	-	-	-	-	-	-

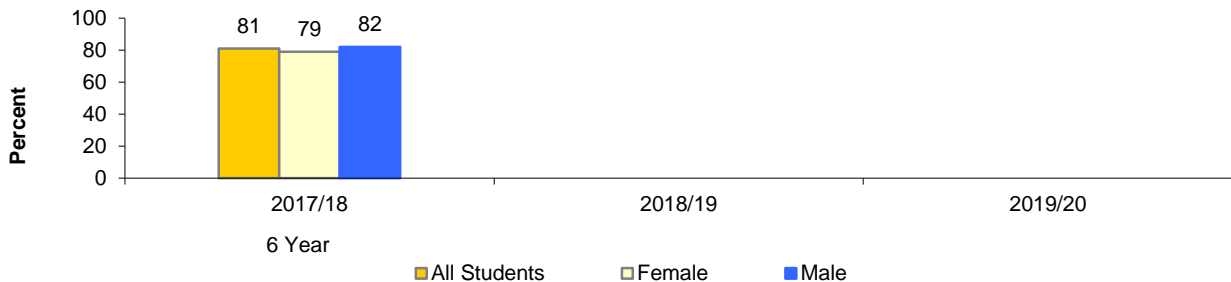
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort**



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



**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2012/13 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 *	
	#	#	%	#	#	%
2013/14	44	0	-	293	0	0
2014/15	51	Msk	Msk	321	Msk	Msk
2015/16	46	Msk	Msk	294	Msk	Msk
2016/17	36	Msk	Msk	259	Msk	Msk
2017/18	47	0	-	269	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 *	
	#	#	%	#	#	%
2013/14	44	35	80	293	239	82
2014/15	51	26	51	321	246	77
2015/16	46	30	65	294	238	81
2016/17	36	29	81	259	225	87
2017/18	47	32	68	269	217	81

### 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 *	
	#	#	%	#	#	%
2013/14	44	Msk	Msk	293	17	6
2014/15	51	Msk	Msk	321	27	8
2015/16	46	Msk	Msk	294	13	4
2016/17	36	Msk	Msk	259	10	4
2017/18	47	Msk	Msk	269	11	4

\* 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.

### CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	26	10	38	16	62
2014/15	26	12	46	14	54
2015/16	25	11	44	14	56
2016/17	23	9	39	14	61
2017/18	17	6	35	11	65

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2013/14	521	10	2
2014/15	522	12	2
2015/16	534	11	2
2016/17	557	9	2
2017/18	554	6	1

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	-	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	-	Msk	Msk	-	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	-	-	-
2016/17	Msk	-	-	-	-	Msk	Msk
2017/18	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 %
2013/14	Msk	-	-	-	-	Msk	Msk
2014/15	Msk	-	-	-	-	Msk	Msk
2015/16	Msk	-	-	-	-	Msk	Msk
2016/17	Msk	-	Msk	Msk	Msk	-	Msk
2017/18	Msk	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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	28	100	15	53.6	2	7.1	1	3.6	1	3.6		
Non-Aboriginal	287	100	120	41.8	35	12.2	7	2.4	6	2.1		

### 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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	12	100	1	8.3	1	8.3	-	-	-	-		
Non-Aboriginal	104	100	11	10.6	9	8.7	5	4.8	2	1.9		

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	28	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	287	100	7	2.4	5	1.7	-	-	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									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	12	100	1	8.3	-	-	-	-	-	-		
Non-Aboriginal	104	100	-	-	-	-	-	-	-	-		

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 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	28	100	1	3.6	-	-	-	-	-	-	-	-
Non-Aboriginal	287	100	16	5.6	-	-	-	-	2	0.7		

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	12	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	104	100	-	-	-	-	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	28	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	287	100	4	1.4	1	0.3	3	1.0	1	0.3		

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	12	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	104	100	-	-	-	-	-	-	-	-	-	-

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, 2013/14 - 2017/18

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). 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

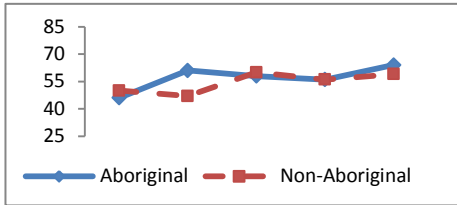
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

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.

