



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 040 New Westminster

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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?

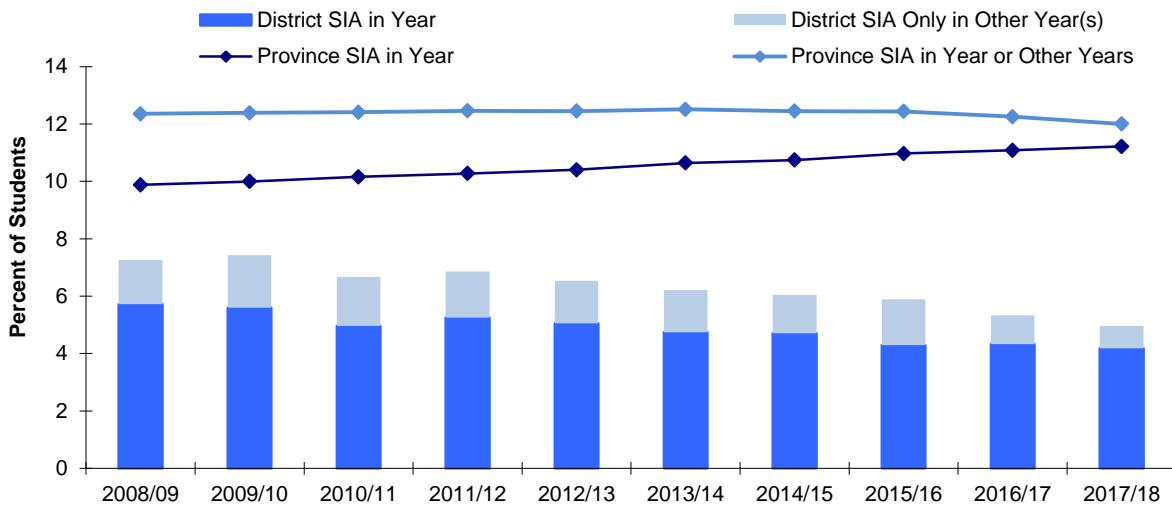
PLEASE NOTE

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	7,434	425	5.7	115	1.5	579,485	57,257	9.9	14,326	2.5
2009/10	7,128	399	5.6	130	1.8	580,480	58,017	10.0	13,887	2.4
2010/11	7,559	375	5.0	129	1.7	579,110	58,834	10.2	13,044	2.3
2011/12	7,584	398	5.2	122	1.6	569,734	58,531	10.3	12,445	2.2
2012/13	7,548	381	5.0	112	1.5	564,529	58,717	10.4	11,569	2.0
2013/14	7,663	363	4.7	113	1.5	558,983	59,502	10.6	10,444	1.9
2014/15	7,417	349	4.7	99	1.3	552,786	59,382	10.7	9,449	1.7
2015/16	7,731	332	4.3	123	1.6	553,376	60,706	11.0	8,109	1.5
2016/17	7,633	330	4.3	77	1.0	557,626	61,799	11.1	6,534	1.2
2017/18	7,776	325	4.2	61	0.8	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

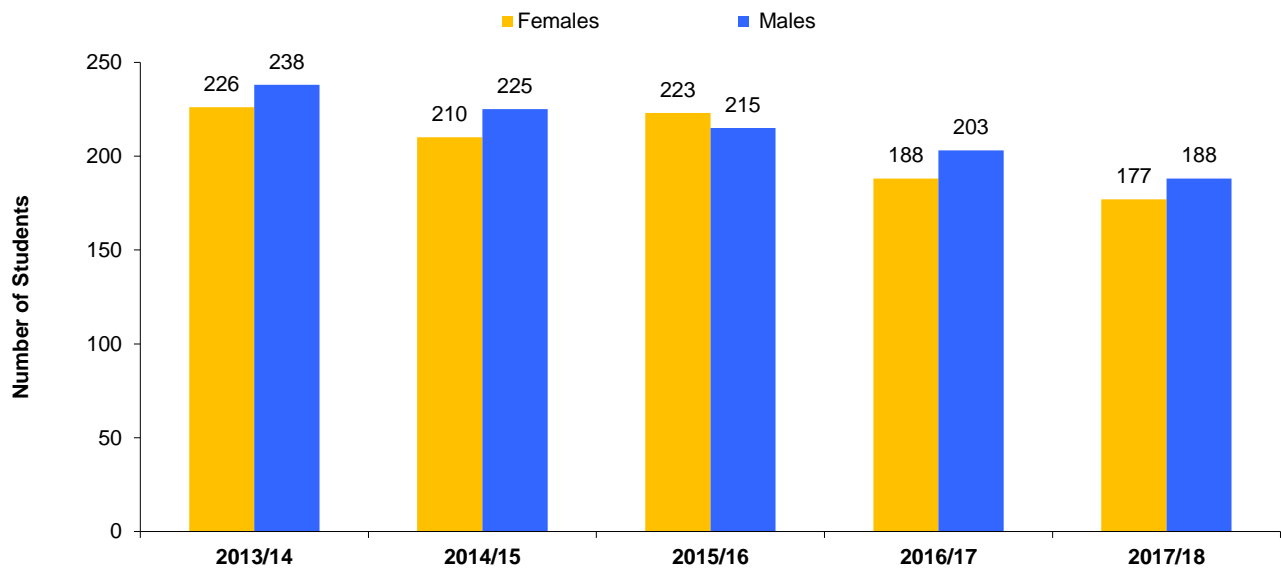
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2013/14	7,663	464	6.1	226	2.9	238	3.1	69,182	34,363	34,819
2014/15	7,417	435	5.9	210	2.8	225	3.0	67,939	33,645	34,294
2015/16	7,731	438	5.7	223	2.9	215	2.8	67,749	33,432	34,317
2016/17	7,633	391	5.1	188	2.5	203	2.7	67,078	33,137	33,941
2017/18	7,776	365	4.7	177	2.3	188	2.4	66,142	32,575	33,567

**Number of Aboriginal Students by Gender**

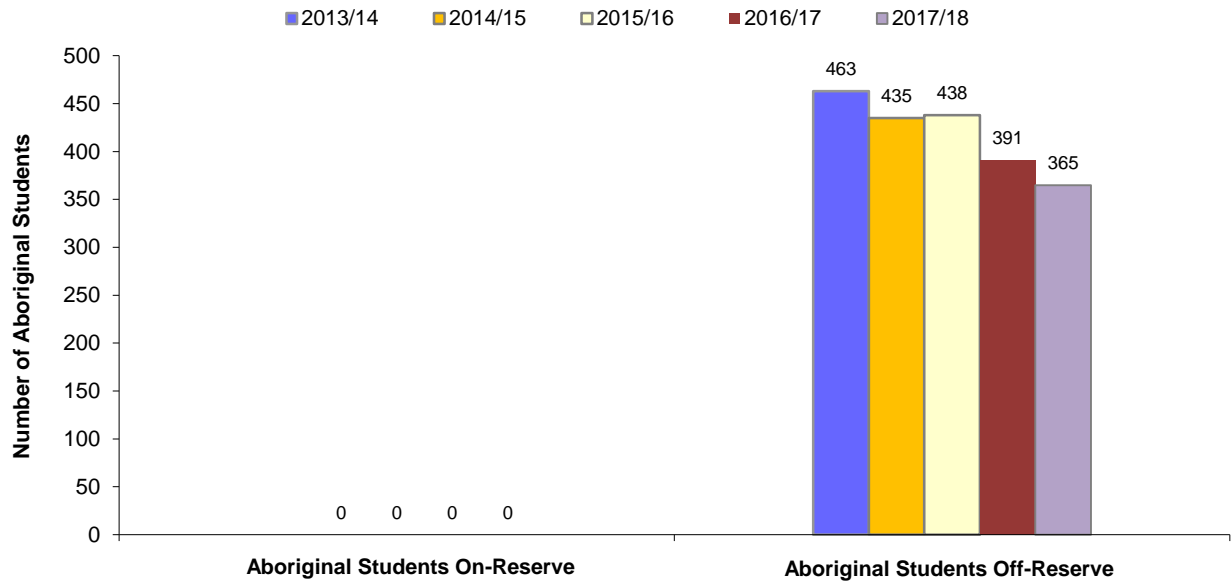


\* Public schools only.

## 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	464	Msk	Msk	Msk	226	237	463	8,812	60,370
2014/15	435	0	0	0	210	225	435	8,143	59,796
2015/16	438	0	0	0	223	215	438	7,694	60,055
2016/17	391	0	0	0	188	203	391	7,285	59,793
2017/18	365	0	0	0	177	188	365	7,820	58,322

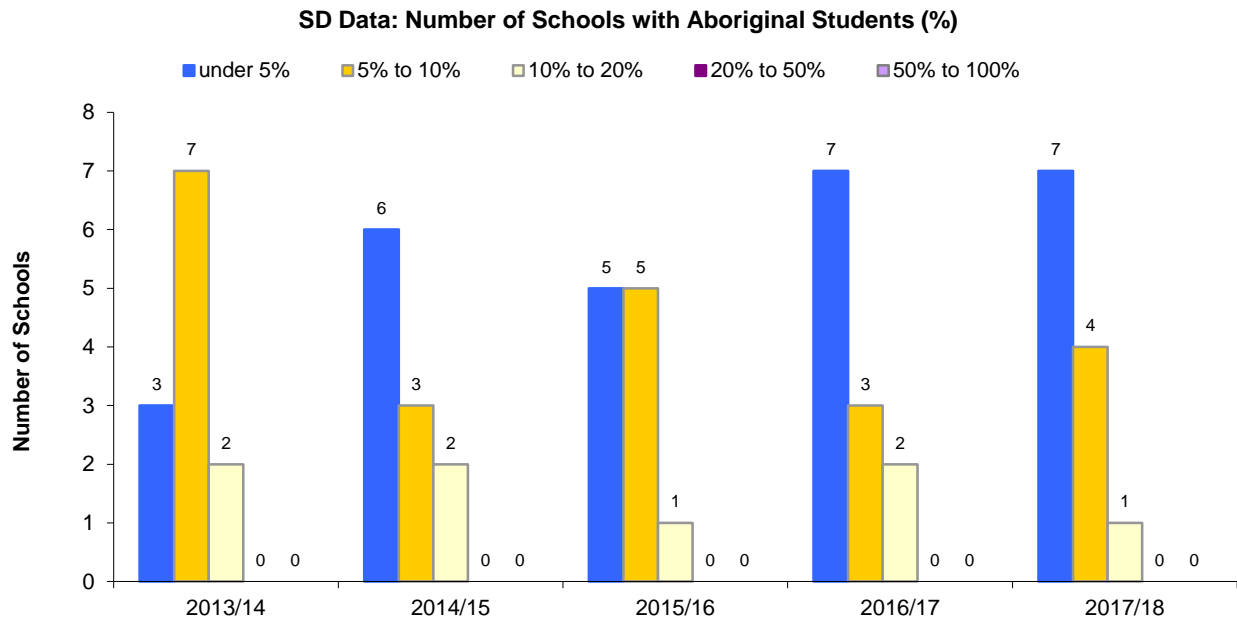
**SD Data: Number of Aboriginal Students, On- or Off-Reserve**



\* 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	12	3	7	2	0	0	1,393	370	241	341	346	95
2014/15	11	6	3	2	0	0	1,385	393	223	335	337	97
2015/16	11	5	5	1	0	0	1,380	396	224	349	318	93
2016/17	12	7	3	2	0	0	1,369	400	229	348	300	92
2017/18	12	7	4	1	0	0	1,377	416	238	335	303	85

