



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 073 Kamloops/Thompson

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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?

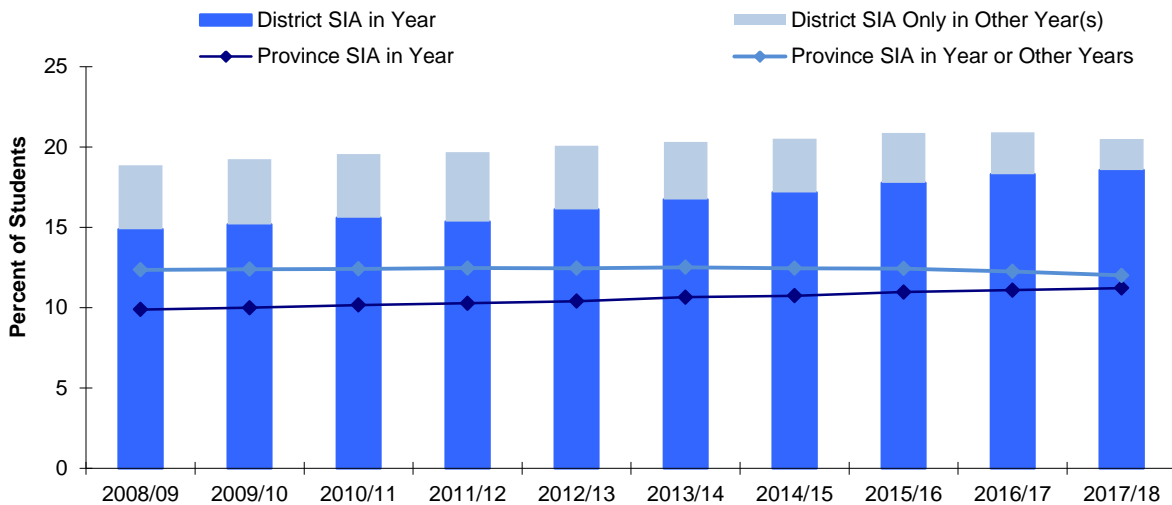
PLEASE NOTE

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	14,956	2,224	14.9	596	4.0	579,485	57,257	9.9	14,326	2.5
2009/10	15,087	2,290	15.2	611	4.0	580,480	58,017	10.0	13,887	2.4
2010/11	15,121	2,357	15.6	599	4.0	579,110	58,834	10.2	13,044	2.3
2011/12	15,004	2,305	15.4	648	4.3	569,734	58,531	10.3	12,445	2.2
2012/13	14,792	2,382	16.1	587	4.0	564,529	58,717	10.4	11,569	2.0
2013/14	14,459	2,419	16.7	517	3.6	558,983	59,502	10.6	10,444	1.9
2014/15	14,504	2,491	17.2	484	3.3	552,786	59,382	10.7	9,449	1.7
2015/16	14,408	2,559	17.8	447	3.1	553,376	60,706	11.0	8,109	1.5
2016/17	14,410	2,636	18.3	377	2.6	557,626	61,799	11.1	6,534	1.2
2017/18	14,665	2,723	18.6	283	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

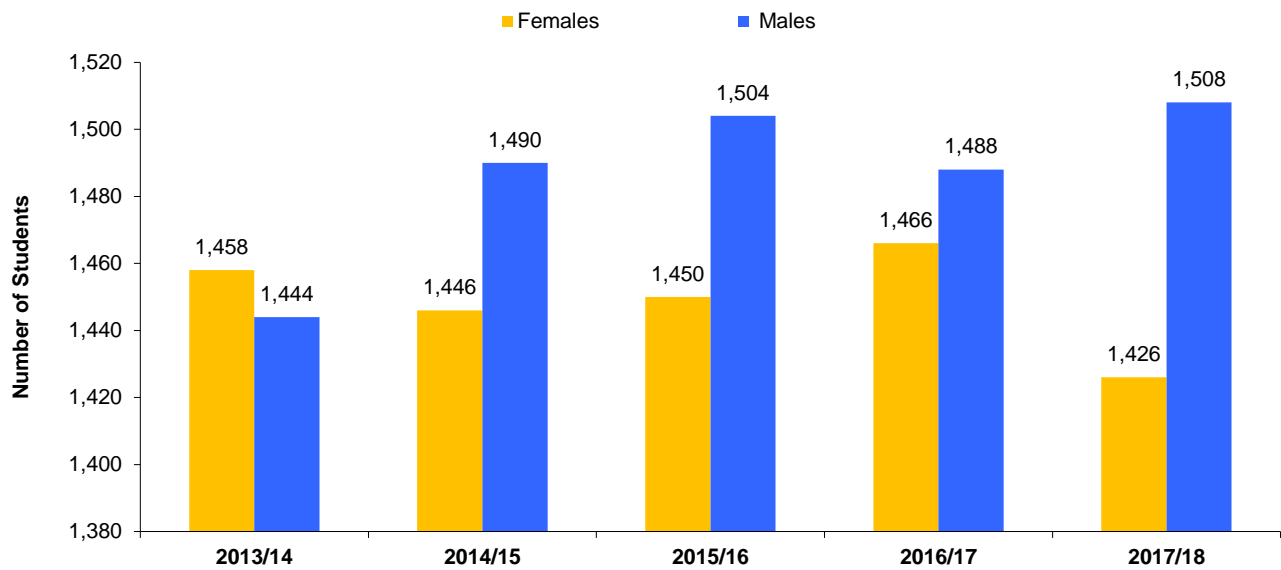
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	Aboriginal Students	Aboriginal Females	Aboriginal Males	
		#	%	#		#	#	#		
2013/14	14,459	2,902	20.1	1,458	10.1	1,444	10.0	69,182	34,363	34,819
2014/15	14,504	2,936	20.2	1,446	10.0	1,490	10.3	67,939	33,645	34,294
2015/16	14,408	2,954	20.5	1,450	10.1	1,504	10.4	67,749	33,432	34,317
2016/17	14,410	2,954	20.5	1,466	10.2	1,488	10.3	67,078	33,137	33,941
2017/18	14,665	2,934	20.0	1,426	9.7	1,508	10.3	66,142	32,575	33,567

**Number of Aboriginal Students by Gender**

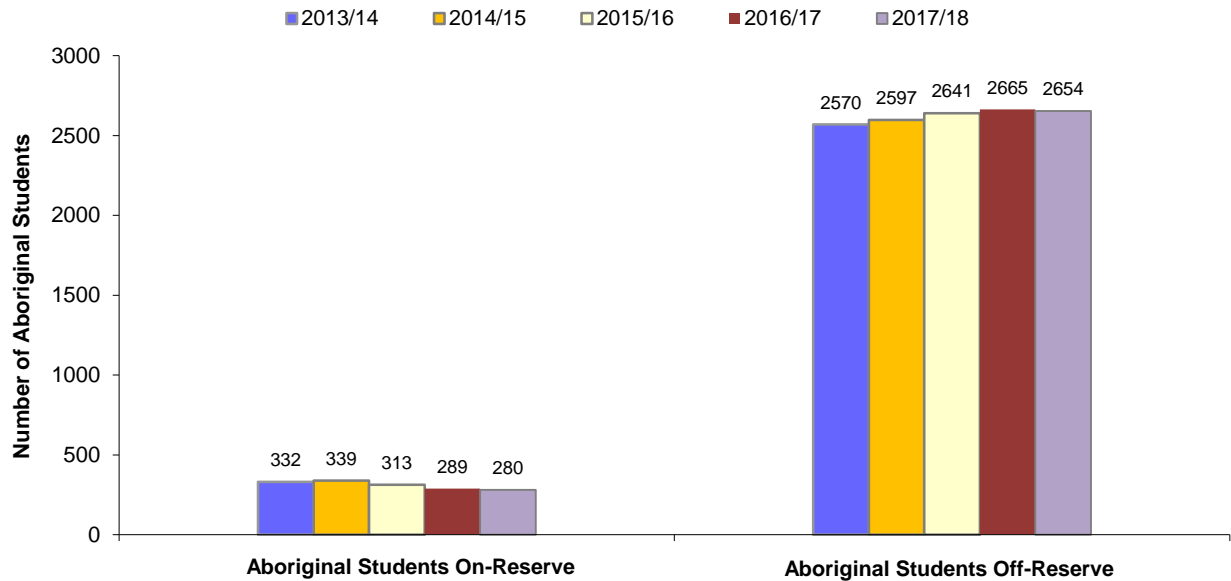


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	2,902	164	168	332	1,294	1,276	2,570	8,812	60,370
2014/15	2,936	161	178	339	1,285	1,312	2,597	8,143	59,796
2015/16	2,954	153	160	313	1,297	1,344	2,641	7,694	60,055
2016/17	2,954	146	143	289	1,320	1,345	2,665	7,285	59,793
2017/18	2,934	127	153	280	1,299	1,355	2,654	7,820	58,322

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

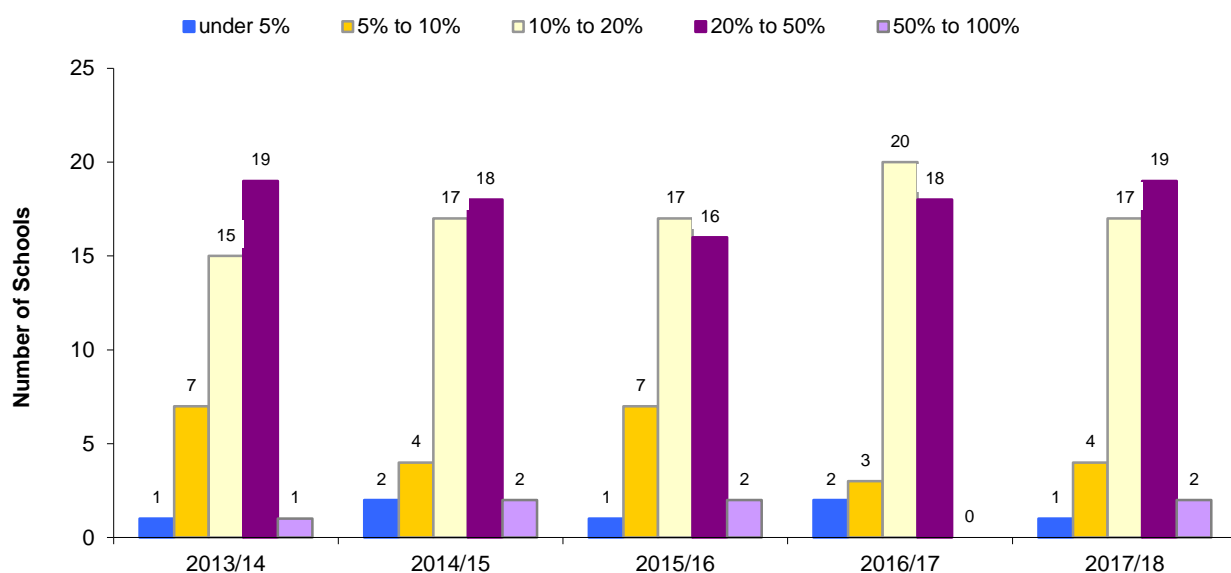


\* Public schools only.