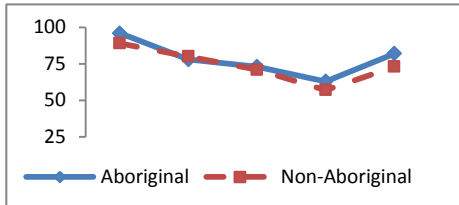
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



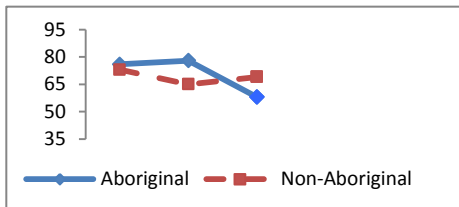
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	28	13	46	165	82	50
2014/15	33	20	61	171	80	47
2015/16	33	19	58	179	108	60
2016/17	36	20	56	217	121	56
2017/18	33	21	64	226	133	59

### 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 # %	
2013/14	27	26	96	169	150	89
2014/15	32	25	78	163	130	80
2015/16	30	22	73	178	127	71
2016/17	38	24	63	220	125	57
2017/18	33	27	82	231	169	73

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



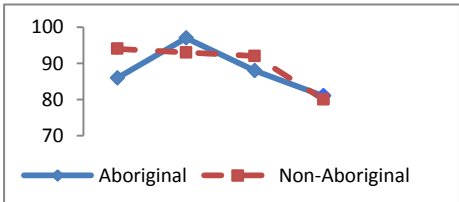
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	29	22	76	172	125	73
2014/15	32	25	78	175	113	65
2015/16	33	19	58	182	125	69
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



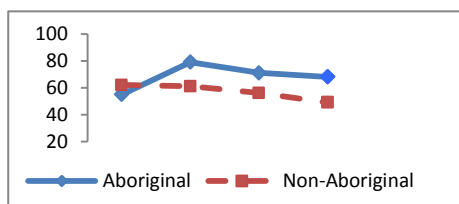
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	37	18	49	217	84	39
2017/18	-	-	-	-	-	-

### 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 # %	
2013/14	29	25	86	168	158	94
2014/15	32	31	97	174	161	93
2015/16	34	30	88	183	169	92
2016/17	36	29	81	205	165	80
2017/18	-	-	-	-	-	-

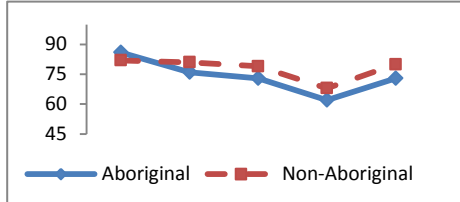
### At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2013/14	29	16	55	164	101	62
2014/15	33	26	79	172	105	61
2015/16	34	24	71	174	98	56
2016/17	37	25	68	217	106	49
2017/18	-	-	-	-	-	-

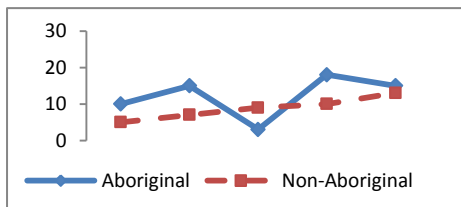
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