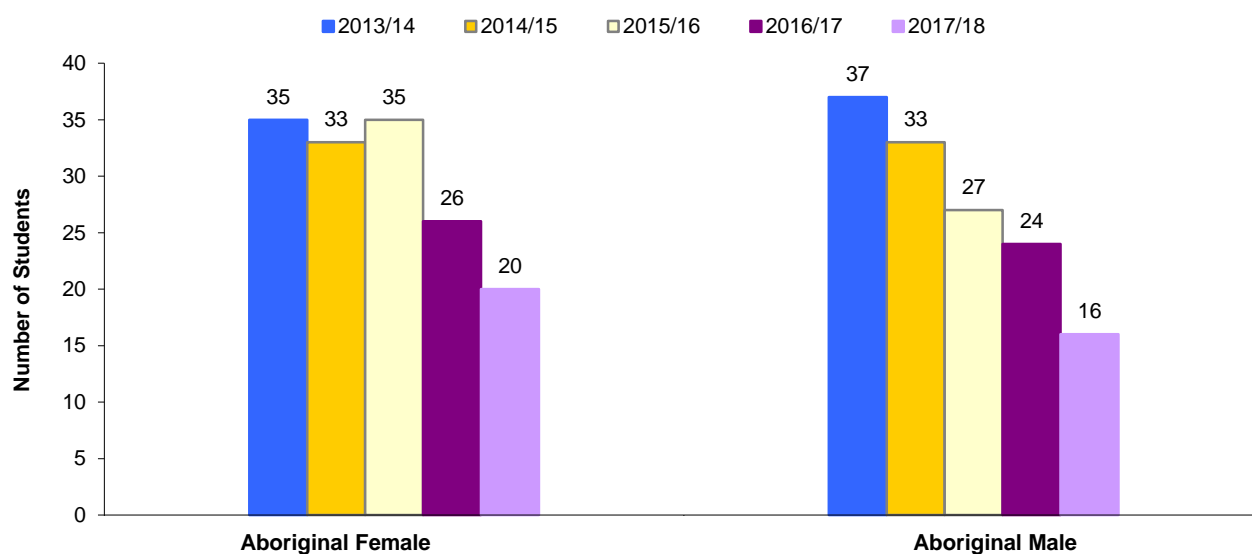


\* Public schools only.

## 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	212	35	37	72	55	85	140	1,610	1,594	2,033	2,757
2014/15	203	33	33	66	71	66	137	1,595	1,560	1,981	2,618
2015/16	202	35	27	62	68	72	140	1,609	1,527	2,022	2,474
2016/17	186	26	24	50	62	74	136	1,605	1,543	2,037	2,468
2017/18	151	20	16	36	47	68	115	1,500	1,498	2,016	2,419

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



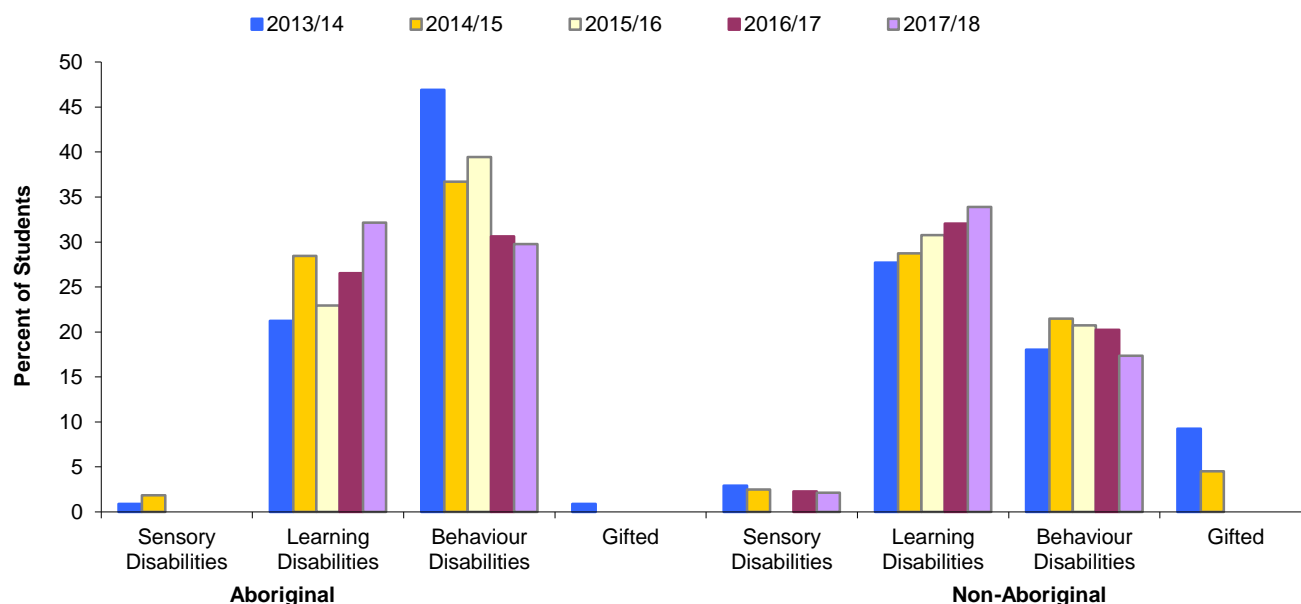
\* Public schools only.

## 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	113	444	1	1	13	3	24	21	123	28	53	47	80	18	1	1	41	9
2014/15	109	442	2	2	11	2	31	28	127	29	40	37	95	21	0	0	20	5
2015/16	109	429	Msk	Msk	Msk	Msk	25	23	132	31	43	39	89	21	Msk	Msk	Msk	Msk
2016/17	98	440	0	0	10	2	26	27	141	32	30	31	89	20	Msk	Msk	Msk	Msk
2017/18	84	472	0	0	10	2	27	32	160	34	25	30	82	17	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).

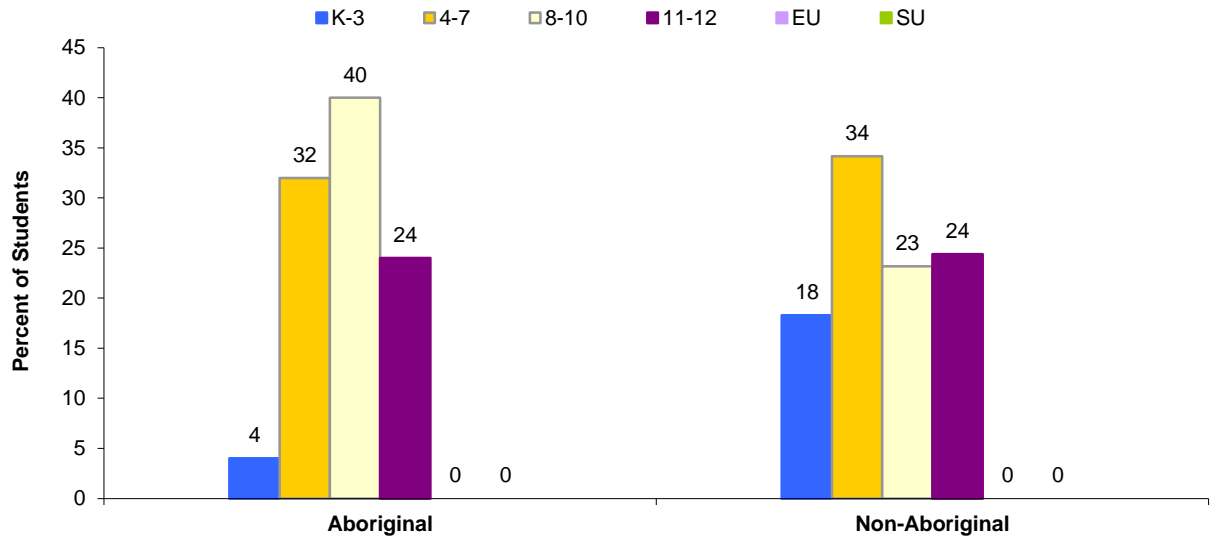
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	53	8	15	5	9	21	40	19	36	0	0	0	0
2014/15	40	6	15	7	18	17	43	10	25	0	0	0	0
2015/16	43	4	9	6	14	15	35	18	42	0	0	0	0
2016/17	30	6	20	5	17	10	33	9	30	0	0	0	0
2017/18	25	1	4	8	32	10	40	6	24	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	80	14	18	21	26	31	39	14	18	0	0	0	0
2014/15	95	19	20	16	17	35	37	25	26	0	0	0	0
2015/16	89	12	13	21	24	29	33	27	30	0	0	0	0
2016/17	89	18	20	22	25	19	21	30	34	0	0	0	0
2017/18	82	15	18	28	34	19	23	20	24	0	0	0	0

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



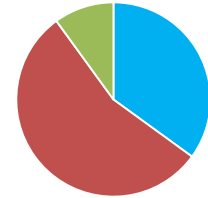
\* Total includes Graduated Adults.

## 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

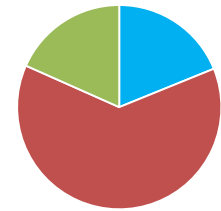
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	19	76	10	53	9	47	0	0
2014/15	13	57	6	46	6	46	1	8
2015/16	21	64	8	38	11	52	2	10
2016/17	16	57	8	50	8	50	0	0
			Emerging		On Track		Extending	
2017/18	20	80	7	35	11	55	2	10



■ Emerging ■ On Track ■ Extending

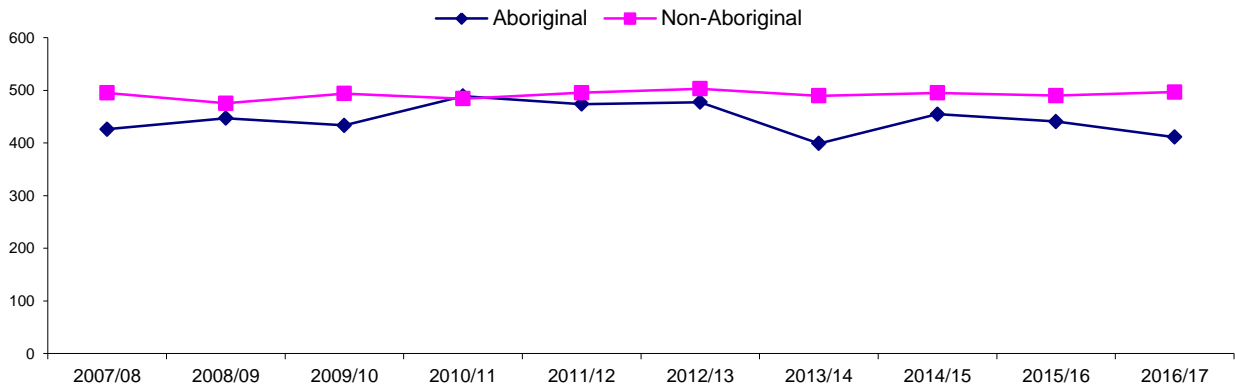
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	368	84	75	20	239	65	54	15
2014/15	385	85	65	17	262	68	58	15
2015/16	376	81	70	19	257	68	49	13
2016/17	419	80	64	15	294	70	61	15
			Emerging		On Track		Extending	
2017/18	387	81	73	19	243	63	71	18



■ Emerging ■ On Track ■ Extending

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

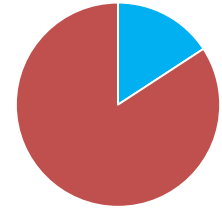


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	18	72	9	50	9	50	0	0
2014/15	13	57	7	54	6	46	0	0
2015/16	20	61	5	25	15	75	0	0
2016/17	16	57	4	25	12	75	0	0
			Emerging		On Track		Extending	
2017/18	19	76	3	16	16	84	0	0