## 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	43	1	7	15	19	1	1,393	370	241	341	346	95
2014/15	43	2	4	17	18	2	1,385	393	223	335	337	97
2015/16	43	1	7	17	16	2	1,380	396	224	349	318	93
2016/17	43	2	3	20	18	0	1,369	400	229	348	300	92
2017/18	43	1	4	17	19	2	1,377	416	238	335	303	85

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

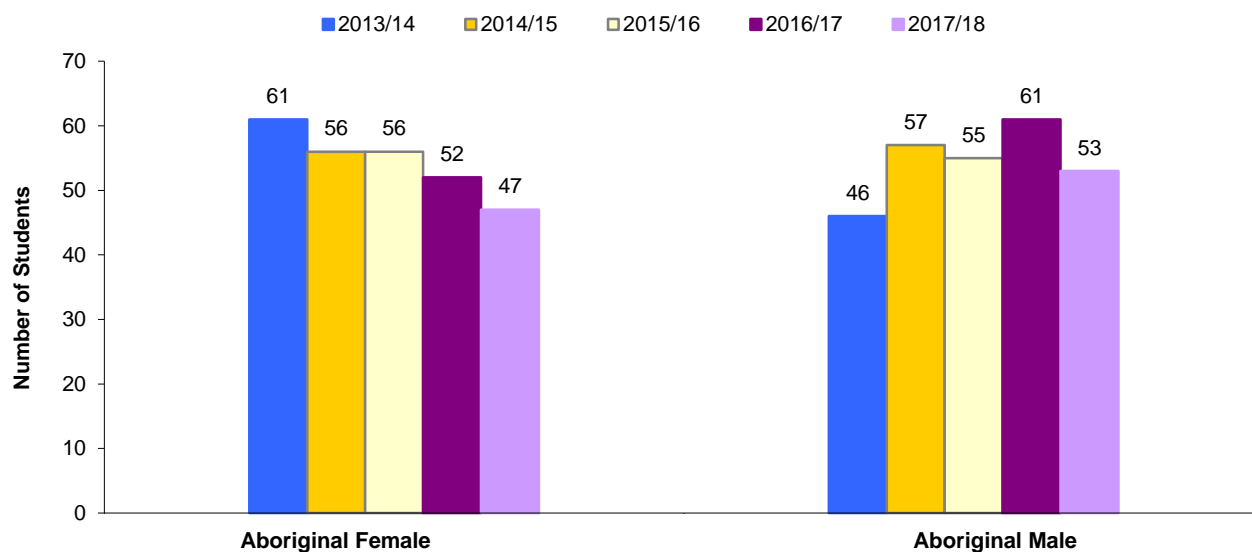


\* Public schools only.

## 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	205	61	46	107	40	58	98	1,610	1,594	2,033	2,757
2014/15	194	56	57	113	34	47	81	1,595	1,560	1,981	2,618
2015/16	196	56	55	111	42	43	85	1,609	1,527	2,022	2,474
2016/17	184	52	61	113	35	36	71	1,605	1,543	2,037	2,468
2017/18	178	47	53	100	39	39	78	1,500	1,498	2,016	2,419

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



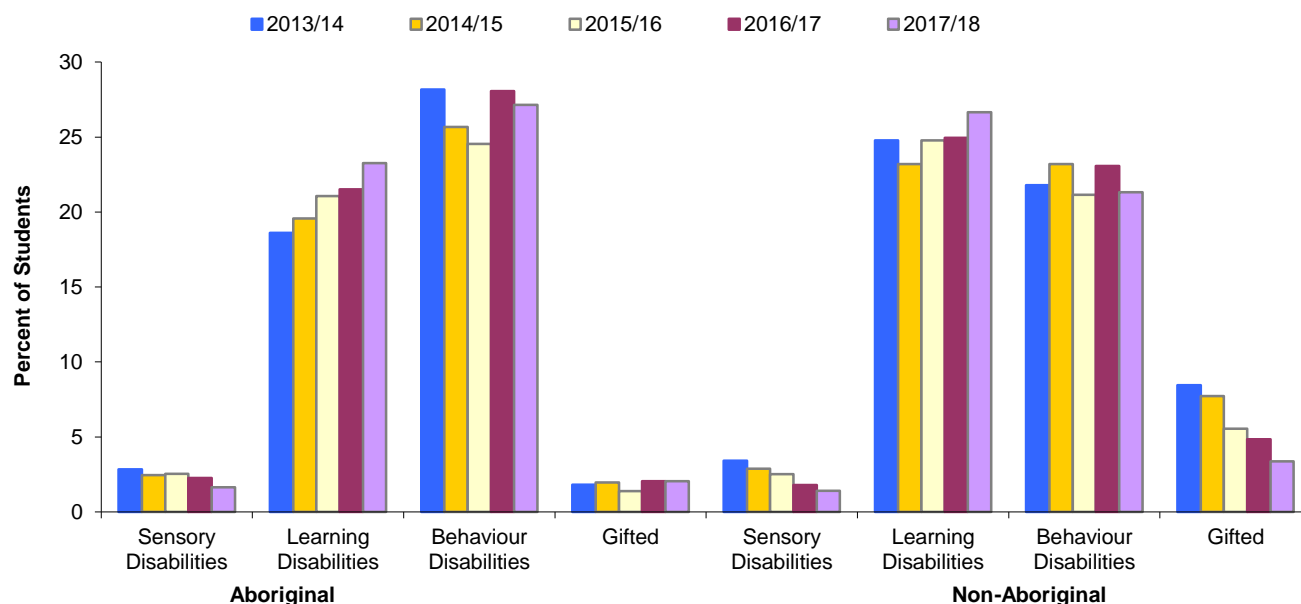
\* Public schools only.

## 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	387	936	11	3	32	3	72	19	232	25	109	28	204	22	7	2	79	8
2014/15	409	970	10	2	28	3	80	20	225	23	105	26	225	23	8	2	75	8
2015/16	432	993	11	3	25	3	91	21	246	25	106	25	210	21	6	1	55	6
2016/17	488	1,010	11	2	18	2	105	22	252	25	137	28	233	23	10	2	49	5
2017/18	490	1,069	8	2	15	1	114	23	285	27	133	27	228	21	10	2	36	3

**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).

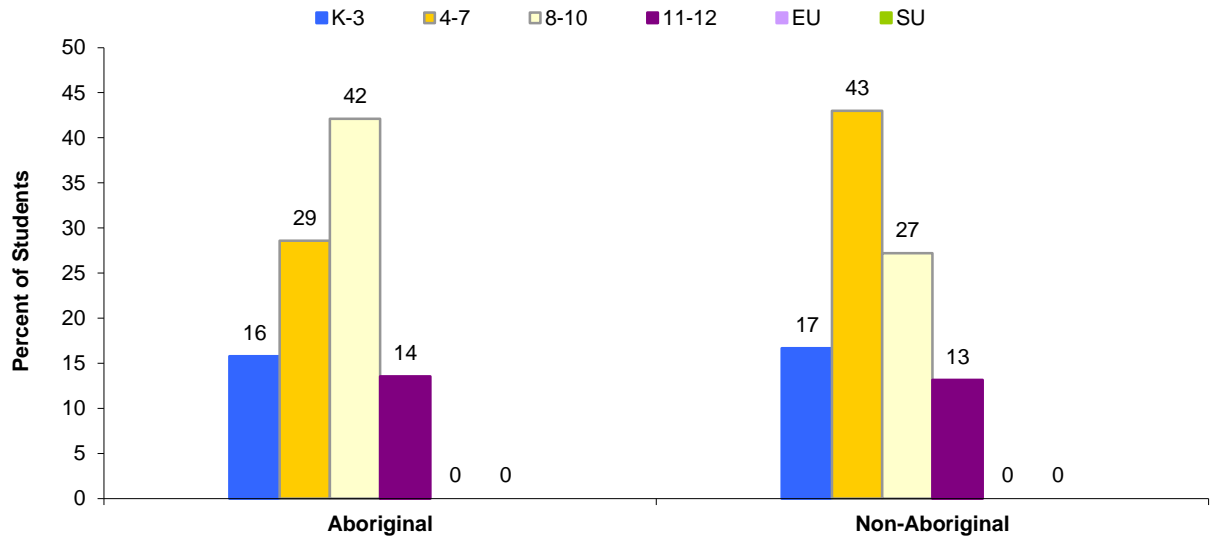
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	109	19	17	33	30	29	27	25	23	0	0	Msk	Msk
2014/15	105	19	18	37	35	28	27	20	19	Msk	Msk	0	0
2015/16	106	13	12	47	44	28	26	18	17	0	0	0	0
2016/17	137	23	17	39	28	58	42	17	12	0	0	0	0
2017/18	133	21	16	38	29	56	42	18	14	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	204	36	18	63	31	71	35	32	16	0	0	Msk	Msk
2014/15	225	45	20	72	32	73	32	35	16	Msk	Msk	0	0
2015/16	210	53	25	68	32	55	26	34	16	0	0	0	0
2016/17	233	44	19	88	38	66	28	35	15	0	0	0	0
2017/18	228	38	17	98	43	62	27	30	13	0	0	0	0

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



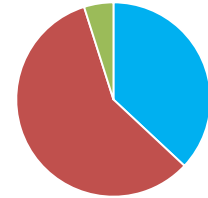
\* Total includes Graduated Adults.

## 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

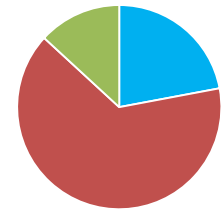
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	189	96	46	24	127	67	16	8
2014/15	151	92	47	31	98	65	6	4
2015/16	179	91	61	34	111	62	7	4
2016/17	195	92	51	26	126	65	18	9
			Emerging		On Track		Extending	
2017/18	184	90	68	37	107	58	9	5



■ Emerging ■ On Track ■ Extending

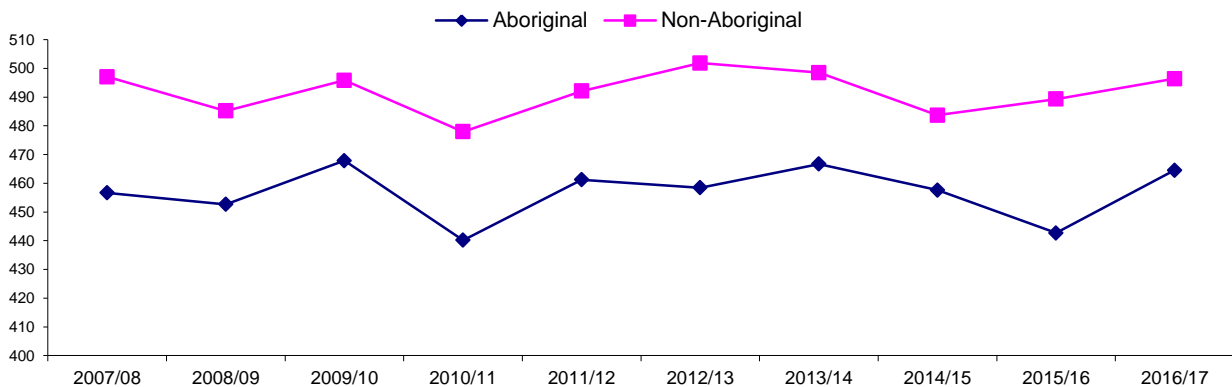
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	767	96	125	16	544	71	98	13
2014/15	800	96	132	17	595	74	73	9
2015/16	785	97	127	16	574	73	84	11
2016/17	875	96	124	14	634	72	117	13
			Emerging		On Track		Extending	
2017/18	821	95	181	22	532	65	108	13



■ Emerging ■ On Track ■ Extending

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

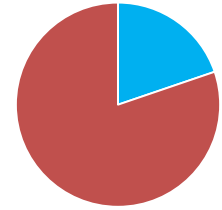


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

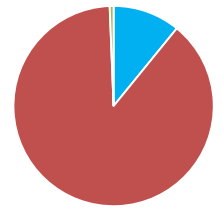
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	186	94	34	18	152	82	0	0
2014/15	151	92	32	21	118	78	1	1
2015/16	178	91	30	17	147	83	1	1
2016/17	194	92	31	16	162	84	1	1
			Emerging		On Track		Extending	
2017/18	177	86	35	20	142	80	0	0



