



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 027 Cariboo-Chilcotin

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

<b>Introduction</b> .....	2
<b>Student and District Context (Kindergarten - Grade 12), 2013/14 - 2017/18</b>	
Students Who Self-Identify as Aboriginal, 2008/09 - 2017/18 .....	3
Aboriginal Students by Gender .....	4
Students, On- or Off-Reserve .....	5
Number of Standard Public Schools with Aboriginal Students .....	6
Students in Alternate Programs .....	7
Students in Special Needs Performance Reporting Groups .....	8
Grade Distribution of Students with Behaviour Disabilities .....	9
<b>Foundation Skills Assessment (FSA) Grades 4 and 7, 2013/14 - 2017/18</b>	
Reading Comprehension, Grade 4 .....	10
Writing, Grade 4 .....	11
Numeracy, Grade 4 .....	12
Reading Comprehension, Grade 7 .....	13
Writing, Grade 7 .....	14
Numeracy, Grade 7 .....	15
<b>Required Examinations Results, 2013/14 - 2017/18</b>	
Overview .....	16
English 10 .....	17
English 10: First Peoples .....	18
Mathematics 10	
Foundations and Pre-Calculus .....	19
Apprenticeship and Workplace .....	20
Science 10 .....	21
Civic Studies 11 .....	22
Social Studies 11 .....	23
BC First Nations Studies 12 .....	24
English 12: First Peoples .....	25
English 12 .....	26
Communications 12 .....	27
<b>Transitions, 2012/13 - 2017/18</b>	
Progress of Students Entering Grade 8 in September 2012, by Cohort and Gender .....	28
<b>School Completion, 2013/14 - 2017/18</b>	
Six-Year Completion Rate, by Cohort and Gender .....	29
Six, Seven and Eight-Year Completion Rates, 2010/11 - 2012/13 Cohorts .....	30
BC School Completion Certificate and BC Certificate of Graduation .....	31
<b>Education Experiences of Children in Care, 2013/14 - 2017/18</b>	
Enrolment in Care by Aboriginal Status and Gender .....	32
Six-Year Completion by Aboriginal Status and Gender .....	32
Graduation Rates by Aboriginal Status and Gender .....	32
<b>Post-Secondary Transitions, 2013/14 - 2016/17</b>	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations .....	33
<b>Student Learning Survey Results, 2013/14 - 2017/18</b>	
Overview .....	35
Survey Results, grade 3/4 .....	36
Survey Results, grade 7 .....	38
Survey Results, grade 10 .....	40
Survey Results, grade 12 .....	42
<b>Glossary</b> .....	44

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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?

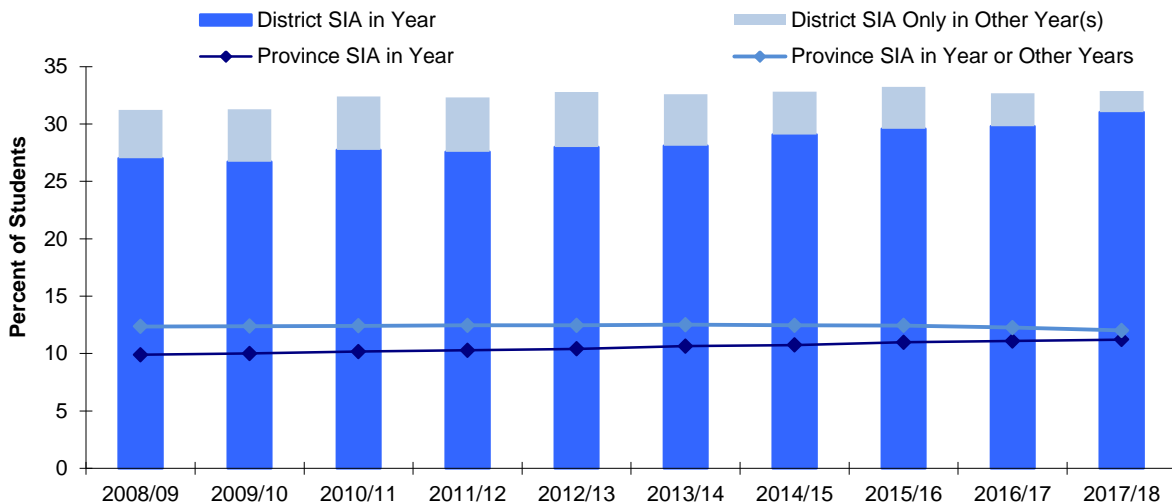
PLEASE NOTE

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	6,287	1,698	27.0	265	4.2	579,485	57,257	9.9	14,326	2.5
2009/10	6,055	1,617	26.7	277	4.6	580,480	58,017	10.0	13,887	2.4
2010/11	5,520	1,532	27.8	257	4.7	579,110	58,834	10.2	13,044	2.3
2011/12	5,206	1,435	27.6	248	4.8	569,734	58,531	10.3	12,445	2.2
2012/13	5,046	1,412	28.0	242	4.8	564,529	58,717	10.4	11,569	2.0
2013/14	4,947	1,390	28.1	223	4.5	558,983	59,502	10.6	10,444	1.9
2014/15	4,641	1,350	29.1	173	3.7	552,786	59,382	10.7	9,449	1.7
2015/16	4,590	1,358	29.6	167	3.6	553,376	60,706	11.0	8,109	1.5
2016/17	4,640	1,383	29.8	133	2.9	557,626	61,799	11.1	6,534	1.2
2017/18	4,696	1,457	31.0	87	1.9	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

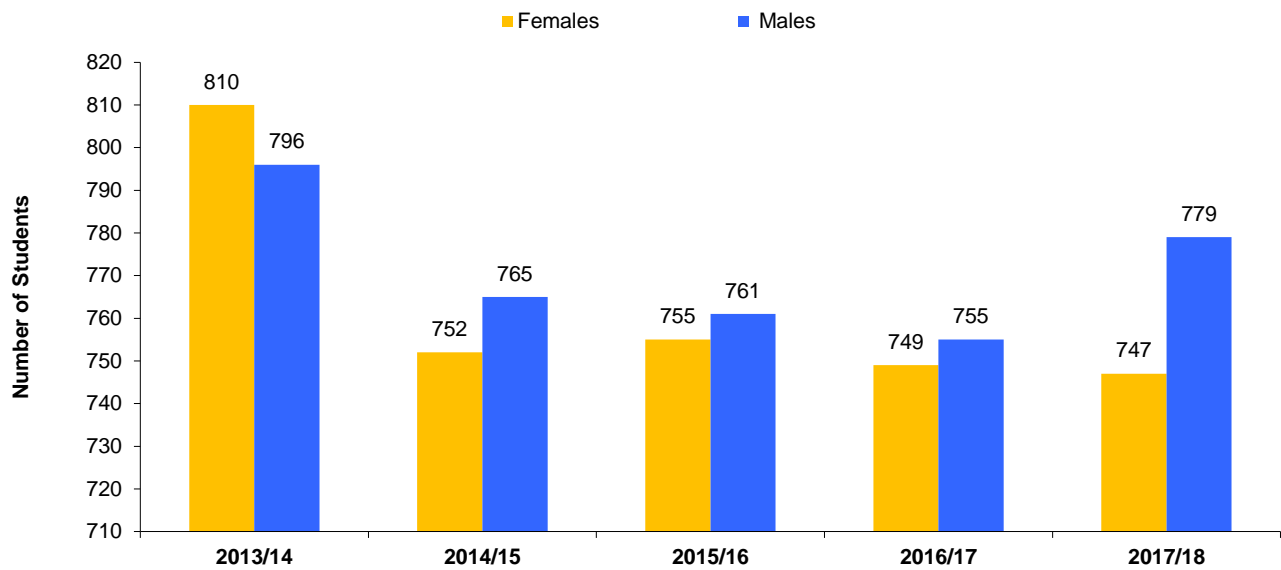
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2013/14	4,947	1,606	32.5	810	16.4	796	16.1	69,182	34,363	34,819
2014/15	4,641	1,517	32.7	752	16.2	765	16.5	67,939	33,645	34,294
2015/16	4,590	1,516	33.0	755	16.4	761	16.6	67,749	33,432	34,317
2016/17	4,640	1,504	32.4	749	16.1	755	16.3	67,078	33,137	33,941
2017/18	4,696	1,526	32.5	747	15.9	779	16.6	66,142	32,575	33,567

**Number of Aboriginal Students by Gender**

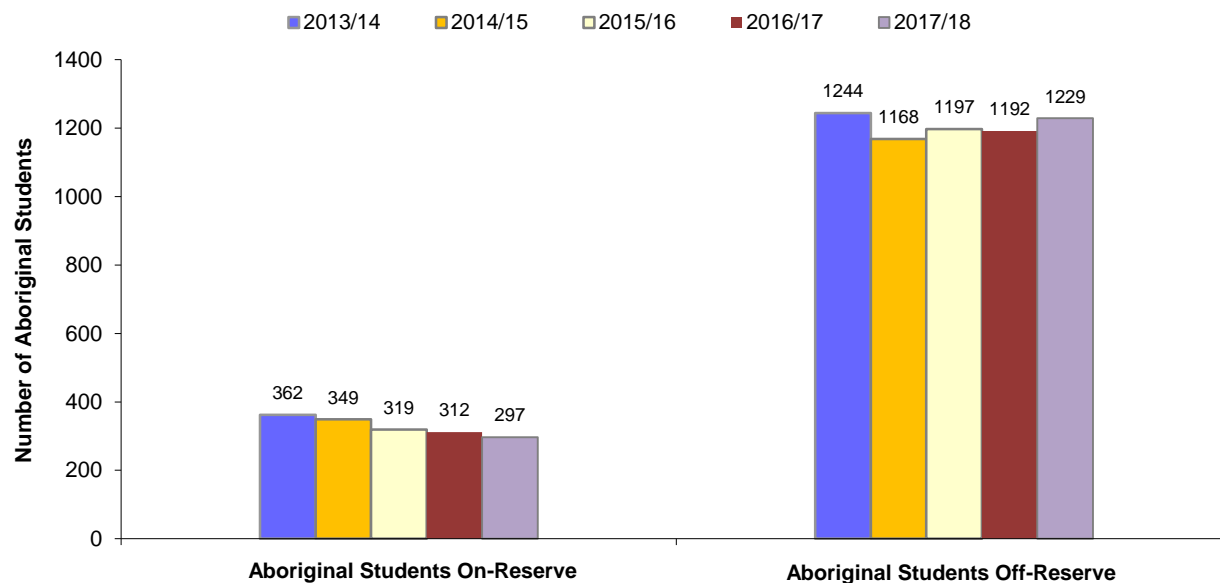


\* Public schools only.