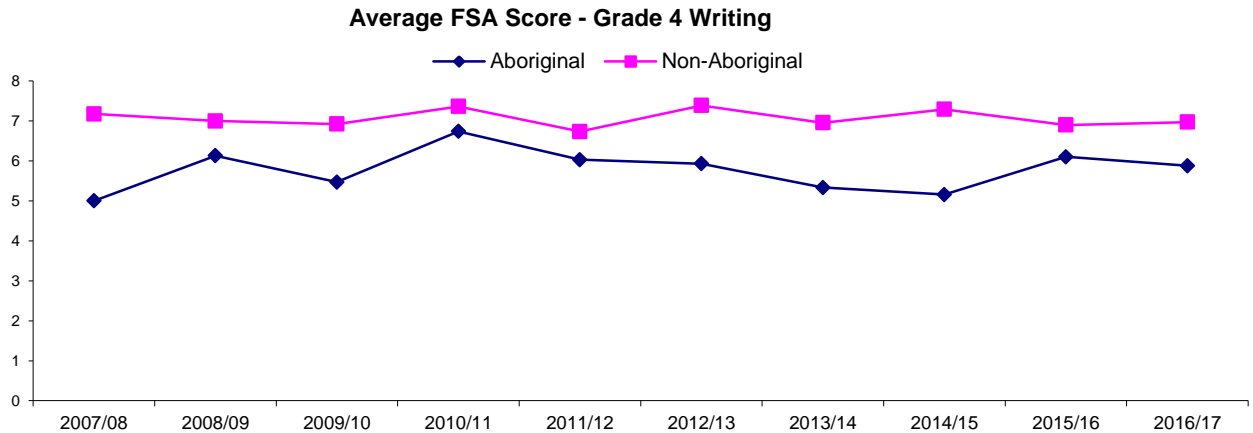
■ Emerging ■ On Track  
■ Extending

### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	359	82	39	11	306	85	14	4
2014/15	382	84	26	7	322	84	34	9
2015/16	365	79	50	14	294	81	21	6
2016/17	410	78	62	15	311	76	37	9
			Emerging		On Track		Extending	
2017/18	376	79	22	6	340	90	14	4



■ Emerging ■ On Track  
■ Extending

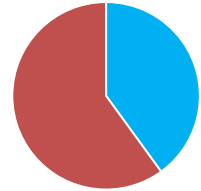


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

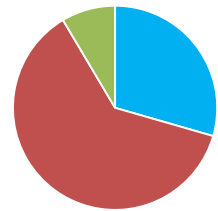
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	17	68	14	82	2	12	1	6
2014/15	13	57	5	38	8	62	0	0
2015/16	21	64	12	57	9	43	0	0
2016/17	17	61	10	59	7	41	0	0
<b>2017/18</b>	<b>20</b>	<b>80</b>	<b>8</b>	<b>40</b>	<b>12</b>	<b>60</b>	<b>0</b>	<b>0</b>



■ Emerging ■ On Track ■ Extending

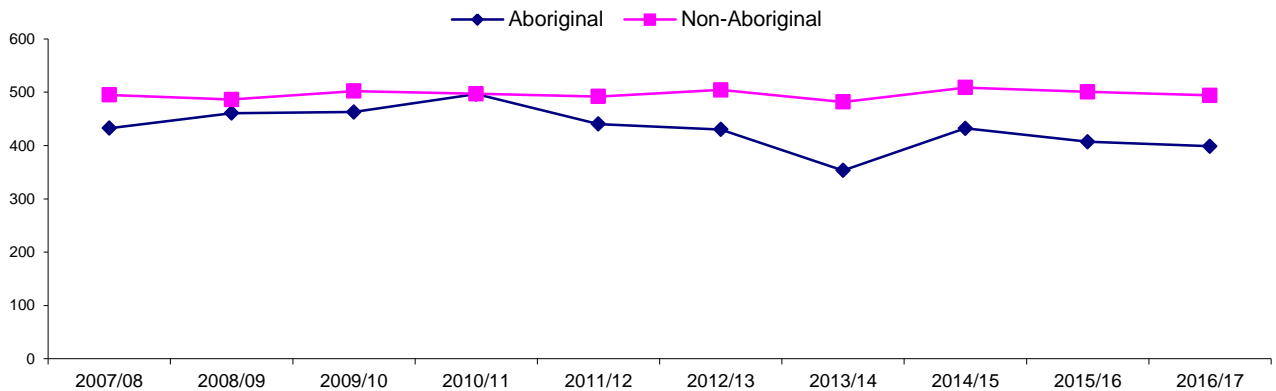
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	369	84	93	25	231	63	45	12
2014/15	386	85	59	15	278	72	49	13
2015/16	370	80	64	17	261	71	45	12
2016/17	417	79	81	19	292	70	44	11
<b>2017/18</b>	<b>387</b>	<b>81</b>	<b>114</b>	<b>29</b>	<b>240</b>	<b>62</b>	<b>33</b>	<b>9</b>



■ Emerging ■ On Track ■ Extending

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

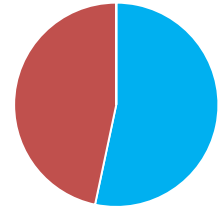


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

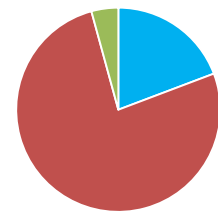
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	18	60	5	28	12	67	1	6
2014/15	29	88	5	17	21	72	3	10
2015/16	22	73	7	32	15	68	0	0
2016/17	19	83	8	42	11	58	0	0
			Emerging		On Track		Extending	
2017/18	15	79	8	53	7	47	0	0



■ Emerging ■ On Track ■ Extending

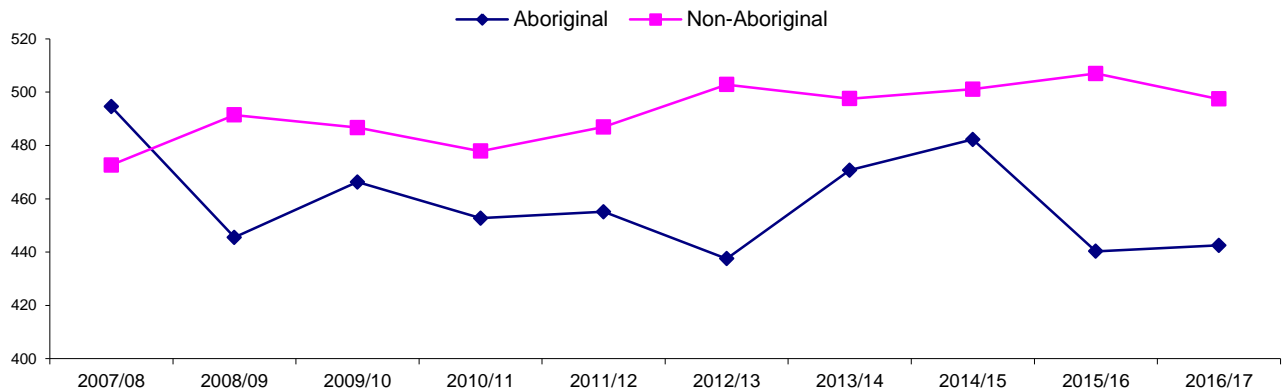
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	388	87	77	20	264	68	47	12
2014/15	373	87	70	19	254	68	49	13
2015/16	372	83	59	16	256	69	57	15
2016/17	381	85	88	23	239	63	54	14
			Emerging		On Track		Extending	
2017/18	400	86	77	19	306	77	17	4



■ Emerging ■ On Track ■ Extending

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

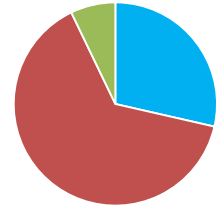


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

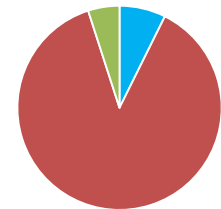
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	18	60	0	0	17	94	1	6
2014/15	29	88	7	24	22	76	0	0
2015/16	20	67	3	15	15	75	2	10
2016/17	19	83	4	21	15	79	0	0
			Emerging		On Track		Extending	
2017/18	14	74	4	29	9	64	1	7



■ Emerging   ■ On Track  
■ Extending

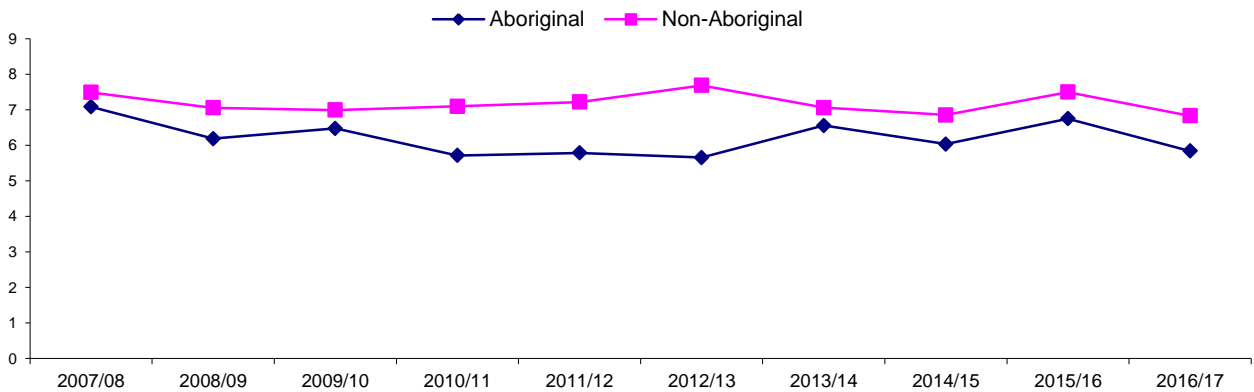
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	373	83	17	5	343	92	13	3
2014/15	370	86	33	9	328	89	9	2
2015/16	367	82	30	8	307	84	30	8
2016/17	377	84	24	6	341	90	12	3
			Emerging		On Track		Extending	
2017/18	382	82	28	7	335	88	19	5



■ Emerging   ■ On Track  
■ Extending

**Average FSA Score - Grade 7 Writing**

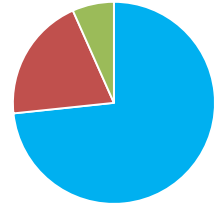


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

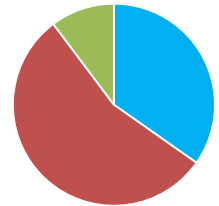
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	18	60	5	28	12	67	1	6
2014/15	29	88	8	28	20	69	1	3
2015/16	20	67	8	40	12	60	0	0
2016/17	19	83	15	79	3	16	1	5
			Emerging		On Track		Extending	
2017/18	15	79	11	73	3	20	1	7



■ Emerging ■ On Track  
■ Extending

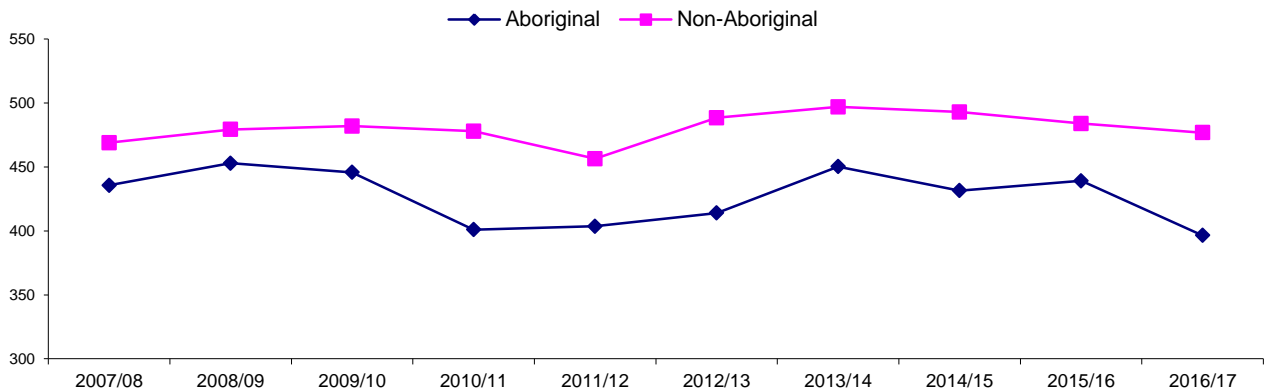
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	385	86	66	17	273	71	46	12
2014/15	373	87	64	17	274	73	35	9
2015/16	373	83	81	22	251	67	41	11
2016/17	386	86	107	28	242	63	37	10
			Emerging		On Track		Extending	
2017/18	400	86	139	35	220	55	41	10



■ 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).