■ Emerging ■ On Track  
■ Extending

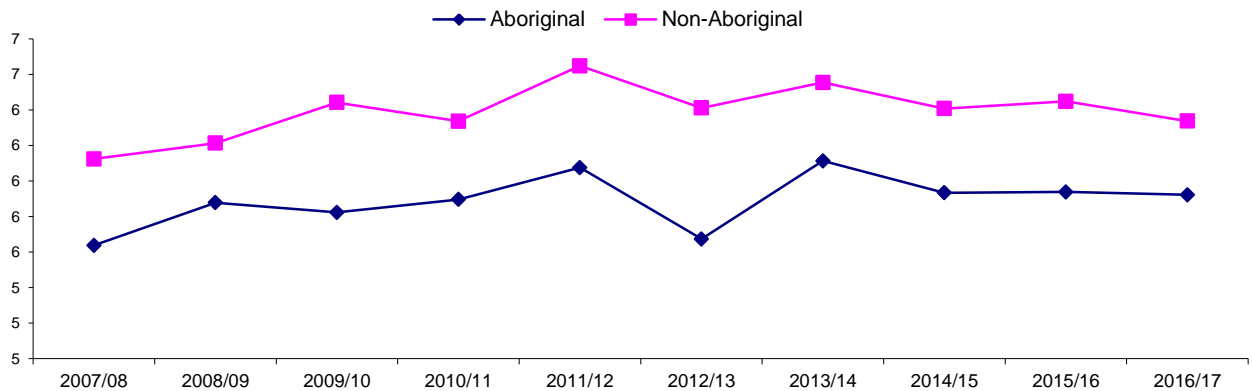
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	759	95	102	13	647	85	10	1
2014/15	797	96	93	12	694	87	10	1
2015/16	784	97	69	9	710	91	5	1
2016/17	875	96	78	9	784	90	13	1
			Emerging		On Track		Extending	
2017/18	800	92	87	11	708	89	5	1



■ Emerging ■ On Track  
■ Extending

**Average FSA Score - Grade 4 Writing**

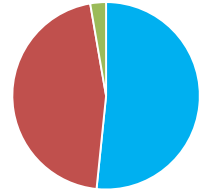


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

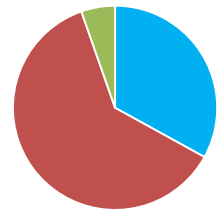
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	188	95	66	35	116	62	6	3
2014/15	151	92	55	36	94	62	2	1
2015/16	180	92	65	36	114	63	1	1
2016/17	196	93	66	34	122	62	8	4
<b>2017/18</b>	<b>184</b>	<b>90</b>	<b>95</b>	<b>52</b>	<b>84</b>	<b>46</b>	<b>5</b>	<b>3</b>



■ Emerging ■ On Track ■ Extending

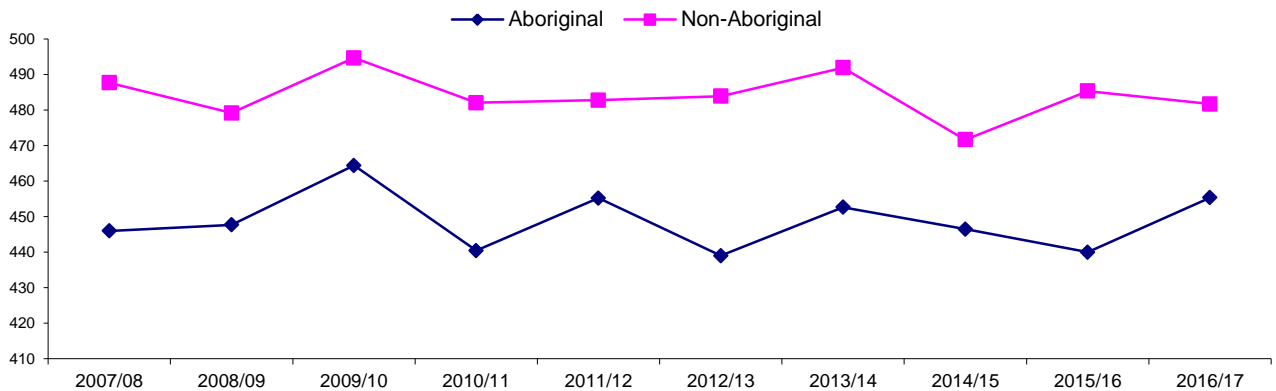
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	770	96	143	19	563	73	64	8
2014/15	798	96	198	25	563	71	37	5
2015/16	786	97	165	21	555	71	66	8
2016/17	878	96	193	22	617	70	68	8
<b>2017/18</b>	<b>821</b>	<b>95</b>	<b>271</b>	<b>33</b>	<b>506</b>	<b>62</b>	<b>44</b>	<b>5</b>



■ Emerging ■ On Track ■ Extending

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

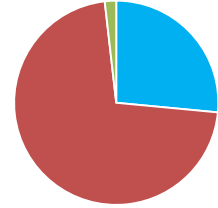


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

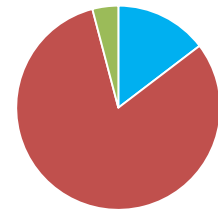
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	47	26	124	67	13	7
2014/15	187	90	57	30	120	64	10	5
2015/16	207	92	70	34	130	63	7	3
2016/17	193	90	58	30	131	68	4	2
			Emerging		On Track		Extending	
2017/18	166	89	44	27	119	72	3	2



■ Emerging ■ On Track ■ Extending

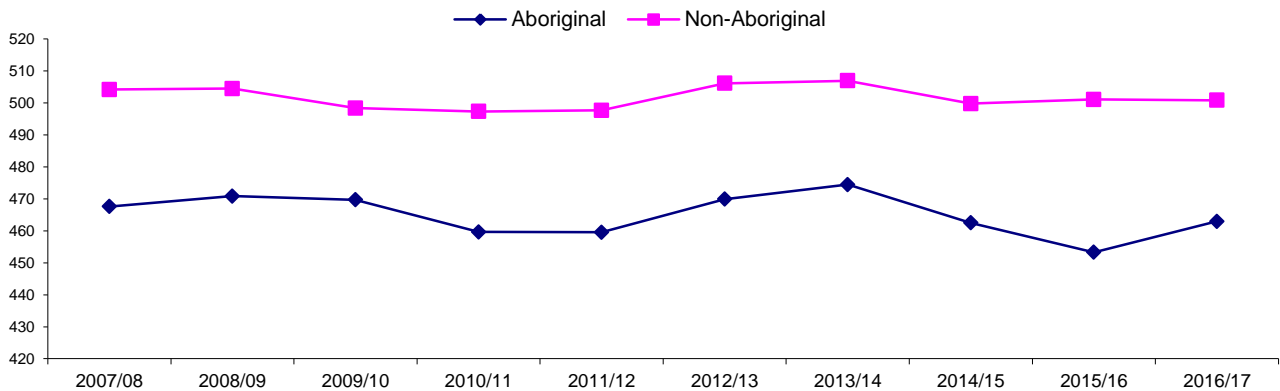
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	734	96	108	15	533	73	93	13
2014/15	768	95	136	18	534	70	98	13
2015/16	758	95	117	15	565	75	76	10
2016/17	799	95	146	18	553	69	100	13
			Emerging		On Track		Extending	
2017/18	806	94	118	15	655	81	33	4



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading

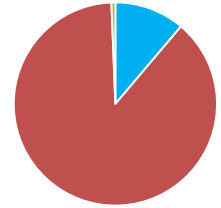


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

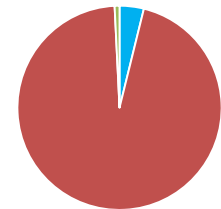
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	32	17	151	82	1	1
2014/15	186	89	20	11	166	89	0	0
2015/16	200	89	42	21	156	78	2	1
2016/17	190	88	46	24	144	76	0	0
			Emerging		On Track		Extending	
2017/18	161	87	18	11	142	88	1	1



■ Emerging ■ On Track  
■ Extending

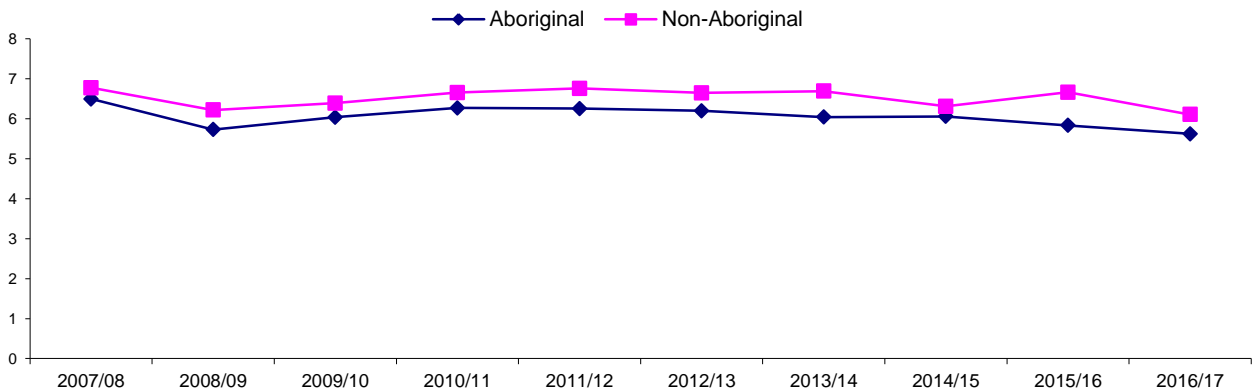
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	732	96	67	9	650	89	15	2
2014/15	763	95	66	9	691	91	6	1
2015/16	755	95	67	9	662	88	26	3
2016/17	794	95	112	14	673	85	9	1
			Emerging		On Track		Extending	
2017/18	780	91	30	4	744	95	6	1



■ Emerging ■ On Track  
■ Extending

### Average FSA Score - Grade 7 Writing

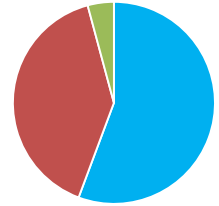


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

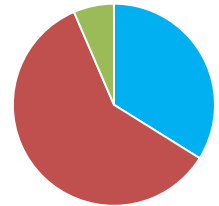
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	69	38	107	58	8	4
2014/15	186	89	70	38	114	61	2	1
2015/16	202	90	99	49	95	47	8	4
2016/17	193	90	79	41	107	55	7	4
			Emerging		On Track		Extending	
2017/18	167	90	93	56	67	40	7	4



■ Emerging ■ On Track  
■ Extending

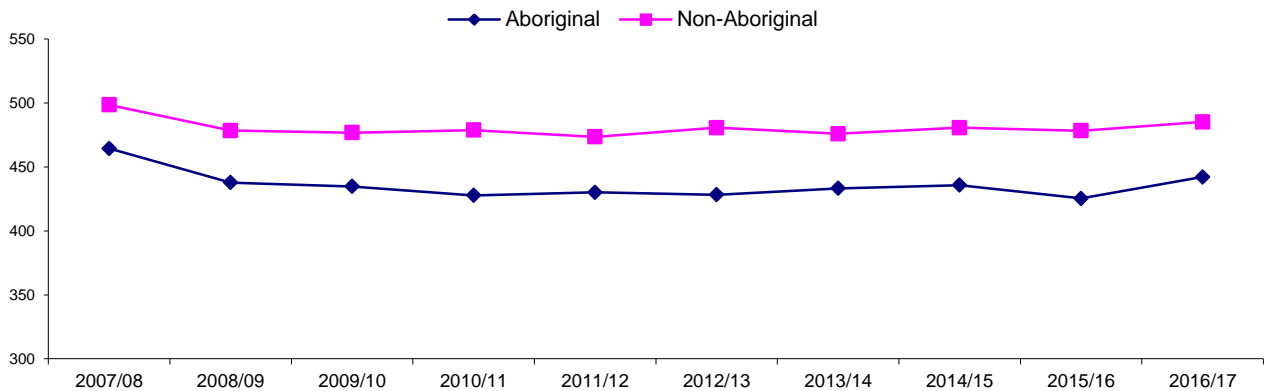
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	734	96	183	25	492	67	59	8
2014/15	766	95	179	23	521	68	66	9
2015/16	758	95	180	24	515	68	63	8
2016/17	800	95	168	21	561	70	71	9
			Emerging		On Track		Extending	
2017/18	803	94	272	34	479	60	52	6



■ 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).