## 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	1,606	191	171	362	619	625	1,244	8,812	60,370
2014/15	1,517	169	180	349	583	585	1,168	8,143	59,796
2015/16	1,516	154	165	319	601	596	1,197	7,694	60,055
2016/17	1,504	154	158	312	595	597	1,192	7,285	59,793
2017/18	1,526	137	160	297	610	619	1,229	7,820	58,322

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

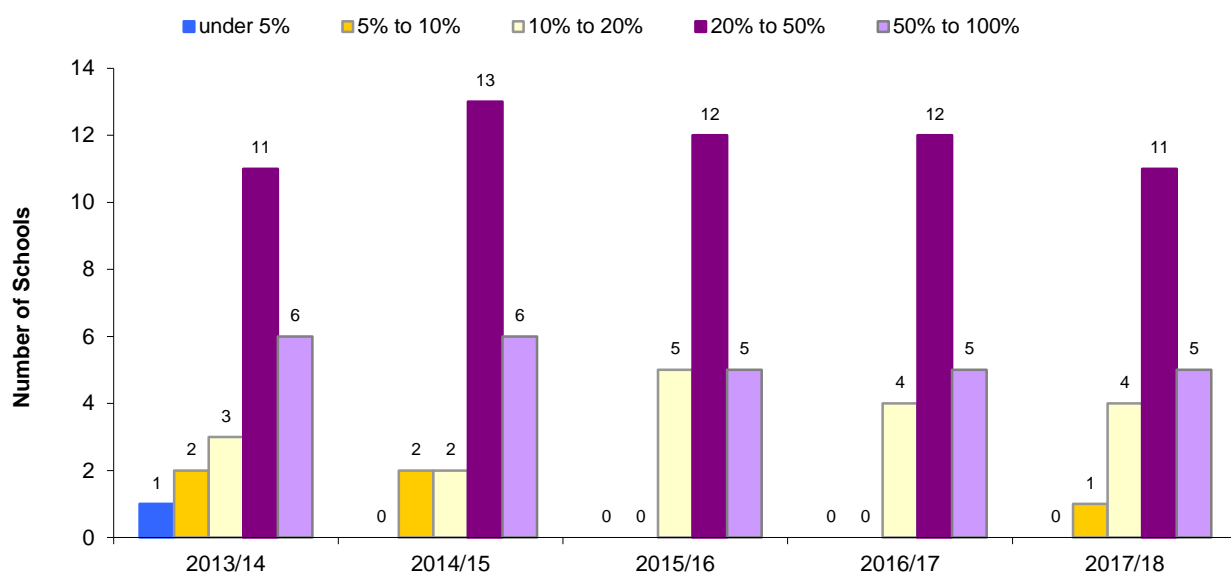


\* Public schools only.

## 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	23	1	2	3	11	6	1,393	370	241	341	346	95
2014/15	23	0	2	2	13	6	1,385	393	223	335	337	97
2015/16	22	0	0	5	12	5	1,380	396	224	349	318	93
2016/17	21	0	0	4	12	5	1,369	400	229	348	300	92
2017/18	21	0	1	4	11	5	1,377	416	238	335	303	85

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

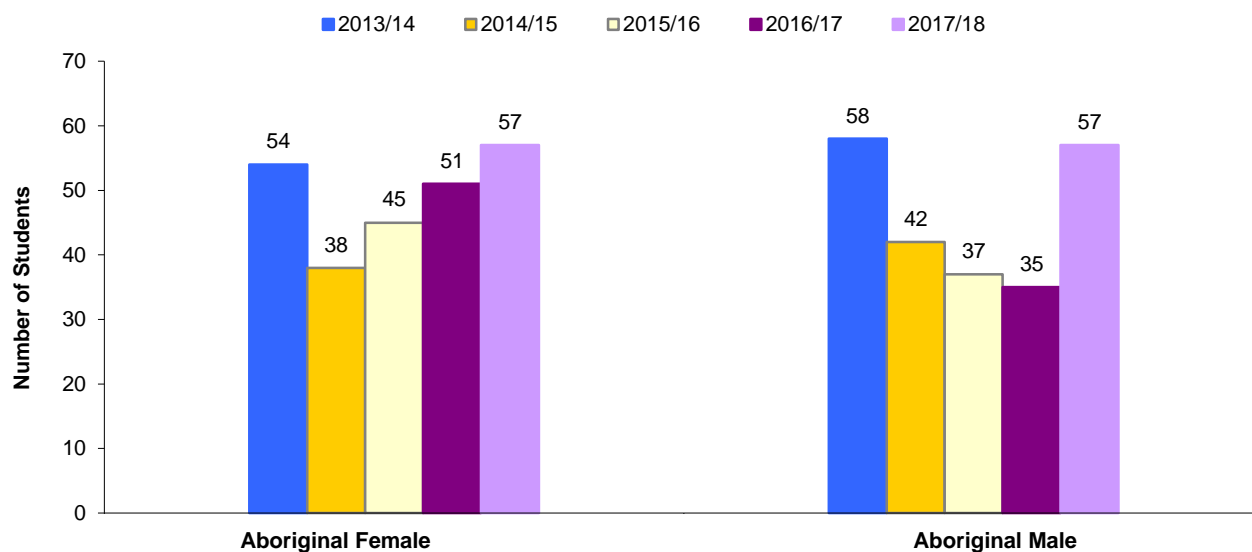


\* Public schools only.

## STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2013/14	172	54	58	112	32	28	60	1,610	1,594	2,033	2,757
2014/15	136	38	42	80	31	25	56	1,595	1,560	1,981	2,618
2015/16	146	45	37	82	29	35	64	1,609	1,527	2,022	2,474
2016/17	145	51	35	86	19	40	59	1,605	1,543	2,037	2,468
2017/18	178	57	57	114	30	34	64	1,500	1,498	2,016	2,419

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



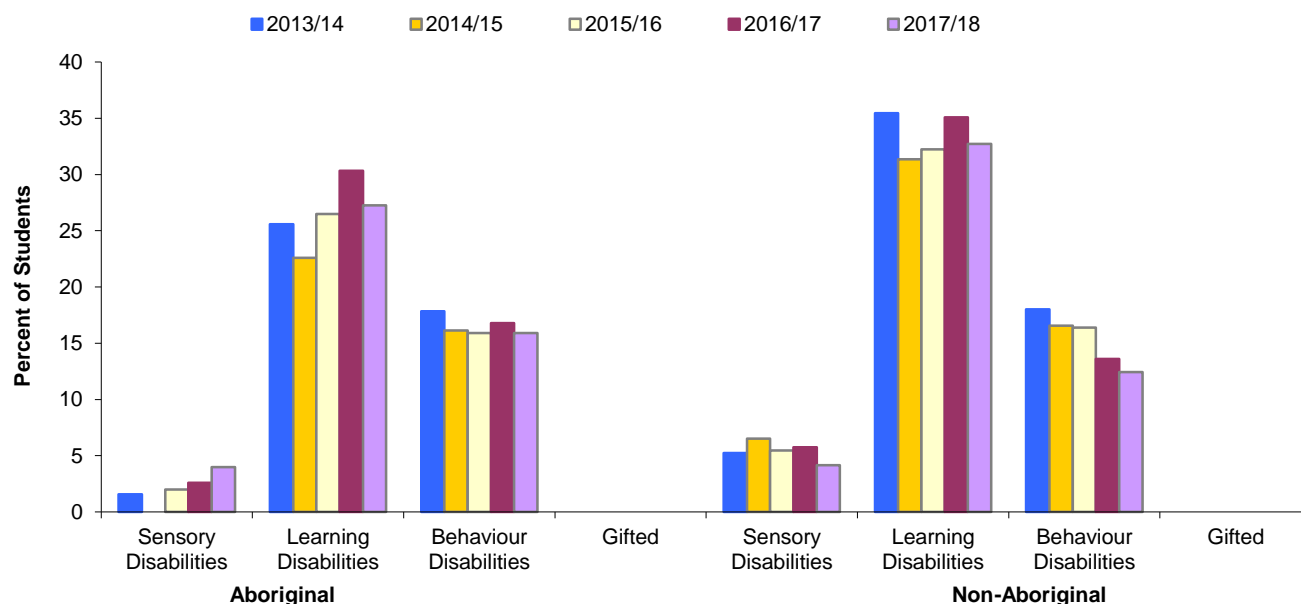
\* Public schools only.

## 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	129	172	2	2	9	5	33	26	61	35	23	18	31	18	0	0	0	0
2014/15	124	169	0	0	11	7	28	23	53	31	20	16	28	17	0	0	0	0
2015/16	151	183	3	2	10	5	40	26	59	32	24	16	30	16	Msk	Msk	Msk	Msk
2016/17	155	191	4	3	11	6	47	30	67	35	26	17	26	14	Msk	Msk	Msk	Msk
2017/18	176	217	7	4	9	4	48	27	71	33	28	16	27	12	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).

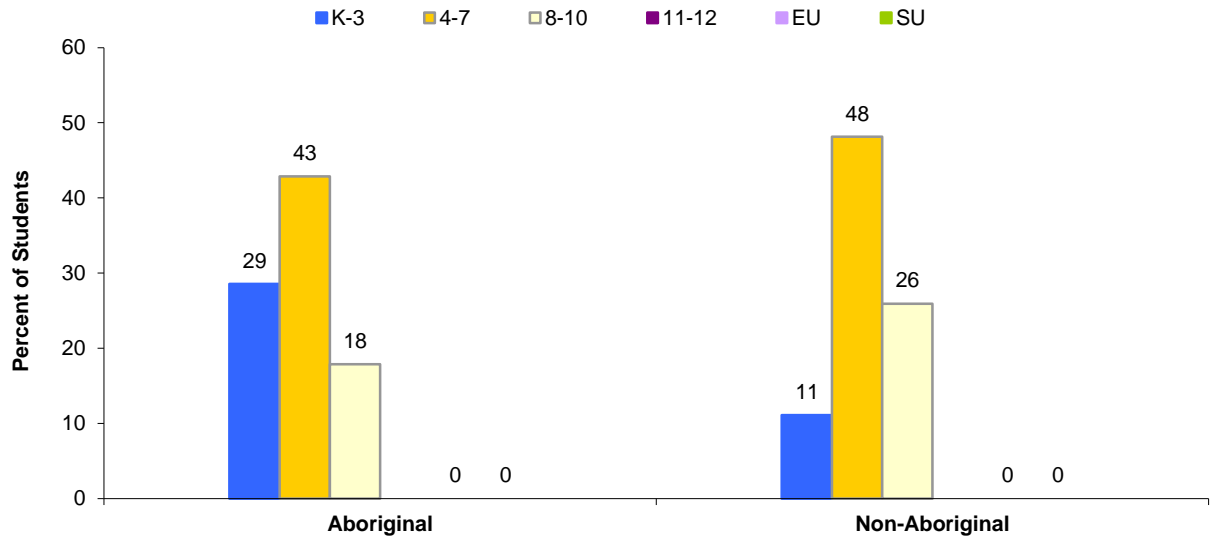
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	23	Msk	Msk	7	30	11	48	Msk	Msk	0	0	0	0
2014/15	20	Msk	Msk	9	45	8	40	Msk	Msk	0	0	0	0
2015/16	24	8	33	8	33	6	25	Msk	Msk	0	0	0	0
2016/17	26	5	19	9	35	8	31	Msk	Msk	0	0	0	0
2017/18	28	8	29	12	43	5	18	Msk	Msk	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	31	Msk	Msk	10	32	14	45	Msk	Msk	0	0	0	0
2014/15	28	Msk	Msk	13	46	7	25	Msk	Msk	0	0	0	0
2015/16	30	9	30	12	40	6	20	Msk	Msk	0	0	0	0
2016/17	26	7	27	12	46	5	19	Msk	Msk	0	0	0	0
2017/18	27	3	11	13	48	7	26	Msk	Msk	0	0	0	0

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



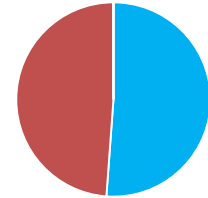
\* Total includes Graduated Adults.