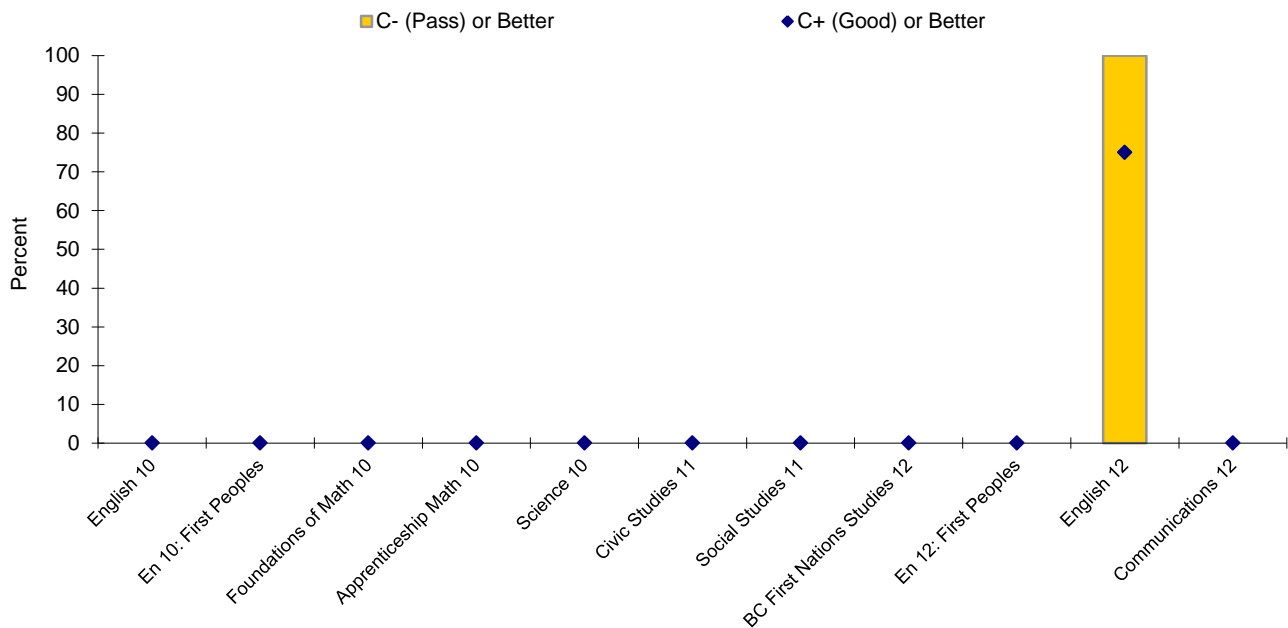
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	12	12	100	9	75	437	416	95	297	68
Communications 12	Msk	Msk	Msk	Msk	Msk	78	78	100	39	50

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



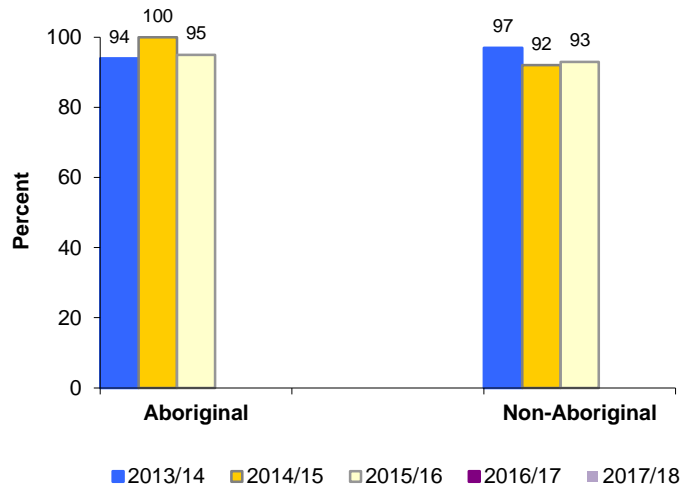


## FINAL MARKS: ENGLISH 10

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	18	17	94	9	50	440	426	97	253	58
2014/15	26	26	100	8	31	450	415	92	244	54
2015/16	19	18	95	12	63	534	495	93	305	57
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	18	43	16	2	440	446	353	87	
2014/15	26	49	22	4	450	466	362	88	
2015/16	19	42	16	3	534	536	409	125	
2016/17	-	42	-	-	-	471	-	-	
2017/18	-	32	-	-	-	509	-	-	

**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.

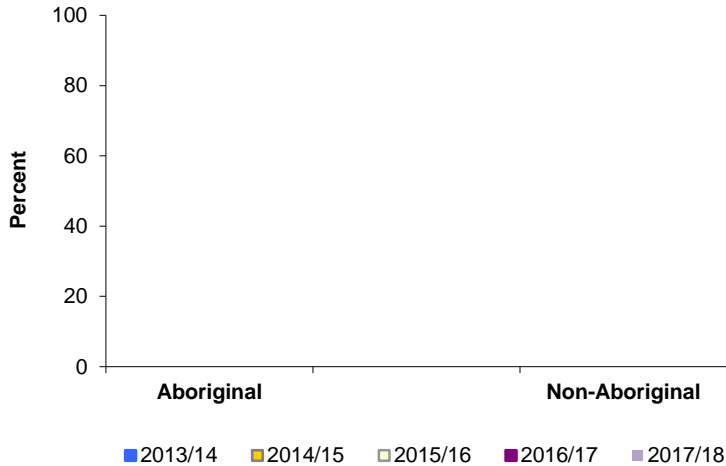
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
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	-	43	-	-	-	446	-	-
2014/15	Msk	49	Msk	Msk	Msk	466	Msk	Msk
2015/16	-	42	-	-	-	536	-	-
2016/17	-	42	-	-	-	471	-	-
2017/18	-	32	-	-	-	509	-	-

**English 10: First Peoples  
C- (Pass) or Better**



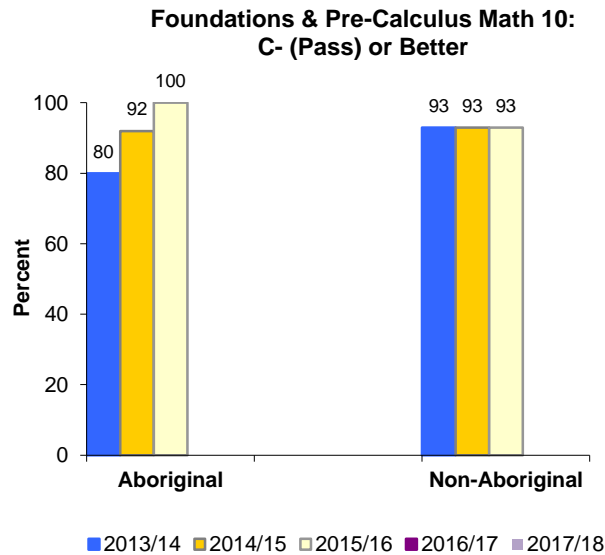
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	10	8	80	3	30	410	381	93	259	63
2014/15	13	12	92	2	15	416	385	93	280	67
2015/16	10	10	100	5	50	437	408	93	295	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	10	43	7	3	410	446	312	98		
2014/15	13	49	9	4	416	466	306	110		
2015/16	10	42	7	3	437	536	364	73		
2016/17	-	42	-	-	-	471	-	-		
2017/18	-	32	-	-	-	509	-	-		



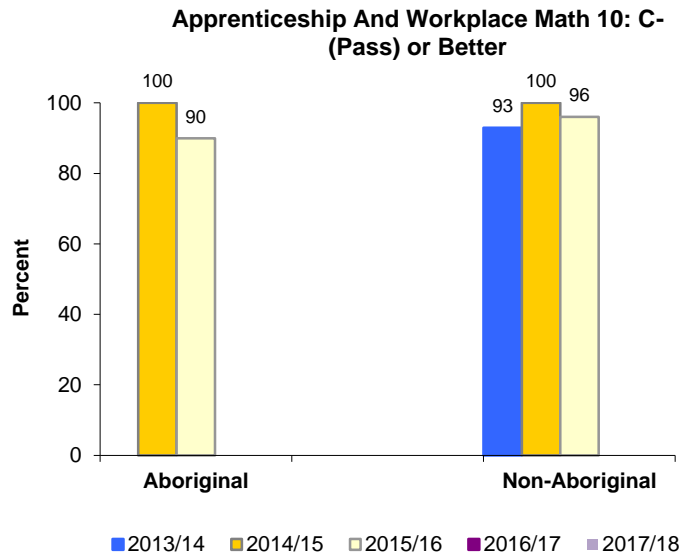
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	Msk	Msk	Msk	Msk	Msk	89	83	93	42	47
2014/15	13	13	100	8	62	67	67	100	38	57
2015/16	10	9	90	3	30	77	74	96	32	42
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	43	Msk	Msk	89	446	48	41		
2014/15	13	49	8	5	67	466	41	26		
2015/16	10	42	4	6	77	536	45	32		
2016/17	-	42	-	-	-	471	-	-		
2017/18	-	32	-	-	-	509	-	-		



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

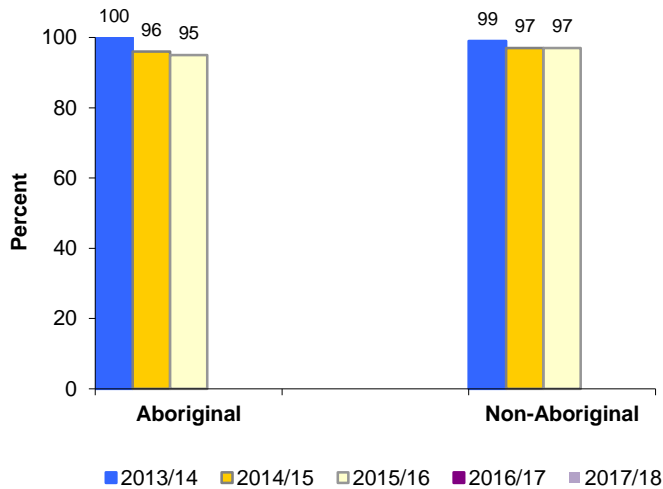
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	15	15	100	5	33	405	400	99	289	71
2014/15	26	25	96	9	35	412	398	97	293	71
2015/16	20	19	95	11	55	482	469	97	331	69
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	15	43	13	2	405	446	360	45	
2014/15	26	49	23	3	412	466	367	45	
2015/16	20	42	19	1	482	536	428	54	
2016/17	-	42	-	-	-	471	-	-	
2017/18	-	32	-	-	-	509	-	-	