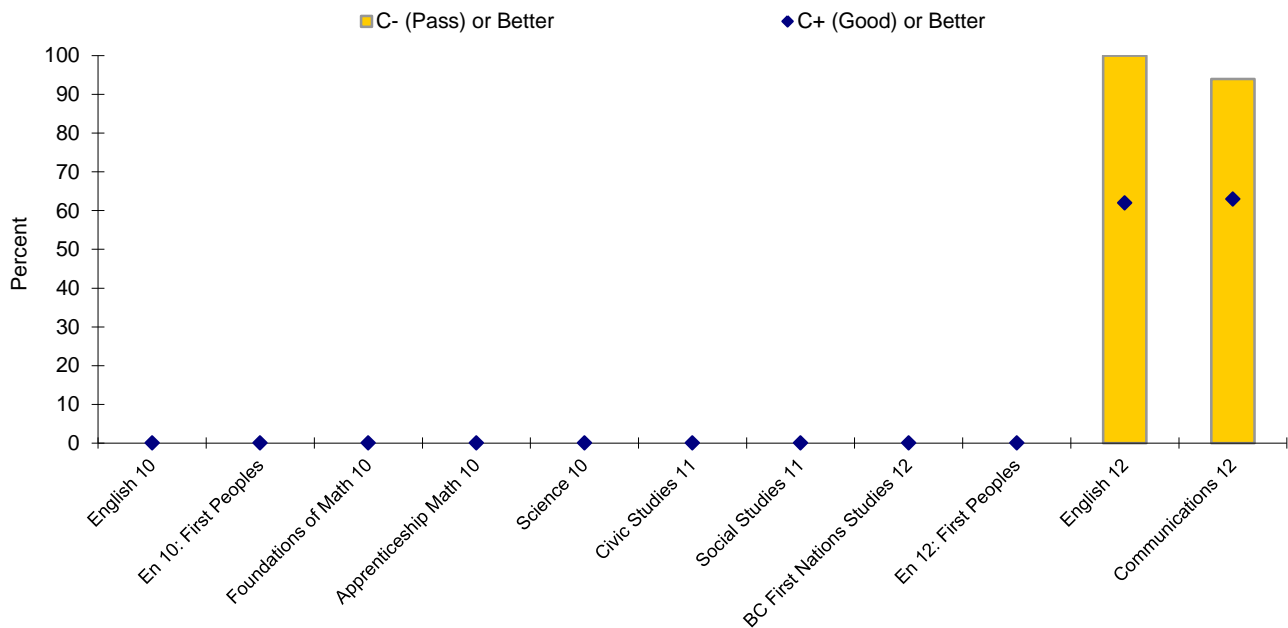
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
English 12	148	148	100	92	62	756	740	98	547	72
Communications 12	49	46	94	31	63	64	63	98	42	66

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



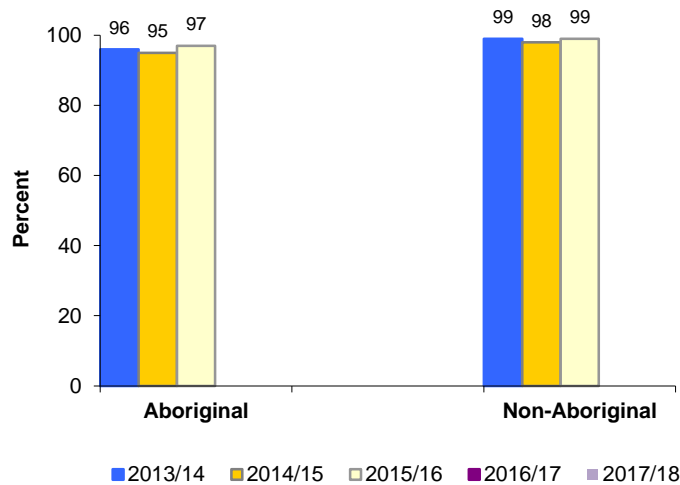


## FINAL MARKS: ENGLISH 10

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	224	215	96	129	58	899	891	99	676	75
2014/15	238	227	95	130	55	828	809	98	606	73
2015/16	196	191	97	114	58	806	794	99	605	75
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	224	288	199	25	899	984	842	57	
2014/15	238	270	199	39	828	918	778	50	
2015/16	196	247	178	18	806	848	739	67	
2016/17	-	251	-	-	-	875	-	-	
2017/18	-	265	-	-	-	885	-	-	

**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.

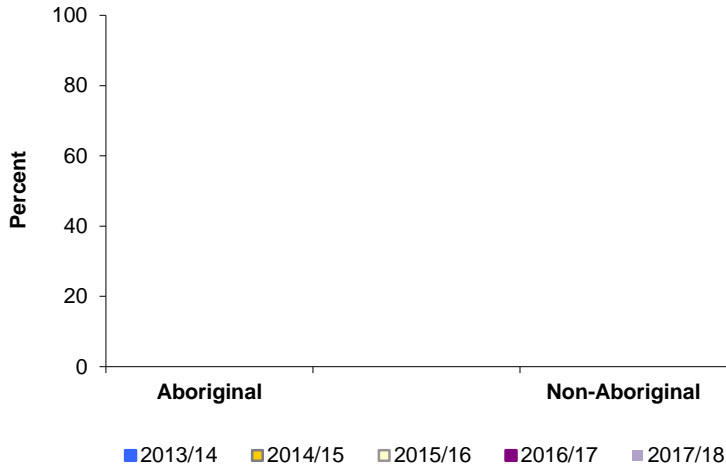
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #
2013/14	Msk	288	Msk	Msk	-	984	-	-
2014/15	-	270	-	-	-	918	-	-
2015/16	-	247	-	-	-	848	-	-
2016/17	-	251	-	-	-	875	-	-
2017/18	-	265	-	-	-	885	-	-

**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.

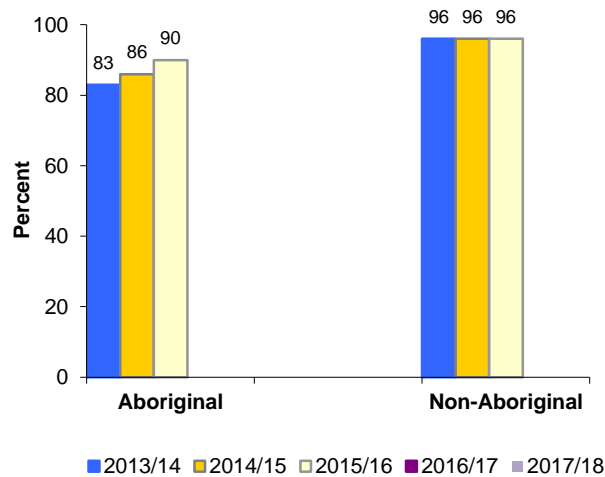
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	139	116	83	66	47	682	655	96	408	60
2014/15	114	98	86	50	44	650	625	96	409	63
2015/16	114	103	90	61	54	624	597	96	399	64
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	139	288	122	17	682	984	640	42	
2014/15	114	270	102	12	650	918	596	54	
2015/16	114	247	100	14	624	848	586	38	
2016/17	-	251	-	-	-	875	-	-	
2017/18	-	265	-	-	-	885	-	-	

**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.

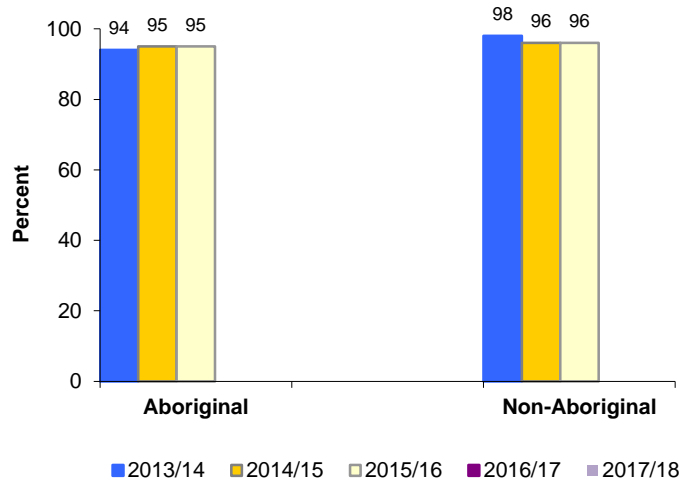
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	94	88	94	36	38	221	216	98	107	48
2014/15	121	115	95	40	33	188	181	96	84	45
2015/16	104	99	95	44	42	184	176	96	77	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	94	288	62	32	221	984	167	54		
2014/15	121	270	77	44	188	918	149	39		
2015/16	104	247	68	36	184	848	135	49		
2016/17	-	251	-	-	-	875	-	-		
2017/18	-	265	-	-	-	885	-	-		

**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.

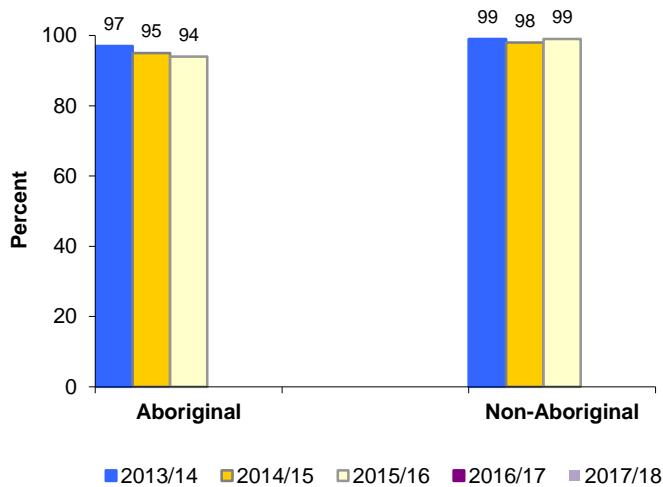
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	216	209	97	94	44	880	870	99	591	67
2014/15	221	210	95	98	44	819	805	98	555	68
2015/16	198	187	94	102	52	788	778	99	565	72
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	216	288	188	28	880	984	832	48	
2014/15	221	270	194	27	819	918	766	53	
2015/16	198	247	174	24	788	848	735	53	
2016/17	-	251	-	-	-	875	-	-	
2017/18	-	265	-	-	-	885	-	-	

**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.

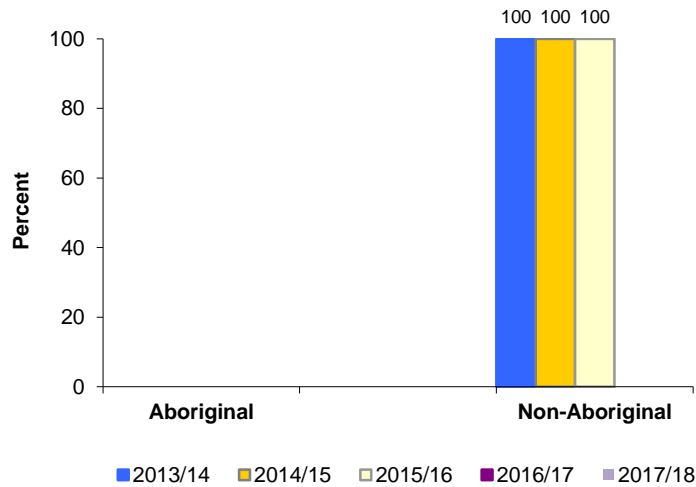
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	49	49	100	40	82
2014/15	Msk	Msk	Msk	Msk	Msk	27	27	100	16	59
2015/16	Msk	Msk	Msk	Msk	Msk	19	19	100	11	58
2016/17	-	-	-	-	-	-	-	-	-	-
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	Msk	249	Msk	Msk	49	1,057	45	4		
2014/15	Msk	285	Msk	Msk	27	1,035	23	4		
2015/16	Msk	270	Msk	Msk	19	960	14	5		
2016/17	-	251	-	-	-	903	-	-		
2017/18	-	253	-	-	-	837	-	-		