## 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

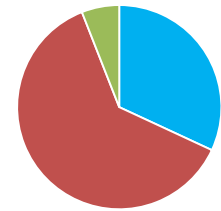
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	87	84	35	40	48	55	4	5
2014/15	83	94	33	40	40	48	10	12
2015/16	97	91	25	26	69	71	3	3
2016/17	81	92	36	44	43	53	2	2
			Emerging		On Track		Extending	
2017/18	86	90	44	51	42	49	0	0



■ Emerging ■ On Track ■ Extending

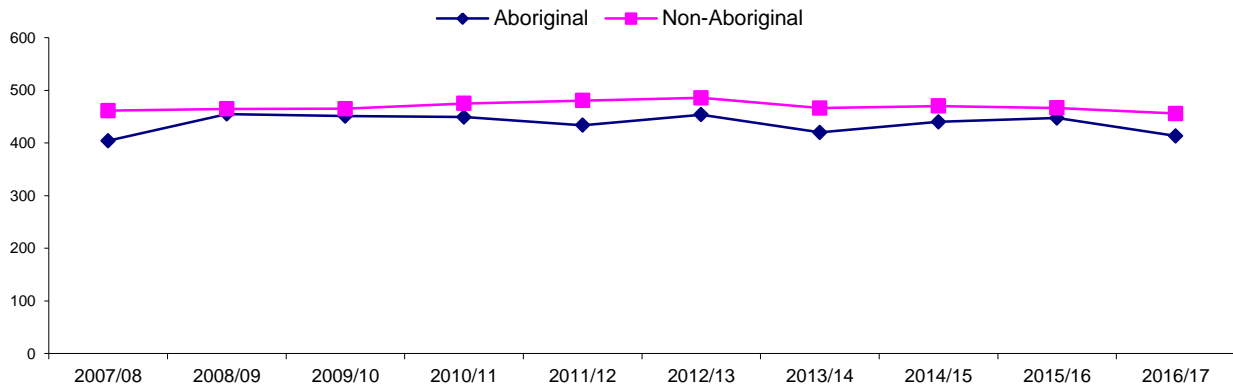
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	240	94	67	28	151	63	22	9
2014/15	210	93	46	22	150	71	14	7
2015/16	208	96	48	23	146	70	14	7
2016/17	241	94	66	27	162	67	13	5
			Emerging		On Track		Extending	
2017/18	235	96	75	32	146	62	14	6



■ Emerging ■ On Track ■ Extending

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

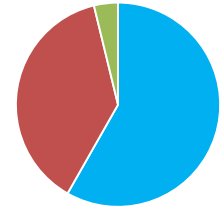


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

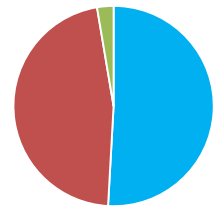
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	85	83	43	51	37	44	5	6
2014/15	82	93	48	59	31	38	3	4
2015/16	96	90	45	47	47	49	4	4
2016/17	81	92	44	54	36	44	1	1
			Emerging		On Track		Extending	
2017/18	79	82	46	58	30	38	3	4



■ Emerging   ■ On Track  
■ Extending

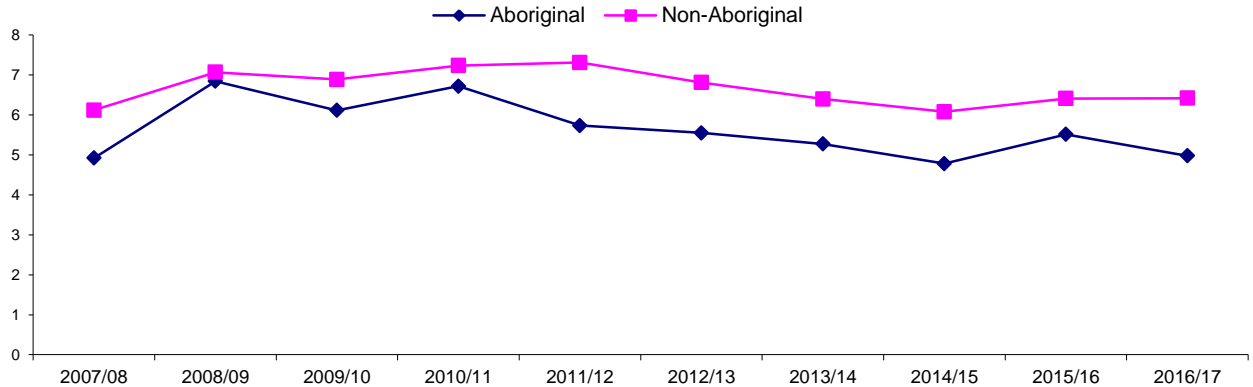
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	235	92	64	27	155	66	16	7
2014/15	207	92	59	29	140	68	8	4
2015/16	203	94	45	22	148	73	10	5
2016/17	238	93	60	25	162	68	16	7
			Emerging		On Track		Extending	
2017/18	226	92	115	51	105	46	6	3



■ Emerging   ■ On Track  
■ Extending

**Average FSA Score - Grade 4 Writing**

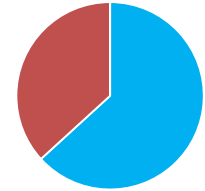


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

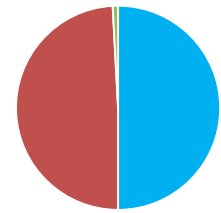
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	87	84	39	45	42	48	6	7
2014/15	83	94	41	49	39	47	3	4
2015/16	97	91	43	44	54	56	0	0
2016/17	79	90	45	57	33	42	1	1
			Emerging		On Track		Extending	
2017/18	87	91	55	63	32	37	0	0



■ Emerging ■ On Track ■ Extending

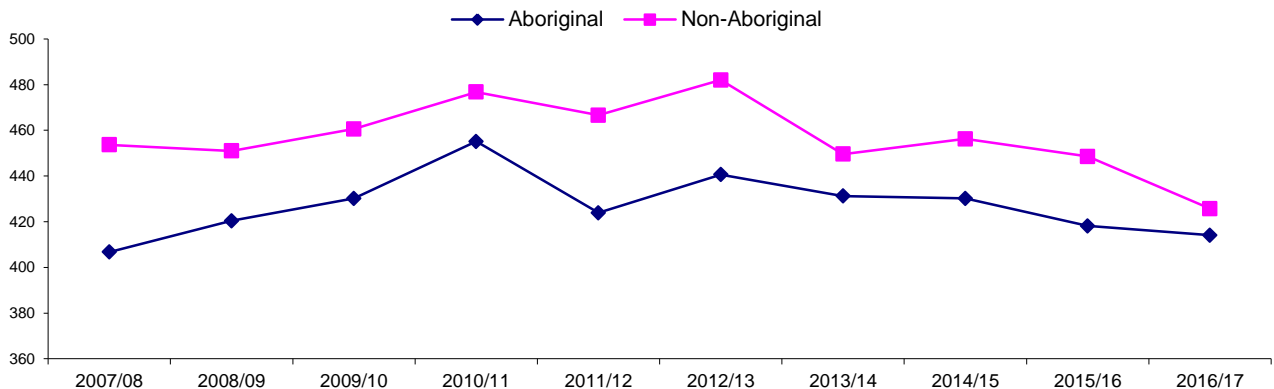
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	239	94	75	31	156	65	8	3
2014/15	208	92	60	29	142	68	6	3
2015/16	206	95	61	30	139	67	6	3
2016/17	237	93	101	43	134	57	2	1
			Emerging		On Track		Extending	
2017/18	236	96	118	50	116	49	2	1



■ Emerging ■ On Track ■ Extending

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

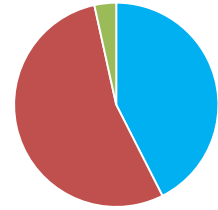


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

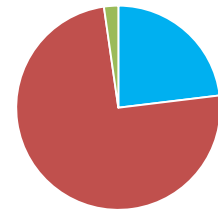
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	100	88	47	47	47	47	6	6
2014/15	109	87	47	43	58	53	4	4
2015/16	102	93	39	38	54	53	9	9
2016/17	95	85	39	41	51	54	5	5
			Emerging		On Track		Extending	
2017/18	87	90	37	43	47	54	3	3



■ Emerging ■ On Track ■ Extending

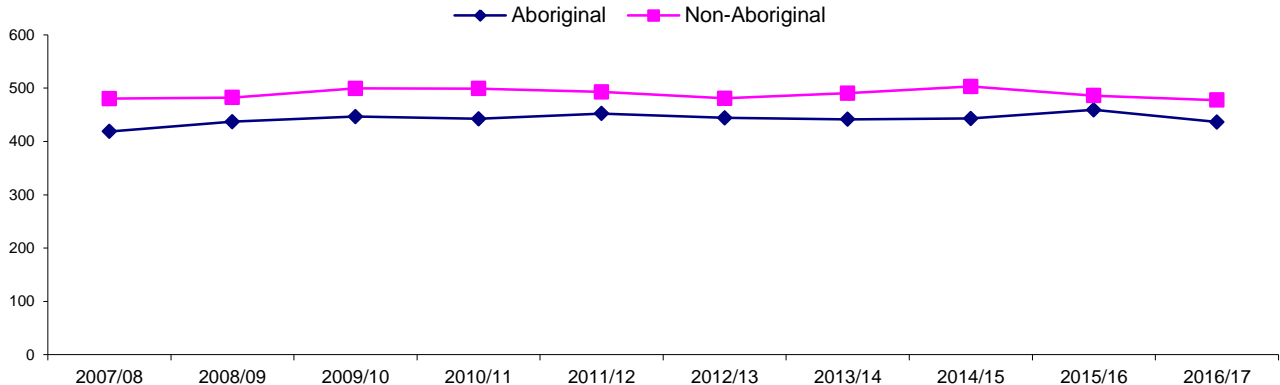
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	237	96	53	22	153	65	31	13
2014/15	173	93	24	14	132	76	17	10
2015/16	228	95	51	22	151	66	26	11
2016/17	253	94	62	25	171	68	20	8
			Emerging		On Track		Extending	
2017/18	221	94	51	23	165	75	5	2



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading

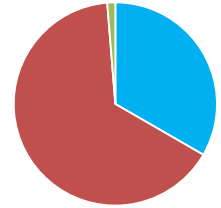


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

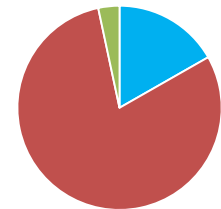
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	97	86	29	30	67	69	1	1
2014/15	108	86	45	42	61	56	2	2
2015/16	94	85	31	33	59	63	4	4
2016/17	92	82	25	27	62	67	5	5
			Emerging		On Track		Extending	
2017/18	78	80	26	33	51	65	1	1



■ Emerging   ■ On Track  
■ Extending

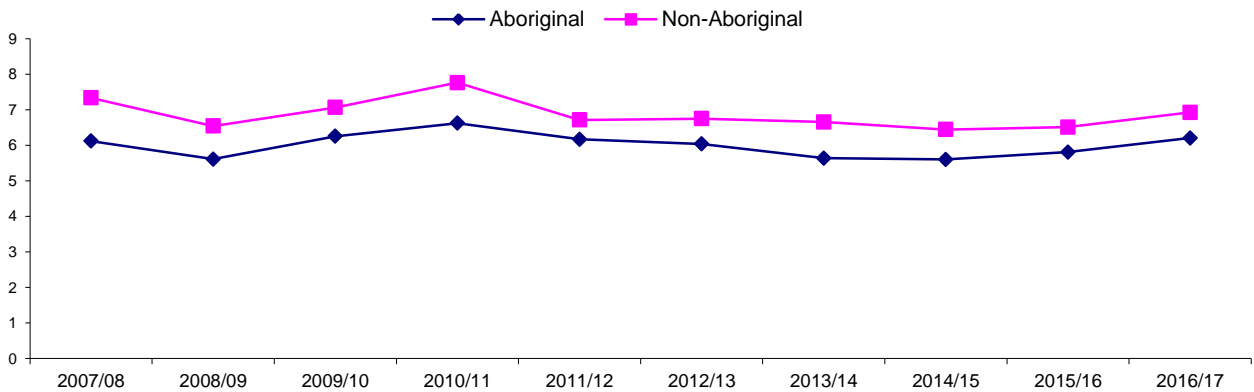
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	232	94	46	20	170	73	16	7
2014/15	171	92	33	19	130	76	8	5
2015/16	228	95	49	21	163	71	16	7
2016/17	250	93	43	17	192	77	15	6
			Emerging		On Track		Extending	
2017/18	209	89	35	17	167	80	7	3