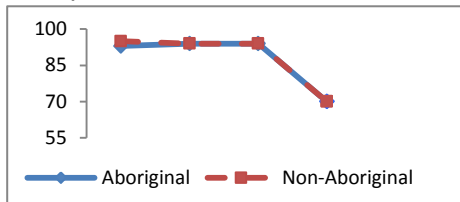
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	28	24	86	168	138	82
2014/15	33	25	76	176	142	81
2015/16	33	24	73	185	146	79
2016/17	42	26	62	203	138	68
2017/18	33	24	73	224	179	80

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



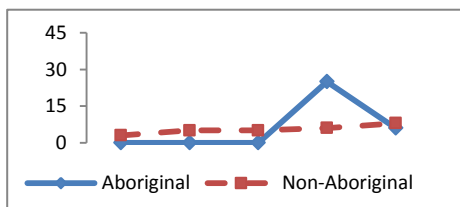
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	3	10	168	9	5
2014/15	33	5	15	173	12	7
2015/16	33	1	3	180	16	9
2016/17	40	7	18	204	21	10
2017/18	33	5	15	224	30	13

**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	
	#	#	%	#	#	%
2013/14	29	27	93	171	163	95
2014/15	33	31	94	177	166	94
2015/16	33	31	94	186	174	94
2016/17	37	26	70	217	152	70
2017/18	-	-	-	-	-	-

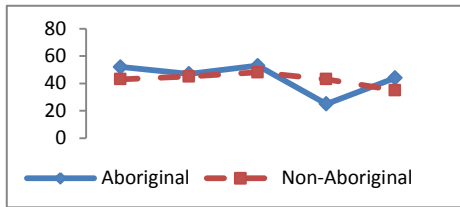
**I would like to go to a different school.**



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	
	#	#	%	#	#	%
2013/14	27	0	0	166	5	3
2014/15	30	0	0	170	8	5
2015/16	31	0	0	182	10	5
2016/17	36	9	25	217	14	6
2017/18	33	2	6	230	18	8

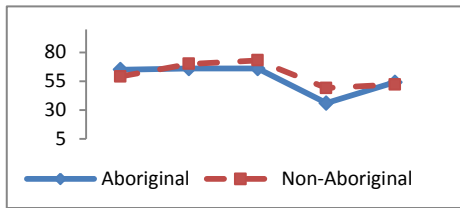
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

**Do you like school?**



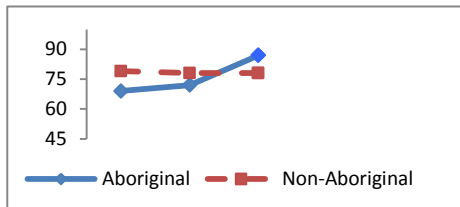
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	15	52	192	83	43
2014/15	38	18	47	173	78	45
2015/16	30	16	53	167	80	48
2016/17	28	7	25	192	82	43
2017/18	34	15	44	217	77	35

**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	
	#	#	%	#	#	%
2013/14	26	17	65	190	112	59
2014/15	35	23	66	172	121	70
2015/16	29	19	66	164	119	73
2016/17	28	10	36	192	94	49
2017/18	35	19	54	217	112	52

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



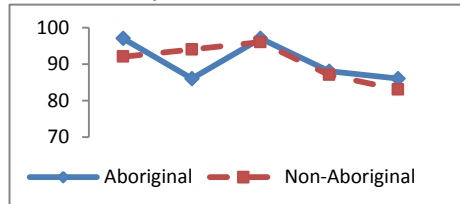
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	20	69	198	156	79
2014/15	36	26	72	173	135	78
2015/16	30	26	87	166	130	78
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



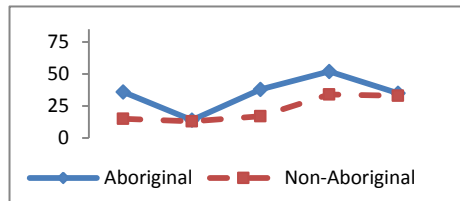
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	26	11 42	193	84 44
2017/18	35	13 37	216	99 46