**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.

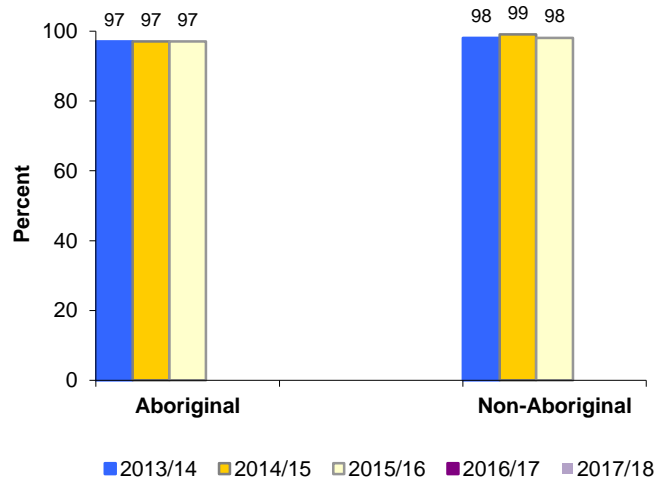
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	147	143	97	76	52	805	792	98	562	70
2014/15	143	138	97	84	59	784	777	99	575	73
2015/16	153	148	97	86	56	736	722	98	519	71
2016/17	-	-	-	-	-	-	-	-	-	-
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	147	249	130	17	805	1,057	730	75	
2014/15	143	285	130	13	784	1,035	720	64	
2015/16	153	270	130	23	736	960	662	74	
2016/17	-	251	-	-	-	903	-	-	
2017/18	-	253	-	-	-	837	-	-	

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



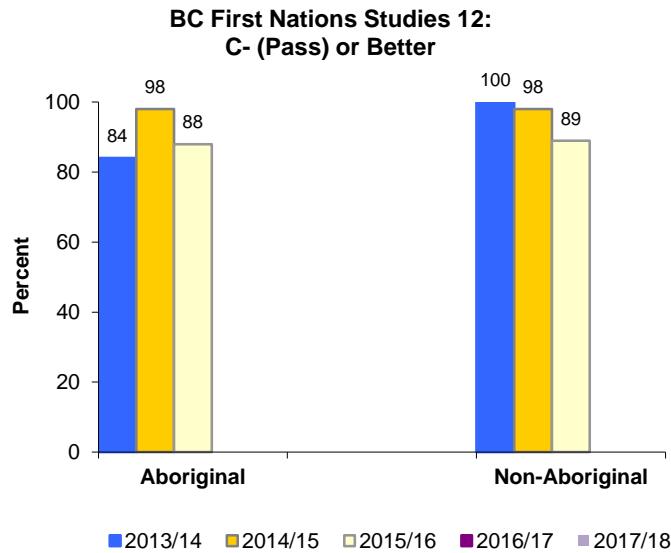
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	25	21	84	12	48	20	20	100	15	75
2014/15	61	60	98	34	56	60	59	98	44	73
2015/16	41	36	88	24	59	45	40	89	18	40
2016/17	-	-	-	-	-	-	-	-	-	-
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	25	236	6	19	20	1,039	8	12		
2014/15	61	235	6	55	60	1,026	12	48		
2015/16	41	372	9	32	45	1,253	11	34		
2016/17	-	393	-	-	-	1,278	-	-		
2017/18	-	387	-	-	-	1,154	-	-		



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

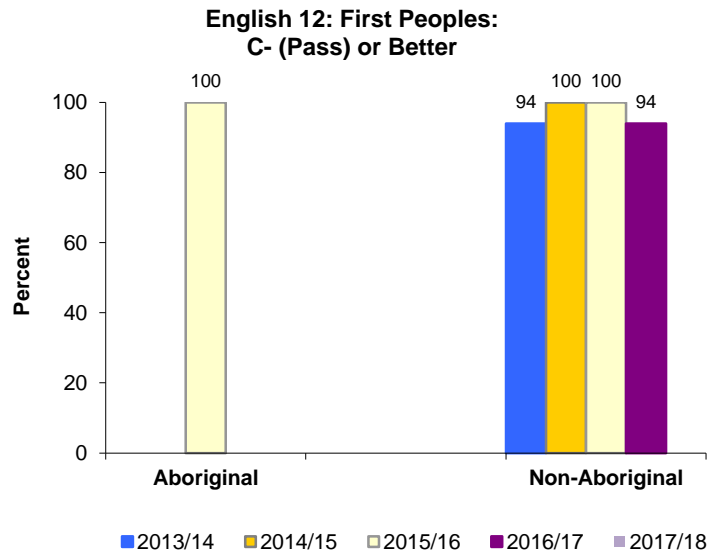
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.



## 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	17	16	94	10	59
2014/15	Msk	Msk	Msk	Msk	Msk	25	25	100	21	84
2015/16	17	17	100	11	65	27	27	100	19	70
2016/17	Msk	Msk	Msk	Msk	Msk	18	17	94	10	56
2017/18	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

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	236	Msk	Msk	17	1,039	15	2		
2014/15	Msk	235	Msk	Msk	25	1,026	23	2		
2015/16	17	372	14	3	27	1,253	23	4		
2016/17	Msk	393	Msk	Msk	18	1,278	18	0		
2017/18	Msk	387	-	-	-	1,154	-	-		



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

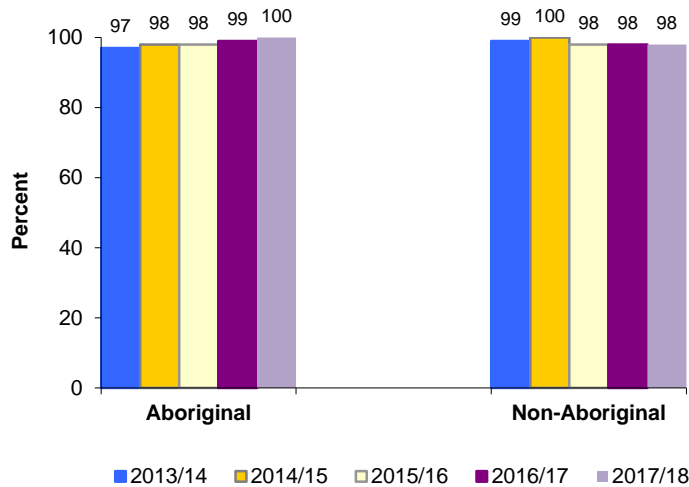
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	137	133	97	75	55	820	814	99	599	73
2014/15	126	123	98	71	56	790	787	100	592	75
2015/16	152	149	98	94	62	845	828	98	619	73
2016/17	145	143	99	87	60	719	706	98	456	63
2017/18	148	148	100	92	62	756	740	98	547	72

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	137	236	120	17	820	1,039	726	94	
2014/15	126	235	109	17	790	1,026	709	81	
2015/16	152	372	130	22	845	1,253	724	121	
2016/17	145	393	122	23	719	1,278	647	72	
2017/18	148	387	-	-	756	1,154	-	-	

**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.

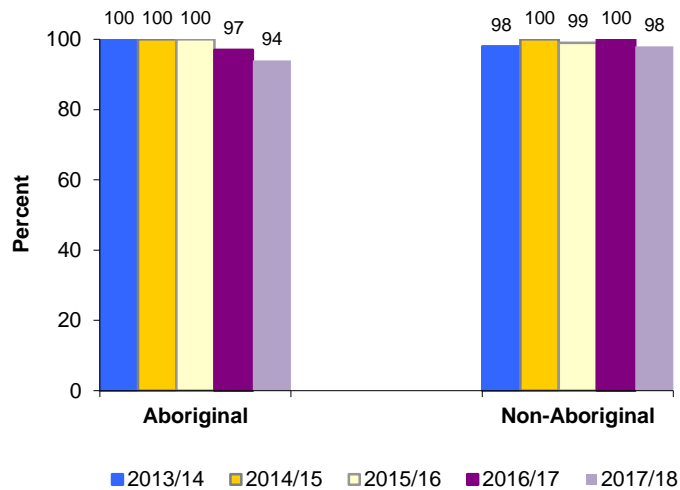
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	29	29	100	16	55	97	95	98	50	52
2014/15	39	39	100	31	79	89	89	100	60	67
2015/16	31	31	100	18	58	74	73	99	33	45
2016/17	31	30	97	13	42	75	75	100	50	67
2017/18	49	46	94	31	63	64	63	98	42	66

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	29	236	23	6	97	1,039	73	24	
2014/15	39	235	22	17	89	1,026	64	25	
2015/16	31	372	23	8	74	1,253	60	14	
2016/17	31	393	27	4	75	1,278	63	12	
2017/18	49	387	-	-	64	1,154	-	-	

**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.

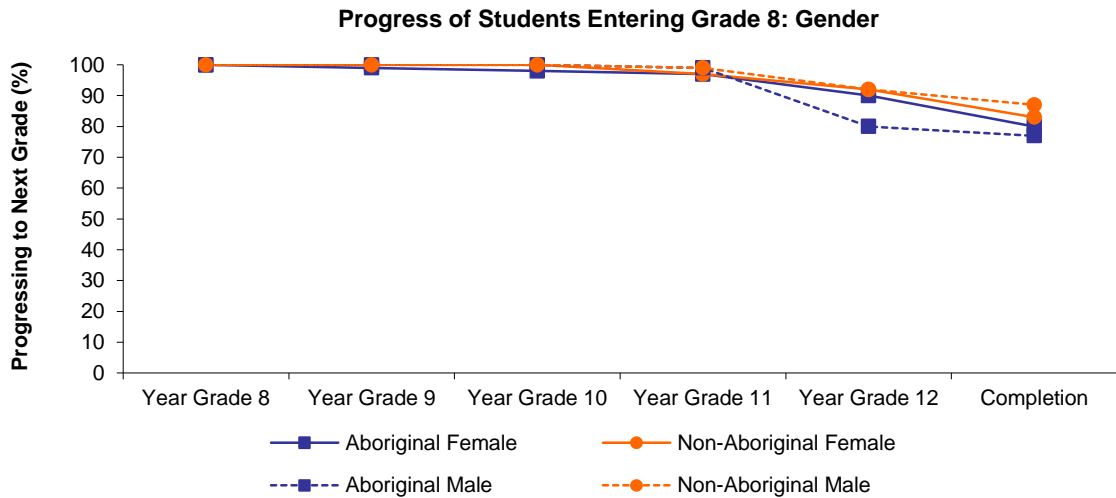
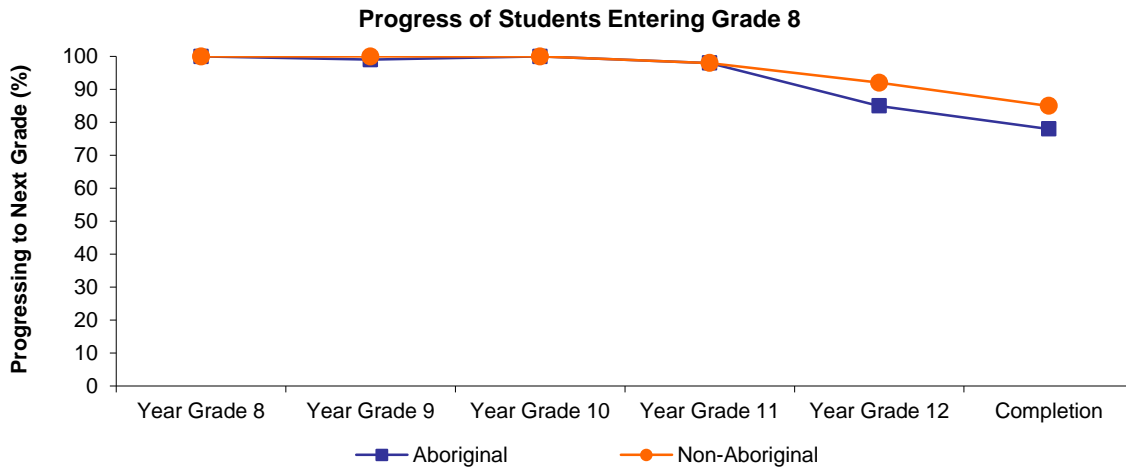
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	99	100	100	100	100
	Grade 10	100	98	100	100	100	100
	Grade 11	98	97	99	98	97	99
	Grade 12	85	90	80	92	92	92
2017/18	Completion	78	80	77	85	83	87