■ Emerging   ■ On Track  
■ Extending

### Average FSA Score - Grade 7 Writing

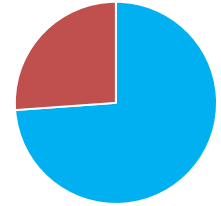


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

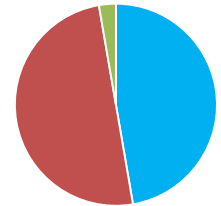
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	99	88	53	54	42	42	4	4
2014/15	109	87	45	41	64	59	0	0
2015/16	102	93	49	48	48	47	5	5
2016/17	93	83	44	47	42	45	7	8
<b>2017/18</b>	<b>88</b>	<b>91</b>	<b>65</b>	<b>74</b>	<b>23</b>	<b>26</b>	<b>0</b>	<b>0</b>



■ Emerging ■ On Track  
■ Extending

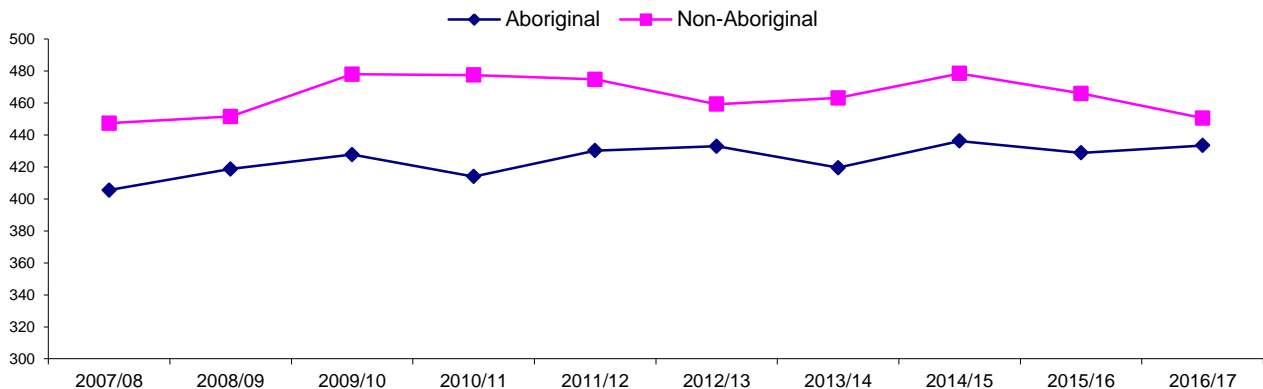
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	235	95	76	32	139	59	20	9
2014/15	172	92	43	25	114	66	15	9
2015/16	226	95	65	29	146	65	15	7
2016/17	253	94	93	37	147	58	13	5
<b>2017/18</b>	<b>222</b>	<b>94</b>	<b>105</b>	<b>47</b>	<b>111</b>	<b>50</b>	<b>6</b>	<b>3</b>



■ 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).

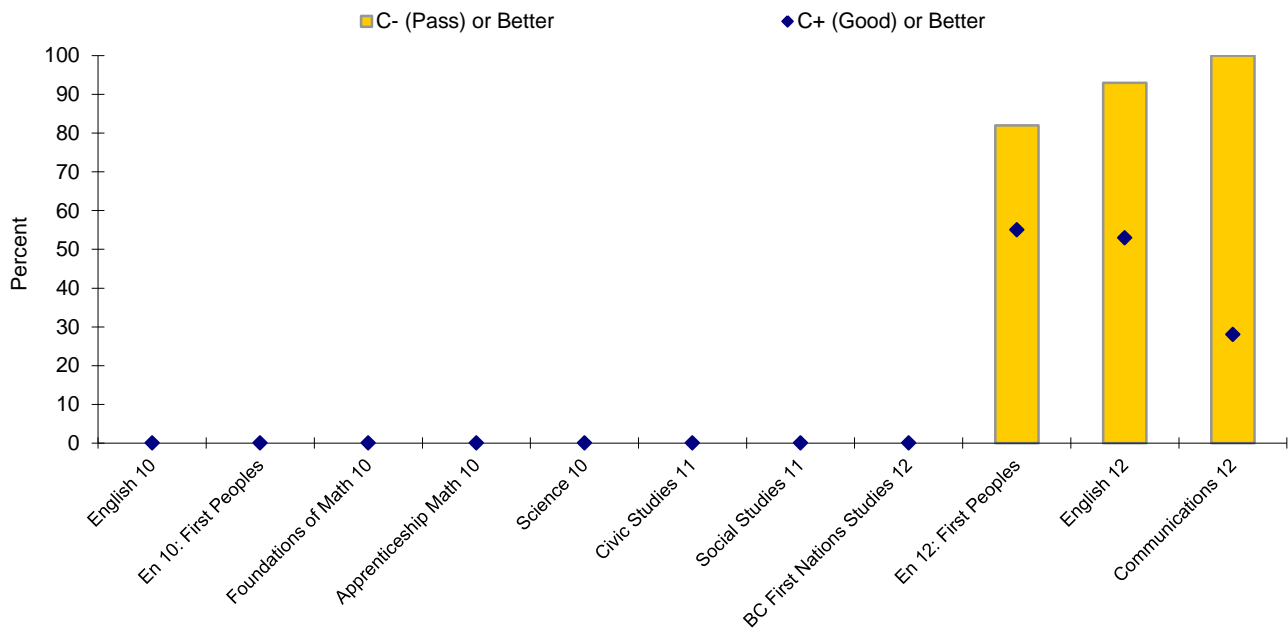
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	11	9	82	6	55	-	-	-	-	-
English 12	57	53	93	30	53	170	163	96	117	69
Communications 12	18	18	100	5	28	40	36	90	20	50

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



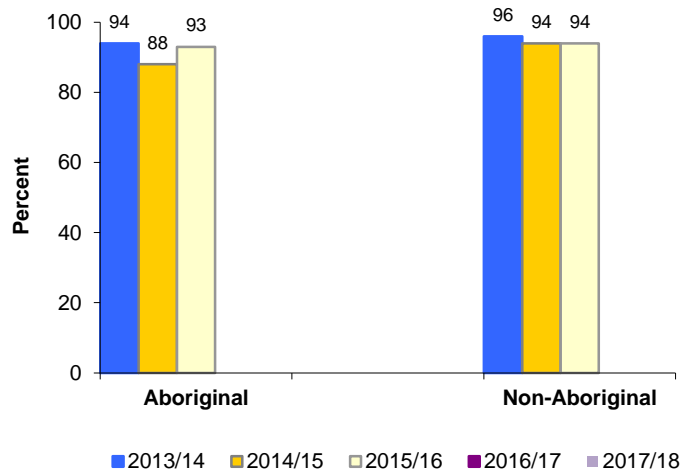


## FINAL MARKS: ENGLISH 10

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	101	95	94	45	45	249	238	96	148	59
2014/15	95	84	88	37	39	246	232	94	131	53
2015/16	110	102	93	55	50	225	212	94	124	55
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	101	163	82	19	249	284	238	11	
2014/15	95	167	84	11	246	278	228	18	
2015/16	110	166	92	18	225	253	199	26	
2016/17	-	144	-	-	-	265	-	-	
2017/18	-	161	-	-	-	203	-	-	

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



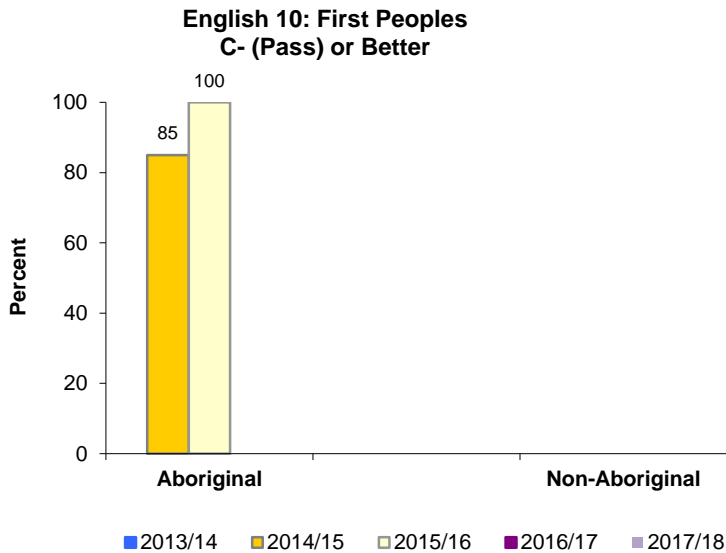
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	13	11	85	4	31	Msk	Msk	Msk	Msk	Msk
2015/16	11	11	100	6	55	Msk	Msk	Msk	Msk	Msk
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	Msk	163	Msk	Msk	Msk	284	Msk	Msk
2014/15	13	167	12	1	Msk	278	Msk	Msk
2015/16	11	166	11	0	Msk	253	Msk	Msk
2016/17	-	144	-	-	-	265	-	-
2017/18	-	161	-	-	-	203	-	-



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

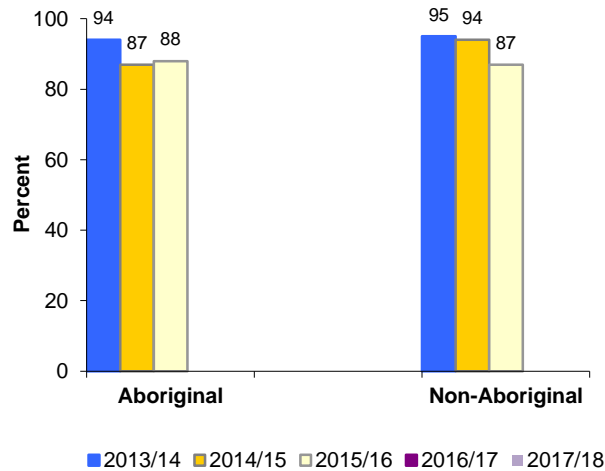
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	52	49	94	20	38	204	194	95	120	59
2014/15	52	45	87	25	48	175	165	94	95	54
2015/16	76	67	88	26	34	166	144	87	88	53
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	52	163	42	10	204	284	172	32
2014/15	52	167	47	5	175	278	151	24
2015/16	76	166	59	17	166	253	137	29
2016/17	-	144	-	-	-	265	-	-
2017/18	-	161	-	-	-	203	-	-

**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.

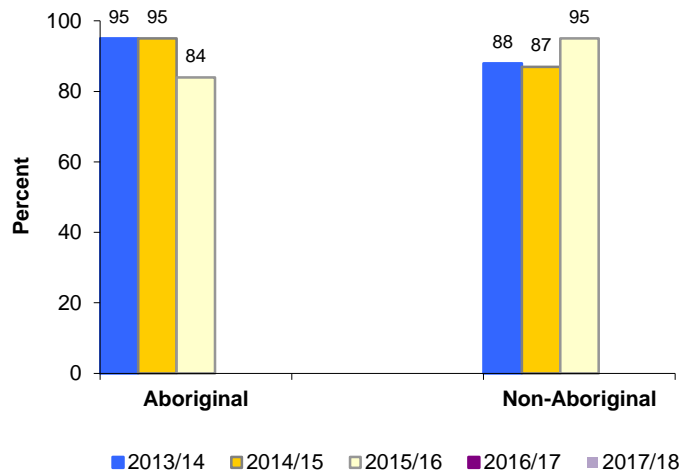
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	57	54	95	17	30	57	50	88	26	46
2014/15	58	55	95	26	45	77	67	87	36	47
2015/16	56	47	84	18	32	82	78	95	29	35
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	57	163	37	20	57	284	45	12		
2014/15	58	167	44	14	77	278	54	23		
2015/16	56	166	42	14	82	253	57	25		
2016/17	-	144	-	-	-	265	-	-		
2017/18	-	161	-	-	-	203	-	-		