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	28	97	196	180	92
2014/15	36	31	86	173	163	94
2015/16	29	28	97	166	159	96
2016/17	26	23	88	188	164	87
2017/18	35	30	86	213	177	83

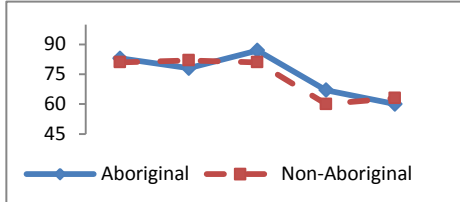
**At school, are you being taught about Aboriginal peoples in Canada?**



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	
	#	#	%	#	#	%
2013/14	28	10	36	191	28	15
2014/15	37	5	14	169	22	13
2015/16	29	11	38	165	28	17
2016/17	27	14	52	192	66	34
2017/18	34	12	35	214	71	33

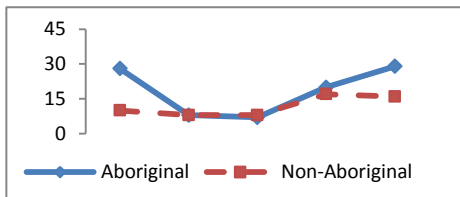
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



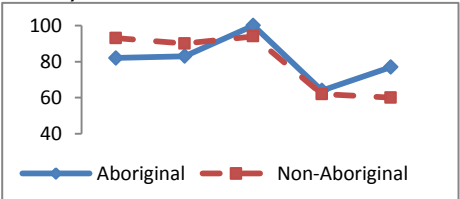
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	24	83	191	154	81
2014/15	37	29	78	174	142	82
2015/16	30	26	87	164	133	81
2016/17	43	29	67	173	104	60
2017/18	35	21	60	216	136	63

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



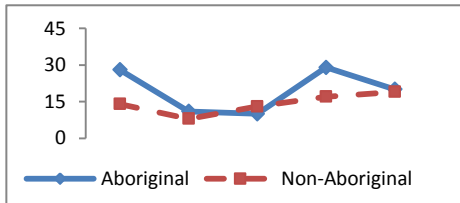
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	8	28	194	20	10
2014/15	36	3	8	171	13	8
2015/16	30	2	7	165	13	8
2016/17	44	9	20	174	29	17
2017/18	34	10	29	216	35	16

**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	
	#	#	%	#	#	%
2013/14	28	23	82	196	182	93
2014/15	36	30	83	174	157	90
2015/16	29	29	100	166	156	94
2016/17	28	18	64	192	119	62
2017/18	35	27	77	214	128	60

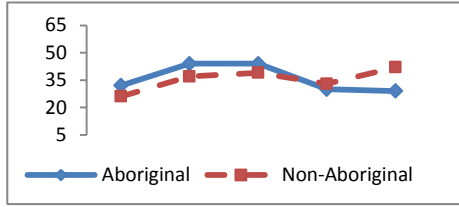
**I would like to go to a different school.**



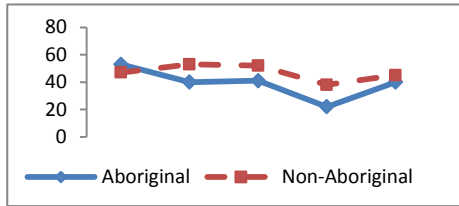
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	29	8	28	197	27	14
2014/15	36	4	11	165	13	8
2015/16	29	3	10	164	21	13
2016/17	28	8	29	191	33	17
2017/18	35	7	20	216	40	19

## STUDENT LEARNING SURVEY RESULTS, GRADE 10

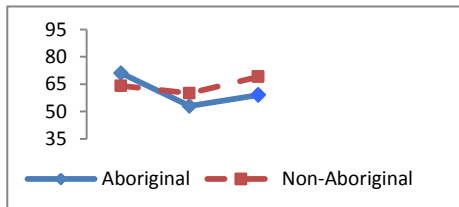
### Do you like school?