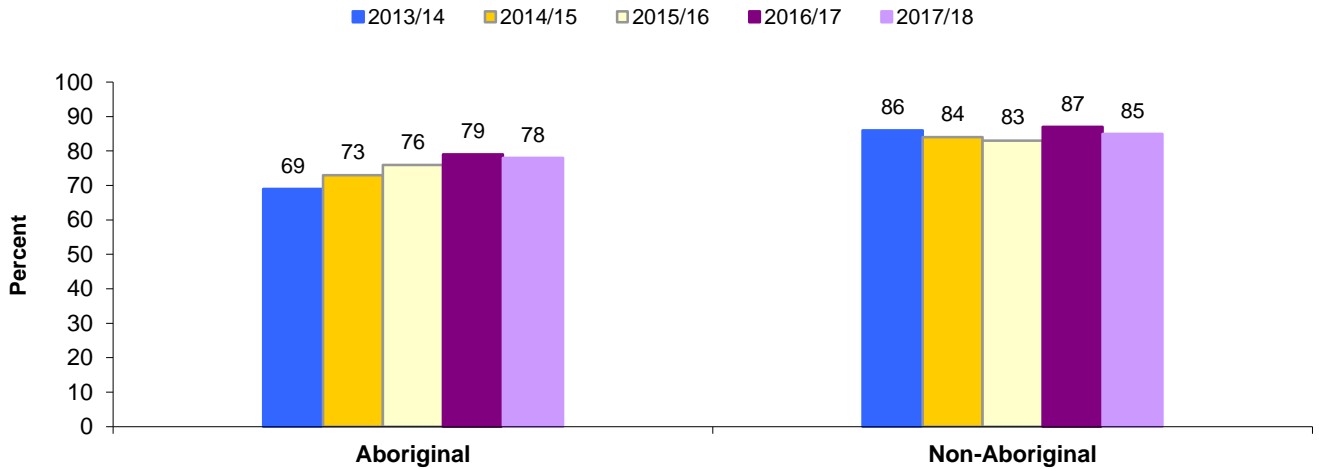
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

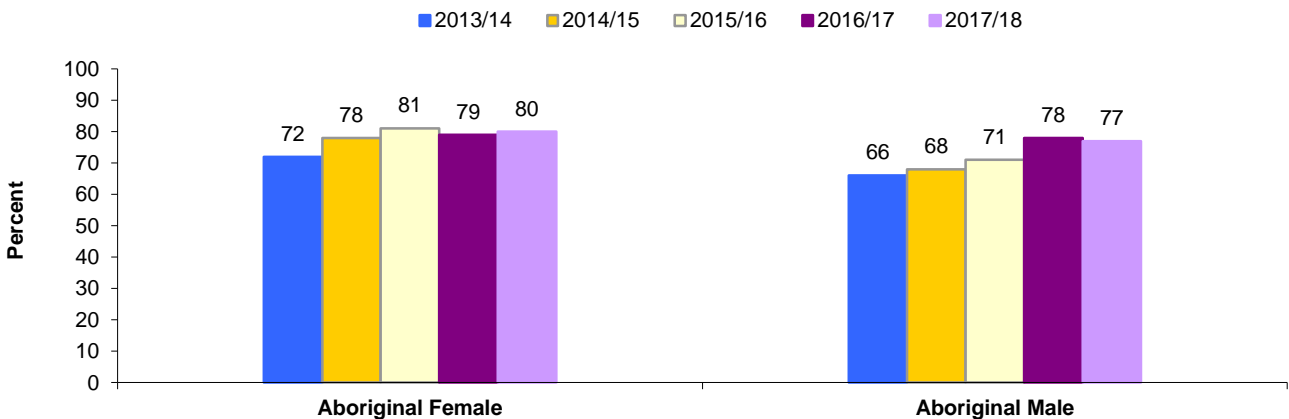
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	69	72	66	86	88	84
2014/15	73	78	68	84	83	86
2015/16	76	81	71	83	85	82
2016/17	79	79	78	87	86	88
2017/18	78	80	77	85	83	87

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



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



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

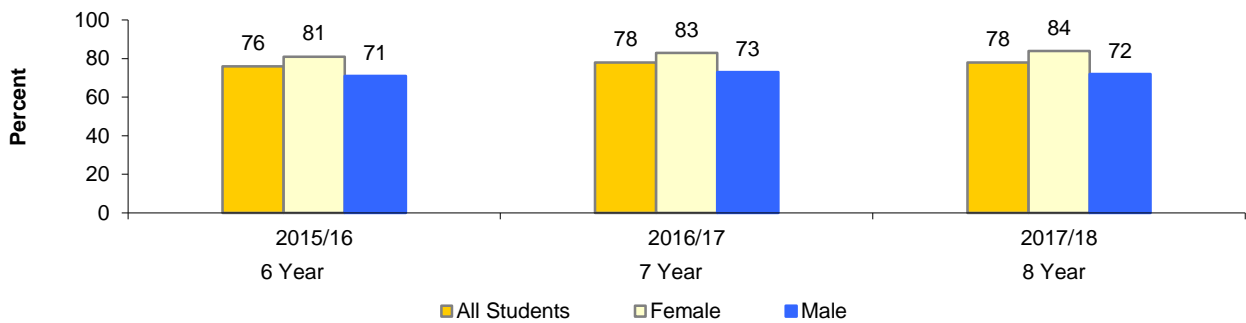
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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

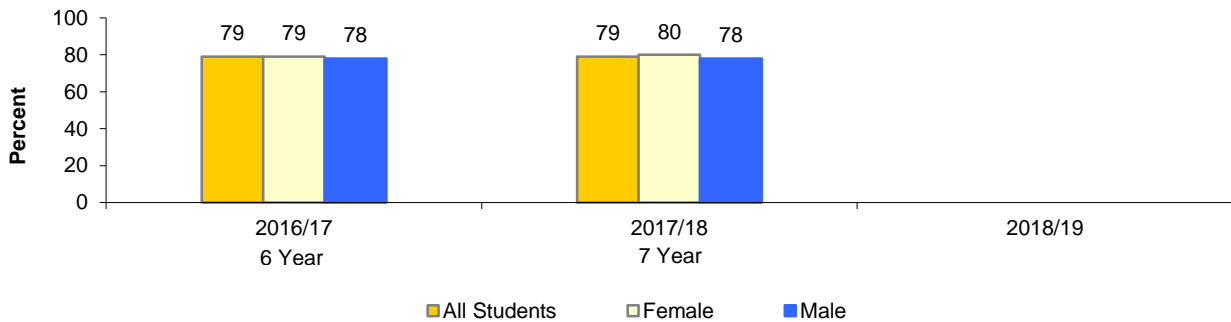
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2010/11	76	81	71	78	83	73	78	84	72
2011/12	79	79	78	79	80	78	-	-	-
2012/13	78	80	77	-	-	-	-	-	-

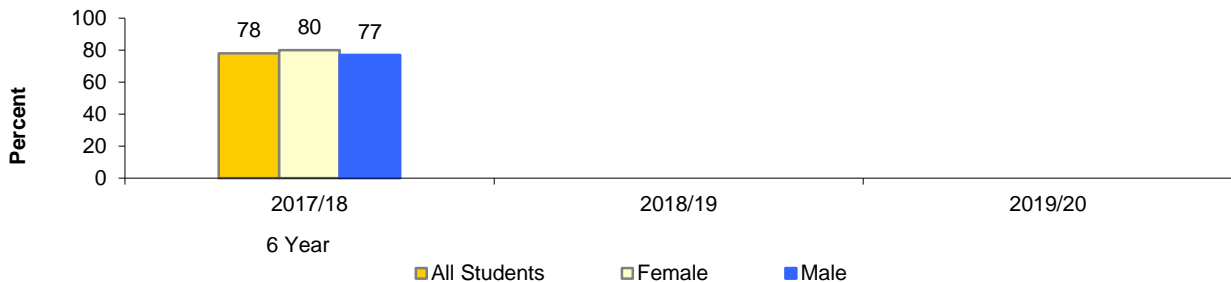
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



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	232	19	8	1,031	28	3
2014/15	234	19	8	1,018	29	3
2015/16	310	15	5	1,124	22	2
2016/17	299	Msk	Msk	1,111	25	2
2017/18	288	11	4	1,040	13	1

### 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	232	157	68	1,031	901	87
2014/15	234	153	65	1,018	881	87
2015/16	310	191	62	1,124	867	77
2016/17	299	186	62	1,111	836	75
2017/18	288	169	59	1,040	773	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	232	44	19	1,031	553	54
2014/15	234	48	21	1,018	183	18
2015/16	310	30	10	1,124	142	13
2016/17	299	48	16	1,111	142	13
2017/18	288	43	15	1,040	129	12

\* 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	219	122	56	97	44
2014/15	218	128	59	90	41
2015/16	200	120	60	80	40
2016/17	188	116	62	72	38
2017/18	164	101	62	63	38

### 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	2,902	122	4
2014/15	2,936	128	4
2015/16	2,954	120	4
2016/17	2,954	116	4
2017/18	2,934	101	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	54	Msk	Msk	32	Msk	Msk	Msk
2014/15	60	Msk	Msk	56	Msk	Msk	65
2015/16	60	Msk	Msk	47	Msk	Msk	Msk
2016/17	59	45	Msk	48	Msk	60	70
2017/18	59	54	Msk	59	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	91	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	92	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	100	Msk	Msk	Msk	Msk	Msk	100
2016/17	100	Msk	Msk	100	Msk	Msk	Msk
2017/18	Msk	Msk	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	248	100	4	1.6	4	1.6	5	2.0	2	0.8		
Non-Aboriginal	1,658	100	27	1.6	16	1.0	22	1.3	7	0.4		

### 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	160	100	2	1.3	3	1.9	3	1.9	2	1.3		
Non-Aboriginal	564	100	6	1.1	3	0.5	2	0.4	1	0.2		

### 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	248	100	2	0.8	3	1.2	3	1.2	-	-		
Non-Aboriginal	1,658	100	14	0.8	13	0.8	9	0.5	3	0.2		

### 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	160	100	4	2.5	2	1.3	2	1.3	1	0.6		
Non-Aboriginal	564	100	5	0.9	1	0.2	3	0.5	1	0.2		

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	248	100	2	0.8	-	-	-	-	-	-
Non-Aboriginal	1,658	100	40	2.4	4	0.2	-	-	1	0.1

### 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	160	100	1	0.6	-	-	-	-	-	-
Non-Aboriginal	564	100	-	-	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Teaching-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	248	100	56	22.6	14	5.6	12	4.8	4	1.6
Non-Aboriginal	1,658	100	369	22.3	88	5.3	50	3.0	24	1.4

### 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	160	100	10	6.3	1	0.6	1	0.6	1	0.6
Non-Aboriginal	564	100	34	6.0	12	2.1	4	0.7	3	0.5

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

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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

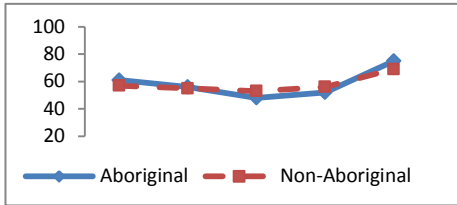
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

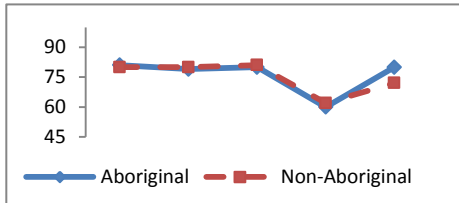
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