**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.

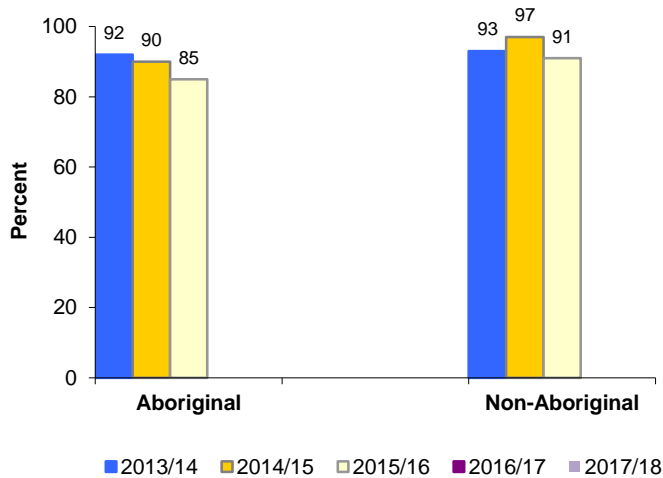
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	91	84	92	31	34	254	236	93	133	52
2014/15	117	105	90	47	40	256	248	97	148	58
2015/16	117	100	85	46	39	232	212	91	121	52
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	91	163	76	15	254	284	242	12	
2014/15	117	167	93	24	256	278	233	23	
2015/16	117	166	101	16	232	253	210	22	
2016/17	-	144	-	-	-	265	-	-	
2017/18	-	161	-	-	-	203	-	-	

**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.

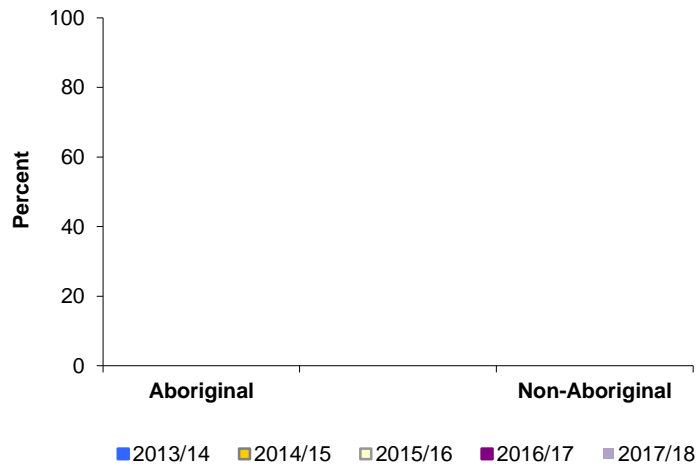
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	188	-	-	-	338	-	-		
2014/15	-	151	-	-	-	289	-	-		
2015/16	-	152	-	-	-	273	-	-		
2016/17	-	150	-	-	-	250	-	-		
2017/18	-	147	-	-	-	268	-	-		

### 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.

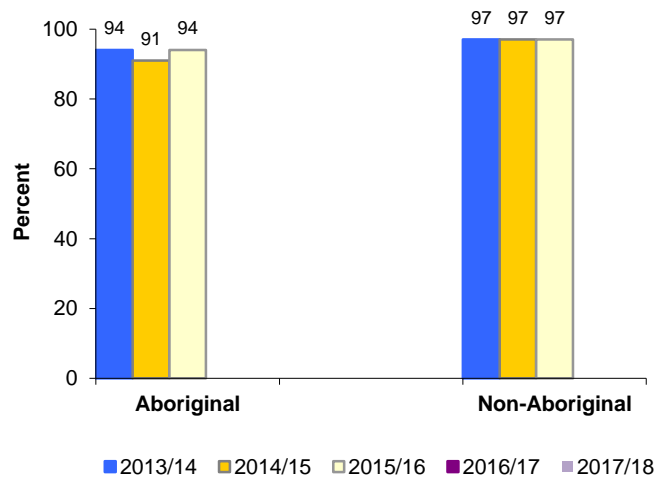
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	64	60	94	32	50	271	263	97	159	59
2014/15	70	64	91	30	43	233	225	97	156	67
2015/16	84	79	94	49	58	236	230	97	159	67
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	64	188	54	10	271	338	232	39	
2014/15	70	151	60	10	233	289	209	24	
2015/16	84	152	70	14	236	273	202	34	
2016/17	-	150	-	-	-	250	-	-	
2017/18	-	147	-	-	-	268	-	-	

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



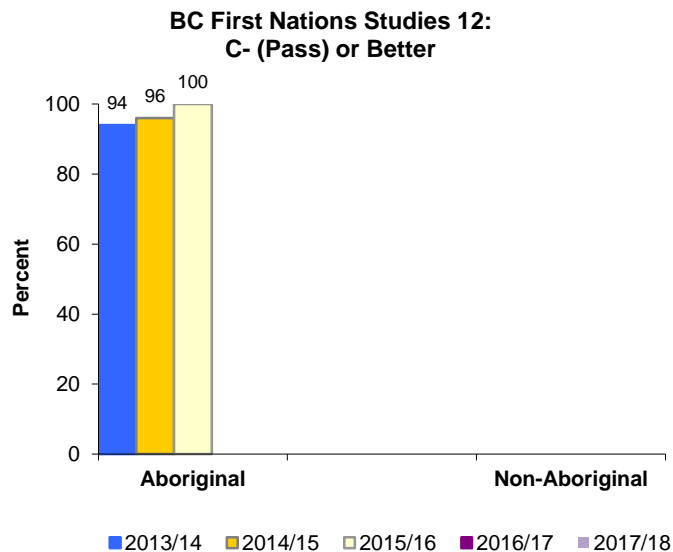
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	17	16	94	7	41	Msk	Msk	Msk	Msk	Msk
2014/15	25	24	96	11	44	Msk	Msk	Msk	Msk	Msk
2015/16	15	15	100	7	47	Msk	Msk	Msk	Msk	Msk
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	17	146	12	5	Msk	358	Msk	Msk	
2014/15	25	122	12	13	Msk	297	Msk	Msk	
2015/16	15	134	3	12	Msk	287	Msk	Msk	
2016/17	-	153	-	-	-	315	-	-	
2017/18	-	151	-	-	-	283	-	-	



<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.

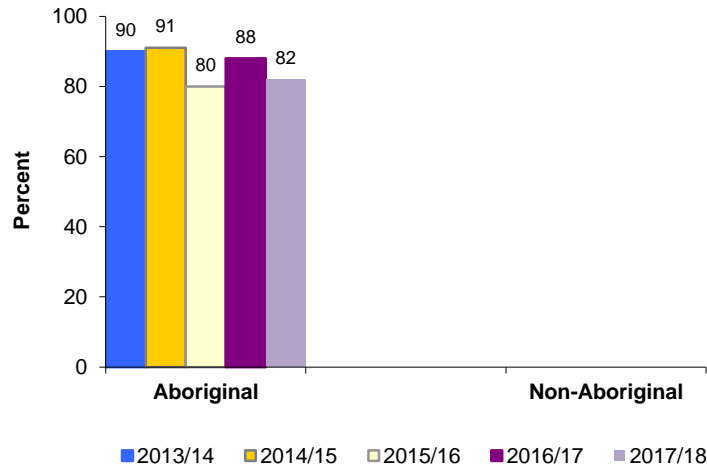


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	10	9	90	2	20	-	-	-	-	-
2014/15	11	10	91	1	9	-	-	-	-	-
2015/16	20	16	80	8	40	Msk	Msk	Msk	Msk	Msk
2016/17	17	15	88	8	47	Msk	Msk	Msk	Msk	Msk
2017/18	11	9	82	6	55	-	-	-	-	-

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	146	9	1	-	358	-	-		
2014/15	11	122	11	0	-	297	-	-		
2015/16	20	134	16	4	Msk	287	Msk	Msk		
2016/17	17	153	17	0	Msk	315	Msk	Msk		
2017/18	11	151	-	-	-	283	-	-		

**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.

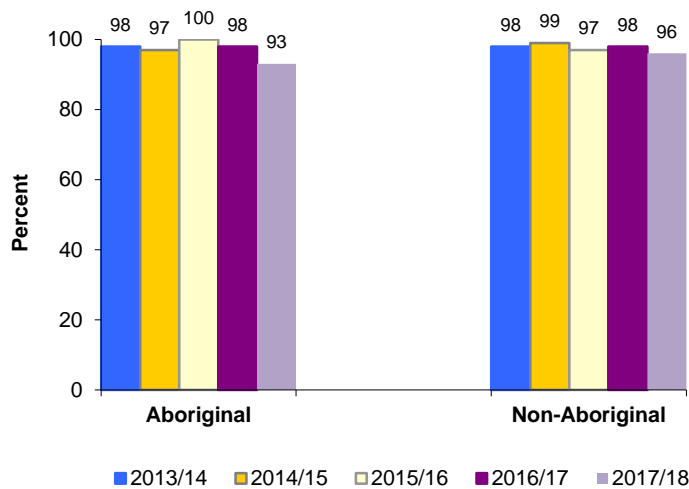
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	48	47	98	31	65	236	231	98	154	65
2014/15	34	33	97	21	62	210	208	99	136	65
2015/16	50	50	100	34	68	224	218	97	169	75
2016/17	46	45	98	30	65	203	198	98	132	65
2017/18	57	53	93	30	53	170	163	96	117	69

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	48	146	41	7	236	358	217	19	
2014/15	34	122	33	1	210	297	187	23	
2015/16	50	134	43	7	224	287	195	29	
2016/17	46	153	45	1	203	315	181	22	
2017/18	57	151	-	-	170	283	-	-	

**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.

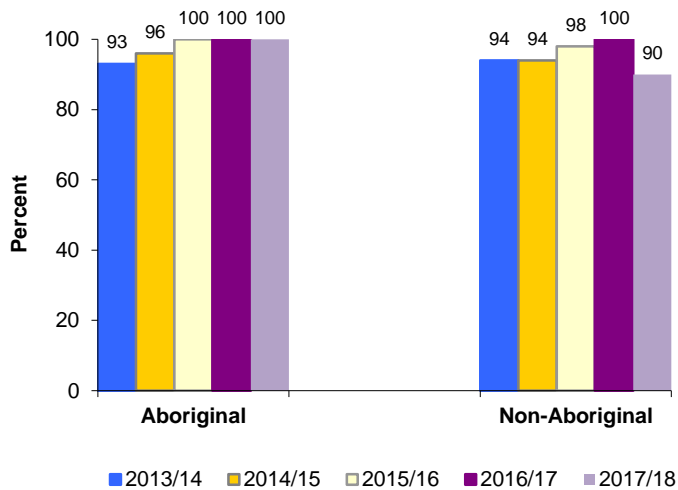
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	14	13	93	5	36	33	31	94	21	64
2014/15	24	23	96	11	46	32	30	94	13	41
2015/16	27	27	100	10	37	41	40	98	16	39
2016/17	28	28	100	8	29	32	32	100	15	47
2017/18	18	18	100	5	28	40	36	90	20	50

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	14	146	11	3	33	358	29	4		
2014/15	24	122	19	5	32	297	29	3		
2015/16	27	134	23	4	41	287	32	9		
2016/17	28	153	24	4	32	315	30	2		
2017/18	18	151	-	-	40	283	-	-		