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



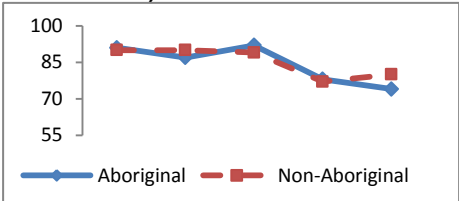
### Do your teachers help you with your schoolwork when you need it?



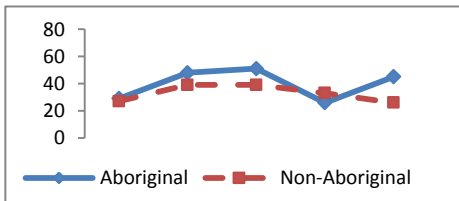
### How many teachers help you with your schoolwork when you need it?



### 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 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	34		11	32	200		51	26
2014/15	32		14	44	183		67	37
2015/16	36		16	44	197		76	39
2016/17	23		7	30	171		56	33
2017/18	31		9	29	163		69	42

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	34		18	53	200		93	47
2014/15	30		12	40	184		97	53
2015/16	37		15	41	193		100	52
2016/17	23		5	22	175		66	38
2017/18	30		12	40	167		75	45

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	34		24	71	200		127	64
2014/15	32		17	53	183		110	60
2015/16	37		22	59	194		133	69
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

School Year	Gr 10 Respondents		All or many		Gr 10 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	22		7	32	172		92	53
2017/18	30		17	57	167		98	59

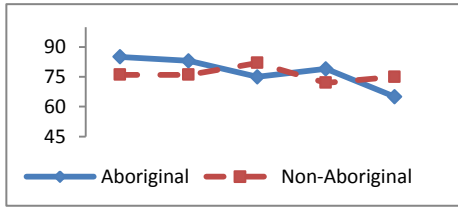
School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	34		31	91	194		175	90
2014/15	31		27	87	181		163	90
2015/16	37		34	92	193		172	89
2016/17	23		18	78	171		131	77
2017/18	31		23	74	163		130	80

School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	34		10	29	193		53	27
2014/15	31		15	48	183		72	39
2015/16	37		19	51	192		75	39
2016/17	23		6	26	172		57	33
2017/18	31		14	45	167		44	26



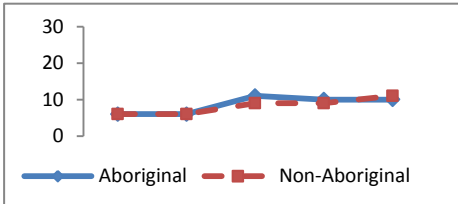
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



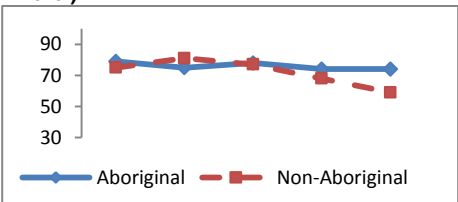
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	34	29	85	200	151	76
2014/15	30	25	83	184	139	76
2015/16	36	27	75	195	159	82
2016/17	29	23	79	164	118	72
2017/18	31	20	65	166	125	75

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



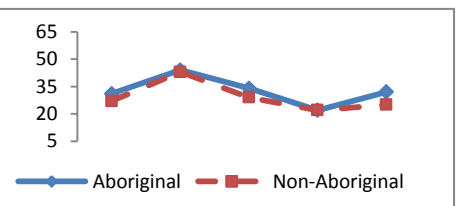
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	34	2	6	200	11	6
2014/15	32	2	6	181	11	6
2015/16	37	4	11	196	17	9
2016/17	31	3	10	163	15	9
2017/18	31	3	10	167	18	11