**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.

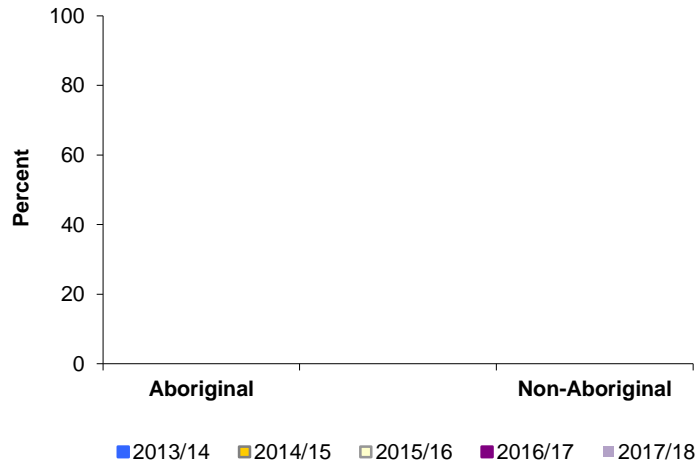
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
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	-	47	-	-	Msk	615	Msk	Msk		
2014/15	-	36	-	-	-	594	-	-		
2015/16	-	40	-	-	-	580	-	-		
2016/17	-	26	-	-	-	640	-	-		
2017/18	-	27	-	-	-	592	-	-		

### 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.

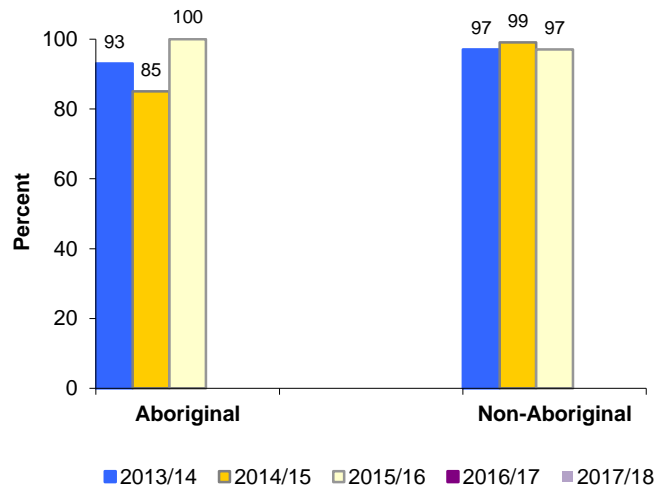
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	29	27	93	12	41	478	462	97	321	67
2014/15	20	17	85	12	60	399	395	99	285	71
2015/16	23	23	100	13	57	452	439	97	318	70
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	29	47	24	5	478	615	368	110
2014/15	20	36	13	7	399	594	301	98
2015/16	23	40	19	4	452	580	320	132
2016/17	-	26	-	-	-	640	-	-
2017/18	-	27	-	-	-	592	-	-

**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.

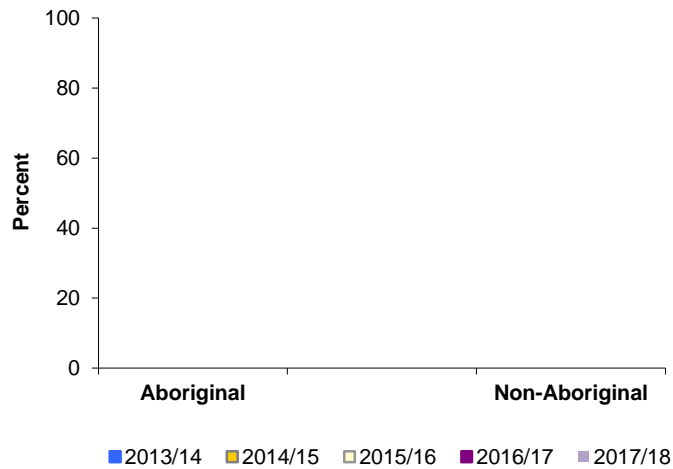
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	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	Msk	44	Msk	Msk	Msk	557	Msk	Msk
2014/15	Msk	43	Msk	Msk	Msk	607	Msk	Msk
2015/16	Msk	38	Msk	Msk	Msk	611	Msk	Msk
2016/17	-	42	-	-	-	538	-	-
2017/18	-	35	-	-	-	597	-	-

**BC First Nations Studies 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.

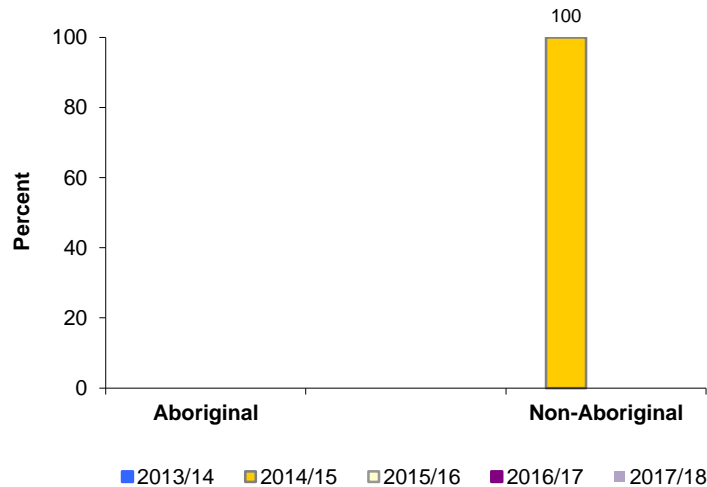


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	Msk	Msk	Msk	Msk	24	24	100	15	63
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	Msk	44	Msk	Msk	Msk	557	Msk	Msk
2014/15	Msk	43	Msk	Msk	24	607	24	0
2015/16	-	38	-	-	-	611	-	-
2016/17	-	42	-	-	-	538	-	-
2017/18	-	35	-	-	-	597	-	-

**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.

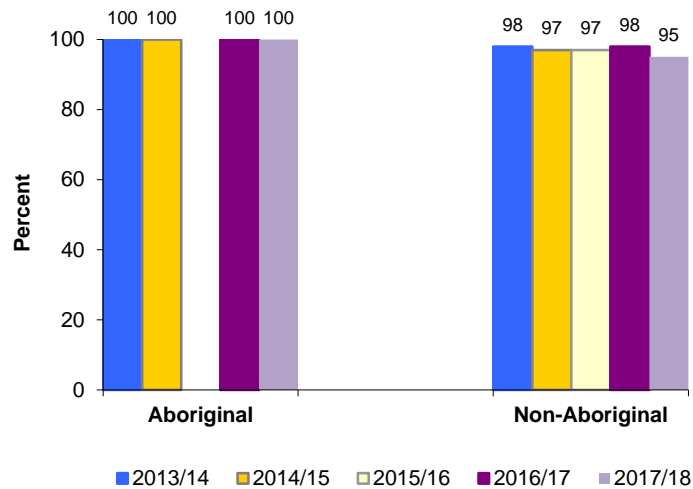
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	11	11	100	8	73	388	379	98	299	77
2014/15	16	16	100	13	81	395	382	97	290	73
2015/16	Msk	Msk	Msk	Msk	Msk	398	386	97	283	71
2016/17	13	13	100	4	31	370	362	98	276	75
2017/18	12	12	100	9	75	437	416	95	297	68

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	11	44	10	1	388	557	328	60	
2014/15	16	43	14	2	395	607	360	35	
2015/16	Msk	38	Msk	Msk	398	611	354	44	
2016/17	13	42	12	1	370	538	346	24	
2017/18	12	35	-	-	437	597	-	-	

**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.

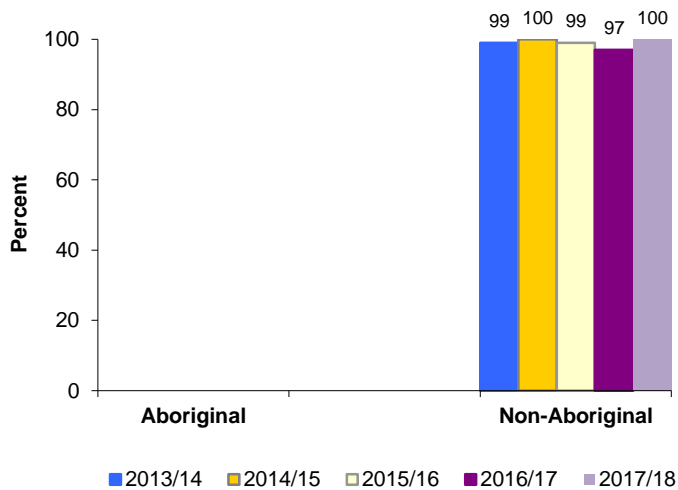
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	Msk	Msk	Msk	Msk	Msk	74	73	99	51	69
2014/15	Msk	Msk	Msk	Msk	Msk	74	74	100	48	65
2015/16	Msk	Msk	Msk	Msk	Msk	72	71	99	37	51
2016/17	Msk	Msk	Msk	Msk	Msk	66	64	97	32	48
2017/18	Msk	Msk	Msk	Msk	Msk	78	78	100	39	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	Msk	44	Msk	Msk	74	557	56	18		
2014/15	Msk	43	Msk	Msk	74	607	70	4		
2015/16	Msk	38	Msk	Msk	72	611	61	11		
2016/17	Msk	42	Msk	Msk	66	538	57	9		
2017/18	Msk	35	-	-	78	597	-	-		

**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.

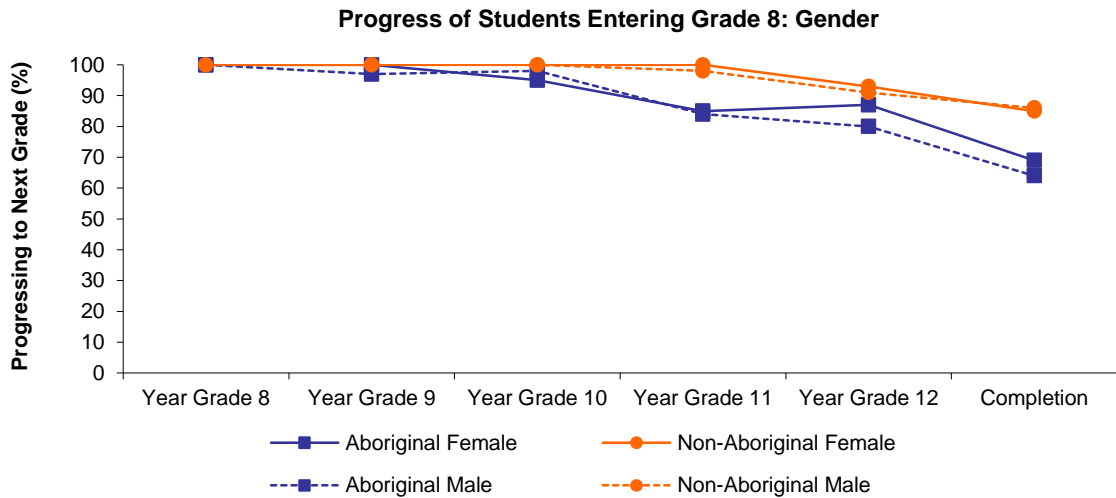
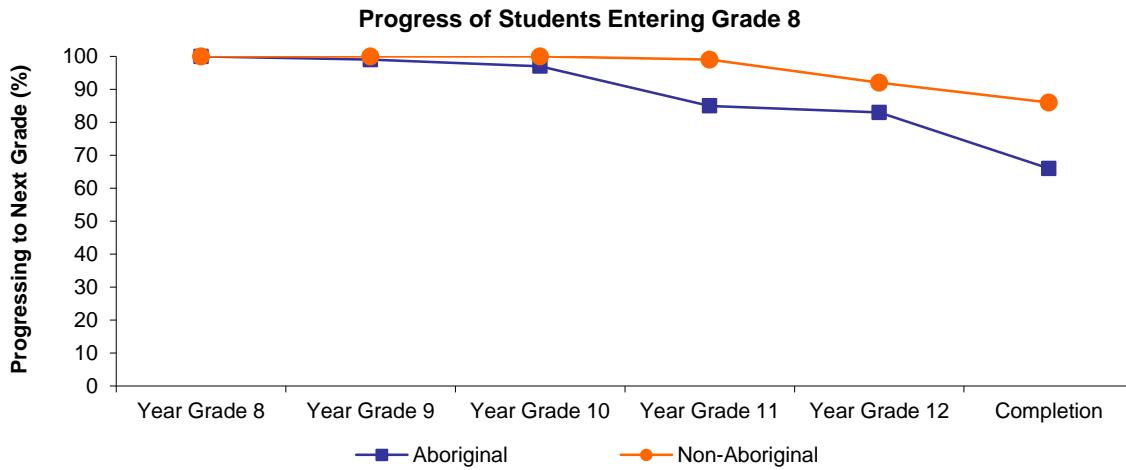
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	99	100	97	100	100	100
	Grade 10	97	95	98	100	100	100
	Grade 11	85	85	84	99	100	98
	Grade 12	83	87	80	92	93	91
2017/18	Completion	66	69	64	86	85	86