**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.

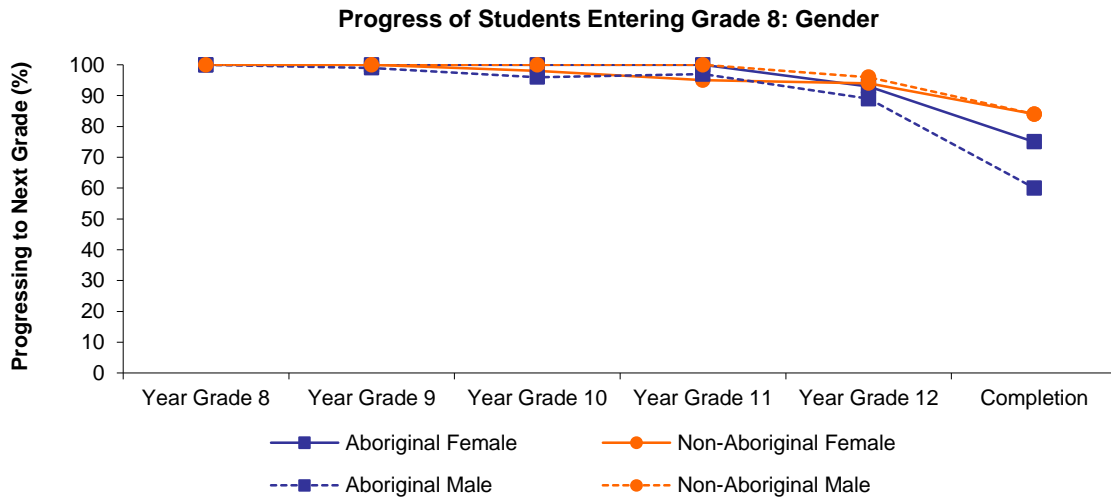
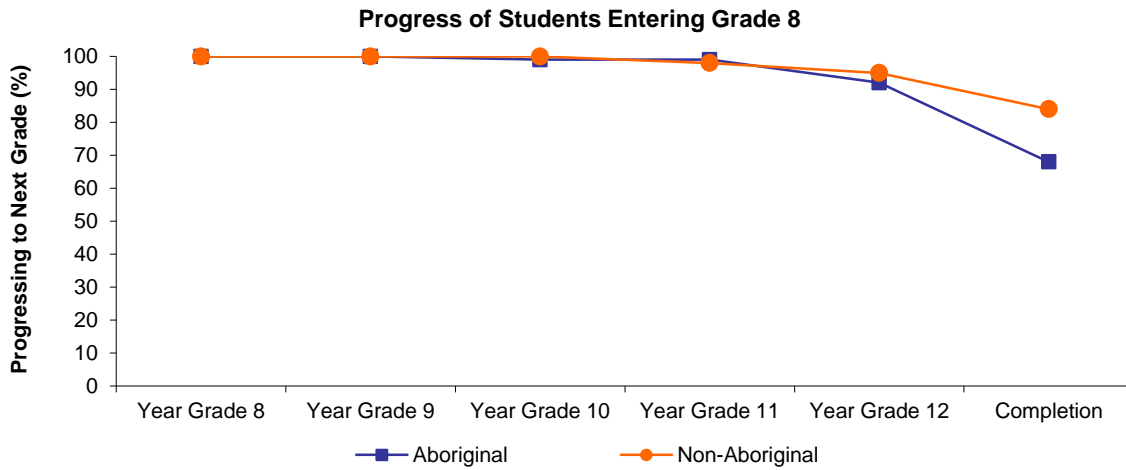
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	99	100	100	100
	Grade 10	99	100	96	100	98	100
	Grade 11	99	100	97	98	95	100
	Grade 12	92	93	89	95	94	96
2017/18	Completion	68	75	60	84	84	84



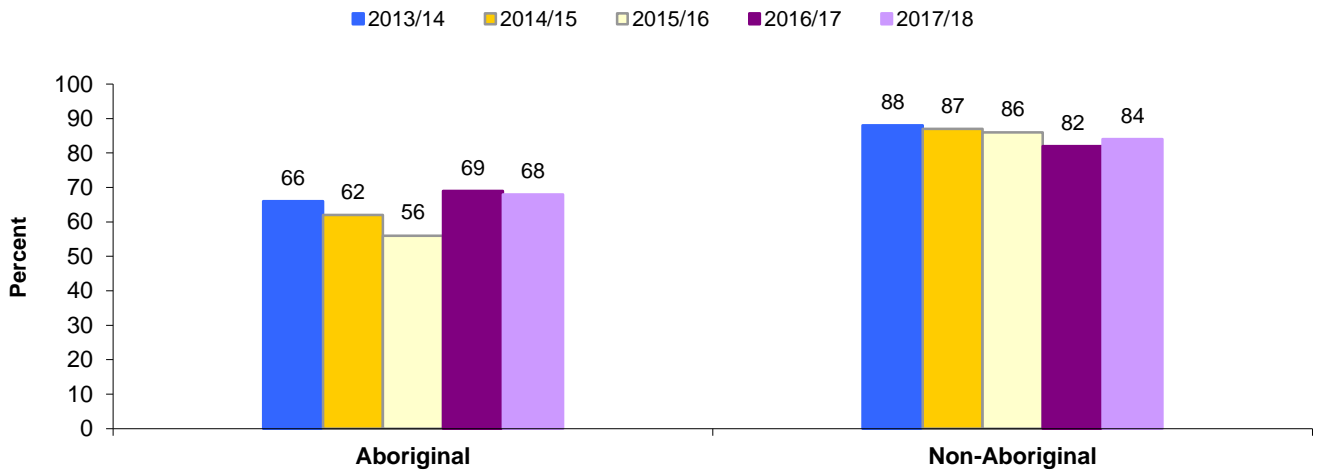
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

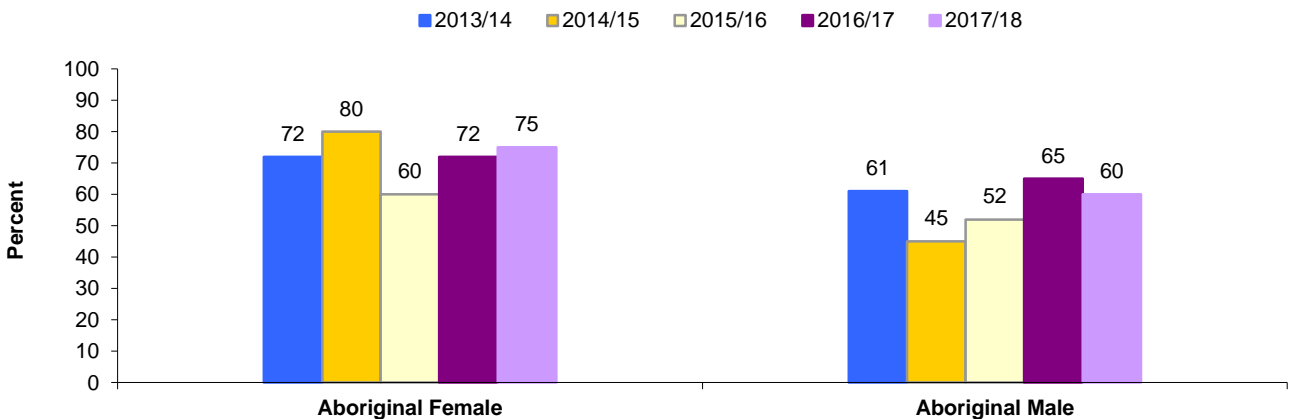
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	66	72	61	88	88	88
2014/15	62	80	45	87	94	80
2015/16	56	60	52	86	89	82
2016/17	69	72	65	82	83	80
2017/18	68	75	60	84	84	84

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



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



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

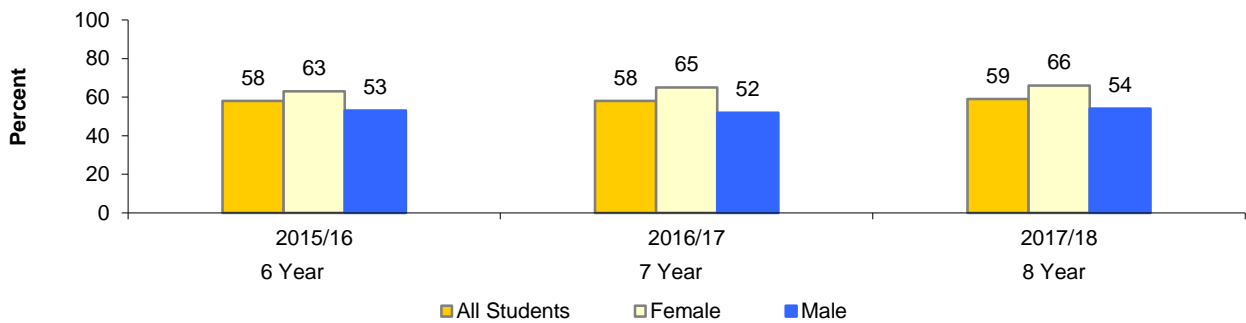
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 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.

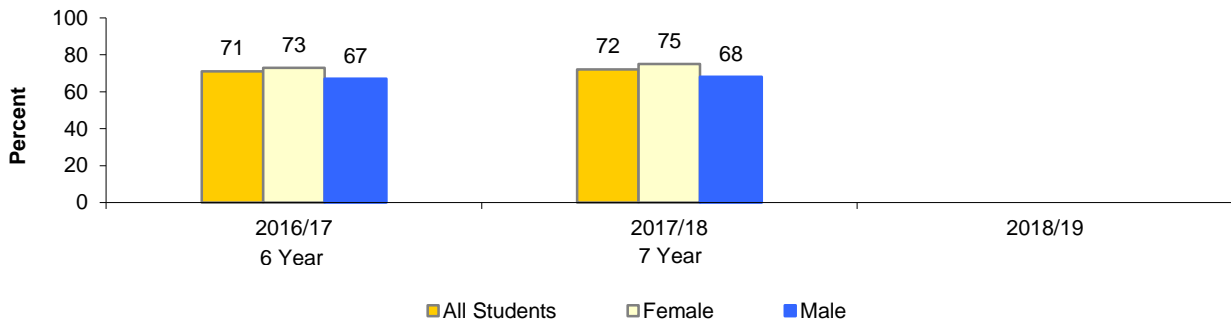
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	58	63	53	58	65	52	59	66	54
2011/12	71	73	67	72	75	68	-	-	-
2012/13	68	75	60	-	-	-	-	-	-

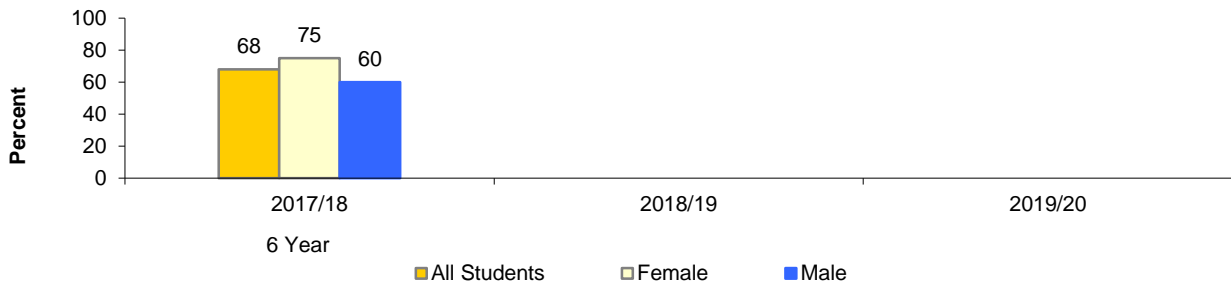
#### Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



#### 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	130	Msk	Msk	319	16	5
2014/15	112	Msk	Msk	285	Msk	Msk
2015/16	119	Msk	Msk	273	Msk	Msk
2016/17	146	Msk	Msk	288	Msk	Msk
2017/18	134	Msk	Msk	265	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	130	62	48	319	259	81
2014/15	112	56	50	285	216	76
2015/16	119	82	69	273	241	88
2016/17	146	80	55	288	226	78
2017/18	134	70	52	265	195	74

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

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2013/14	130	31	24	319	41	13
2014/15	112	28	25	285	42	15
2015/16	119	37	31	273	45	16
2016/17	146	23	16	288	45	16
2017/18	134	28	21	265	23	9

\* 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	98	80	82	18	18
2014/15	76	60	79	16	21
2015/16	81	62	77	19	23
2016/17	61	48	79	13	21
2017/18	51	40	78	11	22

### 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	1,606	80	5
2014/15	1,517	60	4
2015/16	1,516	62	4
2016/17	1,504	48	3
2017/18	1,526	40	3