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



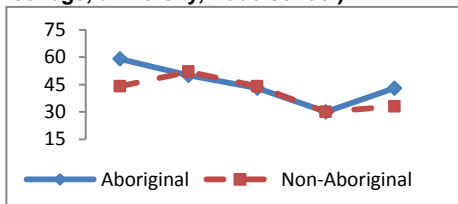
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	34	27	79	201	151	75
2014/15	32	24	75	182	147	81
2015/16	36	28	78	196	151	77
2016/17	23	17	74	174	118	68
2017/18	31	23	74	166	98	59

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



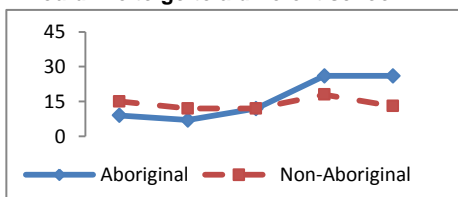
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	32	10	31	199	54	27
2014/15	32	14	44	184	80	43
2015/16	35	12	34	192	55	29
2016/17	23	5	22	171	37	22
2017/18	31	10	32	166	42	25

### 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 # %	
2013/14	32	19	59	199	88	44
2014/15	30	15	50	182	95	52
2015/16	37	16	43	193	84	44
2016/17	23	7	30	170	51	30
2017/18	30	13	43	166	55	33

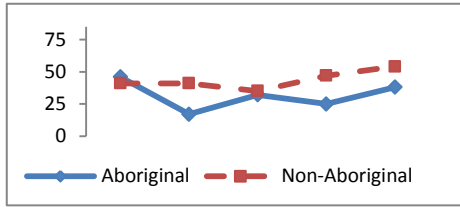
### I would like to go to a different school.



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 # %	
2013/14	33	3	9	196	30	15
2014/15	28	2	7	178	22	12
2015/16	34	4	12	185	23	12
2016/17	23	6	26	174	32	18
2017/18	31	8	26	165	22	13

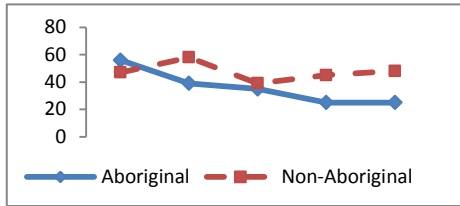
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



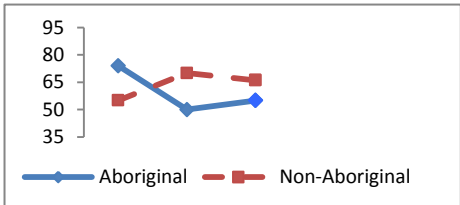
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	39	18	46	163	67	41
2014/15	18	3	17	136	56	41
2015/16	22	7	32	137	48	35
2016/17	12	3	25	135	63	47
2017/18	16	6	38	122	66	54

### 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 # %	
2013/14	39	22	56	162	76	47
2014/15	18	7	39	135	78	58
2015/16	23	8	35	137	54	39
2016/17	12	3	25	138	62	45
2017/18	16	4	25	124	59	48

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



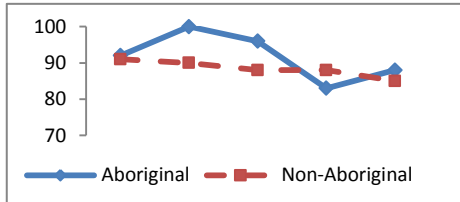
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	39	29	74	165	91	55
2014/15	18	9	50	134	94	70
2015/16	22	12	55	140	93	66
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



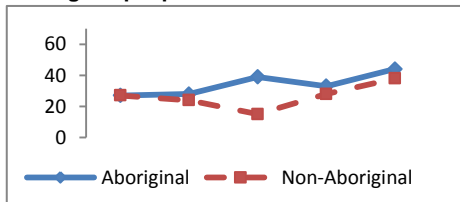
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	12	3 25	136	74 54
2017/18	16	11 69	123	77 63