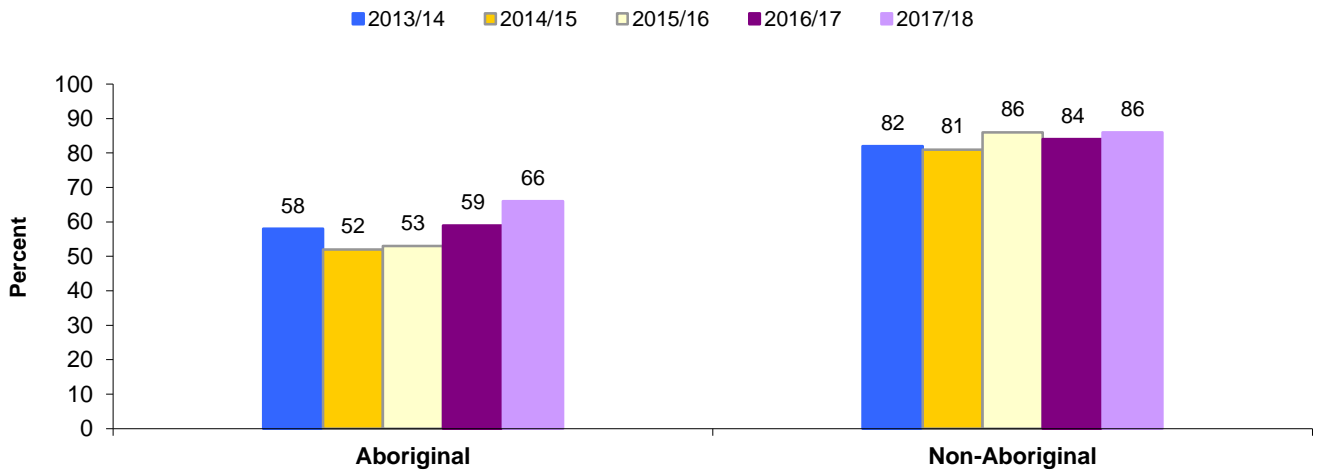
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

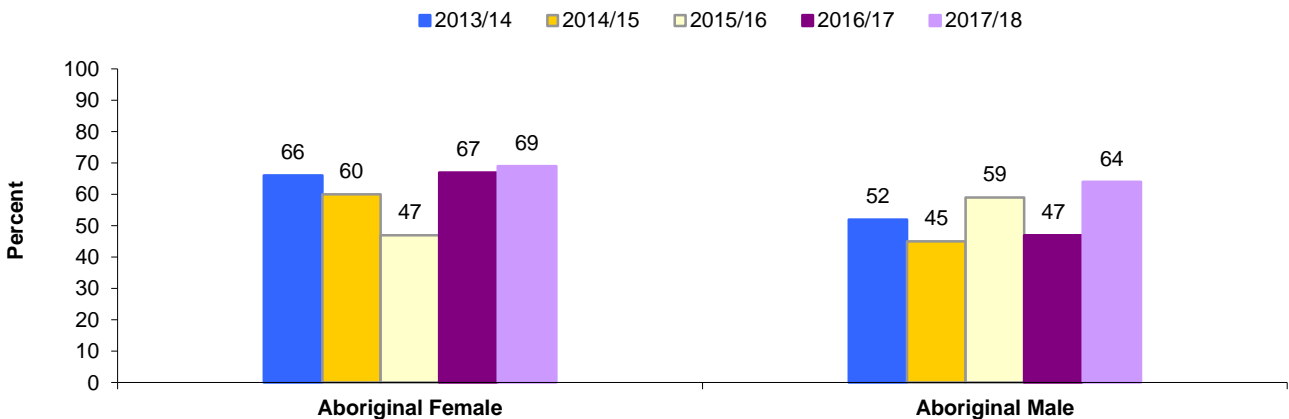
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	58	66	52	82	83	81
2014/15	52	60	45	81	82	80
2015/16	53	47	59	86	87	85
2016/17	59	67	47	84	85	84
2017/18	66	69	64	86	85	86

**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).

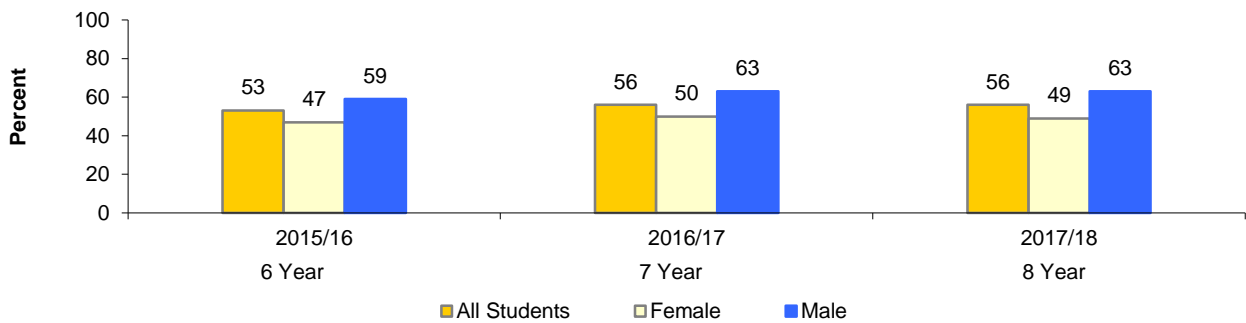
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

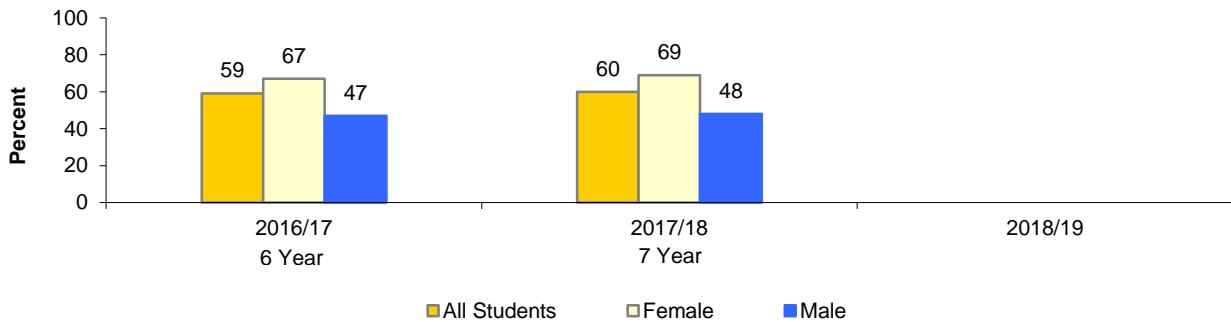
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	53	47	59	56	50	63	56	49	63
2011/12	59	67	47	60	69	48	-	-	-
2012/13	66	69	64	-	-	-	-	-	-

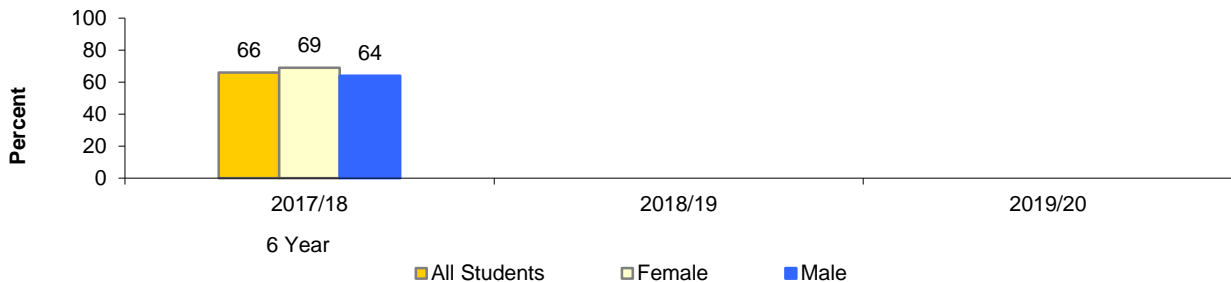
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort**



**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	41	0	-	530	Msk	Msk
2014/15	40	Msk	Msk	557	Msk	Msk
2015/16	36	Msk	Msk	568	Msk	Msk
2016/17	40	0	-	515	Msk	Msk
2017/18	34	0	-	581	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	41	18	44	530	410	77
2014/15	40	23	58	557	457	82
2015/16	36	14	39	568	397	70
2016/17	40	18	45	515	382	74
2017/18	34	14	41	581	436	75

### 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	41	Msk	Msk	530	82	15
2014/15	40	Msk	Msk	557	63	11
2015/16	36	Msk	Msk	568	80	14
2016/17	40	Msk	Msk	515	62	12
2017/18	34	Msk	Msk	581	58	10

\* 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	44	24	55	20	45
2014/15	38	24	63	14	37
2015/16	36	25	69	11	31
2016/17	34	23	68	11	32
2017/18	25	13	52	12	48

### 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	464	24	5
2014/15	435	24	6
2015/16	438	25	6
2016/17	391	23	6
2017/18	365	13	4

### 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
2014/15	Msk	Msk	-	Msk	-	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	-	-	-
2017/18	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	-	-	-	-	-	-	-
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	34	100	7	20.6	2	5.9	2	5.9	3	8.8		
Non-Aboriginal	510	100	126	24.7	41	8.0	7	1.4	4	0.8		

### K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	37	100	3	8.1	2	5.4	1	2.7	-	-		
Non-Aboriginal	901	100	79	8.8	18	2.0	8	0.9	6	0.7		

### 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	34	100	1	2.9	1	2.9	-	-	-	-		
Non-Aboriginal	510	100	31	6.1	12	2.4	6	1.2	4	0.8		

### 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	37	100	1	2.7	1	2.7	-	-	-	-		
Non-Aboriginal	901	100	28	3.1	11	1.2	6	0.7	1	0.1		

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	34	100	2	5.9	1	2.9	-	-	-	-
Non-Aboriginal	510	100	91	17.8	7	1.4	4	0.8	-	-

### 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	37	100	-	-	-	-	-	-	-	-
Non-Aboriginal	901	100	1	0.1	-	-	-	-	1	0.1

### 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	34	100	2	5.9	-	-	-	-	-	-
Non-Aboriginal	510	100	23	4.5	7	1.4	1	0.2	1	0.2