### 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	63	Msk	Msk	64	-	Msk	Msk
2014/15	65	Msk	Msk	59	Msk	Msk	Msk
2015/16	36	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	70	Msk	Msk	84	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	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	-	Msk
2015/16	90	Msk	Msk	Msk	-	Msk	Msk
2016/17	Msk	-	Msk	Msk	-	-	-
2017/18	Msk	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	112	100	1	0.9	3	2.7	1	0.9	1	0.9		
Non-Aboriginal	305	100	16	5.2	7	2.3	8	2.6	3	1.0		

### 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	99	100	-	-	1	1.0	1	1.0	-	-		
Non-Aboriginal	151	100	3	2.0	-	-	-	-	-	-		

### 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	112	100	1	0.9	1	0.9	1	0.9	-	-		
Non-Aboriginal	305	100	4	1.3	1	0.3	2	0.7	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	99	100	1	1.0	-	-	-	-	-	-		
Non-Aboriginal	151	100	-	-	1	0.7	2	1.3	-	-		

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

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	112	100	8	7.1	-	-	-	-	-	-
Non-Aboriginal	305	100	36	11.8	1	0.3	1	0.3	-	-

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	99	100	1	1.0	-	-	-	-	-	-
Non-Aboriginal	151	100	-	-	-	-	-	-	1	0.7

### 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	112	100	31	27.7	7	6.3	3	2.7	1	0.9
Non-Aboriginal	305	100	57	18.7	16	5.2	8	2.6	3	1.0

### 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	99	100	13	13.1	5	5.1	3	3.0	2	2.0
Non-Aboriginal	151	100	10	6.6	1	0.7	1	0.7	-	-

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

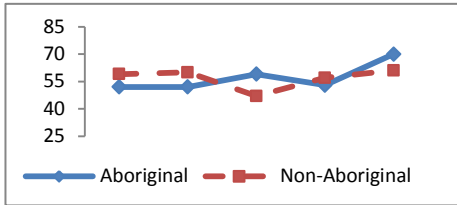
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

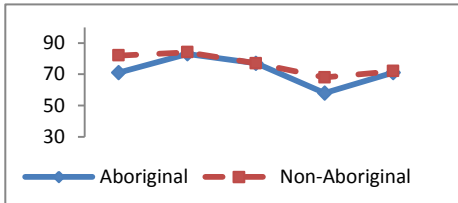
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



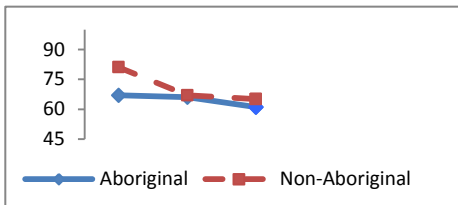
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	62	32	52	180	106	59
2014/15	60	31	52	210	126	60
2015/16	79	47	59	145	68	47
2016/17	74	39	53	214	123	57
2017/18	67	47	70	184	113	61

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



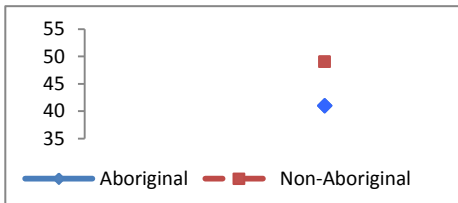
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	63	45	71	174	142	82
2014/15	60	50	83	197	165	84
2015/16	78	60	77	146	113	77
2016/17	73	42	58	214	145	68
2017/18	68	48	71	188	136	72

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



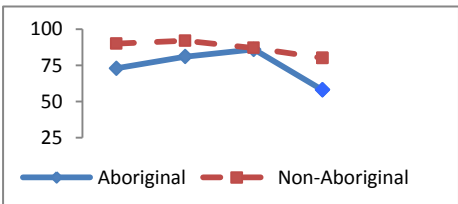
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	64	43	67	184	149	81
2014/15	64	42	66	211	142	67
2015/16	80	49	61	151	98	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



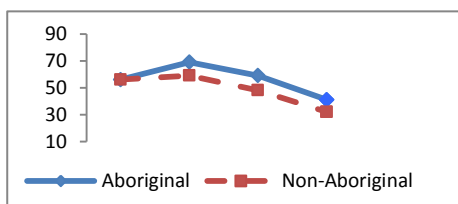
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	69	28	41	209	102	49
2017/18	-	-	-	-	-	-

### 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	64	47	73	177	159	90
2014/15	62	50	81	210	193	92
2015/16	81	70	86	149	129	87
2016/17	69	40	58	202	161	80
2017/18	-	-	-	-	-	-

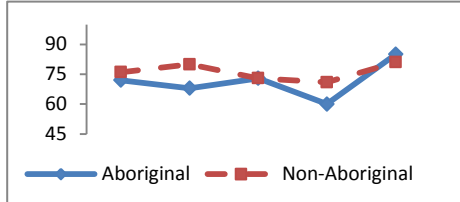
### At school, are you being taught about Aboriginal peoples in Canada?



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	64	36	56	177	99	56
2014/15	61	42	69	208	122	59
2015/16	75	44	59	143	68	48
2016/17	70	29	41	210	68	32
2017/18	-	-	-	-	-	-

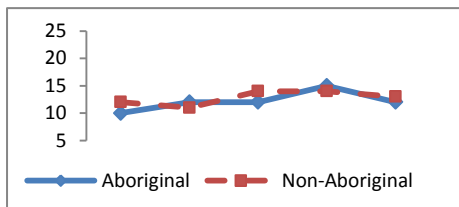
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



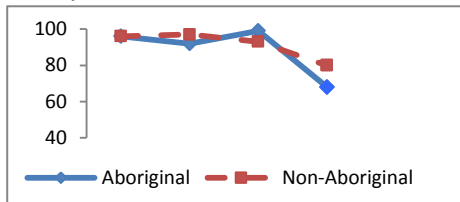
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	67	48	72	180	137	76
2014/15	59	40	68	213	170	80
2015/16	80	58	73	150	110	73
2016/17	67	40	60	208	148	71
2017/18	65	55	85	182	147	81

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



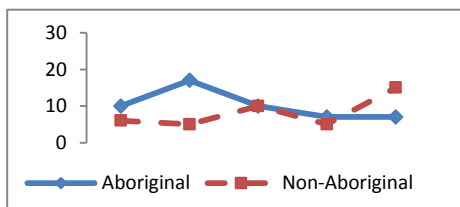
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	6	10	177	22	12
2014/15	65	8	12	207	23	11
2015/16	81	10	12	151	21	14
2016/17	68	10	15	207	29	14
2017/18	66	8	12	187	25	13

**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	68	65	96	183	175	96
2014/15	66	61	92	212	206	97
2015/16	81	80	99	151	140	93
2016/17	74	50	68	215	172	80
2017/18	-	-	-	-	-	-

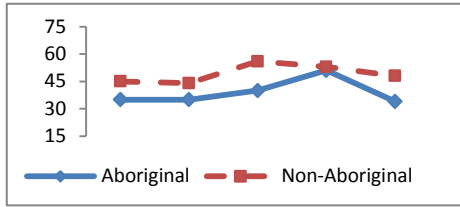
**I would like to go to a different school.**



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	67	7	10	176	11	6
2014/15	59	10	17	200	9	5
2015/16	77	8	10	144	15	10
2016/17	75	5	7	215	11	5
2017/18	68	5	7	188	29	15

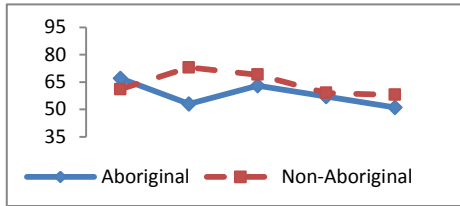
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



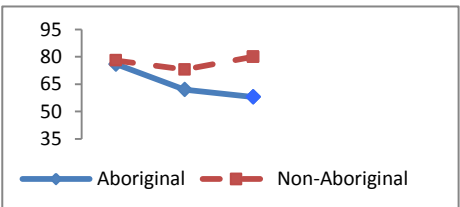
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	80	28	35	196	89	45
2014/15	95	33	35	173	76	44
2015/16	72	29	40	180	100	56
2016/17	85	43	51	212	112	53
2017/18	80	27	34	202	97	48

### 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	79	53	67	194	119	61
2014/15	91	48	53	166	122	73
2015/16	71	45	63	177	122	69
2016/17	86	49	57	214	126	59
2017/18	79	40	51	202	118	58

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



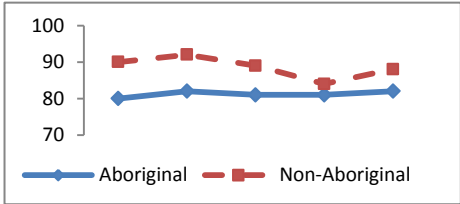
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	79	60	76	199	156	78
2014/15	93	58	62	173	127	73
2015/16	77	45	58	180	144	80
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



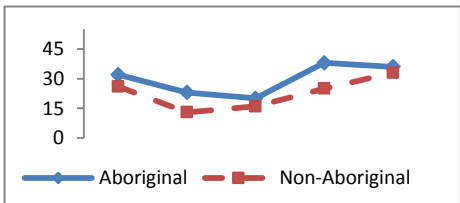
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	84	47 56	212	119 56
2017/18	79	35 44	202	104 51

### 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	79	63	80	195	175	90
2014/15	93	76	82	168	154	92
2015/16	75	61	81	182	162	89
2016/17	83	67	81	208	174	84
2017/18	79	65	82	201	176	88

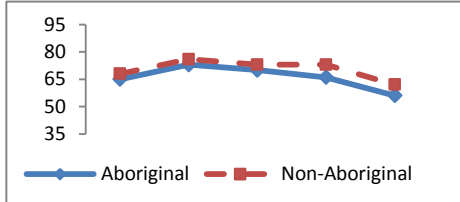
### At school, are you being taught about Aboriginal peoples in Canada?



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	79	25	32	191	50	26
2014/15	90	21	23	172	22	13
2015/16	74	15	20	173	27	16
2016/17	84	32	38	210	52	25
2017/18	80	29	36	202	67	33

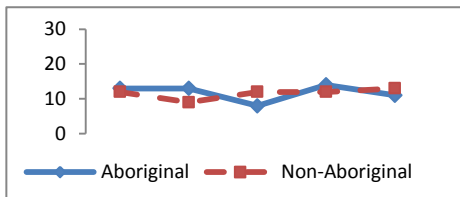
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



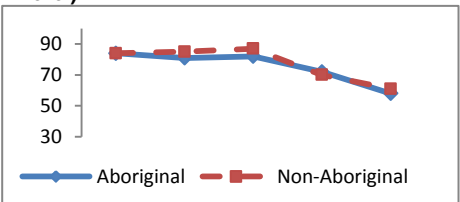
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	79	51	65	194	132	68
2014/15	89	65	73	171	130	76
2015/16	77	54	70	181	133	73
2016/17	82	54	66	215	156	73
2017/18	80	45	56	202	126	62

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



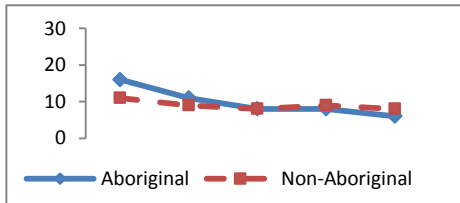
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	78	10	13	195	23	12
2014/15	93	12	13	171	16	9
2015/16	78	6	8	182	21	12
2016/17	80	11	14	217	27	12
2017/18	79	9	11	201	26	13

**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	80	67	84	196	164	84
2014/15	94	76	81	172	147	85
2015/16	78	64	82	179	156	87
2016/17	86	62	72	214	150	70
2017/18	78	45	58	200	121	61

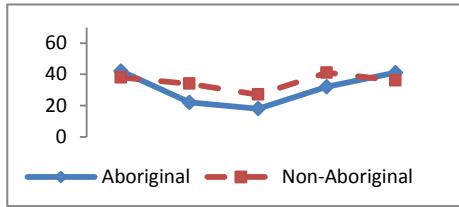
**I would like to go to a different school.**