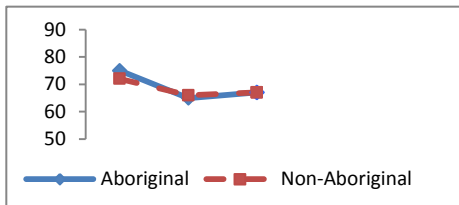
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	156	95 61	687	391 57
2014/15	149	83 56	737	406 55
2015/16	177	85 48	705	377 53
2016/17	187	98 52	799	449 56
2017/18	163	122 75	768	528 69

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



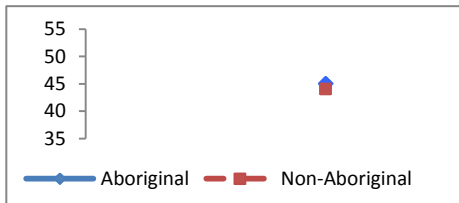
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	152	123 81	686	549 80
2014/15	142	112 79	739	589 80
2015/16	181	144 80	691	559 81
2016/17	188	113 60	797	498 62
2017/18	164	132 80	778	561 72

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



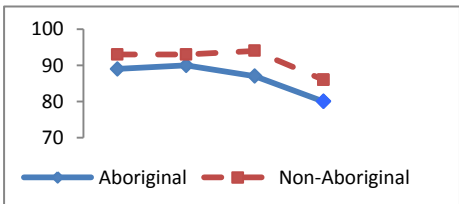
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
2013/14	155	117 75	701	505 72
2014/15	151	98 65	761	504 66
2015/16	190	127 67	720	482 67
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -

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



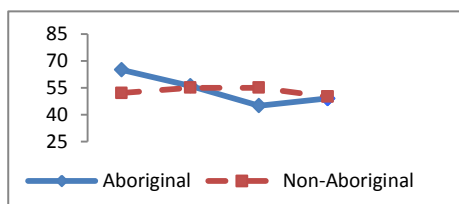
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	185	83 45	794	349 44
2017/18	-	- -	-	- -

### 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	157	140 89	699	652 93
2014/15	150	135 90	752	700 93
2015/16	191	166 87	706	667 94
2016/17	177	142 80	781	673 86
2017/18	-	- -	-	- -

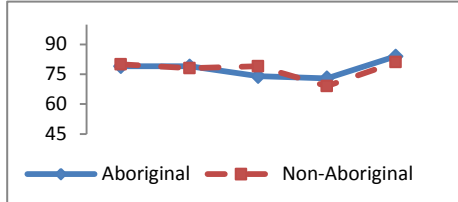
### At school, are you being taught about Aboriginal peoples in Canada?



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	148	96 65	671	346 52
2014/15	144	80 56	727	400 55
2015/16	185	84 45	686	377 55
2016/17	181	89 49	780	393 50
2017/18	-	- -	-	- -

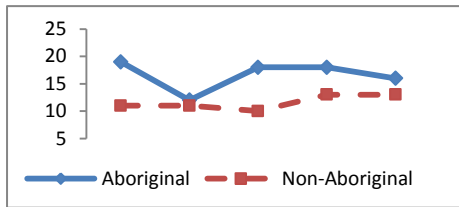
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



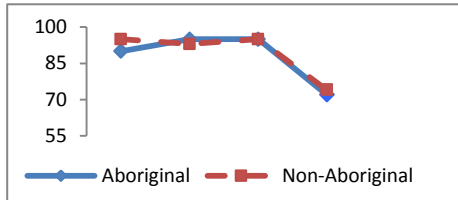
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	155	123	79	698	555	80
2014/15	147	116	79	753	589	78
2015/16	188	140	74	704	557	79
2016/17	215	156	73	750	520	69
2017/18	164	137	84	763	616	81

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



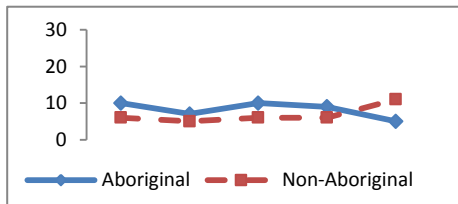
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	152	29	19	689	77	11
2014/15	149	18	12	749	82	11
2015/16	185	33	18	706	72	10
2016/17	215	39	18	751	101	13
2017/18	164	26	16	764	97	13

**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	156	141	90	706	669	95
2014/15	150	142	95	759	708	93
2015/16	191	182	95	718	683	95
2016/17	188	135	72	799	595	74
2017/18	-	-	-	-	-	-

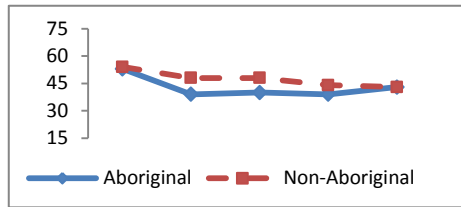
**I would like to go to a different school.**



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	154	16	10	688	39	6
2014/15	145	10	7	739	39	5
2015/16	186	19	10	697	39	6
2016/17	186	16	9	796	48	6
2017/18	167	9	5	772	84	11

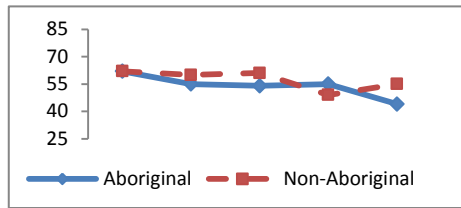
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



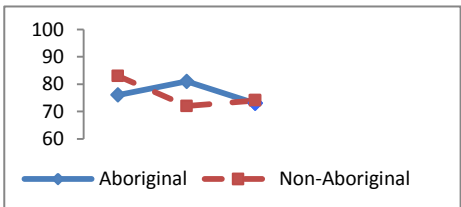
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	121	64	53	538	292	54
2014/15	170	66	39	693	332	48
2015/16	160	64	40	696	336	48
2016/17	180	70	39	748	327	44
2017/18	148	63	43	770	330	43

### 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	118	73	62	537	331	62
2014/15	166	91	55	680	408	60
2015/16	160	86	54	695	426	61
2016/17	182	100	55	749	365	49
2017/18	149	66	44	768	423	55

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



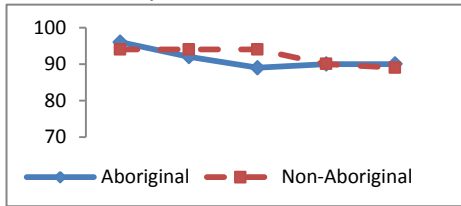
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	119	91	76	542	452	83
2014/15	167	135	81	698	505	72
2015/16	161	117	73	705	522	74
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



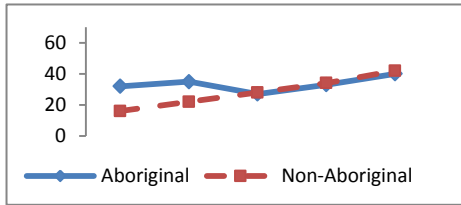
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	180	92 51	749	403 54
2017/18	144	61 42	769	420 55

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	118	113	96	539	508	94
2014/15	165	152	92	692	651	94
2015/16	161	144	89	705	660	94
2016/17	178	160	90	739	666	90
2017/18	141	127	90	757	671	89

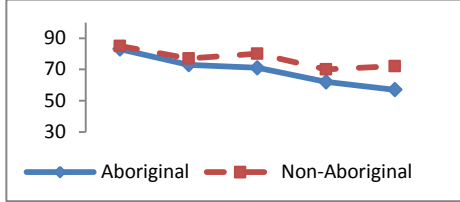
### At school, are you being taught about Aboriginal peoples in Canada?



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	117	38	32	525	83	16
2014/15	165	57	35	685	150	22
2015/16	161	43	27	688	194	28
2016/17	181	60	33	747	251	34
2017/18	143	57	40	761	317	42

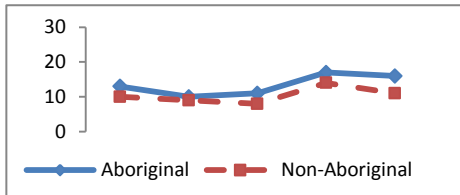
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



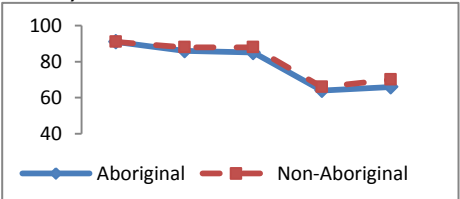
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	117	97	83	533	452	85
2014/15	160	116	73	692	530	77
2015/16	160	113	71	700	558	80
2016/17	182	113	62	736	514	70
2017/18	145	83	57	763	550	72

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



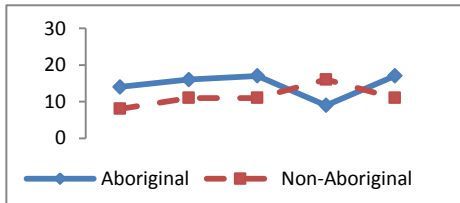
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	117	15	13	537	52	10
2014/15	168	17	10	686	63	9
2015/16	160	17	11	698	58	8
2016/17	182	31	17	740	105	14
2017/18	145	23	16	766	87	11

**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	117	106	91	540	491	91
2014/15	168	145	86	691	606	88
2015/16	160	136	85	705	619	88
2016/17	182	116	64	746	494	66
2017/18	149	98	66	768	539	70

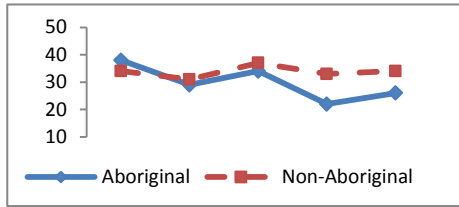
**I would like to go to a different school.**



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	112	16	14	529	44	8
2014/15	165	27	16	673	72	11
2015/16	158	27	17	693	74	11
2016/17	181	17	9	740	120	16
2017/18	147	25	17	767	86	11

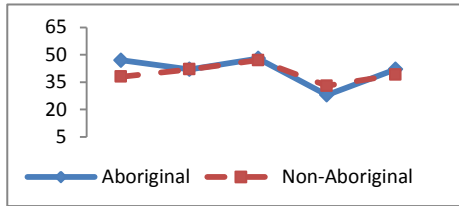
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



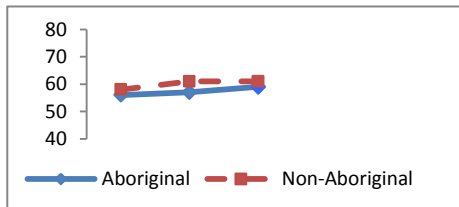
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	176	66	38	705	241	34
2014/15	171	50	29	641	198	31
2015/16	178	60	34	720	263	37
2016/17	158	34	22	665	220	33
2017/18	179	47	26	713	245	34

### 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	176	83	47	697	266	38
2014/15	166	69	42	633	264	42
2015/16	172	82	48	711	335	47
2016/17	158	44	28	666	221	33
2017/18	179	75	42	713	275	39

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



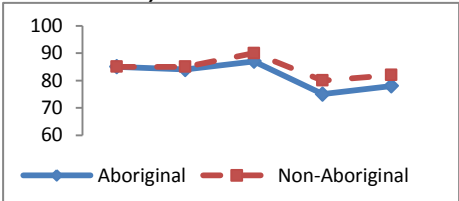
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	177	99	56	706	411	58
2014/15	171	97	57	648	397	61
2015/16	180	107	59	722	444	61
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



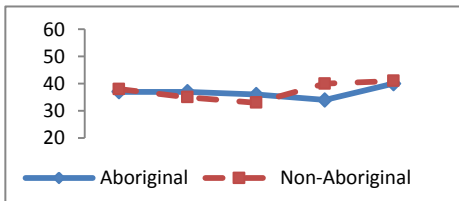
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	158	58 37	663	323 49
2017/18	176	98 56	711	379 53