### 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	37	100	-	-	-	-	2	5.4	-	-
Non-Aboriginal	901	100	10	1.1	-	-	-	-	-	-

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

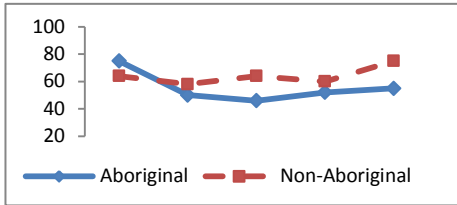
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

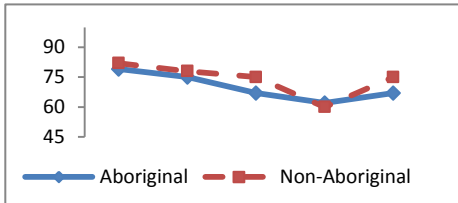
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



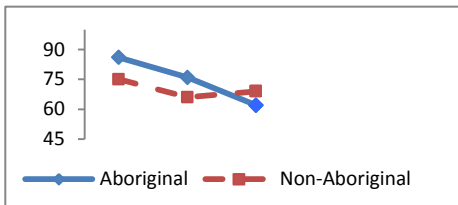
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	28	21	75	340	216	64
2014/15	18	9	50	362	211	58
2015/16	37	17	46	347	223	64
2016/17	21	11	52	422	254	60
2017/18	20	11	55	372	279	75

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



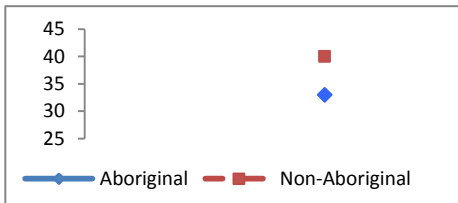
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	28	22	79	331	273	82
2014/15	20	15	75	353	274	78
2015/16	36	24	67	340	254	75
2016/17	21	13	62	426	255	60
2017/18	21	14	67	367	274	75

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



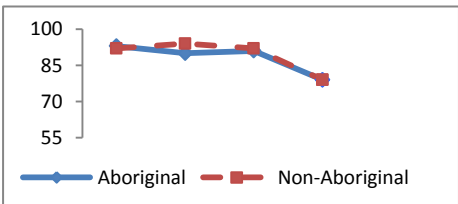
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	29	25	86	338	255	75
2014/15	21	16	76	364	239	66
2015/16	37	23	62	356	246	69
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



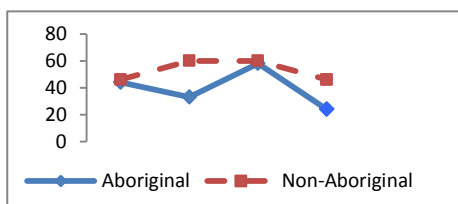
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	21	7	33	420	168	40
2017/18	-	-	-	-	-	-

### 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	27	93	336	308	92
2014/15	20	18	90	361	339	94
2015/16	35	32	91	350	321	92
2016/17	19	15	79	420	333	79
2017/18	-	-	-	-	-	-

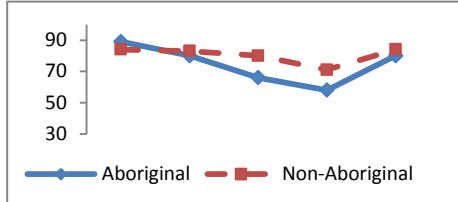
### At school, are you being taught about Aboriginal peoples in Canada?



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	25	11	44	333	154	46
2014/15	21	7	33	343	205	60
2015/16	36	21	58	341	206	60
2016/17	21	5	24	424	197	46
2017/18	-	-	-	-	-	-

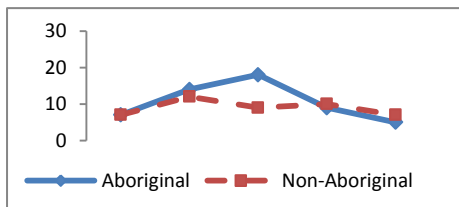
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



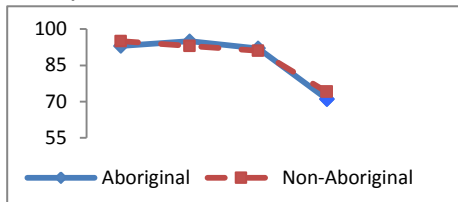
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	28	25	89	338	285	84
2014/15	20	16	80	360	299	83
2015/16	35	23	66	350	280	80
2016/17	31	18	58	402	286	71
2017/18	20	16	80	371	310	84

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



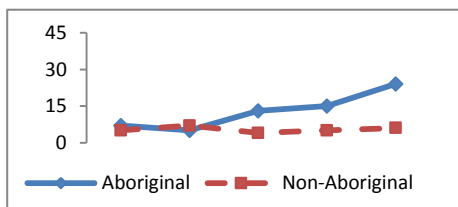
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	28	2	7	335	24	7
2014/15	21	3	14	362	44	12
2015/16	34	6	18	349	31	9
2016/17	32	3	9	402	41	10
2017/18	20	1	5	365	24	7

**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	339	321	95
2014/15	21	20	95	366	342	93
2015/16	36	33	92	359	326	91
2016/17	21	15	71	427	316	74
2017/18	-	-	-	-	-	-

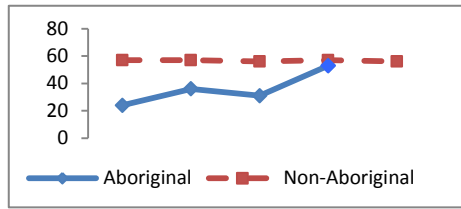
**I would like to go to a different school.**



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	28	2	7	331	15	5
2014/15	20	1	5	343	23	7
2015/16	32	4	13	341	14	4
2016/17	20	3	15	420	23	5
2017/18	21	5	24	370	24	6

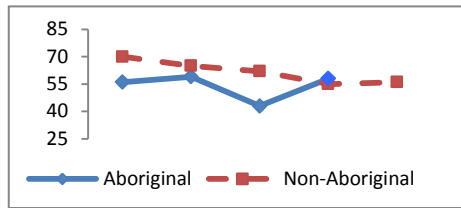
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



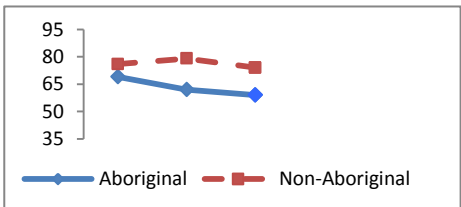
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	25	6	24	369	211	57
2014/15	36	13	36	347	197	57
2015/16	29	9	31	371	207	56
2016/17	19	10	53	341	193	57
2017/18	Msk	Msk	Msk	323	180	56

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



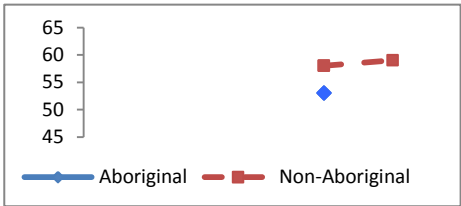
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	27	15	56	361	254	70
2014/15	34	20	59	336	217	65
2015/16	28	12	43	358	221	62
2016/17	19	11	58	344	188	55
2017/18	Msk	Msk	Msk	327	184	56

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



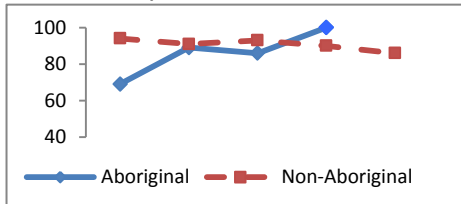
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	26	18	69	371	281	76
2014/15	37	23	62	344	273	79
2015/16	29	17	59	371	276	74
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



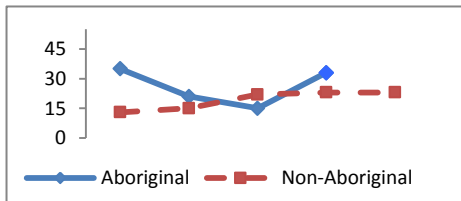
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many # %	Gr 7 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	19	10 53	343	199 58
2017/18	Msk	Msk Msk	326	191 59

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2013/14	26	18	69	370	348	94
2014/15	35	31	89	341	311	91
2015/16	28	24	86	368	342	93
2016/17	19	19	100	337	304	90
2017/18	Msk	Msk	Msk	317	272	86

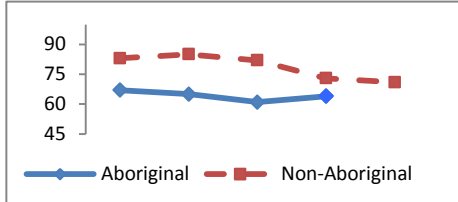
### At school, are you being taught about Aboriginal peoples in Canada?



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	23	8	35	355	45	13
2014/15	34	7	21	333	50	15
2015/16	27	4	15	351	76	22
2016/17	18	6	33	342	79	23
2017/18	Msk	Msk	Msk	321	73	23

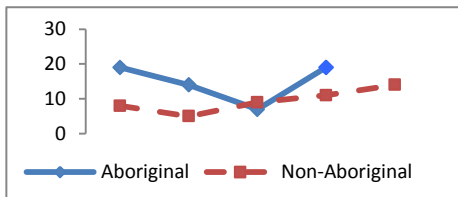
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



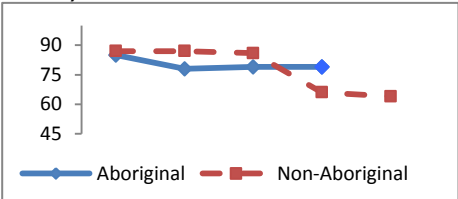
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	27	18	67	370	306	83
2014/15	37	24	65	338	286	85
2015/16	28	17	61	370	303	82
2016/17	28	18	64	327	239	73
2017/18	Msk	Msk	Msk	320	228	71

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



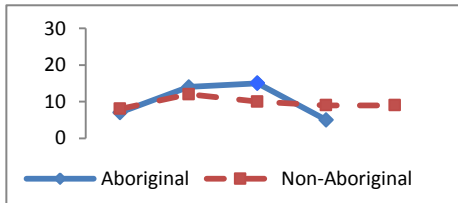
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	26	5	19	368	28	8
2014/15	36	5	14	335	17	5
2015/16	27	2	7	366	33	9
2016/17	26	5	19	328	36	11
2017/18	Msk	Msk	Msk	320	45	14

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	27	23	85	365	317	87
2014/15	37	29	78	346	300	87
2015/16	29	23	79	369	319	86
2016/17	19	15	79	343	227	66
2017/18	Msk	Msk	Msk	328	209	64

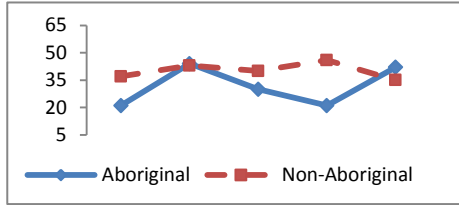
**I would like to go to a different school.**



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	27	2	7	356	29	8
2014/15	36	5	14	330	40	12
2015/16	26	4	15	358	35	10
2016/17	19	1	5	343	30	9
2017/18	Msk	Msk	Msk	323	30	9

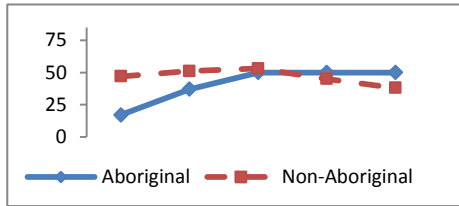
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