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	77	12	16	195	21	11
2014/15	91	10	11	167	15	9
2015/16	74	6	8	178	15	8
2016/17	84	7	8	213	20	9
2017/18	79	5	6	200	16	8

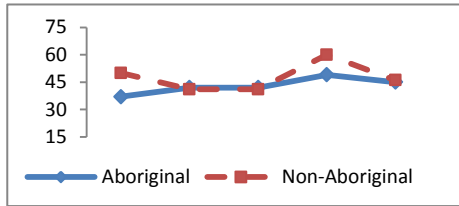
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



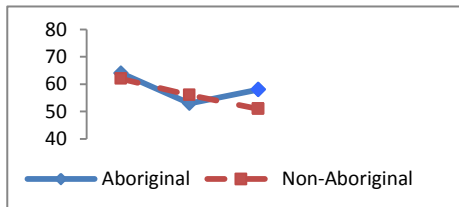
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	72	30	42	209	79	38
2014/15	77	17	22	194	65	34
2015/16	80	14	18	151	41	27
2016/17	59	19	32	165	67	41
2017/18	73	30	41	131	47	36

### 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	
	#	#	%	#	#	%
2013/14	67	25	37	207	104	50
2014/15	77	32	42	191	79	41
2015/16	76	32	42	147	61	41
2016/17	59	29	49	164	99	60
2017/18	73	33	45	131	60	46

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



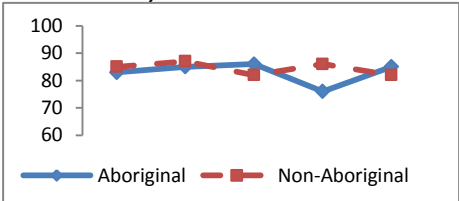
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	74	47	64	209	129	62
2014/15	78	41	53	197	110	56
2015/16	77	45	58	151	77	51
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



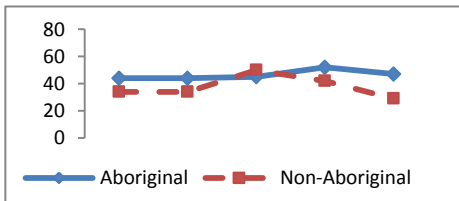
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	59	29 49	165	102 62
2017/18	73	41 56	131	72 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	71	59	83	209	178	85
2014/15	79	67	85	191	167	87
2015/16	79	68	86	148	122	82
2016/17	59	45	76	158	136	86
2017/18	71	60	85	129	106	82

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

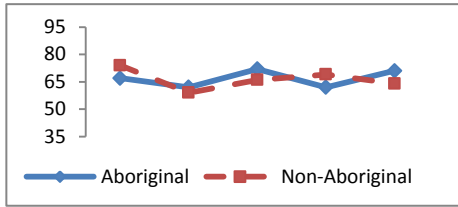


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	73	32	44	210	71	34
2014/15	78	34	44	190	64	34
2015/16	80	36	45	150	75	50
2016/17	58	30	52	164	69	42
2017/18	73	34	47	131	38	29



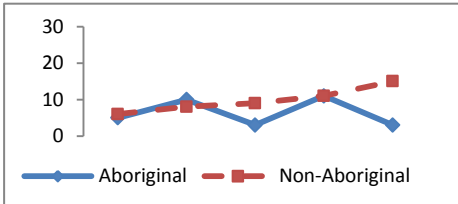
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



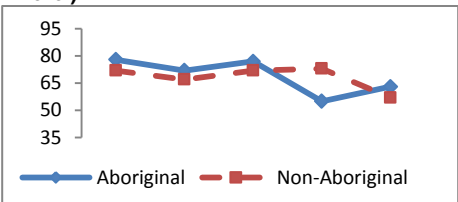
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	72	48	67	209	155	74
2014/15	76	47	62	191	112	59
2015/16	78	56	72	150	99	66
2016/17	61	38	62	160	110	69
2017/18	73	52	71	130	83	64

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



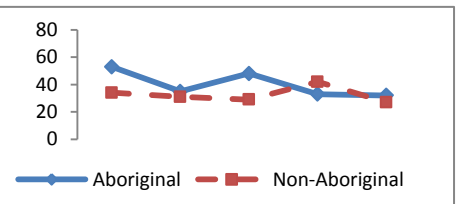
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	74	4	5	210	12	6
2014/15	78	8	10	192	16	8
2015/16	76	2	3	151	13	9
2016/17	63	7	11	159	17	11
2017/18	73	2	3	129	19	15

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



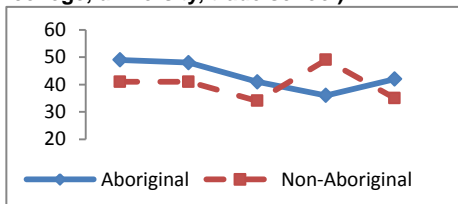
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	73	57	78	209	151	72
2014/15	78	56	72	196	132	67
2015/16	79	61	77	151	108	72
2016/17	58	32	55	165	120	73
2017/18	73	46	63	130	74	57

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



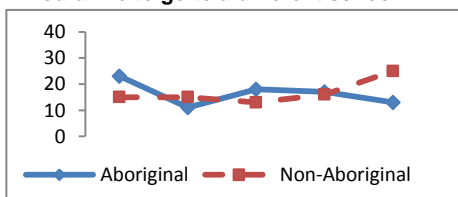
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	73	39	53	206	71	34
2014/15	79	28	35	192	60	31
2015/16	79	38	48	152	44	29
2016/17	57	19	33	164	69	42
2017/18	72	23	32	130	35	27

### 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	71	35	49	209	86	41
2014/15	77	37	48	189	77	41
2015/16	80	33	41	151	52	34
2016/17	59	21	36	162	79	49
2017/18	73	31	42	130	46	35

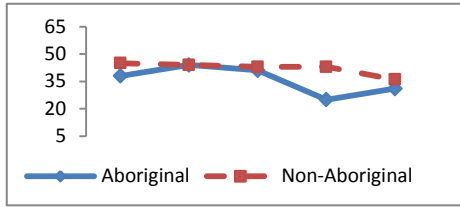
### I would like to go to a different school.



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	70	16	23	199	30	15
2014/15	73	8	11	184	27	15
2015/16	76	14	18	145	19	13
2016/17	58	10	17	164	27	16
2017/18	72	9	13	130	32	25

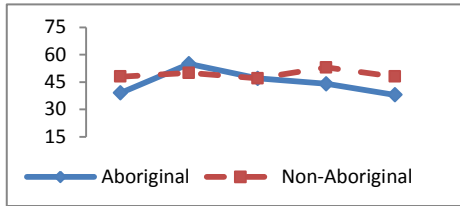
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



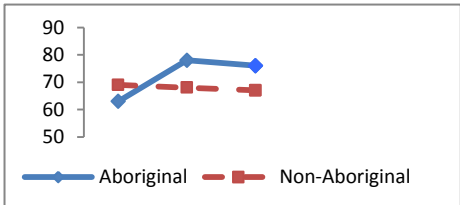
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	69	26	38	195	87	45
2014/15	43	19	44	150	66	44
2015/16	44	18	41	132	57	43
2016/17	32	8	25	77	33	43
2017/18	39	12	31	101	36	36

### 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	67	26	39	191	91	48
2014/15	44	24	55	145	72	50
2015/16	43	20	47	134	63	47
2016/17	34	15	44	76	40	53
2017/18	39	15	38	100	48	48

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



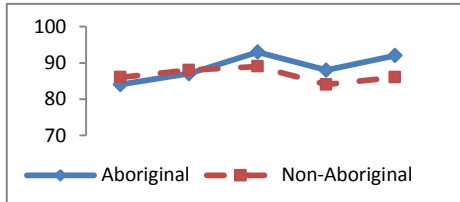
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	70	44	63	198	137	69
2014/15	45	35	78	149	101	68
2015/16	45	34	76	134	90	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



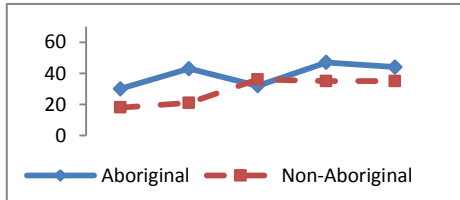
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	34	22 65	77	55 71
2017/18	39	19 49	101	73 72

### 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	70	59	84	196	168	86
2014/15	45	39	87	149	131	88
2015/16	45	42	93	133	119	89
2016/17	34	30	88	77	65	84
2017/18	39	36	92	100	86	86

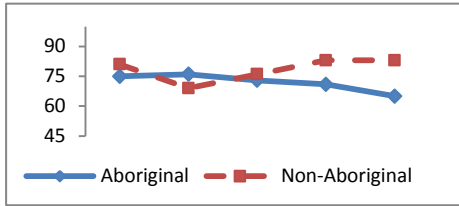
### At school, are you being taught about Aboriginal peoples in Canada?



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	69	21	30	194	34	18
2014/15	44	19	43	148	31	21
2015/16	44	14	32	131	47	36
2016/17	34	16	47	77	27	35
2017/18	39	17	44	101	35	35

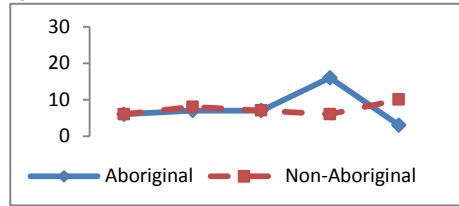
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



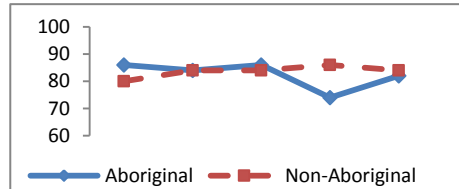
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	68	51	75	195	157	81
2014/15	45	34	76	147	102	69
2015/16	44	32	73	131	99	76
2016/17	38	27	71	72	60	83
2017/18	37	24	65	99	82	83

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



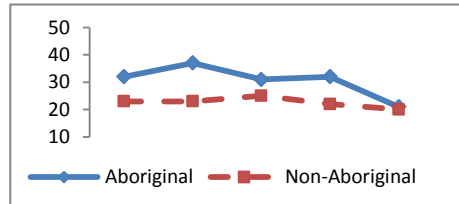
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	69	4	6	198	12	6
2014/15	45	3	7	143	12	8
2015/16	44	3	7	132	9	7
2016/17	38	6	16	72	4	6
2017/18	39	1	3	99	10	10

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



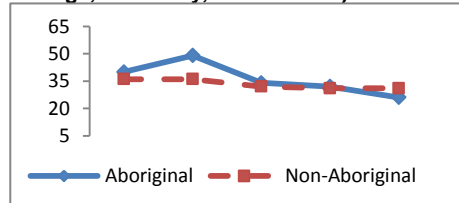
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	69	59	86	198	159	80
2014/15	45	38	84	150	126	84
2015/16	44	38	86	134	113	84
2016/17	34	25	74	76	65	86
2017/18	39	32	82	100	84	84

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



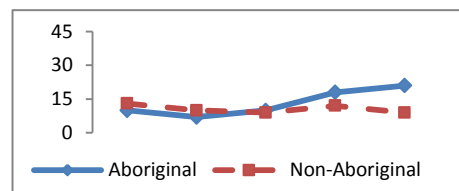
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	69	22	32	195	45	23
2014/15	43	16	37	147	34	23
2015/16	45	14	31	133	33	25
2016/17	34	11	32	77	17	22
2017/18	39	8	21	101	20	20

### 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	68	27	40	193	69	36
2014/15	43	21	49	145	52	36
2015/16	44	15	34	133	43	32
2016/17	34	11	32	77	24	31
2017/18	38	10	26	100	31	31

### 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	68	7	10	191	25	13
2014/15	42	3	7	144	14	10
2015/16	41	4	10	125	11	9
2016/17	34	6	18	77	9	12
2017/18	39	8	21	101	9	9

## 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>