### 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	170	145	85	693	587	85
2014/15	171	144	84	630	538	85
2015/16	179	156	87	714	645	90
2016/17	157	118	75	654	524	80
2017/18	175	137	78	703	576	82

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

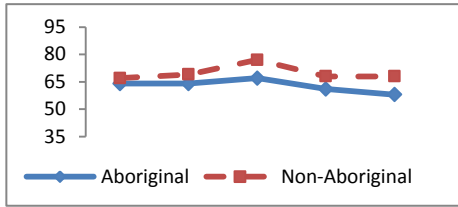


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	171	63	37	694	266	38
2014/15	171	63	37	631	219	35
2015/16	176	63	36	715	236	33
2016/17	158	53	34	657	266	40
2017/18	178	72	40	710	294	41



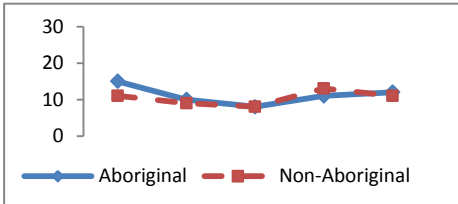
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



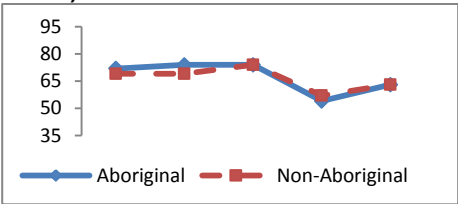
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	177	114	64	701	471	67
2014/15	169	109	64	638	441	69
2015/16	175	117	67	711	544	77
2016/17	158	96	61	662	449	68
2017/18	177	103	58	710	484	68

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



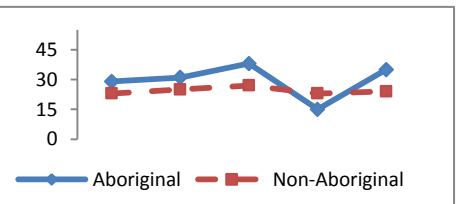
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	176	26	15	699	77	11
2014/15	169	17	10	632	60	9
2015/16	177	15	8	705	53	8
2016/17	157	18	11	662	85	13
2017/18	178	22	12	708	80	11

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



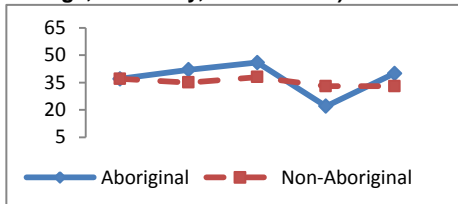
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	175	126	72	701	485	69
2014/15	173	128	74	640	439	69
2015/16	180	133	74	720	535	74
2016/17	157	85	54	663	380	57
2017/18	179	113	63	713	448	63

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



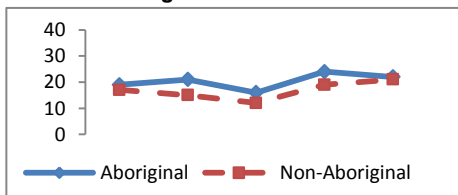
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	174	51	29	696	161	23
2014/15	173	54	31	630	155	25
2015/16	177	68	38	713	194	27
2016/17	158	24	15	658	152	23
2017/18	176	62	35	707	172	24

### 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	172	63	37	693	256	37
2014/15	173	73	42	627	219	35
2015/16	173	79	46	716	272	38
2016/17	158	35	22	652	215	33
2017/18	176	71	40	704	230	33

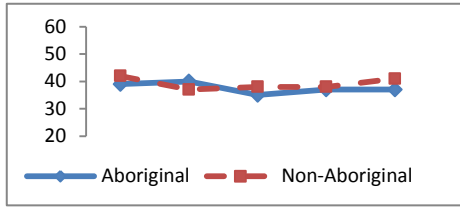
### I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	170	33	19	676	118	17
2014/15	163	35	21	618	95	15
2015/16	172	27	16	702	87	12
2016/17	157	38	24	664	129	19
2017/18	179	40	22	713	150	21

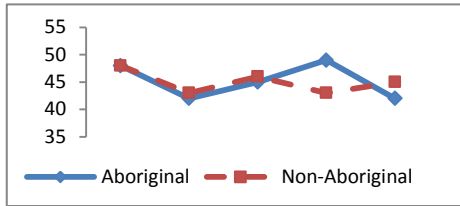
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



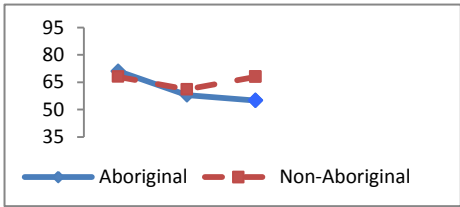
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	115	45 39	553	234 42
2014/15	103	41 40	596	220 37
2015/16	162	56 35	658	251 38
2016/17	112	41 37	537	203 38
2017/18	113	42 37	543	223 41

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



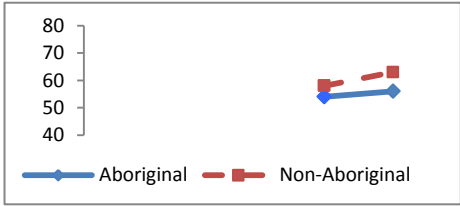
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	114	55 48	542	262 48
2014/15	104	44 42	587	251 43
2015/16	161	72 45	652	302 46
2016/17	112	55 49	536	233 43
2017/18	113	48 42	541	245 45

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



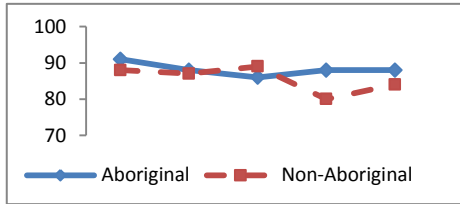
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	115	82 71	551	377 68
2014/15	105	61 58	594	361 61
2015/16	160	88 55	656	447 68
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -

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



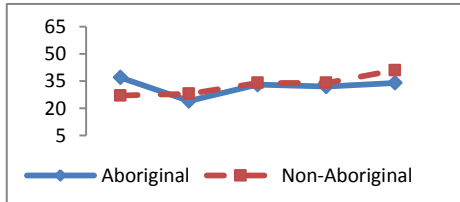
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	112	61 54	535	311 58
2017/18	112	63 56	540	340 63

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	114	104 91	550	482 88
2014/15	100	88 88	590	516 87
2015/16	158	136 86	649	578 89
2016/17	111	98 88	518	416 80
2017/18	110	97 88	539	453 84

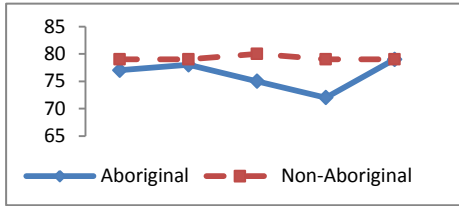
### At school, are you being taught about Aboriginal peoples in Canada?



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	114	42 37	539	145 27
2014/15	100	24 24	591	165 28
2015/16	157	52 33	643	219 34
2016/17	112	36 32	528	182 34
2017/18	113	38 34	539	219 41

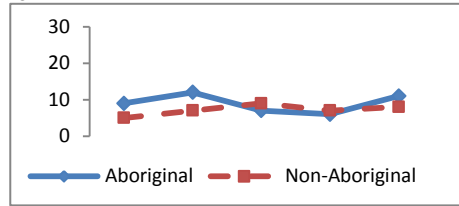
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



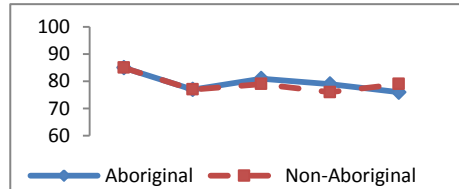
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	115	89	77	547	430	79
2014/15	102	80	78	591	464	79
2015/16	159	119	75	651	521	80
2016/17	119	86	72	522	412	79
2017/18	113	89	79	538	427	79

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



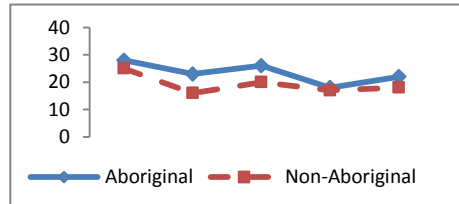
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	115	10	9	551	25	5
2014/15	102	12	12	579	42	7
2015/16	161	12	7	656	60	9
2016/17	119	7	6	522	37	7
2017/18	113	12	11	540	43	8

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



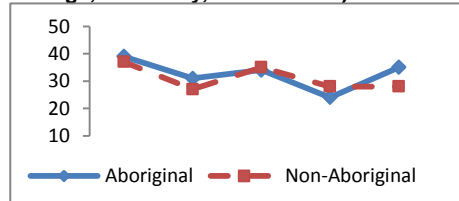
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	111	94	85	555	469	85
2014/15	106	82	77	588	453	77
2015/16	162	132	81	656	516	79
2016/17	111	88	79	536	409	76
2017/18	113	86	76	541	425	79

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



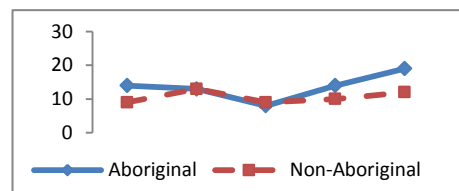
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	113	32	28	542	135	25
2014/15	104	24	23	587	91	16
2015/16	160	41	26	650	129	20
2016/17	111	20	18	521	89	17
2017/18	113	25	22	534	97	18

### 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	110	43	39	538	199	37
2014/15	102	32	31	586	158	27
2015/16	161	55	34	652	227	35
2016/17	111	27	24	518	146	28
2017/18	113	39	35	538	151	28

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	111	16	14	535	49	9
2014/15	101	13	13	568	71	13
2015/16	155	13	8	628	54	9
2016/17	111	15	14	536	54	10
2017/18	113	21	19	541	64	12

## GLOSSARY

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/2004 school year forward. Status Indians are Aboriginal people who meet the requirements of the <i>Indian Act</i> and who are registered under the <i>Act</i> .
<b>Alternate Programs</b>	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b> .
<b>Eligible Grade 12 Graduation Rate</b>	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are <i>eligible to graduate</i> if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
<b>Enrolment</b>	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
<b>Final Mark</b>	The final mark is based on the blend of a student's best course mark and best exam mark. These best marks may have been earned in different school years. Final marks may be greater than either the best exam marks or best course marks observed in the reported year. The final marks are usually derived from a blend of the best exam percent and the best course percent, using a 80/20 mix for Grades 10 and 11, and a 60/40 mix for Grade 12. (The sole exception is BC First Nations Studies 12, or FNS12, which alone of all Grade 12 examinable courses uses the 80/20 mix.)
<b>Grade-to-Grade Transition Rate</b>	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Hyphen</b>	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a passing grade in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
<b>Msk</b>	Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine). Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to <a href="http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations">http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations</a>

<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who attend a school and who live off a reserve.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participant (Provincial Examination)</b>	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Pass Rate</b>	The number of students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year, divided by the number of students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This is also known as the "success rate".
<b>Performance (Foundation Skills Assessment)</b>	The student performance levels are: <ul style="list-style-type: none"> <li>• <i>Exceeding Expectations</i> - exceeded the expectations for student's grade</li> <li>• <i>Meeting Expectations</i> - met the accepted expectations for student's grade</li> <li>• <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.</li> </ul>
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centers; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering BC educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
<b>School District</b>	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.
<b>Six-Year Completion Rate</b>	The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.  The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.  In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).
<b>Special Education Program</b>	A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a Certificate of Graduation and/or other outcomes as specified in the student's Individual Education Plan (IEP).

<b>Special Needs (in performance-oriented reports)</b>	<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>