### 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 # %	
2013/14	38	35	92	164	149	91
2014/15	18	18	100	134	121	90
2015/16	23	22	96	137	120	88
2016/17	12	10	83	137	121	88
2017/18	16	14	88	119	101	85

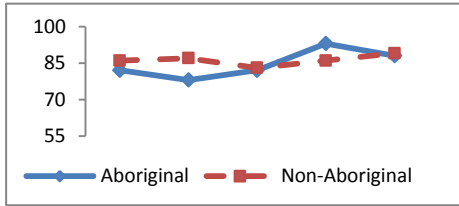
### At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2013/14	37	10	27	164	44	27
2014/15	18	5	28	134	32	24
2015/16	23	9	39	136	21	15
2016/17	12	4	33	136	38	28
2017/18	16	7	44	120	46	38

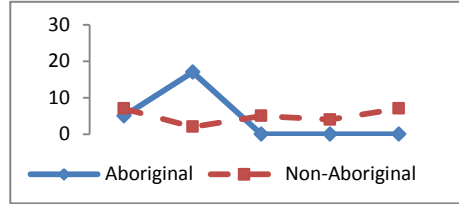
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



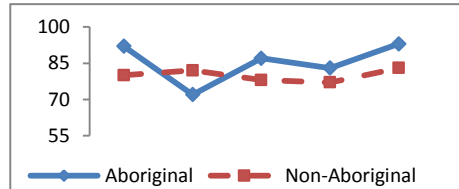
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	38	31 82	160	137 86
2014/15	18	14 78	134	117 87
2015/16	22	18 82	138	114 83
2016/17	15	14 93	132	113 86
2017/18	16	14 88	123	110 89

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



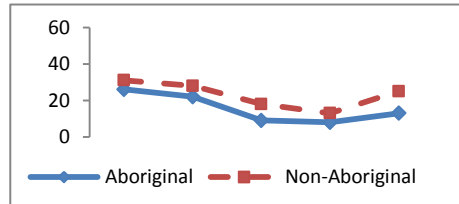
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	38	2 5	163	11 7
2014/15	18	3 17	134	3 2
2015/16	23	0 0	139	7 5
2016/17	16	0 0	133	5 4
2017/18	16	0 0	123	8 7

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



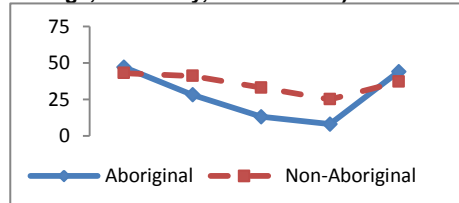
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	39	36 92	164	132 80
2014/15	18	13 72	132	108 82
2015/16	23	20 87	141	110 78
2016/17	12	10 83	138	106 77
2017/18	15	14 93	123	102 83

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



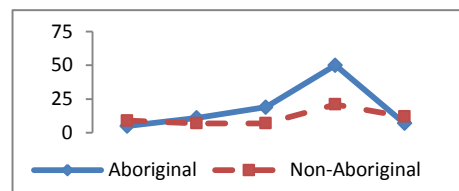
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	39	10 26	163	51 31
2014/15	18	4 22	131	37 28
2015/16	23	2 9	136	24 18
2016/17	12	1 8	136	18 13
2017/18	16	2 13	121	30 25

### 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 # %
2013/14	38	18 47	164	71 43
2014/15	18	5 28	132	54 41
2015/16	23	3 13	135	45 33
2016/17	12	1 8	137	34 25
2017/18	16	7 44	121	45 37

### 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 # %
2013/14	37	2 5	158	15 9
2014/15	18	2 11	132	9 7
2015/16	21	4 19	134	10 7
2016/17	12	6 50	138	29 21
2017/18	15	1 7	122	15 12

## 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.