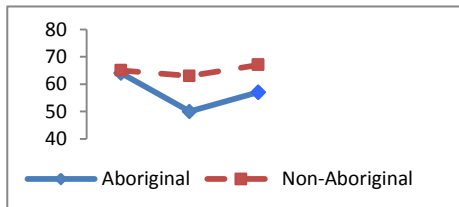
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	3	21	286	107	37
2014/15	18	8	44	304	131	43
2015/16	23	7	30	326	132	40
2016/17	14	3	21	248	113	46
2017/18	12	5	42	314	110	35

### 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	12	2	17	286	134	47
2014/15	19	7	37	298	153	51
2015/16	22	11	50	318	167	53
2016/17	14	7	50	248	112	45
2017/18	12	6	50	311	117	38

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



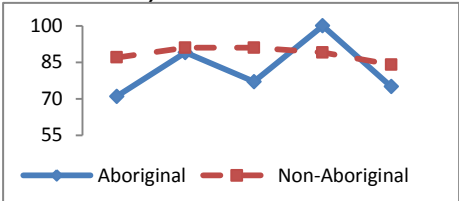
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	9	64	288	186	65
2014/15	18	9	50	303	192	63
2015/16	23	13	57	325	219	67
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



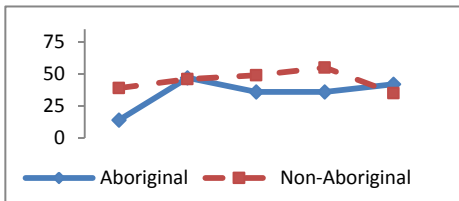
School Year	Aboriginal		Non-Aboriginal		
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many	
	#	#	#	%	
2013/14	-	-	-	-	
2014/15	-	-	-	-	
2015/16	-	-	-	-	
2016/17	14	5	247	136	55
2017/18	12	8	314	173	55

### 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	14	10	71	286	248	87
2014/15	18	16	89	304	277	91
2015/16	22	17	77	328	298	91
2016/17	14	14	100	248	220	89
2017/18	12	9	75	310	259	84

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

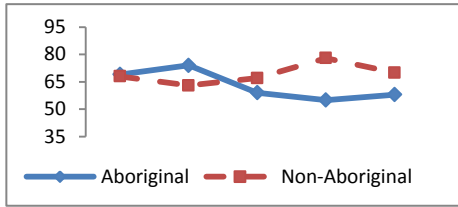


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	2	14	285	111	39
2014/15	17	8	47	301	137	46
2015/16	22	8	36	327	161	49
2016/17	14	5	36	248	136	55
2017/18	12	5	42	310	109	35



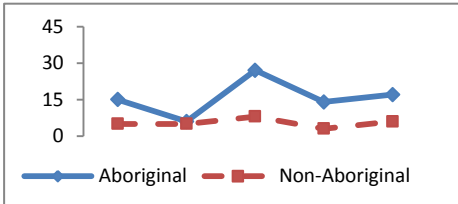
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



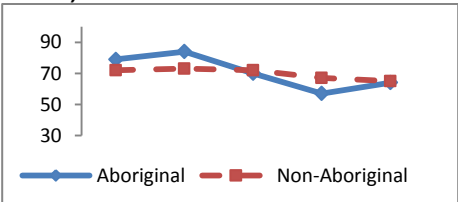
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	13	9	69	284	193	68
2014/15	19	14	74	304	193	63
2015/16	22	13	59	326	220	67
2016/17	22	12	55	237	186	78
2017/18	12	7	58	313	219	70

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



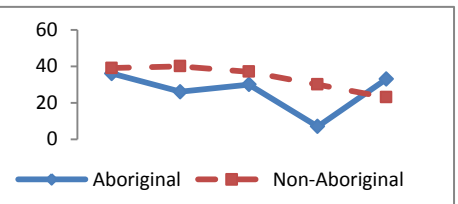
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	13	2	15	286	15	5
2014/15	18	1	6	301	16	5
2015/16	22	6	27	318	25	8
2016/17	22	3	14	239	6	3
2017/18	12	2	17	310	19	6

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



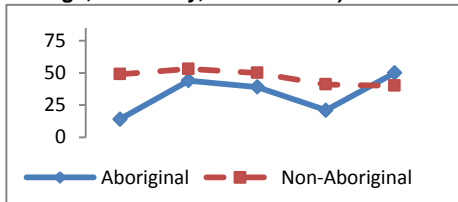
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	14	11	79	288	206	72
2014/15	19	16	84	306	224	73
2015/16	23	16	70	325	235	72
2016/17	14	8	57	249	166	67
2017/18	11	7	64	313	202	65

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



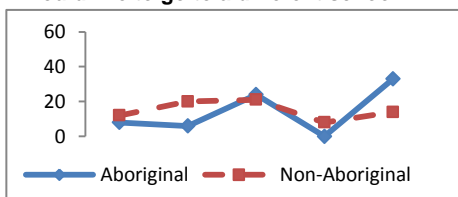
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	14	5	36	285	110	39
2014/15	19	5	26	297	118	40
2015/16	23	7	30	316	118	37
2016/17	14	1	7	248	74	30
2017/18	12	4	33	311	73	23

### 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	14	2	14	288	141	49
2014/15	18	8	44	300	158	53
2015/16	23	9	39	318	158	50
2016/17	14	3	21	248	102	41
2017/18	12	6	50	311	124	40

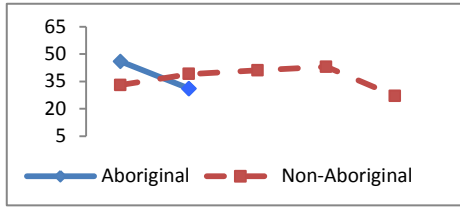
### I would like to go to a different school.



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	13	1	8	274	32	12
2014/15	18	1	6	287	57	20
2015/16	21	5	24	310	64	21
2016/17	14	0	0	248	20	8
2017/18	12	4	33	312	44	14

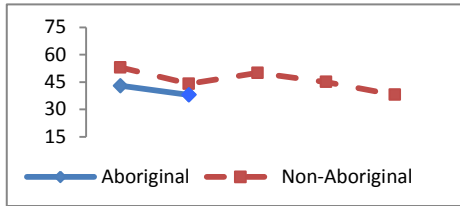
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



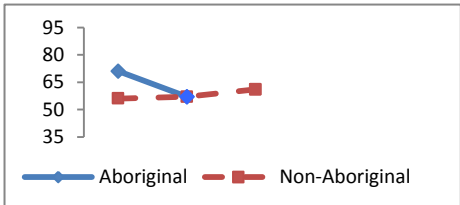
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2013/14	13	6	46	245	81	33
2014/15	13	4	31	271	107	39
2015/16	Msk	Msk	Msk	210	87	41
2016/17	Msk	Msk	Msk	154	66	43
2017/18	Msk	Msk	Msk	270	73	27

### 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	14	6	43	245	129	53
2014/15	13	5	38	267	118	44
2015/16	Msk	Msk	Msk	207	104	50
2016/17	Msk	Msk	Msk	155	70	45
2017/18	Msk	Msk	Msk	268	102	38

### 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	14	10	71	243	135	56
2014/15	14	8	57	275	157	57
2015/16	Msk	Msk	Msk	209	127	61
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



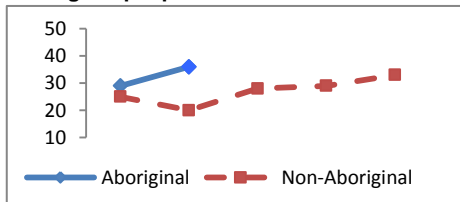
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	Msk	Msk Msk	155	81 52
2017/18	Msk	Msk Msk	272	135 50

### 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	14	11	79	246	223	91
2014/15	14	13	93	274	245	89
2015/16	Msk	Msk	Msk	209	191	91
2016/17	Msk	Msk	Msk	155	144	93
2017/18	Msk	Msk	Msk	264	231	88

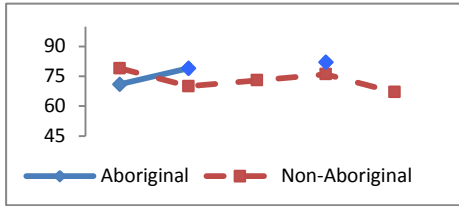
### At school, are you being taught about Aboriginal peoples in Canada?



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	14	4	29	243	61	25
2014/15	14	5	36	265	52	20
2015/16	Msk	Msk	Msk	206	58	28
2016/17	Msk	Msk	Msk	156	45	29
2017/18	Msk	Msk	Msk	269	88	33

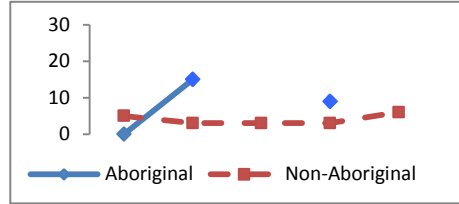
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



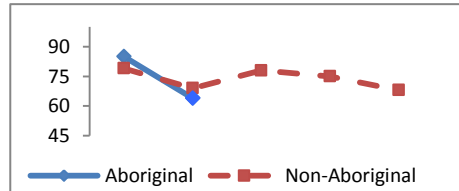
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	10	71	245	193	79
2014/15	14	11	79	268	188	70
2015/16	Msk	Msk	Msk	209	152	73
2016/17	11	9	82	149	113	76
2017/18	Msk	Msk	Msk	270	180	67

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



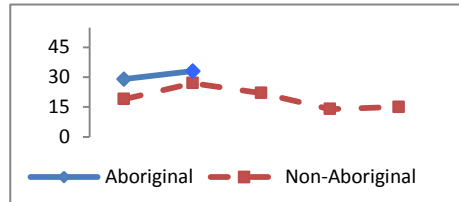
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	13	0	0	241	11	5
2014/15	13	2	15	268	7	3
2015/16	Msk	Msk	Msk	207	7	3
2016/17	11	1	9	151	5	3
2017/18	Msk	Msk	Msk	272	16	6

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



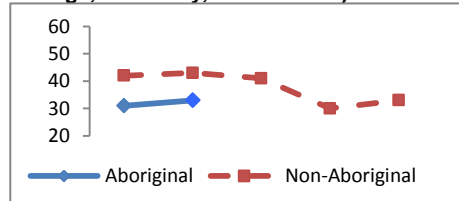
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	13	11	85	249	196	79
2014/15	14	9	64	278	193	69
2015/16	Msk	Msk	Msk	211	165	78
2016/17	Msk	Msk	Msk	156	117	75
2017/18	Msk	Msk	Msk	272	186	68

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



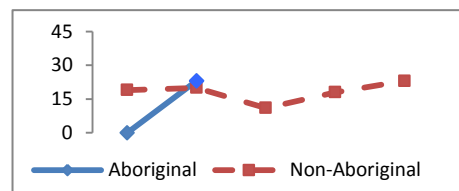
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	14	4	29	240	46	19
2014/15	12	4	33	270	73	27
2015/16	Msk	Msk	Msk	209	46	22
2016/17	Msk	Msk	Msk	155	22	14
2017/18	Msk	Msk	Msk	268	39	15

### 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	13	4	31	246	104	42
2014/15	12	4	33	274	118	43
2015/16	Msk	Msk	Msk	209	85	41
2016/17	Msk	Msk	Msk	155	46	30
2017/18	Msk	Msk	Msk	265	87	33

### 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	12	0	0	236	44	19
2014/15	13	3	23	272	55	20
2015/16	Msk	Msk	Msk	198	21	11
2016/17	Msk	Msk	Msk	156	28	18
2017/18	Msk	Msk	Msk	272	63	23

## 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.